

Young People, Learning and Skills in Cheshire and Warrington Report

March 2023

Brennan Wilson Ltd

Please Note: This report has been commissioned for the Cheshire and Warrington Local Enterprise Partnership by the Cheshire and Warrington Data and Labour Market Steering Group on behalf of the Employers' Skills and Education Board with support from the Department for Education.

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1. Introduction

Education, skills and employment partners in Cheshire and Warrington are ambitious for our young people. We want them to be able to access the best quality education and training that will provide them with the foundations for their future life and future employment. This requires:

- An accessible curriculum offer for those aged 16-18 that reflects the skills and knowledge sought by employers and higher education institutions;
- A coherent curriculum offer that provides learning pathways from school to higher level skills;
- Learning that delivers outcomes for all learners regardless of their gender, where they live or what background they come from;
- High quality experiences of the world of employment and clear labour market information to underpin, inspire and drive learner choice;
- A good range of options across academic, vocational and apprenticeship learning routes that are being accessed by all young people.

The Cheshire and Warrington Data and Labour Market Steering Group oversee the production of a range of reports and resources (including real-time data) to ensure that partners have access to the data and labour market information needed. These resources can be found [here](#), and include reports on the Cheshire and Warrington labour market, digital skills, and low carbon skills and jobs, and real-time data on job vacancies. This body of knowledge will be added to when the Cheshire and Warrington Local Skills Improvement Plan (LSIP) is published later this year.

This report provides information on young people in Cheshire and Warrington - their characteristics; where they live; their participation in learning and employment; their attainment and progression; and the 16-18 curriculum delivered in colleges and through apprenticeships. It is intended that partners use this report, alongside the other resources mentioned above, to underpin their planning, and the delivery of effective teaching and learning of young people in Cheshire and Warrington.

2. Executive Summary

The 16-19 population is forecast to grow

In 2022 there were approximately 32,000 people aged 16,17 and 18 resident in Cheshire and Warrington. The 16-19 population is forecast to grow between 2022 and 2032 from 39,767 in 2022 to 45,170 in 2032, peaking at 45,700 in 2030. This is a growth of 14% in Cheshire and Warrington. All local authorities will see a forecast growth of this population segment with a growth of 18% in Cheshire West and Chester, 12% in Cheshire East and 9% in Warrington.

NEET in Cheshire and Warrington is lower than for England although the gap between the two has recently closed.

The key indicator of NEET/not known at ages 16-17 is lower than England for every local authority in Cheshire and Warrington. However, compared to 2021 the gap between England and every local authority has narrowed, most markedly in Cheshire West and Chester, where the gap has narrowed by 1.7% such that the rate in Cheshire West and Chester was 4.6% in 2022 (3.7% in 2021), compared with 4.7% in 2022 in England (5.5% in 2021)

The three year NEET/Not known trend (2020-2022) has been decreasing year on year in both Cheshire East and Warrington. By contrast, the three year trend in NEET/not known in Cheshire West and Chester has seen year-on-year increases.

Nationally and in Cheshire and Warrington participation rates are lower for 17 year olds than they are for 16 year olds and lowest for 17 year old males. Participation rates for females and males aged 16 and 17 were similar in 2022 and 2021 in England and Cheshire East. This was also the case in Warrington, with the exception of the participation of females aged 17 which saw a 1.7% decline in participation. Between 2022 and 2021, participation by males and females aged both 16 and 17 declined in Cheshire West and Chester with declines exceeding 5% for both males and females aged 17.

A majority of 16-18 learners are in Further education. There have been recent sharp declines in 16-18 apprenticeship starts

It is estimated that in 2020/21 54% of those aged 16-18 in learning attended a College or Sixth Form College, 33% attended a School Sixth Form and 13% were apprentices. In 2020/21, of the 7,370 students on roll in schools in Cheshire and Warrington in Years 12,13 and 14, the percentage eligible for free school meals (FSM) was 7% compared with 18% known to be eligible for FSM in Years 7-11.

In recent years the overall numbers of C&W residents aged 16-18 in FE has hovered around 12k. Numbers have remained stable at local authority level as well, with roughly 4k FE learners in each local authority in 2020/21. The highest proportions of participation in FE run in a band through the centre of Cheshire and Warrington going from Warrington in the north, through Winsford, to Crewe in the South.

Declines in the volume of learning aim starts by 16-18s in English and maths at and below GCSE level suggests that the prior attainment of entrants to FE is improving.

In recent years, the numbers of 16-18 learners in apprenticeships in Cheshire and Warrington has hovered just above the 3k mark, there being a decrease in the overall volume of apprentices in 2020/21. The decrease of the apprenticeship 'in-learning' count reported above disguises a sharper decrease in the number of annual starts on apprenticeships. Between 2018/19 and 2020/21, the

number of starts on Intermediate Apprenticeships declined by 35% and for Advanced apprenticeships by 27%. Between 2018/19 and 2020/21, the sharpest decreases in starts were in: Business, Administration and Law (-45%); Engineering and Manufacturing Technologies (-47%); and Leisure, Travel and Tourism (-44%)

The gap between disadvantaged and non-disadvantaged young people is too big and constrains economic growth

By the age of 11 there is already an attainment gap between children classified as disadvantaged and those who are not. This attainment gap in Cheshire and Warrington is larger than for England. The percentage of free school meals (FSM) and non-FSM pupils that achieved the expected standard in reading, writing and maths at Key Stage 2 in 2018/19 had an attainment gap in Cheshire East, Cheshire West and Chester, and Warrington of 27 ppt, 26 ppt, and 27 ppt respectively, which was larger than that for England (21 ppt). This feeds through to the attainment of Level 2 at age 16 between those eligible and not eligible for free school meals (FSM) - this gap has been larger than England in all three local authorities since this data series started in 2004/5.

For the last decade the gap between the proportion of non-FSM KS4 pupils sustaining a destination in education and the proportion of FSM pupils doing so has been larger than England for all three Cheshire and Warrington local authorities.

This may help explain, in part, the Level 2 and Level 3 attainment gaps at age 19. The gap between the proportion eligible for free school meals that achieved a Level 2 and the proportion not eligible for Free School Meals achieving a Level 2 has been larger than England in the three Cheshire and Warrington local authorities every year since 2004/5. The position is similar for the attainment of Level 3 at age 19.

Where young people live links to their level of attainment and progression

The Income Deprivation affecting Children Index (IDACI) measures the proportion of all children aged 0 to 15 living in income deprived families. It is a subset of the Income Deprivation domain of the Index of Multiple Deprivation (2019). The highest levels of deprivation occur in Ellesmere Port, areas to the northwest of Chester, parts of Warrington, parts of Winsford and areas of Crewe. Many of these areas are adjacent to areas of employment opportunity but continue to experience high levels of worklessness. For secondary schools in Cheshire and Warrington in areas with the highest IDACI measures, only 44% of places are graded as good or outstanding by Ofsted, compared with 73% for England.

The highest volumes of 16-19 claimant unemployed are concentrated in Ellesmere Port, Winsford, Warrington and Crewe.

The indicators that are used in the IMD's Children and Young People Education sub-domain are: Key Stage 2 attainment; Key Stage 4 attainment; Secondary school absence; Staying on in education post 16; and entry to higher education. The areas that are deprived on this indicator are clustered in Ellesmere Port, Warrington, and Crewe with additional clusters in Winsford, Nantwich, Chester, and Macclesfield.

In 2021/22 four parliamentary constituencies in Cheshire and Warrington had average Attainment 8 scores below the English level. They were Ellesmere Port and Neston, Crewe and Nantwich, Eddisbury, and Warrington North.

The neighbourhoods with the lowest levels of young HE progression are concentrated in Ellesmere Port, Warrington and Crewe.

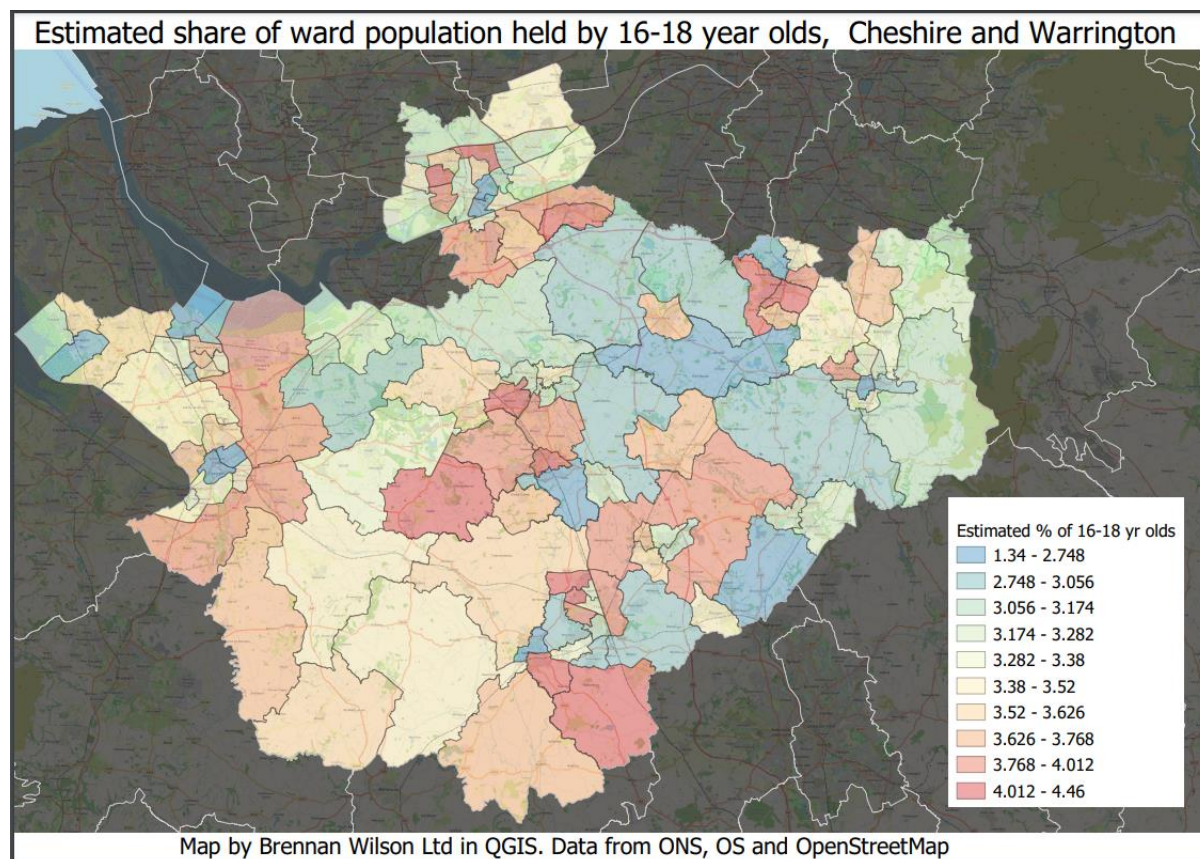
There are significant gender disparities in learning delivery

There are significant gender disparities in FE and apprenticeships undertaken by young people. There are high proportions of female starts in Retail and Commercial Enterprises, and in Health, Public Services and Care. Conversely, there are high proportions of male starts in Engineering and Manufacturing Technologies; Construction and the Built Environment; and Information and Communications Technology. In effect, these learning choices close off opportunities to half the population in many occupational areas.

3. Young People – Population, Deprivation, and Participation in Employment and Education

3.1 Population

In 2022 there were approximately 32,000 people aged 16,17 and 18 resident in Cheshire and Warrington. The map below shows the percentage of the population aged 16-18 by ward. Red is high, blue is low.



The wards with the highest percentage of population aged 16-18 are:

- Wilmslow East
- Nantwich South and Stapeley
- Lymm South
- Leighton
- Chapelford and Old Hall
- Tarporley
- Poplars and Hulme
- Winsford Wharton
- Hartford & Greenbank
- Crewe St Barnabas

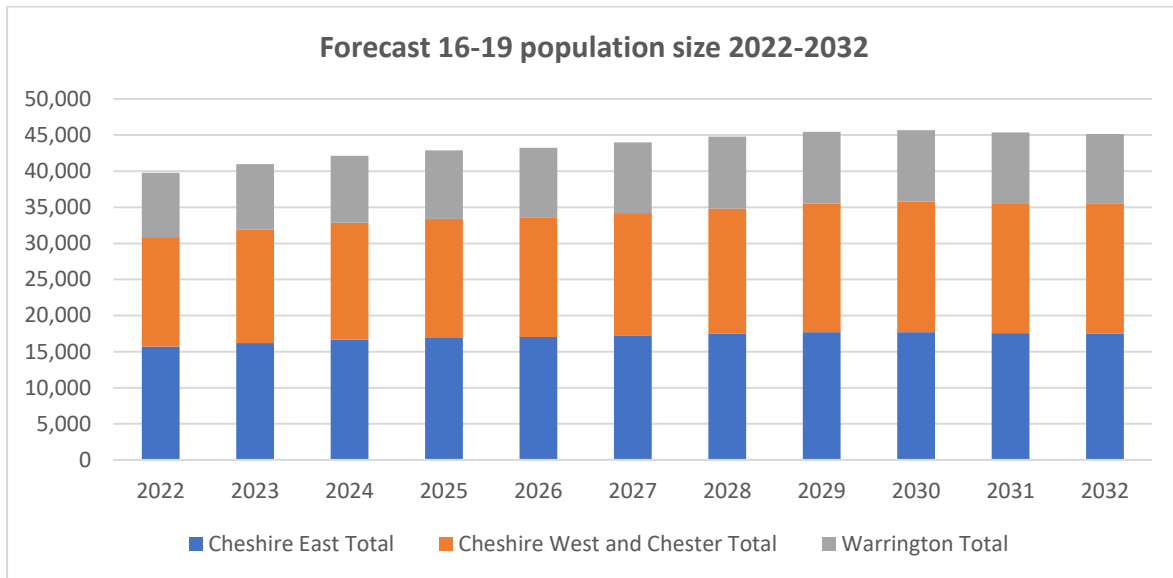
Conversely, the wards with the lowest percentage 16-18 population are:

- Chester City & the Garden Quarter
- Little Neston
- Macclesfield Central

- Winsford Gravel
- Fairfield and Howley
- Nantwich North and West
- Chelford
- Latchford West
- Netherpool
- Newton & Hoole

3.2 Population Forecast

The 16-19 population is forecast to grow between 2022 and 2032 from 39,767 in 2022 to 45,170 in 2032, peaking at 45,700 in 2030. This is a growth of 14% in Cheshire and Warrington. All local authorities will see a forecast growth of this population segment with a growth of 18% in Cheshire West and Chester, 12% in Cheshire East and 9% in Warrington.



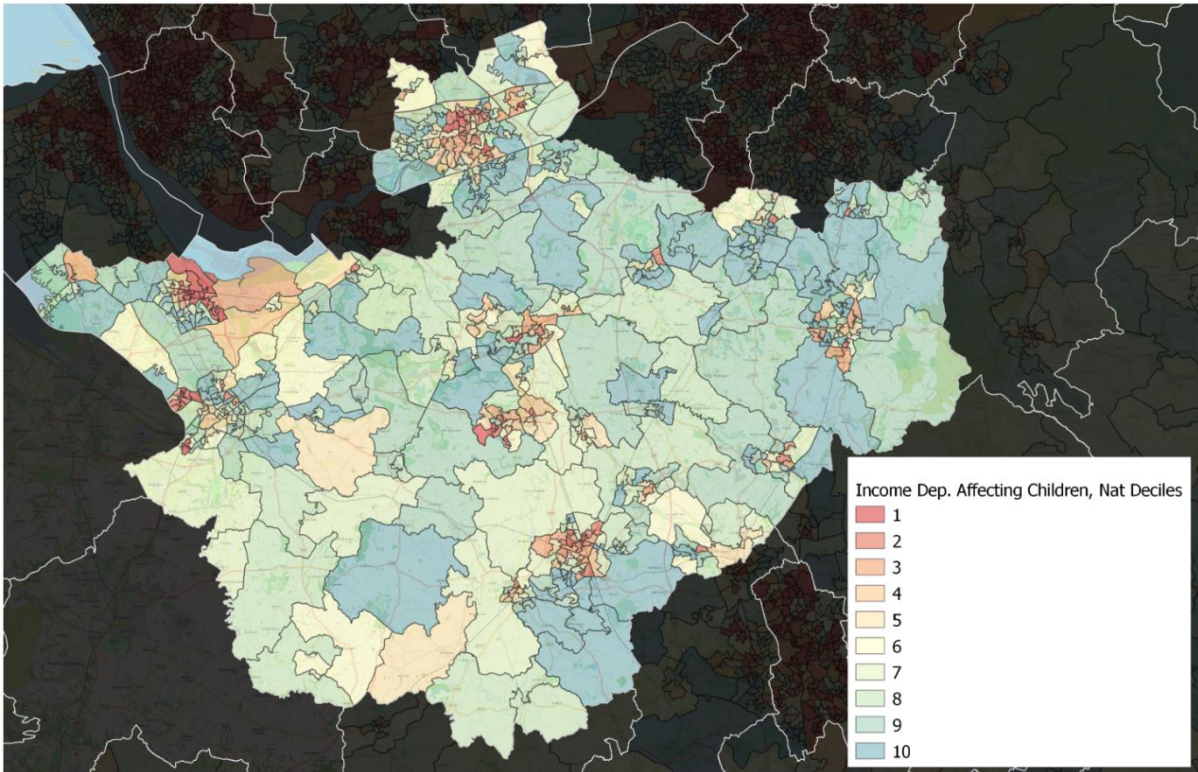
3.3 Deprivation

The Income Deprivation affecting Children Index (IDACI) measures the proportion of all children aged 0 to 15 living in income deprived families. It is a subset of the Income Deprivation domain of the Index of Multiple Deprivation (2019) which measures the proportion of the population in an area experiencing deprivation relating to income.

The map below shows the Lower Super Output Areas of Cheshire and Warrington categorised according to their IDACI scores. Areas shaded dark red are in the most deprived decile nationally. Areas shaded blue are in the least deprived decile nationally.

The highest levels of deprivation occur in Ellesmere Port, areas to the north West of Chester, parts of Warrington, parts of Winsford and areas of Crewe.

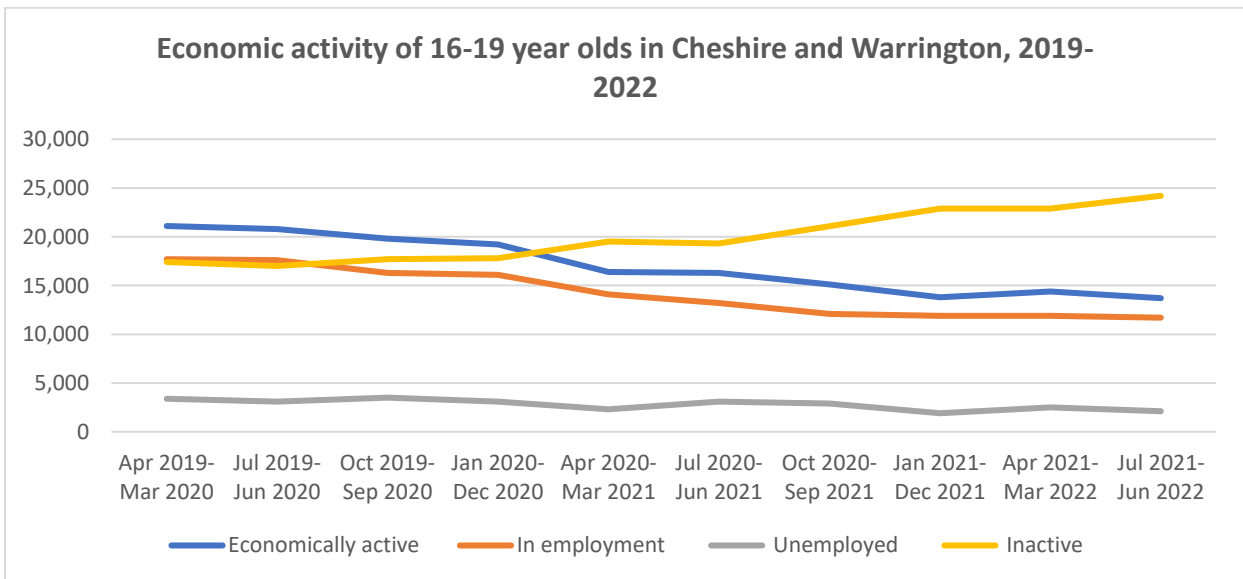
Income Deprivation Affecting Children in Cheshire and Warrington



Map by Brennan Wilson Ltd in OGIS. Data from the Index of Multiple Deprivation (2019), OS and OpenStreetMap

3.4 Economic Activity

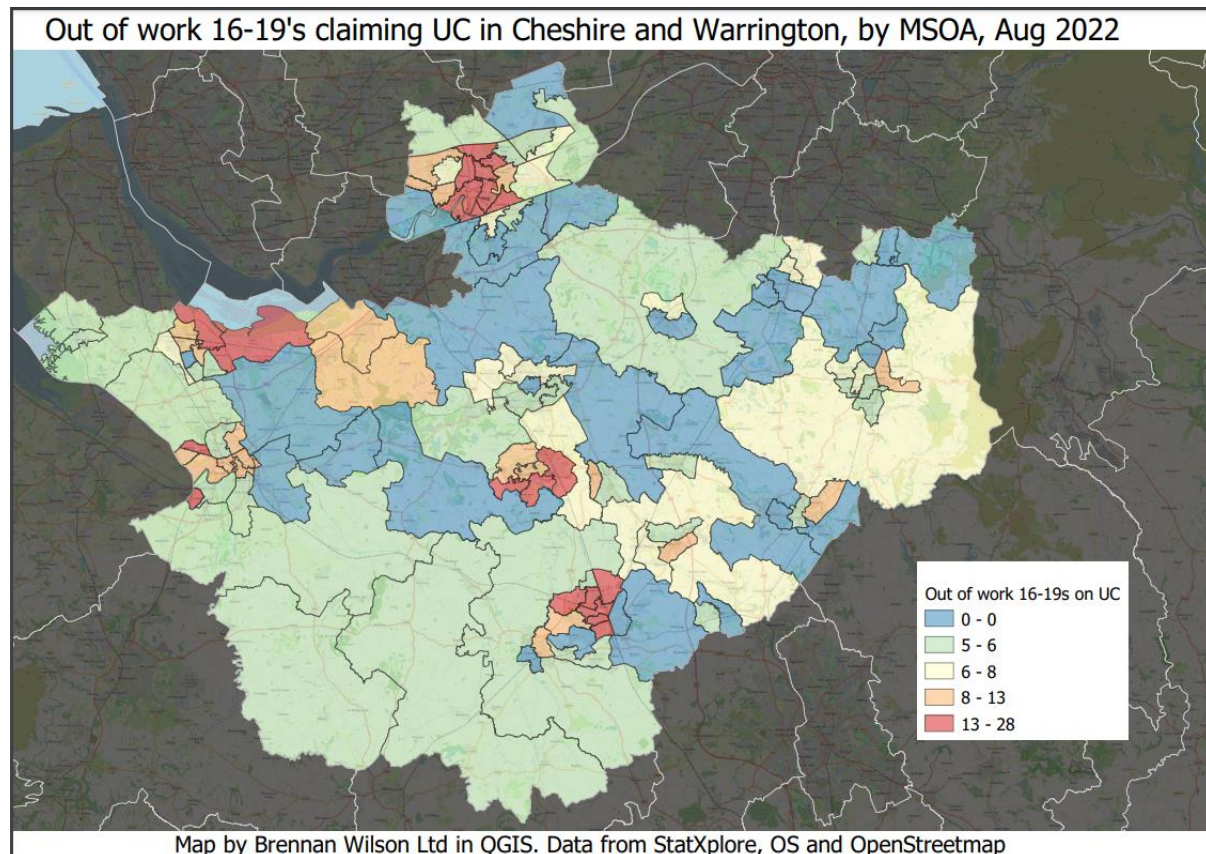
The chart below shows the different types of economic activity undertaken by young people aged 16-19 in Cheshire and Warrington between the years April 2019-March 2020 and July 2021-Jun 2022, so spanning the period of the pandemic. This data is survey data so is subject to margins of error. Notwithstanding that, the data seems to indicate an increase in economic inactivity for this age group. This is to be expected of this age group in a labour market downturn as increasing numbers seek to remain in education.



Source: NOMIS APS

3.5 Claimant unemployment

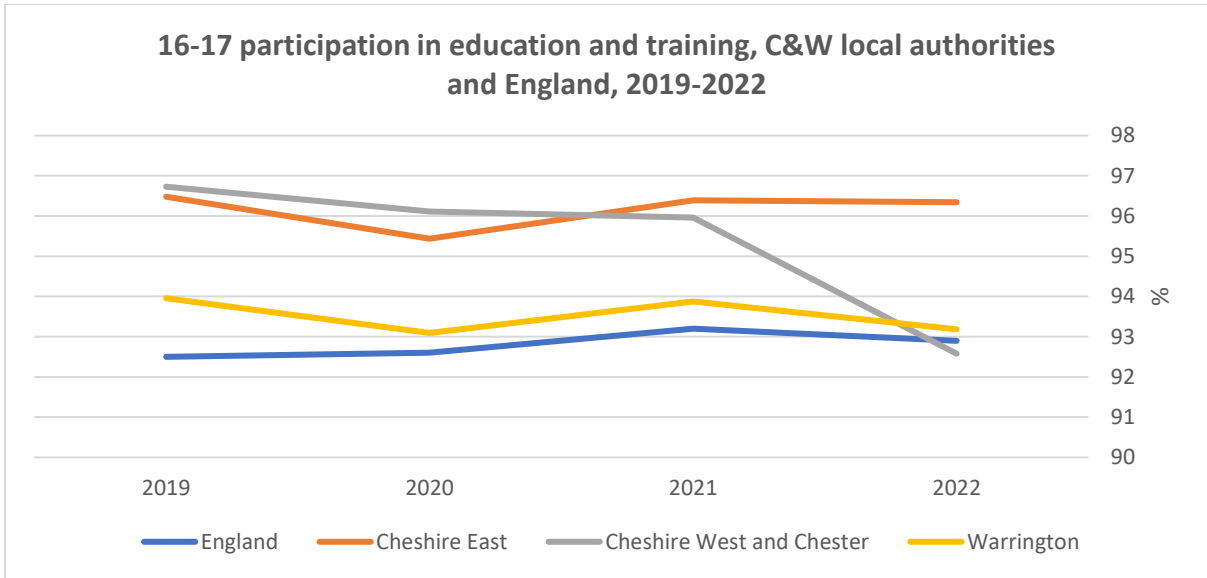
The map below shows levels of claimant unemployment of 16-19 year olds in Cheshire and Warrington by Middle Layer Super Output Area (MSOA). The highest volumes are concentrated in Ellesmere Port, Winsford, Warrington and Crewe. Of the 25 MSOAs in the top quintile, 11 are in Cheshire West and Chester, 8 are in Cheshire East and 7 are in Warrington.



3.6 Participation in education and training

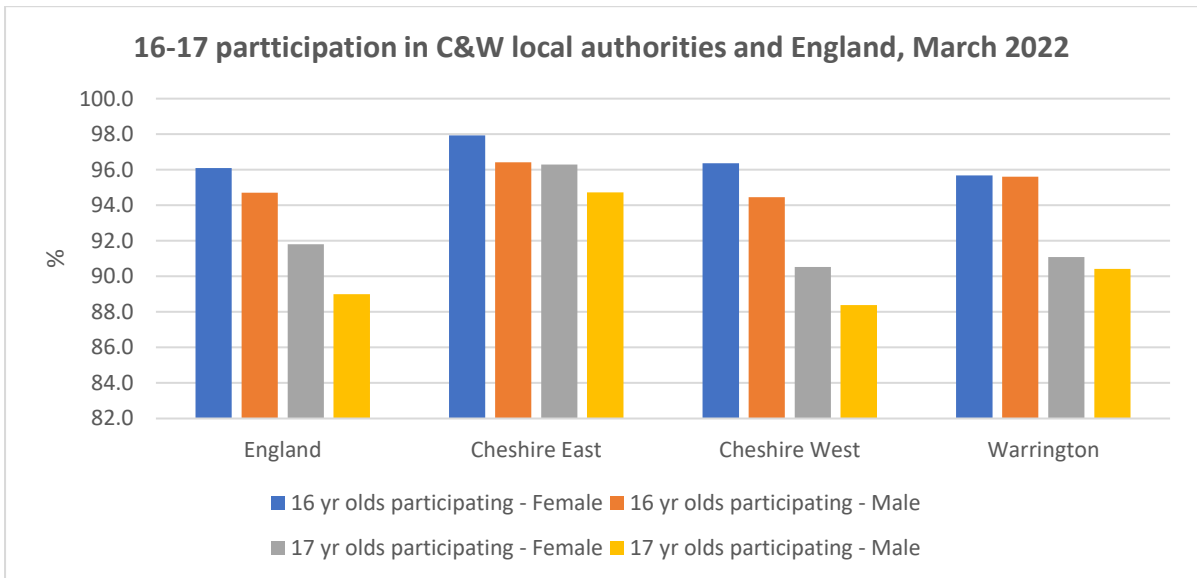
Local authorities have a duty to track young people's activity to identify those not participating and support them to do so. The data reported below shows the number and proportion of 16- and 17-year-olds recorded as in education or training in each local authority area and an estimate of the proportion and number of 16- and 17-year-olds who are recorded as NEET or whose activity is 'not known'. The data reported in this in this section and the next relates to the March quarter (ie December/ January/February).

In recent years, participation in education and training by 16 and 17 year olds has tracked above English levels for all three local authorities in Cheshire and Warrington. However, participation levels declined by over 3% between 2021 and 2022 to 92.6% in Cheshire West and Chester to fall below the English level of 92.9%. This was the eighth sharpest decline in the country in the total participation proportion for a local authority.



Source: DfE, 16-17 year olds recorded in education and training and NEET by local authority, 2022

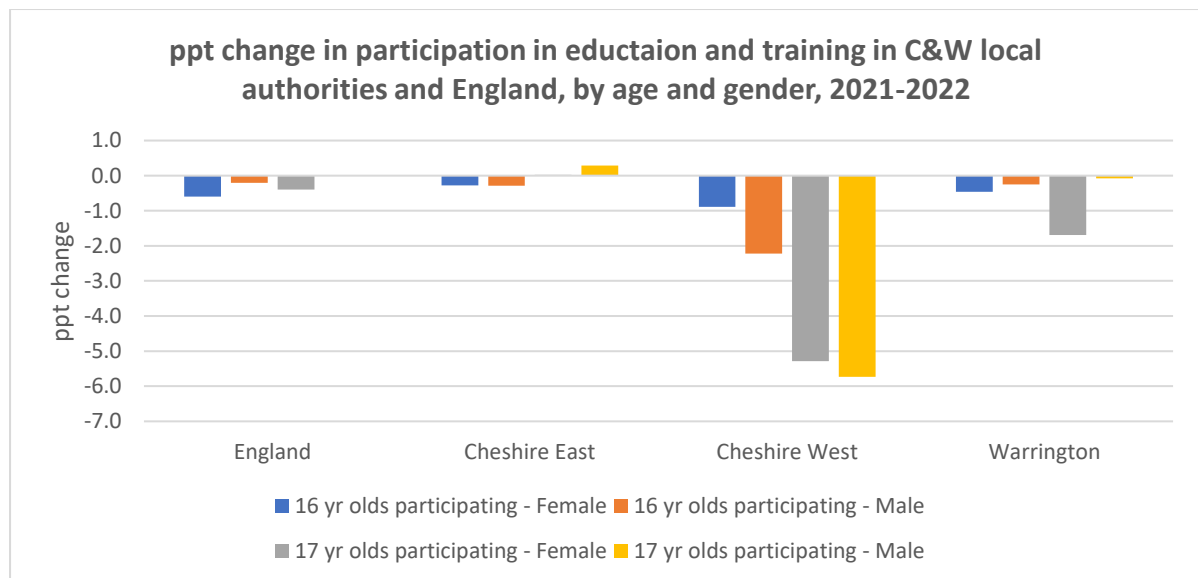
The chart below shows participation rates by age and gender for the three Cheshire and Warrington local authorities and England. Nationally and in Cheshire and Warrington participation rates are lower for 17 year olds than they are for 16 year olds and lowest for 17 year old males. In Cheshire East participation rates are higher than England for females and males at ages 16 and 17. In Warrington rates are also higher than England with the exception of females aged 17 whose rate of participation is slightly lower than for England. In Cheshire West and Chester rates of participation are lower than for England with the exception of females aged 16 where the participation rate is slightly higher.



Source: DfE, 16-17 year olds recorded in education and training and NEET by local authority, 2022

Participation rates for females and males aged 16 and 17 were similar in 2022 and 2021 in England and Cheshire East. This was also the case in Warrington, with the exception of the participation of females aged 17 which saw a 1.7% decline in participation. Between 2022 and 2021, all categories

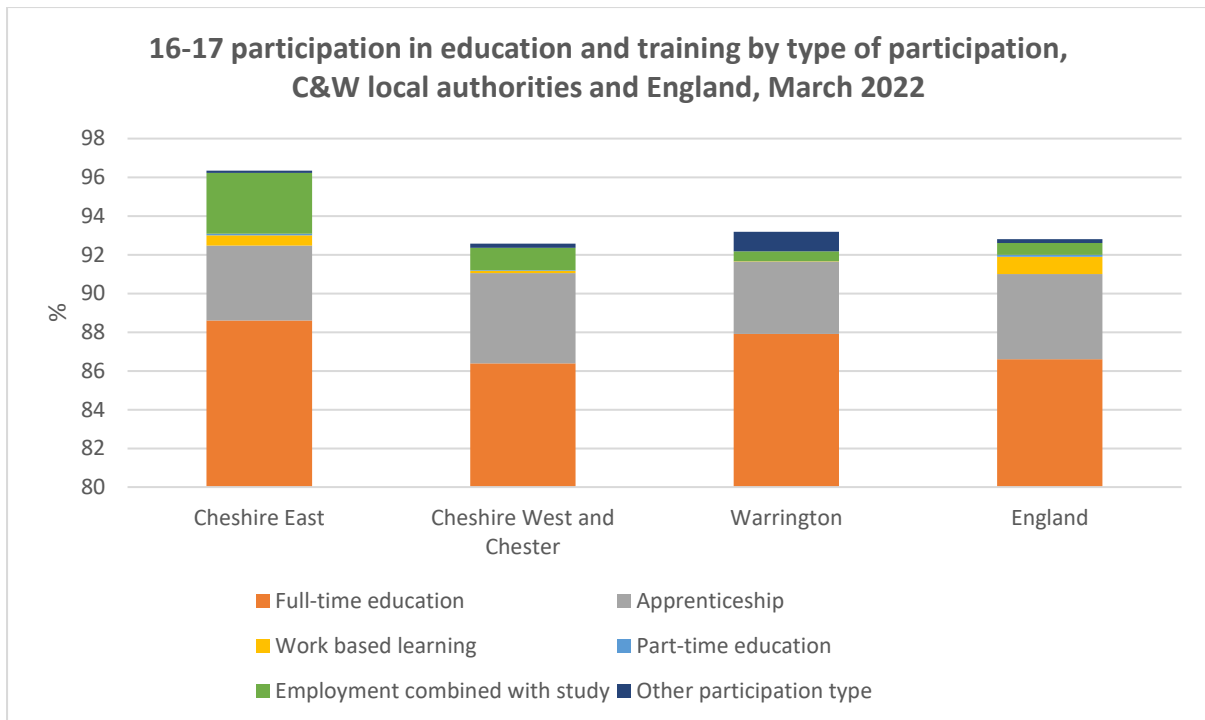
declined in Cheshire West and Chester with declines exceeding 5% for both males and females aged 17. This level of decline suggests that one or more providers of education and training to residents of Cheshire West and Chester changed either their recruitment practice of 16 year olds in or after September 2021, or their approach to retention/progression thereafter, or both.



Source: DfE, 16-17 year olds recorded in education and training and NEET by local authority, 2022

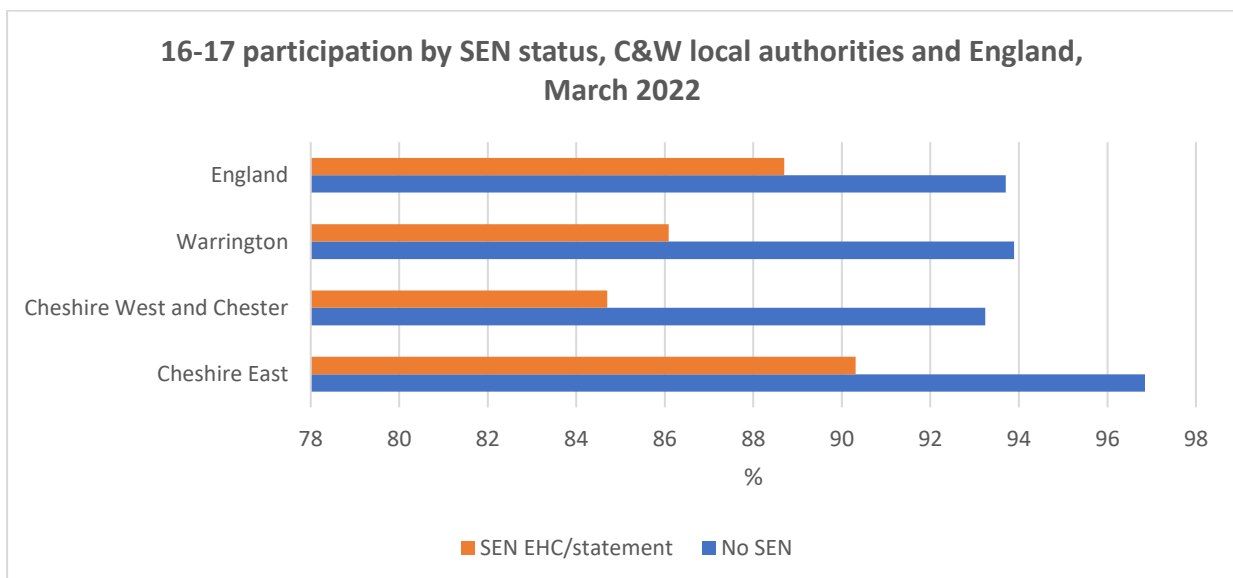
The chart below sets out the type of participation of 16-17 year olds in Cheshire and Warrington compared with England in 2022. Participation in full time education was at higher levels than England (86.6%) in both Cheshire East and Warrington (88.6% and 87.9% respectively), but lower in Cheshire West and Chester (86.4%). Conversely participation rates in Apprenticeships were lower than England for Cheshire East and Warrington, but higher in Cheshire West and Chester.

It is not clear why those classified as being in employment participating with study is five times the level of England in Cheshire East or double the England level in Cheshire West and Chester. At 3.1%, the proportion of 16-17 year olds participating in this way in Cheshire East is the fourth highest in England.



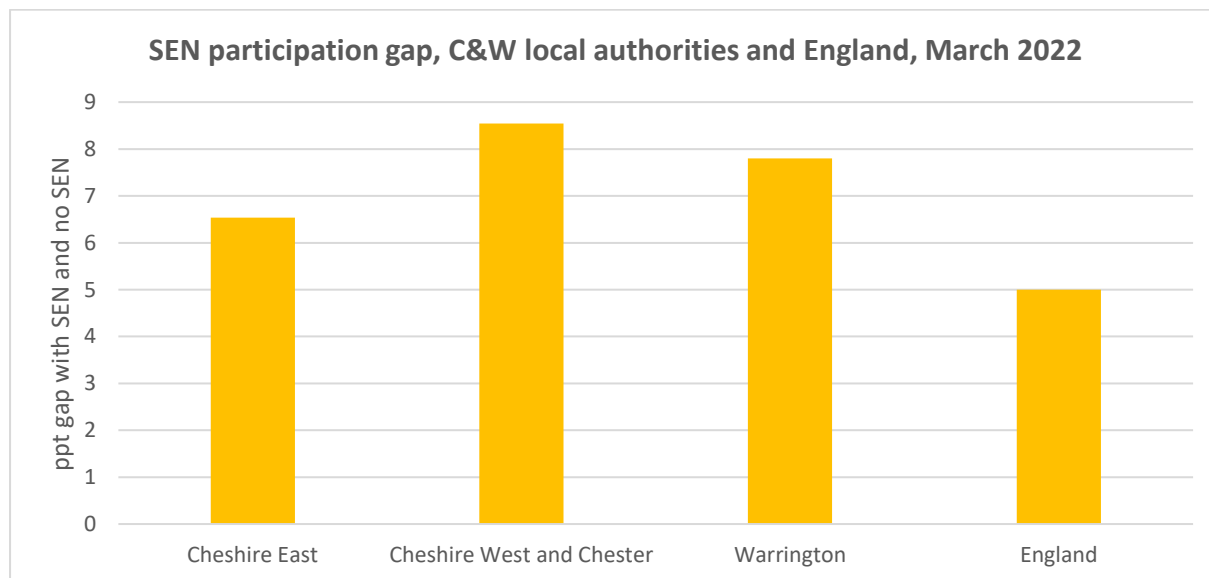
Source: DfE, 16-17 year olds recorded in education and training and NEET by local authority, 2022

The participation of 16-17 year olds with an SEN Education Health and Care plan (EHC) was lower than for England in Warrington and Cheshire West and Chester, but higher in Cheshire East. The participation of 16-17 year olds with no SEN was higher than England in Cheshire East and marginally higher in Warrington, it was marginally lower than England in Cheshire West and Chester.



Source: DfE, 16-17 year olds recorded in education and training and NEET by local authority, 2022

One way of considering this data about the participation of 16-17 year olds with and without SEN is to calculate the SEN participation gap – that is the difference in participation between 16-17 yr olds with and without SEN. This is illustrated in the chart below. In 2022, the SEN participation gap was higher than for England in all three local authorities with the highest gap being for Cheshire West and Chester.



Source: DfE, 16-17 year olds recorded in education and training and NEET by local authority, 2022

Cohort sizes for some categories of ethnicity are quite small in some C&W local authorities but, overall, participation rates for different ethnic groups are broadly in line with those for the wider cohort.

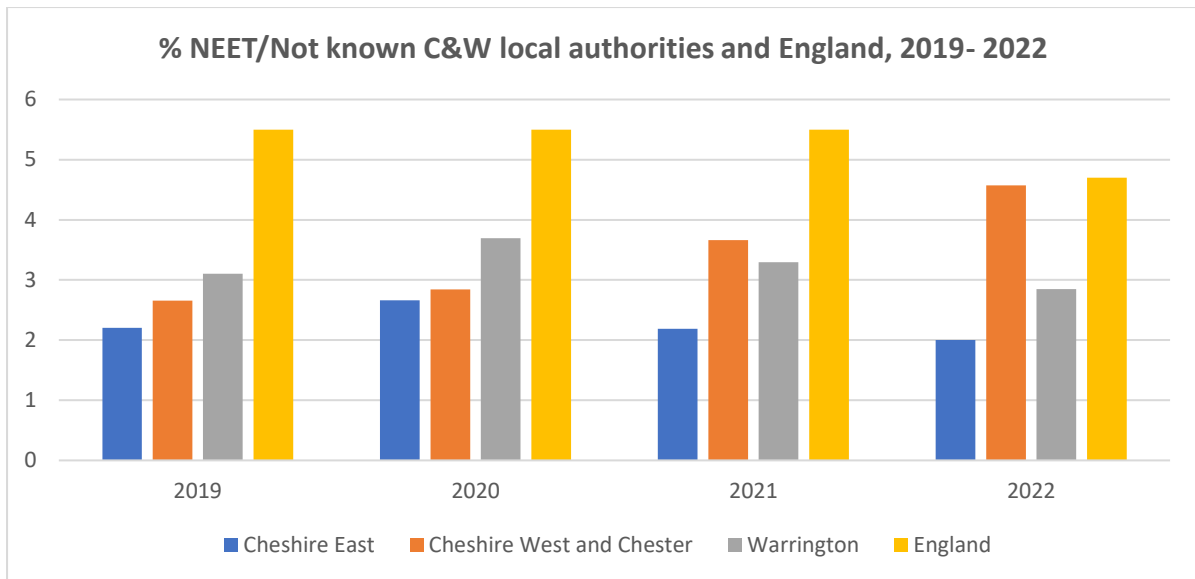
3.7 NEET at 16/17

The key indicator of NEET/not known at ages 16-17 is lower than England for every local authority in Cheshire and Warrington. However, compared to 2021 the gap between England and every local authority has narrowed, most markedly in Cheshire West and Chester, where the gap has narrowed by 1.7% such that the rate in Cheshire West and Chester was 4.6% in 2022 (3.7% in 2021), compared with 4.7% in 2022 in England (5.5% in 2021)

NEET/Not known in C&W local authorities and England, March 2022				
	NEET/Not known	NEET	Not known	Annual Change in NEET/Not known
England	4.7	2.6	2.2	-0.8
Cheshire East	2.0	1.9	0.1	-0.2
Cheshire West and Chester	4.6	3.0	1.6	0.9
Warrington	2.8	2.7	0.2	-0.4

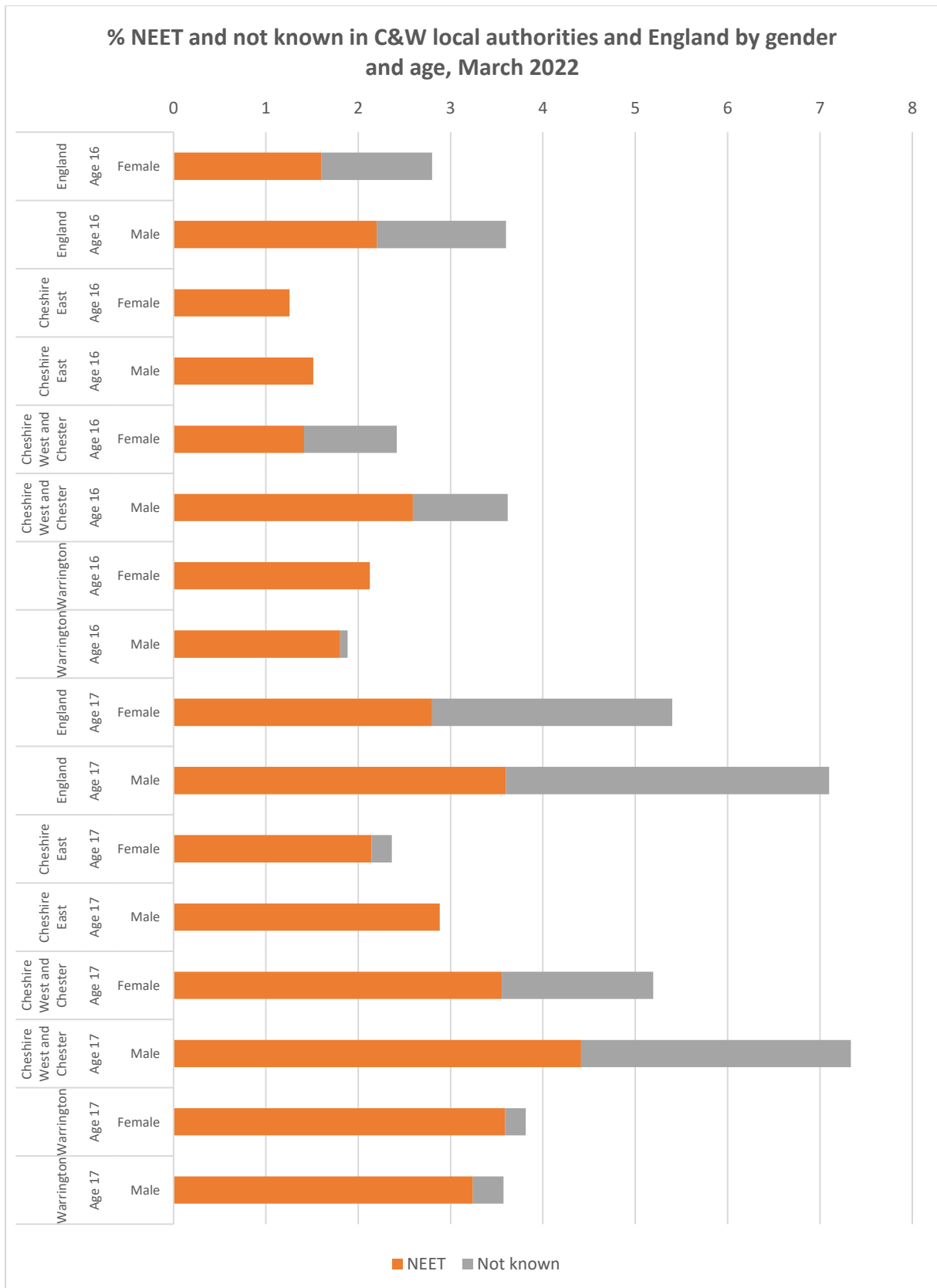
Source: DfE, 16-17 year olds recorded in education and training and NEET by local authority, 2022

The three year NEET/Not known trend (2020-2022) has been decreasing year on year in both Cheshire East and Warrington. By contrast, the three year trend in NEET/not known in Cheshire West and Chester has seen year-on-year increases.



Source: DfE, 16-17 year olds recorded in education and training and NEET by local authority, 2022

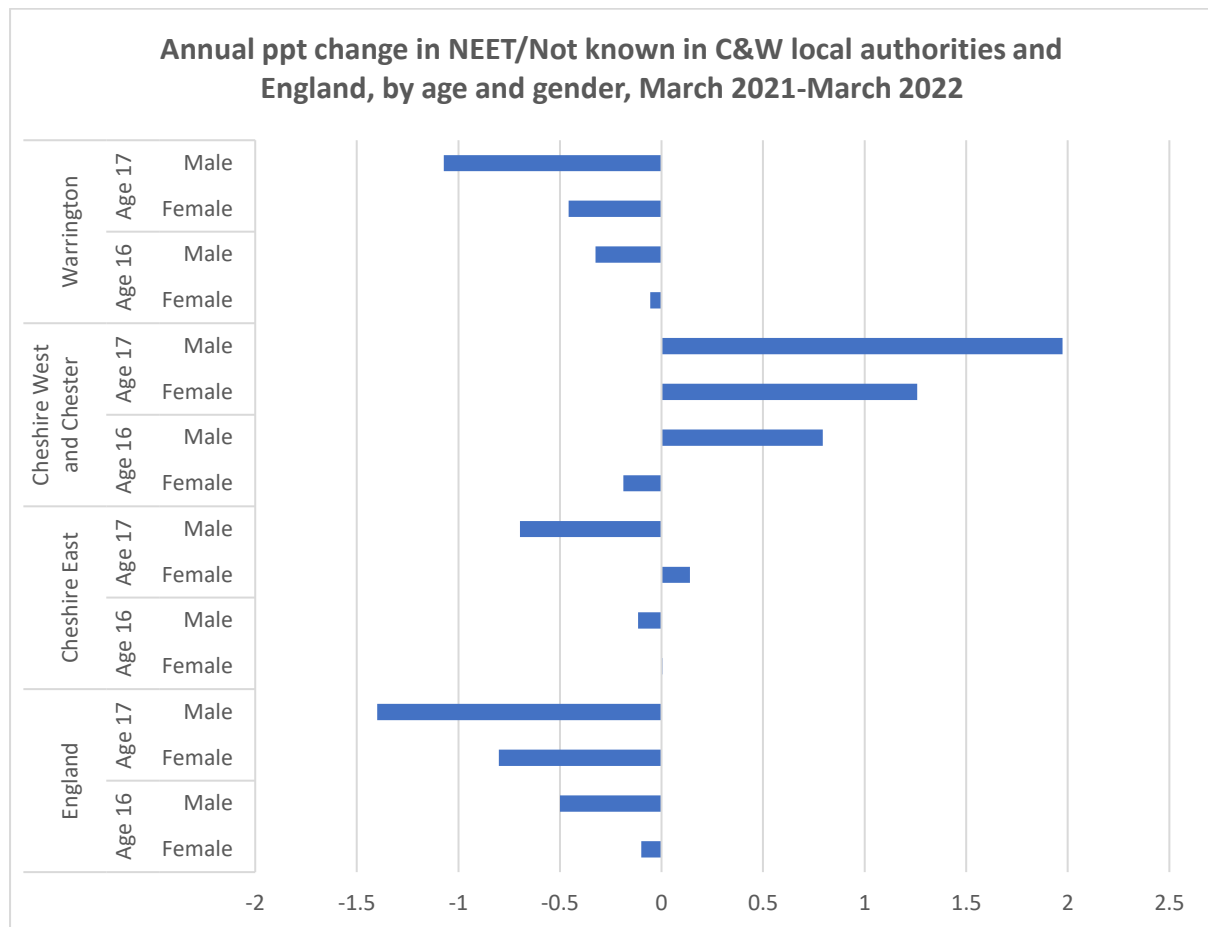
The chart below disaggregates the NEET and not known data for 2022 for the three Cheshire and Warrington local authorities and for England by age and gender. At age 16 the NEET/not known rate in every local authority is generally below the level for England (the NEET/not known rate for males aged 16 is the same for England and Cheshire West and Chester). At age 17 the NEET/not known rate for females is below that of England for all three local authorities. The NEET/Not known rate for males aged 17 is lower than for England in Cheshire East and Warrington, but is slightly higher than the English level in Cheshire West and Chester.



