

Laurel Park School Business and Industry Centre

**A post-16 vocational offer for
Enfield students**

**Proposal - September
2023**

1. Rationale:

1.1 Laurel Park School is a new school for Palmers Green and Southgate. Previously it was Broomfield School and in March 2022 received an Ofsted Judgement of Requires Improvement. Whilst the guidance ([Making significant changes \(prescribed alterations\) to maintained schools - statutory guidance for proposers and decision makers January 2023](#)) suggests that the expansion of a school should be supported by a Good or Outstanding judgement, the guidance also states that decisions can be made in other circumstances if viable and supported.

1.2 The school is on an upward journey. With a new Headteacher who has been in post for a year the following has already been achieved:

- Appointing 28 new teachers, all observed by the Head. We are confident that the standard of teaching and learning will rapidly increase. This is in a time when there is a shortage of teachers. We start September 2023 fully staffed with subject specialists in all areas.
- Rebranding and launching a new school.
- Increase in results from 2022 by 10% grade 4+EM and 7% grade % 5+EM alongside other notable increases across a range of subjects in a year that has been particularly challenging with staffing. Projected progress 8 scores suggest that the school has improved outcomes by approximately +0.4 - +0.5, which a projected score of -0.10. However if we model progress for the 58 students who do not have KS2 data, the projected P8 score would be +0.02. The results are broadly back in line with the 2019 outcomes (Pre-Covid), although we will not rest on our laurels until the results are more in line with Enfield and national average outcomes.
- We have reviewed the curriculum and embedded a revised curriculum that is tailored and suited to the needs of our students, with an increased offer of vocational options at KS4 and a wider enrichment programme for all so that our disadvantaged students have the same opportunities as others.
- The Headteacher has redeveloped the senior leadership team and appointed a DHT who oversees behaviour and attitudes, who has implemented a disruption free learning culture, which is grounded in educational pedagogy and practice.

1.3 Therefore whilst the Ofsted judgement is currently at RI, we are confident the school is on an upward trajectory that will only strengthen based on the quality of the teachers in the school and the leadership team. We therefore request that our proposal to open a sixth form take this into account as outlined in the guidance. Our proposal is also supported by our school governors, which was discussed and ratified at our full governing body meeting on the 6th of July 2023.

1.4 Vocational education is vital to education both in ensuring that appropriate pathways are offered at post-16 but also in terms of ensuring that the workforce has enough skilled adults to add to the local, National and Global economy. School based sixth forms traditionally offer an A-level route with some vocational offers for students who are deemed 'less able' to take on the more academic route. We believe at Laurel Park School that vocational education should be seen as an equal and as a viable option for all students.

1.5 The DFE have identified the need for more vocational and work related skills based qualifications in order to add to the long term economy and as a consequence have introduced T-Levels, where students can specialise in one subject area. T-levels are the equivalent to 3 A levels and are around 1800 Guided learning hours, which includes a minimum expectation for students to complete a 45 day work placement in the area of study. There is also £ 400 million to bid for in order to set up T-levels, and capital funding available to transform spaces into work related teaching rooms to deliver the courses. The Headteacher was also invited to a round the table discussion with 6 members from the House of Lords who are currently doing a curriculum review to discuss the current education policy, subjects and model that is on offer.

1.6 Currently, schools in Enfield do not offer T-levels although some are exploring the possibility in light of the government changing from the long standing BTECs, however I suspect the 45 day placement will be an issue of consideration for them when running a provision that offers a wide range of qualifications and pathways. East Barnet in Barnet is the closest school that is due to offer a wide range of T-levels.

1.7 It is known that Enfield has a declining birth rate and families moving out of the borough, therefore year 6-7 transition will be unstable and we cannot be sure how and when numbers will increase for us. This will consequently have an impact on our funding. However we believe there is a need in our school to provide a post-16 offer in order to retain students and support them on their journey into Higher Education, Apprenticeships or employment. We believe this for various reasons:

- We are a small school with a family type community. For some students it is an overwhelming thought and experience having to transition again at the end of year 11 to a college of around 2000 students. Likewise some find it daunting going to another sixth form.
- Most of our students go to college outside of Enfield.(See destinations data). Having a vocational education sixth form at laurel park School would help to keep those students who wished to pursue vocational education in Enfield, as opposed to going to neighbouring boroughs.
- We have a number of in year admissions for children from other countries, some join us in year 10. If we were able to keep them after year 11, not only could we nurture them, but we could also provide the appropriate progression pathway for them.

