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Social Science in Government

Post-16 Institutions Omnibus

Wave 4 findings

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Executive summary

1. Introduction and aims

There has been a large-scale transformation of post-16 education in recent years resulting in reforms to A levels, the introduction of new technical education courses (tech levels, technical certificates and applied general qualifications) and a greater emphasis on careers education, including the promotion of careers related mentoring to build links between students and employers[1].

The purpose of this research was to gain a better understanding of post-16 institutions' views about these changes and explore what they are doing to ensure learners are prepared for adult life. This was the fourth survey in the Post-16 Institutions Omnibus series which is delivered biannually, allowing the Department to track changes over time[2]. The fourth wave was conducted between November and December 2016, six months after the third wave (May and June 2016) and 12 months after the second wave (November and December 2015)[3].

2. Key findings

AS and A level reform (Chapter 2)

AS level and A level qualifications taught in schools in England are being reformed in four phases to ensure they better prepare students for higher education or employment.[4] The first wave of new AS level and A level qualifications were introduced in September 2015 whilst the teaching of second wave subjects commenced in September 2016.

The majority of institutions that offered A levels felt that the preparation and start of teaching for the second wave of new AS and A levels had gone well (75%). Just 5% felt it had not gone well.

[1] Post-16 Skills Plan
[2] Post-16 institutions wave 1 findings and results
[3] Reports for previous waves of the Post-16 Omnibus can be found here: wave 3 ; wave 2; wave 1.
[4] The importance of teaching: the schools white paper 2010

Technical education and vocational qualifications (Chapter 3)

The government has introduced tech levels and technical certificates as part of its action to raise standards and to better align technical education to the needs of employers. A third category, applied general qualifications, recognises approved qualifications in applied subjects that are designed to enable entry to higher education. These were introduced after the consultation on the reform of vocational qualifications[5]. Post-16 institutions may also offer other vocational qualifications.

More than half of institutions were offering tech levels, technical certificates or 'traditional' vocational qualifications (e.g. BTECs, NVQs, OCR Cambridge Nationals) to their post-16 students (52%) and these institutions covered 74% of the student population.

One-fifth of institutions offered tech levels or technical certificates (18%)[6]. All institutions that offered these technical education qualifications offered them in conjunction with 'traditional' vocational qualifications. One-third of institutions offered 'traditional' vocational qualifications but not technical education qualifications (34%). General colleges were significantly more likely than average to offer either tech levels or technical certificates (85% compared to 18%).

The majority of institutions that offered or planned to offer technical education or vocational qualifications were aware of the Post-16 Skills Plan and the Sainsbury report on technical education (73%).

Provision of other qualifications at post-16 (Chapter 4)

Over three-quarters of institutions offered GCSEs to their post-16 students (78%, 22% did not) and these institutions covered 94% of the student population.

Apprenticeships combine practical training in the workplace with study, last for 1-4 years and are intended to equip students with the skills needed for work. **Around one in eight institutions were offering apprenticeships (12%)** at post-16 and these were attended by half the post-16 student population (49%). The majority of these institutions were planning to increase their provision over the next 12 months (75%) – none expected it to decrease.

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[5] Government proposals to reform vocational qualifications for 16-to-19-year-olds

[6] When asked, institutions were given the following definition: These courses provide training in a particular occupational area and equip a student with specialist knowledge and skills, enabling entry to an apprenticeship, other employment or progression to a related higher education course. These might have been referred to as 'vocational' in the past. If necessary, they were also given some examples of technical education courses: subjects like accounting, childcare, electronic engineering, bricklaying or programming.

Traineeships were introduced in August 2013 and were designed to help young people develop the skills needed for an apprenticeship and/or employment. **Under one in ten institutions were offering traineeships at post-16** (8%, though these were attended by 32% of the student population). As with apprenticeships, the majority were planning to increase their traineeship provision in the next 12 months (69%), with most of the remainder (28%) expecting to maintain the same level of provision. None planned for provision of traineeships to decrease, though some were unsure (13%).

Post-16 maths: level 3 qualifications (Chapter 5)

In recent years DfE have taken steps to improve the take up of level 3 maths by post-16 learners. In 2014 new 'Core Maths' qualifications were launched, designed for students with a grade C or above at GCSE who do not choose AS/A level mathematics[7].

The majority of institutions anticipated that they would enter roughly the same number of students into AS and A level maths examinations in summer 2017 as they did in summer 2016 (77% and 68% respectively). This was also the case for AS and A level further maths (75% and 68% respectively).

Just under half of institutions offered Core Maths (48%). Likely **growth in Core Maths** was evident in that many more institutions that offered it anticipated numbers entered for this qualification increasing by at least 10% in summer 2017 over summer 2016 (36%) than planned to enter fewer students (10%).

The most frequently cited **challenges to entering students for level 3 maths qualifications were concerns about student attainment and the cost of offering courses**, reported by 56% and 33% of institutions offering level 3 qualifications.

Preparation for employment and higher education (Chapter 6)

In recent years, there has been an increasing emphasis on the need to deliver high quality careers education to ensure young people are prepared for employment and higher education. The Post-16 Skills Plan set out a series of reforms to careers education and guidance to ensure that it is embedded in the curriculum and encourages collaboration with employers[8]. The Careers and Enterprise Company is supporting this by connecting employers with schools and colleges via its Enterprise Advisor Network

[7] Core maths qualifications: technical guidance
[8] Post-16 Skills Plan

and by allocating funding to a range of mentoring and other enterprise programmes for young people[9].

The most common information source used to help students make informed decisions about their education and career choices was the National Careers Service (79%). The next most frequently mentioned were careers web tools and local labour market information (67% and 66% respectively).

Around **three-fifths of institutions offered a careers-related mentoring programme to their post-16 students** (58%, covering 68% of the student population). It was more common for institutions to offer this mentoring to some as opposed all their post-16 students (45% and 13% of all institutions respectively). Groups most likely to be targeted were those from disadvantaged backgrounds and students in certain year groups.

In wave 3 of the Post-16 Institutions Omnibus, a comparable proportion of institutions offered careers-related mentoring to their post-16 students (59% compared to 58%). However, between the two waves there was a significant decrease in the proportion of institutions that offered careers-related mentoring to all students (21% compared to 13%) and a significant increase in the proportion that offered careers-related mentoring to some of their students (45% compared to 38%).

Furthermore, between wave 3 and wave 4 of the Post-16 Institutions Omnibus there was a significant increase in the proportion of institutions that targeted students from disadvantaged backgrounds (70% compared to 52%) and a significant decrease in the proportion that offered careers-related mentoring to students in certain year groups (69% compared to 75%).

Over half of all institutions offered post-16 students work placements that involved working with an employer for at least one month (57%, covering 69% of the student population). **One in ten institutions offered these work placements to more than half of their students** (10%, covering 18% of the student population).

Social mobility (Chapter 7)

Challenges to social mobility is a growing concern. Recent research has demonstrated a progression gap between choices made by children on free school meals and their more affluent peers, for instance 24% of children eligible for free school meals attend university, 18 percentage points lower than those from more privileged backgrounds[10].

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[9] http://www.careersandenterprise.co.uk/what-we-do

[10] Social and ethnic inequalities in choice available and choices made at age 16

The majority of institutions described their students' aspirations as high or very high (68%) whilst 8% reported they were low. Nearly all institutions were encouraging students to have aspirations and/or achieve their potential through activities related to building life skills (e.g. team working, communication skills, leadership, social skills, resilience, problem solving) or through offering careers advice (including a wide range of potential options) (both 98%).

A lack of parental aspiration and the cost of university or other continued education were the most frequently cited barriers institutions faced in trying to raise the aspirations of students (34% and 31% respectively).

Results were analysed using IMD (Indices of Multiple Deprivation) data, which enabled comparison of responses from institutions in the 20% most and least deprived postcodes. A number of significant differences emerged, particularly when institutions were asked about the aspirations of their students.

Over four-fifths (85%) of institutions in the 20% least deprived areas reported that the aspirations of their students were high, compared to two-thirds (66%) of institutions in the 20% most deprived areas. Institutions in the most deprived quintile were more likely than those in the least deprived quintile to report certain barriers to raising the aspirations of their students. These included a lack of parental aspiration (48% compared to 19%) and a lack of support from parents (29% compared to 17%).

SEN Support (Chapter 8)

The SEN Support category was introduced in the Children and Families Act 2014 as a means of supporting children and young people that have Special Educational Needs (SEN) but do not have a Statement of SEN, a Learning Difficulty Assessment (LDA) or an Education, Health and Care (EHC) plan).

Almost nine in ten institutions reported having post-16 students with special educational needs on the SEN Support category (87%). Among these institutions, the most commonly used measures to check whether support provided to students on SEN Support improves progress/attainment were standard student monitoring (94%) and by collecting the views of parents, carers or students (94%).

These institutions also indicated that additional progress discussions with students and case meetings with SENCOs or specialists were useful to improve the support provided to students on SEN Support (97% and 95% respectively), with 32% rating the latter as *the most useful* activity.

Bullying (Chapter 9)

Institutions were asked to rate how often they had received reports or witnessed incidences of a number of different types of bullying over the last 12 months. **Sexist or sexual language being used to degrade girls was the most frequently reported type of bullying with 64% of institutions stating that it had happened at least once in the last 12 months** and a fifth (21%) stating that it happens at least once a term.

The next most frequently reported types of bullying were homophobic or biphobic bullying and bullying based on race or nationality (42% and 37% respectively reported these had taken place in the last 12 months).

Teacher supply (Chapter 10)

Respondents were questioned on their workforce and recruitment.

Just over three-quarters of institutions had some of their post-16 teaching workforce excluding teaching assistants working flexibly (78%). Just under a fifth had no post-16 staff working flexibly (18%, with 4% unsure). The most common situation was for less than a quarter of the workforce to be working flexibly (65% of all institutions). Around nine-tenths of schools with sixth forms and general colleges reported having post-16 teachers that work flexibly (87% and 92% respectively). Special schools were significantly less likely to have post-16 teachers working flexibly (38%).

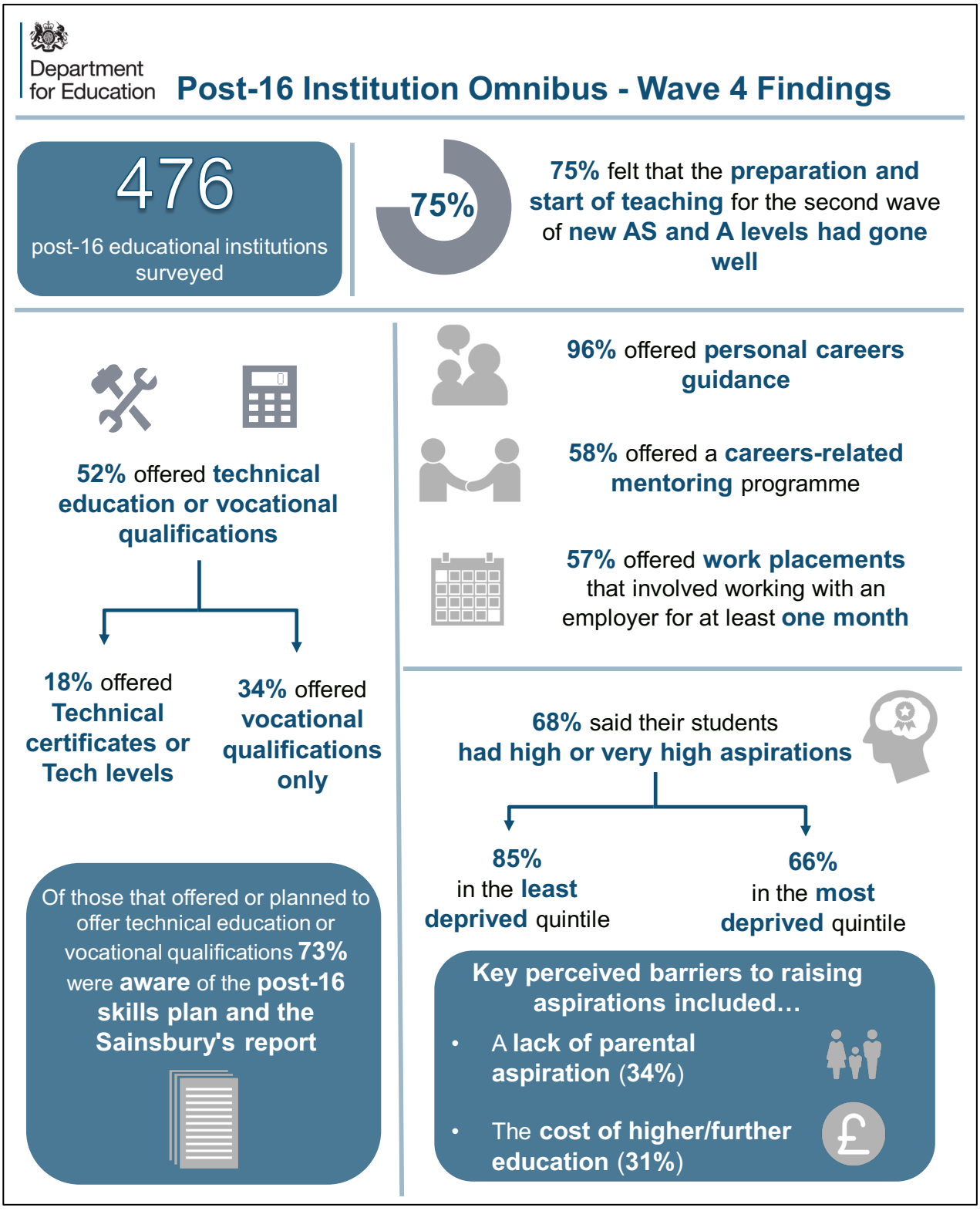
The most common actions being taken to improve the retention of post-16 staff were offering line management support (95%), encouraging innovative teaching (95%) and offering peer support (93%).

Institutions' had mixed views about the likelihood of recruiting teachers from outside the UK if they had supply issues in Modern Foreign Languages (MFL) or Science Technology Engineering and Maths (STEM) subjects.

Two-fifths of institutions teaching MFL subjects would be likely to recruit teachers from outside the UK (43%) whilst just under a quarter would not (24%) – the remainder were neutral or unsure. Schools with sixth forms were more likely than average to report being likely to recruit teachers from outside the UK if they faced supply issued in MFL subjects (48% compared to 43%).

Institutions teaching STEM subjects were equally divided as to whether they would recruit STEM teachers from outside the UK if they had teacher supply issues (32% said they would be likely to do so compared with 33% unlikely). General colleges were more likely than schools with sixth forms to report that they would be unlikely to recruit teachers from outside the UK if they faced supply issued in STEM subjects (47% compared to 28%).

Figure 1.1: Key findings infographic



1. Introduction

There has been a large-scale transformation of post-16 education in recent years resulting in reforms to A levels, the introduction of new technical education courses (tech levels, technical certificates and applied general qualifications) and a greater emphasis on careers education, including the promotion of careers related mentoring to build links between students and employers[11].

The purpose of this research was to gain a better understanding of post-16 institutions' views about these changes and explore what they are doing to ensure learners are prepared for adult life. This was the fourth survey in the Post-16 Institutions Omnibus series which is delivered biannually, allowing the Department to track changes over time[12]. The fourth wave was conducted between November and December 2016, six months after the third wave (May and June 2016) and 12 months after the second wave (November and December 2015)[13].

