

Appendix 10: Post 16 Operational Board

Post 16 Survey report

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1. Overview

A pre-consultation reviewing Bridgend County Borough Council's post 16 education provision was undertaken over a two week period between 27 January and 14 February 2017. The survey received 2,079 responses from a combination of sixth form school teachers, college lecturers and students currently accessing post 16 education. This paper details the analysis associated with the survey.

2. Introduction

A public survey based on Bridgend County Borough Council's post 16 education provision was conducted over a two week period between 27 January and 14 February 2017. The survey was available online bilingually via links emailed to staff and post 16 pupils.

In total, there were 67 questions split across eight grid questions, demographic factors and qualitative feedback. Where possible, questions were routed depending upon the answers provided, as such not all 67 questions would be asked to each individual. All questions in the survey were optional.

All survey responses offered the option of anonymity. Those who did provide an email address were sent an automated HTML thank you response from Bridgend County Borough Council for taking part in the survey.

Alternative versions of the survey were also made available upon request. Comments regarding the consultation were also invited via letter, email and telephone call.

3. Promotional tools and engagement methods

Details of the consultation were sent to secondary school head teachers, the principal of Bridgend College and senior curriculum managers in all secondary schools and the college via email on 27 January 2017. The email asked the recipients to encourage students and associated staff members to respond by distributing the online survey link to all post 16 students, and the staff who teach them. The information was also communicated as an agenda item as part of the formal learning group meeting held in Civic Offices on 27 January 2017.

Four update emails were sent during the survey's live period to provide updates on the number of responses received from staff and students by school / college. The education service circulated these updates to all secondary heads and senior curriculum managers in order for schools to see their own response rates and those of other schools. A number of updates were released together with emails that continued to prompt schools to encourage staff and students to respond. In response to feedback from schools the survey was extended by four days in order to maximise the number of responses and improve the robustness of the data collated.

The success of the response rate was determined by the corporate consultation and engagement team and the importance placed by internal school leadership teams on achieving a high response rate. No other centralised forms of communication were used. Alternative versions of the survey were made available upon request.

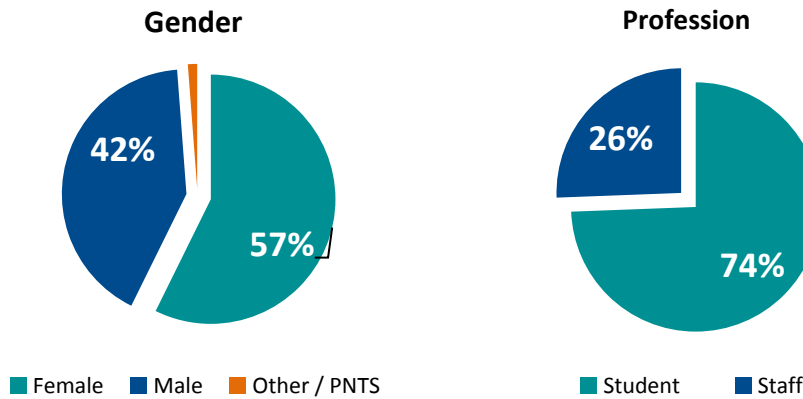
4. Response rate

In total, there were 2,079 online responses from post 16 staff and post 16 pupils.

- Of the 2,079 responses, 1,526 were received from post 16 students and 526 responses were received from staff members.
- No comments were received by letter, email or telephone call.

5. How effective was the consultation?

The consultation was conducted over a two week period. The social demographic data gathered from the survey reflects a good cross section of the county borough's population.



In total, three in five responses (57%) were from females, two in five (42%) were from males, with the remaining one per cent selecting 'other' (0.3%) or 'prefer not to say' (0.9%).

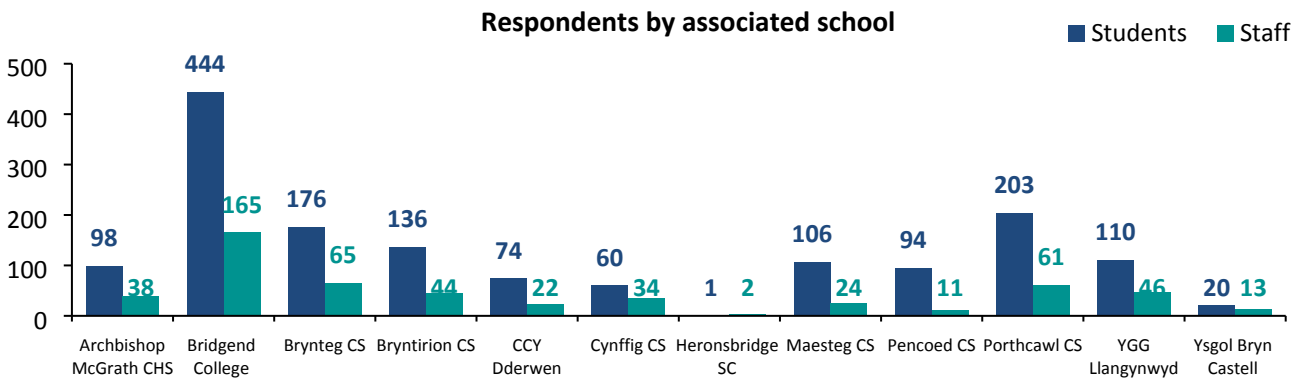
By profession, almost three in four (74%) respondents were students aged 16 or over, and over one in four (26%) were staff.

