

London Post-16 Education Trajectories Review

Publication Launch

#Post16Trajectories

8th July 2020

mime *making
information
matter*

The UCL logo features a small white building icon to the left of the letters 'UCL' in a bold, blue, sans-serif font.

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- Background to the project
- Quantitative findings
 1. Post-16 progression in London
 2. Post-16 Level 3 outcomes in London
- Qualitative findings
 3. Three-year pathways
- Recommendations
- Closing remarks

Quantitative research (Mime)

- National Pupil Database used to track 355,000 London residents from age 15 to 18 including schools, colleges and training providers
- A variety of topics around progression and outcomes were explored. We will only cover some today - the full report includes additional analysis by pupil characteristics, subjects and institution type
- Analysis is broken down by KS4 prior attainment to provide context

Qualitative research (IoE)

- Conducted interviews and focus groups with 67 young people across 6 FE colleges, one school and one 6th form college
- These were primarily with young people on three-year programmes

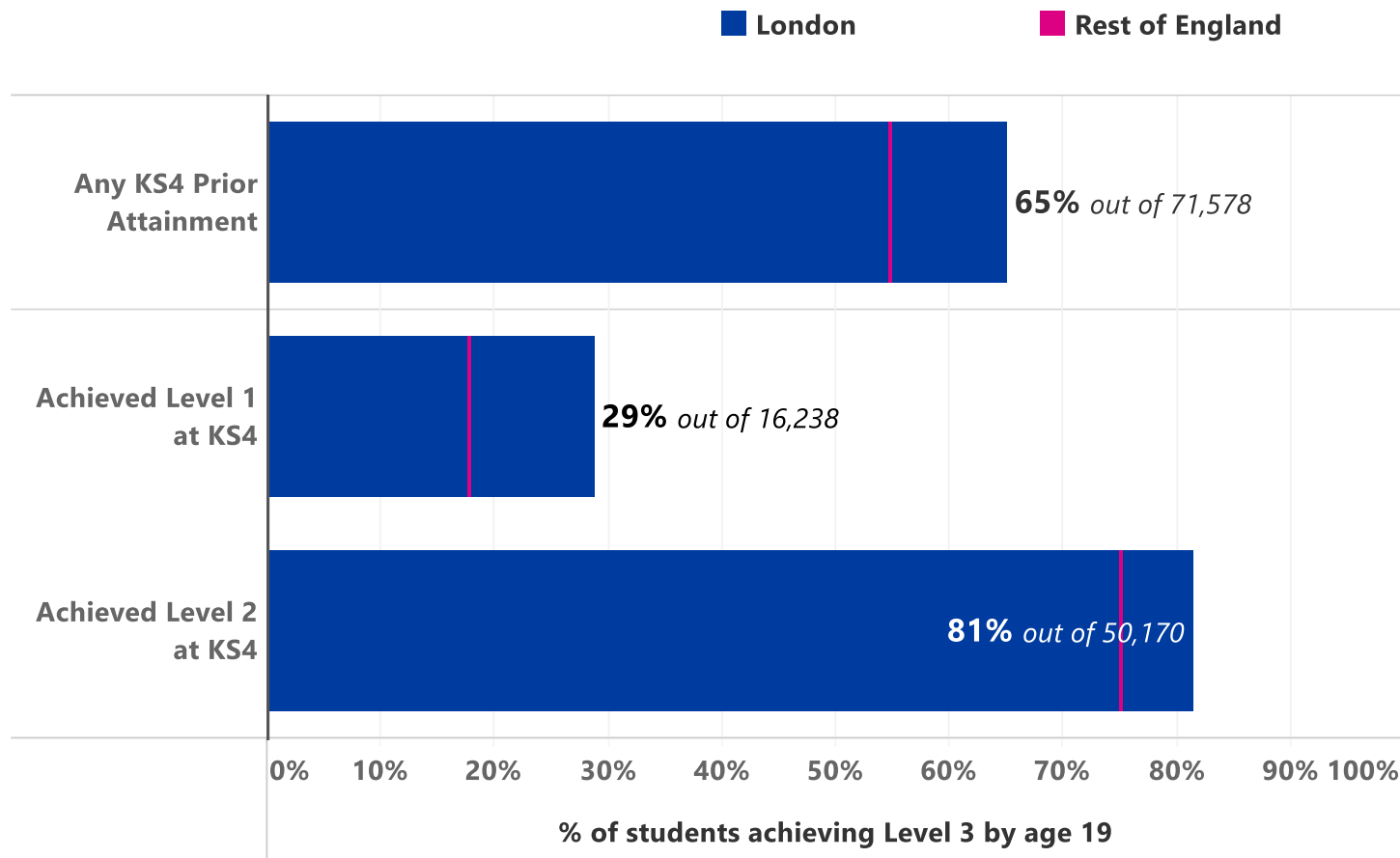
The findings from these strands were combined to derive recommendations

Quantitative

1. Post-16 Progression

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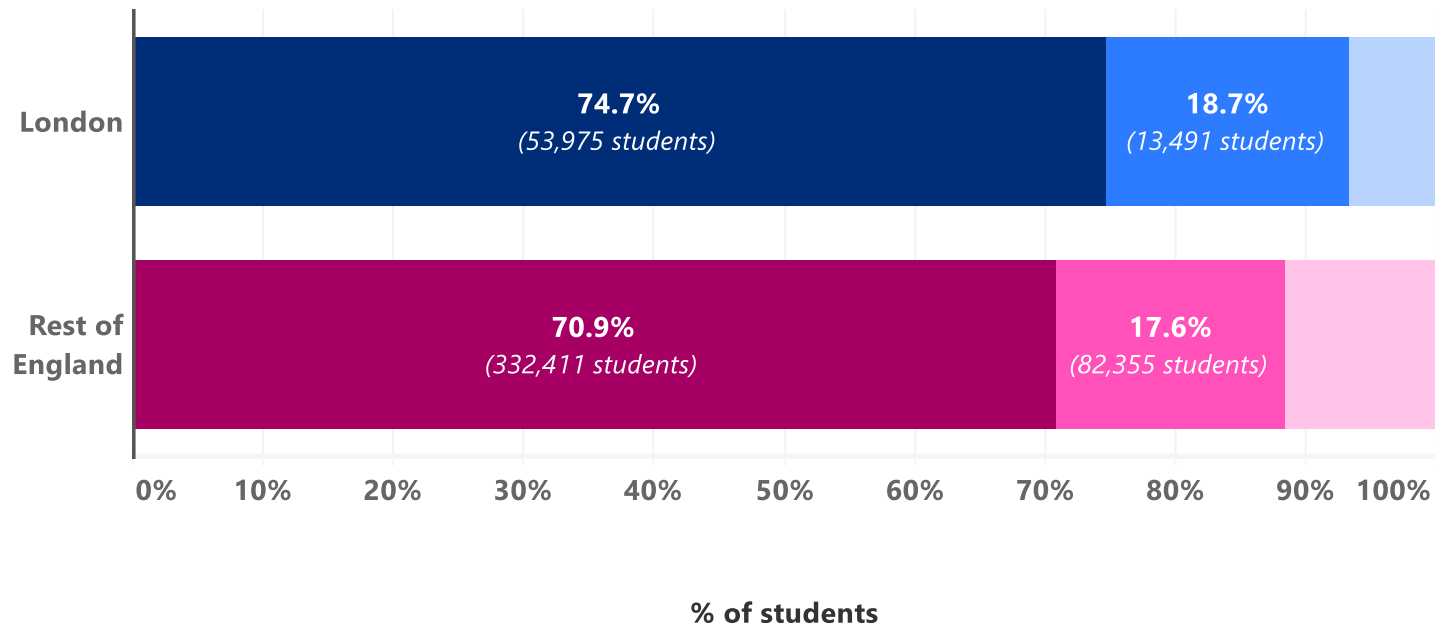
1A. Achievement of Level 3 by 19



