



Northumberland County Council

FAMILIES AND CHILDREN'S OVERVIEW AND SCRUTINY COMMITTEE

6 December 2018

LEARNING AND SKILLS SERVICE
DRAFT SELF-ASSESSMENT FOR 2017/18

Report of Dean Jackson, Service Director - Education and Skills

Cabinet Member: Councillor Wayne Daley, Executive Member for Children's Services

Purpose of report

This report provides an overview of the draft Learning and Skills Service (LSS) Self-Assessment Report for 2017/18. This report is an early indication of the service performance in the academic year 2017/18, and is subject to a second and final report based on the nationally validated data which is released in early 2019.

Recommendations

It is recommended that Members note and scrutinise the LSS performance report for the period 1st August 2017 to 31st July 2018.

Link to Corporate Plan

This report is relevant to the corporate objectives, and specifically impacts on the "Learning" and "Thriving" priorities included in the Corporate Plan 2018 - 2021.

Key issues

Based on inspections and self-assessment, the service has identified a number of aims and objectives for 2018 - 21 to be endorsed by the Board.

Northumberland County Council
Learning and Skills Service Draft Self-Assessment Report
1st August 2017 - 31st July 2018

1. Introduction

This report provides an overview of the draft self-assessment of the LSS during the period 1st August 2017 to 31st July 2018, based on interim final data. The nationally validated data set is expected to be available in early 2019. It is set out against the OFSTED Common Inspection Framework for Education and Skills.

2. Service Organisation and Background

The LSS is externally funded through the Education and Skills Funding Agency (ESFA) with around 90% of its funding earned through grants and contracts or earned via the Apprenticeship Levy. The service also attracts a number of small grants for specialist work and is a sub-contractor for two large Department of Work and Pensions (DWP) programmes, the Work Programme and its successor the Work and Health Programme. It delivers the Northumberland element of the regional Generation North East programme which is funded through the Cabinet Office. The service has a policy for the collection of enrolment fees and for lettings for premises. The service provides:

- targeted careers guidance for school-age children and for 16-18 year olds who are not in education, employment or training (NEET);
- work related learning activities for school age children;
- supported internships, traineeships and apprenticeships;
- study programmes and adult education including technical and professional education at Level 3 and higher, funded through student loans;
- employability support and coaching for young people and adults participating in Work Programme, Generation NorthEast and Work and Health Programme.

The service is organised into the following areas:

- Quality and Organisational Development (including quality assurance and professional development, technology infrastructure, e-learning, exams and assessments)
- Programmes (providing entry routes into the service via careers guidance, employability, Apprenticeships and Traineeships, and Young People's and Special Educational Needs and Disabilities (SEND) Coaches)
- Curriculum and Skills (delivery and teaching in health, care and education, science and humanities, business, technology and commerce, English, maths and languages, construction and engineering, leadership and management)
- Learner Support (covering additional learning support, student counselling, safeguarding and Prevent, equality and diversity and health and safety)
- Corporate Services and Business Development (including data and finance, marketing and communications, external projects and business development)

The Head of Skills and Employability leads the service and is supported by four key posts: Quality and Organisational Development Lead; Business Development Lead; Careers Employability and Programmes Manager and Curriculum and Skills Lead. Nine Education Leads are responsible for a programme or subject area as well as the management of one of the service's geographical permanent delivery centres in Berwick, Alnwick, Morpeth, Cramlington, Bedlington, Ashington, Blyth, Prudhoe and Hexham. Good use is also made of community venues for the delivery of the service.

3. Inspection

The service was inspected by OFSTED in June 2018. The focus of the two day short inspection was whether or not the LSS was sustaining good-quality provision and whether arrangements for safeguarding are effective. Seven lines of enquiry were identified;

- How successfully have managers improved the quality of teaching, learning and assessment since the previous inspection so that current learners and apprentices make rapid progress from their starting points?
- How effectively have leaders and managers implemented the strategy to target learning to priority groups rather than to provide universal learning for adult learners?
- How successful have managers' actions been to improve attendance?
- To what extent do managers ensure that learners on 16 to 19 study programmes develop personal, social and employability skills?
- Have managers sustained the high quality of apprenticeship provision since the previous inspection?
- Are arrangements to safeguard all learners effective?
- What is the quality and impact of careers guidance for 16 to 18 year-olds, and any adults with EHC plans?

