

Families and Children's Service Scrutiny Committee 21<sup>st</sup> September 2017

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Learning and Skills Service (Adult Learning) Draft Self-Assessment Report for 2016 -2017

Cabinet Member for Children's Services: Councillor Wayne Dayley

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## **Purpose of Report**

This report is the draft Learning and Skills Service Self-Assessment Report for 2016/17. In line with statutory guidance and regulation, all government funded skills providers have to provide a report regarding the outcomes of the provision to the funders and for the basis of OFSTED inspections.

## **Recommendations**

It is recommended that:

1. Members note and scrutinize Learning and Skills Service draft performance in regard to the period 1<sup>st</sup> August 2016 to 31<sup>st</sup> July 2017.

## **Key issues**

1. The service has identified a number of aims and objectives for 2017 - 18 to be endorsed by the Board.

## **Link to Corporate Plan**

This report is relevant to the Health and Well Being and the Stronger Communities and Families priorities included in the NCC Corporate Plan 2013 - 2017.

# **Northumberland County Council**

## **Learning and Skills Service Draft Self-Assessment Report**

**1<sup>st</sup> August 2016 – 31<sup>st</sup> July 2017**

### **1. Introduction**

This report provides an overview of the draft self-assessment relating to the Learning and Skills Service during the period 1<sup>st</sup> August 2016 to 31<sup>st</sup> July 2017 based on **interim** final year data. Final data is produced 15<sup>th</sup> October 2017 and is nationally validated by January 2018. A final self-assessment will be produced and validated in November 2017.

The report outlines the development priorities arising from the self-assessment.

### **2. Service Organisation and Background**

The Learning and Skills Service is funded by the Educational and Skills Funding Agency (ESFA) with around 90% of provision government funded or through the new Apprenticeship Levy paid by large employers. The service attracts a range of small grants for specialist work. It is currently delivering an ESF funded project providing skills support for the unemployed. It has a charging policy for fee collection and lettings for premises.

The service provides

- targeted careers guidance for schools and for 16-18 year olds who are not in employment, education or training
- work related learning for school aged children
- supported internships, traineeships and apprenticeships for 16+
- study programmes and adult education for 16+. Technical and professional education at level 3 and higher, funded through student loans.
- employability support and coaching for young people and adults on Department for Work and Pensions Work Programme contracts, Generation North East and Work X programmes.

The service is organised into the following areas:

- Quality and Organisational Development
  - covering quality assurance and professional development, technology infrastructure and e-learning, exams and assessment
- Programmes
  - covering the teams providing entry routes into the service: Careers Guidance, Employability, Apprenticeships and Traineeships, Young People's and SEND Coaches
- Curriculum and Skills – covering the delivery and teaching teams 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
  - covering data and finance, marketing and communications, external projects and business development

The Head of Skills and Employability leads the service. They are supported by four key posts: Quality and Organisational Development Lead, Corporate Services and Business Development Lead, Careers Employability and Programmes Lead, Curriculum and Skills Lead. There are 9 Education Leads and in addition to the programme/subject responsibility they also have the leadership of a geographical site. There are permanent delivery centres in Berwick, Alnwick, Morpeth, Cramlington, Bedlington, Ashington, Blyth, Prudhoe and Hexham. There are part time satellite sites in Amble and Haltwhistle.

Of the 4458 learners enrolled in 16/17 across all programmes:

- 52 % were unemployed
- 19 % have declared special educational needs or disabilities
- 37% are living in the top 20% deprived areas
- 1.2% are from Black Asian and Minority Ethnic groups (BAME)

The learner number trends are set out below.

Type of Provision	2012/13	2013/14	2014/15	2015/16	2016/17
<b>Apprenticeships</b>					
Total Learner Numbers 16-18	195	176	161	143	161
...of which new starts 16-18	84	83	78	74	83
Total Learner Numbers 19+	225	234	258	249	275
...of which new starts 19+	122	105	136	110	126
<b>Traineeships</b>					
Learner Numbers 16-24	0	0	19	35	29
<b>16-18 and Adult Skills Classroom Learning (including former community learning)</b>					
Learner Numbers 16-18	384	239	136	180	350
Learner Numbers 19+	4114	4380	5327	4955	3643

## 2. Inspection

The last full OFSTED inspection was carried out in June 2014, the grade profile is below.

