

<b>CHILDREN AND YOUNG PEOPLE'S SELECT COMMITTEE</b>			
<b>Report Title</b>	Post-16 education and progression to employment or university		
<b>Key Decision</b>	No	Item No. 3	
<b>Ward</b>	All		
<b>Contributors</b>	Head of Standards and Achievement, 14-19 Strategic Lead, CYP		
<b>Class</b>		Date:	13 <sup>th</sup> May 2015

**Reasons for lateness:** Awaiting data analysis.

## 1. Summary

- 1.1 A full report on the Raising of the Participation Age was presented to Select Committee 12<sup>th</sup> November 2014 and this report builds on that.
- 1.2 This report describes the progression of Lewisham learners Key Stage 4 and Key Stage 5 to their academic or vocational progression routes, including further education, employment / training, including Apprenticeships, and Higher Education.
- 1.3 For progression at Key Stage 4 and for Key Stage 5 this report uses data from national and local benchmarking, and data collated at a local level, to illustrate how Lewisham is comparing and what actions need to be achieved in order to improve Lewisham Destination Measure results. There has been nationally published measures since 2009/10.
- 1.4 As a result of the Raising of the Participation Age and Careers Guidance statutory duties the focus at Key Stage 4 and for Key Stage 5 is about effective impartial and independent Information, Advice and Guidance measured by positive destinations.

## 2. Purpose

- 2.1 To inform the committee of the progression of Lewisham learners at Key Stage 4 and Key Stage 5 to further education, employment / training, including Apprenticeships, and Higher Education since 2009/10.

## 3. Recommendations

- 3.1 That the committee note the report.

## 4. Policy Context

- 4.1 This report is consistent with the Council's corporate priorities and the Mayoral commitment to raising educational attainment and improving facilities for young

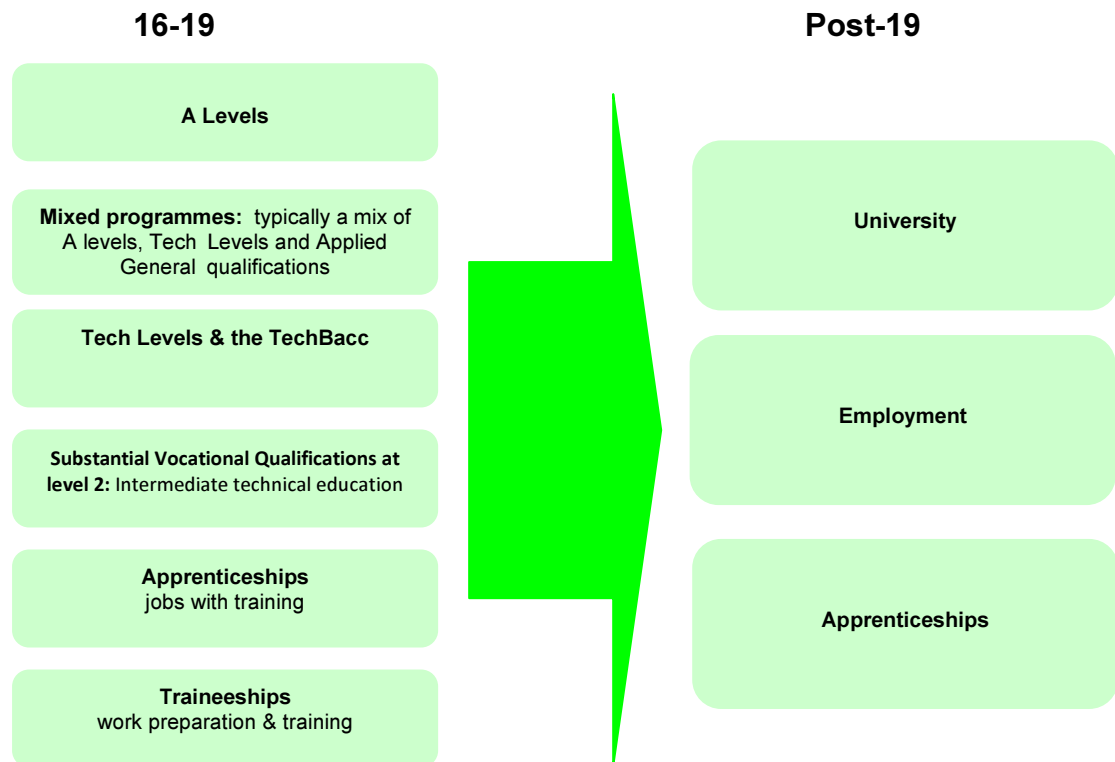
people. In particular, it relates to the Council's priorities regarding *young people's achievement and involvement*, including *inspiring and supporting young people to achieve their potential*, reducing the achievement gap between our most disadvantaged pupils and their peers, and *ensuring efficiency, effectiveness and equity in the delivery of excellent services to meet the needs of the community*.

