School Effectiveness Impact Evaluation 2015

1. Raise standards, close achievement gaps, remove barriers to learning to secure the best possible outcomes for Ealing children and young people
2. Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnership

Report title	**Effective 14-19 provision**
Lead	**Deborah Dent**

Key Outcomes 2014-2015

Increasing % of Ealing young people achieving L3 by age 19:

% Population attaining L2 with Eng and maths by age 19

	All				Non FSM			FSM				Gap		
	2012	2013	2014		2012	2013	2014		2012	2013	2014		2012	2013	2014
London	63	66	68		68	70	72		49	52	54		19	18	18
Ealing	64	66	64		69	70	68		48	52	50		21	17	17
National	62	64	66		65	68	70		38	41	42		27	27	27

% Population attaining L3 by age 19

	All				Non-FSM				FSM				Gap		
	2012	2013	2014		2012	2013	2014		2012	2013	2014		2012	2013	2014
Ealing	65	67	66		69	70	70			53	56	55		15	14	16
London	61	63	64		64	66	67	47	49	51	53	#	15	14	15
National	55	56	57		57	58	58	32	34	35	36	#	24	24	25

Key performance indicators 2015

Key Stage 4
5A*-CEM: target 64% (adjusted following changes in performance tables in 2014)
(2014 59.8% target 64% NA 56.6%) English 3 levels of progress 81% (2014 81.2%% target 80% NA 70.4%) Maths 3 levels of progress 79% (2014 74.1% target 78% NA 65.5%)

Post 16
Academic: points per student 811 (2014 751.7, target 796, NA 772.8) points per entry 236 (2014 219.4, target 226, NA 211.2 – state funded)
Vocational: points per student 705 (2014 688.5 NA 560) points per entry 231 (2014 223.2 NA 216.6)

Impact Evaluation 2015

Breadth and efficiency of 16-18 Provision
Young people accessed a range of providers for post-16 provision including schools and colleges; new provision offering access to Apprenticeships and Traineeships was opened by colleges and providers in the borough and taken up. Post-16 offer in schools is still mostly restricted to L3. Some issues with quality of provision for L2 Eng and Maths at post-16 emerged.

Quality issues with EHWLC have emerged through the publication of the Ofsted data dashboard. 2 out of 5 of the most popular FE destinations for Ealing 16-18s are RI providers with poor outcomes at EHWLC for learners at EL and Leve 1 - particularly vulnerable learners. IAG in schools needs to reflect these concerns, as well as working with the College to support improvement. Use of Ealing sites for FE provision under review at the College, and issues are emerging about the shape of provision within Ealing in the future.

Participation
Participation levels remain high; (March 2015) 95.4 % of all 16+17 year olds in Ealing participated in EET (96.2 in March 2014) London respectively 93.5% in 2015 and 92.3 in 2014%. The rate of participation for 17 year olds has increased a lot, nationally and in London, at 94.5% of Ealing 17 year olds in EET in Mar 2015 (London 91.2%.) Still over 5% of the cohort NEET however. September Guarantee figs indicate that 94.0% of Ealing yr 11 and 12 leavers were

School Effectiveness Impact Evaluation 2015

1. Raise standards, close achievement gaps, remove barriers to learning to secure the best possible outcomes for Ealing children and young people
2. Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnership

offered a place by 30 Sept 2014, slight decline on 2013 (W.London Average 94.2%)

Full RPA begins September 2015 with all students now expected to stay in EET until age 18. RPA enforced through providers reporting drop out from post-16 from Ealing schools and other providers to London Councils portal, with referrals to Connexions. Most but not all providers in Ealing make returns.

Apprenticeships - take-up at Level 2 low but steady; Level 3 apprenticeships are rarer opportunities, Connexions currently auditing availability.

NEET
Most recent position re NEET shows that 3.00% overall of 16-18s are NEET in Dec 2014 (2013 comparable figure was 3.3%), and that Ealing is in the top national quintile for this indicator, along with 11 out of 19 Outer London boroughs.

RONI System
Number of schools submitting RONI results and using the system rose significantly from 5 in 2013-14 to 11 in 2014-15. LA analysis has calculated RON attainment and progression data which is being fed back to schools in Autumn 2015.

First annual 14-19 Conference November 2014
Raised levels of understanding of achievement, progression and IAG patterns and issues through 14-19 Conference (Nov 2014) attended by 78 colleagues from 41 provider and partner organisations ; contributed to building collaboration; outcomes of conference reinforced through Networks and their activities (provider, Post-16 Leaders and IAG leaders)

New curriculum - new examinations being introduced at GCSE and A Level from 2015, as well as new assessment for Vocational qualifications from 2014 and new content from 2016
Networks have helped to prepare colleagues for the changes and their implications. Many uncertainties aired and shared, will continue into 2015-16, with monitoring of impact on uptake.

