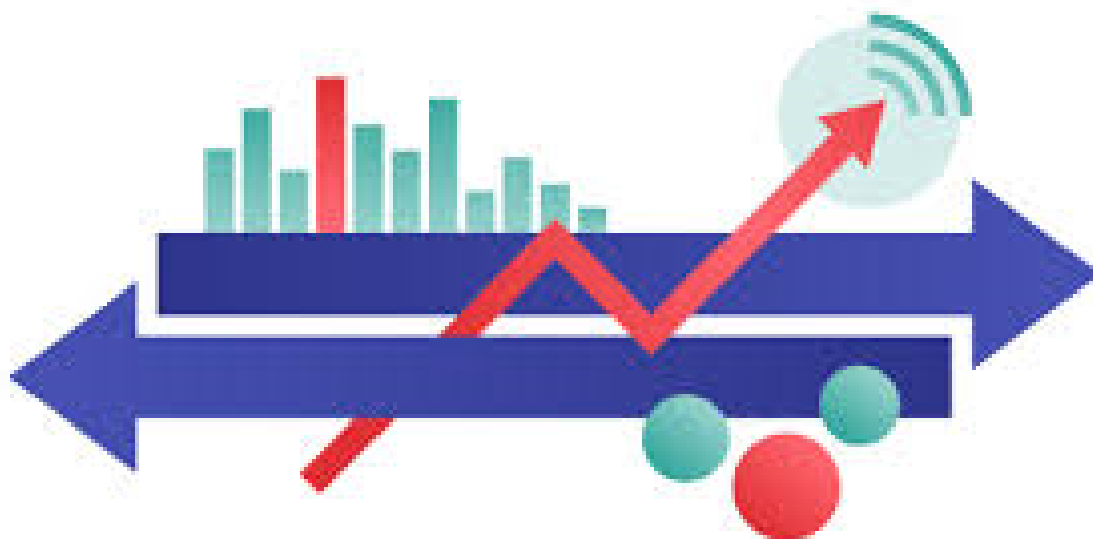


Appendix 1.

Stockport Continuing Education Service.

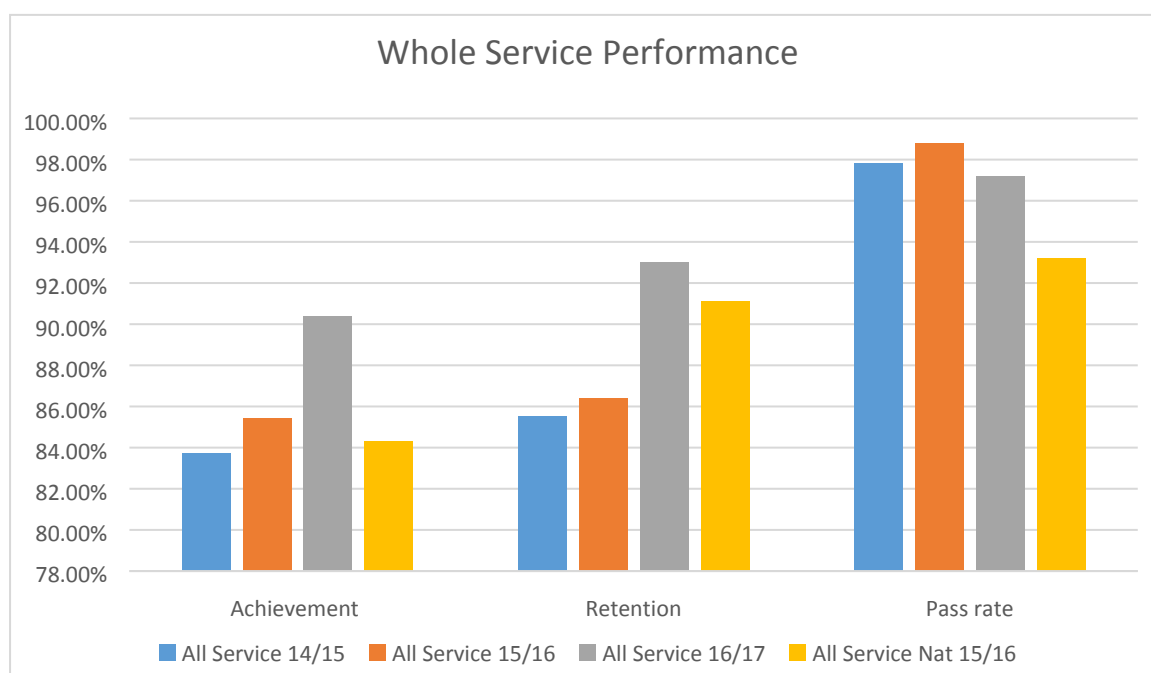
Improvement Board.



Academic Year Performance Data Review.
August 2016 – July 2017.

Whole Service Overall Performance.