- 4.2 The Lewisham Children and Young Peoples' Plan (2012-15) sets out a clear vision that: *"together, with families we will improve the livelihood and life chances of children and young people"*. The Plan presents that more needs to be done to raise attainment at every Key Stage, and particularly at GCSE and post 16; and that there is a need to close achievement gap between underachieving groups and their peers so that that young people can fulfil their potential. The Council commitment is to raise educational attainment which includes:
- To ensure that young people continue to study English and maths by 2018; and
  - to increase the number of Apprenticeships to 1,000 by 2018 and support the provision of high quality vocational training.
- 4.3 The statutory guidance on Careers Guidance is issued under section 42A and section 45A of the Education Act 1997 and schools, governing bodies, school leaders and school staff must have regard to it. **(See Appendix 1: Careers guidance and inspiration in schools statutory guidance, March 2015)**
- 4.4 Lewisham schools have statutory duties relating to securing independent careers guidance for young people which include Destination Measures.
- 4.5 Schools should assess their success in supporting their learners to take up education or training which offers good long term prospects. One way of doing this is through use of destination measures data. These data are produced and published by the Department for Education using existing data collections and are based on sustained participation<sup>1</sup>. They show the percentage of a school's former learners who continued their education or training (including through an apprenticeship), went into employment, and those who were not in education, employment or training (NEET). The data are broken down by a range of pupil characteristics, including special educational needs, eligibility for free school meals in year 11 and, at Key Stage 4, disadvantaged learners who would have attracted the Pupil Premium. Schools can use the data to consider the destinations into which former learners progressed and how successful their transition into those options were. They can use this information to ensure that all learners receive the support needed to prepare for and take up education, employment or training which offers good long term prospects. These measures will help schools to be held to account locally as well as feeding into judgements by Ofsted.
- 4.6 Local authorities also track young peoples' progress after they leave school in order to identify those who are not in education or training. This can be used to give an early picture of young people's post-16 destinations. Schools are encouraged to work with their local authority to ensure that the information they collect is as complete as possible, and to ask their local authority to share information on young people's progress with them.

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<sup>1</sup> The destination measures are based on activity in all of the first two terms (defined as October to March) of the year after the young person left KS4 or took A level or other level 3 qualifications.

- 4.7 Under the Raising Participation Age Statutory duty young people (aged 16-19 (up to 25 for LLDD)) are required to study / train in one of three routes:
- Study full-time in a school, college or with a training provider;
  - full-time work or volunteering combined with part-time education or training; and
  - an Apprenticeship / Traineeship.
- 4.8 In terms of post-16 participation and education young people can choose an academic or vocational progression route and have the opportunity to participate through a number of pathways:



## 5. Background

- 5.1 Education Destination Measures were published for the first time on 17th July 2012, publishing 2009/10 data. The Measures show the percentage of learners continuing their education in school, Further Education or Sixth Form College or Higher Education Institution, and the percentage training through an apprenticeship or work-based learning.

Destination Measures provide clear and comparable information on what young people do when they leave school or college. Two Destination Measures were published. These show the destinations of young people the year after Key Stage 4 (KS4) or taking A level or equivalent qualifications:

- The KS4 Measure is based on activity at academic age 16 (i.e. the year after the young person left compulsory schooling).
- The Key Stage 5 (KS5) Measure is based on activity in the year after the young person took A level or equivalent qualifications.

## 5.2. Timeline for Statistical First Releases – Destination Measures

<b>July 2012</b>	Destinations of Key Stage 4 and Key Stage 5 learners, academic year <b>2009/10</b> (experimental) <sup>2</sup>
<b>August 2013</b>	Destinations of Key Stage 4 and Key Stage 5 learners, academic year <b>2010/11</b> <sup>3</sup>
<b>November 2014</b>	Destinations of Key Stage 4 and Key Stage 5 learners, academic year <b>2011/12</b> <sup>4</sup>
<b>January 2015</b>	Destinations of Key Stage 4 and Key Stage 5 learners, academic year <b>2012/13</b> <sup>5</sup>

### 5.2.1 Summary of Statistical First Releases Destinations Measures for KS4

**See Appendix 2: Statistical First Releases Destinations Measures for KS4 2009 – 2013.**

This table has been collated from the Statistical First Releases and refers to the destinations at post-16 of KS4 learners in Lewisham schools. The key headlines for in Education, Employment / Training (ETT), FE, Sixth Form and Apprenticeships (including Free School Meal FSM) are highlighted below:

