

# *14-19 and London: an evidence base*

FINAL

September 2010

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**Note:**

**This document is a final version of the draft report released to London local authorities in June 2010. Note that some of the information presented reflects participation and achievement objectives established under the previous government. The information is correct as of May 2010.**

**14-19 and London: an evidence base**  
**September 2010**

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## Foreword

*14-19 and London: an evidence base*, jointly produced by the Young People's Learning Agency (YPLA) and the London Regional Planning Group (RPG), is a key reference point for those engaged in the 14-19 education and training sector. It is both the statistical basis for planning and commissioning education and training for young Londoners and an informed guide on the education, training and employment landscape for young people in London.

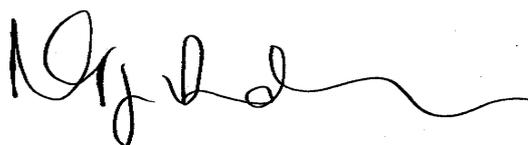
Following the release of the draft version to local authorities in June 2010, *14-19 and London: an evidence base* received positive feedback from a range of partners. It is consequently being formally released to ensure all interested organisations and individuals are able to make use of it.

*14-19 and London: an evidence base*, gathers together key data and intelligence to provide an accessible and user friendly evidence-base. There are three core themes: **London's Economy and Employer Skills Needs; Participation;** and **Achievement**. A **Championing Young People's Learning** section features case studies of young people; a **Pre-16 achievement** section provides evidence on how early achievement has an important role to play in post-16 and provides evidence of the attainment gap for some young people in London.

This document will not answer every question and in many cases will be the beginning of further lines of enquiry. Links are provided throughout to allow the reader to investigate further at a local, regional and national level. Whether you are a practitioner seeking to make informed decisions, or a policymaker interested in these 14-19 data sets in London, we hope this document will be of use to you.



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## 1. Quick User Guide

### What is it?

*14-19 and London: Transforming Challenge into Opportunity* is both the statistical basis for planning and commissioning education and training for young Londoners and an informed guide on the education, training and employment landscape for young people in London.

### Why should I read this?

Whether you are a practitioner seeking to make informed decisions, or a policymaker in need of a high level overview of the issues affecting 14-19 year olds in London, this will be able to help you.

### How do I use it?

The document provides a wide range of information and allows you to access the detail most appropriate to your needs; you can immediately view the sections of interest to you. It includes regional and borough level information from a range of sources.

Read in conjunction with the Young People's Learning Agency (YPLA) National Core Dataset (available to local authorities through the Provider Gateway), London YPLA's Management Information & Data Analysis Suite (MIDAS) and the links provided. The bibliography also highlights further resources publicly available on the internet.

### What does it look like?

The three core themes are **London's Economy and Employer Skills Needs; Participation;** and **Achievement**. There is also a **Championing Young People's Learning** section, which features case studies of young people. A **Pre-16 achievement** section provides evidence on how early achievement has an important role to play in post-16 and provides evidence of the attainment gap in London.

### I want to read it but don't have much time....

There is a **Summary of Findings** section to give you the headline messages.

### What it doesn't do...

It will not answer every question and in many cases will be the beginning of further lines of enquiry. Greater detail is provided for some issues, such as GCSE achievement, but others need to be considered on a borough by borough basis.

### What is the National Core Dataset?

The core dataset has been produced by all nine regions for each of their local authorities. It encompasses 28 tables ranging from demographics, participation, achievement, young offenders and young people not in employment, education and training (NEET). London local authorities can access their individual tables through the Provider Gateway. More information on the Core Datasets is provided in Appendix 2

### What is the Provider Gateway?

The Provider Gateway is a web-based application which allows the YPLA, Skills Funding Agency, Ofsted, local authorities (LAs) and providers to share and access information which supports quality assurance, improvement and inspection. Reports available to users include; Draft Strategic Analysis Report, Core Data Tables, School Census Reports and 16-18 Allocation Documents. More details can be found in Appendix 3.

This document includes a mixture of both National Core Dataset and London Region produced information as of 10<sup>th</sup> May 2010.

## 2. Summary of Findings

### Section 3: London's Economy and Employer Skills Needs

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- **Clear link between employment and qualifications.** The employment rate of Londoners qualified to degree level is 88% compared to 65% for those without level 2.
- London employers are the **most likely of any region to identify employability and basic skills as important requirements.**
- London employers are **less likely to recruit a school or college leaver and also more likely to say that young people are less well prepared for work.**
- **Poor attitude / personality or lack of motivation (soft skills)** amongst 16 and 17 year old recruits is a key issue for London employers.

### Section 4: Learning Infrastructure

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- **£917million is allocated to Further Education (FE) and School Sixth Form provision** in 2010/11, an increase of approximately 6.3%. The number of learner places has grown by 2% from 165,400 to 168,800 in 2010/11.
- **Significant investment in the provider infrastructure.** Over £500 million invested in 67 capital projects from 2004 to 2009; 376 providers funded to deliver 16-18 provision in 2010/11, in addition to 35 Academies.

### Section 5: Pre-16 attainment

Page 15

- **67% achieve level 5 in Maths and English at Key Stage 3.** Females are more likely to achieve; 70% compared to 63%. Key Stage 3 is important as it indicates potential outcomes at GCSE.
- **54% achieve 5 A\*-C GCSEs including Maths and English in London.** All boroughs improved in 2008/09; however achievement by borough varied significantly.
- **Significant attainment gap at GCSE for certain groups of young people;** achievement of 5 A\*-C GCSEs including Maths and English is significantly lower for pupils eligible for free school meals (gap of 20.8%), pupils with special educational needs (45.1%) and looked after children (40.9%).

### Section 6: 16-18 Participation

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#### *Who is in learning?*

- **London has the highest participation rate nationally** of 16 and 17 year olds. A significant gender gap exists; males account for two thirds of those not participating.
- **86% of 17 year olds participate in learning, compared to 94% of 16 year olds,** suggesting a high drop-out rate.
- **School census figures for autumn 2008 and 2009 indicate an increase in Year 12 and Year 13 numbers, in contrast to a projected decrease by the GLA and ONS in the 16-18 cohort.** London must accurately project the 16-18 cohort to enable sound planning.
- **Proportion of 16-18 year olds in employment fell from 7.1% to 4.9% in December 2009.** This was the highest drop of any region and may be as a result of declining employment, combined with more young people choosing to stay on in learning.
- **Approximately 6,300 young people are in employment without training;** outcomes for this group are only marginally better than for the NEET group.

### What and where do learners learn?

- **The majority of learners are on level 3 courses.** Approximately three quarters of provision in London is at level 3 and this trend is increasing.
- **London is closer than previous years to meeting planned learner numbers in 2009/10.** Enrolment figures for 2009/10 indicate a closer match between planned and actual learner numbers, compared to a difference of 5,350 (3.2% in 2008/09). This improvement is the result of a better alignment between strategic planning and demand led funding.
- **Many young people travel significant distance for their learning.** Each borough has unique travel to learn patterns.
- **London has the lowest Apprenticeship delivery nationally;** the number of young people participating has however increased since 2007/08.
- **Wide range of support and learning opportunities available to encourage participation in education and training;** including European Social Fund and third sector provision, financial assistance to poorer learners, September Guarantee and Information, Advice and Guidance.

### Who is not in learning?

- **10,500 young people are Not in Education Employment or Training (NEET),** equivalent to 5.3% of the cohort in December 2009. High levels of NEET amongst 16-18 year olds with a Learning Difficulty and/or Disability.
- **NEET increases by age;** in addition, the proportion of 18 year olds who are NEET has increased, compared to a decrease for 16 and 17 year olds.
- **Significant fall in participation at 17;** maintained schools account for the largest drop in participation from 16 to 17. The 9% gap in London is above the national average of 6% and has remained at its current level since 2002.
- **Research suggests that learners leave early due to** the course being 'not what I wanted to do after all', 'too difficult' and 'poor quality teaching/training'.

### Section 7: 16-19 Achievement

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- **Further Education level 2 and level 3 Success Rates are below the national average.** Level 2 however has increased steadily since 2006/07; level 3 fell in 2008/09 compared to an increase nationally.
- **Apprenticeship Success Rates are below the national average but have improved significantly since 2006/07.** The overall increase is driven largely by improvements in Advanced Apprenticeships, which have risen well above the national average.
- **GCSE point scores are below the Grade C pass threshold for some level 3 provision.** 68 colleges and schools had students entering level 3 provision with scores below this threshold.
- **London exceeds the national average for level 3 achievement by 19;** 52% of 19 year olds have a level 3 by 19, compared to 50% nationally. Achievement has grown year on year since 2004.
- **London's average A-level points score per candidate is the lowest in the country;** 691.3, compared to 739.1 nationally. Average points score per student did however improve by approximately a third of a grade in 2008/09. There is a significant variation between outer and inner London – 709.5 compared to 644.1.
- **Average A-level point score per entry slightly above the national average;** 209.8 compared to a national average of 208.3 nationally for maintained schools and colleges. Significant variation between providers.

### 3. London's Economy and Employer Skills Needs

This section provides an overview of the labour market and employer skills needs and how this impacts on young people. The London Skills and Employment Board's (LSEB) London Story, together with a range of other valuable sources, provide greater in-depth information and are referenced throughout the section.

#### 3.1 London's labour market at a glance:<sup>1</sup>

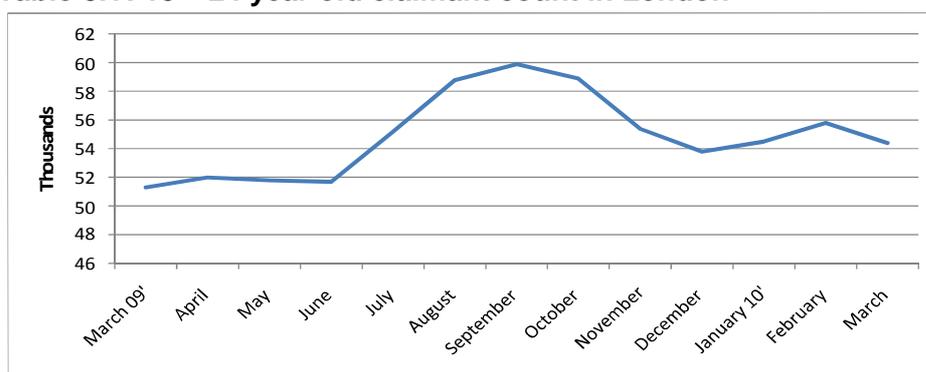
- **Approximately 4.68 million workers** and over 600,000 people self employed. 750,000 commute daily to work in London.
- **Highly skilled workforce**; 46% of jobs filled by graduates. High levels of the population however have no or low qualifications.<sup>2</sup>
- **Clear link between employment and higher level qualifications.** The employment rate for the 40% of London's working age population with level 4 qualifications is 88%; for people with qualifications below level 2 it is 65%; for those with no qualifications, it is just 45%.
- **Diverse economy.** High employment in finance, commerce, health, education, retail, culture, media and tourism. Emerging industry, such as 'Green Economy' and new technologies, likely to be key sectors of employment in the future.
- **London's population predicted to increase by 1.3 million over the next 20 years.** The priority is to ensure that Londoners have the skills to take up more of the jobs available.

#### 3.2 The labour market and the recession

During the recession, employment has declined and unemployment has risen in both London and the UK. In 2009, there was a 2% reduction in employment (almost 100,000 jobs), with a further 20,000 (0.4%) job losses forecast for 2010.<sup>3</sup>

Although some high skilled employees have lost their jobs, the increase in unemployment has occurred mostly amongst people in relatively low skilled occupations such as Administrative and Secretarial, Sales and Customer Service and Elementary Occupations.<sup>4</sup>

**Table 3.1: 18 – 24 year old claimant count in London**



Source: [Regional Monthly Data: April 2010, ONS](#)

<sup>1</sup> Source: [The Mayor's Economic Development Strategy](#) unless otherwise highlighted. See also [Economic Evidence Base](#), GLA, May 2010.

<sup>2</sup> See [The London Story Update 2009](#) for further information, statistics, etc.

<sup>3</sup> [The Economic Outlook for London, City of London, April 2010.](#)

<sup>4</sup> [The London Story Update 2009](#)

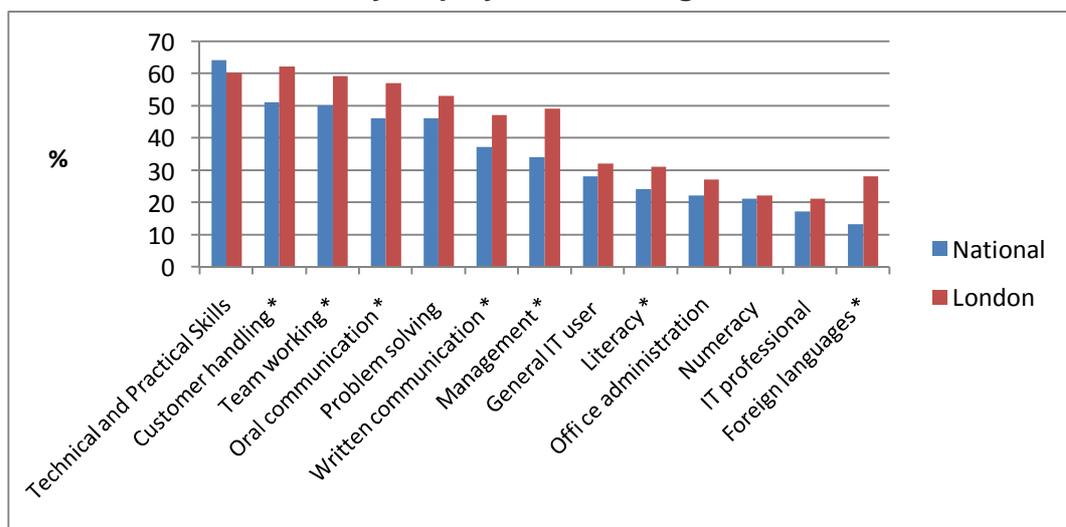
Unlike the rest of the UK where 16-24 year olds have been disproportionately impacted by the recession, figures suggest young people in London have not suffered a disproportionate increase in unemployment compared to other age groups. Although between March 2009 and March 2010 the claimant count for 18-24 year olds increased by 6% to 54,000, this compares to 14% and 16% increase respectively for 25-49 and 50+ age groups. These figures may reflect that some young people have chosen to stay longer in education.<sup>5</sup>

### 3.3 What skills do employers need now and in the future? <sup>6</sup>

The *National Employer Skills Survey 2009* found that fewer employers in London report having staff not fully proficient in their job; 17% compared to 19% nationally. The scale of skills gaps varies significantly across London, ranging from 12% in Waltham Forest to 26% in Barking and Dagenham. Employers in thirteen boroughs report skills gaps above the regional average.

Although less likely to report technical and practical skills as lacking in the current workforce, London employers are the most likely of any region to identify employability and basic skills as important requirements.<sup>7</sup>

**Chart 3.1 Skills identified by employers as lacking in the current workforce**



Source: *National Employers Skill Survey, 2009*

Note: \* denotes highest figure of any region nationally

*New Industry, New Jobs* (Department of Business, Enterprise and Regulatory Reform, 2009) identified a series of industrial areas with potential economic expansion, including: advanced manufacturing, low carbon economy, digital economy, life sciences and pharmaceuticals, professional and financial services, and engineering/construction. New ways of working will necessitate the re-skilling and up-skilling of jobs, with individual sectors having specific wide ranging skills requirements to ensure their continued growth and productivity.<sup>8</sup>

<sup>5</sup> [The London Story Update 2009](#). See Participation section for more information on the increase in 16 and 17 year old learners participating in education and training.

<sup>6</sup> See also [Ready to grow: business priorities for education and skills](#) for further information on the CBI's list of priorities for education and skills. This includes the importance of employability skills and STEM skills.

<sup>7</sup> In the *National Employer Skill Survey 2009*, 17% of employers said they had skills gaps within their establishment. This graphic represents the skills identified by those employers. See 'Key Sectors and their skills needs', [National Strategic Skills Audit, UKCES, 2010](#) for more information on a range of key job roles and technical skills required within individual sectors both now and in the future.

<sup>8</sup> For more detail, see 'Key Sectors and their skills needs' in [National Strategic Skills Audit, UKCES, 2010](#).

