





Slide 3

Policy Context

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01

## National policy environment



**Includes:**

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





The director of the NAS will report to the SoS for Innovation, Universities and Skills. Twice a year the director will report to the Prime Minister on progress against targets.

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















































16-18 Participation

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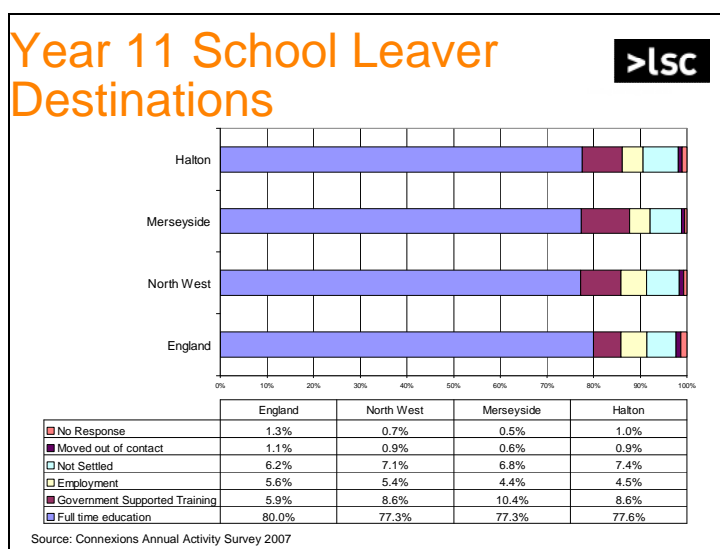


### In-school Cohort Sizes by Year & SEN Status

Halton Special Educational Needs status	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
No Special Provision	1210	1297	1190	154	106	3957
School Action	195	156	259	2	1	613
School Action Plus	69	98	107	2		276
Statement of SEN	91	98	82	11	8	290
<b>Halton Total</b>	<b>1565</b>	<b>1649</b>	<b>1638</b>	<b>169</b>	<b>115</b>	<b>5136</b>

Source: PLASC 2006

The Local Authority has relatively stable numbers of children who are the subjects of Statements of SEN which indicates a consistent approach to pre-statement support. National and regional research has identified that the proportion of learners with learning difficulties and/or disabilities is increasing year on year. Government policy is for more of those young learners to participate in mainstream provision, rather than to enter specialist and/or residential provision. Given that we know young people with LDD are more likely to become NEET, than learners without, Local Authorities and 14-19 partners will need to ensure that they focus on encouraging and enabling participation among this group of learners. Early identification of LLDD and sharing good classroom practice within partnerships continues to be important.



77.6% of Halton students remain in full time education beyond Year 11. This is slightly higher than the Merseyside and North West averages but just below the national average of 80%.

The percentage entering government supported training is on a par with the North West average but significantly below the Merseyside figure of 10.4%. However, the figure is much higher than that for England as a whole – the national average for supported training is only 5.9% whereas 8.6% of Halton young people are in recognised training.

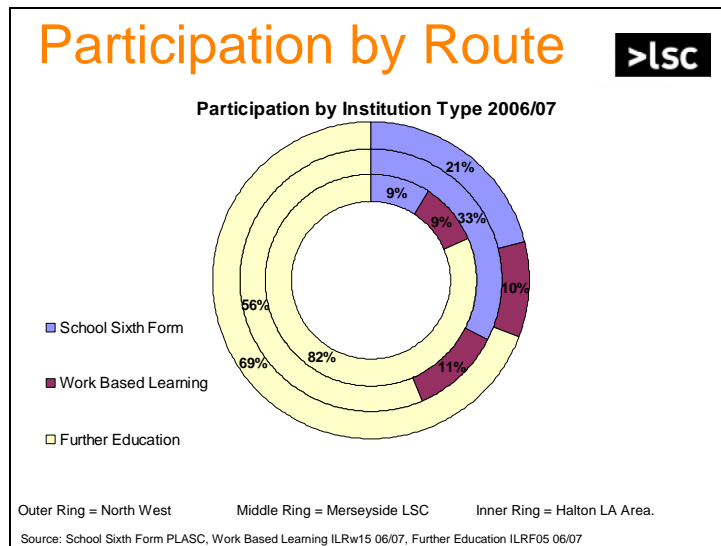
This suggests that Halton residents value education and training, as is borne out by subsequent slides in this presentation.