1.1 Methodology

This report presents the findings of 476 interviews conducted with post-16 institutions[14] in England. The survey was primarily conducted via telephone, though there was an opportunity for respondents to take part online (four interviews were completed online). The majority of interviews took place with Headteachers/Principals, Assistant Heads/Principals, or Heads of post-16 education (see Table 1.1).

[11] Post-16 Skills Plan
[12] Post-16 institutions wave 1 findings and results
[13] Reports for previous waves of the Post-16 Omnibus can be found here: wave 3 ; wave 2; wave 1.
[14] Institutions in scope of the study were state-funded institutions providing post-16 education. This included colleges (including specialist colleges), sixth form colleges, schools with sixth forms (including maintained, academies, free schools and special schools), studio schools and university technical colleges. The study excluded commercial and charitable providers, higher education providers, independent specialist providers and non-maintained special schools.

Table 1.1 Respondent job title

Job title	% of completed interviews
Head / Principal	23%
Assistant Head / Principal	27%
Director / Head of post-16 education	38%
Assistant Director / Head of post-16 education	4%
Curriculum Co-ordinator / student services	6%
Other teacher	2%

Prior to the main fieldwork, the questionnaire went through two development phases to ensure it was relevant, engaging and consistently understood by the range of different institutions offering post-16 education:

- In the first phase, seven cognitive interviews were conducted by telephone. After running through the survey, respondents were asked follow-up questions to examine their understanding of the questions and the reasons for their responses.
- Following this, the questionnaire was piloted with 20 institutions. These telephone interviews were monitored to check the flow of the interview, that respondents understood the questions, and that the interview length was at the intended 20 minute duration.

Sampling and weighting

The sample for the survey was drawn from Edubase, DfE's register of educational establishments in England. A sample of 921 post-16 institutions was drawn, and 476 interviews were achieved from the 907 institutions that were eligible (a response rate of 52%, see Annex A for further information).

The sample was stratified to cover all of the different types of post-16 institutions, including small subgroups such as studio schools and specialist colleges.

Two different weights were applied to the final data (see Annex B for further details):

- A primary weight was applied to ensure that the results were representative of the entire population of post-16 institutions and to correct for the over-sampling of small-subgroups mentioned above.
- A secondary weight was also applied to the data to make it representative of the proportion of students attending each institution type (for instance, general colleges

account for a small proportion of institutions but 45% of the student body – see Table 1.2 overleaf).

Data with this secondary weight is reported on throughout the report where it changes the interpretation of the results (for example, when a low proportion of institutions may have had a practice in place but where these institutions still cover a large proportion of the student population).

Throughout the report, relevant differences between subgroups are discussed where the base size is at least 50. Subgroup differences are only reported where the difference is statistically significant at the 95% confidence level.

Report structure

The first half of the report focuses on post-16 qualifications:

- Chapter 2 examines A levels looking at institutions' views on how well the introduction of the second wave of new A levels has gone
- Chapter 3 explores technical education and awareness of the Post-16 Skills Plan
- Chapter 4 looks at the provision of other qualifications including apprenticeships and traineeships
- Chapter 5 reports on the take up of various maths qualifications.

The remainder of the report looks at other issues covered in the survey:

- Chapter 6 examines what institutions were doing to help prepare young people for employment and higher education, including their provision of careers education, work placements and mentoring
- Chapter 7 discusses social mobility and what actions institutions were taking to encourage students to have high aspirations
- Chapter 8 focuses on the SEN support provided to students without a statement or EHC plan
- Chapter 9 discusses the prevalence of different types of bullying
- Chapter 10 explores teacher supply and what institutions were doing to improve retention.

Table 1.2: Sample drawn and interviews a wave 4

Institution type	Population	% of population	% of student body	Sample drawn	Interviews achieved
General Further Education (FE) colleges[15]	221	7%	45%	109	61
Schools with sixth forms	2,099	68%	38%	627	300
Sixth Form colleges	95	3%	13%	47	29
Specialist colleges	19	1%	2%	9	6
Special schools	573	19%	1%	95	65
Studio Schools	37	1%	<0.5%	18	7
University Technical Colleges	39	1%	<0.5%	16	8
Total				**921**	**476**

[15] General FE colleges are distinct from sixth form colleges and tend to offer a wider range of courses such as vocational qualifications.

2. A level reform

This chapter assesses institutions' A level provision and their views on how well the preparation and start of teaching for the second wave of new AS and A levels has gone[16].

AS level and A level qualifications in England are being reformed in four phases to ensure they better prepare students for higher education or employment[17]. The first wave of new AS level and A level qualifications were introduced in September 2015 whilst the teaching of second wave subjects commenced in September 2016 (prior to start of the survey fieldwork). Teaching of the third and fourth waves is due to start in September 2017 and September 2018 respectively[18] [19].

Reformed AS qualifications have been decoupled, meaning that they no longer count towards an A level qualification. The new AS levels and A level qualifications will be linear with all external assessment taking place at the end of the course, and most subjects will be assessed by examination rather than coursework.

A levels were taught by three-quarters (75%) of institutions, and these institutions cover 77% of the post-16 student population. This figure is consistent with the results of wave 2 and wave 3, where 76% taught A levels. Nearly all schools with sixth forms offered A levels (96%), compared to three-fifths of general colleges (59%).

Among the institutions that were teaching A levels, 18% were planning to offer them in more subjects over the next 12 months whilst 23% were planning to reduce the number of subjects (Table 2.1). The majority planned to offer the same number of subjects (57%), though quite a high proportion did not know (29%) suggesting in many institutions the decision had not yet been made.

[16] Subjects covered in the second wave of new AS and A levels are: ancient languages (classical Greek, Latin), dance, drama and theatre, geography, modern foreign languages (French, German and Spanish), music, physical education and religious studies.
[17] The importance of teaching: the schools white paper 2010
[18] A timetable of the subjects which are being reformed at each of the three phases can be found in Get the facts: AS and A level reform.
[19] Announcement that revised community languages will be taught from 2018

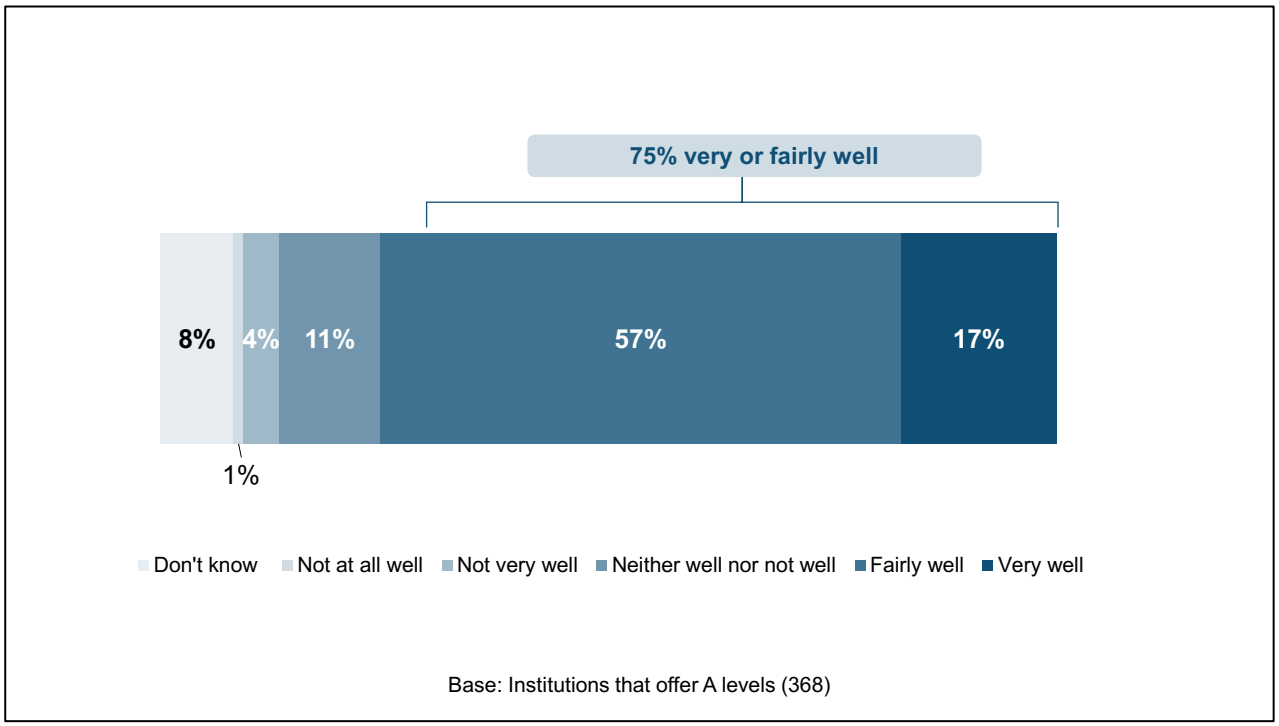
Table 2.1 Planned provision of A levels over the next 12 months

Planned provision	% of institutions that offer A levels
More subjects	18%
The same number of subjects	57%
Fewer subjects	23%
Don't know	29%

Base: all institutions that offer A levels (368)

The majority of institutions that offered A levels felt that the preparation and start of teaching for the second wave of new AS and A levels had gone well (75%, Figure 2.1). Just 5% felt it had gone not very or not at all well, while 11% were neutral, saying it had gone neither well nor not well.

Figure 2.1: Extent to which the preparation and start of teaching of the second wave of new AS and A levels had gone well or not well



Base: Institutions that offer A levels (368)

All institutions that rated the preparation and start of teaching of the second waves of A levels as anything less than very well were asked whether there were any subjects that they felt less confident about teaching than others. Whilst most (73%) reported the same level of confidence in teaching all subjects, a small number of institutions were less

confident about geography (6%) and religious studies (5%), followed by physical education, drama and theatre and French (each 3%)[20].

[20] Please note that these figures are based on a small number of responses: 15 institutions reported they were less confident about geography; 12 were less confident about religious studies; 8 were less confident about physical education; 7 were less confident about drama and theatre; 7 were less confident about French.

3. Technical education and vocational qualifications

This chapter explores institutions' provision of technical education and vocational qualifications, their awareness of the Post-16 Skills Plan and how early they start to plan for technical education courses or qualifications starting in a new academic year.

The Government has introduced tech levels and technical certificates as part of its action to raise standards and to make technical education more closely aligned to the needs of employers. A third category, applied general qualifications, recognises approved qualifications in applied subjects that are designed to enable entry to higher education. These were introduced after the consultation on the reform of vocational qualifications[21]. Post-16 institutions can continue to offer other vocational qualifications as long as they have approval for teaching to 16 to 19 year olds.

More than half of institutions were offering tech levels, technical certificates or 'traditional' vocational qualifications (e.g. BTECs, NVQs, OCR Cambridge Nationals) to their post-16 students (52%) and these institutions covered 74% of the student population.

It was far more common for institutions to be offering 'traditional' vocational qualifications such as BTECs, NVQs and OCR Cambridge Nationals (offered by 52% of all institutions) than the newer tech levels or technical certificates (each offered by 13% of post-16 institutions; 18% offered either). All the institutions that offered tech levels and / or technical certificates were also offering 'traditional' vocational qualifications. A third of all institutions (34%) offered 'traditional' vocational qualifications but neither tech levels or tech certificates.

Again, general colleges were more likely than average to offer all three types of qualification: 98% offered 'traditional' vocational qualifications (compared to 51% of schools with sixth forms and 28% of special schools), 82% offered technical certificates (compared to 10% of schools with sixth forms and 0% of special schools) and 62% offered tech levels (compared to 11% of schools with sixth forms and 0% of special schools).

Just over half of institutions (55%) were offering applied general qualifications to their post-16 students (40% were not and 5% were unsure). General colleges were significantly more likely to be offering applied general qualifications (87% compared to 61% of schools with sixth forms and 20% of special schools).

[21] Government proposals to reform vocational qualifications for 16-to-19-year-olds

3.1 Changes to provision

On balance results indicate an increase in technical education provision over the next 12 months among those institutions that offer it currently: just over a third (36%) of these institutions planned to increase their technical education provision compared to just 5% planning to decrease it (around half, 52%, expected no change). General colleges that already offered technical education were particularly likely to plan to increase this provision (62%).

Broadly similar results were found regarding applied general qualifications. Among those institutions offering these qualifications many more were planning to increase (28%) than decrease (8%) their offer in this area, though most expected no change (61% - 3% were unsure).

Among the institutions not currently offering technical education/'traditional' vocational qualifications or applied general qualifications for their post-16 students, very few were anticipating introducing these in the future (11% and 6% respectively).

3.2 Post-16 Skills Plan

In July 2016 the Sainsbury report on technical education was published alongside the government's Post-16 Skills Plan. The Skills Plan is designed as a framework to support young people and adults to secure sustained skilled employment, whilst meeting the needs of the growing and changing economy[22].

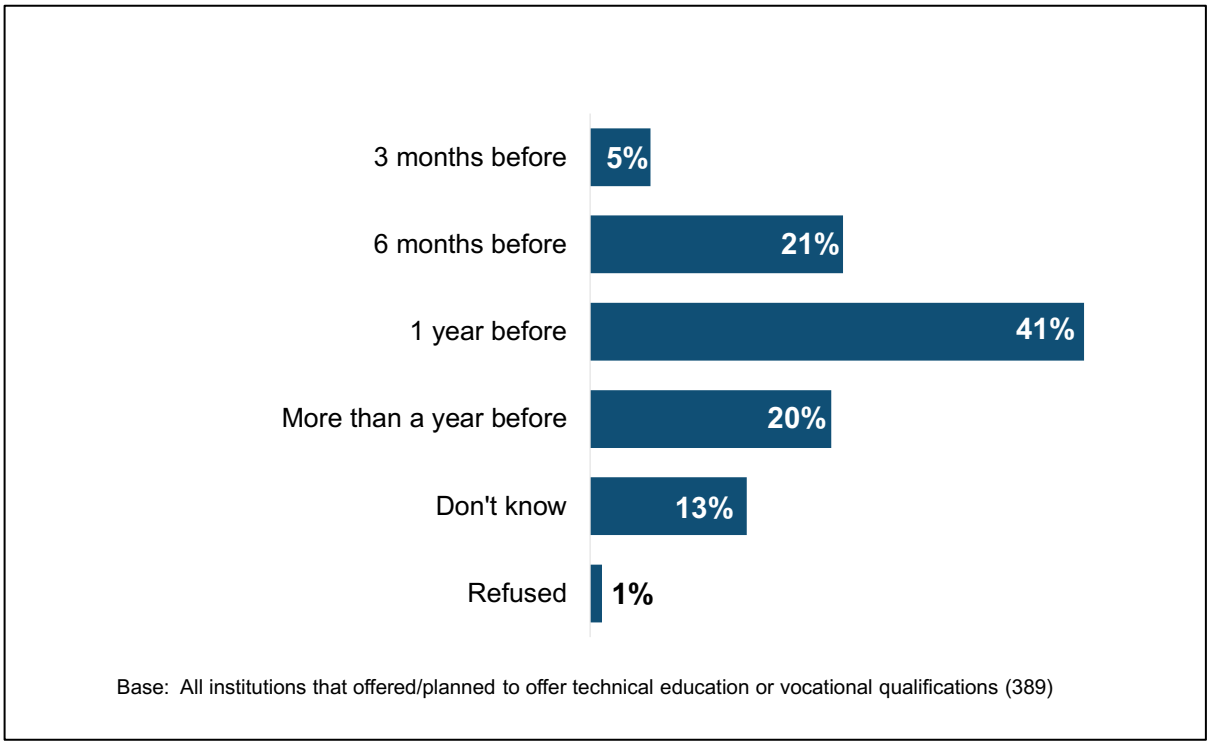
Almost three-quarters of institutions that offered or planned to offer technical education or vocational qualifications were aware of the Post-16 Skills Plan and the Sainsbury report on technical education (73%), meaning just over one-quarter were not aware (27%). Awareness was higher amongst general colleges (98%, compared to 70% of schools with sixth forms), and institutions that specifically offered tech levels or technical certificates compared to those that only offered 'traditional' vocational qualifications (83% versus 69%).

