

2019 16 to 19 study programmes: inspection data summary report prototype

We have redeveloped the inspection data summary report (IDSR) following the new education inspection framework (EIF). The new IDSR contains less data and has reduced in size. We have designed the IDSR to:

- reduce the time spent preparing for an inspection
- provide interpretation of the data for inspectors
- minimise the focus on small groups that distract the conversation away from meeting the needs of all pupils.

We have renamed the 'areas to investigate' section to 'areas of interest'. This section will continue to highlight important data trends and differences from national data and will now include attainment and destinations sentences.

What's **new** in the IDSR?

The new IDSR has:

- provider-context information, which contains funding allocation information and an expanded qualification type cohort
- simplified English and mathematics progress tables, which we have achieved by reducing the number of prior attainment groups displayed
- introduced attainment trend charts
- simplified level 3 value added by subject charts into a table displaying only the number of entries and whether the value-added score is significantly above or below national
- reduced focus on pupil group performance. It will now only highlight group performance when it differs from that of all pupils.

Please note that:

- the sentences in the IDSR are dynamically generated. As such, providers will have different numbers of sentences as well as content. This prototype represents one fictional college only
- we have compiled this prototype before the build of the final IDSR product. Therefore, content may be subject to alterations and amendments.

16 to 19 study programmes

Inspection Data Summary Report

Fiction Academy

URN: 123456

LAESTAB: ABCDEFG

Provider context

Coverage estimation [Guidance section x](#)

- We estimate that between **20%** to **25%** of learners at this provider are included in this IDSR. Learners might not be included because of their age or the programme that they are following. For example, the IDSR does not include data on apprentices or adult learners.

Funding allocation [Guidance section x](#)

- In 2018/19, **45%** of this provider's funding allocation was for 16 to 19 study programmes.

Qualification type cohort [Guidance section x](#)

		Number of learners	% of learners
Level 3 qualification	A level	593	14
	Applied general	202	5
	Tech level	322	8
Level 2 qualification	Technical certificate	375	9
Learners not taking any L3 or L2 DfE approved qualification		2,779	65
Total learners at end of study programmes		4,267	

Note: A learner may be counted in more than one qualification, so percentages may total more than 100.

- Proportion studying DfE-approved L3 vocational qualifications: applied general **16%** and tech level **17%**

Note: Proportion refers to the proportion of level 3 vocational students that are studying approved applied general or tech level qualifications.

Areas of interest

The following sections draw attention to only those areas that are meaningful or where statistical testing shows there is something significant to note (if there is no meaningful text, this will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Level 3 value added [Guidance section x](#)

- The value-added score for **AS level** was significantly **below** the national average and in the **lowest** 20% in both 2018 and 2019.

Level 3 value added by subject [Guidance section x](#)

- The value-added score for qualifications of A level size and above was significantly **below** the national average in both 2018 and 2019 for the following subjects: **History, Geography, Psychology.**
- The value-added score for qualifications of A level size and above was significantly **above** the national average in both 2018 and 2019 for the following subjects: **Economics.**

Note: Subject level value-added cohort details can be found at the end of the report.

Completion and attainment [Guidance section x](#)

- The completion and attainment score in **technical certificates** was in the **lowest** 20% in both 2018 and 2019.

English and mathematics progress [Guidance section x](#)

A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

Attainment [Guidance section x](#)

A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

Retention (2018) [Guidance section x](#)

- The percentage of learners retained for second year was in the **lowest** 10% for **A level**.

Destinations [Guidance section x](#)

A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

Learner groups [Guidance section x](#)

Value added

- The value-added score was significantly **below** the national average and in the **lowest** 20% for **A levels** in both 2018 and 2019 for learners with **prior attainment grades 4–6**.

Destinations

- The proportion of **disadvantaged** learners who were in sustained education, employment or apprenticeships was significantly **higher** than national.

Learner context

Learner characteristics (end of KS4) [Guidance section x](#)

Disadvantaged:	42% of learners were disadvantaged. 52 children looked after.
Special educational needs (SEN):	19% of learners were SEN support. 5% of learners were SEN statement or EHC plan.
English as an additional language (EAL):	16% of learners were EAL.

GCSE English/mathematics

[Guidance section x](#)

Learners without grade 4 or above in GCSE English/mathematics at end of key stage 4:

- **519** in English
- **519** in mathematics
- **357** in both English and mathematics

Ethnicity [Guidance section x](#)

The largest ethnic groups with 5% or more were:

- **White British** – 50%
- **Indian** – 24%
- **Black African** – 8%
- **Black Caribbean** – 6%

There were learners from **10** of the 17 ethnic groups.

Prior attainment [Guidance section x](#)

Average prior attainment grade distribution at KS4. Percentage of learners in each band by qualification type.

