Buckinghamshire County Council

(10000976)

Self-Assessment Report 2018-19

Overview of progression

Learners on programmes total Of which:	5085
16-18	55
19+	5030
By funding stream	
Classroom	1275
Community	3535
Apprenticeship	111
Traineeship	38
Supported internships	4
Non-funded	122

Summary of Grades and Key Findings

Overall effectiveness	**Good**
Effectiveness of Leadership and management	**Good**
Quality of teaching, learning and assessment	**Good**
Personal development, behaviour and welfare	**Good**
Outcomes for learners	**Good**

Grades by Programme Type

	17-18	18-19
ALDD	**Good**	**Outstanding**
Supported Internships	**n/a**	**Outstanding**
Apprenticeships	**Requires improvement**	**Good**
Traineeships	**Good**	**Good**
English	**Good**	**Good**
mathematics	**Good**	**Good**
ESOL	**Outstanding**	**Good**
Family Learning	**Good**	**Good**
Learning for Personal Development	**Good**	**Good**
Community Outreach	**Good**	**Outstanding**
IT	**Requires Improvement**	**Requires Improvement**

Buckinghamshire County Council Adult Learning is a good provider with outstanding elements within our provision in ALDD, supported internships and outreach. Our small IT programme requires improvement and outcomes for ESOL learners requires improvement.
Supporting data to accompany this SAR can be found on pages 25 – 48

Key strengths:

- Overall achievement rates are very good at 88.1%. This is 1.9% above the national rate of 86.2% for adult learners, although a decline of 3.4% on 2017/18.
- Overall pass rates are outstanding at 94.3%. This is 1% above the national rate of 93.3% for adult learners, although a decline of 2.4% on 2017/18.
- Overall retention is outstanding at 93.3%. This is 0.9 % above the national rate of 92.4% for adult learners, although a small decline of 1.3% on 2017/18.
- GCSE mathematics high grade results are outstanding at 93%, an 8% increase on the previous year. The national rate for 19 + learners is 28%.
- The GCSE English high grade (9-4) result is good at 63%. While this is a decrease of 14% on the previous year it is still very significantly above the national rate for adults of 36%.
- Leaders and managers work well with an extensive network of stakeholders to ensure that local and national priorities and needs are addressed. There are particularly strong partnerships with JCP and 'Tier A' schools across the county which ensures that the BAL programme continues to meet the needs of some of the county's most disadvantaged learners.
- Learners value their learning experience with Bucks Adult Learning. 94% (sample size 1283) are likely to recommend BAL to friends and family; slightly above the rate for 'Other Public Funded 'providers (93.2%) which includes Local Authorities. (FE Choices learner satisfaction survey 18/19)
- Consistently good quality teaching, learning and assessment motivates learners who develop their skills, knowledge, behavior and attitudes and successfully apply their learning to support better lives for themselves, their families and their communities.
- The wider benefits of learning are highly valued by learners. 99% of learners from non-regulated provision (survey sample 876) identified improvements (personal, social, health & wellbeing) in addition to their core learning achievements. 92% of these learners identified three or more benefits, including making new friends, gaining confidence and feeling better about themselves.

Key areas for improvement.

- Improve retention and achievement rates on regulated adult skills courses in line with national rates (currently retention and achievement rates are below national rates at all levels), with a particular focus on ESOL and IT courses which have the biggest impact on current rates
- Improve achievement rates in subcontracted Apprenticeship provision to within 5% of direct delivery achievement and timely rates
- Improve the leadership and management of the small Information Technology programme
- Improve employer satisfaction, currently 3% below national rate at 81%.
- Improve meaningful capture of and use of destination data
- Reduce achievement gap between white British and other, currently 7.8%.

Progress against Previous Self-Assessment Report

Key positive outcomes include:

- An intensive Family Learning quality improvement project has resulted in a more responsive curriculum offer and significant improvements to teaching, learning & assessment resulting in a robust pass rate of 96%, achievement rate of 93.5% and attendance of 99.1%. The quality of teaching and learning is now of a consistently high standard and 100% of lessons were graded good+ at OTL. Feedback from partners highlights the considerable impact Family Learning courses have on the engagement of parents with their child's learning and within school such as reading with their child, support with homework, attendance at school meetings, volunteering within school and joining the PTA.
- As a result of attending our courses, learners are well prepared for their next stages with 51.3% of learners progressing to education and 22.6% of learners progressing to employment. In Family Learning 84% of learners progressed into education.
- The service introduced the use of Google Classroom in summer 2019 as a teaching and learning platform, champions have been trained and where relevant full rollout is planned for 2019/20.

Effectiveness of Leadership and Management   Good

- Good strategic management ensures the service offer meets community and national needs and supports Buckinghamshire County Council's local priorities of creating opportunities for residents and building self-reliance, so that successful and independent lives can be led, taking responsibility for their own health and wellbeing and supporting each other in their communities.

- Overall self-assessment of the service is rigorous and evaluative, takes into account feedback from all stakeholders and is subject to peer and external challenge. Regular quality performance reviews introduced and conducted by senior management in 18/19 ensured QIP achievement was timely and actions robust. This has been highly effective in driving forward improvement with the vast majority of QIP actions across the service successfully being completed by the end of the academic year.

  - 94% of staff surveyed said they were proud to be a member of staff at Buckinghamshire Adult Learning and 86% said Adult Learning is well-led and managed.

  - Teaching learning & assessment across Adult Learning is good with 92.5% of lessons graded Good + and 19% of lessons graded outstanding. In 18/19 BAL increased the use of co-observations to 24% compared to 6% in 17-18 to validate observer's judgements ensuring that observation across service is consistent and rigorous. Senior management moderated all 'outstanding' grades to further challenge and ensure robust quality.

  - In order to further support the development of teaching and to move lessons from 'good' to 'outstanding', paid peer observations were introduced as a new CPD strategy to further drive staff's professional development, share effective practice and to support individual training needs. In Family Learning 100% of these tutors said that learners had benefitted from their CPD and 100% of these tutors said they could now do something they couldn't do before.

  - 84% of staff said they received sufficient professional development which made them more effective in their work and 86% said leaders motivated them to take pride in their work and do their best

> *"BAL is particularly strong at engaging some of the hardest to reach learners. Of particular*
> *note are the partnerships with external advice organisations which give presentations and support to learners. Dynamic evaluation of these partnerships ensures that*
> *BAL learners receive the IAG service most suited to their needs."*
> *- Matrix report July 2019*

- Learners are well prepared for their next stages with 51.3% of learners progressing to education and 22.6% of learners progressing to employment. In Family Learning 84% of learners progressed into education.

- The service remains highly diverse and responsive through engagement with a very wide range of stakeholders including JCP, NCS, schools, health, voluntary, community organisations and a range of employers. This ensures that the service remains highly flexible and responsive in offering a diverse range of learning that meets local needs. When surveyed partners which responded stated that our provision met, or exceeded, their expectations

- The service is highly inclusive, engaging with learners from a range of different ethnic groups. The majority of learners from all ethnic groups perform well on their courses and as a result are able to complete their learning and achieve their goals. There is an ethnicity achievement gap which needs addressing in 2019/20 as in 2018/19 white British achievement is outstanding at 93.9%, 'other' achievement though still good at 86.1% is 7.8% lower. This gap is significantly impacted by the fall in ESOL achievements in 2018/19.

- Strong ongoing collaboration with partners such as care homes, employers and JCP, ensures that the vast majority of learners complete their learning and achieve their goals

> *'BAL has given us the opportunity to host activities which allow the valuable members of our community to improve their skills and knowledge, as well as change attitudes and behaviours both in terms of personal and cultural development. This is in line with our mission at BCC, which is to make a real difference in the lives of the people and communities we serve'*
> *- High Wycombe Library*

- The Council has a zero tolerance policy for harassment, bullying or discrimination, there have been no reported incidents in 18/19.

- Effective performance management is in place to identify staff who are underperforming and clear systems are in place to manage and support these. The use of personal improvement plans (PIPs) under guidance from Council HR and OH colleagues has enabled management to support staff as relevant across the service to make needed progress; all 4 tutors who had been identified as underperforming have been supported and are now good or they have been managed out of the service.

- Staff surveyed reported that 86% felt that levels of support for their well-being issues were good.

- In 18/19 two Apprenticeship Subcontractors were withdrawn from delivery in-year due to external quality issues, this has resulted in the achievement gaps for own delivery and subcontractors not being sufficiently closed in 18-19.

- BAL's Safeguarding Officer works with BCC's Prevent Co-coordinator and ensures that the service is aligned to the local authority's 'Prevent' strategy. All staff complete online Prevent training and the sharing of good practice ensures that staff have a good understanding of their responsibilities with regard to the 'Prevent' duty.

> *"Adults with Learning Difficulties and/or Disabilities (ALDD) – an exciting range of programmes is offered in a safe environment geared to learners' personal development needs… Learners feel safe and included, but more than this the ALDD service is highly ambitious for its learners to achieve to their maximum potential."*
>
> *Matrix Inspection Report 2019*

- Leaders and managers construct a highly creative and extremely broad provision that supports learners from an extremely diverse range of backgrounds in making progress in the development of independence, personal and social skills. This helps prepare all learners, and particularly those with SEND, extremely well for everyday life activities, transition to supportive living placements, volunteering and employment opportunities, which effectively supports learners to lead more fulfilling lives.

