





Slide 3

Policy Context

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## 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.



























have more data which can be shared with students (and their parents?) through careers education activities.
















16-18 Participation

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## In-school Cohort Sizes



Establishment Name	Yr9	Yr10	Yr11	Yr12	Yr13	Grand Total
Birchwood Community High School	182	179	179			540
Bridgewater High School	298	300	307	96	80	1081
Cardinal Newman Catholic High School	139	150	133			422
Chageley School	12	12	11			35
Culcheth High School	219	203	213	78	52	765
Fox Wood Special School	4	3	8	4	6	25
Grappenhall Hall School	19	18	21	1	3	62
Great Sankey High School	337	300	314	141	122	1214
Green Lane Community Special School	23	17	14			54
Lymm High Voluntary Controlled School	310	313	307	207	200	1337
Padgate Community High School	136	134	167	47	41	525
Penketh High School	232	244	261	65	42	844
Sir Thomas Boteler Church of England High School	131	147	136			414
St Gregory's Catholic High School	190	192	189			571
William Beamont Community High School	210	217	235			662
Woolston Community High School	165	174	202	61	21	623
<b>Total Warrington</b>	<b>2607</b>	<b>2603</b>	<b>2697</b>	<b>700</b>	<b>567</b>	<b>9174</b>

Source: PLASC 2006

These slides give a picture of school cohorts across Warrington, including special schools.

Warrington has a mixture of community, voluntary controlled and voluntary aided schools.

Some are 11-16 schools, others are 11-18.

There is one single sex independent school.

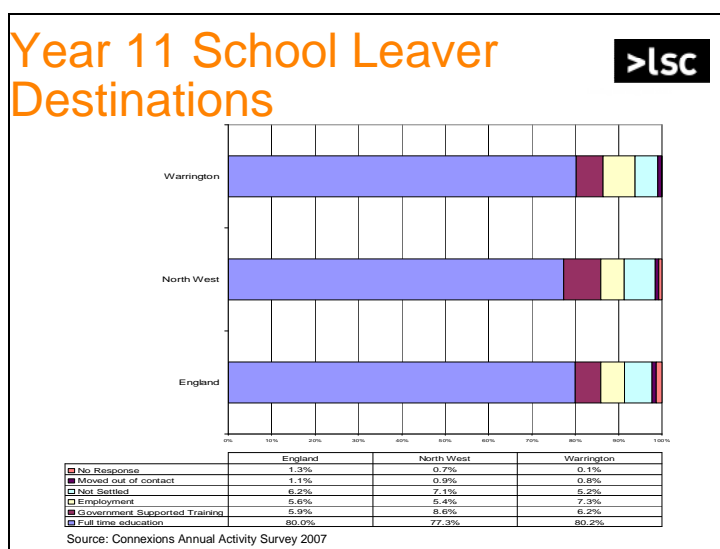
The table illustrates that despite the projected 8.5% decline in the cohort population by 2015, year groups are reasonably stable at this point.

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

Warrington Special Educational Needs status	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
No Special Provision	2127	2108	2282	670	552	7739
School Action	214	256	202	16	5	693
School Action Plus	94	89	80	5		268
Statement of SEN	172	150	133	9	10	474
<b>Warrington Total</b>	<b>2607</b>	<b>2603</b>	<b>2697</b>	<b>700</b>	<b>567</b>	<b>9174</b>

Source: PLASC 2006

The LA has slightly increasing 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.



Just over 80% of Warrington students remain in full time education beyond Year 11. This is virtually the same as the England average and better than the North West as a whole.

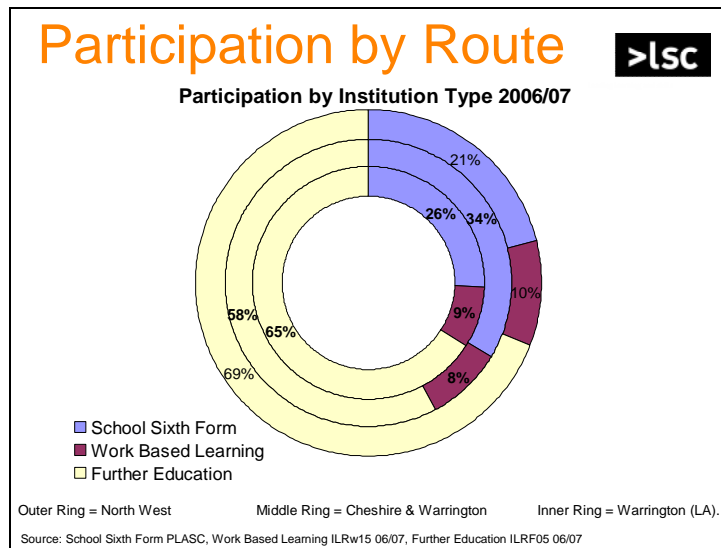
6.2% of students move into Government Supported Training, well below the figure of 8.6% for the North West region. Nationally, nearly 6% of students moving into such training.

