

Slide 3

Policy Context

>lsc
Leading learning and skills

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

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.

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 students (and their parents?) through careers education activities.

Schools/14-19 Partnerships



Data requested

16-18 Participation



Slide 27

In-school Cohort Sizes

| Establishment Name | Yr 9 | Yr 10 | Yr 11 | Yr 12 | Yr 13 | Grand Total |
|--|--------------|--------------|--------------|------------|------------|---------------|
| Canon Slade CofE School | 269 | 280 | 275 | 161 | 174 | 1,159 |
| Firwood School | 10 | 13 | 11 | 8 | 17 | 59 |
| George Tomlinson School | 113 | 127 | 122 | | | 362 |
| Harper Green School | 290 | 290 | 321 | | | 901 |
| Hayward School | 214 | 238 | 245 | | | 697 |
| Ladybridge High School | 137 | 151 | 179 | | | 467 |
| Lever Park School | 9 | 13 | 8 | | | 30 |
| Little Lever School Specialist Language College | 233 | 222 | 221 | | | 676 |
| Mount St Joseph: Business & Enterprise College | 192 | 185 | 186 | | | 563 |
| Rivington and Blackrod High School | 315 | 319 | 321 | 161 | 144 | 1,260 |
| Rumworth School | 18 | 22 | 24 | 20 | 17 | 101 |
| Sharples School | 205 | 212 | 208 | | | 625 |
| Smithills School | 294 | 295 | 301 | | | 890 |
| St James's Church of England School and Sports College | 212 | 206 | 213 | | | 631 |
| St Joseph's RC High School and Sports College | 162 | 168 | 191 | | | 521 |
| Thornleigh Salesian College | 225 | 246 | 268 | 173 | 120 | 1,032 |
| Turton High School Media Arts College | 238 | 241 | 245 | 220 | 188 | 1,132 |
| Westhoughton High School | 224 | 228 | 225 | 103 | 34 | 814 |
| Withins School | 174 | 191 | 232 | | | 597 |
| Total Cohort Oldham | 3,534 | 3,647 | 3,796 | 846 | 694 | 12,517 |


Source: PLASC 2006

The data shows young people in Bolton schools in 2006.

The numbers should be considered in the light of the projected circa 8.2% decline in the cohort population by 2015

This tables illustrates the impact of a declining cohort. 12 schools display a declining year group, 5 are stable and just two are increasing.

In-school Cohort Sizes by Year & SEN Status



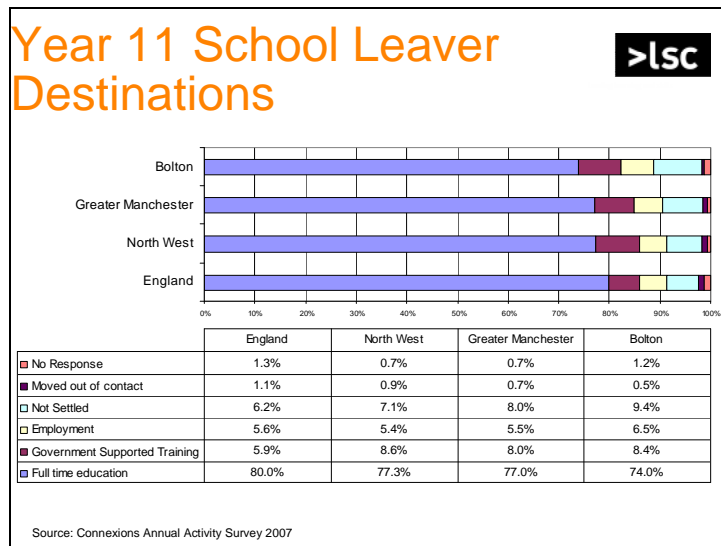
| Bolton Special Educational Needs status | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Grand Total |
|---|--------------|--------------|--------------|------------|------------|---------------|
| No Special Provision | 2,494 | 2,689 | 2,785 | 790 | 646 | 9,404 |
| School Action | 668 | 611 | 692 | 19 | 7 | 1,997 |
| School Action Plus | 254 | 186 | 162 | 5 | 3 | 610 |
| Statement of SEN | 118 | 161 | 157 | 32 | 38 | 506 |
| Bolton Total | 3,534 | 3,647 | 3,796 | 846 | 694 | 12,517 |

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 LLDD are more likely to become NEET, the increasing cohort of young people with special educational needs will pose an increasing challenge for 14-19 partners, especially local authorities, in future years
Early identification of LLDD and sharing good classroom practice within partnerships continues to be important.

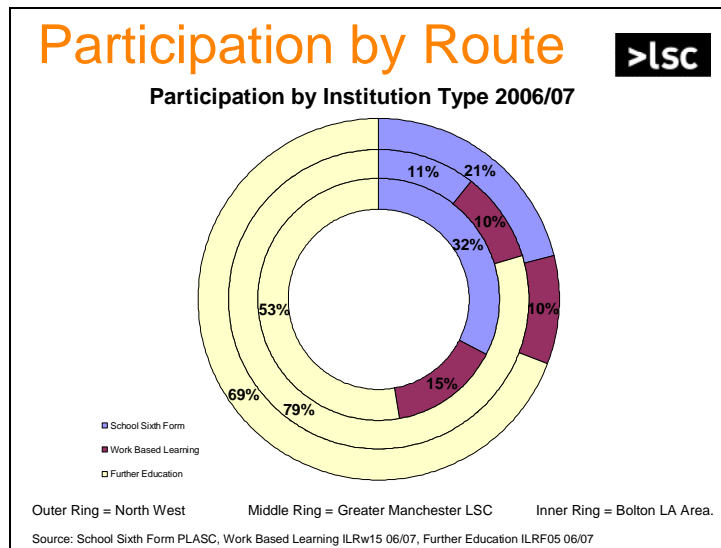


In 2007, 74% of young people resident in Bolton were in full-time education. This is lower than the regional average (77.3%) and the national average of 80%.

