

# 16 to 19 study programmes inspection dashboard

The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance in level 3 qualifications. It is produced for all providers for whom the Department for Education (DfE) provided data. It contains level 3 value added (VA), attainment and destinations data. From 2016, data is for learners entered for at least one AS-level-sized qualification. The inspection dashboard supplement shows details of English and mathematics progress and destinations.

New are: lines at minimum standards on VA charts, shading for each subject with sig- VA in the lowest 5%, and attainment charts showing grade equivalents, best three A levels and grade B (instead of B+) prior attainment. A vertical dotted line on charts shows that data is not comparable between the latest and previous years due to changes in methodology, which also affect strengths and weaknesses. Cohort sizes and entries are shown; treat data for very small groups with caution. National figures for attainment are for all state-funded schools and colleges.

Key groups shown are: learners who attracted pupil premium funding when in Year 11 (disadvantaged), females and males. VA and destinations for previous years are shown for the free school meals (FSM) members of the disadvantaged group. Learners for whom disadvantaged status is not known are included in charts for all learners but not in disadvantaged group charts, so totals for cohorts or entries may differ. Data for the disadvantaged group is compared with the national figures for non-disadvantaged learners.

The front page summarises strengths and weaknesses based on only the 2016 data shown in the dashboard. The strengths give an indication of some features of good or better performance across qualification types, subjects, starting points and groups. The weaknesses highlight particularly low progress in comparison with all 16 to 19 providers.

## Strengths in 2016

- No strengths were identified in this dataset

## Weaknesses in 2016

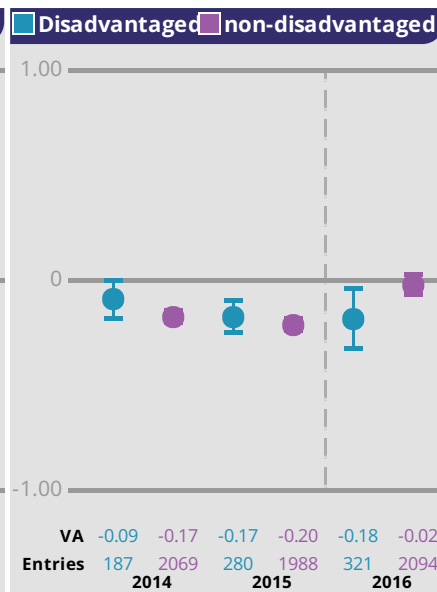
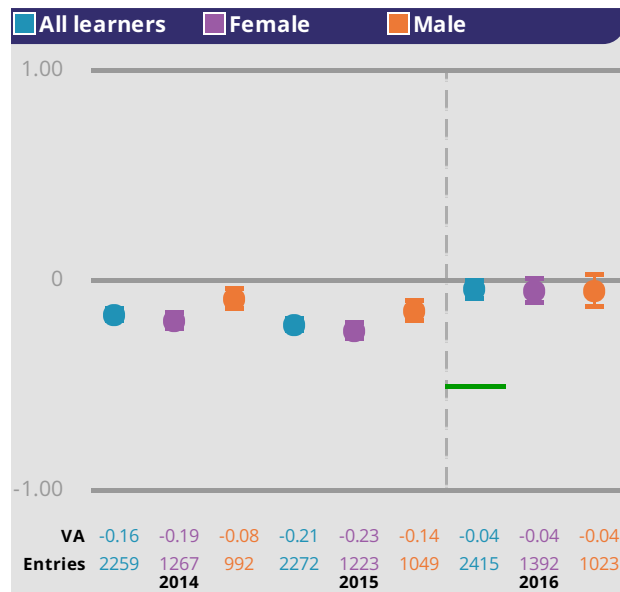
- AS-level size and below value added was significantly below average and in the lowest 5% in two or more subjects (2 subjects).

Where a disadvantaged 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.

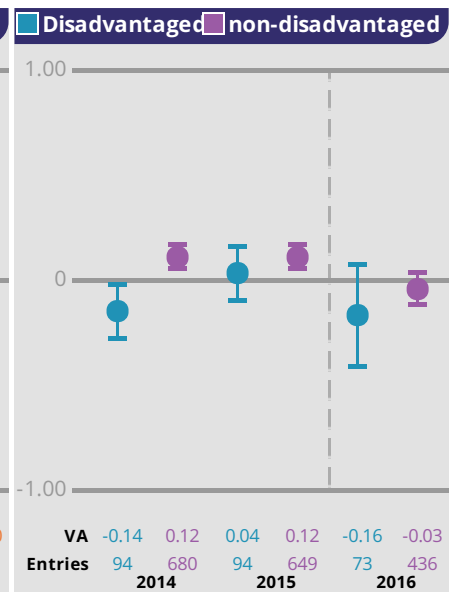
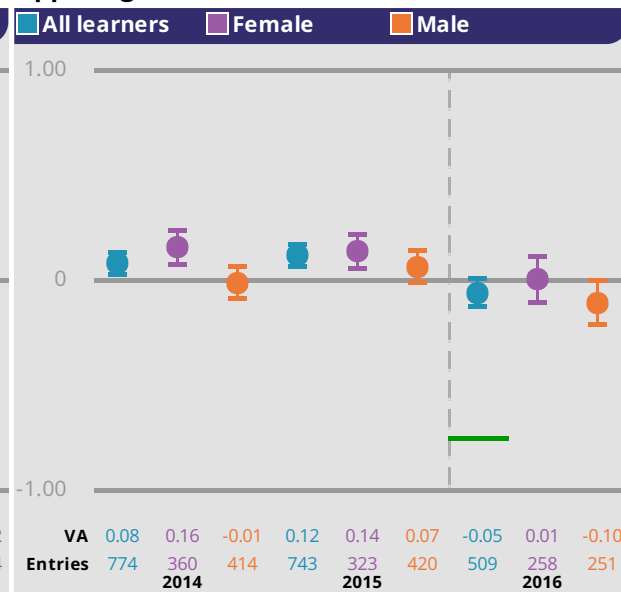
Charts use level 3 VA data. The only AS levels included are those not continued to A2. The confidence interval (CI) is shown by the bar above and below the plotted VA score. Where the whole CI is above the zero line, VA is significantly above average (sig+). If it is wholly below the zero line, VA is significantly below average (sig-). Otherwise, VA is not significantly different from average. Green lines show the minimum standards thresholds (academic -0.5 and applied general -0.75).