Inspection grades	Overall	16-18 Study Programme	19+ Skills	Apprentice-ships	Employ-ability	Community learning
Overall effectiveness	2	2	2	1	2	2
Outcomes for learners	2	2	2	1	2	2
Quality of teaching, learning and assessment	2	2	2	1	2	2
Effectiveness of leadership and management	1	1	1	1	1	1

Subject areas graded were:

Subject Areas	Grade
Building and construction	1
Foundation English and mathematics	2
Community learning	2

The Service achieved Matrix Accreditation for standards in information, advice and guidance in June 2015 and passed its annual assessments in June 2016 and June 2017.

The service is due for OFSTED inspection in 17/18, and matrix assessment in 2018.

The service is currently working on a joint project with the North of Tyne local authority skills providers to achieve the ISO9001 Total Quality Management standards.

*Since the last inspection our actions to move to “Outstanding” in response to the OFSTED report were:*

1. Increased GCSE maths and English achievement rates to above the national averages for all ages. 7.7% above for 16-18s and 6.9% above for 19+.
2. We set a successful policy of following up 90% of non-attendance within 24 hours to drive up attendance and retention. We are piloting online attendance monitoring. Attendance and retention has risen by 4%.
3. We increased the proportion of outstanding teaching and learning sessions observed from 18% to 38.6%.

### 3. Performance in 2016/17

The overall effectiveness of the provision is good with outstanding features particularly in leadership and management and apprenticeships.

#### *Outcomes for Learners*

Outcomes for learners have presented a picture of improvement again in 16/17, although the rates are currently un-validated and a minor number of results are still awaited from exam bodies. 16/17 national success rates are not available until January 2018. Comparisons are therefore against national rates for 15/16.

In 2016/17 rates for classroom learning improved. There has been a specific focus on retention and timely completion to facilitate these improvements. The introduction of a Young People and SEN coaching team has improved retention of key groups of 16-18 year olds once they move into mainstream study programmes. The key results are:

- 3.2% improvement in success rates to 90.4% for 16-18 year olds, which is 18.6% above the national average for 15/16.
- 4.4% improvement in success rates to 92.6% for 19+, these are now 5.6% above the national average for 15/16.
- There continues to be a 2% gap in success rates between young people and adults, gender and SEN/Non SEN but rates have improved across all groups.
- The achievement of functional skills by 16-18 year olds continues to be particularly good at 75%. Despite the changes to GCSE English and maths, rates are still 5% above the national rates.
- The achievement of functional skills by 19+ is 77%, which is 2% above the national average and for GCSE English and Maths is 84.4%, 4% above the national rates.
- There has been particular success with improving the Access to Higher Education Diploma: although the cohort is small 100% achievement rates were achieved and all students that applied for University this year received place offers and have accepted.
- Achievement rates on QCF Awards, Certificates and Diplomas continues to exceed national averages for both age groups.
- 100.0% of traineeships entered employment or full time further education or apprenticeships on completion of the programme.

Success rates for apprentices continue to be outstanding in 16/17. Overall success is 85.5%, which is 13.8% above the national average. Similarly timely success rates are 79.9%, which is 21% above the national average. The high success rates have been maintained despite a sizeable increase in carved places for learners who were previously long term NEET with significant personal and social needs. There are still gaps in achievement to be narrowed between 16-18 and 19+ apprentices, and between male and female learners in apprenticeships and classroom learning. New mentoring arrangements have been put in place to aid strategies in narrowing these gaps. 96.9% of apprentices progress into positive destinations of higher apprenticeships and employment on completion.

There has been good management action taken to future proof the performance data systems. New software and self-help systems have been introduced, and a centralised enrolments system has been implemented using the customer services team. This is aiding timelier course planning data, and the ability to direct marketing and communications strategies more effectively and promptly. Good use of data continues to

be made by all leaders and managers on a monthly basis to identify gaps in participation and achievement and these are tracked by staff.

Learner destinations are systematically monitored and analysis provided every month. 100% of apprentices and 99% of classroom learners were tracked. The National Learner and Employer Satisfaction Surveys for 2016/17 showed an overall satisfaction score of 9.5/10 for learners and 9.1/10 for employers with 95.7% likely to recommend us.

