

11-19

Norfolk

Education and Training

Needs Analysis

**An assessment of the needs of learners
in making effective progression in
education and training at ages 16 and 18**

Contents

1. Introduction and summary of key points

- 1.1 Statutory duty of the local authority
- 1.2 Education context
- 1.3 Economic context
- 1.4 Structure of the needs assessment document
- 1.5 KEY DATA HEADLINES

2. Learner numbers and infrastructure

- 2.1 Summary of learner needs
- 2.2 Potential changes: growth areas of Norfolk
- 2.3 Projected numbers
- 2.4 Capacity and infrastructure
- 2.5 Understanding cohort numbers
- 2.6 Travel to learn patterns

3. Participation and progression in education and training post 16

- 3.1 Summary of learner needs
- 3.2 Participation 16-19 education or training
- 3.3 Learner numbers
- 3.4 Provision mix
- 3.5 Pre 16 programmes
- 3.6 Support for learners
 - Financial
 - Transport
 - Positive activities

4. Attainment

- 4.1 Summary of learner needs
- 4.2 Key Stage 2/3
- 4.3 Key Stage 4
- 4.4 Key Stage 5
- 4.5 Norfolk residents - Further Education and Sixth Form Colleges only
- 4.6 Retention Year 12 to Year 13

5. Attainment of level 2 and level 3 by age 19

- 5.1 Summary of learner needs
- 5.2 Context
- 5.3 The data in detail

6. Vulnerable groups

- 6.1 Summary of learner needs
- 6.2 Pre 16 learners
- 6.3 Post 16 learners with learning difficulties and disabilities
- 6.4 Learners in care
- 6.5 Young offenders

- 7. Participation in the Apprenticeship pathway**
 - 7.1 Summary of learner needs
 - 7.2 Key data
 - 7.3 Numbers of young people choosing the Apprenticeship pathway
 - 7.4 The frameworks, sectors and providers
 - 7.5 Apprenticeship numbers by age, district and level
 - 7.6 Results from 'Intended Destination' survey 2010 of year 10/11 (2010)
 - 7.7 Apprenticeship vacancies, applications and success rates

- 8. Progression into Higher Education**
 - 8.1 Summary of learner needs
 - 8.2 Context
 - 8.3 The data in detail
 - 8.4 Geographic variations
 - 8.5 Progression rates and FSM
 - 8.6 Progression and disadvantaged groups
 - 8.7 Higher Education provision in Norfolk
 - 8.8 Widening HE participation in Norfolk

- 9. Not in education, employment or training**
 - 9.1 Summary of learner needs
 - 9.2 Key data
 - 9.3 Participation by district
 - 9.4 The role for information, advice and careers guidance
 - 9.5 Reducing NEET - key points
 - 9.6 NEET - November 2010
 - 9.7 Narrowing the gap

- 10. Norfolk's economic opportunities**
 - 10.1 Summary of learner needs
 - 10.2 Key data
 - 10.3 Patterns of unemployment and worklessness
 - 10.4 Barriers to employment
 - 10.5 Job opportunities

Appendix 1 - Norfolk providers

Appendix 2 - Contact details for further information

Appendix 3 - Glossary

1. Introduction

The purpose of this document is to provide an analysis of young people's needs in relation to education and training between 11-19, with a particular focus on the transitions they face at 16 and 18.

In the White Paper, 'The Importance of Teaching', the government made clear its continued commitment to raising the participation age (RPA) to 17 in 2013 and to 18 in 2015. This means that all young people currently in Year 10 will be expected to progress into one of three options:

- Full-time education, such as school, college or home education
- Work-based learning, such as an apprenticeship
- Part-time education or training¹ if they are employed, self-employed or volunteering for more than 20 hours a week

The Raising Participation Age (RPA) is within the context of a national picture of 8.5 per cent of the 16-19 age group not in education, employment or training (DfE², 2011) and 44.3 per cent of economically active 16-17 year olds, who have left school, are unable to find a job³.

This needs assessment, prepared by Norfolk County Council's (NCC) Learning Access and Evaluation Team is intended for use by a range of organisations, agencies and institutions in preparing young people for the transitions they need to make and in planning post-14 and post-16 pathways to meet the needs of all young people. While RPA is for *compulsory* participation, the main challenge will be to make young people *want* to stay in post 16 education or training.

It is important to point out that this document focuses on learner needs. Intentionally it emphasizes where there are issues that need to be addressed rather than highlighting successes.

It should be acknowledged that this document only provides a 'snapshot in time' in relation to the data within it. For further information or discussion about any of the information contained in this document please see the contact details in Appendix 2.

1.1 Statutory duty of the local authority (LA)⁴

- 1.1.1 Local authorities have a duty to secure sufficient suitable education and training to meet the reasonable needs of all young people in their area. Young people are those who are over the compulsory school age but under age 19, or are aged 19 to 25 and subject to a learning difficulty assessment.

¹ 280 guided learning hours which translates to 6 or 7 hours per week over 40+ weeks

² Department of Education

³ <http://www.publications.parliament.uk/pa/cm201011/cmselect/cmeduc/writev/pet/m11.htm>

⁴ Under Sections 15ZA and 18A of the Education Act 1996 (as inserted in the Apprenticeships, Skills, Children and Learning Act 2009 (ASCL))

1.1.2 LAs may fulfil this duty by:

- Influencing and shaping provision by identifying gaps, enabling new provision and developing the market
- Developing a strategic overview of provision and needs in their area.
(Source: Statutory Guidance: Funding Arrangements for 16-19 Education & Training)

1.1.3 The Importance of Teaching, The Schools White Paper 2010 clarified the role of the LA:

“... strong strategic role as champions for parents, families and vulnerable pupils. They will promote educational excellence by ensuring a good supply of high quality school places, co-ordinating fair admissions and developing their own school improvement strategies to support local schools”

1.1.4 This paper also outlined the government’s priorities for the education system:

- To create a system in which schools are better able to raise standards
- To narrow the gap in attainment between rich and poor
- To enable all young people to stay in education or training until at least the age of 17 by 2013 and 18 by 2015.

1.2 Education context

1.2.1 These priorities need to be addressed within a context of a range of education reforms which include the following:

- An increasingly diverse educational landscape with academies, free schools and private providers
- New, higher, ‘floor’ standards based on attainment and progression
- The pupil premium and a greater focus on the progress of disadvantaged learners
- A new measure concerned with destinations of young people (16 and 18)
- Movement to National Careers Service and changes to the Information Advice and Careers Guidance requirements in schools
- The removal of funding for Education Business Link Organisations
- Changing nature of employment –more demand for intermediate and higher level skills and reduction in demand for lower level skills
- Increased government focus on apprenticeships and increased demand from young people
- Changes to funding methodology and rates for post 16 providers
- The Wolf review of vocational qualifications
- The English Baccalaureate
- Ceasing of Education Maintenance Allowance (EMA) and introduction of the targeted 16-19 Bursary Scheme
- Potential impact of increase in higher education fees and the demise of Aimhigher on progress into higher education.

1.3 Economic context

- 1.3.1 The Leitch Review (2006) pointed out that the number of jobs for unskilled workers will shrink significantly in coming years, and it is clear that young people need to leave education and training with solid qualifications, practical skills and self-confidence if they are going to thrive.
- 1.3.2 The Norfolk economy and labour market of 2011 are diverse and there are areas of prospering economic activity and pockets of deprivation. Norfolk has a greater number of lower skilled jobs and with fewer people working in high level professional jobs than our neighbours. Norfolk has fewer people with higher levels of qualifications. With the prospect of significant growth in Norfolk associated with recent announcements on growth and enterprise, it is critical that young people in Norfolk are equipped with the qualifications and skills to take up the emerging opportunities.
- 1.3.3 Research carried out by the Confederation of British Industry (CBI) (May 2010) highlighted employers' dissatisfaction with young people's employability skills, which it defined as including self-management; team-working; business and customer awareness; problem-solving; communication and literacy, numeracy; and IT.
- 1.3.4 'The Forgotten Half: A Demos and Private Quality Foundation Report'⁵ (2011) points out that five trends shape the current labour market:
- The dwindled but relatively stable supply of lower-skilled jobs
 - The diminished number of semi-skilled manufacturing jobs
 - The continuing rise in service sector jobs
 - The growing need for jobs at a 'technician level'
 - The rise in the number of jobs at professional and managerial level
- 1.3.5 Norfolk's Skills Priority Statement, Shaping Norfolk's Future and the Local Enterprise Partnership identify the following four areas of growth as important for Norfolk's economy:
- Energy/Engineering including low carbon/renewables
 - Tourism
 - Agriculture and Food Processing
 - Financial Services
- 1.3.6 The Department for Business Innovation and Skills (BIS) strategy document 'Skills for Sustainable Growth' describes a new direction for skills training based on:
- Fairness - ensuring funding for adult education is refocused on those who need it most
 - Responsibility - employers and citizens taking greater responsibility for ensuring their own skills needs are met; the All Age Careers Service and FE loans

5 The Forgotten Half. A Demos and Private Equity Foundation Report 2011

- Freedom - providers supplying the type and volume of training that is needed in their local area, with increasing flexibility to respond to local needs and the demands for quality from learners and employers

1.3.7 Additional policy indicators:

- Apprenticeships at the heart of the system and a reshape so Level 3 becomes the level to which learners and employers aspire
- Ensuring that vocational qualifications are worthwhile and reflect the changing needs of employers
- Encouragement of more widespread teaching on entrepreneurial skills

1.4 Structure of the Needs Assessment Document

- 1.4.1 The document consists of 10 sections, section 1 being the introduction and sections 2-10 focusing on different aspects of education and training. Pages 9-11 of the introduction contain 'Key data headlines' which list the key data from different sections in the report. Each section has a 'summary of learner needs' which draws on the data as well as policy and guidance to highlight learner needs. The main body of each section contains the data in detail.

1.5 KEY DATA HEADLINES:

Learner numbers and infrastructure (section 2)

1. **The total school population (11-16) is projected to fall overall by approximately 5%** from 43,417 in October 2010 to a low of 41,119 by 2015/16 slightly increasing to 43,046 by 2018/19
2. **Those responsible for planning post 16 provision will face challenges as a result of demographic changes in the county.** NCC dwelling-led population projections (2006 based) predict a total population of 9,680 16 year olds in 2011, rising to 9,910 in 2013 and falling to 8,650 in 2018. The most significant falls are in the King's Lynn/West Norfolk district between 2011 and 2016 and the Norwich district between 2011 and 2018.
3. **There may be competition to recruit learners amongst providers, which would not always be in the best interests of the learner,** as a result of the post 16 funding methodology, where 'funding follows learner choice'⁶, together with projected falls in learner numbers.
4. **Norfolk based institutions are being funded for 644 less places for 16-19 year olds in 2011/12** than were funded in 2010/11 as a result of under recruitment in 2010/11. (Young People's Learning Agency funding)

Participation and progression (sections 3, 5 and 6))

5. **In 2010/11, the greatest proportion (64%) of 16-19 Norfolk learners was within Further Education (FE) provision.** 28% were in school sixth form provision and 8% started apprenticeships with training providers.
6. **Participation of 16 year olds is lower than national averages.** (DfE 2009, Norfolk 90%, national 91%). Although participation increased year on year up until 2008 it remained static between 2008 and 2009. In November 2010, the Norwich district had the lowest participation rate for 16 year olds and Great Yarmouth the highest.
7. **Participation of 17 year olds is lower in Norfolk than national averages** (DfE 2009, Norfolk 80%, national 85%). There is a 10% difference between participation of 16 and 17 year olds in Norfolk (national 6%) indicating 'drop out' of learners between Year 12 and Year 13. The greatest difference between numbers of 16 year olds and 17 year olds participating appears to be in the Great Yarmouth district.
8. **The removal of EMA may have an impact on young people's participation,** but this will be difficult to quantify.
9. **There is likely to be a reduced Key Stage 4 (KS4) curriculum offer for young people** as a result of the loss of, or reduction in, funding for 'alternative' KS4 programmes (e.g. Young Apprenticeships, KS4 Engagement

6 Statutory Guidance:Funding Arrangements for 16-19 Education and Training

Programme, Diplomas, Practical and Applied Learning). Fewer young people will experience practical learning in different environments which may impact on their engagement in post 16 education or training.

10. **There are an increased number of young people intending to go into an Apprenticeship** (7.5% of the Year 11 cohort in 2010/11; 3.5% in 2009/10). The supply of Apprenticeship opportunities needs to meet this growing demand, but the number of vacancies has fallen between 2009/10 and 2010/11 (as of April 2011) and applications per vacancy has increased.
11. **There is a difference of approximately four percent between the young people with offers of learning in Year 11 and those who started in learning in Year 12** (2010 September Guarantee, 96.6%: Activity Survey Oct. 2010, 91%).
12. **Progression of Norfolk learners to Higher Education remains low compared with East of England neighbours** although it has increased over the last eight years. (UCAS 2009, Norfolk 28.33%, Suffolk 32.5%, Hertfordshire 46.11%).
13. **In 2010 Norfolk achieved its NEET target of 5.2%** and continues to compare favourably with the national figures and statistical neighbours.

Attainment (sections 7 and 8)

14. **In 2011, the expected progress for learners in English between KS2 to KS4 was below the national figure** (Norfolk 68.9%, national 77.0%). However, the difference for Norfolk learners and national narrowed between 2010 and 2011.
15. **In 2011, learners made the expected progress between KS2 and KS4 in mathematics above national figures** (Norfolk 65.5%, national 64.2%). This was an improvement of 2.3 percentage points from 2010 which is above the national improvement of 1.7%.
16. **Provisional 2011 (DfE) results for learners attaining 5 or more GCSEs, A*-C, or equivalent, including English and mathematics (E&M) indicate the percentage is below national** (Norfolk 54.9%, national 57.9%). Although the improvement is in line with national figures. Norfolk sits 9th out of 11 East of England neighbours for this measure.
17. **Provisional 2011 (DfE) results for learners attaining 5 or more GCSEs A*-C or equivalent, (equal to a level 2), indicate the percentage is well below national** (Norfolk 70.5%, national 80.1%). Although there was an increase of 3.4 percentage points in Norfolk, nationally there was an increase of 3.8 percentage points. Norfolk sits 11th out of 11 of its East of England neighbours for this measure.
18. **2010 data showed there were significant geographic differences between districts for 5 or more A*-C GCSEs or equivalent, including**

E&M, with 23.44 percentage points between Broadland (65.2%) and King's Lynn and West Norfolk (41.76%).

19. **The average point score (APS) per student for 'A' Levels or equivalent has increased year on year, but remains below national averages** (Norfolk 671.5, national 715.3% - DfE provisional 2011). These results indicate a drop of 49.7 points between 2010 and 2011 from 721.2 to 671.5 points (national 726.6 to 715.3 points). (EPAS data reports a drop of 11 points which is more in line with a national drop).
20. **The APS per entry for 'A' Levels or equivalent has been slightly above the national average over the last three years, but for 2011 has fallen below it.** (Norfolk, 207.5, national 212.4 - DfE provisional 2011).
21. **Learners within FE and Sixth Form College provision (2009/10) have success rates for level 3 attainment one percent below national success rates**, although there has been a steady increase in success rates over the last three years (Norfolk 80%, national 81%)
22. **The percentage of young people attaining Level 2 by age 19 in Norfolk was lower than national** (cohort who were 19 at the end of August 2010) (Norfolk 75.3%, national 78.7%). Norfolk was ranked tenth amongst its eleven East of England neighbours. There was considerable variation between district areas, e.g. South Norfolk 81.7%, Norwich 68.2%.
23. **The percentage of young people attaining Level 3 by age 19 in Norfolk was lower than national** (Norfolk 46.9%, national 52.0%). Norfolk was ranked ninth amongst its eleven East of England neighbours for this measure. There was variation between district areas, e.g. South Norfolk 58.6%, Norwich 41.5%.
24. **1,529 (of the cohort that was 19 in August 2010) did not attain any further qualifications between the ages of 16 and 19, a higher percentage than nationally (Norfolk 17%, national 14%).** 767 of this group were learners with a Level 1 at 16 but not a Level 2, this is a higher percentage than national (Norfolk 50%, national 47%). The highest number of these learners were in Broadland and Breckland (142/143) and the highest percentage was in South Norfolk (31.3% - 114 young people).
25. **A higher percentage of Norfolk learners who had attained a Level 2 at 16 (including English and maths) did not attain any further qualifications than nationally** (of the cohort that was 19 in August 2010). Of the learners attaining no further qualifications beyond age 16, 18% (279) had a Level 2 at 16 (including English and maths), while nationally this group constituted 14%. The highest percentage of these learners were in Great Yarmouth, and the highest numbers were in Breckland and South Norfolk
26. **The success rate for Apprenticeship (Framework Completions) for Norfolk learners (2009/10) was below national averages** (Norfolk 69%, national 72%).

Vulnerable learners (sections 4, 5 and 6)

27. **Pupils eligible for free school meals (FSMs) in Norfolk are attaining below similar pupils nationally** for attainment of GCSEs 5 A*-C. The difference between Norfolk pupils eligible for FSMs and national attainment for these pupils is nearly 18% (2010).
28. **There are more post 16 learners in Norfolk who declare they have learning difficulties or disabilities (LDD) than the national average** (2009/10 Norfolk 23%, national 17%).
29. **There is a steady increase in representation of learners with LDD in Not in Education, Employment or Training (NEET) over the past five years** (this includes young people who were on school action or school action plus). (Nov 2010, 25.6% of the NEET group were LDD but only 12.09% of the whole 16-19 cohort were LDD).
30. **There is an upward trend in the number and percentage of care leavers who are NEET** (November 2009 2.8%: November 2010 3.4% of NEET).
31. **There were higher numbers of young people who were NEET (November 2010) in the Norwich, Great Yarmouth and King's Lynn and West Norfolk districts.**
32. **The difference in the attainment of a Level 2 between disadvantaged young people and non-disadvantaged is closing but less quickly than nationally** (cohort who were 19 at the end of August 2010) (Norfolk gap 28 percentage points, National 20 percentage points)
33. **The difference in attainment of a Level 3 between disadvantaged young people and non-disadvantaged has widened in Norfolk, while it has narrowed nationally,** (cohort who were 19 at the end of August 2010). (Norfolk gap of 32 percentage points, National gap of 24 percentage points)

Economic Opportunities (section 10)

34. **In August 2011, Jobcentre Plus reported 4,624 vacancies in Norfolk and 21,960 active clients looking for work. This represents an approximate ratio of 1:5 (5 claimants for every job).** This ratio varies considerably across the county, e.g. 3:1 in Thetford and 8:1 in Great Yarmouth.
35. **Employment opportunities in Norfolk have been shifting away from skilled trades and elementary occupations.** The proportion of vacancies that are in these sectors has fallen from 48% in 2007 to 43% in 2009.
 - The following four areas of growth are predicted for Norfolk's economy:
 - Energy/Engineering including low carbon/renewables
 - Tourism
 - Agriculture and Food Processing Financial Services

2. LEARNER NUMBERS AND INFRASTRUCTURE

2.1 Summary of learner needs

- 2.1.1 The total school population (11-16) is projected to fall overall by approximately 5% from 43,417 in October 2010 to a low of 41,119 by 2015/16 slightly increasing to 43,046 by 2018/19.
- 2.1.2 Those responsible for planning post 16 provision will face challenges as a result of demographic changes in the county. Norfolk County Council (NCC) dwelling-led population projections (2006 based) predict a total population of 9,680 16 year olds in 2011, rising to 9,910 in 2013 and falling to 8,650 in 2018. The most significant falls are in the King's Lynn/West Norfolk district between 2011 and 2016 and the Norwich district between 2011 and 2018.
- 2.1.3 Norfolk based institutions are being funded for 644 less places for 16-19 year olds in 2011/12 than was funded in 2010/11 as a result of under recruitment of in 2010/11. (Young People's Learning Agency funding)
- 2.1.4 There may be competition to recruit learners amongst providers, which would not always be in the best interests of the learner, as a result of the post 16 funding methodology, where 'funding follows learner choice'⁷, together with projected falls in learner numbers.
- 2.1.5 Schools, academies and colleges and other providers have a responsibility for delivering a curriculum offer that meet the needs of young people in their area, responding to the needs of individuals, employers and the local authority strategic overview. Local voluntary and community organisations can help providers to meet the needs of young people, particularly those marginalised or isolated from mainstream provision⁸.
- 2.1.6 Collaboration between a range of learning providers will be key to planning and providing provision which both creates a range of quality post 14 and post 16 pathways that are attractive and accessible to young people, as well as for the sustainability of individual institutions
- 2.1.7 Funded learner numbers for 2011/12 for Norfolk's School Sixth Form (SSFs), Further Education (FE) and Sixth Form College (SFC) providers are in total lower than the number of places funded in 2010/11. This is in line with the national picture and a slight decline in cohort numbers. At an individual institutional level this is due to institutions recruiting fewer learners than they were funded for in the academic year 2010/11
- 2.1.8 The learning infrastructure has been developed through diploma capital funding which should provide more facilities for the delivery of vocational provision
- 2.1.9 While this needs analysis uses national research of learner feedback to inform it, it lacks the views of Norfolk learners themselves

⁷ Statutory Guidance: Funding Arrangements for 16-19 Education and Training

⁸ Statutory Guidance: Funding Arrangements for 16-19 Education and Training. YPLA July 2011

2.2 Potential changes: growth areas of Norfolk

2.2.1 High housing and employment growth is planned for Norfolk over the medium to long term and the populations within all seven districts are projected to increase over the next 15 years. The major areas of housing growth are Broadland, Norwich and South Norfolk and are projected to be the fastest growing districts.

2.2.2 Currently, no firm decisions have been taken regarding changes in provision in the growth areas. NCC are still at the point of discussions with the district councils as to exactly where housing may go and have had some initial workshops with some head teachers and governors about potential organisational structures to meet housing growth.

District	Town/ Locality	Housing Growth	Comments
Breckland	Attleborough	4,000 houses	
	Thetford	5,000 houses	Thetford Academy will see building work start in Spring 2012 to bring the currently split-site school onto the current North site
Broadland	Old Catton, Sprowston, Rackheath & Thorpe St Andrew	10,000 houses	Major growth is proposed in this area as part of the Greater Norwich Development Partnership's Joint Core Strategy
	Alysham	300 houses	Proposal under the Joint Core Strategy
	Blofield	250 houses	Proposal under the Joint Core Strategy
Great Yarmouth			No significant housing growth planned
King's Lynn & West Norfolk	King's Lynn	4,000 houses	Proposal under the Local Development Framework
	Downham Market	1,300 houses + 500 houses	Permission already granted Proposal under Local Development Framework
	Hunstanton	200 houses	Proposal under Local Development Framework
	Yet to be decided	3,000 houses	Proposal under the Joint Core Strategy
Norwich	Hethersett & Cringleford	1,000 houses 1,200 houses	Significant expansion of Hethersett High will be required
	Long Stratton	1,800 houses	Proposal under the Joint Core Strategy. Expansion of Long Stratton High will be required
	Wymondham	2,200 houses	Proposal under the Joint Core Strategy. Sites have yet to be allocated for this housing. Expansion will take place on the existing high school site
	Costessey	At least 1,000 houses	Proposal under the Joint Core Strategy. A further 800-1,000 houses could be added. Ormiston Victory Academy will require expansion

2.3 Projected numbers

2.3.1 The NCC dwelling-led population projections⁹, 2006 based, projects a total population of 9,680 16 year olds in 2011, rising to 9,910 in 2013 and then falling quite sharply to 8,650 by 2018. However, numbers are then projected to increase to approximately 9,900 by 2023 and stay fairly constant until 2031.

⁹ These results are from Norfolk County Council's 2006-based forecasts - these are constrained in the model to the forecast dwelling numbers at each five-year interval to 2031. These forecasts have been checked for reasonableness against the latest Office for National Statistics (ONS) projections which are 2008-based, and are trend-based, going down to five-year age groups.

- 2.3.2 Breckland, Broadland, Great Yarmouth and North Norfolk show similar patterns of decrease and increase whereas Norwich shows a decline from 1,490 in 2011 to 1,260 in 2018 followed by a gradual but more significant increase to 1,720 by 2031. King's Lynn and West Norfolk falls from 1,700 in 2011 to 1,490 by 2016 and thereon shows quite small fluctuations between 1,550 and 1,660. South Norfolk shows a less significant variation throughout¹⁰.

Projected numbers on roll at Norfolk secondary schools - 11-16

- 2.3.3 The total school population (11-16) is projected to fall overall by approximately 5% from 43,417 in October 2010 to a low of 41,119 by 2015/16 slightly increasing to 43,046 by 2018/19.

Breckland: 11-16 aged pupil numbers are projected to fall by 6.7% from 6,514 in October 2010 to a low of 6,075 by 2017/18.

Broadland: 11-16 aged pupil numbers are projected to fall by 5% from 7,663 in October 2010 to a low of 7,269 by 2015/16 from which date numbers are projected to increase.

Great Yarmouth: 11-16 aged pupil numbers are projected to fall by 5.5% from 5,499 in October 2010 to a low of 5,194 by 2014/15 from which date numbers are projected to increase.

King's Lynn and West Norfolk: 11-16 aged pupil numbers are projected to fall by 5% from 7,374 in October 2010 to a low of 6,993 by 2014/15 from which date numbers are projected to increase.

North Norfolk: 11-16 aged pupil numbers are projected to fall by 13% from 4,443 in October 2010 to a low of 3,865 by 2014/15 from which point numbers are projected to increase.

Norwich: 11-16 aged pupil numbers are projected to fall by 3.6% from 4,851 in October 2010 to a low of 4,674 by 2014/15 from which point numbers are projected to increase by 9.5% by 2018/19.

South Norfolk: 11-16 aged pupil numbers are projected to fall by 4.5% from 7,075 in October 2010 to a low of 6,756 by 2014/15 from which point numbers are projected to increase by 4% by 2018/19.

Sixth form number projections.

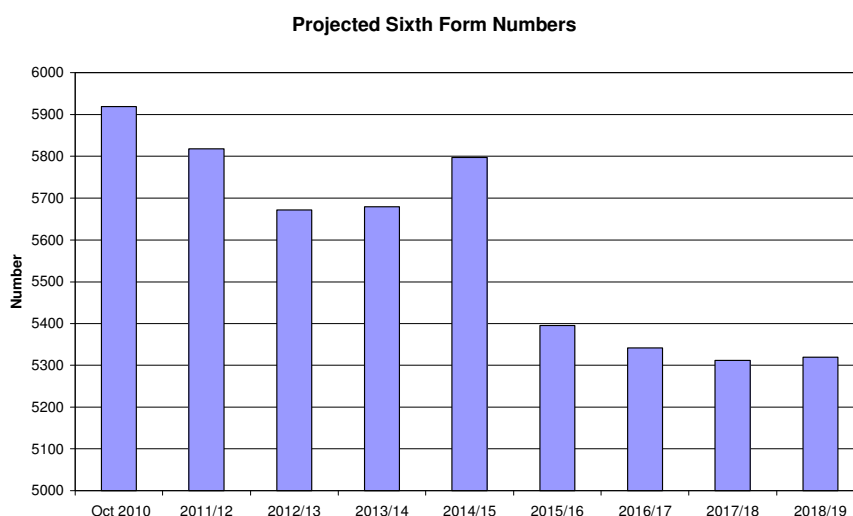
- 2.3.4 Sixth Form numbers in maintained school sixth forms and Academies are projected to fall across Norfolk by approximately 10% by 2018/19.

- 2.3.5 Notes:

a) These projections do not factor in changes in demand as a result of RPA.

¹⁰ Note that Districts may not sum to County totals as they were produced independently. Some of the figures may fluctuate a good deal, especially in the first few years, owing to the need to control everything to forecast dwelling changes.

- b) Projections are based on the October school census (years 12-14), together with past patterns of recruitment and retention and pre16 cohort numbers
- c) These projections do not include any impact from housing developments



2.4 Capacity and infrastructure

Norfolk providers

- 2.4.1 Institutions in Norfolk that provide learning opportunities for young people aged 11-18 can be seen in Appendix 1.
- 2.4.2 Norfolk will have 15 academies by the end of the autumn term and more than 12 others are looking at whether to change status

Infrastructure changes as a result of diploma capital funding

- 2.4.3 Norfolk was well placed to deliver the entitlement with regard to diplomas through successful bids in all diploma gateway rounds. Whilst the focus has now shifted from diplomas, the capital funding secured (approx. £7,362,304) has been utilised to support a range of projects throughout the county, ensuring that young people will continue to benefit from improved vocational facilities.
- 2.4.4 The main capital funding sites for future collaborative provision are:

Gateway 2	Diploma Capital Funding	LOP Area
Alderman Peel High	Environment and Land Based - polytunnel for plant growing, redevelopment of pond habitat, purchase of garden tools	Rural Norfolk Federation (RNF)
Attleborough High	IT - refurbish two classrooms in 6th form block to create meeting rooms and reception area	All Routes
City College Norwich	Hospitality - new pastry presentation space, new presentation and skills area	Open Opportunity (OO)
Diss High	Rural Studies vocational skills centre to support delivery of environment and land based, society, health and development and hair and beauty diplomas	Pathways to Success (P2S)

Douglas Bader Centre	Environment and Land Based - minor landscaping and purchase of furniture and equipment	Open Opportunity (OO)
Easton College	Sport and Active Leisure - conversion of room into fitness testing area. Purchase of fitness equipment	Multiple
Whitwell/Reepham	Environment and Land Based - polytunnel for plant growing, log cabin for field study work area	Rural Norfolk Federation (RNF)
Holt Hall	Environment and Land Based - refurbish activities room as outdoor learning classroom	Mid Norfolk Partnership (MNP)
Opportunities West Norfolk	Business, admin and finance - refurbishment of three classrooms into modern IT-enabled teaching environments	Opportunities West Norfolk (OWN)
Broadland High	IT: building of multipurpose ICT room. This has been included as an element of a wider main capital programme project.	NE Norfolk Consortium (NENC)
Notre Dame High	Manufacturing and Product Design - equipping MPD room in diploma suite of buildings	Open Opportunity (OO)
Gateway 3	Diploma	
Archbishop Sancroft High	Creative and Media - new food tech and creative media building of 460sqm, free standing canopy for extension of existing building by 24sqm	Pathways to Success (P2S)
Aylsham High	Hospitality - convert existing food tech into hospitality and catering suite; air conditioning and extraction and provision of industry standard catering equipment	Rural Norfolk Federation (RNF)
Aylsham High	Hair and Beauty - extend existing hairdressing salon to double current size, allowing additional salon services to be delivered	Rural Norfolk Federation (RNF)
Aylsham/ Alderman Peel High School	Sport and Active Leisure - convert dining hall and adjacent office into teaching areas for business, admin, finance and sport and active leisure diplomas, through new ICT infrastructure and equipment, furniture and internal decoration	Rural Norfolk Federation (RNF)
City College Norwich	Public Services - creation of interview room with video camera set up and separate viewing room for range of 1:1 and small group interactions	Open Opportunity (OO)
Sidestrand Hall	Foundation Learning - enhanced motor vehicle practical area	NE Norfolk Consortium (NENC)
Cromer High	Travel and Tourism - create new reception area of 20sqm with toilets and refurbish existing with suitable ICT, new furniture and replacement windows	NE Norfolk Consortium (NENC)
Wayland High	Engineering - variety of equipment and resources for modern delivery of engineering and electronics	Opportunities West Norfolk (OWN)
College of West Anglia	Engineering - high tech industry standard equipment for diploma teaching	Opportunities West Norfolk (OWN)
Fakenham High	Engineering - refurbish off-site industrial unit to form Engineering Training Unit with workshop, ICT room, class base, multi-purpose area, office, reception and toilets.	Rural Norfolk Federation (RNF)

Alderman Peel/Reepham (ERNF)	Hospitality - upgrade two kitchen spaces to light commercial with flexible presentation and dining areas plus integrated ICT	Rural Norfolk Federation (RNF)
Swaffham Hamond's	Society, Health and Development - enhanced teaching and learning area for applied learning	Opportunities West Norfolk (OWN)
College of West Anglia	Society, Health and Development - laboratory style facility within existing classroom	Opportunities West Norfolk (OWN)
Hobart High	Sport and Active Leisure - remodel storage area to house fitness equipment enabling hall to be used as teaching space to deliver diploma. Purchase of fitness/testing equipment.	Pathways to Success (P2S)
College of West Anglia	Sport and Active Leisure - specialist equipment for sport science laboratory, fitness centre and ICT	Opportunities West Norfolk (OWN)
Methwold High	Sport and Active Leisure - creation of community sport/leisure facility. Single-storey building providing changing rooms, classroom, office and reception area. Enhanced ICT equipment.	Opportunities West Norfolk (OWN)
City Academy Norwich	Travel and Tourism - two rooms of Enterprise Dept to deliver travel/tourism diploma.	Open Opportunity (OO)
Notre Dame High	Retail Business - refurbish two classrooms (L31/L32) to support Retail Business diploma	Open Opportunity (OO)
Notre Dame High	Public Services - refurbish one classroom (L10) to support Public Services diploma.	Open Opportunity (OO)
Old Buckenham High	Travel and Tourism - refurbish classroom and lobby areas in teaching block separate from main school to provide work-place setting with reception and meeting rooms.	All Routes
East Consortium	To provide training facilities for priority sectors in GY area. Also, re-training and upskilling for the local area. The project provides opportunity to ensure economic priorities and opportunities are linked into the education system	Consortium East (EAST)
East Consortium - FL Project	Foundation Learning - to provide vocational facilities for motor vehicle, construction, creative and media in leased premises as part of Options East work led by the PRU	Consortium East (EAST)
Wymondham High	Creative and Media - existing classroom developed as base room with high spec ICT for students	All Routes
Hethersett High	Sport and Active Leisure - specific SAL learning base in new portakabin, ICT enabled including wireless, flexible learning space	All Routes
Aylsham High	Wireless connectivity across school for more flexible on-site learning and communication with partner institutions	Rural Norfolk Fed (RNF)
College of West Anglia	Environment Land Based - various equipment, tools, polytunnels to enable landbased curriculum delivery	Opportunities West Norfolk (OWN)
College of West Anglia	Hair and Beauty - specific additional equipment for diploma delivery	Opportunities West Norfolk (OWN)
Neatherd High	IT - high upgrade of existing IT room for modern business environment	Mid Norfolk Partnership (MNP)
Poultec	Vocational Centre - for hospitality, hair and beauty, business and foundation learning.	Mid Norfolk Partnership (MNP)

2.5 Understanding cohort numbers

2.5.1 The Education and Skills Act 2008 increases the minimum age at which young people in England can leave learning, requiring them to continue in education or training until the end of the academic year in which they turn 17 (i.e. end of Year 12) from 2013 and until their 18th birthday from 2015 (end of Year 13).

2.5.2 YPLA funding covers young people who:

- as at 31 August, have reached age 16, but have not yet reached 19
- are aged 19-25 and have a learning difficulty and/or disability and are the subject of a learning difficulty assessment
- are aged 10-18 in juvenile secure accommodation

2.5.3 Post 16 learners may be referred to as:

- Post 16
- 16-18
- 16-19

2.5.4 All these descriptions refer to three year groups, Years 12, 13 and 14.

DfE definition (age on 31 st Aug of preceding academic year)	Described as age	National Curriculum Year (when in school)	
Academic Age 16	Age 16	Year 12	Age 17 by August 31
Academic Age 17	Age 17	Year 13	Age 18 by August 31
Academic Age 18	Age 18	Year 14	Age 19 by August 31

2.5.5 The Information, Advice and Careers Guidance (IACG) Strategy team reports and tracks all learners age 16-19 who are Norfolk Residents. This includes learners in all Norfolk institutions including Independent Schools and Special Schools and covers learners over 3 academic years, Years 12, 13 and 14.

2.5.6 A key element of the funding system is that funding follows Learner Choice and learner volumes drive funding in the following year. So providers that learners choose to go to may recruit more learners than they are allocated.

2.5.7 As of September 2011 there are the following cohort numbers for Years 12, 13 and 14:

- 1) IACG Strategy Team cohort number used for tracking learners and reporting on Not in Education, Employment or Training (NEET) = 28,055
- 2) Population Projection Numbers (from 2006 dwelling led projections) = 29,493
- 3) Numbers from Maintained Schools and Academies¹¹ = 27,223 (EPAS number on roll (Year 11 in 2008/9, 2009/10 and 2010/11))

¹¹ The difference between IACG 'tracking' numbers and EPAS on roll numbers is because EPAS figures are derived from 'captive' statutory school Year 11 pupils, whereas the Connex cohorts are live, fluid, pictures of the Norfolk young person population at any one time. The older the learner the more 'fluid' the 'tracking' number becomes.

- 4) Department for Education (DfE) data suggests that four percent of 16-19 year olds are in Independent schools in Norfolk. This can be taken to explain the difference between population numbers and numbers in maintained schools

2.5.8 Table to show different 2011/12 cohort numbers:

A	B	C	D	E	F	
Cohort Year	No for NEET tracking cohort number (Sept 2011)	Maintained School Numbers based (EPAS nos on roll in year 11)	Population projections (all Norfolk Learners)	4% (approx) of learners in Independent Schools plus actuals vs projections (Explains Diff between Column C and D)	Funded Places	
					YPLA Funded Places (Norfolk Providers)	Estimate of current SFA Funded Places (apprenticeships)
Yr 12	9189	9092	9,680	588		
Yr 13	9562	9192	10,022	830		
Yr 14	9304	8939	9,791	852		
Totals	28,055	27,223	29,493	2,270	21,276	2,007
Total YPLA and SFA funded places for 2011/12					23,283	

2.5.9 The question about whether there are enough funded places to meet the demand for 16-19 year olds and to meet the requirements of RPA is always complex. The table and paragraphs below attempt to quantify the position.

2.5.10 The table below makes the following assumptions:

- The net inward migration of learners remains at 800 learners
- The take up of learning in year 12 increases from 93% in 2010/11 to 96% in 2011/12 and in year 13 increases from 87% in 2010/11 to 90% in 2011/12
- The take up of learning 2010/11 is 62%¹² of year 14 in 2011/12
- The number of learners is based on actual 'on roll' numbers from maintained schools and academies using EPAS data.

	Nov 2010/11 'in learning (CCIS)	Estimated demand in 2011/12 using assumptions listed above		Sept.2011 ¹³ 'actual' take up of places
	% of cohort	% of cohort	Number (based on EPAS numbers on roll)	
Year 12	93%	96%	8728	
Year 13	87%	90%	8273	
Year 14	70%	62% ¹⁴	5,542 (an overestimate)	
Total places required (Norfolk learners)			22,543	20,760 ¹⁵
Net Inward Migration			800	800
Total places required (Norfolk providers)			23,343	21,560
Total Funded YPLA and SFA Places			23,283	23,283
Potential shortfall/surplus			-60	+1,723

¹² September 2011 CCIS data – likely to be a significant overestimate

¹³ Actual numbers for take up in 2011 will be available for school six forms after the school census in Nov.2011

¹⁴ September 2011 CCIS data – likely to be a significant overestimate

¹⁵ Based on CCIS 'In-learning' report September 2011 (September CCIS is likely to be an overestimate)

- 2.5.11 In 2010/11 there were 21,920 YPLA¹⁶ funded places for 16-19 year olds in FE, SFCs and SSFs, but under recruitment of 644 learners indicated a take up of 21,276 learners. Additionally, there were 2,007 SFA¹⁷ 16-19 year olds on Apprenticeships (data up until April 2011).
- 2.5.12 For 2011/12 there is an allocation of 21,276 YPLA funded places within FE, SFCs and SSFs. Additional funding is available from the Skills Funding Agency for Apprenticeships and there are already (as of April 2010) 1,349 starts which together with numbers of young people already on Apprenticeship programmes indicate there are at least 2,007 places for 2011/12. This gives a total funded places for 2011/12 of 21,276 plus 2,007 Apprenticeships places (an underestimate), giving a total of 23,283 funded places in Norfolk.
- 2.5.13 As of September 2011 (CCIS data) take up of funded places was 20,760 which included a net inward migration of 800 learners which showed a take up of funded provision of 21,560 and indicated a surplus of 1,723 places in Norfolk provision. However, take up of places is likely to continue through the year, particularly of part time learning and apprenticeships and a clearer picture will emerge once the school census and FE data returns have been collected in November.
- 2.5.14 For RPA purposes, learners may also choose to be employed, self-employed or volunteering for more than 20 hours a week and engage in part-time education or training¹⁸ and are not required to take up full time places in FE, SFCs or SSFs. However, part time places are counted within the total number of funded places. 2010/11 data shows that 19% of learners in FE were in part time learning¹⁹ with the largest number of these with Level 1 as their highest learning aim (East of England 18%, national 17%).
- 2.5.15 September 2011, (CCIS data) suggested that 5,786 Year 14 learners are in-learning equal to 20% of the 16-19 cohort and 62% of the Year 14 cohort. (November 2010 data showed 70% of the Year 14 cohort in learning). If there is 100% participation of both Year 12 and 13 learners and a total 19,084 places taken up by those learners, then there would be insufficient places for the demand from the three cohorts. However, the 62% is likely to be a significant overestimate.
- 2.5.16 In summary, using current CCIS 'In-learning' information and on a Norfolk wide basis there appears to be sufficient funded places to meet the current demand. Also, as funding follows the learner, providers may over recruit to meet the demand, so there is flexibility in the system. However, in 2012/13 with improved participation, more learners taking three years to achieve a Level 3 and RPA there may pressure on places. Additionally, there may be pressure on places in specific areas, levels or types of provision.