- The promotion of Equality, Diversity, Inclusion and British Values across the Skills programme is outstanding and good across all other areas. National events, such as the Great Get Together, Mental Health Awareness, Comic Relief World Book Day and Work Environment Day are celebrated and tutors' best practice is shared through the use of self - assessment E&D checklists which are mapped to British values.

- Leaders and managers drive an aspirational culture which motivates learners to achieve beyond their initial expectations. Examples include the celebration of achievement at BAL's annual award ceremony; regular exhibitions of learners' work in creative studies in town centres, libraries and Adult Learning centres; the publication of an annual Student Voices magazine and the publication of learner journeys on our website and on social media.

- Leaders and managers promote the use of IT, employability, mathematics and English across the service well to ensure that tutors and assessors are fully supported in helping learners improve their skills in these subjects, where relevant.

Key area for Improvement 19/20:

- Increase robustness when capturing destination data by identifying what the intended purpose is for learners attending their courses and then make meaningful judgements compared to their progression to relevant next steps.

- Further increase the use of technologies through Google classroom to enhance classroom-based learning and to encourage independent learning.

- Further close achievement gaps between own and subcontracting provision in apprenticeship delivery.

To improve from good to outstanding:

- To further develop relationships with employability partners to extend opportunities for work and volunteering opportunities for ALDD learners.

Governance

- Governance of the service is good. The priorities for the service are set with the agreement of the Director and Cabinet Member for Education and Skills and in line with the Corporate Strategic objectives. The Service is governed in line with the Performance Governance Framework for Buckinghamshire Children's Services.

- Adult Learning produces a Strategic and Operational Plan which forms part of the Children's Service Plan and supports the Council to meet specific local priorities. This plan is submitted to the Director of Education and Skills' Senior Management Team.

- The Adult Learning Senior Management Team meets monthly to review the performance and quality across its provision. A monthly report is then given to the Director of Education and Skills' Senior Management Team. Any concerns are reported by the Director for Education and Skills to the Business Unit Board and any significant underperformance or risk is then reported by the Executive Director to the Chief Officers Management Team. Cabinet Members sit on the Business Unit Board and any underperformance of Cabinet Members' KPI's are then escalated to the full Cabinet.

- Monthly meetings are held with the Principal of Adult Learning with a member of the Director of Education and Skills' Senior Management Team; this challenges

the leadership of the service and ensures that its operation is in line with Council regulatory requirements and performance indicators.

- Annual self-assessment is robust; it is subject to peer, internal and external challenge, with resulting feedback redirected into Adult Learning's Operational Plan or Quality Improvement Plan as relevant for the following year to drive forward further improvement.

Safeguarding

- Safeguarding arrangements are robust and effective. Leaders, managers, subcontractors and staff ensure that all learners are safe, feel safe and are able to thrive. All staff that have routine or frequent contact with vulnerable learners are appropriately DBS checked and all tutors, LSAs, volunteers and frontline staff undertake safeguarding training every three years.

- Learner induction and a Stay safe campaign has ensured learners of all abilities have a good understanding of how to report any concerns and the confidence to self-refer. 99% of staff surveyed agree or strongly agree that safeguarding arrangements are effective at Buckinghamshire Adult Learning.

- The designated Safeguarding Officer works closely with the Council's wider Safeguarding Team and draws on external organisations for specialist help resulting in her being well placed to support the welfare of individual learners who may be vulnerable. Closer working with BCC Communities team has meant that valuable information on regional safeguarding risks have been shared with curriculum teams. This has also contributed to a strategic poster campaign raising awareness of localised safeguarding risks and key support agencies across all centres using discrete places which are accessible to all.

- The Safeguarding Officer facilitates the BAL safeguarding committee and ensures that BAL safeguarding policy is rigorously implemented.

- BAL's Safeguarding Officer works with BCC's Prevent Co-coordinator and ensures that the service is aligned to the local authority's 'Prevent' strategy. All staff complete online Prevent training and the sharing of good practice ensures that staff have a good understanding of their responsibilities with regard to the 'Prevent' duty.

Quality of Teaching, Learning and Assessment	Good

Grades by Programme Type		
	17-18	18-19
ALDD	Good	Outstanding
Supported Internships		Good
Apprenticeships	Good	Good
Traineeships	Good	Good
English and mathematics	Good	Good
ESOL	Good	Good
Family Learning	Requires improvement	Outstanding
Learning for Personal Development	Good	Good
Community Outreach	Requires improvement	Good
IT	N/A	Requires improvement

Strengths:

Observations of teaching and learning and feedback from stakeholders indicate that:

- The quality of teaching and learning is good, with elements of outstanding, particularly in ALDD. As a result of an intensive improvement plan in 2018/19, the quality of teaching and learning in Family Learning and Apprenticeships moved from 'requires improvement' in 2017/18 to 'good', with 100% of observed lessons graded good+ at OTL. The service end of year grade profile shows 92.5% of the lessons observed were graded 'good' or better. Out of the 15 tutors whose sessions required improvement, 47% (7/15) had moved to good+ by the end of the year and 40% (6/15) were leavers. Of the two remaining tutors, one did not teach for us in 2018/19 and one will have an intensive support programme in 2019/20.

	Outstanding	Good +	Re-obs	Total OTLs	Total Active tutors
2017/18	N/A	98 = **83%**	20	118 **55%**	214
2018/19	25 = 19%	99 Good 25 Outstanding = **92.5%**	10	132 **67%**	197

- Teaching staff are well qualified (38% with L6+ teaching qualifications, which is 5% above the national benchmark) and use their expert subject knowledge and experience to engage and inspire learners. 93% of learners who responded to the ESFA learner satisfaction survey (sample size 553) are satisfied or extremely satisfied with the quality of teaching they received. (90% in 2017-18)

- Tutors' and assessors' planning of learning programmes is good, ensuring that the majority of learners enjoy learning and develop their knowledge, skills and understanding at a pace and level that suits them. Tutors effectively sequence learning outcomes as part of a coherent curriculum, which allows for consolidation and practice and for learners to build on existing knowledge and skills.

> *"The functional skills learning was the perfect angle for vulnerable young mums who have not reached their desired grades at school, through either having children or through not enjoying/ engaging with school as teenagers. The way the course was structured worked perfectly as it was not too long and really focused on practical skills and life examples, i.e. measuring for carpet etc."*
> - *Family learning partnership feedback" OTL report*

- Tutors use their subject knowledge and teaching skills well to research and provide materials that are inclusive, topical and relevant and meet the needs of learners. Tutors use learner-centered resources highly effectively to present information clearly and promote discussion, ensuring that the majority of learners understand key concepts and can apply them fluently and consistently.

> *"The use of learner-centred teaching/learning methods and quality resources are outstanding. You used a range of group, pair work and individual active learning tasks (card sort/matching, quizzes, video clips, discussions, worksheets etc.), which motivated learners."*
> - *OTL, Positive Pathways, Chesham*

- Tutors' plan individual learning effectively and use of ILPs is good, negotiating demanding learning outcomes informed by the results of rigorous initial and diagnostic assessment, which enables most learners to make good progress. Tutors use a range of formative and summative assessment methods well to check that key concepts have been embedded, supporting learners to use knowledge fluently, develop their understanding and improve their skills.

- Tutors and assessors check learners' understanding regularly, adapting teaching as appropriate, and provide regular and effective verbal and, where appropriate, written developmental feedback. This ensures that learner misunderstandings

are identified and corrected and that learners know what to do to improve their knowledge and skills.

- A total of 7939 hours of LSA support was provided to leaners across 157 classes, this was an increase of 28% additional support compared to 17/18.

- Support provided by staff (tutors, assessors, outreach workers, LSAs and volunteers) in and between lessons is good, with elements of outstanding. Learners remain motivated throughout their course, resulting in high retention levels of 93.3%.

> *"X was an amazing tutor, she identified my slow progress and arranged additional sessions to support me and with her support I managed to achieve a distinction grade on all 4 components"*
>
> - *Apprenticeship learner voice*

> *"Learner D came in to the first session with a support worker as he experienced anxiety to a debilitating level. Every learner in the room commented how from week 1 to session 8 (only 6 weeks) he has completely changed. He was laughing, being assertive, responding to questions without prompt, making jokes, holding his head up high, hugging others and generally exuding confidence he hasn't experienced in a long time."*
>
> - *Tutor feedback, Positive Pathways, Outreach*

- The promotion of equality, diversity and inclusion and British values is good. It is embedded throughout all programmes through the exemplary professional behaviours of tutors and assessors and the use of a range of strategies e.g. ground rules, student charter, collaborative learning, culture sharing. This results in learners who demonstrate high levels of respect and tolerance and are well prepared for life in modern Britain.

> *"New learners with immeasurable barriers to learning and low self-esteem complete assessments and enrol on ESOL courses thanks to the support, patience and respect that T shows them at assessment. T's outstanding teaching results in JCP learners developing the employability skills they need to go back into the workplace. Pre-Entry learners stay and progress due to the unfailing patience and expertise that T shows in their classes."*
>
> - *BAL Tutor of the year 2019*

- Tutors develop the mathematics, English, ICT and employability needs of their learners well by using both naturally arising opportunities and planned content embedded in the curriculum to enable learners to develop the relevant behaviours, attitudes, knowledge and skills they need e.g. CV writing, communication skills, using an online job search, accessing timetables, budgeting etc. to progress to their next steps.