However, more students move into employment than in the comparator areas. 7.3% of young people are in work, compared to 5.4% for the North West as a whole.

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.

Relatively few school leavers are unaccounted for or Not Settled, suggesting that good follow-up practices are in place within the Connexions service and school-based careers staff.

There is an issue in the large discrepancy between the high numbers remaining in full time education and the rest of the cohort. 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.

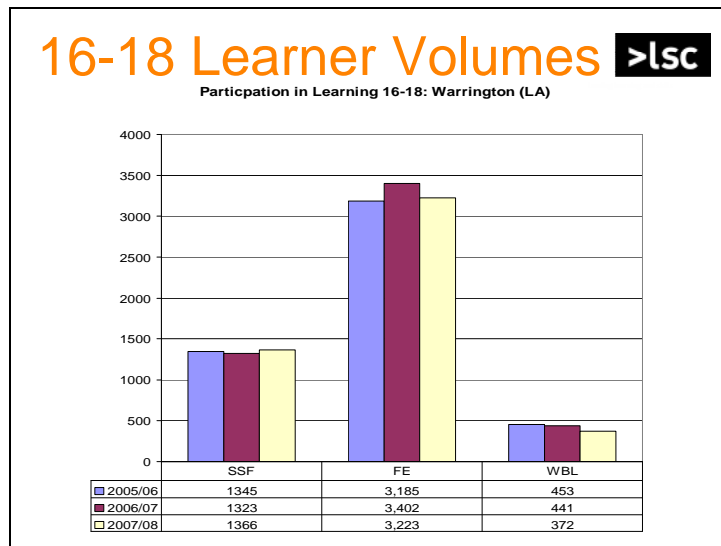


**Please note:** The information shown in the chart is institution-based. It does not represent Warrington residents in learning. Local authorities will have responsibility for learners participating in provision delivered by providers located in their local authority district, not simply for learners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

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

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 Warrington is not significantly different from the national picture.

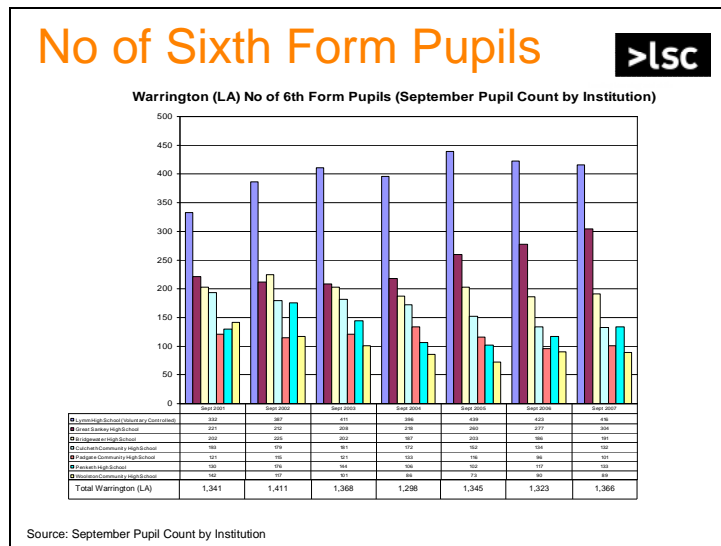


**Please note:** this slide displays residents of Warrington in learning rather than volumes of learners in Warrington institutions.

The 2007/08 FE and WBL figures are not full year end volumes. FE is F01 and WBL is at Period 7.

These figures suggest that enrolments in FE colleges may have reached a plateau. School sixth form numbers have built back from a drop last year and have now exceeded 2005-06 numbers

Over the same time scale, work-based learning numbers have fallen.



### Institution based data

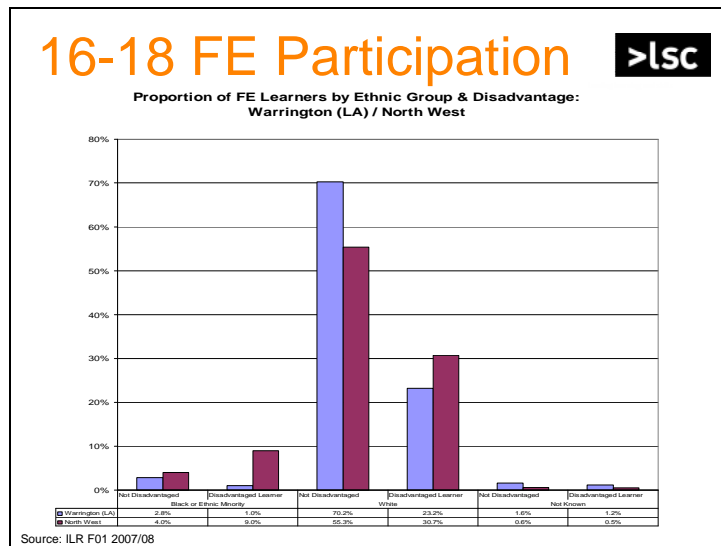
This slide shows a small increase in overall sixth form volumes between September 2006 and September 2007. Whilst this is still less than the peak numbers studying in 2002, it represents a temporary build-back to higher numbers as a residual large cohort moves through the system.

