



Specialist Evidence, Evaluation & Research
Collaborative HE by Applied Inspiration



RESEARCH INTO THE 'RAISING
ATTAINMENT' CONTEXT BASED ON
NEEDS AND EXPERIENCES IN
SCHOOLS IN WEST YORKSHIRE, YORK,
AND NORTH YORKSHIRE

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1. EXECUTIVE SUMMARY

In May 2020, Applied Inspiration were commissioned by Go Higher West Yorkshire (GHWY) and Future Higher York to deliver research into the context of attainment raising based on the needs and experiences of schools in West Yorkshire, York, and North Yorkshire.

This research addresses three key questions:

1. What does raising attainment currently look like in schools, with consideration for engagement which directly and indirectly contributes to it?
2. What support are schools looking for to help raise the attainment of their learners?
3. In what ways can diverse forms of widening participation help to raise attainment?

To this end, Applied Inspiration have conducted research through the following:

- A brief literature review related to the context of attainment raising in West Yorkshire, York, and North Yorkshire and on the potential for widening participation activities to contribute to attainment raising
- A review of pupil premium strategies and other teaching and learning/attainment raising strategies
- A review of recent Ofsted reports from a selection of secondary schools
- A review of APPs from HE providers in West Yorkshire, York and North Yorkshire
- Survey of education providers including HE, FE, schools, and third sector organisations
- Interviews with school and educational professionals
- Analysis of local progression and attainment data.

Findings from each research area are presented in this report and summarised in an Executive Summary. We offer a conclusion in section 9, where we draw together research findings to answer the three key questions above.

1.1. SUMMARY OF LITERATURE REVIEW

- The most important factors impacting the educational disparity include poverty, special educational needs, and ethnicity. The pandemic has further compounded those inequalities.
- Research suggests that there is no 'one size fits all' solution to closing the attainment gap. Rather, the measures should be tailored to each school's particular circumstances.
- Place is the most important factor when looking at the attainment nationally as it leads to significant spatial inequalities.
- Widening participation can be effective by tapping into the social relations of the learners. This community-focused approach is relatively new in England.
- Literature shows that learners need holistic personalised support to help them make decisions about their education, and interventions which only provide information do not raise the higher education outcomes for underrepresented students.
- It is useful to frame schools' success in closing the attainment on the continuum from higher performing institutions with its unique achievements and challenges, to those which are at earlier stages of their journey to improvement.

Examples of best practice include:

1. Whole school ethos of attainment for all
2. Addressing behaviour and attendance
3. High quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responding to evidence
7. Clear, responsive leadership

1.2. SUMMARY OF SELECTED OFSTED REPORTS

We reviewed 37 Ofsted reports: 19 from LEAs in West Yorkshire, and 18 from York and North Yorkshire. We focussed on aspects of reports that pertained to knowledge and attainment, partnerships, and progression into FE/HE and employment.

Features of schools graded “Good” or “Outstanding” include good knowledge and progress across all subjects, particularly English and Maths, effective teaching and high aspirations from staff, high numbers of students taking the English Baccalaureate, good provision and outcomes for students with SEND, effective partnership working, and high rates of progression to further study or employment as appropriate.

Where schools were graded “Requires Improvements” or in “Special Measures”, reporting from Ofsted noted low expectations, poor responses to low attendance, exam-only focus, unambitious curriculum, persistent attainment gaps, and lack of preparation of pupils for life in modern Britain.

1.3. SUMMARY OF APP REVIEWS

We reviewed 13 higher education providers located within Bradford, Calderdale, Kirklees, Leeds, and Wakefield

1.3.1. WEST YORKSHIRE

1) **Bradford College (20/21-24/25)**

Bradford College targets white, mixed ethnicity, Asian and non-Asian ethnic minority students with a programme of community and school outreach, including working with community leaders. This focuses on raising awareness of HE.

They deliver an outreach programme of Maths and English aimed at raising attainment.

2) **University of Bradford (20/21-24/25)**

Target students for access include care leavers and white working-class males. Outreach is designed to inspire this target group through schools and local communities, including a “role models programme”. University of Bradford aims to continue collaborative outreach work with local organisations including GHWY, to raise attainment and aspiration in local schools and colleges.

3) **University Centre Calderdale College (20/21-24/25)**

Access targets include young males from POLAR4 quintiles 1 and 2 and care experienced young people. Outreach is aimed at local schools to increase awareness of routes into HE.

4) Kirklees College (2020/21-24/25)

Target groups include low participation neighbourhoods, BAME students, mature students, disabled students, care leavers and carers. The College assists primary and secondary schools in establishing a “careers framework”.

5) Leeds College of Building (2020/21-24/25)

Leeds College of Building works with NCOP to support students from local schools. They offer mentoring from current students and on-site visits, along with taster days and workshops to schools. Target students include female and BAME students as well as those from areas of high deprivation.

6) Leeds Arts University (20/21-24/25)

Target students include those from POLAR4 quintile 1 and neighbourhoods and BAME students. They also target students with disabilities with a focus on raising attainment. From Year 9 to 13, the University will offer free extra-curricular courses to under-represented groups. The University also runs an Access to Higher Education course targeting mature students and will work with GHWY to target children in care and care leavers.

7) Leeds Beckett University (20/21- 24/25)

Outreach focuses on BAME and part time students, particularly those from low participation neighbourhoods. Access is heavily focused on developing a contextual admissions programme and helping students from underrepresented groups meet entry criteria. The provision of Degree Apprenticeships and Foundation programmes has increased over 2018/19 and there are hopes to increase further.

8) Leeds City College – University Centre Leeds (20/21-24/25)

LCC currently recruit high levels of students from underrepresented groups, so they aim to continue at their current rates of recruitment. The College collaborates with GHWY, including delivering access information in accessible locations.

9) Leeds College of Music (20/21-24/25)

The College’s long-term outreach strategy seeks to improve music education for under privileged young people of all ages, to help improve their standard of knowledge and performance so that it meets undergraduate entry requirements by the time they finish KS5. Target students include POLAR4/IMD Q1 and POLAR4/IMD Q1+2/Female, BAME students particularly female BAME students.

10) Leeds Trinity University (20/21-24/25)

Outreach is targeted at local schools and colleges with a high BAME population and will be attainment and aspiration focused. LTU also targets students from POLAR4 Q1 +Q2 for access.

11) University of Huddersfield (20/21-24/25)

Target students for access include those from IMD Q1+ Q2 and those from ABMO backgrounds. Support is also given to potential students with disabilities.

12) University of Leeds (20/21-24/25)

Outreach targets students from LPNs and mature students. Participation development is taking place mainly through building relationships with local schools and developing a contextual admissions programme. The University's Lifelong Learning Centre will continue to run pre-entry interventions for mature students. University of Leeds works with other HEIs through the Realising Opportunities programme, with a particular focus on targeting school students in HE cold spots

13) Wakefield College (20/21-24/25)

Wakefield College is seeking to raise participation in HE of young people living in deprived areas and mature students residing in the Leeds region. Targets for access include students from POLAR4 Q1 and Q2, with outreach working with local schools and FE providers. These activities will seek to “normalise” progression into HE. The College seeks to develop partnerships with younger children at local schools to deliver Wakefield’s “Children’s University” programmes.

1.3.2. YORK AND NORTH YORKSHIRE

We reviewed 7 higher education providers located within York and North Yorkshire.

1) Askham Bryan College

The College targets students from POLAR4 Q1 and Q2 and male students from, IMD Q1 and Q2. To this end, they are targeting activity in the Tees Valley and Middlesborough region, via Stewart Park and Newcastle campuses and linked schools and communities. They are also targeting activity in the Leeds city region Local Enterprise Partnership (LEP). Other target groups include Black, Asian, and minority ethnic groups.

2) Craven College

Craven College is the sponsor for Craven Education Trust and is committed to raising attainment within the Skipton Academy, including STEM visits to the Aviation Academy at Leeds Bradford airport. The College also targets mature students, including in upskilling projects.

3) Selby College

Target students include those from IMDQ1, Black, Asian, and minority ethnic students, students from Gypsy, Roma and Traveller backgrounds, care leavers and mature students. There are links with the Yorkshire and Humber Institute of Technology (IoT), North Yorkshire City Council Education Services: Gypsy, Roma and Traveller team and Care Leaver team.

4) TEC Partnership

Outreach focuses on raising attainment and access through community work, TEC Partnerships 14-16 school, Grimsby Academy, Sixth Form provision, Learning Centres, and smaller campuses such as Skegness TEC. The Partnership provides extensive outreach with KS1 and 2 children.

5) University of York

The University offers contextual offers to students from POLAR4 Q1 and Q2 and care leavers and has guaranteed standard offers to all BAME students. They are expanding activity into additional Opportunity Areas, including Scarborough, Doncaster, and Bradford.

6) York College

The College works with school aged pupils from low participation neighbourhoods. Target groups include mature students, with plans to increase activity for those on level 3 programmes.

7) York St John University

The University has signed the Armed Forces Covenant and lead on the Northeast and Yorkshire Hub for the Service Children’s Progression (SCiP) Alliance. They work in

partnership with NCOP, Universities of York and Hull, lead on the Converge Project with local mental health partners and work in partnership on a social justice agenda.

1.4. SUMMARY OF SCHOOLS ATTAINMENT AND PROGRESSION DATA

Using data from National Statistics, we have analysed progression and attainment data for key stages 4 and 5, producing LEA averages for Bradford, Calderdale, Kirklees, Leeds and Wakefield and then the same for York and North Yorkshire.

We have selected the most recent data. For progression this is 20/21. Due to Covid-19, the most recent attainment data is 1/19. We have excluded schools from the independent sector from our analysis, schools that are now closed, and restricted our analysis to mainstream schools.

20-21 Progression from Key Stage 4

Destinations from Key Stage 4 are measured in percentages of pupils staying in education or employment for at least two terms after key stage 4. The national average for 20/21 was 94%, with West Yorkshire's LEAs the same as this or only varying from 1 or 2 percentage points. These figures were marginally higher in North Yorkshire and York (95%). Nationally, 87% of pupils stayed specifically in education after key stage 4, which is the same figure as for Calderdale. For Bradford this figure was 86%, and for Leeds and Wakefield, this figure was 85%. For North Yorkshire this was 86% and for York this was 88%.

However, there are variations within each LEA regarding form of post-16 education. For example, the most popular destination in Bradford is FE provision, as was the case for Wakefield. In Calderdale, the most popular destination is school 6th form. 6th form schools and colleges were most popular in York and North Yorkshire.

20-21 Progression from Key Stage 5

York, North Yorkshire, Bradford, Calderdale, Kirklees, Leeds, and Wakefield all fall within average bands for post-KS5 progression. However, rates of progression are more varied, ranging from rates of 74% for Kirklees, 60% for Wakefield, 55% for York, and 68% for North Yorkshire.

Bradford and Kirklees have high levels of progression to HE (67% and 71% respectively) relative to the national average (62%). For York this figure was 50%, and for North Yorkshire 64%.

18-19 Attainment at Key Stage 4

We have selected two measures for comparison purposes: Attainment 8, which measures average academic performance of a school across eight subjects, and Progress 8, which is a "valued-added" measure of progress across five years of study (key stages 3 and 4).

Calderdale had the highest Attainment 8 score of 49.2, against a national average of 46.7. Bradford attained a score of 42.4, the lowest in West Yorkshire. This score for York was 51.4, and for North Yorkshire it was 48.7. However, scores at Progress 8 vary, with Wakefield, Kirklees and Calderdale making above average progress. Leeds and Bradford scored negatively, but all five LEAs fell within the 99% normal distribution of English schools. North Yorkshire achieved a Progress 8 score of 0.1, whilst York achieved a score of 0.22, which is outside the 99% normal distribution of English schools.

18-19 Attainment at Key Stage 5

In Appendix A, we present data showing average point score by A level expressed as a grade. These results offer little nuance, with the following modal categories for each LEA:

- Bradford: C (42%)
- Calderdale: B-, C, C+ (20%)
- Kirklees: C+ (33%)
- Leeds: C+ (29%)
- Wakefield: C+, D+ (22%)
- York: B, B- (29%)
- North Yorkshire: B-, C+ (24%)

However, data showing the percentage of A level students achieving at least three levels at grades AAB or better, at least two of which are in facilitating subjects draws attention to variation within each LEA.

It may be useful to consider these results in terms of the percentage gap between highest and lowest (which is not 0) performers:

- Bradford: 32.3pp
- Calderdale: 10pp
- Kirklees: 19.9pp
- Leeds: 28.3pp
- Wakefield: 7.3pp
- North Yorkshire: 34.8pp
- York: 31.9pp

1.5. SUMMARY OF FINDINGS FROM SURVEY OF EDUCATION PROVIDERS

We disseminated one survey intended for schools and related institutions and received 8 responses.

Respondents tended to work within one school or college, and most were involved in supporting student progression rather than delivering the curriculum. To date, raising attainment activity has focused on post-16 and key stage 4, with one respondent indicating this is not in their remit. Indeed, there has not been a strong focus on raising attainment to date. Current delivery is focussed on meeting pastoral needs and “soft skills” development e.g., time management, and revision.

Where respondents identified gaps in attainment, these were predominantly at key stage 3 and focussed on reading and writing. In terms of what activity would be useful going forward, there was some indication of a preference for targeting self-motivation, attitude to learning, and confidence. Respondents identified a strong influence on attainment from parental engagement, from role models, and from cultural capital. There was some indication of a strong influence from poverty, housing, and social capital also.

There was a strong preference for activity delivered in person, rather than remotely, and for a focus on meeting pastoral (e.g., mental health and wellbeing) needs (particularly for key stages 3 and 4). There is less of a preference for activity directed at study skills and curriculum support. Respondents would like support around mental health and wellbeing, with current HE students from similar backgrounds acting as role models. They felt communication and flexibility between HE providers and school were essential and warned against HE providers delivering activity that was too talk-based.

1.6. SUMMARY OF FINDINGS FROM INTERVIEWS WITH SCHOOL AND EDUCATIONAL LEADERS

We conducted eight interviews with six organisations from West Yorkshire, North Yorkshire and York. These included, Hanson School, The Brilliant Club, Cockburn School, City of York Council, St Augustine’s, University of York, Northallerton School.

What is raising attainment?

Participants spoke of different efforts to support students, particularly those from disadvantaged backgrounds, in achieving their academic and career potential.

School-based support

Staff provide a range of ongoing pastoral, academic and career support to students in spite of an increasing shortage of resources. Some interviewees spoke anecdotally of a focus on white working-class boys, who were seen to be in particular need. Several interviewees identified year 9 as a particular transition point in the school journey. Additionally, schools provide extra (and focussed) academic support provided in the form of extra classes, enrichment programmes and summer schools. Extra provision, however, is reliant on funding. Additionally, provision such as breakfast clubs and free school meals are a key support provided by schools to students.

HE Outreach and Initiatives

The University of York run various workshops and outreach programmes with the intention of widening participation in Yorkshire but also across the north of England and Midlands generally. These include workshops for pre-16s, post-16s and targeted initiatives from students from Black communities, Roma and Gypsy communities, mature students and those leaving care. The workshops are aimed at supporting students academically, building study skills transitioning to higher education. Until now, these are not explicitly focused on raising attainment.

Initiatives such as those at York aim to provide up-to-date and targeting information, helping underrepresented students to make informed decisions. More broadly, outreach practice is geared towards familiarising learners with the higher education system, though funded access to open days and university trips, as well as introducing learners to different sources of support and funding.

Thinking about HE

In general, interviewees spoke of two themes in their work: encouraging students to imagine a life pathway that involves HE and supporting them with information and guidance to take the steps to realise such an ambition. Interviewees reported that an increasing number of students are going into FE and continuing to HE. These are mostly geographically limited to the West Yorkshire area, extending at time to Manchester and Birmingham.

University and school partnerships

Interviewees expressed caution regarding HE involvement in raising attainment in school. Some were concerned that HE providers may only be interested in promoting HE, where a range of progression options may should be available. Some school-based interviewees suggested HE providers should focus on interventions at Key Stage 5, organising campus trips, workshops, and information, advice and guidance delivery. HE providers reflected on challenges in working in partnerships with schools, with schools acting as gatekeepers for programme delivery.

Government and Third-Sector Initiatives

Schools also reported that association with learning services like MyTutor, The Brilliant Club, IntoUniversity and UpLearn are also a huge support in providing students with academic support beyond the remit of the core curriculum provided in school. They build transferable academic skills, allow students to maintain some consistency by being able to study independently and at home, and expose students to a range of topics and life avenues previously unknown to them.

Schools also rely heavily on careers support provided by private and governmental actors, even if that involves spending significant sums of money. Interviewees also spoke of the involvement of third sector organisations such as IntoUniversity, which has opened a centre in Hull in partnership with the University of York where they provide after school clubs and homework and academic support.

Challenges to and Guidance for Raising Attainment Initiatives

Schools were concerned that an expectation to be involved quickly in attainment raising activity with HE providers might lead to inappropriate interventions, whereas there is a need for a meaningful consultative process before any activity can be designed and delivered. Whilst many programmes

currently target key stage 4 students, interviewees suggested earlier intervention at the point of Year 6 to Year 7, then into Year 9, would be beneficial. It was suggested that Year 9 students were at the point where they began to take more ownership and control of their academic journey, while pro-learning attitudes and behaviours can be embedded during Year 7.

Interviewees also suggested that students could benefit from support in cross-disciplinary academic skills like essay writing, comprehension, and reading, as well as broader “life skills” such as time management, motivation, and independent study. Some learners would also benefit from provision of more vocational activity, particularly where schools are not themselves able to provide this themselves.

Interventions should be long-term and ongoing and delivered in-person.

Impact of Covid-19

Interviews confirmed the well-known impacts of Covid and associated restrictions on students’ learning levels and mental and physical health. It also affected students’ “soft skills” such as sticking to a routine and working with others. In addition, schools report that staff also seemed to have lost some of their physical mental resilience after two years of sickness and lockdowns.

1.7. SUMMARY CONCLUSION

It is clear that there is ongoing need for schools, with huge financial challenges for many families necessarily impacting children's education. For the most part, schools are not asking HE providers to deliver curriculum and thus to influence attainment directly. Although, there are some areas where HE providers can provide learning experiences outside of curriculum, which may motivate students in their studies. This may include subjects such as engineering, which falls outside of statutory curricula.

Schools are asking for activity in person, either on school premises or on campus. This appears to be a non-negotiable and may pose a challenge for HE providers who have developed a portfolio of online provision since Covid-19. WP activity may also be effective through the use of current HE students from similar backgrounds. There is a concern from schools that those working in academia may lack the communication skills to engage young people, and such individuals will not be seen as role models.

Key stages 3 and 4 are identified as particular hotspots, which may indicate the HE providers need to engage earlier than they are accustomed to. Indeed, evidence from our literature review points to inequalities manifesting much earlier; it may be advisable for HE providers to consider primary engagement going forward.

Finally, it is clear that there is some confusion and even apprehension about next steps, with many teams seeking further advice and guidance. It is also clear that there is a role for a broker such as the UniConnect partnerships, who are skilled at working with both parties, and can help to a great extent to bridge gaps in understanding, vision, and ways of working.

2. INTRODUCTION

In May 2020, Applied Inspiration were commissioned by Go Higher West Yorkshire (GHWY) and Future Higher York to deliver research into the context of attainment raising based on the needs and experiences of schools in West Yorkshire, York, and North Yorkshire.

This research addresses three key questions:

4. What does raising attainment currently look like in schools, with consideration for engagement which directly and indirectly contributes to it?
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To this end, Applied Inspiration have conducted research through the following:

- A brief literature review related to the context of attainment raising in West Yorkshire, York, and North Yorkshire and on the potential for widening participation activities to contribute to attainment raising
- A review of pupil premium strategies and other teaching and learning/attainment raising strategies
- A review of recent Ofsted reports from a selection of secondary schools
- A review of APPs from HE providers in West Yorkshire, York and North Yorkshire
- Survey of education providers including HE, FE, schools, and third sector organisations
- Interviews with school and educational professionals
- Analysis of local progression and attainment data.

Findings from each research area are presented in this report and summarised in an Executive Summary. We offer a conclusion in section 9, where we draw together research findings to answer the three key questions above.

3. LITERATURE REVIEW

3.1. INTRODUCTION: ATTAINMENT RAISING AND WIDENING PARTICIPATION

In England, the focus of widening participation policy – that is, improving access to higher education for young people from underrepresented groups - from the mid-1990s was on access through outreach programmes and financial support available after the introduction of tuition fees. Existing literature suggests that financial support is most successful when it is easy to comprehend and apply for, and when it is accompanied by initiatives raising awareness amongst potential beneficiaries (TASO 2020: 43). The notion of student success in a wider social context became part of the agenda at the beginning of the twenty first century when the institutional approach was extended to student lifecycle and lived experience. This was due to findings that engagement in broader social activities, rather than only formal academic ones was integral to attainment (Thomas, 2020: 7).

The pupil premium whereby schools receive funding for each disadvantaged student was introduced in 2011 to increase social mobility and reduce the gap in performance between children from disadvantaged backgrounds and their peers. The funding is of particular value when supporting senior leaders, but this should not be seen as the only solution in raising the attainment of disadvantaged young people (EEF 2018: 16-17). The government is going to launch a Lifelong Loan Entitlement in 2025 with the aim of prioritising the skills most sought by employers. The loan will be equivalent to four years of post-18 education over lifetime, allowing people to choose from individual modules to full programmes of study at higher technical and degree levels (OfS 2022: 7). In preparation for the programme, the Office for Students is running a trial to support universities and colleges to develop new, short courses at higher technical and degree levels. The funding of up to £2 million will target around 20 colleges (OfS 2022: 5).

Recently, the education debate has been dominated by testing strategies to close the attainment gap, hence increasing social mobility. The attainment gap measures the attainment of disadvantaged children against the attainment of non-disadvantaged children (using Free School Meal eligibility as an indicator of disadvantage) at key points in their educational journey - usually at Key Stage 2 and then again at Key Stage 4. P 7 (APPG 2018: 7). Young people from disadvantaged backgrounds have been unable to acquire and demonstrate the same levels of knowledge and skill as their more advantaged peers. Those gaps are evident from the early years and tend to widen throughout pupils' school life. Professional support and training for early years workers is therefore crucial. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement (EEF 2018: 16-17).

According to the Office for Students (2022: 2) report on 'Schools, attainment and the role of higher education', the most important factors impacting the educational disparity include poverty, special educational needs, and ethnicity. The pandemic has further compounded those inequalities, with pupils from more disadvantaged backgrounds suffering greater learning loss during lockdowns. Many children from deprived backgrounds reported that they could not enjoy quiet study spaces and that they had limited access to learning devices and connectivity. To alleviate this problem, the

Department for Education have provided 1.9 million tablets and laptops for learners by March 2022 (OfS 2022: 2).

Achievement at GCSE is an important prediction of future participation in higher education. In the most recent published data, just 27 per cent of pupils eligible for FSM went on to university, compared with 46 per cent of pupils not in this group. For pupils awarded the same number of higher-grade GCSEs, the chance of entering higher education is very similar whether they were eligible for FSM or not. Therefore, the participation gap can be attributed to pupils' prior educational attainment (OfS 2022: 2). In pursuit of widening participation, English universities wishing to charge the highest permitted rate of tuition fees are now required to develop programmes of activity targeting young people from disadvantaged backgrounds. In 2017-18 the higher education sector spent £248m on widening access (Office for Students, 2019). This investment has not however yielded significant results and there is limited evidence on the effectiveness of the interventions carried out as part of policy reforms under this banner (TASO 2020: 10).

Overall, the research suggests that there is no 'one size fits all' solution to closing the attainment gap. Rather, the measures should be tailored to each school's particular circumstances. There are however some generic recommendations such as setting a culture of high expectations for all pupils, understanding how schools can make a difference, selecting a range of evidence-based strategies tailored to meet the needs of individual schools and pupils, and implementing them well (DfE 2015: 13).

3.2. SIGNIFICANCE OF GEOGRAPHY AND LOCALISED INTERVENTIONS

Place is the most important factor when looking at the attainment nationally. According to the Social Mobility Commission's latest State of the Nation report, which analysed social mobility in each local authority in England and defined them as either hotspots or coldspots, disadvantaged children are 14 percentage points less likely to be school-ready at age five in coldspots than hotspots.

Consequently, a person's life chances are very closely linked to the place where they grew up (APPG 2018: 11). Local authorities should therefore build a sense of place through stronger collaboration across the whole system, including between schools, universities, local services, businesses etc. This requires channelling additional funding to coldspot areas to enable local coordination aimed at school improvement. This is reiterated in the recent report entitled 'The Child of the North' by the Northern Health Science Alliance and N8 Research Partnership (2021) calling for prioritising deprived localities and increasing the spending available to schools in those areas. The current national approach delivering 3–4 percentage points less funding to schools in poorer areas than to those in more affluent areas should be reversed (Northern Health Science Alliance and N8 Research Partnership 2021: 41-42). The provision of support to most disadvantaged areas in North England has already yielded dividends through the Department for Education's Opportunity Area initiative. Other recommendations (Northern Health Science Alliance and N8 Research Partnership 2021: 41-42) aimed at the region in the context of post-lockdown challenges include:

1. Using educational settings as a means of connecting with families and localities.
2. Effective multi-agency working.
3. Establishing clear accountability and authority, enabled by a single point of leadership.
4. Using educational settings to initiate earlier interventions.

5. Supporting staff in educational settings, including their wellbeing and mental health needs.
6. Putting 'Research & Development' at the heart of strategy and delivery.

The overall framework behind those recommendations is the premise that widening participation can be effective by tapping into the social relations of the learners (Scull and Cuthill, 2010). This community-focused WP activity enacted through the introduction of Higher Education Providers (HEPs) is a relatively new approach in England (IntoUniversity, 2017). The GHWY's Uni Connect intervention draws on pre-existing partnerships to 'deliver outreach programmes to young people in years 9 to 13' (aged between 13 and 18 in schools and colleges) and has a specific focus on areas 'where higher education participation is lower than might be expected given the GCSE results of the young people who live there' (OfS, 2019). In 2015/16, there were 27 wards in West Yorkshire that had lower than expected HE participation and were quantified as Polar 3 Q1 'Low Participation Neighbourhoods' – an indicator showing the likelihood of young people's participation in HE across the UK by local area (HEFCE, 2016; OfS, 2020). Several community partnerships were established to ensure the delivery of high-quality WP throughout different areas of Leeds, Bradford and Calderdale, and Wakefield (Formby et al 2020: 179). It is important to point out that those wards are characterised by considerable sociocultural diversity thus the responses should be tailored to specific community. For instance, inner-city areas in Leeds and Bradford had a significant presence of community 'hubs', which could be used to reach out to learners and their parents/carers (Formby et al 2020: 180).

This localised approach entails positioning Outreach Officers in the community where they deliver informal activities separate from formal school or college settings, such as creative/art focused projects, which were deemed more effective; individual interventions such as one-to-one mentoring; liaison with local community groups composed of parents and carers; and setting up information stalls and working with local youth groups (Formby et al 2020: 178). Staff connected with people already active and respected in the community such as ambassadors, mentors or recent graduates who were crucial actors in facilitation of WP programmes (Formby et al 2020: 182). When mentors act as relatable role models, students develop their confidence, higher aspirations, and a better understanding of university life (TASO 2020: 43). Findings from the evaluation of the Uni Connect programme show that 79 per cent of participants who responded to the survey had increased expectations for the future, while 94 per cent had better knowledge of higher education (OfS 2022: 5). In conclusion, this outreach model entails respecting community connections; approaching learners in their own community space; introducing community-related WP activity; identifying role-models; promoting informal activities; and building relationships and trust (Formby et al 2020: 182).

Children's University is an example of a more informal set of activities rooted in local communities, and aimed to improve the aspirations, attainment, and skills of pupils aged 5–14 (EEF 2017). Those activities included after-school clubs, visits to universities, museums, and libraries, and 'social action' opportunities such as volunteering in the community. Children from disadvantaged backgrounds are less likely to participate in such activities, and research indicates that this kind of engagement is associated with creating aspirations for professional careers (Goodman and Gregg 2010). Local CU teams collaborated with schools to identify those opportunities and organise and monitor the activities. Children volunteered to participate and chose the activities they wanted to get involved in, with the target of completing at least 30 hours of activity per year. They were given 'Passport to

Learning' to record each activity, and they rewarded through credits, certificates, and a 'graduation' event attended by parents.

The evaluation of CU demonstrated that the pupils wanted to learn more about pathways towards professions that they developed an interest in throughout the programme. There were several other improved scores for non-cognitive aspects such as overall wellbeing (EEF 2017: 46) confirming the existing evidence about correlation between children's participation and learning in out of school hours with social and emotional welfare as well as access to professional careers at later stages in life (EEF 2017: 47). The literature shows that older learners need holistic personalised support to help them in making decisions about their education, and interventions which only provide information do not raise the higher education outcomes of underrepresented students (TASO 2020: P44).

3.3. SCHOOLS ON THE PATHWAY TO CLOSING THE ATTAINMENT GAP

It is useful to frame schools' success in closing the attainment gap on the continuum from more successful institutions with its unique achievements and challenges, to those which are at earlier stages of their journey to improvement. In general, high-performing primary schools tend to employ a dedicated member of staff to provide outreach and support for parents and families (DfE 2018: 126). Successful primary and secondary schools also engage in community partnerships as described earlier (DfE 2018: 119). Schools can respond to the complexity of disadvantaged pupils' needs by tackling the challenge at three levels:

1. A whole-school approach promoting learning which sets high aspirations for all pupils
2. Strategies to identify and support under-performing pupils (not just low attainers)
3. Strategies specifically targeted at supporting pupils from disadvantaged backgrounds

Schools at an intermediate stage which have already taken some actions associated with more successful practice are working to have those strategies embedded in their systems. They tend to focus on individual pupils' needs, improving the quality of their support and starting to learn from their data. Some whole class and whole-school interventions have shown promise but may take longer to show results (EEF 2018: 16-17). Once this is achieved, those schools are ready to progress to early intervention, and setting up the right pace when approaching end of key stage assessments. Those transition points between phases of education, especially post-16 attainment, present particular risks for disadvantage learners. The EEF (2018: 16-17) evaluated over 20 catch-up programmes that aimed to support struggling readers at the transition from primary to secondary school and found that no single initiative delivered enough to close the gap.

Schools at later stages of the trajectory use metacognition, collaborative learning, and peer tutoring techniques. Metacognition refers to the ways learners monitor and modify their learning, for example by deciding that a particular strategy is likely to be successful, testing it, and deciding accordingly whether to alter it or not (EEF 2020: 5). At the final stage, schools continue to challenge themselves and develop their systems still further, as well as contribute to local and national networks and share their learning with other educational establishments (DfE 2015: 12). According to EEF report (2018: 16-17) on the attainment gap, sharing effective practice between schools is key to removing disparities affecting pupils from disadvantaged backgrounds.

In schools with a lower proportion of disadvantaged pupils, there is a risk that disadvantaged pupils may fall through the gaps. Improved regular monitoring of progress starting from entry and providing individualised learning support can prevent this from happening. Diagnosing pupils' needs as soon as feasible ensures that effective support is in place to help learners who are falling behind (EEF 2018: 16-17). Teachers and governors in high-performing schools use the data more consistently and employ it to design evidence-informed support strategies; this is usually not the case in lower-performing schools (DfE 2018: 125).

On the other hand, in schools with a small number of disadvantaged pupils which receive less additional funding, staff may have lower expectations of these pupils and/ or fear stigmatising them. Here addressing low expectations for children from disadvantaged backgrounds, improving feedback to pupils, peer tutoring and collaborative learning may provide inexpensive solutions (DfE 2015: 13-14). Feedback is defined as information communicated to the learner that is intended to change the learner's thinking or behaviour for the purpose of improving learning. Honest and explicit feedback provides efficacy information to learners and encourages their continued progress toward achieving of the goal (Artino 2012: 81-83). Peer modelling have also been shown to provide powerful influence on efficacy beliefs (Artino 2012: 81-83). According to Bandura (cited in Artino 2012) who coined the term self-efficacy, this describes 'People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances.' Self-efficacy is an important factor in determining life chances of a learner, and it can be measured in a comparable way. However, less is known about how this and other essential life skills can be developed and lead to increased academic attainment (EEF 2018: 16-17).

3.4. BEST PRACTICE

The research commissioned by the Department for Education (2015) on 'Supporting the attainment of disadvantaged pupils' found that schools had used multiple strategies (18 per school, on average) in order to achieve the goal since 2011. Disadvantaged pupils are identified in the national school datasets based on their eligibility for the pupil premium; this includes pupils eligible for free school meals at any point within the past six years (Ever 6 FSM) and pupils looked after by the local authority.

The most effective approaches deployed by schools focused on teaching and learning, especially paired or small group additional teaching; improving feedback; and one-to-one tuition (DfE 2015: 8). Schools which were already more successful tended to include metacognitive independent learning and peer learning strategies, particularly in secondary schools (DfE 2015: 9). Regular attendance and strong behaviour policies were both prioritised in more successful schools, with the importance of sharing those with all staff, governors, pupils, and families. Those initiatives included designating a staff member or team responsible for attendance, screening all pupils for difficulties such as dyslexia, and training all staff in behaviour management (DfE 2015: 77-78). Building relationships with mental health services, setting up a 'social care' hub, and providing counselling services and parent liaison staff were further developments targeting wellbeing (DfE 2015: 78). Some of the more successful schools followed an Assessment for Learning (AfL) approach and consistent marking codes. Each pupil was then given the opportunity to discuss the feedback which contained detailed steps for learning (DfE 2015: 79).

Examples of best practice include:

1. Promoting an ethos of attainment for all pupils
2. Individualised approach to addressing barriers to learning and emotional support, at an early stage
3. Focus on high quality teaching first
4. Focus on outcomes for individual pupils
5. Deploying the best staff to support disadvantaged pupils; developing skills and roles of teachers and TAs who know the pupils well
6. Making decisions based on data and responding to evidence, using frequent assessments
7. Clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff

Improving teaching quality generally results in greater improvements at lower cost than structural changes. According to EEF's report (2018), there is particularly good evidence around the potential impact of teacher professional development: it has an average effect on pupil attainment equivalent to a month of extra learning. The Sutton Trust found that 'for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning'; and a separate report also found six teacher characteristics associated with increased attainment, including a strong pedagogical knowledge (OfS 2022). Despite these findings, the supply of high-quality training and continuing professional development for teachers is limited, and retention of good teachers poses difficulties. Talent management and creation of a range of leadership opportunities for teachers hoping to progress in their careers is a means of retaining good staff (DfE 2018: 120). Therefore, raising the expectations and aspirations does not only apply to learners: it is also essential mode of improving teachers' performance.

Programmes aimed at attainment raising and widening participation need to be scrutinised through robust and independent evaluations with the view to inform senior leaders' decisions. Ineffective approaches need to be abandoned and replaced with bold and creative solutions. There is now enough evidence in key areas of teaching and learning to implement changes which can make a positive difference to lives of all pupils, regardless of their socioeconomic backgrounds.

4. REVIEW OF SELECTED OFSTED REPORTS

In Appendix B, we present an outline of selected recent Ofsted reports (19 from LEAs in West Yorkshire, and 18 for York and North Yorkshire). We focussed on aspects of reports that pertained to knowledge and attainment, partnerships, and progression into FE/HE and employment.

In this section, we identify key feedback from schools graded as outstanding or good, then we identify areas for improvement from schools graded as requiring improvement, or those placed in special measures.

Key Features of Schools Graded Good or Outstanding:

- Good knowledge and progress across all subjects, particularly Maths and English
- Effective teaching and high aspirations from staff
- Good number of students taking English Baccalaureate
- Good provision and outcomes for students with SEND
- Effective working with external agencies
- Engagement with arts and extracurricular opportunities
- Good links with post-16 provision
- Whole school and wider stakeholder approach (e.g., diocese, governors, MAT) to school improvement
- Well organised programme of career advice, HE visits and links with local employers
- Pupils confident about next steps
- Good rates of progression, including for SEND pupils

Key Features of Schools Graded Requires Improvement or in Special Measures

- Expectations are not high enough
- Poor response to low attendance
- Focus on exams only at expense of helping pupils to acquire important knowledge
- Unambitious curriculum
- Pupils are not prepared well for life in modern Britain
- Persistent attainment gaps
- Ineffective teaching

5. REVIEW OF APPS

5.1 WEST YORKSHIRE

We reviewed 13 higher education providers located within Bradford, Calderdale, Kirklees, Leeds, and Wakefield. In Appendix C, we have outlined extracts from current APPs pertaining to existing partnerships, outreach, and target students from access. In this section, we present summary information relevant to the raising attainment agenda.

1) **Bradford College (20/21-24/25)**

Bradford College targets white, mixed ethnicity, Asian and non-Asian ethnic minority students with a programme of community and school outreach, including working with community leaders. This focuses on raising awareness of HE. They also provide targeted admissions communications and further support for care leavers and for estranged students, focusing on raising aspirations and attainment.

They deliver an outreach programme of Maths and English aimed at raising attainment and provide employability activities to pre-16 (primary and secondary) Black, Asian, and minority ethnic students.

2) **University of Bradford (20/21-24/25)**

Target students for access include care leavers, with the university offering an improved care leavers package supporting needs across application, entry, and ongoing process. Targeted outreach to white working-class males is designed to inspire this target group through schools and local communities. This includes a “role models programme” with recent graduates working with children from key stage 2 onwards.

University of Bradford aims to continue collaborative outreach work with local organisations including GHWY, to raise attainment and aspiration in local schools and colleges. They will also continue with their contextual admissions scheme.

3) **University Centre Calderdale College (20/21-24/25)**

Access targets include young males from POLAR4 quintiles 1 and 2 and care experienced young people. Outreach is aimed at local schools to increase awareness of routes into HE. Two members of staff have been employed as part of phase 1 of the National Collaborative Outreach Programme (NCOP), with the intention of establishing links between the college and the local community, specifically focusing on the target groups.

4) **Kirklees College (2020/21-24/25)**

Target groups include low participation neighbourhoods, BAME students, mature students, disabled students, care leavers and carers. The College provides direct support for students during the application process including assistance with writing personal statements, UCAS applications and interview preparation. The College assists primary and secondary schools in establishing a “careers framework”.

5) **Leeds College of Building (2020/21-24/25)**

Leeds College of Building works with NCOP to support students from local schools. They offer mentoring from current students and on-site visits, along with taster days and workshops to schools. Target students include female and BAME students as well as those from areas of high deprivation. Leeds College of Building seeks to provide schools with

career advice focusing on the build environment and engineering professions. The college is committed to helping schools expand their Engineering, Design and Technology and Construction departments, with the hope that this will encourage students to consider higher education programmes at LCB.

6) Leeds Arts University (20/21-24/25)

Target students include those from POLAR4 quintile 1 and neighbourhoods and BAME students. They also target students with disabilities with a focus on raising attainment. In recognition of a lack of opportunity for some students to study and become familiar with the arts, the University plans to develop partnerships with schools identified as having high BAME populations and those in low-income areas. From Year 9 to 13, the University will offer free extra-curricular courses to under-represented groups.

The University also runs an Access to Higher Education course targeting mature students, with plans to extend summer and Easter schools for adults hoping to return to education. There are also plans to work with primary schools to develop Arts teaching. The University will work with GHWY to target children in care and care leavers.

