

District Datapack Lite

The post 16 landscape in

Ashford

2014



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Ashford 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;
- to 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 for Maths and English which is being progressed to GCSE level 2.

- 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 of 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 package up 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 Ashford District

The large employment sectors in the Ashford area (in order of size) are: wholesale/retail trade; human health and social work; manufacturing; admin & support; and education.

The growing sectors are: wholesale/retail trade; manufacturing; professional, scientific and technical. Between 2013 and 2014 the number of advertised job vacancies increased from 5723 to 6993. Ashford is the only district where vacancies grew. Most of this growth was in professional, associate professional and management jobs.

The UK Commission on employment & skills predicts continued growth in professional occupations in the South East

At 2.1% unemployment in Ashford is below the county average (rank 7 of 12 districts) and in line with Kent unemployment, is falling. There are currently 1516 unemployment benefit claimants in Ashford.

Youth unemployment (16-24) in Ashford is currently 4.1%, below the county average (rank 8 of 12 districts); falling, in line with the county and national trend.

Self-employment, previously at a low level in Ashford, has risen during the recession and continues to rise.

Salaries are below average for the county but are expected to rise with the increase in professional & managerial occupations, and the impact of London commuting.

3. Participation in Ashford

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 education or training) in the academic year in which they turn 17. Despite this, in Ashford, year 12 Participation has fallen from 93% to 92% (matching the Kent average performance). Clearly, this is a cause for concern.

Year 13 participation has increased by 2% and now matches the Kent average of 82%. As a result, overall participation in Ashford has risen by 1% (to 87%) against a fall in Kent of 1%, but it remains below the Kent average.

Although falling slightly, at 5%, the NEET level in Ashford is above the Kent average (4%); this is matched by the proportion of young people in employment without training (5% against 4%). The level of 'drop out' from education or training in year 12 is 4.5% (1 in 22 learners) against a county average of 3.2%. Providers should consider measures to support young people in learning through year 12 and into year 13

The number and proportion of NEET young people from vulnerable groups has increased from 2013 (127/215, 59%) to 2014 (163/195, 84%). This suggests that NEET prevention initiatives should focus on providing support for vulnerable young people (e.g. leaving care, LDD & teenage parents).

4. Progression in Ashford

In 2013, of 1332 post 16 learners, 192 (14.4%) failed to make progress to the next level of qualification. Although this was an improvement on the previous year (17.7%), this is still above the Kent (11.1%) and National (10.1%) averages.

Performance has improved for students at level 2 (at 16), with or without Maths and English; but performance has further deteriorated for pupils at or below level 1. This suggests some polarisation occurring with improving progress for more able students and deteriorating progress for less able pupils.

Coupled with the participation data above, Ashford providers should consider shifting their attention towards the less able and vulnerable learners.

5. The Vocational Curriculum in Ashford

280 young people commenced Intermediate (Level 2) and Advanced Level (Level 3) Apprenticeships in 2013. This was the third highest of 12 Kent districts and is encouraging. The large employment sectors in the Ashford area (in order of size) are: wholesale/retail trade; human health and social work, manufacturing, admin support and education.

The growing sectors are: wholesale/retail trade, manufacturing, professional, scientific and technical.

The most common sectors catered for by Ashford providers, in order of the number of vocational courses offered, are: building/construction; hospitality/catering; service enterprises (inc. hair and beauty); performing arts; transportation; sports; leisure and recreation.

From 2013 to 2014 the number of courses in science (-3) engineering (-8) and administration (-11) have markedly declined.

Clearly there continues to be a mismatch between the requirements of the local economy and the vocational education offer made to young people, as previously reported in the 2011 and 2013 Ashford District Datapacks.

6. Attainment in Ashford schools

In 2013 there were 1589 students in Ashford sixth forms with 588 (just over 35%) completing their two years of study.

Entry to sixth form was at a higher level than elsewhere in the county and nationally (Average KS4 points 46 against 44.7 and 44.1 respectively). A significantly higher proportion of students had achieved 5 A*-Cs than elsewhere. This suggests that Ashford schools are setting the bar higher than average for entry to sixth form.

Despite this, A Level performance measured by APS and APE was slightly lower than elsewhere in the county. However, one positive note was that Vocational APE and APS were both above the county average.

Facilitating subject performance was slightly lower than the county average but higher than the national average.

Retention, from the start of year 12 to the end of year 13 was 74% lower than the county average, reflecting the higher level of year 12 drop out (reported above).

The most popular A Levels were:

Qualification	Subject	Participants
A Level	English or Eng Lit	170
	Psychology	96
	Biology	90
	Maths	85
	Chemistry	73
	History	68
	Sociology	65

The district has a relatively small offer of BTEC qualifications at level 3 as listed below. There were 146 entries for BTECS (Cert, Dip and Sub Dip) in 2013.

Value added performance was significantly above the National Average in most subjects. However, the subject areas at level 3 do not reflect the requirements of the local economy.

BTEC	Business (all courses)	51
	Drama, Dance, Performing Arts (all courses)	27
	Music, Music Technology (all courses)	24
	Sport, Sport & Exercise Science	16
	Public Services	13
	Applied Science	9

7. Narrowing the Gap - level 3 qualifications

7.1 Gender Differences

Learning Plus UK (LPUK) contextual data for Ashford suggests that girls enter KS5 with 0.9% KS4 points ahead of boys and that 1.9% more girls have 5A*-C with English and Maths. They leave KS5 in parity with boys on an average 215 A level points per entry. Boys however achieve 5.3 more vocational points per entry.

There are positive residuals in both genders apart from BTEC Certificate Value Added (female) and Extended Diploma (male). The highest residual of 3 grades is for IB (male).

Retention rates are very similar.

Free School Meals

LPUK data contextual data suggests there was a cohort of 24 FSM students. 9.1% fewer FSM students than non-FSM students entered post 16 with 5 A* - C including English and Maths. On average FSM achieved 5 APE points lower in A level / Academic qualifications. 1.6 APE points higher in Vocational APE.

57.9% FSM students achieved 3+ A levels, 20% fewer than non-FSM.

Of the vocational qualifications, FSM students only studied the BTEC subsidiary diploma. Of which they got VA 0.12.

Both FSM and non-FSM students achieved positive value added for A level.

No FSM student was entered for IB.

Overall retention showed a gap of 16% between FSM (59.4%) and non FSM students (75.1%).

Special Educational Needs

49 students in all categories of SEN completed post 16 provision.

School Action students achieved 218.2 APE points in A level and academic qualifications, 4 points higher than non-SEN students.

Non – SEN students scored 229.6 APE points in vocational qualifications, 20 more than school action pupils, 45 more than statemented students.

21% fewer SEN students entered provision with 5 A* - C including Maths and English. Only 50% SA+ students achieved 3 A levels equivalent at A* - E.

Generally, fewer than 50% SEN students were entered for vocational qualifications, scoring negative residuals. However, SEN A level candidates achieved positive residuals.

Key questions for Ashford District

1. What measures should schools and other providers adopt to reduce the level of 'drop-out' from Year 12 and sustain young people in education or training through to the end of year 13?
2. How can more learners in Ashford district be encouraged to undertake employment with training?
3. What additional support can be provided to young people from vulnerable groups, particularly learners with learning difficulties and disabilities (LDD), care leavers and teenage parents, to retain them in education or training? Which providers will take responsibility for these learners?
4. What measures can be taken to ensure that more learners starting at level 1 (or below) progress to level 2 by 18?
5. How can the vocational curriculum available to Ashford students better match the needs of the local economy? The data suggests that there will be growing demand for people in the large retail and wholesale sector, and the growing manufacturing, science and technical services sectors.
6. How can Ashford providers build on the relative success of vocational qualifications (particularly BTECs) whilst achieving the need for relevance to the local economy?
7. Should consideration be given to other vocational qualifications (i.e. City and Guilds); subjects that reflect the local economy, (science or engineering) and other different levels of qualifications?
8. How can Ashford providers support young people to take advantage of the positive economic trends in Ashford: increased employment in some sectors; increasing salaries; increasing self-employment and the potential for commuting to London?
9. How can Ashford providers provide pupils with better information about the local economy (e.g. Labour Market Information) to enable them to make more informed decisions about their career choices?
10. What more can Ashford providers do to support take up of apprenticeships at all levels?

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 level2, 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, KIAS;

- 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 Ashford District

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

Source: Business Register and Employment Survey 2009 -2012			Change 2009 - 2012	
			No.	%
Ashford	2009	2012		
Primary Industries (Agriculture/Mining/Utilities)	2,300	2,200	-100	-4.30
Manufacturing	4,600	4,800	200	4.30
Construction	3,600	2,200	-	-
			1,400	38.90
Wholesale and retail trade	10,000	11,000	1,000	10.00
Transportation and storage	3,400	2,400	-	-
			1,000	29.40
Accommodation and food service activities	3,000	3,100	100	3.30
Information and communication	1,200	1,200	0	0.00
Financial and insurance activities	1,100	800	-300	-
				27.30
Real estate activities	500	500	0	0.00
Professional, scientific and technical activities	2,600	3,500	900	34.60
Administrative and support service activities	4,100	3,700	-400	-9.80
Public administration and defence	1,400	1,200	-200	-
				14.30
Education	3,900	3,900	0	0.00
Human health and social work activities	7,600	7,500	-100	-1.30
Arts, entertainment and recreation	1,100	900	-200	-
				18.20
Other service activities	1,300	1,200	-100	-7.70
Total	51,700	50,200	-	-2.90
			1,500	

- Between 2009 and 2012 employment growth has been in the wholesale and retail trades; professional, scientific and technical services and manufacturing.
- Marked falls in employment have been in construction; transport and storage; administrative and support services; and finance and insurance activities.
- 17.5% of employment in Ashford is in the public sector, which is equal to the Kent average.

