Section 1: Priorities and provision

Annual Report **2011-2012**

Estyn
Rhagoriaeth i bawb - Excellence for all

Contents

In the sections below, I focus on the three national priorities of literacy, numeracy and poverty and disadvantage and identify some of the evidence related to these priorities from the inspections and relevant surveys that HMI have undertaken during 2011-2012.

This section also has a particular focus on the Foundation Phase, the Welsh Baccalaureate and 14-19 provision.

The following aspects are highlighted:

- Literacy and numeracy in schools

- Literacy and numeracy in post-16 providers

- Poverty and disadvantage in schools

- The Foundation Phase

- The Welsh Baccalaureate

- Provision for 14 to 19-year-olds

Literacy and numeracy in schools

Literacy

Inspectors make recommendations to develop pupils' literacy skills in over half of all primary and secondary inspection reports. This includes reports on some schools that have 'good' performance overall. Over a third of the recommendations in reports on schools with 'adequate' or 'unsatisfactory' judgements for current performance require staff to strengthen the provision for and progress in literacy for pupils of all abilities, and particularly to improve the quality of pupils' writing.

A focus on writing

Where provision to improve writing skills is most effective, schools:

■ set a wide variety of extended writing tasks that take account of pupils' interests and the need to challenge groups of pupils;

■ pay close attention to detailed marking of spelling and punctuation errors, using criteria agreed in a whole-school literacy strategy;

■ provide pupils with detailed feedback on how to improve the quality of their written work, including clear advice on how to improve aspects of literacy; and

■ follow up written feedback by giving pupils brief, targeted tasks so that they can practise the particular aspect of writing that needs developing.

However, standards of writing remain a concern across all school sectors. In the Foundation Phase, for instance, although a majority of pupils achieve well, a minority make basic spelling and punctuation errors or have poor letter formation. Similarly, in key stage 2 a minority of pupils have weak writing skills and do not transfer the grammar and spelling skills they have learnt in language sessions to their writing in other subjects without the teacher's support. These pupils make errors in spelling and punctuation which they repeat in future pieces of work. They cannot structure their written work independently or write at length for a range of purposes such as explaining how they carried out a science investigation.

In the 45% of secondary schools where standards are good or excellent, the writing of many is accurate, and only a few pupils make numerous errors in spelling and punctuation. A few of the more able pupils in the good schools do not make as much progress as they should, particularly in developing higher-order reading and writing skills. In the 40% of secondary schools where standards are only adequate, and the 14% of schools where standards are unsatisfactory, a significant minority do not read or write well enough. Their writing is often short, features a narrow range of styles and purposes, and contains too many errors in spelling, punctuation and grammar.

Pupils do not have enough opportunities to write at length for different purposes in subjects other than English / Welsh first language. Neither are they given enough opportunities to benefit from helpful marking practice to correct their work. In around a quarter of primary and secondary schools, teachers do not adapt work well enough to support pupils to develop their writing and higher-order reading skills, particularly in planning for more able pupils. There are too few opportunities for pupils to practise and improve their literacy and numeracy skills, to the appropriate level across a variety of subject areas.

In a few primary and secondary schools, the over-use of worksheets prevents pupils from generating independent written responses. In these cases, even the more able pupils do not write at length, or in a variety of forms and to different purposes. Also, pupils of average ability do not develop and apply their skills as quickly as they should because of an over-reliance on scaffolded answers, which limits opportunities to hone independent writing skills.

Only a few secondary schools have well-established links with their primary schools to plan a curriculum that suitably builds on skills when pupils transfer from key stage 2 to key stage 3. These schools also arrange joint training days for teachers to focus on jointly developing aspects of literacy, such as writing strategies or reading skills.

“ *"Only a few secondary schools have well-established links with their primary schools to plan a curriculum that suitably builds on skills when pupils transfer from key stage 2 to key stage 3."*

Reading test data

In last year's annual report we undertook a small survey of secondary schools to find out how schools test pupils' reading skills.

This year, we have asked local authorities to give us the data from the assessments of the reading skills of pupils in their schools in the summer term 2012, prior to the Welsh Government's introduction of a national reading test in the summer term 2013.

All local authorities sent us the data we requested. In 15 authorities, most year groups were tested, from Year 2 or Year 3 to Year 8 or Year 9 in summer 2012. In seven authorities, fewer year groups were selected for testing, mainly focusing on pupils at the beginning or end of key stages Year 2 or Year 3, Year 6 and Year 7.

The information generated from the tests does not give us a coherent national picture because the data is not comparable. Different local authorities have used different reading tests and used them at different stages and it is therefore difficult to draw overall conclusions other than that it would have been useful if they had

been able to use the same tests. However, there are some aspects of commonality, in the timing of tests for instance. In most authorities all Year 6 pupils took reading tests in the summer term 2012.

The information we received on performance in reading suggests that there are unacceptable degrees of variability in pupils' reading level scores across local authorities. Pupils with standardised test reading scores of below 85 will struggle to access the curriculum without support. The percentage of Year 6 pupils with standardised test scores of below 85 ranges from 6% in one authority to 28% in another. The standardised nature of the tests means that the expectation is for 16% of pupils on average to have a score of below 85.

Around half of the local authorities gave us information from English reading tests broken down by gender and broken down by entitlement to free school meals. The gap between the relative performance levels of boys and girls for those with good or better reading ability varies across authorities, reflecting the difference in performance

between boys and girls across authorities in the key stage 2 English assessments. In the three local authorities that provided Welsh first language reading test information there is much greater variability between the relative performance levels of girls and boys than for English, and again this reflects the gender differences seen at key stage 2 Welsh.

The gap in performance levels in the reading tests between pupils entitled to free school meals and those pupils who are not entitled is much more marked, and the variability across authorities is greater.

Reading scores are transferred to secondary schools in a variety of ways across local authorities. In many authorities this information is transferred through their electronic management information systems in the summer term. In a few authorities, the primary and secondary school clusters make their own arrangements for the transfer of this information. There is also variation in how the information is used in secondary schools to support pupils, with most running supplementary tests of their own.

The information that we have received from local authorities on the outcomes of current reading tests in schools is not capable of being summarised to give a coherent single set of data on the reading abilities of pupils across Wales. From summer 2013, the Welsh Government will introduce national tests for reading and numeracy for every year group, from Year 2 to Year 9. This will make it easier to report on the national position and schools should be able to benchmark their reading and numeracy results with those from other similar schools.

Numeracy

Developing numeracy skills means giving pupils experience in the use of mathematics beyond the mathematics lesson. Planning for numeracy across all subject areas is at a relatively early stage in schools. Only a very few schools have a co-ordinated strategy in which the level of challenge within numeracy progressively increases throughout each key stage and where numeracy teaching techniques are shared among teachers of all subjects.

Around a quarter of primary school inspection reports recommend raising standards in mathematics or numeracy. In these schools, pupils often lack confidence in their basic number skills, such as division and working with fractions, and are reluctant to apply them to solve problems either in mathematics or in the context of other subjects like science and technology.

In the very few primary schools where provision for numeracy is excellent, there are well-planned and imaginative opportunities for pupils to apply and develop their skills across the curriculum. In these schools, numeracy skills are taught systematically and pupils are given opportunities to apply their skills in meaningful contexts in other subjects at the correct level of challenge. However, in approximately a quarter of primary schools, planning for numeracy is at an early stage and has not improved standards. In these schools, tasks are not designed to be capable of meeting the needs of all pupils.

In the very few secondary schools where numeracy is given a high priority in school development planning, there is a co-ordinated and consistent approach to numeracy across the school. In these schools, teachers identify interesting and relevant opportunities for pupils to use and develop their skills such as a data analysis exercise in history where pupils compare casualty rates for a number of wars, or a measuring exercise in geography where pupils estimate the heights of trees by applying trigonometry.