- Learners across the service are provided with good opportunities for broader personal development through well planned enrichment activities, in and outside the classroom. These include BAL's Great Get Together event, first aid training, visiting speakers, library and museum outings, Mental Health awareness week etc. and result in positive outcomes for learners such as increased confidence, joining the local library, raising money for charity, making new friends and taking part in community events. For example, in LPD, 96% of learners gained one or more benefits in addition to the learning on their course with the top three identified as an increase in mental well-being, being happier and more relaxed and feeling good about themselves

---

"X is helping me find out the skills I need to find a job.
Sometimes the course is hard but I know I can ask for help."
- *ALDD Learner voice*

"Some learners take part in Open Studios and craft fairs, we discuss
how to approach these events in a professional manner."
- *Fused Glass Tutor feedback*

"It has helped me with communication and critical thinking as well,
two things I'd consider vital for functioning within everyday life"
- *Apprenticeship learner voice*

Key area for Improvement 19/20:

- In the small area of ICT provision, tutors need to plan and sequence the curriculum more effectively, using robust interventions where necessary, to ensure that learners have embedded key concepts in long-term memory before progressing to a higher level. This is a priority area for development in the 2019/20 QIP.

To improve from good to outstanding 19/20:

- Further development of the use of ICT to enhance teaching, learning and assessment and further develop learners' digital skills.

- Consistently embed a full range of assessment methods across the service, particularly peer and self-assessment, to ensure that learners develop learner

autonomy, take responsibility for their learning, and know what they need to do to further improve knowledge, skills and understanding.

| Personal Development, Behaviour and Wellbeing | | Good |

Grades by Programme Type		
	17-18	**18-19**
ALDD	**Outstanding**	**Outstanding**
Supported Internships	**n/a**	**Outstanding**
Apprenticeships	**Good**	**Good**
Traineeships	**Good**	**Good**
English	**Good**	**Good**
mathematics	**Good**	**Good**
ESOL	**Good**	**Good**
Family Learning	**Good**	**Good**
Learning for Personal Development	**Good**	**Good**
Community Outreach	**Good**	**Outstanding**
IT	**Requires Improvement**	**Good**

Strengths:

- Learners have consistently high levels of respect for others different backgrounds, ethnicities and abilities. They play a highly positive role in creating an environment that values and nurtures difference. Bullying and harassment are never tolerated; there have been no recorded incidents throughout 18/19.

- Tutors have high expectations of learners' behaviour in courses and tutors set ground rules in 100% of courses. Learners understand their rights and responsibilities as learners. There have been no reported behaviour incidents in 18-19. Across all OTLs 100% of learners were seen to be respectful and tolerance of each other and their tutor demonstrating high levels of self-control.

- Learners have good attendance and are punctual. Within the skills department overall attendance is 84.7% and within Community and Family Learning is 86.8%. Attendance in apprenticeships and WBL is 89.2%.

- Learners are highly motivated to pursue their studies resulting in very high retention rates of 93.3% across the provision.

- 91% of staff surveyed said that learners are supported to develop positive attitudes to learning and work.

- At end of course survey, 99% of learners stated that they had made expected or more than expected progress compared to their starting points.

- Learners demonstrate consistently highly positive attitudes and commitment to their education and/or training. Our learners are persistent in the face of adversity and if learners are struggling, the tutor takes appropriate action to support them and inform the programme coordinator so that additional interventions, as relevant, can be put in place.

- The personal and social development of learners is very good and in many areas outstanding, learners really enjoy their learning, know how to study effectively, are resilient to setbacks and are proud of what they achieve.

- There are many examples of commitment to learning beyond the basics through Community projects such as Chesham in Bloom and helping at the local community food bank, as well as charity work including The Great Get Together, Saunderton Lodge for homeless families and Comic Relief.

> *"We decided on a new challenge this year and that was to make a charity quilt. I, as the tutor, designed a simple house quilt block….. We ended up with 38 houses!! So enough to make into 2 quilts. Both will be hopefully gifted to a homeless or women's aid charity locally".*
> - *Quilting tutor*

- Learners (many of whom have very low starting points in terms of self-confidence) develop high levels of self-esteem and pride in their achievements through engagement with learning. They develop excellent attitudes to learning and develop strong self-belief in their ability to make positive changes to their lives.

> *"Not only does my future look bright so does my daughters, I will be able to provide her with a stable future. My attitude to learning has completely changed and I want my little girl to take education seriously, and support her as much as I can. Thank you very much, this has really bettered my life"*
> - *FL learner*

> *"The course has helped develop social skills and improved concentration. Helped with day to day living, using computers, an iPad and the everyday use of mathematics and counting."*
> - *Partner/carer*

- Learners are supported to develop their resilience, confidence and independence and, where relevant, help them to know how to keep physically and mentally

healthy. The wider benefits of learning are recognized and highly valued by our learners. 99% of learners from non-regulated provision (survey sample 876) identified improvements (personal, social, health & wellbeing) in addition to their core learning achievements. 86% of these learners identified three or more benefits, including making new friends, gaining confidence and feeling better about themselves.

> *'All courses across BAL capture intended outcomes in a range of differentiated Individual Learning Plans (ILPs), and soft outcome based practices are well embedded. For example, Family Learning learners are supported to describe their overall goal and their personal learning outcomes. Reflecting on outcomes is widely encouraged, especially through the use of the 'bubble survey', where learners circle 'bubbles' describing a range of outcomes achieved that are appropriate for their course, including 'confidence to take on new challenges', 'dealing with stress and anxiety' and 'improve or maintain physical and/or mental health'. These results are then collated with 86% of learners citing three or more benefits.'*
> *- Matrix 2019*

- Next steps advice which is given to all learners and careers advice in relevant classes is good and tailored to the needs of our learners. Learners make good use of the unbiased information provided to them by agencies such as NCS or Building futures and staff such as tutors and coordinators to plan their next steps. In 18/19 this external advice was introduced to ALDD learners in order to inspire them for the world of work.

- Learners' development of employability skills (where appropriate) is good. Learners value the importance of these skills in helping them to achieve their learning goals, increase their independence and support career aims, where relevant.

- Classroom and enrichment activities prepares learners for life in modern Britain by: teaching them how to protect themselves from radicalisation and extremist views; helping to equip them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common; and promoting respect for the different protected characteristics as defined in law. In 2018/19 there were a variety of campaigns used to meet localised relevant issues, such as one focused on avoiding scamming, following this being identified as particular risk for older learners in the county.

> *'Helped me feel confident to try Russian with customers in Moscow.'*
> *- Languages*

Outcomes for Learners		Good

Grades by Programme Type		
	17-18	18-19
ALDD	Outstanding	Outstanding
Supported Internships	n/a	Outstanding
Apprenticeships	Requires improvement	Good
Traineeships	Requires Improvement	Good
English	Good	Good
mathematics	Good	Good
ESOL	Good	Requires improvement
Family Learning	Good	Outstanding
Learning for Personal Development	Good	Good
Community Outreach	Good	Outstanding
IT	Requires improvement	Requires improvement

Strengths:

- Overall achievement rates are very good at 88.1%. Although this is a decline of 3.4% on 2017/18 it is still 1.9% above the national rate of 86.2% for adult learners.

- Overall pass rates are very good at 94.3%. While this is a decline of 2.4% on 2017/18, it still 1% above the national rate of 93.3% for adult learners.

- Overall retention is very good at 93.3%. This is a small decline of 1.3% on 2016/17 but still 0.9 % above the national rate of 92.4% for adult learners.

- GCSE mathematics high grade results are outstanding at 93%, an 8% increase on the previous year. The national rate for 19 + learners is 28%.

- The GCSE English high grade results are very good at 63%. While this is a decrease of 14% on the previous year it is still very significantly above the national rate for adults of 36%.

- Overall and timely apprenticeships achievement rates for direct delivery are good. Overall achievement is 80.8%, a 4% increase on 17/18, 5.3% above the national rate of 75.5%. Timely achievement is 69.2%. While this is a 6.3% decrease on 2017/18 it is still 1.2% above national rate.

- Outcomes on the traineeship programme are good with an achievement rate for the employability qualification of 84.2%

- More rigorous monitoring of, and support for sub-contractors in 2018/19 has led to outcomes for learners on adult skills courses delivered by sub-contractors being outstanding with an achievement rates of 96.5%, compared with 78.2% in 2017/18.

- Following significant management intervention and tutor support, achievement on British Sign Language is now good again at 66.7%, an increase from 42.1% in 2017/18 and now less than 1% below the national rate of 67.4%.

- Following significant management support the mathematics programme now has a good retention rate of 85.3%, compared with 79.6% in 2017/18, an increase of 5.7%. Functional Skills mathematics achievement rates have increased significantly to 81% at level one (14% above national rate) and 75% for level two (9% above national rate).

- The English programme has maintained a good retention rate of 88%. Achievement on functional skills courses is good with level one achievement in line with national rates at 68% and level two achievement at 78% which is 10% above national rate.

- The achievement rate in community learning is outstanding at 98.1%, compared with 94.9% in the previous year. This is supported by a very high retention rate of 96.7%.

- There is no significant achievement gap based on gender, with male achievement (1817 learners) at 90.2% and female achievement (6563 learners) at 91.7%.

- Adult skills (AEB) learning support is effective with retention, achievement and pass rates for those learners receiving learning support in line with the rates for 'all' learners. Achievement for learners receiving ALS is 82.9%, compared with 81.3% for all AEB learners.

- Teachers have high expectation of learners and challenge learners to extend themselves.