Student	#	%
Year 12	695	46.3
Year 13	530	35.3
Other	276	18.4
Total	1,501	100.0

Staff	#	%
Senior leader	50	9.9
Middle leader	177	35.1
Teaching staff	277	55.0
Total	504	100.0

More specifically, the majority of students responding were in year 12 (46%), followed by year 13 (35%) and the remaining 18 per cent selecting 'other'. Staff members were divided into three levels: teaching staff (55%), middle leaders (35%) and senior leaders (10%).

The highest number of responses came from Bridgend College with three in ten (30%) of the overall responses. This follows a similar proportion of the number of students in the college in comparison to pupils studying in local schools.



Through the data cleansing process one student was removed as a duplicate. The survey also stores partially completed surveys, of the 590 partial responses, 116 were completed to an acceptable standard to be included within the consultation results.

Data validation measures have been undertaken to ensure that the same respondent could not submit more than one response by analysing the consultation response emails provided. A sample of 1,527 students is robust and is subject to a maximum standard error of ± 1.87 per cent at the 95 per cent confidence level on an observed statistic of 50 per cent. Thus, we can be 95 per cent confident that responses are representative of those that would be given by the total post 16 students, if a census had been conducted, to within ± 1.87 per cent of the percentages reported. This means that if the total post 16 students and associated staff of Bridgend County Borough had taken part in the survey and a statistic of 50 per cent was observed, we can be 95 per cent confident that the actual figure lies between 48.13 per cent and 51.87 per cent.

6. Headline figures

- 6.1 Teaching and learning was the most agreeable section for staff (2.46) whilst student's rated personal skills (1.65) as the most agreeable section.
- 6.2 The most agreeable statements were 'students are able to get on the course(s) of their choice' for students with a score of 2.08. For staff, 'staff are approachable and have developed a positive relationship with students' was the most agreeable statements with a score of 2.80.
- 6.3 The least agreeable statement for students was 'students have access to games / PE every week', and it was the only statement to have a negative response of -0.42 (neither agree nor disagree). Staff rated 'students are able to follow their subject choice in their chosen language of Welsh or English' lowest with a score of 0.60 (slightly agree). Staff also rated the need for students to use transport negatively as they 'agreed' (-1.79) they were aware of students needing to use the service.
- 6.4 College respondents were significantly more likely to disagree that they were made fully aware of all the progression opportunities available at post 16 (0.60) and post 18 (0.95). Sixth form respondents ranked the same statements as 1.36 and 1.45 respectively.
- 6.5 College students felt they have more regular 1:1 meetings with their lecturers, rating the statement 0.97 in comparison to sixth form respondents rating the same statement at -0.12. College students felt they had stronger links with industry and commerce related to their courses, with an average rating of 1.46 in comparison to sixth former respondents rating the statement as 0.69.

7. Question and analysis - consultation survey

Section seven of the report looks at the questions asked in the survey – with 2,079 respondents in total. There were 526 responses from staff and 1,527 responses from post-16 students.

Responses referring to a ‘score’ are calculated by allocating a figure between -3 to +3 for each response between strongly disagree and strongly agree. These scores were then averaged to calculate an overall figure for each statement.

7.1 Please select a language to begin the survey.

Respondents to the consultation survey were initially asked which language they would like to complete the survey in. Overall, 92 per cent of respondents selected English with eight per cent selecting to complete the survey in Welsh.

Language	#	%
English	1,922	92.4
Welsh	157	7.6
Total	2,079	100.0

7.2 Teaching and learning

Teaching and learning	Rank	Score	Overall	Variation
Staff	1	2.46	Agree	0.93
Student	2	1.53	Agree	

Overall students were less supportive than staff members regarding teaching and learning, however, it was the highest ranked theme for both staff and student respondents.

Teaching and learning statements	N	Score	Student	Staff	Visual
Staff are approachable and have developed a positive relationship with students	2,069	2.18	1.97	2.80	=
All courses are delivered by staff who are expert in their subject	2,078	2.10	1.99	2.43	=
Subject staff have high aspirations for their students	2,076	2.03	1.80	2.69	=
Through the use of data and setting personal targets students are challenged and inspired to reach their full potential	2,065	1.86	1.63	2.51	=
Staff are consistent, clear and provide regular feedback to students	2,067	1.84	1.60	2.54	=
The quality of teaching is excellent across courses	2,076	1.83	1.60	2.48	=
Staff are inspirational, innovative, knowledgeable and interesting in their delivery of enjoyable lessons	2,077	1.81	1.58	2.47	=
Staff use a range of different teaching approaches in delivering courses	2,075	1.76	1.50	2.53	=
Staff use a variety of assessment methods to measure student progress and understanding	2,070	1.69	1.42	2.50	=
There is a strong emphasis on personalising learning to meet students' needs	2,071	1.65	1.37	2.47	=
Students are able to select from a range of learning methods suited to their needs and preferred approaches	2,072	1.63	1.33	2.49	=
Students are introduced to the concept of enterprise and entrepreneurship in their courses	2,075	0.86	0.61	1.59	=
Av.	2,073	1.77	1.53	2.46	=

