

Key Decision Required:	No	In the Forward Plan:	No
-------------------------------	-----------	-----------------------------	-----------

CABINET

22 MARCH 2013

CABINET MEMBER FOR EDUCATION AND SKILLS

A.4 TENDRING POTENTIAL

(Report prepared by Jon Barber, Gill Burden & Michelle Gordon)

PURPOSE OF THE REPORT

This report sets out the levels of educational attainment and worklessness in Tendring and the actions currently being undertaken by partners to drive improvement. This is the first stage in defining a community leadership role for Tendring District Council to shape our work with partners in supporting the delivery of improved educational attainment and addressing unemployment in the District. This is one aspect of a review of the Council's approach to addressing skills, worklessness and educational attainment issues across the District. This seeks to underpin the Corporate Goal to "*Help children and adults achieve their full potential*" (Corporate Goal 3) and support the priority from the Corporate Plan 2010-2016 to "*Ensure people have the knowledge and skills to secure good employment*".

EXECUTIVE SUMMARY

Tendring Council does not have any statutory powers and is not the education authority for those schools that remain under the education authority's influence nor do we have any direct responsibility for those schools that have become academies. However, improving the opportunities for people to achieve their true potential is pivotal to addressing many of the wider issues facing our community. If we improve opportunities for people this will also support us in addressing our key priorities and reduce future demand for public services, including local government, health, criminal justice and benefits. The issues around aspirations of young people, educational attainment, worklessness, health and wellbeing and deprivation are well known and without a targeted and joined up approach we are unlikely to see any significant improvements to these issues.

Tendring DC has an influencing role in supporting local people and ensuring that our partners work collectively to reduce barriers and maximise opportunities. We also have a key role in stimulating economic growth in order to provide opportunities for local people; ensuring we match skills with people and people with jobs. As a community leader, the Council seeks to work closely with partners to ensure that local people are provided with the best opportunities from the resources that are collectively available.

There is significant statistical evidence to demonstrate the underlying education and skills profile of the District from primary school through to employment and this is set out on Appendix A.

In summary the key issues are;

- Low levels of Key Stage 2 results (age 11) with 24 of the 38 primary schools (63%)

achieving results below the national average of 79%, with the lowest school achieving 39% and the best 95%

- Of these 24 schools, 7 have already been placed in special measures by Ofsted
- With changes recently announced to the national results targets, a further 4 schools could be classed as underperforming
- Low levels of GCSE A*-C attainment with 4 out of the 6 secondary's (66%) achieving results below the national average of 59.4%, with the lowest school achieving 36% and the best 72%
- Results are particularly poor in maths, with only 1 school achieving above the national average.
- However, attainment levels for English GCSEs are significantly better with only 2 schools performing below the national average
- High level of NEETs, although problems with tracking the movements of young people make this data difficult to measure – of the known 16-19 year olds, 6% are NEET, but up to 44% of this age group are unknown, meaning that they harder to track, this figure is always much higher at the start of a new academic year as it takes time to track movements
- High levels of JSA and other working age benefits (3,430 JSA and 6,830 ESA claimants – Dec 12 and Feb 12)
- 15% of working age population have no qualifications (10% nationally)
- Only 12% of people have NVQ4 qualifications (32% nationally)
- Low paid jobs (workplace jobs pay £97.50 per week less than national average)
- Available jobs don't match skills, experience or aspirations of job seekers
- Numbers of jobs available don't match numbers of job seekers (eg. no of JCP vacancies in Nov 12 is 501 and no of jobseekers is 3,430 meaning there are 6.9 claimants per vacancy as opposed to 3.7 nationally).

These statistics highlight the need for a new innovative approach. Although not having a direct role in the provision of education, we can influence, and be a constructive partner, to ensure all appropriate agencies are focused on securing improved opportunities and outcomes for our communities.

A number of key partners are working to address the challenges faced in Tendring; they are listed in Appendix B with a summary of their key activities.

It is our intention to develop a clear set of objectives where Tendring DC can support those with direct responsibility to drive improvement in educational attainment. This will include a role where we work to support governors, to improve the capacity of those that are in a position to directly affect the performance of our schools. We will also explore the possibility of bringing schools and local businesses closer together, building constructive relationships to drive improvement. This will be detailed in a follow-up report to be brought to Cabinet.

Subsequently we will explore how our leadership role could be expanded to influence and support higher education, workplaces, and worklessness as we deliver against our goal to help people achieve their full potential.

