

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

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.

Schools/14-19 Partnerships



Data requested

16-18 Participation

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Slide 27

In-school Cohort Sizes

Establishment Name	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Grand Total
Alderman Kay School	18	13	9			40
Balderstone Technology College	189	213	207			609
Birtle View School	3	4	3	2	5	17
Brownhill School	11	10	7			28
Cardinal Langley Roman Catholic High School, Rochdale	181	183	197	90	62	713
Fallinge Park High School	228	235	236			699
Heywood Community High School	118	120	114			352
High Birch School	11	12	7	12	12	54
Hollingsworth High School	234	214	221			669
Innes School	1	5	3	1	8	18
Matthew Moss High School	176	178	178			532
Middleton Technology School	208	205	210			623
Oulder Hill Community School and Language College	226	238	258	66	57	845
Rydings Special School	9	17	12			38
Siddal Moor Sports College	198	211	198			607
Springhill High School	114	171	161			446
St Cuthbert's Roman Catholic High School, Rochdale	270	267	254	73	42	906
St Joseph's Roman Catholic High School, Heywood	98	99	104			301
The Queen Elizabeth School	140	158	157			455
Wardle High School	233	238	224	70	51	816
Total Cohort Rochdale	2,666	2,791	2,760	314	237	8,768

Source: PLASC 2006


This slide lists all Rochdale Secondary schools, including Special schools. The changes in the year on year group indicates that the decline in 16-18 learners will be less severe in Rochdale than elsewhere in Greater Manchester.

7 schools have increasing year group sizes.

6 schools have declining year group sizes.

7 schools have stable year group sizes.

In-school Cohort Sizes by Year & SEN Status



Rochdale Special Educational Needs status	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
No Special Provision	2,046	2,177	2,243	281	206	6,953
School Action	334	310	247	9	3	903
School Action Plus	173	187	168	8	1	537
Statement of SEN	113	117	102	16	27	375
Rochdale Total	2,666	2,791	2,760	314	237	8,768

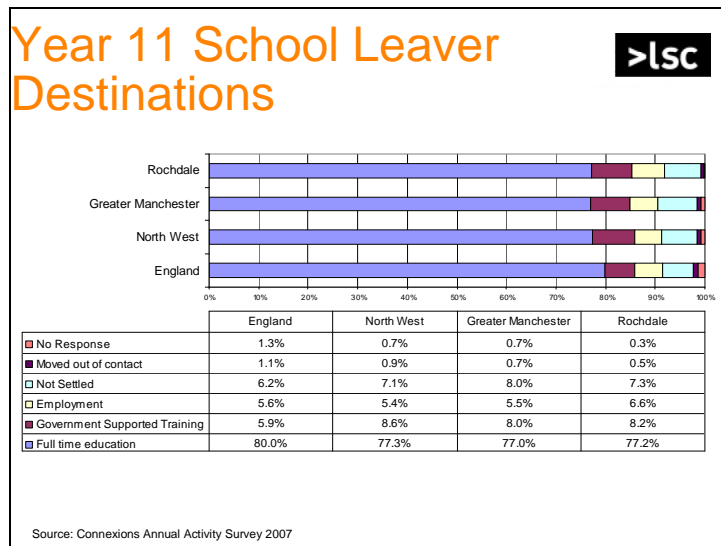
Source: PLASC 2006

The LA has relatively stable numbers of children who are the subjects of Statements of SEN and shows 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 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.



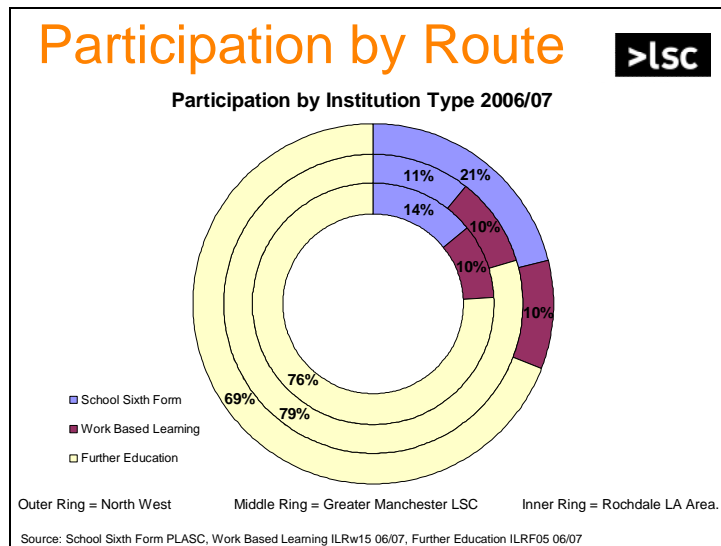
77.2 % of Rochdale school leavers moved into full time Further Education, broadly in line with the averages for both Greater Manchester and the North West as a whole.

