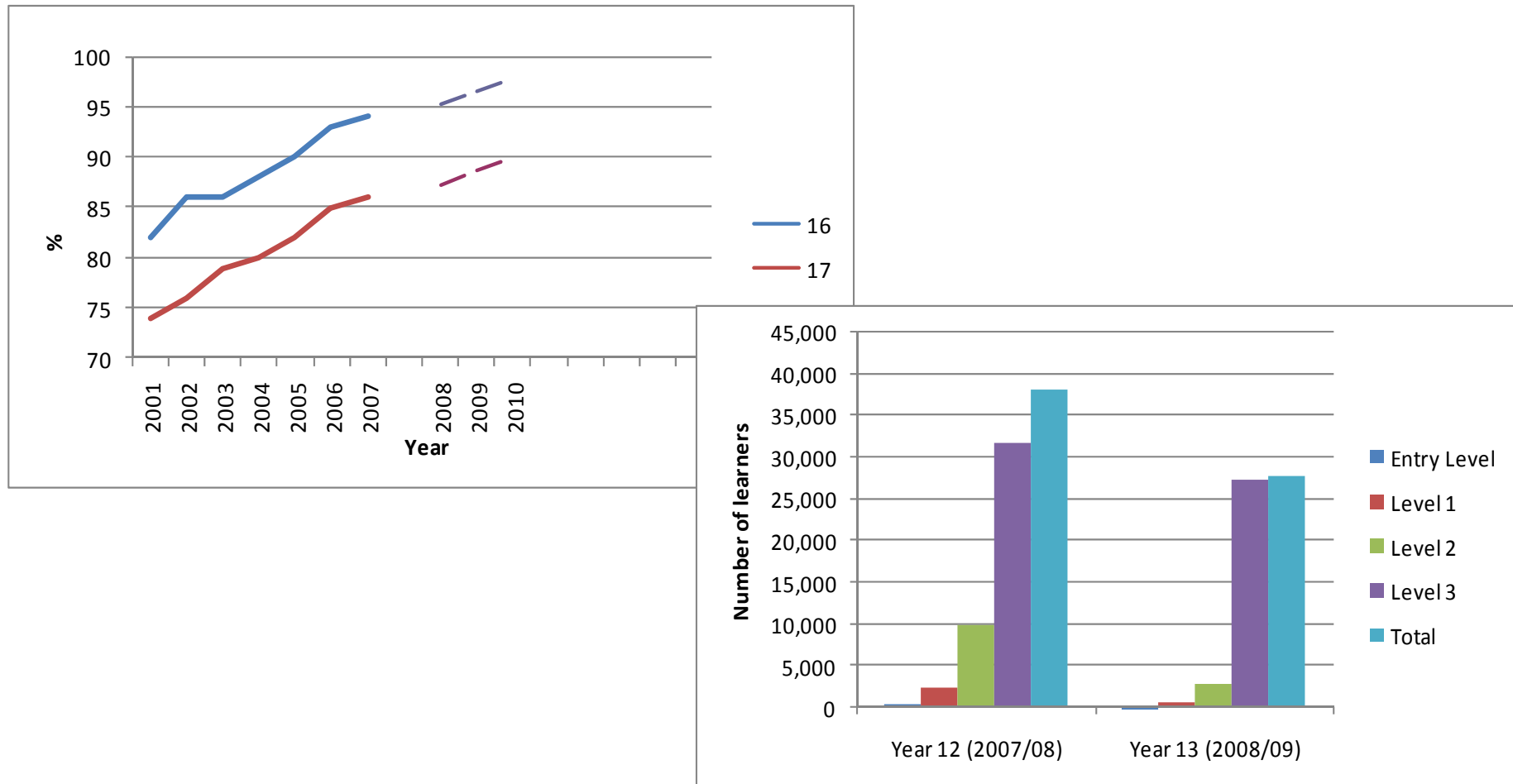


# **14-19 London Strategic Analysis**

## **Key Conclusions for 2011/12 Commissioning Statements**