Staff are approachable and have a positive relationship with students was the most popular statement followed by, all courses are delivered by staff who are expert in their subject. The latter statement had the lowest variation between student and staff respondents (var 0.44). The statement, students are able to select from a range of learning methods suited to their

needs and preferred approaches had the largest variation (var. 1.16) as on average pupils score this 1.33 (slightly agree) whilst staff on average scored the statement as 2.49 (agree).

There were three significant variations in responses from sixth form pupils and college students. The biggest variation came from introducing the concept of enterprise and entrepreneurship in their courses with college students scoring the statement as slightly agree (1.02), whilst sixth formers on average selected neither agree nor disagree (0.45).

College students also rated the quality of teaching (1.81) and how inspirational, innovative, knowledgeable and interesting in their delivery of enjoyable lessons (1.75), meanwhile sixth formers rated the former statement as (1.49) and the latter statement as (1.48).

Sixth form staff were more confident of their colleagues expertise, rating courses being delivered by expert staff as 2.60 (strongly agree) whilst college lecturers rated the same statement as 1.94 (agree). Similarly, sixth form staff strongly agreed (2.62) that data was used to set students' targets to challenge and inspire them to reach their full potential in comparison to college staff rating the same statement as agreeable (2.08).

7.3 Subject choices

Subject choices	Rank	Score	Overall	Variation
Staff	5	0.95	Slightly agree	0.35
Student	7	1.30	Slightly agree	

The subject choice theme had the only negative response to a statement in the survey, although rated positively by staff, students rated having access to games / PE every week negatively with -0.42 (neither agree nor disagree) giving the statement a score of -0.03 overall. The statement 'students do not need to travel to another centre to get to one of their chosen subjects' had a negative response from staff (-1.79), who were asked if they were aware of students having to commute to another location, whilst students were asked if they personally did not need to travel to another centre, which had a response score of 0.96 (slightly agree).

Choice subjects statements	N	Score	Student	Staff	Visual
Students are able to get on the course(s) of their choice	2,079	2.03	2.08	1.86	=
The post 16 curriculum offer contains a wide choice of subjects	2,077	1.79	1.64	2.23	=
Students are able to follow their subject choice in their chosen language of Welsh or English	2,073	1.66	1.97	0.60	=
When making choices students have a good balance between vocational and academic subjects in the curriculum offer	2,070	1.50	1.47	1.60	=
Students are able to follow their subject choice in their chosen Faith environment	2,073	1.52	1.65	1.12	=
It is easy to access subjects not available at their school or college	2,072	1.03	1.08	0.89	=
Students do not need to travel to another centre to get to one of their chosen subjects	2,073	0.19	0.96	-1.79	-
Students have access to games / PE every week	2,072	-0.03	-0.42	1.05	-
Av.	2,074	1.21	1.30	0.95	=

The statement 'students are able to follow their subject choice in their chosen language of Welsh or English' is more supported by students 1.96 (agree) than staff 0.55 (neither agree nor disagree). Welsh speaking students (i.e. YGG Llangynwyd) rated the statement on

average as 1.54 (agree), lower than any other school / college students, whilst Welsh speaking staff scored the statement significantly higher with 1.97 (agree), above any other school / college staff.

Staff of the two settings had the widest variation between how easy it was to access subjects not available at the school / college, college staff neither agreed nor disagreed (0.18) whilst secondary school staff slightly agreed (1.16). College students felt they were able to get on their courses (2.37) more so than sixth formers (1.92), and access to physical activity was also higher with college students neither agreeing or disagreeing with the statement (0.05) and sixth formers slightly disagreeing (-0.73).

Over one in ten (13%) students needed to travel to another centre for learning. Of those, approaching two in ten (19%) rated the transport poorly. A qualitative section allowed for further explanation of the rating. There were 32 responses analysed in total – one was removed as it did not describe an issue regarding transportation. There were 35 issues provided.

Three in five of the issues around transport are due to the drivers arriving late (51%). Unsafe / poor drivers was also highlighted as a problem (17%).

Transport issues	#	%
Late driver	18	52.9
Unsafe / poor driver	6	17.6
No transport	3	8.8
Transport doesn't help busy schedule	2	5.9
Missing return collections	2	5.9
More regular transport needed	1	2.9
Wrong drop-off locations	1	2.9
Total	34	100.0

7.3.1 What course did you not get onto and why?

Seven per cent of students and six per cent of staff had a negative response to the statement regarding acceptance to a course. Neutral or negative respondents were then offered the opportunity to provide a qualitative response. In total there were 104 comments provided across 23 topics. The tables below are segregated by profession.

