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Halton Local Authority Area
Analysis of 14-19 Education & Training
Provision
Date

Presented to
By

Welcome

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Notes



- Please use this analysis alongside the accompanying data set
- Volumes of Learners, cohort etc are based on Residency unless stated
- Please see the speakers notes for benchmarks with Regional & National statistics where possible
- National data sets have been used where appropriate to ensure consistency – these can be complemented with local data where necessary

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Contents



Key issues & priorities

- Policy Context
- Facts & Figures
- Cohort Activity
- Learner Analysis by Route
- Learners with Learning Difficulties and / or Disabilities
- Attainment by Age 19

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Key Issues
and Priorities

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01

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Issues and Priorities



- Planning in declining cohort
- Increasing participation/reducing NEET
- Diploma role out
- L2 and L3 Attainment
- Narrowing the gap in attainment

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Policy Context

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02

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14-19 Reform Next Steps



'Our starting point is the concept of a 14-19 entitlement for all young people to the right learning opportunities, and the right support'

- A high quality learning route for every young person that enables them to participate, achieve and progress
- The support to integrate all services for young people so that they can make the most of their opportunities and choices
- Stronger local partnerships and consortia arrangements
- Establishing the right delivery arrangements at a local, regional and national level.

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- *Delivering 14-19 Reform: Next Steps* was published in October 2008. In delivering the 14-19 entitlement, the document lays out four priorities:

A high quality learning route:

- Skills that everyone needs and values
- A clear, streamlined system with choices that all lead to progression
- Personalised teaching and learning on every route

The right support:

- IAG – having the right support to choose
- Knowing what is on offer
- Support to learn
- Additional personal support

Strengthening local partnerships:

- Developing the workforce
- Student voice
- Importance of employers and HE as local partners
- The role of 14-19 partnerships

The right delivery arrangements:

- Local authorities as strategic leaders of 14-19 reform
- Sub regional groupings and the YPLA

- *From here to entitlement* is a self-assessment toolkit for 14-19 partnerships. The toolkit aims to describe what a good 14-19 partnership looks like, to point colleagues in the direction of useful resources and to provide a basis for future action.

14-19 Reform



•Raising the Participation Age

Raising the participation age challenges all of us responsible for young people's futures to raise our game.'

•Learning Routes

'Every young person should have the opportunity to engage in learning that will enable them to participate, achieve and progress'

– Apprenticeships, Diplomas, Foundation Learning Tier, General qualifications

• Impartial Advice and Guidance

'Critical to making the right choices is high quality and impartial IAG'

- September Guarantee
- 14-19 Online Prospectuses
- Common Application Processes

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Raising the Participation Age

- The Education & Skills Act sets out plans to raise the education participation age to 17 by 2013 & 18 by 2015.
- Currently, 77% of NW 17 year olds participate in full-time and part-time education and WBL (DCSF 2006 Participation in education and work based learning (WBL) of 16 and 17 year olds)

Learning Routes

- *Promoting achievement, valuing success: a strategy for 14-19 qualifications* sets out a streamlined set of qualifications that young people, parents, employers & HE recognise and value:

Apprenticeships:

- an entitlement to a place by 2013 for all 16 year olds suitably qualified
- The Government anticipates that around one in five of all young people will be undertaking an Apprenticeship by 2020 before the academic year in which they turn 18 – *currently 1 in 10 in the NW* (DCSF 2006 Participation in education & WBL of 16 & 17 year olds)

Diplomas:

- need to ensure sufficient supply through a phased build up to meet the national entitlement in 2013 for all 14-16 year olds to the first 14 Diplomas; and for 16-18 year olds to all 17 Diplomas

FLT:

- Introduced to provide accredited qualifications for young people working at entry level and level 1 to prepare them fully for level 2:

General qualifications – GCSEs, A levels

- Young People will be able to choose from any of the 4 routes. There will also be opportunities for personalised learning that will enable young people to progress into one of these 4 routes

IAG

- **September Guarantee** in 2007 = 91.5% in NW, increased to 94.7% in 2008 with extension to 17yo at 76.9%.
- **Action Plan for the 14-19 Prospectus and Common Application Process** published April 2009 sets out the ambition to 2013 for the further development of the 14-19 Prospectus and implementation of the Common Application Process.

LSC Business Cycle and Strategic Analysis

Background and Introduction

- LSC Business Cycle Overview
- The Role of Strategic Analysis
- Issues for commissioning and progress in addressing priorities

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What does the Cycle do?

- Acts to translate national, regional and local priorities, into funding and places to meet needs
- Relies on complex national, regional local interactions and dependencies internally to the LSC and externally with delivery partners
- Process is processional but iterative

What are the key roles and responsibilities?

- National: determines priorities, budget lines, funding policy
- Regional: produces strategic analysis, commissioning priorities, models and moderates budgets and provider allocations, procures through OCT
- Local: Reviews provider performance, identifies needs, demands and gaps, commissions through negotiation, identifies gaps for OCT and agrees allocations

Issues and Challenges

- Timescales are derived and driven nationally
- In year performance picture is partial e.g MLP
- Lack of full year picture of delivery e.g participation and achievements
- Matching and defining need and actual delivery
- Iterations from indicative to final allocations
- Communication within multiple layers and relationships

Facts & Figures

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Overview of Halton



- Population Aged 16-59/64 is 75,291
- Age 16-18 is 6.7% of the Working Age population
- 18,400 Working Age are economically inactive
- 70.4% are employed
- 60.4% of 19-59/64 are qualified to Level 2 and above.
- Largest Sectors of Employment are Real Estate, Renting & Business Activities & Wholesale & Retail.

Produced by NW LSC Data & Research Team

Data Source

- ONS mid-year population estimates 2007
- Census 2001
- Annual Population Survey July 2007 to June 2008
- Annual Business Inquiry 2007

Why This information Has been Used

- To provide an overview, setting the 14-19 education and training information in the local area context.

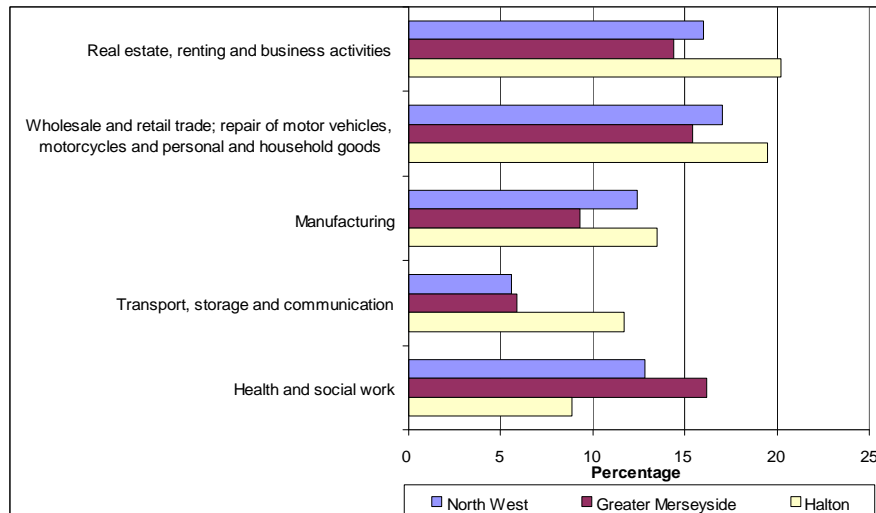
Data Analysis

- Note the differences on this slide in the definition of working age – this is due to PSA / LAA targets
- 16-18 Population is proportionally similar to the regional average
- 24.4% are economically inactive, this is higher than the regional rate
- 60.4% qualified to Level 2 or above is 7.3% points below the regional rate
- Employment in Real estate, Renting and Business Activities is proportionally higher than the regional picture

Points to Consider

- Are working age qualifications attainment levels reflected in success rates of the young people resident in the area?
- Is training provision, within the demand led context, aligned to local industry sectors that employ the most people?

Top 5 Sectors of Employment Halton



Source: ABI Employee Analysis, ONS Crown Copyright Reserved

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Data Source

- Annual Business Inquiry (ABI) 2007; Employee Volumes expressed as a % of area total.

Why This Information has been Used

- This data, alongside other employment information, can build a picture of the alignment of education and training provision in a demand led system

Data Analysis

- Highest employment volumes in Halton: Real Estate, Renting & Business Activities (11,000) employed), 20.2% of area total.
- Above Greater Merseyside (14.4%) and the North West (16%) proportions.
- Second highest: Wholesale & Retail Trade (10,600 employed), 19.5% of area total.
- Above Greater Merseyside (15.4%) and the North West (17%) proportions
- Highest volume increase in employment between 2006 and 2007: Wholesale & Retail Trade +1,400 jobs (to 10,600) in 2007,) 15.2 per cent rise.
- Largest volume decrease in : Real Estate, Renting & Business Activities 1,200 to 11,000 in 2007 (-9.8%)
- Manufacturing -400 to 7,300 in 2007 (-4.9%).

Points to Consider

- The full impact of the recession is yet to be seen
- What are the implications for education and training provision planning of the reduction in employment in the Real Estate, Renting & Business Activities & Manufacturing sectors.
- How aligned to this picture of employment is current education and training provision in the area? – is there a difference in the alignment of FE and WBL?

Local Data

- Local employment data and intelligence, will help to inform the information shown here
- Up to date redundancy data could complement the sectoral employment information in the slide

Young Apprenticeships & Key Stage 4 Engagement Programme



Young Apprenticeships

0 contracted traditional YA places in Cohort 5.

15 commissioned places for Cohort 6 in the Hairdressing sector.

Key Stage 4 Engagement Programme

125 places contracted in Phase 3 (2008/09) with a slight decrease to

115 places commissioned for Phase 4 (2009/10).

Produced by NW LSC Data & Research Team

Halton

Young Apprenticeships

Data Source

- The data is taken from the Young Apprenticeship contracts and learner returns which are submitted to the LSC as per the contractual agreement.

Why this information has been used

- Young Apprenticeship Programme is a distinctive offer to those who would benefit from an occupationally specific and work-based learning route leading to a level 2 qualification by 16, the programme is aimed at able students. Young Apprenticeships (YA) were introduced as a pilot scheme in 2004, and the fifth cohort of the programme saw the introduction of Young Apprenticeships with Diplomas, incorporating components from the diploma within the YA qualification.
- Year on year there has been demand for growth, however this has been limited by budget constraints, with demand often exceeding the amount which we can contract for. In cohort 6 the allocation of volumes is based on the 14-16 population size, this was previously provider based. The LSC is currently working with Local Authorities to contract for the sixth cohort of learners.

Key Stage 4 Programme

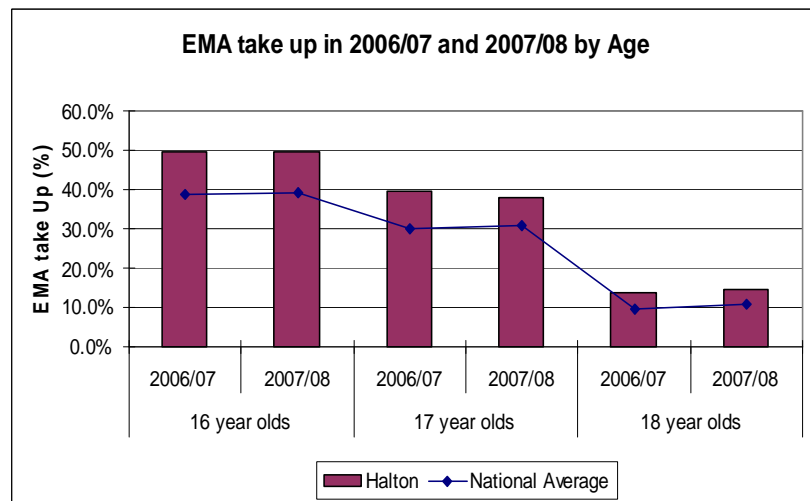
Data Source

- The data is taken from the Key Stage 4 contracts and data returns which are submitted to the LSC on a termly basis.

Why this information has been used

- Key Stage 4 Engagement Programme is aimed at maximising participation and achievement of young people who show a lack of interest in education, and who would be motivated by a strong work focused route and a different learning environment. The North West has been running pilots since 2006 and are currently in the process of awarding a fourth year of funding for 2009 start, which is being offered in all Local Authorities.

EMA Takeup in Halton



Produced by NW LSC Data & Research Team

Education Maintenance Allowance (EMA)

Data Source

- The Source of data used is the Learner Support Management Information, this data is Local Authority and Sub National EMA take up in 2008 based on the 16-18 population size (historically based on estimated eligibility of population). This is the latest available data at the time of writing.

Why this information has been used

- EMA supports learners from low income household to continue in learning and is an important tool in increasing post-compulsory education, as well as decreasing the number of young people not in education, employment or training (NEET).

