



Latest update: Monday, 08 April 2019

Title of report: 1010 Educational Standards and Quality Post-16/KS5 2017-2018: APPENDIX

The report is an analysis of outcomes across Post-16 education and training in the Post-16 education system in Kirklees from 2016-2018.

1. Purpose of report:

To report on 2016-17 and 2017-18 outcomes in the Post-16 education environment in Kirklees, including examination of NEET figures and destinations in the context of statistical neighbours and national averages.

To identify strengths and areas for improvement in key outcomes for Kirklees young people and to clarify strategic priorities for the Post-16 system.

2. Summary:

This report draws attention to various data from various sources, most typically the DfE, NCCIS and NART, concerning education and training in Kirklees in the Post-16 environment.

This document demonstrates how we analyse and use data; to identify our priorities and actions so that:

- People in Kirklees have aspiration to achieve their ambition through education, training, employment and life long learning
- Kirklees has sustainable economic growth and provides good employment for and with communities and businesses

3. How to read this report:

3.1 Data sources: DfE data for 16-17 is now confirmed. 17-18 data was updated as of 12/18 though some metrics are not released until 03/18 and 05/18. Other sources include the Local Authority Interactive Tool, NCCIS, NART, OfSted reports, and C&K Careers quarterly reporting. Though multiple metrics and data sources are available for the purposes of analysis and evaluation of Post-16 education and training, these data sources are often not as universal or illuminating as in primary and secondary arenas.

3.2 Confidentiality and sharing this document: This document may be shared internally.

3.3 Acronyms:

GCSE	General Certificate of Education, first taken typically at the end of year 11, historically graded A*-G and now graded 9-1.	KS4	Typically incorporates GCSEs and other examinations in schools in England, normally known as Year 10 and Year 11, when pupils are aged between 14 and 16.
GCSE resit	All learners not achieving a grade 4 in English or Maths at at KS4 must re-sit these qualifications – or ‘stepping stone’ qualifications if achieving a grade 2 or below – as part of the programme of study Post-16	KS5	Typically incorporates level 2 and 3 Post-16 qualifications, normally known as Year 12 and Year 13, when pupils are aged between 16 and 18, or 19 if progressing to L3 after one year.
L1	Post-16, entry or foundation level courses. A starting point from which to progress to further qualifications Post-16, typically requiring 4-5 grades E-F/2 at GCSE KS4	SEND	Special Educational Needs and Disabilities.
L2	Post-16 qualifications equivalent to GCSE grades A*-C, 9-4, typically vocational, requiring 4-5 D/3 grades at GCSE KS4 and often a stepping stone to L3 courses.	SEMH	Social and Emotional Mental Health.
L3	Post-16 qualifications equivalent to A level, either academic, vocational or mixed, typically requiring 5 C/4 grades at GCSE KS4.	EET	Employment, Education or Training.
A level	Academic L3 qualifications, typically assessed via end of course examination.	ET	Education or Training.
Applied general	Vocational courses such as BTECs consisting of qualifications that provide broad study of a vocational area. Often less common in GFE environments.	APS	Average Points per Entry, indicating average performance on individual courses
Technical certificates	L2 qualifications for students wishing to develop the specialist skills and knowledge for a technical occupation or industry. Often common in GFE environments.	GFE	General Further Education: an educational institution providing a range of Post-16 courses levels 1, 2 and 3, typically focusing on vocational and apprenticeship routes and a higher proportion of level 2 learners
L2 Voc	Non-academic qualifications that are as challenging as GCSEs and include technical certificates.	SSF	School Sixth Form: Post-16 provision attached to an existing school, typically providing A levels, mixed programmes and some vocational courses and with a higher proportion of level 3 learners
Mixed programme	A combination of academic A level and one or more L3 applied general certificate and subsidiary diploma qualifications, equivalent to one A level, often studied in SFC and SSF environments.	SFC	Sixth Form College: an educational institution specialising in a range of Post-16 courses at levels 1, 2 and 3, typically focusing on academic and mixed programmes, with some vocational courses, and with a higher proportion of level 3 learners
NEET	Young people not in employment, education or training.	DfE	Department for Education
APS	Average points per entry, indicating the standard achieved in each qualification entered	Facilitating subject	Historically academic, challenging core subjects including maths, sciences, traditional humanities and modern foreign languages
Gatsby benchmark	8 key criteria developed to assess the quality of careers and employability provision in schools and colleges.	CIF / EIF	Ofsted’s Common Inspection Framework sets out the principles for inspection and assessment of educational quality in all schools and colleges. To be replaced with a new

			Education Inspection Framework in 09/19.
--	--	--	--

CONTENTS

<u>4.1 Outcomes Post-16, 16/17-17-18</u>	4
<u>4.2 Context</u>	4
<u>4.3 Overall Summary</u>	5
<u>4.2 Summary of Overall Strategic Priorities Post-16 (LA Priorities)</u>	7
<u>5.1 Kirklees LA: 2017 Outcomes Summary</u>	9
<u>5.2 Analysis 2017</u>	9
<u>6.1 Kirklees LA: 2018 Outcomes Summary</u>	12
<u>6.2 Analysis 2018</u>	12
<u>Kirklees LA overall - FFTAspire 2018 level 3 performance</u>	14
<u>7.1 Performance of different groups of learners</u>	14
<u>8.1 Strategic areas for outcomes improvement – Outcomes (LA priorities)</u>	16
<u>9.1 KS4 – KS5 Progression and NEET figures</u>	16
<u>10.1 SEN/D destinations and progression KS5 (16/17 and 17/18)</u>	18
<u>10.1.2 SEN students: access to the Post-16 system</u>	20
<u>10.1.3 SEN/D Attainment and Progress in Post-16 system</u>	21
<u>10.1.4 Care Leavers Attainment and Progress in Post-16 system</u>	22
<u>10.1.5 Electively Home Educated Attainment and Progress in Post-16 system</u>	24
<u>10.2 Strategic areas for improvement, SEN/D progression (LA priorities)</u>	25
<u>11.1 APPENDIX 1 Ofsted and the new EIF</u>	25
<u>11.2 Strategic areas for improvement, new EIF</u>	26
<u>12.2 APPENDIX 2 Secondary KS4-5 destinations, Gatsby and employability</u>	26
<u>12.2 Strategic areas for improvement, Gatsby and Employability</u>	27

4.1 OUTCOMES POST-16, 16/17-17-18

4.2 CONTEXT

The majority of education and training activity in Kirklees Post-16 takes place in 3 major Colleges: Huddersfield New College (SFC), Greenhead (SFC) and Kirklees College (GFE). 6 smaller SSFs offer a range of level 2 and 3 programmes, usually consisting of a smaller curriculum on offer than in the SFC environment. The 3 main Colleges typically account for 85% of Post-16 education in Kirklees.

Huddersfield New College offers a mixture of vocational, mixed and academic programmes, Greenhead offers a mainly traditional academic A level route, with some vocational options, and Kirklees GFE College offers a range of technical vocational courses and a large number of apprenticeships. The SSFs tend to focus on level 3 academic routes, with some vocational options.

According to the NCCIS Activity Survey, 91.4% of Kirklees 2017 year 11 leavers were in full time education as at 11/17, with 5.3% in apprenticeships and 96.9% engagement overall, above a national average of 95.3%. C&K Careers quarterly reports can be utilised to triangulate this with 2018 leaver data, suggesting a similar picture of 96.8% in learning. This is significantly above national averages.

Of Kirklees resident school leavers, as at 01/19 the overall year 12 and 13 cohort in Post-16 education consists of 1661 in SSFs, 3638 in SFCs, and 3095 in GFE Colleges as at 12/18.¹

The standard of education Post-16 learners receive in Kirklees is typically good or outstanding. Of the 9 main providers in Kirklees, only 1 has Post-16 provision rated as requiring improvement by Ofsted, and none are inadequate. Both SFCs are rated outstanding, Kirklees College GFE is rated good, and the SSFs are rated 1 RI, 2 Good and 3 Outstanding.²

This can be quantified in terms of the overall numbers of 16-18 learners in good/outstanding provision in Kirklees during the examination period of 2018:

- Kirklees College, GFE – 3212 - **Good**
- Greenhead SFC – 2375 - **Outstanding**
- Huddersfield New College SFC – 2477 - **Outstanding**
- Mirfield Free Grammar SSF – 363 - **Good**
- St. John Fisher Catholic Voluntary Academy SSF – 172 – **RI**
- Heckmondwike SSF – 531 - **Outstanding**
- Netherhall Learning Campus SSF/Studio – 105 - **Good**
- Shelley College SSF – 204 - **Outstanding**
- Batley Girls High School SSF – 240 – **Outstanding**

¹ See 9.1

² Methodology: Where an Ofsted report under newer CIFs specifics 16-19 study programmes, this rating is taken to indicate performance; where no specific 16-19 judgement is made, the whole institution rating is used.

