

High Tunstall Post 16 Tracking Analysis Academic Year 2019-2021

CONTEXT

The Government's careers strategy, published on 4 December 2017, set out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This guidance was then updated in October 2018 to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.

To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. To comply with aspects of these benchmarks, schools and academies need to track the whereabouts of school leavers for a period of three years. This analysis aims to fulfil these aspects of the Gatsby Benchmarks.

To be included in the following analysis, a student must have had an enrolment status of Current or Main as at the end of May in their final year of compulsory education and also be of academic year age fifteen.

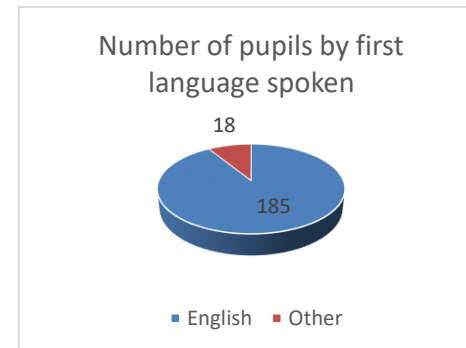
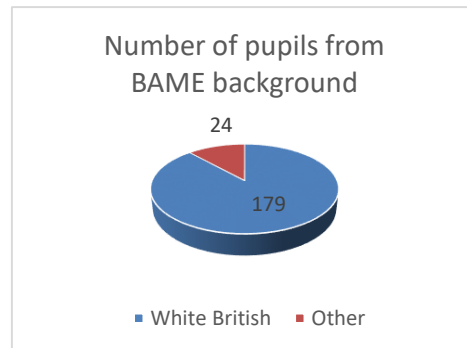
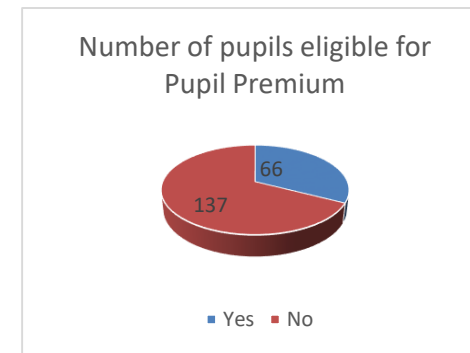
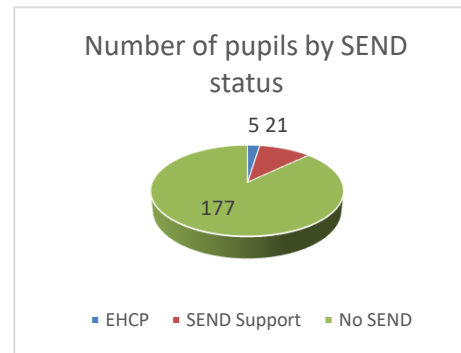
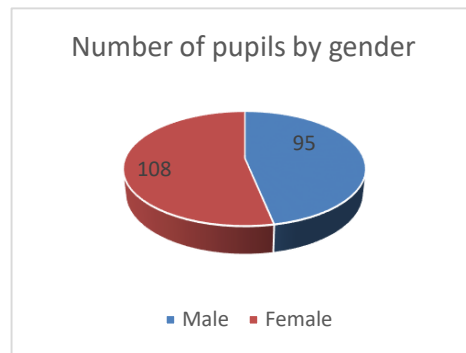
As young people progress through their education, they will gain opportunities to explore the world of work and start to formulate ideas about what they would like to do in the future. A good programme of careers education and guidance will instil the need for them to have more than one plan for when they leave school. We refer to these plans as an Intended Destination. The Intended Destination is gleaned from students during year 11, but may change after this time due to further career's education exposure or influence from significant others. We have only used the students first choice of Intended Destination for analysis.

The post-16 destination of former students is then tracked for a period of three years and a snap shot of each student's activity is taken as at the 1st of November each year. The activities used are set by NCCIS Specifications, but it should be noted that an establishment could offer both academic and/or vocational qualifications at various levels.

This analysis should not be compared with the published Key Stage 4 and 5 Destination Measures.