Source: DfE, 16-17 year olds recorded in education and training and NEET by local authority, 2022

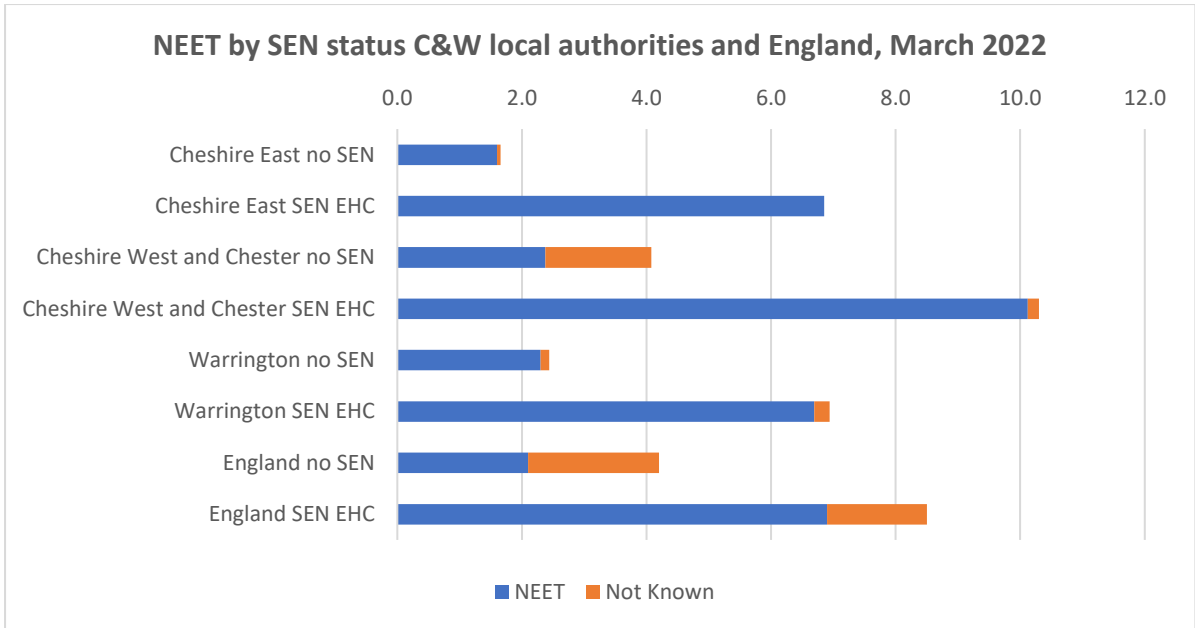
Between 2021 and 2022, the NEET/Not known rate declined for males and females aged 16 and 17 in both England and Warrington. In Cheshire East, the year on year position saw marginal changes other than for males aged 17 which saw a decrease in the NEET/not known rate of 0.7%.

West and Chester there was a marginal decrease in the NEET/not known for females aged 16 but increases for 17 year olds of both genders (a 2% increase for males aged 17), and for males at 16.



Source: DfE, 16-17 year olds recorded in education and training and NEET by local authority, 2022

The chart below disaggregates the 2022 NEET and not known data for the 16-17 cohort by SEN status. When compared with England, the NEET/not known rates were lower in all three local authorities in Cheshire and Warrington. The NEET/not know rates for those with SEN were also lower in Cheshire East and Warrington but higher in Cheshire West and Chester.



Source: DfE, 16-17 year olds recorded in education and training and NEET by local authority, 2022

4. Young People's Education and Progression

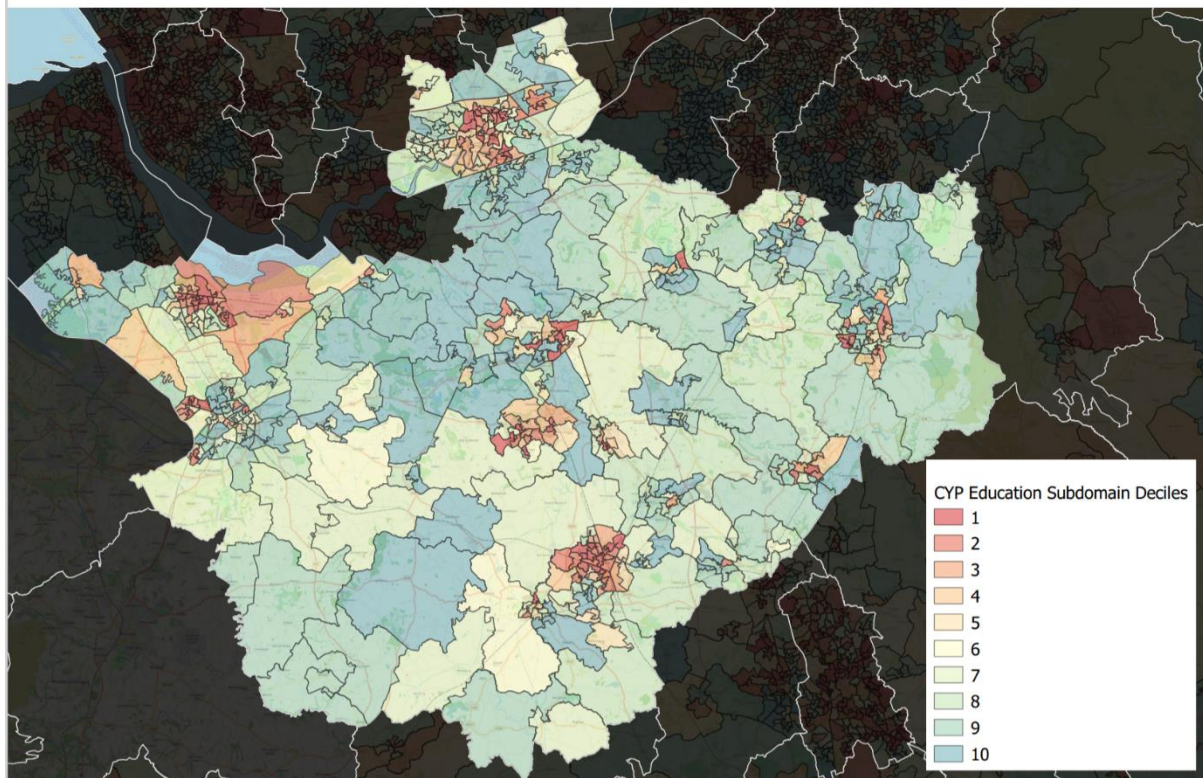
4.1 The Children and Young People Education Subdomain of the Index of Multiple Deprivation

The Education, Skills and Training Domain of the Index of Multiple Deprivation (2019) measures the attainment and skills in local populations. The measure comprises two sub-domains: one relating to children and young people and one relating to adult skills. The indicators that are used in the Children and Young People Education sub-domain are:

- Key Stage 2 attainment: The scaled score of pupils taking Mathematics, English reading and English grammar, punctuation and spelling Key Stage 2 exams
- Key Stage 4 attainment: The average capped points score of pupils taking Key Stage 4 (GCSE or equivalent) exams
- Secondary school absence: The proportion of authorised and unauthorised absences from secondary school
- Staying on in education post 16: The proportion of young people not staying on in school or non-advanced education above age 16
- Entry to higher education: A measure of young people aged under 21 not entering higher education

The map below illustrates the distribution of scores from the Children and Young People Education Subdomain in Cheshire and Warrington. Lower Super Output Areas (LSOAs) in the most deprived national decile are shaded dark red. Those in the least deprived are shaded blue. It can be seen from the map that the areas that are deprived on this indicator are clustered in Ellesmere Port, Warrington, and Crewe with additional clusters in Winsford, Nantwich, Chester and Macclesfield.

Children and Young People Education Subdomain of the IMD(2019) National Deciles

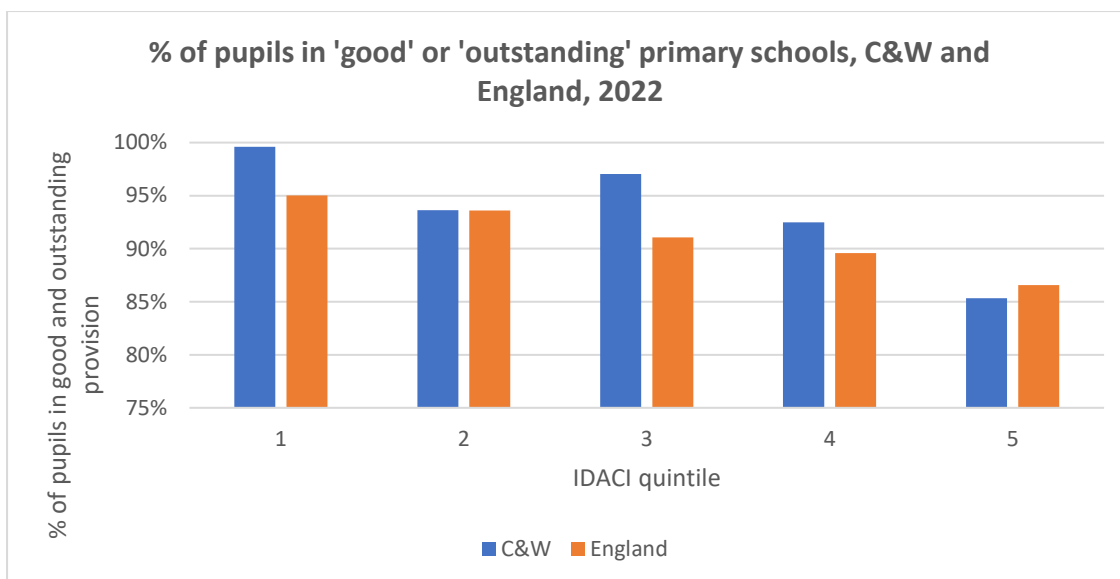


4.2 Primary Education

4.2.1 Quality of primary education

Ofsted publish management information on school inspections. From this, it is possible to establish the percentage of children in provision graded good or outstanding by Ofsted, by IDACI decile (see Section 3.3 above). The deprivation of a provider is based on the mean of the deprivation indices associated with the home post codes of the pupils attending the school rather than the location of the school itself. The schools are divided into five equal groups (quintiles), from 'most deprived' (quintile 5) to 'least deprived' (quintile 1).

It can be seen from the chart below that the quality of primary education in Cheshire and Warrington closely mirrors that for England, with a higher or equal percentage of children in schools graded good or outstanding for IDACI deciles 1-4. A slightly lower percentage of children (85% vs 87% for England) are in schools so graded for IDACI 5 (ie those with the highest levels of income deprivation).



Source: Ofsted Management Information, September 2022

4.2.2 Attainment at 11

Publication of statistics by the Department for Education was disrupted by the pandemic with impacts on both examinations and teacher assessments, and the statistics associated with those. The pandemic also had an impact on children’s learning. Research on the impact of the pandemic on education in England¹ found that:

- Most students were reported to have some learning losses, while some had severe learning losses and some had learning gains.
- Learning losses appeared to be most prevalent in maths and literacy
- Experiences of teaching and learning during the pandemic were diverse, but disadvantage and deprivation appear to be most associated with less effective learning and overall learning losses
- Learning experiences were diverse: there were differential experiences both between and within groups

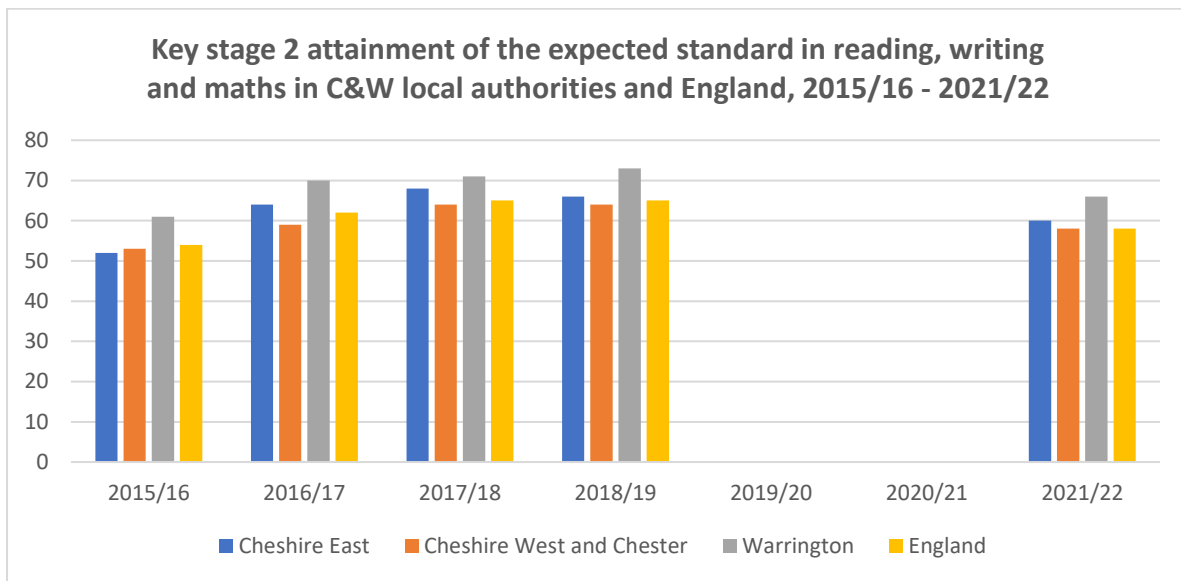
A key finding of this review of the literature was that:

“Overall, there is overwhelming research indicating a large disparity in the remote learning experiences of the most and least disadvantaged students. Deprivation and disadvantage seem to be most associated with poorer learning experiences and learning losses during the pandemic, with students in the poorest families, whose parents have lower levels of education, those who are eligible for FSM, and pupil premium students, being worse affected compared with their counterparts.”

The chart below provides the data available for the percentage of 11 yr olds achieving the expected standard in reading, writing and mathematics in England and the C&W local authorities. In line with the above cited research, every area considered below experienced a decline in 2021/22 when compared with the pre-pandemic position in 2018/19 (no data was published for 2019/20 and

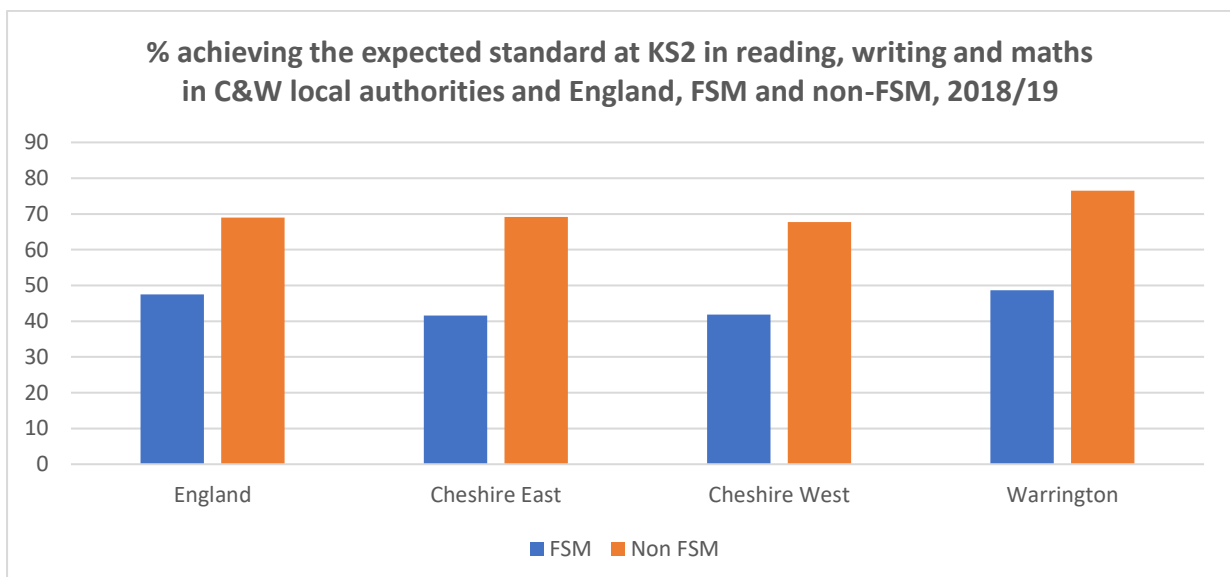
¹ <https://www.gov.uk/government/publications/learning-during-the-pandemic/learning-during-the-pandemic-review-of-research-from-england>

2020/21). In 2020/21 all Cheshire and Warrington local authorities were at or above the English level on this measure.



Source: Key stage 2 attainment, DfE

The chart below takes the data for 2018/19 above and disaggregates it for children on Free School Meals (FSM) and those not on FSM (this disaggregation is not available for 2021/22). There was a gap in the attainment of children on FSM and not on FSM in all three local authority areas and in England. The gap in all of Cheshire East, Cheshire West and Chester, and Warrington (27 ppt, 26 ppt, and 27 ppt respectively) was larger than that for England (21 ppt).



Source: Key stage 2 attainment, DfE

Analysis undertaken by Metrodynamics for Cheshire and Warrington LEP suggests that the attainment of children in Cheshire and Warrington on Free School Meals tends to be most problematic in schools with low numbers on FSM. Conversely, there are some primary schools with larger FSM cohorts where FSM children do better. The former schools might be able to identify good practice from the latter.

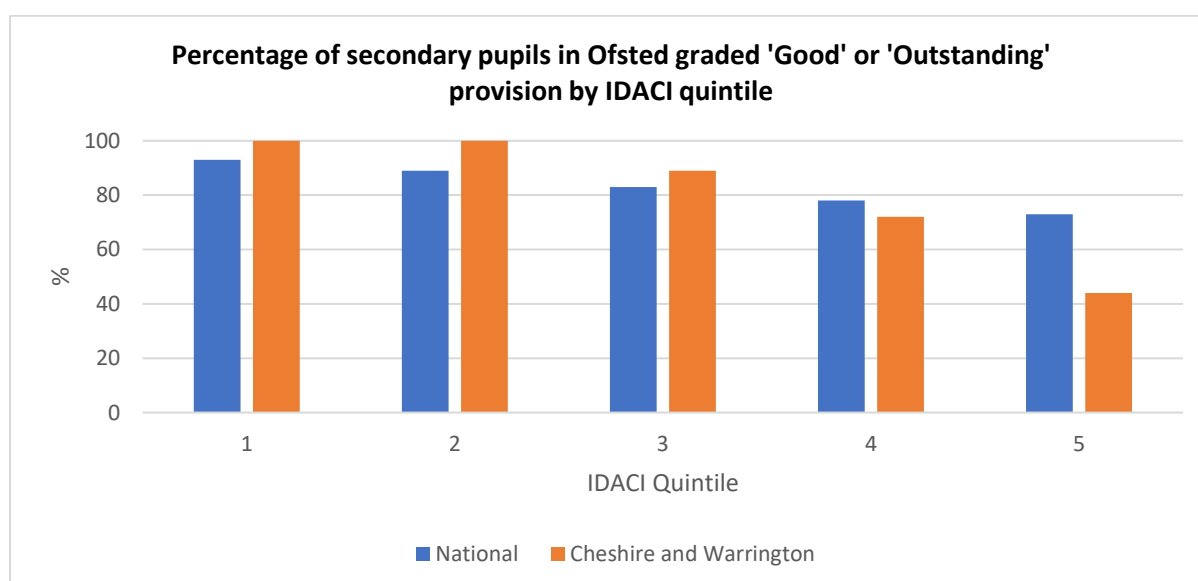
4.3 Secondary Education

4.3.1 Quality of secondary education

Nationally, 82% of pupils are taught in secondary schools that are graded good or outstanding by Ofsted. Only two of Cheshire and Warrington's ten parliamentary constituencies have a lower proportion of children taught in 'Good' or 'Outstanding' secondary schools – Crewe and Nantwich (81%) and Ellesmere Port and Neston (69%).

Ofsted publish management information on school inspections. From this, it is possible to establish the percentage of children in provision graded good or outstanding by Ofsted, by IDACI decile (see Section 3.3 above). The deprivation of a provider is based on the mean of the deprivation indices associated with the home post codes of the pupils attending the school rather than the location of the school itself. The schools are divided into five equal groups (quintiles), from 'most deprived' (quintile 5) to 'least deprived' (quintile 1).

It can be seen from the chart below that a higher proportion of secondary school places in IDACI quintiles 1-3 in Cheshire and Warrington are rated as good or outstanding when compared with England. The proportion in IDACI 4 schools graded as 'good' or 'outstanding' in Cheshire and Warrington is slightly below England (72% compared with 78%). However, at IDACI 5 (the highest levels of deprivation) only 44% of places are graded as good or outstanding in Cheshire and Warrington, compared with 73% for England.



Ofsted: Management Information, State funded schools inspections and outcomes as at 30 September 2022

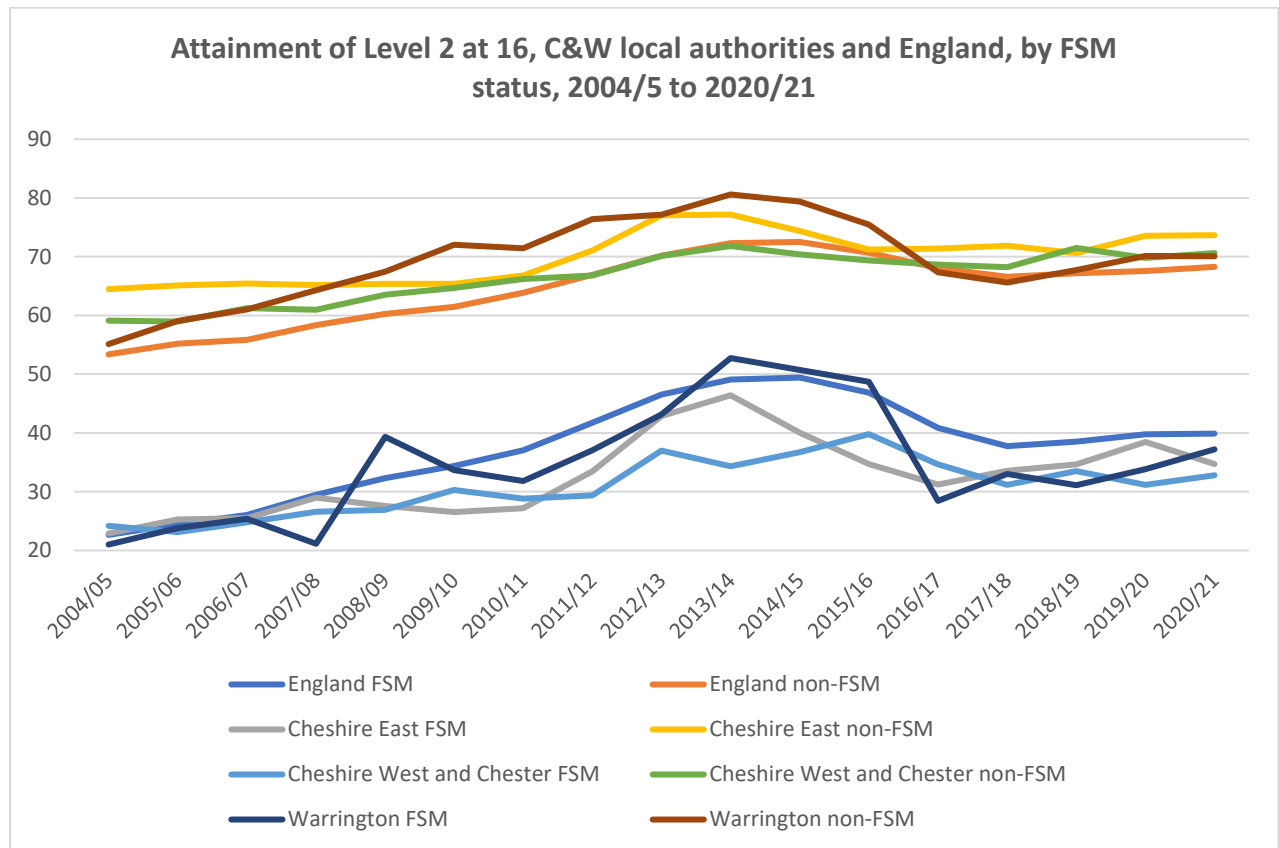
4.3.2 Attainment at 16

This section draws on two main data sources:

- The annual Statistical First Release on 16-25 attainment; and
- The school performance tables

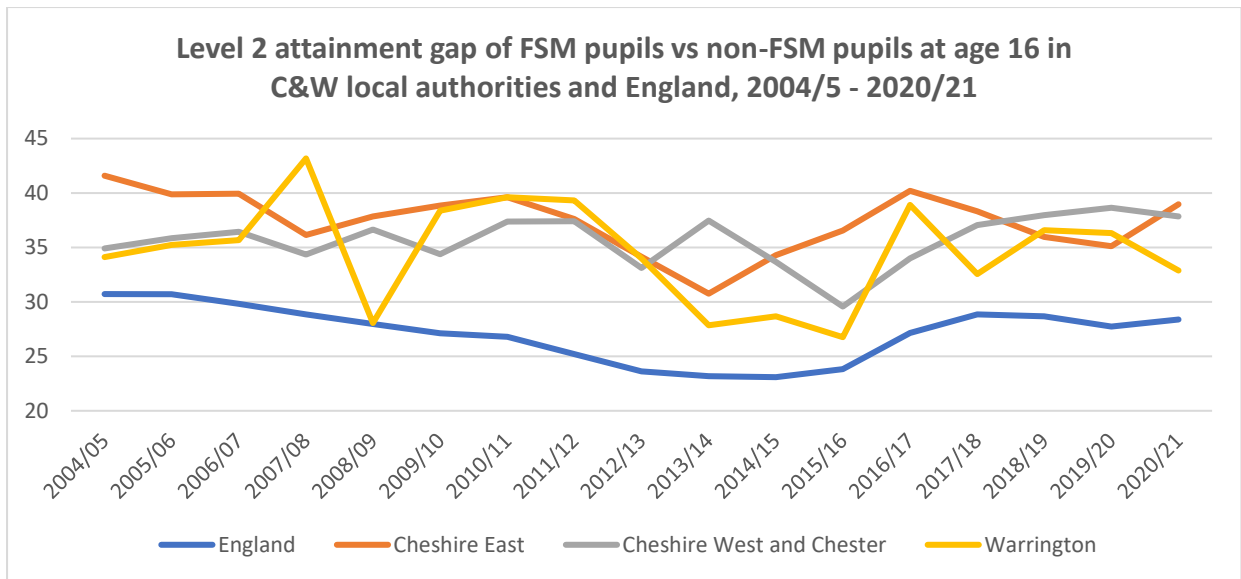
For all local authority data from these datasets, assignment to local authority is based on the school attended in the academic year the young person turned 16.

Historically, the key measure of attainment at age 16 has been the achievement of a full Level 2 (the achievement of 5 or more good GCSEs). The data for this attainment measure is presented in the charts below, disaggregated by Free School Meals status. For the last five years the attainment by 16 year olds in Cheshire and Warrington who are not on FSM has been at or above the level for England whereas the attainment of those on FSM has been below England.



Source: DfE Attainment SFR

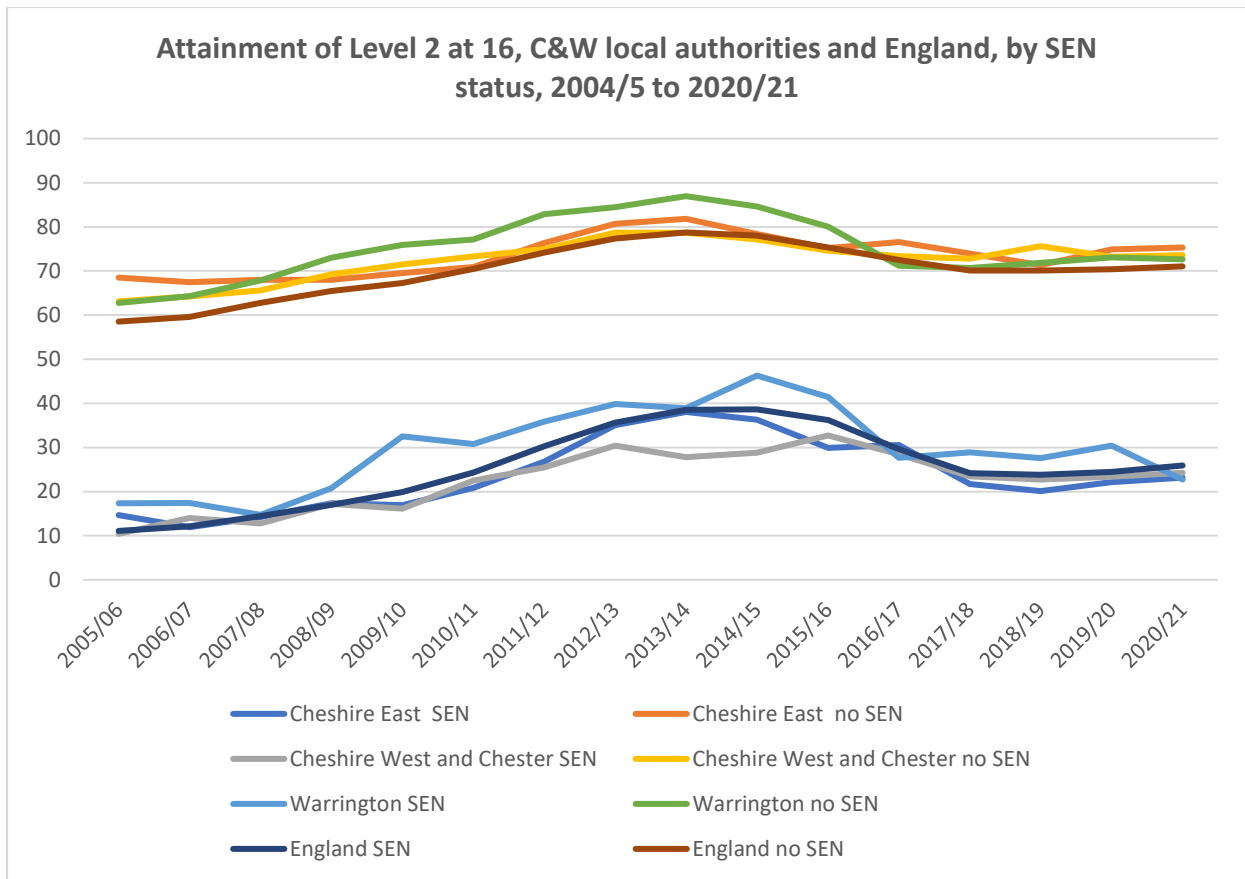
If the difference in attainment of Level 2 at age 16 between those eligible and not eligible for FSM (the 'FSM L2 attainment gap at 16') is considered over time, it is clear that the gap has been larger in all three local authorities than England since this data series started in 2004/5.



Source: DfE Attainment SFR

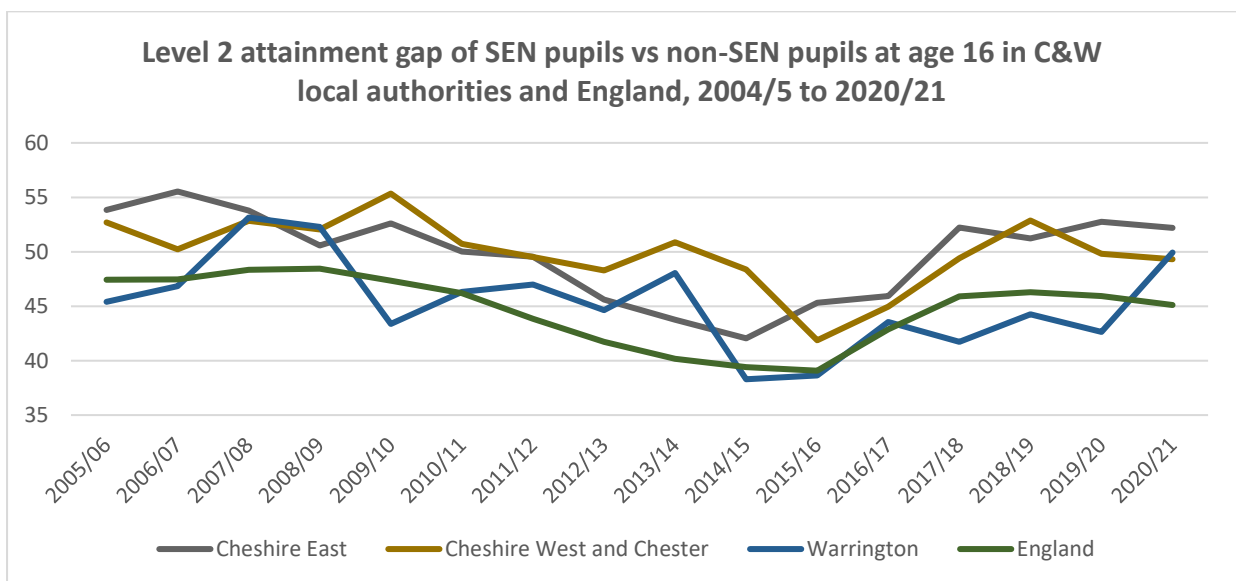
Another dimension that can be used to understand the data on attainment of Level 2 at 16 is to consider the attainment of those learners known to have special educational needs (SEN) compared with those without SEN. The data on this for the Cheshire and Warrington local authorities and England is presented in the charts below.

The proportion of pupils with no SEN that attain Level 2 at 16 has almost always been higher in the three local authorities than in England. Conversely, the proportion of pupils with SEN that attain Level 2 at 16 has generally been lower than England in Cheshire East, and in Cheshire West and Chester. On the other hand, the proportion of pupils with SEN that attain Level 2 at 16 has generally been higher than England in Warrington, although Warrington fell below the English level in 2020/21.



Source: DfE Attainment SFR

If the difference in attainment of Level 2 at age 16 between those with and without SEN (the 'SEN L2 attainment gap at 16') is considered over time, it is clear that the gap has been larger in Cheshire East and Cheshire West and Chester than England since this data series started in 2004/5. Warrington's profile is closer to England, with the gap being lower than England in most recent years, albeit the 2020/21 gap was lower in England than Warrington.

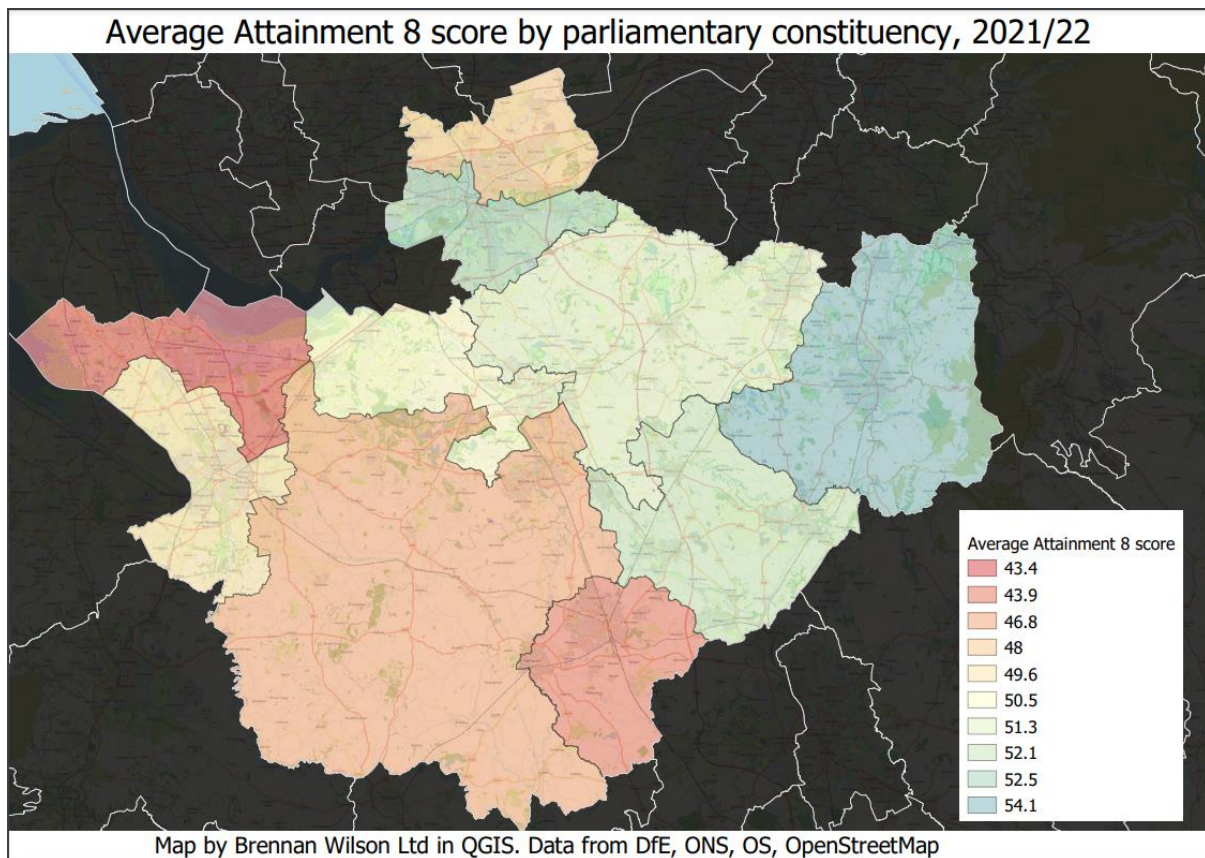


Source: DfE Attainment SFR

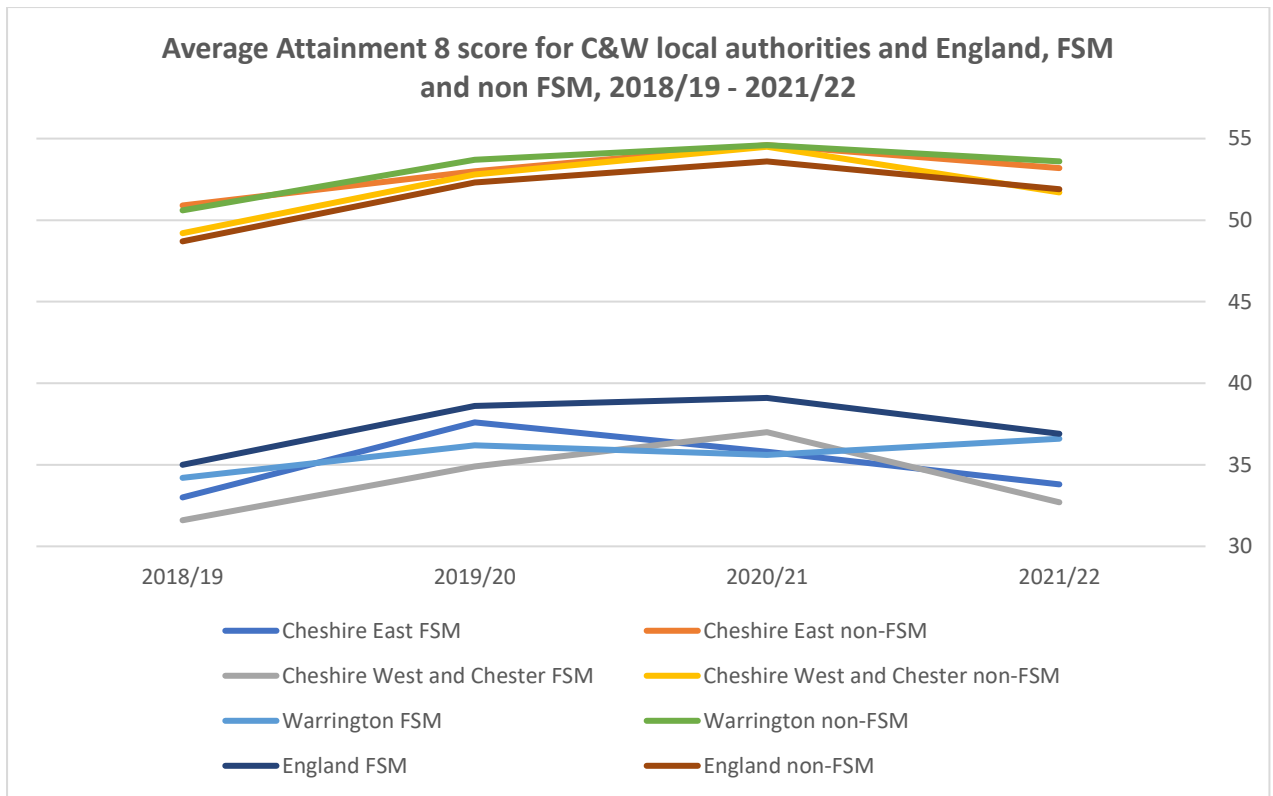
Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

In 2021/22, the average national Attainment 8 score was 48.8. Four parliamentary constituencies in Cheshire and Warrington had average Attainment 8 scores below this. They were:

- Ellesmere Port and Neston (43.4)
- Crewe and Nantwich (43.9)
- Eddisbury (46.8)
- Warrington North (48)

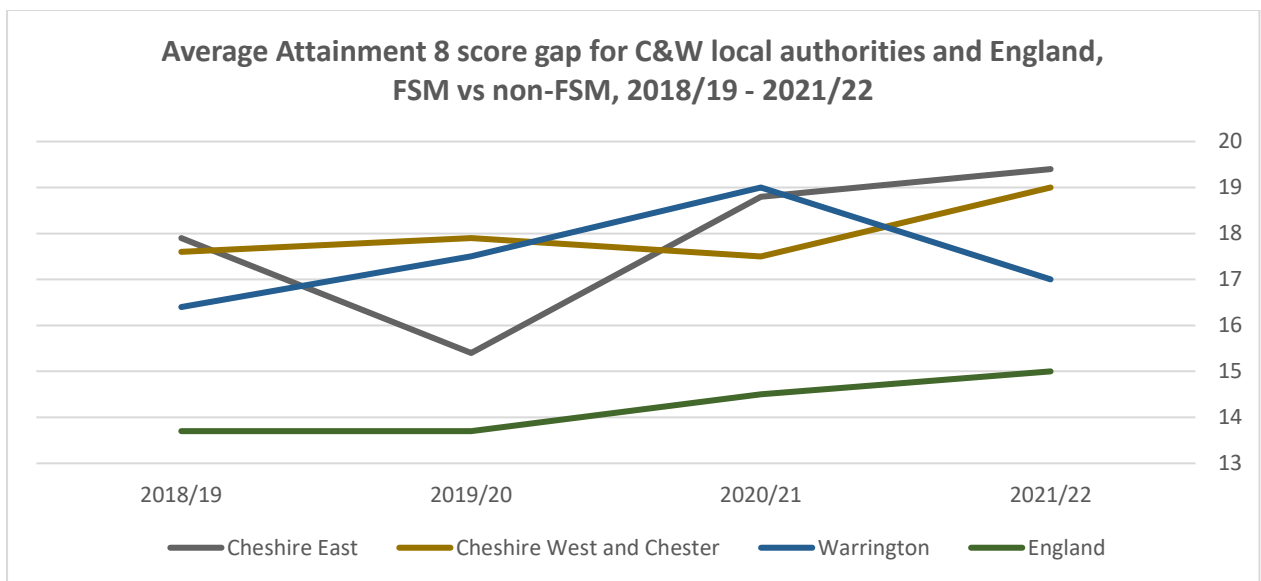


It is possible to disaggregate the average Attainment 8 score by local authority and eligibility for free school meals. The charts below present this data for England and Cheshire and Warrington. Generally, pupils not eligible for FSM have tended to perform better in the Cheshire and Warrington local authorities than in England (although Cheshire West and Chester dipped slightly below England in 2021/22). Conversely, pupils eligible for FSM have always done less well in the three Cheshire and Warrington local authorities compared with England.



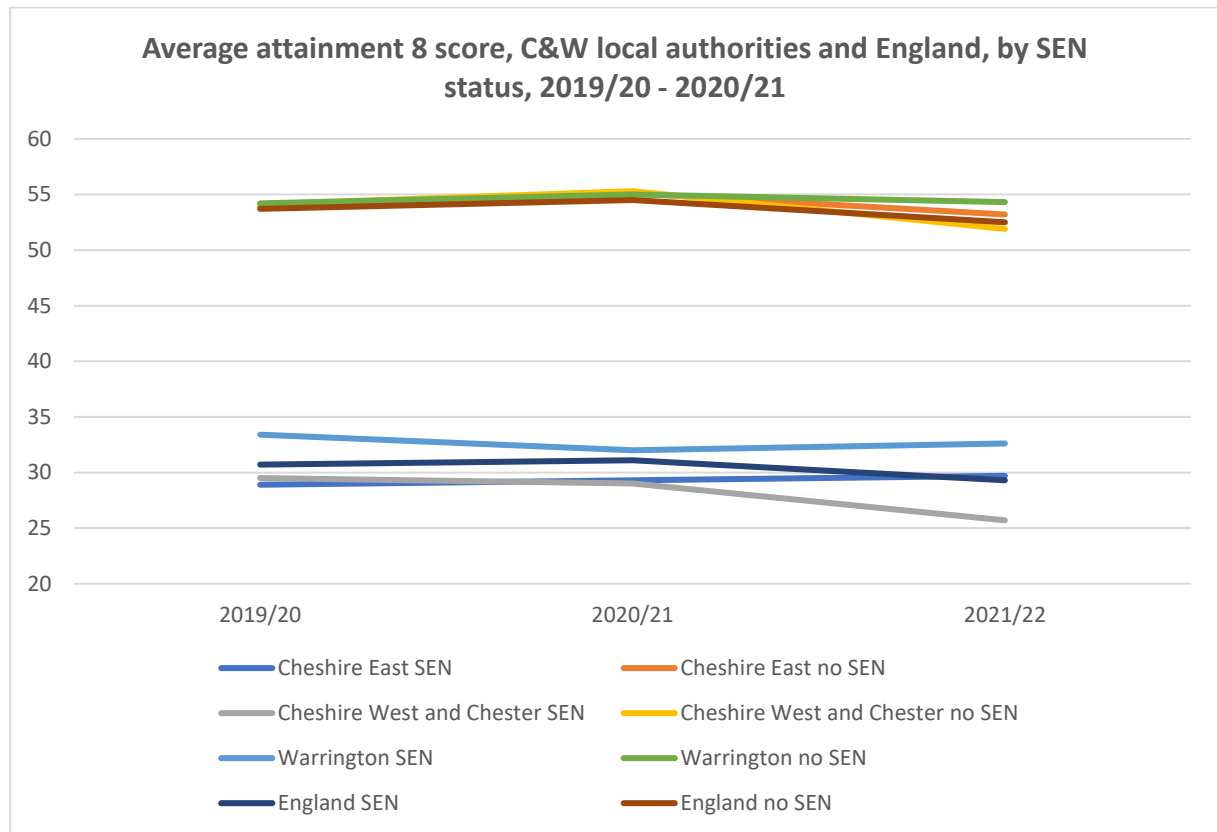
Source: KS4 achievement, DfE

If the difference in the average Attainment 8 score at age 16 between those eligible and not eligible for FSM is considered over time, it is clear that the gap has been larger in all three local authorities than in England since 2018/19.



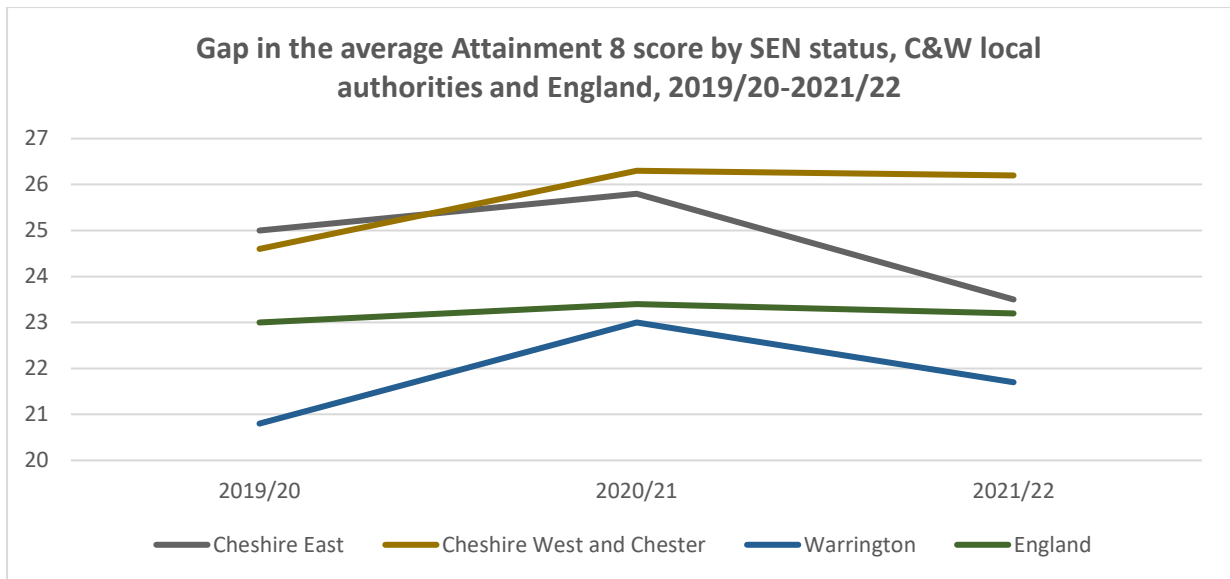
Source: KS4 achievement, DfE

It is possible to disaggregate the average Attainment 8 score by local authority and SEN status. The charts below present this data for England and the Cheshire and Warrington local authorities. Generally, pupils with no SEN have tended to perform better in the Cheshire and Warrington local authorities than in England (although Cheshire West and Chester dipped slightly below England in 2021/22). Pupils with SEN have done less well or the same as England in Cheshire East and Cheshire West and Chester and have done better than England in Warrington.



Source: KS4 achievement, DfE

If the difference in the average Attainment 8 score at age 16 between those with and without SEN is considered over time, it is clear that the gap has been larger in Cheshire East and Cheshire West and Chester than in England since 2019/20 and smaller than England in Warrington.