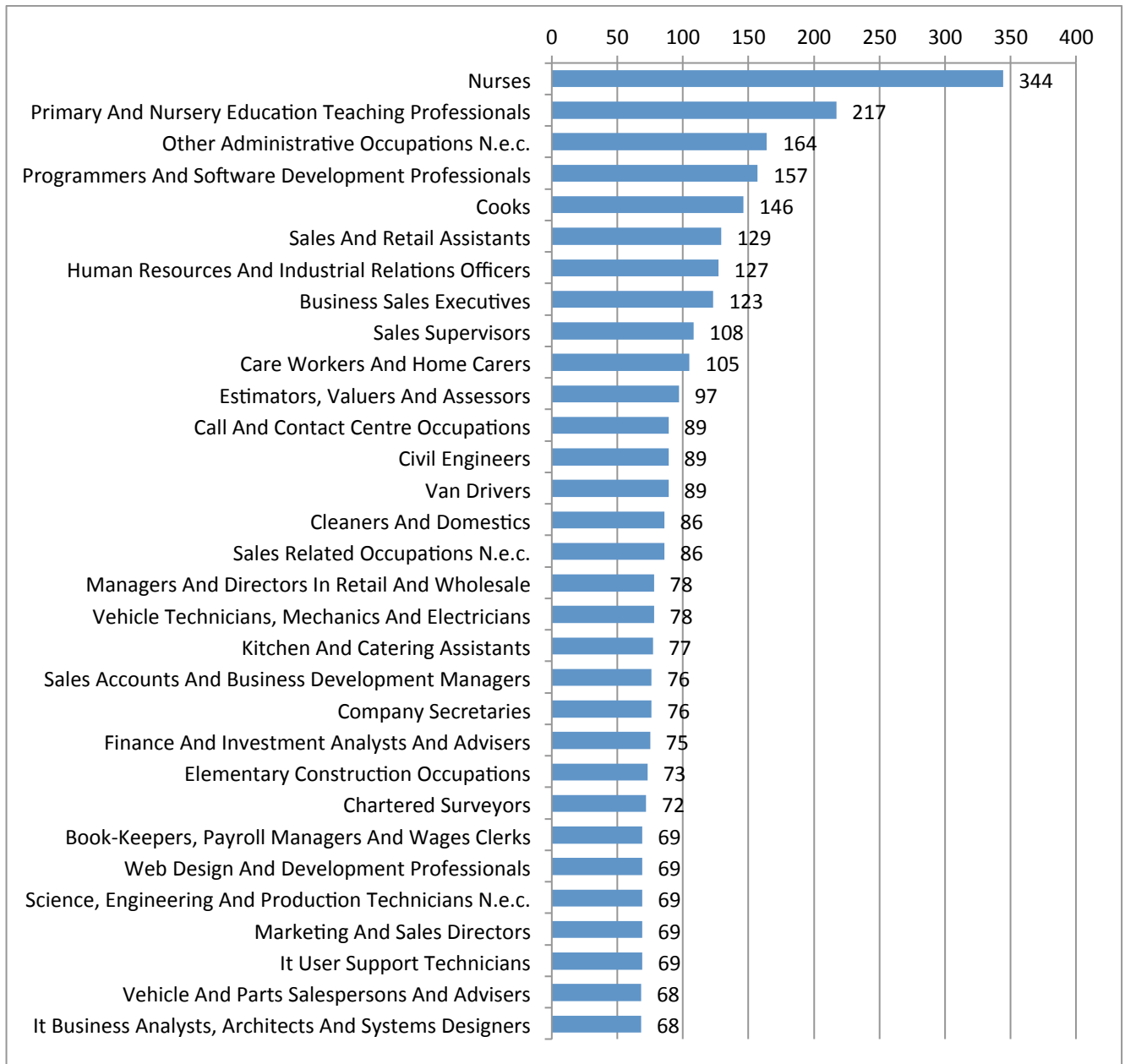
Table 2 – Comparison of distribution of job vacancies by occupational group in Ashford - 12/13 and 13/14

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	1,759	25.5%	1,415	24.6%
Associate professional and technical occupations	1,286	18.6%	1,024	17.8%
Administrative and secretarial occupations	743	10.8%	627	10.9%
Sales and customer service occupations	687	9.9%	633	11.0%
Caring, leisure and other service occupations	581	8.4%	552	9.6%
Skilled trades occupations	502	7.3%	426	7.4%
Elementary occupations	501	7.3%	524	9.1%
Managers, directors and senior officials	460	6.7%	328	5.7%
Process, plant and machine operatives	390	5.6%	230	4.0%
Total	6,993		5,753	

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 larger turnover of job vacancies in Ashford; 6,993 compared to 5,753. Ashford is the only district where vacancies grew during this period. This is accounted for by the significant increase in professional, associate professional and management jobs in Ashford.
- The UK Commission on Employment and Skills (UKCES Employer Skills Survey 2013) estimates that the majority of jobs growth in the South East will continue to be professional occupations, managers, directors and senior officials, and associate professional and technical occupations, by 2020.

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



Source: Labour Insight 2014

- In common with most districts, employment in the health sector is large. Chart 1 illustrates that there has been a significant churn in employment for nurses and care workers in Ashford, in this period. Employment in education is also buoyant.
- Jobs in retail and business sales are well represented across the district consistent with the growth in the sector.
- Jobs in ICT support, programming and systems design and web design are significantly represented. The skills required for these jobs include Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.

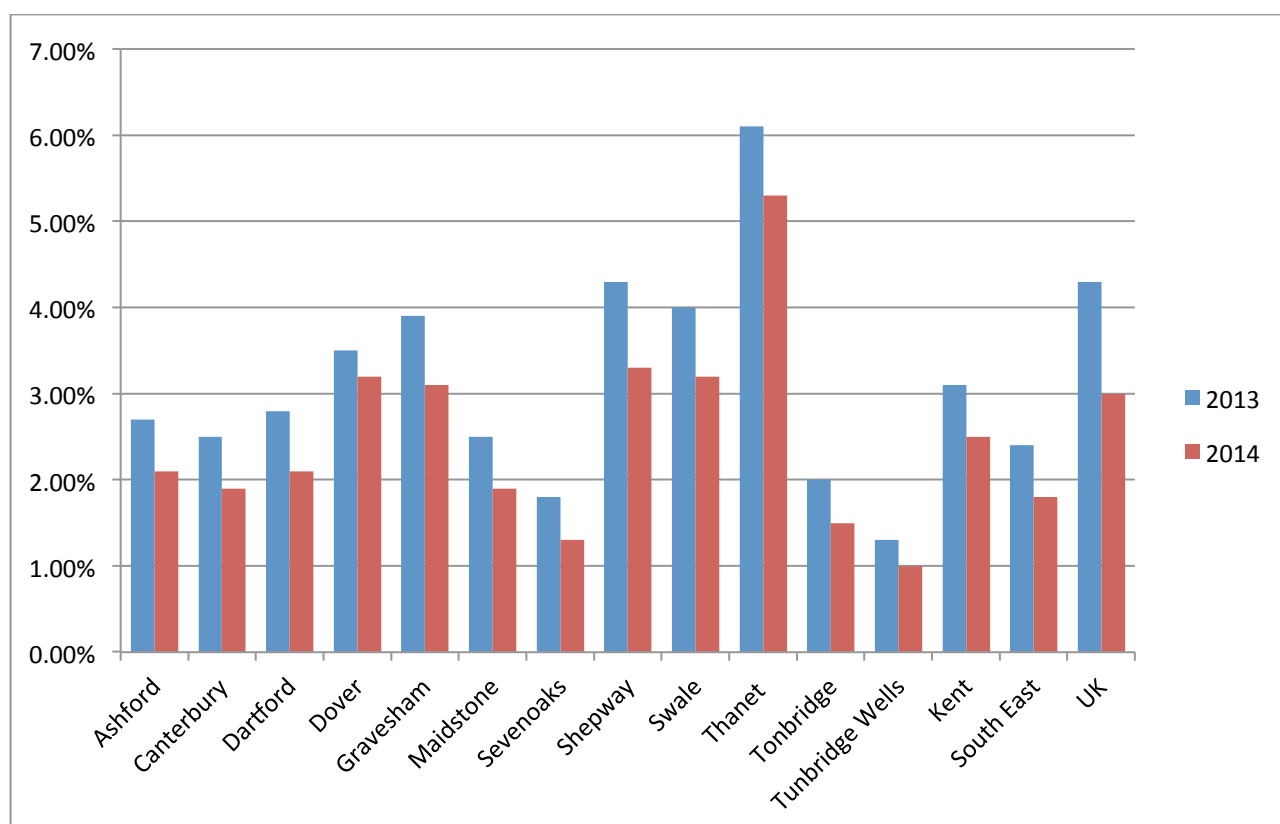
Table 3– Breakdown of VAT and/or PAYE businesses in Ashford between 2008 and 2013

Firms by size band	2008	2013	2013 %
1- 4	4,200	4300	71.5
5-10	800	800	13.5
11-19	400	475	7.4
20-99	300	400	6.5
100+	100	70	1.1
Total	5,800	6,045	

Source: NOMIS Local Profile – Employment Theme 2014

- Unlike most other districts in Kent, the number of businesses in Ashford exceeds its pre-recession levels.

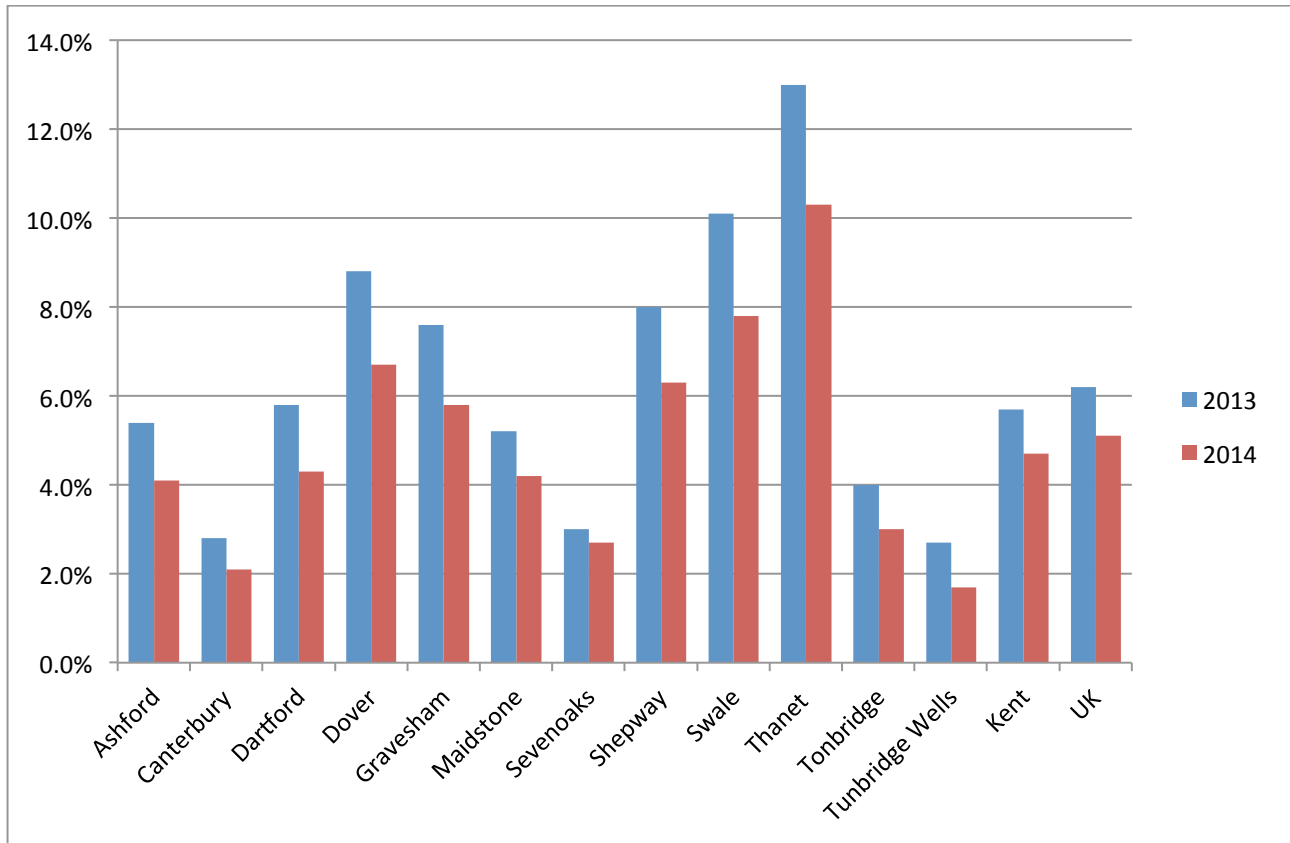
Chart 2 –Comparison of Percentage District Unemployment between January 2013 and 2014



Source: ONS Claimant Count January 2014

- Unemployment in Ashford is the sixth lowest in the county at 2.1% and below the Kent average.
- Chart 2 illustrates that unemployment has fallen across Kent in the last year, by an average of 21%. The Ashford unemployment rate has fallen slightly faster than this. In January 2014 1,516 people were unemployed and claiming benefits in Ashford.

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



Source: ONS Claimant Count January 2014

- Youth unemployment in Ashford is the fifth lowest in Kent and is currently 4.1%. Following national trends, it has fallen from 5.4% 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
	%	%	%	%	%
Ashford	11.8	7.3	12.1	13.5	16.8
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 Ashford has historically been below local and national averages. It has increased throughout the recession, and the trend may continue upwards.

Table 5 – Public vs Private Sector Employees

Public vs Private Sector Employment June 2013		
	Public	Private
	%	%
Ashford	17.5	82.5
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

- Historically public employment in Ashford has been broadly equivalent to local and national averages, and below the UK figure. This means that Ashford is at lower risk of unemployment resulting from the continuing public sector budget cuts.

Table 6 – Full-time workers media weekly gross pay – residence based

Full time workers median weekly gross pay- residence based			
	2010	2011	2012
	£ per week	£ per week	£ per week
Ashford	470	508	497
Kent	518	530	539
South East	537	548	556
England	496	506	513

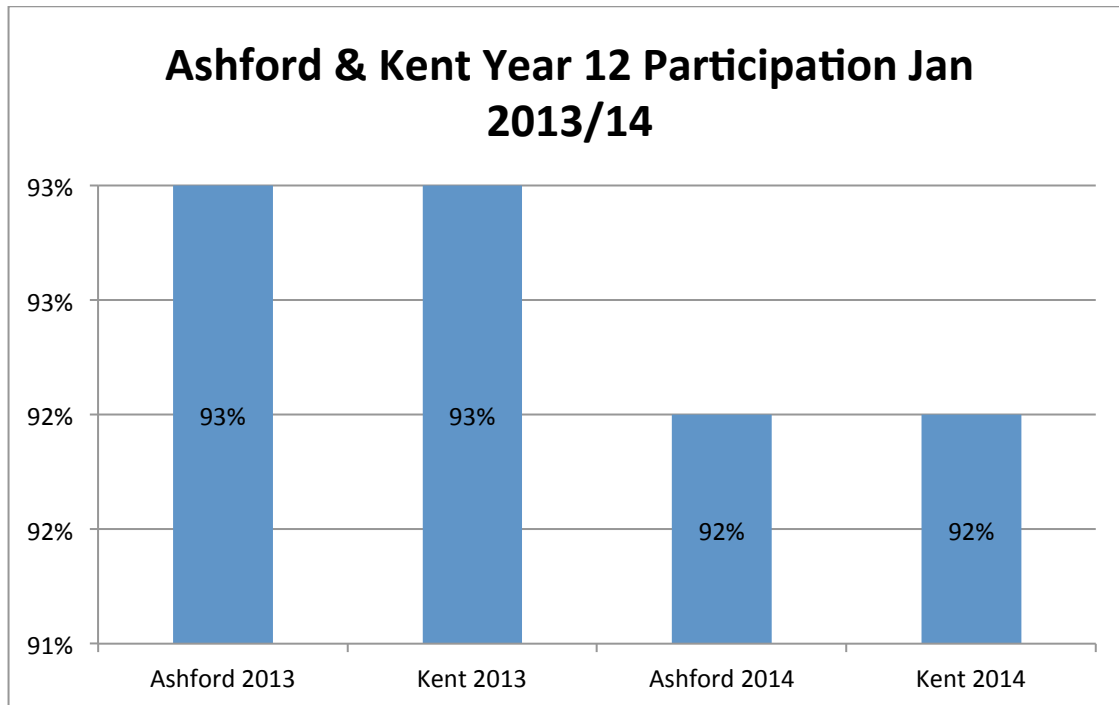
Source: Annual Survey of Hours and Earnings (ASHE), through Nomis, Office for National Statistics (ONS)

- The median weekly gross pay of Ashford residents has historically been lower than the Kent average. This occurs because wages in the large retail and public sectors are low. However, if the trend in the creation of professional, associate professional and management roles continue, then residence based pay will rise. Also increasing rates of commuting to London will have a positive impact on residence based salaries

Appendix 3: Participation

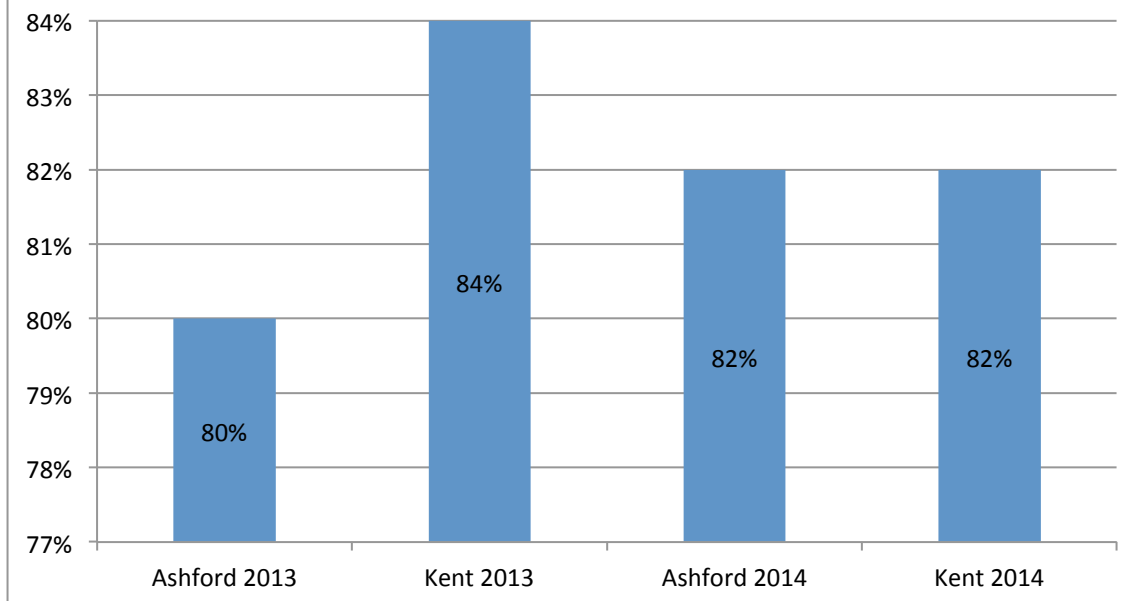
Comparison of the percentage of Ashford young people in academic age Year 12 and Year 13 who are participating

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



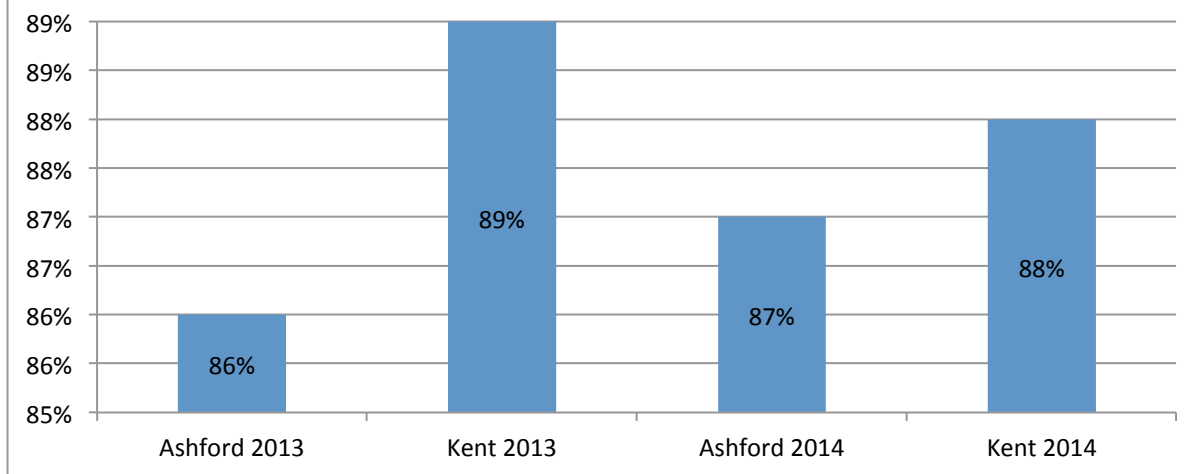
- Levels of participation of **year 12 students** are at the same level as Kent, but this is the first year that the Year 12 age group are expected to participate in the academic year in which they turn 17. However, in both Ashford and Kent participation levels of year 12 learners have fallen by 1%.

Ashford & Kent Year 13 Participation Jan 2013/14



- Participation levels for **year 13 students** have increased in Ashford, against a downward county trend. This is a positive development, but there is still work to be done as 18% of year 13 students are still not participating in learning.

Ashford & Kent Combined Year 12 and 13 Participation Jan 2013/2014



- Overall participation in Ashford has seen a 1% rise against a county trend of falling participation. This is due to increasing participation in year 13, offsetting the fall in year 12. However, Ashford is still below the County average. It is important that work continues to increase participation in both year 12 and year 13.

Ashford	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	1512		1550		3062		1561		1521		3082	
School Sixth Form	960	63%	747	48%	1707	56%	1067	68%	793	52%	1860	60%
Further Education College	370	24%	397	26%	767	25%	307	20%	361	24%	668	22%
Employment with Training	38	3%	58	4%	96	3%	45	3%	67	4%	112	4%
Employment without Training	43	3%	181	12%	224	7%	26	2%	129	8%	155	5%
Training	31	2%	34	2%	65	2%	12	1%	21	1%	33	1%
NEET	56	4%	94	6%	150	5%	52	3%	103	7%	155	5%
Current Situation not Known	7	0%	22	1%	29	1%	11	1%	53	3%	64	2%
Participation	1399	92.5%	1236	79.7%	2635	86.1%	1431	91.7%	1242	81.7%	2673	86.7%

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%

- The number of young people that are in employment without training in Ashford has fallen significantly. However, this figure is still higher than the Kent (and national) average, and further work should be undertaken to engage young employees in education and/or training.

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

- At 4.5% (and increasing), year 12 drop-out in Ashford is significant. At 1 in 22 learners this is a cause for concern.

Vulnerable Learner NEET

Ashford

NEET groups 16-18 January 2014								
	Ashford 2013		Kent 2013		Ashford 2014		Kent 2014	
Total	215		2439		195		2313	
Available to labour market	172		1920		168		1894	
	no.	%	no.	%	no.	%	no.	%
Working not for reward	1	1	39	2	1	1	29	15
Not ready for work/education	9	5	114	6	8	5	125	7
Start date agreed	5	3	28	1	4	2	26	1
Seeking employment/training/education	155	90	1715	89	155	92	1714	90
Not available for job market	43		519		27		419	
Young carers	0	0	20	4	0	0	6	1
Teen parents	23	13	288	55	17	63	221	53
illness	12	7	133	26	6	22	134	32
pregnancy	7	4	72	14	4	15	52	12
Unlikely to be economically viable	1	1	6	1	0	0	6	1

Ashford BC		
Priority groups within NEET 16-24	January	January 2014

	2013	
Looked after/in care	12	17
Caring for own child	43	41
Refugee/asylum seeker	1	1
Carer not own child	3	3
Substance abuse	3	5
Care leaver	8	18
Supervised by YOT	8	3
Pregnancy	14	13
Parent not carer for own child	1	3
LDD	34	59

Appendix 4: Progression in Ashford

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

2011		2013					2012								
Kent District at age 16	Prior attainment at age 16	Total Learners	Percentage of Total Learners (%)	Level 1 or above	Level 2 or above	Level 3 or above	Of which number of no further quals	Of which no further qualifications Post 16 (%)	Total Learners	Percentage of Total Learners (%)	Level 1 or above	Level 2 or above	Level 3 or above	Of which number of no further quals	Of which no further qualifications Post 16 (%)
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, 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
	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
	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
Local Authority: Kent	All Pupils	593750		95.0	84.8	55.9	59960	10.1	593199	94.2	82.0	54.3	65845	11.1	
	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
	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
	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
	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
Ashford	All Pupils	17358		94.3	84.9	55.9	1927	11.1	17018	93.7	82.4	53.9	2008	11.8	
	Below Level 1	99	7.4	26.3	13.1	8.1	50	50.5	131	9.8	23.7	9.9	1.5	66	50.4
	Level 1, below Level 2	229	17.2	100.0	39.7	7.9	63	27.5	367	27.6	100.0	42.8	13.4	100	27.2
	Level 2 without English and Maths	302	22.7	100.0	100.0	33.4	43	14.2	220	16.5	100.0	100.0	44.5	35	15.9
	Level 2 incl Eng and Maths	702	52.7	100.0	100.0	79.1	36	5.1	612	46.0	100.0	100.0	78.8	35	5.7
	All Pupils	1332		94.5	83.2	51.2	192	14.4	1330	92.5	75.3	47.4	235	17.7	

Appendix 5: The Vocational Offer in Ashford

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	250	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				

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.

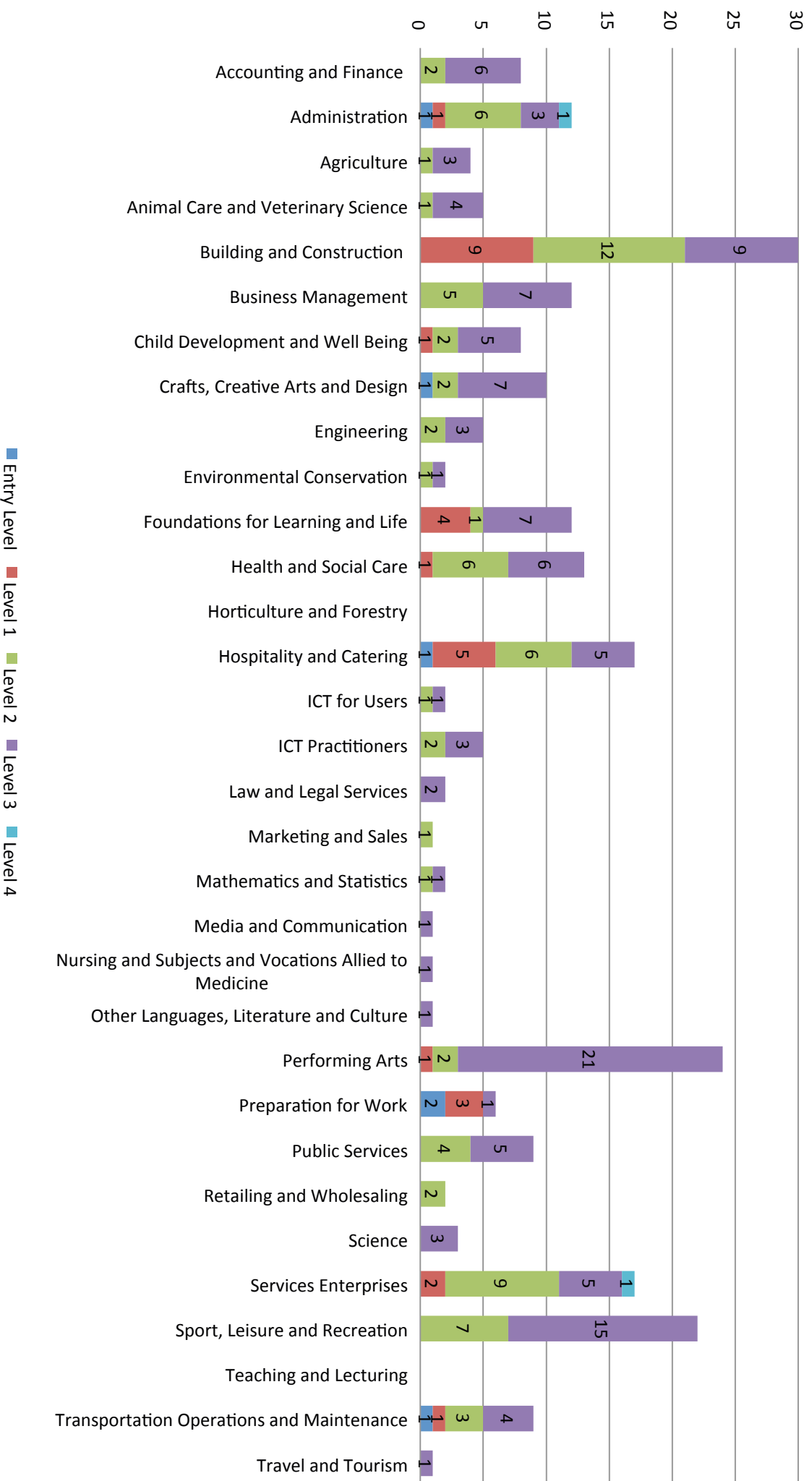
The content of apprenticeships is being changed to simplify the qualifications and make them more relevant to employers.

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

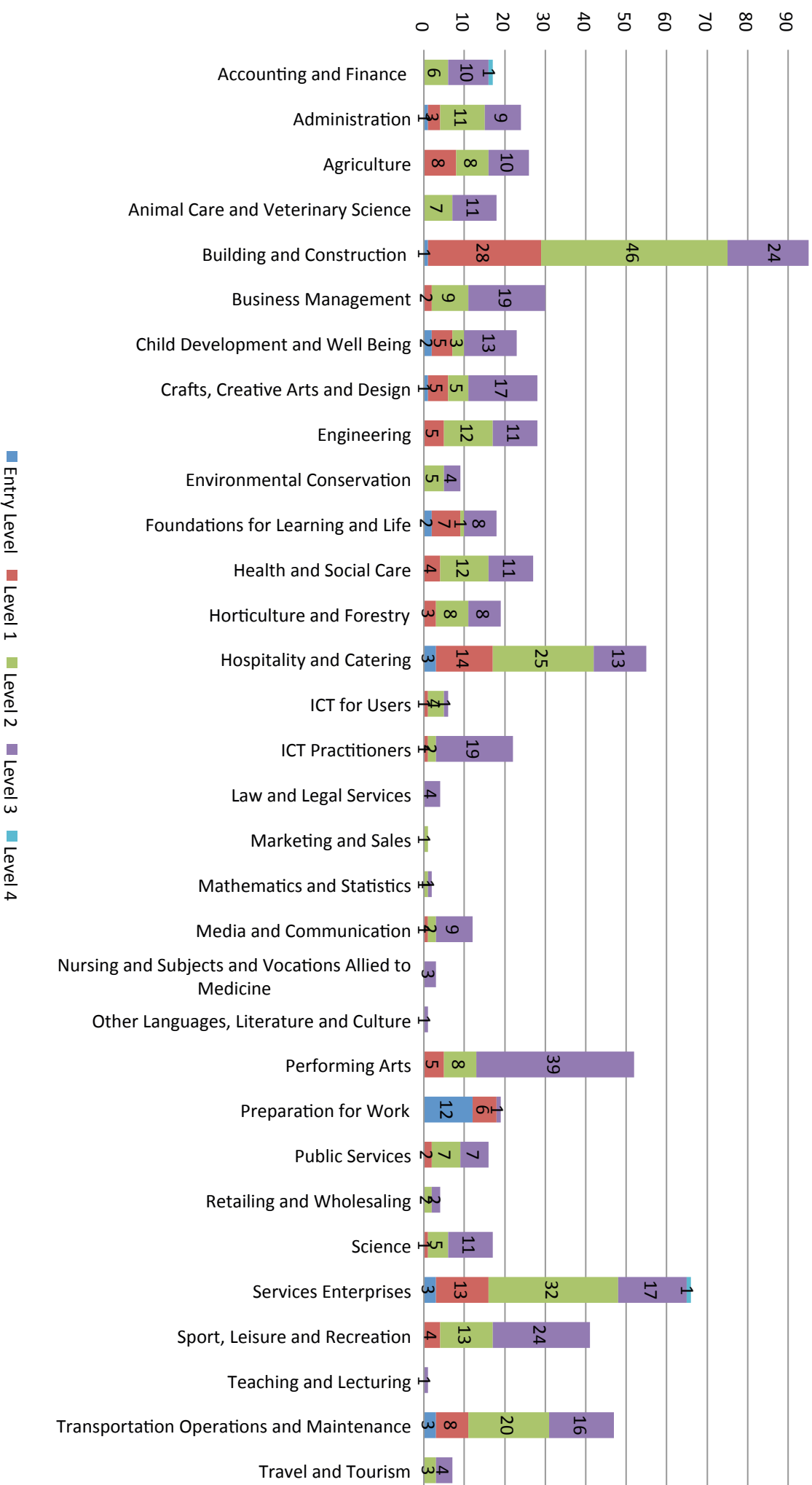
Breakdown of Kent Apprenticeship Starts by Framework Sector 2012/2013

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

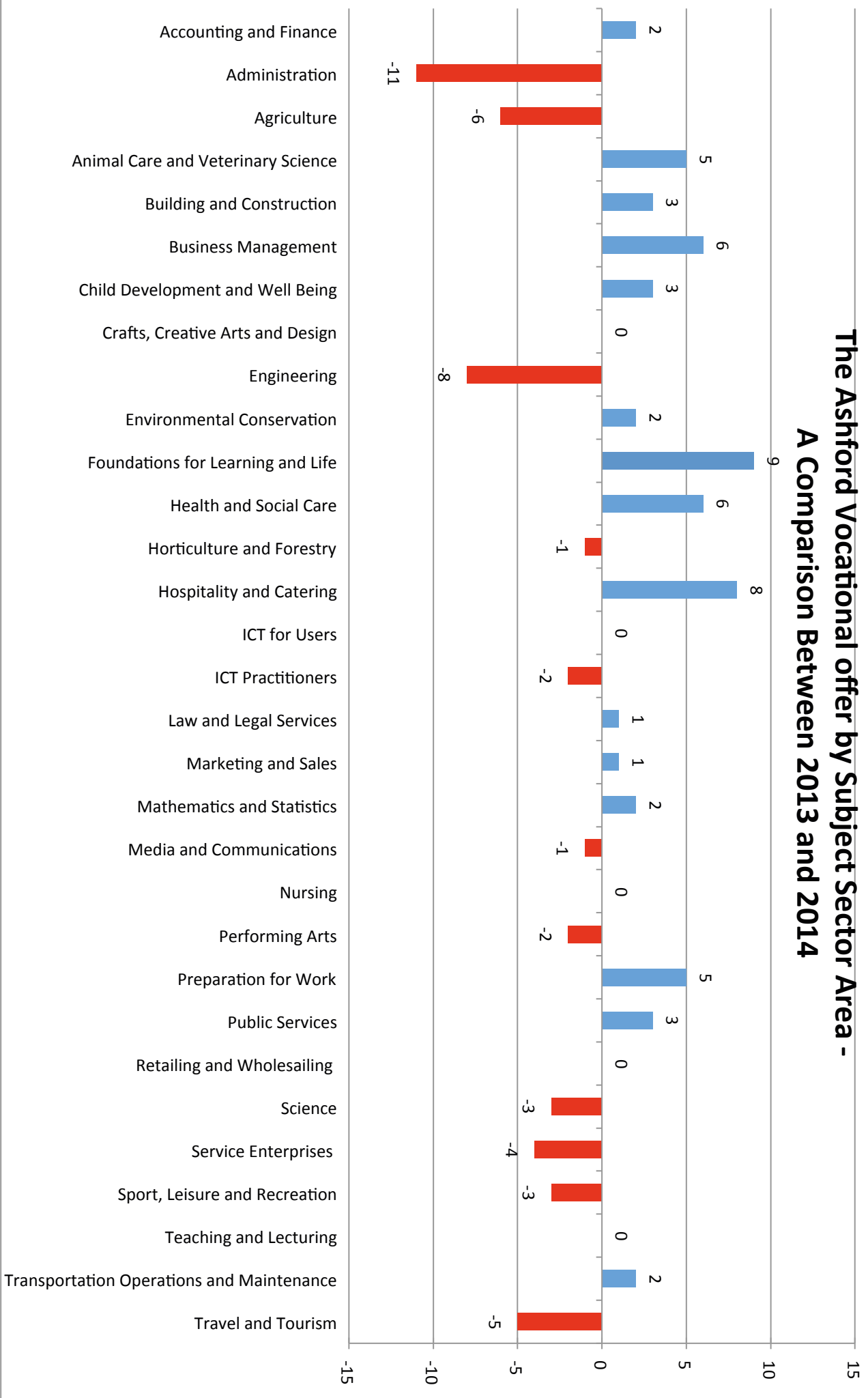
The Ashford Vocational Offer - Number of Courses by Subject Sector Area and Level 2014



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



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



Appendix 5.3: Ashford Vocational Curriculum Map 2014

1.2 Nursing and Subjects and Vocations Allied to Medicine

Course Title	Venue	Course Type	Level
Dental Nursing Advanced Apprenticeship	K College - Ashford	Other Vocational	3

1.3 Health and Social Care

Course Title	Venue	Course Type	Level
Health & Social Care BTEC Diploma	K College - Ashford	BTEC	1
Counselling Skills BTEC (One year course)	Homewood School & Sixth Form Centre	BTEC	2
Health & Social Care BTEC Extended Certificate	K College - Ashford	BTEC	2
Health & Social Care BTEC Diploma	The John Wallis Church of England Academy	BTEC	2
Retail Skills	The John Wallis Church of England Academy	Other Vocational	2
Health and Social Care BTEC Award	Towers School	BTEC	2
Health and Social Care Diploma	Towers School	Other Vocational	2
Beauty Therapy: Massage NVQ	Homewood School & Sixth Form Centre	NVQ	3
Health & Social Care BTEC 90 Credit Diploma	K College - Ashford	BTEC	3
Health & Social Care BTEC Subsidiary Diploma	K College - Ashford	BTEC	3
Plumbing City and Guilds	The John Wallis Church of England Academy	Other Vocational	3
Health & Social Care BTEC Subsidiary Diploma (single option)	The North School	BTEC	3
Sport Massage	Towers School	Other Vocational	3

1.4 Public Services

Course Title	Venue	Course Type	Level
Public Services (Social Services) BTEC Certificate	Homewood School & Sixth Form Centre	BTEC	2
Public Services (sport) BTEC Certificate	Homewood School & Sixth Form Centre	BTEC	2
Public Services BTEC First Certificate (single option)	The North School	BTEC	2
Public Services BTEC First Certificate	Towers School	BTEC	2
Public Services (Social Services) BTEC Certificate	Homewood School & Sixth Form Centre	BTEC	3
Public Services (Sport) BTEC Certificate	Homewood School & Sixth Form Centre	BTEC	3
Public Services BTEC Diploma	The John Wallis Church of England Academy	BTEC	3
Public Services BTEC Diploma	The John Wallis Church of England Academy	BTEC	3
Public Services BTEC National Certificate (double option)	The North School	BTEC	3

1.5 Child Development and Wellbeing

Course Title	Venue	Course Type	Level
Caring for Children (CACHE) Foundation Diploma	K College - Ashford	Other Vocational	1
Children's Play, Learning and Development BTEC First	The John Wallis Church of England Academy	BTEC	2
Children and Young People's Workforce CACHE Certificate	Towers School	Other Vocational	2
Childcare, Learning & Development BTEC	Homewood School & Sixth Form Centre	BTEC	3
Children & Young People's Workforce 90 Credit Diploma (CACHE)	K College - Ashford	Other Vocational	3