High Tunstall 2019-2020 Leaver Profile

The total number of students in year 11 as at end of March 2020 and of academic year age 15 with enrolment type of Current or Main= 203



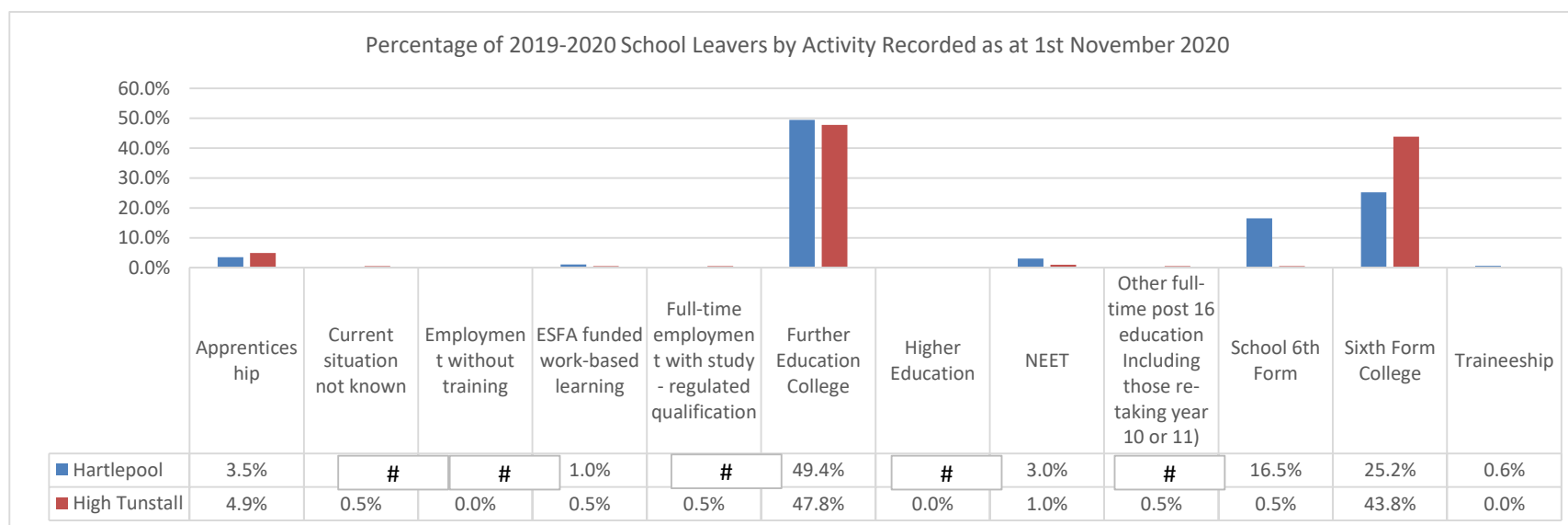
The bar chart below shows a comparison between High Tunstall 2020 school leavers and the rest of Hartlepool. The Hartlepool cohort is a mixture of five mainstream schools, a Specialist SEND school, an independent special school, and children educated at home or not registered. Hartlepool figures of less than 0.5% have been suppressed to protect the identity of individuals in those categories.

Almost 45% of High Tunstall 2020 leavers progressed into a School Sixth Form or Sixth Form College destination, compared to almost 42% for Hartlepool as a whole, with 92% of the High Tunstall cohort progressing into a college education.

High Tunstall accounted for 27% (10 out of 37 young people) of Hartlepool's school leavers progressing into an Apprenticeship.

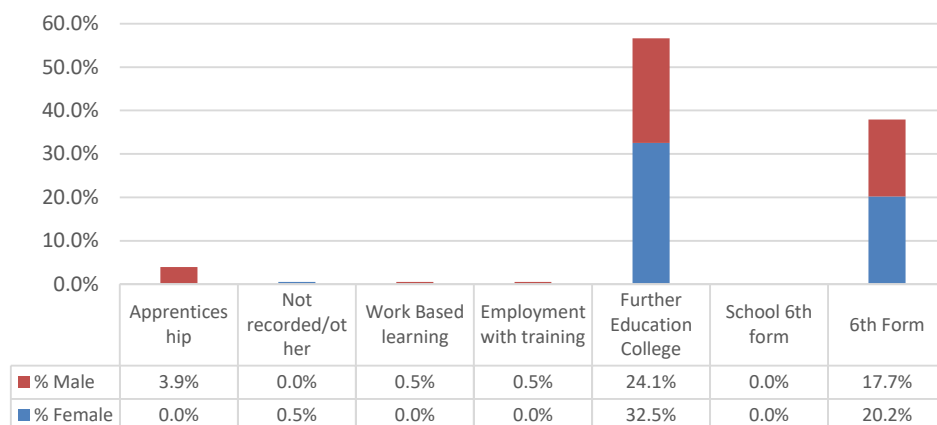
32 Hartlepool school leavers were not in education, employment or training (NEET) on 1st November 2020. High Tunstall School leavers accounted for only 6.3% of the NEET cohort.

