

Slide 3

Policy Context

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01

National Policy



Environment

Includes:

- Comprehensive Spending Review (CSR)
- National Apprenticeship Service (NAS)
- Foundation Learning Tier (FLT)
- Diplomas
- 14-19 Qualifications Strategy
- 14-19 Expert Group

The Government wants the NAS to be established as quickly as possible, and fully functional by April 2009. This challenging timetable will require close working with all concerned.

The appointment of the director of the NAS will be made jointly by DIUS, DCSF and the LSC, and will be at the most senior level.

The director of the NAS will report to the SoS for Innovation, Universities and Skills.

Twice a year the director will report to the Prime Minister on progress against targets.

NAS to implement a **programme of positive action**, including 'critical mass' pilots of under-represented learners at certain sites.

A qualification will cease to be funded as a free-standing qualification if:

- a. there are qualifications within the national suites which can meet the needs of young people, employers, universities and wider society as well as this qualification;
- b. the effectiveness of the qualifications within the national suites in meeting these needs has been demonstrated in practice in a sufficiently wide range of circumstances; and
- c. the qualifications within the national suites are nationally available.


Apprenticeships in meeting future local skill needs. An indication of these areas is given in the slide concerning Employment Projections, but Sector Skills Councils and the RDA will have more data which can be shared with learners.

16-18 Participation

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04

In-school Cohort Sizes



Establishment Name	Yr9	Yr10	Yr11	Yr12	Yr13	Grand Total
Appleby Grammar School	79	113	96	64	50	402
Beacon Hill Community School	37	37	49			123
Caldew School	159	176	182	84	48	649
Cartmel Priory CofE School	89	79	86			254
Cockermouth School	226	226	216	165	114	947
Dallam School	148	163	139	114	63	627
Dowdales School	208	242	224			674
Ehenside Community School	42	59	75			176
George Hastwell School	10	4	10	8	4	36
James Rennie School	8	10	12	13	15	58
John Ruskin School	34	37	30			101
Keswick School	166	178	151	127	101	723
Kirkbie Kendal School	167	179	148	104	68	666
Kirkby Stephen Grammar School Sports College	62	76	65	37	32	272
Lochimvar School	33	38	34			105
Mayfield School	6	11	7	9	10	43
Total Cumbria	6123	6515	6296	2676	1995	23605

Source: PLASC 2006

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The data shows young people in Cumbria schools, including special schools, in 2006.

The numbers should be considered in the light of the projected decline in the cohort population of 10.6% by 2015.

The forecast decline is already evident with a reduction in the Year 9 group compared the Year 11 group of 173 pupils, equivalent to 2.7%.

However, the decline is not universal. There is growth in 17 schools, 4 are static and 26 are declining.


In-school Cohort Sizes



Establishment Name	Yr9	Yr10	Yr11	Yr12	Yr13	Grand Total
Milom School	155	133	131	48	28	495
Netherhall School	177	161	183	54	40	615
Newman Catholic School	106	109	108	48	24	395
North Cumbria Technology College	84	110	86	15	15	310
Parkview School	199	184	184			567
Queen Elizabeth Grammar School	119	121	121	108	99	568
Queen Elizabeth School	211	212	209	155	141	928
Samuel King's School	50	43	35			128
Sandgate School	4	6	4	5	3	22
Sandside Lodge School	7	6	10	4	4	31
Settlebeck High School	33	46	42			121
Solway Community Technology College	48	48	51			147
Southfield Technology College	112	148	147	58	32	497
St Aidan's County High School Specialist Sports College	263	287	300	91	68	1009
St Benedict's Catholic High School	220	230	224	167	91	932
St Bernard's Catholic High School	174	168	164			506
Total Cumbria	6123	6515	6296	2676	1995	23605

Source: PLASC 2006

In-school Cohort Sizes



Establishment Name	Yr9	Yr10	Yr11	Yr12	Yr13	Grand Total
St Joseph's Catholic High School, Business & Enterprise College	103	128	117			348
Stainburn School & Science College	168	193	170	78	43	652
The Alfred Barrow School	95	85	89			269
The Lakes School	113	126	130	61	76	506
The Morton School	88	92	149	16	16	361
The Nelson Thomson School	231	221	203	130	79	864
The Queen Katherine School	255	259	218	115	102	949
Thorncliffe School - A Specialist Sports College	161	166	162			489
Trinity School	301	299	288	206	166	1260
Ullswater Community College	230	267	267	111	79	954
Ulverston Victoria High School	208	227	207	128	102	872
Walney School	145	141	132			418
Whitehaven School	243	271	238	142	90	984
William Howard School	230	226	245	134	144	979
Wyndham School	116	174	158	77	48	573
Total Cumbria	6123	6515	6296	2676	1995	23605

Source: PLASC 2006

In-school Cohort Sizes by Year & SEN Status

Cumbria (LSC) Special Educational Needs status	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
No Special Provision	5020	5423	5328	2568	1921	20260
School Action	744	684	587	36	20	2071
School Action Plus	201	216	225	13	6	661
Statement of SEN	158	192	156	59	48	613
Cumbria (LSC) Total	6123	6515	6296	2676	1995	23605

Source: PLASC 2006

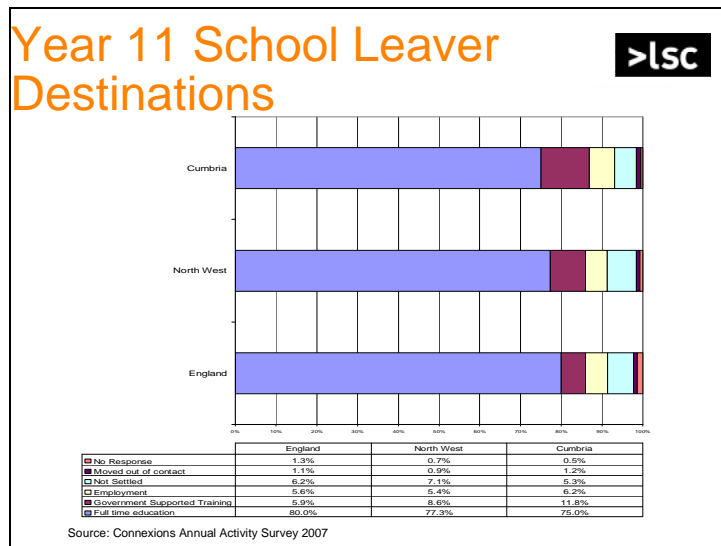
National and regional research has identified that the proportion of learners with learning difficulties and/or disabilities is increasing year on year.

Government policy is for more of those young learners to participate in mainstream provision, rather than to enter specialist and/or residential provision.