However, in around half of secondary schools, planning for progression is weak and, while the majority of mathematics departments provide a suitable range of experiences for pupils to develop their numeracy skills, the numeracy techniques used by pupils in other subjects are often too narrow and mainly involve simple graph work. As a result, pupils do not have enough planned opportunities to practise and extend techniques that they learn in mathematics lessons.

Many secondary schools use the Essential Skills Wales qualification 'Application of Number' to track pupils' progress in numeracy. However, gaining these qualifications does not necessarily mean that pupils are applying their numeracy skills consistently across the curriculum. In many schools, there is an imbalance between the time spent on completing the paperwork relating to Essential Skills Wales qualifications and the time spent on improving learners' actual skills and transferring these to support learning across the curriculum.

Also, where these qualifications are taken as part of the Advanced Welsh Baccalaureate in the sixth form, they are not always studied at a level that is appropriate to individual learners. Most students take 'Application of Number' qualifications at level 2 and only a few students attain the level 3 qualification. This means that students do not have the opportunity to apply their numeracy skills at a high enough level. In contrast, many more students attain the equivalent level 3 qualification in Communication.

To raise standards in numeracy all schools need to:

- implement whole-school systems to develop pupils' numeracy progressively across all areas of the curriculum;

- plan frequent opportunities for pupils to apply their skills in a wide range of lessons and contexts;

- raise the confidence and skills of all teachers to develop numeracy skills through their subjects; and

- make sure that teachers of all subjects use a consistent approach to assessing and tracking pupils' progress in numeracy.

Training for literacy and numeracy

Our key stage 3 surveys on literacy and on the Skills Framework show that there is a need for whole-school training to co-ordinate planning for skills development. While most secondary schools have literacy as a priority in their improvement plans, few have well-established working groups to plan opportunities in schemes of work that will require pupils to strengthen literacy skills. A few local authorities have acted to help schools to promote good practice in developing numeracy and literacy skills.

Most primary schools provide good professional development for staff, particularly in improving pupils' literacy skills. However, in around a third of schools, senior managers do not monitor the impact of training regularly. Managers do not address inconsistencies in practice between classes in the same school, pupils make uneven progress and, in around a quarter of schools, pupils' standards are no better than adequate. Much of the literacy training in secondary schools in recent years has been for intervention programmes for low-achievers rather than whole-school training and development for most teaching staff to adapt their practice to include literacy strategies for all pupils. In a majority of secondary schools, teachers' abilities to support and develop reading and writing in their subjects are too variable. Often this is because teachers in subjects other than English do not know enough about the kind of literacy strategies that they could usefully deploy.

The training of teachers to develop pupils' numeracy is less developed in both primary and secondary schools. Most schools are at a very early stage in their approach to developing numeracy skills across the curriculum. Very few departments for example work together to establish how they will teach the use of spreadsheets in information and communication technology and science or graph work in mathematics, history and geography. They do not plan a curriculum that progressively develops generic skills across all subjects. Therefore, in only a very few schools do pupils benefit from the combined effect of individual departments working purposefully towards the same goals.

Literacy and numeracy in post-16 providers

A majority of learners in further education institutions have appropriate opportunities to develop their literacy. Most have skills in literal comprehension at the level they need for their main course. They can locate information in a variety of texts and use skills such as highlighting well. However, many do not develop their skills in deduction and inference well enough. They are not competent at analysing texts independently. Most can write in a variety of styles, at a level that is suitable for their course of study. A minority develop their spelling in the context of their main course subject. However, too few learners develop efficient skills in précis, summarising and report writing.

A few further education institutions allow learners to take literacy and numeracy qualifications at a level that they have already achieved on entry. This means that some learners take Essential Skills Wales qualifications at a level that does not challenge them and does not build on their existing literacy and numeracy skills.

Many learners in work-based learning start their vocational programmes with very low literacy and numeracy skills. They do not always get enough support to develop their literacy and numeracy skills to a level that would help them to prosper in the workplace. Literacy and numeracy are too often overlooked by training organisations and in work-based learning. A minority of these providers do not see it as their job to develop learners' literacy and numeracy skills. They do not routinely assess learners' skills at the start of a course and do not plan well enough to improve the skills of their learners. Most learners on apprenticeship programmes achieve their Essential Skills Wales qualifications, but many learners fail to improve the literacy and numeracy skills they need for their chosen trades, professions and careers. Learners are not achieving at the highest levels they are capable of and that would benefit them in their future careers. However, a few learners make good progress in developing a wide range of skills in reading, writing, oracy and numeracy as part of their programmes.

Most providers, both in further education institutions and work-based provision, place a higher priority on literacy rather than numeracy. Most providers in post-16 teach numeracy as a stand-alone subject. Too many do not teach numeracy in practical contexts. They plan teaching to meet the Essential Skills Wales qualification criteria without taking enough account of the numeracy skills the learner will need to support understanding in their main course of study. This means that learners are not always taught the specific numeracy skills that they need for their vocational studies.

A majority of learners in adult basic education classes make progress in developing their literacy and numeracy skills. They learn appropriate new skills and are able to give positive examples of how they transfer those skills to social, family and work settings, for example by using their literacy skills to provide administrative support for a local football club. However, a few adult basic education providers achieve high percentages of seeming success by allowing learners to take qualifications at a levels that are well below their ability. This means that a few learners are not challenged well enough, do not make the progress they should and leave adult basic education provision with a certificate that has limited use. For instance, a few learners who already have a pass at GCSE English leave adult basic education provision with an entry-level 2 literacy qualification.

Initial assessments of literacy and numeracy levels in further education institutions

Last year we carried out a survey of further education institutions to find out what information they collect on learners' literacy and numeracy skills at the start of their courses. Around half of institutions responded to our request for information. This year, we repeated parts of the survey and nearly all institutions replied.

We found that, again this year, nearly all learners undertook an initial assessment of literacy and numeracy at the start of their course. Further education institutions use three main assessment tools that provide learners with a literacy and numeracy skill level on a six point scale. All produce similar skill-level results.

Data this year shows a small improvement in the skill levels of learners on entry. Around a third of learners have literacy skills at level 2 and two thirds are at level 1 or below. Numeracy skill levels remain much lower than those in literacy. Around three quarters of learners have numeracy skills at level 1 or below.

The total number of learners with literacy and numeracy skills that are at or below level 1 remains too high. These learners are less likely to have the skills they need to apply literacy and numeracy independently in their work, learning or day-to-day lives. They are more likely to need support in tasks such as completing job application forms.

Their lack of independent skills may prevent them from securing jobs or succeeding in their chosen trades, professions or careers.

Further education institutions continue to offer a broad range of support programmes. In previous years the number of learners offered out-of-class support has been high and there have also been high proportions of learners who have dropped out of support before the end of the first term. This has meant that not all learners have received the support they need to improve their literacy and numeracy skills. This year's survey indicates that institutions are targetting their support more efficiently to learners who are identified as having significantly low literacy and numeracy skills or learning disabilities and difficulties. A minority of providers are offering support that is sometimes more acceptable to the individual learner, such as giving them peer 'buddies' to work with. Small group support, in class with a teaching assistant, remains another popular choice with learners. The data we collected shows that, this year, more of those who have been offered out-of-class support with specialist teachers take up the offer. The number remaining in out-of-class support for more than a term has improved this year to nearly double the number last year. This suggests that the learners being identified for this support are more suited to this type of provision. They are more motivated and find the support beneficial.