Source: KS4 achievement, DfE

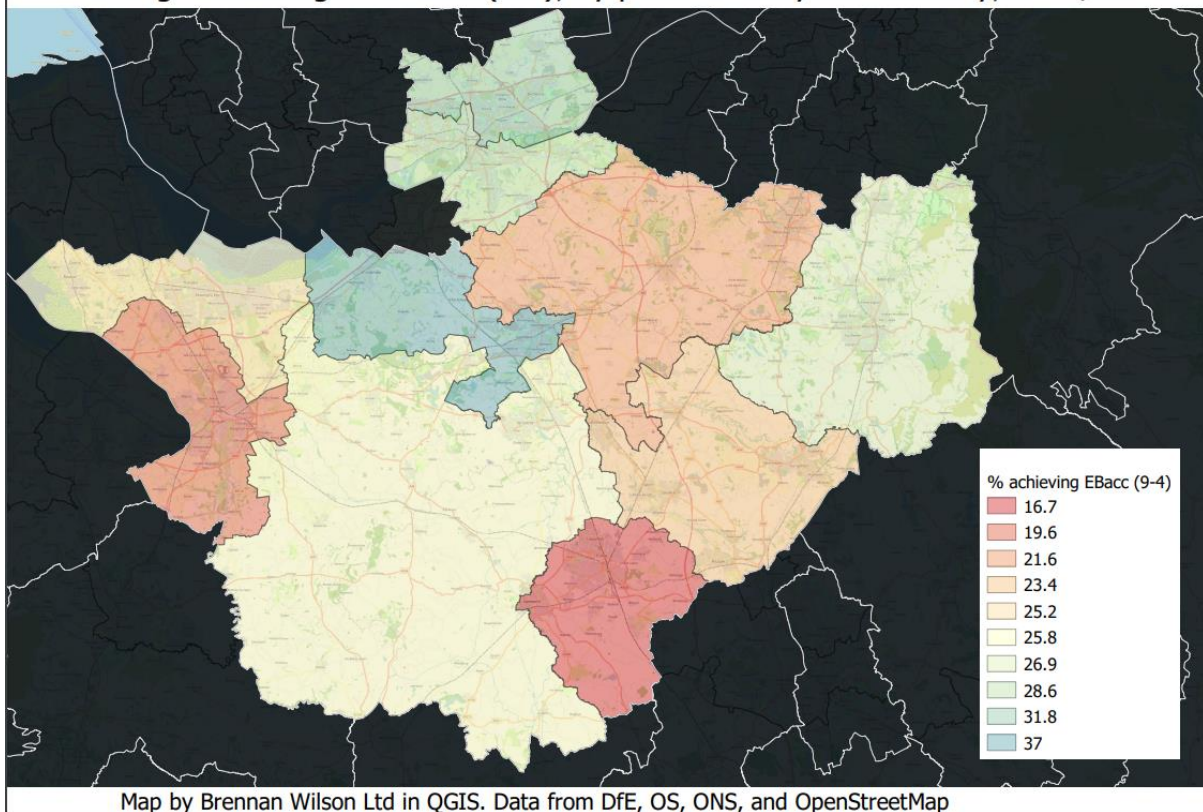
The EBacc is a set of subjects at GCSE that is intended to keep young people’s options open for further study and future careers. The EBacc is:

- English language and literature
- maths
- the sciences
- geography or history
- a language

In 2021/22, 26.8% of pupils achieved the EBacc (GCSEs at grade 4 or above) in England. There were six parliamentary constituencies in Cheshire and Warrington where a smaller proportion of pupils achieved the EBacc than was the case in England. These were

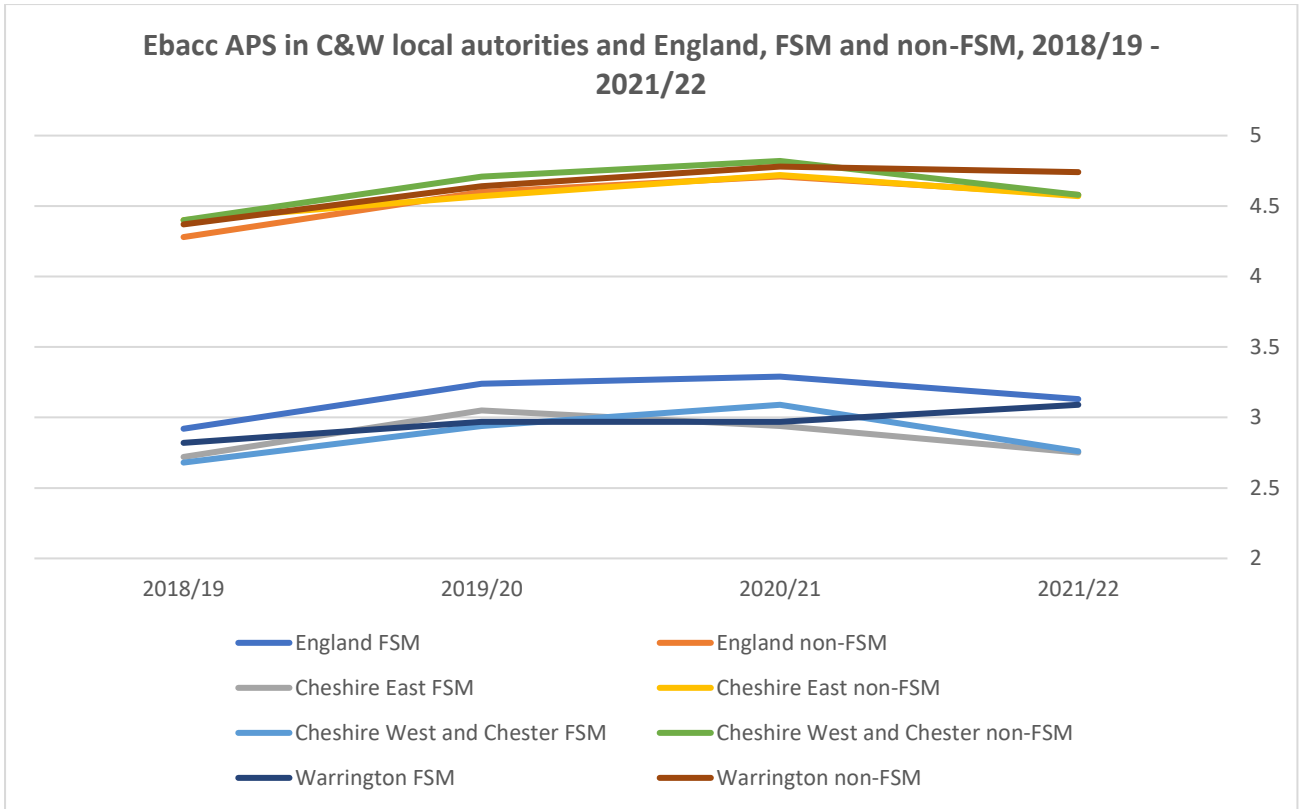
- Crewe and Nantwich (16.7%)
- City of Chester (19.6%)
- Tatton (21.6%)
- Congleton (23.4%)
- Ellesmere Port and Neston (25.2%)
- Eddisbury (25.8%)

Percentage achieving the EBacc (9-4), by parliamentary constituency, 2021/22



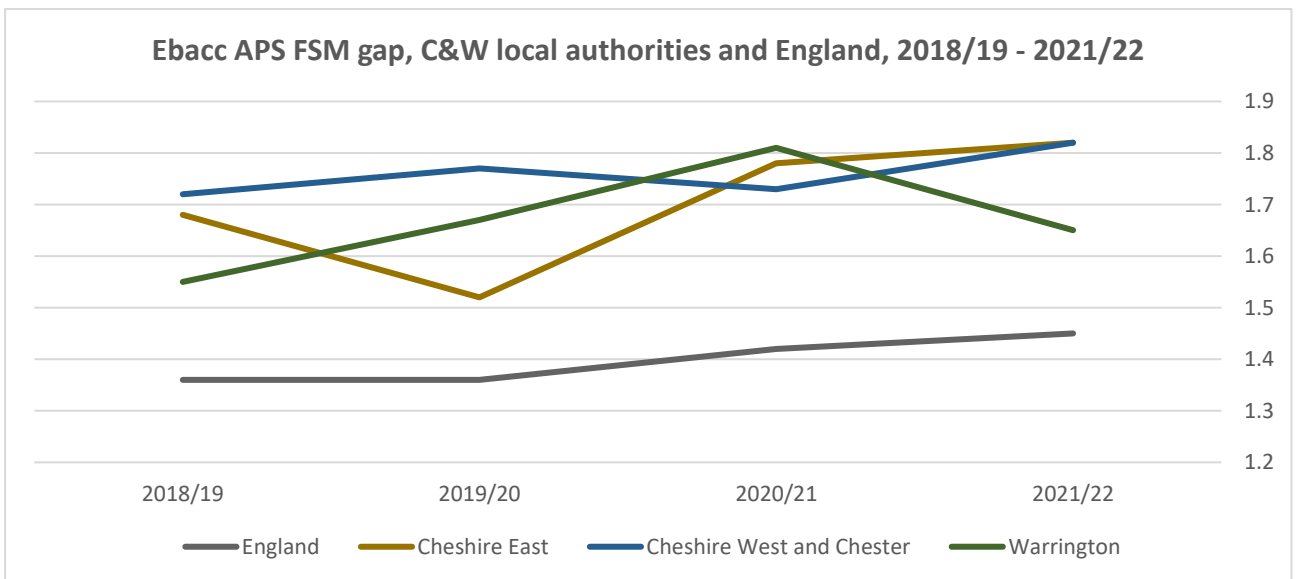
From 2018, the headline EBacc attainment measure is the new EBacc Average Point Score measure (APS). The EBacc APS is calculated by allocating points to a pupil's best grades in EBacc subjects. These points are totalled for each pupil, with a zero for any missing EBacc subject areas, and then divided by six to create an average point score per pupil. These scores are added together for all pupils in a school's end of key stage 4 cohort, and divided by the number in the cohort, to calculate the school's EBacc Average Point Score.

The chart below shows the EBacc APS for FSM and non-FSM 16 year olds between 2018/19 and 2021/22. The EBacc APS for non-FSM pupils in all three Cheshire and Warrington local authorities has tended to track the English non-FSM APS. However, the APS for FSM pupils in all three local authorities in Cheshire and Warrington has always been below the England APS.



Source: KS4 achievement, DfE

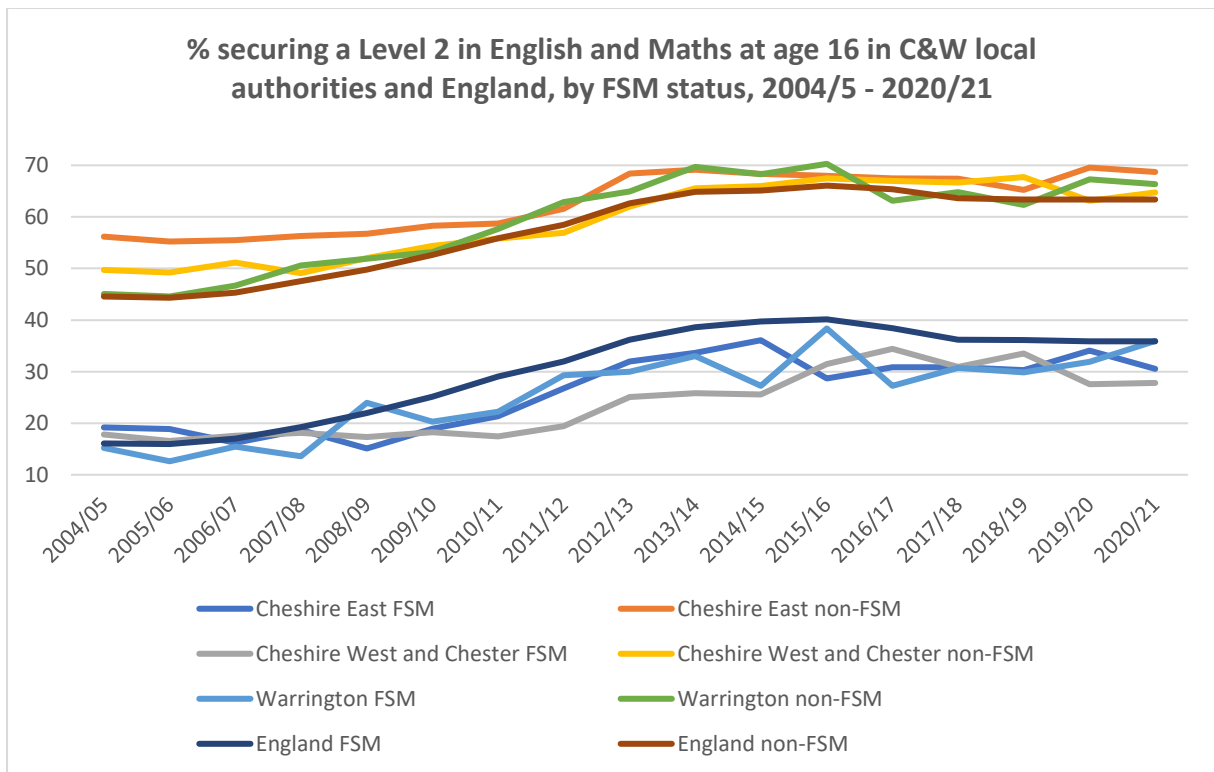
When the EBacc APS gap between FSM and non-FSM pupils is calculated for the three Cheshire and Warrington local authorities and England, it can be seen that the gap in the three authorities has exceeded that for England in every year for which there is data.



Source: KS4 achievement, DfE

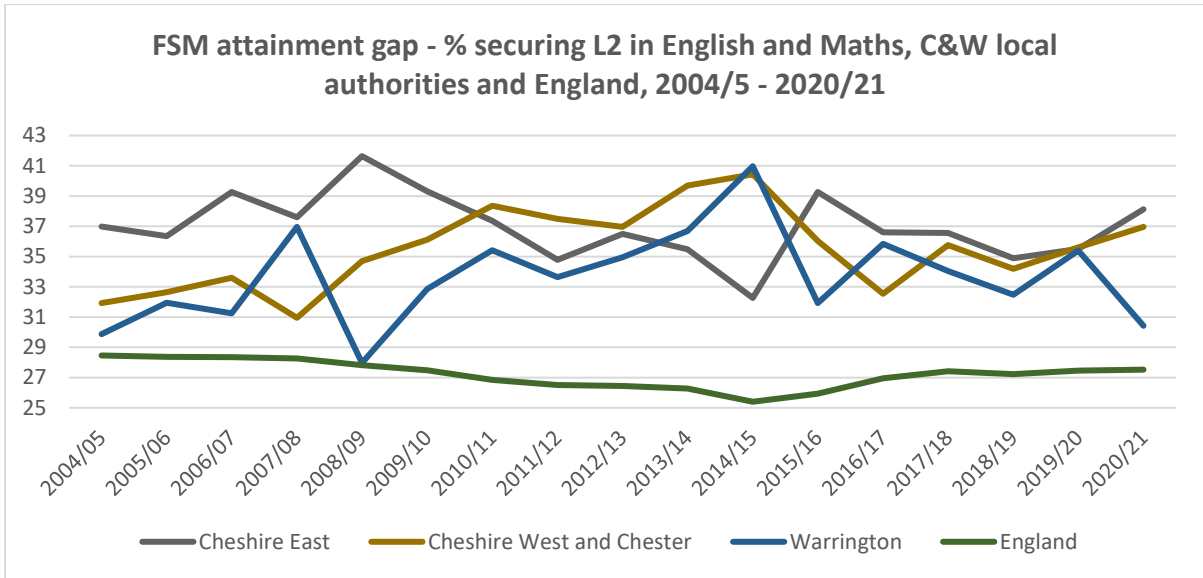
A Level 2 in English and Maths is regarded as both the basic floor of attainment for much employment and a prerequisite for progression to much further learning at Level 3 and above – both classroom based and apprenticeships.

The chart below shows the % of FSM and non-FSM pupils securing Level 2 in English and Maths from 2004/5 to 2020/21. Attainment of the non-FSM cohort has generally been higher in the three Cheshire and Warrington local authorities than for England. Conversely, the attainment of the FSM cohort has been lower in the three Cheshire and Warrington local authorities than England for over a decade.



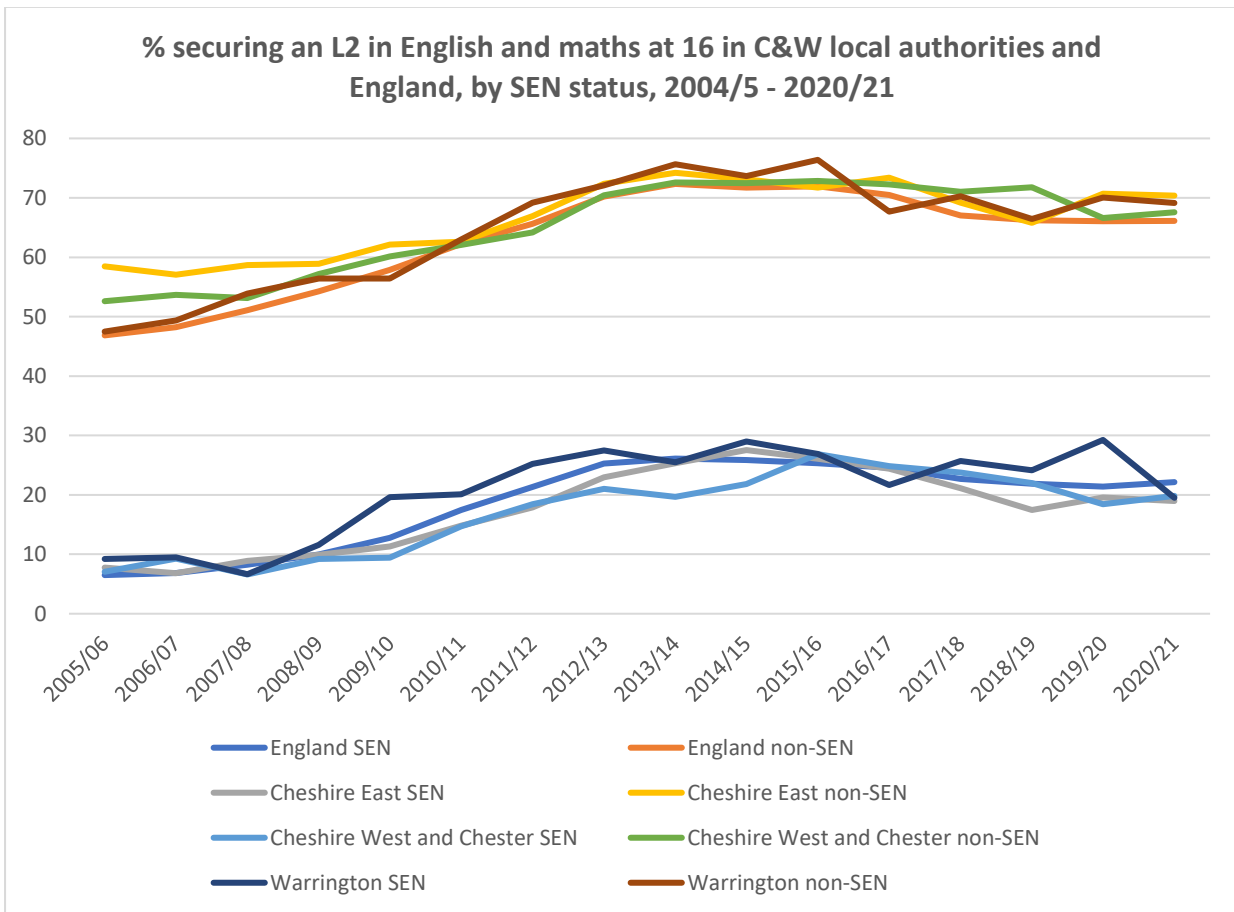
Source: DfE Attainment SFR

This is reflected when the FSM attainment gap for the achievement of Level 2 in English and Maths at age 16 is calculated for the three Cheshire local authorities and England. The gap has been higher in Cheshire and Warrington than in England for every year of the data series, going back to 2004/5.



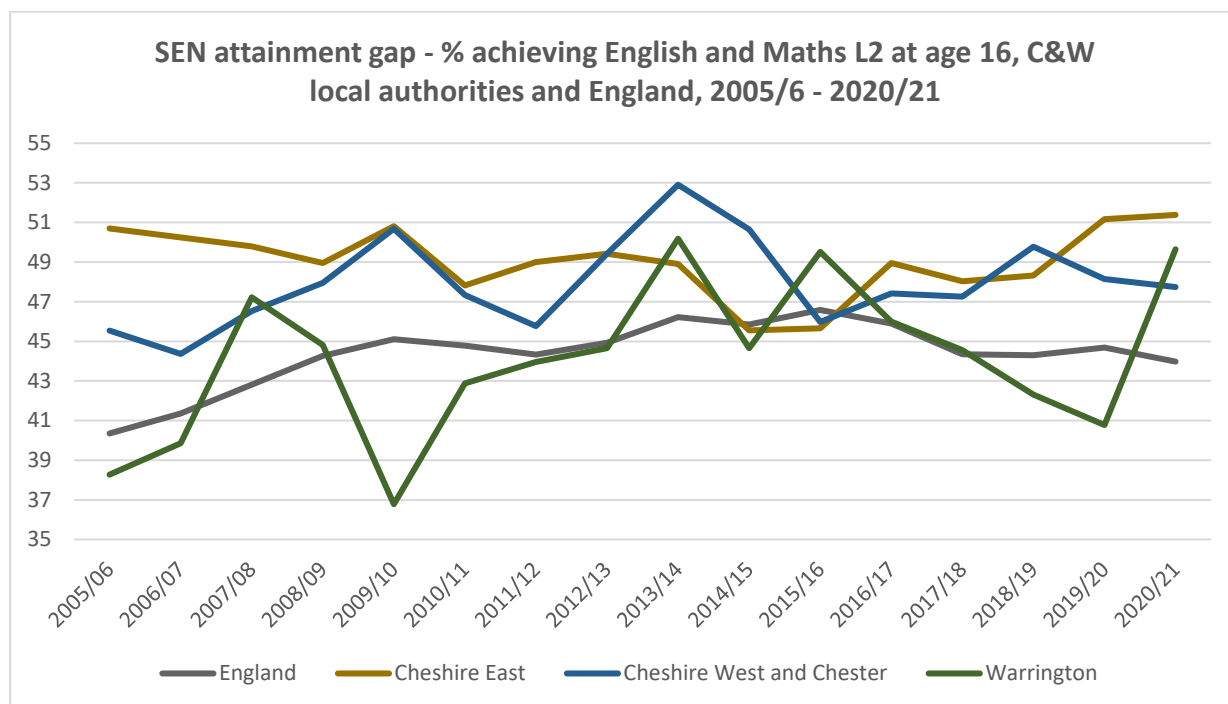
Source: DfE Attainment SFR

It is also possible to disaggregate this data for SEN pupils. The chart below does this. There is no clear pattern from this data with attainment over the years in the three local authorities tending to track England but sometimes exceeding and sometimes falling below the English level. In the last year that data is available (2020/21), achievement of a Level 2 in English and Maths by the non-SEN cohort exceeded England in the three Cheshire and Warrington local authorities. Conversely, in this year, achievement of the SEN cohort fell below the English level in the three local authorities.



Source: DfE Attainment SFR

This volatility over time is reflected when the SEN attainment gap for the achievement of Level 2 in English and Maths is considered over time for the three Cheshire and Warrington local authorities and England. However, in the last five years the gap has been bigger than England in Cheshire East and Cheshire West and Chester. Conversely, in Warrington the gap has been at or below the English level until 2020/21 when the gap in Warrington exceeded that in England.



Source: DfE Attainment SFR

4.3.3 Key Stage 4 Destinations

Destination measures provide information on the success of schools and colleges in helping young people continue in education, apprenticeships or employment. These official statistics show the percentage of pupils continuing to a sustained education, apprenticeship or employment destination in England in the year after completing key stage 4 study (after year 11) from state-funded mainstream schools. To be counted in a destination, young people have to have sustained participation for a 6 month period in the destination year. Some pupils do not sustain their destination for at least two terms, these students are recorded as “Not recorded as a sustained destination”. Overall, there is activity information on 99% of the cohort.

Pupils and students are reported in the area in which their school or college is located and not by home address (residency). In some cases, pupils will live in a different local authority area to the one they are reported in, including some pupils attending schools in England who live in Wales or Scotland. At Local authority level, schools or colleges are recorded in their administrative local authority that may not reflect their postcode location.

The data reported on below is for state-funded mainstream schools in England and the relevant local authorities.

The table below summarises the headline data for Key Stage 4 sustained destinations in 2021/22 in the three Cheshire and Warrington local authorities and England, by FSM status and type of destination. Generally higher proportions of FSM pupils secure a sustained destination in FE than

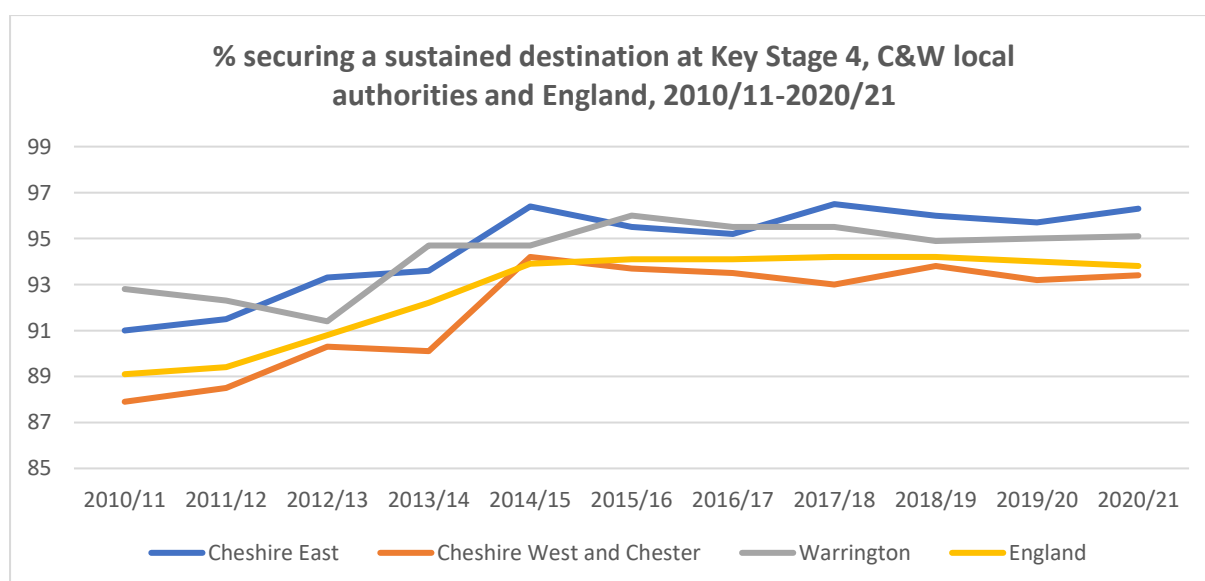
non-FSM pupils and, conversely lower proportions of FSM pupils secure a destination in a school sixth form than non-FSM pupils.

Destinations at Key Stage 4 in C&W local authorities and England, by FSM status and type of destination, 2021/22								
	FE	School 6 th Form	6 th Form Col	Other edu	Apprenticeship	Work	Not sustained	Unknown
Cheshire East FSM	56	23	2.6	0.5	1.6	6.3	8.9	1
Cheshire East non-FSM	36.4	49.3	5.2	0.7	3	2.4	2.4	0.6
Cheshire West and Chester FSM	50.3	22.1	5.8	1	0.8	3.5	11.8	4.8
Cheshire West and Chester non-FSM	29.9	41.2	16.8	0.8	3.1	2.9	3.7	1.7
Warrington FSM	42.4	8.4	28.2	1.1	1.5	5.7	12.2	0.4
Warrington non-FSM	29.2	20.3	42.2	0.1	1.8	2.4	3.4	0.5
England non-FSM	34.2	41.7	13.8	0.5	2.6	2.3	3.8	2.3
England FSM	46.6	25	10.4	0.6	1.4	3	10.9	5.2

Source: Key Stage 4 destination measures, DfE

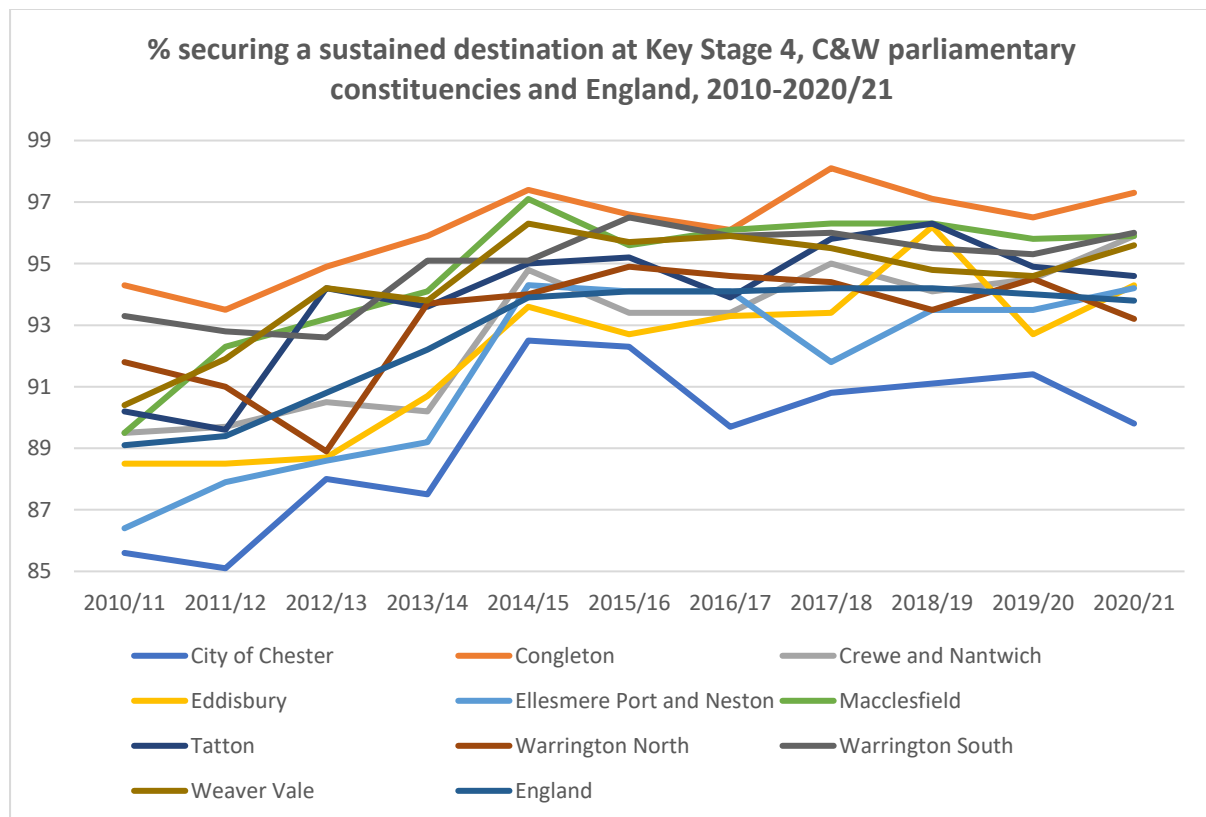
4.3.3.1 Overall sustained destinations

For the past five years the percentage of Key Stage 4 securing a sustained destination in the following year in Cheshire East and Warrington has been above that of England. Conversely, it has been below the English level in Cheshire West and Chester in this time.



Source: Key Stage 4 destination measures, DfE

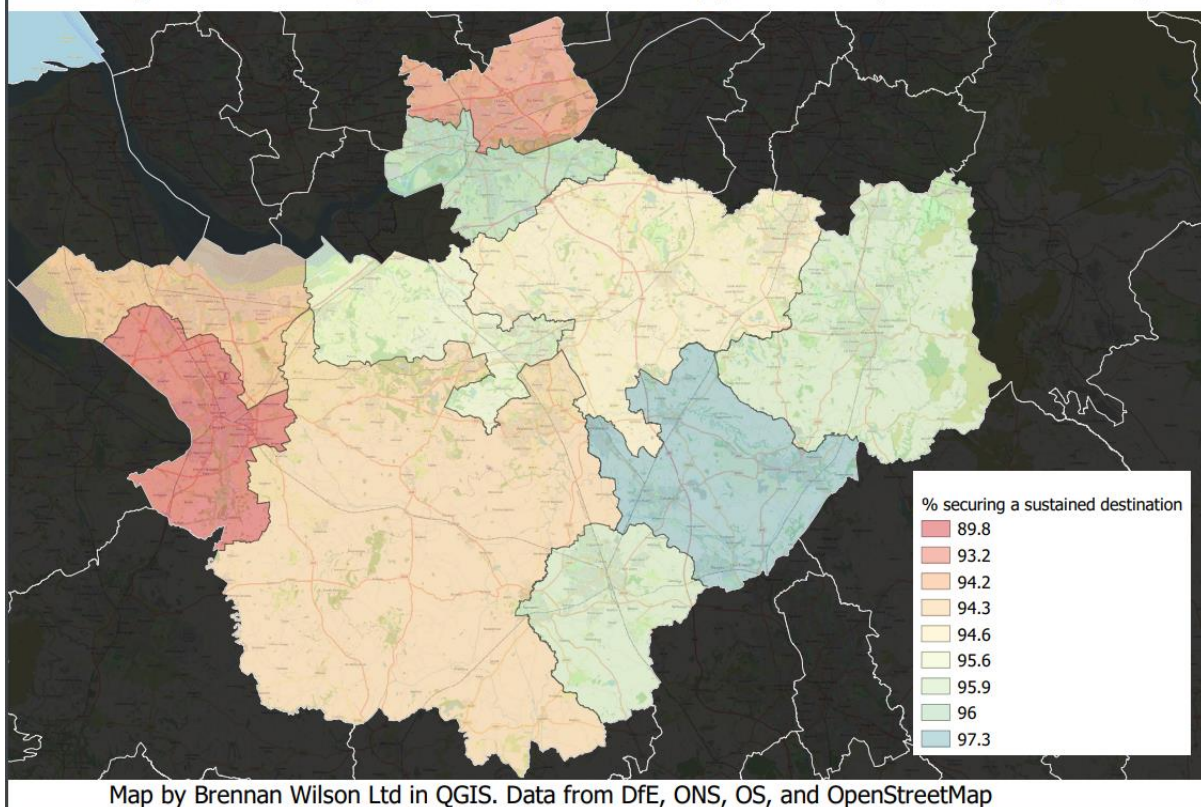
When the proportion securing some form of sustained destination is considered at the level of parliamentary constituency, it is clear that over the past decade, the parliamentary constituency consistently securing the highest proportions is Congleton with higher rates than all other parliamentary constituencies in Cheshire and Warrington and consistently higher rates than for England. Conversely, the City of Chester has, for the past decade had lower rates than all other parliamentary constituencies in Cheshire and Warrington and consistently lower rates than for England.



Source: Key Stage 4 destination measures, DfE

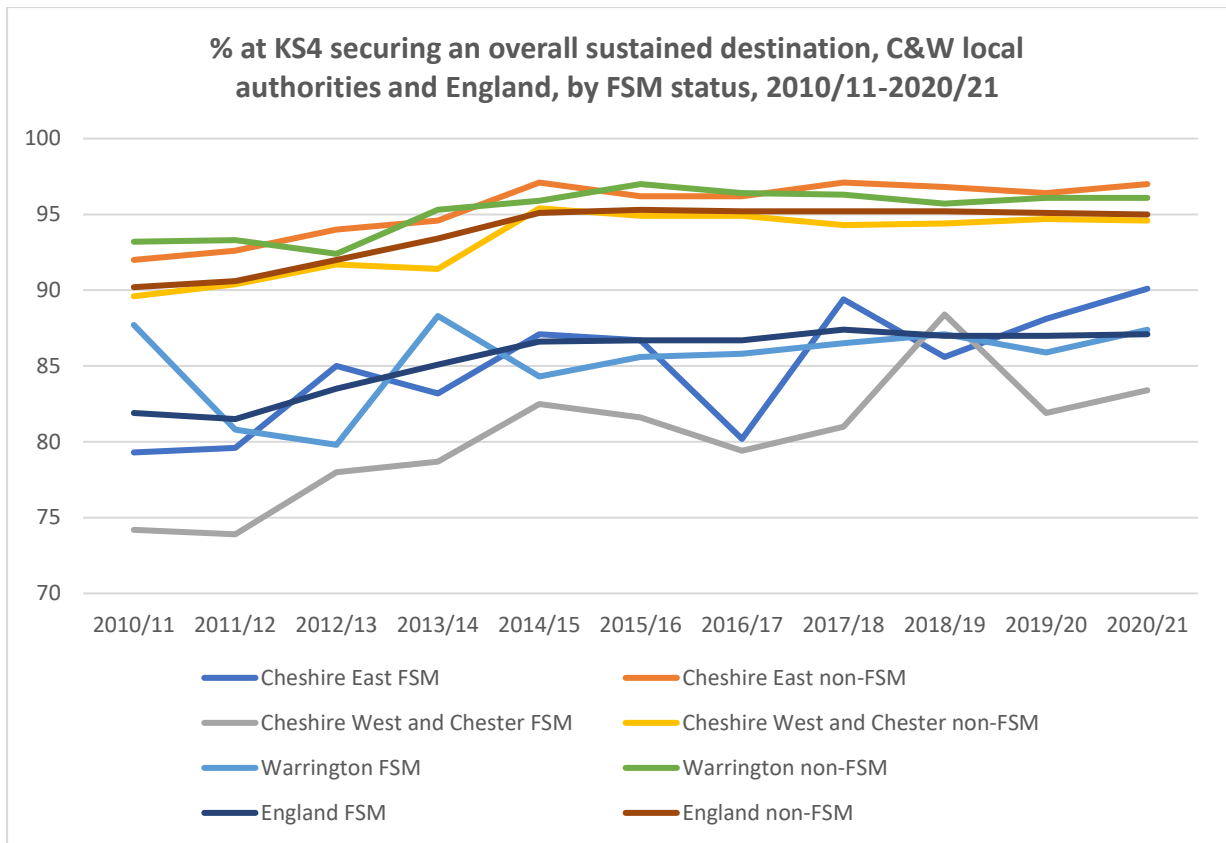
In 2020/21 the rate for securing some form of sustained destination at key Stage 4 in England was 93.8%. The City of Chester and Warrington North both had lower rates than England (89.8% and 93.2% respectively).

Percentage at KS4 securing a sustained destination by parliamentary constituency, 2020/21



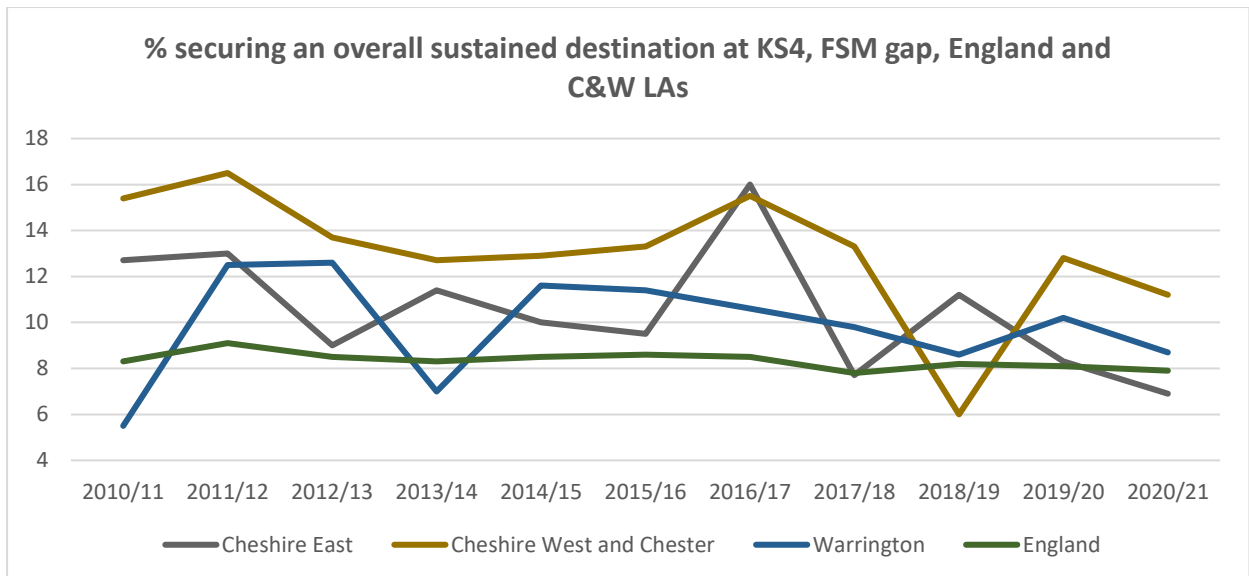
When the destinations of KS4 FSM and non-FSM pupils is considered, non-FSM pupils in Cheshire East and Warrington have had a higher rate of securing a sustained destination in the last decade than has been the case for England. In the last five years, non-FSM pupils in Cheshire West and Chester have had a lower rate of securing a sustained destination than has been the case for England.

For FSM pupils there has been variable performance compared with England in Cheshire East and Warrington with rates exceeding those for England on a handful of years for each authority over the past decade. Cheshire West and Chester have had lower rates of sustained destinations for FSM pupils than England for every year bar one in the last decade.



Source: Key Stage 4 destination measures, DfE

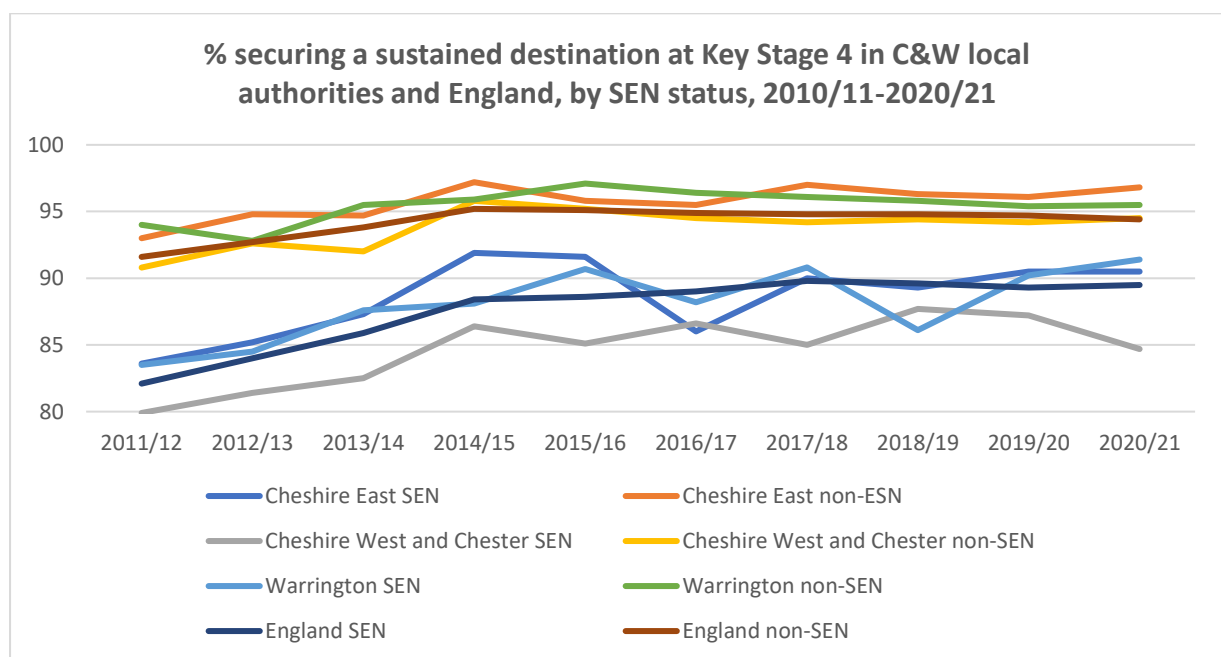
When the gap between FSM and non-FSM pupils is considered, in the last three years the gap has been lower than England once in Cheshire West and Chester (2018/19) and once in Cheshire East (2020/21)



Source: Key Stage 4 destination measures, DfE

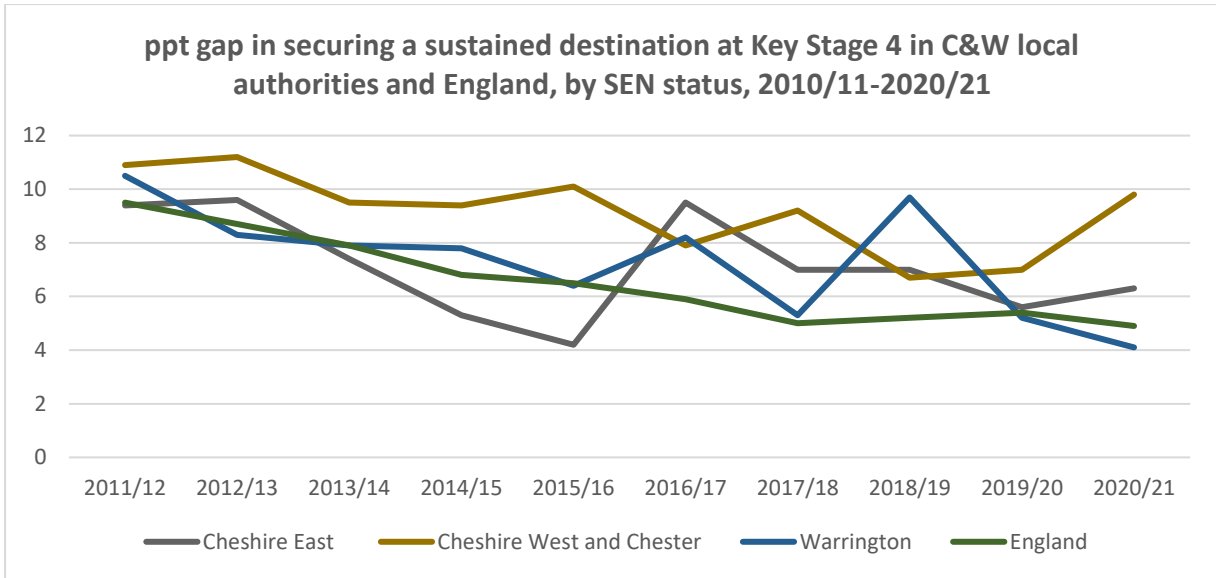
When the destinations of KS4 SEN and no SEN pupils is considered, no SEN pupils in Cheshire East and Warrington have had a higher rate of securing a sustained destination in the last decade than has been the case for England. In four of the last five years, no SEN pupils in Cheshire West and Chester have had a lower rate of securing a sustained destination than has been the case for England. In the most recent data this position has been reversed for 2020/21 with the Cheshire West and Chester rate exceeding the English rate by 0.1%.

For SEN pupils there has been variable performance compared with England in Cheshire East and Warrington with rates often exceeding those for England for each authority over the past decade, including most recently for both authorities in 2020/21. Cheshire West and Chester have had lower rates of sustained destinations for SEN pupils than England for every year in the last decade.



Source: Key Stage 4 destination measures, DfE

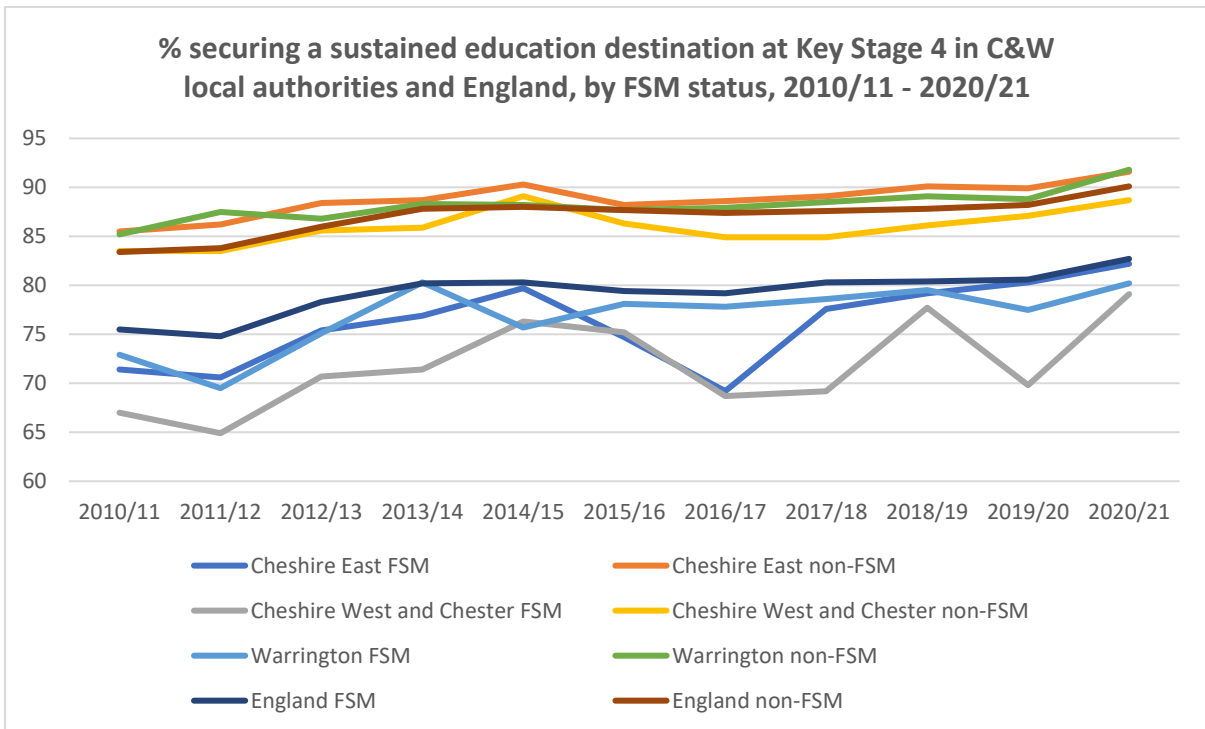
When the SEN destination gap is calculated it is clear that for the past five years the gap in Cheshire East and Cheshire West and Chester has been higher than for England. This was also the case for Warrington 'till 2020/21 when Warrington's performance bettered England (4.1ppt and 4.9ppt respectively).



Source: Key Stage 4 destination measures, DfE

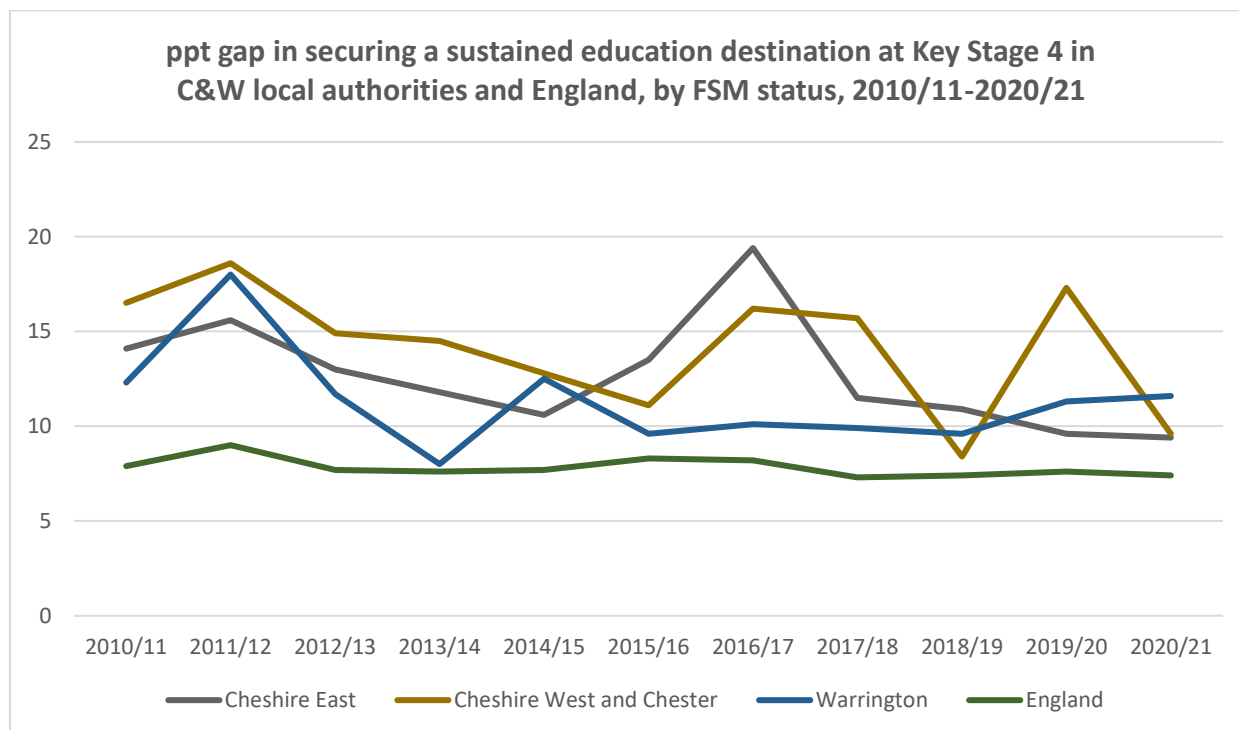
4.3.3.2 Sustained destination in education

For the past five years the proportion of non-FSM pupils that have secured a sustained education destination has been higher than for England in Warrington and Cheshire East. Conversely, the proportion has been lower in Cheshire West and Chester. The proportion of FSM pupils securing a sustained destination in education following Key stage 4 has been lower in Cheshire and Warrington than in England for the last decade.



Source: Key Stage 4 destination measures, DfE

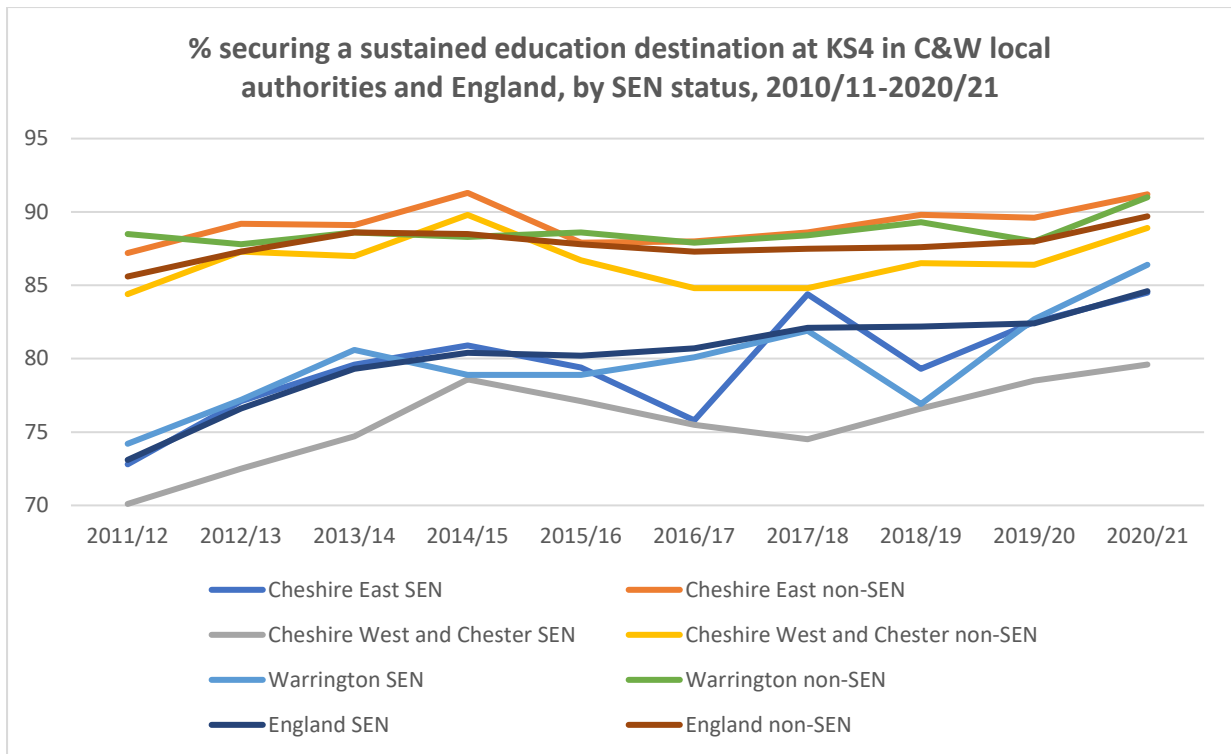
For the last decade the gap between the proportion of non-FSM KS4 pupils sustaining a destination in education and the proportion of FSM pupils doing so has been larger than England for all three Cheshire and Warrington local authorities.