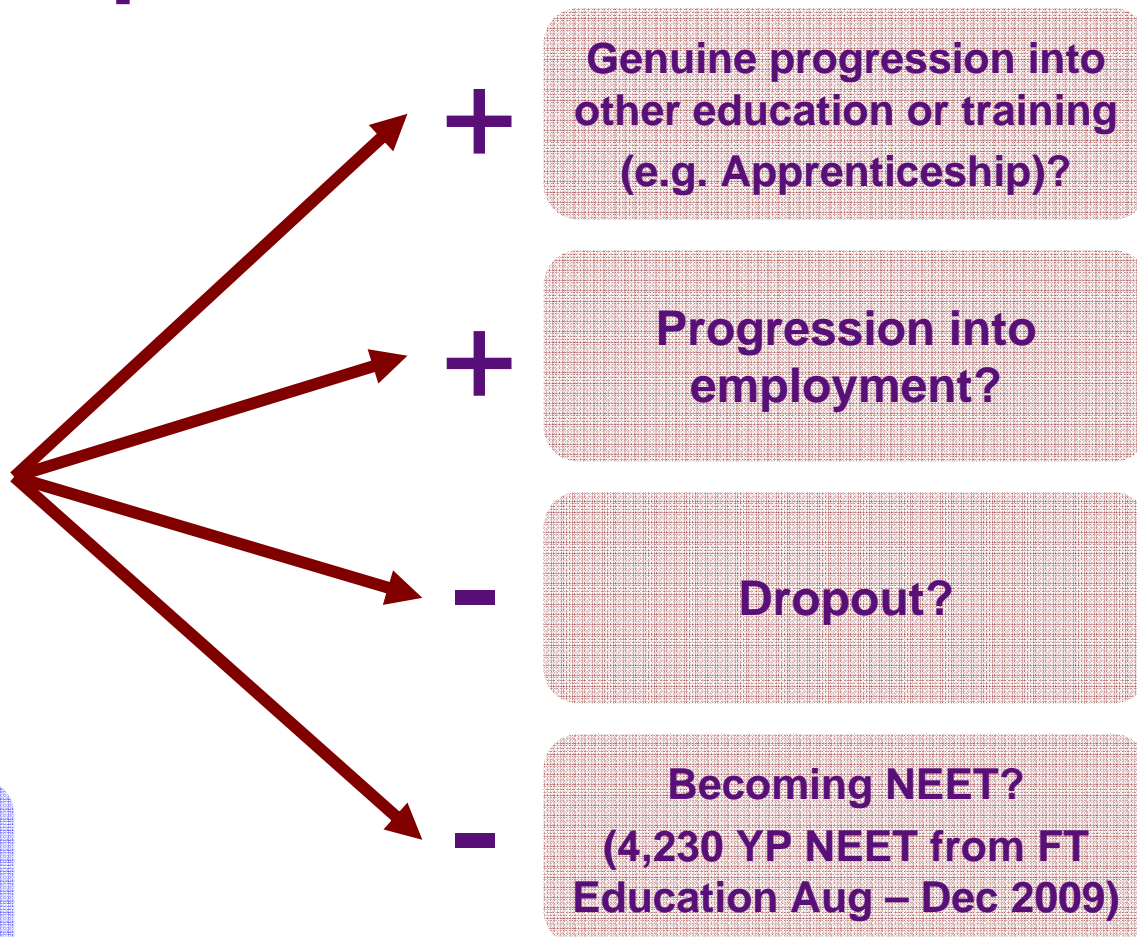
# Highest participation nationally, but high fall in 17 yr olds participating impacting on 18 yr old participation



