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Introduction

This survey reports on progression into education, employment and training of young people who left statutory education in 2022. It provides a snapshot of the activity of school leavers at the 1st November 2022. It is the result of follow up activity undertaken by Entrust Skills and Employability Service, and reflects the outcome of IAG work delivered by the school and that commissioned through Entrust Skills and Employability by the school and Staffordshire County Council.

The survey provides an early approximation of the Government's Key Stage 4 destination measures. As stated above this is snapshot on a single date; however the DfE's post 16 destination measures are based on sustained participation over a six month period.

Following the introduction of the Raising the Participation Age (RPA) in the 2011 Education Act, 2014 Statutory Education leavers are required to participate in learning to the end of the academic year in which they turn 17. This survey therefore includes both Participation and Activity Survey information.

The District Average figures include those students who attended special schools and those whose education was provided by institutions other than school, such as pupil referral units, specialist units and home educated. It does not include all students from independent schools; nor does it include students who were resident in Staffordshire but attended schools outside the Local Authority area.

February 2023

Data Tables

Participation Rate (%)	Continuing with structured learning total (%)	Continued full-time education (%)	Structured learning in the workplace (%)	Jobs with no structured training (%)	Not yet settled in any full-time positive activity total (%)	NEET (part of the Not Yet Settled category) (%)	Failed to respond or moved away (%)	Number of leavers in survey
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The Orme Academy									
Act Survey Nov 2022	94.3	94.3	87.0	7.3	0.8	4.9	4.9	0.0	123
% point change	-1.7	-1.7	-5.6	3.9	-1.5	3.8	3.8	-0.6	
2021	96.0	96.0	92.6	3.4	2.3	1.1	1.1	0.6	176
% point change	0.4	0.4	-1.3	1.7	1.7	-2.2	-1.1	0.0	
2020	95.6	95.6	93.9	1.7	0.6	3.3	2.2	0.6	181
% point change	-0.9	-0.9	2.7	-3.6	0.6	1.0	1.0	-0.6	
2019	96.5	96.5	91.2	5.3	0.0	2.3	1.2	1.2	171
% point change	-1.8	-1.9	-3.0	1.1	-1.7	2.3	1.2	1.2	
2018	98.3	98.3	94.2	4.1	1.7	0.0	0.0	0.0	121

Newcastle-Under-Lyme District Average									
Act Survey Nov 2022	95.3	95.3	89.3	6.0	1.3	2.8	2.5	0.6	1196
% point change	-0.6	-0.6	-1.5	0.9	-0.3	0.9	0.9	0.0	
2021	95.9	95.9	90.8	5.1	1.6	1.9	1.6	0.6	1238
% point change	-0.2	-0.2	-2.6	2.4	1.1	-1.0	-0.7	0.1	
2020	96.1	96.1	93.4	2.7	0.5	2.9	2.3	0.5	1314
% point change	-2.2	-2.2	0.7	-2.9	0.5	1.5	1.2	0.1	
2019	98.3	98.3	92.7	5.6	0.0	1.4	1.1	0.3	1286
% point change	0.4	0.4	-0.9	1.3	-1.1	0.4	0.2	0.3	
2018	97.9	97.9	93.6	4.3	1.1	1.0	0.9	0.0	1173

Staffordshire Local Authority Average									
Act Survey Nov 2022	95.7	95.7	90.5	5.2	0.9	2.2	1.9	1.2	9381
% point change	-1.1	-1.1	-1.0	-0.1	0.2	0.8	0.7	0.1	
2021	96.8	96.8	91.5	5.3	0.7	1.4	1.2	1.1	9320
% point change	-0.2	-0.2	-1.6	1.3	0.2	-0.3	-0.1	0.4	
2020	97.0	97.0	93.1	4.0	0.5	1.7	1.3	0.7	9434
% point change	-0.6	-0.5	1.1	-1.6	-0.1	0.3	0.1	0.3	
2019	97.6	97.6	92.0	5.6	0.6	1.5	1.2	0.4	9074
% point change	-0.4	-0.5	-0.3	-0.2	-0.1	0.5	0.4	0.3	
2018	98.0	98.0	92.3	5.7	0.7	0.9	0.8	0.1	8768

Glossary

Definitions of categories/terms used in this report:

Participation

- Full-time education, such as school, college or home education
- Work-based learning, such as an Apprenticeship
- Part-time education or training if they are employed, self employed or volunteering for 280 hours per year

Continuing with structured learning

A (sub-total) count of those Year 11 leavers who have chosen a post-16 activity which involves structured learning, either:

- A full-time course of further education in a sixth form or at a college
- An Apprenticeship (employed status) or other employment with a structured training programme which leads to a qualification or local recognition of skills
- Work-based learning (non-employed status), and Foundation Learning.

Continued full-time education

A count of those Year 11 leavers who have chosen to continue in education on a full-time course (16 hours or more) in all types of post-16 education institution.

Structured learning in the workplace

A count of those Year 11 leavers who have chosen an activity which involves structured training, either:

- Apprenticeship or Advanced Apprenticeship programmes
- Foundation Learning and other SFA-supported training programmes
- Jobs with planned off-the-job training funded by the employer
- Some structured personal development/volunteering programmes or similar locally-funded projects.

Glossary

Definitions of categories/terms used in this report:

Jobs with no structured training

A count of those Year 11 leavers who have taken up a job which does not offer training to NVQ level 2 or equivalent, and those with locally recognised good quality training (beyond induction or basic health & safety training).

The vast majority of temporary jobs fall into this category.

Not yet settled in any full-time positive activity (mainly NEET)

A count of those Year 11 leavers who are not yet settled in full-time education, employment or training. They may be:

- 'NEET - active in the labour market' i.e. 'unemployed'
(Small numbers of young people will be doing a positive part-time activity such as part-time learning or employment or volunteering)
- 'NEET - inactive in the labour market' (e.g. young carer, pregnancy, illness)
- 'unavailable to the labour market' (e.g. custody, religious belief, refugee or asylum seeking).

Failed to respond or moved away

A count of those Year 11 leavers:

- for whom no reliable information can be gained as to their activity
- who have moved and no activity status is known.

(A very small number of young people may refuse to take part in the survey.)

Skills and Employability Services

School Leaver Activity Survey 2022

If you have any questions about the contents of this report, or if you require any other data or information about your school cohort, please contact us:

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