Given that we know young people with LDD are more likely to become NEET, Local authorities and 14-19 partners will need to ensure that they encourage and enable participation among this group of learners.

Early identification of LLDD and sharing good classroom practice within partnerships continues to be important.

In Cumbria the number of statements in Year 9 is more than double that in Year 11 in 2006 with a smaller year group cohort.



In 2007 75.0% of young people resident in Cumbria were in full-time education. However, this is lower than the North West average of 77.3%, and also the national average of 80%.

Government supported training at 11.2% is significantly higher than for England (5.9%). It is also higher than that for the North West (8.6%).

The whole region's Government supported training is significantly higher than the England average.

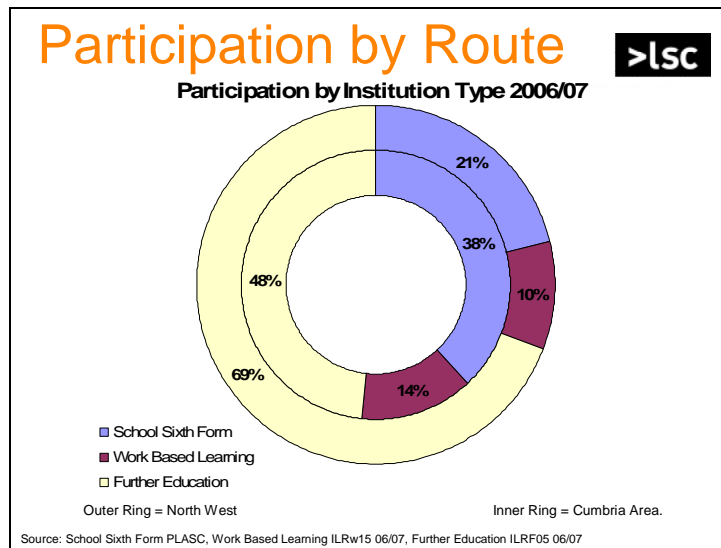
5.6% of students move into employment compared with 5.4% in the North West and 6.2% in England.

Of concern, is the 5.3% of Cumbria's leavers being outside education and training (not settled), and the 1.2% who are no longer in contact, despite this being lower than the North West (7.1%) and England (6.2%).

Whilst those outside education and training may only do so for a short period, the risk is that many of these young people will never fulfil their potential.

As Government takes steps to increase Apprenticeship numbers, it would be expected that information about work-based learning opportunities would be made available to Year 10 and Year 11 pupils and their parents.

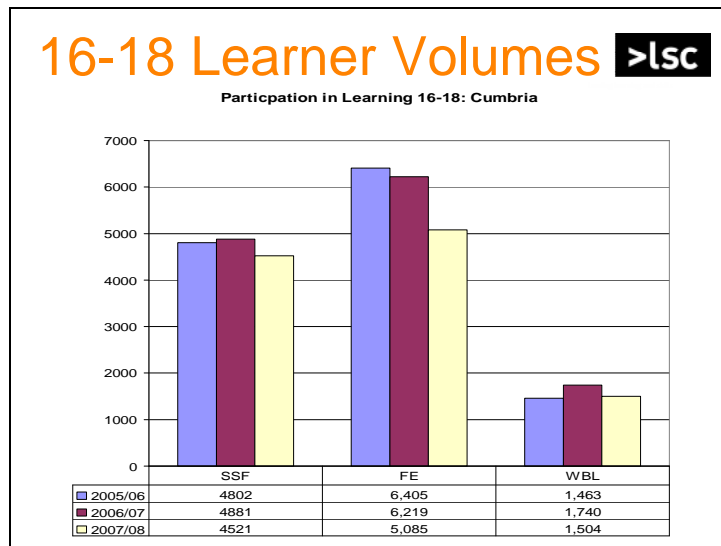
Not all students want to pursue full time education beyond 16 and for many it is not the best way to fulfil their potential anyway. Apprenticeships and other training schemes may be a better route and school/IAG staff should be able to advise on this.



This slide shows the pattern of learning by 16-18 year olds based on participation by Institution type.

The information shown in the chart is institution-based. It does not represent Cumbria residents in learning. The Work based learning figures may be misleading because they show the location of the provider not necessarily the location in which the learning takes place.

Local authorities will have responsibility for learners participating in provision delivered by providers located in their local authority district, not simply for learners resident within their area.

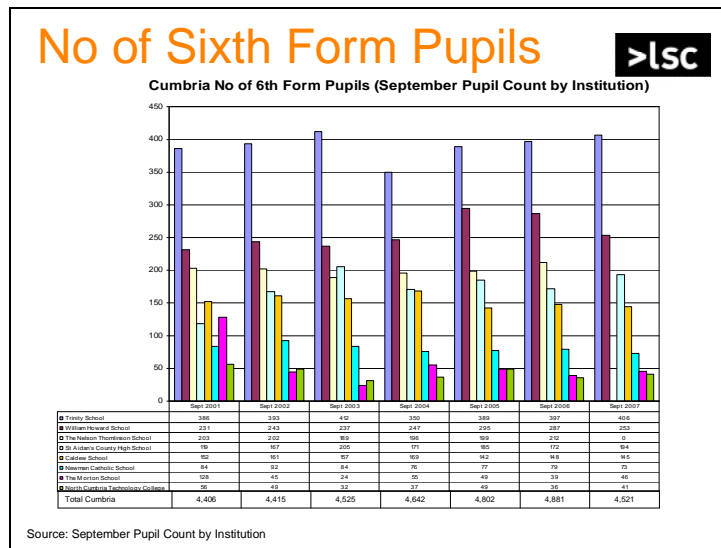


Please note: this slide displays residents of Cumbria in learning rather than volumes of learners in Cumbria institutions.

The chart shows volumes of Cumbria resident learners aged 16-18 split by funding stream. For both FE and WBL these are not full year totals.

However, all three learning routes show a year on year decline.

Further research is required to ascertain if the full year end volumes for FE and WBL continue this picture of declining volumes.

