

# Future of the School Sixth Form - Part 1

## **Kevin Gilmartin**

Member Institute for Apprenticeships Stakeholder Reference Panel

DfE Further Education Research Programme Advisory Board

Member ESFA Advisory Forum & Post-16 Funding Group

Member T levels implementation group

Member Quality in Careers Standard (QiCS) Board & Compass Careers Tool Advisory Group

Member UCAS Apprenticeship Steering Group

Member IoE/UCL 14-19 Alliance



## Today's webinar

- National picture
- Local picture
- HE - admissions changes
- Accountability – performance and results
- Curriculum and inspection – getting the curriculum right

***What are the implications for your own school sixth form's future.....***



# What does our present sixth form landscape look like?

## National picture

- Impact of Area Reviews and Government Skills Agenda (ROI)
- Sixth Form Colleges joining the school sector (16-19 academies)
- Mergers - FE & SFC mergers
- FE colleges joining/leading MATs
- National Colleges (spoke and wheel)
- Institutes of Technology (IOTs)
- FE Centres of Excellence
- Apprenticeships – the employer levy factor (levels 1 & 2 in danger?)
- Degree Apprenticeships
- Major post-16 reviews of curriculum and funding
- Baker Clause – gov. big stick?

# What does our present sixth form landscape look like?

## Local picture on the ground

- 16-19 funding inadequate and insufficient (funding campaign ray of light)
- School sixth forms competition & closure
- Class sizes ↑ options ↓ enrichment activities ↓ AS disappearing
- A levels linearity and “changing” results (comparable outcomes/retention)
- National focus on T Levels and Transition Year
- Applied Generals future uncertain (following “harder” RQF from QCF)
- High stakes accountability – conflict of performance measures v CIF?
- HE admissions process – “grumblings” over unconditional offers

# Why the possible changes in application process to HE?

## Background

“The OfS is concerned about the rapid rise in unconditional offers.... We will take action where they are not in students’ interests....”

“While some are seeking to justify unconditional offers as a tool to support...disadvantaged students, contextual offer-making is a more effective way of achieving this”

“We will make clear where ‘pressure selling’ practices are at risk of breaching consumer protection law.....taking regulatory action if appropriate”

“We will bring together a range of education, employer and other organisations to explore whether the admissions system serves the interests of students. We will work with the Department for Education, students, UCAS and others on a consultation on principles for how the admissions system can best achieve this goal”

# Post Qualification Application to HE

## Where are we at the moment?

“PQA” (post qualification application) gaining most traction - PQA would mean students only applying to universities once they know their results. **PQA the most radical shake-up to system** - substantial implications for schools, colleges, universities & exam boards.