**In Focus: The ‘greening of existing jobs’.**

- From simply changing the way existing activities are carried out such as greener, more fuel-efficient ways of driving in the logistics sector to the scientific and technical skills needed to design, evaluate, monitor systems of energy use in manufacturing, new ways of working will necessitate the re-skilling and up-skilling of jobs.
- The ability to identify and apply developments in technology is likely to be central to achieving business process improvements, highlighting the importance of Science, Technology, Engineering and Mathematics (STEM) related skills.<sup>9 10</sup>
- National Skills Academies (NSAs) announced for rail engineering, logistics, green building services, biotechnology and composites.<sup>11</sup>
- Science and Mathematics accounted for 33,000 enrolments in Further Education in 2009/10, (10.1% of all enrolments).<sup>12</sup>

Current job >	Core training requirement >	Additional low carbon skill requirement >	New low carbon job
Electrician	Apprenticeship, BTEC or NVQ/SVQ	Working on roofs; installation of solar PV panels	Solar PV fitter
Offshore oil and gas maintenance technician	Apprenticeship, BTEC or NVQ/SVQ	Offshore wind technology	Offshore wind technician
Aerospace technician	Apprenticeship, BTEC or NVQ/SVQ	Technology-specific knowledge	Wind turbine technician
Architect	Undergraduate degree, masters degree and paid work experience	Energy efficiency and zero carbon knowledge	Low carbon architect
City trader	Undergraduate degree	Carbon literacy, understanding of carbon trading schemes	Carbon trader
Facilities manager	No specific qualification required	Sustainability and energy management issues	Low carbon facilities manager

Source: [National Strategic Skills Audit, UKCES, 2010.](#)

### 3.4 Employers and young people

The previous section highlighted employer requirements for employability and basic skills in their current workforce. One in two jobs is projected to require high level skills by 2020 and young Londoners need to maximise their qualifications and employability skills to be able to succeed in a highly competitive labour market. Continued emphasis is needed on ensuring young people achieve a level 2 (equivalent to 5 A\*-C GCSE including Maths and English) as a minimum requirement from employers.

<sup>9</sup> *The Supply and Demand for Science, Technology, Engineering and Mathematics Skills in the UK Economy*, DfES 2006.

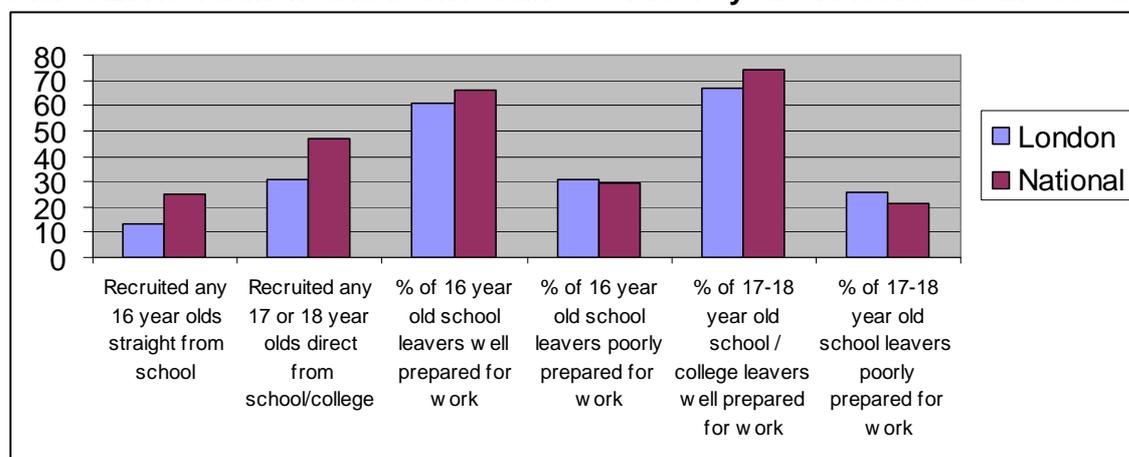
<sup>10</sup> [The Science, Technology, Engineering and Mathematics \(STEM\) programme](#)

<sup>11</sup> <http://www.engineeringcapacity.com/news101/business-news/news-skills-academies>

<sup>12</sup> Note that this is for learning aims not individual learners. A person can be on more than one aim at a time. See Local Authority Core Dataset Table 8 for further information on Further Education learning aims by subject area.

The National Employer Skills Survey 2009 found that 23% of employers in London and nationally recruited a 16-24 year old in the previous 12 months. Of these, London employers are less likely to recruit a school or college leaver than national counterparts, but significantly more likely to recruit direct from University / Higher Education (HE); 60% compared to 43% nationally.

**Chart 3.2: Recruitment and work readiness of 16-18 year old leavers from education (%)**

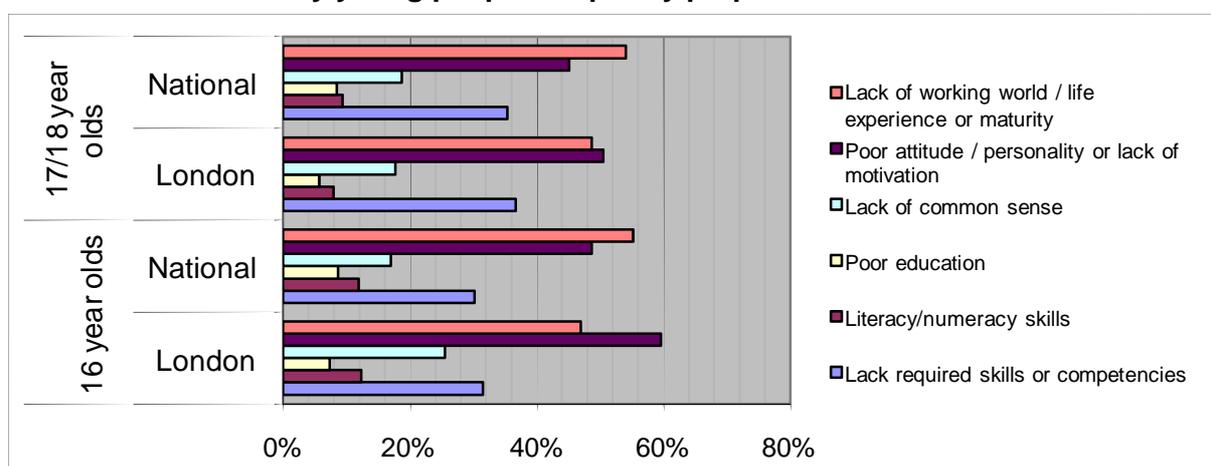


Source: National Employer Skills Survey 2009

Note: Recruitment questions are asked to the 23% of London employers who recruited a 16-24 year old in the previous 12 months. Questions on work readiness are asked to the employers who recruited from that age group.

London employers are also more likely to say that young people are less well prepared for work. Overall, however, the longer recruits have been in education, the better prepared they are seen as being, rising to 93% of over 24 year olds in London recruited from University / HE.

**Chart 3.3: Reasons why young people are poorly prepared for work**



Source: National Employer Skills Survey 2009

Note: These are % based on the responses from employers who recruited from the respective age group and reported they had been poorly or very poorly prepared for work.

What skills do employers feel are lacking amongst young people?

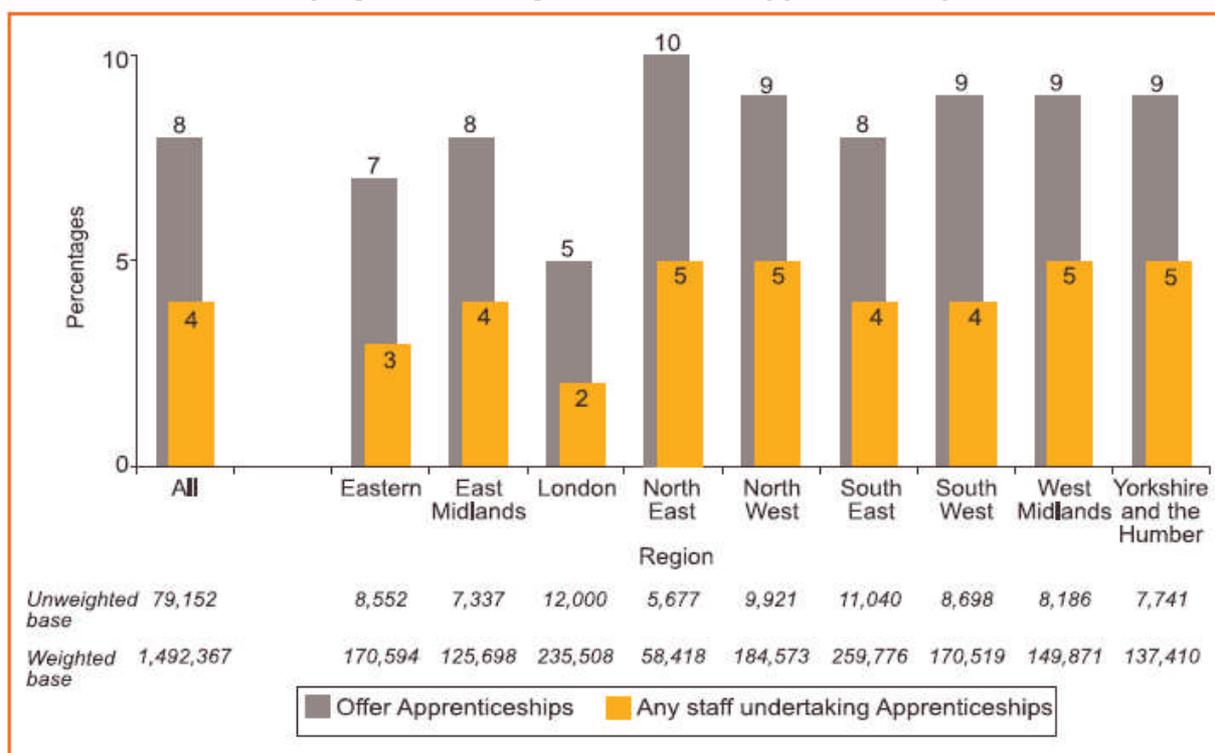
- Poor attitude / personality or lack of motivation (soft skills) is more prevalent in London, particularly for 16 year olds.
- A lack of knowledge of the working world is an issue for London employers, but much less than for employers nationally.

- Literacy and numeracy skills are a particular issue for 16 year olds recruited straight from compulsory education.

### 3.5 Employers offering Apprenticeships and having Apprentices by region

Employers in London are significantly less likely than average to either offer Apprenticeships (5%) or have staff undertaking them (2%). London has a very low proportion of Apprentices, particularly in the Public Sector.<sup>13</sup> *The National Employers Skills Survey 2009* suggests however that London employers are slightly more likely than employers nationally to consider taking on an Apprentice aged 16-18 in the next 12 months (10.4% compared to 10%).<sup>14</sup>

**Chart 3.4: Whether employers currently have or offer Apprenticeships**



Base: All employers.

<sup>13</sup> See Participation section for more information on National Apprenticeship Service (NAS) strategic priorities.

<sup>14</sup> [National Employer Skills Survey 2009](#)

## 4. Learning Infrastructure

### 4.1 Funding

Funding for Further Education (FE) and school sixth forms in London will increase by 5.9% in 2010/11. This is partly due to the inclusion of Entry to Employment (E2E) into FE allocations for the first time. Without E2E, the approximate increase in FE funding is 2.7%. School sixth form funding will increase by 4.1%. The number of learner places funded has grown by 2% from 165,400 to 168,800. Approximately three quarters of provision in London is at level 3 and this trend is increasing year on year.

**Table 4.1: Funding Allocations by provider sector (£)**

Type	2008/09	2009/10	2010/11
Further Education	483,900,000	496,400,000	535,800,000
School Sixth Forms	357,000,000	367,600,000	382,800,000
Apprenticeships	41,700,000	58,700,000	62,800,000
Entry to Employment	20,100,000	26,400,000	-----
<b>Total</b>	<b>902,700,000</b>	<b>949,100,000</b>	<b>-----</b>

Source: YPLA and Skills Funding Agency (Apprenticeship figures)

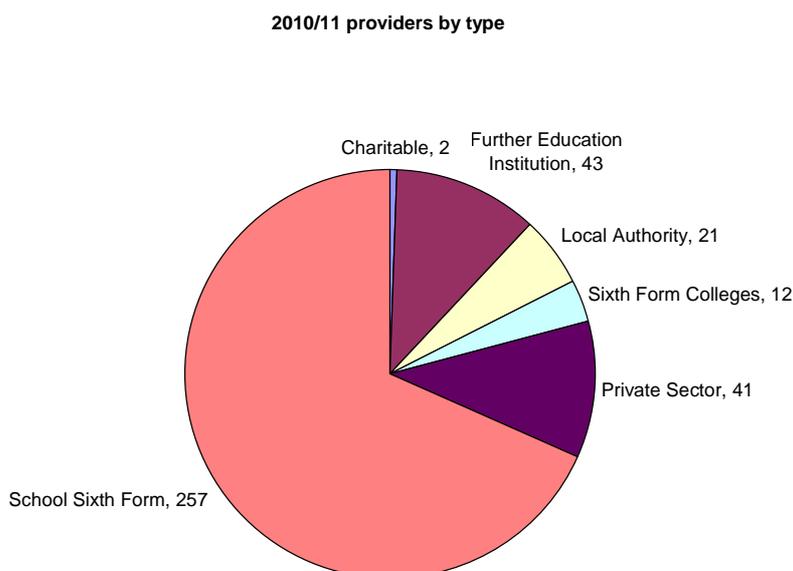
Note: Figures include Additional Learner Support (ALS) and are academic year.

Note: From 2010/11 onwards Entry to Employment is part of Foundation Learning and included in FE funding.

### 4.2 Providers by type

In 2010/11, 376 providers received funding for 16-18 provision. Just over two thirds of these are school sixth forms and 15% are FE institutions.

**Chart 4.1: 2010/11 provider by type**



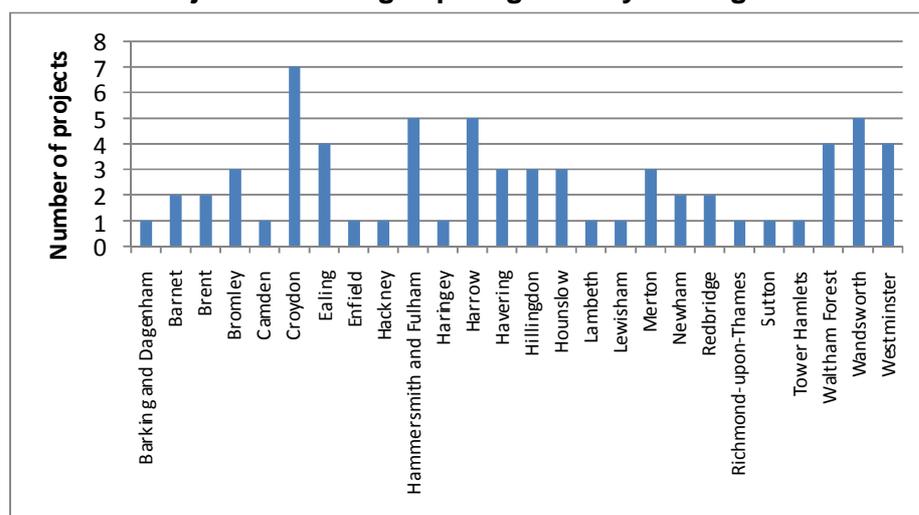
In addition, £36.8 million (6,231 places) has been allocated to 35 Academies to deliver 16-18 learning in London.<sup>15</sup> This is an increase from £33.7m and 5,572 places in 2009/10.

### 4.3 Developing the infrastructure

#### Capital Expenditure

£538 million was granted by the Learning and Skills Council (LSC) to 67 projects in London between March 2004 and August 2009. Most boroughs had at least one capital project.

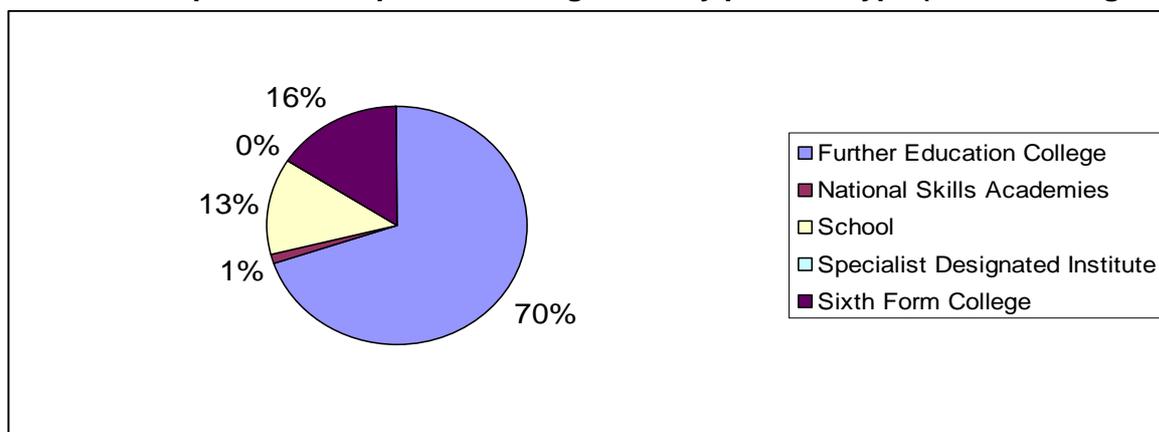
**Chart 4.2: Projects receiving capital grants by borough**



Source: YPLA

FE Colleges accounted for 38 projects, followed by Sixth Form Colleges (17), Schools (9), National Skills Academies (2) and Specialist Designated Institutions (1). Capital activities ranged from establishing building and extending Sixth Form Centres to refurbishment, renovation and development of new buildings (e.g. Sports Halls).

