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1 Education and Skills

1.1 Summary

Education and training are essential to help people reach their full potential and to develop and sustain diverse skills. This includes the need to ensure that people are equipped with basic literacy and numeracy skills to support them in securing employment and in their role as individuals in society. Without the necessary education and skills, individuals may be excluded from reaching their full potential.

Issue ES1 - The Core Strategy should ensure that a suitable range of high quality education and training facilities are available in accessible locations and, where appropriate, linked to employment opportunities.

1.2 Purpose

This is one in a series of papers dealing with a specific theme. Each can be read in isolation or together with other papers to gain a wider understanding of issues facing Cornwall. This paper sets out the evidence base and the policy context for the local education and skills and describes how the issues that need to be addressed in relation to these could be taken forward in the Core Strategy. These papers will form the first stage of the development of options for Core Strategy policy. Other issues papers available in this series include:

- *Housing*
- *Economy*
- *Tourism*
- *Retail & town centres*
- *Social inclusion*
- *Crime & anti-social behaviour*
- *Sport recreation & open space*
- *Health*
- *Transport & accessibility*
- *Energy*
- *Climate change*
- *Soil, air & water quality*
- *Flooding, drought & water consumption*
- *Biodiversity & geodiversity*
- *Landscape & seascape*
- *Historic environment*
- *Design & efficient use of resources*
- *Agriculture & food*
- *Coast & maritime*

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- *Minerals*
- *Waste*

This series of papers is closely linked to the topics of the Sustainability Appraisal (SA) scoping report. The SA scoping report identifies the sustainability objectives, decision making criteria and indicators against which the LDF and other plans in Cornwall should be tested, to examine whether plans are sustainable. The SA scoping report also identifies key messages from national, regional and local plans for the Cornwall LDF, a baseline and sustainability issues for each topic. These Core Strategy issue papers largely build on the SA scoping report and start to examine in greater detail the messages from evidence and research, the opportunities and threats and planning issues that need to be considered in the Core Strategy (the SA scoping report can be found at <http://www.cornwall.gov.uk/default.aspx?page=17394>).

1.3 What are education and skills?

Formal education is currently compulsory for children from the age of four through to sixteen years. Skills are a lifelong issue to ensure community, social and personal development as well as business performance, competitiveness and innovation in product development.

Whilst all topics are interlinked, this Education and Skills paper has particularly strong links to the Social Inclusion and the Economy & Regeneration papers.

1.4 An education and skills 'portrait' of Cornwall

There are two hundred and thirty seven primary schools and thirty-one secondary schools of which 15 have sixth forms as well as four special schools which include secondary age pupils. There are two tertiary/further education colleges (Truro/Penwith College and Cornwall College) whilst the new Combined University Campus at Penryn and Falmouth provides a wide range of courses across the sciences, humanities, law, design and media.

Cornwall relies heavily on complex transport arrangements to bring young people to places of learning and this process is expensive, time consuming and impacting on the environment.

Whilst higher and further education provision in Cornwall has historically been limited, partnerships between the further education college sector and universities from outside of Cornwall have resulted in a significant recent growth in higher education provision, especially at the HND and Foundation Degree level. The development of the Combined Universities Cornwall has put the growth potential of Cornish business at the heart of this strategy with a 'one stop shop' for businesses seeking to access a range of skills and services. Together with a local presence across Cornwall, there is a strategic approach to focus higher education with business and sector incubation in Falmouth, Pool and Truro; linking employment with research and development facilities which are important to sustainable business growth. Higher education access is seen as a vital component of regeneration within a range of community plans.

The Cornwall Sustainable Community Strategy (2008) highlights a number of issues closely related to education and skills in Cornwall:

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- There are higher levels of unemployment and economic inactivity (worklessness) in Cornwall than the rest of the UK, in part owing to a lack of relevant skills and/or aspiration.
- There is real poverty in Cornwall, with concentrations of poverty in some specific locations
- Not all children achieve the five 'Every Child Matters' outcomes of: 'be healthy', 'stay safe', 'enjoy and achieve', 'make a positive contribution' and 'achieve economic well being'.
- Cornwall experiences an increasing fragmentation of its communities, decline of shared community activity and individual isolation, resulting in individuals feeling disengaged and excluded.
- Cornwall has an inadequate ICT infrastructure and there are people without access to ICT or who do not have the necessary skills to benefit from it.

1.5 What is the role of the Core Strategy?

The Core Strategy can encourage a good spatial relationship between the place of work and the place of education and training. Education and skills should be seen as a vital part of infrastructure as much as sites and premises are.

