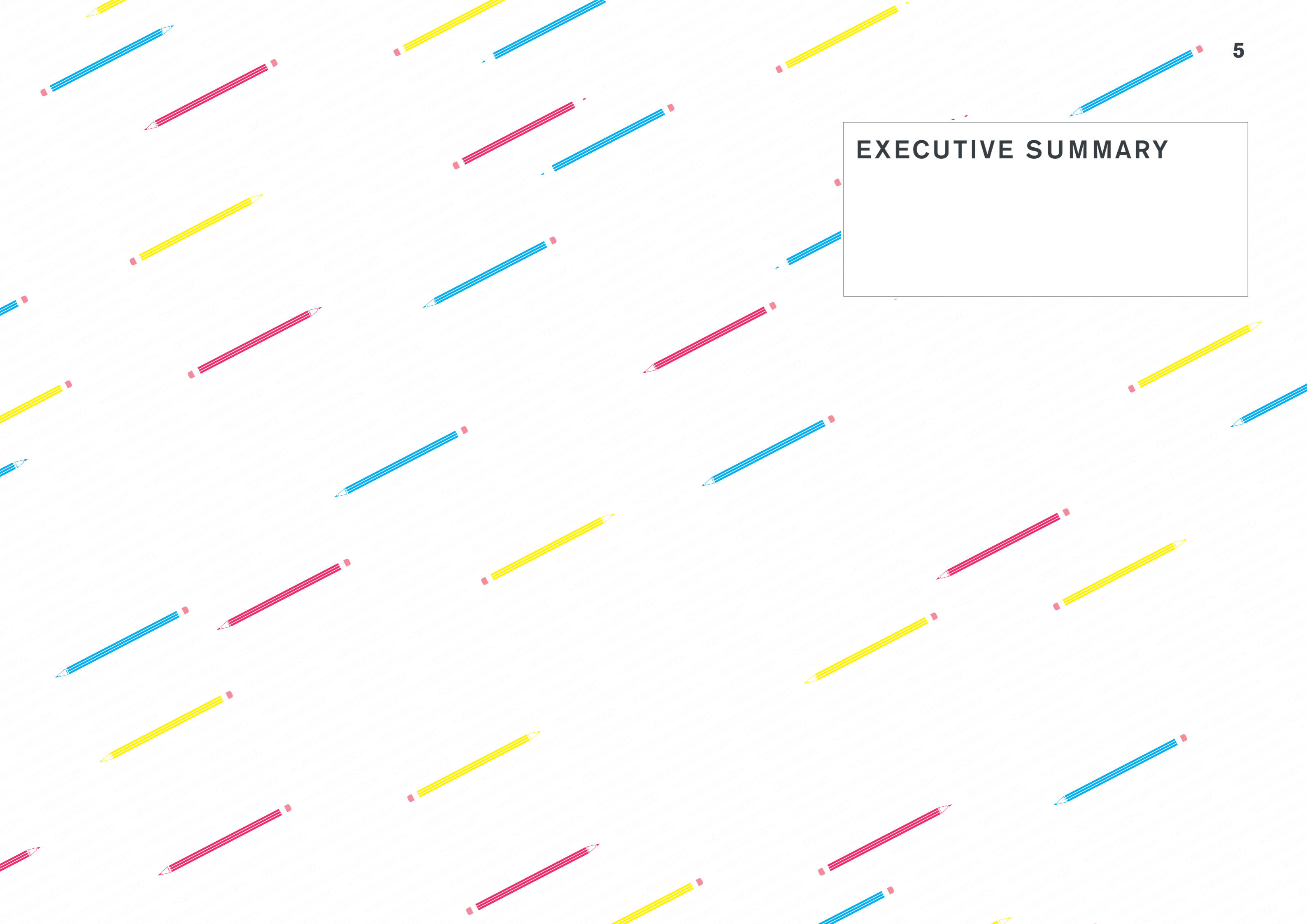


**ANNUAL LONDON
EDUCATION REPORT 2014**

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EXECUTIVE SUMMARY



The 2012 Mayor's Education Inquiry recommended that we report on London's education performance every year. This second annual report offers a snapshot of London's education system. It updates statistics and highlights trends to inform progress. We've also created a new data section on our website (<http://data.london.gov.uk/gla-publications/annual-london-education-report-2014/>) to support this report, which can be tailored to your own questions.

The report is arranged according to the themes of the Mayor's Education Inquiry and Delivery Plan; we feel that these themes accurately reflect both the strengths and challenges of London's education system since 2009:

- promoting excellent teaching in all London schools
- preparing young Londoners for life and work in a global city
- a good school place for every child
- fostering engagement and building resilience

The executive summary highlights top lines from the full report, which is available at <http://www.london.gov.uk/priorities/young-people/education-and-training>. The report offers background information and analysis on the previous year's results in relation to policy and demographic changes. In the last five years, London's performance at key stages 2 and 4 has improved by 12 and 11 percentage points, respectively to 79 and 65 per cent, level 4 at key stage 4 and 5A*-C including English and maths at GCSE 2013.

London's huge improvements over the last decade have sparked a number of academic and policy reports. Others are looking to London to identify the reasons for this success and how to replicate it. We in London face the challenge of continuing improvement and progress. We are right to celebrate London's successes to date; the full report investigates the reasons for this success, whilst also focusing on areas with even more potential for improvement:

- increasing the proportion of children achieving top grades at key stages 2, 4 and 5, particularly for children from disadvantaged backgrounds
- closing the gaps in attainment by making sure disadvantaged children achieve more
- reducing the rate of drop-out between 16 and 18, especially those studying for level 3 qualifications
- increasing the proportion of London children, particularly the most disadvantaged, who go to Russell Group and research intensive universities

Promoting excellent teaching in all London schools

Research shows that improving teaching is the best way to improve children's attainment at school. This is especially important for the most disadvantaged students. This section investigates the quality of teaching in London, particularly attainment in the core subjects and:

- ensuring that sustained (and where necessary, accelerated) progress results in children attaining their potential

- the need to stretch all children, including the most disadvantaged, to achieve the highest grades and close achievement gaps

At a national and London level children eligible for pupil premium, who have a special educational need, or of some ethnic backgrounds continue to underperform. While London schools do better than others nationally, there are still big gaps in attainment. In 2013 in London, only 15 per cent of disadvantaged children achieved level 5 or above at key stage 2, compared with 28 per cent of others. This 13 percentage point gap has remained consistent over the last three years, whilst overall attainment at the top levels has gone up.

The Mayor's Education Inquiry particularly emphasised the importance of the core subject areas of English and maths, seen as 'building blocks' to accessing a broad and balanced curriculum. Those who are most disadvantaged require high quality teaching so their basic English and Maths skills are good enough to access the wider curriculum.

Preparing young Londoners for life and work in a world city

London is one of the most vibrant cities in the world, attracting commerce, talent and ideas from across the globe. Growing up in this city should offer a strong advantage to London's young people, with unrivalled access to careers in competitive international industries.

The Mayor's Education Inquiry report recommended a strong focus of education in London should be on preparing young Londoners for life

and work in a world city. This means ensuring schools, colleges, universities, the business sector and others feel they have a stake in young people's destinies (including under-achieving or vulnerable young people), from school right through to work.

In London:

- just under a quarter of key stage 5 students drop out of their studies before the age of 18
- only two per cent of London's key stage 5 leavers are accessing apprenticeships, as opposed to four per cent across the rest of the country
- science, technology, engineering and maths (STEM) and modern foreign languages (MFL) subject uptake is lower than the national average in London; 7.33 per cent at GCSE level, as opposed to 9.06 per cent across England
- drop-out rates in London universities are higher than those across the rest of the country; an average of 6.34 per cent as opposed to 5.7 per cent across England

The full report explores, in detail, the issues identified above. It particularly considers education performance in STEM and MFL to understand how young Londoners are being prepared for life and work in the capital.

Science, technology, engineering and maths (STEM) subjects are vital to economic innovation and growth. Yet, a recent survey of over 500 employers, most London-based, found that 42 per cent of employers were having difficulties recruiting STEM skilled staff.

There is a growing focus on languages, particularly with the government's recent introduction of compulsory MFL for all key stage 2 pupils. This is a positive step in promoting the value of language skills. It will also help ensure that all children go to secondary school with some of the advantages many independently educated children have had for some time.

A good school place for every child

On 31 March 2014 the proportion of England's schools judged good or outstanding reached 79 per cent. London has the highest proportion of outstanding schools with 28 per cent. Yet, London doesn't have enough good school places for all children and with a growing population, this problem is set to get even worse. Our projections over the next decade, shows that, by 2022 the primary school-aged population will have increased by 94,000 children.

Just as important is making sure that the places offered are good. Even in areas where there may be a surplus of places, some London parents feel they don't have a genuine choice and are not satisfied with their local schools. To help parents choose the best education for their children requires high quality information, advice and guidance, the full report contains more information on how the sector can work together to provide this.

Fostering engagement and building resilience

Today's young Londoners are the city's future. They are the workers, business leaders and entrepreneurs on whose skills and capabilities future economic growth depends. It is important that all

young Londoners actively participate in education, employment or training. This includes those children and young people who have to overcome disadvantages. The report looks more closely at the attainment and destinations of those children, in particular:

- children who have been eligible for free school meals in the last six years
- white working class children
- looked after children and care leavers
- children with special educational needs
- children from minority ethnic groups

London has relatively high concentrations of these groups of children. Although many of these young people perform better than those living in other regions, the gaps between their performance and other children are significant.

Across England, an average of 15.8 per cent of primary and secondary aged children are eligible for pupil premium. However, the percentage of children eligible in London is higher than average, at 19.45 per cent. This proportion is exceptionally high in inner London.

London's demographic is markedly different to other English regions. Ethnic diversity is now commonly regarded as a strength of London's education sector and although certain ethnic groups do face particular challenges, many are extremely successful. The percentage of Chinese pupils achieving 5 or more GCSEs at grade A* - C including English and maths is 17.5 percentage points above the national average. Furthermore, the percentage of black pupils achieving 5 or more GCSEs at grade A* - C including English and maths

has increased by 3.5 percentage points since 2011/12.

In 2013, some 10,090 of London's children were looked after by a local council. This number has been steadily falling since 2005. London is the only region where rates of looked after children have decreased over this period, although this varies across the city.

Children with statements of special educational needs or education, health and care plans are another group whose educational performance is consistently below others. This group is difficult to define, which makes target-setting problematic. Special educational needs can range from dyslexia to complex conditions affecting development at an early age. Major reforms to the statementing system of support started on 1 September 2014. These present several challenges to London's educational system. From now on an education, health and care plan will be issued to a child who requires extra support to reach their potential.

Conclusion

The Annual London Education Report uses the findings of the Mayor's Education Inquiry and recent education performance and demographic data to identify successes and areas for further improvement in London education.

This report identifies the following key areas for ongoing improvement:

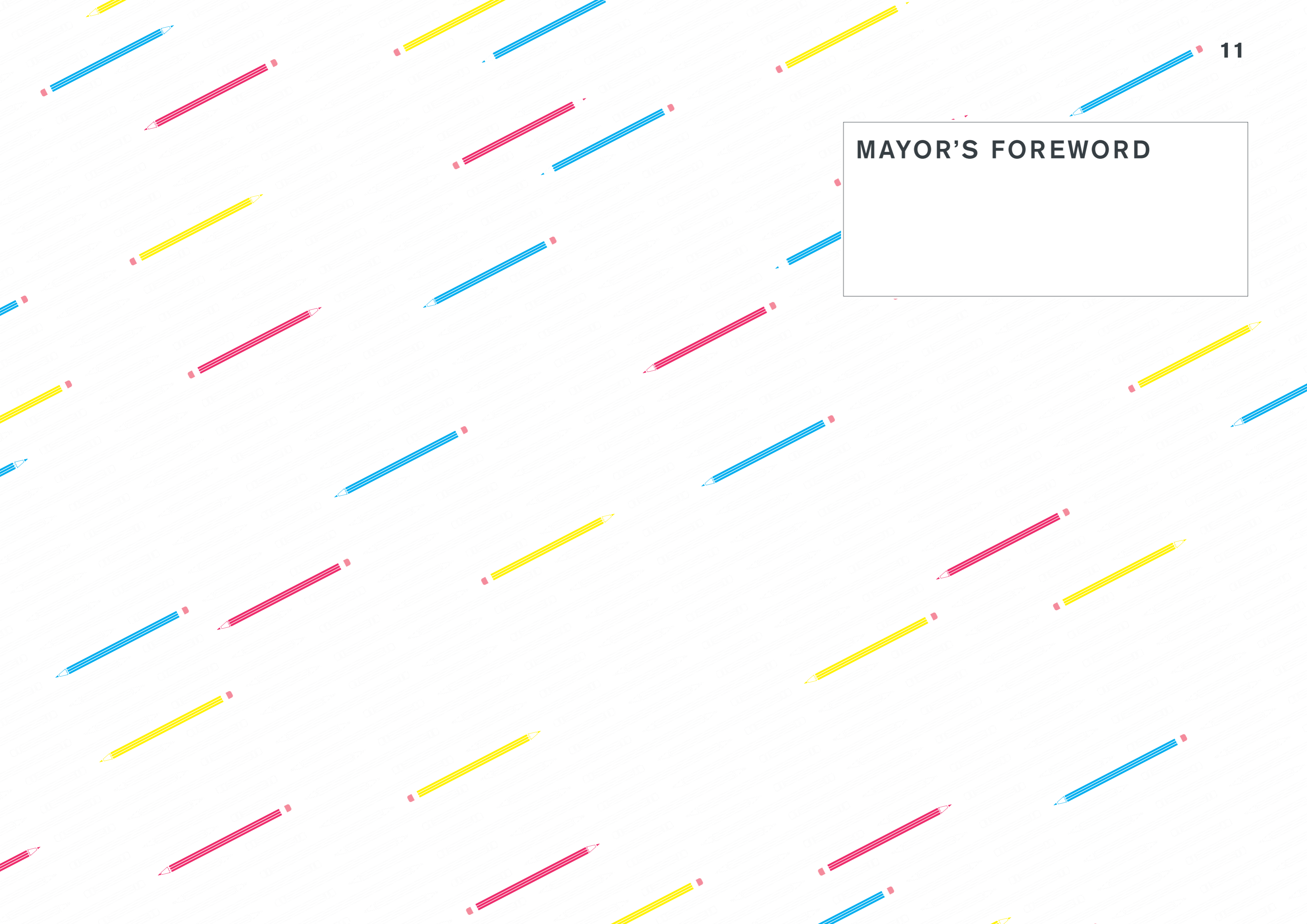
- increasing the proportion of children achieving top grades at key stages 2, 4 and 5

- closing the gap by improving the attainment of disadvantaged children
- reducing the rate of drop-out between 16 and 18, particularly with those studying for level 3 qualifications
- increasing the proportion of London children attending Russell Group and research intensive universities

To move London's education system forward even further, sustained improvement is best achieved through evidence-based practice. The evidence base on effective education is certainly growing, both in quantity and in quality, however there is some way to go to build a culture where evidencing impact is the norm. Creating a system of evidencing good practice will ensure that progress is not only sustained but built upon, as the challenges that the capital face shift.

London's education sector approaches challenges with energy and enthusiasm, driven by the knowledge of how much has already been achieved to provide high quality education for its young people and by the aspiration of how much more can be done to keep improving it. The better we understand what we are doing well in our city, the better we will be able to keep building on our successes, and ensure that London is truly competing to be a global leader in education.

MAYOR'S FOREWORD





London is leading the UK at every stage of young people's education.

Young Londoners achieve some of the best results in the UK. Our children are more likely to excel. They also get a fantastic education. Indeed, London has proportionally more outstanding schools and teachers than anywhere else in the country. The steady improvements in results and quality of school leadership is down to the hard work and dedication of London's students, teachers and school leaders.

But there's still much to be done and challenges to address. We must use all the available research data to identify those challenges and design solutions that work. This second Annual London Education Report offers a snapshot of London's education system. It updates important statistics and highlights trends so that we can continue to make targeted progress.

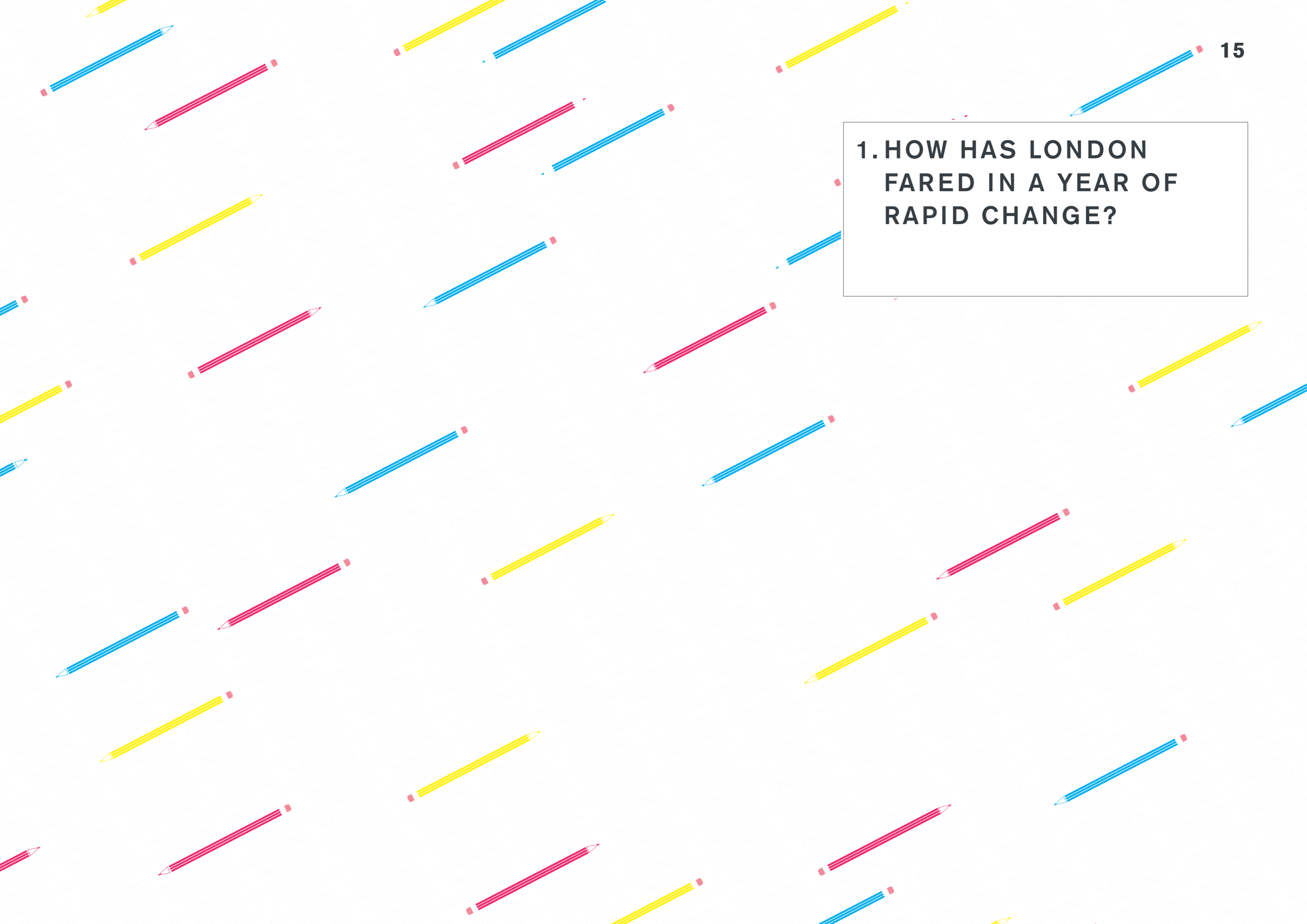
For the first time, we've also created a special section on our website to support this report. Here you'll find even more extensive data which can be tailored to answer your questions: <http://data.london.gov.uk/gla-publications/annual-london-education-report-2014/>

We must keep up our efforts to make London's schools among the best in the world. We must help our young people to grasp new social and economic opportunities in London and compete with the talent London attracts from around the globe. My Gold Club, London Schools Excellence Fund and London Curriculum programmes can help. They offer great opportunities to share best practice, develop teachers' subject knowledge and provide exciting and relevant curriculum resources.