7) Leeds Beckett University (20/21- 24/25)

Outreach focuses on BAME and part time students, particularly those from low participation neighbourhoods. Access is heavily focused on developing a contextual admissions programme and helping students from underrepresented groups meet entry criteria. Target groups include students from IMD Q1 and Q2, POLAR4 Q1 and Q2, white economically disadvantaged males, BAME students, particularly those from Black and Asian communities, mature students from lower socio-economic backgrounds and students with disabilities. Contextual admissions were introduced in 2019. LBU seeks to provide under-represented groups at local schools with mentoring, guidance in their KS4 subject choice, revision support and subject specific taster days.

The provision of Degree Apprenticeships and Foundation programmes has increased over 2018/19 and there are hopes to increase further.

8) Leeds City College – University Centre Leeds (20/21-24/25)

LCC currently recruit high levels of students from underrepresented groups, so they aim to continue at their current rates of recruitment. The College seeks to promote HE to their internal Level 3 students, as well as external students from low participation local areas. The College collaborates with GHWY, including delivering access information in accessible locations.

The College is signatory to the National Care Leaver Covenant.

9) Leeds College of Music (20/21-24/25)

The College's long-term outreach strategy seeks to improve music education for under privileged young people of all ages, to help improve their standard of knowledge and performance so that it meets undergraduate entry requirements by the time they finish KS5. Target students include POLAR4/IMD Q1 and POLAR4/IMD Q1+2/Female, BAME students particularly female BAME students.

The College is working collaboratively with GHWY and Backstage Academy to help students from underrepresented groups access music and performing arts at HE. LCoM seeks to invest in the uptake of music and performing arts in primary and secondary schools in low participation areas. **Schools will be supported in their delivery of music and performing arts education.**

10) Leeds Trinity University (20/21-24/25)

Outreach is targeted at local schools and colleges with a high BAME population and will be attainment and aspiration focused. LTU also targets students from POLAR4 Q1 +Q2 for access and are encouraging member of university staff to become school governors, thereby sharing expertise and raising attainment. LTU works with other HEIs via NCOP and GHWY and is a signatory to the Care Leaver Covenant.

11) University of Huddersfield (20/21-24/25)

Target students for access include those from IMD Q1+ Q2 and those from ABMO backgrounds. Prior to application, these students are given opportunities to engage with academic staff and BAME University Ambassadors at open days and applicant events. Targeted schools are invited on campus for awareness raising. Support is also given to potential students with disabilities.

12) University of Leeds (20/21-24/25)

Outreach targets students from LPNs and mature students. Participation development is taking place mainly through building relationships with local schools and developing a contextual admissions programme. The University delivers projects in collaboration with Tutor Trust, Brilliant Club and IntoUniversity, which aim to support and raise attainment in the local community. LU is an institutional lead for the Born in Bradford project. The University's Lifelong Learning Centre will continue to run pre-entry interventions for mature students and will evaluate admissions policy to ensure that it does not disadvantage mature students.

University of Leeds works with other HEIs through the Realising Opportunities programme, with a particular focus on targeting school students in HE cold spots. They also work collaboratively with GHWY to provide those from underrepresented groups with access to information about HE.

13) Wakefield College (20/21-24/25)

Wakefield College is seeking to raise participation in HE of young people living in deprived areas and mature students residing in the Leeds region. Targets for access include students from POLAR4 Q1 and Q2, with outreach working with local schools and FE providers. These activities will seek to "normalise" progression into HE. The College seeks to develop partnerships with younger children at local schools to deliver Wakefield's "Children's University" programmes. They also with GHWY to support looked after young people and care leavers, and work to engage foster families through Foster Family Fun Days and engagement with foster care associations. There are plans to develop a Professional Mentoring programme aimed at care leavers in/ considering HE.

5.2. NORTH YORKSHIRE AND YORK

We reviewed 7 higher education providers located within York and North Yorkshire. In Appendix C, we have outlined extracts from current APPs pertaining to existing partnerships, outreach, and target students from access. In this section, we present summary information relevant to the raising attainment agenda.

1) Askham Bryan College

The College targets students from POLAR4 Q1 and Q2 and male students from, IMD Q1 and Q2. To this end, they are targeting activity in the Tees Valley and Middlesborough region, via Stewart Park and Newcastle campuses and linked schools and communities. They are also targeting activity in the Leeds city region Local Enterprise Partnership (LEP). Other target groups include Black, Asian, and minority ethnic groups; targeted activity to this end will be in the Leeds city region. In order to encourage aspirations for HE and raise attainment, the college is identifying target schools within the region and undertake sustained activity at pre-16 and post-16 relating to progression to Higher Education.

2) Craven College

Community learning at the College is working on raising awareness of entry to HE in postcode areas that are high on the IMD. The College is building up a range of outreach activities including open days and school visits in growing industries. Craven College is the sponsor for Craven Education Trust and is committed to raising attainment within the Skipton Academy, including STEM visits to the Aviation Academy at Leeds Bradford airport. The College also targets mature students, including in upskilling projects.

3) Selby College

Target students include those from IMDQ1, Black, Asian, and minority ethnic students, students from Gypsy, Roma and Traveller backgrounds, care leavers and mature students. Outreach is focussed on awareness raising, particularly in STEM, and IAG. There are links with the Yorkshire and Humber Institute of Technology (IoT), North Yorkshire City Council Education Services: Gypsy, Roma and Traveller team and Care Leaver team.

4) TEC Partnership

Outreach focuses on raising attainment and access through community work, TEC Partnerships 14-16 school, Grimsby Academy, Sixth Form provision, Learning Centres, and smaller campuses such as Skegness TEC. The Partnership provides extensive outreach with KS1 and 2 children. There is ongoing work with level 2 and 3 students encouraging them to consider HE.

5) University of York

The University offers contextual offers to students from POLAR4 Q1 and Q2 and care leavers and has guaranteed standard offers to all BAME students. They are expanding activity into additional Opportunity Areas, including Scarborough, Doncaster, and Bradford. Some students who complete outreach activity are guaranteed alternative or standard offers.

6) York College

The College works with school aged pupils from low participation neighbourhoods, with plans to offer IAG sessions to parents and carers. Target groups include mature students, with plans to increase activity for those on level 3 programmes. They promote access to HE to care leavers through City of York Children Network. Outreach with schools is focussed on raising awareness.

7) York St John University

The University has signed the Armed Forces Covenant and lead on the Northeast and Yorkshire Hub for the Service Children's Progression (SCiP) Alliance. They work in partnership with NCOP, Universities of York and Hull, lead on the Converge Project with local mental health partners and work in partnership on a social justice agenda.

6. SCHOOLS ATTAINMENT AND PROGRESSION DATA

Using data from National Statistics, we have analysed progression and attainment data for key stages 4 and 5, producing LEA averages for Bradford, Calderdale, Kirklees, Leeds and Wakefield and then the same for York and North Yorkshire.

We have selected the most recent data. For progression this is 20/21. Due to Covid-19, the most recent attainment data is 1/19.

We have excluded schools from the independent sector from our analysis, schools that are now closed, and restricted our analysis to mainstream schools.

6.1. WEST YORKSHIRE

6.1.1. 20-21: PROGRESSION KS4

20-21 Percentage Staying in Education or Employment for at Least Two Terms after KS4

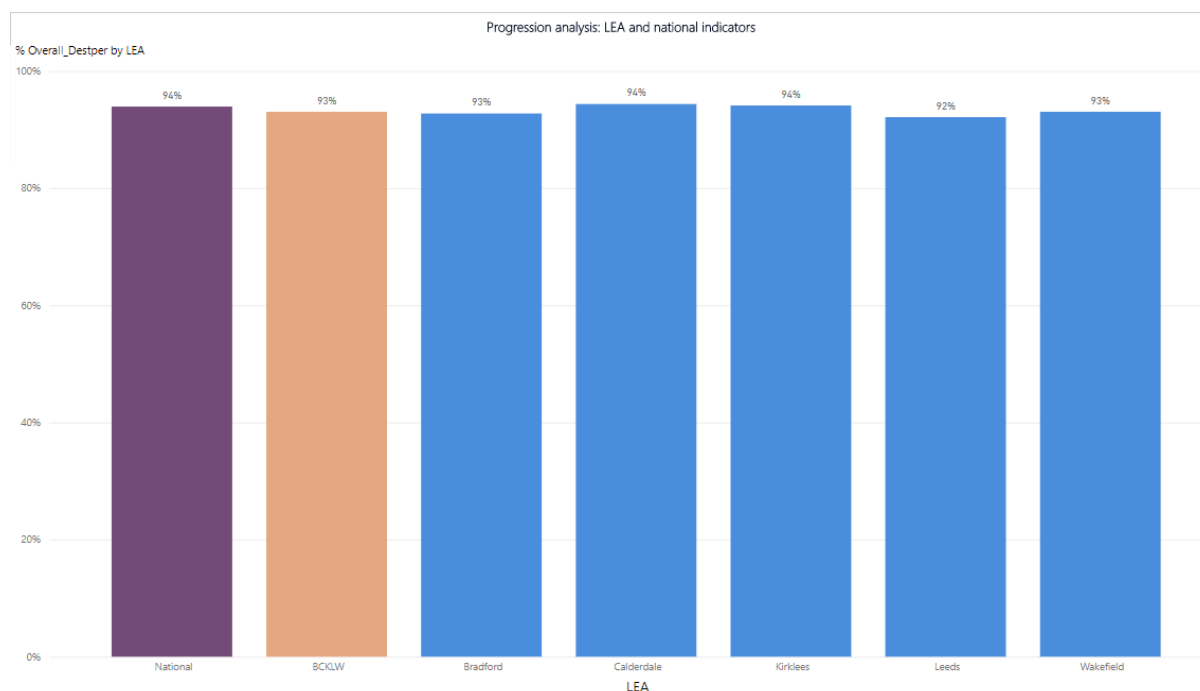


Figure 1 Progression from KS4 National and by LEA

Figure 1 shows the percentage of pupils staying in education or employment for at least two terms after key stage 4. In purple, we show the national average, and the orange bar shows the averages of Bradford, Calderdale, Kirklees, Leeds, and Wakefield combined. We see here, percentages are largely similar across the board, with a variation of up to 2 percentage points.

Percentages of pupils staying in education specifically are broadly similar ranging from 85-87%, while the national average is 87%. However, there are some differences by LEA in terms of delivery of post-16 education.

% Progression to education after KS4

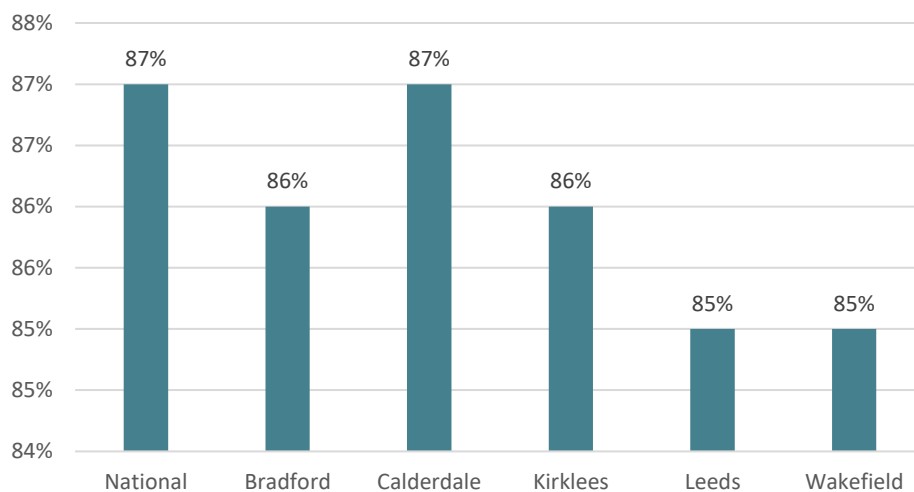


Figure 2 20-21 % to education post -KS4

20-21 Breakdown of Education Indicators

FEPER = Further Education (percentage)
 SCH_6THPER = School sixth form (percentage)
 SIXTH_COLPER = Sixth form college (percentage)
 OTHER_EDUPER = Other education destination (percentage)

FE was the most popular destination in Bradford (figure 2) and Wakefield (figure 6), while Sixth Form School was the most popular destination in Calderdale (figure 3) and Leeds (figure 5). Sixth Form College was the most popular destination in Kirklees (figure 4).

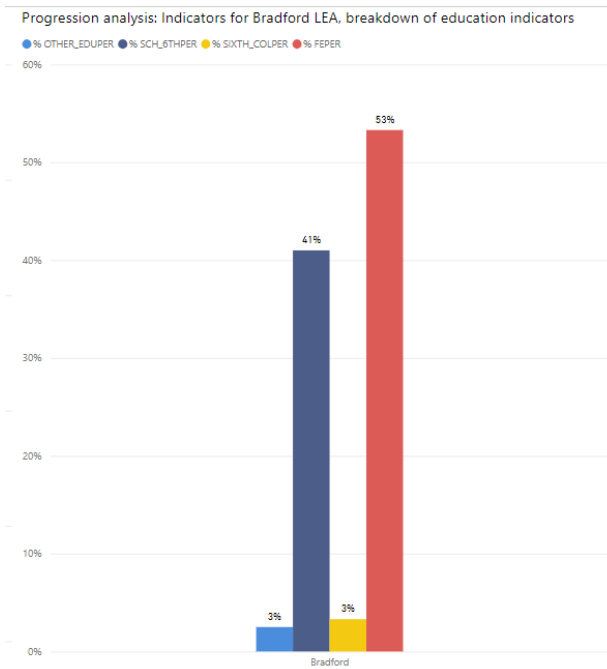


Figure 3 Breakdown of education indicators- Progression KS4 Bradford

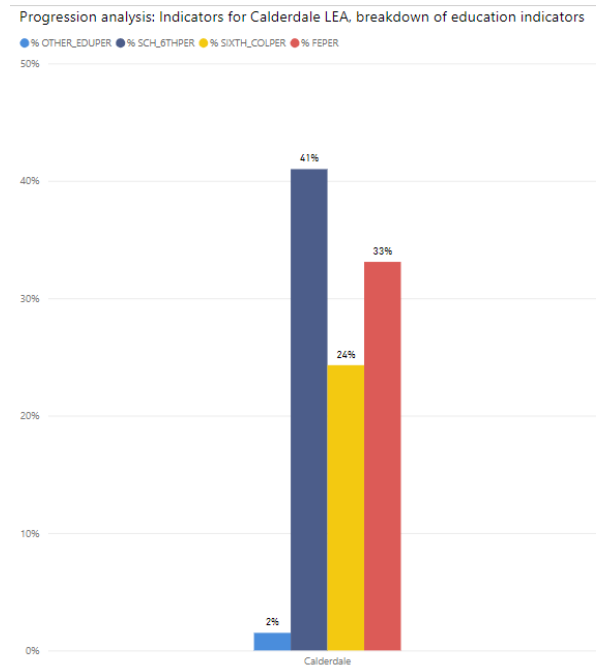


Figure 4 Breakdown of education indicators- Progression KS4 Calderdale

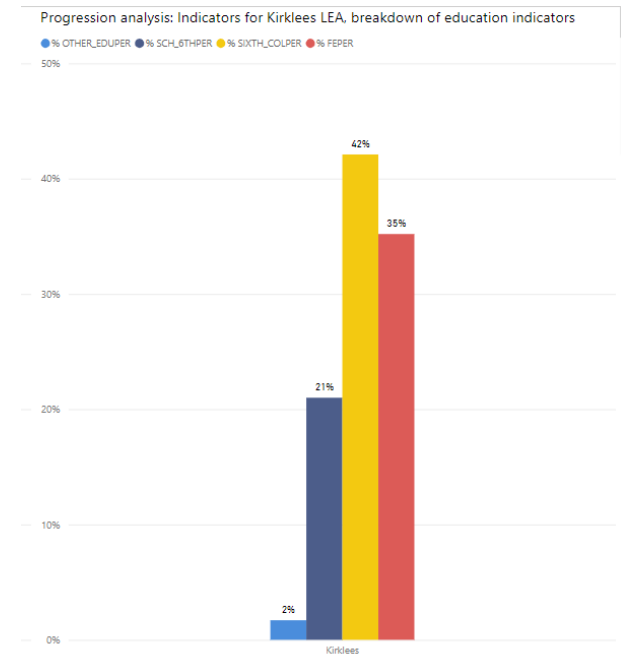


Figure 5 Breakdown of education indicators- Progression KS4 Kirklees

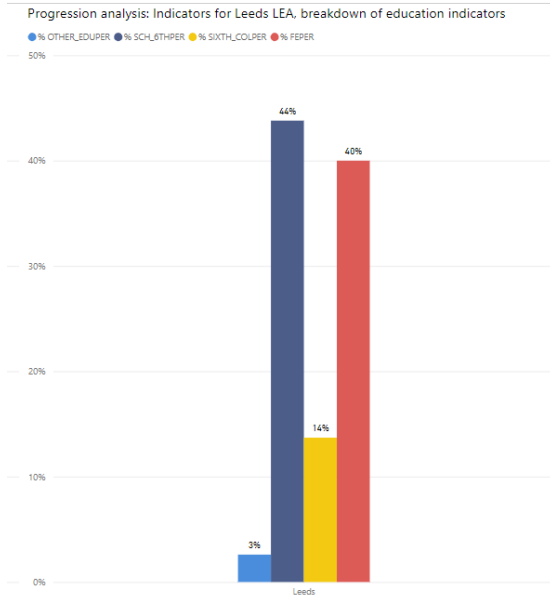


Figure 6 Breakdown of education indicators- Progression KS4 Leeds

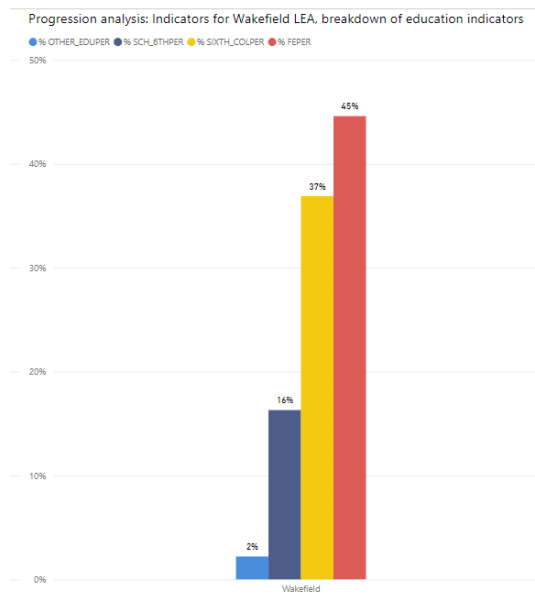


Figure 7 Breakdown of education indicators: Progression KS4 Wakefield

6.1.2. 20-21: PROGRESSION KS5

20-21 Progression into HE

Progression bands rank progression into higher education or training by a scale of five: 1 (well above average), 2 (above average), 3 (about average), 4 (below average), 5 (well below average). There are no notable differences between the GHYW LEAs at this scale.

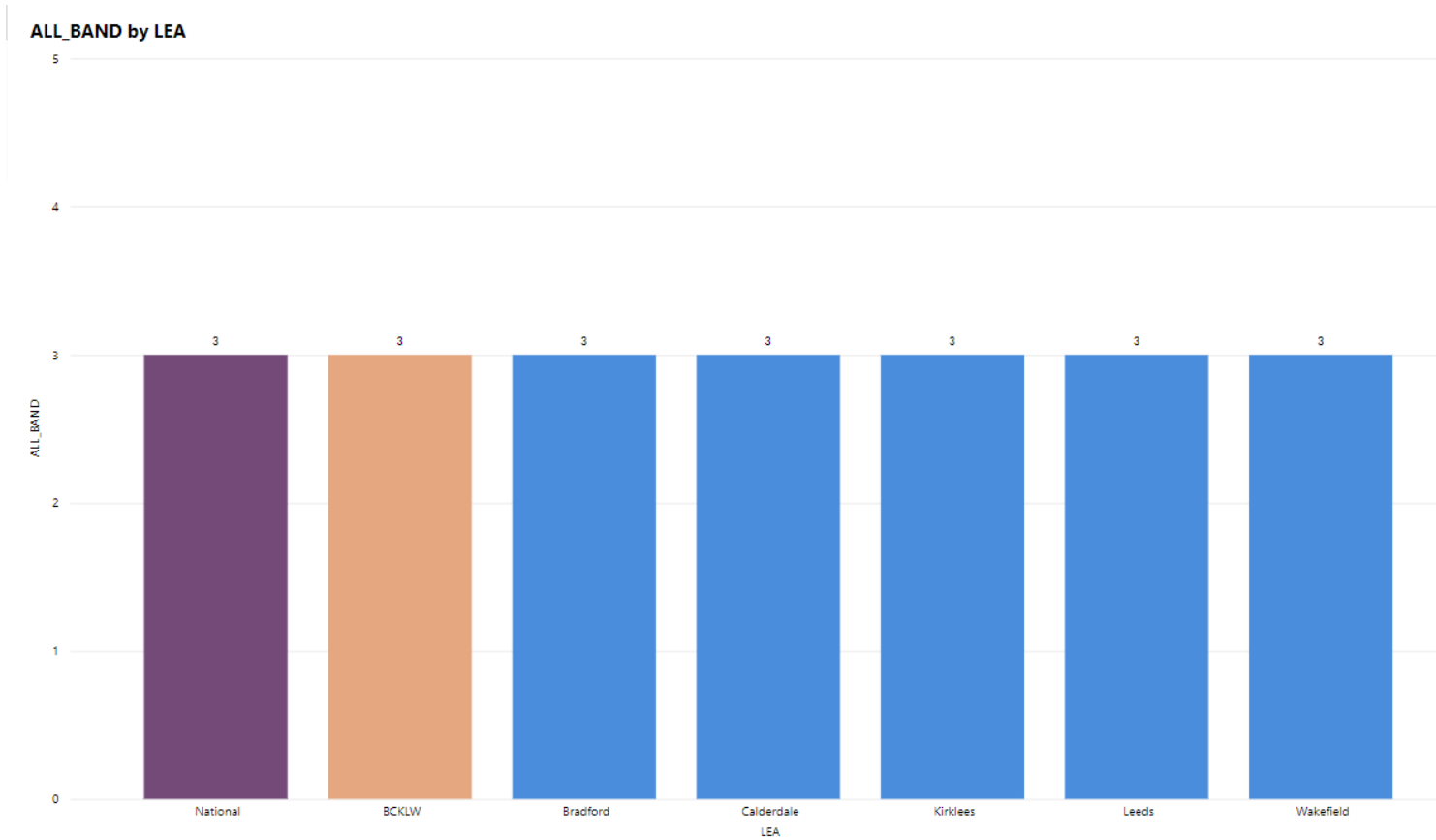


Figure 8 Progression Band KS5 20-21 LEA against National

Date: September 2022

Author: Applied Inspiration Research and Evaluation Unit

ALL_PROGRESSED % by LEA

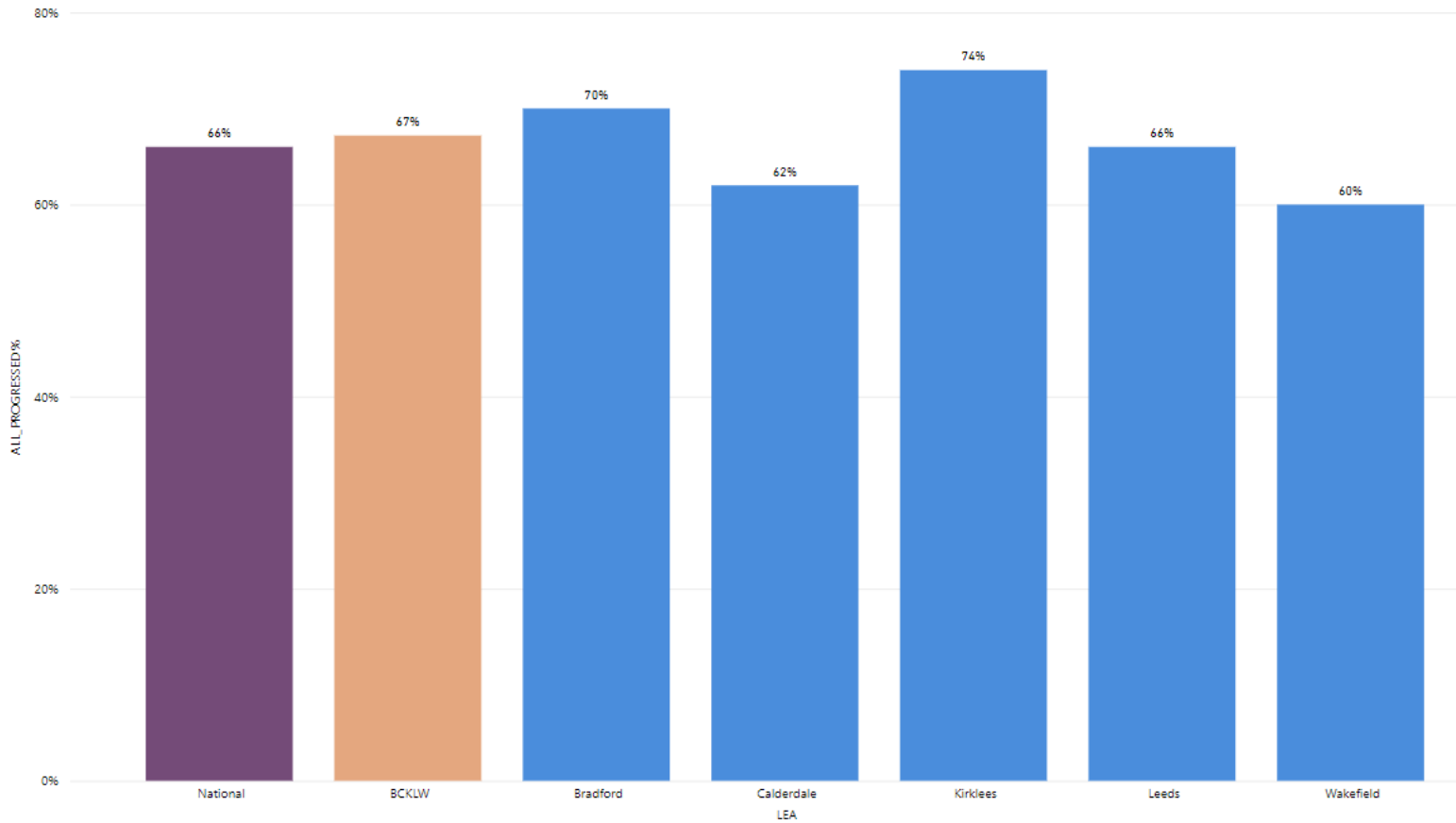


Figure 9 Progression Rate KS5 20-21 LEA against national

However, progression rates allow for a more nuanced picture, with a national rate of 66%, and Kirklees and Bradford exceeding this (70% and 74%), Leeds on a par (66%), and Calderdale (62%), and Wakefield (60%) below.

ALL_HE %, ALL_APPREN % and ALL_HTECH % by LEA

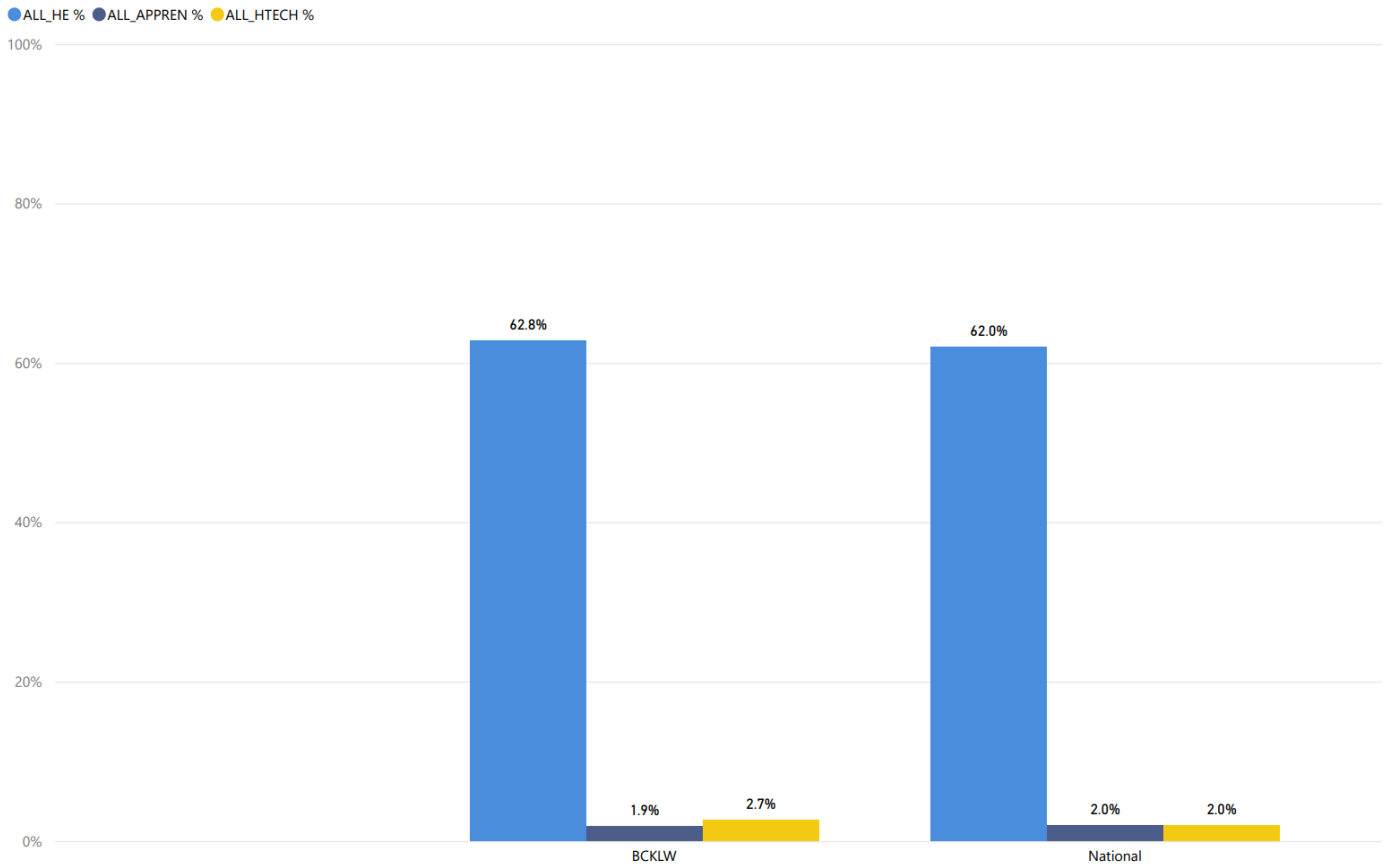


Figure 10 Route of progression national and BCKLW average KS5 20-21

ALL_HE %, ALL_APPREN % and ALL_HTECH % by LEA

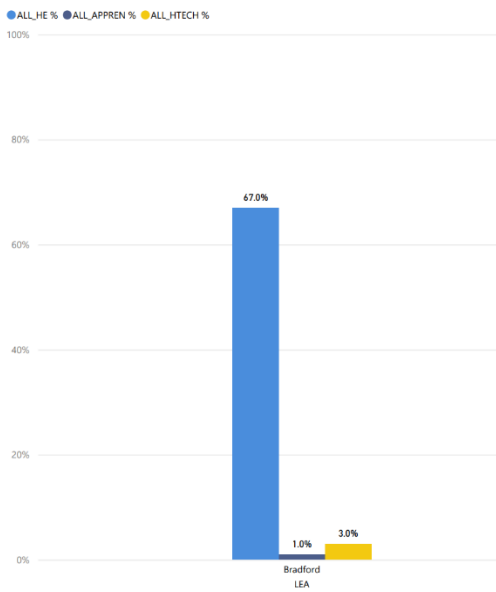


Figure 11 Route of progression Bradford KS5 20-21

ALL_HE %, ALL_APPREN % and ALL_HTECH % by LEA

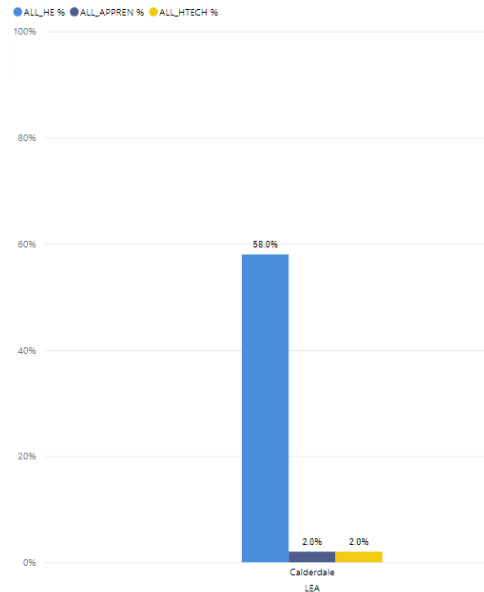


Figure 12 Route of progression Calderdale

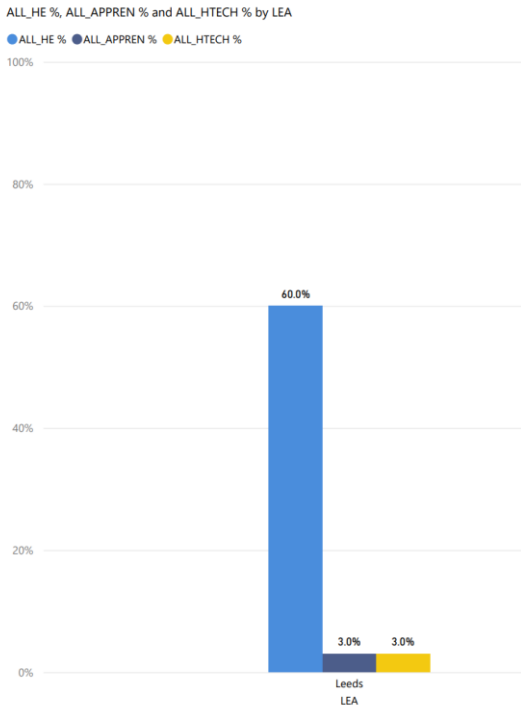


Figure 13 Route of progression Leeds KS5 20-21

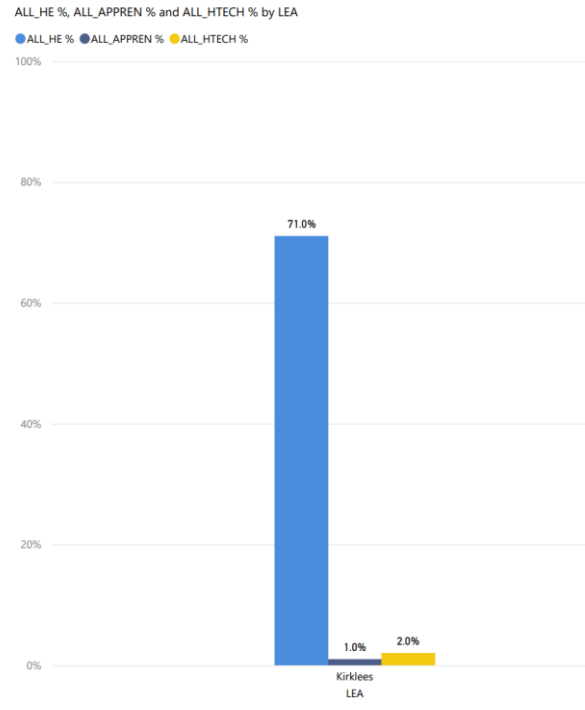


Figure 14 Route of progression Kirklees KS5 20-21

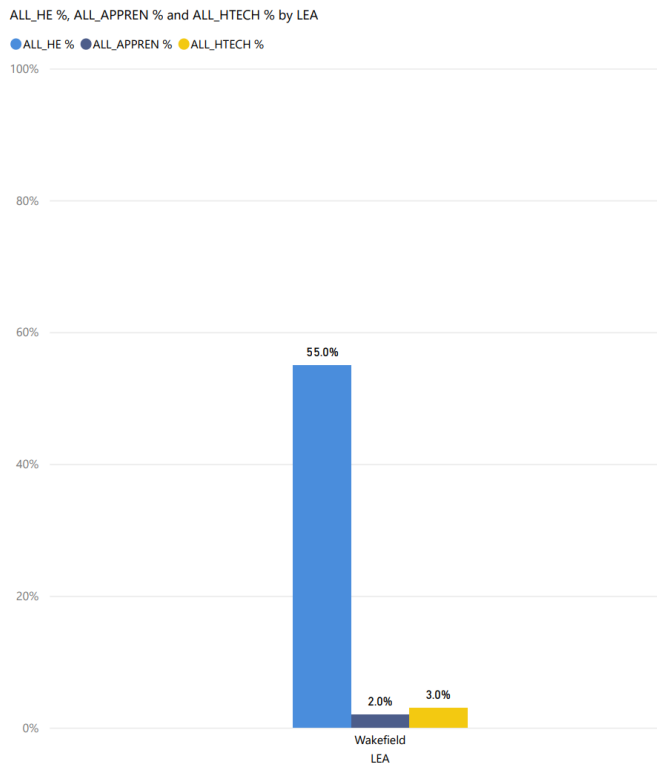


Figure 15 Route of progression Wakefield KS5 20-21

The national rate of progression to HE in 20-21 was 62% (figure 10). For Kirklees, this figure was 71% (figure 14), and for Bradford was 67% (figure 11). Calderdale has a lower rate at 58% (figure 12), and Wakefield is the lowest at 55% (figure 15).