Institutions that offered or planned to offer technical education or vocational qualifications were also asked about at what stage they started to plan for technical education courses starting in a new academic year. Most started planning a year before (41%), though a fifth started planning longer ahead (20%, see Figure 3.1). A fifth started planning 6 months before (21%). Very few left it to the last 3 months (5%).

[22] Post-16 Skills Plan

Institutions in the least deprived quintile were more likely to plan for technical education courses/qualifications further in advance than those in the most deprived quintile. One fifth (21%) of institutions in the least deprived quintile reported that they start to plan for technical education courses/qualifications more than a year before the new academic year, compared to 10% of institutions in the most deprived quintile.

Figure 3.1: Stage at which plan for technical education courses.qualifications starting in a new academic year



Base: All institutions that offered/planned to offer technical education or vocational qualifications (389)

4. Provision of other qualifications at post-16

Following on from the earlier chapters about A levels and technical qualifications, this chapter explores whether institutions were offering GCSEs, apprenticeships and traineeships to their post-16 students, and their plans for increasing provision in the future.

4.1 GCSEs

Over three-quarters of institutions offered GCSEs to their post-16 students (78%) and these institutions covered 94% of the student population. All of the general colleges were offering GCSEs, compared to 88% of schools with sixth forms and 25% of special schools.

The vast majority of institutions offering GCSEs were planning to offer them in the same number of subjects over the next 12 months (89%). Slightly more were planning to offer them in more subjects (7%) than fewer (3%, Table 4.1).

Table 4.1: Planned provision of GCSEs over the next 12 months

More subjects	7%
The same number of subjects	89%
Fewer subjects	3%
Don't know	2%

Base: all institutions that offer GCSEs (389)

Overall around one in ten institutions that were not offering GCSEs said they intended to start offering them for their post-16 students in the future (9%).

4.2 Apprenticeships and traineeships

Apprenticeships combine practical training in the workplace with study, last for 1-4 years and are intended to equip students with the skills needed for work. They were reformed in 2013 following the Richard Review of 2012 to make the apprenticeship programme more rigorous and more responsive to employers' needs[23]. Apprenticeships have also been identified as a key means to prepare young people for successful careers, and the

[23] The Richard Review of Apprenticeships

government has recently announced plans to increase the number of apprenticeships available to 3 million by 2020[24].

Traineeships were introduced in August 2013 and are designed to help young people develop the skills needed for an apprenticeship and/or employment. Traineeships last between six weeks and six months and include: a work experience placement with an employer; work preparation training; and English and Maths provision where required[25].

Around one in eight institutions were offering apprenticeships (12%), with these institutions attended by almost half the post-16 student population (49%). Slightly fewer offered traineeships to their post-16 students (8%), and these institutions accounted for a third (32%) of the student population. General colleges were significantly more likely to be offering both apprenticeships (98%) and traineeships (67%) compared to less than 10% of schools with sixth forms and special schools.

Table 4.2: Provision of apprenticeships and traineeships, by institution

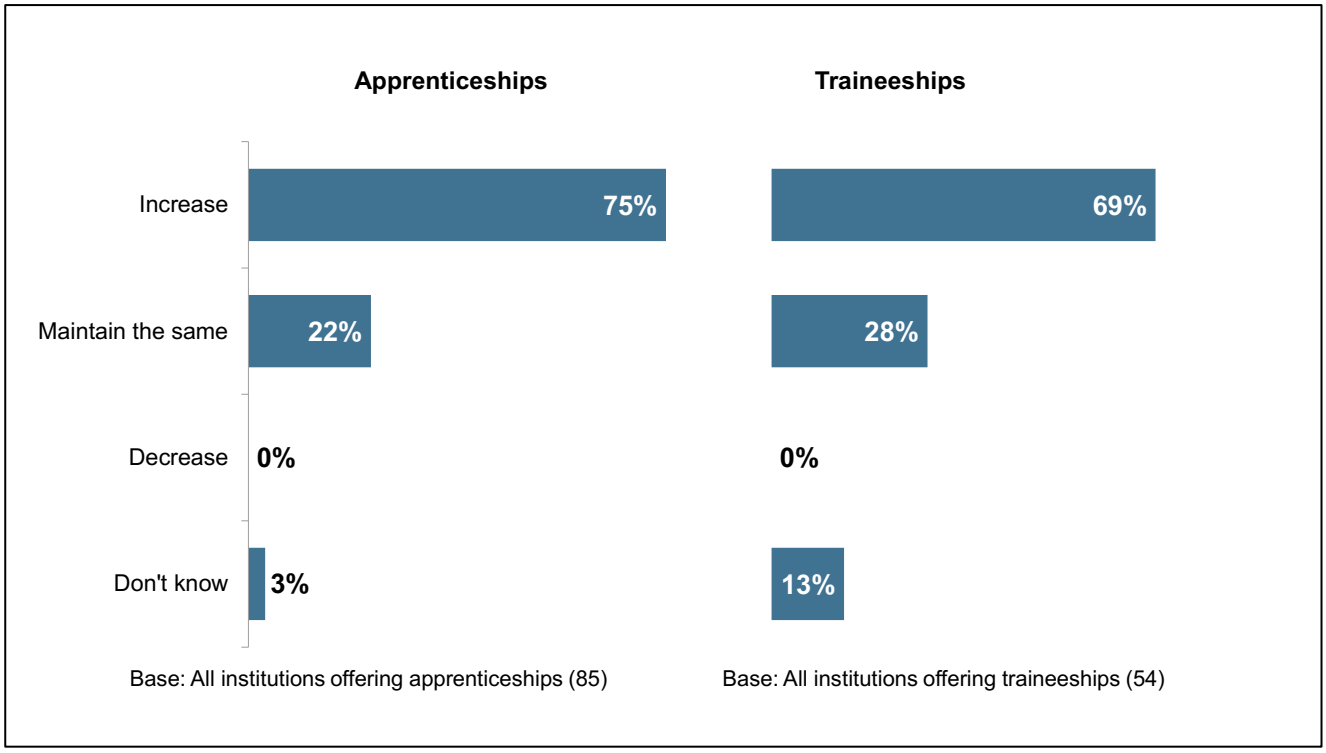
Institution type	Proportion offering apprenticeships	Proportion offering traineeships
General colleges	98%	67%
Special schools	9%	9%
Schools with sixth forms	3%	1%
All institutions	**12%**	**8%**

Base: all institutions (476)

The majority of institutions offering apprenticeships and traineeships were planning to increase their provision over the next 12 months (75% and 69% respectively). No institutions were planning to decrease their provision of either qualification (Figure 4.1).

[24] Apprenticeships (in England): vision for 2020
[25] Traineeships: framework for delivery 2015 to 2016

Figure 4.1: Planned provision of apprenticeships and traineeships over the next 12 months



Among institutions not currently offering apprenticeships or traineeships to their post-16 students, very few had plans to start offering them in the future (4% and 3% respectively).

5. Post-16 maths: level 3 qualifications

In recent years DfE have taken steps to improve the take up of level 3 maths qualifications among post-16 learners. Between 2010 and 2016 the number of entries to A level mathematics increased by 17%[26].

Core maths qualifications were introduced for post-16 learners in 2014. These qualifications were designed to encourage students that achieve a C or above in GCSE maths, but have chosen not to study the subject at AS level or A level, to study mathematics at level 3.

The Government asked Professor Sir Adrian Smith to review the potential for improving the nature and scale of the study of mathematics from 16 to 18 to ensure that the future workforce has the appropriate mathematical and quantitative skills. Sir Adrian's review and the Government's response was published on 20 July 2017[27].

This chapter examines the level 3 maths qualifications being offered at post-16 among institutions teaching level 3 qualifications and whether they anticipated any changes in the number of students they entered into maths qualifications between summer 2016 and summer 2017. It ends with a discussion about the challenges institutions face in entering students for level 3 maths qualifications.

5.1 AS/A level maths and further maths

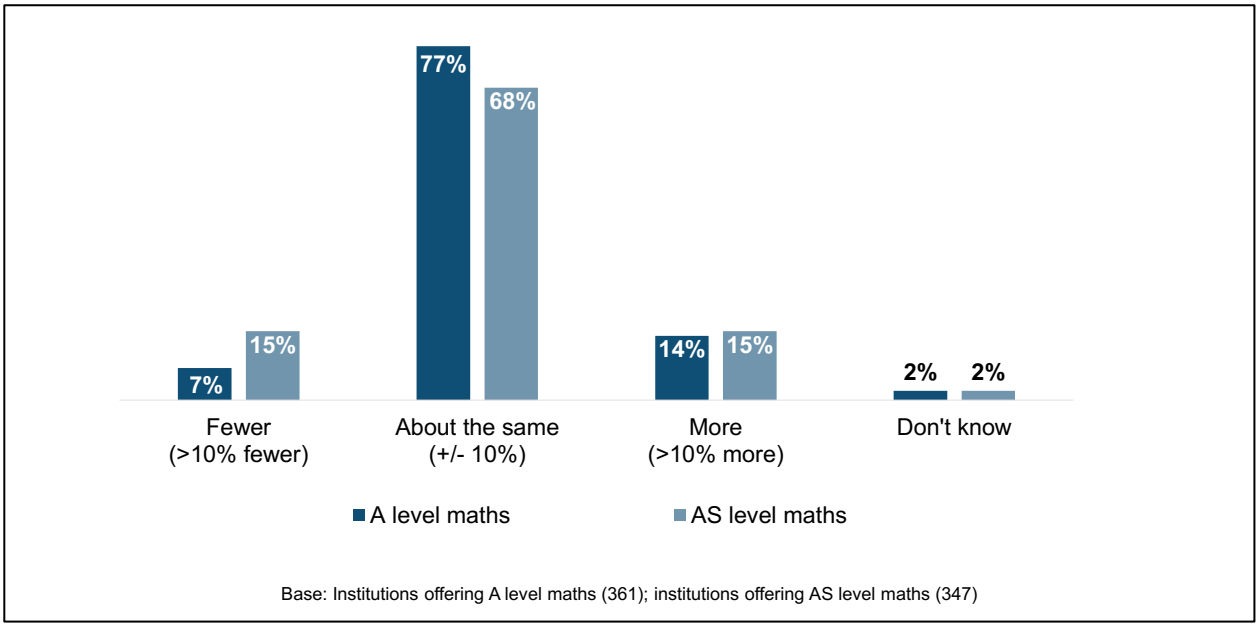
Almost all institutions teaching level 3 qualifications were offering A level maths (99%), whilst just over four-fifths were offering AS level maths (83%). These institutions were asked if they expected to enter about the same number of students in these qualifications in 2017 compared with 2016, more or fewer. *Note, 'about the same' was described to respondents as being within 10% of the 2016 number, hence an 'increase' was defined as a figure in 2017 more than 10% higher than in 2016, and a decrease as at least 10% fewer.*

The majority of these institutions expected to enter about the same number of students into AS and A level maths in summer 2017 examinations as they did in summer 2016 (68% and 77% respectively - see Figure 5.1). For AS level maths, an equal proportion anticipated entering more students as expected fewer (both 15%). For A level maths the balance was towards entering more students (14%) than fewer (7%). Among institutions

[26] A level and AS level results time series
[27] https://www.gov.uk/government/publications/smith-review-of-post-16-maths-report-and-government-response

offering AS level maths, the same proportions expected to enter more or fewer students in 2017 examinations (both 15%).

Figure 5.1: Whether anticipate entering more, fewer or about the same number of students into AS and A level maths exams in summer 2017 compared to summer 2016

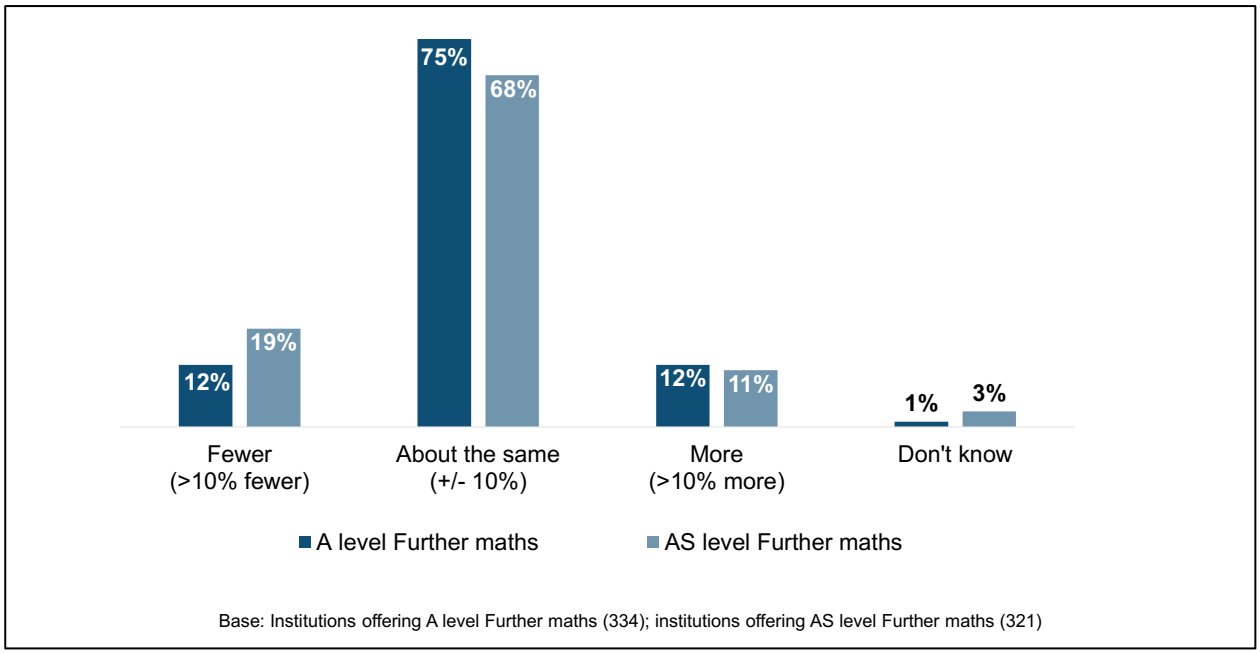


Base: Institutions offering A level maths (361); institutions offering AS level maths (347)

The broad pattern of results was similar for AS and A level Further Maths. The vast majority of institutions teaching level 3 qualifications were offering A level further maths (91%), while around three-quarters were offering AS level (76%).