RECOMMENDATIONS

It is recommended that;

a) Cabinet note the current challenges in educational attainment and worklessness

and the activities of partners who are currently working to drive improvement.

And that;

b) The Cabinet Member for Education and Skills brings a further report setting out a clear set of actions where the Council can support improvement.

PART 2 – IMPLICATIONS OF THE DECISION

DELIVERING PRIORITIES

This decision supports the delivery of the Corporate Goal to “*Help Children and Adults Achieve their Full Potential*” (Corporate Goal 3) and supports the priority from the Corporate Plan 2010-2016 to “*Ensure people have the knowledge and skills to secure good employment*”.

FINANCE, OTHER RESOURCES AND RISK

Finance and other resources

There are limited financial resources required to develop the approach for Tendring DC although delivery against agreed plans may require resources.

Risk

The major risk is the willingness of schools and appropriate partners to engage as the Council does not have an identified role / responsibilities to drive improvements in educational attainment.

LEGAL

There are no legal implications.

OTHER IMPLICATIONS

Consideration has been given to the implications of the proposed decision in respect of the following and any significant issues are set out below.

Crime and Disorder / Equality and Diversity / Health Inequalities / Area or Ward affected / Consultation/Public Engagement.

The actions in this plan have taken into account equality and diversity issues.

The actions in this plan will cover all wards.

PART 3 – SUPPORTING INFORMATION

BACKGROUND

The wide impact of low educational attainment.

The general level of educational attainment within a population is closely associated with the overall health of that population.

Evidence suggests that there are a number of wider benefits to learning which include:

- Physical and mental health: those educated to Level 2 or below are 75% more likely to be smoking at age 30 compared to a similar individual educated to degree level or higher. Increasing the qualification level of women without qualifications to Level

2 could reduce their risk of depression at age 42 by 15%

- Teenage motherhood: 47% of young women who did not obtain any GCSEs had a child by 19, compared to 3% of those who achieved 5 or more A* - C grades.

Some of the risk factors associated with low achievement are:

- Levels of parental unemployment
- Single parent households
- Parents with low educational qualifications
- Persistent truancy
- Eligibility for free school meals

These risk factors can lead to an increased probability of becoming NEET (not in education, employment or training). Reducing the proportions of young people who are NEET has been a key youth policy for the past fifteen years and remains an important concern. The outcomes associated with becoming NEET include:

- Teenage pregnancy and earlier parenting
- More serious drug use
- Mental and physical health problems
- Post 18 unemployment
- More insecure and lower paid employment
- Youth offending
- Homelessness.

The statistical evidence listed in Appendix A highlights certain key facts that help us better understand the interventions that are necessary and at which point in the education system it is most appropriate to deliver them.

Educational Attainment in the Tendring District.

Whilst it is clear that the most obvious issues are related to educational attainment and worklessness, the adverse impacts go wider and impact the community on a number of levels. Anecdotal evidence suggests that employers are struggling to recruit adequately skilled staff in their businesses, and with 15% of the working age population having no qualifications, this could severely hinder local business growth.

A summary of the recent Ofsted results is listed below to give an overview of the scale of the problem in primary schools:

- There are currently 7 primary schools in Tendring in special measures and it is anticipated that this number may increase in the coming years as Ofsted inspections become more rigorous and the changes to Government test results targets are implemented (it is expected that these changes would lead to another 4 schools falling into this category)
- Only 3 schools have been classed as outstanding, with 18 ranked as good, leaving a further 11 classed as satisfactory and 2 requiring improvement
- This equates to a 50/50 split between the performance of primaries
- Essex County Council is already actively working with all primaries in the District and giving special attention to those already in, or at risk of being placed in, special measures, but it is felt that more support could be offered to those schools in the satisfactory or requiring improvement categories by other partners including Tendring DC.

The main difference between attainment levels at primary and secondary level is in the number of pupils making expected progress in maths. At Key Stage 2, 16 primaries (42%) achieved over the national average, whilst at GCSE level only one secondary school (16%) achieved this level. This is in stark contrast to the comparable results for English where 15 primaries (39%) achieve over national average results and 4 secondary's (66%) maintain this level of success.

As the Government is prioritising STEM subjects, it will become increasingly important for additional resources to be offered to pupils between the ages of 11-16 to improve maths results.

Actions being taken to improve educational attainment.

With the rise in academy status there is increasing autonomy (less external influence) in schools – 4 primary schools have already become academies, and more are currently in the pipeline and all 6 secondary's are now academies, however, at present all have chosen to continue to work with Essex County Council as the lead education authority.