- During informal discussions with students, when asked if Laurel Park opened a sixth form whether they would consider staying, a huge number said they would consider it as a viable option.
- Essentially we also believe that it would enhance security of our income in light of declining birth rates and movement in the borough.
- Our data shows that a significant proportion of our students move outside of borough for their post-16 provision because Enfield does not provide enough school based vocational and work related opportunities within a mainstream setting.
- Having a bespoke vocational offer could also serve to attract students from other boroughs to us as opposed to going to college.

2. What would we offer?

2.1 Suggested Programme of study:

| Programme of Study | |
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| 40 lessons timetable per fortnight | |
| Triple Award Qualifications | 18 x Lessons subject (upper limit) |
| Personal Development and Enrichment | 2 x Lessons |
| Core RE | 1 x Lessons |
| Work Experience | 6 x Lessons |
| Supervised study | 6 x lessons per week |
| Morning tutorial | 1 x Lessons per week (outside of timetable - morning form time) |
| Resit maths and English | 6 x lessons per week (will be dependent on overall outcomes) |

Starting SEPTEMBER 2024.

Pearson BTEC Level 3 Extended National Diploma in Computing

This course will allow students to study an ICT/computing tech level and have the option to specialise in a number of units. The course has seven mandatory units such as Principles of Computer Science, Software design and Development and Fundamentals of Computer Systems. The students will then complete work in a further six units of work to create their full programme.

Cambridge National Extended Diploma in Sport and Physical Activity

This course will allow students to explore the sporting industry alongside developing an in-depth knowledge of physiology and the way the body works. The students will study twelve mandatory units including the way the body works, the sporting industry and the business of sport. Students will then have the option to study further units, linked to their areas of interest.

Pearson BTEC Level 3 Extended National Diploma in Performing Arts

This course will allow students to explore the performing arts industry and develop skills in both performance, design, production and the arts industry. Students' courses will be tailored to meet the specific interests and talents of the students, for example, a student may choose to specialise in either music or acting. Students will be supported in their development with regular access to musical and theatrical performances and visits from industry experts.

From 2025

T Level Technical Qualification in Science

This course would allow students to explore core components in science and then have an option to specialise in laboratory science or food sciences. This course would be supported with a one day a week work placement, who will set a project task as one of their core assessments.

T Level Technical Qualification in Management and Administration

This qualification will allow learners to gain an understanding of what is required to work within an administrative or managerial role. Topics covered include Business Context, People, Quality Compliance, Project and Change Management.

2.2 Why these subjects?

- These are the main subjects that our students go on to study in other post-16 settings in other boroughs.
- Transition T levels - a course for students who do not gain sufficient grades to move immediately into level 3 study or for students who come from abroad and need a post-16 pathway that they can succeed in. The transition T-levels are level 2 qualifications.

2.3 What else would be on the curriculum?

- Enrichment- personal and community in order to support students with their development but also to support students who will choose to move onto higher education and need evidence for UCAS. This would be part of our already developing whole school enrichment programme.
- PSHE to include financial literacy lessons and lessons for life.

- RE this is now a statutory requirement for post-16 study.
- Supervised study periods.
- Resit maths and English for those who didn't secure at grade 4 or above

2.4 Why else would this be a good idea?

- Laurel Park School's Headteacher is a trustee for the Enterprise Cooperative Trust, which recently had a launch event at the House of Commons and where we have been invited back to have a round the table discussion on vocational education, work related learning and the necessity for the arts to be seen as equal to the academic Ebacc curriculum. The work of the trust will be able to support the work placement aspect of the qualification.
- No other sixth form in Enfield has this type of offer, therefore it could be our niche and USP and fill a gap in current school based provision.
- It would be morally correct for our in year admissions students so that we can have the right time to educate them to set them up for life.
- We have restructured our curriculum model so that slots for enrichment, PSHE and RE are already in place for a sixth form provision to fit into.
- Year 11 is our largest year group so we stand to retain a higher proportion in 2024 when the sixth form would open.
- Having a sixth form is a good teacher recruitment strategy because people want to work with older students.
- The government is presenting the need for a more varied curriculum that will add value to the British economy and develop a skilled workforce in more vocational based industries.

3. Cost implications and funding

- If we do not recruit to pan into Year 7 next year, then we will have some surplus in our staffing that would mean we should be able to staff a sixth form provision using existing staff. Having modelled the curriculum based on opening a sixth form with an initial offer of three subjects with a triple qualification, we would not need to recruit additional staff and therefore our current budget expenditure forecast would not need to change, however we would gain income. We need to consider if the EFSA would offer funding from September 2024, and whether this would be based on places offered or places filled.
- We have new colleagues joining us who have been UCAS coordinators in their current schools so are up to date with processes and expectations.
- We would arrange what we do in the most cost effective way. This will be managed by offering the triple qualifications in terms of BTECs and offering T-levels should this be authorised by the ESFA.

- We have employed a Beauty teacher who will be delivering a level 2 course to KS4, she has capacity to develop a KS5 provision.
- Students would study a triple award in their area of interest and their curriculum would be complemented by work experience, statutory RE, PSHE, enrichment and study sessions both guided and independent.
- Our aim would be to recruit between 30 and 50 students in year one from our current cohort on designated courses predominantly in the subjects identified above ensuring a minimum of 15 students per class and then build on this each year.

4. Next steps:

Governors have approved the exploration of this and are very supportive of Laurel Park School having a post-16 provision.

- Draft and circulate surveys for consultation with stakeholders - completed
- Survey students to see what their subject choices would be.
- The Director of Education and Enfield LEA to make a decision and inform the DFE

4.1 Timeline:

Sixth form open evenings start around November time so we would need to have some things in place by the autumn term and further work would be on-going throughout the year.

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| 6th July 2023 | Proposal presented to governors for ratification to explore possibility of opening a sixth form. | Complete - Governors ratify decision at full GB - 6th July 2023 |
| 17th July 2023 | Headteacher meets with Director of Education to talk through proposal. | Complete - Authorised to explore on 17th July 2023 |
| July-September 2023 | Formal consultation of stakeholders on prospect on opening sixth form via survey and meetings. | Complete Feedback gathered and included in this report |
| Mid September | Formal proposal presented to Director of Education Enfield and local authority for consideration. Governors to attend. | |
| November | Decision to be made by local | |

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| | authority. | |
| December/January | Marketing to current Year 11 cohort and more widely. Curriculum development, staffing and strategic planning. | |
| February/March - Admissions process for internal students | Open evening February 2024. Admissions March 2024. Pre-admissions interviews March April 2024. | |
| April onwards | Strategic planning and development to open the sixth form for Sep 2024. | |

5. Local (to Laurel Park School - inc Haringey and Barnet) offers for post 16-provision

Winchmore School offer:

- Mainly A levels.
- A range of level 3 vocational options but each as an equivalent to one A level.
- No vocational food option or beauty.

Southgate School offer:

- Mainly A level offer.
- Some vocational options however they are all single awards:
 - Level 3 Cambridge Technical in Art (Single Award)
 - Level 3 Cambridge Technical in Business Studies & Marketing (Single Award)
 - Level 3 Cambridge Technical in Media (Single Award)
 - Level 3 BTEC National in Sport (Single Award)
 - Level 3 Cambridge Technical in ICT (Single Award)
 - BTEC Health and Social Care (Single Award)
- No catering, beauty or performing arts options.

Ashmole Academy offer:

- Only offer A levels no vocational offer at all.

Alexandra Park School offer:

- Mainly A levels.
- Some vocational choices in Business, ICT, music production and performance, health and social care and Applied Science.

5.1 This information tells us that the local offer is mainly centred around A levels and our proposal for a business and industry centre would not provide conflict with other local schools.