Previous slides showing 16-18 cohort numbers suggest that there may be some changes in this pattern of enrolments to 2015.

The challenge remains one of how to raise the aspirations and attainment of those currently in the school system who could leave at age 16 should they choose to do so and to maximise the talents and motivations of those who will have to remain in education and training as a result of RoCPA.

These familiar statistics present a planning opportunity to the LA. Existing partnership arrangements and existing school/LA-based pupil data should enable officers to ensure that a range of provision is available to meet the needs of all pupils. This means a choice of both academic and vocational approaches to education and training.





### Resident based data

This slide shows that participation in FE in Warrington is predominantly a white, non-disadvantaged activity. Just over 70% of students describe themselves as White and non-Disadvantaged, compared to 55.3% across the North West.

BME learners who also describe themselves as non-Disadvantaged make up only 2.8% of learners, compared to 4% across the North West.

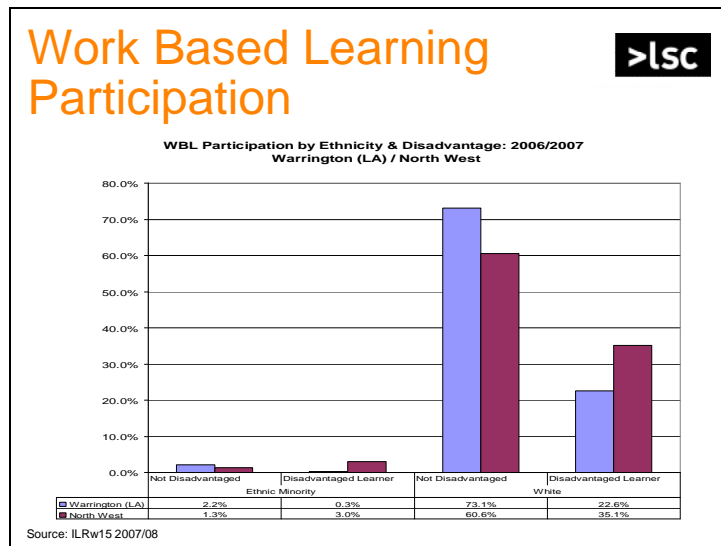
Warrington Disadvantaged BME learners are differently represented in FE than in other parts of the region. Only 1% of disadvantaged BME students participate in FE, compared to 9% for the North West as a whole.

White students with a Disadvantage factor are also significantly under-represented with only 23.2% of Warrington students taking the opportunities offered by FE, compared to nearly 31% across the North West.

Both Disadvantaged and non-Disadvantaged BME students are less well represented in the Warrington college FE sector than would be expected.

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. Given that 97.2% of the Warrington population describes itself as White, only small volumes of BME numbers would be expected.





### Residency based data

The chart illustrates the differences in WBL participation by BME and White groups, both in Warrington and across the North West.

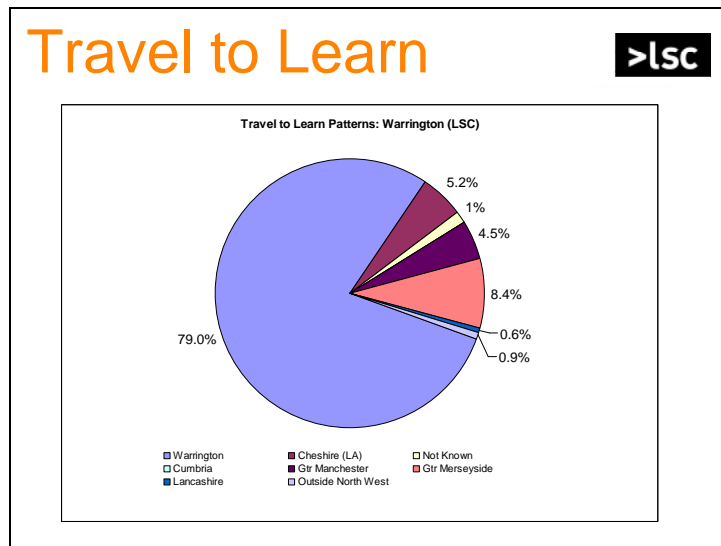
BME community is well-represented in work-based learning with 2.2% of non-Disadvantaged BME learners are in WBL, compared to 1.3% across the North West. However, those with a disadvantage make up 0.3% of learners, significantly less than the regional average of 3%.

Within the White community, just over 73% of those in work-based learning regard themselves as non-Disadvantaged.

In Warrington, fewer White Disadvantaged learners are involved in this activity.