Student responses - issue	#	%
Timetable clash	33	38.8
Low interest	13	15.3
Student capability	11	12.9
Not available	9	10.6
No response provided	7	8.2
Teaching issues	3	3.5
No reason given to student	3	3.5
Course at capacity	3	3.5
Long commute	1	1.2
Twilight course	1	1.2
School told pupil no to college course	1	1.2
Total	85	100.0

Qualitative responses received from staff were more generalised. However, both staff and students selected timetable clashes as the biggest issue around subject choice selection.

Staff responses - issue	#	%
Timetable clash	3	15.8
Low interest	2	10.5
Not available	2	10.5
Post 16s with ALN needs are not always met due to staffing / training issues	1	5.3
Travel put pupils off certain subjects	1	5.3
Restrictions on provision as other schools provide subjects	1	5.3
College not allowed to deliver course	1	5.3
Only available via twilight programme	1	5.3
No choice as school pressure pupils to stay on and study A-levels	1	5.3
Pupils switching from Welsh first language to English first at A-level struggle	1	5.3
No pre-entry or entry level classes outside Heronsbridge	1	5.3
Do not appear to be viewed as important as other subjects	1	5.3
Bridgend college only offer Welsh	1	5.3
Hard to combine A level and a vocational programme	1	5.3
Not promoted enough to all levels of learners	1	5.3
Total	19	100.0

7.3.2 What subjects were you unable to study in your chosen language?

When students were asked what subjects they were unable to study in their chosen language, there were 35 comments highlighting 19 subject choices in total.

The most popular subject was mathematics followed by religious studies. Both English speaking schools and Welsh speaking schools featured 17 requests for subjects being taught in an alternative language.

English speaking respondents	#	%
Mathematics	3	17.6
Religious studies	2	11.8
Welsh	2	11.8
Public service – full course	1	5.9
Business level 3	1	5.9
Travel and tourism	1	5.9
Health and social	1	5.9
English literature	1	5.9
History	1	5.9
Welsh	1	5.9
German	1	5.9
Physics	1	5.9
ICT Welsh	1	5.9
Total	17	100.0

Welsh speaking respondents	#	%
Religious studies	3	17.6
History	2	11.8
Psychology	2	11.8
Chemistry	2	11.8
Biology	2	11.8
Mathematics	2	11.8
Drama	1	5.9
English	1	5.9
Public services	1	5.9
Engineering	1	5.9
Total	17	100.0

7.3.3 What subjects were you unable to study in your chosen Faith and why?

There were 12 qualitative responses regarding students being able to study at their chosen faith setting. No respondent to this question was associated with Archbishop McGrath High School.

School	Subject
Brynteg Comprehensive School	All
Bryntirion Comprehensive School	Religious studies
	All
Pencoed Comprehensive School	Science
	Welsh
Porthcawl Comprehensive School	All
	All
YGG Llangynwyd	Photography
	Physics
	Psychology
	Religious studies
Ysgol Bryn Castell	Mathematics

7.4 Learner support

Learner support	Rank	Score	Overall	Variation
Staff	2	2.28	Agree	0.99
Student	6	1.29	Slightly agree	

Learner support statements had the largest variation in the survey between student and staff respondents overall. The statement with the largest variation was 'students have regular 1:1 meetings with their teachers', students neither agreed nor disagreed (0.31), whilst staff agreed with this statement (2.15). Both staff and students found the statement 'students feel well supported by the school / college pastoral system' as the most agreeable statement within the learner support theme.

Learner support statements	N	Score	Student	Staff	Visual
Students feel well supported by the school / college pastoral system	2,076	1.89	1.60	2.73	=
The additional support students receive meet their needs	1,577	1.83	1.57	2.48	=
Students have worthwhile opportunities to talk to a wide range of external partners e.g. Careers Wales advisor, college, higher education, employers and training providers	2,069	1.65	1.45	2.22	=
Additional support has been made available to students when they need it	2,064	1.77	1.46	2.54	=
Students do not feel pressured into choosing a particular post 16 progression route	2,073	1.62	1.48	2.00	=
In year 12/13 students are made fully aware of all their progression opportunities available to them at post 18	2,071	1.58	1.39	2.17	=
Students know how to apply for the range of progression opportunities that are available to them	2,068	1.51	1.27	2.21	=
In year 10/11 students are made fully aware of all their progression opportunities available to them at post 16	2,068	1.41	1.21	2.04	=
Students have regular 1:1 meetings with their teachers	2,072	0.78	0.31	2.15	=
Av.	2,015	1.55	1.29	2.28	=

By year group, year 13 students agreed that the additional support they receive meets their needs (1.74), whilst year 12 students slightly agreed (1.45). Similarly, year 13 students were more confident they knew how to apply for a range of progression opportunities scoring 1.49 against year 12 students scoring 1.06.

College respondents slightly agreed (1.32) with the statement 'I have regular 1:1 meetings with my teachers' whilst secondary school respondents neither agreed nor disagreed (0.36). College students slightly agreed (0.97) with the same statement, whilst sixth former students (-0.12) chose neither agree nor disagree. Staff responses followed a similar pattern.