¹⁶ Young People's Learning Agency

¹⁷ Skills Funding Agency

¹⁸ 280 guided learning hours which translates to 6 or 7 hours per week over 40+ weeks

¹⁹ Less than 450 Guided Learning Hours (GLH) per year or less than 16 GLH per week (1 A level = 450 GLH)

Funded places 2011/12

- 2.5.17 The number of places available at institutional level post 16 is based on a methodology, known as 'lagged learner numbers'. Institutions are predominately funded for the number of learners that are on roll at the autumn census point for the previous academic year. For FE providers this figure is uplifted to take account of that fact they will continue to recruit learners throughout the academic year. The numbers allocated for an individual institution will therefore vary on an annual basis.
- 2.5.18 Funded learner numbers for 2011/12 for both SSF, FE and SFC providers for Norfolk are in total lower than the number of places funded in 2010/11. This is in line with the national picture and a slight decline in cohort numbers.
- 2.5.19 At an individual institutional level this is due to institutions recruiting fewer learners than they had been funded for in the academic year 2010/11.
- 2.5.20 For SSFs this represents a decrease of 293 places (five percent reduction) across maintained SSFs and academies and for FE providers a reduction of 351 places (two percent reduction) across Norfolk. In total Norfolk based institutions are being funded for 644 less places in 2011/12 than was funded in 2010/11.
- 2.5.21 At an institutional level the picture is more variable with some SSFs recruiting above their funded learner numbers for 2010/11 and thereby receiving an increase in learner numbers for 2011/12. However, most SSFs recruited below their funded learner numbers and have therefore received less funded places for 2011/12.
- 2.5.22 The picture for those sponsored academies where funding agreements were signed before 1 September 2010. Such academies are not subject to the 'lagged learner number' funding methodology. The terms of their funding agreements may include an element of growth in post 16 provision without being dependent on recruitment numbers.
- 2.5.23 In Norfolk the two SFCs received an increase in funded learner numbers for 2011/12 as a result of recruiting more than their funded learner numbers in 2010/11. All of the independent private providers, predominately providing Foundation Learning (FL) packages, except one have also received additional funded places as a result recruiting in excess of their funded learner numbers.
- 2.5.24 Of the FE colleges only Easton College has seen an increase in funded learner numbers with Great Yarmouth College, City College Norwich and the College of West Anglia receiving less funded places for 2011/12. Norfolk Adult Education Service has also seen a reduction in funded places.

2.5.25 The tables below provide details of funded learner numbers at an institutional level for 2011/12 with a comparison to the previous year. Number of places available in post 16 provision for 2011/12 by institution with comparison to 2010/11:

Summary of Norfolk FE provider allocated learner numbers			
Provider	2010/11 Allocated Learner numbers	2011/12 Allocated Learner numbers	Difference between 2010/11 & 2011/12
Action For Children Services Limited	110	97	-13
College Of West Anglia	4,173	3,838	-335
City College, Norwich	4,903	4,777	-126
Easton College	967	1,023	56
Great Yarmouth College	1,785	1,690	-95
Norfolk County Council	845	755	-90
Paston College	747	797	50
East Norfolk Sixth Form College	1,790	1,854	64
Broadland District Council	63	74	11
Norfolk Training Services Limited	147	217	70
Cfbt Education Trust	164	221	57
Total	15,694	15343	-351

Source: YPLA Website 16-19 Allocations for 2011/12 30 August 2011

Norfolk School Sixth Forms learner numbers allocated			
Provider Name	2010/11 Allocated Learner Numbers	2011/12 Allocated Learner Numbers	Difference between 2010/11 & 2011/12
Attleborough High School	150	164	14
City Academy Norwich	80	75	-5
City Of Norwich School	550	531	-19
Dereham Neatherd High School	198	200	2
Diss High School	252	234	-18
Downham Market High School - Technology College	281	255	-26
Fakenham High School And College	302	275	-27
Hellesdon High School	199	161	-38
King Edward VII School	280	270	-10
King's Lynn Academy	60	90	30
Methwold High School	87	90	3
Northgate High School	199	201	2
Notre Dame High School, Norwich	411	378	-33
Open Academy, The	70	75	5
Ormiston Victory Academy	155	140	-15
Reepham High School And College	247	214	-33
Sewell Park College	120	115	-5
Sheringham High School And Sixth Form Centre	177	164	-13
Smithdon High School	139	111	-28
Springwood High School	290	329	39
Sprowston Community High School	264	248	-16
Swaffham Hamond's High School	86	63	-23
Taverham High School	64	69	5
The Hewett School	229	169	-60
Thetford Academy	244	180	-64
Thorpe St Andrew School	329	327	-2
Wymondham College	447	425	-22
Wymondham High School	316	380	64
Totals	6,226	5933	-293

Source: YPLA website 16-19 Allocations for 2011/12 30 August 2011

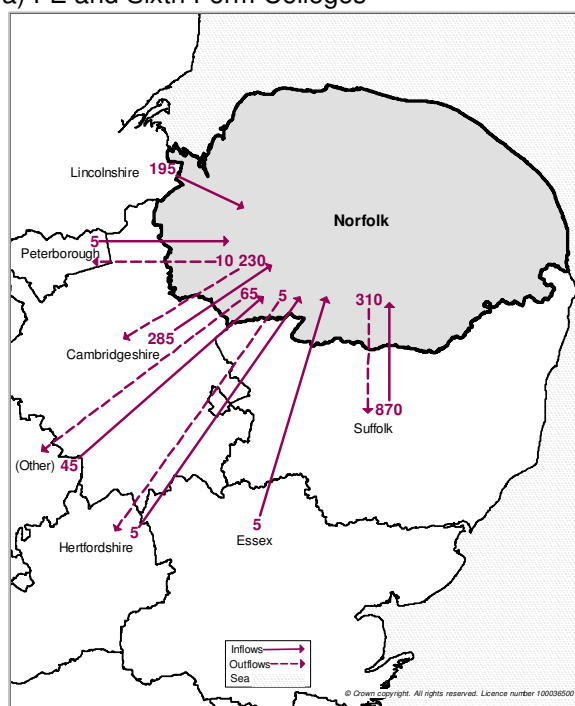
2.6 Travel to learn patterns

2.6.1 Norfolk is a net importer of FE and sixth form college learners. In 2009/10:

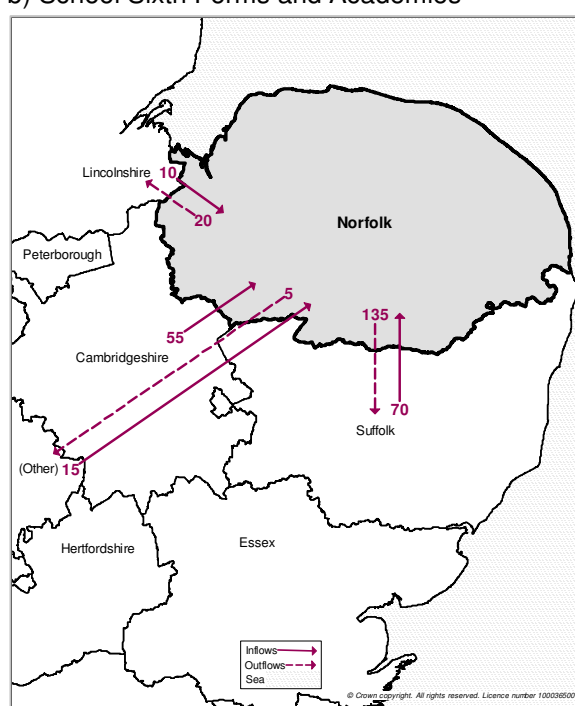
- Nearly 790 more learners travelled into the area than out for FE and SFC provision, predominantly from Suffolk and Cambridgeshire
- 94% of residents participating in FE and SFCs (10,299 learners) did so within the LA area

2.6.2 2009/10 16-19 travel to learn patterns for:

a) FE and Sixth Form Colleges



b) School Sixth Forms and Academies



Source: ILR / School Census 2009/10 (highlights in/out flows for Norfolk).
Figures have been rounded to nearest 5.

2.6.3 Norfolk is a net exporter of SSF and Academy learners. In 2009/10: Just over 10 more learners travelled out of the area than in for SSF and Academy provision, although 97% of Norfolk residents participating in SSF and Academies (5,702 learners) did so within the area.

2.6.4 It is difficult to examine travel to learn patterns for those residents aged 16-19 studying Apprenticeships as these learners attend both a place of employment and a place of study.

2.6.5 From September 2011 Lowestoft Sixth Form College opens for recruitment and has been designed for up to 950 16-18 students with facilities to engage 14-16 as well as adult learners. They will be delivering a predominantly 'A' Level offer of around 30 courses.

2.6.6 In 2009/10 431 Suffolk learners attended East Norfolk Sixth Form College (and 154 attended Great Yarmouth College). As the offer at the new Lowestoft Sixth Form College is broadly similar to that of East Norfolk Sixth Form College there may be an impact on learner numbers from 2011/12.

2.6.7 In 2009/10 The College of West Anglia had 284 learners from Cambridgeshire of which 156 (55%) were undertaking a Level 3 programme and 89 (31%) a Level 2 programme. The remaining 39 (14%) were on Level 1 and below. There were also 195 learners from Lincolnshire of which 123 (63%) were undertaking a Level 3 programme and 53 (27%) a Level 2 programme the remaining 19 (10%) being on Level 1 and below.

3. PARTICIPATION AND PROGRESSION IN EDUCATION AND TRAINING POST 16

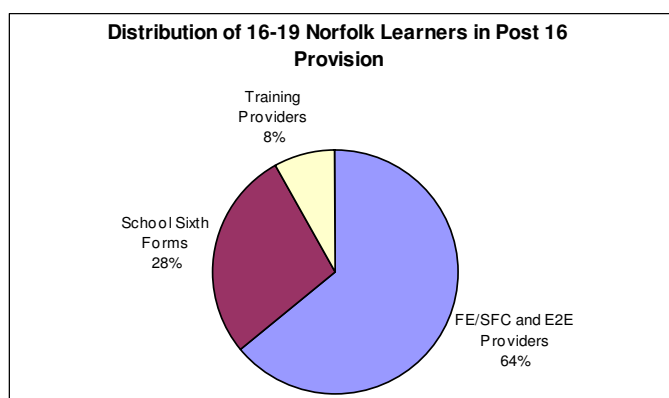
3.1 Summary of learner needs

- 3.1.1 There is an issue of 'drop out' from education and training between Year 12 and Year 13. When learners leave education or training at this stage it is difficult for them to re-engage unless they are on a clearly planned progression route.
- 3.1.2 There has been much publicity about the demise of Education Maintenance Allowance (EMA) and the impact of this on participation is yet to be determined. However, the effectiveness of replacing EMAs with the 16-19 Bursary Fund will depend partly on how it is implemented and partly the extent to which young people are aware of, understand and can access it.
- 3.1.3 In 2010/11, the greatest proportion (64%) of 16-19 Norfolk learners were within provision provided by FE colleges (including the two Sixth Form Colleges) and training providers (offering Entry to Employment (E2E) provision, now Foundation Learning). 28% were in School Sixth Forms and 8% started apprenticeships with training providers.
- 3.1.4 The rising numbers of young people intending to go into an Apprenticeship shows an increasing awareness of and interest in this pathway. There will need to be training and educational opportunities for young people who aspire to enter employment after Year 11 but who cannot access an Apprenticeship immediately, because either an appropriate vacancy is not currently available, or the young person needs further learning or training in order to be able to take up an opportunity.
- 3.1.5 The loss or reduction of, funding that was specifically for 'alternative' Key Stage 4 (KS4) programmes (e.g. Young Apprenticeships, KS4 Engagement Programme, Diplomas, Practical and Applied Learning) may result in a reduced KS4 curriculum offer for young people and less young people being given the opportunity to experience learning in an environment which is different to school - data suggests this is happening. This could impact on their engagement with education, their knowledge about the range of post 16 options available, their confidence in making those choices, and their motivation to continue in education or training.
- 3.1.6 The young people most needing to be engaged for the raising of the participation age, are those who might otherwise become NEET or go into Jobs without Training. In Norfolk in 2010/11, this group represented approximately 18% of the 16-19 cohort (5,020 young people). Given the characteristics of these young people (maybe with few or no qualifications, and often a negative experience of school), it seems likely that most will move into jobs with training, vocational courses or courses leading to qualifications at Level 2 or below' and may wish to learn in non-traditional, non-classroom based provision.

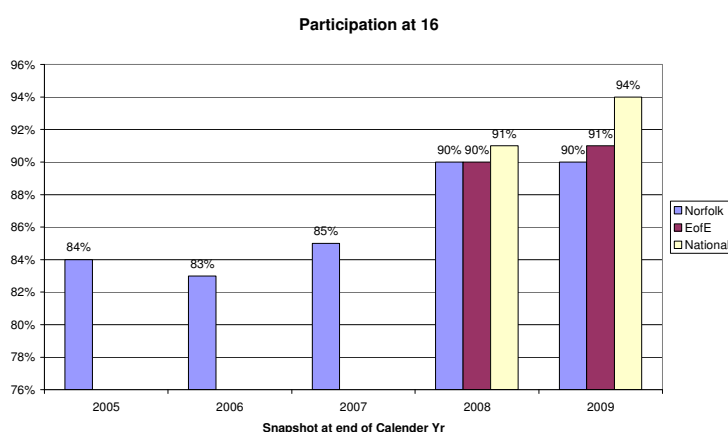
- 3.1.7 There is a difference of approximately 4% between the young people with offers of learning in Year 11 and those who started in learning in Year 12 (2010 September Guarantee, 96.6%: Activity Survey Oct. 2010, 91%)
- 3.1.8 While this Needs Analysis uses National research of learner feedback to inform it, it lacks the views of Norfolk learners themselves and this represents a gap in the identification of learning needs.

3.2 Participation 16-19 education or training

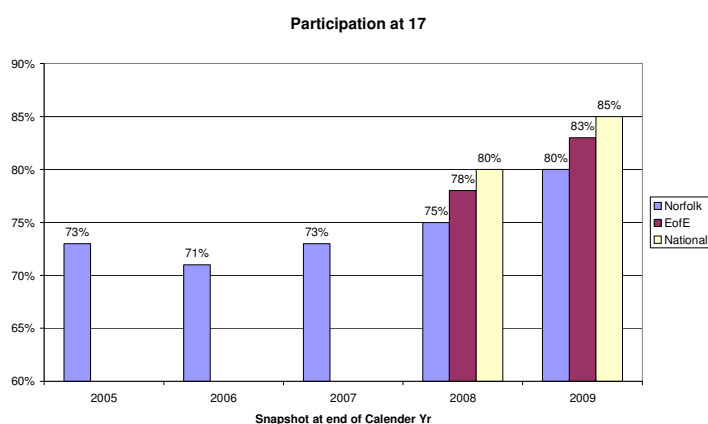
- 3.2.1 In 2010/11, the greatest proportion (64%) of 16-19 Norfolk learners was within Further Education (FE) provision. 28% were in School sixth form provision and 8% started apprenticeships with training providers. FE provision includes four FE colleges, two Sixth Form Colleges, Norfolk Adult Education and 4 private training providers.



- 3.2.2 Norfolk has experienced a decrease in the number of young people in jobs without training in recent years. In March 2011 6.2% of its 16-18 year olds were in this group. However, this was still 1.8 percentage points above the national average.
- 3.2.3 DfE data shows that while participation at 16 increased in Norfolk between 2005 and 2008, there was no increase between 2008 and 2009. Norfolk participation at 16 in 2009 at 90% was lower than the East of England LA average (91%) and national (94%).



3.2.4 Norfolk participation at 17 in 2009 at 80% was lower than the East of England LA average (83%) and national (85%). 17 year old participation in education and training is 10% lower than for 16 year olds.



3.2.5 According to the 2009 DfE participation statistics:

- Participation by Norfolk residents of all learners aged 16 and 17 (totalled) increased by seven percentage points from 78% to 85% between 2005 and 2009, below the national figure (89%) and one percentage point below the national rate of growth
- The largest increase in the rate of participation was for 17 year olds (7 percentage points). This is similar to the national position where the greatest increase was for 17 year olds at nine percentage points
- Norfolk was ranked tenth amongst its eleven statistical neighbours²⁰ for participation of 16 and 17 year olds

3.2.6 These trends are supported by Connexions' figures²¹. In 2011:

- There was a decrease of 0.2 percentage points in the rate of young people aged 16-18 NEET in Norfolk during the last 12 months (November 2009 - January 2010 average compared to November 2010 - January 2011 average) to 5.2%, lower than the national average of 6.0%
- Norfolk has experienced a decrease in the number of young people in jobs without training in recent years. In March 2011 6.2% of its 16-18 year olds were in this group, this is 1.8 percentage points above the national average

In learning performance by district

3.2.7 The lowest levels of participation in learning for 16, 17 and 18 year olds are in Breckland and Norwich. Great Yarmouth and South Norfolk have the highest levels of participation for 16 year olds and South Norfolk and Broadland achieve the highest participation at 17 years. The greatest decrease in participation at 17 is in Great Yarmouth, North Norfolk and Breckland.

3.2.8 Continuing in learning at 18 years of age decreases significantly across all districts with the greatest drop in learning between 17 and 18 being in South

²⁰ Statistical neighbours – the ten English local authorities with the most similar socio-economic characteristics to the LA. (NFER for DfE)

²¹ These figures are taken from the DfE's National Client Caseload Management Information system.

Norfolk and Breckland. We know that young people are more likely to be in employment without training, or without accredited training, as they get older. Analysis of the status of Year 12 and 13 young people in July 2011 shows that 6.3% of young people in Year 13 are engaged in employment with local training or jobs without training compared to 2.5% of young people in these categories in Year 12.

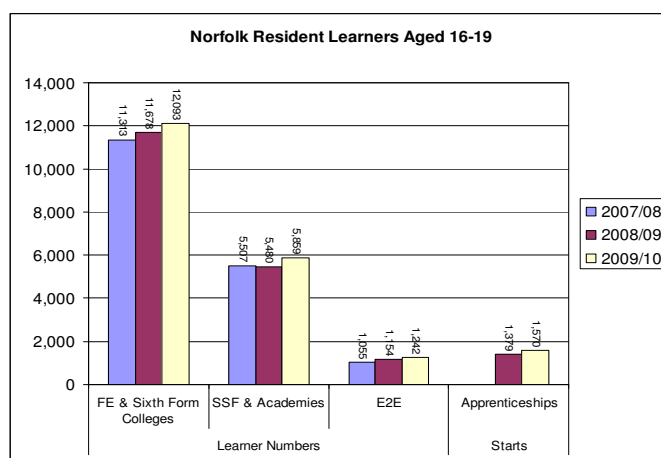
Norfolk In-Learning November 2010	16	17	18	All age average
Breckland	90.5%	83.7%	65.3%	78.8%
Broadland	92.4%	87.6%	70.2%	82.6%
Great Yarmouth	94.1%	85.1%	69.8%	82.5%
King's Lynn and West Norfolk	92.1%	86.4%	69.4%	82.1%
North Norfolk	92.7%	84.7%	68.5%	80.9%
Norwich	88.4%	82.3%	65.7%	77.8%
South Norfolk	93.3%	88.0%	70.6%	83.4%
Norfolk	93.0%	87.0%	70.0%	82.4%

3.2.9 The table below shows that while participation at 16 was highest in Great Yarmouth this area had the greatest loss of learners between 16 and 17.

District Area	16	Diff 16 & 17	17	Diff 17 & 18	18
Great Yarmouth	94.10%	9.00%	85.10%	15.30%	69.80%
South Norfolk	93.30%	5.30%	88.00%	17.40%	70.60%
Norfolk	93.00%	6.00%	87.00%	17.00%	70.00%
North Norfolk	92.70%	8.00%	84.70%	16.20%	68.50%
Broadland	92.40%	4.80%	87.60%	17.40%	70.20%
King's Lynn and West Norfolk	92.10%	5.70%	86.40%	17.00%	69.40%
Breckland	90.50%	6.80%	83.70%	18.40%	65.30%
Norwich	88.40%	6.10%	82.30%	16.60%	65.70%

3.3 Learner numbers

3.3.1 The number of Norfolk resident learners aged 16-19 increased between 2007/08 and 2009/10 with all of the learning routes experiencing growth²². Early figures for 2010/11 show a decrease in learner numbers when compared to the same period in 2009/10. This is set in the context of a declining cohort aged 16-19 from 2008²³.



22 The numbers and proportions of learners are derived from the Individualised Learner Records and may not match measures of participation made using alternative methods, including those measurements made by Connexions Services.

23 This is according to Office for National Statistics 2008- based Sub-National projections. Locally-derived projections can produce different results.

3.3.2 Participation by Norfolk residents aged 16-19 in FE and SFCs has increased. Between 2007/08 and 2009/10:

- FE and SFC learner volumes increased by 7% to 12,093 compared with a 5% increase nationally
- Early data for 2010/11 showed that there were 10,322 participants, 11% below the position at the same time in 2009/10

3.3.3 The number of residents aged 16-19 accessing E2E and a combination of FE and E2E increased between 2007/08 and 2009/10 by 18% to 1242²⁴, which mirrors the 18% increase nationally.

3.3.4 Participation by Norfolk residents aged 16-19 in SSFs and Academies increased between 2007/08 and 2009/10:

- Learner volumes rose by 6% to 5,859 compared with a 7% increase nationally
- Early figures for 2010/11 showed 5,751 residents in SSFs and Academies, 2% below the position at the same time in 2009/10

3.3.5 Between 2008/09 and 2009/10, the number of residents aged 16-18 starting an Apprenticeship²⁵ increased by 14% to 1,570 (compared with an increase of 18% nationally). Early-year data for 2010/11 shows a further 1,085 residents beginning an Apprenticeship.

Change in participation by different groups

3.3.6 Of Norfolk residents aged 16-19 in FE and SFCs²⁶ in 2009/10:

- There was an increase of 12% in participation by males between 2007/08 and 2009/10 to 6,115, whereas the female volumes grew at a slower rate of 2% to 5,978 (compared with 8% and 2% nationally)
- 92% of learners were from a White British ethnic background. The largest proportion of learners from an ethnic minority was of White Other heritage (3%)
- 20% were disadvantaged²⁷, 3 percentage points higher than 2007/08 and compared to 35% nationally

3.3.7 Of Norfolk residents aged 16-19 learning in SSFs and Academies in 2009/10:

- There was an increase of 5% in participation by males between 2007/08 and 2009/10 to 2,718, whereas female volumes increased by 8% to 3,161 (compared with increases of 9% and 5% nationally).
- 86% were from a White British ethnic background. The largest proportion of learners from an ethnic minority was of White Other heritage (2%).
- 3% were eligible for free school meals, a slight increase on 2007/08.

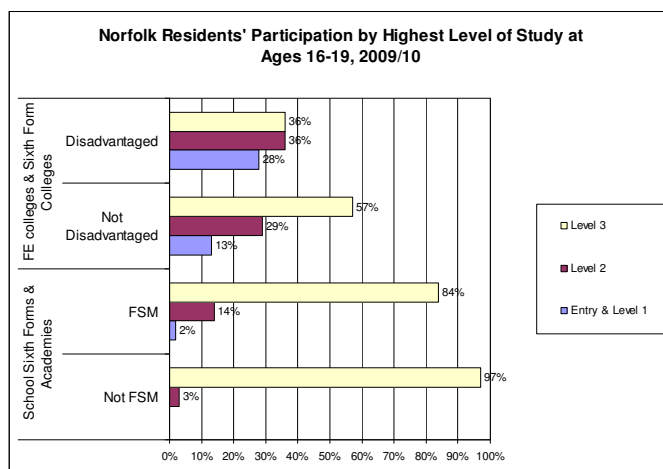
²⁴ 2010/11 learner volumes are not included because of the introduction of Foundation Learning

²⁵ Apprenticeship participation is measured differently to other learning routes and is examined over a two year period to align with the NAS Apprenticeships Quarterly MI Report

²⁶ These figures do not include Entry to Employment (E2E) and a combination of Further Education and E2E provision

²⁷ Defined as learner eligible for disadvantage uplift funding in FE and SFCs

- In 2009/10 resident learners aged 16-19 in FE and SFCs studied at a wider range of qualification levels than those in SSFs and Academies. In all types of post 16 institutions, disadvantaged learners were less likely to study at Level 3, although this gap was greater in SSFs and academies.



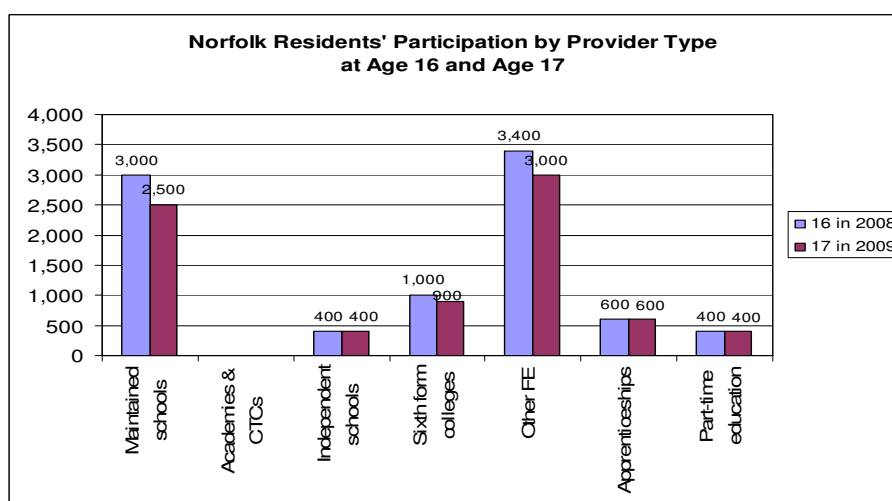
Difference between Numbers of 16 year old and 17 year olds

3.3.8 For Norfolk residents accessing FE and SFCs²⁸:

- There were 4,879 16 year old residents in learning in 2009/10, 3% higher than in 2007/08. Over the same period, numbers of 17 year old residents increased by 13% to 4,593, although there are still fewer 17 year olds in FE and SFCs than those aged 16

3.3.9 Of Norfolk residents attending SSFs and Academies:

- There were 590 more (23%) 16 year olds than 17 year olds in SSFs and Academies in 2009/10. This gap has increased by 61 on the position in 2007/08



Source: DfE Statistical First Release (SFR) 18/2011²⁹ - <http://www.education.gov.uk/rsgateway/DB/SFR/s000938/index.shtml>

²⁸ The data included here is taken from the Individualised Learner Record

3.4 Provision mix

16-19 provision by learning aims:

- 3.4.1 The tables below show the number of learning aims undertaken by young people over the last three years in SSFs and in FE and SFCs.
- 3.4.2 In SSFs the pattern of take up (measured as a percentage of all learning aims taken by the 16-19 cohort) of all levels of learning aims has remained more or less constant over the last three years with 95% of learning aims at Level 3 in 2010/11.

Learning aims: SSF and Academies (residents)

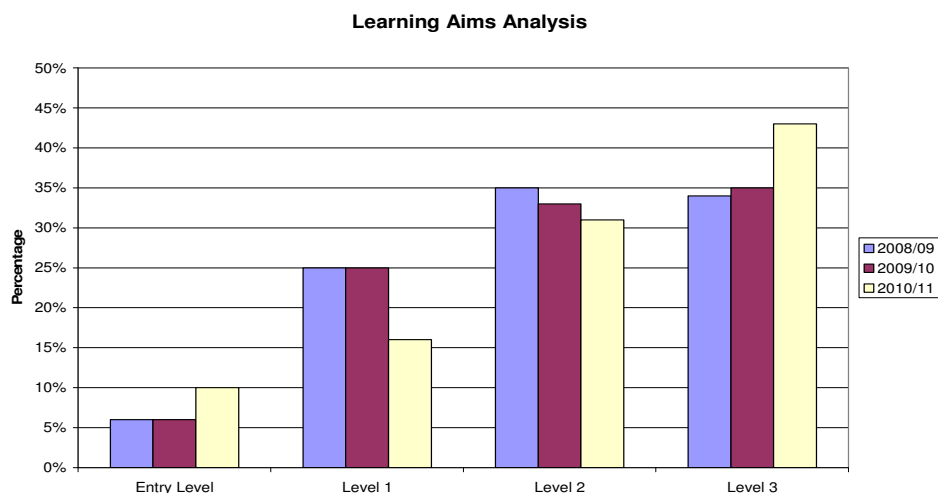
Level	2008/09		2009/10		2010/11 (part year)	
	Aims	%	Aims	%	Aims	%
Entry Level	22	0%	38	0%	18	0%
Level 1	144	1%	412	2%	183	1%
Level 2	1,019	5%	1,047	5%	826	4%
Level 3	19,216	93%	20,847	92%	20,404	95%
Level 4	0	0%	0	0%	0	0%
Level 5	0	0%	0	0%	0	0%
Other Level	167	1%	255	1%	22	0%
Total	20,568	100%	22,599	100%	21,453	100%

Learning aims: FE and SFCs (residents)

- 3.4.3 In FE and SFCs, the pattern of take up (measured as a percentage of all learning aims taken by the 16-19 cohort) of all levels of learning aims shows a decrease in take up of Level 1 learning aims from 25% of all learning aims to 16% of all learning aims (note: 2010 is part year data). There has been a slight decrease in Level 2 (35% to 31%) and increase in Level 3 (9% increase over 3 years).

Level	2008/09		2009/10		2010/11 (part year)	
	Aims	%	Aims	%	Aims	%
Entry Level	2,148	6%	2,362	6%	2,997	10%
Level 1	8,992	25%	10,003	26%	5,089	16%
Level 2	12,850	35%	12,864	33%	9,638	31%
Level 3	12,496	34%	13,746	35%	13,584	43%
Level 4	0	0%	8	0%	0	0%
Level 5	0	0%	0	0%	0	0%
Other Level	60	0%	12	0%	0	0%
Entitlement	0	0%	0	0%	0	0%
Total	36,546	100%	38,995	100%	31,314	100%

29 These volumes may not exactly match the volumes quoted elsewhere in the report because of the different methodologies used. Also, 'Other FE' includes all learners in General FE, tertiary and specialist colleges and FE provision funded by the YPLA in Higher Education Institutions.



- 3.4.4 The table below shows the number of learners on 'other levels' of provision, this is likely to be short flexible programmes of study. It is noticeable that there is an overall year on year reduction of this sort of provision from 1,114 learners in 2008/9 to 78 learners in 2010/11. This, again, may be a result of the move from E2E to Foundation Learning, or it may represent one-off flexible programmes, e.g. the January Guarantee, available to learners in 2010.

	Other Level		
Year	2008/09	2009/10	2010/11
Grand Total	1,114	243	78

3.5 Pre 16 programmes

The Young Apprenticeships programme (YA)

- 3.5.1 The YA programme sits as a distinctive offer to those who would benefit from an occupationally specific and work-based learning route leading to a Level 2 qualification by 16. It has a two day a week timetable commitment and involves, over the two year programme, a 50 day work placement element. The two features of employer engagement and work placement have contributed to the success of the programme with both the young people and employers.
- 3.5.2 The DfE confirmed on 28 March 2011 the decision to close the YA programme to new entrants. Therefore, the current cohort of learners who end their programme on 31 July 2012 will be the last. The number of young people participating in Norfolk had grown steadily from Cohort 1 of 20 to Cohort 7 (the final group) of 258.
- 3.5.3 YA Partnerships delivering the programme across the county are led by FE Colleges or Work Based Learning Providers: City College Norwich, West Suffolk College, J O Academy of Hairdressing Ltd, Great Yarmouth College, EAGIT Engineering Ltd and The College of West Anglia.

Cohort 1	65% Success 90% Progression to FE/Apprenticeships
Cohort 2	84% avg. Success 97% avg. Progression to FE/Apprenticeships
Cohort 3	87% avg. Success 100% avg. Progression to FE/Apprenticeships
Cohort 4	81% avg. Success 89% avg. Progression to FE/Apprenticeships
Cohort 5	81% avg. Success 94% avg. Progression to FE/Apprenticeships
Cohort 6	<p>Learners completed their programme on 31 July 2011 therefore full data re achievement and progression is not yet available.</p> <p>201 learners undertaking YA's in the following sectors:</p> <ul style="list-style-type: none"> • Construction - 9 • Engineering - 89 • Hairdressing - 21 • Health and Social Care - 30 • Performing Arts - 18 • Retail - 8 • Sport Leadership, Coaching and Management - 26 <p>Data received to date shows avg. Success at 64% and avg. Progression at 69% but this is anticipated to increase when the full picture becomes available.</p>
Cohort 7	<p>Consists of 258 learners undertaking YA's in the following sectors:</p> <ul style="list-style-type: none"> • Construction - 29 • Engineering - 62 • Health and Social Care - 69 • Performing Arts - 12 • Sports Leadership, Coaching and Management - 15 • Hairdressing - 62 • Hospitality - 9

European Social Fund (ESF) provision

- 3.5.4 The Skills Funding Agency (SFA), working on behalf of the YPLA, awarded Hertfordshire Regional College as the regional lead to deliver the 14 -18 NEET ESF in response to the Kick Start your Future specification.
- 3.5.5 This fund will engage and meet the needs of young people aged 14-18 who are at risk of disengaging from learning programmes or NEET. Hertfordshire Regional College are the regional lead with City College Norwich as the county lead for Norfolk.
- 3.5.6 The Youth East 2 contract commenced in January 2011 and is contracted to finish December 2013. This project aims to support 105 young people aged 14-16 who are disengaged or at risk of disengaging from education and 521, 16 -18 year old NEETs. The split of programme between 14-16 and 16-18 funding will be varied according to local need.
- 3.5.7 The tailor made programmes are based on mentoring the young person to overcome barriers to participation with personal, vocational and work development in order to progress them into a sustainable opportunity or to remain in education onto Year 11.
- 3.5.8 City College Norwich delivery partners for Norfolk as at August 2011, are Broadland Council Training, Action for Children, College of West Anglia, Paston College, ITS, Great Yarmouth Community Trust, Whitlingham Outdoor Education Centre and YMCA Training.
- 3.5.9 The ESF fund is a valuable alternative flexible fund at a time where other budgets are under pressure or diminishing.

Foundation Learning (FL)

3.5.10 Foundation Learning has been developed for 14-19-year olds working at below Level 2 (as well as 19-24 year olds with high-level special needs) to help raise their participation, attainment and progression and can be delivered in schools, colleges or private training providers. There is no overarching qualification; instead young people work on a personalised programme that leads to a mix of small, flexible qualifications, as a basis for progression to further learning or employment.

3.5.11 In 2010/11 a number of FL projects were undertaken to develop the infrastructure for future delivery of this programme. Those projects are listed:

Perspective from the Foundation Learning Development Manager

- In 2010/11 the FL structure of provision will continue to be delivered at Level 1 within Norfolk's main training providers and colleges and will predominately be in Construction, Motor Vehicle, Engineering, Hair and Beauty, Child/health and Social Care and Catering.
- The number of students going outside school for the vocational element of FL for this year's cohort of 14-16 year olds has dropped significantly with a number of colleges (CWA, CCN and Easton) highlighting up to a 30% decrease, with a slightly higher percentage for GYC.
- A number of the smaller providers who were previously supported by the KS4 Engagement programme funding are struggling to recruit young people. One provider has seen an increase in the number of students they are recruiting from North Norfolk.
- It is likely that schools will be more selective regarding the students they send out to external providers and the numbers will continue to decrease. The introduction of the English Baccalaureate (EBacc) will also impact on the number and type of students schools send out with a possible emphasis on strong Level 1 students being encouraged to undertake the EBacc rather than access vocational provision.
- Overall schools will continue to access external provision but on a smaller scale and with a tighter selection criteria.

Challenges:

- How schools will be able to continue to fund external provision with recent budgetary restraints?
- How can literacy and numeracy be effectively supported for Foundation Learners when Functional Skills are being incorporated into GCSE English and Mathematics and the recent Wolf report strongly recommending the GCSE route as the preferred option, even though for some students the current GCSE diet is not appropriate?
- There is a gap in how the abilities and needs of students are continually assessed and recorded?
- With the demise of the KS4 Engagement programme there is a less coordinated approach to External Learning.
- There is currently no renewable energies provision resulting in the needs of this growing job market not being met.
- How will Entry Level and Level 1 learners be supported into apprenticeships or given the skills to excel/prosper in employment?

Practical Applied Learning (PAL)

3.5.12 PAL courses are vocational courses which give learners qualifications and introduce them to possible post 16 opportunities.

3.5.13 Secondary schools provide the LA with data on KS4 pupils undertaking PAL courses in the November and this data is used to distribute additional funding (from the Dedicated Schools Grant) to schools in the following April.

3.5.14 Comparing 2009/10 to 2010/11 PAL returns for the academic years 2009/10 and 2010/11, the following observations can be made (see table 1):-

- **Entry level** PAL provision decreased from 2009/10 to 2010/11 (from 47 to 10 learners) with the majority of Local Operational Partnership (LOP) areas having no Entry Level provision that met the PAL funding criteria. In 2010/11 the Entry Level courses were as follows: Functional Skills English, Agriculture, Vehicle Technology, Skills for Independence and Work
- **Level 1** numbers also decreased from 2009/10 to 2010/11 (from 1,774 to 1,327 learners) - the only LOPs to show an increase were ERNF and Wensum
- **Level 2** numbers increased from 2009/10 to 2010/11 by 63% (from 325 to 513)

3.5.15 Fewer learners had transport factored into their PAL funding in 2010/11 than 2009/10 suggesting that more of the provision was locally available or within their own school.

3.5.16 There were 22 external delivery providers in 2010/11 compared with 14 in 2009/10, with 11 new providers in 2010/11. The new providers covered the following sectors: Agriculture, Horticulture and Animal Care, Preparation for Life and Work, Engineering and Manufacturing Technologies, Health, Public Services and Care.

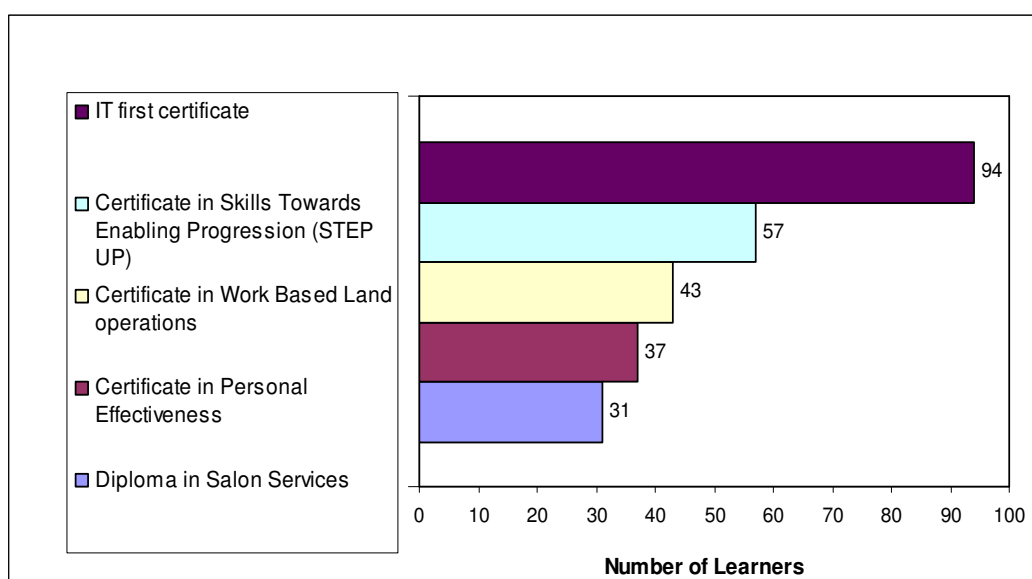
3.5.17 The largest numbers of learners on PAL programmes were in East Norfolk Consortium with the smallest numbers in the Thetford and Pathways to Success Consortia.