Similarly, the percentage entering Government Supported Training were in line with both these comparators – slightly above the GM average, but below the overall figure for the North West. However, the figure is significantly higher than that for England as a whole – the national average for supported training is only 5.9%.

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

Higher than 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.

7.3% of school leavers are unsettled, suggesting that further support from the Connexions service and school-based careers staff is required.



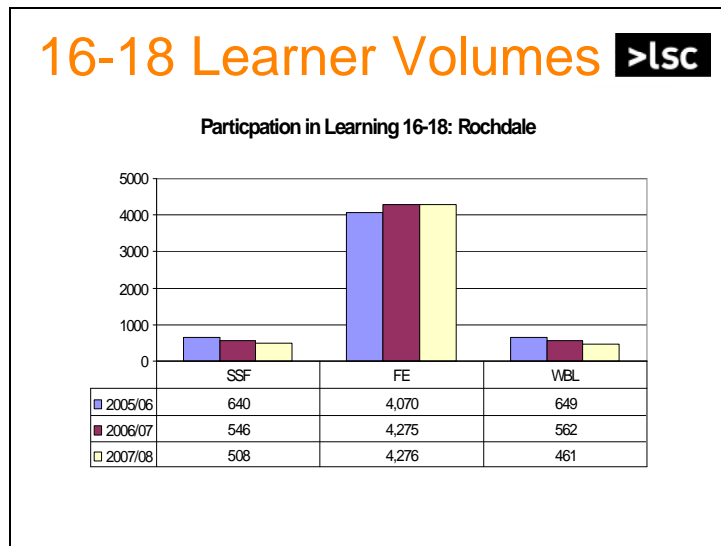
Please note: The information shown in the chart is institution-based. It does not represent Rochdale residents in learning. Local authorities will have responsibility for learners participating in provision delivered by providers located in their local authority district, not simply for learners resident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

The information on this slide should be read in conjunction with other data about travel to learn patterns and school sixth form provision.

The pattern of learning in Rochdale is not significantly different from that of the region or Greater Manchester.

Levels of work-based learning are identical to the level of provision in Greater Manchester and the region as a whole.

School sixth form provision reflects local admissions policies.



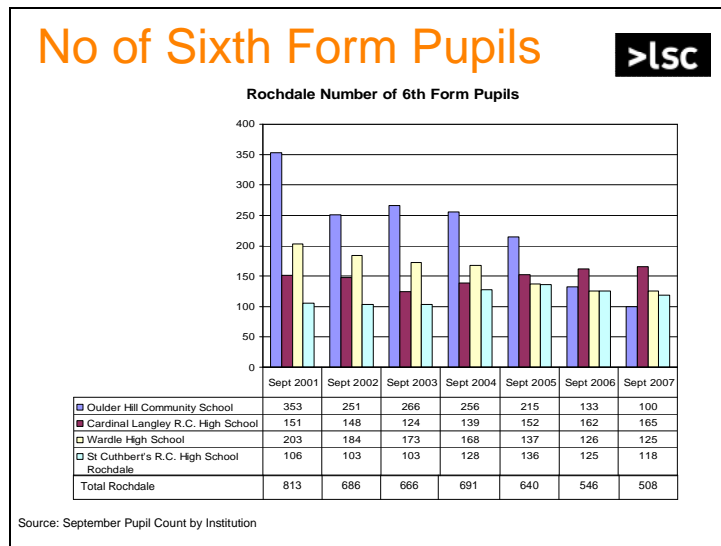
Please note: this slide displays residents of Rochdale in learning rather than volumes of learners in Rochdale institutions.

These figures suggest that enrolments in FE colleges have reached a plateau.

In addition, both work-based learning and school sixth form college numbers have fallen.

As cohort numbers for this period have not fallen, it is possible that the figures reflect greater numbers moving into employment (as shown on a previous slide.)

A question raised by these figures is the role and accessibility of IAG in Rochdale: are young people making informed decisions about what they do on leaving statutory education?