We hope that teachers, school governors and everyone involved in improving London schools find the report useful. We want to do all we can to encourage people to work together for positive change.

Boris Johnson
Mayor of London

**1. HOW HAS LONDON
FARED IN A YEAR OF
RAPID CHANGE?**



The Mayor published his first Annual Education Report in 2013. This followed his Education Inquiry, which gathered data and highlighted the main trends in education in London. The sector has moved on since the Education Inquiry's final report from October 2012. It has responded positively to new policy initiatives and achieved ever higher results for the city's students. The last year has seen 20 new London schools opening, £10 million invested in the city's schools through the London Schools Excellence Fund and a new national curriculum. There have also been big changes to special educational needs law, further reform to post-16 education and training and lots of research and innovation emerging of schools.

This report considers these new developments alongside what progress is being made in relation to the main objectives of the Mayor's Education Inquiry final report¹:

- Promoting excellent teaching in all London schools
- Preparing young Londoners for life and work in a global city
- A good school place for every child

It also considers a new theme which was added to the Mayor's education delivery plan in 2014:

- Fostering engagement and building resilience among London's young people

In the last five years, London's performance at key stages 2 and 4 has improved by 12 and 11 percentage points, respectively to 79 and 65 per cent achieving the floor level. Since the Education Inquiry, performance has improved by four percentage points, with a two percentage point increase over the last year across both phases and stages. London's huge improvements over the last decade have been the subject of a number of recent academic and policy reports². Others are looking to London to identify how this success has happened and replicate it elsewhere. We in London face the challenge of continuing improvement and progress.

The Centre for British Teachers Education Trust (CfBT) report 'Lessons from London schools: investigating the success', showed that London schools have improved dramatically since 2000 and at a faster rate than anywhere else in the country. They put this down to the school improvement initiative London Challenge, Teach First, the academies programme and more support from local councils. The Institute for Fiscal Studies (IFS) report, 'Lessons from London schools for attainment gaps and social mobility', commissioned by the Social Mobility and Child Poverty Commission, examined the so-called 'London effect'. This has seen disadvantaged pupils in London attain better results than in other parts of England. The IFS said the boost is mainly down to improved performance by primary schools at the turn of the

millennium. Finally, Centre Forum's report, 'Regional challenges: a collaborative approach to improving education', also argued that London Challenge played a defining role in this transformation.

We are right to celebrate and investigate London's success to date. This report will provide further detail on that, whilst also focusing on the areas with even more potential for improvement:

- increasing the proportion of children achieving top grades at key stages 2, 4 and 5, particularly for children from disadvantaged backgrounds
- closing the gaps in attainment by improving the attainment of disadvantaged children
- reducing the rate of drop-out between 16 and 18, particularly with those studying for level 3 qualifications
- increasing the proportion of London children, particularly the most disadvantaged, attending Russell Group and research intensive universities

These are the main challenges ahead for schools and colleges, as well as for business, government and school improvement partners. Evidence-based interventions, along with systematic sharing of good practice, will be vital to ensuring that improvements are ongoing.

Background Information

London's population of school aged children and young people is growing at a phenomenal rate. The number of children in London's state-funded schools reached 1,189,300 in January 2014. From 2003 until the end of the decade births rose year on year, such that by 2010 there were over 130,000 births per year in the capital. Population calculations suggest that between 2013 and 2022 the primary school-aged population of London will increase by 94,000 and the secondary school-aged population by 80,000. Whilst it is very difficult to predict the demographic make up of the ongoing population growth, we do know that London's population of children and young people is getting more and more diverse. Sixty nine per cent of London's school aged children are from minority ethnic groups, and 44 per cent have a first language other than English.

This diversity is one of London's main strengths and has been cited as an important contributing factor to its educational success. Nevertheless, there are still groups of children in London who significantly underperform. This includes those who are eligible for free school meals, looked after children and care leavers, those with special educational needs, certain minority ethnic children and, increasingly, white working class children.

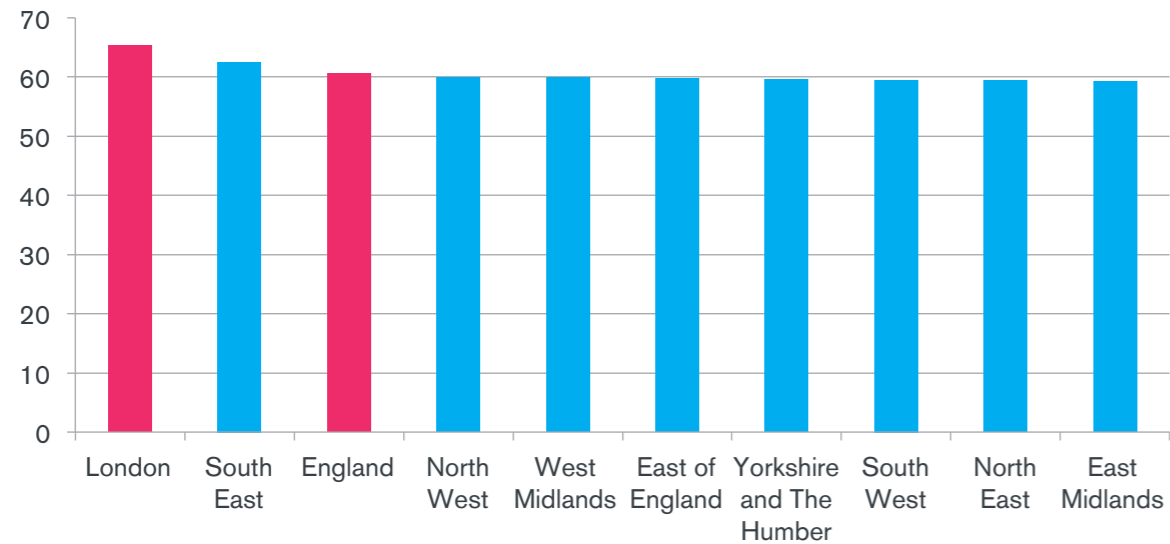
The percentage of children who are known to be eligible for and claiming free school meals is also significantly higher in London than any other region, 21.25 per cent in 2014. The prevalence and complexity of challenges faced by some

of these disadvantaged groups is also increasing over time.

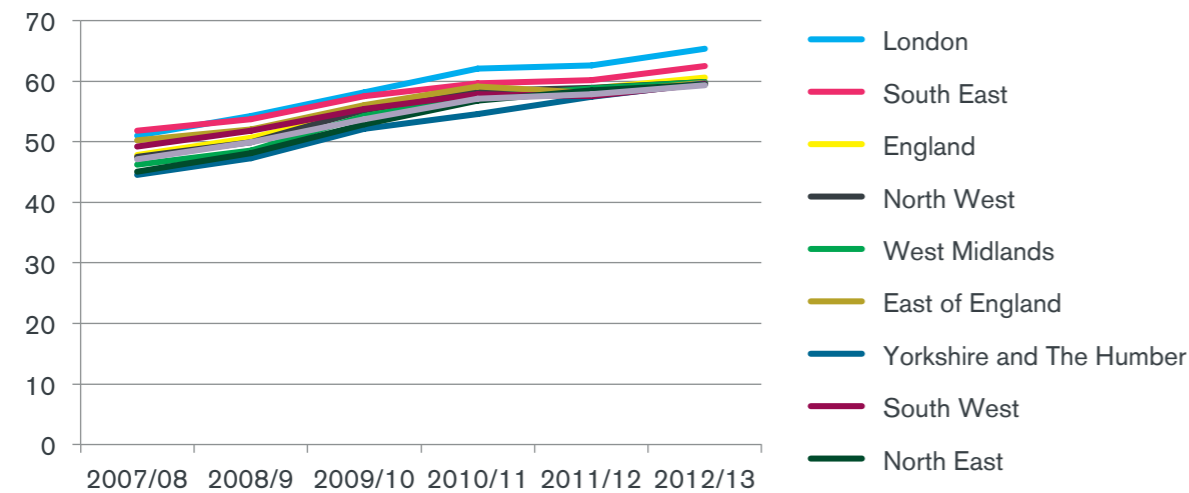
Given these challenges, the fact that London schools continue to outperform the rest of the country is a significant achievement. Indeed, if the rest of the

country performed as well as London educationally, it is likely that the national PISA ranking for maths and English would rise to around 17th, from a current position of 27th.

Percentage of all English and maths 2013 pupils at the end of KS4 achieving 5+ A* - C including English and maths 2013



Percentage of all pupils at the end of KS4 achieving 5+ A* - C including English and maths 2013



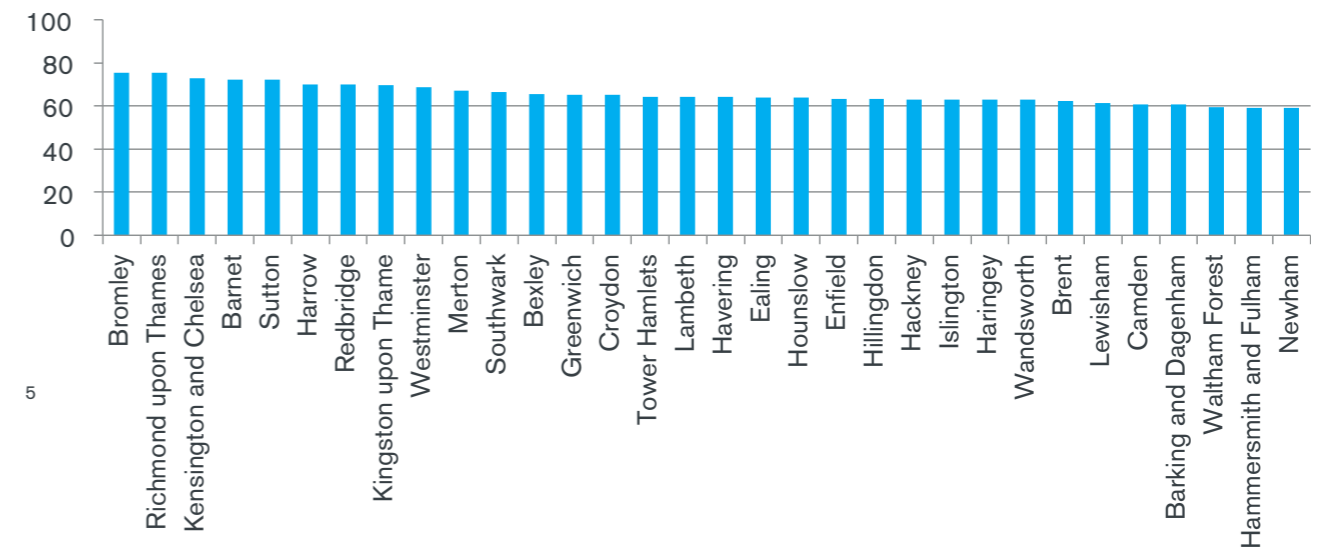
The rate of improvement in London has also been significantly faster than the England average; in particular London saw an increase in the percentage of all pupils achieving 5 or more A*-C including English and maths of 26 per cent between 2007 and 2013.

However, as the chart below shows, performance across London varies considerably. Whilst some of this variation can be explained by contextual factors, there are many examples where students, schools and boroughs are

successfully bucking the trend and overcoming pupil disadvantages. This report will highlight some of these. It will explore aspects of this performance in greater detail, following the themes of the Mayor's Education Inquiry and identify some of London's new and ongoing challenges.

More extensive education data is available via our website: <http://data.london.gov.uk/gla-publications/annual-london-education-report-2014/>

Percentage of all pupils at the end of KS4 achieving 5+ A* - C including English and maths 2013



**2. PROMOTING EXCELLENT
TEACHING IN ALL
LONDON SCHOOLS**



Research shows that improving the quality of teaching is the best way to improve children's attainment at school and is especially important for the most disadvantaged students. This section will look at the quality of teaching in London, particularly focusing on attainment in the core subjects and:

- closing the gaps in achievement, by raising the attainment of those groups that typically underachieve
- ensuring that sustained (and where necessary, accelerated) progress results in children attaining their potential
- stretching all children, including the most disadvantaged, to achieve the highest grades

According to Ofsted data there are proportionally more outstanding schools in London than in any other region with

only 371 schools in the capital requiring improvement⁶. Ofsted ratings show that excellent teaching and excellent attainment are strongly correlated.

Eighty four per cent of outstanding primary schools and 70 per cent of outstanding secondary schools also have outstanding teaching. Of Ofsted's four main judgments, teaching is the best correlated with the overall judgment. The next best correlation to an outstanding score overall is in the student achievement area. However, only nine per cent of London's primary schools and 14 per cent of London's secondary schools had both outstanding achievement and outstanding teaching at their last inspection. Of those schools that have outstanding achievement, 73 per cent and 69 per cent (for primary and secondary respectively) also have outstanding teaching.

Improving attainment in the core subjects through excellent teaching

The Mayor's Education Inquiry particularly emphasised the importance of the core subject areas of English and maths. English and maths are central to the curriculum as a whole, as the 'building blocks' to access the wider curriculum. Many children and young people will struggle to access a broad and balanced curriculum if their English and maths skills are poor.

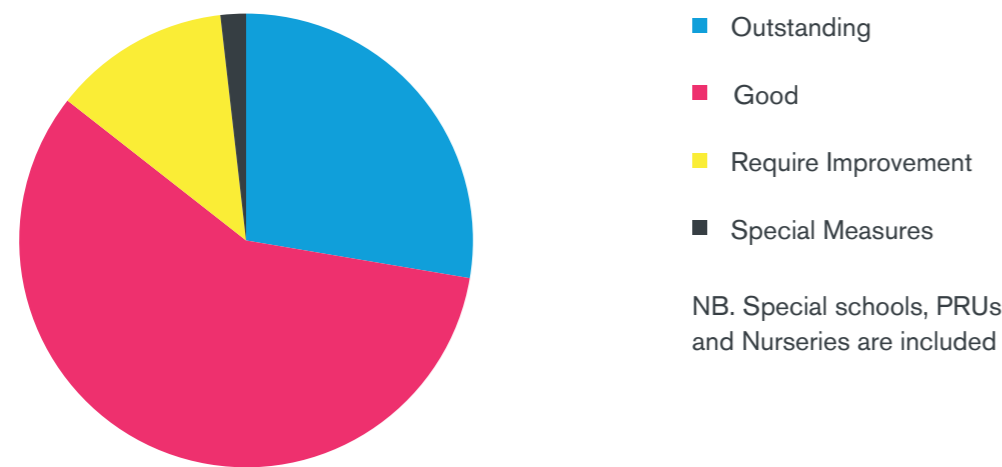
Poorly developed English and maths skills are often linked with reduced life opportunities, particularly those related to employability. It's a problem that must be tackled early, as children who have poor English and maths skills at a young age often fall even further behind their peers as their education progresses. A 2007 report into low educational achievement across England (Cassen and Kingdon)⁸ highlighted that poor reading and writing skills at primary level requires particular

focus, in order to improve later outcomes, particularly given the links to accessing higher education opportunities.

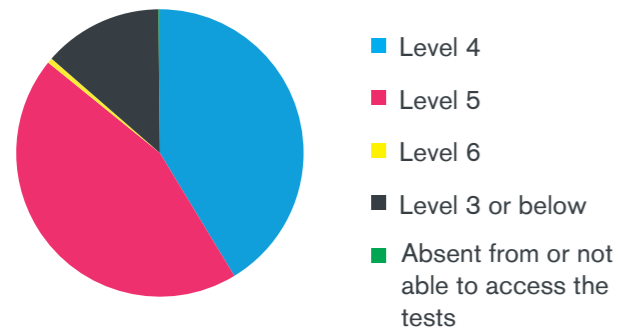
English

The Mayor's Education Inquiry final report identified improved literacy and numeracy levels as the foundation for success in education and in later life. However, it also highlighted that approximately 20 per cent of children in London leave primary school without meeting the expected level in reading and writing. It is clear that developing English skills from an early age is vital to improving life chances. This is increasingly the case as more and more children (currently 44 per cent) across London have English as an additional language, with a much higher percentage in inner London (53 per cent). The charts overleaf show key stage 2 attainment in reading and writing; as in the rest of the country, attainment is markedly higher in reading than in writing.