Average numbers are in employment on leaving school. Whilst this warrants further investigation in terms of sector, level of job and length of stay in the job, it suggests that students leave school with the confidence and necessary skills to secure employment.

Of some concern is the significant volume of young people who are unaccounted for: these figures suggest that nearly 9.3% of Halton’s Year 11 leavers are outside employment, education and training. Whilst this may be a short-term experience for some, the risk is that many of these young people will never fulfil their potential.

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

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



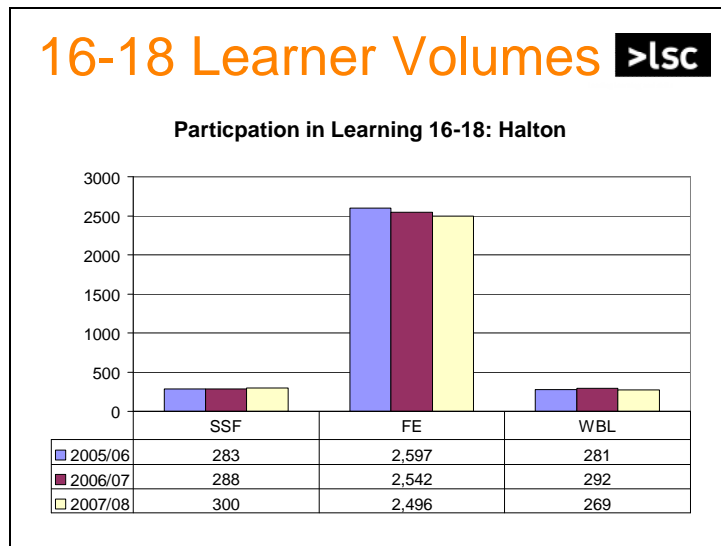
**Please note: The information shown in the chart is institution-based. It does not represent Halton residents in learning. Local authorities will have responsibility for learners participating in provision delivered by providers located in their local authority district, not simply for learners resident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

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

The most immediate difference between Halton and Merseyside and the North West is the significantly larger proportion of learners engaged in FE within Halton.

WBL provision reflects the number of opportunities available – in this case, slightly fewer numbers of providers than in the Merseyside area or the North West as a whole.

The relatively small number in school sixth forms is not unexpected given the small amount of school-based provision in the Borough.

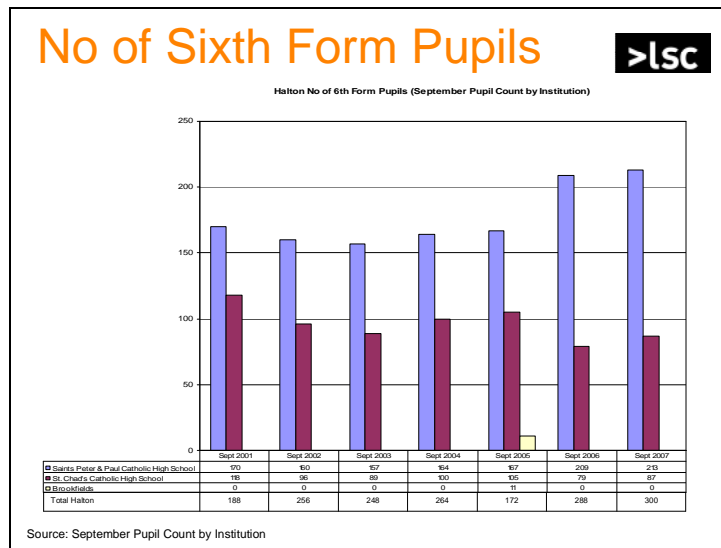


**Please note: this slide displays residents of Halton in learning rather than volumes of learners in Halton institutions.**

These slides show a steady decrease in the numbers of Halton residents enrolling in FE colleges. There are just over 100 fewer enrolments than in 2005-06.

A smaller decline has taken place in WBL numbers although these figures are only up to period 7 and therefore the shortfall may well be made up.

The numbers joining school sixth forms have increased slightly.