Data Analysis

- In 2008 1,794 young people took up EMA, growth of 0.9% from the previous year, increasing at a slower rate than regionally (+4.6%).
- The EMA policy team promote early take up in order to demonstrate positive behaviour associated with receipt of EMA. Early take up is below the regional average (56.7%), at 48.2% by the end of September.
- 50% of 16 year olds have taken up EMA, above the regional average (44%)
- 38% of 17 year olds have taken up EMA, above the regional average (36%)
- 15% of 18 year olds have taken up EMA, above the regional average (12%)

Diplomas



Halton LA	2008/09	2009/10	2010/11	2011/12 if conditions met
Construction & the Built Environment	Approved			
Creative & Media		Conditions Met		
Engineering				
Information Technology		Approved		
Society, Health & Development		Conditions Met		
Business Administration & Finance		Approved		
Hair & Beauty				
Hospitality				Subject to conditions
Environmental & Land Based Studies				
Manufacturing & Product Design				Subject to conditions
Public Services				
Retail Business				
Sport & Active Leisure				Subject to conditions
Travel & Tourism				
	Approved	Conditions Met	Subject to conditions	

Produced by NW LSC Data & Research Team

Halton

Diplomas

Data Source

- Data has been taken from the DCSF website (www.dcsf.gov.uk) and is the latest information available at time of publication.

Why Information has been used

- Diplomas give students a fully rounded education, combining theoretical and practical learning to equip them for further or higher education and long-term employability. Diplomas will be available as a national entitlement from 2013 in the first fourteen lines for 14-16 year olds, and 17 lines for 16-18 year olds.

Data Analysis

- Halton has been approved to deliver 8 of the 14 Diploma lines (subject to condition).
- 1 Diploma line was approved for 2008/09 delivery.
- 4 Diploma lines were approved for 2009/10 delivery
- 0 Diploma lines were approved in Gateway 3 for 2010/11 delivery, however 3 lines have been approved subject to conditions being met for 2011/12 delivery.

September Guarantee



	Yr 11 Guarantee (Age 16) (%)				Yr 12 Guarantee (Age 17) (%)			
	Offer Made	Not ready for learning	No offer made	Not recorded	Offer Made	Not ready for learning	No offer made	Not recorded
Halton LA	92.4	3.3	4.3	0.0	70.6	13.5	16.0	0.0
Regional Offer	94.7	2.5	2.5	0.2	76.9	12.7	9.6	0.8
National Offer	94.2	2.9	2.7	0.2	79.7	9.6	7.2	3.4

Source: NCCIS Final SG Report 2008/09 (11.12.08)

Produced by NW LSC Data & Research Team

Data Source

- The Source of the cohort data used is NCCIS (National Client Caseload Information Service) – cut off date is 11th December 2008.

Why This Information has been Used

- To monitor priorities around reduction of NEET and increasing participation for 16-18 year olds.

16 Year Olds

- Halton is the only area in the NW to have reduced the proportion of the cohort made an offer of learning from 93.6% to 92.4%. For 2008, Halton were below national averages for both 16 and 17 year olds.
- Halton has the lowest figures for offers made for 16 year olds in the North West at 92.4%. However, in 2007, only 5 LAs delivered higher proportions of offers made than Halton (93.6% offers made in 2007).
- Although not the highest in the NW, those not ready for formal learning in Halton is the highest in the Merseyside sub region at 3.3%, totalling 55 young people. There are only 3 other LAs in the NW that have higher figures.
- Nationally, 81% of 16 year olds take up their offer of learning in further education. In Halton, this figure is lower (75.7%). NW average is 79%.
- 1.4% of the total not made an offer is as a result of no appropriate provision, regionally (14.3%) and nationally (4.8%), this figure is higher. However, 54.2% of the total not made an offer relates to young people not applying for learning, equating to 39 young people.

17 Year Olds

- Halton has the lowest value for offers made in the Merseyside region at 70.6%. National figures are 79.7%. Of the 721 young people in Halton, 212 were not made an offer.
- 66% of the total of young people not made an offer is because they have not applied for learning. Nationally, the total is 34.9%, significantly less than in Halton.
- 43.3% of 17 year olds not ready for formal learning are going into employment without training to L2. Although this is the main reason young people are not ready for formal learning in Halton, national averages are higher; at 57.1%.
- Nationally at aged 17, of those not made an offer; 34.9% is due to the young person not applying for learning. However, in Halton this figure is 66%, significantly higher than national averages and the NW average (27.9%).

Care to Learn

- 18% of teenage mothers in Halton had taken up Care to Learn funding at August 2008, below the North West average (21%)
- By January in 2009 the take up rate of the scheme had remained static, now in line with the North West average (18%).

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Data Source

- The data shows Care to Learn (C2L) take-up against the eligible cohort. The take up is based on the live births of mothers aged under 20 and is adjusted for movement into and out of the area. The data is taken from the LSC intranet.

Why this information has been used

- C2L supports young parents who are following any form of publicly-funded learning with the intention that it may lead to progression on to further achievement.

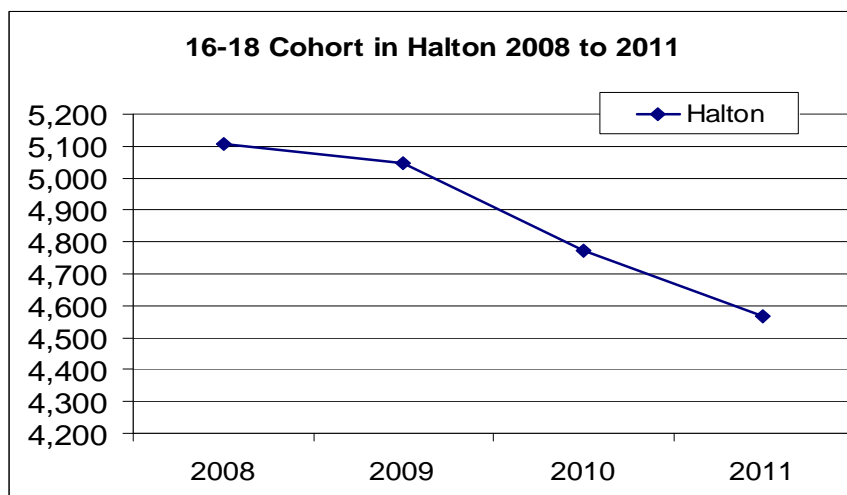
Data Analysis

- Take up in the North West region is above the national average which is 16% in August 2008 and 13% in January 2009

Points to consider

- The C2L data is based on the 2005 live birth rates- however the latest conception rates data shows there has been a decrease in teenage conception rates across the North West since 2005, and therefore teenage live births will also have decreased further than the C2L data suggests.
- Is the high take up of the scheme a positive or negative thing?
- A high take up suggests that there is good IAG and effective support in place to encourage teenage mothers back into learning.
- However, high birth rates suggest that teenage pregnancy is an issue and further work is required to raise teenagers aspirations.

16-18 Cohort



Source: ONS Sub-national Population Projections based on 2006 mid-year estimates

Produced by NW LSC Data & Research Team

Data Source

- The Source of the cohort data used is the Office For National Statistics, this data is Sub-national Population Projections based on the 2006 mid-year Population Estimates – This is the latest available **forecast** data at the time of writing.

Why This Information has been Used

- This slide has been added to highlight the current and forecast size of the 16-18 cohort in the local area, important to inform decisions on commissioning of provision for residents of the area, as well as addressing NEET, and informing discussions with key partners.
- The LSC recognises that there are variations between different sources of cohort data, the dataset used here is used nationally to allocate budgets and to set and monitor targets, locally informed cohort data can be very useful to complement this dataset.

Data Analysis

- In 2008 the 16-18 cohort in Halton was 5,107
- By 2011 it is forecast to fall to 4,566 (-541) which is a reduction of 10.6%
- The overall Greater Merseyside LSC area Reduction is 10.9%
- North West = -8.1%
- England = -5.3%

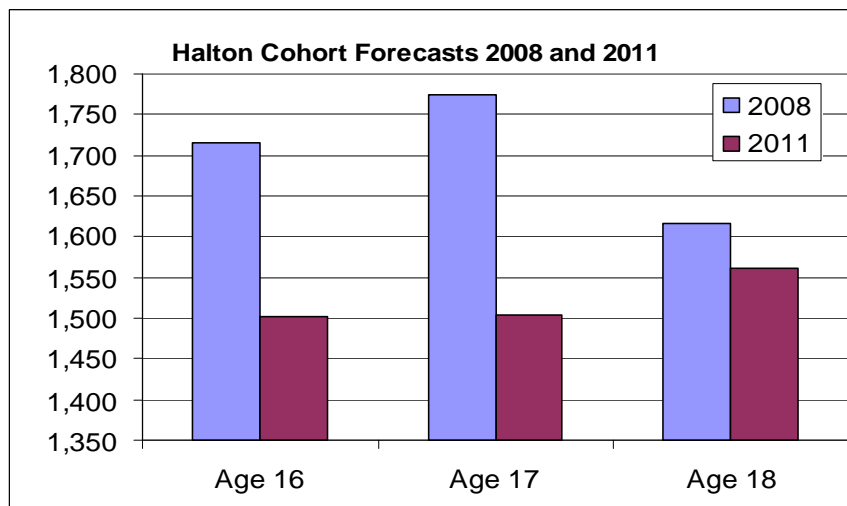
Points to Consider

- What are the implications for this reduction on the volumes of provision commissioned for Halton's resident young people?
- For example: Mix & Balance, with smaller learner volumes are institutions able to offer a full breadth of curriculum?
- When placed alongside the travel to learn analysis shown later does the reduction of 541 young people have significant implications for discussions with other LA areas?

Local Data

- If there are significant differences between the national data set used here and local cohort information – what impact will this have on planning & resource allocation?

16-18 Cohort (2)



Source: ONS Sub-national Population Projections based on 2006 mid-year estimates

Produced by NW LSC Data & Research Team

Data Source

- ONS – Sub-national Population Projections based on the 2006 mid year population estimates. – the latest available **forecast** data at the time of writing

Why This Information has been Used

- This slide has been included to demonstrate where the reductions in the 16-18 cohort of the area are concentrated – the specific age of the cohort can effect decisions on actions taken around provision, NEET, and delivering the September Guarantee.

Data Analysis

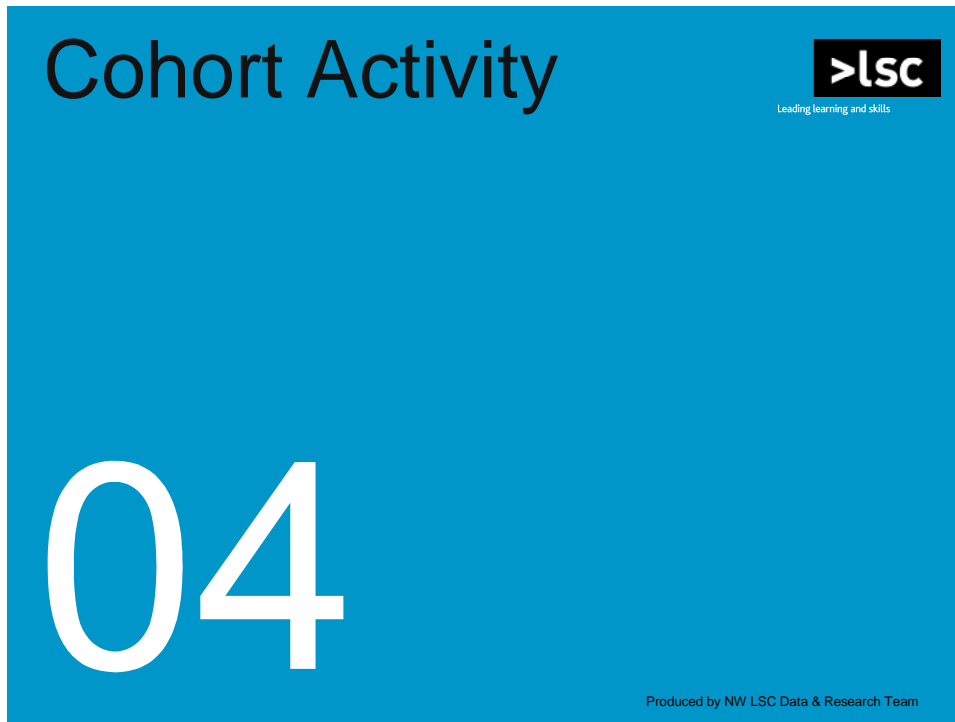
- In Halton in 2008 the 16-18 cohort comprises:
 - 1,716 age 16,
 - 1,774 age 17
 - 1,617 age 18
- The volume of those aged 17 is forecast to have the highest reduction by 2011 (-271 or -15.3%).
- The volume of 16 year olds is expected to reduce by 214 (-12.5%).

Points to Consider

- What are the implications for the planning of post-16 education and training provision of the reduction in the volume of 16 year olds in Halton between 2008 and 2011?
- Regionally, the NEET rate is higher for those aged 17 than those aged 16 – what are the implications for NEET strategy in the area in light of the large reduction of 17 year olds in 2011?
- The September Guarantee was extended to 17 year olds in 2008 to give those who had enrolled on 1 year or short courses, or who had left their previous activity, a further opportunity to participate. This means that all young people who reached the statutory school leaving age in 2008 or 2009 are entitled to an offer under the Guarantee in 2009. Local authorities are responsible for ensuring that the Guarantee is met. Combined analysis of the data above and what proportion of the cohort are on 1 year short courses may be necessary.