Government supported training at 8.4% is significantly higher than for England (5.9%). However, for the North West it is 8.6% and for Greater Manchester 8.0%. Thus the whole region's Government supported training is significantly higher than the England average.

6.5% are in employment which is higher than the Greater Manchester, North West and England average showing the availability of employment, the quality and long term security of which is unknown.

Almost 10% of the school leaver cohort are not settled and therefore outside of education and training. This is significantly higher than for Greater Manchester, the North West and England. Whilst young people may find themselves in this group for a short-term, for some the risk is that they may never fulfil their potential.



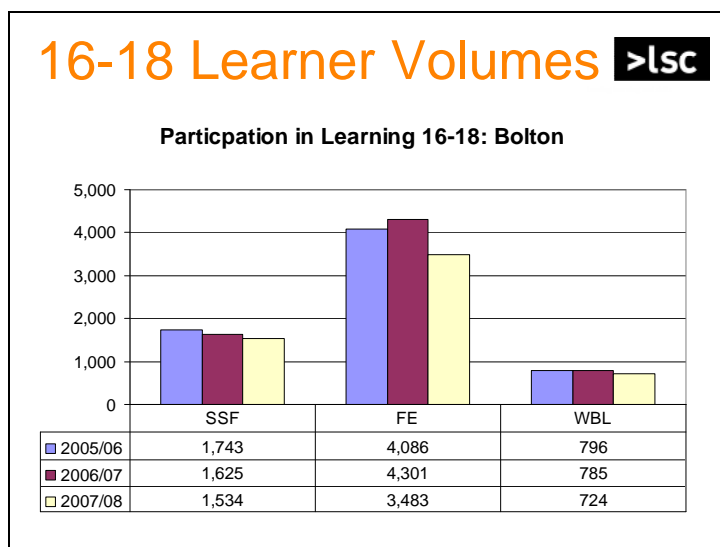
Please note: The information shown in the chart is institution-based. It does not represent Bolton residents in learning. Local authorities will have responsibility for learners participating in provision delivered by providers located in their local authority district, not simply for learners resident within their area.

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

The most immediate difference between Bolton and Greater Manchester and the North West is the significantly larger proportion of learners engaged at School Sixth Forms reflecting provision within the Borough.

The situation is reversed when looking at further education in Bolton, with 53% compared with 79% and 69% for Greater Manchester and the North West respectively.

There are more young people engaged in Work-based learning in Bolton than elsewhere in the conurbation and region. This could be due to there being more providers located in the area offering more effective engagement routes than is the case in either the Greater Manchester or the North West as a whole.



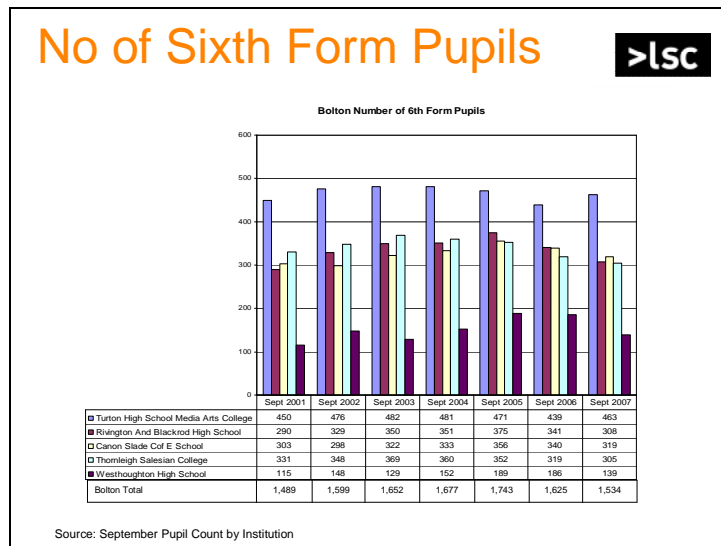
Please note: this slide displays residents of Bolton in learning rather than volumes of learners in Bolton institutions.

Volumes of Bolton resident learners aged 16-18 split by funding stream are shown in the chart. Key points to note are:

All three learning routes display declining volumes over the three year period.

There are consistently higher volumes in further education compared to other learning routes, including school sixth forms and work based learning, However, the volume in FE has declined by almost 15%.

School Sixth Form volumes have declined by 14% and Work-based learning volumes by almost 10%.