This figures translate to 60% of learners in Kirklees in outstanding Post-16 provision, 38% in good provision, and <2% in RI provision in terms of the overall cohort.

According to the DfE, 0% of providers in Kirklees are below the DfE's minimum standard compared with the Yorkshire and Humber average of 6.3%.³

Outcomes for students in the Post-16 education and training system – through vocational, mixed, A level or apprenticeship routes – are very strong in Kirklees. Performance is usually in line with or well above national averages on most metrics and significantly ahead of Yorkshire and Humber and statistical neighbour benchmarks. The generally strong position from 16/17 further improved in 2017/18, especially on academic programmes.

4.3 OVERALL SUMMARY

Comparative performance in the Post-16 environment is expressed in quartiles wherever possible and augmented with evaluation of performance in comparison with statistical neighbours, regional and national averages within the more detailed analysis.

Overall, according to the LAIT⁴, A or B quartile performance is in evidence for most metrics in Post-16 education and training in Kirklees. Key findings in this report include:

- 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 fir(st 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)

³ An institution is deemed to be below the minimum standard if: 1.Its academic or Applied General value added score is below the threshold set by the Department; and 2.Its value added score is statistically significantly below the national average, i.e. both its upper and lower confidence intervals are below zero. <https://www.gov.uk/government/publications/16-to-18-minimum-standards/16-to-18-minimum-standards-for-2018>

⁴ <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

- 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)⁵
- Inequality gap in the achievement of a Level 3 qualification by the age of 19: **B quartile** (2017, 2018 TBC)⁶
- 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** (as at Feb 2019)
- 16 and 17 year olds in Education and Training: **B quintile**

Not only do Post-16 learners in Kirklees gain very good results, they also have very good achievement rates. NART 2016/17 outlines that 16-18 learners in GFE across England had an overall achievement (old 'success' rate: achievements/starts) of 81.5% compared with 87.1% in SFCs. Retention was also lower nationally overall at 90.9% in GFE and 92.2% in SFCs.

In Kirklees, however, NART 2017 data indicates a more positive picture in the major colleges, with all three performing well above national averages.⁷ Soft intelligence suggests a slight dip in achievement in GFE 2018, however the overall Kirklees average should remain very strong.

Different groups of learners perform at a similar level to their peers, with very good performance of those in receipt of free school meals and excellent comparative performance of disadvantaged learners. Inequality gaps are narrower than in most authorities and performance difference between those of different ethnic backgrounds is small and in line with national averages.

Learners identified with SEN at school, both with and without EHCPs, perform in the top quartile nationally at both levels 2 and 3, though there is a downward trend in the engagement with education or training for these learners overall into C and D quartiles by 2017.

⁵ 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.

⁶ 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.

⁷ NART overall by institution type / headline:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/691709/Apprenticeships_Overall_Institution_Achievement_Rates_Tables_201617.xlsx

Areas requiring future action include:

- SEN NEET: **D quartile**
- 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 resit performance: within national GFE averages, but below that of SFC and SSF environments
- Vocational performance: some dips in GFE technical performance and a lack of data in SFC and SSF environments nationally

Several of the actions below and recommended in this report are to be developed through the 16-19 Collaborative Forum, with work-streams focusing on 1) preparation for the new EIF 2) SEND and SEMH and 3) Capacity and Sufficiency.

4.2 SUMMARY OF OVERALL STRATEGIC PRIORITIES POST-16 (LA PRIORITIES)

Our key aspirations for the Post-16 system in Kirklees in future includes:

- 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

5.1 KIRKLEES LA: 2017 OUTCOMES SUMMARY

Level 3 overall:

- APS per entry: **33.46** (2.06 points above all state sector; 2.51 points above Yorkshire and Humber)
- % achieving 2 or more L3 quals: **81.9%** (2.9% above all state sector; 6.1% above Yorkshire and Humber)

A levels:

- APS per entry **32.05** (0.24 points below England average; 1.85 points above Yorkshire and Humber average)
- % achieving AAB or higher: **20.9%** (1.5% below England average; 2.3% above Yorkshire and Humber average)

Vocational:

- Applied general APS per entry **38.18** (3.16% above England average; 1.3% above Yorkshire and Humber average)

Level 2 vocational:

- Average grade, points score L2Merit-, 5.69 (0.02 above England average)

English and Maths resits:

- LA English overall progress score 0.09 (0.07 above England average)
- Maths 0.08 (0.09 above England average)

5.2 ANALYSIS 2017

A LEVELS

Generally, A level performance was good across Kirklees in summer 2017.

The two SFCs performed superbly, with a B- grade average and point score of 35.18 and C grade (C+ for best 3 A levels) and 0.1 progress grade at the two main providers, which added significant success to the authority overall. SSFs tended to demonstrate excellent completion rates but slightly lower progress scores, though there were exceptions in individual institutions.

APPLIED GENERAL, L3

Performance was excellent across the LA. The average grade of Dist+, point score of 38.18 and completion rate of 92.5% are all well above national averages and in the top quartile.

- In GFE, completion was outstanding but progress was slightly below national average at -0.23
- SSFs tended to have lower numbers, excellent progress and generally excellent completion
- In SFCs, HNC was the only SFC with significant applied vocational entries and performed superbly, with 633 learners achieving average Dist*-, 0.56 progress and 94.1% completion, all significantly above national averages

TECHNICAL CERTIFICATES

Completion was good at 88.9% across Kirklees, 2.6% above national average. An average grade of Merit- was in line with national averages. Performance variation between GFE and SFCs was broadly in line with national trends with generally positive performance overall.

LEVEL 2 VOCATIONAL

Kirklees LA was on or above national averages in 2017. The average grade of L2Merit- was in line with NA, with a 5.71 points score slightly above the NA of 5.69. Completion of 88.3% was very good compared with an NA of 85.5%.

Generally, the SFC environment's superb performance of 6.23 and 87.5% pushed averages higher, with GFE's superb achievement rates also providing authority-wide benefits in this regard.

LEVEL 3 APPRENTICESHIPS

Kirklees College's GFE 83.3% achievement rate with 110 learners was outstanding, with NA 73.7%. This was a significant success and in the region of 10% above national and regional averages, and significantly better than mean performance among the private sector.

LEVEL 2 APPRENTICESHIPS

Kirklees College's GFE 81.5% achievement rate with 250 learners was outstanding, with NA 68.2%. This was a superb achievement, significantly above the mean for the private sector.

ENGLISH AND MATHS

The picture across the LA was very good but varied between SSFs, SFCs and GFE.

- LA English overall progress score 0.09 (NA -0.02); Maths 0.08 (NA -0.01)

SSFs, SFCs and GFE displayed a large disparity in performance and numbers, reflecting national trends:

- SSFs were generally excellent but recorded lower numbers, generally under 30. Progress scores ranged from 0.12-0.68 for English; -0.13-0.38 for Maths, which was above national averages in the majority of cases
- In the SFC environment, HNC's outstanding 0.89 in English covered 147 students. Outstanding progress of 0.71 for Maths covered 250 students, pushing averages higher across the LA
- GFE performance was generally in line with GFE national and regional averages, with -0.1 for English covering 856 learners and -0.11 covering 95 Maths learners

It is also worth noting that the true picture may have been better in English, as all LA Colleges enter students with a 3 in Language and 4 in Literature for a re-sit in Language, but any success here in Language would not be displayed in DfE data.

DESTINATIONS

A significant success remained the number of Kirklees residents receiving places at the Russell group of elite Universities, with 15% of the academic cohort receiving a place, compared with Y&H averages of 12%, statistical neighbours 12.2% and 12% nationally, placing Kirklees in the top quartile and ranking 24/152.

Of students studying at Kirklees institutions Post-16 at KS5 2016, 91% stayed in education or employment compared with a national average of 89%. Education remained well above national averages at 69% compared with 61%, with a non-ET of 6% compared with 7% nationally.

6.1 KIRKLEES LA: 2018 OUTCOMES SUMMARY

The most recent data delineates the continued success and significant improvements in most areas compared with 2016/17 outcomes.