Source: Key Stage 4 destination measures, DfE

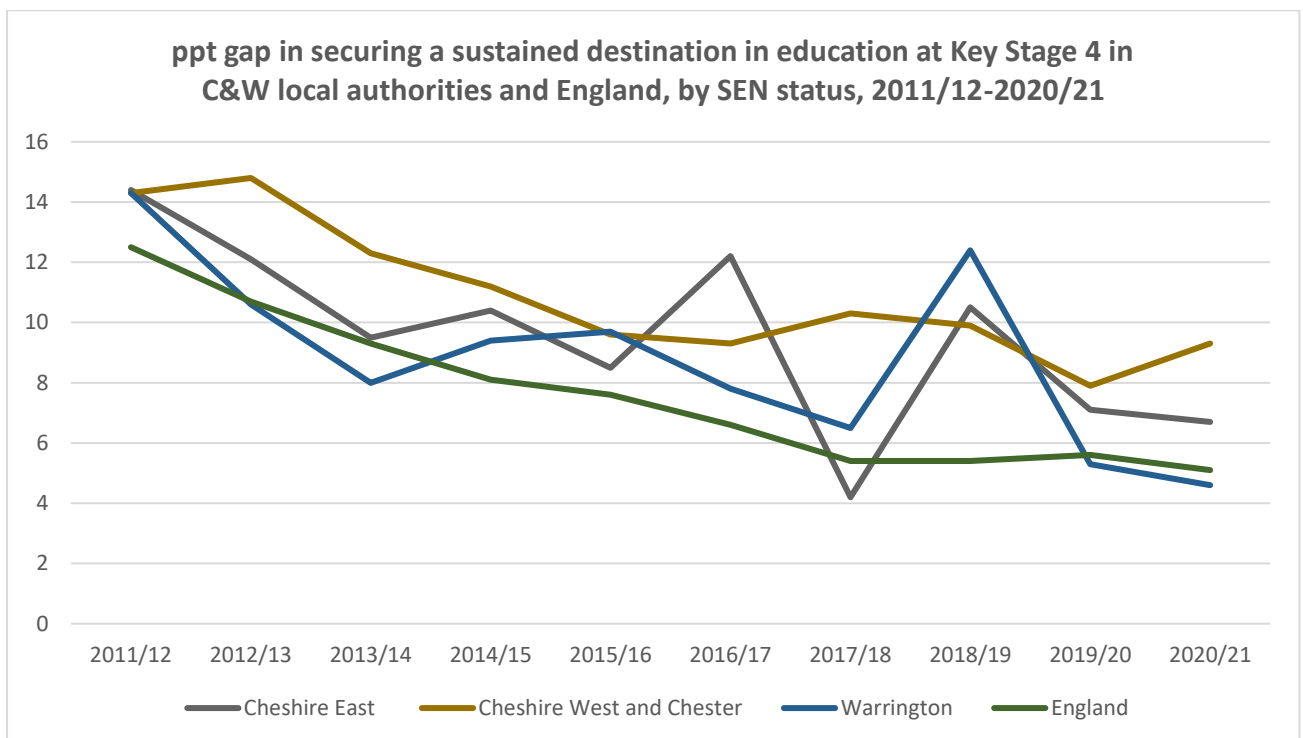
For the past five years the proportion of no SEN pupils that have secured a sustained education destination has been higher than for England in Warrington and Cheshire East. Conversely, the proportion has been lower in Cheshire West and Chester in this time.

For SEN pupils there has been variable performance compared with England in Cheshire East and Warrington with rates often exceeding those for England for each authority over the past decade, including most recently for both authorities in 2020/21. The proportion of SEN pupils securing an education destination has been lower in Cheshire West and Chester than in England for the last decade.



Source: Key Stage 4 destination measures, DfE

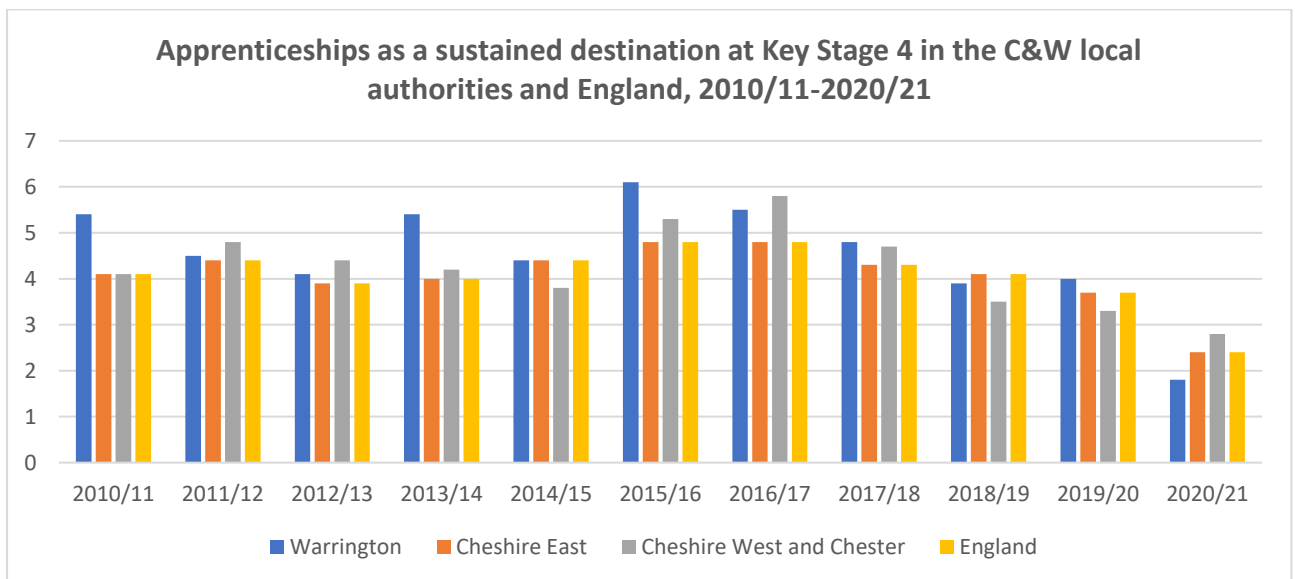
Nationally, the gap between those with SEN and those with no SEN securing a sustained education destination following KS4 has been closing year on year for the last decade. The gap in the three Cheshire and Warrington local authorities has also seen a declining trend, albeit the gap being at a generally higher level than is the case for England, although in 2019/20 and 2020/21 the gap in Warrington was slightly lower than for England.



Source: Key Stage 4 destination measures, DfE

4.3.3.3 Sustained destination in apprenticeships

Since the introduction by national Government of reforms to apprenticeships in the middle of the last decade, the proportion of Key Stage 4 leavers able to secure a destination as an apprentice has shown a declining trend in both England and the three local authorities of Cheshire and Warrington. That decline has been most pronounced in Warrington which has moved from having a higher rate of progression than England and the highest rate of the three local authorities in 2015/16, to having a lower rate of progression than England and the lowest rate of progression of the three local authorities in 2020/21. Between 2015/16 and 2020/21 the rate of progression to a sustained apprenticeship in Warrington has declined by over two thirds from 6.1% to 1.8%.



Source: Key Stage 4 destination measures, DfE

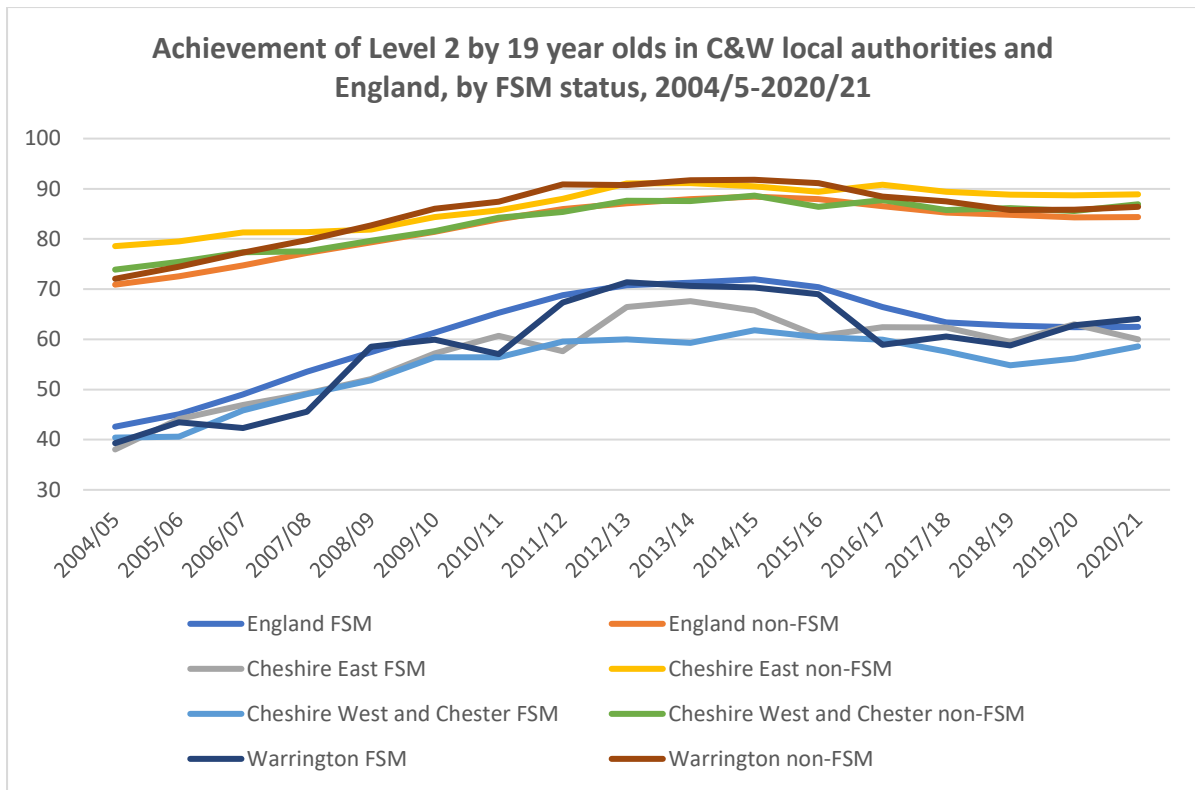
4.4 Tertiary Education

4.4.1 Attainment at 19

This section draws on the annual Statistical First Release on 16-25 attainment. For all local authority data from this dataset, assignment to local authority is based on the school attended in the academic year the young person turned 16.

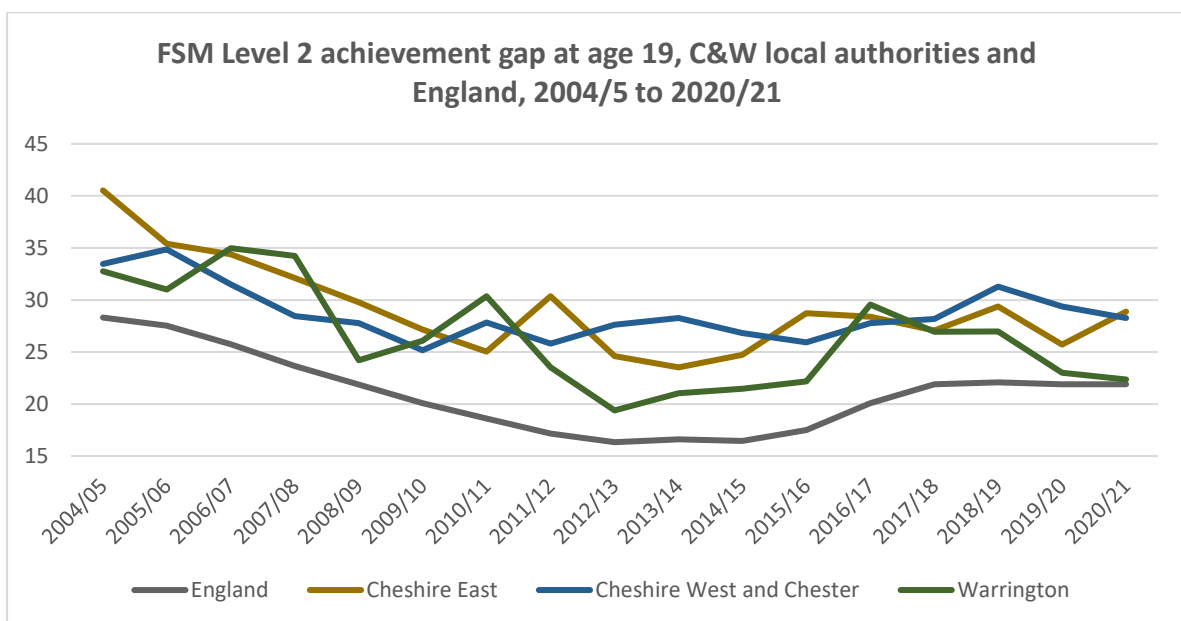
4.4.1.1 Attainment at Level 2

The chart below presents the data for attainment of Level 2 at age 19 by young people in the three Cheshire and Warrington local authorities between 2004/5 and 2020/21. The data is disaggregated by the FSM status (at age 16) of the young people. Generally 19 year olds in Cheshire and Warrington who were not FSM eligible have achieved better than their counterparts in England over the past one and a half decades. By contrast, those eligible for FSM generally had lower levels of attainment than their English counterparts in this time period, although FSM 19 year olds in Warrington had a slightly higher achievement rate than their English counterparts in 2020/21.



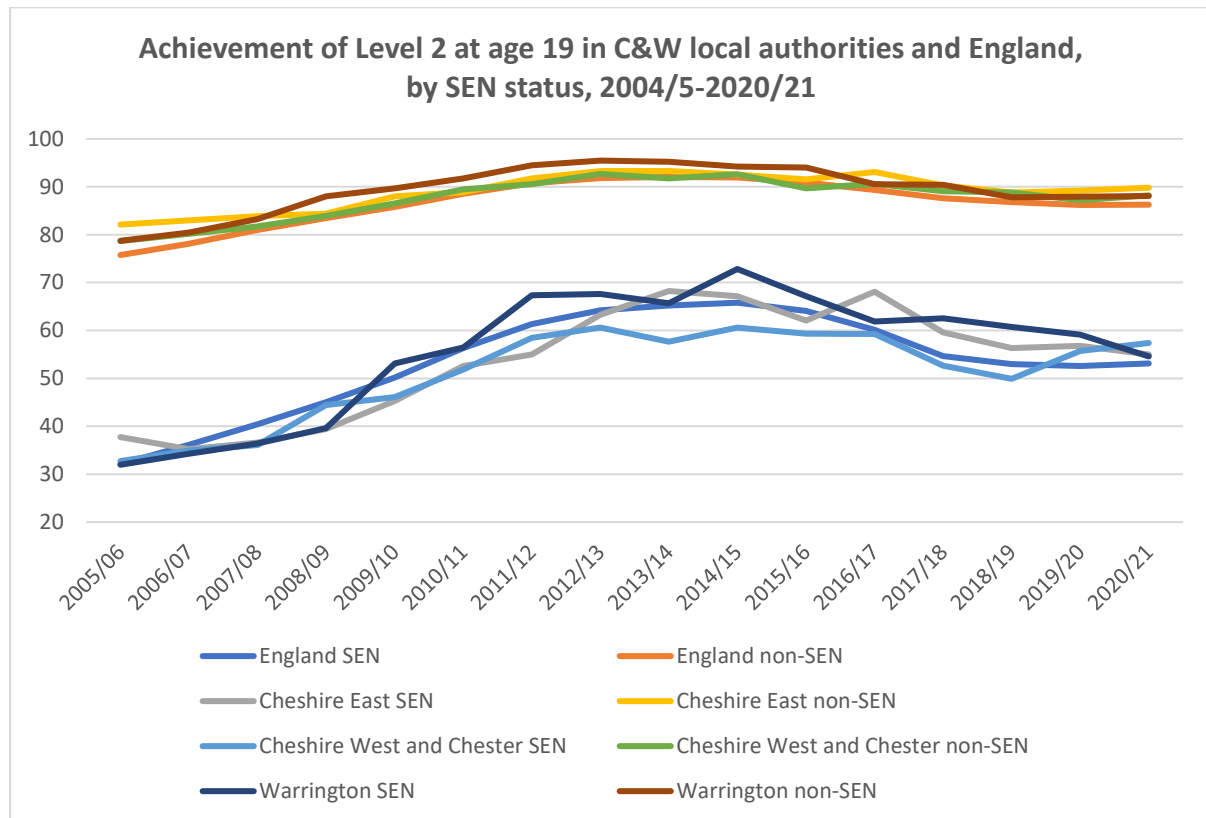
Source: DfE Attainment SFR

The difference in achievement of Level 2 at age 19 between FSM and non-FSM young people is known as the FSM Level 2 achievement gap. The chart below illustrates that all three Cheshire and Warrington local authorities have had a bigger gap that England since this data started to be collected (2004/5). Recent years have seen an encouraging convergence towards the English level in Warrington.



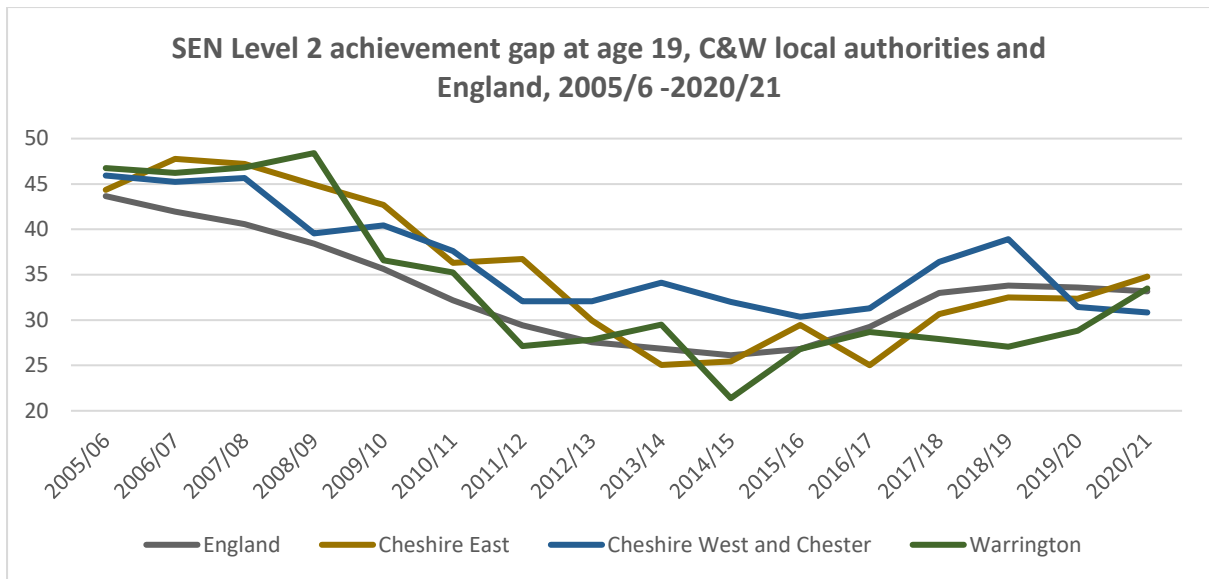
Source: DfE Attainment SFR

The chart below presents the data for attainment at age 19 by young people in the three Cheshire and Warrington local authorities between 2004/5 and 2020/21. The data is disaggregated by the SEN status (at age 16) of the young people. Generally, 19 year olds in Cheshire and Warrington with no SEN have achieved as well or better than their counterparts in England since 2005/6. Furthermore, in the last couple of years, those with SEN have had higher levels of attainment than their English counterparts.



Source: DfE Attainment SFR

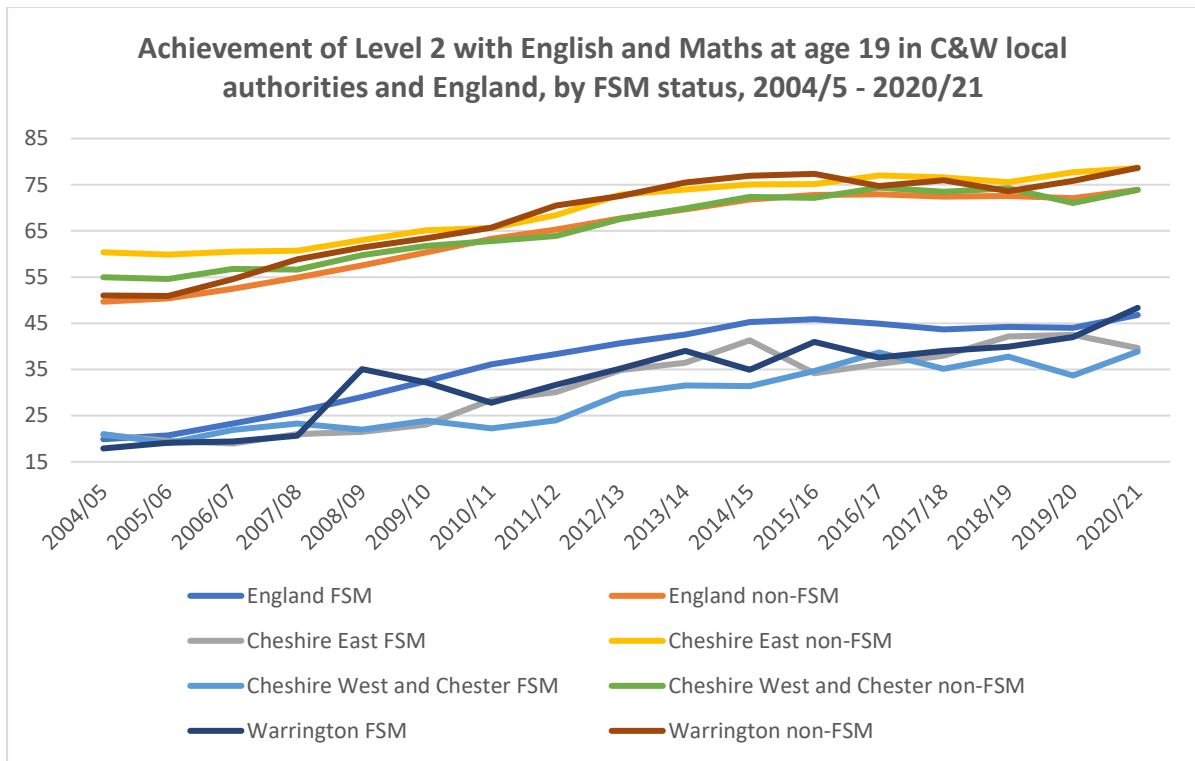
The difference in achievement of Level 2 at age 19 between young people with and without SEN is known as the SEN Level 2 achievement gap. The chart below illustrates that all three Cheshire and Warrington local authorities have generally tracked the English gap. For the last couple of years the gap in Cheshire West and Chester has been slightly smaller than that for England.



Source: DfE Attainment SFR

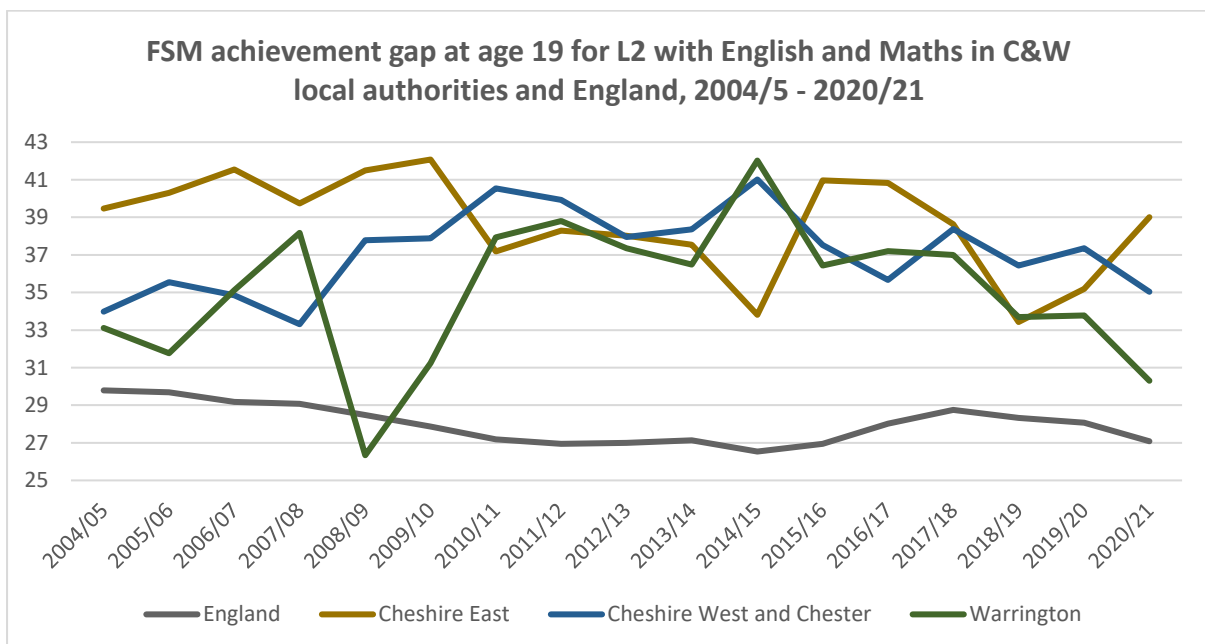
Achievement of a Level 2 with English and Maths is largely regarded as the foundation for both sustainable employment and educational progression. The charts below present the data for the achievement of this standard by 19 year olds in Cheshire and Warrington local authorities and England.

Generally 19 year olds in Cheshire and Warrington who were not FSM eligible have achieved as well or better than their counterparts in England over the past one and a half decades. By contrast, those eligible for FSM generally had lower levels of attainment than their English counterparts in this time period, although FSM 19 year olds in Warrington had a slightly higher achievement rate than their English counterparts in 2020/21.



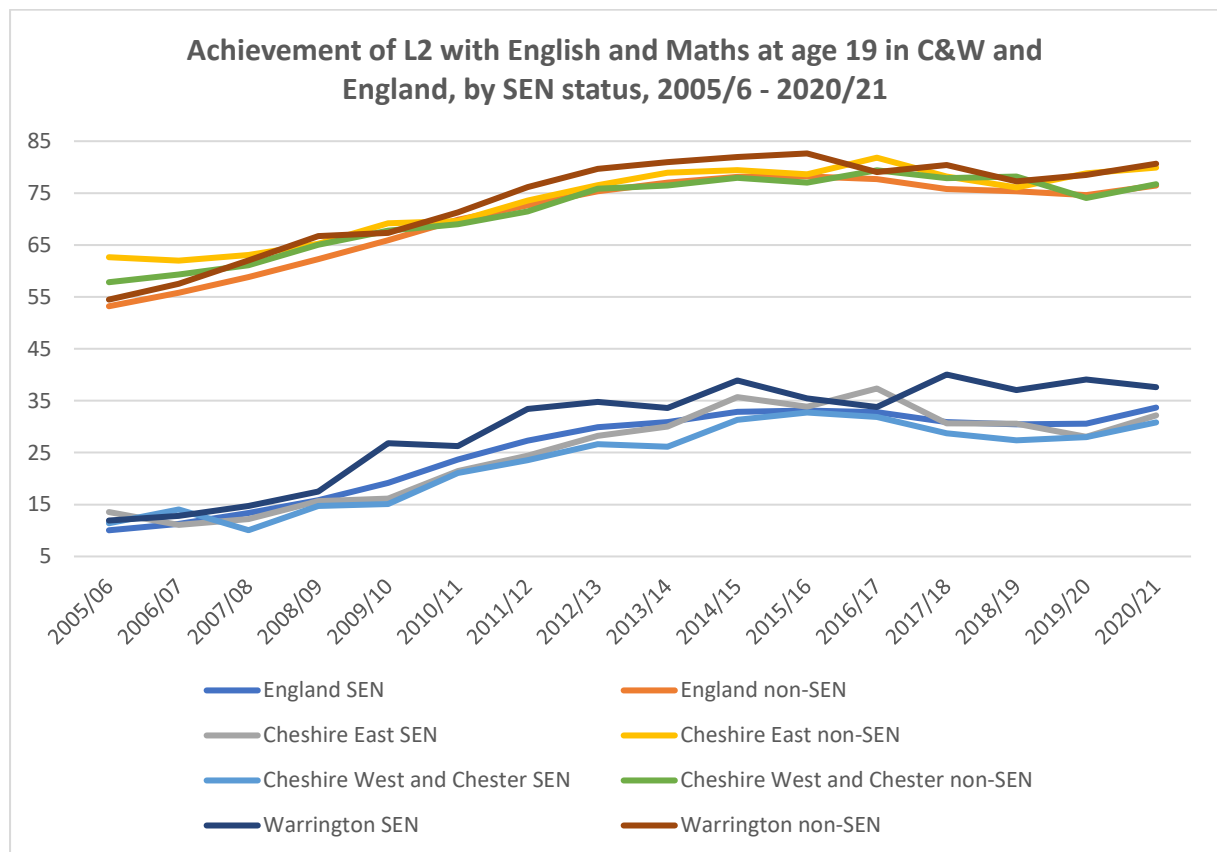
Source: DfE Attainment SFR

The difference in achievement of Level 2 with English and Maths at age 19 between FSM and non-FSM young people is known as the FSM Level 2 with English and Maths achievement gap. The chart below illustrates that all three Cheshire and Warrington local authorities have generally had a bigger gap that England since this data started to be collected (2004/5).



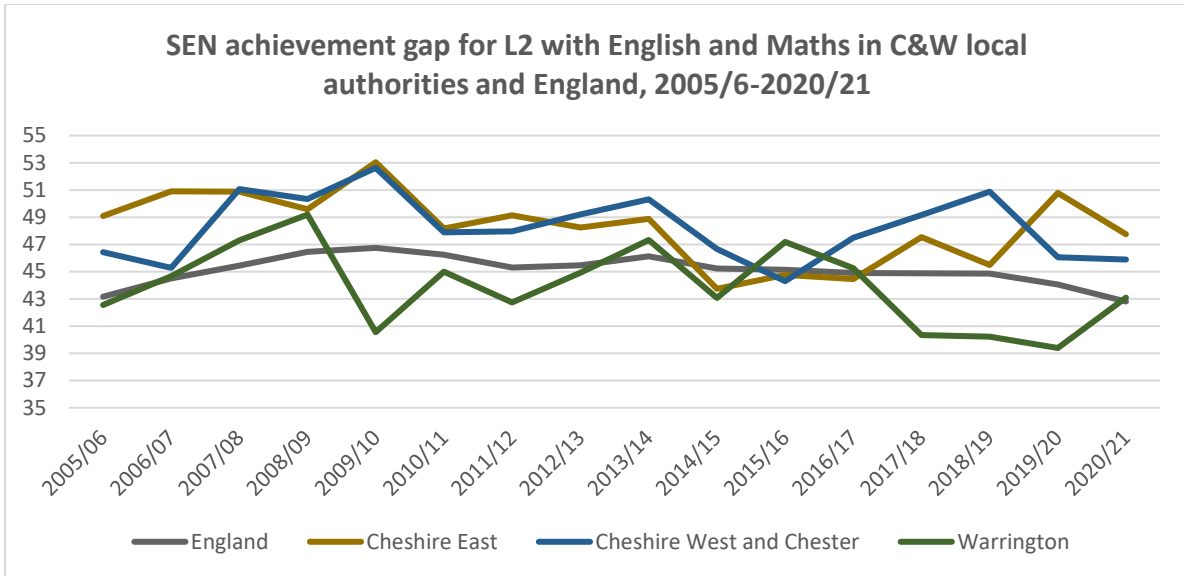
Source: DfE Attainment SFR

The chart below presents the data for attainment at age 19 by young people in the three Cheshire and Warrington local authorities between 2005/6 and 2020/21. The data is disaggregated by the SEN status (at age 16) of the young people. Generally 19 year olds in Cheshire and Warrington with no SEN have achieved as well or better than their counterparts in England since 2006/6. 19 year olds with SEN have consistently achieved at a higher level than their English counterparts. The picture has been more mixed in Cheshire East and Cheshire West and Chester for 19 year olds with SEN, with the achievement rate of Level 2 with English and Maths falling below the English level in recent years.



Source: DfE Attainment SFR

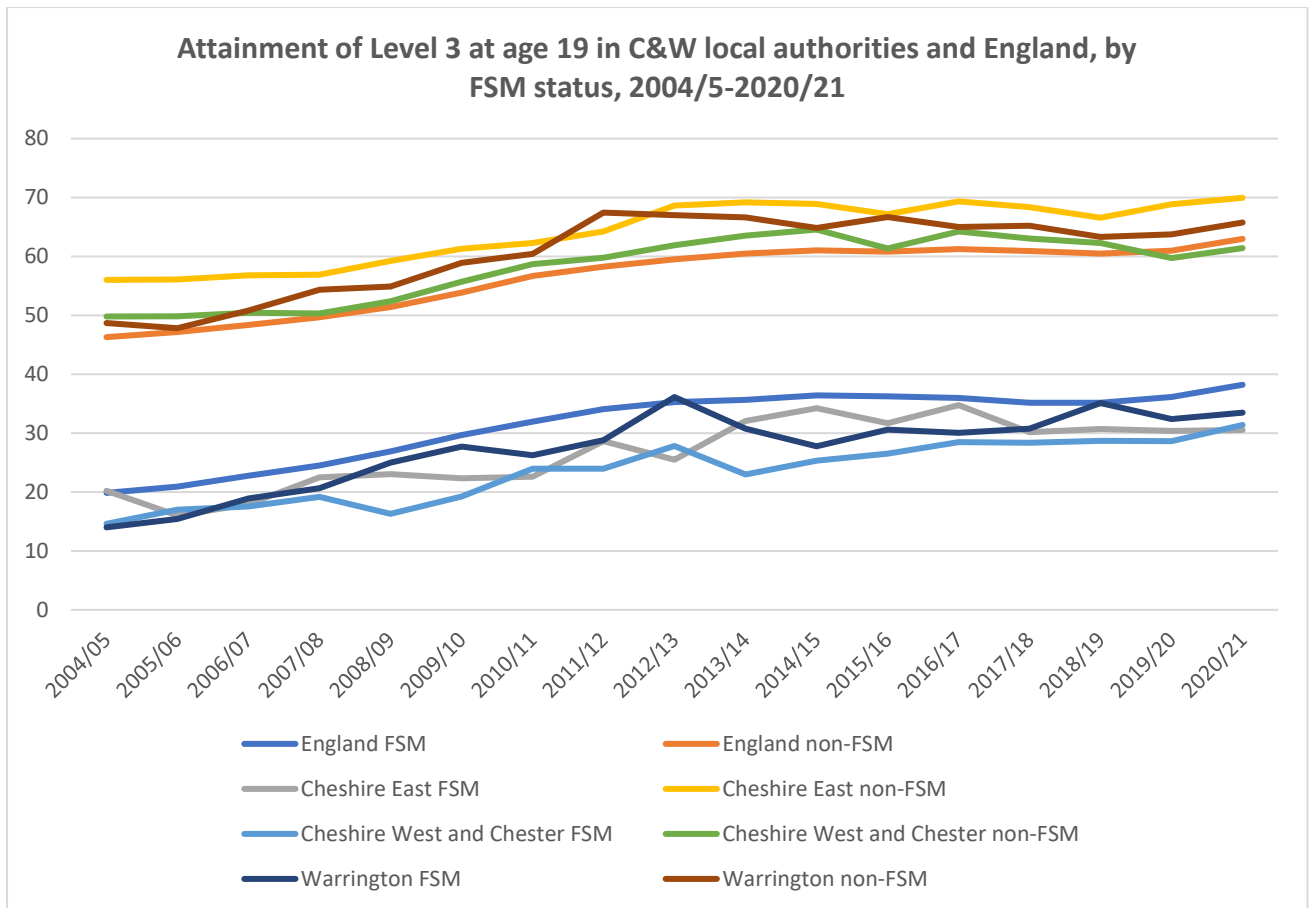
The difference in achievement of Level 2 with English and Maths at age 19 between those with and without SEN is known as the SEN Level 2 with English and Maths achievement gap. The chart below illustrates that the gap in Warrington has generally been at or below the English level, whereas the gap in Cheshire East and Cheshire West and Chester has generally been at or above the English level.



Source: DfE Attainment SFR

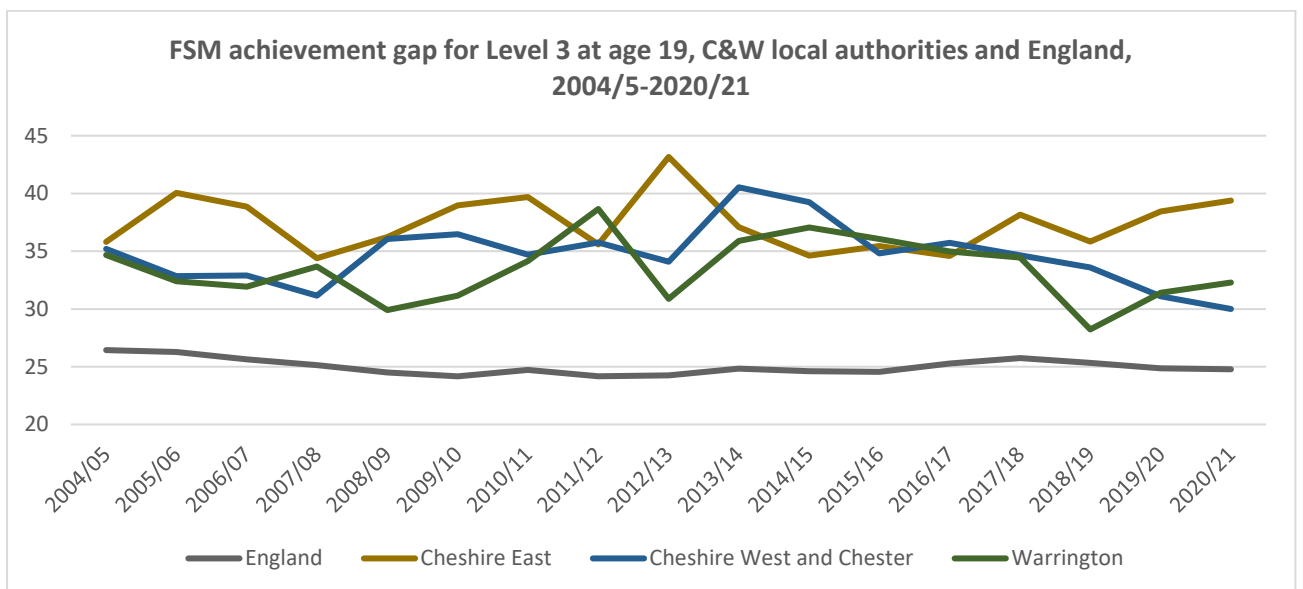
4.4.1.2 Attainment at Level 3

The chart below presents the data for attainment of Level 3 at age 19 by young people in the three Cheshire and Warrington local authorities between 2004/5 and 2020/21. The data is disaggregated by the FSM status (at age 16) of the young people. Generally 19 year olds in Cheshire and Warrington who were not FSM eligible have achieved better than their counterparts in England since 2004/5, although achievement for this cohort has dipped below that of England in Cheshire West and Chester in the last couple of years. By contrast, those eligible for FSM generally had lower levels of attainment than their English counterparts in this time period.



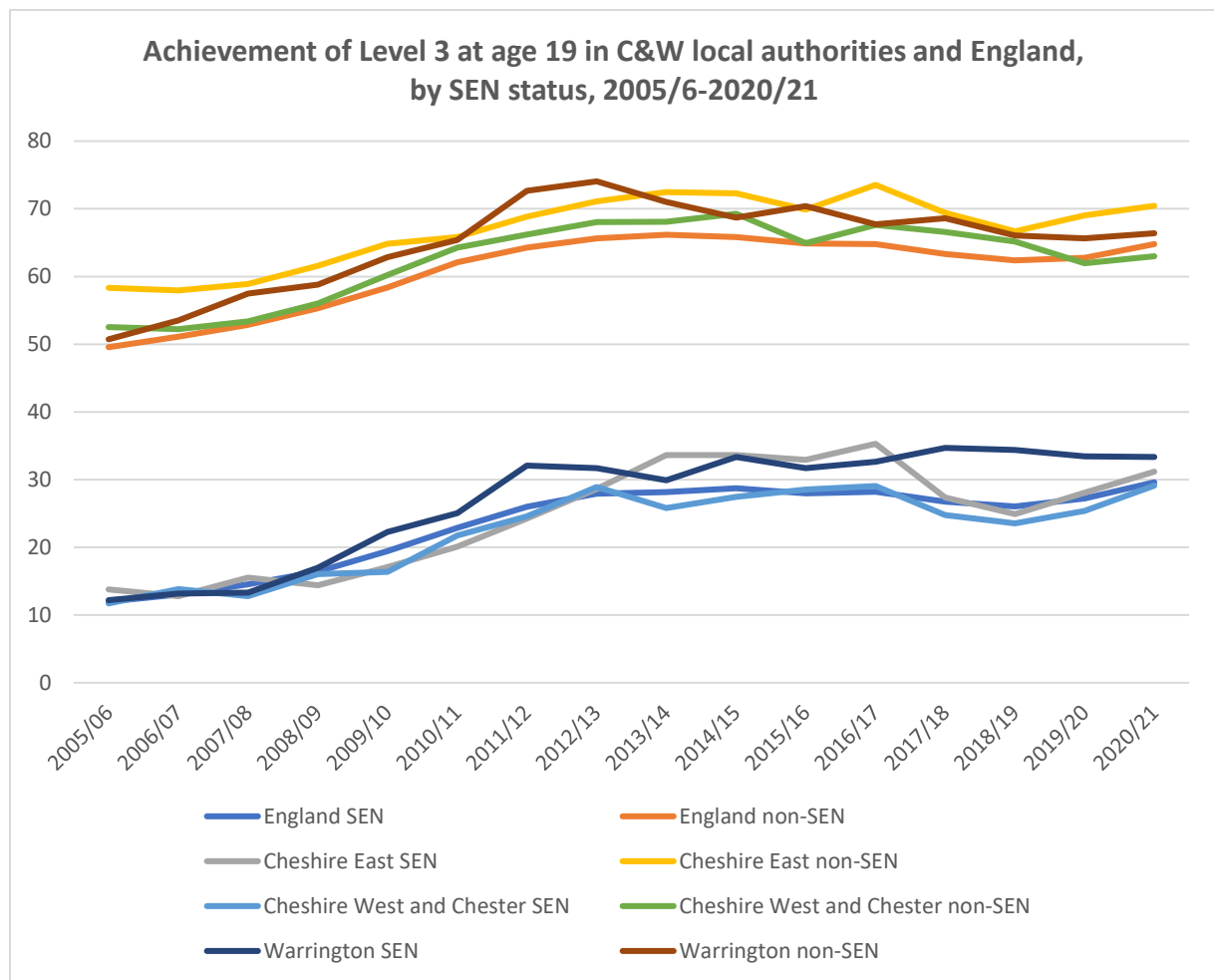
Source: DfE Attainment SFR

The difference in achievement of Level 3 at age 19 between FSM and non-FSM young people is known as the FSM Level 3 achievement gap. The chart below illustrates that all three Cheshire and Warrington local authorities have had a bigger gap than England since this data started to be collected (2004/5).



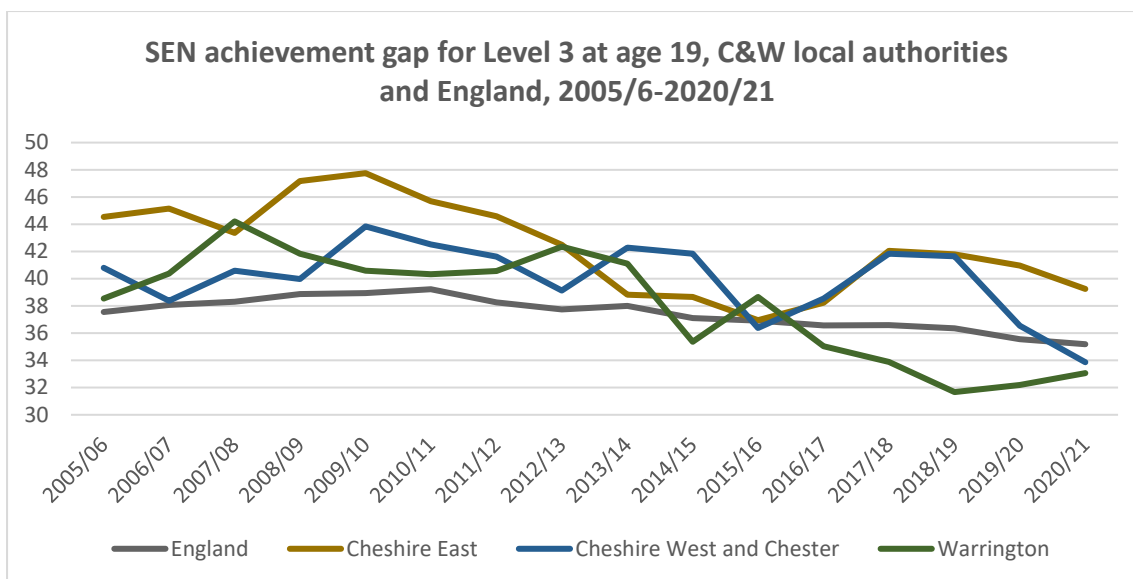
Source: DfE Attainment SFR

The chart below presents the data for attainment at age 19 by young people in the three Cheshire and Warrington local authorities between 2005/6 and 2020/21. The data is disaggregated by the SEN status (at age 16) of the young people. Generally 19 year olds in Cheshire and Warrington with no SEN have achieved as well or better than their counterparts in England since 2005/6, although Cheshire West and Chester has dropped below England in the last couple of years. In the last few of years, those with SEN have generally had higher levels of attainment than their English counterparts in Cheshire East and Warrington, but lower in Cheshire West and Chester.



Source: DfE Attainment SFR

The difference in achievement of Level 3 at age 19 between those with and without SEN is known as the SEN Level 3 achievement gap. The chart below illustrates that for the last few years the gap in Warrington has generally been at or below the English level, whereas the gap in Cheshire East and Cheshire West and Chester has generally been at or above the English level, although the gap for Cheshire West and Chester is now below that for England.



Source: DfE Attainment SFR

4.3.4 Destinations at Key Stage 5

Each year the Government publish destinations data for young people leaving Key Stage 5. Destination measures provide information on the success of schools and colleges in helping young people continue in education, apprenticeships or employment. Destination measures show the percentage of students going to or remaining in an education, apprenticeship or employment destination in the academic year after completing 16 to 18 studies (finishing year 13, usually aged 18). The most recent data reports on students who completed this stage in the academic year 2019 to 2020 and identifies their main activity in the following year (2020 to 2021).

To be counted in a destination, young people have to be recorded as having sustained participation for a 6 month period in the destination year. This means attending for all of the first two terms of the academic year (October 2020 to March 2021) at one or more education providers; spending 5 of the 6 months in employment or a combination of the two. A sustained apprenticeship is recorded when 6 months continuous participation is recorded at any point in the destination year (between August 2020 and July 2021).

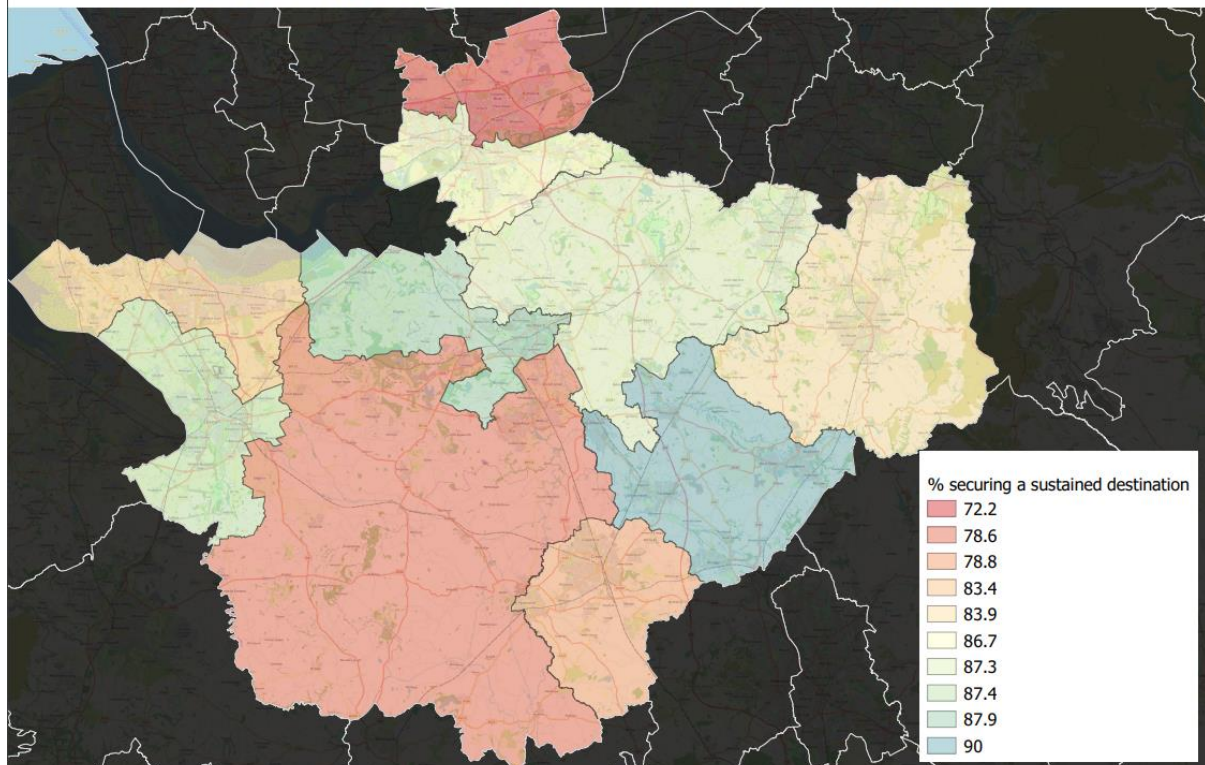
Students are reported in the area in which their school or college is located and not by home address (residency). In some cases, pupils will live in a different local authority area to the one they are reported in, including some pupils attending schools in England who live in Wales or Scotland. At LA level, schools or colleges are recorded in their administrative local authority that may not reflect their postcode location.

4.3.4.1 Overall destination rates at Key stage 5

The map below presents data for the overall percentage of Key Stage 5 leavers securing a sustained destination by parliamentary constituency in 2020/21. Three constituencies had sustained destination rates lower than England in 2020/21 (79.1%):

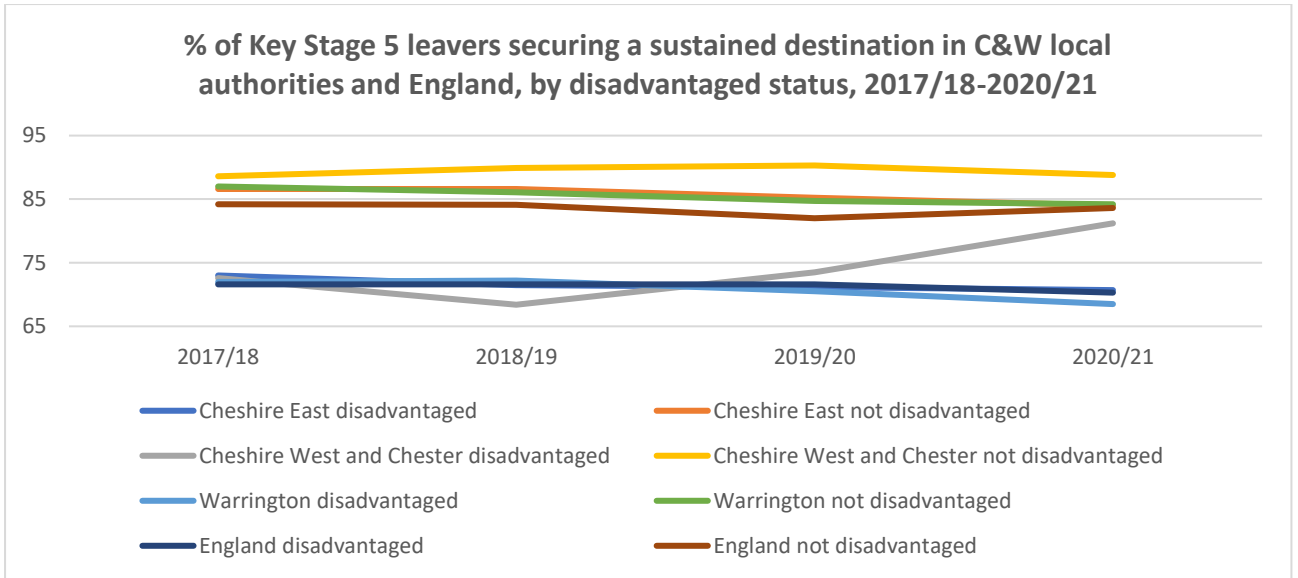
- Warrington North
- Eddisbury
- Crewe and Nantwich

Percentage securing a sustained destination at Key Stage 5, 2020-21



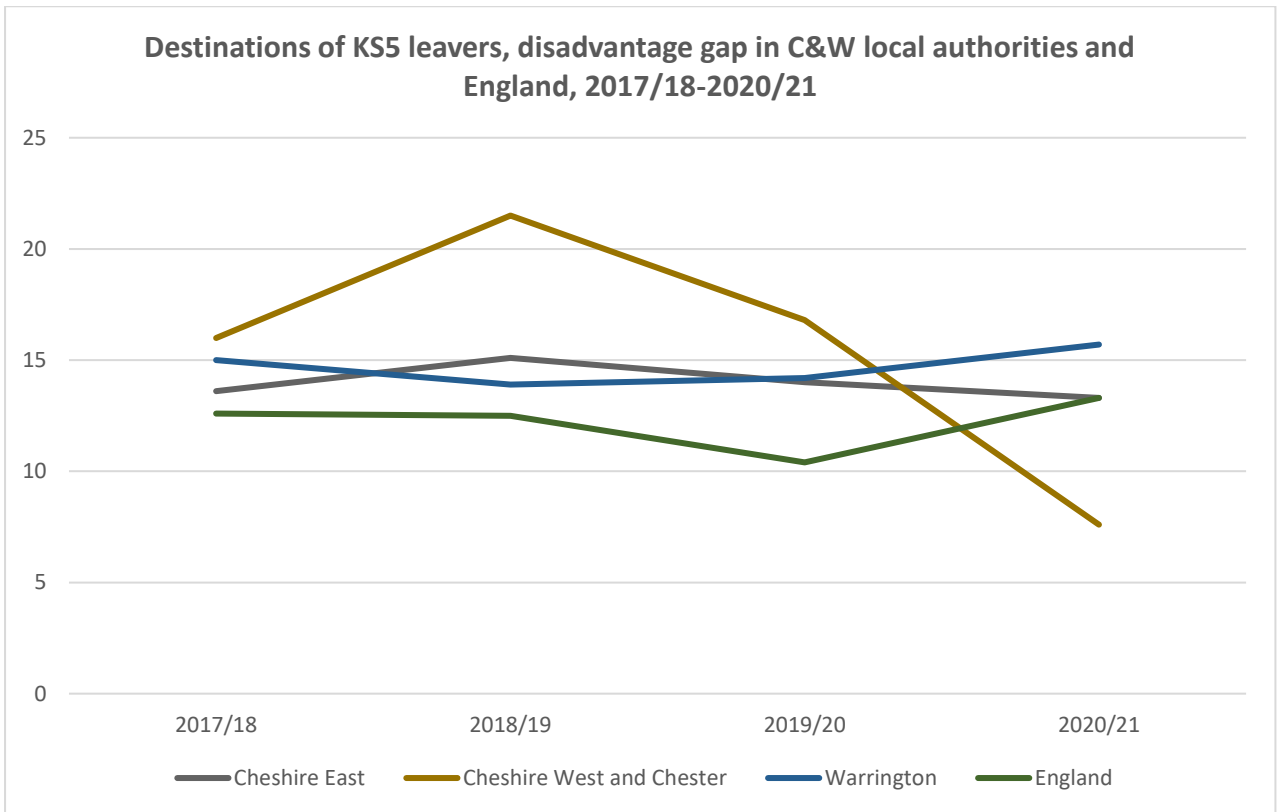
Map by Brennan Wilson Ltd in QGIS. Data from DfE, OS, ONS and OpenStreetMap

The chart below presents the data for the percentage of Key Stage 5 leavers that secured a sustained destination in Cheshire and Warrington and England, 2017/18 to 2020/21. Generally, the three Cheshire and Warrington local authorities have tracked above the English level for the percentage of non-disadvantaged young people securing a sustained destination, Cheshire East and Warrington have also tracked England for disadvantaged young people securing a destination. However, in the last two years, the percentage of disadvantaged young people able to secure a destination in Cheshire West and Chester has increased significantly by over 15 percentage points from 68.4% in 2018/19 to 83.6% in 2020/21.