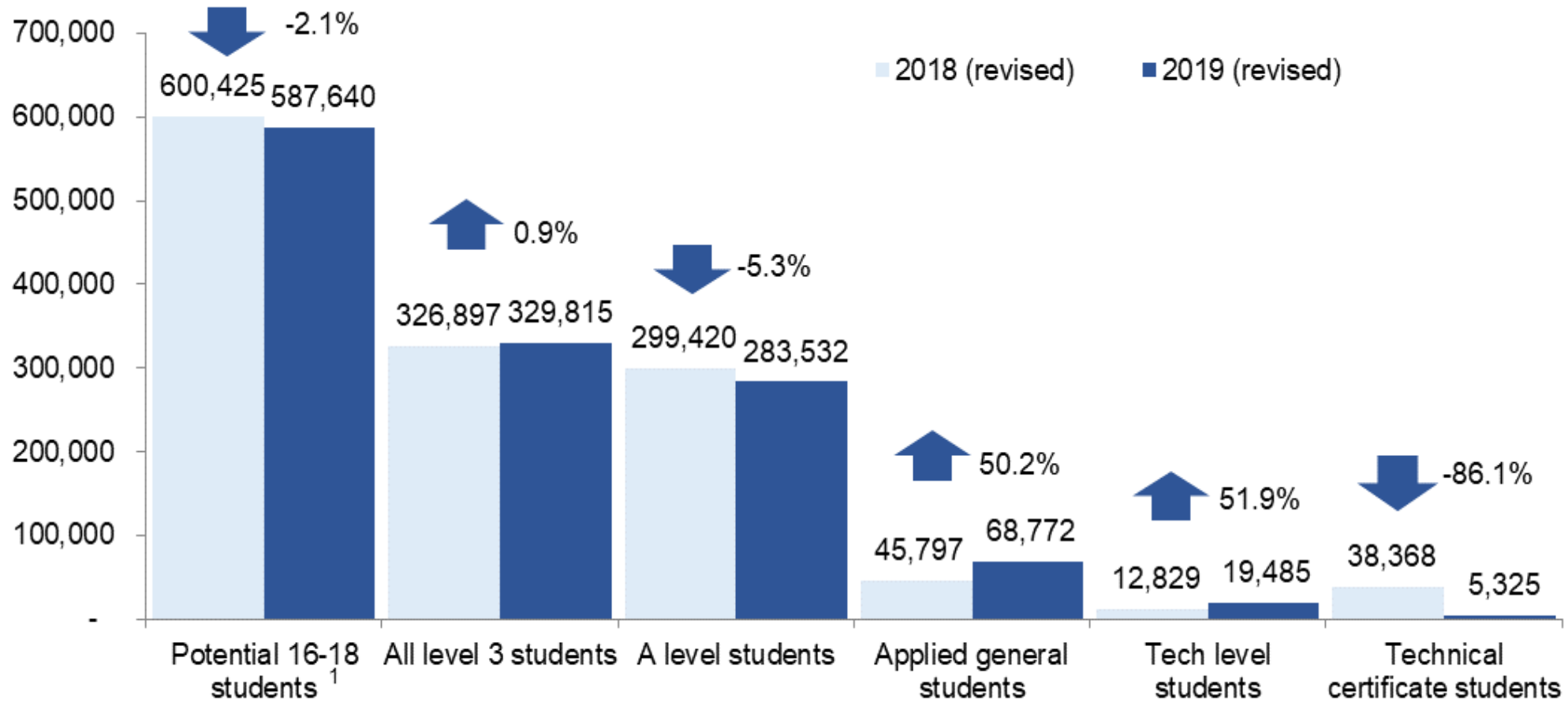
“PQO” (post qualification offer) - PQO would mean students applying as they presently do, but with the universities only making offers once the students know their results.

“PQD” (post qualification decision). PQD would mean a similar application process as at present but with students delaying their decision until after their results are known.

**PQO or PQD seems to be more achievable** and could conceivably achieve the desired outcomes i.e. that students receive offers that are fair and transparent and enable students to work to their best potential.

**OfS consultation** – paused (UCAS moratorium)

## Data – The national picture



# Accountability

What will happen to the L3 5 key performance measures?

1. Progress (VA)
2. Attainment
3. English & maths resits (CAGs and “clumping”)
4. Retention
5. Destinations



## National average progress - VA

- Level 3 value added is a relative measure, which means that the national average score is zero and remains the same between years.
- In 2019, **females were outperformed by males in A level** as in previous years. Males had positive VA scores, at 0.06 compared to negative scores for females, at -0.08.
- In contrast, **females achieved a higher VA score than males in the AGQ** cohort, at 0.05 and -0.05 respectively.

Why?

**How does your school compare** – what are you doing about it?

## A level VA students - disadvantaged

Level 3 value added scores	A-level		
	2017	2018	2019
Dis. Students	-0.06	-0.09	-0.12
Non-dis. Students	0.00	0.00	0.00
All state-funded students	-0.01	-0.01	-0.02

Source: 16-18 attainment data

How does your school compare? – are you stopping this pattern? What are your plans?