Level 3 overall:

- APS per entry: **33.9** (2.06 points above all state sector; 2.51 points above Yorkshire and Humber) **2017 33.46**
- % achieving 2 or more L3 quals: **83.2%** (2.9% above all state sector; 6.1% above Yorkshire and Humber) **2017 81.9%**

A levels:

- APS per entry **34.31** (2.19 points above all state sector; 2.62 points above Yorkshire and Humber) **2017 32.05**
- % achieving 2 or more A levels: **81%** (4.1% above all state sector; 7.5% above Yorkshire and Humber) **2017 77.4%**
- % achieving AAB or higher: **21.3%** (3.1% above all state sector; 4.1% above Yorkshire and Humber) **2017 20.9%**

Vocational:

- Average point score, grade: **26.72, Merit+** (England average 28.45, Merit+)

Level 2 vocational:

- Average points score/grade **5.77, L2Merit-** (England average 5.71, L2Merit; Yorkshire and Humber average 5.74, L2Merit-)
- GCSE English LA progress score: **0.19** (England average 0.06)
- GCSE English LA % entering approved qualification: **83.8%** (England average 81.1%)
- GCSE Maths LA progress score: **0.12** (England average 0.05)
- GCSE Maths % entering approved qualification: **83.9%** (England average 83.4%)

6.2 ANALYSIS 2018

The strong position from 2017 improved in 2018 in almost all areas, with top quartile performance in A level achievement of 3+A grades, % achieving grades AAB or better, % achieving AAB with two facilitating subjects, and points per entry and tech level points per entry.⁸

The only dip occurred in the L3 vocational arena where C quartile performance was in evidence following the A quartile of 2017. However, this is explained through changes to DfE data publication practices. Old-style QCF BTEC courses are still accredited and meet the condition of funding, however they are no longer included in national performance tables. This means that entries in Kirklees in the published data have dropped significantly from 1,806 to 346, despite numbers of actual entries remaining stable. This means comparisons are problematic. In particular, the success within

⁸ <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

SSFs and SFCs of mixed programme and applied general vocational courses historically in Kirklees means that Kirklees suffered more from the DfE's change to publication practices.

Soft intelligence and internal evaluation from the major institutions indicates that general vocational performance has maintained or improved on the 2017 A quartile position in SFCs, however this cannot be confirmed without change to the DfE's publication practices.

Soft intelligence indicates that there may be a slight dip in GFE vocational performance in terms of retention and achievement, though the overall position above regional, national and statistical average neighbours should be maintained.

At level 3, there is some disparity between SSF and SFC data, with slightly higher achievement in some SSFs – though all are well above national averages – but higher APS per entry in SFCs. SSFs average 29.82 whereas the figure is 33.9 when including SFCs and FE combined. Generally there is a greater range of performance in SSFs than in the two SFCs, though lower numbers and smaller numbers of courses overall make comparisons problematic, and some SSFs perform exceptionally well overall.

A LEVELS

Generally, A level performance remains excellent, with the two SFCs and some SSFs performing well above national averages. SSFs tend to have lower progress scores for A levels, with some exceptions whose performance is well above average. The SFC environment is outstanding, with superb, above average progress and very strong APS.

APPLIED GENERAL, L3

Performance is difficult to measure given that the DfE does not measure QCF performance, yet the majority of applied general courses conducted locally are still QCF. This means that much applied vocational activity is not published in national tables. SFCs tend to perform better than SSFs, however the national data is insufficient to determine this.

TECHNICAL CERTIFICATES

Completion figures are available March 2019. Progress and average grades are in line with regional and national averages across Kirklees, however SFCs achieved slightly better average grades and point scores, reflective of national trends.

LEVEL 3 APPRENTICESHIPS

TBC

LEVEL 2 APPRENTICESHIPS

TBC

ENGLISH AND MATHS

The picture across the LA is very good but varies between SSFs, SFCs and GFE.

- LA English overall progress score 0.19 (NA 0.06); Maths 0.12 (NA 0.05). This remains is a significant success

However, SSFs, SFCs and GFE display a large disparity in performance and numbers, reflecting national trends:

- SSFs are generally excellent but have low numbers, generally under 30. Progress scores range from 0 -0.33-1.08 for English; -0.30-0.57 for Maths – a significant improvement from 2017.
- HNC's SFC outstanding 0.95 in English covers 168 students. Outstanding progress of 0.65 for Maths covers 231 students
- GFE has improved from 2017, with 0.0 for English covering 815 learners and -0.06 covering 883 Maths learners, significantly improving from 2017

DESTINATIONS:

Destinations data will not be available for 2018 leavers until 2020 at the earliest, however soft intelligence indicates a maintained or improved positive destination figure since the 2016-2017 data.

KIRKLEES LA OVERALL - FFTASPIRE 2018 LEVEL 3 PERFORMANCE

FFTAspire is a subject level value-added/progress measure currently replacing ALPS in many institutions at KS5.

Generally, value-added progress performance across Kirklees is very good. There is excellent progress above national averages in the majority of subjects. Of the range Post-16 subjects studied in Kirklees, only 1 is statistically significant in terms of overall pupil progress point score – D&T – and only 7 learners studied on this course. 15 subjects display statistically significant above average progress, usually with large numbers.

Some specialist subjects offered at only one or two providers have below average progress, such as Class. Civilisation (15), with only Computing (96) and RS (130) seeing slightly below average progress with larger numbers across 4 and 8 providers respectively, indicating a specific issue across the LA. Such issues are not deemed statistically significant, however.

7.1 PERFORMANCE OF DIFFERENT GROUPS OF LEARNERS

GENDER

Despite performing consistently above regional and national averages on most metrics, there remains a difference in performance between male and female Post-16 learners in Kirklees. The percentage of students achieving at least 2 substantial level 3 qualifications is 83.2% in Kirklees, compared with 77.2% in Y&H and 82% nationally. However, female learners achieve 2 substantial qualifications 84.9% of the time, compared with 80.7% of males. Similarly, although the APS per entry is well above regional and national averages in Kirklees, female learners achieve an APS of 35.57 compared with 32.70 of males, broadly in line with national trends.

One area where male learners outperform female learners concerns the achievement of the highest grades at A level, where 21.8% of boys achieve AAB, compared with 21% of girls, again reflecting national trends. Both of these figures are above regional and national averages.

DISADVANTAGED GROUPS

Of the 9 major educational institutions Post-16 in Kirklees, none display significant differences in the performance of disadvantaged groups compared with the non-disadvantaged cohort. Attainment of a Level 2 or 3 qualification by the age of 19 amongst those who received free school meals is ranked in the top quartile nationally. At level 3, performance has dipped slightly but still remains in the top quartile at 41% compared with 30.6% in Y&H and 32.99 compared with statistical neighbours, ranking 37/152:

Local Authority, Region and England												
		2009	2010	2011	2012	2013	2014	2015	2016	2017	-	Change from previous year
382	Kirklees	27.00	27.70	30.20	32.00	37.20	39.30	42.20	43.80	41.00	-	-2.80
982	Yorkshire and The Humber	21.30	24.60	25.60	27.80	29.00	29.30	31.00	30.60	30.60	-	0.00
	Statistical Neighbours	23.01	26.92	28.29	32.11	34.11	32.55	32.94	33.20	32.99	-	-0.21
970	England	26.90	29.70	32.00	34.10	35.30	35.70	36.40	36.30	35.90	-	-0.40

Local Authority, Region and England										
		Trend	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including		
382	Kirklees	↓	37	A	27.63	31.80	40.63	62.60		

At level 2, a similar pattern is shown, with a slight dip in performance reflecting national trends, and overall performance in the top quartile at 70.7%, compared with 61.7% in Y&H, 63.75% in statistical neighbours, and 66.4% nationally, ranking 32/152.

Local Authority, Region and England												
		2009	2010	2011	2012	2013	2014	2015	2016	2017	-	Change from previous year
382	Kirklees	51.50	55.20	61.00	63.90	72.70	68.40	75.20	76.00	70.70	-	-5.30
982	Yorkshire and The Humber	49.90	55.20	59.20	62.80	66.80	66.50	68.20	67.20	61.70	-	-5.50
	Statistical Neighbours	53.28	57.11	62.53	66.42	69.75	68.38	69.67	68.12	63.75	-	-4.37
970	England	57.50	61.50	65.40	68.90	70.80	71.30	72.00	70.40	66.40	-	-4.00

Local Authority, Region and England										
		Trend	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including		
382	Kirklees	↓	34	A	60.38	64.80	70.38	84.20		

The overall inequality⁹ gap concerning the achievement of a L3 qualification by 19 in Kirklees is lower than that of national and regional averages and statistical neighbours,

⁹ $(x/y - w/z) * 100$

The Calculation is performed at Local Authority level, where:

X = The number of young people that were studying in the local authority at academic age 15 and in receipt of free school meals, that have passed the level 3 threshold (i.e. achieved 100% of a Level three by the definitions above) by the end of the academic year in which they turn 19.