20-21 Progression to Oxbridge, Russell Group and Top 3rd

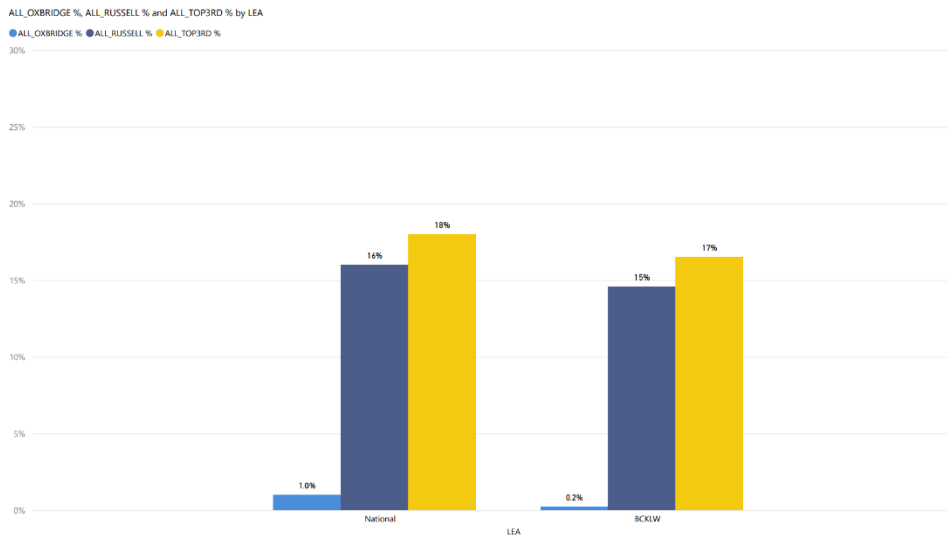


Figure 16 National Progression to Oxbridge, Russell Group, and Top 3rd KS5 20-21

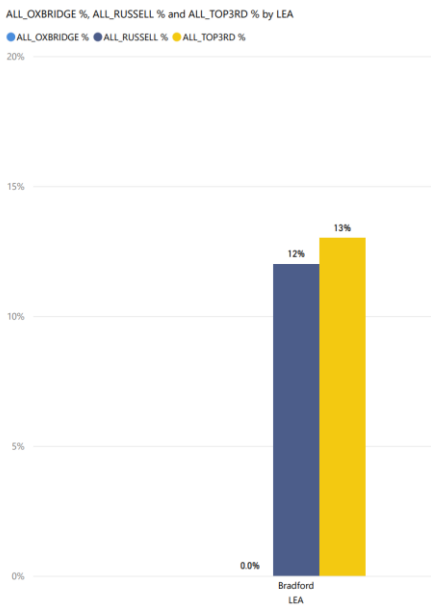


Figure 17 Bradford Progression to Oxbridge, Russell Group, and Top 3rd KS5 20-21

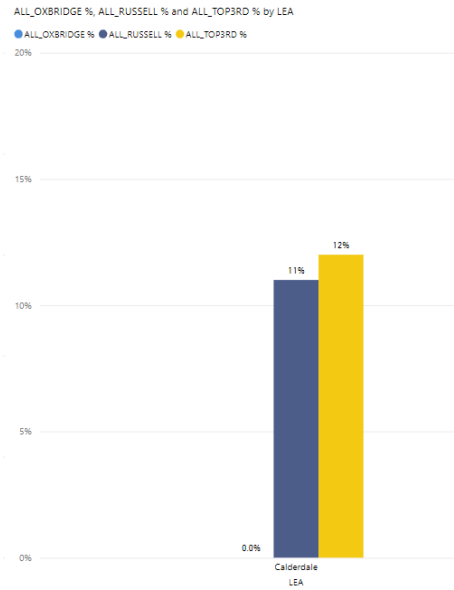


Figure 18 Calderdale Progression to Oxbridge, Russell Group, and Top 3rd KS5 20-21

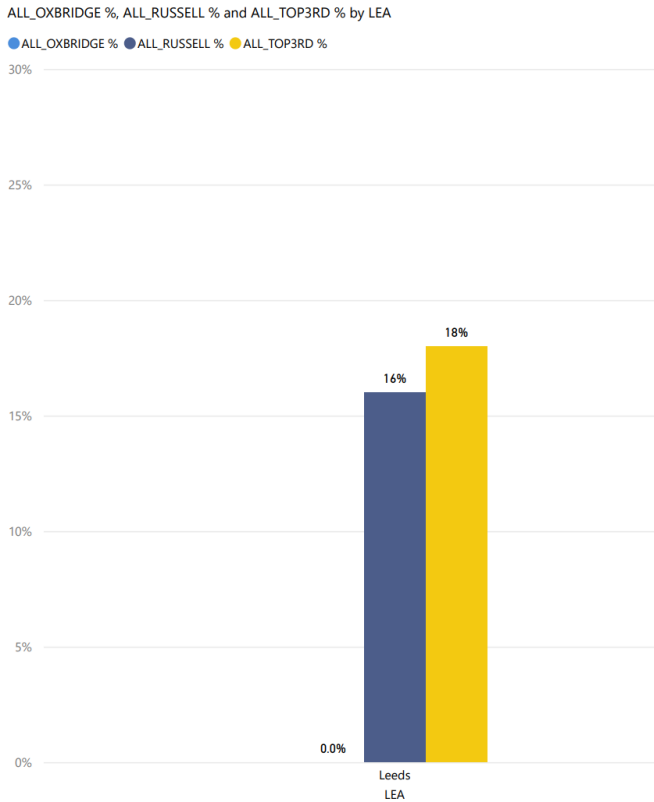


Figure 19 Leeds Progression to Oxbridge, Russell Group, and Top 3rd KS5 20-21

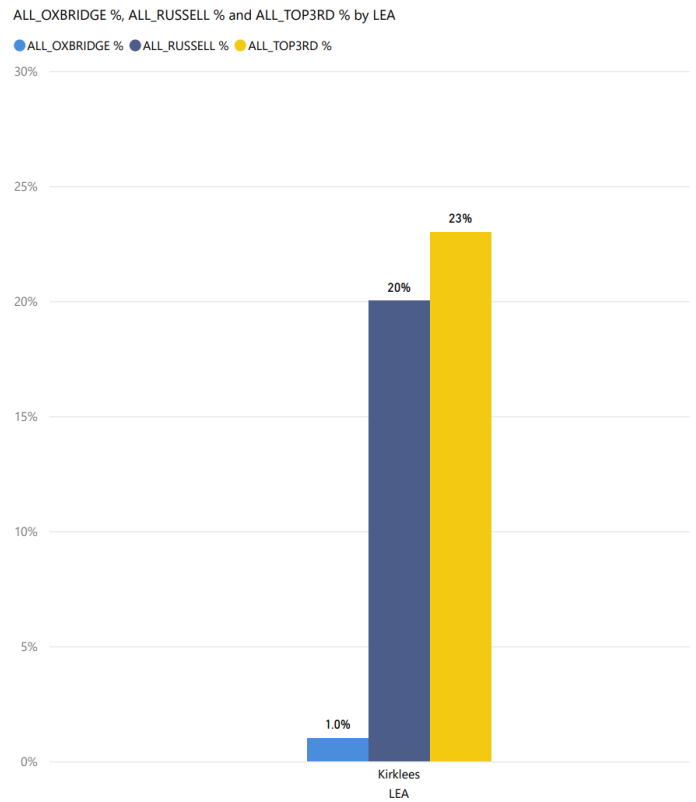


Figure 20 Kirklees Progression to Oxbridge, Russell Group, and Top 3rd KS5 20-21

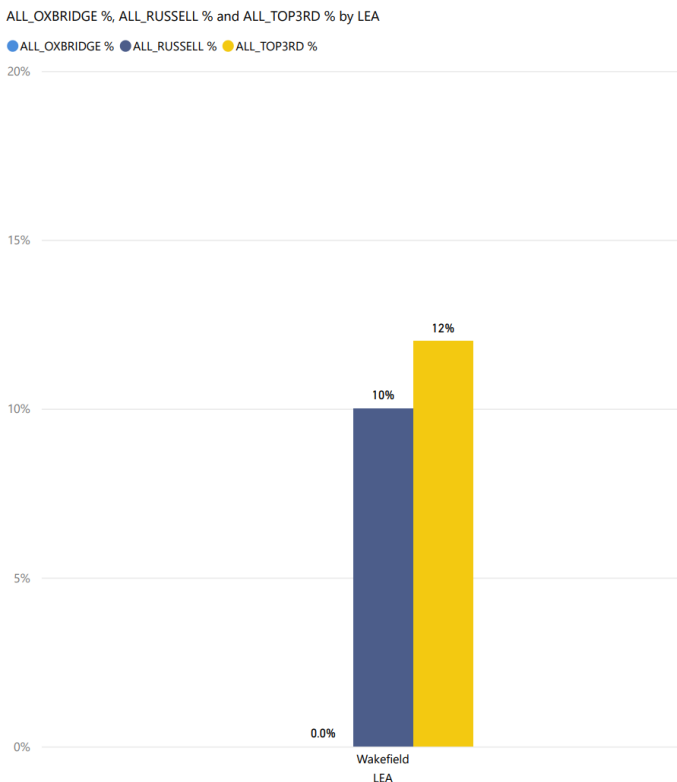


Figure 21 Wakefield Progression to Oxbridge, Russell Group, and Top 3rd KS5 20-21

Figure 16 shows the national rates of progression to Oxbridge (1%), Russell Group (16%), and Top 3rd universities (18%).

Kirklees (figure 20) has similar rates of progression to Oxbridge (1%), and higher rates of progression to Russell Group (20%) and top 3rd (23%) universities.

Wakefield, Leeds, Bradford, and Calderdale reported 0% progression to Oxbridge (results are rounded to nearest whole number). Progression to Russell Group and Top 3rd universities was lower than national average for all LEAs in West Yorkshire other than Kirklees, particularly so for Calderdale and Wakefield.

6.1.3. 18-19: ATTAINMENT KS4

We have selected two measures for comparison purposes: Attainment 8, which measures average academic performance of a school across eight subjects, and Progress 8, which is a “valued-added” measure of progress across five years of study (key stages 3 and 4). In Appendix A, we show the range of school averages for each LEA.

In this section, we show the average scores for each LEA, although this includes results from the independent sector and other educational establishments, which we excluded from our analysis otherwise.

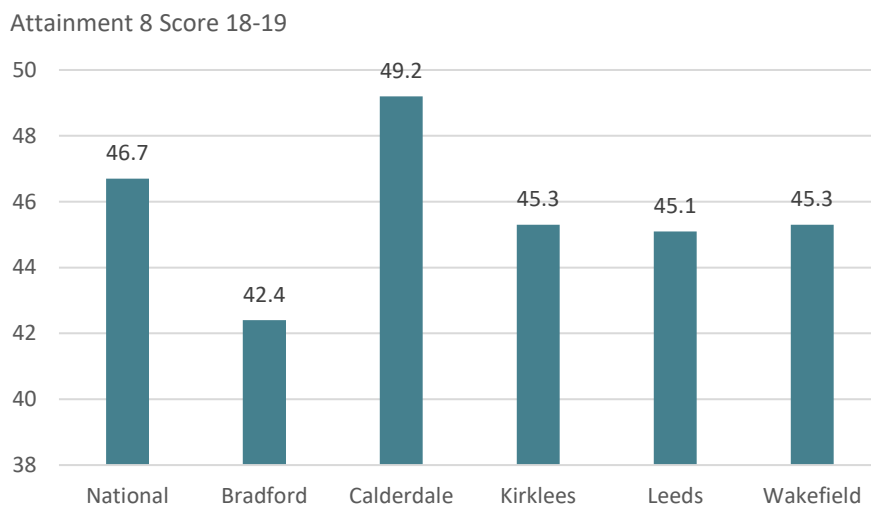


Figure 22 Attainment 8 Scores 18-19 National and West Yorkshire LEAs

Progress 8 is a relative measure, which means that the overall national score remains the same between years. At school level, Progress scores for state-funded mainstream schools ranged from -2.5 to 2.1 (see figure 23), with approximately 99% of schools’ scores between -1.3 and +1.3 in 2019. Figure 24 shows the school level Progress 8 distribution.

In figure 21, we see Calderdale outperforming other West Yorkshire LEAs, achieving an average Attainment 8 score 2.5 pp higher than the national average. All other LEAs in West Yorkshire achieved average Attainment scores below national average. However, averages of Progress 8 scores for this year show a different state of affairs (see figure 22 below)

¹ Top 3rd as defined by UCAS A level score of entrants

Date: September 2022

Author: Applied Inspiration Research and Evaluation Unit

Progress 8 Score 18-19

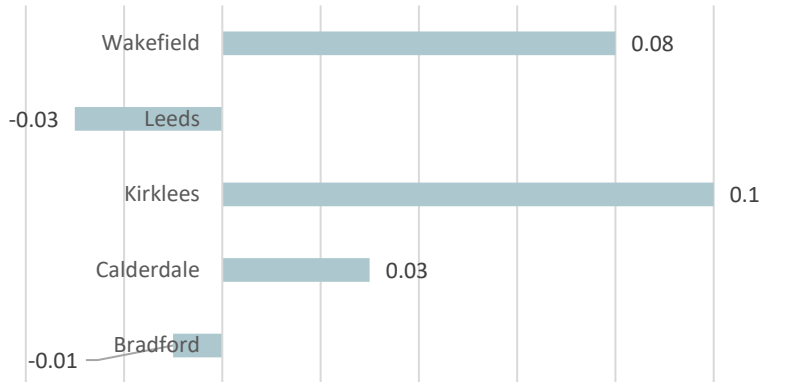
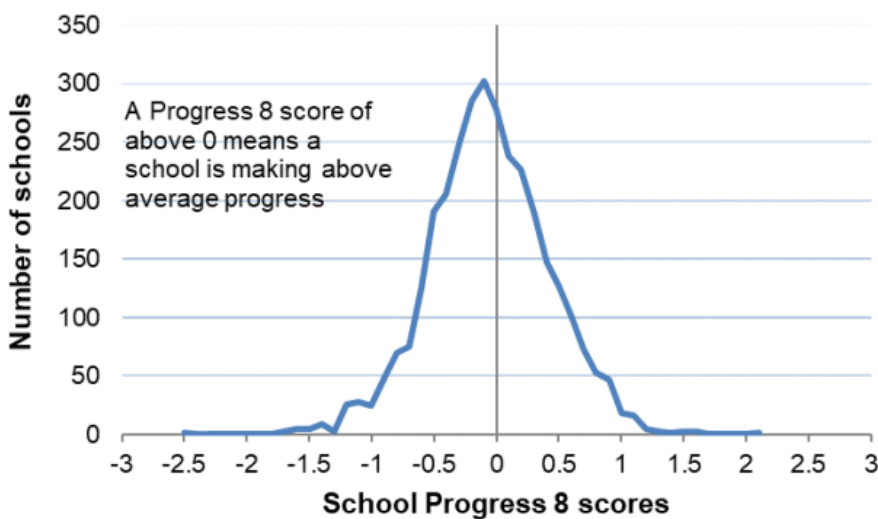


Figure 23 Progress 8 Scores 18-19 West Yorkshire LEAs

Figure 1: Distribution of adjusted Progress 8 scores

State-funded mainstream schools (excluding FE colleges), England, 2019



Source: Key stage 4 revised attainment data

Figure 24 Distribution of adjusted Progress 8 scores, 2019 taken from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863815/2019_KS4_revised_text.pdf

All of the West Yorkshire LEAs achieved average Progress 8 scores within the range of 99% of England’s schools. Kirklees, Wakefield, and Calderdale show positive scores above 0, meaning schools in this LEA (on average) are making above average progress

6.1.4. 18-19: ATTAINMENT KS5

In Appendix A, we present data showing average point score by A level expressed as a grade. These results offer little nuance, with the following modal categories for each LEA:

- Bradford: C (42%)
- Calderdale: B-, C, C+ (20%)
- Kirklees: C+ (33%)
- Leeds: C+ (29%)
- Wakefield: C+, D+ (22%)

However, the following data shows the percentage of A level students achieving at least three levels at grades AAB or better, at least two of which are in facilitating subjects². This draws attention to variation within each LEA.

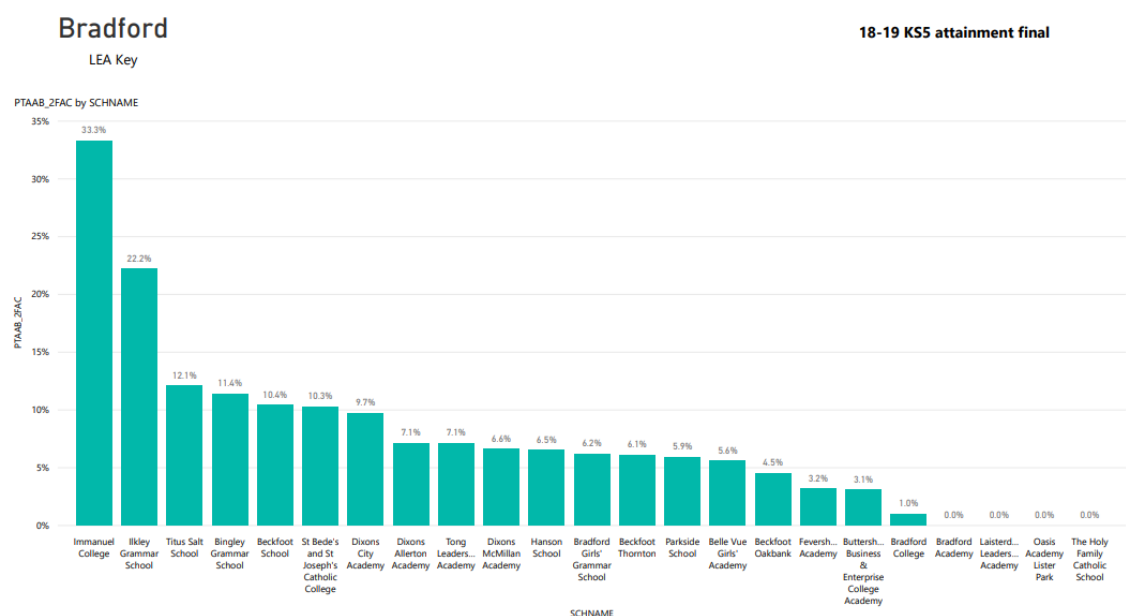


Figure 25 Percentage A level students achieving at least 3 levels at grade AAB or better 18-19 Bradford

Figure 25 shows the percentage of A level students achieving at least 3 levels at grade AAB or better, with at least two facilitating subjects. We see Immanuel College result as particularly high, with Ilkley Grammar School reaching 22.2%. Both these results are higher than the highest result in Calderdale (figure 26), the North Halifax Grammar School (19.4%). Greenhead College in Kirklees has a relatively high results with 22.6% (figure 27), and Allerton High School in Leeds has a relatively high result with 29.5% (figure 28). There are no schools in Wakefield achieving results about 10% (figure 29). Apart from Allerton High School in Leeds, all other highest performing schools are selective. It may be useful to consider these results in terms of the percentage gap between highest and lowest (which is not 0) performers:

- Bradford: 32.3pp
- Calderdale: 10pp
- Kirklees: 19.9pp
- Leeds: 28.3pp

² Facilitating subjects are identified by the Russell Group as those that universities require students to have studied in order to be accepted on to many degree courses: English literature, History, Modern Languages, Classical Languages, Maths and Further Maths, Physics, Biology, Chemistry, Geography.

- Wakefield: 7.3pp

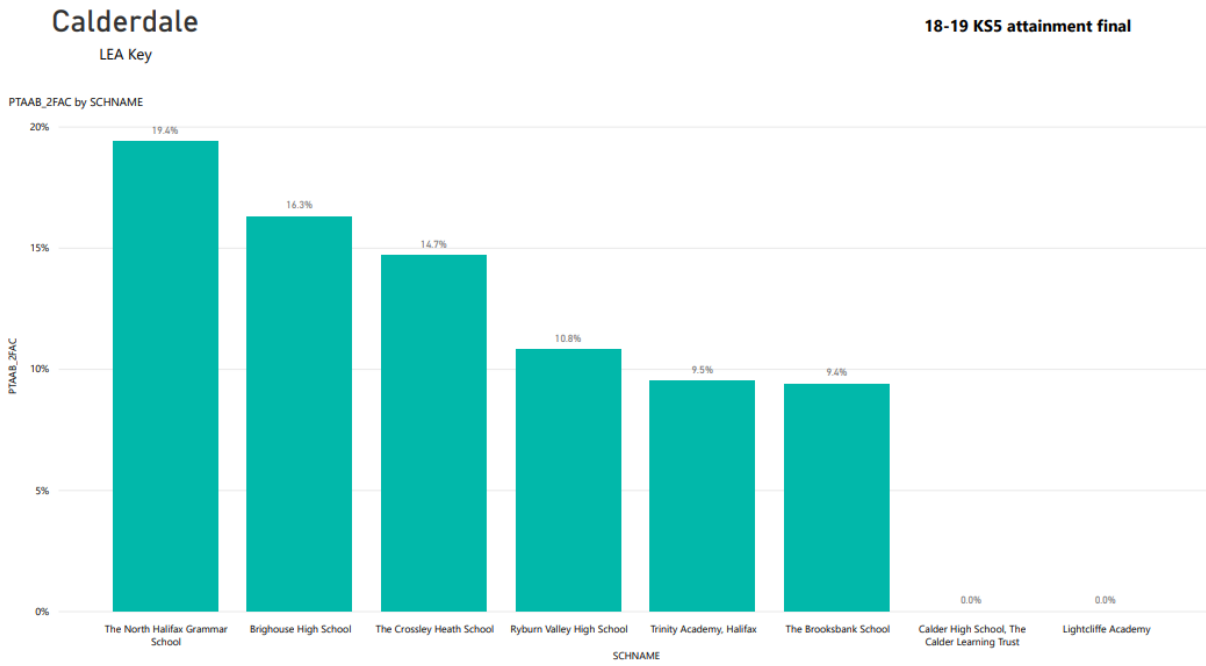


Figure 26 Percentage A levels students achieving at least 3 levels at grade AAB or better 18-19 Calderdale

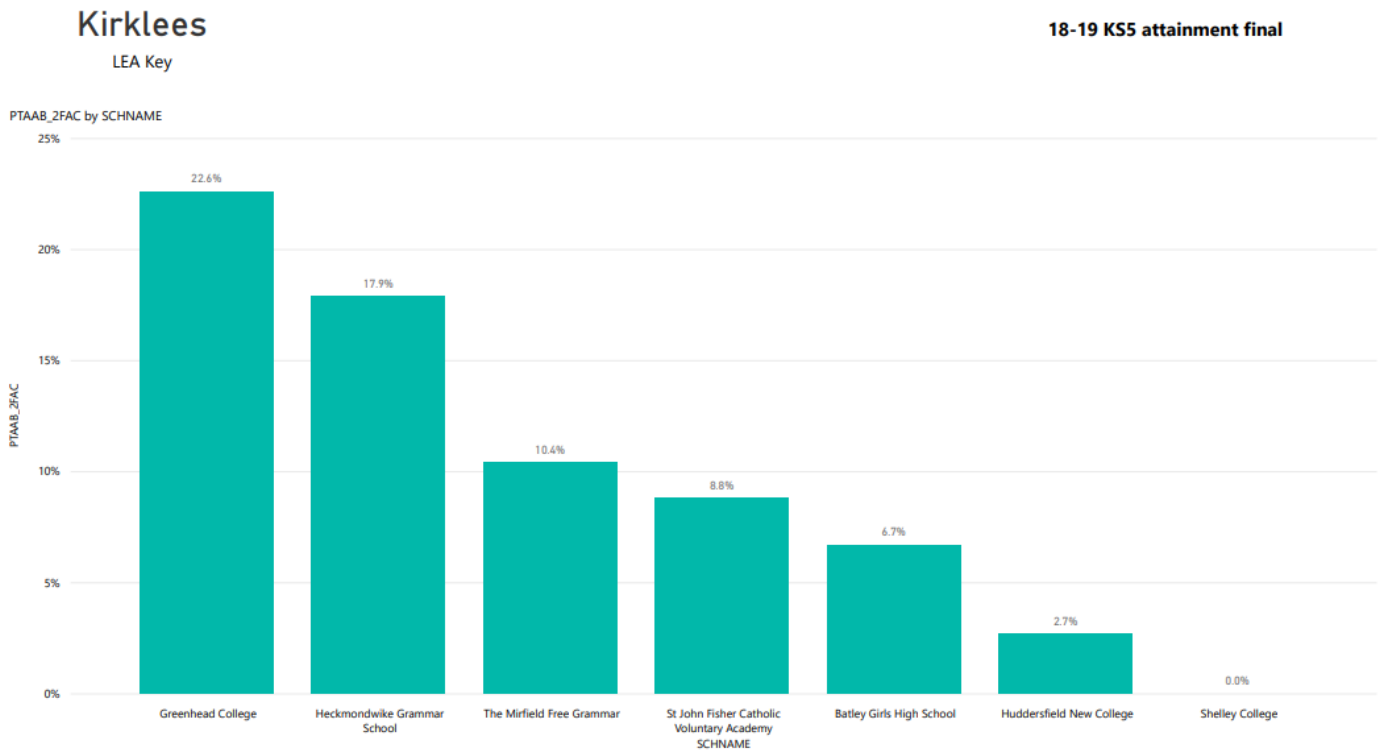


Figure 27 Percentage A level students achieving at least 3 levels at grad AAB or better 18-19 Kirklees

Leeds

18-19 KS5 attainment final

LEA Key

PTAAB_2FAC by SCHNAME

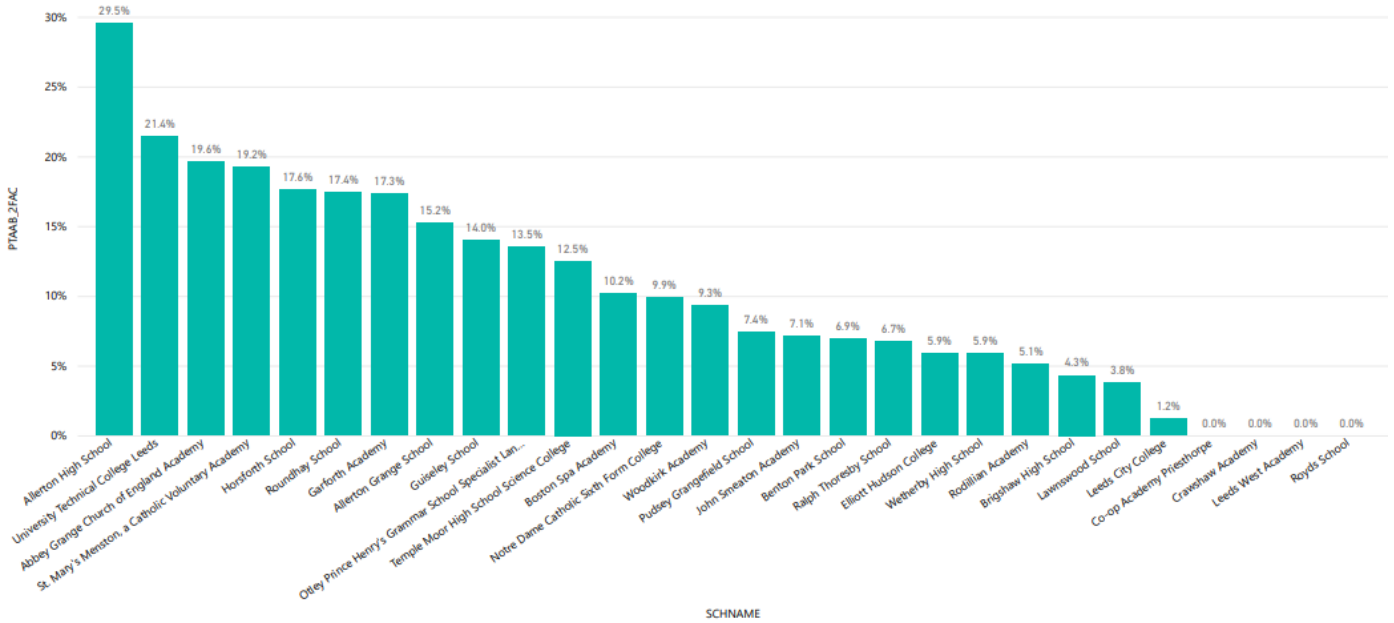


Figure 28 Percentage A level students achieving at least 3 levels at grade AAB or better 18-19 Leeds

Wakefield

18-19 KS5 attainment final

LEA Key

PTAAB_2FAC by SCHNAME

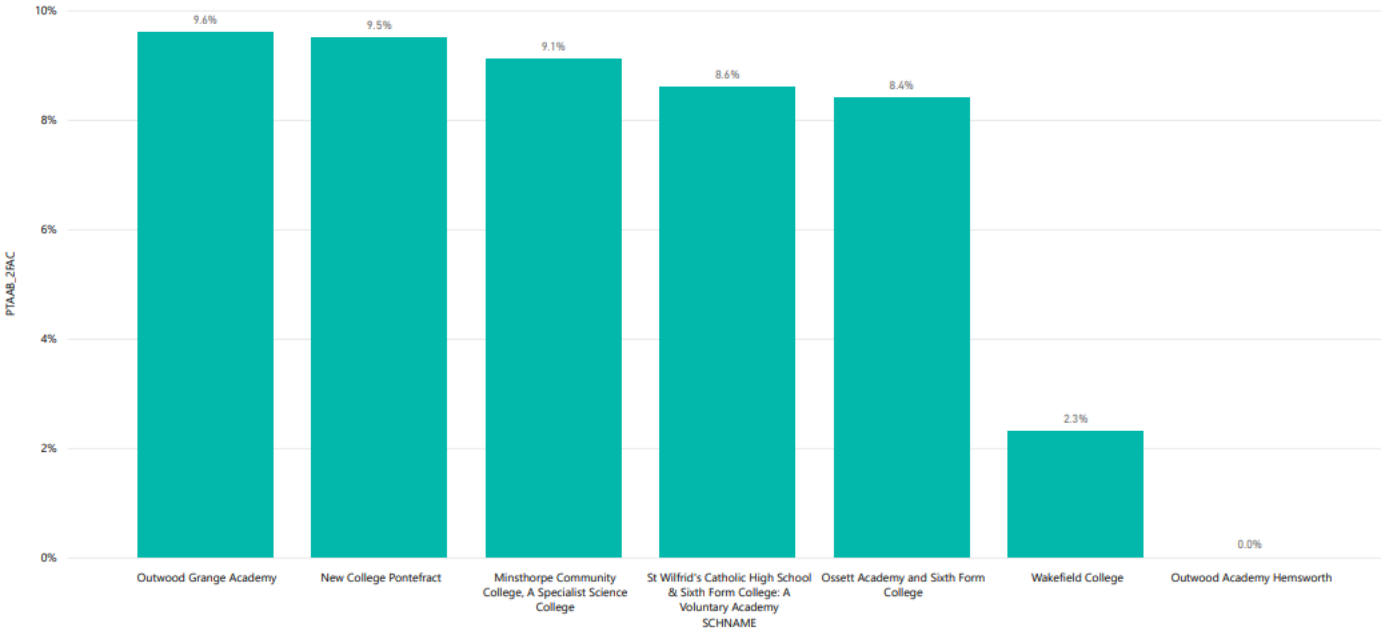


Figure 29 Percentage A level students achieving at least 3 levels at grade AAB or better 18-19 Wakefield

6.2. YORK AND NORTH YORKSHIRE

6.2.1. 20-21: PROGRESSION KS4

20-21 Percentage Staying in Education or Employment for at Least Two Terms after KS4

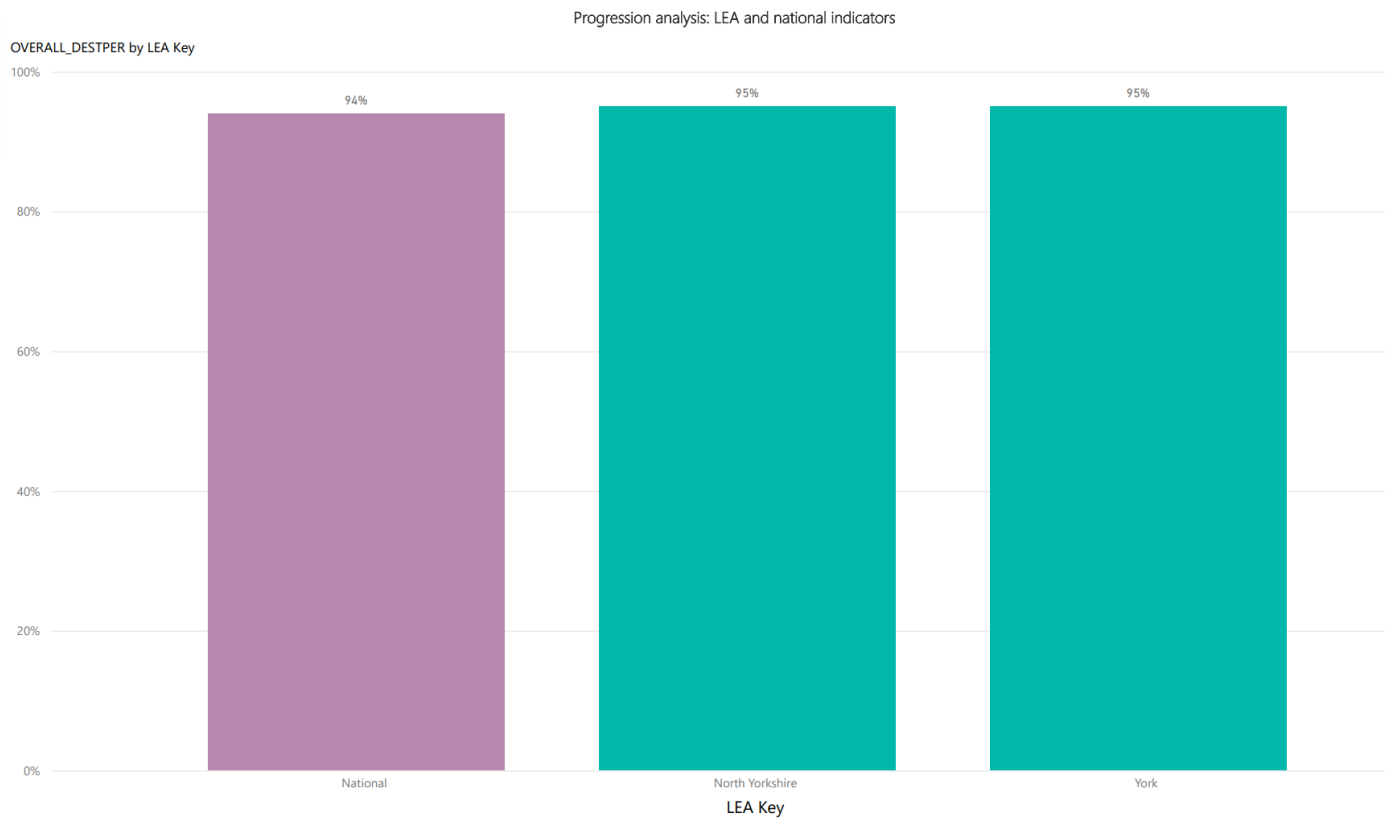


Figure 30 Progression from KS4 National and by LEA

Figure 30 shows the percentage of pupils staying in education or employment for at least two terms after key stage 4. In purple, we show the national average. York and North Yorkshire both show higher rates than the national average by 1 pp.

Percentages of pupils staying in education specifically are broadly similar ranging from 86-88%, while the national average is 87%.

% progression to education

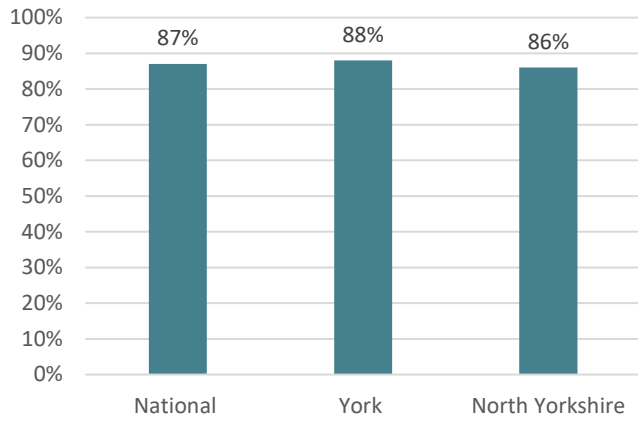
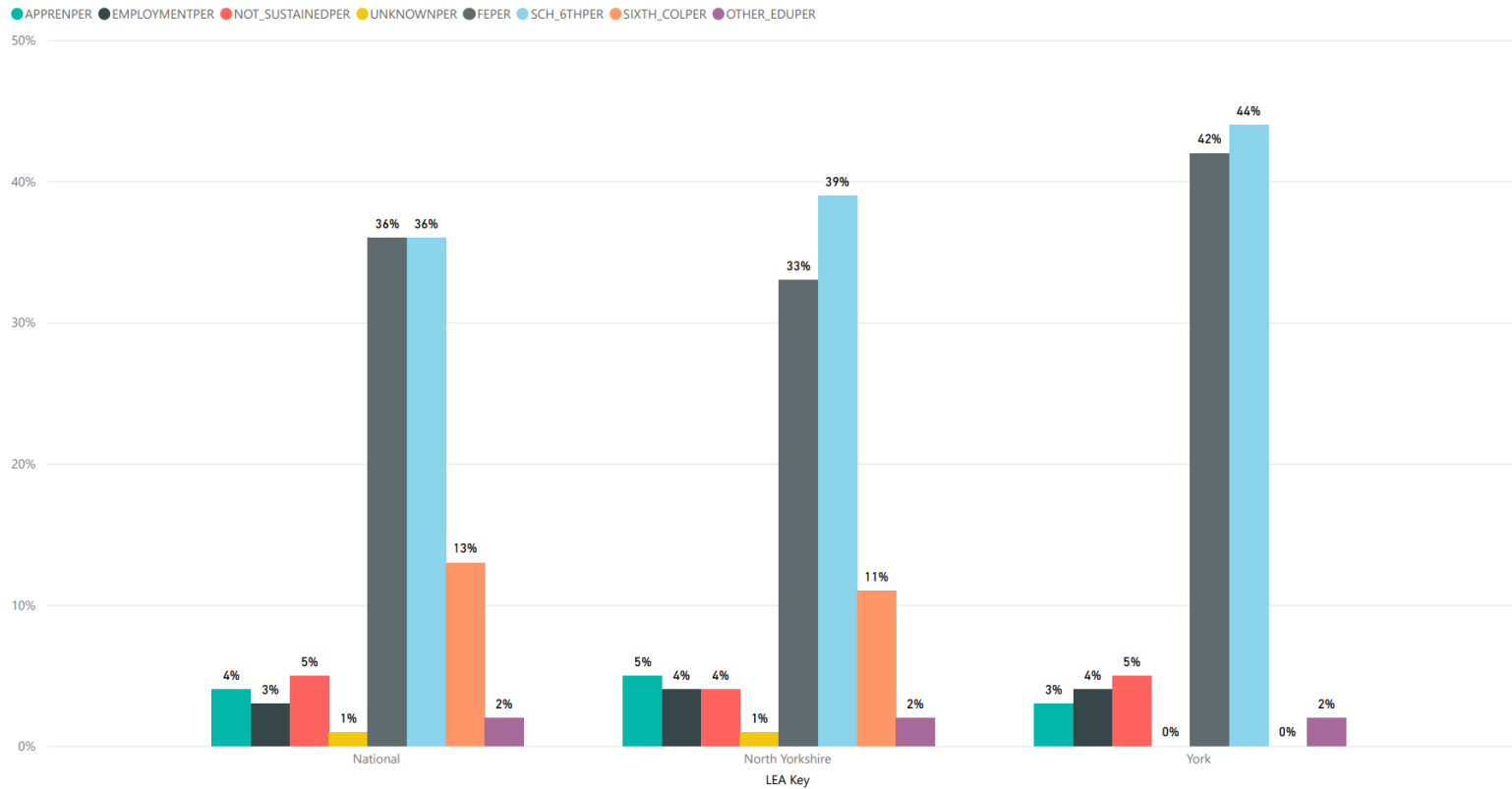


Figure 31 20-21 Progression to Education KS4

20-21 Breakdown of Education Indicators

FEPER = Further Education (percentage)
 SCH_6THPER = School sixth form (percentage)
 SIXTH_COLPER = Sixth form college (percentage)
 OTHER_EDUPER = Other education destination (percentage)

APPRENPER, EMPLOYMENTPER, NOT_SUSTAINEDPER, UNKNOWNPER, FEPER, SCH_6THPER, SIXTH_COLPER and OTHER_EDUPER by LEA Key



Nationally, 36% of students who progress to education from KS4 progressed to 6th form schools, and 36% to FE. These figures are much higher in York, at 44% and 42% respectively. For North Yorkshire, 39% progressed to sixth form schools, with 33% to FE.