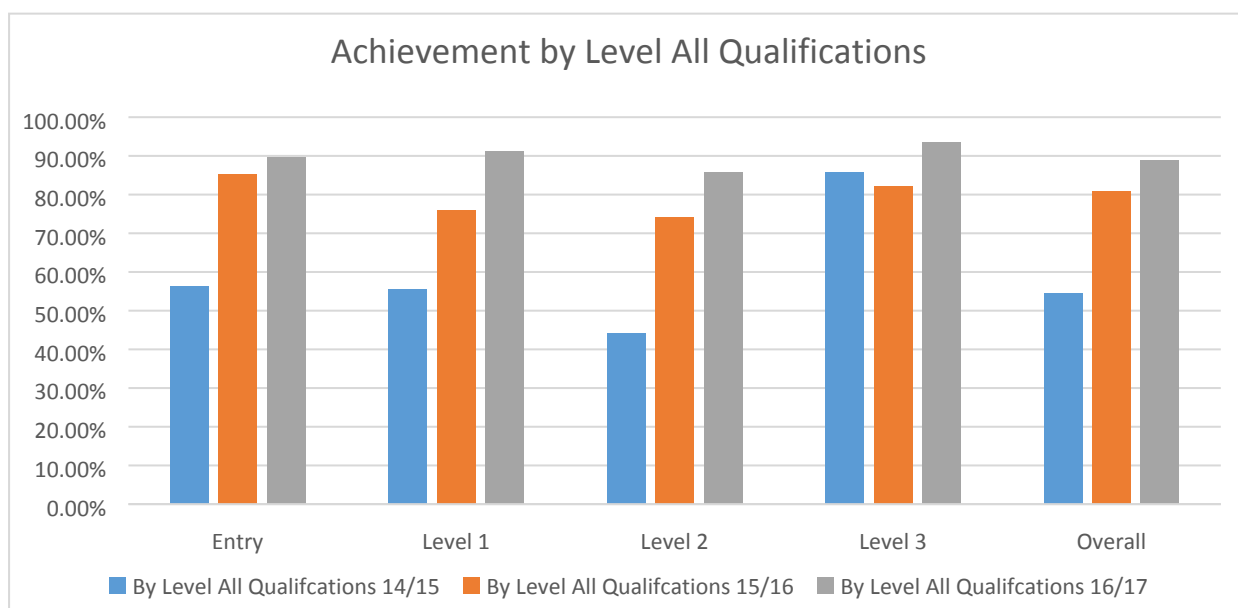
	All Service			
	14/15	15/16	16/17	National 15/16 (latest available)
Achievement	83.70% (2,693)	85.40% (2,665)	90.40% (1,545)	84.30%
Retention	85.50% (2,751)	86.40% (2,696)	93.00% (1,590)	91.10%
Pass rate	97.80% (2,693)	98.80% (2,665)	97.20% (1,545)	93.20%
Number of learning aims	3218	3121	1703	



- Strong overall Service performance on achievement, retention and pass rate.
- Service above latest available national benchmark.
- Positive 3 year trend in performance.
- Reduced number of learning aims in 16/17 due to ceasing subcontracting of two colleges that were volume deliverers of Community Learning.

Analysis of Achievement by Level of All Qualifications.

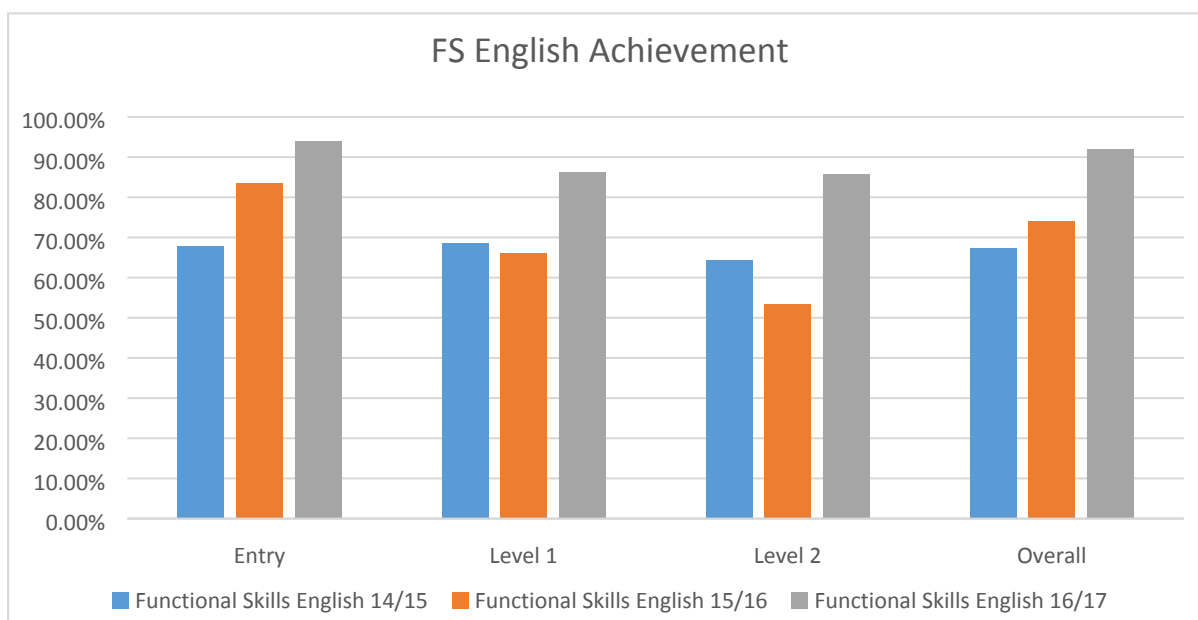
Achievement By Level All Qualifications				National
Level	14/15	15/16	16/17	15/16
Entry	56.20% (479/852)	85.30% (400/469)	89.60% (742/828)	84.5%
Level 1	55.50% (142/256)	75.80% (144/190)	91.30% (283/311)	84.5%
Level 2	44.10% (81/183)	74.0% (125/169)	85.80% (97/113)	77.1%
Level 3	85.70% (6/7)	82.0% (12/15)	93.50% (41/44)	84.2%
Service Overall	54.50% (704/1,291)	80.80% (681/843)	88.90% (1,152/1,296)	
Learning aims	1,291	843	1,296	



- Strong performance on qualification achievements.
- Above latest available national benchmarks at all levels.
- Positive 3-year trend in performance.
- Level 2 performance is good, above the national benchmark but reflects issues with the “churn” of staff that were involved with teaching that level. This has had some impact on the performance.