Institution based data

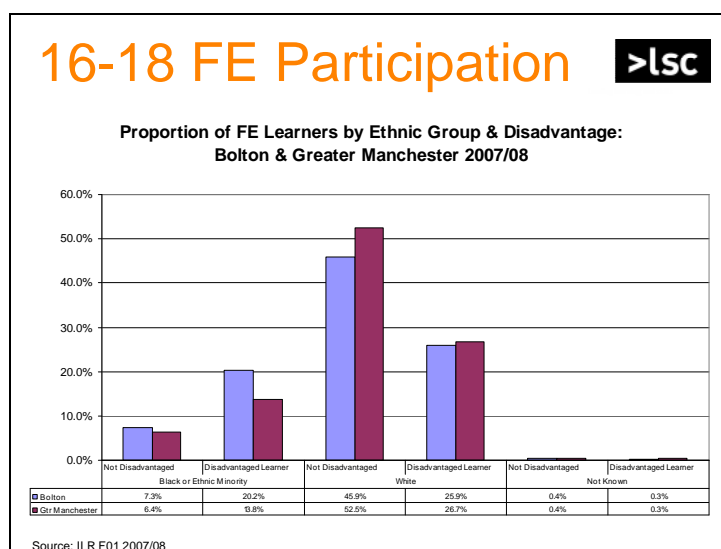
The Bolton School Sixth Form cohort from September 2001 to September 2007 fluctuates from: 1,489 in 2001; rising to 1,743 in 2005; falling in 2006 and 2007 to 1,534.

Given the previous slide indicated the falling number of Bolton residents at Schools Sixth Forms in the Borough the growth in numbers at the institutional level suggest the growth in numbers is from learners travelling into Bolton to attend these schools from areas outside of the Borough boundaries.

Focusing on a sample of two individual schools, each has a broadly similar trend, to that of Bolton's total, but from vastly different starting points. Example:-

Turton High School Media Arts College recovered to 463 from its previous highest of 481 in 2004, having been at 450 in 2001.

Westhoughton High School had a cohort of 115 in 2001; reached a peak of 189 in 2005 and dropped back to 139 in 2007.



Resident based data

There are significant differences between the Bolton and Greater Manchester areas in terms of participation in FE.

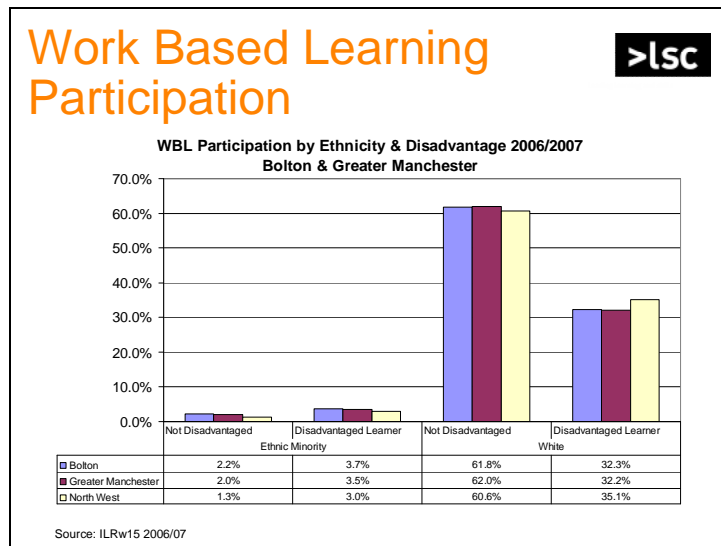
Of the total number of learners aged 16-18 in FE, the proportion who are from a **Black or Minority Ethnic group AND from a disadvantaged background** in Bolton is 20.2 per cent, much higher than the Greater Manchester Average (13.8%). Similarly, the proportion of FE learners from a **white ethnic group without a disadvantage** is 45.9 per cent, lower than the Greater Manchester rate of 52.5 per cent.

This appears to show a greater level of participation by BME disadvantaged learners in Bolton. However, further analysis is needed to compare these figures to the total population data at 16-18 and to a similar breakdown for WBL to assess how far these differences are determined by the ethnic profile of the two areas.

It has been established by research that some BME groups have a cultural preference for academic, as opposed to vocational, learning, and this may contribute to the picture.

In both areas, **white learners without a disadvantage** account for the highest proportion of total learners.

The black and minority ethnic group that is disadvantaged is higher than the group that is not disadvantaged. These percentages are 20.2% and 7.3% respectively. The figures do suggest that the FE sector is making a significant contribution to widening participation in education within the Manchester area.



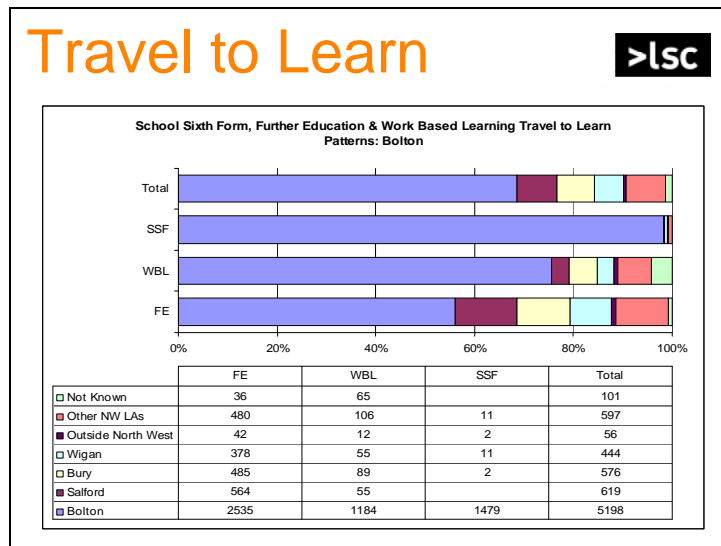
Residency based data

The chart illustrates the differences in WBL participation by BME and white groups, both in Bolton and in Greater Manchester. 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 Bolton make up 5.9 per cent of total WBL participation, very similar to the 5.5 per cent in Greater Manchester, but higher than the 4.3 per cent of the North West. Within this, 3.7 per cent are classified as disadvantaged learners and 2.2 per cent as not disadvantaged.