Figure 32 Breakdown of Education Indicators KS4 20-2

6.2.2. 20-21: PROGRESSION KS5

20-21 Progression into HE

Progression bands rank progression into higher education or training by a scale of five: 1 (well above average), 2 (above average), 3 (about average), 4 (below average), 5 (well below average). There are no notable differences between the North Yorkshire and York at this scale.

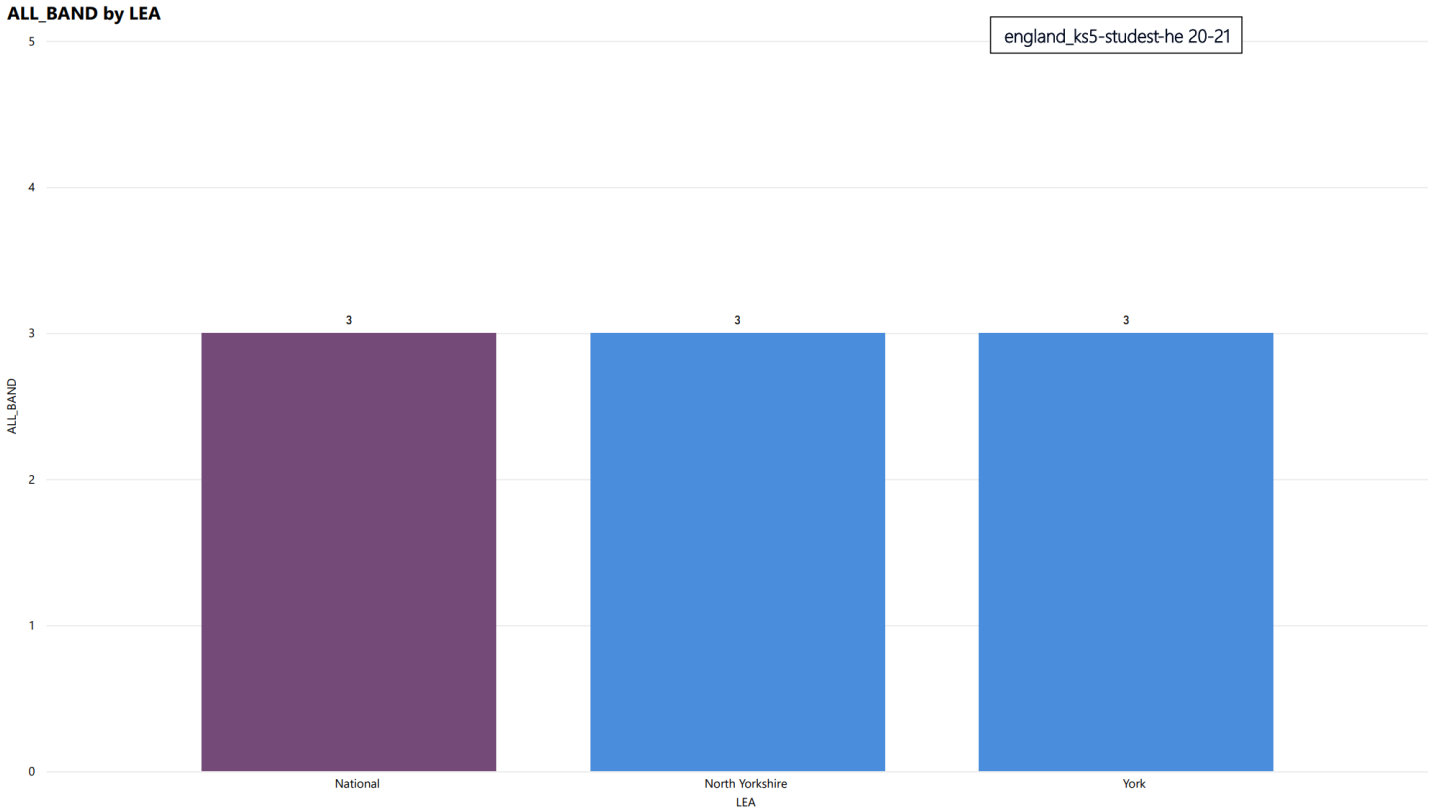


Figure 33 Progression Band KS5 20-21 LEA against National

However, progression rates allow for a more nuanced picture, with a national rate of 66%, and North Yorkshire exceeding this by 2pp. Meanwhile the rate for York is lower at 55%.

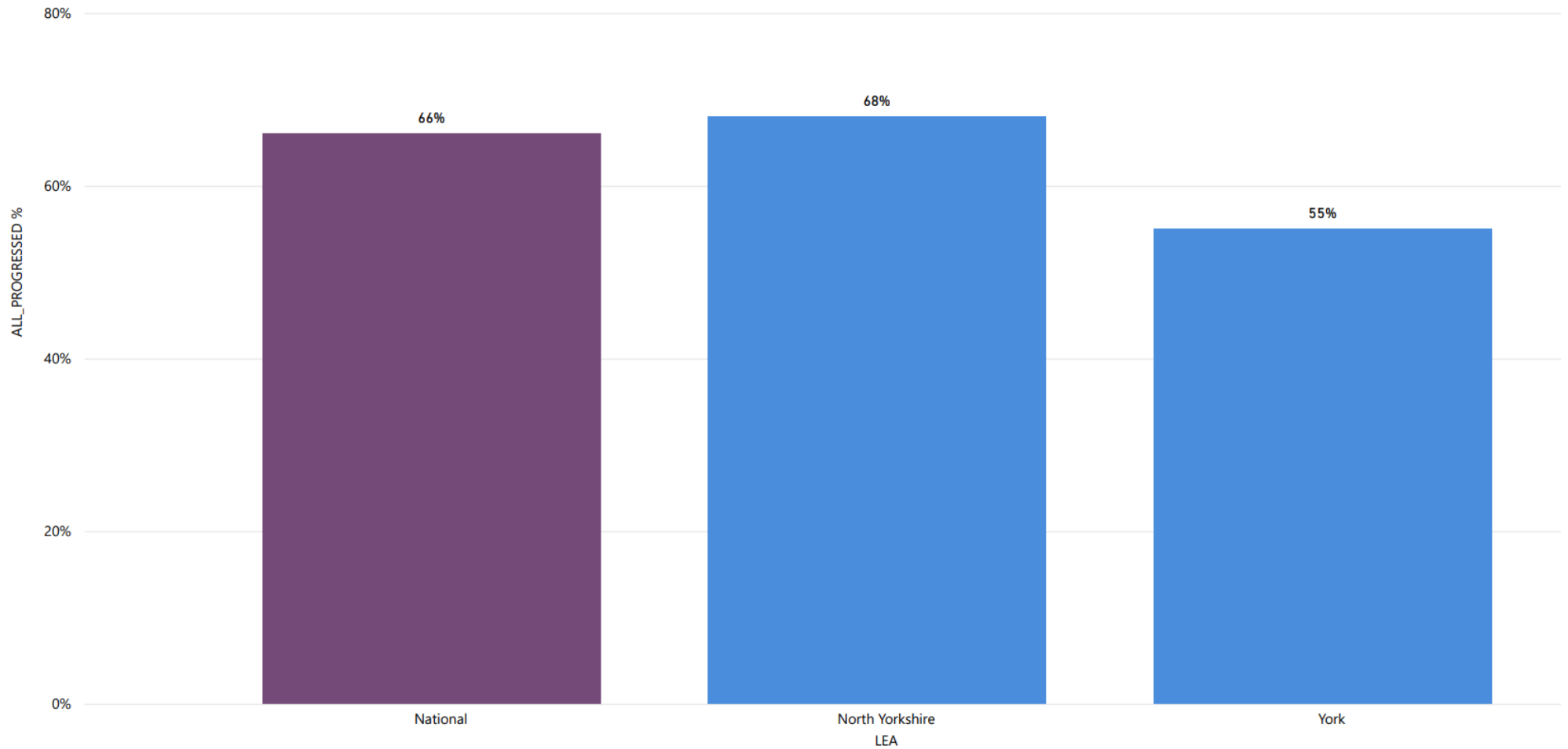


Figure 34 Progression Rate KS5 20-21 LEA against national

ALL_HE %, ALL_APPREN % and ALL_HTECH % by LEA

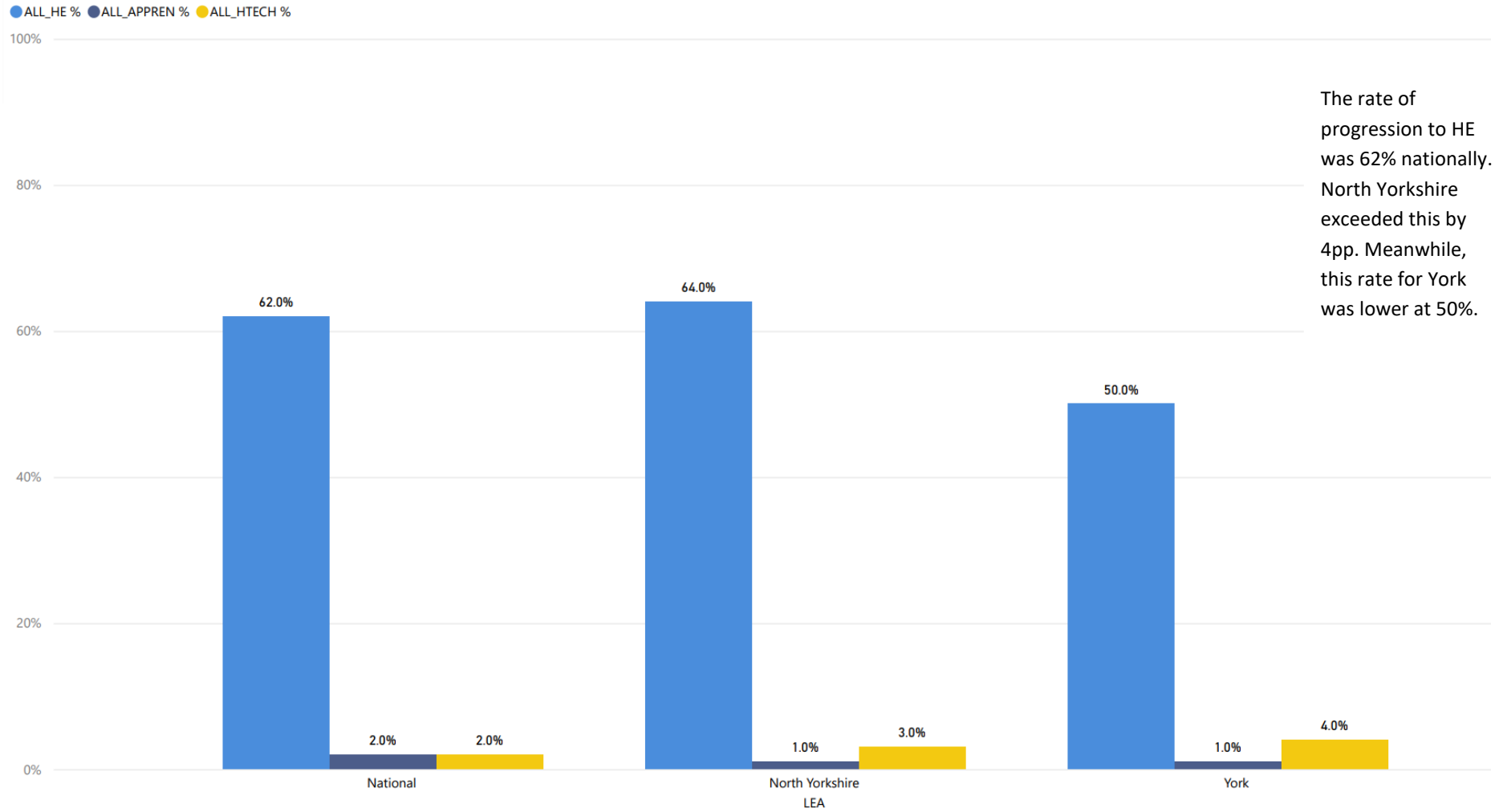
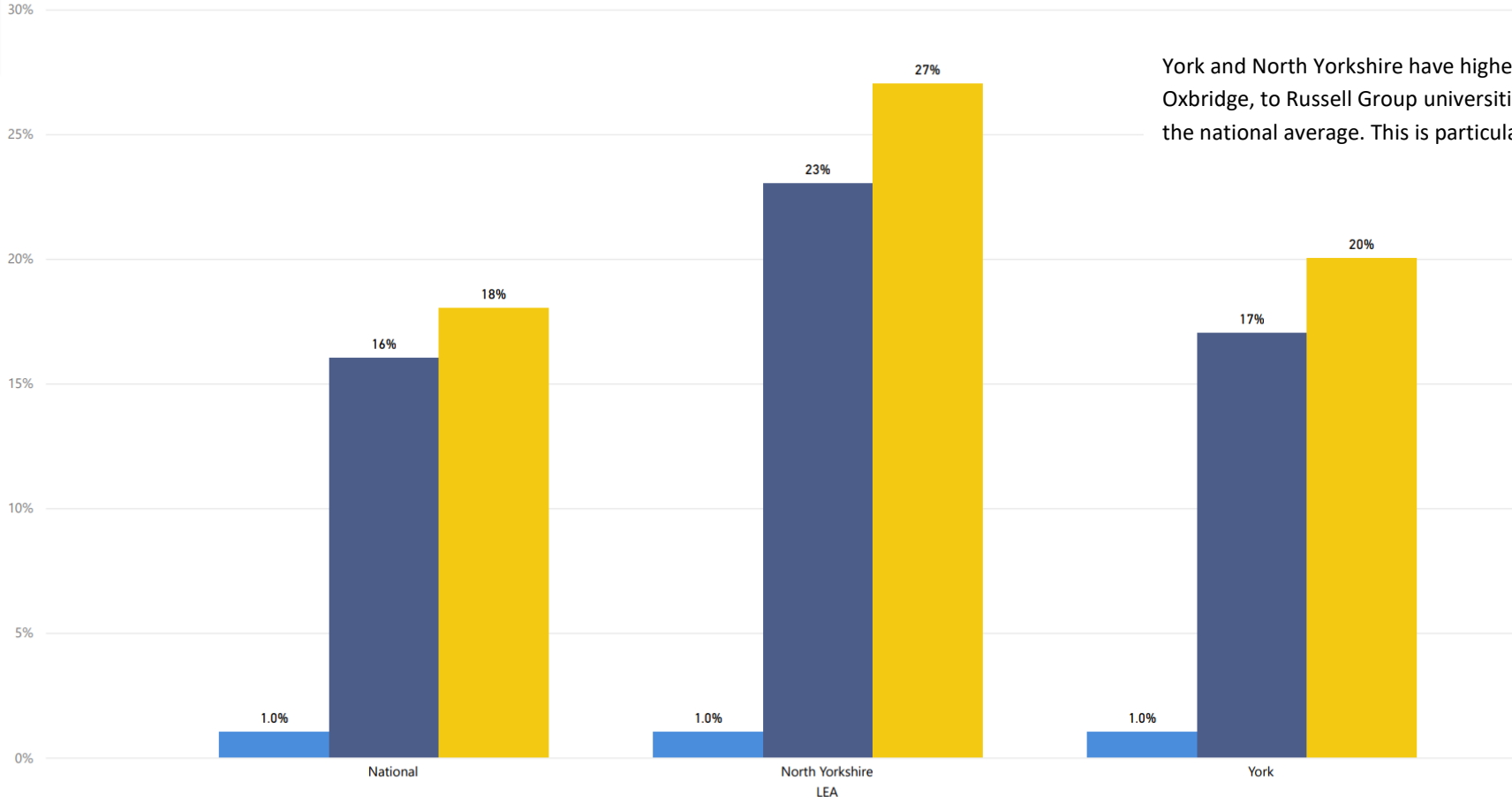


Figure 35 Route of progression national, North Yorkshire, and York KS5 20-21

ALL_OXBRIDGE %, ALL_RUSSELL % and ALL_TOP3RD % by LEA

● ALL_OXBRIDGE % ● ALL_RUSSELL % ● ALL_TOP3RD %



York and North Yorkshire have higher rates of students progressing to Oxbridge, to Russell Group universities, and to top 3rd universities than the national average. This is particularly so for North Yorkshire.

Figure 36 Progression to Oxbridge, Russell Group, and Top 3rd KS5 20-21

6.2.3. 18-19: ATTAINMENT KS4

We have selected two measures for comparison purposes: Attainment 8, which measures average academic performance of a school across eight subjects, and Progress 8, which is a “valued-added” measure of progress across five years of study (key stages 3 and 4). In Appendix A, we show the range of school averages for each LEA.

In this section, we show the average scores for each LEA, although this includes results from the independent sector and other educational establishments, which we excluded from our analysis otherwise.

Attainment 8 Score 18-19

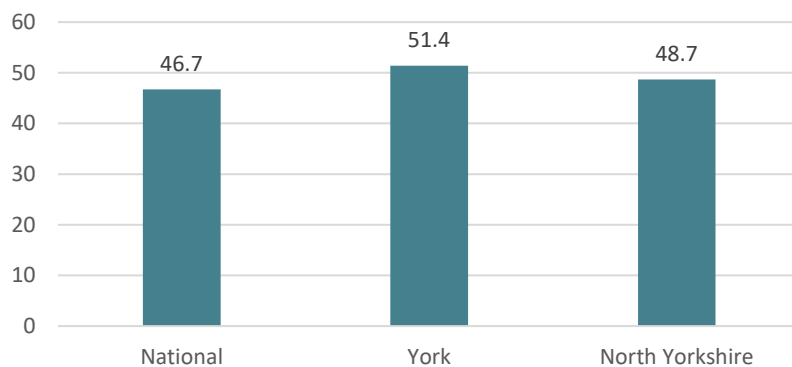
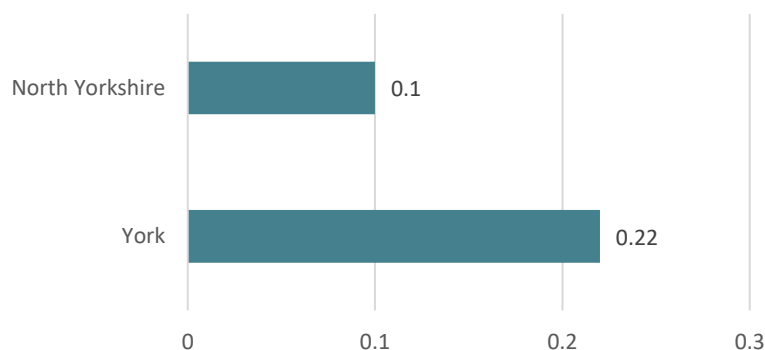


Figure 37 Attainment 8 scores 18-19 National, York, and North Yorkshire

Both York and North Yorkshire have Attainment scores above the national average.

Progress 8 is a relative measure, which means that the overall national score remains the same between years. At school level, Progress scores for state-funded mainstream schools ranged from -2.5 to 2.1 (see figure 24), with approximately 99% of schools’ scores between -1.3 and +1.3 in 2019.

Progress 8 Score 18-19



York’s Progress 8 score is particularly high, falling outside the range of 99% of England’s schools (see figure 24 above)

Figure 38 Progress 8 score 18-19 York and North Yorkshire

6.2.4. 18-19: ATTAINMENT KS5

In Appendix A, we present data showing average point score by A level expressed as a grade. These results offer little nuance, with the following modal categories for each LEA:

York: B and B- (29%)

North Yorkshire: B-, C+ (24%)

These grades are higher than the modal categories for West Yorkshire (see section 6.1.4). However, the following data shows the percentage of A level students achieving at least three levels at grades AAB or better, at least two of which are in facilitating subjects.

North Yorkshi...

18-19 KS5 attainment final

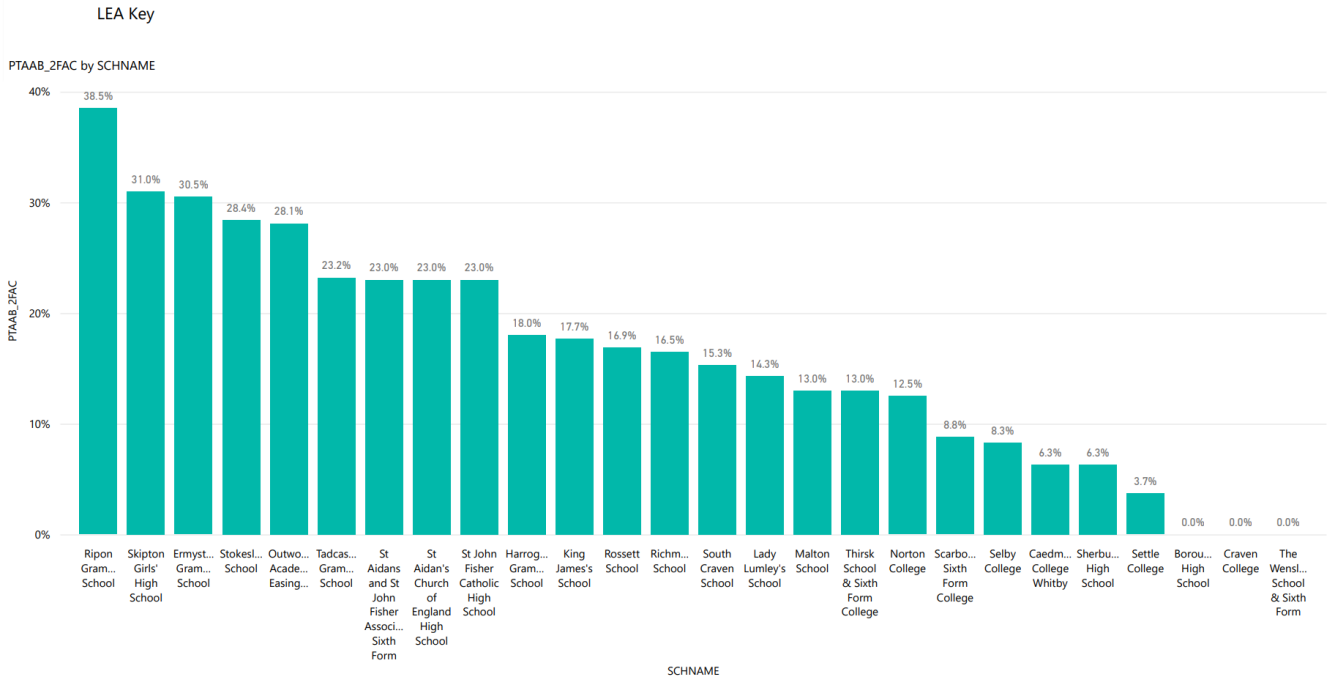
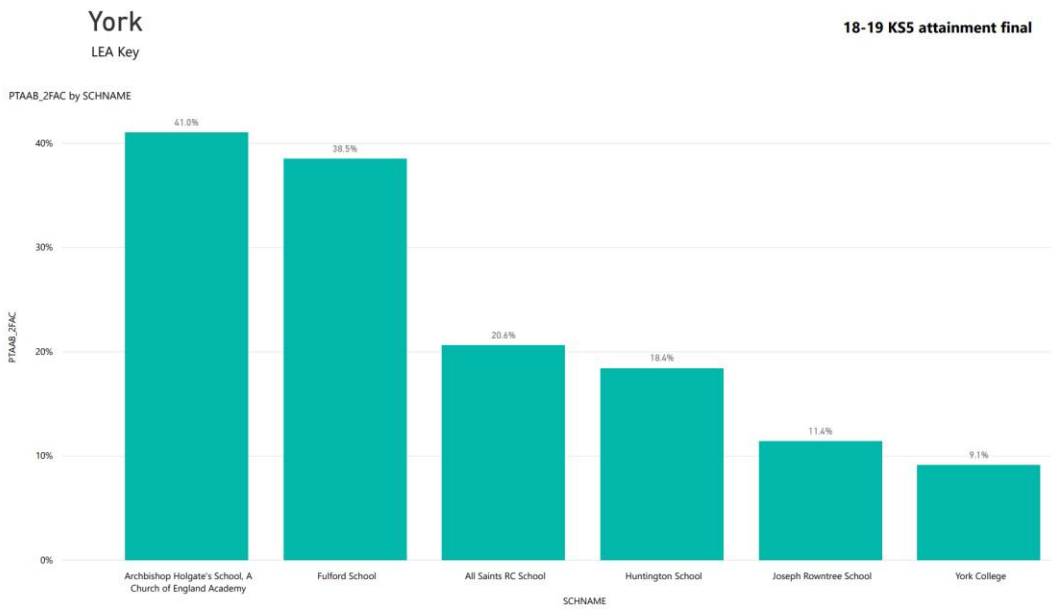


Figure 39 % A level students achieving at least three levels at grades AAB or better, 18-19, North Yorkshire



It may be useful to consider these results in terms of the percentage gap between highest and lowest (which is not 0) performers:

North Yorkshire: 34.8pp
York: 31.9pp

This shows considerably disparity within LEAs.

Figure 40 % A level students achieving at least three levels at grades AAB or better, 18-19, York

7. SURVEY OF EDUCATION PROVIDERS

We disseminated one survey intended for schools and related institutions and received 8 responses.

As numbers are small, we show findings as counts rather than percentages.

Which of the following best describes your role?

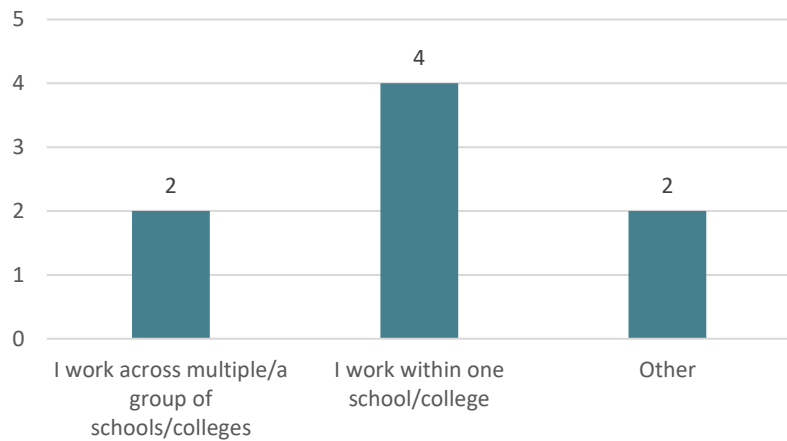


Figure 41 Which of the following best describes your role?

Respondents who selected 'other' were asked to specify. One respondent said that 'I mainly work with one college, although as I work on a collaborative project, I often help with work with other schools and colleges'. Another respondent said that for 'Uni Connect, I work in one school', whilst for 'my employer, I work in multiple schools.'

Which of the following best describes your role, delivering the curriculum or supporting student progression?

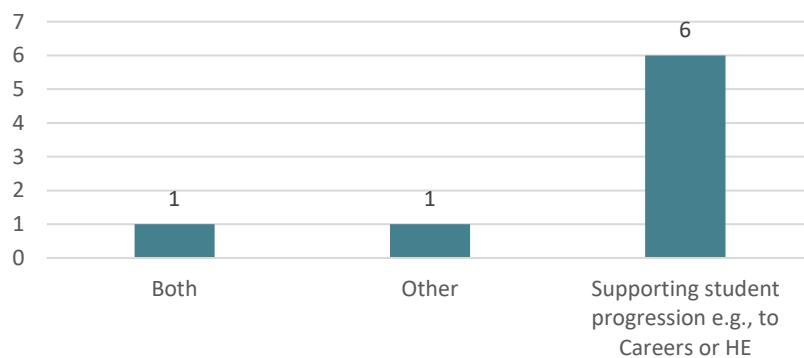


Figure 42 Which of the following best describes your role?

Respondents who selected 'other' were asked to specify. One respondent said 'we work as a Conduit between Education Establishments and Businesses, Education Providers and Community organisations working around our 4 pillars of success'.

Over the last year, which of the following student groups have you worked with on raising attainment? Select as many as applicable

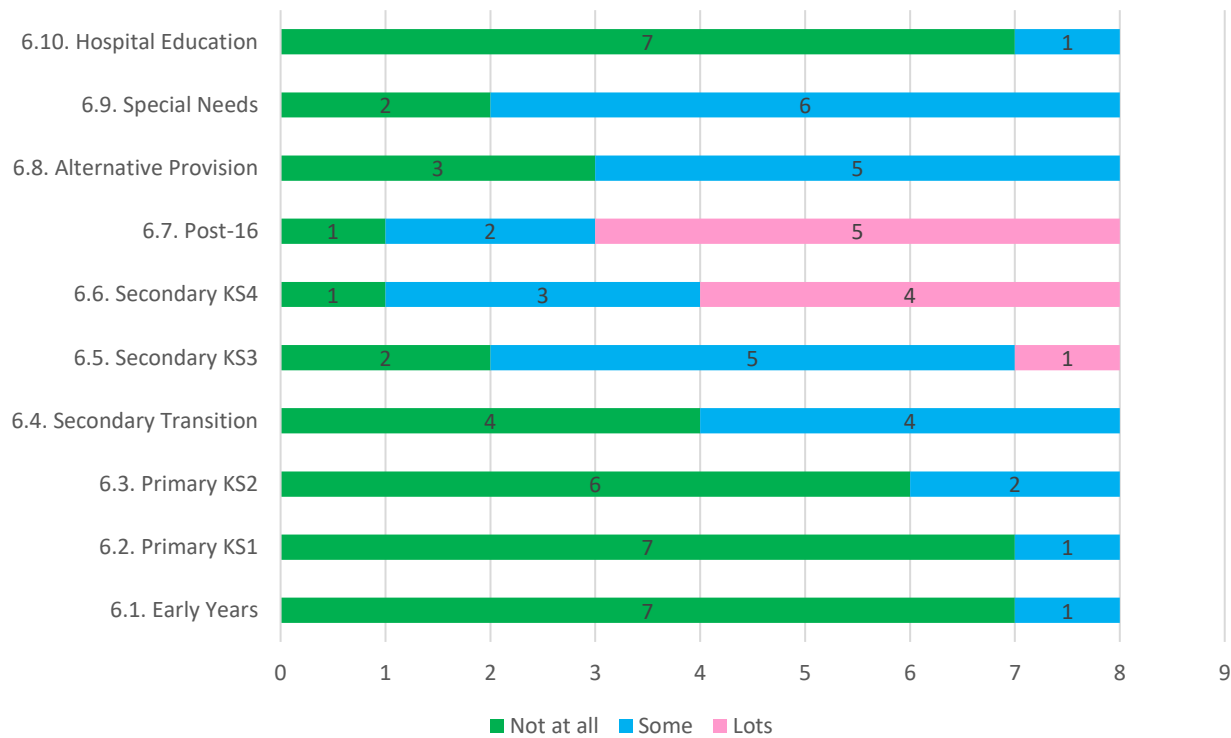


Figure 43 Over the last year, which of the following student groups have you worked with on raising attainment?

Figure 43 shows that delivery is focused on post-16 and KS4, with some delivery at KS3.

Respondents were asked whether there were any any other student groups that they had worked with over the last year. One respondent said that ‘raising attainment would be a teacher’s role which is not within my contract or remit.’

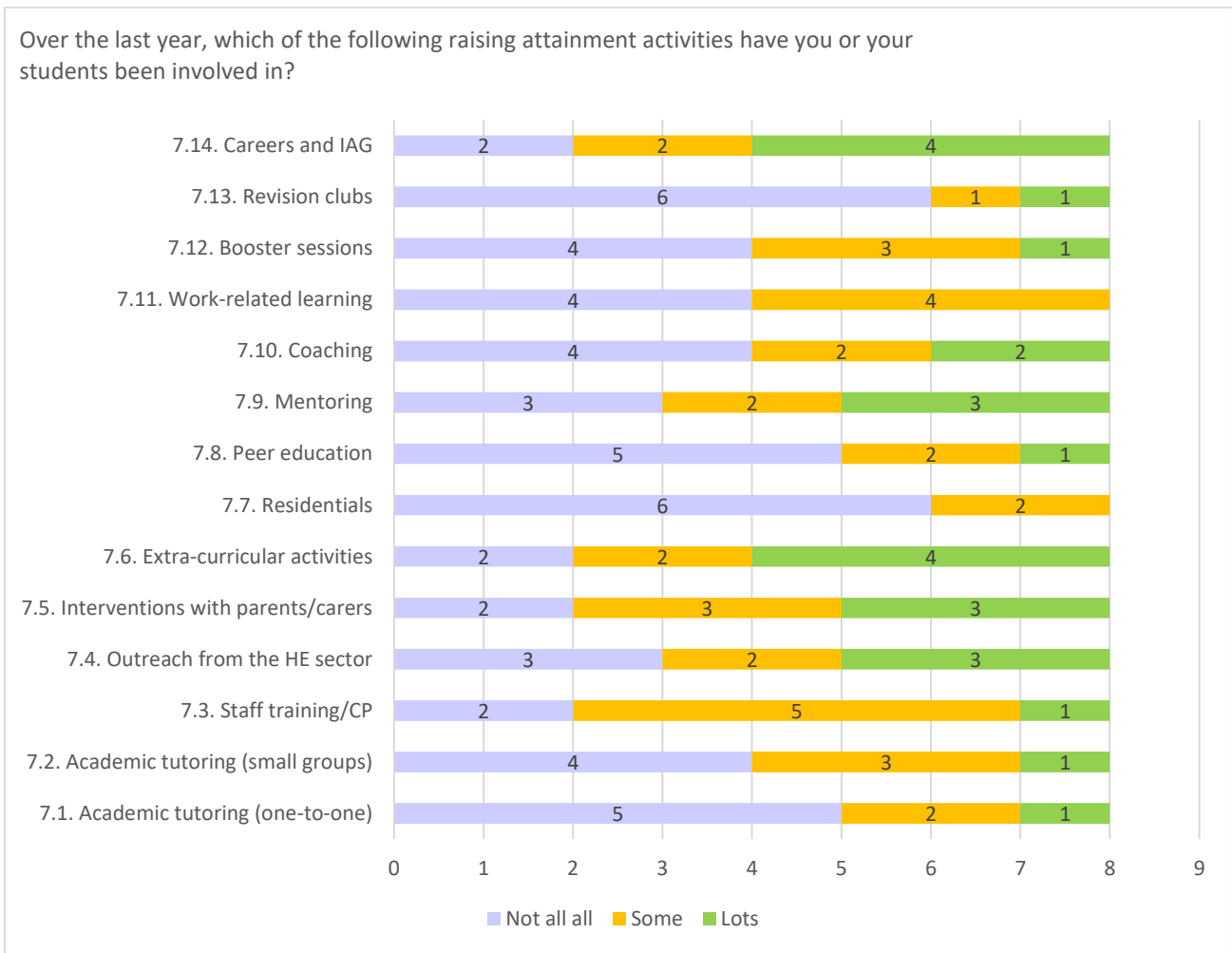


Figure 44 Over the last year, which of the following raising attainment activities have you or your students been involved in?

Participants were asked whether there were any any other raising attainment activities they or their students had been involved in over the last year and to what extent. One respondent said ‘employer contract’, whilst another said that ‘my focus has not been on raising attainment, but rather raising awareness of HE’.

We see in figure 44, there is not a strong sense of delivery focussing on attainment raising to date.

From your experience, which of the following in which of these subjects/skills areas are attainment gaps most common/more pronounced?

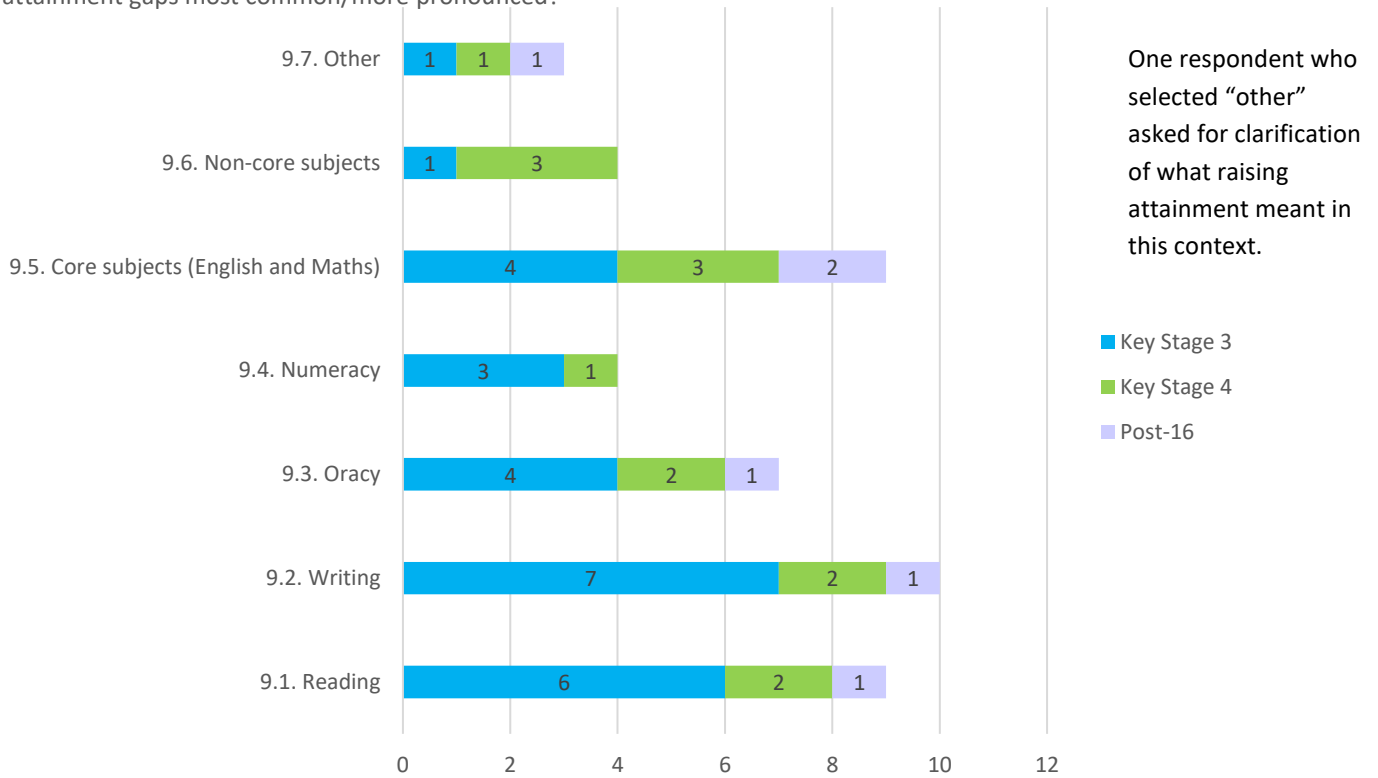


Figure 45 From your experience, in which of these subject/skills areas are attainment gaps most common/more pronounced

Respondents have identified gaps at Key Stage 3 most prominently, with a focus on writing and reading.

From your experience, what type of skills development activity would be most useful for your students in respect of supporting their attainment?