The Core Strategy can identify the need for new schools and educational facilities and can contain policies for seeking developer contributions towards education infrastructure.

1.6 Relevant policy context and key evidence

In preparing the Core Strategy, the Council does not start with a blank sheet of paper. There is a whole series of policies at national and regional level which have to be followed and the Core Strategy needs to be prepared within the framework set by national and European legislation and national & regional guidance. This section focuses on the most relevant published legislation, plans & strategies and draws out their key messages for the Core Strategy. The key directives, acts, plans and strategies identified and used are:

International / European

- European Commission (2005) The Lisbon Agenda
- Youth wellbeing rankings for European nations: York University and Child Poverty Action Group (April 2009)

National

- Every Child Matters – Change for Children (2004)
- Aiming high for Young People (2008)
- Children's Plan (2008)
- Building Schools for the Future
- Planning Policy Statement 1: Delivering Sustainable Development
- Leitch Skills Review: Prosperity for all in a global economy and the Learning and Skills Council (LSC) Implementation Plan (2007)
- Sustainable Communities Plan, ODPM (2003)
- Sector Skills, LSC (2006)
- Skills White Paper (2005)

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Regional

- Sustainable Communities Plan – The Way Ahead (SWRDA/SWRA/GOSW) 2006
- South West Skills Strategy (LSC) 2006-2009
- South West Regional Economic Strategy (SWRDA) 2005
- Regional Strategy for Enterprise (SWRDA) 2006

Local

- Children and Young People's Plan for Cornwall (Children and Young People's Partnership) 2008-11
- Successful Young People Strategy (2009)
- Entitled to Learn: 14-19 Education Strategy – a discussion document (Cornwall LEA, December 2003)
- Sustainable Community Strategy for Cornwall (Cornwall Strategic Partnership) 2008
- Strategy and Action: Economic Development Strategy for Cornwall (Cornwall Economic Forum) 2007
- Convergence Operational Programme 2007-13
- Employment Space Strategic Assessment (Cornwall and Scilly Economic Forum) 2007

1.7 Relevant evidence and research

Schools

Three of the independent schools were top of the league table in terms of five or more GCSE results in 2008 (A* - C), with Cornwall overall having an average 43.5% pass rate compared to 47.6% as the national average. Only fourteen Cornish schools exceeded this average.

The majority of primary school pupils travel less than 800m to school although 43% of all primary school children are driven to school by car/van. Analysis of the Core Accessibility indicators would suggest that the former districts of North Cornwall and Kerrier have a high proportion of the population aged sixteen to nineteen who are more than an hour from a further education establishment.

Children dependent on benefits relating to worklessness are geographically concentrated in rural parts of west Penwith, the Lizard, some of the Clay parishes and parts of rural east Cornwall; as well as most Cornish towns.

NEET ⁽¹⁾

There was a rise in the number of young people remaining in learning when they leave secondary school (including recognised work-based learning) from 84.9% in 2005 to 87% in 2006. The percentage of young people staying in full time education has risen steadily for several years. The percentage entering work or training options has shown a decline over a similar period from 13% in 2003 to 11.6% in 2005. The percentage of sixteen to eighteen year olds Not Entering Employment Education and Training (NEET) is currently 6.1% (2008/9), showing a small increase. Given rising

1 People Not Entering Employment Education and Training

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participation rates in education, the increase has been attributed to a decline in employment and apprenticeship opportunities for young people. NEET rates are higher for males, and for young people with statements of special educational need. Cornwall also needs to make significant progress to meet national targets to support young mothers and young offenders into education, employment and training.

There is the Local Area Agreement target to bring the number of 'NEETs' down by a further two percentage points by 2010/11 and the Cornwall Strategic Partnership (CSP) has identified National Indicator 117 (NEET young people) as one of the thirty-five designated indicators for Cornwall.

Across all age groups educational progress and attainment can be summarised:

1. Key Stage 1⁽²⁾: pupil achievement has improved in all subjects since 2006 but provisional data for 2007 indicates that performance for reading and writing is 1% below the English average.
2. Key Stage 2: also shows improvements across all areas but provisional data for 2007 indicates that Cornwall is 1% lower than England in the subjects of English, Writing and Science.
3. Key Stage 3: shows improvements across all subject areas in 2007 with the exception of maths. When compared to England, Cornwall performs in line or better across all subject areas, most notably in writing where performance for 2007 is 4% higher.
4. Key Stage 4: the percentage achieving five A*-C grades at GCSE has improved since 2003.

