

Name of Meeting: Cabinet
Date: 16th April 2019
Title of Report: Kirklees Annual Post 16 Educational Outcomes Report 2017-18

1. Purpose of the report

The Kirklees Annual Post-16 Education and Training Outcomes Report 2017-18 provides the evidence base for the post 16 element of the draft learning strategy currently under development and the response to the West Yorkshire Combined Authority Skills Commission.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	no If yes give the reason why
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	not applicable If yes also give date it was registered
The Decision - Is it eligible for call in by Scrutiny?	Not applicable If no give the reason why not
Date signed off by <u>Strategic Director</u> & name Is it also signed off by the Service Director for Finance IT and Transactional Services? Is it also signed off by the Service Director for Legal Governance and Commissioning Support?	Mel Meggs – 28 th March 2019 Eamonn Croston (James Anderson) 4 th April 2019 Julie Muscroft 8 th April 2019
Cabinet member portfolio	Cllr Viv Kendrick Cllr Masood Ahmed

Electoral wards affected: ALL

Ward councillors consulted: N/A

Public or private: PUBLIC

Have you considered GDPR? Yes – the Data contained in the report is derived from publicly available data produced by the Department for Education with some additional internal analyses. Other data sources include: NFER Nexus software, Local Authority Interactive Tool (LAIT) and Statistical First Releases.

1. Background

Both this summary report and the accompanying appendix consist of analysis and evaluation of a range of KS5 outcomes in Post-16 education and training in Kirklees from the years 2017-2018.

Current performance in the Post-16 education system in Kirklees is strong when compared with regional and national benchmarks. This positive performance in the Post-16 education and training system is crucial to the future of Kirklees young people and to the district as a whole. Good performance in the Kirklees Post-16 education system is also key to Kirklees' future economic prosperity. The analysis demonstrates that the current provision system in Kirklees is providing excellent education and training outcomes for a wide range of learners on academic, vocational, mixed and apprenticeship routes. Analysis of 2017 to 2018 performance demonstrates continued improvements in most areas and top quartile performance in the vast majority of areas.

The report identifies the positive figures regarding engagement with education and training Post-16, overall achievement rates, average grades and point scores, and value-added progress performance. It also notes areas of improvement that require further action that will form the basis of future work to strengthen our already robust position in the context of continuing curriculum change. It demonstrates that further improvements to the Post-16 system can be made by targeting support, challenge, improved working practices and a more holistic and joined-up approach at key areas of current underperformance, against a backdrop of overall excellence. Key areas for future improvement include some vocational performance, SEND NEET and EET rates, care leaver and looked-after NEET and EET rates, and addressing inconsistencies within the SSF environment.

Our aspiration is for every young person in Kirklees to have access to a broad, rich and deep education or training curriculum; for every young person in Kirklees to have the best possible chance of achievement and success, with excellent rates of progression to further education, training or employment; and for every young person in Kirklees, regardless of their background or ability, to have access to the highest possible quality education and training, in order to equip them with the skills, abilities, knowledge and love for learning for successful future careers and future wellbeing.

Work is already ongoing to develop closer links between schools and Colleges and the GFE, SSF and SFC environments themselves as part of the developing 16-19 Collaborative Forum and through appointment at LA level of a new Strategic Lead of Post 16.

2. Summary - Education and Training Outcomes for the Academic Years 2017-2018

The appendix identifies in detail outcomes performance in the Post-16 education system in Kirklees in the academic years 2016-17 and 2017-18.

The report analyses performance in a range of vocational and academic pathways at levels 2 and 3 covering years 12-13. The report features analysis of the performance of different groups of learners and explores current progression into education and training between KS3 and KS4 and from KS4 to KS5.