Minimum standard threshold

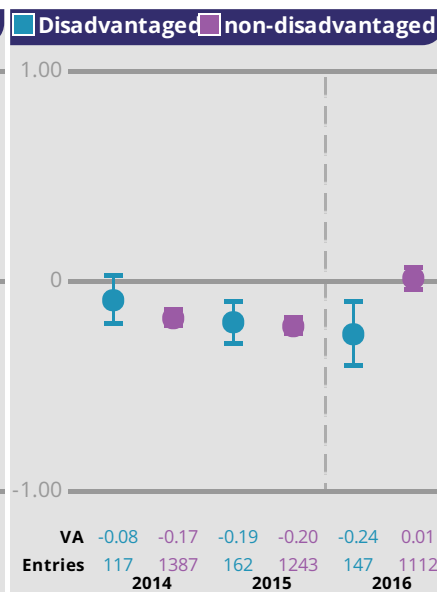
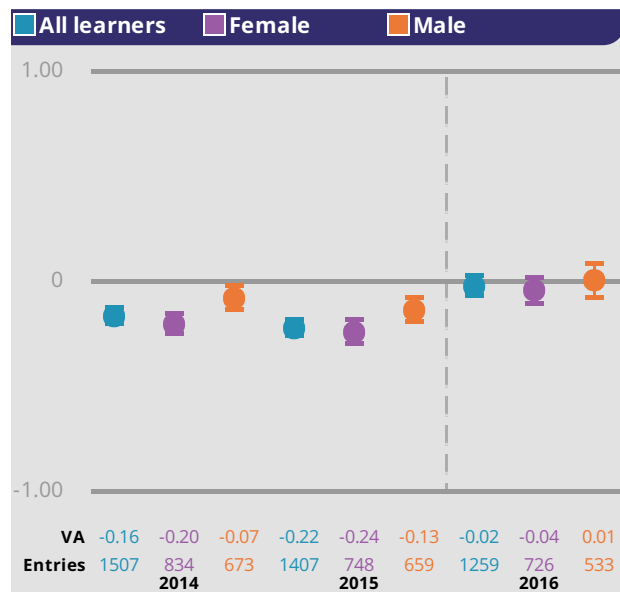
Academic



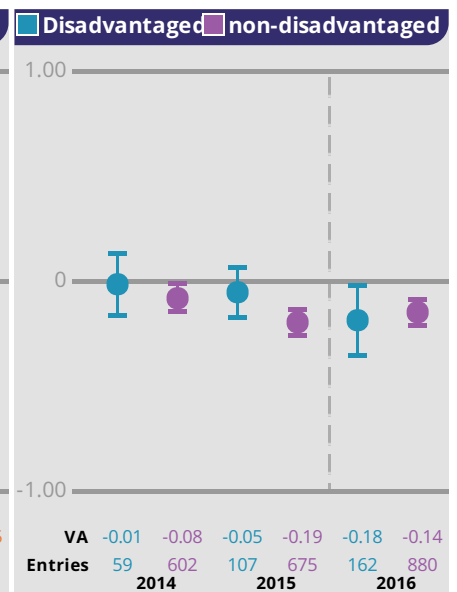
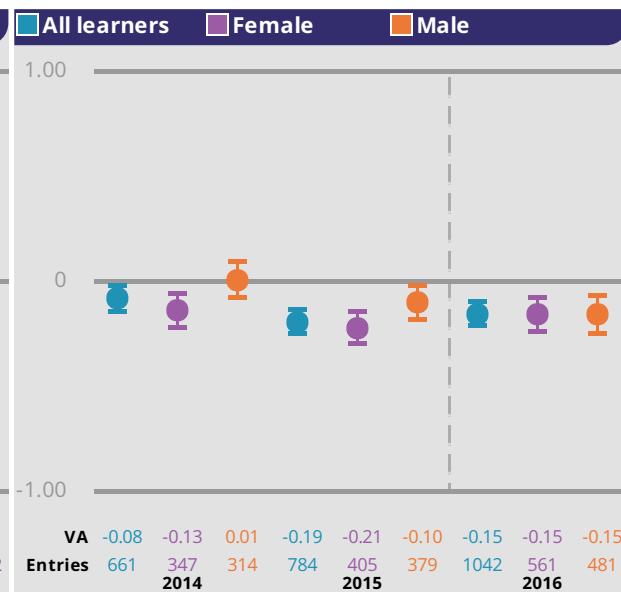
Applied general



