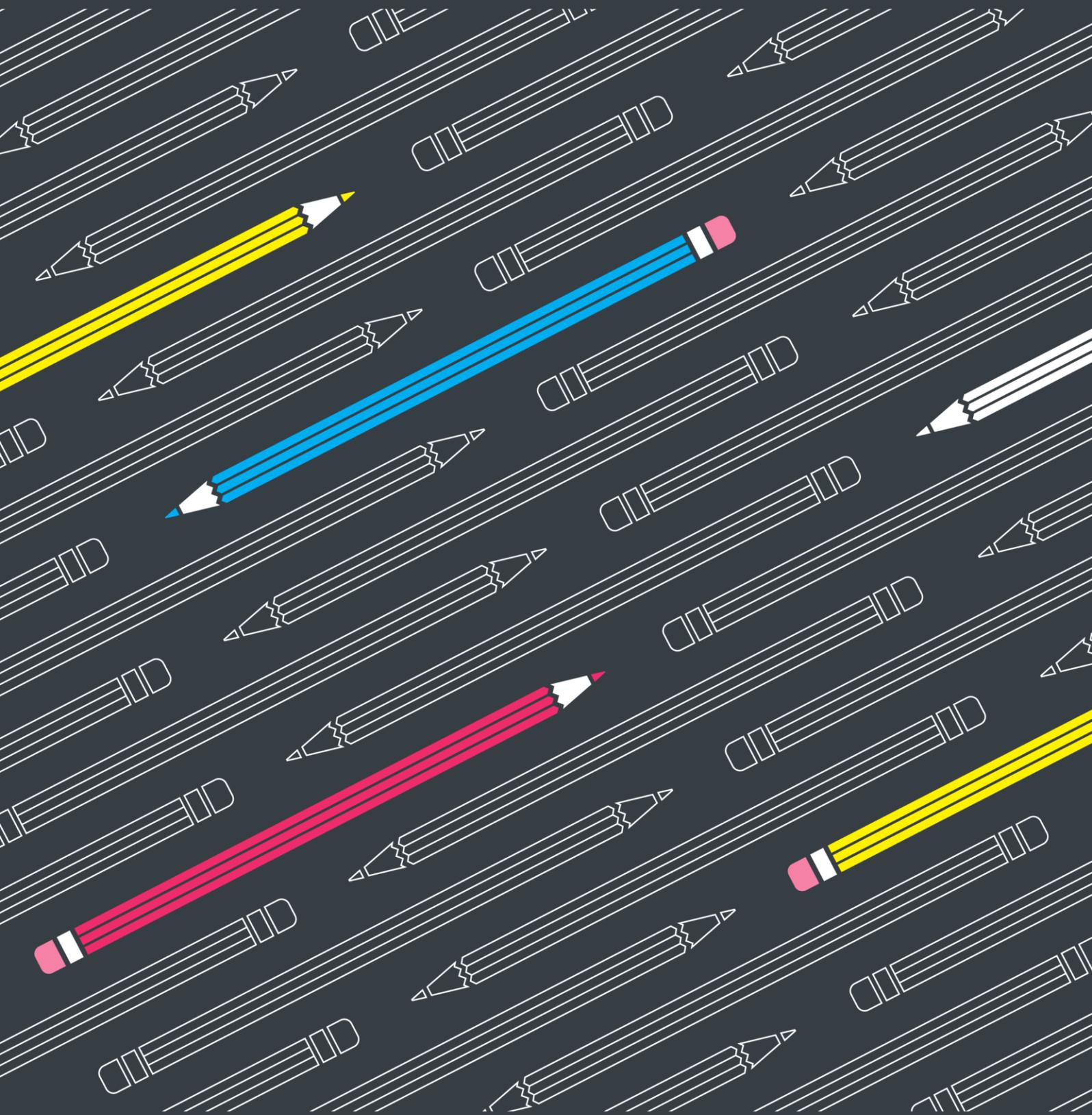


MAYOR OF LONDON



ANNUAL LONDON EDUCATION REPORT 2015

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October 2015

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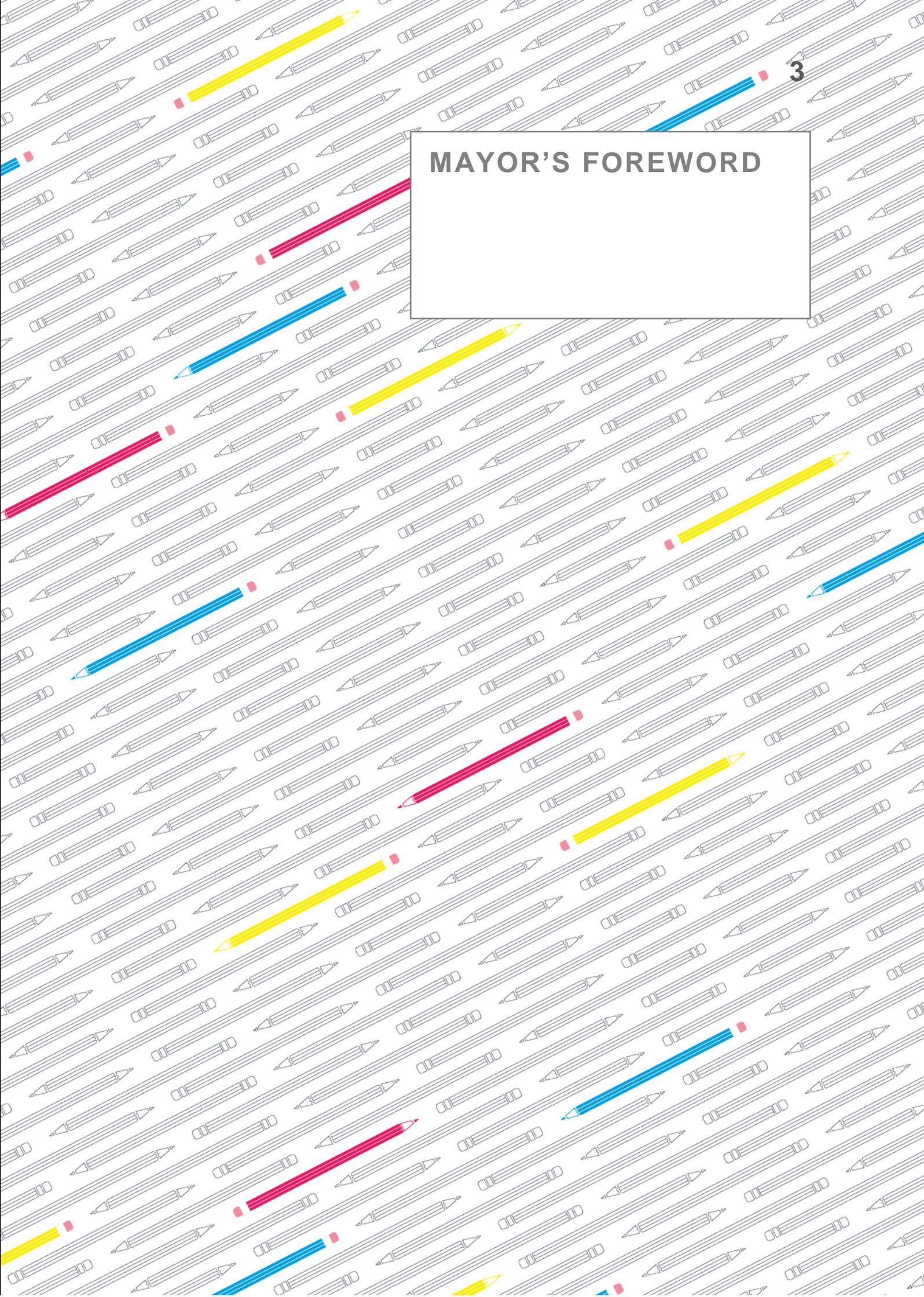
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ANNUAL LONDON EDUCATION REPORT 2015

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MAYOR'S FOREWORD





London schools are getting the best results in the country, from the early years foundation stage all the way through to key stage 4. Young people are more likely to excel and achieve here in the capital than anywhere else in the country. Our schools' achievements are a testament to the exceptional work of London's students, teachers and school leaders.

I am a great believer in education. It is the great social leveller to offer opportunity and aspiration for young people so they can gain good qualifications and go on to make their mark in life.

We must help our young people to grasp the economic opportunities London offers – particularly within the booming STEM, creative and digital sectors. We must ensure that young Londoners continue to do their best all the way. Students in London's poorest areas are getting fantastic GCSE results.

Many London schools have taken advantage of our programmes to support schools and teaching. During the last three years, we have recognised 240 London Gold Club Schools. We have also helped more than 13,000 teachers benefit from the London Schools Excellence Fund. Finally, almost half of London's state secondary schools have registered for the London Curriculum.

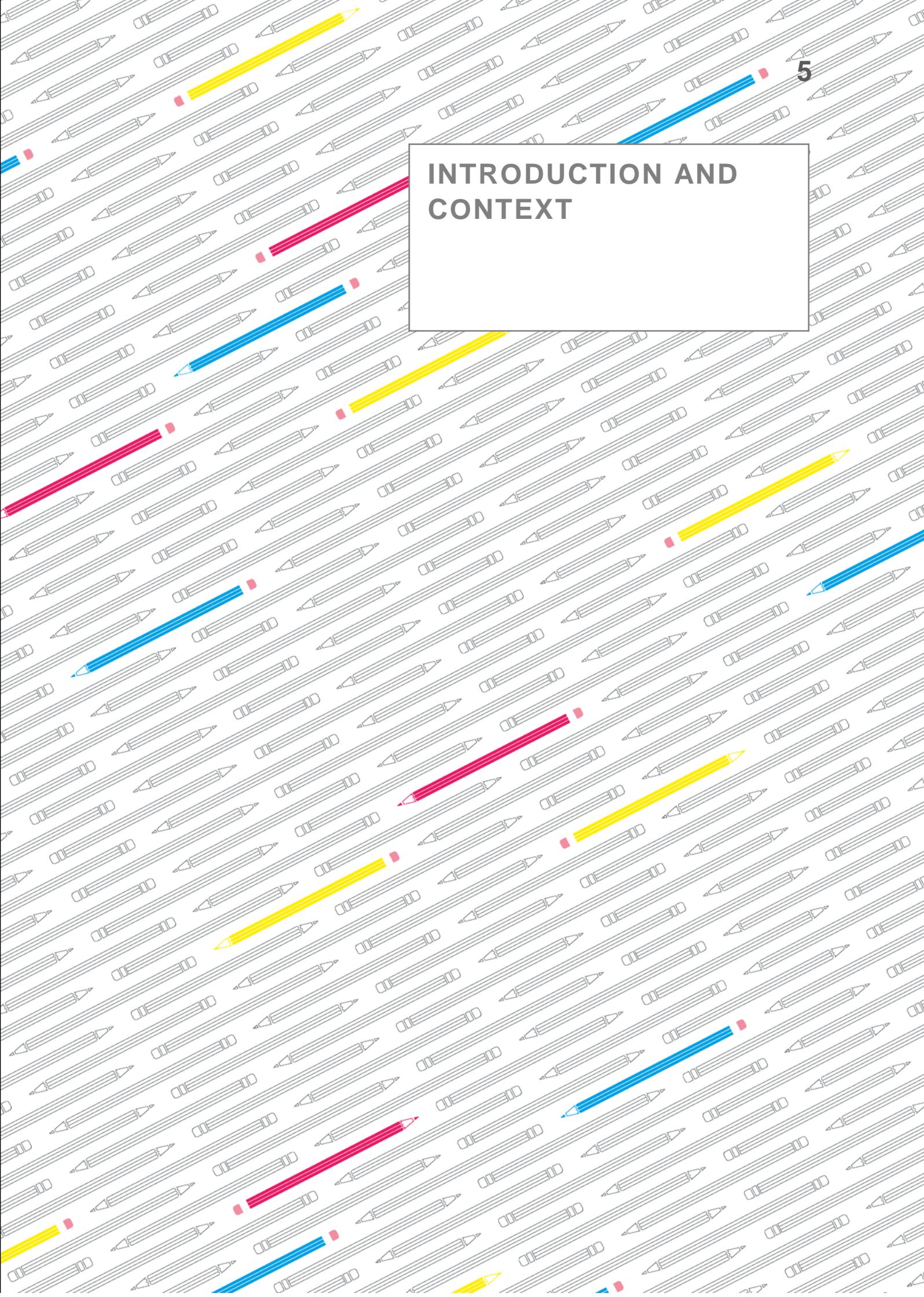
However, success at school does not automatically translate into success at life. We also need to look at issues in London which relate to what children do after leaving school. From the high number of 17 year olds who drop out of education, to the low-take up of apprenticeships. There is also the challenge to increase the proportion of London children attending Russell Group and research intensive universities. We cannot waste our local talent. Through my London Ambitions framework, each school will benefit from 100 hours of careers related activity. Meanwhile, the London Ambitions portal will bring schools and business together for the benefit of both.

Maintaining a top quality education system is going to be a challenge in the future. London's population is growing. That means there is a pressing need to make sure that London has enough schools, school leaders and teachers. Together, we must protect London's highly effective school-to-school support. We must ensure that the challenges our city faces do not put it at risk. Above all, we must remember our schools have considerable expertise. We must use it for the benefit of all schools in our great city and beyond.

A handwritten signature in black ink, appearing to read 'Boris Johnson'.

Boris Johnson
Mayor of London

INTRODUCTION AND CONTEXT



Welcome to the Mayor's third Annual London Education Report. It examines how London's schools have been performing since the Mayor's Education Inquiry report of October 2012.

London schools are facing many changes. Assessments using national curriculum levels have ended. GCSE and A-level performance measures are evolving. There have been amendments to the Ofsted framework. All the while, the academy movement is growing. In 2014/15 in London 40 primary schools and 28 secondary schools either opened or converted to academies. These new schools included 25 new free schools, three university technical colleges and one studio school¹ (see Appendix for more details). London's schools must also contend with other issues. These include population growth and challenges in recruiting and retaining teachers.

Within this ever-changing landscape, London schools continue to excel. There is a higher proportion of good and outstanding schools here in London than in any other part of England. Our schools do very well in every key stage from the early years foundation stage through to key stage 4. This is helping young Londoners to reach their potential and make a positive contribution to society. It is true that disadvantaged pupils in London lag behind their peers. However, they do better here than their counterparts elsewhere and this is the case at every key stage.

Despite this, at each transition point between key stages many thousands of London children are not fully ready for the next stage of education. These children are more likely to come from vulnerable groups. This includes looked after children, pupils with special educational needs, white working class, Traveller and Gypsy/Roma children and, to a lesser extent, black Caribbean pupils. The attainment gaps for these groups are persisting over time.

Furthermore, results at key stage 5 are not as good as would be expected given London's excellent key stage 4 performance. Employers complain that young people are often not ready for the workplace. Outcomes in further education and on apprenticeships lag behind national figures, yet the latter is a key strand of government policy. We need to align London's post-16 provision with the needs of the economy.

We are doing all we can to help schools focus on these areas for improvement. Initiatives include the Mayor's £24 million London Schools Excellence Fund to support teaching excellence in the capital. We are also rolling out other initiatives including London Ambitions to transform careers guidance across the capital.

This report assesses developments in London over the last year. This is specifically in relation to the four main themes of the Mayor's Education Inquiry final report and the Mayor's Education Delivery Plan:

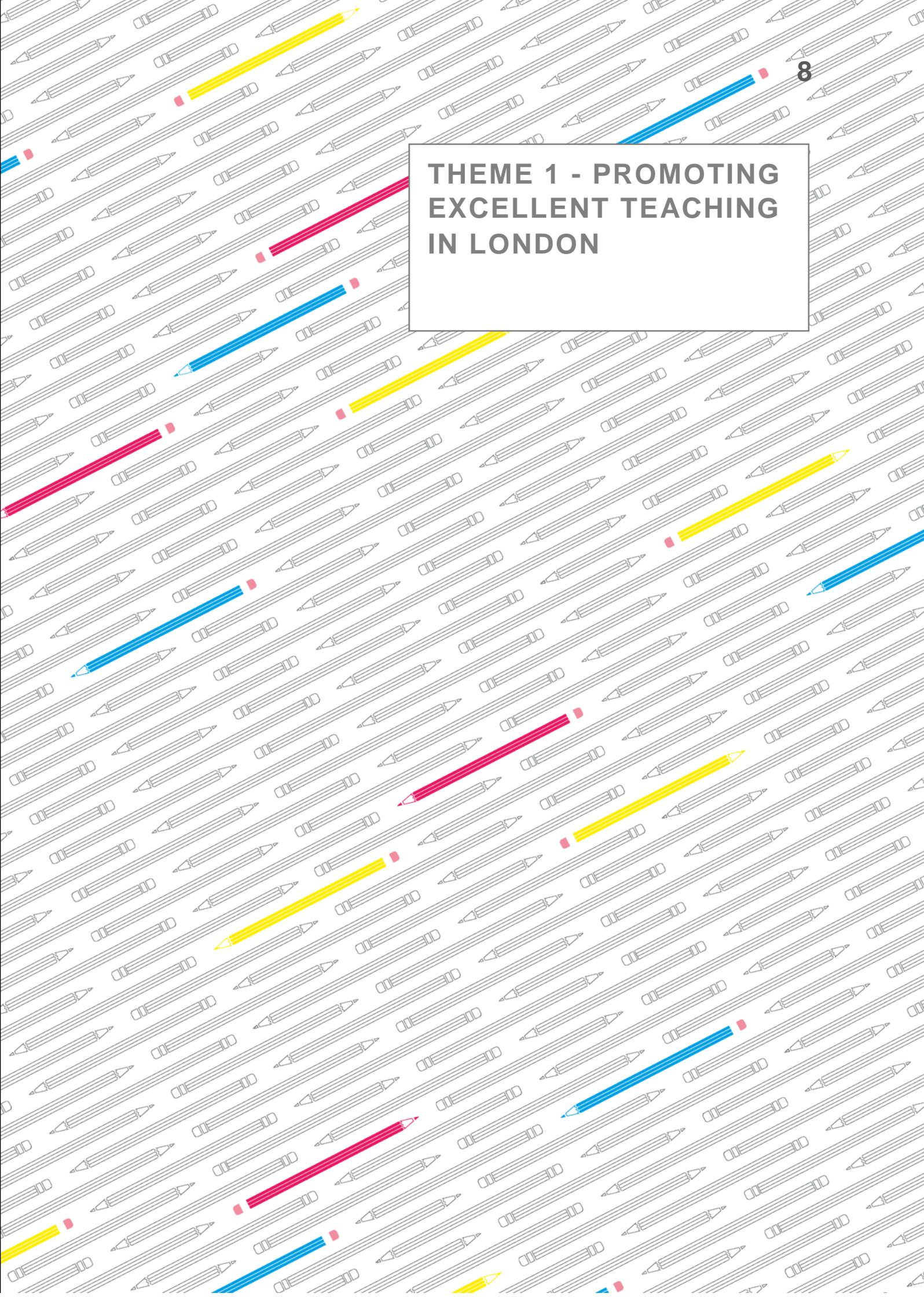
1. Promoting excellent teaching in all London schools
2. Preparing young Londoners for life and work in a global city
3. A good school place for every child
4. Fostering engagement and building resilience among London's young people

Last year's areas for improvement: How did London do?

The 2014 Annual London Education Report highlighted four areas for improvement. The table below sets out how London has done in each area. This report will look at each area in detail later on.