KS4 Destinations Year	EET	Further Education	School Sixth Forms	Sixth Form Colleges	Apprenticeships
<b>2012/13 Lewisham</b>	90%	22%	46%	19%	3%
<b>2012/13 Lewisham (FSM)</b>	88%	30%	34%	21%	3%
<b>2012/13 Inner London</b>	91%	24%	46%	17%	2%
<b>2012/13 Inner London (FSM)</b>	89%	28%	39%	18%	2%
<b>2012/13 England</b>	91%	34%	38%	12%	5%
<b>2012/13 England (FSM)</b>	83%	40%	25%	10%	4%
<b>2011/12 Lewisham</b>	81%	24%	37%	17%	2%
<b>2011/12 Lewisham (FSM)</b>	79%	32%	28%	17%	2%
<b>2011/12 Inner London</b>	88%	25%	42%	17%	2%
<b>2011/12 Inner London (FSM)</b>	87%	28%	37%	18%	2%
<b>2011/12 England</b>	89%	33%	37%	12%	5%
<b>2011/12 England (FSM)</b>	81%	40%	23%	12%	5%
<b>2010/11 Lewisham</b>	90%	24%	54%	9%	3%
<b>2010/11 Lewisham (FSM)</b>	83%	34%	31%	17%	1%
<b>2010/11 England</b>	89%	33%	37%	12%	5%
<b>2010/11 Inner London</b>	87%	27%	41%	17%	2%
<b>2010/11 Inner London (FSM)</b>	88%	31%	35%	18%	3%
<b>2010/11 England (FSM)</b>	82%	40%	23%	10%	5%
<b>2009/10 Lewisham</b>	88%	25%	43%	18%	2%
<b>2009/10 England</b>	85%	33%	36%	12%	4%

- Inner London figures have been available from 2010/11.
- Lewisham has increased EET figures in 2012/13 but is marginally below national and Inner London. Lewisham is above national for FSM learners.
- Participation in Further Education has declined and is below the national and Inner London for all learners. The quality of the local FE College could be a factor for this. Officers are currently working with Southwark local authority and the governing body of Lewisham Southwark College to improve the appropriateness and quality of the curriculum offer, to enable more Lewisham learners to access good progression routes.

<sup>2</sup> <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-academic-year-2009-to-2010>

<sup>3</sup> <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2010-to-2011>

<sup>4</sup> <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2011-to-2012>

<sup>5</sup> <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2012-to-2013>

- Lewisham School Sixth Form participation is above national and comparable with Inner London, although FSM is slightly below.
- Lewisham Sixth Form College (Christ the King Sixth Form College) participation is above national and comparable with Inner London, including FSM learners.
- Inner London and Lewisham Apprenticeships are comparable and increasing year on year, but below national.

### 5.2.2 Summary of Statistical First Releases Destinations Measures for KS5

**See Appendix 3: Statistical First Releases Destinations Measures for KS5 2009 – 2013.**

This table has been collated from the Statistical First Releases and refers to the destinations at post-19 of KS5 learners in Lewisham schools and colleges. The key headlines for in Education, Employment / Training (ETT), Apprenticeships and Higher Education (including Free School Meal FSM) are highlighted in the table below:

KS5 Destinations Year	EET	Apprenticeships	Higher Education	Russell Group	Oxbridge
2012/13 Lewisham	75%	2%	52%	10%	2%
2012/13 Lewisham (FSM)	82%	x	57%	10%	x
2012/13 Inner London	74%	2%	58%	13%	1%
2012/13 Inner London (FSM)	78%	3%	63%	9%	1%
2012/13 England	77%	4%	56%	15%	1%
2012/13 England (FSM)	77%	3%	54%	8%	-
2011/12 Lewisham	74%	4%	56%	10%	1%
2011/12 Lewisham (FSM)	79%	4%	58%	6%	0%
2011/12 Inner London	77%	2%	65%	13%	1%
2011/12 Inner London (FSM)	75%	2%	61%	8%	1%
2011/12 England	81%	4%	62%	15%	1%
2011/12 England (FSM)	77%	4%	56%	7%	-
2010/11 Lewisham	71%	-	51%	5%	1%
2010/11 Lewisham (FSM)	71%	2%	50%	2%	x
2010/11 Inner London	70%	2%	54%	5%	-
2010/11 Inner London (FSM)	74%	2%	59%	3%	-
2010/11 England	69%	3%	48%	8%	1%
2010/11 England (FSM)	67%	3%	45%	3%	1%
2009/10 Lewisham	72%	1%	52.1%	6%	0%
2009/10 England	64%	2%	58%	8%	1%

(x) Means the data has been suppressed as the school or college has fewer than 6 students in the cohort, or small numbers (1's and 2's) in the reporting lines. Results are not shown because of the risk of an individual student being identified. All totals have been rounded to the nearest 10. Zeros are shown as zeros. All remaining breakdowns have been rounded to the nearest 5. Suppression of small numbers is reflected in the associated percentages.

