

District Datapack Lite

The post 16 landscape in

Sevenoaks

2014



Skills and Employability Service

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Sevenoaks Datapack Lite

Introduction

In September 2013 the Skills and Employability Service produced District Data Packs to inform the discussion amongst learning providers about developing the 2014/2015 curriculum. Full data packs will be produced on a two yearly cycle, with a yearly update document.

The purpose of this update document, or “datapack lite,” is to:

- summarise key legislative changes that have occurred which impact upon post-16 learning;
- revisit the analysis of district economies;
- review changes made to the curriculum over the last year;
- illustrate the impact on participation, attainment and progression;
- set the scene for developing the 2015/2016 curriculum.

Unlike the first datapack, the focus is on updating data, rather than lengthy analyses. The executive summary will tell the story that the data is giving us in each district, followed by some key questions to be answered. Each section will contain brief bullet points to indicate where change has occurred since last year.

Your local Participation and Progression Officer from Skills and Employability Service will be able to offer support to facilitate your district’s response to the data.

Since the last datapack was published significant legislative changes have occurred which change the framework in which curriculum is developed. These are summarised in Appendix 1.

However, rather than these changes being seen as inhibitors, they should also be examined for the opportunities they offer. They set the scene against which the 2015/2016 curriculum will be developed, in the ways described below.

Study Programmes

- 10 schools in Kent are working with the 2 – 1 – 2 model, in which Maths and English, a substantial qualification and work experience are offered.
- The substantial qualification can be level 1, 2 or 3.
- This whole programme is funded by the EFA at £4,000 plus disadvantaged funding (Block 2) for additional learning e.g. Level 2 Maths and English which is being progressed to GCSE level 2.
- For LLDD learners a programme may well consist of strengthening literacy and numeracy skills with opportunities for work experience.

- And, of course a traditional offer, if it equips students, with knowledge, skills and experience appropriate for her or his progression route is welcome too.
- The funded full time package – 540 hours - need not be delivered equally across the year and may be spread in units appropriate to the needs of the student.

Maths and English

- If students who do not hold Maths and English grade C GCSE are not signed up for progression in those subjects, funding for their study programmes will be withheld.
- A part time offer of Maths and English is acceptable.
- However, the nudge towards literacy and numeracy for all students' post 16 is correct.
- In Kent of those level 2 learners without English and Maths Grade C, over the two year period 2011 – 2013, 1,127 failed to move forward to a level 3 qualification.
- If one looks beyond the legislation, institutions will see, that even Grade C holders find the transition to level 3 learning challenging without developed literacy and numeracy skills.
- Where there are targets to improve A level outcomes, a literacy and numeracy programme should be part of the action plan.

Accountabilities

- The inclusion of level 1 and level 2 qualifications in performance tables post 16 allows institutions to offer these qualifications and their success to be counted.

Partnership

- Taken as a whole, government action is moving institutions to a situation where expertise in delivering programmes is shared across a district and across providers.
- In this way learners can be offered the most appropriate progression route for their needs, rather than progression based on resident skills within the institution.

Executive Summary

1. The Change Agenda

Appendix 1 runs through key legislation which is transforming the learning environment.

A learning journey towards grade C GCSE Maths and English must be included in students' programmes otherwise the funding for those programmes will be forfeited.

And when thinking in terms of GCSE (and A level) one must be aware of new specifications – including Maths and English – with added rigour. Target setting must be predicated on these substantial changes.

It has been announced that the national funding rate for post 16 provision will be set at £4,000, theoretically last year's rate, but less when inflation is taken into account. The reduced funding for 18 year olds is not applicable to learners with an LDA.

A traineeship is an excellent way to package a study programme and it is good to see these continuing. Of course, work experience is not confined to a traineeship and an opportunity to take part in work experience should be extended to as many learners as possible.

Success at level 1 and 2 qualifications will now be counted as part of the accountabilities reform.

Co-teachability of AS and A levels has been retained but it will need local organisation: the first year of an A level course is not the same as the AS level.

As from September a separate grade will be given for post 16 provision; the quality and appropriateness of the study programme will be paramount.

2. The Economic Landscape of Sevenoaks District

The Sevenoaks economy continues to grow steadily with an overall gain in employment between 2009 and 2012. Employment growth since 2009 has been seen in the wholesale and retail trades; transportation and storage; ICT; finance and insurance activities; education, health and social work activities. However there have been marked falls in employment in construction and accommodation and food service activities. Public sector employment only accounts for 10.9% of employment in Sevenoaks, which is the lowest in Kent, well below the Kent average of 17.9% or the South East average of 16.2%.

The jobs market in Sevenoaks in 2013/14 was less buoyant than in 2012/13. By collating all internet based job vacancies over the last two years, we can see that there were 26% fewer vacancies advertised in Sevenoaks in 2013 compared to 2012. This is accounted for by falls in real terms in almost every sector. Process, plant and machine operatives was the only sector to show an increase in real numbers of vacancies advertised. In terms of numbers of vacancies advertised during 2013 – 2014 there is clearly a large churn in roles such as nursing (202 vacancies) and for primary and nursery education teaching

(170) Sales roles also appear strongly in this breakdown, confirming the importance of this sector in the district.

The number of VAT/PAYE registered companies in Sevenoaks is above the level it was in 2008, pre-recession. Sevenoaks is one of three districts in Kent where this is the case.

Sevenoaks has the second lowest unemployment rate (1.3%) of all districts in Kent, compared to a Kent average of 2.5%. Sevenoaks also has the third lowest youth unemployment rate in Kent (2.7%), and is 2.4% points lower than the UK average. Following local and national trends, this has fallen from 3% in January 2013.

The median weekly gross pay of workers in Sevenoaks is one of the highest in Kent. There has however been a significant shift downwards from 2011 to 2012. A possible explanation for this is the falling job vacancies available in professional, associate professional and management jobs which often have higher than average salaries. As this is based on a residence based measure, this also reflects the effects of London commuting on wages.

3. Participation in Sevenoaks

The current Year 12 age group is the first to be affected by Raising the Participation Age (RPA). These young people are expected to participate in the academic year in which they turn 17. It is therefore worrying that participation levels in Sevenoaks and Kent for this age group have dropped by 5% and 1% respectively since last year.

The drop in participation appears to have come from a 4% decrease in the number of young people in FE College and a higher number of Not Knowns.

Employment with training (mainly apprenticeships) has increased from last year, whilst employment without training, has reduced which is similar to the trend in Kent. The numbers in training have dropped by over 100, so it is a particular concern as this group is usually made up of foundation level students.

The NEET figures have dropped very slightly for Year 12 students in Sevenoaks but it is a concern that the number of young people with an unknown destination has risen to 2%.

Participation in the Year 13 age group last year in Sevenoaks was 2% higher than the Kent figure of 84%, but worryingly this has now fallen by 2% and is now still only 2% above the level of Kent at 82%. This creates a challenge to Sevenoaks as next academic year young people will be expected to participate until their eighteenth birthday.

The biggest drop in participation in the Year 13 age group is in further education, where it has dropped by 2% since last year, although participation at sixth form also dropped by 1%. Employment without training remains high at 7% but it has dropped since last year whilst employment with training has remained grown by 2% to 5%.

The NEET figure for this age group has increased by 1% since last year but is 2% lower than the rest of Kent. The percentage of young people without a known destination is 1% more than the Kent figure.

Overall retention across the two years in Sevenoaks is the poorest in the county at only 66%.

4. Progression in Sevenoaks

The progression of Sevenoaks learners by age 19 offers a mixed picture, with a clear split between progression for those who are level 1 or below and those at level 2 at the end of compulsory education.

The percentage of those young people whose starting point is below level 1 is 16.2% greater than the Kent average and 16.5% above the national average. It is a percentage that has worsened by 4.6% since 2012. A smaller percentage of these learners went on to get Level 1 or 2 qualifications than in the previous year. There was a smaller number and percentage of learners in 2013 learners whose starting point was level 1; however the percentage of these progressing to level 2 has dropped by almost 6% since 2012.

For vulnerable learners in year 11 in 2011 there were 24% of learners (70) achieving below level 1 and therefore operating at entry level. These are the students who needed a level 1 offer with literacy and numeracy functional skills. Two years later 45.7% (32) of these students had made no progress.

At the end of year 12, 48 students in Sevenoaks would find it difficult to access an apprenticeship because they have not achieved a level 2 qualification. This would mean that they could only progress to low level employment.

A further 16 students had level 2 qualifications without Maths and English at grade C - again making access to apprenticeships limited.

By comparison, 85 out of the 88 learners who achieved Level 2 including English and Maths, went on to achieve qualifications at Level 3 or above, and only 3 did not progress.

5. The Vocational Curriculum in Sevenoaks

The vocational curriculum offer within the Sevenoaks district is seriously limited. It is however, positive to see an increase in Entry Level and L1 offers in Foundation Skills, which will address some of the needs of these learners in the area. The travel to learn offer is more developed.

Comparing the vocational curriculum travel to learn offer for Sevenoaks with the economic profile of the district, the number of courses on offer in the four key economic activity areas of wholesale and retail; administrative and support; professional scientific and technical and human health and social work are minimal. Considering that these four sectors alone account for 50% of all jobs in the District, and three of them are current growth areas, there is a need to address this imbalance.

The travel to learn offer is skewed by the proximity of Hadlow College, which take learners from a wide catchment area, hence Agriculture, Horticulture and Forestry take a far more

prominent role than you would expect to see in an area where land-based employment is a minor player, in terms of numbers employed.

Sport, leisure and recreation and performing arts still play a larger than deserved role in the travel to learn curriculum offer, given the paucity of progression pathways.

6. Attainment in Sevenoaks schools

In Sevenoaks, 43.8% of post -16 level 2 and 3 learners completed in 2012 – 2013. Entry to sixth form was on 3 fewer average key stage 4 points than other students in Kent or in England. Far fewer students completing (66%) had 5 A* - C including Maths and English than in the county (80%) or the country (78%). More students gained access to post-16 school provision without Maths and English than elsewhere, but this is partly down to the very low percentage already having Maths and English in the intake.

A level and academic APE are significantly down on the Kent or national averages, however the vocational APE are 7 to 8 points higher than the Kent or national averages.

Retention overall was worse than the Kent or national figures by 11% - only 2/3rds of young people starting courses in Year 12 complete Year 13. Transition retention appears to be the biggest issue, probably contributed to by a massive 72.7% fail rate at AS level.

No learners in Sevenoaks appeared in the facilitating subject data.

56% of A level grades were in the A* - C category with 14% at A* - A.

The number of D results for BTEC was higher than predicted, and higher compared to Kent or national figures – conversely the D* results were less than predicted and lower than local or national comparators.

There are 17 vocational qualifications offered in Sevenoaks and of these 16 of these have fewer than 15 students studying them. It needs to be noted that qualifications taken with fewer than 5 learners are suppressed in the value-added reporting.