Area for improvement	Recent performance	See more in:
<p>Increase the proportion of children achieving top grades at key stages 2, 4 and 5</p>	<p>The proportion of pupils achieving level 5 in reading, writing and maths at key stage 2 was 27 per cent, compared to 24 per cent in 2013.</p> <p>The proportion of pupils achieving five or more A*-A grades GCSEs was 19 per cent - the same as in 2013.</p> <p>The proportion of level 3 students achieving AAB or higher including two facilitating subjects at key stage 5 dropped slightly to 12.5 per cent, but remained ahead of the national average².</p>	<p>Promoting excellent teaching in London</p>
<p>Reduce drop-out rate between 16-18 particularly for those studying for level 3 qualifications</p>	<p>Analysis of the national pupil database showed that 79.0 per cent of London's year 12 students in school in January 2013 were at the same school in January 2014 - up slightly from 78.8 per cent in the previous year³.</p>	<p>A good school place for every child</p>
<p>Increase the proportion of London children attending Russell Group and research intensive universities</p>	<p>The latest data showed that 11 per cent of Londoners finishing level 3 courses went on to Russell Group universities the year after. This was the same proportion as the previous year. However, it is important to note there is a significant time lag on the data available and this may not reflect the current position⁴.</p>	<p>A good school place for every child</p>
<p>Close the gap by improving the attainment of disadvantaged children</p>	<p>At key stage 2, attainment for disadvantaged children increased at a faster rate than for other children in 2014, thereby narrowing the gap from 13 to 11 percentage points.</p> <p>At key stage 4, the change in measurement meant attainment dropped for disadvantaged children in 2014. This was at a slightly higher rate than for other children, thereby marginally widening the gap from 20 to 21 percentage points⁵.</p>	<p>Fostering engagement and building resilience</p>

**THEME 1 - PROMOTING
EXCELLENT TEACHING
IN LONDON**



We know that high quality teaching leads to improved educational outcomes and life chances for young people. This section explores the quality of schools in London. It has a particular focus on outcomes in the early years foundation stage and key stages 1, 2, 4 and 5. It also looks at the increasing challenges London schools are facing in leadership and recruitment.

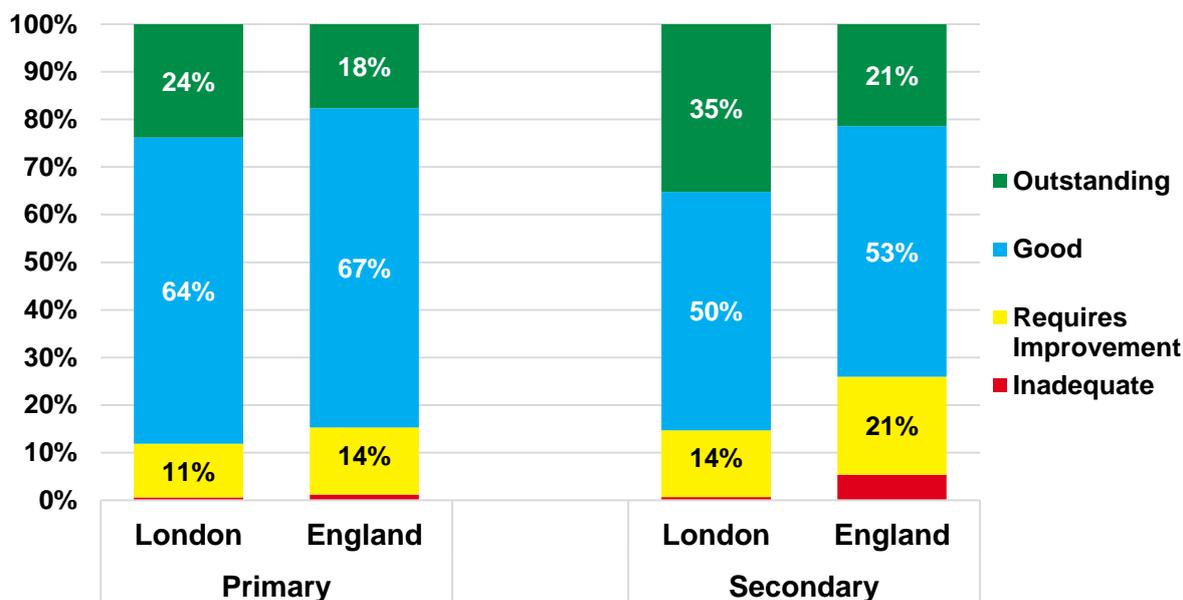
The quality of schools in London

Ofsted rate 87.5 per cent of London schools as good or outstanding. That is a higher proportion than any other region.

In the primary phase, 88 per cent of schools are good or outstanding. This exceeds the national average of 85 per cent and makes London the third best performing region. However, these numbers still mean that 85,000 London primary aged children are in schools that are either inadequate or require improvement.

In the secondary phase, 85 per cent of London schools are good or outstanding. This is well above the national average of 74 per cent. This makes London the best performing region. However, there are still 61,000 London secondary aged children in schools that are currently inadequate or require improvement⁶.

Ofsted grades for London schools versus national



Outcomes in London schools

Summary of outcomes – primary 2012 to 2014⁷

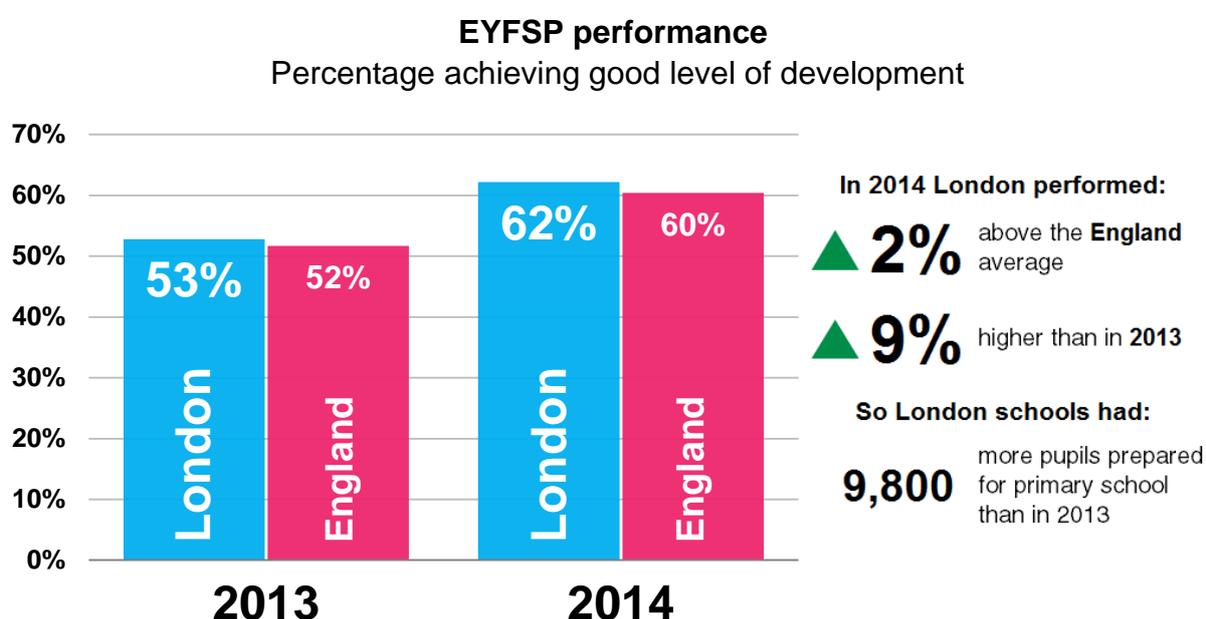
		London				Region	England		
		2012	2013	2014	2013 to 2014 change (% pts)	London region rank	2014	London diff from England (% pts)	
		-10% 0% +10%					-10% 0% +10%		
EARLY YEARS	Good level of development	Overall		53%	62%	+9%	3rd	60%	+2%
		Free school meals		43%	52%	+9%	1st	45%	+7%
		Not free school meals		56%	65%	+9%	2nd	64%	+1%
KEY STAGE 1 (INC. PHONICS)	Phonics - Year 1 pupils at expected level	Overall	60%	72%	77%	+5%	1st	74%	+3%
		Free school meals	50%	63%	69%	+6%	1st	61%	+8%
		Not free school meals	64%	75%	80%	+5%	1st	77%	-3%
	Reading - level 2 or above	Overall	87%	89%	90%	+1%	2nd	90%	0%
		Free school meals	81%	84%	85%	+1%	1st	80%	+5%
		Not free school meals	89%	91%	92%	+1%	2nd	92%	0%
	Writing - level 2 or above	Overall	83%	86%	87%	+1%	1st	86%	+1%
		Free school meals	75%	79%	81%	+2%	1st	75%	+6%
		Not free school meals	86%	88%	89%	+1%	2nd	89%	0%
	Maths - level 2 or above	Overall	90%	92%	93%	+1%	1st	92%	+1%
		Free school meals	85%	87%	88%	+1%	1st	85%	-3%
		Not free school meals	92%	93%	94%	+1%	2nd	94%	0%
KEY STAGE 2	Reading - level 4 or above	Overall	88%	88%	90%	+2%	1st	89%	+1%
		Disadvantaged	84%	83%	86%	+3%	1st	82%	+4%
		Not disadvantaged	91%	91%	93%	+2%	1st	92%	+1%
	Writing - level 4 or above	Overall	83%	86%	88%	+2%	1st	86%	+2%
		Disadvantaged	77%	80%	83%	+3%	1st	77%	+6%
		Not disadvantaged	88%	90%	91%	+1%	1st	90%	+1%
	Maths - level 4 or above	Overall	86%	87%	89%	+2%	1st	86%	+3%
		Disadvantaged	80%	83%	84%	+1%	1st	78%	+6%
		Not disadvantaged	90%	91%	92%	+1%	1st	90%	+2%
	Reading, writing & maths - level 4 or above	Overall	77%	79%	82%	+3%	1st	79%	+3%
		Disadvantaged	69%	71%	75%	+4%	1st	67%	+8%
		Not disadvantaged	83%	84%	86%	+2%	1st	84%	+2%
	Expected progress between KS1 and KS2 (%)	Reading	92%	91%	93%	+2%	1st	91%	+2%
		Writing	93%	94%	95%	+1%	1st	93%	+2%
		Maths	90%	91%	93%	+2%	1st	90%	+3%

Early years outcomes

The early years are vital to a child's development as children learn rapidly at this stage. This means a good quality early years education is essential, helping a child to become 'school ready'. Communication and language, physical development and personal, social and emotional development are key parts of a child's overall development⁸. All can help them thrive. Healthy practices in early years really matter in London as children here are more likely to be obese than any other region in England⁹.

Research shows that the communication environment disadvantaged children grow up in is often very different to that of other children. For example, 61 per cent of low-income children have no books at home. By the age of three they have, on average, less than half the vocabulary of those in high-income families¹⁰.

The early years foundation stage profile (EYFSP) assesses a child's readiness for primary school using the good level of development (GLD) measure. In 2014 in London, 62 per cent of reception pupils achieved a GLD compared to 60 per cent nationally. This makes London the third best performing region in England behind the South East and South West. This was an increase of nine percentage points on the 2013 performance – reflecting the increases seen nationwide. Although performance is improved, this still left around 40,000 five year olds not fully ready for primary school.



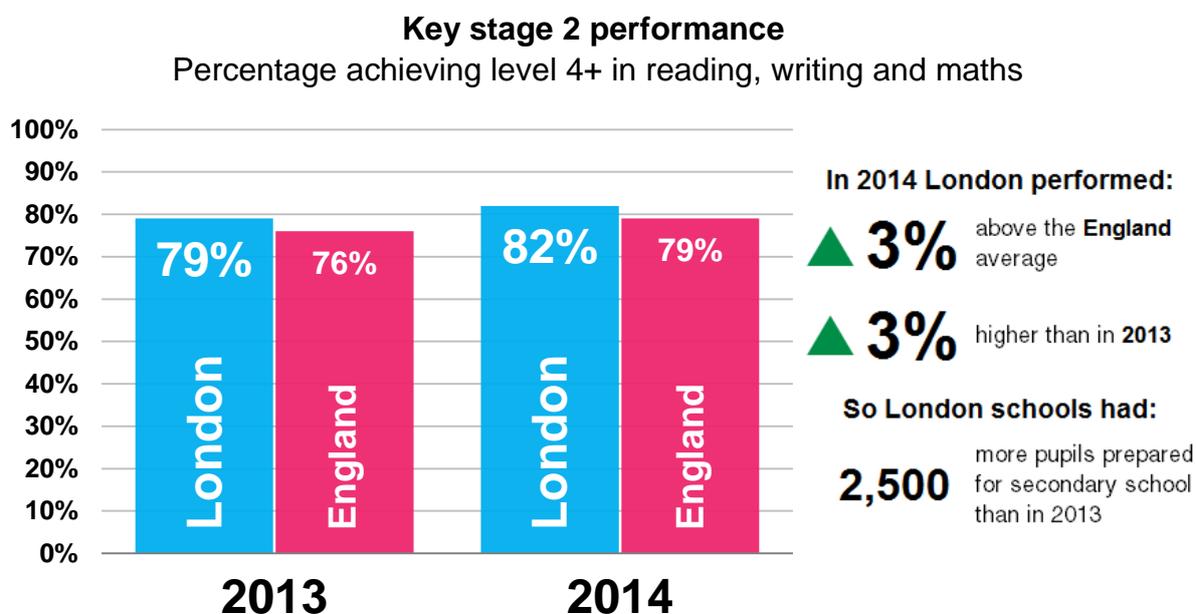
What really stands out is how pupils eligible for free school meals (FSM) perform at the foundation stage in London, compared to the rest of the country. Fifty two per cent of FSM eligible pupils in London achieved GLD – seven percentage points higher than the national average. The gap between these pupils and those not eligible is 13 percentage points. That is far smaller than any other region and five percentage points better than the next best region (West Midlands, 18 percentage points). There is, however, a big gender gap in GLD achievement. Girls in London perform 16 percentage points higher than boys do - although this is a slightly smaller gender gap than nationally.

Despite the relatively good performance of disadvantaged children, 22,000 (50 per cent) of eligible two year olds in London are not getting an early years education¹¹. We discuss this in more detail in Theme 3.

London primary schools' performance

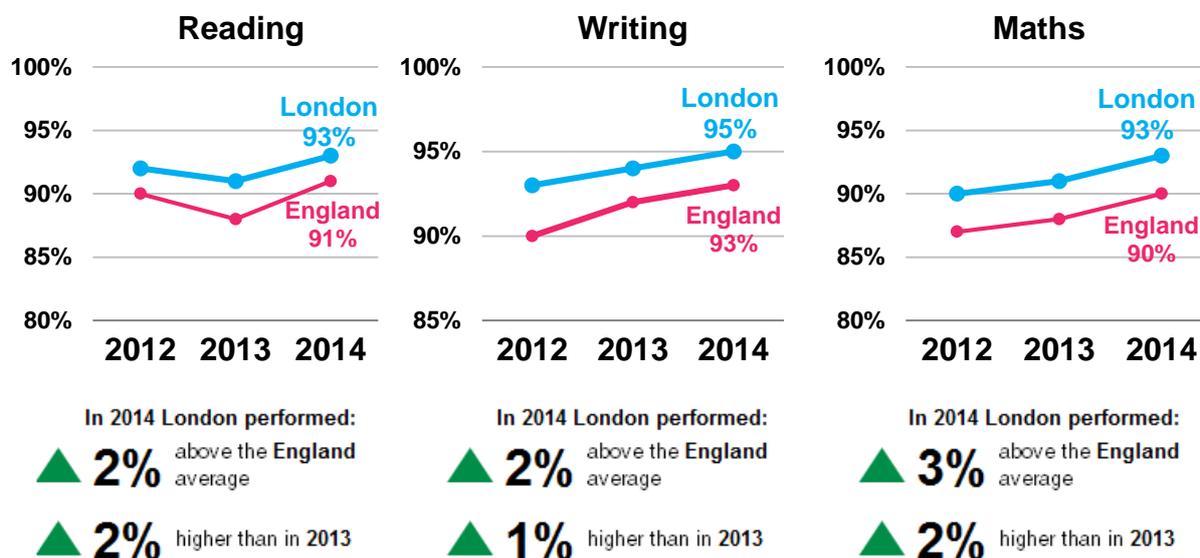
At key stage 1, a higher percentage of London pupils achieve level 2 in writing and maths than anywhere else. Only one region performs better for reading. Once again, the performance of pupils on free school meals in London compares favourably with their peers nationally. The proportion of these pupils at the expected level is at least three percentage points higher than free school meal pupils nationally in each of reading, writing and maths.

At key stage 2 in recent years, London's primary schools have routinely exceeded national averages in terms of both progress and attainment, performing better than all other regions. In 2014, 82 per cent of London schooled children reached level 4 in reading, writing and maths combined. That is up from 79 per cent in 2013, and was three percentage points higher than the national figure. Nonetheless, around 15,000 London pupils leaving the primary phase are not ready for secondary education. This figure is even higher when the stricter measure of level 4B+ in reading and maths is used.



Pupils also make better progress in London's primary schools than elsewhere in England. The proportion making the expected progress from their key stage 1 starting point in reading, writing and maths was 93 per cent, 95 per cent and 93 per cent respectively, exceeding the national average in each case.

Expected progress in primary school Percentage making at least 2 levels progress between KS1 and KS2

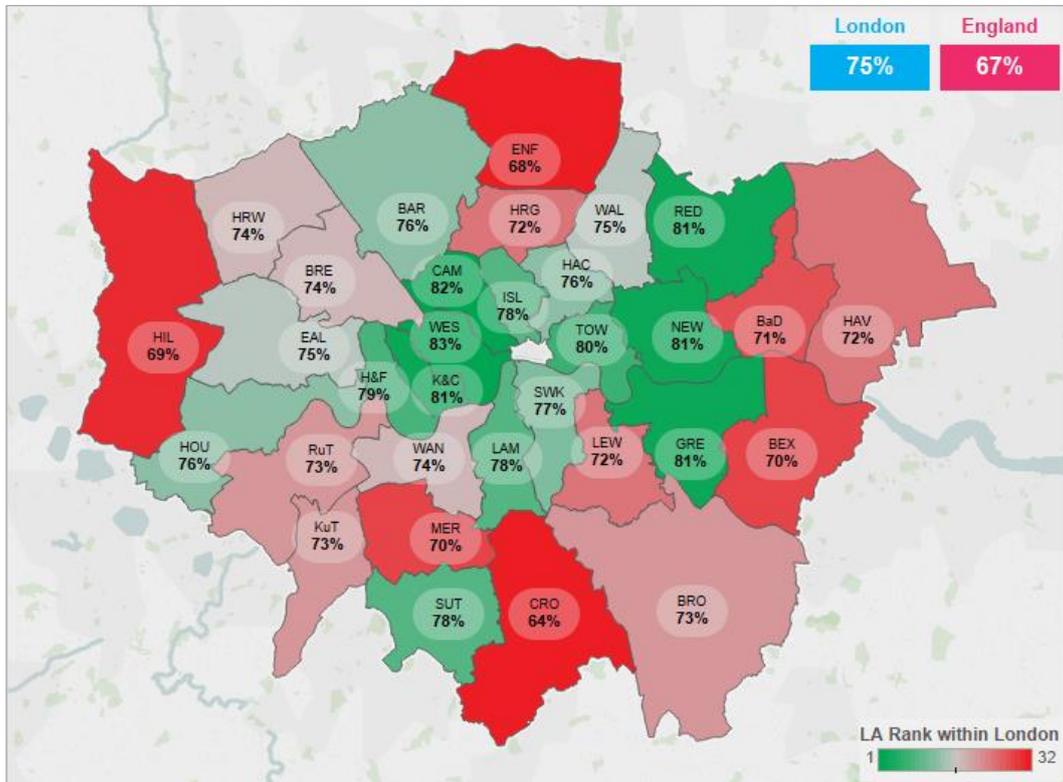


In 2014, a school was below the Department for Education's (DfE) primary school floor target if less than 65 per cent of pupils achieved level 4 or above in reading, writing and maths - and if progress in all subjects was below the national average. In 2014, only 31 London primary schools (two per cent of the total) were beneath the floor target. This compares to six per cent of primary schools nationally.

