

16 to 19 study programmes inspection data summary report

Overview and guidance

This document contains an overview of the data contained in the 16 to 19 study programmes inspection data summary report (IDSR) and information to assist in its interpretation.

Age group: 16–19

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General information

This guide provides an overview of the 16 to 19 study programmes inspection data summary report (IDSR) and information to assist its interpretation. The format of the 16 to 19 IDSR is consistent with the IDSRs for primary and secondary stages of education.

For most further education and skills providers, the 16 to 19 study programmes IDSR is provided as a standalone document. Where a school has both secondary and 16 to 19 provision, the IDSRs are combined. For those colleges that have full-time 14 to 16 provision as well as study programmes, the IDSRs are combined. The 16 to 19 provision pages come after those that relate to the secondary (or 14 to 16 full time provision). The 'areas to investigate' pages are the first page of the 16 to 19 section.

Use for inspection

The IDSR includes historic outcomes data for learners at the end of study programmes and contextual data about current learners (school sixth forms only). We have added a new coverage estimation section from 2018. This new section will help inspectors to see how much weight to give to the data in the IDSR.

When using the IDSR to plan and carry out an inspection, inspectors will give more weight to the data relating to current learners, while considering possible trends in how cohorts have performed over time.

No one data measure should lead to a particular overall judgement. All single measures, and especially those relating to small cohorts, should only be commented on in the context of a range of measures and information.

Use by providers

Providers can access their IDSR by logging into 'Analyse School Performance' (ASP),¹ clicking on the 'list of reports' link and clicking on the 'Inspection data summary reports' tab. For queries about locating an IDSR, please contact enquiries@ofsted.gov.uk. Anonymous IDSRs are available publicly.²

Data content and presentation

The IDSR contains data for context, valued-added progress, completion and attainment, retention, English and mathematics progress and destinations. Various splits of the data, such as showing disadvantaged learners and learners separated by gender, are included. Disadvantaged status is determined by whether or not the learner was recorded as disadvantaged at the end of key stage 4.

¹ Secure access portal: sa.education.gov.uk/idp/Authn/UserPassword.

² www.gov.uk/government/publications/using-ofsted-inspection-dashboard-16-to-19.

The IDSR generally reports performance data on learners in the provider where they ended their 16 to 19 learning, which may differ from the provider they started at. Further technical details on performance data and its coverage are available in the technical guide to accountability measures published by the DfE.³

The IDSR is best viewed in colour, either on screen or printed. All performance data based on 10 or fewer learners/entries is displayed in grey throughout the report. Averages and percentages for these small cohorts are more affected by the performance of individual learners and so should not be given undue weight.

Missing data

Possible reasons why data for some years is not shown for a particular measure include:

- The measure did not exist, was defined differently or was not available to Ofsted for that year. If this is the case, the data is shown as a dash.
- The provider had no learners for a particular measure in that year. If this is the case, the cohort will be shown as a 0 and a dash will be shown for the measure.
- The provider may have recently changed as a legal entity (for example, as a result of merger).

'–' is used to indicate where data is missing or not applicable. 'x' is used in the destinations section to indicate where data is suppressed due to small cohorts.

National figures

National figures are calculated using data for all 16 to 19 providers, but may differ slightly from other sources due to the different decimal precision. National figures are represented with a pink line. Data for a group of learners (e.g. males) is compared against the national data for the same group. An exception to this is that for English and mathematics progress reports for disadvantaged learners, outcomes are compared to both all learners and those not classified as disadvantaged.

Areas to investigate

The 'areas to investigate' are shown on the front page of the 16 to 19 IDSR.

The sentences on this page highlight significant differences from national figures and are calculated based only on the latest year of data. Some sentences are customised to specify only the subjects and groups that meet the criteria of the sentence. Sentences are not produced for measures based on 10 or fewer learners or entries.

³ www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide.