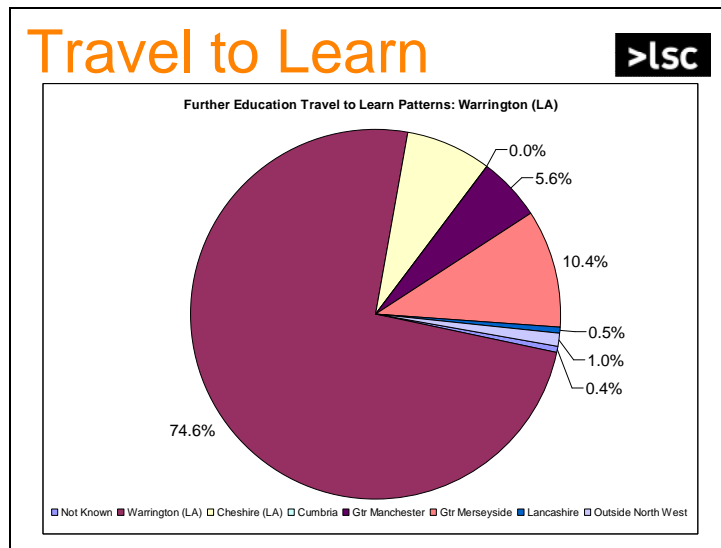
Whereas across the region 35.1% of employees in WBL would fall into this category, only 22.6% of Warrington residents would describe themselves in this way.

This raises questions of the supply and demand for a range of WBL opportunities.



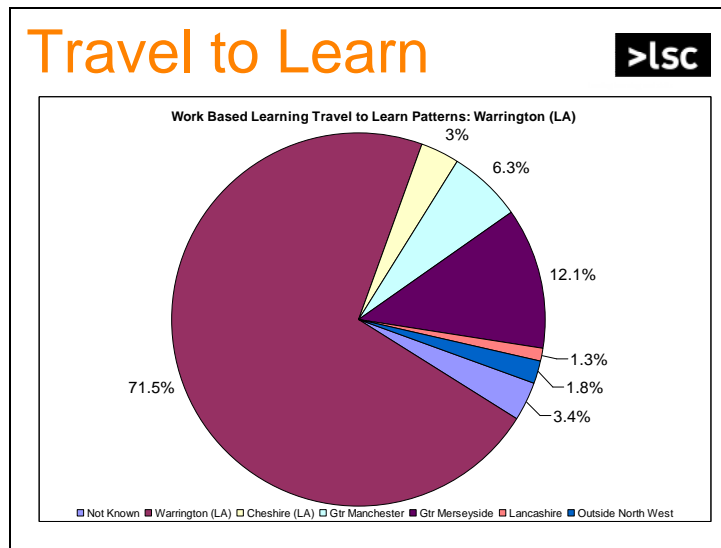
This slide shows that the majority (79%) of Warrington resident learners aged 16-18 attend provision in Warrington local authority. Learning routes include; further education, school sixth form and apprenticeships (work based learning).

A further 8.4% travel to Greater Merseyside and 5.2% learn in Cheshire. This pattern reflects local school admission arrangements and transport routes across the region.



This slide shows that the majority (74.6%) of Warrington residents attending a college do so within Warrington.

A sizeable minority, 10.4%, cross the boundary into Merseyside and a further 5.6% attend colleges in Greater Manchester. Many students also study in Cheshire – 7.5% of 16-18 year olds use local transport to access a Cheshire college.



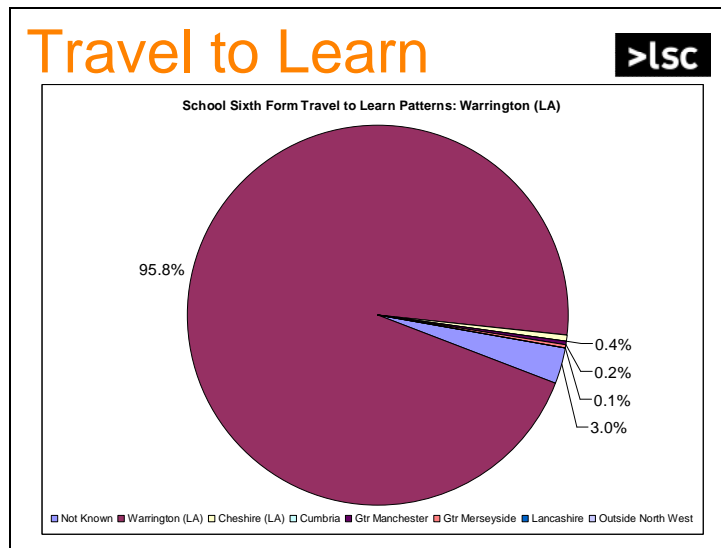
This slide shows that the majority (71.5%) of Warrington residents engaged in work-based learning do so within the borough.

Predictably, the balance are more widely dispersed than is the case for students in school sixth forms or colleges.

Just over 12% travel to work in Merseyside and 6.3% commute to Greater Manchester.