> "Expectation of learners is outstanding. Your passion for your subject
> and desire
> to enable your learners to extend their skills is translated
> into…challenging
> goals that have been set."
> -   Homes, Gardens and Leisure OTL report

- Learners are well prepared for their next stages with 51.3% of learners progressing to education and 22.6% of learners progressing to employment. In Family Learning 84% of learners progressed into education.

> "ESOL learners praised the highly practical nature of their courses,
> which upon exploration is a reference to the IAG delivery within the
> programmes. The various courses prepare them for life in the UK,
> with practical exercises relating to CV writing and job interviews, the
> education and health systems and aspects of British culture.
> Learners confirmed that they had developed not just their knowledge
> of English but the confidence to use it in a wide range of everyday
> situations. "
> (Matrix Report, June 2019).

Areas for Improvement:

- Achievement rates on adult skills regulated programmes are below national rate at entry level, level one and level two and have fallen from the previous year at entry and level one. Retention, although improved from the previous year, also remains below national rate at all three levels.

- In particular, achievements rates on ESOL courses and IT courses have fallen and are below national rates. In ESOL the overall achievement rate is 78.9% compared with 86.1% in 2017-18. In IT the achievement rate is 62.0% compared with 69% in 2017/18. This has impacted significantly on overall achievement rates in adult skills qualifications, resulting in achievement being below national rate. (see above). This will be priority areas for rapid improvement in 2019/20.

- Further work is needed by the Apprenticeship team to ensure that subcontracted achievement rates are on a par with own delivery. Sub-contractor Apprenticeship achievement is inadequate at 42.4%.Sub-contractor Apprenticeship timely achievement at 26.3% is also inadequate. However BAL has been working to reduce the number of sub-contractors delivering apprenticeships over the course of 2018/19 and will have only one small specialist provider delivering less than ten apprenticeships going forward into 2019/20.

- While overall achievement is good, the ethnicity achievement gap needs addressing in 2019/20 as in 2018/19 white British achievement is 93.9% and 'other' achievement is lower at 86.1%. This is significantly impacted by the fall in ESOL achievement in 2018/19.

Adult Learning programmes	Good

Key Strengths

- Leaders and managers work very well with a wide range of stakeholders within Bucks County Council and beyond to ensure that adult learning programmes support local, regional and national needs. BAL managers convene and chair regular sub-regional stakeholder meetings throughout the year, providing good opportunities to consolidate and develop provision that continues to be responsive to local and regional needs.

- The service has a strong partnership with JCP and delivers programmes that meet the needs of learners who are seeking employment and are often furthest from the job market. In 2018/19 a new accredited employability programme was successfully delivered in response to learner and stakeholder feedback.

- The outreach programme worked with 15 partners key partners and 100% of partners would recommend working with Bucks Adult Learning and agree that the Outreach programme is responsive and flexible to the needs of their clients.

- Highly responsive partnership work resulted in bespoke NLDC courses for 13 different community organisations, mostly off-site at their venues; including First Aid, Chair-based exercise, Communication Skills for volunteers, Returning to Earning, Manage My mobile.

- The ALDD programme has an excellent partnership network resulting in a bespoke programme which promotes the skills learners are developed in classes and enables partners to support further development outside of the classroom. The ALDD partners survey indicated that 100% (28/28) of partners believed that the ALDD provision successfully met the needs of their residents, providing examples of how their residents/clients transferred skills they had been developing in class into their daily lives.

- The Family Learning Programme worked with 43 partners in 2018/19. All courses are bespoke according to partner and learner needs. 'Tier A' partners are prioritised (characterised by being in an area of disadvantage, high proportion of children with Free School Meals, poor SATS results compared to County average, poor OFSTED report, high proportion of adults on benefits). 100% of Tier A partners reported that working with Family Learning had had a good impact on parents and children and that the provision met, or exceeded, their expectations and that the courses would encourage more parents to become involved with the school.

> *"Thank you for coming into school for so many years now; it has*
> *been a huge support to me and has enabled us to offer out*
> *opportunities to parents that we*
> *would not otherwise have been able to do"*
> *- Headteacher, Thomas Harding Junior school.*

- Learners make good progress during their programmes compared with their starting points. In Community Learning 99% of learners stated that they had made expected or more than expected progress against their starting points.

Areas for Improvement:

- In LPD, further work is needed to implement CPD plans in a more timely fashion to support more outstanding lesson in this area.

Apprenticeship Programmes	Good

Key Strengths:

- Graded 'good'. Trainers/assessors have up to date industry knowledge and skills that they share effectively with learners. External quality assurance confirms that assessment practice is good.

- "Assessment is planned for in advance with developmental feedback given, identifying strengths and areas for development. Some lovely examples of feedback have been seen which clearly draw out the positives of what have been seen, giving specific examples." CACHE EQA report May 2019

- Apprenticeship programmes are highly effective in developing learners' employability skills. 92% of learners surveyed stated that their course had improved their overall employability skills? An employability enrichment programme is well attended by 16-18 year old apprentices who value the opportunity to mix with other young people and learn skills they can use in the workplace. 100% of learners who attended the workshops stated that were very satisfied with the tutor's support in helping them to develop their employability skills.

- High levels of apprentice satisfaction with 80% of apprentices who completed the ESFA FE Choices survey stating they are likely or very likely to recommend BAL to family or friends, which is the same as the national rate for 'other providers'.

- Progression into employment or sustained employment from all Apprenticeship programmes is very good. Employers value the contribution of apprentices; consequently 95 % of learners either sustained employment or gained employment after completion of their programmes.

- Overall and timely Apprenticeships achievement rates for direct delivery are good. Overall achievement is 80.8%, a 4% increase on 17/18, 5.3% above the national rate of 75.5.%. Timely achievement is 69.2%. While this is a 6.3% decrease on 17/18 it is still 1.2% above national rate.

> *"I have awarded C a distinction for her project. Well done on an excellent project confidently delivered. C used a range of project tools to plan, manage and evaluate a new process. She built excellent relationships with stakeholders to improve relationships and gather feedback from the community to shape the organisation. C is very confident in using IT and particularly champions the use of social media in her organisation to achieve results. C demonstrated excellent personal qualities and communication skills throughout her project presentation. Well done C on an excellent result!"*
> *- EPA comment*

> *"S has provided a very strong portfolio of evidence. He has demonstrated a good level of knowledge which he has been able to apply within his role. The examples he has used demonstrates that he is able to work effectively with people from cross the organisation and is able to take a leading edge role in regards to the project he has been running. S showed particular strengths in communications and project management.S has used set pieces of evidence which were repositioned to meet the criteria. This was efficient use of evidence when dealing with knowledge criteria in particular, congratulations on achieving a distinction. "*
> *-EPA comment*

EPA at first attempt and 73% of learners achieving a merit or distinction.

- The quality of teaching, learning and assessment is good. All lessons observed 18/19 were good.

> *"K. had a positive impact on the school in the classroom supporting activities, watching the children at lunch times in her supervisor role, and worked well in the WRAP care provided for the children by the school."*
>
> *"Having an Apprentice has helped to improve the service to staff and parents immensely."*
> - Employer quote

Areas for Improvement:

- Achievement rates in subcontracted provision are inadequate and need to improve to within 5% of direct delivery achievement rates
- Achievement rates for functional skills mathematics at level two, when not the prime component of the framework or standard are low and need to improve for better learner progression
- Achievement rates for ALN learners is 18.4% less than for non-ALN learners
- The ESFA employer survey satisfaction rate at 81% (of employers would recommend the service) is 3% below the national rate of 84%.

- The BAL traineeship programme is delivered in partnership with Bucks Youth Service. Leaders and managers worked strategically to promote the programme and engage learners, for example through the NEETs solution multi-agency meetings which provide a forum for stakeholders who work with young people who are already NEET or provide educational services to those young people. Members include professionals from Adviza, Youth Offending Service, Virtual School, After Care team, SEN team. These agencies identify and signpost potential learners to the traineeship programme where that is the most appropriate solution for the learner.

- Vocational qualification outcomes on the traineeship programme for 16-18 year olds are good with an achievement rate for the employability qualification of 83.3%, an increase from72.7% the previous year.

- The quality of teaching, learning and assessment is good. The EQA report noted that, "The workbook used to demonstrate the placement practice is an excellent resource that details learner requirements for the individual placement, expectations and overall review by supervisor and learner. This links with criteria across units. The learners also present a personal reflection of themselves (PowerPoint) to the group and this is photographed and included in their folders. This is a valuable process building confidence and connecting the group."

- Tutors have a strong focus on employability skills. Weeks one to four of the programme provide intensive skills development prior to learners starting their work experience. This is supported by learners completing the ABC Certificate in Employability Skills at level One.

- Managers have worked very successfully to establish partnerships with employers in sectors where learners would like to progress, leading to high quality work experience opportunities which learners value highly, particularly as many learners on the traineeship programme have no prior work experience. These include public sector (libraries, Highways), manufacturing; retail; media, charity, horticulture, theatre and National Trust.

- Teachers are highly effective is setting high expectations for learner with regards to behaviour and conduct. 'Ground rules' are set by teachers and learners together. All learners have a risk assessment in week one which outlines appropriate individualised support strategies. These are highly effective, resulting in 86.4% retention.

- Learners gain significant wider skills from the programme. The OTL report noted that, "When learners shared what they had got from the course it was clear this was more than just an academic programme. Learners identified that they had grown in confidence, self-esteem and just felt ready to take on new challenges."