The areas to investigate indicate what inspectors may need to focus their attention on at inspection, although they are not designed to be exhaustive. Sentences may refer to:

- value-added attainment by qualification type
- value-added attainment for all learners and for disadvantaged learners
- value-added attainment by prior attainment
- value-added attainment by subject
- progress scores in English or mathematics for all learners
- progress scores in English or mathematics by prior attainment
- completion and attainment level 2 and level 3
- completion and attainment level 2 and level 3 by prior attainment
- retained for second year.

It is possible that there will be no areas identified by the calculations for investigation at a particular provider. Such a provider would then have no sentences in this section.

Further detail about how the 'areas to investigate' have been calculated and the type of sentences that may appear can be found in a separate 'Areas to investigate guidance' document available on GOV.UK.⁴

Coverage estimation

Coverage estimation is an estimation of the number of learners included in the IDSR compared with the overall learner profile of a provider. This provides an estimation of the weight that the IDSR should have in assessing provider performance. This is especially relevant for general further education and sixth form colleges.

To calculate the coverage estimation, unique learners in the IDSR are identified and aggregated. This total is then divided by the cohort provided in the Individualised Learner Record (ILR) funding return R14 (October 2018). This is the final data return for the funding year 2017/18. The calculation is as follows:

$$\frac{\text{Number of unique learners included in the IDSR (IDSR cohort)}}{\text{Number of unique learners in R14 (R14 cohort)}}$$

Number of unique learners in R14 (R14 cohort)

⁴ www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-16-to-19.

To count in the IDSR cohort, learners must be studying one or more of the following qualifications:

- A levels
- other academic
- applied general
- tech level
- level 2 vocational
- technical certificate.

Learners will also be included in the IDSR cohort if they are part of the English and mathematics progress measure.

To be included in the R14 cohort, learners must be recorded as undertaking one or more of the following in 2017/18:

- apprenticeships
- education and training
- community learning.

Coverage estimation is presented as a single sentence. It will show the following, where we estimate the IDSR cohort in bands of 5%:

'We estimate that between x% to x% of the total learners at this provider are included in the IDSR'.

Only providers with data in R14 will have a coverage estimation. For providers who are not in R14, such as school sixth forms, the assumption will be that most learners will be included within the IDSR. As such, the following sentence will appear:

'Coverage estimation is not available for this provider'.

Context

The first potential context page relates to learner characteristics and ethnicity. Only the IDSRs for school sixth forms include this page as this data is collected in the DfE school census and not collected for other provider types. These numbers are based on the census day in January 2018, so these numbers may not match those elsewhere if there have been any learners joining and leaving the provider.

The second potential context page (which may be the only one present) covers qualification types and learner characteristics. This comes from a DfE dataset which covers all providers, so the IDSR includes this page for all providers.

Learner characteristics (school sixth form only)

This table shows the number of learners on roll in each academic year, the gender split, the percentage of learners with special educational needs, the percentage with English as an additional language and the percentage of learners who continued at this provider from the previous academic year.

Ethnicity (school sixth form only)

The text explains how many different ethnic groups are actually present in the provider. The ethnicity chart shows the percentage of learners in each ethnicity group where 5% or more of the cohort are from that ethnic group. All other groups are shown together in the 'other' segment. The pie chart may not add up to 100% due to rounding being applied to the percentage for each group.

Qualification type and learner characteristics

This table lists the number of learners undertaking each type of qualification, the percentage with various characteristics, the percentage of the vocational cohort studying approved qualifications and the number of learners who did not achieve a grade C or above in GCSE mathematics or English.

Learners may be working towards more than one type of qualification and so may be counted more than once. Learners taking courses that are not full qualifications are not included, so the number in each row may not add up to the total number of learners reported elsewhere.

Prior attainment grade distribution

These charts show the average prior attainment of learners currently studying A levels, applied general qualifications and tech levels. National figures are shown as pink lines, and the numbers below the charts include the size of the cohort.

Note that this is average prior attainment by the learner at the end of key stage 4. For A levels, this is based on GCSEs only. For applied general and tech levels, all approved qualifications are included. The calculation does not indicate the highest grade or the number of qualifications a learner obtained.

Progress measures

This section shows the progress towards attaining qualifications, and/or from their starting points based on their prior attainment, that learners have made. It uses two different forms of data explained here.