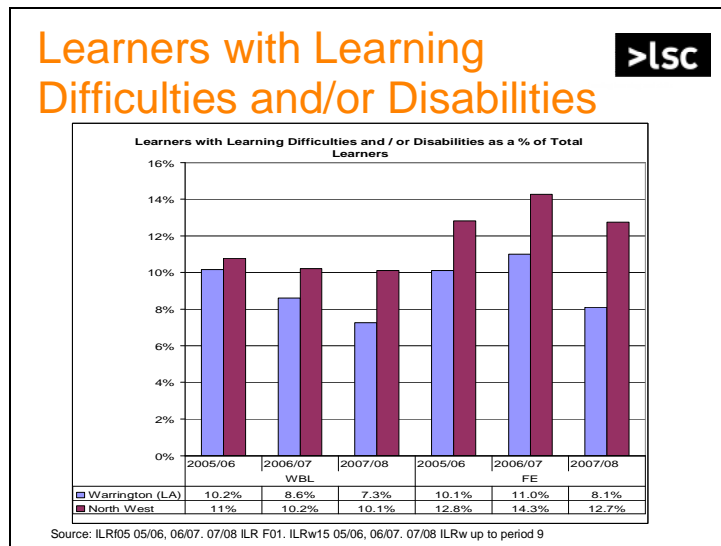
Others are distributed amongst a number of LAs. However, a significant 3.4% are unknown, suggesting data collection problems.

A clear understanding of the nature and range of the WBL placements available to Warrington young people will become increasingly important as the LA takes over this part of LSC strategic planning.



This slide shows that 95.8% of Warrington-resident sixth formers attend a Warrington school. Given local school organisation/admission arrangements, this is not unexpected.

Of some concern is the fact that the place of study of 3% of young people is unknown.



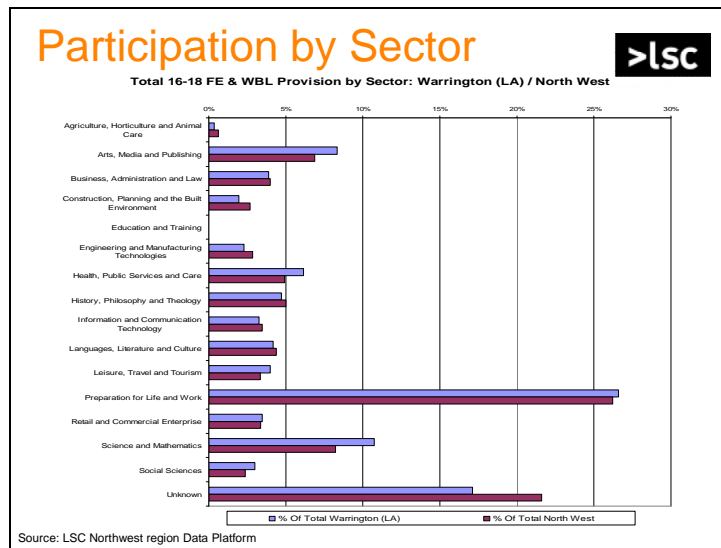
This slide suggests that the proportion of Learners with Learning Difficulties and/or Disabilities engaged in learning in Warrington are not in line with that found in the North West area. Key points:

Figures for those in WBL continue to decline from an already-low starting point. This warrants further investigation, as it suggests a lack of suitable opportunities for LDD students who wish to learn in the work place.

Numbers of LDD students attending FE colleges have also been consistently below the regional average in each of the previous two years. (10.1% and 11.0% of total learners respectively.) In 2007-08 those numbers fell dramatically, and LDD students now make up only 8.1% of all college-based learners. This is well below last year's figure and significantly below the North West average of nearly 13%.

The reasons for this must be investigated. What supply and demand factors are operating to prompt this decline in enrolments?

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% compared to a general NEET rate of 9.7%.

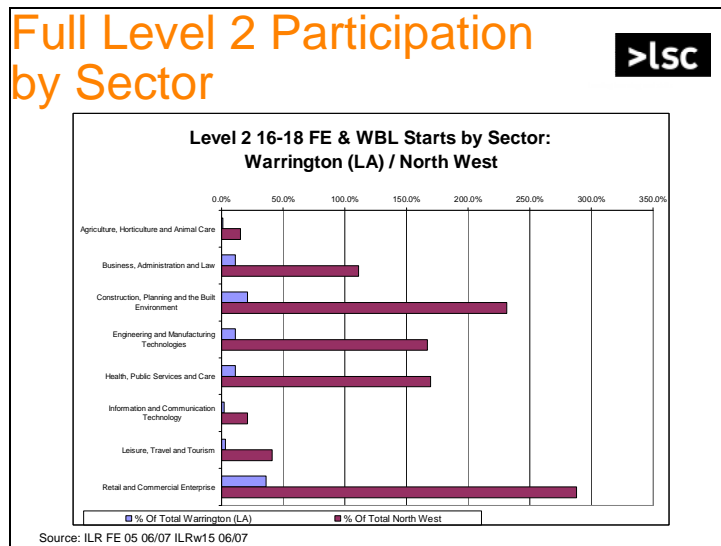


**Note: data shown is for Warrington Resident Learners (not Warrington institutions)**

This slide illustrates the large take up of Preparation for Life and Work courses by Warrington residents.

