

## 2016/ 17 Learner Achievement Summative Data Report St Piers College

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### Overall cohort

Cohort figures remain fairly consistent over the last three years.

Two slight, but not yet significant, trends indicate:-

A slight increase in the number of day students

A slight decrease in the number of white students.

Gender	2014/15	2015/16	2016/17	
			July 2017 learners	Early leavers
Male	58% (70)	61% (73)	59% (72)	5% (4)
Female	42% (51)	39% (46)	41% (50)	

Residential Status	2014/15	2015/16	2016/17	
			July 2017 learners	Early leavers
Residential	78% (94)	77% (91)	74% (90)	3% (3)
Day	22% (27)	23% (28)	26% (32)	3% (1)

Age	2014/15	2015/16	2016/17	
			Age as at 01/09/2016	
			July 2017 learners	Early leavers
16-18		1%(1)	2% (3)	
19+	100% (121)	99% (118)	98% (119)	3% (4)

Ethnicity	2014/15	2015/16	2016/17	
			July 2017 learners	Early leavers
Asian	3% (4)	5% (6)	5% (6)	
Black	7% (8)	8% (9)	6% (7)	
White	83% (100)	79% (95)	75% (91)	4% (4)
Dual Heritage	6% (7)	5% (6)	8% (10)	
Not provided	2% (2)	3% (4)	7% (8)	

### More significant trends are:-

The increase in numbers of students with ASC

The decrease in the number of learners with a declared moderate learning disability. Please note- this is the information provided by parents. Although there is no corresponding increase in learners with more severe learning disabilities this information is currently taken from what has been provided at application.

In future years the SEND Code of Practice Categories of Need with defined subcategories will be used.

ASC	2014/15	2015/16	2016/17	
			July 2017 learners	Early leavers
<b>With</b>	34% (41)	47% (57)	51%(62)	1
<b>Without</b>	66% (81)	53% (65)	49%(60)	3

Epilepsy	2014/15	2015/16	2016/17	
			July 2017 learners	Early leavers
With	61% (75)	57%(70)	58%(71)	2
Without	39% (47)	43% (52)	42%(51)	2

Declared Learning Disability	2014/15	2015/16	2016/17	
			July 2017 learners	Early leavers
<b>MLD</b>	28%(34)	20%(24)	15%(18)	
<b>SLD</b>	36%(44)	32%(39)	33%(40)	
<b>PMLD</b>	2%(3)	2%(2)	1%(1)	

### Non Accredited Target Achievement 2013-2016

During the years 2013/14, 2014/15 and 2015/16 non accredited subject and personal development targets were set with the overall data as follows:-

2013/14	2014/15	2015/16
93% (119)	95% (122)	97% (121)

### Target Achievement Data by Learner Group

Year	Male		Female	
	Target Set	Target Achieved	Target Set	Target Achieved
2013/14	690	95% (653 Targets Achieved)	449	92% (412 Targets Achieved)
2014/15	324	92% (299 Targets Achieved)	229	99% (227 Targets Achieved)
2015/16	343	97% (333 Targets Achieved)	229	98% (224 Targets Achieved)

Year	Asian	Black	Chinese	Dual Heritage/Other	White	Not provided
2013/14	93% (27)	96% (64)	93% (13)	92% (54)	94% (907)	-
2014/15	100% (32)	95% (40)		88% (28)	95% (426)	-
2015/16	94% (30)	98% (47)	-	94% (32)	98% (444)	100% (4)

In 2016/17 a new system of setting non accredited targets was introduced.

Individualised targets were set for each student against their Education, Health and Care Plan Learning Outcomes.

The final target achievement data for 2016/17 was reported to the EGB in July 2017 EGB and can also be found on the following page.

The previously reported reduction in achievement of white male residential students as reported to EGB in April 2017 had been eliminated by the end of the academic year.

<b>Targets</b>	*				
<b>Group</b>	<b>Achieved</b>	<b>Not Achieved</b>	<b>Partial</b>	<b>Grand Total</b>	<b>%</b>
ASC/Life Skills	318	10	38	366	97%
ComplexNeeds	386	4	17	407	99%
Vocational	458	31	46	535	94%
<b>Grand Total</b>	<b>1162</b>	<b>45</b>	<b>101</b>	<b>1308</b>	<b>97%</b>

<b>Targets</b>	*				
<b>Epilepsy</b>	<b>Achieved</b>	<b>Not Achieved</b>	<b>Partial</b>	<b>Grand Total</b>	<b>%</b>
No	520	19	43	582	97%
Yes	642	26	58	726	96%
<b>Grand Total</b>	<b>1162</b>	<b>45</b>	<b>101</b>	<b>1308</b>	<b>97%</b>

<b>Targets</b>	*				
<b>Gender</b>	<b>Achieved</b>	<b>Not Achieved</b>	<b>Partial</b>	<b>Grand Total</b>	<b>%</b>
Female	568	27	39	634	96%
Male	594	18	62	674	97%
<b>Grand Total</b>	<b>1162</b>	<b>45</b>	<b>101</b>	<b>1308</b>	<b>97%</b>

<b>Targets</b>	*				
<b>Day/Residential</b>	<b>Achieved</b>	<b>Not Achieved</b>	<b>Partial</b>	<b>Grand Total</b>	<b>%</b>
Day	305	8	13	326	98%
Residential	857	37	88	982	96%
<b>Grand Total</b>	<b>1162</b>	<b>45</b>	<b>101</b>	<b>1308</b>	<b>97%</b>

<b>Targets</b>	*				
<b>Ethnicity</b>	<b>Achieved</b>	<b>Not Achieved</b>	<b>Partial</b>	<b>Grand Total</b>	<b>%</b>
Asian	74			74	100%
Black	61		7	68	100%
Dual	95	1	12	108	99%
Not Known	42	3	8	53	94%
Other	9	5	2	16	69%
White	881	36	72	989	96%
<b>Grand Total</b>	<b>1162</b>	<b>45</b>	<b>101</b>	<b>1308</b>	<b>97%</b>

## Accredited Achievement of Learning Aims (Qualifications) from 2013-2016

2013/14 Achieved	2013/14 Achieved %	2014/15 Achieved	2014/15 Achieved %	2015/16 Achieved	2015/16 Achieved %
83	86%	96	85%	116	87%

Learners at St Piers now have increasing levels of complex needs including Autism with associated behavioural needs and learning disabilities.