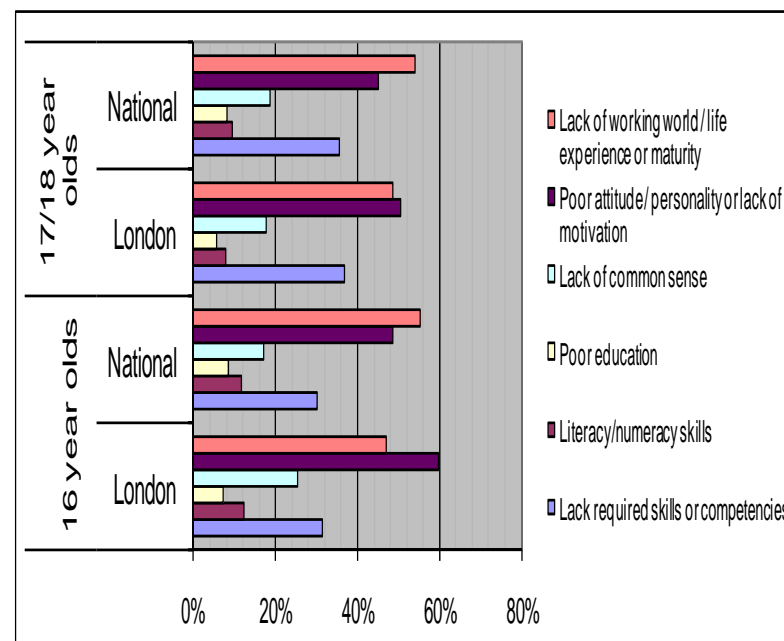
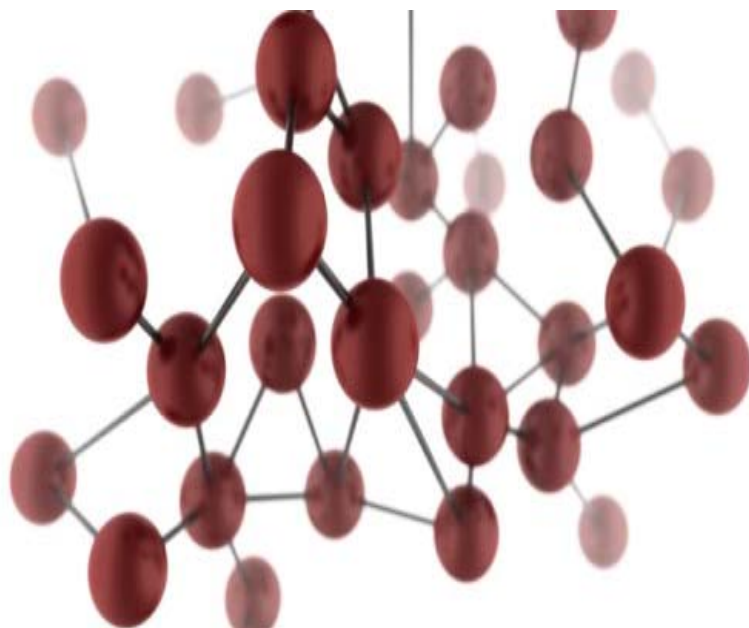
# Further investigation into 17 yr old participation required...



86% of 17 yr olds in learning  
V  
94% of 16 yr olds in learning



## Employers' needs unmet...



1 in 2 jobs projected to require high level skills by 2020.  
Increasing demand for STEM but decreasing supply

**YET**

London Employers most likely of any region to identify employability and basic skills as lacking

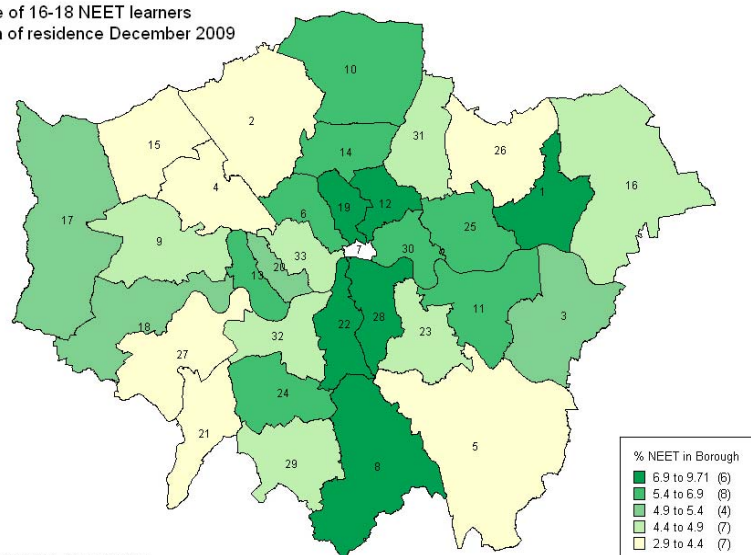
## Higher unemployment and more YP in jobs with low skills indicates progression issue