Cornwall performs well for Contextual Value Added, which measures progress between key stages. Pupils in Cornwall begin school below the national average but by the time they have reached Key Stage 4 they are performing at or above the national level; when factors such as gender, age, ethnicity and prior achievements are taken into account.

The following table illustrates the extent of the basic Literacy, Numeracy and ICT Skills in Cornwall in 2001 compared to the south west and England:

Table 1.1

Area	Proportion below Level 1 Key Skills ⁽³⁾		
	Literacy	Numeracy	ICT Skills
Cornwall	13%	64%	68%
South West	14%	49%	59%
England	16%	46%	53%

2 At each Key Stage, all children in state schools will study certain subjects, following the requirements of the National Curriculum. Key stage 1: ages 5-7 Key stage 2: ages 7-11, Key stage 3: ages 11-14, Key stage 4: ages 14-16

3 DFES (2003) Skills for Life - Read Write Plus – these figures indicate the proportion of the population with the lowest level of key skills.

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Higher education

In terms of national vocational qualifications, the proportion within Cornwall at NVQ4 or above has increased to 27.3% in 2007 (see also qualifications table below) showing important signs of convergence with England. In Cornwall the proportions with 'no qualifications' increased from 9.3% in 2005, to 10.2% in 2007 (in England: 14.1% to 12.9%).

Qualifications in Cornwall in 2001, compared to south west and England

Table 1.2

Area	People aged 16-74: Highest Qualification Attained ⁽⁴⁾				
	No Qualification	Level 1	Level 2	Level 3	Level 4/5
Cornwall	28.9%	17.4%	22.1%	7.4%	15.8%
South West	26.2%	17.7%	21.4%	8.6%	18.8%
England	28.9%	16.6%	19.4%	8.3%	19.9%

HE and FE provision in Cornwall

- The expanding CUC⁽⁵⁾ hub at Tremough
- Enhanced CUC facilities at Camborne, Newquay, Saltash and St Austell (higher education). Further education already exists in these places under the Cornwall College banner.
- Expanding further and higher education at Truro College
- Penwith College in Penzance has had investment for higher education facilities.
- Falmouth College of Arts
- Camborne School of Mines at CUC

Skills needed for employment

The main reason given by employers for hard-to-fill vacancies in Cornwall is the low number of applicants with the required skills⁽⁶⁾. This becomes challenging in a very small business economy where diverse skills are needed to remain or become competitive. Overall, the number of unfilled vacancies stood at just under 1,300 in February 2009 with just over two fifths of these being in managerial, associate/professional, administrative and skilled occupations. Although total vacancies are now only a third of what they were four years ago; the number of higher quality vacancies (especially amongst associate professional posts) is much higher.

Nearly half of all managers in Cornwall have no accredited training⁽⁷⁾ and, in particular, the skills of owner/managers of smaller and micro enterprises need to be addressed. Qualifications remain particularly low in Cornwall in the important employment sectors of wholesale/retail and hotels/restaurants/tourism.

4 Office for National Statistics (2001) Census 2001 – Key Statistics

5 Combined Universities Cornwall

6 Cornwall and Isles of Scilly Economic Forum: Strategy & Action

7 Cornwall and Isles of Scilly Economic Forum: Strategy & Action

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The extent of work-based training in Cornwall is illustrated in the table below:

Work Based Training – Cornwall & IOS LEA⁽⁸⁾

Table 1.3

Cornwall & Isles of Scilly	2003/04	2004/05	2005/06	2006/07	2007/08
Apprenticeship Starts	2,700	2,500	2,100	2,500	3,100
Apprenticeship Achievements	700	900	1,400	1,500	1,600
Train to Gain Starts	n/a	n/a	300	1,800	2,800
Train to Gain Achievements	n/a	n/a	n/a	500	1,700
Train to Gain Success Rate	n/a	n/a	n/a	63.6% (68.6% England)	65.7% 64.2% England)

Support for the knowledge economy⁽⁹⁾ is an important tool to raise incomes and encourage businesses to locate here. Analysis to date highlights a cluster of ‘knowledge’ activity around Truro and enhanced performance through ICT in the public sector (*see west Cornwall Economic Delivery Plan evidence base*). The knowledge economy is stronger in the west and north of Cornwall than the south east, despite the influence of Plymouth, where it is stronger still. Plymouth’s knowledge related employment stood at 24% in 2003, while the former Carrick was the best performing district in Cornwall at 22%.

9,978 businesses have been assisted to connect with broadband (Actnow, 2008). Their survey also showed that 70% of these businesses showed improvements in IT skills as a result of broadband connectivity, with 73% showing improvements in profitability.