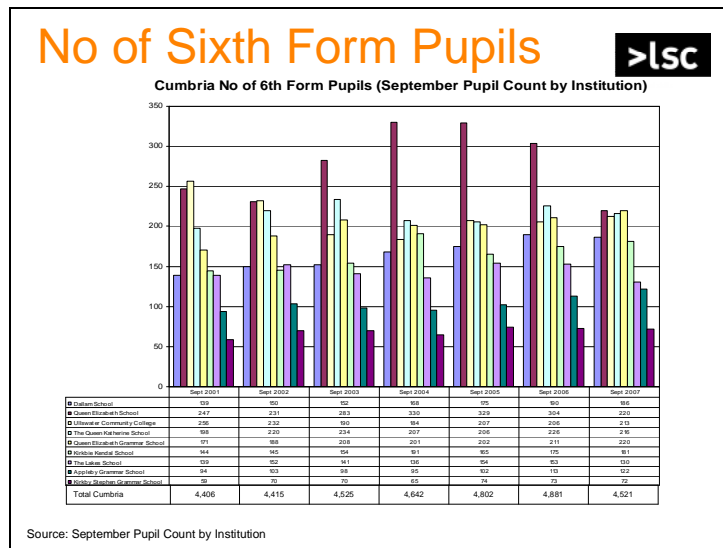


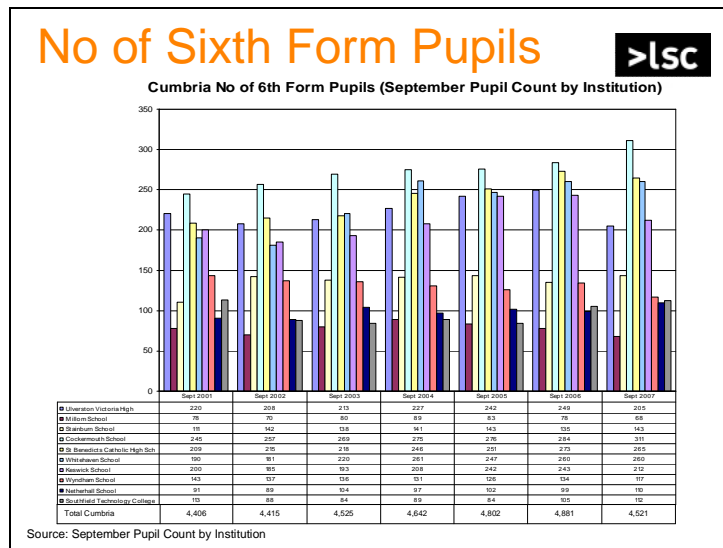
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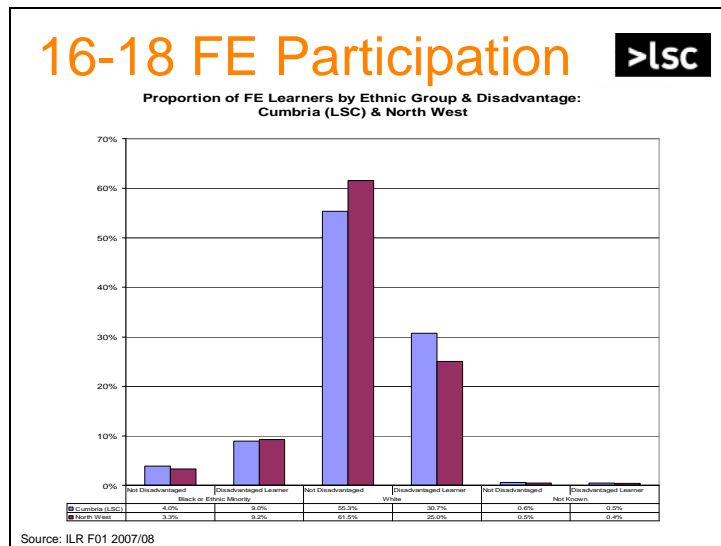
Institution based data

The Cumbria total school sixth form cohort from September 2001 to September 2007 rises from 4,406 in 2001, to 4,521 in 2007 (8.7%).

Looking at individual schools, the picture is mixed, with a number showing an increase, others a decrease and some with little change.







Resident based data

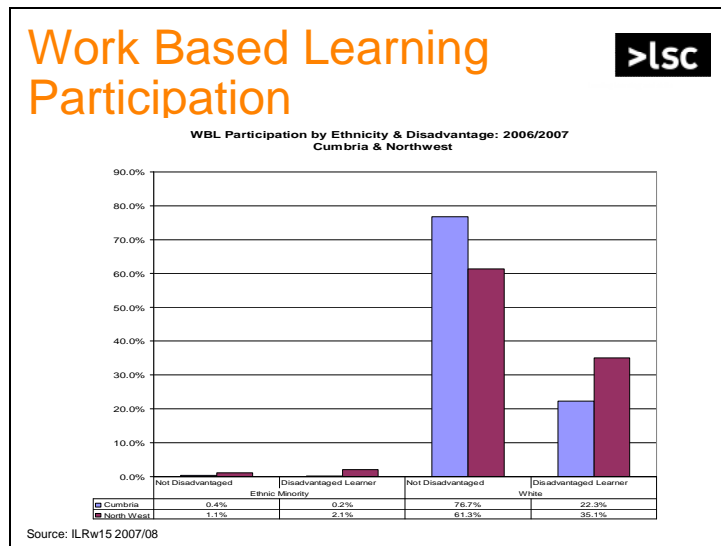
Note: Further analysis is needed to compare these figures to the total population data at 16-18 to assess how far any differences are determined by the ethnic profile of the area.

There are significant differences between the Cumbria LSC and the North West in terms of participation in FE in regard to white learners.

The proportion of FE learners from a **white ethnic group without a disadvantage** is 55.3%, lower than the North West rate of 61.0%.

White learners with a disadvantage account for 30.7% compared with 25% in the North West.

The overall figures do suggest that the FE sector is making a significant contribution to widening participation in education within the Cumbria area.



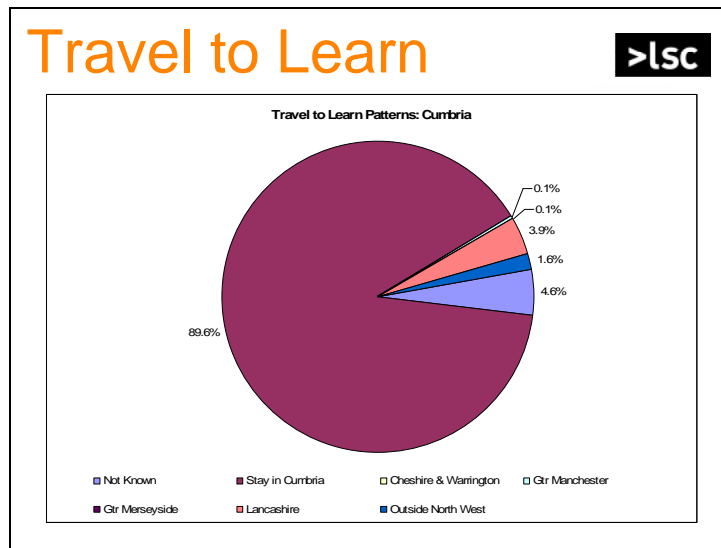
Residency based data

The chart illustrates the differences in WBL participation by BME and white groups, both in Cumbria and in the North West. It also demonstrates that the FE participation figures on the previous slide cannot be simply a reflection of the ethnic profile of the area.

