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Closing the Gap Regional Quality Improvement Priorities for Yorkshire and the Humber

September 2007

Closing the Gap
Regional Quality Improvement Priorities for
Yorkshire and the Humber

Contents:

	Page
1) Foreword	2
2) Introduction	3
3) The Regional Improvement Priorities	3
Annex A: Links between national improvement strategy and regional improvement priorities	5
Annex B: Resources to support Regional Improvement priorities	10
Annex C: Regional Quality Improvement Partnership membership	12
Annex D: Contextual Information	13
a) participation and attainment	
b) inspection judgements	
c) self assessment	
d) minimum levels of performance	
e) 14-19 Developments – Schools Sixth Forms Support and Challenge	

1: Foreword

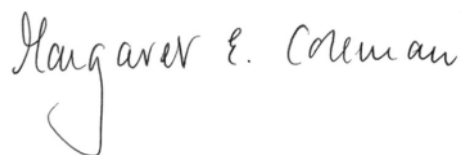
The LSC has a vital leadership role, providing drive and direction to the delivery of world class skills. In Yorkshire and the Humber, our providers continue to support learners in achieving their ambitions in our priority areas. Within our region, the LSC needs providers to continue to improve quality and attainment in order to narrow, and eventually eliminate the gap between Yorkshire and the Humber and the national performance.

The Regional Quality Improvement Partnership has been established to raise awareness, and identify the improvement needs in key areas within Yorkshire and the Humber. Core members, alongside the LSC are FE institutions, education and training organisations, the Quality Improvement Agency, Government Office, the Quality Inspectorate and Lifelong Learning UK.

Using these existing networks, and as a direct consequence of the LSC Regional Commissioning Plan, the Regional Quality Improvement Partnership has outlined the priority targets and measures for Yorkshire and the Humber. These must be addressed in the pursuit of excellence in our provision, and in order to meet the needs of learners and employers.

The LSC and the Regional Quality Improvement Partnership recognise that the responsibility for continuous improvement is with individual organisations, and the priorities are intended to provide the context for FE Institutions, and Training Providers' own self assessment and improvement strategies.

By working together we can achieve huge progress.

A handwritten signature in cursive script that reads "Margaret E. Coleman". The signature is written in black ink and is positioned above the printed name and title.

Margaret E Coleman
Regional Director

2: Introduction

Regional Quality Improvement Partnerships (RQIPs) have been set up to identify the improvement needs and priorities of each region. The RQIP has identified improvement needs and priorities on a regional basis, drawing on evidence that is outlined in section 3 including:

- The Learning and Skills Council (LSC) commissioning plan and strategic analysis
- Colleges' and education and training organisations' self assessments
- Information from inspection, including Annual Performance Assessments, Joint Area Reviews

The improvement priorities for the Yorkshire and Humber region have been identified by the RQIP and are outlined below

The RQIP will link up with other regional groups focusing on skills, 14–19 learning, post-16 initial teacher training and workforce development and Higher Education through building on existing regional arrangements.

Meetings of the RQIP are convened and chaired by the LSC. The full membership of the RQIP in Yorkshire and the Humber is given at Annex C.

3: The regional improvement priorities

The regional LSC's commissioning plan, through the strategic analysis, has identified regional foci to the LSC priorities. It is these that form the core of the regional improvement priorities.

Regional Improvement Priorities	
Priority	Measure
Increase 16-18 participation, with emphasis on raising participation at age 17.	Raise 16-18 participation 2% in 07/08
Address NEET and 'not knowns' and the mismatch between needs and provision for young people.	Reduce NEET 0.5% in 07/08
Raise attainment, with particular attention on achievement between ages 16 and 19.	Raise L2 attainment at 19 by 1.5% in 07/08
Stimulate demand for learning from employers and employees least likely	Train to Gain to deliver 17,100 first full level 2 learners and 60% of the