Ofsted judgments of all London schools

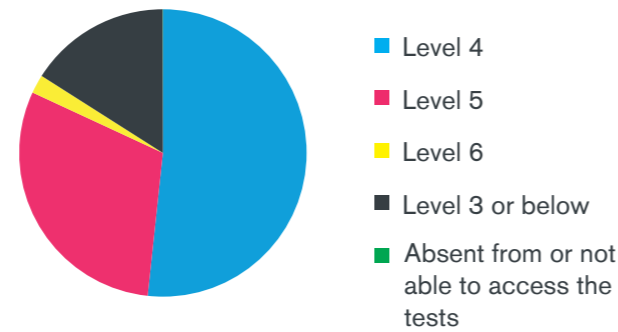


Attainment of London children in key stage 2 reading 2013



9

Attainment of London children in key stage 2 writing 2013



10

Percentage of children attaining A*-D- in GCSE English subjects across London 2013



11

The above charts show that the proportion of London's young people achieving A*-C in English is higher at A-level than at GCSE. This is both consistent with national trends and is unsurprising since students narrow their choices at this level and many take alternative routes. If students are choosing the subject they are likely to

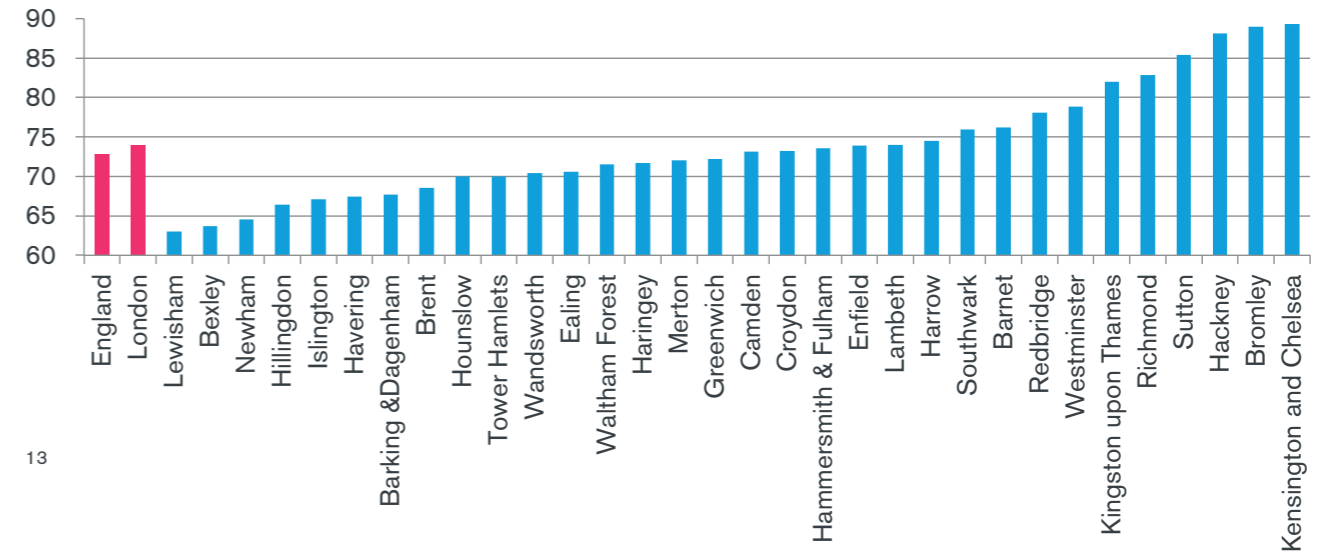
Percentage of children attaining A*-D- in A-level English subjects across London 2013



12

be strong performers. Although London marginally outperforms the rest of the country in English GCSE results, this is not the case at A-level where London's results are actually consistent with the national average. Neither is London's impressive GCSE English performance consistent across the capital, as the chart opposite shows.

Percentage of children achieving A*-C in GCSE English by London borough 2013



13

The chart above indicates that most London boroughs are performing at or above the national average of 71.74 per cent of young people achieving A*- C in GCSE English language and English literature. However, there is strong disparity across the city as a whole. There are some boroughs in which many young people are struggling to meet the target of a C grade or above, notably Lewisham, Bexley, Newham and Hillingdon. Yet, in a few boroughs, namely Kensington and Chelsea, Bromley and Hackney, nearly 90 per cent of the young people are achieving A*- C in GCSE English. Sharing good practice and facilitating collaboration across schools and boroughs is vital in helping meet variable performance across the city, and ensure all London's children achieve their potential.

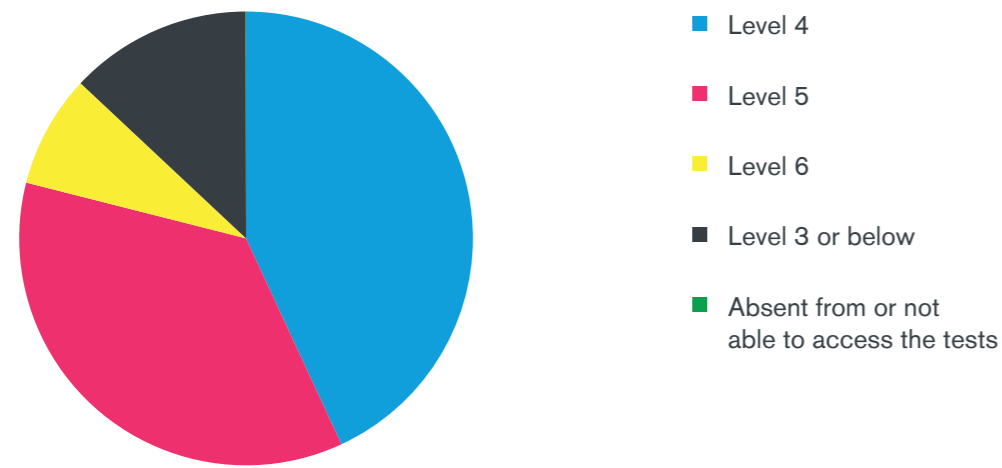
Maths

It is difficult to quantify how much proficiency in maths correlates with accelerating economic growth. However, the 2010 OECD report 'The High Cost of Low Educational Performance,'¹⁴

projected a potential increase of 0.44 per cent to the UK's annual GDP if the ten per cent of 15 year olds who failed to reach the OECD-determined standard in mathematics were brought up to the target proficiency.

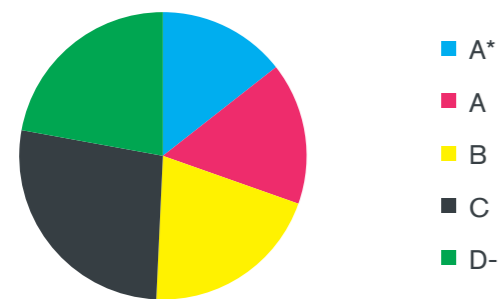
World Bank figures suggest that 0.44 per cent of the UK's GDP is currently equivalent to £6.7 billion. 2013 research by the Office of National Statistics¹⁵ identified that the average graduate wage, between the ages of 21 and 49 for women, and 21 and 54 for men, was £30,704. That £6.7 billion equates to the salaries of 220,484 graduates. Clearly, improving maths proficiency has the potential to greatly increase the life and work opportunities for London's young people. The chart overleaf shows key stage 2 attainment in maths, although the average is ahead of the rest of the country and a high number of children are attaining level 6, there are also a large proportion of children not reaching level 4 in maths.

Attainment of London children in key stage 2 maths 2013



16

Percentage of children attaining A*-D- in GCSE maths across London 2013



17

Seventy four per cent of London's children achieve A*-C in GCSE maths, which is higher than the national average of 72 per cent. The percentage of young people achieving A*- C in A-level maths is significantly higher, at 81 per cent. However, like the trend in English, this is marginally lower than the national average

Percentage of children attaining A*-D- in A- level maths across London 2013



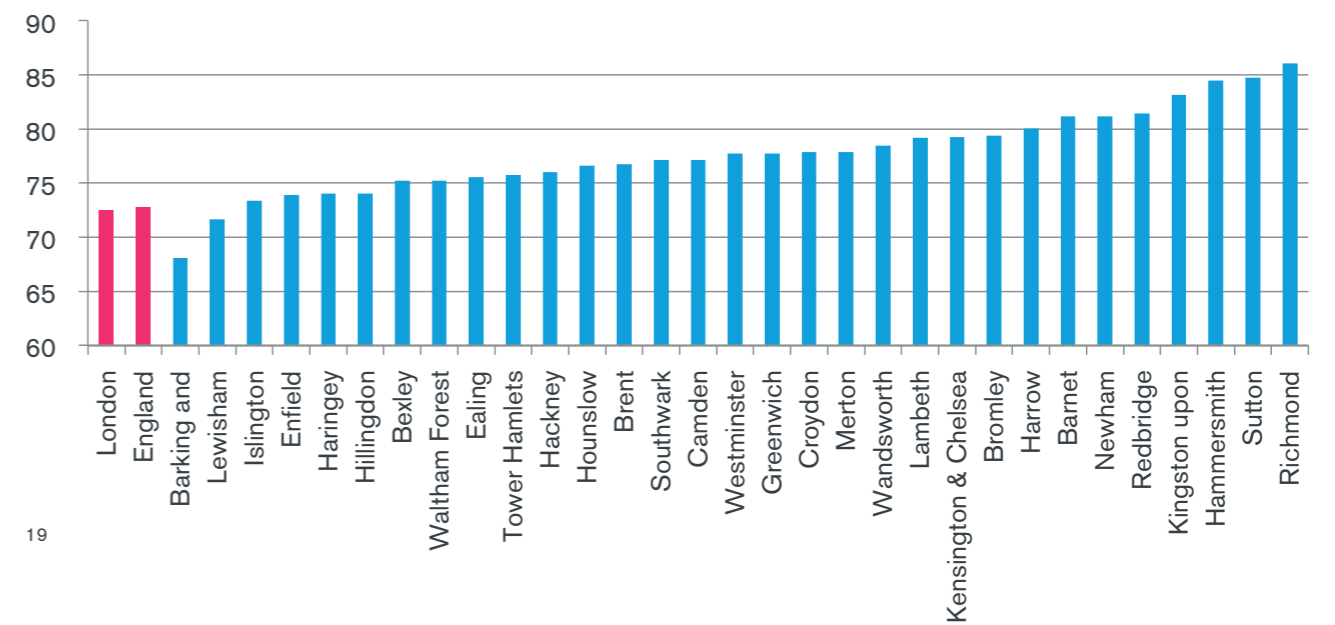
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of 82 per cent. Although London's GCSE results are higher than the national average, it is very important we increase the proportion of London's young people achieving the higher GCSE grade range of A*- C, so Londoners can compete with others across the world for jobs in their home city.

Although London's young people are, on average, out-performing others across the country, it is again important to view the statistics by borough to take account of London's particular geographic diversity. When comparing the charts that depict GCSE English and maths A*- C grades by borough, it is apparent that the geographical variation in GCSE maths is not as variable as in GCSE English.

In eight London boroughs, over 80 per cent of children achieve A*-C in GCSE maths: Richmond, Sutton, Hammersmith & Fulham, Kingston upon Thames, Redbridge, Newham, Barnet and Harrow. Additionally, as the graph shows, there are only two boroughs in which the young people are failing to meet the national average of A*-C in GCSE maths, Barking & Dagenham and Lewisham.

Percentage of children achieving A*-C in GCSE maths by London borough 2013



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CASE STUDY:**Ridgeway School Croydon - Extending More Able Maths Students
London Schools Excellence Fund Project**

More able mathematicians are often not fully challenged or engaged in lessons, which can mean they do not reach their full mathematical potential. The 'Extending the Learning of More Able KS2 and KS3 Pupils in Mathematics' project develops teachers' pedagogy; knowledge and understanding of the maths curriculum; and teaching strategies, in order to constantly challenge more able mathematicians to ensure rapid and sustained progress and high levels of attainment.

- Problem solving has been used to successfully challenge pupils' mathematical knowledge, application of skills, and reasoning. Pupils are more skilled at recording their mathematical thinking and can more effectively communicate and discuss their thoughts. Teachers have successfully adapted lessons so they spend quality time with specific ability groups during each lesson, enabling them to tailor teaching more specifically to the needs of small groups and individuals
- Teachers have a deeper, more thorough understanding of their pupils as mathematicians. Teachers and pupils engage in a continuous process of assessment and feedback, which enables more thoughtful learning and accelerates pupils' progress. Pupils are more challenged and consequently are more engaged
- Teachers have access to a wider range of resources that enable them to challenge and extend the learning of their pupils. Teachers are now beginning to explore how to adapt and create their own resources
- The use of inspirational guest speakers has enhanced the effect of the project as they have echoed the key messages and strategies. Engaging parents through the guest speaker events has further widened the impact of the project's activities.

Impact on pupils

- In the target group of 53 more able pupils 100 per cent attained level 5 or above. Forty five of the pupils (85 per cent) attained level 6
- Of the whole group of 232 year 6 pupils, 49 pupils (21 per cent) attained level 6; thirty six per cent attained level 5. Overall 57 per cent attained level 5 or higher
- The progress of all pupils was accelerated when compared to pupils' progress over the previous three academic years. This acceleration was more pronounced in the more able group
- The average progress of the 53 more able pupils over the course of the project increased to 3.15 sub-levels compared to a previous average of 2.01 sub-levels
- The average progress of the whole group (232 pupils) increased to 2.36 sub-levels, compared to an average of 1.65 sub-levels during the previous three academic years

<http://londoned.org.uk>

Closing the gaps in achievement, by raising the attainment of groups that typically underachieve

At a national and London level children who are eligible for free school meals, or have been in the last six years, continue to perform significantly below those who are not. Whilst London schools outperform those nationally, there are still significant gaps in attainment in the capital.

In 2013 in London, only 15 per cent of children who were disadvantaged achieved level 5 or above at key stage 2, compared with 28 per cent of more advantaged children. This gap of 13 percentage points has remained consistent over the last three years, whilst overall attainment at the top levels has gone up. There are however some schools that are effectively bucking this trend. The London Schools Gold Club sets the bar high, requiring 40 per cent of children to achieve level 5 in schools where 40 per cent of the student population or higher are entitled to the pupil premium, 50 per cent in schools with smaller proportions of pupil premium children and 80 per cent in independent or selective schools²⁰. Yet 90 primary schools met these criteria in London in 2014 demonstrating what can be achieved. Almost all of the schools meeting this criterion have received outstanding judgments for teaching from Ofsted. Sharing their knowledge and experience more widely across the school system in London is one way by which further improvements could be achieved.

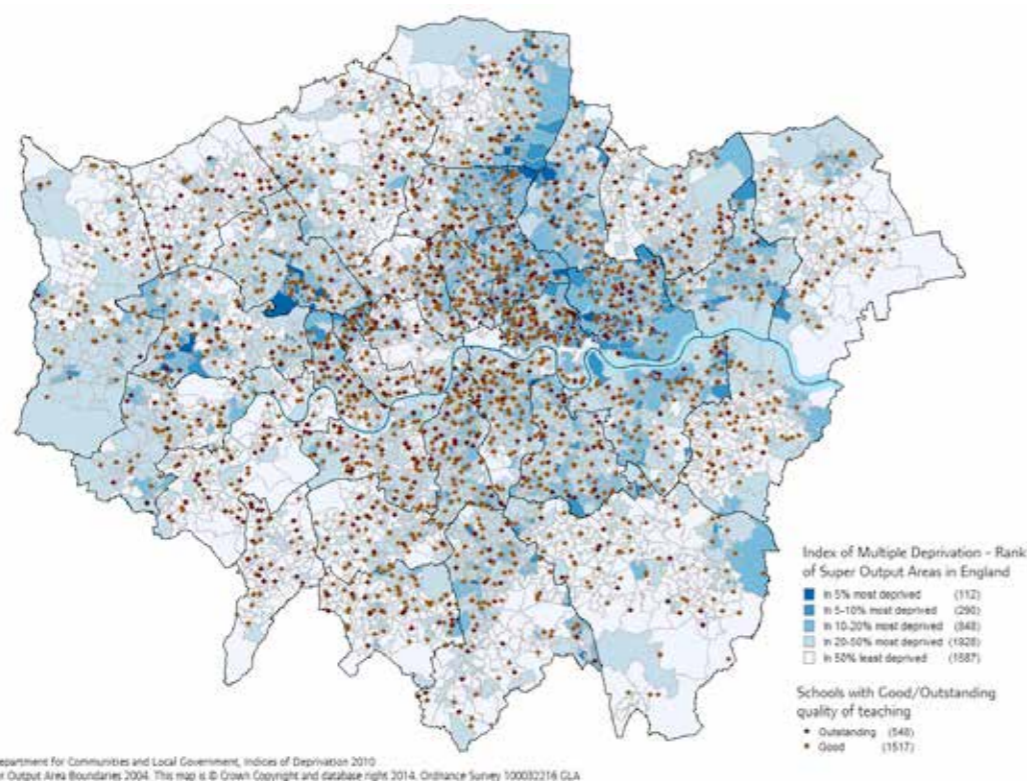
Although the gaps in attainment are widest at the higher levels, they still exist at all levels of attainment. The findings

of Cassen and Kingdon's report Tackling low educational achievement, published in 2007, hold true:

"Eligibility for free school meals is strongly associated with low achievement, but significantly more so for white British pupils than for other ethnic groups. Other indicators of disadvantage, such as neighbourhood unemployment rate, the percentage of single-parent households and the proportion of parents with low educational qualifications, all measured in the immediate area around the student's home, are also statistically associated with low attainment".

A gap of 11 percentage points separates disadvantaged and non-disadvantaged children achieving level 4b at key stage 2 in London schools. This gap is then maintained or grows by the time these students reach key stage 4, where 16 percentage points separates the advantaged students achieving 5 A*-C including English and maths from the disadvantaged. This basic level of attainment should be available to all, regardless of their background.

The London Schools Gold Club sets an ambitious target of 64 per cent or more pupils who are eligible for Pupil Premium achieving five GCSEs (including current equivalents) at A*- C including English and maths, in schools where 40 per cent or more children are eligible for pupil premium funding. This is in line with the London average for all schools, six per cent of London secondary schools meet this target.



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The map above shows all London primary and secondary schools with outstanding judgments for teaching, overlaid with London's indices of multiple deprivation. In order for outstanding teaching to reach the children who are most disadvantaged, we would expect to see close correlation between the two. We can see that this is broadly the case in London, with a few exceptions, despite being a major issue in the rest of the country.