## A Level VA scores by sector type - 2019

A level Institution type	Number of entries					
	2018	2019	% Change	2018	2019	Change
FE sector colleges excluding sixth form colleges	76,321	63,429	-17	-0.10	-0.12	-0.03
Sixth form colleges	138,101	105,807	-23	0.03	0.02	-0.01
Independent schools	98,617	91,022	-8	0.09	0.14	0.05
Studio schools	682	637	-7	-0.24	-0.08	0.15
University Technical Colleges - UTCs	2,783	2,398	-14	-0.47	-0.28	0.19
Free Schools 16-19	4,975	8,321	67	0.20	0.24	0.05
Free Schools	3,107	4,176	34	-0.17	-0.17	0.01
Converter academies - mainstream	387,962	350,965	-10	0.01	0.00	-0.01
Sponsored academies - mainstream	52,126	48,749	-6	-0.09	-0.13	-0.04
Local authority maintained mainstream schools	130,659	100,972	-23	-0.02	-0.03	-0.01

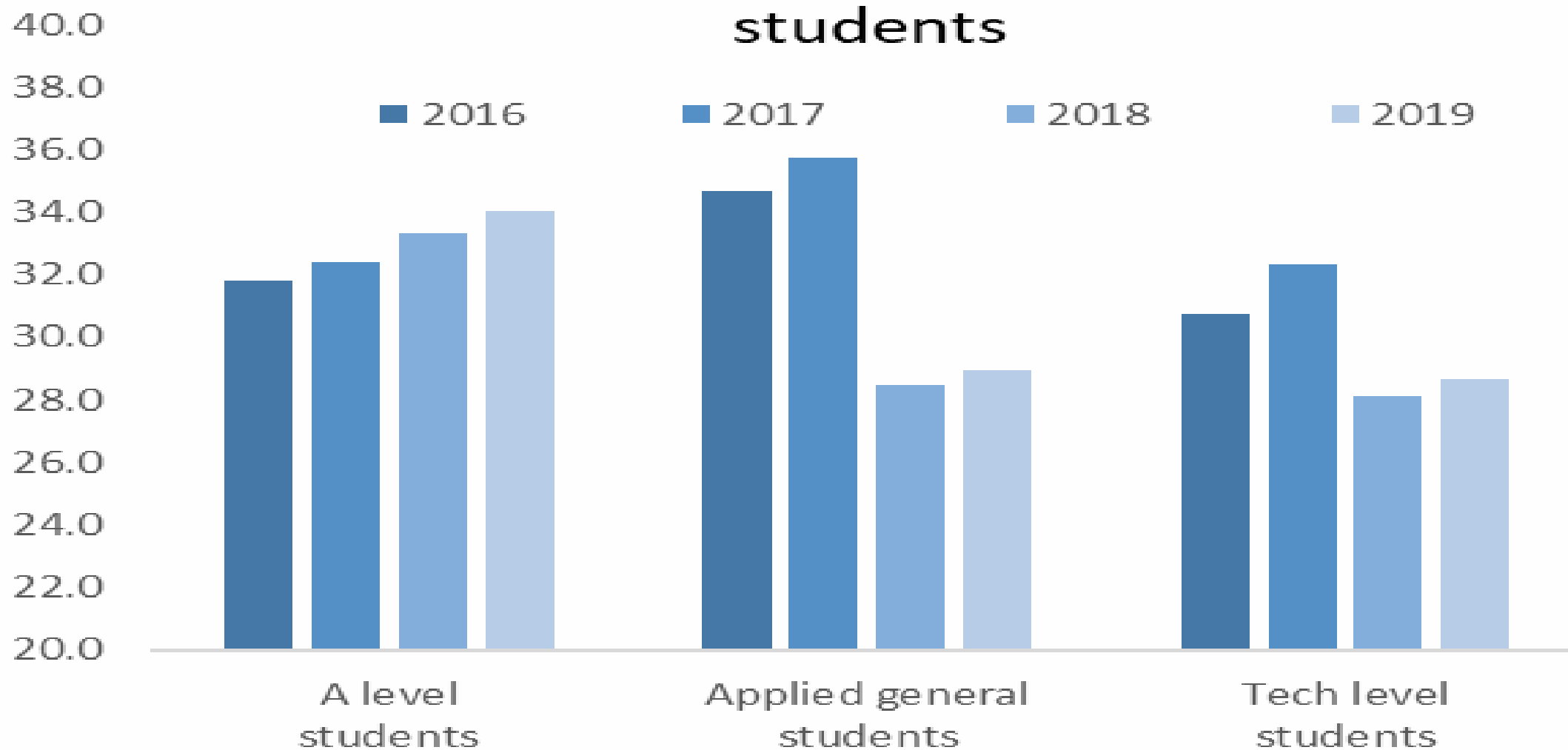
Source: 16-18 attainment data

## Applied General VA scores by sector type - 2019

Applied General Institution type	Number of entries					Change
	2018	2019	% Change	2018	2019	
FE sector colleges excluding sixth form colleges	6,063	14,886	146	-0.26	-0.21	0.05
Sixth form colleges	4,725	7,339	55	0.04	0.11	0.07
Independent schools	588	1,134	93	-0.03	0.04	0.07
Studio schools	298	364	22	0.12	0.03	-0.09
University Technical Colleges - UTCs	547	746	36	0.10	0.14	0.04
Free Schools 16-19	90	299	232	0.40	0.18	-0.22
Free Schools	74	78	5	0.14	0.09	-0.05
Converter academies - mainstream	21,308	32,072	51	0.05	0.08	0.04
Sponsored academies - mainstream	9,767	12,936	32	0.03	0.06	0.03
Local authority maintained mainstream schools	11,015	13,653	24	0.08	0.08	0.00

Source: 16-18 attainment data

## Average point score per entry for level 3 students



## A level students by gender

- **Females** higher **APS** per entry in A levels, but higher % of **males** achieved **top** grades (same as previous years).
- Higher % of **males achieved 3 A\*-A** grades or better (14%) and **AAB** grades or better (21.7%) compared to females (at 12.1% and 21%). But this **gender gap reducing** since 2016
- Higher % of **males achieved AAB** grades or better (18.1%), at least two of which are in facilitating subjects, than females (15.2%). Again **gender gap reducing** - since 2016.