Value added

Value-added (VA) data is shown for A level, AS level and applied general qualifications. The 'A level group' includes the following A level qualifications:

- A level
- applied A level, single award
- applied A level, double award.

The 'AS level group' includes the following AS level qualifications:

- AS level (not continued to full A level)
- applied AS level double award
- applied AS level.

For reference, the 'A level group' in DfE performance tables combines these two groups together.

The number of entries is shown on the value-added charts. In the aggregate attainment charts the figures shown are for weighted entries, rounded to the nearest whole number. For example, an A level is counted as 1, AS level as 0.5 and a double-award A level as 2. Hence the entry and aggregate figures may differ.

Completion and attainment

Value-added progress measure is not used for tech levels due to a weak relationship with learners' average key stage 4 results. Instead, a completion and attainment (C&A) measure introduced in 2016 is used. The C&A measure assumes completion of qualifications as well as attainment. If a student does not complete a qualification, this is treated as a fail in the measure. Further details on C&A can be found in DfE's technical guidance.⁵ A C&A measure for technical certificates and 'other level 2 vocational' was introduced in 2017.

These figures compare the attainment of students at the provider with the average attainment for the same qualifications across England. The score for the provider's average is expressed as a proportion of a grade above or below the national average, so zero indicates parity with the national average.

Trends over time for level 3 study programmes

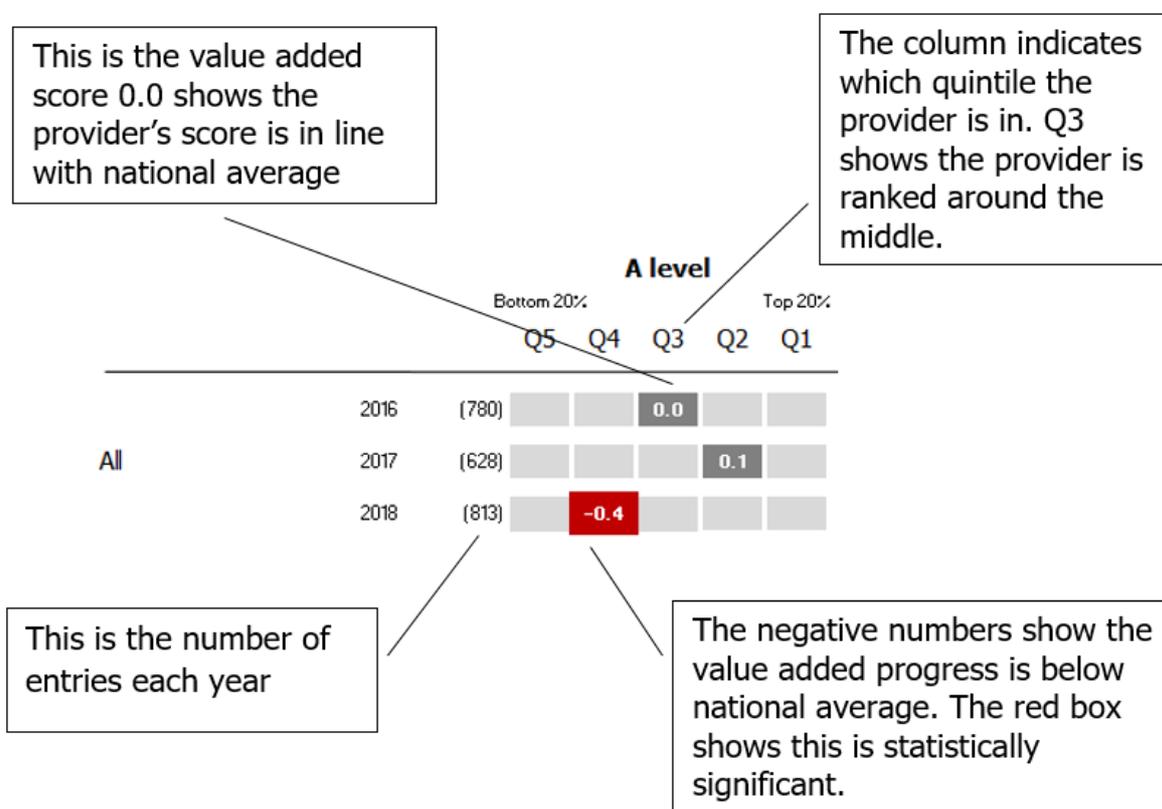
This chart shows how far providers have moved learners from their starting point each year for the last three years. The chart indicates which quintile (five equal groups, ranging from bottom 20% to top 20%) they fall into; quintile 5 is the lowest