Regional Improvement Priorities	
Priority	Measure
to undertake training or with poor qualification levels.	employers engaged to be hard to reach employers.
Enhance the employability of individuals, improving basic skills and skills for everyday work.	Maintain adult FE skills for life achievements at 17,700
Promote inclusion through learning by raising the achievement of people from disadvantaged backgrounds.	To be taken from LSC's Single Equality Scheme Sept 2007
Respond to Level 3 skill needs in key sectors, including Construction, Health and Social Care and IT.	To raise adult FE level 2 and 3 participation in these areas in 2007/8
Collaborate with strategic partners to ensure learning and skills are enhanced through the City Region agendas and Local Area Agreements	All local area agreements to include measures for PSA targets
Further enhance the 14-19 curriculum to give young people an alternative to traditional learning.	Implementation of 14-19 Yorkshire and the Humber Challenge with effective partnerships in every district with positive improvements against the DfES progress check indicators
Improve quality by accelerating improvements to success rates and removing poor provision.	No poor provision by 2008 All provision above Minimum Levels of Performance (MLP)

These improvement priorities will be taken forward in a wider policy context, including the following key developments:

- LSC Priorities
- Leitch Report and Action Plan
- Pursuing Excellence: the National Improvement Strategy (QIA)
- LSC Guidance on Identifying and Managing Underperformance
- Framework for Excellence, including the development of learner voice
- The LSC's Strategy to support the development of HE in FE
- The regional plan to support the LSC's single equality scheme
- The plan to deliver 'Learning for Living and Work' in the region

Annex A shows the links between the regional improvement priorities, LSC priorities, Framework for Excellence and the National Improvement Strategy

The RQIP recognises that the responsibility for improvement resides within individual organisations and the regional improvement priorities are intended to provide a background for colleges' and education and training organisations' own self assessment and improvement planning.

Annex A: Links between national policies and regional improvement priorities

The Regional Quality Improvement Plan is designed to support the implementation of the National Improvement Strategy, Pursuing Excellence. This strategy is built on 3 aims:

1: All learners in the further education system are equally able to access high quality education and training that equips them with the skills, knowledge and qualifications they need for work and personal fulfilment.

2: Training provision meets employers' business needs and employers can recruit people with the vocational and employability skills needed to increase productivity.

3: The further education system continuously improves so that colleges and providers aspire to and achieve excellence and no provision is unsatisfactory

These aims are supported by 11 priority actions.

The table below attempts to link the aims and improvement priorities from the national improvement strategy, with the LSC priorities, the emerging Framework for Excellence dimensions and the regional improvement priorities arising from the LSC's strategic analysis. Links with other regional resources and activities are identified.

Table 14: Regional Improvement Priorities in Context of Pursuing Excellence and Framework for Excellence

Pursuing Excellence aim 1: All learners in the further education system are equally able to access high quality education and training that equips them with the skills knowledge and qualifications they need for work and personal fulfilment.

Pursuing Excellence Priority Actions	LSC Priorities	Framework for Excellence dimensions	Regional Improvement Priorities	Supporting Activities
<p>Continue and extend the Skills for Life Improvement Programme and projects to take forward the Leitch recommendations</p> <p>Deliver the 14-19 Diploma Support Programmes</p>	<p>To raise the quality and improve the choice of learning opportunities for all young people to equip them with the skills for employment, further or higher learning, and for wider social and community engagement.</p>	<p>Effectiveness – qualification Success Rate</p> <p>Learner responsiveness, involvement</p>	<p><i>1.1 Increase 16-18 participation, with emphasis on raising participation at age 17.</i></p> <p><i>1.2 Address NEET and ‘not knowns’ and the mismatch between needs and provision for young people.</i></p> <p><i>1.3 Raise attainment, with particular attention on achievement between ages 16 and 19.</i></p>	<p>Regional implementation plan for Learning for Living and Work</p> <p>Launch of Pilot Diplomas</p> <p>Regional LSC Strategy for the implementation of the Single Equality Scheme</p> <p>The development of the 14-19 Yorkshire and the Humber challenge including: Collaboration, Foundation</p>

