

Slide 3

Policy Context

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Leading learning and skills

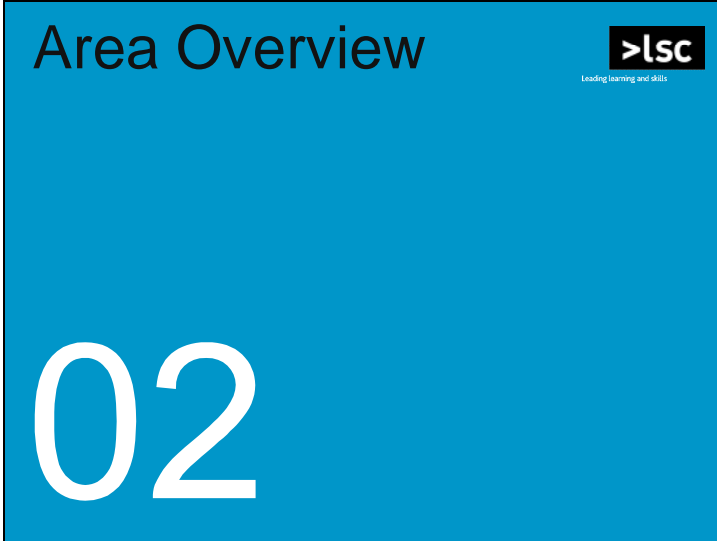
01

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



Area Overview

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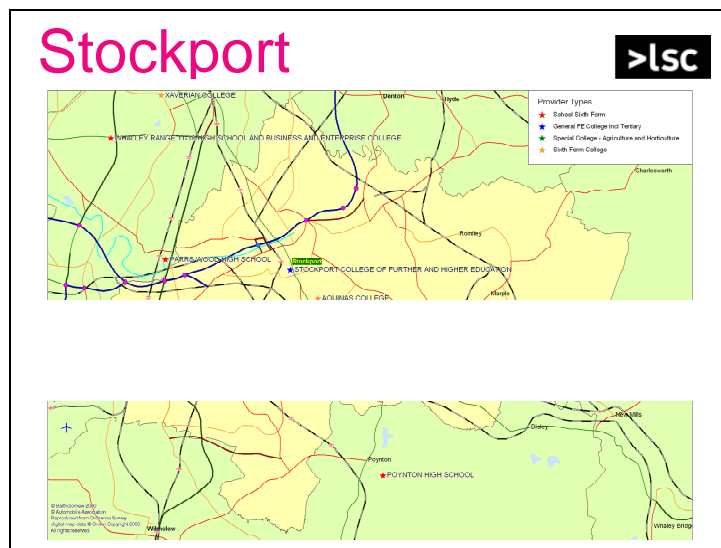
02

The slide features a solid blue background. In the top left corner, the text "Area Overview" is written in a white, sans-serif font. In the top right corner, there is a logo consisting of a white right-pointing chevron followed by the lowercase letters "lsc" in white, all contained within a black rectangular box. Below the logo, the tagline "Leading learning and skills" is written in a smaller, white, sans-serif font. In the lower-left quadrant of the slide, the number "02" is displayed in a large, white, sans-serif font.

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.

16-18 Infrastructure 
Leading learning and skills

03



The Stockport area is shaded the lighter colour.

The map includes all schools with sixth forms, sixth form colleges and FE colleges both within the Borough and in the surrounding area.

WBL providers have not been included because the actual location of the provider is less important as the majority of learning takes place at the employer site. The WBL provider may be located in the Borough but the employer site could be outside of the Borough boundaries.

16-18 Participation

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04

Slide 26

In-school cohort sizes


Establishment Name	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Grand Total
Avondale High School	102	158	124			384
Bramhall High School	284	321	318			923
Castle Hill High School	27	30	30			87
Cheadle Hulme High School	223	284	268			775
Harrytown Catholic High School	161	161	151			473
Hazel Grove High School	261	273	287			821
Heaton School	7	11	3	4	10	35
Marple Hall School - A Specialist Language College	293	323	339			955
Offerton High School	171	229	205			605
Priestnall School	263	279	301			843
Reddish Vale Technology College	272	304	285			861
Royal Schools for The Deaf and Communication Disorders	3	8	1	7	7	26
St Anne's Roman Catholic High School, Stockport	142	142	152			436
St James' Catholic High School - A Specialist Humanities College	150	154	150			454
St John Vianney School	16	27	16			59
Stockport School	192	214	227			633
The Kingsway School	305	321	311			937
Werneth School	227	289	286			802
Windhurst School	8	6	8			22
Total Cohort Stockport	3,107	3,534	3,462	11	17	10,131

Source: PLASC 2006

This data shows young people in Stockport schools in 2006.