Well above national

Well below national

	A level %	Applied general %	Tech level %
GCSE grades U–2	4%	13%	3%
GCSE grade 3	1%	19%	13%
GCSE grade 4	40%	50%	57%
GCSE grades 5–6	46%	18%	24%
GCSE grades 7–9	9%	-	3%

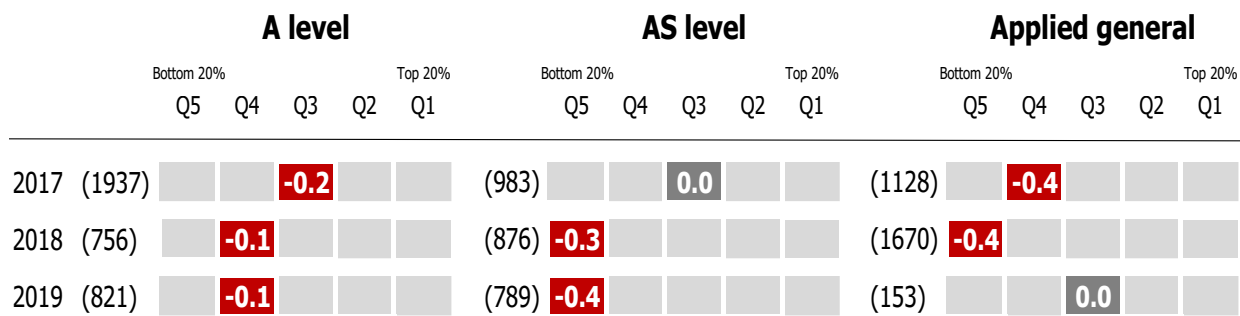
Trends over time for study programmes

Quintiles are based on value-added scores for A level, AS level and applied general, and completion and attainment scores for tech levels (level 3) and technical certificates (level 2). Data is shown for all learners.

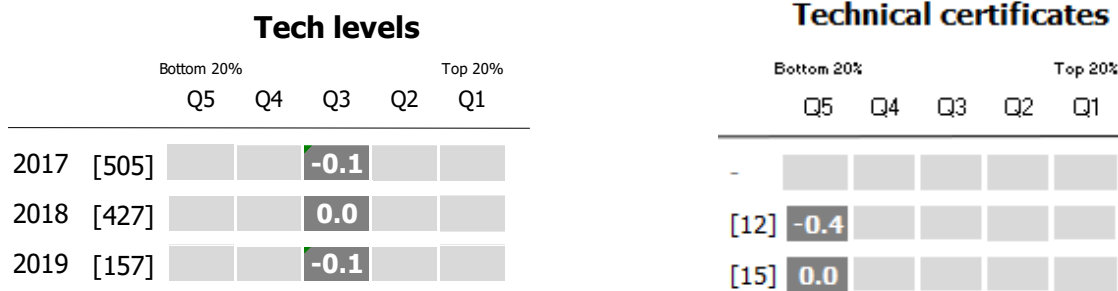
() Entries
[] Aims

Significantly
above national

Significantly
below national



Completion & attainment (scores and quintiles)



English progress

Overall score 1/3 of a grade or more below national

Overall score 3/4 of a grade or more above national

Key stage 4 prior attainment	Outcomes - learners at the end of 16-18 studies				
	Learners in scope	% that gained grade 4 and above ¹	% that improved grade	Average progress score	% entered
Prior attainment qualification type					
All other grades	228	9%	40%	-0.1	73%
GCSE grade D and level 2 ESOL and functional skills	291	22%		0.0	83%
Total	519	16%	30%	-0.1	79%

Mathematics progress

Overall score 1/3 of a grade or more below national

Overall score 3/4 of a grade or more above national

Key stage 4 prior attainment	Outcomes - learners at the end of 16-18 studies				
	Learners in scope	% that gained grade 4 and above ¹	% that improved grade	Average progress score	% entered
Prior attainment qualification type					
All other grades	228	9%	40%	-0.1	73%
GCSE grade D and level 2 functional skills and use of maths and FSM ²	291	22%		0.0	83%
Total	519	16%	30%	-0.1	79%

Notes:

1. Grade 4 in the reformed GCSE grading system or grade C in the previous grading system.

2. Includes AQA use of maths and free standing maths (FSM).

Data based on ten or fewer learners/entries is displayed in grey.

Retention

Cohort and the number not retained by qualification types. Data is shown for all learners.