Y = The number of individuals identified as being in receipt of free school meals at academic age 15 studying in that Local Authority, taken from the January termly School Census count for the relevant year (includes only individuals in maintained schools).

W = The number of young people that were studying in the local authority at academic age 15 and identified as not in receipt of free school meals, that have passed the level 3 threshold (i.e. achieved 100% of a Level three by the definitions above) by the end of the academic year in which they turn 19.

Z = The number of individuals identified as not in receipt of free school meals at academic age 15 studying in that Local Authority, taken from the January termly School Census count for the relevant year (includes only individuals in maintained schools).

ranking 50/152 and towards the top of the B quartile, though there is a slight increase in this gap from 2016.

ETHNICITY

National data on performance by learners of different ethnic backgrounds is minimal Post-16. One indicator is the overall achievement rate. NART 2017 indicates that at the 3 main Colleges all groups of learners tend to achieve at a rate above national averages.

There is some disparity in both SFCs between learners with African ethnicity and their white peers though the gap is minimal and both groups perform above overall national average. In GFE, the pattern is reversed, with African, Pakistani and Indian ethnic background learners achieving slightly higher than white peers, though this is broadly reflective of national trends in GFE.

8.1 STRATEGIC AREAS FOR OUTCOMES IMPROVEMENT – OUTCOMES (LA PRIORITIES)

- Maintain excellent, top quartile Post-16 performance in Kirklees and increasing the number of metrics where top quartile performance is in evidence
- Address 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

9.1 KS4 – KS5 PROGRESSION AND NEET FIGURES

As at 12/18, the vast majority of Kirklees Resident year 11 leavers from summer 18 were studying at the 3 main Huddersfield Colleges. Of the total cohort, 34% were in GFE, 17% were in SSFs, and 39% were in SFCs. 2% were NEET and 0.4% were unknown.

Comparative NEET performance is strong in Kirklees overall. The table outlines the performance of Kirklees against the average of 10 statistical neighbours using data from the NCCIS. A key variable in the low NK% is the work from C&K careers and the significant investment in tracking and monitoring.

	Academic Age 16-17 (Y12-Y13) NEET %	Y12 NEET%	Y13 NEET%	Academic Age 16 - 17 (Y12-Y13) NK %	Y12 NK%	Y13 NK%	Academic Age 16 - 17 (Y12-13) In Learning %	Y12 In Learning %	Y13 In Learning %
Kirklees	2.7%	1.7%	3.6%	0.8%	0.2%	1.3%	93.6%	96.8%	90.4%
Stat neighbours average	3.4%	2.7%	4.2%	2.7%	1.6%	3.8%	91.4%	94.4%	88.3%

Kirklees’ overall NEET+NK figures are in the 2nd quintile, representing a very good performance and much stronger than regional and national averages.

NEET data, Kirklees year 11 leavers as at July 18:

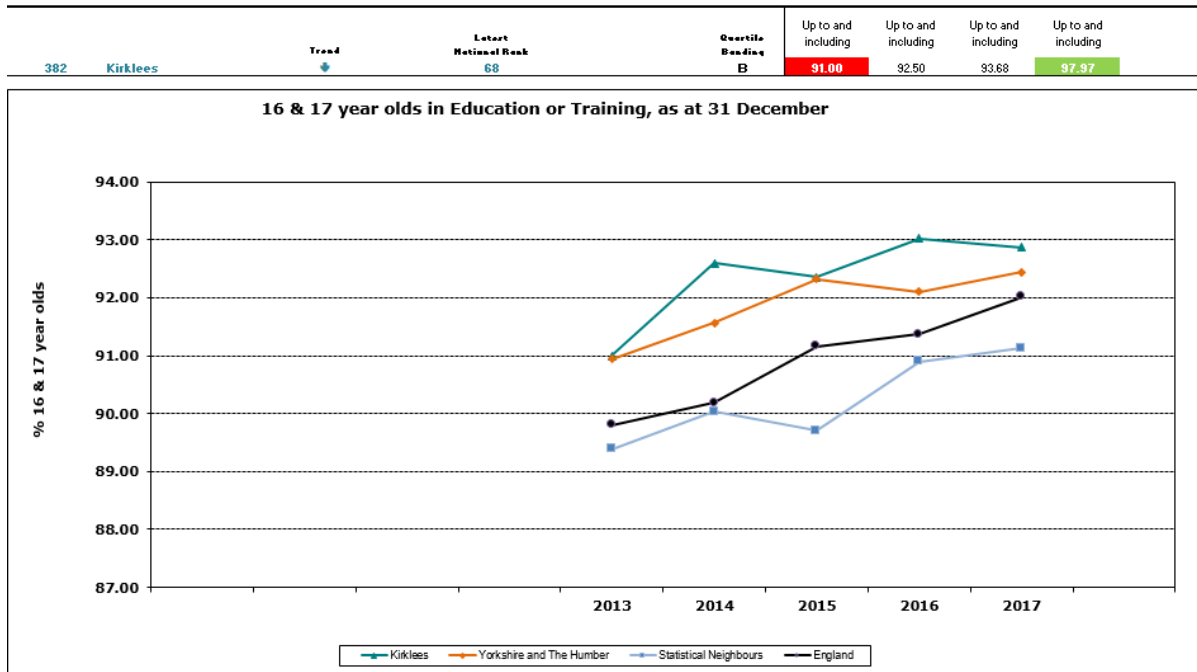
	Yr 12	Yr 13	Yr 12-Yr 13 Total
Cohort total	4926	4971	9897
EET Total	4808	4709	9517
In education, post Year 11	4477	3991	8468
School Sixth Form	855	806	1661
Sixth Form College	1907	1731	3638
Further Education	1681	1414	3095
Higher Education	1	1	2
Part time Education	12	31	43
Gap Year students	0	0	0
Full time education - Other	15	8	23
Special Post-16 Institution	4	0	4
Full time education – custodial institution (juvenile offender)	2	0	2
Employment	319	684	1003
Apprenticeship	269	491	760
Full time employment with study (regulated qualification)	4	7	11
Employment without training	25	74	99
Employment with training (other)	12	84	96
Temporary employment	0	3	3
Part Time Employment	9	22	31
Self Employment	0	3	3
Self-employment with study (regulated qualification)	0	0	0
Work not for reward with study (regulated qualification)	0	0	0
Training	6	12	18
ESFA funded Work Based Learning	0	1	1
Other training (eg non-ESFA funded private training organisations)	1	1	2
Training delivered through the Work Programme		0	0
Traineeships	5	10	15
Supported Internship	0	0	0
Re-engagement Provision	6	22	28
NEET Group	97	180	277
Available to labour market	80	141	221
Working not for reward	1	3	4
Not yet ready for work or learning	13	34	47
Start date agreed (other)	1	1	2
Start date agreed (RPA compliant)	2	6	8
Seeking employment, education or training	63	97	160
Not available to labour market	17	39	56
Carer	0	1	1
Teenage parents	1	6	7
Illness	13	22	35
Pregnancy	1	5	6
Religious grounds	0	0	0

Unlikely to be economically active	0	1	1
Other reason	2	4	6
Other (not EET or NEET)	0	0	0
Custody (young adult offender)	0	0	0
Refugees/Asylum seekers	0	0	0
Current situation not known	21	82	103
Current situation not known	16	41	57
Cannot Be Contacted	5	23	28
Refused to disclose activity	0	0	0
Currency Expired - EET	0	18	18
Currency Expired - Other	0	0	0
Progress	Yr 12	Yr 13	Yr 12-Yr 13 Total
RPA			
Participating in education and training	96.5%	90.5%	
Meeting the Duty	96.5%	90.5%	
Participating in RPA compliant education and training	96.3%	89.9%	
Working towards meeting the duty	0.2%	0.6%	
Temporary break from Learning	0.3%	0.7%	
Not Known %	0.4%	1.6%	1.0%
In Learning %	96.5%	90.5%	93.5%
NEET %	2.0%	3.6%	2.8%
NEET + Not Known %	2.4%	5.3%	3.8%

The year 13 figures indicate the significance of retention, in-year support and IAG in terms of the NEET cohort; 1.6% not known figures indicate a 4 fold increase between years 12 and 13, and almost 1 in 10 Kirklees learners in year 13 were either working without training, unknown, or NEET, despite the overall very positive picture for Kirklees NEET + unknown and excellent performance at the top of the B quintile. This is positive in relation to statistical neighbours yet represents a key challenge for future amelioration.