An overall summary of the content is set out below:

Key points: Overall Excellence

- Achievement of 3+ A grades at GCE/Applied GCE A Level and Double Awards: **A quartile** (2018)
- Percentage of students achieving grades AAB or better at GCE A level, Applied GCE A level and Double Award A level: **A quartile** (2018)
- Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects: **A quartile** (2018)
- A level points per entry: **A quartile**, above national average for first time (2018)
- Average Point score per entry, best 3 A levels: **A quartile** (2018)
- Tech levels points per entry: **A quartile** (2018)
- % KS5 who entered A Level or Level 3 qualification, going/remaining to Russell Group elite Universities: **A quartile** (2017, 2018 TBC)
- % of learners KS5 going to or remaining in education or employment: **A quartile** (2017, 2018 TBC)
- Achievement of L2 qual by 19: **A quartile** (2017, 2018 TBC)
- Achievement of L3 qual by 19: **B quartile** (2017, 2018 TBC)
- Attainment of level 2 in English and Maths at age 19 for those who had not achieved this level at 16: **A quartile** (2017, 2018 TBC)
- GFE Apprenticeship success rates: outstanding performance, on average 10% above national averages at levels 2 and 3
- Inequality gap in the achievement of a Level 2 qualification by the age of 19: **B quartile** (2017, 2018 TBC)¹
- Inequality gap in the achievement of a Level 3 qualification by the age of 19: **B quartile** (2017, 2018 TBC)²
- Attainment of level 2 qualification including English and Maths at age 19 for those classified SEN at school: **A quartile** (2017, 2018 TBC)
- English and Maths resit progress by 19: **A quartile**
- Attainment of level 3 qualification at age 19 for those classified SEN at school: **A quartile**
- NEET+not known: **A quintile**

¹ The number of individuals who were eligible and claiming free school meals at the age of 16 who turned 19 during the year and have passed the level 2 threshold, as a percentage of the corresponding school census population at the age of 16 that were eligible for and claiming free school meals.

² The number of individuals who were eligible and claiming free school meals at the age of 16 who turned 19 during the year and have passed the level 3 threshold, as a percentage of the corresponding school census population at the age of 16 that were eligible for and claiming free school meals.

- 16 and 17 year olds in Education and Training: **B quintile**

Performance on the vast majority of metrics is significantly above regional and national averages and statistical neighbour averages on the vast majority of metrics

Areas requiring future action include:

- SEN NEET: **D quartile** with a recent rising trend, an opposite pattern to their non-SEN peers
- SEN E/T, year 12 and 13: **C quartile**
- Care leaver NEET: **D quartile** (2018) – 10x the rate of their non-care leaver peers
- Care leaver E/E/T: **falling** performance, 5x the rate of non-care leaver peers
- GFE English and Maths rest performance: within national GFE averages, but below that of SFC and SSF environments
- Vocational performance: some **dips** in GFE and a lack of data in SFC and SSF environments nationally, making evaluation less objective

Key aspirations and for the Post-16 system in Kirklees include:

- Maintaining excellent, top quartile Post-16 performance in Kirklees and increasing the number of metrics where top quartile performance is in evidence
- Narrowing the achievement and Post-16 engagement gaps between care leavers and their peers, through up-skilling of the IAG system, development of a new Post-16 vulnerable young people action group, and targeting of NEET engagement programmes
- Reversing the downward trend in SEND EET and the upwards trend in SEND NEET, so that Kirklees young people - with and without EHC Plans - have an increased chance of successful Post-16 transition, progress and success
- Developing more capacity and up-skilling the existing post-16 workforce in Kirklees, in order to address a predicted rise in the SEND cohort, particularly those with SEMH needs, as well as the general predicted rise in those requiring mental health support
- Taking advantage of a predicted rise in the post-16 population and ensuring that there is sufficient capacity over the next 10 years, so that all learners have a chance to take advantage of the excellence in the Post-16 system, regardless of ability or geography
- Identifying geographical areas within Kirklees where the curriculum offer is not as broad or deep as in Huddersfield, or where performance is not as strong, and seeking ways to address this shortfall
- Addressing some areas of current inconsistency across the Post-16 sector, such as progress measures in some SSFs and English and Maths resit performance in GFE
- Revitalising the Post-16 and transition markets by involving the third sector, ESIF funding streams and alternative provision in order to develop a more thriving alternative curriculum, supported transitions and targeted NEET support

