

# Strategies for tackling 17+ participation, attainment and progression in London

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# Aims of the Project



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This project funded and supported by London Councils aims to:

1. Investigate patterns of participation, attainment and progression in London at the 17+ transition point.
2. Gather and analyse these data to provide evidence as to the precise character of an apparent 'dip' in performance at 17+ compared to what might be expected as the result of relatively high pre-16 levels of attainment.
3. Identify the different factors at work and their relationship in the '17+ issue'
4. Explore a range of strategies that could be employed to improve learner performance and experience of the 17+ transition.

# Methodology



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## **Approaches to data collection and analysis**

- Secondary statistical data – pan-London and national sources
- MIME Consulting 2013 sources - National Pupil Database (matched data) and ILR college data (The Data Service)
- Individual local authority data
- Institutional data both qualitative and quantitative
- Process of triangulation

## **Challenges**

- Gathering college data (this presentation contains schools' data only)
- Being clear about the exact issue at 17+ - attainment, participation, progression?
- Obtaining meaningful data on each aspect of the 17+ issue
- Relating schools and college data
- Understanding factors and their relationship
- Knowing which interventions might be most effective in supporting learner attainment and progression

# The London context



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- Wealthy, dynamic but polarised socially, economically and in terms of educational performance
- 471,659 15-19 year olds in London – 5.8% of population and rising
- Link between higher deprivation and lower life chances – more deprived in East London
- 16-24 year old unemployment higher in London (24.7%) than rest of country (20.9%) – higher in the East
- **But** London has the highest proportion of establishments with a vacancy
- London's performance at KS4 is higher than the national average but this is not the case post-16.

# Providers



- London has a wide variety of providers and young people travel to study
- 16-19 year olds in 2013/14 (compared with 2012/13):
  - FE college – 38% (down 2%)
  - Academies/Free schools – 28% (up 3%)
  - Maintained schools – 19% (down 2%)
  - SFC – 11% (up 1%)
  - Commercial and charitable providers – 5% (up 1%)

# The 17+ issue



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- RPA and the importance of sustained and high quality participation post-16
- Avoiding a 'wasted' year
- 17+ participation is the major indicator of potential success at Level 3 and progression from Level 2 to Level 3
- But 17+ is also major point of potential disruption in progression
- It is arguably becoming the new point of selection
- A complex mix of national, regional, local and institutional factors combine at this stage

# Participation



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- NEET figures are below the national average but there are a large number of unknowns and considerable borough variation
- Participation in education and training in London is higher than the rest of the country at 16 (**92.9%/91.8%**) and 17 (**89.8%/85.2%**)
- But under 3% of 16 and 17 year olds are in WBL
- Apprenticeship is only 2.2% compared with 4.1% nationally
- Apprenticeship starts are falling (second lowest region) and highly variable across London boroughs (600/100)

# Retention in schools



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- 17+ retention in A Level programmes in schools (82%) is greater than in Level 3 vocational programmes (59%).
- Just under a quarter of Year 12 Level 3 starters 'dropped out' of their sixth form before 18.
- GCSE English and maths at grades A\*-C are highly important in retention
  - 8+ A\*-C grades **or equivalent** incl. E&M delivers 87% chance of completing a Level 3 programme.
  - 8+ A\*-C GCSE only grades including English and maths (91%).