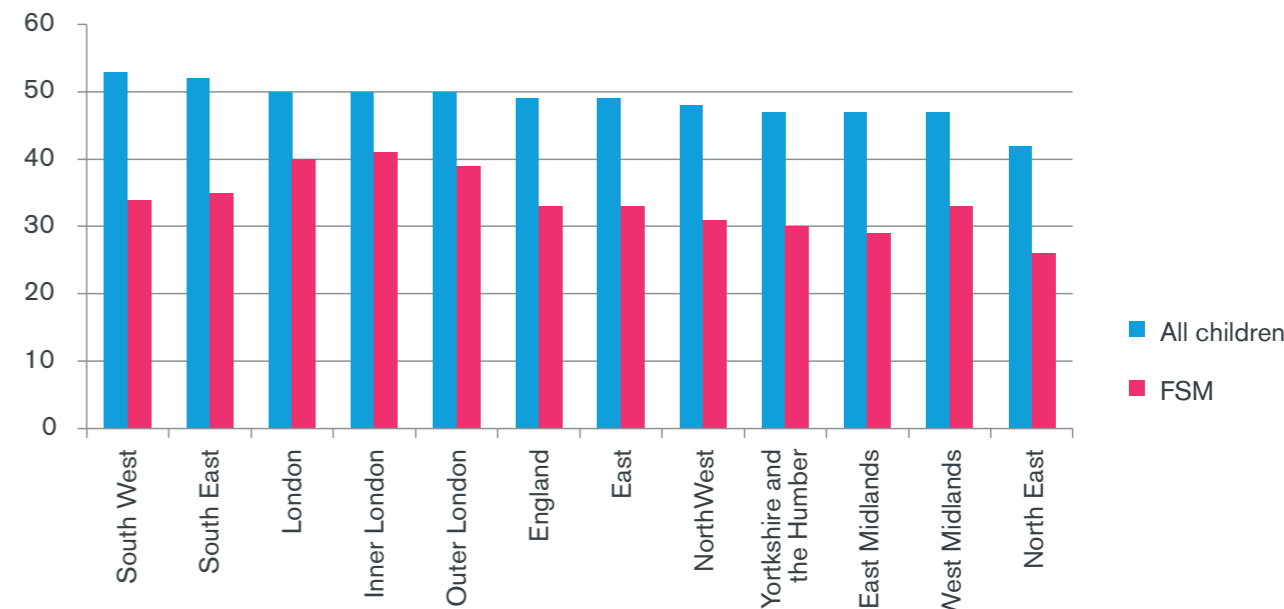
Ensuring that sustained (and where necessary, accelerated) progress results in children attaining their potential

Factors affecting educational attainment, such as poverty, demographic background, special educational need or having a first language other than English, can be identified early and steps

taken to combat any negative impact on a child's progress through their education. Children should all be reaching a 'good level of development' by the end of the early years foundation stage. This means achieving at least the expected level within the three prime areas of learning: communication and language, physical development and personal, social and emotional development as well as the early learning goals within the literacy and mathematics areas.

The 2013 early years foundation stage profile data shows that although London's children perform ahead of the national average at this early stage, the margin between London and the rest of the country is much smaller. In addition, during the early years, children in London who are eligible for free school meals

Percentage of children reaching early learning targets 2013



22

perform much better than in any other region and the gap between them and the rest of their cohort is actually the smallest in the country.

The IFS report into London's impressive education performance praised primary education for its achievement in raising attainment at key stages 1 and 2. It is vital that these results are capitalised upon, with sustained or accelerated progress throughout key stages 3 and 4 resulting in conversions from level 4s at key stage 2 to eight good GCSEs and from L5+ at key stage 2 to As and A*s at GCSE. In the best London secondary schools, every child who arrives with level 4 or above in reading, writing and maths goes on to achieve 5 A*- C including English and maths at GCSE. This is currently only the case in 14 per cent of schools, and that proportion actually excludes some schools with generally high attainment. In fact, if we track London's most disadvantaged children from the early years foundation stage,

right through to accessing university and finding good jobs, they tend to fall further and further behind as their educational careers progress; it seems that the negative affect of disadvantage is compounded as children grow up.

Tackling this issue requires recognition of the challenges faced by this group and working to reduce them at every level. In the research into under attainment at the end of primary phase Cassen and Kingdon argue that with the right approach it should be possible to reduce this proportion significantly. Supporting and challenging all London schools to reach the attainment levels of Gold Club schools would transform educational outcomes for the most disadvantaged young Londoners and make a significant contribution to London's economy. Support for high quality subject based teaching in the core subjects and more effective collaboration and learning across the city is one way in which further improvements are being sought:

CASE STUDY:**Woolwich Polytechnic – Gold Club School 2013**

Woolwich Polytechnic's determined, committed high quality staff has brought about substantial improvements in pupil performance through their pioneering idea of developing Raising Achievement for Pupils (RAP) meetings. Woolwich's RAP meetings have become a powerful vehicle for challenging staff perceptions of pupils, directing their energies towards discussing solutions rather than dwelling on problems, whilst at the same time also providing teachers with purposeful professional development with an immediate classroom application. It illustrates the benefits of developing a laser sharp focus on individual pupils and establishing a culture in which rely more on personal interactions than paper.

These are tightly managed, high profile and high priority meetings focusing on specific children at risk of underachieving. In attendance are representatives from all key subject areas and the Senior Leadership Team. The school's data manager services the meetings with progress data, whilst subject representatives provide comments on individual pupils in advance of the meetings. An essential feature of the meetings is that they are focused on solutions. There is a strong emphasis on identifying strategies that are proving effective in engaging individual pupils and then transferring this knowledge across subject areas and pastoral staff. Once strategies are agreed they must be implemented immediately and they are rigorously monitored.

Woolwich Polytechnic has seen a dramatic increase in the proportion of its pupils achieving five or more A*- C GCSEs.

Key outcomes:

- improved pupil performance increased
- a culture that successfully fuses a high level of collegiality and with rigorous accountability
- much improved professional dialogue between staff about the needs of individual pupils
- powerful professional development for its staff

The full account of practice, with more practical practice-sharing is available on the London Schools Gold Club website: <http://www.londonschoolsgoldclub.org.uk/case-studies>

Stretching all children, including the most disadvantaged, to achieve the highest grades

Only 15 per cent of disadvantaged pupils in London achieved level 5 in key stage 2 reading, writing and maths tests in 2013, compared with 28 per cent of their more advantaged counterparts. Only eight per cent of London's 11 year olds are reaching level 6 (the highest possible level in key stage 2 tests).

We have evidence of schools which buck the trend in this area. For example, schools with high levels of pupils eligible for free school meals that perform significantly better than schools with fewer such children, and where those pupils themselves achieve higher than the national and London averages for all pupils. These are primary schools that concentrate on helping disadvantaged pupils achieve level 5 (above expected standards) in both English and maths so

they are on track for As and A*s at GCSE and A-levels and for the best universities.

Likewise, there are secondary schools in London whose cohorts come in at Year 7 with high levels of need and low scores in key stage 2 tests, yet then go on to significantly outperform schools whose Year 7 cohorts have had a better head start with higher key stage 2 results. With only a few exceptions, all pupils, including the most disadvantaged should be expected to secure high achievement. In the future, expectations will rise further. Both the key stage 2 curriculum and key stage 4 (GCSE) qualifications are set to become more demanding, especially with the National Curriculum reforms. A map of schools already achieving this for their disadvantaged children, who are participating in the London Schools Gold Club, is available on our website. <http://www.londonschoolsgoldclub.org.uk/>

CASE STUDY:**St Gabriel's Primary School – Gold Club School 2013**

This case study shows the importance of challenge in improving a school. Facing a potentially downwards spiral, staff at St Gabriel's needed to challenge themselves about the curriculum on offer. A willingness to ask themselves hard questions led them to conclude that their curriculum was neither engaging or challenging enough. The outcome was the development of the Challenge Curriculum and an emphasis on raising the pitch of lessons. This account illustrates the benefits of teachers drawing from external research on how children learn best and then adapting this to their specific context in order to bring about significant improvements in pupil outcomes.

In just 3 years St Gabriel's Primary School has moved its progress measure from significantly below average to significantly above on RAISE online. In 2011 St Gabriel's was in the bottom 25 per cent of schools nationally using pupil progress measures; by 2013 it was in the top 25 per cent. How? The school has redesigned its curriculum and placed the concept of challenge at its heart and transformed expectations of what pupils can achieve by raising the pitch of lessons. At St Gabriel's pupils comment positively that 'the work is hard here'.

The Challenge Curriculum owes its origins to externally validated research, in this case the work of Carol Dweck²³, and professional experience (the work of the deputy head in his previous school). Curriculum design in Reading, Writing and Mathematics is based upon the 'Ignition, Deep Practice, High Quality Feedback' model. Ignition focuses on the choice of inspirational materials that will engage pupils; Deep Practice requires pupils to work on high pitch tasks, whilst the amount of instructional input is reduced; High Quality feedback features quality not quantity marking in lessons and a strong focus on progress with pupils praised only for effort and not for attainment. Staff at St Gabriel's have translated these high level concepts into practical teaching and learning strategies.

The full case study, with more practical advice is on the London Schools Gold Club website: <http://www.londonschoolsgoldclub.org.uk/case-studies>

What if all secondary schools below the current London average of 65.1 per cent of students achieving 5A*-C including English and maths at GCSE, improved to that standard?

If every secondary school in London achieved a rate of 65.1 per cent 5 A* - C another 1,500 students per year would reach the floor standard, giving a two percentage point uplift in the London average to 67 per cent.

If we also assume that schools now doing better than the London average continue to improve, remaining above the new average by a similar margin, this would mean an extra 2,000 students reaching the floor standard and almost a three percentage point uplift in London's overall average.

**3. PREPARING YOUNG
LONDONERS FOR LIFE
AND WORK IN A
GLOBAL CITY**



London is one of the most vibrant cities in the world, attracting commerce, talent and ideas from across the globe. Growing up in this city should offer a massive advantage to young people, with unrivalled access to careers in competitive international industries, such as finance, advertising, law, accounting, education and the creative sectors.

The Mayor's Education Inquiry final report recommended that a strong focus of education in London should be on preparing young Londoners for life and work in a global city. This means ensuring schools, colleges, universities, the business sector and others collectively feel they have a stake in the destinies of young people (including those who are under-achieving or vulnerable), from school right through to the labour market. Joining up efforts in this way will help to build a stronger 'destinations culture,' together working towards good outcomes for young people.

Currently, there are a number of identified difficulties in meeting the goal of preparing young Londoners for life and work in a global city. Despite major improvements in educational outcomes in London and increasing numbers of young people accessing employment, training and/or education, there is still much work to be done.

In London:

- just under a quarter of key stage 5 students drop out of their studies before the age of 18
- only two per cent of London's key stage 5 leavers are accessing apprenticeships, as opposed to four per cent across the rest of the country
- science, technology, engineering and maths and modern foreign languages (STEM and MFL) subject uptake is lower than the national average in London; 7.33 per cent at GCSE level, as opposed to 9.06 per cent across England
- drop-out rates in London universities are higher than those across the rest of the country; an average of 6.34 per cent as opposed to 5.7 per cent across England

This section will explore, in detail, the issues identified above. It will consider education performance in STEM and MFL in particular to understand how young Londoners are being prepared for life and work in the capital. This will illustrate areas that are performing well and those that require improvement.

STEM²⁴

Science, technology, engineering and maths (STEM) subjects are vital to economic innovation and growth. Yet, a 2012 CBI Education and Skills survey²⁵ of over 500 employers, most London-based, found that 42 per cent of employers were having difficulties recruiting STEM skilled staff.

In particular, the Mayor welcomes the new national maths programme to continue maths education post-16 and the opportunity for further work with newly established maths hubs. The DfE funded Core Maths²⁶ initiative is aimed at increasing the number of post-16 students studying the subject. Approximately 180 'early adopter' sixth forms and colleges are offering Core Maths from September 2014 to students who have passed GCSE maths and the qualifications will be available to all schools and colleges from September 2015. The initiative focuses on students doing meaningful mathematical problems to increase their confidence in using maths and to be better equipped for the mathematical demands of other courses, higher education, employment and life.

STEM graduates, on average, earn significantly more than non-STEM graduates: 2013 research by the Office

of National Statistics identified that the average graduate wage, between the ages of 21 and 49 for women, and 21 and 54 for men, was £30,704. However, when STEM-related subjects were considered alone, the average wage rose by £3,668 to £34,362.

A report into the supply and demand for high-level STEM skills was commissioned by the UK Commission for Employment and Skills in 2013. The report consistently found, through interviews with STEM employers, that London acts as a magnet to STEM workers. Trends based on the historical commuting patterns observed from 2001 to 2011 indicate that the net gain of workers by London will increase, reinforcing the need to promote STEM subjects throughout London's schools, further and higher education institutes.

The Mayor particularly champions STEM skills in his Smart London vision²⁷. Med City, a new initiative which aims to make the most of the south-east's 'golden triangle' of life sciences research formed by London, Oxford and Cambridge, is one example of a programme that aims to plug the gap between supply and demand of STEM skills.

Percentage of children attaining A*-D- in GCSE STEM subjects across London 2013



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The pie chart above indicates that young people studying STEM subjects at GCSE in London tend to do very well (84 per cent A*-C, compared with 72 per cent just in maths and 70 per cent in English). In some schools separate STEM subjects are compulsory at GCSE but many still offer and promote combined sciences. The Mayor's Education Inquiry final report encouraged schools to offer the opportunity to study three separate sciences.

Despite the fact that those young Londoners who opt to take separate science subjects perform very well, the chart opposite shows that uptake of separate STEM subjects is lower in London than the national average: 7.33 per cent at GCSE level, as opposed to 9.06 per cent across England. TISME research²⁹ shows that a lack of interest in science is not 'the problem' underlying low post-16 participation rates. Despite liking science (and expressing an interest

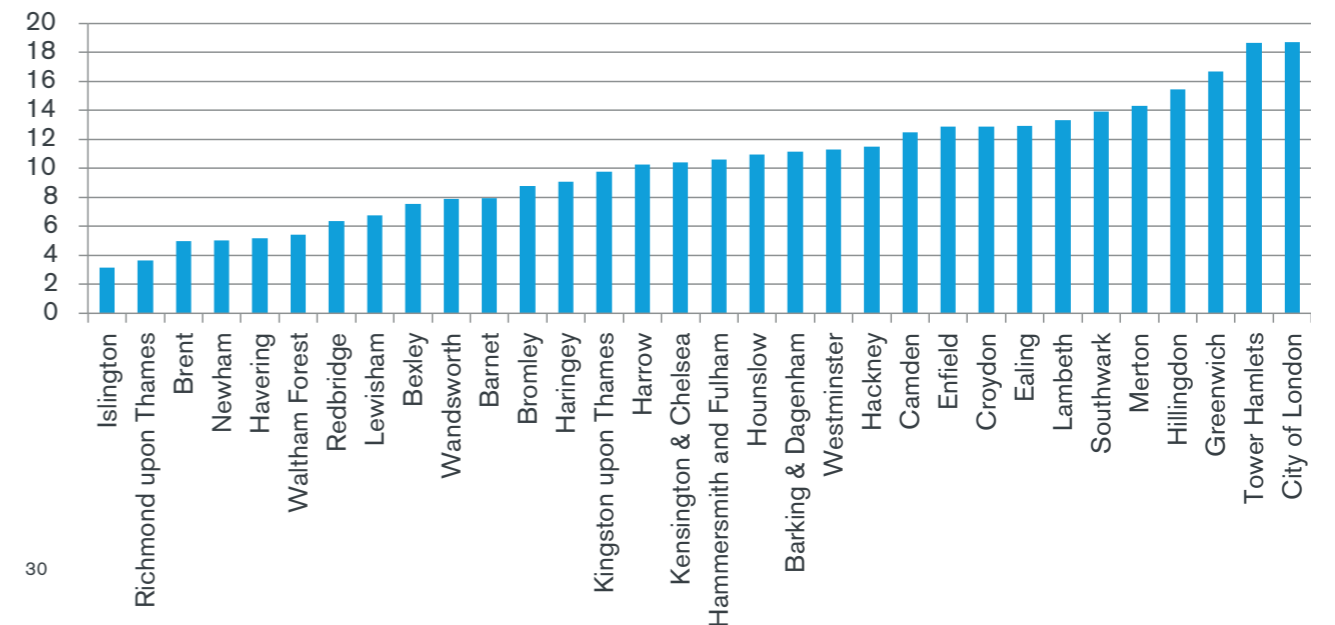
in further study) many young people do not plan to study science post-16 because:

- they have very narrow ideas about the 'usefulness' of science qualifications
- they do not feel 'clever' enough to pursue post-16 science and science careers
- families can provide a key influence on young people's STEM aspirations

Although progress has been significant in this area, more needs to be done to attract London's young people to STEM subjects and ensure they have the opportunity to study them as discrete subjects.

As with English and maths, it is unhelpful to compare the numbers of students opting to study STEM subjects at GCSE and A-level as some STEM subjects are compulsory at GCSE level. There is very little variation between boroughs

Percentage STEM uptake at A-level by borough 2013



30

in GCSE STEM uptake because of this. However, trends of STEM uptake between key stages 4 and 5 can be considered by borough, to help determine where schools are currently best at encouraging their students to include STEM subjects past the compulsory level.

Students moving across borough borders to access better provision and to FE colleges/sixth form are also an influencing factor on the charts above and below. Thus, these charts are useful as a guide but should be viewed with caution. However, it should be noted that the extent to which STEM subjects can be promoted by schools is significantly influenced by the level of resources. For example, many of the technology subjects require schools to invest in costly resources to enable teaching.

In general, boroughs are largely consistent in terms of STEM uptake between GCSE and A-level; where

uptake is high at GCSE it is likely to be sustained at A-level. However, a small number of boroughs significantly increase their proportion of STEM uptake between GCSE and A-level, namely Barnet, Harrow and Hillingdon. Additionally, there are a number of areas where students don't successfully participate in STEM subjects post GCSE, namely Haringey, Islington, Newham, and Richmond. Perhaps collaboration between boroughs and schools that are succeeding and struggling to engage students in STEM subjects would help increase overall STEM uptake across London. Again, these generalisations should be viewed with caution, as they could be due to students crossing borders to access alternative providers between GCSE and A-level.