⁵ www.gov.uk/government/publications/16-to-18-accountability-headline-measures-technical-guide.

fifth of providers, Q4 is the next fifth above those, and so on. The number indicates the value added or C&A score relative to national, so 0.0 indicates average progress.

A negative score means students at the provider made less progress than other learners with similar results at the end of key stage 4 (on VA) nationally, or had a lower completion and attainment score than other learners nationally who studied for the same qualifications (on C&A).

A coloured box with the VA score indicates whether VA data is statistically significantly different from the national figures. Green indicates it is significantly above and red indicates it is significantly below. Here is an example of a quintile chart from this section:



Two pages of these charts are included, the first with data split by previous attainment at key stage 4 and the second displays scores for the disadvantaged group.

Data for small cohorts is displayed in grey and care should be taken not to place disproportionate emphasis on such cohorts. Caution should also be taken when considering movement across one quintile, as this may reflect a relatively modest change in score taking the provider over a boundary.

Value added by subject

These trend over time charts show how much progress learners have made in each subject. They cover A level and applied general qualifications.

A level covers the following qualifications:

- A level
- applied single award
- applied double award
- pre-U principal subject
- International Baccalaureate (IB).

A list of qualifications included in 'applied general' is available on the DfE website.⁶

The circle indicates the overall VA score by subject; this is the average of all the scores in the subject. The vertical line indicates the confidence interval. A larger cohort leads to a smaller confidence interval, which is shown by a shorter vertical line and vice versa. It is noted that:

- where the confidence interval is wholly above the zero line, the VA score is significantly above average (sig+)
- where the confidence interval is wholly below the zero line, the VA score is significantly below average (sig-).

The charts do not show whether VA has risen or fallen significantly since the previous year. When making comparisons with the previous year, differences in cohort sizes, which lead to different sized confidence intervals, should be taken into account. A VA score may be unchanged but move from being not significantly different from average to significantly different because the cohort size increased causing the confidence interval to decrease. Any changes in the VA score as well as its significance should be taken into account.

Light red shading on VA scores shows those that the score is both significantly below average and in the lowest 5%.

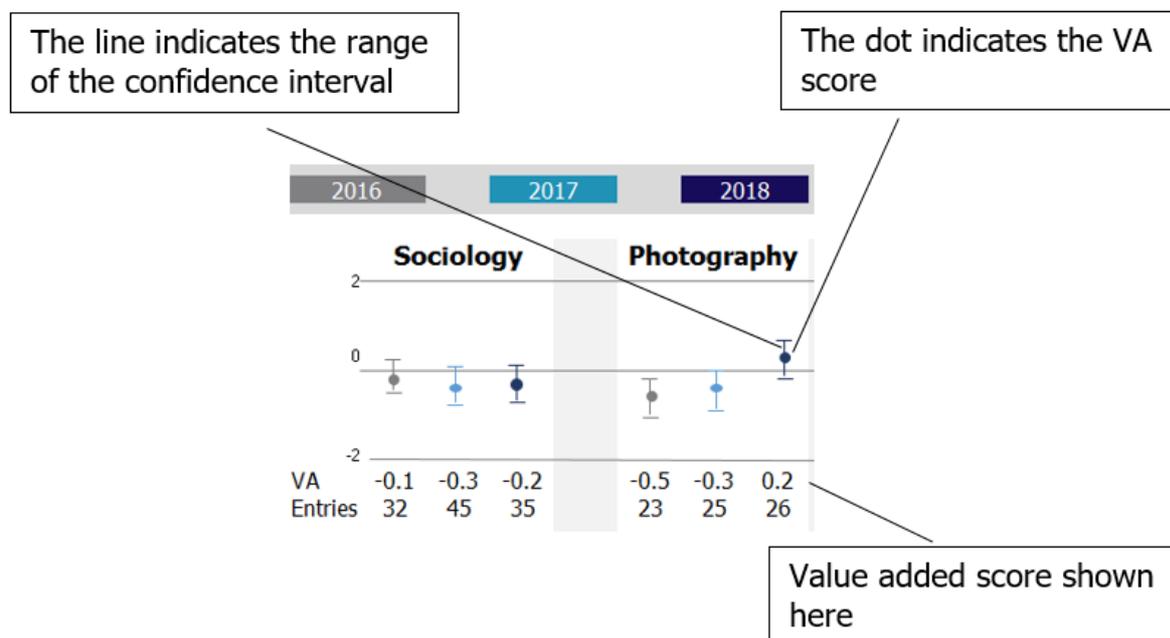
The number of entries and the VA score are provided on the table below the chart. These are greyed out where entries are 10 or less.