White learners without a disadvantage make up 61.8 per cent of total 16-18 work based learners, compared to 62 per cent in Greater Manchester and 60.6 per cent in the North West

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



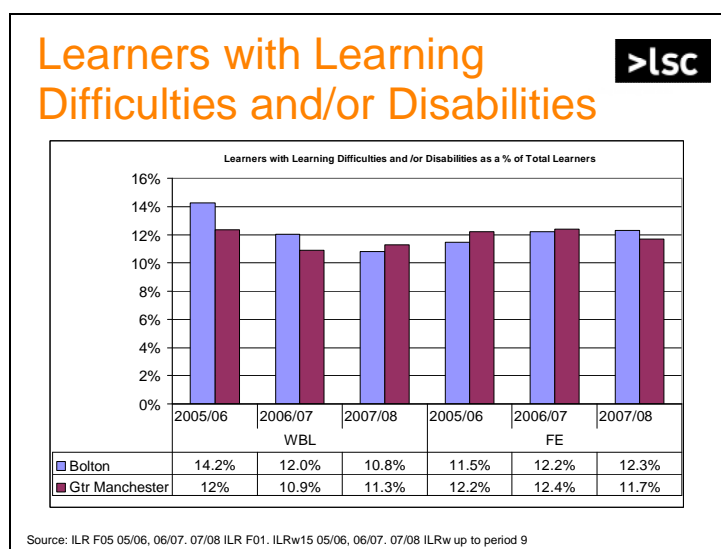
The majority (68%) of Bolton residents aged 16-18 attend provision in Bolton local authority district.

However, significant volumes of learners in every local area of Greater Manchester, including Bolton, cross borders to attend learning provision.

The greatest clusters of learners travelling out of the Borough go to neighbouring Boroughs of Salford, Bury and Wigan (22%).

Added to this there are 597 learners classified within “other North West Local Authorities” for Bolton resident learners and 56 outside the North West.

Excluded from these comments are those learners listed as “not known” – a total of 101 of which 65 are in Work-based learning. This may indicate data recording issues.



Bolton residents with a learning difficulty and/or disability are less likely to participate in work-based learning than learners with LDD in Greater Manchester as a whole for the 2007/08 period.

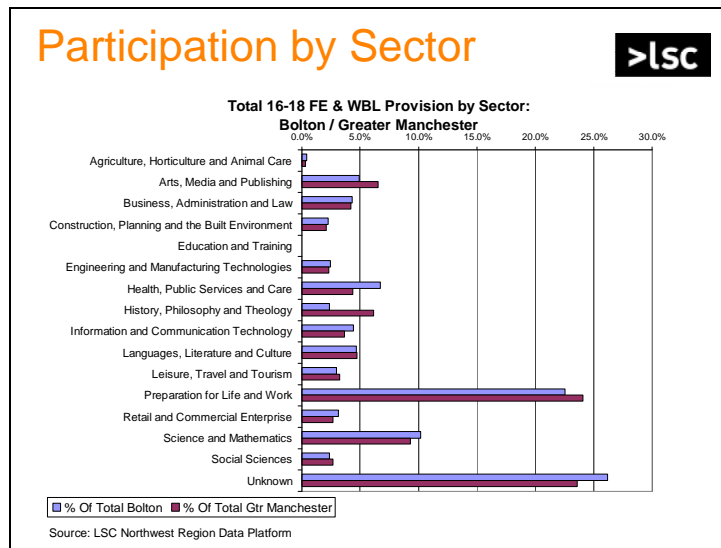
The participation rates for WBL in 2007/08 were 10.8 per cent in Bolton and 11.3 per cent in Greater Manchester. This is a reverse of the historic picture for 2005/06 and 2006/07. In both those years Bolton residents were 2 percentage points above Greater Manchester as a whole.

The reverse is true for FE learners, where a slightly higher proportion of 2007/08 Bolton learners consider themselves to have LDD.

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%).

Further investigation is needed into retention and achievement rates, and further investment might be required re LLDD and NEET group.

In some local authority areas it has been identified that most young people achieve their Level 2 by age 17, but many are not ready to start a Level 3 course (mainly due to the low proportion of learners achieving GCSE Maths and English at grades A* to C), therefore having a higher risk of becoming NEET.



Note: data shown is for Bolton Resident Learners (not Bolton institutions), therefore a direct comparison to the economic structure of Bolton may not be appropriate – A comparison to the Greater Manchester could prove more useful.

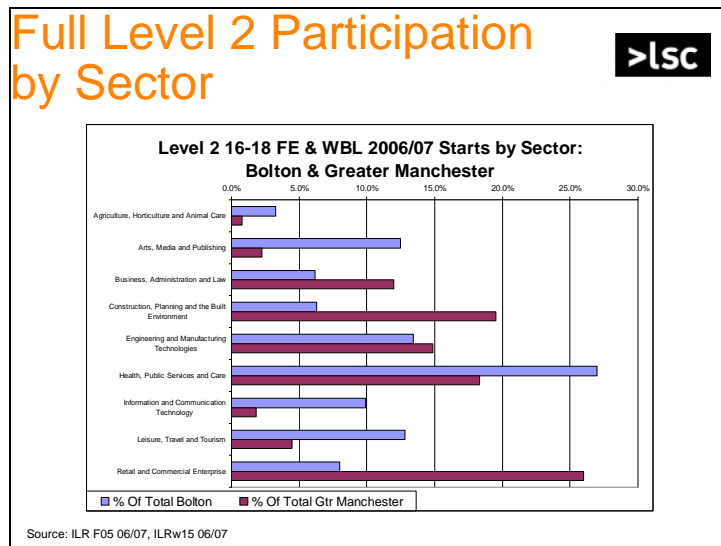
It is important to note that as well as having a clearly defined economy itself, Bolton is also a part of the wider Greater Manchester economy, as well as the wider travel to learn patterns identified in provision.