The table illustrates how the projected 12.7% decline in the cohort population by 2015 is already evident with cohort sizes diminishing between Year 11 and 9 in 13 out of 19 schools in Stockport.

In-school cohort sizes by year & SEN status



Stockport Special Educational Needs status	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
No Special Provision	2,518	2,821	2,839			8,178
School Action	325	372	332			1,029
School Action Plus	117	162	146			425
Statement of SEN	147	179	145	11	17	499
Stockport Total	3,107	3,534	3,462	11	17	10,131

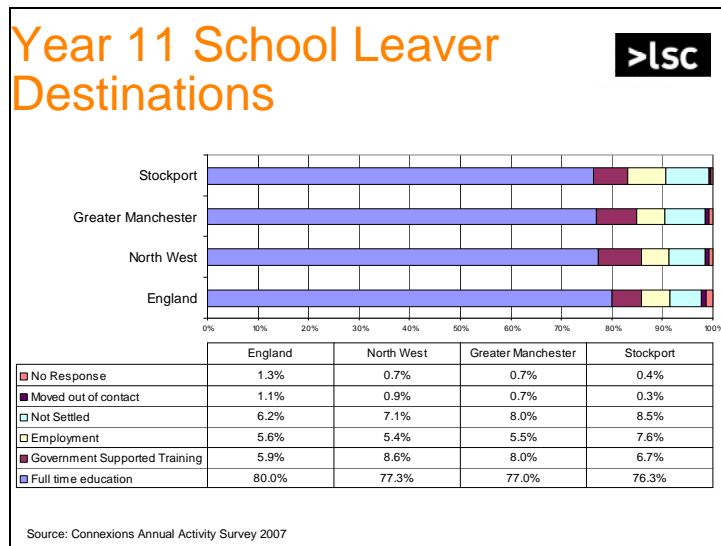
Source: PLASC 2006

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.



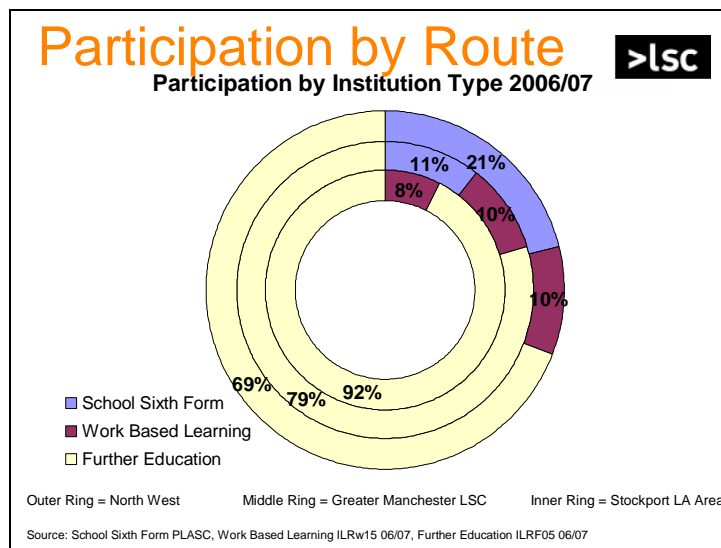
76.3% of young people in Stockport were in full time education in 2007. This is a lower rate than that for Greater Manchester, the North West and England.

There are also fewer young people from Stockport compared to the average for Greater Manchester and the North West engaged in Government Supported Training. 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 11 pupils.

A higher proportion of school leavers from Stockport entered employment which indicates that jobs are readily available although the quality and career options associated with these jobs are unknown.

Of concern, is the 8.5% of young people who are not settled. Whilst this may be a short term situation, for some however, it could lead to them not maximising their potential.

There is an issue in the large proportion of learners choosing full time education compared to other forms of learning. 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.