However, further education institutions do not measure the impact of their support programmes on the standards of learners' literacy and numeracy. They do not formally evaluate the effectiveness of the various support initiatives they offer.

Literacy and numeracy in initial teacher training

In our inspection of initial teacher training this year, we found that a few trainees provide very good language models to the pupils that they teach. They use precise terms in their teaching, and extend pupils' vocabulary. However, a minority of trainees do not have secure enough literacy skills. They make errors of punctuation and spelling in their written work and in the classroom, and a very few do not model oral language accurately.

Primary-sector training pays good attention to the development of trainees' literacy and numeracy skills and the important part they play in children's learning. However, the extent to which literacy, numeracy and information and communication technology are addressed in the secondary-sector training varies too much between subjects. There is particularly good provision to improve trainees' literacy on the post-graduate primary-sector programme and this is having a positive impact on trainees' skills. However, these approaches are less well developed across other programmes.

Poverty and disadvantage in schools

Poverty underlies many of the most serious challenges that face our society today. Children and young people who are trapped in poverty are vulnerable in many ways. They are more at risk of doing poorly in school. They are more likely to be absent, behave badly, be excluded and to be taught somewhere other than in a school. They may not have access to the same resources, such as a computer or a quiet place to work, that are available to their peers. Their parents may not be able to help them with their schoolwork because the parents themselves have a negative perception and experience of education. In adulthood, they are more likely to be low paid, be unemployed, and have poorer health. If schools do not tackle this early enough and with determination, disengagement from learning can become cyclical: underachievement can lead to poor attendance, behavioural difficulties or exclusion, which in turn results in poorer attainment and further disengagement. The impact of poverty is not, however, inevitable and this section describes how the most effective schools have broken this cycle of disadvantage.

Poverty and attainment

The statistical link between poverty and low educational attainment is well attested. In general, pupils from poorer families are more likely to attain at lower levels than other pupils. At all key stages in Wales, pupils who are entitled to free school meals[1] perform significantly less well than those not eligible for free school meals against a range of performance indicators. The gap between the performance of children from richer and poorer backgrounds widens during schooling. The performance of both free school meals (FSM) and non-free school meals (non-FSM) groups of pupils improves each year, but the gap between the two remains too wide. The gap widens further in secondary schools, as shown in Figure 1.1.

Figure 1.1: Gap in percentages of FSM and non-FSM pupils attaining the core subject indicator at each stage between 2009 and 2011
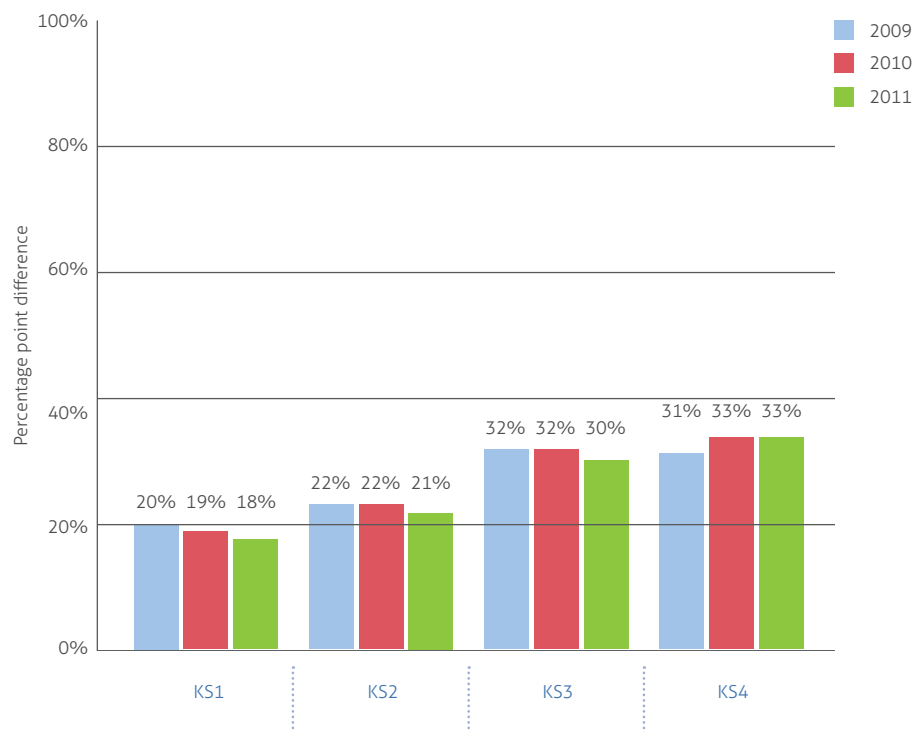
[1] Free school meals are provided to pupils in low income households, and levels provide a widely-used measure of poverty.

Poverty and attendance

The following table suggests that there is a relationship between the proportion of pupils entitled to free school meals and the rate of absenteeism. It shows that, in general, schools with a higher proportion of pupils entitled to free school meals have higher absenteeism rates.

Figure 1.2: Absenteeism by pupils of compulsory age in all maintained secondary schools, by proportion entitled to free school meals, 2011-2012[2](a)

Proportion entitled to free school meal	Percentage of school sessions missed		
	All absences	Unauthorised absences	Number of schools
10% or less	6.3	0.6	50
15% or less, but over 10%	7.2	0.9	58
20% or less but over 15%	8.0	1.1	34
30% or less but over 20%	8.9	1.9	52
over 30%	10.7	3.6	27
All maintained schools	7.9	1.4	221

Source: Pupils' Attendance Record and PLASC, Welsh Government.

(a) Free-school-meal data is based on a three-year average.

[2] SDR159/2012 - Absenteeism from Secondary Schools, 2011/12, Welsh Government http://wales.gov.uk/topics/statistics/headlines/schools2012/120925/?lang=en

Poverty and education other than in school

There is also a link between poverty and behavioural difficulties. The table below shows that a disproportionate proportion of pupils entitled to free school meals are educated other than in schools (nearly two-thirds, compared to a fifth if they were represented proportionately).

Figure 1.3: Pupils whose main education is other than at school, by free school meal entitlement[3]