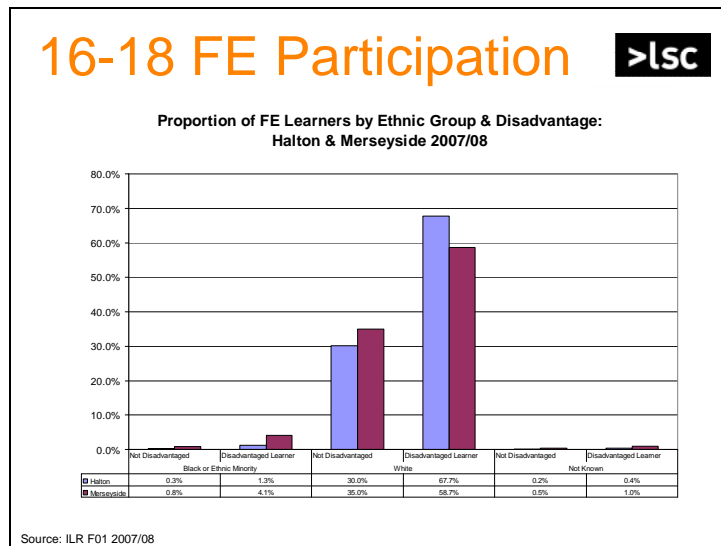


**Institution based data.**

Two of these schools are denominational schools, the third is a special school.

These numbers show a steady increase in overall sixth form volumes between September 2001 and September 2007.

This is in keeping with previous and current cohort figures, but may dip slightly over the next three years.



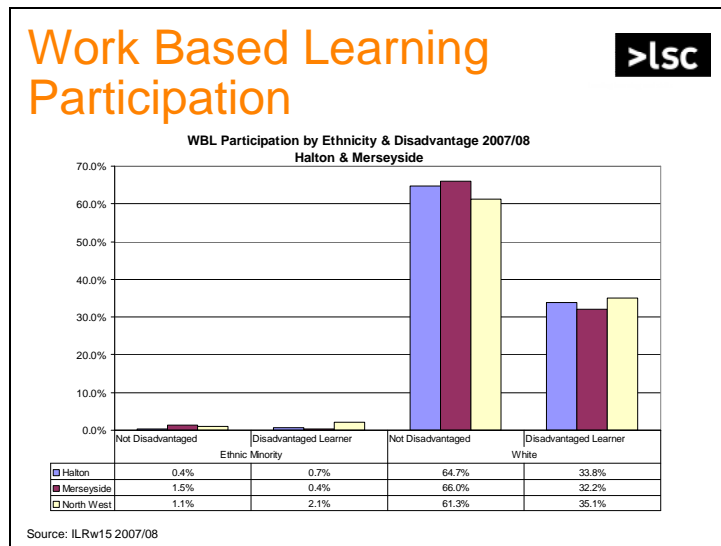
### Residency-based data

This slide shows that Halton BME learners have lower levels of participation in FE than in other parts of the region. Both disadvantaged and non-disadvantaged BME students are less well represented in the college FE sector. However, over 98% of the Halton population identifies itself as White, so the graph could simply be a reflection of the demographics.

Within the Black/Ethnic Minority community, relatively few disadvantaged students attend FE – only 1.3% as opposed to 4.1% across Merseyside. White students with a disadvantage factor do participate in FE in greater numbers than elsewhere in the area: 67.7% attend an FE college, compared to 58.7% across Merseyside.

White students without a disadvantage are also well-represented in colleges (30%) although this is a lower figure than in Merseyside as a whole.

The slide appears to show a much lower level of participation in FE by BME disadvantaged learners in Halton. 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.



### Residency-based data

The chart illustrates the differences in WBL participation by BME and White groups, both in Halton and in Merseyside.

As in Merseyside and the North West as a whole, the largest percentage of those in work-based learning are White residents with no disadvantage (64.7%).

33.8% of WBL learners are from White Disadvantaged groups.

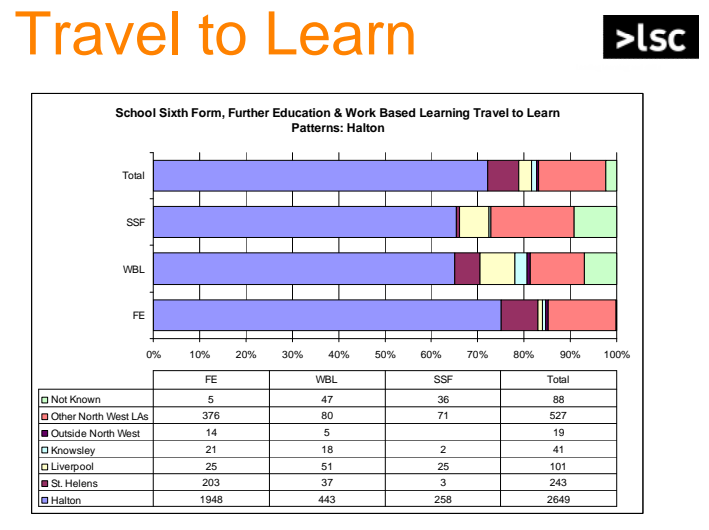
These figures are broadly in line the Merseyside average.