#### *Personal development, behaviour and welfare*

The curriculum has been re-modelled to focus primarily on employability and vocational skills training. As a result there are better job outcomes and prospects for learners. There has been a very strong focus on employability provision and improving job outcomes for learners in 16/17. The employability contracts and skills teams have been merged into one team. This is aiding better provision planning for JCP and Work Programme clients. We have further developed the intensive employability skills programmes that start every three weeks. The content has been extended in response to JCP feedback. Free weekly job clubs at all sites are also helping learners move into work. 64% of learners in 15/16 who were unemployed and actively seeking work at the start of the programme went into further learning or work. 139 job outcomes were secured. In 16/17 this improved to 73.5%, with 462 job outcomes secured. There are good relationships with JCP and we have the preferred provider status for employability programmes across Northumberland.

An additional training site for unemployed learners has been opened in existing office accommodation at Ashington Workspace to meet JCP needs. There are good vocational programmes for the long term unemployed working with partners e.g. we commenced logistics and fork lift training for long term unemployed men with Logistics Skills Consultancy at our Ashington construction and engineering site. Guaranteed interviews were provided for local warehousing vacancies.

The proportion of learners undertaking external work experience is increasing. There are excellent examples of learners using volunteering opportunities to achieve their learning e.g. a visual impaired learner undertook 3 weeks of intensive work placement in Information Services which has progressed to an Apprenticeship. Placements in schools for supporting teaching and learning programmes continues to be strong. Apprentices' roles are well designed with employers and have specific job descriptions and person specifications. There has been an ambitious Apprenticeship project across the council and maintained schools, and the profile and scope of our excellent opportunities has been raised.

Wider enrichment opportunities for learners are good and are used to enhance learners' experience. For example Syrian refugees on full time construction programmes participate in a community ESOL programme, but are also leading the painting and decoration project of a new learning centre in Alnwick. Access to HE learners visited the Centre for Life to enhance understanding of DNA and genetics. Beauty therapy students visited and took part in an annual trade and skills show in Edinburgh. Our young apprentices have been the face of the Council's peer to peer Apprenticeship recruitment campaign. We have also opened up enrichment activities to schools e.g. learners in Prudhoe have observed commercial animation filming and post production at our FUSE Media Centre.

There is good development of functional skills in English and maths for all learners: these subjects are embedded across all curriculum areas. English and maths has had focussed investment and a permanent teaching team are now in place across the whole county.

This has improved the curriculum delivery and integration of learners across all modes of study.

We monitor the impact of learning on learners' lives through the NIACE indicators. The data for 2016/17 to date shows moderate to very strong positive impacts in all of the measures and they have all increased from previous years:

- home has risen from 63% to 72%
- finance has risen from 37% to 53%
- emotions and feelings has risen from 71% to 78%
- health has risen from 53% to 63%
- social skills has risen from 66% to 74%
- employability has risen from 49% to 60%
- and community life has risen from 52% to 60%.

These scores will continue to be measured for the next 6 months for recent leavers.

Learners benefit from good information, advice and guidance. The service achieved Matrix Accreditation with a high number of strengths in June 2015 and was re-certified in June 16 and 17.

All aspects of learners' welfare are well promoted. Improved and increasingly effective systems are in place to protect and support learners including dedicated support and counselling service. New Domestic Violence Champions are in place in the service. Enhanced safeguarding and prevent training has been completed by all.

We have improved forensic software reporting and have implemented new versions of Lightspeed which has improved management reporting features. It has helped us to identify not just potential breaches, but trends in those breaches to help us act e.g. after the Manchester Arena and London Bridge/Borough Market terrorist attacks there was a significant increase in online searches for terrorism and knife and gun attacks by younger learners. We were able to identify the trend and visit and reassure classes of young learners, and we themed our next hot topics on practical steps for Run Hide Tell in the event of a terror attack.

Learners are safe and where they have issues, they trust site and designated safeguarding staff to take rapid and appropriate action. We have introduced online reporting tool "Tootoot" across the service to enable learners to report instantly any causes for concern. This has significantly improved the speed of reporting, case management and management information. Learners can access Tootoot at any time of day and can report their concerns, or on behalf of their peers using any web-enabled device. Learners with iPhones and iPads can download the Tootoot app to use on the move. All learners are anonymous at the point of reporting but identities can be disclosed to designated learner support staff. The service is now working to identify patterns and trends, aiming to significantly reduce any instances of concern and provide support, in particular learners with mental health issues has been a growing trend. We have also had a number of positive Prevent cases and have made effective contributions to Channel panel.

Infrastructure and software investments are leading to pilots of live attendance monitoring across the service, even in remote locations: this was an area for improvement set by OFSTED. In addition to online attendance monitoring, we have also introduced more parental involvement with attendance monitoring and behaviour management.