The top six qualifications (of all qualifications) taken, based on entries were:

OCR Level 3	NC Computer Appreciation	32	32% of completers
A level	Business (VQ)	24	24% of completers
A level	Media, Film and TV	16	16% of completers
A level	Art & Design (Graphics)	13	13% of completers
A level	English Literature	13	13% of completers
A level	Health and Social Care (VQ)	9	9% of completers

The only 5 BTECs offered were:

Dip	Health and Social Care	6
Dip	Information Technology	6
Dip90	Art & Design	7
SubDip	Public Services	6
SubDip	Sport	6

In addition there was two further L3 Courses

IFS3D	Finance / Accounting (General)	7
OCR	NC Business	8

6 qualifications delivered by providers in Sevenoaks showed positive value added >0.25 of a grade, 6 qualifications were negative <0.25 of a grade.

7. Narrowing the Gap - level 3 qualifications

7.1 Gender Differences

Learning Plus UK (LPUK) contextual data for Sevenoaks suggests that 74% of boys and 59% of girls come into the 6th forms with 5 A*-C with English and Maths.

The APE for boys who took academic subjects were 178 and for girls 200. Boys that took vocational qualifications left with an APE of 229 against 215 for girls.

47% of females achieved 3 A levels and 15% of boys.

VA for A levels was negative for both groups. There was positive VA for the Sub Dip of a 1/3 grade for boys and girls.

Overall retention was higher for boys than girls by 12%

7.2 Free School Meals

This is a very small cohort of 8 students – 2 A level and 6 Vocational students.

LPUK data contextual data suggests that FSM students enter post 16 with lower grades than their non FSM peers - 38% with 5 A*-C including Maths and English FSM and 68% non FSM.

APE for A level were 201 FSM and 191 non FSM. APE for vocational qualifications were 203 FSM and 225 non FSM.

100% FSM achieve 3 or more A levels and 30% non FSM.

VA for FSM is ½ grade positive in A level qualifications and ¾ grade higher than non FSM.

Overall retention for FSM is 50% FSM and 67% non FSM.

7.3 Special Educational Needs

There were no SEN students on roll in school 6th forms in 2013 in Sevenoaks

Key questions for Sevenoaks District

1. What can be done to reverse the decline in participation in the Sevenoaks district levels in years 12 and 13?
2. How can providers' best meet the needs of learners in Sevenoaks that has a buoyant economy and seen growth in a number of sectors, but particularly in administrative and support service activities?
3. How can Sevenoaks reduce the high number of learners (7%) who move into employment without training, and further increase the number in employment with training?
4. How can we work with schools to ensure that fewer young people enter post-16 learning (currently 39%) with starting points below Level 2?
5. Could we make better use of study programmes in Sevenoaks to provide positive progression routes for learners?
6. There is an opportunity to offer a wider range of Entry Level and Level 1 qualifications that would better engage and provide progression for learners in this cohort – how are we going to achieve this?
7. How can providers better prepare learners to meet the needs of the major employers in the Sevenoaks economy i.e. retail and wholesale, education and administrative and support service activity? Currently the offer is minimal in the key areas of economic activity.
8. Vocational APE results are much higher than county or national averages in contrast to the poorer performance in academic subjects. How can providers in Sevenoaks capitalise on this?
9. How can providers and the CEIAG offered to learners increase the overall retention in KS5 from the current low level of 66%?
10. It appears that a very small cohort of 8 FSM learners continued into KS5 in schools. How can schools address this to provide progression opportunities for these students?
11. There appears to be a gender imbalance with girls coming into post-16 learning with fewer KS4 points, but leaving with a higher APE, and with 47% of girls achieving 3 A levels as opposed to 15% of boys. Schools may want to reflect on what can be done to address this imbalance.

12. No SEN students were on roll in schools at KS5. This raises the question of what provision and progression opportunities are available for these students in the district?

Appendix 1

Transforming opportunities

National change

To design an appropriate programme for learners, institutions must be aware of the educational transformation around them. Listed below are the key points to note.
16-19 Study Programmes Principles

These were set out in the Government response to consultation and plans for implementation:

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a00210755/16-19-study-programmes>

- This said that all students should be given the opportunity to follow a course that:
- provides progression to a level higher than that of their prior attainment;
- Includes qualification(s) that are of sufficient size and rigour to stretch the student and are clearly linked to suitable progression opportunities in training, employment or higher levels of education;
- requires students to work towards GCSE A* – C grade in Maths and English (or other qualifications that will act as a stepping stone for achievement of these qualifications in time);
- allows for meaningful work experience related to the vocational area of the Study Programme, which develops employability skills and/or creates potential employment options;
- includes other activities unrelated to qualifications that develop the skills, attitudes and confidence that support progression.

Mathematics and English

In August 2014, the 16-19 study programme requirement that students should continue to study mathematics and English if they did not achieve a GCSE grade C in these subjects by the age of 16 will become a condition of funding. This requirement has been introduced because of the very significant barriers students who do not achieve mathematics and English qualifications face in progressing to employment, training or further study.

All students starting a new study programme in 2014/15 and beyond who do not have a grade C in these subjects and are not enrolled on either a GCSE or an approved alternative qualification which is a stepping stone towards GCSE will be removed from lagged student numbers for 2016/17 and will therefore not generate any funding in that academic year.

There will be a very small number of students who are not able to take a GCSE or a stepping stone qualification. However, there is no blanket exemption for high needs students. High needs students should, if they can, take a GCSE or stepping stone qualification. If this is not possible you should, as the responsible institution, deliver appropriate mathematics and English.

This might take any form, such as budgeting and communications, but you should be prepared to justify your choice and decision to auditors and Ofsted inspectors on an individual basis.

For more information about delivery of these subjects, please visit:

https://www.edexcel.com/notices/Documents/Post_16_English_mathematics_WEB.pdf

This offers a clear guide to starting points and qualifications which will facilitate the journey towards expected grades.

Funding

The national funding rate for full-time 16 and 17 year-olds will be maintained in 2014/15 at £4,000. The national funding rate for full-time 18 year-olds will be reduced to £3,300.

Funding for LLDD students will not be reduced.

There will be no change to Block 2 disadvantage funding for progression in maths and English.

There will be no changes to part-time rates or to programme weightings.

To cushion the impact on the institutions most affected by the reduction in funding rates for full-time 18 year-olds,

Ministers have agreed to apply a one year cap to the losses for institutions who would have lost more than 2% of their EFA programme funding as a result of this change. In 2014/15 no institution has lost more from the rate reduction for 18 year-olds than 2% of its

EFA programme funding.

For more information, a good point to start would be here:

<https://www.gov.uk/government/publications/letter-from-peter-mucklow-to-efa-2014-to-2015-student-funding>

Careers

This statutory guidance - Careers guidance and inspiration in schools - outlines why schools (and local authorities that maintain pupil referral units) must secure independent careers guidance for young people, what they must do to comply with their legal responsibilities in this area and the role of the governing body and head teacher in shaping the guidance and support offered by the school. It relates to the Inspiration Vision Statement published by the government in September 2013, which sets out government policy in this area.

A non-statutory supporting document Careers guidance: advice for schools – is also available.

It contains good practice information and links to resources to help schools and colleges meet their duty to secure independent careers guidance for young people.

Apprenticeships

'Trailblazer' is the Government scheme to develop the new standards for Apprenticeships. It is employers designing the content of apprenticeships so that they reflect industry standards. KCC is working with the Civil Service to help shape these new standards.

Apprenticeship funding is changing and will move directly to employers from 2016. Employers will have the ability to commission training from a range of providers. The funding will be accessed through the PAYE system. The exact mechanism to do this is still being finalised.

Apprenticeships provide a good alternative to University. There are a range of new apprenticeships targeted at the most able. These apprenticeships particularly relate to 'professional services' such as finance, law and event management. These can be studied to degree level.

A future challenge is the fact that the entry requirement of at least level 2 English and Maths GCSE in certain sectors will impact on take up.

Traineeships

It remains a priority to expand opportunities to take up programmes based on high quality work experience and mathematics and English for young people who need this to progress into further study, Apprenticeships or jobs with training. Where institutions are achieving exceptional in-year growth in their overall student numbers and Traineeships are contributing towards this increase the EFA will take this into account in considering exceptional cases for in-year growth funding in 2014/15.

More advice can be found here:

<https://www.gov.uk/government/collections/traineeships-programme>

Work Experience

The EFA strongly encourage work experience as part of study programmes. They have received a number of questions and concerns about the eligibility for funding of various types of work experience in different contexts, and how these hours should be recorded on the Individualised Learner Record (ILR). Following recent discussions with representative bodies, Ofsted and policy colleagues within the Department of Education, the EFA will shortly issue a note providing further information and clarity on this issue.

For more advice from the DfE go here:

<https://www.gov.uk/government/publications/post-16-work-experience-as-a-part-of-16-to-19-study-programmes>

Free meals for disadvantaged students

The EFA will shortly publish guidance to institutions and additional funding allocations for 2014/15 to enable colleges and other post-16 institutions to offer from this autumn a free meal to disadvantaged students. Currently these students are only entitled to a free meal if they attend a school sixth form. The guidance will set out which students are eligible and how to identify them.

The requirement to provide free meals will apply to the following institutions where they have eligible students:

- general further education colleges, including specialist colleges;
- sixth form colleges;
- commercial and charitable providers;
- higher education institutions with 16 to 19 funding from the EFA;
- independent specialist providers;
- local authorities and FE institutions directly funded for 16 to 19 year olds;
- 16 to 18 traineeship providers funded by the Skills Funding Agency;
- institutions with funding from the European Social Fund; and
- 16-19 academies and 16-19 free schools.

Institutions will need to make provision for free meals to eligible students for each day that the student attends their study programme. The meal should be provided free of charge to eligible students, or funded via an electronic credit or a voucher that can be redeemed on-site or off-site where institutions have made arrangements with nearby food outlets.

Institutions will need to consider what arrangements they plan to put in place to make a free meal available to eligible students.

Discretionary bursaries

Ministers have decided not to proceed with the option proposed in the consultation document because of the high level of volatility that would result in funding for individual

institutions. Therefore, in order to provide stability in financial support for students in all post-16 institutions, there will be no change to the bursary allocation methodology in 2014 – 2015 and 2015 - 2016.

The EFA recognises that the current method of allocating discretionary bursary funds remains in need of reform and remain committed to identifying a sustainable and equitable approach that has the support of post-16 institutions. It will work with representative bodies to consider the findings from the independent 16 to 19 bursary evaluation which will report in 2015.

Bursaries for students in vulnerable groups

As in 2013/14, funding for institutions for bursaries for young people in nationally defined vulnerable groups will be held centrally so institutions can draw this down as needed. Institutions should not meet the costs of bursaries for students in vulnerable groups from their discretionary bursary fund. The discretionary bursary fund is free for institutions to use to assist other disadvantaged students to participate.

Post 16 accountabilities

This is more complex than primary and secondary accountability measures because of the diversity of routes and qualification types available but the recent announcement from the DfE broadly adopts two key measures:

- five headline measures of progression covering attainment; retention; English and maths where required; destinations;
- a number of other measures to provide a wider picture of performance, including the Tech Bacc, level 3 maths achievement, AAB achievement in facilitating A levels, A level attainment, progression to a higher level of learning, attainment in qualifications below level 3, substantial qualifications at level 2, traineeships. Progression internships for special needs, closing the gap.