- Overall, **two thirds** of Londoners achieve Level 3 by 19, well above other regions
- This proportion has **remained the same** for the last five years
- **Less than one third** of those that achieved a Level 1 at KS4 go on to achieve a Level 3 by 19

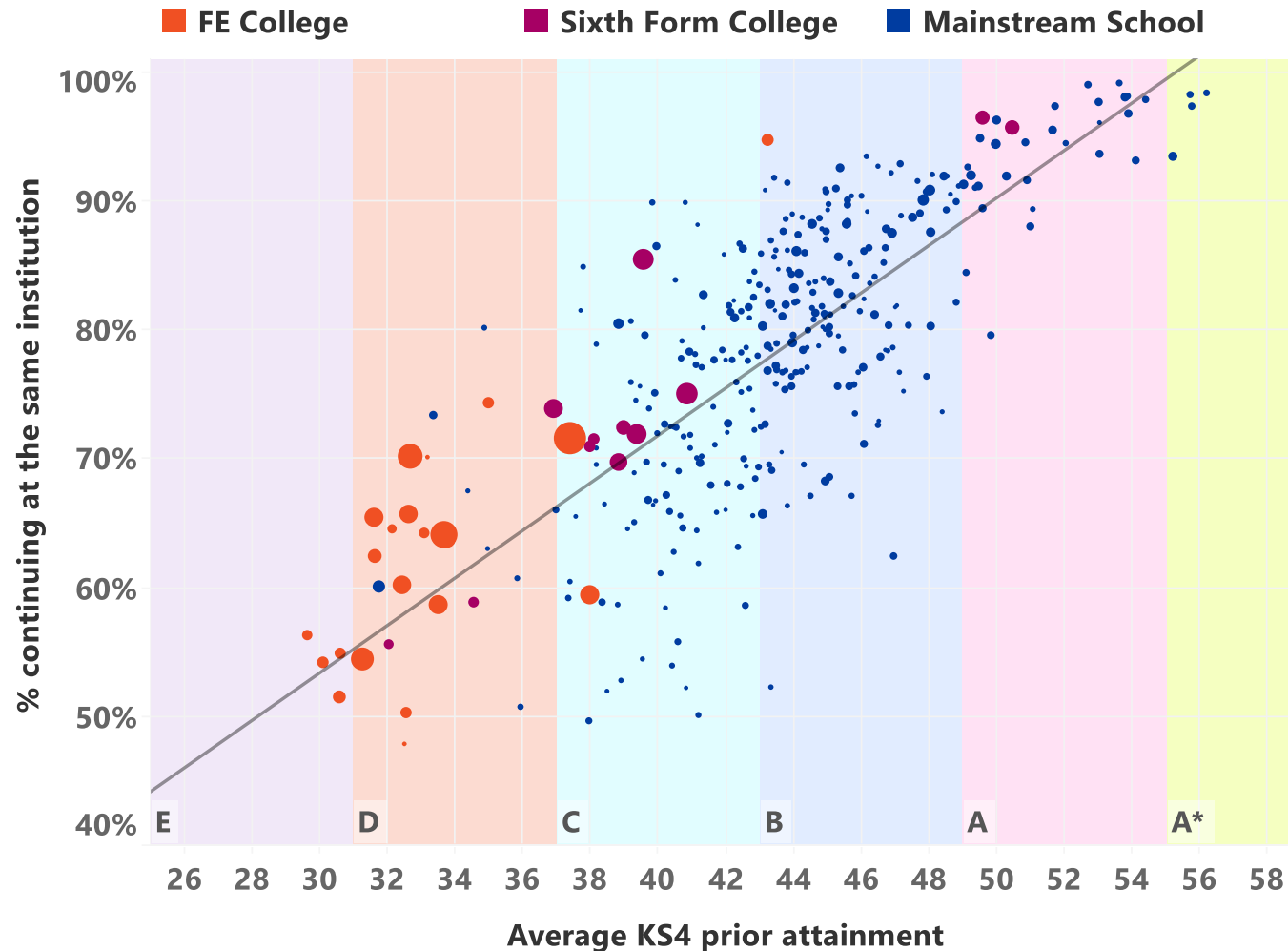
1B. Drop-out by age 17

- Same Institution (London)
- Switched Institution (London)
- Unknown (inc. employed/NEET) (London)
- Same Institution (Rest of England)
- Switched Institution (Rest of England)
- Unknown (inc. employ./NEET) (Rest of Eng.)



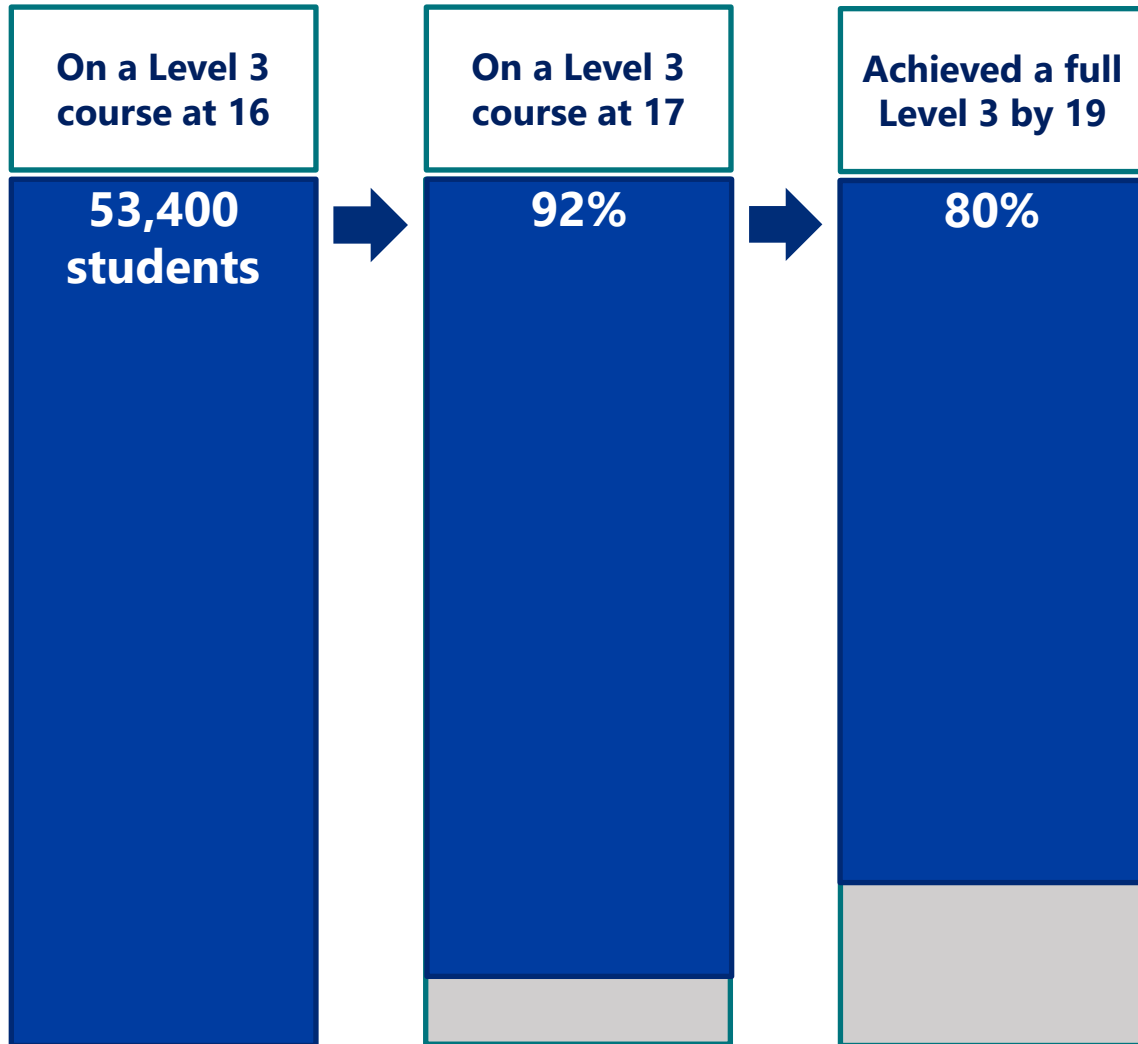
- Overall, **one quarter** of London students do not stay in their age 16 institution by age 17
- **6.6%** drop out of education entirely at 17
- This figure has **stayed broadly stable** over the 5 years of the study