**Chart 4.3: Proportion of Capital revenue granted by provider type (Mar 04' – Aug 09')**



Source: YPLA

Note: Specialist Designated Institutes accounted for 0.1% of revenue granted. This does not appear in the graph due to rounding.

<sup>15</sup> Correct as of May 12th 2010

## 5. Pre-16 attainment

Pre-16 achievement plays a significant role in preparing young people to take advantage of post-16 employment and learning opportunities. The role of disadvantage and deprivation is explored, including the GCSE attainment gap. Information on 16-18 year olds Not in Employment, Education or Training (NEET) is included in the 'Participation' section.

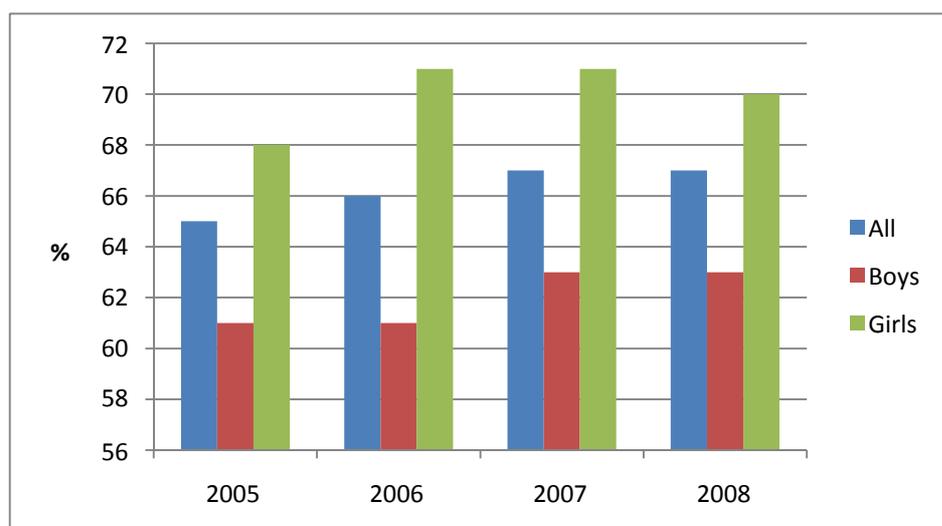
### 5.1 Pre-16 achievement in London:

Factors which affect young people's post-16 participation include attainment at 16, disengagement during secondary school, and under-achievement at Key Stage 4. In addition, those who think they have low academic ability and negative attitudes towards education are at greater risk of not participating post-16.<sup>16</sup>

#### 5.1.1 Key Stage 3 achievement

Key Stage 3 is an important stage in young people's learning.<sup>17</sup> It indicates potential outcomes at Key Stage 4 (GCSEs) and low achievement at this level can suggest potential disengagement in education. Those whose performance falls between Key Stage 3 and Key Stage 4 are more likely to leave education or training after 16.

**Chart 5.1: % achieving level 5 or above in both English and Mathematics at Key Stage 3 in London**



Source: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000847/index.shtml>

The proportion achieving level 5 or above English and Maths in 2008 is in line with the national average. Sixteen London boroughs have an achievement level below the regional average. A gender gap exists both regionally and nationally, with females much more likely to achieve.

#### 5.1.2 GCSE Attainment

5 A\*-C GCSE achievement including Maths and English in London has increased from 43% in 2004/05 to 54% in 2008/09. All boroughs improved, with the number of schools where less than

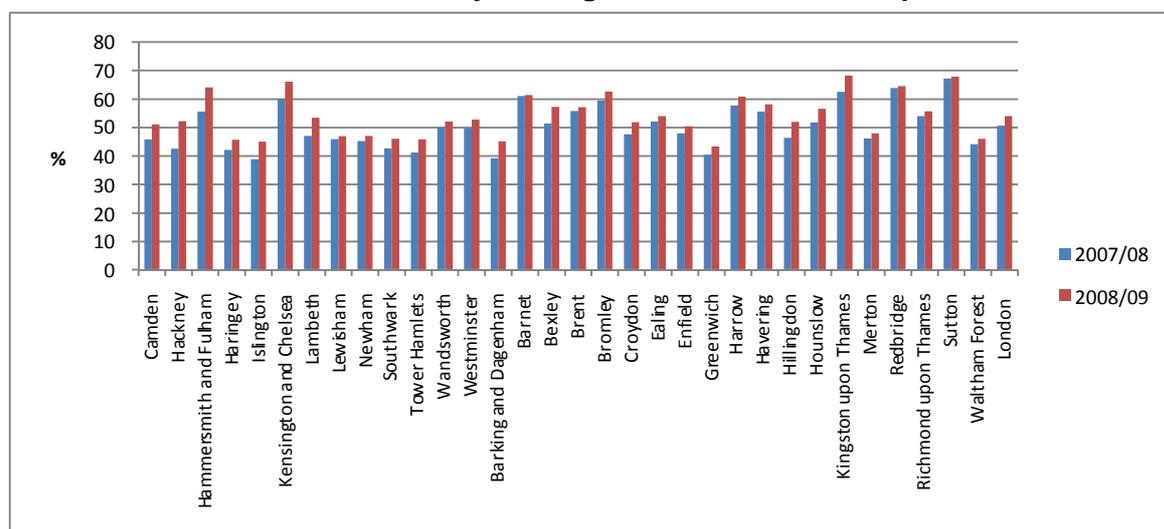
<sup>16</sup> [Raising the Participation Age](#). See this document for in depth information on factors affecting young people's participation and reasons for disengagement and disaffection.

<sup>17</sup> Children attending a state school from ages 11 to 14 (Years 7 to 9) follow Key Stage 3 of the National Curriculum.

30% of pupils achieve this measure reducing from 40 in 2007/08 to 15. 71% achieved 5 A\*-C grades without Maths and English.

The lowest proportion of pupils achieving 5 A\*-C is 43% and the highest achievement by borough in London is 68%.

**Chart 5.2: 2008/09 GCSE results by borough with 2007/2008 comparison**



Source: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000909/index.shtml>

## 5.2 Disadvantage and attainment

### 5.2.1 Overview of deprivation in London<sup>18</sup>

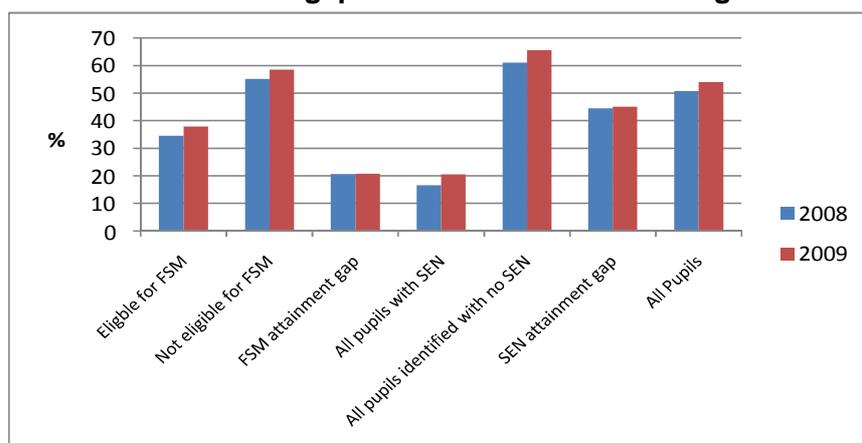
- **28% of children live in families on at least one key benefit.** This ranges from 9% in Richmond to 49% in Tower Hamlets.
- In 2008, **368,000 people in London were claiming Income Support.** The highest numbers of claimants were in Hackney, Lambeth and Newham (18,000). Hackney has the highest rate in London with 126 claimants per thousand working age population, followed by Islington (112) and Barking and Dagenham (110).
- In the [2007 Indices of Multiple Deprivation](#), **Hackney was ranked as the most deprived London borough followed by Tower Hamlets, Newham and Islington.** All four appear in the bottom ten nationally. Richmond is the least deprived borough and ranks 309 out of 354 districts in England.

### 5.2.2 Who is most likely not to be in 14-19 learning?

Those not in learning include a disproportionately large number of vulnerable young people, for example those who have persistently truanted or been permanently excluded pre-16; teenage parents (or who are pregnant) or those with other caring responsibilities; learners with learning difficulties and/or disabilities; those with physical or mental health difficulties; young people in, or leaving, the Criminal Justice System; those in care and care leavers; Gypsy, Roma or Traveller (GRT) young people; and homeless young people.<sup>19</sup> This section focuses on the GCSE outcomes of some of these young people.

<sup>18</sup> [London Borough Stat-pack 2009, GLA](#). See also [State of the Nation, Cabinet Office, May 2010](#).

<sup>19</sup> [Raising the Participation Age: supporting local areas to deliver, DCSF, 2009](#)

**Chart 5.3: Attainment gap for 5 A\*-C GCSE including Maths and English**

Source: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000900/index.shtml>

### 5.2.3 Attainment gap for 5 A\*-C GCSE including Maths and English (2009)<sup>20</sup>

The information in this section is at regional level. Follow the links for a borough breakdown. Note that findings can differ greatly on a borough by borough basis.

- **Ethnicity:** Black pupils (48%) and white pupils (53%) are less likely to achieve. Chinese pupils (78%) are most likely. The attainment gap is highest for GRT ethnic group (38.5%), Black Caribbean (13.2%) and any Other Black background (10.5%)<sup>21</sup>
- **English as a Second Language:** Same level of achievement as those whose first language is English (54%). This trend varies on a borough by borough basis.
- **Free school meals (FSM):** 37.8% of pupils eligible for FSM achieved; gap of 20.8 percentage points and a 0.1% increase on 2007/08. At borough level, the gap ranges from 36.9 to 6.5 percentage points and increased in 16 boroughs in 2008/09.
- **Special Educational Needs (SEN):** 20.5% of learners with a SEN achieved; gap of 45.1 percentage points for pupils with no identified SEN, an increase from 44.5 the previous year. In some boroughs, the gap can be 59.8 percentage points.<sup>22</sup>
- **Looked after children:** 13.1% achieved; a gap of 40.9 percentage points.<sup>23</sup>

<sup>20</sup> For attainment gap figures note that the number of pupils can sometimes be small. However, the attainment gap is still a reality for that minority. It is also important to note that the gap can also seem higher in some boroughs because achievement levels can be quite high for those pupils either not eligible for free school meals or SEN.

<sup>21</sup> <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000909/index.shtml>. Note that this includes small cohort sizes.

<sup>22</sup> <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000900/index.shtml>

<sup>23</sup> <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000930/index.shtml>

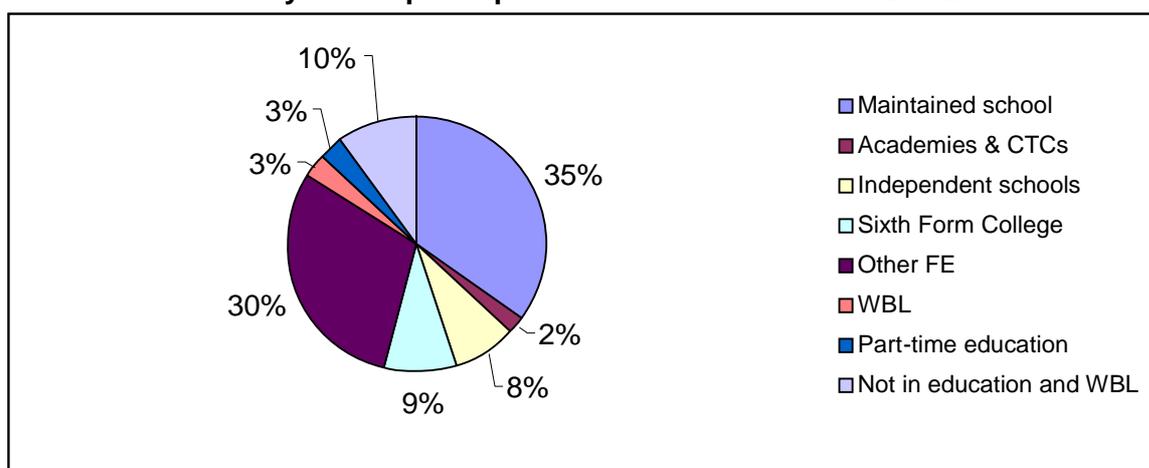
## 6. 16 – 18 Participation

### 6.1 Who is in learning?

#### 6.1.1 Participation in education and training at age 16 and 17

London has the highest participation rate nationally for 16 and 17 year olds; increasing from 86% in 2005 to 90% in 2007. A higher proportion of 16 year olds are in education and training than 17 year olds; 94% compared to 86%. Borough participation rates range from 79% to 95%, with the majority above the national average of 83%.<sup>24</sup> The 90% participation rate suggests that approximately 17,000 16 and 17 year olds are not participating in education or training.

**Chart 6.1: 16 and 17 year old participation in education and WBL in 2007**



Source: DCSF SFR 12/2009, Local authority Core Dataset Table 2

Note: Other FE includes all learners in General FE, tertiary and specialist college.

Note: 2007 information is the latest available from this source.

98% of 16 year old females participate compared to 91% of males; at age 17, 81% of females participating in contrast to 73% of males. Two thirds of the approximately 17,000 16 and 17 year olds not participating are male.

Over a third of participation is in maintained schools, which have accounted for the vast majority of the rise in 16 and 17 year old participation since 2002 and almost all the increase in 16 year old participation.

#### 6.1.2 Employment and Training

Connexions data indicates that 86.5% of London 16-18 year olds were in full time education or employment in December 2009, a rise from 83.4% on the previous year, but below the rise nationally. This is primarily due to an increase in the number of young people staying in full time education, from 79% to 83%.<sup>25</sup>

The proportion of 16-18 year olds in employment reduced from 7.1% to 4.9% in the same period, the largest percentage decrease of any region nationally. This is not necessarily negative, due to the increase in the proportion of learners in post-16 education and training.

<sup>24</sup> Figures at a Local Authority are only available for outer London boroughs.

<sup>25</sup> NCCIS data, December 2009.

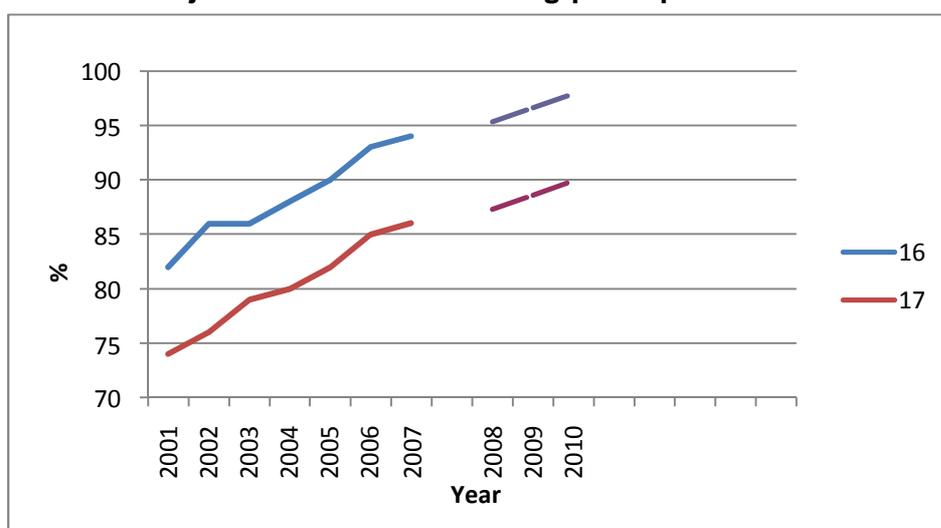
Approximately 6,300 young people are currently in employment without training. Outcomes for this group are only marginally better than for the NEET group.<sup>26</sup>

## 6.2 Increasing participation

Local authorities have a strategic role and responsibilities for meeting the needs of young people by influencing and shaping provision through 14-19 partnerships and by identifying gaps, enabling new provision and developing the market.<sup>27</sup>

Chart 6.2 uses a three year average increase (from 2005 to 2007) as a basis for projecting 16 and 17 year old participation. Note that this methodology does not take into consideration the potential impact of population changes on participation.