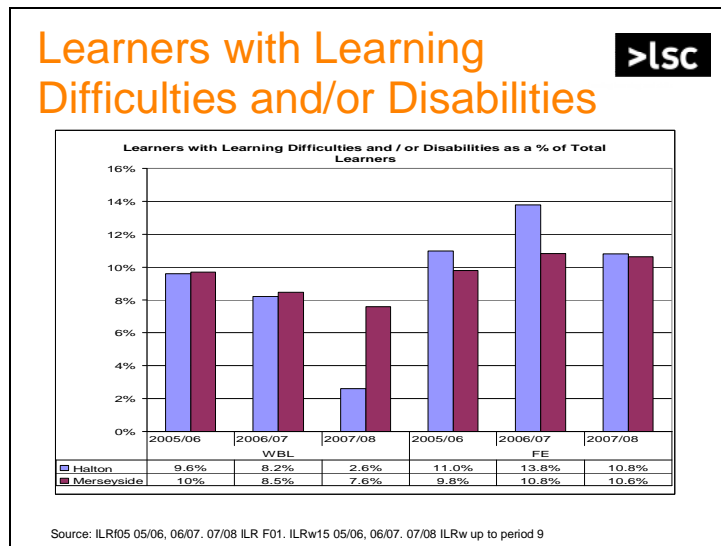
In parallel with this and the previous slide, much smaller numbers of BME residents are engaged in WBL than is found in other areas. Only 0.4% non-Disadvantaged BME take part in WBL compared to 1.5% across the area.

However, greater numbers of disadvantaged BME are involved in WBL, some 0.7% compared to 0.4% area-wide

The figures warrant further analysis, particularly on a sectoral basis, in order to establish the reasons behind this data.

It has been established by research that some BME groups have a cultural preference for academic, as opposed to vocational, learning.





This slide shows a dramatic fall in the numbers of LDD students engaged in work-based learning.

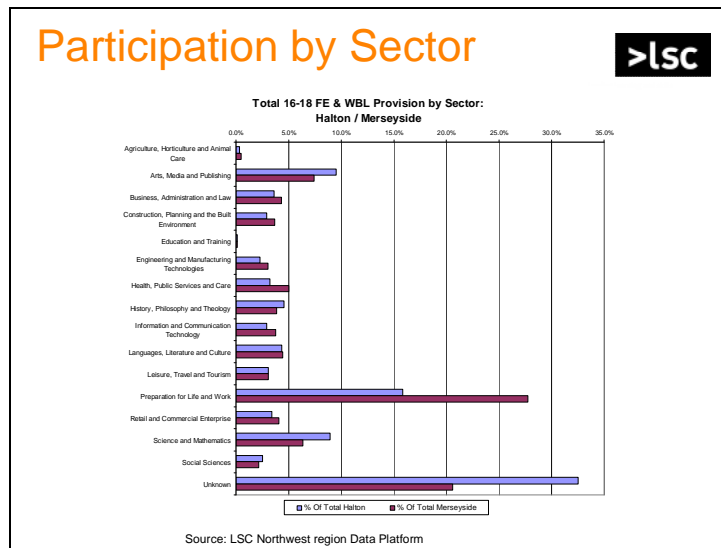
Whilst numbers have declined generally across Merseyside, the very sharp fall in placements in 2007-08 (to 2.6% of the WBL population) is in marked contrast to the dip to 7.6% across the area.

LDD enrolments to FE rose sharply in 2006-07 from 11.0% to 13.8%, more than compensating for a fall in WBL placements over the same period. However, by 2007-08 LDD numbers had declined to 10.8% of FE students.

This is broadly in line with the Merseyside average, but raises questions about the number and quality of WBL placements available to learners with LDD as well as the range of FE courses found in the Authority.

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 work to analyse these figures in terms of sector and student ability level would be helpful.