Source: Key Stage 5 destination measures, DfE

The difference in the percentage of disadvantage Key Stage 5 leavers securing a sustained destination and the percentage of non-disadvantaged doing so is known as the disadvantaged destination gap. The chart below illustrates that the gap in Cheshire East and Warrington been at or above that for England. Data for the most recent year shows that the gap for Cheshire West and Chester has fallen to almost half of that for of England (7.6% compared with 13.3%).

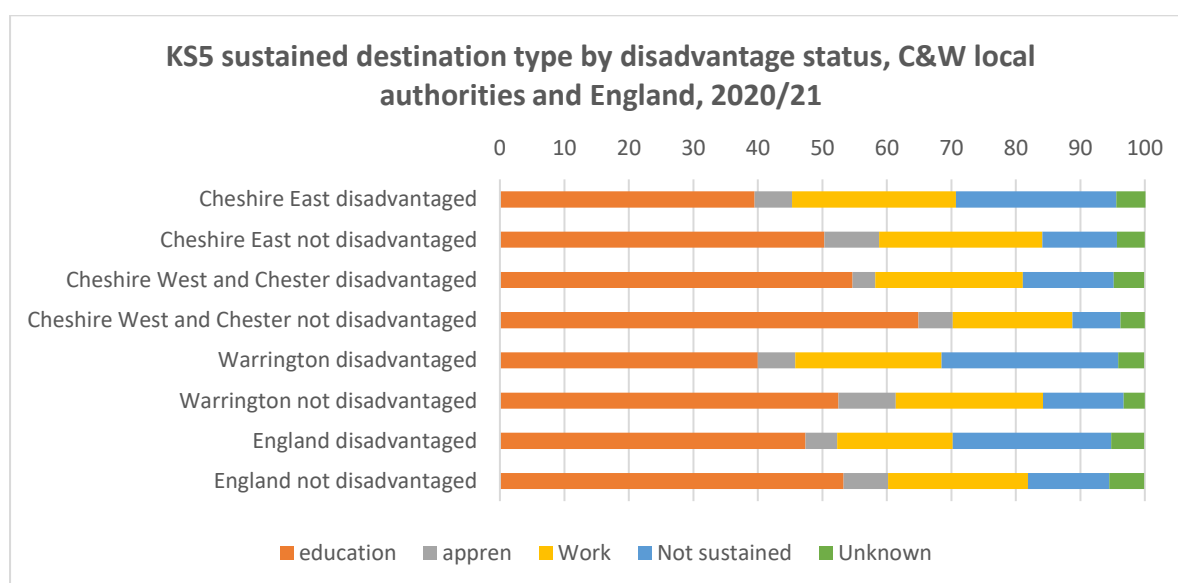


Source: Key Stage 5 destination measures, DfE

4.3.4.2 Destinations by type

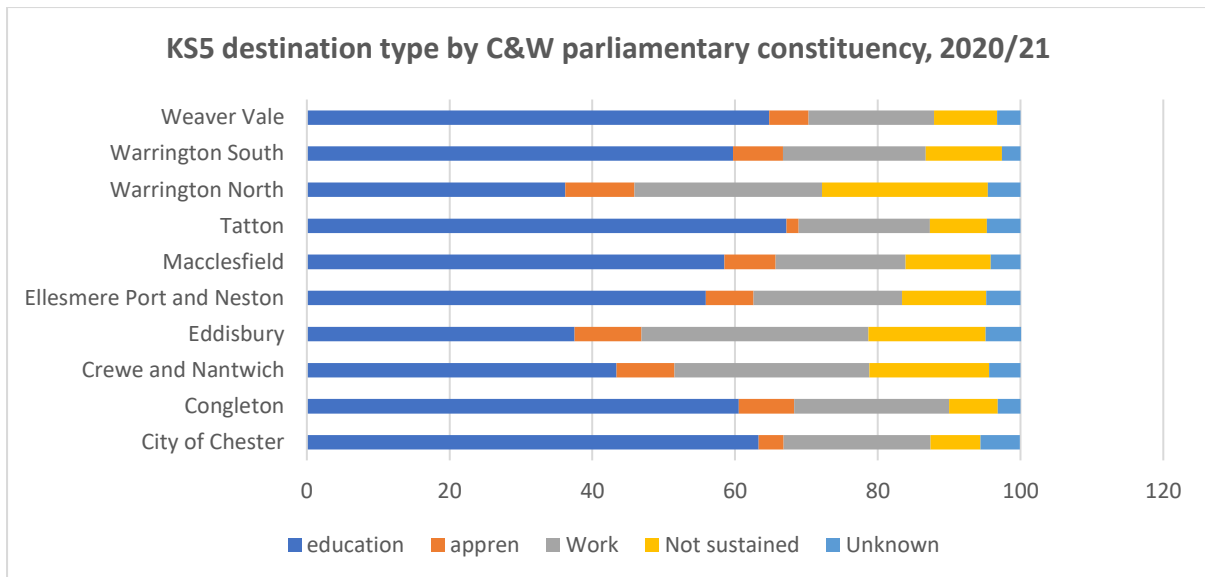
The chart below sets out the data for Key Stage 5 destinations by disadvantaged status for the three Cheshire and Warrington local authorities and England. Within each local authority and within England, progression after Key Stage 5 to a sustained education destination is lower for disadvantaged students than for those classed as not disadvantaged. Disadvantaged sustained progression to an education destination in Cheshire East and Warrington was lower than England. However, the rate of progression for Cheshire West and Chester disadvantaged Key Stage 5 leavers is relatively high, being higher than for disadvantaged students in England and the other two Cheshire and Warrington local authorities. It is also higher than for those classed as not disadvantaged in England and the other two local authorities.

Similarly, whilst about a quarter (25-27%) of disadvantaged Key Stage 5 leavers fail to secure any type of destination in England, Cheshire East and Warrington, that proportion falls to 14% in Cheshire West and Chester.



Source: Key Stage 5 destination measures, DfE

The parliamentary constituencies in Cheshire and Warrington with the highest proportion of Key Stage 5 students progressing to a sustained education destination (all above 60%) are Tatton; Weaver Vale; City of Chester; and, Congleton. The constituencies with the highest proportions failing to sustain a destination were Warrington Nort (23.2%); Crewe and Nantwich (16.8%); and, Eddisbury (16.4%).



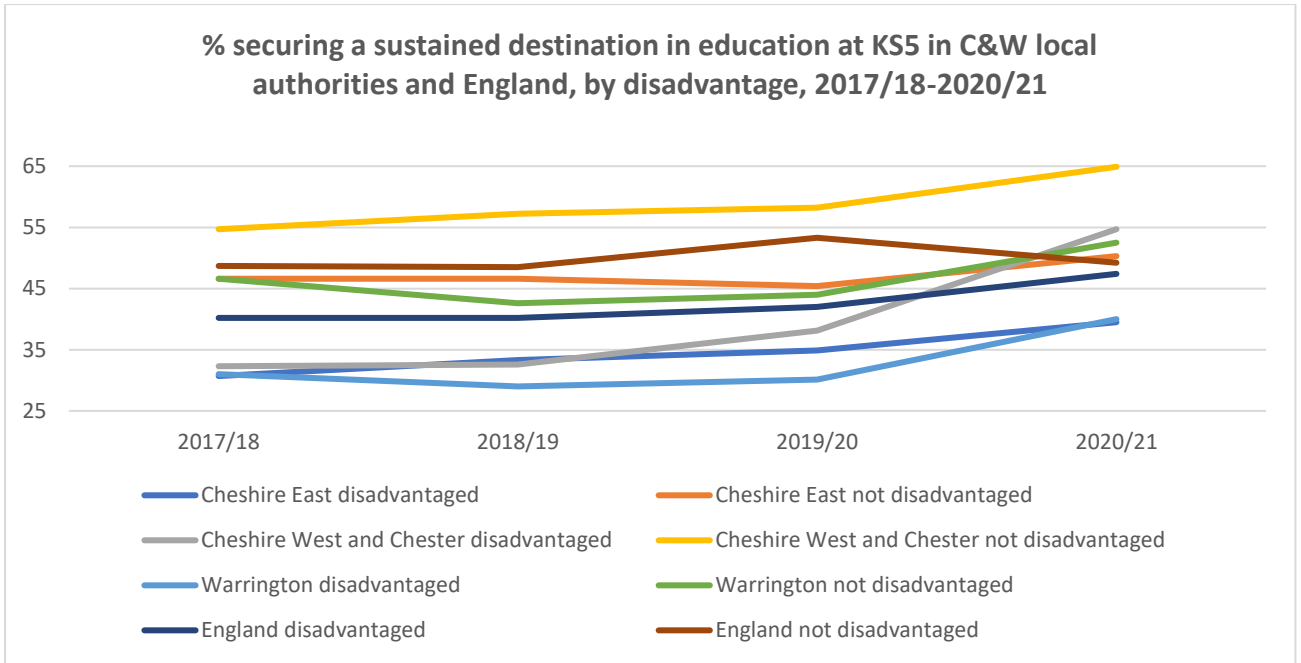
Source: Key Stage 5 destination measures, DfE

4.3.4.3 Post 18 education progression

The chart below shows the data for the percentage of Key Stage 5 leavers securing a sustained destination in education in Cheshire and Warrington local authorities and England, between 2017/18 and 2020/21. In all four years, a higher proportion of KS5 leavers classed as not disadvantaged in Cheshire West and Chester successfully secured a destination in education than was the case for this type of learner in England. In 2020/21, the proportion securing a sustained destination in education exceeded that for England for the following categories of KS5 leavers:

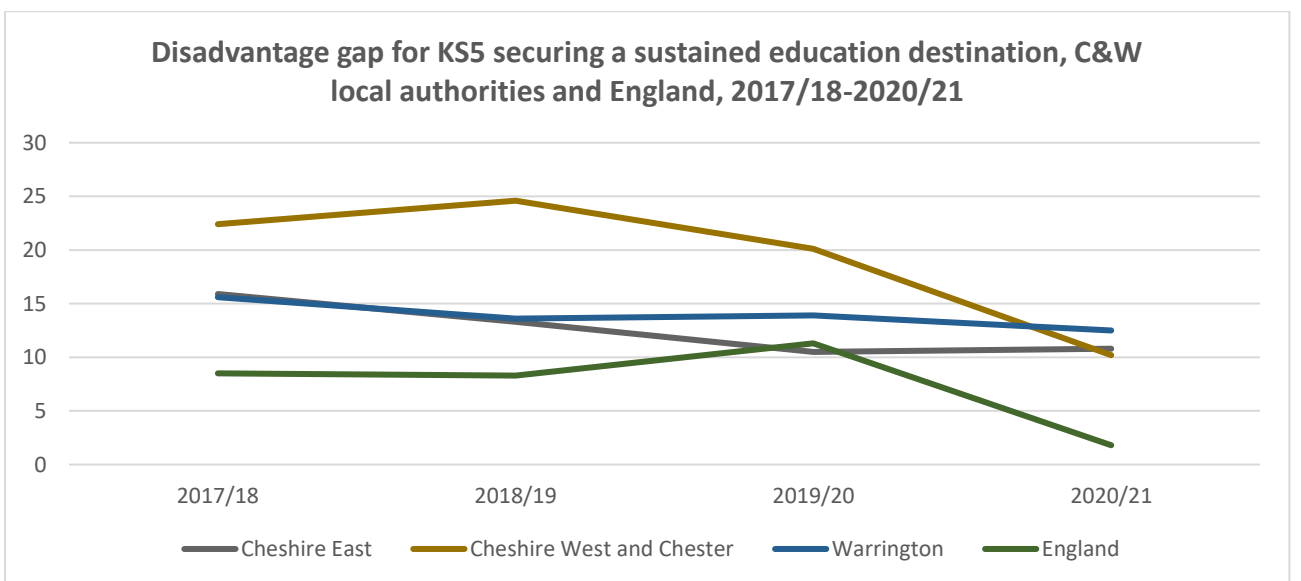
- Cheshire West and Chester (not disadvantaged)
- Cheshire West and Chester (disadvantaged)
- Warrington (not disadvantaged)
- Cheshire East (not disadvantaged)

The proportion of disadvantaged KS5 leavers able to secure a sustained destination has fall below England in Cheshire East and Warrington in the four years for which data are available.



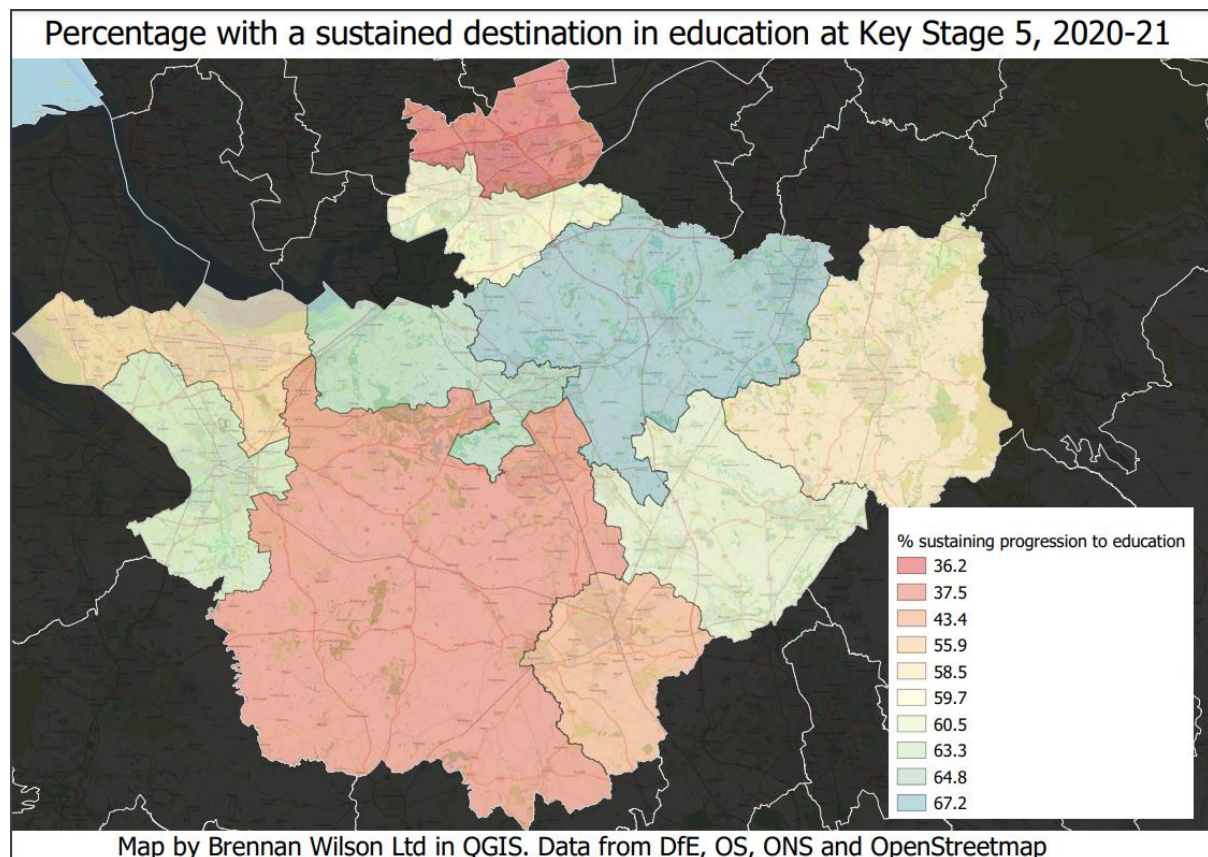
Source: Key Stage 5 destination measures, DfE

With the exception of Cheshire East in 2019/20, the gap between the proportion of disadvantaged KS5 leavers and the proportion of not disadvantaged KS5 leavers being able to secure a sustained education has been larger in the Cheshire and Warrington local authorities than for England. Between 2019/20 and 2020/21, the national declining trend in the size of the gap was followed in Cheshire West and Chester but not in the other local authorities. It should be noted that whilst the gap in Cheshire West and Chester in 2020/21 is larger than for England, this is in the context of a higher proportion disadvantaged learners in Cheshire West and Chester securing a sustained destination than is the case for *not disadvantaged* learners in England.



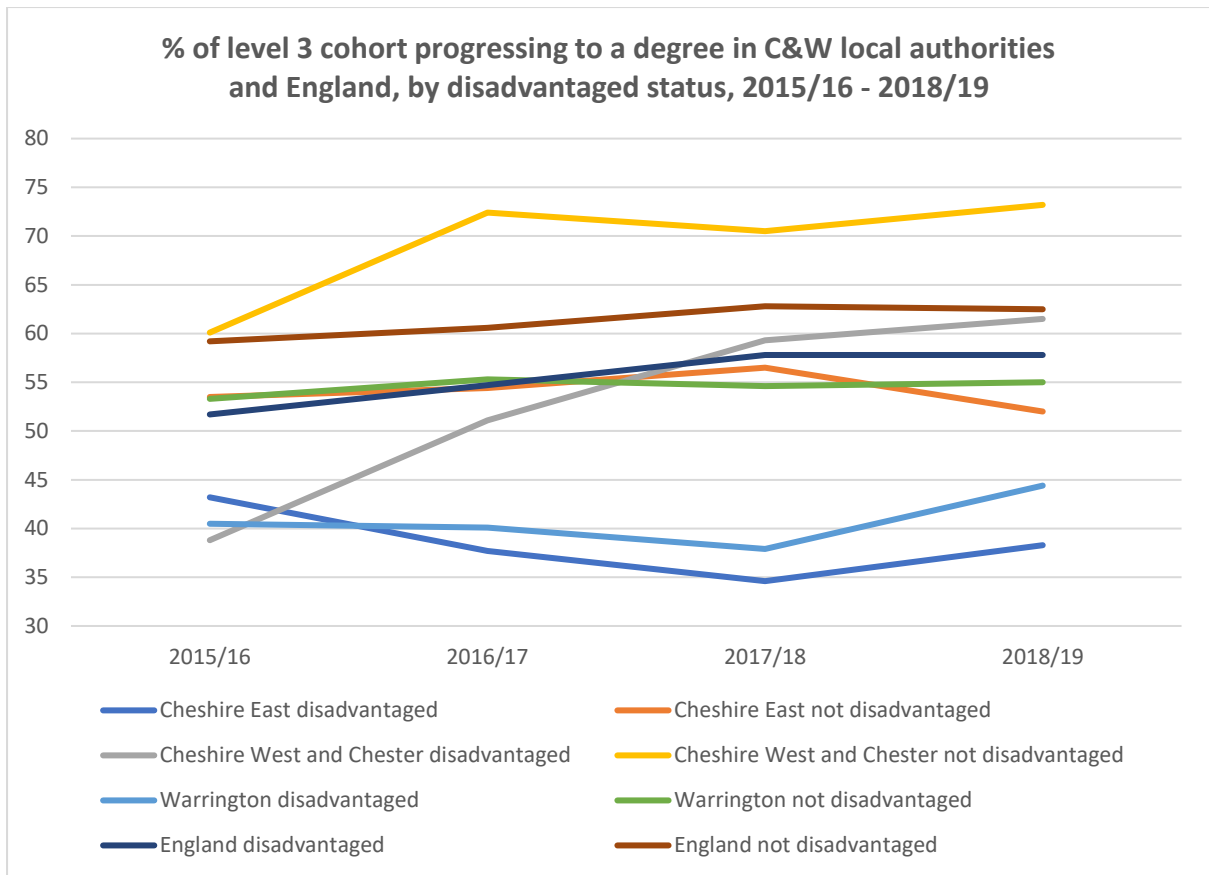
Source: Key Stage 5 destination measures, DfE

The overall percentage of KS5 leavers that secure a sustained destination in education in England was 51.9% in 2020/21. There were three constituencies in Cheshire and Warrington – Warrington North (36.2%), Eddisbury (37.5%), and Crewe and Nantwich (43.4%) that fell below this level in 2020/21.



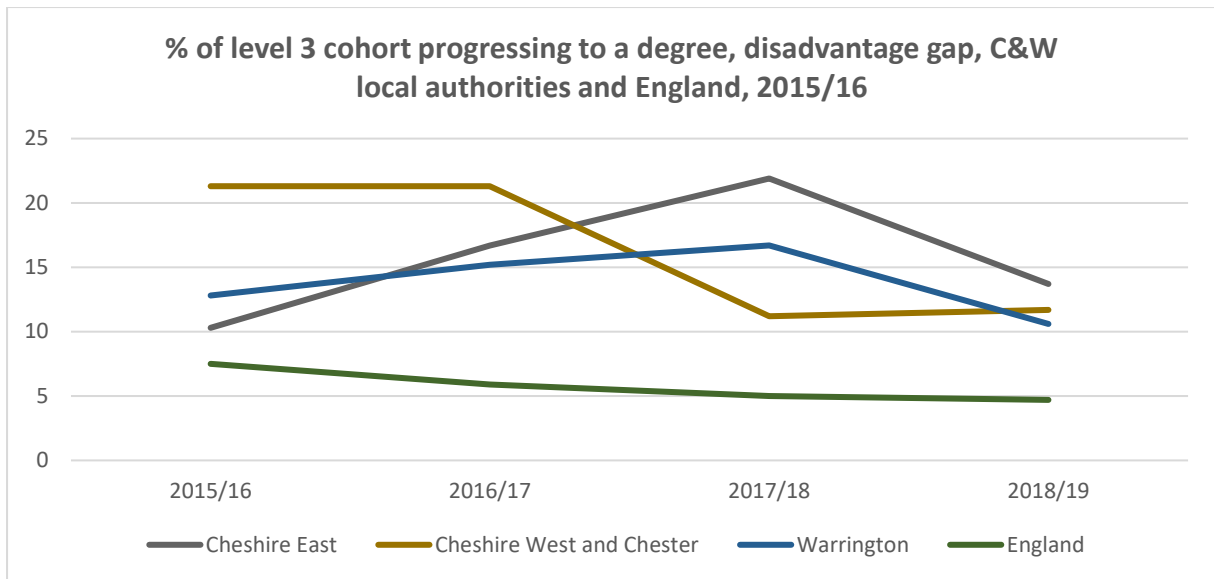
Data is published on the proportion of the Level 3 cohort at Key Stage 5 that progress to a higher education degree programme. This is presented below, by disadvantage, for the Cheshire and Warrington local authorities and England. A higher proportion of Level 3 learners not classified as disadvantaged have made this type of progression in Cheshire West and Chester than is the case for their counterparts in England for every year the data is available. By contrast, the proportions for this cohort have been lower than for England for every year in Cheshire East and Warrington.

The proportions of disadvantaged Level 3 learners that progress to a degree have been lower for every year in Cheshire East and Warrington than in England. However, in Cheshire West and Chester the proportion of this cohort that progressed to a degree has shown a marked increase of 23.7ppt from 38.8% in 2015/16 to 62.5% in 2018/19, 4.7% higher than the English level for this cohort was in this year.



Source: Key Stage 5 destination measures, DfE

The gap between the proportion of disadvantaged KS5 leavers and the proportion of not disadvantaged KS5 leavers being able to secure a degree place has been larger in the Cheshire and Warrington local authorities than for England in every year that this data has been available. In 2018/19, the gap was more than double that for England in all three local authorities. However, it should be noted that whilst the gap in Cheshire West and Chester in 2018/19 was larger than for England, this is in the context of higher progression rates in Cheshire West and Chester than in England for both disadvantaged and not disadvantaged cohorts.

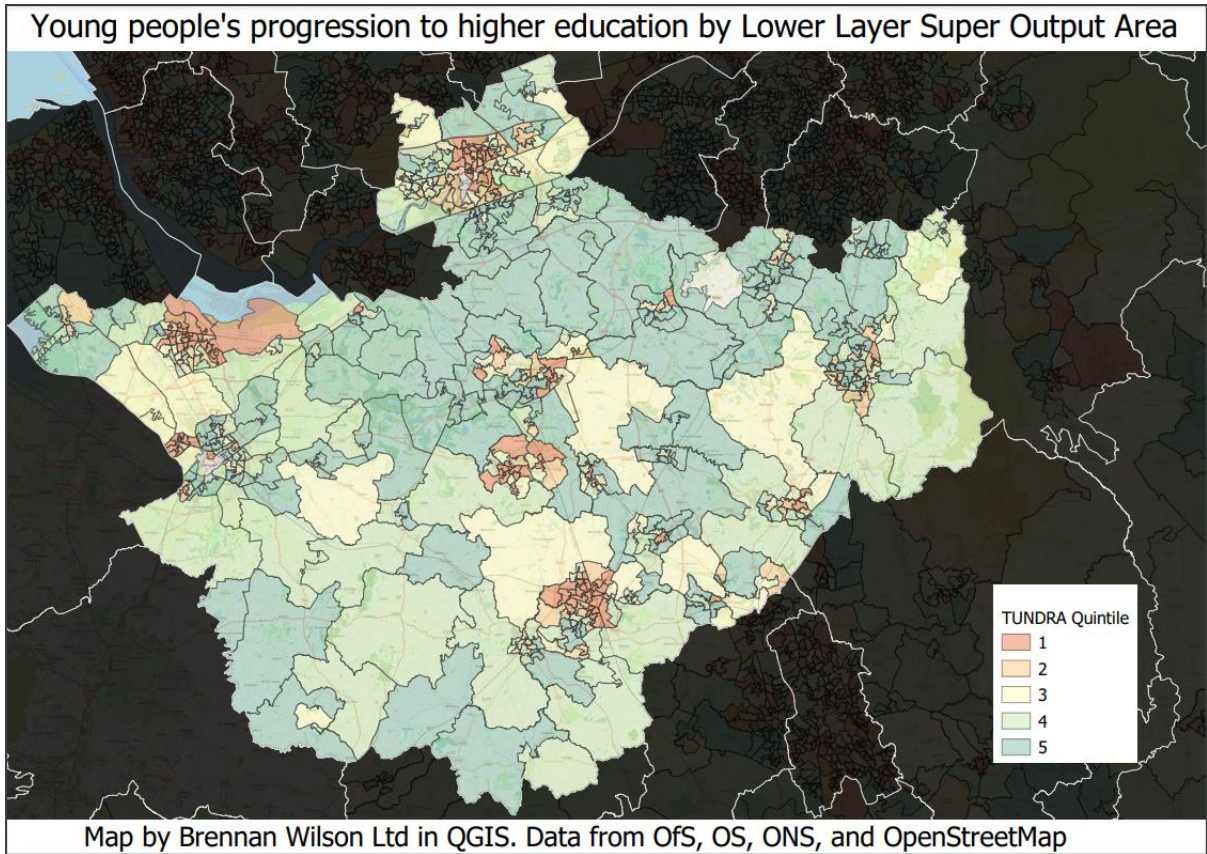


Source: Key Stage 5 destination measures, DfE

TUNDRA (tracking underrepresentation by area) is an area-based measure that uses tracking of state-funded mainstream school pupils in England to calculate young participation in Higher Education. It is an official statistic. TUNDRA classifies local areas across England into five equal groups – or quintiles - based on the proportion of 16 year old state-funded mainstream school pupils who participate in higher education aged 18 or 19 years. Quintile one shows the lowest rate of participation. Quintile five shows the highest rate of participation.

The most recently available data from this dataset was published in March 2021. This uses the data based on Key Stage 4 pupils from the 2012 to 2016 cohorts.

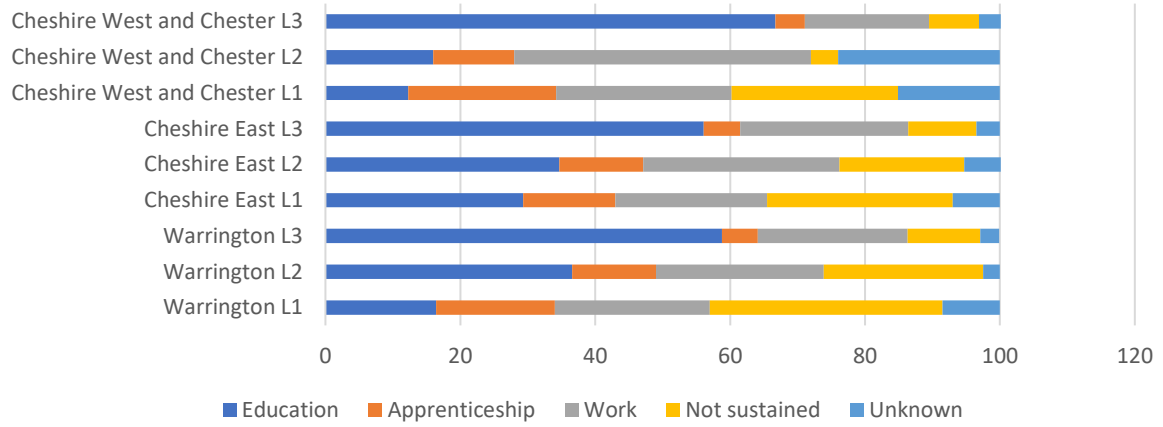
The TUNDRA data is mapped below for Cheshire and Warrington. The LSOAs with the lowest levels of young HE progression are concentrated in Ellesmere Port, Warrington and Crewe.



4.3.4.4 Destinations by prior level of study

Key Stage 5 leavers whose prior level of study was at Level 3 were most likely to secure a sustained destination in education in all three local authorities, with the proportion doing so being well over 50% in all three – more than two thirds in Cheshire West and Chester. Those with prior study at Level 2 were most likely to progress to work in Cheshire West and Chester; to education in Cheshire East; and to education in Warrington; those with prior learning below Level 2 were most likely to not sustain a destination in Cheshire West and Chester; to progress to education in Cheshire East; and most likely to not sustain a destination in Warrington.

**KS5 destinations by C&W local authority and prior level of study,
2020-21**



Source: Key Stage 5 destination measures, DfE

5 Participation overview

5.1 Learner numbers in post-16 education and training

There are three main routes that Key Stage 4 leavers can follow into Key Stage 5. They are Further Education (General FE College, Specialist FE College or Sixth Form College); school sixth form; and apprenticeships. The curriculum followed in FE spans A Levels and vocational qualifications from entry Level to Level 3. School sixth forms deliver a predominantly Level 3 A Level curriculum but with other qualifications such as BTECs also in the mix. 16-18 apprentices are employed and complete a basket of qualifications at Level 2 or Level 3 (some 18 year olds will start Level 4+ apprenticeships) linked to their occupational specialism.

Data about participation and achievement in Further Education and Apprenticeships is collected using the Individualised Learner Record. Cheshire and Warrington LEP has access to a cut of this dataset from the ESFA Localities data cube. Data about participation in school sixth forms is collected through the Schools Census. Cheshire and Warrington partners can access the publicly published data from the school census.

The table below provides an estimate of the numbers of 16-18 year olds (ie in Years 12, 13 and 14) following the different routes in 2020/21. It is an estimate because the counts of the different routes are taken at different times (eg FE in October 2020, Schools in January 2021) so there could be double counting. From this it is estimated that 54% (54% in 2018/19) of those aged 16-18 in learning attended a College or Sixth Form College, 33% (32% in 2018/19) attended a School Sixth Form and 13% (14% in 2018/19) were apprentices.

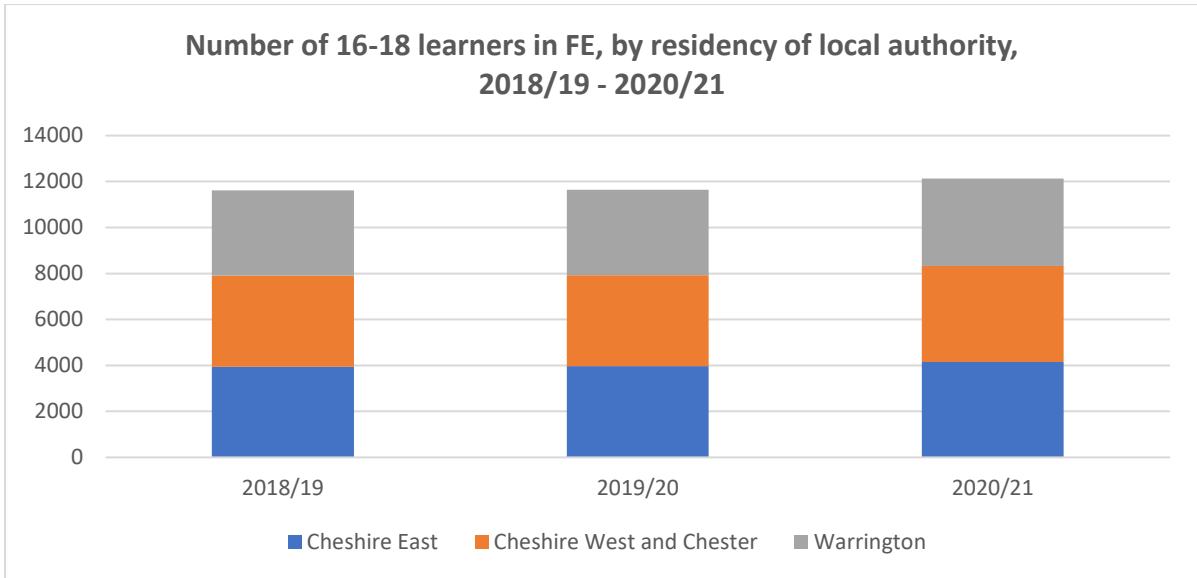
Estimated participation of 16-18 year olds in post-16 learning by route, 2020/21	
Schools	7,370
Apprenticeships	3,080
FE	12,133
<i>Source: ESFA Localities data cube, Schools Census underlying data, Jan 2021 count</i>	

Data on the FSM status of learners is available from the Schools Census but not from the ESFA localities datacube. It is notable that in 2020/21, of the 7,370 students on roll in schools in Cheshire and Warrington in Years 12,13 and 14, the percentage eligible for FSM was 7% compared with 18% known to be eligible for FSM in Years 7-11.²

5.2 Learner participation in FE

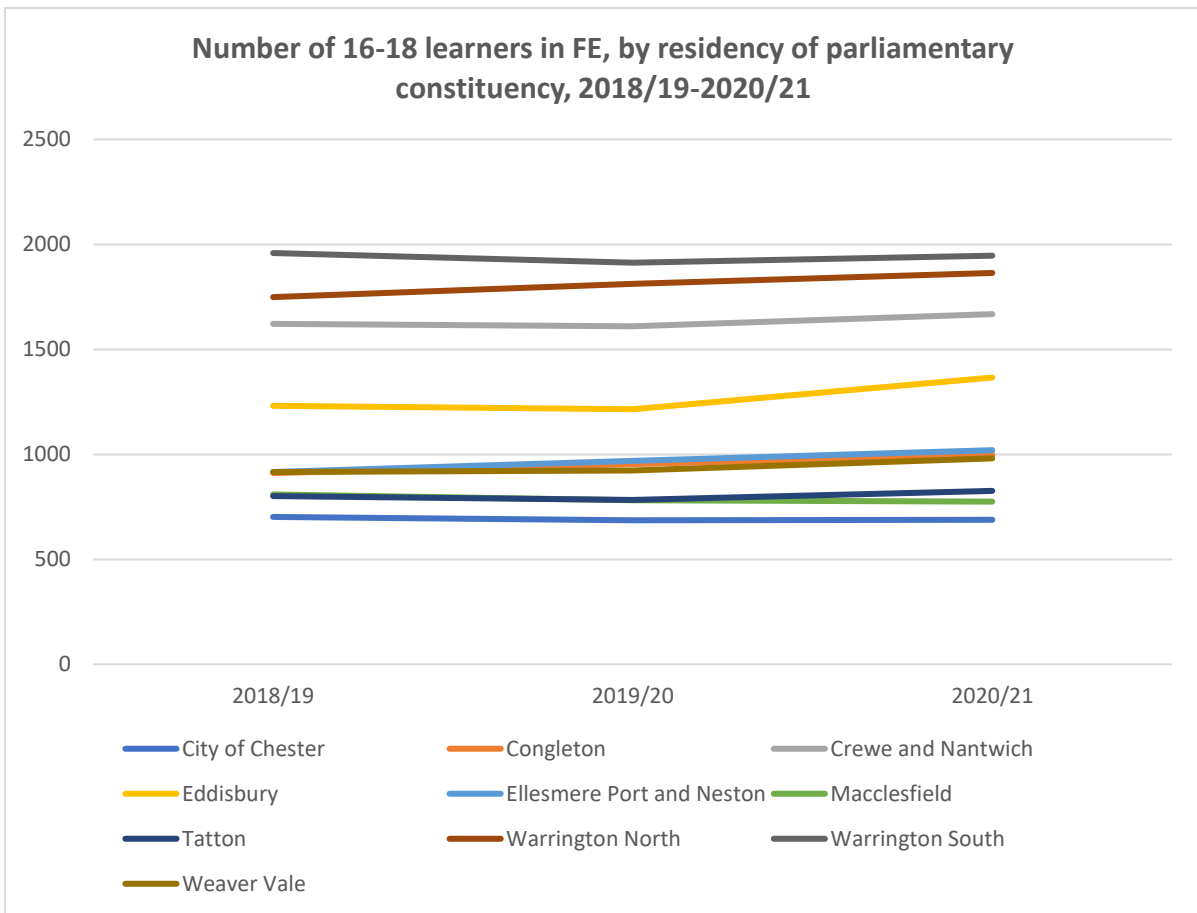
Between 2018/19 and 2020/21 the overall numbers of 16-18 learners in FE has hovered around the 12k mark. Numbers have remained stable at local authority level as well, with roughly 4k FE learners in each local authority in 2020/21.

² <https://explore-education-statistics.service.gov.uk/data-catalogue/school-pupils-and-their-characteristics/2021-22>



Source: distinct learner count from the ESFA localities datacube (residency), 2020/21

This relatively stable pattern for 16-18 learner numbers in FE was also reflected in the data for 16-18 year olds resident in parliamentary constituencies where the trend was either flat or showed minor increases between 2018/19 and 2020/21.



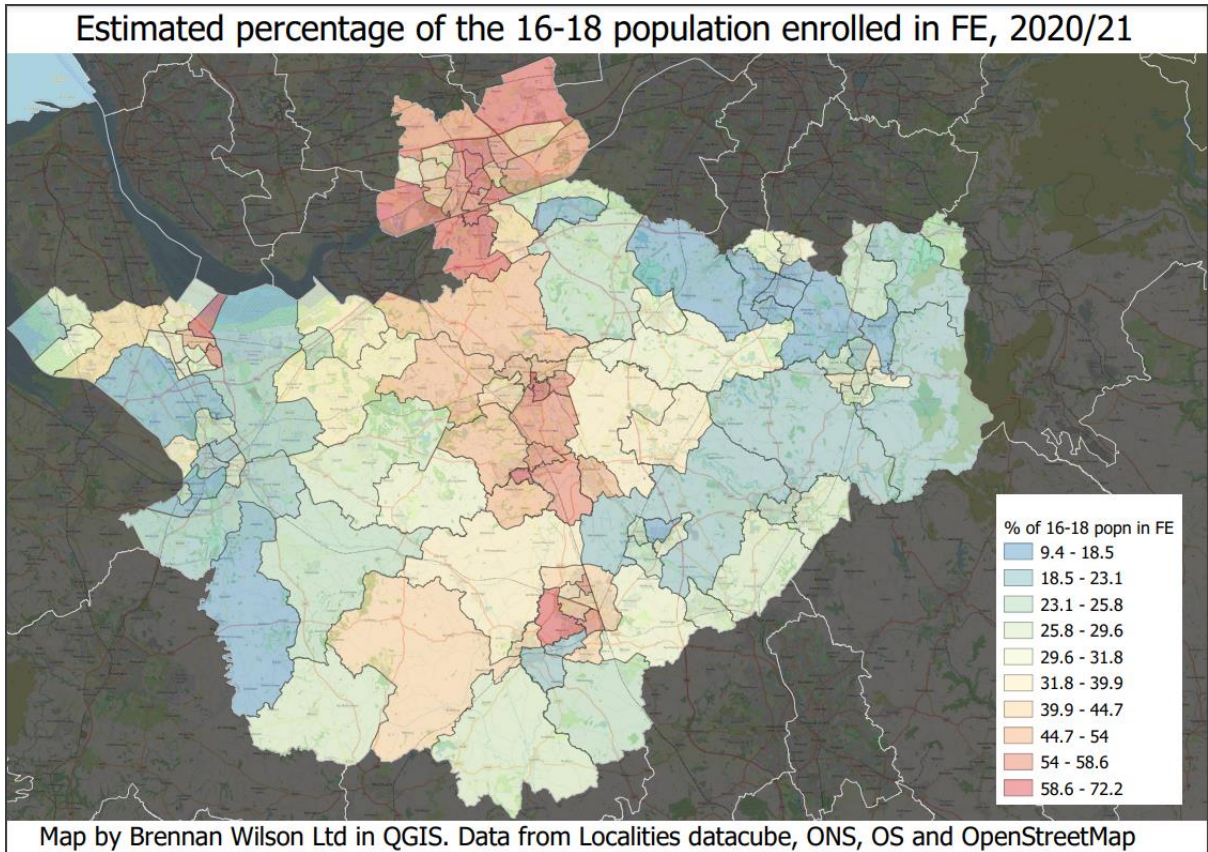
Source: distinct learner count from the ESFA localities datacube (residency), 2020/21

The rate of participation by 16-18 year olds in the three different routes will vary from place to place according to factors such as learner prior attainment, the density and sector composition of the local employer base (impacting the range, volume and availability of apprenticeships), the proximity of local college and schools delivery, public transport availability etc.

Whilst FE and apprenticeship participation data is available by the ward of residence of the learner, publicly available schools participation data is not. The map below takes the volume of 16-18 residents participating in FE and calculates an estimated ward participation rate in FE based on estimates of the size of the ward 16-18 population that have been published by the Office for National Statistics (ONS).

It can be seen from this map that the areas with the highest proportions of participation in FE run in a band through the centre of Cheshire and Warrington going from Warrington in the north, through Winsford, to Crewe in the South. The wards with the highest proportions of 16-18 FE enrolment in 2020/21 were:

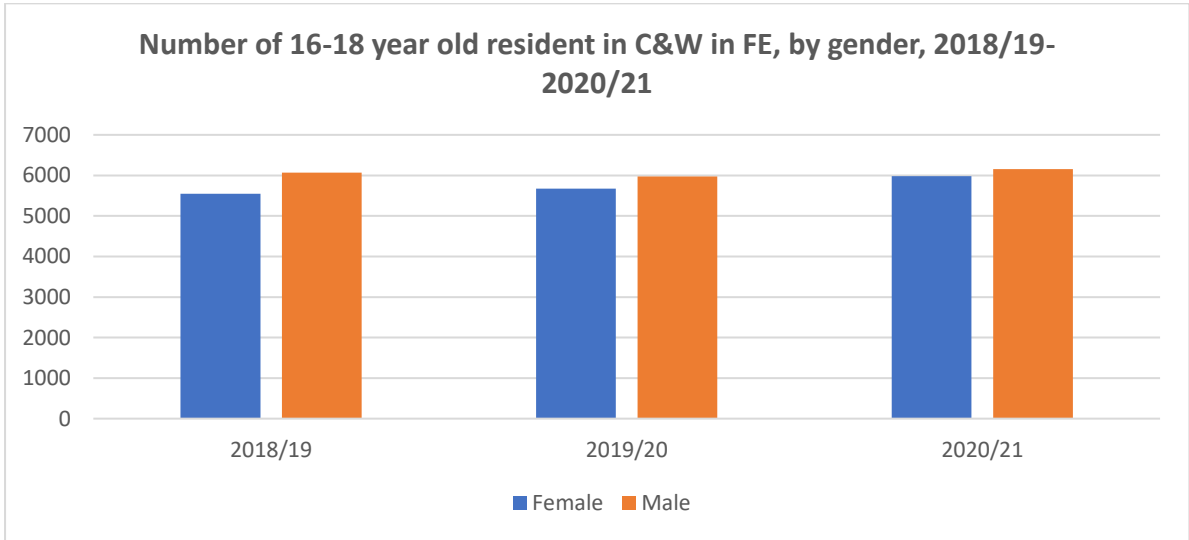
- Winsford Dene
- Fairfield & Howley
- Appleton
- Penketh & Cuerdley
- Westminster
- Stockton Heath
- Poplars & Hulme
- Latchford East
- Wistaston
- Orford



5.3 Characteristics of 16-18 FE learners

5.3.1 Gender

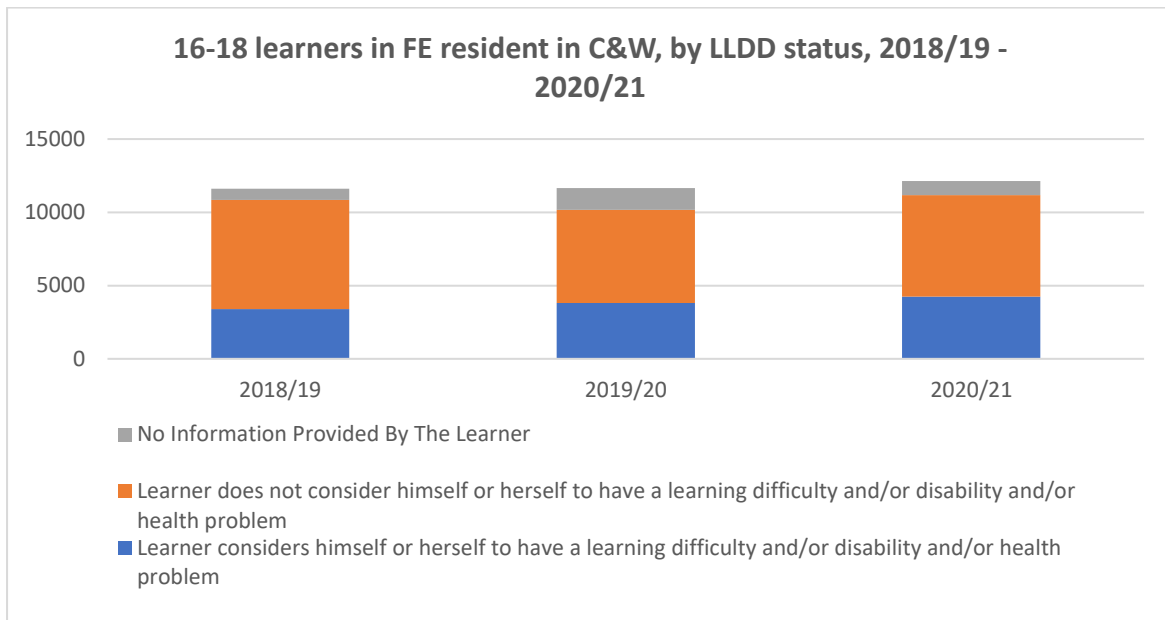
In 2020/21, the percentage of 16-18 learners in FE that were female was 49% - a slight increase from 48% in 2018/19. Whilst the overall numbers of 16-18 Cheshire and Warrington residents in FE are relatively evenly balanced, there are significant gender disparities at subject area level. This is discussed in later sections.



Source: distinct learner count from the ESFA localities datacube (residency), 2020/21

5.3.2 Learners with learning difficulties and/or disabilities

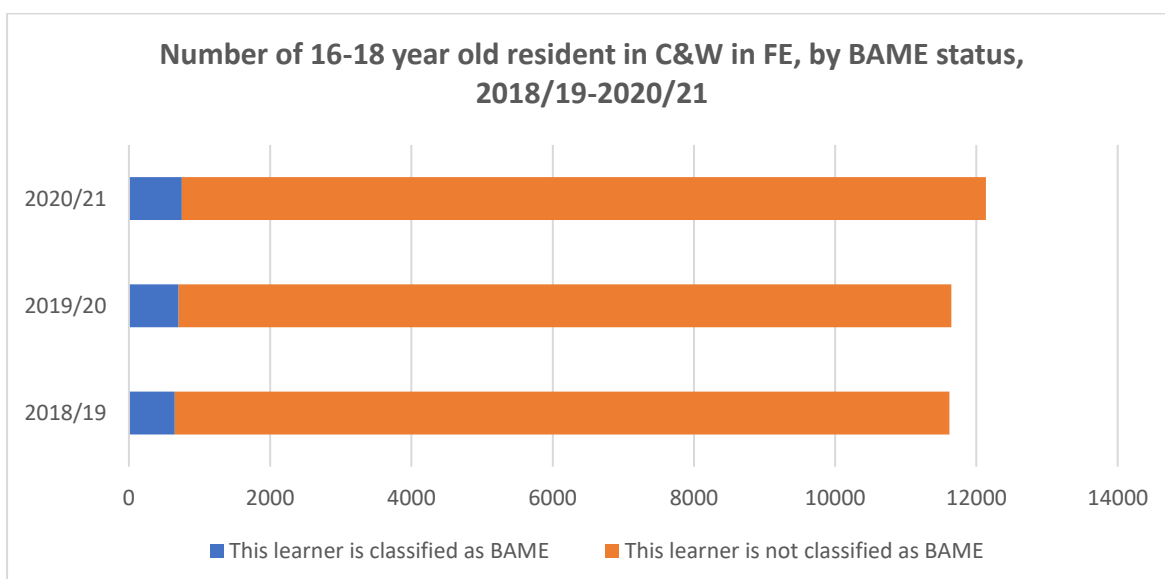
The ESFA localities datacube records whether a learner has identified themselves as having a learning disability and/or difficulty and/or health problem (LLDD). The percentage reporting as LLDD increased from 29% in 2018/19 to 35% in 2020/21. The cause of this rise is not clear.



Source: distinct learner count from the ESFA localities datacube (residency), 2020/21

5.3.3 BAME learners

The number of 16-18 residents of Cheshire and Warrington in FE classified as BAME was stable at 6% between 2018/19 and 2020/21.