College respondents were significantly more likely to disagree they were made full aware of all the progression opportunities available at post 16 (0.60) and post 18 (0.99). Sixth form respondents ranked the same statements as 1.41 and 1.61 respectively.

That variation is even larger between staff members, college staff were significantly more likely to disagree they were made fully aware of all the progression opportunities available at post 16 (0.48) and post 18 (1.04). Sixth form staff ranked the same statements as 2.27 and 2.37 respectively. Sixth form staff (2.27) are more likely to agree that students do not feel pressured into choosing a particular post-16 progression route in comparison to college staff (0.99).

7.4.1 Additional support

There were 55 responses in total, seven responses across six topics from staff and 48 responses across 21 topics from students. Overall 95 per cent of staff agreed that additional support available meets the needs of the students. Those who disagreed provided the following qualitative responses.

Staff	#	%
Better (impartial) support on FE / career	2	28.6
No encouragement for those not suitable for Sixth form	1	14.3
Need more emotional support	1	14.3
Better communication	1	14.3
Support varies	1	14.3
Dyslexic support post KS3	1	14.3
Total	7	100.0

Three in four (75%) students agree that the additional support received met their needs. Of those who disagreed, or neither agreed nor disagreed, there was an opportunity to provide additional information through a qualitative question. The top three comments totalled almost half (48%) of the responses received, all three were related to support from teachers regarding their education.

Students (1/2)	#	%	Students (2/2)	#	%
Need to provide extra revision lessons	9	18.8	Some classes need more support	1	2.1
More 1:1 teaching	8	16.7	Any	1	2.1
General - more support from teachers	6	12.5	The staff need more support	1	2.1
Need more emotional support	4	8.3	Pupil stated 'I have no idea what I'm doing'	1	2.1
Better (impartial) support on FE / career	4	8.3	After school clubs	1	2.1
More financial support	2	4.2	Lessons in media	1	2.1
General - more support for students	2	4.2	More support on how pupil feels they're doing	1	2.1
Recover lost time in lessons	1	2.1	Time management	1	2.1
No times were available for additional support	1	2.1	More information	1	2.1
Better understanding of my young carer situation	1	2.1	More support around assignment deadlines	1	2.1
Support to improve spelling	1	2.1	Total	49	100.0

7.5 Digital learning

Digital learning	Rank	Score	Overall	Variation
Staff	6	1.71	Agree	0.19
Student	3	1.52	Agree	

Digital learning had the lowest level of variation between student responses and staff responses in comparison to the other themes measured. Staff rated 'students are increasingly making use of digital platforms and resources for independent learning' as the most agreeable with a score of 2.22 (agree), this is the biggest variation of the five digital learning statements, students rated this as 1.62. 'There is a good IT provision and access

to the internet and learning platforms’ was the most popular statement for students at 1.67 (agree) as the most agreeable digital learning statement. The statement was equally supported by staff (1.67). Students ‘being able to use their own devices in school / college was also supported more by students (1.45) than staff (1.38).

Digital learning statements	N	Score	Student	Staff	Visual
Students are increasingly making use of digital platforms and resources for independent learning	2,074	1.77	1.62	2.22	=
There is good IT provision and access to the internet and learning platforms	2,071	1.67	1.67	1.67	=
Students have access to the latest technologies as part of their course	2,068	1.51	1.41	1.66	=
Students have access to the latest technologies to communicate with staff	2,067	1.46	1.45	1.68	=
Students are able to use their own devices in school / college	2,071	1.43	1.45	1.38	=
Av.	2,070	1.55	1.52	1.71	=

All statements were rated overall as slightly agree or higher.

Sixth form staff are more satisfied with the technology available agreeing with the three statements regarding IT provision (1.89), access to latest technologies as part of their course (1.77) and to communicate with staff (1.87). College staff scored each of the following three lower: IT provision (0.90), access to latest technologies as part of their course (1.06) and to communicate with staff (1.11). However, overall the only significant variation between sixth forms and the college came from the IT provision statement: college scoring 1.41 and the sixth form 1.68.

7.6 Personal skills

Personal skills	Rank	Score	Overall	Variation
Staff	4	1.88	Agree	0.23
Student	1	1.65	Agree	

Of the eight statements, students were more likely to agree to having ‘well developed essential skills’ with a score of 2.02 (agree) in comparison to staff who were less confident in students’ essential skills and rated the same statement at 1.72 (agree), their joint lowest statement in terms of scoring. The statement ‘students are well supported academically through the transition from GCSE to A-level so their expected standards didn’t drop’ was the highest ranked statement for staff with 2.22 (agree) whilst students rated it lower at 1.34 (slightly agree), the largest variation between the two professions in this area. The second largest variation came from the statement ‘students are well supported and prepared by school / college for the workplace and / or higher education’, both students (1.59) and staff (2.20) agreed with the statement.