PAL - Total learner numbers (Years 10 and 11) by LOP

LOP	2009/10			2010/11		
	Entry Level	Level 1	Level 2	Entry Level	Level 1	Level 2
All Routes		89	7		76	66
East Norfolk Consortium		414	155		306	189
ERN		150	14	7	196	62
Mid Norfolk Partnership		102			64	3
NENC		87	6		75	45
Northern Lights		256	54		110	37
Open Opportunity	1	282	23		119	24
Opportunities WN	35	219	37	1	204	
Pathways to Success		75	1	2	32	4
Thetford	10	9				
Wensum	1	100	35		145	83
TOTAL	47	1774	325	10	1327	513

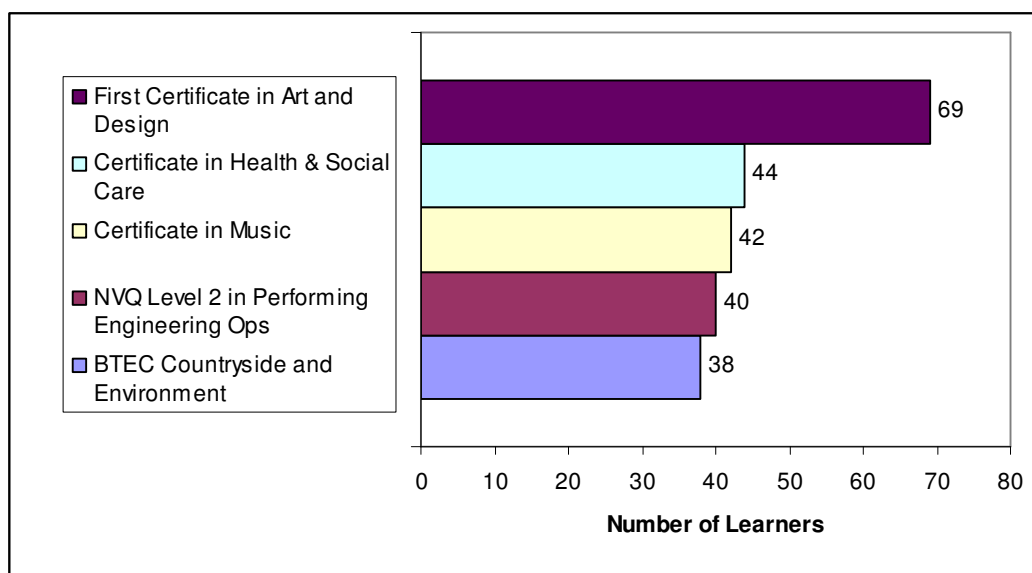
PAL - Top 5 Level 1 provision in numbers of learners 2010/11

3.5.18 The Level 1 PAL course with the highest number of learners was IT First Certificate which was delivered in-house by one school for its learners.



PAL - Top 5 Level 2 provision 2010/11

3.5.19 The Level 2 PAL course with the highest number of learners was the First Certificate in Art and Design, which was delivered in-house by one school for its learners.



P

PAL - Top sector choices

3.5.20 The table below shows the most popular sectors for PAL courses. The data is strongly influenced by large numbers of learners within individual schools on particular PAL programmes.

2009/10 Level 1 Sectors	2010/11 Level 1 Sectors
Health, Public Services and Care	ICT
Agriculture, Horticulture and Animal Care	Preparation for Life and Work
Construction, Planning and the Built Environment	Agriculture, Horticulture and Animal Care
Engineering and Manufacturing Technologies	Health, Public Services and Care

2009/10 Level 2 sectors	2010/11 Level 2 sectors
Arts, Media and Publishing	Arts, Media and Publishing
Agriculture, Horticulture and Animal Care	Health, Public Services and Care
Engineering and Manufacturing Technologies	Engineering and Manufacturing Technologies
Construction, Planning and the Built Environment	Agriculture, Horticulture and Animal Care

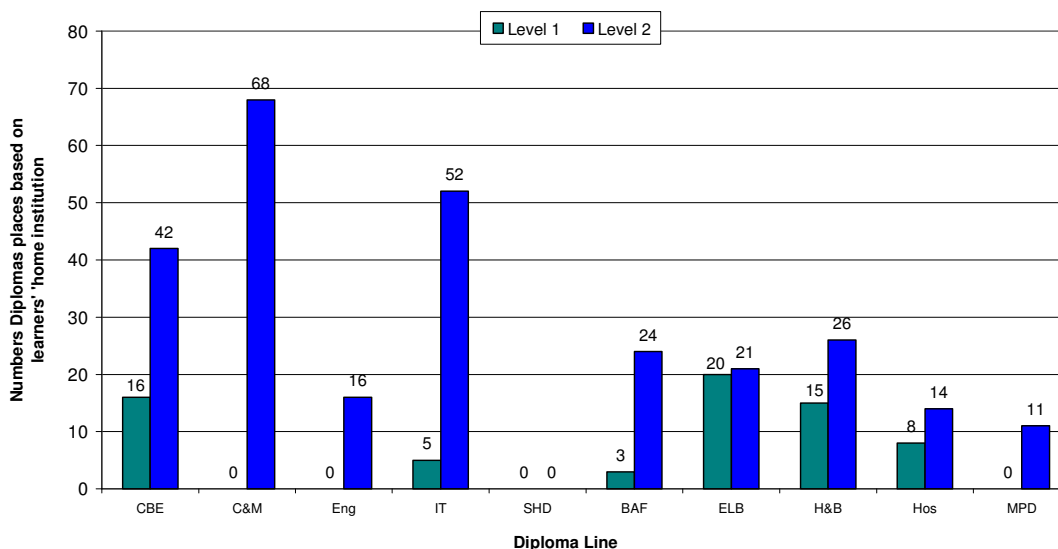
Diplomas

3.5.21 The Diploma is a qualification for 14-19 year olds that has been phased in since September 2008. The Diploma offers a mix of theoretical and practical learning, appealing to a broad spectrum of students with differing abilities and aspirations both pre and post 16.

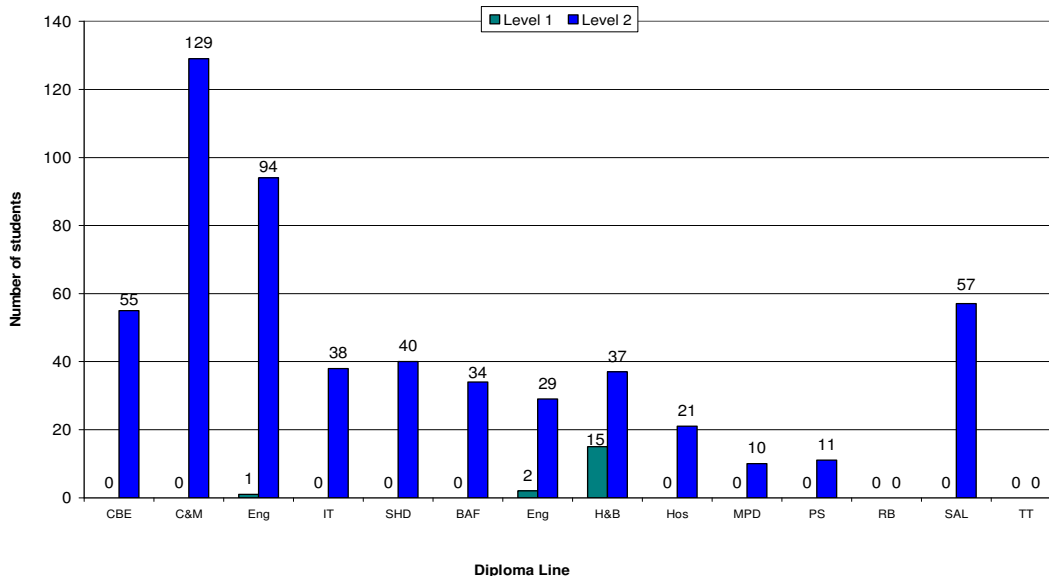
Level	Equivalency	Time to complete
Foundation (level 1)	5 GCSEs at grades D - G	Pre 16 – 2 years
Higher (level 2)	7 GCSEs at grades A* - C	Pre 16 – 2 years

3.5.22 The graphs below detail the numbers of Norfolk Year 10 students starting a two year Diploma course in September 2009, and September 2010. The majority of diploma provision was at Level 2.

**Number of Diploma starts in Sept 09 across Norfolk
(two year courses)**



**Number of Year 10 students in Norfolk who started Diplomas in
Sept 10 (two year courses)**



Business Admin & Finance (BAF)	Hair & Beauty Studies (H&B)	Retail Business (RB)
Construction & Built Environment (CBE)	Hospitality (Hos)	Society Health & Development (SHD)
Creative & Media (C&M)	Information Technology (IT)	Sports & Active Leisure (SAL)
Engineering (Eng)	Manufacturing Product Design (MPD)	Travel & Tourism (TT)
Environment & Land Based (ELB)	Public Services (PS)	

Diploma	Starts 2009	Starts 2010
Level 1	67	18
Level 2	274	555

Perspective from Local Operational Partnership (LOP) Directors

3.5.23 Pathways to Success (P2S) - PAL courses seem to be in decline in the P2S LOP, possibly because of the uncertainty in funding. There are small numbers going to Easton College and CCN but these may decline unless funding is secured for the future. In addition, the new Diss Vocational Centre and the Archbishop Sancroft new building should make it more possible/likely that vocational and PAL courses can be provided locally. Externally provided PAL courses seem to be declining but there is agreement that such courses are very relevant for a cohort of students and that schools and the Partnership are continuing to identify opportunities to deliver such courses locally.

3.5.24 East Consortium (East) - Schools in the East have every intention of carrying on with PAL activity. They see a clear need for high quality experiential opportunities for their students and collaborative working is the best way to achieve this. There is not the same need for the high amount of courses but more a need for high quality "hands on" learning.

3.5.25 Wensum (W) and Northern Lights (NL) - Two of the Wensum schools have amalgamated with Open Opportunity (Hellesdon High School and Taverham High School) and Wensum has been disbanded. There will be no new students on the Diploma in W and NL schools and no new Diploma courses were advertised for September 2011. Many "PAL" courses will continue, although probably with reduced in number. The extent of the reduction will be determined by a number of factors:

- a) The continuance of PAL funding
- b) The eligibility for league table rules (schools will be less likely to support courses that do not make a positive contribution to performance measures)
- c) Local supply - it could more difficult for providers who may lose economies of scale. (Partnership arrangements could be crucial here)

Nevertheless, there is a need for more vocational curriculum for many students at KS4, and schools are still required to provide an appropriate curriculum for their students.

3.5.26 All Routes (ALL) - There is a consensus among schools in the All Routes partnership that some form of PAL will be required for a significant number of young people, 14-16, but this will be determined by the factors already mentioned above. As a rural LOP the cost of transport arrangements for learners to access partner colleges and providers in Norwich and elsewhere is considerable.

3.5.27 Rural Norfolk Federation (RNF), Mid Norfolk Partnership (MNP) and NE Norfolk Consortium (NENC) - Schools in the northern area do value the opportunity that PAL presents to students and a number of schools are still accessing a range of PAL courses from September. Many of the schools have already said that although funding will influence future decision making,

the main consideration is the appropriateness of the learning for the pupil and progression pathway post-16. There are some Diploma courses starting in September, but it is thought that this course will change, possibly to a Principal Learning qualification only.

With the development of a number of new opportunities locally (Sidestrand Hall Vocational Centre, Poultec 14-19 Centre and Fakenham RNF Centre) gaps in provision are much less. However, provision at Easton College (Animal Care / Countryside Management), NTS (Motor Vehicle and Construction Skills), Eagit (Engineering) and CCN (Childcare / Health Care) is important for breadth. (Note - some schools are purchasing this external provision for Level 1 and 2 learners).

Some schools are beginning to offer more for themselves, e.g. Sheringham - Mechanics/Countryside type course, Stalham - Construction/ Equine (just being developed). Others have retained the PAL and do well in conjunction with local businesses/facilities - Alderman Peel - Countryside Management with Holkham Estate and Reepham - Whitwell Hall. Holt Hall and the Holt Youth Project are also developing their offer to schools and young people in and around Holt, particularly those in Year 11 being identified as possible NEET post-16. Similar work is also being developed in the Dereham Area by Action Training and the St Edmunds Charity in collaboration with Wellspring Family Centre. Also the offer at the RNF Training Centre Fakenham is gathering momentum this year with more students than ever accessing construction and engineering 14-16 at both level 1 and 2. Adult Education and the RNF with other partners are also considering more courses post-16. Opportunities to do more post-16 are being considered at Poultec too.

- 3.5.28 Opportunities West Norfolk (OWN)** - It is rather a mixed picture in the West regarding Level 1 PAL courses. All schools see a need for external Level 1 PAL courses but that it will be for a reducing number of students. The numbers have dropped this year for things like College of West Anglia (CWA) PAL options, due to funding issues some schools are restricting the number of students who can participate. Nonetheless there will always be some students who schools simply cannot cater for internally and who could impact detrimentally on others at the school if no other provision were available.

All schools have internal PAL type provision in place for 'foundation learning' students and will continue with this. Beyond this it is a mixed picture from some schools not offering any external PAL provision to others offering any KS4 students these options.

There is interest in future external Level 2 PAL provision for students heading for GCSEs at grade D (or possibly D/C borderline) in particular and CWA will be offering a suite of courses as they have done in previous years. OWN has no new KS4 diploma students starting in September.

- 3.5.29 Open Opportunity (OO)** - the picture in OO is extremely mixed - reflecting the varied nature of the partnership members, and due to an influx of new partners. All partner members will almost certainly wish to continue to access Level 1 and below type provision to a greater or lesser degree - sometimes

with external providers and sometimes by bringing providers into their own institutions. In addition it is very likely that the partnership will widen its own Level 1 offer in the near future.

At Level 2 the collaborative nature of the OO provision presents a different picture - the partnership is expecting around about 100 students per year to access this offer (though many students will in fact be accessing a collaborative course delivered at their Home School site).

The nature, qualification base, providers and delivery models for partnership courses are all subject to discussion at this time. It is impossible to accurately predict the outcome of those discussions - though it seems likely that a day release model will prevail in at least the short term for the majority of courses.

3.6 Support for learners

Financial support

3.6.1 Learner support programmes are concerned with providing financial and related support to people who would otherwise find it a struggle, if not impossible, to stay in learning.

3.6.2 The financial support currently available to post 16 learners comes from the DfE routed through the YPLA and consists of the following:

- EMA - transitional arrangements are in place until 26 August 2012
- 16-19 Bursary Fund - commences September 2011
- Care to Learn (C2L) - provides financial support to teenage parents paying childcare costs while parent is in-learning
- Residential Support Scheme (RSS) - provides help with accommodation costs of learners aged 16 and over who need to live away from home to study because their course is not available locally
- Dance and Drama Awards (DaDa) - scholarships offering reduced tuition fees and income-assessed support with living and learning costs
- Professional and Career Development Loans (18yrs+) - bank loans set at a competitive interest rate which can be used to support courses for up to two years as long as the course leads to a trade, occupation or profession

3.6.3 EMA Take up data as at 30 June 2011 - All Applicants

Continuing Guarantee Learners	WBL Take Up	FE Take Up	Scheme Take-Up YTD	Enrolled Applicants Current
8,944	513	9,163	9,550	7,297

3.6.4 The 'enrolled applicants current' shows the learners who have been enrolled on the EMA Payments System by their provider, whose course start and end dates show that they are currently in learning.

3.6.5 In terms of DaDa and RSS the YPLA does not keep records on the home local authority of the students who are supported. However, NCC approved three requests and rejected one request for RSS in 2010/11.

- 3.6.6 Care to Learn is a national scheme which provides support for childcare and related transport costs to enable young parents to attend education. It provides non-income assessed support for childcare and associated travel costs of up to £160 a week (£175 in London) for young parents in education and unwaged training in England. The DfE have announced that they will continue to provide childcare support to all parents in England who are under 20 when they start a course in the 2011/12 academic year, until they complete that course. They have also announced that Care to Learn will continue beyond this academic year.

LA - League Table	C2L Take-Up		
	Mother <20	Total	% < 20
Norfolk	779	46	5.90

This places Norfolk at 147th out of 152 LA's in terms of percentage take up with 1st being Oldham LA with 32.27% Data: July 2011

- 3.6.7 The largest take up of C2L is by young people in FE provision (36 in 2011/11). While the number taking up C2L appears to be increased with age of the parent but as a percentage of this cohort the number is lower.

Take up by age:

AGE								
15	16	17	18	Under 19	19	Under 20	20	Grand Total
2	4	8	23	37	9	46	1	47

Take up ethnicity:

Ethnicity					
Black British	Mixed British	Mixed	White British	Not Stated	Grand Total
5	1	1	39	1	47

- 3.6.8 The proportionately low take up of Care to Learn continues to be a concern. The reasons for this low take up are unclear. There is little national marketing of the fund so raising young people's awareness is through local partners and providers working with young people.
- 3.6.9 The 16-19 Bursary Fund is not a direct replacement for EMA as it is targeted at those young people at most disadvantage, particularly those in identified vulnerable groups.
- 3.6.10 Allocations to providers by the YPLA were made based on the number of learners they had in 2009/10 receiving EMA at the rate of £30 a week. No account has been taken of subsequent changes to provision. Institutions will be able to apply to the YPLA for additional funding in the autumn 2011.

"It seems to me indisputable that there were some young people who did not need the EMA to keep them in the system. The initial evaluation of EMA found that it increased participation by about six or seven per cent. We have a third of the money that was available for EMA, so it feels that it ought to be manageable to maintain that extra six or seven per cent in participation." Peter Lauener CE of YPLA

- 3.6.11 It is too early to assess the impact the changes to Learner Support may have on take up and retention in learning of Norfolk young people. However, youth offending teams and guidance advisers report that more young people are looking for employment rather than education and citing the loss of EMA as the reason.
- 3.6.12 The 16-19 Bursary Fund is not bound by the same level of national guidance and rules that EMA has been. Apart from the defined groups of vulnerable young people providers may use their discretion to make awards to young people in ways that best fit the needs and circumstances of their students.
- 3.6.13 Whilst bringing some much needed local flexibility and responsiveness there is also now more potential for inconsistency and differing levels of support available to young people at institutions.
- 3.6.14 It also creates more complexity for those advising young people regarding what support may or may not be on offer to enable them to make informed choices.
- 3.6.15 Norfolk Children's Services has taken a national lead in developing the concept of the Virtual School for looked after children (LAC) as part of the development of its corporate parenting responsibilities. The school already has a virtual head and a governing body
- 3.6.16 A key issue is the identification of vulnerable young people post 16, particularly Looked After Children (LAC). Identifying how many there are, where they are across the county and their interests/aspirations has proven problematic and is on-going work.
- 3.6.17 Linked to this are the arrangements for the transfer of information on LAC status between institutions, it needs to happen in the appropriate way with the consent of the LAC given.

Transport

- 3.6.18 "The range of opportunities that is available to young people is related to the accessibility and timeliness of public transport. This is widely regarded as one of the main barriers to young people's aspirations in rural areas."³⁰
- 3.6.19 2011/12 Post 16 Eligibility Criteria
- 1) Live in Norfolk
 - 2) Be under 19 as at 31 August or 21 for those with learning difficulties or disabilities
 - 3) Be attending a full time course (450 guided learning hours)
 - 4) Live at least three miles from a state funded school sixth form, a or FE college as measured by the nearest walking route
 - 5) Be attending either a state funded school sixth form within ten miles of their home or a SFC or FE college within 25 miles of their home

30 Young People's Aspirations in Rural Areas. nfer. LGGroup. August 2011

- 3.6.20 There is a 50% concession available for families in receipt of maximum working tax credit. In 2011/12, the student contribution has been calculated at £392 per annum (£196 for concessions).
- 3.6.21 For 2012/13, the eligibility for post 16 transports subsidy remains as it was in 2011/12 except for number five. In the proposed changes the ten mile and 25 mile criteria will no longer apply but students will only be eligible for a subsidy where they are travelling on core routes whether to school sixth forms, sixth form colleges, further education colleges, or specialist colleges.
- 3.6.22 The concession for families in receipt of maximum working credit will be reduced from 50% to 25%.
- 3.6.23 In 2012/13, the student contribution has been calculated at £460 (an increase of £68) per annum (£345 for concessions, an increase of £149).
- 3.6.24 There continues to be a system for dealing with exceptional circumstances where students may be experiencing particular hardship in which individual cases will be assessed.

Young people's participation in positive activities

- 3.6.25 What young people do in their leisure time can influence their future outcomes. Evidence shows that young people's participation in positive leisure time activities, as well as offering enjoyable and exciting opportunities, also supports the development of resilience through building social and emotional skills. Good quality youth activities help build important characteristics that are increasingly necessary for capitalising on the opportunities available to young people and for overcoming disadvantage. This includes the capacity to plan for the future, moral maturity and levels of self-control.
- 3.6.26 Participation in positive activities also protects against poor outcomes and helps counteract negative influences. It helps young people to feel good about themselves and their chances in life by developing their confidence and self-esteem, their motivation and aspirations. These characteristics can impact on their attitudes at school, the company they keep outside of school, and whether they take risks with their health or get involved in anti-social and criminal behaviour. Crucially, positive activities can support young people's participation in learning - particularly for those disaffected from school.
- 3.6.27 Norfolk County Council's decision in February 2011, following the Big Conversation, to cease funding the youth service in response to significant budget reduction has resulted in the closure of approximately 300 youth projects across the county, impacting upon young people's access to and participation in positive activities.
- 3.6.28 A new commissioning approach to enabling local communities meet young people's needs and the development of district based youth advisory boards should be fully operational from April 2012. Whilst this will provide support for building the capacity of local communities to meet young people's needs, the

level of positive activities being offered through this approach will be greatly reduced in comparison to previous delivery.

3.6.29 It will be important to monitor the impact upon young people and their communities as a result of the reduction in youth services, as well as the efficacy of the new commissioned approach via youth advisory boards.

3.6.30 Access to safe places to go and positive activities also reduces the likelihood of involvement in anti-social behaviour or crime.

Positive activities survey 2010/11

3.6.31 Over the past two years students in Norfolk were surveyed at the end of Year 10 or the beginning of Year 11 about their involvement in a range of positive activities and the results were entered onto the Connexions Client Caseload Information System (CCIS). The form of questions and categories of activity were taken from the Tell Us survey in accordance with guidance from the Department for Education and was intended to provide a more accurate picture of local participation than Tell Us.

3.6.32 Young people were asked the question, "In the last four weeks have you participated in any activity led by an adult outside school lessons such as sport, art, or youth group?" In 2009/10 of the 7,525 young people who completed the survey 66% responded positively. In 2010/11 66% of the 6,685 young people who completed the survey responded positively.

3.6.33 They were then asked to specify all of the activities that they had participated in.

Have you been to or done these things in the past four weeks?	2009/10	2010/11	Percent change
Engaged in sporting activity	58.6%	59.6%	+2%
Youth club or group organised by adults	17.9%	22.0%	+23%
Faith or community group	4.2%	5.2%	+25%
Art, craft, dance, drama, film-making (not in school lessons)	16.1%	15.2%	-5%
Music group or formal lessons - (not in school lessons)	14.3%	15.3%	+6%
Residential course such as Outward Bound	1.2%	1.9%	+64%
Learning related activity (not during lessons) eg first aid course	19.1%	12.7%	-34%
Charitable/voluntary working	10.6%	14.3%	+34%
School/youth council or local consultation event	3.3%	4.4%	+31%
Other adult-led activity	11.3%	15.5%	+37%
Local park/playground	n/a	43.2%	n/a
Club/youth group without organised activities	n/a	5.7%	n/a

Note that respondents could participate in more than one activity.

3.6.34 The only category showing a notable decrease in participation was 'Learning related activity', dropping from 19% to 13% (-34%) between 2009 and 2010. Most other categories increased significantly - particularly the areas of volunteering, participation in youth council or other similar events, faith/community groups and youth clubs.

3.6.35 In the 2010 survey, two new categories of activity were added to the list above; local park/playground (43%) and club/youth group without organised activities (6%).

Barriers to participation in positive activities

3.6.36 Young people were asked what sort of things prevented them from taking part. The most significant response barriers in 2010/11 were:

- Not available in my area (26%)
- I don't have time (21%)
- I can't get there (20%)
- Costs too much (16%)
- I have no one to go with (16%)
- Not available when I want to do it (13%)
- I don't know how to find out what's on offer (10%)
- 32% state, "Nothing stops me"

What sort of things stop you from taking part in things you would like to do?	2009/10	2010/11	Percent change
I don't know how to find out what's on offer	9.1%	10.0%	10%
My parents/carers worry about me	2.2%	3.2%	46%
I can't get there	19.0%	20.0%	5%
Not available when I want to do it	10.8%	12.7%	18%
Not available in my area	21.8%	25.6%	17%
Something else	10.4%	9.6%	-7%
I don't have time	22.8%	21.1%	-8%
I have no one to go with	13.7%	15.9%	16%
Costs too much	15.0%	16.4%	9%
Nothing stops me	32.3%	31.5%	-2%

Current Contracts for Positive Activities

- Discovery Centre King's Lynn - linking with College of West Anglia (£36K for 10/11; £72K for 11/12 and £72K for 12/13). This project is for positive activities with one target relating to moving young people from NEET to EET. Delivery takes place mainly in the school holidays
- Boom! (County Wide). Contract value 10/11 £330,837; 11/12 £335,888, and 12/13 £348,566. This project has an objective to increase self esteem, CV building and Improving Employability

4. ATTAINMENT

4.1 Summary of learner needs

- 4.1.1 A lower percentage of Norfolk learners attain 5 or more GCSEs A*-C or equivalent, including English and mathematics (E&M), than nationally. (Norfolk 54.9%, national 57.9%) (DfE provisional 2011). 2010 results show there were significant differences between districts for learners attaining 5 or more A*-C GCSEs including E&M, with 23.44 percentage points between Broadland (65.2%) and King's Lynn and West Norfolk (41.76%).
- 4.1.2 A much lower percentage of Norfolk learners attain 5 or more A*-Cs or equivalent (equal to a level 2), than do nationally (Norfolk 70.5%, national 80.1%). Although there was an increase of 3.4 percentage points in Norfolk, nationally there was an increase of 3.8 percentage points between 2010 and 2011. Norfolk sits 11th out of 11 of its East of England neighbours for this measure.
- 4.1.3 While learners at KS2 had attainment in English and mathematics that was below Norfolk averages in the Great Yarmouth district, learners in the King's Lynn and West Norfolk district had the lowest attainment at KS4 (2010 data, different cohorts compared)
- 4.1.4 The average point score (APS) per student for 'A' Levels or equivalent has increased year on year, but remains below national averages (Norfolk 671.5, national 715.3% - DfE provisional 2011). These results indicate a drop of 49.7 points between 2010 and 2011 (721.2 down to 671.5) (national drop was 11.30, 726.6 down to 715.3). (EPAS data reports a drop of 11 points which is more in line with the national drop).
- 4.1.5 The average point score per entry for learners in Norfolk for 'A' Levels or equivalent, while has been slightly above national averages over the last three years but has fallen below it in 2011. (Norfolk, 207.5, national 212.4). (DfE provisional 2011)
- 4.1.6 Within the maintained school sector, in 2010, the lowest performing area (2010) for both APS per student and APS per entry was Thetford (only 32 candidates) and the highest All Routes (425 candidates). The lowest performing district area for APS points per entry was King's Lynn and West Norfolk (440 candidates) and the highest South Norfolk (500 candidates).
- 4.1.7 The percentage of Norfolk learners who had 5 GCSEs A*-C (including English and mathematics) at age 16, progressing to attain full Level 3 attainment was lower in Norfolk than nationally (Norfolk 79.1%, national 83.1%).
- 4.1.8 Within FE provision there has been a steady increase in success rates over the three years for Level 3 attainment (Norfolk 80%), although in 2009/10 this was two percent below the East of England region and one percent below national success rates respectively (82%, 81%). Success rates for level 2 were a similar picture.

4.1.9 Retention of learners between starting in Year 12 and completing in Year 13 is variable across the county. While the national average is 78%³¹, 12 out of the 21 school sixth forms had retention rates lower than this and three schools had retention rates between 50% and 60%.

4.2 Key stage (KS) 2/3

- 4.2.1 KS2 results at Level 4+ have been improving at a similar rate to national standards. It is problematic to make genuine year on year comparisons as only two thirds of the cohort have test results in 2010. Overall the trend over time indicates steady improvement; however, the gap between Norfolk pupils by age 11 and pupils nationally remains large. Pupils in Norfolk are performing significantly worse than pupils nationally in achieving a level 4+ in both English and mathematics. Boys eligible for free school meals are well below similar children nationally by the end of this key stage.
- 4.2.2 Standards at KS2 Level 5 are also improving steadily. Mathematics is closer to the national average, but remains below. Outcomes in English are well below the national average. Based on 2010 results the gap has narrowed between girls and boys in Norfolk in mathematics and girls are now only two percent below boys at Level 4+. However, the gap between boys and girls in English widened at Level 4+ from 10% to 12%, with boys doing significantly less well than girls in Norfolk, and than boys nationally.
- 4.2.3 The results in English for pupils for were eligible for free school meals in Norfolk schools dropped by three percent overall, compared with a one percent rise nationally in 2010. However, in mathematics pupils in this group improved by five percent compared with a two percent rise nationally. The combined standards of Level 4+ in both English and mathematics improved by four percent compared with a three percent rise nationally.
- 4.2.4 Results for pupils with special educational needs and disabilities decreased in some aspects in 2010. For those on school action there was a significant drop in English of seven percent, but these pupils attained the same standards in mathematics as in 2009. For those on school action plus and for those pupils with statements the decreases were smaller. In mathematics the biggest decrease of four percent was for statemented pupils.
- 4.2.5 Provisional data for Norfolk published in August 2011 in relation to the KS3 teacher assessments of pupils at 14 years old, show improvements in English and science with mathematics remaining stable. Mathematics remains above the national average and English slightly below the national average.
- 4.2.6 It is recognised that there are some issues with this data arising from schools converting to academy status from July this year and because some schools in Norfolk have now begun to teach the KS4 curriculum in Year 9. 77% of pupils were assessed as reaching the expected Level 5 in English compared to 76% in 2010 - the national percentage for 2011 was 82%. In mathematics the percentage fell slightly from 81% last year to 80% this year. In science the

31 UKLearning; DataDashboard 2010

figure was 83% compared with 80% in 2010 - the same as the national average.

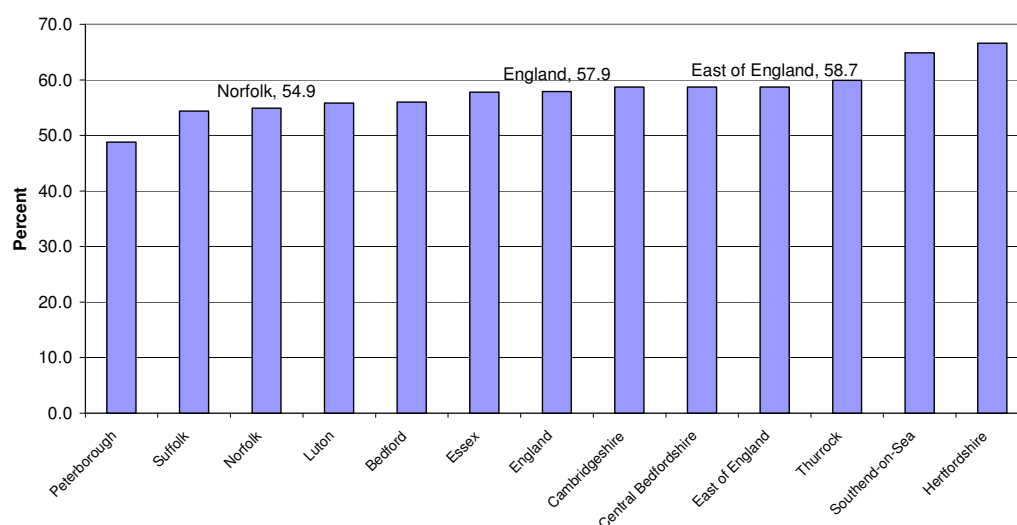
Expected Progress from KS2 to KS4 in English and mathematics (2011 Data)

- 4.2.7 From KS2 to KS4 in English and mathematics the expected progress is three levels. The achievement of these levels of progress is highly variable across the county over the last three years. Because of the low starting point some of the best progress is in the Norwich schools. There is often little correlation between progress in English and progress in mathematics.
- 4.2.8 The method for calculating expected progress changed for 2010/11, pupils with no appropriate test results at KS2 are now included using their Teacher Assessment Levels. In Norfolk the expected progress in English has improved by 2.3ppt to 68.9% in 2011, having been 66.6% in 2010. While remaining below the national figure of 71.0% in 2011, the gap between Norfolk and national has narrowed. Nationally the expected progress figure has improved by 1.7%, having been 69.3% in 2010.
- 4.2.9 Expected progress in mathematics in Norfolk in 2011 is 65.5%, with an improvement of 2.3ppt (63.2% in 2010), as in English. The national figure is 64.2% which is an improvement of 2.2% on the previous year (62.0% in 2010).

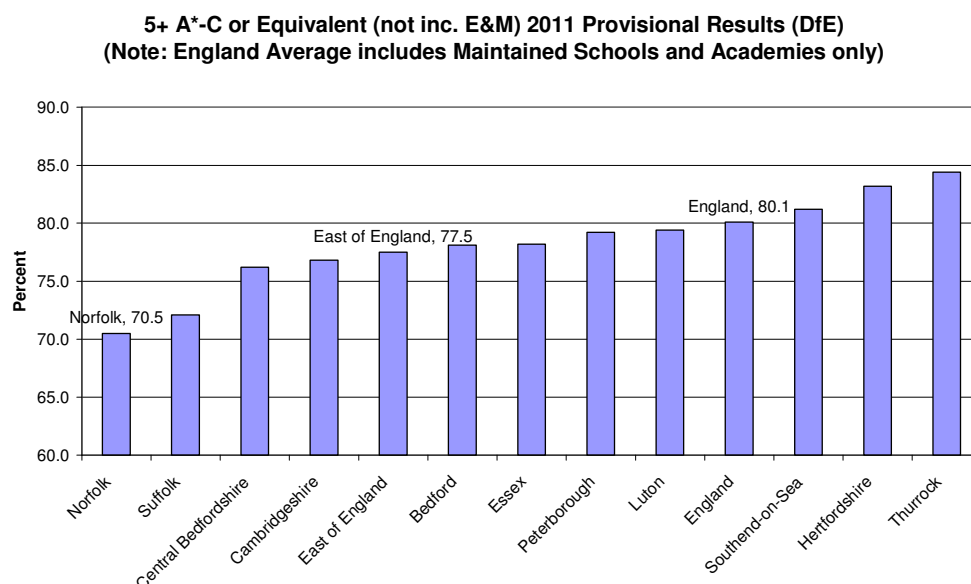
4.3 Key Stage 4

- 4.3.1 Provisional (DfE) results (2011) for learners attaining 5 A*-C or equivalent, including English and mathematics (E&M) indicate the percentage is below national figures. (Norfolk 54.9%, national 57.9%). Although the improvement is in line with national, Norfolk sits 9th out of 11 East of England neighbours for this measure.

5+ A*-C or Equivalent (inc. E&M) 2011 Provisional Results (DfE)
(Note: England Average includes Maintained Schools and Academies only)



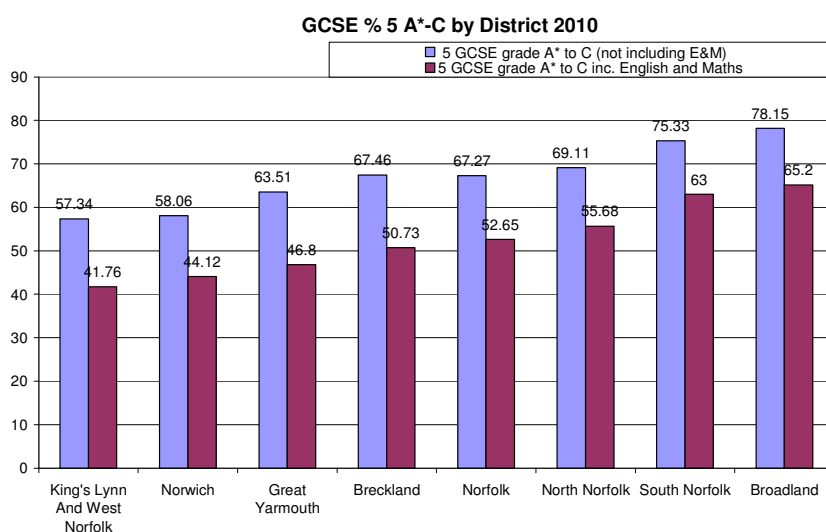
4.3.2 Provisional (DfE) results (2011) for learners attaining 5 A*-C or equivalent, not including E&M, indicate the percentage is well below national figures (Norfolk 70.5%, national 80.1%). Although there was an increase of 3.4 percentage points in Norfolk, nationally there was an increase of 3.8 percentage points. Norfolk sits 11th out of 11 of its East of England neighbours for this measure.



4.3.3 Girls out perform boys at 5 A*-C GCSE including English and mathematics.

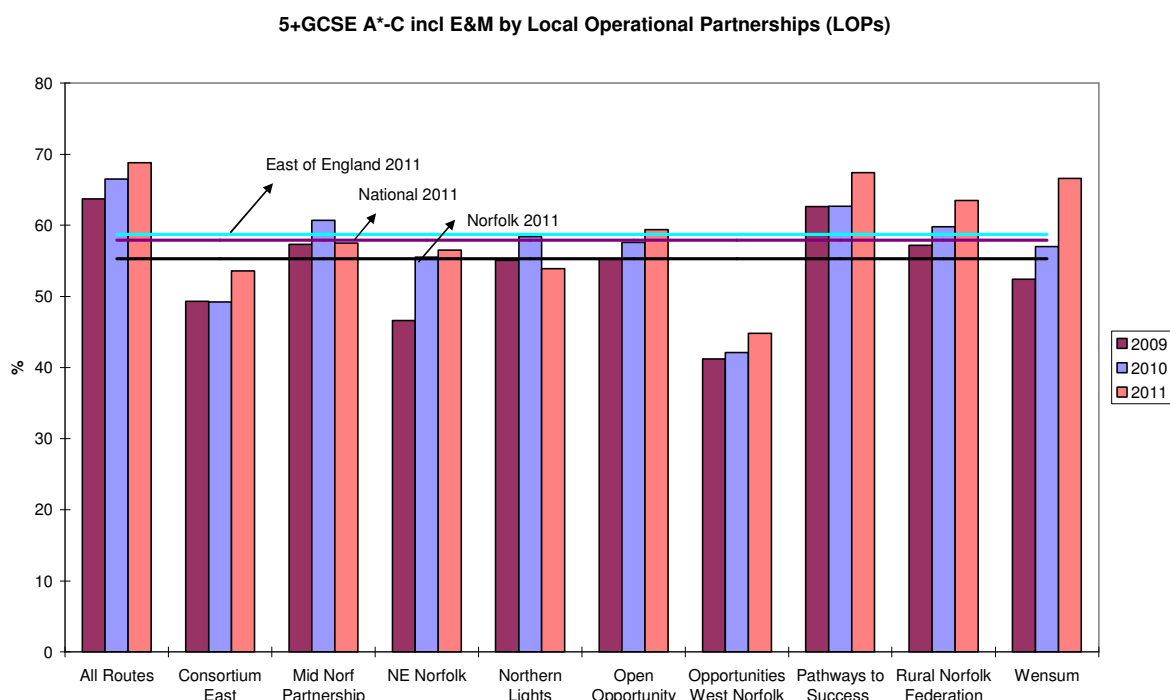
4.3.4 The percentage of pupils eligible for free school meals has a correlation with pupil outcomes. However, the performance of schools is variable. With some significant exceptions overall the trend is that the higher the percentage eligible for free school meals the lower the outcomes at 5 A*-C including English and mathematics.