"Hot Topics" continue to be used in all sites, lessons and learner reviews to effectively cover the themes of Safety, Health, Equality, Diversity, Safeguarding and Sustainability

(SHEDSS). Prevent, Contest and British values were included in 2016 and in 2017 we introduced further hot topics on health and wellbeing and e-safety.

The restructure of the service has significantly improved the provision of learning support and coaching for young people and those with SEND. Better referral, assessment, planning and review of additional support has been put in place. In house teaching assistants have been appointed and are supporting a caseload of learners. We have established better links with Educational Psychology and Sensory Support Teams and are making more effective use of Occupational Health services and Remploy Learner Support scheme for trainees and apprentices. We have established a learner counselling service with BACP Level 7 qualified counsellors. They have managed cases until statutory services can commence. They have been fundamental to the retention of students, particularly those with mental health problems and dealing with family crisis.

The Careers Guidance, and Young People and SEN Coaching teams have significantly improved joint working, the development of services for NEET young people, and the referral of learners for formal coaching to move them closer to structured learning. Learners have been supported through mainstream and ESF funded activities. There has been increased engagement with the hardest to reach young people, and good progression rates: particularly into study programmes and traineeships. Further work is required to sustain EET attendance for some groups of particularly vulnerable learners with very high levels of anxiety and isolation.

#### *Quality of Teaching Learning and Assessment*

More, and nearly all learners are accessing good and outstanding teaching than in 15/16. There has been good investment in resources and learning environments to contribute to this improvement. There has also been focussed investment on improving teaching. We strengthened the quality team with an Advanced Learning Coach appointment, who has focussed support on new and high risk teachers (as identified by our observation scheme). Coaching has been effective in embedding new teachers and tackling areas of underperformance. A clear buddying programme has also been set up, pairing new and high risk teachers with the best performing.

The approach to observation was endorsed by OFSTED as rigorous and we have focussed on improving the system further in 16/17. 92.8% of sessions observed were graded good or outstanding. We have specifically focussed on the OFSTED area for improvement to raise the proportion of teaching graded outstanding. This has risen from 18% two years ago, to 38.6% in 16/17. We have also focussed on ensuring that all action plans from observed sessions are promptly followed up. We have introduced 4 limiting grades to observation: for safeguarding and prevent, health and safety, English and maths, and British values. Risk rating of teaching staff to trigger observation cycles has continued to be effective. Observations continue to be no-notice. There are fewer teachers yo-yoing across grades and more teachers consistently working at a higher level. We are also clearer on where teachers may be good or better in one subject who are less strong in others, as we inspect teachers across all the subjects they teach. This has provided us with a clearer picture of performance.

We continue to grade our teaching sessions, to enable us to measure improvement, prioritise coaching and support, inform our CPD programme for staff, and where necessary instigate capability proceedings on persistent underperformers. All new managers have been trained in the observation scheme through formal training, coaching and completion of a series of paired and moderated observations.



An OFSTED inspector has provided support and challenge to the observation and moderation scheme in 16/17 to ensure the scheme continues to be robust.

We have introduced a programme of walk through visits and the number of these carried out needs to increase. There has been a focus on early visits by leaders and managers to improve our early intervention and issue resolution. This has led to better retention of learners and fewer issues/complaints.

We have effective links between observation grades and performance management of teachers. Our CPD programme is informed by the performance of staff across the 19 sub grades used in our observation scheme. We have had 479 attendances on staff development sessions in 16/17, have delivered an ambitious staff conference, and completed face to face and online mandatory training. A Google Classroom has been used to share quality improvements, standardisation activities and best practice. This needs further work and users need to access information more frequently.

The service employs 106 teaching staff with nearly all being in the service in the previous year. They have been reorganised into teaching groups where they are line managed by a subject specialist rather than a geographical based manager. Many teachers have moved from sessional to permanent and fractional posts and this has helped train and support existing staff as well as recruit tutors to teach in rural areas and in priority subjects like English and maths. We have participated in a national pilot project preparing for the implementation of the new Functional Skills standards in 2018.