Personal skills statements	N	Score	Student	Staff	Visual
Students have well developed essential skills	2,070	1.94	2.02	1.72	=
Students have well developed wider skills	2,070	1.91	1.99	1.72	=
Students are capable and independent learners	2,067	1.85	1.90	1.74	=
Students are well supported and prepared by school / college for the workplace and / or higher education	2,067	1.75	1.59	2.20	=
Students are able to cope with difficulties and challenges	2,071	1.60	1.56	1.72	=
Student are well prepared to contribute to my local community and wider society	2,064	1.60	1.48	1.93	=
Students are well supported academically through my transition from GCSE to A-level so my expected standards didn't stop	2,064	1.56	1.34	2.22	=
Students have good opportunities for work experiences and making connections to employers	2,066	1.43	1.31	1.78	=
Av.	2,067	1.71	1.65	1.88	=

There were several large variations between staff members from the college and secondary schools. The largest being 'students are well supported academically through the GCSE to A-level transition' college staff rated this as 1.23 (slightly agree) against secondary staff agreeing (2.43). Sixth form students were significantly more likely (1.38) to state they were well supported in the transition from GCSE to A-level against college students (1.10). This variation was also prevalent in the findings overall from college (1.14) and sixth form (1.52) respondents.

Regarding students' personal skills, college staff rated students having well developed essentials skills (0.77) and wider skills (0.91) as slightly agree, sixth form staff rated both higher at 2.05 for essential skills and 1.98 for wider skills. Secondary staff also agreed (2.09) that students were well prepared to contribute to the local community and wider society, whilst college staff slightly agreed (1.36).

7.7 The extra-curricular offer

Extra-curricular	Rank	Score	Overall	Variation
Staff	5	1.81	Agree	0.62
Student	7	1.19	Agree	

Students ranked the extra-curricular offer the lowest of the seven themes, whilst staff scored the theme above learner support and digital learning.

The statement regarding having a strong peer support in college / sixth form was the highest ranked extra-curricular statement for both professions, and the only statement students rated as 'agree' (1.58) overall. Staff responses varied in score from 1.53 to 2.10 but all were rated overall as 'agree'. Staff rated the statement 'there are strong links with industry and commerce related to students' courses' the lowest with 1.53 (agree), the statement was rated as slightly agree (0.95) by students, which is slightly above their lowest statement 'there are good extra-curricular opportunities that enrich my subject course provision' (0.94).

Extra-curricular statements	N	Score	Student	Staff	Visual
There is strong peer support in college / sixth form	2,067	1.72	1.58	2.10	=
There is an excellent social network in college / sixth form	2,067	1.50	1.40	1.82	=
There is a wide range of extra-curricular opportunities in my college / sixth form	2,066	1.25	1.05	1.84	=
There are good extra-curricular opportunities that enrich my subject course provision	2,062	1.14	0.94	1.73	=
There are strong links with industry and commerce related to students' courses	2,068	1.10	0.95	1.53	=
Av.	2,066	1.35	1.19	1.81	=

For extra-curricular statements there were two significant differences between college students and sixth formers. College students slightly agreed they had strong links with industry and commerce related to students' courses (1.46) against sixth formers who rated the statement as slightly agree (0.69) on average. Staff also followed the same opinion where college staff rated the statement at 1.93 (agree) against 1.12 (slightly agree) by secondary staff.

The second significant variation for students was regarding the statement 'there are good extra-curricular opportunities in my college / sixth form' was more agreeable with college students (1.21) than sixth formers (0.75).

Support from peers (2.16), social networks (1.90) and a wide range of extra-curricular opportunities (1.87) are rated higher by secondary staff than college staff who scored support from peers (1.64), social network (1.28), and a wide range of extra-curricular opportunities (1.39). Staff feedback also supported these statements.

7.8 The learning environment

Learning environment	Rank	Score	Overall	Variation
Staff	3	2.10	Agree	0.66
Student	4	1.44	Slightly agree	

All five learning environment statements were ranked in the same order by both students and staff. The biggest variation of the five statements was from the statement 'there is a tolerant, inclusive and welcoming culture in the college / sixth form environment' which was agreeable to students (1.68) and strongly agreeable (2.66) to staff, the most supported statement for both professions. The only statement to be rated below 'agreeable' was 'students were able to enjoy a good common room and other facilities for 16-19 year olds' which was rated as slightly agreeable (0.95) and agreeable (1.57) by staff giving an overall scoring of 1.12.

Learning environment statements	N	Score	Student	Staff	Visual
There is a tolerant, inclusive and welcoming culture in the learning provider / college / sixth form environment	2,043	1.93	1.68	2.66	=
Students feel that, regardless of need or ability, everyone feels included in lessons and other 16 – 19 year old activities	2,047	1.78	1.58	2.36	=
Students' courses are delivered in excellent learning environments with specialist facilities	2,052	1.62	1.49	2.02	=
Students have excellent facilities for independent learning and study	2,045	1.57	1.48	1.84	=
Students are able to enjoy a good common room and other facilities for 16 – 19 year olds	2,047	1.12	0.95	1.62	=
Av.	2,047	1.61	1.44	2.10	=

On average, respondents in year 12 were more likely to agree they had a good common room and other facilities (1.13) compared to year 13 students (0.79).