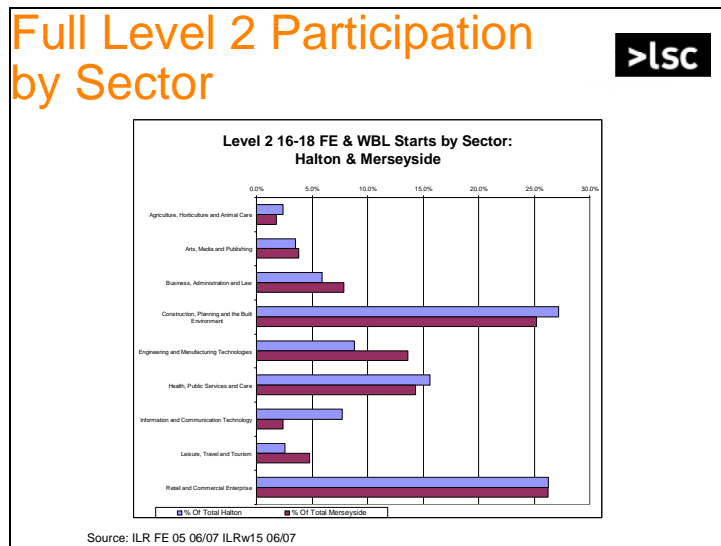


**Note: data shown is for Halton Resident Learners (not Halton institutions),**

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

It also reflects low levels of 5+ A\*-C achievement, as shown in later slides.

Of greater concern is the large volume of students whose learning is unknown. Whilst this may be due to data collection difficulties, a gap in the data of more than 33% requires urgent attention.



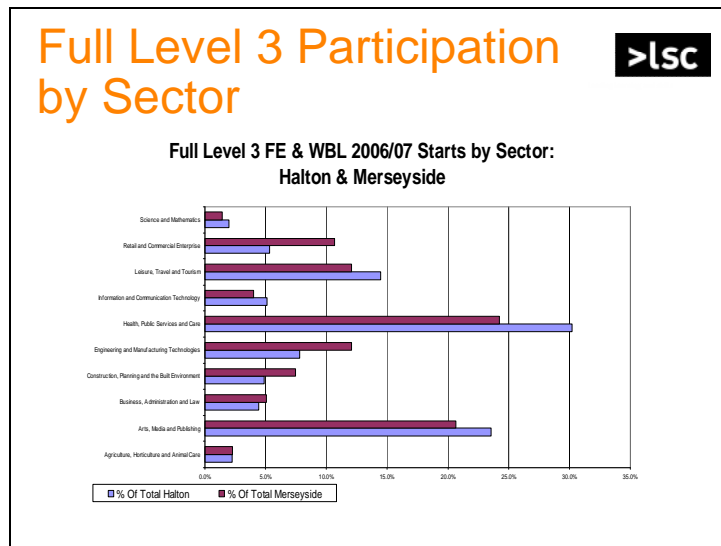
### Residency-based data

This slide supports previous information concerning the economic structure of Halton, showing as it does strong Construction and Retail and Commercial provision. At Level 2, the highest proportion of FE / WBL learners aged 16-18 (and who are Halton residents) are studying in these sectors/subject areas. The Construction industry is highly-regulated (for health and safety as well as professional practice reasons) and has a tradition of Apprenticeships and work-based learning. There are routes to higher-level learning within the sector.

The retail trade is characterised by a lack of Level 3 and Level 4 training opportunities and many employers are SMEs who may be unaware of Apprenticeships and other training initiatives.

Other sectors which are drawing in learners are Health, Public Services and Care and Engineering. These sectors have routes through to Level 3 and 4.

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



### Residency-Based Data


At Level 3 (broadly equivalent to A level) the majority of residents who are pursuing a course of learning do so in Health, Public service and Care. Over 30% of FE and WBL students chose this sector. Training is well-established in the sector (for Health and Safety as well as professional practice reasons).

Arts, Media and Publishing continued to be of interest to large numbers of students, with just under 25% studying in this sector. This perhaps reflects the North West's established and expanding creative and media industry. Entry to most careers in the sector is normally at Level 4.

In both cases, the Halton data is at variance to the Merseyside figures, with significantly greater numbers of Halton students pursuing their studies in the Health sector. The difference is less marked in the Creative sector, but a clear distinction remains.

At Level 2 learners tend to be studying for employment in or gaining new skills in a sector that has a strong local employment base. At Level 3 learners are studying for a career in an industry that need not be locally focused: in many cases they will move away from the area for further study at Level 4.