Learners benefit from very good personal and academic support from their lecturers who have a caring and supportive approach that very effectively encourages all learners and raises their aspirations. There is a continuous improvement in the quality of programmes. Learner feedback shows satisfaction scores rising from 2015/16 to 2016/17 as follows:

- Quality of our teaching has risen from 93% to 94%
- Quality of learner treatment is stable at 97%
- Quality of advice is stable at 88%
- Quality of support for learners has been risen from 92% to 94%
- Courses meeting learner expectations has risen from 92% to 93%
- Responsiveness to views of learners has risen from 91% to 94%
- Overall learner satisfaction is 95.7%

Learning through technology is observed in all subjects and the use of Google Classroom and Hangouts is increasing. More work is required to fully harness the use of technology, particularly for learners use outside classroom sessions. We have made a significant investment in new technologies and are implementing an ambitious roll out plan over the summer/autumn of 2017 to ensure better and more technology is available to support technical skills development, e-learning and digital streaming.

Revised schemes of work, lesson plans and group profiles are well embedded. Learning records are fit for purpose for the length of programmes and are working well. The personal learning records quality is improving, and has been driven by better moderation and grading of their completion. From the rolling out of apprenticeship moderation systems to classroom learning, we have recognised that a different sampling system is required to achieve the checks on the volumes of records we wish to audit. A new approach is being devised for 17/18.

Planning is effective and a variety of teaching and assessment strategies are used across the service. Target setting and developmental feedback have particularly improved and remain a quality focus.

The ability of non-teaching staff to support the quality of teaching and learning is also being enhanced. We have developed a STAR network of Site and Team Administrators, who now receive regular training and collaboration opportunities.

### *Leadership and management*

Leadership and management is outstanding according to self-assessment by colleagues, input from key stakeholders, and endorsed by Ofsted at inspection in June 2014.

The service completed an ambitious restructure in October 2016. The areas of responsibility are more clearly defined in the new structure. The opportunity to merge and collaborate key areas has been exploited and provided better curriculum planning and recruitment strategies. For example the area of employability contracts and skills delivery has been successfully merged. There is much better collaboration between Careers Guidance and entrance by NEET young people onto Study Programmes, Traineeships and Apprenticeships. Areas of responsibility that were missing or under-staffed have been addressed, particularly marketing and communications and learner support. The overarching challenge to restructure the service to achieve a balanced budget whilst retaining the strength of its geographical spread was achieved.

It revised the mission, vision and values and devised a service and accommodations plan to drive improvements to 2020. The plan underpins the overall plan for Education and Skills. The pace of improvement has, as in previous years, been rapid and on time.

Communication is much improved and we have established Staff Forums which enable front line staff to provide feedback without their manager's influence and better shape improvements in the service. Both themed and general forums have been facilitated. We produce "You Said, We Did" responses to mirror our feedback approach with learner comments. 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.

Staff have continued the "Project Big 90", now in its 4<sup>th</sup> phase, which sets aspirational goals for our key performance indicators at or above 90%. Self-assessment and business improvement plans underpin us working towards those goals. All staff in the service are aware of the aspirational goals. An Associate OFSTED inspector has continued to provide coaching and independent challenge to business improvement.

The service is now working towards achievement of the ISO9001 Total Quality Management standard, with the sister services in North Tyneside and Newcastle, as part of joint north of Tyne working. Joint working North of Tyne has been positive and influential. We have jointly instigated work streams for harmonising quality assurance, curriculum planning, and apprenticeship delivery across the area in preparation for devolution.

Curriculum planning is targeted to meet the economic needs of the county and links well to LEP priorities, economic development, the needs of the unemployed and the low skilled. Curriculum planning is thorough, strategic across the county and offers very clear progression pathways for learners. The restructure specifically worked to address the lack of vocational provision for young people in the north and west of the county. Good actions

were taken to open new programmes which have included construction and engineering, hospitality and catering, and employability programmes for those with SEND. There has been significant preparation for the delivery of Apprenticeship reforms and leading the apprenticeship strategy in the Council in collaboration with HR. An ambitious and effective marketing campaign has been completed and hundreds of new apprenticeship vacancies created. Recruitment to new trades, careers and degree apprenticeships is underway. We have continued to take practical steps to aid work outcomes including re-investing in the wheels to work programme for the unemployed and apprentices (offering low costs scooter hire for people with travel barriers).

The overall experience for learners is very positive. Learners enjoy their programmes and develop a wide range of skills, knowledge and techniques. Learners benefit from very good personal and academic support. Staff celebrate learners' success well through the annual awards ceremony and exhibitions of learners' work.