Local Data

- As with the previous slide, local cohort information broken down by single age may show discrepancies when compared to the national data set – what are the implications of this? How can this be reconciled to deliver sound planning of training provision for young people resident in the local area?



Cohort Activity

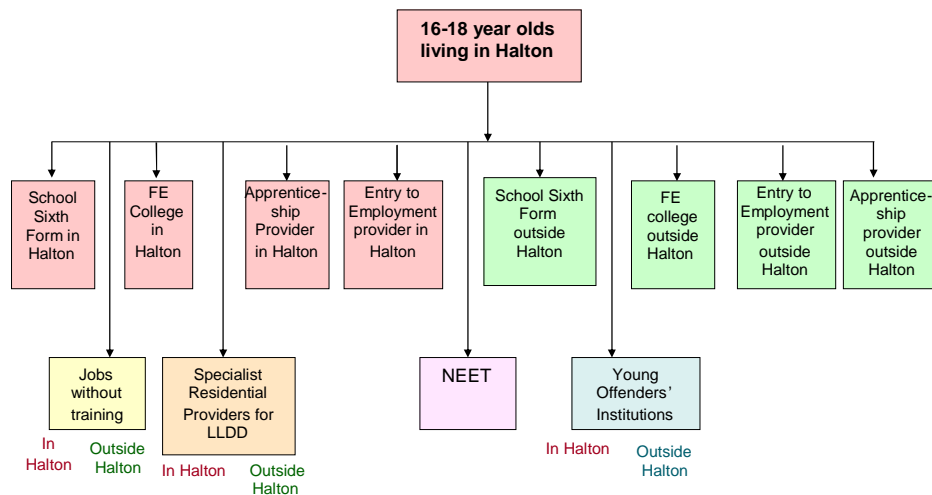
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The slide features a solid blue background. At the top left, the text 'Cohort Activity' is written in a large, white, sans-serif font. In the top right corner, there is a logo consisting of a white right-pointing chevron followed by the letters 'lsc' in white, all contained within a black rectangular box. Below this logo, the tagline 'Leading learning and skills' is written in a smaller, white, sans-serif font. In the lower-left quadrant, the number '04' is displayed in a very large, white, sans-serif font. In the bottom right corner, the text 'Produced by NW LSC Data & Research Team' is written in a small, white, sans-serif font.

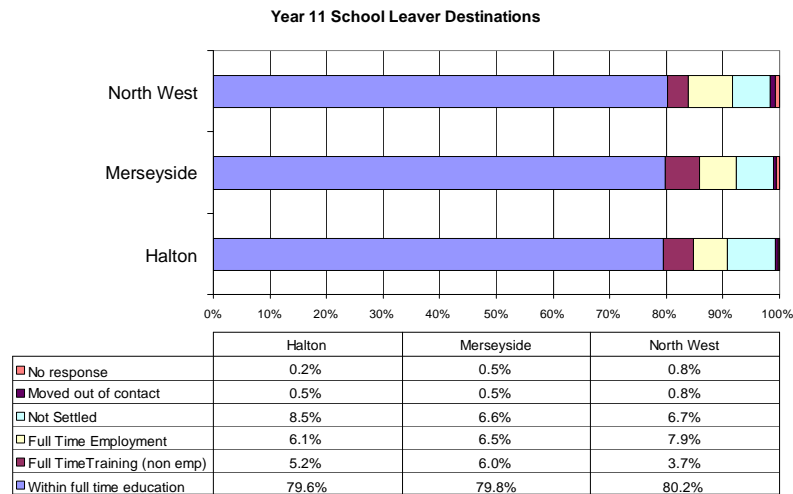
Tracking Learners



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- After the MoG changes are enacted, Halton MBC will take responsibility for planning and funding learning opportunities for the cohort of 16-18 year olds resident in Halton. This cohort of young people will make decisions not only about what type of learning they want to enter – whether it be academic A levels in a school sixth form, vocational learning in an FE college or a work based opportunity via an Apprenticeship – but also about which organisation they will learn with. Some of these providers will be based within the Halton boundary, others will not.
- It will be necessary to track the progress of all these young people to ensure they have taken up learning which maximises their chances of success. This will mean that the LA has to have effective working relationships with all of the providers who support young Halton residents.
- Those who do not take up a learning opportunity – NEETs and those who enter jobs without training – may later return to learning.
- Those who do may not stay in learning, but leave to take up work. This age group is mobile and without economic constraints like mortgages.

Year 11 School Leaver Destinations



Source: Connexions Activity Survey 2008

Produced by NW LSC Data & Research Team

Data Source

- The source of the data is the Connexions Services Activity Survey 2008, in particular the Year 11 School Leaver Destinations table. The national survey has not yet (as of 30/3/09) been published but the Local Authority level figures have been obtained from the relevant Connexions services.

Why This Information has been used

- This information on school leaver destinations gives a holistic picture of all young persons activity and as such adds to the LSCs own learner data. It is used as an indicator to help plan commissioning and is a key indicator of potential NEET Young People as well as informing the performance of the September Guarantee offer.

Data Analysis

- 84.8%** of young people in **Halton** have moved on to full time education or full-time training (not including those receiving training whilst in employment). This is **above** the regional average and the percentage has **increased** since the previous year 2007.
- 6.1%** of young people have moved on to full time employment. This is **below** the regional average.
- 8.5%** of young people are not settled into a full time activity. This is **above** the regional average and the percentage has **increased** since the previous year 2007.

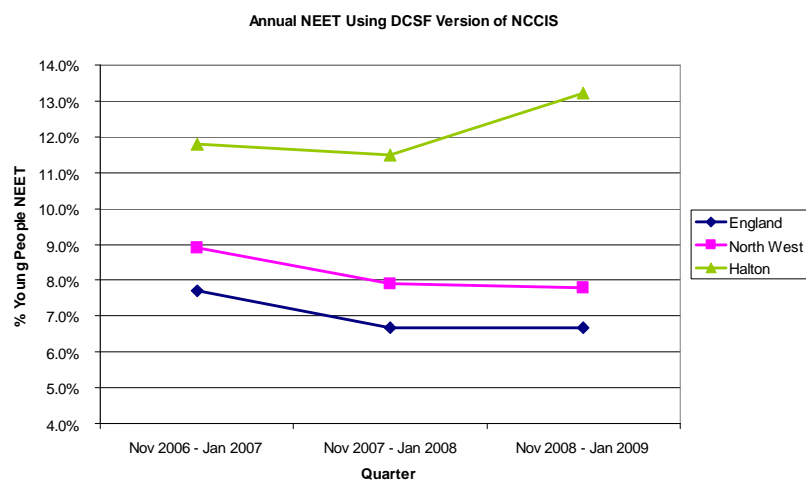
Points to Consider

- How does the percentage for Not Settled in a Full Time Activity compare to the percentage that have not received an offer under the September Guarantee. Could the September Guarantee performance reduce further those Not Settled.
- How does the percentage for Not Settled in a Full Time Activity compare to the percentage showing as NEET.

Local Data

- Comparison between this Destination data and NEET data: The part time employment and learning categories which are part of "Not settled – Active" in this Activity Survey would normally be reported in the Learning or Employment EET figures for NEET reporting. Hence some Connexions organisations when they publish this data in their local 'Moving On' report will use NEET categorisation instead.

Not in Education Employment or Training Headline Figures



Source: DCSF NCCIS

Produced by NW LSC Data & Research Team

Data Source

- The source of this data is the NEET figures collated by DCSF on behalf of Connexions services. This version is known as the NCCIS version and looks at destinations of young people. The percentages shown are the adjusted NEET where the NEET figure includes an estimate of how many of those recorded as Not Known are actually NEET

Why This Information has been used

- NEET is a key indicator of potential to engage with learning and as such provides a context for Commissioning
- This 3 month period of November to January is the period chosen to make annual comparisons for this NCCIS version of NEET, for example when setting LAA targets. Although it is not the version of NEET that the UK wide PSA target 14 is set against, this version of NEET has advantages in that it is available at Local Authority level, and is updated monthly as opposed to annually and is known as Performance Indicator 117. This is the version of NEET that the LSC uses nationally

Data Analysis

- 13.2% of young people in Halton were NEET in the latest annual comparison period available, November 2008 – January 2009
- This has increased by 1.4% points since the first period November 2006 -January 2007, and is now 5.4% points above the regional average
- Halton trend of NEET is increasing, compared with a reduction in the NorthWest and Nationally

Points to Consider

- Are there examples of good practise in addressing NEET that could have contributed towards this improved performance and can they be shared with other Local Authorities?
- What issues have contributed towards this improving NEET situation, and have measures been taken to reinforce these ?
- Has the economic downturn influenced these figures or are other factors more important
- How does this compare to the National PSA target which is **7.4%** for 2010? (Target taken from NCCIS NEET Tables, indicative 2010 target)

Local Data

- Some Connexions services prefer to use a different measure of NEET using the same NCCIS data. What is shown here is the DCSF preferred measure which the young person is allocated to a local authority according to the institution they study at, and only if they are not studying at an institution is their resident Local Authority used. Some Connexions services prefer to use a measure where all young people are recording against their resident local authority therefore this is the measure that they share with Local Authorities in their area. There is also a measure that allocates a Young Person to a local authority by using the location of the Connexions Service that they access.

NEET Cohort & Not Known Comparison



January 2009	Adjusted EET	Adjusted NEET	NEET %	16-18 cohort	16-18s not known	% 16 - 18s not known
England	1,462,117	104,349	6.7%	1,604,928	65,542	4.1%
North West	220,042	17,909	7.5%	242,974	7,475	3.1%
Greater Merseyside	46,447	4,838	9.4%	52,255	1,603	3.1%
Halton	3,401	499	12.8%	3,997	165	4.1%

Source: DCSF NCCIS

Produced by NW LSC Data & Research Team

Data Source

- The source of this data is the NEET figures collated by DCSF on behalf of Connexions services. This version is known as the NCCIS version and looks at destinations of young people. The figures shown are the adjusted NEET where the NEET figure includes an estimate of how many of those recorded as Not Known are actually NEET.

Why This Information has been used

- NEET is a key indicator of potential to engage with learning and as such provides a context for Commissioning
- Young people whose activity is Not Known is an area that needs to be addressed in order to bring young people into meaningful activity.
- Cohort information shown here is the Cohort starting from school leaving age, so 16 year olds still in education are excluded

Data Analysis

- 4.1% of young people in Halton were classified as situation 'Not Known' in January 2009
- This is above the regional average
- Halton trend of Not Known is similar in comparison with the Sub-Region and the North West January 2008 to January 2009 months

Points to Consider

- Are there examples of good practise in addressing the number of young people whose situation is Not Known that could have contributed towards this improved performance and can they be shared with other Local Authorities?
- What issues have contributed towards this deteriorating/improving Not Known situation, and have measures been taken to address these ?
- Has the economic downturn influenced these figures or are other factors more important

Local Data

- Some Connexions services prefer to use a different measure of NEET using the same NCCIS data. What is shown here is the DCSF preferred measure which the young person is allocated to a local authority according to the institution they study at, and only if they are not studying at an institution is their resident Local Authority used. Some Connexions services prefer to use a measure where all young people are recording against their resident local authority therefore this is the measure that they share with Local Authorities in their area. There is also a measure that allocates a Young Person to a local authority by using the location of the Connexions Service that they access.