# Attainment: positives



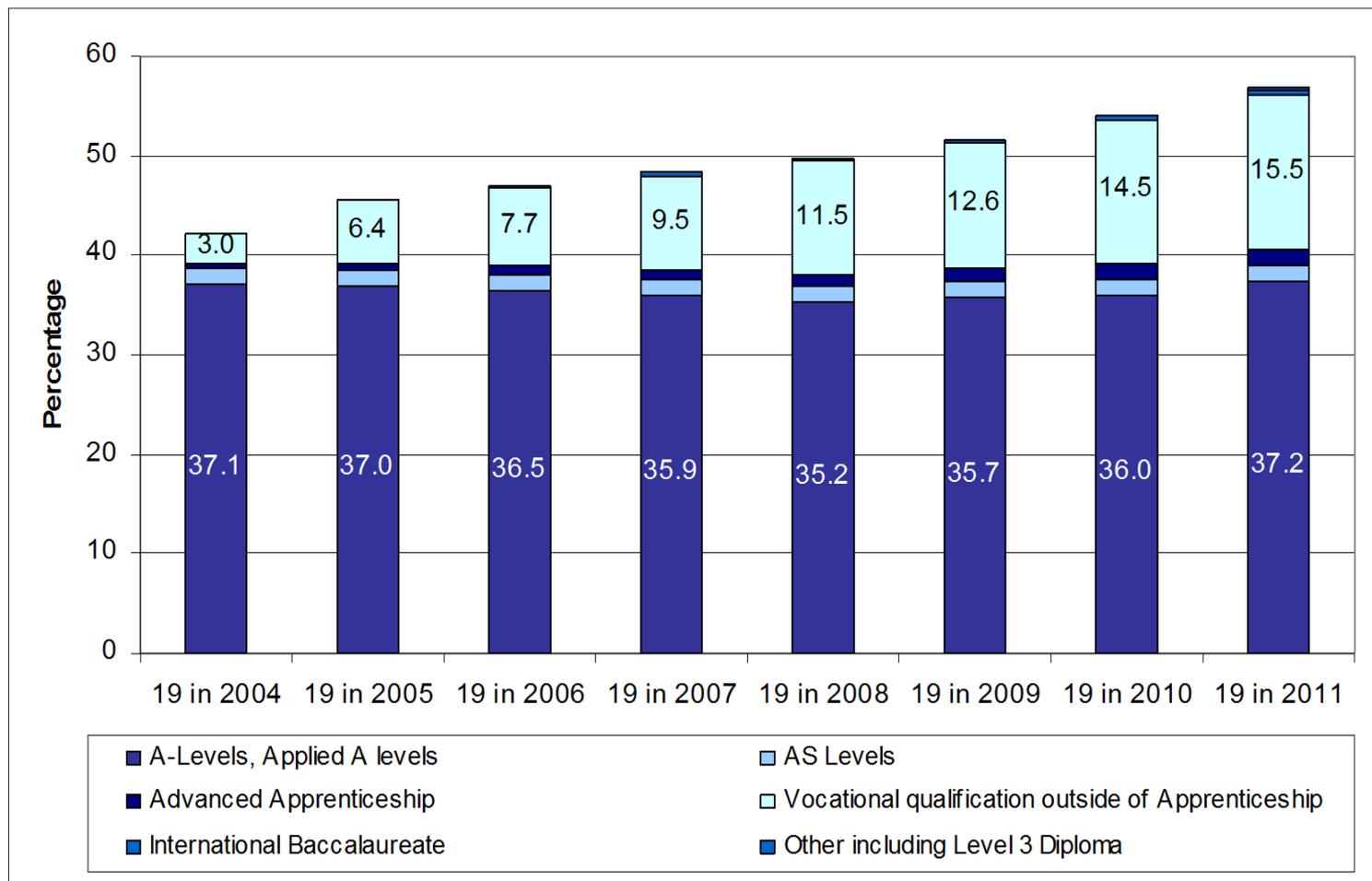
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- Attainment rates at KS4 are high and increasing in terms of 5 A\*-C including English and maths, but significant borough and ethnic group variation with FSM gap of 18.6%
- Level 2 by 19 is 86% compared with 84% nationally
- FSM attainment gap at Level 2 by 19 is 9% (nationally 17%) – much lower in inner than outer London boroughs (2-20%)
- Level 3 by 19 is 61% by 19 compared with 55% nationally
- FSM attainment gap for Level 3 is 15% (nationally 24%) – much lower in inner than outer London boroughs (4-35%)

# The role of different qualifications to outcomes at 19



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# Attainment: not so positive



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- London is below the national average on all other Level 3 attainment measures – total points, average points per subject, high grades
- There is considerable borough variation
- **Broader attainment at Key Stage 4 produces better outcomes post-16:**
  - London learners in 2011/12 who had at least 5 GCSE A\*-C grades including English and maths scored on average 753 points at Level 3.
  - Those with 8+ GCSE A\*-C grades including English and maths scored on average 795 points.
  - About 30 per cent of Level 3 learners in London schools in 2011/12 did not have A\*-C grades in GCSE E&M and scored on average 540 points.