Again, the majority intended to enter the same number of students (i.e. within 10%) for these examinations in summer 2017 as they did in summer 2016 (75% for A level further maths and 68% for AS level further maths - see Figure 5.2). The same proportions reported that they were planning to enter more as fewer students into A level further maths (each 12%). For AS level further maths the balance was towards a decrease (19% anticipated entering at least 10% fewer students into exams in summer 2017) over an increase (11%).

Figure 5.2: Whether anticipate entering more, fewer or about the same number of students into AS A level further maths exams in summer 2017 compared to summer 2016

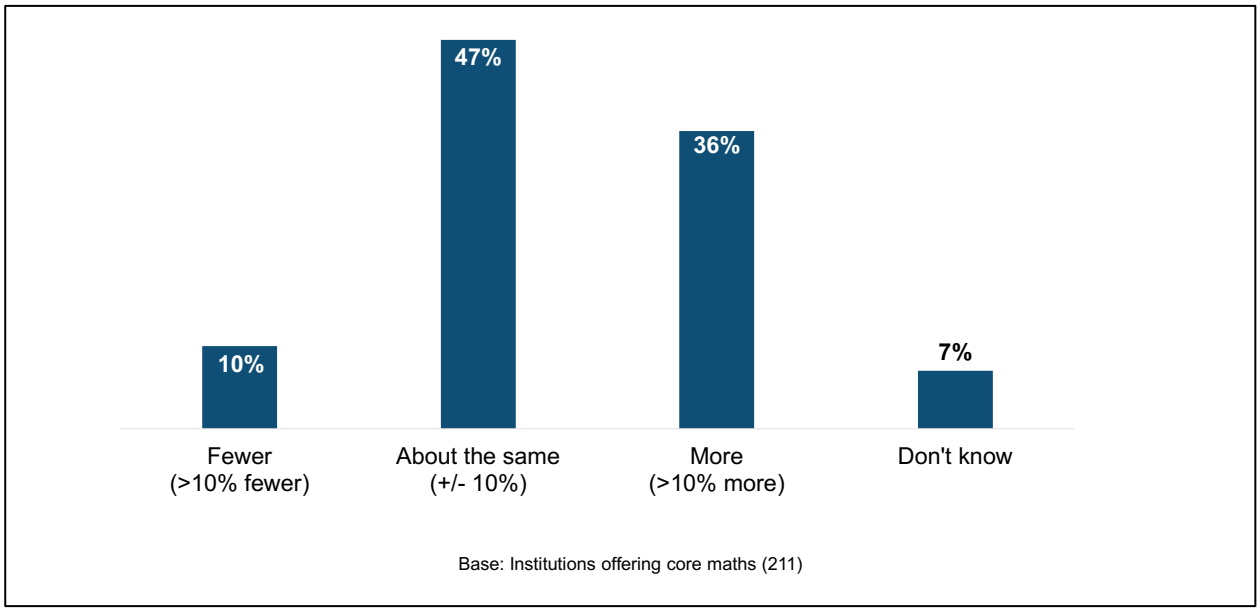


Base: Institutions offering A level Further maths (334); institutions offering AS level Further maths (321)

5.2 Core Maths

Just under half of all institutions offering level 3 qualifications were offering Core Maths (48%). Of these, almost half (47%) planned enter about the same number of students into exams in summer 2017 as in 2016. Likely growth in Core Maths was evident in that many more institutions that offered it anticipated numbers entered for this qualification increasing by at least 10% in summer 2017 (36%) than planned to enter fewer students (10%).

Figure 5.3: Whether anticipate entering more, fewer or about the same number of students into Core Maths in summer 2017 compared to summer 2016



5.3 Challenges faced in entering students for level 3 maths qualifications

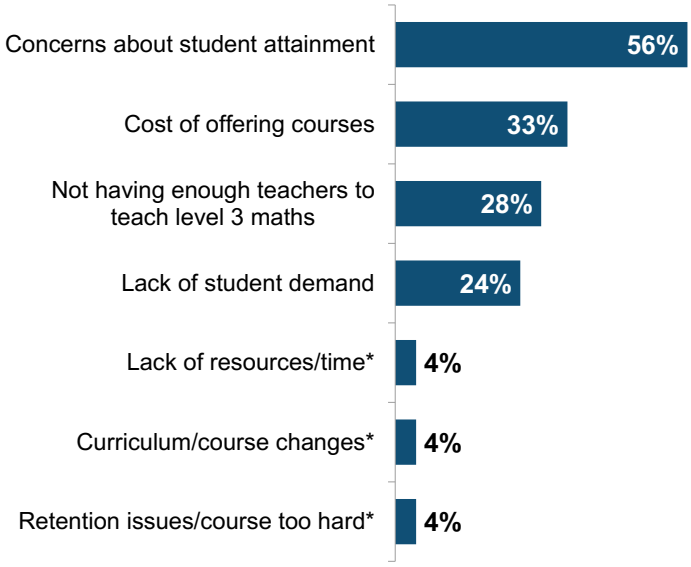
Institutions that offered level 3 qualifications were read a list of potential challenges they faced in entering students for level 3 maths qualifications and asked which applied to them. Over half had concerns about student attainment (56%) and for one-third the cost of offering courses was a challenge (33%). In addition, not having enough teachers to teach level 3 maths and lack of student demand were challenges for around a quarter of institutions (28% and 24% respectively).

The most common additional challenges mentioned spontaneously were lack of resources/time, curriculum/course changes, and retention issues on the courses or the courses being too hard (each mentioned by 4%).

General colleges were significantly more likely to report that not having enough teachers to teach level 3 maths and a lack of student demand were challenges (44% and 41% respectively, compared with 29% and 22% of schools with sixth forms).

Institutions in the most deprived quintile were more likely to report entry requirements as a challenge in entering students for level 3 maths qualifications (9%, compared to 1% of institutions in the least deprived quintile).

Figure 5.4: Challenges faced in entering students for level 3 maths qualifications



Base : Institutions that offered level 3 qualifications (426)
Note: at this question respondents were asked to select all the options that applied from a pre-coded list. Responses that were not part of a pre-coded list are signified by an asterisk.

6. Preparation for employment and higher education

This chapter focuses on the activities being undertaken by institutions to prepare their post-16 students for employment and higher education in three particular areas: careers education (including institutions' use of careers education resources), careers-related mentoring and work placements.

6.1 Careers education

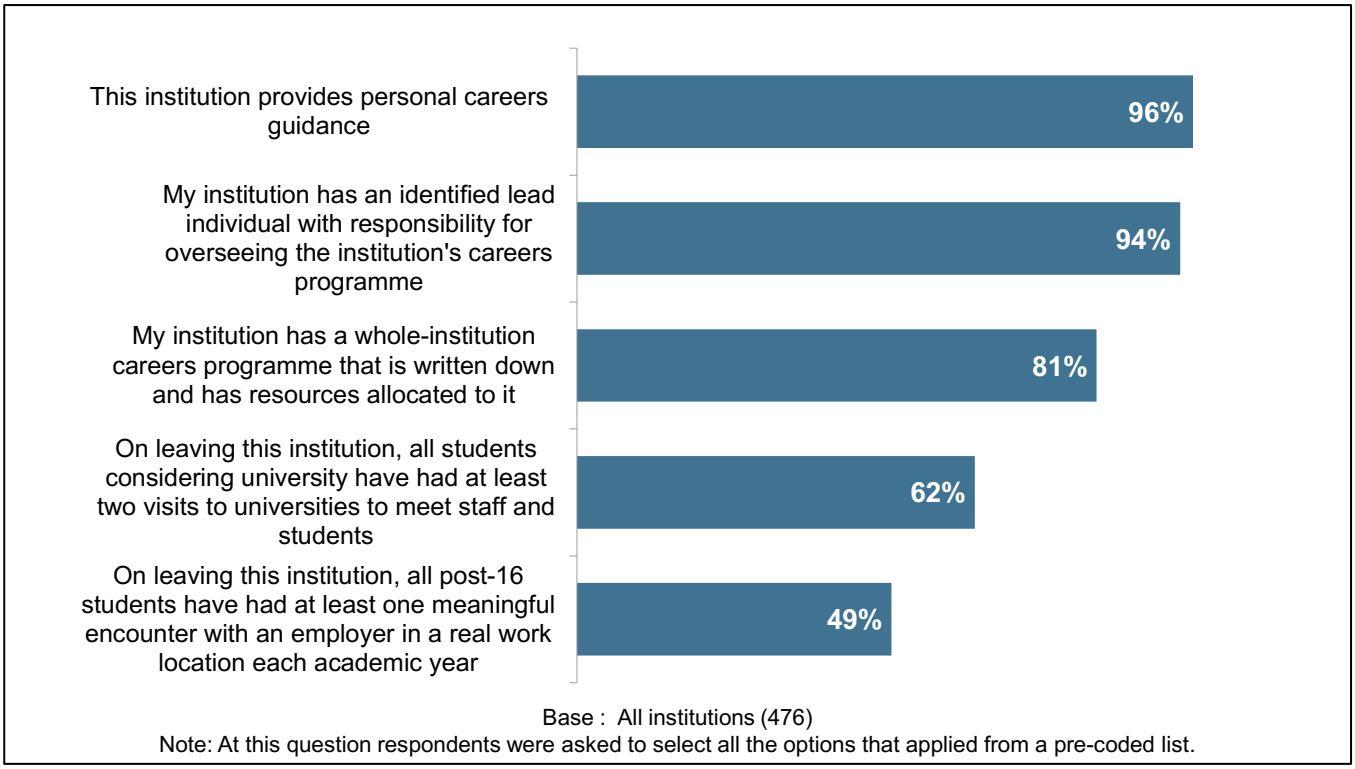
In recent years there has been an increasing emphasis on the need to deliver high quality careers education to ensure young people are prepared for employment and higher education. In 2016, the Post-16 Skills Plan set out a series of reforms to careers education and guidance to ensure that it is embedded in the curriculum and involves collaboration with employers and other partners[28]. Linked to this the Careers and Enterprise Company was established in 2014 to help people aged 12-18 access the best advice and inspiration about the world of work by encouraging greater collaboration between schools and colleges and employers.

Institutions were asked whether a series of statements described the careers education they provided post-16 students (see Figure 6.1). These statements were informed by the Gatbsy Foundation's benchmarks for providing good career guidance[29].

The vast majority (96%) provided personal careers guidance (e.g. one-to-one and face-to-face sessions) and had a lead individual with responsibility for overseeing the delivery of careers education to post-16 learners (94%). It was less common for institutions to have a *careers programme* in place: four-fifths (81%) reporting that they had a careers programme written down with resources allocated to it (17% did not have a careers programme, 1% did not know and 1% did not consider the question to be applicable to their institution). Around three-fifths provided students considering university with at least two visits to universities (62%), whilst just under half (49%) ensured that all post-16 students had at least one meaningful encounter with an employer in a real work location each academic year.

[28] Post-16 Skills Plan
[29] Good Career Guidance

Figure 6.1: Features of careers education



Base : All institutions (476)
Note: At this question respondents were asked to select all the options that applied from a pre-coded list.

Schools with sixth forms were more likely than average to provide at least two visits to universities (79% compared to the overall 62% figure), whilst general colleges were more likely to ensure that all post-16 students had at least one meaningful encounter with an employer in each academic year (69% versus the average of 49%).

Institutions in the least deprived quintile were more likely to report that all students who were considering applying to university had at least two visits to universities (71%, compared to 57% of institutions in the most deprived quintile).

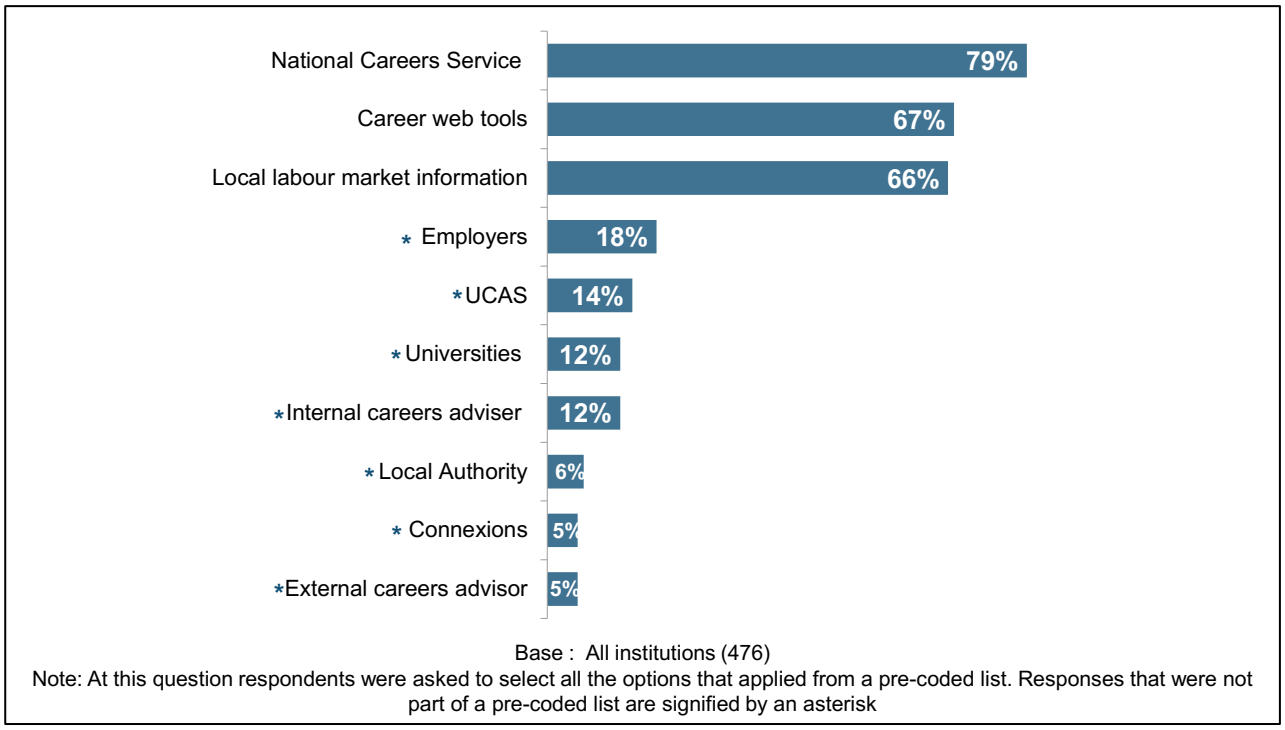
6.2 Careers education resources

Institutions were using a variety of information sources to help students make informed decisions about their education and career choices. The most common information source was the National Careers Service, used by four-fifths of institutions (79%) whilst

over two-thirds used careers web tools[30] and local labour market information (67% and 66% respectively, see Figure 6.2).

In addition to these prompted responses, which were read out to respondents, almost one-fifth spontaneously reported employers were a source of careers education information (18%) and around one in eight used UCAS (14%), universities (12%) and internal careers advisors (12%).