The service retained its "Good" status and OFSTED agreed with the self-assessment judgements of the service. Additionally, the inspection team commented on the passion of the staff and the efficiency of the operation of the service.

Following the OFSTED inspection, the service was also inspected against the Matrix standard on Information, Advice and Guidance. It is mandatory to meet the standards in order to hold an ESFA contract. The scope of the inspection was widened to include the employability and careers service teams. The service was successful in maintaining its accreditation for the standard.

4. Headline Performance

The table below illustrates learner number trends by provision type for the last three years:

Provision Type	2015/16	2016/17	2017/18
Apprenticeships			
16-18 Apprentices	143	154	178
19+ Apprentices	249	286	315
Total Apprenticeships	392	440	493
Traineeships			
Total 16-24 Trainees	35	32	22
16-18 Study Programme and Supported Internships			
Total 16 - 18 Education & Training	130	152	149
Adult Skills Budget			
Total Adult Skills Budget	5075	4761	3732

Of the 4396 learners enrolled in 17/18 across all programmes:

- 68 % were unemployed
- 22 % have declared special educational needs or disabilities
- 37% are living in the top 20% deprived areas
- 1.3% are from Black Asian and Minority Ethnic groups (BAME)
- 78% of learners are studying at Level 1 or below which reflects the priority of working with learners with the lowest starting points.

There has been a significant and planned decline in non-accredited former community learning over a 3 year period in line with the changes to government funding and priorities and an increase in the delivery of skills provision to meet the economic needs of the county, the LEP priorities and the needs of the unemployed and the low skilled. Accredited skills provision continues to be complemented by a small proportion of non-accredited community learning which provides stepping stones into learning for the hardest to reach and most disadvantaged groups. This strategic move was strongly endorsed by OFSTED at the inspection.

5. Self-assessment grades

The self-assessment process is an inclusive one based on a range of self-assessment activities standardisation and evaluated evidence. Self-assessment is carried out and referenced quarterly with staff to ensure ownership of continuous improvement. Team meetings throughout the year have standing agenda items for self-assessment and business improvement to ensure it is embedded. The 2016/17 self-assessment report was judged by Ofsted to be very rigorous, enabling the service to identify accurately its strengths and areas

for improvement. The same systems for deriving the self-assessment for 2017/18 have therefore been employed. The leadership team produced this first condensed Self Evaluation REview (SAR) on unvalidated data for 2017/18 in September 2018 for challenge by the Family and Children's Scrutiny Committee. From this a series of "Big Challenge" self-assessment activities will be held across all staff and stakeholders to agree the final content and grading based on the final validated data. As a result of the self-assessment process, the grade profile for the service is set out below. Areas are graded as follows:

1 = Outstanding 2 = Good 3 = Requires Improvement 4 = Inadequate

Area	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Overall Effectiveness	3	3	2	2	2	2	2
Outcomes for Learners	3	3	2	2	2	2	1
Personal Development, Behaviour and Welfare	N/A*	N/A*	N/A*	N/A*	2	2	2
Quality of Teaching, Learning & Assessment	3	3	2	2	2	2	2
Leadership & Management	3	2	1	1	1	1	1
16-18 Study Programmes	3	3	2	2	2	2	2
Adult Skills	3	2	2	2	2	2	2
Apprenticeships	3	2	1	1	1	1	1
Traineeships	N/A*	N/A*	N/A*	N/A*	2	2	1

*Not graded at this time - not inspected / no cohort.

6. Self-Assessment Judgements

6.1 Outcomes for learners

Outcomes for learners show good and consistent achievement rates which exceed provider group and national averages across the majority of provision. Robust performance monitoring at management and delivery team level ensures early identification, action planning and intensive support for underperformance in order to improve outcomes for learners and employers.

Outcomes for learners have presented a picture of improvement in the last four years. There has been a specific focus on retention and first time pass rates to facilitate these improvements and performance in 17/18 is broadly consistent with that of 16/17.