GCE A level



GCE AS level



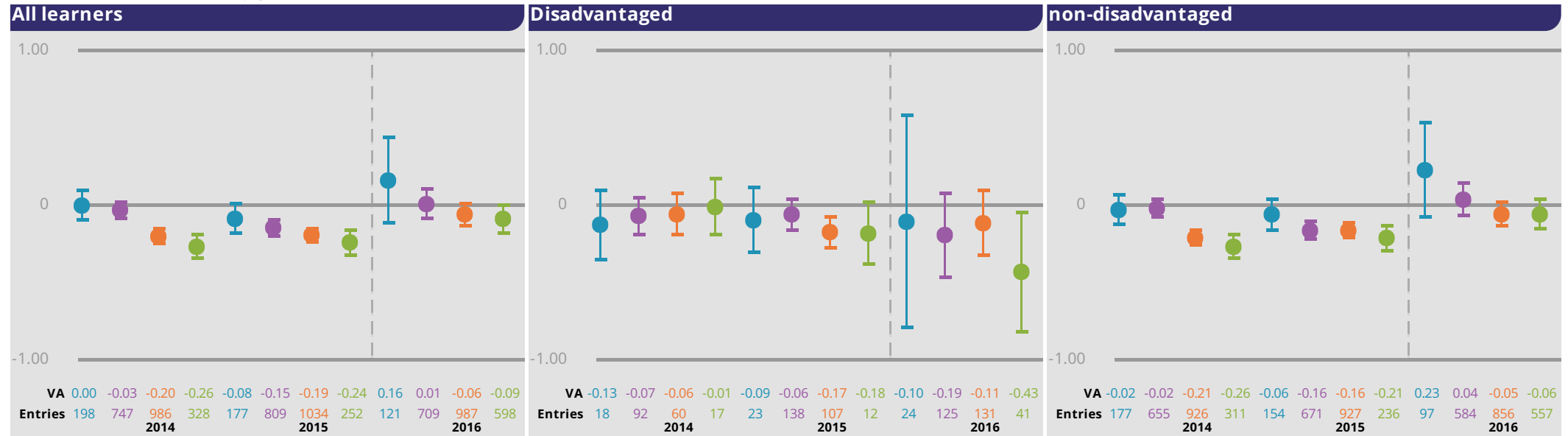
# Sample College

## Value added by prior attainment

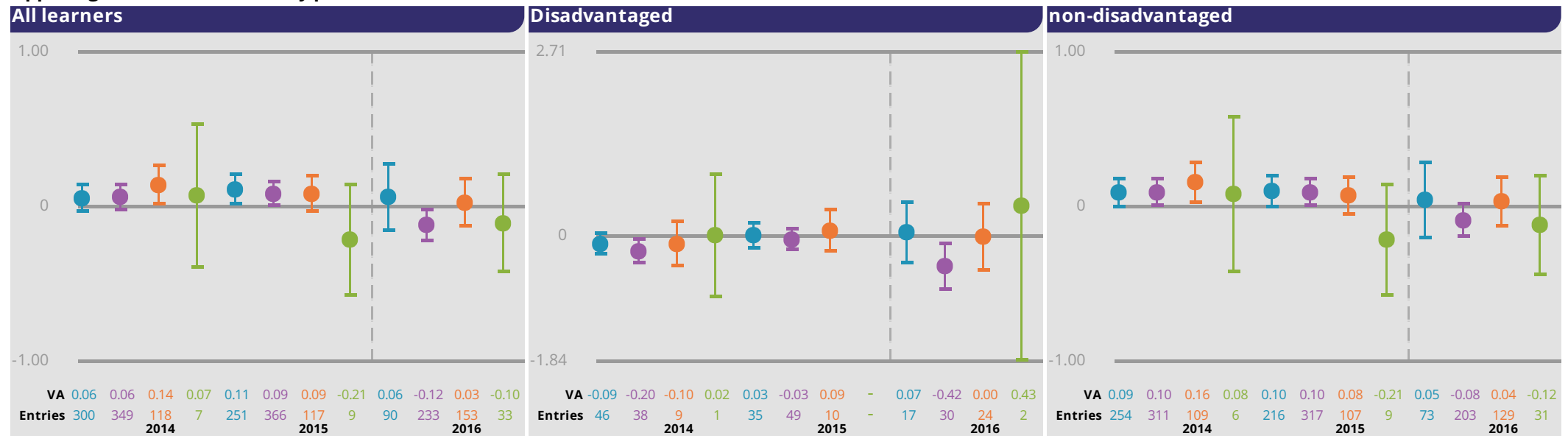
Charts show four groups based on the prior attainment used in calculating VA: GCSE grades for the academic cohort, GCSE and equivalent grades for the applied general cohort.

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

### Academic value added by prior attainment



### Applied general value added by prior attainment

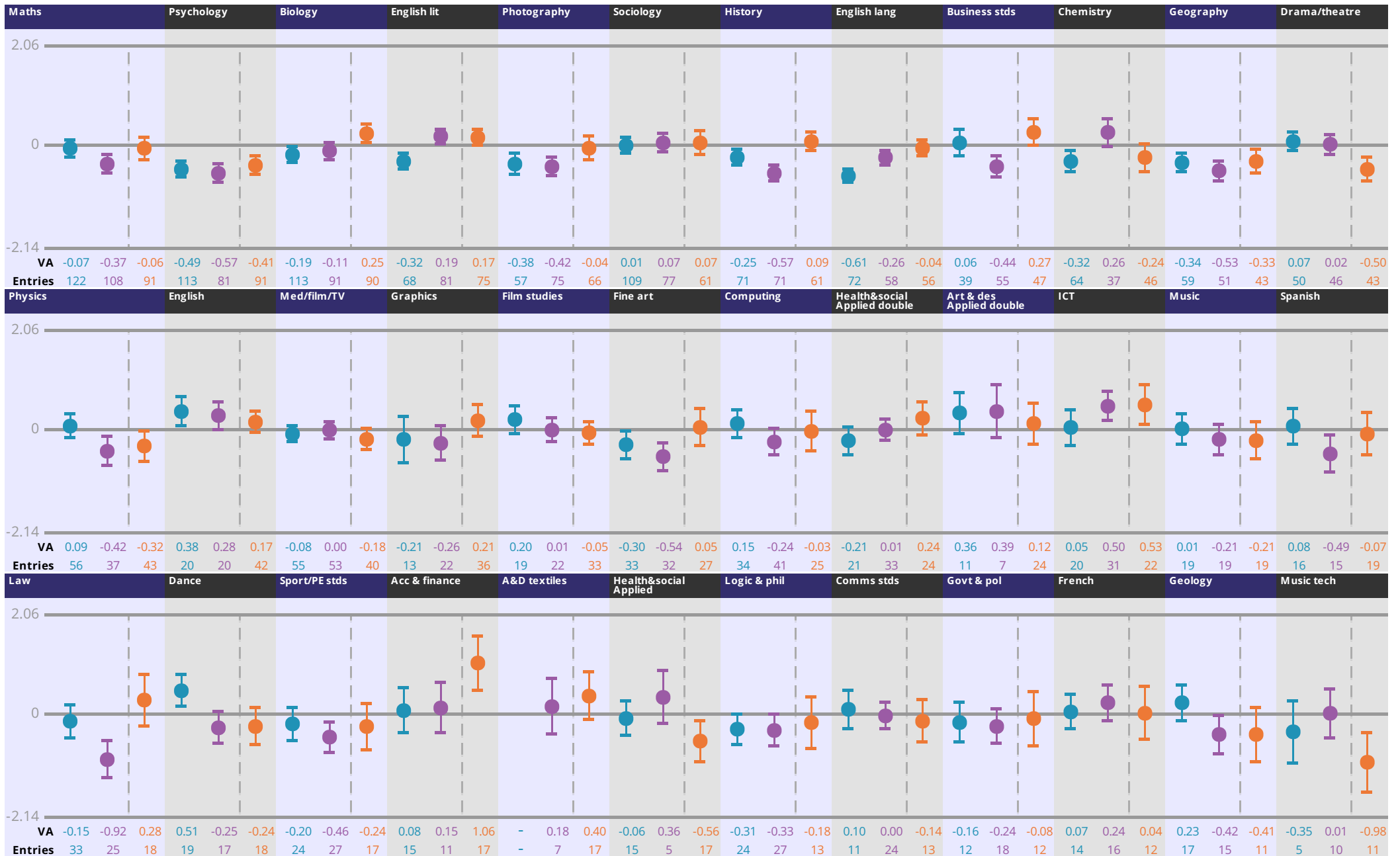


# Sample College

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

Subjects are in descending order of 2016 entry. Qualification is given for applied, Pre-U and IB, but blank for GCE A level.

2014 2015 2016 VA sig. and in lowest 5%

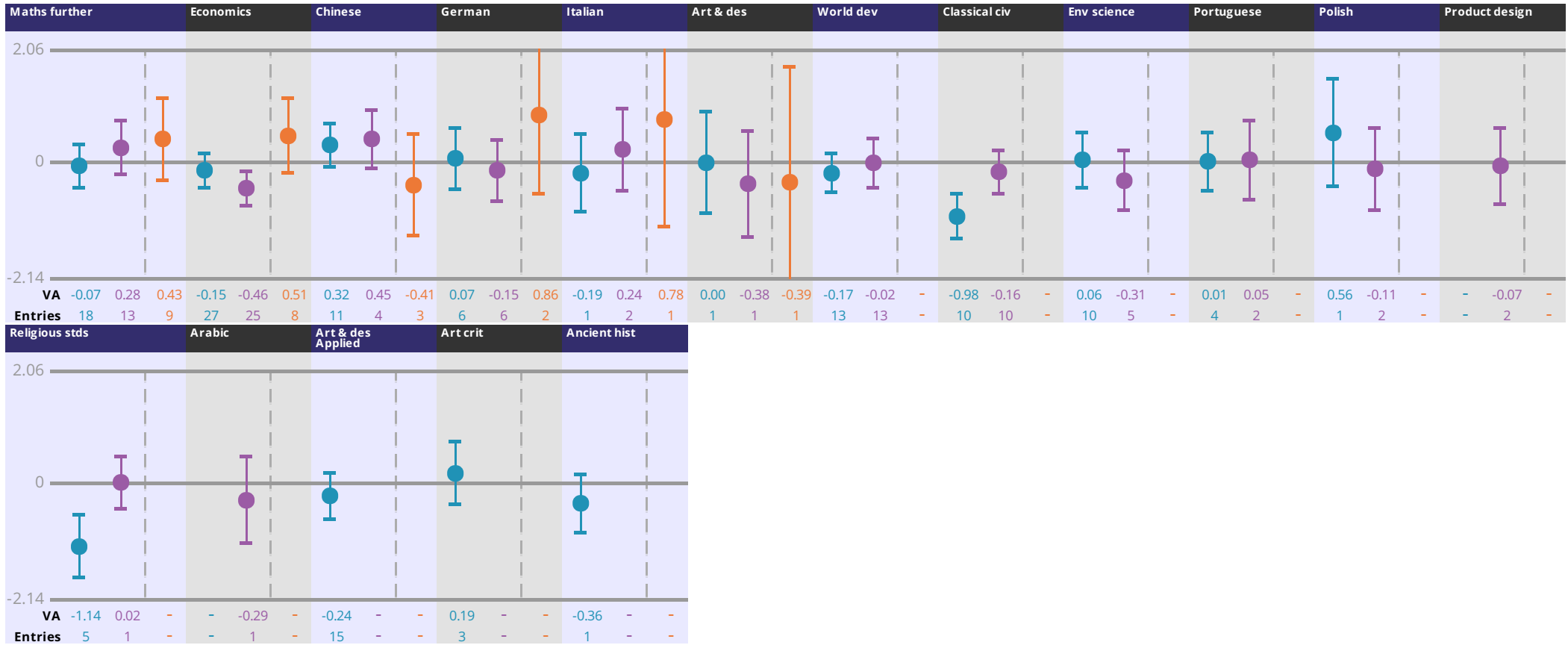


# Sample College

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

Subjects are in descending order of 2016 entry. Qualification is given for applied, Pre-U and IB, but blank for GCE A level.

2014 2015 2016 VA sig. and in lowest 5%

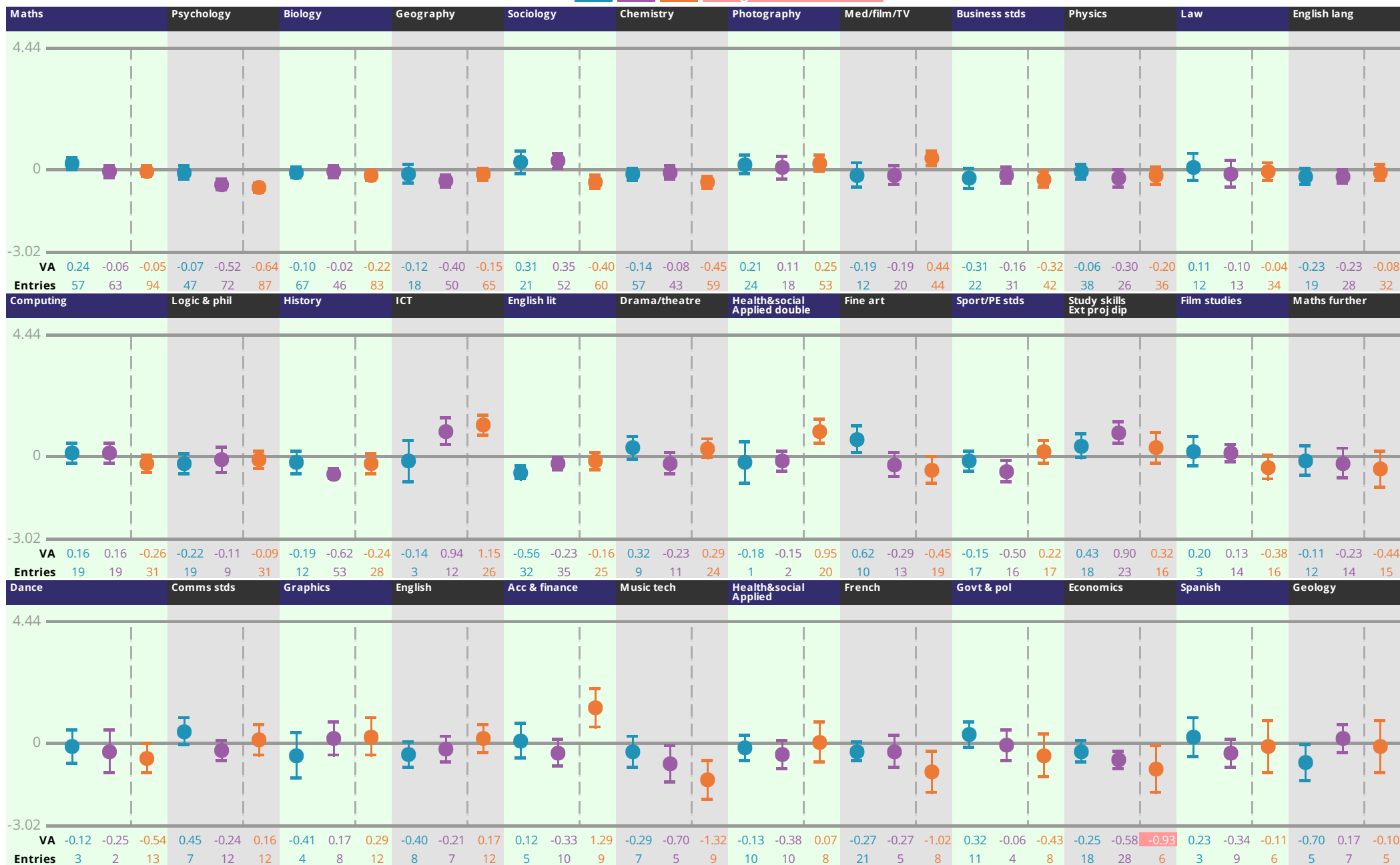


# Sample College

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

Subjects are in descending order of 2016 entry. Qualification is given for applied, Pre-U, FSMQ, extended project, core mathematics and IB, but blank for GCE AS level.

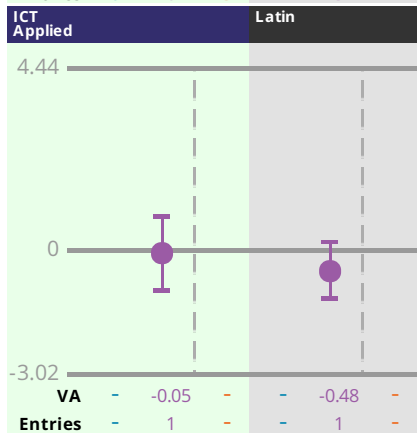
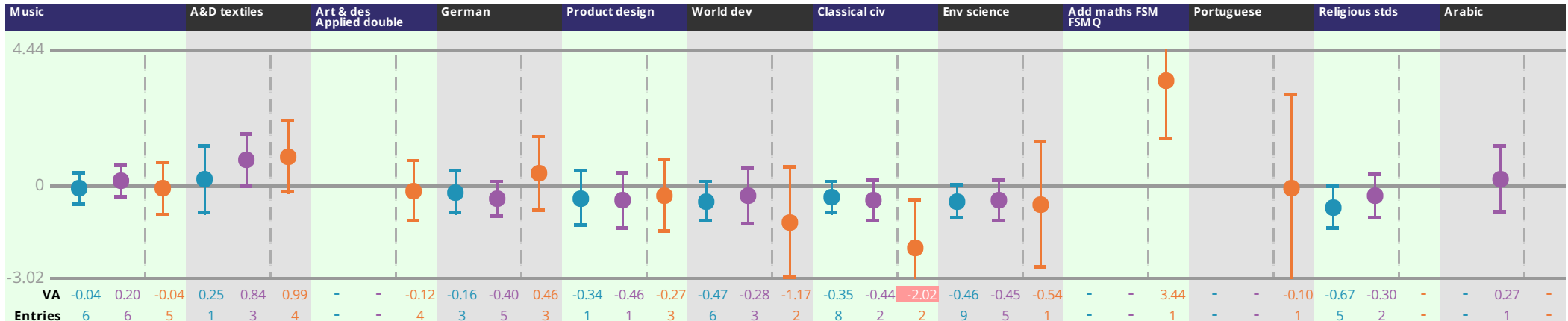
2014 2015 2016 VA sig. and in lowest 5%



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

Subjects are in descending order of 2016 entry. Qualification is given for applied, Pre-U, FSMQ, extended project, core mathematics and IB, but blank for GCE AS level.

2014 2015 2016 VA sig. and in lowest 5%

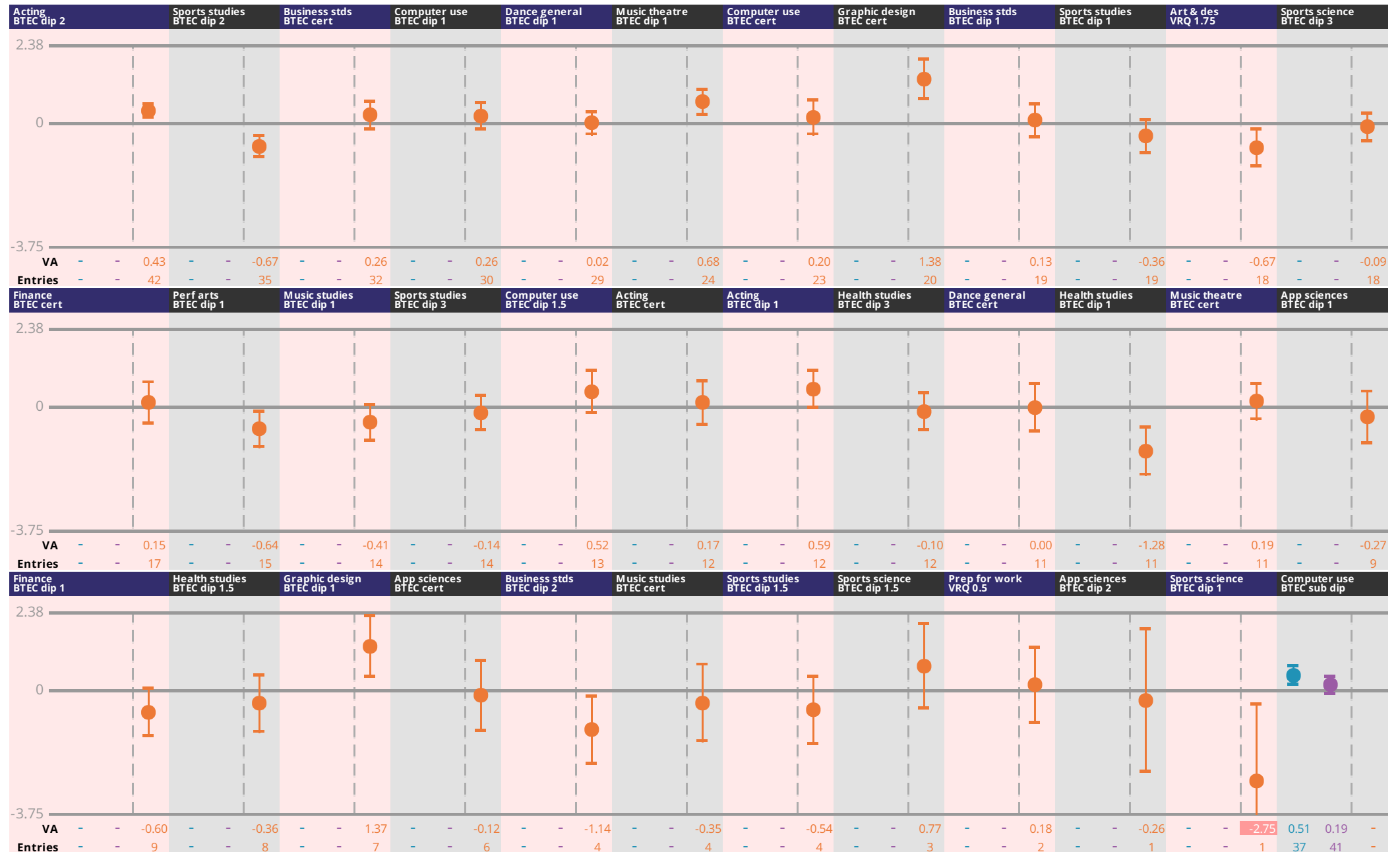


# Sample College

## Applied general value added by subject

Subjects are in descending order of 2016 entry, with 2016 separate from 2015 and 2014 as titles have changed. Qualification titles are given below subject names.

2014 2015 2016 VA sig. and in lowest 5%



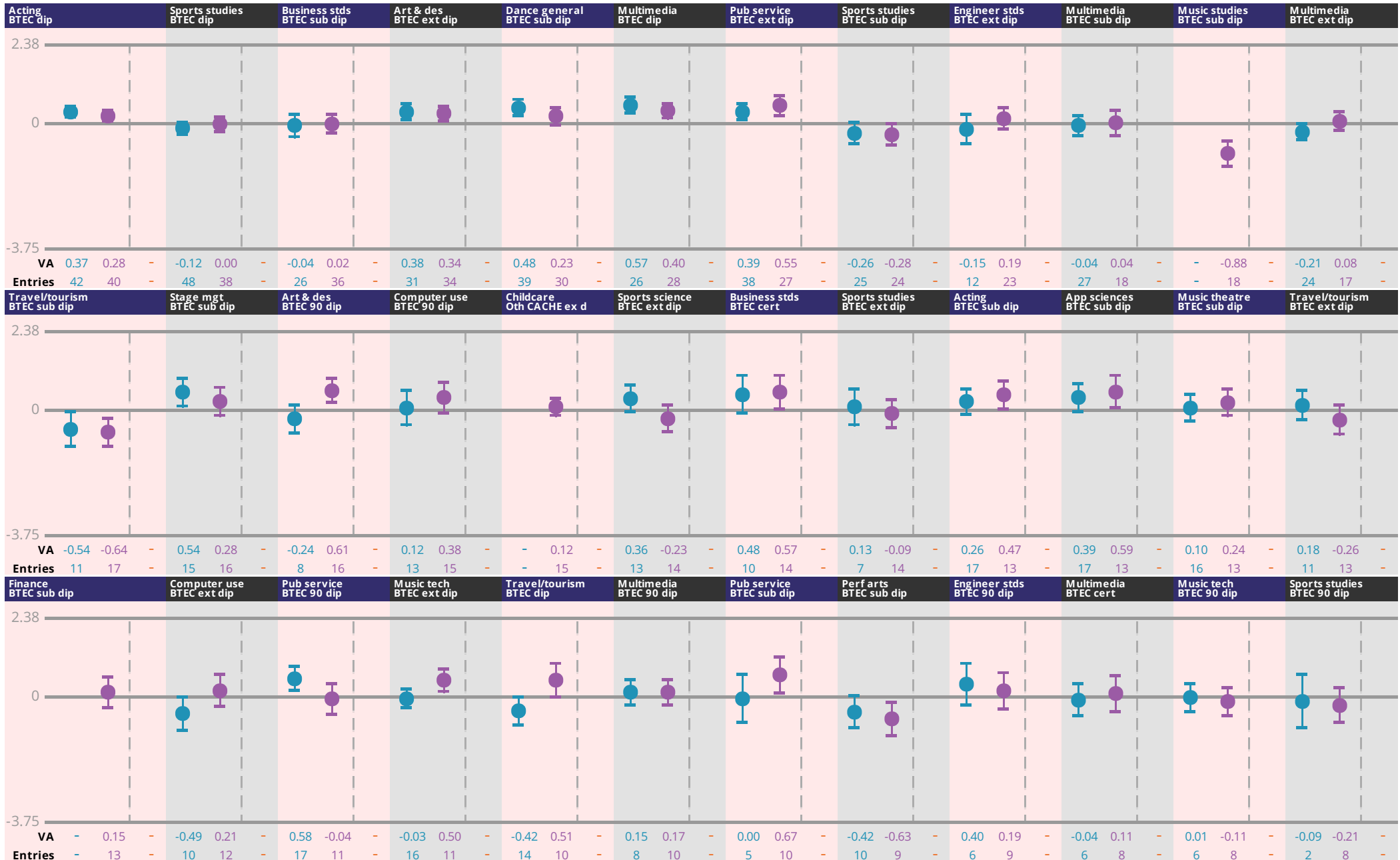


# Sample College

## Applied general value added by subject (continued)

Subjects are in descending order of 2016 entry, with 2016 separate from 2015 and 2014 as titles have changed. Qualification titles are given below subject names.

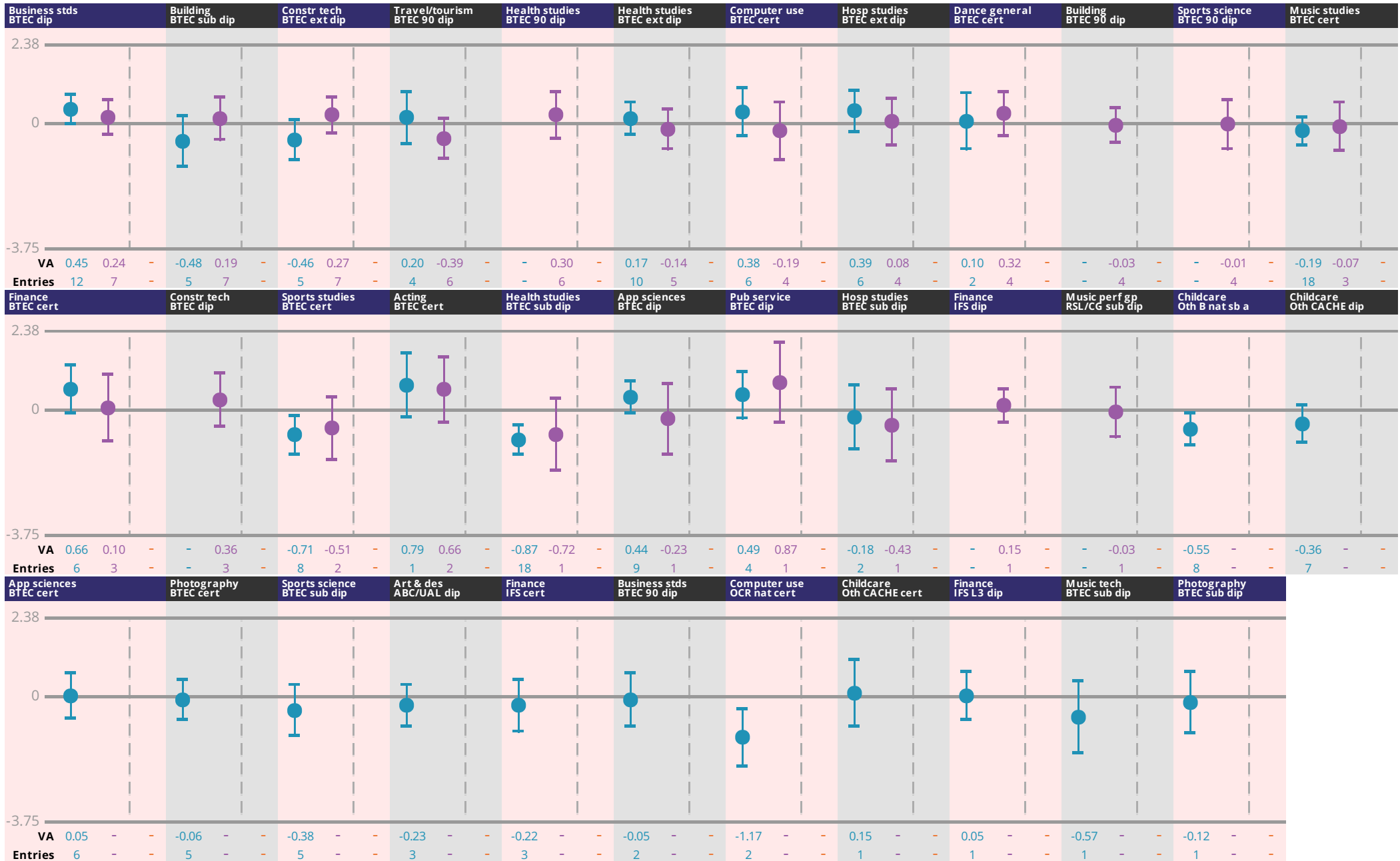
2014 2015 2016 VA sig. and in lowest 5%



Sample College  
Applied general value added by subject (continued)

Subjects are in descending order of 2016 entry, with 2016 separate from 2015 and 2014 as titles have changed. Qualification titles are given below subject names.

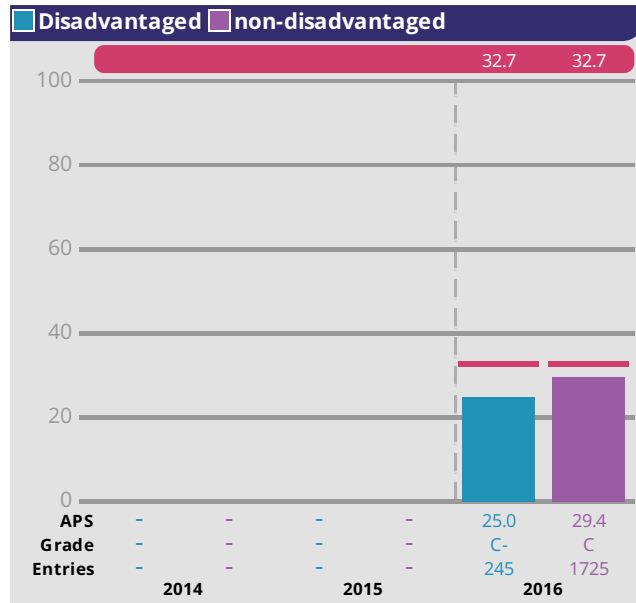
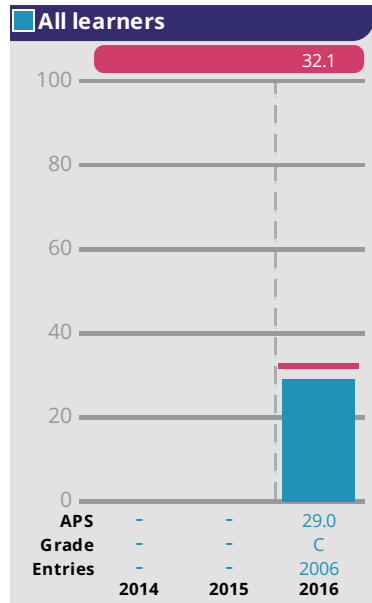
2014 2015 2016 VA sig. and in lowest 5%



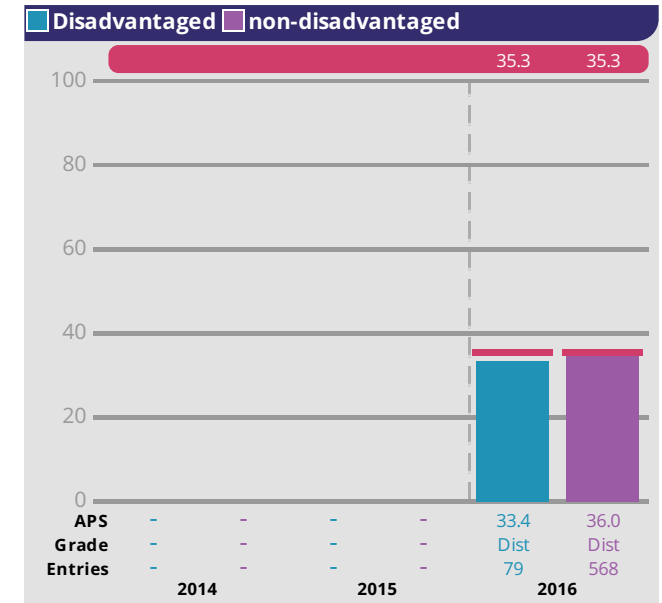
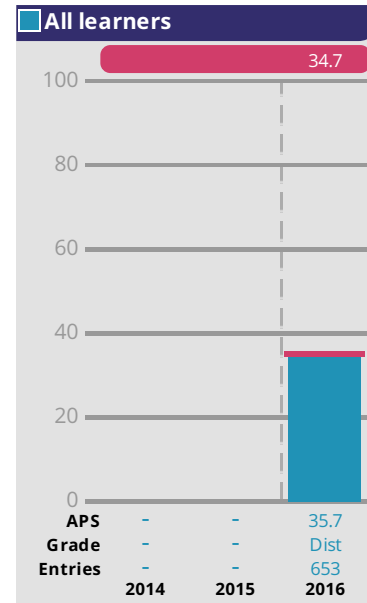
Average point scores (APS) for 2016 use much lower point scores than previous years, so are not directly comparable. Attainment for previous years is shown in the 2015 dashboard. A-level charts include only learners who took at least one A level and were not entered for other qualifications of greater size than an A level; their prior attainment is at GCSE. Data for disadvantaged learners is compared with national figures for non-disadvantaged.

**Average point score per entry**

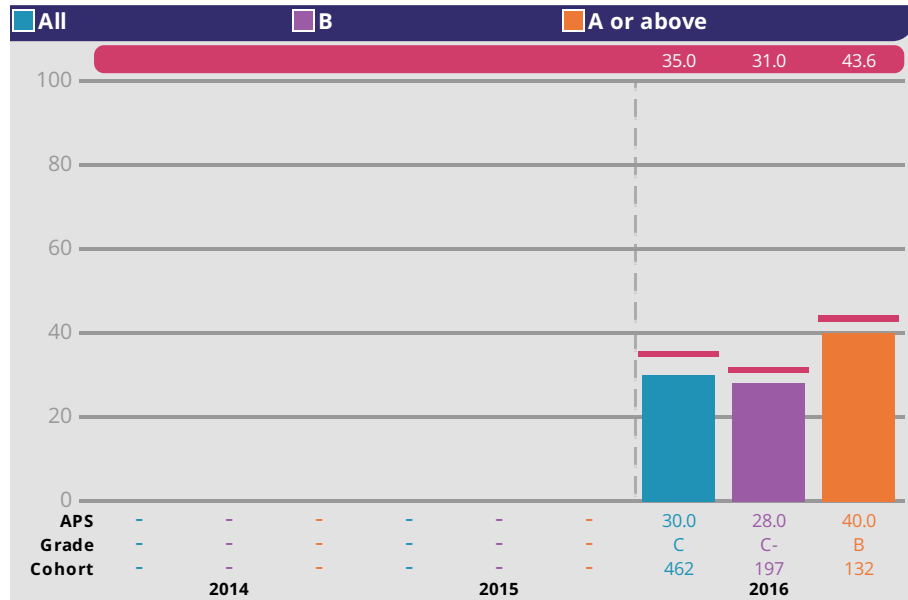
**Academic**



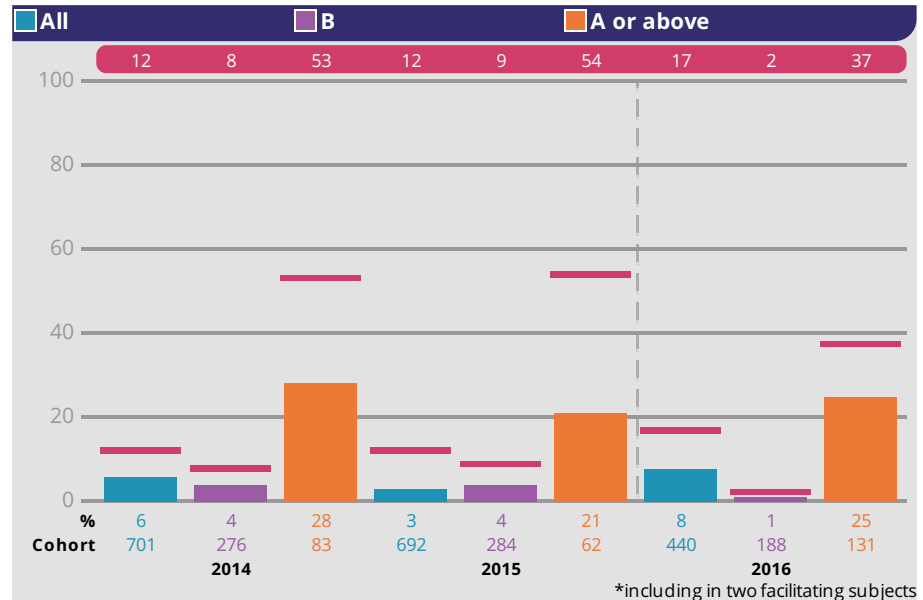
**Applied general**



**APS per entry for best 3 A levels by prior attainment**



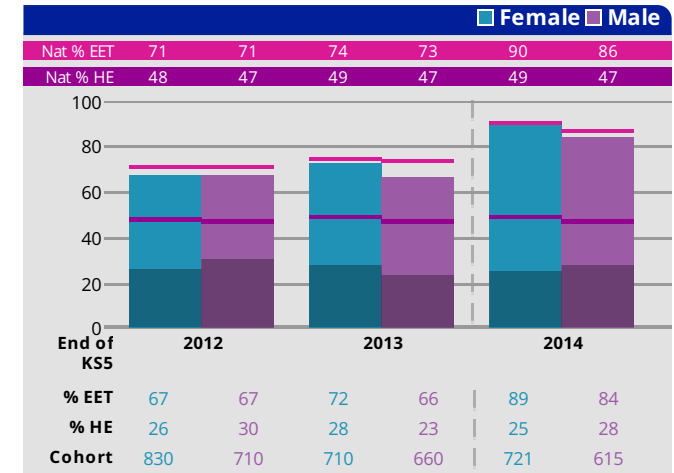
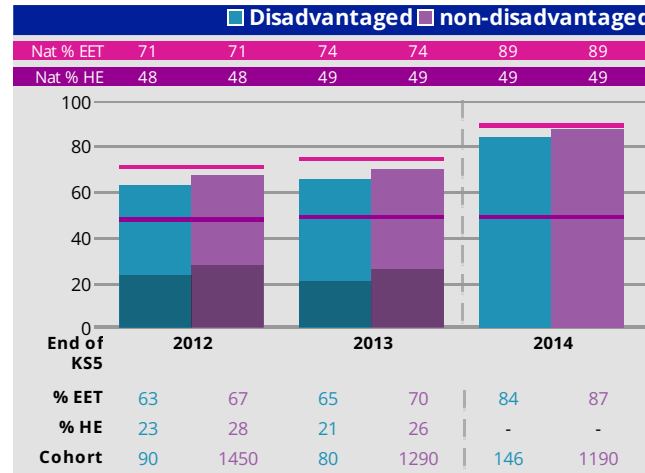
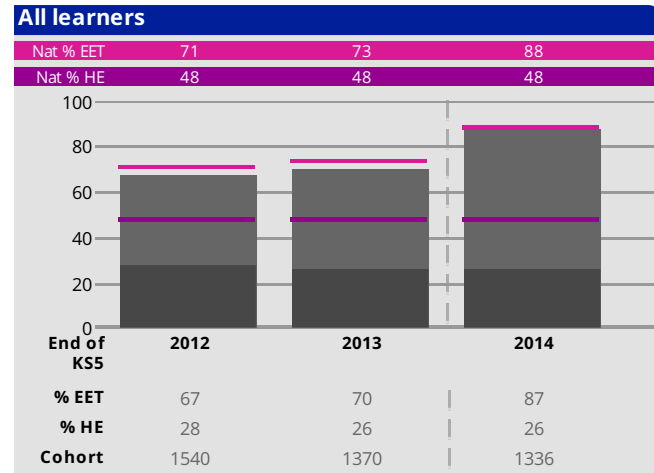
**Percentage of A-level learners attaining AAB\* by prior attainment**



# Sample College Destinations

For 2014, data contributed by HMRC/DWP enabled a higher national percentage of destinations to be shown, so figures are not comparable with earlier years. Data is from revised statistics published by the DfE and shown for only groups of 11 or more and where 3 or more were in a category. Destinations shown are those sustained in the year after learners finished their study programme having entered at least one level 3 qualification. For example, figures for end of KS5 2014 show destinations in the year 2014/15 of learners who finished their study programme in 2014. Disadvantaged group data is compared with national figures for non-disadvantaged learners; gender group data is compared with national figures for the same gender. National figures are for state-funded mainstream schools and colleges and special schools.

**Destinations** Overall bar shows % in sustained education, employment or training destinations (EET). **Darker part** shows % in sustained higher education destinations (HE).



# Sample College

## 16 to 19 context in 2016

For learners who entered at least one level 3 qualification, charts show the prior attainment used in calculating VA: GCSE for the academic cohort, GCSE and equivalent for the applied general cohort. For comparison, average point score (APS) charts also show national figures for all learners. GCSE grade distribution is shown for the academic cohort. The disadvantaged percentage is for the VA cohort. Other context data is for Years 12 to 14 learners and shown for only school sixth forms.

### Prior attainment

All learners Female Male Disadvantaged non-disadvantaged