We would continue to provide impartial Careers guidance to ensure that students who are following an academic route would be supported with applications and processes to ensure their places in other local Enfield schools and colleges.

Despite some local schools offering vocational options, the majority of our school cohort still choose to attend vocational providers outside of the borough.

6. Stakeholder feedback on proposal to open a sixth form September 2024

- 406 responses in total, this was made up of:
 - 33.3 % students
 - 50.5 % parents
 - 14.3 % staff
 - 2% governors
- 85.7% would be keen for the school to open a vocational based sixth form.
- Students would be keen to study the following vocational options: Business studies, Science, Music, music technology, Hair and beauty, performing arts ICT. This supports a trend of last year's cohort and the dominant vocational subjects they went on to study in colleges, mainly based outside of the borough.

6.1 Enrichment opportunities that stakeholders would be keen to have included as part of their post-16 provision:

- Financial literacy (57.1%)
- Living independently (47%)
- ICT skills (45.3%)
- Charity work (23%)
- Volunteering (33.7%)
- Work experience (69.7%)
- Careers info (53%)
- Routes into university (68.7%)

- Routes into apprenticeships (55.9%)
- Routes into Employment (58.6%)

6.2 In response to key factors that stakeholders felt were the most important that would encourage them to apply to LPS Business and Industry Centre, the following were the most significant:

- Easier transition into year 12 (61.2%)
- Subjects on offer (63.2 %)
- Teachers (46.5%)
- Enrichment opportunities (42.8%)
- Feeling safe (45.6%)

6.3 In the comments section, the responses were more variable. The feedback was centred around the school not offering an A level option should the school be given the opportunity to progress with a sixth form.

7. Analysis of destination data

7.1 2022 Destination data for Broomfield School

- Last year's destination data showed that out of the 139(out of a possible 144) responses to the destination data request 97% of students from Broomfield School stayed in FTE.
- Out of the 139 students, only 36 of them went onto study A levels, the others went on to Level 3, Level 2 or level 1 vocational courses.
- Out of those who gave details of the vocational courses they were studying, the majority went onto study courses in: Business, IT, science, media, sport and health and social care.
- Out of the 139 students, 106 went to a college environment to study their course.
- Out of the 139 students, 98 of them went out of the Borough of Enfield to study for post-16. Waltham Forest, Barnet, Haringey and Hackney were the Local Authorities where most of the students moved to.
- Only 41 students stayed in the borough.
- Those who moved onto employment accessed employment in the following areas: vehicle maintenance, catering, childcare, clerical/secretarial.

7.2 What does the data tell us?

- It supports the overall sixth form proposal to meet the needs and context of the students in our school.

- Even with a number of sixth form provisions in the borough, the students from our school are choosing to leave the borough of Enfield to access FTE in other boroughs because our borough does not meet the needs of all the students.
- The post-16 providers in the borough arguably do not consider the cultural appropriateness of some of the courses offered and their relevance to family business and skills that a huge proportion of our students are aiming to be a part of.
- We get a high number of in year admissions to the school, with the majority of children coming to us from abroad with limited English. Without a post-16 provision we are not supporting the mental health and stability of these students as they need to transition from us to another education setting.
- We have a number of students who want the option of staying in a smaller school based provision as the large college environment is overwhelming,

7.3 2023 Destination data

- 64% (81) of students from Broomfield School have confirmed college as their post-16 destination . At the time of writing this we are still awaiting confirmation of a further 24 students, of which a significant proportion will also attend college.
- Out of those students 78 of them have chosen to attend college provision outside the borough of Enfield. Mainly in Waltham Forest, Barnet, Islington and Newham. Only 3 out of the 81 students have chosen to attend a College in Enfield.
- The students who have applied to college have applied to do a range of either level1, level 2 or level 3 based courses.
- The subjects choices follow historical trends, mainly: Business, science, IT, construction, art and design.
- 34% (48 students) have applied to school based sixth form for their post-16 provision, of which 45 have applied to do A levels.
- Out of these students, only 6 have applied to Enfield based school sixth forms, with the majority applying to Barnet, Haringey and Hertfordshire sixth forms to complete their post-16 studies.
- Out of the 141 students who we have destination data for , 132 (94%) of our students are going out of borough for their post-16 provision.