The key headlines in classroom learning are:

- **Achievement rates for 16-18 year olds is 6% above the national average**
 - Achievement rates are good and above the national average for all qualification types except QCF Certificates which require improvement.
 - The performance of young people on functional skills qualifications exceeds the national average of 60.2% by 15.9%
 - The retention rates amongst this cohort of learners is also very high at 95.0% exceeding the provider type average by 11.6 percentage points and the national average by 5.1 percentage points.
- **Achievement rates for 19+ learners are 3.6% above the national average**
 - Achievement rates are good and above the national average for all qualification types except GCSE in Maths and English. An improvement in the retention rate is needed, as the pass marks for those that remain on programme are very good and a significant number of 9-5 high grades are achieved.
 - Whilst the performance of adults on functional skills qualifications exceeds the national average, Level 2 programmes need attention.
- **Achievement rates for all ages are 7.5% above the national average**
 - Although there has been some variation in retention and achievement rates compared to last year, the vast majority of provision continues to perform well and all are above ESFA minimum thresholds for performance. The overall achievement rate at 90.5% exceeds provider type averages by 5.4% and the national average by 3.6%.
 - The 3% gap in achievement between young people and adults is consistent with the previous year but both groups are still above the national average.
 - 84.5 % of learners progress to positive destinations; a large majority continue to study. Improvements to the collection of destination data against "occupation codes" are needed for young people if we are to move towards outstanding.

This is to demonstrate that the subject of their training has a direct correlation to the area in which they subsequently take up employment.

Again in 2017/18, 100% of trainees successfully completed their programme and 95.4% achieved positive destinations of employment, full time further education or apprenticeships on completion.

Achievement rates for apprentices continue to be outstanding in 2017/18. For all ages, 87.9% completed their apprenticeship compared to 67.7% nationally. 81.8% completed on time compared to 59.4% nationally. The most notable rates are

- 16-18 year old achievement rates are exceptional at over 90%
- 24+ timely achievement rates are 27.7% above the national average.
- There has been a particularly strong improvement of over 10% in the achievement of intermediate apprenticeships.
- There has been a strong improvement in the recruitment and achievement rates of SEND apprentices.
- 98.8% of completing apprentices had positive destinations in higher apprenticeships or full employment last year.

In Maths and English provision, Service Managers and Education Leads have taken decisive action to address any underperformance. This has included rigorous data analysis by learner groups, qualification and lecturer level. A specific English and Maths conference and development programme has been put in place and the curriculum has been revised to provide better stepping stones to Level 2 and more accurate planned lengths of stay for learners. There are new arrangements to help absent learners catch up and Personal Learning Record (PLR) audits have focused on whether learning aim targets and planned end dates are set and revisited to accommodate barriers to learning relating to personal circumstances.

Accredited "Preparation for Work" provision is highly successful at developing learners' personal, social and employability skills. Learners on programmes such as employability and personal development, digital skills and confidence building courses report tangible changes in their personal and family lives, reduced social isolation and essential skills to help them move into employment. There is a 98.5% achievement rate amongst learners on employability provision.

Retention and achievement data across all provision is regularly monitored to identify any achievement gaps amongst specific groups of learners. Actions are taken to address any areas of concern including additional learning support and financial assistance to aid learners to stay on programme and achieve. The counselling programme for learners and apprentices has been particularly successful in aiding better retention of those with social, emotional and

mental health problems. The table below illustrates retention and achievement rates amongst specific groups of learners accessing provision during 2017/18.

Provision Type				
	Classroom Learning		Apprenticeships	
Age				
16-18	Achievement	87.5%	Achievement	89.1%
19+	Achievement	90.5%	Achievement	85.7%
Achievement Gap		3.0%		3.4%
Disability				
No	Achievement	90.0%	Achievement	86.9%
Yes	Achievement	91.0%	Achievement	98.7%
Achievement Gap		1.0%		11.8%
Ethnicity				
White	Achievement	90.3%	Achievement	87.0%
BAME	Achievement	92.4%	Achievement	88.0%
Achievement Gap		2.1%		1.0%
Gender				
Female	Achievement	89.0%	Achievement	89.7%
Male	Achievement	91.9%	Achievement	84.5%
Achievement Gap		2.9%		5.2%

The service uses a number of collection methods for learner and employer feedback including internal surveys, learner views at observations of teaching learning and assessment (OTLA) and employer views at progress review meetings. The service participates in National Employer and Learner Surveys. Learner feedback is very positive with 98% rating the support they receive on their courses as good or outstanding.

Collaborative cross-service working is helping harder to reach young people including those who are NEET to access more opportunities. Managers have designed programme opportunities that support the most vulnerable learners who will not get educational opportunities elsewhere. The service is very effective in the re-engagement of young people that have previous negative experiences of school or other post 16 providers. Most learners are previously NEET. Performance is amongst the highest in the region. Nationally, performance

against the Not Known figure is significantly and consistently better than the national average.