Ethnic minority learners in Cumbria make up 0.6 per cent of total WBL participation. This compares to 3.2 per cent in the North West.

White learners without disadvantage make up 76.7 per cent of the total 16-18 work based learners, compared to 61.3 per cent in the North West.

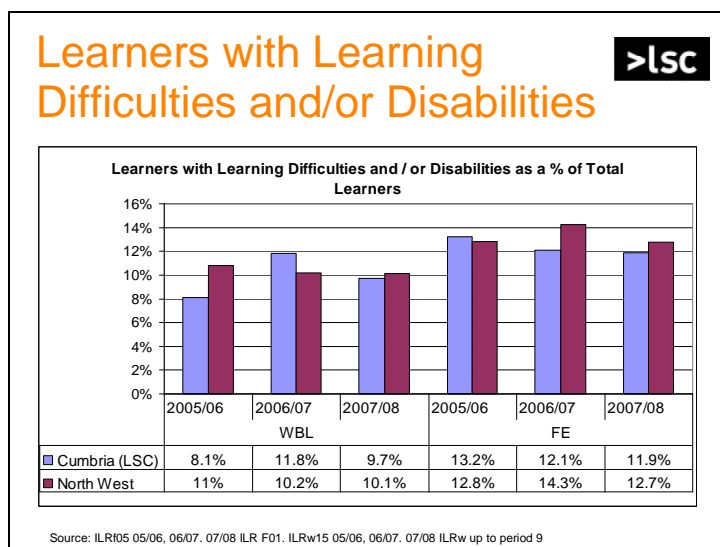
Analysis of the entire 16-18 cohort is required to identify variances in representation.



The majority (89.6%) of Cumbria resident learners aged 16-18 attend provision in Cumbria.

However, just under 5.7% of learners do cross borders to attend learning provision, with Lancashire being by far the largest destination.

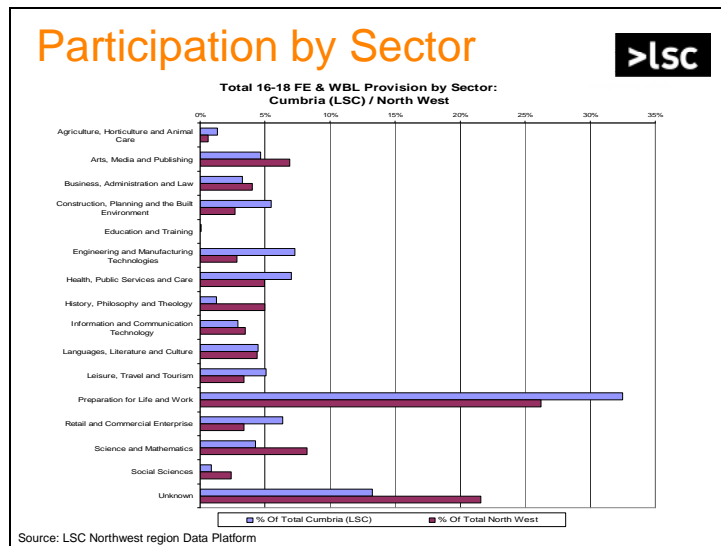
There are over 4% of learners for whom their location of learning is recorded as unknown. This may indicate data recording issues.



This slide suggests that the numbers of Learners with Learning Difficulties and/or Disabilities in Cumbria is broadly in line with the North West. Cumbria residents with a learning difficulty and/or disability are only slightly less likely to participate in work-based learning than learners with LDD in the North West as a whole. For the 2007/08 period, the participation rates WBL were 9.7% and 10.1%.

With regard to 2007/08 FE learners, 11.9% consider themselves to have LDD compared with 12.7% in the North West.

As previously indicated, young people with LDD are much more likely to become NEET. (The review of LLDD carried out by the LSC in the North West indicated that “NEET rates are higher for young people with LDD at 20% for young people with LDD compared to a general NEET rate of 9.7%”).

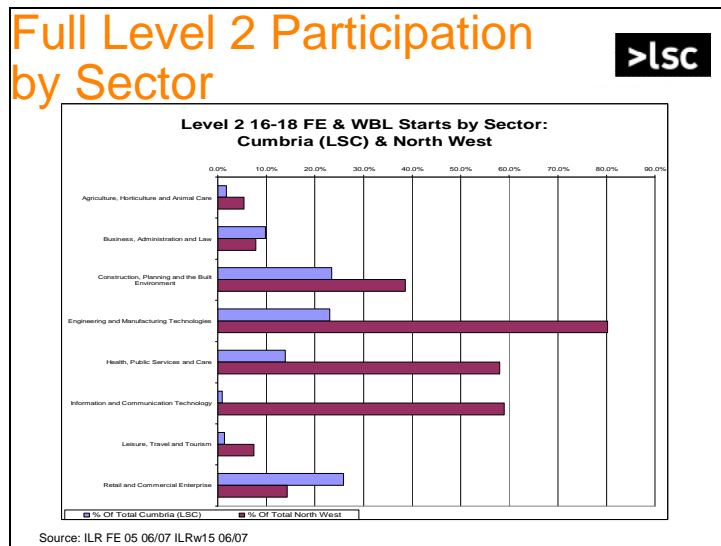


Note: data shown is for Cumbria Resident 16-18 Learners (not Cumbria institutions), therefore a direct comparison to the economic structure of Cumbria may not be appropriate – a comparison to the North West could prove more useful. The largest areas of learning by young people in Cumbria are Preparation for Life and Work (32.5%) compared to 20% for the North West; Engineering and Manufacturing Technologies (7% compared to 3.5% North West) and Leisure, Travel & Tourism (5% compared to 4% North West).

Because of the size of “Unknown” sector at just over 14% (21% North West), caution should be exercised in utilising the data. This may be due to data collection difficulties.

It should also be borne in mind that some Cumbria residents could be catered for in the listed sectors in a different local area. However, this is less prevalent than in other areas of the North West due to the relative geographic isolation of many parts of Cumbria.

Issues not addressed that may be of importance in Cumbria’s future planning could include gender stereotyping and mapping to the Cumbria economic structure. This slide confirms previous slides which indicate the relatively large numbers of students who are disadvantaged may be pursuing Level 1 and Level 2 courses, predominantly in Preparation for Life and Work, by far the largest area of provision.



Residency based data (16-18)

This slide supports previous information concerning the economic structure of Cumbria.