1C. Age 16 to 17 continuation rates



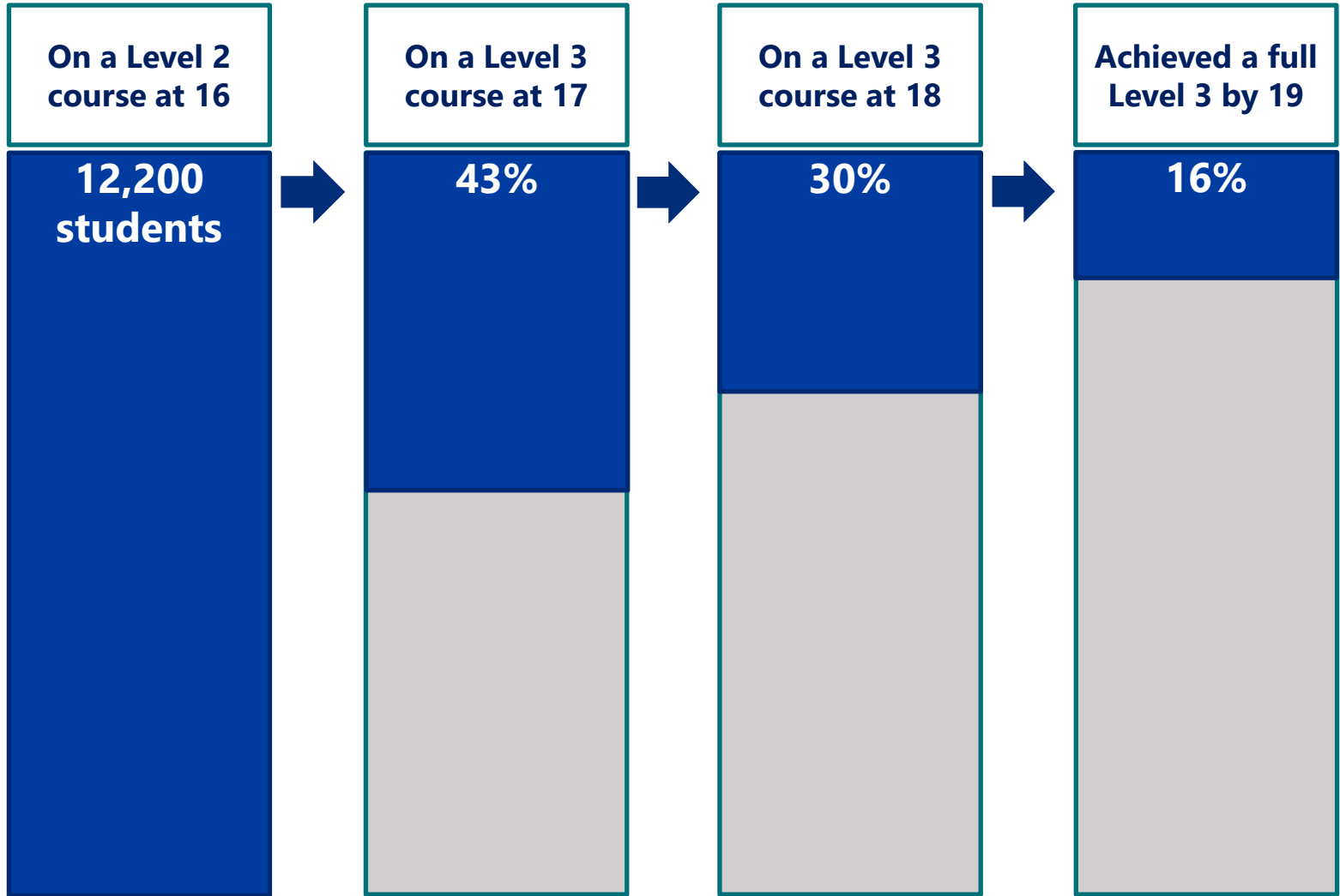
- As **prior attainment increases** students are **more likely to stay in the same institution** from age 16 to 17
- Age 16 to 17 **continuation rates vary dramatically** between schools with a **similar intake** in London
- For example, some schools with an average C grade intake had **nearly double** the continuation rate of others with a similar intake

1D. Progression from Level 3 at 16



- **80%** of Level 3 students at 16 **achieve a Level 3 by 19** having been on a Level 3 course at 16 and 17
- The cohort on a Level 3 course at 16 **that did not achieve a full Level 3 by 19 is 9,500 pupils**
- **14%** of those on a Level 3 course at 16 **required a third year of study** to achieve a full Level 3 by 19