Figure 6.2: Sources of information for careers education (top 10)



Base : All institutions (476)
Note: At this question respondents were asked to select all the options that applied from a pre-coded list. Responses that were not part of a pre-coded list are signified by an asterisk

The sources of information used for careers education varied depending on the institution type. Schools with sixth forms were more likely than average to use the National Careers Service, general colleges to use local labour market information, and special schools were more likely than average to use a local authority (Table 6.1).

[30] Institutions were asked a follow-up question about which careers web tools they used. The most frequently reported tools were Unifrog.org (used by 15% of all institutions), UCAS.com (14%), Fasttomato.com (8%), and Cascaid.co.uk (5%).

Table 6.1 Sources of information used by institution type

	Schools with sixth forms	General colleges	Special schools
	%	%	%
National Careers Service	86	90	43
Career web tools	75	85	31
Local labour market information	68	98	40
UCAS	18	10	0
Universities	15	18	0
Local authority	3	2	20

Base: all schools with sixth forms (300), general colleges (61) and special schools (65)

6.3 Careers-related mentoring

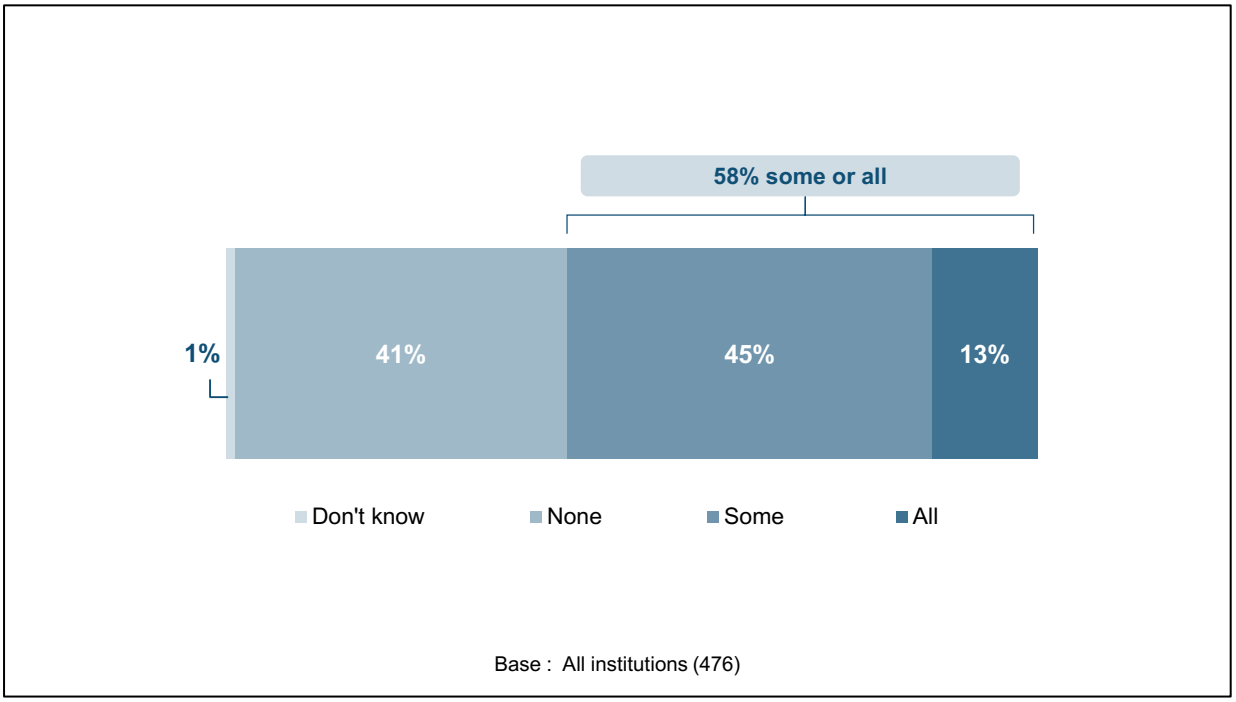
There has been an increased emphasis on mentoring in recent years culminating in the launch of a national mentoring campaign and creation of a Careers and Enterprise Fund in January 2016 to connect students at risk of underachieving or dropping out of education with mentors. Increasing the availability of mentoring to young people at risk of disengagement is intended to support social mobility and improve life chances[31].

Around three-fifths of institutions offered a careers-related mentoring programme to their post-16 students (58%, see Figure 6.3) and these institutions were attended by 68% of the student population. Around one in eight institutions (13%) offered mentoring to all their students. Just over two-fifths did not offer a careers-related mentoring programme to any of their post-16 students (41%) and overall around three in ten students attended institutions with no careers-related mentoring programme (31%).

The proportion of institutions that offered careers-related mentoring was comparable to that in wave 3 of the Post-16 Institutions Omnibus (58% and 59% respectively). However, between the two waves there was a significant decrease in the proportion of institutions that offered careers-related mentoring to all students (21% compared to 13%) and a significant increase in the proportion that offered careers-related mentoring to some of their students (45% compared to 38%).

[31] Careers and Enterprise Fund

Figure 6.3: The provision of careers-related mentoring

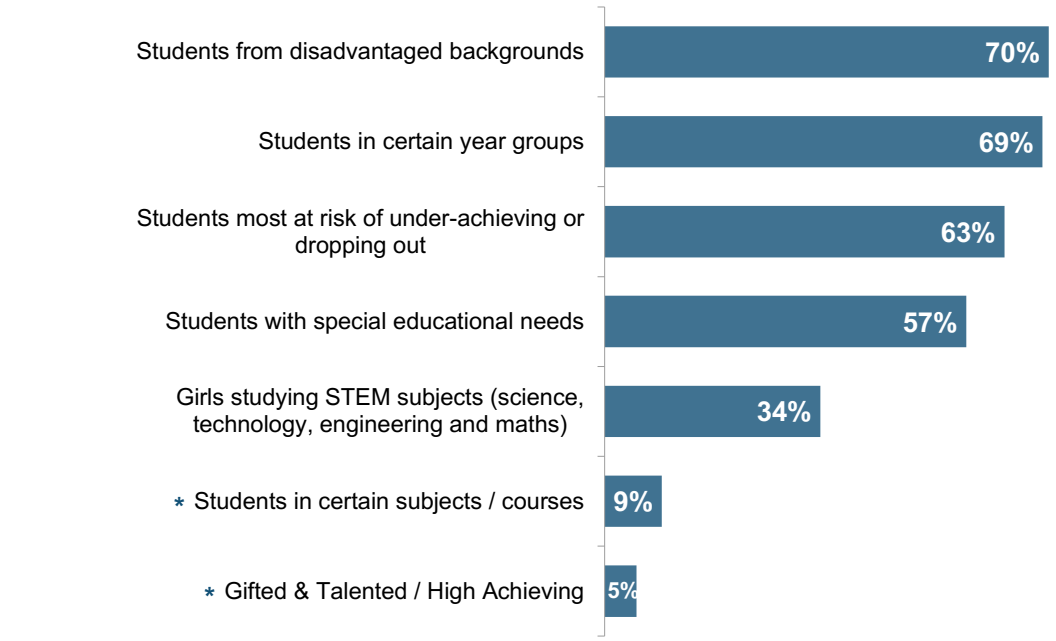


General colleges were more likely to offer careers-related mentoring to some or all of their post-16 students (70% compared to 59% of schools with sixth forms and 43% of special schools). Institutions in the most deprived quintile were more likely to offer a careers-related mentoring programme to some or all of their students (66%, compared to 52% of institutions in the least deprived quintile).

Where institutions offered a careers-related mentoring programme to some, but not all, post-16 students, they were asked whether it was targeted at any particular groups. These institutions were targeting a range of different students (see Figure 6.4), most often those from disadvantaged backgrounds (70%) and those in certain year groups (69%). These groups were closely followed by students most at risk of under-achieving or dropping out (63%) and those with special educational needs (57%). A smaller proportion of institutions that offered a careers-related mentoring programme to some students were targeting girls studying STEM subjects (34%).

Compared to wave 3 of the Post-16 Institutions Omnibus, among institutions that offered careers-related mentoring to some of their students, there was a significant increase in the proportion of institutions that targeted students from disadvantaged backgrounds (70% compared to 52%). Moreover, there was a significant decrease in the proportion that offered careers-related mentoring to students in certain year groups (69% compared to 75%).

Figure 6.4: Student groups targeted for careers-related mentoring



Base : Institutions offering mentoring to some students (229)
Note: At this question respondents were asked to select all the options that applied from a pre-coded list. Responses that were not part of a pre-coded list are signified by an asterisk

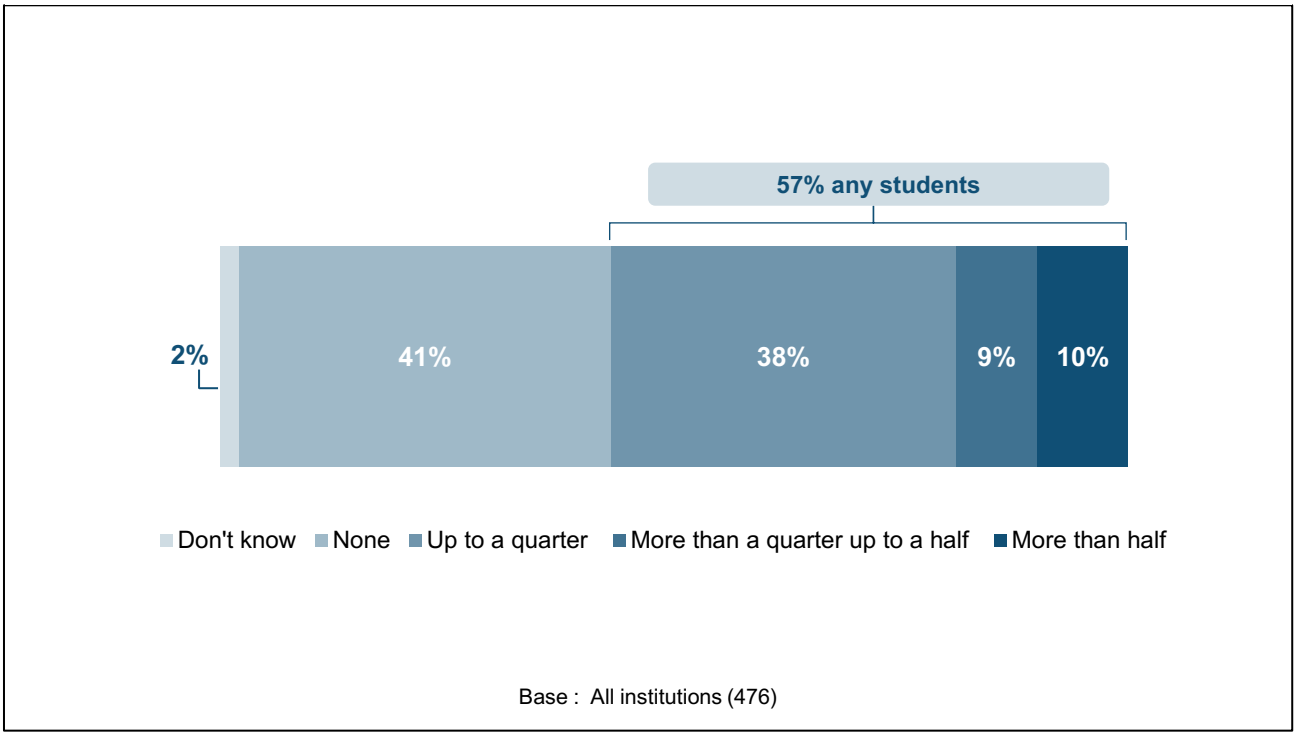
6.4 Work placements

Work experience is a key element of 16-19 study programmes. The Wolf Report[32] highlighted the need for more young people to obtain work experience that equipped them with employability skills. Subsequently DfE has aimed to ensure that young people are given the opportunity to take part in high quality and meaningful encounters with employers outside of their place of study[33].

Institutions were asked what proportion of their post-16 students do work placements that involve working with an employer for at least one month. Nearly three-fifths of all institutions reported that at least some of their post-16 students undertake work placements that involved working with an employer for at least one month (57%, covering 69% of the student population). One in ten indicated that more than half of their post-16 students do work placements of at least a month (10%, covering 18% of the student population). Around two-fifths (41%) had no students undertake work placements lasting at least a month.

[32] The Wolf Report: Review of Vocational Education
[33] Post-16 work experience as a part of 16 to 19 study programmes and traineeships

Figure 6.5: Proportion of post-16 students that undertake work placements lasting at least one month

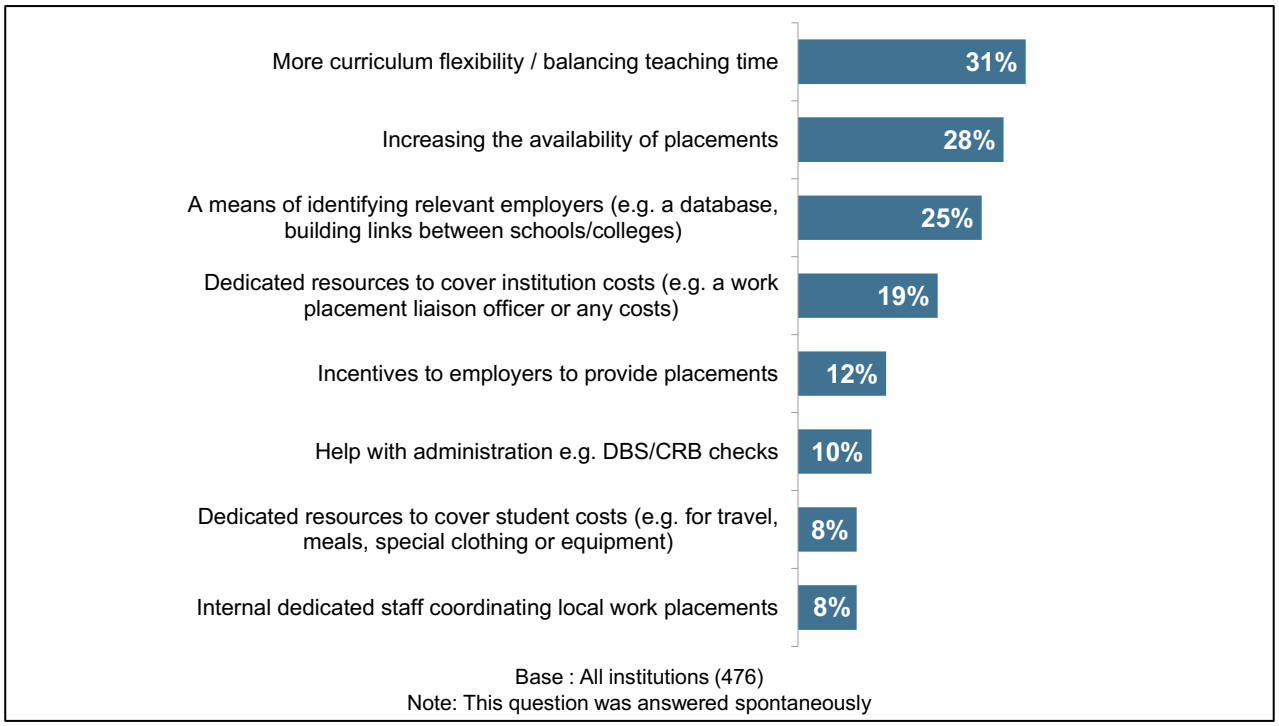


General colleges were more likely than average to have some of their post-16 students undertake work placements of at least a month (85% compared to 54% of schools with sixth forms) and almost one-third had more than half their post-16 students undertake these work placements (31% versus the average of 10%).