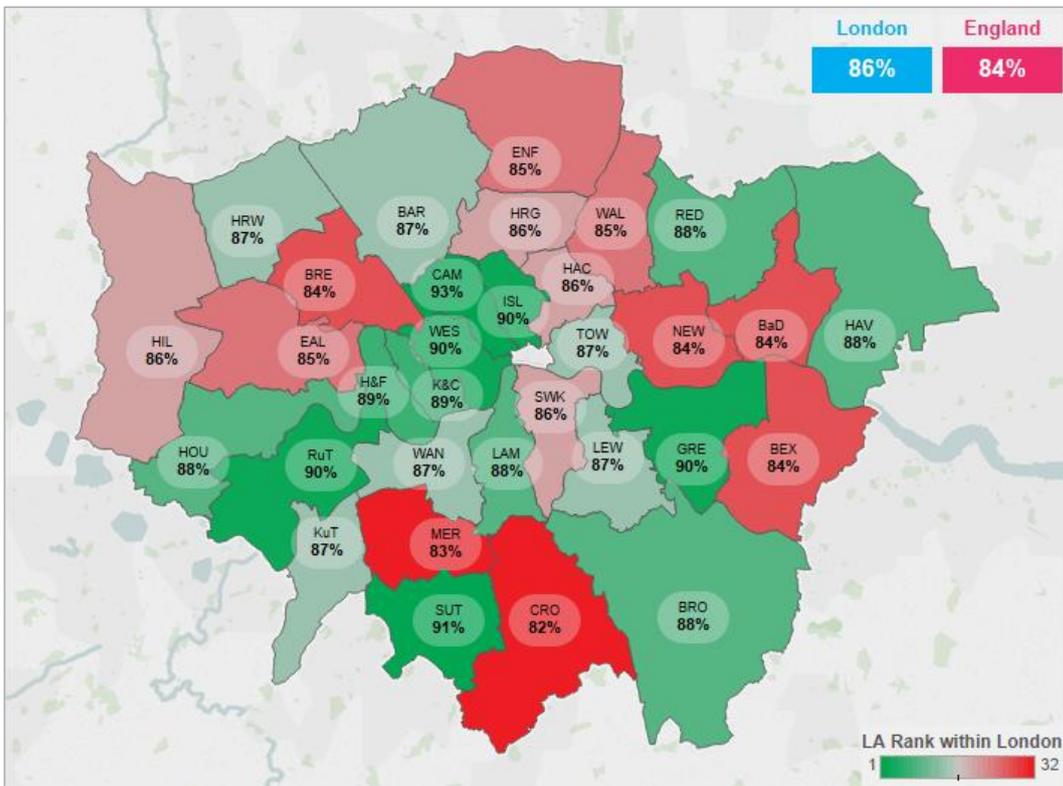
Again, at key stage 2 the performance of disadvantaged children in London schools stands out. The proportion of these pupils achieving level 4 or above in reading, writing and maths in London was 75 per cent in 2014, eight percentage points higher than nationally. The gap between disadvantaged pupils and their peers is narrowing in London - from 14 percentage points in 2012 to 11 in 2014.

The following maps show how both disadvantaged and other (non-disadvantaged) pupils perform at key stage 2 in London. There is a greater gap between the best and worst performing London boroughs for disadvantaged students (a 19 percentage point gap) than for non-disadvantaged (an 11 percentage point gap). Despite this, all but the lowest ranked London borough do better for disadvantaged children than the national average. Inner London boroughs tend to do better with disadvantaged children than outer London boroughs. There is typically a higher proportion of disadvantaged children in inner London boroughs than in outer London. Evidence suggests that there is a tendency for schools with higher proportions of disadvantaged pupils to have a smaller attainment gap between disadvantaged and other (non-disadvantaged) pupils¹².

Key stage 2 – reading, writing and maths at level 4 or above – disadvantaged pupils 2014



Key stage 2 – reading, writing and maths at level 4 or above – all other pupils 2014



Summary of outcomes – secondary 2012 to 2014

			London				Region London region rank	England	
			2012	2013	2014	2013 to 2014 change (% pts)		2014	London diff from England (% pts)
			-10% 0% +10%				-10% 0% +10%		
KEY STAGE 4	5+ A*-C inc Eng & maths	Overall	62%	65%	62%	-3%	1st	57%	+5%
		Disadvantaged	50%	53%	49%	-4%	1st	37%	+12%
		Not disadvantaged	70%	73%	70%	-3%	1st	64%	+6%
	Entered EBacc	Overall	27%	43%	46%	+3%	1st	39%	+7%
		Disadvantaged	17%	32%	35%	+3%	1st	23%	+12%
		Not disadvantaged	34%	50%	53%	+3%	1st	45%	+8%
	Achieved EBacc	Overall	20%	29%	30%	+1%	1st	24%	+6%
		Disadvantaged	10%	18%	19%	+1%	1st	11%	+8%
		Not disadvantaged	25%	36%	37%	+1%	1st	29%	+8%
	Expected progress from KS2 to KS4	English	74%	77%	78%	+1%	1st	72%	+6%
		Maths	75%	77%	72%	-5%	1st	66%	+6%
	KEY STAGE 5	Points per entry	Overall	209	210	211	+1%	5th	212
Points per student		Overall	695	683	688	+1%	6th	696	-1%

Outcomes at key stage 4

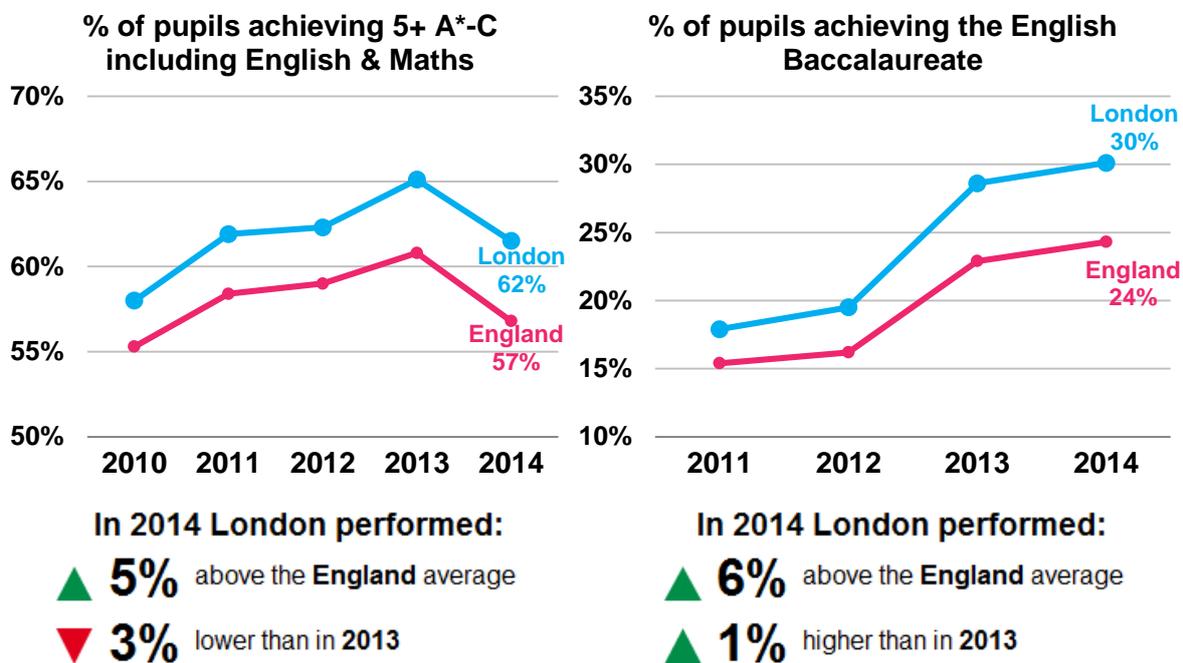
At key stage 4, the London pattern mirrors the successes seen in the primary phase. In 2014, London was the top performing region for the key attainment and progress measures. The headline measure at key stage 4 is the achievement of 5+ A*-C including English and maths which helps to set a baseline for pupils' success post-16. This is particularly important for future employment prospects as the Wolf Review highlighted¹³.

London's performance fell from 65 per cent in 2013 to 62 per cent in 2014 on this measure. However, this was slightly less than the four percentage point fall nationally. It is important to note that there were changes to how performance was measured in 2014. This included changes to the way vocational qualifications are counted, and the fact that a pupil's first, rather than best, entry is now used for accountability purposes. When the DfE analysed 2014 performance using the 2013 approach it found the impact of the changes to the methodology accounted for a decrease of around four percentage points in the indicator at the national level¹⁴. This suggests the drop in London's performance is due to the changes in measurement.

London continues to adapt to the curriculum changes brought about by the introduction of the English Baccalaureate (EBacc)¹⁵. Some 30 per cent of pupils are now achieving this more stretching measure. This is six percentage points higher than pupils achieving this level nationally and one percentage point higher than in

2013. The government says that EBacc subjects keep a pupil's options open and allows them to enter the widest ranges of higher education courses and careers¹⁶.

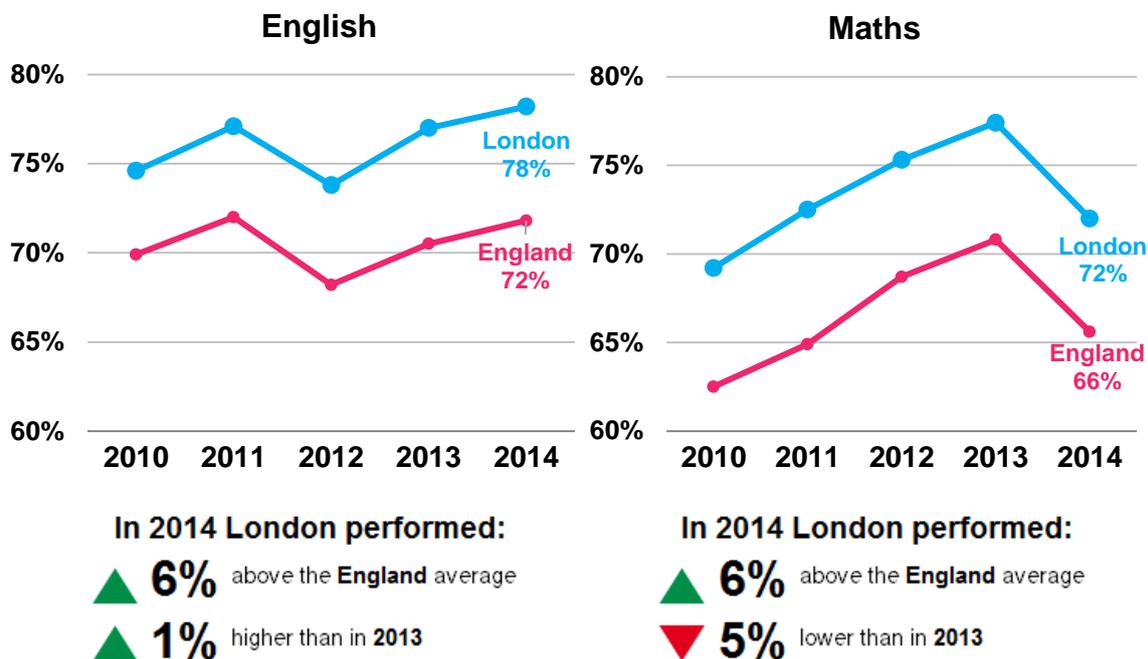
Achievement at key stage 4¹⁷



Key stage 4 progress measures take into account the level a pupil attained when starting secondary education. The expectation is that children should make at least three levels of progress between key stage 2 and key stage 4.

Progress in English continued to improve in 2014 with 78 per cent of pupils making the expected progress. That is one percentage point higher than in 2013. Progress in maths dropped. This was due in part to the change in measurement discussed above. However even without this change there would still have been a fall¹⁸. Despite this, London continues to be ranked first among the regions and is six percentage points higher than the national average for both English and maths progress.

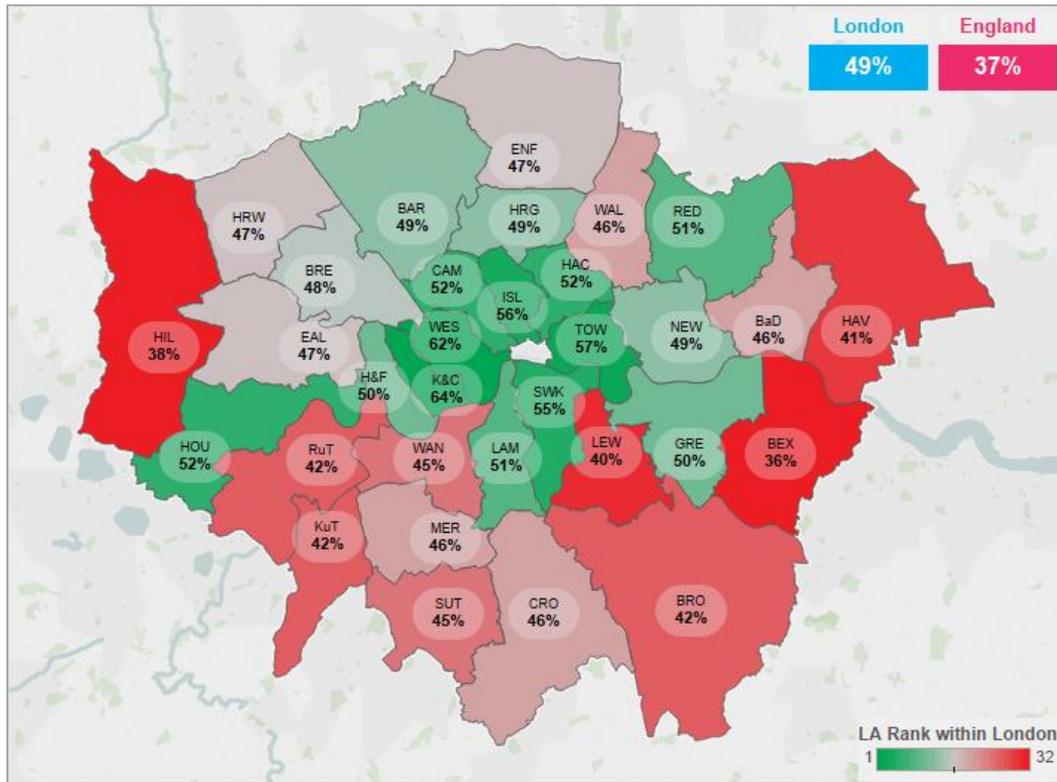
Expected progress in secondary school Percentage making at least 3 levels progress between KS2 and KS4



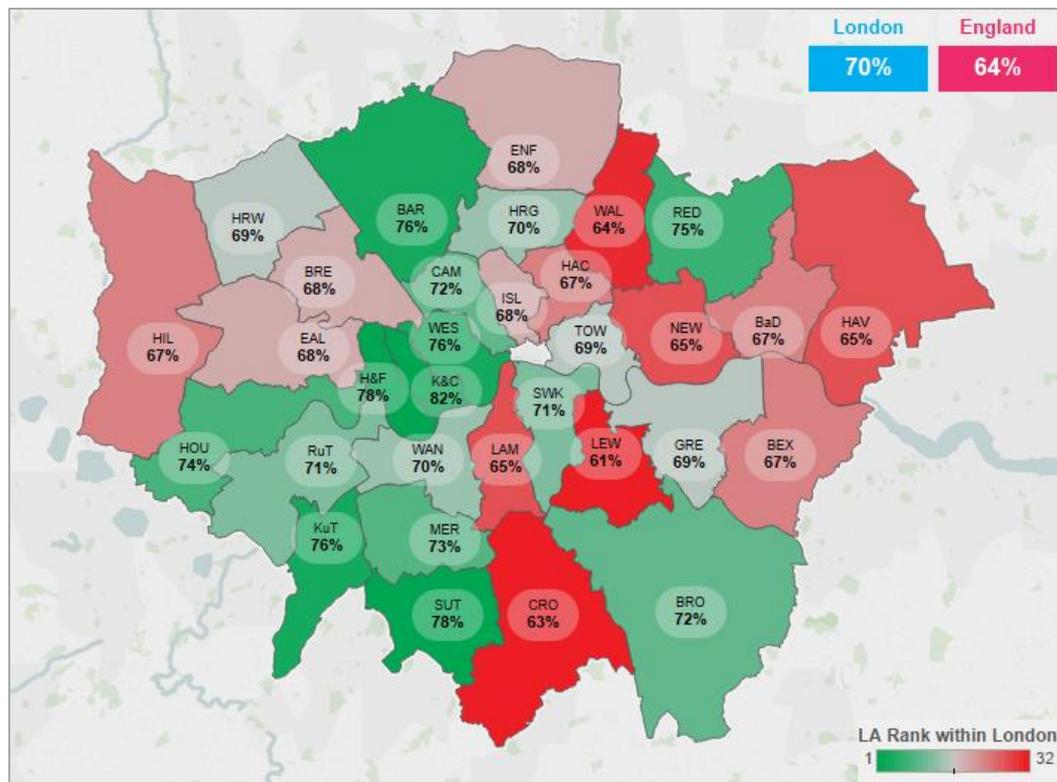
In 2014 a secondary school was below the government's floor target if they had less than 40 per cent of pupils achieving 5+A*-C including English and maths - and expected progress in English and maths were below England medians. Nationally, 11 per cent¹⁹ of mainstream schools were below this target. London performed far better, with only 3 per cent of schools failing to meet this expectation.

London's disadvantaged pupils again perform well above their disadvantaged counterparts elsewhere – by 12 percentage points for 5+ A*-C including English and maths. The breakdown of performance across London by local authority for disadvantaged and other (non-disadvantaged) pupils is shown in the maps below. Again, it is notable that inner London boroughs tend to do better with their disadvantaged pupils than the London average. However, even the lowest performing authority is only just below the national average of 37 per cent.

Key stage 4 – percentage with 5+ A*-C including English and maths – disadvantaged pupils 2014



Key stage 4 – percentage with 5+ A*-C including English and maths – all other pupils 2014



Stretching higher attainers

Ofsted's annual review of London's schools found there was a need to secure more rapid progress for London's most able pupils²⁰. Their research shows that many of the most able children who attend state-funded secondary schools are failing to achieve their potential, when compared to their peers in the independent sector. They suggest this is often because the aspirations for these children are not high enough²¹. In London, more of the most able children at key stage 2 go on to achieve five or more A* or As at GCSE than is the case nationally. Even so, around 43 per cent of London's children with level 5 in English and maths at key stage 2 don't convert these to A or A* grades in English and maths at GCSE²².

CASE STUDY:

London Gold Club school - Valentine's High School stretching the most able

In 2010, Valentine's High School was worried about the attainment of its high ability GCSE students. The school believed lessons did not offer enough stretch and challenge and introduced a new approach to school improvement – The PIT.

The PIT is derived from work by Mihaly Csikszentmihalyi – he believed the best way to challenge learners is when they're in a state of consciousness called "flow".

The concept revolves around the idea that, as a student, you learn and are more engaged when you have to work hard to master a problem. The PIT uses problem solving whilst expertly pairing challenge and ability.

Using a range of resources, the level of challenge of a main task can be increased or decreased. This process maintains learners in the "flow" and improves skills.

The whole school engaged in The PIT initiative. As a result, pupils were challenged and motivated. Teacher satisfaction increased. Valentine's has continued with various CPD events and case studies to support the programme.