STEM sectors and Arts and Media work are also of interest to local learners.

Of concern is the volume of students whose learning is unknown. Whilst this may be due to data collection difficulties, a gap in the data of more than 15% requires attention.



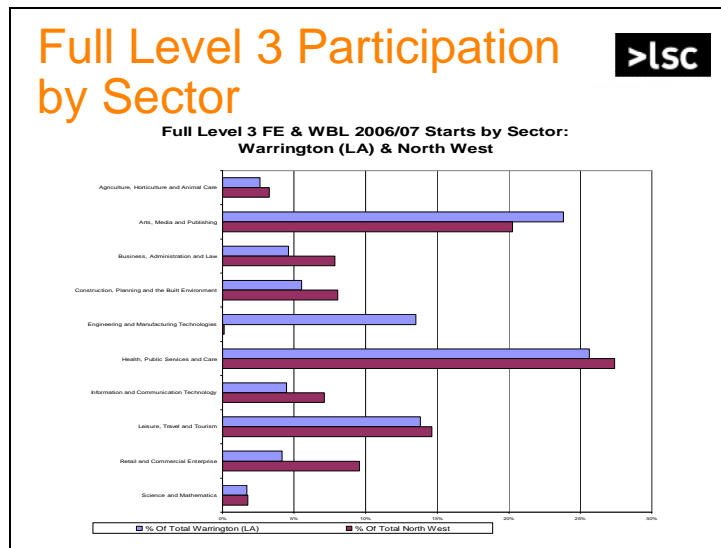
### Residency based data

This slide supports previous information concerning the economic structure of Warrington, 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 Warrington residents) are studying in this sector/subject area.

Other sectors which are drawing in learners are Construction, Planning and the Built Environment and Engineering. Health, Public services and Care lies in fourth place.

The Government intends to increase the numbers of Apprenticeships available to young people, and has also announced a raft of new sector-related Diplomas. Once 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 Level 3 qualification.


At Level 3 the proportion of learners is spread across a broader range of sector subject areas compared to Level 2.

The four main areas of interest to Warrington residents are Health, public services and care; Arts and media; Leisure and tourism and Engineering. All 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 the sectors referred to above.

## NEET Volumes



	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
Cheshire & Warrington (LSC)	28,247	1,417	4.8%	873
<b>Warrington (LA)</b>	<b>6,006</b>	<b>365</b>	<b>5.7%</b>	<b>273</b>

Source: Connexions December 2007

The volumes here provide perspective to the next table.

The key points to notice at this stage are the 5.7% of young people recorded as NEET, compared to the Cheshire and Warrington average of 4.8% and the North West average of 7.7%

In addition to the 365 young people registered as NEET there are a further 273 16-18 year olds whose 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%
Cheshire & Warrington (LSC)	2.9%	79.8%	1%	4.8%	-14%	29%	68%	11%
Warrington (LA)	4.3%	76.9%	0%	5.7%	-17%	22%	77%	7%

Source: Government Office North West December 2007

### Key Points from this slide:

The low percentage of NEETs compared to the regional and national averages.

There has been a good reduction in NEET over the previous twelve months compared with Cheshire & Warrington, the North West and England.

4.3% of young people are not known to Connexions. This is below the national average and is evidence of focused activity on the part of a number of LA teams to reduce the number of young people drifting out of EET arrangements.

But it is still significantly above the Cheshire & Warrington and North West 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

The churn from EET to NEET is significantly lower than in surrounding areas and the national average.

The churn in the other direction, from NEET to EET, is far higher than either regional or national comparator figures, and suggests a high level of access to IAG and personal support in Warrington.

Further analysis needs to be undertaken, but the general message from these figures is that significant progress is being made to address the numbers of young people in the NEET category.

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 may have decided the course was not for them/ too difficult or perhaps 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.

*Note: Data is from Government Office and may not reflect local Connexions data.*

Slide 45

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
Birchwood Community High School	43%	35%	46%	52%
Bridgewater High School	60%	61%	65%	68%
Cardinal Newman Catholic High School	44%	47%	57%	53%
Culcheth High School	54%	53%	59%	60%
Great Sankey High School	46%	57%	47%	54%
Lymm High Voluntary Controlled School	61%	67%	67%	66%
Padgate Community High School	25%	26%	27%	28%
Penketh High School	32%	41%	50%	48%
Sir Thomas Boteler Church of England High School	26%	25%	32%	31%
St Gregory's Catholic High School	64%	65%	69%	68%
William Beamont Community High School	24%	25%	17%	23%
Woolston Community High School	34%	39%	32%	35%
<b>Warrington Average</b>	<b>43.9%</b>	<b>46.8%</b>	<b>48.5%</b>	<b>49.8%</b>
<b>England Average</b>	<b>42.6%</b>	<b>44.3%</b>	<b>45.3%</b>	<b>46.0%</b>

Source: DCSF

Overall, in any one year of comparison, Warrington exam results are consistently higher than the England average. However, this blanket figure of high achievement masks great variations in performance.