1 student from High Tunstall was held back a year in learning.



The activities used are set by NCCIS Specifications, but it should be noted that an establishment could offer both academic and/or vocational qualifications at various levels.

Breakdown of Intended Destination by Gender

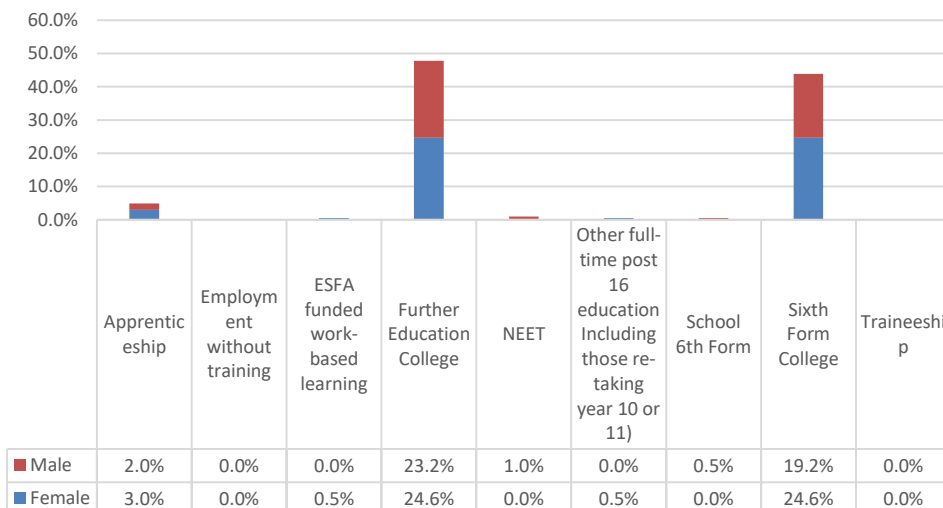


When asked in year 11, 99% of High Tunstall female students implied that they intended to progress in to a college environment. This compares to 89.5% of male students implying that they intended to progress in to a college environment.

High Tunstall does not have its own school sixth form, but there are others within Hartlepool and the surrounding area. Despite this, none of the students (male or female) implied that they intended to progress into a School Sixth Form College learning environment.

8 students implied that they intended to progress into an apprenticeship. All 8 students were male.

Breakdown of Actual Destination by Gender



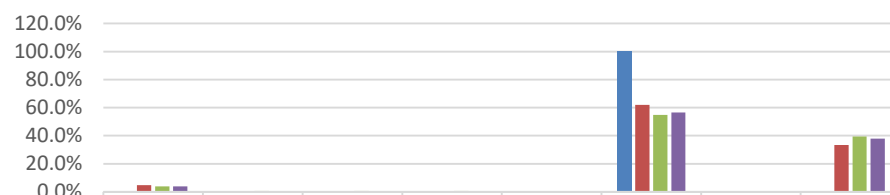
When we look at where the students actually progressed, we see that fewer leavers progressed into a college of further education than had planned (47.8% as opposed to 56.7%).

More males and females progressed into Sixth Form College than had planned (43.8% as opposed to 37.9%).

Only one student progressed into a School Sixth Form.

5% of the cohort progressed into an apprenticeship which was higher than the 3.9% that had implied that this would be their intention. However, fewer males progressed into an apprenticeship than had originally planned (2% as opposed to 3.9%). The increase in apprenticeships was therefore, due to female students taking up this activity when none had implied that they intended to follow this pathway.

