

# 16 to 19 study programmes inspection dashboard

The 16 to 19 study programmes inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance in level 3 qualifications and in GCSE English and mathematics. This release is produced for all providers of level 3 qualifications using data supplied by the Department for Education (DfE), although the interim retention measure and some of the context data are currently available for only school sixth forms. It contains validated progress data, final attainment data, revised destination data and 2015 retention data for schools. New additions are subject value added data for all sizes of level 3 academic and vocational qualification, and vocational value added by prior attainment. The GCSE English and mathematics data will be available in a later release.

The dashboard contains a brief overview of published data for learners at the end of 16 to 19 study programmes, provided for the last three years, where available. It is additional to the fuller data already available to providers. It shows progress first, including from different starting points, alongside which retention should be considered.

It includes the key groups: learners who were eligible for free school meals (FSM) or children looked after (CLA) when in Year 11, females and males. Cohort sizes are shown; data for very small groups should be treated with caution. National figures in the red bars at the top of charts are for all state funded schools and colleges unless otherwise stated.

The FSM/CLA group is learners for whom the pupil premium provided support when they were in Year 11, because they had been eligible for free school meals at any point in the last six years or were in care. Attainment data for this group and value added (VA) data for the FSM part of this group are provided from 2014. Learners for whom FSM or FSM/CLA status in Year 11 is not known are included in charts for all learners but not in charts for the groups: FSM, FSM/CLA, non-FSM and non-FSM/CLA, so totals for cohorts or entries may differ.

The front page summarises strengths and weaknesses based on only the 2015 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2015 across qualification types, subjects, starting points and groups. The weaknesses highlight particularly low progress in comparison with all 16 to 19 providers in qualification types, by groups and in subjects.

## Strengths in 2015

- Value added was significantly above average for the qualification type: vocational.
- Vocational value added was significantly above average for learners with prior attainment grade: D or below.

## Weaknesses in 2015

- Academic value added was significantly below average and in the lowest 10% for learners with prior attainment grade: A and above.
- A-level size and above value added was significantly below average and in the lowest 5% in two or more subjects (5 subjects).
- AS-level size and below value added was significantly below average and in the lowest 5% in two or more subjects (5 subjects).

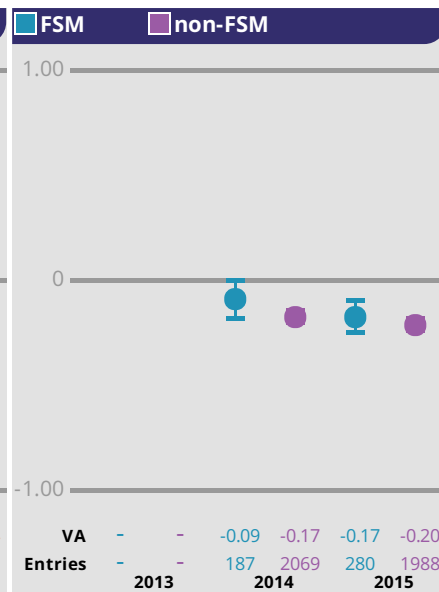
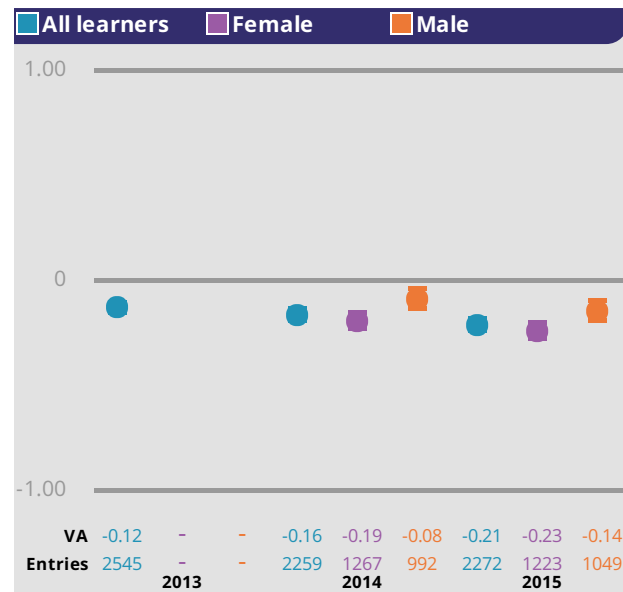
Where a FSM or gender group is identified as in the lowest 10%, it has been compared with the lowest 10% of all providers based on the figures for all learners, and not the figures for the group nationally.

# Sample A

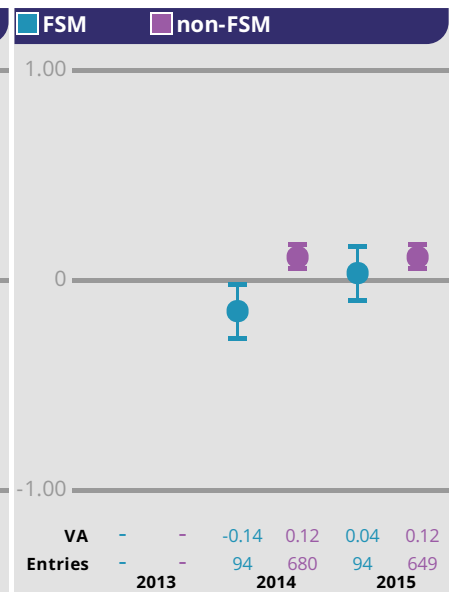
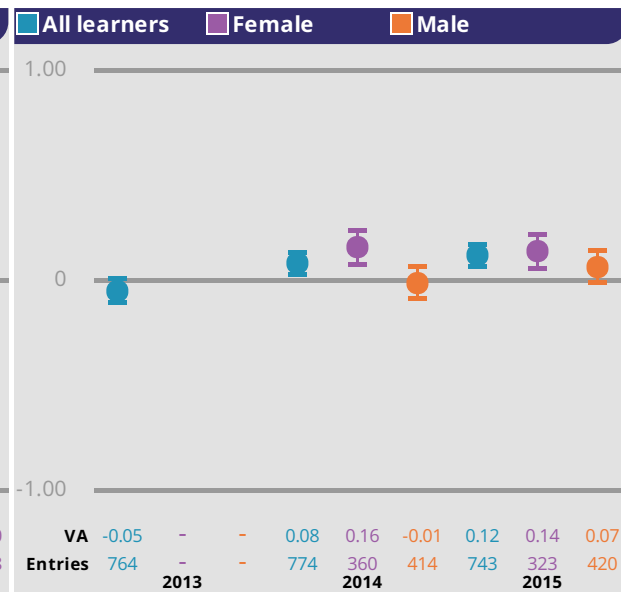
## Value added