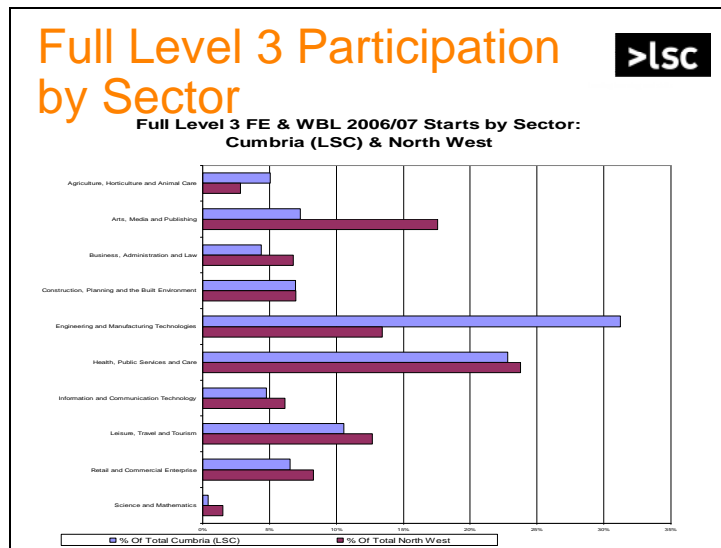
At Level 2, the highest proportion of FE & WBL learners aged 16-18 (Cumbria residents) 22% each are studying in:

Construction, Planning and the Built Environment (North West 39%);

Engineering and Manufacturing Technologies (North West 80%. This is the highest sector for the North West as a whole).

Retail and Commerce (North West 14%).

These figures may change in future years as the new Diplomas begin to have an impact, together with greater numbers of Apprenticeships becoming available.



Residency Based Data

Level 3 is broadly equivalent to A level.

In Cumbria 23% of participation is in Health Public Service and Care (North West 24%)

14% of overall learners are in Engineering and Manufacturing Technologies (North West 31%).

At Level 3 the proportion of learners is spread across a broader range of sector subject areas compared to Level 2. This would suggest that at Level 2 learners are studying for employment in or gaining new skills in a sector that has a strong local employment base whereas at Level 3 learners are studying for a career in an industry that need not be locally focused.

NEET Volumes

	December 2007			
	Adjusted EET	Adjusted NEET	% NEET	16-18 not known
England	1,496,796	105,870	6.6%	73,700
North West	223,326	18,754	7.7%	9,121
Cumbria	15,523	830	5.1%	452

Source: Connexions December 2007

The volumes here provide perspective to the next table.

The key points to notice at this stage are the 5.1% of young people recorded as NEET, compared to the England average of 6.6% and the North West average of 7.7%.

In addition there are a further 452 Cumbria young people for whom their current activity is unknown.

NEET Percentages

	% 16-18s Not Known	% 16-18s in learning	% change over last 12 months	% 16-18s NEET	% change over last 12 months	% joining NEET from EET	% leaving from NEET for EET	% leaving NEET - currency exp.
England	4.5%	77.3%	2%	6.6%	-13%	27%	51%	10%
North West	3.7%	77.1%	2%	7.7%	-11%	31%	53%	7%
Cumbria	2.7%	78.6%	1%	5.1%	-8%	37%	75%	10%

Source: Government Office North West December 2007

Key Points from this slide:

5.14% of Cumbria's 16-18 year olds are in the NEET category, compared to 6.6% in England and 7.7% in the North West.

Cumbria has a comparable participation rate to both the North West and England.

The percentage of young people not known to Connexions is 2.7% in Cumbria compared to 3.7% in the North West and 4.5% for England.

(Each young person for whom there is no recently recorded destination becomes classified as 'Not Known'. All young people who become Not Known have lapsed from a previously known destination e.g. education, NEET.) This has probably boosted the NEET rate, as those young people who were previously out of contact tend to be identified as NEET once contact is re-established.

The change in the volume of NEET young people has reduced by a smaller rate in Cumbria than the regional and national average. However, consideration has to be given to the lower starting position in Cumbria than elsewhere.

The proportions entering NEET from EET is higher than for the North West and England. This would suggest employment opportunities are of low quality and unstable. It also indicates that young people may be entering unsuitable or unattractive learning routes.

The rate of young people leaving NEET for EET is significantly higher at 75% however, as was expressed in the previous comments many of the jobs may be vulnerable or the type of education and training unsuitable or unattractive.


Some contributors to NEET –

Too many young people not retained in learning at 17, either because they took a one year course, or because the provision is unsuitable.

Regional research has identified that young people with LDD are much more likely to become NEET.


Nationally, it has been identified that the groups most vulnerable to becoming NEET are looked after children, young parents, those with LDD, young offenders, those who fail to achieve Level 2 at 16.

The low level of work-based learning in the area indicates there is a significant challenge in convincing local employers to engage in the Apprenticeship programme.

16-18 Performance 
Leading learning and skills

05

GCSE Results 2004-2007



	% of 15 year old students achieving 5+A*-C (and equivalent) including English and Maths GCSEs			
	2004	2005	2006	2007
The Alfred Barrow School	9%	19%	15%	12%
Appleby Grammar School	44%	40%	52%	58%
Austin Friars St Monica's	70%	84%	81%	91%
Beacon Hill Community School	10%	22%	32%	24%
Caldew School	50%	53%	50%	47%
Cartmel Priory CofE School	47%	44%	51%	52%
Casterton School	100%	100%	94%	84%
Chetwynde School	81%	73%	84%	92%
Cockermouth School	59%	64%	68%	70%
Dallam School	47%	44%	57%	56%
Dowdales School	42%	55%	51%	60%
Ehenside Community School	19%	16%	18%	19%
Harecroft Hall School	30%	22%	27%	60%
John Ruskin School	40%	41%	39%	60%
Keswick School	65%	65%	54%	66%
Kirkbie Kendal School	53%	53%	51%	54%
Kirkby Stephen Grammar School Sports College	41%	51%	42%	42%
The Lakes School	56%	55%	50%	48%
Cumbria Average	43%	45%	45%	46%
England Average	43%	44%	45%	46%

Source: DCSF

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The table relates to 16 year olds achieving 5+ A*-C **including** English and Mathematics. Examples of the range of achievement within individual schools are listed and show achievement across a wide spectrum. The 46% Cumbria average mirrors that of England.

Ongoing improvement: Chetwynds School 92%; Austin Friars St Monica 91%; Queen Elizabeth Grammar School 99%.

High and stable: Kirkbie Kendall 54%; The Queen Catherine School 63%; William Howard School 60%.