More information can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/296186/DfE_consultation_response_16-19_Accountability_final_for_publication.pdf

Reformed GCSES

The date for first teaching of reformed GCSEs in English Language and Literature and Mathematics is September 2015. New GCSEs in the sciences, History and Geography, as well as languages, are now scheduled for first teaching in September 2016.

Reformed GCSEs will be linear so assessment of a student's knowledge and understanding of the whole course takes place at the end of two years. The first assessment of two-year courses that start in September 2015 will be in June 2017.

The Secretary of State for Education made it clear in a letter to Ofqual on 6 February that the reformed exams should be accessible to the whole GCSE cohort.

All reformed GCSEs follow these principles:

- linear assessments
- assessment by external exam only
- Tiering to be avoided, unless strong subject-specific reasons
- expectations to match and exceed those of high-performing international jurisdictions
- greater demand and discrimination at the top
- current grading structure to be replaced by numbers
- inclusion of synoptic assessment
- no re-sit opportunities (except for English Language and Maths)
- spelling, punctuation and grammar to continue to be assessed within English Literature, Geography and History, and to also be assessed within English Language

Reformed A levels

Based on the most recent announcements from the Government and Ofqual on 6 September 2013, current plans are now confirmed for new A Levels for first teaching in September 2015 in the following subjects:

- Art and Design
- Business Studies
- Computer Science
- Economics
- English (Language, Literature, Language and Literature)
- History
- Psychology
- Sciences (Physics, Chemistry and Biology)
- Sociology

A Level Maths and Further Maths which 'require more fundamental work' are now scheduled for first teaching in September 2016.

Geography is delayed for a year and will now be ready for first teaching in September 2016.

New A Levels will be linear so assessment of a student's knowledge and understanding of the whole course will take place at the end of two years.

The first assessment of two-year courses that start in September 2015 will be in June 2017.

Reformed AS levels

AS Levels are currently proposed to be redeveloped as stand-alone qualification.

The main points are:

- unlike current AS Levels, new AS Level qualifications for first teaching in September 2015 will not contribute towards an A Level grade;
- the new AS qualifications will remain broadly at their current standard;
- in some subjects, it may be appropriate for the AS to be designed to be co-taught with the first year of the A Level;
- the first assessment of the new AS Levels is planned for June 2016.

More information on qualification reform can be found here:

<http://www.ocr.org.uk/qualifications/>

OFSTED

From September 2013 all students in full or part-time education aged 16 to 19 will be expected to follow a study programme tailored to their individual needs, education and employment goals.

Ofsted will inspect 16 to 19 study programmes in schools and academies with sixth forms through the school inspection framework as part of regular institutional inspections. Ofsted will always inspect provision for 16- to 19-year-olds if offered. The guidance below covers the key elements of the 16 to 19 study programme. It brings the inspection of school and academy sixth forms into line with what will be inspected and reported on in inspections of 16 to 19 provision under the Common Inspection Framework for further education and skills.

More information can be found here:

<http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies>

Adult Skills

The Skills Funding Statement 2013 – 2016 (ed. February 2014) details the funding arrangements to pursue the Government's strategy of "championing, challenging, and celebrating" vocational education. The Adult Skills budget is down to £2.25 bn, employer ownership of skills' budget rises, emphasising the key role of employers, the 24+ advanced loans will now reach £498,000, an increase of £370,000

Against this backdrop of "tight fiscal times", the nation is exhorted to ensure that there are clear pathways of progression that are easily understood by employers and learners. The vocational route for young people through qualifications, Technical Levels, Intermediate-level, Advanced-level and Higher Apprenticeships, onwards to Higher Education study,

should provide an equally valued ladder of aspiration to that of a purely academic route. Unnecessary barriers to achieving progression will be challenged.

FE

The Minister for Skills and Enterprise, Matthew Hancock, in his recent letter, highlights some important areas of activity. The overall thrust remains the rigour and responsiveness agenda launched by the Government a year ago. However, currently seven issues stand out:

- response to skills needs with a shrinking budget;
- delivery of English and Maths as the “single gold-standard for literacy and numeracy at level 2”;
- qualification reform;
- technology - the recent FELTAG Report recommended that at least 10% of publicly funded learning programmes should be online rising to 50% by 2017/18;
- quality and accountability but not just of learner outcomes; there are three other areas - the development of new professional standards for lecturers; the development of data to enable governors to better challenge performance; and the development of the three new outcome measures of progression within learning, destinations and earnings;
- system reform where the use of descriptors such as elite, specialist, chartered and social enterprise for college status suggests that the diversification is beginning to impact the FE sector in the same way as schools, for example;
- OFSTED mechanisms.

Skills and Employability response to change and its priorities

The Service will:

- engage and incentivise employers, through, for example, the Guild model;
- deliver a Kent action plan shared by its providers to achieve a target of at least a 20% conversion rate to level 2 GCSE Maths and English by end of academic year 2014 – 2015;
- collaborate with KATO to develop double district locality pathways to level 3;
- raise participation through partnership with tracking teams, preventative services, SEND, VSK, KIASS;
- develop a holistic approach to CEIAG, for example raising aspiration, developing attitude, improving literacy and numeracy and the “soft” skills, in essence, employability;
- work with special schools to review post 16 provision;
- work with providers to develop programme transformation creatively and to meet the challenges of qualification reform positively.

Appendix 2: The Economic Landscape of Sevenoaks District

Table 1 – Number of employees in Sevenoaks employment sectors between 2009 and 2012

Source: Business Register and Employment Survey 2009 -2012	2009	2012	Change 2009 - 2012	
			No.	%
Sevenoaks	2009	2012	No.	%
Primary Industries (Agriculture/Mining/Utilities)	1,200	1,300	100	8.30
Manufacturing	2,900	2,800	-100	-3.40
Construction	4,400	3,700	-700	-15.90
Wholesale and retail trade	7,300	7,700	400	5.50
Transportation and storage	700	900	200	28.60
Accommodation and food service activities	3,000	2,400	-600	-20.00
Information and communication	1,800	2,100	300	16.70
Financial and insurance activities	1,100	1,200	100	9.10
Real estate activities	1000	1,100	100	10.00
Professional, scientific and technical activities	4,900	4,800	-100	-2.00
Administrative and support service activities	3,200	4,900	1,700	53.10
Public administration and defence	600	500	-100	-16.70
Education	3,800	4,000	200	5.30
Human health and social work activities	3,700	4,000	300	8.10
Arts, entertainment and recreation	1,500	1,500	0	0.00
Other service activities	1,000	1,000	0	0.00
Total	42,000	43,900	1,900	4.50

- Employment growth since 2009 has been in administrative and support services; wholesale and retail trade; health and social work; information and communication technology and education.
- Significant reductions in employment have been seen in construction and accommodation and food service activities.
- Public sector employment in Sevenoaks only accounts for 10.9% of employment, which is the lowest district percentage in Kent and so significantly below the Kent average of 17.9%.

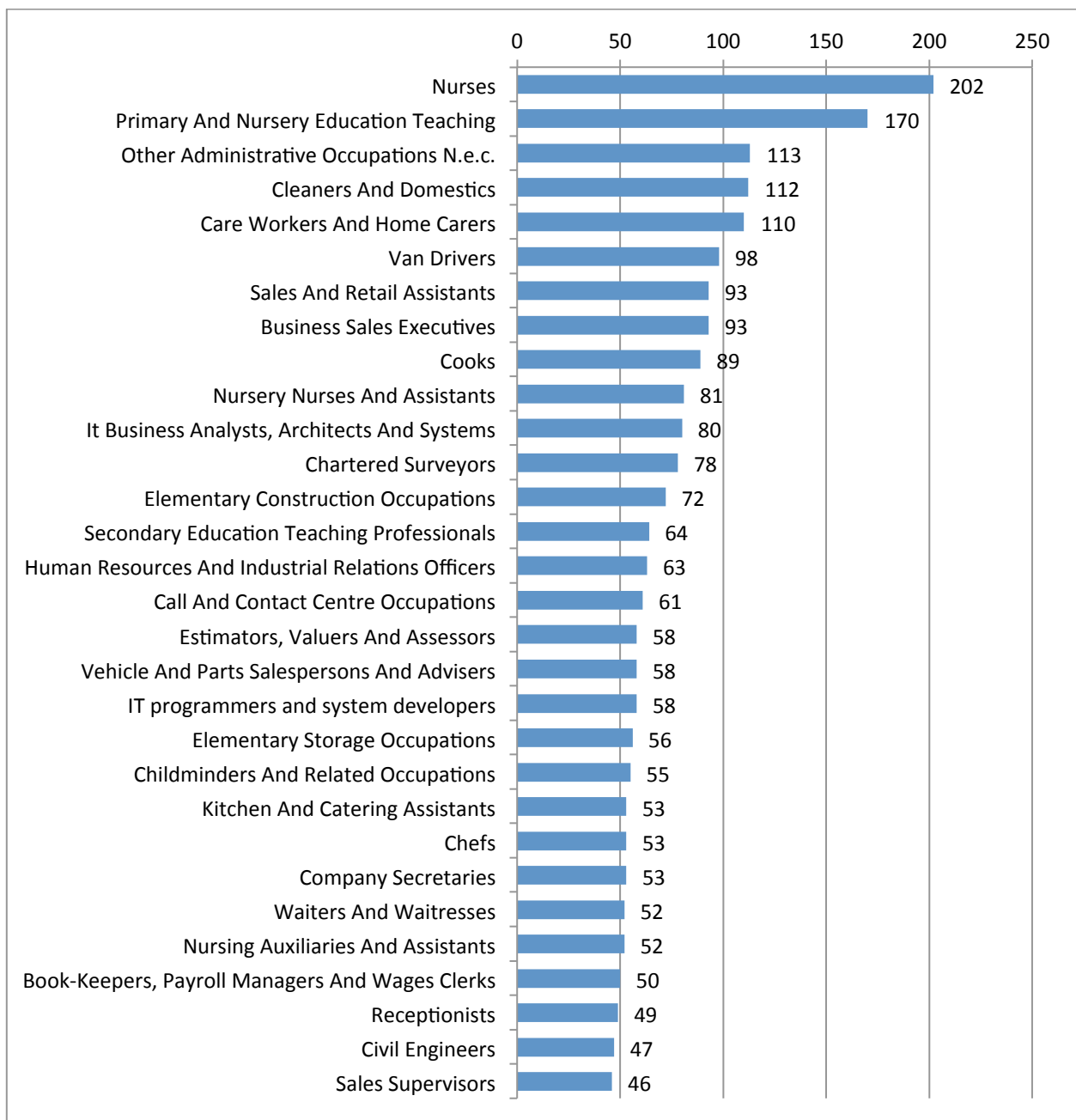
Table 2 –Comparison of distribution of job vacancies by occupational group in Sevenoaks - 12/13 and 13/14

Occupation group Source: Labour Insight 2014	Total vacancies 03/2013 - 02/2014	% Total vac. 03/2013- 02/2014	Total vacancies 03/2012- 02/2013	% Total vac. 03/2012 - 02/2013
Professional occupations	1,126	23.4%	1,498	23.7%
Associate professional and technical occupations	723	15.0%	1,131	17.9%
Administrative and secretarial occupations	481	10.0%	752	11.9%
Sales and customer service occupations	476	9.9%	499	7.9%
Caring, leisure and other service occupations	461	9.6%	689	10.9%
Skilled trades occupations	447	9.3%	468	7.4%
Elementary occupations	433	9.0%	524	8.3%
Managers, directors and senior officials	336	7.0%	493	7.8%
Process, plant and machine operatives	326	6.8%	265	4.2%
Total	4,686		6,319	

We are able to collate all internet advertised job vacancies across Kent for the last two years, which can be broken down by district. Points to note include:

- Compared to 2012/2013, 2013/2014 saw a significant reduction in the level of advertised job vacancies in Sevenoaks; 4,686 compared to 6,319. This is accounted for by falling job vacancies in professional, associate professional and management jobs in the district.
- However the UK Commission on Employment and Skills (UKCES Employer Skills Survey 2013) estimates that, despite recent falls, the majority of jobs growth in the South East will be professional occupations, managers, directors and senior officials, and associate professional and technical occupations, by 2020.