-

> "We are able to work towards goals and that provides us with confidence."
>
> "Everyone is respected and cared for."
>
> "We're having a lot of fun and greatly enjoying the course."
>
> - Feedback from learners in week six of the programme

- Learners benefit from specialist impartial IAG support through a partnership with Adviza. Next steps support is embedded throughout the programme. The vast majority of learners complete the programme with a positive destination identified. By exception, where this is not the case, learners are referred for further ongoing support to a specialist NEET worker from Adviza.

- Progression is outstanding with 94% (16/17) of retained learners progressing into employment, further training or volunteering.

Provision for learners with high needs	Outstanding

- A pilot Supported Internship programme was successfully introduced in 2018/19. This was delivered in collaboration with colleagues from a local authority maintained school, Stony Dean and in partnership with the De Vere Hotel Group, who hosted the programme. Four learners started the programme with one learner being signposted out to more appropriate provision in term one. The remaining three learners achieved their employability qualification and their functional skills qualifications. Alongside these qualifications, all learners undertook the De Vere Hospitality Flow Training and achieved a 100% pass rate.

- Using the expertise of the Stony Dean delivery team meant that a learning programme was developed that was individually tailored to the learners and the setting. All learners are treated as employees within the workplace, they are required to follow the De Vere employer code of conduct. This resulted in clear professional expectations and behaviours. Attendance rate is 92%.

- Learners benefitted from support from a full time on site job coach who provided highly personalized early intervention pastoral support to learners to help them stay on programme. The job coach also supported the learners to develop their independence; improve their communication skills and make important personal choices and decisions which helped prepare themselves for their next steps.

- Learners successfully developed skills to enhance their employment opportunities. All three retained learners progressed into employment or an apprenticeship. Learners also have a Job Coach to support them in their first year of employment, led by Adviza Building Futures Team. Ten sessions

provided for each learner. This ensures the smooth transition from the Supported Internship into employment with a support network in place.

- Feedback from learners, parents and the employer was outstanding and the programme is being extended in 2019/20 to include both De Vere and Stoke Mandeville Hospital as a new host partner.

> *"It's a lot different from work experience because you get paid and a lot of fun. I never thought I would get a job at Latimer House and I'm so happy. Having a job makes me feel so proud of myself."*
> - Supported Internship learner.

> *"This has been a life changing opportunity. Thank you from the whole family – we have all noticed the huge change in him far beyond the Supported Internship. "*
> - Parent quote.

> *"We are delighted with the progress each of the interns has made. We were delighted when receiving feedback from clients to begin to hear the Interns being positively mentioned."*
> - Employer quote.

Whole service SAR data 08 Jan 2020 09:36:48

Leavers

- Counts include only QAR qualifying enrolments - https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2018-to-2019
- Counts include Leavers only as continuers will appear in subsequent years.
- Hybrid end year is the greater of Planned, Actual or reported year.
- Distinct learner count is distinct for funding stream only. Learners may appear in the count of more than one line.
- Adult skills and 16-18 lines include traineeship numbers
- 16-18 line includes Supported internships

Funding Model	Hybrid end year 18/19		Hybrid end year 17/18		Hybrid end year 16/17	
	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)
Community Learning	3535	6059	4054	7009	4963	8090
24+ Loan	0		1	1	2	2
16-19 EFA funding	26	57	38	77	34	67
Adult skills funding	1275	2132	1421	2399	1494	2493
No Skills Funding Agency or EFA funding	122	132	29	33	88	97

Adult skills

NART 2017/18 - Other Public Funded 19+

ESFA publishes combined rates for level 1 and below, as well as Level 4 and above

Level	Overall Leavers	Pass Rate	Overall Achievement Rate	Retention Rate
1	165640	93.9	87.5	93.2
2	48490	91.1	82.5	90.6
3	3790	93.3	78.5	84.2
H	360	84.4	71.6	84.8
Unknown	60	96.4	96.4	100
All Qualification Levels	218330	93.3	86.2	92.4

Adult Skills Qualification Achievement Rates by level and type

These numbers include traineeships.

	Leavers (Enrolments)			Pass rate %			QAR%			Retention%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All Adult Skills	**2132**	**2399**	**2493**	**90.5%**	**94.7%**	**92.8%**	**81.3%**	**83.4%**	**84.0%**	**89.9%**	**88.1%**	**90.5%**
Entry	1376	1721	1864	92.2%	96.1%	95.0%	83.9%	86.8%	88.3%	91.1%	90.4%	92.9%
Level 1	351	374	349	86.0%	89.9%	87.5%	73.2%	76.2%	75.9%	85.2%	84.8%	86.8%
Level 2	405	304	280	88.2%	92.1%	83.3%	79.5%	73.0%	66.1%	90.1%	79.3%	79.3%
Regulated	**1273**	**1427**	**1316**	**87.6%**	**91.3%**	**87.6%**	**77.0%**	**76.9%**	**76.4%**	**87.9%**	**84.2%**	**87.2%**
Entry	653	876	810	90.0%	93.0%	90.7%	79.8%	81.6%	82.6%	88.7%	87.8%	91.1%
Level 1	259	276	258	82.2%	85.5%	83.3%	69.5%	68.5%	69.4%	84.6%	80.1%	83.3%
Level 2	361	275	248	86.9%	91.0%	80.9%	77.3%	70.2%	63.3%	88.9%	77.1%	78.2%
Non-Regulated	**859**	**972**	**1177**	**94.5%**	**99.2%**	**98.2%**	**87.8%**	**93.0%**	**92.6%**	**92.9%**	**93.7%**	**94.3%**
Entry	723	845	1054	94.1%	99.1%	98.2%	87.7%	92.2%	92.6%	93.2%	93.0%	94.3%
Level 1	92	98	91	96.3%	100.0%	97.7%	83.7%	98.0%	94.5%	87.0%	98.0%	96.7%
Level 2	44	29	32	97.7%	100.0%	100.0%	97.7%	100.0%	87.5%	100.0%	100.0%	87.5%

Community Learning

- Counts include only QAR qualifying enrolments - https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2018-to-2019
- Counts include Leavers only, as continuers will appear in subsequent years.
- Hybrid end year is the greater of Planned, Actual or reported year.
- Distinct learner count is distinct for CL type only. Learners may appear in the count of more than one line.

	Hybrid end year 18/19		Hybrid end year 17/18		Hybrid end year 16/17	
	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)
All Community Learning	3535	6059	4054	7009	4963	8090
PCDL	2785	4969	3011	5481	3876	6582
NLDC	124	145	214	255	407	480
FLLN	285	394	440	575	386	526
Wider family learning (WFL)	439	551	566	698	425	502

Community Learning Qualification Achievement Rates by level and type

	Leavers (Enrolments)			Pass rate %			QAR%			Retention%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All	6059	7009	8090	98.1%	97.5%	98.4%	94.9%	95.1%	96.5%	96.7%	97.5%	98.1%
PCDL	4969	5481	6582	98.5%	98.2%	99.0%	95.1%	95.4%	97.0%	96.6%	97.1%	98.0%
NLDC	145	255	480	97.8%	95.6%	95.4%	93.8%	94.1%	95.2%	95.9%	98.4%	99.8%
FLLN	394	575	526	94.2%	90.2%	95.9%	90.4%	88.5%	93.3%	95.9%	98.1%	97.3%
Wider family learning (WFL)	551	698	502	97.4%	99.1%	96.2%	96.2%	99.1%	94.6%	98.7%	100.0%	98.4%

Adult skills - Subcontractors

Adult Skills Qualification Achievement Rates by level and type

	Leavers (Enrolments)			Pass rate %			QAR%			Retention%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
Subcontractor Overall	114	248	259	98.2%	87.8%	88.4%	96.5%	78.2%	82.2%	98.2%	89.1%	93.1%
Entry	25	181	128	91.3%	88.4%	90.3%	84.0%	80.1%	87.5%	92.0%	90.6%	96.9%
Level 1	4	31	116	100.0%	100.0%	87.3%	100.0%	83.9%	76.7%	100.0%	83.9%	87.9%
Level 2	85	35	12	100.0%	74.2%	75.0%	100.0%	65.7%	75.0%	100.0%	88.6%	100.0%
Level 3			2			100.0%			100.0%			100.0%
Level 4 or Higher		1	1			100.0%		0.0%	100.0%		0.0%	100.0%
16-19 EFA funding	7	25	36	100.0%	63.2%	84.4%	100.0%	48.0%	75.0%	100.0%	76.0%	88.9%
Entry	2	2	1	100.0%	100.0%	100.0%	100.0%	50.0%	100.0%	100.0%	50.0%	100.0%
Level 1	3	5	30	100.0%	100.0%	80.8%	100.0%	80.0%	70.0%	100.0%	80.0%	86.7%
Level 2	2	18	5	100.0%	50.0%	100.0%	100.0%	38.9%	100.0%	100.0%	77.8%	100.0%
24+ Loan		1	1			100.0%		0.0%	100.0%		0.0%	100.0%
Level 3			1			100.0%			100.0%			100.0%
Level 4 or Higher		1						0.0%			0.0%	
Adult skills funding	107	222	220	98.1%	90.1%	88.8%	96.3%	82.0%	83.2%	98.1%	91.0%	93.6%
Entry	23	179	127	90.5%	88.3%	90.2%	82.6%	80.4%	87.4%	91.3%	91.1%	96.9%
Level 1	1	26	86	100.0%	100.0%	89.5%	100.0%	84.6%	79.1%	100.0%	84.6%	88.4%
Level 2	83	17	7	100.0%	94.1%	57.1%	100.0%	94.1%	57.1%	100.0%	100.0%	100.0%
No Skills Funding Agency or EFA funding			2			100.0%			100.0%			100.0%
Level 3			1			100.0%			100.0%			100.0%
Level 4 or Higher			1			100.0%			100.0%			100.0%