4.3.5 The chart below shows the differences between the districts for GCSE results (2010). There was 23.44 percentage points between Broadland and King's Lynn and West Norfolk in relation to % 5 A*-C including English and mathematics and 20.81 percentage points between these two districts in relation to % 5 A*-C not including English and mathematics.



GCSE by LOP area (includes 2011 provisional data)

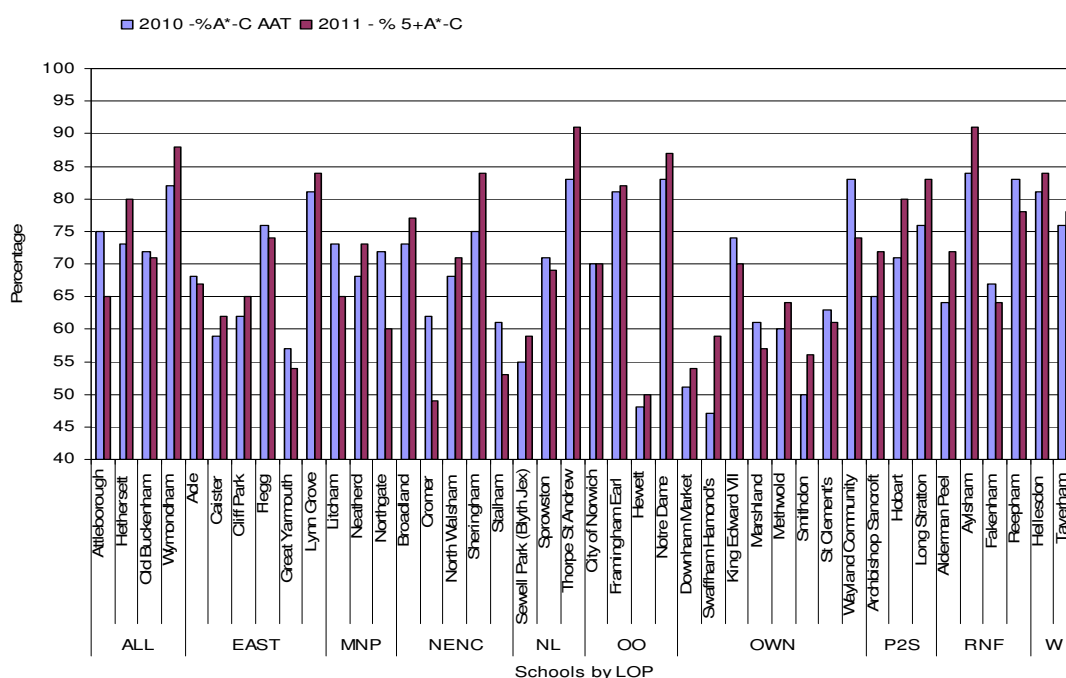
4.3.6 Most of the LOP areas have shown a year on year increase for 5 GCSEs or equivalent A*-C including English and maths between 2009 and 2011.



4.3.7 In 2011 for % 5 or more A*-C or equivalent, including English and mathematics, there were seven schools reporting 70% or over, of learners attaining this level, and 15 schools reporting below 50%. For the percentage attainment of 5 or more GCSE A*-C or equivalent (a level 2), there were 23 schools with 70% and over, of learners attaining this level and only one school with below 50%.

4.3.8 In relation to % 5 or more A*-C, or equivalent including English and mathematics, although the majority of schools saw an increase in 2011 from 2010, (24 increased, 5 remained the same and 12 decreased), two schools have shown a decrease.

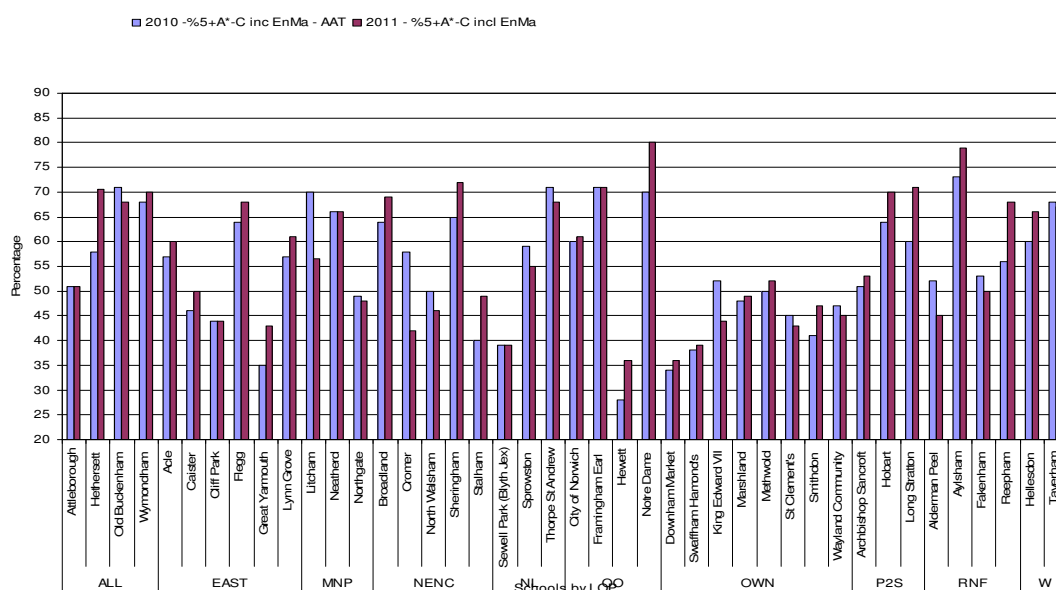
4.3.9 All the schools in Pathways to Success, Open Opportunity and Consortium East showed an increase in the % attaining 5 or more A*-C, or equivalent including English and mathematics in 2011 from 2010.



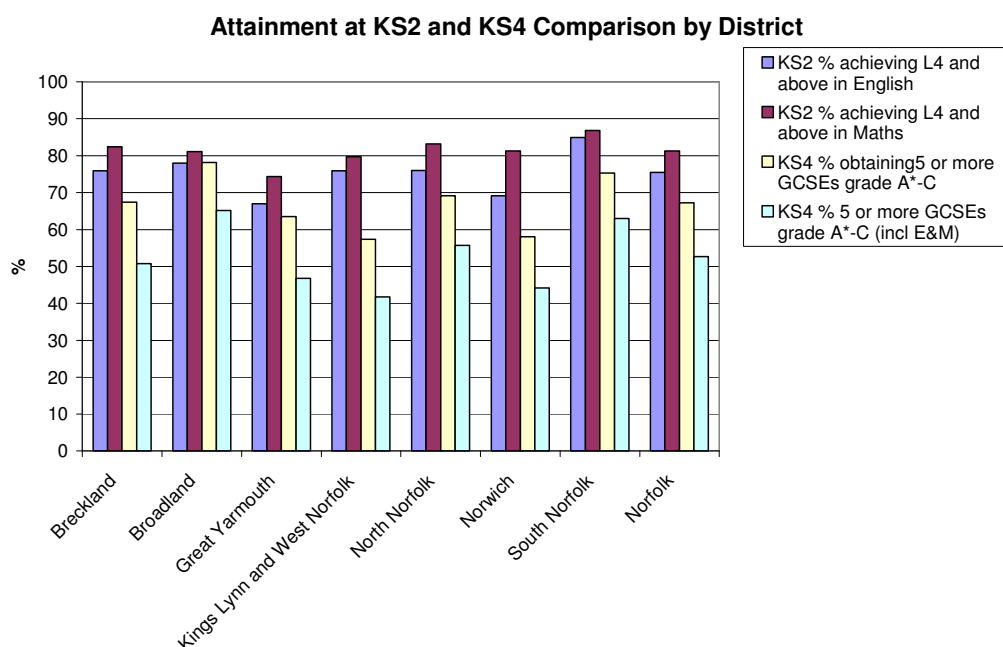
4.3.10 Regarding % 5 or more A*-C (a level 2), 25 schools reported an increase; one remained the same and 15 a decrease.

4.3.11 All the schools in Pathways to Success, Open Opportunity and West showed an increase in the % attaining 5 or more A*-C (a level 2) in 2011 from 2010.

4.3.12 22 schools showed an increase in percentage of learners attaining 5 or more A*-C including English and mathematics and 5 or more A*-C (a level 2) and eight schools have decreased in both.



4.3.13 The chart below compares attainment at KS2 with attainment at KS4 by district area in 2010. While KS2 attainment in English and mathematics was below Norfolk averages in the Great Yarmouth district, the KS4 attainment was lowest in King's Lynn and West Norfolk although these figures relate to different cohorts.



Source: Norfolk Insight

4.4 Key Stage 5

4.4.1 The table below shows the trends for Average Points Scores (APS) for learners in all Norfolk post 16 providers (Schools, Academies, FE and SFCs), comparing DfE source data and data for maintained schools (and academy sector) only. The 2011 data is provisional/

Trends 2007 to 2010 plus 2011 (Provisional) All Pupils: KS 5						
Source Data: DfE Statistical Release and AAT website (2011 - provisional)						
Average Point Score (APS) per Student		2007	2008	2009	2010	2011
DfE Performance Tables (inc FE Colleges and Academies)	Norfolk - Total	694.2	701.9	704.6	721.2	671.5
	National - Total	711.2	721.1	721.1	726.6	715.3
(EPAS³² - Norfolk Maintained Schools figure)						
	Norfolk - Total	719.4	733.0	745.8	764.9	754.4
APS per Entry		2007	2008	2009	2010	2011
DfE Performance Tables (inc FE Colleges and Academies)	Norfolk - Total	203.7	206.9	209.9	211.8	207.5
	National - Total	203.6	205.8	208.3	211.1	212.4
(EPAS - Norfolk Maintained Schools figure)						
	Norfolk - Total	204.2	207.7	208.6	210.3	208.3

4.4.2 The table above shows:

- The average point score per student within Norfolk providers has been increasing year on year with a significant increase occurring between 2009 and 2010.

32 EPAS= Educational Performance Analysis System

- The average point score per entry within Norfolk providers has also increased year on year and for the last three years up to 2010 has been slightly above the national averages
- EPAS data shows that QCA points for Norfolk's maintained schools has increased year on year for both measures, with a significant increase seen between 2008/09 and 2009/10.
- Provisional (DfE) 2011 data shows the average point score per student for 'A' Levels or equivalent, within Norfolk providers, has increased year on year, but remains below national averages (Norfolk 671.5, national 715.3%). The results indicate a drop of 49.7 points between 2010 and 2011 from 721.2 to 671.5 points (national 726.6 to 715.3 points). (EPAS data reports a drop of 11 points in line with a national drop).
- The average point score per entry for learners in Norfolk for 'A' Levels or equivalent while has been slightly above national averages over the last three years but for 2011 has now fallen. (Norfolk, 207.5, national 212.4). (DfE provisional 2011)

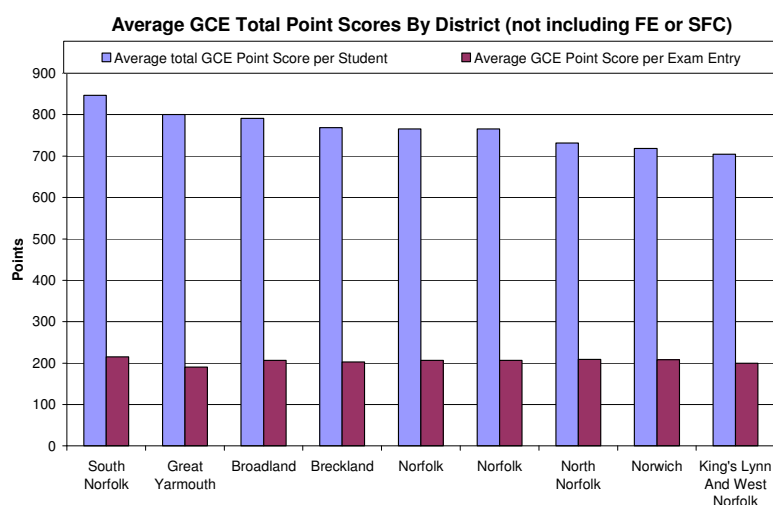
Average point score per student and per entry by LOP (2010)

4.4.3 The lowest performing area on both these measures is Thetford and the highest, All Routes (425 candidates). However, Thetford only relates to 32 candidates. Northern Lights (284) and Opportunities West Norfolk (489 candidates) had the next lowest scores for average point score per student (199.5).

4.4.4 The lowest performing district area for points per entry is King's Lynn and West Norfolk (440 candidates) and the highest is South Norfolk (500 candidates). Great Yarmouth has no school sixth forms and so is not included in this chart.

Average point score by district (2010) (does not include FE or SFC)

4.4.5 The chart below shows the average total point scores per student and per entry by district Area. South Norfolk has the highest point scores for both measures. (2010)



Source: Norfolk Insight

4.5 Norfolk residents - Further Education and Sixth Form Colleges only

4.5.1 Success Rates for long (greater than six weeks) courses by level (excluding Key Skills). The table below shows that for FE learners in Norfolk:

- In 2009/10 there was a five percent decrease on the previous year's success rates at Level 1 and Entry Level. This was five percent less than the East of England region and national success rates
- In 2009/10 success rates for Level 2 were one percent and two percent below the national and the East of England region rates respectively
- Level 3 showed a steady increase in success rates over the three years, but were still two percent and one percent below the East of England region and national success rates for 2009/10 respectively
- The total success rate was three percent less than both the East of England region and nationally.

Level	2007/08	2008/09	2009/10
Level 1 & Entry			
Norfolk	80%	80%	75%
EE Region	78%	80%	80%
National	77%	79%	80%
Level 2			
Norfolk	75%	78%	77%
EE Region	78%	80%	79%
National	75%	77%	78%
Level 3			
Norfolk	75%	79%	80%
EE Region	81%	83%	82%
National	80%	82%	81%
Total Success Rate			
Norfolk	77%	79%	77%
EE Region	79%	81%	80%
National	77%	79%	80%

- The table above shows the FE Norfolk success rate for all levels compared with East of England and national success rates. While national success rates have shown a year on year increase, Norfolk (in line with East of England region) success rates dropped slightly between 2008/09 and 2009/10.

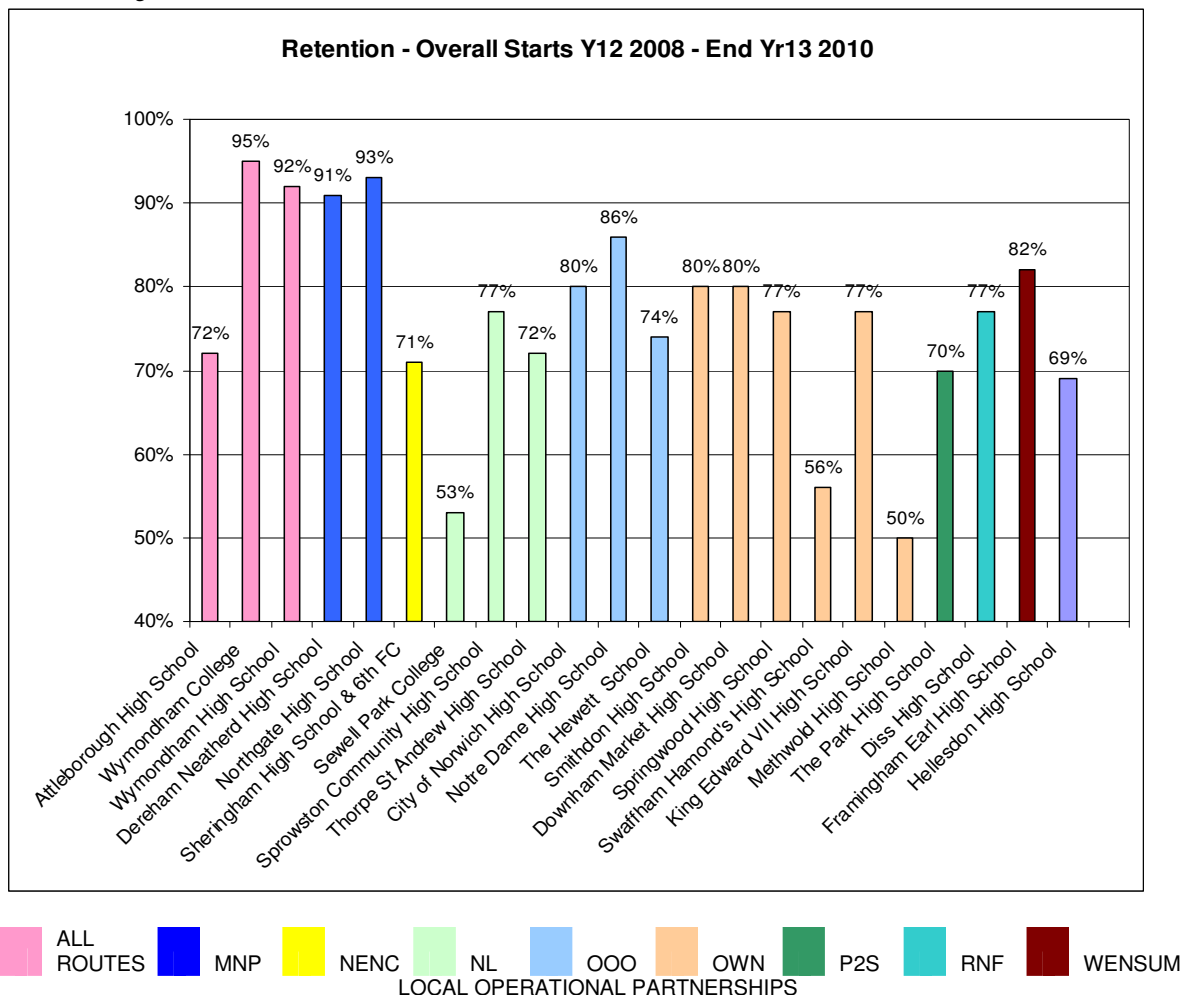
4.6 Retention Year 12 to 13

(Start in Year 12 (2008/9) to end of year 13 (2009/10) - School Sixth Forms only) *Source: UK Learning Datadashboard UK 2010*

4.6.1 The chart below shows the retention of learners between starting Year 12 and completing Year 13. The national figure for retention is 78.1% and 11 out of the 21 schools listed have retention that is lower than that. There are many positive reasons for young people leaving a school sixth form at the end of Year 12 and many progress into Year 13, or a training or employment opportunity. However, making effective progression at this age can be difficult

for young people and the data shows that ten percent 'drop out' of education and training between Year 12 and Year 13 which is a higher percentage than East of England neighbours and nationally.

National Average 78%



5. ATTAINMENT OF LEVEL 2 AND LEVEL 3³³ BY AGE 19

5.1 Summary of learner needs

- 5.1.1 The improvement in the percentage of students attaining both Levels 2 and 3 is slower in Norfolk than it is nationally.
- 5.1.2 The gap between the percentage of learners in Norfolk and percentages nationally, attaining both Level 2 by 16, and Level 2 by 19 has increased over the last six years (for learners who were 19 at the end of August 2010). 75.3% of Norfolk learners obtained Level 2 by 19 (78.7% national). Norfolk was ranked 10th amongst its 11 East of England neighbours in 2009/10
- 5.1.3 46.9% of Norfolk learners obtained Level 3 by 19 (54% nationally). Norfolk was ranked 9th amongst its 11 East of England neighbours for this measure in both in 2009/10. (for learners who were 19 at the end of August 2010)
- 5.1.4 The difference in attainment at Level 2 between the disadvantaged and non-disadvantaged (as measured by Free School Meal (FSM) eligibility) has closed but less quickly than nationally, but the gap in attainment at Level 3 between the disadvantaged and non-disadvantaged widened in Norfolk while it has narrowed nationally. (for learners who were 19 at the end of August 2010)
- 5.1.5 1,529 (18%) Norfolk learners did not attain qualifications beyond those they attained at age 16 (out of the cohort that was 19 in August 2010), a higher percentage than nationally (national 16%). 50% of this group were those who had a Level 1 but not a Level 2 (767 learners).
- 5.1.6 1,375 learners did not appear to attempt any further qualifications between the ages of 16 and 19 (Norfolk 16%, national 14%). 721 were learners who had attained a Level 1 at 16 but not a Level 2 (Norfolk 52%, national 49%). (These are learners that are perhaps part of the 'The Forgotten Half'³⁴). These learners need a quality Foundation Learning offer in their Key Stage 4 curriculum, additional support in making post 16 transitions and an appropriate quality post 16 offer.
- 5.1.7 256 of the learners not attempting any further qualifications were those that had obtained a Level 2 including English and mathematics (Norfolk 18%; national 15%). These learners need a curriculum that engages them in Level 3 provision or 'alternative' provision if they 'drop out' at 17.
- 5.1.8 There remains considerable variation in the attainment of learners by Local Operational Partnership (LOP) and District Areas, e.g. attainment of Level 3 by 19 in South Norfolk (58%), Norwich (41%) district areas. LOP areas: All Routes 60% compared with OWN (44%), Thetford (28% - small numbers). (Norfolk 46%, national 50% EPAS Data).

³³ Level 2 is the equivalent of 5 GCSEs at grade A*-C. Level 3 is the equivalent of 2 A levels at A-E

³⁴ The Forgotten Half: A Demos and Private Equity Foundation Report

5.1.9 For those learners with 5 GCSEs including English and mathematics (out of the cohort who were 19 by August 31 2010) the highest percentage conversion to Level 3 was in Open Opportunity (85.9%) and the lowest was in Thetford (63.4% -low numbers) and Wensum (74.8%) (Norfolk 79.1%, national 83.1%).

5.2 Context

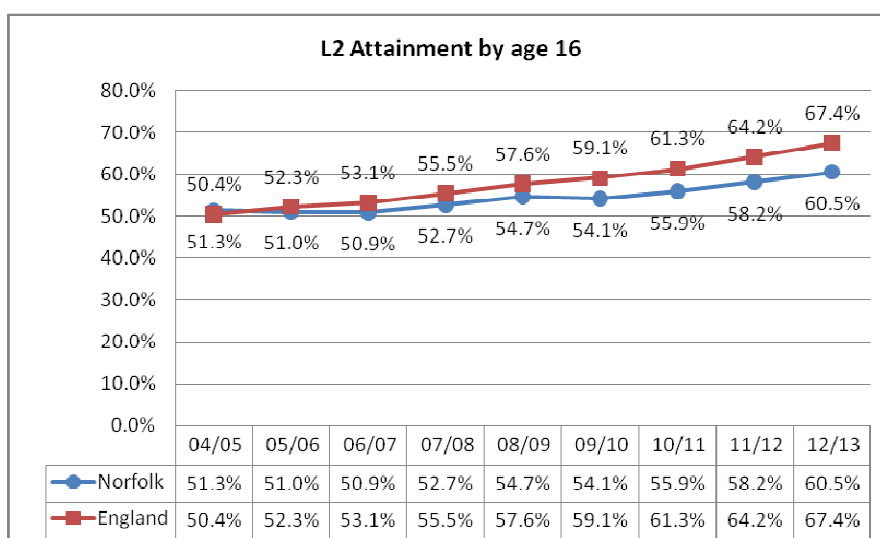
- 5.2.1 The Leitch Review (2006) recommended that “the UK commit to becoming a world leader in skills by 2020”. This required “doubling attainment at most levels”. The Government response adopted these targets and added an additional target for 68% of the adult population to be qualified at Level 3 by 2020.
- 5.2.2 Attainment of a full Level 2 is considered to be the threshold for employability and a route to attainment at higher levels. The employment rate among those with Level 2 qualifications is half as much again (75% compared to 50%) as those without qualifications. Projections of the employment structure and qualification levels needed for jobs in 2018 (Insight East, 2010) suggests that first degree and equivalent qualifications are those most likely to be in demand over 2008-18, with Norfolk facing considerable shortfall in people with Level 4 and above (degree level or higher). By contrast there will be a falling demand for workers with low or no qualifications.
- 5.2.3 However, we need to recognise that qualifications only add value to learners, when they deliver skills that learners and employers need including transferable skills. We need to ensure that learners attain their Level 2 or Level 3 qualifications through routes that suit their learning needs, progression ambitions and are chosen in full knowledge of current and emerging economic employment opportunities.

5.3 The data in detail

Level Two attainment at 16

- 5.3.1 Attainment of Level 2 in Norfolk has risen significantly over the last nine years, but not as fast as the rest of England. Norfolk has a smaller percentage of students attaining Level 2 by 16 than England as a whole. This has not always been the case. In 2004/05, Norfolk had a higher percentage of students attaining Level 2. Results at Level 2 suggest that the rate of improvement in Norfolk is slower than England as a whole.
- 5.3.2 Attainment of Level 2 through GCSEs has been improving but is below the national average. In 2009/10 the proportion of young people achieving 5 A*-C GCSEs including English and mathematics increased by two percentage points on the previous year to 52%, compared to the national average of 55%. The proportion of Norfolk pupils achieving the English Baccalaureate in 2009/10 was 15%, equal to the national average.

5.3.3 The chart below shows that Norfolk has a lower percentage of learners achieving Level 2 by 16 compared with England.



Level 2 attainment at 19

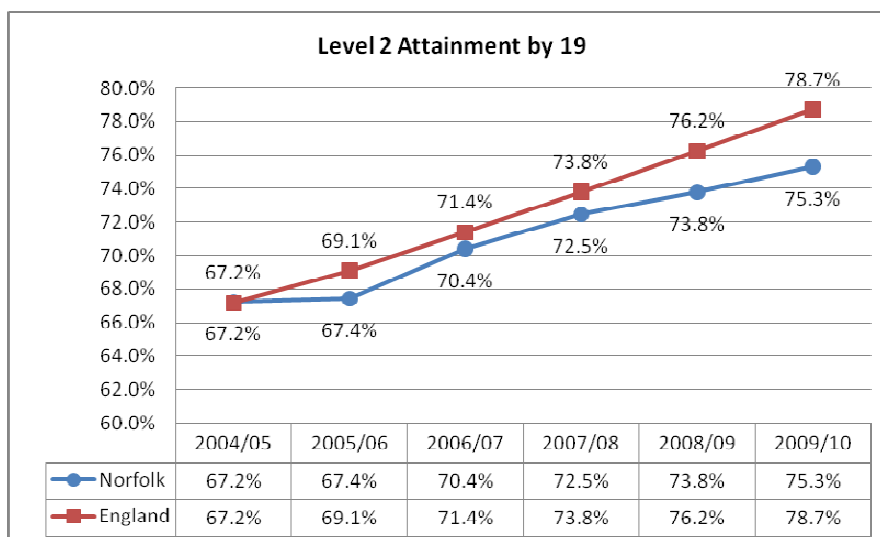
5.3.4 Percentage attainment of Level 2 by 19 has a direct relationship with attainment of a Level 2 by 16.

5.3.5 Data indicates that 74.6% of learners who will be 18 by the end of 2010/11 are known to have achieved a Level 2 (compared with 79.1% in East of England and 78.1% England). If this number is increased by 3.2 percentage points (as last year, between the ages of 18 and 19), then the projection is that 77.8% of those aged 19 by the end of 2011/12 will have a Level 2 (an increase of 2.5 percentage points). This compares with a projection of 82% in the East of England (an increase of 3 percentage points). (England projection is 81%, an increase of 2 percentage points).

5.3.6 Although there has been continued improvement in the rate of Level 2 attainment by age 19 in Norfolk between 2007/08 and 2009/10 (an increase of three percentage points, from 72% to 75%), it was below both the national and regional averages (79% and 80% respectively). Levels of attainment amongst Norfolk's ten statistical neighbours have also increased and Norfolk was ranked tenth (out of 11) in 2009/10. The gap between Norfolk and the highest performing regional neighbour, widened from five percentage points in 2007/08 to seven percentage points in 2009/10.

5.3.7 There is a relative closing of the attainment gap (Norfolk and national) between the ages of 16 and 19 (producing an average 1.2 percentage point catch up over the last four years). However, this relative closing of the gap at 16-19 is outweighed by the increasing gap at 16.

- 5.3.8 The period from 2004/05 to 2009/10 shows a relative widening of the attainment gap at Level 2 at both 16 and 19 between Norfolk and England. Norfolk started the period in 2004/05 with similar percentages attaining Level 2 at both 16 and 19 as England as a whole, but by 2009/10 the gaps had widened for both measures.



L2 Attainment by 19	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Norfolk	67.2%	67.4%	70.4%	72.5%	73.8%	75.3%
England	67.2%	69.1%	71.4%	73.8%	76.2%	78.7%
Gap	0.1%	-1.6%	-1.0%	-1.3%	-2.4%	-3.4%

- 5.3.9 For learners who will be 19 at the end of 2010/11, there has been a slight decrease in the percentage who achieved a Level 2 between the ages of 17 and 18.

19 at end of 2009/10	% Increase in Learners Attaining L2		
	Between 16-17	Between 17-18	Between 18-19
Norfolk	9.4%	8.6%	3.2%
East of England	8.7%	7.3%	2.9%
19 at end of 2010/11	% Increase in Learners Attaining L2		
	Between 16-17	Between 17-18	Between 18-19
Norfolk	10.5%	8.2%	Not yet Available
East of England	9.4%	7.7%	Not yet Available

- 5.3.10 The table below suggests that the majority of learners attain their Level 2 through 5 GCSEs. However, a Vocationally Related Qualification (e.g. BTECs) is the next most common route to attaining a Level 2.

Qualification Route	19 in 2010
5+ GCSEs A*-C	70.60%
Combination	0.35%
IGNVQ/GCSEs	2.22%
L2 APP/WBL/ER L2	4.64%
L3 Quals	3.23%
NVQ L2	4.41%
VRQ L2	14.54%

Level 3 attainment at 19

Attainment at L3 by age 19	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10
Norfolk	41.2%	41.8%	42.6%	43.7%	45.4%	46.9%
England	44.0%	45.3%	46.5%	47.7%	49.6%	52.0%
Relative attainment	-2.8%	-3.4%	-3.8%	-4.0%	-4.1%	-5.2%

5.3.11 Norfolk has a smaller percentage (5.2%) of students attaining Level 3 by the age of 19 than England as a whole. The percentage of students attaining Level 3 by 19 in Norfolk has increased by 5.7% in the last six years. However, the rate of increase has been faster in England as a whole, which means the difference between Norfolk and England averages has widened from 2.8% in 2004/05 to 5.2% in 2009/10.

Level 2 and 3 gender differences

5.3.12 A higher percentage of girls attain a Level 3 than boys and this gap of five percent has remained more or less constant over the last three years.

Level 3	Academic year age 19		
	19 in 2008	19 in 2009	19 in 2010
% Girls Attained L3	25%	25%	26%
% Boys Attained L3	20%	22%	21%

5.3.13 As nationally, a higher proportion of girls attained 5 GCSEs¹ A*-C (including English and mathematics) than boys with the gap at seven percentage points (56% of girls compared with 49% of boys).

5.3.14 In the attainment of a Level 2 by 19, three percent more girls attain this level than boys and again this gap has remained more or less constant over the last three years.

The disadvantage gap

(Economically disadvantaged as indicated by Eligibility for Free School Meals FSM)

Level 2

(Measured at end of calendar year for those learners aged 19 at the end of the academic year)

5.3.15 The attainment gap between those on FSM and the rest of the population is greater in Norfolk for Level 2 students than it is nationally. Nationally, in 2009/10, 81.3% of non- FSM students attained Level 2, compared to 61% of FSM students leaving an attainment gap of 20.2% at Level 2.

5.3.16 In Norfolk, in 2009/10, 78.9% of non- FSM students attained Level 2, compared to 51.5% of FSM students leaving an attainment gap of 28% at Level 2. The gap in Norfolk is five percent smaller than it was in 2005 but the rate of improvement nationally is greater. Nationally the attainment gap has narrowed by 8% percent since 2005 and by 4.7% in Norfolk. Consequently the attainment gap for FSM students in Norfolk is widening relative to the rest of England.

Level 3

(Measured at end of calendar year for those learners aged 19 at the end of the academic year)

- 5.3.17 Nationally, in 2009/10, 53.6% of non- FSM students attained Level 3, compared to 29.4% of FSM students. This leaves an attainment gap of 24.2% at Level 3.
- 5.3.18 In Norfolk, in 2009/10, 49.1% of non- FSM students attained Level 3, compared to 17.2% of FSM students. This leaves an attainment gap of 31.8% at Level 3.
- 5.3.19 Nationally the attainment gap has narrowed by 2.2% since 2005. In Norfolk the attainment gap has widened year on year (2007/8 25.9%; 2008/9 28.6%, 2009/10 32%) and this trend needs to be reversed (the gap increased by 6.4% since 2005).

Geographic differences in the disadvantage gap

(The above data uses YPLA data while the following data uses new 14-19 reports from EPAS³⁵)

NCER=National Centre for Education Research

Level 2 by 19: Disadvantage gaps by LOP and district areas

- 5.3.20 The greatest gaps for achievement of Level 2 by 19 (by August 2010) between young people who were eligible for FSM at 15 and those that were not, can be seen in LOP areas of Northern Lights and Thetford (-30) and District Areas of Breckland (-37) and Broadland (-31).

Indicator = Achieving Level 2 - Grouping = FSM Eligibility							
LOP Groups by provider at age 16	Pupils eligible for FSM		Pupils not eligible for FSM		Gap	Gap vs	
	Cohort	%	Cohort	%		LA GAP	NCER GAP
NCER ³⁶ National	72084	58	51524	79	-21		
Norfolk	779	50	7759	77	-27		-6
All Routes	34	62	747	85	-23	4	-2
Consortium East	130	60	966	81	-21	6	0
Mid Norfolk Partnership	33	58	480	82	-24	3	-3
NE Norfolk Consortium	47	49	628	76	-27	0	-6
Northern Lights	83	45	667	75	-30	-3	-9
Open Opportunity	56	57	703	82	-25	2	-4
Opportunities W Norfolk	132	48	1458	79	-31	-4	-10
Pathways 4Success	41	59	539	78	-19	8	2
Rural Norfolk Federation	60	60	549	80	-20	7	1
Thetford	28	32	215	62	-30	-3	-9
Wensum	31	52	390	81	-29	-2	-8

³⁵ EPAS= Educational Performance Analysis System

³⁶ National Centre for Education Research

Indicator = Achieving Level 2 - Grouping = FSM Eligibility							
	Pupils eligible for FSM		Pupils not eligible for FSM			Gap vs	
District at age 16	Cohort	%	Cohort	%	Gap	LA GAP	NCER GAP
NCER National	72840	58	506161	80	-22		
Norfolk	779	50	7624	78	-28		-6
Breckland	94	40	1221	77	-37	-9	-15
Broadland	103	50	1390	81	-31	-3	-9
Gt Yarmouth	123	61	831	80	-19	9	3
K Lynn and W Norfolk	108	52	1199	79	-27	1	-5
North Norfolk	82	56	862	76	-20	8	2
Norwich	159	50	885	72	-22	6	
South Norfolk	68	62	1154	83	-21	7	1

Level 3 by 19: Disadvantage gaps by LOP and district areas

5.3.21 The greatest gaps for achievement of Level 3 by 19 (by August 2010) between young people who were eligible for FSM at 15 and those that were not, can be seen in LOP areas of Mid Norfolk Partnership (-44 but small numbers) and District Area of Breckland (-38).

Indicator = Achieving Level 3 - Grouping = FSM Eligibility							
	Pupils eligible for FSM		Pupils not eligible for FSM			Gap vs	
LOP Groups by Provider at age 16	Cohort	%	Cohort	%	Gap	LA GAP	NCER GAP
NCER National	72084	30	506161	54	-24		
Norfolk	779	18	7624	50	-32		-8
All Routes	34	32	747	61	-29	3	-5
Consortium East	130	18	966	50	-32		-8
Mid Norfolk Partnership	33	12	480	56	-44	-12	-20
NE Norfolk Consortium	47	26	628	48	-22	10	2
Northern Lights	83	18	667	47	-29	3	-5
Open Opportunity	56	25	703	58	-33	-1	-9
Opportunities W Norfolk	132	17	1458	47	-30	2	-6
Pathways to Success	41	24	539	55	-31	1	-7
Rural Norfolk Federation	60	22	549	54	-32		-8
Thetford	28	7	215	31	-24	8	
Wensum	31	19	390	51	-32		-8

Indicator = Achieving Level 3 - Grouping = FSM Eligibility							
	Pupils eligible for FSM		Pupils not eligible for FSM			Gap vs	
District at age 16	Cohort	%	Cohort	%	Gap	LA GAP	NCER GAP
NCER National	72084	30	506161	54	-24		
Norfolk	779	18	7624	50	-32		-8
Breckland	94	9	1221	47	-38	-6	-14
Broadland	103	22	1390	53	-31	1	-7
Gt Yarmouth	123	19	831	50	-31	1	-7
K Lynn and W Norfolk	108	20	1199	49	-29	3	-5
North Norfolk	82	23	862	47	-24	8	
Norwich	159	16	885	47	-31	1	-7
South Norfolk	68	29	1154	60	-31	1	-7

How well did learners with different levels of prior attainment at 16 do in attainment of Level 2 and Level 3 qualifications?

Note: where % do not add up to 100% - learners may have taken post qualifications at the same level as that they attained at 16.

Learners below Level 1 at 16

5.3.22 Analysis of EPAS data tells us that in Norfolk, out of 816 learners who were 19 (by August 2010), who had attained qualifications below Level 1 by age 16 (9% of the cohort):

- 28.9% progressed on to achieve a Level 1 (national 29.2%).
- 14.2% progressed on to achieve a Level 2 (national 14.2%).
- 43.1% (352 learners) got no further qualifications (national 43.7%).

5.3.23 The greatest numbers of these learners achieving no further qualifications were in the OWN area (43 learners) and Norwich District (67 learners). The highest percentage was in RNF (55.6%) LOP area and the North Norfolk District (52%).

Learners at Level 1 but below Level 2 at 16

5.3.24 Out of 2,898 Norfolk learners who were 19 (by August 2010, who had attained a Level 1, but not a Level 2 by age 16 (33% of the cohort):

- 48.3% went on to obtain a Level 2 (national 50.2%)
- 14.2% went on to attain a Level 3 (national 18%)
- 26.5% got no further qualifications (national 24.5%).

5.3.25 The greatest numbers of these learners achieving no further qualifications were in OWN (137) and Broadland and Breckland Districts (142 and 142). The highest percentage was in Pathways2Success (37.4%) and South Norfolk (31.3%).

Learners at Level 2 but without English and Mathematics

5.3.26 Of the 915 Norfolk learners that had achieved a Level 2 but without English and mathematics (10% of the cohort):

- 48.3% went on to attain a Level 3 (national 49.7%)
- 14.3% got no further qualifications between the ages of 16 and 19, (national 13.5%).

5.3.27 The greatest numbers of these learners attaining no further qualifications were in OO (21) and the Norwich District (36). The highest percentage was in Wensum (18.8%) and OO (18.6%) and Norwich District (20%).

Learners at Level 2 including English and mathematics

5.3.28 Out of the 3,909 Norfolk learners who were 19 (by August 2010, who had attained a Level 2, including English and mathematics by age 16 (45% of the cohort):

- 79% went on to attain a Level 3 (national 83%)
- 7% got no further qualifications (national 5%)

5.3.29 The highest numbers of these learners attaining no further qualifications were in OWN (52 learners - 7%) and the highest percentage was in Thetford (13%), Pathways2Success (9%) and Consortium East (9%).

Vocational or 'Academic' pathways to attainment of Level 2 and 3

Note: where % do not add up to 100% - learners may have taken post qualifications at the same level as that they attained at 16 or obtained no further qualifications.

5.3.30 The majority of learners who had attained below Level 2 or who had attained a Level 2 (but without English and mathematics) attained their Level 2 or 3 through a vocational route.

