



PAPER C

Purpose: Scrutiny

Committee report

Committee	POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES
Date	15 MARCH 2018
Title	POST 16 ATTAINMENT AND PARTICIPATION, 2016/17
Report of	ASSISTANT DIRECTOR (EDUCATION AND INCLUSION)

EXECUTIVE SUMMARY

1. This report relates to the academic year 2016/17 published post 16 attainment data for the Isle of Wight. It also contains a report on participation by young people on the island, post 16, and the performance of the local authority against its associated statutory duties.
2. The accountability regime applied to post 16 provision has evolved significantly in recent years. Department for Education (DfE) published performance measures changed again in 2017 making timeline comparisons limited. At headline level, data is published for four provision types, all at advanced level 3, these being; A-level, Academic (which includes A-levels), Applied General (broad vocational qualifications) and Tech-level (occupational specific). All published data is available at www.gov.uk
3. The local authority has a statutory duty to support young people aged 16 and 17 (and to 25 for those with Special Educational Needs, SEN) to meet their duty under Raising of the Participation Age legislation to participate in formal education or training until their 18th birthday. The Council is held to account by the DfE for its performance against this duty using, amongst others, data collected as part of the September Guarantee (a statutory entitlement to a place of learning for all 16 and 17 year olds), the proportion of young people in education, employment and training (EET) or not (NEET) and the proportion of young people's whose activity is unknown.
4. The Council also has a statutory duty to ensure that there is sufficient suitable places of learning to facilitate full participation, post 16. In its capacity as strategic commissioner, the local authority also seeks to ensure that provision is of good quality, or better, and of a profile that meets the needs of young people, employers and the wider community.

POST 16 FUNDING

5. Funding for post 16 education is allocated directly by the DfE through the Education and Skills Funding Agency (EFSA) following a nationally prescribed and applied formula. The exception to this is Element 3 'top up' funding' for high needs students that is provided by the local authority through school's High Needs funding block.
6. Published allocations for Island based providers for the academic year 2016/17 totalled £15.7m. This included learner and learning support funding but excluded top-up SEN funds. The allocation funded a total of 3148 places across schools sixth forms, further education, training providers and special school sixth forms. Note, allocations are not conditional on 'in area' delivery i.e. some provision is delivered off island. These figures do not include Apprenticeships or the independent sector.
7. The funding of places, post 16, is not linked to the offer of a specific course, e.g. A-level or Tech-level, but to total programme learning hours. A full-time place is 540 hours minimum across an academic year.
8. As funding is not course specific, there is no detailed profile of the proportion of students following each provision type. Estimates are possible from the published performance tables. These suggest, for last full academic year 2016/17, approximately 1000-1200 students were following an A-level programme on the island whilst a further approximate 600-800 students were following Applied General and Tech-level courses. The balance will be following entry, foundation and intermediate (i.e. pre advanced) level programmes, predominantly in vocational subjects and employability and life skills. There is more limited performance data for this latter cohort.
9. As a condition of funding, any post 16 student who did not achieve GCSE grade C or better in English and/or maths (grade 4 using the new measure) are required to resit their GCSE as part of their post 16 studies. This is usually in academic year 12 but can be later. Some students will follow alternative or equivalent qualifications such as functional skills.
10. In 2017, published data shows that 337 students undertook an English GCSE, post 16. Of these, 309 attended the Isle of Wight College. For maths, 449 did GCSE maths, 382 at the IOW college. There is no published cohort specific performance data for this provision.
11. 2016/17 provider level allocations are listed below. Please note that allocated places will vary from actual enrolled student numbers. For comparison, the 2017/18 allocations shown in brackets.

Provider	No. 16-19/25 Places**	Inc. High Needs (SEN) places	Total Funding (exc. SEN top off).
Carisbrooke College*	215 (109)	5 (0)	£0.914m
Christ the King	314 (323)	5 (0)	£1.307m
Cowes College	137 (129)	4 (4)	£0.573m
HTP	145 (136)	0 (3)	£0.686m
IOW College	1642 (1607)	160 (160)	£8.738m
IOW Studio School	57 (45)	0 (0)	£0.246m
Medina College*	262 (316)	6 (0)	£1.165m
Ryde Academy#	49 (84)	4 (3)	£0.244m
Sandown Bay Academy#	240 (169)	6 (6)	£1.114m
Smart Training	18 (69)	0 (0)	£0.068m
St Catherine's	29 (29)	29 (29)	£0.293m
St George's	40 (0)	40 (0)	£0.404m
Total	3148 (3016)	259 (205)	£15.75m (£15.15m)

Source. EFA 2016/17 and 2017/18 16-19 Allocations. www.gov.uk.