Chart 1 – Individual occupations in Sevenoaks with the highest number of job vacancies between March 2013 and February 2014.



Source: Labour Insight 2014

- There is a significant churn in the jobs market for nurses and nursery, primary and secondary teachers in the district.
- In contrast to other Kent districts, Sevenoaks has a relatively high proportion of vacancies in cleaners, domestics, cooks and nursery nurses.
- Job vacancies for IT business analysts, programmers, software developers and IT technicians are very well represented. The skills required for these jobs include Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.

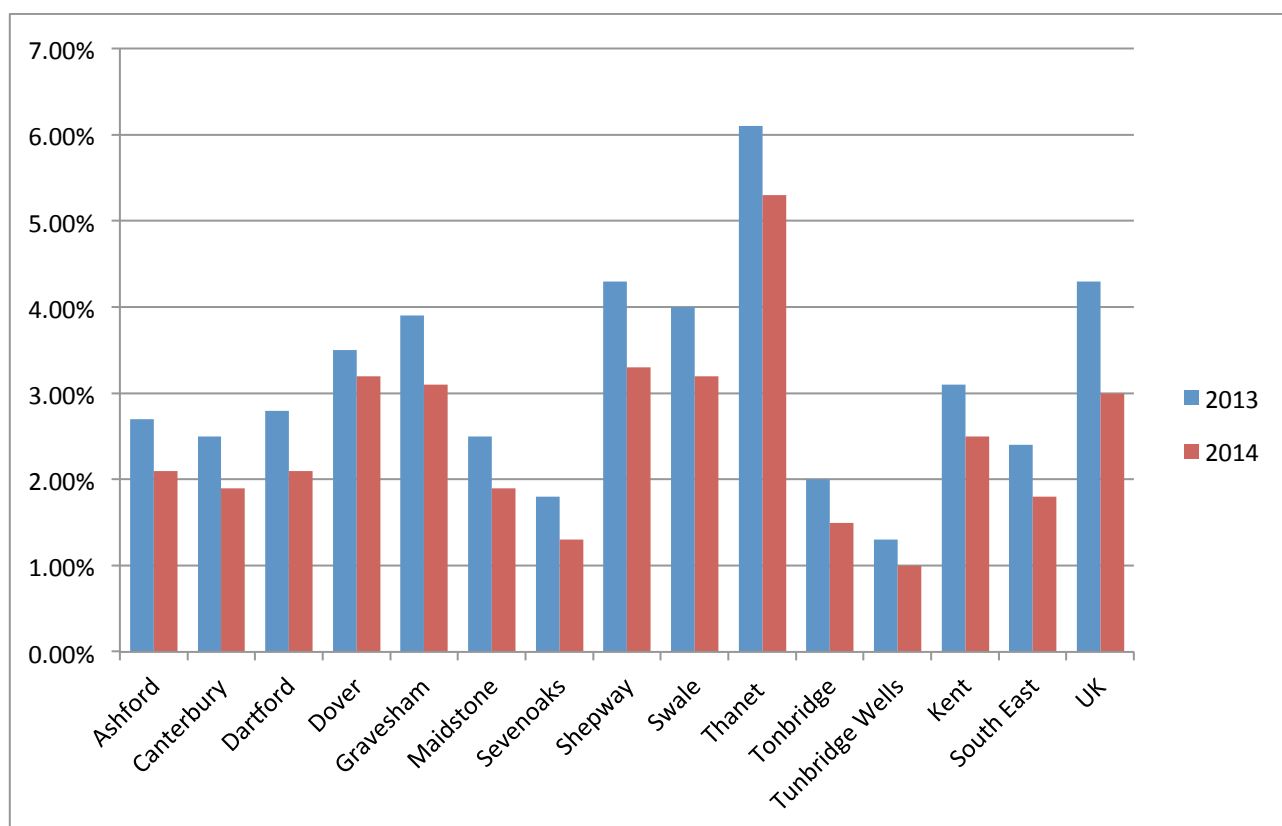
Table 3– Breakdown of VAT and/or PAYE businesses in Sevenoaks between 2008 and 2013

Firms by size band	2008	2013	2013 %
1-4	5000	4870	74.6
5-10	800	850	12.7
11-24	400	430	6.5
25-99	200	400	6.4
100+	50	50	0.8
Total	6450	6600	

Source: NOMIS Local Profile – Employment Theme 2014

- The number of business based in Sevenoaks is above its 2008, pre-recession, level. Sevenoaks is one of only three districts where this is the case.

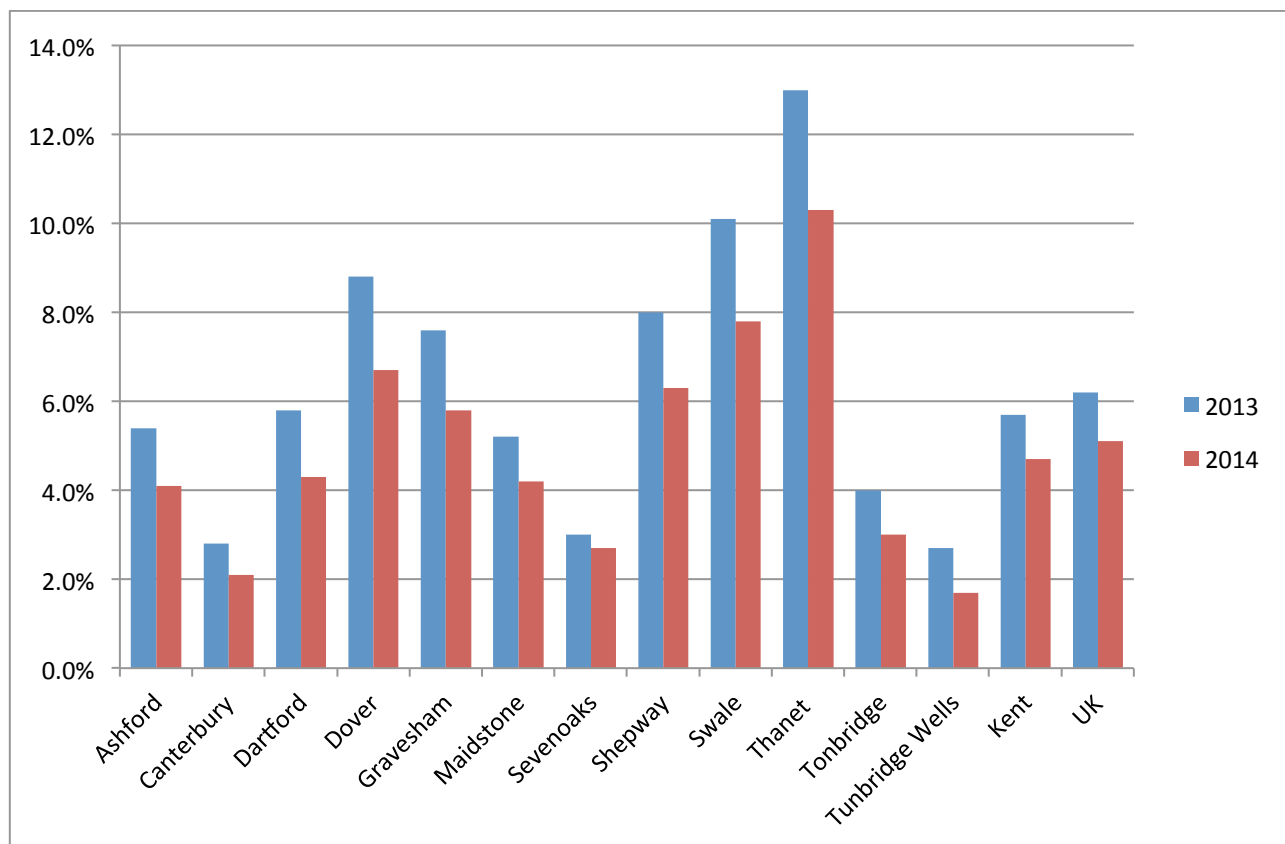
Chart 2 –Comparison of Percentage District Unemployment between January 2013 and 2014



Source: ONS Claimant Count January 2014

- Unemployment in Sevenoaks is the 2nd lowest amongst Kent districts and some way below the South East average.
- In the year January 2013 to January 2014, unemployment in Sevenoaks fell by 28.3%. This is the highest percentage fall in the county. 890 people in Sevenoaks were unemployed and claiming benefit in January 2014.

Chart 3 – Percentage Youth Unemployment by Kent District in January 2013 and 2014



Source: ONS Claimant Count January 2014

- Sevenoaks has the 3rd lowest youth unemployment rate in Kent (2.7%), and is 2 percentage points lower than the UK average. Following local and national trends, this has fallen from 3.0% in January 2013.

Table 4– Adult Population in Employment who are Self-Employed

Proportion in employment who are self-employed (16-64)					
	Jul 2008- Jun 2009	Jul 2009- Jun 2010	Jul 2010- Jun 2011	Jul 2011- Jun 2012	July 2012- Jun 2013
	%	%	%	%	%
Sevenoaks	17.7	20.5	18.2	17.2	13.2
Kent	13.4	14.6	14.1	15.4	14.7
South East	13.1	13.9	13.9	14.5	14.6
England	12.6	13.1	13.2	13.8	13.6

Source: Annual Population Survey, through Nomis, Office for National Statistics (ONS)

- Self-employment in Sevenoaks has historically exceeded local and national averages, possibly reflecting a higher proportion of professional service business than other districts.

Table 5 – Public vs Private Sector Employees

Public vs Private Sector Employment June 2013		
	Public	Private
	%	%
Sevenoaks	10.9	89.1
Kent	17.9	82.1
South East	16.2	83.8
England	19.3	80.7

Source: Office for National Statistics (ONS): Local Employment Profile

- Public sector employment accounts for only 10.9% of employment in Sevenoaks, which is significantly lower than the Kent average of 17.9%. Sevenoaks is a district where the rebalancing between public and private business is probably complete, following national reductions in public expenditure.