☐ Not retained

		A level	Applied general	Tech level (L3)	Technical certificate (L2)
Retained	2018	486 [69]	89 [20]	123 [15]	287 [45]
	2019	-	-	-	-
Retained for second year	2018	483 [301]	75 [10]	154 [5]	-
	2019	-	-	-	-
Retained and assessed	2018	486 [53]	89 [27]	123 [27]	287 [187]
	2019	-	-	-	-

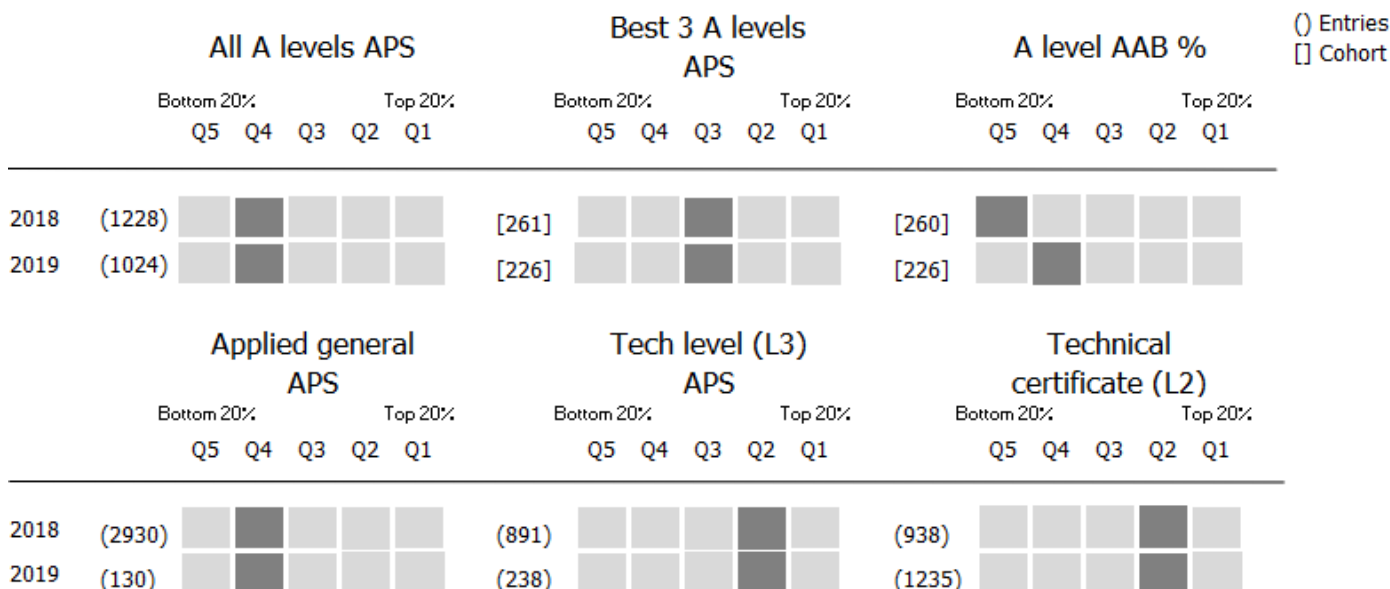
Definitions:

Retained – Students who complete their main programme of study. Introduced in 2016.

Retained for second year (level 3 only) – Students who return and complete a second year, completing an aim of size equivalent to at least one A level. Introduced in 2017.

Retained and assessed – Students who complete their main programme of study and are assessed at the end of their course. Introduced in 2017.

Attainment Average point score (APS)



Note: A level AAB is the percentage of A level learners attaining AAB in at least two facilitating subjects.

Destinations

Level studied on completion of study programmes	Learners in scope	% sustained education or employment/training	% apprenticeships	% any education (of which % higher education)	% activity not captured (% national)	% destination not sustained (% national)
Level 3	1,863	90%	40%	58% (47%)	5% (4%)	5% (4%)
Level 2	154	90%	10%	58%	5% (4%)	5% (4%)
Entry/level 1 and other	69	90%	2%	58%	5% (4%)	5% (4%)
Total	2,086	90%	37%	58%	5% (4%)	5% (4%)

Note: data is shown for learners who completed study programmes in 2017.

Level 3 value added by subject

Subjects are shown in descending order of the latest year entry. Data based on ten or fewer entries is displayed in grey.

Entries - Value added score significantly above national

Entries - Value added score significantly below national

A level size subjects	Entries	
	2019	2018
Psychology	92	82
Sociology	68	69
Photography	72	48
History	53	57
Computing	41	53
Physics	34	34
English lit	29	33
Biology	28	38
Business stds	27	31
Economics	26	27
Comms stds	26	9
Chemistry	19	21
Maths	18	10
Law	17	15
Med/film/TV	17	19
Religious stds	17	17
Geography	13	12
Fine art	11	19
Anthropology	11	15
Logic & phil	10	15

Applied general subjects	Entries	
	2019	2018
BTEC Nat F Dip - App sciences	14	27
BTEC Nat F Dip - Health studies	14	3
BTEC Nat Ex Cer - Sports studies	11	14
BTEC Nat F Dip - Engineer stds	10	1
BTEC Nat F Dip - Business stds	10	15
BTEC Nat Ex Cer - Business stds	9	-
VRQ 0.5 - Finance	7	27
Oth gen qual 0.5 - Criminology	3	-
BTEC Nat Ex Cert - Health studies	1	-
Oth gen qual 1 - Criminology	1	15
BTEC Nat Cert - Health studies	1	-
BTEC Nat F Dip - Sports studies	1	5