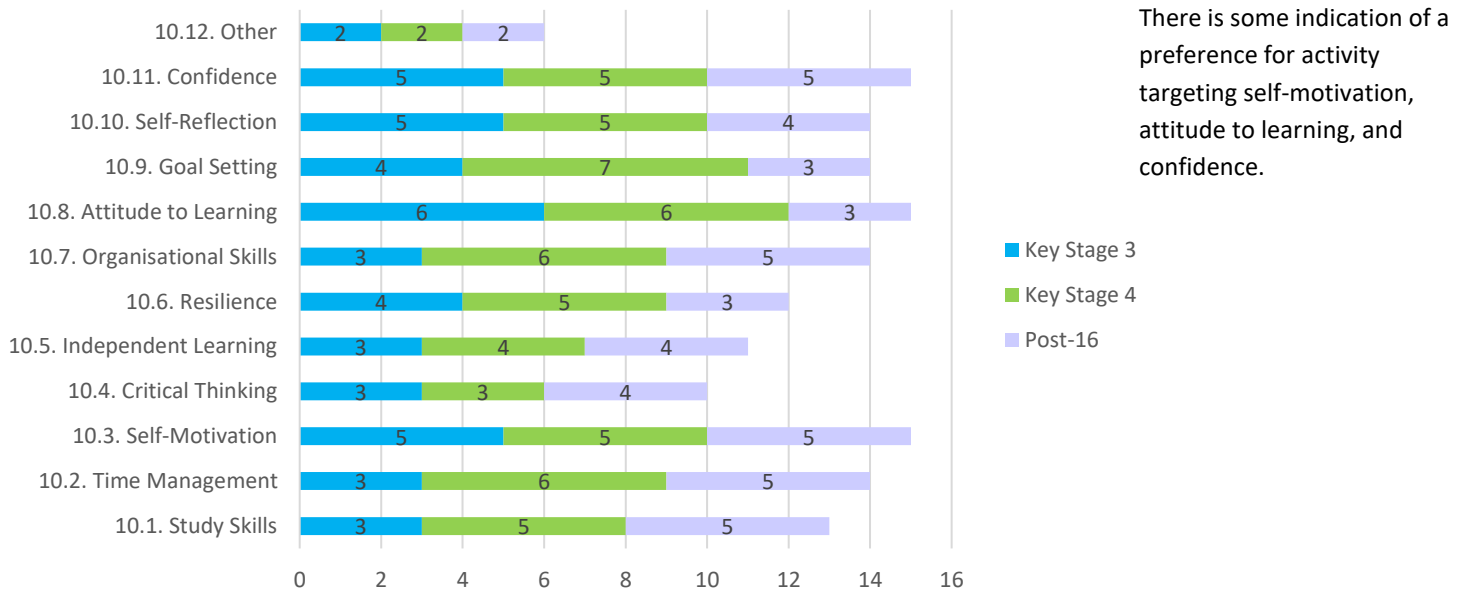


Figure 46 From your experience, what type of skills development activity would be most useful for your students in respect of supporting their attainment?

Participants who selected ‘other’ were asked to specify. One respondent said ‘life skills’, whilst another said that ‘the list is not comprehensive so other is ticked by default.

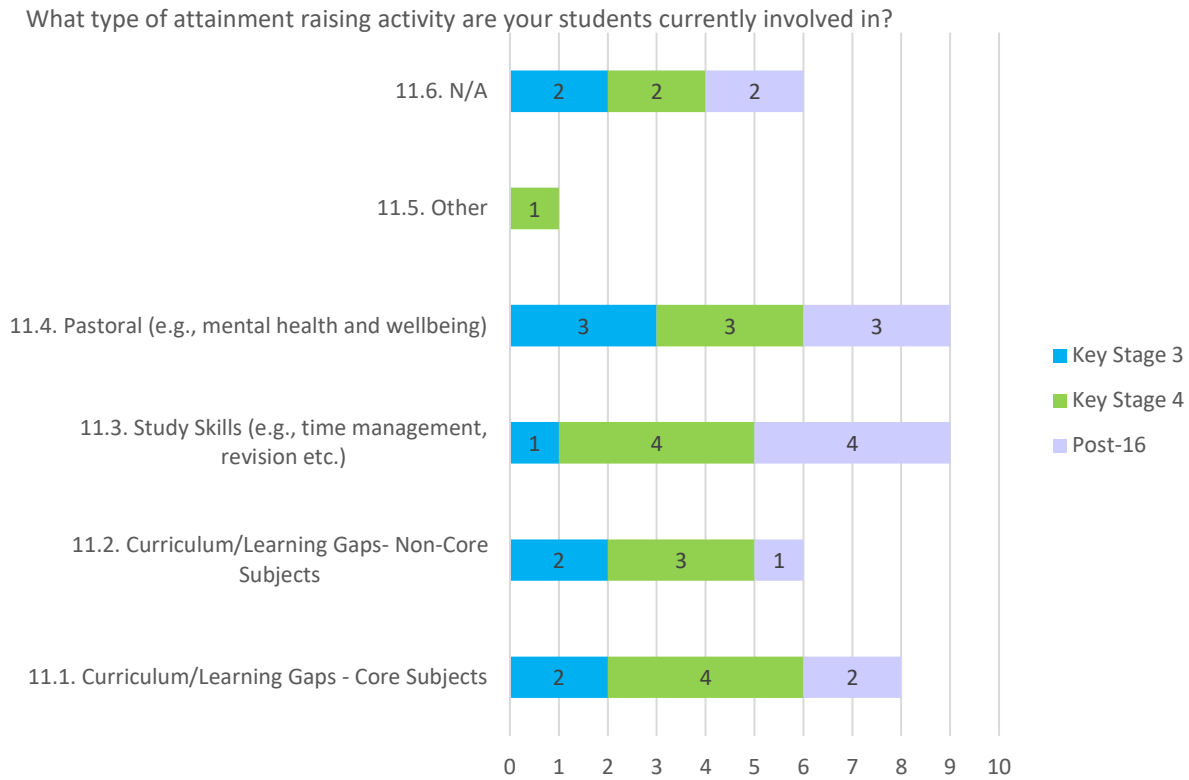


Figure 47 What type of attainment raising activity are your students currently involved in?

Current delivery is focussed to an extent on meeting pastoral needs and “soft skills” development e.g., time management, revision.

Thinking specifically about your school/college(s) or those you work with, which of the following contextual factors, for learners and their families, do you feel play a strong role in influencing attainment?

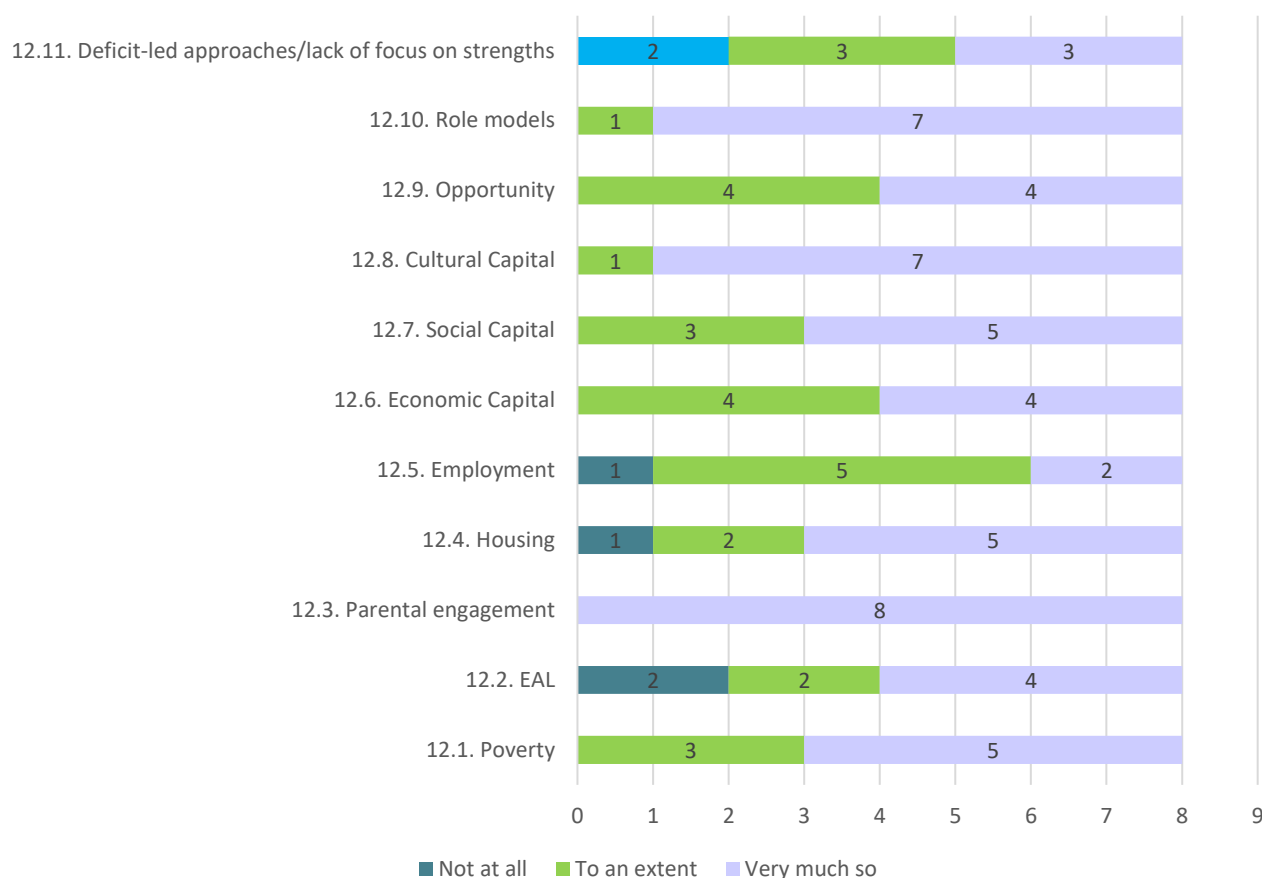


Figure 48 Thinking specifically about your school/college(s) or those you work with, which of the following contextual factors, for learners and their families, do you feel play a strong role in influencing attainment?

Respondents identified a strong influence on attainment from parental engagement, from role models, and from cultural capital. There was some indication of a strong influence from poverty, housing, and social capital also.

Respondents were asked whether there were any other factors they felt were important in terms of influencing attainment at their school/college(s). One respondent said that ‘the education system as it is can devalue attainment in terms of students having an idea of what grades they need for their chosen progression and concentrating on achieving these rather than performing to the best of their potential. This is pronounced for students who wish to follow an apprenticeship route.’ Another respondent said that ‘parents not supportive of school is our biggest barrier’.

Participants were asked whether they were planning to deliver/be involved in raising attainment activity in the near future. One respondent said that they ‘are already planning with our partners on how to raise attainment levels which will include specific projects’. Another respondent said that they ‘are hoping to clarify what kind of attainment we are planning to raise with our students.’

Respondents were asked whether they were planning to be involved, with any partnership work with Higher Education providers in the near future. One respondent said ‘yes - continued work with GHWY HE providers (campus visits, IAG, academic support)’. Another respondent said that they ‘will reach out to all our HE partners to support us’.

What do you think works best for raising attainment?

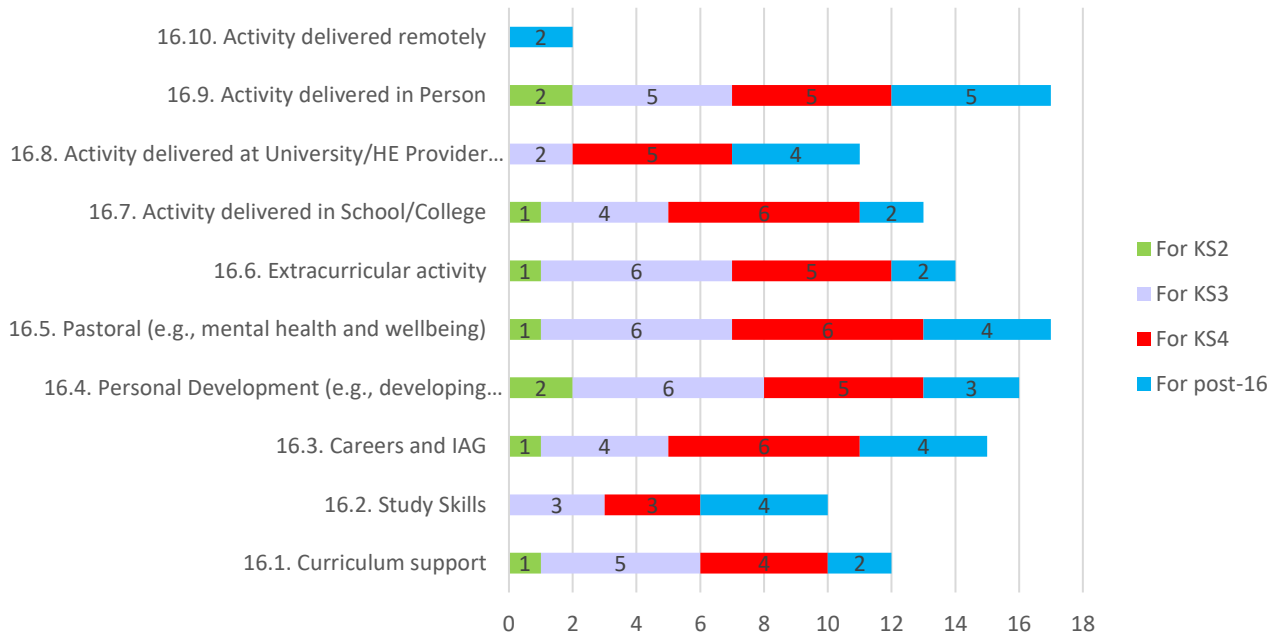


Figure 49 What do you think works best for raising attainment?

There was a strong preference for activity delivered in person, rather than remotely, and for a focus on meeting pastoral (e.g., mental health and wellbeing) needs (particularly for key stages 3 and 4). There is less of a preference for activity directed at study skills and curriculum support.

Please note any other raising attainment activities or forms of activity you feel are particularly useful:

One respondent said that ‘remote activity does not work very well at all’, support needs to be ‘in person wherever possible.’ Another respondent said, ‘more support for [young people] who are not engaged in mainstream education’.

What advice would you give to HE providers as they begin to plan raising attainment activity?

One respondent suggested ‘more support around mental health and wellbeing is needed huge request coming in from schools.’ Another respondent said, ‘where possible, attainment raising should be delivered by people who can act as role models for student groups, ideally current HE students from a similar background.’ They added that ‘the key is communication - understand that school timetables are difficult to unpick, so please work to the timings we need for break and lunch. Pitch your work appropriately and plan actual activities - too often it is a full hour of talking and is too technical in the language used.’

Where do you think raising attainment interventions/activities can go wrong?

One respondent said, ‘when activities are led by highly academic staff who cannot relate to student groups and who are from very different backgrounds, this can have a disastrous effect on levels on engagement and perception on the value of attainment.’ Another respondent said, ‘when your vision is not what the school want I've seen too many times in the past that school ask for specific activities but the external provider cannot be flexible and change their delivery’. One respondent said that they thought raising attainment interventions/activities could go wrong due to ‘lack of clear, specific communication. Lack of clear strategy. Lack of space to discuss work as it develops.’

8. FINDINGS FROM INTERVIEWS WITH SCHOOL AND EDUCATIONAL LEADERS

We conducted eight interviews with six organisations from West Yorkshire, North Yorkshire and York. These included:

- Hanson School
- The Brilliant Club
- Cockburn School
- City of York Council
- St Augustine’s
- University of York
- Northallerton School

Interviews took place online using Microsoft Teams and were recorded for transcription purposes. We conducted a content analysis of the transcripts using NVivo software. Each interview lasted approximately 45 minutes.

We identified two broad themes to the data. The first pertains to an often-challenging context for attainment raising activity, with marked levels of socio-economic deprivation in some instances. Interviewees spoke of “low aspirations” or a lack of engagement from some parents, who often have additional responsibilities to meet. The second relates to outreach activity for higher education providers and from local authorities. Work in this area is delivered in partnership with schools, with targeted selection criteria combining socio-economic or other characteristic with academic potential.

8.1. WHAT IS RAISING ATTAINMENT?

Discussions of the nature of raising attainment were varied, with many interviewees reporting a renewed focus on this in their practice since OfS policy in this area has been announced. Interviewees, particularly those based in schools, spoke of different efforts to support students, particularly those from disadvantaged backgrounds, in achieving their academic and career potential.

8.2. SCHOOL-BASED SUPPORT

Staff provide a range of ongoing pastoral, academic and career support to students in spite of an increasing shortage of resources. Some interviewees spoke anecdotally of a focus on white working-class boys, who were seen to be in particular need. Several interviewees identified year 9 as a particular transition point in the school journey. Various schools reported having dedicated support staff for mental health, parental engagement and/or career support service. This non-academic, holistic support is crucial to encourage students who struggle with attainment and academic activities. Students are given exposure to various career routes by hosting talks by practitioners in different fields, taking students to various sites and institutions and providing information regarding opportunities and different career pathways.

Additionally, schools provide extra (and focussed) academic support provided in the form of extra classes, enrichment programmes and summer schools. One school mentioned that they used a government grant to run a very successful summer school one year. Similarly, support is provided through services like UpLearn, MyTutor and The Brilliant Club. School staff highlighted, however, that their ability to provide any of these opportunities is heavily dependent on support and funding provided by governments or initiatives like Pupil Premium, Higher Futures, GHWY or Future Higher, and other governmental support.

“... the only way we can do any of these things is if Future Higher pays for it.”

Additionally, provision such as breakfast clubs and free school meals are a key support provided by schools to students, many of whom are from families who struggle financially. Finally, schools also try to provide additional financial support, especially in the wake of the cost-of-living crisis, such as a hardship fund for families.

8.3. HE OUTREACH AND INITIATIVES

The University of York run various workshops and outreach programmes with the intention of widening participation in Yorkshire but also across the north of England and Midlands generally. These include workshops for pre-16s, post-16s and targeted initiatives from students from Black communities, Roma and Gypsy communities, mature students and those leaving care. The workshops are aimed at supporting students academically, building study skills transitioning to higher education. Until now, these are not explicitly focused on raising attainment.

The initiatives for the pre-16s are more regional in focus are often progressive and long-term projects (starting often at year 6), working in close collaboration with schools and colleges and their staff to be able to create a comprehensive support system for students. These programmes involve a focus on building study skills, comprehension and cognition and overall academic development. For the older students, these workshops involve support in making university applications, writing essays, and taking exams, transitioning to higher education, career counselling and exposure to people from different industries. The workshops continue to be academic in nature but are focussed on skills that are transferrable across disciplines. The post-16 support systems are more national in nature and students take greater ownership of participation and curating their support.

Interviewees spoke particularly on some students who may be leaving care or from Roma, Gypsy, or Traveller communities having experienced disruptions to their learning journeys in some cases and who may face physical and material barriers in accessing education. One interviewee spoke of a prospective student who was concerned they might lose their local authority accommodation if they attending university. Initiatives such as those at York aim to provide up-to-date and targeting information, helping underrepresented students to make informed decisions. More broadly, outreach practice is geared towards familiarising learners with the higher education system, though funded access to open days and university trips, as well as introducing learners to different sources of support and funding.

8.4. THINKING ABOUT HIGHER EDUCATION

Interviewees mentioned a number of obstacles to HE for a number of their students, which related to wider socio-economic and cultural contexts. In general, interviewees spoke of two themes in their work: encouraging students to imagine a life pathway that involves HE and supporting them with information and guidance to take the steps to realise such an ambition.

For the former, schools and HE providers work to get students to dream what life beyond their immediate environments can look like. This involves interactions with alumni who are at universities, trips to university campuses, interactions with student mentors, targeted outreach programmes, exposure to apprenticeships and other opportunities etc. For the latter, students from these backgrounds mostly do not have access to the information that can make higher education seem possible. This primarily involves the different actors working in this space to highlight the different types of educational pathways, the universal and targeted financial support and sponsorship available, ways of doing university/apprenticeships while living at/near home and providing support in the application process, amongst others. For instance, apart from providing paid-for university visits, the University of York also provides a pre-joining hardship fund of GBP 250 to help students overcome any barrier they may have to

joining. Their widening participation efforts also include communications with their admissions and administration teams to sensitise them to the needs and sociocultural situations of students from underrepresented backgrounds.

Interviewees reported that an increasing number of students are going into FE and continuing to HE. These are mostly geographically limited to the West Yorkshire area, extending at time to Manchester and Birmingham. Some schools' relationships with universities like Oxford and Cambridge and others in the south of England have also seen a small number of students go further out. However, there was near consensus across all participants that attainment and success cannot be conflated with attending university, as that may not be the right path for everyone.

8.5. UNIVERSITY AND SCHOOL PARTNERSHIPS

Interviewees expressed caution regarding HE involvement in raising attainment in school. Some were concerned that HE providers may only be interested in promoting HE, where a range of progression options may should be available. Interviewees were also that HE providers and schools operate differently, and that there is no one-size-fits-all model of delivery, with each school working in a specific local context. Some school-based interviewees suggested HE providers should focus on interventions at Key Stage 5, organising campus trips, workshops, and information, advice and guidance delivery.

HE providers reflected on challenges in working in partnerships with schools, with schools acting as gatekeepers for programme delivery. Some interviewees also mentioned that there is not necessarily alignment of vision nor agreement on which students should be eligible for outreach programmes. It was also acknowledged the school staff are often overworked, with responsibility for multiple roles, limiting the capacity for attention to specific programmes. HE providers interviewed also felt the new OfS directives lacked consultation with providers and failed to provide a clear understanding of what "raising attainment" means. Interviewees from HE reported that providers across the sector are in search for answers of how best to support students and are looking to work closely not just with schools but also other providers and the third sector.

8.6. GOVERNMENT AND THIRD-SECTOR INITIATIVES

Schools also reported that association with learning services like MyTutor, The Brilliant Club, IntoUniversity and Ulearn are also a huge support in providing students with academic support beyond the remit of the core curriculum provided in school. They build transferable academic skills, allow students to maintain some consistency by being able to study independently and at home, and expose students to a range of topics and life avenues previously unknown to them. One school reported almost 75% attendance on MyTutor, while another interviewee highlighted how students were exposed to the social and extracurricular opportunities at university, attracting many to the idea of further education for the first time. External bodies like Uni Connect or services like MyTutor can act as key bridges or plug-ins to provide support to students where universities or governments are not agile enough, and schools are not sufficiently resourced.

Schools also rely heavily on careers support provided by private and governmental actors, even if that involves spending significant sums of money. Providers like Start and UniFrog are used as careers services and to provide work experience to year 10s and year 11s. Bradford Council ran a programme called Career and Technical Education (CTE) that provides activities, links to businesses and work opportunities. York Council liaises with the Career Support Network in York (careers advisors across schools, HE providers and universities in the area) to send out regular newsletters to education providers with detail of opportunities, trainings, resources and events. In partnership with Jobcentres and National Careers Service, they also share best practices and success stories of supporting young people on their journey into their careers. They get employers and apprentices to share their experiences and

knowledge with the students. They also run workshops focussed on building students' soft skills and make them more career ready.

“The age that we're typically working with, the 16-18 is the main, it's all about confidence, flexibility, making sure that they can arrive on time, look smart, have those communication skills, and it's making the most of what they've already got. Say if they've just done a paper round or if they've just worked in the local shop or whatever they've done, it's trying to pull out from them what skills that they've got. So yes, it's all about the communication, confidence, flexibility, reliability because it's a lot of effort to take on a young person.”

Interviewees also spoke of the involvement of third sector organisations such as IntoUniversity, which has opened a centre in Hull in partnership with the University of York where they provide after school clubs and homework and academic support, and in the years to come can feed into the raising attainment goals. One interviewee from the Brilliant Club spoke of their work mobilising PhD students from universities to run short courses for students in schools in underrepresented and deprived contexts. These courses (on any topic in STEM, humanities, social sciences that the PhD student is interested in teaching) and their associated activities (university orientation, graduation ceremonies etc.) not just allow students to be exposed to a range of interesting inter-disciplinary themes but also build their academic and cognitive skills like critical thinking, argumentation, written communication etc. The other huge advantage is the exposure they receive to university life and its social and extracurricular aspects from the lives of other students. One interviewee also spoke of a charity called Career Ready, which works with sixth form students in the York area to give them masterclasses, mentorship and work experience and to support those students who want to explore a career beyond university.

8.7. CHALLENGES TO AND GUIDANCE FOR RAISING ATTAINMENT INITIATIVES

Interviewees understood attainment raising broadly, with recognition that the HE path is not the only path, nor the most suitable, for all students. Interviewees were also unsure of the best forms of intervention, other additional curriculum-delivery, creation of revision guides and careers advice, all of which is already delivered by non-HE actors. Schools were also concerned that an expectation to be involved quickly in attainment raising activity with HE providers might lead to inappropriate interventions, whereas there is a need for a meaningful consultative process before any activity can be designed and delivered.

Whilst many programmes currently target key stage 4 students, interviewees suggested earlier intervention at the point of Year 6 to Year 7, then into Year 9, would be beneficial. It was suggested that Year 9 students were at the point where they began to take more ownership and control of their academic journey, while pro-learning attitudes and behaviours can be embedded during Year 7. Interviewees also suggested that students could benefit from support in cross-disciplinary academic skills like essay writing, comprehension, and reading, as well as broader “life skills” such as time management, motivation, and independent study. Some learners would also benefit from provision of more vocational activity, particularly where schools are not themselves able to provide this themselves.

Interviewees also spoke of challenges with parental engagement, and an acknowledgement that not all learner households were conducive towards school success. In some instances, this created challenges in terms of student behaviour, focus, attendance, and learning outcomes. Interviewees were involved in delivering support to families, including financially in some cases.

Interviewees reported a lack of resources in schools, with a focus on English and Maths attainment meaning fewer resources for extracurricular and vocational delivery. Activities such as summer schools or trips to universities

require funding, which is often lacking. In addition, role holders are usually engaged with multiple other responsibilities across the school.

Interviewees advised that sustainability was key to any new initiatives or programme delivery. For instance, in a particular school it was the quality and energy of the Future Higher staff at a particular school that led to the success of that intervention. However recent funding cuts and restructuring have put the future of that in jeopardy. In another, it was the resilience and longevity of a Uni Connect worker that producing sustainability in the project, especially in building a relationship with students and being able to meaningfully motivate them and show results. In these and many other instances the key variable was sustainability embedded in design and funded sufficiently.

8.8. IMPACT OF COVID-19

Interviews confirmed the well-known impacts of Covid and associated restrictions on students' learning levels and mental and physical health. It also affected students' "soft skills" such as sticking to a routine and working with others. which includes basic skills like being and working with others, sticking to a routine etc. In addition, schools report that staff also seemed to have lost some of their physical mental resilience after two years of sickness and lockdowns.

In terms of programmes and interventions, HE-based interviewees highlighted advantages and disadvantages of moving programming online/virtually. Online programmes removed the two major barriers to expanding their reach – travel and scale. A lot more students could join the programmes when they were delivered online as students no longer had to worry about travel and other costs of participation. Equally, the providers could cater to a lot more students in a virtual mode. On the other hand, virtual programming lacks the personal connection that helps motivate and build relationships with the students. It also does not allow them to provide students with the real physical experiences of visiting places or build their social capacities to meet new people. For providers that engage students in long-term programmes, Covid also disrupted the sustainability which is a core part of their impact strategy. Virtual delivery also necessitated access to effective internet, which was not the case with a large section of students in these areas. This combined with the loss of learning and socioemotional development further exacerbated existing gaps.

8.9. CONCLUSION

Many of the interviewees referred to patterns of inequality amongst students in West Yorkshire, York, and North Yorkshire. There is evidence of longstanding commitment to meeting the needs of students as best as possible within contexts of diminishing resources and staff burnout. For the most part, those based in schools take a holistic approach, recognising the student attainment is inseparable to wider wellbeing and social development. There is also evidence of a lack of alignment of objectives and practices between HE and statutory education; there was little appetite for online delivery from school-based practitioners. It is clear there is a distinct role for UniConnect partnerships in brokering meaningful partnerships that can deliver raising attainment activity meaningfully.

9. CONCLUSION

Since the OfS called for universities and other HEPS to do more to raise the academic attainment of school students through widening participation activities, there has been much discussion across the sector as to how this should best be realised. This research is intended to provide an evidence base to GHWY and FutureHY to inform their practice connecting HE providers and statutory education going forward. It provides interesting insight into regional trends but also variations across and within local areas. In this conclusion, we aim to draw together findings from this research as we answer the key research questions.

What does raising attainment currently look like in schools, with consideration for engagement which directly and indirectly contributes to it?

Our literature review in section 1 gives a broad understanding of what raising attainment currently looks like in schools across England. Pupil Premium funding has been targeted at reducing attainment gaps since 2011. Testing at key stages 2 and 4 reveals continuing gaps in attainment between disadvantaged pupils (identified through access to free school meals) and their peers, with gaps widening through the school journey. A focus on early years support and intervention is seen as crucial in addressing these disparities.

More recently, (2020), the OfS identified poverty, special educational needs and ethnicity as important factors impacting educational disparity, with the pandemic further compounding these inequalities. We also know from the literature that a recognition of local context is crucial to any successful intervention, and that regional disparities are stark. There is a clear role for Uni-Connect partnerships here, alongside multi-agency working and the integration of families and localities into effective working. From our review of selected Ofsted reports (section 4), we see that partnership working and school relationships with employers, HE providers, and cultural venues are marked as features of good and outstanding provision.

Our consultation with educational staff, through our survey and through interviews, shows a broad understanding of what raising attainment means, with a focus on supporting students pastorally and socially in order to create the context within which raising attainment can take place. Staff here also work hard in encouraging their students to imagine a future that may involve HE.

Existing need is also met through the third sector and other actors, including organisations such as MyTutor, the Brilliant Club, and IntoUniversity.

What support are schools looking for to help raise the attainment of their learners?

In particular, schools are concerned with the mental health and wellbeing of their students and want support addressing “soft skills” that may act as the building blocks to attainment. The focus here is, for the most part, on indirect contributors to attainment raising. Explicit gaps in attainment are identified as key stage 3, with a focus on reading and writing; this was an interesting find in itself, as current outreach delivery tends to focus on older school students. There was a strong preference for activity delivered in person, rather than remotely, and for a focus on meeting pastoral (e.g., mental health and wellbeing) needs (particularly for key stages 3 and 4). There is less of a preference for activity directed at study skills and curriculum support. Respondents would like support around mental health and wellbeing, with current HE students from similar backgrounds acting as role models.

Schools are also struggling to manage with increasingly reduced resources. It is clear there is no funding within schools for additional provision; any activity needs to be externally funded. Schools also rely heavily on careers support provided by private and governmental actors, even if that involves spending significant sums of money.

In what ways can diverse forms of widening participation help to raise attainment?

It is clear that there is ongoing need for schools, with huge financial challenges for many families necessarily impacting children's education. For the most part, schools are not asking HE providers to deliver curriculum and thus to influence attainment directly. Although, there are some areas where HE providers can provide learning experiences outside of curriculum, which may motivate students in their studies. This may include subjects such as engineering, which falls outside of statutory curricula.

Schools are asking for activity in person, either on school premises or on campus. This appears to be a non-negotiable and may pose a challenge for HE providers who have developed a portfolio of online provision since Covid-19. WP activity may also be effective through the use of current HE students from similar backgrounds. There is a concern from schools that those working in academia may lack the communication skills to engage young people, and such individuals will not be seen as role models.

Key stages 3 and 4 are identified as particular hotspots, which may indicate the HE providers need to engage earlier than they are accustomed to. Indeed, evidence from our literature review points to inequalities manifesting much earlier; it may be advisable for HE providers to consider primary engagement going forward.

Finally, it is clear that there is some confusion and even apprehension about next steps, with many teams seeking further advice and guidance. It is also clear that there is a role for a broker such as the UniConnect partnerships, who are skilled at working with both parties, and can help to a great extent to bridge gaps in understanding, vision, and ways of working.

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APPENDIX A MAINSTREAM STATE SCHOOL ATTAINMENT 8 AND PROGRESS 8 BY LEA