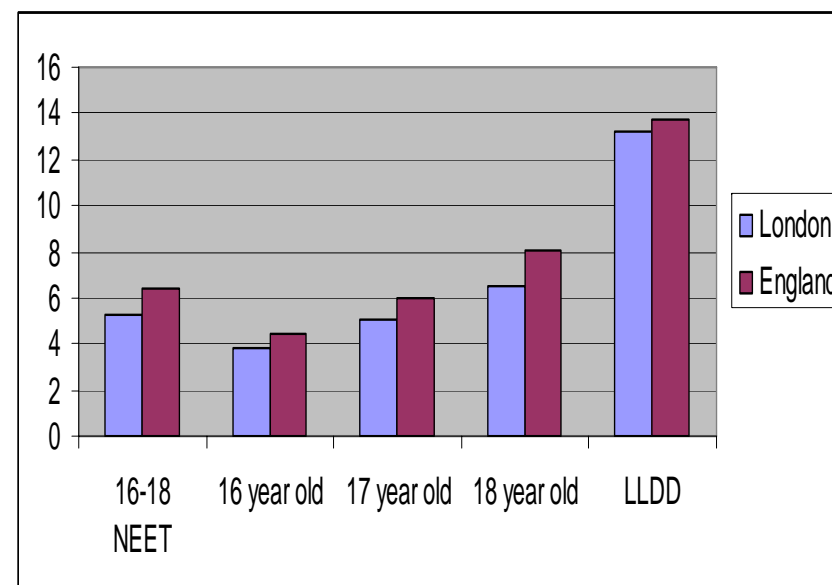
- ❑ **Approx 6,300 YP currently in employment without training**
  - ❑ Outcomes for this group only marginally better than for the NEET group
- ❑ **Approx 5,000 learners leave post-16 education after 1 yr**
- ❑ **Progression increasingly important, but further investigation required:**
  - ❑ Opportunities for providers to monitor learner destinations
  - ❑ Undertake more long-term learner tracking

# NEET continues to fall but high levels remain amongst certain groups of YP

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

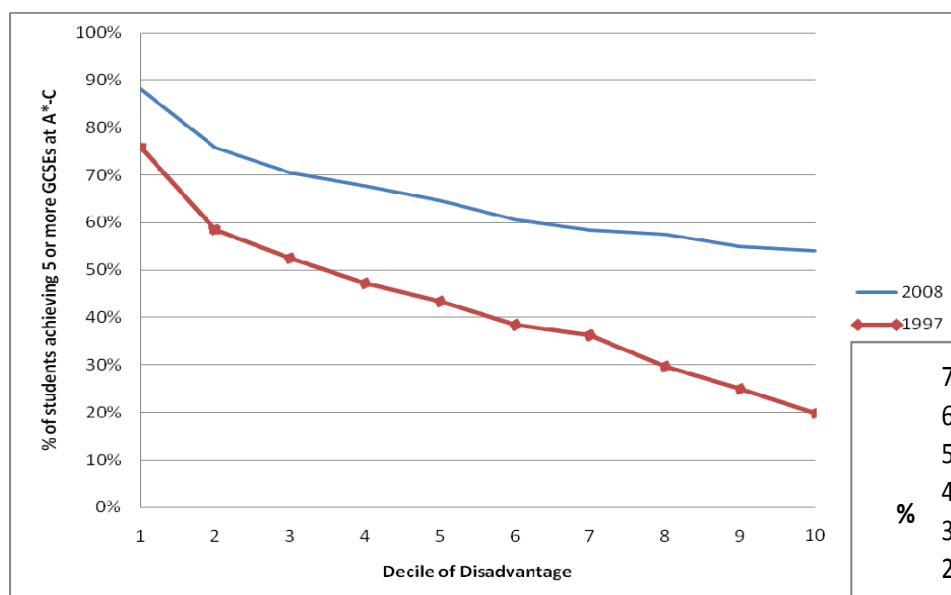


Source: Connexions data, December 2009



- NEET increases with age
- NEET is often higher in boroughs with higher levels of deprivation
- Connexion figures suggest a large proportion of teenage mothers are NEET
- YP with a learning difficulty and/or disability and who are NEET is increasing
- White and Black Caribbean residents have the highest NEET of any ethnic grouping