CASE STUDY:**Royal Society of Chemistry, Inspiring Chemistry Teachers
London Schools Excellence Fund Project**

In chemistry, specific problems are encountered in engaging and inspiring students. These problems can lead to students being put off studying chemistry and pursuing a future career in the chemical sciences. To address this, the Royal Society of Chemistry runs Chemistry at Work. Chemistry at Work events offer students the opportunity to appreciate the place of chemistry in everyday life and the world of work, with particular emphasis on what is happening in their local area. Interactive events aim to increase aspirations, heighten long term ambition and demonstrate the range of exciting opportunities that studying chemistry can offer.

In addition to raising awareness and aspiration amongst pupils, Chemistry at Work seeks to reinforce and support classroom learning.

“The anticipation from the pupils was tangible and it grew as we progressed through Science Week. I have been informed by parents that many pupils got up and dressed early for school because they were so excited about sharing a day of practical science and learning about Chemistry at Work! The activities and talks were perfectly pitched and provided that heady balance of awe and wonder with creative, but thought provoking science. It was wonderful to hear pupils chatting about what they were learning – the levels of excitement and creativity were rich and the learning deep about science in the world around them. Our annual Chemistry at Work event has created a legacy. When I joined the school six years ago the pupils informed me that science was boring – not one child thinks that now and Chemistry at Work is nurturing a love of science and altering attitudes to science which clearly inspires pupils and possibly future scientists. Feedback from pupils, parents and staff has been incredibly positive.”

<http://londoned.org.uk>

Modern Foreign Languages

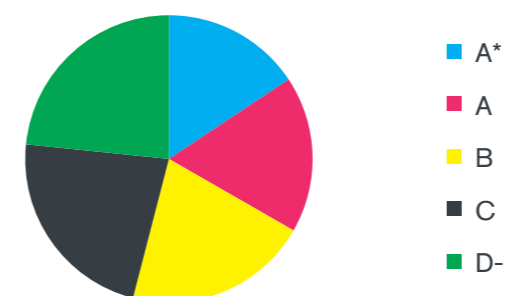
The focus on Modern Foreign Languages (MFL) is becoming more emphatic, particularly with the government's recent introduction of compulsory MFL for all key stage 2 pupils. This is a positive step in promoting this part of the curriculum and will help to ensure that all children attend secondary school with some of the advantages that many independently educated children have had for some time.

Increasing the uptake of MFL subjects can help broaden students' horizons as well as prepare them for jobs in new and emerging sectors in London and further afield. Whilst there are

now a variety of careers and teaching initiatives to address the low take up in the STEM subject areas, these are still lacking for MFL despite similar labour market demand for languages relevant to emerging economies – such as Brazil, Russia, India and China – as well as more commonly offered French, German and Spanish languages.

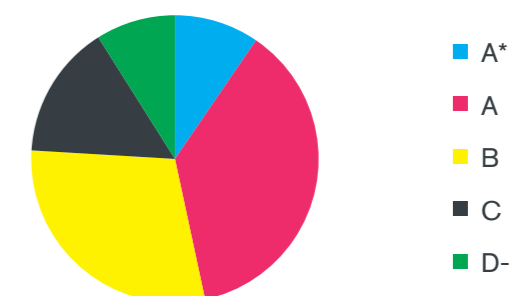
The Mayor's Education Inquiry final report and STEM/MFL annex³¹ specifically highlight concerns around the take up rates of STEM and MFL, stating that this 'will affect the ability of many London children to compete for jobs in the future, and could hinder the development of entrepreneurial skills.'

Percentage of children attaining A*-D in GCSE French, German and Spanish across London 2013



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Percentage of children attaining A*-D in A-level French, German and Spanish across London 2013



33

The previous two charts highlight that the spread of grades between GCSE and A-level study of French, German and Spanish differs strongly. There are many more combined A* and A grades at A-level, as opposed to those at GCSE. Seventy seven per cent of London's children achieved A*- C in GCSE French, German and Spanish, which is slightly lower than the national average of 79 per cent. Ninety one per cent of London's children achieved A*- C in A-level French, German and Spanish, which is higher than that national average of 89 per cent. Thus, London's children perform comparatively well at A-level in MFL subjects when compared with the rest of the country.

The global nature of London's economy means that languages such as Mandarin and Japanese are becoming ever more sought after by employers. Yet, the number of students studying Mandarin at GCSE level has not increased in recent years. This could be due to a lack of

available teachers of the subject across London, or that the subject is not attractive to students. It is interesting to note that the majority of schools offering Mandarin and choosing to invest in the value of MFL skills, are independent schools.

The take up between GCSE and A-level of the three most traditionally popular language subjects, French, German and Spanish indicates that very few of London's young people choose to prioritise languages at key stage 5. There is an average of 3.9 per cent continuation between the key stages in these subjects. The continuation percentage is particularly low for German, which has seen a significant national decrease in number of entries at A-level over the last few years. Only 2.4 per cent of young Londoners studying German at GCSE now opt to carry the subject forward to A-level.

Uptake of A-level French, German and Spanish across London in 2013

Subject	GCSE Uptake	A-level Uptake	% Uptake continuation between GCSE and A-level
French	27,219	1,194	4.4%
German	7,297	175	2.4%
Spanish	16,718	175	5.0%

CASE STUDY:

Network for Languages London, University of Westminster London Schools Excellence Fund Project

Languages became a compulsory part of the KS2 curriculum in September 2014 and this will have an impact on language teaching in KS3 and beyond. Network for Languages London provides dialogue and collaboration between highly experienced mentors and teachers in primary and secondary schools – teacher to teacher and school to school. Its key features are:

- one-to-one mentoring with school visits to provide bespoke help at the point where the teacher needs it. Some primary schools are providing language lessons for the very first time and are very grateful for support from specialists
- a learning focus decided by the teacher, acted upon and a reflective log kept to record progress
- lesson observations by the mentor to help move practice forward
- peer lesson observations
- regular borough workshops providing a hub for teachers to meet and led by a project mentor
- sharing findings, good practice and useful documents at conferences and summer schools and in due course nationwide via the Network for Languages London website

Languages specialists with limited support are relishing the opportunity to network and share best practice with other teachers in their boroughs. The project is giving a confidence boost to those unsure about an area of the curriculum that has not been statutory before and newly qualified teachers are also benefitting from the additional support.

<http://londoned.org.uk>

Participation in education, employment and training across London

London's NEET rate is the lowest in the country and is continuing to decrease year on year. This is not surprising given how well London is performing educationally, both in comparison to the rest of the country and also in terms of improvement over time. We would expect that young Londoners should leave school ready and able to take part in the economy, either studying or in employment. This is the case for most young people, but unfortunately not all. London has seen a marked improvement in the number of its young people who are not in education, employment or training (NEET), but there is still more to be done - in 2013 in London 3.8 per cent of 16-18 year olds were NEET (9,620).

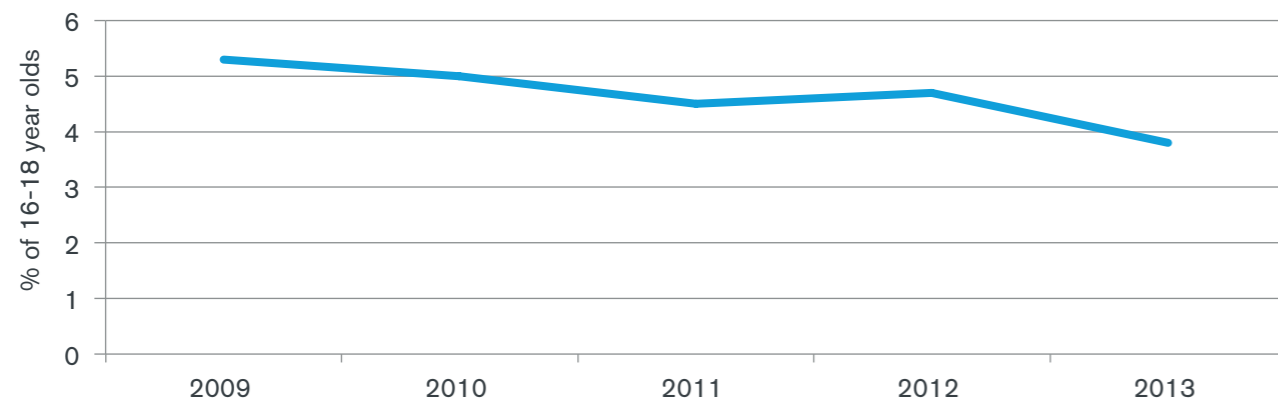
Young people who are NEET are not a homogenous group. In 2012 the National Federation for Educational Research (NFER) categorised NEETs into three distinct groups in terms of their attitudes to employment, training and likelihood of re-engaging with education:

- Forty one per cent were 'open to learning'
- Twenty two per cent were 'undecided'
- Thirty eight per cent were 'sustained'

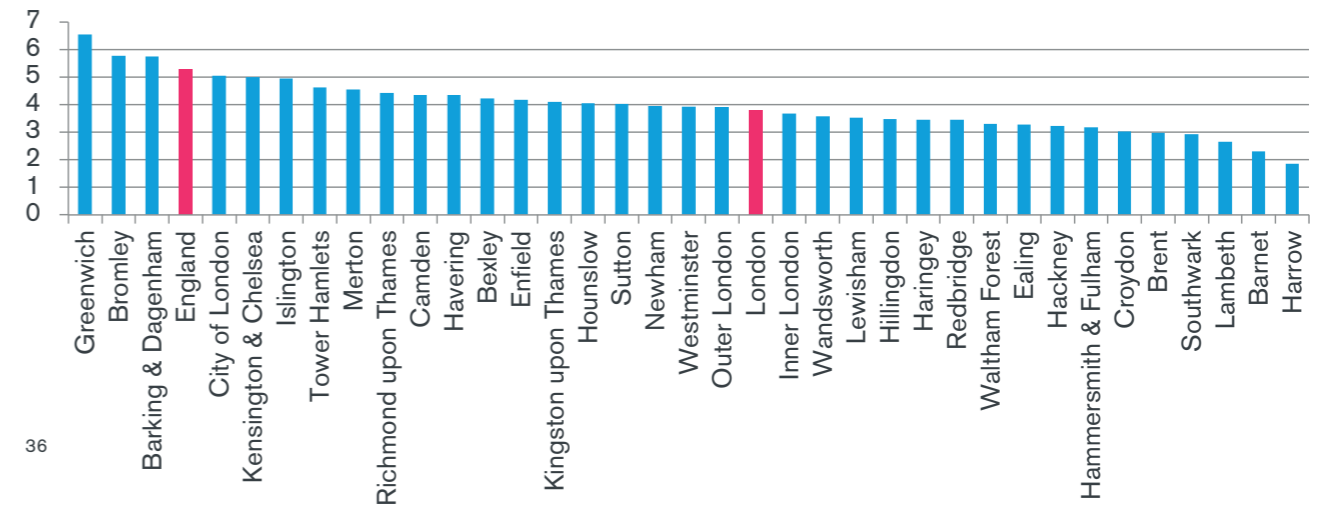
The third 'sustained' group is the most difficult to target, those who find re-engagement with education and/or training particularly challenging.

The below chart shows the average percentage rates of 16-18 year olds who were NEET in London over the past five years; the number has steadily decreased throughout this period, with a small increase in 2012. In the past year the number of young people who are NEET has again significantly decreased, by 0.9 percentage points (from 4.7 per cent to 3.8 per cent) however there are significant variations between London boroughs. It should be noted that these rates do not capture all forms of participation, for example the data available means that some young people recorded as NEET could be on a gap year and would likely fall under the 'open to learning' category above.

Percentage of NEET young people (16-18) across London



Percentage NEET 16-18 year olds by borough 2013



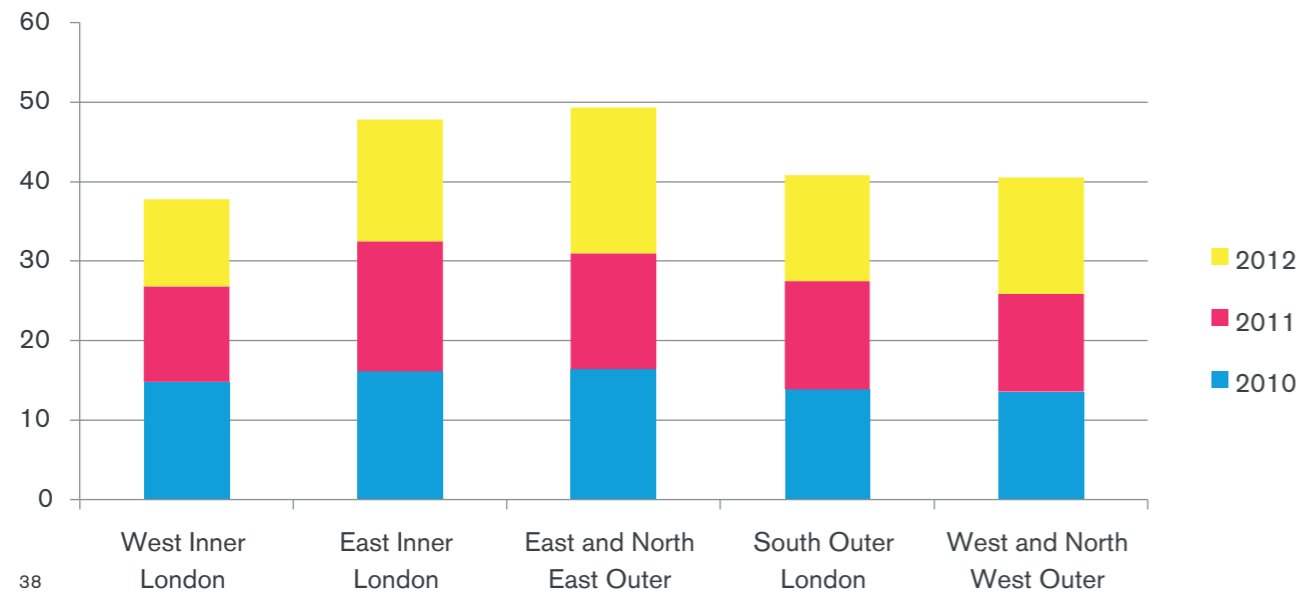
The above chart shows the NEET rates by London borough in 2013. The chart clearly indicates that the average NEET rate currently varies significantly across boroughs, a trend that has been true for a number of years. However, most boroughs have seen the NEET rate amongst their young people drop over the past five years. Most notably, the following boroughs have seen significant and consistent decreases in their NEET rates: Croydon (6.9-3.0 per cent), Enfield (6.1-4.2 per cent), Haringey (6.8-3.4 per cent) and Hillingdon (5.4-3.5 per cent). However, some boroughs have seen increases and strong variation in their NEET rates over the past five years, such as Bromley (4.2-5.8 per cent) and Richmond upon Thames (3.5-4.4 per cent).

It is interesting to note that inner London boroughs have generally seen higher levels of NEET young people, when compared with outer London boroughs. However, in 2013, for the first time in the recent few years, the NEET rate in Inner London fell to below that of outer London (3.7% compared with 3.9%).

By considering how the NEET rate changes across London as young people grow up, we can determine at which age young people are most at risk of becoming and/or remaining NEET. The chart overleaf shows the NEET data in the 16-24 age range by London region between 2010 and 2012. NEET levels have changed very little in each region between 2010 and 2012. However, west inner London and east inner London have both seen small drops in NEET rates most recently. This is consistent with the 16-18 NEET rates explored above. It seems that Inner London boroughs are currently most successful at reducing the NEET rates amongst their young people.

In 2008, the Education and Skills Act increased the age of compulsory participation in education and training in England to age 18 by 2015. Since then, a new publication by the Work Foundation³⁷ report warns that the government's raising the participation age (RPA) reform is at risk of minimal impact in its current state. The removal of legal enforcements and many financial incentives means that, without significant improvements

Percentage of NEET 16-24 year olds by London region between 2010 and 2012



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to the educational offer, the reform is at risk of failing to achieve its potential of reducing the number of young people who are NEET upon leaving compulsory education.

The National Careers Council was created in May 2012 by the Skills Minister to advise government on careers provision for young people and adults in England. It has since made several recommendations to align and focus efforts to close skills gaps and reduce skills mismatch through cooperative local models and is supported by a national framework. This includes the need to drive up the quality and impact of careers provision so that every individual gets the help they need to leave education and/or training with the qualifications, skills and experience to be successful on their chosen path.³⁹

Drop-out at age 17

It is important to consider how well secondary education is preparing young Londoners for post-16 study. Since the Mayor's Education Inquiry final report was published in 2012, work has been undertaken to investigate the relatively high age 17 drop out rate in London.

In May 2014 the Institute of Education, along with London Councils, published a report looking at the problem of significantly higher rate of drop out from school-based education at age 17 across the capital compared with the rest of England.⁴⁰ The report acknowledges particular difficulties with obtaining standardised post-16 data, namely the lack of national data gathering at this age, as well as a lack of a common approach amongst local authorities and schools. Consequently, we should view the findings with caution and recognise the need for further research into this area,

particularly related to alternative forms of post-16 provision.

In 17+ education, London does relatively well in national terms. In 2011/12, some 86 per cent of young people stayed on in some form of education and training at 17 compared to 84 per cent nationally. However, the 17+ dropout rate from level 3 programmes across London is high at 39 per cent. This drop out was found to be primarily at the end of Year 12, particularly for vocationally focused courses.