Networks

- *IAG network has been revised to focus on leadership and priorities, rather than content of IAG programmes. This has resulted in clearer focus and development towards a stronger cadre of career managers in school.*

- *Post-16 network very well attended, with focus on issues around new curriculum, progression (especially non-full-time HE routes) funding and sixth form ethos.*

- *Inclusion network less well attended, but interest established in key areas of post-16 (RONI, progression for vulnerable learners, 17+ participation, access to Apprenticeships and EAL) Group to be re-formulated to meet this demand.*

New 14-19 project around NEET (led by Connexions)
West London Alliance and New Homes Bonus funding have provided a project to create a new model of support in school for those at risk of non-participation. 3 schools to trial new approaches with mentoring and business support. (Brentside, Villiers and Northolt)

School Effectiveness Impact Evaluation 2015

1. Raise standards, close achievement gaps, remove barriers to learning to secure the best possible outcomes for Ealing children and young people
2. Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnership

Objective 1: Raising achievement

Performance against Key performance indicators 2015

The following is a summary of KPI information available in September 2015. All performance data is provisional and subject to change.

KPI	2015	2014 (NA)	2013 (NA)	Target 2015	Comment
5A*-CEM	61.2% (FFTB 60%)	59.8% (56.6%)	60.9% (60.6%)	64%	Below target, improving, well above NA 2014, London 2014 (60.6%) and above 2013 – pre Wolf and first / best grade reforms. Below Outer London 2014 (61.7%)
L3 academic points per student	742	751.7 (772.8)	761.2 (782.4)	811	Below target and declining and below NA 2014. This is reflects the policy of many schools of focusing on 3 A levels. This measure is affected by the no. of students on mixed programmes.
L3 academic points per entry	217	219.4 (211.2)	216.9 (211.3)	236	Below target and declining slightly, above NA 2014. Average grade above C (210 points)
L3 vocational points per student	660	688.5 (560.1)	658.7 (561.6)	705	Below target and declining, well above NA 2014. This measure is affected by the number of students covering mixed programmes.
L3 vocational points per entry	226	223.2 (216.6)	211.4 (213.6)	231	Below target, improving and well above NA 2014.
Ofsted good or better Sixth Forms	100%	77%	70%	85%	Above target and improving. There are now 4 outstanding and 10 good sixth forms in schools.

Qualification outcomes

Post 16 Academic qualifications:

Points per student decreased by 12 points from 2014 to 741. There were large falls in four schools, mainly due to the policy of more students taking three rather than four subjects at A level. Five schools had large increases in points per student. This measure continues to be below the 2014 national average. Points per entry declined slightly from 2014 by 3 points to 217. This is below the target but just above the national average for 2014. Six schools improved on this measure including two securing good schools. The % achieving 3 or more A levels declined from 84% to 80% which was the NA for 2014. The % gaining 2 or more A levels declined to 91% and the % gaining 1 or more A levels reduced to 98%. Both are now below the 2014 national average.

Post-16 Vocational qualifications

Points per student decreased by 23 points from 2014 to 665 which is well above the 2014 NA of 560. There were falls in four schools and increases in six schools, three with very large increases. Points per entry improved from 2014 by 1 point to 224 which is below the target but well above the national average of 216.6 for 2014. Eight schools improved on this measure including four securing good schools. The % achieving 3 or more substantial vocational qualifications declined by 19% to 44%, the % gaining 2 or more declined by 10% to 76% and the % gaining 1 or more substantial vocational qualifications reduced by 10% to 90%. Only the measure for 2 substantial vocational qualifications is above the 2014 national average.

English and maths at post-16

The A* to C pass rate for age 17 (For those who already have a D grade pass) fell from 38.9 per cent last year to 35.8 per cent for maths, and from 37.9 per cent in 2014 to 35.1 per cent this year for English. Those with E or below take functional skills. This is a national figure, and Ealing figure not yet available; this remains a key area for urgent improvement of pass rates, as this is crucial to progression and prospects for employment.

L2 qualifications at Age 17

The DfE has not published any L2 at post 16 achievements for 2014. 2015 outcomes should be published in 2016 as part of the new post-16 accountability measures. Now need to collect uptake and outcome data locally. Again these qualifications are crucial for progression. They are offered at the college, and in only a few schools.

School Effectiveness Impact Evaluation 2015

1. Raise standards, close achievement gaps, remove barriers to learning to secure the best possible outcomes for Ealing children and young people

2. Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnership