

District Datapack Lite

The post 16 landscape in

Tonbridge and Malling 2014



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Tonbridge and Malling 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 data pack 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 disadvantaged funding (Block 2) for additional learning e.g. Maths and English which is being progressed to GCSE level 2 GCSE.
- 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 of 540 hours. The funded full time package 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 Tonbridge and Malling

The Tonbridge and Malling economy is still showing signs of being in recession with an overall fall in employment between 2009 and 2012. Employment growth since 2009 has been limited to primary industries (mostly agriculture); real estate activities and other services (mostly personal activities ranging from hairdressing to domestic repair services). However there have been marked falls in employment in manufacturing, construction; transportation and storage; public administration and defence, continuing a trend from 2009. Public sector employment only accounts for 13.7% of employment in Tonbridge and Malling, which is significantly lower than the Kent average of 17.9%.

The jobs market in Tonbridge and Malling in 2013 was less buoyant than in 2012. By collating all internet based job vacancies over the last two years, we can see that there were 25% less vacancies advertised in Tonbridge and Malling in 2013 compared to 2012. This is accounted for by continuing falls in professional, associate professional and management jobs in the district, even though UKCES estimates that these will be the growth areas in the South East in the future.

The number of VAT/PAYE registered companies in Tonbridge and Malling is now at the same level as it was in 2008, pre-recession.

Tonbridge and Malling has the third lowest unemployment rate (1.5%) of all districts in Kent, compared to a Kent average of 2.5%. The District also has the fourth lowest youth unemployment rate in Kent (3%), and 2.1% points lower than the UK average. Following local and national trends, this has fallen from 4% in January 2013.

The median weekly gross pay of workers in Tonbridge and Malling is very high and ranks 2nd out of the 12 Districts in Kent. As a residence based measure, readers need to recognise the impact of London commuting, which will offset the expectation of lower pay that might come from a district with a large rural sector and high self-employment.

3. Participation in Tonbridge and Malling

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 disappointing that participation levels for this age group in Tonbridge and Malling have remained constant at 94% and Kent-wide has dropped by 1% since last year.

What is more concerning is the 4% drop in participation at year 13. Despite a better take-up at school sixth forms this is more than offset by a large reduction in FE college numbers. It has to be noted that some of this change is about the effectiveness of tracking systems, which has created a much larger group of the cohort being “not known”. This drop creates a challenge to Tonbridge and Malling as next academic year young people will be expected to participate until their eighteenth birthday.

Employment with training (mainly apprenticeships) across the two year groups has remained stable from last year, whereas employment without training has dropped, which is similar to the trend in Kent. The numbers in training have remained fairly constant. It is worth noting that this group is usually made up of foundation students.

It is encouraging that the NEET level remains the same for Year 12 as last year in Tonbridge and Malling, however the number of young people with an unknown destination has risen sharply in terms of real numbers from 3 to 33. A similar story is told by the data for year 13 learners with NEET levels remaining constant but a big jump in the unknown destination.

4. Progression in Tonbridge and Malling

The progression of Tonbridge and Malling 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 less than the Kent average, almost 2% below the national average and has dropped slightly by 0.4% since 2012. It is a similar picture for those learners whose starting point was level 1;

however the percentage progressing to level 2 for this group has dropped by 11% since 2012.

For vulnerable learners, in year 11 in 2011 there were 5.4% of learners (84) 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. 2 years later 50% (42) of these students had made no progress.

At the end of year 12, 104 students in Tonbridge and Malling would find it difficult to access an apprenticeship because they haven't achieved a level 2 qualification. This would mean that they would progress to low level employment or join the unemployed.

A further 57 students had level 2 qualifications without Maths and English at grade C - again making access to apprenticeships limited. Progression rates for these learners are down on the previous year and are significantly below Kent or National rates.

5. The Vocational Curriculum in Tonbridge and Malling

The vocational curriculum on offer from providers within Tonbridge and Malling is broad. However there are relatively few entry level and level 1 qualifications offered, and these tend to be preparation for work type courses. Therefore there appears to be very little within the district to support the vocational learning needs of the vulnerable learner or learners with prior achievement at, or below, level 1. The travel to learn offer is more developed, but there is still a shortage of entry level and level 1 courses, even if vulnerable learners had a propensity to travel.

Comparing the vocational curriculum travel to learn offer for Tonbridge and Malling with the economic profile of the district, the number of courses on offer in construction, agriculture and sports, leisure and recreation enterprises are high. This mostly supports the employment strengths of the Tonbridge and Malling economy.

The number of ICT practitioner qualifications on offer in 2014 is small compared to the number of internet based job vacancies which show a high demand and is an area of potential growth. Job specifications tend to ask for very specific programme packages such as Javascript, C++ development, Microsoft C#.net framework development, Sql server development, .net development and HTML.

Building and construction courses have reduced since the last datapack was produced, in line with the shrinking of the sector. Courses in administration have grown, which fits with the high number of administrative posts being advertised. There has also been a growth in the number of sport, leisure and recreation courses despite no evidence that the sector is growing.

6. Attainment in Tonbridge and Malling schools

In Tonbridge and Malling, 46.1% of post-16 level 2 and 3 learners completed in 2012 – 2013. Entry to sixth form was on four more average key stage 4 points than other students in Kent or in England. More students completing (91%) had 5 A* - C including Maths and English than in the county (80%) or the country (78%). Slightly more students gained access to post-16 school provision without Maths and English than elsewhere.

A level, academic and vocational APE was between 14 and 19 points higher than either the county or national averages.

Retention in all its categories showed better than average rates compared to Kent or national figures.

Facilitating subject data was significantly higher than county figures and double the national rate.

86% of A level grades were in the A* - C category with 38% at A* - A grades.

The number of D* results for BTEC was higher than predicted, Kent or national figures.

There were 34 qualifications studied by 15 or fewer students within the district.

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

A level	Mathematics	187	22.8% of completers
A level	Biology	167	20.4% of completers
A level	Psychology	115	14% of completers
A level	English Literature	104	12.7% of completers
A level	Chemistry	100	12.2% of completers
A level	Physics	87	10.7% of completers

It is also worth noting that 66 students in the district took the IB.

The top four BTECs were:

SubDip	Applied Science	40
SubDip	Business	40
SubDip	Sport	38
Dip	Business	25

20 qualifications delivered by providers in Tonbridge and Malling showed <0.25 positive value added, 7 qualifications were <0.25 negative.

7. Narrowing the Gap - level 3 qualifications

7.1 Gender Differences

There were more girls (498) than boys (322) finishing key stage 5 in schools in 2012/13.

Learning Plus UK (LPUK) contextual data for Tonbridge and Malling suggests that fewer boys (85%) than girls (95%) came into the 6th forms with 5 A*-C inc English and Maths.

APE for academic subjects for both groups were very similar -230. APE in vocational qualifications were higher for girls (241) than boys (220).

83% of girls and 76% of boys achieved 3+ A levels or academic equivalent.

Value added for A levels both groups is very similar.

Girls outperformed boys in all of the vocational qualifications in terms of value added.

There was only one negative residual in the vocational qualifications for both groups and it was for boys who took the BTEC Dip.

IB value added for girls (60 candidates) was 2 but for boys (6 candidates) -2

Patterns for retention were similar for both groups.

7.2 Free School Meals

This was a small group of 15 students.

LPUK contextual data suggests that FSM students enter post 16 with lower grades than their non FSM peers. 67% FSM students achieved 5 A* - C including Maths and English, compared to 92% non FSM. APE was similar for all students, academic and vocational but only 50% FSM students achieved more than 1 A level.

No FSM student studied more than 1 facilitating subject.

Of vocational qualifications FSM studied took only BTEC Diploma and BTEC Subsidiary Diploma.

7.3 Special Educational Needs

There was a cohort of 74 SEN students of whom 53 were SA, 15 SA+ and 6 statemented. APE for A level/academic qualifications were similar at an average of 229 but SA+ and statemented received between 35 – 20 points fewer.

SA+ achieved higher than any other group within the SEN cohort for vocational qualifications.

No stated student entered post 16 provision with A* - C in English or Maths and only 80% SA+ had these qualifications.

The small number of stated students achieved no more than 1 A level each.

Groups within the SEN cohort achieved positive value added in A levels, Extended Diploma, Subsidiary Diploma and IB.

SA+ achieved negative value added of 1/3 grade A levels.

Key questions for Tonbridge and Malling District

1. Despite Tonbridge and Malling still showing signs of being in recession, unemployment and youth unemployment are at a low level in comparison with other districts. Against that background, participation in year 13 has dropped by 4%. What can be done to reverse this to ensure that it does not become a trend?
2. Employment with training opportunities, (mainly apprenticeships) continues to be stable. How can we be more creative with the use of study programmes to develop pathways to employment and apprenticeships within the district?
3. The percentage of young people in the post-16 cohort whose starting point is below Level 2 has diminished; however, the percentage of these progressing to Level 2 is falling. How can we redouble our efforts to ensure that these low achieving students have the support they need to progress?
4. How can providers develop the local offer for entry level and level 1 Courses in Tonbridge and Malling?
5. Attainment levels, retention and participation in facilitating subjects are all significantly higher than elsewhere in the county. How can we spread this good practice elsewhere within the county?
6. There was a very small cohort (15) of FSM learners in schools post-16. They enter KS5 with lower grades than their non-FSM peers, however the APE was similar for all students. What lessons can be shared that have helped to redress this balance during KS5?
7. Groups within the SEN cohort of 74 pupils achieved positive value-added in A levels; extended diploma; subsidiary diploma and IB. Again, how can this good practice be shared more widely?

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 Tonbridge and Malling District

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

Source: Business Register and Employment Survey 2009 -2012	2009	2012	Change 2009 - 2012	
			No.	%
Tonbridge and Malling	2009	2012	No.	%
Primary Industries (Agriculture/Mining/Utilities)	2,200	2,800	600	27.30
Manufacturing	4,100	3,700	-400	-9.80
Construction	4,200	3,500	-700	-16.70
Wholesale and retail trade	10,000	9,900	-100	-1.00
Transportation and storage	4,200	3,800	-400	-9.50
Accommodation and food service activities	2,500	2,500	0	0.00
Information and communication	2,300	2,100	-200	-8.70
Financial and insurance activities	2,700	2,700	0	0.00
Real estate activities	600	800	200	33.30
Professional, scientific and technical activities	3,500	3,500	0	0.00
Administrative and support service activities	4,700	4,900	200	4.30
Public administration and defence	3,200	2,200	-1,000	-31.30
Education	5,100	5,200	100	2.00
Human health and social work activities	4,200	4,000	-200	-4.80
Arts, entertainment and recreation	1,300	1,100	-200	-15.40
Other service activities	800	1,100	300	37.50
Total	55,600	53,800	-1,800	-3.20

- Employment growth since 2009 has been limited to primary industries (mostly agriculture); real estate activities, administration and other services (mostly personal activities ranging from hairdressing to domestic repair services).
- Falling employment has been seen in public sector administration, construction, manufacturing, transportation and storage and health.
- Public sector employment in Tonbridge and Malling only accounts for 13.7% of employment, which is significantly lower than the Kent average of 17.9%. (The growth of health service employment in 2011 is artificial and represents the reorganisation of the Kent and Medway NHS Social Care Partnership in 2011, whose Head Office is in Tonbridge and Malling, but co-ordinates services across Kent and Medway.)

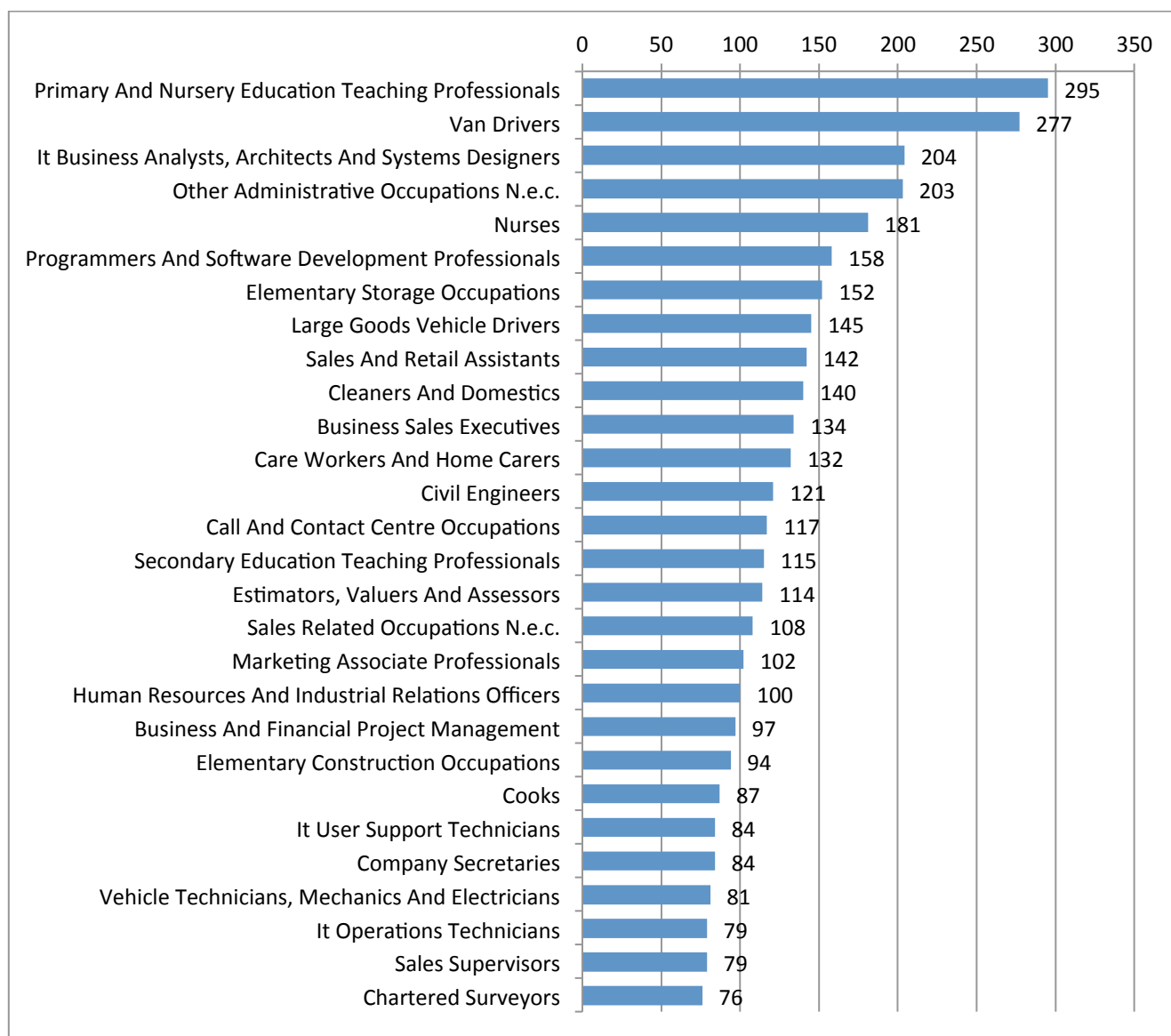
Table 2 –Comparison of distribution of job vacancies by occupational group in Tonbridge and Malling - 12/13 and 13/14

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	2,243	27.6%	3,197	30.7%
Associate professional and technical occupations	1,376	16.9%	1,989	19.1%
Administrative and secretarial occupations	790	9.7%	1,187	11.4%
Sales and customer service occupations	764	9.4%	677	6.5%
Caring, leisure and other service occupations	757	9.3%	1,010	9.7%
Skilled trades occupations	686	8.4%	594	5.7%
Elementary occupations	594	7.3%	552	5.3%
Managers, directors and senior officials	494	6.1%	719	6.9%
Process, plant and machine operatives	426	5.2%	489	4.7%
Total	8,201		10,414	

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 smaller level of job vacancies in Tonbridge and Malling; 8,201 compared to 10,414. This is accounted for by falling job roles 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 Tonbridge and Malling 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 nursery, primary and secondary teachers in the district.
- Recent reorganisation within the NHS in Tonbridge and Malling are reflected in a buoyant jobs market for nurses in the district.
- Job vacancies for 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.
- The Transport and storage industry, despite recent employment falls, is still a very large sector in Tonbridge and Malling (7.1% of total employment compared to a 5.5% in Kent). This is reflected in significant vacancies for large goods vehicle drivers and van drivers in the district.

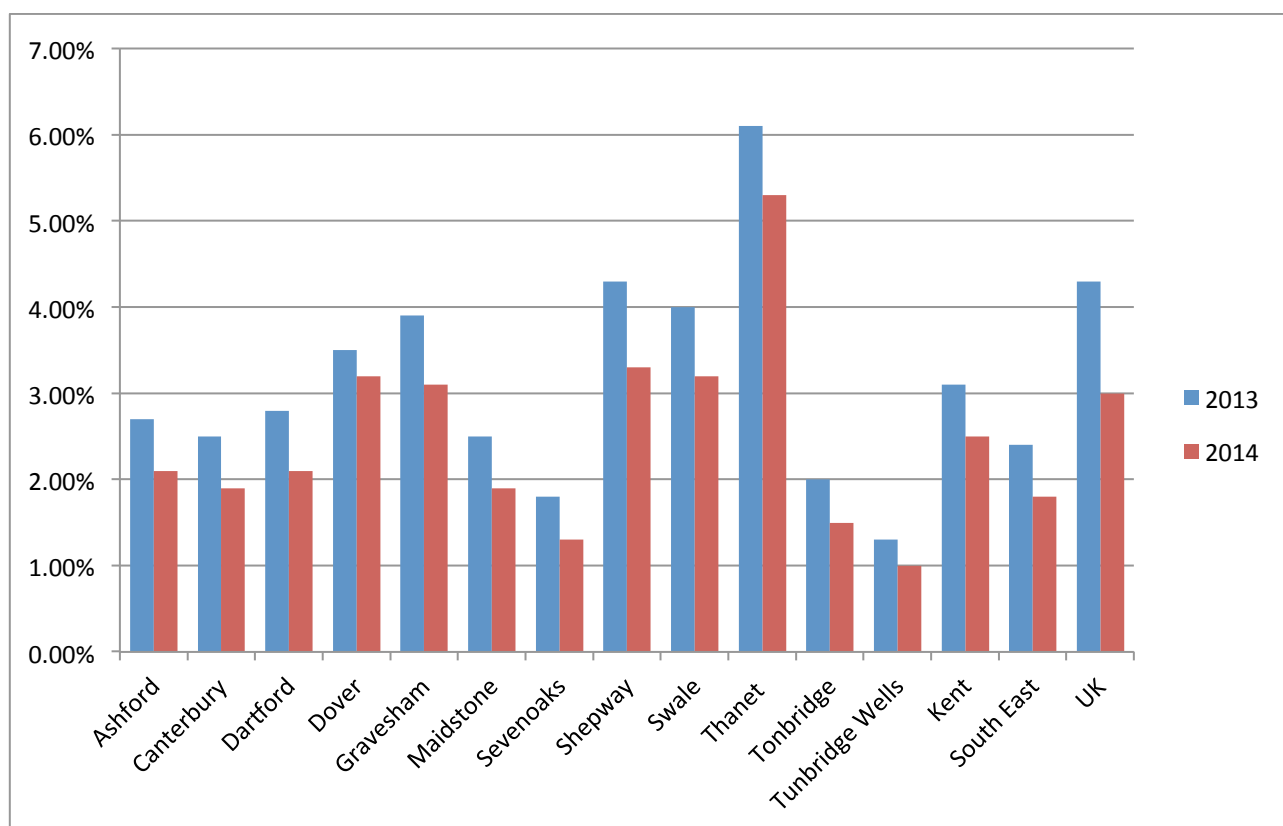
Table 3– Breakdown of VAT and/or PAYE businesses in Tonbridge and Malling between 2008 and 2013

Firms by size band	2008	2013	2013 %
1-4	3900	3790	68.7
5-10	700	770	13.9
11-24	400	490	8.2
25-99	300	390	7.9
100+	100	80	1.4
Total	5500	5520	

Source: NOMIS Local Profile – Employment Theme 2014

- The number of business based in Tonbridge and Malling is now broadly equivalent to its 2008, pre-recession, level.

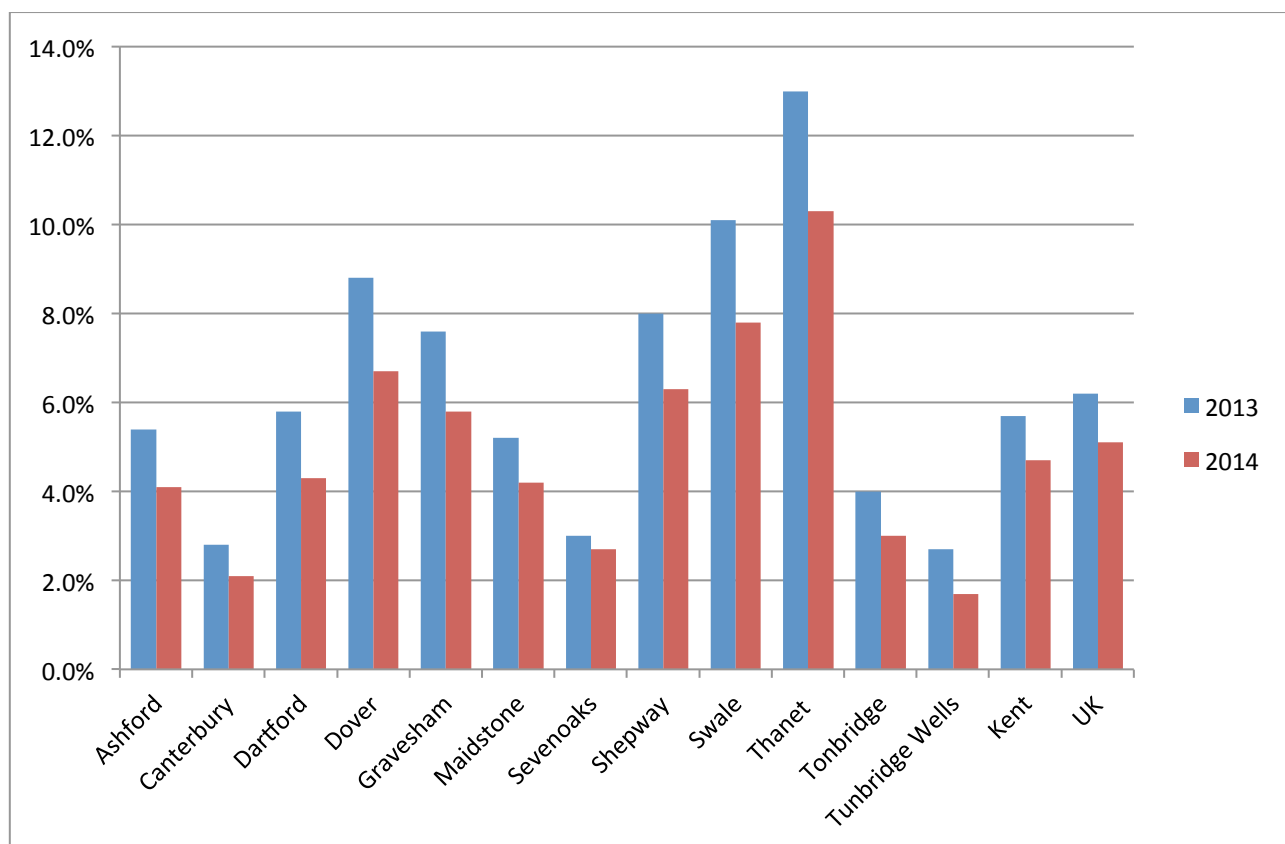
Chart 2 –Comparison of Percentage District Unemployment between January 2013 and 2014



Source: ONS Claimant Count January 2014

- Unemployment in Tonbridge and Malling is below the Kent average and ranks 3rd amongst Kent districts. It is below the South East average.
- In the year January 2013 to January 2014, unemployment in Tonbridge and Malling fell by 26.5%. This is one of the highest falls in the county, behind Sevenoaks and Tunbridge Wells. 1,111 people in Tonbridge and Malling 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

- Tonbridge and Malling has the 3rd lowest youth unemployment rate in Kent (3.0%), and is about 2 percentage points lower than the UK average. Following local and national trends, this has fallen from 4.0% 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
	%	%	%	%	%
Ton. & Mall.	10.4	16.2	15.8	18.2	17.6
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 Tonbridge and Malling has historically exceeded local and national averages, possibly reflecting a higher proportion of rural businesses than other districts.

Table 5 – Public vs Private Sector Employees

Public vs Private Sector Employment June 2013		
	Public	Private
	%	%
Ton. & Mall.	13.7	86.3
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 only accounts for only 13.7% of employment in Tonbridge and Malling, which is significantly lower than the Kent average of 17.9%. Tonbridge and Malling 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 – residence based

Full time workers median weekly gross pay- residence based			
	2010	2011	2012
	£ per week	£ per week	£ per week
Ton. & Mall.	552	600	600
Kent	518	530	539
South East	537	548	556
England	496	506	513

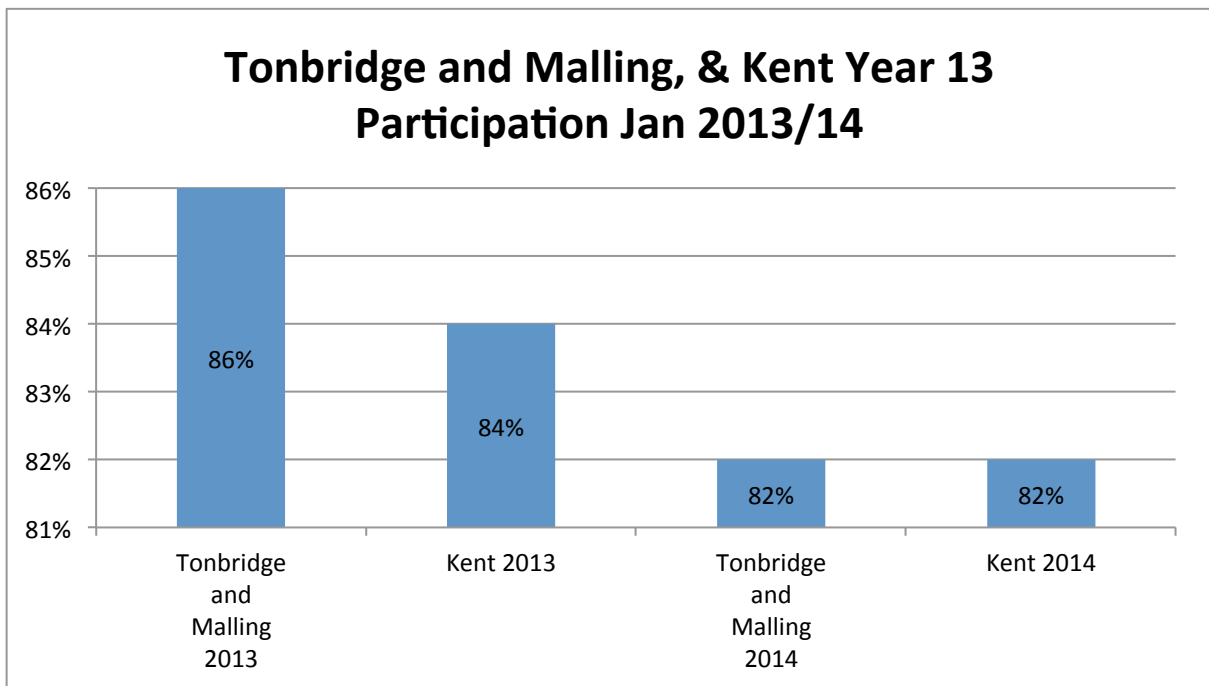
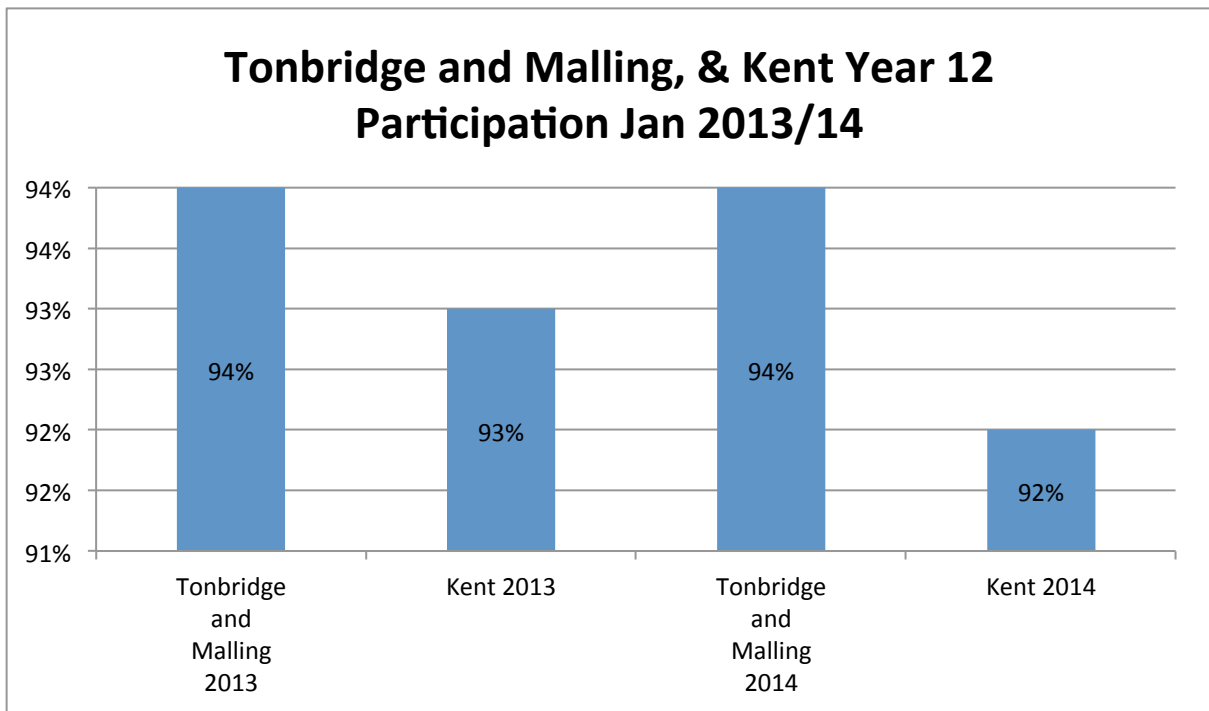
Source: Annual Survey of Hours and Earnings (ASHE), through Nomis, Office for National Statistics (ONS)

- The median weekly gross pay of workers in Tonbridge and Malling is very high and ranks 2nd out of the 12 Districts in Kent. As we are using a residence based measure, this reflects the impact of London commuting, which counteracts the expectation of lower pay that might come from a district with a large rural sector and high self-employment.

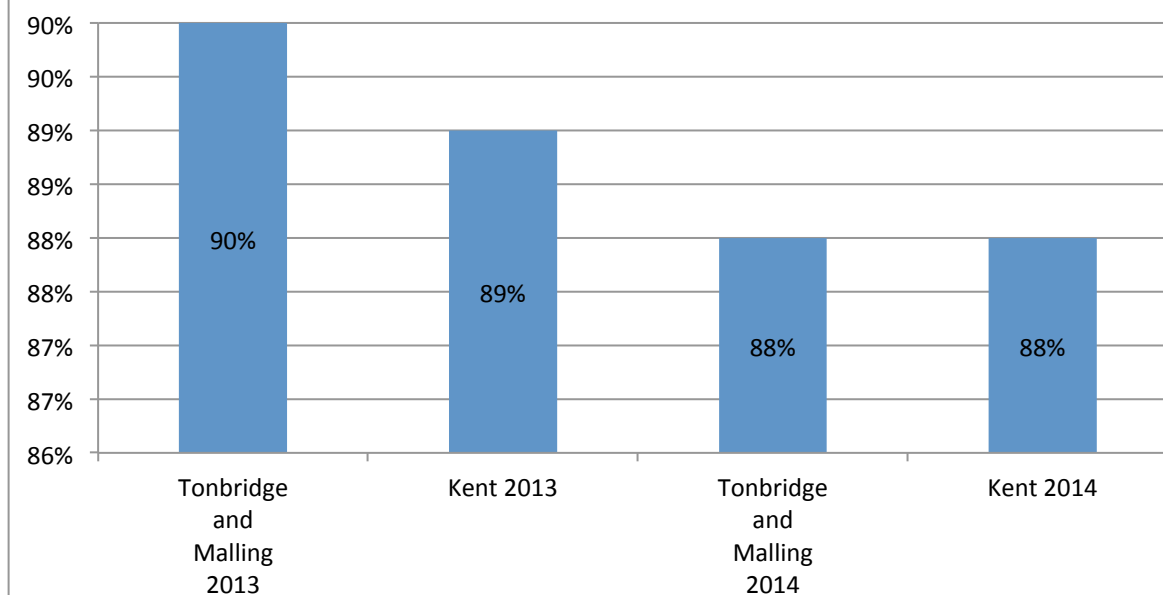
Appendix 3: Participation

Comparison of the percentage of Tonbridge and Malling 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



Tonbridge and Malling, & Kent Combined Year 12 and 13 Participation Jan 2013/14



Tonbridge & Malling	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	1397		1448		2845		1533		1427		2960	
School Sixth Form	879	63%	774	53%	1653	58%	949	62%	809	57%	1758	59%
Further Education College	403	29%	424	29%	827	29%	456	30%	323	23%	779	26%
Employment with Training	22	2%	37	3%	59	2%	28	2%	27	2%	55	2%
Employment without Training	30	2%	113	8%	143	5%	10	1%	80	6%	90	3%
Training	13	1%	11	1%	24	1%	13	1%	10	1%	23	1%
NEET	41	3%	64	4%	105	4%	38	2%	52	4%	90	3%
Current Situation not Known	3	0%	19	1%	22	1%	33	2%	101	7%	134	5%
Participation	1317	94.3%	1246	86.0%	2563	90.1%	1446	94.3%	1169	81.9%	2615	88.3%

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

NEET groups 16-18 January 2014								
	T&M 2013		Kent 2013		T&M 2014		Kent 2014	
Total	158		2439		127		2313	
Available to labour market	128		1920		97		1894	
	no.	%	no.	%	no.	%	no.	%
Working not for reward	1	1	39	2	1	1	29	5
Not ready for work/education	9	7	114	6	7	7	125	7
Start date agreed	1	1	28	1	2	2	26	1
Seeking employment/training/education	11		171	8	9		171	9
	7	91	5	9	87	0	4	0
Not available for job market								
	30		519		30		419	
Young carers	0	0	20	4	0	0	6	1
		1		5		5		5
Teen parents	19	5	288	5	15	0	221	3
				2		3		3
illness	6	5	133	6	9	0	134	2
				1		1		1
pregnancy	4	3	72	4	4	3	52	2
Unlikely to be economically viable	1	1	6	1	2	7	6	1

Tonbridge & Malling BC		
Priority groups within NEET 16-24	January 2013	January 2014
Looked after/in care	1	4
Caring for own child	32	39
Refugee/asylum seeker	0	2
Carer not own child	0	3
Substance abuse	2	3
Care leaver	1	2
Supervised by YOT	9	4
Pregnancy	7	10
Parent not carer for own child	2	2
LDD	30	63

Appendix 4: Progression in Tonbridge and Malling 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	2011		2013					2012						
		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
Tonbridge Malling	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
	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	84	5.4	28.6	16.7	3.6	42	50.0	87	5.8	26.4	6.9	1.1	46	52.9
	Level 1, below Level 2	200	12.9	100.0	39.0	10.0	62	31.0	246	16.5	100.0	50.4	12.2	50	20.3
	Level 2 without English and Maths	305	19.6	100.0	100.0	26.6	57	18.7	312	20.9	100.0	100.0	35.3	61	19.6
	Level 2 incl Eng and Maths	964	62.1	100.0	100.0	85.9	31	3.2	850	56.9	100.0	100.0	87.3	22	2.6
	All Pupils	1553		96.1	87.6	60.0	193	12.4	1495		95.7	86.4	59.1	179	12.0

Appendix 5: The Vocational Offer in Tonbridge and Malling 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
Maldstone	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

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:

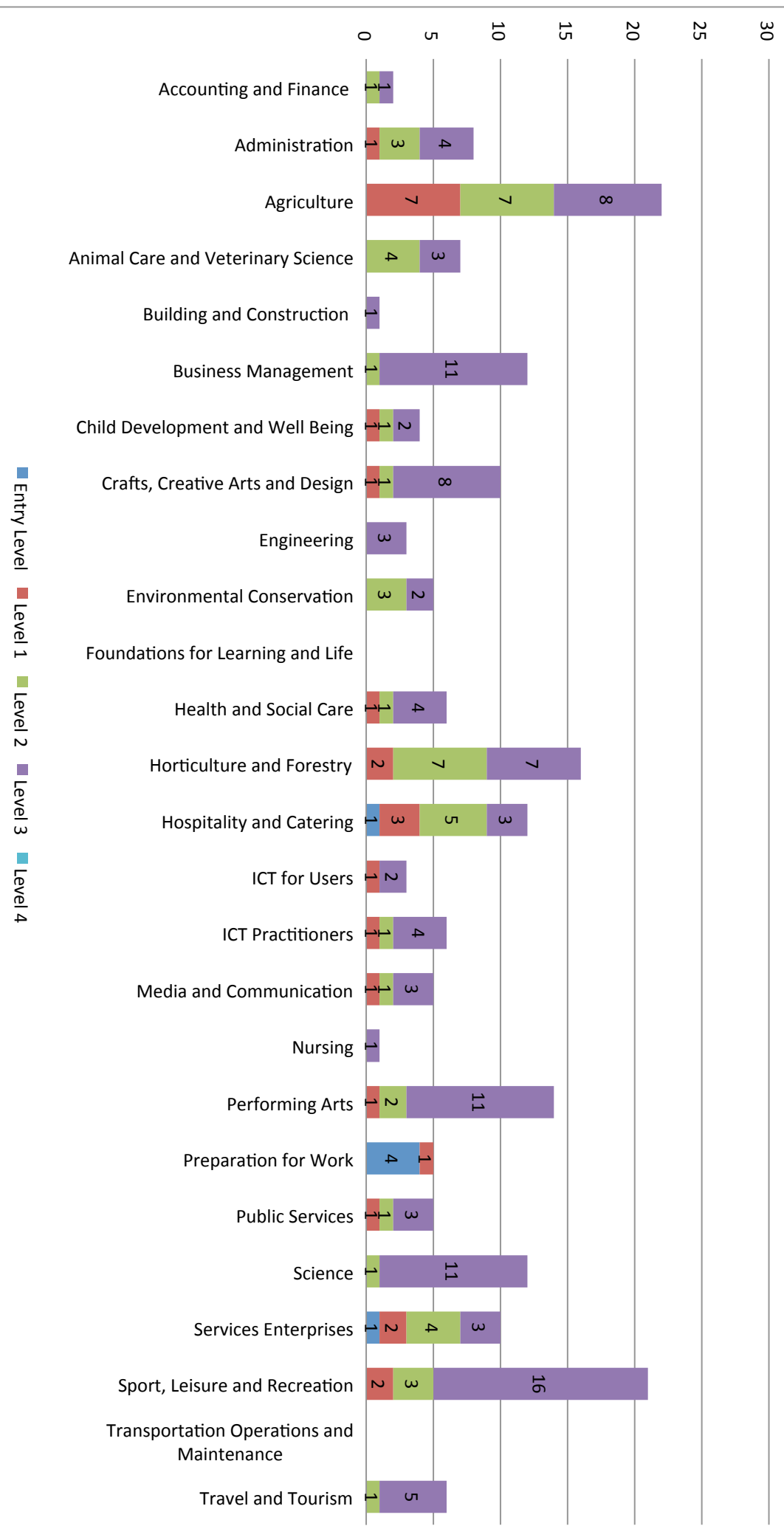
Funding to pay for the training will be devolved to employers to ensure training is relevant to their needs.

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.

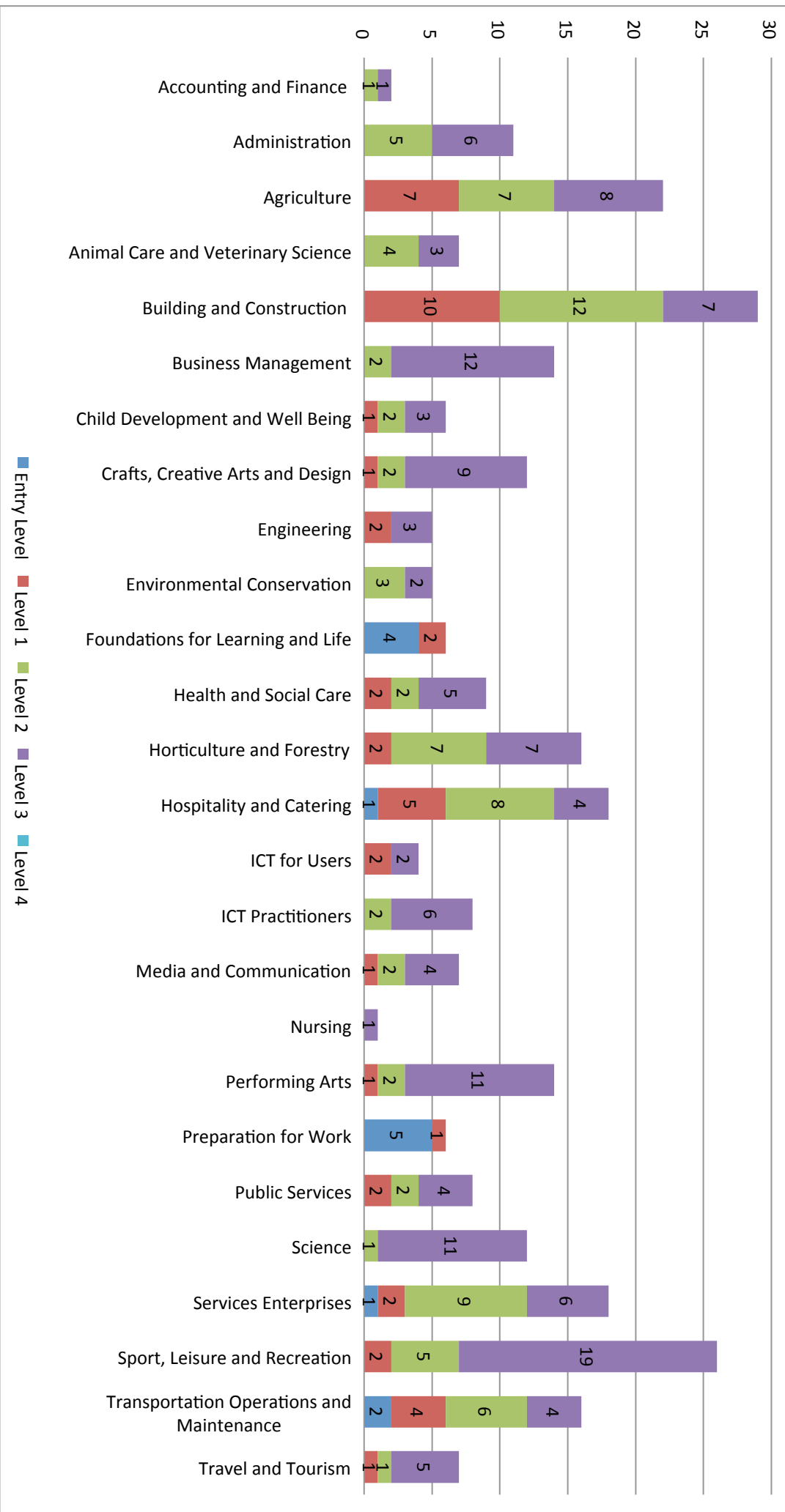
Breakdown of Kent Apprenticeship Starts by Framework Sector 2012/2013

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

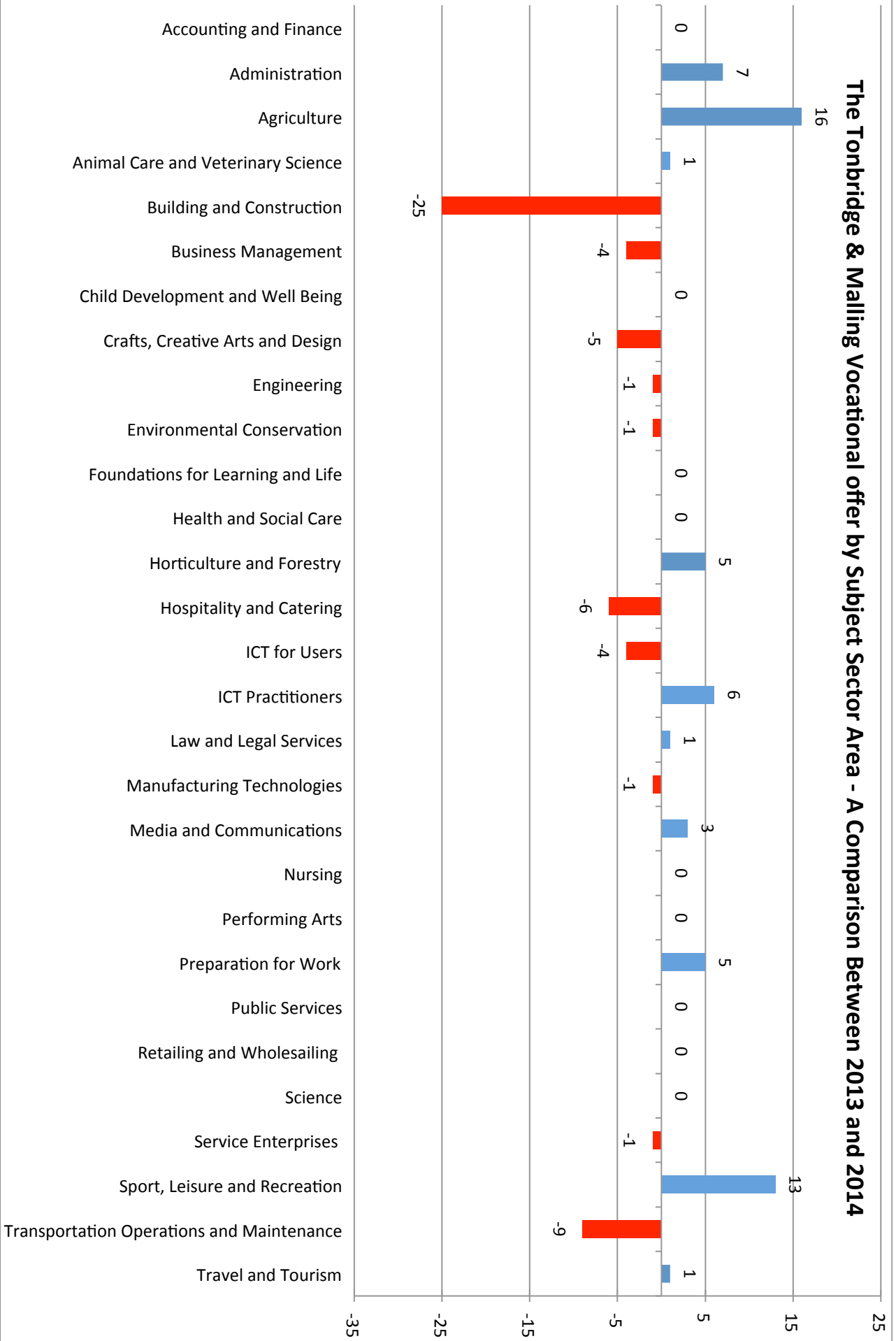
Appendix 5.2: The Tonbridge & Malling Vocational Offer - Number of Courses by Subject Sector Area and Level 2014



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



The Tonbridge & Malling Vocational offer by Subject Sector Area - A Comparison Between 2013 and 2014



Appendix 5.3: The Tonbridge and Malling 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 - Tonbridge	Other Vocational	3

1.3 Health and Social Care

Course Title	Venue	Course Type	Level
Health & Social Care BTEC Diploma	K College - Tonbridge	BTEC	1
Health & Social Care BTEC Extended Certificate	K College - Tonbridge	BTEC	2
Diploma in Health and Social Care	Aylesford School Sports College	BTEC	3
Subsidiary Diploma in Health and Social Care	Aylesford School Sports College	BTEC	3
Health and Social Care National Certificate	Hillview Sixth Form	BTEC	3
Health and Social Care (H) BTEC	MHF Sixth Form (Malling Holmesdale Federation)	BTEC	3

1.4 Public Services

Course Title	Venue	Course Type	Level
Public Services, Diploma	Hadlow College	Other Vocational	1
Public Services, Diploma	Hadlow College	Other Vocational	2
Diploma in Public Services	Aylesford School Sports College	BTEC	3
Subsidiary Diploma in Public Services	Aylesford School Sports College	BTEC	3
Public Services BTEC	MHF Sixth Form (Malling Holmesdale Federation)	BTEC	3

1.5 Child Development and Wellbeing

Course Title	Venue	Course Type	Level
Caring for Children (CACHE) Foundation Diploma	K College - Tonbridge	Other Vocational	1
Childcare & Education (CACHE) Diploma	K College - Tonbridge	Other Vocational	2
Child Development Diploma	Hillview Sixth Form	BTEC	3
Children & Young People's Workforce 90 Credit Diploma (CACHE)	K College - Tonbridge	BTEC	3

2.1 Science

Course Title	Venue	Course Type	Level
Applied Science BTEC Diploma	K College - Tonbridge	BTEC	2
Extended Diploma in Science	Aylesford School Sports College	BTEC	3
Subsidiary Diploma in Biology	Aylesford School Sports College	BTEC	3
Subsidiary Diploma in Forensic Science	Aylesford School Sports College	BTEC	3
Science (Medical) BTEC National Award	Hillview Sixth Form	BTEC	3
Science - Applied BTEC	Hugh Christie Technology College	BTEC	3
Medical Science (Applied) (M) BTEC Subsidiary Diploma Double Award	MHF Sixth Form (Malling Holmesdale Federation)	BTEC	3
Science Applied BTEC Subsidiary Diploma	The Hayesbrook School	BTEC	3
Science (Applied) BTEC Subsidiary Diploma	Wrotham School	BTEC	3
Applied Science BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3

Forensic Science BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3
Medical Science 90 Credit Diploma	K College - Tonbridge	BTEC	3

3.1 Agriculture

Course Title	Venue	Course Type	Level
Agriculture, Diploma in Land-Based Studies (Agriculture)	Hadlow College	Other Vocational	1
Animal Care, Diploma in Land-Based Studies,	Hadlow College	Other Vocational	1
Environmental Conservation, Diploma in Land-Based Studies	Hadlow College	Other Vocational	1
Fisheries, Diploma in Land-Based Studies	Hadlow College	Other Vocational	1
Floristry, Diploma in Land-Based Studies	Hadlow College	Other Vocational	1
Horse Care, Diploma in Land-Based Studies	Hadlow College	Other Vocational	1
Horticulture, Diploma in Land-Based Studies	Hadlow College	Other Vocational	1
Agriculture (Crop Production), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	2
Agriculture (Livestock Production), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	2
Agriculture (Mixed Farming) Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	2
Agriculture (Poultry Production), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	2
Agriculture, Diploma	Hadlow College	Other Vocational	2
Land-Based Engineering Operations, Work-Based	Hadlow College	Other Vocational	2

Land-Based Technology (Agricultural Machinery), Diploma	Hadlow College	Other Vocational	2
Agriculture (Crop Production), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	3
Agriculture (Livestock Production), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	3
Agriculture (Mixed Farming) Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	3
Agriculture (Poultry Production), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	3
Agriculture (Sheep Management), Extended Diploma	Hadlow College	Other Vocational	3
Agriculture, Extended Diploma	Hadlow College	Other Vocational	3
Land-Based Technology (Agricultural Machinery), Extended Diploma	Hadlow College	Other Vocational	3
Access to Higher Education (Land-Based Studies)	Hadlow College	Other Vocational	3

3.2 Horticulture and Forestry

Course Title	Venue	Course Type	Level
Agriculture, Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	1
Horticulture, Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	1
Floristry, Diploma	Hadlow College	Other Vocational	2
Forestry and Arboriculture, Diploma	Hadlow College	Other Vocational	2
Horticulture (Greenkeeping or Groundsmanship), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	2
Horticulture (Landscaping), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	2

Horticulture (Parks, Gardens & Greenspaces), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	2
Horticulture (Production Horticulture), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	2
Horticulture, Diploma	Hadlow College	Other Vocational	2
Floristry, Diploma	Hadlow College	Other Vocational	3
Forestry & Arboriculture, Extended Diploma	Hadlow College	Other Vocational	3
Horticulture (Greenkeeping or Groundsmanship), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	3
Horticulture (Landscaping), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	3
Horticulture (Parks, Gardens & Greenspaces), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	3
Horticulture (Production Horticulture), Work-Based Award, Certificate or Diploma	Hadlow College	Other Vocational	3
Horticulture, Extended Diploma	Hadlow College	Other Vocational	3

3.3 Animal Care and Veterinary Science

Course Title	Venue	Course Type	Level
Animal Care, Diploma	Hadlow College	Other Vocational	2
Animal Nursing Assistant, Certificate	Hadlow College	Other Vocational	2
British Horse Society (Stage 2)	Hadlow College	Other Vocational	2
Horse Care, Diploma	Hadlow College	Other Vocational	2

Animal Management, Extended Diploma	Hadlow College	Other Vocational	3
Horse Management, Extended Diploma	Hadlow College	Other Vocational	3
Veterinary Nursing, Diploma	Hadlow College	Other Vocational	3

3.4 Environmental Conservation

Course Title	Venue	Course Type	Level
Countryside & Environment (Game Management), Diploma	Hadlow College	Other Vocational	2
Countryside and Environment, Diploma	Hadlow College	Other Vocational	2
Fish Husbandry, Diploma	Hadlow College	Other Vocational	2
Countryside Management, Extended Diploma	Hadlow College	Other Vocational	3
Fish Management, Extended Diploma	Hadlow College	Other Vocational	3

4.1 Engineering

Course Title	Venue	Course Type	Level
Engineering (H) BTEC National Award	MHF Sixth Form (Malling Holmesdale Federation)	BTEC	3
Electrical Engineering BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3
Engineering BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3

5.2 Building and Construction

Course Title	Venue	Course Type	Level
Construction and Business Studies	Aylesford School Sports College	Other Vocational	3

6.1 ICT Practitioners

Course Title	Venue	Course Type	Level
IT BTEC Diploma	K College - Tonbridge	BTEC	2
Subsidiary Diploma in ICT	Aylesford School Sports College	Other Vocational	3
ICT (H) BTEC Subsidiary Diploma	MHF Sixth Form (Malling Holmesdale Federation)	BTEC	3
IT Essentials: PC Hardware and Software	The Hayesbrook School	Other Vocational	3
Information and Communication Technology (ICT), Cambridge Technical Certificate	Wrotham School	Other Vocational	3
IT BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3

6.2 ICT Users

Course Title	Venue	Course Type	Level
IT BTEC Foundation Diploma	K College - Tonbridge	BTEC	1
ICT National Certificate	Hillview Sixth Form	Other Vocational	3
ICT: Cambridge Technical Introductory Diploma	The Hayesbrook School	Other Vocational	3

7.3 Service Enterprises

Course Title	Venue	Course Type	Level
Hair & Beauty Introductory Certificate (VTCT)	K College - Tonbridge	Other Vocational	Entry
Beauty Therapy - VRQ (VTCT)	K College - Tonbridge	Other Vocational	1
Hairdressing & Barbering NVQ Certificate	K College - Tonbridge	NVQ	1

Beauty Therapy - VRQ Diploma in Beauty Specialist Techniques (VTCT)	K College - Tonbridge	NVQ	2
Hairdressing Apprenticeship	K College - Tonbridge	Other Vocational	2
Hairdressing NVQ Diploma (VTCT)	K College - Tonbridge	NVQ	2
Women's Hairdressing VTCT Diploma	K College - Tonbridge	Other Vocational	2
Beauty Therapy Treatments Diploma VRQ (VTCT)	K College - Tonbridge	Other Vocational	3
Hairdressing NVQ Diploma	K College - Tonbridge	NVQ	3
Hairdressing VRQ Diploma	K College - Tonbridge	Other Vocational	3

7.4 Hospitality and Catering

Course Title	Venue	Course Type	Level
Certificate in Introduction to the Hospitality Industry	K College - Tonbridge	Other Vocational	Entry
Culinary Skills C&G Diploma	K College - Tonbridge	Other Vocational	1
Developing Hospitality & Industry Skills C&G Diploma	K College - Tonbridge	Other Vocational	1
Introduction to Professional Cookery VRQ Diploma	K College - Tonbridge	Other Vocational	1
Culinary Skills C&G Diploma	K College - Tonbridge	Other Vocational	2
Food & Beverage Service Apprenticeship	K College - Tonbridge	Other Vocational	2
Food & Beverage Service VRQ Diploma	K College - Tonbridge	Other Vocational	2
Professional Cookery Apprenticeship	K College - Tonbridge	Other Vocational	2
Professional Cookery VRQ Diploma	K College - Tonbridge	Other Vocational	2

Professional Cookery Advanced Apprenticeship	K College - Tonbridge	Other Vocational	3
Professional Cookery NVQ Diploma	K College - Tonbridge	NVQ	3
Professional Cookery Advanced Apprenticeship	K College - Off Campus	Other Vocational	3

8.1 Sport, Leisure and Recreation

Course Title	Venue	Course Type	Level
Sport and Active Leisure, Diploma	Hadlow College	Other Vocational	1
Sport & Active Leisure BTEC Foundation Diploma	K College - Tonbridge	BTEC	1
Sport (Outdoor Activities), Diploma	Hadlow College	Other Vocational	2
Sport, Diploma	Hadlow College	Other Vocational	2
Sport C&G Diploma	K College - Tonbridge	Other Vocational	2
Sport (Outdoor Activities), Extended Diploma	Hadlow College	Other Vocational	3
Sport, Extended Diploma	Hadlow College	Other Vocational	3
Diploma in Sport	Aylesford School Sports College	Other Vocational	3
Subsidiary Diploma in Sport	Aylesford School Sports College	Other Vocational	3
Sport - Cambridge Technicals	Hugh Christie Technology College	Other Vocational	3
Active IQ Certified Personal Trainer and Leisure Management (M)	MHF Sixth Form (Malling Holmesdale Federation)	Other Vocational	3
Leisure & Tourism (H) BTEC	MHF Sixth Form (Malling Holmesdale Federation)	BTEC	3

Sports (M/H) BTEC Diploma (Double)	MHF Sixth Form (Malling Holmesdale Federation)	BTEC	3
Sport and Exercise Science Subsidiary Diploma BTEC	The Hayesbrook School	BTEC	3
Sport BTEC Diploma (Development Coaching and Fitness)	The Hayesbrook School	BTEC	3
Sport BTEC Diploma (Development Coaching and Fitness)	The Hayesbrook School	BTEC	3
Sport BTEC Subsidiary Diploma	The Hayesbrook School	BTEC	3
Sport, BTEC Subsidiary Diploma	Wrotham School	BTEC	3
Preventing Injuries in Sport & Active Leisure VTCT Diploma	K College - Tonbridge	Other Vocational	3
Sports & Exercise Science BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3
Sports Development, Coaching & Fitness BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3
Pro-Soccer Academy, Football Training Programme	Wrotham School	Other Vocational	3

8.2 Travel and Tourism

Course Title	Venue	Course Type	Level
Travel & Tourism BTEC Diploma	K College - Tonbridge	BTEC	2
Travel and Tourism National Certificate	Hugh Christie Technology College	Other Vocational	3
Travel and Tourism Subsidiary Diploma BTEC	The Hayesbrook School	BTEC	3
Travel & Tourism BTEC Subsidiary Diploma	Wrotham School	BTEC	3
Travel & Tourism BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3

9.1 Performing Arts

Course Title	Venue	Course Type	Level
Music Practitioner RSL Subsidiary Diploma	K College - Tonbridge	Other Vocational	1
Music Performance BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	2
Performing Arts BTEC Diploma	K College - Tonbridge	BTEC	2
Subsidiary Diploma in Music Performance/Technology	Aylesford School Sports College	BTEC	3
Music (Performing) BTEC Subsidiary Diploma	Hillview Sixth Form	BTEC	3
Performing Arts Musical Theatre BTEC National Award	Hillview Sixth Form	BTEC	3
Music BTEC (M)	MHF Sixth Form (Malling Holmesdale Federation)	BTEC	3
Performing Arts (H/M) BTEC Double Award	MHF Sixth Form (Malling Holmesdale Federation)	BTEC	3
Music Performance BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3
Performing Arts (Acting) BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3
Performing Arts (Dance) BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3
Performing Arts (Musical Theatre) BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3
Production Arts BTEC Extended Diploma	K College - Tonbridge	BTEC	3
Theatrical, Special Effects, Hair & Media Make up Diploma (City & Guilds)	K College - Tonbridge	BTEC	3

9.2 Crafts, Creative Arts and Design

Course Title	Venue	Course Type	Level
Art & Design BTEC	K College - Tonbridge	BTEC	1
Art & Design BTEC Diploma	K College - Tonbridge	BTEC	2
Subsidiary Diploma in Art and Design	Aylesford School Sports College	BTEC	3
Art and Design (Fashion) BTEC National Certificate	Hillview Sixth Form	BTEC	3
Art and Design (Photography) BTEC National Award	Hillview Sixth Form	BTEC	3
Art & Design BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3
Art & Design Foundation Diploma	K College - Tonbridge	BTEC	3
Fashion & Clothing BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3
Graphic Design BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3
Photography BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3

9.3 Media and Communications

Course Title	Venue	Course Type	Level
Creative Media Production BTEC Diploma	K College - Tonbridge	BTEC	1
Creative Media Production BTEC Diploma	K College - Tonbridge	BTEC	2
Media (Television and Film) BTEC	Hillview Sixth Form	BTEC	3
Media: Creative Media Production (Television and Film) BTEC	The Hayesbrook School	Other Vocational	3
Creative Media Production BTEC Diploma	K College - Tonbridge	BTEC	3

14.2 Preparation for Work

Course Title	Venue	Course Type	Level
Diploma in Skills for Working Life - Introduction to Land-Based Learning	Hadlow College	Other Vocational	Entry
Diploma in Skills for Working Life - Introduction to Land-Based Learning	Hadlow College	Other Vocational	Entry
Futures	K College - Tonbridge	Other Vocational	Entry
Horizons	K College - Tonbridge	Other Vocational	Entry
Entry to Employment, Education & Training	K College - Tonbridge	Other Vocational	1

15.1 Accounting and Finance

Course Title	Venue	Course Type	Level
Accounting Apprenticeship AAT	K College - Tonbridge	Other Vocational	2
Accounting Advanced Apprenticeship AAT	K College - Tonbridge	Other Vocational	3

15.2 Administration

Course Title	Venue	Course Type	Level
Business and Tourism Diploma	K College - Tonbridge	Other Vocational	1
Administrator with GCSE Resits - OCR Diploma	K College - Tonbridge	Other Vocational	2
Business Administration Apprenticeship	K College - Tonbridge	Other Vocational	2
Customer Service Apprenticeship	K College - Tonbridge	Other Vocational	2
Advanced Administrator with Events	K College - Tonbridge	Other Vocational	3
Advanced Administrator with Legal Studies	K College - Tonbridge	Other Vocational	3

Business Administration Advanced Apprenticeship	K College - Tonbridge	Other Vocational	3
Customer Service Advanced Apprenticeship	K College - Tonbridge	Other Vocational	3

15.3 Business Management

Course Title	Venue	Course Type	Level
Business (BTEC) Diploma	K College - Tonbridge	BTEC	2
Diploma in Business Studies (Double)	Aylesford School Sports College	BTEC	3
Subsidiary Diploma in Business Studies (Single)	Aylesford School Sports College	BTEC	3
Business Studies Double Award BTEC	MHF Sixth Form (Malling Holmesdale Federation)	BTEC	3
Business Studies Double Award BTEC	MHF Sixth Form (Malling Holmesdale Federation)	BTEC	3
Business Studies BTEC Subsidiary Diploma	Wrotham School	BTEC	3
Business BTEC Subsidiary Diploma with AAT Certificate in Accounting	K College - Tonbridge	BTEC	3
Business BTEC 90 Credit Diploma	K College - Tonbridge	BTEC	3
Business Academy at Wrotham	Wrotham School	Other Vocational	3
Business (Single) BTEC Subsidiary Diploma	The Hayesbrook School	BTEC	3
Business Studies (Double) BTEC Diploma	The Hayesbrook School	BTEC	3
Business Studies (Double) BTEC Diploma	The Hayesbrook School	BTEC	3