5.3.31 The table below shows that where Norfolk learners had attained a Level 1 but not a Level 2 by age 16:

- 46.4% attained their Level 2 through a vocational route (national 47.7%)
- 1.9% attained their Level 2 through an academic route (national 2.5%)

5.3.32 Where Norfolk learners had 5 GCSEs A*-C without English and mathematics or equivalent, (ie Level 2):

- 17.6% attained their Level 3 through an academic route (national 19.6%)
- 30.7% attained their Level 3 through a vocational route (national 30.1%)

5.3.33 Where learners had a Level 2 including English and mathematics by age 16:

- 60.6% attained their Level 3 via an academic route (national 67.4%)
- 18.6% attained their Level 3 via a vocational route (national 15.7%)

Percentage of Learners by age 19 (in Aug 2010)							
Centre at age 16	Prior attainment at age 16	Academic Level 2	Vocational Level 2	All Level 2	Academic Level 3	Vocational Level 3	All Level 3
National	Below L1	1.9	12.3	14.2	1.4	2	3.4
	L1, below L2	2.5	47.7	50.2	2.5	15.5	18
	L2 without E&M	80.4	19.6	100	19.6	30.1	49.7
	L 2 incl E&M			100	67.4	15	83.1
Norfolk	Below L1	2.8	11.4	14.2	1.8	2.1	3.9
	L 1, below L2	1.9	46.4	48.3	1.5	12.7	14.2
	L2 without E&M	83.8	16.2	100	17.6	30.7	48.3
	L2 incl E&M			100	60.6	19.0	79.2

5.3.34 The table below shows the prior attainment of learners who were 19 (as at 31/08/2010) in relation to their post 16 attainment type of post 16 institution they attended. The table shows the 'conversion rates' for learners with different prior attainment at 16, and how Norfolk learners compared with national.

Attainment of Learners by age 19 (at 31/08/2010) Source: EPAS %				
Prior Attainment at age 16	L2 or above		L3 or above	
Same School	Norfolk	National	Norfolk	National
L1, below L2	53.3%	65.6%	23.4%	32.4%
L2 without E&M			64%	66.1%
L2 incl E&M			90%	93%
Another School or Sixth Form College	L2 or above		L3 or above	
L1, below L2	70.3%	74.8%	33.8%	44%
L2 without E&M			64.5%	73%
L2 incl E&M			93.1%	93%
FE college	L2 or above		L3 or above	
L1, below L2	66.3%	65.1%	21.1%	23.3%
L2 without E&M			55.8%	54.9%
L2 incl E&M			76.5%	78.4%

Notes:

'Same School' = learners entered for post 16 qualifications in the same school that they attended 11-16.

'Another School or Sixth Form College' = learners who were entered for post 16 qualifications at another school sixth form or a sixth form college (e.g. Paston, East Norfolk Sixth Form).

FE College = learners who were entered for post 16 qualifications in an FE college.

'No Further qualifications' shows those learners who were registered for at least one qualification but did not achieve any further qualifications.

5.3.35 Those learners with prior attainment of Level 1 but below Level 2 had the highest conversion rate to a Level 2 at Another School or Sixth Form College, although the relative numbers are low.

5.3.36 Those learners with prior attainment of Level 2 (without English and mathematics) had a conversion rate to Level 3 of approximately 64% and 64.5% in Same School or Another School or Sixth Form College, but this was lower than national conversion rates for these learners (national 66.1% and 73%). The conversion rate for these learners within FE colleges was 55.8% slightly higher than national averages (54.9%).

5.3.37 Learners with prior attainment of Level 2 (including English and mathematics) had a higher conversion rate (93%) to Level 3 at 'Another School or Sixth Form College' compared with conversion rates of 90% at 'Same School'.

Comparison of attainment of Level 2 and 3 by district areas

(Cohort age 19 at 31/08/2010)

5.3.38 The table below shows the percentage of learners with different prior attainments that went on to attain a Level 1, 2 or 3 qualification by age 19 and those that attained no further qualifications.

5.3.39 The districts where with the greatest percentage of this cohort went on to obtain no further qualifications were North Norfolk and Norwich.

5.3.40 The districts with the lowest percentage of learners who had qualifications of Level 1 but not Level 2 and went on to attain a Level 2 were Norwich and South Norfolk.

5.3.41 The district where the lowest percentage of learners who had qualifications of a Level 2 without English and mathematics went on to attain a Level 3 was Norwich.

5.3.42 The district where the lowest percentage of learners who had attained a Level 2 including English and mathematics and went on to attain a Level 3 was Breckland.

Numbers of Learners by age 19 attaining				
District at age 16	Prior attainment at age 16	%L1 or above	%L2 or above	%L3 or above
National	Below Level 1	29.2	14.2	3.4
	L1, below L 2	100.0	50.2	18.0
	L2 without E&M	100.0	100.0	49.8
	L2 incl E&M	100.0	100.0	83.1
Norfolk	Below Level 1	28.9	14.2	3.9
	L1, below L 2	100.0	48.3	14.2
	L2 without E&M	100.0	100.0	48.3
	L2 incl E&M	100.0	100.0	79.2
Breckland	Below Level 1	29.7	16.5	3.3
	L1, below L 2	100.0	47.4	13.3
	L2 without E&M	100.0	100.0	45.8
	L2 incl E&M	100.0	100.0	75.6
Broadland	Below Level 1	31.3	18.1	7.2
	L1, below L 2	100.0	49.2	15.0
	L2 without E&M	100.0	100.0	50.3
	L2 incl E&M	100.0	100.0	79.6
Gt Yarmouth	Below Level 1	40.5	19.0	3.8
	L1, below L 2	100.0	48.7	14.4
	L2 without E&M	100.0	100.0	46.0
	L2 incl E&M	100.0	100.0	76.4

KL & W Norfolk	Below Level 1	32.3	19.4	6.5
	L1, below L 2	100.0	53.6	14.2
	L2 without E&M	100.0	100.0	55.9
	L2 incl E&M	100.0	100.0	77.4
North Norfolk	Below Level 1	30.0	12.0	2.0
	L1, below L 2	100.0	49.0	11.4
	L2 without E&M	100.0	100.0	49.5
	L2 incl E&M	100.0	100.0	80.5
Norwich	Below Level 1	30.9	13.1	3.4
	L1, below L 2	100.0	44.4	15.4
	L2 without E&M	100.0	100.0	41.1
	L2 incl E&M	100.0	100.0	82.8
S Norfolk	Below Level 1	51.5	33.3	12.1
	L1, below L 2	100.0	44.5	16.2
	L2 without E&M	100.0	100.0	54.8
	L2 incl E&M	100.0	100.0	82.2

6. VULNERABLE GROUPS

6.1 Summary of learner needs

- 6.1.1 The number of pupils on school action has fallen steadily over the last three years. There has however been an increase in the number of statemented pupils in the same period. These young people need appropriate pre and post 16 pathways.
- 6.1.2 Persistent absence is a potential indicator of poor attainment and disengagement from education and training. In Norfolk it has improved significantly over time and this improvement needs to be maintained particularly as Department for Education (DfE) have 'raised the bar' in how this is reported.
- 6.1.3 Pupils eligible for free school meals in Norfolk are attaining below similar pupils nationally. For attainment of GCSEs 5 A*-C, the difference between Norfolk pupils eligible for free schools meals (FSM) and national attainment for these pupils is nearly 18%.
- 6.1.4 There are more post 16 learners in Norfolk who declare they have learning difficulties or disabilities than the national average (2009/10 Norfolk 23%, national 17%).
- 6.1.5 There is a steady increase in representation of learners with learning difficulties or disabilities (LDD) in the Not in Education, Employment or Training (NEET) cohort over the past five years (this includes young people who were on school action or school action plus). These young people are twice as likely to be represented in the NEET group as in the population as a whole. (Nov 2010, 25.6% of the NEET group but only 12.09% of the cohort)
- 6.1.6 There is an upward trend in the number and percentage of care leavers who are NEET. (November 2009 2.8%: November 2010 3.4% of NEET).
- 6.1.7 There were higher numbers of young people who were NEET (November 2010) in the Norwich, Great Yarmouth and King's Lynn districts.
- 6.1.8 Looked after children (LAC) and care leavers need awareness of the support, advice and guidance available to them and specifically they need more opportunities for apprenticeships.

6.2 Pre 16 learners

Key Stage (KS) 4 attainment gaps

Gender

- 6.2.1 The gap between boys and girls at GCSE continues to be approximately eight percent. 2010 results indicate that 56% of Norfolk girls achieve 5A*-C including English and Mathematics compared with 48% of Norfolk boys. This is a similar gap to the national gender gap. However, both Norfolk boys and Norfolk girls are achieving three percent below boys and girls nationally. Boys

are four percent below boys nationally in achieving three levels of progress in English. However, they are one percent above in three levels of mathematics. Achievement in English remains the challenge to improve, for boys in order to narrow the gap with how pupils do nationally. In terms of progression by three levels in English there is a 13% gap between Norfolk boy and Norfolk girls which compares to an 11% gap nationally.

Free school meals

- 6.2.2 Pupils eligible for FSM in Norfolk are achieving significantly below similar pupils nationally. At 5A*-C the gap between Norfolk and the national position is nearly 18%. However, the gap for girls in this measure is considerably greater than for boys. Namely, 20% between Norfolk's girls and the national position and 16% between Norfolk's boys and the national position. This may raise questions about the subjects that girls are opting for that are leading to less successful outcomes.
- 6.2.3 The picture of low attainment for free school meals girls is further compounded by the gap at 5A*-C including English and mathematics. The gap for girls compared with girls nationally is double that of Norfolk boys and boys nationally. The progress measures indicate that girls' progress is weak in both English and mathematics and is considerably lower than the progress for girls nationally.

Special Educational Needs and Disability (SEND)

- 6.2.4 Pupils with SEND are doing considerably less well when compared with similar pupils nationally at 5A*-C GCSE. However, at 5A*-C including English and mathematics the gap between Norfolk and national pupils with SEND the gap is only two percent. Both boys and girls with SEND in Norfolk are achieving overall at approximately two percent below similar pupils nationally.
- 6.2.5 The gaps for boys eligible for FSM and with SEND are greater for English than for mathematics, and greater than for Norfolk girls. So a priority for improvement remains that group of boys with multiple characteristics.

ESTIMATED Gaps Norfolk / National 2010 (EPAS)	KS4 2010 GAPS - Gender, FSM, SEND					
	Cohort	5+ A* to C GCSE	Norfolk - National % Gap	5+ A* to C GCSE inc En and Ma	Norfolk - National % Gap	3 En Levels of Progress KS2-4
Group						
All National	553673	74.7	-8.5	55.0	-3	70
All Norfolk	8979	66.2		52.0		67
Non FSM National	481951	77.6	-8.4	58.6	-3.7	73
Non FSM Norfolk	8132	69.2		54.9		69
FSM National	71659	55.3	-17.8	30.3	-6.2	52
FSM Norfolk	847	37.5		24.1		46
Boys National	283032	70.7	-9.3	51.1	-3.0	65
Boys Norfolk	4582	61.4		48.1		61
Girls National	270605	78.9	-7.2	59.0	-2.8	76
Girls Norfolk	4397	71.7		56.2		74
No SEND National	414987	84.9	-8.2	66.7	-4.8	78
No SEND Norfolk	6980	76.7		61.9		74

authority has a power to issue an S139a to other students if appropriate, e.g. students on school action or school action plus.

Young people, who are excluded, have poor attendance or who are missing education

Attendance of all pupils

(Using the Statistical First release data autumn term 2010 - compared with data for 2009.)

- 6.2.9 Attendance in primary schools is slightly better than the national average. While absence figures increased in 2010 in Norfolk, the increase nationally was greater.
- 6.2.10 Secondary attendance is lower than the national average. In 2010 the gap between Norfolk and national attendance widened.
- 6.2.11 Persistent absence of pupils in primary schools increased slightly in 2010 from a position below the national average. The Norfolk average remains slightly better than the national, which stayed the same as in 2009.
- 6.2.12 Secondary school persistent absence improved marginally in 2010. However, it is still significantly worse than the national average.

Primary schools - Overall Absence	2009	2010	Improvement
Norfolk	5.28	5.41	- 0.13
England	5.43	5.60	- 0.17
Secondary – Overall Absence			
Norfolk	7.23	6.96	+ 0.27
England	6.92	6.71	+ 0.21
Primary Schools – Persistent Absence			
Norfolk	2.9	3.1	-0.2
England	3.2	3.2	-
Secondary Schools – Persistent Absence			
Norfolk	6.4	6.3	+0.1
England	5.8	5.4	+0.4

Persistent absence

Phase	CS Operational Divisions	Academic Year 2006/2007	Academic Year 2007/2008	Academic Year 2008/2009	Academic Year 2009/2010	Academic Year 2010/2011
Primary	City & South	2.3%	3.1%	2.6%	1.7%	2.1%
Primary	North & East	2.3%	2.5%	2.0%	1.4%	1.6%
Primary	West & Breckland	2.4%	2.4%	2.3%	2.0%	2.3%
Secondary	City & South	7.4%	7.1%	5.8%	4.0%	4.1%
Secondary	North & East	7.9%	7.2%	6.4%	4.6%	4.9%
Secondary	West & Breckland	7.0%	7.2%	6.5%	4.8%	6.1%

2010/2011 figures are provisional

- 6.2.13 Persistent absence has improved significantly over time. The percentage of pupils missing 20% of sessions has decreased, but is highest in the west and Breckland. From 2011 the percentage baseline to determine persistent absence is to be lowered to pupils missing 15% of sessions and therefore the numbers included in persistent absence will increase.
- 6.2.14 Exclusion data shows that the reason most pupils are excluded both permanently and for a fixed term period is due to persistent disruptive behaviour, with the next most common reason being for verbal abuse/threatening behaviour against an adult.
- 6.2.15 The table below shows the fixed term exclusion figure of 5073 which relates to the number of incidents rather than the number of pupils, which is shown separately (2656 or 2.5% of the school population in Norfolk).
- 6.2.16 Norfolk has for a number of years been considered by the DfE to be a low excluding authority and the exclusions data shows a changeable trend over each year from 2007.
- 6.2.17 When comparing the data for 2009/10 with 2008/09 as an authority, Norfolk had a reduction in the number of permanent exclusions although fixed term exclusions increased. This could indicate that schools have tried to find alternatives to permanent exclusion and keep children in school.
- 6.2.18 The data for the academic year 2010-11, although not complete yet, provides an early indication that there appears to be an increase in the number of permanent exclusions but a decrease in fixed term exclusions. This may be attributed to a range of factors including reporting arrangements. When a school becomes an Academy, although they have a duty to inform the Local Authority of any permanent exclusion, they do not have to inform us of any fixed term exclusion.
- 6.2.19 The Short Stay School for Norfolk (PRU) has been set up to provide a consistent approach and response for pupils at risk of exclusion or excluded. This will be open from 1 September 2011 with an Executive Head Teacher responsible for the overall management of behaviour support to pupils in schools and for alternative provision for those excluded from schools. The staffing of the Short Stay School follows the reorganisation of the pupil referral units during the academic year 2010/11 with new roles and teams to provide behaviour support and provision for excluded pupils.

Exclusions 2009/2010	Incidents
	Informed 214
	Withdrawn 25
	Managed moves 92
	Re-instated 2
	Permanent
Primary	7
High	84
Academy	2
PRU	0
Special	2
Total	95

Fixed Term	No of Incidents	No of Pupils
Primary	595	374
High	4336	2178
Academy	8	8
PRU	105	72
Special	29	24
	5073	2656
By Reason	Fixed Term	Permanent
Bullying	72	1
Damage	89	2
Drug and Alcohol related	120	6
Other	157	3
Persistent disruptive behaviour	1555	35
Physical Assault against a pupil	1059	12
Physical Assault against an adult	251	6
Racist Abuse	61	0
Sexual misconduct	62	2
Theft	59	0
Verbal abuse/threatening behaviour against a pupil	246	10
Verbal abuse/threatening behaviour against an adult	1342	18
Totals	5073	95

6.3 Post 16 learners with learning difficulties and disabilities (LLDD)

- 6.3.1 The definition of an LDD learner in this report is taken from the Young People's Learning Agency (YPLA) Learner Responsive Provider Support Manual 2010/11 and identified by the completion of a specific field on the Individual Learning Record (ILR). This records whether the learner considers that they have a long term learning difficulty, disability or health problem. The field should be completed on the basis of the learners self assessment.
- 6.3.2 A further education college would have duty to comply with Equality Act 2010 and therefore be bound by its definition: A person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long term adverse effect on their ability to perform normal day to day activities. A student at a further education college would have to self declare their disability.
- 6.3.3 Further education colleges have an allocation of funding to provide additional learner support for students with LLDD. The college has to operate within its allocated budget. Additional Learner Support (ALS) is any activity that provides direct support for learning to individual learners, over and above that which is normally provided in a standard learning programme that leads to their learning goal. As an example it may provide support for taking notes, teacher for the deaf, personal care assistant, or physiotherapy. There is no limit of support one person can receive but anything costing over £19,000 would need to be claimed from the placement budget which is held by the Young People's Learning Agency but accessed by the local authority.
- 6.3.4 As stated previously in section 5 there has been a steady increase in representation of LDD young people in the NEET cohort over the past five years with LDD young people being twice as likely to be represented in the NEET group as in the population as a whole.

6.3.5 In terms of those LDD young people who are in education any analysis has to be broken down to those participating in an FE or Sixth Form College (SFC) and those participating in a maintained SSF or an academy.

6.3.6 In respect of residents aged 16-19 in FE and SFC:

- The proportion of Norfolk self declared learners with LDD was above the national average in 2009/10 at 23% compared to 17%
- The proportion for Norfolk has remained fairly consistent during 2008/9 and 2009/10 at 24% and 23% respectively rising from 20% in 2007/08
- The numbers of self declared LDD students as a percentage of total students in any individual institution can vary substantially. In 2009/10 in Norfolk within FE providers the range was from 19% in one institution to 37% in another

16-19 LDD FE Learners - Norfolk Residents			
Learners	Year		
LLDD Indicator	2007/08	2008/09	2009/10
Learner Considers Himself Or Herself To Have A Learning Difficulty And/Or Disability And/Or Health Problem	2,251	2,805	2,834
Learner Does Not Consider Himself Or Herself To Have A Learning Difficulty And/Or Disability And/Or Health Problem	8862	8,690	9,113
No Information Provided By The Learner	200	183	146
Grand Total	11,313	11,678	12,093
Percentage of learners with self declared LDD	20%	24%	23%

- Over the three year period 2007/08 – 2009/10 at least 65% of self declared LDD Learners were studying at a Level 2 or above
- In 2009/10 35% of self declared LDD learners were studying a Level 2 and 39% were studying a Level 3
- The numbers and percentages being studied at Entry Level and Level 1 has reduced over the same period

Provision

16-19 LDD FE Learners - Norfolk Residents							
LLDD Indicator	Highest Level Undertaking	2007/08		2008/09		2009/10	
		No of Learners	% of learners	No of Learners	% of learners	No of Learners	% of learners
Learner Considers Himself Or Herself To Have A Learning Difficulty And/Or Disability And/Or Health Problem	Entry Level	247	11	256	9	229	8
	Level 1	525	23	621	22	497	18
	Level 2	792	35	966	34	998	35
	Level 3	683	30	960	34	1,107	39
	Level 4		0		0	1	0
	Other Level	4	0	2	0	2	0
Grand Total		2,251	100	2,805	100	2,834	100

- In respect of the mode of study LDD learners were more likely to study full time programmes (A full time programme of study is defined as equal to or more than 450 guided learning hours in an academic year) with 90% of LDD learners studying full time programmes in 2009/10 compared to 82% non LDD learners

16-19 LDD FE Learners - Norfolk Residents - Mode of Study							
LLDD Indicator	Mode of Study	2007/08		2008/09		2009/10	
		No of learners	% of learners	No of learners	% of learners	No of learners	% of learners
Learner Considers Himself Or Herself To Have A Learning Difficulty And/Or Disability And/Or Health Problem	Full Time	1989	88	2452	87	2548	90
	Part Time	262	12	354	13	288	10
	Total	2251		2805		2834	
No Information Provided By The Learner	Full Time	140	70	127	69	90	62
	Part Time	60	30	56	31	56	38
	Total	200		183		146	
Learner Does Not Consider Himself Or Herself To Have A Learning Difficulty And/Or Disability And/Or Health Problem	Full Time	7052	80	6875	79	7466	82
	Part Time	1810	20	1815	21	1647	18
	Total	8862		8690		9113	
Totals		11313		11678		12093	

- When choosing the subject sector area in which to study self declared LDD learners were more likely to study subjects within the Preparation for Life and Work area. 50% of all FE learning aims for LDD learners were in this area in 2009/10 whilst for non LDD learners this was 37%
- Other popular sector subject areas for LDD learners were Arts, Media and Publishing at 11% and Health, Public Services and Care at 6% in 2009/10
- For non LDD learners Arts, Media and Publishing was also the second choice at 12% followed by Health, Public Services and Care and Sciences and Mathematics both at 9%

6.3.7 How well do LDD learners achieve?

- In terms of retention, achievement and success LDD learners perform comparably to non LDD students
- Success for LDD students has remained at approx 80% across the three year period whilst for non LDD it has risen from 77.4% in 2007/08 to 80%. Success rates for LDD learners in 2009/10 dropped slightly to 79%
- Retention for LDD students reached a high of 90.2% in 2008/09 dipping to 88.5% in 2009/10. For non LDD learners the figures were slightly lower at 88.9% in 2009/10 and 88.4% in 2008/09
- Achievement for LDD learners is comparable with non LDD learners at 89.3% in 2009/10 compared to 90% for non LDD learners

6.3.8 For residents aged 16-19 in SSF and Academies:

- The proportion of learners receiving School Action (four percent), School Action Plus (one percent) or with a statement (one percent) in Norfolk was in line with the national average in 2009/10.

16-19 SSF and Academies - Norfolk Residents						
Learner SEN Status	2007/08	% of learners	2008/09	% of learners	2009/10	% of learners
No Special Education Need	4,674	87%	4,648	87%	5,022	88%
Not Known	244	5%	240	5%	321	6%
School action or early years action	344	6%	328	6%	234	4%
School action plus and early years action plus	63	1%	83	2%	76	1%
Statement of SEN	36	1%	26	0%	49	1%
Grand Total	5,361		5,325		5,702	

- A lower proportion of learning aims studied by learners with School Action, School Action Plus or a Statement studied at Level 3 over the last three years (65%) compared with learners with no special educational need (74%).

6.3.9 For residents aged 19-24 in FE and SFC:

- The YPLA funds learners aged 19-24 who are in receipt of additional learner support over £5,500 and the number of Norfolk learners aged 19-24 falling into this category has declined over the past three years
- In 2009/10 over 75% of enrolments by learners with LDD were in preparation for life and work, followed by 12% in arts, media and publishing
- 86% of enrolments by learners with LDD were at Entry Level, Level 1 or other level

Norfolk Young People in receipt of placement budget funding

6.3.10 Placement Budget Funding is held by the Young People's Learning Agency (YPLA) this fund can be accessed for students aged 16-25 with a learning difficulty or disability. It can be accessed for out of county specialist college, a non mainstream programme provided by a local further education provider or additional learner support costs over £19,000. This fund is accessed via the local authority.

6.3.11 The number of students accessing Placement Budget funding varies on an annual basis and in 2010/11 student numbers were at a high of 135 students. For 2011/12 at this stage of the academic year it would appear that numbers are slightly lower but this may still rise.

6.3.12 Also what impacts on these numbers is whether more or less numbers are coming through the system or policy changes meaning that mainstream courses cannot be funded via placement budget.

Numbers of Students Accessing Placement Budget Funding at local FE Providers			
Institution	2009/10	2010/11	2011/12
Access to Music	1		
City College	40	45	35
CWA	17	21	10
Easton College	11	18	25
ENSFC	1	2	
Great Yarmouth	16	16	24
Lowestoft College	5	5	3
Lapwing		1	1
Total Number of Students	91	108	98

Independent Specialist Providers

6.3.13 These are usually residential and out of county, which can in some cases be unsettling for the young person and their family. Additionally these placements are usually considerably more expensive although they maybe joint funded with by social care or health.

6.3.14 At this stage of the academic year it would appear that there are less young people accessing specialist provision.

6.3.15 As many of these programmes are bespoke packages developed for individual students it is not possible to access data on sector subject areas, levels or success rates.

Numbers of Students accessing ISP Provision			
	2009/10	2010/11	2011/12
Student Numbers	25	27	24
Value of Joint Funding	£204,463	£417,993	£414,038

6.4 Learners in care

6.4.1 Norfolk Children's Services has a Virtual School for looked after children (LAC) as part of the development of its corporate parenting responsibilities.

6.4.2 The LA as the corporate parent has a key role in improving the educational attainment and progression of looked after children and care leavers. This means that we need to:

- close the achievement gap so that all care leavers have opportunities to succeed, irrespective of their individual circumstances or level of ability
- raise the aspirations and attainment of care leavers with the potential to attend further and higher education courses or gain skilled employment
- raise awareness and understanding of the different progression routes into further and higher education courses or skilled employment
- offer specific information, advice and guidance to care leavers, their carers and social work staff

- engage with care leavers so that plans / activities are informed by the voice of our young people
- agree how former care leavers whose cases have been closed and now wish to return to education are to be assessed and supported

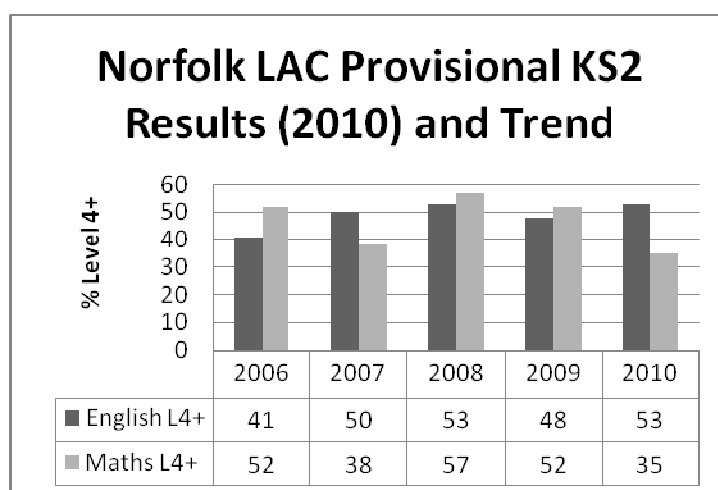
Pre 16 learners in care

- 6.4.3 Outcomes for learners in care at KS2, are broadly in line with the national averages for similar children overall in English and science, however mathematics dipped this year from the previous year.
- 6.4.4 Compared with other large regional authorities Norfolk standards in 2010 are above those in Suffolk for English and science and above those in Hertfordshire in mathematics. However, they are below Essex across the board.

Comparative data for KS2 - 2010 (Statistical First Release)

	L4+ English	L4+ maths	L4+ Science	L4+ in both English & mathematics	No of children eligible
NATIONAL	45	44	53	36	2,400
Norfolk	43	30	54	24	40
Suffolk	36	36	43	29	30
Essex	67	65	63	58	60
Hertfordshire	51	27	54	27	45

- 6.4.5 NCC's own calculations of attainment at KS2 - using the new criteria, but using the denominator of the number of pupils who took the tests, show a significant difference in outcomes. Norfolk figures indicate the following:



- 6.4.6 Norfolk data shows standards in English above the national average at Level 4+. They are very slightly better in mathematics but still below the national average.
- 6.4.7 Based on Norfolk figures for 2010, the trend for attainment in English is broadly improving. In mathematics the trend is more variable.

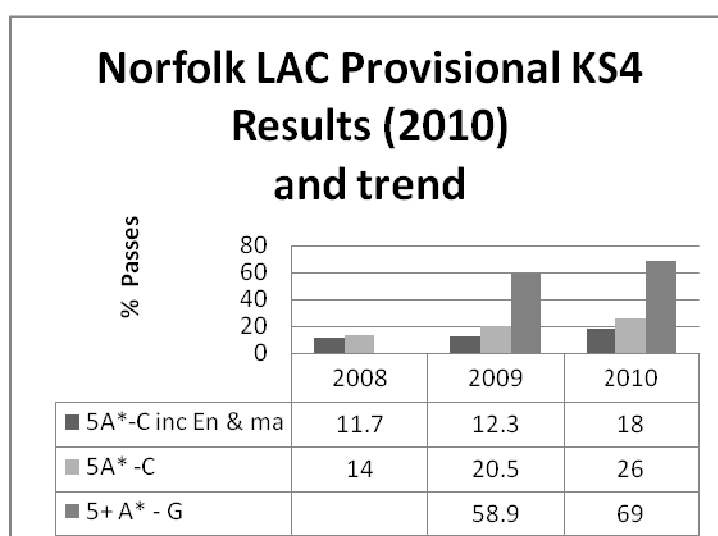
6.4.8 KS4 standards of attainment are satisfactory. Outcomes overall are broadly in line with the national average. Standards are broadly average for similar children for 5A*-C including English and mathematics. 5A*-C is below the national average in 2010. Attainment at A*-G measures and Any Pass are significantly above the national and other large regional LAs.

6.4.9 Compared with other large regional authorities Norfolk standards are above those for Looked After Children in Suffolk and Essex, but below those in Hertfordshire for the attainment of 5 or more GCSE's A*-C or equivalent including English and maths.

Comparative data for KS4 – 2010 (Statistical First Release)

	5 A*-C inc E&M	5A* - C	5A* - G	1+ A* - G	Any Pass	No of children eligible
NATIONAL	11.6	26.1	50.6	72.5	78	5,100
Norfolk	10.6	15.3	52.9	80	88.2	85
Suffolk	8.3	19.4	41.7	68.1	75	70
Essex	9.6	27.8	53	71.3	81.7	115
Hertfordshire	13.3	16.7	42.2	63.3	67.8	90

6.4.10 NCC's own calculations of attainment at KS4 - using the new criteria, but using the denominator of the number of pupils who took the examinations, show a significant difference in outcomes. Norfolk figures indicate that results are improving and are better than the national averages.



6.4.11 This data shows attainment as above the national average for the 5 or more GCSEs A*-C or equivalent including English and maths and in line for 5 or more A* - Cs. Other A*-G measures and 'Any Pass' are well above the national average.

6.4.12 Using the Norfolk figures for 2010 the trend is an improving one in all measures, progress from KS2 to KS4 in English and mathematics is good overall.

- 6.4.13 Compared with Looked After Children nationally a higher proportion of Looked After Children in Norfolk make three levels progress from KS2 to KS4 in mathematics and a similar proportion to the national make three levels progress in English.

Data from EPAS	3 levels progress KS2-4							
	2008		2009		2010		3 year combined average 2008-10	
	English	Maths	English	Maths	English	Maths	English	Maths
NATIONAL	41	31	41	35	48	38	43	35
Norfolk	51	48	40	52	43	49	44	50

- 6.4.14 The transition from KS2 English to GCSE shows good progress. 22% of pupils achieve above the National Consortium for Examination results (NCER) median and 71% are in line or better. In mathematics 47% are above the median and 73% in line or better. One pupil moved from a Level 3 at KS2 to grade C at GCSE. In science 25% achieve better than the median and 37% in line or better.

- 6.4.15 In 2010 overall absence was slightly below the national average, but was above the national in 2009. However, persistent absence is well below the national and better than two out of three of the large regional LAs.

Averages	No of children at 31st March LAC for 12 months +		No of children -full time schooling		Overall absence		% Persistent absence	
	2009	2010	2009	2010	2009	2010	2009	2010
England	43,100	44,400	29,200	29,300	6.2	5.7	4.9	4.5
Regional	4,200	4,300	6,300	3,000	5.8	5.8	3.9	4.3
NORFOLK	625	635	460	465	5.9	6	3.6	3.9
Suffolk	510	520	360	370	5.7	6.1	3.4	4.2
Essex	990	1,015	720	710	5.5	5.5	3.8	3.9
Hertfordshire	680	735	495	500	6.5	6.1	5.2	5.9

- 6.4.16 Exclusions of Looked After Young People in Norfolk are below the national average. (Statistical First Release) Permanent exclusions are very low and fixed term, both at least one and multiple are below the national and that of large regional LAs.

	No of children at 31st March LAC for 12 months +	No of children - full time schooling	% of children - permanent exclusion	% of children with at least 1 x fixed period exclusion	% of children with multiple fixed period exclusions	Average no. of fixed period exclusions per child with at least 1
England	43,100	29,200	0.3	12.2	6.4	2.4
Regional	4,200	3,000	0.3	12.1	6.9	2.6
NORFOLK	625	460	x	10.9	5.9	2.1
Suffolk	510	360	0	10	6.4	2.4
Essex	990	720	0	11.4	6.7	2.5
Hertfordshire	680	495	x	16	8.7	3.1

Post 16 learners in care

6.4.17 The available data shows a performance gap in terms of attainment and progression to the rest of the cohort who are not LAC. For example, in 2009/10 only 16.4% of LAC aged 16+ gained at least 5 GCSE's A*-C. Also the percentage of former care leavers aged 19 (who were looked after on 1 April in their 17th year) who were in education, employment or training in 09/10 was 48.1%. The target for Norfolk was 85%.

6.4.18 The recent Norfolk County Council Ofsted Inspection (June 2011) of safeguarding and looked after children services deemed Economic Well-being Grade 4 (inadequate) and stated the following³⁷:

51. Young people are not sufficiently prepared for independent living. Those seen by inspectors report limited ongoing support when they leave care. Pathway Plans are of too variable a quality and many are insufficiently focused on realistic and achievable objectives. Whilst the proportion of care leavers not in education, employment or training is low, options for on-going employment or training are limited and drop out from college courses at 17 and 18 years is too high.

Young people seen by inspectors had little awareness of the support, advice and guidance available to them. Opportunities for apprenticeships and training placements are available through business partnerships. However, there are no formal apprenticeships or training opportunities offered by the council which is a weakness.

The virtual school has recently taken responsibility for developing services for the 16-19 age group and, while work is underway, outcomes are yet to be achieved. Transition planning for young people with learning difficulties and/or disabilities aged 14 or over from children's to adult services is well established and of a good quality.

Year 11 progressions of Young People in care 2009-2011

Q. No	Indicator	2009		2010		2011	
		No.	%	No.	%	No.	%
13a	Number in Year 11	73		70		89	
13b	In full-time education	55	75.3%	53	75.7%	53	59.6%
13c	In full-time training	2	2.7%	1	1.4%	10	11.2%
13d	In f-t employment, planned training	0	0.0%		0.0%	1	1.1%
13e	In f-t employment, no training	0	0.0%	1	1.4%	2	2.2%
13f	In part-time emp, educ or training	6	8.2%	5	7.1%	6	6.7%
13g	unemployed (ill health, disability)	0	0.0%		0.0%	1	1.1%
13h	unemployed for other reason	10	13.7%	10	14.3%	16	18.0%

Attainment of Young People in care 2009/10 and 2010/11

% of LAC leaving care aged 16+ with at least 1 GCSE A*-G	09/10 Norfolk = 58.3% 10/11 Norfolk = 50.4%	Norfolk Target = 65%
% of LAC leaving care aged 16+ with at least 5 GCSE's A*-C	09/10 Norfolk = 16.4% 10/11 Norfolk = 8.0%	n/a
% of former care leavers aged 19 who were looked after on 1 April in their 17th year, who were in education, employment or training	09/10 Norfolk = 48.1% 10/11 Norfolk = 58.3%	09/10 Norfolk Target = 85% 09/10 Stat Neighbour = 67.5% 09/10 National = 62.1%

³⁷ The Children's Services 2011/12 Improvement Plan for areas of development identified in this Ofsted Inspection has now been adopted by the Overview and Scrutiny Panel

Care leavers in the NEET cohort

6.4.19 The numbers of NEET young people in November 2010 who were a Care Leaver increased significantly to 50 from 39 in November 2009. This confirms an upward trend of representation of care leavers as a percentage of the whole NEET group.

Personal Circumstance within the NEET Group LAC as at July 2011:
(Connex NEET Data)

District	LAC - In Care or Care leaver
Breckland	6
Broadland	5
Great Yarmouth	13
Kings Lynn & West Norfolk	6
North Norfolk	1
Norwich	19
South Norfolk	6
Unknown or Non-Resident	-
Norfolk	56

6.4.20 Going forward:

- Robust baseline data needs to be collected for all post 16 looked after children and care leavers. At an individual level this will provide the LA with the current level of qualification and areas of interest along with the future aspirations of each of our young people. It will also be able to provide divisional and county-wide information which can be used for both strategic and commissioning purposes (both internal and external where required). Care leavers educational, training and employment pathways need to be tracked until case closure. Final outcomes need to be monitored and where a former care leaver asks for assistance to re-engage with education post 21 the LA will need to monitor and track both individual and cohort progression to inform future Strategic and Commissioning decisions
- Post 16 educationalists, social care staff, carers and accommodation providers need access to information delivered via briefings, workshops etc. to ensure that all those who work with looked after children and care leavers have an understanding of 'the context of care leavers lives'
- Care leavers themselves as well as those who work with and care for them need access to NCC's post 16 education 'offer'. This offer needs to lay out the financial and practical support all Norfolk's care leavers are entitled to, IACG is a crucial part of this and must include how care leavers will receive targeted and extended guidance beyond the age of 19. Developmental delays, behavioural and mental health difficulties can all result in delayed uptake of education and training opportunities as well as more indirect / non-traditional routes being taken

- Work experience and Apprenticeship opportunities need to be found and advertised with an emphasis on progression routes once opportunity has been completed which encompasses further education / training and / or securing employment

6.4.21 In terms of supporting these young people there needs to be ongoing development in sharing information effectively between agencies supporting LAC and learning providers to enable transition.

6.4.22 For example, where are they across the county, what educational level are they at, what are their aspirations and how do we enable them to achieve and progress as do the rest of Norfolk's young people?

6.5 Young offenders

Provision offered by the Youth Offending Team (YOT) (In the community - information provided by YOT)

6.5.1 YOT have 322 young people who were active in July 2011.

6.5.2 A young person could have been on more than one order in that period and as a result there were 347 active Interventions in July 11.

Of the 322 young people: 122 were from the Central Unit 118 were from the Eastern Unit 82 were from the Western Unit	Of the 322 young people: 5 young people were on a custody programme.
---	---

6.5.3 Information on education level is not captured by YOT.

6.5.4 Personal Circumstance within the NEET Group 'Supervised by YOT' as at July 2011

(CNXS NEET Data)

District	Supervised by YOT
Breckland	1
Broadland	1
Great Yarmouth	6
Kings Lynn & West Norfolk	3
North Norfolk	3
Norwich	6
South Norfolk	2
Unknown or Non-Resident	-
Norfolk	22

7. PARTICIPATION IN THE APPRENTICESHIP PATHWAY:

7.1 Summary of learner needs:

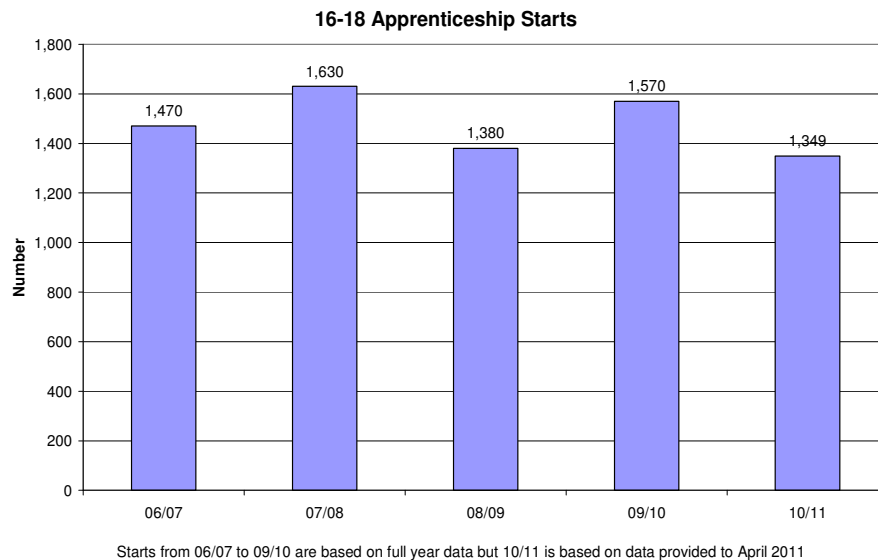
- 7.1.1 There is evidence (from the Year 11 Intended Destination Survey 2010/11) that a demand amongst young people for apprenticeships has been created that now needs to be met by a supply of opportunities, together with the appropriate support to enable young people to secure them. Young people are at risk of becoming not in education, employment or training (NEET) if they do not find apprenticeship employment on leaving school or are able to embark on programmes that prepare them for apprenticeships.
- 7.1.2 There are fewer apprenticeship vacancies (open to all ages) being offered by employers in Norfolk (Data up to April 2010, compared with full year 2009/10). This is particularly evident within Construction, Planning and the Built Environment sector area (Full year 2009/10 524 vacancies, up to April 2011, 12 vacancies).
- 7.1.3 High quality work placements are a route by which young people can develop skills for work, but also an opportunity for employers to assess young people's suitability for an Apprenticeship role. With the withdrawal of funding for Education Business Partnership Organisation (EBPO) services, there is a danger that fewer young people will have a work experience opportunity and fewer employers will be engaged in offering work placements.
- 7.1.4 Take up of Apprenticeships in Hairdressing and Customer Service is increasing while the areas for economic growth in Norfolk are Energy/Engineering including low carbon/renewables; Tourism; Agriculture and Food Processing and Financial Services. This represents a certain amount of mismatch in relation to where there are vacancies and the areas of predicted economic growth.
- 7.1.5 While 77% of young people who started Apprenticeships in 2010/11 went on Level 2 programmes in 2010/11, approximately 60% of learners leaving post 16 education already had attained a Level 2. Young people, who already have a Level 2, need to be able to progress quickly onto Level 3 programmes where possible.
- 7.1.6 The success rate for Apprenticeships in Norfolk 2009/10 was 69% (National 72%). There was a one percent improvement on 2008/09, but the gap has widened between Norfolk's success rates and those of the East of England and England. Young people need to be well prepared for Apprenticeship programmes and well supported in order to succeed.