Low from a previous consistently low base: Alfred Barrow 12%; North Cumbria Technology College 18%; Whitehaven 24%.

There is still scope for improvement in order for young people to achieve the benchmark of five A*-C grades at GCSE including English and Maths in every school in Cumbria.

Across England the challenge is to ensure that every child gets the support they need to achieve the crucial benchmark of 5+ A*-C, if not before 16, then after it. Without this foundation, young people will face major hurdles when they attempt to progress to Level 3 and beyond into HE.

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GCSE Results 2004-2007



	% of 15 year old students achieving 5+A*-C (and equivalent) including English and Maths GCSEs			
	2004	2005	2006	2007
Lime House School	59%	60%	35%	29%
Lochinvar School	39%	35%	21%	24%
Millom School	42%	35%	36%	40%
Morton School	34%	22%	17%	24%
The Nelson Thomson School	60%	66%	58%	51%
Netherhall School	21%	35%	29%	40%
Newman Catholic School	20%	37%	27%	27%
North Cumbria Technology College	31%	21%	28%	18%
Parkview School	31%	39%	33%	39%
Queen Elizabeth Grammar School	88%	91%	99%	99%
Queen Elizabeth School	70%	64%	64%	68%
The Queen Katherine School	60%	56%	57%	63%
Samuel King's School	21%	17%	47%	40%
Settlebeck High School	57%	76%	44%	43%
Solway Community Technology College	26%	46%	39%	22%
Southfield Technology College	18%	22%	29%	28%
St Aidan's County High School Specialist Sports College	30%	37%	31%	32%
St Bees School	68%	87%	73%	76%
Cumbria Average	43%	45%	45%	46%
England Average	43%	44%	45%	46%

Source: DCSF

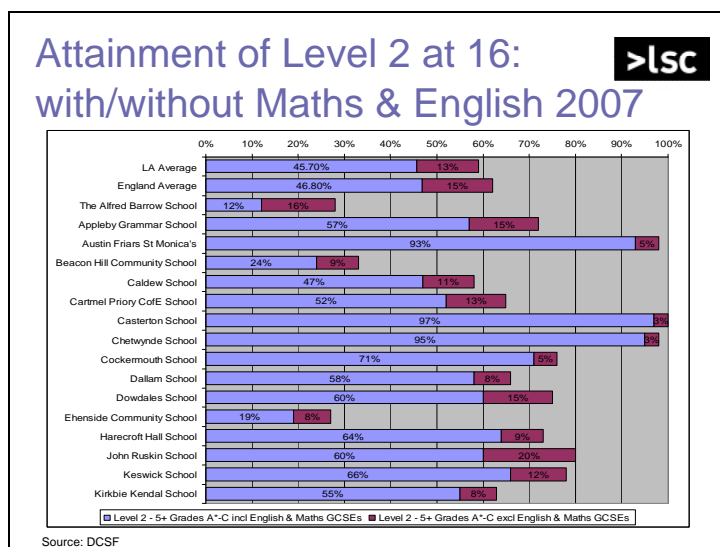
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GCSE Results 2004-2007



	% of 15 year old students achieving 5+A-C (and equivalent) including English and Maths GCSEs			
	2004	2005	2006	2007
St Benedict's Catholic High School	47%	42%	52%	43%
St Bernard's Catholic High School	53%	49%	50%	46%
St Joseph's Catholic High School, Business and Enterprise College	44%	23%	45%	50%
Stairburn School and Science College	38%	39%	41%	47%
Thorncliffe School - A Specialist Sports College	34%	37%	38%	36%
Trinity School	50%	49%	48%	49%
Ullswater Community College	32%	38%	40%	41%
Ulverston Victoria High School	50%	53%	55%	48%
Wainey School	29%	27%	30%	30%
Whitehaven School	31%	25%	28%	24%
William Howard School	52%	67%	61%	60%
Windermere St Anne's School	72%	65%	78%	74%
Wyndham School	37%	33%	48%	37%
Cumbria Average	43%	45%	45%	46%
England Average	43%	44%	45%	46%

Source: DCSF



SLIDE 1 OF 3

These slides compare the percentage of the overall cohort achieving 5+ A*-C with those achieving 5+ A*-C including Maths and English.

The greater the blue band, the more successful the school in its learners succeeding at 5 A*-C including English and Mathematics. Examples: Queen Elizabeth Grammar (100%) and Casterton (97%) were the most successful within this band.

However, St Bernard's Catholic High, for example, achieved 45% including Mathematics and English and 77% overall. English and Mathematics are key indicators for progression post-16 and this is an issue that requires a solution.

The overall Cumbria average of all passes at 58.7% is below the England average of 61.8%

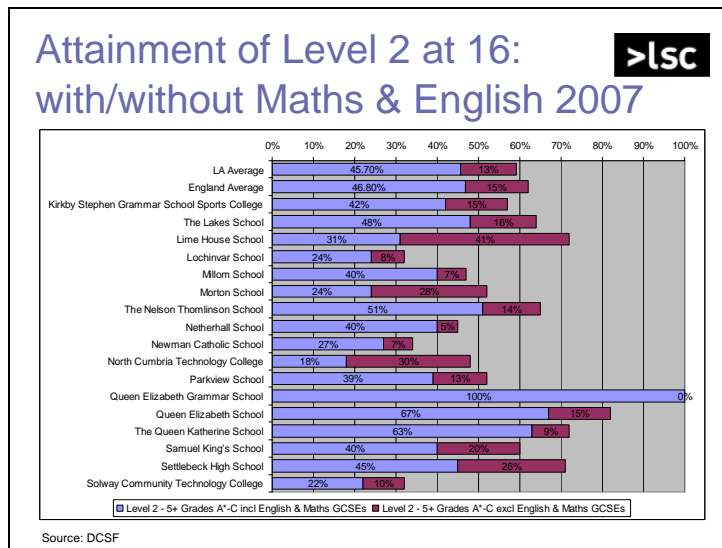
Level 2 including English and Maths is extremely important in terms of progression to Level 3.