**Chart 6.2: Projections toward increasing participation**



Source: Participation figures from DCSF SFR 12/2009, Local authority Core Dataset Table 2

Note: 3 year average increase of 1.3% for 16 year old participation; 1.6% for 17 year old participation

### 6.2.1 Cohort size and population projections<sup>28</sup>

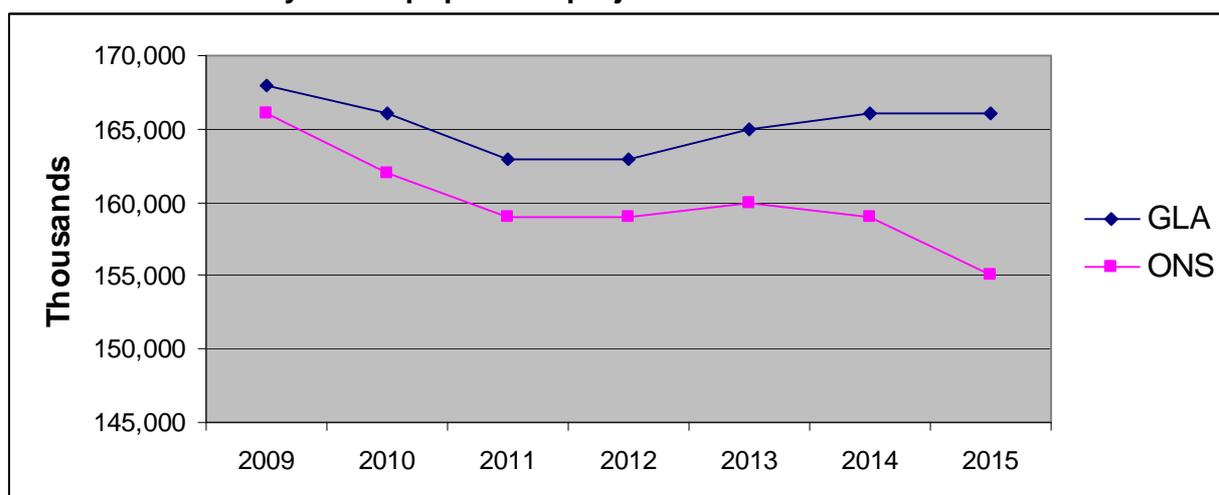
Both the Greater London Authority (GLA) and Office for National Statistics (ONS) population projections suggest that the 16-17 year old population in London will decline to 2012, followed by an increase in 2013. The two projections however differ on the trend after 2013, the cohort size and the scale of decrease.<sup>29</sup>

<sup>26</sup> See, '[Raising the Participation Age: supporting local areas to deliver](#)' for more information.

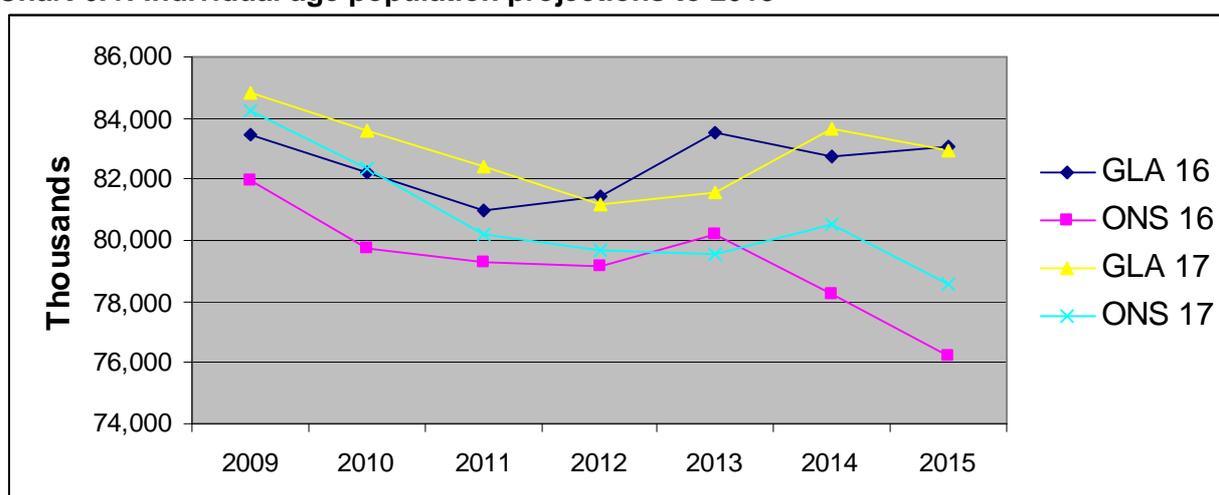
<sup>27</sup> Note that the England figure for 2007 has been used for consistency purposes with regional information. These figures only cover outer London boroughs (with the exception of Waltham Forest and Brent where no information was available). Information on inner London boroughs is not available.

<sup>28</sup> See [London Strategic Analysis 2009-10](#) for a breakdown of 11-18 year old projections.

<sup>29</sup> See [Counting the Cost](#) for more information on potential reasons for the discrepancy.

**Chart 6.3: 16 and 17 year old population projections to 2015**

Source: GLA 2008 Round of Demographic Projections & ONS 2006 Based Sub National Projections (ONS = Local authority Core Dataset Table 1)

**Chart 6.4: Individual age population projections to 2015**

Source: GLA 2008 Round of Demographic Projections & ONS 2006 Based Sub National Projections (ONS = Local authority Core Dataset Table 1)

In contrast to a drop in cohort as projected, school census figures for autumn 2008 and 2009 indicate an increase in Year 12 and Year 13 numbers. Assuming that secondary school pupils stay in full time learning, these figures suggest that rather than cohort numbers decreasing, demand for places by 16 and 17 year olds will rise slightly between 2010/11 and 2014/15.<sup>30</sup>

These differing conclusions demonstrate the considerable challenge in accurately projecting the 16-18 cohort to enable sound planning. The London 14-19 Regional Planning Group is working with the GLA Data Management and Analysis Group to explore the possibility of producing a pan-London post-16 demand modelling or forecasting tool to better support 16-19 commissioning.<sup>31</sup>

<sup>30</sup> Autumn 2009 secondary school census figures. Note that caution needs to be used when interpreting these figures due to potential incomplete data.

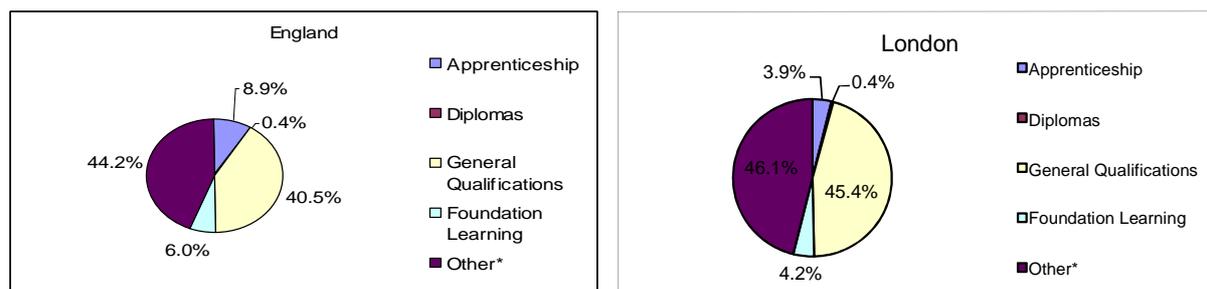
<sup>31</sup> DMAG manages and analyses various types of socio-economic and demographic data, for use in developing and supporting activity across greater London.

## 6.3 What and where do learners learn?

### 6.3.1 Distribution of learner choices 2009/10<sup>32</sup>

General Qualifications account for 45% of the 179,643 London residents in learning, an increase of 3% on the previous year. Diploma learners almost doubled to 670, although this only accounts for 0.4% of learners.

**Chart 6.5: Regional and National Comparisons**



Source: Local authority Core Dataset Table 3.

Note: 2009/10 figures are enrolments. Full year Foundation Learning and Apprenticeship figures will follow.

Year to date figures suggest that the proportion of Foundation Learning (FL) learners has reduced from 6% to 4.2%, a fall from 11,800 learners down to 7,600. Note that these are not full year figures and both the proportion and volume may increase.

Including 'other', the proportion of learners studying Diplomas and courses below level 2 increases to 13%. Figures from the Diploma Gateway show that 1,558 learners have participated in a course of study towards a national diploma in 2008/09.<sup>33</sup>

### In Focus: Foundation Learning<sup>34</sup>

- Learners who will benefit most from FL include those young people least likely to participate and achieve post-16 and who may be most at risk in challenging economic conditions. This includes students with Special Educational Needs (SEN), Learners with Learning Difficulties and/or Disabilities, Young Offenders and all learners at entry level and level 1.
- National roll-out of FL is to commence in September 2010.
- Around 500,000 – 800,000 (roughly 25%) of learners nationally are expected to be suitable for FL.

### 6.3.3 Participation in Further Education (FE) and School Sixth Forms

London is closer than previous years to meeting planned learner numbers in 2009/10; enrolment figures for 2009/10 indicate a closer match between planned and learner numbers, compared to a difference of 5,350 (3.2%) in 2008/09. This improvement is the result of a better

<sup>32</sup> Some of the 'other' qualifications are components of the qualifications included here.

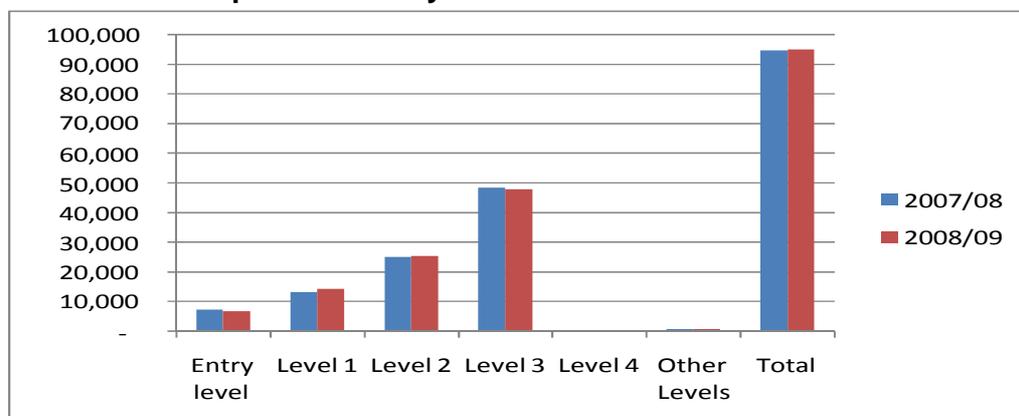
<sup>33</sup> See Table 17 of the Local Authority Core Dataset for more information. DCSF Diploma Gateway.

<sup>34</sup> For more information see, 'A policy update from DCSF to providers of Entry to Employment (E2E)', DCSF, February 2010 & ['Raising the Participation Age: supporting local areas to deliver'](#), DCSF, 2009.

alignment between strategic planning and demand led funding and needs to continue to ensure a responsive and efficient 16-18 market.

### Further Education

**Chart 6.6: Participation in FE by level**



Source: Local authority Core Dataset Table 7

FE is the main provider of 16-18 learning in London; 97,500 learners participated in 2008/09, an increase of 1% on the previous year. In 2008/09, the proportion of learners on level 2 courses increased slightly, compared to a small decrease in level 3 learners.

57% of learner enrolments at FE providers in 2009/10 were at level 3, an increase from 50.5% the previous year.<sup>35</sup> In volumes terms, an additional 1,000 learners were studying Full Level 3 in 2008/09.

### School Sixth Forms

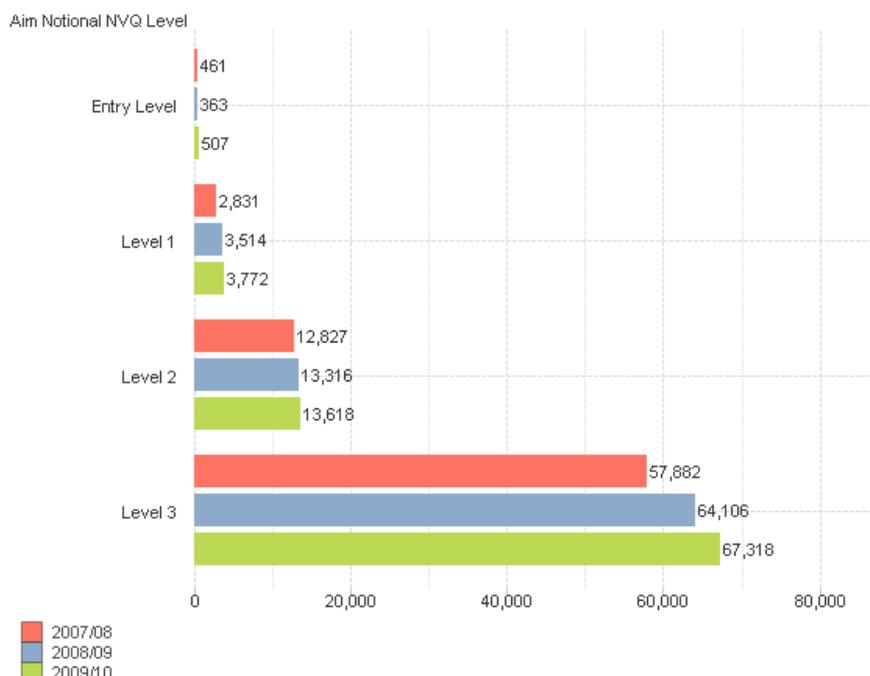
In 2008/09, learners participating in school sixth forms in London increased by 4% to 63,342.<sup>36</sup> Approximately 92% of participation in school sixth forms is at level 3, an increase from 88% in 2007/08. The proportion of learners on level 2 provision reduced from 20% to 19% in the same period.<sup>37</sup>

<sup>35</sup> These are not full year figures so the proportions may change. See Tables 7-10 of the Local Authority Core Dataset for more information on residents FE participation.

<sup>36</sup> YPLA allocations figures. See Local Authority Core Dataset Tables 11-12 for more information on residents..

<sup>37</sup> A learner can be in learning at more than one level; hence the proportions do not add up to 100%.

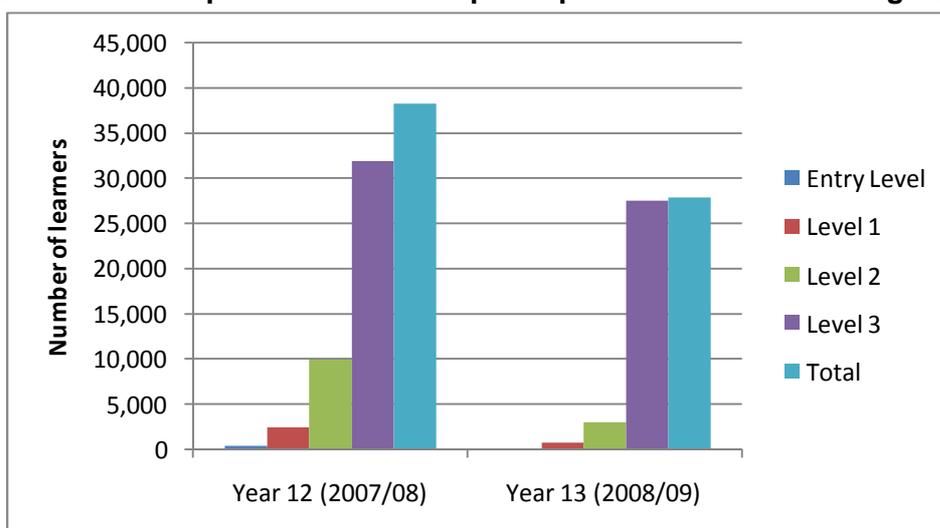
**Chart 6.7: Participation in School Sixth Forms by level**



Source: YPLA MIDAS; based on Local authority Core Dataset Table 11

Chart 6.8 shows the difference between learners in Year 12 Summer Census compared to the following Year 13 Summer Census. The figures suggest that 10,000 learners left their school sixth form after one year of post-16 education. This could be for a number of reasons, including that learners had gained their GCSEs, AS Level or GNVQ precursors and progressed on to other learning to complete their studies, or dropped out of post-16 education after one year. Further analysis needs to take place to ascertain the reasons for the drop in learners at Year 13.

**Chart 6.8: Comparison of Year 12 participation with the following Year 13 participation<sup>38</sup>**



Source: YPLA MIDAS

Note: All Summer Census

<sup>38</sup> A learner can be in learning at more than one level; hence the proportions do not add up to 100%.