Charts use level 3 VA data. The only AS levels included are those not continued to A2. In 2013, VA is available only for all learners. The confidence interval (CI) is shown by the bar above and below the plotted VA score. Where the whole CI is above the zero line, VA is significantly above average (sig+). If it is wholly below the zero line, VA is significantly below average (sig-). Otherwise, VA is not significantly different from zero.

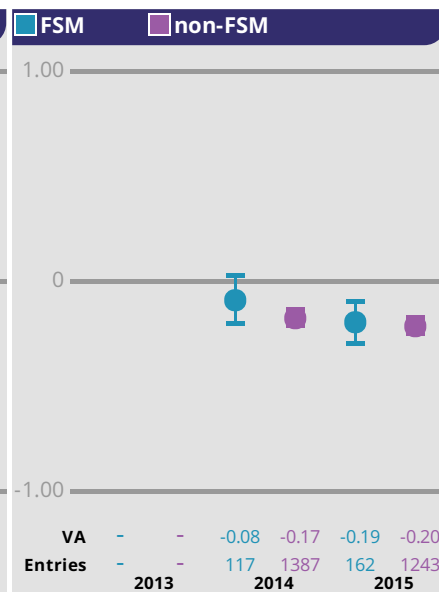
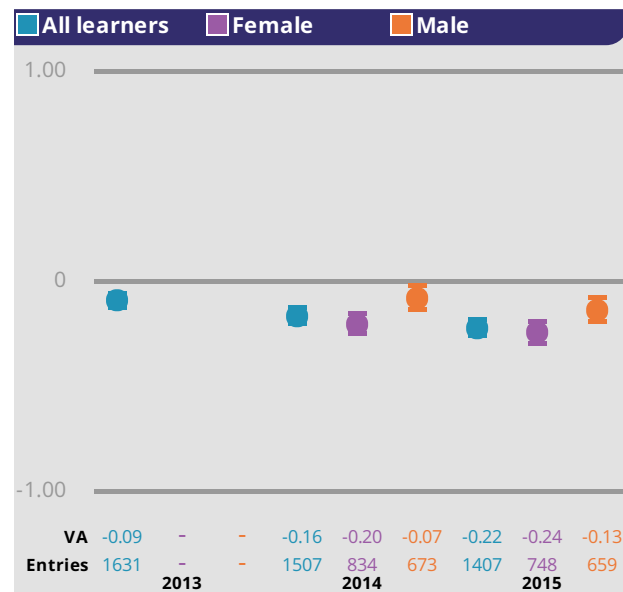
### Academic



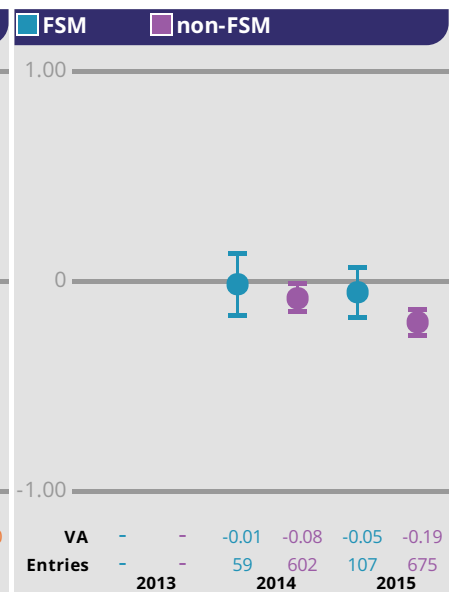
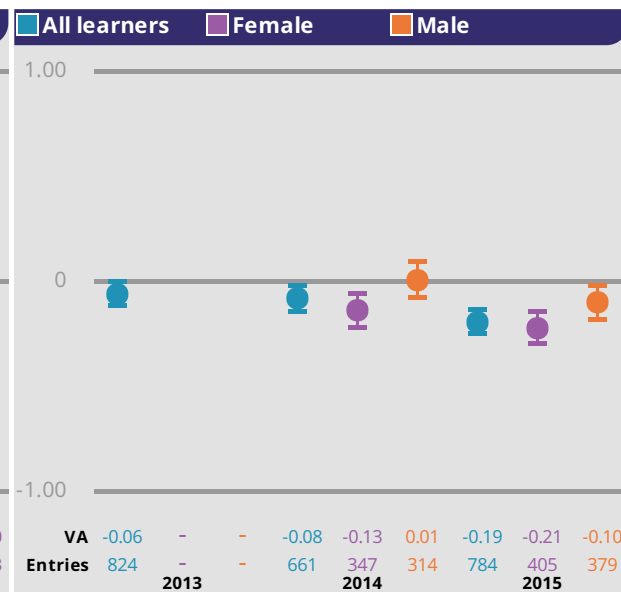
### Vocational