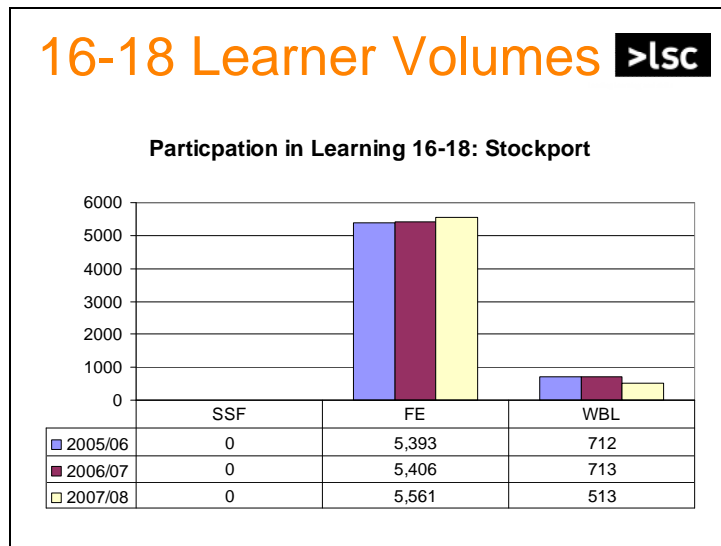
Please note: The information shown in the chart is institution-based. It does not represent Stockport residents in learning. Local authorities will have responsibility for learners participating in provision delivered by providers located in their local authority district, not simply for learners resident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

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

The most immediate difference between Stockport and Greater Manchester is that there is no school sixth form provision located in the Borough.

As a consequence the proportion for FE which includes Sixth Form Colleges is extremely high at 92%. The highest of any Greater Manchester local authority area.

As was evident from the previous slide there is lower participation in work-based learning and this could be due, in part, to the low numbers of work-based learning providers located within Stockport.



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

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

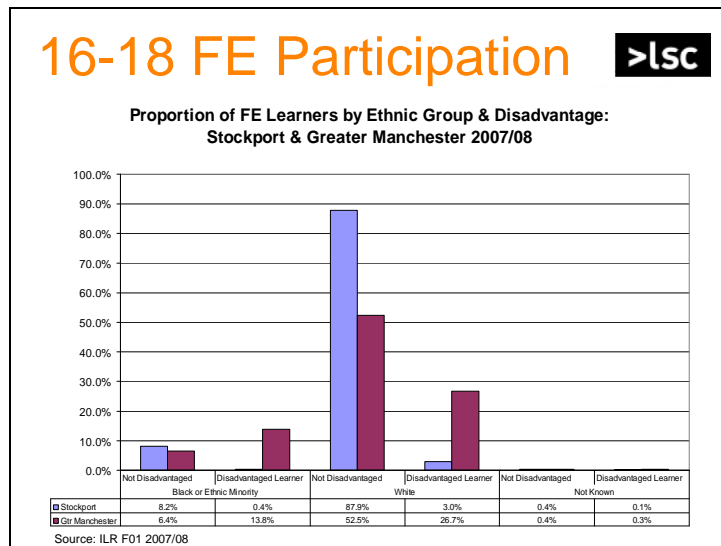
There are no school sixth form learners from Stockport in learning at a school sixth form located in Stockport as there are no 11-18 schools in the Borough

Clearly the vast majority of learners are engaged in FE (including Sixth Form Colleges)

The volume of learners in FE has increased by 3% over the three year period.

Work-based learning volumes were static for 2005/06 and 2006/07. Data for 2007/08 is from period 7 and therefore is not a full years figure.

The lack of data available for School Sixth Form for 2007/08. (note: the data shown for 2007/08 FE & WBL are initial volumes, not full year's data).



Resident based data

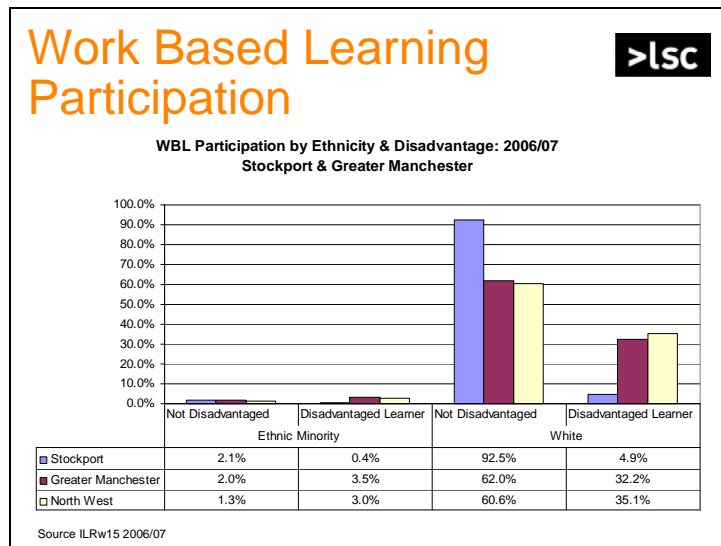
Of the total number of learners aged 16-18 in FE, the proportion who are from a **Black or Minority Ethnic group AND from a disadvantaged background** in Stockport is 0.4 per cent, much lower than the Greater Manchester Average (13.8%).