(-) Means the percentage is less than 0.5% but greater than 0%.

- Inner London figures have been available from 2010/11.
- There is a significant improvement for Lewisham EET figures for FSM but below national for non-FSM. Lewisham is above Inner London for all learners.
- Lewisham Apprenticeships are below Inner London and national. The percentage of Lewisham FSM learners taking up Apprenticeships has declined.
- Lewisham Higher Education participation has increased for 2 years running but below Inner London and national for non-FSM learners. However progression of FSM learners to Higher Education is higher than national.

- Russell Group participation is increasing and above Inner London and national for FSM learners.
- Oxbridge participation is increasing and above national in 2012/13.

### 5.3 Current Priorities

From the data analysis there are two key areas that demand further scrutiny:

- **Apprenticeships and Traineeships** for Lewisham young residents, as well as young people educated in Lewisham schools and colleges (as per the Statistical First Release data), especially for FSM learners.
- **Higher Education destinations** and in particular progression to top universities for all learners.

#### 5.3.1 Lewisham Apprenticeship and Traineeships Participation

The end of March 2015 Lewisham Apprenticeship / Traineeships participation figures (7,607 YP resident cohort) are:

- **Year 12 Apprenticeship/Traineeship participation:** 32 (0.95%) / 4 (0.1%)
- **Year 13 Apprenticeship/Traineeship participation:** 71 (1.3%) / 2 (0.1%)

(Source NCCIS: database for tracking of Lewisham 16-19 year old residents)

5.3.2 Traineeships were introduced nationally in the 2013/14 academic year to provide young people with essential work preparation, English, maths and work experience to secure an Apprenticeship or other work.

5.3.3 The Lewisham Apprenticeship Programme has been running successfully since April 2009 and aims to create real and valuable training opportunities for 16 to 24 year olds that will enable them to build a career. So far the programme has placed 400 16 – 24 year olds into opportunities across the borough and been very successful; 75% of Apprentices have entered jobs so far. The local authority works closely with partner organisations, across both the private and voluntary sector, to develop apprenticeships that match employer's needs and to facilitate the apprenticeship from end to end. Apprenticeship opportunities have included: construction; caretaking; digital media; childcare; surveying; and tend to recruit twice a year.

5.3.4 Also the introduction of the NEET Traineeship is offering support programmes for young people who are not in education, employment or training. The Traineeship is a 12 week Government-recognised traineeship, in partnership with Bromley College. The programme runs three times a year in line with school terms. It works with vulnerable young people enabling them to achieve more robust qualifications, and offer accredited numeracy and literacy support and stronger pathways post completion. The Traineeship enables participants to continue to receive out of work benefits whilst on the scheme. A similar programme is being piloted by Community Education Lewisham and this targets post-16 unemployed Lewisham residents.

5.3.5 Building on the aims of the Lewisham Apprenticeship Programme to increase participation in Apprenticeships and Traineeships for Lewisham 16-24 year olds the 14-19 Strategy Team propose to improve the awareness and participation of Traineeships and Apprenticeships. This will be in partnership with all Lewisham secondary schools, Lewisham post-16 providers and for Lewisham young people through the Lewisham IAG, Employability and Skills Framework. This is in line with the Mayor's pledge for employability, Traineeships and Apprenticeships.

### 5.3.6 Lewisham University Challenge

As the Statistical First Release data shows, Lewisham is below national for progression to the Top Third and Russell Group universities. As a result of this the 14-19 Strategic Partnership has established the initiative of the Lewisham University Challenge. This initiative, now in its second year, aims to see more Lewisham learners gaining and sustaining places in top universities in the UK, including Oxbridge and Russell Group, than is the case at present. It recognises the impact of Information, Advice and Guidance in ensuring that learners, who do achieve required grades, receive the advice, guidance and support so that they feel confident to apply for competitive Higher Education. It also recognises that aspirational targets for learner outcomes can have a positive impact on exam grades. The key are:

- To set aspirational targets for student outcomes recognising that these can have a positive impact on achievement at KS5;
- to increase the numbers of young people entering higher education and with more Lewisham learners gaining and sustaining a place in top universities than they do at present;
- to ensure that where learners do achieve required grades they get the advice, guidance and support so that they feel confident to apply for competitive universities; and
- to achieve higher rates of Higher Education participation among Children Looked After, Black and Minority Ethnic and Pupil Premium learners.