*Operate a co-located sixth form programme at Node Hill.

#Operate a common sixth form timetable across two sites.

** DfE guidance for the minimum size (single) sixth form is 200.

POST 16 PERFORMANCE

12. Full performance data tables are provided in Appendices 1 and 2.
13. The A-level cohort on the island in 2017 was 584 students across seven state funded providers. Of these, 567 (97%) attended a school sixth forms. At local authority level, A-level performance in 2017 remained below national and statistical neighbour averages on the majority of measures. The average grade was C- compared to the national (state only) average of C, which only one island provider matched.
14. The proportions of A-level students who achieved the highest grades is significantly below national and statistical neighbour averages with the gap widening on many measures. This is a key determinate for progression to higher education. In 2017, the proportion of students achieving 3+ A*-A grades at A-level was 7.1% on the island. This compares to 11.1% nationally and 11.8% regionally.

15. Further, the proportion of A-level students achieving grades AAB or better including two facilitating subjects (those subjects recognised by the Russell Group of universities) was 7.7% on the island compared to 14.3% nationally and 14.7% regionally.
16. In common with the new Progress 8 measure applied at KS4, the DfE publish a provider progress measure for A-level provision. For the seven island providers, the progress score range is +0.08 to -0.25. All state providers are assessed as average or below average for progress. Two providers have a progress score above zero.
17. The Applied General cohort on the island in 2017 was 220 across seven state funded providers. Of these, 113 (51%) attended the IOW college. At local authority level, performance is marginally below national and statistical neighbour averages. The average grade on the island, a Distinction, matched that national average. One provider performed above this average, one below.
18. The Tech-level cohort on the island in 2017 was 139 students across three state funded providers. Of these, 123 (88%) attended the IOW college. Tech-level outcomes were significantly above national and statistical neighbour averages, as was the average awarded grade of a Distinction (national average was Distinction-).
19. Disadvantaged post 16 students on the island, defined as those eligible for the pupil premium at the end of KS4 and/or in the care of the local authority, performed less well than their peers following A-level and Applied General programmes (on average, approx. half a full grade less) but in line with those following Tech-level programmes. The disadvantaged cohort size was 93, 30 and 33 respectively.
20. Apprenticeship performance data is reported separately by the DfE and in a different time sequence given the 'rolling' nature of this provision. The last full year for which local authority data is available (2015/16) showed a slight decline in starts to 1400 (down from 1580 the previous year), in line with the national trend, but an improvement in achievements (910), bucking the national trend in that year. Of those who achieved in 2015/16, 460 were at level 2, 420 at level 3 and 30 at level 4+. Also, 730 (80%) of the achievement were for Apprentices aged 19+, the balance were aged 16-18.
21. Limited data is available on post 16 attainment below level 3 with no systematic publication of data relating to performance of provision commissioned for young people with SEN. This is acknowledged as a gap and the local authority, working with DfE and others, are exploring how it may introduce a more regularised reporting system in the future.

ATTAINMENT AT AGE 19.

22. Two further key measures of performance, post 16, are the proportion of young people who achieve a level 2 (GCSE equivalent) or level 3 (A-level equivalent) qualification by age 19. Data is published annually by the government, separate to the publication of summer examination results. The

latest available data was published in May 2017 and relates to students who turned 19 in 2016.

23. The tables below show the island’s performance in comparison to the SE region and national. The attainment gap refers to the gap between those who were eligible for free schools meals at the end of KS4 and those who were not.

Proportion of students at 19 in 2016 who achieved a level 2		
	Proportion	Attainment gap
IOW	77.6%	21.6%
SE region	85.6%	22.8%
National	85.3%	17.5%

Proportion of students at 19 in 2016 who achieved a level 3		
	Proportion	Attainment gap
IOW	48.1%	26.5%
SE region	58.0%	32.2%
National	57.1%	24.5%

24. The tables above show the island’s relatively poor performance on both measures. The attainment gap for disadvantaged groups is better than the SE region for both level 2 and 3. In part, this is a reflection of the low universal cohort performance.