7.2 Key data

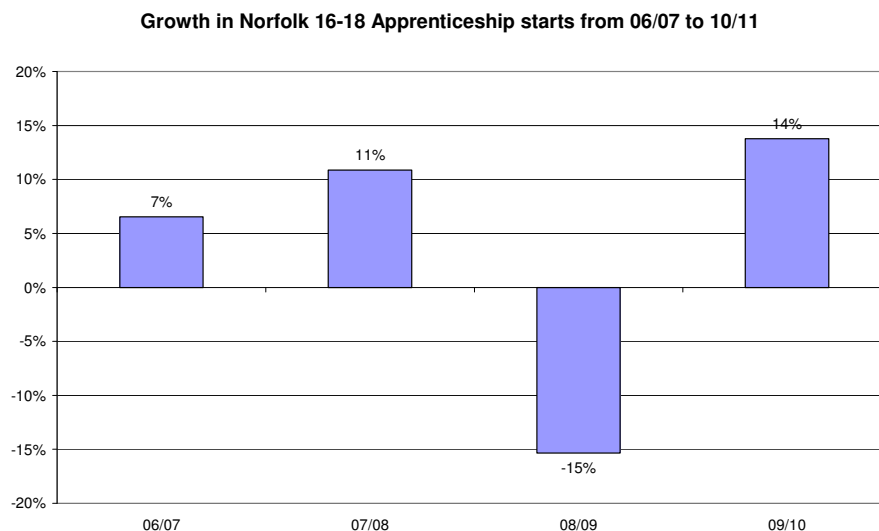
- 7.2.1 The numbers of 16-18 year olds starting apprenticeships has fluctuated over the last four years, with 1,630 starting an apprenticeship in 2007/08, 1,380 in 2008/09 (a drop of 16%) and 1,570 (increase of 14%) in 2009/10. (National increase 2008/09 to 2009/10 was 18%). However, data up to the end of April 2011 shows that Norfolk has 1,349 new apprenticeship starts which are 10% higher than the same time last year, but early year end data indicates final year figures for 2009/10 are 1,631, a 3% increase on 2009/10.
- 7.2.2 While there is an increase in 16-18 apprenticeships, there is a greater increase in numbers starting apprenticeships within the over 19s age group and over 25s in particular, which suggest more new opportunities are going to this group rather than the 16-18 year olds.
- 7.2.3 Calculating the percentage of the 16-18 cohort starting apprenticeships depends of the number counted within this cohort. If the starts are assumed to be from within Year 12 and 13 only, and the cohort number is taken as approximately 18,113 (maintained schools and academies), then the apprenticeship starts in 2009/10 would equal eight percent of the cohort or four percent of one year group. Young People's Learning (YPLA) data tells us that in 2008/09 there 986 young people of academic age 17 (Year 13) who started an Apprenticeship, which represented 9.9% of a single cohort of 9,937 (YPLA data using Population statistics for cohort number).
- 7.2.4 There has been a reduced number of apprenticeship vacancies advertised in Norfolk (data up to April 2011), e.g. Construction (516 in 2009/10, 3 in 2010/11), Business Administration (117 in 2009/10, 64 in 2010/11). Average applications per vacancy have increased which suggests more young people are chasing fewer apprenticeships, e.g. applications for retail vacancies had an 8.3 average in 2009/10, 18.3 average in 2010/11.
- 7.2.5 The Intended Destinations survey in 2011, showed that 709 young people (7.5% of the cohort) who were in Year 11 (2010/11) intended to go into an Apprenticeship. This is more than double the number (338) (3.5%) of the cohort) stating this as their intended destination in the previous year. Of these 709 only 33 had secured a definite place at the time of the survey.

7.3 Numbers of young people choosing the Apprenticeship pathway

7.3.1 Numbers year to date (April 2011) show 1349 starts which represents 10% increase compared to same time last year and -14% compared to total last year. Early indications for the complete year 2010/11 are 1,631 starts (3% increase on 2009/10).

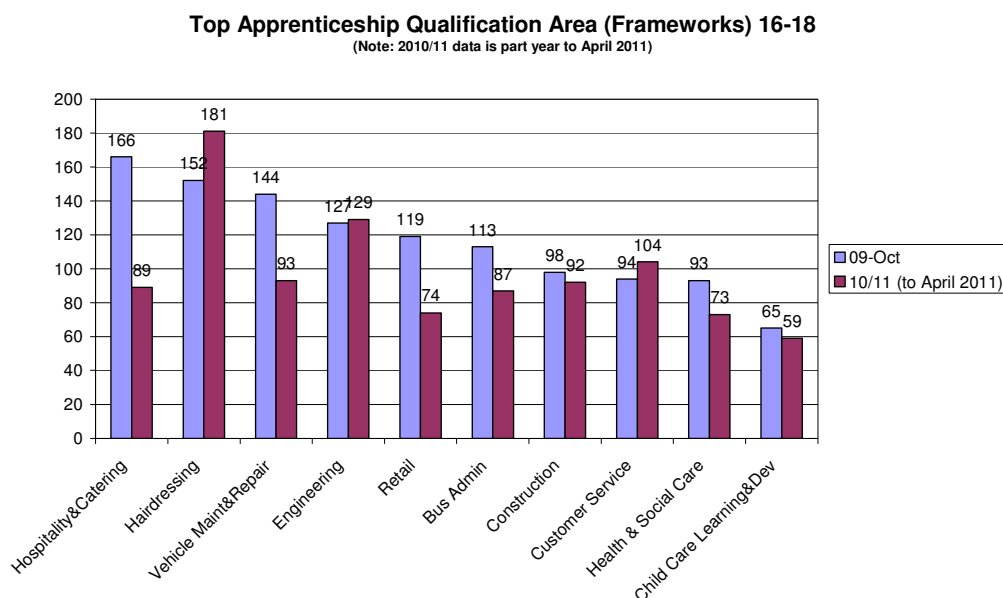


7.3.2 The chart below shows the percentage change in Apprenticeship starts over the last four years. After a 15% drop in numbers in 2008/09, there was an increase of 14% bringing numbers nearly back up to 2007/08 figures.



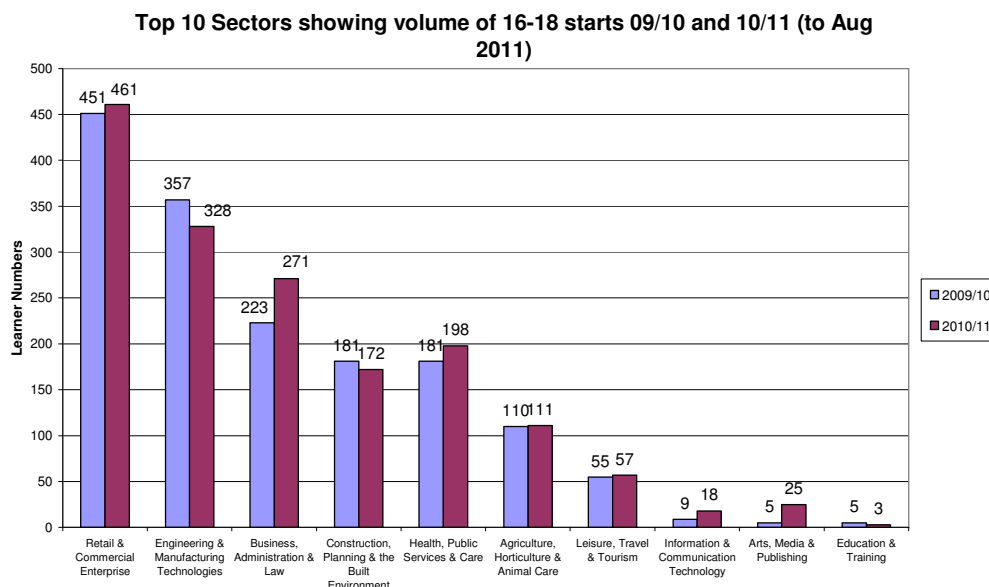
7.4 The frameworks, sectors and providers

- 7.4.1 The chart below shows the ten qualification areas (frameworks) with the highest number of starts 2009/10 and up until April 2011. Hospitality and Catering, Motor Vehicle and Repair and Retail are showing the highest drop in numbers, with Hairdressing and Customer Service showing increases.



Apprenticeship sectors

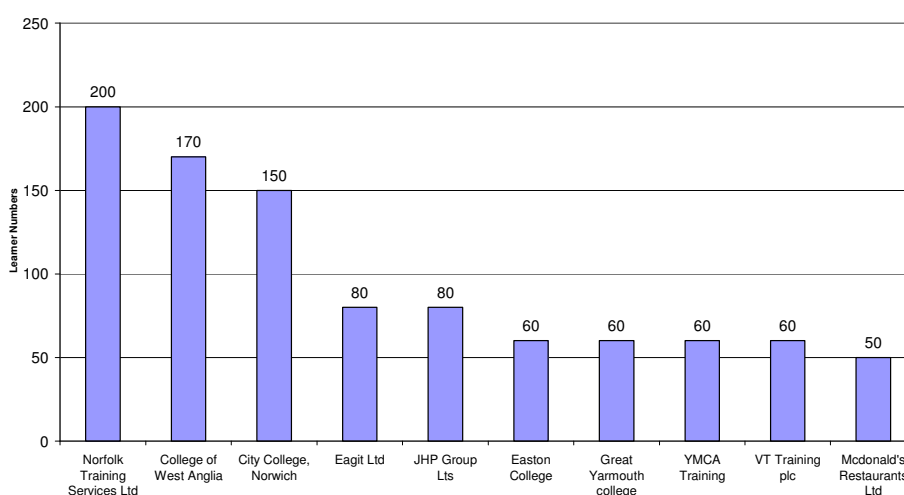
- 7.4.2 The sectors with the greatest volume of learners have been consistent over the last two years with Retail and Commercial Enterprises and Engineering and Manufacturing Technologies having the highest number of starts in both years. Note 2010/11 data is up until August 2011. It is interesting to note that although the numbers are relatively small, Information and Communication Technology has increased by 100% and Arts, Media and Publishing has increased by 400%.



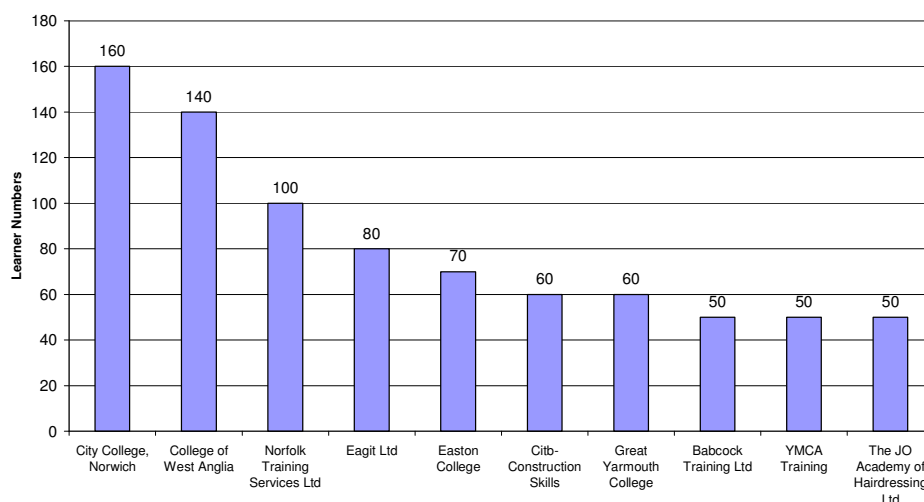
Apprenticeship providers

- 7.4.3 The largest providers, in relation to volumes of starts, continually change. However, City College Norwich, College of West Anglia, Easton College and Great Yarmouth College have been in the top ten for the last two years. Norfolk Training Services although the third highest provider in terms of learner numbers have a decrease in numbers by 50% to date (up to April 2010). *Note: 2010/11 data is only a part year up to April 2010 and numbers will change).*

Top 10 Providers 2009-10 16-18 starts (rounded)

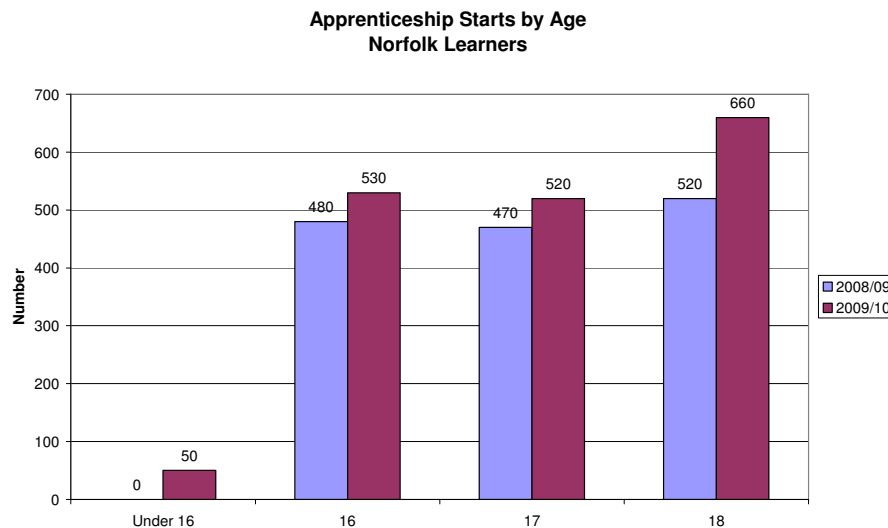


Top 10 Providers 2010-11 (ytd to P10) 16-18 starts (rounded)



7.5 Apprenticeship numbers by age³⁸, district and level

7.5.1 The graph below shows that the number of learners starting apprenticeships has grown, the greatest increase between 2008/09 and 2009/10 has been for the 18 year olds.

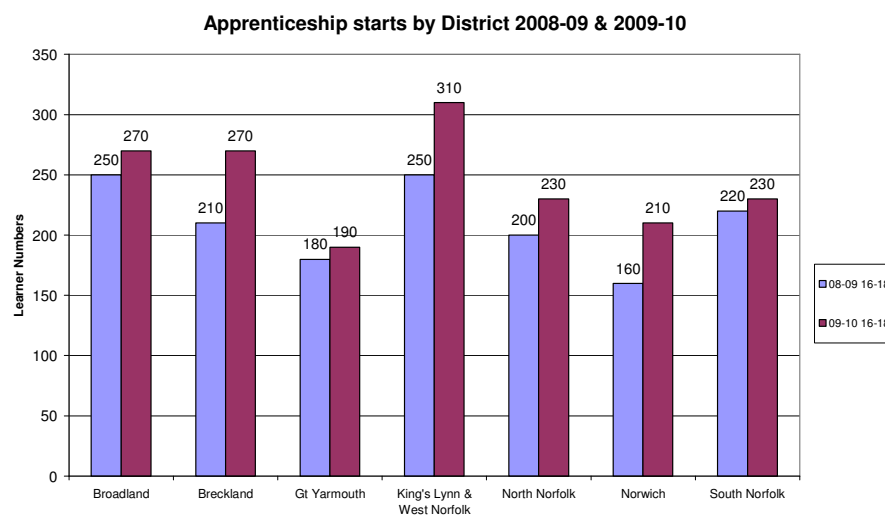


Source: The data service

Apprenticeship numbers by district area

7.5.2 The charts below show the take up of Apprenticeships by district area 2008/9 and 2009/10.

7.5.3 King's Lynn and West Norfolk has had the highest number of 16-18 Apprenticeships starts in both years, with 2009/10 showing a 24% increase over 2008/09 numbers. Breckland also had a significant increase in numbers (29%) in 2009/10. The districts with the lowest number of apprenticeships starts were Great Yarmouth and Norwich although both had an increased number in 2009/10.

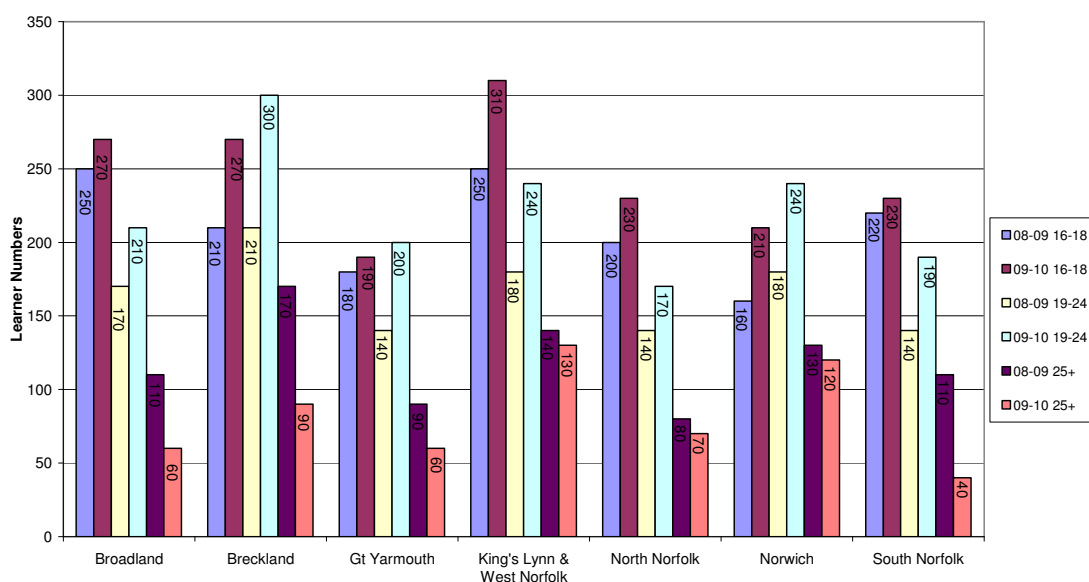


Data from MI library broken down by district

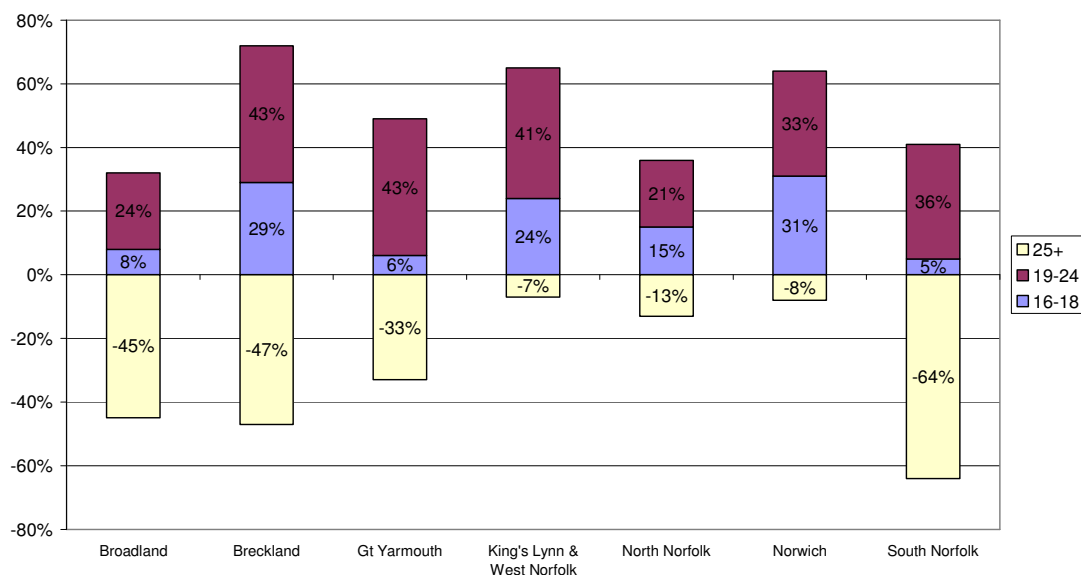
38 http://mireportslibrary.thedataservice.org.uk/demographics/geography_reports/local_authority.htm

7.5.4 The charts below show the difference in the proportion of starts by district between age groups. In all districts there was an increase in the number of 16-18 starts between 08/09 and 09/10. The 19-24 age group increased by 33.62% (390 learners) compared to an increase of 16.33% (240 learners) in the 16-18 age group. This is particularly apparent in Breckland and King's Lynn and West Norfolk.

Apprenticeship starts comparison between 2008-09 and 2009-10



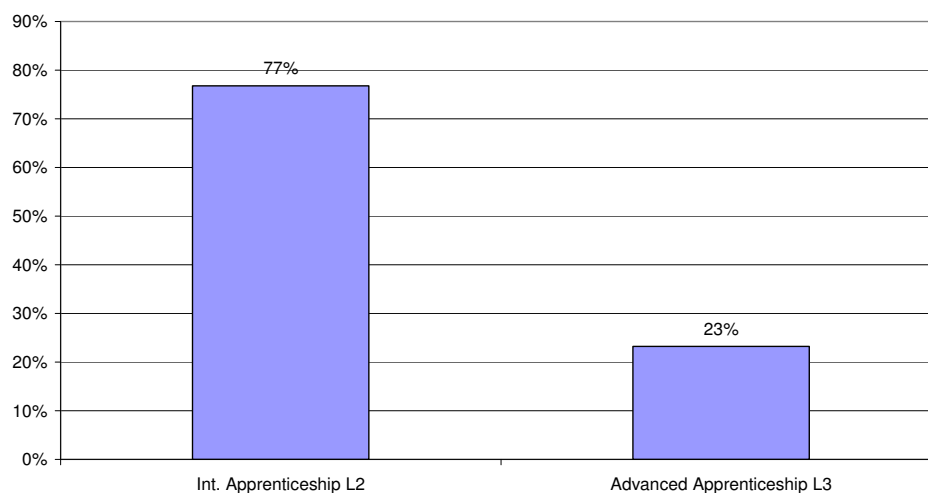
% Difference in Apprenticeship starts by age between 08-09 and 09-10



Apprenticeship at Level 2 and Level 3

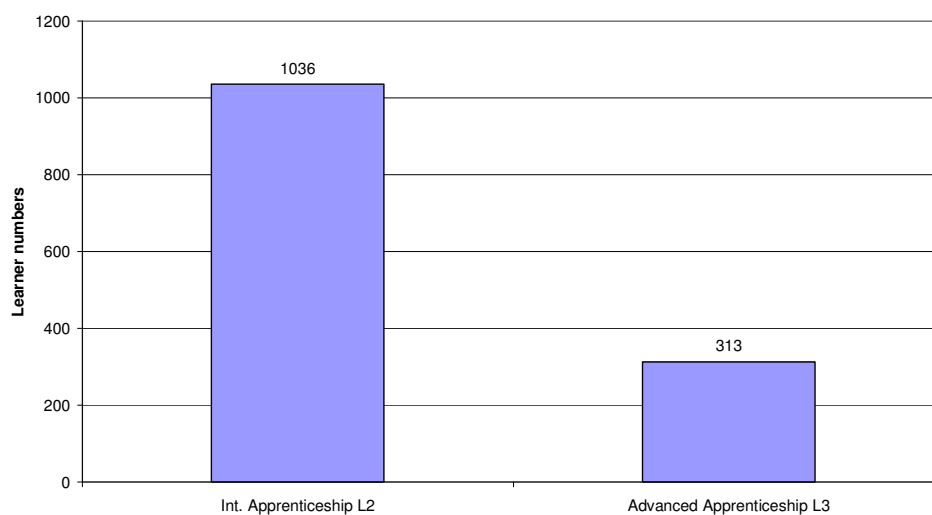
7.5.5 The charts below show that approximately three quarters of 16-18 learners started an intermediate apprenticeship in the 2010/11 contract year with the other quarter commencing an Advanced Apprenticeship.

% 16-18 starting an apprenticeship in 2010/11



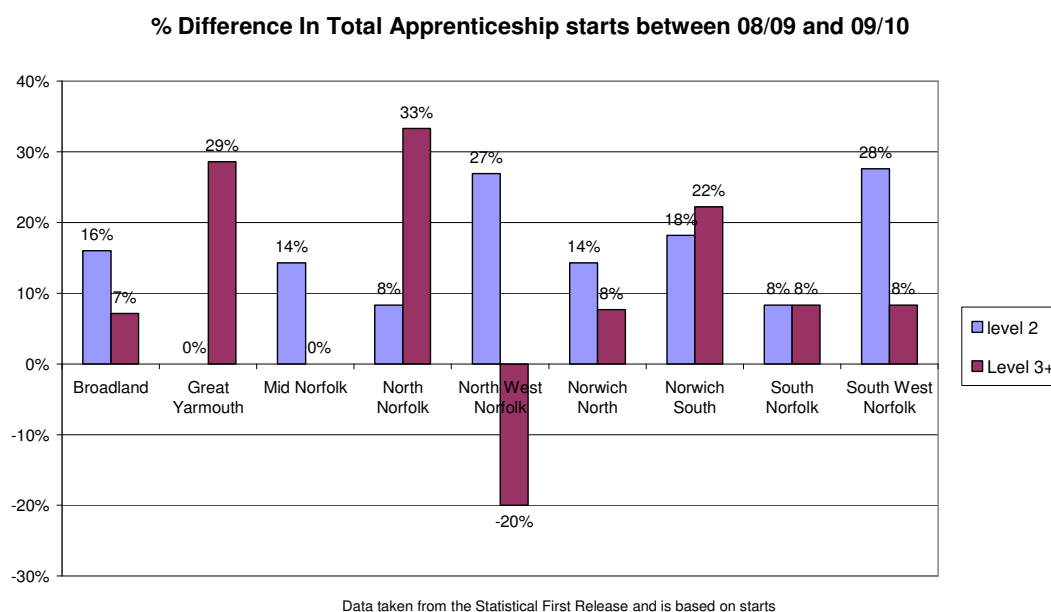
Figures are based on data received to period 10

Norfolk residents 16-18 starting an apprenticeship in 2010/11

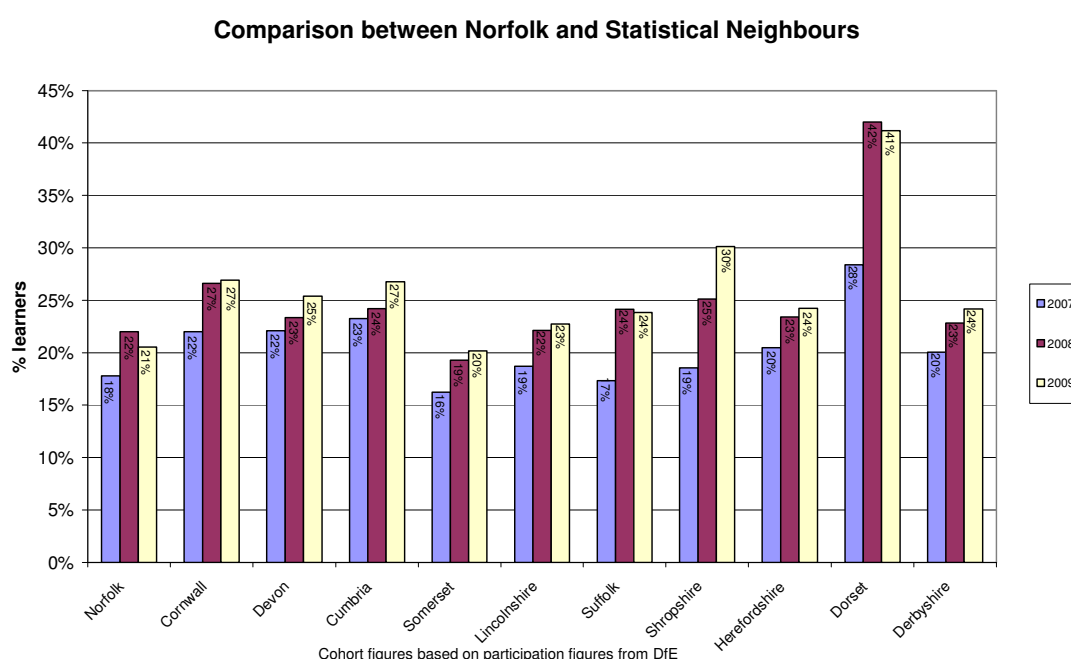


Figures are based on data received to period 10

7.5.6 The chart below shows all ages of apprenticeship figures broken down by the Norfolk Constituency areas. North West Norfolk's Level 2 Apprenticeships have increased by 27% between 2008/09 and 2009/10. However, their Level 3 has fallen by 20%. In contrast North Norfolk's Level 3 numbers have increased by 33% and their Level 2 increased by 8%. Where the chart shows 0% there has been no change in numbers.



7.5.7 The chart below compares Norfolk 16-18 Apprenticeship starts with our statistical neighbours. The information is based on full year data taken from the Statistical first Release. Norfolk improved between 2007/08, however, the figures dropped in 2008/09. All of our neighbours either remained static or increased over this same period.



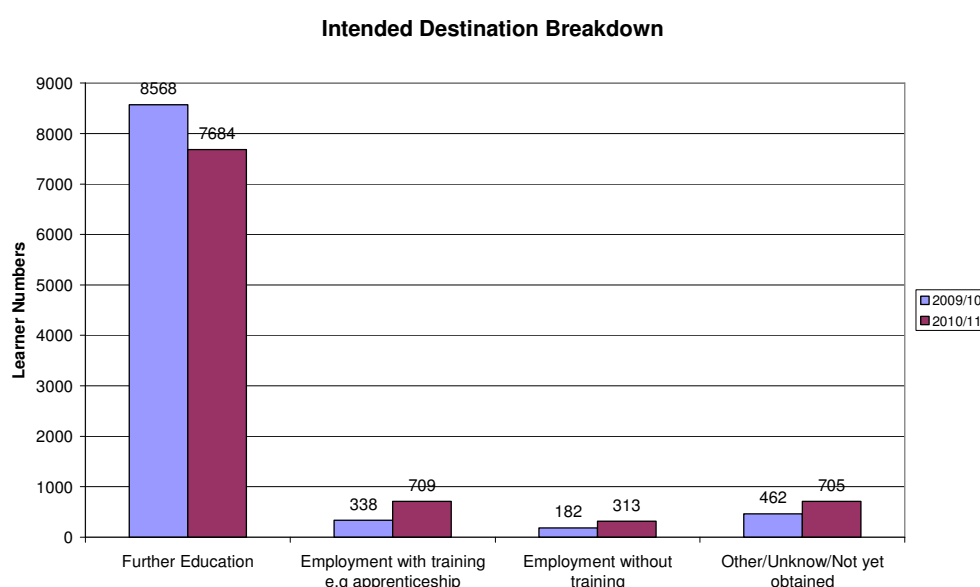
7.6 Results from the 'Intended Destination' survey of year 10/11 (2010)

7.6.1 The 2010 and 2011 Intended Destinations survey of year 11 students conducted by the Information, Advice and Careers Guidance Strategy Team demonstrates that there is much work to do to match the supply and demand for Apprenticeships amongst young people. The number of young people intending to move onto Apprenticeships has increased from 3.54% in 2010 to 7.53% in 2011.

Intended Destination Survey Results 2010 and 2011	2010		2011	
	No of Students	% of cohort	No of Students	% of cohort
Training/Apprenticeship – learner has a definite employment offer for an apprenticeship	57	0.60%	33	0.35%
Training/Apprenticeship – learner has yet to obtain an employment offer in order to do an apprenticeship	281	2.94%	676	7.18%
Total Intending to go on to an Apprenticeship	338	3.45%	709	7.53%

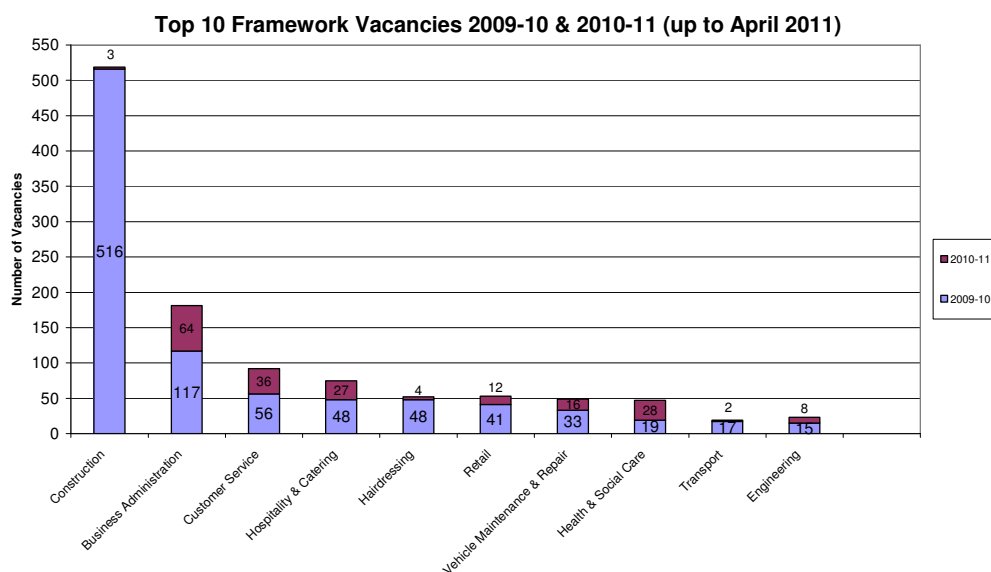
7.6.2 It is interesting to note that of the 709 young people who chose, in May 2011, the Apprenticeship route as their intended destination, only 33 had secured an employed place, less than five percent. If these young people do not find apprenticeship opportunities after leaving their 11-16 school they could end up as NEET.

7.6.3 Results from the 2011 Intended Destination survey also show that more young people are indicating that they would like to find work at the end of Year 11 with 3.3% saying they want to go into employment without formal training compared to 1.9% in 2010.



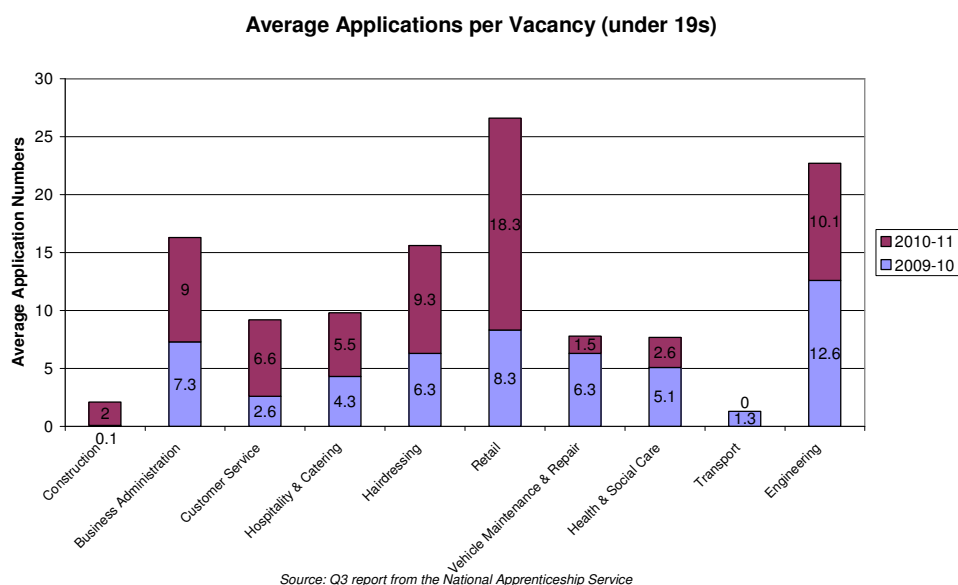
7.7 Apprenticeship vacancies, applications and success rates

7.7.1 The chart below shows that the number of Norfolk Apprenticeship vacancies open to all ages, has dropped between 2009/10 and 2010/11 (year to date) in all sector areas. There has been a significant decline in the number of vacancies offered in the construction industry, 516 in 2009/10 and only three in 2010/11 (up to April 2011) and in Business Administration (down from 117 in 2009/10 to 64 in 2010/11). Health and Social Care is the only area that has seen an increase. The vacancies are based on the locality of the vacancy and therefore open to applicants in other Local Authorities.



Source: Q3 report from the National Apprenticeship Service

7.7.2 With fewer vacancies being offered, it is not surprising to see there has been an increase in the average number of applications for each vacancy over the last two years. Applications from the under 19s, within Retail increased from 8.3 per vacancy on 2009/10 to 18.3 per vacancy in 2010/11.



Source: Q3 report from the National Apprenticeship Service

Apprenticeship success rates

- 7.7.3 The table below shows the Apprenticeship success rates for Norfolk learners (16-18) compared with East of England and England.

	08/09	09/10
Norfolk	68%	69%
East of England	69%	72%
England	70%	72%

Source: The Data Service

- 7.7.4 Although Norfolk was below the national and regional figures for 2008/09 compared to 2009/10 the difference was only one percent and three percent. Figures for 2009/10 show that Norfolk has made a small improvement, but the gap has widened between Norfolk's success rates and those of the East of England and England.

8. PROGRESSION INTO HIGHER EDUCATION (HE)

8.1 Summary of learner needs

- 8.1.1 For young people to develop higher skills is an economic imperative to ensure the competitiveness of Norfolk's economy in the 21st Century. Participation in Higher Education (HE) will be a key contributor to this. More young people in Norfolk should be encouraged to consider the progressing to HE.
- 8.1.2 Progression of Norfolk learners to Higher Education remains low compared with East of England neighbours although it has increased over the last 8 years (UCAS 2009, Norfolk 28.33%, Suffolk 32.5%, and Hertfordshire 46.11%).
- 8.1.3 Disadvantaged groups and communities have benefited from targeted activities including IAG, which have helped deliver significant improvements in progression rates to HE. These gains are now at risk following cuts to Connexions services and the ending of Aimhigher funding.
- 8.1.4 The changes to the Student Loan arrangements and the increased fees charged by universities may have a negative impact on numbers of young people choosing to go into HE. Learners need good support to make informed choices about progression to HE.
- 8.1.5 Young people need to be well informed about the range of HE provision that is available in Norfolk and beyond.
- 8.1.6 Improved attainment at Level 3 would enable more Norfolk Learners the opportunity to consider HE as a post 18 progression.

8.2 Context

- 8.2.1 Participation in HE is high on the national policy agenda for education and skills. The Browne Review of Higher Education³⁹, the Skills for Sustainable Growth strategy paper⁴⁰ and the White Paper: Higher Education: Students at the Heart of the System⁴¹ all highlight the critical importance of a re-modelled higher education system to the development of both the individual to achieve their potential and to the countries' need for higher skills in order to promote the competitiveness of the UK in the 21st Century.
- 8.2.2 The future skills needs of Norfolk's diverse economy are highlighted by the Norfolk Skills Economy Project and work commissioned by the Employment and Skills Board. The Norfolk economy and labour market of 2011 can be broadly described as diverse; there are areas of prospering economic activity and pockets of deprivation. Norfolk has a greater preponderance of lower skilled jobs and with fewer people working in high level professional jobs than our neighbours. Norfolk has fewer people with higher levels of qualifications, and hence less ability to take up highly skilled jobs in new industries

39 Securing and Sustainable Future for Higher Education – An Independent Review of Higher Education Funding & Student Finance

40 Skills For Sustainable Growth – Strategy Document, BIS, 2010

41 Higher Education: Students at the Heart of the System, BIS, June 2011

generating higher levels of wealth⁴² The Skills and Economy Project assert that this results in both lower productivity and significantly lower earnings in Norfolk.