Conversely, the proportion of FE learners from a **white ethnic group without a disadvantage** is 87.9 per cent, significantly higher than the Greater Manchester rate of 52.5 per cent.

8.2% of FE learners are from a BME non-disadvantaged background which is above the Greater Manchester figure of 6.4%

This appears to show a lower level of participation by BME disadvantaged learners in Stockport in FE. 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.



Residency based data

The chart illustrates the differences in WBL participation by BME and white groups, both in Stockport 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 Stockport make up 2.5 per cent of total WBL participation compared to 8.6 per cent of FE participation.

White learners without a disadvantage make up 92.5 per cent of total 16-18 apprenticeship learners, compared to 62 per cent in Greater Manchester.

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

Further Education & Work Based Learning

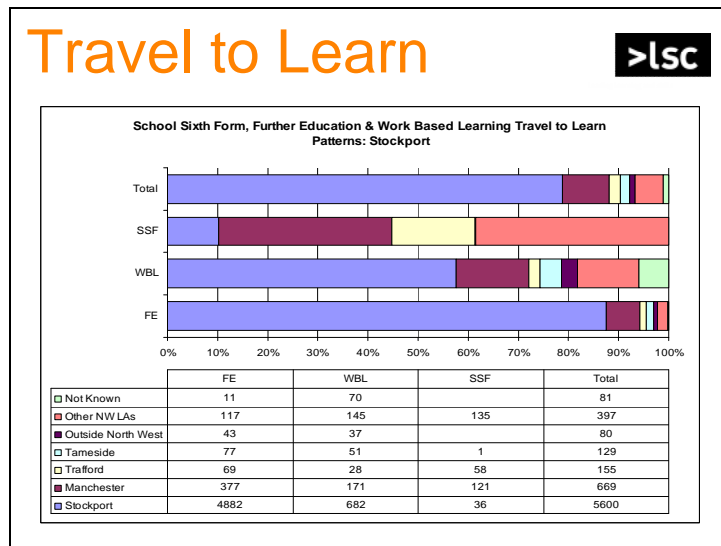


WBL participation:

Disadvantaged learners from an ethnic minority make up 0.4% of the total number of starts compared to 3.5% for GM and 3% for NW

FE participation:

Disadvantaged learners from an ethnic minority make up 0.4% of all Stockport learners compared to 13.8% for GM



This slide shows that the majority (79%) of Stockport resident learners aged 16-18 attend provision in Stockport local authority district.

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

Manchester is the most popular out of area destination for Stockport 16-18 learners, not surprising considering the transport connections.

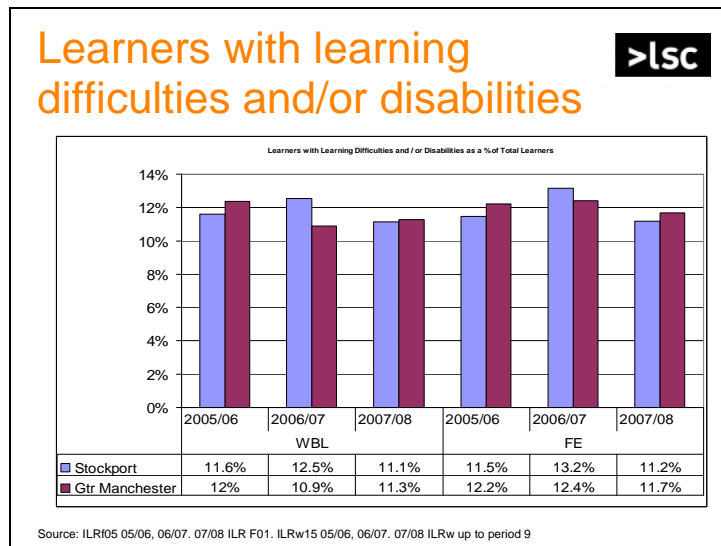
Nine per cent of the cohort travel to Manchester, the majority (56%) to access FE provision.