# Summary of the position in London



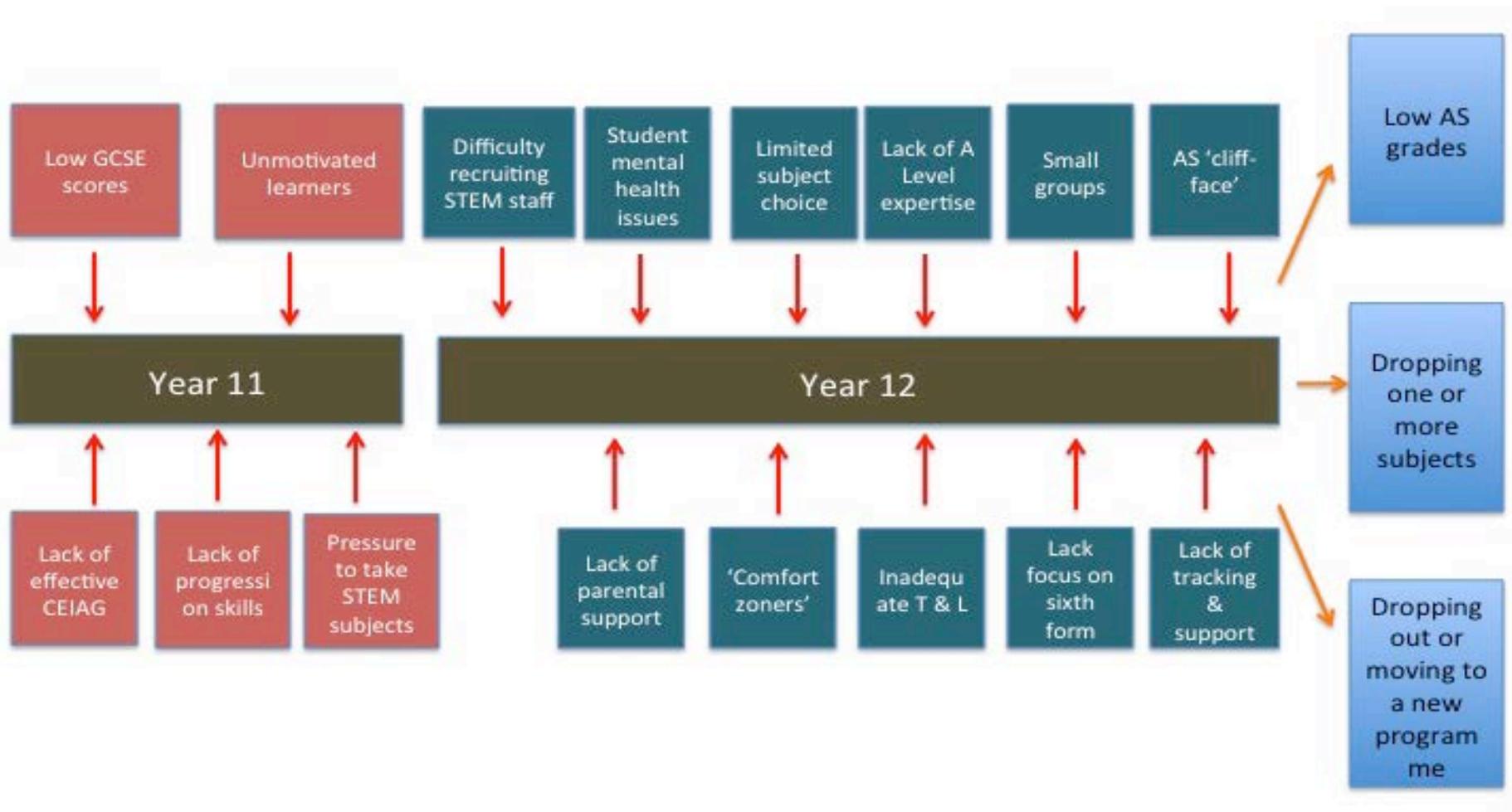
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- Participation in education and training is high
- London does well pre-16 and on FSM measures but post-16 performance is more mixed with considerable inter-borough variability
- London's relative advantage of attainment in two substantial qualifications at Level 3 by 19 masks other less positive Level 3 performance.
- VET appears to be adding value at Level 3 but is still a small proportion of provision
- Relatively little is known about study and progression patterns below Level 3.

# The 17+ issue – a model of risk factors for schools



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# Strategies at Key Stage 4



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Shared subject  
activities  
between KS4 &  
Post-16

Sixth form taster  
days

Pitching GCSE  
teaching at the  
next level up

Booster sessions  
in maths and  
science in  
summer

Early enrolment  
for Year 12 –  
diagnosis & study  
skills

Year 11/12 transition

Staged guidance  
process for  
post-16 choices

Discussion of HE  
in Years 10 & 11

Building in study  
skills from  
Year 7

Careful guidance  
in choice of  
subjects at KS4

Year 11 team  
moving up with  
students

# Strategies in Year 12



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Subject specific  
support for staff &  
students

Enrichment  
activities (e.g. EPQ,  
student leadership)

Tracking & reporting  
performance

Mentoring, coaching  
& tutoring

Year 12 to 13 progression

Progression to  
higher education  
programmes &  
initiatives (e.g.  
Brilliant Club)

Preparation for  
employment (e.g.  
work experience &  
careers fairs)

Financial support

# Recommendations



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- Raising awareness about the 17+ issue
- A greater focus on building in progression skills at Key Stage 4 and reviewing progression thresholds to post-16 study
- Increasing the number of high quality vocational programmes
- Building a gradient rather than a cliff face through 3-year programmes, mixed qualifications and mixed level study.
- A focus on high quality A Level teaching and learning and underpinning support systems (e.g. more rigorous monitoring and tracking)
- Improved CEIAG at all stages of the 14-19 phase (including 17+)
- Experimenting with some of the strategies for improving the 'quality' of students' post-16 participation.
- Partnership working for student choice, VET, access to specialist facilities, building communities of practice for professional development.