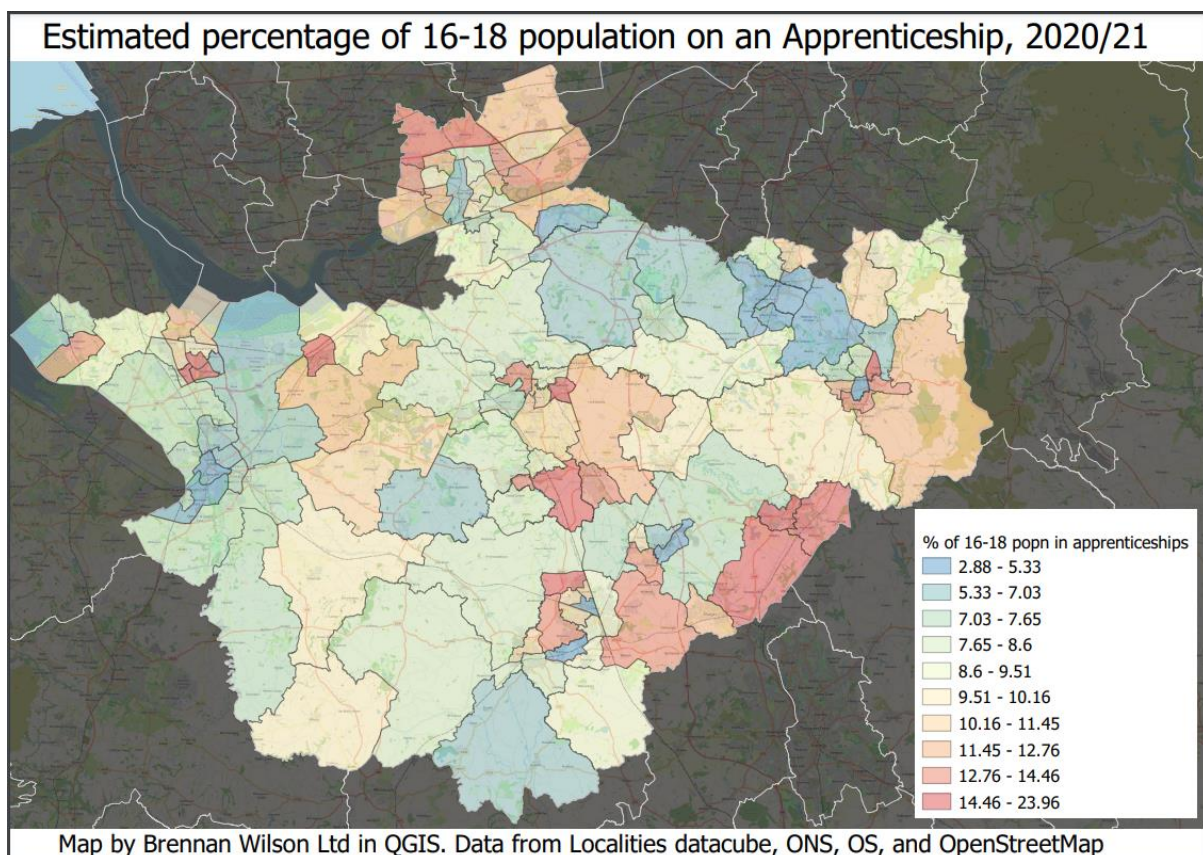


Source: distinct learner count from the ESFA localities datacube (residency), 2020/21

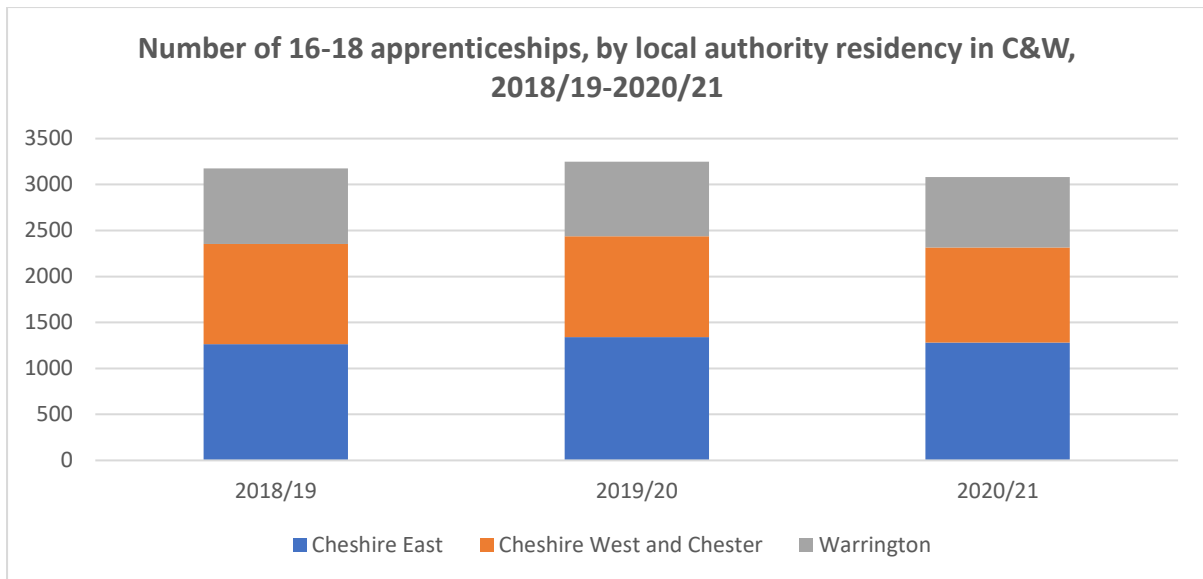
5.4 Learner participation in Apprenticeships

The map below takes the volume of 16-18 residents participating in apprenticeships and calculates an estimated ward participation rate in apprenticeships based on estimates of the size of the ward 16-18 population that have been published by the Office for National Statistics (ONS). The wards with the highest proportions of 16-18 year olds on apprenticeships are:

- Burtonwood & Winwick
- Whitby Park
- Rudheath
- Macclesfield Hurdsfield
- Whitby Groves
- Winsford Gravel
- Congleton East
- Strawberry
- Odd Rode
- Congleton West



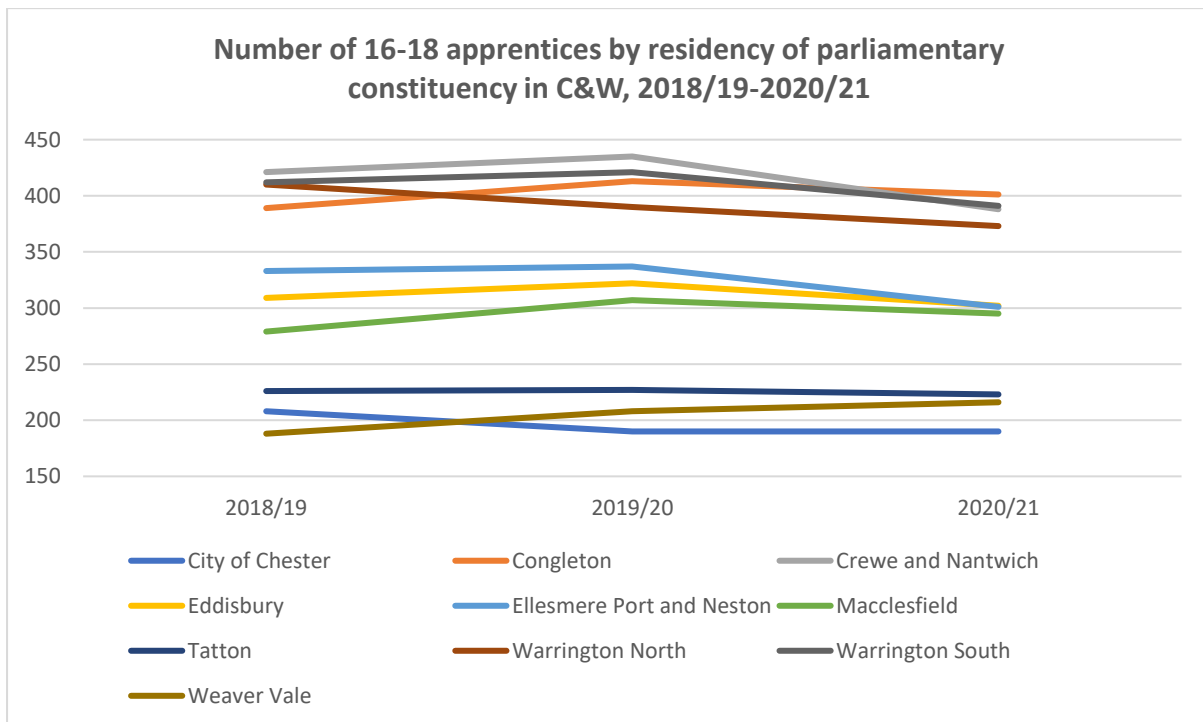
Between 2018/19 and 2020/21 the overall numbers of 16-18 learners in apprenticeships in Cheshire and Warrington has hovered just above the 3k mark, there being a slight decrease in the overall volume of apprentices in this time period. Numbers have remained stable in Cheshire East, with slight decreases in Cheshire West and Chester and in Warrington. In 2020/21, volumes were 764 in Warrington, 1,036 in Cheshire West and Chester, and 1280 in Cheshire East.



Source: distinct learner count from the ESFA localities datacube (residency), 2020/21

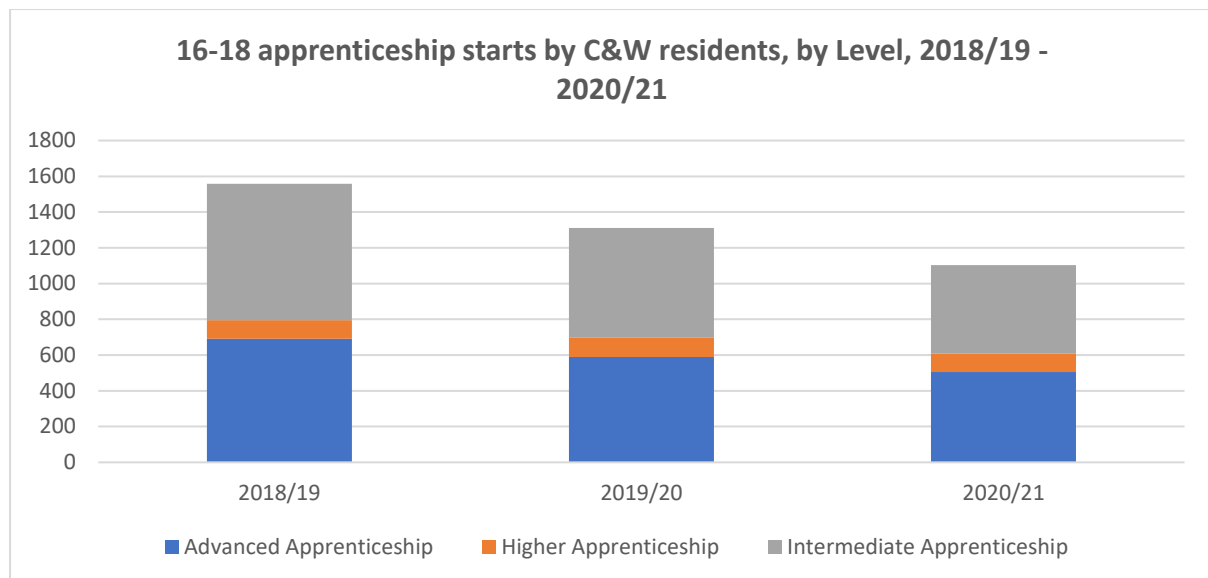
These slight decreases for 16-18 learner numbers in apprenticeships was also largely reflected in the data for 16-18 year olds resident in parliamentary constituencies, where the trend was either flat or showed minor decreases between 2018/19 and 2020/21, with the sharpest decreases being in:

- Crewe and Nantwich
- Warrington South
- Warrington North
- Ellesmere Port and Neston



Source: distinct learner count from the ESFA localities datacube (residency), 2020/21

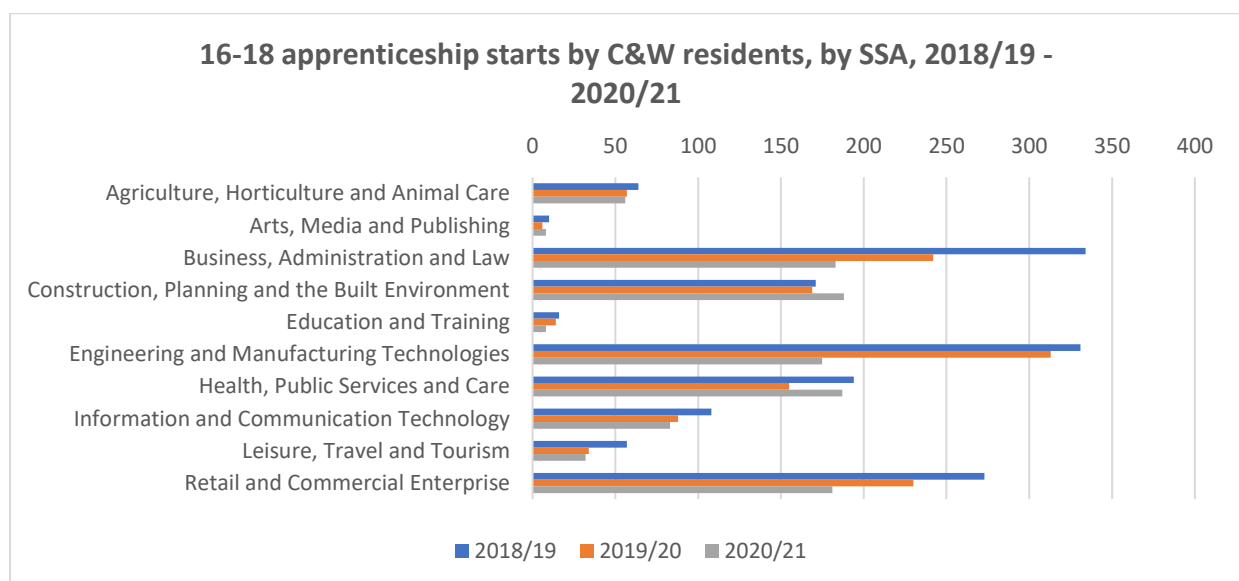
The slight decrease of the apprenticeship ‘in-learning’ count reported above disguises a sharper decrease in the number of annual starts on apprenticeship programmes by 16-18 residents of Cheshire and Warrington. Between 2018/19 and 2020/21, the number of starts on Intermediate Apprenticeships declined by 35% and for Advanced apprenticeships by 27%.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

This decrease in apprenticeship starts was not uniformly distributed across Sector Subject areas (SSA). Between 2018/19 and 2020/21, the sharpest decreases in starts were in:

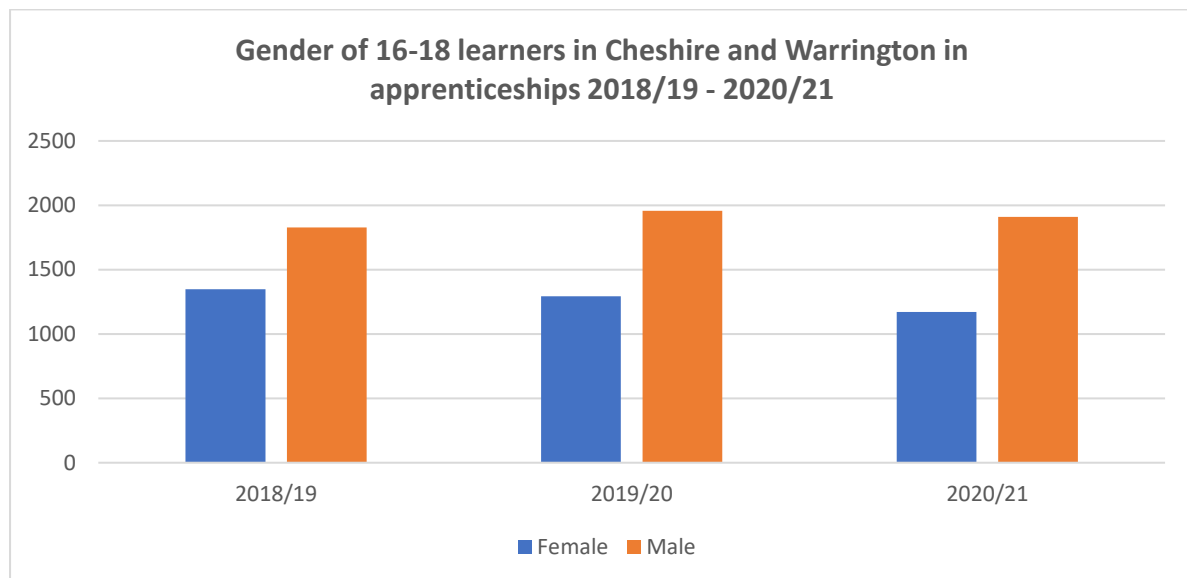
- Business, Administration and Law (-45.2%)
- Engineering and Manufacturing Technologies (-47.1%)
- Leisure, Travel and Tourism (-43.9%)



Source: starts analysis, ESFA localities datacube (residency), 2020/21

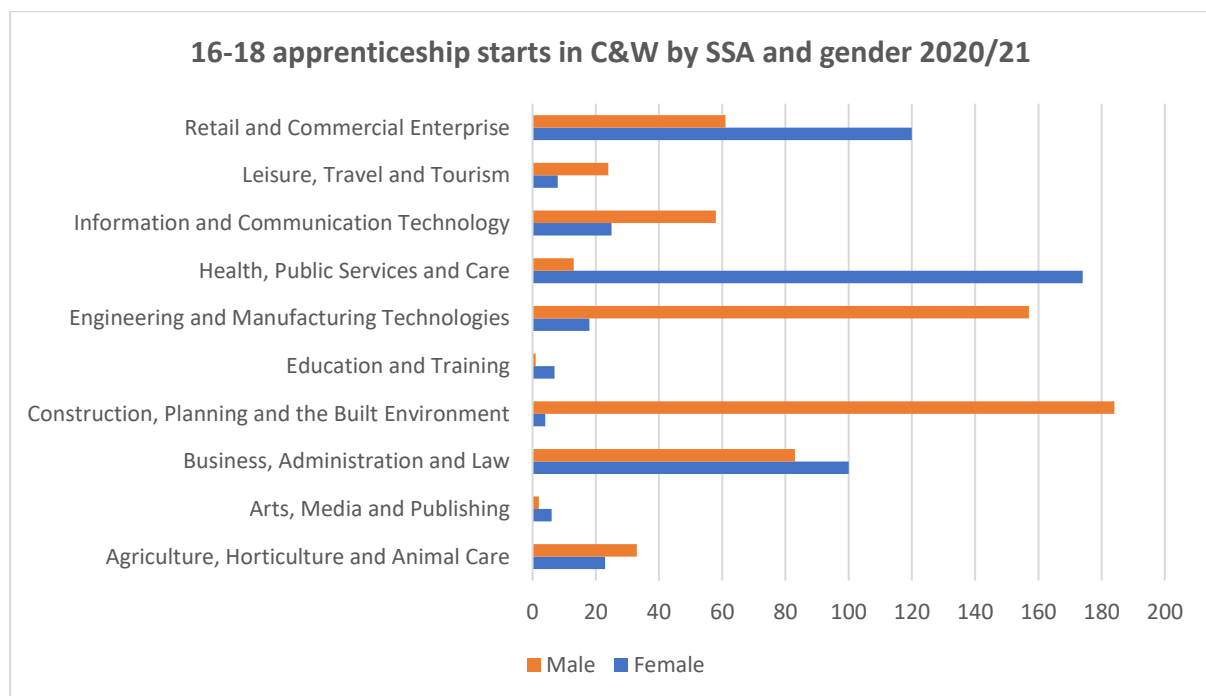
5.5 Characteristics of Apprentices

42% of apprentices in learning were female in 2018/19. This declined to 38% of apprentices in learning being female in 2020/21



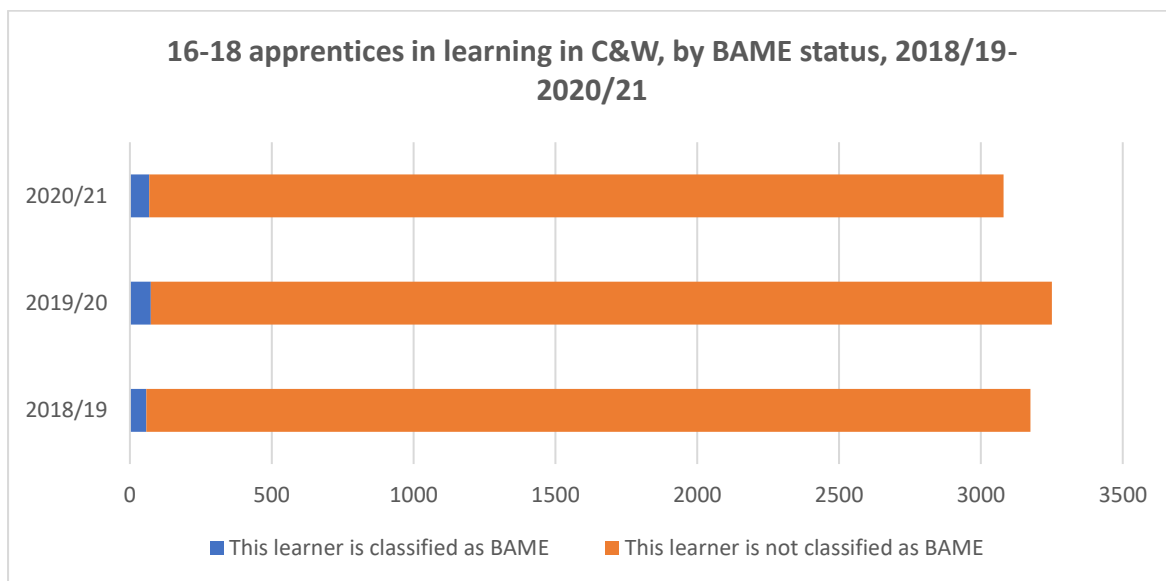
Source: distinct learner count from the ESFA localities datacube (residency), 2020/21

This male/female split was not uniform across all Sector Subject Areas (SSAs) where significant gender disparities are observed. In 2020/21, 98% of 16-18 apprenticeship starts in Construction and 90% of 16-18 apprenticeship starts in Engineering and Manufacturing and 70% of starts in Information and Communication Technology. Conversely, 93% of 16-18 apprenticeship starts in Health and Social Care were by females, as were 88% of 16-18 starts in Education and Training.



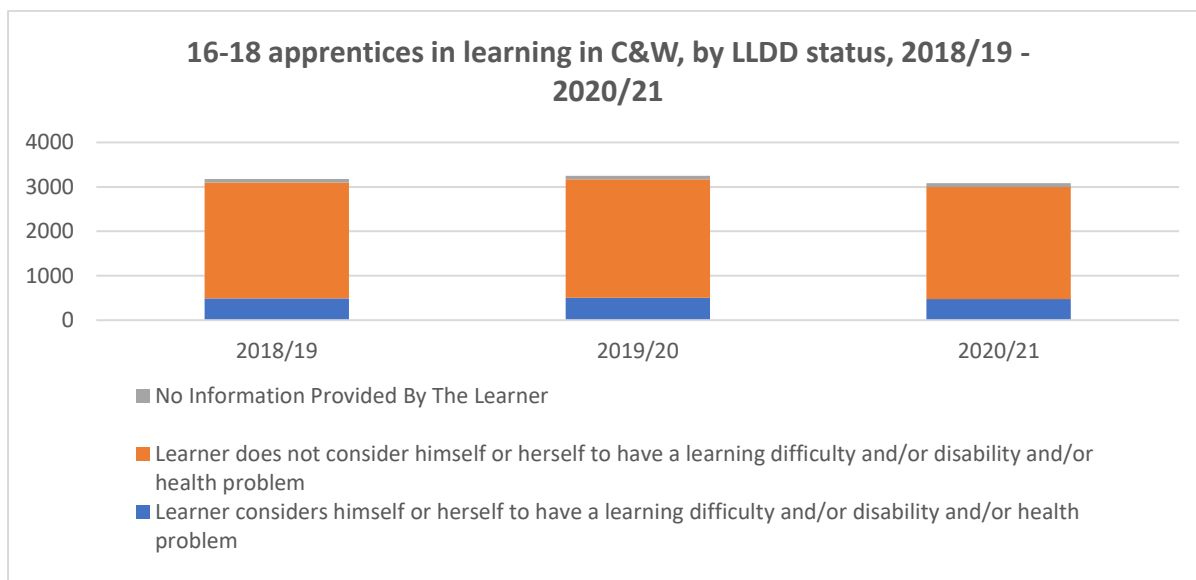
Source: starts analysis, ESFA localities datacube (residency), 2020/21

The proportion of 16-18 apprentices in learning that are classed as BAME has remained at 2% between 2018/19 and 2020/21.



Source: distinct learner count from the ESFA localities datacube (residency), 2020/21

The proportion of 16-18 apprentices that consider themselves to have a learning difficulty and/or disability and/or health problem has been stable at 16% between 2018/19 and 2020/21.



Source: distinct learner count from the ESFA localities datacube (residency), 2020/21

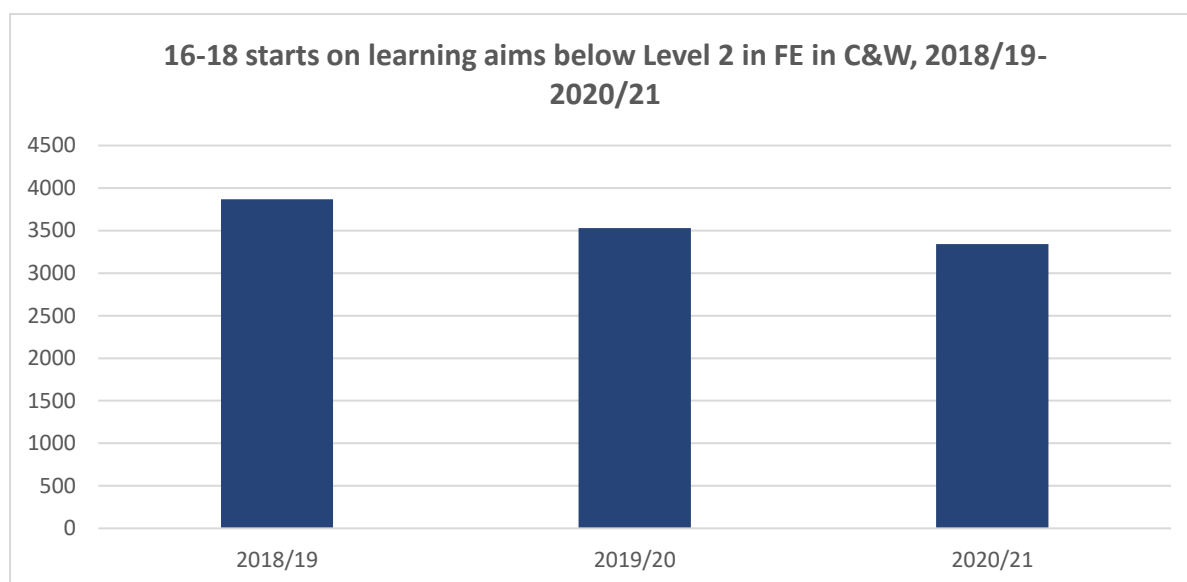
6 Learning below Level 2

The main delivery of learning below level 2 to 16-18 year olds in Cheshire and Warrington will be by FE colleges (and some Independent Training Providers). Learners will start a learning aim below Level 2 for a variety of reasons including:

- The learning aim is part of a study programme with other qualifications at a higher level (eg a CV writing award)
- The learning aim is part of a vocational curriculum programme below Level 2 designed to help learners make the right choice of a Level 2 Study Programme (eg a 'Construction Carousel' with tasters of different trades)
- The learning aim is part of a traineeship programme
- The learning aim is being followed by a learner with LLDD
- The learning aim is a Functional Skills learning aim in Maths or English being taken alongside a wider Study Programme

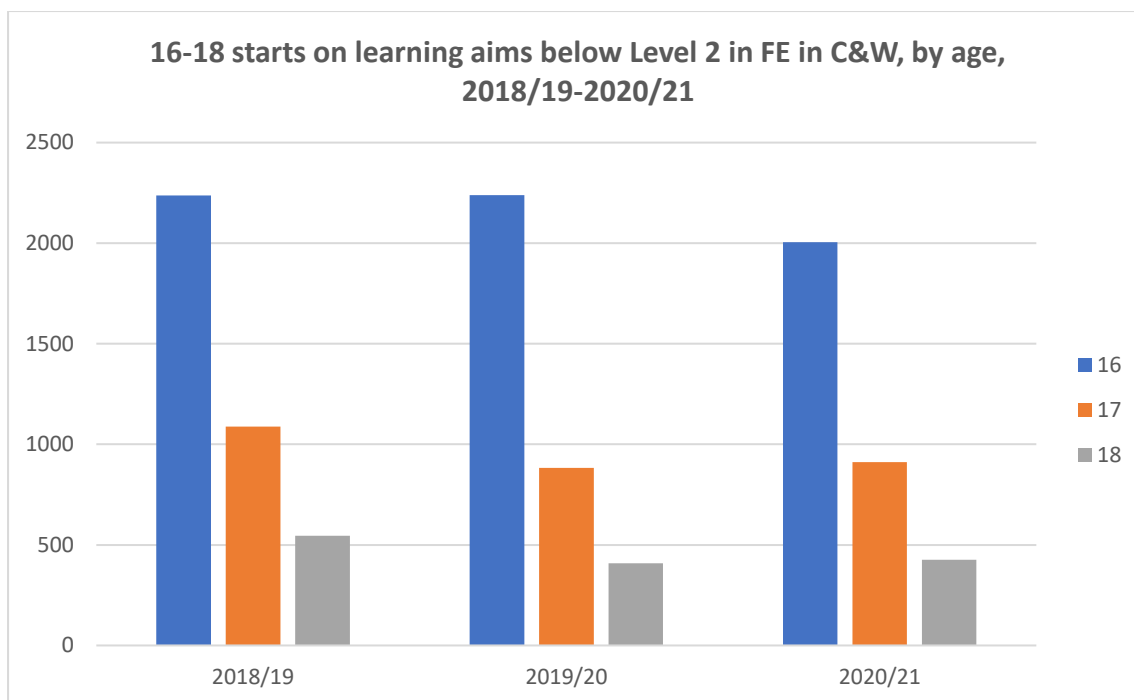
6.1 Learner participation below Level 2

Whilst the overall number of 16-18 learners in FE remained relatively stable between 2018/19 and 2020/21, there was a decline of 14% in the number of learning aim starts below Level 2 in this time.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

Between 2018/19 and 2020/21, starts declined by 10% for 16 year olds, 16% for 17 year olds and 22% for 18 year olds.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

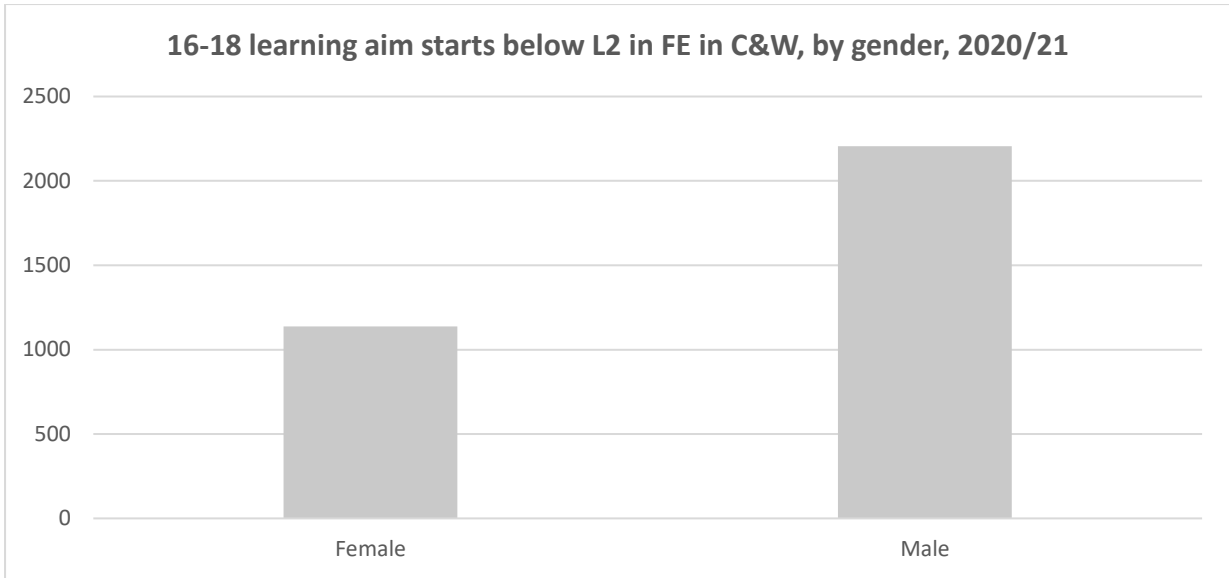
The profile of qualification types below Level 2 delivered to 16-18 year olds remained relatively stable between 2018/19 and 2020/21, with the exception of basic skills Maths and English qualifications which saw a decline of 37% (from 1,536 in 2018/19 to 970 learning aim starts in 2020/21).

16-18 learning aim starts below Level 2 in FE in C&W, by qualification type, 2018/19-2020/21			
Row Labels	2018/19	2019/20	2020/21
Award	384	372	454
Basic Skills Maths and English	1536	1360	970
Certificate	548	451	565
Diploma	1037	978	915
ESOL	129	91	138
Other Non-Regulated	235	275	300
Other Regulated	1	2	0
Total	3870	3529	3342

Source: starts analysis, ESFA localities datacube (residency), 2020/21

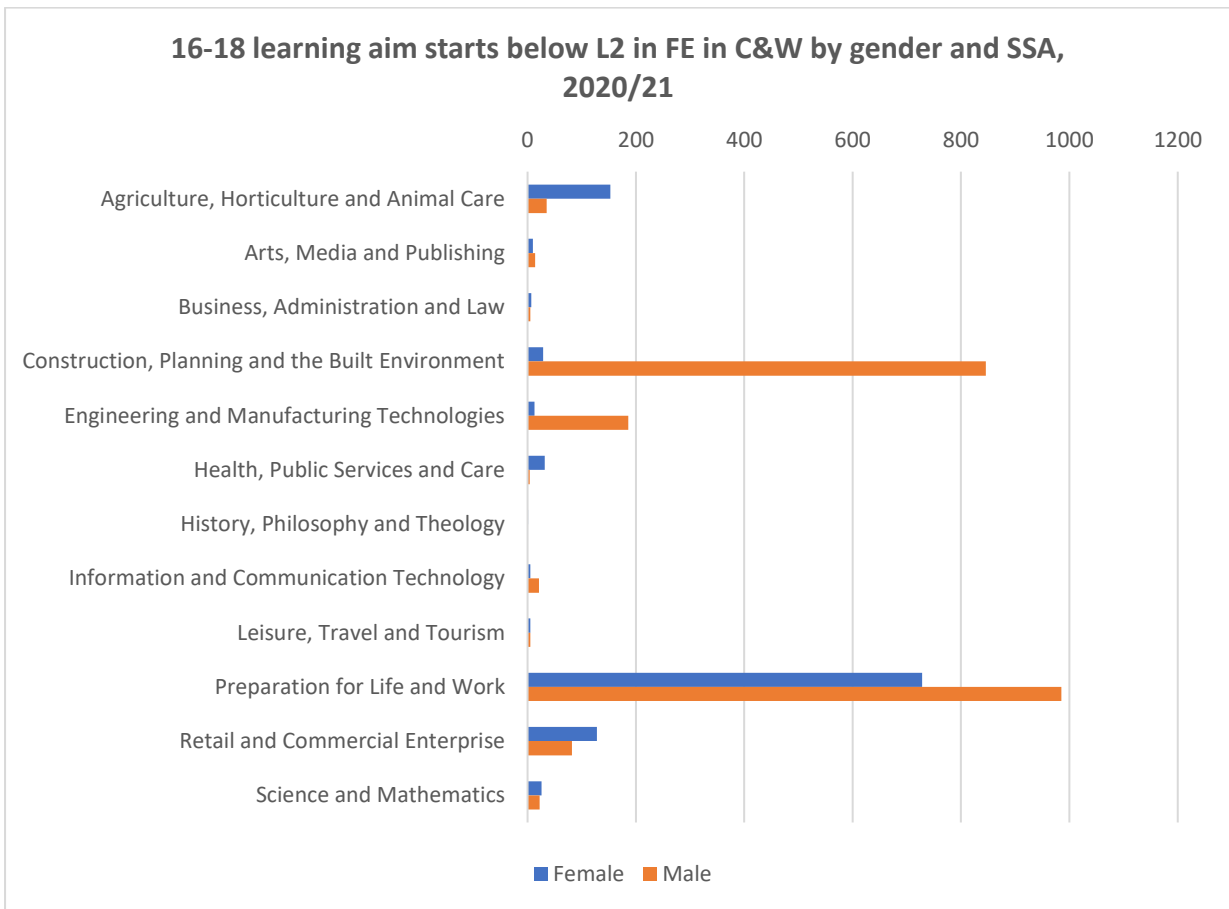
6.2 Characteristics of learners below Level 2

Two thirds of all learning aim starts were by males in 2020/21. This compares with males accounting for 51% of all 16-18 learners in FE.



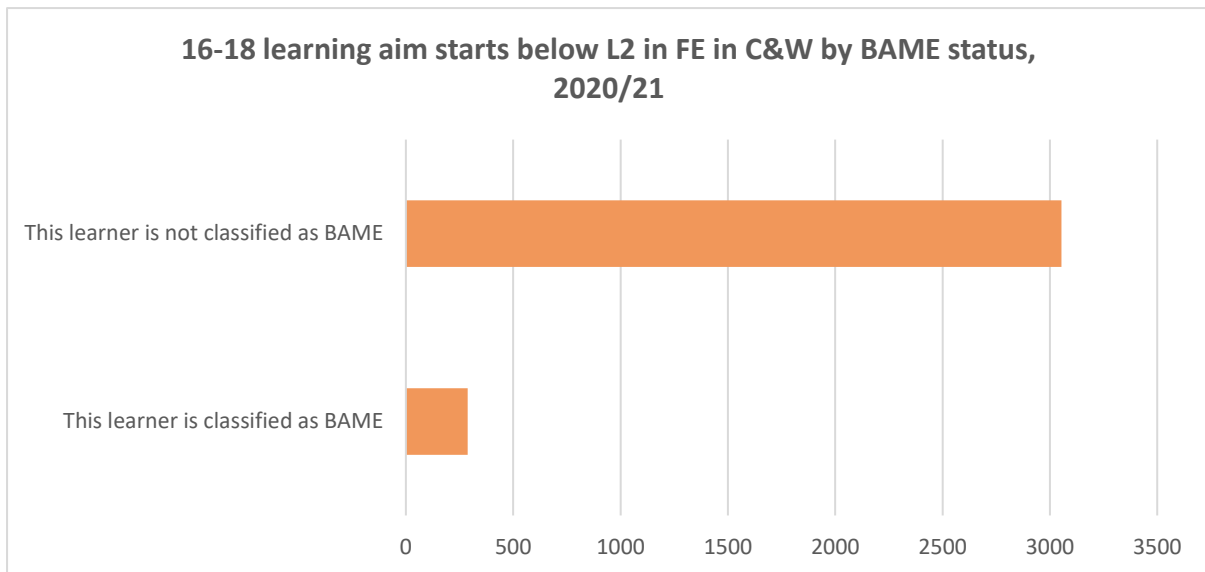
Source: starts analysis, ESFA localities datacube (residency), 2020/21

When the SSAs of learning aim starts below Level 2 by 16-18 year olds are considered, it is clear there are significant gender disparities. 97% of starts in Construction, 94% of starts in Engineering and Manufacturing Technologies and 81% of starts in Information and Communications Technology were by males in 2020/21.



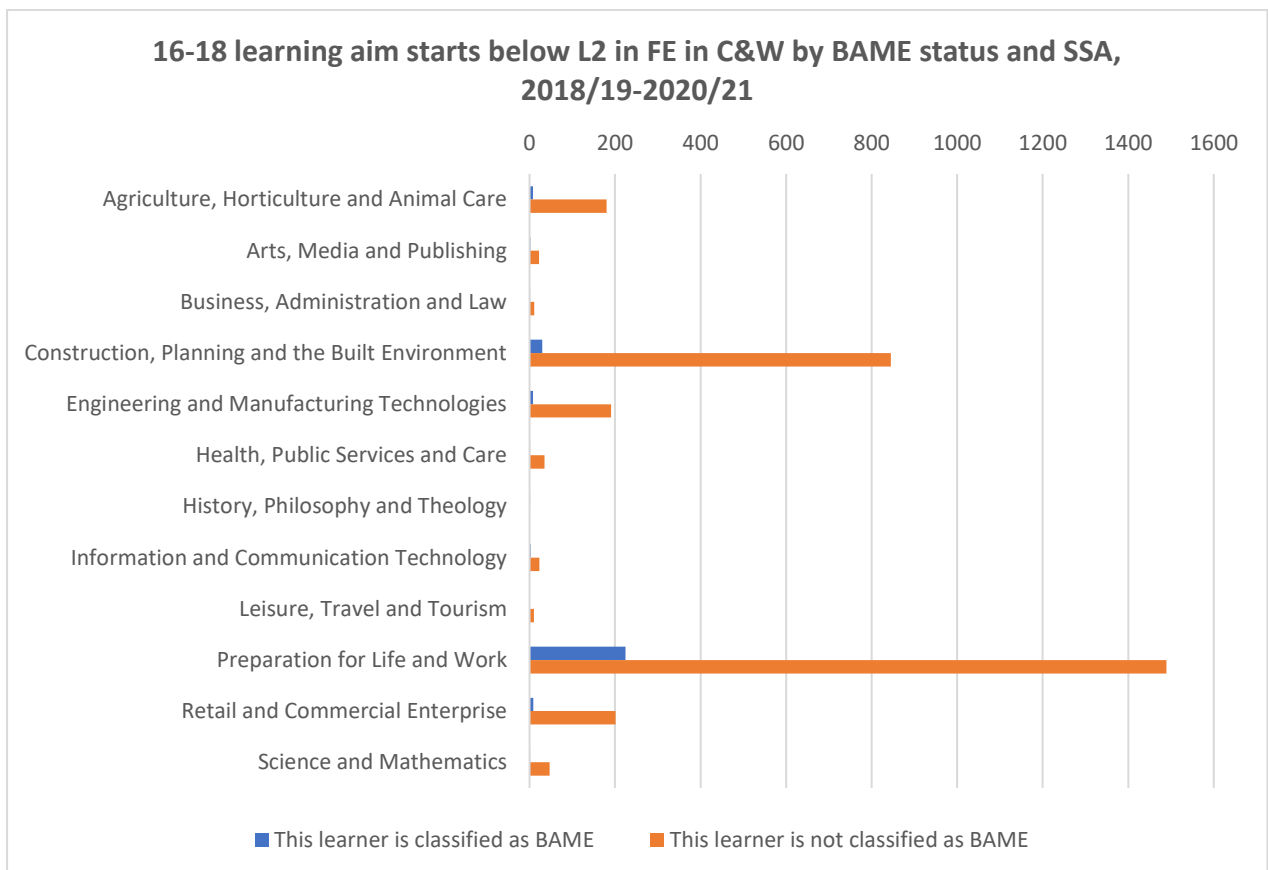
Source: starts analysis, ESFA localities datacube (residency), 2020/21

In 2020/21, 7% of 16-18 learners starting learning aims below Level 2 were classified as BAME.



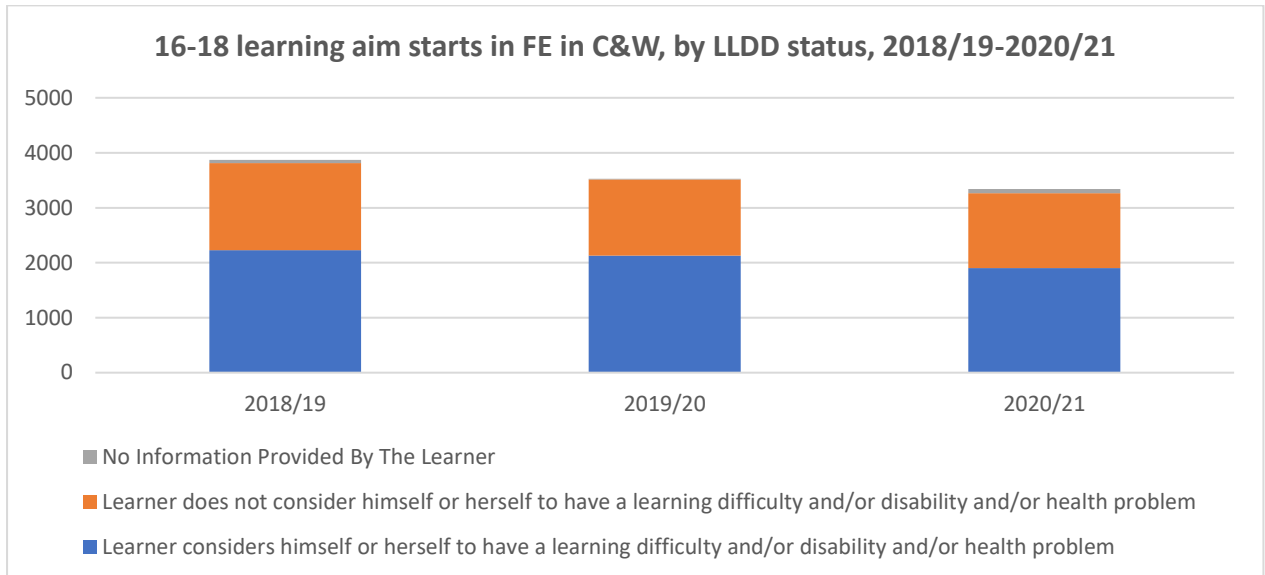
Source: starts analysis, ESFA localities datacube (residency), 2020/21

The proportion of starts below Level 2 by learners aged 16-18 classified as BAME were highest for learning aims classed as 'Preparation for life and work'. These will primarily be basic skills English, ESOL and Maths qualifications.



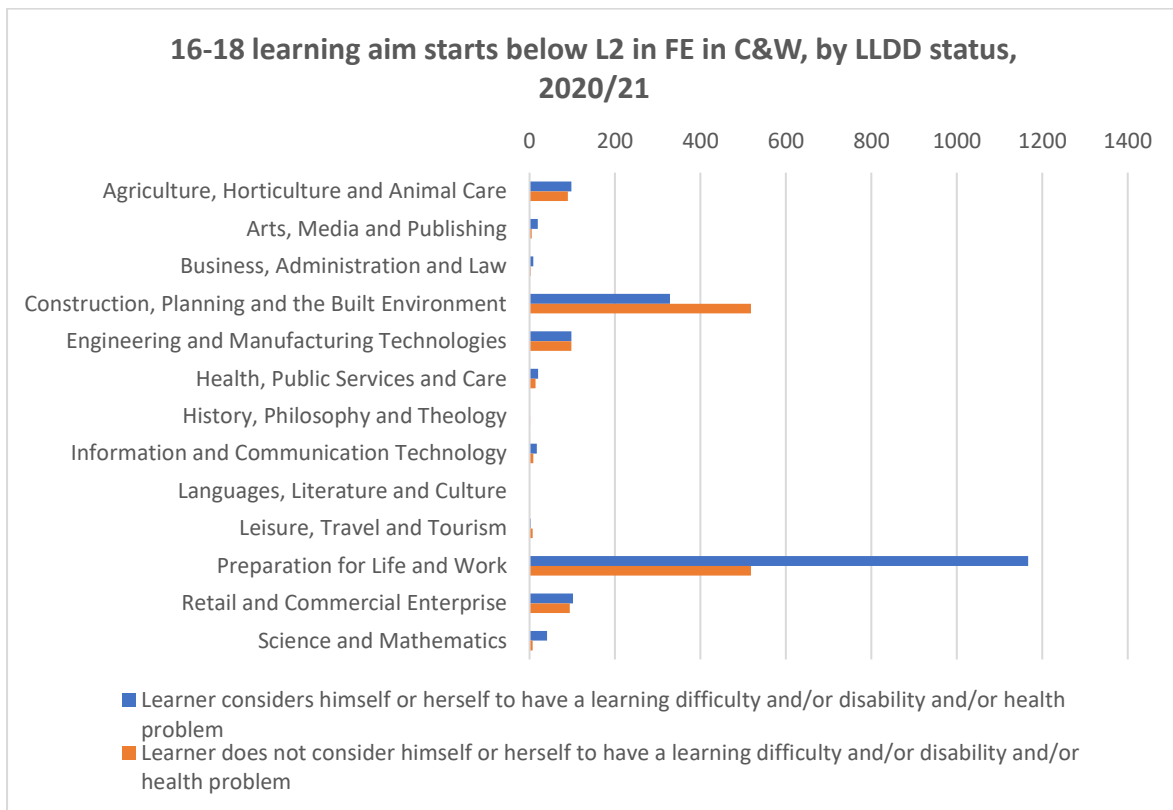
Source: starts analysis, ESFA localities datacube (residency), 2020/21

The proportion of learning aim starts below Level 2 by learners aged 16-18 that considered themselves to have a learning difficulty and/or disability and/or health problem has been between 57% and 60% between 2018/19 and 2020/21.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

Over two thirds of learners starting learning aims classed as 'Preparation for Life and Work' defined themselves in this way. By contrast this proportion fell to 38% for starts in Construction.



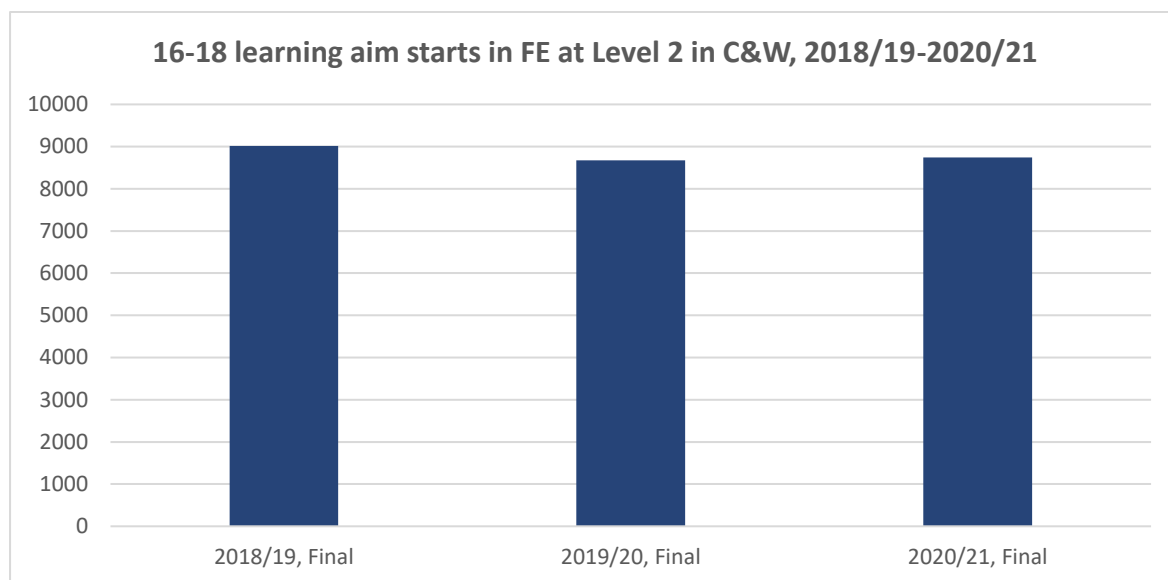
Source: starts analysis, ESFA localities datacube (residency), 2020/21

7 Learning at Level 2

The main routes to a Level 2 qualification for 16-18 year olds is at an FE college or through an apprenticeship. This section of the report will consider delivery of Level 2 learning aims to 16-18 year olds though both FE and an apprenticeship.

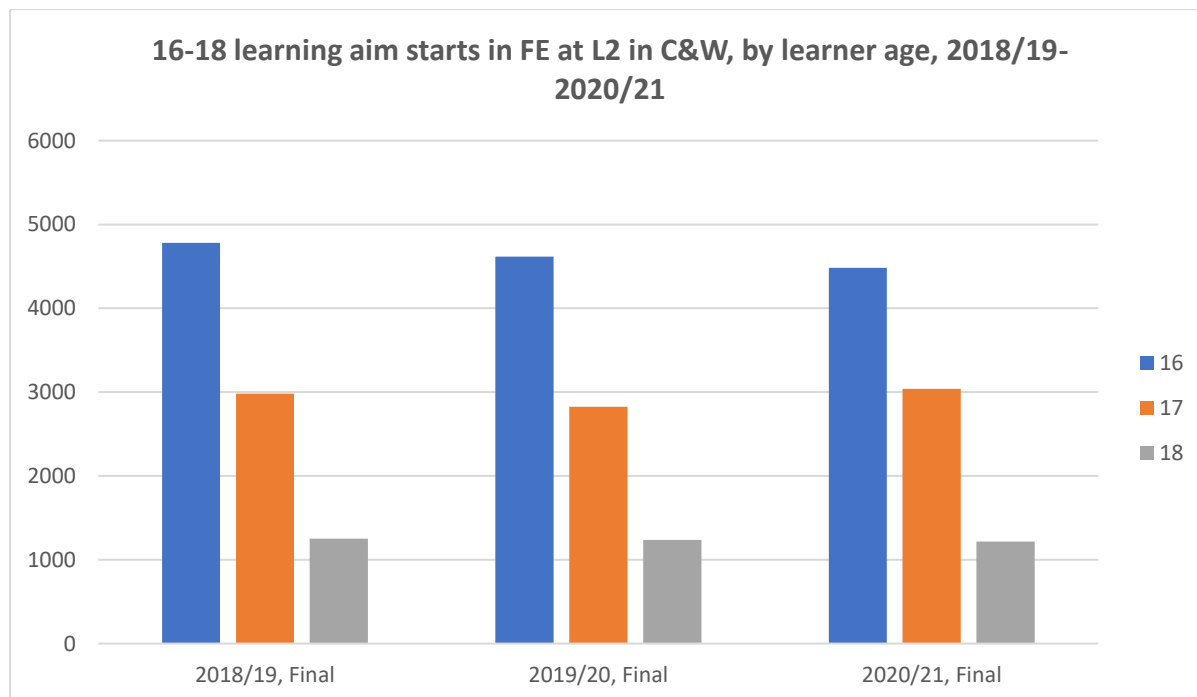
7.1 FE participation

The delivery of learning aims at Level 2 to 16-18 year olds in FE has remained relatively stable at headline level with a decline of 3% from 2018/19 to 2020/21.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

In 2020/21, just over half of all learning aims at Level 2 were delivered to 16 year olds, with the proportion delivered to 18 year olds being 1 in 7.