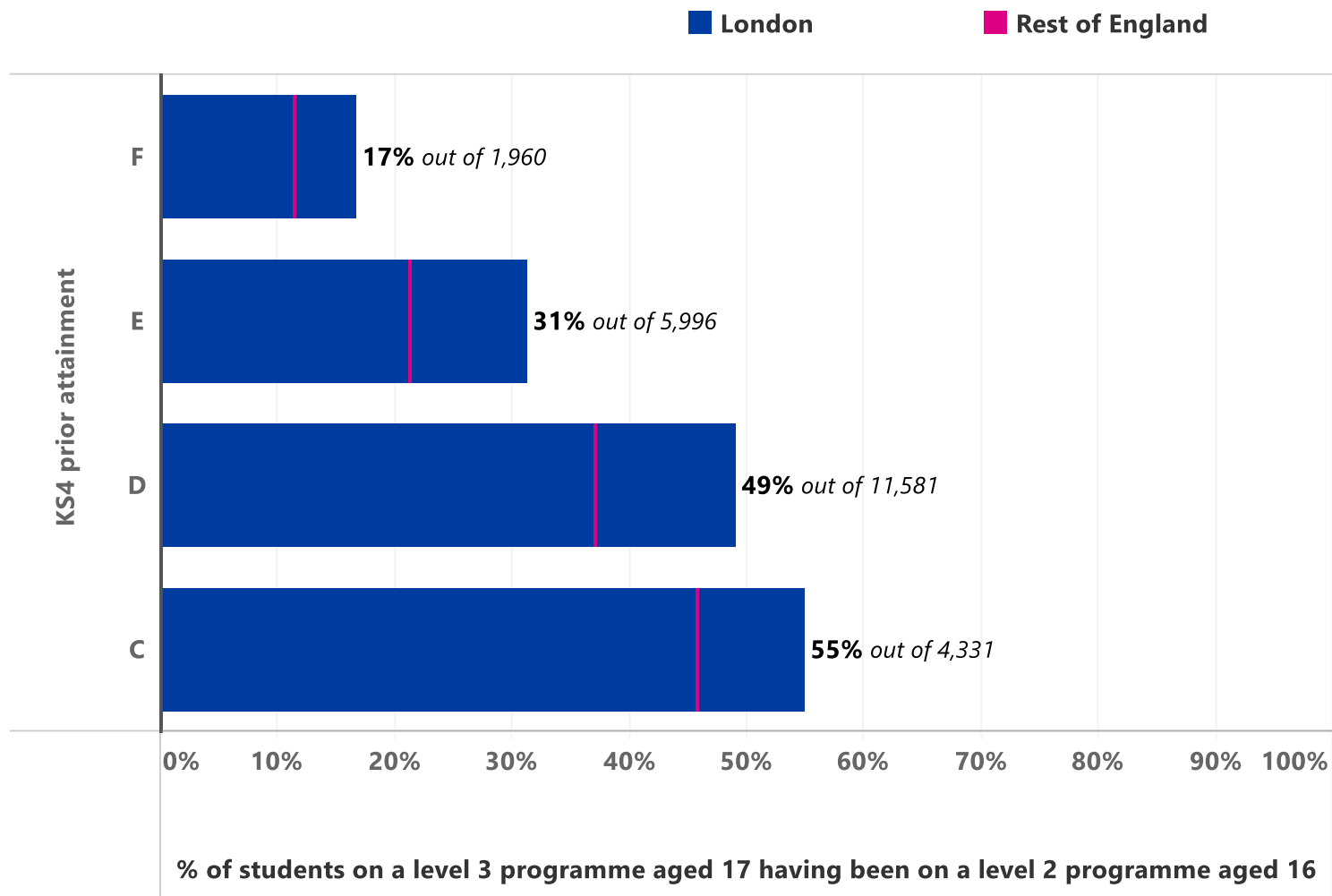
1E. Progression from Level 2 at 16



- **Under half** of students on a Level 2 course at 16 go on to a **Level 3 course at 17**
- And **less than half** of these go on to achieve **Level 3 by 19**
- In total, **84%** of students on a **Level 2 course at 16 did not** go on to **achieve a full Level 3 by age 19**

1F. Progression from Level 2 by prior attainment


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- Likelihood of progressing from Level 2 aged 16 to Level 3 aged 17 **improves with prior attainment**
- Progression is **better in London for nearly all levels of prior attainment** than elsewhere

1G. Summary of progression research

1. London does well relative to the rest of England on **progression to Level 3 by 19**, but there is room for improvement, especially for **those not achieving Level 2 at KS4**



2. Too many young Londoners still **drop out at 17** which has implications for CEIAG



3. However, the data reveals **many examples of good practice** which could be shared across London



4. The evidence suggests that students would benefit from **more structured three-year study programmes**



Quantitative

*2. Level 3
Outcomes*

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2A. London's Key Stage 5 performance

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	London region rank in 2019 (out of 9)
Key Stage 1	1st
Key Stage 2	1st
Key Stage 4	1st
Key Stage 5	Academic APS: 6th
	Applied General APS: 5th
	Level 3 by 19: 1st

- London consistently **rank first** from KS1 through to GCSEs
- But London's rank on **KS5 APS** measures is consistently lower
- London is still the **top** performing region for **achievement of Level 3 by age 19**

What causes this disparity?

2B. How are KS5 accountability measures calculated?

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	% Level 3 by 19	KS5 APS
Who is included in the calculation?	<ul style="list-style-type: none">All students at the end of KS4	<ul style="list-style-type: none">Only students completing at least one A Level or vocational equivalent
What improves performance?	<ul style="list-style-type: none">Any student achieving at least 2 E grades or equivalent, regardless of how good the grade is	<ul style="list-style-type: none">Students achieving higher grades at A Level or vocational equivalentsLower attaining students <u>not</u> completing at least one A Level or equivalent

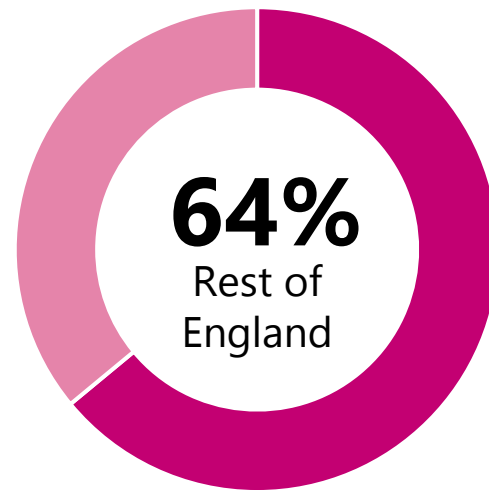
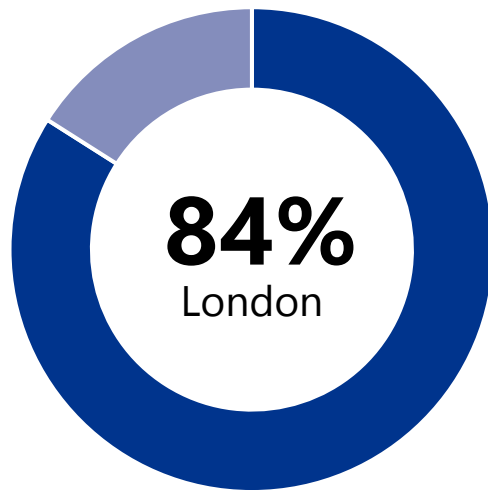
So, a student achieving two Es at A level:

- improves the Level 3 by 19 measure
- but pushes KS5 APS down

What does this mean for London?