Subjects are listed in descending order based on the size of the cohort in the most recent year.

Subjects with no entries in 2018 are not displayed.

⁶ www.gov.uk/government/publications/technical-and-vocational-qualifications-for-14-to-19-year-olds.

Here is an example of a chart from this section:



Attainment

The first attainment page displays the attainment by prior attainment at KS4 for level 3 qualifications. The second displays attainment by prior attainment at KS4 for level 2 qualifications. The second page is not currently available and it will be added with the next release. Each page of charts shows the attainment of learners in 2018, split by their prior attainment.

The top half shows the average point score (APS), the grade this relates to and the number of entries for all A levels taken and for the the best three A levels. The lower half of this page provides the APS data in the same way for learners who took applied general and tech level qualifications.

Learners are split vertically by their average prior attainment grade at key stage 4. Vertical red lines indicate the national figures for comparison.

Retention

This section provides data on to what extent a provider retains learners to the end of their courses. Data for 2018 will be available later this year and will be included in a future release.

Data is presented on five study programmes:

- A levels (including AS level)
- applied general
- tech levels

- level 2 technical certificate
- level 2 vocational.

The first page in this section provides data on retention over time. The second page presents data for 2018 split by learner characteristics; this page will not be included if the data is not yet available.

This page of charts shows how well learners remain with this particular provider long enough to achieve the learning aims of their course of study; this is one year for level 2 qualifications, and is usually two years for full level 3 qualifications.

Two measures were introduced in 2017:

- 'Retained for the second year' refers to learners who completed qualifications for the first year of study and then were retained for a second year. This does not apply to level 2 qualifications.
- 'Retained and assessed' refers to learners assessed at the end of two years of study for a qualification of the same size as the one they intended when their studies began. This is not necessarily the same subject or type of qualification they were aiming for when their studies began.

English and mathematics progress

This page shows the progress made by learners who did not achieve at least a grade C (grade 4 in the new grading system) in English and/or mathematics by the end of key stage 4.

The rows in the table break down learners into the different levels they achieved at key stage 4, from fail through entry level to lower level GCSEs. Note the acronym 'FSM' is used here to refer to the 'free standing mathematics' qualification. The final row in each table displays the outcomes for the disadvantaged group.

The columns provide a wide range of different measures on to what extent the learners made progress. Be careful when using percentages here as the number of learners is often small. Colour box frames around the average progress score indicate how this figure compares to the national figures. See the key at the bottom of the page for further details.

Each table shows the following information:

- the percentage of learners who improved their grade from key stage 4
- the percentage of learners who attained grade C or above at the end of their study programme; this equates to grade 4 in the reformed GCSE grading system
- the average progress score

- the percentage of learners not entered for an approved English or mathematics qualification even though they did not attain a grade C (or 4) or above at the end of key stage 4.