	NEET	Not Known	Combined Performance	National Average
July 2016	5.5%	2.2%	7.7%	6.6%
July 2017	4.4%	0.5%	4.9%	6.3%
July 2018	4.2%	0.5%	4.7%	6.3%

6.2 Personal development, behaviour and welfare

The service provides effective end to end support. Services start at referral and continue until exit from study and results in high retention and achievement.

Attendance is good and there has been a marked improvement since last year. There is evidence of a clear focus on attendance through the *Big 90* strategy and attendance monitoring is good. There is good support to break down barriers to attendance including childcare, support with the travel and expenses. Learners describe the support as critical. There are, however, too many sessions where attendance is low. Lecturers and centre staff need to vigorously enforce attendance strategies and reiterate the importance of regular attendance. There are a small minority of specific groups where the support measures are having lower impact e.g. young parents

Staff support a high number of vulnerable learners to overcome barriers. The coaching "bridging programme" between NEET and full time study / apprenticeship is invaluable to learners. The coaching process is effective and helps learners to set a direction and change direction if needed. There is an early identification of need and well planned further interventions through the programme.

The bespoke SEND support for families, particularly those with young people with an Education Health and Care Plan (EHCP), is providing appropriate options and support which stays with the family throughout.

Programmes are effective at providing education and training for those facing barriers to learning and who have had poor previous experiences of education. Learners become self-confident and develop a range of important skills such as timekeeping and independent working. Learners have access to high quality work related learning and experiences and develop excellent vocational skills such as painting and decorating to precise specifications.

Learners are typically very well behaved and there is no history of exclusion or a poor behaviour culture in the service.

Learners develop good vocational skills which are used in real work experience activities. They develop essential employability skills like time keeping, following instructions, being responsive and respectful. Their involvement in English and maths within vocational classes supports them to develop their basic skills and function better in daily life.

Study programme learners benefit from purposeful work related learning and the interpersonal skills they develop is helping them to prosper and progress. Apprentices make particularly good progress, and show high levels of competence and confidence in their job roles and they are valued in their workplace by their employers.

The well qualified team of advisers provides independent and impartial careers information advice and guidance for learners. The advisers work with a range of external agencies to identify the needs and aspirations of learners supported by the service. They effectively source provision from a range of providers, not just the service, and this ensures good impartiality. They also provide excellent ongoing advice and guidance to learners that prepare them effectively for their next steps. As a result of strong guidance and support, most young people progress into learning and work. The quality of careers guidance for 16-18 year olds and adults up to 25 with an EHCP is good.

6.3 Quality of teaching learning and assessment (QTLA)

There is robust monitoring of the quality of teaching, learning and assessment and managers take account of a suitable range of evidence to determine and direct lecturers on what they need to do to improve.

Managers and coaches provide extensive support to improve teaching and learning. Video enhanced observation supports the sharing of good practice and quickens the pace of improvements. Effective support is provided by teaching support coaches to enable lecturers to improve their teaching. Staff exchange practice through regular team and standardisation meetings that address the self-assessment report, business improvement plan and identify areas of progress and for improvement.

The service managers have an accurate view of the quality of teaching, learning and assessment. Managers evaluate the quality of teaching learning and assessment accurately through frequent and rigorous unannounced lesson observations and learning walks, that take account of a wide range of evidence to identify what lecturers need to do to improve.

The vast majority of sessions are delivered effectively. The training, particularly for apprentices, is done well. Lecturers have good subject knowledge. A good range of teaching and assessment methods are used to meet the needs of learners and lecturers, check learners understanding systematically and provide effective feedback on how learners and apprentices can improve. In most cases lecturers use assessment information to plan personalised learning and provide support. As such, learners make good or better progress. In most cases, lecturers set short, medium and long term targets and use developmental feedback well.

There has been particularly strong action on auditing the quality of learner records to ensure lecturers are using recording well to support the learner on their journey. The team are clear about who and what needs to improve to ensure all records are good or outstanding. To support this, there has been an effective programme of "Stop the Clock" days to look at the quality of learners' work across the service as part of measure to check that learners are making timely progress and that work is well marked and in a timely manner.

There are good resources to support initial assessment, personal development and skills delivery. Many sites offer much improved facilities. Learning through technology is observed in all subjects and the use of Google Classroom and Hangouts is increasing quickly. More work is required to fully harness the use of technology, particularly for learners use outside classroom sessions.

