

Post-16 progression measure

Consultation Response Form

The closing date for this consultation is: 23 April
2007

Your comments must reach us by that date.

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THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online or offline response facility available on the Department for Education and Skills e-consultation website (<http://www.dfes.gov.uk/consultations>).

The information you provide in your response will be subject to the Freedom of Information Act 2000 and Environmental Information Regulations, which allow public access to information held by the Department. This does not necessarily mean that your response can be made available to the public as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided, but you should note that neither this, nor an automatically-generated e-mail confidentiality statement, will necessarily exclude the public right of access.

Please tick if you want us to keep your response confidential.

Name Steve Beynon
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Address: Humanities Building – Devas Street,
University of Manchester, Oxford Road,
Manchester, M13 9PL

If your enquiry is related to the policy content of the consultation you can contact Julie Toher on: E3a, Moorfoot, Sheffield, S1 4PQ

Telephone: 0114 259 4937

e-mail: julie.toher@dfes.gsi.gov.uk

If you have a query relating to the consultation process you can contact the Consultation Unit on:

Telephone: 01928 794888

Fax: 01928 794 311

e-mail: consultation.unit@dfes.gsi.gov.uk

Which of the following best describes you as a respondent?

<input type="checkbox"/> Headteacher	<input type="checkbox"/> Teacher	<input type="checkbox"/> School administrator
<input type="checkbox"/> Governor	<input type="checkbox"/> Parent	<input type="checkbox"/> LA Officer
<input type="checkbox"/> Post-16 provider	<input checked="" type="checkbox"/> other, please specify.	

Please Specify:

Association of Directors of Children's Services

If you are responding on behalf of a school please provide your DfES school number.

Comments:

Chapter 1: Background

The background section of the consultation document sets out why we intend to introduce the post-16 progression measure.

1 Are our reasons for introducing the measure clear?

<input checked="" type="checkbox"/> Very clear	<input type="checkbox"/> Largely clear	<input type="checkbox"/> Not very clear
<input type="checkbox"/> Not at all clear		

Comments:

The proposals will helpfully underpin the 14-19 agenda.

Chapter 2: Measurement of post-16 progression.

The consultation document sets out how we propose to measure post-16 progression and how the data will be presented.

2 Do you understand the measure?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

The retention issue in particular schools/colleges is not addressed in these measures. Will column 2 in Table 2 be the same figure as used in the January retention for Year 11?

3 Do you think this information is clearly presented?

Yes No Not Sure

Comments:

The document also explains what data we will use to measure post-16 progression.

4 Do you have any comments on the data we propose to use?

Yes No

Comments:

We suggest that the matching process re individual's data builds on the unique identities which will be given to all children from September 2008 through ContactPoint.

Whilst time lag may be an issue we support this approach.

Chapter 3: Use of data

We expect different audiences of the school profile to use the data for different purposes.

5 How will you use the information presented?

Comments:

We would expect schools to use this data in the SEF and Ofsted to follow through any issues. Local Authority through Connexions should also include the evaluation of this data in their APA 'self-evaluation'. Local Authorities should also undertake research with young people to ensure that negative trends are being reversed in a shorter time frame than the 3 year time lag.

6 a) Would provision of comparison data be useful?

Yes

No

Not Sure

Comments:

School against National Average.
School against Local Authority Average.

With contextual note regarding age-range. Data by participation route would be welcome.

6 b) If 'yes', what comparison data would be most useful?

<input checked="" type="checkbox"/> School against national average	<input type="checkbox"/> School against national average for same school type (e.g.11-16 school)	<input checked="" type="checkbox"/> School against LA average
<input type="checkbox"/> School against LAaverage for same school type (e.g. 11-16 school)	<input type="checkbox"/> School against all schools in LA	<input type="checkbox"/> School against all schools of same type in LA
<input type="checkbox"/> Others, please specify.		

Comments:

Contextual note for types of school included in any tables.