BTEC National Award In Children's Play, Learning and Development	The John Wallis Church of England Academy	BTEC	3
Children's Play, Learning and Development BTEC	The John Wallis Church of England Academy	BTEC	3
Diploma in Child Care & Education CACHE (Childcare) Diploma	Towers School	Other Vocational	3

2.1 Science

Course Title	Venue	Course Type	Level
Applied Science (Biology) BTEC	Homewood School & Sixth Form Centre	BTEC	3
Applied Science BTEC Subsidiary Diploma (single option)	The North School	BTEC	3
Applied Science BTEC Subsidiary Diploma	Towers School	BTEC	3

2.2 Mathematics and Statistics

Course Title	Venue	Course Type	Level
Statistics	The John Wallis Church of England Academy	Other Vocational	2
Mathematics	Towers School	Other Vocational	3

3.1 Agriculture

Course Title	Venue	Course Type	Level
Agriculture BTEC Extended Certificate	The North School	BTEC	2
Agriculture BTEC Diploma	The North School	BTEC	3
Fish Management BTEC Diploma	The North School	BTEC	3

3.3 Animal Care and Veterinary Science

Course Title	Venue	Course Type	Level
Animal Care BTEC	Homewood School & Sixth Form Centre	BTEC	3
Animal Care BTEC Extended Certificate	The North School	BTEC	2
Animal Management BTEC Diploma (double option)	The North School	BTEC	3
Animal Management BTEC Subsidiary Diploma (single option)	The North School	BTEC	3
Horse Management BTEC National Diploma	The North School	BTEC	3

3.4 Environmental Conservation

Course Title	Venue	Course Type	Level
Fish Husbandry BTEC Extended Certificate	The North School	BTEC	2
Environmental Studies BTEC Subsidiary Diploma	Towers School	BTEC	3

4.1 Engineering

Course Title	Venue	Course Type	Level
Engineering & Technology Diploma (EAL)	K College - Ashford	Other Vocational	2
Performing Engineering Operations Apprenticeship	K College - Ashford	Other Vocational	2
Engineering BTEC 90 Credit Diploma	K College - Ashford	BTEC	3
Technical Engineering (Electrical/Electronic) Advanced Apprenticeship	K College - Ashford	Other Vocational	3
Technical Engineering (Mechanical) Advanced Apprenticeship	K College - Ashford	Other Vocational	3

4.3 Transport and Maintenance Operations

Course Title	Venue	Course Type	Level
Motor Vehicle Maintenance & Repair	K College - Ashford	Other Vocational	Entry
Introduction to Motor Vehicle Technology & Maintenance	K College - Ashford	Other Vocational	1
Motor Vehicle Maintenance & Repair (Light Vehicle) Diploma	K College - Ashford	Other Vocational	2
Vehicle Maintenance & Repair (HGV) Apprenticeship	K College - Ashford	Other Vocational	2
Vehicle Maintenance & Repair (Light Vehicle) Apprenticeship	K College - Ashford	Other Vocational	2
Craft Engineering Advanced Apprenticeship	K College - Ashford	Other Vocational	3
Motor Vehicle Maintenance & Repair (Light Vehicle) Diploma	K College - Ashford	Other Vocational	3
Vehicle Maintenance & Repair (HGV) Advanced Apprenticeship	K College - Ashford	Other Vocational	3
Vehicle Maintenance & Repair (Light Vehicle) Advanced Apprenticeship	K College - Ashford	Other Vocational	3

5.2 Building and Construction

Course Title	Venue	Course Type	Level
Bricklaying Diploma (Cskills Awards)	K College - Ashford	Other Vocational	1
Building Services (Plumbing route)	K College - Ashford	Other Vocational	1
Construction & Civil Engineering Services (Cskills Award)	K College - Ashford	Other Vocational	1
Entry into Construction Basic Construction Skills Certificate (City & Guilds)	K College - Ashford	Other Vocational	Entry/ 1
Plastering Diploma (Cskills Awards)	K College - Ashford	Other Vocational	1
Wall & Floor Tiling Diploma (Cskills Awards)	K College - Ashford	Other Vocational	1

Construction & The Built Environment BTEC	Homewood School & Sixth Form Centre	BTEC	1/ 2
Access to Electrical Installation	K College - Ashford	Other Vocational	2
Access to Plumbing	K College - Ashford	Other Vocational	2
Bricklaying Apprenticeship	K College - Ashford	Other Vocational	2
Bricklaying Diploma (Cskills Awards)	K College - Ashford	Other Vocational	2
Construction Plant Maintenance Apprenticeship	K College - Ashford	Other Vocational	2
Plastering Apprenticeship	K College - Ashford	Other Vocational	2
Plastering Diploma (Cskills Awards)	K College - Ashford	Other Vocational	2
Plumbing Apprenticeship	K College - Ashford	Other Vocational	2
Wall & Floor Tiling Apprenticeship	K College - Ashford	Other Vocational	2
Wall & Floor Tiling Diploma (Cskills Awards)	K College - Ashford	Other Vocational	2
Bricklaying Advanced Apprenticeship	K College - Ashford	Other Vocational	3
Bricklaying Diploma (CAA)	K College - Ashford	Other Vocational	3
Construction Plant Maintenance Advanced Apprenticeship	K College - Ashford	Other Vocational	3
Electrotechnical Technology (City & Guilds 2357) NVQ Diploma	K College - Ashford	NVQ	3
Plastering Advanced Apprenticeship	K College - Ashford	Other Vocational	3
Plastering Diploma (Cskills Awards)	K College - Ashford	Other Vocational	3

Plumbing Advanced Apprenticeship	K College - Ashford	Other Vocational	3
Wall & Floor Tiling Diploma	K College - Ashford	Other Vocational	3

6.1 ICT Practitioners

Course Title	Venue	Course Type	Level
ICT Practitioners BTEC Extended Certificate	Homewood School & Sixth Form Centre	BTEC	2
IT BTEC Diploma	K College - Ashford	BTEC	2
ICT Practitioners BTEC Certificate	Homewood School & Sixth Form Centre	BTEC	3
IT BTEC 90 Credit Diploma	K College - Ashford	BTEC	3
BTEC Subsidiary Diploma In IT	The John Wallis Church of England Academy	BTEC	3

6.2 ICT for Users

Course Title	Venue	Course Type	Level
ICT (ITQ) BCS Certificate in IT User Skills (ECDL) (ITQ)	Towers School	Other Vocational	2
ICT OCR National Certificate	Towers School	Other Vocational	3

7.1 Retailing and Wholesaling

Course Title	Venue	Course Type	Level
Retail Knowledge BTEC Award	Homewood School & Sixth Form Centre	BTEC	2
Retail Knowledge & Customer Service BTEC	Towers School	BTEC	2

7.3 Services Enterprises

Course Title	Venue	Course Type	Level
Beauty Therapy - VRQ (VTCT)	K College - Ashford	Other Vocational	1
Hairdressing & Barbering NVQ Certificate	K College - Ashford	NVQ	1
Beauty Therapy Services VRQ	Homewood School & Sixth Form Centre	Other Vocational	2
Beauty: Hair Dressing Services VRQ	Homewood School & Sixth Form Centre	Other Vocational	2
Beauty Therapy - VRQ Diploma in Beauty Specialist Techniques (VTCT)	K College - Ashford	Other Vocational	2
Hairdressing NVQ Diploma (VTCT)	K College - Ashford	Other Vocational	2
Diploma In Women's Hairdressing	The John Wallis Church of England Academy	Other Vocational	2
VTCT Diploma in Beauty Therapy Treatments	The John Wallis Church of England Academy	Other Vocational	2
Barbering VRQ Diploma	Towers School	Other Vocational	2
Beauty Therapy Diploma	Towers School	Other Vocational	2
Hairdressing City & Guilds NVQ	Towers School	NVQ	2
Beauty Therapy: Massage NVQ	Homewood School & Sixth Form Centre	NVQ	3
Beauty Therapy Treatments Diploma VRQ (VTCT)	K College - Ashford	Other Vocational	3
Beauty Therapy Diploma	Towers School	Other Vocational	3
Hairdressing City & Guilds NVQ	Towers School	NVQ	3
Nail Enhancements Level 3 VRQ	Towers School	Other Vocational	3

Hair & Beauty Management	Towers School	Other Vocational	4
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7.4 Hospitality and Catering

Course Title	Venue	Course Type	Level
Certificate in Introduction to the Hospitality Industry	K College - Ashford	Other Vocational	Entry
Culinary Skills C&G Diploma	K College - Ashford	Other Vocational	1
Developing Hospitality & Industry Skills C&G Diploma	K College - Ashford	Other Vocational	1
Introduction to Professional Cookery VRQ Diploma	K College - Ashford	Other Vocational	1
Catering VRQ	Homewood School & Sixth Form Centre	Other Vocational	1
Catering VRQ	Homewood School & Sixth Form Centre	Other Vocational	1
Catering BTEC Certificate	Homewood School & Sixth Form Centre	BTEC	2
Culinary Skills C&G Diploma	K College - Ashford	Other Vocational	2
Food & Beverage Service VRQ Diploma	K College - Ashford	Other Vocational	2
Professional Cookery VRQ Diploma	K College - Ashford	Other Vocational	2
Hospitality (With Catering) BTEC Diploma	The John Wallis Church of England Academy	BTEC	2
Professional Chef NVQ	Towers School	NVQ	2
Catering & Hospitality BTEC	Homewood School & Sixth Form Centre	BTEC	3
Catering & Hospitality BTEC	Homewood School & Sixth Form Centre	BTEC	3
Professional Cookery NVQ Diploma	K College - Ashford	Other Vocational	3

Hospitality & Catering Principles (Professional Cookery) BTEC Certificate	The North School	BTEC	3
Professional Chef NVQ	Towers School	NVQ	3