Although achievement is high, not all lecturers take sufficient account of learners starting points to ensure they make rapid progress. They need to improve personalised planning and target setting, particularly to stretch and challenge the more able. The record keeping by lecturers on the personal learning records needs improvement in some cases. The service delivered a staff development programme in early September focusing on initial assessment and differentiation of learning to address this across all provision.

Support for those at risk of leaving or falling behind is very strong. Support for those who require additional learning support is also very good and is well focussed to develop learner confidence and helping them remain on programme. The measures successfully remove the barriers to educational success. There is good monitoring of the interventions put in place to help learners succeed and most learners do achieve on time.

For apprenticeships, there is effective screening, induction and initial assessment to ensure apprentices are on appropriate programmes. In most cases, lecturers use assessment information to plan personalised learning and provide support. As a consequence, apprentices make the excellent progress. Apprentices benefit from high quality lecturer knowledge and they are facilitated to acquire competencies and enhanced skills.

The English and maths provision for apprentices is provided by the classroom lecturers alongside study programme and adult learners. To improve further, lecturers need to personalise planning and target setting better in order to stretch and challenge the more able.

The coaching "bridging programme" between NEET and full time study / apprenticeship is invaluable to learners. The coaching process is effective and helps learners to change direction if needed. There is an early identification of need and well planned further interventions through the programme. The bespoke SEND support for families, particularly those with young people with ECHP, provides appropriate support which stays with the family throughout.

As a result of strong and structured coaching, mentoring and teaching, most learners are making effective and timely progress and know what to do to improve.

6.4 Leadership and management

Leaders and managers have implemented a carefully crafted vision for the service to a very high standard and the delivery of the very challenging restructure of 2016 has had a significant positive impact and is now well embedded. Excellent management has ensured that during a period of significant change to the priorities of the service, the very high proportion of learners and apprentices who achieve their qualifications has been maintained.

Managers successfully prioritise the recruitment of learners and apprentices who face significant barriers to learning. Leaders and managers have a clear strategy to provide courses for learners that enable them to develop the skills and vocational knowledge required for employment. Managers cultivate excellent relationships with external agencies and employers. There is a mission to reach the economically inactive whilst also taking into account the challenges of the ageing population. The strategy of the service to target learning is effective and there is clear evidence that the service now addresses the right priorities. Managers use funding effectively to increase participation, target areas of deprivation and reach under-represented groups in learning.

Senior leaders support the service very effectively, ensuring that learners have access to good-quality learning centres that are well-resourced to support teaching learning and assessment. Ambitious plans are progressing to improve the learning centres in Alnwick, Ashington and Hexham to the same high standard as the other centres. The strong management of the service, graded 'outstanding' by OFSTED is a model of good practice.

Challenging targets are set to improve performance and the service has been effective in tackling the areas for improvement that were previously identified.

The service carried out a research project which focused on local labour market information, economic growth and local jobs forecasting for adults with health problems and disabilities. The report provided useful insight and a sharper focus for employer engagement and curriculum development activities. With an emphasis on entry level jobs in sectors where job growth is forecast in the county rather than the region, this work has strongly informed curriculum developments for lower skilled learners. There is robust use of consultation with individual and groups of employers on the shape of the provision and supplying a pipeline of skills for the future needs of employers. Along with managers' existing comprehensive understanding of the county's labour market, this local knowledge has been utilised well to develop courses such as customer service to support the growing retail sector in the north of the county and engineering to support the expansion of the Port of Blyth.

Managers cultivate excellent working relationships with external agencies and employers. There is exceptional working with Jobcentre Plus and other third sector worklessness organisations to help narrow the gap between individuals and the local job market.

Destinations of learners are rigorously tracked and the use of granular data in the service is exceptional. It is used effectively to ensure learners consistently progress to a higher levels.

The service needs to consider the value to the public purse of a very small minority of the remaining community programmes e.g. modern foreign languages and arts, but the service is taking effective action to develop ambitious and innovative plans to work with leisure and culture partners to retain this valued provision on a cost recoverable basis.

The service and its key partners have also evaluated the role of very short courses in the employability offer and whether this was ensuring quick progression into jobs. The curriculum offer for 18/19 has been redesigned in response to findings.