# Lower achievement levels amongst the more vulnerable young people in London



**London has:**

**28% of children** in families on at least 1 **key benefit**

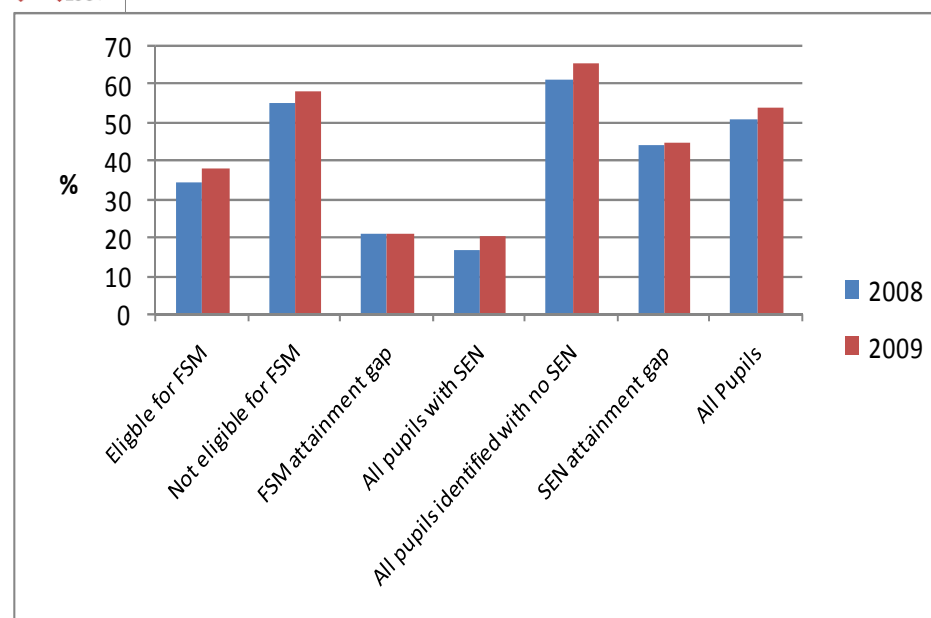
**The highest % of children in poverty** in the country