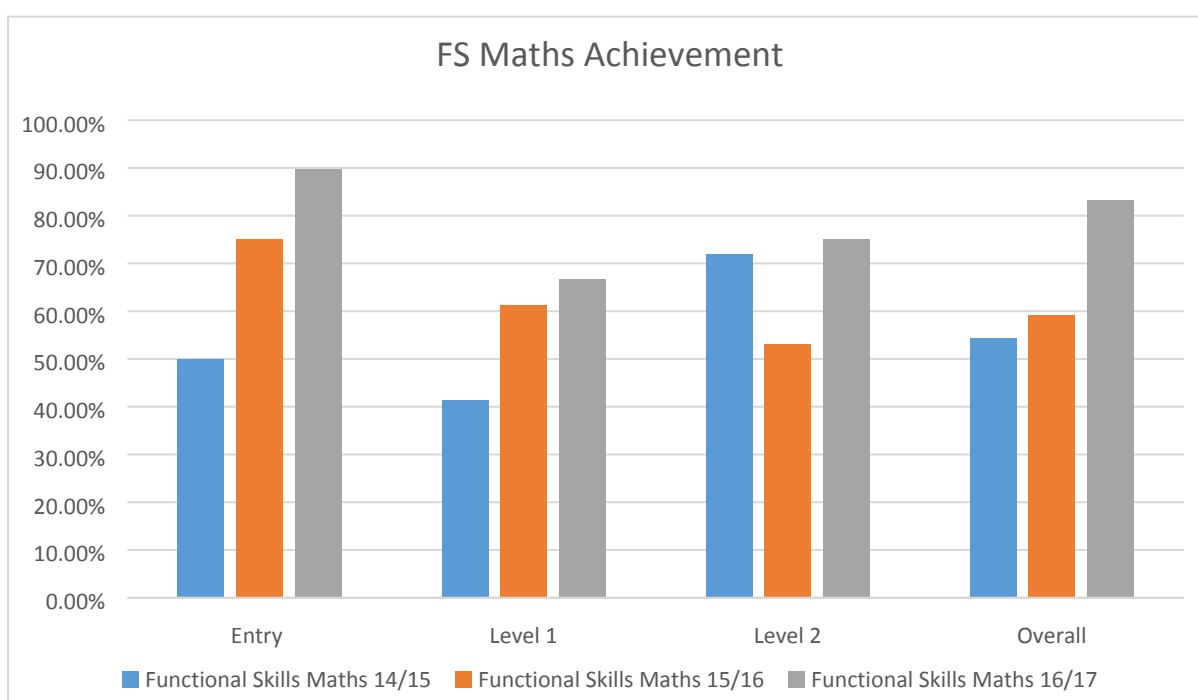
Achievement for English and Maths Functional Skills.

Functional Skills English				National
Level	14/15	15/16	16/17	15/16
Entry	67.90% (91/134)	83.50% (91/109)	94.00% (126/134)	83%
Level 1	68.60% (35/51)	66.00% (33/50)	86.20% (25/29)	75.9%
Level 2	64.40% (30/47)	53.30% (16/30)	85.70% (12/14)	79.3%
Overall	67.40% (156/230)	74.10% (140/189)	92.10% (163/177)	
Learning aims	230	189	177	



- Strong and improved performance at all levels.
- Above latest available national benchmarks at all levels.
- Improvement at L1 and L2 reflects improvements made to quality of teaching and support to tutors and learners.
- Improvements in the quality of initial assessment processes has increased the effective assigning of learners to the correct levels for learning, and so improving outcomes.

Functional Skills Maths				National
Level	14/15	15/16	16/17	15/16
Entry	50.00% (8/16)	75.00% (6/8)	89.70% (26/29)	84.8%
Level 1	41.40% (12/29)	61.30% (19/31)	66.70% (19/28)	63.8%
Level 2	72.00% (19/26)	53.10% (17/32)	75.00% (12/16)	68.8%
Overall	54.30% (39/70)	59.20% (42/71)	83.30% (57/73)	
Learning aims	70	71	73	



- Improved performance at all levels, strong at entry level.
- L2 performance recovered from previous year after dealing effectively with issues with the quality of teaching.
- Above latest available national benchmarks at all levels.
- Improvements in the quality of initial assessment processes has increased the effective assigning of learners to the correct levels for learning, and so improving outcomes.

Analysis by Sector Subject Area.