The service has continued to collaborate and build on partnerships with other directorates in the Council to increase the delivery of apprenticeship provision and has supported 493 apprentices during 2017/18 in making effective use of the Levy to underpin the Council's workforce and apprenticeship strategy. The service was instrumental in the Council achieving

- Winner of the Regional Award for Recruitment Excellent in Apprenticeships. The Council will attend the national finals in November 2018.
- Highly Commended as Regional Macro Employer of the Year for Apprentices.
- Public Service Apprenticeship Target in its first year (2.9% of the workforce being apprentices against the 2.3% target).

The safeguarding arrangements are effective. Learners and apprentices feel safe and work safely. Staff support a high number of vulnerable learners to overcome barriers. The single central record meets the requirements. Managers understand the risks, particularly those pertinent to Northumberland e.g. Neglect and Prevent. CPD programmes for staff are effective and staff are appropriately trained to confidently discuss issues with learners and report concerns. The use of SHEDSS Hot Topics is effective and communicated effectively by lecturers to learners. Safeguarding champions have been identified in each learning centre and ensure that staff are confident to discuss issues relating to safety, welfare and life in modern Britain with all learners and apprentices. Domestic violence champions have been trained across the service to support more effectively learners who may be experiencing this type of abuse. The continuing professional development (CPD) programmes for staff are effective.

A very thorough log is kept on the electronic system (Tootoot) and ensures all concerns are raised rapidly, are well documented, and are responded to appropriately including where external agencies are involved. Staff are appropriately trained and are confident to discuss issues with learners and make reports of concerns. The now-embedded use of the digital system Tootoot allows effective and timely reporting recording and oversight of safeguarding incidents and enables the safeguarding lead managers to be swiftly notified of, and to address, concerns affecting learners anywhere in the county. Safeguarding links well to the multi-agency safeguarding hub. The service is effective at dealing with complex safeguarding cases including those that fall under the Prevent duty and those that require multi agency working. Sophisticated technology has been recently updated to continue to ensure robust monitoring of online activity and information breaches.

7. Development Priorities for 2018/19

Outcomes for learners

- Use information about learners starting points more effectively on a minority of courses to ensure they are consistently enrolled at an appropriately challenging level.
- Develop more detailed information on the destinations of young people to ensure that their programme of study links closely with their occupational area on employment
- Implement the robust plans for Maths and English to improve attendance, retention and achievement
- Improve the achievement rates on specific certificate based courses and on GCSEs.

Personal development, behaviour and welfare

- Facilitate more study programme options and employment outcomes for young people with SEND through careers guidance and learning interventions, particularly for persistent NEET. Continue to increase and formalise the opportunities for parental engagement across more of the service delivery to young and vulnerable learners.
- Further improve attendance, and ensure lecturers and centre staff vigorously enforce attendance strategies. Analyse and evaluate the measures put in place specifically to improve the attendance of young people especially those with social or additional needs
- Explore the reasons for support working less effectively for young parents and implement improvement actions.

Quality of teaching learning and assessment

- Improve the quality of teaching sessions to 100% being good or outstanding and strengthen performance management of the worst performers.
- Improve the quality of all documentation and specifically the Personal Learning Record (PLR).
- Embed the use of video enhanced observation so that it is common practice, easily shares good practice and limits travel and interference in the classroom.
- Improve personalised planning and target setting, particularly to stretch and challenge the more able.
- Support lecturers take sufficient account of learners starting points to ensure they make rapid progress.

Leadership and management

- Develop, deliver and promote new study programme provision for learners needing alternative provision, those with SEN Support or EHCPs, and other under-represented groups to fill the gaps in provision in the county.
- Develop transition pathways to ensure more young people with SEN enter into supported internships and apprenticeships

- Deliver the ambitious partnership programme to preserve and protect provision which will become unfunded but which is valued by residents
- Deliver the accommodations ambitions of the service in Hexham, Ashington and Alnwick and increase the number of specialist teaching spaces in other areas to aid curriculum development.