Not in Education Employment or Training Age Trend



	Age 16			Age 17			Age 18		
	Jan 09	Jan 08	% change in year	Jan 09	Jan 08	% change in year	Jan 09	Jan 08	% change in year
England	5.4%	5.5%	-2%	6.7%	6.7%	1%	7.4%	7.2%	1%
North West	5.8%	6.3%	-7%	7.5%	7.9%	-5%	8.5%	8.7%	-2%
Halton	9.4%	8.6%	9%	12.3%	11.2%	10%	15.1%	12.9%	17%

Source: DCSF NCCIS

Produced by NW LSC Data & Research Team

Data Source

- The source of this data is the NEET figures collated by DCSF on behalf of Connexions services. This version is known as the NCCIS version and looks at destinations of young people. The percentages shown are the adjusted NEET where the NEET figure includes an estimate of how many of those recorded as Not Known are actually NEET

Why This Information has been used

- NEET is a key indicator of potential to engage with learning and as such provides a context for Commissioning
- The age split has been used to point out the changing nature of Young People in NEET. Changes in the mix of ages of young people that are NEET can point to reasons why the headline NEET figure may be changing

Data Analysis

- For January 2009, Halton's group of NEET young people are older than the North West average
- Compared to last year, the group of young people whose situation is NEET in Halton are now older
- This trend in change of age is the same the region as a whole

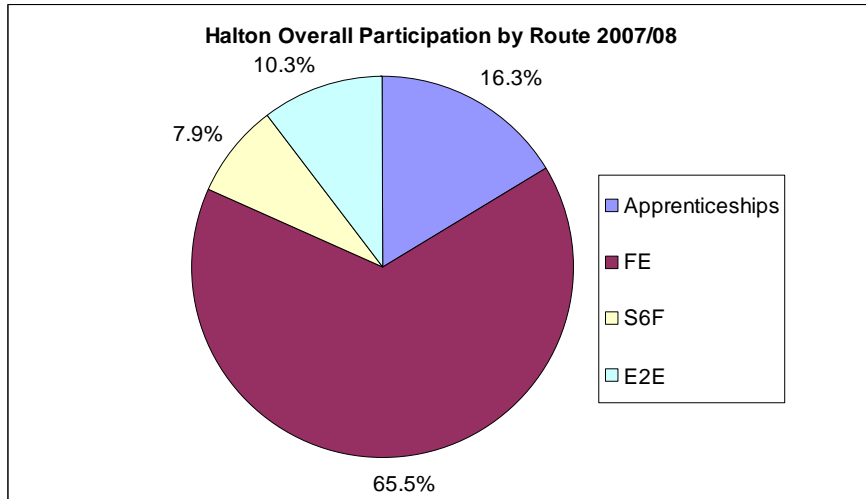
Points to Consider

- Are the efforts for next years September Guarantee targeted at the age with the highest proportion of NEET?
- Is this pattern of NEET age caused by educational or employment factors ?

Local Data

- Some Connexions services prefer to use a different measure of NEET using the same NCCIS data. What is shown here is the DCSF preferred measure which the young person is allocated to a local authority according to the institution they study at, and only if they are not studying at an institution is their resident Local Authority used. Some Connexions services prefer to use a measure where all young people are recording against their resident local authority therefore this is the measure that they share with Local Authorities in their area. There is also a measure that allocates a Young Person to a local authority by using the location of the Connexions Service that they access.

Overall Participation in Learning by Route



LSC FE, WBL ILR. School Census Data

Produced by NW LSC Data & Research Team

Data Source

- LSC FE, WBL ILR. ESF Short Record. Schools Census Data
- 2007/08 Full Academic Year

Why This Information has been Used

- To show the balance of activity of young people in the local area across the different routes. The percentages shown are of those who participate, rather than the whole cohort. (ie does not include NEET, Employment).

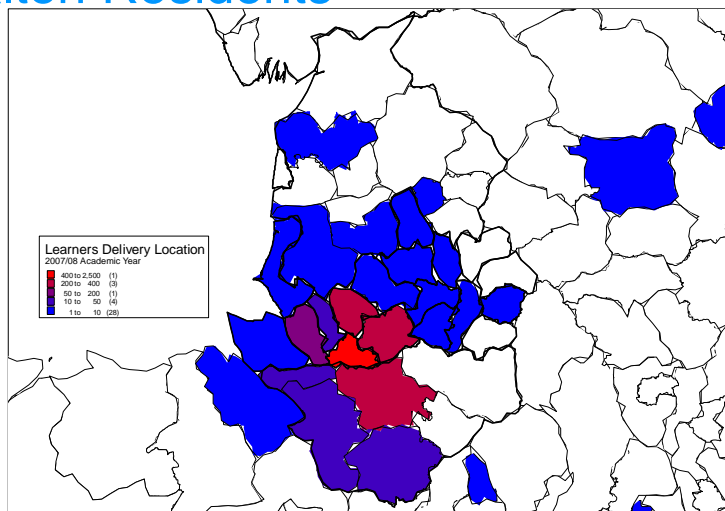
Data Analysis

- 65.5% of 16-18 learners in the local area study in FE (2,471)
- Compared to 58.3% regionally
- 16.3% of 16-18 learners in the local area have undertaken an apprenticeship (616)
- Compared to 18.3% regionally
- 7.9% of 16-18 learners in the local area study in School Sixth Forms (300)
- Compared to 18.2% regionally
- 10.3% of 16-18 learners in the local area are engaged with E2E (387)
- Compared to 5.2% regionally

Points to Consider

- There are also approximately 430 young people in the North West attending specialist residential provision for Learners with Learning Difficulties and / or Disabilities
- It is not currently possible to attribute young people in Young Offenders institutions to individual local authorities as their home postcode is recorded as that of the institution. However, there are currently 573 learners in young offenders institutions in the North West.
- There are a further **40** learners in ESF funded provision in the local area

16-18 Travel to Learn Out-Flows Halton Residents



Note: "In-Flow" Learners Travelling into the Local Area Are Highlighted in the Accompanying Data Pack

Source: LSC ILR Data and Schools PLASC 2007/08

Produced by NW LSC Data & Research Team

Data Source

- Full Year 2007-08 Further Education F05 ILR; Work Based Learning data and School Census data combined.

Why This Information has been used

- This information shows all the Young People engaged in learning described above that are resident in this District/Local Authority and shades the map according to where the physical location of their learning is, excluding where the delivery location is not known. For Work Based Learning, the delivery location is the location of their Employer
- This indicates which local authorities are responsible for the provision that the young people that live in **Halton** access

Data Analysis

- Some Learners also travel to **St Helens, Halton or Vale Royal**
- **67.0%** of Learners engaged in FE funded, WBL or School 6th form learning attend a provider based in their own resident local authority

Points to Consider

- Are the numbers of Young People travelling outside of their resident local authority/district significant.
- Which providers do these Learners Travel to ?

Local Data

- The data shown excludes Learners where delivery location is not known which includes where the postcode given as a delivery location is not recognised.

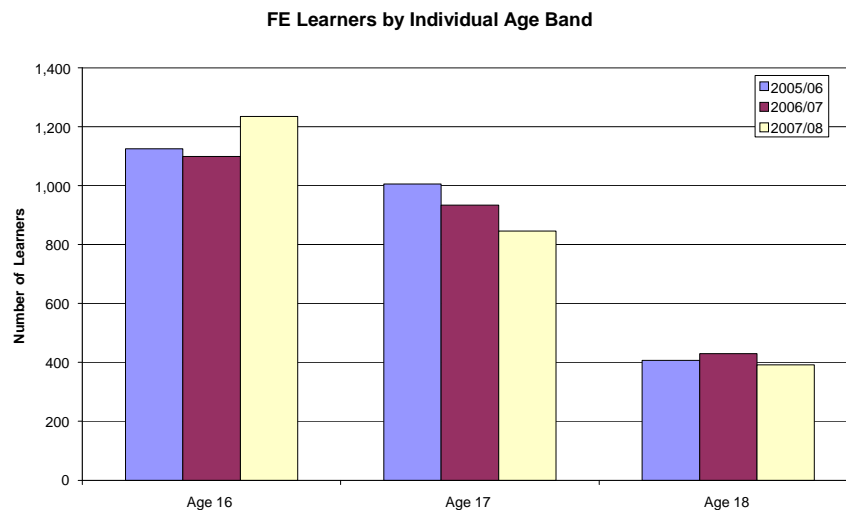
Learner Analysis By Route



05

Produced by NW LSC Data & Research Team

16-18 FE Participation



Source: FE ILR, Final Data Freeze

Produced by NW LSC Data & Research Team

Data Source

- Further Education ILR, final data freeze. Halton residents (16-18) accessing FE learning.

Why this information has been used

- To indicate the level of participation at age 17 – traditionally there is a decrease in participation at age 17.

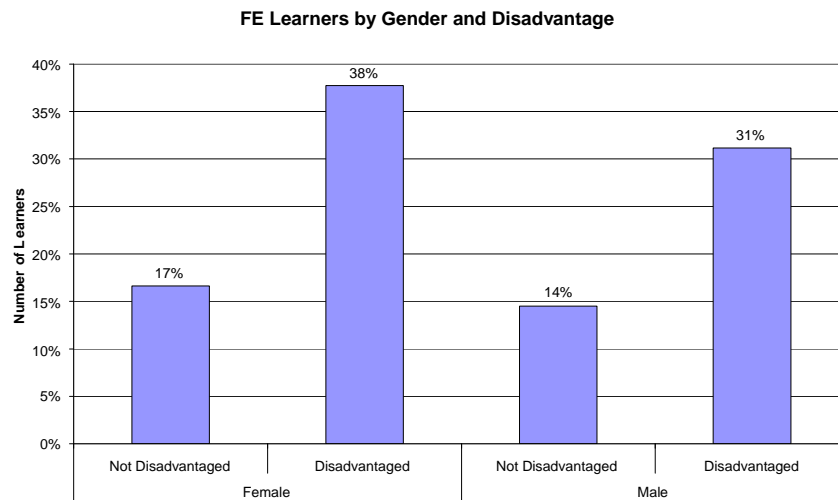
Data Analysis

- Participation at age 16 has **increased** by **10%** over the 3 year period – 109 young people.
- Participation at age 17 has **decreased** by **16%** - 159 young people.
- Participation at age 18 has **decreased** by **4%**, 16 learners.
- 18 year olds currently account for 16% of 16-18 learners. According to population estimates for 2008 18 year olds account for 32% of the cohort.

Points to consider

- Participation figures for 17 and 18 year olds are falling and the proportion of 18 year olds in learning appears to be low, has there been a shift in FE to WBL provision for learners aged 18 or are these young people falling into the NEET category?

16-18 FE Participation



Source: FE ILR, Final Data Freeze

Produced by NW LSC Data & Research Team

Data Source

- Further Education ILR, final data freeze. Halton residents (16-18) accessing FE learning.

Why this information has been used

- This information has been included to determine whether there are groups of learners who are currently being under-represented in learning. We need to ensure that all young people – regardless of their gender, race, disability and background - have the opportunities they need to succeed.

Data Analysis

- Female learners account for **54%** of the total in learning in 07/08.
- Disadvantaged learners account for **69%** of the total in 2007/08. The proportion of disadvantaged learners is higher amongst BME learners.
- **LLDD** learners account for **15%** of total learners; this equals the regional average of 15%.
- White learners account for **98%** of those in learning, this matches the Census population estimates.

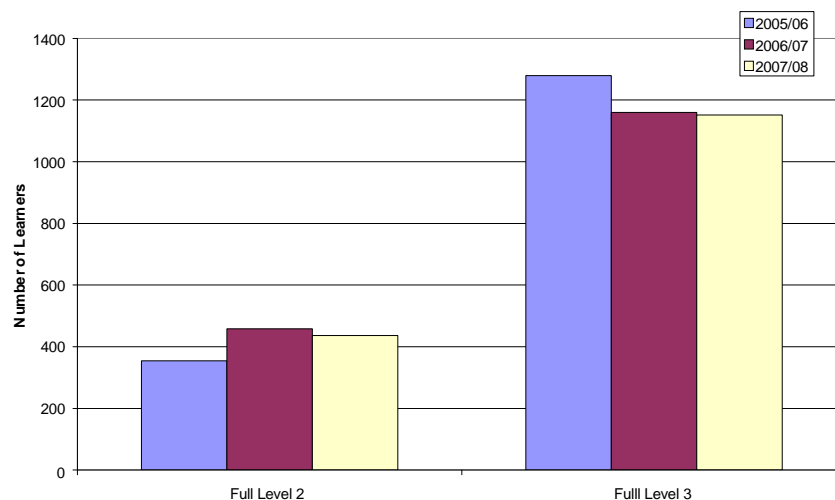
Points to Consider

- Should there be a greater proportion of LLDD learners? Are these young people accessing WBL or falling into the NEET category?
- Has the local population diversified since the Census figures were taken? Is this reflected in learning?

16-18 FE Participation



Full Level 2 and Full Level 3 Participation



Source: FE ILR, Final Data Freeze

Produced by NW LSC Data & Research Team

Data Source

- Further Education ILR, final data freeze. Halton residents (16-18) accessing FE learning.

Why this information has been used

- One of the young people's PSA targets is to increase the proportion of young people achieving Level 2/Level 3 by age 19. The PSA target runs until 2010/11; we are looking for Level 2/3 participation to increase in order to achieve this target – this is to analyse the contribution of FE learning towards this.

Data Analysis

Full Level 2 participation

- **Increased** by **29%** (104 learners) between 2005/06 and 2006/07.
- **Decreased** by **5%** between 2006/07 and 2007/08 (22 learners).
- Overall **increase** since 2005/06 was **23%**, this is **higher** than the Greater Merseyside increase of **16%**, North West increase of 15% and national increase of 10%.