Sector Subject Area	No of Learners	No of Learning Aims	% of LA	Retention	Nat 15/16	Pass rate	Nat 15/16	Achievement rate	Nat 15/16
01 - Health, Public Svcs & Care	52	52	3.1%	98.1%	89.1%	100.0%	97.4%	98.1%	86.7%
03 - Agriculture, Horticulture & Animal Care	10	10	0.6%	100.0%	92.5%	100.0%	95%	100.0%	87.9%
06 - ICT	47	51	3.0%	90.2%	90.2%	95.7%	95.4%	86.3%	86%
07 - Retail & Commercial Enterprise	50	55	3.3%	96.4%	94.9%	92.5%	96.3%	89.1%	91.4%
08 - Leisure, Travel & Tourism	11	12	0.7%	100.0%	96.5%	100.0%	96.1%	100.0%	92.7%
09 - Arts, Media & Publishing	80	102	6.0%	97.1%	90.9%	98.0%	96.9%	95.1%	88%
12 - Languages, Literature & Culture	32	40	2.4%	94.4%	89.3%	92.0%	92.3%	85.0%	82.5%
13 - Education & Training	62	62	3.7%	96.8%	88.6%	100.0%	97.8%	96.8%	86.7%
14.1 - Foundations for Learning & Life	568	1,238	73.3%	94.4%	91.7%	97.2%	89.8%	91.8%	82.3%
14.2 - Preparation for work	54	58	3.4%	75.9%	95.7%	100.0%	96.4%	75.9%	92.2%
15 - Business, Administration & Law	9	9	0.5%	77.8%	88.6%	100.0%	90.8%	77.8%	80.4%
Whole Service	874	1,689	100%	93.00%		97.20%		90.40%	

- Performance across nearly all SSAs is strong.
- 14.2 includes the ASPIRE group. These learners tend to be older adults in the ESA Support Group and formerly will have been on PIP's. They tend to have low skills and poor literacy and, in many cases, have not worked for a number of years. This makes them a particularly challenging group to retain, but performance is still good with the learners who stay on the course.
- Above the national benchmark comparators for nearly all aspects and areas.

Community Learning.

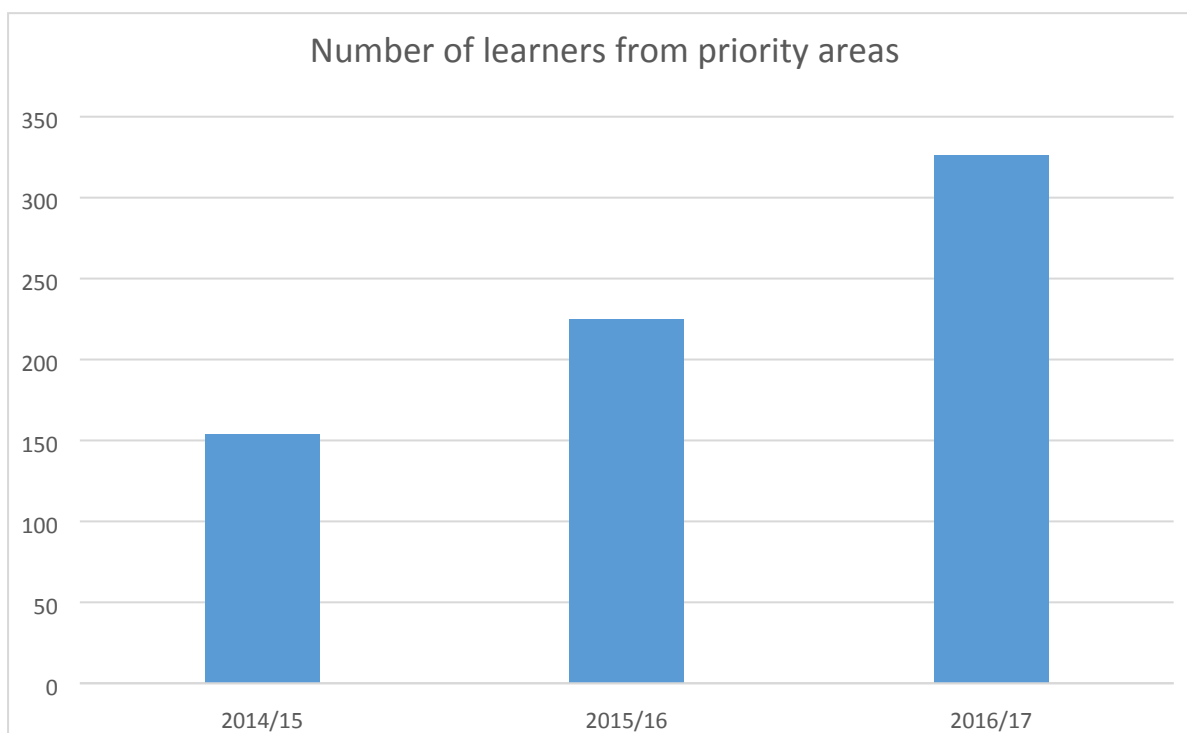
Community Learning				National
	14/15	15/16	16/17	15/16
Achievement	86.50% (1,876)	87.10% (1,936)	95.30% (387)	94.2%
Retention	87.80% (1,904)	87.40% (1,941)	98.30% (399)	95.3%
Pass rate	98.50% (1,875)	99.70% (1,936)	97.00% (387)	98.9%
Learning aims	2169	2222	407	



- Strong performance with improved achievement and retention.
- Pass rate slightly reduced on previous year but still strong at 97%.
- Reduced number of learning aims reflects the impact of ceasing subcontracts with two colleges. New approach to increasing Community Learning programme volumes being taken in 2017/18.