The average progress measure subtracts a learner's post-16 performance from their prior attainment at key stage 4 (with a cap on negative scores of -1). For example:

- if an individual student moves from an E grade to a C grade they would receive a progress score of +2 as they have made two grades' progress
- if the student starts at grade E but achieves a grade F during post-16, they would receive a progress score of -1.

In each table learners are split by their prior attainment at key stage 4, as follows:

English	Qualifications included at key stage 4
Fail	No qualifications
Entry level and level 1 ESOL and functional skills	ESOL level 1 and entry level, functional skills level 1 and entry level
GCSE grades F to G	Reformed GCSEs (grade 1), legacy GCSEs (grades F to G)
GCSE grade E	Reformed GCSEs (grade 2), legacy GCSEs (grade E)
GCSE grade D and level 2 ESOL and functional skills	Reformed GCSEs (grade 3), legacy GCSEs (grade D), ESOL level 2 (all grades), functional skills level 2 (all grades)

Mathematics	Qualifications included at key stage 4
Fail	No qualifications
Entry level and level 1 functional skills, use of mathematics and FSM	Free standing mathematics level 1 and entry level, functional skills level 1 and entry level, AQA use of mathematics (grades D to G)
GCSE grades F to G	Reformed GCSEs (grade 1), legacy GCSEs (grades F to G)
GCSE grade E	Reformed GCSEs (grade 2), legacy GCSEs (grade E)
GCSE grade D and level 2 functional skills and use of mathematics and FSM	Reformed GCSEs (grade 3), legacy GCSEs (grade D), free standing mathematics level 2 (all grades), functional skills level 2 (all grades), AQA use of mathematics (grades A*/A/B/C)

Destinations

Destination measures are intended to provide information on how effectively a provider is assisting learners to continue in sustained education, training or

employment. These measures shows the percentage of learners progressing to each destination at the end of a particular academic year.

The latest data shows information for the 2015/16 cohort at the end of 2016/17. The data comes from official statistics ('Destinations of KS4 and KS5 pupils: 2017') published in October 2018 and official statistics (SFR56/2018).

Data to construct these measures is collected via a number of different sources:

- the national pupil database students for students at the end of their 16 to 19 study
- the individualised learner record (ILR)
- Higher Education Statistics Authority (HESA) records
- HMRC employment records.

More detailed technical information relating to methodology is available on GOV.uk.⁷

The table enables users to view the destination profile of a provider and compare it with the national percentages for state-funded schools and colleges shown in the final three rows. The table also splits the cohort by gender and shows destinations separately for disadvantaged learners. This may highlight where a provider has a higher or lower proportion of its learners achieving a positive sustained destination or 'destination not sustained' than the national figure, which may warrant further investigation.

Data may be suppressed where cohorts are small to prevent individuals being identified. Such fields are marked with an 'x'.

The table in the report shows the cohort size and the percentage continuing to the following destinations:

Destination	Definition
Education/employment or training	Overall percentage of students going to a sustained education, employment or training destination.
Apprenticeship	Students were counted as being in a sustained apprenticeship if they had six consecutive months participation on an ESFA-funded apprenticeship at any time during the destination year. They are identified within the ILR data by means of the aim type and programme type in line with other FE analysis.
Any education	Students are counted if they have continued to any of the following: <ul style="list-style-type: none"> ■ further education

⁷ www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2017.

	<ul style="list-style-type: none"> ■ higher education ■ other sixth form school/college ■ independent school ■ alternative provision ■ special school ■ specialist post-16 institution.
UK higher education	Students are counted if they have continued to a either a university or another higher education institution as identified in HESA data.
Destination not sustained	Students are counted if either: <ul style="list-style-type: none"> ■ they participated in education, employment or training during the academic year but did not complete six months' participation ■ the student had no participation recorded and were recorded as NEET by their local authority ■ they were known to be claiming out-of-work benefits at some time during the destination year.
Activity not captured	Students are counted if either: <ul style="list-style-type: none"> ■ they have a national insurance number but their destination is not recorded ■ they have no record of a national insurance number ■ they cannot be matched.



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