Table 6 – full-time workers media weekly gross pay – residences based

Full time workers median weekly gross pay- residence based			
	2010	2011	2012
	£ per week	£ per week	£ per week
Sevenoaks	613	651	582
Kent	518	530	539
South East	537	548	556
England	496	506	513

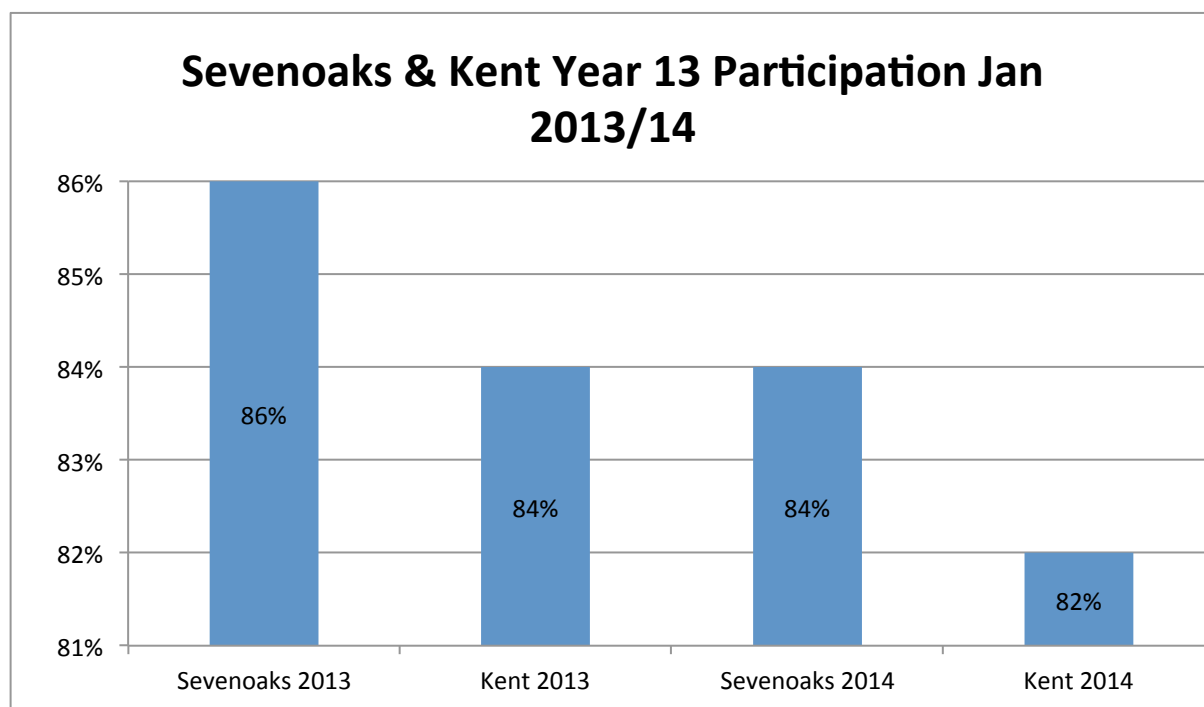
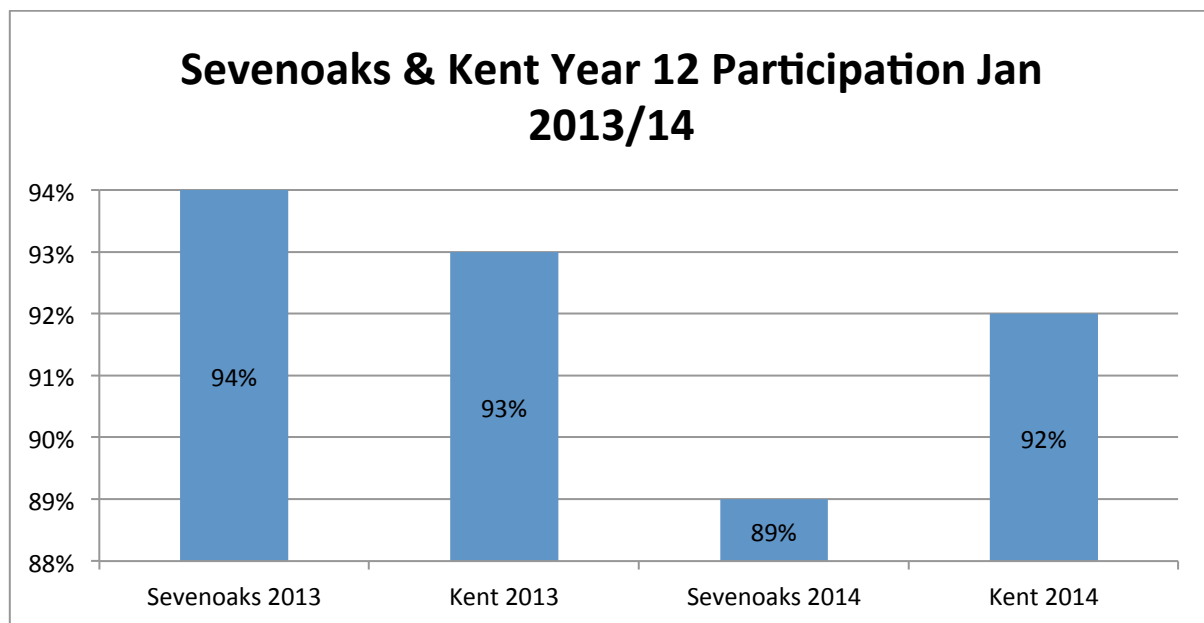
Source: Annual Survey of Hours and Earnings (ASHE), through Nomis, Office for National Statistics (ONS)

- The median weekly gross pay of workers in Sevenoaks is very high and ranks 3rd out of the 12 Districts in Kent. As we are using a residence based measure, this reflects the impact of London commuting.

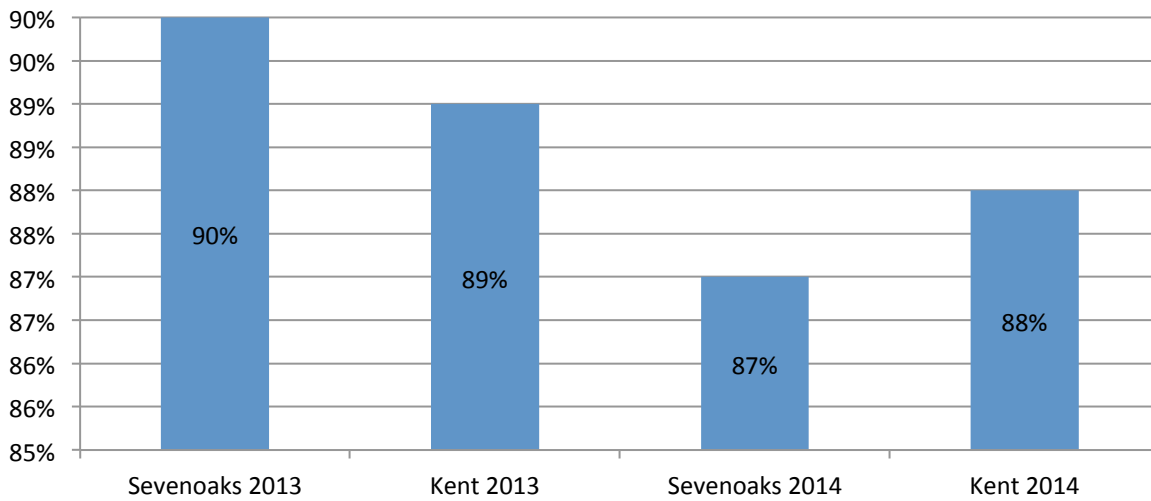
Appendix 3: Participation

Comparison of the percentage of Sevenoaks young people in academic age Year 12 and Year 13 who are participating

Participation is defined as those that are: in sixth form, FE College, employment with training (mainly apprenticeships) or training



Sevenoaks & Kent Combined Year 12 and 13 Participation Jan 2013/14



Sevenoaks	January 2013						January 2014					
	Year 12		Year 13		Year 12 & 13		Year 12		Year 13		Year 12 & 13	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cohort Total	1091		1148		2239		1131		1108		2239	
School Sixth Form	681	62%	646	56%	1327	59%	697	62%	612	55%	1309	58%
Further Education College	305	28%	294	26%	599	27%	276	24%	262	24%	538	24%
Employment with Training	15	1%	39	3%	54	2%	27	2%	53	5%	80	4%
Employment without Training	27	2%	106	9%	133	6%	16	1%	74	7%	90	4%
Training	28	3%	13	1%	41	2%	10	1%	6	1%	16	1%
NEET	26	2%	40	3%	66	3%	28	2%	41	4%	69	3%
Current Situation not Known	5	0%	6	1%	11	0%	64	6%	50	5%	114	5%
Participation	1029	94.3%	992	86.4%	2021	90.3%	1010	89.3%	933	84.2%	1943	86.8%

Kent	January 2013						January 2014					
	Year 12		Year 13		Year 12 & 13		Year 12		Year 13		Year 12 & 13	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Cohort Total	16878		17024		33902		17826		17112		34938	
School Sixth Form	10004	59%	8311	49%	18315	54%	10781	60%	8564	50%	19345	55%
Further Education College	5104	30%	4970	29%	10074	30%	5083	29%	4637	27%	9720	28%
Employment with Training	347	2%	704	4%	1051	3%	419	2%	713	4%	1132	3%
Employment without Training	408	2%	1346	8%	1754	5%	205	1%	1069	6%	1274	4%
Training	299	2%	347	2%	646	2%	187	1%	191	1%	378	1%
NEET	584	3%	1042	6%	1626	5%	536	3%	952	6%	1488	4%
Current Situation not Known	83	0%	208	1%	291	1%	376	2%	653	4%	1029	3%
Participation	15754	93.3%	14332	84.2%	30086	88.7%	16470	92.4%	14105	82.4%	30575	87.5%

District Ranking of Year 12 Drop-Out (1 equals highest drop-out)

District	2013-14 % Year 12 Drop Out Rate	2012-13 % Year 12 Drop Out Rate	2011-12 % Year 12 Drop Out Rate	2013-14 % Drop Out District Ranking	2012-13 % Drop Out District Ranking	2011-12 % Drop Out District Ranking
Ashford	4.5	3.9	5.1	5	5	2
Canterbury	4.6	5.6	4.1	4	1	6
Dartford	1.8	1.7	3.4	9	11	8
Dover	2.2	4.0	3.7	8	4	7
Gravesham	1.7	3.3	2.4	10	6	10
Maidstone	1.5	1.9	2.3	11	10	11
Sevenoaks	8.1	3.2	8.0	1	7	1
Shepway	4.6	4.4	4.6	3	3	4
Swale	5.8	4.7	5.0	2	2	3
Thanet	3.9	3.1	4.2	6	8	5
Tonbridge and Malling	2.5	2.1	2.5	7	9	9
Tunbridge Wells	1.1	1.7	1.1	12	12	12
Kent LA	3.2	3.6	3.5			