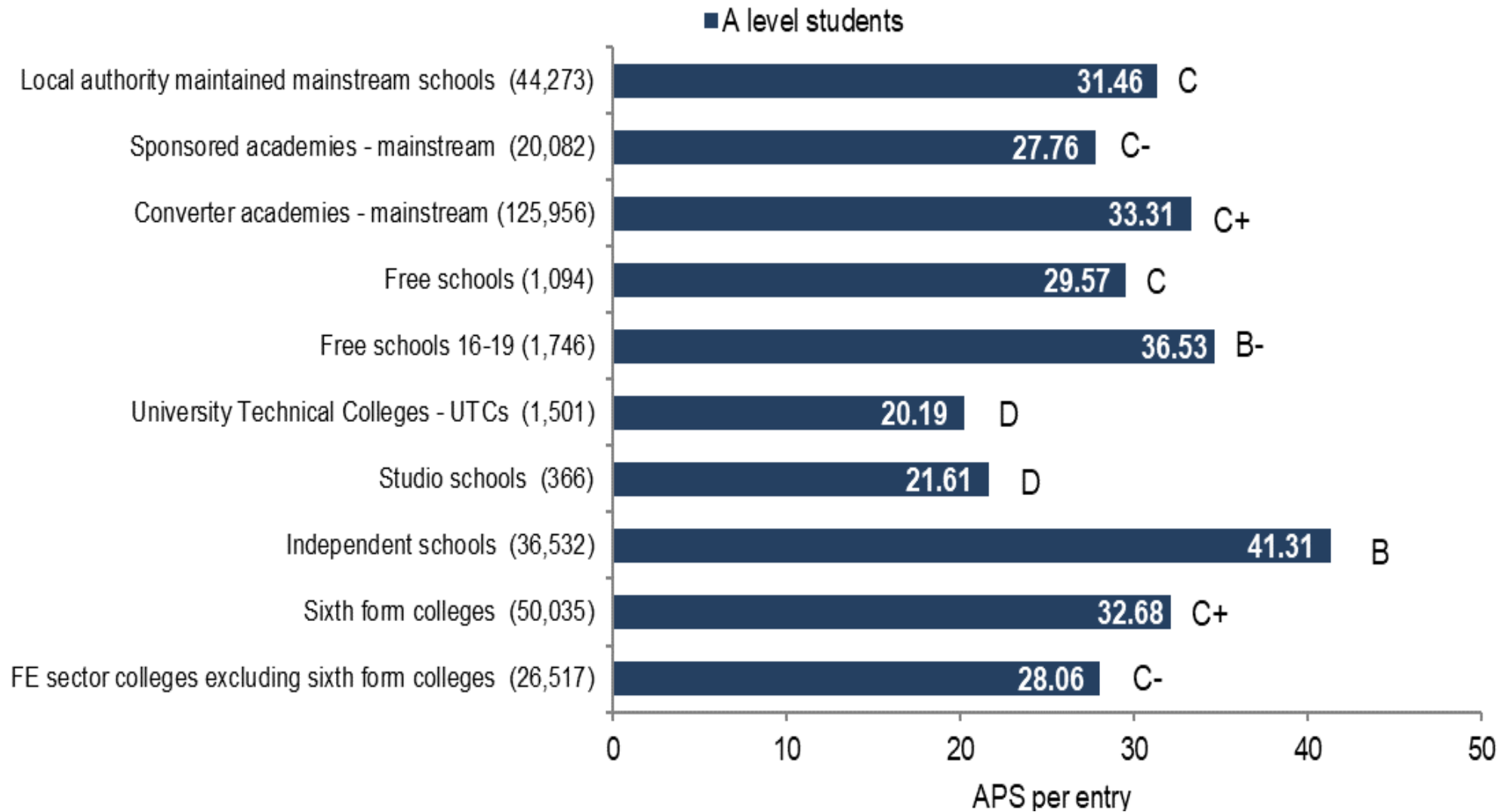
**What will this year bring?** – how does your school compare? – what are you doing about any gaps (III?)

## Maths and Science

- In 2018, the number of students who entered A level maths and science subjects increased across all subjects.