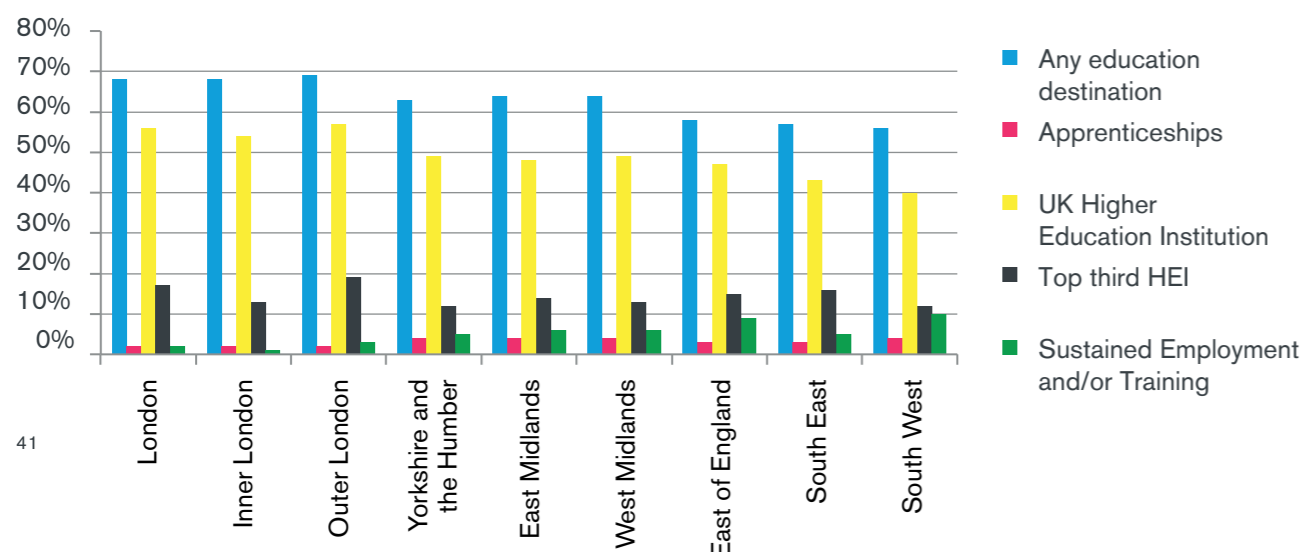
The report suggested that the most useful indicator of sustained participation between 16 and 19 is attainment at GCSE level in a broad range of subjects. Achieving 8 A*-C grades or equivalent, including English and maths, results in an 87 per cent chance of completing a level 3 programme in London. This is considerably higher than the average level 3 drop out rate of 59 per cent.

Destinations of London's school leavers

The 2013 data on Education and Employment Destinations, published by the Department of Education, identified that in the year after taking an A-level or equivalent at key stage 5:

- Sixty two per cent of London's young people were in some form of sustained education, with 48 per cent at a higher education institution (one per cent at Oxbridge, eight per cent at Russell Group universities, and 14 per cent at top third universities). This compares to 89 per cent of young people in sustained, education, employment or training after key stage 4
- London local authorities dominate the national table of those councils sending the highest proportion of students to university - Redbridge (66 per cent), Ealing and Enfield (both 64 per cent) top the list.

Destinations of key stage 5 leavers by region 2013



The above chart indicates that key stage 5 leavers in London are more likely to engage with education than any other region. Sixty eight per cent of London's young people access education after key stage 5, as opposed to an average of 60 per cent across the rest of the country.

However, London is clearly experiencing a number of challenges to young people's participation in the capital. Only two per cent of London's key stage 5 leavers are accessing apprenticeships but, in the rest of the country, an average of four per cent are accessing this form of training, which is double the proportion of young people in the capital. This number is particularly surprising given the high numbers of businesses based in the capital and the significant focus this area has received in recent years from the Mayor and London boroughs⁴². It should follow that there exists a high number of apprenticeships for young people across London to access.

As discussed previously, more key stage 5 leavers access a higher education institution (HEI) in London than in any

other region; London has a number of excellent universities offering a wide range of degrees and qualifications. As the number of students choosing to attend university remains high, the choice of university is becoming ever more important, with top university places becoming ever more difficult to obtain.

In 2012/13, there were a total of 2,340,275 students across the UK attending universities. This is a drop of 6.3 per cent from the previous academic year. In London, 56 per cent of key stage 5 leavers accessed a HEI, which is significantly greater than the average across the rest of the country, 46 per cent. As is expected given London's education performance, London's young people are extremely successful at pursuing degree-level qualifications that are sought after by many of London's employers.

The chart above demonstrates that for most higher education institutions, young people in inner London acquire more places than outer London. However, when only Russell Group universities are

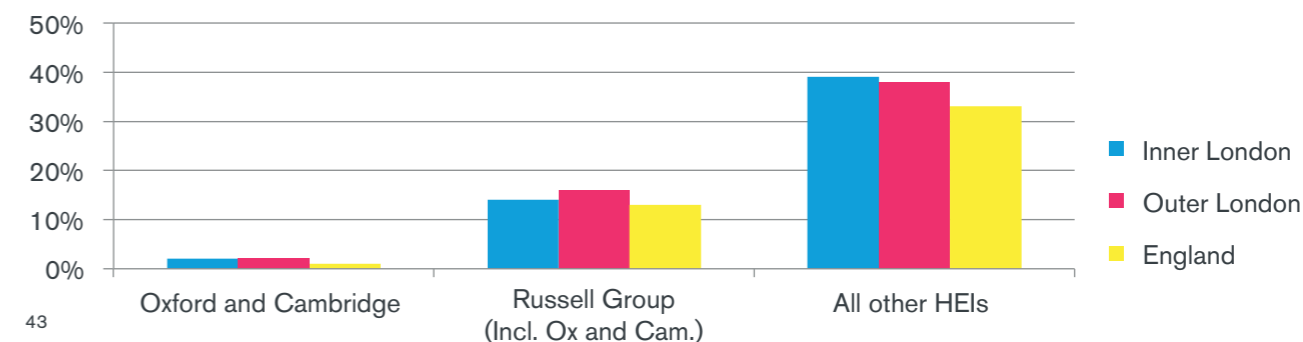
considered, it is young people in outer London who are more likely to acquire a place; with 16 per cent as opposed to 14 per cent from inner London.

When place of study is considered independently as in the bottom chart below, it is clear that there is considerable disparity in the number of young people attending Russell Group universities from different parts of London. Interestingly, when the graphs showing English and maths GCSE results by borough are revisited, the boroughs with the best GCSE results in English and maths do not always correlate with

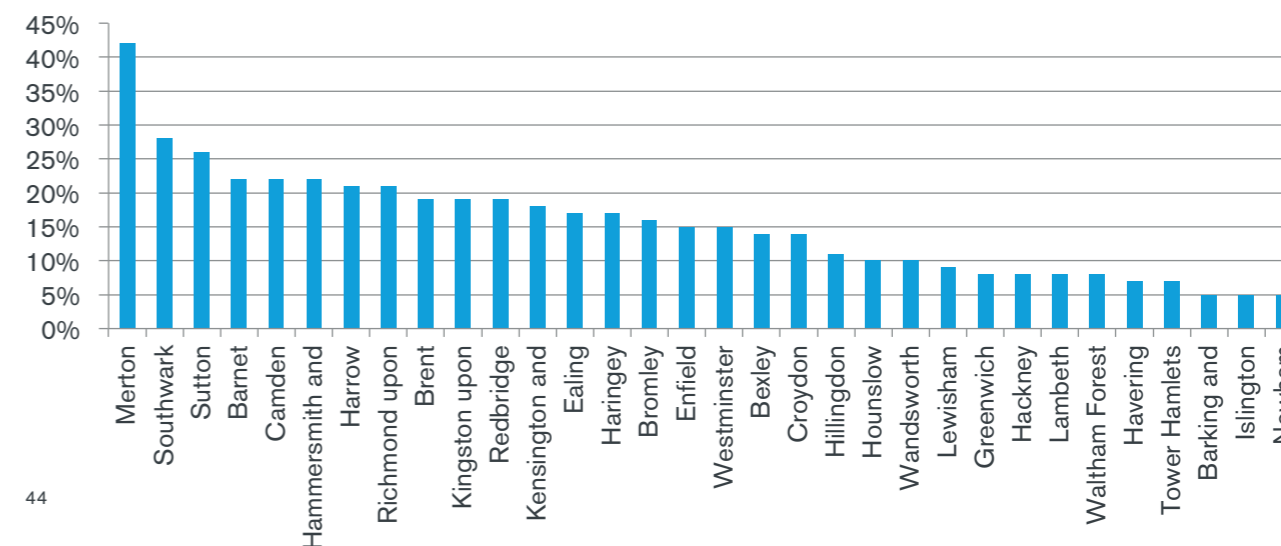
the highest number of Russell Group places; specialist subject knowledge developed at A-level is equally important. As an example, Bromley, Hackney, Kensington and Chelsea, Richmond and Sutton have London's highest English GCSE A*-C rates.

However, with perhaps the exception of Sutton, none have particularly high numbers of Russell Group students. These generalisations should be seen with caution as a result of students crossing borders to access other schools.

Destinations of KS5 leavers by region 2013



KS5 leavers from all London schools attending Russell Group universities by London borough 2011-12



Higher education in London

The previous section of this report identified that more Londoners are accessing university places than in the rest of the country. However, determining how many young people from the capital are gaining qualifications is important in exploring how well London is meeting the needs of the young people who choose to study in the city.

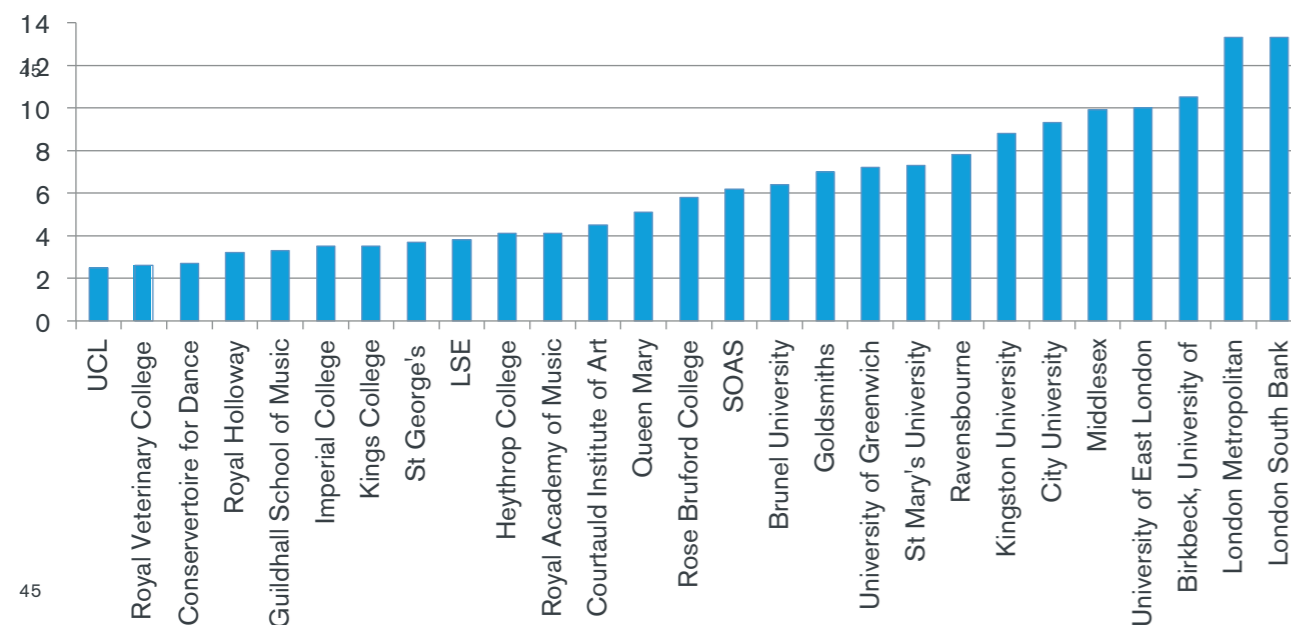
The below chart shows the number of students, originating from all geographical locations, who drop out of their London-based studies. It shows that the number of students who drop out before completing their studies varies significantly across the London universities. However, a general trend can be identified which indicates that students at the DfE's defined 'top third universities'⁴⁶ are less likely to drop out of their courses than those at 'bottom third' universities. 15 out of London's 32

universities fall into the 'top third' HEI category. This could be partly explained because the 'bottom third' universities work with more disadvantaged or less gifted students.

The average dropout rate across London universities in 2011/12 was 6.34 per cent, as opposed to an average of 5.7 per cent across the UK. London's high dropout rate is thought to be as a result of a combination of high tuition costs and particularly high living costs in the capital. This highlights the need for more businesses to be encouraged to offer apprenticeships and other forms of training/access to work courses in the capital, as discussed earlier in this chapter. This would give young people who wish to live and work in London more avenues to get into employment, training or education, thus potentially reducing the rates of young people who drop out of university.

This chapter has explored some current barriers to educating London's young people for life and work in a global city. It is encouraging that London's performance across the core subjects is strong, but more needs to be done to increase uptake of STEM and MFL subjects to develop a highly skilled workforce that responds to London's labour market requirements. Additionally, decreasing numbers of NEET young people is encouraging; however, London is not optimally engaging young people between 16 and 18. One way to improve this engagement would be to significantly increase the number of high quality apprenticeships in the capital, as well as school-based careers advice to better inform young people of their choices. The next chapter will explore another of the Education Inquiry's recommendations; a good school place for every child.

Percentage of students who dropped out of higher education after commencing study, by London university 2013



What if the proportion of age 17+ students that drop out of level 3 qualification courses was reduced, by 21 percentage points to the proportion that drop out of A-level courses?

If only 18 per cent of age 17+ students dropped out of level 3 qualification courses in London, this would mean that an additional 1,623 young people would complete their course. By remaining in training to level 3, these young people could boost their potential earnings to an average of almost £40,000 per year.

We cannot know the exact reasons for the high dropout rate at level 3, but given the highly oversubscribed and competitive nature of good quality apprenticeships in London, it is possible that some of these young people would be better suited to apprenticeships and would benefit more from that experience. Thus, if just over 1,500 additional apprenticeships were created in London, to cater to young people identified as being at risk of dropping out of level 3 courses, it could be possible to reduce the rate to that of A-levels. This would necessarily reduce the NEET rate for London as, although not all young people who drop out from level 3 courses become NEET, many do.

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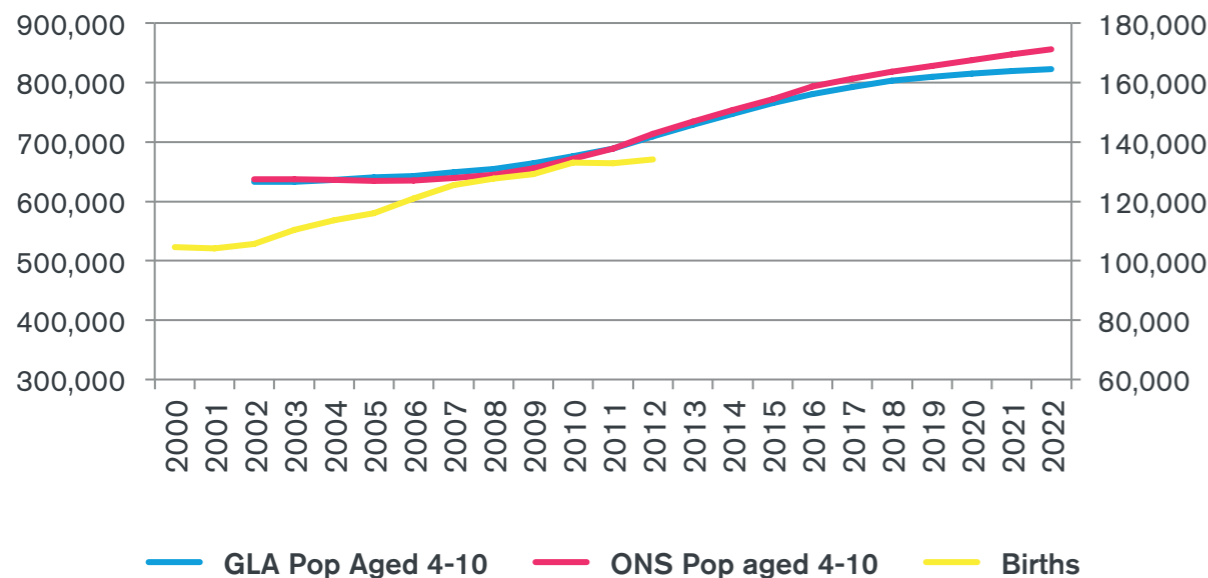
**4.A GOOD SCHOOL PLACE
FOR EVERY CHILD**



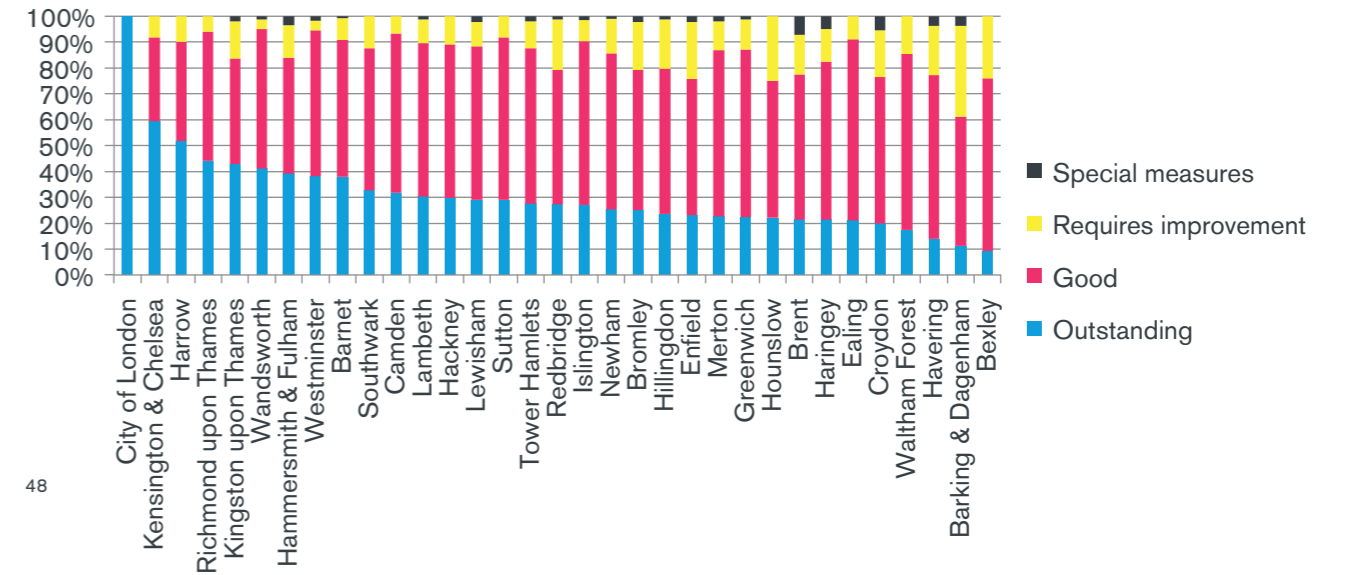
The Mayor's Education Inquiry recognised that London does not have enough good school places for all children, particularly with a growing population. A serious shortage of places at both primary and secondary level is projected with London Councils suggesting growth of 194,000 in pupil numbers between 2012/13 and 2017/18 and 133,000 additional places required by 2018. Our projections over the next decade, shows that over this period (2013-2022) the primary school-aged population will have increased by 94,000 children. The higher Office for National Statistics (ONS) estimate suggests the same population will have grown by 121,000. At the time of the 2011 census, six of the ten local councils in England and Wales with the highest proportion of the population aged 0-4 were in London.⁴⁷

Just as important as the shortage of basic provision in London, which is greater than in the rest of the country, is the continuing challenge of ensuring the quality of places available. Even in those areas where there may be a surplus of places, some London parents feel they do not have a genuine choice and are unsatisfied with the schools in their local area. On 31 March 2014 the proportion of England's schools judged good or outstanding at their most recent inspection reached 79 per cent, an increase of one percentage point since 31 August 2013. With 28 per cent of schools most recently judged outstanding, London had the highest proportion of outstanding schools by a clear margin. The graph opposite shows the proportion of good and outstanding schools in London, by borough, highlighting the variation in school quality (as judged by Ofsted) across the capital.