We would welcome views on whether any other information would be required. For example information on percentage of pupils reaching level 2 and level 3 by (a) qualification type and (b) participation route, whether participation was in school, FE, WBL in year following Key Stage 4 etc. provided.

7 Is there any other information you would require to enable you to use the data on post-16 progression? If 'yes', what other information would you require?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

Participation route.

Chapter 4: Levels and range of measurement

Though we intend to focus the measure on levels 2 and 3, achievement of level 1 could also be included.

8 Would you like to see progression to level 1 included in the measure?

Yes

X

No

Not Sure

Comments:

With the targets set at such high and appropriate levels for Level 2 this would not seem to be a relevant measure.

9 If level 1 attainment is included how can we ensure the desired focus on level 2 and 3 is maintained?

Comments:

Chapter 5. Inclusion of participation.

We propose including a participation measure to provide an early indication of the number of young people who went on to further learning following Key Stage 4.

10 Should we include a participation measure in addition to attainment measures as proposed?

Yes

No

Not Sure

Comments:

This links well with the recently published Raising Expectations: staying in education and training post 16.

Chapter 7: Future Plans

The 14-19 Implementation Plan commits us to consider how area based targets could be developed and introduced.

11 How do you think local level targets might work?

Comments:

Much of the current published performance data emphasises competition. Whilst this is legitimate a measure reinforcing to collaboration would be welcome. Targets at Local Authority level through agreement with 14-19 Collaboratives would seem to be a sensible proposal.

Chapter 8: The following questions relate to wider issues around introducing the measure.

12 Do you think the different roles of schools and post-16 providers, LAs and Learning and Skills Council (LSC) in the achievements of learners are clear? How could we improve this?

Yes

No

Not Sure

Comments:

There continues to be a lack of clarity between the strategic role of the Local Authorities (Children Act 2004), and the planning and funding roles of the LSC (Learning and Skills Act). Whilst there are many examples of effective working between Local Authorities and LSCs at local and regional levels this lack of clarity and the differing funding regimes/planning timetables hinders consistency and cohesion (e.g. capital programmes)

13 How can we maximise the influence the progression measure has in raising participation and attainment?

Comments:

Re-align funding streams both capital and revenue for 16-19 provision (possibly through revised LAAs (as is suggested in draft guidance on second generation LAAs).

14 How powerful a lever will the progression measure be in encouraging schools/institutions to ensure all their pupils go on to achieve post-16?

Comments:

Potentially very powerful. This will provide context re future learning particularly for 11-16 schools.

15 Please provide any general comments you would like to make on these proposals.

Comments:

ADCS welcomes the proposals as a positive step to recognise the accountability of schools and Local Authorities to the full 16-19 agenda. However, the lack of clarity regarding strategic responsibility for commissioning within the 16-19 provision needs addressing.

16 Please let us have your views on responding to this consultation. For instance did you have any difficulty understanding any of the questions and did you think we had the right number or type of questions?

Comments:

Appropriate range and number of questions.

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply

Here at the Department for Education and Skills we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

Yes

No

All UK national public consultations are required to conform to the following standards:

1. Consult widely throughout the process, allowing a minimum of 12 weeks for written consultation at least once during the development of the policy.
2. Be clear about what your proposals are, who may be affected, what questions are being asked and the timescale for responses.
3. Ensure that your consultation is clear, concise and widely accessible.
4. Give feedback regarding the responses received and how the consultation process influenced the policy.
5. Monitor your department's effectiveness at consultation, including through the use of a designated consultation co-ordinator.
6. Ensure your consultation follows better regulation best practice, including carrying out a Regulatory Impact Assessment if appropriate.

Further information on the Code of Practice can be accessed through the Cabinet Office Website: <http://www.cabinetoffice.gov.uk/regulation/consultation-guidance/content/introduction/index.asp>

Thank you for taking time to respond to this consultation.

Completed questionnaires and other responses should be sent to the address shown below by 23 April 2007

Send by post to:

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East Lane, Runcorn
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WA7 2GJ

Send by e-mail to:

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