10.1 SEN/D DESTINATIONS AND PROGRESSION KS5 (16/17 AND 17/18)

Kirklees' overall ET rate is very strong compared with national averages and well above statistical neighbours. Information for the Local Authority Interactive Tool will include the most 17/18 recent data from May 2019, however triangulation from other sources such as C&K Careers tracking and monitoring reinforces the positive picture overall.



The % of 16 and 17 year olds being offered places in education or training has plateaued but remains above statistical neighbours and the national average, and equal to Yorkshire and the Humber at 96% in 2017. The most recent C&K data quarterly reporting confirms this positive picture.

NEET+not known figures for the authority are very good, with clear and effective tracking of the cohort and targeted interventions. C&K Careers reporting is in accordance with the most recent data confirming that NEET figures in years 12-13 are well below national averages, with only 3.5% either not known or NEET, against a statistical neighbour average of 6.1%, a Y&H average of 6.0% and an England average of 5.3%.

	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18
Kirklees	3.9%	3.8%	4.2%	4.6%	4.7%	5.2%	6.2%	7.0%	11.9%	7.3%	5.1%	3.8%
Statistical neighbours	5.9%	5.7%	6.2%	6.3%	6.4%	6.4%	7.5%	7.8%	26.9%	10.8%	8.6%	7.4%
Yorkshire and Humber	5.8%	5.3%	5.4%	5.5%	5.6%	5.7%	6.0%	16.0%	21.5%	12.9%	8.5%	6.8%
England	5.8%	5.5%	5.6%	5.8%	5.8%	6.1%	6.7%	11.6%	31.3%	14.2%	8.3%	6.4%
Rolling TARGET	5.8%	5.5%	5.7%	5.9%	5.9%	6.1%	6.7%	11.8%	26.6%	12.6%	8.5%	6.9%

Rolling TARGET - average of S/N, Y&H & England

RAG - Key

Kirklees

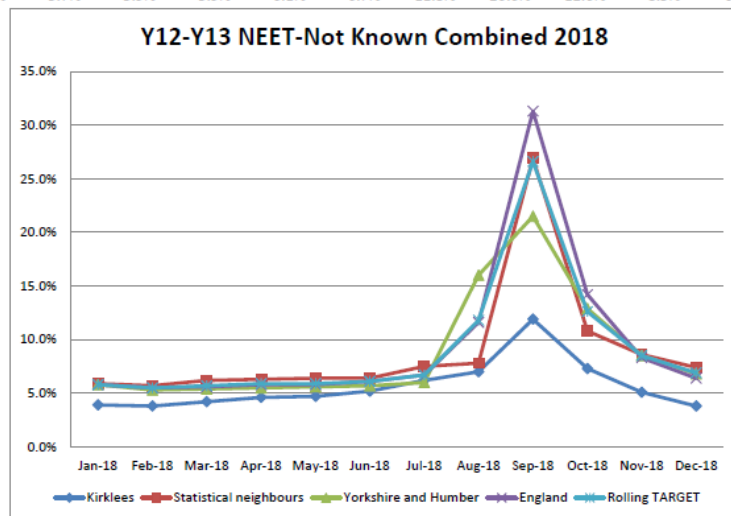
- Green = equal or better than target
- Amber = with 15% of target
- Red = over 15% of target