8.1 Sport, Leisure and Recreation

Course Title	Venue	Course Type	Level
Sport BTEC	Homewood School & Sixth Form Centre	BTEC	2
Sports Leaders	Homewood School & Sixth Form Centre	Other Vocational	2
Sport BTEC First Award	The John Wallis Church of England Academy	BTEC	2
NCFE Certificate in Outdoor Activity Leadership	The North School	Other Vocational	2
Sport Certificate in Fitness Instructing (single option)	The North School	Other Vocational	2
Sports Leadership	The North School	Other Vocational	2
Community Sports Leadership Award	Towers School	Other Vocational	2
Sport BTEC	Homewood School & Sixth Form Centre	BTEC	3
Sport BTEC Diploma (Double Award)	Homewood School & Sixth Form Centre	BTEC	3
Sport BTEC Subsidiary Diploma (Single Award)	Homewood School & Sixth Form Centre	BTEC	3
Sport (Development, Coaching and Fitness) BTEC Subsidiary Diploma	The John Wallis Church of England Academy	BTEC	3
Sport BTEC Diploma	The John Wallis Church of England Academy	BTEC	3
Sport BTEC Subsidiary	The John Wallis Church of England Academy	BTEC	3
Sport BTEC Subsidiary Diploma	The John Wallis Church of England Academy	BTEC	3

Sport BTEC Subsidiary Diploma (single option)	The North School	BTEC	3
Sports Leadership Higher Certificate (single option)	The North School	Other Vocational	3
Football Academy	Towers School	Other Vocational	3
Higher Sports Leader Award	Towers School	Other Vocational	3
Sport and Exercise Science BTEC Subsidiary Diploma	Towers School	BTEC	3
Sport and Exercise Science Double Award BTEC	Towers School	BTEC	3
Rugby Academy	Towers School	Other Vocational	3
Towers Cheerleading Academy	Towers School	Other Vocational	3

8.2 Travel and Tourism

Course Title	Venue	Course Type	Level
Travel and Tourism OCR National Award	Towers School	Other Vocational	3

9.1 Performing Arts

Course Title	Venue	Course Type	Level
Music Practitioner RSL Subsidiary Diploma	K College - Ashford	BTEC	1
Music Technology BTEC	K College - Ashford	BTEC	2
Music BTEC First Award	The North School	BTEC	2
Acting BTEC (2nd year of course)	Homewood School & Sixth Form Centre	BTEC	3
Acting BTEC	Homewood School & Sixth Form Centre	BTEC	3
Dance BTEC (1st year of course)	Homewood School & Sixth Form Centre	BTEC	3

Dance BTEC (2nd year of course)	Homewood School & Sixth Form Centre	BTEC	3
Music BTEC (1st year of course)	Homewood School & Sixth Form Centre	BTEC	3
Music BTEC (2nd year of course)	Homewood School & Sixth Form Centre	BTEC	3
Music Technology BTEC Certificate (1st year of course)	Homewood School & Sixth Form Centre	BTEC	3
Music Technology BTEC Subsidiary Diploma (2nd year of course)	Homewood School & Sixth Form Centre	BTEC	3
IT BTEC Cross Curricular Diploma	The John Wallis Church of England Academy	BTEC	3
Music BTEC Diploma	The John Wallis Church of England Academy	BTEC	3
Music BTEC Diploma	The John Wallis Church of England Academy	BTEC	3
Music BTEC Subsidiary Diploma	The John Wallis Church of England Academy	BTEC	3
Performing Arts BTEC Diploma	The John Wallis Church of England Academy	BTEC	3
Performing Arts BTEC Diploma	The John Wallis Church of England Academy	BTEC	3
Music (Performance) BTEC Subsidiary Diploma (single option)	The North School	BTEC	3
Performing Arts BTEC Sub Diploma (single option)	The North School	Other Vocational	3
Performing Arts: Dance (Urban Dance)	The North School	Other Vocational	3
Music Performance BTEC Subsidiary Diploma	Towers School	BTEC	3
Music Technology BTEC Subsidiary Diploma	Towers School	BTEC	3
Performing Arts Acting BTEC Subsidiary Diploma	Towers School	BTEC	3
Performing Arts Dance BTEC Subsidiary Diploma	Towers School	BTEC	3

9.2 Crafts, Creative Arts and Design

Course Title	Venue	Course Type	Level
Art & Design BTEC	K College - Ashford	BTEC	Entry
Art & Design BTEC Diploma	K College - Ashford	BTEC	2
Art & Design BTEC First Award	The North School	BTEC	2
Art & Design BTEC 90 Credit Diploma	K College - Ashford	BTEC	3
Art & Design Foundation Diploma	K College - Ashford	Other Vocational	3
Fashion & Clothing BTEC 90 Credit Diploma	K College - Ashford	BTEC	3
Graphic Design BTEC 90 Credit Diploma	K College - Ashford	BTEC	3
Music Technology BTEC 90 Credit Diploma	K College - Ashford	BTEC	3
Photography BTEC 90 Credit Diploma	K College - Ashford	BTEC	3
Art and Design BTEC National Diploma	Towers School	BTEC	3

9.3 Media and Communication

Course Title	Venue	Course Type	Level
Media Studies BTEC Subsidiary Diploma	Towers School	BTEC	3

12.2 Other Languages, Literature and Culture

Course Title	Venue	Course Type	Level
French NVQ Certificate	The John Wallis Church of England Academy	NVQ	3

14.1 Foundations for Learning

Course Title	Venue	Course Type	Level
Life Skills BTEC Certificate	Homewood School & Sixth Form Centre	Other Vocational	1/2
ESOL	Towers School	Other Vocational	1
Function Skills Numeracy Level	Towers School	Other Vocational	1
Functional Skills English	Towers School	Other Vocational	1
Financial Studies (IFS)	Towers School	BTEC	2
Extended Project and AQA Baccalaureate	Highworth Grammar School	Other Vocational	3
IBCC	Homewood School & Sixth Form Centre	Other Vocational	3
Extended Project and AQA Baccalaureate	Highworth Grammar School	Other Vocational	3
AQA Baccalaureate	The Norton Knatchbull School	Other Vocational	3
Extended Project	The Norton Knatchbull School	Other Vocational	3
Mathematical Studies Certificate	The Norton Knatchbull School	Other Vocational	3
Extended Project (EPQ)	Towers School	Other Vocational	3

14.2 Preparation for Work

Course Title	Venue	Course Type	Level
Futures	K College - Ashford	Other Vocational	Entry
Horizons	K College - Ashford	Other Vocational	Entry

Entry to Employment, Education & Training	K College - Ashford	Other Vocational	1
Electrical Installation Engineer Traineeship	Towers School	Other Vocational	1
Work Skills BTEC	Towers School	BTEC	1
Employability Skills	Towers School	Other Vocational	3

15.1 Accounting and Finance

Course Title	Venue	Course Type	Level
Accounting Apprenticeship AAT	K College - Ashford	Other Vocational	2
Accountancy level 2 (AAT)	Towers School	Other Vocational	2
Accounting & Finance BTEC	Homewood School & Sixth Form Centre	BTEC	3
Accounting AAT Diploma	K College - Ashford	Other Vocational	3
Financial Studies Certificate (single option)	The North School	Other Vocational	3
Financial Studies Certificate (single option)	The North School	Other Vocational	3
Accountancy Level 3 Diploma (AAT)	Towers School	Other Vocational	3
Financial Studies Certificate/Diploma	Towers School	Other Vocational	3

15.2 Administration

Course Title	Venue	Course Type	Level
Business and Administration BTEC Award (single option)	The North School	BTEC	Entry
Business & Information Technology	K College - Ashford	Other Vocational	1

Customer Services BTEC	Homewood School & Sixth Form Centre	BTEC	2
Administrator with Events or Legal options OCR Diploma	K College - Ashford	Other Vocational	2
Business Administration Apprenticeship	K College - Ashford	Other Vocational	2
Customer Service Apprenticeship	K College - Ashford	Other Vocational	2
Principles of Business & Administration Certificate	The North School	Other Vocational	2
Customer Service BTEC	Towers School	BTEC	2
Customer Services BTEC	Homewood School & Sixth Form Centre	BTEC	3
Business Administration Advanced Apprenticeship	K College - Ashford	Other Vocational	3
Customer Service Advanced Apprenticeship	K College - Ashford	Other Vocational	3
Advanced Administrator with Events	K College - Ashford	Other Vocational	4

15.3 Business Management

Course Title	Venue	Course Type	Level
Business BTEC	Homewood School & Sixth Form Centre	BTEC	2
Business (BTEC) Diploma	K College - Ashford	BTEC	2
Business BTEC First Award	Towers School	BTEC	2
Online Business Skills	Towers School	Other Vocational	2
Understanding Enterprise and Entrepreneurship BTEC	Towers School	BTEC	2
Business BTEC	Homewood School & Sixth Form Centre	BTEC	3

Business BTEC Subsidiary Diploma with AAT Certificate in Accounting	K College - Ashford	BTEC	3
Business BTEC 90 Credit Diploma	K College - Ashford	BTEC	3
BTEC Diploma In Business Studies	The John Wallis Church of England Academy	BTEC	3
Business BTEC Double Diploma	Towers School	BTEC	3
Business Studies BTEC Subsidiary Diploma	Towers School	BTEC	3
Enterprise and Entrepreneurship BTEC Subsidiary Diploma	Towers School	BTEC	3

15.4 Marketing and Sales

Course Title	Venue	Course Type	Level
Sales BTEC Certificate	Homewood School & Sixth Form Centre	BTEC	2

15.5 Law and Legal Services

Course Title	Venue	Course Type	Level
Law And Legal Work BTEC Certificate	The John Wallis Church of England Academy	BTEC	3
Applied Law BTEC Subsidiary Diploma	Towers School	BTEC	3