2C. Context: Secondary schools with 6th forms

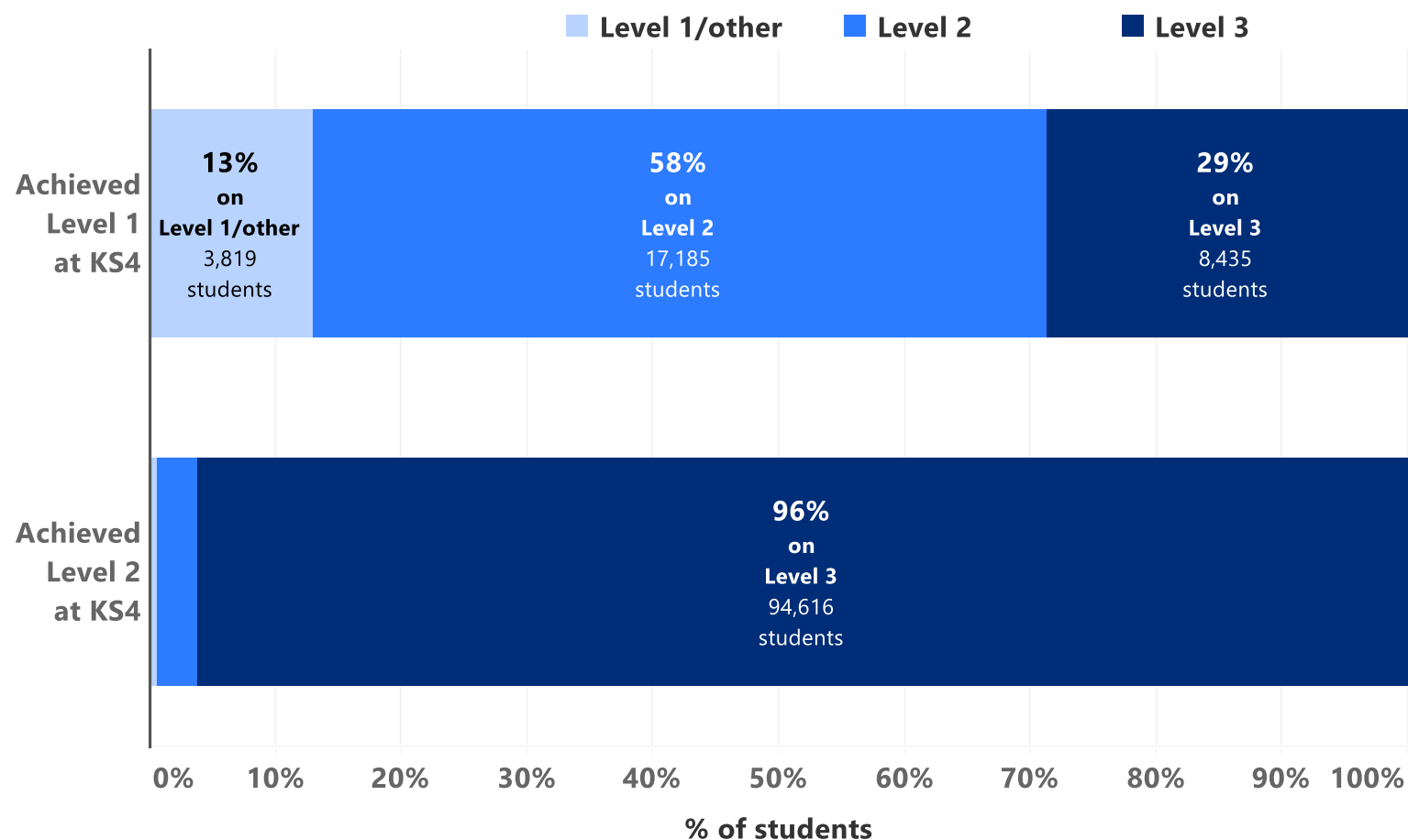
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- In 2018, **84%** of **London's mainstream secondary schools** had a **sixth form**, compared to 64% of secondary schools elsewhere
- Accordingly, **56%** of London's pupils **enter a school 6th form** after KS4, compared to 38% nationally

2D. Course level at 16 by KS4 prior attainment

16



- **29% of London students at 16 who achieved a Level 1 at KS4 were on a Level 3 programme**
- This figure was **24%** elsewhere in England
- The vast majority of those who achieved **Level 2 at KS4** went on to a **Level 3 course** at 16