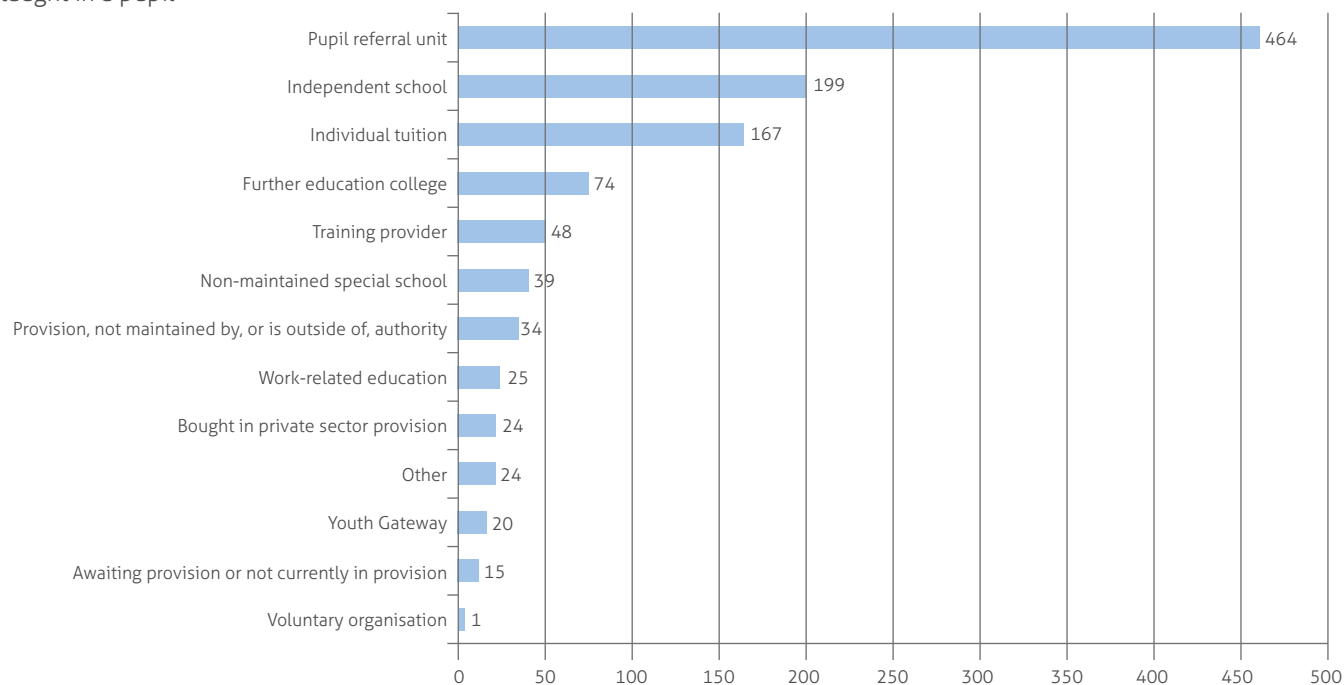| Free school meal entitlement	2009/10 (a)		2010/11		2011/12	
	Number	Percentage	Number	Percentage	Number	Percentage
Entitled to FSM	646	65%	689	66%	711	69%
Not entitled to FSM	349	35%	354	34%	315	31%
Total	995		1,043		1,026	

Source: Pupils' Attendance Record and PLASC, Welsh Government

(a) Two local authorities failed to provide data for 2009/10. All 22 local authorities provided data in the following years.

[3] SDR 140/2012 - Pupils Educated other than at School, 2011/12, Welsh Government http://wales.gov.uk/topics/statistics/headlines/schools2012/120829/?lang=en

There are many reasons why pupils are not educated in school. In many cases, this is because they have been excluded from a school, often because of their behaviour. Figure 1.4 shows that, when pupils are taught other than in schools, the highest proportion (nearly 40%) of them are taught in a pupil referral unit.

Provision	Value
Pupil referral unit	464
Independent school	199
Individual tuition	167
Further education college	74
Training provider	48
Non-maintained special school	39
Provision, not maintained by, or is outside of, authority	34
Work-related education	25
Bought in private sector provision	24
Other	24
Youth Gateway	20
Awaiting provision or not currently in provision	15
Voluntary organisation	1

[4] SDR 140/2012 - Pupils Educated other than at School, 2011/12, Welsh Government http://wales.gov.uk/topics/statistics/headlines/schools2012/120829/?lang=en

Pupil referral units (PRUs) should be used as short-stay centres that provide education for vulnerable and challenging pupils with the aim of re-integration into mainstream schools. However, the success of PRUs in re-integrating pupils or in offering a broad curriculum varies unacceptably, even between sites of the same PRU. Pupils on one site of a PRU we inspected recently only attend parttime and do not gain useful qualifications, while at the other site of the same PRU, pupils have a full-time programme and access to a varied curriculum, and gain appropriate qualifications.

In many PRUs, pupils do improve their reading, spelling and social skills and gain a range of suitable qualifications. Pupils learn to manage their behaviour and many, particularly at key stage 3, make a successful return to their school. In a minority of PRUs however, pupils do not develop their literacy and numeracy skills well enough, do not regularly contribute to decisions about the life and work of the PRUs and stay at the PRU for long periods.
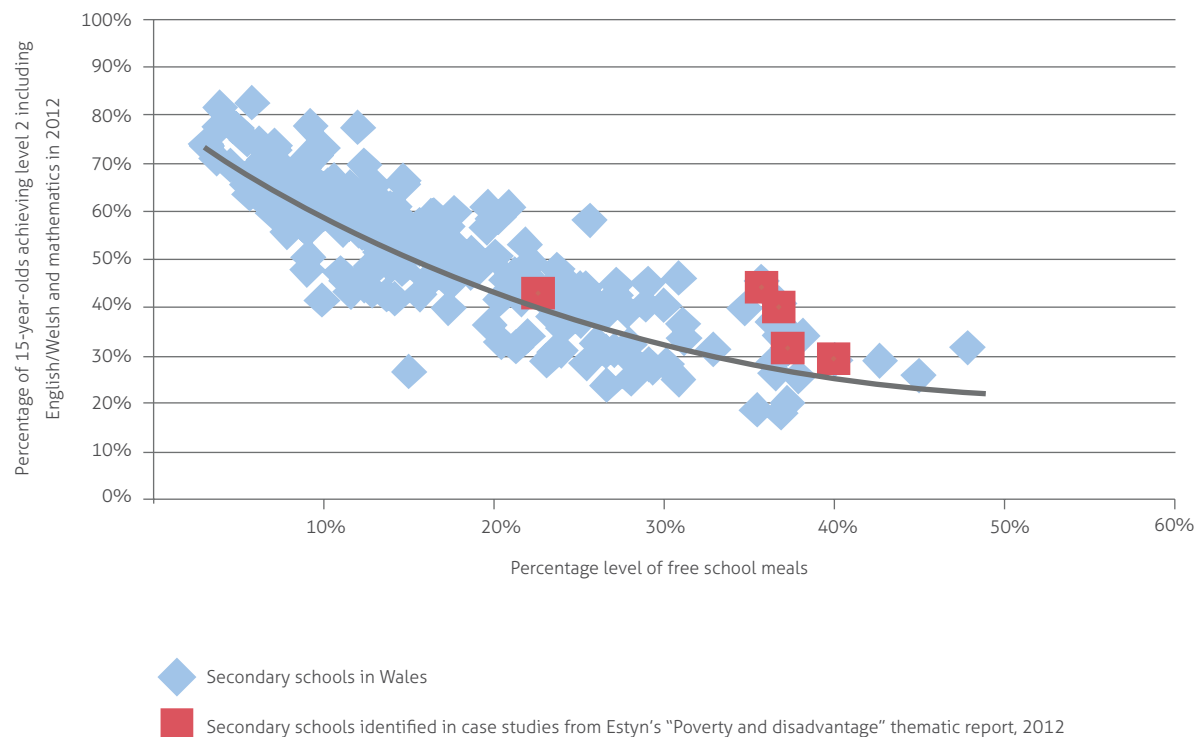
Teaching staff in PRUs do a difficult job with pupils whose behaviour can be challenging. Many do it well. PRUs generally have appropriate policies in place to help them in their work with vulnerable pupils. This year, we visited several PRUs to evaluate their behaviour management strategies, and how they apply restrictive physical intervention and restraint. Six of the seven PRUs visited have adopted suitable behaviour management policies. Staff in these PRUs are well trained and confident in using these techniques to defuse potentially confrontational situations.

In the best practice, PRU staff teach pupils how to manage their own behaviour and use agreed behaviour management plans and individual pupil risk-assessments to help them. However, in most cases, pupil-planning systems do not address the management of difficult behaviour with individual pupils well enough. Frequently they do not use individual pupil risk-assessments or off-site risk-assessments well enough to safeguard pupils and staff adequately. PRUs do not do enough to monitor the impact of their daytoday practice on pupils' wellbeing and behaviour. Record-keeping is not always detailed enough to allow analysis that would help staff to evaluate how well their strategies and practices are working.