Outcomes included:

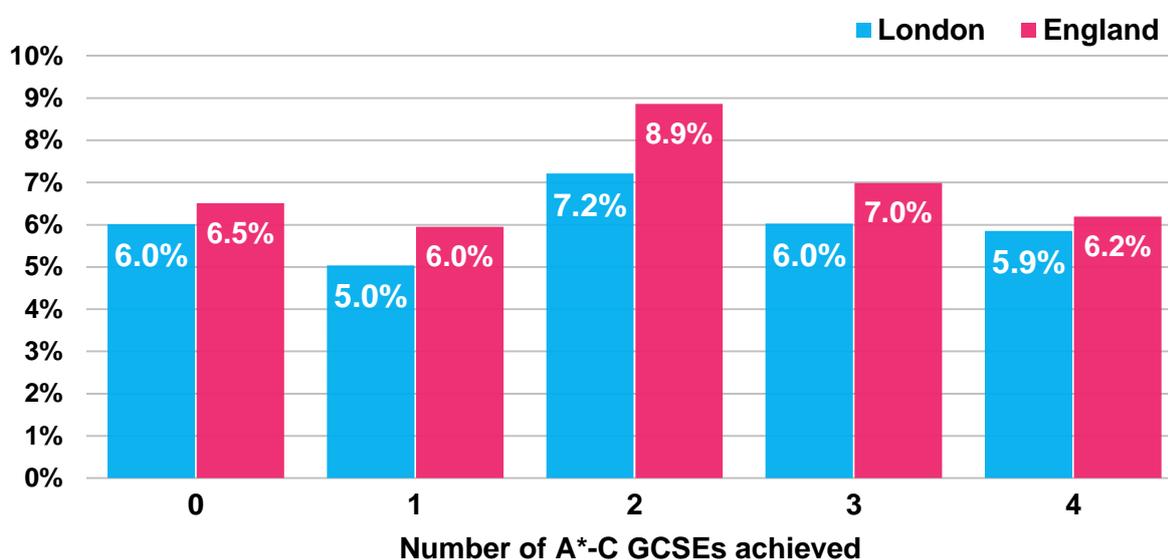
- 2012 A*-A GCSE result increased by seven per cent
- Teachers more fully engaged in pedagogy
- High quality marking and observations in place
- Sustained improvements in learner feedback

Achievement of lower attainers

The proportion of pupils who do not achieve at least the five GCSEs at A*-C (required for a full level 2) is lower in London than nationally. The chart below shows that London schools are more able to push these learners to achieve *some* A*-C grades. London had six per cent of pupils, around 4,600 young people, achieving no A*-C grades. This compares to 6.5 per cent nationally. Of these pupils, 1,500 were not entered for a single GCSE or equivalent qualification. Some 800 of these pupils were in special schools.

Of the London pupils who did not achieve five GCSEs at A*-C, 69 per cent *did* achieve the five A*-G grades required for a full level 1. This is a higher proportion than the 67 per cent who achieved this nationally.

Key stage 4 – Number of GCSE A*-C grades achieved by pupils who did not achieve a full level 2²³



Outcomes at key stage 5

London does not currently perform as well at key stage 5 as at earlier key stages. In 2014 the average points per entry (PPE) was 211. This was slightly below the national average of 212. PPE reflects average performance for each qualification taken and the London average of 211 equates, in A-level terms, to just above a C grade. The points per student (PPS) figure was 688. This was behind the national average of 696.

Note that the headline PPE and PPS measures assess the performance of state funded schools and colleges on level 3 (A-level and equivalent) courses only. We look at other outcomes in further education in Theme 2.

The factors driving PPE and PPS performance are complex. Below we explore some possible drivers behind London's performance at key stage 5.

Understanding London's performance at key stage 5

London is routinely the top performing region at key stage 4. However, this success is not replicated across schools and colleges offering level 3 provision at key stage 5. Since 2012, London has ranked below the national average for the two main performance measures at key stage 5. London is either fifth or sixth (out of nine regions) for PPE, and sixth or lower for PPS.

There are likely to be several factors that account for the low performance at key stage 5. The brief data review we did for this report suggests that the lower than expected performance at key stage 5 is not down to the quality of teaching and learning in London. Instead, for wholly academic students, the main reason is fewer qualifications taken per student compared with students nationally.

It also appears that London schools are more likely than elsewhere to accept lower performing key stage 4 pupils into post-16 provision. This is particularly the case on vocational courses which therefore brings down the vocational points per entry score. While these students may go on to achieve a full level 3 qualification, they are less likely to get as high an overall point score as students that have better prior attainment. What drives this behaviour is not clear. London's children are more likely to attend a school, rather than a college, after GCSEs compared to students elsewhere in England. Schools typically offer far less provision at level 2 than colleges. In addition, the take-up of apprenticeships is lower for London school leavers than for any other region. This coupled with pressures from London parents with high expectations may mean more children in the capital start level 3 programmes than should perhaps be the case.

More detail on this key stage 5 data review is in the Appendix.

Leadership in London schools

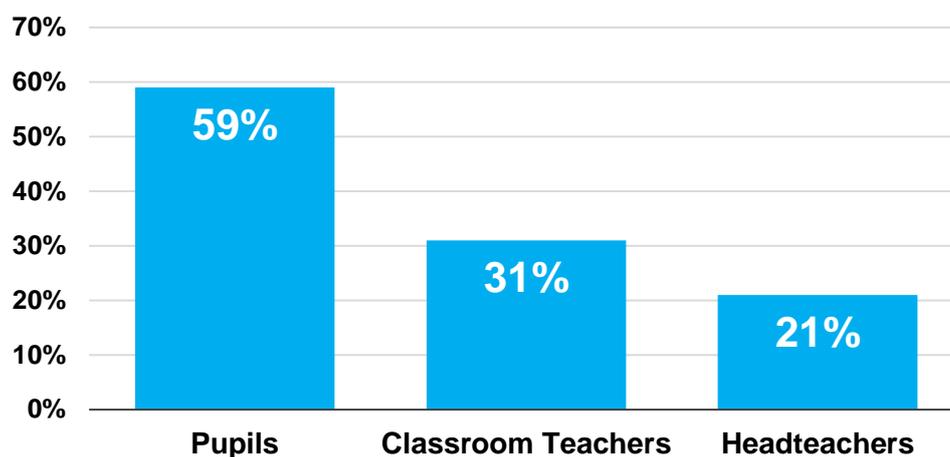
As the number of children in London increases year on year, the challenges in teacher recruitment become more profound. Nationally, the numbers of teachers recruited onto Initial Teacher Training courses have dropped by 14 per cent from 2010/11 to 2014/15. The country now faces the largest recruitment shortfall since 2008/9. The number of teaching vacancies has increased by a third in the last year. Keeping teachers in the profession is also becoming a problem, with around 40 per cent leaving within five years²⁴. Fifty eight per cent of London headteachers are considering leaving their role in the next three years. This is slightly higher than the 54 per cent nationally²⁵.

The "Building the Leadership Pool in London Schools" report reveals it is more difficult to recruit headteachers in London. In London, 44 per cent of governors said they found it difficult to attract good candidates to senior roles. This compares to 36 per cent of governors nationally. Re-advertising rates in London for headteacher posts sit at 32 per cent for secondary heads (compared to 25 per cent nationally), and 46 per cent in primary (compared to 40 per cent nationally)²⁶.

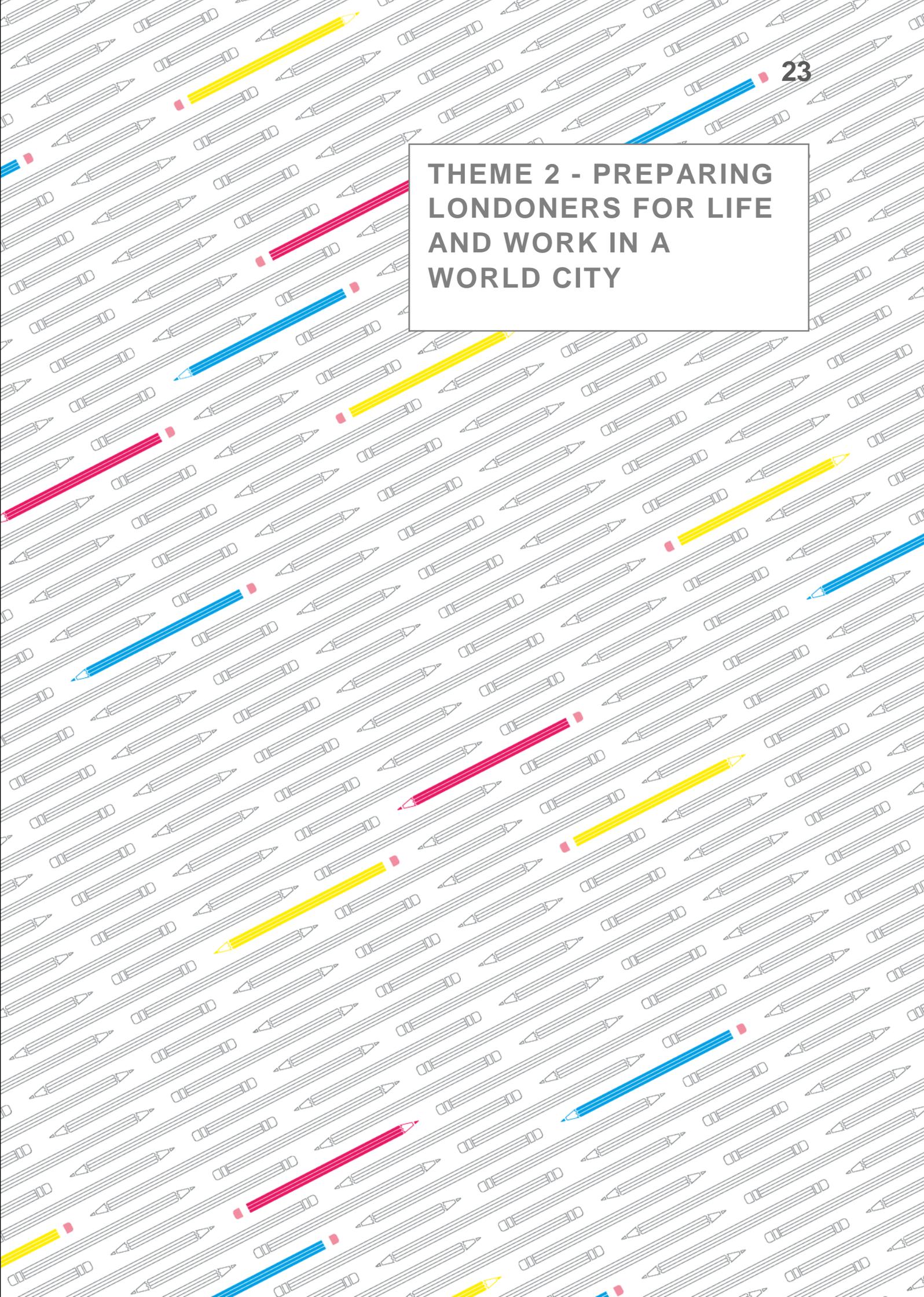
Middle and senior leaders cited London's expensive housing and quality of life as reasons to consider leaving to find work elsewhere. However, London's characteristics can also help attract top teaching talent. These include the diversity of students, the ease of setting up peer networks, the ability to create links with businesses and the success of London schools. London teachers also seem more ambitious than elsewhere. Forty nine per cent of London's primary school middle and senior leaders aspire to be head. This compares to 27 per cent elsewhere. In secondary, 31 per cent aspire to be head compared to 17 per cent in the rest of the country²⁷.

Around 59 per cent of London's pupils are non-white but teachers and heads are not as diverse, with 37 per cent of classroom teachers and 21 per cent of heads non-white²⁸. London continues to work towards reflecting the diversity of the school population in its teachers, particularly at senior levels.

Proportion of London's pupils, teachers and headteachers from non-white backgrounds



**THEME 2 - PREPARING
LONDONERS FOR LIFE
AND WORK IN A
WORLD CITY**



We know that London's schools are performing well by the official measures. However, the educational achievements of young Londoners can only be fully evaluated when looking at whether they gain fulfilling employment. Unfortunately, London's employers routinely say that young people are not 'work ready'. The 2013 UK Commission for Education and Skills (UKCES) employer survey found that 40 per cent of London's employers felt 16 year old school leavers were poorly prepared for work, along with 26 per cent for 17 or 18 year old college leavers and 31 per cent for 17 or 18 year old school leavers. For each group this is higher than for any other region²⁹. The main reasons given were "lack of working world, life experience or maturity", "poor attitude, personality or lack of motivation" and "lack required skills or competencies".

A range of developments in post-16 education make this a complex time for schools and colleges, and for young people too. These developments include raising the participation age (RPA), vocational reforms and the promotion of apprenticeships. At the same time, the needs of London's employers are also evolving. Young people must leave education with the skills that employers need and this is especially the case in London's growth industries.

This section considers the extent to which young people emerging from the London education system are meeting employers' needs.

Skill levels

GLA Economics estimate that by 2036, half of the jobs in London will require a degree³⁰. However, recent research from the Chartered Institute of Personnel and Development revealed that 59 per cent of UK graduates ended up in non-graduate jobs after university³¹. This is the third highest proportion amongst European nations and suggests a persistent skills matching problem. The qualifications that young people study are not always the ones the economy needs. Five per cent of London employers surveyed by UKCES in 2013 reported a vacancy hard to fill due to skill shortages. That is greater than any other region³².

Analysis carried out by the Organisation for Economic Co-operation and Development (OECD) looked at 2012 and 2013 data for 22 developed countries. This compared the skills of young people who were not in education, employment or training (NEET) and their employed peers. They found that the UK had the widest gap in literacy at 12.6 per cent compared to the OECD average of 6.5 per cent. Problem solving skills were also an issue. Here the gap was 9.6 per cent as compared with countries like Korea where the gap was just 1.2 per cent³³.

In 2014, at the end of key stage 4:

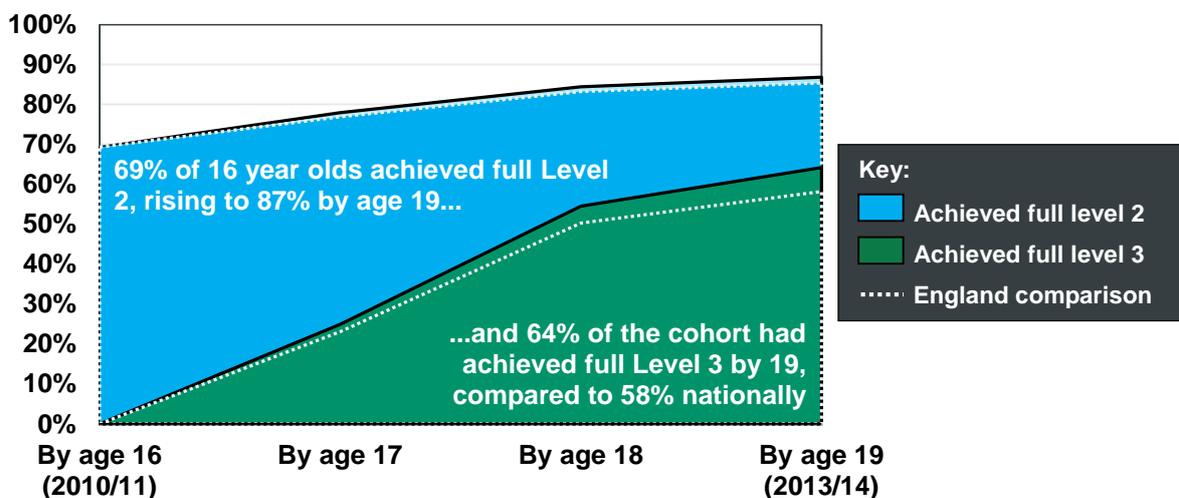
- 62 per cent of 16-year-olds living in London (around 47,000 young people) had achieved a full level 2 including English and maths and so were likely to be ready for level 3 provision.

- 64 per cent of 16-year olds living in London achieved a level 2 (A*-C) in English and maths GCSEs. This meant that around 27,000 young Londoners did not get to the required level in these two subjects³⁴.
- 74 per cent of London schooled pupils achieved A*-C in GCSE English and 72 per cent achieved A*-C in GCSE maths. That means there is a slightly greater need for additional maths support post-16 than there is for English³⁵.

Using matched data from the cohort of children completing key stage 4 in 2010/11 we can see the trajectory of achievement of a full level 2 (that is five or more GCSEs at A*-Cs or equivalent) and level 3 (two or more Es at A-level or equivalent) up to the age of 19. While London students achieved level 2 broadly at the same rate as the rest of England between the ages of 16 and 19, they were more likely to reach level 3 by age 19 (64 per cent compared to 58 per cent nationally).

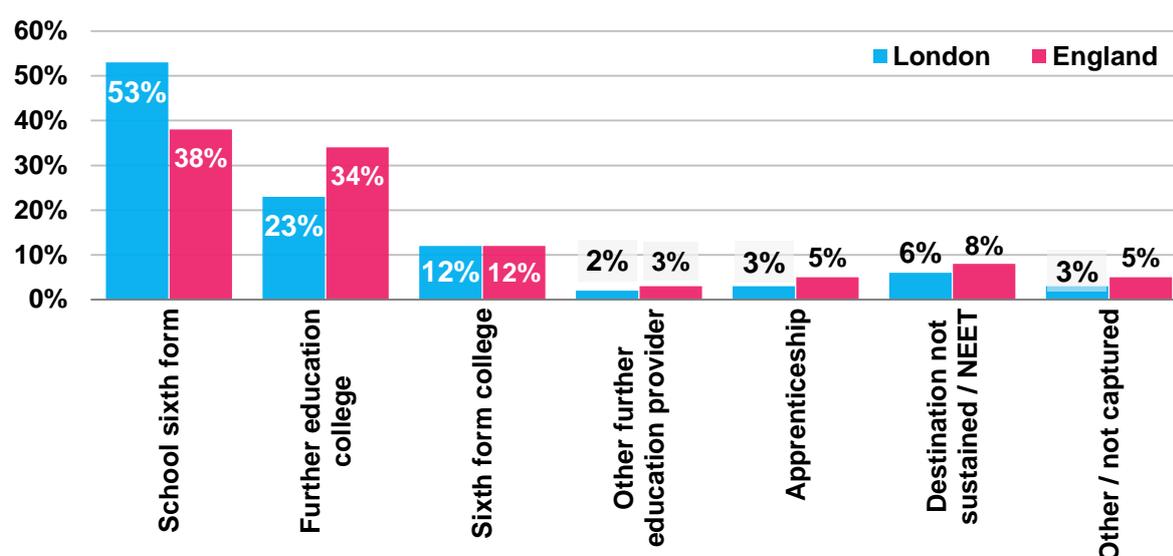
Over half of the students who did not achieve a full level 2 at 16 went on to achieve it by 19. However, of the students who did not achieve level 2 in English and maths at age 16, only 17.5 per cent of these went on to achieve level 2 in English and maths by 19³⁶. This left 23,000 Londoners aged 19 who still had not achieved this level. This is particularly worrying as these are essential qualifications for employers.

Achievement of full level 2 and full level 3 by 19 – London vs England³⁷



The pathways of young Londoners after GCSEs

The latest data shows that in London 91 per cent of students remained in education after key stage 4. This compared to 88 per cent nationally. The major differences in London are the number that stayed on in school sixth forms – 53 per cent compared to 38 per cent nationally – and the correspondingly lower proportion in further education and sixth form colleges. Only three per cent of London students move into an apprenticeship directly after key stage 4. This figure has remained the same for three years in spite of well-publicised government attempts to increase take up.