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

**High and stable –**

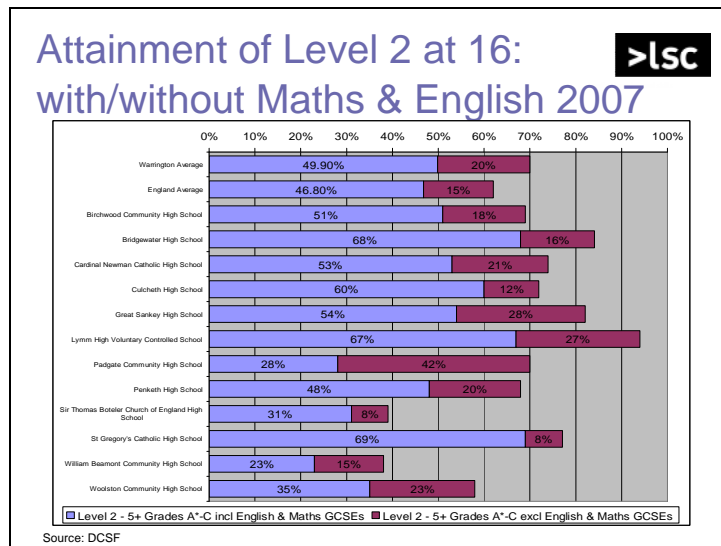
Bridgewater High School,  
Lymm High Voluntary Controlled School, and  
St Gregory's Catholic High School.

**Improving –**

Cardinal Newman Catholic High School,  
Culcheth High School

Warrington students are generally successful at GCSE in comparison to their peers. Progress on improving results has remained relatively static, with only slightly more than a one percentage point improvement on last year's achievement levels. 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.





Level 2 **including English and Maths** is extremely important in terms of progression to Level 3.

There are significant differences in performance between the schools listed here. Of the 12 schools, there are four in which less than 40% of pupils achieve 5+ A\*-C at GCSE. In one of these, less than a quarter of pupils reach this level.


The LA will have strategies to address this through good practice arrangements within partnerships.

Obtaining this benchmark qualification 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 to make the jump from Level 2 to Level 3.

There are some young people in Warrington 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 Equivalent 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>Warrington Average</b>			718.8	206.4
<b>LSC Average</b>			741.8	208.2
<b>England Average</b>			731.2	207.5
Bridgewater High School	183	86	889.3	201.4
Culcheth High School	134	55	781.1	195.3
Great Sankey High School	269	124	693.3	200.8
Lymm High Voluntary Controlled School	413	202	784.9	222.1
Padgate Community High School	92	43	593.4	176.1
Penketh High School	110	45	603.3	180
Priestley College	1314	456	737.1	208.2
Warrington Collegiate	1243	140	533.5	211.7
Woolston Community High School	86	25	717.8	194.9

Source: DCSF

This slide gives quantitative data concerning A/AS achievement across post-16 providers in Warrington. These include sixth form colleges and FE colleges, as well as schools with sixth forms.

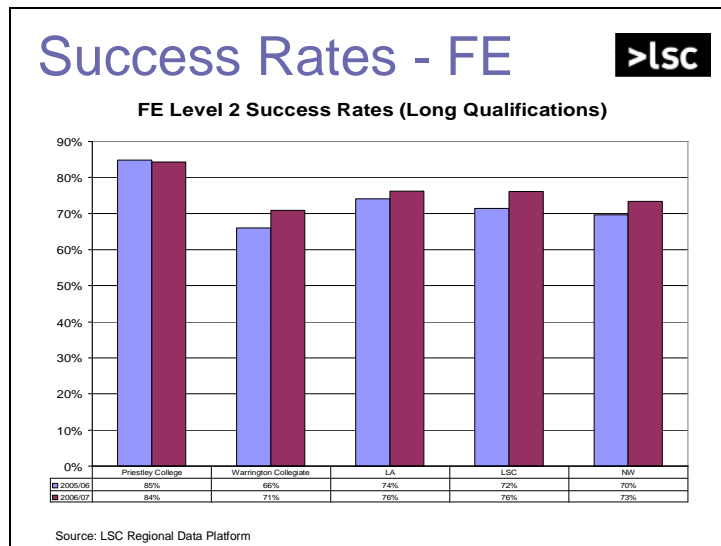
Overall, at A/AS level, Warrington students achieve less than the England average in terms of both point score per student and points score per exam entry.

These figures show a wide disparity between providers. In part this reflects intake – further work looking at initial learner qualifications would show added value.

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).

A lower point average point score per student (column 3) is generally a reflection of the smaller range of examinations taken (eg one vocational qualification vs several A-levels.) On average, students should gain an **average point score per examination entry** of around 210 (this equates to a grade C at A-level).





Note: 3 years to be added.