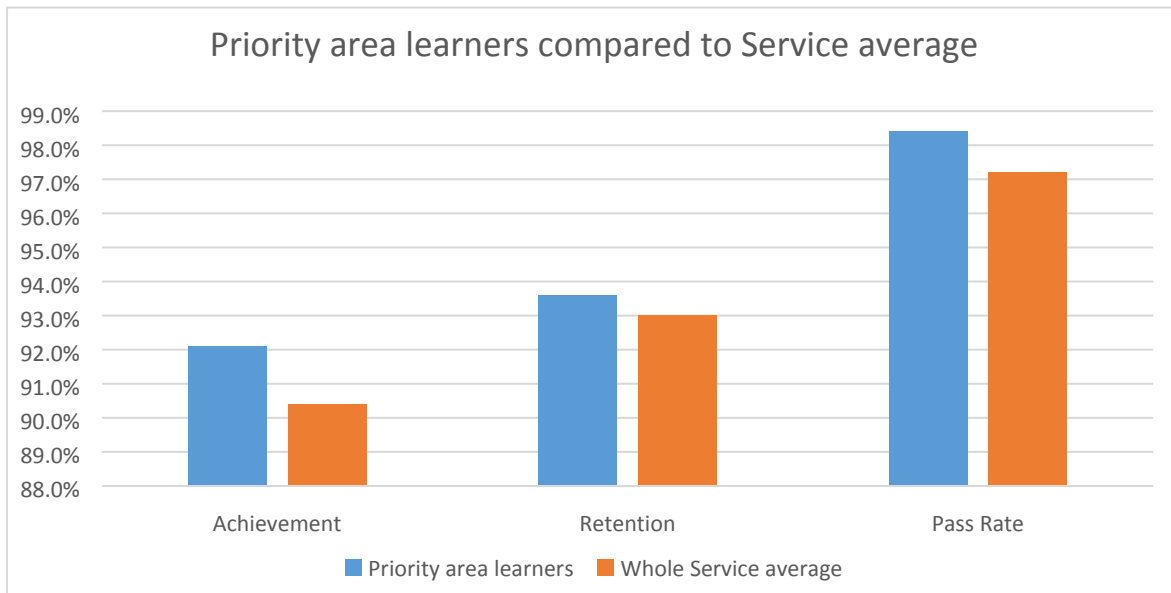
Priority area learners.

2014-15	2015-16	2016-17
12% (154)	18% (225)	37.3% (326)



- Very strong improvement in the number and proportion of learners from priority areas. Partly due to ceasing the subcontracted provision with the two colleges but also just over one hundred additional learners.

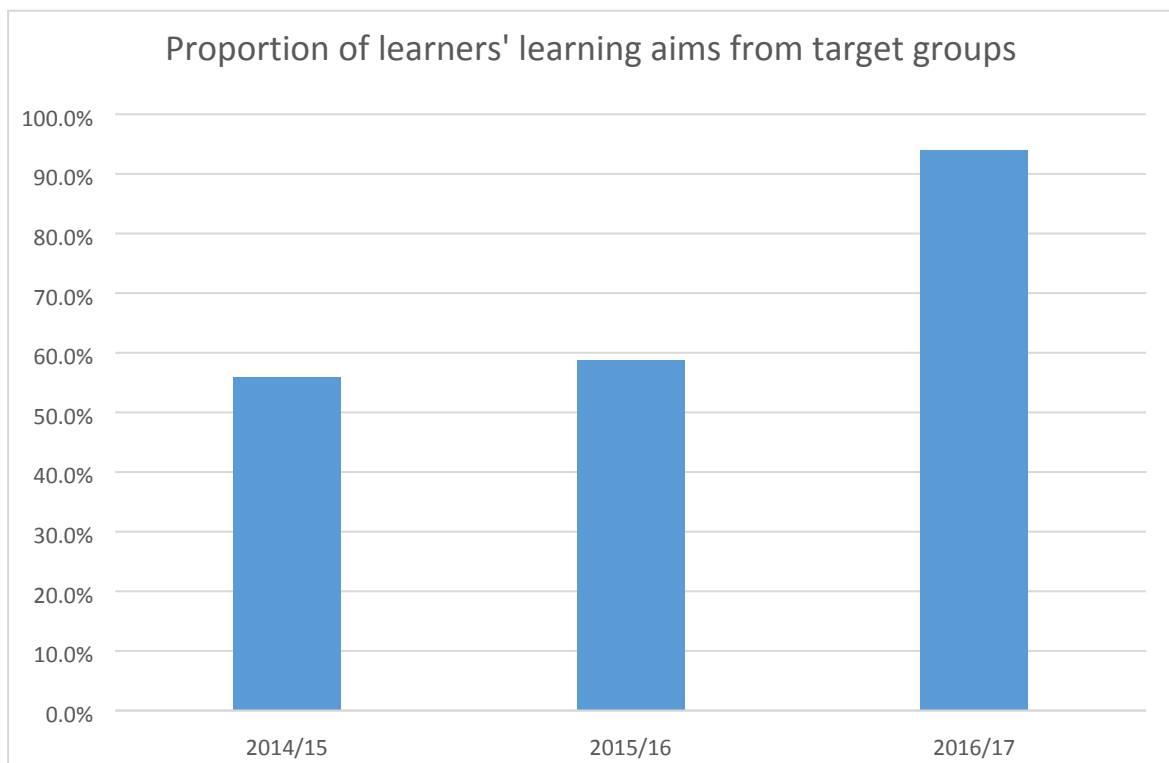
	Achievement	Retention	Pass Rate
Priority area learners	92.1%	93.6%	98.4%
Whole Service average	90.4%	93.0%	97.2%



- Learners from the priority areas are performing higher than the whole Service average. This is partly due to the high quality additional learning support being provided by the Service.
- The success rate for learners who received additional support is 93% (72/67).

Proportion of learners' learning aims from target groups.