Breaking the cycle of poverty and disadvantage

Although Figure 1.5 shows a strong link between poverty and the performance of each secondary school in Wales at key stage 4 (in terms of attaining the level 2 threshold including English or Welsh first language and mathematics), it also shows that schools facing similar challenges perform very differently and some schools succeed despite facing challenging circumstances.

Figure 1.5: Percentage of 15-year-olds achieving the level 2 threshold including English / Welsh first language and mathematics in 2012

Percentage of 15-year-olds achieving level 2 including English/Welsh and mathematics in 2012

Percentage level of free school meals

◆ Secondary schools in Wales

■ Secondary schools identified in case studies from Estyn's "Poverty and disadvantage" thematic report, 2012

What do effective schools in challenging circumstances do?

We recently published a survey report ('Effective practice in tackling poverty and disadvantage in schools') that identified a number of best practice case studies from schools that have raised the achievement of disadvantaged learners in challenging circumstances. The performance of the secondary schools with case studies is indicated by the red squares in figure 1.5 above. The black line indicates what the 'expected' performance of a school would be taking into account disadvantage (the level of free school meals for the school). Schools above this line perform better than would be expected. These case study schools are performing well against the performance indicator of the level 2 threshold including English or Welsh first language and mathematics.

These schools not only do what all successful schools do to secure the achievement of learners, but they also create an outstandingly positive ethos that allows disadvantaged learners to achieve well. These schools employ strategies specifically designed to combat the factors that disadvantage learners. The case studies describe some practical actions that the schools have undertaken.

In particular, effective schools in challenging circumstances take a whole-school, strategic approach to tackling disadvantage – they have a structured, coherent and focused approach to raising the achievement of disadvantaged learners.

They also develop the expertise of staff to meet the needs of disadvantaged learners – they have a culture of sharing best practice, provide opportunities for teachers to observe each other, and have performance management targets that are related to raising the achievement of disadvantaged learners.

Practical actions	Case study links
Using data to track progress	Cwrt Sart Comprehensive School Llwynypia Primary School
Improving literacy and numeracy skills	Sandfields Comprehensive School Ysgol Melyd
Developing social and emotional skills	Ysgol Bryn Elian
Improving attendance and behaviour	Cefn Hengoed Comprehensive School
Tailoring the curriculum	Cwrt Sart Comprehensive School
Enriching extra-curricular activities	Ysgol Y Castell Primary School St Woolos Primary School
Listening to learners	Cwrt Sart Comprehensive School Cefn Hengoed Comprehensive School
Engaging parents and carers	Cathays High School Mount Stuart School

Staff development

Lack of staff commitment to raising the achievement of disadvantaged learners is a key barrier to overcome in tackling issues of poverty and disadvantage. Staff training and development are needed to tackle this issue. Most successful schools invest significantly in developing the skills of leaders, teachers, support staff and governors to improve outcomes for disadvantaged learners.

Many of the successful schools have a strong culture of sharing good practice, both within and outside the school. These schools provide plenty of opportunities for teachers to observe one another and to share approaches to planning across the school. They have spent time on developing whole-school approaches in such areas as teaching literacy skills, promoting emotional wellbeing and raising boys' achievement. They have also identified training opportunities for staff to develop specialist skills, such as those in play therapy or anger management.

Nearly all of the successful schools use performance management to improve the standards and wellbeing of their disadvantaged learners. In these schools, all staff have specific and measurable improvement targets that relate to the school target of raising the achievement of disadvantaged learners. This makes all staff accountable for raising the achievement of disadvantaged learners.

Targeting disadvantage

The poverty gap has not closed appreciably over recent years, despite additional grant funding and initiatives such as RAISE[5]. Additional funding intended for supporting disadvantaged pupils is often used to raise achievement generally (boosting pupils' literacy skills for all those pupils below a certain skill level etc), rather than to tackle the specific needs of disadvantaged pupils (cultural, social, financial etc) and to focus on these particular issues for free school meals pupils. Many schools do not treat these grants as separate from other elements of their funding, but as an extension to normal funding streams. Hence the pupils who directly benefit from this additional funding are not always those from poorer backgrounds. This is often because many schools do not do enough to monitor the progress of pupils from poorer backgrounds, and there are no national benchmarks and national targets for outcomes for disadvantaged pupils.

[5] The RAISE programme, ('Raising Attainment and Individual Standards in Education' in Wales), was a Welsh Government funded programme from 2006-2009 that provided an annual grant to schools with 20% or more pupils entitled to free school meals to target disadvantaged pupils and raise their levels of performance.

Community-focused schools

Nearly all schools see themselves as community-focused. However, schools do not have a common understanding of what it means to be community-focused. A few schools in disadvantaged areas have identified challenges in their local community and have strengthened community links to, for example, raise attendance rates, improve behaviour, and raise the level of parental support.

Although learners are offered a range of out-of-hours learning in many schools, only in the few best examples are these extra activities carefully designed to increase learners' confidence, motivation and self-esteem. Where schools have had the greatest impact on raising learners' achievement, staff plan out-of-hours learning to match the needs of learners and to complement the curriculum. Although most schools work with a range of agencies, school leaders do not co-ordinate multi-agency working systematically enough to ensure that disadvantaged learners are supported in the most effective and timely way. The few schools that engage most effectively in multi-agency working have established protocols and processes for this work, including setting up multi-agency panels.

Most schools identify engaging parents as the biggest challenge in tackling the under-achievement of disadvantaged learners. Many schools, especially primary schools, have a good awareness of the range of problems facing the families of their learners, and a few schools work with parents strategically to improve outcomes for disadvantaged learners. However, a significant minority of schools do not employ a broad enough range of strategies to engage parents.

Links to Estyn reports on poverty and disadvantage

For further information on previous reports on poverty and disadvantage or the use and impact of the RAISE funding in schools, please click on these links:

Effective practice in tackling poverty and disadvantage in schools, 2012

The impact of family learning programmes on raising literacy and numeracy levels of children and adults, 2012

Tackling poverty and disadvantage in schools: working with the community and other services, 2011

Tackling child poverty and disadvantage in schools, 2010

The impact of RAISE 2008-2009: a report on the third year of the programme, 2009

The impact of RAISE funding, an interim report after 18 months, 2008

The impact of RAISE funding, an interim report, 2007

The Foundation Phase

The Foundation Phase, for children between the ages of three and seven, has been introduced gradually into schools and settings since 2004. After the initial piloting, the new curriculum was rolled out to all children under five in September 2009. In 2010, it was extended for five to six-year-olds and, in the summer of 2012, the first full cohort reached the end of the Phase.

The Foundation Phase has many significant features. It has:

- more generous ratios of practitioners to children;

- more outdoor-learning opportunities;

- more practical investigation and exploration of the world around children so that they can see how things work and find ways to solve problems;

- more use of experiential learning to develop thinking, listening, speaking, reading and writing skills as well as numeracy skills; and

- more choices for children in hands-on learning, with customised and personalised intervention from practitioners.

The curriculum is built around seven[6] main areas of learning, whose aim is to foster a child's personal, social, emotional, physical and intellectual wellbeing. Each area needs to be offered in a way that is appropriate to a child's ability, age and stage of development.

The initial findings from our inspections and surveys suggest that the Foundation Phase is a success in many respects. It is clear that the vast majority of younger children of this age enjoy the more creative and exciting activities that are now available, and that this has led to improvements to their wellbeing, behaviour and physical development. Active learning approaches, in the classroom and outdoors, are helping children to become increasingly independent and confident.