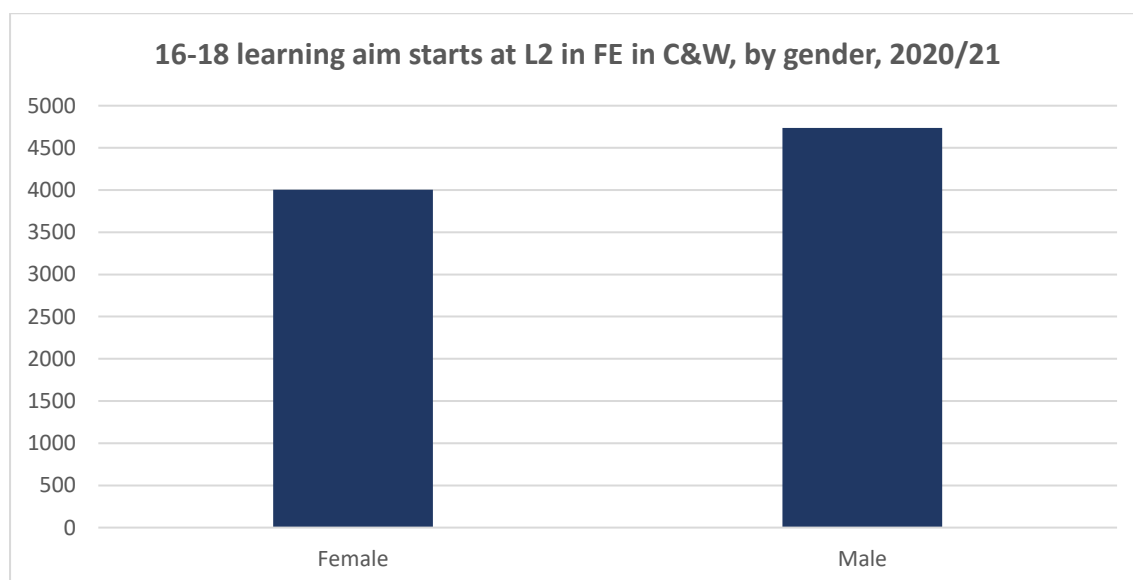
Source: starts analysis, ESFA localities datacube (residency), 2020/21

In 2020/21, over half of the learning aims delivered at Level 2 to 16-18 year olds were GCSE Maths and English, although volumes of this type of qualification declined by 13% between 2018/19 and 2020/21, which may reflect a decline in the number of entrants to post-16 FE without English and Maths.

16-18 learning aims at L2 in FE in C&W, by qualification type, 2018/19 – 2020/21			
	2018/19	2019/20	2020/21
Award	230	172	353
Basic Skills Maths and English	149	197	158
Certificate	907	652	660
Diploma	1397	1549	1690
ESOL	3	4	0
GCSE Maths and English	5415	5213	4703
GCSE Other	21	19	23
Other Non-Regulated	857	840	1137
Other Regulated	34	29	15
Total	9013	8675	8739
<i>Source: starts analysis, ESFA localities datacube (residency), 2020/21</i>			

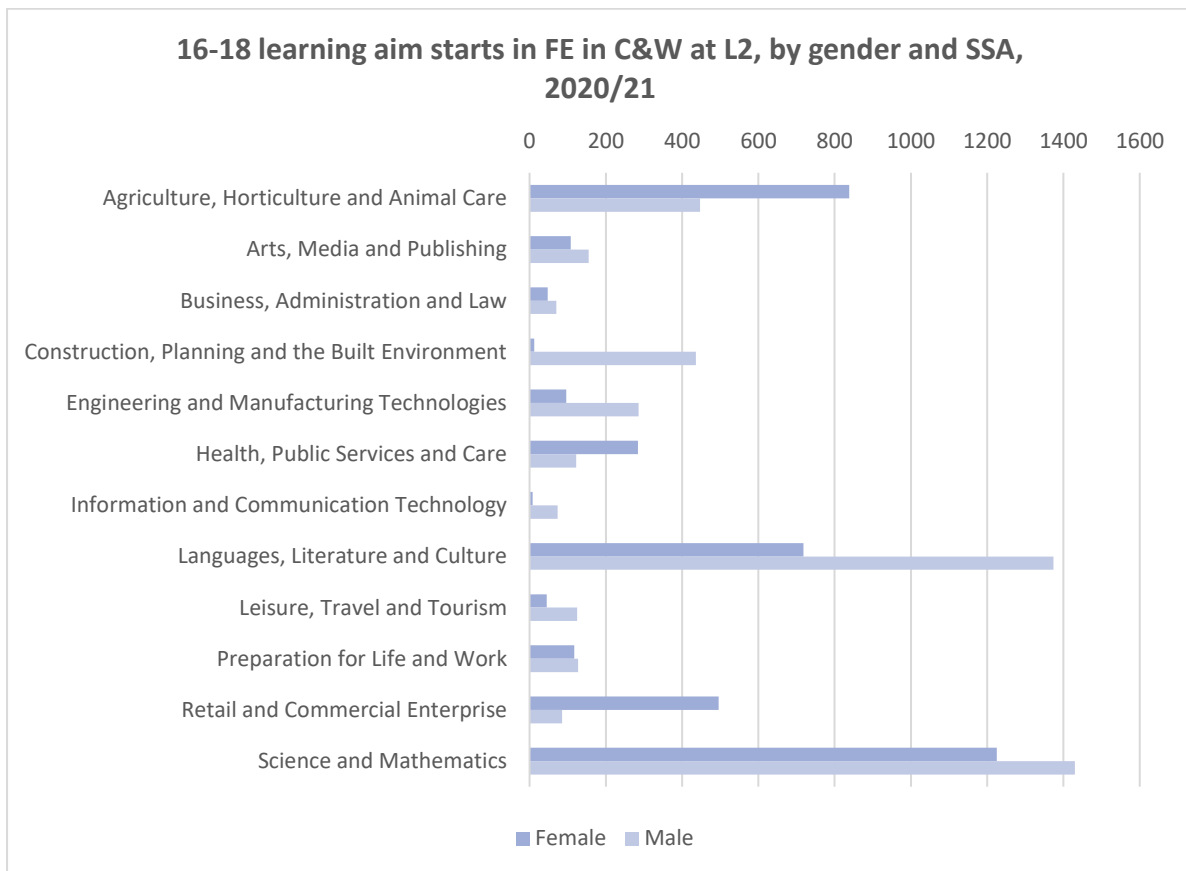
7.2 FE learner characteristics

In 2020/21, just over half (54%) of all learning aim starts by 16-18 year olds were by males. This was similar to the overall proportion of males in 16-18 FE which was 51%.



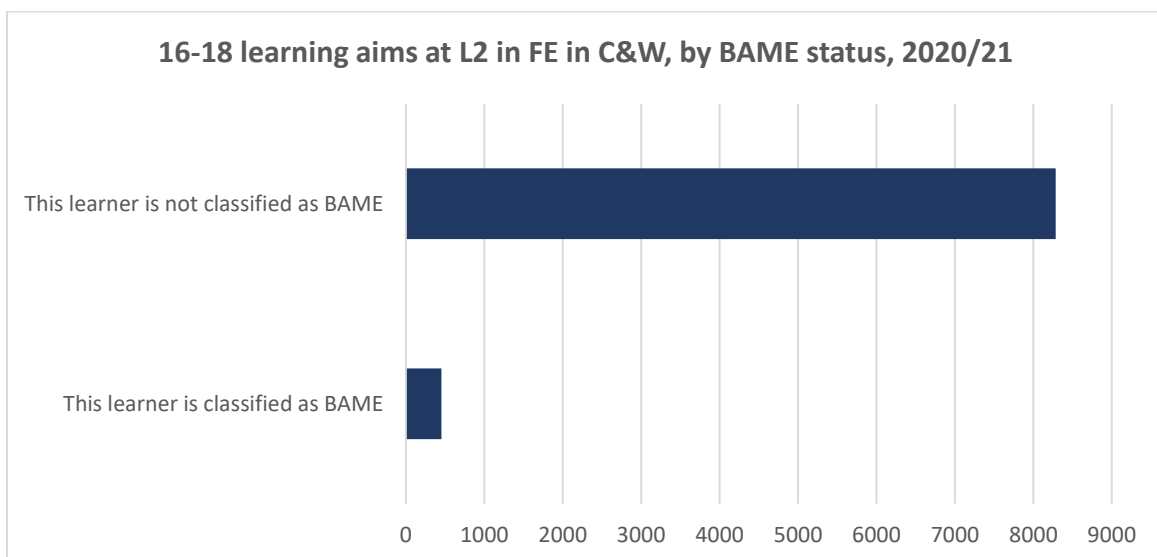
However, this relatively even split between genders at headline level disguised significant gender disparities within particular Sector Subject Areas (SSAs), with males accounting for 97% of all learning aim starts in Construction, 90% of all learning aim starts in ICT, and 75% of learning aim starts in Engineering and Manufacturing Technologies. Conversely, females accounted for 85% of

starts in Retail and Commercial Enterprise and almost two thirds of starts in Agriculture, Horticulture and Animal Care.



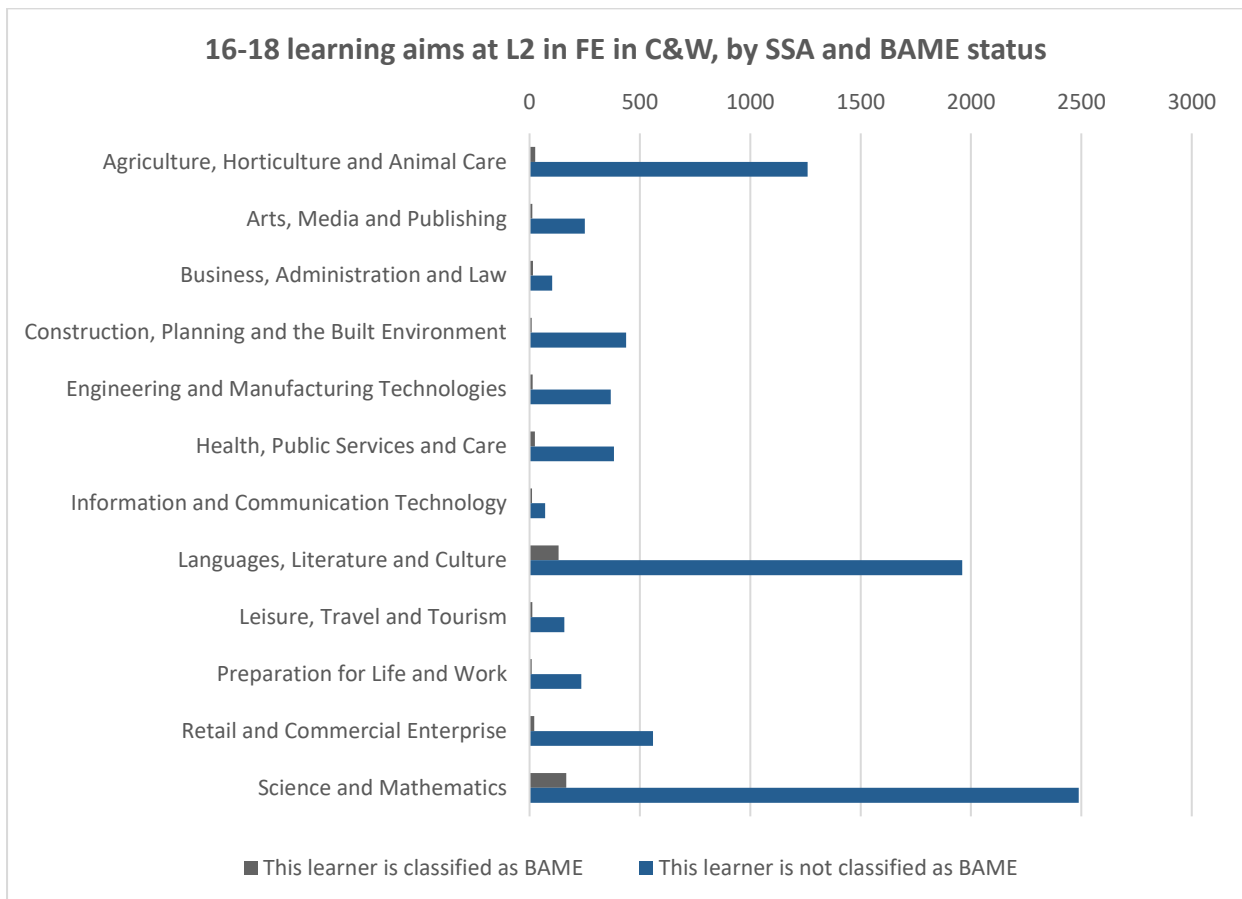
Source: starts analysis, ESFA localities datacube (residency), 2020/21

In 2020/21, 5% of 16-18 learning aim starts were by learners classified as BAME.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

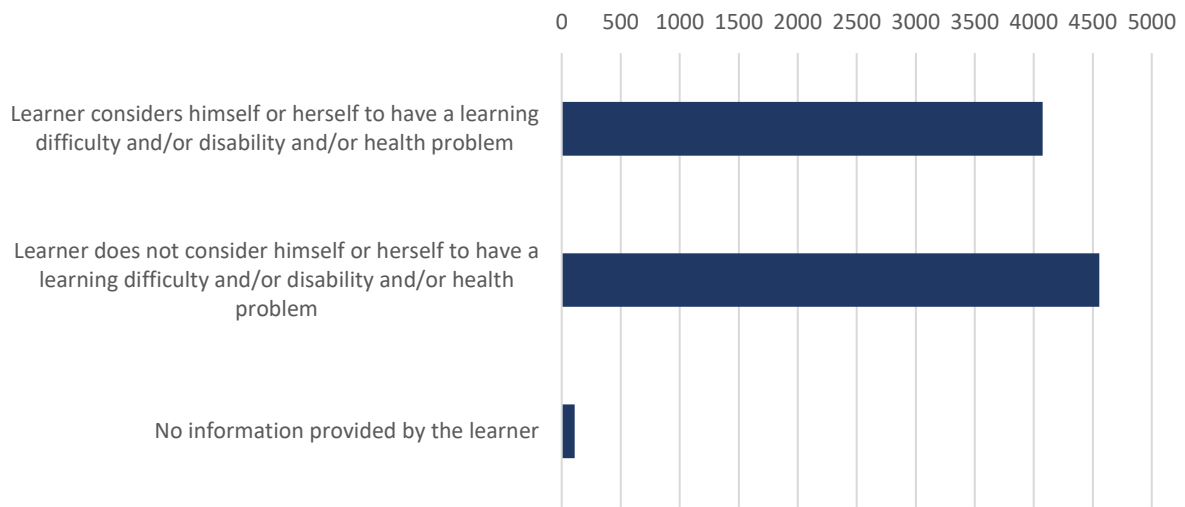
At the level of Sector Subject Area, BAME learners accounted for between 2% of learning aim starts (Agriculture, Horticulture and Animal Care) and 13% (Information and Communication Technology and Business, Administration and Law).



Source: starts analysis, ESFA localities datacube (residency), 2020/21

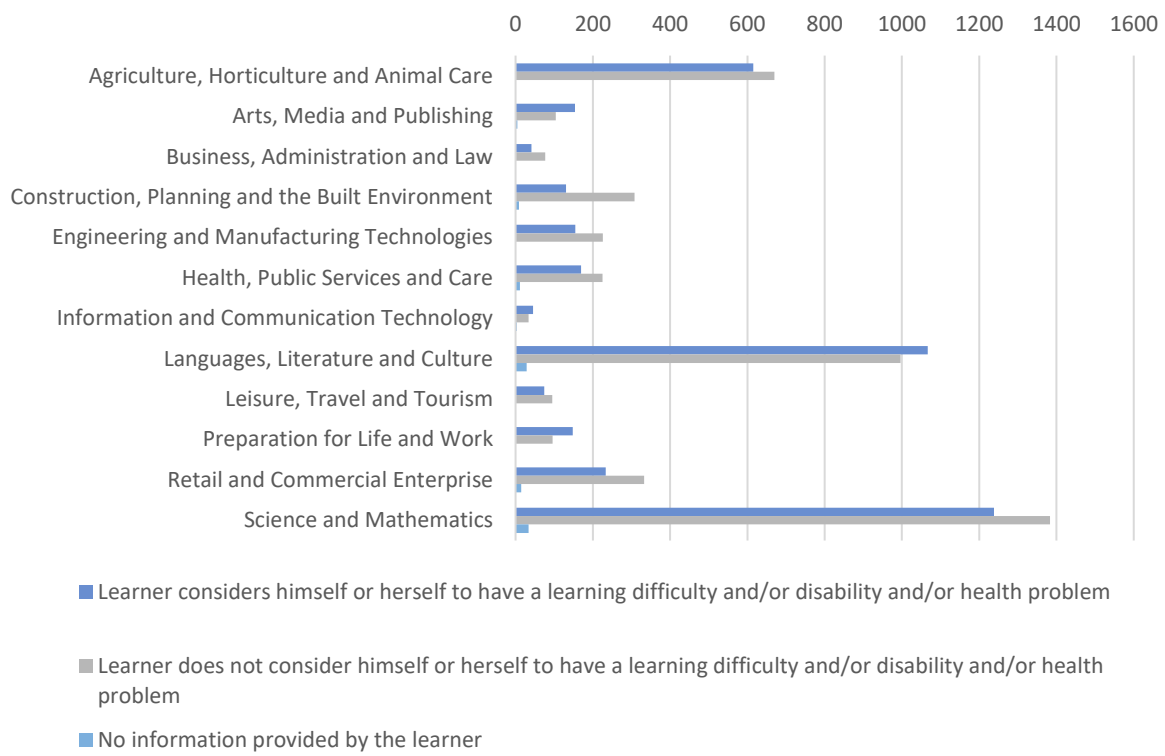
Overall, slightly less than half (47%) of all learners starting learning aims at Level 2 considered themselves to have a learning difficulty and/or disability and/or health problem. This proportion rose to 61% for starts on aims classified as preparation for life and work.

16-18 learning aims at L2 in FE in C&W, by LLDD status, 2020/21



Source: starts analysis, ESFA localities datacube (residency), 2020/21

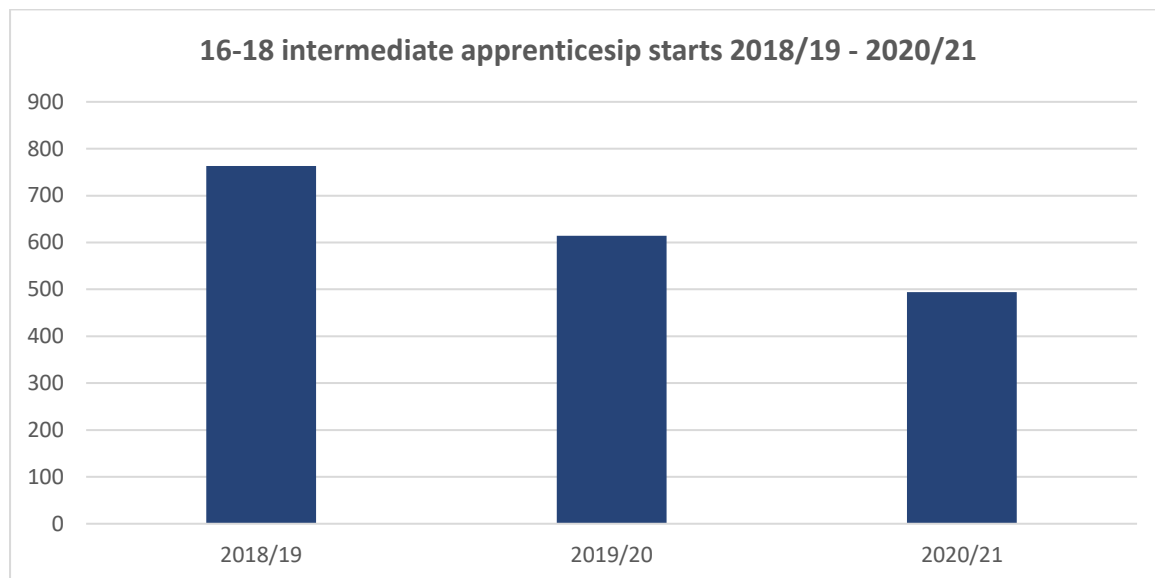
16-18 learning aims in FE in C&W, by LLDD status and SSA, 2020/21



Source: starts analysis, ESFA localities datacube (residency), 2020/21

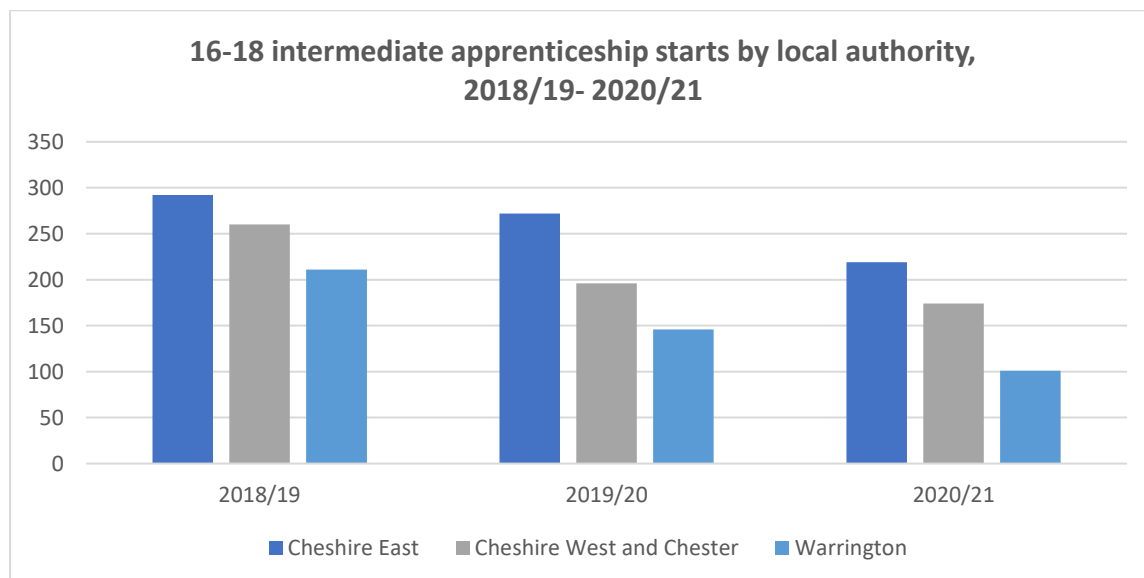
7.3 Apprenticeship participation

The number of starts on Level 2 (Intermediate) apprenticeships by residents of Cheshire and Warrington aged 16-18 declined by 35% between 2018/19 and 2020/21 from 763 to 494.



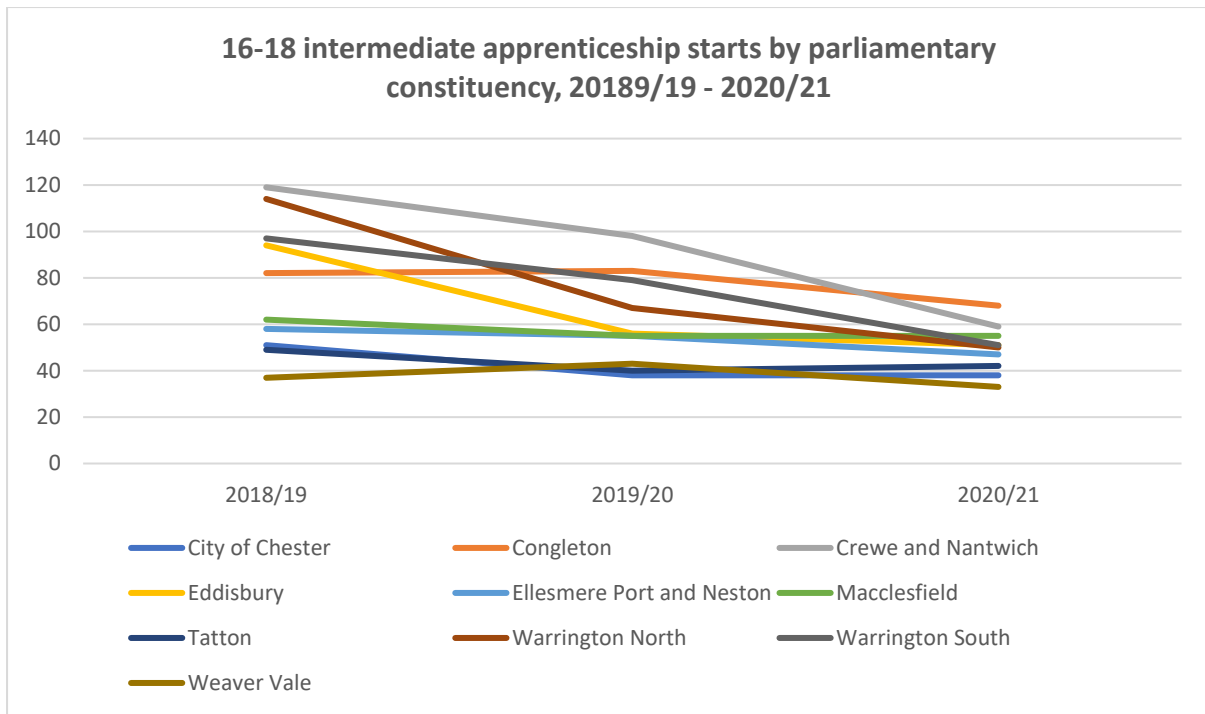
Source: starts analysis, ESFA localities datacube (residency), 2020/21

In this time, every local authority in Cheshire and Warrington saw a decline in intermediate apprenticeship starts. The decline in Cheshire East was 25%, Cheshire West and Chester 33%, and Warrington 52%.



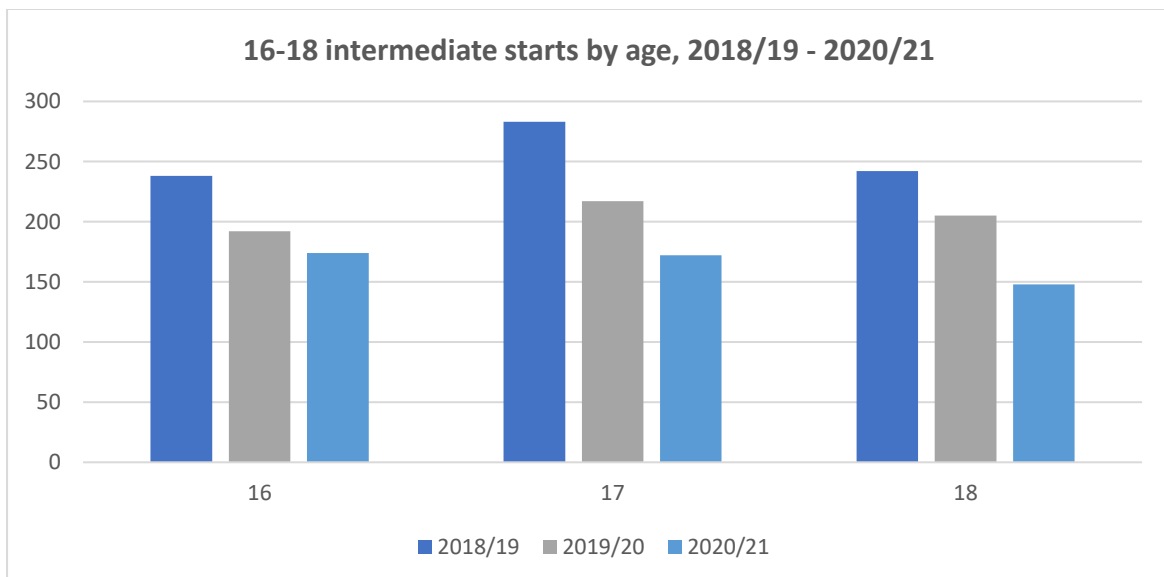
Source: starts analysis, ESFA localities datacube (residency), 2020/21

This was also the case for every parliamentary constituency in Cheshire and Warrington, where declines were in the range of 11% (Weaver Vale and Macclesfield) to 56% (Warrington North).



Source: starts analysis, ESFA localities datacube (residency), 2020/21

The decline in intermediate apprenticeship starts by residents of Cheshire and Warrington aged 16-18 between 2018/19 and 2020/21 was also experienced fairly uniformly by age with the decline being 27% for those aged 16, 29% for those aged 17 and 39% for those aged 18.

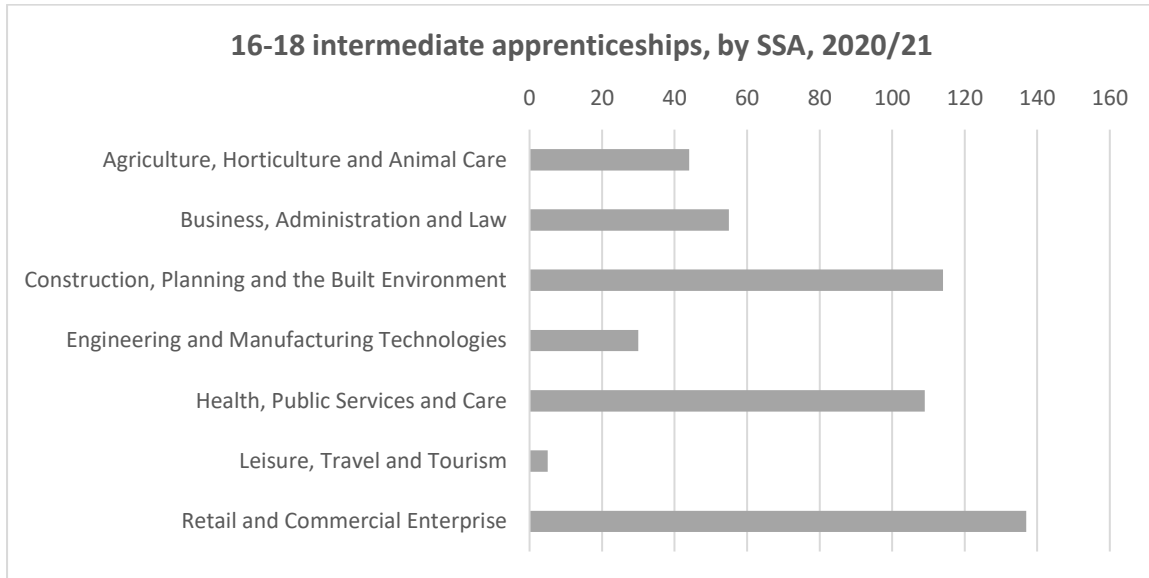


Source: starts analysis, ESFA localities datacube (residency), 2020/21

Almost three quarters of starts on intermediate apprenticeships by residents of Cheshire and Warrington aged 16-18 were in the three Sector Subject areas of:

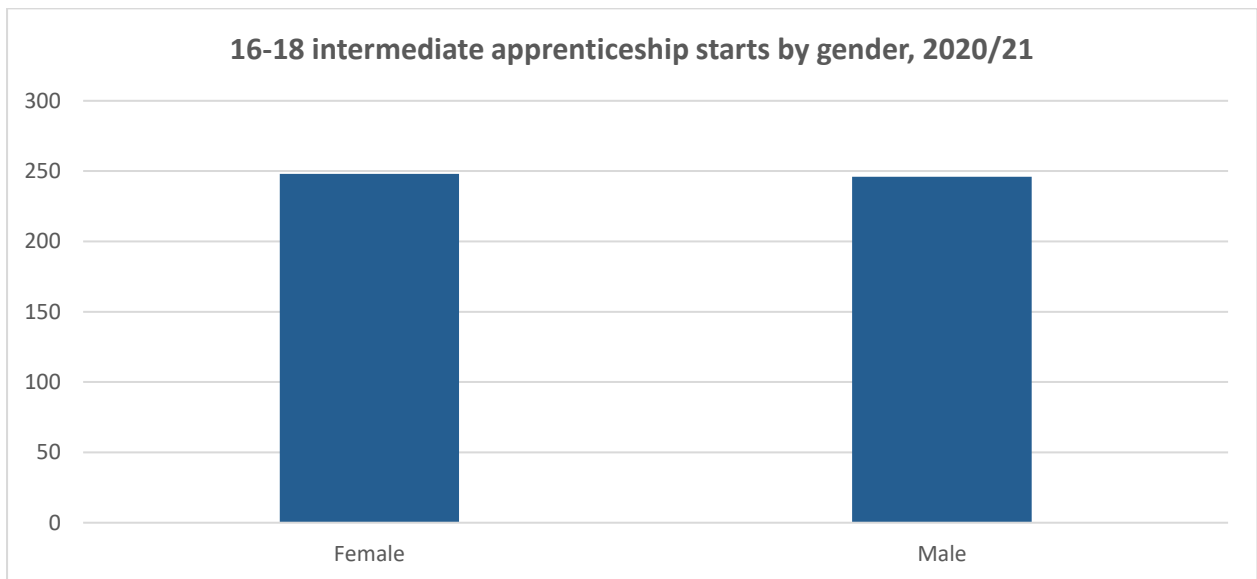
- Construction, Planning and the Built Environment;
- Health, Public Services and Care; and

- Retail and Commercial Enterprise



7.4 Apprentice characteristics

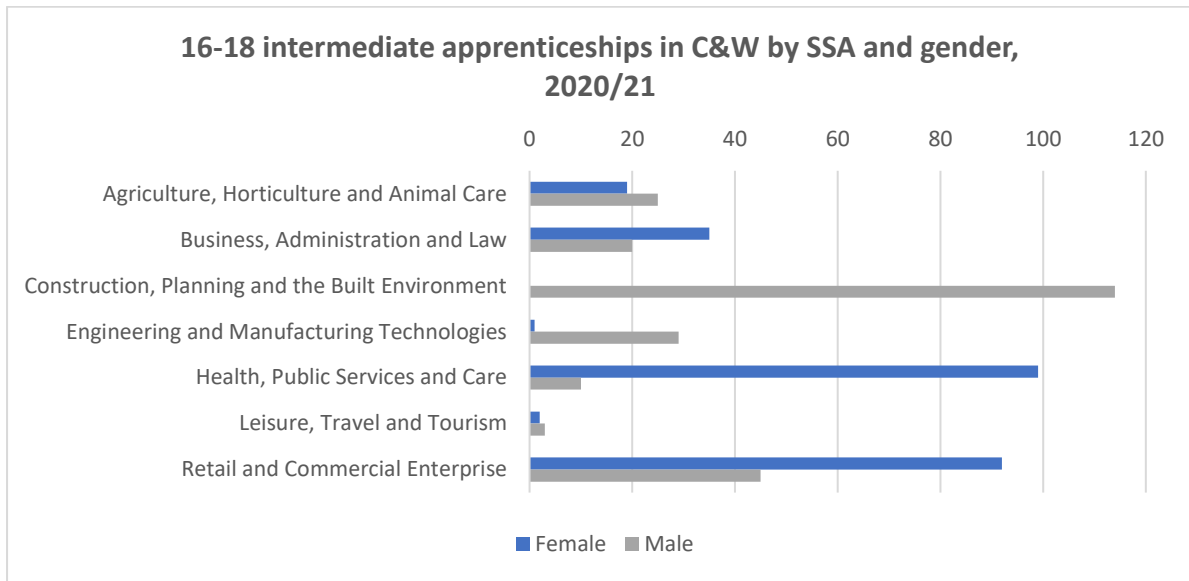
In 2020/21, there was an even male/female split in those aged 16-18 and resident in Cheshire and Warrington starting an intermediate apprenticeship.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

However, this headline parity disguised significant gender disparity at the level of Sector Subject Area. Every intermediate apprenticeship start in Construction, Planning and the Built Environment was by a male. 97% of starts in Engineering and Manufacturing Technologies were by males. 91% of

starts in Health, Public Services and Care and two thirds of starts in Retail and Commercial Enterprise were by females.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

8 Learning at Level 3

Learners aged 16-18 in Cheshire and Warrington will secure a Level 3 qualification in school, in college or through an apprenticeship. Quite a lot of data is available regarding the delivery of Level 3 qualifications in college and through apprenticeships. This is not the case for delivery in schools. The information regarding the aggregate curriculum offered in schools is limited. Whilst it is a reasonable assumption that most delivery in school sixth forms will be of A Levels, it is possible that other qualifications at level 3 and below – for example BTECs or AS Levels – will be delivered by some school sixth forms.

This restriction on the availability of data about schools delivery means that the analysis below focuses mostly on activity that has been delivered through apprenticeships or in a further education setting. That data which is available on schools delivery is considered at the end of the chapter.

8.1 FE Participation

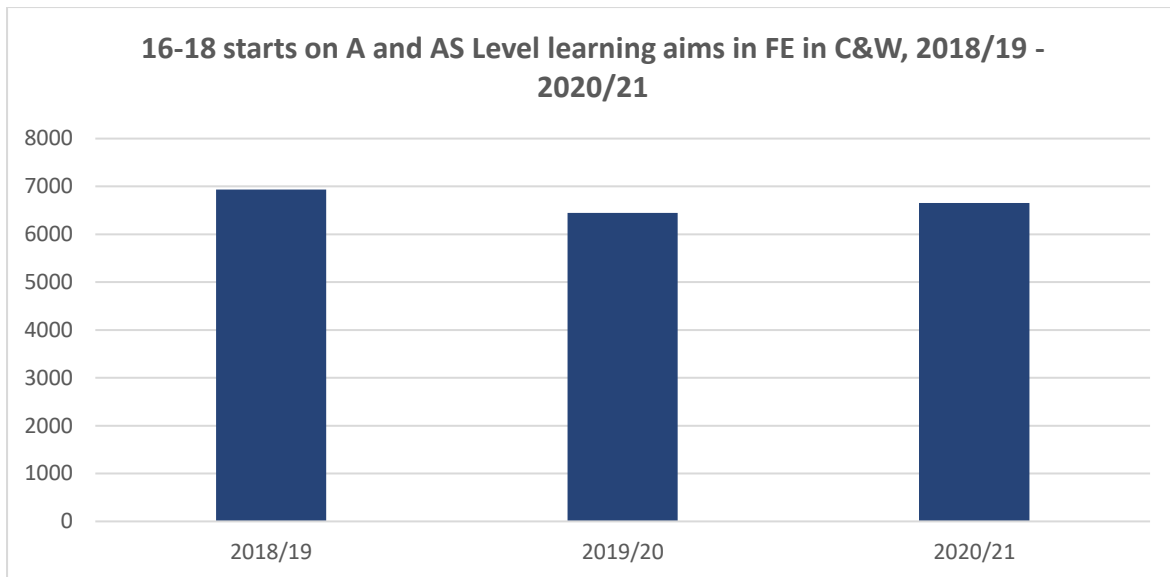
The table below sets out the types of qualifications at Level 3 that were delivered to residents of Cheshire and Warrington aged 16-18 in FE 2018/19-2020/21. There were c6.6k 'academic' ('A' and 'AS') learning aim starts and c5.4k 'vocational (certificates and diplomas) learning aim starts in 2020/21. It is important to remember that there is not always a direct read across from learning aim starts to learner numbers. This is particularly the case on 'academic' programmes where a learner might be enrolled on three of four learning aims at the same time.

16-18 learning aim starts in FE in C&W, by qualification type, 2018/19-2020/21			
	2018/19	2019/20	2020/21
A Level	5498	4894	4947
Access to HE	21	8	12
AS Level	1434	1554	1709
Award	89	52	38
Certificate	1232	1110	1653
Diploma	4631	5116	3788
Other Non-Regulated	81	76	13
Other Regulated	291	300	268
<i>Source: starts analysis, ESFA localities datacube (residency), 2020/21</i>			

For the remainder of this sub-section on FE participation, data on academic and vocational programmes will be considered separately.

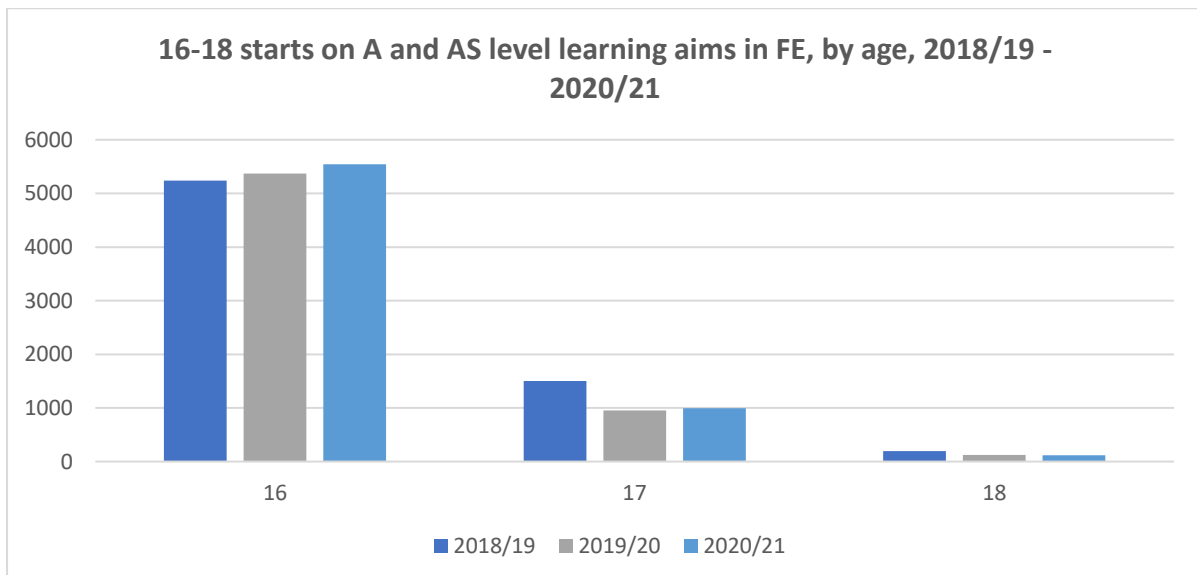
8.2 FE participation A and AS level

The volume of academic learning aim starts by Cheshire and Warrington residents aged 16-18 between 2018/19 and 2020/21 remained broadly stable, with a slight decrease of 4% in this time.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

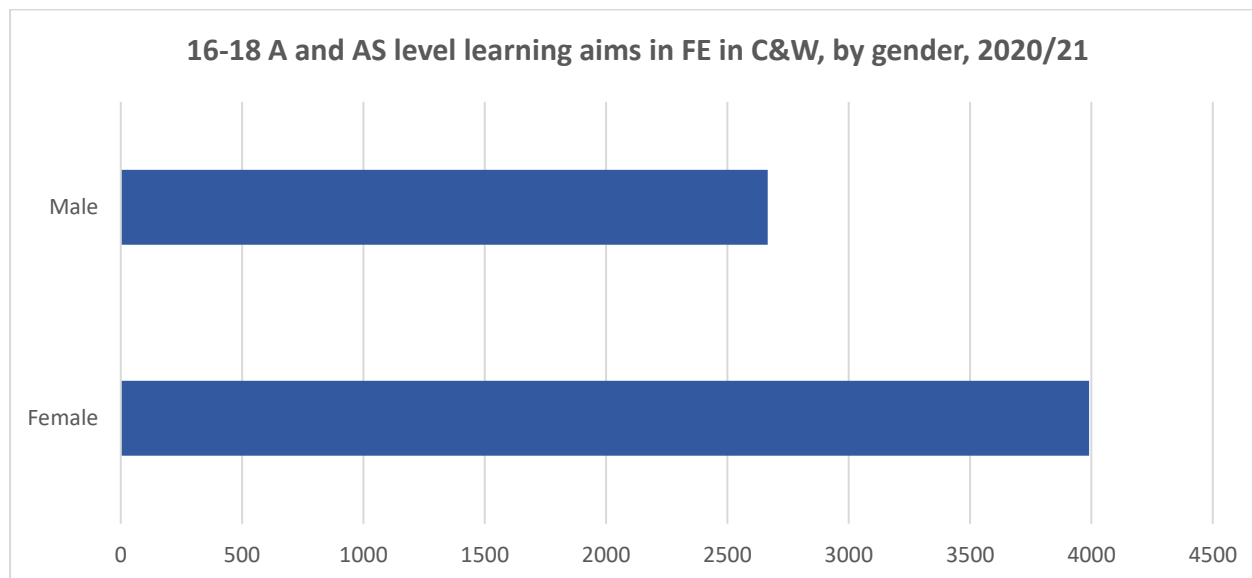
The age profile of academic starts in FE by residents of Cheshire and Warrington aged 16-18 is skewed to 16 year olds, who accounted for 83% of such starts in 2020/21. This was a 6% increase in the number of 16 year olds starting academic learning aims in 2020/21 compared with 2018/19. By contrast, the number of 17 and 18 year olds starting academic aims fell quite sharply in this time (decreases of 34% and 40% respectively).



Source: starts analysis, ESFA localities datacube (residency), 2020/21

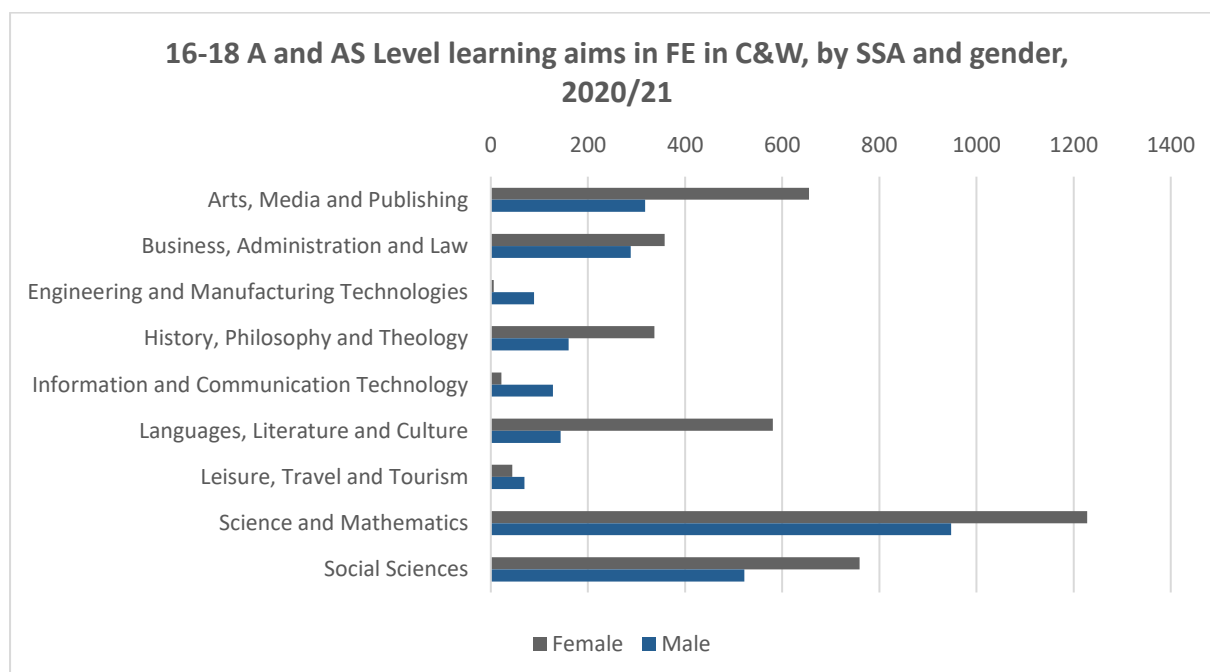
8.3 FE A and AS Level learner characteristics

In 2020/21 there was a 60/40 female/male gender split in starts on academic learning aims in FE by residents of Cheshire and Warrington aged 16-18.



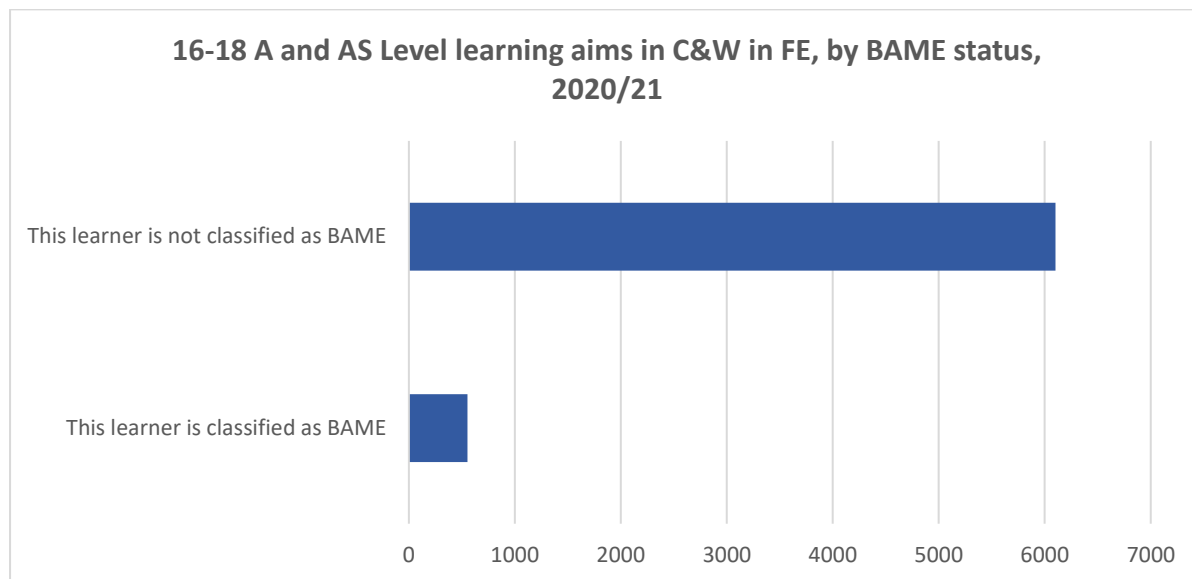
Source: starts analysis, ESFA localities datacube (residency), 2020/21

Gender disparities were evident in a number of Sector Subject Areas, with 80% of starts in Languages, Literature and Culture, 68% of starts in History, Philosophy and Theology and 67% of starts in Arts, Media and Publishing being by females. Conversely, 94% of starts in Engineering and Manufacturing Technologies and 85% of starts in Information and Communication Technology were by males.



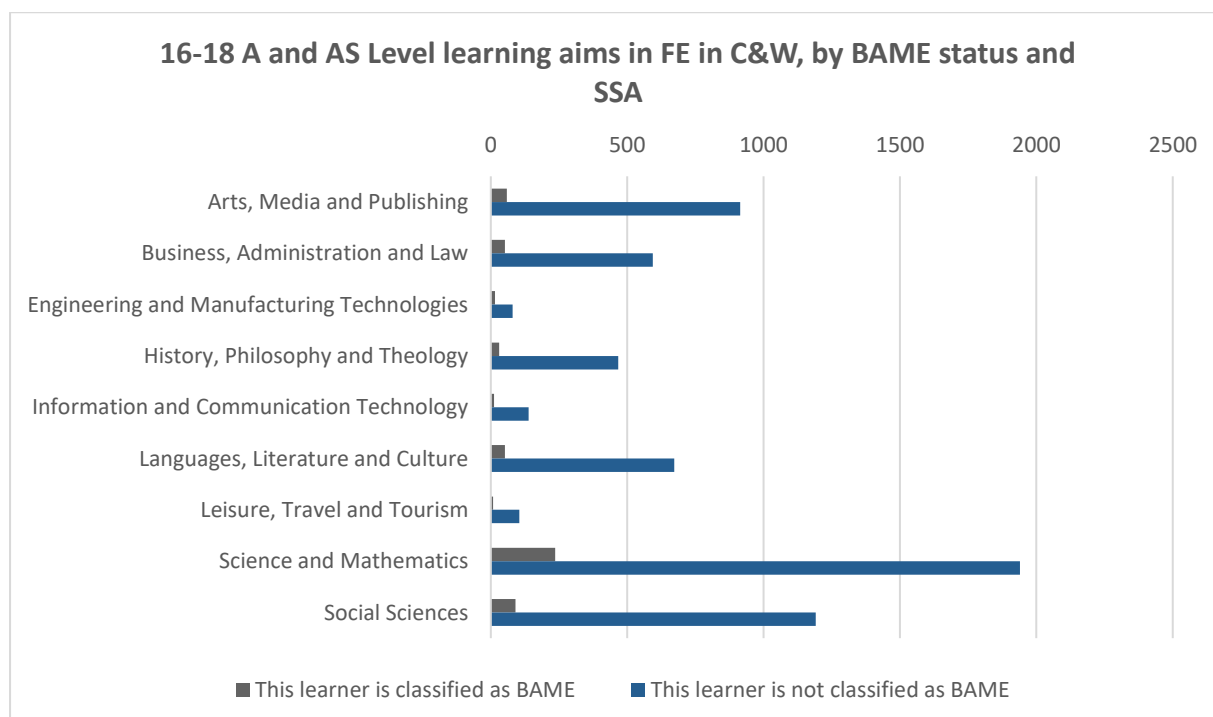
Source: starts analysis, ESFA localities datacube (residency), 2020/21

8% of starts on academic learning aims by residents of Cheshire and Warrington aged 16-18 were by learners classed as BAME. This is a slightly higher percentage than the percentage of all learners aged 16-18 classed as BAME which was 6%.



