

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.

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



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- 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



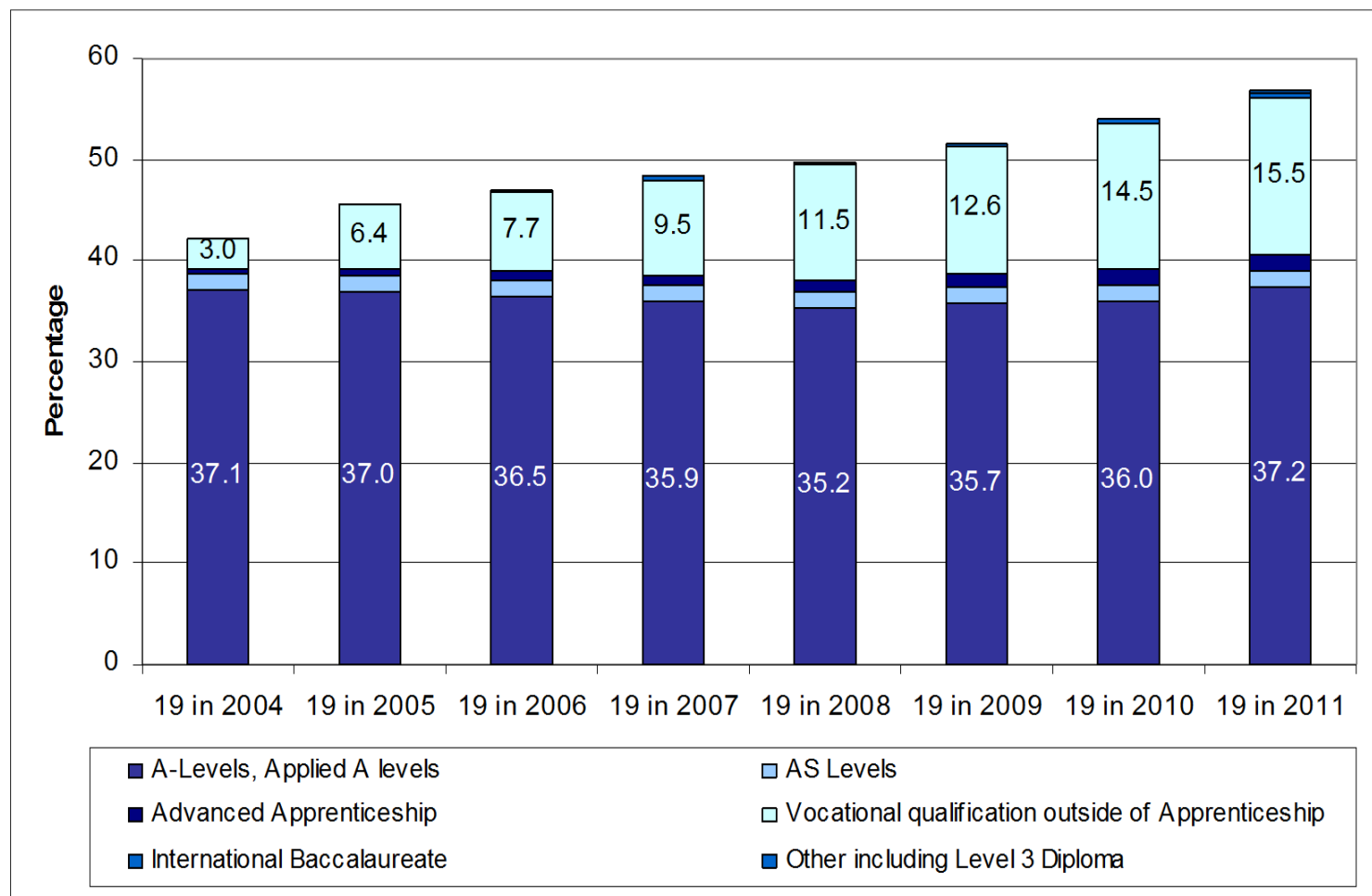
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- Attainment rates at KS4 are high and increasing in terms of 5 A*-C including English and maths, but significant borough and ethnic group variation with FSM gap of 18.6%
- Level 2 by 19 is 86% compared with 84% nationally
- FSM attainment gap at Level 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.