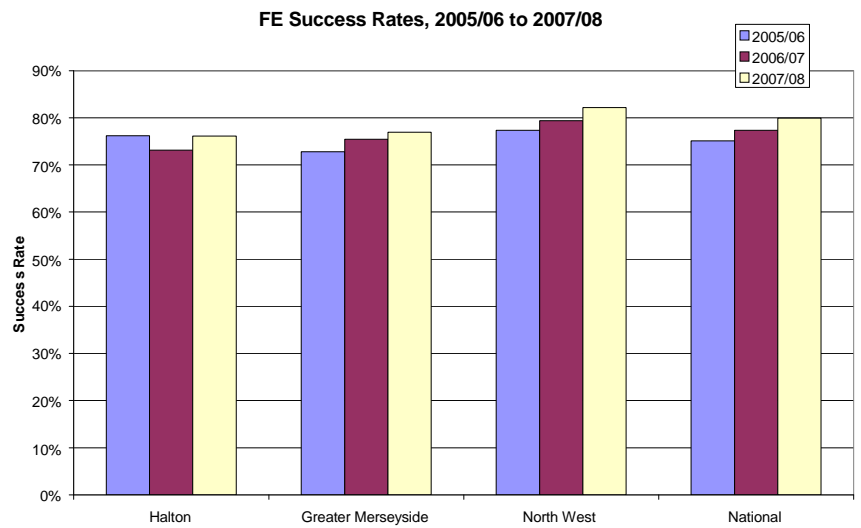
Full Level 3 participation

- **Decreased** by **9%** between 2005/06 and 2007/08 (119 learners).
- **Decreased** by **1%** between 2006/07 and 2007/08 (8 learners).
- Overall **decrease** since 2005/06 was **10%**, regionally and nationally there was an increase.

Points to consider

- Both full Level 2 and full Level 3 participation has decreased since 2006/07, full Level 3 learning is on a downward trend.

16-18 FE Performance



Data Source

- Further Education Success Rates 2007/08 final freeze, Halton residents (16-18) attending FE provision.
- The success rate is defined as the number of learning aims achieved divided by the number of learning aims started.

Why this information has been used

- This data is included to compare how the residents of the area are performing in terms of achievement compared to the North West and Nationally. All learners should have the same opportunities and chance of successfully completing their course.

Data Analysis

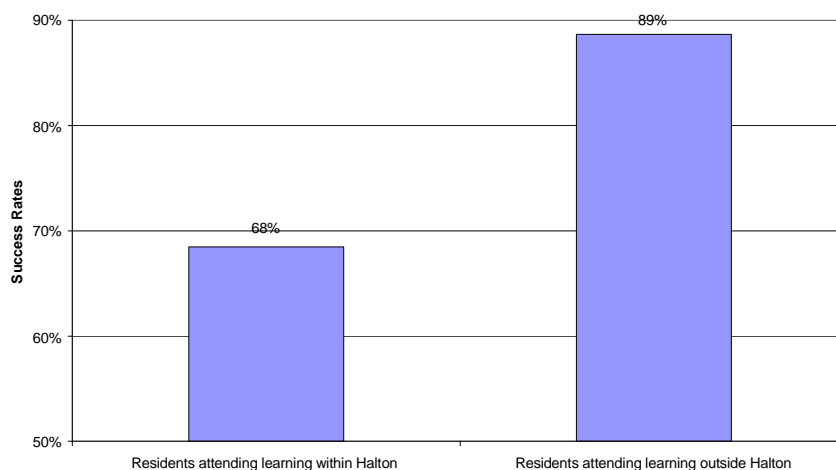
- Success rates for Halton residents are **lower** than the regional and national averages at **76%** compared to 82% and 80% respectively.
- Success rates decreased in 2006/07 and have increased in 2007/08 but only back to the original level in 2005/06.
- Statistical Neighbours in the NW: St. Helens, Tameside.
- Both St. Helens and Tameside have higher success rates than Halton.

Points to Consider

- More information is needed to analyse why success rates have not increased in Halton.
- Success rates are currently lower than regional and local averages.

16-18 FE Performance

FE Success Rates by Provider Location, 2007/08



Source: FE ILR, Final Data Freeze

Produced by NW LSC Data & Research Team

Data Source

- Further Education Success Rates 2007/08 final freeze, Halton residents (16-18) attending FE provision.
- The success rate is defined as the number of learning aims achieved divided by the number of learning aims started.

Why this information has been used

- Learners need to have access to good quality training, if learners are travelling a long distance to access provision this may have a detrimental effect on their chances of successfully completing the course.

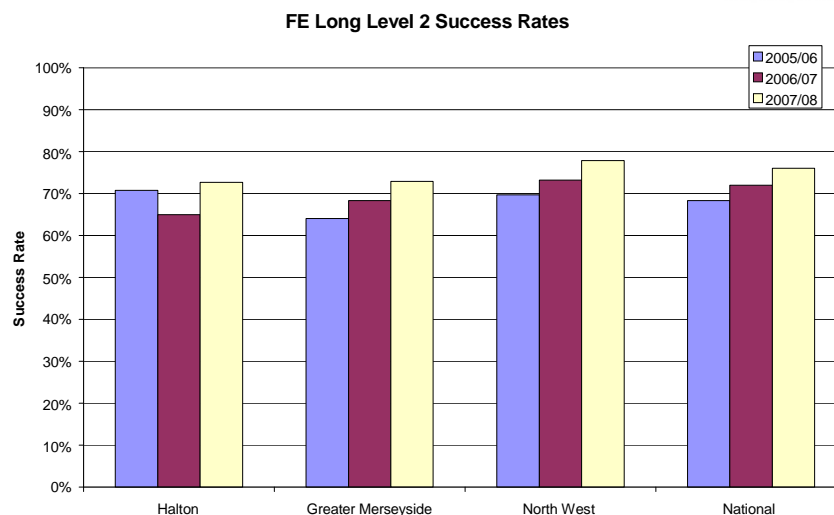
Data Analysis

- 69% of learners attend learning within Halton, 81% of learners access provision within Greater Merseyside.
- Residents travelling outside of the area have a **higher** success rate than those staying within Halton to access provision – 68% within Halton, 89% outside Halton in 2007/08.
- Halton has 1 FE college – Riverside College, Halton, a GFE College.
- The success rate for residents attending Riverside College is 68%, which is **lower** than the provider type benchmark of 77%.
- Popular colleges for Halton residents are Carmel College and Priestley College, both Sixth Form Colleges.
- Residents attending Carmel College have a success rate of 92%.
- Residents attending Priestley College have a success rate of 84%.

Points to consider

- As there is only one provider in Liverpool, residents' success rates are affected if this one provider is under-performing.
- The high success rate for residents travelling outside the area may reflect the type of provision that the learners are accessing.

16-18 FE Performance



Source: FE ILR, Final Data Freeze

Produced by NW LSC Data & Research Team

Data Source

- Further Education Success Rates 2007/08 final freeze.
- The success rate is defined as the number of learning aims achieved divided by the number of learning aims started. Halton residents (16-18) attending FE provision.

Why this information has been used

- This data has been included to indicate performance at Level 2 – this is critical to achievement of the LSC's PSA L2/L3 achievement targets.
- Long qualifications (longer than 24 weeks) have been included here as not all Level 2 aims are a full Level 2 qualification. Selecting full Level 2 aims only would have excluded many qualifications which have a significant contribution to the number of full Level 2 learners. For example, a GCSE is not a full Level 2 qualification in its own right. However, a learner who is taking 5 GCSEs or more is a full Level 2 learner.

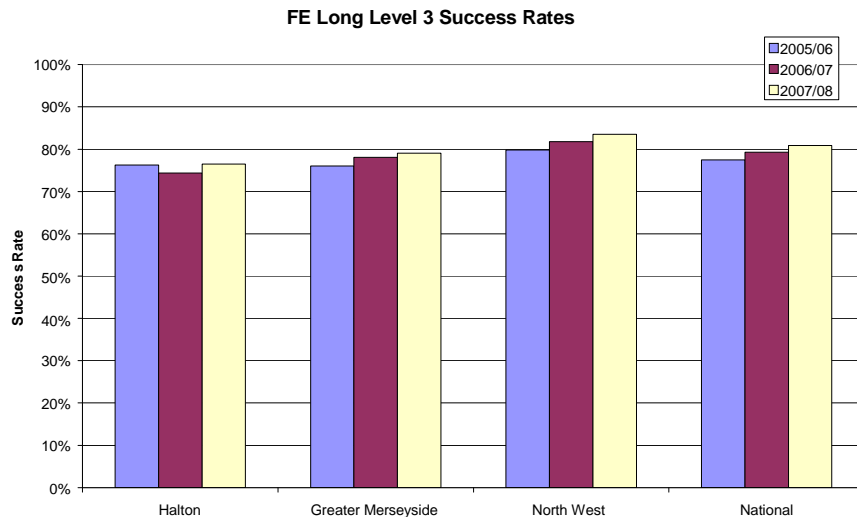
Data Analysis

- Long Level 2 success rates **increased** from 71% in 05/06 to 73% in 07/08 – an increase of 2% points.
- The success rate for 07/08 is **below** the national and regional averages – 73% compared to 78% for the region and 76% nationally.

Points to Consider

- Halton is also below St. Helens and Tameside for long Level 2 success rates.

16-18 FE Performance



Source: FE ILR, Final Data Freeze

Produced by NW LSC Data & Research Team

Data Source

- Further Education Success Rates 2007/08 final freeze, Halton residents (16-18) attending FE provision.
- The success rate is defined as the number of learning aims achieved divided by the number of learning aims started.

Why this information has been used

- This data has been included to indicate performance at Level 3 – this is critical to achievement of the LSC's PSA L2/L3 achievement targets.
- Long qualifications (longer than 24 weeks) have been included here as not all Level 3 aims are a full Level 3 qualification. Selecting full Level 3 aims only would have excluded many qualifications which have a significant contribution to the number of full Level 3 learners. For example, a learner doing A levels may do 3 to become a full Level 3 learner but individually an A level is not a full Level 3 qualification.

Data Analysis

- Long Level 3 success rates are 5% points **lower** than the national average in Halton at 76% compared to 81% nationally.
- Success rates are **below** the regional average of 84%.
- Success rates have fluctuated but are now at the same level as they were in 2005/06.

Points to Consider

- Success rates are below St. Helens and Tameside for long Level 3 courses.

FE Success Rates by Learner Characteristic



Halton

- The overall success rate is **76%**
- Females out perform males (+5% Points)
- Those with a disadvantage have a success rate 4% Points lower than those without a disadvantage

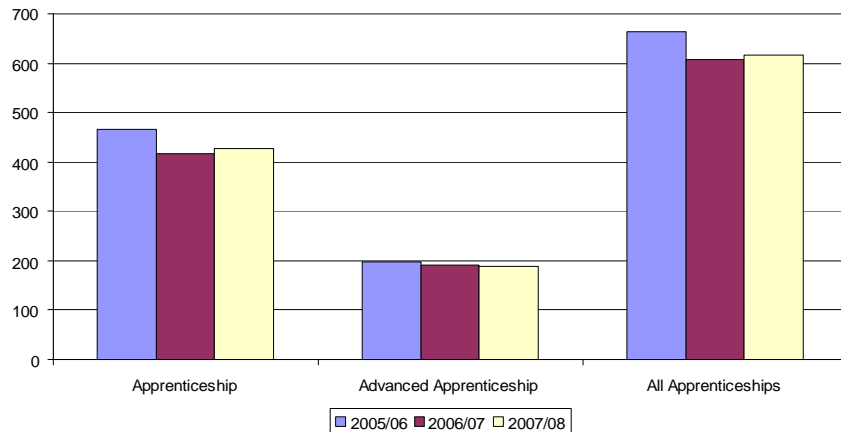
Produced by NW LSC Data & Research Team

- In **Halton 97.7%** of young people in FE are White (**2,414**) , **1.7%** are from a BME group (**42**). (Accounting for 'not knows')
- The overall 16-18 FE Success Rate for resident of **Halton** is **76%** - compared to a regional (NW) rate of 82%.
- The points made in the slide are a summary of analysis of the data, the accompanying dataset can be used to assess performance by learner characteristic.
- In some smaller areas, in terms of FE learner volumes, the number of learners must be used to provide context to the percentage analysis.

Apprenticeships Residency Participation



Participation In Learning 16-18: Halton



Source: LSC WBL ILR Data 2005,06, 2006/07, 2007/08 Final Period

Produced by NW LSC Data & Research Team

Data Source

- Work Based Learning ILR data 2005/06, 2006/07 & 2007/08 (Final Period data for each year)

Why This Information has been Used

- To provide a clear view of the 16 to 18 year olds in Halton participating in an Apprenticeship Programme. Split shown to highlight Apprenticeships (Level 2) and Advanced Apprenticeships (Level 3), as well as the overall position.
- To meet Demand Led Funding criteria, Participation comprises of the carry over from the previous year plus starts excluding less than 6 week starts in the relevant year.