**Attainment gap of over:**

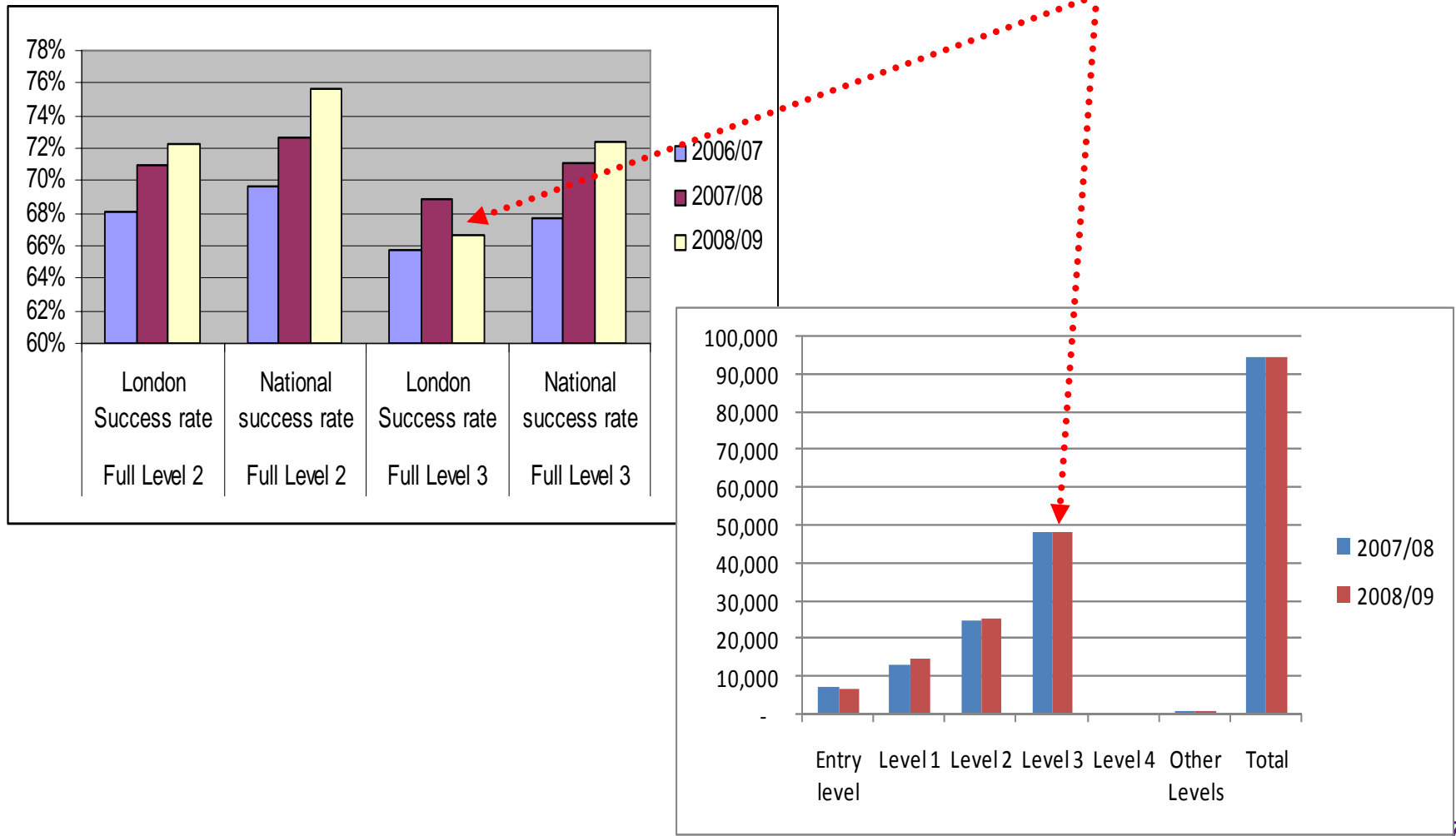
**45% for SEN students**

**40% for looked after students**

**20% for children on FSMs**



Whilst the majority of provision is L3 and is continuing to increase, success rates decreased





## Principles for Commissioning Statements 11/12

- **Foster a system in which learners are able to make effective decisions about their learning journey, and ensure the provision available allows them to progress successfully in it:**
  - Continuously improve CEIAG services through strong local authority leadership and partnerships
  - Encourage providers to have effective initial assessment procedures in place
  - Provide a full curriculum offer via existing and new provision
  - Monitor success, retention and other VfM indicators to encourage effective places utilisation and challenge poor performance

# Principles for Commissioning Statements 11/12

- **Ensure that the needs of all learners are met:**
  - Avoid over-delivery of Level 3 qualifications and challenge poor quality Level 3 provision
  - Ensure there is sufficient and suitable FL and Level 2 provision to support YP to progress to Level 3
- **Gain a better understanding of post-16 participation:**
  - Encourage post-16 providers to track leaver destinations
  - Develop local authority level intelligence on 17 yr olds leaving learning to inform planning and CEIAG

## Principles for Commissioning Statements 11/12

- **Narrow the attainment gap of vulnerable learners:**
  - Continue to review and build the capacity of LLDD provision in London
  - Ensure that vulnerable learners receive the correct level of support throughout their learning
  - Pay specific attention to the quality of provision in deprived/disadvantaged areas of London to give the best possible chance for all young Londoners