Institutions were also asked what would make it easier for them to offer work placements that involve working with an employer for at least one month. As demonstrated by Figure 6.6, the factors mentioned predominantly related to extra resource (or the freeing up of resource) within the institution or increasing the numbers of placements available. Just over one in ten reported that nothing would make it easier for them to offer placements (12%).

The most frequently cited factor was more flexibility in the curriculum and the balancing of teacher time (31%). This was closely followed by supply-side issues: more placements being available (28%), and assistance identifying relevant employers such as a database of employers willing to accept work placements (25%). Around one in ten institutions reported incentivising employers to provide placements and help with administration (e.g. Disclosure and Barring Service, or DBS, checks) would make it easier for them to offer work placements (12% and 10% respectively).

Figure 6.6: Main factors that would make it easier to offer work placements that last for at least one month



Schools with sixth forms and general colleges were more likely to say that more curriculum flexibility/balancing teacher time would make it easier to offer work placements that last for at least one month (39% and 30% compared to 2% of special schools). In contrast, increasing the availability of placements was more likely to be raised by special schools and general colleges (49% and 38% respectively compared to 21% of schools with sixth forms).

7. Social mobility

The need to improve social mobility is a growing concern. Research published by the Social Mobility Commission has highlighted a progression gap between choices made by children on free school meals and their more affluent peers which cannot be explained by their results at school or where they live. It found that 24% of children eligible for free school meals attend university, 18 percentage points lower than those from more privileged backgrounds, and that poor children are twice as likely to drop out of education at 16[34]. In order to boost social mobility, DfE recently announced £72 million of funding over three years for 12 'opportunity areas' across England to improve schools, support teachers and improve build young people's knowledge and skills[35] [36].

This chapter examines institutions' views on the aspirations of their students, what actions they are taking to raise these aspirations, and what they find to be the most significant barriers to raising aspirations. Respondents were asked to consider aspirations as 'what young people hope to achieve for themselves in the future in terms of education and careers.'

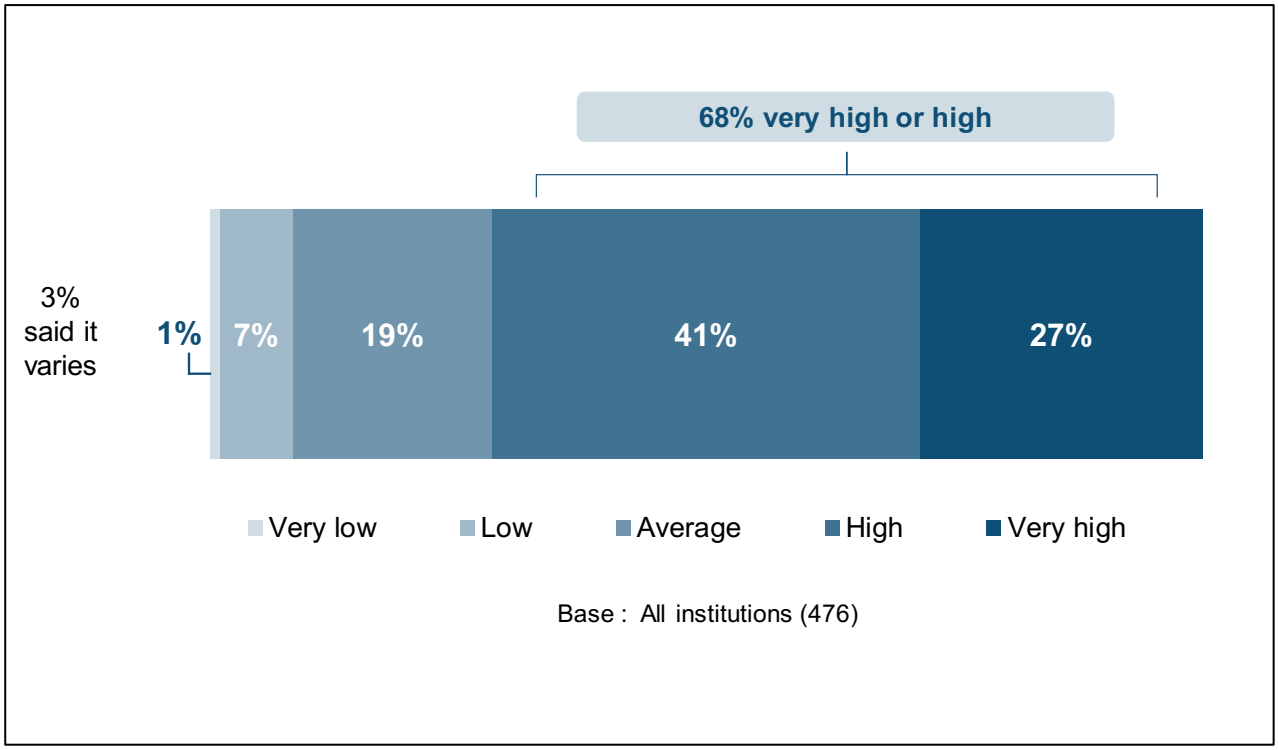
As shown in Figure 7.1, over two-thirds of institutions (68%) felt that their students had either high (41%) or very high aspirations (27%). Almost one-fifth felt that their students' aspirations were average (19%), whilst 8% reported they were low (with 1% of these reporting students' aspirations were very low).

Schools with sixth forms were significantly more likely to report that their students' aspirations were high or very high aspirations (72% versus 59% of general colleges and 55% of special schools). Around a fifth of special schools reported aspirations among their students were generally low (18%).

Institutions in the least deprived quintile were more likely to report that the aspirations of their students were high (85%, compared to 66% of institutions in the 20% most deprived areas).

[34] Social and ethnic inequalities in choice available and choices made at age 16
[35] Social mobility package unveiled by Education Secretary
[36] This programme has just started and were not in place during the fieldwork period of this wave of the Post-16 Omnibus survey.

Figure 7.1: Institutions' rating of their students' aspirations

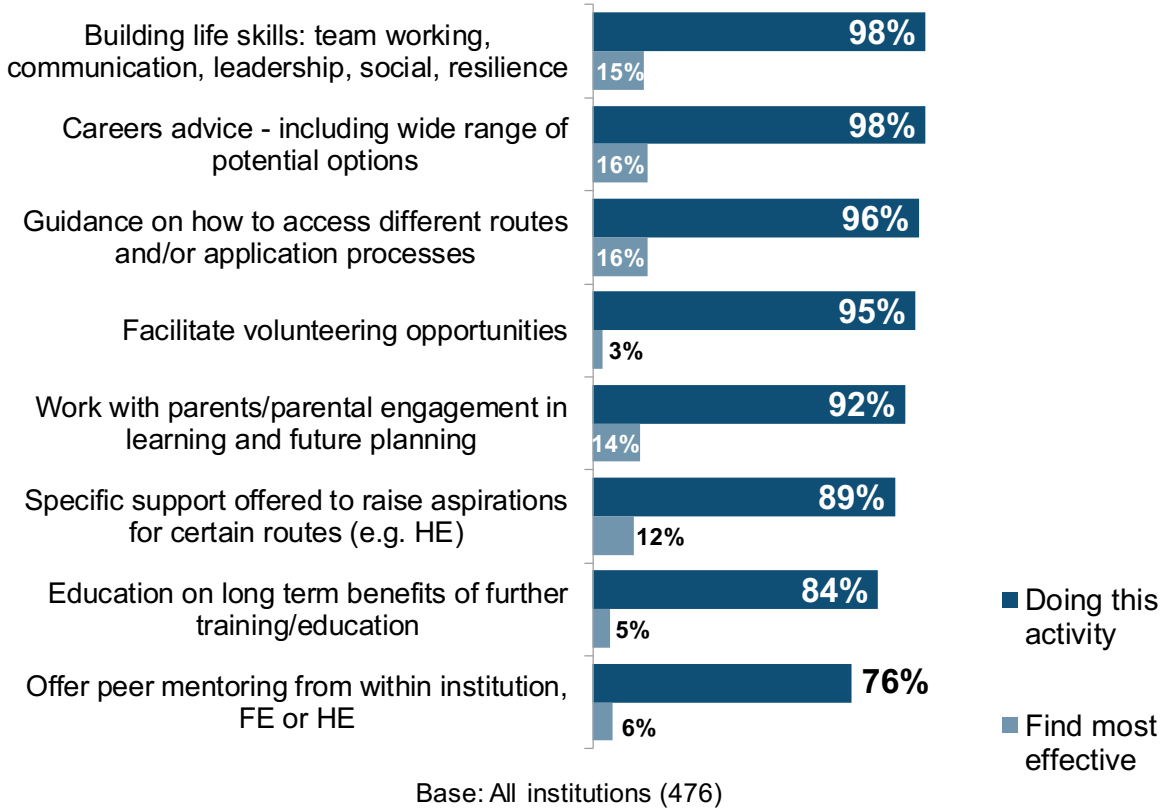


7.1 Encouraging students to have high aspirations

Respondents were asked which of a list of activities their institution undertakes to encourage students to have high aspirations and/or to help them achieve their potential. Most institutions were involved in a number of activities, indeed more than nine in ten: encouraged students to build life skills (e.g. team working, communication skills, leadership, social skills, resilience, problem solving); offered careers advice covering a wide range of options; offered guidance on how to access different routes and/or application processes; facilitated volunteering opportunities; or worked with parents/promoted parental engagement in learning and future planning.

Of the eight options read to respondents, institutions were least likely to be offering peer mentoring (from within the institution or from further or higher education), though still three-quarters undertook this to help raise expectations and help students achieve their potential (76%). Institutions in the least deprived quintile were also more likely to offer peer mentoring from within the institution to encourage students to have high aspirations and/or to help them achieve their potential (81%, compared to 65% of institutions in the most deprived quintile).

Figure 7.2: Number and efficacy of actions taken to raise aspirations of students



Base: All institutions (476)

At this question respondents were asked to select all the options that applied from a pre-coded list

There were a number of sub-group differences in terms of the activities undertaken by different institution types:

- Schools with sixth forms were more likely to offer peer mentoring (86%, compared to 72% of general colleges and 40% of special schools)
- General colleges were particularly likely to provide education on the long-term benefits of further training and education (98% compared to 83% of sixth forms and 80% of special schools)
- Special schools were more likely to work with parents or use parental engagement in learning and future planning (all special schools had done this (compared to 93% of general colleges and 90% of schools with sixth forms).

In addition, there were differences between schools with sixth forms with academy status and those without: those with academy status were more likely to work with parents/promote parental engagement in learning and future planning (93% compared to 84% those without academy status) and to provide education on the long-term benefits of further training and education (87% compared with 77% of schools with sixth forms that were not academies).

Figure 7.2 also shows results on which of their activities to raise aspirations institutions felt were the most effective. No one activity dominates the results, indeed the five activities deemed as most effective were each mentioned by a very similar proportion: giving careers advices on a wide range of potential options (16%), providing guidance on how to access different routes and/or application processes (16%), building life skills (15%), working with parents and developing parental engagement in learning and future planning (14%) and specific support offered to raise aspirations for certain routes (12%). (It is worth mentioning that in addition 11% felt unable to select a single activity as the single most effective.)

Whilst quite common activities, relatively few institutions felt facilitating volunteering opportunities (3%), educating students on the benefits of continuing learning and training (5%) or offering peer mentoring (6%) was the single most effective activity they undertook to raise aspirations.

Special schools were more likely than other types of institution to believe that their most effective activity in encouraging students to have high aspirations was building life skills (45% compared to 7% of schools with sixth forms and 25% of general colleges) and working with parents (31%, compared to 11% of schools with sixth forms and 5% of general colleges).

Institutions were also asked, unprompted, about the most significant barriers they faced in trying to raise the aspirations of their students. A lack of parental aspiration was the most commonly cited barrier (34%), followed by the costs of university or other continued education (31%) and a lack of support from parents (19%, see Figure 7.3).

A number of barriers to raising aspirations related to work experience: 13% mentioned the cost of providing work experience opportunities, 12% mentioned a lack of availability of work experience for students with special education needs (this result was driven largely by the fact that 58% of special schools raised this as a barrier) and 7% mentioned a lack of availability of work experience for students generally.

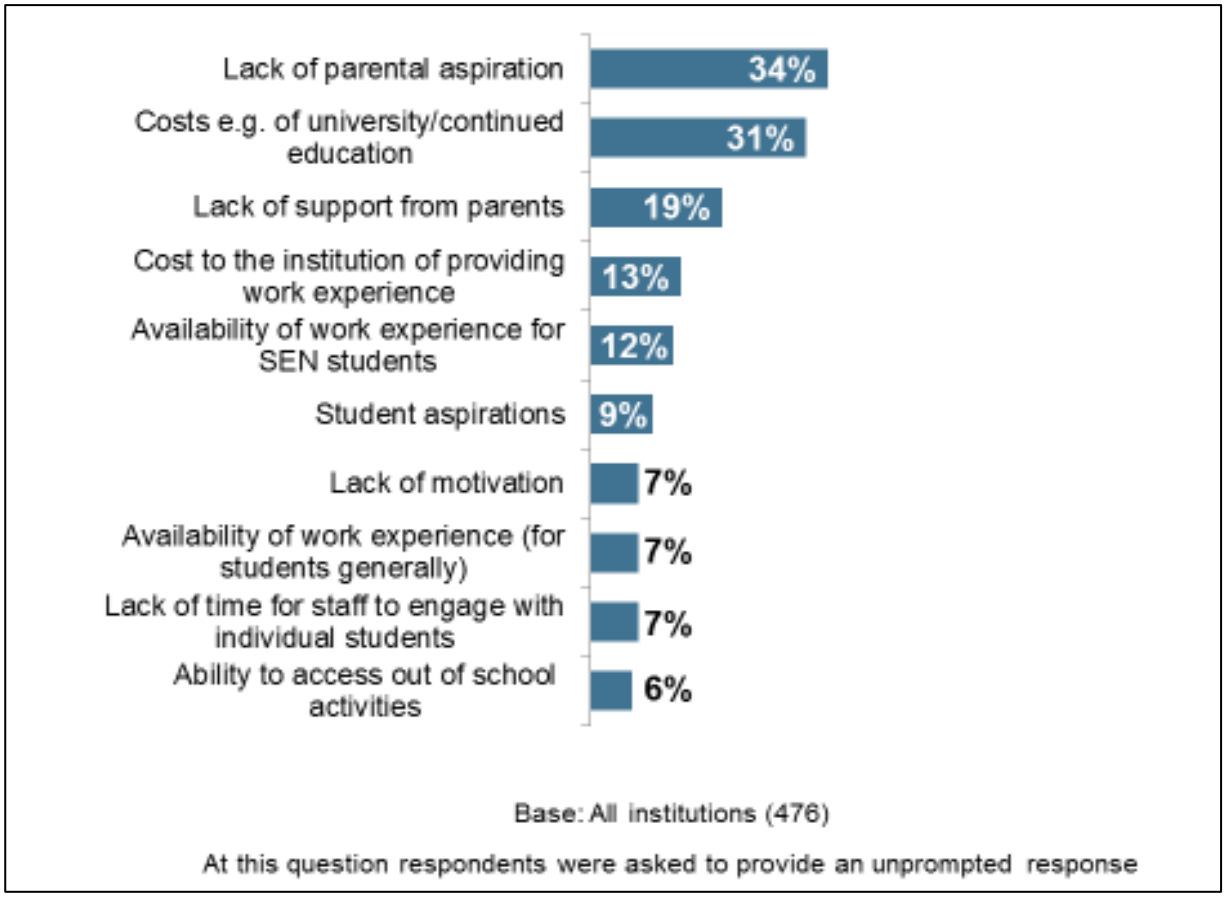
There were a number of significant differences between the most and least deprived quintiles when reporting on barriers they faced in raising the aspirations of their students. Institutions in the most deprived quintile were more likely to report:

- A lack of parental aspiration (48%, compared to 19% of institutions in the least deprived quintile)
- A lack of support from parents (29%, compared to 8% of institutions in the least deprived quintile)
- Cultural barriers (10%, compared to 1% of institutions in the least deprived quintile)

- A lack of support from peer groups (5%, compared to 0% of institutions in least deprived quintile)

Conversely, institutions in the 20% least deprived areas were significantly more likely to report cost to the institution of providing work experience as a barrier faced in raising aspirations (21%, compared to 8% of institutions in the most deprived quintile).