The other two largest importers of Stockport learners are the neighbouring areas of Trafford and Tameside.

Work-based learners show significantly greater dispersal from Stockport considering the relatively small numbers of young people involved.

80 Stockport learners travel out of the North West to access learning.

Of concern are the 81 young people that have the location of their learning recorded as unknown, of which 86% are in WBL provision. This may indicate data recording issues.



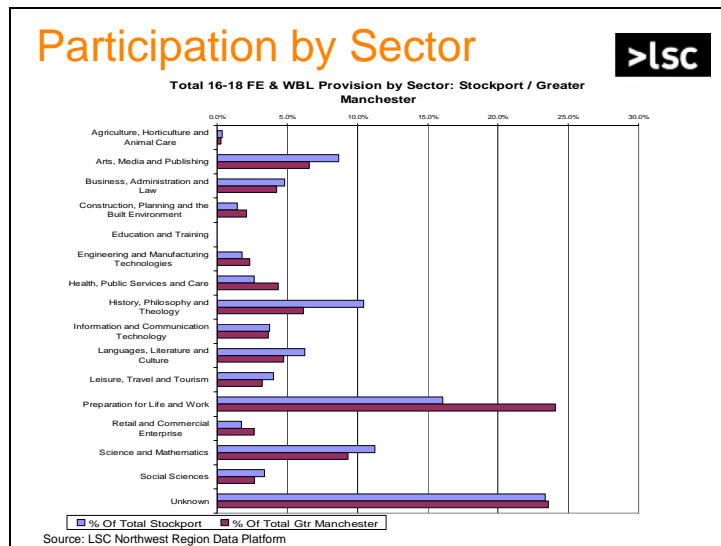
This slide suggests that the numbers of Learners with Learning Difficulties and/or Disabilities in Stockport is broadly in line with that found in the Greater Manchester area.

Figures for those in WBL and FE are very close to the Greater Manchester rates and were above the sub-regional average in 2006/07.

This encouraging profile warrants further investigation in terms of sector and type of provider including any specialist services they may be able to provide.

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 NW 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 the slightly higher participation of Manchester LLDD in WBL may shed some light on good practice which can be shared elsewhere in the region.



Note: data shown is for Stockport Resident Learners (not Stockport institutions), therefore a direct comparison to the economic structure of Stockport 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, Stockport 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 Stockport economic structure, and comparing it to the information in this slide would suggest that there is a significant gap in Retail and Commercial Enterprise provision. This is not necessarily the case as Stockport residents could be catered for in this sector subject in a different local area.

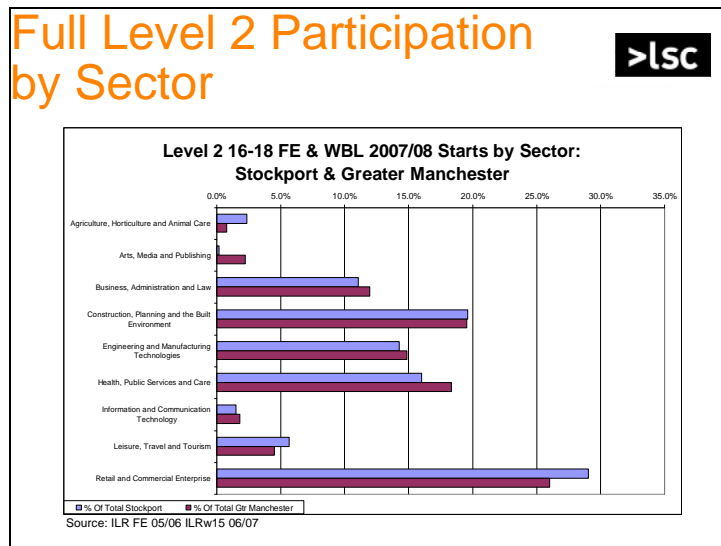
The other side of this argument is to consider what contribution the different sector subject areas delivered to Stockport residents are making to the Greater Manchester economy.

The slide indicates the much lower proportion of Stockport residents engaged in Preparation for Life and Work provision compared to the volume for Greater Manchester. This reflects the performance at GCSE as will be discussed later.

There are also greater volumes engaged in traditional academic subjects including Arts, Media & Publishing, Science & Maths, History, Philosophy & Theology and Languages, Literature and Culture than in Greater Manchester as a whole. This

suggests learners are studying courses that could lead to HE engagement rather than entering work following their 16-18 period of learning.