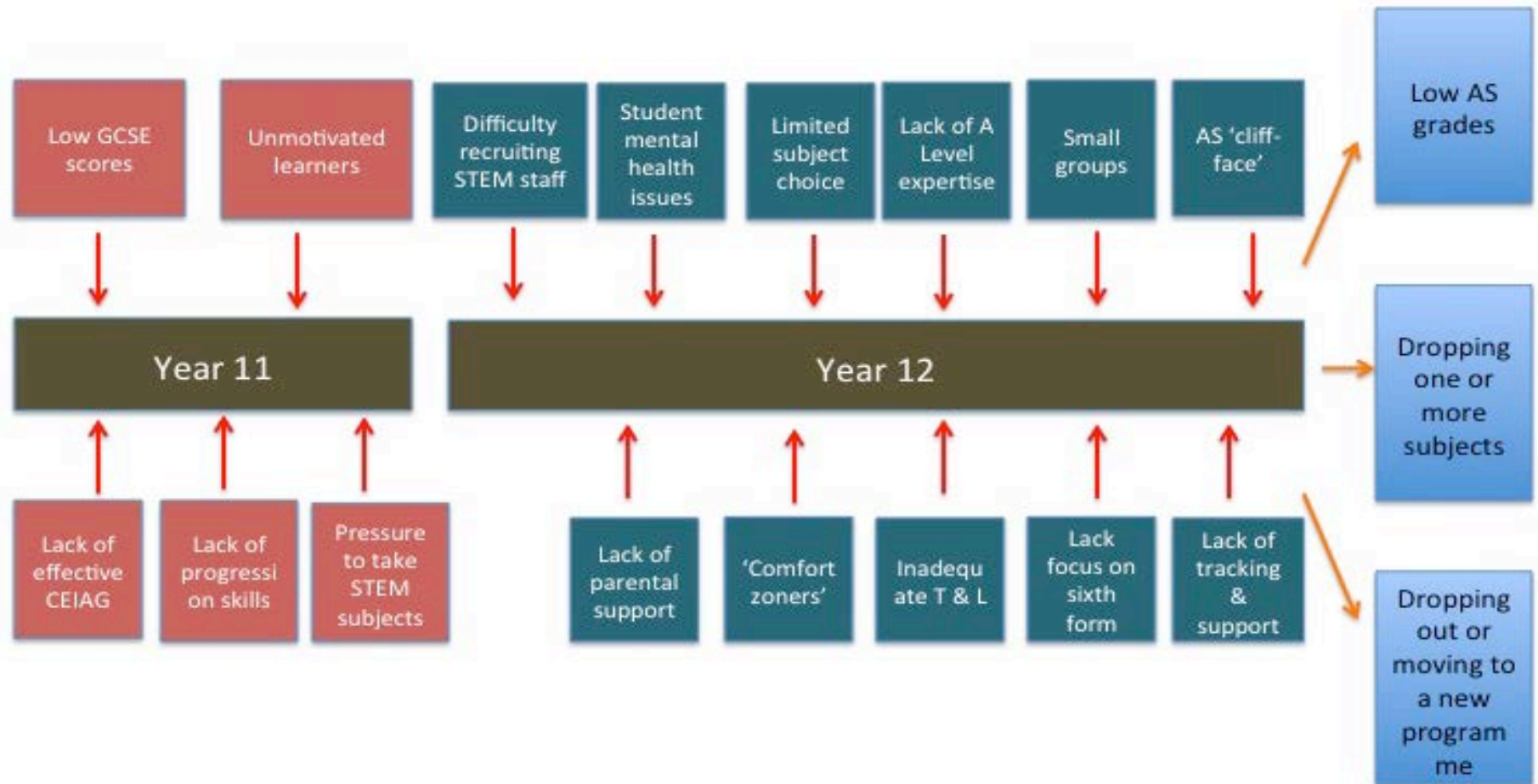
Summary of the position in London



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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



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.