Data Analysis

- All Apprenticeships have decreased by 7.1% between 2005/06 and 2007/08
- Apprenticeships (Level 2) have decreased by 8.4% between 2005/06 and 2007/08
- Advanced Apprenticeships (Level 3) have decreased by 4.1% between 2005/06 and 2007/08

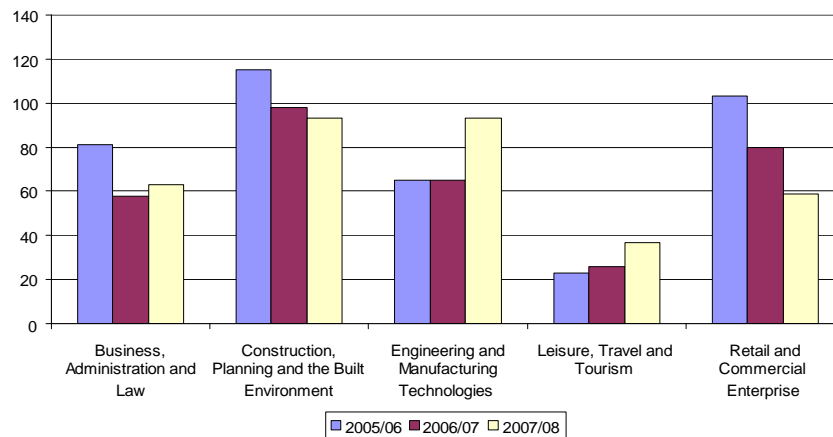
Points to Consider

- Residents in Halton account for 7.1% of Greater Merseyside's Apprenticeships.
- Apprenticeships for Greater Merseyside region decreased by 6.7% between 2005/06 and 2007/08.
- Advanced Apprenticeships for Greater Merseyside region decreased by 3.8% between 2005/06 and 2007/08.

Level 2 Apprenticeships Participation by Sector



Participation at Level 2: Halton



Source: LSC WBL ILR Data 2005,06, 2006/07, 2007/08 Final Period

Produced by NW LSC Data & Research Team

Data Source

- Work Based Learning ILR data 2005/06, 2006/07 & 2007/08 (Final Period data for each year)

Why This Information has been Used

- To provide a clear view of the 16 to 18 year olds in Halton participating on a Level 2 Apprenticeship Programme by sector.
- Only the Top 5 Participation sectors in Halton included in the chart.
- To meet Demand Led Funding criteria, Participation comprises of the carry over from the previous year plus starts excluding less than 6 week starts in the relevant year.

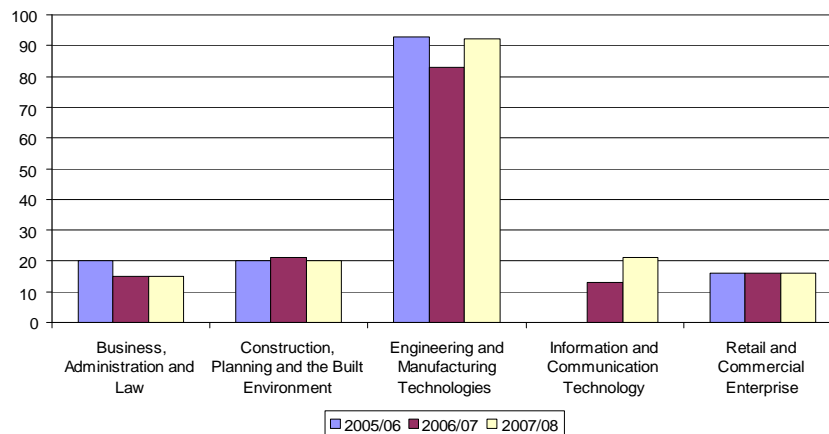
Data Analysis

- Business, Administration and Law decreased by 22.2% between 2005/06 and 2007/08
- Construction, Planning and the Built Environment decreased by 19.1% between 2005/06 and 2007/08
- Engineering and Manufacturing Technologies increased by 43.1%
- Retail and Commercial Enterprises decreased by 42.7% between 2005/06 and 2007/08

Level 3 Advanced Apprenticeships Participation by Sector



Participation at Level 3: Halton



Source: LSC WBL ILR Data 2005,06, 2006/07, 2007/08 Final Period

Produced by NW LSC Data & Research Team

Data Source

- Work Based Learning ILR data 2005/06, 2006/07 & 2007/08 (Final Period data for each year)

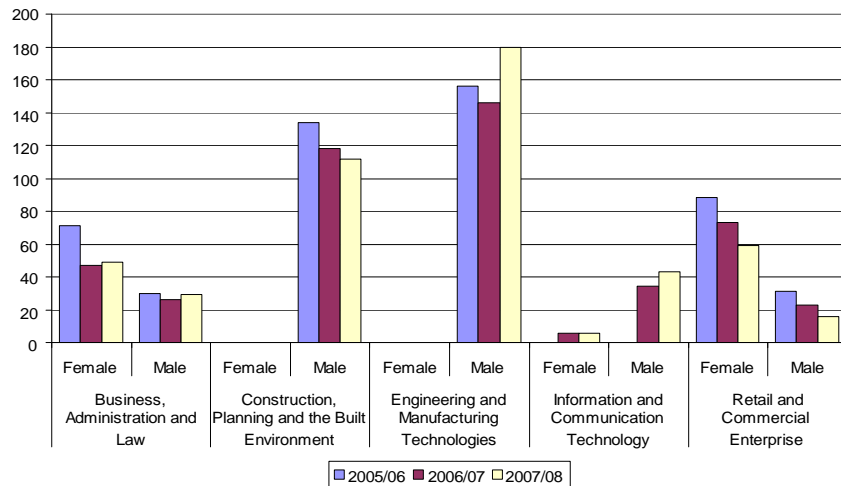
Why This Information has been Used

- To provide a clear view of the 16 to 18 year olds in Halton participating on a Level 3 Apprenticeship Programme by sector.
- Only the Top 5 Participation sectors in Halton included in the chart.
- To meet Demand Led Funding criteria, Participation comprises of the carry over from the previous year plus starts excluding less than 6 week starts in the relevant year.

Data Analysis

- Business, Administration and Law decreased by 25% between 2005/06 and 2007/08
- Information and Communication Technology increased by 61.5% between 2006/07 and 2007/08

Apprenticeships Participation by Gender & Sector



Source: LSC WBL ILR Data 2005,06, 2006/07, 2007/08 Final Period

Produced by NW LSC Data & Research Team

Data Source

- Work Based Learning ILR data 2005/06, 2006/07 & 2007/08 (Final Period data for each year)

Why This Information has been Used

- To provide a clear view of the 16 to 18 year olds in Halton participating on an Apprenticeship Programme by sector and gender.
- Only the Top 5 Participation sectors in Halton included in the chart.
- To meet Demand Led Funding criteria, Participation comprises of the carry over from the previous year plus starts excluding less than 6 week starts in the relevant year.

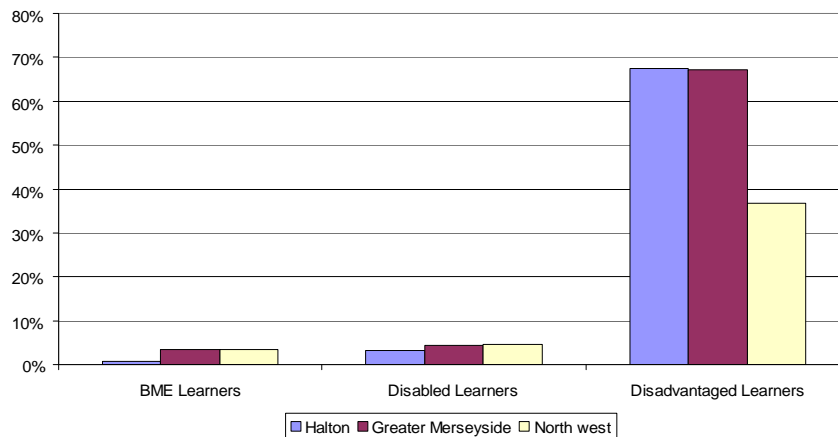
Data Analysis

- Construction, Planning and the Built Environment had a small female participation over the 3 years
- Engineering and Manufacturing Technologies had a small female participation over the 3 years

Apprenticeships Participation by Learner Characteristic



Characteristics as a Percentage of Total Participation in 2007/08



Source: LSC WBL ILR Data 2007/08 Final Period

Produced by NW LSC Data & Research Team

Data Source

- Work Based Learning ILR data 2007/08 (Final Period data)

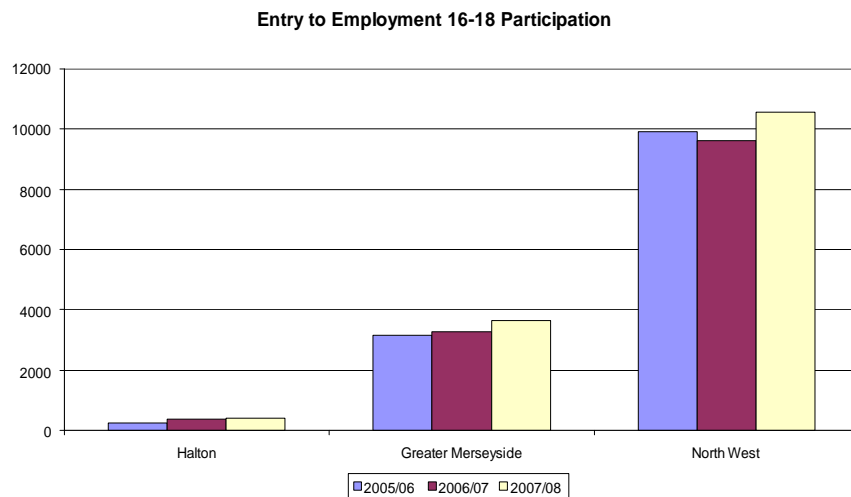
Why This Information has been Used

- To provide a clear view of the 16 to 18 year olds in Halton participating in an Apprenticeship Programme. Split by Ethnicity, Disability and disadvantaged compared by region and North West region.
- To meet Demand Led Funding criteria, Participation comprises of the carry over from the previous year plus starts excluding less than 6 week starts in the relevant year.

Data Analysis

- BME learners participation in Halton is 2.5 percentage points below the North West region percentage and the Greater Merseyside region participation percentage of BME learners.
- Disabled learners participation in Halton is 1.6 percentage points below the North West and Greater Merseyside region participation percentage of disabled learners.
- Disadvantaged learners participation in Halton is 30.9 percentage points above the North West region percentage and consistent with the Greater Merseyside region participation percentage of disadvantaged learners.

E2E Residency Participation



Source: LSC WBL ILR Data 2005/06, 2006/07, 2007/08 Final Period

Produced by NW LSC Data & Research Team

Data Source

- Work Based Learning ILR data 2005/06, 2006/07 & 2007/08 (Final Period data for each year).

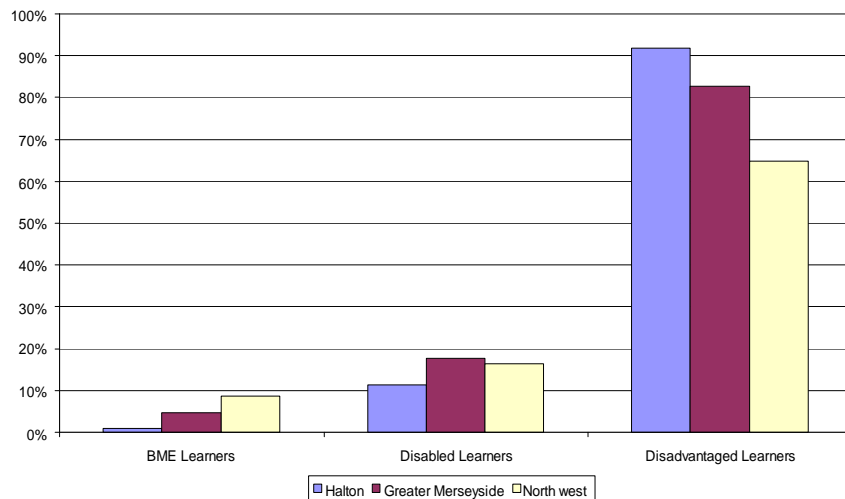
Why This Information has been Used

- To provide a clear view of the 16 to 18 year olds in Halton participating in an Entry to Employment Programme. Split shown to highlight the participation trend in comparison to the Greater Merseyside and North West regions.
- To meet Demand Led Funding criteria, Participation comprises of the carry over from the previous year plus starts.

Data Analysis

- Halton residents participation increased 56.0% between 2005/06 and 2007/08.
- Greater Merseyside residents participation increased 15.4% between 2005/06 and 2007/08.
- The North West residents participation increased slightly by 6.5%.

E2E Participation by Learner Characteristic



Source: LSC WBL ILR Data 2005,06, 2006/07, 2007/08 Final Period

Produced by NW LSC Data & Research Team

Data Source

- Work Based Learning ILR data 2005/06, 2006/07 & 2007/08 (Final Period data for each year).

Why This Information has been Used

- To provide a clear view of the 16 to 18 year olds in Halton participating on an Entry to Employment Programme. Split by Ethnicity, Disability and disadvantaged compared by region and North West region.
- To meet Demand Led Funding criteria, Participation comprises of the carry over from the previous year plus starts in the relevant year.