Of 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 almost 25% requires attention.



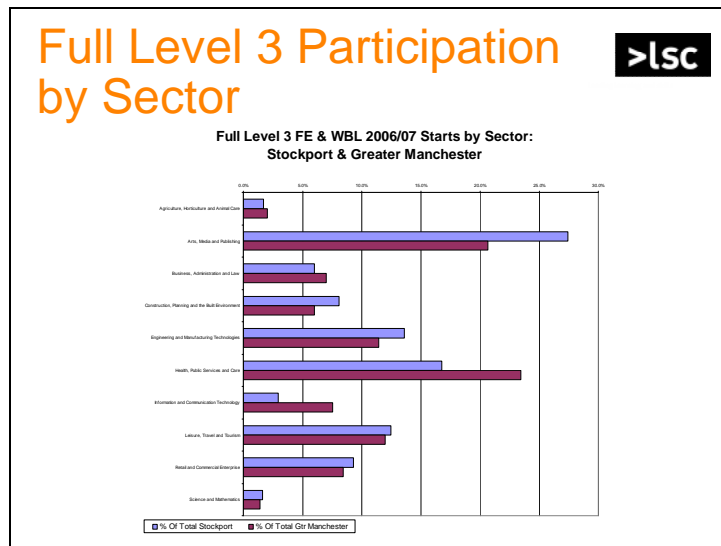
Residency based data

This slide supports previous information concerning the economic structure of Stockport, showing as it does strong retail and commercial provision.

At Level 2, the highest proportion of FE / WBL learners aged 16-18 (and who are Stockport residents) are studying in this sector/subject area.

Other sectors which are drawing in learners are Health, Public Services & Care, Construction, Planning & the Built Environment, Engineering and Manufacturing Technologies and Business Administration & Law.

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 Arts, Media and Publishing. Nearly 30% of FE and WBL students chose this sector, perhaps reflecting Stockport's proximity to Manchester's established and expanding creative and media industry. Entry to most careers in the sector is normally at Level 4.

Health, Public service and Care continue to be of interest to large numbers of students, with over 15% studying in this sector.

In both cases, the local data is at variance to the Greater Manchester figures, with a significantly greater proportion of Stockport students pursuing their studies in the creative sector.

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

NEET Volumes



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
Stockport	10,576	741	6.5%	245

Source: Connexions December 2007

The volumes here provide perspective to the next table.

The key points to notice at this stage are the 6.5% of young people recorded as NEET, compared to the GM average of 8.1% and the NW average of 7.7%. In addition there are a further 245 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%
Stockport	2.2%	79.9%	7%	6.5%	-23%	30%	46%	15%

Source: Government Office North West December 2007

Notable points:

Stockport’s higher participation rate compared with Greater Manchester.

The lower NEET rate, compared with the conurbation, region and England.

The low percentage of young people not known to Connexions. (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.

A high rate of reduction in NEET compared with GM, the North West and England


The much higher degree of churn, with people entering and leaving NEET at lower rates than in Greater Manchester overall. This may indicate that jobs are readily available, but also that the jobs aren’t necessarily high quality. It also suggests there may be retention issues.

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.

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
Bramhall High School	66%	65%	60%	67%
Cheadle Hulme High School	50%	49%	57%	54%
Cheadle Hulme School	98%	98%	96%	N/A
Covenant Christian School	71%	100%	100%	100%
Harrytown Catholic High School	61%	52%	49%	51%
Hazel Grove High School	46%	43%	50%	56%
Hillcrest Grammar School	84%	83%	79%	73%
Hulme Hall Grammar School	35%	65%	55%	58%
The Kingsway School	56%	60%	58%	60%
Marple Hall School - A Specialist Language College	54%	48%	55%	54%
Offerton High School	30%	30%	38%	33%
Priestnall School	57%	54%	61%	63%
Ramillies Hall School	N/A	N/A	N/A	33%
Reddish Vale Technology College	32%	32%	36%	36%
St Anne's Roman Catholic High School, Stockport	36%	38%	58%	45%
Stockport Average	45.20%	45.20%	49.90%	50.20%
England Average	42.60%	44.30%	45.30%	46.00%

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

High and Improving – Cheadle Hulme High, Covenant Christian School, Hulme Hall Grammar School

High and Stable – Bramhall High School, Priestnall School.

Low and Improving – St Anne's RC High School

There is a strong base from which to continue to improve.