Source: Autumn 2013 and Spring 2014 school census

Vulnerable Learner NEET

Sevenoaks DC

NEET groups 16-18 January 2014								
	Sevenoaks 2013		Kent 2013		Sevenoaks 2014		Kent 2014	
Total	106		2439		101		2313	
Available to labour market	85		1920		84		1894	
	no.	%	no.	%	no.	%	no.	%
Working not for reward	3	4	39	2	6	7	29	5
Not ready for work/education	4	5	114	6	5	6	125	7
Start date agreed	4	5	28	1	0	0	26	1
Seeking employment/training/education	72	85	171	8	73	87	171	9
			5	5			4	0
Not available for job market	21	%	519	%	17	%	419	%
Young carers	1	1	20	4	0	0	6	1
Teen parents	7	8	288	5	10	59	221	3
illness	10	12	133	6	6	35	134	2
pregnancy	3	4	72	4	1	6	52	2
Unlikely to be economically viable	0	0	6	1	0	0	6	1

Sevenoaks DC		
Priority groups within NEET 16-24	January 2013	January 2014
Looked after/in care	5	3
Caring for own child	15	23
Refugee/asylum seeker	0	0
Carer not own child	1	3
Substance abuse	1	1
Care leaver	1	0
Supervised by YOT	6	5
Pregnancy	5	2
Parent not carer for own child	0	2
LDD	28	33

Appendix 4: Progression in Sevenoaks District

Prior Attainment to Level 3 2012 – 2013 v. Prior Attainment to Level 3 2011 – 2012

Kent District at age 16	Prior attainment at age 16	Total Learners	Percentage of Total Learners (%)	2011			2012			2013			Of which no further qualifications Post 16 (%)	Total Learners	Percentage of Total Learners (%)	2012			Of which no further qualifications Post 16 (%)	
				Level 1 or above	Level 2 or above	Level 3 or above	Of which no further quals	Level 1 or above	Level 2 or above	Level 3 or above	Of which no further quals	Level 1 or above				Level 2 or above	Level 3 or above	Of which no further quals		
National	Below Level 1	44662	7.5	33.3	14.9	4.2	17909	40.1	51087	8.6	32.1	14.8	4.0	21252	41.6	Level 1 or above	Level 2 or above	Level 3 or above	Of which no further quals	Of which no further qualifications Post 16 (%)
	Level 1, below Level 2	109256	18.4	100.0	52.4	15.1	18792	17.2	138650	23.4	100.0	54.3	16.5	23571	17.0	100.0	100.0	100.0	23571	17.0
	Level 2 without English and Maths	102877	17.3	100.0	100.0	35.0	12139	11.8	87498	14.8	100.0	100.0	38.3	10675	12.2	100.0	100.0	100.0	10675	12.2
	Level 2 incl Eng and Maths	336955	56.8	100.0	100.0	82.4	11120	3.3	315964	53.3	100.0	100.0	83.5	10427	3.3	100.0	100.0	100.0	10427	3.3
	All Pupils	593750	95.0	95.0	84.8	55.9	59960	10.1	593199	8.7	94.2	82.0	54.3	65845	11.1	94.2	82.0	54.3	65845	11.1
Local Authority: Kent	Below Level 1	1359	7.8	27.6	11.6	4.0	606	44.6	1477	8.7	27.6	11.5	3.2	651	44.1	100.0	100.0	100.0	651	44.1
	Level 1, below Level 2	2609	15.0	99.9	45.8	11.4	556	21.3	3377	19.8	100.0	50.0	12.6	642	19.0	100.0	100.0	100.0	642	19.0
	Level 2 without English and Maths	3438	19.8	100.0	100.0	32.8	437	12.7	3031	17.8	100.0	100.0	34.6	415	13.7	100.0	100.0	100.0	415	13.7
	Level 2 incl Eng and Maths	9952	57.3	100.0	100.0	82.6	328	3.3	9133	53.7	100.0	100.0	83.7	301	3.3	100.0	100.0	100.0	301	3.3
	All Pupils	17358	94.3	94.3	84.9	55.9	1927	11.1	17018	8.7	93.7	82.4	53.9	2008	11.8	93.7	82.4	53.9	2008	11.8
Sevenoaks	Below Level 1	70	24.0	20.0	7.1	2.9	32	45.7	53	19.4	24.5	11.3	1.9	29	54.7	100.0	100.0	100.0	29	54.7
	Level 1, below Level 2	43	14.7	100.0	32.6	11.6	16	37.2	78	28.6	100.0	38.5	5.1	23	29.5	100.0	100.0	100.0	23	29.5
	Level 2 without English and Maths	91	31.2	100.0	100.0	34.1	16	17.6	67	24.5	100.0	100.0	32.8	12	17.9	100.0	100.0	100.0	12	17.9
	Level 2 incl Eng and Maths	88	30.1	100.0	100.0	76.1	3	3.4	75	27.5	100.0	100.0	68.0	6	8.0	100.0	100.0	100.0	6	8.0
All Pupils	292	80.8	80.8	67.8	36.0	67	22.9	273	8.7	85.3	65.2	28.6	70	25.6	85.3	65.2	28.6	70	25.6	

Appendix 5: The Vocational Offer in Sevenoaks District

5.1: Apprenticeship data for Ashford: Breakdown of Apprenticeship Starts by District in 2012/13.

	2012/13 Full Year Starts															
	Intermediate Level Apprenticeship				Advanced Level Apprenticeship				Higher Apprenticeship				All Apprenticeships			
	Under 19	19-24	25+	All Ages	Under 19	19-24	25+	All Ages	Under 19	19-24	25+	All Ages	Under 19	19-24	25+	All Ages
Kent	1,860	2,350	2,470	6,680	730	1,410	2,580	4,720	10	50	140	200	2,600	3,800	5,190	11,600
Ashford	150	240	270	660	130	140	230	490	-	-	10	10	280	380	510	1,160
Canterbury	170	220	210	600	50	150	220	420	-	-	10	20	220	370	440	1,040
Dartford	140	110	160	410	40	80	180	300	-	-	10	10	180	200	340	730
Dover	160	210	180	550	50	110	230	390	-	10	20	20	210	330	430	970
Gravesham	130	140	160	430	50	110	200	360	-	10	10	10	180	260	370	800
Maidstone	170	240	270	670	80	150	260	500	-	-	20	20	260	390	550	1,180
Sevenoaks	110	150	140	400	60	70	160	280	-	-	10	10	160	220	310	690
Shepway	140	230	240	610	50	130	240	410	-	-	10	20	190	360	490	1,040
Swale	250	250	250	750	80	160	280	510	-	-	20	30	320	410	550	1,280
Thanet	240	300	300	840	80	160	300	540	-	-	20	20	320	470	620	1,400
Tonbridge and Malling	130	150	160	440	50	90	160	300	-	10	10	20	180	240	330	750
Tunbridge Wells	80	120	120	320	30	70	130	230	-	-	10	10	110	190	260	560

For the last few years, numbers of 16-24 year old apprenticeships in Kent has grown. This growth was across all age ranges until 12/13 when the number of 16-18 apprentices fell by 180.

Overall apprenticeship growth continued in Kent in 12/13, as 19-24 apprenticeships numbers have continued to expand. The first quarter of 2013/14 saw more 19-24 apprenticeships than 16-18 year olds, for the first time.

Proposed changes in the funding of Apprenticeships include:

Funding to pay for the training will be devolved to employers to ensure training is relevant to their needs.

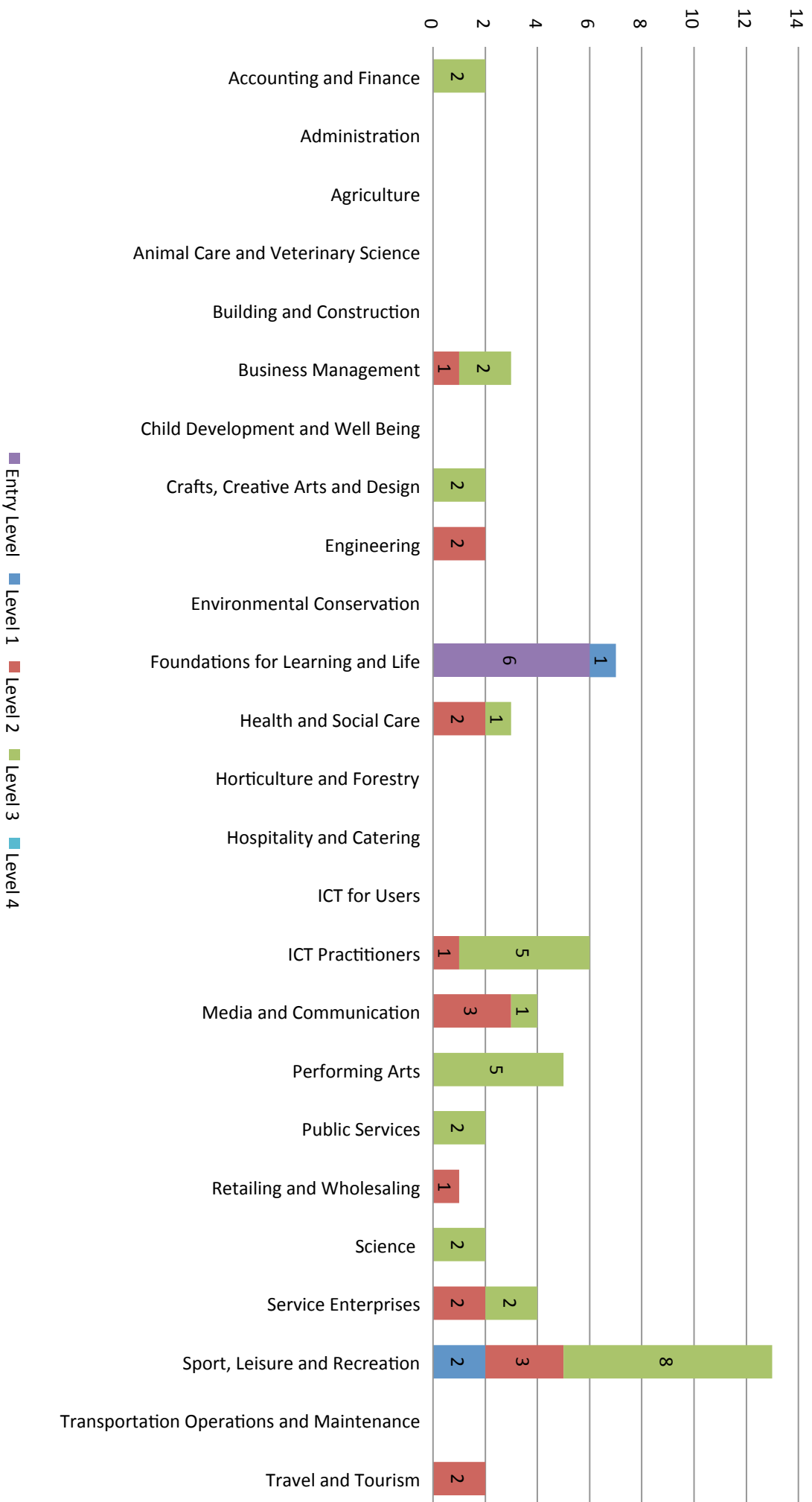
The content of apprenticeships is being changed to simplify the qualifications and make them more relevant to employers.