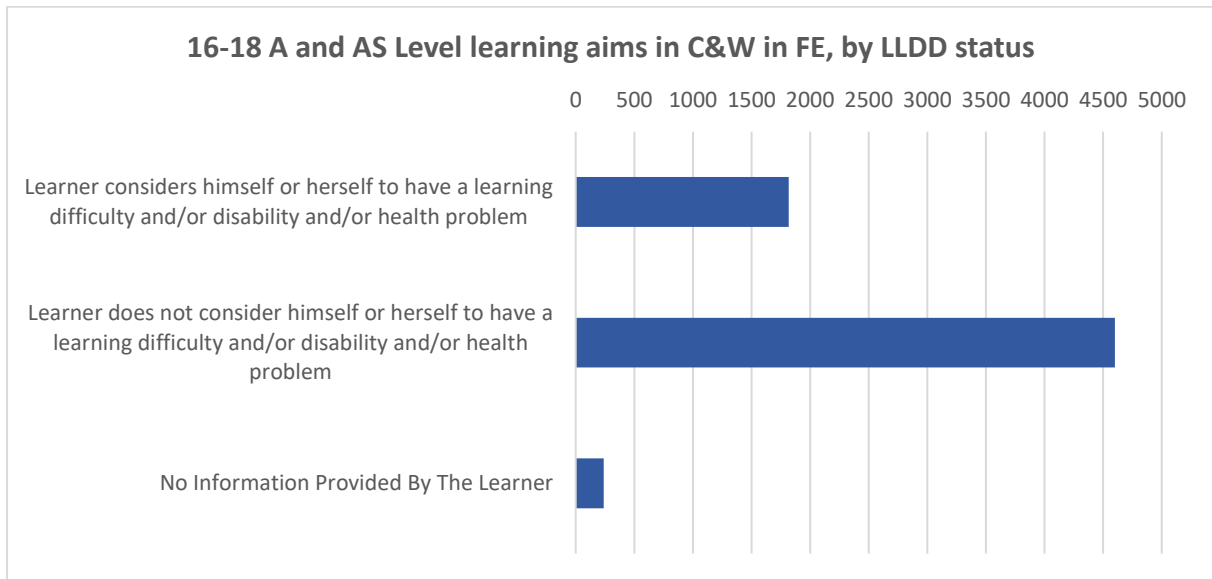
Source: starts analysis, ESFA localities datacube (residency), 2020/21

By Sector Subject Area, academic Level 3 starts by learners classed as BAME ranged from 16% in Engineering and Manufacturing Technologies to 6% in Arts, Media and Publishing/ History, Philosophy and Theology.



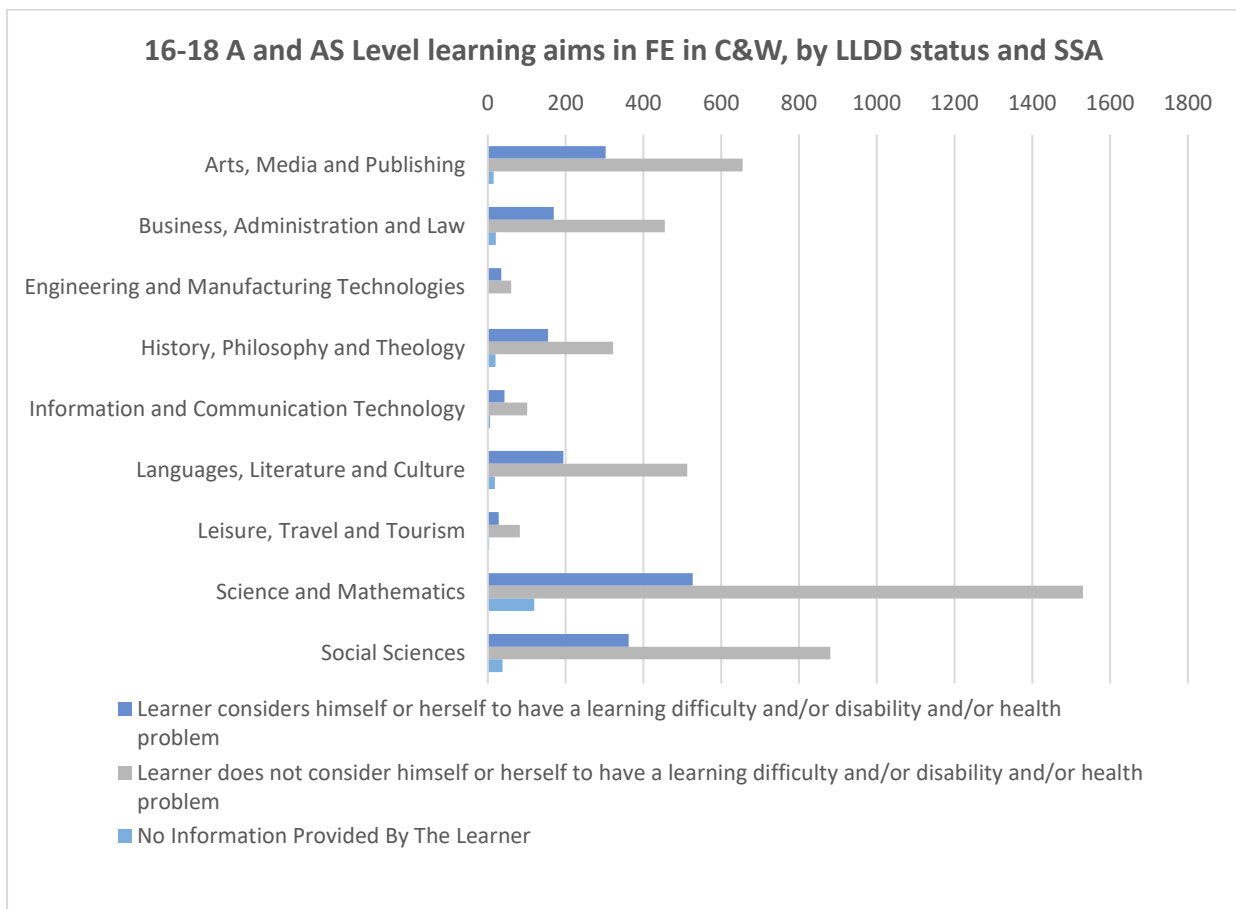
Source: starts analysis, ESFA localities datacube (residency), 2020/21

Overall, 28% of all 16-18 learners starting academic learning aims at Level 3 considered themselves to have a learning difficulty and/or disability and/or health problem.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

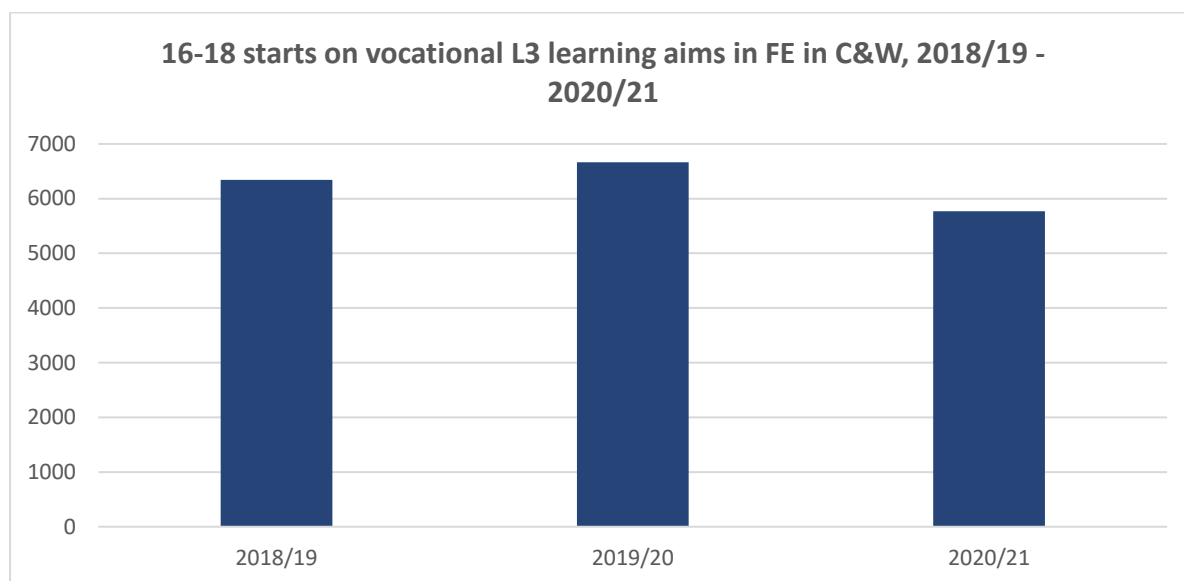
This proportion of LLDD was fairly consistent across Sector Subject Areas, being in the range of 26% (Leisure, Travel and Tourism and Science and Mathematics) to 37% (Engineering and Manufacturing Technologies).



Source: starts analysis, ESFA localities datacube (residency), 2020/21

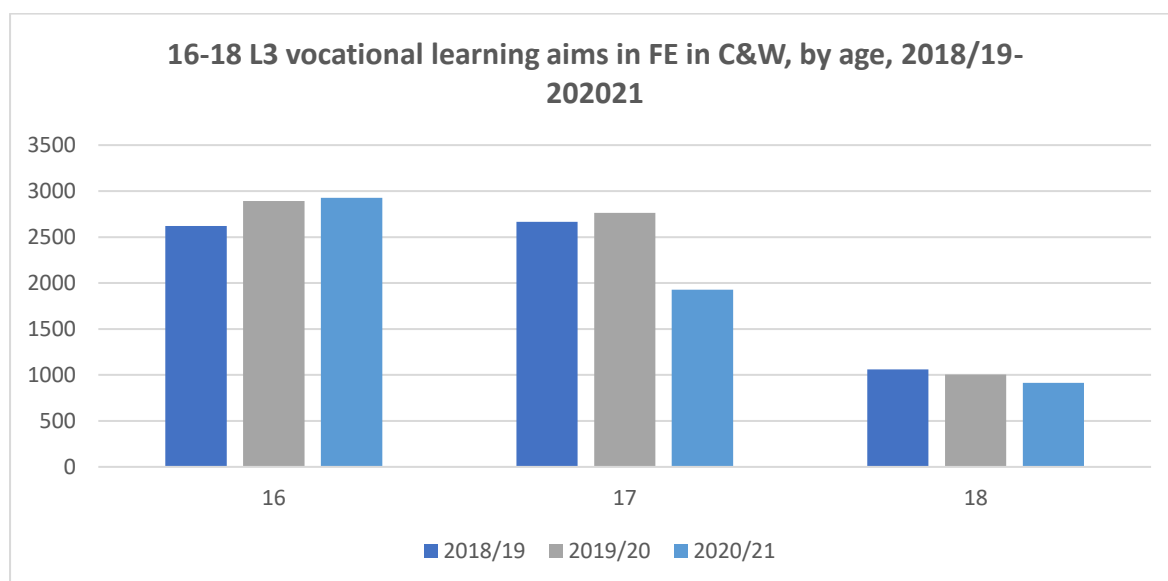
8.4 FE Participation vocational L3

The volume of vocational learning aim starts at Level 3 by Cheshire and Warrington residents aged 16-18 between 2018/19 and 2020/21 saw a decrease of 9% in this time.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

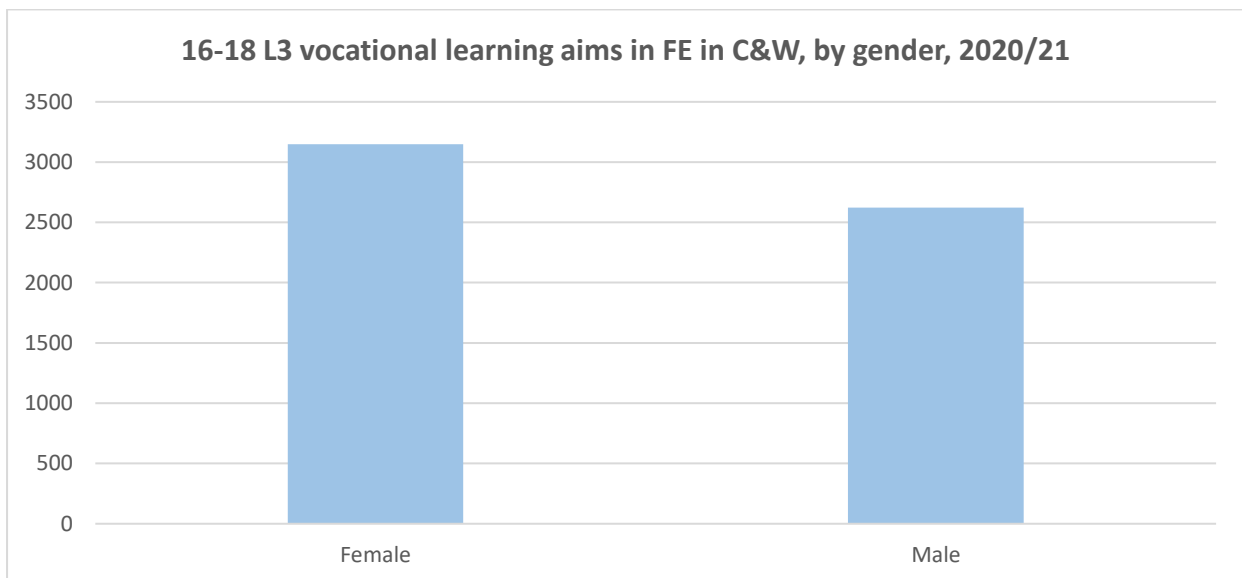
The majority (51%) of Level 3 vocational starts in FE by residents of Cheshire and Warrington aged 16-18 were by 16 year olds. However, this proportion is considerably lower than for the percentage of starts on academic programmes by 16 year olds which was 83% in 2020/21. A third of Level 3 vocational starts in FE in 2020/21 by residents of Cheshire and Warrington aged 16-18 were by 17 year olds.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

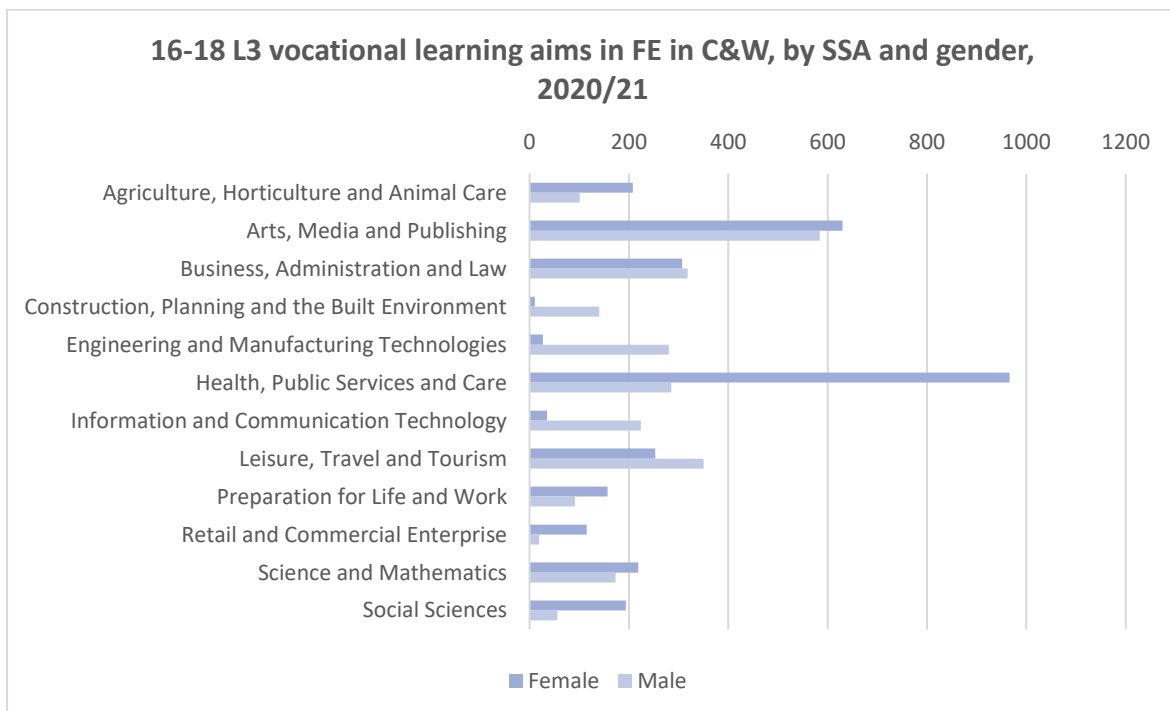
8.5 FE vocational L3 learner characteristics

In 2020/21 there was a 55/45 female/male gender split in starts on vocational learning aims in FE by residents of Cheshire and Warrington aged 16-18.



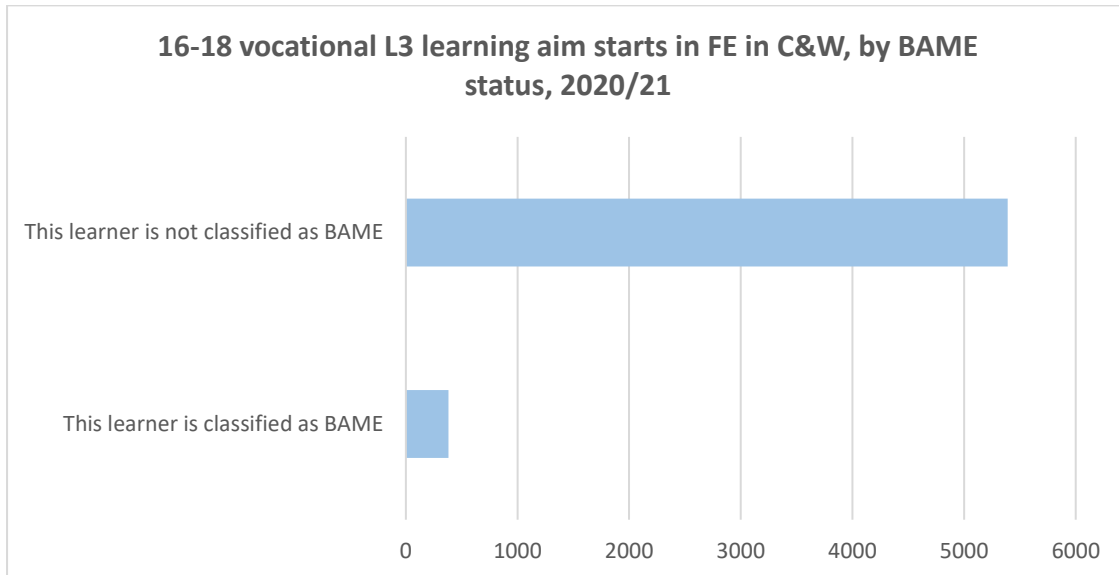
Source: starts analysis, ESFA localities datacube (residency), 2020/21

Gender disparities were evident in a number of Sector Subject Areas, with 86% of starts in Retail and Commercial Enterprise, 78% of starts in Social Sciences and 67% of starts in Agriculture, Horticulture and Animal Care being by females. Conversely, 91% of starts in Engineering and Manufacturing Technologies; 93% of starts in Construction, Planning and the Built Environment; and 87% of starts in Information and Communication Technology were by males.



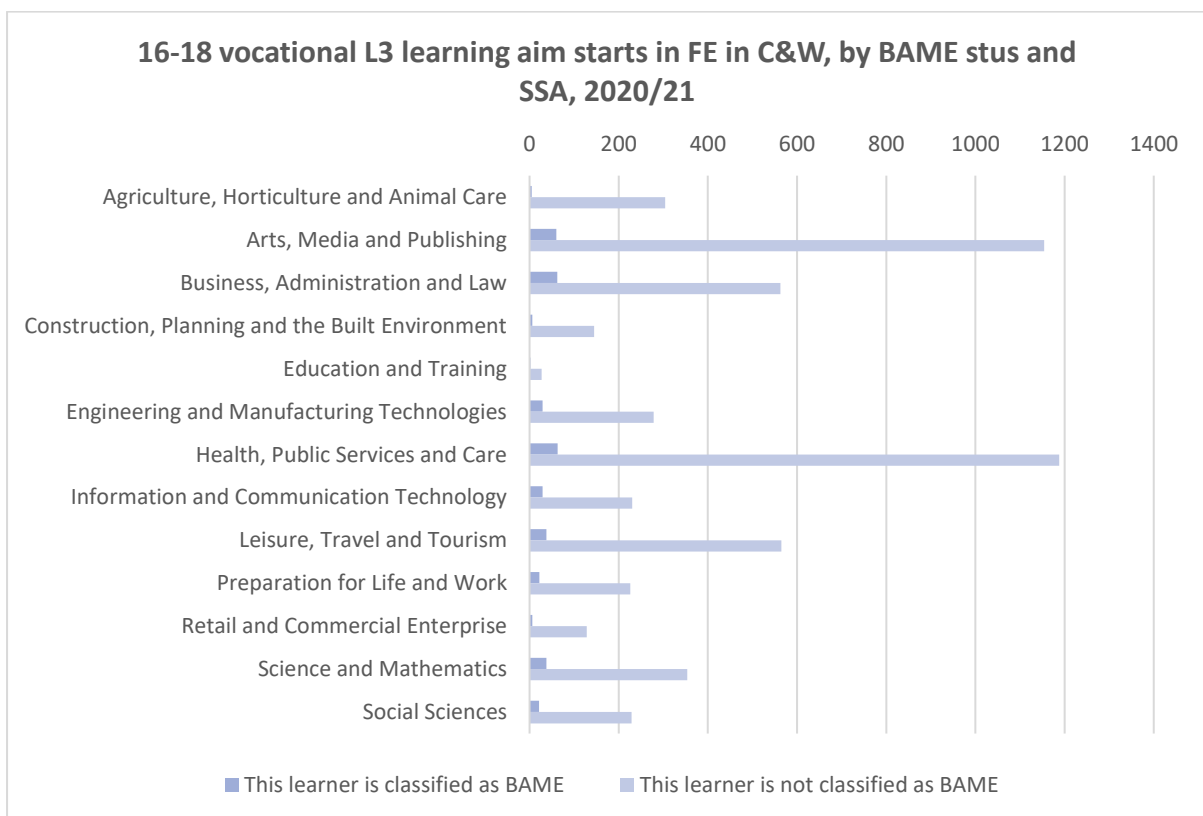
Source: starts analysis, ESFA localities datacube (residency), 2020/21

7% of starts on Level 3 vocational learning aims by residents of Cheshire and Warrington aged 16-18 were by learners classed as BAME. This is a slightly higher percentage than the percentage of all FE learners aged 16-18 classed as BAME which was 6%.



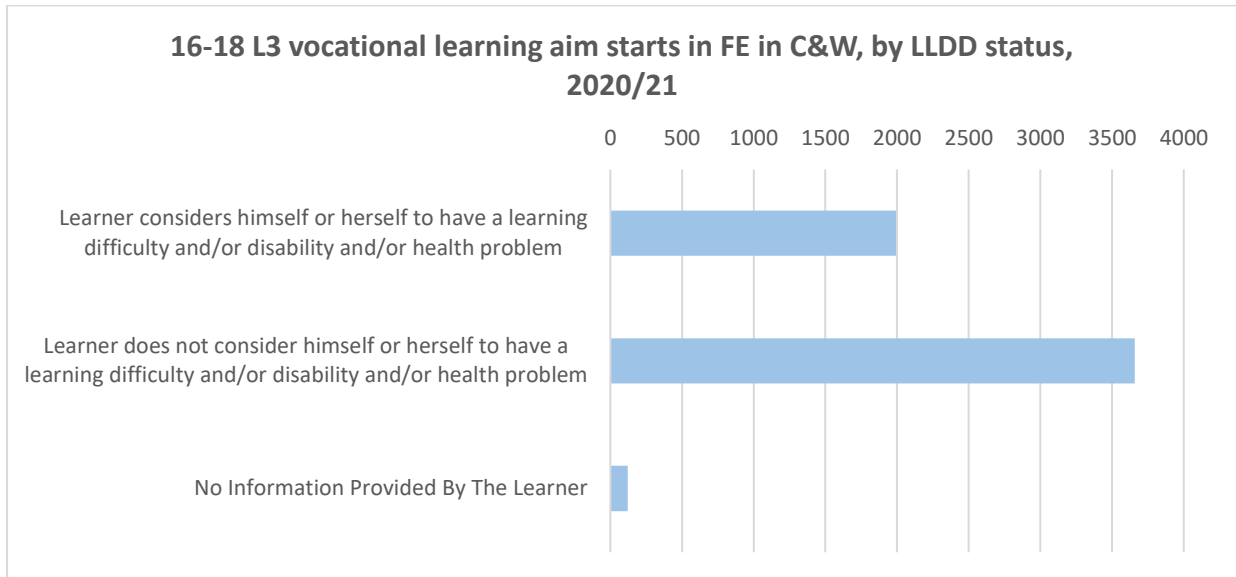
Source: starts analysis, ESFA localities datacube (residency), 2020/21

By Sector Subject Area, vocational Level 3 starts by learners classed as BAME ranged from 11% in Information and Communication Technology to 2% in Agriculture, Horticulture and Animal Care.



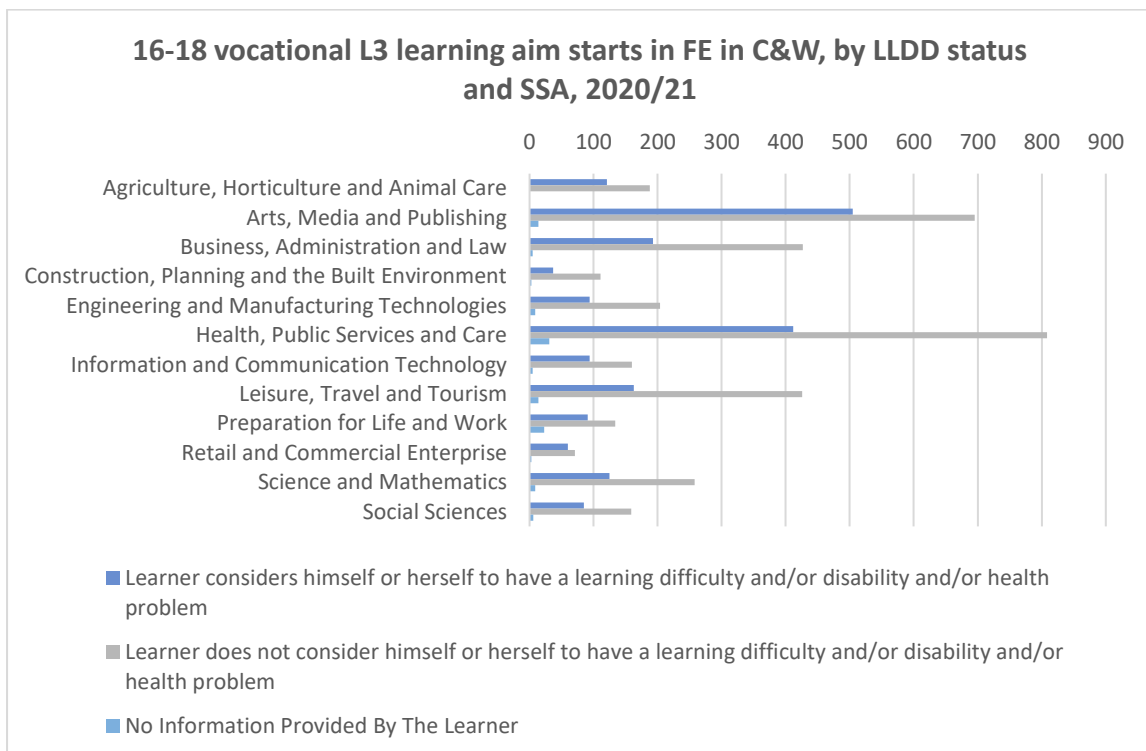
Source: starts analysis, ESFA localities datacube (residency), 2020/21

Overall, 35% of all 16-18 learners resident in Cheshire and Warrington starting vocational learning aims at Level 3 considered themselves to have a learning difficulty and/or disability and/or health problem.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

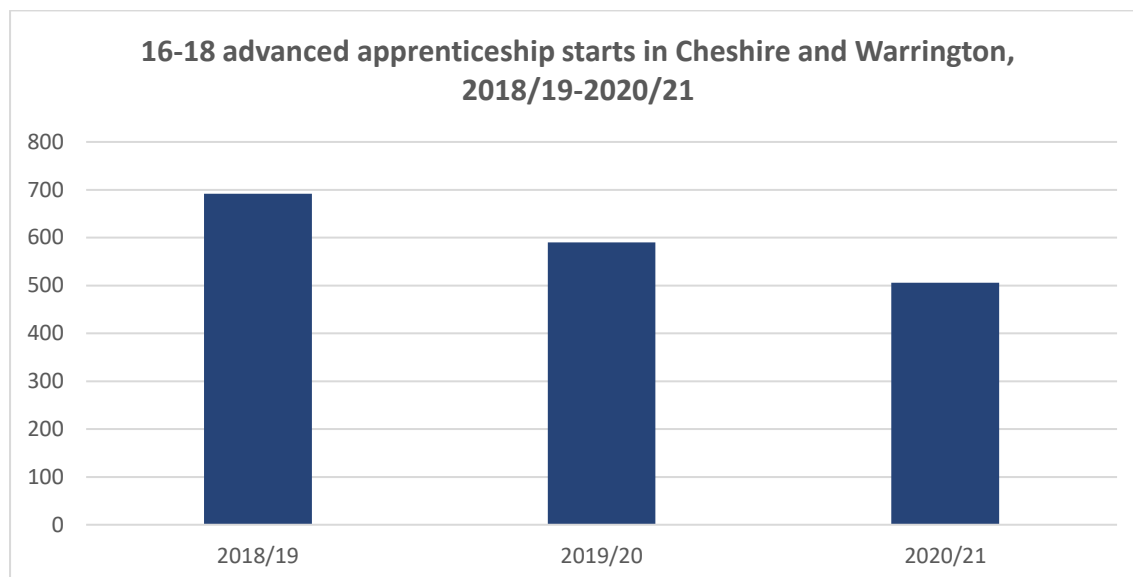
This proportion of LLDD was in a fairly broad range across Sector Subject Areas, from 25% (Construction, Planning and the Built Environment) to 45% (Retail and Commercial Enterprise).



Source: starts analysis, ESFA localities datacube (residency), 2020/21

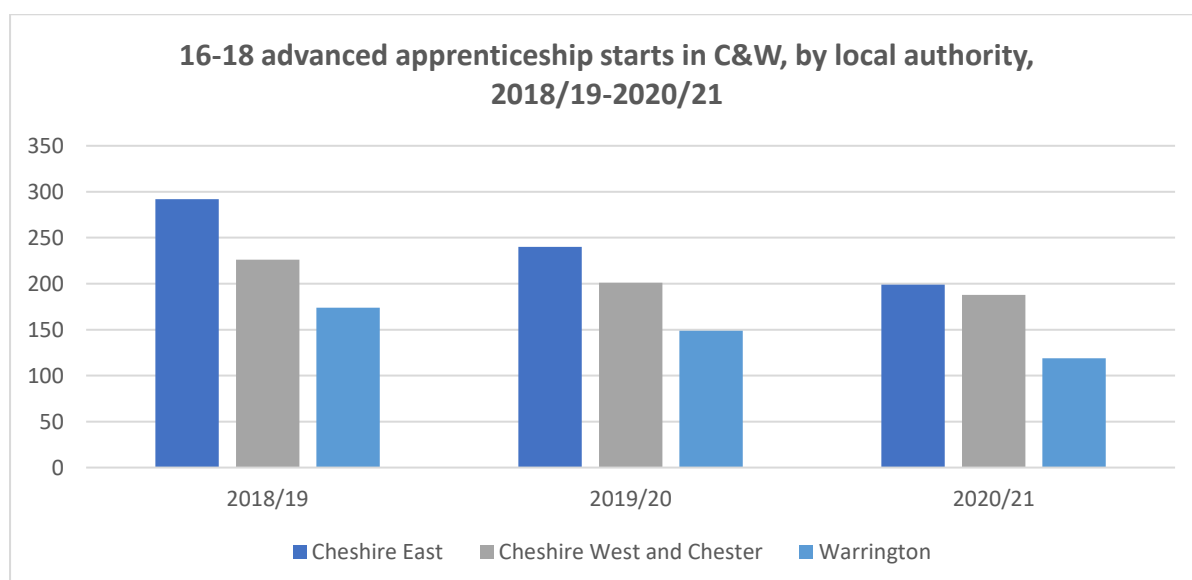
8.6 Apprenticeship participation

The number of starts on Level 3 (Advanced) apprenticeships by residents of Cheshire and Warrington aged 16-18 declined by 27% between 2018/19 and 2020/21 from 692 to 506.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

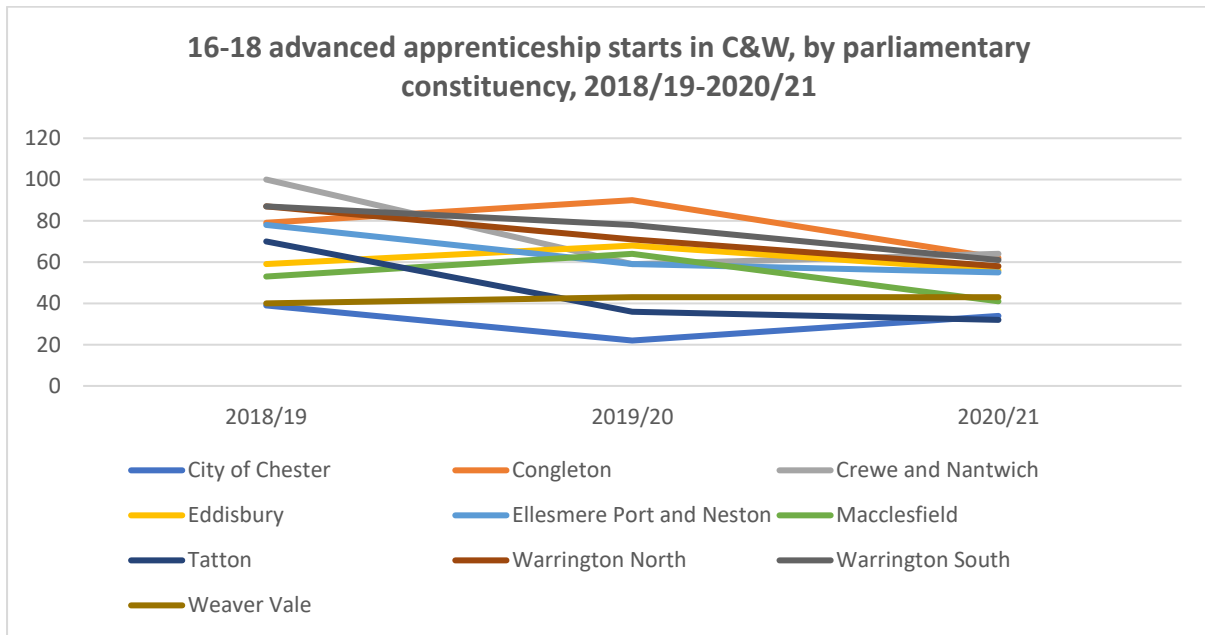
In this time, every local authority in Cheshire and Warrington saw a decline in advanced apprenticeship starts. The decline in Cheshire East was 32%, Cheshire West and Chester 17%, and Warrington 32%.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

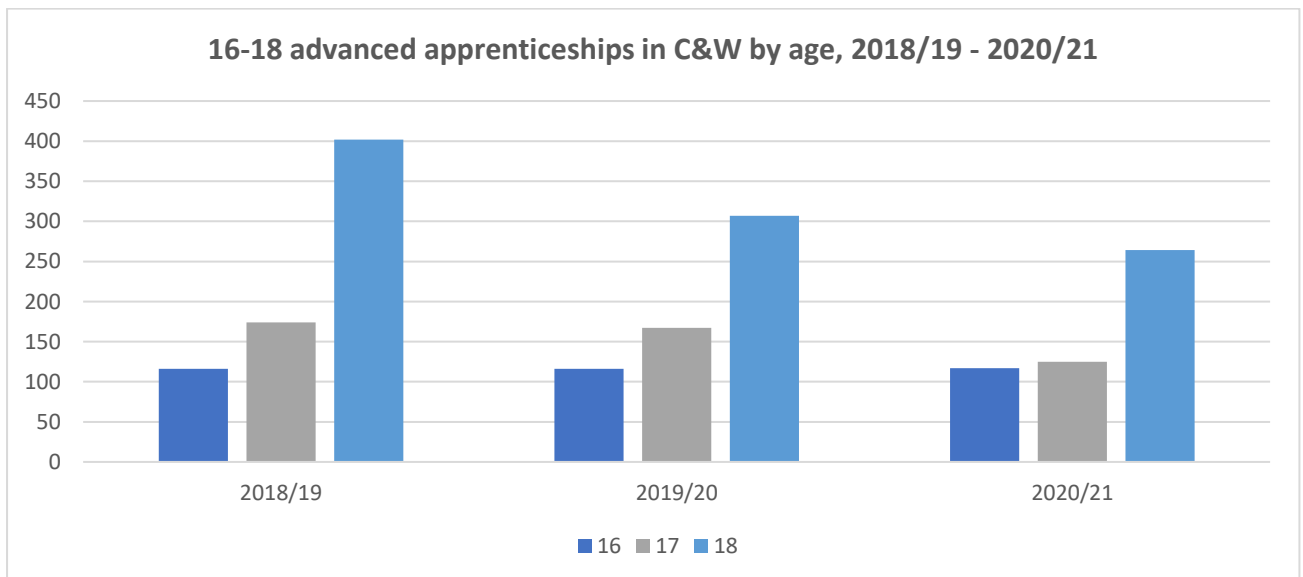
This was also the case for nine of ten parliamentary constituencies in Cheshire and Warrington, where declines in starts of advanced apprenticeships were in the range of 5% (Eddisbury) to 33% (Warrington North). Uniquely for parliamentary constituencies in Cheshire and Warrington Weaver

Vale saw an increase in starts on advanced apprenticeships by residents aged 16-18 of 7.5% in this time.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

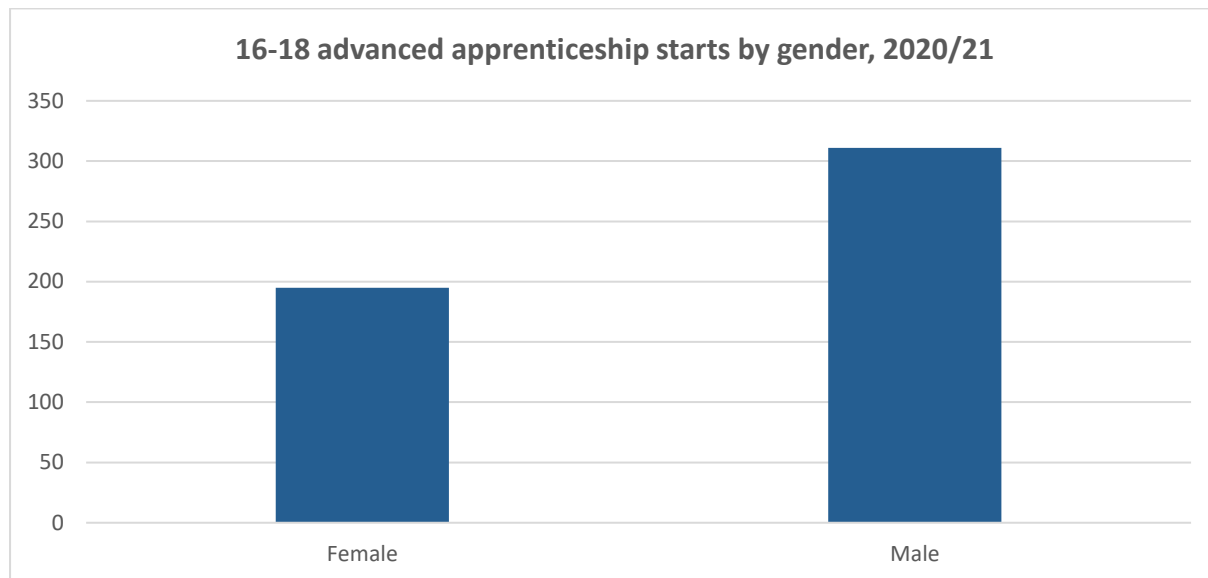
The decline in advanced apprenticeship starts by residents of Cheshire and Warrington aged 16-18 between 2018/19 and 2020/21 was not experienced uniformly by age with the decline being 28% for those aged 17 and 34% for those aged 18, but starts at age 16 showing a very slight increase of 1%.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

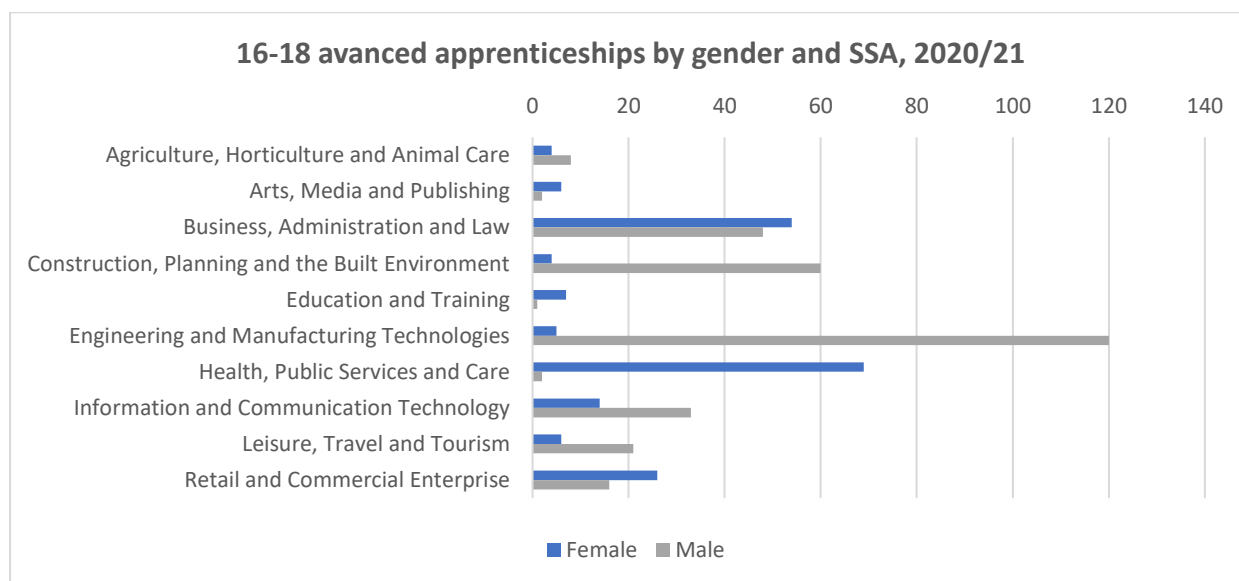
8.7 Apprenticeship characteristics

In 2020/21 there was a 39/61 female/male gender split in starts on advanced apprenticeships by residents of Cheshire and Warrington aged 16-18.



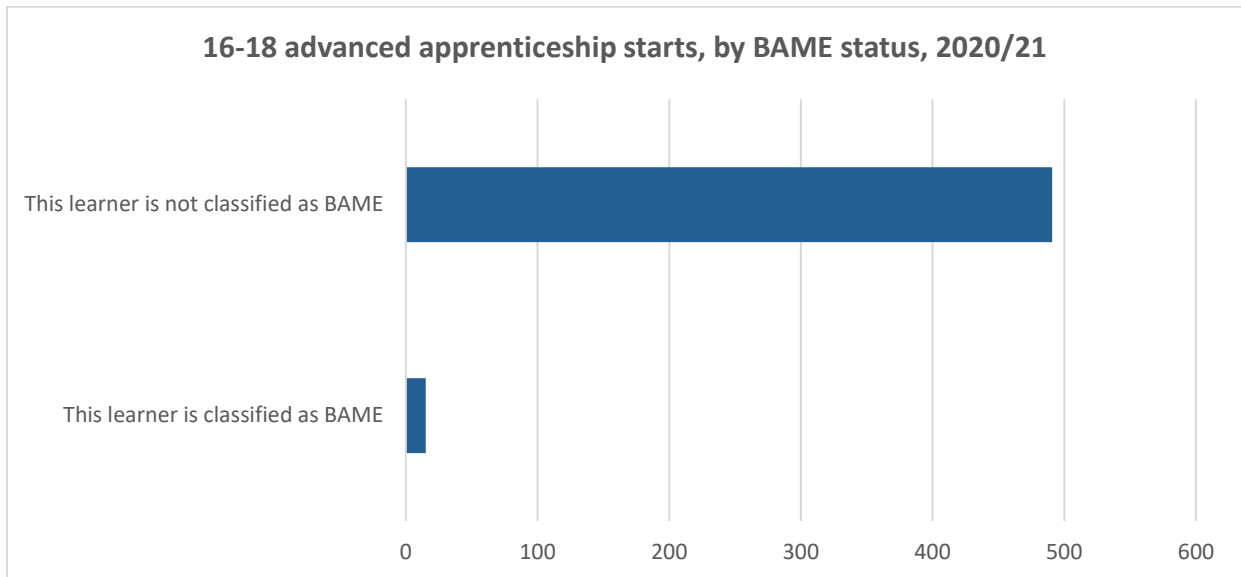
Source: starts analysis, ESFA localities datacube (residency), 2020/21

Gender disparities were evident in a number of Sector Subject Areas, with 97% of advanced apprenticeship starts in Health, Public Services and Care, 87% of starts in Education and Training and 75% of starts in Arts, Media and Publishing being by females. Conversely, 96% of starts in Engineering and Manufacturing Technologies; 94% of starts in Construction, Planning and the Built Environment; 78% of starts in Leisure, Travel and Tourism; and 70% of starts in Information and Communication Technology were by males.



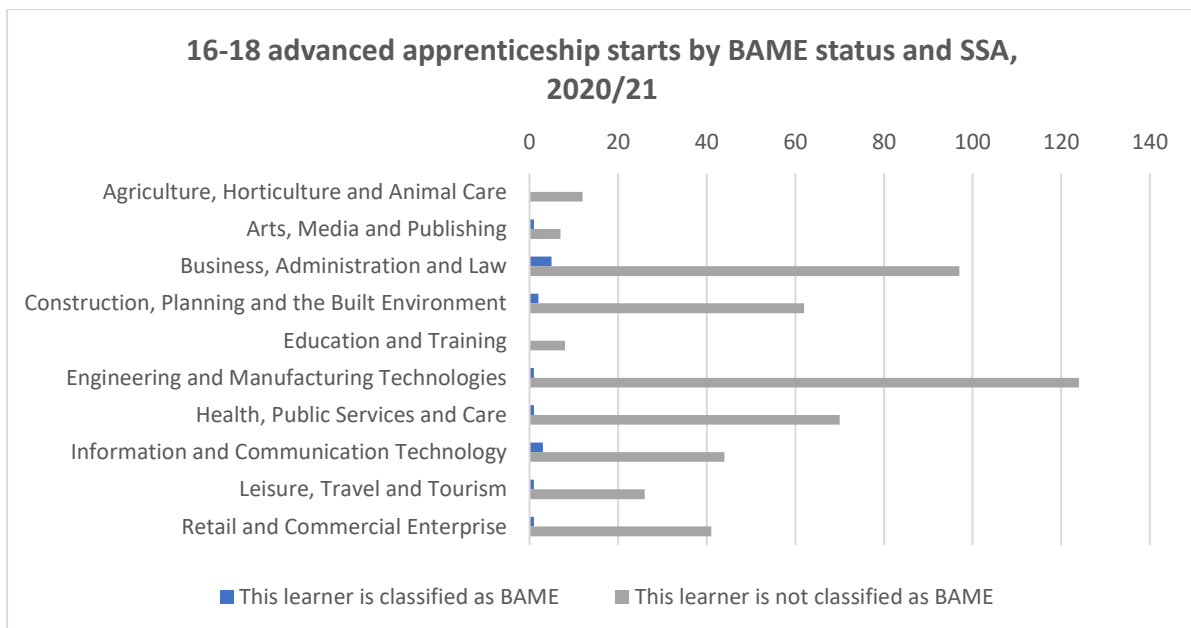
Source: starts analysis, ESFA localities datacube (residency), 2020/21

3% of starts (15) on advanced apprenticeships by residents of Cheshire and Warrington aged 16-18 were by learners classed as BAME.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

In 2020/21, there were no starts on advanced apprenticeships by residents of Cheshire and Warrington classed as BAME in Agriculture, Horticulture and Animal Care and Education and Training. Numbers of BAME starts were also very low in Engineering and Manufacturing Technologies and Health, Public Services and Care.



Source: starts analysis, ESFA localities datacube (residency), 2020/21

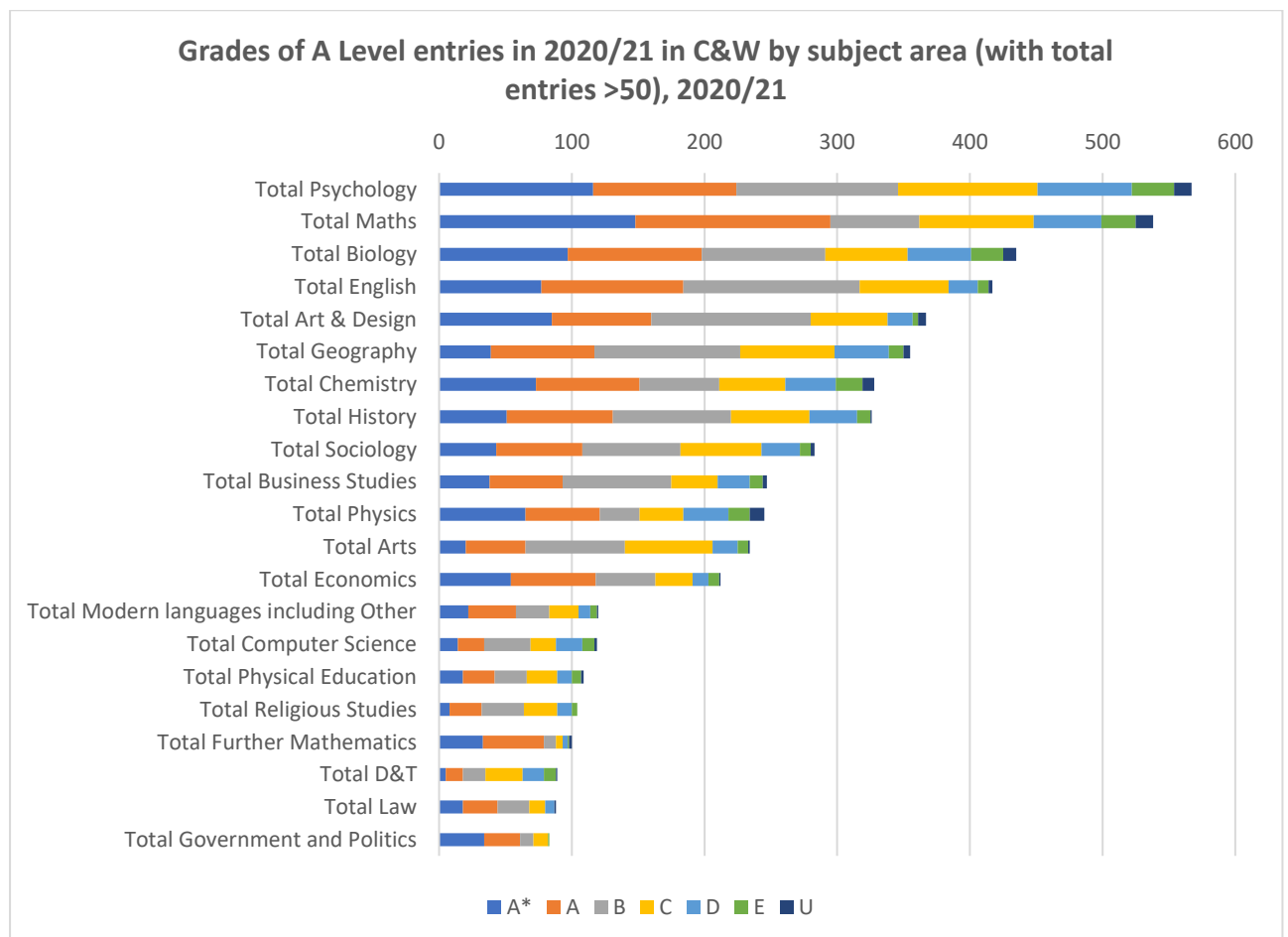
8.8 School Sixth form participation and attainment in A Level

As noted above, publicly available data on the curriculum offer in school sixth forms is quite limited. However, it is possible to secure some information on A level delivery by schools from the schools performance data published by the DfE. This is reported below.

In 2020/21 there were 5,441 A level entries made in total from Cheshire and Warrington schools, 1,765 of these were in STEM subjects and 2,602 were in facilitating subjects. This compares with 4947 starts on A levels in FE in 2020/21.

Psychology, Maths and Biology saw the highest volume of entries. More than 50% of entries secured an A* or A grade in:

- Further Mathematics
- Economics
- Maths
- Law



Source: DfE, A level and other 16 to 18 results, 2021/22, attainment and other performance measures - region and student characteristics