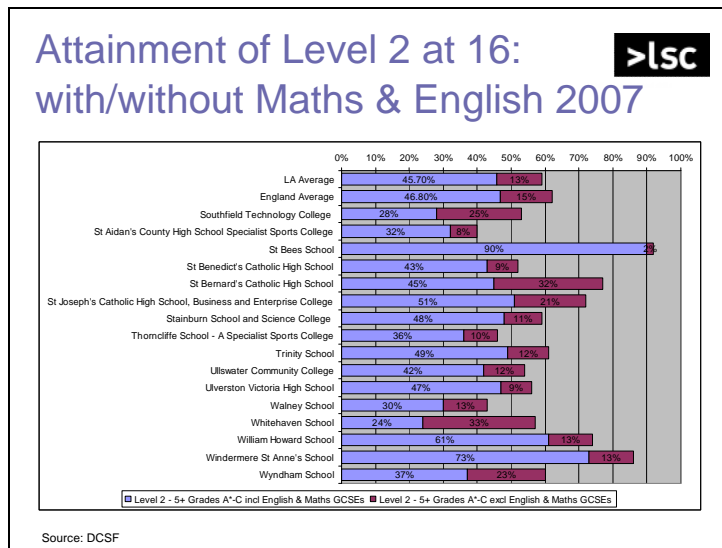
Key issues include:


Attainment of Level 2 at 16 with English and Maths is low in many schools, therefore retention and progression to higher level courses is affected. This is because these learners do not have the platform from which to make the jump from Level 2 to Level 3.

Many people achieve Level 2 at age 17. This can lead to a high drop out rate age 17 due to the lack of English and Maths skills.

There are significant differences in performance between the schools listed here. The LA's 14-19 strategies will need to address this within partnerships.





Post-16 General & Applied A/AS or Equiv. Achievement 2007 

	Number of students aged 16-18	General and Applied A/AS or Equivalent Achievement		
		Number at end of A/AS or equivalent study	Average point score per student	Average point score per examination entry
Cumbria Average			744.6	201.2
England Average			731.2	207.5
Appleby Grammar School	115	41	767.2	205.6
Austin Friars St Monica's	64	37	966.9	227.9
Barrow-in-Furness Sixth Form College	793	316	833.4	197
Caldew School	138	52	699.2	187.4
Carlisle College	962	88	530.8	221.1
Casterton School	79	40	950.6	229.1
Chetwynde School	41	15	678	209.7
Cockermouth School	284	116	695.6	218.4
Dallam School	189	71	836.5	204.6
Furness College	938	147	527.4	220.9
Kendal College	688	112	630	223.1
Keswick School	235	106	826.3	211.1
Kirkbie Kendal School	175	70	798.2	219.5
Kirkby Stephen Grammar School Sports College	73	31	765.5	204.6

Source: DCSF

SLIDE 1 OF 3

This slide gives quantitative data concerning A/AS achievement across post-16 providers in Cumbria.

Note: the **average point score per student** is a reflection of the combination of the **number** of examinations taken, as well as the grades achieved (a Grade A at A-level or equivalent gains 270 points, a Grade E or equivalent gains 150 points).

On average, students should gain an **average point score per examination entry** of around 210 (this equates to a Grade C at A-level).

Overall, at A/AS level, Cumbria students achieve near to the England average in terms of point score per entry, equivalent to approximately a Grade C per subject entry.

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Post-16 General & Applied A/AS or Equiv. Achievement 2007



	Number of students aged 16-18	General and Applied A/AS or Equivalent Achievement		
		Number at end of A/AS or equivalent study	Average point score per student	Average point score per examination entry
Cumbria Average			744.6	201.2
England Average			731.2	207.5
Lakes College - West Cumbria	1291	70	557.5	207.7
The Lakes School	146	69	741.2	202.9
Lime House School	67	16	638.4	182.4
Milom School	76	26	623.6	145.4
Morton School	33	15	475	163.8
The Nelson Thomlinson School	211	79	964.7	210.6
Netherhall School	95	31	590.8	171.2
Newman Catholic School	77	25	734.5	194.7
North Cumbria Technology College	31	14	505.7	174.8
Queen Elizabeth Grammar School	209	99	998.2	230.4
Queen Elizabeth School	300	143	930.4	208.4
The Queen Katherine School	219	103	846.8	220.5
St Aidan's County High School Specialist Sports College	165	61	673.3	161.4
St Bees School	121	48	963.1	225.5

Source: DCSF

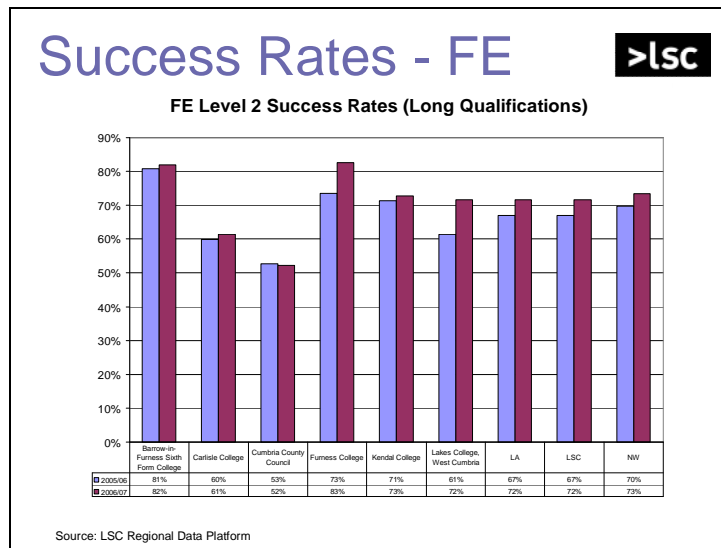
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Post-16 General & Applied A/AS or Equiv. Achievement 2007



	Number of students aged 16-18	General and Applied A/AS or Equivalent Achievement		
		Number at end of A/AS or equivalent study	Average point score per student	Average point score per examination entry
Cumbria Average			744.6	201.2
England Average			731.2	207.5
St Benedict's Catholic High School	264	82	717.6	186.8
Sedbergh School	198	89	795.8	226.7
Southfield Technology College	97	64	603.5	157.5
Stainburn School and Science College	125	64	603.5	157.5
Trinity School	380	167	751.6	191.3
Ullswater Community College	197	75	687.4	208.7
Ulverston Victoria High School	246	110	767.6	202
Whitehaven School	244	96	516.5	172.7
William Howard School	285	140	822.6	200.1
Windermere St Anne's School	68	21	616.4	191.8
Wyndham School	129	46	731.4	174.3