### 6.3.4 Travel to Learn (FE and School Sixth Form)

Significant numbers of residents travel out of borough and / or out of London to access 16-18 provision. In 2009/10, 12% of 16-18 year olds in FE (11,500 learners) and 5% in school sixth forms (3,400 learners) were outside London. Many learners also travel into London, based on a number of factors, including geography (e.g. neighbouring boroughs), transport links and provision offered.

Travel to learn patterns vary significantly within London and need to be looked at on a borough by borough basis.<sup>39</sup>

#### Provider Case Study: Westminster Kingsway College

- London has high levels of 16-18 cross border travel within London boroughs, as well as outside of the region.
- Westminster Kingsway College (WKC) illustrates this, attracting learners from every London borough as well as from the North East, South East and South West regions.

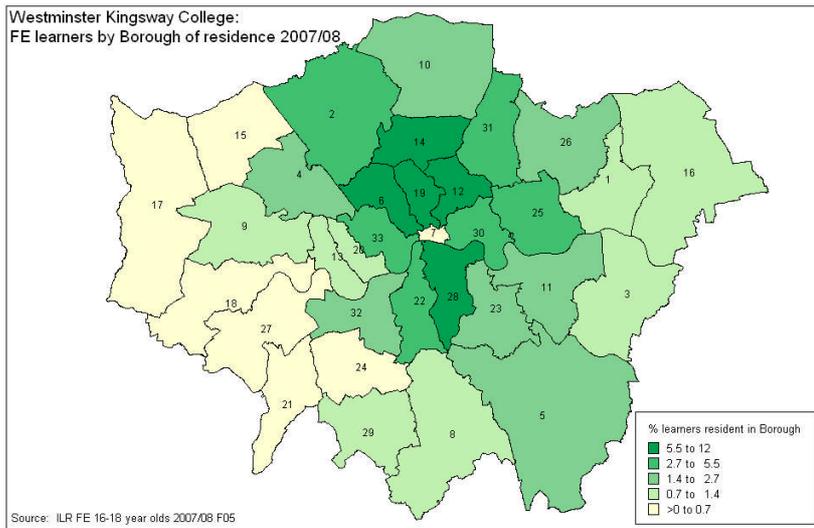
Principal Andy Wilson gives an insight into why learners travel to learn at their chosen provider....

*“It is one of the great strengths of Further Education Colleges that we engage an eclectic and diverse student body who choose to study with us for reasons as varied as the learners themselves. It is unsurprising that young people travel long distances for WKC’s highly regarded, specialist Hospitality courses. However, core programmes such as A-levels and Foundation level courses aimed at NEET young people also have wide travel to study patterns.*

*We know from talking to our students that their decisions are careful and considered choices which take account of their interests and needs and those that make them are convinced that their best chances of success come from studying away from their home location. These types of travel patterns require colleges to be particularly careful to promote and support good attendance and punctuality; I am proud to say that WKC students’ Success Rates, including those for ex-NEET students who may be considered the most vulnerable, do nothing to suggest that our students decisions have proved to be the wrong ones, are astute and in their best interests.”*

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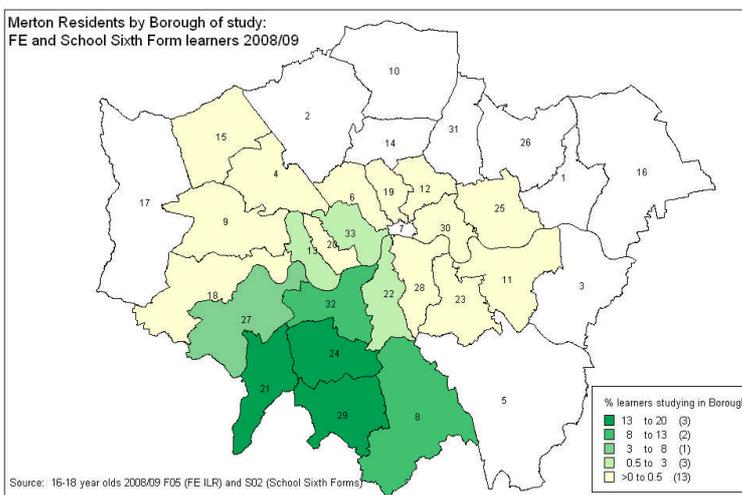
<sup>39</sup> See Table 16 of the Local Authority Core Dataset for more information on individual borough travel to learn patterns.



1	Barking and Dagenham
2	Barnet
3	Bexley
4	Brent
5	Bromley
6	Camden
7	City of London
8	Croydon
9	Ealing
10	Enfield
11	Greenwich
12	Hackney
13	Hammersmith and Fulham
14	Haringey
15	Harrow
16	Havering
17	Hillingdon
18	Hounslow
19	Islington
20	Kensington and Chelsea
21	Kingston upon Thames
22	Lambeth
23	Lewisham
24	Merton
25	Newham
26	Redbridge
27	Richmond upon Thames
28	Southwark
29	Sutton
30	Tower Hamlets
31	Waltham Forest
32	Wandsworth
33	Westminster

Borough Case Study: Merton

- Merton illustrates the high levels of travel to study by residents to access FE and school sixth form provision. These can often be beyond directly neighbouring boroughs.
- Of 3,723 residents in learning, 20% remain within the borough. 13% of learners travel outside of the London region.



**In Focus: Learners with Learning Difficulties and/or Disabilities Participation**

In 2008/09, 18,365 learners in FE were self declared Learners with Learning Difficulties and or Disabilities. The majority of learners utilise no or low levels of Additional Learning Support (ALS) in order to access FE. However, significant numbers require much higher levels of ALS.

**Table 6.1: Number of learners receiving high level ALS (2008/09)**

Learner Age	£5,500-£9,000	£9,001-£19,000	£19,000+	Total
16-18	432	257	51	<b>740</b>
19-25	379	289	67	<b>735</b>
<b>Total</b>	<b>811</b>	<b>546</b>	<b>118</b>	<b>1,475</b>

Source: ILR 2008/09 F05

Note: the regional Independent Specialist Provider budget is used to accommodate learners who require ALS support above £19k within mainstream provision.

Learners aged 16-25 with complex and extensive needs can access provision with Independent Specialist Providers (ISPs) when appropriate. Placements can be on either a day or residential basis.

Table 6.2 provides a breakdown of funding and numbers of learners accessing ISPs since 2007/08. The number of learners is increasing, especially for day placements and spend has increased year on year to just over £30 million in 2009/10. The majority of the almost 500 learners access ISP provision outside of London, especially for residential placements. The YPLA will contract with ISPs on behalf of local authorities for an initial period up until 2012/13.

Nationally there are 57 ISP providers with YPLA contracts. Two ISP providers are based in London: Nash College of Further Education in Bromley and Orchard Hill College of Further Education in Sutton. Orchard Hill offers day placements only.

**Table 6.2: Independent Specialist Provider spend 2007/08 to 2009/10**

Type of placement	2007/08 Spend	Learner numbers	2008/09 spend	Learner numbers	2009/10 spend	Learner numbers
Day placement	4,033,338	90	5,024,730	104	6,026,629	124
Residential placement	23,151,255	369	24,314,898	367	24,005,974	369
<b>Total</b>	<b>27,184,593</b>	<b>459</b>	<b>29,339,628</b>	<b>471</b>	<b>30,032,603</b>	<b>493</b>

Source: Local authority Core Dataset Table 10

London residents with SEN in school sixth forms has increased to 11% in 2009/10 from 9.8% in 2008/09; rising from 6,928 to 8,169. Two thirds of SEN learners are in School Action; the volume of learners with a statement increased to 903 in 2009/10.<sup>40</sup>

The number of Learners with learning difficulties and/or disabilities on an Apprenticeship fell slightly in 2008/09, from 1,359 to 1,245; a reduction of 8.4% compared to a fall of 7.9% nationally.

### 6.3.5 Apprenticeships<sup>41</sup>

In 2008/09, London had a 0.2% increase in 16-18 resident starts to 6,087 compared to a national fall of 7.6%.

<sup>40</sup> See Table 13 of Local Authority Core Dataset for more information. Note that these figures only represent London residents in School Sixth Form provision.

<sup>41</sup> See Local Authority Core Dataset for more information on Apprenticeships at a local, regional and national level.

Increasing 16-18 year old participation in Apprenticeships is a key challenge for the region.

Strategic Priorities for the National Apprenticeship Service (NAS) in London include:

- Increasing the overall number of 16-18 year olds in Apprenticeships.
- Increasing the number of Apprentices within the public sector and its supply chain
- Improving employer usage of Apprenticeship vacancies as the means of recruiting diverse and suitably qualified individuals.
- Addressing the mismatch of supply and demand - demand from both employers and learners needs to be balanced.

## 6.4 Supporting Learners to Participate

This section looks at the wide range of support and learning opportunities available to encourage participation in education and training; including European Social Fund and third sector provision, financial assistance, September Guarantee and Information, Advice and Guidance (IAG).

### 6.4.1 Information, Advice and Guidance

High quality IAG is essential to ensure all young people are equipped to choose the right learning, to challenge stereotypes and to plan for effective progression in education and training. Evidence highlights the importance of IAG in learner choices and outcomes. Poor quality IAG can lead to young people leaving courses which are not what they expected, or not knowing what their options are in order to re-engage in learning.<sup>42</sup>

Local authorities have had responsibility for commissioning IAG services since 2008. Under the legislation that transferred the commissioning responsibility for 16-18 to local authorities, there is a duty to ensure that all young people receive impartial advice and guidance.

Examples of advice and guidance available to young people in London include:

#### ***Career Education, information, advice and guidance (CEIAG)***

Local authorities are the local strategic leaders for providing effective CEIAG primarily through their commissioning powers and partnership work in Children's Trusts and 14-19 partnerships. CEIAG helps young people to develop the knowledge, confidence and skills needed to make informed choices and plans in order to progress smoothly into further learning and work.

As well as creating the local arrangements for Connexion services, local authorities have a role in ensuring schools and colleges are at the centre of CEIAG delivery. All secondary school pupils should have access to high quality CEIAG to make informed choices about their future. CEIAG is an important component of the 14-19 entitlement and an essential part of post-16 learning.

Despite the presence of CEIAG within the education and training system, there has been some concern about whether impartial advice is always given. Furthermore, the quality of the IAG provided can be variable in relation to certain learning pathways, such as Apprenticeships and routes into the professions.<sup>43</sup>

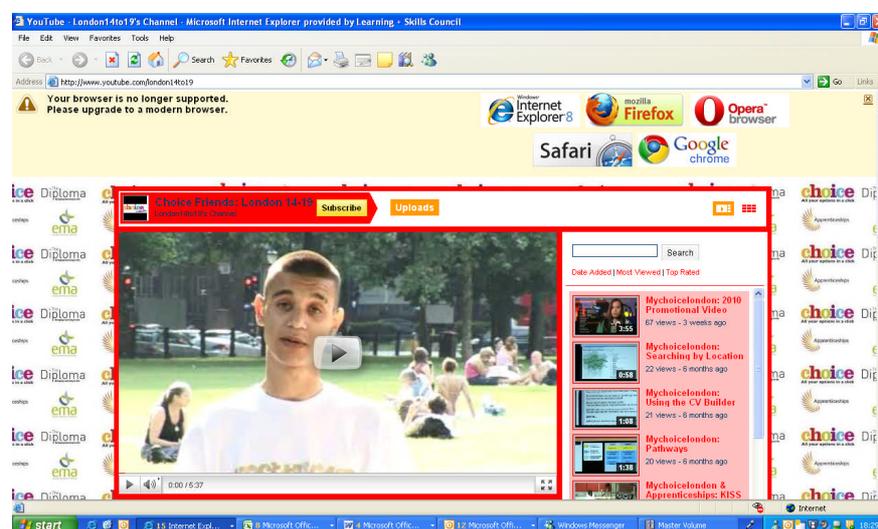
<sup>42</sup> For more information see [Quality, Choice and Aspiration - A strategy for young people's information, advice and guidance, DCSF, 2009](#) and *Raising the Participation Age: supporting local areas to deliver*, DCSF, 2009.

<sup>43</sup> [Statutory Guidance: Impartial Careers Education, DCSF 2009](#)

A survey by the British Youth Council (BYC), National Children's Bureau (NCB) and Young NCB found that only just under 20% of respondents rated the formal career advice they received as 'very helpful'. This was reflected across settings, whether in school, college or Connexions.<sup>44</sup>

## CHOICE

Launched in March 2007, [www.mychoicelondon.co.uk](http://www.mychoicelondon.co.uk) provides universal impartial career education, information, advice and guidance to young people, parents, carers, guardians and advisors on all the options available in schools, colleges and workplaces across London. In 2009/2010 174,577 unique visitors accessed the site's features and information on London's 14-19 options. The most accessed pages are the course, careers, jobs homepages and 'progression planner', where young people can access more information on how to reach their desired career. The increasing number of new visits, registrations and high level of direct traffic indicate growing awareness, use of the site and IAG capability. Local authorities and providers are central to the ongoing effectiveness of the site by ensuring that information on provision is regularly updated, enabling young people to make informed choices.



A dedicated London 14-19 YouTube channel is available, providing case studies on Apprenticeships and Diplomas, promotional videos and step by step user guides. See [www.youtube.com/london14to19](http://www.youtube.com/london14to19) for more information.

## Apprenticeship vacancies<sup>45</sup>

*Apprenticeship vacancies* is an online system that enables individuals to search and apply for live vacancies and allows employers and training providers to advertise their vacancies. Over 58,000 people have registered since Jan 2009; 40% are 16-18 and 70% under 24. Three thousand five hundred vacancies have been advertised in London with over 1,600 this year alone.

The Apprenticeship vacancies system is utilised most by the 16-18 age group in Hillingdon, Newham, Waltham Forest and Tower Hamlets; for the 19-24 year old registrations are highest in Croydon, Lewisham, Newham, and Tower Hamlets; and usage is highest in the 25 and over age group in Ealing, Lambeth, Lewisham and Southwark.

<sup>44</sup> Young people's views on finding out about jobs and careers, British Youth Council, National Children's Bureau and Young NCB, October 2009.

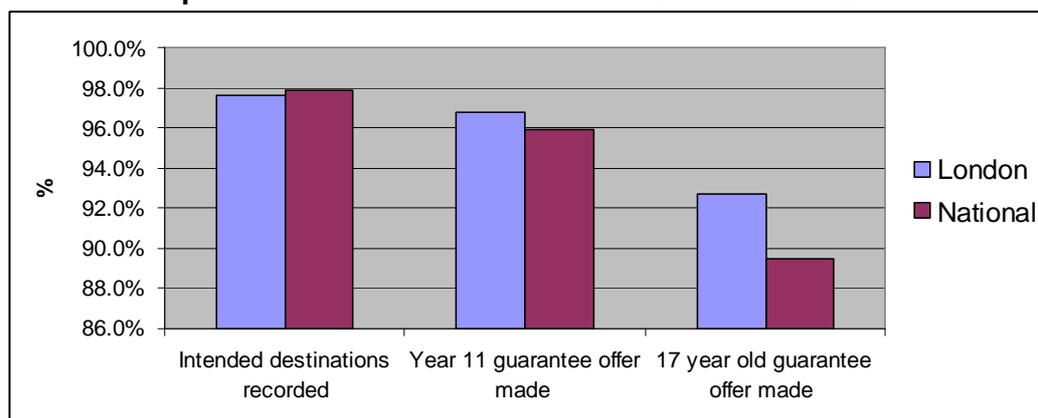
<sup>45</sup> <https://apprenticeshipvacancymatchingservice.lsc.gov.uk/navms/Forms/Candidate/VisitorLanding.aspx>

## 6.4.2 Providing a suitable place in education or training

### September Guarantee

The September Guarantee is an offer of a suitable place in learning to young people completing compulsory education. The guarantee was implemented nationally in 2007 and extended to 17 year olds in 2008 to give a further opportunity to engage in learning to those who had enrolled on one year or short courses, or had left the activity they chose when leaving school.<sup>46</sup> Performance for both is high in London, exceeding the national average.

**Table 6.3: September Guarantee and Intended Destinations 2009**



Source: Local authority Core Dataset Table 6; September 2009

- **Year 11 Intended destinations:** Almost half of Year 11 learners intend to stay in the same school or go to another school. In London, 4.1% of intended destinations are recorded as 'undecided', over double the national average. Three boroughs have a figure above 10%.
- **Year 11 offer made:** 1,667 received no offer; a third due to being unable to contact the individual.<sup>47</sup>
- **17 year old Guarantee:** 3,415 received no offer; 60% due to being unable to contact the individual.

### January Guarantee

The January Guarantee was introduced to ensure that those young people who do not secure the offer of a place of learning over the summer or drop out of a course during autumn term can have a second opportunity to join a course after Christmas.