8. Interim Final Data Report 2017-18 (Provisional data until national validated data set is released in 2019)

Table 1: Classroom Learning Qualification Achievement Rates (QAR) Overall Summary

Achievement Rates by Age		2014/15	2015/16	2016/17	2017/18	2016/17 Provider Type Average	2016/17 National Average
16-18	Leavers	286	222	335	278		
	Retention	82.2%	90.1%	92.8%	95.0%	83.4%	89.9%
	Pass	88.9%	92.5%	96.8%	94.7%	86.1%	90.6%
	Achieve	73.1%	83.3%	89.9%	89.9%	71.8%	81.5%
19+	Leavers	1869	2285	3398	3732		
	Retention	86.0%	91.5%	94.6%	93.2%	91.6%	92.5%
	Pass	96.6%	95.2%	97.5%	97.1%	92.9%	93.9%
	Achieve	83.0%	87.2%	92.3%	90.5%	85.1%	86.9%
All Ages	Leavers	2155	2507	3733	4010		
	Retention	85.5%	91.4%	94.5%	93.3%	90.8%	90.8%
	Pass	95.6%	95.0%	97.4%	97.0%	92.2%	91.2%
	Achieve	81.7%	86.8%	92.1%	90.5%	83.8%	82.8%

Table 2: Classroom learning achievement by Qualification Type

Qualification Type	Minimum Standard		15-16	16-17	17-18	National Average 16-17
Award	80%	16-18 Leavers	39	73	73	
		16-18 Achievers	100.0%	97.3%	91.5%	90.2%
		19+ Leavers	1038	1320	1418	
		19+ Achievers	86.9%	93.2%	91.2%	91.4%
Basic Skills Maths and English	63%	16-18 Leavers	81	74	63	
		16-18 Achievers	76.5%	74.3%	77.8%	60.2%
		19+ Leavers	220	216	247	
		19+ Achievers	77.3%	67.6%	70.9%	67.0%
Certificate	80%	16-18 Leavers	27	29	22	
		16-18 Achievers	63.0%	86.2%	81.8%	83.4%
		19+ Leavers	358	281	264	
		19+ Achievers	84.4%	84.0%	89.8%	89.1%
Diploma	70%	16-18 Leavers	26	20	5	
		16-18 Achievers	84.6%	80.0%	100.0%	86.0%
		19+ Leavers	55	52	44	
		19+ Achievers	67.3%	84.6%	88.4%	84.9%

GCSE Other	75%	16-18 Leavers	2	3	3	
		16-18 Achievers	100.0%	66.7%	100.0%	83.0%
		19+ Leavers	17	28	72	
		19+ Achievers	70.6%	71.4%	77.1%	82.8%
GCSE Maths & English	70%	16-18 Leavers	16	22	4	
		16-18 Achievers	87.5%	86.4%	71.4%	81.0%
		19+ Leavers	147	130	86	
		19+ Achievers	87.8%	77.7%	77.9%	80.8%
Other Regulated	80%	16-18 Leavers	29	113	104	
		16-18 Achievers	100.0%	100.0%	100.0%	81.0%
		19+ Leavers	507	1360	1633	
		19+ Achievers	97.4%	99.6%	94.9%	80.6%

Table 3: Classroom learning achievement by Subject Sector Category

SSC Title		Provider Full Year				QAR 2016/17	
		2014/15	2015/16	2016/17	2017/18	Provider Type Average	National Average
Health, Public Services and Care	Leavers	123	108	376	224		
	Pass	95.9%	93.0%	100.0%	99.1%	96.5%	95.9%
	Achieve	76.4%	74.1%	97.7%	96.4%	88.8%	87.4%
Science and Mathematics	Leavers	108	104	117	83		
	Pass	95.7%	93.7%	97.8%	89.7%	90.5%	90.7%
	Achieve	81.5%	85.6%	77.8%	72.6%	75.0%	81.7%
Agriculture, Horticulture and Animal Care	Leavers			57	26		
	Pass			100%	100.0%	95.8%	94.7%
	Achieve			100%	100.0%	89.1%	87.2%
Engineering and Manufacturing Technologies	Leavers	65	123	59	37		
	Pass	91.7%	99.1%	98.2%	94.1%	98.2%	93.7%
	Achieve	84.6%	82.7%	93.2%	86.5%	88.7%	86.0%
Construction, Planning and the Built Environment	Leavers	13	25	87	96		
	Pass	100.0%	94.4%	100.0%	98.9%	97.4%	93.6%
	Achieve	46.2%	68.0%	100%	96.9%	88.4%	84.2%
Information and Communication Technology	Leavers	326	248	496	335		
	Pass	98.2%	93.8%	97.3%	97.5%	95.3%	94.5%
	Achieve	83.4%	85.9%	93.9%	92.5%	87.7%	87.1%