- Computer science saw the biggest proportional increase in the number of A level students entering (27.5%) compared to 2017.
- The proportion of A level students entering maths increased by 2.5%

**And the government wants more.....**

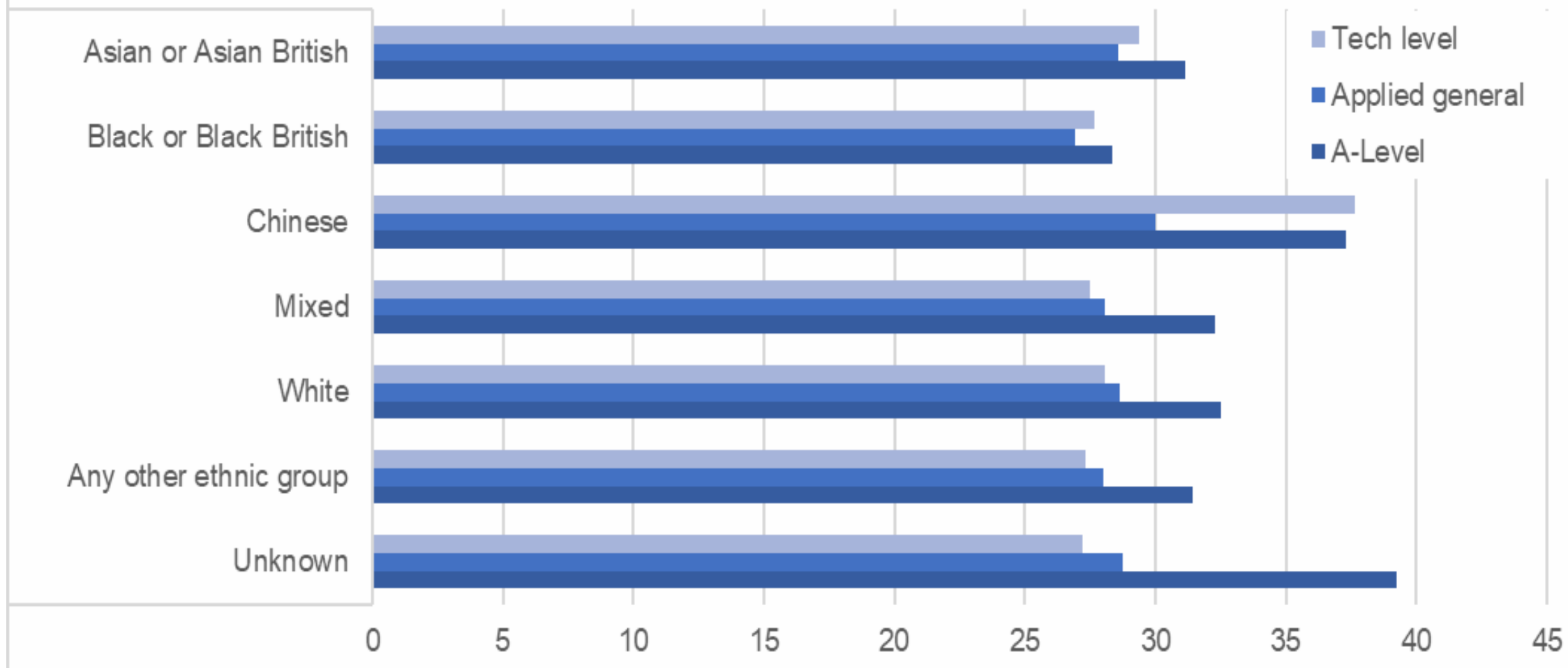
## APS per entry for A level students Institution type - 2018