Appendix 6: Ashford District Data Dashboard - Validated data 2013

Headline Measures			
Kent County Council 2013		Kent County Council	National
Ashford District			
Post-16 students (L2 and L3)	1589	36,798	419,158
Completions	558	10,100	358,373
Av. KS4 Points on Entry	46.0	44.7	44.1
% Students 5+ A*-C GCSE EM	86%	80%	78%
% Students with 5+ A*-C GCSE	98%	95%	94%
A Level APS (FTE)	787.5	818.3	782.2
A Level APE	214.3	216.0	211.3
Academic APS (FTE)	810.1	844.8	785.4
Academic APE	215.4	216.1	211.1
Vocational APS (FTE)	578.6	563.8	561.6
Vocational APE	224.5	214.8	213.6
Previous Year 12 Retention	93%	93%	94%
Year 12 Retention	94%	95%	94%
Transition Retention	85%	87%	86%
Overall Retention	74%	77%	77%
In-year Retention	95%	96%	95%
Fails % (AS level - cashed in only)	17.2%	19.8%	21.7%
Fails % (A level)	1.7%	1.6%	1.9%
Value added: A level	0.14	0.07	--
Value added: AS level	0.16	0.06	--
Value added: BTEC L3 Certificate (QCF)	0.11	0.01	--
Value added: BTEC L3 Sub. Dip. (QCF)	0.18	0.14	--
Value added: BTEC L3 Diploma (QCF)	0.40	0.17	--
Value added: BTEC L3 Ext. Dip. (QCF)	0.02	0.04	--
Value Added (IB)	0.49	0.36	--

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
Ashford District			
AAB (or higher) in 3+ facilitating subjects (A level students)	8.2%	8.7%	7.5%
AAB (or higher) in 2+ facilitating subjects (A level students)	12.1%	14.6%	12.1%
3+ A levels at A*-E	75%	76%	79%
2+ A levels at A*-E	91%	90%	92%
1+ A levels at A*-E	99%	99%	100%
3+ A levels or academic equivalent at A*-E	76%	78%	79%
2+ A levels or academic equivalent at A*-E	91%	91%	92%
1+ A levels or academic equivalent at A*-E	99%	100%	100%
3+ substantial vocational qualifications	16%	44%	50%
2+ substantial vocational qualifications	59%	67%	70%
1+ substantial vocational qualifications	100%	100%	100%
% of A level examinations awarded A*-E grades	98%	98%	98%
% of A level examinations awarded A*-C grades	75%	77%	75%
% of A level examinations awarded A*-B grades	50%	52%	48%
% of A level examinations awarded A*-A grades	24%	25%	22%

Grade breakdown for A level							
	A*	A	B	C	D	E	U
Ashford District	117	208	355	347	242	82	22
Percentages	8.5%	15.1%	25.9%	25.3%	17.6%	6.0%	1.6%
Predicted percentages	6%	15%	26%	27%	17%	7%	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
Ashford District	481	474	535	408	287	283
Percentages	19.5%	19.2%	21.7%	16.5%	11.6%	11.5%
Predicted percentages	16%	20%	22%	18%	12%	12%
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
Ashford District	157	74	116	72
Percentages	37.5%	17.7%	27.7%	17.2%
Predicted percentages	30%	20%	26%	24%
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

Ashford 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)	0.49	10	0%	1.0%	45.3	
A	Art & Design (Photo)	0.62	34	0%	0.9%	45.2	
A	Art & Design (Textiles)	-0.50	5	0%	0.5%	46.7	
A	Biology	0.25	90	0%	2.4%	49.6	
A	Business Studies:Single	-0.15	32	0%	1.4%	45.7	
A	Chemistry	0.19	73	0%	2.2%	50.6	
A	Computing Studies/Computing	0.05	7	0%	4.6%	45.0	
A	D&T Product Design	0.37	10	0%	2.1%	45.5	
A	D&T Textiles Technology	0.31	8	0%	1.8%	47.8	
A	Drama	-0.24	25	8%	0.6%	46.1	
A	Economics	-0.02	27	0%	1.0%	48.3	
A	English	0.15	68	1%	0.4%	45.0	
A	English Literature	-0.01	102	0%	0.4%	46.5	
A	Film Studies	-0.04	27	4%	0.6%	42.5	
A	Fine Art	0.26	29	7%	0.6%	46.7	
A	French	-0.26	19	11%	0.8%	49.4	
A	Geography	0.39	49	0%	0.8%	47.8	
A	German	-0.03	7	0%	0.7%	50.6	

Subject Analysis - 1-Year Overview - L3VA

Ashford 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
A	Health & Soc. Ca (VQ)	-0.22	19	5%	1.9%	43.4
A	Health & Soc. Ca (VQ) (Double)	0.25	10	0%	2.1%	39.6
A	History	0.04	68	0%	0.7%	48.2
A	Information Technology	-0.17	20	0%	2.3%	44.5
A	Law	-0.05	12	0%	3.0%	43.3
A	Mathematics	0.20	85	7%	2.4%	49.5
A	Mathematics (Further)	0.11	15	0%	1.2%	52.3
A	Media/Film/TV Studies	0.33	31	0%	0.7%	44.4
A	Music	0.12	12	0%	1.2%	50.3
A	Music Technology	0.11	6	0%	2.6%	48.9
A	Performing Arts (VQ)	0.47	17	0%	0.5%	46.2
A	Physical Education/Sport Studies	0.16	17	0%	2.4%	46.0
A	Physics	0.22	34	0%	3.3%	49.4
A	Politics	0.24	31	0%	1.3%	45.4
A	Psychology	0.15	96	4%	2.4%	46.3
A	Religious Studies	0.35	35	3%	1.4%	47.0
A	Sociology	0.08	65	2%	1.6%	44.7
A	Spanish	0.11	10	0%	1.1%	50.5
AS	Art & Design (Photo)	0.53	7	0%	7.8%	46.5
AS	Biology	0.08	61	30%	31.6%	47.8
AS	Business Studies:Single	0.25	11	0%	22.0%	44.0
AS	Chemistry	0.16	12	25%	27.4%	48.9

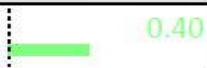
Subject Analysis - 1-Year Overview - L3VA

Ashford 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
AS	Computing Studies/Computing	-0.12	7	43%	28.6%	45.3
AS	Critical Thinking	0.54	27	7%	12.2%	51.2
AS	Economics	0.22	7	0%	24.4%	49.1
AS	English	0.09	6	17%	5.7%	42.2
AS	English Literature	-0.09	12	8%	4.7%	46.6
AS	Film Studies	0.17	7	0%	1.8%	45.5
AS	Fine Art	0.25	14	0%	6.8%	46.9
AS	French	-0.04	7	43%	15.5%	47.6
AS	General Studies	0.25	124	14%	24.8%	47.7
AS	Geography	0.03	16	19%	20.0%	46.2
AS	German	0.21	6	17%	12.3%	48.9
AS	History	0.09	21	0%	11.0%	48.7
AS	Information Technology	-0.27	9	33%	25.9%	45.3
AS	Mathematics	0.01	44	36%	36.4%	47.5
AS	Mathematics (Further)	0.30	5	0%	8.3%	48.5
AS	Media/Film/Tv Studies	0.19	7	0%	5.9%	40.4
AS	Music	-0.04	6	0%	7.5%	50.4
AS	Physical Education/Sport Studies	-0.11	6	17%	25.4%	45.5
AS	Physics	0.17	22	18%	25.9%	47.0
AS	Politics	-0.07	6	0%	20.8%	48.1
AS	Psychology	0.15	39	31%	31.8%	43.8
AS	Religious Studies	0.32	15	0%	13.9%	46.1

Subject Analysis - 1-Year Overview - L3VA

Ashford 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	
AS	Sociology	0.01	17	12%	24.1%	44.2	
AS	Spanish	-0.11	5	0%	17.3%	50.3	
AS	World Development	1.04	5	0%	7.0%	44.2	
BTEC	Cert Business	-0.32	5	0%	0.0%	39.2	
BTEC	Dip Business	0.57	18	0%	0.0%	41.5	
BTEC	Dip Drama	-0.30	9	0%	0.0%	41.5	
BTEC	ExtDip Business	0.02	7	0%	0.0%	45.0	
BTEC	SubDip Applied Science	-0.29	9	0%	0.0%	41.8	
BTEC	SubDip Business	-0.28	21	0%	0.0%	41.8	
BTEC	SubDip Dance	0.74	5	0%	0.0%	38.1	
BTEC	SubDip Information Technology	0.42	6	0%	0.0%	40.2	
BTEC	SubDip Music	0.53	14	0%	0.0%	39.6	
BTEC	SubDip Music Technology	0.43	10	0%	0.0%	41.6	
BTEC	SubDip Performing Arts	-0.14	13	0%	0.0%	40.3	
BTEC	SubDip Public Services	1.00	13	0%	0.0%	37.1	
BTEC	SubDip Sport	0.52	7	0%	0.0%	41.1	
BTEC	SubDip Sport and Exercise Sciences	-0.47	9	0%	0.0%	39.8	
IB	Baccalaureate	0.49	20	0%	10.4%	51.9	
'IFS Level 3 Diploma' is equivalent to 1 A2. Colour coding as for A2, based on proportions of a grade.							
IFS3D	Finance / Accounting (General)	0.08	6	0%	0.7%	41.5	
OCR	NC Computer Appreciation / Introduction	0.73	14	0%	0.0%	38.8	
OCR	ND Computer Appreciation / Introduction	0.41	5	0%	0.0%	43.3	

Subject Analysis - 1-Year Overview - L3VA

Ashford 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	
PL	Communication / Media	 0.40	6	0%	4.7%	45.3	

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

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

Characteristics	A level	AS level	BTEC Cert	BTEC Dip	BTED Dip90	BTEC ExtDip	BTEC SubDip	IB
Male	488	1066	10	23	3	6	63	19
Female	714	1322.5	10	19	-	-	48	-
FSM	50	105	-	3	-	-	8	-
Non-FSM	1152	2275.5	20	39	4	7	103	20
No SEN	1118	2163.5	16	31	3	7	91	20
SEN - School Action	57	129.5	2	8	-	-	15	-
SEN - School Action Plus	25	75.5	-	-	-	-	3	-
SEN - Statement	2	12	-	2	-	-	2	-