### 5.3.7 The Lewisham University Challenge Operational Group has set targets:

- To increase the percentage of Lewisham students progressing to Russell Group and the top third universities to match national; and
- To increase number of Lewisham students progressing to Oxbridge to 20 by 2016

The local authority with Lewisham post-16 provides has delivered a 2014/15 University Challenge programme. Over the last year the focus has been on developing an Oxbridge programme. Forty students in five Lewisham schools have been involved in the Y12 programme to date. Proposals for developing the programme in 2015/16 are:

- To broaden the scope of the programme to include a small number of subject specific events e.g. a medicine workshop and a law/business workshop in January /February 2016.
- To offer a BMAT (Biomedical admissions test) workshop - June /July 2015
- Student visits to Russell Group / Red Brick universities.
- Develop Lewisham Alumni /link with Lewisham Pupil Ambassadors.
- An event to focus on HE progression opportunities for students following vocational programmes.

## 7. Equalities Implications

7.1 There are no equalities implications arising from this report.

## 8. Financial implications

8.1 There are no direct financial implications from this report.

## 9. Legal implications

- 9.1 Section 10 of the Education and Skills Act 2008 requires local authorities (so far as their powers extend) to promote the effective participation in education or training of persons belonging to its area to whom Part 1 of the Education and Skills Act applies, with a view to ensuring that those persons fulfil the duty to participate in education or training.
- 9.2 The duty to participate in education or training applies to all young people in England (from 28 June 2013) until the end of the academic year in which they turn 17; and from 26 June 2015, to their 18<sup>th</sup> birthday.
- 9.3 In fulfilling and exercising its functions relating to the participation of young people in education or training the local authority must have regard to statutory guidance from the Secretary of State.
- 9.4 The Equality Act 2010 (the Act) introduced a new public sector equality duty (the equality duty or the duty). It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 9.5 In summary, the Council must, in the exercise of its functions, have due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
  - advance equality of opportunity between people who share a protected characteristic and those who do not.
  - foster good relations between people who share a protected characteristic and those who do not.
- 9.6 The duty continues to be a “have regard duty”, and the weight to be attached to it is a matter for the Mayor, bearing in mind the issues of relevance and proportionality. It is not an absolute requirement to eliminate unlawful discrimination, advance equality of opportunity or foster good relations.
- 9.7 The Equality and Human Rights Commission has recently issued Technical Guidance on the Public Sector Equality Duty and statutory guidance entitled “Equality Act 2010 Services, Public Functions & Associations Statutory Code of Practice”. The Council must have regard to the statutory code in so far as it relates to the duty and attention is drawn to Chapter 11 which deals particularly with the equality duty. The Technical Guidance also covers what public authorities should do to meet the duty. This includes steps that are legally required, as well as recommended actions. The guidance does not have statutory force but nonetheless regard should be had to it, as failure to do so without compelling reason would be of evidential value. The statutory code and the technical guidance can be found at: <http://www.equalityhumanrights.com/legal-and-policy/equality-act/equality-act-codes-of-practice-and-technical-guidance/>



9.8 The Equality and Human Rights Commission (EHRC) has previously issued five guides for public authorities in England giving advice on the equality duty:

1. The essential guide to the public sector equality duty
2. Meeting the equality duty in policy and decision-making
3. Engagement and the equality duty
4. Equality objectives and the equality duty
5. Equality information and the equality duty

9.9 The essential guide provides an overview of the equality duty requirements including the general equality duty, the specific duties and who they apply to. It covers what public authorities should do to meet the duty including steps that are legally required, as well as recommended actions. The other four documents provide more detailed guidance on key areas and advice on good practice. Further information and resources are available at: <http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/guidance-on-the-equality-duty/>

## **10. Crime and Disorder Implications**

10.1 There are no crime and disorder implications arising from this report.

## **11. Environmental Implication**

11.1 There are no environmental implications arising from this report.

## **Background Documents**

**Appendix 1:** Careers guidance and inspiration in schools statutory guidance, March 2015

**Appendix 2:** Statistical First Releases Destinations Measures for KS4, 2009 – 2013

**Appendix 3:** Statistical First Releases Destinations Measures for KS5, 2009 – 2013

If there are any queries on this report please contact Ruth Griffiths, 14-19 Strategic Lead, 020 8314 3499.