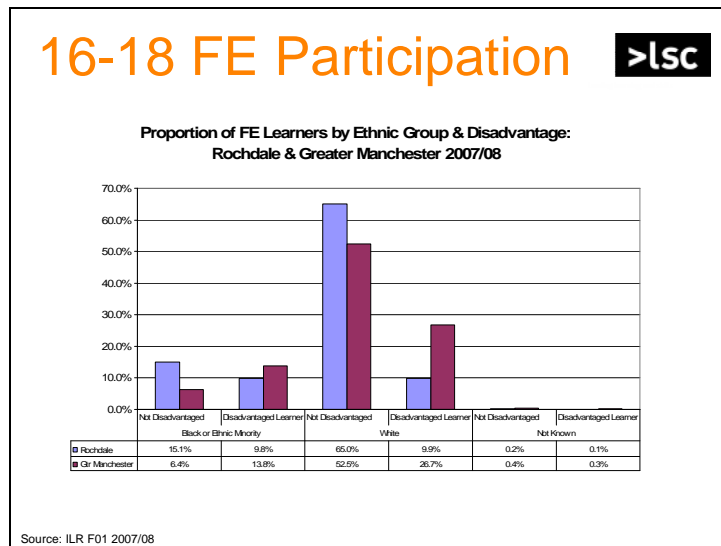
Institution based data

With one exception, Rochdale school sixth form numbers have declined steadily since 2004. Total pupil numbers in 2007 are 62% below 2001 levels.

Cardinal Langley R.C. High School has rebuilt its numbers, with enrolments now currently exceeding 2001 figures.

This general dip in numbers is not likely to be due to falling rolls cohorts, more probably reflecting cross-border enrolment in Oldham schools (see slide on Travel to Learn patterns.)

Further analysis of travel to learn arrangements may be helpful.



Resident based data

The Rochdale figures are in sharp contrast to the pattern of Disadvantaged/Black/Ethnic Minority enrolments found in Greater Manchester.

Within Rochdale, greater numbers of BEM students who do not meet the Disadvantaged criterion take up a college place than is the case in Greater Manchester – 15.1% as compared to only 6.4% in the GM area.

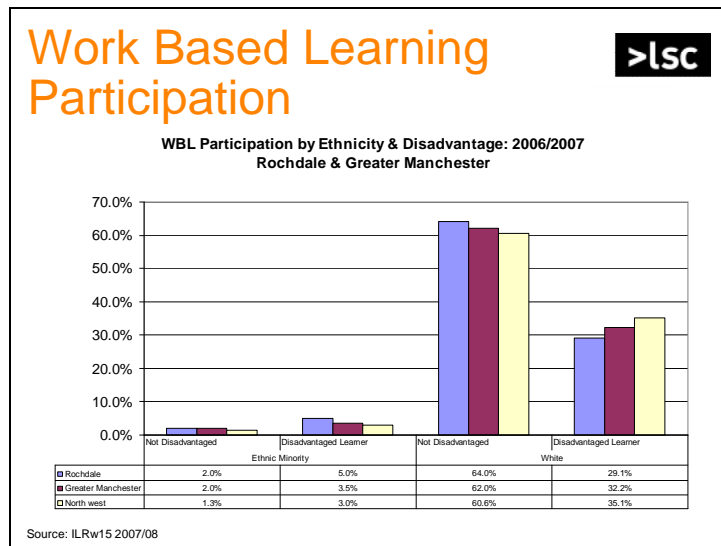
Significantly greater numbers of White non-disadvantaged students also take up a place in college - 65% as compared to the 52.5% in GM.

In keeping with this pattern, markedly less disadvantaged groups pursue FE than would be expected – only 9.8% of BEM, compared to 13.8% in Greater Manchester, and 9.9% White students, compared to 26.7% in GM.

This appears to show a much smaller level of participation in FE by BME disadvantaged learners in Rochdale. 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.

In both Rochdale and Greater Manchester as a whole, white learners without a disadvantage account for the highest proportion of total learners.