Population aged 4-10 in London, GLA and ONS estimates and projections, 2002-2023 (LH axis), ONS Births, 2002-2012 (RH axis)



Ofsted judgements of London schools by borough



The graph above makes only geographic comparison and does not take into account any demographic factors the schools may face which the DfE's families of schools data had previously provided. The London Schools Gold Club looks at schools within their specific context, differentiating between schools with greater or smaller proportions of children eligible for free school meals who all perform excellently. The London Schools Atlas⁴⁹ also provides accessible information on both school places and school performance.

Funding for all schools in the UK is also continuing to undergo reform, and it is important that London receives the funding it needs for a growing population and to ensure ongoing improvement. The pupil premium does help ensure that London schools can continue to meet the challenges of the capital city, helping those children from the most disadvantaged backgrounds, but as previous chapters have noted, wide gaps

persist between these children and their more advantaged counterparts.

Choosing the best educational destination for children is not just a matter of quantity and quality. Children and parents require high quality information, advice and guidance in order to make the right choice for individual children. We developed the London Schools Atlas to provide some information to aid that choice and the responsibility for information, advice and guidance for destinations beyond key stage 4 now rests with schools. This presents a significant challenge to the sector to provide tailored advice to each individual student, taking account of their past attainment, aspirations and expectations whilst working to inspire the young person to achieve their potential.

Schools are now expected to work in partnership with local employers and other education and training providers like colleges, universities and

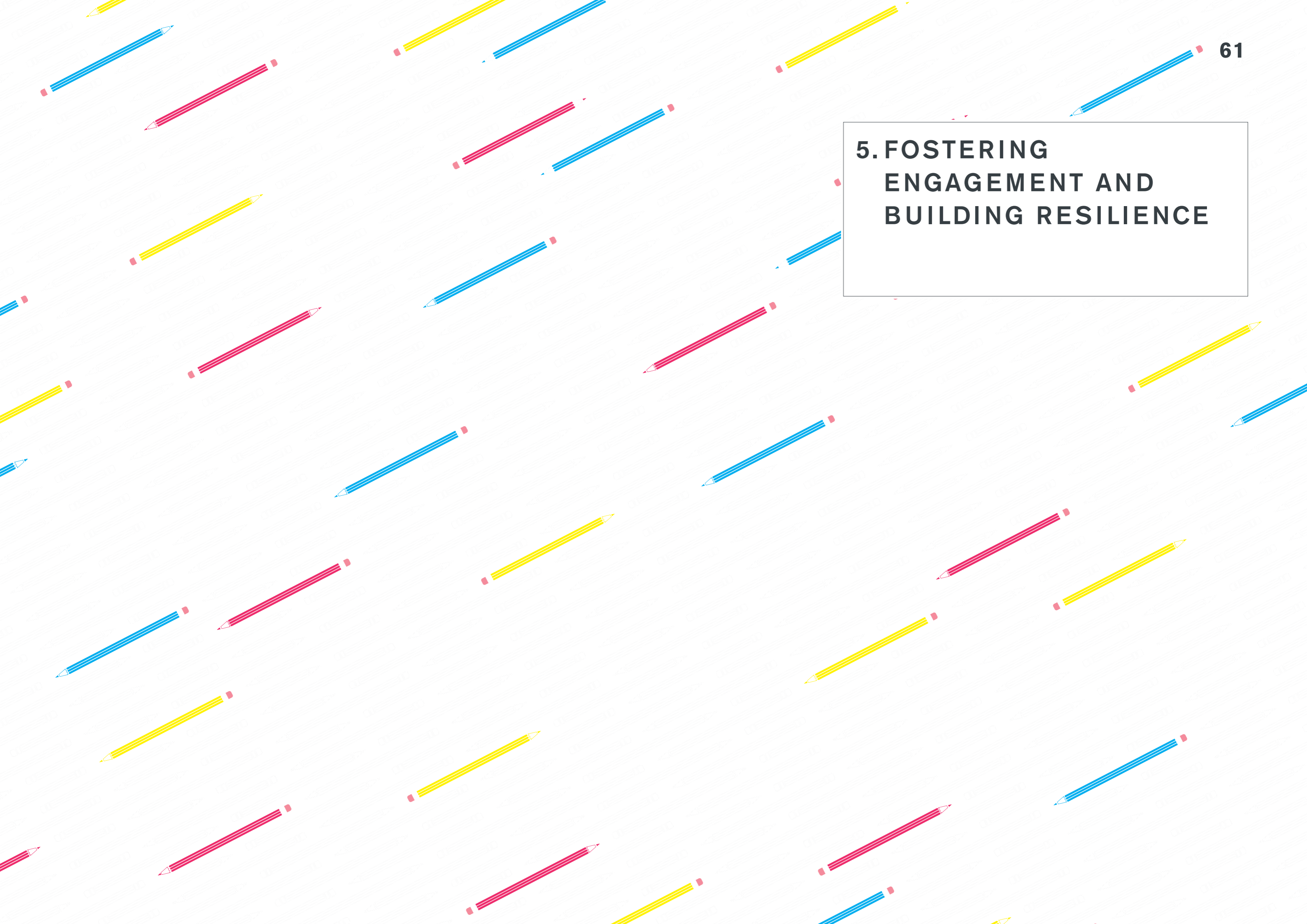
organisations offering apprenticeships to ensure that young people can benefit from direct, motivating and exciting experiences of the world of work to inform decisions about future education and training options. Pupils should be offered the opportunity to develop entrepreneurial skills; they will need the advice and support necessary to build and develop their own career pathways, and have a clear understanding of the requirements at different stages and ways of overcoming potential barriers. It is equally important that students are supported to make an informed choice about whether to aim for university.

What if the proportion of good or outstanding schools reached the London average of 85 per cent in every borough?

If all London boroughs with less than 85 per cent of schools currently rated good or outstanding by Ofsted, reached this level, this would mean an additional 59 good or outstanding schools in the capital, giving a three percentage point uplift in the London average to 88 per cent.

If we also assume that boroughs that now more than 85 per cent of their schools at this level continue to improve, remaining above the new average by a similar margin, this would give an extra 153 good or outstanding schools and almost a six percentage point up lift in the overall average for London.

**5. FOSTERING
ENGAGEMENT AND
BUILDING RESILIENCE**



Today's young Londoners are the city's future. They are the future workers, business leaders and entrepreneurs on whose skills and capabilities future economic growth depends. To ensure global competitiveness, we need all London's school, college and university leavers to be smart, knowledgeable, innovative and determined.

This requires not only excellent education delivered by knowledgeable and inspiring teachers, but also children and young people who are motivated and engaged, secure and resilient to life's challenges and so are able to participate effectively in the education offered to them.

It is important that all young Londoners are actively participating in education, employment or training. This includes those children and young people who have to overcome barriers to their education. This section looks at the attainment and destinations of those children in particular. It also identifies the main challenges London must overcome to improve their outcomes and close the gaps between their attainment and that of more advantaged children.

In this section we will focus on:

- children who have been eligible for free school meals in the last 6 years
- white working class children
- looked after children and care leavers
- children with special educational needs
- children from minority ethnic groups.

London has relatively high concentrations of these groups of children compared to the national averages and regional comparators and although many of these young people perform better than their counterparts living in other regions, the gaps between their performance and that of the rest of the population are significant.

Children who have been eligible for free school meals and white working class children⁵⁰

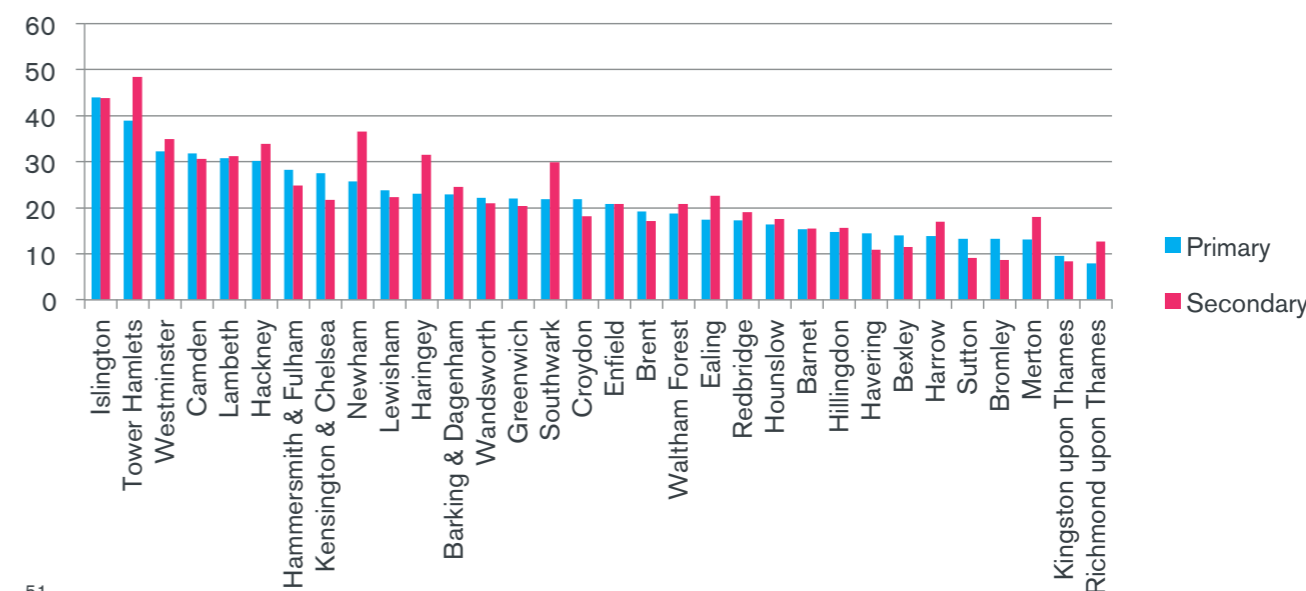
Across England, an average of 15.8 per cent of primary and secondary aged children are eligible for free school meals (FSM). However, the percentage of children eligible in London is significantly higher than average, at 19.45 per cent. The proportion of FSM children is exceptionally high in Inner London.

When the FSM rate is broken down by borough, it is clear that there is strong disparity in FSM rates across London. For example, there are particularly high rates of FSM children across both school phases in Islington and Tower Hamlets. There is a large difference in numbers of FSM children between primary and secondary school phases in some boroughs, when compared with others, for example Haringey, Newham, Southwark and Tower Hamlets. This could reflect increased cross-borough movement at secondary or changing demography over time.

Percentage FSM eligibility by phase and region January 2014



Percentage FSM eligibility by borough and phase January 2014



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The House Of Commons Education Committee recently published their report *Underachievement in Education by White Working Class Children*⁵². Ofsted also identified the performance of white working class children as a concern in their report *Unseen Children*⁵³, along with a number of think tanks and other education agencies. The Education Committee report noted that:

“White FSM children perform unusually well in London, both in affluent areas such as Kensington & Chelsea and Westminster, and in poorer areas such as Lambeth, Hackney and Wandsworth. These areas also have the smallest gaps between white FSM pupils and other FSM pupils, and between white FSM and all other children”.

Indeed, as with much of London’s education performance data, children in the capital generally have better educational outcomes, but the gaps still exist and they are still too wide, leaving too many white working class children emerging from education with few or no real qualifications.

Recent improvements in the performance of white working class children in London suggest that their performance can be raised further, closing the gap not only between them and disadvantaged children of other ethnicities but also between disadvantaged children and the rest of the population. In 2013 only 32.3 per cent of white British children eligible for free school meals achieved 5A*-C grades including English and maths, more than ten percentage points behind

the next worst performing group, mixed ethnicity children eligible for free school meals. In stark contrast 76.8 per cent of children of Chinese heritage who are eligible for free school meals attained 5 A*-C GCSEs including English and maths.

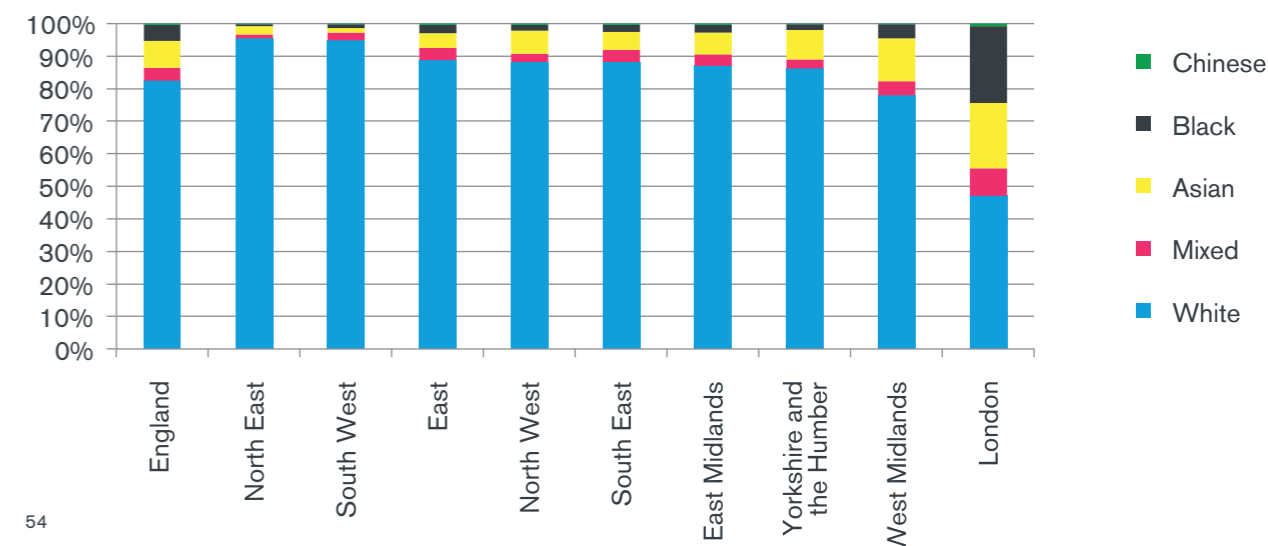
It is critical that the performance of white working class children is improved in London in order that these children have the best chances at continuing education and employment. Indeed, if the gap between the performance of white British children eligible for free school meals and mixed ethnicity children eligible for free school meals was reduced, the overall gap between disadvantaged children and their peers would also be very significantly reduced.

Children from minority ethnic groups

London’s demographic make up of children and young people is markedly different to other English regions. The graph opposite shows just how diverse a mix of ethnicities exists within London schools.

This ethnic diversity is now commonly regarded as a strength of London’s education sector and although certain ethnic groups do face particular challenges, many are extremely successful. The percentage of black pupils achieving 5 or more GCSEs at grade A*-C including English and maths has increased by 3.5 percentage points since 2011/12. The gap compared to the national average has narrowed by 1.7 percentage points since 2011/12.

Ethnic variation in schools by region January 2014



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Another feature of London’s ethnic mix is the higher concentration of children who speak English as an additional language. Again, this is not necessarily a predictor of lower attainment but can present challenges for schools, particularly when children are completely new to the country and language. In 2013, some 65.3 per cent of London children whose first language is other than English attained 5 A*-C grades including English and maths in their GCSEs, compared with 64.9 per cent of children with English as a first language. Children with English as an additional language outperformed even more strongly in the English Baccalaureate, 2.2 percentage

points ahead of children with English as a first language.

The extreme diversity in London’s schools is a certainly a strength and has often been noted as a contributing factor in London’s success. Nevertheless it can present challenges in terms of teacher and whole school management in order to support each individual child to achieve their potential. Many London schools are highly successful at this and have contributed to a wealth of expertise being spread across the city.

CASE STUDY:

**Gladesmore and Robert Clack Schools - Accelerated Learning in English
London Schools Excellence Fund Project**

A partnership of outstanding schools serving hard-to-reach children in the most challenging of London communities is cooperating effectively to unlock potential, raise aspirations and improve results by focusing on developing high quality English teaching. They are sharing best practice, writing teaching materials, providing literacy training and coaching English teachers so as to improve their ability to increase the standard of pupils' work.

The network of schools serves communities with extreme levels of deprivation and high unemployment. The riots of 2011 broke out in the Gladesmore catchment area; Dagenham and Tottenham are areas of low aspiration and high need. The intakes of the schools consist of pupil cohorts that statistically perform the worst nationally. The project is creating long-lasting change by developing teacher expertise and learning materials so that legacy is assured.

The project is working well. Indicators suggest that GCSE results and progress rates of pupils will be up after the first year; despite significant changes to the English curriculum and its examination, which may have previously suppressed results.

The extra capacity facilitated by the LSEF funding has enabled the project to thoroughly examine the barriers teachers face in accelerating pupils' learning in English and tackle these. Steps include: re-mapping of programmes of study and assessment, writing new schemes of work accompanied by high quality teaching materials and the provision of frequent direct guidance and coaching to teachers to ensure outstanding delivery. This has been supplemented with targeted intervention in specially set-up classes and out-of-hours sessions for pupils most at risk of not making the required progress.