For example: taking the Bolton economic structure, and comparing it to the information in this slide would suggest that there is a significant gap in Engineering and Manufacturing Technologies. This is not necessarily the case as Bolton residents could be catered for in this sector subject in a different local area.

This slide confirms previous slides which indicate the relatively large numbers of students who are disadvantaged and may be pursuing Level 1 and 2 courses, predominantly in Preparation for Life and Work.

Of concern is the large volume of students whose learning is unknown.

Issues not addressed that may be of importance in Bolton’s future planning could include gender stereotyping and mapping to the Greater Manchester economic structure.



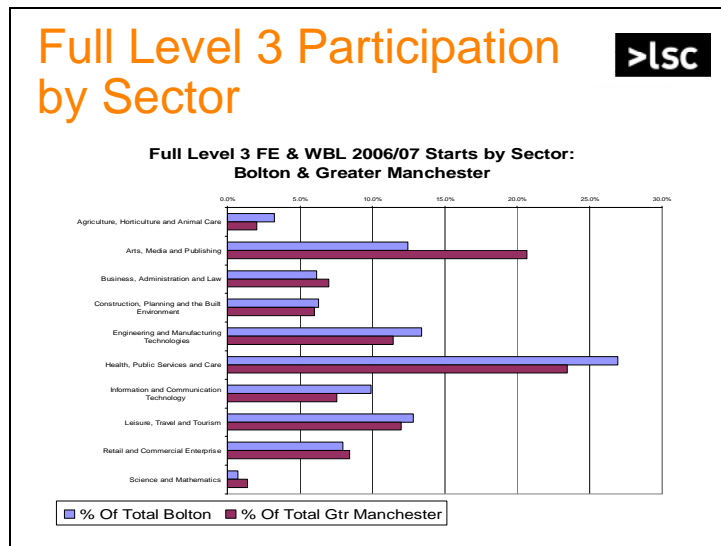
Residency based data

At Level 2, the highest proportion of FE / WBL learners aged 16-18 (Bolton residents) are studying in the Health, Public Services and Care sector subject area. (24% of Total Level 2).

The top 3 sector subject areas for Greater Manchester are Retail and Commercial Enterprise; Health, Public Services & Care and Construction, Planning and the Built Environment.

The top 3 sector areas for Bolton are: Health, Public Services and Care; Leisure and Tourism; Arts, Media and Publishing.

Also significant is Information and Communication Technology – 12.5%.



Residency Based Data


In both Bolton (26%) and Greater Manchester (24%), the highest proportion of overall full Level 3 learners are in the Health Public Services and Care SSA.

Take up is relatively balanced in Leisure, Travel and Tourism; Engineering and Manufacturing Technologies; and Arts, Media and Publishing. Between them they have approximately 38% of the total.

At Level 3 the proportion of learners is spread in roughly similar proportions to a broader range of sector subject areas. 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.

The Government's planned increase in Apprenticeship numbers, including the number of Advanced Apprenticeships, and the arrival of the first new Diplomas in September 2008 will offer alternative Level 3 routes through a number of sectors.

NEET Volumes



| Geography | 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 |
| Greater Manchester | 84,372 | 7,469 | 8.1% | 3,702 |
| Bolton | 7,728 | 1,020 | 11.7% | 522 |

Source: Connexions December 2007

The volumes here provide perspective to the next table.

The key points to notice at this stage are the 11.7% of young people recorded as NEET compared to the GM average of 8.1% and the North West average of 7.7%.

In addition there are a further 522 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% |
| Greater Manchester | 3.9% | 76.4% | 4% | 8.1% | -17% | 31% | 48% | 5% |
| Bolton | 5.8% | 69.8% | 2% | 11.7% | -9% | 32% | 44% | 11% |

Source: Government Office North West December 2007

The percentage of young people not known to Connexions is 5.8% compared to 3.9% in Greater Manchester. (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. There has been a relatively small reduction in NEET at 9% compared with GM at 17%, the North West 11% and England 13%.

The proportion of young people joining NEET from EET in Bolton is similar to that for Greater Manchester and the North West but above that for England. This may indicate that the jobs available are not necessarily of high quality offering good career progression or are more vulnerable to becoming unemployed. For people entering the NEET group from education or training it suggests there may be retention issues linked to the quality and / or appropriateness of the provision to the young person.

The proportion of young people leaving NEET to EET is slightly lower at 44% in Bolton than for the rest of Greater Manchester, the North West and England. This may indicate that there is a need for further information, advice and guidance and/or appropriate learning provision available.


Some of the main contributors to NEET in the region:

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 (NEET rate of 20% regionally, compared with a rate of 9.7% at the time of the research)

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 @ 16.