Residency based data

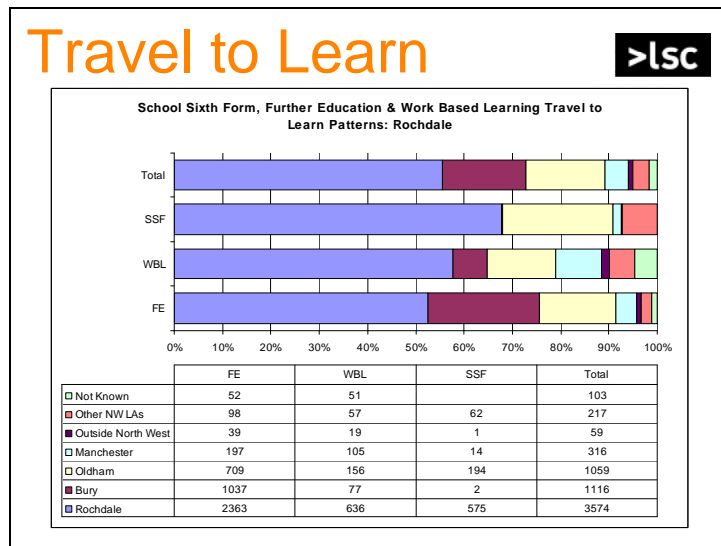
These figures must be seen in a wider context in order to have any meaning. As we stated at the start of this presentation..

7% of participants in work-based learning class themselves as BME and of these 5% are categorised as disadvantaged

64% of participants in WBL fall into the category of White non-disadvantaged, slightly higher than the Greater Manchester average of 62%.

A smaller percentage of disadvantaged White learners participate in WBL at 29% as opposed to 32% for Greater Manchester.

However, this data requires further analysis about sectors, types of learning programmes and initial individual attainment levels in order for any firm conclusions to be drawn.



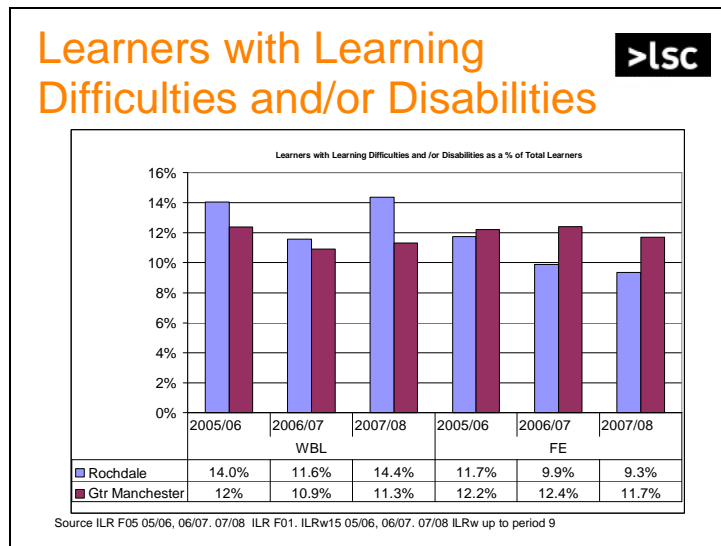
The majority (55%) of Rochdale residents aged 16-18 attend provision in Rochdale local authority district. This is a much lower percentage compared to most other Greater Manchester local authority areas.

Significant volumes of Rochdale learners cross borders to attend learning provision with Bury having the largest volume (17%) followed by Oldham (16%) and Manchester (5%)

This is well illustrated by Rochdale FE students, 23% of whom attend college in Bury and another 15.7% cross the boundary into Oldham.

Work-based learners are slightly more Rochdale-based but nearly 24% travel to work in Bury and Oldham and another 9.5% travel to Manchester.

School sixth form attendance is essentially a reflection of school admission decisions made at age 11. The largest group of sixth formers – 575 -are attending Rochdale schools, but another 194 travel to Oldham schools. (Around 23% of Rochdale students attend Bury or Oldham sixth form provision.)



This slide illustrates a significant difference in LLDD participation ranges between Rochdale residents and those living across Greater Manchester.

There is a clear and rising participation in work-based learning on the part of those with LLDD who live in Rochdale. This has been a pattern for the last three academic years.

In 2007-08, 14% of Rochdale LLDD students were involved in work-based learning, compared to 11% of GM LLDD students.

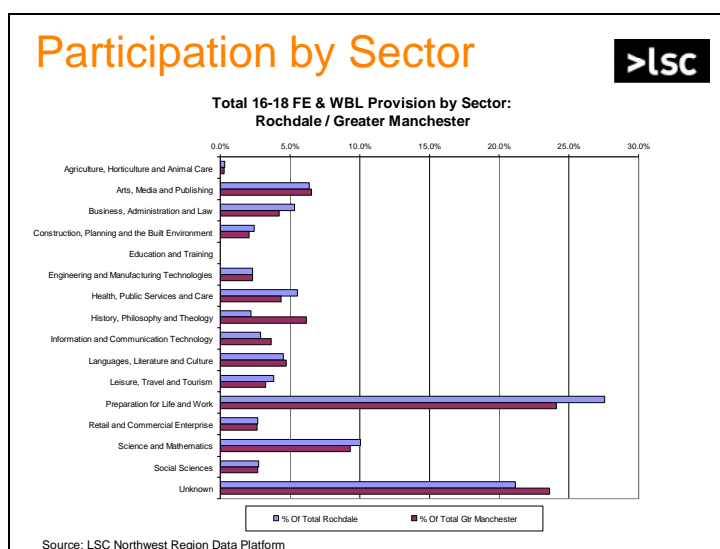
Whilst this situation warrants more analysis over the sector, the nature of the work, the length of time in employment, etc, the initial conclusion is that LLDD students have good access to WBL.