Performance management continues to be outstanding. Each area has a business improvement plan which is moderated and challenged by leaders and managers. In 2017 online systems will be introduced to record and monitor the completion of business improvement plans. Performance management from the local authority and involvement in wider education issues has been greatly improved in 2016/17. For example the service has been leading the SEND Preparation for Adulthood work stream. The service has a leadership team which directs the provision and this consists of a representative cross section of managers from the service. The service falls under the strategic leadership of the Director of Education and the Head of Employability and Skills. The Council have strong performance management of the Service, with monthly KPI, budget and HR monitoring processes in place. The service has an annual plan and priorities, forward plan, internal audit schedules, and risk management monitoring. Regular team and one to one meetings are held with the Director of Education. The service is represented at the Senior Leadership Team of Education and Skills and the School's Performance Group. There is a monthly briefing with the Portfolio Holder for Children's Services.

The service has received excellent council support to deliver better accommodations for learners. This has included new sites at Berwick, Blyth, Cramlington, Ashington, Alnwick and Prudhoe. The service has refurbished other sites and has few sites left to effect key improvements to. The service now has an excellent range of specialist facilities it has not had before including: science labs, engineering workshops, horticulture units, digital cinema, radio, TV, film and music recording studios, hair and beauty salon, professional catering kitchens, and world class creative spaces.

The service has continued to deliver its contracts to target with the exception of 16-18 classroom learning. However as a result of the Young People's coaching programme this has increased from achieving 63% of target in 15/16 to 81% in 16/17. The programmes offer good value for learners and charges per hour have remained static for 4 years.

All legislative requirements for disability, safeguarding (including Prevent) and health and safety are met and promoted strongly. We actively promote equality and diversity, tackle bullying and discrimination and narrow achievement gaps. Information is used well to monitor equality and diversity and action is taken to resolve variations in performance. We strive to ensure the learner population reflects the local community and participation figures show that minority groups are well represented in the service despite the low numbers in the community. We apply a 'zero tolerance' approach to bullying, harassment and discrimination at all levels. It has successfully created, and continued to maintain, its culture of equality and inclusion, with all aspects of equality and diversity and safeguarding embedded into its core processes and curriculum. As a result, staff and learners are aware

of and are positive about the active promotion of mutual respect. Feedback from learners shows that the quality of learner treatment and respect by staff rated as good or better is 97% in 2016/17.

#### 4. Self-Assessment Grade Profile

The self-assessment grade profile for the service is set out below.

Area	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Overall Effectiveness	3	2	2	2	2	2
Outcomes for Learners	3	2	2	2	2	2
Personal Development, Behaviour and Welfare	N/A*	N/A*	N/A*	N/A*	2	2
Quality of Teaching, Learning & Assessment	3	2	2	2	2	2
Effectiveness of Leadership & Management	3	2	1	1	1	1
16-18 Study Programmes	3	1	2	2	2	2
Adult Skills	3	2	2	2	2	2
Apprenticeships	3	2	1	1	1	1
Traineeships	N/A*	N/A*	N/A*	N/A*	2	2
Community Learning	3	2	2	2	2	2