16 and 17 year olds who were NEET during January 2010 were offered a guaranteed place of learning (should this be appropriate). There was a specific focus on individuals categorised by Connexions as having no appropriate provision, as this is an indicator of where the local education offer may not have responded to demand. As of February 2010, this accounted for 144 young people NEET. In January, LSC London committed £1.3 million additional funds by increasing Entry to Employment and Foundation Learning contracts.

<sup>46</sup> Click [here](#) for more information on the January Guarantee.

<sup>47</sup> Those with a status of 'offer of education or learning was not appropriate at this time' have not been included in Year 11 or 17 year old analysis in these bullet points.

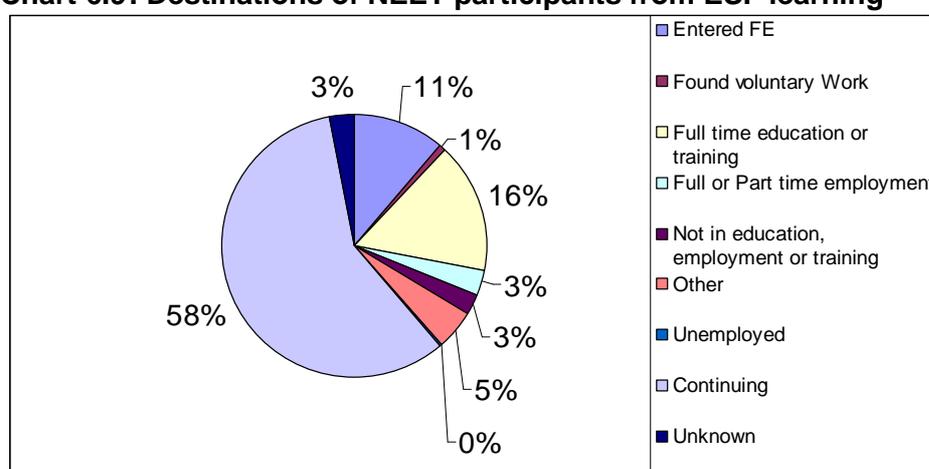
### European Social Fund (ESF)

ESF aims to supplement and add value to mainstream funding and is used to target individuals and groups whose needs are not sufficiently met through mainstream provision. This includes 14-19 year olds NEET, lone parents and ethnic minorities.

To March 2010, 17,108 participants in the LSC funded 2007 – 2010 ESF round were NEET at the start of their learning. Of which:

- 22% were Learners with learning difficulties and/or disabilities
- 47% had no prior qualifications; 30% had a level 1 or entry qualification
- 26% had been unemployed for over 6 months
- The highest proportion of participants are from Croydon and Lewisham (7% each); 6% are resident in Tower Hamlets

**Chart 6.9: Destinations of NEET participants from ESF learning**



Source: Skills Funding Agency

Note: Figures account for 2007-2010 London funded ESF provision (to date). Correct as of March 2010.

Note: The proportion of learners unemployed appears as 0% due to rounding.

Whilst the majority of young people are continuing their learning, as of March 2010 almost three in ten previously NEET young people had entered full time education or training.

A survey of 220 London learners funded through the 2000-2006 ESF Objective 3 Programme identified the longer term employability benefits of ESF learning. Findings for 16-19 year old learners who were NEET at start of programme included<sup>48</sup>:

- 40% were in work at the time of the interview; 52% felt that the course was vital or helpful in achieving or changing employment.
- Much more likely to feel that they have gained a range of skills as a result of the course, including team working and CV writing skills.

### Third sector

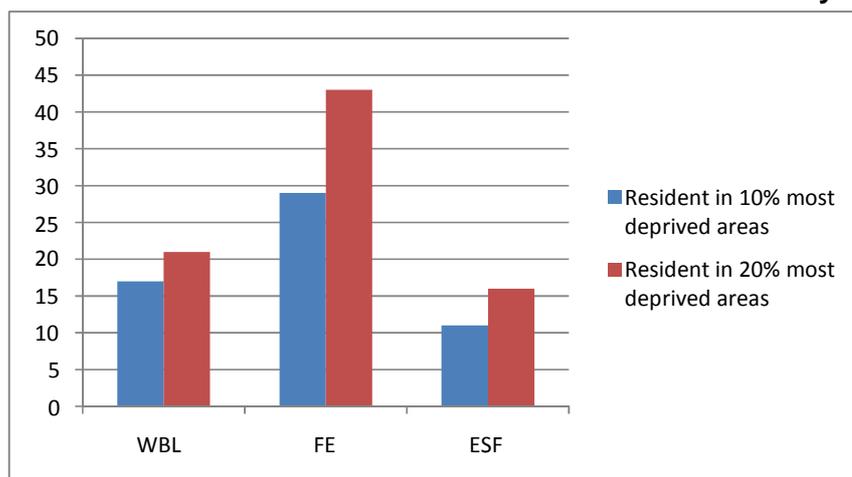
*Understanding the Contribution of the Third Sector in Learning and Skills* identified the role of third sector providers in bringing disadvantaged adults and young people into learning and skills

<sup>48</sup> [‘A study on the perceived impacts of ESF funded learning on employability in London’](#), IFF Research Ltd, December 2009

development.<sup>49</sup> This includes young people NEET, those furthest away from jobs, as well as learners with particular disadvantages such as learning difficulties and disabilities.

- In 2007/08, London accounted for 18% of the 41,857 16-18 year old third sector learners in England.<sup>50</sup> 12% of Work Based Learning (WBL) learners, 22% of third sector FE learners and 29% of ESF learners are resident in London.
- 27% of third sector WBL learners and 13% of FE learners nationally live in the 10% most deprived areas in England. A high proportion of these live in London.<sup>51</sup>

**Chart 6.10: National third sector learners resident in London by deprivation (%)**



Source: [‘Understanding the contribution of the Third Sector in Learning and Skills’](#)

### 6.4.3 Learner Support

A range of learner support is available to help young people to participate. Discretionary learner support funds (dLSF) are allocated to providers delivering 16-18 provision to assist learners experiencing financial hardship whilst studying.

Other examples of Learner Support include:

#### **Care to Learn**<sup>52</sup>

- In 2009/10, 851 learners received Care to Learn assistance, 15% of the cohort estimated to be eligible and a reduction from 21% the previous year
- 38% of recipients are 19 years old; 99.3% female and a third White British
- Two thirds of recipients are in FE Colleges, followed by 14% in school sixth forms

<sup>49</sup> See, [‘Understanding the contribution of the Third Sector in Learning and Skills’](#) and [‘The role of Third Sector innovation: Personalisation of Education and Learning Services’](#). The latter also includes a series of recommendations as to the future role of the third sector, including the social return on investment and foundation learning delivery. Further information on working with the third sector can be found at <http://thirdsector.ypla.gov.uk/working/>

<sup>50</sup> This covers WBL, FE and ESF provision.

<sup>51</sup> Unable to include the figure for ESF due to a potential discrepancy in the totals. Note that these figures are for both 16-18 year olds and adults.

<sup>52</sup> See Table 21 of the Local Authority Core Dataset for more information.

### **Education Maintenance Allowance (EMA)<sup>53</sup>**

- In 2009/10, 87,000 learners received EMA, 35% of the cohort estimated to be eligible, an increase on 34.4% the previous year and above the national average of 30.2%.
- 41% of recipients are 17 year olds; 48.7% are male.

### **Transport**

Local authorities have a duty to publish an annual 16-18 Transport Policy Statement, which aims to ensure learners are able to access the education and training of their choice.<sup>54</sup> From April 2011 onwards, local authorities will also be required to publish a transport policy statement for 19-24 year olds with learning difficulties and / or disabilities. This duty will come into effect for the 2011/12 academic year.

London local authorities' post-16 transport funding allocation for 2010/11 is £1.25 million. All 32 boroughs have funds allocated, with Croydon, Enfield and Newham receiving the highest. Allocations are based on a mixture of demographics, deprivation and geographic barriers (including transport links, for example).

## **6.5 Who is not in 16-18 learning?**

### **6.5.1 NEET**

NEET is both a London and national issue. In December 2009, 10,495 young people were NEET; 5.3% of 16-18 year olds compared to 6.4% nationally. This was a reduction from 5.8% on the previous year and 1,200 fewer individuals. Fourteen boroughs have a higher NEET rate than the London average.

#### **Who is in the NEET group?<sup>55</sup>**

NEET increases with age. 16 and 17 year old NEET decreased in December 2009 on the previous year. The reduction was highest for 17 year olds, falling from 4,700 to 3,960. This trend is common across London, although differs for some boroughs where 17 year old NEET is higher than 18.

NEET by ethnicity follows the national trend. White and Black Caribbean residents have the highest NEET of any ethnic group; 10.5% of the cohort in both London and nationally. The picture differs markedly within individual London boroughs and needs to be viewed on a borough by borough basis.

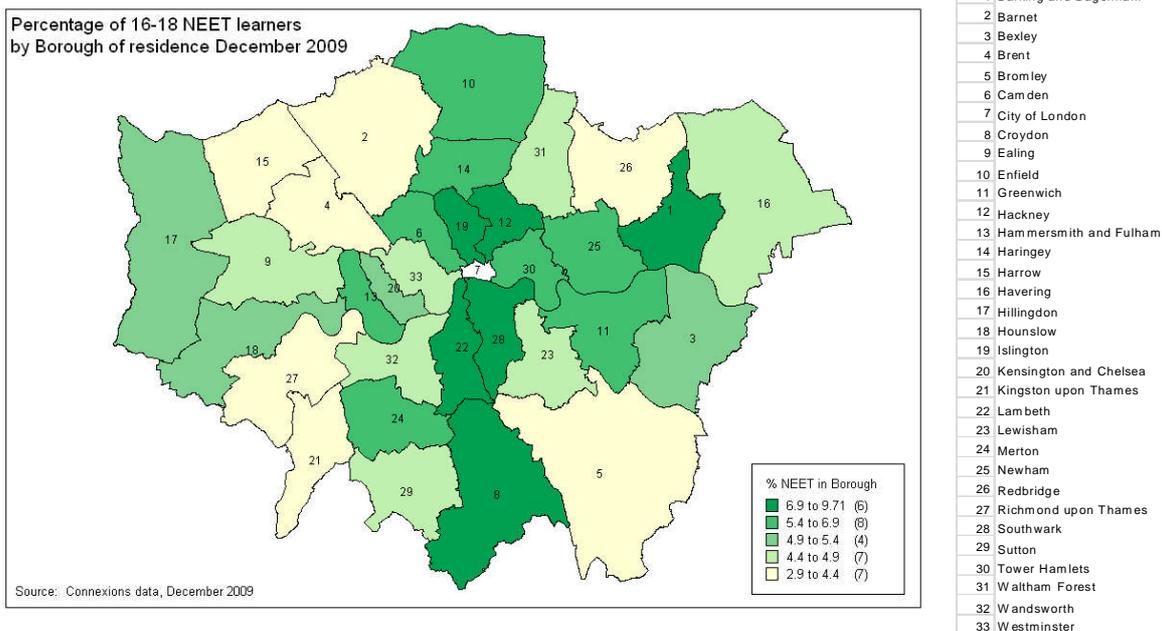
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<sup>53</sup> See Table 20 of the Local Authority Core Dataset for more information. Click [here](#) for more info on EMAs. Note when using EMA information that due to issues during the initial application phase, not all learners have their ethnic origin or learning difficulty and/or disability status recorded. This information cannot be collected retrospectively from these learners as under the EMA Guarantee there is no requirement to reapply for the allowance for each new year of their learning. There are plans to use the ILR to populate this information. The data merging process is underway and results should be available later in the year.

<sup>54</sup> See [Post-16 Transport Guidance, DCSF, March 2010](#) and [Transport Provision and Partnership Review – Good Practice Guide, LSC, April 2009](#) for more information.

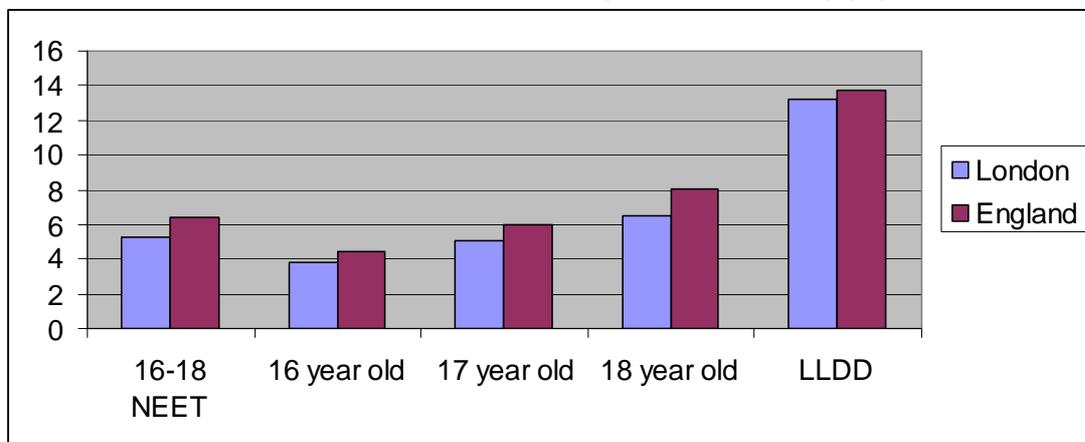
<sup>55</sup> In addition, 4.5% (9,100) of 16-18 year olds have a 'Not known' status, above the national average of 4%. Although a drop of 12% regionally, this varies significantly within the region, having increased in 9 boroughs on the previous year.

Percentage of 16-18 NEET learners by Borough of residence December 2009

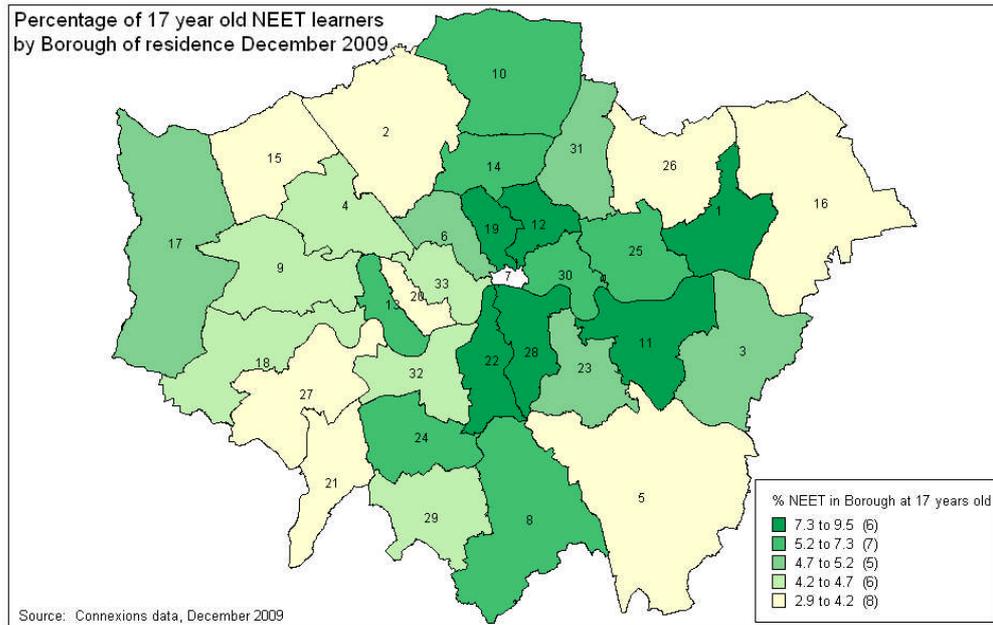


In December 2009, 1,589 young people with a Learning Difficulty and / or Disability were NEET, an increase from 1,533 the previous year. Within boroughs, the figure ranges from 9.4% to 25.9% with 13 boroughs above the regional average. Of the 2,731 teenage mothers known to Connexions, 30% are in Education, Employment or Training (EET), a fall from 32% in December 2008, suggesting additional numbers are NEET.