A number of pivotal partners are working to drive improvement. A summary of their key interventions is listed below with further details included in Appendix B (this is a list of all known activities and will be continuously updated as new schemes are developed):

- ECC – apprenticeships, wage subsidies, NEET intervention, Governor Services, Adult Community Learning, 14-19 Area Planning Groups, Early Years support, school support teams and 1-1 tuition for pupils
- Tendring Education Trust (TET)/Coast-Ed – local co-ordination of schools and partners, delivery of Job Jungle and provision of learning mentors and multi-agency teams for schools
- JobCentre Plus (JCP) – implementing Get Britain Working and Youth Contract measures
- BCT Consortium including Careertrack and Colchester Institute – apprenticeships, pre-apprenticeship and employability training and job clubs
- Princes Trust – specialist programmes for young people
- Primary Care Trust – delivery of a health ambassador programme for schools
- Signpost – delivery of targeted support for the unemployed
- Mayflower Trust – delivery of apprenticeships, pre-employment and employability training

From the early analysis of the data and ongoing discussions with partners, it is acknowledged that, through our Community Leadership role, TDC has a clear mandate to:

- support partners to deliver existing programmes and develop new interventions
- develop relationships with the private sector to fully understand the local job market and employer demands, encourage the creation of new employment opportunities and improve the relationship between businesses and schools
- utilise our resources to provide support for community and voluntary groups who are addressing these issues
- offer support to Essex Governor Services, TET and local schools to support their programme of governor training
- work with partners to support those schools who are underperforming, in particular those at risk of going into special measures
- work with partners and schools to address the specific issues around GCSE

attainment levels in maths and other STEM subjects

It is proposed that as this work continues, we will be able to more clearly identify gaps in provision and areas that require additional resources.

This will be the subject of a second report to Cabinet which will set out how we plan to achieve this.

BACKGROUND PAPERS FOR THE DECISION

Inspire Tending Children to Achieve
Children and Young Peoples Strategy 2011-2016
Narrowing the Gap – Tackling Health Inequalities in Tending 2010-2016
NEET Action Plan 2011-2012
Regeneration Strategy 2010 - 2016
North East Locality Children's Commissioning Delivery Board Plan
Essex Health and Wellbeing Strategy 2012
Total Place Report 2010
Tending Raising the Participation Age (RPA) Action Plan

CONCLUSION

It is recommended that we continue to support partners in the core delivery of services, but focus our resources on supporting and improving the capacity of schools to increase opportunities for our young people.

APPENDICES

Appendix A: Summary of Statistical Evidence demonstrating local issues.
Appendix B: Partnership Activity Plan
Appendix C: Glossary

Appendix A – Summary of Statistical Evidence

Key Stage 2 Results (ages 7-11, yrs 3-6) for 2011 and 2012

	% achieving level 4 plus in both English and Maths		% making expected progress				Linked Secondary school
	2011	2012	English		Maths		
	2011	2012	2011	2012	2011	2012	
England	74	79	84	89	83	87	
Tendring average	69	73	82	86	79	80	
All Saints Great Oakley	68	95	79	100	84	100	H&D
All Saints Dovercourt	75	83	89	79	86	97	H&D
Alresford	76	77	71	83	100	83	Colne
Alton Park	55	57	80	92	68	68	CCA
Ardleigh St Mary's	87	80	93	93	100	86	Manningtree
Bradfield	80	73	87	87	93	87	Manningtree
Brightlingsea	66	63	56	86	69	71	Colne
Cann Hall*	50	67	80	98	63	78	CCA
Chase Lane	78	86	84	93	80	95	H&D
Coppins Green*	35	60	67	61	58	58	CCA+CCHS
Elmstead	69	91	84	97	78	94	Colne
Engaines	55	76	80	85	83	85	TTC
Frinton-on-Sea	67	80	72	100	76	80	TTC
Frobisher	53	39	71	79	63	55	CCA
Great Bentley	89	67	88	77	96	73	Colne
Great Clacton	54	69	86	76	63	75	CCH
Hamford*	59	71	88	91	73	83	TTC
Harwich	68	76	82	100	93	94	H&D
Highfields	83	90	83	94	83	87	H&D
Holland Haven	43	63	73	82	53	64	CCH
Holland Park	64	73	75	90	75	78	CCH
Kirby	72	63	74	65	61	65	TTC
Lawford	90	87	100	93	94	87	Manningtree
Mayflower*	69	77	81	80	74	87	H&D
Mistley Norman	83	50	83	50	83	50	Manningtree
Ravenscroft*	56	41	76	68	80	73	CCA
Rolph	81	93	97	96	97	100	TTC
St Andrew's*	72	59	84	76	88	65	TTC
St Clare's (RC)*	69	59	82	91	67	60	St Benedict's
St George's	79	83	84	100	79	88	Manningtree
St Joseph's (RC)	60	88	93	94	86	94	St Benedict's
St Osyth	56	59	78	86	63	58	CCH
Spring Meadow	74	73	95	68	95	72	H&D
Tendring	86	95	81	100	90	95	TTC
Two Villages	73	70	83	93	100	93	H&D
Walton	63	74	85	91	58	91	TTC
Weeley St Andrew's	67	77	87	74	67	68	TTC
Wix Wrabness	87	92	84	92	83	92	Manningtree