- 8.2.3 However, with the prospect of significant growth in Norfolk associated with recent announcements on growth and enterprise, a key priority for the county is to create the right conditions to enable accelerated economic growth to occur.
- 8.2.4 The Norfolk Work and Skills Plan⁴³ highlighted the need for increased participation in Higher Education to address the future skill needs of the Norfolk labour market.
- 8.2.5 Projections of the employment structure and qualification levels needed for jobs in 2018⁴⁴ suggest that first degree and equivalent qualifications are those most likely to be in demand over 2008-18, with Norfolk facing a significant shortfall in people with Level 4 and above qualifications (see table below).

Qualification level	Norfolk: qualifications of working age population, 2008	Norfolk: qualifications of projected jobs in 2018
No qualifications	14	10
Level 1	19	18
Level 2	23	21
Level 3	20	19
Level 4 and above	24	33
Total	100	100

8.3 The data in detail

- 8.3.1 Action On Access (AoN) reports that the rate of growth in HE participation from 2003 to 2010 of learners from the most deprived communities in Norfolk is greater than from more affluent areas in the county, although there are still proportionately fewer applicants from deprived areas progressing into HE than from more affluent communities.
- 8.3.2 Progression rates to HE are highest from the suburban areas of Norwich and more affluent communities in South Norfolk and Broadland. The more sparsely populated rural areas of Norfolk have the lowest rates of progression to HE, even in those more affluent rural areas where attainment rates are good, e.g. part of Broadland, South Norfolk.
- 8.3.3 Those young people from deprived areas who attend schools in more affluent areas show the greatest relative improvement in rates of attainment and progression to HE.
- 8.3.4 Over the period 2003-2010, the total number of UCAS accepted applicants of all ages from Norfolk increased by 24.2%⁴⁵ from 3280 to 4074 learners. The largest increase within this number has been amongst Norfolk's over 19 year olds.

⁴² Norfolk Skills Economy Project - A Baseline Report, September 2010, Shaping Norfolk's Future

⁴³ Norfolk Work and Skills Plan Evidence Base, Worklessness Assessment, OCSI, Educe & Papworth Consultancy, April 2010.

⁴⁴ Qualification Forecasts, 2008-18, Insight East, 2010

⁴⁵ Action On Access, Progression and Participation in Higher Education - 2003-2009

- 8.3.5 Rates of progression to HE for Norfolk's 18 and 19 year olds have been increasing steadily over the last seven years. The tables below are UCAS's figures for UCAS accepted young applicants from Norfolk (those who have received acceptances from HEIs rather than those that actually started).
- 8.3.6 The data shows that while progression rates to HE have increased in Norfolk the percentage of the cohort going on to HE (28.33% in 2009) is the lowest in the East of England (highest is Hertfordshire 46.11%). The rate of improvement is also slow when compared to other LAs in the East of England, but is above that of Cambridgeshire.

LA	2003	2004	2005	2006	2007	2008	2009	Diff 7 yrs 03-09
Cambs	30.2	29.6	32.2	29.7	32.8	33.7	31.59	1.39
Norfolk	25.5	26.1	25.6	26.7	26.7	28.6	28.33	2.83
Essex	29.2	29.3	29.7	30.5	31	32.5	33.75	4.55
Beds and Luton	32.2	31.9	32.8	33.2	34.8	37.2	37.2	5.00
Suffolk	29.2	30.2	30.9	31.7	31.5	32.4	34.28	5.08
Hertfordshire	40.3	41.6	40.3	41.5	42.2	45.7	46.11	5.81

- 8.3.7 When Norfolk is compared to its statistical neighbours, progression into HE is also relatively poor⁴⁶, but the differences between the highest performing LA and Norfolk is seven percentage points.

Local Authority	% participating in HE in Universities and Colleges in 2008/09
Shropshire	33
Cumbria	32
Derbyshire	32
Herefordshire	32
Lincolnshire	32
Dorset	31
Suffolk	31
Somerset	30
Devon	29
Cornwall	28
Norfolk	26

Note: The figures above have been taken from published UCAS data. UCAS data uses the ONS census figures in order to establish the cohort size for Norfolk. It also records young people who have accepted application to HE rather than actual starts. The data also includes young people who progress into HE from Norfolk's Independent Schools who are not recorded by Norfolk County Council unless they have presented themselves as requiring help from Connexions/Norfolk County Council's IACG service and are thereby entered into CCIS.

- 8.3.8 The table below is provided for comparison and shows progression into HE data recorded in Norfolk's own CCIS tracking system⁴⁷. This includes UCAS data about all resident young people who attended maintained schools and colleges in Norfolk who apply to HE, plus young people who progressed into HE outside the UCAS process, e.g. into FE Colleges, the OU. These figures

⁴⁶ Source: BIS Widening Participation in Higher Education, August 2011

⁴⁷ Norfolk County Council CCIS data search performed on 23.8.11

indicate a significant difference between UCAS figures and CCIS in terms of actual participation rates. There are many reasons for this difference one of which relates to different cohort size used as the denominator. This data source is currently being developed to sit alongside UCAS data to help in providing a clear picture of progression to HE that includes non-UCAS and as well as UCAS HE progressions.

Year	Cohort size	Total HE starts	% of cohort
2009	9747	1992	20.4
2010	9945	2196	22.1

8.4 Geographic variations

8.4.1 Data compiled by the Aimhigher Norfolk evaluation team⁴⁸ and by the IACG Strategy Team⁴⁹ indicates significant differences in progression rates to HE between Districts:

- Applications and progression to Higher Education is greatest from the more affluent urban suburbs around Norwich (including urban areas of Broadland and South Norfolk within the Greater Norwich area), Great Yarmouth and King's Lynn, and from the more affluent towns and villages of South Norfolk and Broadland.
- Young people who live in the less affluent urban centre of Norwich City, in parts of King's Lynn and Great Yarmouth and in the sparsely populated and less affluent rural communities North Norfolk, Breckland and West Norfolk are least likely to progress to Higher Education. These latter areas are predominantly rural and coastal communities are also characterised by difficulties with transport arrangements and an absence of colleges.

Year	Cohort size		Total HE starts		% of District cohort in HE	
	2009	2010	2009	2010	2009	2010
Breckland	1301	1401	301	305	23.1%	21.8%
Broadland	1346	1450	360	384	26.7%	26.5%
Great Yarmouth	1174	1243	208	226	17.7%	18.2%
Kings Lynn & W Norfolk	1487	1477	308	269	20.7%	18.2%
N Norfolk	993	1074	172	237	17.3%	22.1%
Norwich City	1305	1353	173	230	13.3%	17.0%
South Norfolk	1247	1245	336	355	26.9%	28.5%
Unknown postcode	894	702	134	190	15.0%	27.1%
Norfolk total	9747	9945	1992	2196	20.4%	22.1%

⁴⁸ Roger Woods, The Legacy of Aimhigher Norfolk, 2011

⁴⁹ Norfolk County Council IACG Strategy Team Data Reports – Participation of 18 year olds in Higher Education, 2009, 2010

8.5 Progression rates and FSM

8.5.1 The Department for Business Innovation and Skills⁵⁰ has analysed the progression rates for young people who were in receipt of FSM when they were 15 years of age at national and LA levels. Their analysis shows a significant, although narrowing gap in rates of progression between young people in receipt of FSM at age 15, and those not in receipt of FSM with only 17% of young people who received FSM entering HE in 2008/09 compared to 35% of non FSM.

8.5.2 The table below shows a comparison in rates of progression into HE for Norfolk's 18 or 19 years olds in 2007/8 and 2008/9, who, in 2004/5 were in receipt of FSM, against national progressions. The figures show that the gap between FSM and non-FSM progressions in Norfolk is two percent greater than the national figure.

	FSM (Nfk)	FSM (Nat)	Non-FSM (Nfk)	Non-FSM (Nat)	Gap (Nfk)	Gap (Nat)	All progressions (Nfk)	All (Nat)
2008/09	9	17	28	35	20	18	26	33

8.5.3 The table below compares the performance with other LAs in the region. Although Norfolk's total rate of progression is relatively low, Norfolk's gap in HE progressions between FSM and non-FSM ranks us as third in the region. A similar picture emerges when compared to our statistical neighbours:

LA	FSM	Non-FSM	Gap	All progressions	% of pupils with FSM
Peterborough	16	31	14	29	15
Thurrock	7	24	17	22	10
Norfolk	9	28	20	26	9
Essex	12	32	20	30	8
Suffolk	10	33	22	31	9
Cambs	13	36	23	35	7
Hertfordshire	17	43	26	41	6
Southend	11	40	29	37	12

8.6 Progression and disadvantaged groups

8.6.1 Since 2003 Aimhigher Norfolk has worked in partnership with schools, colleges, HEIs and Connexions to target interventions to improve progression to HE amongst disadvantaged groups. Their target groups included young people who have the ability to progress into higher levels of learning, but who are under-aspiring in relation to their ability, who have no family background of HE participation or who live in communities with poor levels of progression to HE.

⁵⁰ BIS, Widening Participation in Higher Education, Analysis of Progression rates for young people in England by free school meal receipt and school type, August 2011

8.6.2 Both nationally and in Norfolk, Aimhigher has targeted resources on those schools and young people within these target groups. The Aimhigher Legacy Report identifies the impact of Aimhigher on progression and participation amongst disadvantaged groups⁵¹. The most effective targeted activities have been identified as:

- Tailored face-to-face IAG including careers guidance and mentoring
- Aspiration-raising activities, e.g. summer schools, Move On Up
- HE visits and hands-on HE-related activities

8.6.3 In part as a result this work, a marked improvement in HE awareness and improved progression rates to HE has taken place amongst disadvantaged groups, both in Norfolk and nationally.⁵²

8.6.4 Aimhigher funded widening participation work has now ceased and will in part be replaced by widening participation activity delivered through Higher Education Institutions (HEI) outreach activities for those HEIs charging over £6000 pa through the new funding system. There is a clear risk that the effectiveness of the kind of programme of activities and targeted IAG funded through Aimhigher and Connexions will not continue into the future. This may have a detrimental impact on HE progression rates amongst disadvantaged groups

8.7 Higher Education provision in Norfolk

8.7.1 To meet the increasing demand for HE during the last ten years, a wide range of full and part-time HE provision has developed within the county. Current provision is as follows:

8.7.2 **University** - Historically, with the University of East Anglia (UEA), Norfolk has had a single university to act as a focal point for HE in the county. UEA had developed as a prestigious and selective university with local, regional, national and international reputation and recruitment. Many of Norfolk's young people apply to and commence their studies at UEA each year. However, in spite of UEA's continuing excellent contributions to outreach and widening participation in the county, the UEA itself is limited in its scope to grow and expand its provision to meet the growing demands for HE from Norfolk students.

8.7.3 **University College** - Norwich University College of the Arts (NUCA) - providing specialist high quality arts, design and media education up to Masters level.

8.7.4 **Higher Education within FE Colleges** - During the past ten years, HE provision has developed within Norfolk's FE Colleges, usually as associates to local universities. The growth in this local provision has enabled many young people (and their parents/carers/families) to access HE, particularly through the development of vocational options (often in partnership with

51 The Legacy of Aimhigher Norfolk, 2011, Roger Woods

52 Aimhigher Norfolk Evaluation - End of year Report, 2010-2011, UEA

Norfolk employers) and a range of provision at Foundation degree and degree levels.

University	Associate FE Colleges
University Campus Suffolk	Great Yarmouth College West Suffolk College Lowestoft College
Anglia Ruskin University	College of West Anglia (CWA)
University of East Anglia	City College Norwich Easton College

8.7.5 City College Norwich has recently bid to become a degree awarding institution in its own right.

8.7.6 **Higher Education by distance learning** - An increasing number of Norfolk's young people now access HE through the Open University on a distance learning basis. In 2010 it is estimated that over 250 of Norfolk's 18 and 19 year olds enrolled with the OU.

8.7.7 **Higher level Apprenticeships** - currently there are low numbers taking up this HE route. As of April 2011, there were 13 starts in the 19-24 age group and 5 in the over 25 age group.

8.8 Widening HE participation in Norfolk

8.8.1 In order to meet the strategic requirement to expand and widen HE participation in Norfolk to meet the growing demand for higher level skills, four inter-related strategic priorities have emerged during the past ten years. These continue to be essential:

1. Expansion and delivery of 'local' HE provision within Norfolk's FE colleges, with particular emphasis on Foundation Degrees, vocational options, part-time routes and alternative study patterns
2. Provision of HE outreach and awareness and aspirations raising activities with Norfolk's young people and their parents/carers, particularly those from disadvantaged communities
3. Provision of targeted impartial information, advice and guidance (IAG) interventions to support aspirations, choices and progression
4. HE awareness raising and staff development for advisers, teachers and other staff in schools, colleges, and the wider Norfolk community

8.8.2 With the ending of funding and support from Aimhigher Norfolk, it remains essential that new ways can be found to maintain focus on these priorities.

9. NOT IN EDUCATION, EMPLOYMENT OR TRAINING

9.1 Summary of learner needs

- 9.1.1 Young people in Norfolk are at less likely to participate in post 16 learning than their national and statistical neighbours.
- 9.1.2 Participation at 16, 17 and 18 years is lowest in Breckland and Norwich districts and highest in Broadland and South Norfolk.
- 9.1.3 There is a difference of approximately four percent between the young people with offers of learning in Year 11 and those who started in learning in Year 12 (2010 September Guarantee, 96.6%: Activity Survey Oct. 2010, 91%).
- 9.1.4 93% of students remain in learning at age 16, this reduces to 70% in learning at age 18.
- 9.1.5 Young people need significantly more apprenticeship places and jobs with recognised training to match the increased demand and the 'employability skills' to be able to take up these places.
- 9.1.6 There remain geographic differences in Norfolk for participation of young people. The issue for some learners is about making the transition at age 16 into appropriate post 16 education or training, and for others is about remaining in education and training and completing Year 13.
- 9.1.7 Vulnerable learners are disproportionably represented within the NEET group. Also there are higher numbers of young people who were NEET (November 2010) who lived in the Norwich, Great Yarmouth and King's Lynn districts.

9.2 Key data

- 9.2.1 Participation at 16, 17 and 18 years is lowest in Breckland and Norwich districts and highest in Broadland and South Norfolk. However, the highest levels of young people who were NEET in 2010 were in Norwich, Great Yarmouth and West Norfolk and King's Lynn Districts.
- 9.2.2 The most popular occupational preferences in November 2010 were Retail, Sales and Customer Services, Catering and Hospitality and Building and Construction compared to Retail, Sales and Customer Services, Engineering and Building and Construction in 2009. The increase in demand for employment in Catering and Hospitality is particularly significant.
- 9.2.3 Whilst there has been some progress in young people supervised by the Youth Offending Team (YOT) and for those young people leaving Pupil Referral Units making a positive transition into post 16 education, employment or training, this has not been a consistent positive trend for young people who are LDD, care leavers, pregnant or those with few or no qualifications.
- 9.2.4 Norfolk has achieved its NEET target for the last three years (5.2% in November 2010).

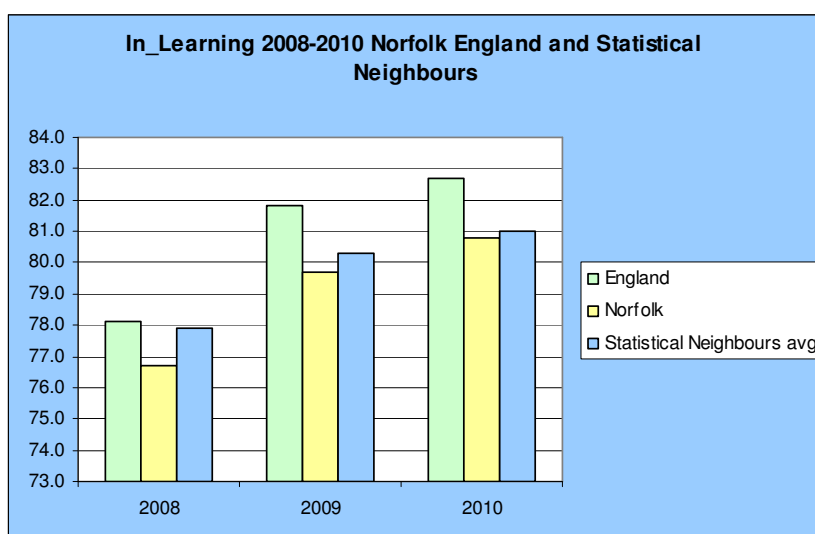
Why is it important for young people to continue in learning post 16?

- 9.2.5 One of the most urgent challenges facing the UK is the need to develop a more highly skilled workforce to compete internationally in a fast changing global economy. Young people need to develop the knowledge and skills that employers and the economy need to prosper in the 21st century and in order to do this we will need to close the achievement gap and raise attainment levels.
- 9.2.6 The Education Bill makes clear the government's commitment to implement the requirement in the Education and Skills Act 2008 to increase in the participation age to 17 in 2013 and 18 in 2015 so that all young people have the opportunity to participate and achieve.

Is young people's participation In Learning improving?

- 9.2.7 A comparison of Norfolk's 16-18 In Learning with national and statistical neighbours' figures taken from National Client Caseload System (NCCIS) data (see below) shows that although Norfolk's participation has increased over the past 3 years the rate of change is still significantly less than the national average and slightly below that of our statistical neighbours.

November 2008 – November 2010



9.3 Participation by district

- 9.3.1 The lowest levels of participation in learning for 16, 17 and 18 year olds are in Breckland and Norwich. Great Yarmouth and South Norfolk have the highest levels of participation for 16 year olds and South Norfolk and Broadland achieve the highest participation at 17 years. The greatest decrease in participation at 17 is in Great Yarmouth, North Norfolk and Breckland.
- 9.3.2 Continuing in learning at 18 years of age decreases significantly across all districts with the greatest drop in learning between 17 and 18 being in South Norfolk and Breckland. We know that young people are more likely to be in

employment without training, or without accredited training, as they get older. Analysis of the status of Year 12 and 13 young people in July 2011 shows that 6.3% of young people in Year 13 are engaged in employment with local training or jobs without training compared to 2.5% of young people in these categories in Year 12.

Norfolk In-Learning November 2010	16	17	18	All age average
Breckland	90.5%	83.7%	65.3%	78.8%
Broadland	92.4%	87.6%	70.2%	82.6%
Great Yarmouth	94.1%	85.1%	69.8%	82.5%
King's Lynn and West Norfolk	92.1%	86.4%	69.4%	82.1%
North Norfolk	92.7%	84.7%	68.5%	80.9%
Norwich	88.4%	82.3%	65.7%	77.8%
South Norfolk	93.3%	88.0%	70.6%	83.4%
Norfolk	93.0%	87.0%	70.0%	82.4%

What are young people telling us they intend to go onto prior to leaving school?

- 9.3.3 Each year young people are asked to complete a questionnaire indicating their post 16 destination preferences. This information is collected between July of Year 10 and April of Year 11. As such it will reflect a range of intentions from aspirational to definite.
- 9.3.4 Results from the 2011 Intended Destination survey show that more young people are indicating that they would like to find work at the end of Year 11 with 7.5% saying they intend to find employment with training e.g. Apprenticeships compared to 3.5% in 2010, and 3.3% saying they want to go into employment without formal training compared to 1.9% in 2010. This corresponds with a drop in the number of young people wishing to remain in full time education from 89.7% in 2010 to 81.6% in 2011.

Intended destinations of young people in Year 11 - 2011						
	Further Education	Employment with Training eg Apprenticeship	Employment without Formal Training	Other	Unknown	Not yet obtained
Breckland	84.21%	5.47%	3.44%	0.13%	0.20%	6.55%
Broadland	81.60%	6.02%	4.56%	0.07%	0.07%	7.68%
Great Yarmouth	83.41%	9.16%	2.61%	0.55%	0.47%	3.79%
King's Lynn & West Norfolk	81.29%	10.73%	2.37%	0.19%	0.19%	5.24%
North Norfolk	81.73%	7.41%	3.55%	0.00%	0.73%	6.58%
Norwich	74.20%	8.86%	4.82%	0.17%	0.26%	11.69%
South Norfolk	85.92%	5.11%	2.45%	0.07%	0.30%	6.15%
Outside of County	63.89%	6.94%	1.39%	0.00%	0.00%	27.78%
Total 2011	81.65%	7.53%	3.33%	0.17%	0.29%	7.03%
Total 2010	89.72%	3.54%	1.91%	0.89%	1.17%	2.77%

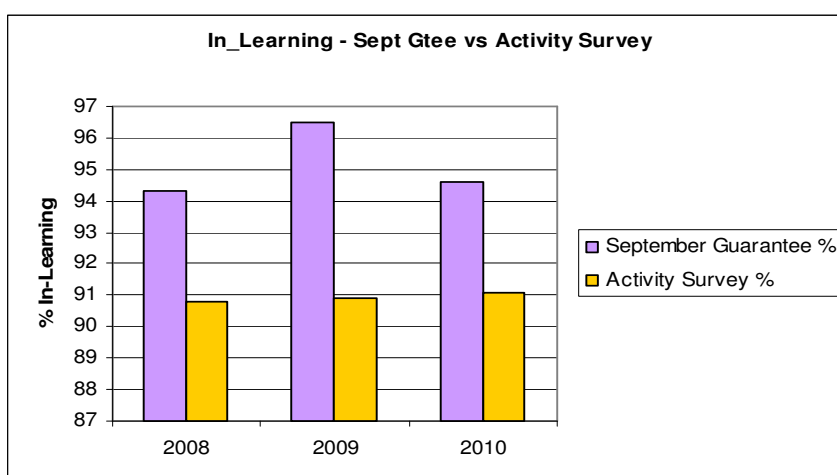
What percentage of young people have received offers through the September Guarantee and how many go on to start in post 16 learning?

- 9.3.5 All young people are entitled to receive an appropriate offer of learning at the end of Year 11 and Year 12 through the September Guarantee. This strategy was put in place by the previous government in 2007/8 to pave the way for increased participation and reducing NEET. It has had some success particularly for Year 11 students enabling operational IAG staff to target those young people who need support from June through to September in order to make a positive transition into post 16 learning.
- 9.3.6 In 2010 the number of 16 year olds who received an offer of learning (see below) dropped for the first time in three years to below that both of our local and statistical neighbours and the national average. Although the number of 17 year olds receiving an offer of learning has increased in Norfolk in the past three years, we are still low in comparison to national, local and statistical neighbours' figures.

September Guarantee: Norfolk performance compared to national and other figures

	Year 11 offers				Year 12 offers			
	Norfolk	England	Eastern Region	Statistical Neighbours (mean)	Norfolk	England	Eastern Region	Statistical Neighbours (mean)
2008	94.3	94.1	94.5	94.3	71.3	79.7	74.5	84.1
2009	96.5	95.8	95.4	96.7	87.5	89.4	87.7	91.4
2010	94.6	96.6	95.3	95.5	88.6	91.3	89.4	89.8

- 9.3.7 When we compare the actual destinations of Year 11 leavers at the end of October as captured in the annual Activity Survey with the offers that were received by the end of September (see below) we can see that there is a significant gap in the take up of places.



The reasons for the gap and what young people say they do not continue in learning? (See also reducing NEET)

9.3.8 There are a range of factors that make it less likely for a young person to make a successful transition at the end of Year 11 and 12. Some of these can be personal circumstances but other factors include a lack of appropriate and accessible provision and what can be classed as institutional and systemic barriers. A survey conducted by the Transition Task and Finish group in 2010 identified a number of risk indicators where young people could fail to make their transition and highlighted the following as areas to be addressed:

- management of unfocused applications
- loss of engagement over the transitional timescale (sign up versus turn up)
- applicants being placed on waiting lists without continued support or communication
- providers not following up on non attendees
- applicants being given conditional offers without having an unconditional offer as a fall-back
- lack of flexible, accessible and non traditional provision
- lack of communication between providers and the applicant's school and Guidance Adviser

9.4 The role for information, advice and careers guidance

9.4.1 Young people negotiating their transitions to adulthood, independence and work are faced now with unprecedented levels of choice and opportunity, but also far greater levels of uncertainty in the context of ongoing economic instability. There is a wealth of evidence and research which reinforces the central role of high quality and effective information, advice and careers guidance in equipping young people with the essential tools for them to make successful transitions onto the right pathway for them and on into adult life. The DfE and BIS research study 'The Research Evidence on Careers Services' published in May 2011 highlights the impact that high quality and impartial careers guidance can play in supporting the learning, attainment and progress of all young people, with greatest potential impact on vulnerable and NEET young people who are least likely to feel prepared for, or be able to, satisfactorily navigate the post- transition. The report finds that careers guidance can significantly contribute to young people achieving positive post-16 outcomes.

9.4.2 In 2009 Alan Milburn's report, 'Unleashing Aspiration: The Final Report of the Panel on Fair Access to the Professions'⁵³ opened the debate on the future of careers services in England. The Report highlighted the critical importance of impartial careers IAG in supporting choice and social mobility but questioned the consistency and effectiveness of Connexions provision as a national service.

53 Unleashing Aspiration: The Final Report of the Panel on Fair Access to the Professions. Alan Milburn (2009)

- 9.4.3 The 2010 report by Lord Browne⁵⁴ on higher education identified very clearly the need for better careers guidance for young people and adults, saying that: 'Many prospective students do not get adequate advice or information to help them choose a course of study.' And the recent Hughes report recommends that 'The government should act urgently to guarantee face to face careers advice for all young people in schools. Government should also guarantee careers information, advice and guidance up to 17 and then 18 in line with the increase in the compulsory schooling age.'⁵⁵
- 9.4.4 A report by The Youth of Today on 'The Way to Work' examining young people's views on how they are supported in their transitions highlights that they 'often feel they are the passive recipients rather than the active negotiators of their learning and work pathways, and can feel disempowered in their school to work transitions.'
- 9.4.5 Whilst most young people now take longer over the transition to independent adulthood there are significant differences in the pace, ordering and length of transition between different social groupings of young people. 'For a significant minority, the transition is accelerated and often chaotic and disordered. While 'accelerated' transitions (leaving home early; becoming carers; entering or trying to enter the labour market early; early parenthood etc) follow what was a relatively normal pattern half a century ago, and are continuations of longstanding class cultural practices, these can now be severely disadvantaging for young adults.'⁵⁶
- 9.4.6 The Education Bill Equalities and Impact Assessment points out that 'the evidence shows that the availability of provision is not, on its own, sufficient to reduce numbers of young people not participating. Just as important is ensuring young people receive good quality information and advice on the opportunities available to them, and that vulnerable young people receive the right help.'
- 9.4.7 There will be a new statutory duty from September 2012, on schools to secure independent careers guidance for all pupils in years 9 to 11 This applies to all maintained schools, including special schools and PRUs, also to academies through their funding arrangements
- 9.4.8 This independent, impartial careers guidance should not be provided by a teacher or any other person employed at the school
- 9.4.9 The Education Bill's explanatory notes make clear that schools may still employ their own careers advisor, or use a careers co-ordinator employed by the school to provide careers guidance, as long as pupils have access to an external source of guidance as well Any guidance provided by the school should be presented in an impartial manner, and promote the best interests of the pupil Any guidance provided by the school should include information on options available in 16-18 education or training, including apprenticeships

54 Securing a Sustainable Future for HE: An Independent Review of Higher Education (October 2010)

55 'The Hughes Report' (July 2011)

56 The Way To Work: Young People Speak out on Transitions to Employment (May 2011)

9.5 Reducing NEET - key points

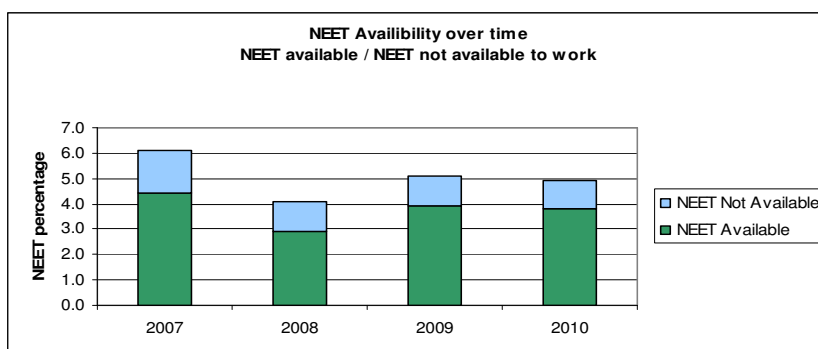
- Young people with learning difficulties and disabilities represent 25.8% the entire NEET group and are twice as likely to be represented in the NEET group as in the population as a whole.
- Over one third of the NEET group have no qualifications and over 60% have less than a Level 2 qualification
- NEET young people are lacking in 'employability skills'
- Young men are disproportionately represented in the NEET available group
- Young women form the majority of NEET not available group (due to teenage parenting status)
- There is a significant and traditional gender split for occupations within the NEET group (e.g. 95% of those aspiring to construction work are male)
- NEET young people are predominantly resident in urban centres
- Nearly half (43%) of the NEET group are 18 year olds

9.6 NEET - November 2010

9.6.1 Data has been selected from the cohort on 30 November each year, as this is the date in the year at which there are the lowest number of young people whose current activity is not known. As such, it is the date at which the data is at its most accurate enabling us to provide trend information and comparisons with past performance. All the data used in this assessment refers to November 2010 16-18 NEET figures.

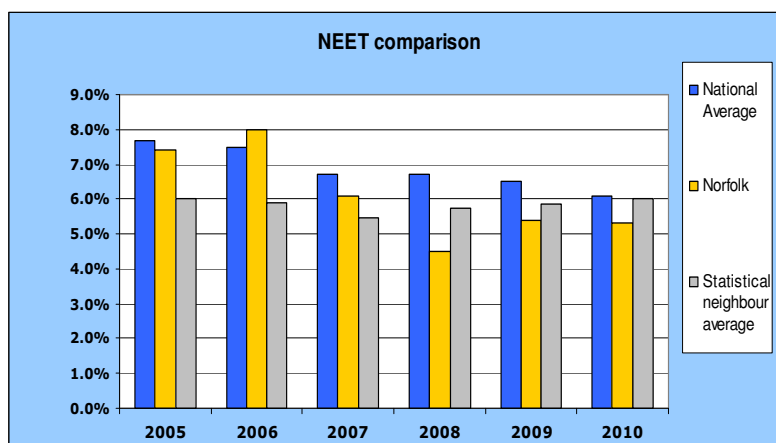
9.6.2 At the end of November 2010 there were 5.28% or 1,455 young people who were NEET. Of the 1,455 young people who were NEET, 77.5% (1,128) considered that if it was available to them they would be able to take up an offer of learning or employment (NEET available to the labour market). The remaining 327 (22.5%) did not feel they were they were in a position to engage in learning or employment (NEET not available to the labour market). It should be noted that the NEET not available includes young people who are ill or who have severe learning disabilities and difficulties.

9.6.3 In 2006 Norfolk agreed to a Local Public Spending Agreement stretch target for reducing NEET to 4.7% in 2008. Whilst this was indeed a truly stretching target, the work required to enable its achievement has given us a robust strategy which continues to be fit for purpose and a firm foundation of good partnership working and the forensic use of management information.



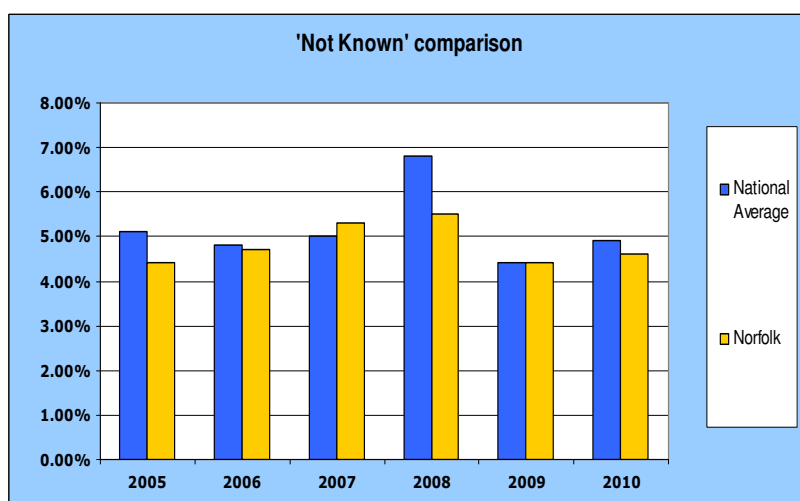
How does Norfolk's NEET performance compare with national figures and statistical neighbours?

- 9.6.4 In 2010 Norfolk achieved its NEET target of 5.2% against a backdrop of national economic uncertainty and substantial local reductions in Area Based Grant funded Connexions services. Norfolk continues to compare favourably with the national figures and our statistical neighbours.



How does Norfolk compare to the national average figures for keeping in contact with 16-18 young people?

- 9.6.5 The Department for Education requires the LA to maintain contact with all of its 16-18 year olds within specified timeframes according to the young person's individual circumstances. This is to ensure that we are able to accurately know what the employment, education or training status is of all our young people and to provide support for those young people who are NEET.
- 9.6.6 The locally set target is to maintain the percentage of young people whose current status we do not know to below five percent. For the past three years Norfolk has maintained a level of 'not knowns' which is in line with or below that of the national average.

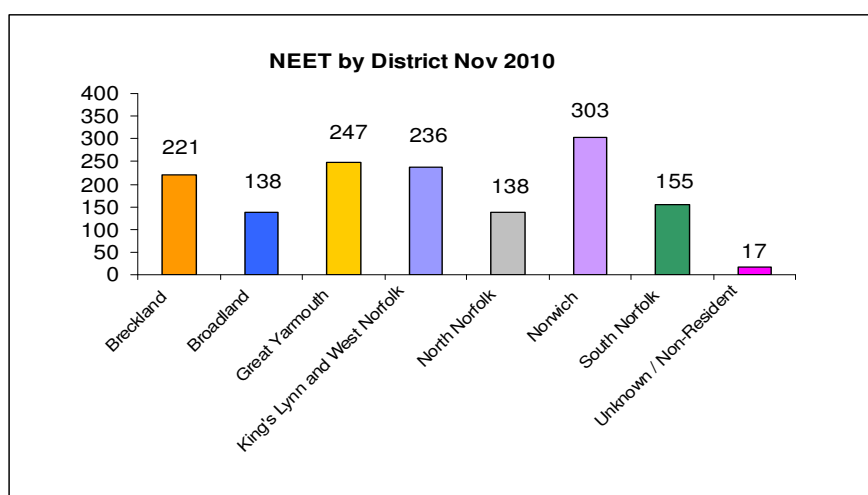


The characteristics, locations and numbers of young people who are NEET

- 9.6.7 The young people who make up the NEET cohort are not a homogenous group. There are a wide range of individual circumstances and experiences that contribute to a young person's NEET status and often it is the presence of multiple factors which affects a young person's ability to make a successful transition into post 16 education, training or employment. It should be pointed out that it is the minority of NEET young people who conform to the stereotypical image of NEETs as being multi disadvantaged and hard to help. The Audit Commission's report 'Against the Odds'⁵⁷ suggests that nationally 38% of unemployed 16-18 year olds are 'sustained NEET'. In Norfolk 22.5% of young people were classified as NEET not available to take up education, employment or training and 14% had been NEET for over 6 months in November 2010.

Location

- 9.6.8 The highest percentage of young people who were NEET in November 2010 lived in the Norwich, Great Yarmouth and King's Lynn districts. The two districts with the lowest percentage of NEET were North Norfolk and South Norfolk. Whilst it is true that young people from urban areas are more likely to be NEET, those NEET young people living in rural areas often experience greater difficulties in being able to access provision due to lack of transport. They may also experience isolation from their peers which can exacerbate issues of confidence and self esteem.



57 Against the Odds: Re-engaging young people in education, employment or training. The Audit Commission (July 2010)

9.6.9 Young people are more likely to become NEET if they live in one of these ten wards (see below). Many of these wards have consistently produced high numbers of NEET over the past three years and also rank highly within the Top 10 Areas of Deprivation within Norfolk. (ACORN Classification 2008 – Struggling families). It is notable however that Nelson ward which has had the highest number of NEET young people in 2010 is not one of Norfolk's Top 10 areas of deprivation.

District	Ward	2008 NEET
Norwich	Wensum	44
Great Yarmouth	Nelson	38
Norwich	Lakenham	31
King's Lynn and West Norfolk	South and West Lynn	28
Norwich	Crome	27
Norwich	Mile Cross	26
Norwich	Bowthorpe	25
King's Lynn and West Norfolk	Fairstead	25
King's Lynn and West Norfolk	North Lynn	24
Norwich	Catton Grove	22
District	Ward	2009 NEET
Norwich	Wensum	41
Norwich	Bowthorpe	40
Norwich	Catton Grove	40
Norwich	Mile Cross	39
Great Yarmouth	Nelson	37
Norwich	Lakenham	34
Great Yarmouth	Central and Northgate	26
King's Lynn and West Norfolk	North Lynn	26
Breckland	Watton	26
Norwich	University	26
District	Ward	2010 NEET
Great Yarmouth	Nelson	49
Norwich	Bowthorpe	47
Norwich	Mile Cross	38
Great Yarmouth	Central and Northgate	37
Norwich	Wensum	36
Norwich	Catton Grove	35
Norwich	Lakenham	34
Norwich	Crome	23
Breckland	Thetford-Saxon	21
King's Lynn and West Norfolk	North Lynn	20

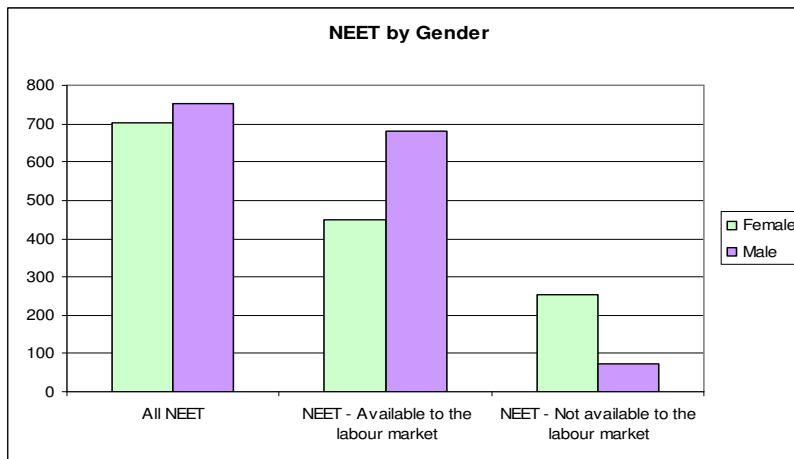
9.6.10 Top 10 Areas of Deprivation within Norfolk. (ACORN Classification 2008 - Struggling families)

Ward	Area
Bowthorpe	Central
West Lynn	Western
Crome	Central
Lakenham	Central
University	Central
Wensum	Central
Mile Cross	Central
Magdalen	Eastern
Thetford Abbey	Southern
Gaywood Chase	Western

Gender

9.6.11 In the NEET group as a whole, young men made up a higher proportion (51.7%) of the group in November 2010. This shows a decrease from the 52.5% result at November 2009 and a continued shift from the November 2007 result when young women made up a higher proportion (51.8%).

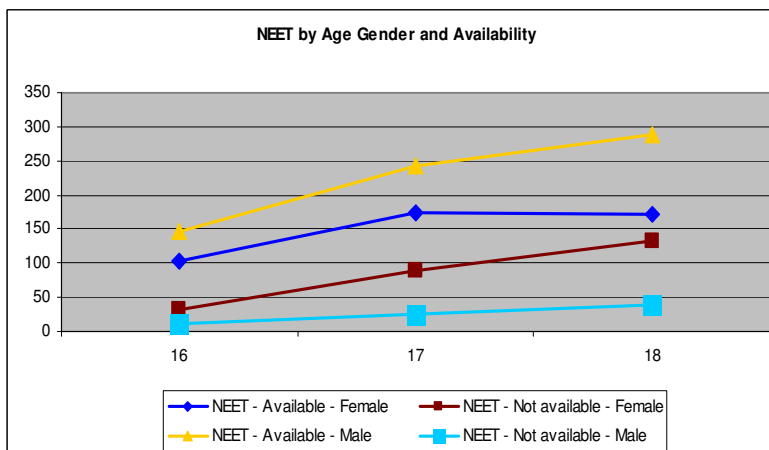
9.6.12 Of the young women who are NEET (702), 36% (253) are not available to the labour market. This compares with 10% (74) of young men who are not available as a proportion of all young men who are NEET (741). Analysis tells us that this difference can be attributed to the high number of teenage parents in the NEET not available group.