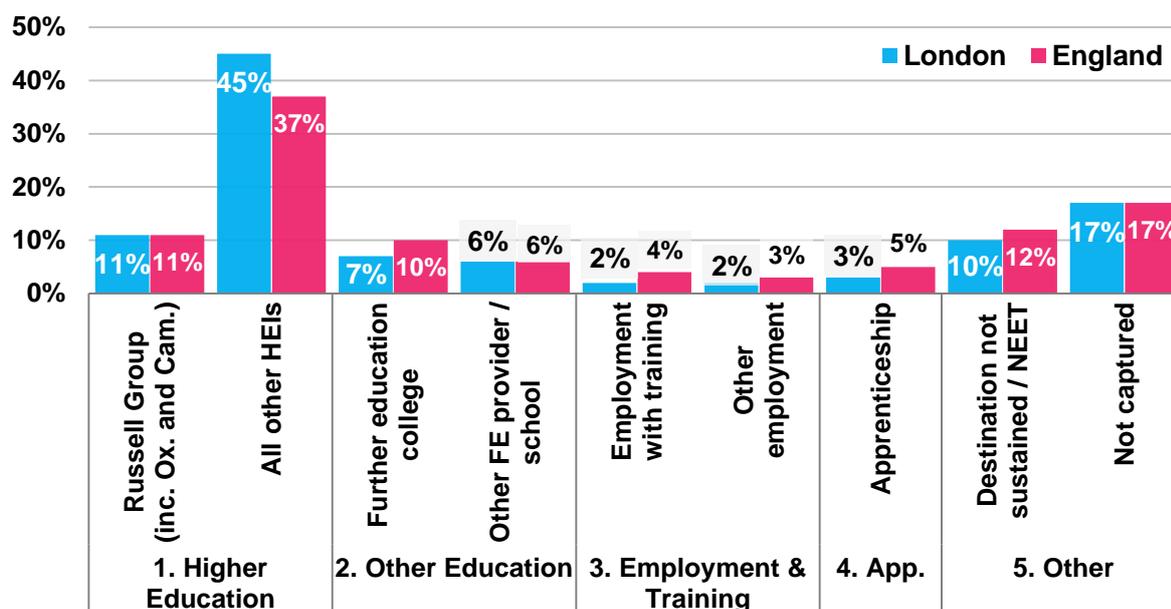
Destinations after key stage 4 – 2012/13³⁸

The proportion of young people remaining in education in year 12 is relatively high. However, the drop-out rate in post-16 education is a cause for concern. This is an area of focus for London with much work to be done around careers information, advice and guidance and making sure young people are ready for level 3 study. Evidence suggests that the traditional entry benchmark of 5 or more A*-Cs at GCSE is not always enough for a successful level 3 outcome. Around one in three students with between 5 and 8 A*-Cs drop out before year 13. This compares to one in eight students with 8 or more A*-Cs³⁹. Low entry criteria are a particular issue in FE colleges in London. The latest data shows that 47 per cent of level 3 students in FE colleges did not have level 2 including English and maths. This figure is at least five percentage points higher than for any other region⁴⁰. However, students who did not achieve a maths or English GCSE will now be required to continue studying and retake the exam.

While data coverage is not complete, the DfE's destination measures mean we can explore what happens to students after sixth form study. The latest data showed that London students completing key stage 5 in 2012/13 were more likely than those nationally to go onto higher education (56 per cent compared to 48 per cent). However, the London figure was down on the previous year's figure of 62 per cent (nationally 53 per cent). Presumably, this is partly due to the impact of increased tuition fees. The percentage of students going to Russell Group universities was an area for improvement identified in last year's report. At 11 per cent, this remained the same as the previous year and the same as the national figure.

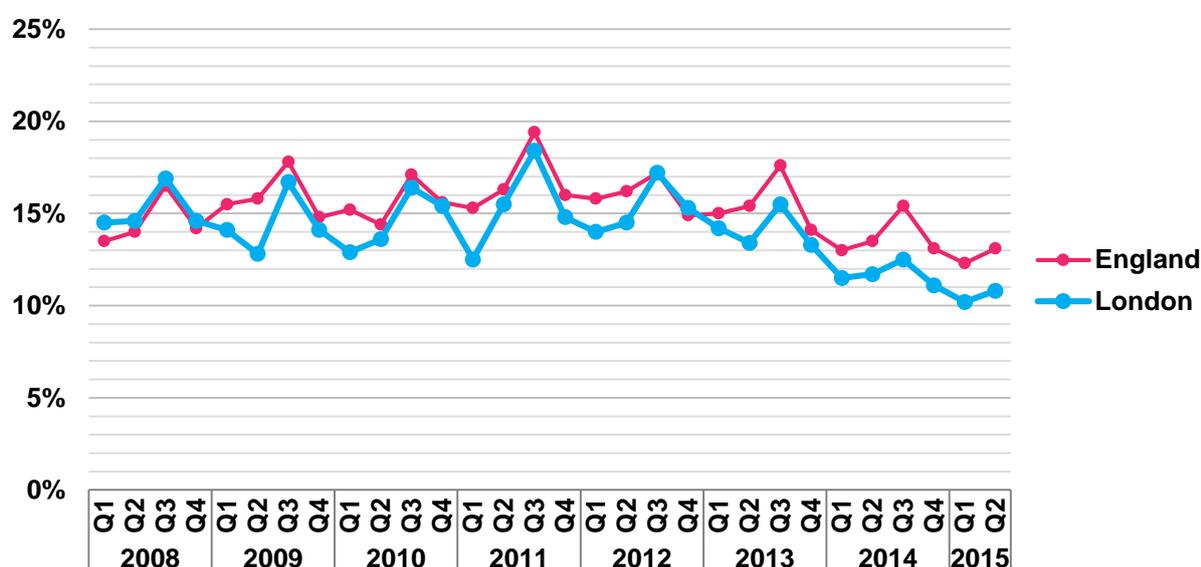
As with key stage 4, London students are less likely to move into apprenticeships after key stage 5 than their national counterparts (three per cent versus five per cent).

Destinations after key stage 5 – 2012/13⁴¹



The proportion of 16-24 year olds who are NEET fluctuates on a cyclical basis. However, it is on a downward trend. London has consistently had a lower proportion of NEETs compared with England averages. By the end of the second quarter of 2015, London had 10.8 per cent NEET compared to 13.1 per cent nationally⁴².

Percentage of 16-24 year olds who were NEET – London vs England



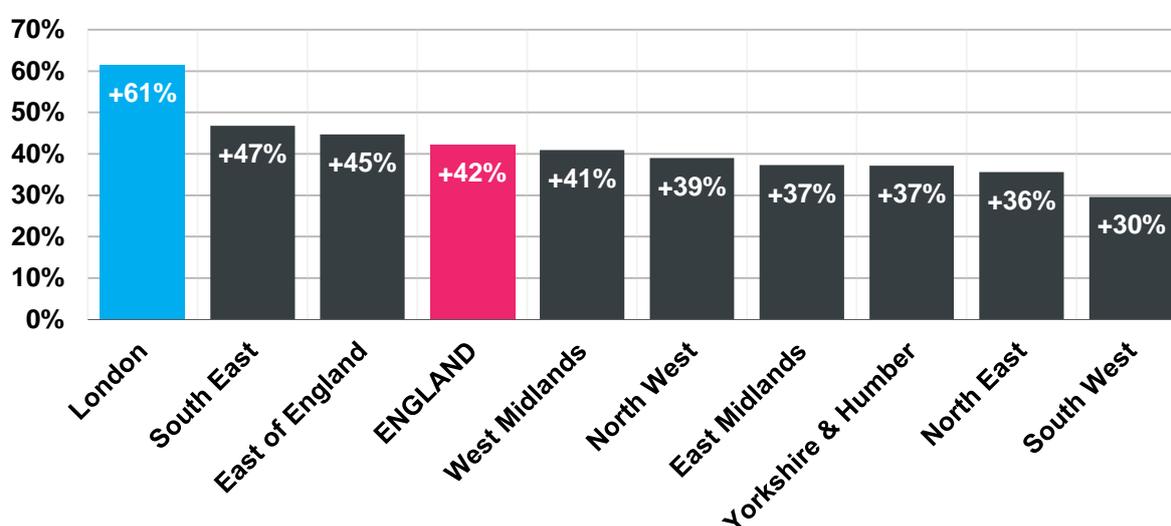
Take up of apprenticeships

The government has made a commitment to create three million apprenticeships nationwide by 2020⁴³. Despite getting young people onto apprenticeships at all levels being a key government policy, the number of apprenticeship starts has been declining in recent times - both in London and across the country. The number of

under-19 apprenticeship starts in London has fallen from 10,670 in 2011/12 to 9,510 in 2013/14⁴⁴. This represents a fall of 11 per cent, bigger than the national fall of 8 per cent. Young people and their parents need to understand how valuable apprenticeships can be to future careers and earnings potential. It is also important that all apprenticeships are of the highest possible standard and prepare young people for the world of work.

Yet, despite the fall in the number of apprenticeships, more workplaces in London are now offering them. In the past four years, this has grown from 13,490⁴⁵ in 2010/11 to 21,780 in 2013/14. This 61 per cent rise is far higher than in other regions.

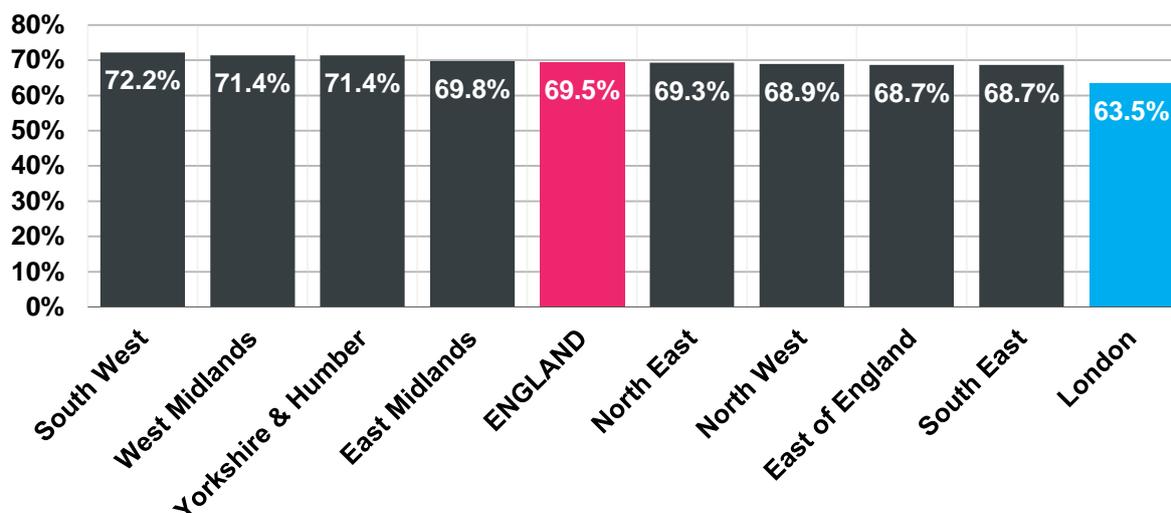
Number of apprenticeship workplaces - percentage change from 2010/11 to 2013/14



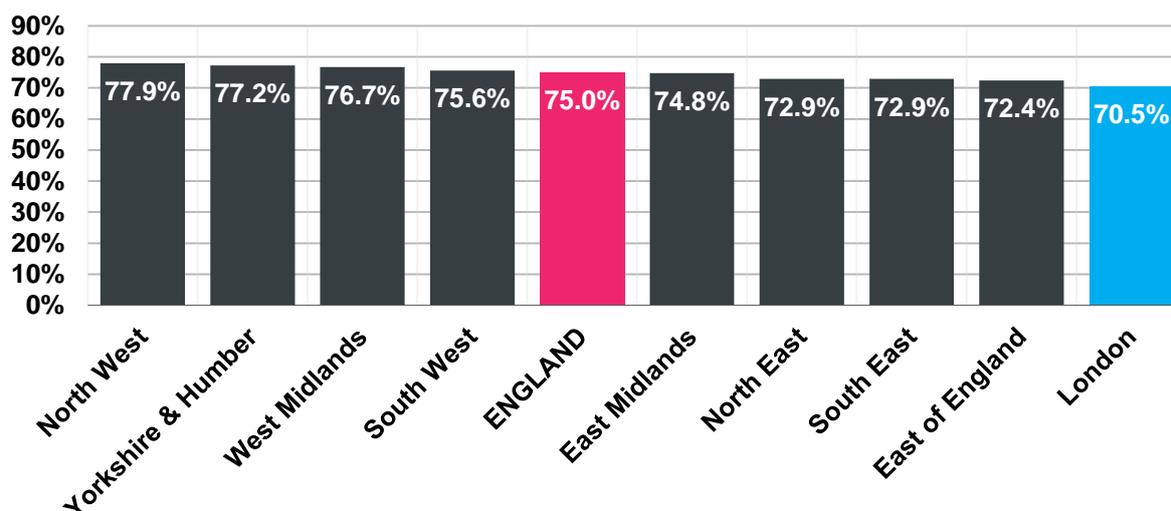
Apprenticeship outcomes

As outcomes on apprenticeships and courses below level 3 are not included in the headline key stage 5 PPS and PPE measures, they are briefly explored here. The success rates for 16-18 year olds on intermediate (level 2) apprentices have dropped from 70.2 per cent in 2011/12 to 63.5 per cent in 2013/14, and are lower than for any other region⁴⁶. During the same period, success rates for advanced (level 3) apprenticeships dropped from 73.1 per cent to 70.5 per cent, leaving London as the lowest performing region. Given the high levels of performance in London schools and the fact that apprenticeships are a priority for government, this is a worrying statistic, and it is now an area of focus for Ofsted⁴⁷.

Intermediate (level 2) apprenticeships - 2013/14 success rates by region



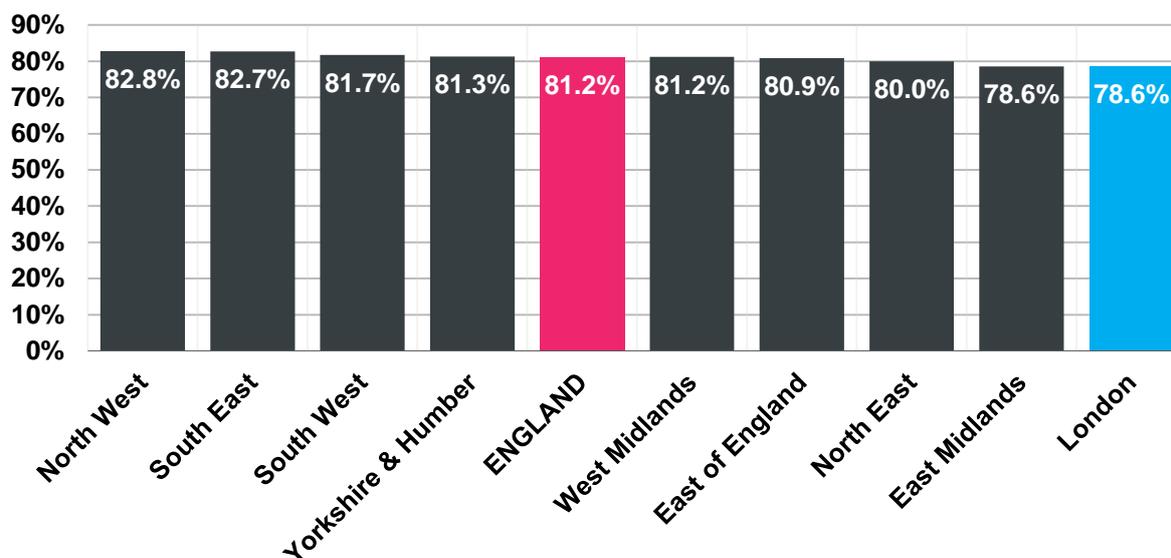
Advanced (level 3) apprenticeships - 2013/14 success rates by region



Outcomes in further education

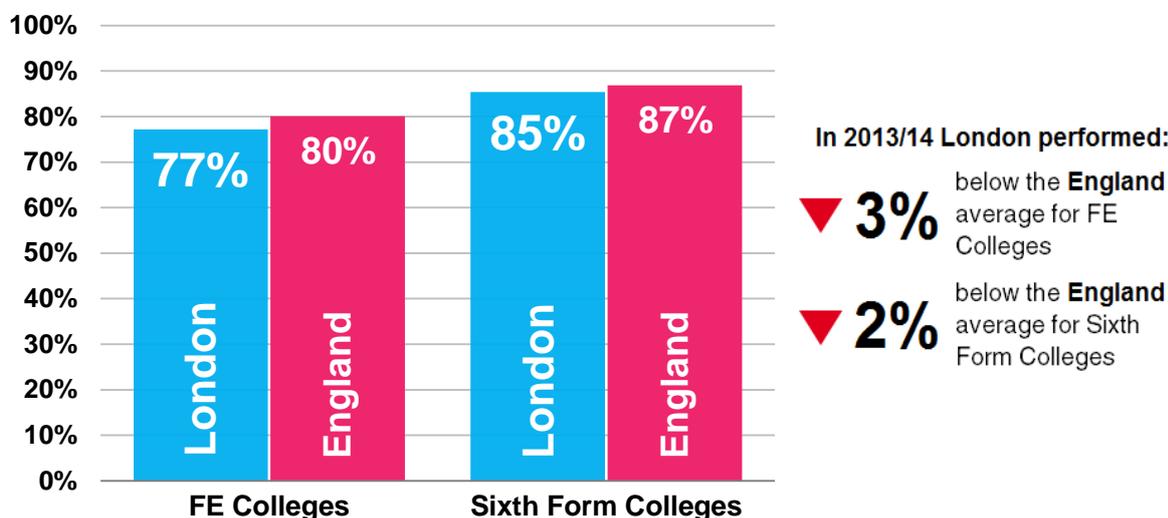
Success rates for education and training show the performance of further education (FE) establishments in England and cover classroom learning in FE and sixth form colleges across all levels of provision. As with apprenticeships, London is behind other regions with a success rate for 16-18 year olds of 78.6 per cent compared with 81.2 per cent for England⁴⁸.

16-18 education and training - 2013/14 success rates by region



It is possible to explore these success rates in more detail by dividing institutions into FE colleges and sixth form colleges. Overall success rates within FE colleges, at 77 per cent, are considerably lower than for sixth form colleges at 85 per cent. In addition, the gap between London and England is slightly larger within FE colleges (three percentage points) than within sixth form colleges (two percentage points).

16-18 education and training - 2013/14 success rates by institution type



Reforms in further education

Under the government's local growth proposals, London is one of three cities that will be granted devolved powers for more local control over adult skills provision. A series of area-based reviews will take place in 2016. These will assess current provision in the skills sector across all London boroughs to see where opportunities may exist for specialisation.

The government's objectives call for clear, high quality professional and technical routes to work, alongside strong academic routes, which will equip young people with the skills employers need. Local commissioning of adult provision will help the sector become more responsive. The challenge is to meet the changing skills needs in the years ahead.

There are many excellent FE colleges in London. However, major changes are necessary to meet these objectives whilst remaining financially responsible. The work of the FE and sixth form college commissioners has identified scope for greater efficiency in the sector. This will free up resources to provide the high quality education and training needed to support economic growth.

Reviews are a chance for institutions and localities to restructure their provision to ensure it can meet changing local needs and achieve the most impact. The London Enterprise Panel (LEP) is responsible for FE capital investment. Colleges and skills providers can now apply for grant funding for capital projects that support the LEP's vision for jobs and growth.

What if London had the same proportion of students starting an apprenticeship after key stage 5 as the region with the highest proportion?

Only three per cent of London's students completing level 3 courses at key stage 5 go on to start an apprenticeship next. This compares to eight per cent of students in the North East region. If London reached eight per cent, this would mean an extra 2,600 London apprentices from the 48,000 students finishing key stage 5.

CASE STUDY:**Westminster Academy - Preparing young people for work**

This west London school is in an area of high social and economic disadvantage. The number of workless households is almost double that of the Westminster average. Some 85 per cent of pupils at the Academy do not have English as a first language.

Westminster Academy has worked hard to raise attainment, as well as the life chances of students who live in the area. Their International Business and Enterprise specialist status is a key part of their identity and success as a new academy.

They have over 200 business links that support their work and help to prepare their students not only for the world of work, but to be global citizens of the future.

Their support takes a variety of forms:

- skills sessions, such as financial literacy
- career-related learning, such as CV and interview workshops
- talks and visits on career routes within specific industries
- 1:1 or group business mentoring
- internships
- sponsorship of programmes and resources
- staff mentoring

Westminster Academy's governing body includes governors from British Land, Marks and Spencer and MOSAIC. Their valuable business insight develops skills of individual staff members and advances improvements in systems.