## Average points per entry by major ethnic group

Source: revised 16-18 attainment data



## Resit English and maths

Average progress in:	English	Maths
2016	-0.10	-0.13
2017	-0.02	0.00
2018	0.06	0.05
<u>2019</u>	<u>0.13</u>	<u>0.08</u>

## Lessons from the accountability slides?

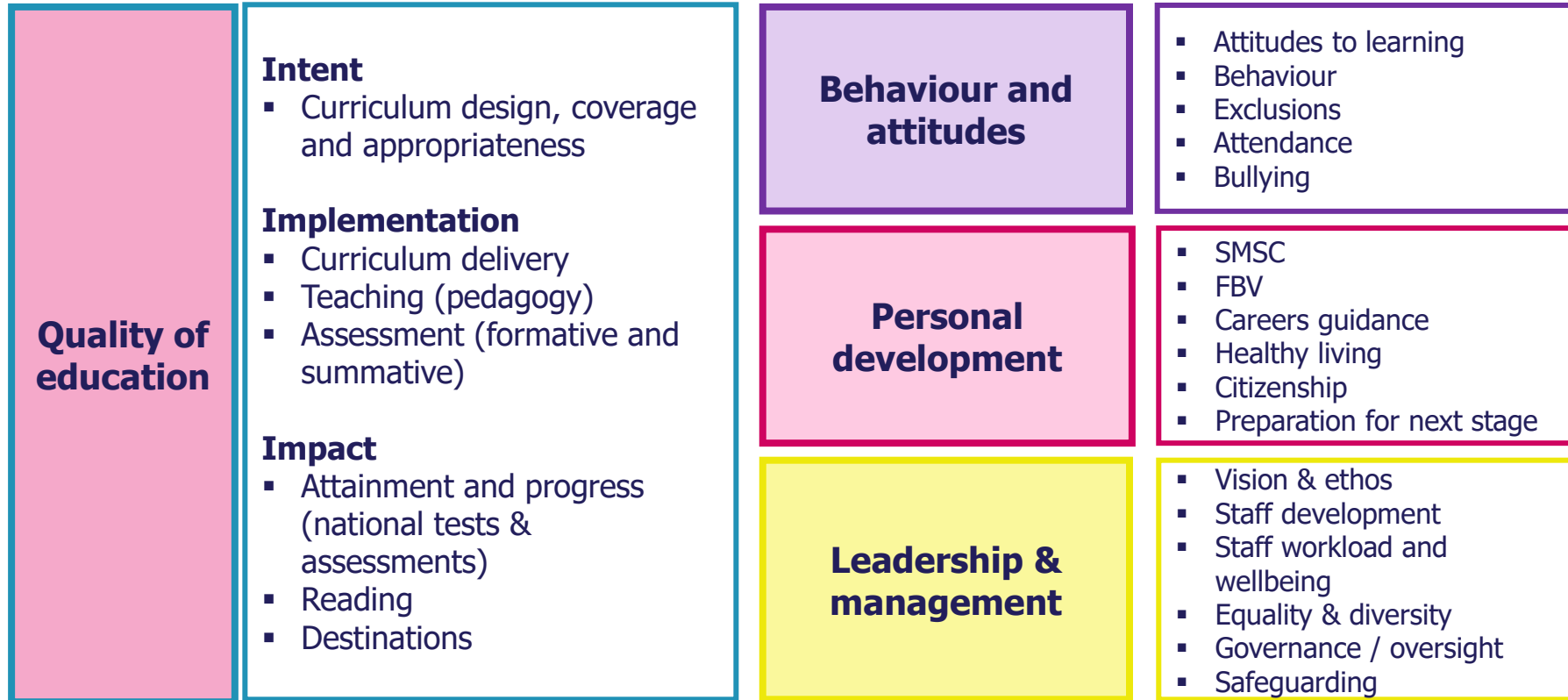
- Know your own scores
- Highlight where you score positively and publicise/celebrate
- Highlight where you score negatively and action plan