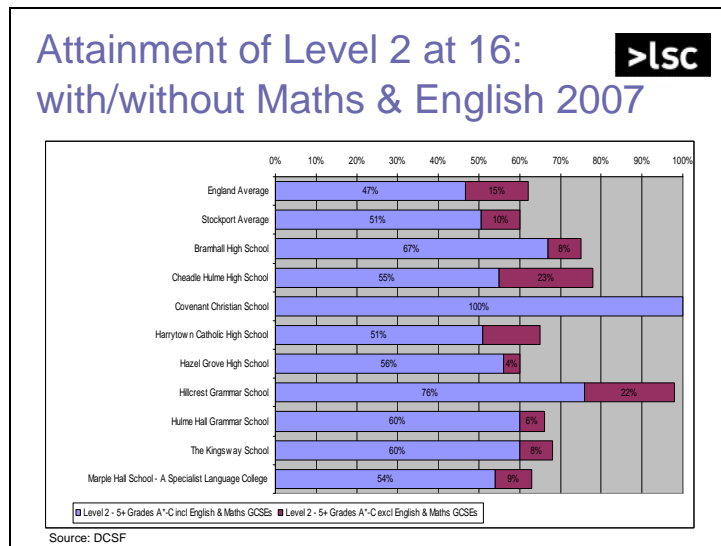
There has been an improvement in 5 percentage points between 2004 and 2007 compared to 3.4 percentage points for England.

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
St James' Catholic High School - A Specialist Humanities College	48%	57%	66%	59%
Stockport Academy	Not Applicable. School opened after January 2007			
Stockport Grammar School	98%	99%	98%	N/A
Stockport School	41%	46%	49%	52%
The Together Trust	0%	0%	0%	0%
Werneth School	36%	28%	36%	41%
Special Schools				
Castle Hill High School	0%	0%	3%	0%
Stockport Average	45.20%	45.20%	49.90%	50.20%
England Average	42.60%	44.30%	45.30%	46.00%

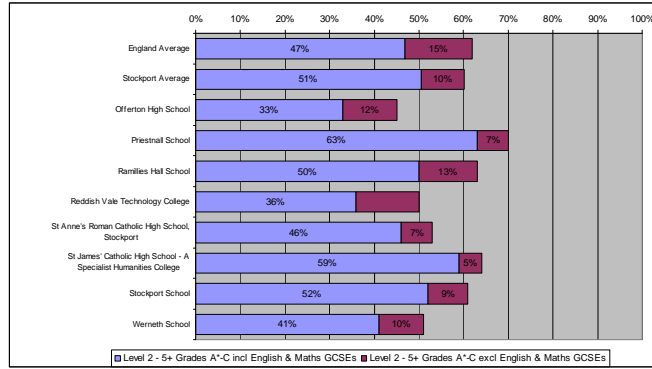



Level 2 including English and Maths is extremely important in terms of progression to Level 3. The positive performance of Stockport learners places young people in the area at a considerable advantage in relation to their peers.

There are significant differences in performance between the schools listed here although all but 2 schools in Stockport are above the 40% target.

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.

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



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
Stockport Average			708.2	199.5
LSC Average			717	204
England Average			731.2	207.5
Aquinas College	1797	772	869.8	199.1
Cheadle and Marple Sixth Form College	2426	864	607.2	194.5
Cheadle Hulme School	235	111	1066.1	235
Stockport Academy	Not Applicable. School opened after January 2007			
Stockport College	2141	454	625.7	210.3
Stockport Grammar School	272	123	885.5	237.3

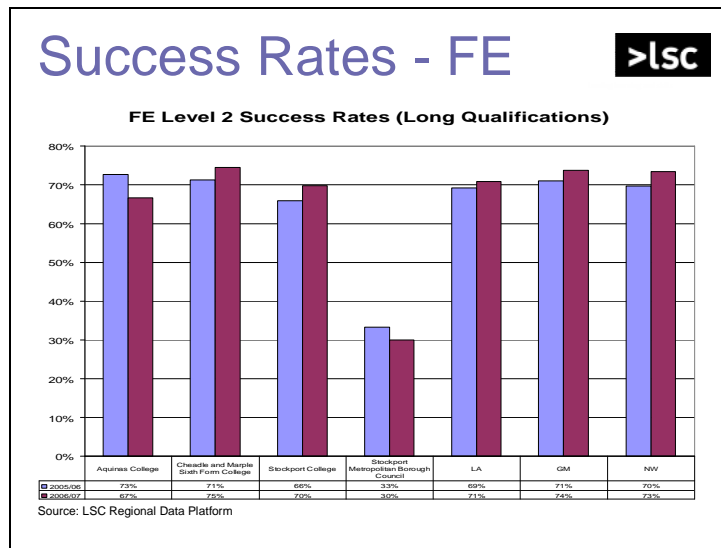
Source: DCSF

The points scores refer to the QCA methodology for scoring achievement at Level 3.