Slide 42

16-18 Performance 
Leading learning and skills

05

GCSE Results 2004-2007

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| | % of 15 year old students achieving 5+A*-C (and equivalent) including English and Maths GCSEs | | | |
|---|---|---------------|---------------|---------------|
| | 2004 | 2005 | 2006 | 2007 |
| Al Jamiah Al Islamiyyah at Mount Saint Joseph's Convent | 17% | 20% | 29% | 30% |
| Bolton Muslim Girls School | Not Applicable. School opened after January 2007 | | | |
| Bolton School Boys' Division | 98% | 97% | 99% | 13% |
| Bolton School Girls' Division | 99% | 98% | 98% | 98% |
| Canon Slade CoE School | 71% | 79% | 78% | 80% |
| George Tomlinson School | 21% | 22% | 27% | 24% |
| Harper Green School | 27% | 28% | 29% | 29% |
| Hayward School | 27% | 24% | 25% | 27% |
| Ladybridge High School | N/A | 22% | 21% | 17% |
| Bolton Average | 35.80% | 38.50% | 37.80% | 40.00% |
| England Average | 42.60% | 44.30% | 45.30% | 46.00% |

Source: DCSF

Note: The data is split over two tables

The tables relate to 16 year olds achieving 5+ A*-C including English and Mathematics.

High and stable – Bolton School Girls' Division (98% from 2005-2007).

A number of schools below 30% but not improving consistently or significantly.

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

In 2004, the gap between Bolton and England was almost 7 percentage points. In 2007 it was 6 percentage points.

Bolton has had a 4.2 percentage point increase over the four years, compared with a 3.4 percentage point increase in England.

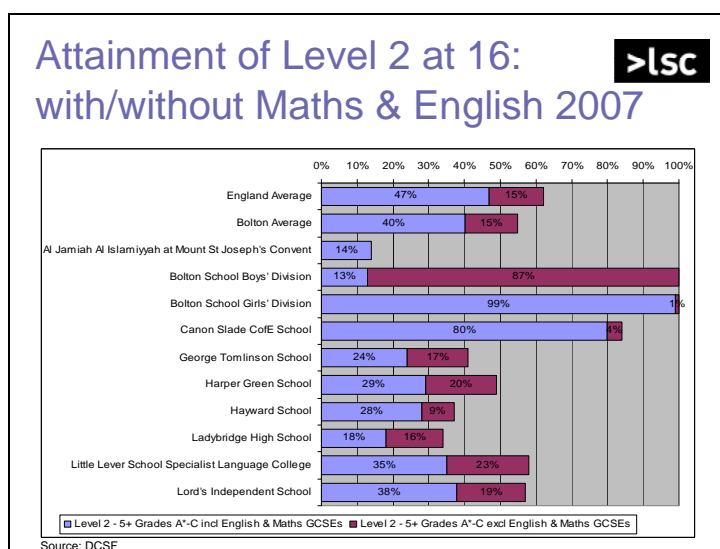
But across England the challenge is to ensure that every child gets the support they need to achieve this crucial benchmark, if not before 16, then after it. Without this foundation, young people will face major hurdles when they attempt to progress to level 3 and beyond into HE.

GCSE Results 2004-2007



| | % of 15 year old students achieving 5+A*-C (and equivalent) including English and maths GCSEs | | | |
|--|---|---------------|---------------|---------------|
| | 2004 | 2005 | 2006 | 2007 |
| Little Lever School Specialist Language College | 33% | 37% | 38% | 35% |
| Lord's Independent School | 44% | 47% | 47% | 40% |
| Madrasatul Imam Muhammed Zakariya | 67% | 80% | 36% | 55% |
| Mount St Joseph: Business and Enterprise College | 43% | 27% | 29% | 41% |
| Rivington and Blackrod High School | 40% | 45% | 34% | 38% |
| Sharples School, A Science Specialist College | 26% | 33% | 36% | 31% |
| Smithills School | 22% | 27% | 33% | 31% |
| St James's Church of England School and Sports College | 51% | 48% | 44% | 59% |
| St Joseph's RC High School and Sports College | 53% | 62% | 58% | 58% |
| Thornleigh Salesian College | 45% | 40% | 43% | 49% |
| Turton High School Media Arts College | 50% | 59% | 59% | 57% |
| Westhoughton High School | 37% | 38% | 34% | 35% |
| Withins School | 14% | 19% | 13% | 25% |
| Bolton Average | 35.80% | 38.50% | 37.80% | 40.00% |
| England Average | 42.60% | 44.30% | 45.30% | 46.00% |

Source: DCSF



The tables plot the percentage of the overall cohort achieving 5 A*-C including Maths and English (Level 2).

The greater the blue band, the more successful the school in its learners succeeding at 5 A*-C including English and Mathematics. Thus, Bolton School Girls' Division was the most successful as it achieved 99% within this band.

English and Mathematics are key indicators for progression post-16 and this is an issue that requires a solution.

The overall Bolton average of all passes at 55% is below the England average of 62%.

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, therefore retention and progression to higher level courses is correspondingly low. This is because these learners do not have the platform from which to make the jump from Level 2 to Level 3.

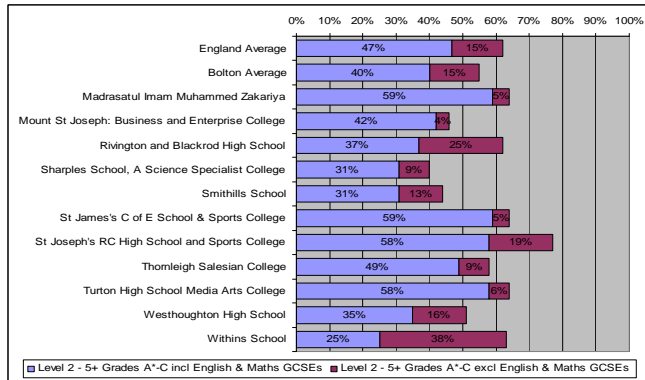
Many people achieve Level 2 at age 17. This can lead to a high drop out rate age 17 due to the lack of English and Maths skills.