2014-15	2015-16	2016-17
56% (717)	58.7% (732)	94% (1,591)

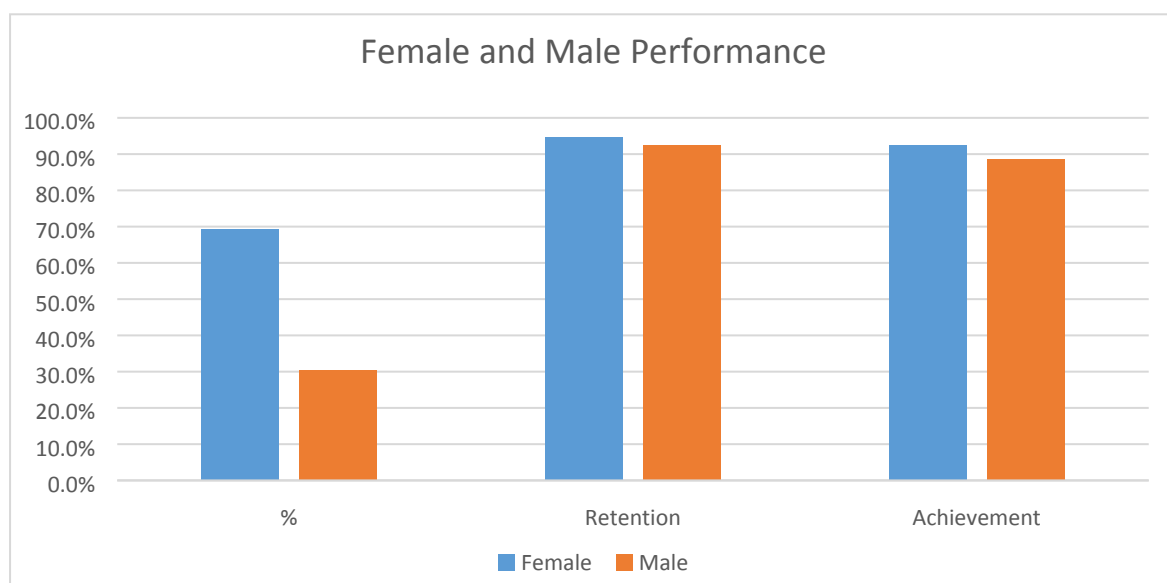
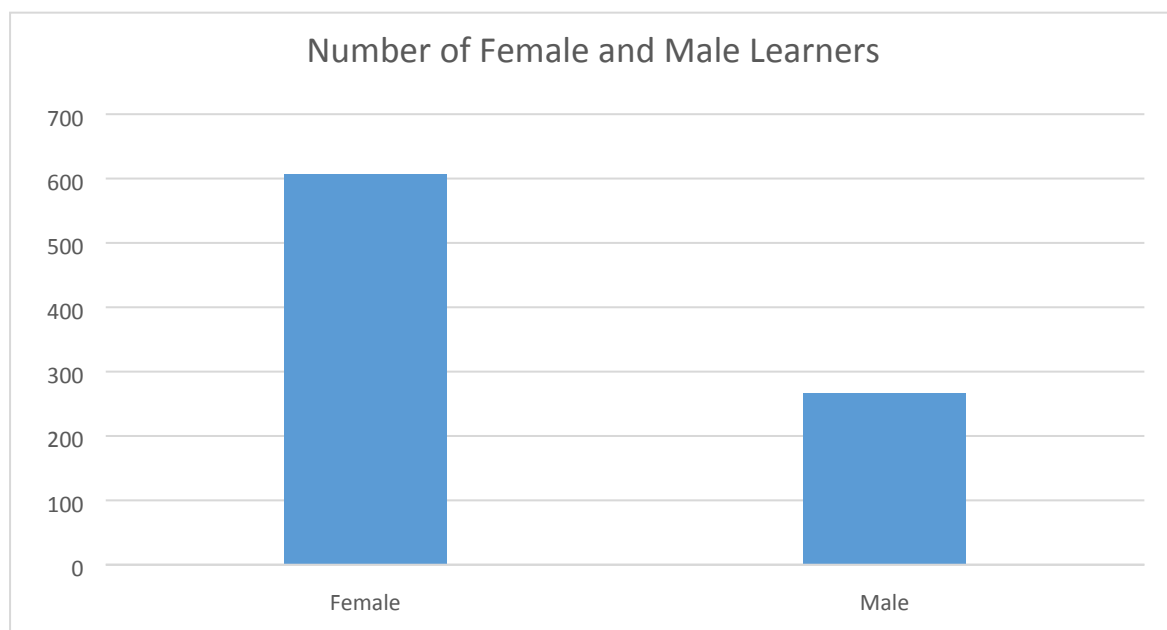


- Very strong improvement in the proportion of learning aims from target groups. Partly due to ceasing the subcontracted provision with the two colleges but also over double the learning aims compared to the previous year.

Achievement by Equality and Diversity.