Statistical neighbour & Y&H

- Green = Kirklees better than or =
- Red = Kirklees worse than

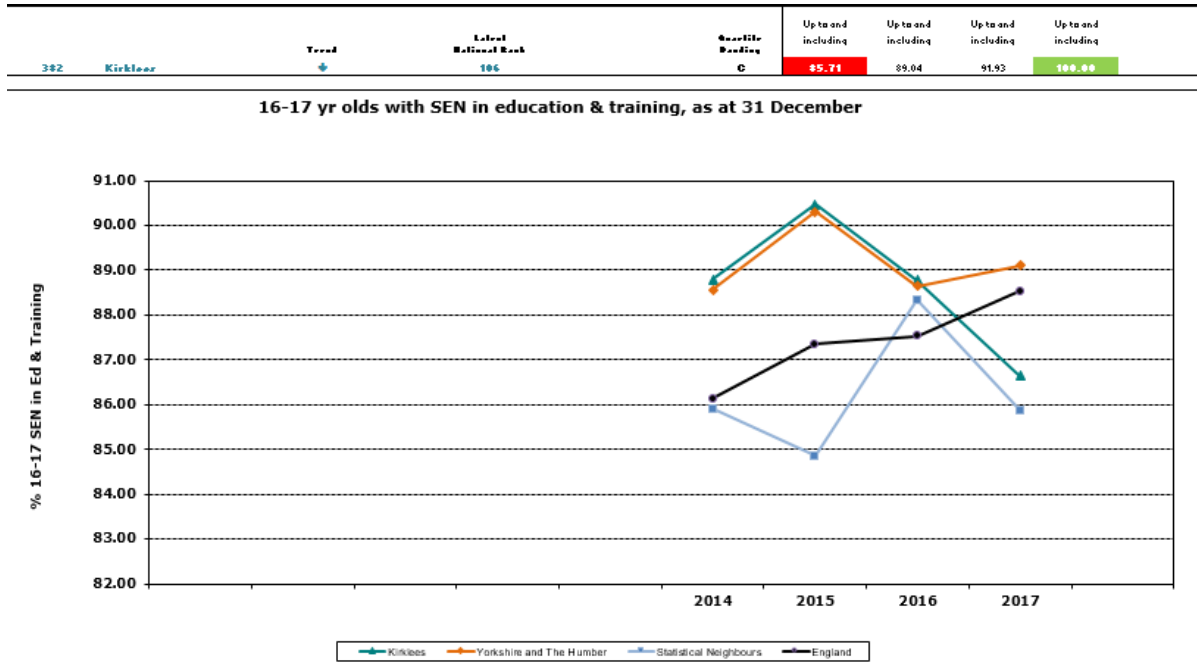
England

- Green = Kirklees better than or =
- Red = Kirklees worse than

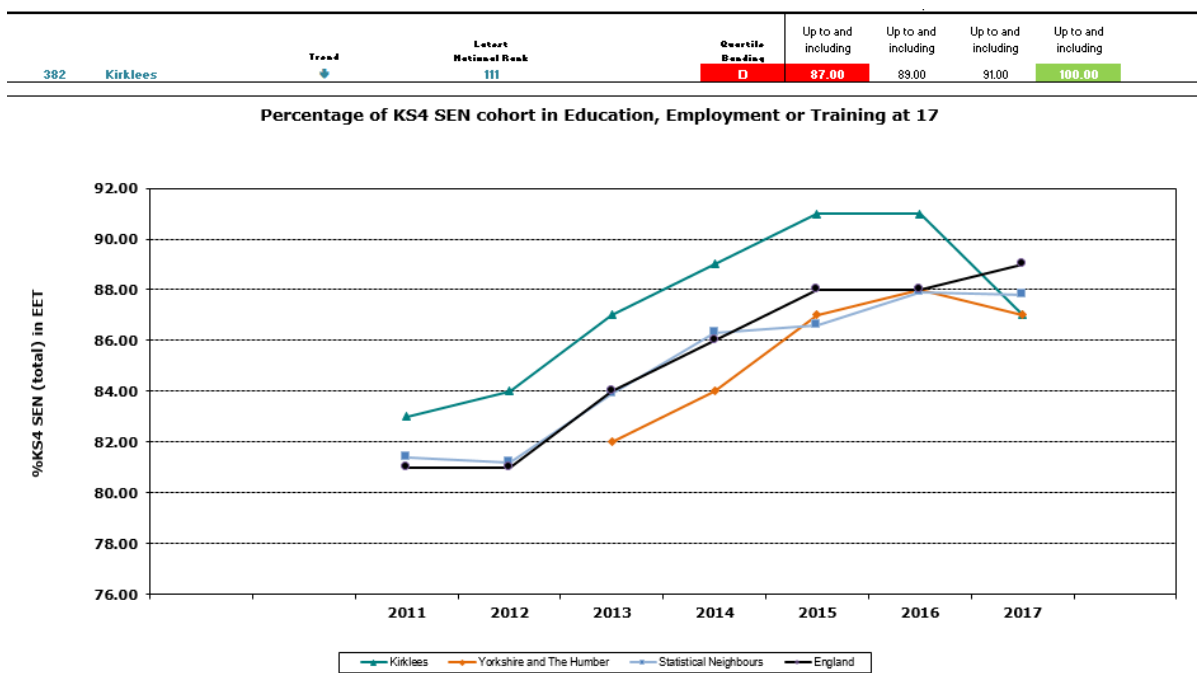


10.1.2 SEN STUDENTS: ACCESS TO THE POST-16 SYSTEM

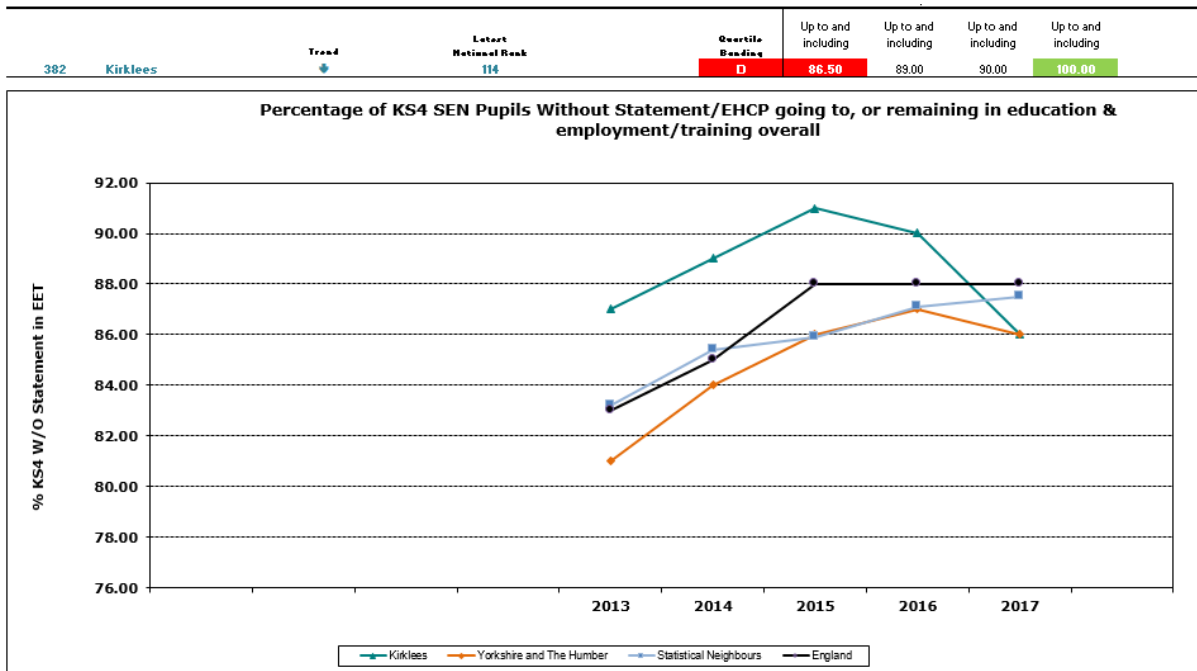
Overall, it is clear then that 16 and 17 year olds in Kirklees have high rates of engagement with education and training and their chance of becoming NEET is low. However, SEN learners do not reflect this more generally positive picture. ET rates for Kirklees young people identified as with SEN at school have dipped to below regional and national averages in recent years, with C quartile performance in the most significant areas:



A similar pattern is reflected in the SEN cohort's EET rate at age 17, which has fallen to below national averages for the first time, into D quartile banding, from a traditionally positive position:



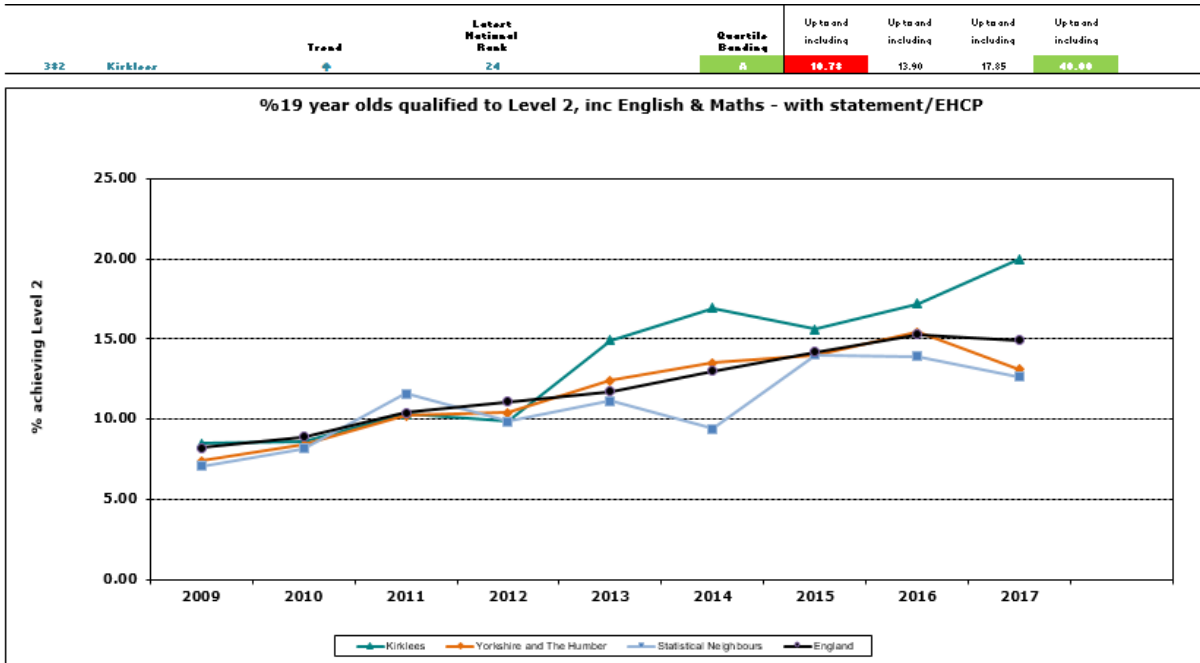
This pattern is repeated in overall EET figures including SEN without EHCP:



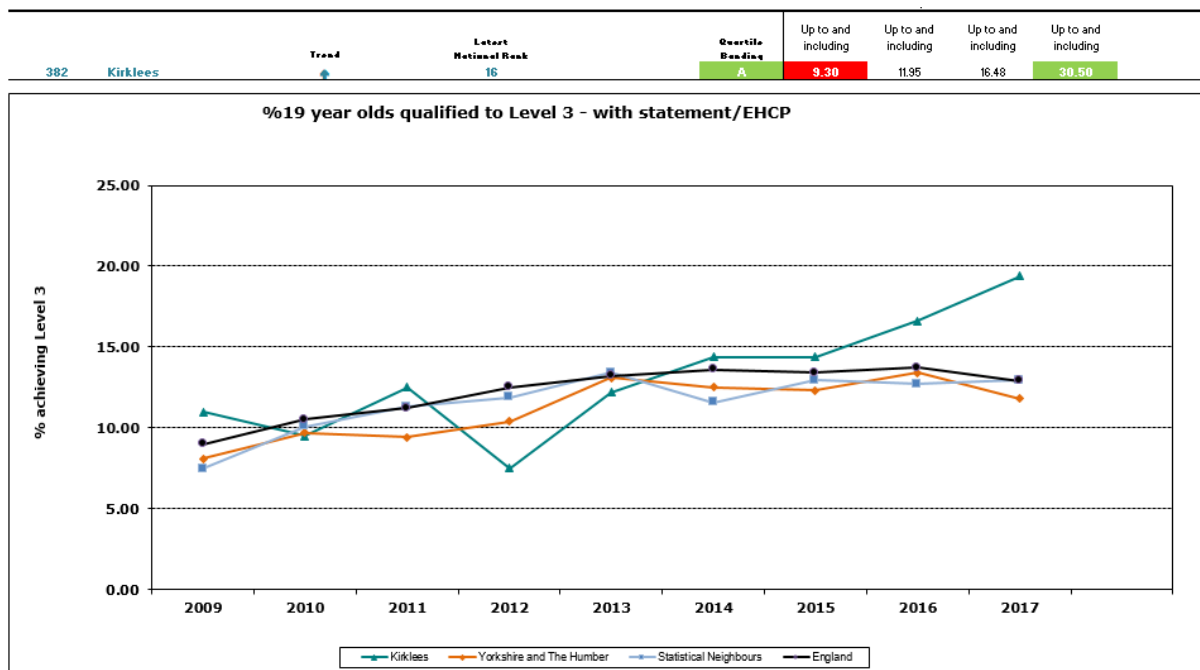
It is clear that increasing and statistically significant numbers of learners identified as SEN at school are not moving on to positive destinations Post-16. The strong picture of low NEET + not known rates and high EET rates across the authority area may mask a specific issue with SEN learners’ access to education and training Post-16.