Key:

H&D – Harwich and Dovercourt

CCA – Clacton Coastal Academy

CCH – Clacton County High

TTC – Tendring Technology College

St Benedict's Roman Catholic School, Colchester

Note: a number of these schools feed into multiple secondaries, so only the main school has been listed.

* - these primary schools have been put into special measures

Green: Above national average

Red: Below national average

GCSE Results 2011

School	% achieving 5+ A*-C including English and Maths		% of pupils making expected progress (2011)	
	2011	2012	English	Maths
England	58.2	59.4	71.8	64.8
Tendring average	51.8	54.5	77.8	54.8
Clacton Coastal Academy	38	36	79	43
Clacton County High	47	51	70	49
Colne Community School	67	72	92	71
The Harwich School	48	57	79	55
Manningtree High School	55	42	64	56
Tendring Technology College	56	69	83	55

NEET Figures

NEET numbers	June 12 Nos	June 12 %	July 12 Nos	July 12 %	Oct 12 Nos	Oct12 %
Known NEET	289	6.3	282	6.3	254	6
Unknown NEET	629	12.6	584	11.7	2186	44.5

Note: Unknown NEET are those young people who have lost contact with schools, colleges or ECC and so may be working or in training, or they may be NEET

% is of total numbers of young people aged 16-19

NEET by Age

Age	May 12	June 12	July 12	August 12	Oct 12	Dec 12
16	22	16	3	0	31	31
17	73	84	83	76	88	76
18	100	98	101	120	119	123
19	85	96	98	110	16	29
Total	280	294	285	306	254	259

JSA Claimants by Age and Duration (Dec 12)

	Tendring level	Tendring %	East %	Great Britain %
Aged 16-64				
Total	3,430	4.4	2.9	3.7
Up to 6 months	2,045	2.6	1.7	2.1
Over 6 months and up to 12 months	564	0.6	0.4	0.6
Over 12 months	920	1.2	0.8	1.0
Aged 18-24				
Total	1,080	11.1	5.8	6.7
Up to 6 months	785	8.0	4.1	4.5
Over 6 months and up to 12 months	135	1.4	0.8	0.9
Over 12 months	160	1.7	1.0	1.3
Aged 25-49				
Total	1,775	4.9	3.1	3.9
Up to 6 months	980	2.7	1.7	2.1
Over 6 months and up to 12 months	250	0.7	0.5	0.6
Over 12 months	545	1.5	0.9	1.2
Aged 50-64				
Total	565	2.0	1.8	2.2
Up to 6 months	280	1.0	0.9	1.0
Over 6 months and up to 12 months	75	0.3	0.3	0.3
Over 12 months	210	0.7	0.6	0.8

Key working age benefit claimants (Feb 12)

	Tendring (numbers)	Tendring (%)	East (%)	Great Britain (%)
Total claimants	15,180	18.0	12.0	15.0
By statistical group				
Job seekers	3,820	4.5	3.3	4.1
ESA and incapacity benefits	6,830	8.1	4.9	6.5
Lone parents	1,440	1.7	1.2	1.5
Carers	1,400	1.7	1.1	1.2
Others on income related benefits	520	0.6	0.4	0.4
Disabled	970	1.2	0.9	1.1
Bereaved	200	0.2	0.2	0.2
Key out-of-work benefits*	12,600	15.0	9.8	12.5

* Key out of work benefits includes JSA, ESA and incapacity benefits, lone parents and others on income related benefits

Apprenticeship Starts

	Age Group	2010/11	2011/12	10/11 to 11/12 % change
Tendring	16-18	189	190	1%
	19-24	201	246	22%
	25+	327	332	2%
Tendring Total		717	768	7%