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

## 5. Outcomes Data: DRAFT Qualification Success Rate Trends 2013/14-2016/17

ACHEVEMENT RATES IN CLASSROOM LEARNING						
BY AGE		13-14	14-15	15-16	16-17	National average 15-16
16-18	Leavers	559	249	180	350	
	Achievement	79.20%	77.90%	87.20%	90.4%	71.80%
19+	Leavers	2118	1869	2285	3643	
	Achievement	84.80%	84.60%	88.20%	92.6%	87.00%
All Ages	Leavers	2677	2118	2465	3993	
	Achievement	83.60%	83.90%	88.10%	92.4%	83.40%
BY QUALIFICATION TYPE		13-14	14-15	15-16	16-17	National average 15-16
Total QCF Awards, Certificates and Diplomas	16-18	79.17%	84.04%	90.29%	86.9%	84.80%
	19+	87.63%	85.67%	86.61%	87.6%	84.97%
Functional Skills Maths and English	16-18	74.50%	62.80%	75.00%	74.9%	59.10%
	19+	75.10%	74.00%	77.30%	77.5%	75.50%
GCSE Maths and English	16-18	88.90%	88.00%	93.30%	87.6%	82.10%
	19+	85.40%	83.10%	88.40%	84.4%	80.10%
GCSE Other	16-18	100.00%	100.00%	100.00%	84.2%	83.90%
	19+	75.60%	77.80%	72.20%	79.8%	80.00%
Access to Higher Education	19+	64.20%	66.60%	73.30%	100%	78.00%
A Levels	19+		100.00%	100.00%	66.7%*	89.10%
Other Regulated and Non-Regulated	16-18	88.50%	94.10%	100.00%	99.9%	86.60%
	19+	100.00%	99.10%	96.90%	98.9%	87.20%
BY SECTOR SUBJECT AREA		13-14	14-15	15-16	16-17	National average 15-16
Health and Social Care		86.90%	81.20%	80.00%	98.5%	87.90%
Science and Mathematics		86.00%	79.70%	87.30%	80.7%	82.20%
Engineering and Manufacturing Technologies		98.00%	89.50%	99.00%	92.5%	83.60%
Construction and the Built Environment		95.50%	42.90%	86.70%	98.7%	80.60%
Information and Communication Technology		84.20%	86.30%	89.90%	92.9%	86.20%
Retail and Commercial Enterprise		96.90%	100.00%	100.00%	98.1%	89.70%
Arts, Media and Publishing		87.90%	88.90%	83.90%	88.9%	90.40%
Languages, Literature and Culture		84.90%	86.50%	88.20%	89.5%	86.50%
Education and Training		78.80%	84.40%	84.40%	95.4%	86.30%
Preparation for Life and Work		79.50%	79.80%	89.00%	92.3%	78.30%
Business, Administration and Law		84.40%	80.40%	81.30%	90.0%	86.40%

\* skewed by very low learner numbers

ACHEVEMENT RATES IN APPRENTICESHIPS						
		13-14	14-15	15-16	16-17	National average 15-16
Success By Framework Type/Demographic						
ALL	Overall Achievement	80.20%	82.15%	80.59%	85.5%	71.70%
	Timely Achievement	73.30%	78.52%	75.80%	79.9%	58.90%
Intermediate Apprentice	Overall Achievement	77.30%	81.53%	79.09%	80.3%	70.80%
	Timely Achievement	71.00%	78.59%	77.27%	78.9%	59.40%
Advanced Apprentice	Overall Achievement	85.30%	83.89%	83.33%	92.8%	73.50%
	Timely Achievement	77.50%	78.33%	73.33%	80.1%	59.00%
Higher Apprentice	Overall Achievement	-	-	-	96.7%	73.50%
	Timely Achievement	-	-	-	61.7%	59.00%
16-18	Overall Achievement	81.90%	77.94%	78.40%	82.1%	72.90%
	Timely Achievement	76.00%	74.79%	76.90%	76.8%	62.50%
19-23	Overall Achievement	83.50%	87.01%	82.81%	88.4%	73.00%
	Timely Achievement	76.80%	80.95%	76.56%	83.3%	60.60%
24+	Overall Achievement	69.40%	85.32%	80.49%	86.1%	69.90%
	Timely Achievement	60.50%	85.32%	73.17%	74.8%	55.30%
Male	Overall Achievement	86.90%	83.53%	75.34%	87.4%	71.70%
	Timely Achievement	81.30%	80.35%	73.97%	81.5%	54.30%
Female	Overall Achievement	73.60%	80.76%	84.54%	83.5%	71.70%
	Timely Achievement	67.80%	76.68%	77.32%	76.2%	55.30%
Success by Framework Subject		13-14	14-15	15-16	16-17	National average 15-16
Children and Young People's Workforce	Overall Achievement	100.0%	50.00%	89.00%	84.0%	73.60%
	Timely Achievement	88.90%	50.00%	85.00%	69.3%	56.80%
Glass Industry	Overall Achievement		100.00%	100.0%	88.5%	87.90%
	Timely Achievement		84.62%	100.0%	88.3%	56.60%
Civil Engineering	Overall Achievement	100.0%	90.00%	100.0%	87.6%	76.60%
	Timely Achievement	100.0%	90.00%	100.0%	87.4%	56.60%
Technical and Professional Construction	Overall Achievement	100.0%	100.0%	83.00%	98.8%	69.00%
	Timely Achievement	100.0%	100.0%	83.00%	98.1%	55.30%
Construction Building	Overall Achievement	95.70%	72.22%	73.00%	66.7%	69.60%
	Timely Achievement	95.70%	66.67%	73.00%	66.7%	57.90%
IT Application Specialist	Overall Achievement	83.30%	85.71%	77.00%	66.7%*	73.20%
	Timely Achievement	83.30%	85.71%	73.00%	66.7%	57.80%