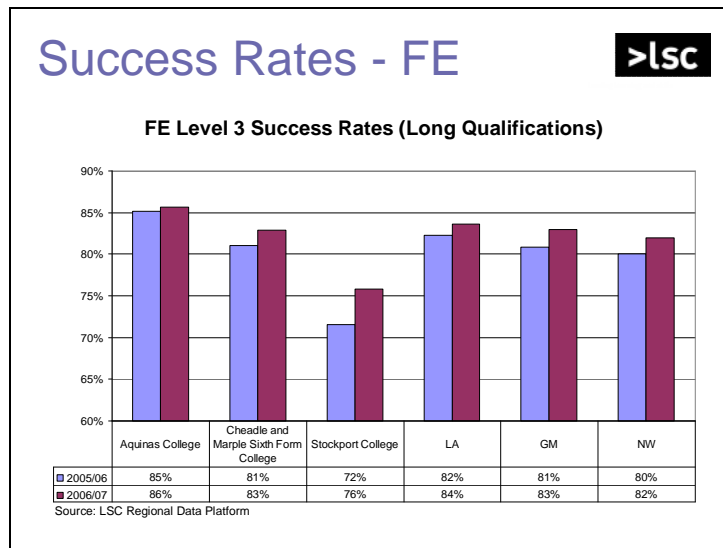
In respect of A-levels, learners achieve 270 points for a grade A, and the scale goes down in steps of 30 to 150 points for a grade E.

On average, young people from the sixth-form colleges in Stockport achieve 199.5 points per exam entry, which is just below 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).

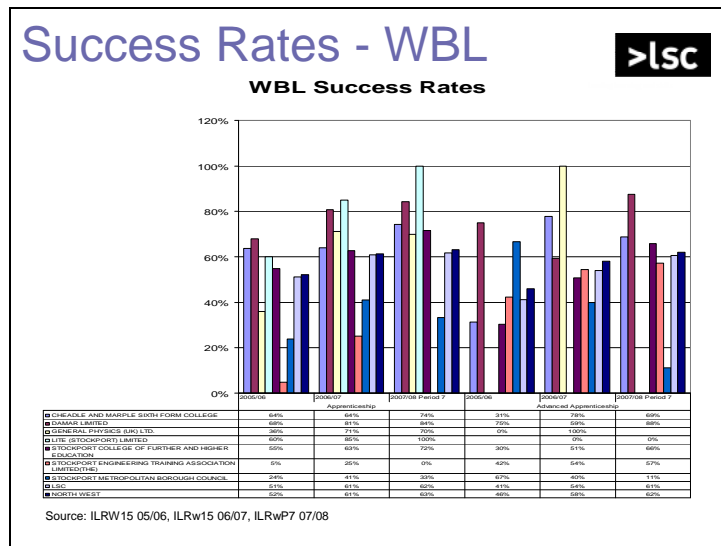


FE Full Level 2 Success Rates in Stockport (institutions) have been lower than the Greater Manchester and North West averages for the past 2 years. Success rates by provider are mixed, but improving at Cheadle and Marple Sixth Form College and Stockport College but falling at Aquinas College.



FE Full Level 3 success rates in Stockport (institutions) are higher than the Greater Manchester and North West rates.


All three providers have improved success rates over the two year period.



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

Apprenticeship success rates in Stockport have generally shown improvements in the past three years but are erratic.

Advanced Apprenticeships have generally lower success rates, but have displayed a similar increase across the period.

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

This slide shows that in 2007, 73% of 19 year olds had achieved the Level 2 qualification. The national figure is nearly 74%, suggesting that progress in Stockport is similar to that of the nation.

The improvement since 2004 is just 2 percentage points, the lowest in Greater Manchester. However, this figure has to be seen in context. The Stockport area had one of the highest rates of achievement at age 16.

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



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

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 that Stockport is above all comparator area level of achievement and increased by 3.3 percentage points between 2004 and 2007.

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**