

1. Attainment Measures:

Post 16 academic achievements for September 2022 – July 2023

Qualification	Percentage
GCSE English Language	100% pass rate, of which 0% is 4 or above <i>1 student achieved grade 3</i> <i>1 student achieved grade 2</i>
GCSE English Literature	100% pass rate, of which 66.6% 4 or above <i>1 student achieved grade 8</i> <i>1 student achieved grade 4</i>
GCSE Mathematics	100% pass rate, of which 16.6% achieved a 4 or above <i>1 student achieved grade 5</i> <i>2 student achieved grade 3</i> <i>1 student achieved grade 2</i> <i>1 student achieved grade 1</i>
Functional Skills English Entry Level	48% pass rate <i>12 students achieved Entry Level</i>
Functional Skills English Level 1	40% pass rate <i>10 students achieved Level 1</i>
Functional Skills Mathematics Entry Level	76% pass rate <i>19 students achieved Entry Level</i>
Functional Skills Mathematics Level 1	32% pass rate <i>8 students achieved Level 1</i>
Functional Skills ICT Level 1	88.88% pass rate <i>9 students achieved Level 1</i>
Functional Skills ICT Level 2	100% pass rate <i>4 students achieved Level 2</i>
Employability Entry Level 3	76.47% pass rate <i>13 students achieved Entry Level</i>

Attainment measures moving forward:

Areas where students struggled: L1 Functional Skills maths and GCSE English Language.

Collaboration with local FE providers: With the careers lead we researched entry requirements for further education providers. L1 Functional Skills is not accessible for our students due to the level of difficulty. In addition to this, colleges preferred a lower GCSE level, so we now only offer entry level or GCSE.

A new English Lead is in post, he has refined schemes of work and a subject specialist has taken responsibility to resource the course. GCSE English is now a specific pathway, it was previously taught alongside Level 1 functional skills.

Professional Development: Our Post 16 teacher has accessed Maths Hub training this academic year. All staff have completed dyslexia and dyscalculia training and I am exploring more Post 16 staff accessing Maths Hub training.

2. Retention Measures:

From September 2023, all students follow one of two strands of the curriculum. In the year 22 – 23, all students completed one pathway which consisted of the following 10 subjects: progressive English (functional skills or GCSE Language/Literature), progressive maths (functional skills or GCSE), Employability and Professional Development, Life Skills, Community Day, Duke of Edinburgh Award, work experience and Options (ICT or Art).

As we are a specialist provision and our aim is to support students to access further education, employment or supported living, our course is designed with this in mind. Due to this, we measure progress against student's individual EHCP targets. If a student has made significant progress towards these by the end of year 1, we support them to transition to their next placement. Where students require further support, they are able to remain for a second year, in the hopes that outcomes can be met in the next 12 months.

Students follow a set curriculum focused on skills. As our curriculum is designed to prepare our students for adulthood, students would need to access courses in line with their interests at a separate Further Education provider. Our role is ensuring they are prepared to make a successful transition. Due to this, retention can only be measured for the strand as a whole.

Completion Rate: 100% of students completed the first year (Year 12) of the Post 16 pathway. Three students transitioned successfully onto college courses, one also secured paid employment.

Completion Rate: 1 student transitioned successfully to another setting part way through Year 13, as they wanted to access college courses in line with their interest. The other 17 (96%) students successfully completed their second year (Year 13) of the Post 16 pathway.

Stakeholder voice:

In 2022 we shared a questionnaire with students and parents to inform curriculum updates: [Post 16 curriculum questionnaire](#)

In the summer term I will share a questionnaire with parents to gather their views following the curriculum changes.

3. Destination Measure:

Measures to support the effectiveness in Post 16 of preparation for students' next steps in their careers or further education include:

Year 12	Year 13
<ul style="list-style-type: none"> • In House and external Work Experience • Careers Fair • Careers and Employability Sessions. • Employability and Professional Development Qualification • Meet the Employee • Enterprise Activity • DWP talk • Apprenticeship and Supported Internship Talks • Community: Can Do Project with Leonard Cheshire • LMI Talk • Business Visits • Duke of Edinburgh • Careers Programmes including START Profile and Unifrog • Access to a careers Adviser 	<ul style="list-style-type: none"> • In House and external Work Experience • Careers Fair • Careers and Employability Sessions • College and Training Provider Visits • Meet the Employee • Enterprise Activity • DWP talk • LMI Talk • Apprenticeship and Supported Internship Talks • Community: Can Do Project with Leonard Cheshire • Business Visits • Duke of Edinburgh • Careers Programme including START Profile and Unifrog • Careers Guidance Interview • EHCP review focus on Next Steps

We are excellent in supporting our students in securing positive destinations (please see table below).

2023 leavers destinations: over 90% of students transitioned to further education or employment, 33% main stream college courses, 57% supported learning, 5% A Levels and 5% Employment.

Post 16 Leavers destinations 2023	
Destinations	Numbers
Carmel College A Levels	1
Carmel College Foundation Learning	1
Greenbank College	2
KCC Supported Learning	7
KCC Supported Learning Creative and Media Level 1	2
Knowsley Community College/ St Helens College	4
Myerscough College	1
Strawberry Field Steps into Work Programme (on route for paid employment)	1
NEET students are referred to KAGS	
Destinations	Numbers
Carer awaiting confirmation	1
Seeking employment referred to DWP/Knowsley Works	1

Destination measures moving forward:

1. To consider the number of follow-up actions (e.g., applications, interviews) taken by careers lead and job coaches across a three year period.
2. Conduct a questionnaire to gather student and parental voice on how we can improve student confidence and knowledge on careers and further education.
3. Continue to work with the Local Authority to further partner with local businesses to offer practical projects or internships.