The converse appears to be happening in FE admissions and may be seen to be reinforcing the conclusions offered by a previous slide. This had suggested that disadvantaged Rochdale learners were not taking up places in FE.

The graph above shows a steady year-on-year decline in admissions to FE. This is in contrast to the general pattern in GM, although LLDD admissions across the GM area were slightly lower this year overall. The gap with GM has been maintained, however, rather than narrowed.

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%).

We also 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 Rochdale Resident Learners (not Rochdale institutions), therefore a direct comparison to the economic structure of Rochdale may not be appropriate – A comparison to the Greater Manchester could prove more useful.

The main point is illustrated by this slide is the large take up of courses concerned with Preparation for Life and Work.

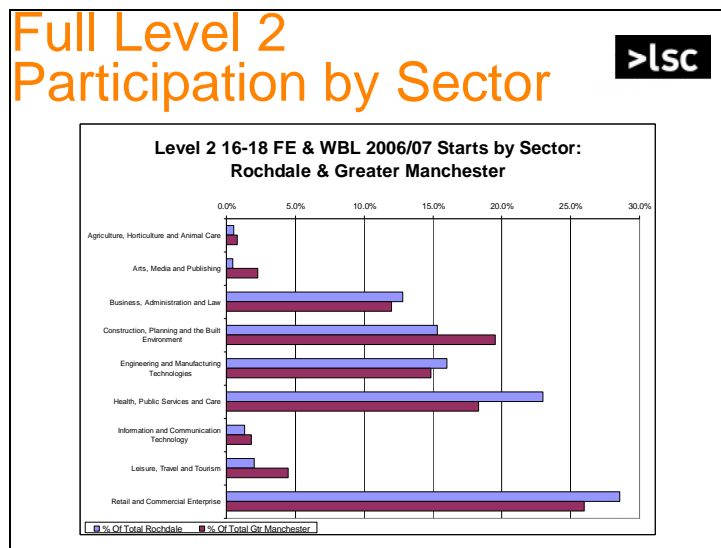
Whilst this may reinforce the previous slide concerning LLDD participation in work-based learning, it may also reflect on the overall GCSE success rate of the Rochdale area.

As we learnt at the start of this presentation, a lower proportion of the Rochdale workforce is qualified to Level 2 than across GM or England as a whole.

The large proportion of Unknown learning aims is a concern, although this is marginally less than is the case across the GM area. Given the overall level of achievement within the Rochdale area, however, there is a need for better recording and, possibly, better pre-entry advice.

Science Technology Engineering and Maths (STEM) careers are of clear interest to Rochdale learners, followed by Arts and Media, and Health

careers. All of these occupations have clear pathways within them that lead to Level 4 and professional status.



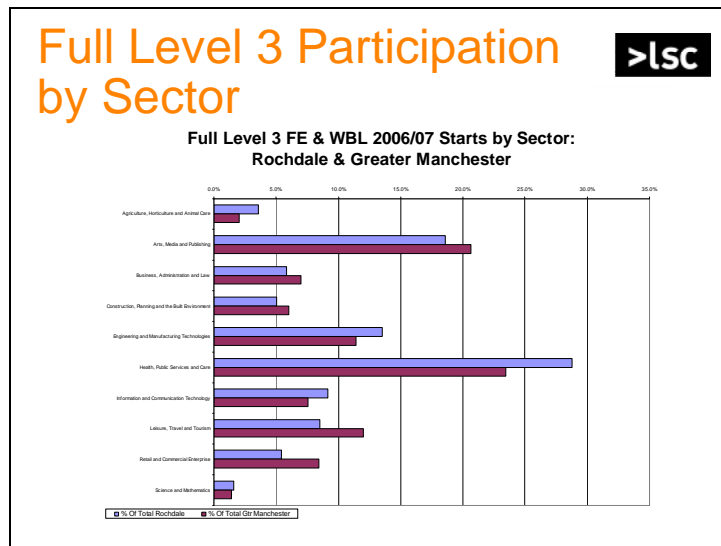
Residency based data

At Level 2, most learners come from the Retail and Commercial sector, in keeping with the general trend across the GM area.