College students were more satisfied with the learning environment and facilities available as defined in the two statements: students' courses are delivered in excellent learning environments with specialist facilities, scoring 1.70 against sixth formers scoring of 1.34. Similarly, college students agreed (1.72) to having excellent facilities for independent learning and study whilst sixth formers slightly agreed (1.30) for the learning environment theme, this was the largest variation between college and sixth form students.

Although college students were more supportive than sixth form students overall, sixth form staff were more likely to agree with the statements regarding the learning environment than college staff. Everyone feels included in lessons (2.41), courses are delivered in excellent learning environments with specialist facilities (2.11) and having a good common room (1.75) were all significantly more supported by sixth form staff than college staff who rated the same three statements as: 2.03, 1.62 and 0.95.

8. Conclusion

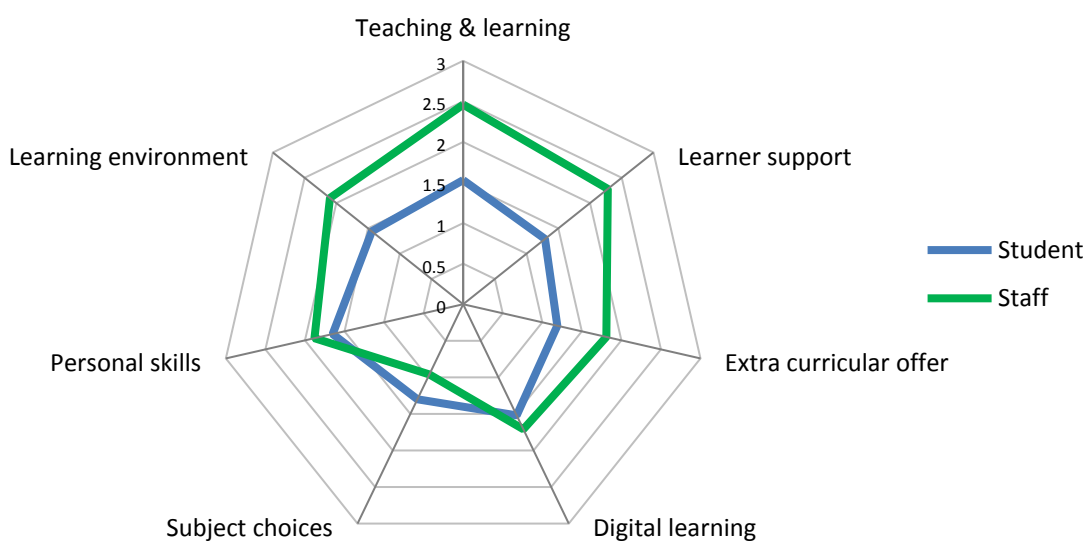
A response rate of 1,527 students to the survey questions is robust and is subject to a maximum standard error of ± 1.87 per cent at the 95 per cent confidence level. This means that if the total population of Bridgend County Borough had taken part in the survey and a statistic of 50 per cent was observed, we can be 95 per cent confident that the actual figure lies between 48.13 per cent and 51.87 per cent.

Overall, the current post 16 provision was supported by respondents with only one statement, regarding access to physical activity, having a negative response overall (-0.03). In reporting the findings, each statement and theme has been given an equal weighting of importance.

8.1 Post 16 education in the county borough.

	Teaching & learning	Personal skills	Learning environment	Digital learning	Level of support	Extra-curricular	Subject choices
Student	1.53	1.65	1.44	1.52	1.29	1.19	1.30
Staff	2.46	1.88	2.10	1.71	2.28	1.81	0.95
Variation	0.93	0.23	0.66	0.19	0.99	0.62	0.35
Average	1.77	1.71	1.61	1.57	1.55	1.35	1.21

Overall, teaching and learning was the most supported area of post 16 education, it was also the most supported area for staff and the second most supported for students. Although subject choices was rated the lowest overall, there is a big variation for staff from the question regarding travelling to another centre to get onto a chosen subject, if this statement is removed from the average, the staff average would rise from 0.96 to 1.34. For students, the lowest scoring theme was the extra-curricular offer.



For students, personal skills (1.65), teaching and learning (1.53) and digital learning (1.52) were rated as 'agreeable' overall. All other themes were 'slightly agreeable'. For staff, the only theme not to be rated as 'agreeable' was subject choices which was rated as 'slightly agreeable'.

By school / college, both Archbishop McGrath High School and Brynteg Comprehensive School were rated highest by respondents in three areas. Bridgend College had the lowest level of variation between its highest ranked statement and its lowest with a difference of 1.99. Each bold score within the table shows the highest score for that particular theme whilst each underlined figure shows the highest scored theme for the particular school / college. See appendix for more information on the individual school results.