Breakdown of Intended Destination by SEND Status

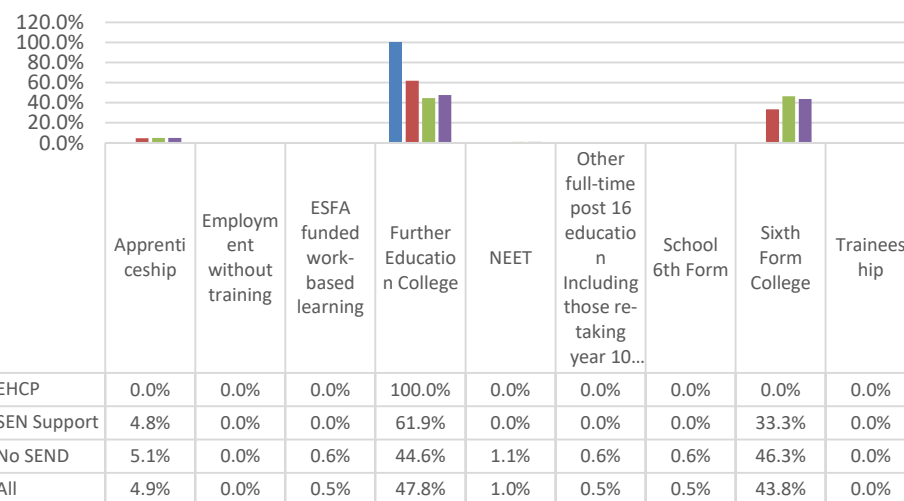


All of the Children with an Education, Health and Care Plan (EHCP) planned to progress into a Further Education College.

Almost 62% of the SEN Support cohort also planned to progress into a college of Further Education. This was higher than children without any SEND (54.8%).

94% of leavers without SEND implied that they intended to progress into a college environment.

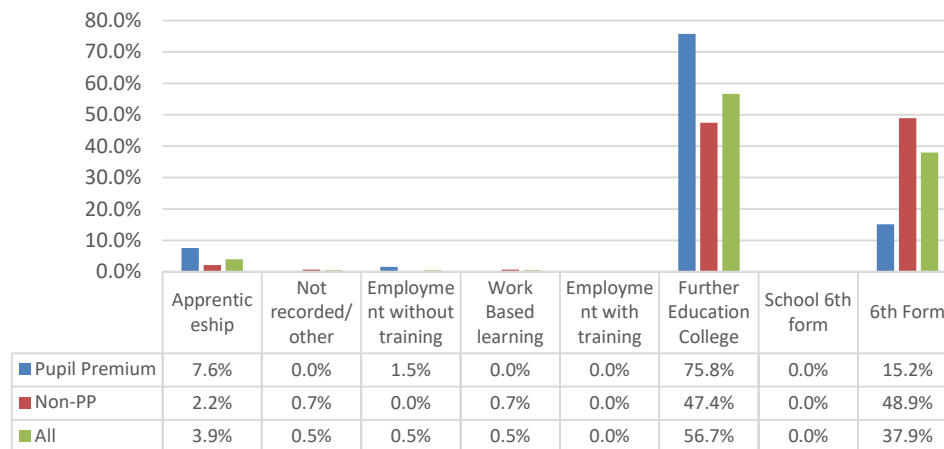
Breakdown of Actual Destination by SEND Status



When we look at where children actually progressed, we see that 100% of those with an EHCP or SEND Support progressed into their intended destination.

More non-SEND children progressed into an apprenticeship than originally planned (5.1% compared to 4%). More also progressed into a Sixth Form College than had initially intended. As a result, fewer non-SEND leavers progressed into a College of Further Education.