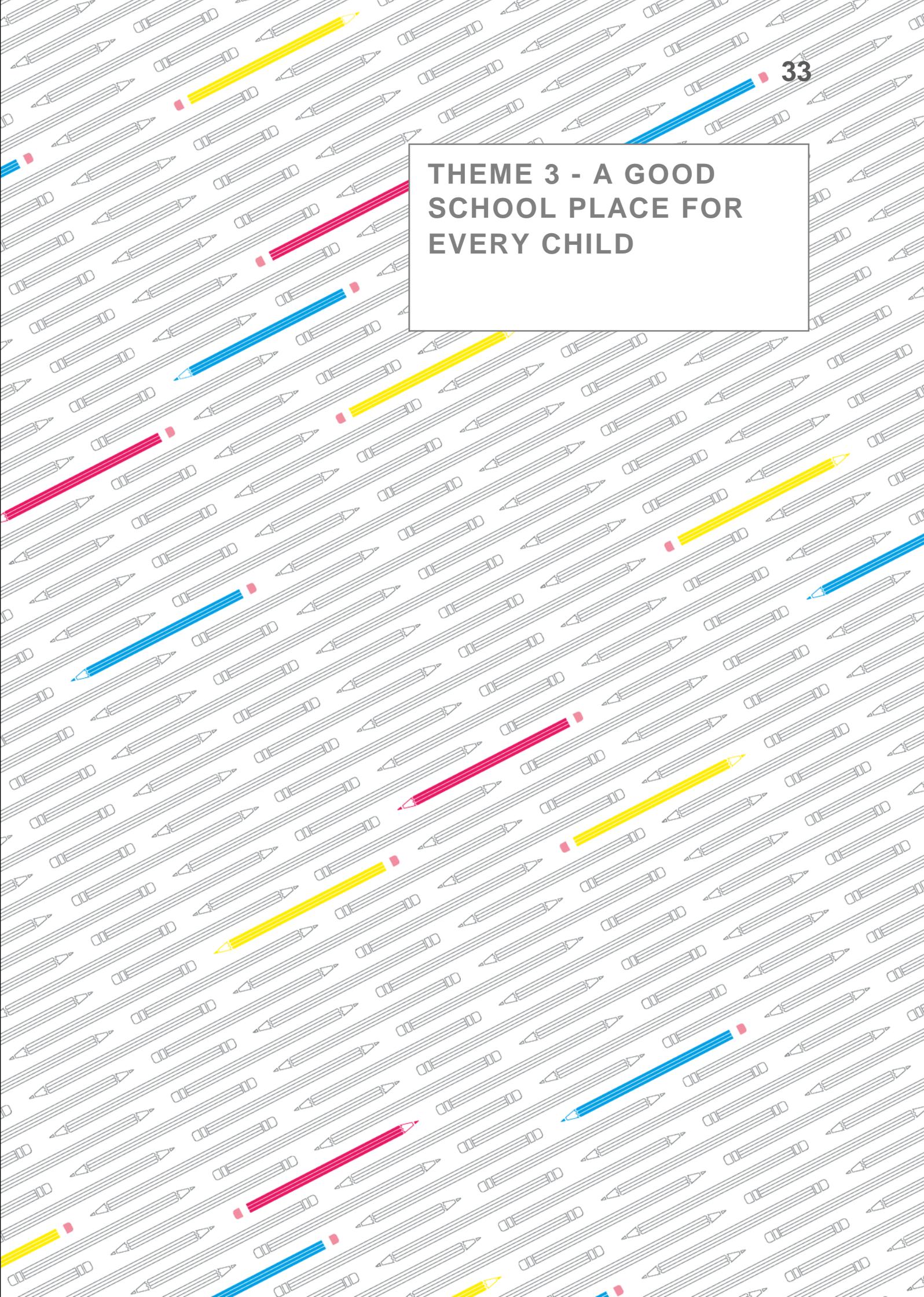
Internships

In year 10, students attend an internship placement one day a week for the entire year. This gives them a chance to experience three different places of work. Students are encouraged to find their own internships rather than relying on pre-arranged placements. These experiences have helped students broaden their horizons and build confidence.

Sixth form pathways

Working with City of Westminster College (CWC), the academy offers all year 11 students a course to suit their abilities and interests. Through this, students complete eight days of work experience a year. They also attend employability lessons every week. Students can access the International Baccalaureate Career-related Programme (IBCP), and the IB Diploma (IBDP).

**THEME 3 - A GOOD
SCHOOL PLACE FOR
EVERY CHILD**



London's population boom is putting an increasing burden on the already stretched school system. The impact of more children in London has already been felt in the capital's primary schools and will soon flow through to secondary schools.

Current pressures

Population pressures are affecting schools around the country but above all, in London. The average primary class size in London was 28.4 pupils for key stage 1 classes and 28.0 at key stage 2 – both higher than in any other region⁴⁹. In January 2015, some 44,000 primary pupils (7 per cent of the total) were being taught in classes of 31 or more. This pressure was more severe in outer London boroughs, in particular in Harrow (31 per cent) and Bromley (26 per cent).

Analysis by the New Schools Network found that, nationally, fewer children got their first choice of secondary school last year. This was a larger problem in London where one in four children did not get their first choice, compared with one in seven nationally. At present, it appears most new places are in institutions that are getting worse⁵⁰. It is important that any expansion of schools does not lead to an overall drop in quality.

For more information on the catchment areas of London's schools, see the Schools Atlas: <https://www.london.gov.uk/webmaps/lisa/>.

Future school place demand projections

The relationship between population growth and demand for school places is clear but also complex. However, factors including cross-border mobility, migration in and out of London and independent school take-up all affect how population growth translates into demand for state school places.

In response to recommendations from the London Assembly's Education Panel and the Mayor's 2012 Education Inquiry, our Intelligence Unit has developed a methodology for projecting demand for state school places. This uses our own small area population projections and data from the national pupil database.

Based on this analysis, we project that demand for state school places will reach 737,000 primary and 498,000 secondary⁵¹ places by 2025. This constitutes a rise of 60,000 places in the primary sector (8.8 per cent) and 105,000 places in the secondary sector (26.5 per cent) above current levels.

Changes over the next decade vary hugely by location. Kensington and Chelsea is projected to see a fall in primary demand of 400 places and secondary places to grow by the same number. Conversely, Tower Hamlets will see a rise in demand of 7,000 primary places and 5,300 secondary places. Projected growth is concentrated in areas with substantial new housing developments. As such, a large proportion of growth is set to occur in the Thames Gateway corridor where large scale development is anticipated.

A full analysis of the first results and overview of the methodology is available on the London Datastore⁵².

School capacity must grow to meet increasing demand for places. London Councils estimates that London will face a shortfall of 78,000 primary places and 35,000 secondary places by 2020⁵³.

Volume and quality of early years places

High quality early years education significantly increases the likelihood of a successful school career. It can also reduce the attainment gap that exists between many disadvantaged pupils and their peers. The Sutton Trust found that more able but disadvantaged students were significantly more likely to get four or more AS-levels when they had accessed early year's education⁵⁴. Public Health England found that the average economic benefit of early education programmes for children of low-income households is nearly 2.5 times the amount invested⁵⁵.

There is huge pressure on good childcare places in London. Parents must deal with the high cost of living here and are less likely to have support available from grandparents. This is due to more internal and international migration of working age parents⁵⁶. Our analysis shows fewer mothers work in London than nationally. In London around 50 per cent of mothers of three year olds are in work compared to 60 per cent nationally⁵⁷. Good quality, affordable childcare is essential for London's families to allow parents to return to work.

The government has promised to increase the number of free childcare hours for three and four year olds across the country. However, place shortages and running costs mean this offer will be difficult to roll-out, particularly in London.

Since September 2013, local councils have had a statutory duty to provide 15 hours of free childcare to all three and four year olds and disadvantaged two year olds. Despite London having a greater proportion of eligible two year olds than any other region, only half are taking up these free childcare places. Nine of the ten authorities with the lowest levels of take up of free two year old childcare are from London⁵⁸.

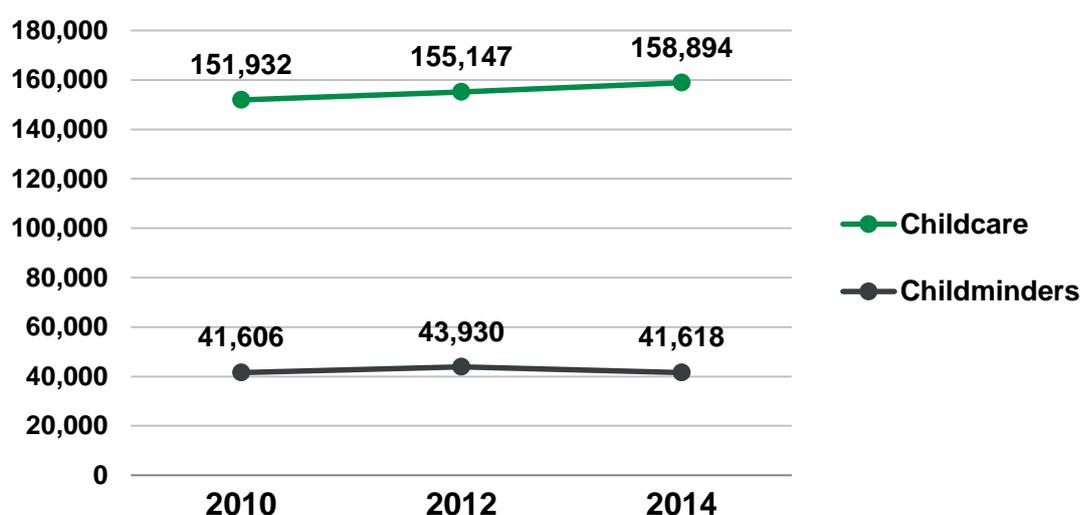
Research by the Family and Childcare Trust highlighted that 63 per cent of mothers with dependent children in London were in work. This compares to 73 per cent elsewhere in the UK. Londoners also pay more for childcare, with costs 28 per cent higher than average⁵⁹. However, recruitment challenges and the cost of running early years settings in London mean that it has been difficult for the sector to meet demand. Despite substantial increases in the number of places, 11 London local authorities do not have enough childcare for working parents. Twenty three do not have enough places for the disadvantaged two years olds either⁶⁰.

Most formal childcare is provided through childminders and childcare on non-domestic premises. In London, the volume of childcare provided via childminders

has been dropping over recent years, while the volume in non-domestic settings has been increasing.

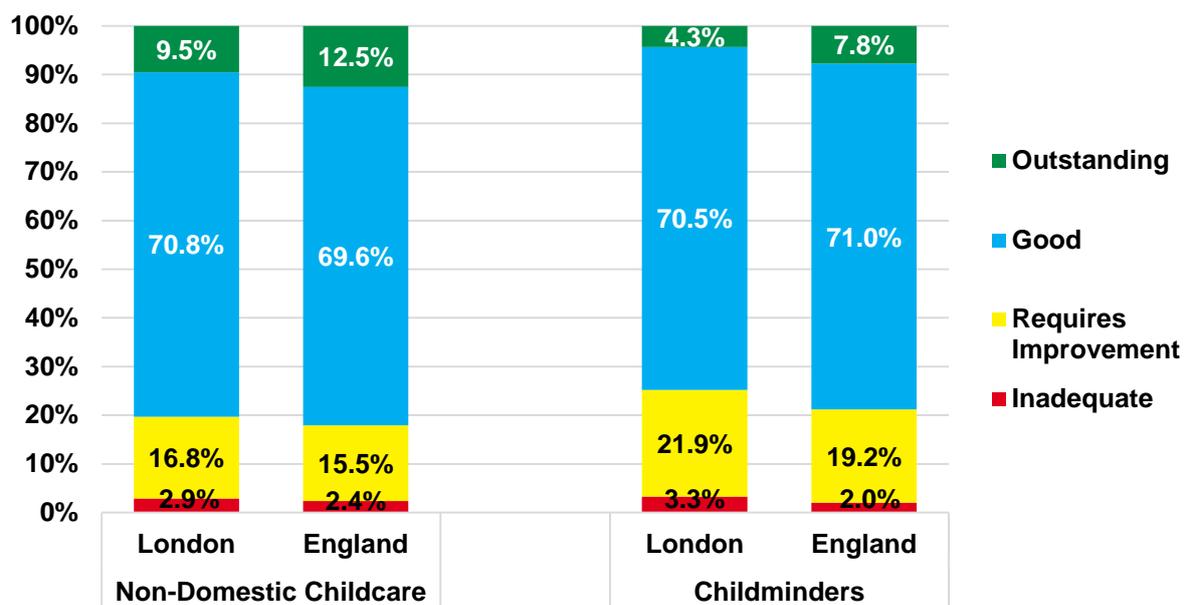
The drop in the number of childminders is a particular concern in London. Many workers, especially in sectors such as retail and transport, have unusual work patterns that childminders can best cater for. However, overall the net effect is that London has around 7,000 more childcare places on the early years register since 2010⁶¹. There is also more capacity being provided by home child-carers (4,434 places in August 2014, up from 2,727 in June 2010)⁶².

Childminders and childcare on non-domestic or domestic premises: Places on the early years register in London



At present, unlike London's primary and secondary schools, there is less early years' provision ranked good or outstanding by Ofsted than there is elsewhere in the country. Eighty per cent of non-domestic childcare provision is good or outstanding in London, which compares to 82 per cent nationwide. Similarly, ratings for childminders in London are lower than nationally, with 75 per cent and 79 per cent respectively ranked good or outstanding⁶³.

Ofsted grades for London childcare provision, versus national



CASE STUDY:**Mulberry School for Girls - Academic literacy and writing within and across subject disciplines**

The Fetch Me a Pen project is centred on academic literacy and writing within and across subject disciplines. It has helped raise pupils' attainment at key stage 4 and 5. It has also helped Mulberry become a Gold Club school.

Fetch Me a Pen has:

- established using academic literacy and writing as a way to raise student attainment and support transition to the new National Curriculum
- made teachers more aware of language and grammar, and given them a working vocabulary around language use in the classroom – this has helped deal with issues in students' writing
- created a long-term network around academic literacy
- transformed how teachers think about academic literacy and how they embed principles and strategies in their subject area planning

"I've taught Science for 5 years but students' use of language (in both oracy and writing) is something I've never thought about. Now I do." Science teacher

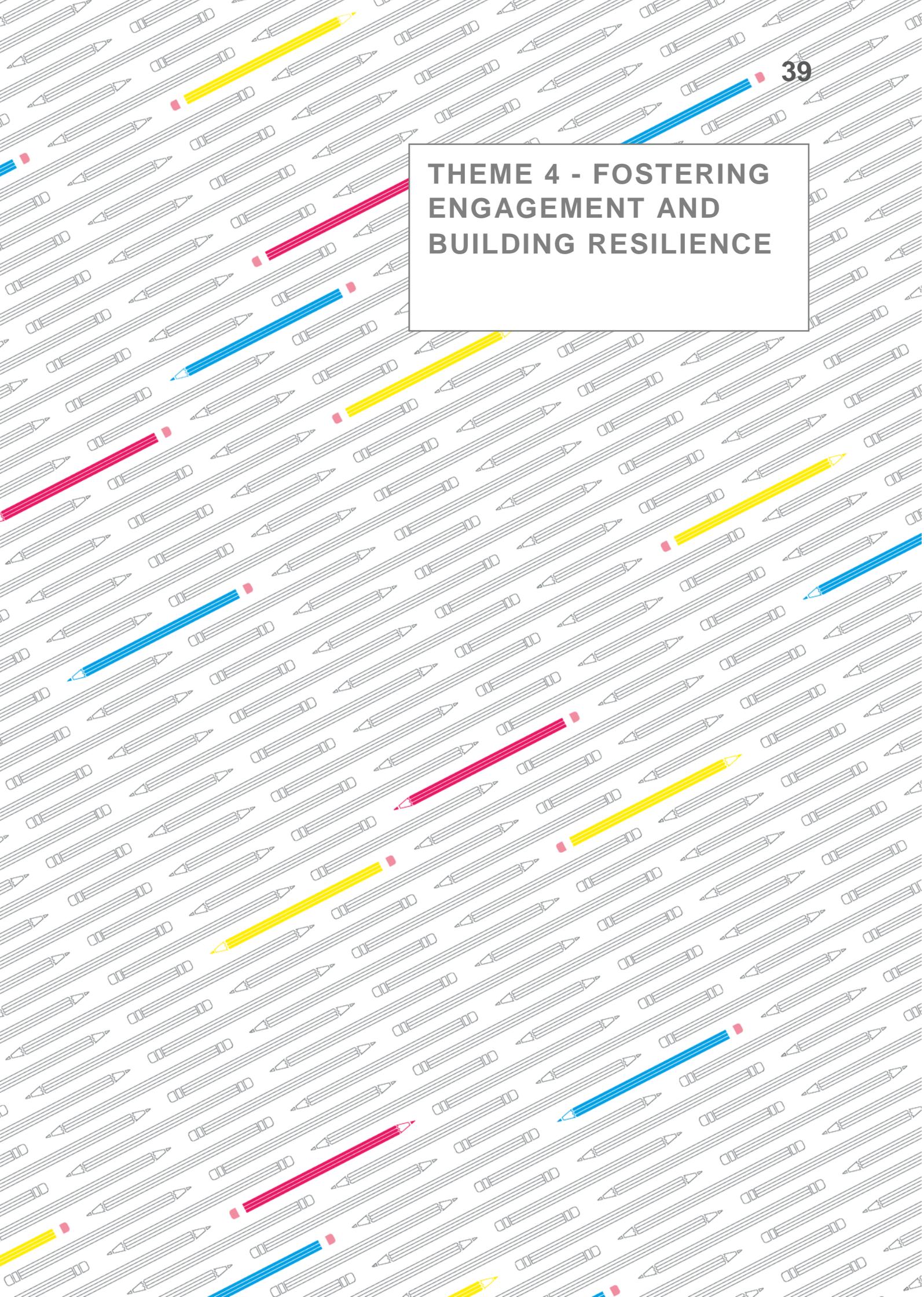
Teachers have collaborated across subjects to show pupils that the analytical language used in English applies to other subjects. This has boosted pupils' knowledge of language, quality of writing and levels of attainment in all subjects.

Mulberry School for Girls has seen sustained improvement from 2010 to 2014 in their English results. A-A* GCSE literature results rose from 13 per cent to 42 per cent and language from 12 per cent to 22 per cent. During the same period A*-C literature results rose from 70 per cent to 97 per cent and language results from 69 per cent to 81 per cent. This is well above the London average.

Mulberry has shared their expertise by leading a London Schools Excellence Fund project with four schools and 20 teachers.