NVQ attainment

	Tendring numbers 2011	Tendring % of working age population	Tendring numbers 2009	Tendring % of working age population	Great Britain %
NVQ4 and above	10,700	12.9	12,200	14.6	32.9
NVQ3 and above	29,300	35.2	28,600	34.1	52.7
NVQ2 and above	45,900	55.2	44,300	52.8	69.7
NVQ1 and above	65,000	78.2	61,100	72.8	82.7
Other qualifications	5,700	6.8	8,300	9.8	6.7
No qualifications	12,500	15.0	14,600	17.3	10.6

Working Age Population

Age Group	Number
All people - 16 – 64	78,272
16 – 24	11,166
25 – 49	39,097
50 - 64	28,009

Key sources of statistics:

- Joint Strategic Needs Assessment
- JSNA Tendring Local Profile
- Local Futures Tendring Profile
- NEET statistics from ECC
- Apprenticeship statistics from ECC and SFA
- School results league table

Appendix B – Summary of existing Partner activities

Lead Partner	Other Partners	Key Activities
Tendring District Council	Barnardos PCT JCP ECC	Deliver pilot programmes including Families with Complex Needs and Community Budgets
	UofE	Deliver 3 aspiration events per year for primary schools to encourage pupils to go to university
	TET ECC	Research business needs relating to skills development and use resulting information to shape the curriculum
		Develop social clauses in procurement contracts and S106 agreements to encourage use of local labour market and recruitment of apprenticeships
	JCP	Extend pilot programme with JCP and other partners to support SMEs to create new employment and apprenticeship opportunities
	NHS	Delivery of a condition management programme to get individuals with long term conditions or mental health problems back to work
	JCP	Develop a programme of mock interviews with a panel of local employers offering real interview practice for jobseekers
	JCP Schools	Organisation of a military recruitment day in Spring/Summer 13 to showcase careers in the military for jobseekers and new school leavers
	JCP CI	Co-ordination and development of job clubs across the District, particularly in Walton and Brightlingsea where there is currently no provision
		Reprofiling of Big Society fund to focus on projects that deliver improvements to education and skills
		Funding CAB to provide specialist support for those in need
	ECC	Facilitate and support Tendring Youth Assembly
	Police CDRP	Delivery of initiatives to address crime and disorder issues which can also help to re-engage young people in education, employment or training including the Positive Futures and Chelsea FC schemes
	Emergency Services Schools	Delivery of annual Crucial Crew events

Essex County Council	TDC TET	Improve business engagement with schools by promoting school governor vacancies and recruiting business ambassadors to talk to schools about their industry
		Investigate potential transport funding issues arising from the Raising the Participation Age programme that prove a barrier to employment, education and training
	AET TET	Facilitate the development of a STEM centre at Coastal Academy Coast site and promote to businesses
	TDC	Link development of new training facilities and new courses to growth of specific industry sectors
	BCT	Delivery of part-funded apprenticeships in specific sectors including engineering, energy, construction, STEM, logistics and manufacturing
		Delivery and promotion of a 6 month paid work experience to businesses and jobseekers
		Promotion and delivery of the Pathways to Employment programme which supports unemployed people to gain skills to get back into employment
		Delivery of and underachieving primary schools pilot for schools in Tendring, Basildon and Harlow
		Development and promotion of IEssex website to pupils and training providers
	Schools	Provision of specialist support from the NEET Intervention team for NEETs and schools
		Provision of specialist support and training for school governors through Essex Governor Services
		Delivery of a Family Intervention Fund for voluntary and community organisations working with children, young people and parents/carers to support families
		Encourage greater take up of Adult Community Learning (ACL) courses to support lifelong learning
	Schools	Offer up to 10 hours of 1-1 tuition for underachieving pupils in English and Maths
	JCP BCT	Investigate and implement a data sharing protocol to reduce “unknowns” and improve partner engagement with young people
JobCentre Plus		Promotion of national initiatives including Get Britain Working measures, Universal Jobmatch, Youth Contract and liaison with the Work Programme providers
	TDC	Delivery of Sector Based Work Academies linked to growth in key sectors or for specific businesses
	TCHC	Delivery of the Skills Support for the Unemployed programme which offers 1-1 guidance and support for jobseekers
TET/Coast-Ed	TDC JCP	Deliver mentor programme (Job Jungle) for primary schools to raise awareness of a wide range of careers and raise aspirations