10.1.3 SEN/D ATTAINMENT AND PROGRESS IN POST-16 SYSTEM

However, learners identified with SEN in school who are engaged in the Post-16 education and training environment in Kirklees perform in the top quartile nationally, ranking 24/152. The overall level of attainment for those with a statement or EHCP is generally well above regional and national benchmarks, with a consistently rising top quartile performance. The % of SEN 19 year olds with an EHCP qualified to L2 inc. English and Maths has doubled within a decade on a strong upward trend:



There is a similar pattern at L3, with top quartile performance, a ranking of 16/152, and a steady increase in overall achievement:



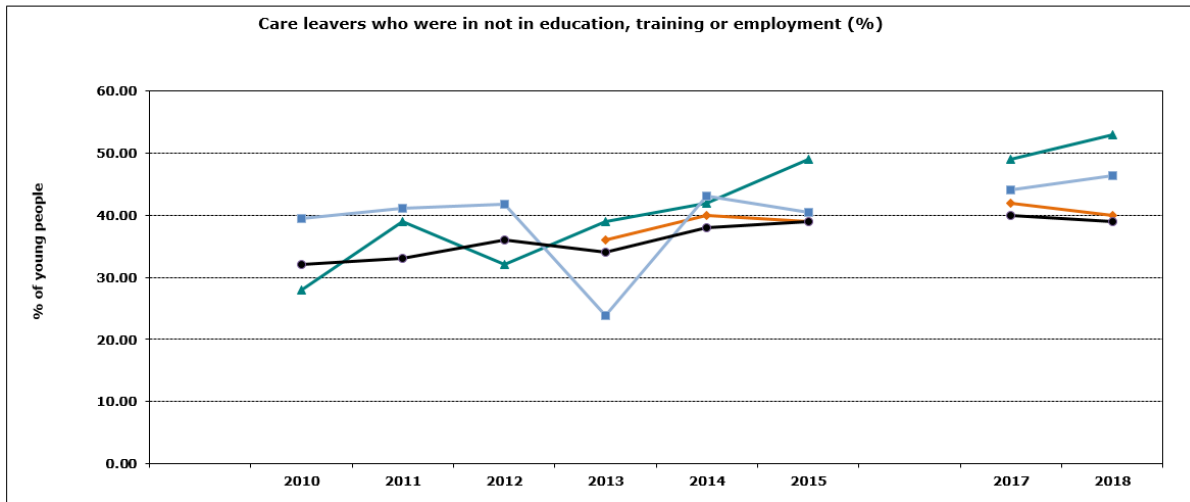
It may be that dips in ET% for learners with SEN overall might work through to dips in achievement and progress with the next two years (fewer numbers entering the system = fewer 19 year olds gaining L2 or 3 qualifications overall, with a lag of 2-3 years) however it is clear that the Post-16 system overall is providing excellent opportunities to SEN learners within it compared with national average performance.

10.1.4 CARE LEAVERS ATTAINMENT AND PROGRESS IN POST-16 SYSTEM

A further concern is the NEET rate for care leavers, with a rising number of children not engaged in employment or training Post-16. Performance of the LA is in the D quartile, rising in 2019 to 53% and 123rd of 152 local authorities. This rate is almost one order of magnitude higher than amongst care leavers' peers in Kirklees.

Local Authority, Region and England			2010	2011	2012	2013	2014	2015		2017	2018	Change from previous year
382	Kirklees	-	28.00	39.00	32.00	39.00	42.00	49.00	-	49.00	53.00	4.00
982	Yorkshire and The Humber	-	-	-	-	36.00	40.00	39.00	-	42.00	40.00	-2.00
	Statistical Neighbours	-	39.50	41.10	41.75	23.90	43.10	40.50	-	44.10	46.38	2.28
970	England	-	32.00	33.00	36.00	34.00	38.00	39.00	-	40.00	39.00	-1.00

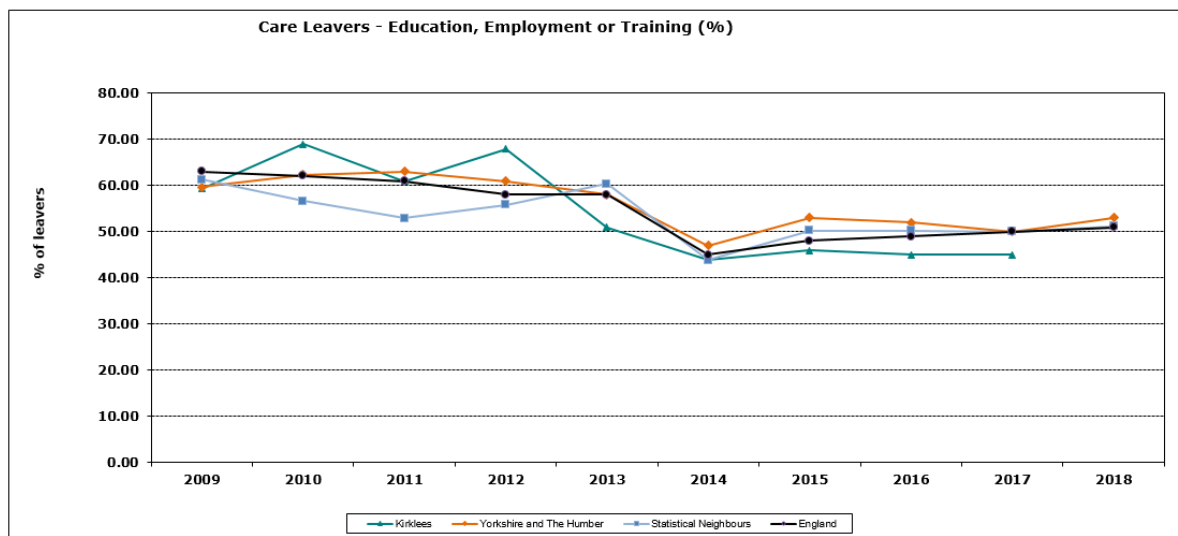
		Trend	Latest National Rank	Quartile Banding	Quartile bands			
					Up to and including	Up to and including	Up to and including	Up to and including
382	Kirklees	↑	123	D	32.00	40.00	46.00	58.00



The trend here is also concerning, with steady upward growth in Care leaver NEET since 2019, and a continued rise even as regional and national averages begin to fall since 2017. This is further reflected in the Care Leaver EET rate, which has stabilised but as was only 45%, nearly five times higher than amongst their peers and 5% below Y&H and national averages.

		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
382	Kirklees	59.30	69.00	61.00	68.00	51.00	44.00	46.00	45.00	45.00	-
982	Yorkshire and The Humber	59.70	62.40	63.00	61.00	58.00	47.00	53.00	52.00	50.00	53.00
	Statistical Neighbours	61.37	56.70	52.89	55.90	60.40	43.90	50.20	50.20	50.00	51.14
970	England	63.00	62.10	61.00	58.00	58.00	45.00	48.00	49.00	50.00	51.00

		Tread	Latest National Rank	Quantile Bands	Up to and including	Up to and including	Up to and including	Up to and including
382	Kirklees	↔	-	Quantile Banding	47.00	52.00	58.00	77.00



Virtual school reporting is also useful in targeting the areas of risk for care leavers. According to Virtual School reporting, as at November 2017, 85% of June 2017 year 11 leavers were recorded as participating. Since this statistic has been recorded – 2009 – the figure has increased year on year until 2017, with a significant spike in 2016 of 93%. Although the 2017 figure is lower than in 2016 it *is* in line with the 2015 figures and the steady increase reported since 2009.

In June 2018, 82% of the 66 cohort were in learning with 64% remaining in their placement from September 2017. The Virtual School continuously monitors the movements of Year 12 in order to offer a more comprehensive insight into the challenges faced by our young people. It is clear that longer term support within a placement in education or training Post-16 is more of an issue currently; problems with retention intensify throughout the course of study: 82% is c. 6-12% below peer groups, depending on the type of learning or training environment, and 64% is up to 25-30% lower than non-care leaver peers.