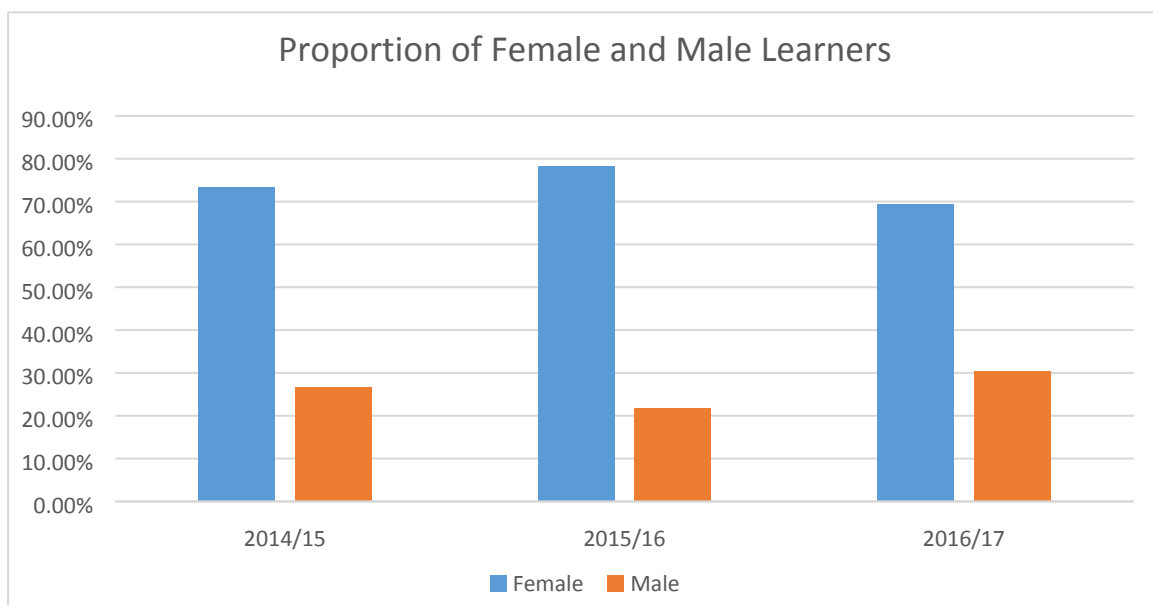
Gender.

2016/17	Number	%	Number of aims	Retention	Nat 15/16	Achievement	Nat 15/16
Female	607	69.5%	1168	94.7%	91.4%	92.6%	83.8%
Male	267	30.5%	521	92.5%	91.1%	88.7%	84.9%



- Female and male learners were retained at roughly the same levels.
- All performance is above the national benchmarks.
- Female learners achieve at a slightly higher rate to males, and this is opposite to the national averages for gender.

	2014/15	2015/16	2016/17	National 15/16
Female	73.30% (965)	78.30% (769)	69.50% (607)	68.2%
Male	26.70% (351)	21.70% (213)	30.50% (267)	31.8%



- The proportion of female to male learners is broadly in line with the national benchmarks.

Ethnicity.

Ethnicity	No of Learners	No of Learning Aims	% of LA	Retention	National 15/16	Pass rate	National 15/16	Achievement rate	National 15/16
White - English / Welsh / Scottish / NI	415	571	33.8 %	93.7%	89.7%	97.9%	93.8%	91.7%	84.1%
White - Irish	3	3	20.0 %	100.0%	92.9%	100.0%	92.9%	100.0%	86.3%
White - Any other White background	96	219	13.0 %	93.2%	92.2%	95.5%	91.7%	89.0%	84.6%
Mixed or Multiple Ethnic Group - White & Asian	2	3	20.0 %	66.7%	93.7%	100.0%	90.8%	66.7%	85.1%
Mixed or Multiple Ethnic Group - White & Black African	9	24	1.4%	95.8%	92.9%	91.3%	89.5%	87.5%	83.1%
Mixed or Multiple Ethnic Group - White & Black Caribbean	6	13	0.8%	100.0%	90.7%	100.0%	91.5%	100.0%	83.0%
Mixed or Multiple Ethnic Group - Any other background	22	59	3.5%	96.6%	92.0%	96.4%	91.4%	93.2%	84.1%
Asian or Asian British - Indian	11	19	1.1%	100.0%	93.0%	94.7%	92.4%	94.7%	85.9%
Asian or Asian British - Pakistani	34	77	4.6%	93.5%	93.7%	98.6%	91.2%	92.2%	85.4%
Asian or Asian British - Bangladeshi	6	16	1.0%	100.0%	93.6%	93.8%	91.6%	93.8%	85.7%
Asian or Asian British - Chinese	9	17	1.0%	94.1%	94.0%	100.0%	93.4%	94.1%	87.8%
Asian or Asian British - Any other Asian Background	36	89	5.3%	91.0%	93.6%	92.5%	89.8%	84.2%	84.0%
Black or Black British - African	29	75	4.4%	88.0%	92.3%	98.5%	87.8%	86.7%	81.0%

Black or Black British - Caribbean	2	3	0.2%	100.0%	92.1%	100.0%	89.3%	100.0%	82.3%
Black or Black British - Any other Black Background	12	38	2.3%	94.7%	92.0%	100.0%	91.4%	94.7%	84.1%
Arab	56	127	7.5%	95.3%	94.0%	97.5%	90.8%	92.9%	85.3%
Any other ethnic group	126	336	19.9 %	95.5%	93.3%	97.8%	90.2%	93.5%	84.2%

- The performance is generally very strong across all ethnic groups, and usually above the national benchmarks.
- For retention of Black or Black British – African learners, the profile for this group shows a number are asylum seekers or refugees, have a low level of education and are largely in the 30+ age group. From a sample of 19 records, 90% recorded their educational level as at entry or below. In the two remaining cases, these learners had level 1 and 3 qualifications. One additional learner would have made a significant difference to the headline % figure.