Traineeships

Adult Skills Qualification Achievement Rates by level and type

	Leavers (Enrolments)			Pass rate %			QAR%			Retention%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
Traineeships overall	38	63	75	75.0%	44.4%	87.3%	63.2%	38.1%	73.3%	84.2%	85.7%	84.0%
Literacy	9	12	15	42.9%	0.0%	83.3%	33.3%	0.0%	66.7%	77.8%	83.3%	80.0%
Numeracy	10	18	15	62.5%	0.0%	66.7%	50.0%	0.0%	53.3%	80.0%	77.8%	80.0%
Other - e.g. Workskills	19	33	45	94.1%	80.0%	94.9%	84.2%	72.7%	82.2%	89.5%	90.9%	86.7%
16-18	22	45	34	89.5%	44.4%	83.3%	77.3%	35.6%	73.5%	86.4%	80.0%	88.2%
Literacy	4	9	7	100.0%	0.0%	66.7%	75.0%	0.0%	57.1%	75.0%	77.8%	85.7%
Numeracy	6	14	7	80.0%	0.0%	50.0%	66.7%	0.0%	42.9%	83.3%	71.4%	85.7%
Other - e.g. Workskills	12	22	20	90.9%	84.2%	100.0%	83.3%	72.7%	90.0%	91.7%	86.4%	90.0%
19+	16	18	41	53.8%	44.4%	90.9%	43.8%	44.4%	73.2%	81.3%	100.0%	80.5%
Literacy	5	3	8	0.0%	0.0%	100.0%	0.0%	0.0%	75.0%	80.0%	100.0%	75.0%
Numeracy	4	4	8	33.3%	0.0%	83.3%	25.0%	0.0%	62.5%	75.0%	100.0%	75.0%
Other - e.g. Workskills	7	11	25	100.0%	72.7%	90.5%	85.7%	72.7%	76.0%	85.7%	100.0%	84.0%

16-18

16-18 Qualification Achievement Rates by programme type

	Leavers (Enrolments)			Pass rate %			QAR%			Retention%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All	**57**	**77**	**67**	**87.8%**	**68.3%**	**88.9%**	**75.4%**	**55.8%**	**71.6%**	**86.0%**	**81.8%**	**80.6%**
Traineeship	25	45	34	86.4%	44.4%	83.3%	76.0%	35.6%	73.5%	88.0%	80.0%	88.2%
Supported Internship	4			100.0%			75.0%			75.0%		
Other Study Programme	28	32	33	87.5%	100.0%	95.8%	75.0%	84.4%	69.7%	85.7%	84.4%	72.7%

Adult Skills Learning Support

- All figures are for AEB adult adult skills enrolments - Funding stream 35.
- Counts include only QAR qualifying enrolments - https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2018-to-2019
- Counts include Leavers only, as continuers will appear in subsequent years.
- Hybrid end year is the greater of Planned, Actual or reported year.
- Distinct learner count is distinct for each line. ALDD Learners may appear in the count of Other learners if they have attneded a non-aldd course.
- Counts all enrolments for a learner where we have claimed ALS for any enrolment in a funding year.

	Hybrid end year 18/19		Hybrid end year 17/18		Hybrid end year 16/17	
	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)
Learners Claiming ALS	**227**	**475**	**266**	**572**	**190**	**405**
Others	166	294	211	362	161	274
ALDD	64	181	57	210	32	131

ALDD, Learning Support fund and AEB QAR compared

	Leavers (Enrolments)			Pass rate %			QAR%			Retention%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All	**2132**	**2399**	**2493**	**90.5%**	**94.7%**	**92.8%**	**81.3%**	**83.4%**	**84.0%**	**89.9%**	**88.1%**	**90.5%**
ALDD	307	378	351	94.0%	98.6%	100.0%	91.2%	96.6%	96.9%	97.1%	97.9%	96.9%
ALS Claimed	475	572	405	91.0%	96.7%	93.5%	82.9%	87.9%	88.1%	91.2%	90.9%	94.3%
AEB exc. ALS and ALDD	1657	1827	2088	90.3%	94.0%	92.7%	80.9%	82.0%	83.2%	89.6%	87.2%	89.8%

Ethnicity

- Counts include only QAR qualifying enrolments -
  https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2018-to-2019
- Counts include Leavers only, as continuers will appear in subsequent years.
- Hybrid end year is the greater of Planned, Actual or reported year.

	Hybrid end year 18/19		Hybrid end year 17/18		Hybrid end year 16/17	
	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)
White British	**3166**	**5669**	**3453**	**6418**	**4245**	**7413**
Other	**1587**	**2711**	**1846**	**3101**	**2014**	**3336**
African	87	167	78	109	68	111
Any other Asian background	120	218	120	219	99	183
Any other Black / African / Caribbean background	15	22	30	41	19	34
Any other ethnic group	99	180	123	215	97	167
Any Other Mixed / multiple ethnic background	41	68	51	90	56	81
Any Other White background	443	746	524	829	573	909
Arab	30	58	19	38	17	32
Bangladeshi	30	48	33	54	33	65
Caribbean	71	106	63	100	78	107
Chinese	25	43	35	69	26	67
English / Welsh / Scottish / Northern Irish / British	3166	5669	3453	6418	4245	7413
Indian	138	234	113	199	115	201
Irish	63	100	61	117	64	118
Not known/not provided	21	33	121	184	205	291
Pakistani	351	598	415	744	503	867
White and Asian	13	20	14	20	12	24
White and Black African	12	24	11	23	10	17
White and Black Caribbean	28	46	35	50	39	62

Ethnicity Qualification Achievement Rates

	Leavers (Enrolments)			Pass rate %			QAR%			Retention%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
White British	5669	6418	7413	97.7%	97.4%	98.1%	93.9%	93.7%	95.3%	96.1%	96.2%	97.1%
Other	2711	3101	3336	93.0%	95.1%	94.8%	86.1%	88.1%	89.2%	92.6%	92.6%	94.1%
White and Black Caribbean	46	50	62	97.6%	92.9%	86.5%	89.1%	78.0%	72.6%	91.3%	84.0%	83.9%
White and Black African	24	23	17	91.3%	81.0%	93.8%	87.5%	73.9%	88.2%	95.8%	91.3%	94.1%
White and Asian	20	20	24	100.0%	93.8%	95.7%	80.0%	75.0%	91.7%	80.0%	80.0%	95.8%
Pakistani	598	744	867	89.2%	94.7%	92.1%	82.4%	85.6%	85.2%	92.5%	90.5%	92.5%
Not known/not provided	33	184	291	93.3%	97.7%	98.2%	84.8%	91.3%	94.5%	90.9%	93.5%	96.2%
Irish	100	117	118	94.7%	97.2%	98.2%	90.0%	90.6%	94.9%	95.0%	93.2%	96.6%
Indian	234	199	201	97.4%	94.3%	97.9%	94.4%	91.0%	93.5%	97.0%	96.5%	95.5%
English / Welsh / Scottish / Northern Irish / British	5669	6418	7413	97.7%	97.4%	98.1%	93.9%	93.7%	95.3%	96.1%	96.2%	97.1%
Chinese	43	69	67	90.2%	97.1%	96.9%	86.0%	95.7%	92.5%	95.3%	98.6%	95.5%
Caribbean	106	100	107	92.9%	91.9%	94.8%	85.8%	79.0%	85.0%	92.5%	86.0%	89.7%
Bangladeshi	48	54	65	91.1%	96.0%	93.3%	85.4%	88.9%	86.2%	93.8%	92.6%	92.3%
Arab	58	38	32	92.7%	94.3%	100.0%	87.9%	86.8%	100.0%	94.8%	92.1%	100.0%
Any Other White background	746	829	909	94.7%	96.5%	95.8%	85.5%	90.0%	91.2%	90.3%	93.2%	95.2%
Any Other Mixed / multiple ethnic background	68	90	81	92.2%	94.0%	94.5%	86.8%	87.8%	85.2%	94.1%	93.3%	90.1%
Any other ethnic group	180	215	167	97.1%	94.2%	95.6%	93.3%	90.7%	90.4%	96.1%	96.3%	94.6%
Any other Black / African / Caribbean background	22	41	34	85.0%	97.4%	93.9%	77.3%	92.7%	91.2%	90.9%	95.1%	97.1%
Any other Asian background	218	219	183	91.2%	94.6%	91.5%	85.8%	88.6%	88.0%	94.0%	93.6%	96.2%
African	167	109	111	91.3%	91.0%	95.1%	81.4%	83.5%	88.3%	89.2%	91.7%	92.8%

Gender

- Counts include only QAR qualifying enrolments - https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2018-to-2019
- Counts include Leavers only, as continuers will appear in subsequent years.
- Hybrid end year is the greater of Planned, Actual or reported year.