## 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
Merseyside	48,401	5,304	9.9%	2,254
<b>Halton</b>	<b>3,715</b>	<b>466</b>	<b>11.1%</b>	<b>292</b>

Source: Connexions December 2007

The volumes here provide perspective to the next table.

The key points to notice at this stage are the 11.1% of young people recorded as NEET, compared to the Merseyside average of 9.9% and the North West average of 7.7%.

In addition to the 466 students recorded as NEET there are a further 292 young people for whom their current activity is unknown.

The number of NEETs in the area is broadly comparable to just over two year groups in the largest local school.

## 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%
Merseyside	4.1%	76.3%	3%	9.9%	-7%	30%	48%	8%
<b>Halton</b>	<b>6.8%</b>	<b>70.1%</b>	<b>-1%</b>	<b>11.1%</b>	<b>-3%</b>	<b>32%</b>	<b>42%</b>	<b>12%</b>

Source: Government Office North West December 2007

### Key Points from this slide:

11.1% of Halton's 16-18 year olds are in the NEET category, compared to 9.9% in Merseyside and 6.6% in England.

There is a higher percentage of young people not known to Connexions compared to Merseyside, the North West and England average. (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 minimal reduction in NEET over the previous twelve months compared with Merseyside, the North West and England.

The proportion of young people joining NEET from EET is higher in Halton than for Merseyside, the North West and England. This may indicate that whilst there are jobs available, they are not necessarily of high quality and/or offering good career progression, or that the young people concerned are more vulnerable to becoming unemployed. For people entering the NEET group from education or training it may also suggest there are issues linked to the appropriateness of the provision to the young person.

The proportion of young people leaving NEET to EET is also very low in Halton compared to the rest of the sub-region, the North West and England. This may indicate that there are fewer attractive jobs available, or that more information, advice and guidance is required and / or there is a lack of attractive and / or appropriate learning provision available. The low level of work-based learning in the area indicates there is a significant challenge in convincing local employers to engage in the Apprenticeship programme.


The churn also suggests that easier access to more and better IAG may be needed, as young people may be making poor choices about what best suits their skills and interests.

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.

16-18 Performance   
Leading learning and skills

05

**GCSE results 2004-2007**



	% of 15 year old students achieving 5+A*-C (and equivalent) including English and Maths GCSEs			
	2004	2005	2006	2007
The Bankfield School	27%	25%	29%	33%
Fairfield High School	24%	27%	33%	37%
Grange Comprehensive School	23%	27%	24%	27%
Halton High School	10%	19%	22%	24%
The Heath School	36%	44%	42%	50%
Saints Peter and Paul Catholic College	28%	32%	31%	48%
St Chad's Catholic High School	32%	31%	39%	39%
Wade Deacon High School	70%	55%	53%	67%
<b>Halton Average</b>	<b>31.2%</b>	<b>32.8%</b>	<b>33.3%</b>	<b>41.0%</b>
<b>England Average</b>	<b>42.6%</b>	<b>44.3%</b>	<b>45.3%</b>	<b>46.0%</b>

Source: DCSF

This slide indicates a mixed picture within the Halton school system.

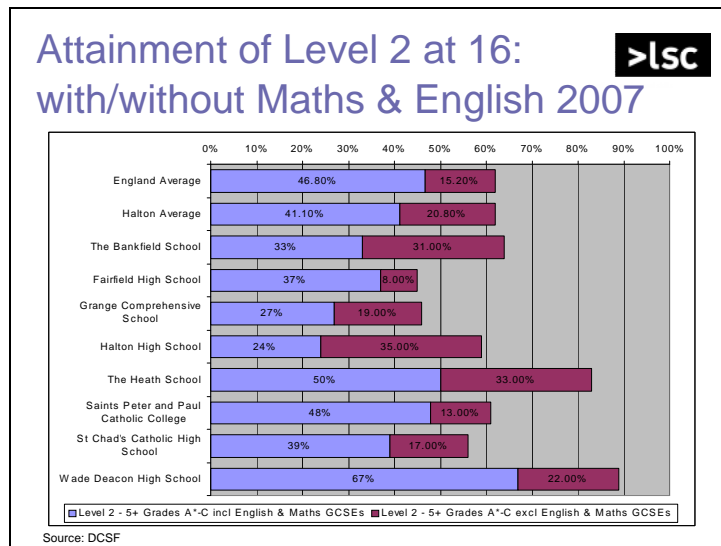
High and stable – Wade Deacon High School.