Figure 7.3: Most significant barriers faced when trying to raise student aspirations



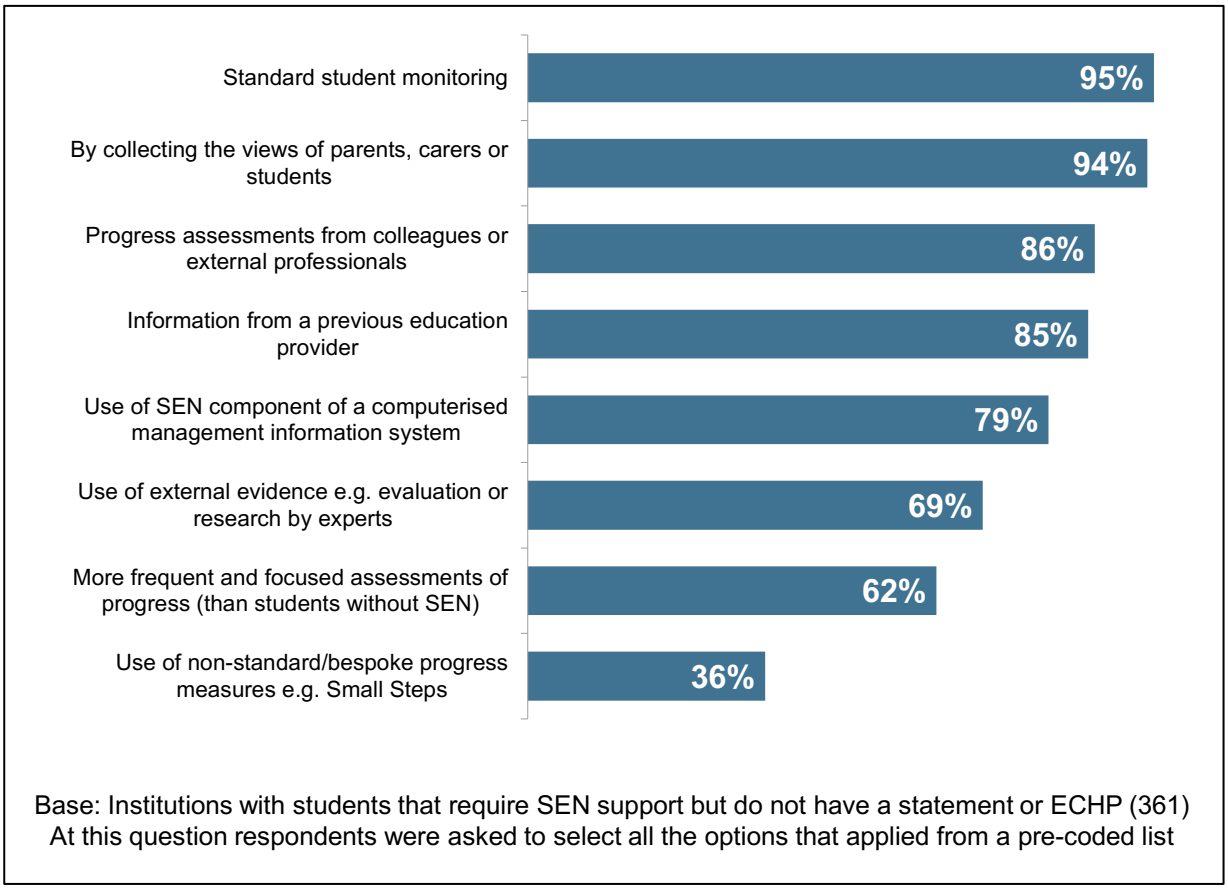
8. SEN Support

The SEN Support category was introduced in the Children and Families Act 2014 as a means of supporting children and young people that have Special Educational Needs (SEN) but do not have a Statement of SEN, a Learning Difficulty Assessment (LDA) or an Education, Health and Care (EHC) plan .

This chapter explores what methods institutions employ to ensure the support provided to their students on SEN Support is improving the progress and / or attainment of these students, and what activities they consider useful to improve the support provided to these students. *Note, this chapter excludes special schools as the vast majority of students in these schools have a Statement of SEN, LDA or EHC plan.*

Almost nine in ten institutions reported having post-16 students on SEN Support (87%). These institutions were asked which measures, from a list read out to them, they used to check whether the support they provided to these students was improving their progress or attainment (see Figure 8.1). The most common measures were standard student monitoring (95%), collecting the views of parents, carers or students (94%), progress assessments undertaken by colleagues or external professionals (86%) and using information from a previous education provider (85%). Each of the eight measures read out to respondents were used by at least three-fifths of these institutions, other than use of non-standard or bespoke progress measures, such as Small Steps (36%).

Figure 8.1: Measures used to check whether support provided to students on SEN Support is improving progress or attainment



Base: Institutions with students that require SEN support but do not have a statement or ECHP (361)
At this question respondents were asked to select all the options that applied from a pre-coded list

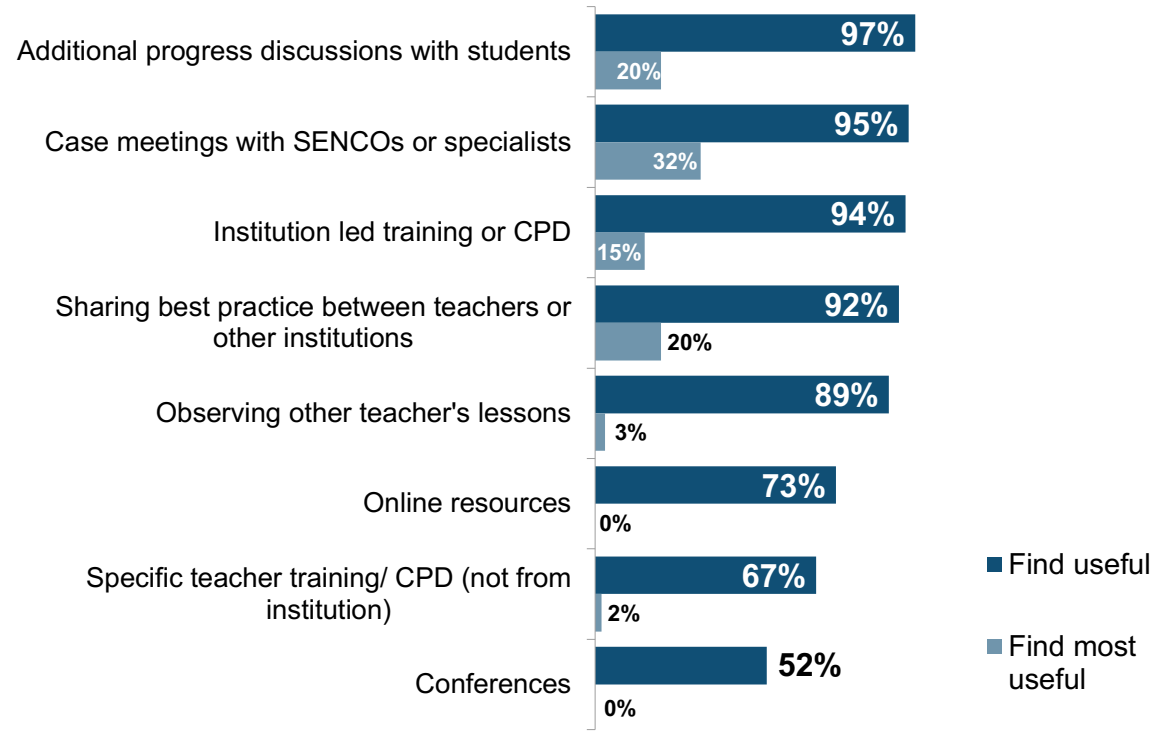
General colleges with students on SEN Support were more likely than schools with sixth forms to:

- Use information from a previous provider (95% compared to 82%)
- Carry out more frequent and focused assessments of progress than used for students without SEN (83% compared to 58%)
- Use non-standard, bespoke progress measures (71% compared to 30%).

Conversely, schools with sixth forms were more likely to use a SEN component of their management information system (83% compared to 55% of general colleges).

In terms of the activities that institutions with post-16 students on SEN Support considered useful for improving the support provided, the vast majority rated additional progress discussions with students (97%), case meetings with SENCOs or specialists (95%), institution-led training or CPD (94%), and sharing best practice between teachers or other institutions (92%) as useful. The majority of institutions also reported that observing other teachers' lessons (89%) and online resources (73%) were useful. Results are shown on Figure 8.2.

Figure 8.2: Useful activities to improve support provided students on SEN support at post-16



Base: Institutions with students that require SEN support but do not have a statement or ECHP (361)
At this question respondents were asked to select all the options that applied from a pre-coded list

A number of activities were more likely to be described as useful by general colleges compared to schools with sixth forms: observing other teacher's lessons (98% versus 87%), conferences (81% versus 48%) and specific teacher training (79% versus 64%).

Figure 8.2 also shows results as to the single activity that respondents felt was the *most useful* to improve support to students on SEN Support. Case meetings with SENCOs/specialists was most often selected as the most useful activity (by 32%), followed by additional progress discussions with students (20%) and sharing best practice between teachers/other institutions (also 20%). A smaller proportion reported that institution-led training or CPD was the most useful (15%).

9. Bullying

The Equality Act 2010 replaced previous anti-discrimination laws with a single Act. A key provision of this act is the public sector Equality Duty, which came into force on 5th April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Equality Duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and academies are required to comply with the Equality Duty. All schools must also have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils. Schools are free to develop their own anti-bullying strategies but they are held clearly to account for their effectiveness through Ofsted.

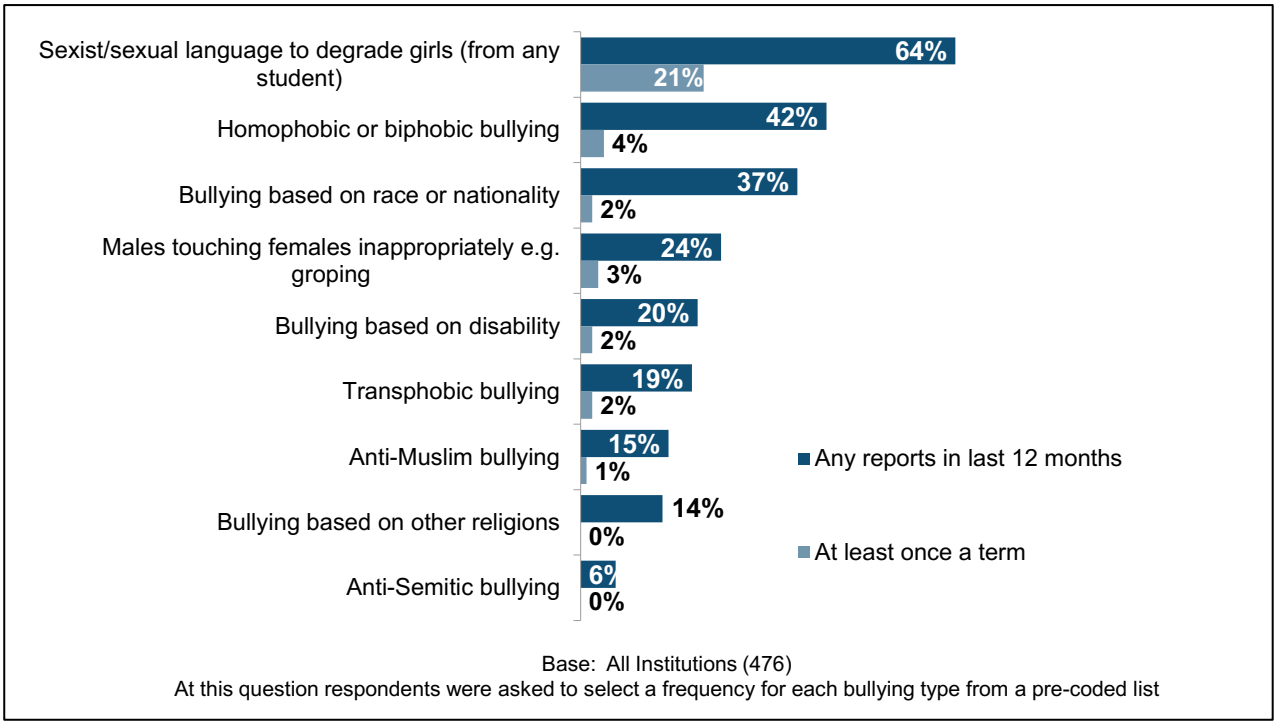
This chapter explores the frequency of certain types of bullying in the last 12 months. Institutions were asked to rate how often they had received reports or witnessed incidences of a number of different types of bullying. Results are shown in Figure 9.1.

Reports of sexist or sexual language being used to degrade girls was by far the most common type of bullying. Almost two-thirds of institutions (64%) reported that such bullying had taken place at least once in the last 12 months; a fifth (21%) said this had taken place at least once a term. Overall 80% of the student population attended an institution with reports of sexist or sexual language to degrade girls in the last 12 months, and over a third attended institutions reporting this happening at least once a term (36%).

The next most common type of bullying was homophobic or biphobic bullying, with 42% reporting that it had happened in the last 12 months (these institutions were attended by 58% of the student population) and 4% reporting it happening at least once a term. Prevalence of bullying based on race or nationality was at a similar level, with 37% reporting that it had taken place in the last 12 months, and 2% reporting that it occurred at least once a term.

Incidence of other types of bullying were as follows (based on any such incidence in the last 12 months): males touching females inappropriately (24%), bullying based on disability (20%), transphobic bullying (19%), anti-Muslim bullying (15%), anti-Semitic bullying (6%) and bullying based on other religions (14%).

Figure 9.1: Frequency of different types of bullying



Reported incidences in the last 12 months of all types of bullying were highest at general colleges. For instance, 90% reported receiving reports of sexist or sexual language being used to degrade girls and 74% reported homophobic or biphobic bullying (compared to the average of 64% and 42% overall, see Table 9.1).