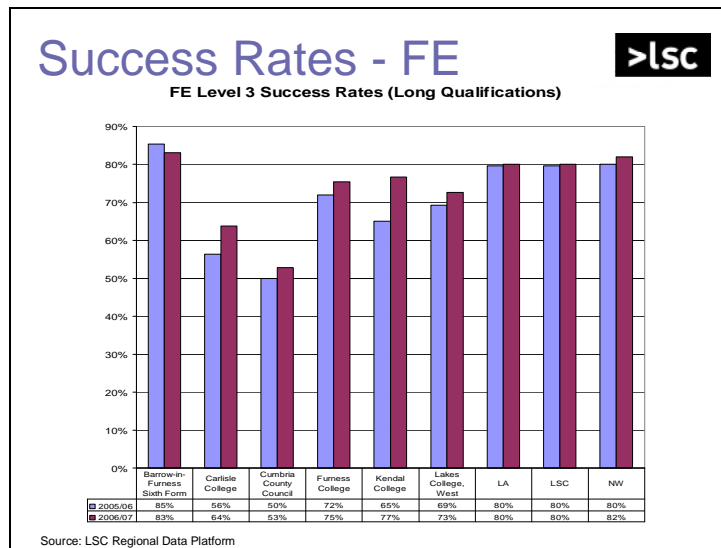
Source: DCSF



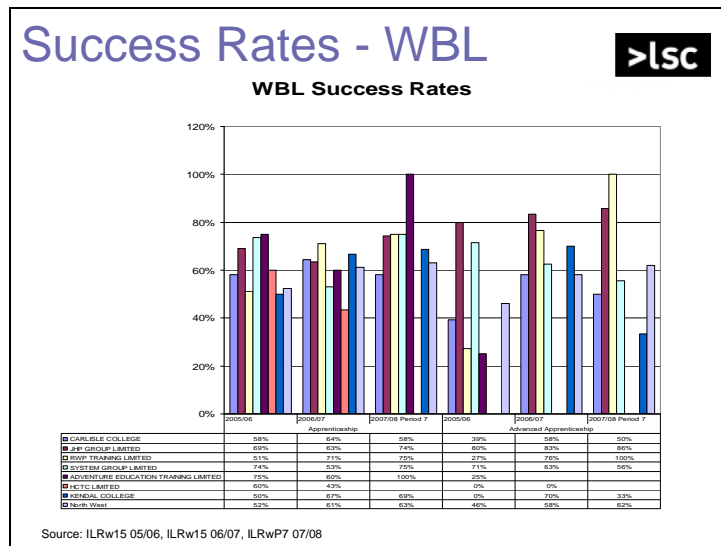
This slide gives success rates in Level 2 courses for the period 2005-2007. Level 2 is equivalent to 5 x GCSE passes at C or above.

In Cumbria there has been a similar rate of improvement from 67% to 72%. This compares with 70% and 73% for the North West.

Furness College had the greatest improvement having progressed from 73% to 83% over the period.



For the period 2005/06 and 2006/07, Level 3 success rates in Cumbria have remained static at 80%. However, for the North West overall there has been a 2% improvement to 82%.



SLIDE 1 OF 2

Please note: the 2007/08 data is taken from period 7

Apprenticeship and Advanced Apprenticeship success rates by individual providers in Cumbria have shown a mixed picture in the past three years. Overall, they generally compare less favourably with the North West.

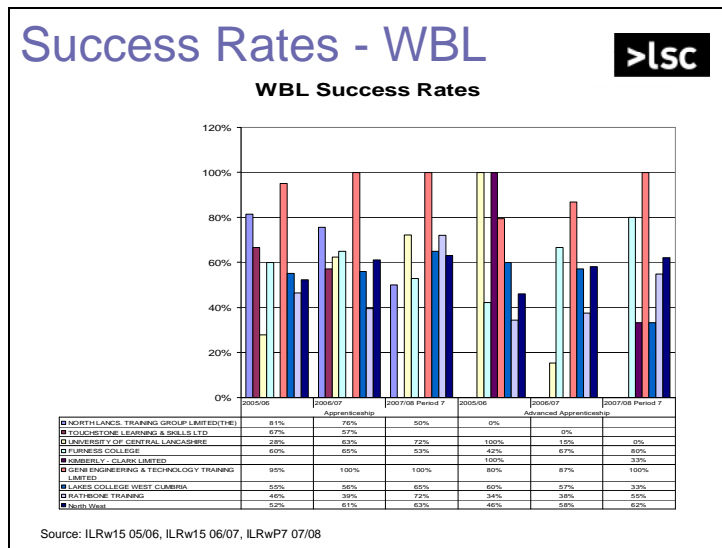
Examples of ongoing improvement are:


RWP Training. Its Apprenticeship training moved from 51% to 71% and its Advanced Apprenticeship rose from 27% to 100%.

Genii Engineering and Technology Training improved on its Apprenticeship from 95% to 100%. Its Advanced Apprenticeship improved from 80% to 100%.

Whilst the pattern of success varies between providers, post-16 WBL provision is well-established and progress is likely to continue.

The national target for an expansion in the numbers of apprenticeships announced earlier this year will focus attention on success rates and this area of post-16 provision warrants more detailed analysis.



Proportion reaching Level 2 Threshold by Age 19 by Area 

Cumbria (LSC)	2004	2005	2006	2007	2004-2007
England	66.40%	69.30%	71.40%	73.90%	7.50%
North West	64%	67%	70%	72%	8.60%
Cumbria (LSC)	67.00%	71.00%	72.00%	74.00%	8.10%

Source: Fisher Family Trust


Provider Based Data

In Cumbria 74% reached the Level 2 threshold by age 19, compared with 72% for the North West.

For England, the proportion reaching Level 2 by age 19 in 2007 was 73.9%.

Statistics for this group must also be seen in terms of their starting point at age 16.

Analysis of the Level 2 achievement rate amongst this same group at 16 would also show the added value given by their school or college in the intervening period.

Proportion reaching Level 3 Threshold by Age 19 by Area 

Cumbria	2004	2005	2006	2007	2004-2007
England	42.00%	45.40%	46.60%	48.00%	6.00%
North West	38.50%	42.00%	42.90%	44.60%	6.10%
Cumbria (LSC)	40.32%	44.22%	45.18%	46.01%	5.69%

Source: Fisher Family Trust

Provider Based Data

This slide shows Level 3 attainment at age 19, set in comparison with the England average and the North West. The main points to note about Level 3 attainment at 19 are:

Cumbria's Level 3 attainment was 46.01% in 2007, lower than England (48%) but higher than the North West (44.6%).

Strategies are needed to ensure that the gap with regional and national averages is narrowed, in order that the needs of the local and regional economies can be met.

The Cumbria improvement since 2004 has been 5.69% against the England improvement of 6.0%.

A key factor in the attainment of a Level 3 qualification is the attainment of a Level 2 qualification including English and Maths. Although in the policy-making domain for some time, this issue has to be given importance in future planning to enable the desired emphasis on progression to intermediate and higher level skills in future.

A Level 3 qualification is the entry point to higher level study. More and more jobs are likely to require a degree or equivalent as international competition and technological change impact on the economy, so these figures must be kept under review.

Summary

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Key Findings

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Issues & Actions **>lsc**

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