Health, Engineering and Construction then follow. Numbers engaged in the latter are lower than across GM as a whole.

This pattern is typical for the GM area, but also reflects the fact that other career areas, such as Arts and Media or IT have entry points at Level 3 rather than Level 2.

The Government intends to increase the numbers of Apprenticeships available to young people, and has also announced a raft of new sector-related Diplomas. As both of these initiatives come on stream the pattern illustrated above may change as they begin to open up new pathways through a range of sectors.



Residency Based Data

This slide illustrates the wider options that are available to students in possession of or studying for a L3 qualification.


Level 2 learners are usually studying for employment in or are 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.

The three main areas of interest to Rochdale residents are Health, Arts and Media and Engineering. All three of these have Level 3 entry points that can lead on to professional qualifications although the creative and media sector is largely graduate-entry.

Level 3 choices are usually more considered and more indicative of an intention to stay in learning.

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
Rochdale	5,470	579	9.6%	449

Source: Connexions December 2007

The percentage of 16-18 year olds classed as NEET in Rochdale is higher than the Greater Manchester average and significantly higher than the North West or England figures.

The number of NEETs in the area is broadly comparable to just over two year groups in the largest local school: when the number of Not Known students is included, they are equivalent to the population of a 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%
Greater Manchester	3.9%	76.4%	4%	8.1%	-17%	31%	48%	5%
Rochdale	7.2%	69.5%	3%	9.6%	-18%	20%	47%	9%

Source: Government Office North West December 2007

There is a lower percentage of 16-18 year olds in learning in Rochdale than in Greater Manchester area, and significantly less than is the case across the North West and in England as a whole. The whereabouts of 7% of 16-18 year olds is unknown, compared to only 2.4% being in this category nationwide.

Almost 50% more Rochdale 16-18 year olds are classed as NEET than the England average.

The proportion of young people joining NEET from EET is slightly lower in Rochdale than for the rest of Greater Manchester and the North West. 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 47% in Rochdale 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



	% of 15 year old students achieving 5+ A*-C (and equivalent) including English and Maths GCSEs			
	2004	2005	2006	2007
Balderstone Technology College	24%	27%	32%	24%
Bankfield	N/A	N/A	N/A	N/A
Beech House School	60%	47%	40%	59%
Cardinal Langley Roman Catholic High School	48%	43%	36%	44%
Emmanuel Christian School	38%	50%	33%	67%
Falings Park High School	34%	22%	34%	43%
Heywood Community High School	21%	15%	25%	30%
Hollingworth Business and Enterprise College	44%	49%	49%	60%
Holy Family Roman Catholic and Church of England College	Not Applicable. School opened after January 2007			
Rochdale Average	35.90%	35.70%	36.90%	41.80%
England Average	42.60%	44.30%	45.30%	46.00%

Source: DCSF 2007

These two slides show the GCSE examination results in Rochdale schools.

High and Improving – Hollingworth Business and Enterprise College,
Oulder Hill Community School and Language College.

Stable – Matthew Moss High School
Middleton Technology School
Beech House School.

These two slides indicate a mixed picture within the Rochdale school system.

GCSE results are improving but are still below the England average.

In 2004 the gap between achievement in Rochdale and England was 6.7 percentage points. By 2007 that gap had narrowed to 4.2 percentage points.

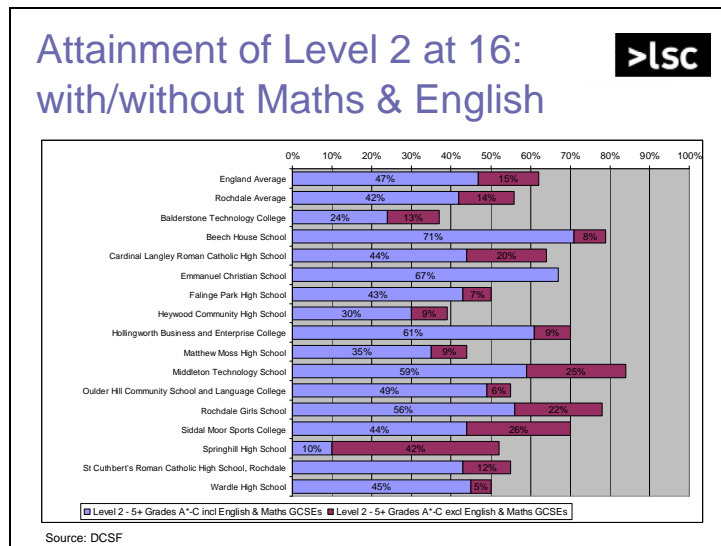
Across England the challenge is to ensure that every child gets the support they need to achieve this crucial benchmark, if not before 16, then after it. Without this foundation, young people will face major hurdles when they attempt to progress to Level 3 and beyond into HE.