Table 9.1 Reported instances of bullying in the last 12 months at general colleges

	Overall	Among general colleges
Sexist or sexual language used to degrade girls (from any student)	64%	90%
Homophobic or biphobic bullying	42%	74%
Bullying based on race or nationality	37%	67%
Males touching females inappropriately	24%	49%
Bullying based on disability	20%	64%
Transphobic bullying	19%	49%
Anti-Muslim bullying	15%	34%
Bullying based on other religions	14%	38%
Anti-Semitic bullying	6%	21%

Base: all institutions (476); all general colleges (61)

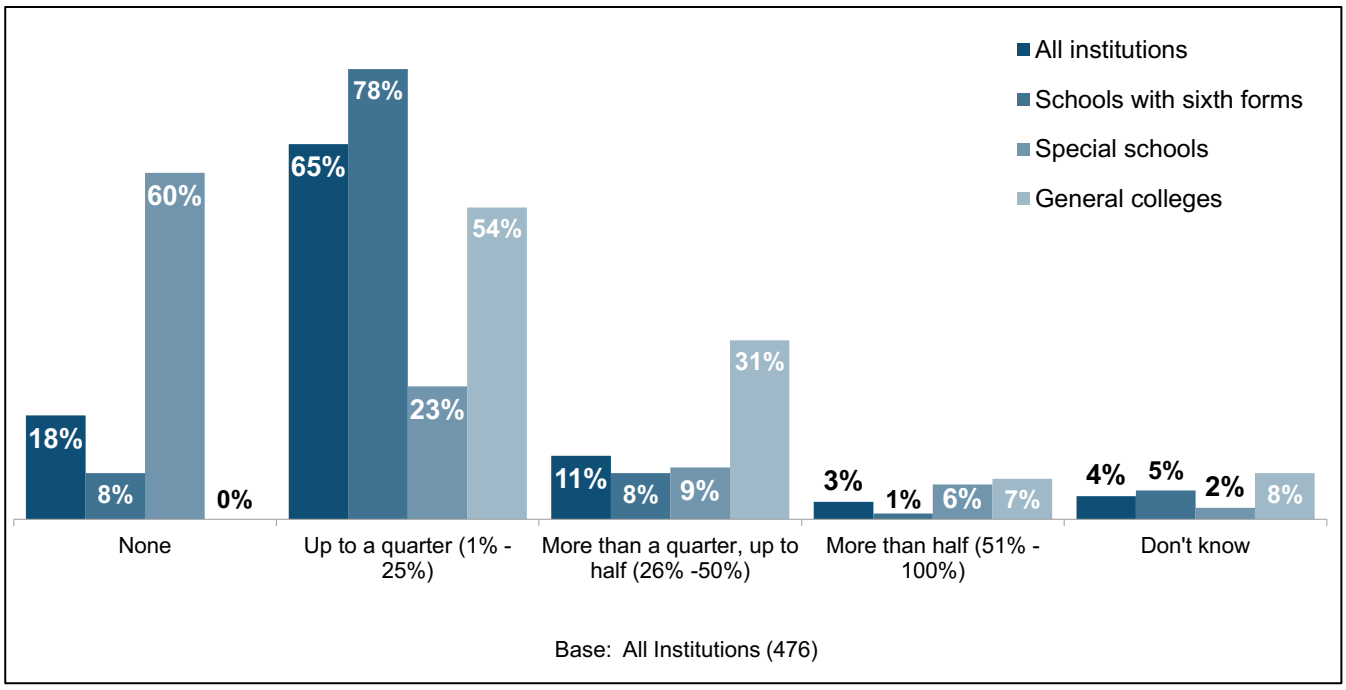
10. Teacher supply

The recruitment and retention of teachers is a continued area of interest for the DfE. This chapter explores what proportion of post-16 teaching workforce were working flexibly, including part-time, what institutions were doing to improve retention among their post-16 staff and how likely institutions would be to recruit from outside the UK if they had supply issues for certain subjects.

10.1 Flexible working

Just over three-quarters of institutions had some of their post-16 teaching workforce excluding teaching assistants working flexibly (78%). Just under a fifth had no post-16 staff working flexibly (18%, with 4% unsure). As shown in Figure 10.1, the most common situation was for less than a quarter of the workforce to be working flexibly (65% of all institutions).

Figure 10.1: Proportion of post-16 teaching workforce working flexibly (excluding teaching assistants)



Results varied widely by institution type:

- Special schools were particularly likely to have no post-16 teachers working flexibly (60%)
- General colleges had a high incidence of post-16 staff working flexibly, indeed none reported having no post-16 staff working flexibly (though 8% answered ‘don’t know’ – it was not clear in these cases if they were unsure if any staff

worked flexibly, or were unsure of the proportion). General colleges also had a higher than average proportion working flexibly: for almost two-fifths of these institutions (38%) more than a quarter of the teaching workforce had flexible working arrangements.

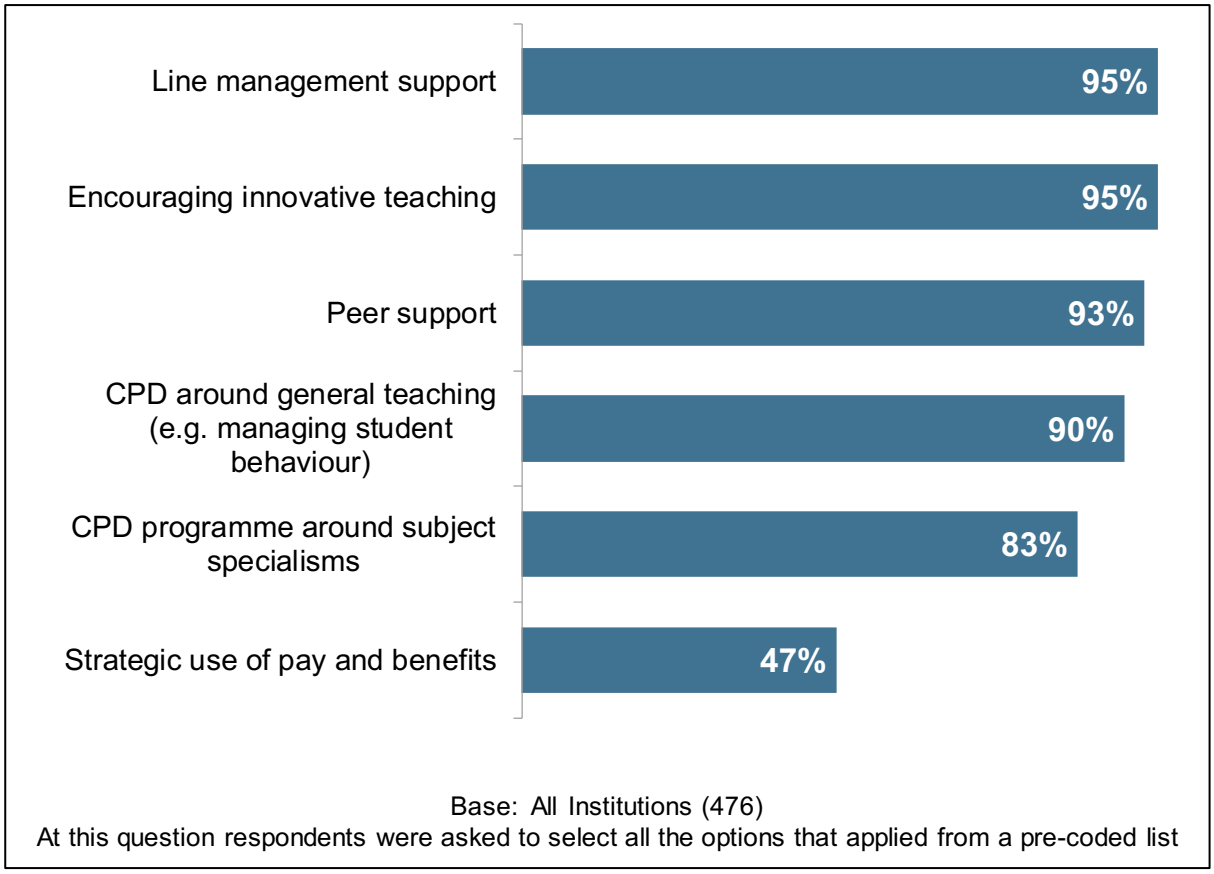
- Schools with sixth forms nearly all had some post-16 staff working flexibly (87%, with 5% unsure). In most cases this applied to less than a quarter of their staff (78% of schools with sixth forms).

10.2 Activities to improve retention of post-16 staff

Respondents were read a list of six potential activities to improve the retention of post-16 staff (listed in Figure 10.2) and asked which they had in place. Nearly all undertook at least one of these activities (99%). The vast majority were offering line management support (95%), encouraging innovative teaching (95%) and offering peer support (93%). The use of CPD was also common, with 90% providing CPD around general teaching (e.g. managing student behaviour) and 83% reporting that they had a CPD programme around subject specialisms in place.

Strategic use of pay and benefits was used by fewer institutions: less than half reported using this (47%, rising to 67% among general colleges).

Figure 10.2: Actions taken to improve retention among post-16 staff



Base: All Institutions (476)
At this question respondents were asked to select all the options that applied from a pre-coded list

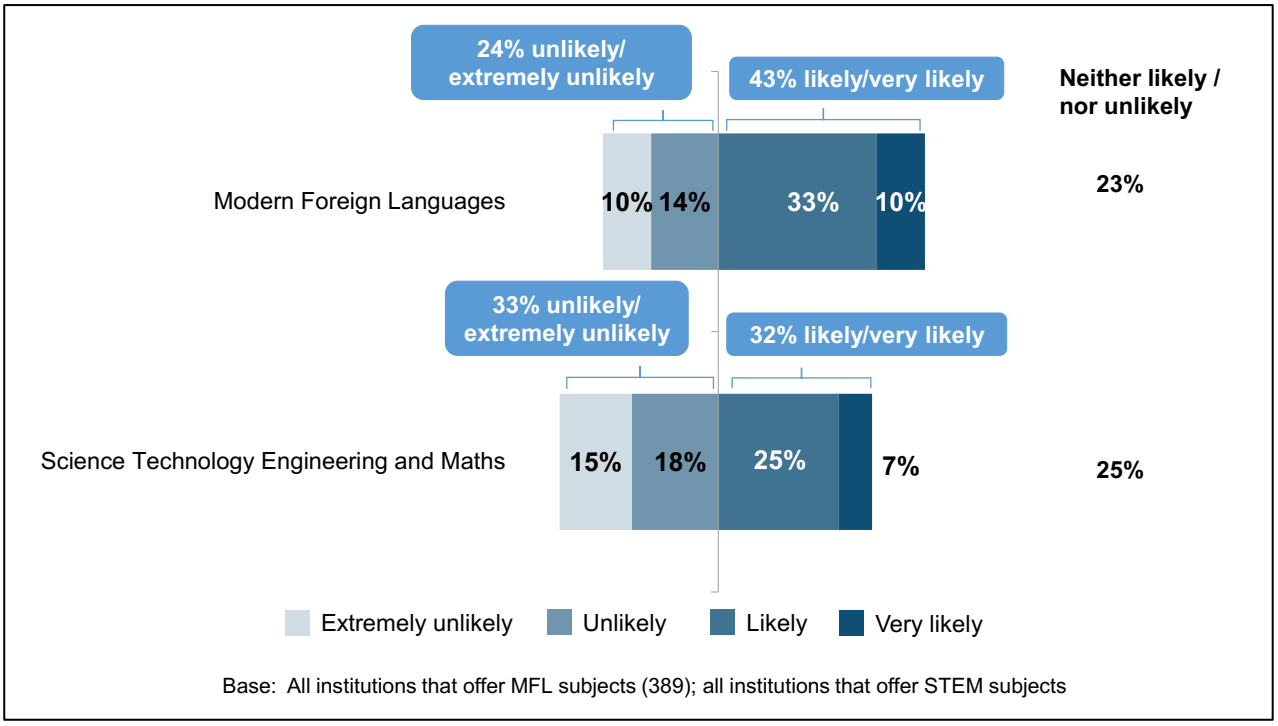
10.3 Recruitment of teachers from outside the UK

When asked how likely they would be to recruit teachers from outside the UK if they had supply issues for either Modern Foreign Languages (MFL) or Science Technology Engineering and Maths (STEM) there was a divergence of views, particularly in regard to STEM (see Figure 10.3).

Among institutions teaching MFL subjects, more than two-fifths (43%) would be likely (33%) or extremely likely (10%) to recruit teachers from outside the UK if they had supply issues, compared with a quarter (24%) who would be unlikely or very unlikely to do so. The remainder were neutral (neither likely nor unlikely) or unsure. Schools with sixth forms were more likely than average to report being likely to recruit teachers from outside the UK if they faced supply issued in MFL subjects (48% compared to 43%).

Institutions teaching STEM subjects were almost equally divided between those who would be likely to recruit STEM teachers from outside of the UK if they had teacher supply issues (32%) and those who would be unlikely/extremely unlikely (33%). General colleges were more likely than schools with sixth forms to report that they would be unlikely to recruit teachers from outside the UK if they faced supply issued in STEM subjects (47% compared to 28%).

Figure 10.3: Likelihood to recruit teachers from outside the UK if experiencing supply issues



Base: All institutions that offer MFL subjects (389); all institutions that offer STEM subjects

Annex A: Response rate

Table A1 presents the response rate achieved from the eligible sample of post-16 institutions at wave 4. A small proportion (2%) of the sample proved to be ineligible due to some institutions having closed or no longer offering post-16 education.

Almost two-fifths of the sample is categorised as 'other' where it was not possible to achieve an interview with the institution by the end of fieldwork, though they had not refused to take part.

Table A1: Response rate achieved from eligible sample by institution

Institution type	Total sample	Ineligible sample	Eligible sample	Interviews achieved	Refused	Other	% of eligible sample interviewed
General FE colleges	109	1	108	61	11	36	56%
Specialist colleges	9	0	9	6	1	2	67%
Sixth Form colleges	47	0	47	29	3	15	62%
Schools with Sixth Forms	627	9	618	300	54	264	49%
Special schools	95	2	93	65	10	18	70%
Studio Schools	18	2	16	7	1	8	44%
University Technical Colleges	16	0	16	8	0	8	50%
Total	**921**	**14**	**907**	**476**	**80**	**351**	**52%**

Annex B: Weighting

The weights used to ensure the findings were representative of the entire population by institution type were calculated using counts of the number of post-16 institutions from Edubase, as outlined in Table B1 below.

The secondary weight, which weights responses to the proportion of all students that institutions cover, was also calculated from Edubase as outlined in Table B2.

Table B1: Population (number of institutions)

Institution type	n	%
General college	221	7.2%
Specialist college	19	0.6%
Sixth form college	95	3.1%
Schools with sixth forms	2,099	68.1%
Special schools	573	18.6%
Studio schools	37	1.2%
University technical colleges	39	1.3%
Total	3,083	100%

Source: Edubase

Table B2: Population (number of students)

Institution type	n	%
General college	541,780	45.1%
Specialist college	21,204	1.8%
Sixth form college	161,480	13.4%
Schools with sixth forms	450,820	37.5%
Special schools	16,802	1.4%
Studio schools	2,815	0.2%
University technical colleges	5,980	0.5%
Total	1,200,881	100.0%

Source: Edubase

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