Chart includes two cohorts of students

2E. Level at 16 from Level 1 at KS4 by institution type

17

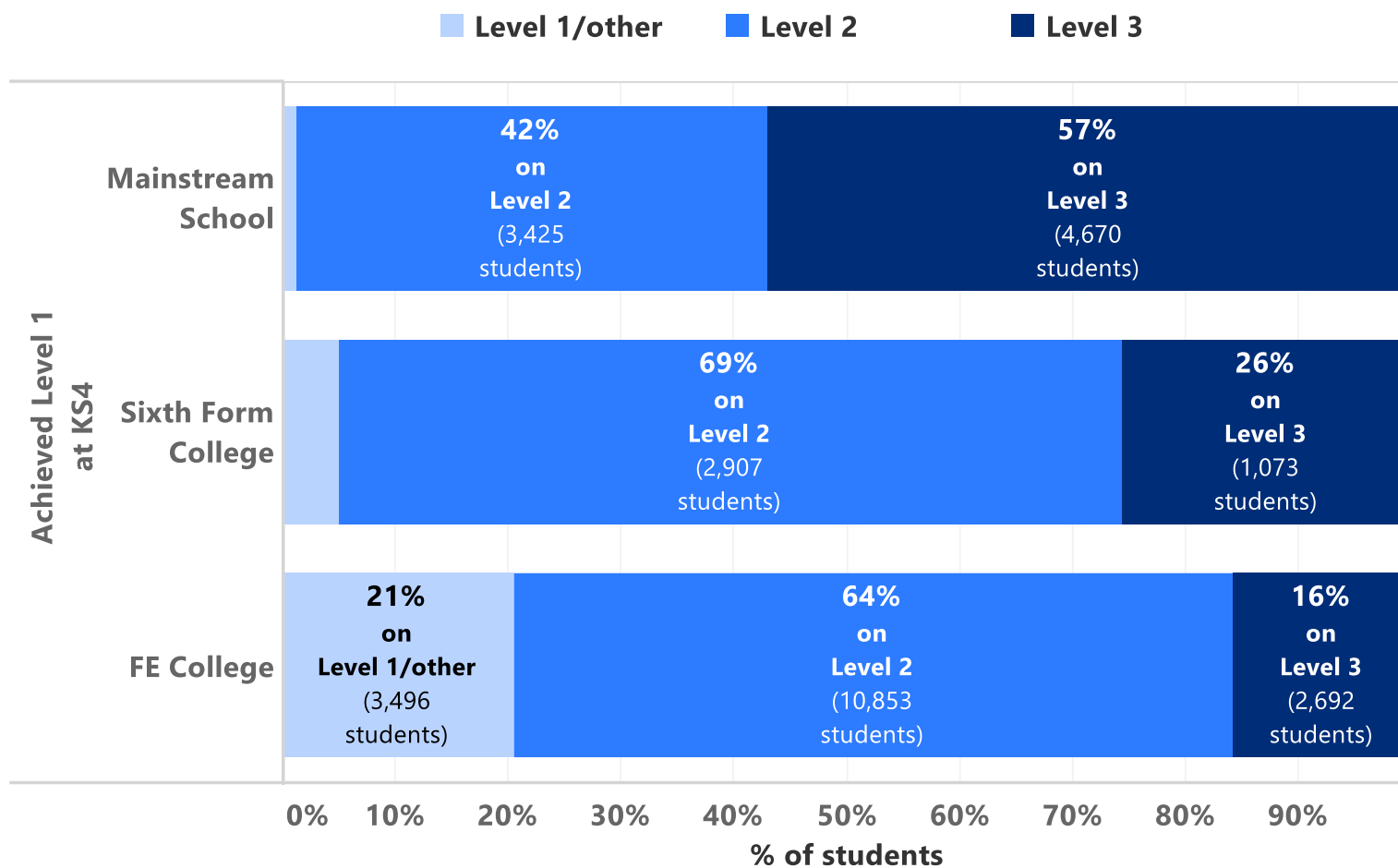
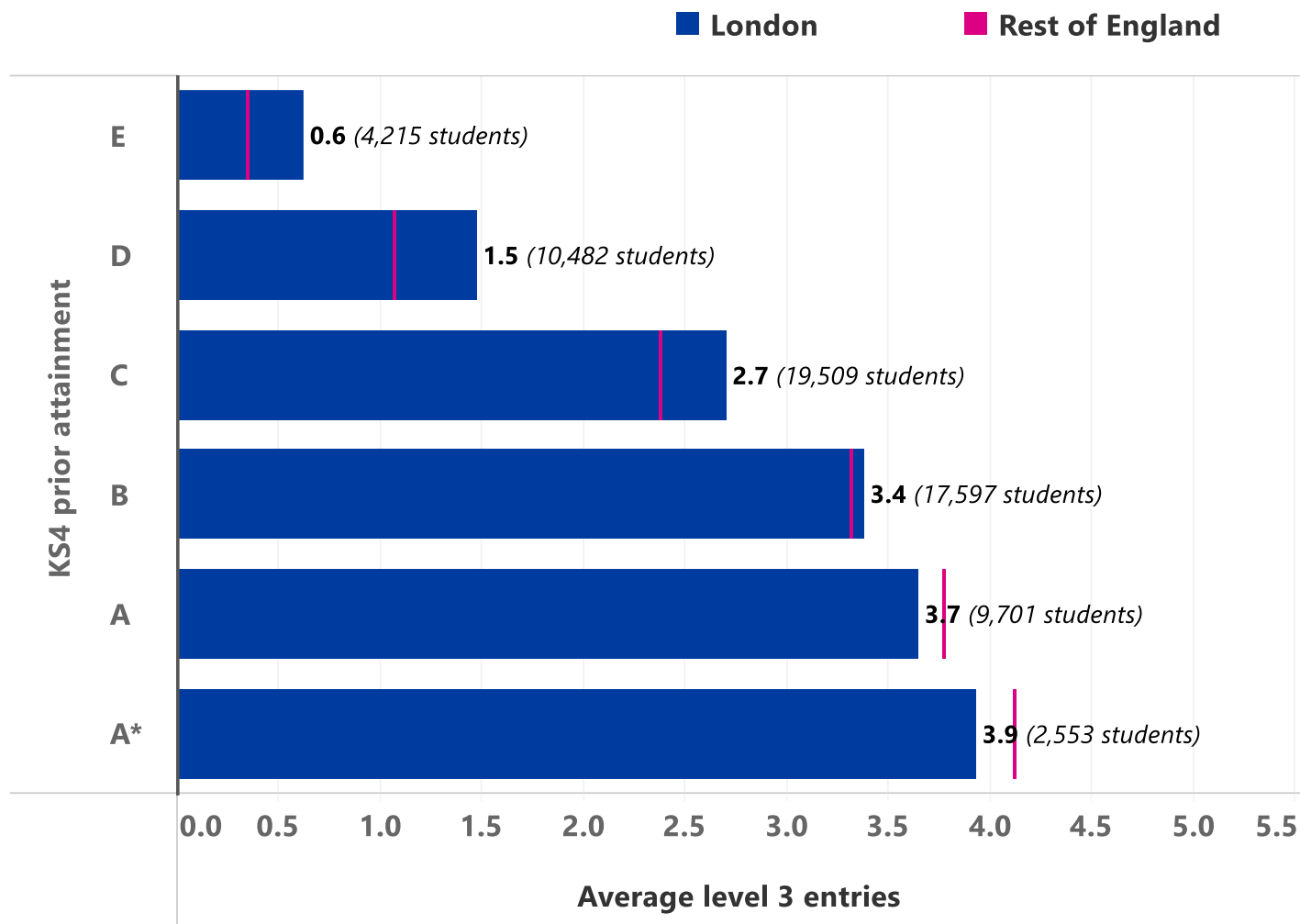


Chart includes two cohorts of students

- **Over half** of 16-year olds in London **schools** who achieved **Level 1 at KS4** were on a **Level 3 programme at 16**
- Level 1 prior attainers moving to **college** at 16 were **less likely** to go directly to a Level 3 course
- This is significant due to the **high proportion** of 16 year olds in schools in London

2F. Number of Level 3 entries by prior attainment

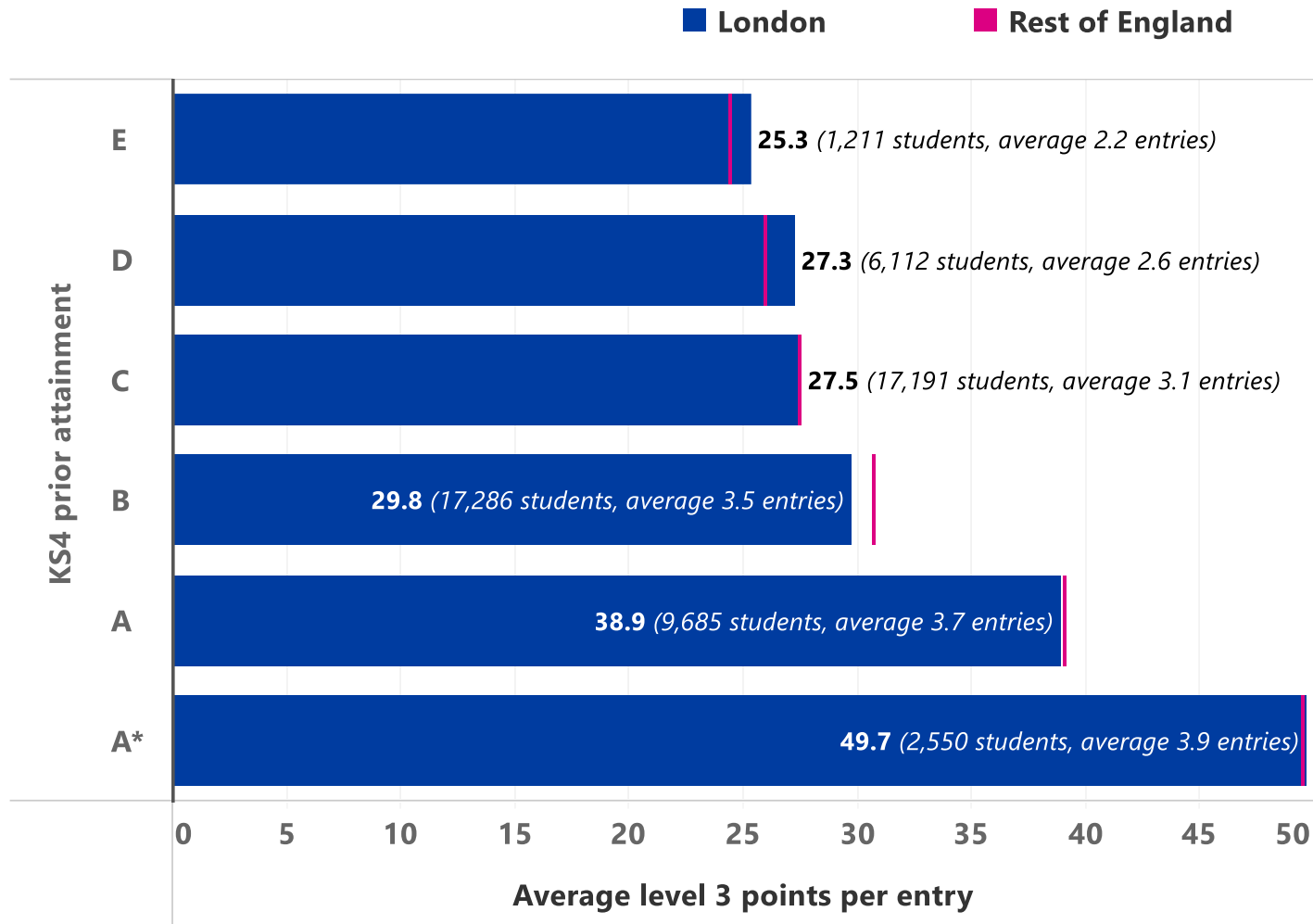
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- **London's lower prior attaining** students take more Level 3 courses on average than students elsewhere
- This means they are more likely to study **at least two Level 3** qualifications
- This **bolsters London's attainment of Level 3 by 19** which requires at least two Es...