				Learning Tier , NEET action plan.
<i>Pursuing Excellence aim 2: Training provision meets employers' business needs employers can recruit people with the vocational and employability skills needed to increase productivity.</i>				
Pursuing Excellence Priority Actions	LSC Priority	Framework for Excellence dimensions	Regional Improvement Priorities	Supporting Activities
<p>Support leadership development and implement leadership qualifications.</p> <p>Continue and extend the Development Programme to Train to Gain light of the Leitch recommendations</p> <p>Identify the needs and develop programmes to support Level 2, Level 3 and Level 4 (L4 and L5).</p>	<p>To raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion</p> <p>To raise our contribution to economic development locally and regionally through partnership working.</p>	<p>Responsiveness to Employers</p> <p>Responsiveness to Learners</p>	<p><i>2.1 Stimulate demand for learning from employers and employees least likely to undertake training or with poor qualification levels.</i></p> <p><i>2.2 Enhance the employability of individuals, improving basic skills and skills for everyday work.</i></p> <p><i>2.3 Promote inclusion through learning by raising the achievement of people from disadvantaged backgrounds.</i></p> <p><i>2.4 Respond to Level 3 skill needs in key sectors, including Construction, Health and Social Care and IT.</i></p> <p><i>2.5 Collaborate with strategic</i></p>	<p>QIA Train to Gain programme</p> <p>QIA Skills for Life programme</p> <p>LSC New Employer Standard</p> <p>LLUK: workforce development</p> <p>CEL: leadership development</p> <p>CEL leadership implications of learner voice</p>

<p>Improve provider responsiveness to employers</p> <p>Launch and implement the Workforce Development Strategy.</p>			<p><i>partners to ensure learning and skills are enhanced through the City Region agendas and Local Area Agreements</i></p>	
<p><i>Pursuing Excellence aim 3: The further education system continuously improves so that colleges and providers aspire to and achieve excellence and no provision is unsatisfactory</i></p>				
<p>Pursuing Excellence: Priority Actions</p>	<p>LSC Priority</p>	<p>Framework for Excellence</p>	<p>Regional Improvement Indicators</p>	<p>Action</p>
<p>Embed personalisation and increase the learner voice</p> <p>Improve provider responsiveness to employers</p> <p>Improve</p>	<p>To raise the performance of a world class system that is responsive, provides choice and is valued and recognised for excellence.</p>	<p>Responsiveness to learners</p> <p>Effectiveness: quality of provision</p>	<p><i>3.1 Further enhance the 14-19 curriculum to give young people an alternative to traditional learning.</i></p> <p><i>3.2 Improve quality by accelerating improvements to success rates and removing poor provision.</i></p>	<p>Managing Underperformance through notices to improve, and commissioning</p> <p>Piloting Framework for Excellence</p> <p>QIA AoC peer</p>

<p>performance and quality assessment, peer review and validation, the introduction of the Framework for Excellence and a more proportionate approach to inspection</p> <p>Implement the Intervention Strategy</p>				<p>review</p> <p>Implement Support and Challenge with school sixth forms</p> <p>Learner Voice QIA Supporting Excellence Programme</p> <p>Regional Learner Panel</p> <p>QIA Improvement Advisor Service</p> <p>AoC CEL Leadership and Governance of Health and Safety</p>
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Annex B: Resources to support Regional Improvement priorities

Partner	Resource
LSC	<ul style="list-style-type: none"> • Data Analysis <ul style="list-style-type: none"> ○ Success rates ○ Participation ○ LAT ○ VA ○ Self assessment analysis • Communication support • Links with Framework for Excellence developments • Links with Learning for Living and Work Plan and implementation of Single Equality Scheme. • Links with HE strategy
QIA	<ul style="list-style-type: none"> • Support Programmes: <ul style="list-style-type: none"> ○ Supporting Excellence ○ Train to Gain ○ Skills for Life ○ Improvement Adviser Service ○ Centre for Excellence in Leadership Programmes • Subject Learning Coaches • Regional networks: sharing of good practice
Government Office	<ul style="list-style-type: none"> • 14-19 Plans • Progress Checks • 14-19 Curriculum • Links with HE
LLUK	<ul style="list-style-type: none"> • Support of QTLS developments • Links with CETTs • Golden Hellos for FE teachers
OfSTED	<ul style="list-style-type: none"> • Inspection Data • Thematic Reports • Identification of good practice • JAR/APA analyses

Partner	Resource
AoC & ALP	<ul style="list-style-type: none"> • Communications • Access to Networks
Colleges and Providers	<ul style="list-style-type: none"> • Communications • Peer review • Local and Regional Networks
Local Authorities SIPs QIA	<ul style="list-style-type: none"> • Support and Challenge School: Sixth forms.

