

Area: Sittingbourne and Sheppey

LCPA Self-Evaluation 2024-2025

Key impact made in the academic year

- 5 meetings. Most providers represented – approximately 80% at each meeting.
- Improved communication and collaboration – emails and meetings have ensured that all engaged providers understand the offer in the local area.
- Gaps have been identified. Responding to these is the next step for the group.
- A plan has been produced to create sustainable communication re: NEETs, course capacity and other issues. The implementation is currently being undertaken.
- The early stages of an at risk of NEET support framework have been developed.

Identified issues in the LCPA area, either from data or discussions, such as those at the sector-wide conversation

- The need for joined up thinking – this means ensuring that collaborative planning underpins future activity.
- The need for a shared understanding of the course offer.
- Need to identify and support vulnerable students, particularly for post-16 transition as there is a limited offer in this area by comparison to the rest of the county. Part of this is related to travel to learn patterns and lack of L1 college provision.

Sustainability plans for the work of the LCPA once the funding period has ended

- Finalise terms of reference, focus on systems so it doesn't rely on a single individual.
- Possibly keep on co-ordinator – discussions taking place with local providers to see if funding is available.

Engagement including issues and plans

- Most now engaging.
- Better contact is needed with the college – need to arrange a meeting to explore the issues.

Headline success, impact measures and monitoring

- Regular, well attended, issue focused, cross-school meetings to support collaboration.
- Communication of courses across all partners leading to student choosing the right courses and not becoming NEET.

Alignment with the Pathways for All Strategy

- Most of the work focuses on priority 2: To increase the number of learners studying and achieving at Level 2.

LCPA Action Plan – March 2025

Objective 1: To set up and develop a genuine and formal collaboration between the post-16 providers in Sittingbourne and Sheppey District.				
Actions	Monitoring and Evaluations	Milestones		
		July 2024 Explore, plan and communicate	October 2024 Installation/implement	March 2025 Review and update/improve
Organise an event for all post-16 providers in Sittingbourne and Sheppey District to develop collaboration.	Chair of the Group / Post-16 Network Lead and HT	Meeting completed to have clarity on offer of Colleges and Training Providers. (meeting minutes to evidence)	Termly meeting attended (virtual).	Network group of post-16 leaders and careers advisors is well established with clear terms of reference.
Meet one to one with EKC and other training providers to discuss their offer?		Develop the purpose of the team.	Minutes of meetings show engagement in the group from providers.	Minutes of meetings show engagement in the group from providers.
		Meeting with post-16 leaders to collaboratively develop plan for the 'offer' of each provider. (meeting minutes to evidence)	Survey completed and analysed to identify potential needs for Level 1 and Entry Level courses.	District lead has completed evaluations at each stage, responded accordingly and fed back to group and HT.
				HT have reviewed progress against the action plan.
				Joint district event for the 'district offer'.
				Joint event 'day after' to ensure offer for all students.
				To develop connections as a working party with local business owners.
				Terms of reference agreed as a working party.

Review 1 - Notes and next steps

Meeting with the network of post-16 leaders to develop a collaborative plan to broaden the offer and identify gaps. To identify the current district offer for post-16. Student survey to identify the potential NEET need and their wants. To identify the current offer for each school/training provider.

Review 2 - Notes and next steps

Identify last year's NEET figures. Inform sixth form leaders of the 2025 curriculum offer and identify gaps. Discuss potential offers to fill identified gaps. Develop a Terms of reference to ensure that all providers play their part in developing the post-16 offer in Swale and Sheppey. To plan a meeting with local business owners who may be able to provide a location or building for a new educational setting.

Review 3 - Notes and Summary

The KM - The Next Step magazine to promote Swale Sixth Form offers - emailed out to all Swale and Sheppey parents/carers, as well as handing a hard copy in assemblies.

Objective 2: To research, establish, review and communicate a shared understanding of the district offer at post-16 particular at level 2 and below. This should include a gap analysis and a plan for how collaboration and potentially curriculum development can better support our vulnerable and potentially NEET students.

Actions	Monitoring and Evaluations	Milestones		
		July 2024 Explore, plan and communicate	October 2024 Installation/implement	March 2025 Review and update/improve
Survey Year 10 students in all schools to identify the wants and needs of students.	Chair of the Group / Post-16 Network Lead and HT	All Year 10 students to complete survey to identify their chosen destinations.	SAC to inform of the continued changes to the reform.	Local area offer has been researched, established from all local providers.
Keep up to date and communicate changes due to reform of curriculum, to prevent gaps developing at Level 3, where A Levels cannot be accessed.		Identify gaps for schools to provide.	Schools to provide results for Year 10 and 11 to identify potential NEETS and the wants/needs.	Level 2 and below offer has been summarised and communicated to all local schools from a wide range of providers.
Identify LMI and target offers to meet the needs.		SAC to communicate with SENCOs for each school to identify concerns they have for SEN students in the area.	From gaps identified, SAC to continue networking with other training providers, to identify what they can provide now provisional numbers have been identified. SAC to continue working with Mike Rayner regarding potential funding.	Gap analysis has been cross referenced with local labour market index and been communicated against a needs analysis to all providers for consideration. Each provider to complete utilise the Preventing NEET: Early Intervention Strategies for Year 10 Students.
Review 1 - Notes and next steps Research LMI - evaluate if post-16 provisions meet the needs of future students, both their wants and the SENCO's identified needs that are not currently being met. To identify the current needs and wants of students in Year 10 to ensure that our offer meets the needs and wants of students.				
Review 2 - Notes and next steps Each provider confirms and play their part in the development of 'Preventing NEET: Early identification' document to ensure that every student is provided with support for the next steps of their education, along with a targeted NEET prevention.				
Review 3 - Notes and Summary				

Objective 3: To work together to create a platform of communication and action that enable a wider set of experiences of different providers and courses for our vulnerable students that might otherwise become NEET.

Actions	Monitoring and Evaluations	Milestones		
		July 2024 Explore, plan and communicate	October 2024 Installation/implement	March 2024 Review and update/improve
Identify the needs of previous NEETs. What was not met and caused them to become NEET?	Chair of the Group / Post-16 Network Lead and HT	Identify who was previous NEET and barriers that caused them to become NEET?	Set up a working relationship with Brogdale, KTA, MidKent to allow potential NEET students to visit the settings.	During meetings needs of potential NEETs has been discussed. Group action has enabled a reduction in potential NEETS in the district.
Provide additional support for NEETs and parents to support next steps.		Identify potential NEETs early and provide additional support as a collaboration.	Pilot study for targeting potential NEETS with Brogdale.	Provider SENCOs have contributed to and been given final district offer with gap analysis.
Organise visits for students and parents/carers with providers for potential NEETs and students with EHCPs.		Adapt offers to minimise NEETs in the district.	To develop relationships with Twin Education and Pyramid Project.	Opportunities for potential NEET students has been explored and visits taken place to greater increase the success of any placement. Shared and completion of Preventing NEET: Early Intervention Strategies for Year 10 Students
Review 1 - Notes and next steps Survey schools to identify previous NEET figures. Discuss during collaborative meetings what is already in place for the students, what could be put in place to limit NEETs. Survey potential NEETs for next academic year, why do they fall in this category, what can post-16 providers do differently to prevent them from becoming NEET?				
Review 2 - Notes and next steps To work with Kent to provide a potential NEET/SEND event for students and parents/carers - first round virtual, then face to face. All local providers in one place to support.				
Review 3 - Notes and Summary				