Chart 6.11: Breakdown of NEET in London (December 2009) (%)

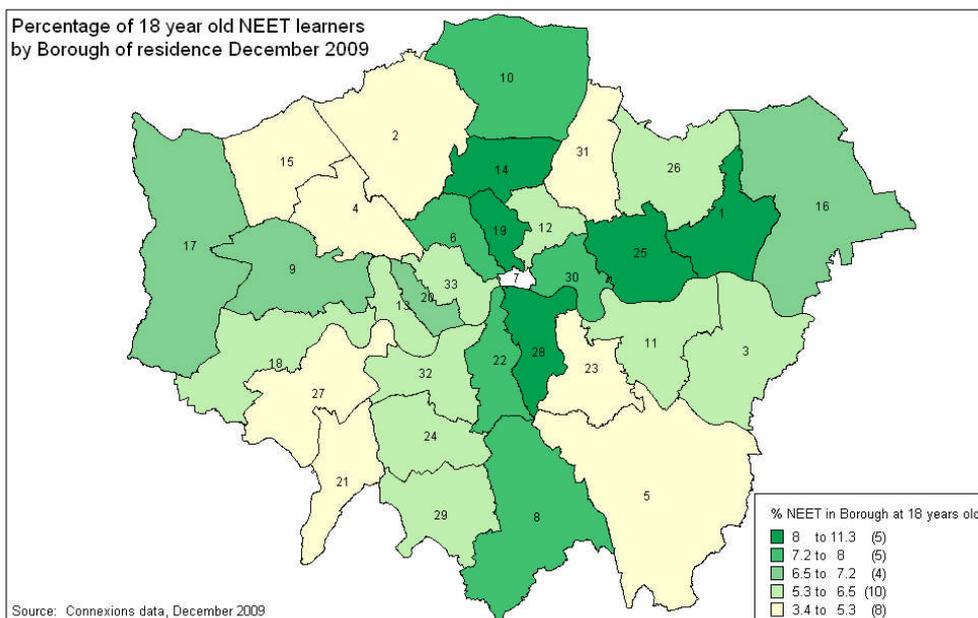


Source: Local authority Core Dataset Table 5



The actual number of 18 year olds NEET reduced by 200 in year to December 2009, however the proportion increased by 3%. Although below the national average increase of 8%, the proportion rose significantly in some London boroughs (by up to 56%).

Fourteen boroughs have 18 year old NEET levels above the London average. This includes both inner and outer London boroughs, although higher levels overall are found in inner London. Twenty boroughs had a rise in 18 year old NEET between December 2008 and 2009.



## 6.5.2 Participation at 17

The fall in participation in education and Work Based Learning (WBL) between the ages of 16 and 17 is a national issue. Young people who participate at 16 and then leave are just as likely to end up in a job without training or be NEET at 19, as those who did not participate at all at 16.<sup>56</sup>

In 2006, 93% of London's 16 years olds were in education and training, falling to 86% of the same cohort in 2007. The scale of dropout varies across London, ranging from 13% to 2%, with over half of outer London boroughs exceeding the regional average.

This compares favourably to national figures of 87% and 78% respectively for 16 and 17 year olds, but suggests that approximately 5,000 London learners leave post-16 education or training after one year. Figures suggest that a significant proportion of these become NEET; 4,230 young people became NEET from full time education in the period August – December 2009.

**Table 6.4: 16 and 17 year old participation in London since 2002**

		2002	2003	2004	2005	2006	2007
<b>In education &amp; training</b>	Age 16	86	86	88	90	93	94
	Age 17	76	79	80	82	85	86
	%pt difference	<b>-10</b>	<b>-7</b>	<b>-8</b>	<b>-8</b>	<b>-8</b>	<b>-8</b>
<b>Maintained Schools</b>	Age 16	34	35	36	37	39	40
	Age 17	25	26	27	29	29	31
	%pt difference	<b>-9</b>	<b>-9</b>	<b>-9</b>	<b>-8</b>	<b>-10</b>	<b>-9</b>
<b>Academies &amp; CTCs</b>	Age 16	1	1	1	1	2	2
	Age 17	1	1	1	1	1	1
	%pt difference	0	0	0	0	-1	-1
<b>Independent Schools</b>	Age 16	8	7	7	8	8	8
	Age 17	7	7	7	7	8	8
	%pt difference	<b>-1</b>	<b>0</b>	<b>0</b>	<b>-1</b>	<b>0</b>	<b>0</b>
<b>Sixth Form College</b>	Age 16	10	10	10	10	10	10
	Age 17	7	8	8	8	9	9
	%pt difference	<b>-3</b>	<b>-2</b>	<b>-2</b>	<b>-2</b>	<b>-1</b>	<b>-1</b>
<b>Other FE</b>	Age 16	26	26	26	28	29	29
	Age 17	26	27	27	28	30	30
	%pt difference	<b>0</b>	<b>+1</b>	<b>+1</b>	<b>0</b>	<b>+1</b>	<b>+1</b>
<b>WBL</b>	Age 16	3	3	3	3	3	3
	Age 17	5	5	5	4	4	4
	%pt difference	<b>+2</b>	<b>+2</b>	<b>+2</b>	<b>+1</b>	<b>+1</b>	<b>+1</b>
<b>Part-time Education</b>	Age 16	4	4	4	3	3	3
	Age 17	6	5	5	5	4	4
	%pt difference	<b>+2</b>	<b>+1</b>	<b>+1</b>	<b>+2</b>	<b>+1</b>	<b>+1</b>

Source: DCSF SFR 12/2009; Local authority Core Dataset Table 2

Maintained schools in London account for the largest difference in participation at 17. This follows the national trend, where the participation rate of 17 year olds in maintained schools was 6% lower than 16 year olds in 2006. The gap in London is above the national average and has

<sup>56</sup> See, '[Raising the Participation Age: supporting local areas to deliver](#)' for more information.

remained at its current level since 2002. Sixth Form College participation at 17 has also fallen since 2002. 17 year old participation in Other FE (FE Colleges) has increased almost year on year since 2002, indicating that this is a main destination for learners who leave other provision after one year. Further analysis needs to be undertaken to explore the reasons why learners leave provision at 17, including FE Colleges, Sixth Form Colleges and School Sixth Forms.

### 6.5.3 Why do learners leave early?

A national evaluation looked at a range of issues relating to level 3 provision, including reasons for non-completion.<sup>57</sup>

London specific findings include:

- GCE A/AS/A2 level and BTEC learners, and by association those aged 16 to 18, are most likely to drop out generally. Findings suggest that young GCE A/AS/A2 learners tend to struggle with the complexity of courses.
- London learners appear to persist with their course longer before leaving early, with the mean length of time before leaving (12.1 months) higher than the national figure (9.8 months).
- The most commonly cited reasons for leaving early in London are that the course was 'not what I wanted to do after all / changed my mind' (18%), 'too difficult' (15%) or 'poor quality teaching/training' (13%).
- Generally, the majority of learners in England and Greater London feel they made the right choice of course, although young people moving from level 2 to level 3 are the most likely to feel they made the wrong choice.

**Table 6.5: Reasons for not completing course**

(% of total, multi coded)		
	England	Greater London
	Total	Total
<b>Course Related: of which</b>	52%	55%
Found the course was not what I wanted to do after all/changed my mind	30%	18%
Poor quality teaching/training	8%	13%
The course was not at the right level for me – too easy	2%	4%
The course was not at the right level for me – too difficult	11%	15%
<b>Time/workload related</b>	13%	13%
<b>Circumstantial</b>	25%	18%
<b>Financial reasons</b>	6%	2%
* The total represents the views of all, but only the aims with a base number greater than 50 are shown individually		
Column % may not sum to 100% due to rounding and exclusion of don't know/no answer.		
Base : Early leavers		
Note: this table includes the responses from both young people and adults		
Source: Wave 3 Level 3 Learner Survey 2009		

<sup>57</sup> The 3 year evaluation comprised learners who started an LSC-funded Level 3 qualification in the academic year 2007/08. Reasons for non completion are based on the survey responses of 1,317 London learners who took part in wave 1. The evaluation included young people and adults, although prior to learning over half of all Level 3 learners in London came from school, sixth form or a college / training provider, while a quarter come from employment.

## 7. Achievement

This section looks at the achievement levels of 16-18 year olds in London. It covers the overall quality of the learning infrastructure, Success Rates of mainstream learning, A level points scores and level 2 and level 3 achievement by age 19 in London.

### 7.1 Overall quality of learning

A range of inspections indicate the quality of provision is improving in London year on year:

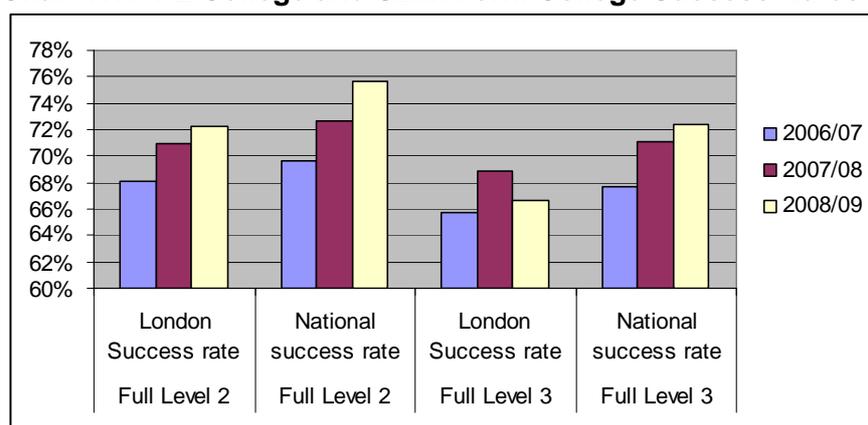
- 50% of Further Education (FE) providers inspected since 2005 have been rated as good or outstanding for their overall effectiveness.<sup>58</sup>
- 29% of London schools in 2007/08 were judged outstanding compared to 18% nationally. Overall 70% of schools were either graded good or outstanding, compared to 61% the year before.<sup>59</sup>
- Almost 40% of Apprenticeship provision was graded as good in 2008/09, with the remainder satisfactory. There were however no outstanding grades, a fall on the previous year's figure.<sup>60</sup>

The number of Notices to Improve (Nti) has however increased since 2005/06, with External Institutions accounting for 11 of the 12 issued in 2008/09. No Ntis were issued following Ofsted inspection to FE Colleges or Sixth Form Colleges, a significant reduction on the previous year.<sup>61</sup>

### 7.2 FE College and Sixth Form College Success Rates<sup>62</sup>

London's overall FE Success Rates in 2008/09 was 76.8%, below the national average of 80.3%. The rate of increase in London has also fallen behind the national trend; increasing by 1.8 percentage points since 2006/07, compared to a rise of 3.6 nationally. FE Full Level 2 and Full Level 3 Success Rates are below the national average. Level 2 however has increased steadily since 2006/07; level 3 fell in 2008/09 compared to an increase nationally.

**Chart 7.1: FE College and Sixth Form College Success Rates<sup>63</sup>**



Source: Local authority Core Dataset Table 23

<sup>58</sup> This includes FE Colleges and Sixth Form Colleges so is not specifically 16-18 provision. The findings are from inspection cycle 2 – from September 2005 onwards and include 58 inspections.

<sup>59</sup> These grades relate to the overall school and not the sixth form per se.

<sup>60</sup> Inspection grades cover Employer Responsive provision and will include provision for 16-18 as well as 19+.

<sup>61</sup> Note that this could include provision for 16-18 and 19+ year olds.

<sup>62</sup> Click [here](#) for more information on Success Rates, including what one is and what they can be used for.

<sup>63</sup> See Table 22 and 23 for more information on Success Rates.

### 7.3 Apprenticeship Success Rates<sup>64</sup>

Success Rates are below the national average, but have improved significantly since 2006/07. The overall increase in Apprenticeship Success Rates is driven largely by the improvements in Advanced Apprenticeships, which have risen well above the national increase.

**Table 7.1: Apprenticeship Framework Success Rates in London and England**

	London			England		
	Apprenticeships	Advanced Apprenticeships	Total	Apprenticeships	Advanced Apprenticeships	Total
2006/07	54.2%	56.3%	54.7%	61.2%	63.0%	61.7%
2007/08	59.0%	58.9%	59.0%	65.5%	66.3%	65.7%
2008/09	62.7%	72.4%	65.2%	68.3%	73.6%	69.6%

Source: Local authority Core Dataset Table 25

Note: These figures show Success Rate by residency

### 7.4 16 – 19 year old achievement<sup>65</sup>

#### 7.4.1 GCSE points score on entry to 16-19 level 3 provision

Nationally students entered 16-19 level 3 provision (BTEC, AS, A2 etc) with 43.4 GCSE points in 2009 (a mix of B and C grades at GCSE) compared to 43.2% for London students.<sup>66</sup> There were 68 colleges and schools where students entered with less than 40 points (Grade C GCSE).

#### 7.4.2 Level 2 / Level 3 achievement by age 19

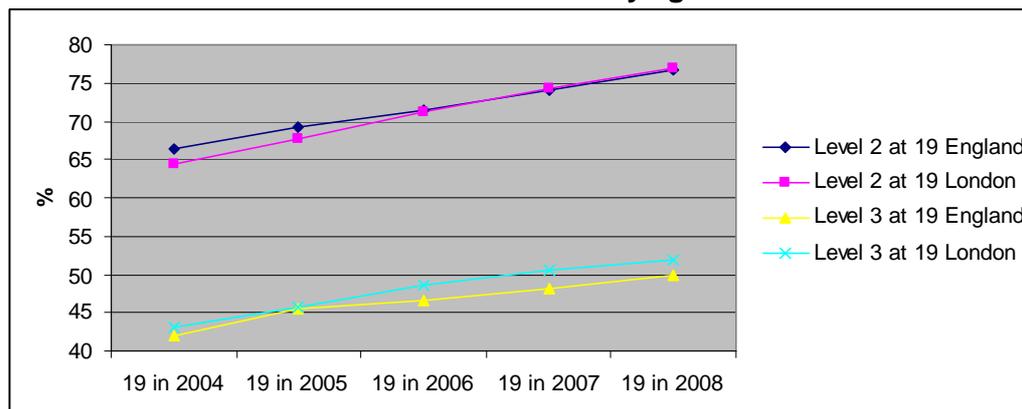
Achievement in London by age 19 has grown year on year since 2004 and now exceeds the national average at both level 2 and 3. The pattern within London varies significantly, with some boroughs significantly above the London average and others well below. Progress towards reducing the attainment gap also needs to be looked at on a borough by borough basis.<sup>67</sup>

<sup>64</sup> Click [here](#) for more information on the Success Rates used in this table.

<sup>65</sup> For more information on the content in this section see the relevant Local Authority Core Dataset tables and 2009 Datadashboard©. The Datadashboard© is produced by [Learning Plus UK](#), a national education charity that provides services that assist education professionals in raising the achievements of learners aged 14-19.

<sup>66</sup> See, [Test and Examination Point Scores Used in the 2009 Achievement and Attainment Tables](#) for more information.

<sup>67</sup> See Table 22 of the Local Authority Core Dataset for more information on Local Authority comparisons with National figures, including attainment Level 2 and Level 3 attainment by eligibility for free school meals.

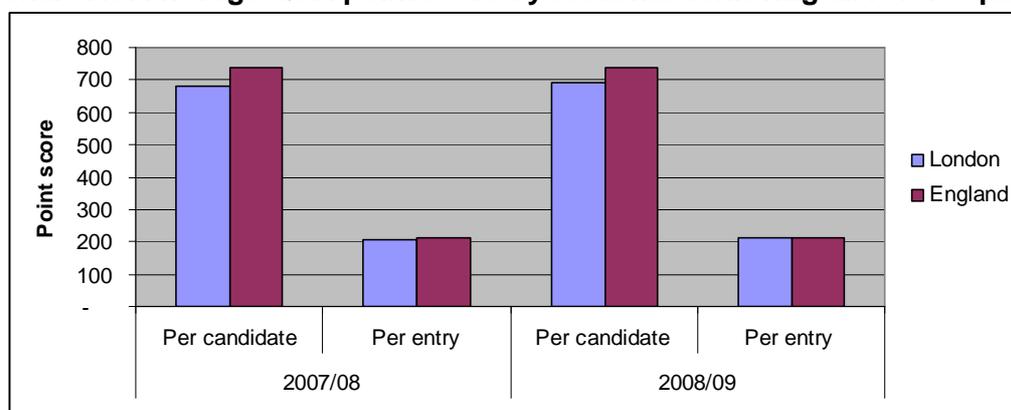
**Chart 7.2: Level 2 and Level 3 achievement by age 19**

Source: Local authority Core Dataset Table 22

### 7.4.3 Average points score per 16-18 student<sup>68</sup>

There is no school sixth form Success Rates data that is directly comparable to FE and Apprenticeship Success Rates data. Department for Education (DfE) attainment data is considered in the analysis instead, but direct comparisons are not made. DfE school sixth form attainment data is an aggregate of the providers in the local authority.

16-19 attainment is measured in terms of the numbers of points per student (this represents the sum of points from each subject they take), and the number of points per subject (this represents the average of points from each subject). The better the grades, the higher the point tariff awarded. A-level point scores measure attainment awarded from AS, A2 and vocational courses.

**Chart 7.3: Average QCA point score by students achieving all level 3 qualifications**

Source: Local authority Core Dataset Table 27

London's average QCA level 3 point score per student for 16-18 year olds in 2009 was 691.3, the lowest of any region. Performance in London did however improve by approximately one third of a grade per student in London in 2008/09, compared to no increase nationally. The gap is narrowing between the London average and the national average, but London is significantly behind other regions' performance.