It is too early yet to know what the effect of these changes will be on recruitment and delivery of apprenticeships.

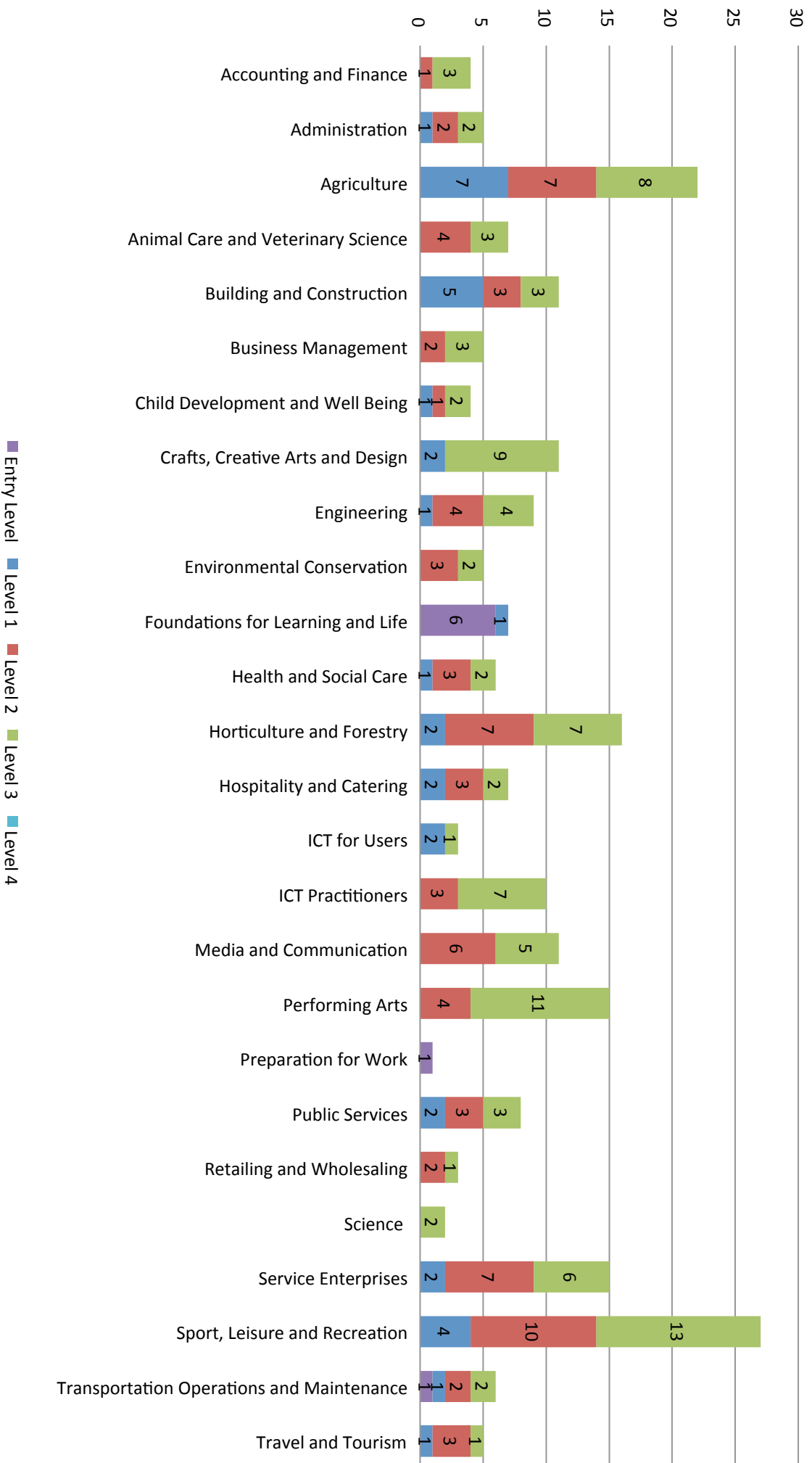
Breakdown of Kent Apprenticeship Starts by Framework Sector 2012/2013

Framework Sector Lead Body	16 - 18	19-24	25+	Total
Active Leisure and Wellbeing	393	261	779	779
Adult Social Care	274	759	1654	2,687
Automotive	175	87	12	274
Building Services Engineering	180	80	11	271
Business Information Technology and Telecoms	175	76	35	286
Business Administration and Governance	515	1,083	1586	3,184
Chemicals, Life Sciences, Pharmaceuticals, Nuclear, Oil, Gas, Petroleum, and Polymers	7	<5	-	11
Children and Young People	-	12	12	24
Construction	232	109	26	367
Creative and Cultural	<5	<5	-	5
Creative Media	5	6	<5	12
Energy and Utility	<5	13	42	58
Energy construction Industry	<5	<5	-	6
Facilities Management, Housing, Property, Planning and Cleaning	14	10	59	83
Finance, Accountancy & Financial Services	62	108	46	216
Food & Drink	<5	25	5	33
Freight Logistics & Wholesale	19	57	120	196
Healthcare	32	40	49	121
Industrial Relations	26	33	135	194
Hospitality, Leisure, Travel & Tourism	83	163	122	368
Justice & Community Safety	12	11	-	23
Land-based & Environmental Industries	71	86	47	204
Not applicable/Not Known	92	202	382	676
Passenger Transport	30	59	46	135
Process & Manufacturing	8	18	42	68
Retail	82	296	325	703
Science, Engineering & Manufacturing Technologies	87	154	194	435
Security Industry	12	29	61	102
Supporting Teaching & Learning in Schools	-	-	<5	<5
Total	2,597	3,791	5,159	11,547

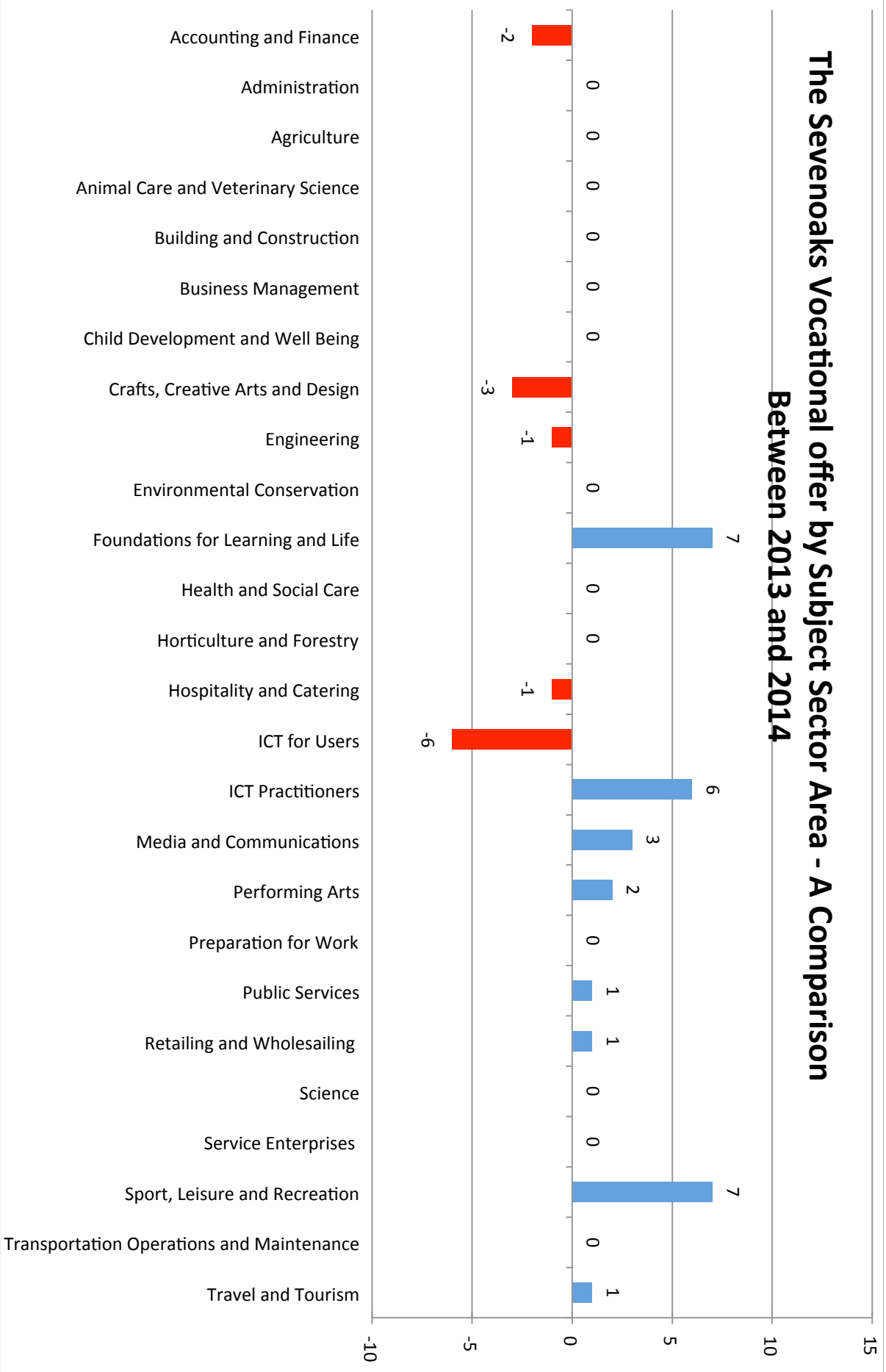
Appendix 5.2 - The Sevenoaks Vocational Offer - Number of Courses by Subject Sector Area and Level 2014



The Sevenoaks Travel to Learn Vocational Offer - Number of Courses by Subject Sector Area and Level 2014



The Sevenoaks Vocational offer by Subject Sector Area - A Comparison Between 2013 and 2014



Appendix 5.3: The Sevenoaks Vocational Curriculum Map 2014

1.3 Health and Social Care

Course Title	Venue	Course Type	Level
Health and Social Care Cambridge Technicals	Knole Academy	Other Vocational	2
Health and Social Care National Certificate	Knole Academy	Other Vocational	2
Health and Social Care XA630	Orchards Academy	Other Vocational	3

2.1 Science

Course Title	Venue	Course Type	Level
Applied Science (Forensic Science) BTEC Extended Diploma	Oasis Academy Hextable	BTEC	3
Applied Science (Medical Science) BTEC Extended Diploma	Oasis Academy Hextable	BTEC	3

4.1 Engineering

Course Title	Venue	Course Type	Level
Engineering BTEC Diploma	Knole Academy	BTEC	2
Engineering Extended Certificate BTEC First	Knole Academy	BTEC	2

6.1 ICT Practitioners

Course Title	Venue	Course Type	Level
ICT Cambridge Technical Diploma	Oasis Academy Hextable	Other Vocational	2
Information and Communication Technology BTEC Diploma (Double)	Knole Academy	BTEC	3
Information and Communication Technology BTEC Subsidiary Diploma (Single)	Knole Academy	BTEC	3
ICT OCR Cambridge Technical Introductory Diploma (Double Award)	Oasis Academy Hextable	Other Vocational	3

ICT OCR Cambridge Technical Introductory Diploma (Single Award)	Oasis Academy Hextable	Other Vocational	3
Information Computer Technology and Computer Science XA640	Orchards Academy	Other Vocational	3