There is a degree of urgency attached to this issue because of the requirement in 2008 to extend the September Guarantee to those aged 17. It is therefore important to identify appropriate provision routes to retain these young people. Level 2


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

3.

Attainment of Level 2 at 16: with/without Maths & English 2007



Source: DCSF

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

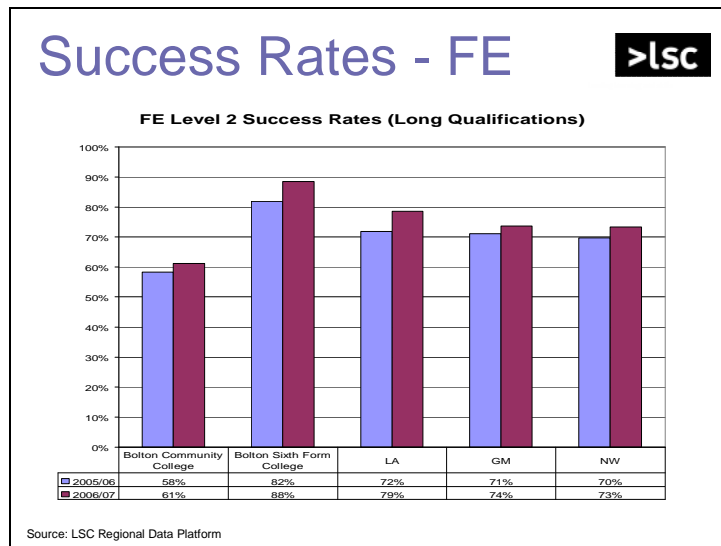
| | Number of students aged 16-18 | General and Applied A/AS or Equivalent Achievement | | |
|---------------------------------------|-------------------------------|--|---------------------------------|---|
| | | Number at end of A/AS or equivalent study | Average point score per student | Average point score per examination entry |
| Bolton Average | | | 682.7 | 195.8 |
| LSC Average | | | 717 | 204 |
| England Average | | | 731.2 | 207.5 |
| Bolton Community College | 1384 | 124 | 541.2 | 203.9 |
| Bolton School Boys' Division | 235 | 106 | 991.9 | 242.5 |
| Bolton School Girls' Division | 230 | 104 | 1054.8 | 250.4 |
| Bolton Sixth Form College | 1046 | 354 | 592 | 185.5 |
| Canon Slade ColE School | 340 | 177 | 960.5 | 212.9 |
| Rivington and Blackrod High School | 327 | 157 | 571.2 | 182 |
| Thornleigh Salesian College | 307 | 121 | 674.4 | 189.3 |
| Turton High School Media Arts College | 434 | 208 | 790.1 | 210.8 |
| Westhoughton High School | 160 | 52 | 618.2 | 162.3 |

Source: DCSF

The points scores refer to the QCA methodology for scoring achievement at Level 3
 In respect of A-levels, learners achieve 270 points for a grade A, and the scale goes down in steps of 30 to 150 points for a grade E

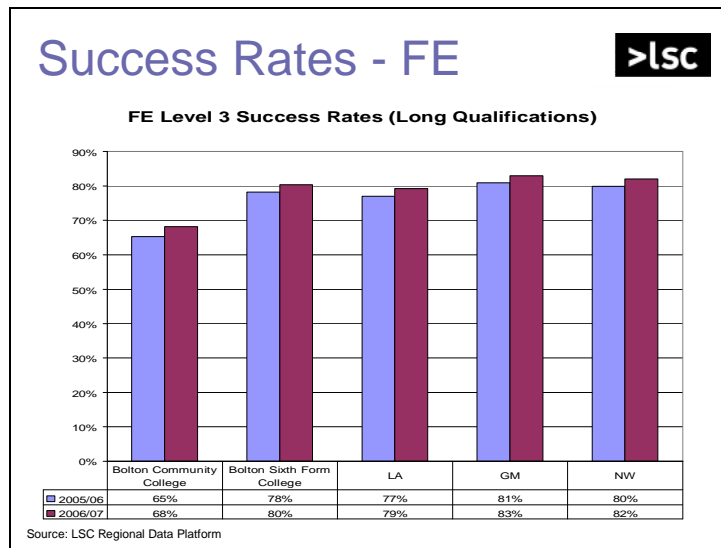
On average, young people from sixth-forms and the sixth-form colleges in Bolton achieve 196 points per exam entry, which is close to a C grade per entry.

This is above the Greater Manchester average of 204 points (close to a C grade) and close to the National Average of 207 points (C grade).