18-19 Attainment 8 West Yorkshire

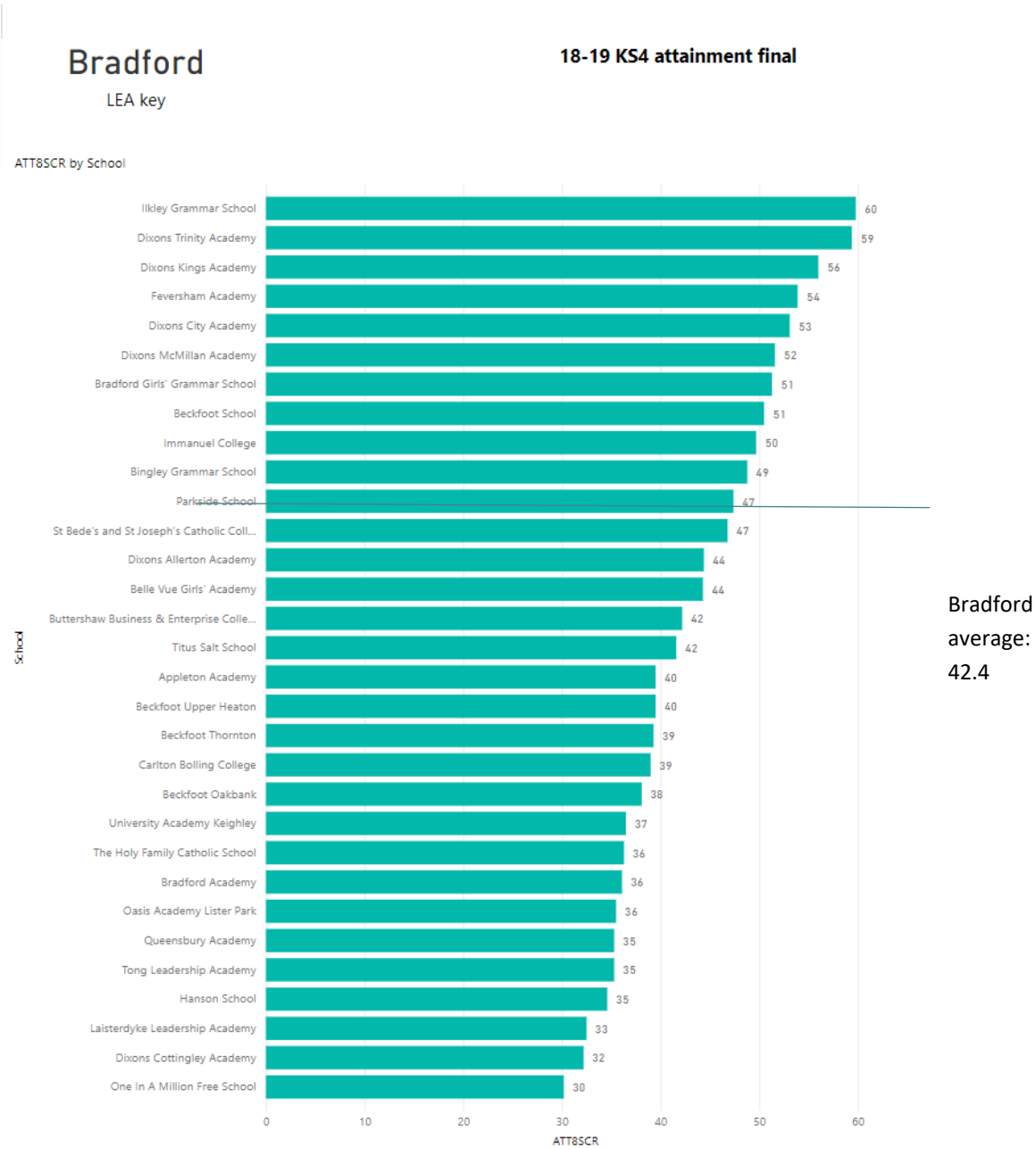


Figure 50 18-19 Attainment 8 Bradford

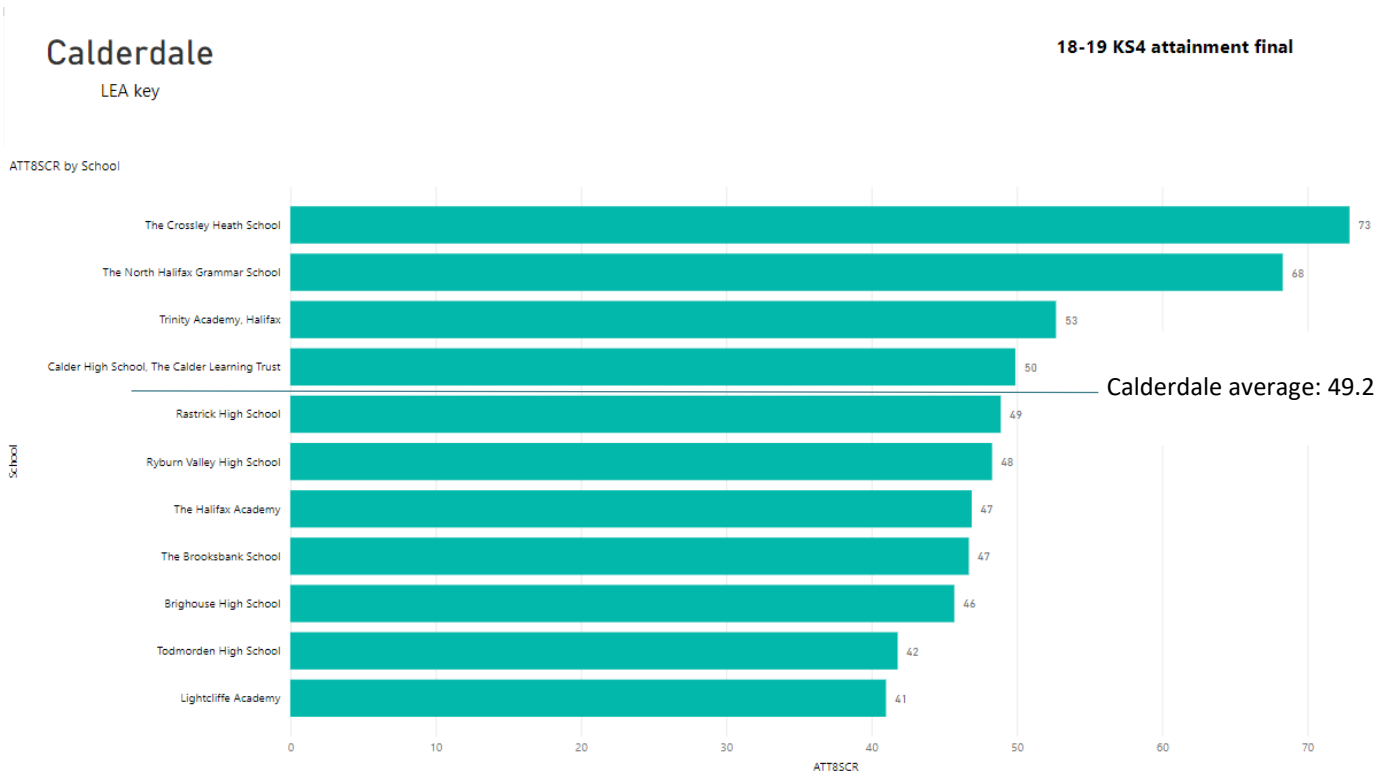


Figure 51 18-19 Attainment 8 Calderdale

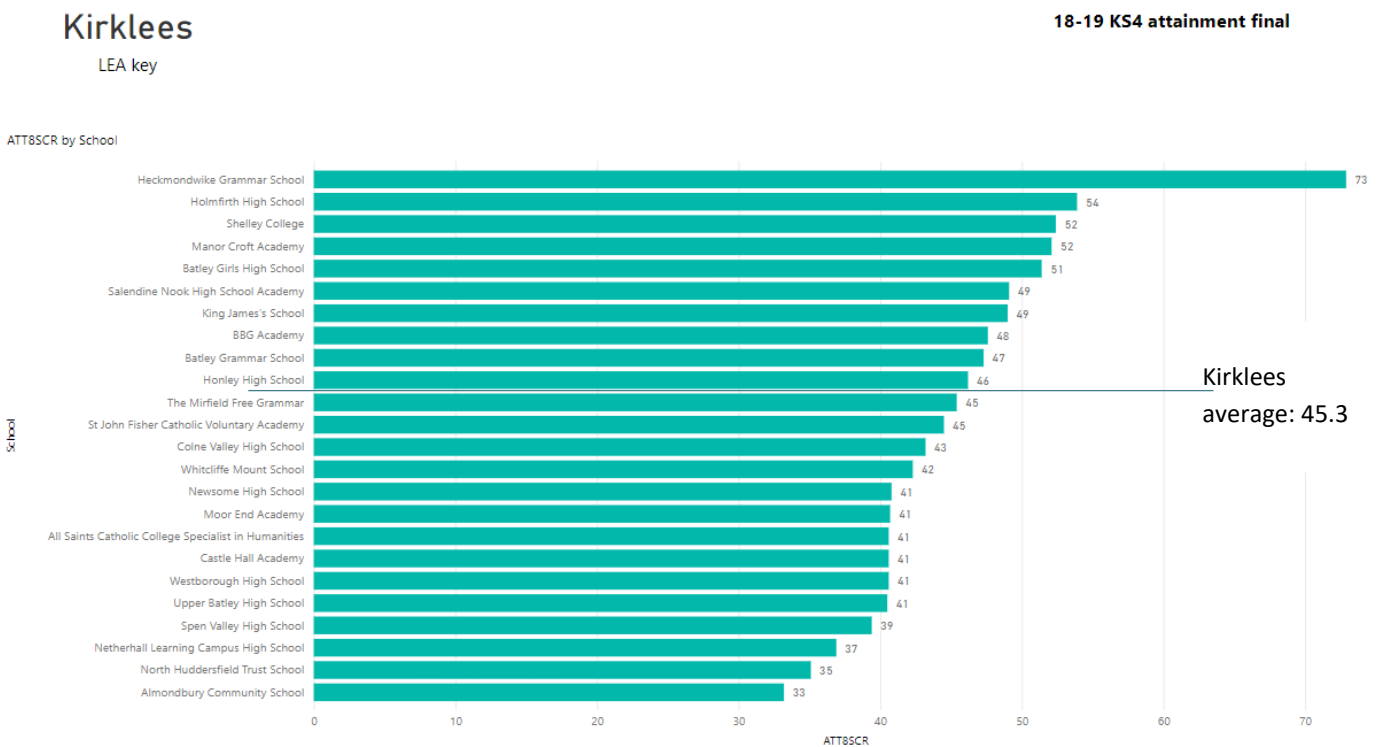


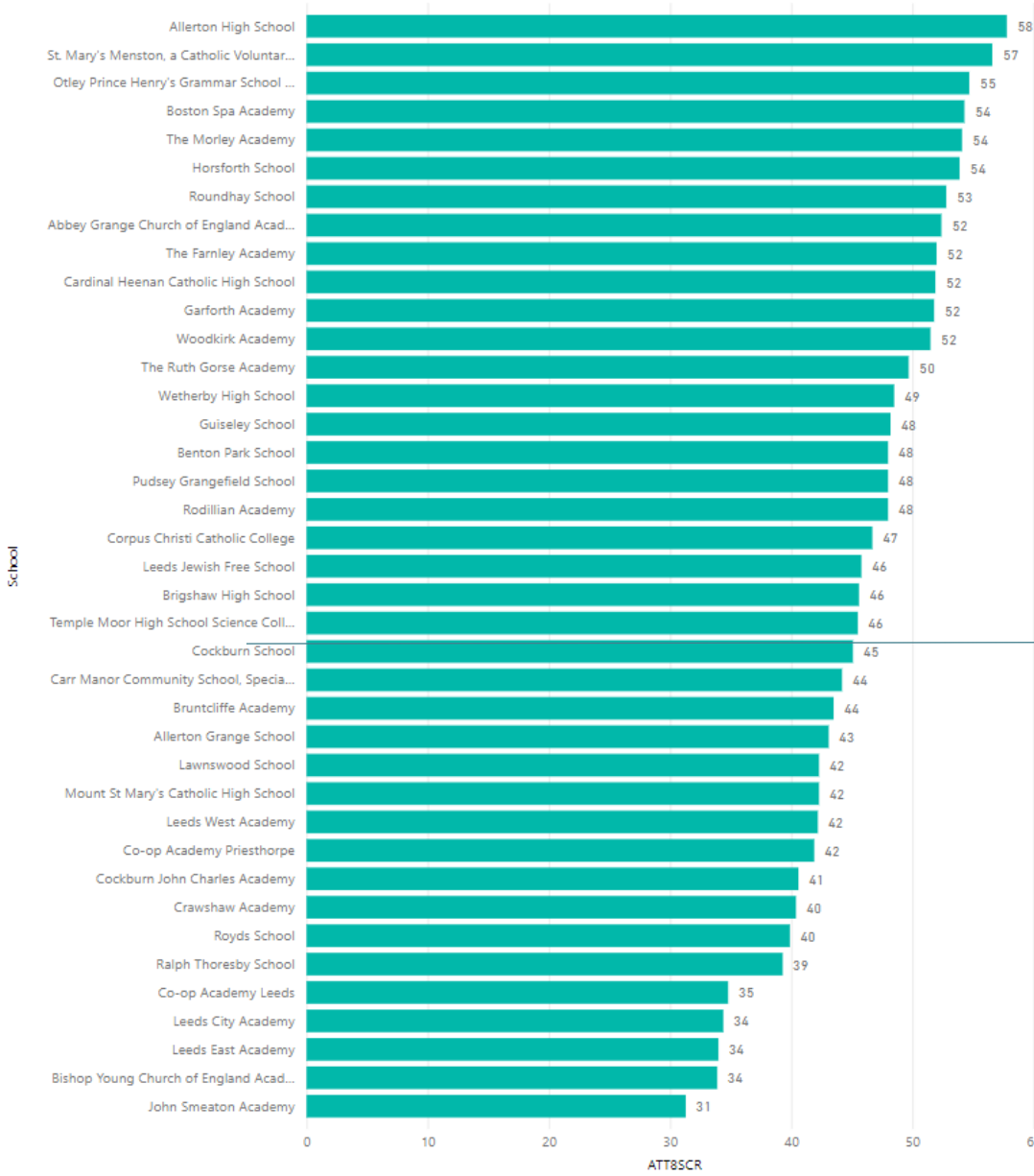
Figure 52 18-19 Attainment 8 Kirklees

Leeds

18-19 KS4 attainment final

LEA key

ATT8SCR by School



Leeds average:
45.1

Figure 53 18-19 Attainment 8 Leeds

Wakefield

LEA key

18-19 KS4 attainment final

ATT8SCR by School

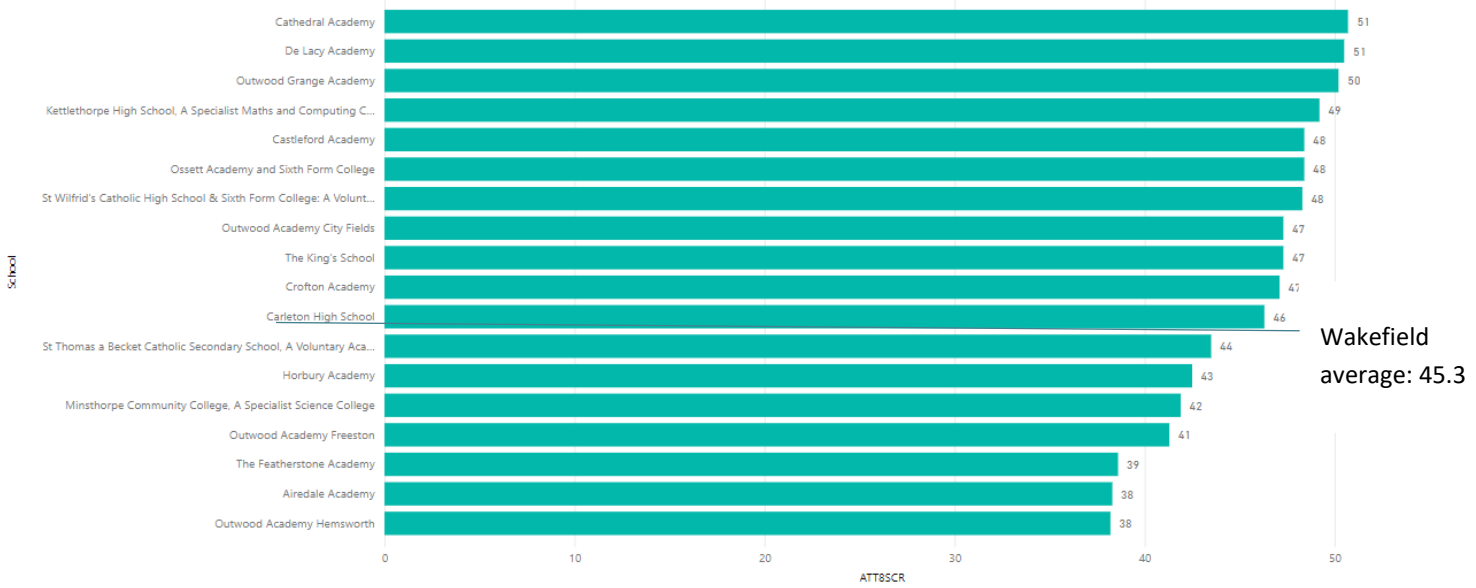


Figure 54 18-19 Attainment 8 Wakefield

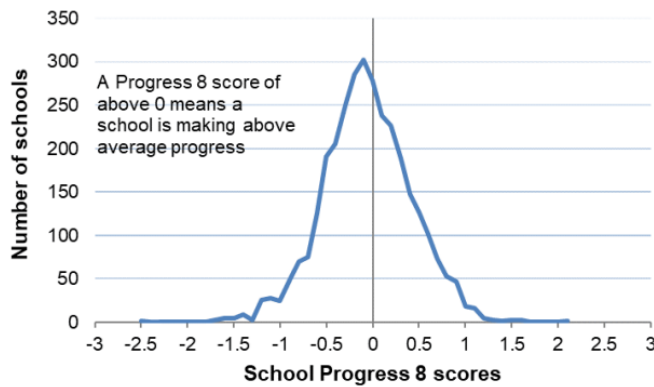
18-19 PROGRESS 8 WEST YORKSHIRE

Progress 8 is a relative measure, which means that the overall national score remains the same between years.

At school level, Progress 8 scores for state-funded mainstream schools ranged from -2.5 to 2.1, with approximately 99% of schools' scores between -1.3 and +1.3 in 2019.

Figure 1: Distribution of adjusted Progress 8 scores

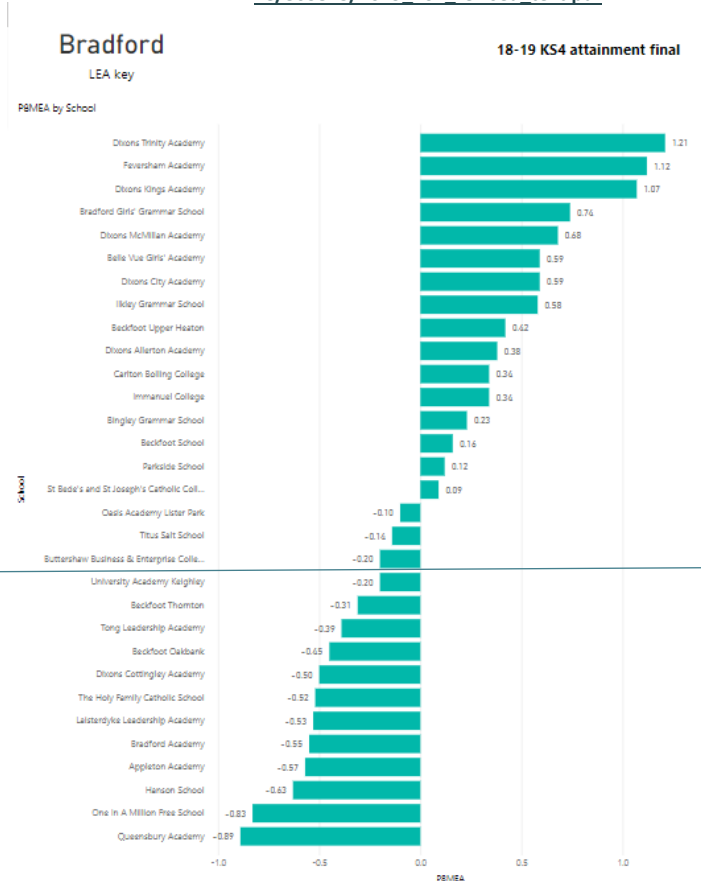
State-funded mainstream schools (excluding FE colleges), England, 2019



Source: Key stage 4 revised attainment data

Figure 55 Distribution of adjusted Progress 8 scores, 2019 taken from

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863815/2019_KS4_revised_text.pdf



Bradford average Progress 8: -0.01

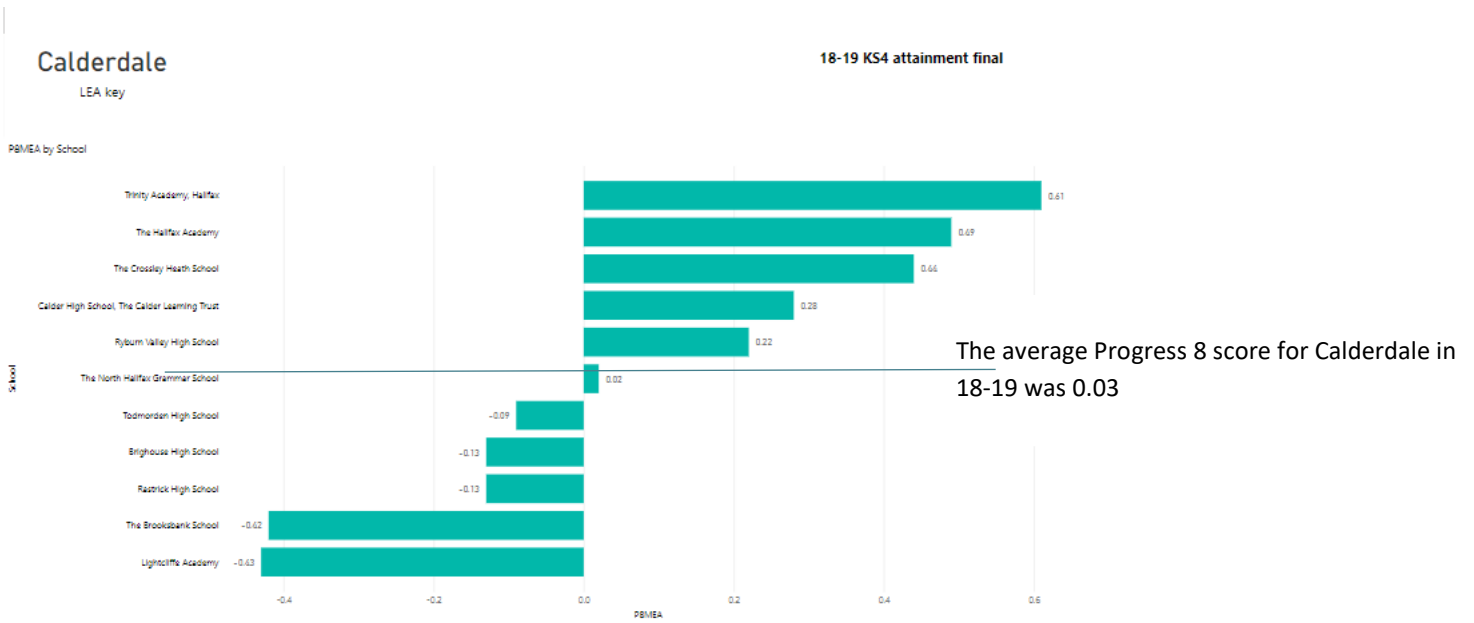


Figure 56 18-19 Progress 8 Calderdale

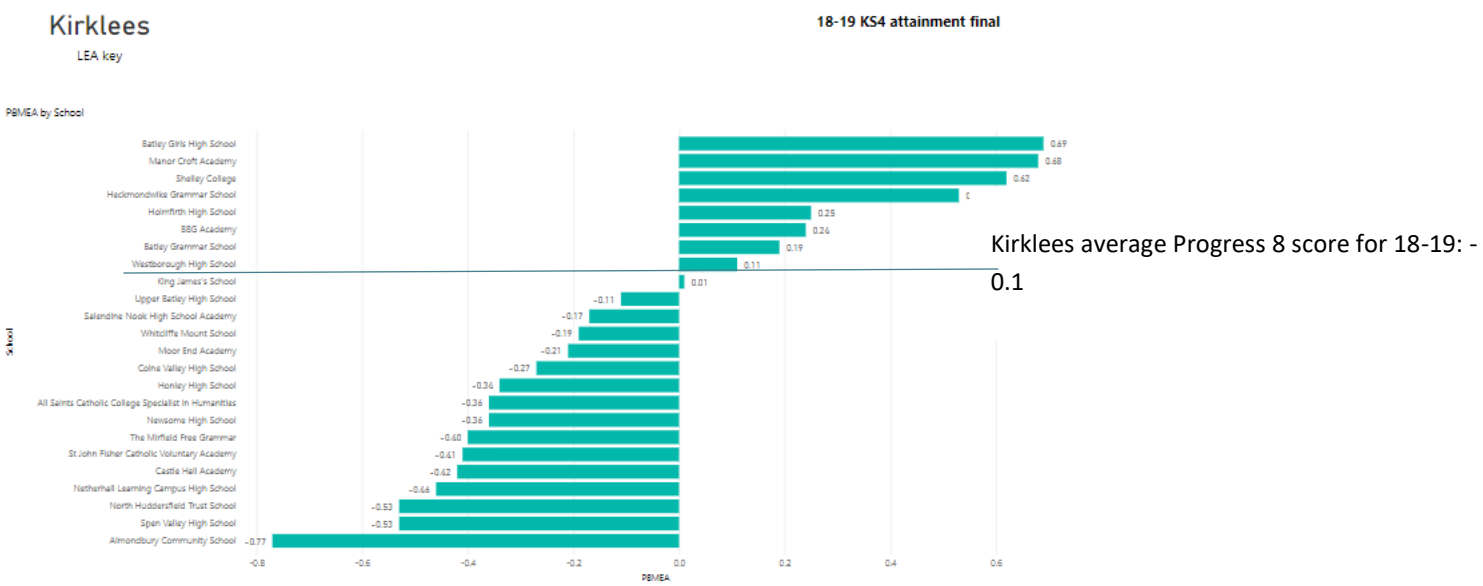


Figure 57 18-19 Progress 8 Kirklees

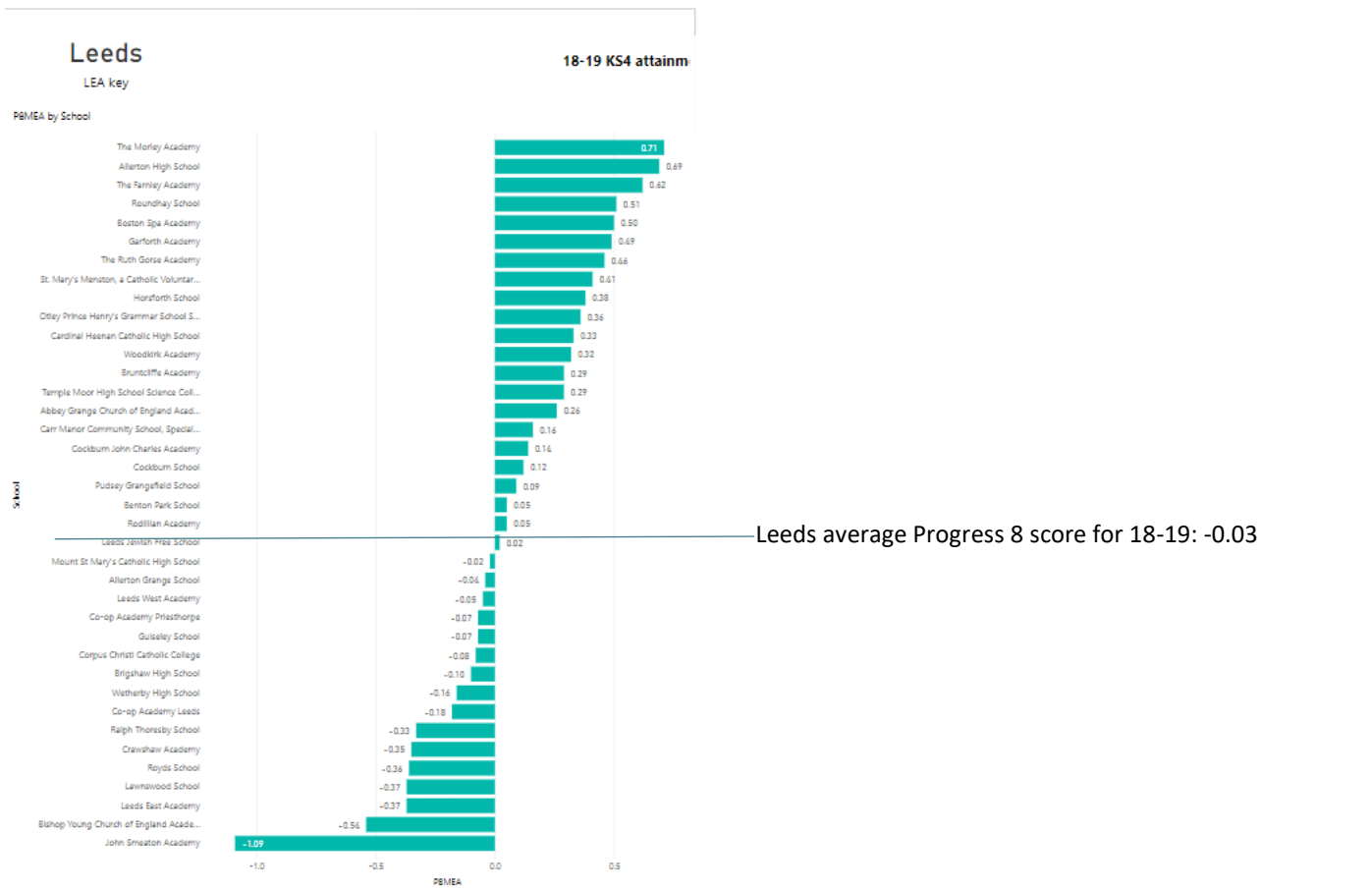


Figure 58 18-19 Progress 8 Leeds

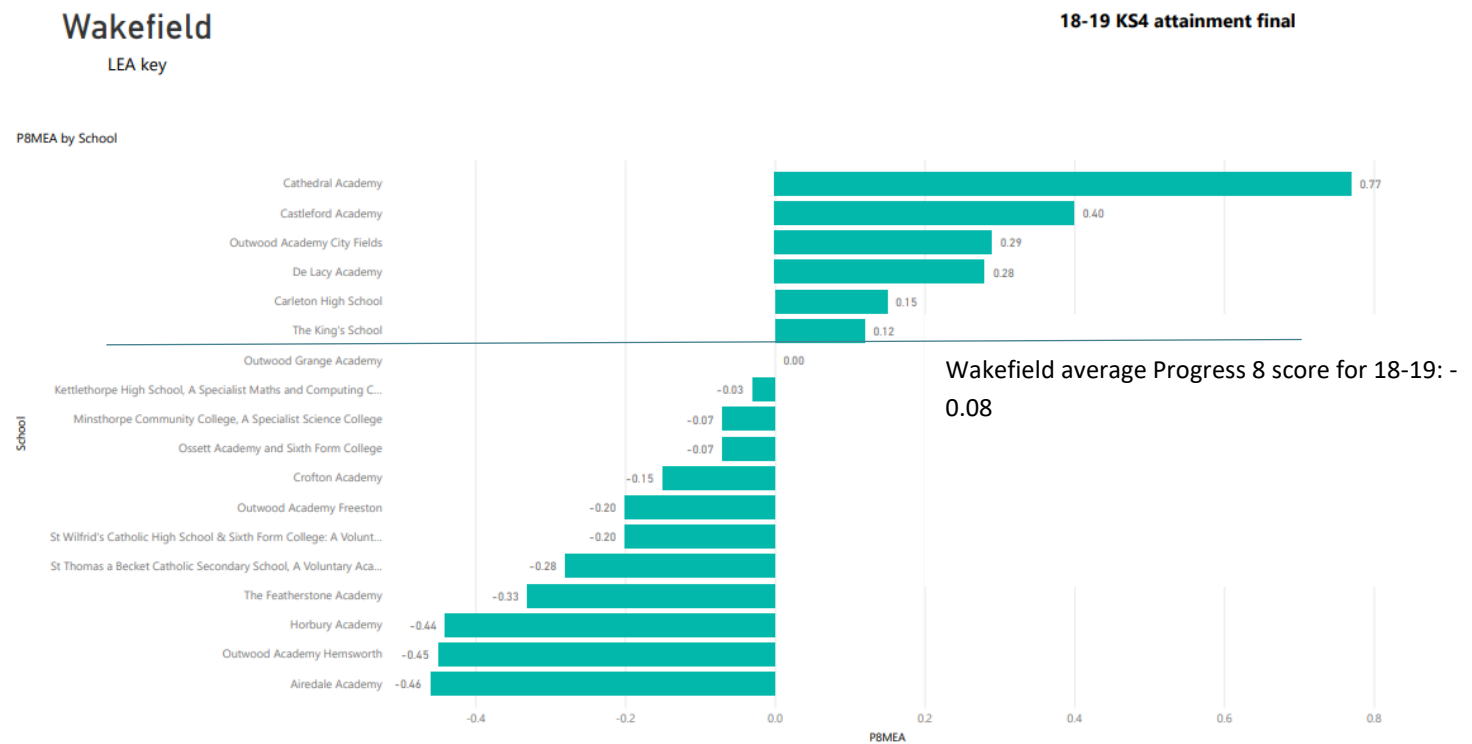


Figure 59 18-19 Progress 8 Wakefield

18-19 KS5 ATTAINMENT WEST YORKSHIRE

We present data showing average point score by A level expressed as a grade. Where numbers are small, data is suppressed (SUPP). In some cases, the code “NE” appears, referring to No Entries.