Annex C: Yorkshire and Humber RQIP Membership

Learning and Skills Council

Margaret Coleman: Regional Director (Chair)
Andy Brown: Regional Learning Planning and Performance
Director (from October 2007)
Colin Forrest: Learning and Quality Director

Government Office

Helen McMullen: Director: Children and Learners

Quality Improvement Agency

Linda Wilson Strategic Partnerships Manager
Margaret Bennett Director of Communication and Partnerships

OfSTED

Lesley Thom: Regional Manager

Association of Colleges

Caroline Rowley: Regional Director

Association of Learning Providers

Paul Eeles: National Development Manager

Lifelong Learning UK

Sally Gibbs: Regional Manager

Local Authority

Mary Jackson Principal School Link Officer 11-19

Colleges and Providers

Jeanette Dawson Principal: Bishop Burton College
Michele Sutton: Principal: Bradford College
Dr Stephan Jungnitz: Principal: Wilberforce College
Sue Ransom: Principal: Dearne Valley College
Gill Jennison Vice Principal: Henshaws College
Steve Roe Executive Director: Consortium for Learning

Annex D: Contextual information supporting the Yorkshire and the Humber Improvement Priorities

a) Participation and Attainment

Table 2: Key Stage 4 2004/05 (all schools)		
	Achievement (%)	Achievement Including English and Maths (%)
Yorkshire and Humber	51.6	39.0
National	57.1	44.9

Post 16 Participation – 16 & 17 year olds in learning by the end of 2004

Yorkshire and the Humber	78%	(107,100 learners)
National:	79%	(1,049,300 learners)

Level 2 achievement at 19 2004/05

Yorkshire and the Humber:	67%
National	70%

NEET data - November 2005

Yorkshire and the Humber	8.5% (14,062)
National	7.1% (112,648)

16-18 Participation

- Overall, participation in learning is increasing, but remains largely static when compared to population growth.
- **FE growth** in 04/05 was 2.2% but will decline to 1% in 05/06, largely due to continued underperformance at one FE institution. A shift from part time to full time has also been noted.
- Participation of FE learners on **full level 2** programmes rose by 1% in 04/05 which was behind the national average of 5%. Significant sub-regional variation exists.
- **WBL participation** decreased by 6.9% in 04/05 and is forecast to increase by 1.3% in 05/06, which is 5% less than planned but close to the national average of 2%. This is partly due to the closure of one large provider. Changes to recruitment practices have also been noted.

16- 18 Attainment

- **E2E** progressions have improved significantly from 04/05 from 38.7% to 43.5%, which is within 1.5% of the national average
- **Level 2 attainment** at 19 in 04/05 was 66.8%. As a region we add high value between 16 and 19 (22.1 percentage points in Y&H compared to 19.4 percentage points nationally in 04/05)
- **FE success rates** plateaued at 70.4% compared to 71% nationally, and full level 2 success rates, at 62.4%, are just below the national average. Again significant sub regional variation exists. However much of the achievement data for one FE institution was not returned before the data was frozen. If this is included the region's success rates increase to 71% and are in line with the national figure.
- **WBL framework completions** have risen by 59% since 2002/3 (baseline year) – highest level in the county whilst success rates have increased but fallen behind national averages.

Adult Participation

- Adult **participation in FE** reduced by 16% in 05/06, which is in line with the national position. Overall there were 50,693 fewer adult learners in FE in 05/06 compared to 03/04.
- Participation on **FE Full level 2** programmes has increased by 1%, which is below the national average of 2%. There are extreme sub regional variations (+/- 23%).
- **WBL** adult participation declined by 7.3% in 04/05 (National -3.4%) and is forecast to decline by a further 6.9% in 05/06 (National -3%), largely due to funding constraints. This is being closely monitored to ensure that there are sufficient volumes of learners to meet the Apprenticeship completion target.

Adult Achievement

- **FE success rates** have increased marginally to 73%, which is just below the national average of 74%. Significant sub regional variations exist.
- **FE full level 2** success rates are at 61% which is in keeping with the national average, but have declined by 1% between 04/05 and 05/06

Success rates have increased for **WBL** but are behind national averages. Apprenticeship completions have risen by 53%, which is below the national average of 67%.