### GCE A Level



### GCE AS Level

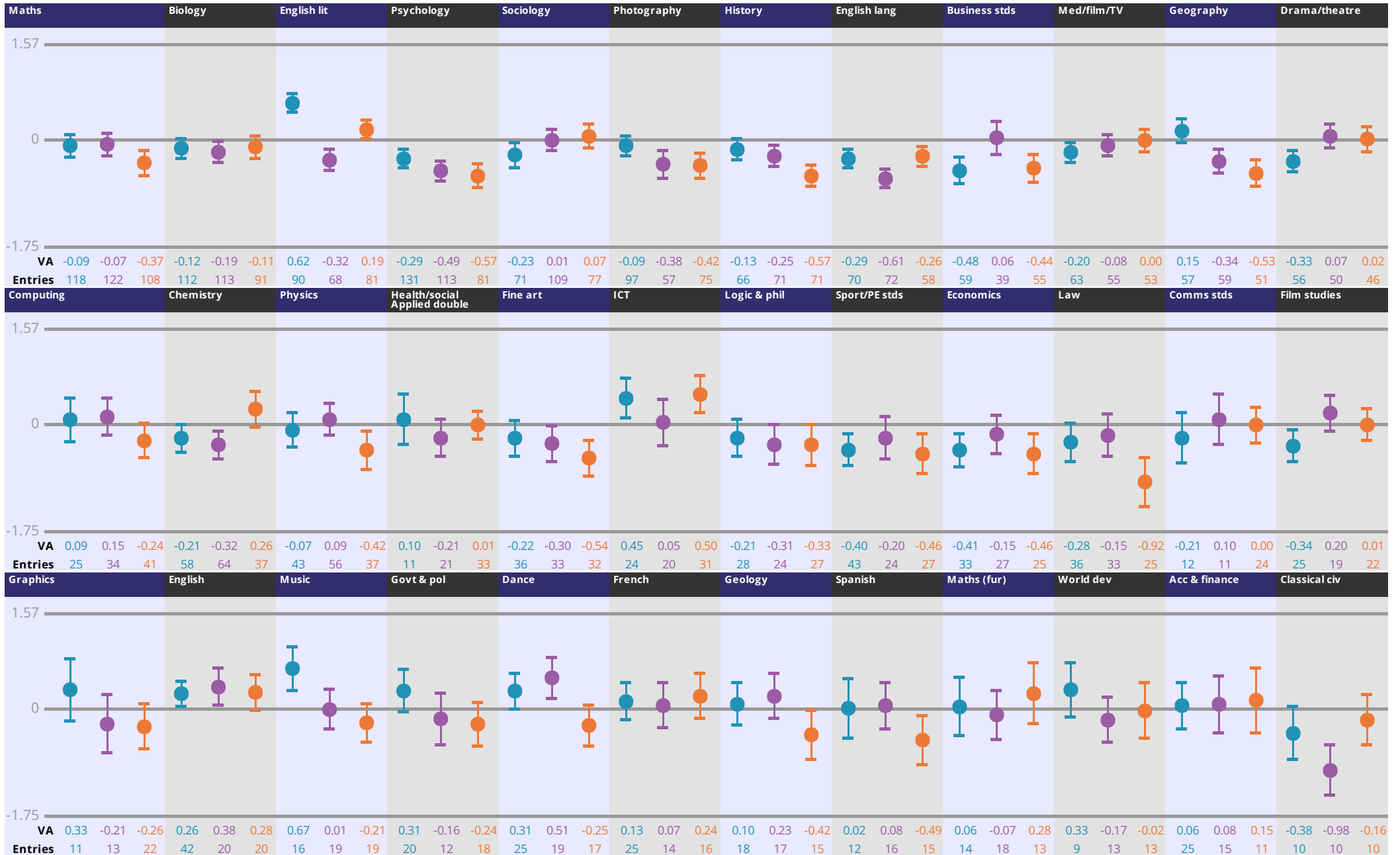


# Sample A

## Academic value added by subject: A-level size and above

Subjects are in descending order of 2015 entry. Qualification is given for applied, Pre-U and IB, but blank for GCE A level. For VA by prior attainment, see L3VA scatterplots.

2013 2014 2015

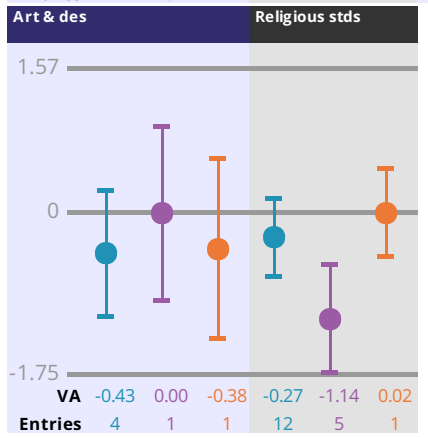
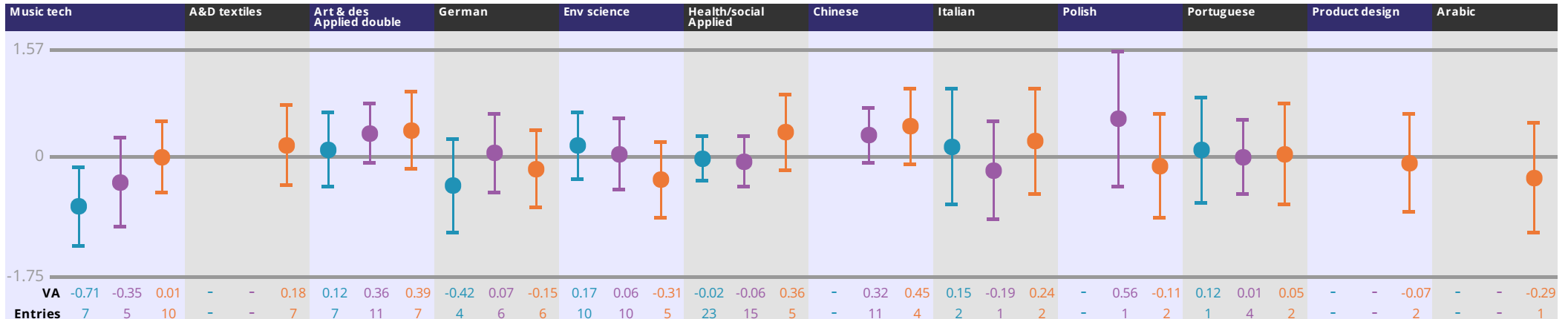


# Sample A

## Academic value added by subject: A-level size and above (continued)

Subjects are in descending order of 2015 entry. Qualification is given for applied, Pre-U and IB, but blank for GCE A level. For VA by prior attainment, see L3VA scatterplots.

2013 2014 2015

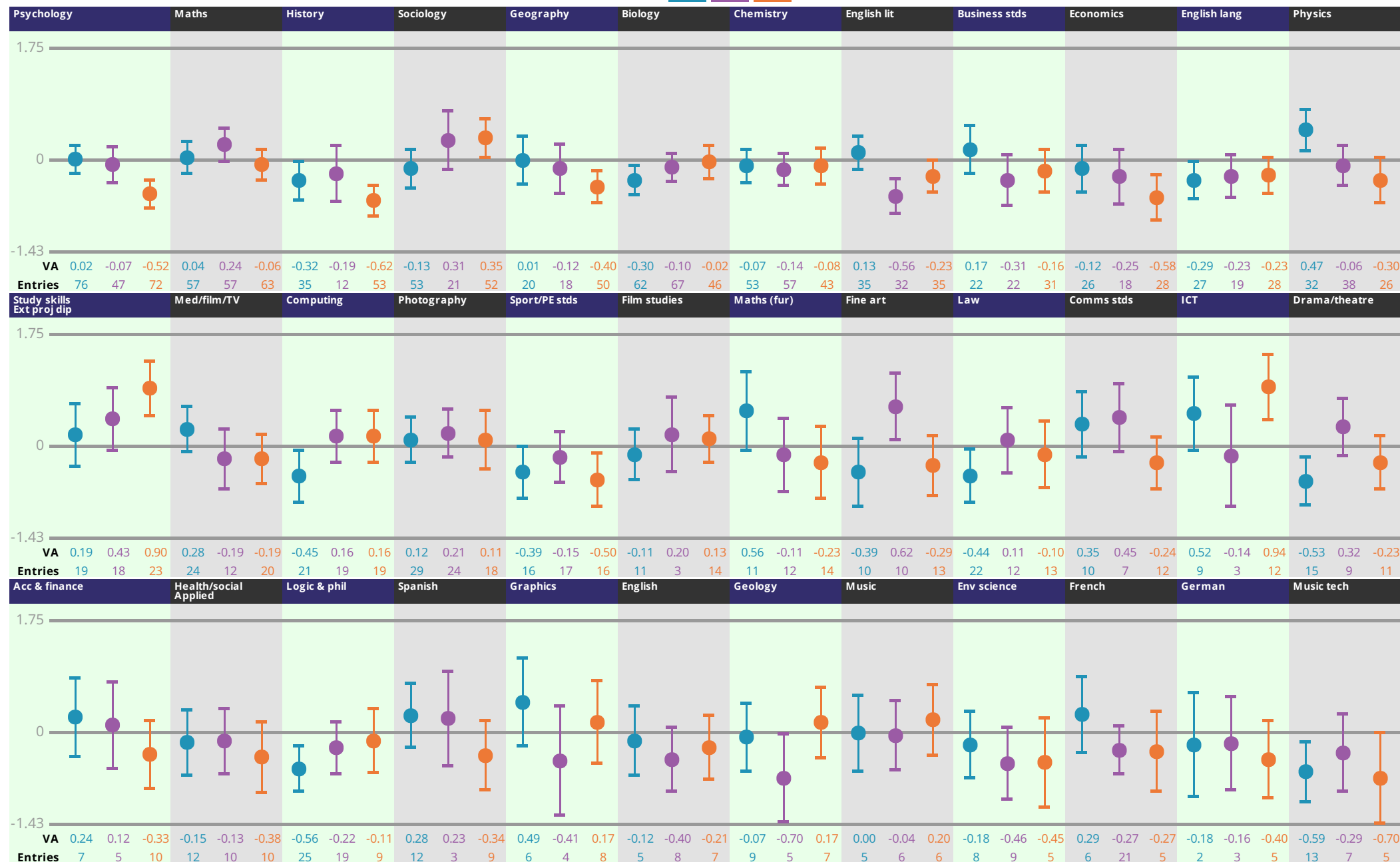


# Sample A

## Academic value added by subject: AS-level size and below

Subjects are in descending order of 2015 entry. Qualification is given for applied, Pre-U, FSMQ, Extended project and IB, but blank for GCE AS level.

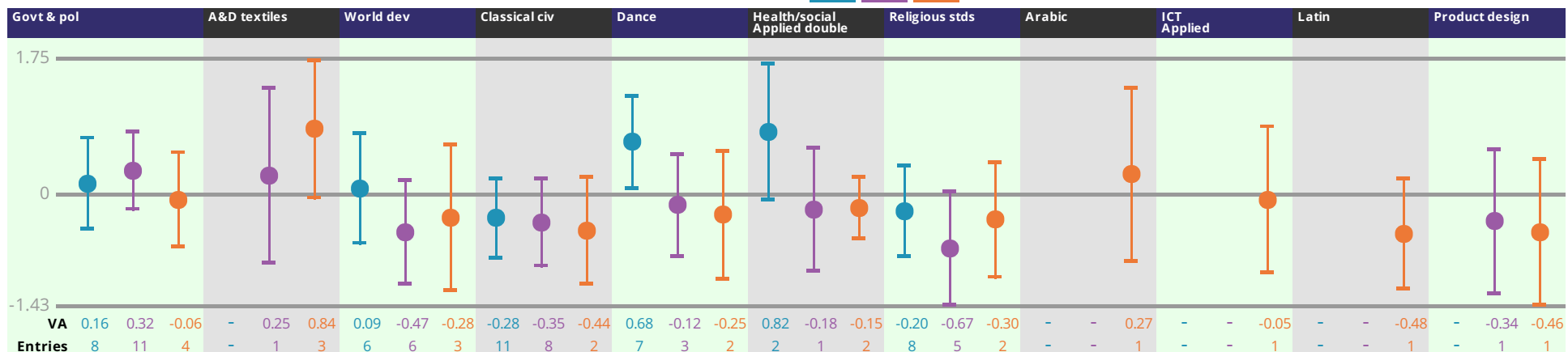
2013 2014 2015



**Sample A**  
**Academic value added by subject: AS-level size and below (continued)**

Subjects are in descending order of 2015 entry. Qualification is given for applied, Pre-U, FSMQ, Extended project and IB, but blank for GCE AS level.

2013 2014 2015



# Sample A

## Vocational value added by subject

Subjects are in descending order of 2015 entry, with qualification titles given below subject names. For VA by prior attainment, see L3VA scatterplots.

2013 2014 2015

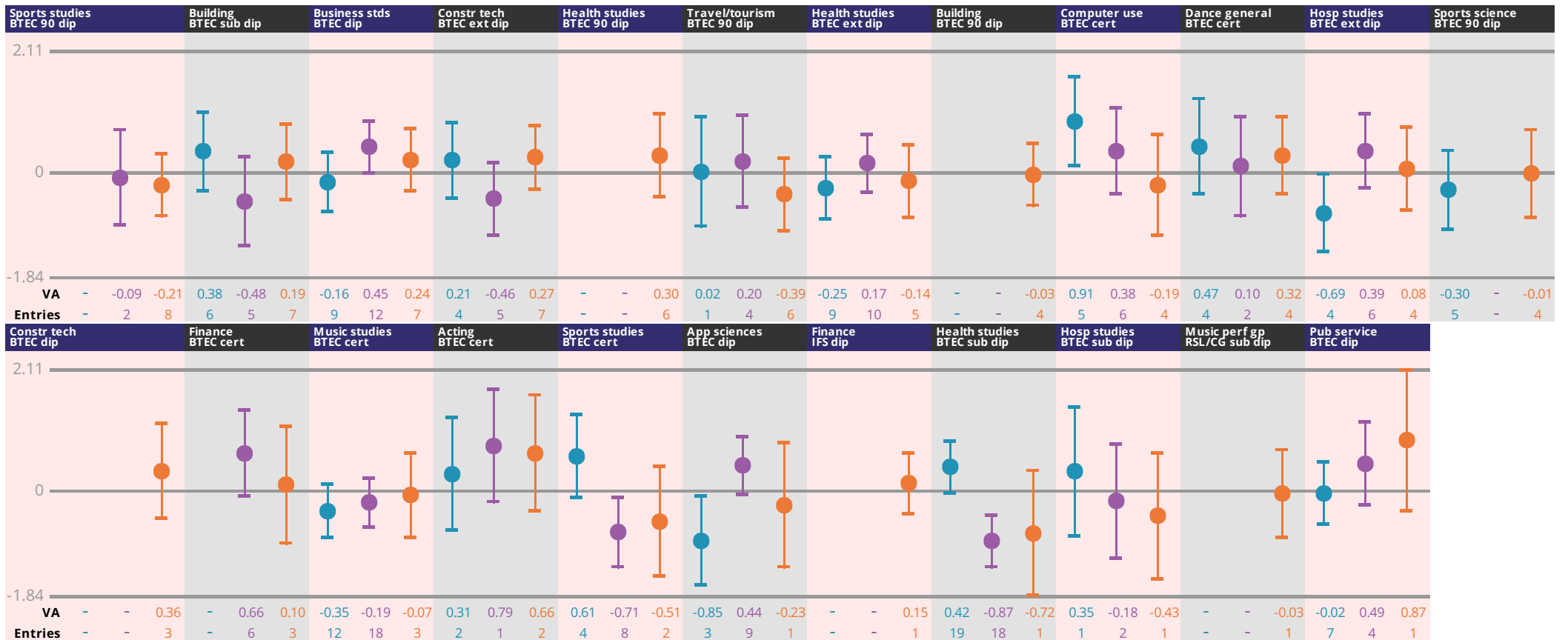


# Sample A

## Vocational value added by subject (continued)

Subjects are in descending order of 2015 entry, with qualification titles given below subject names. For VA by prior attainment, see L3VA scatterplots.

2013 2014 2015





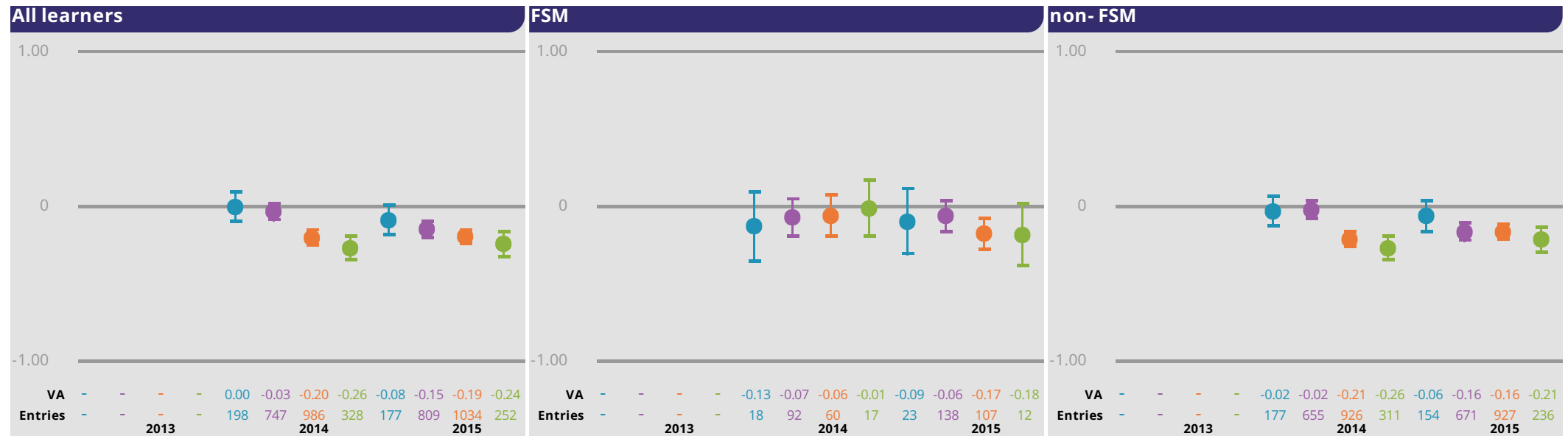
# Sample A

## Value added by prior attainment

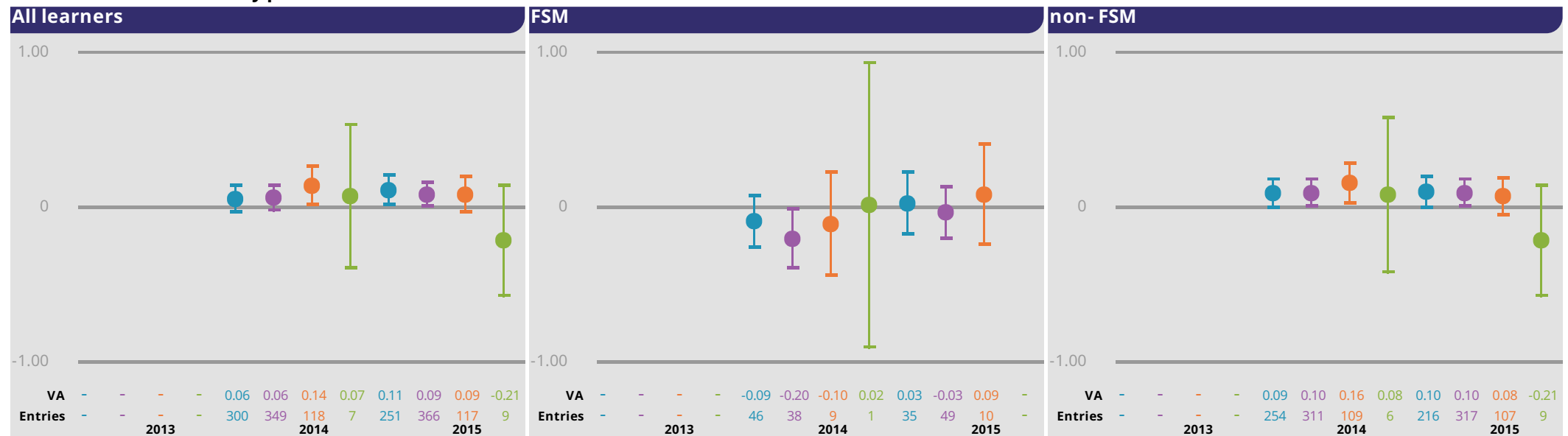
VA data by prior attainment is not available for 2013.

### Academic value added by prior attainment

Prior attainment grade at GCSE and equivalent: D or below C B A and above



### Vocational value added by prior attainment

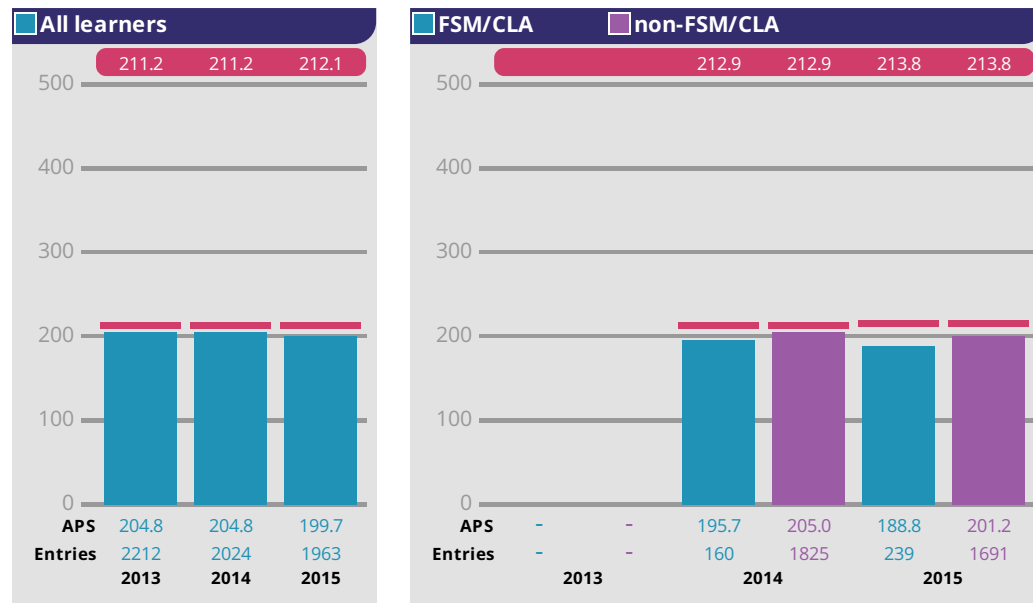


# Sample A Attainment

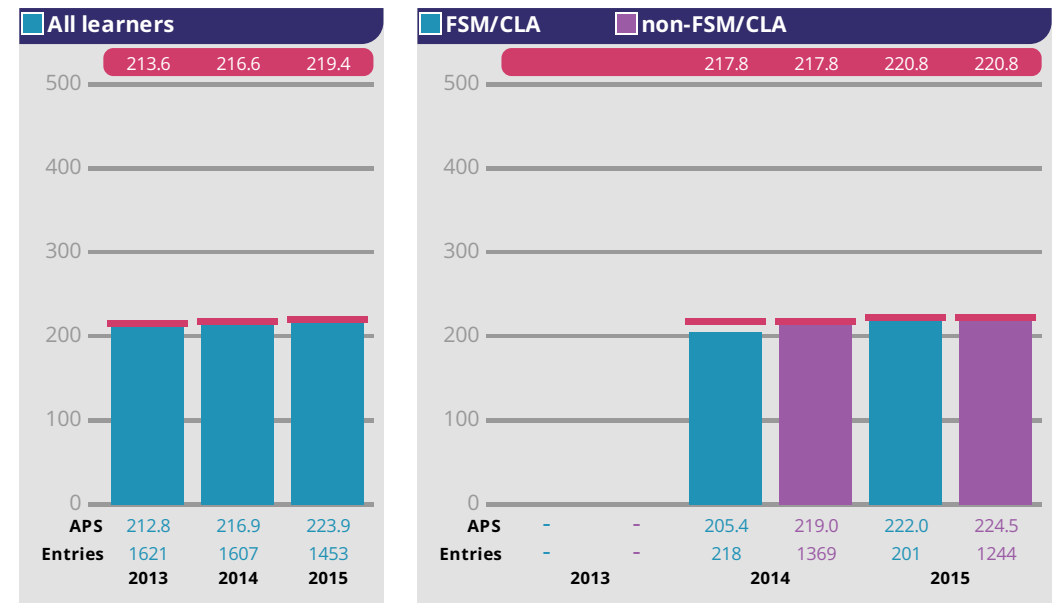
Average point scores (APS) for FSM/CLA learners are compared with national figures for non-FSM/CLA. Percentages attaining AAB are of those who took at least one A-level qualification; prior attainment is at GCSE and equivalent. Interim minimum standards charts show the percentages of learners with APS per entry of at least 172 points in academic qualifications and 194 points in vocational qualifications. Black lines show the required 40% then 45%. For cohorts fewer than 11, NE (no entries) is shown.

## Average point score per entry

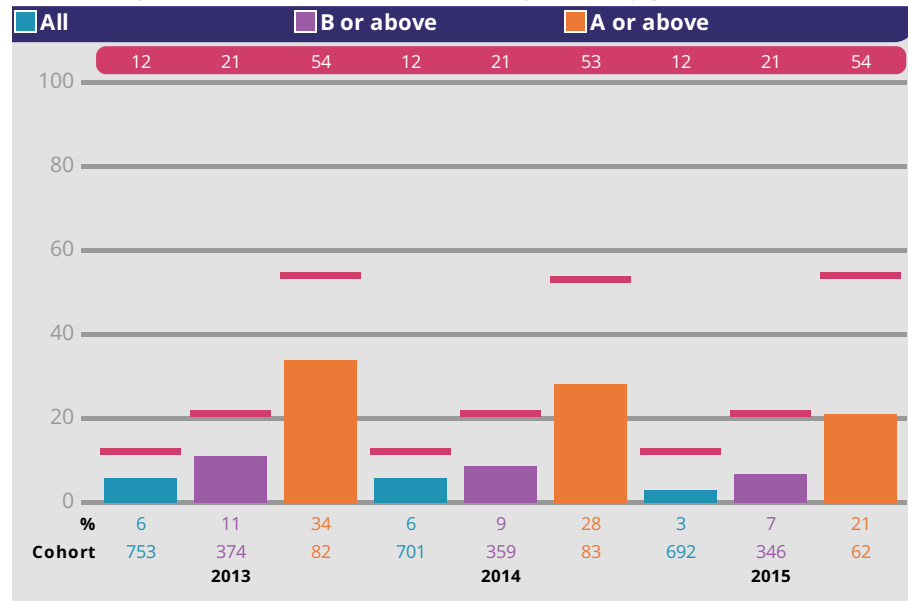
### Academic



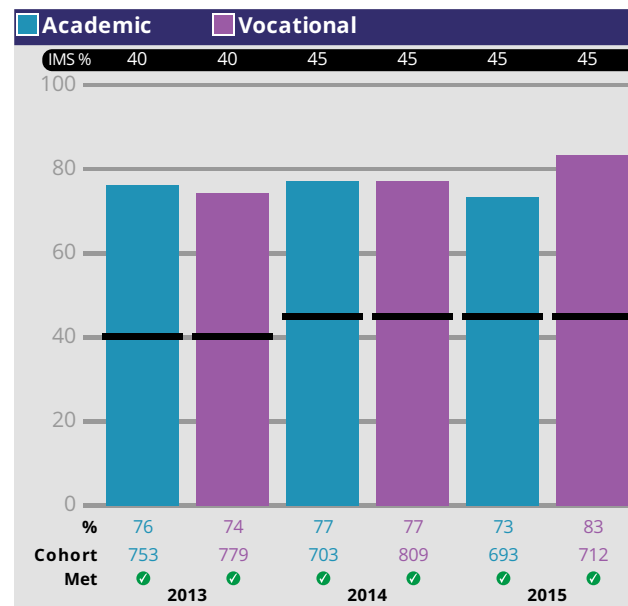
### Vocational



## Percentage of A-level learners attaining AAB\* by prior attainment



## Interim minimum standards



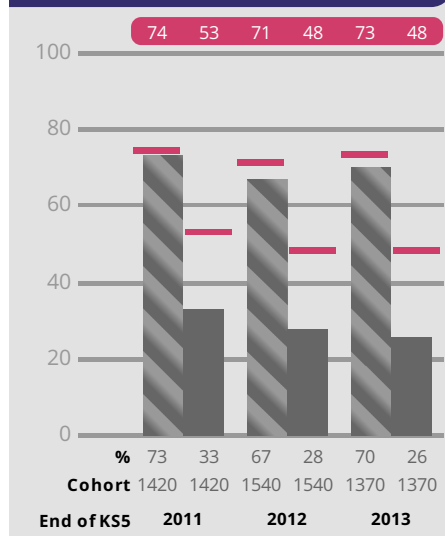
\*including in two facilitating subjects

## Sample A Destinations

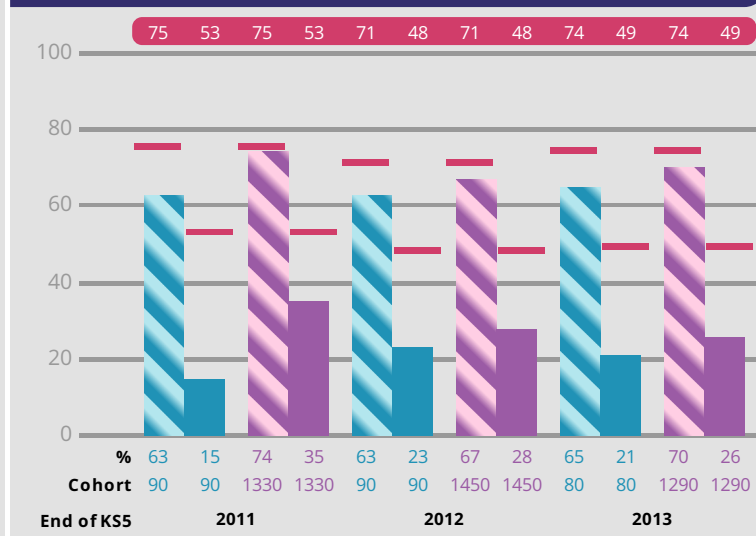
Destinations shown are those sustained in the year after learners finished their study programme having entered at least one level 3 qualification. For example, the bars in the chart for End of KS5 2013 are for the destinations sustained during the year 2013/14 by those learners who finished their study programme in 2013. Destination data relates to earlier years than other data. It is from experimental statistics published by the DfE, so suppresses numbers fewer than 6 and rounds numbers of learners to the nearest 10. Destinations of the FSM group are compared with the national figures for non-FSM learners. Destinations of female and male groups are compared with the national figures for the same groups.

% in sustained education, employment or training desinations EET    % in sustained higher education destinations HEI

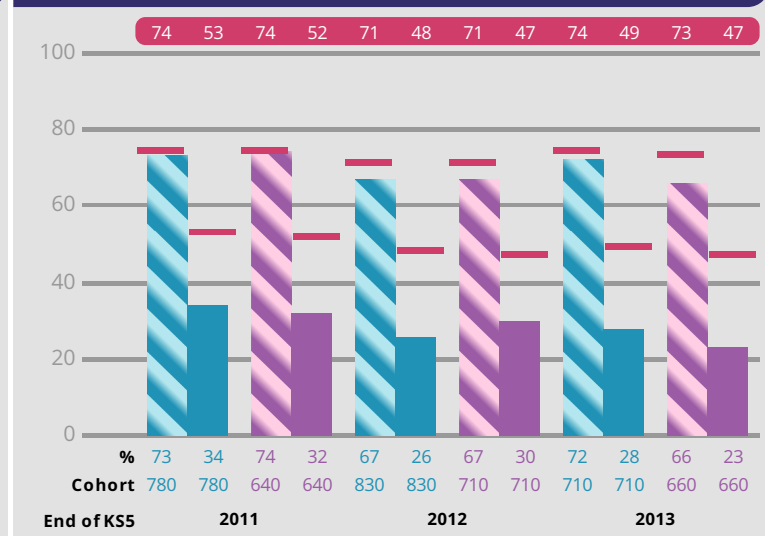
### All Learners



### FSM non-FSM



### female male



**Sample A**  
**16 to 19 Context in 2015**

Prior attainment shows the APS for all KS4 qualifications taken by learners who entered at least one academic level 3 qualification and by learners who entered at least one vocational level 3 qualification. A red line shows the national APS for all such learners. The GCSE and equivalent grade distribution is for learners who entered at least one qualification at level 3 or above. FSM/CLA figures are for the same cohort. Other context data is for Years 12 to 14 learners and shown for only school sixth forms.

**Prior attainment in GCSE and equivalent**

All learners Female Male FSM non-FSM