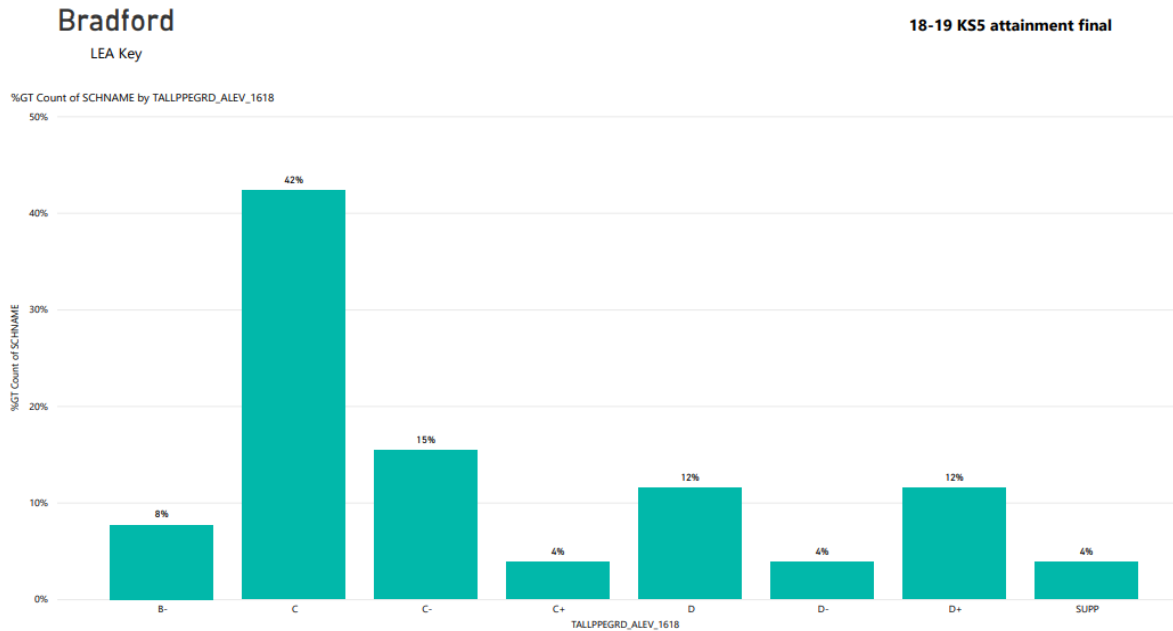


Figure 60 Average point score by A level expressed as a grade 18-19 Bradford

Calderdale

LEA Key

18-19 KS5 attainment final

%GT Count of SCHNAME by TALLPEGRD_ALEV_1618

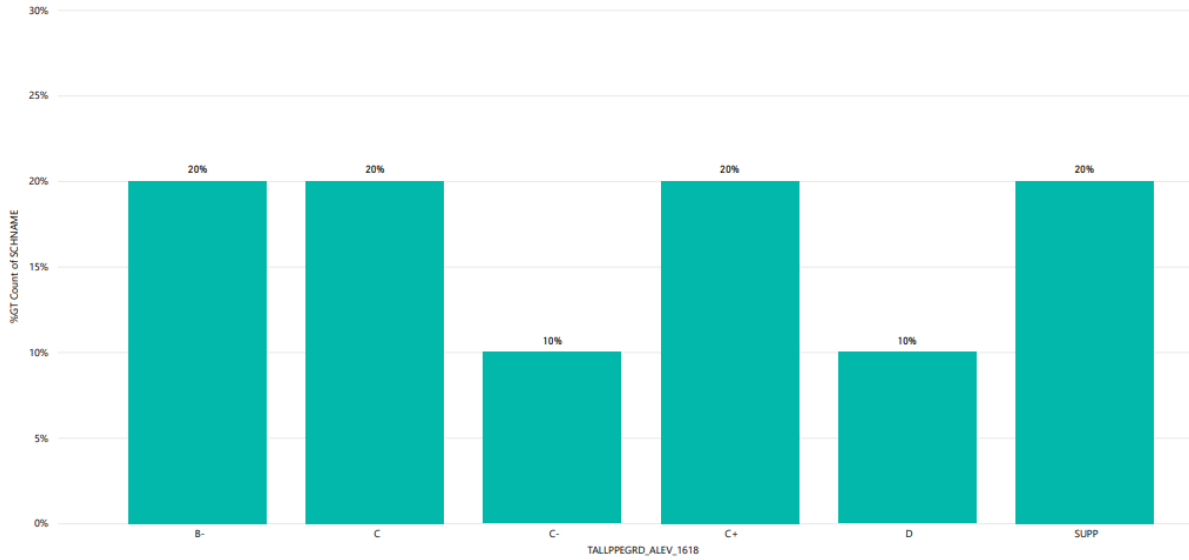


Figure 61 Average point score by A level expressed as a grade 18-19 Calderdale

Kirklees

LEA Key

18-19 KS5 attainment final

%GT Count of SCHNAME by TALLPEGRD_ALEV_1618

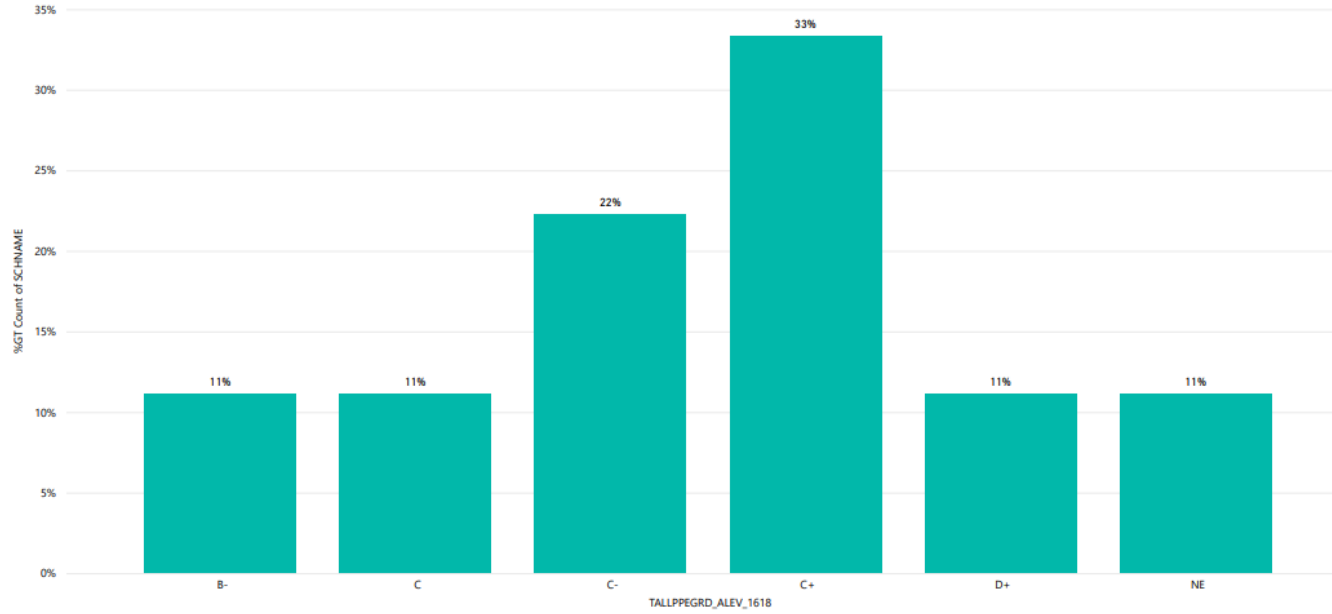


Figure 62 Average point score by A level expressed as a grade 18-19 Kirklees

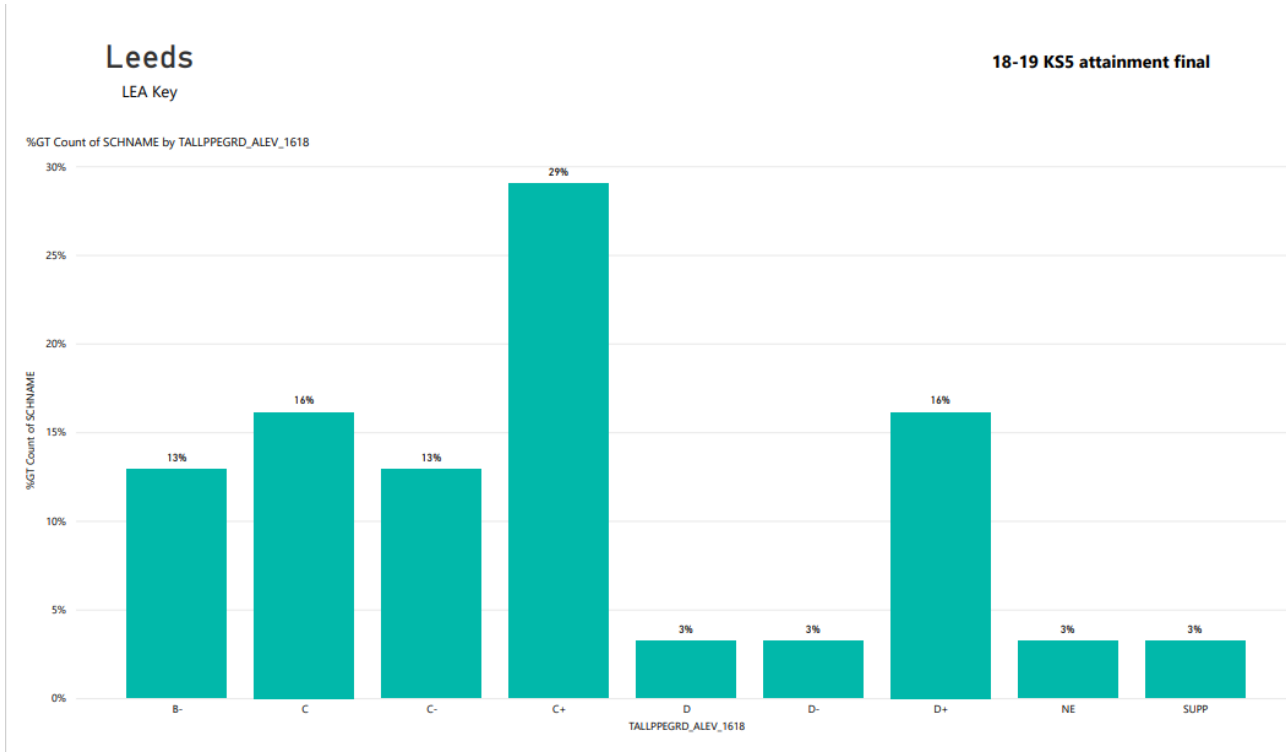


Figure 63 Average point score by A level expressed as a grade 18-19 Leeds

Wakefield

LEA Key

18-19 KS5 attainment final

%GT Count of SCHNAME by TALLPEGRD_ALEV_1618

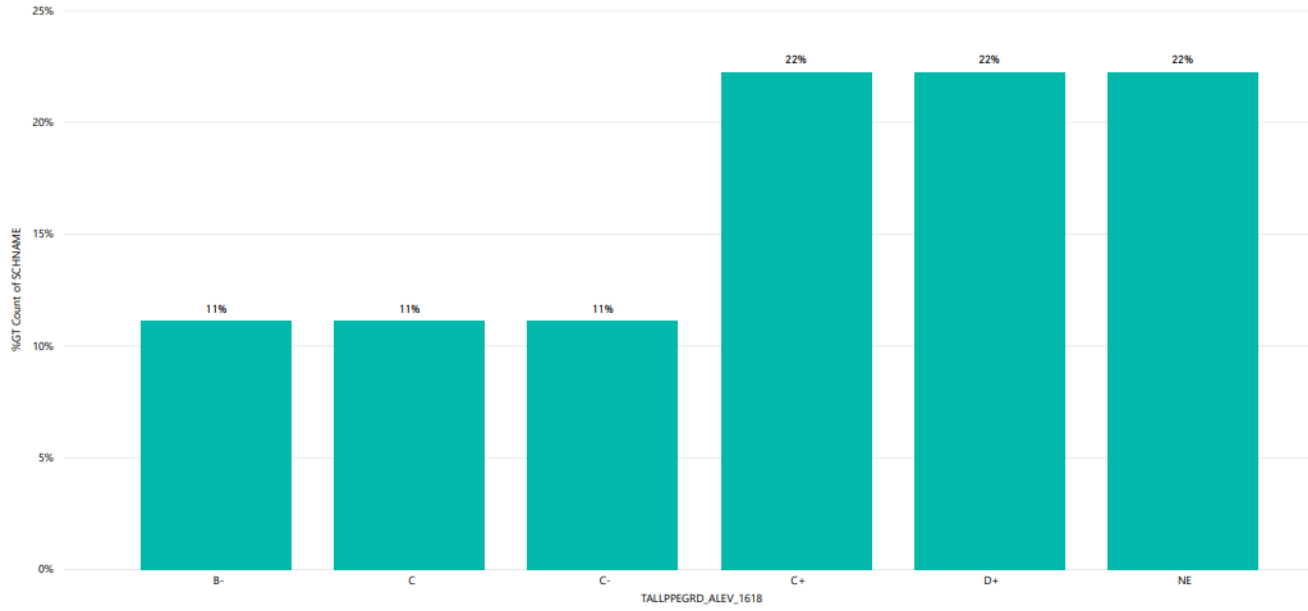


Figure 64 Average point score by A level expressed as a grade 18-19 Wakefield

18-19 ATTAINMENT 8 YORK AND NORTH YORKSHIRE

North Yorkshire

18-19 KS4 attainment final

LEA key

ATT8SCR by School

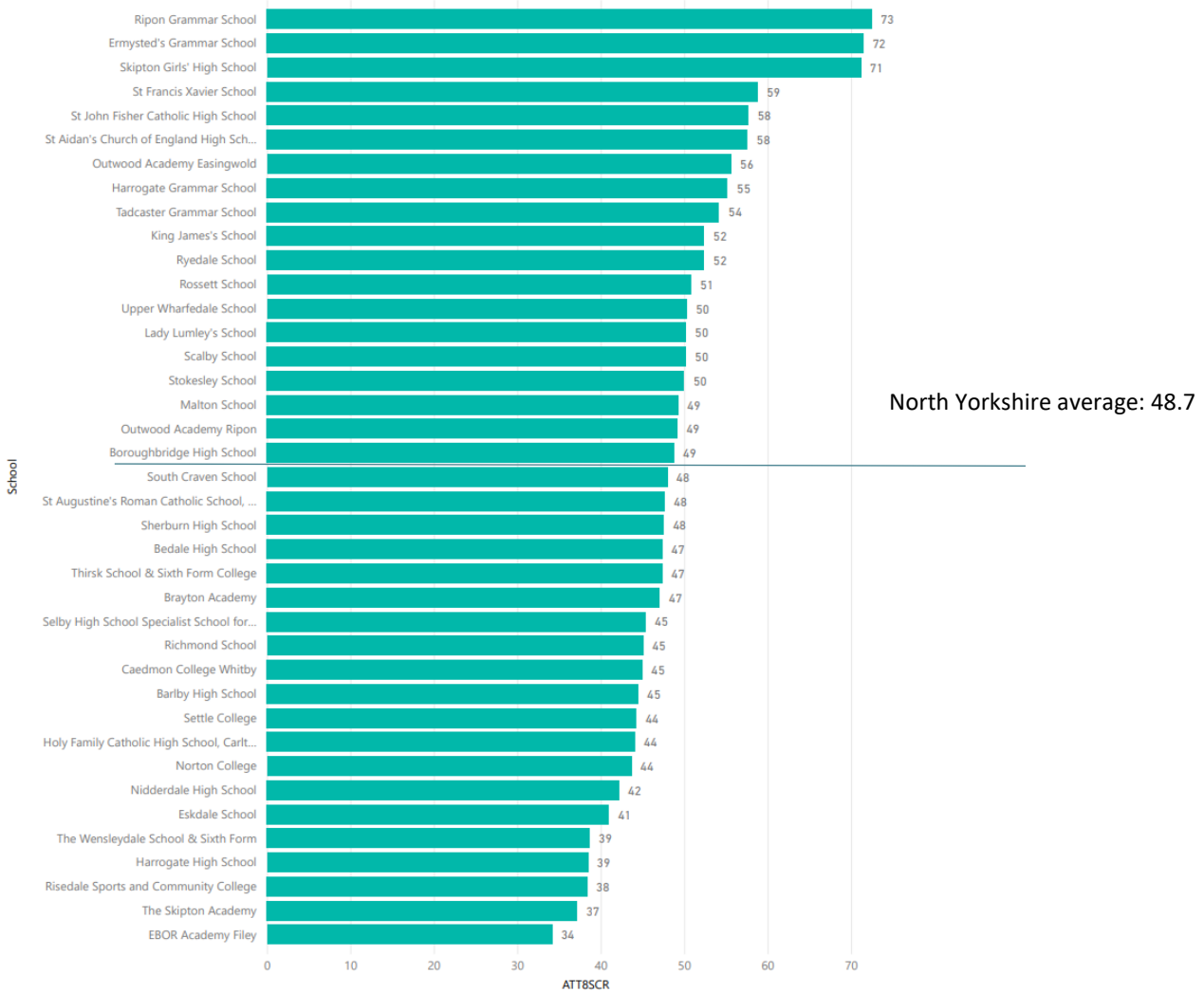


Figure 65 North Yorkshire Attainment 8 scores by school 18-19

York

LEA key

18-19 KS4 attainment final

ATT8SCR by School

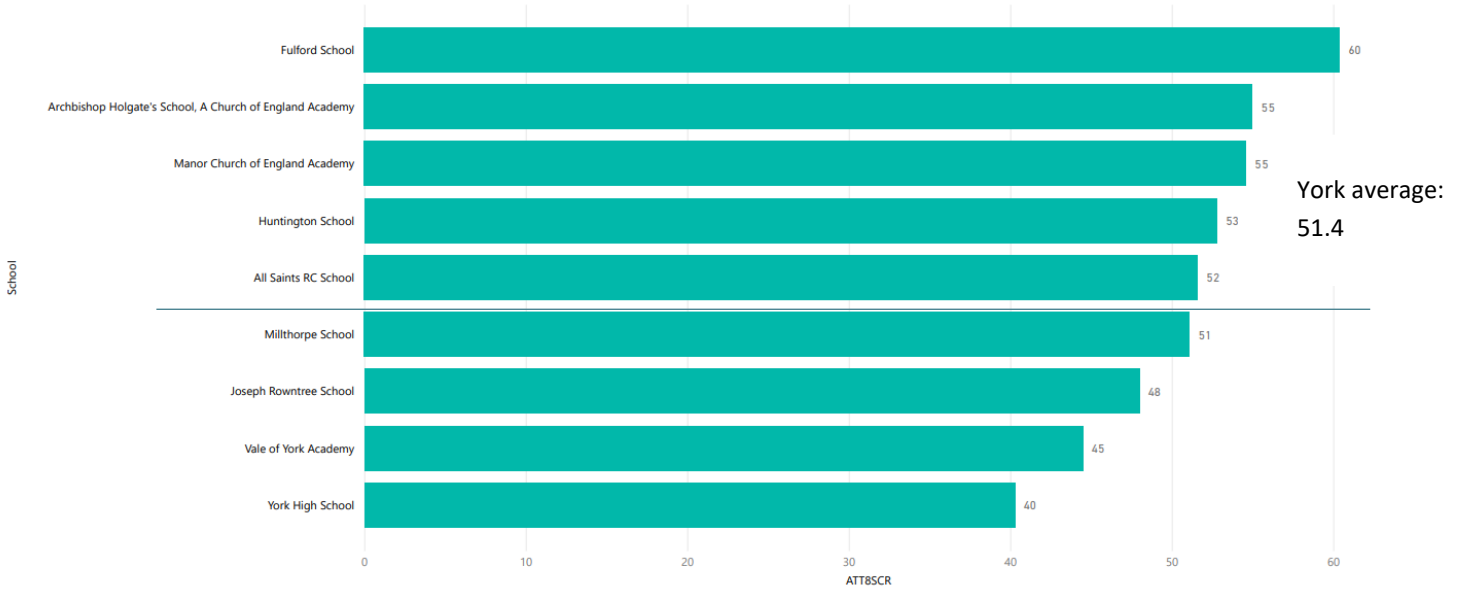


Figure 66 York Attainment 8 scores by school 18-19

18-19 PROGRESS 8 YORK AND NORTH YORKSHIRE

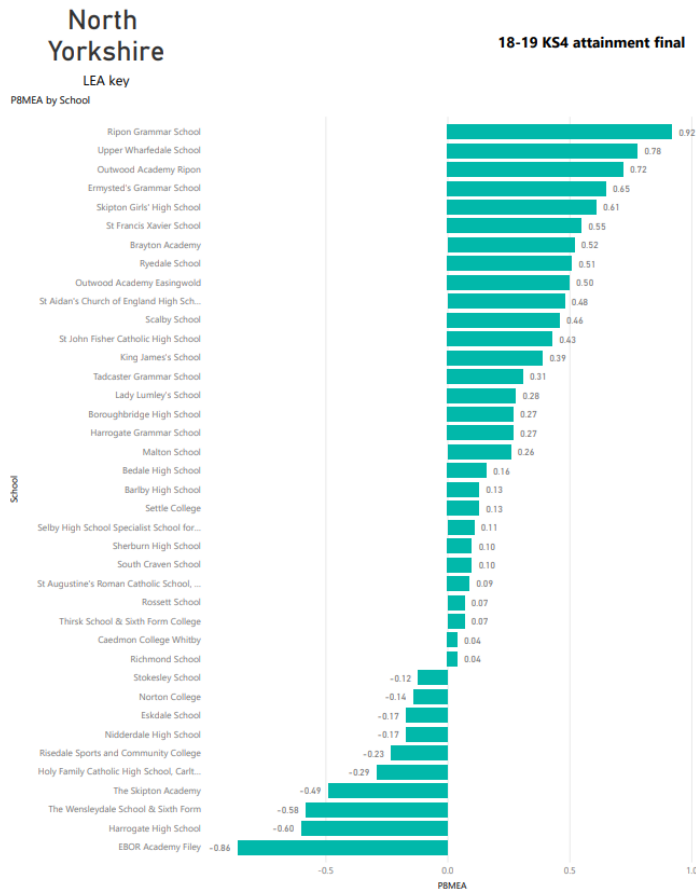


Figure 67 North Yorkshire Progress 8 scores by school 18-19

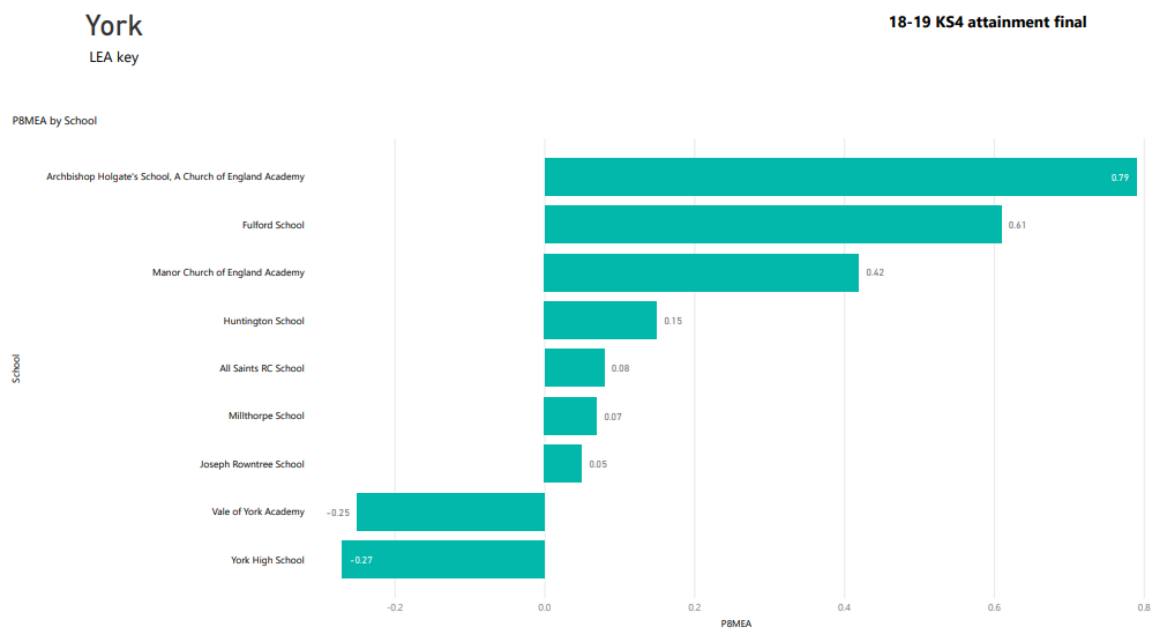


Figure 68 York Progress 8 score by school 18-19

Date: September 2022

Author: Applied Inspiration Research and Evaluation Unit

18-19 KS5 ATTAINMENT YORK AND NORTH YORKSHIRE

York

LEA Key

18-19 KS5 attainment final

%GT Count of SCHNAME by TALLPEGRD_ALEV_1618

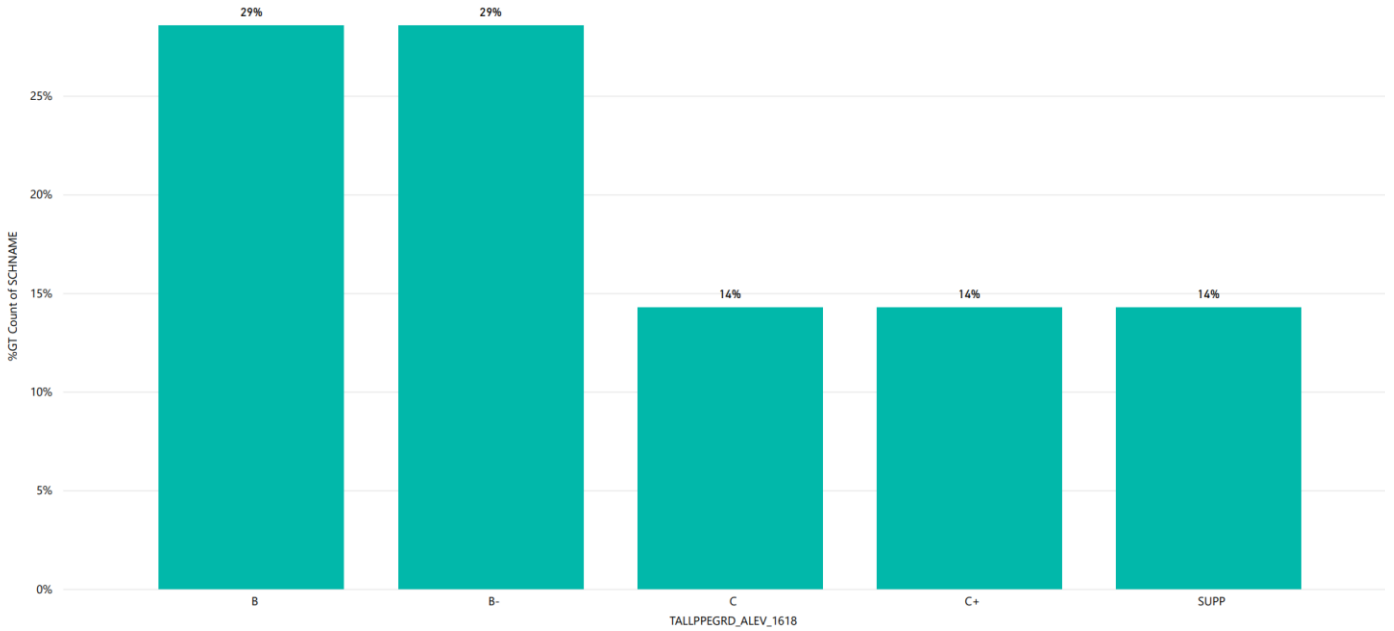


Figure 69 Average point score by A level expressed as a grade 18-19 York

North Yorkshi...

LEA Key

18-19 KS5 attainment final

%GT Count of SCHNAME by TALLPEGRD_ALEV_1618

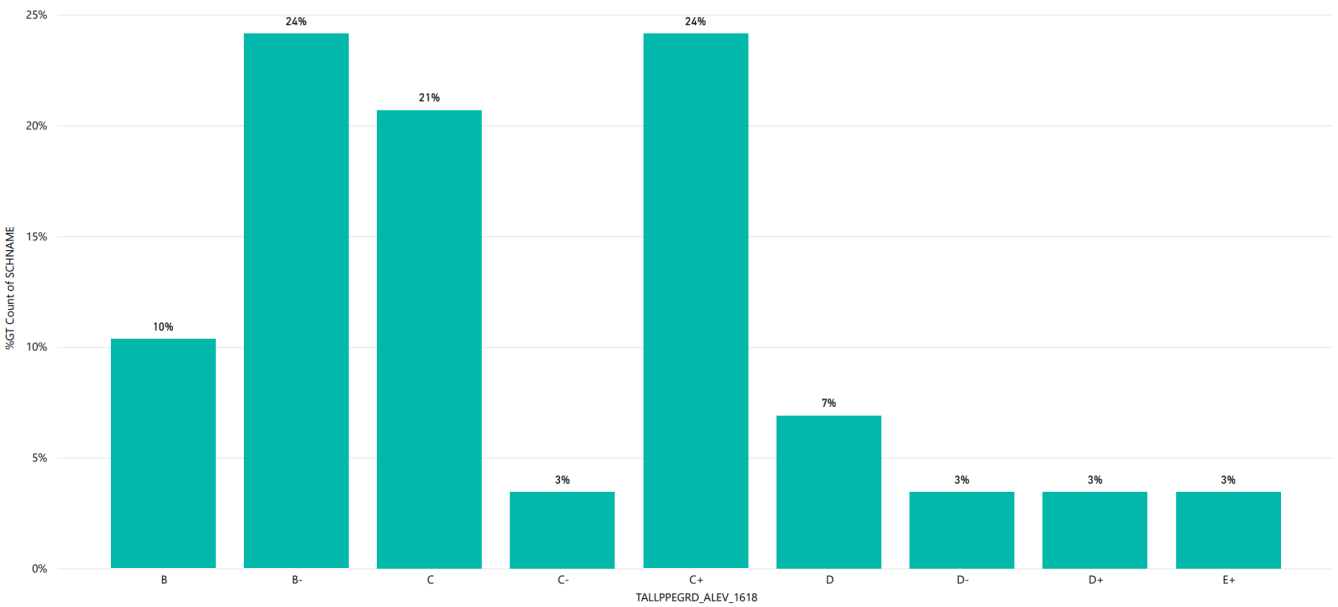


Figure 70 Average point score by A level expressed as a grade 18-19 North Yorkshire

APPENDIX B REVIEW OF SELECTED OFSTED REPORTS

GHWY REVIEW OF OFSTED REPORTS FOR SELECTION OF SECONDARY SCHOOLS

Name of School/Date of Ofsted/Ofsted Rating	Knowledge and Attainment	Partnerships	Progression into FE/HE and employment
Castleford Academy 2019 Outstanding	Pupils gain deep knowledge and understanding across a wide range of subjects. Pupils achieve exceptionally well in maths and science Progress across many other subjects is very strong Effective teaching helps pupils make exceptional progress across curriculum Exceptional progress at GCSE Strong progress English and Maths qualifications Students achieve highly in all subjects	Partnerships with major art galleries and ballet companies Pupils work with local businesses and employers Pupils work with local businesses in construction, care and engineering Leaders provide training and coaching that has developed subject expertise to a high level Other schools value this expertise and the wider support the school provides	Leaders prepare pupils thoughtfully for their next steps in life Overwhelming majority move on to FE and employment Students benefit from planned work experience They are very well prepared for future education and employment
Crofton Academy 2019 Requires improvement	Progress in history is limited by the curriculum. All pupils are taught a wide range of subjects. In some subjects, progress is limited by poorly structured content. Leaders' actions have helped to improve pupils' achievement. Some pupils do not progress as well as they could, for example in mathematics and science.	Leaders work with other schools, agencies and professionals to keep students safe. Individuals from outside the school visit to help students with personal development.	
Horbury Academy 2021 Good	Progress is facilitated by curriculum plans that identify precise knowledge that is important for pupils. Teachers skilfully build pupils' knowledge over time. In some subjects in years 7 to 9, a lack of organisation limits pupils' ability to progress.		Leaders focus on ensuring pupils move on to ambitious next steps. There is a strong careers programme. Pupils experience the world of work through a range of activities. Pupils value the careers advice they have received and are well prepared for their next steps.
Holmfirth High School 2022 Good	Broad curriculum facilitates pupils' progress. Pupils routinely meet and exceed the high expectations of staff. Many opportunities for learning beyond lessons.	Pupils participate in residential visits, community fundraising and charity events.	There is a strong programme of careers advice and guidance for pupils. Pupils are happy with the careers advice and support they receive.

	<p>Pupils build up knowledge and skills and remember important concepts.</p> <p>Pupils achieve well in modern foreign languages.</p> <p>Pupils achieve well in science, design and technology, history and art.</p>		
<p>Salendine Nook High School Academy 2019</p> <p>Good</p>	<p>Teachers provide opportunities for pupils to recap their learning so that they achieve well.</p> <p>Pupils have a secure knowledge of key stage 3 mathematics and science before they move on to GCSE courses.</p> <p>Pupils achieve well in the GCSE examinations.</p> <p>Pupils achieve particularly well in English, mathematics, science and geography.</p>	<p>Pupils participate in a wide range of sporting events and school trips.</p> <p>The school's safeguarding team have very good links with parents, external agencies and local primary schools.</p>	<p>Pupils are well prepared for their next steps in education, employment or training.</p> <p>Almost all pupils go on to further education.</p>
<p>King James's School 2019</p> <p>Good</p>	<p>Good progress in the teaching of art, design and business studies faculty.</p> <p>These changes have not been reflected in examination results.</p> <p>Disadvantaged pupils and their peers achieve equally well.</p> <p>Pupils remember important content.</p>	<p>Links with local businesses for work experience.</p>	<p>Pupils have opportunities to develop their leadership skills.</p> <p>There is a well-developed programme of careers education.</p> <p>Almost all pupils continue on to appropriate employment, education or training.</p> <p>All pupils complete work experience.</p>
<p>St John Fisher Catholic Voluntary Academy 2019</p> <p>Special measures</p>	<p>Pupils progress in English, mathematics, humanities and science is weak.</p> <p>Sixth form students are not making consistently good progress.</p> <p>Sixth form students make good progress in mathematics and English GCSE resits.</p> <p>Pupils are underachieving because of poor teaching.</p> <p>Pupils' progress is significantly below average.</p> <p>Better progress is being made in physical education and in languages.</p> <p>Pupils with SEND are making stronger progress.</p>	<p>The school is receiving additional training and support from other schools.</p> <p>External support to improve assessment and tracking pupils' progress.</p> <p>The local authority provides support to the school.</p> <p>Good links with alternative providers to make sure pupils benefit from personal development provision.</p> <p>Links with local employers.</p>	<p>The proportion of pupils continuing in education or employment with training is above average.</p> <p>A well-organised programme of careers advice and guidance.</p> <p>Additional support with future employment and education given to those who need it.</p> <p>Students are given work experience opportunities.</p> <p>University visits and visiting speakers from local employers.</p>
<p>Cockburn School 2022</p> <p>Outstanding</p>	<p>A rewarding arts curriculum that enthuses pupils in subjects such as dance and drama.</p> <p>The number of pupils taking the English Baccalaureate is rising.</p>	<p>Links with universities and sport clubs.</p> <p>Connection with and respect for the local community.</p> <p>Visits to local universities.</p> <p>The ICT department has links with international businesses.</p>	<p>Pupils are well informed about the opportunities available to them after leaving school.</p> <p>Pupils in year 11 feel confident about the next phase of their education.</p>

	Pupils produce work of outstanding quality. Pupils can use complex, subject-specific vocabulary.		Many pupils aspire to higher education.
Leeds East Academy 2019 Good	The school has high expectations of what pupils can achieve. Pupils are making strong progress across a range of subjects and years. Focus on knowledge required for examinations. Pupils are able to retain important learning. Pupils' progress in 'options' range of subjects is above the national average.	Close links with a successful neighbouring multi-academy trust. Formal support from this trust has assisted in the development of subject leaders. Collaboration with outside speakers to encourage healthy lifestyle choices.	Pupils talk enthusiastically about how the school prepares them for life after school. Effective careers education, information, advice and guidance process. Proportion of pupils who progress to a suitable next step is above the national average.
Bishop Young Church of England Academy 2021 Requires improvement	Some pupils feel their progress is limited by a lack of challenge in the classroom. This is limiting the progress of high attaining pupils. Consideration from subject leaders aids pupils' ability to remember important topics. Pupils do not achieve well in some subjects as they stop studying them too early.		
Mount St Mary's Catholic High School 2019 Good	Expectations are high for pupils from all backgrounds. Teaching helps pupils to gain knowledge and skills well in several subjects. Progress in science is limited as more time is required to develop scientific skills.		Staff have very high hopes for pupils' futures. Pupils are aware of their career options. Some pupils would like to know more about future careers. Governors are not clear on how pupils are supported in terms of their future after school.
Immanuel College 2019 Good	Good progress in English and science. Standard of mathematics has improved. Consistent assessment methods needed to facilitate pupils' progress in science. Progress of disadvantaged and SEND pupils is below the national average in some subjects.	Work closely with other schools in the multi-academy trust to develop and improve practice.	
Appleton Academy 2021 Good	Pupils are achieving well in a wide range of subjects. School curriculum is broad and ambitious for all. Well-structured lessons aid pupils in increasing their knowledge. Pupils display less knowledge in some subjects that are less well planned.	Various poets and authors visit the school. Trips and visits to complement the curriculum.	An 'enrichment' curriculum has been put in place to broaden pupils' horizons.

	Pupils have knowledge of and confidently use subject-specific vocabulary.		
Beckfoot Oakbank 2019 Requires improvement	Weaknesses in teaching have slowed pupils' progress. Achievement and progress in English, mathematics and science requires improvement. Disadvantaged and SEND pupils do not make the progress they are capable of. Pupils make good progress in sixth form. Teachers' low expectations limits pupils' progression. Pupils' achievement has fallen behind the national average because leaders have not successfully prioritised their actions. Humanities subjects, physical education, technology and the creative subjects have strong features. Pupils are not challenged adequately to allow them to make the progress they are capable of.	Staff participate in external professional development courses.	Pupils are given careers information. Pupils move on to appropriate destinations for the next stage of their lives, in line with the national average. Sixth form students receive high quality guidance about future learning and career routes. Opportunities to develop employability skills through work experience and personal development programmes. Sixth form students are securing the learning, training and employment pathways of their choice.
University Academy Keighley 2020 Good	A better curriculum has improved pupils' progress. Pupils achieve well and produce good quality work. Teachers use assessment skilfully to improve pupils' knowledge.	The school works with a range of education and training providers. Leaders and governors have worked with an outstanding school to improve the curriculum. Pupils have the opportunity to work with music professionals, visit the theatre and participate in national projects.	Education and training providers contribute well to careers education. SEND pupils receive good quality careers training.
The Holy Family Catholic 2021 Serious weaknesses	Pupils progress is limited due to the current inadequate curriculum. The sixth form curriculum is effective in helping students access advanced level qualifications. A new curriculum is being introduced in order to improve pupils' progress.	Governors, the local authority, the diocese and the multi-academy trust (MAT) which the school expects to join are all providing support to improve the school.	Sixth form students speak positively about virtual work experience opportunities.
The Calder Learning Trust 2022 Good	Staff show good practice that supports pupils to achieve well. An ambitious and well-sequenced curriculum allows pupils to increase their knowledge.	Links with local colleges	Strong programme of support to help pupils decide on the next steps in their education, employment and training. Access to interviews with local colleges and careers events.
Todmorden High School 2020 Good	Teachers' high expectations of pupils increases achievement. An improved curriculum has improved pupils' progress.		Knowledge of the local economy and employment opportunities informs the curriculum in order

	<p>Pupils are achieving more in English, mathematics, science and languages.</p> <p>Pupils are achieving very well in humanities.</p> <p>In mathematics, improved assessments would help pupils make more progress.</p>		<p>to help pupils be successful after leaving school.</p> <p>Careers events provide students with relevant information.</p> <p>Most pupils leave with a clear plan and destination.</p>
<p>Brighthouse High school 2022 Good</p>	<p>The curriculum is structured in order to priorities pupils' progress.</p> <p>Pupils are encouraged to build on previous knowledge.</p>		<p>Pupils receive well-planned careers advice.</p> <p>Pupils are given detailed support on further study or employment opportunities.</p> <p>Some pupils have daily contact with a career's adviser.</p> <p>All SEND pupils go into further education or employment when they leave year 11.</p>

FHY REVIEW OF OFSTED REPORT FOR SELECTION OF OFSTED REPORTS

Name of School/Date of Ofsted/Ofsted Rating	Knowledge and Attainment	Partnerships	Progression into FE/HE and employment
<p>Archbishop Holgate's School, A Church of England Academy 2021 Outstanding</p>	<p>Pupils are confident and articulate and produce consistently high-quality work. Their ability to recall key content from the curriculum is noteworthy. All pupils benefit greatly from lessons in a wide range of subjects. This curriculum is constantly evolving. The sixth-form curriculum is exceptionally strong. Leaders ensure the curriculum is highly ambitious and meets the needs of all pupils. As a result of high-quality training, teachers use a range of strategies to ensure pupils remember what they have been taught.</p>	<p>Leaders also work effectively with external agencies where appropriate.</p>	<p>Pupils in all year groups, including those in the sixth form, are provided with many opportunities to prepare for life after school. There is also considerable strength in the school's wider provision of careers information and guidance for pupils of all ages.</p>
<p>Barlby High School 2021 Inadequate</p>	<p>Expectations for pupils are not high enough. Resources are not always used effectively to help pupils to build important subject knowledge. In some subjects, teachers make regular checks on what pupils remember. The knowledge that pupils learn and remember is therefore inconsistent.</p>	<p>A small number of pupils attend alternative provision. The school uses The Rubicon, a registered alternative education provider in Selby, and Evolve Sports, an unregistered alternative education provider in York.</p>	<p>Older pupils met with careers advisers to help them to prepare for further education or employment. Some younger pupils do not feel that they receive enough advice to help them choose GCSE options.</p>
<p>Bedale High School 2019 Good</p>	<p>The progress that pupils made by the time they left school in 2018 was stronger than that in previous years. There was some variation in the progress that different groups of pupils made. The progress that current pupils are making is even better.</p>	<p>School leaders work well with post-16 providers and employers to ensure that pupils get independent advice and guidance regarding their next steps after school. The school works in collaboration with outside providers as part of the curriculum on offer for pupils. At the time of the inspection, these outside providers were PT Hub and Darlington College.</p>	<p>School leaders work well with post-16 providers and employers to ensure that pupils get independent advice and guidance regarding their next steps after school. The vast majority of pupils leave school with concrete plans. Very few pupils leave without firm placements in education, employment or training.</p>
<p>Boroughbridge High School 2022 Good</p>	<p>Leaders have high expectations that all pupils will access the broad curriculum they have developed.</p>	<p>Boroughbridge High School works with another local school to deliver sixth-form subjects</p>	<p>Careers guidance is woven into the PSHE education curriculum. Pupils are helped to move to a range of destinations at the end of Year 11.</p>

	<p>Leaders know what they want pupils to remember.</p> <p>Teachers check what pupils have learned at the end of units of work.</p> <p>They do not always assure themselves that pupils have retained important information. This means that teachers do not always have a clear enough understanding of what pupils have learned and remembered.</p>	<p>to pupils who wish to stay on at Boroughbridge High School.</p> <p>Leaders work closely with external agencies, such as the police, when necessary.</p> <p>Boroughbridge High School is in a federation with King James's School in Knaresborough.</p> <p>A very small number of pupils attend alternative provision at Springwell Harrogate.</p>	<p>Boroughbridge High School works with another local school to deliver sixth-form subjects to pupils who wish to stay on at Boroughbridge High School. Pupils in Year 11 are given clear information about the ways in which the sixth form operates across the two schools. This helps to ensure that there is a wider offer for pupils in the sixth form. Pupils are given clear information about other colleges and providers.</p>
<p>Brayton Academy 2019 Outstanding</p>	<p>Overall, pupils' outcomes have been above the national average for the past two years in a range of subjects. The proportion of pupils who achieved GCSEs at the higher grades in English and mathematics in 2018 was above the national average. The overall progress pupils made in 2017 and 2018 was above average.</p>	<p>The school works closely with the trust's partner schools where staff attend courses and share best practice.</p> <p>School leaders work effectively with external agencies to support and provide the appropriate care for vulnerable pupils. The school receives support from leaders and partner schools within the trust.</p>	<p>Pupils receive a strong programme of careers information and guidance. They are well prepared for each stage of their education in the school and for the next stage in their education after they leave. The school prepares pupils well for the next stages of their lives. The careers advice pupils receive is outstanding. Pupils learn about their future options at an early stage. The independent advice and guidance they receive in key stage 4 allows them to make informed choices for their next steps in education after they leave the school.</p>
<p>Brompton Hall School 2021 Inadequate</p>	<p>The curriculum is not ambitious and does not support pupils to achieve well.</p> <p>Rather than taking suitable action to improve pupils' attendance, leaders have made the decision to enter pupils for examinations early. This is not in pupils' best interests because they have not studied their subjects in sufficient depth to be ready to undertake the examinations.</p> <p>Staff are not clear about the crucial knowledge and skills that pupils need to know in each subject.</p> <p>Curriculum planning in Years 9, 10 and 11 focuses too much on preparing pupils for examinations rather than helping pupils to acquire important knowledge.</p> <p>The curriculum is not planned well to enable pupils to revisit important subject knowledge.</p>		<p>Pupils are not prepared well for life in modern Britain.</p>

<p>Caedmon College Whitby 2022 Good</p>	<p>Teachers are ambitious for what pupils can achieve academically. Pupils sometimes start studying their GCSE courses before they have all the knowledge they need. Leaders have thought carefully about what they want pupils to know. The curriculum is logically organised and pupils' understanding builds over time. In some instances, teachers do not check regularly what pupils know and remember. Disadvantaged pupils do not attend school as regularly as expected. This results in these pupils not achieving as well as they should. Pupils with SEND are supported to ensure that they achieve highly.</p>	<p>Caedmon College is a member of the Whitby Secondary Partnership, a federation with Eskdale School. Pupils benefit from experiences with local construction, engineering and manufacturing businesses.</p>	<p>Leaders ensure that pupils are well prepared for their next steps. Leaders are ambitious for pupils in this regard. Careers information is locally relevant and personalised. Pupils receive guidance and experiences that explore the options of higher education, apprenticeships and jobs relevant to Whitby. Pupils benefit from experiences with local construction, engineering and manufacturing businesses. Pupils receive individual support to help them make informed choices.</p>
<p>Manor Church of England Academy 2022 Good</p>	<p>Subject leaders have identified the important knowledge that they want pupils to know and remember. Teachers use a range of strategies to check that pupils have learned this knowledge. Many pupils with special educational needs and/or disabilities (SEND) receive effective support to help them to achieve well.</p>	<p>Pupils in key stage 4 are well supported by an independent careers advisor. School leaders have built up effective relationships with the local support agencies.</p>	<p>More pupils now go on to study A levels and to further education than in the past. Pupils in key stage 4 are well supported by an independent careers advisor. This helps them to be well prepared for their next steps. However, pupils across the school do not consistently learn about the world of work through the taught curriculum.</p>
<p>Northallerton School & Sixth Form College 2022 Good</p>	<p>They can describe what they have learned in different subjects and how teachers have helped them when they find things difficult. Expectations are high in terms of behaviour and learning. Knowledge forms the central core of curriculum plans. Leaders review the curriculum content and delivery. Pupils can describe how teachers helped them to know and remember more over time. Leaders recognise that reducing variability in the effective use of assessment will help deepen pupils' knowledge and understanding. Some teachers do not use the detailed information provided by the SEND team to plan the delivery of the curriculum for pupils with SEND more effectively. On occasions, some of these pupils do not achieve as highly as they could.</p>	<p>Leaders work with external agencies to gather information that informs curriculum plans and the information that is shared with pupils. Leaders work with different outside agencies to ensure pupils get the support they need in a timely manner. The school currently uses two alternative providers, Principal Teachers Hub and The Sunbeck Centre.</p>	<p>Pupils appreciate the careers advice and guidance that they receive. Sixth-form pupils have a wide variety of courses to choose from. This is intentional and is planned by leaders to prepare pupils for the next stages of education. Pupils in all years, including the sixth form, benefit from a well-planned personal, social and health education programme. Pupils in the sixth form said it is helping them with their career choices and learning different skills such as driving.</p>
<p>Springwater School 2019 Outstanding</p>	<p>Leaders have high aspirations for pupils. However, pupils do not achieve as rapidly as they could. This is because the curriculum is not yet well planned in all subjects. At times,</p>		

	<p>pupils are not taught information at the right time or in the right order. Pupils do not always learn the most essential knowledge and in the right order.</p> <p>Teachers check on how well pupils are learning in the classrooms. They use questioning effectively to tease out pupils' knowledge and understanding. They identify gaps in learning and challenge pupils' misconceptions. However, assessment systems are currently under review by leaders. There is not a clear picture of pupils' progress across the curriculum.</p>		
<p>Springwell Harrogate 2022 Good</p>	<p>Teachers and leaders select topics carefully so that pupils gain the fundamental knowledge they need to make progress.</p> <p>The curriculum is not well sequenced enough for the small number of pupils who attend the school for longer than one academic year. In some subjects, this means pupils do not gain deep knowledge of concepts and how to apply them.</p>	<p>They liaise closely with outside agencies, including community police officers, to ensure that pupils get the support they need.</p> <p>Staff access a wide range of training, including bespoke training linked to the school's context.</p> <p>The school has close links with Springwell Leeds Academy, which is a special school within the Wellspring MAT.</p>	<p>An effective work experience programme enables them to gain work-related knowledge and skills. Pupils also receive independent careers advice in line with the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.</p>
<p>St Aidan's Church of England High School 2022 Good</p>	<p>The important knowledge that leaders want pupils to know and remember is clearly identified.</p> <p>Subject leaders have considered carefully the order in which different topics are taught, so that they build on what pupils have learned before.</p> <p>There is a whole-school focus on developing pupils' knowledge and use of subject specific vocabulary.</p> <p>In a few subjects, there are not consistently planned opportunities for pupils to regularly return to important knowledge. This includes in PSHE education. As a result, pupils' knowledge and recall fade over time.</p>	<p>Where necessary, leaders refer concerns to appropriate external agencies.</p> <p>In the sixth form, the school works in association with another local school.</p> <p>The school uses one unregistered alternative provider, Strive for Education.</p>	<p>Some students have leadership responsibilities through the student senate. They speak eloquently of how the school has helped to prepare them for their next steps.</p> <p>All pupils and students receive timely information and support about careers. The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships. Many students go on to university.</p>
<p>Stokesley School 2022 Good</p>	<p>Pupils' knowledge builds sequentially over time. Teachers set high standards. They have excellent subject knowledge and push their pupils academically.</p> <p>Sometimes, teachers do not consistently emphasise and revisit the most important knowledge in lessons. When this is the case, some pupils do not remember this knowledge.</p>		<p>Pupils get valuable advice on their future career options.</p> <p>Sixth-form students are well informed about their university choices. Some students would like more information on other options, such as apprenticeships. All students can access support to help them enhance their applications for future study. For example, there is a well-established group which helps</p>

	<p>Assessment is well used by teachers. They pick up when pupils have misunderstood something. Teachers adapt their teaching to address any gaps in pupils' knowledge. However, subject leaders are not consistently making good use of assessment information to help them identify where the curriculum is having a positive impact on pupils' learning, and where it could be improved.</p>		<p>students who want to study medicine when they leave school. Most students go on to study at Russell Group universities.</p>
<p>The Skipton Academy 2022 Requires Improvement</p>	<p>Often, teachers' expectations of what pupils can achieve are high. This is inconsistent, however. At times, teachers do not challenge pupils sufficiently to complete their work to a high enough standard. Pupils' progress in GCSE mathematics in 2017/18 was below the national average. Pupils who are disadvantaged made progress below the national average at the end of key stage 4 in 2017/18. For the previous two years, pupils have made progress in their GCSEs across a wide range of subjects that is at least in line with the national average. Most current pupils in mathematics are making strong progress. At the end of key stage 4, pupils' progress was in line with the national average in both 2016/17 and 2017/18. The difference in progress between disadvantaged pupils and other pupils nationally narrowed substantially in 2017/18 compared with the previous year.</p>	<p>Although there is still some inconsistency, middle leaders have typically become more effective at monitoring how well pupils are progressing, as a result of training through the external support accessed by the school.</p> <p>The school has links with several providers of alternative education: Craven Pupil Referral Service, North Yorkshire County Council Inclusion Service and Tracks.</p>	<p>The curriculum is effective in supporting pupils to make appropriate choices for further study or training when they reach the end of Year 11. Pupils move on to appropriately challenging destinations at the end of their key stage 4 studies. This is as a result of an effective careers education, information, advice and guidance programme, together with a suitable curriculum. The proportion of pupils who make a successful transition to a post-16 next step is substantially above the national average.</p>
<p>The Wensleydale School & Sixth Form 2022 Good</p>	<p>Leaders have strong ambitions for pupils at the school. Teachers question pupils skilfully to develop their understanding. Staff have detailed subject knowledge and know what they want pupils to learn. However, teachers' explanations can sometimes lack clarity. This leads to misconceptions in pupils' understanding in some subject curriculum areas. Assessment is used well in many subjects. For example, in science, teachers' checks on pupils' understanding are thorough. However, the use of assessment across the</p>	<p>They have worked hard to ensure excellent relationships with external agencies.</p>	<p>'Life and society' lessons help pupils prepare for life beyond school and include opportunities for debating, first aid and learning about other faiths. Careers provision is clearly planned and the Baker Clause is met. The Baker Clause requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships. Work experience opportunities take place for Year 10 pupils.</p>

	<p>curriculum varies in its effectiveness. In some subjects, teachers are less clear on what pupils know and can do.</p> <p>Over time, and in part due to financial constraints, the curriculum in the sixth form has narrowed.</p>		
<p>Thirsk School & Sixth Form College 2022 Good</p>	<p>Thirsk School and Sixth Form College provides a broad academic education.</p> <p>Performance data shows that academic standards remained broadly average up until 2019. Curriculum leaders have designed a more knowledge-rich curriculum. Content is carefully sequenced. Assessment is used thoughtfully. Teachers know what pupils have grasped and where they are less secure. In most subjects, pupils get to revisit important areas of knowledge regularly. However, some topics, such as genetics in science, are not revisited frequently enough for pupils to remember them.</p> <p>Teachers plan effective lessons. They introduce new content carefully, showing how it builds on what they have already taught.</p> <p>On average, they have attained standards in line with those seen nationally.</p>	<p>Leaders keep detailed records of the actions they take to protect pupils at risk of harm. They work effectively with external agencies, when needed, to seek a resolution.</p> <p>The school has two pupils placed at The Sunbeck Centre, a registered alternative education provider. Their placements at The Sunbeck Centre were arranged through the area inclusion panel.</p>	<p>Pupils receive excellent careers guidance information. This covers a range of possible routes, including apprenticeships. There are good opportunities to engage with employers. This guidance helps pupils to progress onto suitable courses in the sixth form. The one-year Bridge pathway successfully helps some students to revisit GCSE qualifications and improve their GCSE grades in English and mathematics.</p>
<p>Upper Wharfedale School 2019 Outstanding</p>	<p>Leaders are uncompromising in their ambition for pupils. A relentless focus on overcoming individual barriers to learning has led to pupils making outstanding progress during their time at school.</p> <p>Pupils' outcomes are truly outstanding in the widest sense. They achieve outstanding outcomes in public examinations. Outcomes in mathematics are excellent. Pupils work steadily and consistently to master skills and secure their understanding so that the vast majority of pupils make excellent progress over time.</p> <p>Outcomes for pupils, together with the progress they make from their starting points, is excellent. The progress made by Year 11 pupils in GCSE examinations has been in the top 20% of all schools in England over the last three years. Overall,</p>		<p>Pupils also benefit from a strong programme of careers activities and guidance and so, as they progress through the school, they are increasingly well prepared for the next stage of their education, employment or training and for adult life.</p>

	progress was even higher in 2018 and in the top 10% of all schools.		
Vale of York Academy 2019 Good	Pupils' knowledge and skills build over time and their achievement has improved year on year. Teachers have strong subject knowledge. They revisit key facts regularly and use questioning well to check if pupils remember what they have learned. In many subjects, pupils could tell us what they were learning and how their knowledge is building up from previous lessons.	The school uses Danesgate school for alternative provision.	Careers education is a strength in Years 10 and 11. Pupils have lots of opportunities to experience the world of work, including enrichment days and work experience. However, careers education in key stage 3 is not as strong.