The region is making positive progress towards the **Skills for Life** target and has achieved 50% of the 2007 target in 04/05, which is in line with the national average. 50% of all Skills for Life achievements are for Adults which demonstrates a significant move towards priority groups when compared to 39% before 2004. 72% of adult achievements did not count towards the target, which is lower than the national average of 77%.

b) Inspection Judgements

Further Education

The table below summarises the inspection judgements from the OfSTED inspection of 15 further education colleges and 2 specialist colleges.

Under light touch inspection not all the aspects of the Common Inspection Framework are graded.

Grade	Table 3: Further Education Inspection Grades April 05 to March 07									
	Overall effectiveness		Capacity to make further improvements		Achievements & Standards		Education & Training		Leadership & Management	
	Number of Grades	% of total	Number of Grades	% of total	Number of Grades	% of total	Number of Grades	% of total	Number of Grades	% of total
1 outstanding	1	4.5	3	15.0	1	4.8	1	7.7	0	0.0
2 good	15	68.2	13	65.0	9	42.9	10	76.9	16	72.7
3 satisfactory	4	18.2	2	10.0	9	42.9	2	15.4	4	18.2
4 inadequate	2	9.1	2	10.0	2	9.5	0	0.0	2	9.1
Total	22	100.0	20	100.0	21	100.0	13	100.0	2	100.0

An analysis of the key themes emerging from these inspections suggests that colleges are good at:

- Providing high quality support for a range of learners
- Working effectively with employers and external organisations
- Good colleges have distinctive strengths in governance, wide curriculum, teaching and learning and equality and diversity
- Providing very good learner progression to higher levels
- Providing effective and well focused staff development
- Providing good self-assessment
- Providing outstanding educational and social inclusion
- Providing excellent financial management
- Providing strong and effective leadership
- Providing effective actions to widen participation and raise aspirations
- Providing effective integration of key skills

Areas for development include:

- Improving teaching and learning/sharing best practice in teaching
- Improving retention rates and some success rates, particularly for those aged 16-18
- Improving achievement of Work Based Learning provision
- Tightening quality assurance to ensure improvement, particularly in some cases the use of data by which to measure success and progress
- Improving key skills success rates
- No college has obtained a grade 1 for Leadership & Management.

Comparisons with the findings from previous rounds of inspection suggest that:

- Leadership and management are improving across the region
- Teaching and learning for colleges overall in the region was satisfactory in the last cycle and is improving, although further development is necessary

- Attendance rates have improved slightly
- Inclusion is good and has improved in the majority of Yorkshire and the Humber colleges
- The link between the poor uses of management information data continues to have a significant impact on quality assurance and leadership and management in a few organisations.

Adult and Community Learning and Work Based Learning

The table below summarises the ALI findings for those inspections that have taken place from April 2005 to December 2006

Grade	Table 4: ACL and WBL Inspection judgements							
	Overall effectiveness		Quality improvement		Equal Opportunities		Leadership & Management	
	Number of Grades	% of total	Number of Grades	% of total	Number of Grades	% of total	Number of Grades	% of total
1 outstanding	4	7	4	7	6	10	4	7
2 good	27	47	23	40	20	34	31	53
3 satisfactory	21	37	20	34	31	53	19	33
4 inadequate	5	9	11	19	1	2	4	7
Total	57		58		58		58	

The LSC no longer contracts with 3 of the providers judged as inadequate for overall effectiveness, QIA support has been provided for the remainder.

Table 5: ALI inspection grades by sector skills area (April 2005 – Dec 2006)

AREAS OF LEARNING	1 Outstanding		2 Good		3 Satisfactory		4 Inadequate		Total
	No of Grades	%	No of Grades	%	No of Grades	%	No of Grades	%	
Health, public services & Care	0	0	7	50	5	36	2	14	14
Agriculture, Horticulture & Animal Care	1	25	2	50	1	25	0	0	4
Engineering & Manufacturing Technologies	0	0	9	60	4	27	2	13	15
Construction, Planning & The Built Environment	1	13	1	13	5	63	1	13	8
Information & Communication Technology	0	0	7	64	4	36	0	0	11
Retail & Commercial Enterprise	1	4	11	48	9	39	2	9	23
Leisure, Travel & Tourism	0	0	2	67	1	33	0	0	3
Preparation for Life & Work	1	7	9	64	4	29	0	0	14
Business Administration & Law	0	0	15	60	8	32	2	8	25

ESF provision

ALI undertook a regional inspection of the ESF funded programme in January 2007. The inspection focussed on ESF only funded providers of learning.