Improving – Fairfield High School.

Overall, performance levels are low but improving. Achievement levels rose sharply between 2006 and 2007 and, if sustained, will begin to close the gap with the national benchmark.

Currently 41% of Halton school leavers achieve 5+ A\*-C grades at GCSE, including English and Maths. This is an 8% improvement over last year's results. Whilst the gap has narrowed significantly between Halton and the England average (46%) the pace of this improvement was slow until 2006.

Across England, the challenge is to ensure that all children reach the benchmark of 5+ A\*-C GCSEs, if not at 16 then as soon as possible thereafter. Until they reach this standard of education, their chances of achieving their potential are severely limited.




Of the 8 schools listed, in only 3 achieved a rate of 40% of students achieving 5 x A\*-C at GCSE including English and Mathematics.

There are significant differences in performance between the schools listed. The LA will have to develop strategies to address this, sharing good practice between partnerships.

Level 2 including English and Maths is extremely important in terms of progression to Level 3. The gap between the Halton and England averages has placed young people in Halton at a considerable disadvantage and must be addressed.

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
<b>Halton Average</b>			656	188.8
<b>LSC Average</b>			688.6	194.8
<b>England Average</b>			731.2	207.5
Riverside College Halton	2380	430	687	192.6
St Chad's Catholic High School	77	36	488.1	169.9
Saints Peter and Paul Catholic College	199	72	554.6	172.1

Source: DCSF

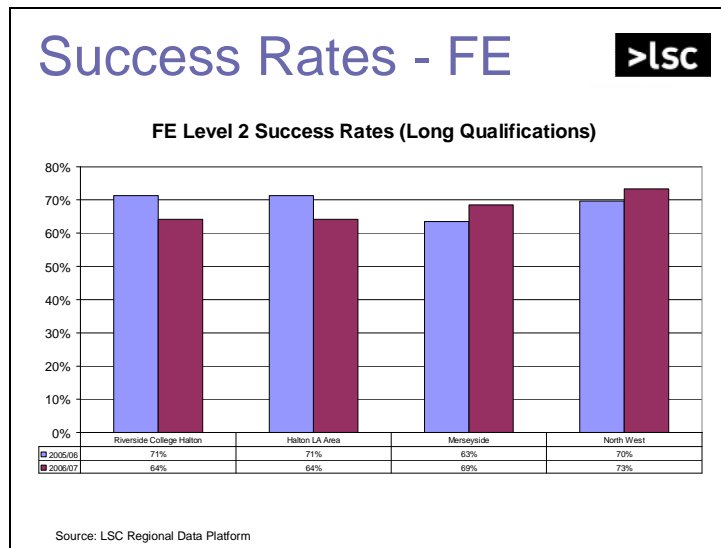
This slide gives quantitative data concerning A/AS achievement across post-16 providers in Halton.

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

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

Overall, at A/AS level, Halton students achieve below the England average in terms of point score per student, scoring on average a D grade per exam entry.

Slide 45



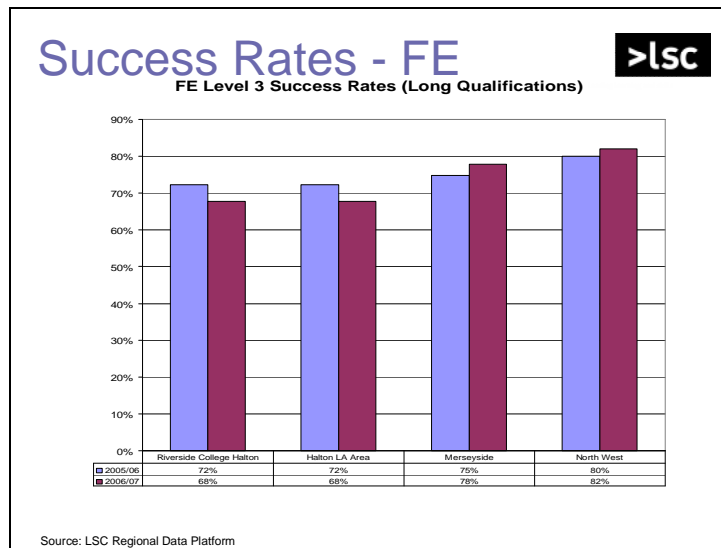
This slide gives success rates in Level 2 courses (broadly equivalent to 5xGCSEs.)