APPENDIX C REVIEW OF APPS

WEST YORKSHIRE

Name of Institution	Date of Plan	Outreach/existing schools partnerships
Bradford College	20/21-24/25	<p>Access and participation community focussed outreach programme.</p> <p>By September 2020 the Access and Participation team will have designed and implemented a community centre and school programme of outreach activities. These activities will increase awareness of and aspiration to higher education for the White, mixed ethnicity, Asian and non-Asian Black, Asian and Minority Ethnic population raising awareness of HE and the potential of HE to improve lives within the target group support networks.</p> <p>Adults will be targeted with information advice and guidance that promotes part-time routes.</p> <ul style="list-style-type: none"> • Outreach programme to be designed and ready to pilot by January 2020 • Database of at least 30 credible community setting contacts to be in place by September 2020 • Initial meetings with 10 community leaders to have taken place by December 2020 • 5 school focussed outreach activities to have been delivered by February 2021 <p>Care leavers/Estranged people:</p> <p>Working in partnership with the Local Authority 'Through Care Team'.</p> <p>Since May 2020, we have had in place a planned series of targeted admissions communications to offer additional and relevant information and support to this vulnerable group, throughout the application process. By September 2020 the Engagement Team will have designed and implemented a programme of aspiration and attainment raising outreach activities and tailored events.</p> <p>Pre-16 Black, Asian and Minority Ethnic (Primary & Secondary):</p> <p>The Engagement Team and specialist advisors from the College Teacher Education Department will devise and implement a schools' outreach programme of Maths and English aimed at raising attainment, and employability activities aimed at pre-16 students to be delivered throughout 2019 and 2020.</p>

		<p>This will support and increase access to Higher Education, attainment at GCSE level, and progression to programme pathway in line with student career aspirations.</p> <ul style="list-style-type: none"> • Pilot programme designed to focus on English and Maths skills, aspiration and attainment raising and employability skills by September 2019 • Pilot programme to be delivered to Year 11 pupils throughout 2019 within 2 low performing schools in Bradford • Pilot programme evaluation completed by June 2019 • Approved plan in place to deliver the programme to a further 8 low performing schools in Bradford by September 2020 <p>Black, Asian and Minority Ethnic target group</p> <p>By September 2020 the Access and Participation team will have designed and implemented a community centre programme of outreach activities. This programme of activities will reduce the gap between white students and Black, Asian and Minority Ethnic students on part-time programmes by 2% each year. These activities will increase awareness of and aspiration to part-time Higher Education programmes with particular focus on our part-time HE offer in a range of programmes and specifically Education, Ophthalmic Dispensing, Art and Engineering.</p> <ul style="list-style-type: none"> • Outreach programme to be designed and ready to pilot by January 2020 • Database of at least 15 credible community setting contacts to be in place by September 2020 • Initial meetings with 10 community leaders to have taken place by December 2020
<p>University of Bradford</p>	<p>20/21-24-25</p>	<p>A system-wide approach to widen access and participation by engaging target groups through a range of stakeholders (businesses, local council etc.). 5-year plan- hoping to see immediate change within this period, but acknowledge that some groups (e.g., white working-class males) will require greater cultural shift and therefore progress may take place over a much longer period (~10 years).</p> <p>Lots of the targets are focusses on reducing the gaps in attainment and future progression once students are at university: e.g., Aims to eradicate the attainment gap (8.9% -> 0%) for students from low HE participation/ financially disadvantaged backgrounds.</p> <p>Care leavers</p> <p>Aims to reduce the access gap faced by care leavers (40.8% -> 10.8%) by acknowledging the specific needs of this group and offering an improved care leavers package which supports their needs across all university processes.</p> <p>White working-class males (WWCM)</p> <p>Intend to develop a long-term outreach programme to inspire WWCM to apply for HE at an early age. Wants to engage with this group through schools and local communities.</p> <p>Plan to implement a ‘Role Models Programme’ whereby WWCMs, care leavers and refugees who have participated and excelled in their HE will become role models for children (from their final years of Primary School until their GCSEs) so that they will be inspired to achieve the grades they need to pursue HE.</p> <p>Expect to continue their collaborative outreach work with local organisations (GHWY, NCOP, Bradford Metropolitan District Council) to raise aspiration and attainment in local schools and colleges. Plans to employ a staff member to engage low participation students and communities in targeted interventions, such as HE workshops. Specifically targeting</p>

		<p>those who are the first in their family to consider/ access university. Partner with local organisations to help young people gain qualifications, specifically tailored to the requirements of local businesses.</p> <p>Continue contextual admissions scheme which monitors and adapts entry criteria to help undergraduate applicants whose 'personal and educational circumstances' mean they are less likely to receive a standard offer.</p>
University Centre Calderdale College	20/21-24/25	<p>Access targets are aimed at young (U21) males from POLAR 4 quintiles 1 and 2 and care experienced young people (aged 16-25). Outreach aimed at local schools to increase awareness of routes in HE.</p> <p>Young males from POLAR4 quintiles 1 and 2</p> <p>Outreach activity intending to raise aspiration and promote HE as a feasible option. Workshops and interventions to include myth-busting and explain the support available to them, so as to overcome perceived barriers to HE.</p> <p>Care experienced young people</p> <p>Outreach to take place at identified local schools to reach the target group. Run annual outreach events with these students to raise aspiration and promote the variety of routes into HE, as well as its benefits. Outreach events aim to influence the carers of these young people, as much as they aim to influence the young people themselves, so that carers can help young people make an informed decision about their future. Explaining what support is available from HE institutions is a key part of this process.</p> <p>Two members of staff have been employed as part of phase 1 of the National Collaborative Outreach Programme (NCOP), with the intention of establishing links between the college and the local community, specifically focusing on the target groups.</p> <p>Operates a Level 4 bursary scheme which offers full time first year level 4 students a £500 payment to help reduce the burden of living expenses. Students must be in receipt of the full maintenance loan to be eligible for this bursary. The HE hardship fund is also advertised as being available for disabled students, and those who can prove financial hardship.</p>
Kirklees College	2020-25	<p>The college aims to reduce participation gaps through targeted interventions, outreach and support, complemented by inclusive and intentional practices to support target groups throughout their student experience.</p> <p>Target groups: low participation neighbourhoods, BAME students, mature students, disabled students, care leavers and carers.</p> <p>The college is proud to provide HE for those who would not normally consider this route.</p> <p>POLAR 4 Q1 and 2, BAME students</p> <p>Targets these underrepresented groups by providing detailed information about HE options to FE students, focusing particularly on areas with low participation. Provide direct support for these students whilst they are undergoing their application process- aiding with writing personal statements, UCAS applications and interview preparation. Focus on the breadth of HE options available. Also plan to develop a new admissions policy which considers a variety of entry requirements and contextual admissions.</p> <p>Has helped to develop a service which offers free advice and support to primary and secondary schools on how to set up a 'careers framework' within the school.</p>
Leeds College of Building	2018/19	<p>Works with NCOP to support students from local schools and educate them about how to access LCB. Works closely with students at these schools who have been identified as</p>

		<p>requiring additional help. Offers this support in the form of mentoring from current students and organising visits to LCB so that prospective students can gain more information.</p> <p>Delivers taster days and workshops to schools in the local area. Target groups within these outreach activities include female and BAME students as well as those from postcodes in deprived areas. Aims to diversify career advice provided at schools to include guidance across the spectrum of built environment and engineering professions.</p> <p>The college is committed to helping schools expand their Engineering, Design and Technology and Construction departments, with the hope that this will encourage students to consider higher education programmes at LCB. They also run assemblies and competitions to raise awareness of their HE programmes and capture the interest of young people.</p>
Leeds Arts University	20/21-24/25	<p>Aims to increase the number of applicants from POLAR4 quintile 1 and 2 neighbourhoods, and BAME applicants. They will also target students with a disability, although this focus is largely directed towards attainment rather than participation.</p> <p>Recognises that a key barrier to students applying to Arts focused courses is a lack of opportunity to study the subject at GCSE/ A-Level, as well as being unable to acquire the cultural capital needed to recognise a potential career within the Arts. To combat this, the University plans to develop partnerships with schools identified as having high BAME populations and being in low-income areas. From year 9 to year 13, the University will offer free extracurricular courses to help under-represented groups meet the University's entry criteria.</p> <p>Also run an Access to Higher Education course targeting mature students, which has so far been very successful. Plans to extend summer and easter schools for adults hoping to return to education, which operate as an outreach programme in local centres.</p> <p>There are also plans to work with primary schools to develop teaching of the Arts, and a wider promotion of higher education in the Arts.</p> <p>Support and engage with the work of GHWY to target children in care and care leavers.</p>
Leeds Beckett University	20/21-24/25	<p>Outreach programme focuses on BAME and part time students, particularly those from LPN. Heavily focused on developing a contextual admissions programme and helping students from underrepresented groups meet entry criteria.</p> <p>Target groups are: students from lower socio-economic groups (IMD Q1 and Q2, POLAR4 Q1 and 2), with a specific focus on white economically disadvantaged males, BAME students particularly those from Black and Asian communities, mature students from lower socio-economic backgrounds and students with disabilities.</p> <p>Part-time students from the above backgrounds are particularly targeted. Analysis of part time students will begin in 19/20, with the aim of developing an action plan from 20/21.</p> <p>Contextual admissions framework was introduced in 2019, along with guidelines to ensure that interviews will not disadvantage under-privileged groups.</p> <p>Outreach programmes will be focused on low-participation neighbourhoods with large BAME populations. In 2018/19 LBU recruited more BAME student ambassadors to help with these outreach events. They ran a pilot scheme with one local FE college but have not committed to advancing this scheme further as they have chosen to focus on the contextual admissions programme, which they believe will be more effective. LBU do seek to run further recruitment events in the local area, which will be targeted at BAME, disabled and care leaver students with the intention of encouraging them to apply.</p> <p>The Contextual Admissions scheme has been implemented because although applications to the University are proportionally reflective of the regional population, a disparity</p>

		<p>emerges during the offer-making stage. Contextual admissions, along with staff unconscious bias training, hopes to rectify this. Different forms of admissions practice (interviews, portfolios, auditions etc.) will be analysed to understand whether different practices privilege or disadvantage specific groups.</p> <p>Many under-represented students do not receive offers because they lack the relevant qualifications. LBU seeks to provide under-represented groups at local schools with mentoring, guidance in their KS4 subject choice, revision support and subject specific taster days.</p> <p>The provision of Degree Apprenticeships and Foundation programmes has increased over 2018/19 and hopes to increase further. Hopefully these schemes will offer disadvantaged students alternative routes to access HE.</p> <p>LBU have also refined their marketing for mature students to ensure that it is accessible and appealing to those from disadvantaged socio-economic backgrounds.</p>
<p>Leeds City College – University Centre Leeds</p>	<p>20/21-24/25</p>	<p>LCC currently recruit an above average number of students from underrepresented groups, so they aim to continue at their current rates of recruitment. They have developed effective ways to allow students to work around their course commitments, and therefore students from lower income brackets find that they can earn money whilst staying on top of their studies.</p> <p>Seek to continue to promote HE to their internal Level 3 students, as well as external students from low participation local areas.</p> <p>Collaborate with GHWY to help those from underrepresented groups access information about HE. Key aspect of this is delivering such information to individuals ‘where they are and when they want it’. Employ an NCOP outreach officer to sustain this.</p> <p>A signatory of the National Care Leaver Covenant and are working with GHWY to develop a Stand Alone pledge to showcase commitment and support for care leavers.</p>
<p>Leeds College of Music</p>	<p>2020-25</p>	<p>LCoM has identified that students from underrepresented groups are struggling to reach the entry criteria for music and performance related courses. Their long-term outreach strategy seeks to improve music education for under privileged young people of all ages, to help improve their standard of knowledge and performance so that it meets undergraduate entry requirements by the time they finish KS5.</p> <p>POLAR4/IMD Q1 and POLAR4/IMD Q1&2/Female</p> <p>Aiming to eliminate the POLAR4 gap by 2030/31. Aim to reduce the ratio of POLAR4 Q5 students to POLAR4 Q1 students from 5:1 to 3:1 by 2023/24. Focus within this group is particularly on female students.</p> <p>BAME students</p> <p>Reduce the ratio of white to BAME students from 8:1 to 5:1 by 2024/25. There is a specific focus on female students within this group.</p> <p>Working collaboratively with GHWY and Backstage Academy to help students from underrepresented groups access music and performing arts at HE level. Conservatoires UK members have also agreed to share expertise and best practice to address challenges and remove barriers for underrepresented groups in accessing conservatoire education.</p> <p>Aims to support musicians and performers from a young age, now targeting students who would begin their HE study in 2030. In order for students to reach conservatoire age by 18, they need to begin studying and practicing music from a young age. LCoM seeks to invest in the uptake of music and performing arts in primary and secondary schools in low participation areas. Schools will be supported in their delivery of music and performing arts education.</p>

		<p>By accessing and promoting music and performing arts in secondary schools which have lower than expected levels of HE participation, LCoM hopes to inspire students to consider HE routes. Outreach activities include taster days, sessions delivered in schools and resources for parents and teachers. This is aimed at students in years 9-13. This is part of the NCOP programme but plans to extend beyond the timeframe of NCOP funding.</p> <p>Outside the NCOP programme, LCoM plans to offer bespoke programmes to local schools which include workshops from academic staff at LCoM, funded travel to workshops at LCoM, live performances in schools showcasing students from a variety of backgrounds, visits from student ambassadors from underrepresented groups and tailored support for music teachers. Schools will be identified and selected by POLAR4 quintile, justified as these schools are likely to have higher BAME populations.</p> <p>For students under 14, LCOM has a development programme to help students reach entry requirements for HE by the age of 18. They offer Saturday Music School for children aged 9+. Pupils who attend a Leeds school or academy are able to borrow an instrument for free. Students who are eligible for free school meals (13% of current students) receive a 90% bursary, and a further 19% of current students receive a lower amount of bursary.</p> <p>LCoM helps fund a choral director for a primary school in one of the most disadvantaged areas of West Yorkshire (Holy Rosary and St Anne’s Primary School) and provides them with the long-term loan of a piano. This has had a substantial impact on the progress of disadvantaged pupils.</p> <p>Works with GHWY to deliver information about HE to students who may otherwise be unable to access it. Also a signatory to the national Care Leaver Covenant which has enabled LCoM to better support care leavers and estranged students.</p>
<p>Leeds Trinity University</p>	<p>2020/21-2024/25</p>	<p>BAME students</p> <p>Mostly focused on BAME students as very small university (~895 full time students) so difficult to generate meaningful data or analysis for smaller minority groups. Outreach is targeted at local schools and colleges with a high BAME population. Outreach activities will be attainment and aspiration focused. This will involve recruiting a new member of staff to work intensively with the identified schools, aiming to increase engagement of BAME students with HE recruitment activities and applications to university.</p> <p>This goes beyond working only with secondary schools, with interventions such as Children’s University and HE awareness days designed to target children throughout their whole schooling journey.</p> <p>Marketing material has been refocused so that it accurately reflects the diversity of LTU and showcases BAME students and staff.</p> <p>There has been improvement in the proportion of BAME applicants, but by 2025 LTU seeks to eliminate the gap between the % of BAME people in the Yorkshire and Humber region, and the % of BAME students applying to LTU.</p> <p>BAME applicants have a lower proportion of applications leading to offers, and so LTU commits to undertaking further research to establishing why this is and what steps the university could take to adjust its admissions and recruitment practices to eliminate this gap.</p> <p>POLAR Q1&2</p> <p>Cohort from low participation areas is strong but could be better. Aims to increase the cohort of POLARQ1&2 students from 40.5% (2017/18) to 50% by 2025.</p>

		<p>LTU recognises that there are many challenges facing schools, which limit students ability to meet university entry criteria. They are developing a scheme to encourage members of university staff to become school governors, in an attempt to support local schools. The intention is that this will allow the skills and expertise of academic staff to be shared with teachers, and therefore raise attainment of students.</p> <p>Work with other HEIs via NCOP and GHWY to support access for other underrepresented groups. Signatory of the Care Leaver Covenant and has additional support in place for estranged and looked after young people. LTU employs an NCOP outreach officer who helps develop and run outreach activities.</p>
<p>University of Huddersfield</p>	<p>2020/21-2024/25</p>	<p>This APP is almost entirely concerned with attainment and continuation gaps- with a focus on IMD1/2 student attainment, black student attainment and disabled student continuation.</p> <p>Have appointed a researcher to identify the groups most ‘at risk’ in this university. Found that students of Bangladeshi/ Pakistani origin had the highest proportion of vocational entry qualifications (e.g. BTECs) struggle the most in terms of access and participation.</p> <p>Retention and Success programme was initiated in 2011/12 and has been very successful in helping disadvantaged students manage the transition to university and complete their studies successfully. Involves personal tutoring and peer support from the very early stages of University life, but not before arrival.</p> <p>Students from IMD 1&2 and ABMO backgrounds</p> <p>Have identified that students from disadvantaged background may require additional clarity and support to aid understanding of what University study requires and the application process, particularly for first generation applicants. These students are also more likely to be commuting for study and so may require clarity about travel logistics and the modes of study which are available to them. To support these students, they are given opportunities to engage with academic staff, college tutors and BAME university ambassadors at open days and applicant events. University also organises visits from targeted schools to the university to raise awareness of prospects at HE. Similar support will be available for potential students with disabilities, so that they can make an informed choice about their course and institution.</p>
<p>University of Leeds</p>	<p>2020/21-2024/25</p>	<p>This outreach strategy targets students from LPNs and mature students. Participation development is taking place mainly through building relationships with local schools and developing a contextual admissions programme.</p> <p>Low participation neighbourhood students (POLAR4 Q1)</p> <p>Aims to reduce the gap between applicants from Q5 and Q1 neighbourhoods. Current disparity has been attributed to higher KS4/5 attainment of Q5. Access to Leeds and foundation year programmes have been introduced to allow students to demonstrate their potential for undergraduate study through more than only their grades. Access to Leeds has very successfully targeted underrepresented groups. There are further plans to review and refine the admissions process to increase offers and acceptances among target groups. These will be embedded by 2020/21.</p> <p>Also intend to target high attaining students from KS1 to KS3 who are at schools in the local area and work with them to raise attainment, so that they might be more confident in applying to university when they are 18. Outreach programmes also intend to ensure that students in all Key Stages are aware of the routes into HE. Projects in</p>

		<p>collaboration with Tutor Trust, Brilliant Club and IntoUniversity aim to support and raise attainment in the local community.</p> <p>LU is an institutional lead for the Born in Bradford project, giving them access to unique information about the impacts of social, health and educational factors on learning from KS1-KS4. This research can help inform policy and practice at an institutional and national level.</p> <p>Art and Design Saturday Clubs aim to increase student participation in these subjects and are targeted at widening participation students. 62% of students on this programme meet Access to Leeds criteria. Aim of these clubs is to encourage students to pursue study of these creative subjects to KS5 and onto HE.</p> <p>Access to Leeds</p> <p>A2L is LU’s contextual admissions programme. Operates on every course, and at a local and national level. WP applicants can be made an offer two grades below the standard entry criteria. A2L is responsible for recruiting 57.1% of the University's LPN cohort and a high proportion of their BAME students. There is still work to be done to improve conversion rates from application to offer to acceptance for WP students. A review of the admissions process and entry requirements is underway.</p> <p>Mature students</p> <p>The University's Lifelong Learning Centre will continue to run pre-entry interventions for mature students and will evaluate admissions policy to ensure that it does not disadvantage mature students. Funding for adult education within the HE sector is extremely volatile which is likely to limit mature applicants from Q1 backgrounds.</p> <p>Work with other HEIs through the Realising Opportunities programme, with a particular focus on targeting school students in HE cold spots. Also work collaboratively with GHWY to provide those from underrepresented groups with access to information about HE. Also employ an NCOP outreach officer. Signatory on the Care Leaver Covenant and the Stand Alone pledge.</p>
<p>Wakefield College</p>	<p>2020/21-2024/5</p>	<p>Seeking to raise participation in HE of 16-18 year olds living in deprived areas and mature students residing in the Leeds City region. Almost 75% of students live in Wakefield and study at this centre because they want to study locally.</p> <p>POLAR4 Q1 or Q2</p> <p>Aim to increase the proportion of A-Level students from POLAR4 Q1&2 regions progressing onto HE by 20% by 2024/25. This will be supported by participation in NCOP events. Outreach activities will include work with local schools with a high proportion of LPN students, as well as in-reach work with FE students currently at the college. These activities will seek to ‘normalise’ progression into HE, and increase student engagement with the possibility.</p> <p>Also seek to develop partnerships with younger children at local schools to deliver Wakefield’s ‘Children’s University’ programmes.</p> <p>Mature students</p> <p>Aim to double the number of mature students on Access to HE programmes at the college who progress into HE at the college over the next 5 years. Wakefield College seeks to work with employers to develop relevant and accessible HE programmes so that mature students may find programmes more appealing, or the find the option of part-time study more realistic.</p> <p>Work with GHWY to support looked after young people and care leavers, and work to engage foster families through Foster Family Fun Days and engagement with foster care</p>

		associations. Also plan to develop a Professional Mentoring programme aimed at care leavers in/ considering HE.
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YORK AND NORTH YORKSHIRE

Name of Institution	Date of Plan	Outreach/existing schools partnerships
Askham Bryan College	20/21-24/25	<p>The college are planning to reduce the access gap between students from POLAR Q1 and Q2 and their peers and increase participation from male students from IMD Q1 and Q2. This will be achieved through targeted activity in the Tees valley and Middlesborough region, the latter of which is a region with one of the greatest levels of deprivation, via work at Stewart Park and Newcastle campuses and linked schools and local communities from 2019/20 onwards.</p> <p>Targeted activities in the Leeds City Region Local Enterprise Partnership (LEP) area from 2019/20 onwards. This area contains almost 17% of the most deprived 10% of neighbourhoods nationally according to the IMD.</p> <p>The college aims to increase Black, Asian and Minority ethnic group access. They will do this by identifying schools, colleges and communities within the Leeds City region with high Black, Asian and minority ethnic populations to undertake sustained activity at pre-16 and post-16 relating to progression to Higher Education from 2019/20 onwards.</p> <p>In order to encourage aspirations for HE and raise attainment, the college is identifying target schools within the region and undertake sustained activity at pre-16 and post-16 relating to progression to Higher Education (workshops, 'aspire' activities and taster day/visits) from 2019/20 onwards.</p> <p>This will complement existing activities being run as part of NCOP and the expertise provided by this partnership will be used to plan activity.</p> <p>From 2019/20, the college will also run a sustained digital marketing and social media campaign to target under-represented groups.</p>
Craven College	20/21-24/25	<p>Collaboration with the Community Learning arm of the College to raise awareness of entry into HE in postcode areas that are high on the IMD rating.</p> <p>The college ensures that those on a low income are informed about the Widening Participation Bursary through open days and prospective material.</p> <p>The Students Opportunity Monitoring Group will monitor, analyse evaluate and report on the efficacy of actions and financial investment in the College's aims to narrow gaps in access for disadvantaged students. Student representatives will be members of the SOMG to ensure that the College is held fully to account.</p> <p>The college is gradually building up a range of outreach activities:</p> <ul style="list-style-type: none"> • Further developing the programme of open days and school visits, particularly in growing industries and sectors which are outside the experience of secondary school students. • For pre-16 and post-16 students: developing a programme of open days and school visits which will include a target of 8 school visits in the academic year 2020/21. • Open days and prospectus material aim to raise awareness of financial and other student support available to students at the pre-application and application stages. • The college is part of the National Collaborative Outreach Programme (NCOP) and works with Higher York and partner organisations to deliver outreach programmes to young people aged 13-18. Work is focussed in local areas within Craven where Higher Education participation is lower than might be expected. <p>This builds on the College's participation in the National Collaborative Outreach Programme (NCOP).</p> <p>Craven College is the Sponsor for Craven Educational Trust (a multi-academy trust) and is committed to raising attainment within The Skipton Academy (the school within the trust) by running sessions based on the school curriculum using College facilities.</p>

		<ul style="list-style-type: none"> • Science, Technology, English and Maths projects have also been running alongside subject areas such as animal, equine and countryside visits and have incorporated parts of the school syllabus. • For 2019/20 there was a greater focus on the maths content of the curriculum. • The school group will be offered STEM visits to The Aviation Academy at Leeds Bradford Airport. <p>Mature applicants:</p> <ul style="list-style-type: none"> • The college intends to expand its work with employers to increase awareness and identify opportunities for the development of accessible programmes of study, to attract those who are work-based. • This will involve scheduling classes to attract mature students, creating timetables that fit around full-time work and ensuring that local employers are aware of courses on offer. • There are plans to network with a range of organisations through the College's training division Tyro, which is involved in a variety of projects, including those which aim to up-skill existing workforces and those that encourage the unemployed to gain qualifications leading to employment. • This is in addition to continuing to network with community groups.
Selby College	20/21-24/25	<p>Collaboration with partners such as local partner colleges and the National Collaborative Outreach Programme.</p> <p>Prospective students from IMD quintile 1 will have access to the full range of widening participation initiatives offered by the college in collaboration with its NCOP partners. The effectiveness in closing the access gap will be monitored and evaluated through the NCOP monitoring and evaluation strategy.</p> <p>Pilot scheme of HE taster session and information, advice and guidance sessions, covering topics such as student finance in 2019-20.</p> <ul style="list-style-type: none"> • A key focus from 2020-21 onwards will be to target West Yorkshire and the Leeds City region, where Black, Asian and Minority Ethnic residents account for 14.9% of the city of Leeds and 14.6% of the Leeds City Region population, in order to raise awareness of our higher education provision, particularly in STEM related areas. • The college is part of a consortium of colleges in the region that were granted funding from the department of education to develop the Yorkshire and Humber Institute of Technology (IoT) . This may attract students from a wider geographical catchment area with a more diverse population than at present. • A pilot scheme will therefore be introduced in 2020-21 with activities, such as taster days with an Engineering focus, specifically aimed at students from BAME backgrounds. <p>Students from Gypsy, Roma and Traveller backgrounds:</p> <ul style="list-style-type: none"> • The college plans to establish links with the North Yorkshire City Council Education Services Gypsy, Roma and Traveller team to identify pupils from this under-represented group within the college's catchment area. • Pilot scheme in partnership with the NYCC Education Services to identify and implement appropriate targeted activities with this group from 2020-21 onwards aimed at raising awareness of HE and improving access and participation. <p>Care leavers:</p> <ul style="list-style-type: none"> • 2019-20 plans to establish links with NYCC Care Leaver Team based at Selby to identify current and future care leavers within the catchment area. • Pilot scheme in partnership with the NYCC care Leaver Team to identify and implement appropriate targeted activities with this group from 2020-21 onwards aimed at raising awareness of HE and improving access and participation. <p>Continued collaboration with NCOP partners:</p>

		<ul style="list-style-type: none"> • The college will continue to fund a widening participation role at the college as part of the NCOP. • Responsibility for partner institution collaboration, visits to schools, open events and the development of resources aimed at improving participation for NCOP target groups. • Sustained and progressive outreach to a minimum of 20% of the under-represented groups identified as targets by the college's NCOP partners will be delivered. <p>Pilot introduction of HE taster sessions in 2020-21 specifically for mature students in full time programmes.</p>
TEC partnership	21/22-25/26	<p>Outreach work should focus on encouraging those with the relevant qualifications to apply to high tariff universities.</p> <p>In 2021/22 TEC Partnership will continue to provide excellent education to increase attainment and application for students who wish to attend high or medium tariff universities. They will do this through community work, TEC Partnerships 14-16 school, The academy Grimsby, its sixth form provision, the learning centres and smaller campuses such as Skegness TEC.</p> <p>TEC partnership provides extensive outreach with key stage 1 and 2 primary school children by not only encouraging participation in education at all levels but also breaking down some of the entrenched barriers to higher education.</p> <p>Annual programme of schools' tasters is run with local secondary schools which include the promotion of HE opportunities, including those within the target geographical areas.</p> <p>Open events at the college promote their HE offers. The production of quality materials to promote HE progression opportunities facilitates the ongoing delivery of comprehensive information, advice and guidance in relation to admissions, financial support, pastoral support, careers and progression advice.</p> <p>Much work is conducted with the level 2 and 3 students encouraging them to consider university study.</p>
University of York	20/21-24/25	<p>Collaboration with students:</p> <ul style="list-style-type: none"> • Will continue to build one existing relationships with our Student Societies and Networks, to increase their presence at open days and outreach events to make the university more attractive and appealing to students from underrepresented groups. • Will commit to giving more presence to the student voice, with the students as genuine partners in the plan from beginning to end. • We will build upon existing practices and will design, evaluate and monitor our Access and Participation progress in partnership with our student body, fully supported by our Student Union (YUSU). • We will form a "Student Expert panel" to generate ideas, provide feedback on our interventions and hold the University to account with respect to our progress. <p>The University draws on the expertise of our academic colleagues within York and the wider sector. This involves looking systematically at best practice within York, the wider sector and outside the sector, including working with Transforming Access and Student Outcomes in Higher Education (TASO) and the National Collaborative Outreach Programme (NCOP).</p> <p>Recent development of a 'Returning to Education as a Mature Student' MOOC which will be available from July 2019.</p> <p>Implementation of an expanded, more holistic, contextual offer-making strategy from August 2019. using UCAS 'Modernised Contextual Data Service' (MCDS) to prioritise the 'most disadvantaged' applications who haven't met their offer. This involves giving lower offers to applications from POLAR4 Q1 or Q2 and care leavers and guaranteed standard offers to all BAME students. The University has set up a 'Contextual Offer making Implementation Group' (a multistakeholder group) to monitor this initiative.</p>

		<p>Widening participation initiatives:</p> <ul style="list-style-type: none"> • Expanding some of the widening participation activities into additional Opportunity Areas, such as Scarborough, Doncaster and Bradford. • Students who complete the next Step York programme and Academic Assignment are guaranteed to receive an alternative offer. • Students who have attended the York Experience Summer School (YESS) residential will now be guaranteed a standard offer. • Continuing to engage in collaborative activity such as the Excellence Hub, Raising Opportunities and the National Collaborative Outreach Programme (NCOP). <p>Partnership with North Yorkshire County Council (NYCC) which provides opportunities for Care Leavers to visit York's campus for events. This previously involved hosting a conference called CareLeaversCan which was attended by over 1000 Care Leavers. Will be purchasing 'Corporate Parenting' training from Who Cares? Scotland to share best practice examples from other providers.</p> <p>Currently actively involved in our local NCOP and their Outreach Hubs and there are plans to foster new partnerships with other neighbouring local authorities.</p> <p>Financial support is available for students from low-income households, care leavers, first-generation and BAME students.</p> <p>An impact report will be produced that can act as a formal vehicle for their progress to be scrutinised by the OfS, the Student Expert Panel and the Governing Body.</p>
York College	20/21-24/25	<p>The College have identified a number of school aged pupils who live in low participation neighbourhoods identified for inclusion within the NCOP activity and have used their feedback to inform future activities with young people from low participation neighbourhoods who might wish to undertake HE level study.</p> <p>Plans to offer information sessions for parents/carers of students from low participation neighbourhoods and other disadvantaged groups as often parental lack of knowledge and awareness on the benefits of HE is a barrier to access.</p> <p>Mature students:</p> <ul style="list-style-type: none"> • Use of a specific 'Mature Students Guide to Higher Education' produced by Higher York during discussion with prospective students alongside a 'Financial Information for Mature Students' HE information sheet for details on what financial support individuals may be eligible for as a mature student. • In 2019-20, developed partnerships with the York and North Yorkshire Community Learning Partnership to promote progression pathways from community provision to the College's level 3 and higher programmes. • The Adult Curriculum Manager and Head of HE at the college will provide HE roadshows, taster events and confidence building workshops to improve access for mature students from low participation neighbourhoods. • Intention to increase the depth and breadth of access and outreach activities to include specific activities for mature students on level 3 programmes. <p>Planned promotion of HE level study to care leavers through the City of York Children in care network for the 2020-21 intake.</p> <p>Will continue to work with partners to achieve collaborative targets relating to widening participation activities, namely the York and North Yorkshire NCOP overseen by the Higher York group.</p> <p>Bespoke university visits and visits to schools by FE and HE institutions.</p>

		<p>Participating in the Higher York National Collaborative Outreach Programme (NCOP). NCOP officer based at the college has worked with around 250 FE students wishing to progress onto a HE level course.</p> <p>From 2021-22 links with validating partners and the University of York will be further developed to introduce information sessions and workshops on accessing master's course at those HEIs.</p> <p>Working closely with some 11-16 schools in/around York. Visits to local schools raise awareness about:</p> <ul style="list-style-type: none"> • College based days such as taster days and open events. • College based progression event to raise awareness and build confidence, particularly in those who may not previously have aspired to HE or are mature students in work who may wish to increase their level of education. • Events for parents and carers to raise awareness of opportunities. • Participation in the NCOP as part of the Higher York Network. <p>Through the City's NEET Delivery Partnership, the College supports and promotes access to FE for disadvantaged students from deprived areas, students with LDD and Black, Asian and Minority Ethnic students.</p> <p>The college is a member of the Institute of Technology for North and East Yorkshire and will work closely with local and regional employers to develop curriculum at level 4 and above. It is anticipated that these curriculum developments will improve access to HE.</p>
<p>York St John University</p>	<p>20/21-24/25</p>	<p>The University have signed the Armed Forces Covenant and work in partnership with our National Collaborative Outreach Programme (NCOP) colleagues on this agenda. They also lead on the Northeast and Yorkshire Hub for the Service Children's Progression (SCiP) Alliance and deliver specific interventions for military service children to increase their knowledge of higher education and enable them to plan their future.</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • Hosting NCOP partnerships for North Yorkshire. • Working closely with the Universities of York and Hull on our Green Apples and North Yorkshire Coast HE Collaboration projects. • Leading the Converge project with local mental health partners. • Working in partnership with local prisons to deliver on our social justice agenda. <p>Outreach to encourage HE participation involves thorough use of the NERUPI framework and HEAT tracking enables the university to monitor effectiveness of their interventions and understand how they have impacted on HE enrolments.</p>