Headline Measures			
Kent County Council 2013		Kent County Council	National
Tonbridge and Malling District			
Post-16 students (L2 and L3)	1779	36,798	419,158
Completions	820	10,100	358,373
Av. KS4 Points on Entry	48.6	44.7	44.1
% Students 5+ A*-C GCSE EM	91%	80%	78%
% Students with 5+ A*-C GCSE	99%	95%	94%
A Level APS (FTE)	840.5	818.3	782.2
A Level APE	230.0	216.0	211.3
Academic APS (FTE)	886.4	844.8	785.4
Academic APE	230.0	216.1	211.1
Vocational APS (FTE)	696.9	563.8	561.6
Vocational APE	229.3	214.8	213.6
Previous Year 12 Retention	96%	93%	94%
Year 12 Retention	97%	95%	94%
Transition Retention	91%	87%	86%
Overall Retention	85%	77%	77%
In-year Retention	98%	96%	95%
Fails % (AS level - cashed in only)	16.4%	19.8%	21.7%
Fails % (A level)	0.6%	1.6%	1.9%
Value added: A level	0.08	0.07	--
Value added: AS level	0.01	0.06	--
Value added: BTEC L3 Certificate (QCF)	0.11	0.01	--
Value added: BTEC L3 Sub. Dip. (QCF)	0.28	0.14	--
Value added: BTEC L3 Diploma (QCF)	-0.14	0.17	--
Value added: BTEC L3 Ext. Dip. (QCF)	0.54	0.04	--
Value Added (IB)	0.40	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
Tonbridge and Malling District			
AAB (or higher) in 3+ facilitating subjects (A level students)	15.4%	8.7%	7.5%
AAB (or higher) in 2+ facilitating subjects (A level students)	22.6%	14.6%	12.1%
3+ A levels at A*-E	78%	76%	79%
2+ A levels at A*-E	90%	90%	92%
1+ A levels at A*-E	100%	99%	100%
3+ A levels or academic equivalent at A*-E	80%	78%	79%
2+ A levels or academic equivalent at A*-E	91%	91%	92%
1+ A levels or academic equivalent at A*-E	100%	100%	100%
3+ substantial vocational qualifications	35%	44%	50%
2+ substantial vocational qualifications	65%	67%	70%
1+ substantial vocational qualifications	100%	100%	100%
% of A level examinations awarded A*-E grades	99%	98%	98%
% of A level examinations awarded A*-C grades	86%	77%	75%
% of A level examinations awarded A*-B grades	67%	52%	48%
% of A level examinations awarded A*-A grades	38%	25%	22%

Grade breakdown for A level							
	A*	A	B	C	D	E	U
Tonbridge and Malling District	218	485	532	362	166	76	14
Percentages	11.8%	26.2%	28.7%	19.5%	9.0%	4.1%	0.8%
Predicted percentages	12%	25%	27%	21%	11%	4%	1%
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
Tonbridge and Malling District	721	536	475	357	211	231
Percentages	28.5%	21.2%	18.8%	14.1%	8.3%	9.1%
Predicted percentages	32%	21%	19%	13%	8%	7%
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
Tonbridge and Malling District	192	123	132	42
Percentages	39.3%	25.2%	27.0%	8.6%
Predicted percentages	38%	21%	23%	18%
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

Tonbridge and Malling 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	0.10	28	4%	0.7%	45.0	
A	Art & Design (Photo)	0.12	39	3%	0.9%	43.5	
A	Biology	0.18	167	0%	2.4%	52.1	
A	Business (VQ)	0.74	28	0%	1.2%	44.7	
A	Business (VQ) (Double)	0.14	21	0%	1.1%	42.8	
A	Business Studies & Economics	-0.01	33	0%	0.8%	48.5	
A	Chemistry	0.10	100	1%	2.2%	53.7	
A	Classical Civilisation	-0.04	20	0%	1.2%	52.2	
A	Communication Studies	0.05	7	0%	0.7%	41.6	
A	D&T Product Design	0.27	34	0%	2.1%	49.7	
A	D&T Textiles Technology	0.57	5	0%	1.8%	50.8	
A	Dance	0.13	11	0%	0.3%	46.2	
A	Drama	0.24	35	0%	0.6%	48.1	
A	Economics	-0.22	34	0%	1.0%	53.8	
A	English	0.12	55	0%	0.4%	49.7	
A	English Language	0.17	69	1%	0.4%	46.7	
A	English Literature	0.03	104	0%	0.4%	49.5	
A	Film Studies	-0.07	17	0%	0.6%	44.8	

Subject Analysis - 1-Year Overview - L3VA

Tonbridge and Malling 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	Fine Art	0.36	13	0%	0.6%	51.7	
A	French	0.01	25	0%	0.8%	54.3	
A	General Studies	0.46	13	8%	6.8%	46.4	
A	Geography	0.03	59	0%	0.8%	51.1	
A	German	0.23	8	0%	0.7%	52.3	
A	History	0.02	86	0%	0.7%	49.8	
A	Information Technology (VQ)	0.66	19	0%	3.6%	48.8	
A	Latin	-0.07	9	0%	0.6%	55.4	
A	Law	0.19	10	0%	3.0%	44.7	
A	Mathematics	0.10	187	0%	2.4%	52.6	
A	Mathematics (Further)	0.06	43	0%	1.2%	54.6	
A	Media/Film/TV Studies	0.11	82	0%	0.7%	45.1	
A	Music	-0.21	8	0%	1.2%	51.0	
A	Physical Education/Sport Studies	0.41	20	0%	2.4%	48.3	
A	Physics	-0.07	87	3%	3.3%	52.7	
A	Politics	-0.12	24	0%	1.3%	50.3	
A	Psychology	0.11	115	1%	2.4%	48.9	
A	Religious Studies	0.33	29	0%	1.4%	48.5	
A	Science (VQ)	-0.05	10	0%	2.8%	46.6	
A	Sociology	-0.32	32	3%	1.6%	46.2	
A	Spanish	-0.32	9	0%	1.1%	49.1	
A	Travel & Tourism (VQ)	-0.01	19	5%	1.4%	42.1	






Subject Analysis - 1-Year Overview - L3VA

Tonbridge and Malling 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	Art & Design	0.27	8	0%	7.8%	47.8	
AS	Art & Design (3D Studies)	-1.11	5	20%	5.8%	49.4	
AS	Biology	0.21	26	12%	31.6%	49.7	
AS	Business Studies & Economics	-0.10	8	13%	18.7%	46.5	
AS	Chemistry	0.12	39	21%	27.4%	51.1	
AS	Critical Thinking	0.08	43	12%	12.2%	50.0	
AS	D&T Product Design	0.08	5	40%	19.6%	41.7	
AS	Drama	0.25	5	0%	2.3%	48.8	
AS	Economics	-0.32	29	14%	24.4%	51.6	
AS	English	0.05	8	0%	5.7%	51.5	
AS	English Language	0.23	7	0%	3.4%	50.0	
AS	English Literature	0.15	25	0%	4.7%	48.7	
AS	Fine Art	0.26	6	0%	6.8%	48.2	
AS	French	0.12	13	8%	15.5%	51.9	
AS	General Studies	-0.20	46	43%	24.8%	44.7	
AS	Geography	-0.05	15	20%	20.0%	49.5	
AS	German	0.40	5	0%	12.3%	51.9	
AS	History	-0.09	30	7%	11.0%	50.1	
AS	Information Technology (VQ)	0.04	7	14%	20.1%	45.9	
AS	Mathematics	-0.11	81	41%	36.4%	50.1	
AS	Mathematics (Further)	0.02	13	0%	8.3%	55.6	
AS	Media/Film/Tv Studies	0.19	23	0%	5.9%	45.3	

Subject Analysis - 1-Year Overview - L3VA

Tonbridge and Malling 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	Physical Education/Sport Studies	0.19	5	0%	25.4%	51.2	
AS	Physics	-0.06	23	13%	25.9%	50.9	
AS	Politics	-0.02	8	13%	20.8%	49.4	
AS	Psychology	0.14	43	12%	31.8%	46.8	
AS	Religious Studies	0.00	18	0%	13.9%	49.9	
AS	Sociology	-0.12	15	13%	24.1%	45.6	
AS	Spanish	0.23	5	20%	17.3%	50.4	
BTEC	Dip Business	-0.31	25	0%	0.0%	43.7	
BTEC	Dip Information Technology	-0.37	5	0%	0.0%	39.4	
BTEC	Dip Sport	0.06	20	0%	0.0%	44.4	
BTEC	ExtDip Applied Science	0.69	20	0%	0.0%	47.5	
BTEC	ExtDip Sport	0.64	7	0%	0.0%	41.9	
BTEC	SubDip Applied Science	0.53	40	0%	0.0%	42.6	
BTEC	SubDip Business	0.17	40	0%	0.0%	43.5	
BTEC	SubDip Fashion and Clothing	0.90	17	0%	0.0%	46.1	
BTEC	SubDip Information Technology	-0.12	16	0%	0.0%	45.2	
BTEC	SubDip Music	-0.08	5	0%	0.0%	44.3	
BTEC	SubDip Music Theatre	0.01	21	0%	0.0%	46.4	
BTEC	SubDip Photography	0.51	10	0%	0.0%	44.9	
BTEC	SubDip Sport	0.21	38	0%	0.0%	41.6	
BTEC	SubDip Sport and Exercise Sciences	0.37	10	0%	0.0%	42.8	
BTEC	SubDip Travel and Tourism	0.22	17	0%	0.0%	40.5	

Subject Analysis - 1-Year Overview - L3VA

Tonbridge and Malling 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	
IB	Baccalaureate	 0.40	66	0%	10.4%	53.5	
OCR	NC Computer Appreciation / Introduction	-0.68 	29	0%	0.0%	43.1	
OCR	NC Learning Theory	-0.16 	6	0%	0.0%	39.1	
OCR	ND Learning Theory	 0.26	6	0%	0.0%	47.1	
PL	Health Care Management / Health Studie	 0.24	8	0%	6.0%	41.3	
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

Tonbridge and Malling: 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	BTED Dip90	Btec ExtDip	Btec SubDip	IB
Male	498	652	1101	7	40		13	127	6
Female	322	1076	1309		15		14	95	60
FSM	15	19	59		3			13	
Non FSM	801	1708	2341	8	52		26	209	66
NO SEN	741	1579	2254	7	52		24	184	60
SEN- School Action	53	107	104		2		2	24	6
SEN- School Action Plus	15	36	33					8	
SEN statement	6	5	10					6	