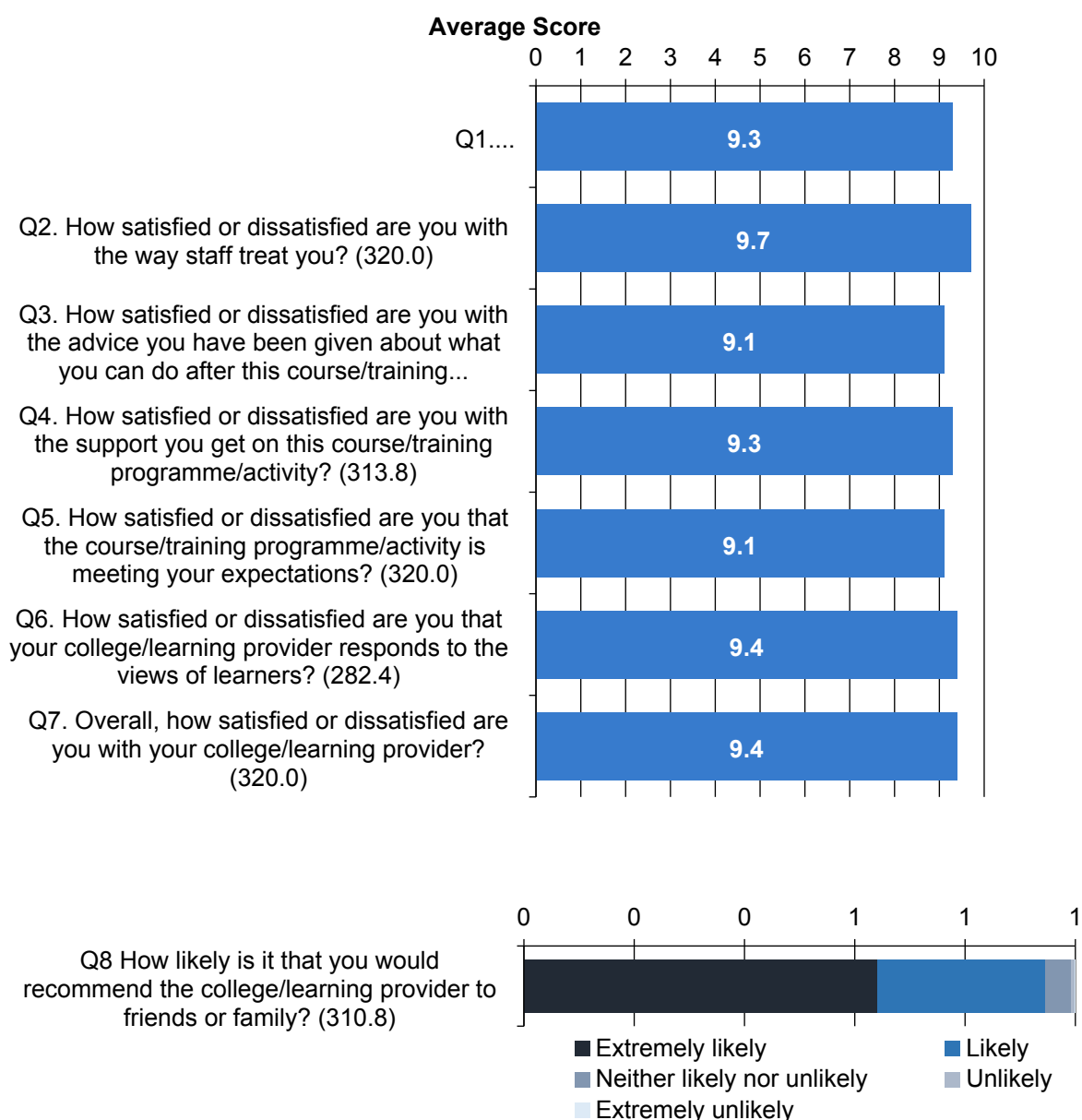
Learning Difficulty and Disability.

Learning Difficulty / Disability	No of Learners	No of Learning Aims	% of LA	Retention	Pass rate	Achievement rate
Visual Impairment	11	26	1.4%	96.2%	100.0%	96.2%
Hearing Impairment	12	24	1.3%	95.8%	95.7%	91.7%
Disability affecting mobility	20	34	1.9%	91.2%	96.8%	88.2%
Social & Emotional Difficulties	13	24	1.3%	87.5%	90.0%	78.8%
Mental Health Difficulty	29	47	2.6%	91.5%	100.0%	91.5%
Moderate Learning Difficulty	27	50	2.8%	96.0%	97.9%	94.0%
Sever Learning Difficulty	7	17	0.9%	100.0%	100.0%	100.0%
Dyslexia	16	18	1.0%	88.9%	100.0%	88.9%
Autism Spectrum Disorder	9	20	1.1%	100.0%	100.0%	100.0%
Asperger's Syndrome	1	1	0.1%	100.0%	100.0%	100.0%
Temp disability after illness / accident	1	1	0.1%	100.0%	100.0%	100.0%
Other physical disability	11	20	1.1%	100.0%	100.0%	100.0%
Other specific learning difficulty	5	10	0.6%	90.0%	100.0%	90.0%
Other medical condition	24	40	2.2%	90.0%	100.0%	90.0%
Other learning difficulty	7	20	1.1%	95.0%	100.0%	95.0%
Other disability	12	18	1.0%	94.4%	100.0%	94.4%
Learner does not consider to have one	693	1,374	76.3%	94.3%	97.1%	91.5%

- Performance for nearly all groups with a learning difficulty or disability is very strong compared to learners who do not consider themselves to have one.
- For the dyslexic learners, two learners didn't achieve and the remaining 16 who completed did. One withdrew for personal reasons the other due to injury/illness (SFA categories).

Learner Satisfaction.

The Education and Skills Funding Agency runs an independent learner satisfaction survey through IPSOS Mori each year. The results for the 16/17 cohort are:



Percentage of respondents who are likely to recommend your organisation to friends or family

95%

- All learner satisfaction scores are very high.