Lesson observation grades for the English teachers intensively involved in the project are rising. The networking of primary schools has gathered significant momentum with the headteachers and literacy lead teachers collaborating effectively in a way never seen before to lift standards. Participation in meetings and training has surpassed expectation and the the capacity to run Masterclasses for Year 5 and 6 pupils together with the primary teachers cannot match the demand.

<http://londoned.org.uk>

Looked after children and young people leaving care

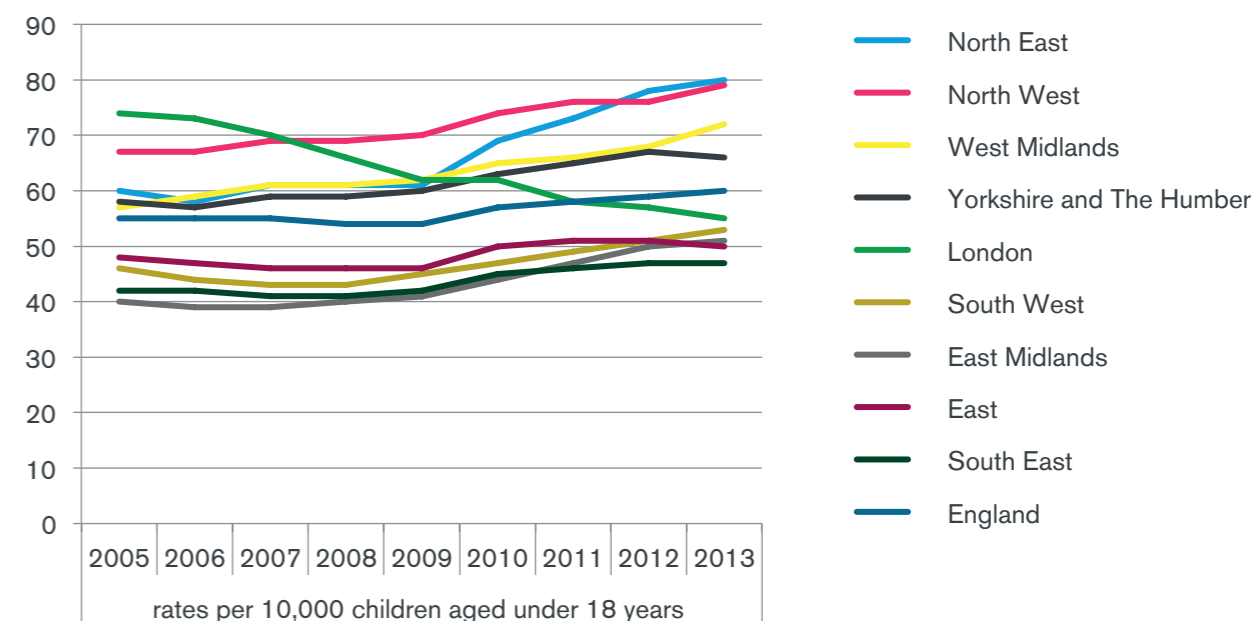
In 2013, some 10,090 of London's children were looked after by a local authority. This number has been steadily falling since 2005. The chart below shows the rate of looked after children (per 10,000) in London compared with other regions and the national average. London is the only region where rates of looked after children have decreased over this period although there is variation across the city.

For the purposes of this report, looked after children are defined as children and young people who had been looked after by a local authority continuously for a period of twelve months or more at the time of data collection. In London and the rest of the UK, looked after children significantly under-achieve when compared with non-looked after children, over a range of outcomes. Reducing

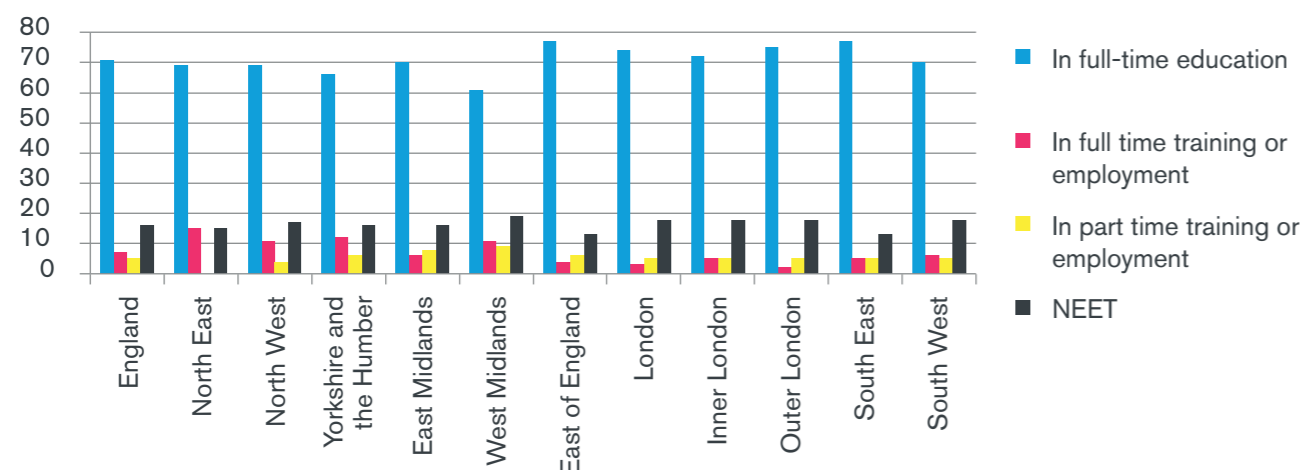
this gap in outcomes is a high priority for the government, Ofsted and other statutory bodies working with them. Yet, the achievement gap between looked after children and their peers continues to widen.

Additionally, the likelihood of looked after young people accessing training, education or employment is lower than average. In 2011, 74 per cent of looked after children were in full time education after leaving year 11. This compares to 71 per cent across England, showing that London is more successful than average at engaging looked after children in post 16 education. However, it also compares with 93 per cent of non-looked after children across England, demonstrating the continuing difficulties that looked after children experience in progressing to post 16 education.

Rate of looked after children per 10,000 since 2005



Destinations of looked after children after the end of key stage 4 in 2012



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The chart above shows the education and employment status of looked after children by region. It indicates that looked after young people in London experience marginally higher unemployment rates than most other regions in England.

All the performance data for looked after children indicate that this is the group at most serious risk of underperformance, and although small in number, the severity of their outcomes requires significant action to reduce the gaps in attainment. Cooperative working between local authorities, schools, teachers and foster carers is required to fully understand the needs of these individual children and there are excellent examples of cases where looked after children have beaten the odds and gone on to achieve the highest results, attending the best universities and going on to very successful careers. Recent research from the Rees Centre for Research in Fostering and Education and the University of Oxford Department of Education suggests that:

- improvements in reading can be achieved by using paired reading with foster carers and primary school children
- points of transition such as school transfer, are particularly problematic for children in care
- mentors, maximising placement and school stability, conducting strengths-based assessment and aggressively pursuing education, all promote improved attainment

Ofsted's (2012) evaluation of the impact of virtual schools⁵⁷, noted that the best personal education plans had a sharp focus on educational attainment taking into account behavioural, social and emotional needs. The strategies with the strongest evidence base in improving the education outcomes of looked after children seem to be tutoring, mentoring and supporting carers to support education.

Children with special educational needs

Children with statements of special educational needs or combined plans are another group whose educational performance is consistently below that of the rest of the population. This group is more difficult to define and certainly complicated in terms of setting realistic but ambitious targets. Special educational needs can range from dyslexia to profound and complex conditions hindering development at an early stage.

Significant reforms to the statementing system of support came into force on 1 September 2014⁵⁸, which present a number of challenges to London's educational system. From now on, statements of special educational needs will no longer be provided by local councils. Instead, an education, health and care plan will be issued to a child who requires extra support to reach their potential. This new policy aims to encourage collaborative, multi-agency working to meet the needs of these children. It is intended that all relevant organisations working with a child and his/her family will meet together regularly, to gain a more holistic picture of a child's needs and provide effective, wrap-around care. The new policy involves significant changes to the way that funding is allocated to children identified with special educational needs. Parents will now be able to detail where the funding that local authorities supply is spent. Consequently, the 'key worker' that parents select to support them will play an important advisory role in ensuring that the needs of the young person are met.

Information on the education performance of this vulnerable group can be found on London.gov.uk. However it is impossible to generalise about the overall education performance of London's children with special educational needs. What we can say is that this group of children is growing and has increasingly complex needs. This presents schools, teachers and policy makers with the serious challenge of assessing and helping these children to really achieve their potential.

What if the key stage 2 performance of children eligible for free school meals reached the London average for all children?

If London's children who are eligible for free school meals performed as well as the London average for all children, 2,110 additional children would reach the floor standard at key stage 2. This would result in an up lift of three percentage points to an overall average of 82 per cent of children achieving level 4 in reading, writing and maths.

If we are even more ambitious for children eligible for free school meals and raise their performance to that of all other children, an additional 628 would reach the floor standard, making a total of 65,298 children as opposed to the current total of 62,560.

**6. HOW WILL LONDON
CONTINUE TO IMPROVE
ITS SCHOOLS?**



The last academic year has seen big changes in the English education system, which London has clearly absorbed well. Policies such as making the study of modern foreign languages compulsory at key stage 2, raising the participation age and preparation for the new national curriculum have not seen London's academic performance suffer. Since the last Annual London Education Report alone, London's performance at key stages 2 and 4 has increased by two percentage points.

London's education system is continuing to adapt and thrive at a rate that far exceeds other areas of the country. This report has identified areas in which London is performing exceptionally well:

- most children achieve the floor standard or higher in core subjects at key stage 2 and key stage 4
- there are proportionally more outstanding schools in London than any other region
- London students taking STEM and MFL subjects beyond key stage 4 do exceptionally well
- the NEET rate in London is consistently reducing
- London has more top ranking universities than any other city in the world

These areas will provide a useful focus in enabling best practice sharing between the regions, to help improve the standard of the English education system as a whole. Equally, where children are not benefiting from London's strengths, there is a need to give those schools the opportunity to learn from similar schools in the capital, sharing experiences and supporting others to replicate their successes.

There is still room for improvement. As this report highlights, England currently has a PISA ranking of 27 for maths and English. London's results would independently improve our ranking to around 17th. However, there is clearly still work to do if we want London's education system to compete with those in many Asian and Scandinavian countries and ensure that London's young people are well prepared for life and work in a global city.

This report has identified key areas for ongoing improvement:

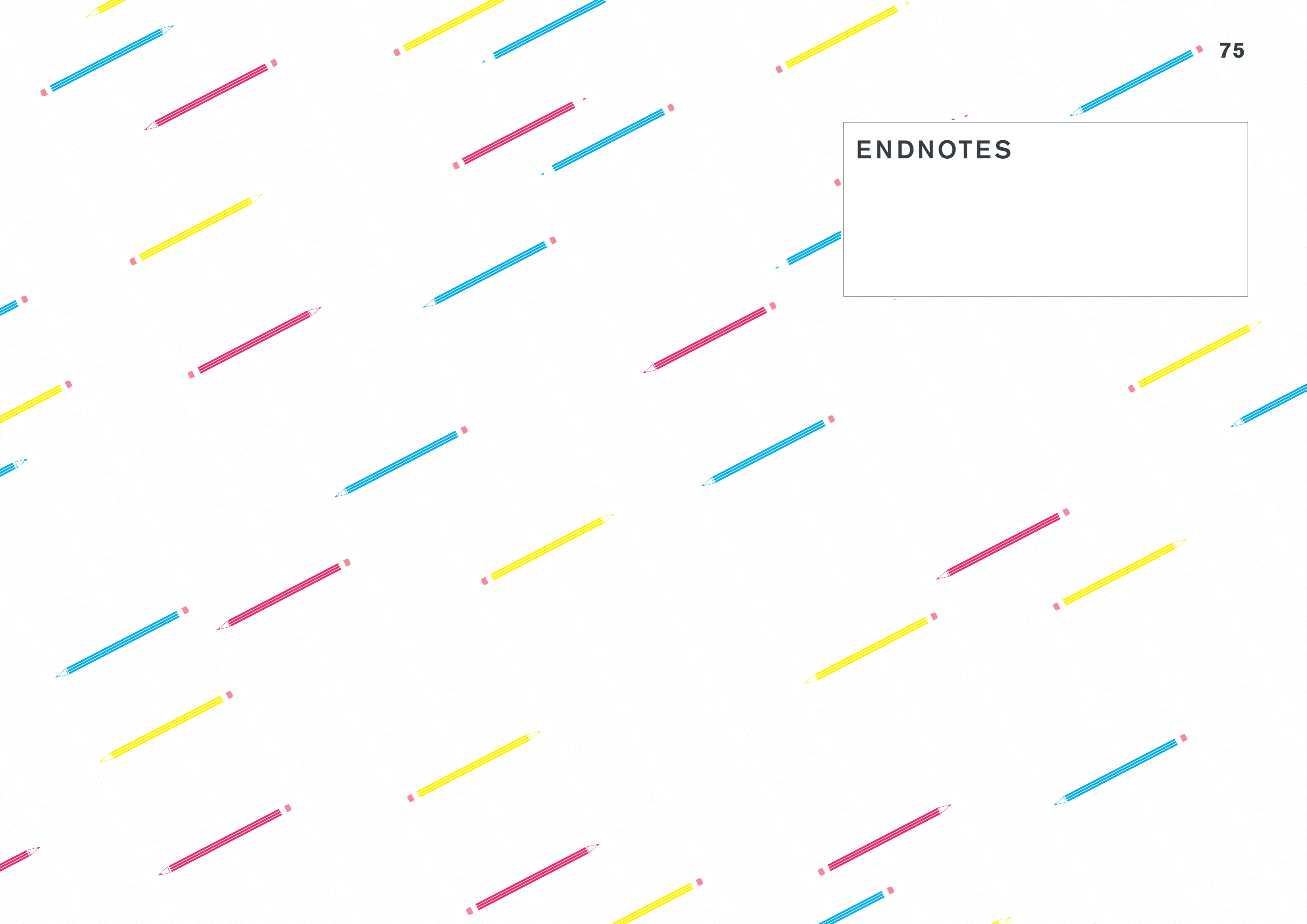
- increasing the proportion of children achieving top grades at key stages 2, 4 and 5
- closing the gap by improving the attainment of disadvantaged children
- reducing the rate of drop-out between 16 and 18, particularly for those studying for level 3 qualifications
- increasing the proportion of London children attending Russell Group and research intensive universities

To move London's education system forward even further, sustained improvement is best achieved through evidence-based practice. The evidence base on effective education is certainly growing, both in quantity and in quality, but there is some way to go to build a culture where evidencing impact is the norm. Creating a system of evidencing good practice will ensure that progress is not only sustained but built upon, as the challenges that the capital faces shift.

London's education sector approaches challenges with energy and enthusiasm, driven by the knowledge of how much has already been achieved to provide high quality education for its young people, and by the aspiration of how much more can be done to keep improving it. We are supporting the education sector through a number of initiatives that build on the recommendations of the Mayor's Education Inquiry. The London Schools Excellence Fund is successfully promoting collaborative working and sharing of best practice, particularly with regard to improving teachers' subject knowledge. The Gold Club shares and celebrates exceptional practice in schools that have 'bucked the trend' by achieving exceptional outcomes for all their pupils, whatever their circumstances.

The better we understand what we are doing well in our city, the better we will be able to keep building on our successes, and ensure that London is truly competing to be a global leader in education.

ENDNOTES



- ¹ The Mayor's Education Inquiry Final Report
<https://www.london.gov.uk/sites/default/files/The%20Mayor%27s%20Education%20Inquiry%20Final%20Report.pdf>
- ² CfBT, Lessons from London schools: investigating the success
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IFS, Lessons from London schools for attainment gaps and social mobility
http://www.ifs.org.uk/uploads/publications/docs/london_schools_june2014.pdf
Centre Forum, Regional challenges: a collaborative approach to improving education
<http://www.centreforum.org/assets/pubs/regional-challenges.pdf>
- ^{3,4,5} DFE. (2013). Performance Tables. Available from:
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- ^{6,7} Latest official statistics: Maintained schools and academies inspections and outcomes:
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- ¹⁴ OECD. (2010). The High Cost of Low Educational Performance. Available from:
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- ¹⁵ ONS. (2013). Graduates in the UK Labor Market. Available from:
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- ²⁰ For Gold Club eligibility criteria, see:
<http://www.londonschoolsgoldclub.org.uk/which-schools-are-eligible-gold-club-2014>
- ²¹ Ofsted. Latest official statistics: Maintained schools and academies inspections and outcomes:
<http://www.ofsted.gov.uk/resources/latest-official-statistics-maintained-school-inspections-and-outcomes>
- ²² Source: Department for Education, 24 October 2013. Statistics: early years foundation stage profile.
<https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2012-to-2013>
- ²³ Carol Dweck, Mindset:
<http://mindsetonline.com/thebook/buythebook/index.html>
- ²⁴ Note: The STEM subjects included in data analysis are: Additional Applied Science, Additional Science, Applications of Mathematics, Applied Engineering, Biology, Chemistry, Physics, D&T Electronic Products, D&T Product Design, D&T Resistant Materials, D&T Systems & Control, D&T Textiles Technology, Mathematics, Methods in Mathematics, Statistics.
- ²⁵ CBI. (2012). Education and Skills Survey. Available from:
<http://www.cbi.org.uk/business-issues/education-and-skills/in-focus/education-and-skills-survey/>
- ²⁶ <https://www.ncetm.org.uk/resources/45371>
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- ²⁸ DFE. (2013). Performance Tables. Available from:
http://www.education.gov.uk/schools/performance/download_data.html
- ²⁹ The Targeted Initiative on Science and Mathematics Education:
<http://tisme-scienceandmaths.org>
UPMAP (Understanding Participation rates in post-16 Mathematics And Physics):
<http://tisme-scienceandmaths.org/the-tisme-research-projects/upmap>
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http://www.education.gov.uk/schools/performance/download_data.html
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- ³⁷ The Work Foundation, *Staying power: making the raising of the participation age a policy success*
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