2G. Level 3 APS by prior attainment

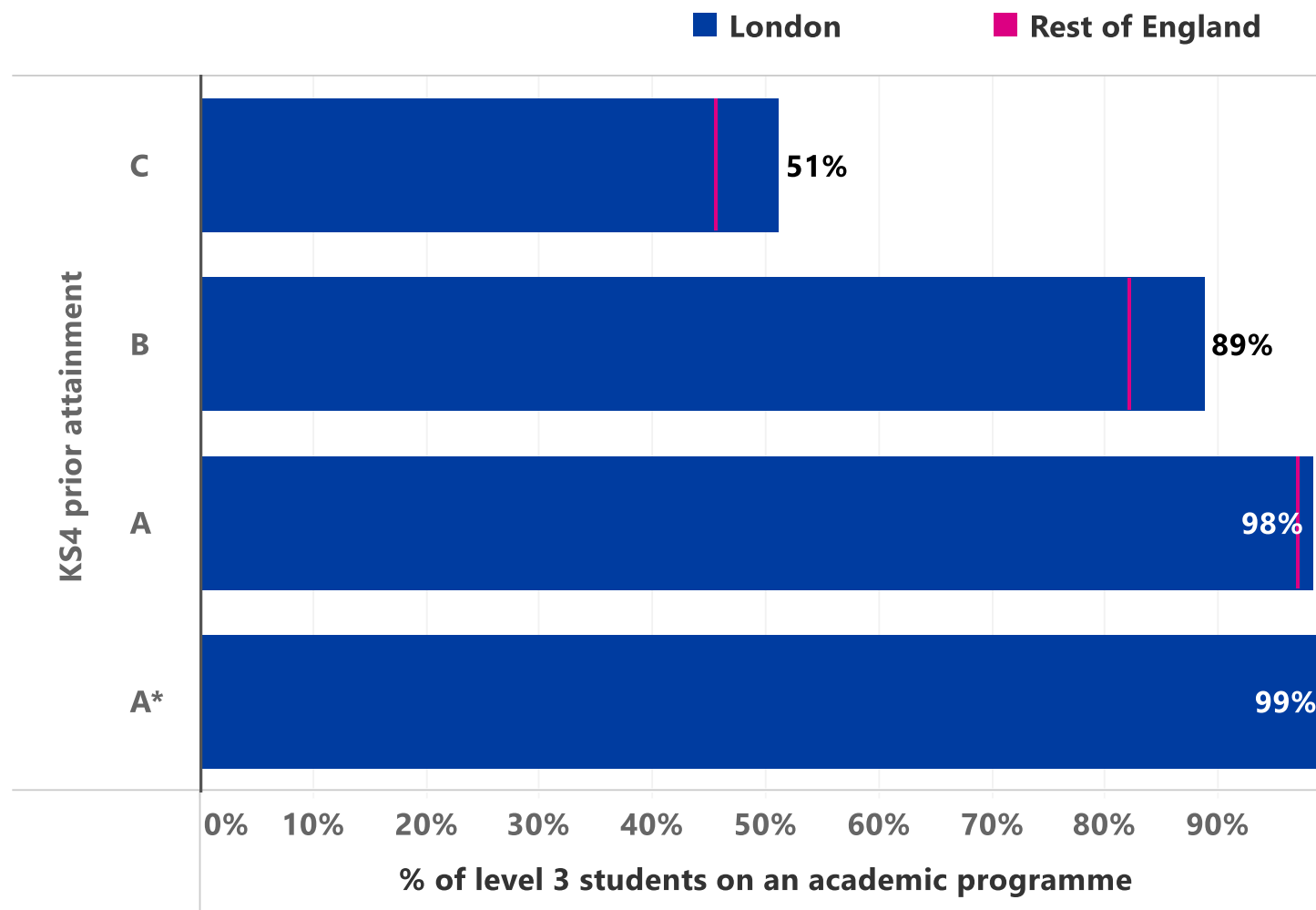
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- ...However, **lower prior attainers** completing more Level 3 courses has a **detrimental effect on London's APS** (because they average lower APS than higher prior attainers)