Though detailed performance data is difficult to ascertain for the looked after cohort - given the small sizes and lack of detailed LAI or DfE performance data - internal virtual school reporting indicates that year 12-13 progression is much lower in care leavers. This suggests issues with IAG, overall attainment and progress, in-year support, and planning for longer term progression should be the focus for future improvement.

10.1.5 ELECTIVELY HOME EDUCATED ATTAINMENT AND PROGRESS IN POST-16 SYSTEM
 A further developing challenge is the rising number of Electively Home Educated young people in Kirklees in relation to Post-16 progression. Of 34 Electively Home Educated year 11s in 2017/18 supported by C&K careers, the NEET+not known rate as at 02/19 was 24%, over 5 times that of their peers. The true picture here may well be even more challenging, as some young people are not currently engaged. It is also

significant that a far higher proportion of EHE year 11s went on to study level 1 and 2 in GFE than their peers, indicating much lower GCSE performance.

Whilst parents have every right to remove children from mainstream education and whilst it is perfectly possible for EHE to provide excellent educational quality, the chances of progression into successful Post-16 training or learning is clearly lower than in the non-EHE cohort. This challenge will require further targeted support.

10.2 STRATEGIC AREAS FOR IMPROVEMENT, SEN/D PROGRESSION (LA PRIORITIES)

- Reverse 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
- Narrow the achievement and Post-16 engagement gaps between care leavers and their peers
- Develop 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
- Revitalise 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
- Increase collaboration and peer support between the Post-16 providers and between the special school, school and Post-16 sectors

11.1 APPENDIX 1 OFSTED AND THE NEW EIF

The Common Inspection Framework will change to a new Education Inspection Framework from 2019. The biggest change to the judgement areas of an inspection is the 'Quality of Education' element. This covers both the old 'outcomes' judgement and the general overall quality of teaching and learning. The curriculum offer is also crucial in this regard. The move away from direct evaluation of outcomes (this data will of course inform inspection judgements) occurs alongside a change in philosophy to the inspection hypothesis.

Intent, Implementation and Impact are now the most significant umbrella concepts when judging the quality of education overall. This is significant in a Post-16 environment where vocational courses are prevalent. Superb outcomes in BTEC courses, particularly old-model QCF ones, may not sufficiently show an intent for superb quality of education. Even if the outcomes, or *impact*, are be positive, a choice to deliver a QCF rather than new RQF curriculum simply because high grades are perceived as achievable may not show a positive intent.

Similarly, the focus across the EIF on 'long-term knowledge' may require a change to pedagogical focus and further investment in training. Ofsted's focus is increasingly on knowledge: not simply memorisation, but a long-term alteration to thinking, skills and abilities. The assessment methods on some vocational courses have not traditionally focused on this type of learning. This may offer a challenge in GFE institutions in

particular and may require significant investment in CPD and updating of quality improvement systems.

More simply: superb outcomes will no longer equate to superb education, let alone an outstanding OfSted grade. Preparing for the impact of not only the new EIF but ongoing curriculum change will be vital if Kirklees' GFE, SSF and SFC providers are to maintain their impressive current positions.

11.2 STRATEGIC AREAS FOR IMPROVEMENT, NEW EIF

- Ensure 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
- Increase communication and shared working between all aspects of the Post-16 system, and between the special, secondary and Post-16 sectors

12.2 APPENDIX 2 SECONDARY KS4-5 DESTINATIONS, GATSBY AND EMPLOYABILITY

The table below outlines the destinations data of mainstream secondary providers in Kirklees as at 01/19.

The table allows for exploration of the relative quality of education in the institution according to OfSted criteria, the current quality of careers and employability provision, with overall results and overall destinations. Gatsby achievement is constantly being updated and the following represents a snapshot as at 01/19.

There are no overall patterns across provision in terms of careers and employability standards and the destinations of learners, however there are some interesting anomalies. Significantly, schools with excellent Ofsted reports, positive results and good progress do not always have positive destinations figures, and often these are considerably lower than in lower-performing schools at KS4.

It is also significant that there is not always a relationship between better results at GCSE and the destinations of learners. Given the outstanding performance of the SFCs in Kirklees and the generally higher starting point of learners in these institutions, it is to be expected that higher attainment 8 scores would translate to higher applications to SFCs. However, some Kirklees secondary schools have excellent results and are OfSted grade 1 or high 2, yet a very small % of their year 11 cohort go on to attend SFCs. It is also interesting that these institutions have low positive destinations figures. This may reflect geographical issues such as the lack of a SFC in North Kirklees and the travel out of area for KS5 in Dewsbury, or the generally lower achievement rates and retention rates in GFE compared with SFCs, usually attributed nationally to differences in respective cohorts.

A similar issue can be presented in terms of access to high-quality apprenticeship provision, where Kirklees College GFE achieves outstanding results: the large disparity in terms of take-up of apprenticeships across Kirklees schools may simply reflect student choice, but may also indicate differences in careers, employability and progression foci within the secondary institutions, and again may imply inequality in

terms of geographical access. Kirklees College's new Springfield Centre in Dewsbury and its plans for further developments in North Kirklees should go some way to addressing geographical inequalities.

It will be important to explore in future whether increased Gatsby and employability excellence translates into increased positive destinations data in changes to the choice of progression routes for learners.

12.2 STRATEGIC AREAS FOR IMPROVEMENT, GATSBY AND EMPLOYABILITY

- Work closely with the WYCA Careers Hub to improve Gatsby performance in Kirklees schools to at least the average for the WYCA
- Further analyse progression dips in Kirklees schools and target improvements in IAG, training and employability engagements

Ofsted	Progress 8	Attainment 8	Positive destination %, 2016 leavers	Quality in Careers Standard C&K	Gatsby 1 %	GATSBY total /8 benchmarks fully achieved	Apprenticeship	Further Education	School Sixth Form	Sixth Form College
2	-0.18	40.1	96	Lapsed	58	2	5.60%	36.00%	5.60%	48.80%
3	-0.71	35	93	non	70	4	5.56%	41.67%	2.78%	41.67%
1	0.71	50.4	92	Hold	100	8	1.43%	29.52%	43.81%	20.48%
2	0.42	49.5	100	Hold	76	3	4.71%	30.59%	42.35%	21.18%
2	0.38	49.8	92	non	17	3	4.58%	42.48%	5.23%	41.18%
	-0.11	44.5	91	Hold	100	3	2.96%	37.28%	33.73%	23.67%
3	-0.23	41.5	92	non wt	76	2	6.97%	36.82%	5.47%	43.28%
1	0.5	72.7	98	Hold	82	2	0.00%	2.47%	64.20%	32.72%
2	0.11	53.7	97	Hold	64	3	4.94%	16.73%	3.80%	73.76%
2	0.34	52.9	96	Hold	100	5	8.88%	19.31%	0.77%	68.73%
2	-0.08	47.5	94	Hold	83	2	12.99%	26.55%	0.56%	55.93%
2	0.77	52.2	90	non wt	52	3	7.69%	42.74%	15.38%	25.64%
1	0.05	39.9	94	Lapsed wt	76	2	0.58%	42.77%	2.31%	52.02%
2	-0.36	39.3	91	non	100	1	1.37%	36.99%	15.07%	38.36%
4	-0.44	40.1	95	non wt			8.26%	33.88%	1.65%	47.11%
2	-0.01	35.7	88	lapsed	64	4	2.00%	44.00%	3.00%	44.00%
	-0.52	38.1	94	awaiting	52	1	4.68%	33.33%	1.17%	54.39%
2	-0.33	46	97	non	70	4	3.85%	26.15%	1.15%	64.62%
1	0.39	51.1	98	non	88	2	10.33%	29.48%	27.36%	30.09%

2	-0.43	37.5	93	Hold	82	3	5.06%	54.49%	7.87%	20.79%
4	-0.38	42.8	94	Hold	70	1	10.15%	24.87%	47.72%	14.21%
3	-0.39	47.8	96	non	100	3	3.88%	24.57%	38.36%	28.45%
	0.03	44.4	90	non	29	1	6.45%	45.16%	10.97%	31.61%
	-0.05	37	na	Hold	94	6	0.00%	49.51%	30.10%	13.59%
2	0.44	41.2	86		47	2	1.74%	54.65%	22.67%	14.53%
2	-0.4	41.9	92	Hold	100	8	7.11%	47.87%	5.21%	31.28%