Find out more at: <http://fetchmeapen.org/home/whole-school/>

**THEME 4 - FOSTERING
ENGAGEMENT AND
BUILDING RESILIENCE**



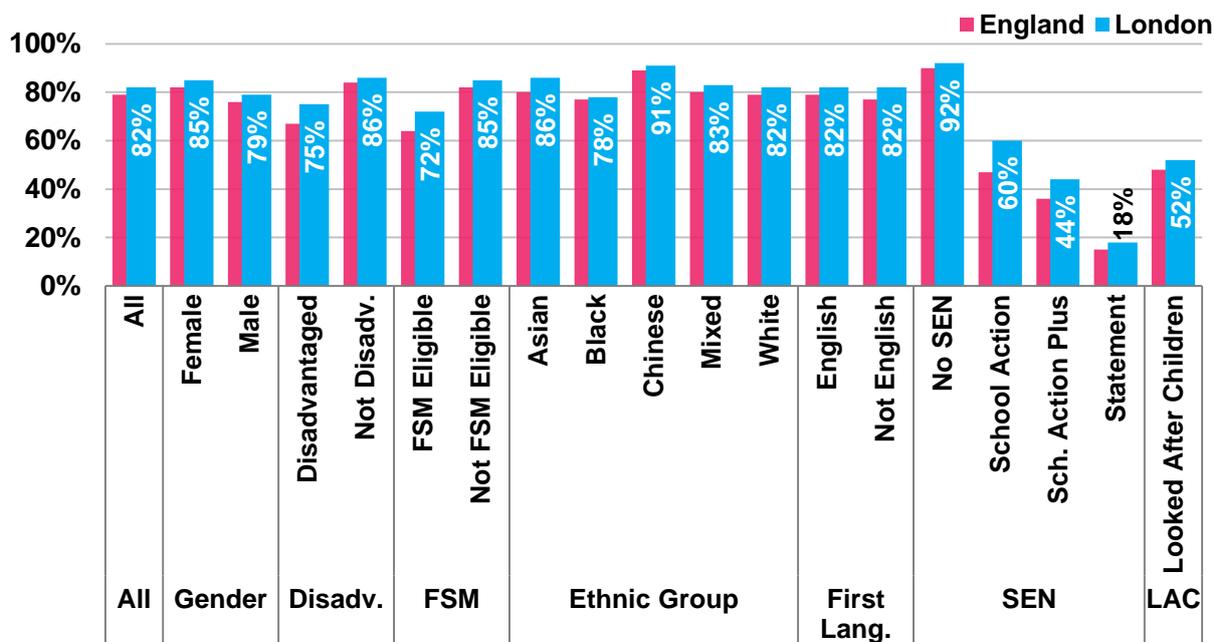
Today’s young Londoners are our future workers and leaders. Their knowledge and determination will help our economy continue to thrive. The good news is we know that London’s schools are generally performing well and giving many children a good start in life. However, this is sadly not the case for all young Londoners.

As well as providing high quality education, we need to ensure young people from *all* backgrounds are engaged and able to deal with life’s challenges. That way they can make the most of the education, training and job opportunities on offer. To ensure this happens for particularly vulnerable groups will often require support from beyond the education sector.

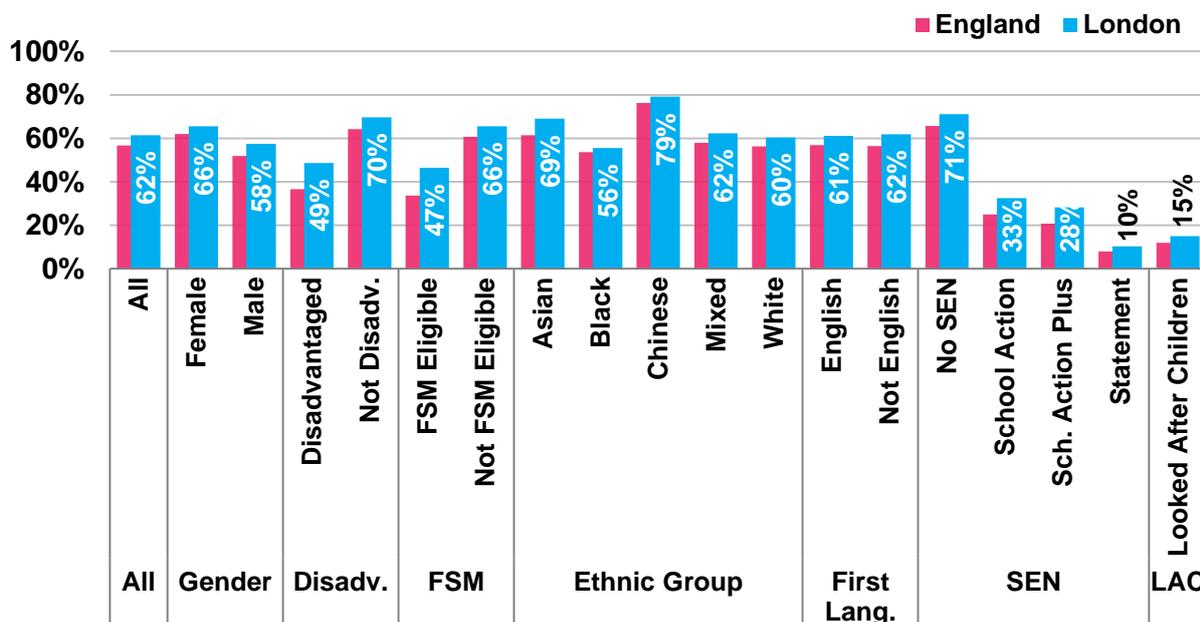
This section looks at the outcomes of the most vulnerable groups of London’s population.

Summary of primary and secondary outcomes by pupil group⁶⁴

Percentage achieving level 4 in reading, writing and maths at KS2 in 2014, by group



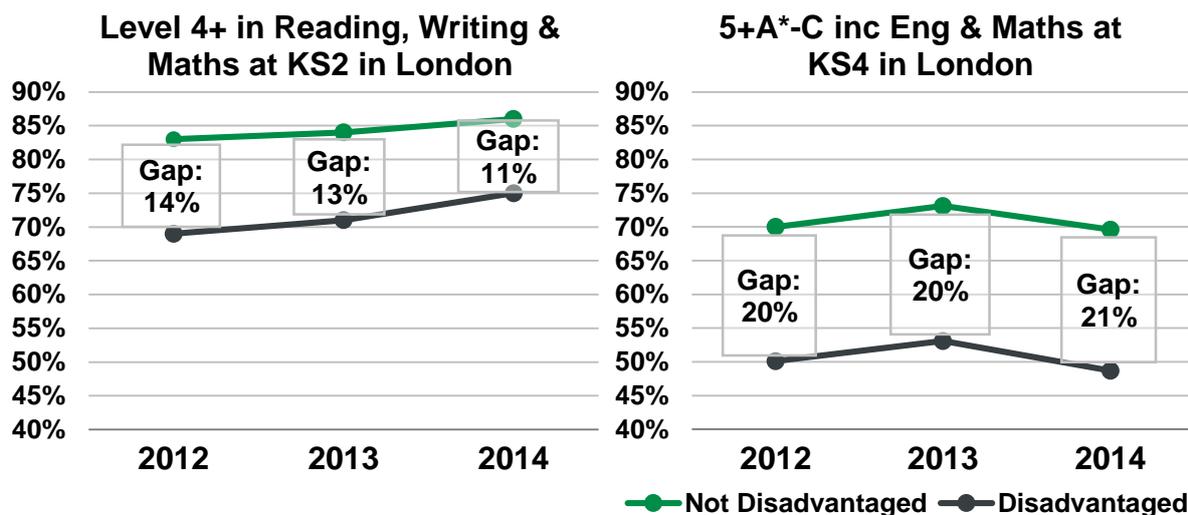
Percentage achieving 5+ A*-C including English and maths at KS4 in 2014, by group



Disadvantaged children⁶⁵

As outlined previously, disadvantaged pupils generally do better in London than they do elsewhere in England. This is true across the capital. London boroughs account for 20 of the top 21 local authorities nationwide for disadvantaged pupils at key stage 2, and 25 of the top 26 performing local authorities at key stage 4.

At primary school, the gap between disadvantaged pupils and others has been narrowing. However, at secondary school it widened slightly in 2014.



Despite this success, a disadvantaged child in London is still more than likely **not** to achieve the expected level at the end of statutory schooling. Just 49 per cent achieve five or more A*-Cs including English and maths at key stage 4.

This educational divide between disadvantaged and other pupils starts in early years, particularly for deprived boys. Research has shown that the poorest boys lag 15 months behind their peers at the age of five⁶⁶. This gap persists right through the phases of education. Free school meal pupils are twice as likely as other pupils are to become NEET after the end of statutory schooling⁶⁷.

Interestingly in London, FSM pupils are slightly more likely than non-FSM pupils to move into a higher education institution after key stage 5 (58 per cent versus 56 per cent). However, there is a far higher proportion of unknown data for non-FSM pupils which means we should treat this figure with caution.

At the national level, the Sutton Trust found bright but disadvantaged children are less likely than their peers to choose the subjects that will get them into good universities⁶⁸.

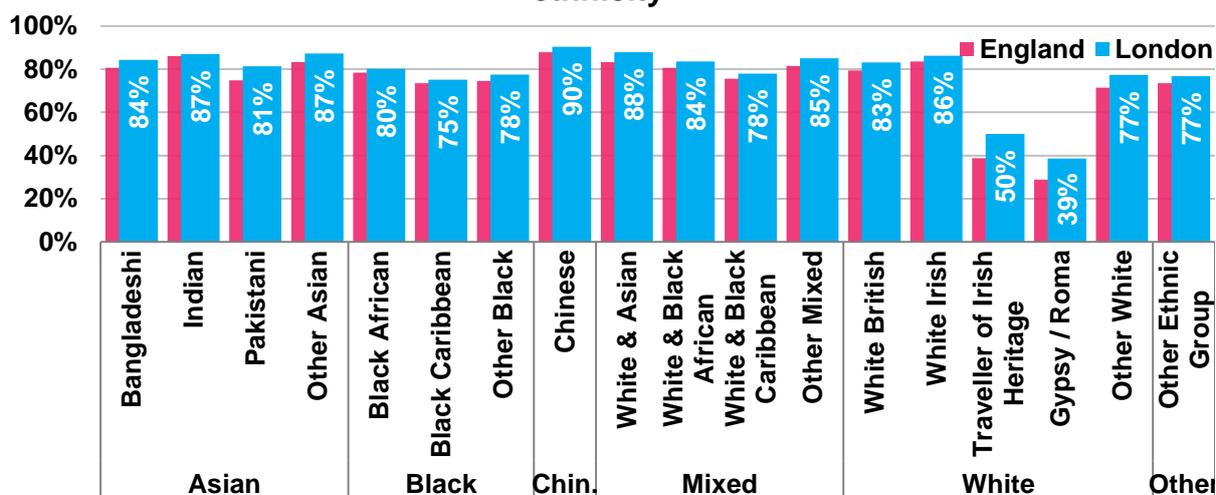
The pupil premium is additional funding for schools in England to help their disadvantaged pupils and close the gap between them and their peers⁶⁹. Schools can use their pupil premium budget to target resources specifically at these pupils. While the methods are up to each individual school, we can learn a lot from the successes of London's Gold Club schools.

Ethnic groups

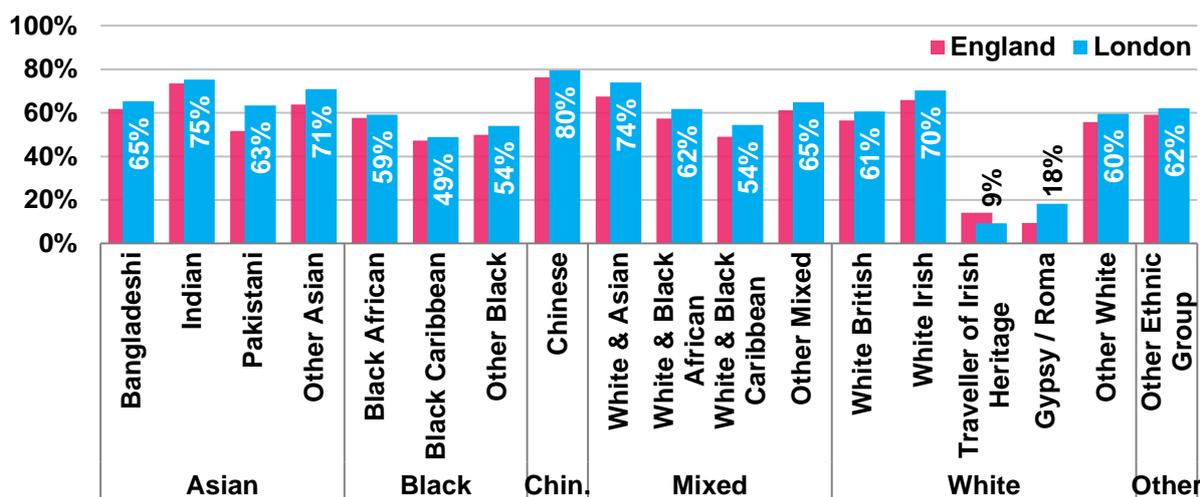
At both key stage 2 and key stage 4, outcomes for each of the main ethnic groups (Asian, black, Chinese, mixed and white) on average are better in London than nationally. However, in both primary and secondary it is the black groups that tend to underperform relative to their peers. In London, black pupils are four percentage points behind the all pupil average for level 4+ in reading, writing and maths at key stage 2. They are also six percentage points behind the all pupil average for 5+ A*-C including English and maths at key stage 4.

Deeper investigation shows that black Caribbean pupils are eight percentage points behind average at key stage 2 and 16 behind at key stage 4. However, whilst small in number, Traveller and Gypsy / Roma children stand out as being most in need of support. At key stage 4, just nine per cent of Traveller children reach the expected level. That is lower than any other group analysed, including statemented and looked after children. They are also the only group analysed that does worse in London than their peers nationally.

Percentage achieving level 4 in reading, writing and maths at KS2 in 2014, by ethnicity⁷⁰



Percentage achieving 5+ A*-C including English and maths at KS4 in 2014, by ethnicity⁷¹



Ethnicity and disadvantage

The pattern for some ethnic groups is complex and there is wide variation in performance between London boroughs. White pupils generally perform well in London compared with elsewhere in England. However, they are struggling in a number of local authorities, including the east London boroughs of Tower Hamlets, Barking and Dagenham and Newham⁷². Overall levels of socio-economic disadvantage are an important part of the picture here. Perhaps unsurprisingly, these are boroughs with large numbers of white pupils on free school meals.

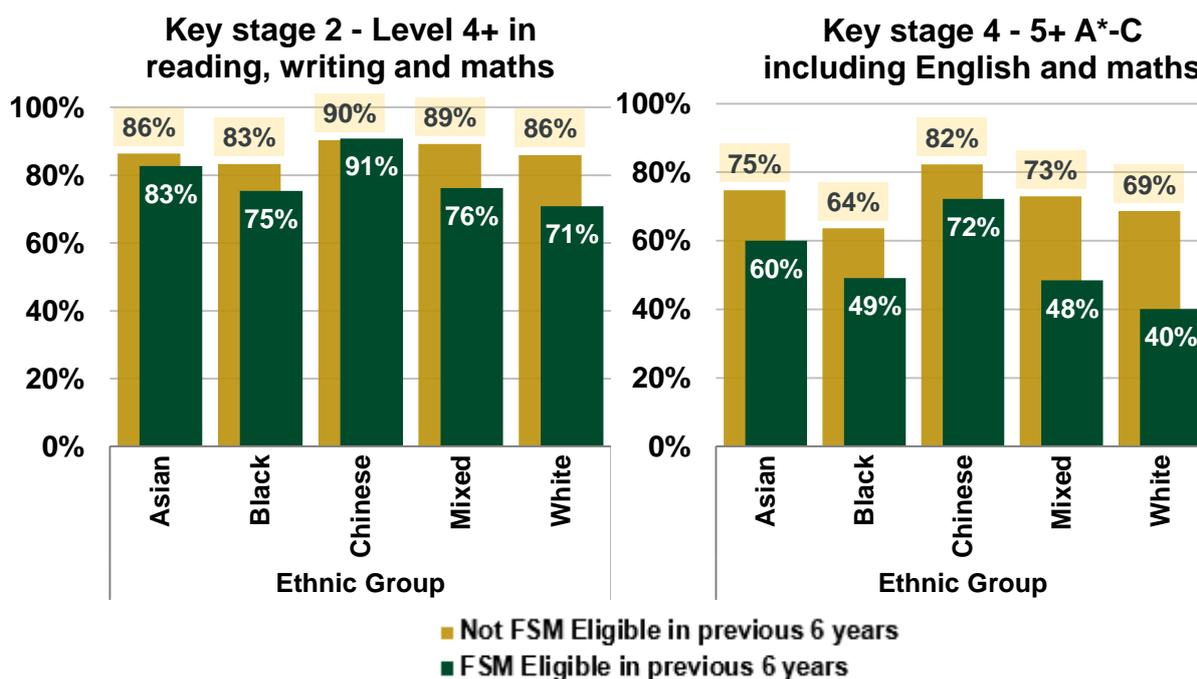
Using the national pupil database, we can look at disadvantage⁷³ and ethnicity together. In London, excluding the very small minority groups⁷⁴, white British is the lowest performing group of disadvantaged pupils at both key stage 2 (where 70 per cent reach level 4+) and key stage 4 (37 per cent reach the expected level). In fact, at key stage 2, disadvantaged white British pupils are 19 percentage points behind

other white British pupils. This gap is even more striking at key stage 4, at 33 percentage points.

The graph below shows the difference between attainment in disadvantaged and other pupils by the main ethnic groups. The relatively small group of disadvantaged Chinese pupils are the best performing disadvantaged group. On average, this group does better in London than white pupils who are not disadvantaged.

Children in the capital doing better than elsewhere is sometimes called the “London Effect”. Simon Burgess suggested that “the children of relatively recent immigrants typically have greater hopes and expectations of education and are... consequently likely to be more engaged with their school work”⁷⁵. At the same time, evidence suggests that the aspirations of working class parents are not low but that they do lack access to information, knowledge or resources to support their children’s learning⁷⁶. Some London schools are now developing programmes to engage and connect more with parents and families of children on free school meals.

Percentage achieving expected level in 2014, by ethnicity and disadvantage⁷⁷



English as an additional language

In London, pupils whose first language is English and pupils with English as an additional language ('EAL') have little difference in attainment. At key stage 2, 82 per cent of EAL pupils reach level 4 in reading, writing and maths, the same proportion as non-EAL pupils. By key stage 4, EAL pupils have started to move slightly ahead, with 62 per cent achieving the expected level, compared to 61 per cent of non-EAL pupils. The similarity in attainment levels reflects the fact that EAL pupils encompass a wide range of backgrounds - from recent refugees with limited English to fully bilingual pupils. Analysis of the 2011 census shows that 92 per cent of London children aged five to 15 whose main language was not English spoke English well or

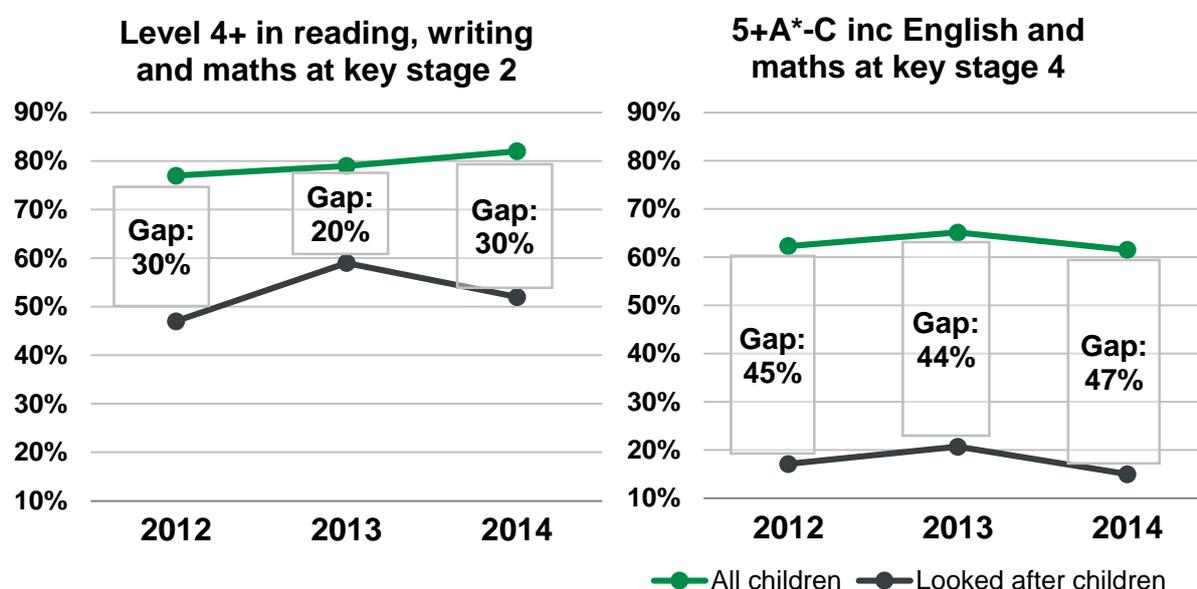
very well. In particular, speakers of the southern Asian languages of Urdu, Panjabi, Bengali and Gujarati generally have very good levels of English fluency, with over 95 per cent of five to 15 year olds speaking English well or very well⁷⁸.