GCSE Results 2004-2007



	% of 15 year old students achieving 5+A*-C (and equivalent) including English and Maths GCSEs			
	2004	2005	2006	2007
Matthew Moss High School	33%	38%	34%	35%
Meadows - Green Corns	N/A	N/A	N/A	N/A
Middleton Technology School	59%	60%	49%	59%
Moorgate	N/A	N/A	N/A	N/A
Oulder Hill Community School and Language College	43%	42%	50%	49%
Rochdale Girls School	N/A	N/A	N/A	44%
Siddal Moor Sports College	38%	38%	34%	44%
Springhill High School	10%	20%	15%	10%
St Anne's Academy	Not Applicable. School opened after January 2007			
St Cuthbert's Roman Catholic High School, Rochdale	39%	38%	41%	43%
Wardle High School	42%	42%	49%	44%
Rochdale Average	35.90%	35.70%	36.90%	41.80%
England Average	42.60%	44.30%	45.30%	46.00%

Source: DCSF 2007




Attainment of Level 2 at 16 including English and Maths is generally mixed with many schools achieving 40% with the exception of Balderstone Technology College, Heywood Community High School, Matthew Moss High School and Springhill High School.

Achievement at Level 2 with English and Maths usually leads to better levels of retention, more achievement at Level 3 and associated progression to higher level courses. These learners have the necessary foundation skills and are able to make the jump from Level 2 to Level 3.

There are some young people in Rochdale that achieve Level 2 at age 17. However, this can still lead to a high drop out rate age 17 due to the lack of achievement in GCSE English & Maths.

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.

**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
Rochdale Average			593.5	189
LSC Average			717	204
England Average			731.2	207.5
Cardinal Langley Roman Catholic High School	156	63	800.7	202.2
Hopwood Hall College	2866	463	523	190.2
Oulder Hill Community School and Language College	137	65	642.5	172.6
St Anne's Academy	Not Applicable. School opened after January 2007			
St Cuthbert's Roman Catholic High School, Rochdale	123	48	707.5	169.4
Wardle High School	127	53	799.5	203.7

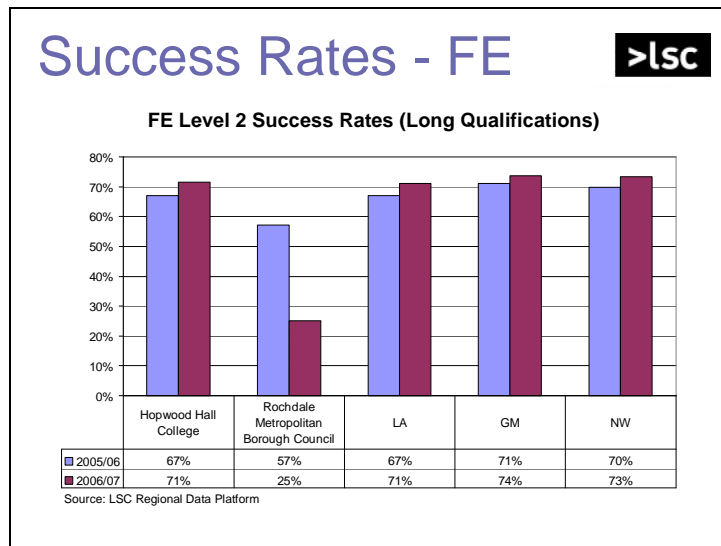
Source: DCSF

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 Manchester achieve 189 points per exam entry, which is just above a D grade per entry.