Retail and Commercial Enterprise	Leavers	26	12	59	61		
	Pass	100.0%	100.0%	98.2%	100.0%	95.4%	96.5%
	Achieve	96.2%	58.3%	94.9%	98.4%	90.3%	89.7%
Arts, Media and Publishing	Leavers	199	255	154	418		
	Pass	98.3%	96.8%	95.1%	98.7%	97.3%	96.3%
	Achieve	88.9%	83.9%	87.7%	87.8%	89.3%	88.6%
Languages, Literature and Culture	Leavers	488	722	785	1,025		
	Pass	99.3%	98.3%	98.8%	98.2%	94.6%	93.5%
	Achieve	86.5%	88.2%	90.7%	89.3%	82.0%	83.3%
Education and Training	Leavers	49	62	217	103		
	Pass	97.3%	100.0%	99.5%	100.0%	97.7%	97.2%
	Achieve	73.5%	75.8%	94.0%	89.3%	86.6%	87.6%
Preparation for Life and Work	Leavers	685	910	1,317	1,581		
	Pass	91.0%	92.1%	95.6%	95.2%	90.8%	88.8%
	Achieve	79.3%	89.8%	91.3%	91.1%	82.7%	80.8%
Business, Administration and Law	Leavers	111	17	11	18		
	Pass	95.7%	86.7%	100.0%	100.0%	92.5%	93.5%
	Achieve	79.3%	76.5%	81.8%	83.3%	83.9%	86.1%

Table 4: Apprenticeships All Levels & Age

		14/15	15/16	16/17	17/18	Provider Type 2016-17	National 2016-17
All Levels	Leavers	194	175	205	154		
	Overall Achievement	82.5%	76.0%	83.9%	87.9%	74.6%	67.7%
	Timely Achievement	78.8%	68.9%	77.1%	81.8%	66.4%	59.4%

Table 5: Apprenticeships by Age

		2014/15	2015/16	2016/17	2017/18	Provider Type 2016-17	National 2016-17
16-18	Leavers	81	72	76	56		
	Overall Achievement	76.5%	70.8%	81.6%	90.4%	69.4%	69.9%
	Timely Achievement	75.0%	68.5%	74.4%	83.0%	61.4%	62.9%
19-23	Leavers	77	67	78	51		
	Overall Achievement	90.9%	80.6%	87.2%	89.1%	78.3%	69.6%
	Timely Achievement	81.1%	73.9%	80.8%	79.0%	70.6%	62.2%

24+	Leavers	36	36	51	47		
	Overall Achievement	77.8%	77.8%	82.4%	83.6%	75.5%	65.3%
	Timely Achievement	82.4%	61.0%	75.6%	83.2%	66.5%	55.5%

Table 6: Apprenticeship by Level

		2014/15	2015/16	2016/17	2017/18	Provider Type 2016-17	National 2016-17
Intermediate (Level 2)	Leavers	139	114	124	105		
	Overall Achievement	81.3%	77.2%	79.0%	88.1%	74.5%	67.1%
	Timely Achievement	76.9%	75.2%	76.0%	86.3%	67.1%	59.8%
Advanced (Level 3)	Leavers	55	61	78	47		
	Overall Achievement	85.5%	73.8%	92.3%	90.0%	75.2%	69.3%
	Timely Achievement	84.0%	58.6%	80.8%	83.6%	65.0%	59.9%
Higher (Level 4)	Leavers			3	1		
	Overall Achievement			66.7%	92.0%	70.4%	61.1%
	Timely Achievement			33.3%	90.0%	65.1%	45.8%

Implications

Policy	
Finance and value for money	The service continues to focus spending on teaching and learning and seeks to secure additional funding for project work that meets service priorities.
Legal	None
Procurement	None
Human Resources	None
Property	None
Equalities (Impact Assessment attached) Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>	Not Applicable
Risk Assessment	No formal risk assessment is required but there continues to be changing national funding arrangements for which ongoing monitoring will be necessary.
Crime & Disorder	No implications identified
Customer Consideration	The service continues to be mindful of funding organisations and possible further changes to apprenticeship funding particularly for SMEs in Northumberland.
Carbon reduction	No implications have been identified at this stage
Wards	All

Report sign off

	initials
Monitoring Officer/Legal	N/A
Executive Director of Finance & S151 Officer	N/A
Relevant Executive Director	CM
Portfolio Holder(s)	WD

Author and Contact Details

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