- Increasing collaboration and peer support between the Post-16 providers and between the special school, school and post-16 sectors
- Ensuring that the Post-16 system can respond rapidly to changing economic and skills requirements locally and nationally
- Ensuring that all aspects of the Post-16 system are prepared and proactive in their readiness for the new Education Inspection Framework and new developments in curricula and assessment
- Working closely with the WYCA Careers Hub to improve Gatsby performance in Kirklees schools to at least the average for the WYCA, making Kirklees a centre for young peoples' employability skills and experiences
- Further analysing progression dips in Kirklees schools and target improvements in IAG, training and employability engagement.

4. Implications for the Council

4.1 Working with People

We want to encourage every young person in Kirklees to be ambitious, hold high aspirations and strive to reach their potential. Work-streams developing from this analysis and through related collaborations and groups such as the 16-19 Collaborative Forum and Vulnerable Young People Working Group involves working with a range of people and partners.

4.2 Working with Partners

It is imperative that the council and wider partners work together to ensure they are able to provide world class educational opportunities that support children, young people and their families to realise their potential and succeed in adult life. Partners across the council, the LEP and the WYCA – as well as related institutions such as C&K Careers - were instrumental in the development of these reports as analytical tools. The 16-19 Collaborative Forum and its developing sub-group for Post 16 SEND and SEMH, new Vulnerable Young People Working Group, Kirklees Learning Partners, Evoke creative partnership, the WYCA, the LEPs and Works Better and its related private and third sector partners are all tied to the actions stemming from this analysis and identified here and in the more detailed appendix.

4.3 Place Based Working

The broader summary of this report and its appendix will be fed into developing place-based arrangements such as Community Hubs and potentially PHILs, with headlines and key findings used to develop strategy to better serve local need. Collaboration between Post-16 elements of the council, Community Hubs and Public Health are increasing, especially with regard to NEET young people and mental health, and skills sharing arrangements can be developed to up-skill community hubs with knowledge of Post-16 education and challenges, and to up-skill officers with a better understanding of local communities.

4.4 Improving outcomes for children

All educational settings are part of the Kirklees learning family. Collectively, these settings serve a large, diverse and growing population of Kirklees residents and significant numbers from neighbouring authorities. Not only do Post 16 outcomes account for a significant amount of children and young peoples' educational activity in Kirklees, success in this arena means that Kirklees future residents and families will be equipped with the skills, abilities and love for learning that are vital for the future children's wellbeing and prosperity.

4.5 Other (e.g. Legal/Financial or Human Resources)

Being clear about our current performance and using this to determine our priorities for improvement will enable us to target our resources and expertise across the learning system.

5. Consultees and their opinions

- The 16-19 Collaborative Forum
- WYCA
- Progression Board, representing a range of Post 16 institutions and settings

6. Next steps and timelines

Sharing of this of Post-16 outcomes performance allows for more targeted foci for improvement and involves a greater number of stakeholders.

This is an opportunity to celebrate the excellent work ongoing in Post-16 education in Kirklees.

7. Officer recommendations and reasons

That the report is accepted to establish a shared understanding about the performance of our young people in terms of Educational Outcomes across the district so that the partnership can identify where to prioritise our collective efforts for improvement.

That the Director for Children's Services in consultation with the Portfolio Holder for Learning and Aspiration and the Portfolio Holder for Children's Services be delegated to take forward the aspirations identified above in the form of a series of shared work-streams alongside Post-16 providers.

That impact is monitored and progress evaluated through structures such as Post-16 Learning Progression Board and annually to Cabinet.

8. Cabinet portfolio holder's recommendations TBC

9. Contact officer Dr. Phil Mark

Martin Green

10. **Background Papers and History of Decisions**
NA
11. **Service Director responsible**
Jo-Anne Sanders
Service Director – Learning and Early Support