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

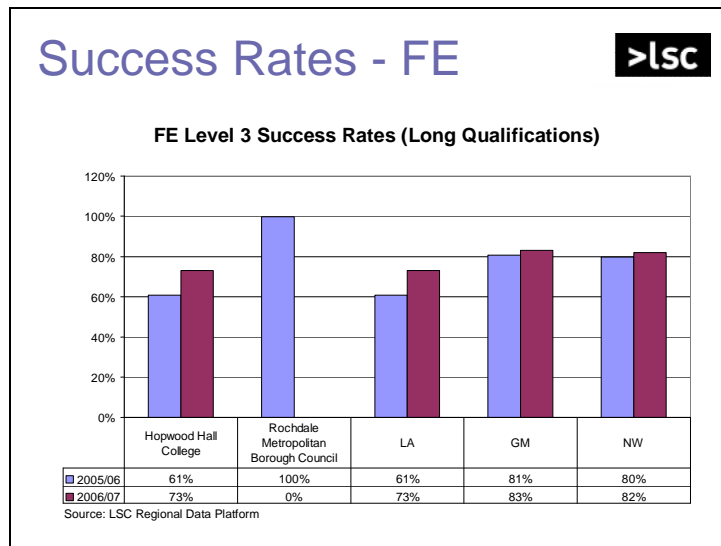


This slide compares only two years of data, so any conclusions drawn should be treated with caution.

Hopwood Hall College Level 2 success rates are slightly below results for both the North West and Greater Manchester in 2005-06.

By 2006-07, the college had closed the gap slightly, increasing its success rates by 4% against the GM and North West increase of 3%

Community Education success rates were significantly lower than all other comparators in 2005-06 and fell dramatically in 2006-07. This apparent sudden change warrants further investigation in order to set this situation in context.



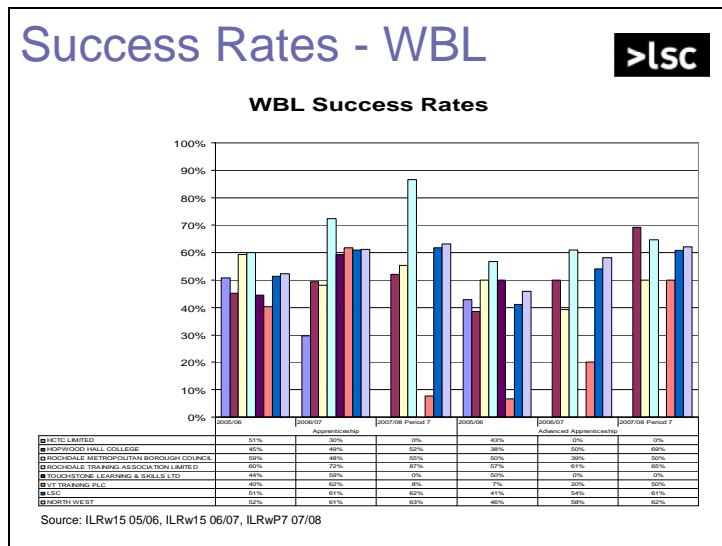
Again this slide shows just two years of comparative data, so caution is needed when drawing conclusions.

Level 3 qualifications are the gateway to higher-level qualifications and a number of careers. The Leitch Review and current Government HE policy are anxious to raise the numbers of people in possession of a Level 3 and Level 4 qualification.

The 2005-06 college results do not compare well with either the Greater Manchester or the North West average scores.

As in the previous slide, however, by 2006-07, the college had closed the gap significantly, achieving a notable 12% increase in Level 3 success rates. In comparison, the GM and North West scores have begun to plateau.

No clear commentary can be offered on the Community Education scores without more information, primarily details of student numbers in each year.



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

This slide should be treated with caution as the numbers of apprentices are small in many cases and data is incomplete.

Overall, the figures suggest that apprenticeship success rates are rising.

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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 proportion of Rochdale students achieving Level 2 by age 19 is increasing, and has risen by nearly 10 percentage points between 2004-07. This is greater than the national rate of change over the same period.

However, only 64 % of Rochdale 19 year olds are in possession of a Level 2 qualification, compared to the GM figure of 71.4%. This in turn is below the national average of 73.9%. Only two other local boroughs have lower success rates.

As with all data, this slide needs to be considered alongside other measures. The “distance travelled” by these young people since age 16 should be taken into account, as relatively few of their cohort are likely to have achieved Level 2 at age 16.

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

Some 34% of Rochdale students achieve Level 3 by age 19, a rise of 6% between 2004-07.

However, this compares badly with national (48%) and North West (44.6%) success rates. The gap between Rochdale's scores and the North West and England rates has never closed.

This and the previous slide are linked in terms of the questions that they pose about school-based attainment and the curriculum offer available to young people.

Summary

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Key Findings

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Issues & Actions