**Do your scores impact on your sixth form curriculum and your III?**

## Inspection regime



## Quality of Education (No more outcomes and T,L&A)



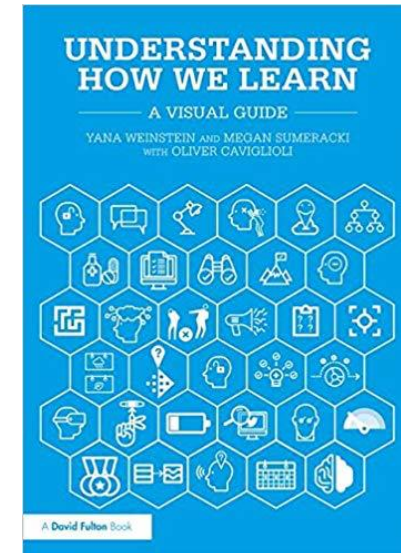
## Redefining what we mean by ‘progress’

*‘Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.’*

- *Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory (Vol. 1). Springer Science & Business Media.*

## Featured in inspector training last year:

- Schema
- Components and composites
- Cognitive Load
- Storage & Retrieval
- Chunking
- Fluency



Weinstein, Sumeracki & Caviglioli

## Ofsted's working definition of the curriculum:

- “evaluating what knowledge and skills pupils have gained against expectations (**impact/achievement**).”
- 5 Key measures are
  - Progress – academic & vocational
  - Attainment
  - Maths & English
  - Destinations
  - Retention