Low skills levels generally may also contribute to a tightening of the labour market and a need/desire by employers to look outside of Cornwall, especially for specialist skills. Economic participation is comparable with the British average, both rising by 2.2 percentage points since 2005/6 to stand at 78.8% in 2007/8.

The proposed Aviation Academy and Discovery Centre at Newquay Airport could have a major role in developing skills in the county.

Skills and economic inactivity

The numbers of people in receipt of Job Seekers Allowance (JSA) fell from just under 10,500 in August 1999 to a low of just under 4,700 in August 2005. In more recent years this figure dropped below 4,000 in August 2007, but the latest JSA data for March 2009 would suggest over 9,800 people claiming this benefit; back to the levels of a decade ago.

8 DIUS (2009) Post 16 Education: Learner participation and outcomes

9 the use and exchange of intellect/knowledge to further economic objectives.

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1.8 Emerging Evidence and Policy

The gathering of evidence is an iterative process and must be continued throughout the preparation of the Core Strategy. Additional evidence should be considered right up to the 'submission' stage in the process. Listed below are the known emerging relevant guidance & studies, which will be taken into account if available before the submission of the Core Strategy:

- Cornwall Council Network Management Plan
- Local Transport Plan 3 (due to be published 2011) *Council has the discretion to set for shorter or longer than the traditional five year period for these plans*
- Community Network Plans
- Local Action Group Plans⁽¹⁰⁾, currently in the 'Clay Country', east and west Cornwall.
- Community/Town Plans specifics on skills and employment
- Retail Skills Network documentation aimed at encouraging and delivery of accredited training for the retail sector - emerging bid for retail skills academy

1.9 Gaps in evidence

Some research into the how and where the educational requirements of young people could be met may help clarify the reasons for and the numbers of young people leaving the county.

1.10 Key Messages from the policy context and evidence review

A number of key messages and issues were drawn out from the evidence review. The table below identifies the messages deemed most relevant and the source documents.

Table 1.4

Message	Relevant Document(s)
Opportunities for education provision to be linked to housing and workspace provision, or as part of the provision of community buildings.	PPS1
Enable training and education to become more physically linked to employment and new technology to be accessible to all	Convergence Operational Programme and Strategic Investment Frameworks Children's Plan
Link education facilities to key growth sector opportunities (micro businesses, growth sub/sectors etc)	Convergence Operational Programme and Strategic Investment Frameworks

10 LAGs aim to enable rural communities to diversify and strengthen their local economy and to improve the quality of life for people living in those communities, through projects that: address economic under performance; improve service provision and access to tackle disadvantage; make a contribution to more sustainable development

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Consider the skill requirements for the 'traditional' economy (11)	Leitch Skills Review: Prosperity for all in a global economy and the LSC Implementation Plan (2007)
Maintain investment in skills at a time when recession may make training an easy target for 'savings'	Skills White Paper 2005
Plan for new schools/PFI as part of planned growth	Building Schools for the Future
An increased use of ICT, through a stronger knowledge based economy, can make for more efficient working practices, enable greater human resource flexibility and home working and reduce the need to travel.	Cornwall and Isles of Scilly Economic Forum: Strategy & Action
Prepare children and young people for the world of work	Cornwall and Isles of Scilly Economic Forum: Strategy & Action Every Child Matters – Change for Children (2004)
Addressing the skills deficit and enabling the transfer of qualifications and skills between different sub/sectors and places can lead to business innovation which is a vital ingredient in raising their growth potential and contributes to the quality of life of businesses and communities. This is particularly the case for micro & small businesses where innovation is vital for business survival, prosperity and employment prospects.	Cornwall Sustainable Community Strategy (2008) Convergence Operational Programme Cornwall and Isles of Scilly Economic Forum: Strategy & Action
Ensure that there are enough skills locally to support growth in the right place	Cornwall and Isles of Scilly Economic Forum: Strategy & Action

1.11 SWOT Analysis

Table 1.5

Education and skill strengths	Weaknesses
<ul style="list-style-type: none"> Diverse skills amongst small business, including traditional skills 	<ul style="list-style-type: none"> Lack of time for employees to dedicate to training