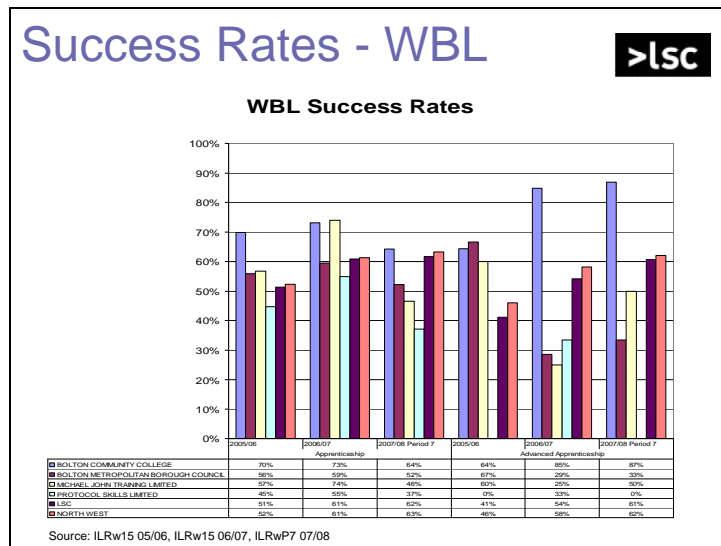
FE Full Level 2 Success Rates in Bolton Local Authority have been higher than the Greater Manchester and North West averages for the past 2 years.

Success rates at Bolton Community College and Bolton Sixth Form College are improving: 58% to 61% at Bolton Community College and 82% to 88% at Bolton Sixth Form College.



FE Full Level 3 success rates in Bolton (institutions) of 79% are lower than the Greater Manchester and North West rates of 83% and 82% respectively, but the gap has not widened significantly between 2005/06 and 2006/07.

As with Level 2, success rates by the two main providers are mixed, with Bolton Sixth Form College improving from 78% to 80% in 2006/07, and Bolton Community college improving from 65% to 68%.




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

Apprenticeship success rates in Bolton have shown a mixed picture in the past three years.

Advanced Apprenticeships have a generally similar profile. Of note is Bolton Community College with success rates of 85% and 87%, but have displayed a similar increase across the period.

The trend may be distorted by the 2006-07 33% Advanced Apprenticeship success by Protocol Skills Limited as 0% is registered in 2007/08.

Proportion reaching Level 2 Threshold by Age 19 by Area 

| Greater Manchester | 2004 | 2005 | 2006 | 2007 | 2004-2007 |
|--------------------|--------------|--------------|--------------|------------|-------------|
| England | 66.4% | 69.3% | 71.4% | 73.9% | 7.5% |
| North West | 63.8% | 67.3% | 70.1% | 72.4% | 8.6% |
| Greater Manchester | 62.7% | 66.1% | 69.1% | 71.4% | 8.7% |
| Bolton | 63.7% | 65.1% | 66.6% | 68% | 4.5% |
| Bury | 67.9% | 70.1% | 72.2% | 72% | 4.5% |
| Manchester | 51.6% | 55.5% | 59.0% | 63% | 11.1% |
| Oldham | 58.6% | 61.3% | 64.1% | 67% | 8.4% |
| Rochdale | 54.5% | 58.4% | 60.4% | 64% | 9.9% |
| Salford | 50.5% | 55.5% | 58.1% | 59% | 8.9% |
| Stockport | 71.2% | 72.0% | 73.2% | 73% | 2.0% |
| Tameside | 57.9% | 61.9% | 64.5% | 66% | 8.5% |
| Trafford | 67.7% | 71.6% | 74.6% | 78% | 10.4% |
| Wigan | 61.6% | 65.8% | 67.5% | 69% | 7.5% |


Source: Fisher Family Trust

Provider Based Data

The largest percentage point increases in Level 2 attainment are seen between the ages of 17 and 18 for most areas:

For Bolton, the cohort shown in the slide was 68% Level 2 @19.

For England, the proportion reaching Level 2 by age 19 in 2007 was 73.9% and for Greater Manchester 71.4%. This would indicate that despite ongoing improvement, further strategies may be needed for Bolton to make faster progress.

Proportion reaching the Level 3 Threshold by Age 19 by Area 

| Greater Manchester | 2004 | 2005 | 2006 | 2007 | Change 2004-2007 |
|--------------------|--------------|--------------|--------------|------------|------------------|
| England | 42.0% | 45.4% | 46.6% | 48.0% | 6.0% |
| North West | 38.5% | 42.0% | 42.9% | 44.6% | 6.1% |
| Greater Manchester | 38.0% | 41.4% | 42.3% | 43.5% | 5.5% |
| Bolton | 38.9% | 41.9% | 43.4% | 43% | 4.6% |
| Bury | 41.1% | 44.1% | 44.6% | 46% | 4.9% |
| Manchester | 33.7% | 35.7% | 37.9% | 39% | 4.9% |
| Oldham | 36.5% | 39.6% | 38.4% | 39% | 2.8% |
| Rochdale | 27.9% | 32.7% | 32.1% | 34% | 6.0% |
| Salford | 26.0% | 29.8% | 31.6% | 31% | 5.3% |
| Stockport | 46.6% | 48.4% | 50.8% | 50% | 3.3% |
| Tameside | 31.1% | 34.4% | 35.2% | 35% | 4.1% |
| Trafford | 44.0% | 49.0% | 51.7% | 55% | 10.9% |
| Wigan | 33.5% | 37.9% | 38.4% | 40% | 6.3% |

Source: Fisher Family Trust

Provider Based Data

The main points to note about Level 3 attainment at 19 are:

Although regionally, Bolton's Level 3 attainment at 43% in 2007, is broadly in line with Greater Manchester and the North West, it is a full 5 percentage points below that for England.

Strategies are need 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 Bolton improvement since 2004 has been 4.6% 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.

Summary

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Key Findings

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Slide 55

Issues & Actions



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