Age

9.6.13 Young people are more likely to be NEET at 18 years than at 16 or 17 years of age. 43% of the NEET group were 18 years old, compared to 37% at 17 and 20% at 16 years old. The rise in NEET by age is more significant for boys who are NEET available and for girls who are NEET not available.

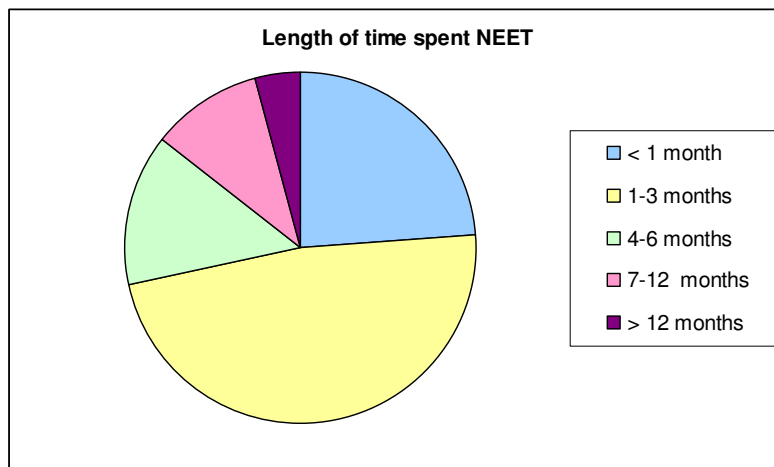
9.6.14 As NEET young people are getting older there needs to be a greater continuity between young people and adult careers services (the introduction of the National Careers Service may facilitate this) and closer partnership working with Jobcentre Plus.



Length of time spent NEET

9.6.15 We know that the quicker young people who become NEET received guidance interventions the more likely they are to be effectively re-engaged. For this reason the length of time a young person remains NEET can be a good indicator of their overall ability to re-engage. Typically young people who have remained unemployed for over 6 months will have more complex barriers to overcome.

9.6.16 In November 2010 72% of those young people who were NEET had been so for less than four months, with almost a quarter NEET for less than a month.



9.7 Narrowing the gap

9.7.1 The Education Bill Equalities Impact Assessment reported that 'Young people who are NEET are disproportionately drawn from lower socio-economic groups. Data from the Longitudinal Study of Young People England suggests that young people who are eligible for Free School Meals are three times more likely to be NEET for a year than their better-off peers.' In Norfolk 30.2% of the NEET group were eligible for Free School Meals compared to a representation of 14.2% in the entire 16-18 cohort.

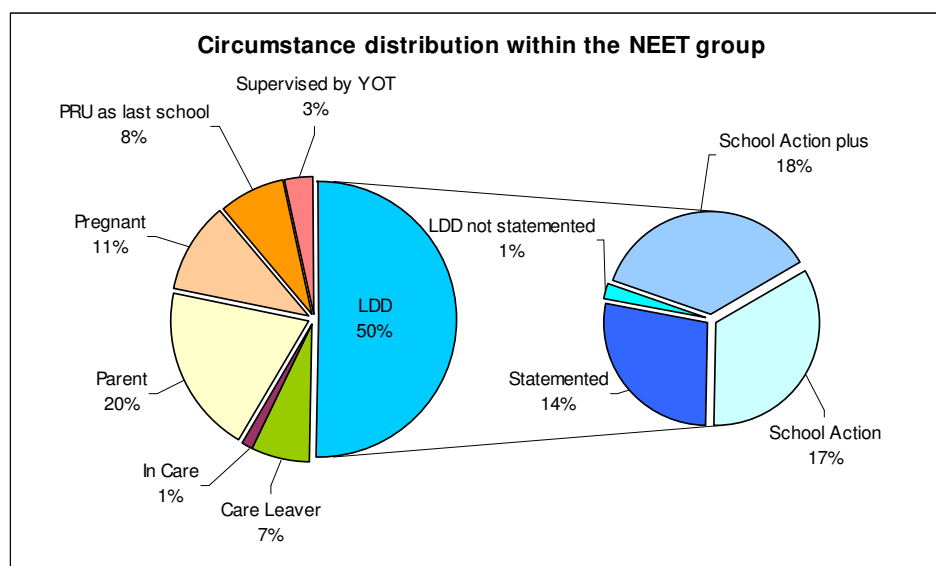
9.7.2 We know from analysis of the Norfolk NEET group that there are a number of personal circumstances or factors which will increase the likelihood of a young person becoming NEET. These include:

- Learning difficulty or disability
- Pregnancy or teenage parent
- Leaving care
- Criminal record
- Early school leaver
- Lack of qualifications

9.7.3 602 of the 1,455 young people in the NEET group had one or more of these individual circumstances. The single most significant category of circumstance is that of teenage parent. The four separate categories which make up LDD are LDD stated, LDD not stated, School Action and School Action

Plus. 50% of all the individual circumstances recorded make up the overall category of LDD.

- 9.7.4 Whilst there has been some progress in young people supervised by YOT and for those young people leaving Pupil Referral Units making a positive transition into post 16 education, employment or training, this has not been a consistent positive trend for young people who are LDD, care leavers, pregnant or those with few or no qualifications.



LDD

- 9.7.5 A number of young people have some form of learning disability or difficulty (LDD). Special educational needs (SEN) are classified in four categories:

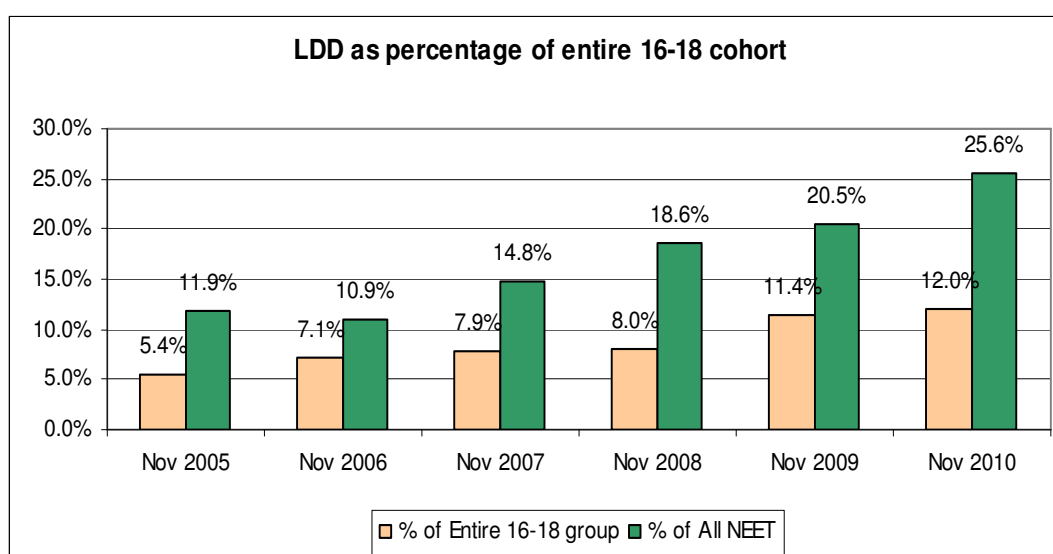
- Stated LDD
- not stated
- School Action
- School Action Plus

- 9.7.6 These categories do not include young people who have literacy, numeracy or basic skills issues if they have not been assessed as having LDD.

- 9.7.7 A split of the LDD NEET group by SEN category, for the past three years, is as follows:

SEN Category	Number of young people with LDD who are NEET		
	2008	2009	2010
Total number of young people with LDD	197	289	373
LDD not stated	10	6	9
School Action	64	84	125
School Action Plus	58	93	136
Stated	65	106	103
Percentage of NEET group	18.6%	20.5%	25.6%

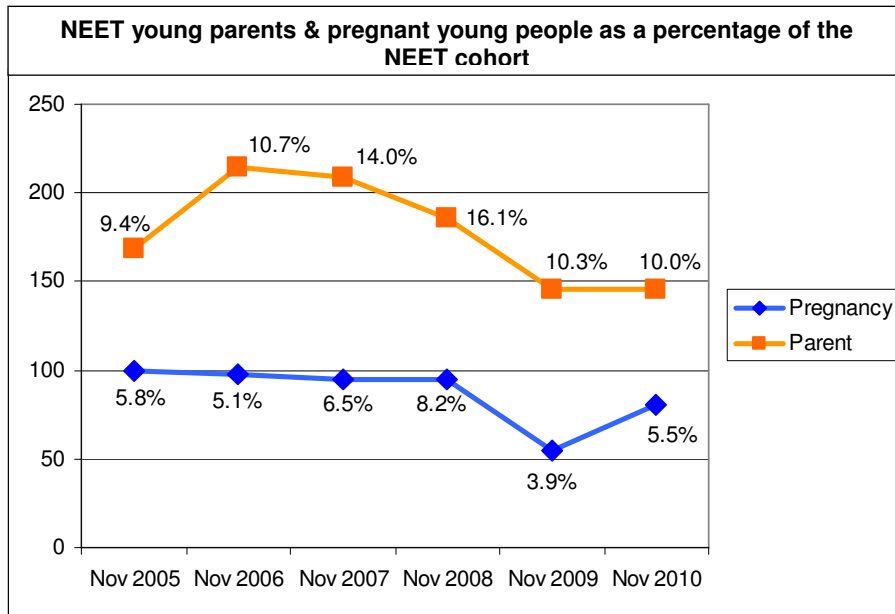
- 9.7.8 This demonstrates a significant increase in young people who are School Action or School Action Plus in the NEET group since 2008. Typically many of these young people will have additional support requirements for emotional and behavioural difficulties in order for them to make and sustain successful transitions into continued education, employment or training.
- 9.7.9 Whilst the number of young people with statements is nearly double what it was in 2008, there has been a slight decrease since 2009.
- 9.7.10 There has been a steady increase in representation of LDD young people in the NEET cohort over the past five years with LDD young people being twice as likely to be represented in the NEET group as in the population as a whole.



Pregnancy and parenthood

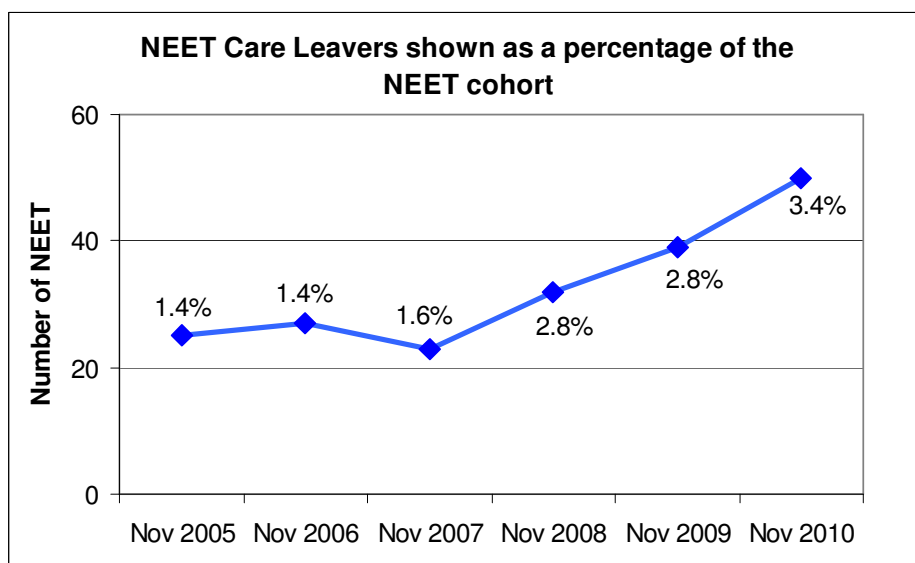
- 9.7.11 The number of NEET young women who told us they were pregnant in November 2010 rose sharply to 80 from 55 in 2009. The proportion as a percentage of the overall NEET group rose to 5.5% from 3.9% in November 2009. We do not know if this is an accurate reflection of a rise in teenage pregnancy rates or a reflection of better collecting and recording this information.
- 9.7.12 The number of NEET young people in November 2010 who were a parent remained at 146. The proportion as a percentage of the overall NEET group reduced slightly to 10% from 10.3% in November 2009.

9.7.13 92.5% of teenage parents who were NEET did not consider that they were in a position to take up education, employment or training. We know from experience in 2008 that when flexible targeted local provision is made available teenage parents will engage with it. Young parents should be routinely encouraged and challenged to actively consider returning to education, employment or training.



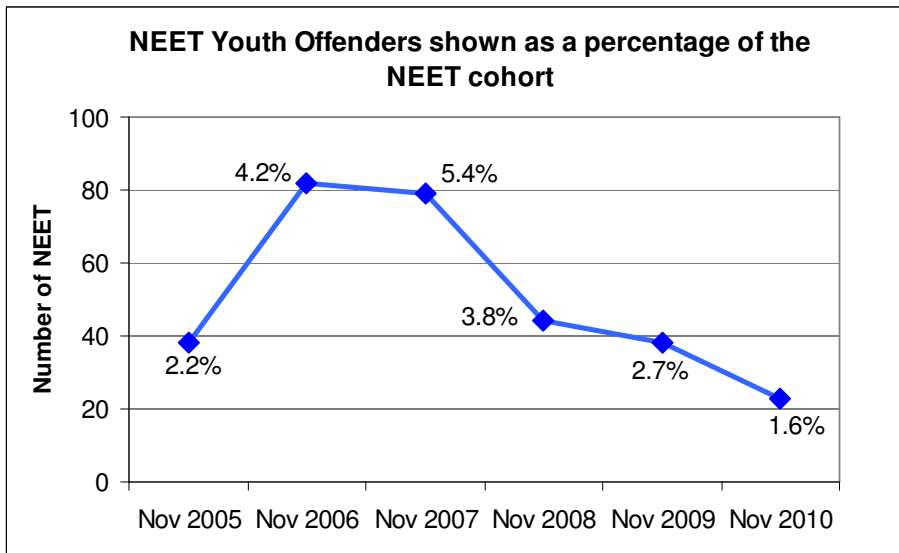
Care leavers

9.7.14 The numbers of NEET young people in November 2010 who were a Care Leaver increased significantly to 50 from 39 in November 2009. This confirms an upward trend of representation of care leavers as a percentage of the whole NEET group.



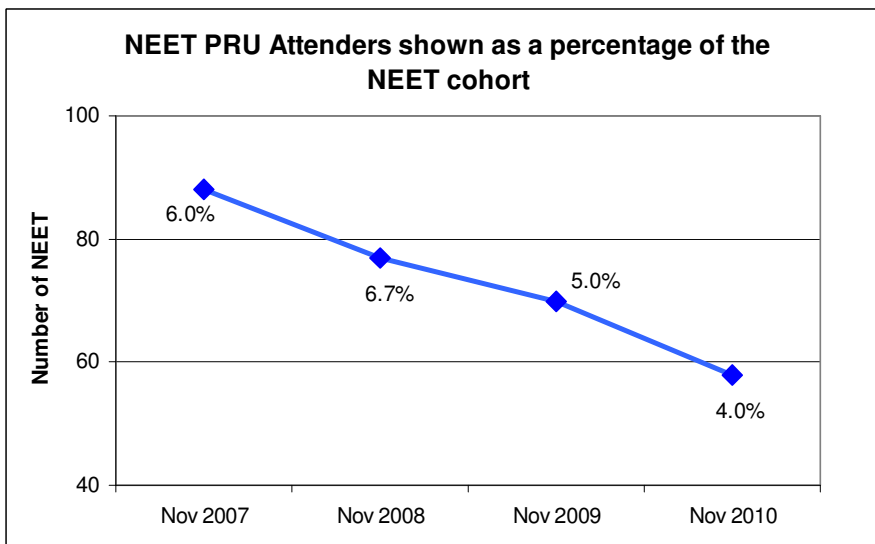
Youth offenders

9.7.15 The number of NEET young people in November 2010 who were YOT supervised reduced to 23 from 38 in November 2009. The trend shows reducing numbers and the proportion as a percentage of the overall NEET group reduced to 1.6%.



Pupil Referral Unit (PRU)

9.7.16 The number of NEET young people in November 2010 who were part of the PRU reduced to 58 from 70 in November 2009. The trend shows decreasing numbers and the proportion as a percentage of the overall NEET group reduced to 4.0%.



Levels of qualification of young people who are NEET

9.7.17 33.6% of Norfolk Year 11 students achieved below Level 2 qualifications in 2010. This compares to a figure of 76.1% in the 16-18 November 2010 NEET group.

9.7.18 66.4% of Year 11 students achieved a Level 2 or higher in 2010 compared to 22.1% of young people with a Level 2 or higher qualification in the NEET group. This highlights the need for accessible pre Level 2 provision.

	Nov-08	Nov-09	Nov-10
Level 3 equivalent	3.7%	4.6%	3.2%
Level 2 equivalent	19.0%	19.0%	18.9%
Under Level 2	73.0%	71.8%	76.1%
No Qualifications Recorded	4.3%	4.7%	1.9%

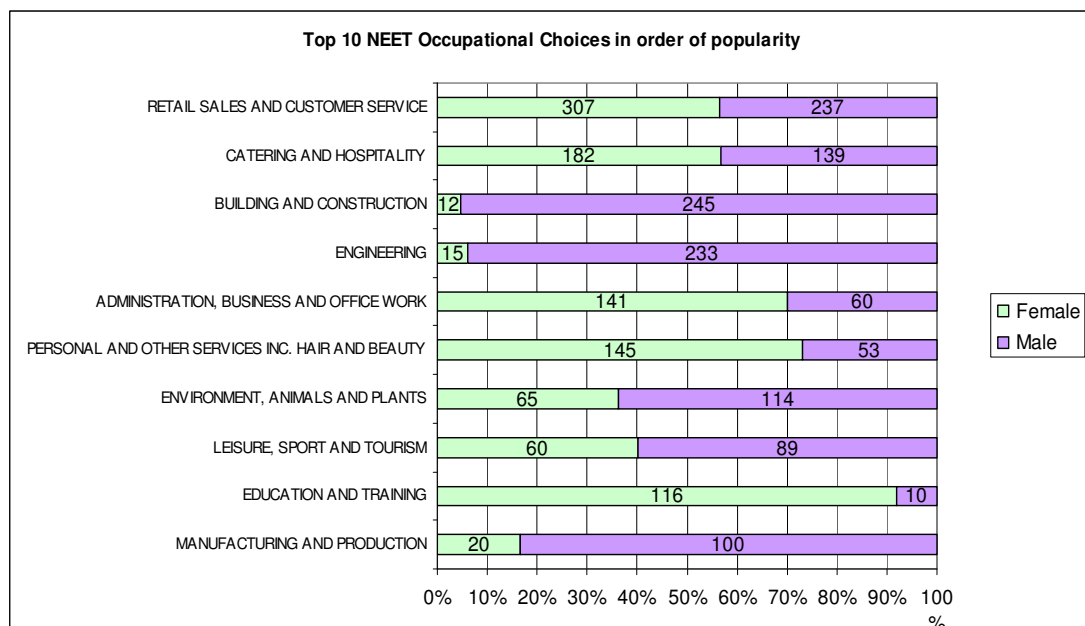
What do NEET young people tell us they want to do?

9.7.19 The majority of NEET young people tell us that they want to find a job. Often they have had negative experiences of school and they do not want to continue in education, or sometimes even training, as they associate the need to gain qualifications with failing. Other young people who have engaged in post 16 education and/or training but have not been able to make a successful transition at the end of their course are disillusioned with continuing in education.

9.7.20 Although the majority of NEET young people want to work, many of them lack the employability skills which employers tell us they expect. These skills can be summarised as a positive approach, (ready to participate, accept new ideas and constructive criticism and taking responsibility for outcomes) together with the ability to use numbers, language and IT effectively and self management skills (timekeeping, dressing and behaving appropriately, asking for help when necessary).

9.7.21 Until this gap between the young person's desire to take up employment and their readiness to do so is addressed, they will often find it difficult to sustain work even when they find employment. These young people are likely to become NEET again adding to the NEET 'churn'.

9.7.22 The most popular occupational preferences in November 2010 were Retail, Sales and Customer Services, Catering and Hospitality and Building and Construction compared to Retail, Sales and Customer Services, Engineering and Building and Construction in 2009. The increase in demand for employment in Catering and Hospitality is particularly significant and has not been matched by a corresponding increase in opportunities in this sector. It is also notable that the occupational preferences continue to reflect gender stereotyping indicating that there has been little progress in challenging these assumptions or in empowering young people to aspire to non traditional careers.



10. NORFOLK'S ECONOMIC OPPORTUNITIES

10.1 Summary of learner needs

- 10.1.1 With diminishing prospects for those with no or low skills, falling vacancy levels and projected decline in the numbers of available jobs it is more important than ever that young people remain in education and training to attain the qualifications and employability skills that they need for employment.
- 10.1.2 Research has highlighted employers' dissatisfaction with young people's employability skills, which are defined as self-management; team working; business and customer awareness; problem-solving; communication and literacy; numeracy and IT.
- 10.1.3 Jobcentre Plus claimants 16-19 (September 2011) were in greatest numbers in the Norwich area (400). The highest number of 17 year old claimants were also in Norwich (15) followed by Great Yarmouth (10).
- 10.1.4 In August 2011, JobcentrePlus reported 4,624 vacancies in Norfolk and 21,960 active clients looking for work. This represents an approximate ratio of 1:5 (5 claimants for every job). This ratio varies considerably across the county, e.g. 3:1 in Thetford and 8:1 in Great Yarmouth.
- 10.1.5 Employment opportunities in Norfolk have been shifting away from skilled trades and elementary occupations. The proportion of vacancies that are in these sectors has fallen from nearly half (48%) in 2007 to 43% in 2009. The greatest number of job opportunities currently in Norfolk is in health and care, retail business and professional services (including ICT, legal, finance marketing and property services) and tourism and hospitality.
- 10.1.6 There is increasing need for young people to develop entrepreneurial skills.
- 10.1.7 Education and learning opportunities provided for young people need to take into account the current and emerging employment opportunities and growth sectors; both local, county and regional. For young people who express an interest in progressing into employment at 16 or 18, these links need to be made within their learning programme.
- 10.1.8 Research⁵⁸ highlights five employment premiums that young people need to gain access to the labour market: The character premium (capabilities and soft skills); the literacy and numeracy premium; the work premium (employability skills); the technical premium (training and education to Level 3) and the graduate premium.

58 The Forgotten Half: A Demos and Private Equity Foundation Report 2011

10.2 Key data

- 10.2.1 Increased incidence of unemployment amongst younger people (31% of Job Seekers Allowance (JSA) claimants in Norfolk are now under 25, compared with 23% ten years ago).
- 10.2.2 A survey by the Chartered Institute of Personnel and Development has found that just 12% of employers are looking to take on 16-year-old school-leavers this year (a drop of 2% since 2010). *DT 25.8/Business supp.pB8*
- 10.2.3 Analysis at the most detailed Output Area⁵⁹ level shows the high levels of worklessness located in the main urban areas across the county (Great Yarmouth, Norwich, King's Lynn and Thetford), but also a significant number of pockets in rural areas.
- 10.2.4 Most vacancies arise in health and care, retail, business and professional services and tourism and hospitality - and continue to be available in significant numbers (provided applicants have employability skills).
- 10.2.5 Six emerging sectors have been identified as catalysts for growth in the wider economy: low carbon economy; advanced manufacturing; engineering construction; financial and professional services; digital economy; life sciences and pharmaceuticals.
- 10.2.6 Sectors which offer economic and jobs potential but which are currently or potentially constrained by skill deficiencies are: creative, care, retail and tourism, hospitality and leisure.
- 10.2.7 Norfolk's Skills Priority Statement, Shaping Norfolk's Future and the Local Enterprise Partnership identify the following four areas of growth as important for Norfolk's economy: energy/engineering including low carbon/renewables; tourism; agriculture and food processing and financial services.

10.3 Patterns of unemployment and worklessness

- 10.3.1 The highest levels of worklessness are found in Great Yarmouth (where 21% of adults receive DWP benefits) and Norwich (17%). Neighbourhoods with the highest levels of worklessness have generally been hit hardest by the recession, although many areas not traditionally associated with high levels of worklessness have also been severely affected.
- 10.3.2 Although the most deprived areas are overwhelmingly urban, there is a significant presence of deprivation elsewhere. Nearly half of all working age people receiving DWP benefits, and 40% of children living in low-income households, live in rural parts of the county.
- 10.3.3 Continuing churn in the labour market: the out-of-work population is highly fluid, with significant numbers of people moving on and off benefit each month. This is especially so for JSA: in any one month, nearly 20% of the JSA

59 Output Areas contain 125 households on average. Super Output Areas contain 600 households on average.

group comes onto benefit, and 20% leaves (around 3,500 a month in early 2010).

10.3.4 Substantial numbers on Employment Support Allowance (ESA) / Incapacity Benefit (IB), outnumbering those on Jobseeker's Allowance (JSA) by almost two to one (33,000 to 17,000).

10.3.5 Continued need to tackle significant barriers to employment, including aspirations, transport access, basic skills, IT skills and broadband access.

10.3.6 Jobcentre Plus claimants 16-19, (September 2011) were in greatest numbers in the Norwich area (400). The highest number of 17 year old claimants were also in Norwich (15) followed by Great Yarmouth (10).

Claimant count - age

date September 2011

jobcentre plus office	Aged under 17	Aged 17	Aged 18	Aged 19
Cromer	0	0	15	35
Dereham	0	0	60	85
Diss	0	5	40	45
Fakenham	0	0	15	20
Great Yarmouth	0	10	125	180
Kings Lynn	0	5	130	155
North Walsham	0	0	30	40
Norwich	0	15	305	400
Thetford	0	5	40	40
Norfolk Total	0	35	760	995

data rounded to nearest 5

10.3.7 Employment projections for Norfolk suggest that total employment in the county will be at its lowest in 2010, and is not expected to reach 2008 levels again until 2014. Note that as these projections did not take into account the June 2010 Budget or forthcoming Comprehensive Spending Review, and likely impact on public sector (and public-sector dependent) jobs which will have a negative impact.

10.3.8 Job growth is unlikely to be shared equally across the county, with Great Yarmouth and North Norfolk districts projected not to have made up lost ground even by 2018. The Greater Norwich area and Growth Points in King's Lynn and Thetford are likely to provide a spatial focus for growth.

Fluidity of the workless population

10.3.9 The out-of-work population is highly fluid, with significant numbers of people moving on and off benefit each month. This is especially so for JSA - in any one month, nearly 20% of the JSA group comes onto benefit, and 20% leaves (around 3,500 a month in early 2010). In addition, there is significant movement, on and off from, JSA. Nationally, throughout most of the last decade, almost half of the men, and a third of the women, making a new claim for Jobseeker's Allowance were last claiming this benefit less than six months previously.

10.4 Barriers to employment

10.4.1 Employment rates for those with low skills (no qualifications) are well below the county average, and also below the average for those with no qualifications across the region.

10.4.2 Just under half (44%, or 12,900) of IB claimants across Norfolk receive IB as a result of mental health conditions, and in common with other areas, there have been significant increases in the size of this group locally (with numbers increasing by nearly one-third from 1999 to 2009). Other common reasons for claiming IB include musculoskeletal conditions (accounting for 18% of claims) and conditions of the nervous system (accounting for 8.4% of claims). National research has found that less than four in ten employers reckon that they would recruit someone who had a mental health condition (physical disability tends to pose less of a concern).

10.5 Job opportunities

10.5.1 The rate of job vacancies notified to Jobcentre Plus (JCP) each month fell significantly at the start of the recession, although it has followed a steady upward trend since the lowest point in early 2009 (national surveys suggest that JCP typically handles just under 40% of all vacancies). Across the county, there were more than five JSA claimants per JCP vacancy in 2009, compared with less than three in 2007 - and in Great Yarmouth, more than ten per vacancy. There, vacancies were 25% below the 2007 level compared to 10% for the county as a whole; while in Breckland the level has also fallen by over 20%.

10.5.2 In August 2011, JCP reported 4,624 vacancies in Norfolk and 21,960 active clients looking for work. This represents an approximate ratio of 1:5 (five claimants for every job). This ratio varies considerably across the county, e.g. 3:1 in Thetford and 8:1 in Great Yarmouth.

JobcentrePlus Office	Active Clients	No. of Vacancies	No. of Clients per Vacancy
Cromer	608	188	3
Dereham	1431	326	4
Diss	890	227	4
Downham Market	388	85	5
Fakenham	525	155	3
Great Yarmouth	3,565	424	8
Hunstanton	183	65	3
King's Lynn	1934	491	4
North Walsham	800	171	5
Norwich	10,474	2077	5
Thetford	1162	415	3

10.5.3 Available opportunities have been shifting away from skilled trades and elementary occupations: the proportion of vacancies that are in these sectors

has fallen from nearly half (48%) in 2007 to 43% in 2009. Meanwhile, the advent of migrant workers has increased competition for available jobs.

- Health and Care: the greatest number of job opportunities tend to be available in this sector, a growing sector but typically one where employers struggle to recruit and retain staff
- Retail: despite the adverse effect of the recession, there continues to be a regular flow of entry-level vacancies
- Business and professional services (spanning ICT, legal, finance and accounting, marketing and advertising, and property services): a significant employer in Norwich and a source of a high level of vacancies in 2009
- Tourism and hospitality: prospects have been enhanced as a consequence of the recession with people choosing to go on holiday within the UK but many jobs are low-skilled, temporary and seasonal in nature

Future employment prospects

10.5.4 The economy was expected to grow sluggishly in 2010, with more healthy growth rates from 2011 onwards. Employment projections for Norfolk suggest that total employment in the county will be at its lowest level for alternative employment or exit the active labour market. Job growth in 2010 is not expected to reach 2008 levels again until 2014 (note that these projections do not take into account the June 2010 Budget or the Comprehensive Spending Review). There will, however, continue to be a significant level of 'replacement demand', vacancies to fill as people are unlikely to be shared equally across the county, with Great Yarmouth and North Norfolk districts projected not to have made up lost ground even by 2018. The Greater Norwich area and Growth Points in King's Lynn and Thetford are likely to provide a spatial focus for growth.

10.5.5 Sectors forecast to grow most significantly in Norfolk over 2008-2013 are health (+32%) and construction (+61%) though the draft Local Economic Assessment observes that the latter figure seems high.

10.5.6 Shaping Norfolk's Future Strategy identifies key sectors, based on their potential for growth, importance to the local economy, relatively large number of employees and supply chain links to other sectors as: agriculture and food processing; creative industries; energy (notably renewable energy and offshore energy linked to civil engineering opportunities around Great Yarmouth); engineering and marine industries; financial services; health and life sciences; and tourism.

10.5.7 Norfolk has a slightly lower proportion of people in public sector employment (28%) than the national average (29%). However, at district level, Norwich (35%), South Norfolk (33%) and Breckland (30%) have higher levels of such jobs and might be expected to be disproportionately affected by any future job losses in the public sector. Great Yarmouth has the lowest level of public sector jobs, and the more deprived areas typically have lower proportions of people employed in the public sector (this contrasts with England as a whole,

where the more deprived urban areas are typically more dependent on public sector employment).

10.5.8 High priority skills needs:

- Corporate managers as a group, and a range of specific management skills have been identified in a number of key sectors
- Specific and significant management and professional skill shortages have been identified in the computing and software sectors
- Health and social care professionals are currently in short supply in a number of medical specialisms such as particular medical practitioners
- Science and technology professionals in pharmaceutical and medical technology industries and also in key parts of manufacturing
- Teaching and research professionals across the education sector will be essential to support the supply of new recruits to a number of priority sectors
- Health and social care associate professionals and technical roles are currently in short supply in a number of medical specialisms
- Associate professional and technical roles will be required in a broad range of sectors, particularly manufacturing/process sectors, including oil, gas, electricity, chemicals, pharmaceuticals, automotive, engineering and broadcasting
- The ageing population will lead to increased demand for care services with a particularly significant volume of staff in care assistant roles, who will need greater understanding of ICT to support care users with assisted living technologies
- The volume of customer service roles is likely to expand and they are highly important to priority industries within the service sector including retailing and after-service and maintenance roles related to manufacturing and digital economy sectors

Appendix 1

Norfolk's 14-19 providers

Secondary Schools (* with Sixth Form)	Sixth Form Colleges
Acle High School	East Norfolk Sixth Form College
Alderman Peel High School	Paston Sixth Form College
Archbishop Sancroft High School	
Attleborough High School*	Colleges and Adult Education Providers
Aylsham High School	City College Norwich
Broadland High School	Easton College
Caister High School	Great Yarmouth College of FE
City of Norwich School*	Norfolk Adult Education Service
Cliff Park High School	West Suffolk College
Downham Market High School*	College of West Anglia
Fakenham High School*	Lowestoft College
Flegg High School	
Framingham Earl High School	Complex Needs Schools
Great Yarmouth High School	Chapel Road Special School
Hellesdon High School*	Churchill School
Hethersett High School	Eaton Hall School
Hewett School*	Fred Nicholson School
Hobart High School	Hall School
King Edward VII School*	Harford Manor School
Litcham High School	John Grant School
Long Stratton High School	Sidestrand Hall School
Marshland High School	Sheringham Woodfields School
Methwold High School*	The Clare School
Neatherd High School*	The Parkside School
North Walsham High School	
Northgate High School*	Business and Employer Networks
Notre Dame High School*	Beacon East
Old Buckenham High School	Norfolk Chamber of Commerce
Reepham High School*	Norfolk Network
Sewell Park College*	
Sheringham High School*	Work-based Learning Providers
Smithdon High School*	Action for Children (Foundation Learning only)
Sprowston High School*	Babcock
St Clement's High School	BCTS
Stalham High School	Carole Plummer
Swaffham Hamond's High School*	CFBT *
Taverham High School*	Construction Skills
Thorpe St Andrew School*	EAGIT
Wayland Community High School	JO Academy of Hairdressing Ltd
	JHP
Academies	Lifetime Training
City Academy (formerly Earlham High School)	Norfolk Network
Cromer Academy Trust	Norfolk Training Services
Diss High School	Poultec
King's Lynn Academy (formerly The Park)	Protocol Skills
Lynn Grove VA High School	WS Training
Open Academy (formerly Heartsease High School)	YMCA Training
Ormiston Venture Academy (formerly Oriel High School)	
Ormiston Victory Academy (formerly Costessey High School)	
Springwood High School	
Thetford Academy (formerly Charles Burrell & Rosemary Musker)	
Wymondham College	
Wymondham High School	

Other Learning Providers inc Third Sector	
Active-8 Adventure Ltd	Open Youth Trust
Cinema City	Respect4Us
Community Music East (CME)	Right Direction Training
E-Learning Service	Roots and Shoots
Energize – Angling4Success	Shaw Trust
Eaton Hall	Skill Force
Future Education	St Edmunds Society
Fusion Salon (Great Yarmouth)	Studio 77 Dance and Performing Arts
Great Yarmouth Community Trust	The Junction
Holt Hall	UK Black Belt Academies Governing Body
IDEA DJ Skills workshops	Whitlingham Forest
ITS	Whitlingham Outdoor Education Centre
Norfolk Fire & Rescue Service	YMCA
Norwich City Football Club	Young Urbanites
Open Road	

Short Stay School for Norfolk (SSSfN)

The SSSfN takes on the role previously held by the five Norfolk Pupil referral units as well as Education Plus.

The SSSfN is comprised of four constituent schools

- The Locksley School – Norwich
- The Douglas Bader School – Coltishall
- The Rosebery School – King's Lynn
- The Brooklands School – Gorleston

Specialist Resource Bases (SRBs) for behaviour. Currently there are three secondary school age bases (The Hewett School, Attleborough High School and Methwold High School) and three primary school age bases offering ten places for assessment and intensive support and early intervention, with a view to re-integrating children to their mainstream schools at the end of their placement (normally two terms).

Eaton Hall School is a residential school in South Norwich which provides specialist education for 40 boys aged 7-16 with Behavioural, Emotional and Social Difficulties (BESD). It is the only provision for children with BESD in the county and is rated outstanding by Ofsted. There is currently a consultation going on to extend the age range, the inclusion of girls and number of places and consideration of a King's Lynn base.

Appendix 2

For further information on any of the content of this Needs Analysis please contact the key contributor for each section:

- | | |
|--|--|
| 11. Introduction and Summary of Key Points | Sally Youll
11-19 Manager, 11-19 Learning Access and Evaluation Team
sally.youll@norfolk.gov.uk
Tel: 01603 222337 |
| 12. Projections and Infrastructure | Jan Feeney
Team Leader/11-19 Manager, 11-19 Learning Access and Evaluation Team
jan.feeney@norfolk.gov.uk
Tel: 01603 222178 |
| 13. Participating and Progressing in Education and Training Post 16 | Sally Youll |
| 14. Attainment | 11-16 Chris Snudden
Lead Adviser/Manager of Educational Standards & Assessment, Head of Virtual School for Children in Care
chris.snudden@norfolk.gov.uk
Tel: 01603 303323 |
| | 16+ Sally Youll |
| 15. Attainment of Level 2 and Level 3 by Age 19 | Sally Youll |
| 16. Vulnerable Groups | Jan Feeney |
| 17. The Apprenticeship Pathway | Clive Scrivens,
11-19 Support Officer, 11-19 Learning Access and Evaluation Team
clive.scrivens@norfolk.gov.uk
Tel: 222164 |
| 18. Progression into Higher Education | Melvyn Ruff
IAG Support Manager
melvyn.ruff@norfolk.gov.uk
Tel: 01603 215366 |
| 19. Not in Education or Training | Karin Porter
IAG Strategy Manager
karin.porter@norfolk.gov.uk
Tel: 01603 258511 |
| 20. Norfolk's Economic Opportunities | Vince Muspratt
Economic Programmes Manager
vince.muspratt@norfolk.gov.uk
Tel: 01603 223450 |

GLOSSARY

ALS	-	Additional Learner Support
APS	-	Average Point Score
C2L	-	Care to Learn
CCIS	-	Client Caseload Information System
DfE	-	Department for Education
E2E	-	Entry to Employment
EBacc	-	English Baccalaureate
EBPO	-	Education Business Partnership Organisation
EET	-	Education, Employment or Training
EMA	-	Education Maintenance Allowance
EPAS	-	Educational Performance Analysis System
ESF	-	European Social Fund
FE	-	Further Education
FL	-	Foundation Learning
FSM	-	Free School Meals
GCSE	-	General Certificate of Secondary Education
HE	-	Higher Education (Institution)
IAG	-	Information, Advice and Guidance
IB	-	Incapacity Benefit
IEP	-	Individual Educational Plan
JCP	-	Jobcentre Plus
JSA	-	Job Seekers Allowance
LA	-	Local Authority
LAC	-	Looked After Children
Level 1	-	D-G GCSE equivalent
Level 2	-	5 A*-C GCSE equivalence
Level 3	-	2 A Level equivalence
Level 4	-	First degree unit equivalence (usually in units)
LDA	-	Learner Difficulty Assessment
LLDD	-	Learners with Learning Difficulties and Disabilities
LDD	-	Learning Difficulties and Disabilities
LOP	-	Local Operational Partnership
NCC	-	Norfolk County Council
NCCIS	-	National Client Caseload Information System
NCER	-	National Centre for Education Research
NEET	-	Not in Education, Employment or Training
PAL	-	Practical Applied Learning

PAYP	-	Positive Activities for Young People
PRU	-	Pupil Referral Unit
QCA	-	Qualifications and Curriculum Authority
RPA	-	The Raising Participation Age
RSS	-	Residential Support Scheme
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
SEND	-	Special Educational Needs and Disability
SFC	-	Sixth Form College
SSF	-	School Sixth Form
YPLA	-	Young People's Learning Agency
UCAS	-	University and College Admissions Service
WBL	-	Work Based Learning
YA	-	Young Apprenticeship
YOT	-	Youth Offending Team