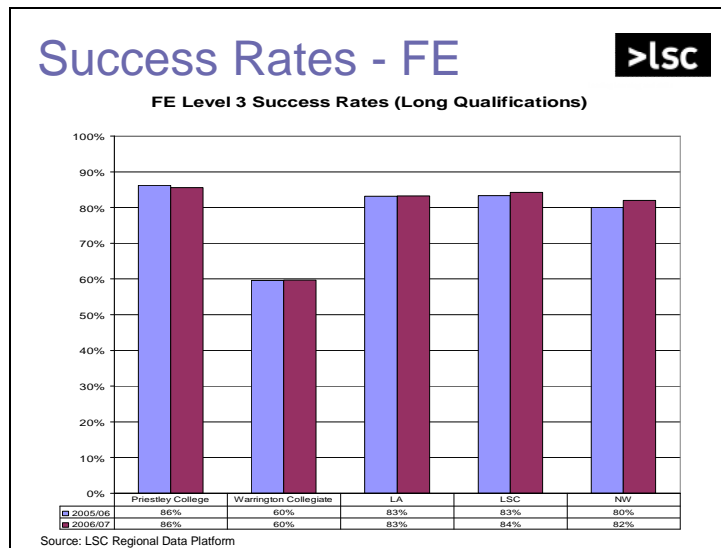
This slide compares only two years of data, so any conclusions drawn should be treated with caution. The slide gives success rates in Level 2 courses (broadly equivalent to 5xGCSEs).

Priestley College is a Sixth Form College, Warrington Collegiate is a General FE College.

The SFC has achieved excellent results in each of the two years recorded here. It has exceeded all benchmark averages.

Warrington Collegiate has made year-on-year progress in its success rates, raising these by 5 percentage points across the two years shown here.

The FE college, which has perhaps the greater diversity of intake, is only marginally below the average level for the North West as a whole.

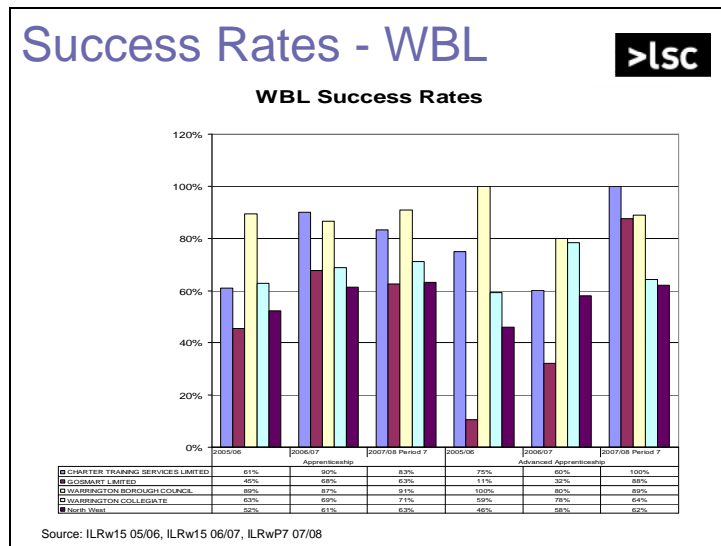


Note: three years will be added.

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 aim to raise the numbers of people with a Level 3 and/or Level 4 qualification.

As previously, the slide compares a Sixth Form College and a General FE College. Warrington Collegiate is more than 20 percentage points below all benchmarks. This needs to be seen in the context of initial student qualifications and “distance travelled” by each exam candidate.



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

Warrington success rates compare well to those in the North West.

Whilst the pattern of success varies between providers, this aspect of post-16 provision is well-established.

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**

	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%
Cheshire & Warrington (LSC)	71%	76%	80%	81%	10%
Warrington (LA)	64%	67%	70%	73%	9%
Cheshire (LA)	70%	72%	74%	76%	6%


Source: Fisher Family Trust

**Provider Based Data**

At 73%, the proportion of Warrington young people achieving Level 2 by age 19 exceeds the average for the North West. It is only slightly below the national average.

The rate of achievement has risen year-on-year and the gap has closed with the national statistic.

This suggests a high level of good practice and determination to succeed on the part of teachers and students within Warrington.

**Proportion Reaching Level 3 Threshold by Age 19 by Area** 

	2004	2005	2006	2007	2004-2007
England	42%	45.4%	46.6%	48%	6%
North West	38.5%	42%	42.9%	44%	6.1%
Cheshire & Warrington (LSC)	45%	49%	50%	51%	6%
Warrington (LA)	43.9%	44.2%	43.9%	46.8%	2.9%
Cheshire (LA)	45.9%	49.9%	50.5%	51.7%	5.8%

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.

The key point to emerge from this slide is the slow rate of improvement for Warrington in terms of this particular target. A 2.9% change in the rate of increase between 2004 – 07 is the lowest within the area and far less than the national rate of progress.

More jobs will require a Level 3 entry qualification and ways must be found to enable young people to achieve this, either through vocational or more traditional academic routes.

# Summary

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Slide 55

Key Findings

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Slide 56

Issues & Actions **>lsc**

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