<sup>68</sup> See [http://www.dcsf.gov.uk/performance/tables/16to18\\_09.shtml](http://www.dcsf.gov.uk/performance/tables/16to18_09.shtml) for provider and borough level information.

The reduction between inner London and the national average is about two thirds of a grade per student overall. Despite these improvements, London is still below the national average in terms of QCA points per student.

#### **7.4.4 Points score per examination entry**

There has been a marked improvement in the Qualifications and Curriculum Authority (QCA) level 3 points scores per examination entry. This is the measure of quality in individual subjects or courses – BTEC, AS, A2. The 2009 results show an improvement of about one fifth of a grade per subject/course. Point scores per examination entry in London (209.8) are slightly above the national average for maintained schools and colleges (208.3)

The London average masks significant variations within London providers, especially in inner London. Also, students in inner London borough providers take less subject equivalents per student (AS/A2/BTEC), an average of 3.1 compared with a typical student nationally taking 3.5. This reduces the numbers of level 3 QCA points per student and means students have fewer vocational or subject grades to offer employers and universities.

#### **7.5.5 Value added – Learner Achievement Tracker (LAT)**

The LAT is a system that measures the progress students make relative to their start qualifications. Students performing in line with the average for their abilities score zero. Points above show that students have performed better than the average or expectation for their ability; points below indicate lower than expected. There are outputs for course type, for example, AS, A2, BTEC Diploma, Certificate, Award.

In 2009, the values at A2 (A level) ranged from 25.8 to 16.9 and at AS level from -12.9 to 11.3. Note that at A2 one grade is equal to 30 points and at AS one grade is equal to 15 points.

## Appendix 1: Championing Young People's Learning

This section provides a snapshot of qualitative evidence gathered from learners about how learning has enhanced their employment prospects, skills set and improved confidence in their personal lives. The information draws on surveys, interviews and case studies from a range of 16-18 learning, including Apprenticeships, European Social Fund (ESF), third sector and mainstream Further Education (FE) activities.

Follow the links provided to find out more about the experiences of young people. The [WorldSkills London 2011](#) website also provides more information on the skills needed for various job roles and case studies of young people from around the world, talking about their skills and what influenced them to progress in their chosen career.

### European Social Fund (ESF)

The European Social Fund was set up to improve employment opportunities in the European Union and so help raise standards of living. It aims to help people fulfil their potential by improving their skills and job prospects.

#### Safia Altaf

Before coming to City Gateway Safia Altaf lacked self-confidence and was struggling to find work. She had tried to find employment but couldn't do so.

She began to study IT with City Gateway and began to develop professional skills. The SO2 funding provided Safia with Information Advice and Guidance support during her initial courses with City Gateway. The SO2 funding also enabled Safia to benefit from the course's corporate support. Attending HR workshops in the city with the organisation's partnerships, Safia grew in self-confidence. She also attended life skills classes as well as employability sessions developing an understanding of how to approach employers for work. **On an insight tour with Denton Wilde Sapte, a prestigious law firm that partners with City Gateway, Safia Altaf impressed a number of DWS' staff. They spoke so well of her achievements on her SO2 funded programme of IAG support at a practice interview with the firm that they invited her in for a real position.**

Safia Altaf now works for DWS whilst furthering her study in IT at City Gateway as an apprentice. She has also been selected for The 'The Skills for Life Award' and has truly come a long way.

#### Jason

**Jason** was unable to find work and connected with City Gateway by volunteering at Limehouse Youth Centre. He engaged with the sports team there and was soon running drop-in sessions at the centre's community gym. Progression followed into an NVQ level 2 fitness qualification and work experience at a City YMCA gym. **With a reference behind him, Jason was able to get a job at the Marriott Hotel gym where he now works and is being paid to study further fitness qualifications.**

*"The level of support was high from everyone at City Gateway and the placement was great - giving me the experience and the contacts to get into the industry."*

## Apprenticeships<sup>69</sup>

Apprenticeships cover a broad spectrum of subject areas, but this section focuses on the positive experiences young people have had whilst undertaking Business Administration Apprenticeships. Such qualifications can be used in a wide variety of professional areas within local council services.

Here are some views from Business Administration Apprentices in London boroughs, which show the value that these work-based experiences have brought to their career development

### **Lillie Stone, Apprentice in Integrated Education Service, LB Waltham Forest**

I've just been successful in getting a fulltime job and I've not quite finished my Level 2 Business Administration apprenticeship! I love working here – everything I am unsure of is answered fully and helpfully. The recruitment process was good. If I wasn't here I'd be working part time in Clintons still! I'd recommend apprenticeships to anyone – you learn so much.

### **Danny Tomkins, School Data Apprentice, LB Ealing**

My favourite part of the apprenticeship at Ealing was completing my level 2 and making my speech at the apprenticeship awards. The hardest thing has been changing from level 2 to level 3. It's a big difference although it doesn't sound like one.

I receive the utmost support from both my manager and my team. We all work very close together and they are always on hand if I need anything! Without my manager I wouldn't be here. If I wasn't on this apprenticeship, to be honest I think I'd still be looking for a job or signing on. After the Level 3 apprenticeship, I'd like to stay on in my team and progress steadily. If that doesn't happen then I'd like to move on and get a job in administration either within the council still or elsewhere.

To any young people thinking of starting an apprenticeship, I'd say GO FOR IT. You've got nothing to lose; Apprenticeships are some of the most effective ways of getting qualifications and jobs! To a manager thinking of taking on an apprentice I'd say be prepared. It's not a walk in the park and you can't expect your apprentice to be perfect. Be ready for anything and always remember that your apprentice is new to all of this, cut them a bit of slack!

## Third sector<sup>70</sup>

Learners interviewed as part of *Understanding the contribution of the Third Sector in Learning* identified a number of positive outcomes from their third sector provision:

<sup>69</sup> For more information see <http://www.apprenticeships.org.uk/Be-An-Apprentice/Apprentice-Case-Studies.aspx> and

<http://www.londoncouncils.gov.uk/capitalambition/projects/apprenticeships/casestudies/businessadministration.htm>

<sup>70</sup> For more information see, '[Understanding the contribution of the Third Sector in Learning and Skills](#)' and '[The role of Third Sector innovation: Personalisation of Education and Learning Services](#)'.

- A considerable proportion directly attributed their completion and achievement to the additional, often one-to-one, learning support they received from their tutor
- The learning provided a stepping stone into further learning; several level 2 FE or Work Based Learning (WBL) learners progressed to level 3 courses
- As well as 'hard' outcomes (for example, employment, qualifications or progression to further learning) the majority of learners reported a range of 'softer' outcomes, such as increased confidence and motivation, an improved attitude to learning and people skills

#### *Third sector Learner Journeys:*

*"If you were having any problems in general life they'd help. I think if the support had stopped I'd have left, because I'd have had nobody who was bothering with me."*

**Learner – WBL 16- to 18-year-old Apprenticeships in deprived areas**

*"The biggest benefit is that I know what I want to do in the future. I think that's important. A lot of youngsters my age I've spoken to say, 'You're so lucky, you know what you want to do. We don't know what we want to do, we're just in college.' And because I've done this course, it's made me realise what I want to do."*

**Learner – WBL 16- to 18-year-old Apprenticeships in deprived areas**

*"Getting a job, being able to look after myself; the course gave me the will to look for a job, to stop being homeless, having to 'sofa surf'. I just started work again, three weeks ago. I'm enjoying it."*

**Learner – ESF 16- to 18-year-old learners**

## Further Education

A range of Learner Tracker studies looking at the long-term benefits of FE on adult learners, found a range of benefits.<sup>71</sup> These included:

- **New skills lead to progression at work**, whether with the same or a new employer. Almost two in five say they had a promotion or are now were in higher-level job or position when interviewed approximately 18 months after finishing their course
- **A significant proportion of learners progress onto another course**. A third of learners on courses below level 2 progress to higher-level courses and half of those who complete at level 3 progress into higher education.
- **Learning gets people off benefits and into jobs**. One Learner Tracker study found that of the proportion of people on benefits fell from 88 per cent before the course to 53 per cent after; and a third moved into employment.

<sup>71</sup> The Learner Tracker studies involved contacting a range of learners by telephone after they had finished their course of learning and asking them questions relating to employment and skills. See ['What has learning ever done for us?'](#) for examples of Learner Tracker projects.

## Appendix 2: Local authority Core Dataset tables



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## Appendix 3: Regional Responsiveness – YPLA Management Information & Data Analysis Suite

The first release of the Local authority Core Dataset tables will also be followed by a set of pivot tables developed to offer a pan regional view of the 32 Local authorities with the ability to analyse individual local authority data.

### YPLA Management Information & Data Analysis Suite

The following set of 14 reports has been identified as offering additional granularity and an enhanced presentation format. The reports are being deployed to the Provider Gateway and are also available as a set of applications from YPLA facilities.

Reports will continue to be developed and deployed and is estimated to be completed by June 2010.

#	Report Name	Due Date
1	Borough Population/Cohort Projections.	End March
2	Borough Headline PSA/Targets and National Indicators.	End March
3	Borough Local Provider Summary.	End June
4	Borough Residents in Education.	End June
5	Apprenticeships take up by Borough residents.	End March
6	Learners with Learning Difficulties and/or Disabilities.	End May
7	Borough Local Provider Allocations.	End May
8	Young Peoples' Preferences and Needs.	End April
9	Success and Achievement in Borough Local.	End June
10	Success and Achievement of Borough Residents.	End June
11	Diploma Provision in Borough Local Providers.	End June
12	Travel to Study Matrix.	End June
13	EMA Applications for Borough Residents and Borough Local Providers.	End May
14	Level and Curriculum Route report from the YPLA London data Store.*	End May

\* Reports highlighted in orange have been developed and deployed onto the Provider Gateway.

### What is the Provider Gateway?

The Provider Gateway is a web-based application which allows the Young People's Learning Agency (YPLA), Skills Funding Agency, Ofsted, Local Authorities (LAs) and Providers to share and access information which supports quality assurance, improvement and inspection. Reports available to users include; Draft Strategic Analysis Report, Core Data Tables, School Census Reports and 16-18 Allocation Documents etc.

### How do I access the Provider Gateway?

The Provider Gateway can be accessed via the link provided below. However users need a username and password in order to access the gateway – queries regarding access to the Provider Gateway should be sent to [londondata@ypla.gov.uk](mailto:londondata@ypla.gov.uk).

## Appendix 4: Sharing Data and Information with Local authorities in 2010

	What will I get?	What is it for?	How can I access it?
<b>14-19 Core data set</b>	FE/SSF Participation and achievement data for last full AY and comparative retention and achievement data Trend data Apprenticeship data NEET data Success Rate and value-added data Resident and provider based Demographic information Academies Level 2 at 19 / level 3 at 19 Travel to study	Establishing commissioning priorities	Available now via the Provider Gateway  Interactive reports via YPLA hot desk
<b>Regional Analysis</b>	A regional strategic analysis Regional pivot tables of the 14-19 core data set	Understanding the regional environment	Via the website and provider gateway
<b>Provider performance reports</b>	Planned vs. Actual performance (ILR, Census) Mix of provision and curriculum reports Quality reports (QSR) available through Provider Gateway Data dashboard Historical allocation trend information NTI/MLP information	Performance management  Provider Planning Dialogue	Provider gateway
<b>Ad-hoc requirements</b>	Other reporting as agreed with the RPG e.g. PLASC LLDD data Connexions/Choice/ ILR pyramid report	Other elements of the NCF process	YPLA website, provider gateway and hot desk

YPLA hot desk will be replaced by an online capability which will deliver interactive, quality assured reporting to LA desktops.

## Appendix 5: European Social Fund

The European Social Fund (ESF) was set up to improve employment opportunities in the European Union and so help raise standards of living. It aims to help people fulfil their potential by improving their skills and job prospects.

Since 2000, the ESF has been a central part of the European Union's (EU) Lisbon strategy for growth and jobs. It supports the EU's goal of increasing employment by giving unemployed and low skilled people the training and support they need to enter jobs and progress in the labour market. By focusing on those most in need of help, it contributes to policies to reduce inequality and build a fairer society.

Over the past seven years from 2000 to 2006, the ESF has helped over four million people in England. In 2007, DWP & DfES launched the 2007-2013 ESF programmes designed to support regional skills and employment priorities.

The London Learning and Skills Council were approved as a Co-Financing Organisation in London under the 2007-2010 ESF programme for project delivery in the following priority areas:

### Priority 1 – Extending employment opportunities:

- 1.1 – Improving the employability and skills of the unemployed and economically inactive people
- 1.2 – Employment and skills activities targeted at young people who are not in education, employment or training (NEET) or at risk of becoming NEET;

### Priority 2 – Creating a skilled and adaptable workforce:

- 2.1 – Increasing the number of employees with improved basic skills levels, including English for Speakers of Other Languages (ESOL) needs
- 2.2 – Increasing the number of employees with improved level 2 skills;
- 2.3 – Increasing the number of employees with improved level 3/4 skills.

For the 2011 – 2013 ESF programme, the Skills Funding Agency will become the accountable body for co-financing the European Social Fund. Specifically for Priority 1.2, the Skills Funding Agency will operate on behalf of the YPLA and local authorities' when ESF funding is targeting 14-19 individuals at risk of becoming NEET. The London Development Agency (LDA) is also a co-financing organisation in London and will target their Priority 1.2 funding at young people (aged 16-19) who are NEET.

### Mayor of London

London is one of the world's most successful, dynamic and diverse cities. However, London's success is marred by the persistence of deep inequalities and a poverty of aspiration. Around 600,000 Londoners have no qualifications and almost 30% are not in employment. With the lowest rate of employment in England, the Skills and Employment Strategy's objective is to raise London's employment rate of 70.5% to 72%.

Through the investment of £740 million in the region over 7 years, the 2007 – 2013 ESF Programme, under the strategic responsibility of the Mayor of London, can help achieve increases in sustainable employment and support businesses to raise the skills of London's workforce.



## GLOSSARY

A Level	Advanced General Certificate of Education
Advanced Diploma	3 and half A Levels equivalent
ALS	Additional Learner Support
AS Level	Advanced Subsidiary Level
ASCL Act	Apprenticeships, Skills, Children and Learning Act
BERR	Department of Business, Enterprise and Regulatory Reform
BSF	Building Schools for the Future
BTEC	Business and Technology Education Council
CEIAG	Career Education, Information, Advice and Guidance
CTC	Community Technology Centre
DBIS	Department for Business, Innovation and Skills
DCSF	Department for Children, Schools and Families
DfE	Department for Education
DLF	Demand Led Funding
DMAG	Data Management and Analysis Group
DWP	Department for Work and Pensions
E2E	Entry to Employment
EET	In education, employment or training
EMA	Educational Maintenance Allowance
ER	Employer Responsive
ESF	European Social Fund
ESOL	English for Speakers of Other Languages (ESOL)
EU	European Union
FE	Further Education
FfE	Framework for Excellence
FL	Foundation Learning
Foundation Diploma	5 D - G GCSEs equivalent
FSMs	Free School Meals
FTE	Full Time Equivalent
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
GLA	Greater London Authority
GRT	Gypsy, Roma or Traveller
HE	Higher Education
Higher Diploma	7 A* - C GCSEs equivalent
IAG	Information, Advice and Guidance
ILR	Individualised Learner Record
ISPs	Independent Specialist Providers
KS	Key Stage
LA	Local authority
LAT	Learner Achievement Tracker
Level 1	GCSEs Grades D-G
Level 2	5 A*-C GCSEs or equivalent
Level 3	2 A levels or equivalent

Level 4	Certificates of higher education
LLDD	Learners with learning difficulties and/or disabilities
LSC	Learning and Skills Council
LSEB	London Skills and Employment Board
MLP	Minimum Levels of Performance
NAS	National Apprenticeship Service
NCF	National Commissioning Framework
NDPB	Non-Departmental Public Body
NEET	Not in education, employment or training
NK	Not Known
NSA	National Skills Academy
NSAs	National Skills Academies
NTI	Notice to Improve
NVQ	National Vocational Qualification
ONS	Office for National Statistics
PLASC	Pupil Level Annual School Census
QCA	Qualifications and Curriculum Authority
RPA	Raising the Participation Age
RPG	Regional Planning Group
SEN	Special educational needs
SFA	Skills Funding Agency
SFR	Statistical First Release
SSF	School Sixth Form
STEM	Science, technology, engineering and math
SVQ	Scottish Vocational Qualification
TTG	Train to Gain
UK	United Kingdom
UKCES	UK Commission for Employment and Skills
VfM	Value for Money
WBL	Work Based Learning
YJB	Youth Justice Board
YOT	Youth Offending Team
YPLA	Young People's Learning Agency

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