The Key strengths of the inspection were:-

- Retention and Achievement rates on many programmes are good.

- Learners develop good practical skills on some projects
- Many learners develop particularly good employability skills.
- Teaching and learning are generally good
- There is particularly good additional support for many learners
- Leadership and Management vary between inadequate and outstanding although in many providers' leadership and management is good.
- One provider has developed an outstanding and highly successful consortium led provision that benefits large numbers of learners under ESF objective 1.
- Quality Improvement is often good and the best providers have clear procedures for checking programmes accordingly.

Key Areas for Improvement

- There is a wide range of quality improvement arrangements
- Insufficient progression opportunities to move into further education or employment for a small number of learners
- Target-setting and progress reviews are sometimes poorly recorded.

The report also contained an evaluation of self assessment undertaken. The reports were viewed as generally accurate with clearly identified key strengths and areas for improvement. Self-assessment involved appropriate action planning in most providers. However, some new provider's reports were poorly written and often overly descriptive. Although many large mainstream providers have well-developed self-assessment practices, some reports contain little or no information about their ESF funded provision

c) Self Assessment

The analysis that follows has been derived from self assessment reports for 2005/6 located on the Provider Gateway.

Table 6: Self Assessment Grades: Further Education (cross college aspects)									
	Overall Effectiveness		Capacity To Improve		Education & Training		Leadership & Management		
Grade	No of Grades	% of Total	No of Grades	% of Total	No of Grades	% of Total		No of Grades	% of Total
1 Outstanding	1	3	9	24	4	13		6	15
2 Good	24	63	23	61	7	23		23	61
3 Satisfactory	9	24	3	8	5	17		7	18
4 Inadequate	1	3	0	0	0	0		1	3
Not Graded	3	7	3	7	0	0		1	3
Total	38	100	38	100	16	53		38	100

Table 7: Self Assessment Grades Further Education Sector Skills Area

Sector Skills Area	1 Outstanding		2 Good		3 Satisfactory		4 Inadequate		Not Graded		Total	
	No of Grades	% of Total	No of Grades	% of Total	No of Grades	% of Total	No of Grades	% of Total	No of Grades	% of Total	No of Grades	% of Total
Health & Public Service	4	14	14	48	9	31	1	3	1	3	29	100
Science & Mathematics	3	13	12	52	7	30	1	4	0	0	23	100
Agr, Horti & Animal Care	0	0	8	67	3	25	0	0	1	8	12	100
Engin, Manufac Technologies	0	0	8	42	9	47	2	11	0	0	19	100
Construction & Planning	2	10	8	38	8	38	2	10	1	5	21	100
Info & Comm	3	9	17	53	12	38	0	0	0	0	32	100
Retail & Commercial	4	21	8	42	6	32	0	0	1	5	19	100
Leisure & Travel	3	10	12	39	14	45	1	3	1	3	31	100
Arts & Media	4	12	18	53	9	26	2	6	1	3	34	100
History, Phil & Theology	3	25	6	50	3	25	0	0	0	0	12	100
Social Sciences	4	24	5	29	6	35	2	12	0	0	17	100
Lang, Lit & Culture	3	14	9	43	9	43	0	0	0	0	21	100
Prep for Life & Work	1	6	7	41	5	29	3	18	1	6	17	100
Education & Training	4	25	7	44	5	31	0	0	0	0	16	100
Business Admin & Law	5	16	19	59	6	19	2	6	0	0	32	100

Table 8: Self Assessment Grades for Leadership and Management for WBL		
Grade	No of Grades	% of Total
1 Outstanding	2	3
2 Good	53	70
3 Satisfactory	19	25
4 Inadequate	1	1
Not Graded	1	1
Total	76	100