There is a potential need to reduce the level of qualifications used for specific students in future years. A number of learners 'banked' credits in 2016/17 which will be used to gain a qualification in 2017/18. Local Authorities reduced specific students 3 year placements to 2 year placements with little notice in the summer term 2017; this reduced the level of qualification as well as the ability to gain the planned qualification for specific students.

In 2016/17 five students left the college before they gained their qualifications due to: transition to another provider, length of placement reduced and medical needs.

Taking into account this information, the full accreditation rate for 2016/17 is as follows:-

	Number of Qualifications	Achieved	Not Achieved	% Achieved
<b>OCR</b>	40	39	1	98%
<b>ASDAN</b>	25	25	0	100%
<b>EDEXCEL</b>	15	13	2	87%
Total	80	77	3	96%

### OCR

Qualification Title	Alternative Achievement	Achieved No	Number of Qualifications	% Achieved
Award		5	5	100%
Certificate		14	14	100%
Diploma	Extended	0	1	0%
Diploma		8	8	100%
Extended	Certificate	12	12	100%
Total		39	40	98%

### ASDAN

Qualification Title	Alternative Achievement	Achieved No	Number of Qualifications	% Achieved
Award		4	4	100%
Certificate		21	21	100%
Total		25	25	100%

### EDEXCEL

Qualification Title	Alternative Achievement	Achieved No	Number of Qualifications	% Achieved
Award		5	5	100%
Certificate		8	10	80%
Total		13	15	87%

## Main Stream College Links Programme Summary (2014/15, 2015/16, 2016/17)

Academic Year	Total Learner Number	Part-time Attendance	Percentage	Full-Time Attendance	Percentage	Number Attending Links Programme
2014/2015	122	20	16%	1	1%	21
2015/2016	122	23	19%	N/A	N/A	23
2016/2017	126	20	16%	1	1%	21

The data demonstrates consistent numbers of learners accessing mainstream programmes over the last three years.

## Work Experience/Work Related Learning Summary (2014/15, 2015/16, 2016/17)

Academic Year	Total Learner Number	On-Site work experience	%	Work Skills week	%	Off-Site work experience	%	Number of employers
2014/2015	122	74	61%	75	61%	43	35%	21
2015/2016	122	68	56%	N/A	N/A	39	32%	22
2016/2017	126	91	72%	19	15%	22	17%	18

### Work Placements

Work related learning data demonstrates an increase in onsite work placements, but a reduction in offsite work related learning placements over the last academic year. The factors for this include the increasingly complex needs of St Piers' learners including autism and associated behavioural needs who therefore require onsite placements at least initially and difficulties with our previous Employability Partner Surrey Choices in supporting learners with increasingly complex needs.

Out of 126 learners, 99 accessed work experience placements during the academic year - September 2016 – July 2017.

There was a total of 124 placements for learner's onsite and 30 placements offsite at different times throughout the year with employers.

31 learners had more than 1 placement throughout the week:

- 22 learners had 2 different placements

- 6 learners had 3 different placements
- 4 learners had 4 different placements

The placements ranged from 1 hour for a few learners to 4 days in 3 different placements for 1 learner concluding in paid employment with 1 of the employers

The total of onsite departments and employers giving placements was 28

We had 4 early leavers and at the end of the academic year in July 2017 we had 122 learners

Further external placements for 2017/18 are currently being planned taking into account these factors.

### Work skills week

The scope of Work Skills week was reduced last academic year due to operational factors; an organisation wide Work skills Taster week is planned for 2017/18 with the support of the Senior Leadership Team.

#### Attendance data for College 3 year trend

Attendance	St Piers College		
	2014/15	2015/16	2016/17
Authorised Absence	2.28%	6.91%	5.80%
Un-Authorised Absence	3.04%	0.56%	0.54%
No Mark	0.00%	0.59%	0.58%
Present	94.37%	91.94%	92.90%

Attendance data demonstrates a consistently high attendance rate for students with significant medical and complex needs.

TO BE FINALISED FOR 16/17 in November 2017 following further information gained from families.

**Destination data 2013/14, 2014/15 and 2015/16 (September 2016)**

	2013/14		2014/15		2015/16	
	%	No	%	No	%	No
Other Further Education	26%	9	5%	2	15%	7
Higher Education	0%	0	0%	0	0%	0
Training/apprenticeship	0%	0	0%	0	0%	0
Paid employment	9%	3	2%	1	0%	0
Voluntary work	15%	5	5%	2	0%	0
Community placement with training	0%	0	0%	0	15%	7
Other	0%	0	5%	2	0%	0
None	0%	0	57%	24	53%	25
Unknown	50%	17	26%	11	17%	8
Independent living	6%	2	5%	2	15%	7
Supported living	24%	8	45%	19	23%	11
Family home	32%	11	19%	8	38%	18
Other	0%	0	5%	2	0%	0
Unknown	38%	13	26%	11	17%	8