**So are your sixth form teachers clear about your sixth form curriculum's purpose.....**

**Intent?**

**Implementation?**

**Impact?**

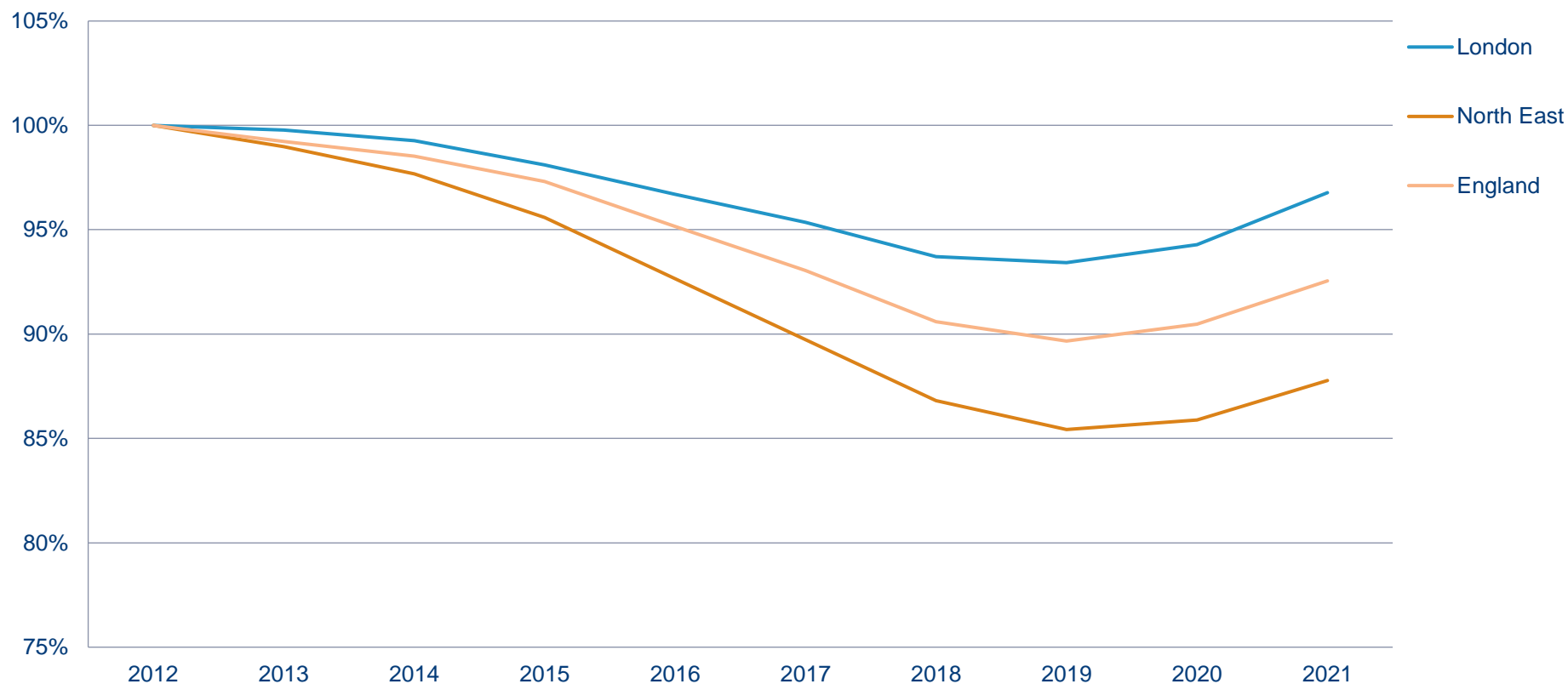
**.....in that quick corridor conversation what short answer would your staff give?**



Education & Skills  
Funding Agency

## National cohort change – what are the implications for your sixth form's future?

16 to 18 yrs cohort by region



LEADING ON



**Questions.....**

**(and maybe see you for webinar part 2 on T levels and the changing technical curriculum and/or part 3 on 16-19 funding)**



**events**

[www.ascl.org.uk/calendar](http://www.ascl.org.uk/calendar)



**join**

[www.ascl.org.uk/join](http://www.ascl.org.uk/join)



**consultancy**

[www.ascl.org.uk/consultancy](http://www.ascl.org.uk/consultancy)

follow ASCL



ASCLUK



ASCL\_UK



ASCL\_UK



ASCLUK



ASCL



ASCLUK



Whilst the information provided at this event was correct to the best of the knowledge of the presenters and organisers, neither ASCL nor Professional Development can accept liability if at a later date this should prove not to be the case. Nor can they be held responsible for any errors or any consequences resulting from its use.

Please also see the ASCL website for details of our copyright statement.

[www.ascl.org.uk/pd](http://www.ascl.org.uk/pd)

© Association of School and College Leaders



[www.ascl.org.uk/pd](http://www.ascl.org.uk/pd)