	Teaching & learning	Subject choices	Level of support	Digital learning	Personal skills	Extra-curricular	Learning environment
Archbishop MG	1.91	1.46	1.72	1.86	1.88	1.56	<u>1.99</u>
Bridgend College	<u>1.80</u>	1.22	1.41	1.54	1.57	1.41	1.60
Brynteg CS	1.88	1.28	1.86	1.48	<u>1.99</u>	1.61	1.72
Bryntirion CS	1.82	1.29	1.85	1.49	<u>1.94</u>	1.42	1.86
CCYD	1.33	0.87	1.00	<u>1.86</u>	1.50	0.79	0.97
Cynffig CS	<u>1.97</u>	0.98	1.52	1.44	1.70	1.02	1.53
Maesteg CS	1.44	1.00	1.25	<u>1.65</u>	1.37	0.70	1.11
Pencoed CS	<u>1.25</u>	0.87	0.95	0.92	<u>1.25</u>	0.60	0.96
Porthcawl CS	1.89	1.41	1.81	1.71	<u>1.97</u>	1.58	1.67
YGG Llangynwyd	1.88	1.21	1.69	1.86	1.79	1.56	<u>1.99</u>
Average	1.77	1.21	1.55	1.57	1.71	1.35	1.61

Top five statements:

By statement, students felt confident in their own essential skills (2.04) and their wider skills (1.97) however this was not necessarily agreeable with staff responses. Staff rated both students' essential skills and wider skills as 1.72. Students agreed they were able to get on the course(s) of their choice (1.96) and their chosen language of English or Welsh (1.96). Staff were much less likely to agree with the latter point, the statement being the second lowest overall for the cohort. Students believed they had positive relationships with staff (1.93) which was the fifth highest statement overall. Staff were also confident in this statement, it received the highest score with staff 'strongly agreeing' (2.83). Staff statements ranked three to five were all rated as 'agreeable' by students, giving validity to the staff perceptions.

Rank	Students	Score	Staff	Score
1	Students have well developed essential skills	2.04	Staff are approachable and have developed a positive relationship with students	2.83
2	Students have well developed wider skills	1.97	Subject staff have high aspirations for their students	2.73
3	I was able to get on the course(s) of my choice	1.96	Students feel well supported by the school / college pastoral system	2.71
4	Students are able to follow their subject choice(s) in their chosen language of Welsh or English	1.96	There is a tolerant, inclusive and welcoming culture in the learning provider / college / sixth form environment	2.60
5	Staff are approachable and have developed a positive relationship with students	1.93	Staff are consistent, clear and provide me with regular feedback	2.57

Bottom five statements:

Students slightly disagreed that they had access to games / PE every week scoring the statement as -0.65 overall.

Rank	Students	Score	Staff	Score
1	Students have access to games / PE every week	-0.65	Learners do not need to use transport to get to one or more of their chosen subjects	-1.84
2	Students have regular 1:1 meetings with student's teachers	-0.01	Students are able to follow their subject choice in their chosen language of Welsh or English	0.55
3	Students are introduced to the concept of enterprise and entrepreneurship	0.51	Students have access to games / PE every week	0.98
4	There are strong links with industry and commerce related to my courses	0.76	It is easy to access subjects not available at a student's school or college	1.06
5	There are good extra-curricular opportunities that enrich my subject choice provision	0.80	Students are able to follow their subject choice(s) in their chosen Faith environment	1.15

8.2 College vs. Sixth forms

There are 15 statements in total that vary by more than ± 0.25 between college and sixth form respondents. The biggest variation was regarding being made fully aware of progression opportunities available, college respondents rated the post 16 statement as 0.60 (slightly agree) whilst sixth form respondents rated it significantly higher at 1.59 (agree). The same statement for post 18 had a similar variation with college respondents slightly agreeing (0.99) and sixth form respondents agreeing (1.70).

College respondents felt they had more regular 1:1 meetings with their teachers (1.32 against 0.39) and stronger links with industry and commerce related to their courses (1.58 against 0.80). College respondents also slightly agreed (1.26) more to the statement 'there are good extra-curricular opportunities that enrich my subject course provision' but sixth form staff were slightly less supportive (0.98) of the same statement. Similarly, regular 1:1 meetings were rated lower by sixth form pupils whom neither agreed nor disagreed with the statement (-0.12) whilst college students slightly agreed (1.02). Sixth form students were more likely to disagree scoring -0.73 (slightly disagree) overall against college students who neither agreed nor disagreed with the statement (0.05).

Sixth formers felt more supported academically through the GCSE to A-level transition rating the statement as 1.63 (agree), higher than college students who slightly agreed (1.14) with the statement. This was more significant between staff (var. 1.20) than students (var. 0.28).

Regarding subject choices, the statement 'it is easy to access subjects not available at a students' school or college' was more agreeable to sixth form staff (1.02) than college staff (0.62) both slightly agreeing overall, there was a similar opinion from students as college students scored the statement 1.00 and sixth form students scored 1.08.

Sixth form staff were more comfortable with their students' personal essential skills (2.05) and developed wider skills (1.98) in comparison to college students who rated their essential skills (0.77) and wider skills (0.91) lower. However, college students (1.02) were more likely to agree that their course(s) introduced them to the concept of enterprise and entrepreneurship than sixth formers (0.45).

Although students feel similar to one another, sixth form staff agree that there is a good IT provision and access to the internet and learning platforms (1.89) in comparison to college staff (0.90) who overall, slightly agree with the statement. Similarly, sixth form staff also feel students are able to enjoy a good common room and other facilities for 16-19 year olds (1.75) more so than college students (0.95).