2H. Academic course take-up by prior attainment

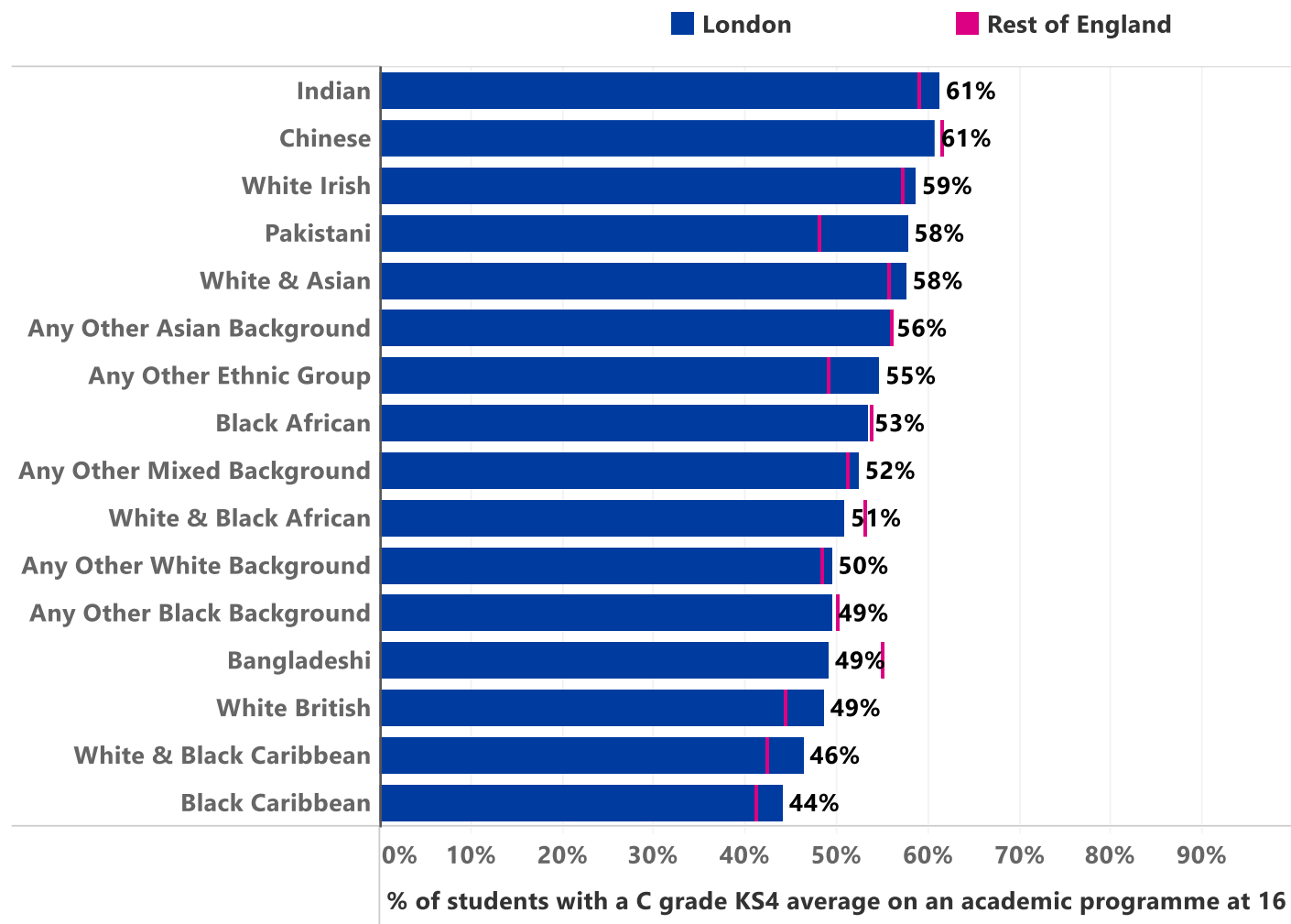
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- **79%** of Level 3 students in London are on an **academic programme**, compared with 71% nationally
- This difference is particularly pronounced for **lower prior attainers in London**
- This reflects London's **higher proportion** of Level 3 learners that are **in schools** rather than colleges

21. Ethnicity and academic choice (C grade students)

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- A student's ethnicity also affects their likelihood of choosing an **academic programme**
- **Asian** groups are more likely than **black** and **white British** students with similar prior attainment to **choose A levels**

2J. Summary of outcomes research

1. In London our performance at **KS5 APS** is surprising given outcomes at KS4 for the same cohort

2. Interpreting this performance needs an understanding of **who is included in the measure**

3. London has **key differences** to the rest of the country, which affect who is included

4. So, although there is room for improvement, to some extent, London's ranking is a reflection of how the **accountability measures are designed**

% of schools with 6th forms

Stretch given to lower prior attainers

Ethnic composition



Q&A

Qualitative

3. Three-year Pathways

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- **Progression to a two-year Level 3** programme requires a level of GCSE attainment that approximately **30% of London students do not achieve**
- For this reason many young people will need to take at least three years of study
- **Four distinct educational pathways** for the three-year programme cohort emerged from the analysis of our qualitative research.

3B. Four reasons for three-year pathways

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Started on Level 2 qualification at age 16 followed by Level 3

Large sized group

Switched from A Levels in one institution to BTEC in another

Medium sized group

New arrivals to the country

Medium sized group

Switched between vocational courses

Small sized group

3C. Started Level 2 at age 16

- Approximately 7,000 Londoners each year
- Moving from school to college for a three-year programme
- One student failed her maths GCSE and so wasn't accepted into the sixth form to study business and was required to leave. As she said:
 - *"I came here last year and did Level 2 business. I'm doing Level 3 now. I'm glad that I came to college because I knew that I wanted to focus on business and at school you have to do other subjects."*
 - *"I didn't pass English at school, so I had to do Level 2 media and now I'm on Level 3."*

- Approximately 5,000 Londoners each year
 - *"In my previous school I did health and social care and RS (religious studies). I didn't really like RS it was really difficult. I kind of got put into it because I got a really good level for my RS GCSE and they (the staff) were encouraging me, pushing me to do it and I said I would try it."*
- Some felt pressured to take certain subjects because of their GCSE results and did not enjoy them
- Some simply wanted a change of direction

- Jose arrived in London in 2011 and started year 10 in a local secondary school.
 - *"I had like one year to learn English which was impossible for me, so in year 11 I failed all my GCSEs except ... (the language of his country)"*.
 - He had thought that he would be able to stay on at school and re-do English and maths, *"but they said no, just go"*.
 - He hadn't been given any advice in years 10 or 11 about what to do if he failed, *"they didn't say like if you fail GCSEs you have a second option which is college"*.
- Jose went on to obtain a place on a pre-GCSE science course in college before transferring to Level 2 and then a Level 3 BTEC in applied science. Jose had been offered a place on computer science at university.

- There were a number of issues encountered by students who went on to do three-year programmes, arranged into three themes:
 - Narrow advice and guidance
 - Lower attaining pupils' experiences of school
 - Undervalued vocational provision

"In high school it was all A levels, no-one ever mentioned a BTEC to me... It's all 'What A levels are you going to do?'. They don't give you anything else, there's no college, no BTEC."

"I found out about the college online and found out about the course and within five minutes of being here. It was a two-minute decision."

"I thought I was going to that sixth form and when I got my results they said they couldn't take me. So, I had to come to college on the same day to make sure that I had a safe place for September."

3H. Lower attainers' experiences of school

"In high school you are obviously restricted because of age and things. At college you have to make your own decisions. It encourages you to grow up."

"At school, they were kind of saying that you've got one choice, you've got one shot to do your whole life basically. That isn't true because you can retake."

"There is favouritism in schools – they always like the ones who do their work, they don't support you in other ways to see how you are doing. Our teachers on this course, they want us to succeed, we can see that in the way that they act towards us they are very professional."

31. Undervaluing of vocational provision

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"People are like, 'Oh you do BTEC, like you're not good enough to do A levels'."

"Actually, I did know about them but I thought they were like for 'stupid people'... People use the term BTEC like it's second best e.g. that's a BTEC computer."

"It's like a preparation for adult life. Doing everything on your own, thinking and deciding what to do, when to do it. It is very different from high school."



Q&A



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Recommendations

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1. CEIAG

Government to monitor schools and further education leaders and governors to ensure they deliver their statutory responsibility to provide high quality CEIAG

2. Value of qualifications

Central and London government, schools and further education colleges to demonstrate the value of both A level and technical and vocational programmes – including the new T levels - to parents, carers, students and employers

3. Accountability

Government to include an accountability measure to show the proportion of a school's key stage 4 cohort who went on to achieve Level 2 or Level 3 by aged 19, to incentivise good longer-term outcomes for all pupils

4. Share good practice

London government to identify and share good practice between institutions with similar levels of prior attainment including successful transitions to college

5. Three-year programmes

i. Government to ensure all post-16 providers receive full funding for delivering structured three-year post-16 programmes of study

ii. Government, schools and further education colleges to promote structured programmes of three-year study

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