Table 9: self assessment grades by sector skills area WBL and ACL providers.												
	1 Outstanding		2 Good		3 Satisfactory		4 Inadequate		Not Graded		Total	
Sector Skills Area	No of Grades	% of Total	No of Grades	% of Total	No of Grades	% of Total	No of Grades	% of Total	No of Grades	% of Total	No of Grades	% of Total
Health & Public Services	0	0	18	56	14	44	0	0	0	0	32	100
Science & Mathematics	0	0	1	50	1	50	0	0	0	0	2	100
Agr, Horti & Animal Care	0	0	4	80	1	20	0	0	0	0	5	100
Engin, Manufac Technologies	0	0	20	61	12	36	1	3	0	0	33	100
Construction & Planning	0	7	4	33	6	50	2	17	0	0	12	100
Info & Communication	0	0	10	71	3	21	0	0	1	7	14	100
Retail & Commercial	2	4	26	53	21	43	0	0	0	0	49	100
Leisure & Travel	0	0	5	56	4	44	0	0	0	0	9	100
Arts & Media	0	0	1	17	5	83	0	0	0	0	6	100
Prep for Life & Work	1	3	14	42	17	52	1	3	0	0	33	100
Education & Training	0	0	1	50	1	50	0	0	0	0	2	100
Business Admin & Law	2	4	35	66	14	26	2	4	0	0	53	100

d) Minimum Levels of Performance and Notices to Improve

For FE qualifications, the minimum levels of performance (MLP) for the 2007/08 academic year are set at 50 per cent for FE long-course provision success rates by subject sector area. The MLP for work based learning is 40%.

Work Based Learning:

One area of learning: Agriculture and Horticulture is below the Minimum Levels of Performance (MLP). Whilst the level 2 provision is above 40% the level 3 success rate is at 23.2%, but only accounts for 56 learners in the region.

Business Administration and Law is the top performing sector skills area with significant numbers of learners at 58%, success rates for level 3 learners it is at 63%.

In the LSC priority areas of Construction, and Health Public Services and Care the success rates are 53% and 48.4% respectively.

However these data hide that 14% of provision (equating to approximately 3200 places) was affected by the introduction of MLPs at the current level.

Further Education.

All areas of learning are above the MLP threshold of 50%, however the lowest areas of performance are:

- Construction 61.64%
- ICT 63.61%
- Engineering and Manufacturing Technologies 64.96%

The highest performing areas of learning are:

- History Philosophy and Theology 79.77 %
- Languages Literature and Culture 76.15%
- Social Sciences 75.9 %

The Regional LSC has issued notices to improve where the proportion of further education provision that is below MLP is above 25%. Notices have been issued to 2 Colleges and 8 External Institutions

e) 14-19 Developments

Through the 'School Sixth Form Support and Challenge' the LSC is proposing to work more closely with Local Authorities, School Sixth Forms and School Improvement Partners to support the wider reform agenda including 14-19 developments, the FE white paper and in particular the priorities around excellence and standards.

Summarised below are the key strengths and areas for improvement taken from the 'achieving economic well being' aspect of OFSTED's Annual Performance Assessments (APA).

Table 10: Summary of OfSTED APA judgements: the Humber	
Key Strengths	Areas for Improvement
Kingston Upon Hull	
<ul style="list-style-type: none"> • Sustained & improved performance in % of care leavers in employment, education/training at age 19 • The proportion of care leavers entering education, training or employment post-16 • The level of support to young people with disabilities. 	<ul style="list-style-type: none"> • Educational standards at 16-plus • The proportion of young people in education, training or employment post-16 • The proportion of young offenders in education, training or employment post-16 • Impact on outcomes of planning for education and training at 14-19 • Planning provision for young people with learning difficulties or disabilities post-16
N.E.Lincolnshire	
<ul style="list-style-type: none"> • Vulnerable children are empowered to achieve economic independence and well-being • All looked children post-15 have pathway plans • Percentage of care leavers in employment, education and training at age 19. 	<ul style="list-style-type: none"> • Further increase participation rates post-16 • Educational attainment at 14 to 19 requires improvement
North Lincolnshire:	
<ul style="list-style-type: none"> • Looked after children and care leavers in EET at 19 and suitable accommodation 	<ul style="list-style-type: none"> • Standards in advanced level courses for 16-18 yr olds