TET/Coast-Ed	Schools	Provide multi-agency teams for primary schools in Clacton and Harwich to provide support for vulnerable children and their families through trained family workers, mental health support and RELATE
	Schools	Commission and coordinate a wide range of professional development programmes for member primaries. Training covers up to 50 subjects and could include literacy, numeracy, science, speech, language, pupil wellbeing and Ofsted training.
	Schools	Provision of 36 learning mentors to support young people whose emotional and social challenges are preventing them from fully engaging in education.
	Schools BCT	Develop and promote careers days as a way of ensuring young people fully understand job opportunities in the local market
	Schools	Deliver personal finance lessons for secondary school pupils
	Schools	Provide NEET mentors for every secondary school in Tendring
	ECC Schools	Develop and improve take up and awareness of the Employability for Life Charter amongst pupils and businesses
	TDC ECC	Recruit business ambassadors to talk to schools about their industry
		Work with industry, sector skills councils and education providers to map career pathways in key growth sectors to raise awareness of local career opportunities
	Schools CI	Management of the Manages Moves pilot for secondary schools and FE providers to ensure that young people are offered alternative provision if they become disengaged.
		Providing alternative transport arrangements for the Skills Centre and Studio School to ensure pupils can get access to the courses on offer at these centres
	TDC ECC	Assist schools with sourcing and delivering off-site applied learning provision
	ECC Schools	Promotion of the ACHIEVE portal to more schools to identify those pupils at risk of becoming NEET
BCT Consortium incl. Careertrack and Colchester Institute	JCP	Delivery of pre-apprenticeship and employability training to ensure young people and jobseekers are work ready including courses offered through the Youth East contract
	ECC TDC	Development and delivery of apprenticeships, internships and other vocational pathways and promotion as recognised and valued routes into employment
	TDC Employers	Facilitate the delivery of employer led skills initiatives like Energising Harwich
	TDC ECC	Identify barriers to young people joining FE or employment e.g. transport, health or social issues and work with partners to address these issues

	TET	
BCT Consortium incl. Careertrack and Colchester Institute		Delivery of specialist engineering courses through the Harwich Renewable Energy Centre
		Support for jobseekers through Work Clubs
		Expansion of Careertrack service to include Level 4 qualifications and an expanded range of subjects including Leadership and Management
Signpost	CAB CI	Development and delivery of Gateway to advice and advocacy pre-apprenticeship course to prepare people for an apprenticeship with CAB
		Youth drop in sessions offering support for CV writing, interview skills and job search support
		Operation of Youth East programme for 14-19 yrs offering courses in lifeguarding, first aid, forklift, health and safety and modern and heritage construction skills.
Princes Trust		Delivery of Get Into courses in key sectors
		Delivery of TEAM programmes to young people offering personal development, work experience and involvement in community projects
		Delivery of XL clubs to secondary schools incl. Clacton County High to re-engage young people at risk of underachievement or exclusion
Greater Anglia	JCP Work Programme	Delivery of the Job Track scheme offering up to 6 free train tickets for jobseekers travelling to interviews and two months free train travel if the jobseeker is successful in securing employment
Mayflower Trust		Delivery of a number of apprenticeship and vocational courses as well as employability training for the employed as well as the unemployed
PCT	Schools	Delivery of Health Ambassadors project workshops for all secondary school pupils at KS4

Appendix C – Glossary

ACHIEVE portal	A new online tool that will allow schools to effectively track their students progress and flag up pupils who may be at risk of becoming NEET to allow for more targeted interventions
CI	Colchester Institute
TET	Tendring Education Trust
BCT	Braintree, Colchester and Tendring training provider consortium
AET	Academies Enterprise Trust
NEET	Young person Not in Education, Training or Employment
Managed Moves	Scheme to help young people access the most appropriate education or training
FE	Further Education
IAG	Information, Advice and Guidance
Key Stage 2	National Curriculum target for ages 7-11, yrs 3-6
STEM	Science, Technology, Engineering and Maths
Raising the Participation Age	Government policy to change the school leaving age to 17 by 2013 and 18 by 2015
UKCES	UK Commission for Employment and Skills
Applied Learning	Applied learning is a style of learning that equips and prepares young people for life, learning and employment. It provides Relevant, Engaging Active Learning (REAL) opportunities for students from which they can build their knowledge and understanding of the world in which they live, and develop the essential skills to be successful in it
SMEs	Small and Medium Enterprises
CVST	Community Voluntary Services Tendring
S106	Section 106 agreements – infrastructure and associated contributions from developers for planning applications