POST 16 PARTICIPATION

25. For the academic year 2017/18, the island’s September Guarantee performance, already above national averages, improved further with 99.1% of young people aged 16 and 17 receiving an offer of a place of learning by the end of September 2017. This compares to 94.7% nationally and 92.4% for the SE region. The IOW was ranked first regionally on this measure.
26. The annual EET/NEET and unknown measure is calculated on a three month average, December to February. At the time of drafting this report (February 2018), the 2017/18 exercise had not been completed. However, the December and January NEET figure for the island were 1.2% and 1.3% respectively. This equates to 32 and 37 young people. The unknown performance was 2.4% and 2.0% respectively.
27. Working with schools, post 16 providers, partner agencies, parents/carers and, of course, young people themselves, the IOW Council’s support for young people’s participation is delivered by Island Futures. The offer to young people in 2016/17 (and to 2019) has included the option to participate in an European Social Funding (ESF) funded ‘STEP’ programme, providing enhanced careers support to progress to a funded Traineeship (pre-

Apprenticeships). Subject to the outcome of a new ESF project proposal (expected June 2018), submitted in partnership with Hampshire County Council, Southampton City Council and Portsmouth City Council, this targeted support from Island Futures will be further extended to include a specific focus on children in the care of the local authority and those leaving care.

CONCLUSIONS

28. Participation by young people on the Isle of Wight, post 16, is high and continues to increase. This is supported by an effective partnership between the local authority, schools and others to ensure young people can meet their duty to participate in education, employment or training until their 18th birthday. This is strength of the island's education system.
29. Young people on the island are no less able or ambitious than their peers elsewhere, nor is the level of commitment from teachers to their success. Nonetheless, levels of attainment, post 16, at a local authority level remain variable and are particularly poor for A-level programmes. Published performance at individual provider level is also variable but is at best no better than national average. Most A-level provision has a negative progression score.
30. There are six school sixth forms (excluding special and independent school sixth forms) offering A-levels on the island, two operating as a co-located sixth form. Together, they are serving a total A-level cohort of approximately 1000-1200 students. In 2017/18, four of these have individual EFSA funding allocations for less than 200 places, the minimum recommended by the DfE. One allocation is for less than 100.
31. Applied General programme outcomes are in line with national and statistical neighbour averages. Tech-level programme outcomes are significantly above statistical neighbour and national averages. This is another key strength of the Island's education system.
32. Attainment at aged 19, in key measures of post 16 performance, show that the island continues to perform significantly below SE regional and national averages. This is based on 2016 data published in 2017.

LEGAL IMPLICATIONS

33. Local authorities have broad duties to encourage, enable and assist young people to participate in education or training. Specifically these are:
 - To secure sufficient suitable education and training provision for all young people in their area who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care (EHC) plan is maintained. This is a duty under the Education Act 1996
 - To fulfil this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision.

- To make available to all young people aged 13-19 and to those between 20 and 25 with special educational needs and disabilities (SEND), support that will encourage, enable or assist them to participate in education or training under Section 68 of ESA 2008.
34. In addition, ESA 2008 placed two Raising of the Participation Age (RPA) related duties on local authorities with regard to 16 and 17 year olds:
- Local authorities must promote the effective participation in education and training of 16 and 17 year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training. A key element of this is identifying the young people in their area who are covered by the duty to participate and encouraging them to find a suitable education or training place.
 - Local authorities must make arrangements – i.e. maintain a tracking system - to identify 16 and 17 year olds who are not participating in education or training. Putting in place robust arrangements to identify young people who are not engaged in education or training or who have left provision enables local authorities to offer support as soon as possible.

RECOMMENDATION

- 35. To note 2017 post 16 attainment outcomes
- 36. To note 2017 post 16 participation performance

APPENDICES ATTACHED

- 37. [Appendix 1](#). 2017 post 16 attainment (Local authority level performance)
- 38. [Appendix 2](#). 2017 post 16 attainment (Provider level performance)

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