Table 11: Summary of OfSTED APA judgements: North Yorkshire	
Key Strengths	Areas for Improvement
York	
<ul style="list-style-type: none"> • Basic skills development in schools • Proportion of young people not in education, training or employment • Implementation of 14-19 strategy and 14-19 curriculum meeting a wider range of young peoples needs 	<ul style="list-style-type: none"> • Proportion of young people who offend who are in full time education or training
North Yorkshire County Council	
<ul style="list-style-type: none"> • Provision of education and training for 14 to 19 year olds • Strategy for 14 to 19 provision and its leadership and management • Promotion of educational inclusion and support for vulnerable young people • Attainment and progression at age 16 to 18 • Proportion care leavers in employment, education or training at age 19 	<ul style="list-style-type: none"> • Gaps and duplication in curriculum provision for 14 to 19 year olds • Access to appropriate careers advice for some young people

Table 12: Summary of OfSTED APA judgements: South Yorkshire	
Key Strengths	Areas for Improvement
Barnsley	
<ul style="list-style-type: none"> • The Life Chances Team give good transition support to young people with a learning disability • Attainment at general certificate of education advanced level is above the national average in school sixth form • Good progression to education, training and employment by young people with a learning difficulty and/or disability 	<ul style="list-style-type: none"> • Unsatisfactory provision for education and training for 14 to 19 year olds • High proportion of young people not in education, employment or training • Low proportion of young people progressing to education and training at 16.

Doncaster	
<ul style="list-style-type: none"> • The promising high level Doncaster Education City strategy supported by area planning groups • The wide range of support for care leavers 	<ul style="list-style-type: none"> • The low proportion of care leavers in education, employment or training at the age of 19 • The low level of direct payments to support children with disabilities
Rotherham	
<ul style="list-style-type: none"> • A coordinated 14 to 19 strategy • A commitment to the development of enterprise • Rising trends of post -16 attainment • Good rates of participation in education, training and employment • Strategies to plan for and support the involvement of looked after children in education, training and employment 	<ul style="list-style-type: none"> • Declining trend of entry to further education • Levels of direct payment to young people for their carers
Sheffield	
<ul style="list-style-type: none"> • Effective 14 to 19 strategy in place • Sixth form attainments • Improved provision for education post-16 • Improving retention rates into education at 16 and 17 • Participation in and success rates for work- based learning programmes 	<ul style="list-style-type: none"> • Proportion of care leavers in education, training and employment • Pathway and transition planning for looked after children

Table 13: Summary of OfSTED APA judgements: West Yorkshire	
Key Strengths	Areas for Improvement
Bradford	
<ul style="list-style-type: none"> • 14 to 19 Strategy • Numbers of care leavers not in education, employment or training • Suitable accommodation for care leavers. 	<ul style="list-style-type: none"> • Retention and staying on rates post-16.
Calderdale	
<ul style="list-style-type: none"> • The proportion of care leavers who are engaged in education, training and employment is good. • Council's contribution to improving 14 to 19 provision is good and has improved outcomes 	<ul style="list-style-type: none"> • Boys who are from white backgrounds and less affluent areas achieve less well than their peers, making it difficult for them to improve their economic well-being
Kirklees:	
<ul style="list-style-type: none"> • Development of 14-19 collegiate approach and increased participation • Good achievement at level 3 post-16 • Low numbers not in education, employment or training • Good response to children's views 	<ul style="list-style-type: none"> • Development of level 1 and 2 courses
Leeds	
<ul style="list-style-type: none"> • Childcare regeneration services that enabled parents to receive training and employment • Support offered to care leavers • Opportunities in school to prepare for future well-being • Development of a robust 14 to 19 strategy 	<ul style="list-style-type: none"> • attainment levels for 14 to 19 year-olds
Wakefield:	
<ul style="list-style-type: none"> • Good progress has been made in broadening the learning opportunities at Key Stage 4 • Partners have established a challenging, aspirational and learner-focused 14-19 strategy and there is effective partnership working at all levels to support it. 	<p><i>JAR identifies the area of economic well being as inadequate</i></p> <ul style="list-style-type: none"> • High drop-out rate at 17 • Limited strategic planning of post-16 provision • Low and decreasing participation in apprenticeships at the age of 16