	Hybrid end year 18/19		Hybrid end year 17/18		Hybrid end year 16/17	
	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)
M	1058	1817	1209	2171	1476	2563
F	3695	6563	4090	7348	4783	8186

Gender QAR achievement Rates

	Leavers (Enrolments)			Pass rate %			QAR%			Retention%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
M	1817	2171	2563	95.8%	96.3%	97.4%	90.2%	90.0%	92.2%	94.2%	93.4%	94.6%
F	6563	7348	8186	96.3%	96.8%	97.0%	91.7%	92.4%	93.8%	95.2%	95.5%	96.6%

Basic Skills

- Counts exclude Community Learning and Non-funded enrolments
- Counts include only QAR qualifying enrolments - https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2018-to-2019
- Counts include Leavers only, as continuers will appear in subsequent years.
- Hybrid end year is the greater of Planned, Actual or reported year.
- Distinct learner count is distinct for Community Learning type only. Learners may appear in the count of more than one line.

	Hybrid end year 18/19		Hybrid end year 17/18		Hybrid end year 16/17	
	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)
All Aims	**1035**	**1726**	**1219**	**1931**	**1213**	**1958**
ESOL	467	791	493	797	516	776
Literacy	488	525	591	664	615	705
Numeracy	394	410	425	470	418	477
GCSE Maths and English	77	83	100	115	116	134

Basic Skills Qualification Achievement Rates

	Leavers (Enrolments)			Pass rate %			QAR%			Retention%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All	**1726**	**1931**	**1958**	**89.4%**	**93.8%**	**92.5%**	**79.4%**	**81.7%**	**83.2%**	**88.8%**	**87.2%**	**90.0%**
ESOL	791	797	776	90.2%	97.2%	95.4%	81.5%	88.2%	89.0%	90.4%	90.7%	93.3%
Literacy	525	664	705	87.7%	90.9%	92.0%	77.5%	79.5%	83.7%	88.4%	87.5%	90.9%
Numeracy	410	470	477	90.1%	91.6%	87.9%	77.6%	73.8%	73.2%	86.1%	80.6%	83.2%
GCSE Maths and English												
Overall	83	115	134	98.6%	100.0%	90.4%	83.1%	78.3%	70.1%	84.3%	78.3%	77.6%
High Grades	83	115	134	81.4%	86.7%	66.3%	68.7%	67.8%	51.5%	84.3%	78.3%	77.6%

British Sign Language

- Counts All BSL enrolments with 'Signature' Learning aims regardless of funding source
- Counts include only QAR qualifying enrolments - https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2018-to-2019
- Counts include Leavers only, as continuers will appear in subsequent years.
- Hybrid end year is the greater of Planned, Actual or reported year.

	Hybrid end year 18/19		Hybrid end year 17/18		Hybrid end year 16/17	
	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)	Distinct Learners	Leavers (Enrolments)
All Aims	**15**	**15**	**19**	**19**	**31**	**31**
Award in British Sign Language (RQF) (Level 1)	15	15	19	19	23	23
Certificate in British Sign Language (RQF) (Level 2)	0		0		8	8

BSL Qualification Achievement Rates

	Leavers (Enrolments)			Pass rate %			QAR%			Retention%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All	**15**	**19**	**31**	**76.9%**	**57.1%**	**88.9%**	**66.7%**	**42.1%**	**77.4%**	**86.7%**	**73.7%**	**87.1%**
Award in British Sign Language (RQF) (Level 1)	15	19	23	76.9%	57.1%	95.2%	66.7%	42.1%	87.0%	86.7%	73.7%	91.3%
Certificate in British Sign Language (RQF) (Level 2)			8			66.7%			50.0%			75.0%

Apps by Programme

NART 2017/18 - Other FE provider 19+

ESFA NART rates do not include Standards.

Level	Overall Leavers	Overall Achievement Rate	Timely Cohort	Timely Achievement Rate
Intermediate	17320	75.1	16530	69.1
Advanced	8670	76.1	8270	66.2
Higher	1240	75.2	1090	64.2
All	27230	75.5	25890	68

Apps Qualification Achievement Rates by Programme type

	Leavers (Enrolments)			Overall QAR%			Timely leavers			Timely QAR%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All Apps	**111**	**177**	**108**	**69.4%**	**68.9%**	**56.5%**	**116**	**171**	**89**	**55.2%**	**59.1%**	**57.3%**
All Apps Exc. Standards	82	177	108	72.0%	68.9%	56.5%	81	171	89	60.5%	59.1%	57.3%
Advanced	33	107	54	72.7%	69.2%	55.6%	31	106	36	64.5%	58.5%	55.6%
Higher	5	16	6	80.0%	68.8%	66.7%	6	15	6	0.0%	40.0%	50.0%
Intermediate	44	54	48	70.5%	68.5%	56.3%	44	50	47	65.9%	66.0%	59.6%
Standard	29			62.1%			35			42.9%		

Apps by Age Group

Apps Qualification Achievement Rates by Age Group

All

	Leavers (Enrolments)			Overall QAR%			Timely leavers			Timely QAR%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All Apps	**111**	**177**	**108**	**69.4%**	**68.9%**	**56.5%**	**116**	**171**	**89**	**55.2%**	**59.1%**	**57.3%**
16-18	43	51	40	74.4%	76.5%	65.0%	45	48	40	64.4%	75.0%	65.0%
19-23	22	35	26	63.6%	65.7%	80.8%	23	34	23	47.8%	58.8%	78.3%
24+	46	91	42	67.4%	65.9%	33.3%	48	89	26	50.0%	50.6%	26.9%
All Apps Exc. Standards	**82**	**177**	**108**	**72.0%**	**68.9%**	**56.5%**	**81**	**171**	**89**	**60.5%**	**59.1%**	**57.3%**
16-18	34	51	40	73.5%	76.5%	65.0%	35	48	40	68.6%	75.0%	65.0%
19-23	14	35	26	71.4%	65.7%	80.8%	13	34	23	61.5%	58.8%	78.3%
24+	34	91	42	70.6%	65.9%	33.3%	33	89	26	51.5%	50.6%	26.9%

Own Delivery

	Leavers (Enrolments)			Overall QAR%			Timely leavers			Timely QAR%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All Apps	**78**	**95**	**68**	**80.8%**	**76.8%**	**61.8%**	**78**	**94**	**59**	**69.2%**	**75.5%**	**69.5%**
16-18	39	48	36	79.5%	79.2%	66.7%	40	45	36	70.0%	80.0%	66.7%
19-23	17	24	21	82.4%	75.0%	85.7%	16	24	18	68.8%	75.0%	88.9%
24+	22	23	11	81.8%	73.9%	0.0%	22	25	5	68.2%	68.0%	20.0%
All Apps Exc. Standards	**57**	**95**	**68**	**80.7%**	**76.8%**	**61.8%**	**56**	**94**	**59**	**71.4%**	**75.5%**	**69.5%**
16-18	31	48	36	77.4%	79.2%	66.7%	32	45	36	71.9%	80.0%	66.7%
19-23	12	24	21	83.3%	75.0%	85.7%	11	24	18	72.7%	75.0%	88.9%
24+	14	23	11	85.7%	73.9%	0.0%	13	25	5	69.2%	68.0%	20.0%

Subcontractor Delivery

	Leavers (Enrolments)			Overall QAR%			Timely leavers			Timely QAR%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All Apps	**33**	**82**	**40**	**42.4%**	**59.8%**	**47.5%**	**38**	**77**	**30**	**26.3%**	**39.0%**	**33.3%**
16-18	4	3	4	25.0%	33.3%	50.0%	5	3	4	20.0%	0.0%	50.0%

19-23	5	11	5	0.0%	45.5%	60.0%	7	10	5	0.0%	20.0%	40.0%
24+	24	68	31	54.2%	63.2%	45.2%	26	64	21	34.6%	43.8%	28.6%
All Apps Exc. Standards	**25**	**82**	**40**	**52.0%**	**59.8%**	**47.5%**	**25**	**77**	**30**	**36.0%**	**39.0%**	**33.3%**
16-18	3	3	4	33.3%	33.3%	50.0%	3	3	4	33.3%	0.0%	50.0%
19-23	2	11	5	0.0%	45.5%	60.0%	2	10	5	0.0%	20.0%	40.0%
24+	20	68	31	60.0%	63.2%	45.2%	20	64	21	40.0%	43.8%	28.6%

Apps by Type and Age Group

NART 2017/18 - Other Public Funded

ESFA NART rates do not include Standards.