Catering and Professional Chefs	Overall Achievement	50.00%	71.40%	66.00%	80.0%	68.20%
	Timely Achievement	50.00%	42.80%	66.00%	80.0%	56.90%
Supporting Teaching and Learning in Schools	Overall Achievement	100.0%	80.00%	85.00%	93.5%	73.60%
	Timely Achievement	100.0%	80.00%	82.00%	81.5%	51.80%
Customer Service	Overall Achievement	85.00%	78.57%	80.00%	71.4%	69.10%
	Timely Achievement	80.00%	57.14%	76.00%	71.4%	56.70%
Business Administration	Overall Achievement	76.20%	82.50%	81.80%	84.7%	75.90%
	Timely Achievement	71.40%	80.00%	78.10%	77.1%	62.50%
Team Leading and Management	Overall Achievement	71.40%	75.00%	73.00%	88.0%	69.10%
	Timely Achievement	60.90%	66.67%	73.00%	67.0%	50.20%

\* skewed by very low learner numbers



## 6. Priorities for development 2017/18

The following are the key areas for improvement set out by OFSTED's common inspection framework:

### *Outcomes for Learners*

- Drive all outcomes to be above the national average so that learners can expect the best from us
- Narrow the gaps in achievement between gender, SEN and age
- Deliver more job outcomes through employability programmes

### *Personal development, behaviour and welfare*

- Facilitate more high quality inspirational careers guidance and interventions for persistent NEET. Secure matrix re-accreditation. Improve scores on the national satisfaction survey for the quality of IAG to scores of over 90%.
- Further develop partnerships with our Educational Psychology Support for specialist assessment and support.
- Integrate EBS, Curriculum Network and Tootoot to quicken the pace of account creation for learners
- Further develop coaching programme to sustain attendance for very vulnerable learners

### *Quality of teaching, learning and assessment*

- Further improve initial assessment and the use of ABI, fillers, pack-a-punch activities, extension activities and virtual learning through "google classroom" to inspire learners and keep them engaged throughout and after sessions.
- Increase the number of walk through visits to classrooms
- Improve use of Google Classroom best practice site
- Revise the learner records audits sampling system for classroom learning and roll out

### *Leadership and management*

- Secure excellent single site accommodation for remaining sites requiring refurbishment. Complete the roll out of the investment in new technologies.
- Deliver second chance and professional and technical education reforms to improve the curriculum. Further develop the employability offer, "anytime learning" and "work academies" to match LMI and available work.
- Deliver ambitious marketing strategy to increase engagement of the hardest to reach groups, particularly using e-methods to reach the digital generation.
- Collaborate with our North of Tyne partners to integrate provision, share practice and enable cross boundary participation by learners.

## IMPLICATIONS ARISING OUT OF THE REPORT

Policy	The changes in the service in 15-16 reflected the national policy direction set out in Government's Autumn Statement Spending Review, BIS funding letters for 2015-16 and 2016-17 to the sector, the BIS review of professional and technical education in the UK, the outcomes of the Ofsted inspection of 2014 and Matrix inspection of 2015, and the changes to OFSTED's Common Inspection Framework.
Finance and value for money	The service has made the necessary reductions costs to continue to operate within the funding contract volumes. It has focussed spending on teaching and learning and less on management and administration.
Legal	The Education Act, 2011 'New Challenges, New Chances: Further Education and Skills System Reform Plan', Department for BIS 2011 The Apprenticeships, Skills, Children and Learning Act, 2009 The Further Education and Training Act, 2007 Education and Inspections Act, 2006
Human Resources	None
Property	None
Equalities	(Impact Assessment attached)  Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
Risk Assessment	No formal risk assessment is required, but there continue to be significant financial uncertainties because of changing national funding arrangements and ongoing monitoring of the position will be necessary.
Crime & Disorder	No implications identified.
Customer Considerations	The FE Commission conducted an area review of Northumberland in Spring 2017. The views of funders will need to be considered in any future changes when the final reports are released.
Carbon reduction	No implications have been identified at this stage
Wards	All

### **Report sign off.**

Authors must ensure that relevant officers and members have agreed the content of the report.

	Initials
Finance Officer	N/A
Monitoring Officer/Legal	N/A
Human Resources	N/A
Procurement	N/A
I.T.	N/A
Executive Director	AJ
Portfolio Holder(s)	WD

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