This slide compares only two years of data, so any conclusions drawn should be treated with caution.

Riverside College is a recently-merged general FE college.

Across the two years shown here results have dipped by 7 percentage points, in contrast to the steady increase in success rates shown across the Merseyside area generally and the North West as a whole.

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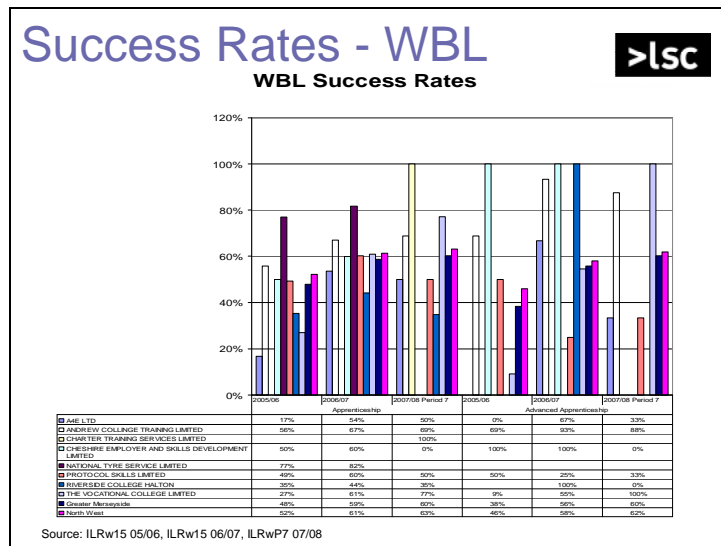


Again this slide shows just two years of comparative data, so caution is needed when drawing conclusions.

At Level 3 (broadly A Level) Riverside college performs below than the Merseyside or North West benchmarks.

Success rates have declined against last year's achievements.

These results require more analysis, given the history of the college and the limited data sets.



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

Halton success rates compare well to those in the North West and Merseyside.

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

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

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### Proportion Reaching Level 2 Threshold by age 19 by Area

Merseyside	2004	2005	2006	2007	2004-2007
England	66.4%	69.3%	71.4%	73.9%	7.5%
North West	64%	67%	70%	72%	8.6%
Merseyside	61%	64%	67%	70%	9.2%
Knowsley	45%	49%	53%	59%	14%
Liverpool	54%	57%	60%	64%	10%
St Helens	60%	64%	65%	68%	8%
Sefton	67%	72%	73%	76%	9%
Wirral	65%	67%	69%	71%	5%
Halton	55%	62%	62%	62%	7%


Source: Fisher Family Trust

#### Provider-Based Data

This slide shows that in 2007, 62% of people studying for a Level 2 qualification at age 19 were successful. The national figure is nearly 74%, suggesting that there is still progress to be made if Halton young people are not to be disadvantaged in comparison to their peers elsewhere.

The gap between the Halton success rate and the national average has grown wider over the last three years and Halton has the lowest rate of improvement of all Merseyside boroughs.

However, the statistics for this group must also be seen in terms of their starting point at age 16. Analysis of the Level 2 achievement rate amongst this same group at 16 would also show the added value given by their school or college in the intervening period.

Proportion Reaching the Level 3 Threshold by age 19 by Area 

	2004	2005	2006	2007	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%
Merseyside	35.7%	38.7%	39.4%	40.9%	5.2%
Knowsley	20.1%	21.6%	25.4%	28.0%	7.9%
Liverpool	29.5%	33.1%	32.8%	35.4%	5.9%
St Helens	36.9%	38.6%	39.2%	40.6%	3.7%
Sefton	42.5%	46.8%	45.1%	48.9%	6.4%
Wirral	41.0%	42.6%	44.4%	43.5%	2.5%
Halton	27.6%	34.7%	33.7%	33.5%	5.9%

Source: Fisher Family Trust

### Provider Based Data

This slide shows Level 3 attainment at age 19, set in comparison with the England average and more local comparators.

From this we can see that the gap between the Halton achievement rate and that for England and the North West has been maintained. Local Halton success rates actually declined slightly against 2006 achievements whilst the national figure rose by 1.4%.

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

# Summary

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Key Findings

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Issues & Actions **>lsc**

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