7.4 Therefore taking these figures into account, it is felt that a vocational provision, which is school based, is absolutely needed to retain students in the borough. As a borough we are losing a significant number of students to neighbouring boroughs for post-16 provision because the local offer does not meet the need.

8. Risk and mitigations summary

| | Risk | Mitigation |
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| 1. | Not enough demand | <ul style="list-style-type: none"> - The recruitment process would start as soon as a decision is made, which would give us early indication figures of what the potential demand would be. - We would start small and limit the number of courses on offer. - We would not recruit additional staffing, but instead use surplus staffing that would exist in our model based on the current year 11 having 185 students on roll. - The initial consultation tells us that there is a demand for it. - We would support students to have a plan B in place. |
| 2. | Too much demand | <ul style="list-style-type: none"> - We would still only offer a limited number of courses with an upper limit of 20-25 students per class, depending on the subject and specific needs to course delivery. - In this position, we could quite quickly become 'over-subscribed' which would be used as our positive marketing tool. - If we were in the fortunate position to have an exceptional demand, we may need support from the borough with up-front funding to employ any additional staffing on a fixed term basis. |
| 3. | Work placements and sourcing | <ul style="list-style-type: none"> - We are signed up to Uniforg as a central platform to support work placement sourcing. - We would allocate this role to existing support staff to aid with placement finding. - We would begin courses for example in business, where there is a wider pool of opportunities for work placements. We would draw on the network via the Enterprise Cooperative Trust, school governors, parents and any other community links. |
| 4. | Leadership and management of | <ul style="list-style-type: none"> - This would start on a fixed term basis and |

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| | the provision and making it cost effective | <p>open as internal progression opportunity</p> <ul style="list-style-type: none"> - We have recently appointed a number of staff who have worked in sixth forms, so are aware of the process of sixth form, including preparing students for university. - I have a number of colleagues who have been on leadership teams leading sixth form provision who have agreed to come and support the set up of a new provision. |
| 5. | Cost effectiveness | <ul style="list-style-type: none"> - Having modelled the curriculum, having a post-16 provision would help our budget based on an average funding formula when compared to funding allocations for similar schools in the borough. - Likewise, we would map our curriculum based on surplus staffing that would be released from having a bigger year 11 group. |
| 6. | Capacity in the building | <ul style="list-style-type: none"> - Laurel Park School has an extensive site. Currently the plan would be to take back the building rented to Winchmore and establish this as a sixth form area. - The risk here is should Winchmore's building not be ready they would need a plan in place to house the provision currently based here. - We would lose the income from Winchmore who rent our building, however the potential income generated by the number of students recruited to roll outweighs the income we are currently receiving from outsourcing the building. |

9. Conclusion

In conclusion, the data from our school clearly demonstrates the requirement and need for a post-16 provision in this part of the borough that has a key focus on vocational and technical qualifications. Enfield is losing a high number of students to neighbouring boroughs because the provision of vocational opportunities are far fewer. One of the core aims would be to keep Enfield students in Enfield, specifically to pursue vocational education and do not want to

follow an A level route. Likewise, the aim would be to try and attract students to our sixth form from those neighbouring boroughs.

The context of our school sees a higher proportion of students who want to opt for more industry based learning and routes into apprenticeships and employment. This may be partly due to the cultural demographic, therefore as a borough we need to ensure that we are providing a post-16 provision that demonstrates cultural appropriation to support young people who may be entering family businesses and industry. This is not to say we do not have high expectations - we indeed do, however we want to create pathways and routes into higher education, industry and employment to ensure all of our young people are successful. It should also be noted that our school has a high intake of young people who are new to the UK and who do not speak any English at all. Therefore having a post-16 provision that allows a transition until they are 18 or 19, will not only allow us to develop the academic ability of our young people, it will also allow us to support them pastorally as opposed to causing them further unrest moving to another education provider.

Morally we have a duty to the well-being and mental health of our young people and establishing a post-16 provision at Laurel park School can only help to support some of our most vulnerable students.