7.1 Retailing and Wholesaling

Course Title	Venue	Course Type	Level
Retail Knowledge BTEC Award	Oasis Academy Hextable	BTEC	2

7.3 Service Enterprises

Course Title	Venue	Course Type	Level
Barbering Diploma	Knole Academy	Other Vocational	2
Hairdressing (Women's) Diploma	Knole Academy	Other Vocational	2
Barbering Diploma	Knole Academy	Other Vocational	3
Hairdressing (Women's) Diploma	Knole Academy	Other Vocational	3

8.1 Sport, Leisure and Recreation

Course Title	Venue	Course Type	Level
Football Coaching	Oasis Academy Hextable	Other Vocational	1
Sport and Active Leisure BTEC Award	Oasis Academy Hextable	BTEC	1
Activity Leadership NVQ Certificate	Oasis Academy Hextable	NVQ	2
Sport BTEC First Extended Certificate/Diploma	Oasis Academy Hextable	BTEC	2
Sports Leadership Award	Oasis Academy Hextable	Other Vocational	2
Leisure Management NVQ Diploma	Oasis Academy Hextable	NVQ	3

Sport BTEC National Subsidiary Diploma/Diploma	Oasis Academy Hextable	BTEC	3
Sports Higher Leadership Certificate	Oasis Academy Hextable	Other Vocational	3
Sport and Leisure MC824	Orchards Academy	Other Vocational	3
Sport - (Performance & Excellence) Rugby	North West Kent College	Other Vocational	3
Sport - Personal Training BTEC Subsidiary/Diploma	North West Kent College	BTEC	3
Sport (Outdoor Activities), Extended Diploma	Hadlow College	Other Vocational	3
Sport, Extended Diploma	Hadlow College	Other Vocational	3

8.2 Travel and Tourism

Course Title	Venue	Course Type	Level
Travel & Tourism BTEC First Certificate	Knole Academy	BTEC	2
Travel & Tourism BTEC Extended Certificate	Oasis Academy Hextable	BTEC	2

9.1 Performing Arts

Course Title	Venue	Course Type	Level
Performing Arts Diploma (Double)	Knole Academy	Other Vocational	3
Performing Arts Subsidiary Diploma (Single)	Knole Academy	Other Vocational	3
Music (Performing) BTEC National Subsidiary Diploma	Oasis Academy Hextable	BTEC	3
Performing Arts (Dance) BTEC National Subsidiary Diploma	Oasis Academy Hextable	BTEC	3
Performing Arts (Musical Theatre) BTEC National Subsidiary Diploma	Oasis Academy Hextable	BTEC	3

9.2 Crafts, Creative Arts and Design

Course Title	Venue	Course Type	Level
Art & Design (Photography) BTEC National Subsidiary Diploma	Oasis Academy Hextable	BTEC	3
Art and Design HX709	Orchards Academy	Other Vocational	3

9.3 Media and Communications

Course Title	Venue	Course Type	Level
Creative Media Production BTEC Diploma	Knole Academy	BTEC	2
Sound and Music Technology Award	Knole Academy	Other Vocational	2
Creative Digital Media Production BTEC First Award	Oasis Academy Hextable	BTEC	2
Creative Media Production (Print-Based) BTEC Subsidiary Diploma	Oasis Academy Hextable	BTEC	3

14.2 Preparation for Work

Course Title	Venue	Course Type	Level
LLDD - Skills for Independent Living	North West Kent College	Other Vocational	Entry
Money and Finance Skills BTEC	Oasis Academy Hextable	BTEC	1

15.1 Accounting and Finance

Course Title	Venue	Course Type	Level
Financial Studies Certificate	Knole Academy	Other Vocational	3
Financial Studies Certificate	Oasis Academy Hextable	Other Vocational	3

15.3 Business Management

Course Title	Venue	Course Type	Level
Business Administration BTEC	Knole Academy	BTEC	2
Business Studies Cambridge Technical Introductory Diploma	Oasis Academy Hextable	Other Vocational	3
Business Retail XA620	Orchards Academy	Other Vocational	3

Headline Measures			
Kent County Council 2013		Kent County Council	National
Sevenoaks District			
Post-16 students (L2 and L3)	224	36,798	419,158
Completions	98	10,100	358,373
Av. KS4 Points on Entry	41.2	44.7	44.1
% Students 5+ A*-C GCSE EM	66%	80%	78%
% Students with 5+ A*-C GCSE	91%	95%	94%
A Level APS (FTE)	601.7	818.3	782.2
A Level APE	191.0	216.0	211.3
Academic APS (FTE)	601.7	844.8	785.4
Academic APE	191.0	216.1	211.1
Vocational APS (FTE)	577.4	563.8	561.6
Vocational APE	222.6	214.8	213.6
Previous Year 12 Retention	93%	93%	94%
Year 12 Retention	93%	95%	94%
Transition Retention	81%	87%	86%
Overall Retention	66%	77%	77%
In-year Retention	94%	96%	95%
Fails % (AS level - cashed in only)	72.7%	19.8%	21.7%
Fails % (A level)	2.6%	1.6%	1.9%
Value added: A level	-0.18	0.07	--
Value added: AS level	-0.33	0.06	--
Value added: BTEC L3 Sub. Dip. (QCF)	0.33	0.14	--
Value added: BTEC L3 Diploma (QCF)	0.18	0.17	--

Cells containing '--' indicate that data is not available. National average Value added is nominally 0.

Please see Notes at the end of the report for the explanation of measures shown here.

Performance

Kent County Council 2013		Kent County Council	National
Sevenoaks District			
AAB (or higher) in 3+ facilitating subjects (A level students)	0.0%	8.7%	7.5%
AAB (or higher) in 2+ facilitating subjects (A level students)	0.0%	14.6%	12.1%
3+ A levels at A*-E	33%	76%	79%
2+ A levels at A*-E	76%	90%	92%
1+ A levels at A*-E	97%	99%	100%
3+ A levels or academic equivalent at A*-E	33%	78%	79%
2+ A levels or academic equivalent at A*-E	76%	91%	92%
1+ A levels or academic equivalent at A*-E	97%	100%	100%
3+ substantial vocational qualifications	21%	44%	50%
2+ substantial vocational qualifications	52%	67%	70%
1+ substantial vocational qualifications	100%	100%	100%
% of A level examinations awarded A*-E grades	96%	98%	98%
% of A level examinations awarded A*-C grades	56%	77%	75%
% of A level examinations awarded A*-B grades	30%	52%	48%
% of A level examinations awarded A*-A grades	14%	25%	22%

Grade breakdown for A level							
	A*	A	B	C	D	E	U
Sevenoaks District	8	10	20	33	38	12	5
Percentages	6.3%	7.9%	15.9%	26.2%	30.2%	9.5%	4.0%
Predicted percentages	3%	9%	26%	32%	20%	8%	2%
Kent County Council	7.1%	18.1%	26.9%	24.7%	15.2%	6.2%	1.7%
National	6.0%	16.0%	26.4%	26.1%	16.6%	7.0%	1.9%



Grade breakdown for AS level							
	A	B	C	D	E	U	
Sevenoaks District	9	30	39	59	29	33	
Percentages	4.5%	15.1%	19.6%	29.6%	14.6%	16.6%	
Predicted percentages	8%	18%	25%	23%	15%	11%	
Kent County Council	17.5%	19.6%	21.7%	17.7%	11.5%	12.0%	
National	16.7%	19.9%	22.2%	17.9%	11.6%	11.6%	

Grade breakdown for BTEC				
	D*	D	M	P
Sevenoaks District	17	25	32	21
Percentages	17.9%	26.3%	33.7%	22.1%
Predicted percentages	22%	17%	28%	33%
Kent County Council	23.7%	22.4%	28.6%	25.3%
National	22.5%	22.9%	28.3%	26.3%

Subject Analysis - 1-Year Overview - L3VA

Sevenoaks District							
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average	No of students	Fail rate in institution	Fail rate nationally	Average KS4 points	
<p>This summary includes most Level 3 qualifications reported in the L3VA. There are some key features to note: The cohort included in the L3VA measures has changed for this year. Please see the notes section for further explanation. Green bars represent positive VA, while blue represent negative. Black shows values close to the expected outcome based on average national progress for similar students on that course in 2012/13. Where the subject title is shaded, it indicates statistical significance in the value added measure. Where courses have fewer than 5 students, we would highlight the impact of low numbers on VA outcomes and fail rates, and emphasise the need to analyse these outcomes at individual student level. Where a course has only 1 student, this value has been suppressed for data privacy reasons.</p>							
A	Art & Design (Graphics)	0.92	13	0%	1.0%	44.5	
A	Business (VQ)	0.71	24	0%	1.2%	42.2	
A	English Literature	-0.62	13	8%	0.4%	45.8	
A	Geography	-0.18	5	0%	0.8%	47.1	
A	Health & Soc. Ca (VQ)	0.23	9	0%	1.9%	39.5	
A	Law	-0.06	6	17%	3.0%	43.5	
A	Media/Film/TV Studies	-0.77	16	0%	0.7%	42.7	
A	Psychology	-0.37	6	0%	2.4%	46.2	
A	Science (VQ)	-0.65	6	50%	2.8%	43.5	
A	Travel & Tourism (VQ)	-0.38	6	0%	1.4%	41.9	
AS	Psychology	-0.53	8	88%	31.8%	43.7	
BTEC	Dip Health and Social Care	-0.18	6	0%	0.0%	39.1	
BTEC	Dip Information Technology	0.72	6	0%	0.0%	40.7	
BTEC	Dip90 Art and Design	-0.21	7	0%	0.0%	39.5	
BTEC	SubDip Public Services	1.46	6	0%	0.0%	39.7	
BTEC	SubDip Sport	0.10	6	0%	0.0%	38.7	
'IFS Level 3 Diploma' is equivalent to 1 A2. Colour coding as for A2, based on proportions of a grade.							
IFS3D	Finance / Accounting (General)	0.10	7	0%	0.7%	43.5	

Subject Analysis - 1-Year Overview - L3VA

Sevenoaks District							
Level 3 Value Added - L3VA2013		Proportion of a grade above or below average		No of students	Fail rate in institution	Fail rate nationally	Average KS4 points
OCR	NC Business	0.96		8	0%	0.0%	39.7
OCR	NC Computer Appreciation / Introduction	0.56		32	0%	0.0%	41.9
Subjects with fewer than five students Subjects with fewer than 5 entries included in the value added calculation have been omitted from this table.							

Appendix 7: Narrowing the Gap

Sevenoaks: Number of entries for level 3 qualification for those students completing key stage 5- LPUK 2013 validated data

Characteristics	No. students	A level entries	AS Level	BTEC Cert	BTEC Dip	BTEC Dip90	BTEC ExtDip	BTEC SubDip	IB
Male	51	46	59		10	6		12	
Female	47	76	139		9	7		9	
FSM	8	6	10		3			4	
Non FSM	90	116	188		16	13		17	
NO SEN	97	120	196		19	13		21	
SEN- School Action									
SEN- School Action Plus									
SEN statement									