Level	Overall Leavers	Overall Achievement Rate	Timely Cohort	Timely Achievement Rate
Advanced	**8670**	**76.1**	**8270**	**66.2**
16-18	1910	73	1780	63.5
19-23	3530	79.5	3370	69.1
24+	3230	74.3	3120	64.7
Higher	**1240**	**75.2**	**1090**	**64.2**
16-18	60	74.5	70	51.5
19-23	260	71.9	180	54.1
24+	930	76.2	840	67.4
Intermediate	**17320**	**75.1**	**16530**	**69.1**
16-18	6700	70.3	6300	63.2
19-23	6560	79.5	6320	74.9
24+	4060	76	3920	69.2

Apps Qualification Achievement Rates by Age Group

	Leavers (Enrolments)			Overall QAR%			Timely leavers			Timely QAR%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All Apps	**111**	**177**	**108**	**69.4%**	**68.9%**	**56.5%**	**116**	**171**	**89**	**55.2%**	**59.1%**	**57.3%**
Advanced	**33**	**107**	**54**	**72.7%**	**69.2%**	**55.6%**	**31**	**106**	**36**	**64.5%**	**58.5%**	**55.6%**
16-18	10	25	12	80.0%	84.0%	83.3%	10	25	10	80.0%	80.0%	80.0%
19-23	4	22	12	50.0%	68.2%	75.0%	3	22	11	33.3%	63.6%	72.7%
24+	19	60	30	73.7%	63.3%	36.7%	18	59	15	61.1%	47.5%	26.7%
Higher	**5**	**16**	**6**	**80.0%**	**68.8%**	**66.7%**	**6**	**15**	**6**	**0.0%**	**40.0%**	**50.0%**
16-18			1			100.0%			1			100.0%
19-23	1	1		100.0%	100.0%		1	1		0.0%	0.0%	
24+	4	15	5	75.0%	66.7%	60.0%	5	14	5	0.0%	42.9%	40.0%

Intermediate	44	54	48	70.5%	68.5%	56.3%	44	50	47	65.9%	66.0%	59.6%
16-18	24	26	27	70.8%	69.2%	55.6%	25	23	29	64.0%	69.6%	58.6%
19-23	9	12	14	77.8%	58.3%	85.7%	9	11	12	77.8%	54.5%	83.3%
24+	11	16	7	63.6%	75.0%	0.0%	10	16	6	60.0%	68.8%	16.7%

Standard	29			62.1%			35			42.9%		
16-18	9			77.8%			10			50.0%		
19-23	8			50.0%			10			30.0%		
24+	12			58.3%			15			46.7%		

Apps by Type and Age Group - Own Delivery

NART 2017/18 - Other Public Funded

ESFA NART rates do not include Standards.

Level	Overall Leavers	Overall Achievement Rate	Timely Cohort	Timely Achievement Rate
Advanced	**8670**	**76.1**	**8270**	**66.2**
16-18	1910	73	1780	63.5
19-23	3530	79.5	3370	69.1
24+	3230	74.3	3120	64.7
Higher	**1240**	**75.2**	**1090**	**64.2**
16-18	60	74.5	70	51.5
19-23	260	71.9	180	54.1
24+	930	76.2	840	67.4
Intermediate	**17320**	**75.1**	**16530**	**69.1**
16-18	6700	70.3	6300	63.2
19-23	6560	79.5	6320	74.9
24+	4060	76	3920	69.2

Apps Qualification Achievement Rates by Age Group - Own Delivery

	Leavers (Enrolments)			Overall QAR%			Timely leavers			Timely QAR%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All Apps	**78**	**95**	**68**	**80.8%**	**76.8%**	**61.8%**	**78**	**94**	**59**	**69.2%**	**75.5%**	**69.5%**
Advanced	**23**	**52**	**29**	**87.0%**	**80.8%**	**65.5%**	**21**	**55**	**21**	**81.0%**	**80.0%**	**76.2%**
16-18	9	22	12	88.9%	90.9%	83.3%	9	22	10	88.9%	90.9%	80.0%
19-23	3	13	11	66.7%	84.6%	81.8%	2	14	9	50.0%	85.7%	88.9%
24+	11	17	6	90.9%	64.7%	0.0%	10	19	2	80.0%	63.2%	0.0%
Higher	**2**	**2**	**2**	**100.0%**	**100.0%**	**50.0%**	**1**	**3**	**1**	**0.0%**	**66.7%**	**100.0%**
16-18			1			100.0%			1			100.0%
19-23	1			100.0%			1			0.0%		
24+	1	2	1	100.0%	100.0%	0.0%		3			66.7%	

Intermediate	32	41	37	75.0%	70.7%	59.5%	34	36	37	67.6%	69.4%	64.9%
16-18	22	26	23	72.7%	69.2%	56.5%	23	23	25	65.2%	69.6%	60.0%
19-23	8	11	10	87.5%	63.6%	90.0%	8	10	9	87.5%	60.0%	88.9%
24+	2	4	4	50.0%	100.0%	0.0%	3	3	3	33.3%	100.0%	33.3%

Standard	21			81.0%			22			63.6%		
16-18	8			87.5%			8			62.5%		
19-23	5			80.0%			5			60.0%		
24+	8			75.0%			9			66.7%		

Apps by Type and Age Group - Subcontractor Delivery

NART 2017/18 - Other Public Funded

ESFA NART rates do not include Standards.

Level	Overall Leavers	Overall Achievement Rate	Timely Cohort	Timely Achievement Rate
Advanced	**8670**	**76.1**	**8270**	**66.2**
16-18	1910	73	1780	63.5
19-23	3530	79.5	3370	69.1
24+	3230	74.3	3120	64.7
Higher	**1240**	**75.2**	**1090**	**64.2**
16-18	60	74.5	70	51.5
19-23	260	71.9	180	54.1
24+	930	76.2	840	67.4
Intermediate	**17320**	**75.1**	**16530**	**69.1**
16-18	6700	70.3	6300	63.2
19-23	6560	79.5	6320	74.9
24+	4060	76	3920	69.2

Apps Qualification Achievement Rates by Age Group - Subcontractor Delivery

	Leavers (Enrolments)			Overall QAR%			Timely leavers			Timely QAR%		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
All Apps	**33**	**82**	**40**	**42.4%**	**59.8%**	**47.5%**	**38**	**77**	**30**	**26.3%**	**39.0%**	**33.3%**
Advanced	**10**	**55**	**25**	**40.0%**	**58.2%**	**44.0%**	**10**	**51**	**15**	**30.0%**	**35.3%**	**26.7%**
16-18	1	3		0.0%	33.3%		1	3		0.0%	0.0%	
19-23	1	9	1	0.0%	44.4%	0.0%	1	8	2	0.0%	25.0%	0.0%
24+	8	43	24	50.0%	62.8%	45.8%	8	40	13	37.5%	40.0%	30.8%
Higher	**3**	**14**	**4**	**66.7%**	**64.3%**	**75.0%**	**5**	**12**	**5**	**0.0%**	**33.3%**	**40.0%**
19-23		1			100.0%			1			0.0%	
24+	3	13	4	66.7%	61.5%	75.0%	5	11	5	0.0%	36.4%	40.0%

Intermediate	12	13	11	58.3%	61.5%	45.5%	10	14	10	60.0%	57.1%	40.0%
16-18	2		4	50.0%		50.0%	2		4	50.0%		50.0%
19-23	1	1	4	0.0%	0.0%	75.0%	1	1	3	0.0%	0.0%	66.7%
24+	9	12	3	66.7%	66.7%	0.0%	7	13	3	71.4%	61.5%	0.0%

Standard	8			12.5%			13			7.7%		
16-18	1			0.0%			2			0.0%		
19-23	3			0.0%			5			0.0%		
24+	4			25.0%			6			16.7%		

Destinations

Destinations for funding stream 35 AEB, 36 Post May 2017 Apps and 25 16-19 Young Peoples Funding

Destination	2018/19 Learner	2018/19 %	2017/18 Learner	2017/18 %	2016/17 Learner	2016/17 %
none	**10**	**0.4%**	**38**	**1.2%**	**759**	**29.3%**
none	10	0.4%	38	1.2%	759	29.3%
Education	**1302**	**49.9%**	**923**	**29.8%**	**352**	**13.6%**
Apprenticeship	8	0.3%	4	0.1%	25	1.0%
BAL Course	939	36.0%	428	13.8%	109	4.2%
HE	27	1.0%	23	0.7%	9	0.3%
Other FE* (Full-time)	16	0.6%	112	3.6%	38	1.5%
Other FE* (Part-time)	312	12.0%	356	11.5%	171	6.6%
In Paid Employment	**607**	**23.3%**	**857**	**27.7%**	**662**	**25.6%**
In paid employment for 16 hours or more per week	515	19.8%	722	23.3%	591	22.8%
In paid employment for less than 16 hours per week	78	3.0%	104	3.4%	53	2.0%
Self-employed for 16 hours or more pw	14	0.5%	24	0.8%	18	0.7%
Self-employed for less than 16 hours pw	0	0.0%	7	0.2%	0	0.0%
Not in Paid Employment	**340**	**13.0%**	**561**	**18.1%**	**580**	**22.4%**
Not in paid employment, looking for work and available to start work	184	7.1%	316	10.2%	333	12.9%
Not in paid employment, not looking for work and/or not available to start work (including retired)	156	6.0%	245	7.9%	247	9.5%
Other	**329**	**12.6%**	**687**	**22.2%**	**222**	**8.6%**
Not known	126	4.8%	594	19.2%	128	4.9%
Other outcome – not listed	53	2.0%	14	0.5%	11	0.4%
Unable to contact learner	150	5.8%	79	2.6%	83	3.2%
Social Destination (High needs students only)	**0**	**0.0%**	**0**	**0.0%**	**3**	**0.1%**

Supported independent living	0	0.0%	0	0.0%	3	0.1%
Voluntary work	**19**	**0.7%**	**29**	**0.9%**	**10**	**0.4%**
In voluntary work	19	0.7%	29	0.9%	10	0.4%

Attendance

	2018 - 2019	2017 - 2018	2016 - 2017
	Attn %	Attn %	Attn %
WBL: Workbased Learning Team	89.2%	88.8%	90.1%
SKILL: Skills Development	84.7%	83.0%	83.5%
PROF: Professional Development	98.0%	97.8%	97.4%
CFL: Community and Family Learning	86.8%	83.0%	84.3%
MBB: Missenden Abbey Team	0.0%	0.0%	99.4%
CFL and Skill	85.8%	83.0%	84.0%
Other	89.5%	89.0%	94.2%