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<ul style="list-style-type: none"> • Transferable skills in some sectors • ‘Unlocking Cornish potential’ project to promote graduate opportunities • Cornwall is a desired destination by those with skills • Regeneration skills at local government and Third sector level • ‘Community skills built through regeneration • Good focus on role and potential of retail sector • Increasing ICT accessibility for distance learning • Expanding University presence and local opportunities for degree level education. • Strong multi skilled creative industries 	<ul style="list-style-type: none"> • Individual responsibility for their own learning and training is challenging • Limited higher and further education provision • Training locations largely divorced from work locations • Much training and education is sector specific and not necessarily recognised as transferable • Small business often weak at personnel management • Pressure on the public purse could increase uncertainty on initiatives such as private funding for schools
Opportunities	Threats
<ul style="list-style-type: none"> • Private/public investment in excellent educational infrastructure • Nurture connections between CUC, innovation and sector development • Development for ‘grow on’ space for business incubation/start up • Encourage knowledge transfer between sub/sectors • Encourage strong and diverse palette of education and training providers – lifelong education • Roll out of next generation broadband throughout Cornwall. • Increase ICT skills for all • Link education to business incubation • Be in forefront of delivery of skills needed to address climate change and depletion of resources • Shore up and expand traditional building and conservation skills • Build up the capacity and skills of communities through community development 	<ul style="list-style-type: none"> • Cuts in public expenditure/investment • Inability of Cornwall College to be able to re-model its main campus (linked to LSC funding availability and planning issues) • Rapid global change and competition ‘shifting the goalposts’ for skills and education requirements • Lack of universal access to new ICT Cutting training to save money in the recession • Failure to adequately identify the training needs of individuals and firms • Loss of traditional skills

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1.12 Climate change considerations

- Skills development can help us to work more 'smartly' – for instance using new technology to reduce the need to travel.
- Reducing the need to travel in this context could lead to increased demand to live and work in the most 'desirable' areas of Cornwall, with potential to impact on the natural environment.
- There is a 'skill' need around the evolution of environmental technologies (design, manufacture, marketing), which represent a significant opportunity for the Cornish economy.
- A changing climate may require communities to adapt, which may require education and new skills.

Climate change is further explored in a separate issues paper in this series, as well as in the Sustainability Appraisal Scoping Report (visit www.cornwall.gov.uk). The scoping report sets out a series of sustainability objectives against which the Core Strategy and other parts of the LDF will be assessed, to gauge how far they will promote sustainable development. The relevant objective for education and skills is:

"To maximise accessibility for all to the necessary education, skills and knowledge to play a full role in society."

1.13 Main Spatial Planning Issues

Taking into account the key messages from the current evidence available, the spatial planning issue is set out listed below.

Issue ES 1

The Core Strategy should ensure that a suitable range of high quality education and training facilities are available in accessible locations and, where appropriate, linked to employment opportunities.

This issue will work towards achieving the following long term objectives for Cornwall as set out in the Sustainable Community Strategy - 'Future Cornwall':

- To become a market leader in innovative business and low carbon technologies ; increase productivity and raise quality across the economy
- To promote equality of opportunity and well-being, improve access to quality services, increase participation in influencing local decision making and encouraging individuals to engage in shaping and delivering services in their communities

This paper summarises the evidence on education and skills brought together to inform the Cornwall Core Strategy. However, it will be added to and kept up-to-date as other relevant evidence becomes available. In updating these papers all previous versions will be archived to ensure it is clear what evidence was available at each stage.

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1.14 Appendix A

Appendix A

Consultation to date:

The Issues papers were first published for stakeholder consultation in September 2009. The papers were amended to take into account consultee responses and were then circulated to Planning Policy Advisory Panel members in November 2009. They were also given to all members at a series of three area based consultation events in March 2010.

Revisions to Issues Papers:

In writing the draft Issues and Options report in March 2010 it was clear that it was necessary to revise the issues identified in some of the topic based issues papers. Some issues were requirements under other legislation or procedural matters, and therefore options could not be set against them (e.g. *The Core Strategy should work with other plans and programmes...*) Others were in fact options and needed to be set as options under an overarching issue (e.g. *The Core Strategy has a role in supporting the growth and sustainability of the micro and small business economy*). There was also some repetition between different topics and these issues could be amalgamated.

Criteria for Changes:

The issues have been rationalised against the following criteria:

- Is this a Spatial Planning Issue?
- Is the issue covered by other legislation?
- Can options be generated against each issue?
- Is this an issue and not an option?
- Is the issue rooted in evidence?
- Is there potential to amalgamate issues?

Issue in Consultation Version:

Issue ES1: The Core Strategy should ensure that a suitable range of high quality education and training facilities are available in accessible locations and, where appropriate, linked to employment opportunities. The Core Strategy should provide the mechanisms to identify the need and help facilitate the delivery of:

- schools;
- further and higher education facilities for formal and informal learning;
- lifelong education facilities

Revised Issue:

Issue ES1: The Core Strategy should ensure that a suitable range of high quality education and training facilities are available in accessible locations and, where appropriate, linked to employment opportunities.