Right from the start, most practitioners (teachers and support staff) and parents have shown tremendous support for the new style of teaching and learning in the Foundation Phase. Early on, the new emphasis on outdoor learning led leaders and staff to audit their outdoor provision. In most cases, when practitioners did this they saw that they would need to create more opportunities in the outdoors if children were to have a range of authentic, first-hand experiences of the natural world and of exciting new areas for exploration. Over time, school and setting staff and sometimes parents went to work to transform and extend the outdoor spaces available to them in order to make them into more dynamic, flexible and versatile learning areas. The best practitioners also talked to the children and to each other about what kinds of activities they were going to plan, to make as much use as they could of the possibilities presented. In one setting, staff planned a comprehensive 'Mathematics and Learning Outdoors' file that contained activities for weighing, sorting and comparing vegetables from a garden they had created. It contained detail about shape hunts and pattern hunts, using flowers and bark, and a series of practical problem-solving activities.

Since construction, these outdoor areas have been used to exploit and develop children's natural sense of curiosity and their desire to explore, using their senses. As a result, learning has became more fun for younger children and they show high levels of motivation and perseverance.

There has also been an increase in levels of parental and community involvement where parents have helped to clear and re-design sites and are involved in their continuing maintenance and in designing activities for the children.

[6] Six areas of learning in Welsh-medium schools

Provision

In our best schools and settings, practitioners understand and apply the principles and pedagogy of the Foundation Phase while also having a strong focus on improving standards of literacy and numeracy. In the majority of schools, activities are well thought out and have a clear purpose, and the content and level of support match the children's need. The majority of schools and settings are getting the balance right, that is the balance between child-led and teacher-led activities, between structure and freedom of choice, following, early on in the pilot, some degree of over-dependence on child-led play and activity. For reinforcement, there is flexibility to cater to 'stage not age' in the delivery, and skills input is related to their relevance to activities.

Generally, many schools in Wales deliver the Foundation Phase through a carousel of activities that go on continuously. In the best schools and settings, there are clear strategies for adult support or intervention to extend learning. In only a small number of providers observed this year are activities poorly planned and there are situations where, although children may look busy, they are making little progress because they are often repeating the same activities without extending their knowledge and understanding. The proportion (a minority) of schools and settings where children are not making enough progress because of a lack of balance between child-led and practitioner-led activities is smaller this year than it was previously.

Assessment

There has not been in use a national baseline profile for teachers to assess children on entry to the Foundation Phase. This means that there has been considerable variation in how practitioners recognise and track achievement. The majority of practitioners record the progress of individual children carefully and use what they observe and record to plan further activities. However, sometimes records of progress merely describe what children do rather than identifying the skill levels achieved. Sometimes, because of uncertainty about what should be assessed, teachers take long stretches of class time to record detailed assessments of each child, leaving the delivery of the curriculum to learning support assistants during those periods.

Schools are developing assessment practices that involve the children more directly in 'assessment for learning', but this approach remains underdeveloped in many schools.

Practitioners tend to undertake less assessment of children's learning outdoors than indoors – this means that they do not always track how children are developing some of their skills.

Practitioners are using a variety of ways to record children's progress and use the information for planning. On the next page are some examples.

Using display boards

In a small primary school, two display boards are used to make sure that all practitioners play an active part in assessing children's learning. One board is labelled as the achievement board: "what can the child do?" while the second board includes what the child needs to develop and is labelled "I need to…". Practitioners use sticky labels to record children's development and the way forward and post these on the relevant boards. This information is collected daily and discussed by all practitioners in short meetings at the beginning of each day. Brief notes are made of the key points from these meetings and these inform practitioners' work during the day. Key milestones in children's progress are also noted during these meetings. The sticky notes are not kept but are instead sent home with the children.

Using sticky labels

Good use is made of information technology in a medium-sized primary school to support practitioners in recording children's progress. Learning intentions for activities that are adult-led are printed on sticky labels. As children achieve the learning intention, the label is placed in individual children's portfolios and dated. A record is made in an IT tracking system.

Using a learning wall

In one nursery class, children's learning is celebrated through use of a 'learning wall' display. The display shows pictures of children learning and these are labelled to show good learning behaviours such as good sharing, and good working together. Discussing the photographs with children can reinforce the learning by reminding them of what they did and can do.

Using skills ladders

Practitioners in one school have worked together to identify a set of skills for children from three to seven years of age that could be developed using more than one area of learning. For instance, practitioners have identified that the skills of 'exploring and experimenting with a variety of techniques' can be developed in the knowledge and understanding area of learning as well as in creative development. Practitioners then use the 'Range' sections of the 'Framework for Children's Learning for three to seven-year-olds in Wales' to identify relevant experiences that would develop appropriate skills.

Standards

The majority of children gain good age-appropriate skills in the Foundation Phase.

In the summer of 2012, the first cohort of seven-year-olds was assessed by their teachers against Foundation Phase outcomes instead of National Curriculum levels. In 2012, more than nine of ten pupils gained at least outcome 5 (the expected level) in the learning area of personal and social development, wellbeing and cultural diversity (PSDWBCD). Just over eight out of ten pupils gained this level in all three learning areas of PSDWBCD, language, literacy and communication skills in either English or Welsh first language and mathematical development.

Overall, standards in speaking and listening develop well in the Foundation Phase. Children make good use of role-play, both indoors and outdoors, and of 'hot seating' and technology, such as microphones and recording devices, to help to develop their speaking and listening skills. Many children are enthusiastic readers who like to talk about the books that they have read and enjoy listening to stories. These are the children who are successful in using a range of strategies to read unfamiliar words.

However, children's writing skills remain an area of concern. In the minority of schools with weaknesses in children's writing, too many seven-year-olds produce pieces of work that are over-reliant on practitioner support and/or are untidy because of simple punctuation, spelling and grammatical errors. This is particularly the case in writing that is done as part of cross-curricular work. Children often have weak handwriting skills.

Children's skills in mathematics sessions are generally good. Most children learn to count, sort and order numbers in line with their ability and many can quickly recall number facts to solve problems. However, children do not generally apply their numeracy skills well enough in other areas.

In most English-medium schools[7], nearly all children enjoy learning Welsh and respond appropriately to questions, instructions and stories during whole-group sessions. However, most children generally lack confidence in using Welsh spontaneously in their play, with staff or with each other. Their Welsh reading and writing skills develop too slowly. This is often the case where there are no fluent Welsh-speaking practitioners in Foundation Phase classes and is more often the case in settings rather than schools.

[7] An evaluation of Welsh language development in the Foundation Phase, January 2013

Leadership and management

Good leadership is critical to the effective implementation of the Foundation Phase. Strong and influential leadership and knowledgeable middle managers with team leadership skills, combined with good teamwork by practitioners who understand the Foundation Phase curriculum and a relentless drive to improve standards, are key ingredients in the success of the best practice, both in schools and settings.

Where leaders and managers understand the principles and practice of the Foundation Phase, they use their knowledge well to support and challenge teachers in their planning and practice. Their understanding of the Foundation Phase underpins their key strategic decisions. They make spending decisions based on the priorities that will have the most impact on children's learning. They plan well for improvement and identify success criteria in order to measure the impact of the actions they take on children's progress. They have whole-school policies that they make sure all practitioners understand and apply, for instance in relation to how they assess and record information about standards or teach phonics.

In a minority of schools, the roll out of the Foundation Phase has been less successful. Where this is the case, it is mainly because school leaders have not taken full responsibility for supporting it.

> *"Where leaders and managers understand the principles and practice of the Foundation Phase, they use their knowledge well to support and challenge teachers in their planning and practice."*

Transition from the Foundation Phase to key stage 2

In September 2012, the Foundation Phase cohort of seven-year-olds transferred into key stage 2. Many of these children had acquired the necessary skills to make progress in line with their age and ability in key stage 2. In the best practice, leaders and managers recognise that transition to a more formal way of working requires careful management and planning if it is to be successful. To achieve a successful transition, schools have changed their practice in one or more of the following ways:

- using Foundation Phase teaching approaches in Year 3;

- arranging for all key stage 2 teachers to observe in the Foundation Phase classes;

- providing whole-school training on the Foundation Phase; and

- facilitating joint curriculum planning between end of Foundation Phase teachers and teachers working in the beginning of key stage 2.