Breakdown of Intended Destination by Pupil Premium Status

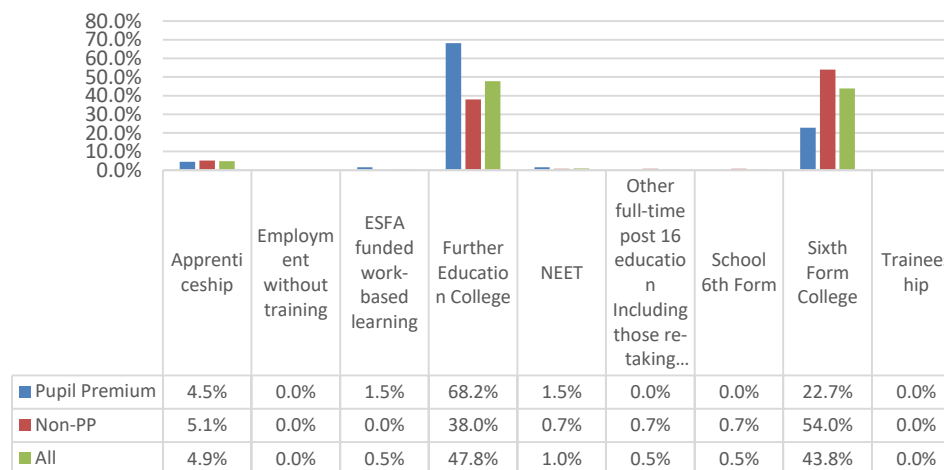


When asked in year 11, more Pupil Premium children (75.8%) planned to progress into a Further Education College than non-Pupil Premium (47.4%) children.

Only 15.2% of the Pupil Premium cohort considered a Sixth Form destination compared to almost 49% of non-Pupil Premium children.

More Pupil Premium children considered progressing into an apprenticeship than non-Pupil Premium. However, only those eligible for Pupil Premium considered progressing into Employment without Training.

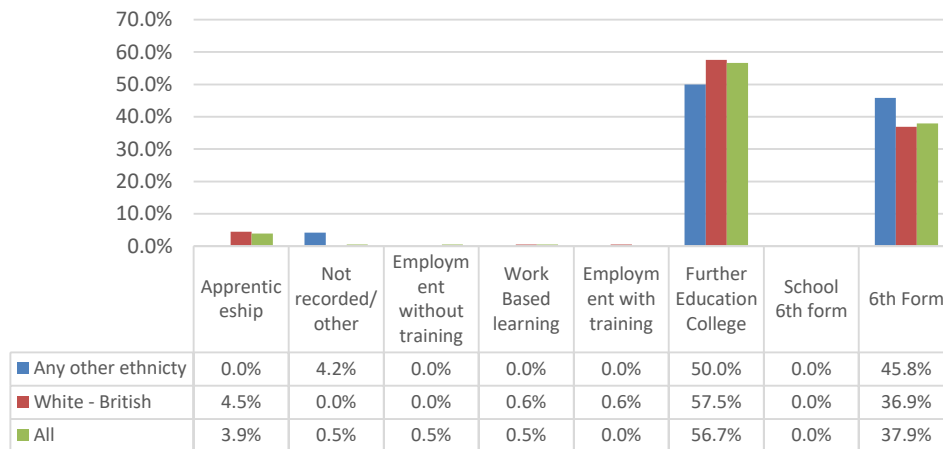
Breakdown of Actual Destination by Pupil Premium Status



When we look at the actual destination of Pupil Premium children, we find that fewer actually progressed into an apprenticeship or Further Education College than had originally implied. However, more of this cohort of children did progress into a Sixth Form College than had initially indicated.

When we look at the actual destinations of non-Pupil Premium Children, we see that more took up the apprenticeship pathway than had intended (5.1% compared to 2.2%). More also progressed into a Sixth Form learning environment. as a result of this, fewer progressed into a Further Education College than had initially implied.

Breakdown of Intended Destination by Ethnicity



92.4% of Hartlepool's school population is White - British. High Tunstall has a slightly more diverse population with almost 12% of the year 11 leaver cohort being from BAME communities.

When asked in year 11, almost 96% of BAME students intended to progress into a college learning environment, with 50% intended to progress into a College of Further Education and almost 46% into a Sixth Form College.

Slightly more White- British children (57.5% compared to 50%) implied that it was their intention to progress into a College of Further Education. However, fewer White-British children implied that they were considering a Sixth Form College pathway than those children from a BAME background (36.9% compared to 45.8%).

None of the students from BAME backgrounds responded to say that they were intended to progress into an apprenticeship or other types of vocational learning.

When we look at the actual destination of students, 100% of BAME students were found to be in full time school/college environment.

Only White - British students progressed into an apprenticeship, Work Based Learning or Employment opportunity.

Those who became NEET were all White - British, but its not feasible to draw too many assumptions from this given the low cohort size for BAME students.

Breakdown of Actual Destination by Ethnicity