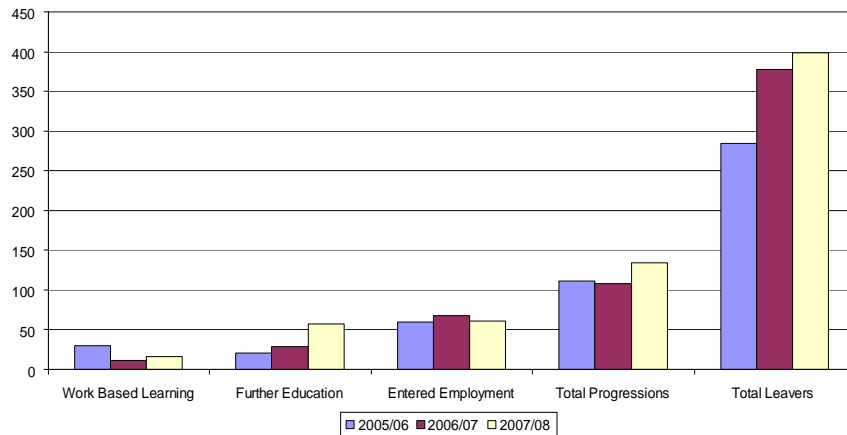
Data Analysis

- BME learners participation in Halton is 7.7 percentage points below the North West region percentage.
- Disabled learners participation in Halton is 5.1 percentage points below the North West region and also below the Greater Merseyside region participation percentage of disabled learners.
- Disadvantaged learners participation in Halton is 27.0 percentage points above the North West region and also above the Greater Merseyside region participation percentage of disadvantaged learners.

E2E Progression Outcomes



Entry to Employment 16-18 Progression: Halton



Source: LSC WBL ILR Data 2005,06, 2006/07, 2007/08 Final Period

Produced by NW LSC Data & Research Team

Data Source

- Work Based Learning ILR data 2005/06, 2006/07 & 2007/08 (Final Period data for each year).

Why This Information has been Used

- To analyse the trend of Positive Progressions of learners participating on an Entry to Employment Programme.
- Broken down by the Positive progression areas to compare changes in progressions.
- Total leavers included to evaluate the success rates for Entry to Employment programmes.

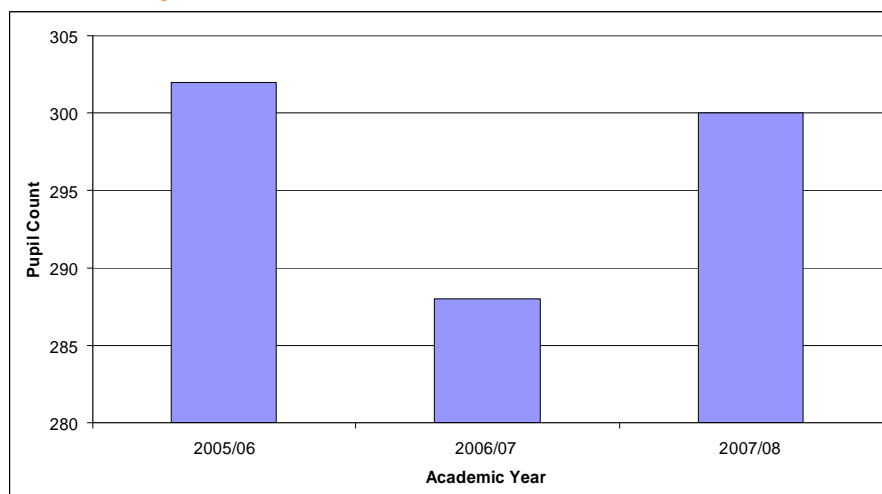
Data Analysis

- 47% decrease in the number of leavers entering Work Based Learning Programmes.
- 171% increase in the number of leavers entering Further Education.
- 2% increase in the number of leavers entering Employment.

Points to Consider

- Overall success rates have decreased from 39% to 34% between 2005/06 and 2007/08.

S6F Provider-based Participation Halton



Source: Schools 6th Form Census data 2005/06, 2006/07 & 2007/08

Produced by NW LSC Data & Research Team

Data Source

- Schools 6th Form Census data 2005/06, 2006/07 & 2007/08

Why This Information has been Used

- To show participation in School Sixth forms in the **Halton** area

Data Analysis

- School 6th Form learner numbers have **decreased by 14 learners in 2006/07 and increased by 12 learners in 2007/08.**
- The current year figures (2008/09) show **317** learners in School Sixth Forms in **Halton**, this is an **increase of 17 learners** since 2007/08.

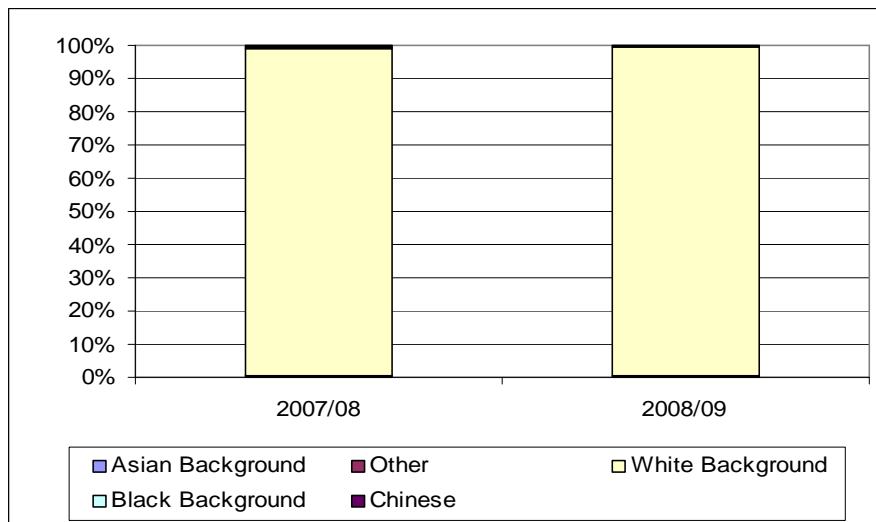
Points to Consider

- Is the rate of growth above or below the regional average? – What has driven this?
- **Halton** School Sixth Forms primarily offer a wide range of **GCE A/AS Level** courses and a number of **Level 2 and 3 vocational qualifications.**

Local Data

- Local Authorities may hold extensive information on school 6th Form provision and performance, the information in this section is intended to complement that locally held data.

S6F Participation by Characteristic Halton



Source: LSC S6F Data 2007/08 S06 and 2008/09 S02

Produced by NW LSC Data & Research Team

Data Source

- School Sixth Form ILR data 2007/08 & 2008/09 (S06, S02)

Why This Information has been Used

- To enable further analysis of the young people attending **Halton** School Sixth Forms

Data Analysis

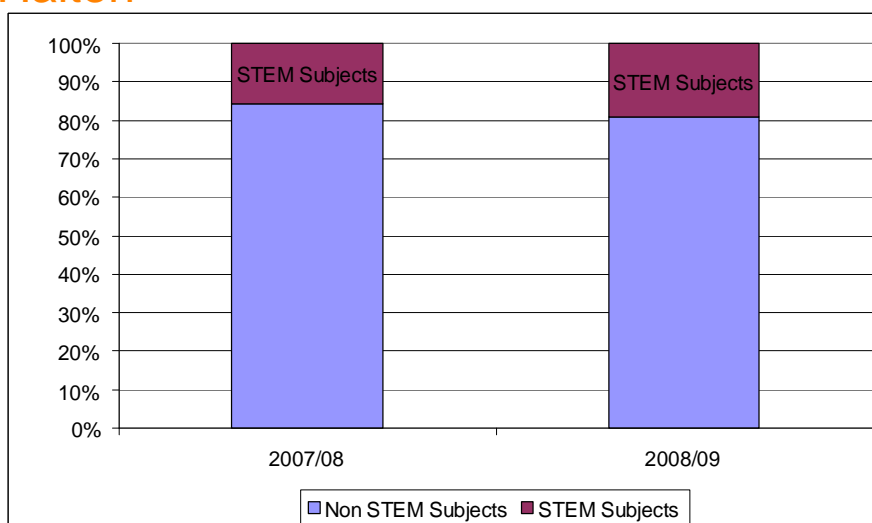
- **1%** of learners in School Sixth Forms in **Halton** in 2007/08 were from a minority ethnic group, this **remained the same** 2008/09.
- The number of learners from **Asian Backgrounds** increased from **0% to 0.3%** from 2007/08 to 2008/09.
- The number of learners from **White Backgrounds** remained the same (**99%**) across 2007/08 and 2008/09.
- **46%** of learners in School Sixth Forms in **Halton** in 2007/08 were Male, this **decreased to 42%** in 2008/09.

Points to Consider

- The proportion of learners who are from a minority ethnic group **is reflective** of the local population in **Halton**.
- When split by gender there are **38% more females participating than males from White Backgrounds** in 2008/09.
- In contrast there are **66% less females participating than males from other Ethnic Backgrounds** in 2008/09.
- Are young people from disadvantaged backgrounds given sufficient opportunity to succeed through School Sixth Form provision in the area?
- Is the proportion of disabled young people in School Sixth Forms in the area higher or lower than FE institutions?

S6F Participation in STEM Subjects

Halton



Source: LSC S6F ILR Data 2007/08 S06 and 2008/09 S02

Produced by NW LSC Data & Research Team

Data Source

- School Sixth Form ILR Data 2007/08 & 2008/09 (S06, S02)

Why This Information has been Used

- Increasing participation in Science Technology Engineering & Maths has been identified as a key catalyst for growth in developing industry sectors in England, skilled employees will be in demand in future for these high value added industries.

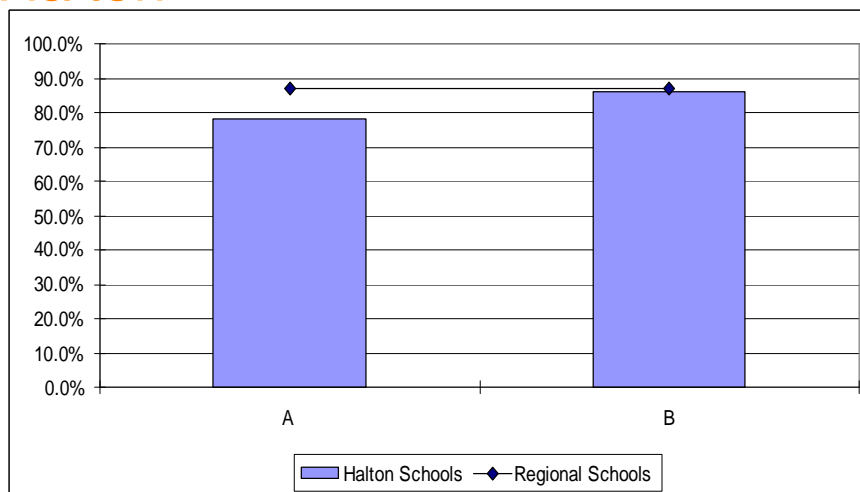
Data Analysis

- Participation in STEM subjects in **Halton** has **increased from 216 subjects being studied in 2007/08 to 372 in 2008/09.**
- Participation in STEM subjects has **increased by 72%** over the last 2 years; this is **above the regional rate of increase of 53%.**
- STEM subjects make up **16% of total learning aims in 2007/08 and 19% in 2008/08** in Halton School Sixth Forms, this is the **below the regional rate for 2007/08 (21%) and below the regional rate for 2008/09 (24%).**

Points to Consider

- Could more be done to increase participation in STEM subjects in the area? Or are there examples of good practice that could be shared with the wider sub-regional group?
- The analysis shows that qualifications in **ICT** have higher volumes of participation than other STEM subjects in **Halton**,
- This **does not wholly reflect** the Regional participation patterns for STEM subjects; **Mathematics, Biology, Chemistry** and ICT being the top 4 STEM Subject areas.
- There has been a marked **increase (128%)** in participation in **Physics** in 2008/09, however this is **above the regional rate of increase of 47%.** In previous years a low number of learners participated in these subjects and although the increase in the number of learners participating is low compared with other STEM subjects is has been enough to generate high percentage increase figures.

S6F Success Rates Halton



Source: LSC Schools Sixth Form ILR data 2007/08 (S06)

Produced by NW LSC Data & Research Team

Data Source

- Success Rates are derived from the 2007/08 S06 Schools Sixth Form standard file. The success element includes aim types GCE A/AS Level, GCSE, GNVQ/AVCE and International Baccalaureate.
- Year 13 and 14 success element = achieved/starts (Where achieved is outcome achieved and completion status complete). The 2007/08 School Sixth Form success rate = retained rate * year 13 and 14 success element; the Retained rate = $0.5 + 0.5 * (\text{starts} - \text{withdrawals}) / \text{starts}$. Where there are fewer than 20 starts (in both cases) the national rate is used.
- **The letters along the Y axis (A,B,C..) denote the schools in Halton in the order they appear in the data sheets.**
- NOTE: At the time of writing LSC data analysts have access to only 2 years' success rates for School Sixth Forms

Why This Information has been Used

- To provide information on the quality of School Sixth Form provision in the **Halton** area

Data Analysis

- The 2007/08 success rate for School Sixth Forms year 13/14 in **Halton is 82.2%**, this is **below the regional average of 87%**
- The average 2007/08 success rate for School Sixth Forms in **Halton is 77%** this is an increase of **6% points** on the 2006/07 Success Rate figure of **71%**.