The Welsh Baccalaureate

Based in 166 schools, 30 further education institutions, five work-based learning providers, one pupil referral unit and one independent specialist college, entries for the Welsh Baccalaureate Diploma in 2012 increased by 36% overall on the previous year's figure. The increase in entries from schools is significantly higher than the increase in further education, where an 8% increase in 2012 brought the total number of further education entries to over 7,000.[8] The total number of entries from schools is over 16,000.

Figure 1.6 illustrates the growth in entries between 2004 and 2012 at the three levels of the Welsh Baccalaureate Qualification, across all sectors.

Figure 1.6: Number of entries per level from 2004 to 2012[9]
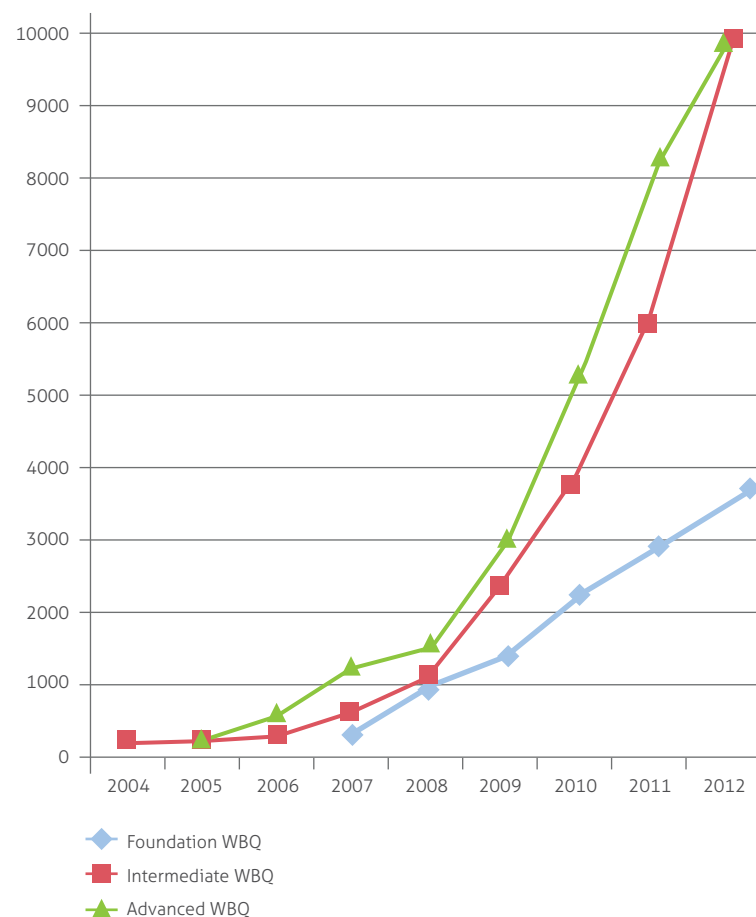
8/9 Data and graphs given by the WJEC on the Welsh Baccalaureate Qualification

Many schools offer the Welsh Baccalaureate Qualification at key stage 4 and/or post16. At pre-16, the number of entries for the intermediate Welsh Baccalaureate has increased in 2012 by 73% compared with 2011 figures, to 7,100.

In further education, the Welsh Baccalaureate is offered at all colleges of further education although not on all college sites. In further education colleges, a minority of learners follow a large vocational qualification to meet the 'options' requirement of the advanced Welsh Baccalaureate diploma. This accounts for over 20% of the candidates taking the advanced diploma. A few learners in colleges combine A levels with a vocational qualification for their Advanced Welsh Baccalaureate diploma. However, 74% of learners in both schools and colleges take the advanced diploma with A-level options only.

Figure 1.7 illustrates the distribution of passes at different levels over the past three years for schools and colleges.

Figure 1.7: Results by type of centre

WBQ results 2010-2012 (a) Source: WJEC	Schools			Colleges		
	2010	**2011**	**2012**	**2010**	**2011**	**2012**
Number of centres (b)	87	136	166	27	29	30
Foundation						
Pre-16						
Entries	490	913	1,748	36	0	**0**
% achieving diploma	82%	86%	76%	94%	-	-
Post-16						
Entries	12	249	101	1,810	1,741	1,641
% achieving diploma	83%	88%	60%	89%	83%	81%
Intermediate						
Pre-16						
Entries	1,144	2,053	7,100	46	8	6
% achieving diploma	87%	83%	81%	76%	100%	0%
Post-16						
Entries	349	1,443	515	2,126	2,367	2,282
% achieving diploma	68%	86%	78%	77%	79%	77%
Advanced						
Post-16						
Entries	3,481	5,782	6,876	1,919	2,534	3,116
% achieving diploma	90%	93%	89%	81%	87%	87%

(a) Results shown are for the summer each year.
(b) For some multisite colleges the results are shown seperately for the various sites so the number of centres figure for colleges is inflated.

At foundation diploma level, schools have almost doubled the number of pre-16 entries since 2011, with just over three-quarters of pupils attaining this diploma. The success rate for the intermediate diploma at pre-16 remains similar to that of previous years, while the number of entries has increased three-fold to over 7,000 since 2011. At post-16 in schools, most entries are for the advanced diploma. The success rate for this diploma remains similar to that of previous years, at around 90%.

In further education, more post-16 learners are entered for the foundation and intermediate diplomas than in schools. The success rates for these diplomas are similar to those of previous years. There are far fewer entries for the advanced diploma in further education than in schools, although the success rates are similar.

The Welsh Baccalaureate offers many benefits to learners. Through studying the Welsh Baccalaureate core, the majority of learners improve their essential skills and they achieve a better understanding of a range of topics, including enterprise, politics and current affairs, than they would otherwise have achieved. In particular, carrying out their individual investigations helps many students to develop some of the research and analytical skills needed for further education, higher education and employment. Learners also develop their confidence and social skills by engaging in community participation and work experience.

Case study: Ysgol Y Preseli – Students' knowledge, understanding and skills

Ysgol Y Preseli is an 11-18 mixed, designated Welsh-medium school in Crymych, Pembrokeshire. There are currently 967 pupils on roll. In 2011, 6.1% of pupils received free school meals, compared to the national average of 17.7%. The school was part of the Baccalaureate pilot scheme and has offered the qualification since 2004.

Action

Over the last six years, the school has refined its Welsh Baccalaureate programme. In 2009, it introduced the Welsh Baccalaureate qualification at key stage 4 and this meant that further work was needed to make sure that sixth-form pupils were developing their knowledge, understanding and skills and building on what they had learnt in Year 10 and Year 11. The school offers a wide range of activities; this includes visits to local and national events, presentations from guest speakers and well-established links with a local higher education institution. All staff are involved in some aspect of Welsh Baccalaureate delivery and receive regular high-quality training.

Outcomes

Nearly all students who are registered at the start of Year 12 achieve the Welsh Baccalaureate Qualification at advanced level. These figures are significantly higher than the average for schools across Wales. Most students have a very good understanding of current affairs, political issues and a wide range of other topics included in the Welsh Baccalaureate programme of study. Most students are very positive about their Welsh Baccalaureate experiences and the positive impact the programme has had on their preparation for higher education, further education or employment.

For more information, click on the link to the survey report on the Welsh Baccalaureate provision at level 3 in secondary schools.

However, in spite of the very high standards achieved by a minority of providers, the standards achieved on the Welsh Baccalaureate vary a good deal between learners and between schools. Learners who attain the qualification also gain qualifications in a range of essential skills such as Communication and Application of Number, but these are not always studied at a level that is appropriate to them as individuals. In many schools, there is an imbalance between the time spent on completing the paperwork relating to essential skills qualifications and the time spent on improving learners' actual skills and transferring these to support learning across the curriculum.

Of all the components in the core, the lowest standards are in the 20-hour language module, which is generally not challenging enough to engage learners, especially the more able. However, the quality of teaching in the core is generally good in the majority of schools. In a minority of teaching sessions, learners are not challenged enough because teachers do not plan well enough to meet the needs of the full ability-range of learners.

The wide range of standards being achieved on the Welsh Baccalaureate core suggests that grading the Welsh Baccalaureate Qualification would provide a fairer reflection of the range of learner outcomes.

> *"Learners who attain the qualification also gain qualifications in a range of essential skills such as Communication and Application of Number, but these are not always studied at a level that is appropriate to them as individuals."*

Provision for 14 to 19-year-olds

Working in partnership, providers generally offer a wide range of general and vocational courses at key stage 4. All schools have met the requirements of the Learning and Skills Measure (Wales) and there has been an improvement in outcomes. However, in a minority of schools, the expansion of courses has not led to an improvement in key outcomes, for example the number of learners leaving with five good qualifications, including English or Welsh and mathematics.

Over a five year period, the numbers staying on in education rose steadily from 77% in 2007 to 85% in 2011. The proportion of 16-year-olds continuing in education last year increased by two percentage points. For those continuing in education after 16, 55% stayed on in school sixth forms and 45% went on to colleges of further education. Going to college was a more popular route for male students compared to female students.

The percentage of 16-year-olds entering the labour market in 2011, either in employment or training in the workplace, increased slightly compared with 2010. A higher percentage of 16-year-olds entered government-supported training or work than the percentage of 17 or 18-year-olds.

14-16 provision

Most schools support Year 9 learners well to make option choices for key stage 4. Many learners feel that they are given good advice when choosing their GCSE and other options. In order to support Year 9 pupils during the options selection process, colleges offer taster sessions related to possible new learning pathways. However, there is not always enough provision of well-informed and impartial careers information and advice to learners based on labour market information. In a minority of schools, learners have to make their choices very early in the school year and this can have a negative impact on their learning. Having already decided to drop some subjects by the end of Year 9, this minority of learners make considerably less progress in those subjects for the remainder of the year.

A very few schools do not plan the timetable for general and vocational options and other enrichment activities well enough and a few pupils miss lessons in the core subjects to attend courses with other providers. In a very few schools,

the structure of the 14-19 curriculum also means that a few key stage 3 subjects are blocked together on the same day. If the teacher or pupils are absent, this can have a greater impact on their progress than would normally happen in another school.

Although partnerships between schools and with other providers are generally good, in a few schools, the number of learners opting to take up courses offered by other providers is very low. This is often because learners are reluctant to travel to other providers or because they do not know enough about the courses being offered by other providers.

Where curriculum provision is outstanding, schools are innovative and imaginative in the way in which they cater comprehensively for the different needs and aspirations of learners, whatever their ability or special interests. These arrangements enable learners across the ability range to make very good progress.

Relationships between schools and post-16 providers are generally well established, although partnerships are stronger at key stage 4, where providers are not in direct competition for students. Where 14-16 pupils study at more than one provider, co-operation between providers is usually good; there are joint arrangements for planning and quality-assurance; and information on attendance and tracking is shared.

Sixth forms

Further education colleges

Schools with sixth forms offer a broad range of subjects although, in a minority of schools, the sixth form is not cost effective. Most of the schools where the sixth form is not cost effective are located in rural areas. This makes collaboration and partnership working more challenging because of the need to organise extra transport and Welsh-medium courses. Overall, class sizes still vary too much in sixth form provision. In order to meet the requirements of the Measure, a minority of schools offer some courses that are not economically viable. Once the school has made a commitment to run a class in Year 12, it has to continue with this in Year 13 even if there are fewer pupils in the class because retention has been poor. In some instances, schools enrol learners on courses that are inappropriate for them. As a result, they leave school during, or at the end of, Year 12.

Some 16-year-old learners do not receive guidance that is independent enough when choosing courses. The significant number of learners who drop out of schools, having found that their initial choice of courses has been wrong for them, go on to enrol at further education colleges at 17.

Some further education colleges offer tertiary provision, in areas where 11-16 schools are the norm, and generally provide a very wide range of subject choices because of their size and the consequent economies of scale. Colleges also deliver specialist vocational education and training programmes and learners can benefit from a well-planned transition from school to a different learning environment, where there are industry-standard resources and specialist teaching staff.

Among some post-16 providers, attitudes to preparing young people for life and work vary to an unacceptable degree. Competition for learners and for funding sometimes means that the needs of learners are overlooked. Some providers enrol learners at levels that are too low for them. Some providers in the past have given a priority to getting learners through as many qualifications as they can in order to maximise the drawdown of funding, without considering the real educational needs of individuals. This attitude towards maximising income and attainment rates at the expense of meeting learner and community needs is unacceptable. It means that a college can appear to succeed by generating high rates of attainment for its students while it is not actually enrolling the expected proportions of students from disadvantaged areas, and is not adding as much value as it should to students' previous levels of attainment.

Work-based learning

Work-based learning providers are less involved in 14-16 partnership working, but some have played a large role in providing extended opportunities for work experience for a very small minority of pupils who take an alternative route and do not attend mainstream education. This provision is sometimes attached to pupil referral units or organised directly by local authorities.

For those learners who at 16 do not go straight into employment, further education or training from school, the Welsh Government funds a number of specialist programmes – Traineeships and Steps to Employment – that aim to support people into work.

These 'employability' programmes are designed to engage people, address learning barriers and offer basic qualifications and work experience. The programmes cater for different client groups both under and over the age of 18, who are not in full-time education or employment.

The programmes have now been running for about a year. However, the number of clients who are eligible for the programme is significantly lower than initial data suggested and clients are not always effectively directed to the programme by referral agencies. Progression rates have improved slightly from the discontinued Skill Build programmes. The numbers of learners progressing into other training or employment are higher in the Traineeship programmes than in the Steps to Employment programmes, where progression remains unsatisfactory.

The majority of providers assess learners' barriers to learning effectively, but the quality and effectiveness of literacy and numeracy skills support vary widely. Many learners have complex and often multiple barriers to making progress. Providers often find out about these serious barriers, including mental health problems, offending behaviour or other personal problems,

when they have built up a relationship with learners over time. This knowledge often comes too late for the provider to address the issues and give learners effective support during the short period of the programme.

> " *"The majority of providers assess learners' barriers to learning effectively, but the quality and effectiveness of literacy and numeracy skills support vary widely."*

Data on outcomes

There is no national comparative data on outcomes for 16 to 19-year-olds who are in education and training. The only measures for performance for schools are the level 3 threshold (representing two A level passes or vocational equivalent) and the average wider points score. Further education colleges are not required to publish their level 3 results in the same way that schools are, which makes it difficult to compare the performance of schools and other post-16 providers. Similarly, schools with sixth forms are not required to publish the success rates of students who enter the sixth form at 16.

There does not yet exist a unified national system for Wales to capture and publish data on the completion, attainment and progression rates of learners on a consistent basis across school sixth form, further education and work-based learning sectors. This means that making judgements about the benefits of following the same programmes or courses in different providers is difficult. It means that parents and learners cannot make fully informed choices about where they should continue their studies post-16.