Points to Consider

- Is a young person more or less likely to succeed in a School Sixth Form in **Halton** than elsewhere?
- Is a young person more or less likely to achieve in School Sixth Form provision in **Halton** than in other types of training provision available?
- How wide is the gap in attainment between those who are disadvantaged and those who are not compared to other areas and other types of training provision? – Does more need to be done in School Sixth Forms to re-dress the balance? Or are there examples of good practise that could be shared with other institutions?

Local Data

- Given that LSC analysts only have access to 2 years comparable success rates for School Sixth Forms, does the Local Authority hold any information that may complement the data used above? That could provide further insight to aid planning.

Skills for Life Enrolments



District Name	Skills for Life type	2005/06	2006/07	2007/08
HALTON	Literacy	1,525	1,120	1,408
	Numeracy	1,530	949	1,044
HALTON Total		3,057	2,072	2,475

2007/08: FE F05, UFI U05, WBL Period 15, TTG Period 15, ESF SR Period 15, ACL A03

Produced by NW LSC Data & Research Team

Data Source

- 2007/08: FE F05, UFI U05, WBL Period 15, TTG Period 15, ESF SR Period 15, ACL A03
- **Note:** Due to data protection, data may not include language enrolments, which are included in the “total” figure

Why this information has been used

- To highlight Skills for Life provision being delivered to residents of the local area

Data Analysis

Note: The information here shows aims (enrolments) rather than learner volumes – a learner can undertake multiple learning aims.

In 2007/08:

- There were **1,408** Literacy enrolments, a **decrease of 7.7% (-117)** over 3 years, compared to the regional decrease of 13.1%
- There were **1,044** Numeracy enrolments, a **decrease of 31.8% (-486)** over 3 years, compared to the regional decrease of 14.4%

Learners with Learning Difficulties and / or Disabilities

06

Produced by NW LSC Data & Research Team

Pupils with SEN in School Sixth Forms (residency based)



Year	Pupils with Statements	School Action	School Action Plus	Area % SEN	Region % SEN	England % SEN
2006/07	19	3	2	8.5%	6.9%	
2007/08	0	2	1	1.9%	4.3%	5.6%*
2008/09	0	18	3	12.8%	4%	

Source: PLASC data for 2006/07, 2007/08 & 2008/09 extracted by LSC NW Research Team

* % is for pupils in years 12/13/14, published in http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000794/SFR15_2008_Final.pdf

Produced by NW LSC Data & Research Team

Data Source

- PLASC Data extracted by LSC

Why this Information has been included

- To quantify the number and share of children in school sixth forms who have special needs
- To identify young people who may be at greater risk of becoming NEET (regional research has demonstrated that young people with LDD make up 1 in 4 of the NEET group; their NEET rate is 25%)

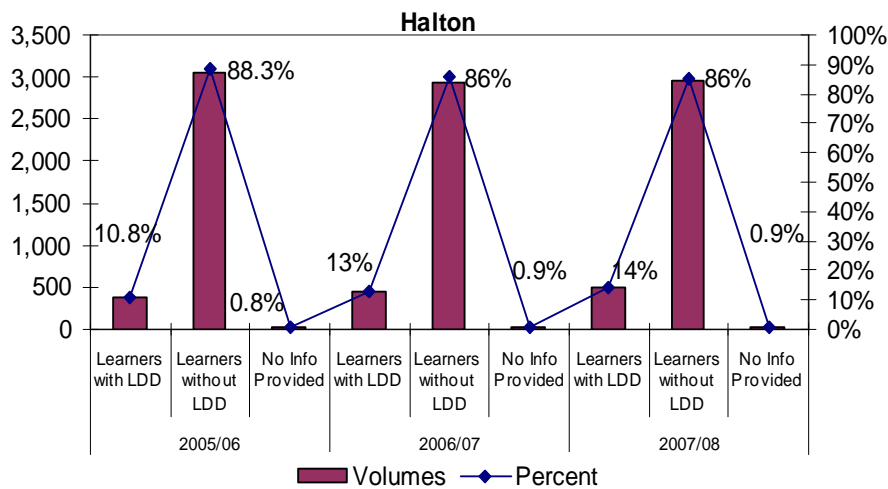
Data Analysis

- The LA area has decreasing numbers of children in school sixth forms who are the subjects of Statements of SEN. See the accompanying data pack for each year's cohort of pupils.
- The LA area's share of 16-19 year olds with SEN is higher than the region and higher than England.

Points to Consider

- 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.
- The regional post-16 learning participation rate for young people with LDD aged 16-18 was estimated at 52.2% in research conducted in 2007, compared to 74.5 per cent for those without LDD. The participation rate for learners with LDD aged 19-25 was 8%, compared to 18%.

Participation by Learners with LDD (residency based)



Source: ILRf05 05/06, 06/07, 07/08. Includes FE, Apprenticeships & Entry to Employment.

Produced by NW LSC Data & Research Team

Data Source

- Data from individual learner records (ILR), based on the residency of the learner.
- The individualised learning record (ILR) records the learning difficulties/disabilities/health status of learners based on their own self-assessment. The ILR field L14 provides for one of three entries to be made for each learner:
 - 1 Learner considers himself or herself to have a learning difficulty &/or disability &/or health problem
 - 2 Learner does not consider himself or herself to have a learning difficulty &/or disability &/or health problem
 - 9 No information provided by the learner
- It is recognised that many learners for whom information is recorded in this field will not be able to identify themselves as having learning difficulties. This information will be recorded as a result of interviews with learners, their parents, guardians, teachers or advocates.

Why this information has been included

- To identify district participation rates for learners with learning difficulties and/or disabilities and compare them with the regional picture

Data Analysis

- The proportion of Learners with Learning Difficulties and/or Disabilities engaged in learning in Area is now in line with that found in the North West area. (14.2 percent in 2007/08).
- Participation in Apprenticeship has decreased. This may suggest a lack of suitable opportunities for LDD students who wish to learn in the work place.
- Participation in Entry to Employment is increasing.
- Proportion of LDD students attending FE colleges is slightly above the regional average (which was 14.6% in 2007/08).

Points to Consider

- Is there an annual assessment of the learning needs of those with LDD? If there is, does it identify issues with any particular learning route?
- Needs to be considered alongside success rates for learners with learning difficulties and/or disabilities
- Is the mix of learning difficulties significantly different from the regional picture?

Learners in Independent Specialist Residential Colleges*



*Leading learning and skills

Learner LA	2006/2007			2007/2008			2008/2009		
	No of Learners	Total Placement Funding	Total 3rd Party	No of Learners	Total Placement Funding	Total 3rd Party	No of Learners	Total Placement Funding	Total 3rd Party
Halton	14	£689,534	£0	17	£985,109	£0	13	£746,573	£0
Unit cost per LA learner	£49,252.43			£57,947.59			£57,428.69		
Unit cost per NW learner	£46,589			£55,028			£55,123		
Regional 3rd party contributions	£525,272			£587,931			£617,265		

* Residency based data from ISP database, extracted by NW LSC Research & Data team.

Produced by NW LSC Data & Research Team

Data Source

- Data from ISP database. Based on residency of the learner.

Why this information has been included

- To identify trends in the numbers of learners with learning difficulties and/or disabilities who have profound and complex needs who require specialist provision

Data Analysis

- The number of learners in the area with learning difficulties and/or disabilities who have profound and complex needs is variable
- The cost of supporting learners in this provision has increased
- The area trend is similar to/different from the regional trend below.
- The unit cost of supporting these learners is higher than the regional unit cost.

Points to Consider

- Whilst participation in mainstream provision is increasing, the number of placements regionally at Independent Specialist Provision (ISP) has remained relatively stable at around 460 between 2005/06 and 2007/08 and then reduced in 2008/09 to 429. However, increasing unit costs mean that the funding requirement has not been reduced.
- Does the area trend reflect regional trends? If not, why not?
- Is there a robust approach to challenging requests for specialist provision that ensures this provision is only available to those who will benefit the most?
- Are there third party contributions (usually from local authorities to cover the Care component of the placement)? If not, why not?

Attainment by Age 19



07

Produced by NW LSC Data & Research Team

Proportion Reaching Level 2 Threshold by age 19 by Area



Greater Merseyside	2004	2005	2006	2007	2008	2004 to 2008 % Difference
England	66.4%	69.3%	71.4%	73.9%	76.7%	10.3%
North West	63.8%	67.3%	70.1%	72.4%	74.3%	10.5%
Merseyside	60.6%	63.9%	66.8%	69.8%	N/A	9.2% (to 2007)
Knowsley	45.0%	49.2%	53.1%	58.6%	59.6%	14.6%
Liverpool	54.4%	57.0%	59.8%	64.3%	67.7%	13.3%
St Helens	60.2%	64.2%	64.6%	67.8%	70.3%	10.1%
Sefton	66.8%	72.2%	72.5%	75.8%	78.3%	11.5%
Wirral	65.1%	67.0%	69.3%	70.5%	74.0%	8.9%
Halton	54.6%	61.6%	62.2%	62.0%	64.8%	10.2%

Source: Fisher Family Trust

Produced by NW LSC Data & Research Team

Please note that the 2008 data has now been added to this slide, but the data analysis below refers to the data for 2004 to 2007.

Data Source

- The national, regional and local figures can be sourced to the Fisher Family Trust matched administrative dataset for 2006/07 (Obtained from the DCSF Research & Statistics Gateway).

Why This Information has been used

- Attainment of a level 2 qualification by age 19 is a key measure of success achieved by the resident young people of an area. Information on progress compared to regional, national, and other statistical benchmarks is essential to inform planning.

Data Analysis

- 62.0% of young people in Halton achieved a level 2 by age 19 in 2007.
- This has increased by 7.4% points since 2004, the rate of increase is 1.2% points below the regional average.
- Halton is 4.5% points below its statistical neighbours in 2007, the gap has narrowed since 2004.
- The achievement gap in 2007 between those who were eligible for free school meals and those who were not was 31% points.
- The rate of increase between attainment at 16 and attainment at 19 is 18.2% points, this is a lower rate of value added than the regional rate.

Points to Consider

- The gap in attainment between those who are eligible for Free School Meals and those who aren't could be an area for further focus in this area
- The national PSA target is potentially very challenging for some LA areas to achieve, how is this viewed in the LA area? Do local targets reflect the national aspiration?

Local Data

- Local colleagues in some areas have identified that there are discrepancies in the different level 2 attainment datasets available to analysts – how can these be used to give a more accurate picture of the locality? – Whilst bearing in mind that the LA is being measured nationally on the data set used in this analysis.

Proportion Reaching Level 3 Threshold by age 19 by Area



Greater Merseyside	2004	2005	2006	2007	2008	2004 to 2008 % Difference
England	42.0%	45.4%	46.6%	48.0%	49.8%	7.8%
North West	38.5%	42.0%	42.9%	44.6%	46.1%	7.6%
Merseyside	35.7%	38.7%	39.4%	40.9%	N/A	5.2% (to 2007)
Knowsley	20.1%	21.6%	25.4%	28.0%	27.3%	7.2%
Liverpool	29.5%	33.1%	32.8%	35.4%	36.4%	6.9%
St Helens	36.9%	38.6%	39.2%	40.6%	40.9%	4.0%
Sefton	42.5%	46.8%	45.1%	48.9%	49.8%	7.3%
Wirral	41.0%	42.6%	44.4%	43.5%	48.0%	7.0%
Halton	27.6%	34.7%	33.7%	33.5%	33.4%	5.8%

Source: Fisher Family Trust

Produced by NW LSC Data & Research Team

Please note that the 2008 data has now been added to this slide, but the data analysis below refers to the data for 2004 to 2007.

Data Source

- As with the Level 2 by Age 19 statistics, the national, regional and local figures can be sourced to the Fisher Family Trust matched administrative dataset for 2006/07. (Obtained from the DCSF Research & Statistics Gateway)

Why This Information has been used

- Further to the reasons stated for the use of Level 2 attainment by age 19 statistics, this information is used here as a further key measure of progress.
- As well as being widely viewed as a gateway to higher education, it has been identified that an increasing proportion of employment opportunities in future will require at least a level 3 qualification.

Data Analysis

- 33.5% of young people in Halton achieved a level 3 by age 19 in 2007.
- This has increased by 5.9% points since 2004, the rate of increase is 0.2% points below the regional average.
- Halton is 4.2% points below its statistical neighbours in 2007, the gap has narrowed since 2004.
- The attainment gap in 2007 between those who were eligible for free school meals and those who were not was 25% points.
- The proportion attaining level 3 by age 19 is 14.5% points below the national rate.

Points to Consider

- Rates of progression to HE are effected strongly by the level of attainment of level 3 – does this have implications for partnership working between schools, post 16 providers and IAG / Connexions services in Halton?
- Do the statistics show any trends that could imply that young people from deprived backgrounds are significantly disadvantaged in Halton – if so are any actions in place to address this?

Local Data

See Level 2 “Local Data” section