Overseas arrivals with limited English may underperform at first. However, there is evidence to suggest that they actually perform better than other children once they have mastered English. For example, a study by the Education Endowment Foundation showed that EAL pupils were ten percentage points behind their peers at the end of reception, yet by GCSE there was virtually no difference. EAL pupils make faster progress in both primary and secondary schools⁷⁹.

Looked after children

Outcomes for looked after children (LAC) are a long-standing cause for concern. Some 68 per cent of London's LAC have some form of special educational need, including 30 per cent with a statement. As with other vulnerable groups, looked after children tend to do better in London than elsewhere. However in 2014, just 15 per cent of them got five or more A*-C including English and maths⁸⁰, compared to 62 per cent of London children overall. At key stage 2 the picture is less stark, but still worrying. Fifty-two per cent of looked after children obtained level 4 in reading, writing and maths combined. This compares to 82 per cent of all London children.

These poor educational outcomes affect future life chances. The latest national data shows that over a third of care leavers were NEET and less than ten per cent made it into higher education⁸¹.



CASE STUDY:**London Fostering Achievement**

This London Schools Excellence Fund project was established to improve long-term outcomes for looked after children. London Fostering Achievement has been developed and delivered by The Fostering Network, in partnership with Achievement for All. It brings together foster carers, teachers, young people and wider professionals to raise educational aspirations and improve educational outcomes for children living with foster families.

With the support of nine virtual school heads, the programme has:

- trained over 1,700 professionals on practical ways to support the learning of young people in their care
- worked with over 170 looked after children in 26 schools in nine London boroughs to increase foster carer engagement and whole school understanding
- recruited ten education champions in five London boroughs to offer peer support to foster carers
- supported young people who've been in care to have a voice in our approach, with ten young ambassadors aged 18-25 taking part in the programme

“Every aspect of the course was useful, the group discussions, the case studies and the presentation. It was all brilliant and provided useful information to enable me and to help improve my foster child’s education.” Foster carer

“Overall, LFA has motivated all of us to reflect on our standing as foster carers, and rather than just accepting the status quo we have actively approached our fostering services to collaboratively better organise ourselves.” Education champion

To find out more about London Fostering Achievement, visit:

www.londonfosteringachievement.org.uk

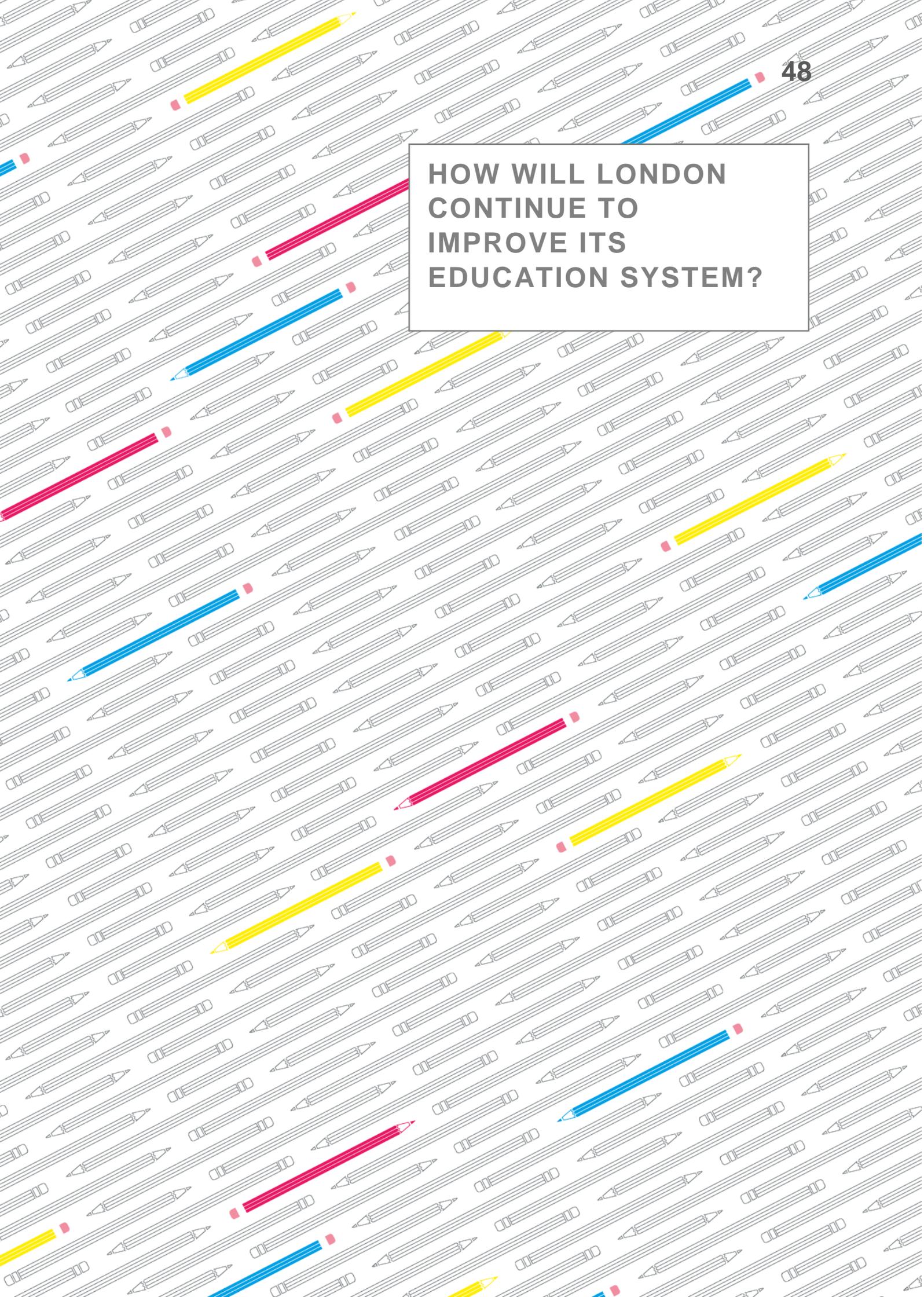
Children with special educational needs

London's pupils are slightly more likely than average to have some form of special educational need (SEN). However, the outcomes for SEN pupils in London have historically been better than for SEN pupils elsewhere. For example, at key stage 2, some 60 per cent of school action pupils achieved the expected level 4 in reading, writing and maths in 2014. This compares to less than half of school action pupils nationally. Nonetheless, SEN pupils in London are still clearly a group that requires additional support. Only 28 per cent of School Action Plus pupils achieved the age related expectation at key stage 4 as did just ten per cent of statemented pupils. After key stage 4, around 85 per cent stay in some form of education destination, but they are less likely to become NEET than SEN pupils nationally.

What if every London borough achieved at least the capital's average of 49 per cent of disadvantaged pupils with 5 or more A*-Cs including English and maths?

In 16 outer London boroughs and three inner London boroughs, less than 49 per cent of disadvantaged pupils achieved the expected level at key stage 4 of 5 or more A*-Cs including English and maths GCSEs. If all these boroughs reached 49 per cent, another 600 of 29,500 disadvantaged students would be better prepared for the next phase of education.

**HOW WILL LONDON
CONTINUE TO
IMPROVE ITS
EDUCATION SYSTEM?**



London's schools have clearly coped well with the complex and continually changing educational landscape. The capital's schools are doing better on almost all key attainment and progress indicators than any other region. There has been a great deal of research to find out why London's schools have been so successful in recent years. Factors cited include London Challenge, the ethnic composition of schools, choice and competition. The reality is that this success is probably down to a combination of factors. It is important for London's schools to learn from each other utilising the good practice here.

However, while disadvantaged young people in London perform better than disadvantaged pupils elsewhere, many perform well below their peers in London schools. There are exceptions of course. The Mayor's London Schools Gold Club recognises schools that have succeeded in raising the aspiration and attainment of disadvantaged pupils.

The Gold Club celebrates and shares exceptional practice in London's primary and secondary schools. It champions these exceptional London schools with a Mayoral Award. It also works with them to identify what made the difference for their school and helps them share this practice and their experience with other London schools.

The London Schools Excellence Fund (LSEF) projects are also providing a knowledge base from which other schools can learn. This fund, launched in March 2013, has supported over 100 projects. The long-term aim is to increase teacher subject knowledge, pedagogical skills, pupil attainment and dissemination of good practice.

LSEF projects are developing and promoting excellent teaching by investing in knowledge-led teaching. A number of projects support school-to-school and peer-led activity to raise achievement in priority subjects. Others are scaling up tried and tested interventions. So far, more than 17,000 teachers in over 1,600 schools have benefited from the projects. These have reached about 680,000 pupils.

To make sure the projects benefit London's teachers and pupils, an evidence based evaluation structure has been put in place to show which methods produce results. That means the learnings from the Excellence Fund schools can be used to benefit others.

Changing accountability measures

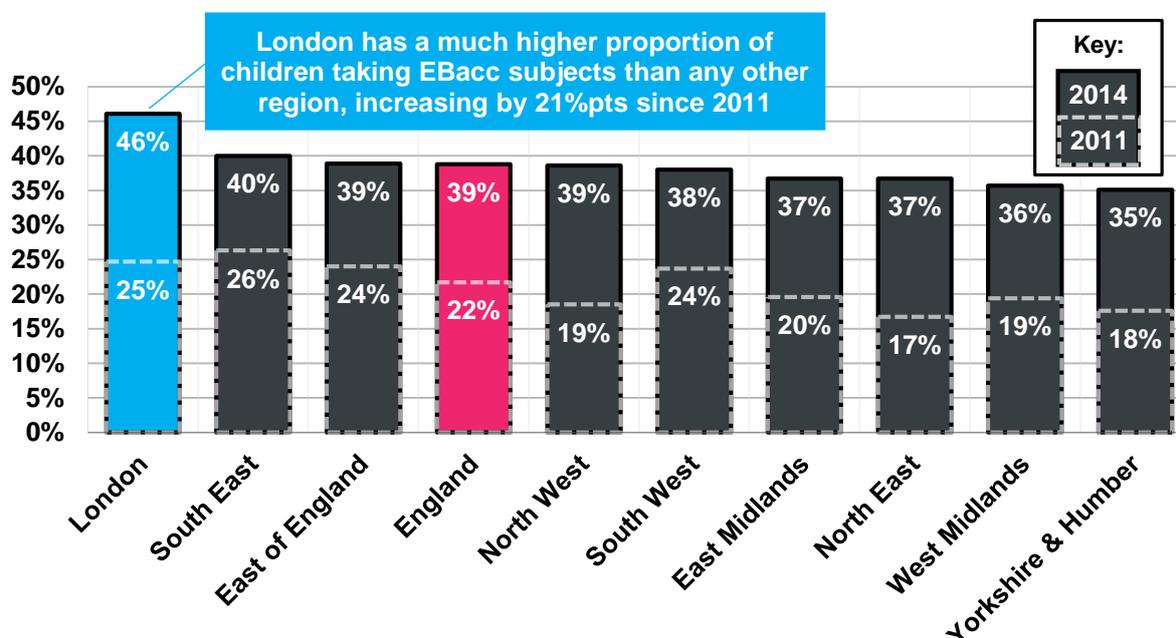
Looking ahead, schools must be prepared for changes in how their performance will be measured. The new accountability measures at key stage 2 and at key stage 4 may bring to light issues which are currently hidden. This is because they will measure average performance across the whole cohort, rather than focusing on the achievement of a specific threshold measure.

The new measures at primary level will assess progress from the new baseline assessment to the end of key stage 2. This will mean another set of challenges for schools to keep in focus.

In secondary, the new Attainment 8 and Progress 8 measures will provide a major incentive for schools to adapt their curriculum. London schools have already changed their curriculum to fit English Baccalaureate (EBacc) subjects at a faster rate than in other regions. In 2011, shortly after the introduction of the EBacc policy, London was the second highest ranked region for EBacc take-up (25 per cent of pupils) behind the South East's 26 per cent. By 2014, London was the top ranked region for take up, well above the South East, with 46 per cent of the capital's pupils taking all the EBacc subjects, compared to 39 per cent nationally⁸².

This means that while some schools may improve their Attainment 8 and Progress 8 scores by changing the curriculum, London will not benefit as much as elsewhere⁸³. The DfE will also use these metrics to determine which schools are 'coasting' which means it is vital that schools understand how they measure up against these criteria.

Percentage of pupils taking all EBacc subjects by region – 2014 and 2011



Meeting the global challenge

As well as academic results, school and college provision must meet the skills needs of London's employers. Provision of high quality careers education, information, advice and guidance is essential throughout the secondary phase. The London Ambitions' Careers Offer⁸⁴ is a framework to help schools do this.

We know that employers want more from our education system. We also know that success rates on apprenticeships are problematic in London. To help with this, Ofsted is asking employers to play a bigger role in rating the effectiveness of skills training and education⁸⁵. This will help employers engage more and it will help inspectors understand what sort of provision employers feel best reflects their needs. The London Ambitions portal⁸⁶ will provide an invaluable mechanism to assist in

addressing the skills gap. It will allow employers to connect with schools and offer them top quality, business-endorsed careers programmes.

We must continue to measure what London does well and we must understand how to build on good practice. This will ensure our education system enables London to keep its place as a global economic force.

London's priorities

The third Annual London Education Report has taken stock of schools' achievement, reviewing progress by key stages. In almost all areas, London is doing exceptionally well based on the current performance measures. This is down to the efforts of both teachers and schools in London. We should also note the important part played by teaching schools and school improvement providers. However, consolidation must be a continuous process so that teachers and school leaders can rise to the challenge of future demands. Over the coming decade, school numbers will grow. There will also be new performance measures introduced. The immediate priorities for the next year or two are set out below.

School improvement: excellence and quality

London's schools have worked hard to create a top quality education for all London pupils. London has consistently shown exceptional educational attainment and topped national performance measures. This is quite unusual for a capital city and we want to maintain this. However, as the report details, there are still large variations both between schools and between boroughs. Looking ahead, we need to make sure that all schools and all teachers can access the help they need. There will be additional infrastructure support in 2016 from the London Schools Excellence Fund hubs and careers clusters. This will continue to support excellent teaching.

School places

London will have more demand for school places than any other region and this needs adequate planning to ensure a good school place for every child. The size and scale of this growth is unprecedented. That means all agencies involved will need to work together to have the schools in place as pupils move through the education system. Alongside this, extra childcare provision for three and four year olds will create further demand on schools and other early years' settings.

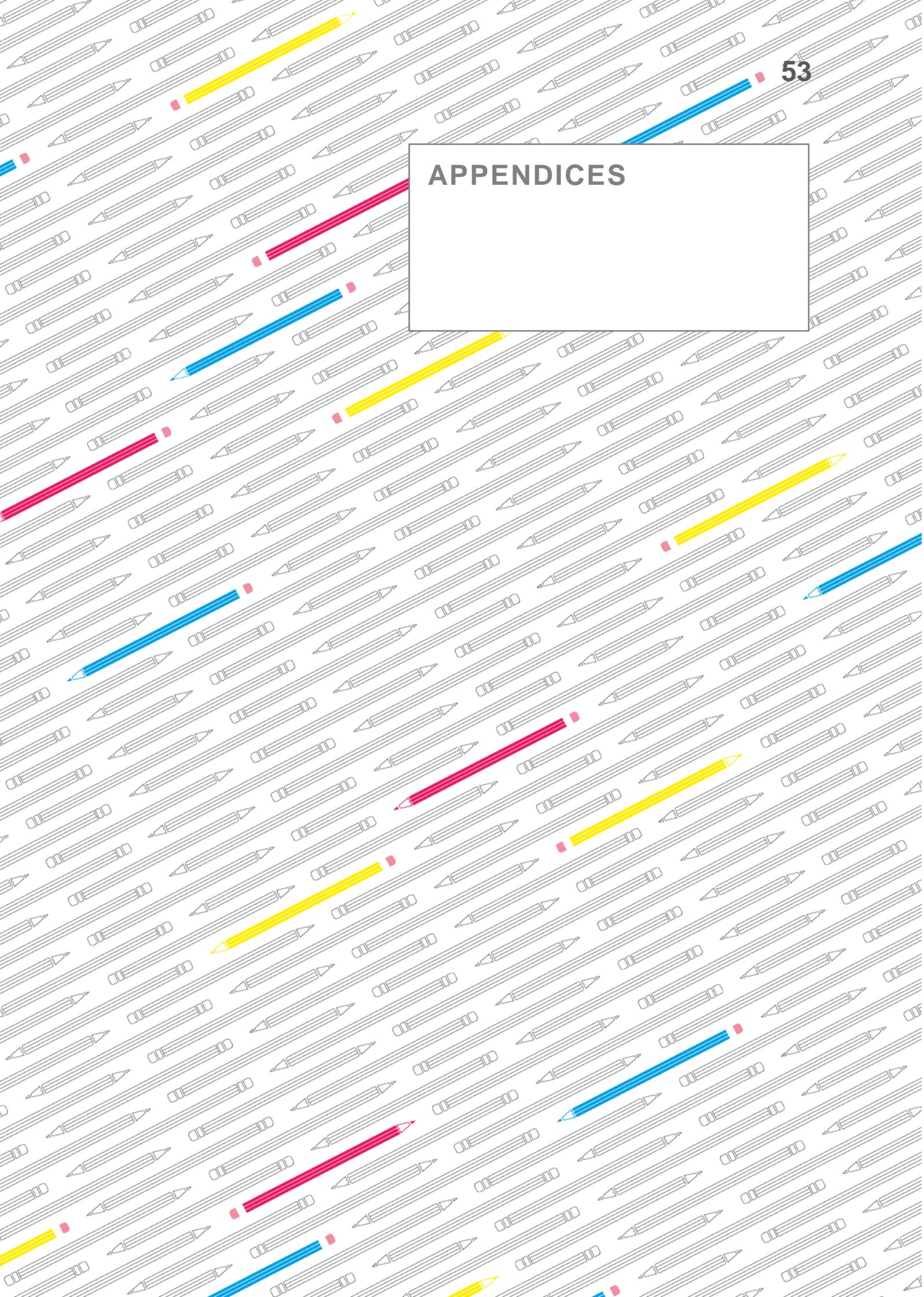
Leadership

The many new schools that London will need in the next decade will require experienced teachers to fill middle and senior management positions. There is evidence that London has an unusually large proportion of teachers keen to take on management responsibilities. To ensure they are prepared, learning and development must be at the heart of schools for leaders and teachers as well as pupils. The "Building the Leadership Pool in London Schools" report will be the basis for further discussions with the Department for Education and schools. We need a pro-active approach to the development of headteachers and other senior leaders for London.

Key stage 5

London's performance at key stage 5 does not reflect the levels of success at key stage 4. This is a major concern. There needs to be more focus over the next few years to ensure better outcomes for London's 16 and 17 year olds. We explored a number of possible reasons in this report. The goal must be for more students to access more appropriate courses to support their future career choices. We must also reduce the high rates of dropout at age 17. In early 2016, the area-based reviews of further education and sixth form will begin and schools must play a role in shaping the long-term vision for post 16 education. Increasing the number of apprenticeships has to be part of this vision.

APPENDICES



Number of pupils by phase and school type – 2013 to 2015

		Pupils at each school type in London				Pupil nos as a % of phase total		
		2013	2014	2015	2014 to 2015 Change (%)	London 2015	England 2015	London Diff from England (% pts)
Nurseries	LA Maintained	7,992	8,301	9,071	+9%			
Primary	Academies	35,764	64,012	81,932	+28%	11.2%	16.0%	-4.8%
	Free Schools	1,236	2,964	4,947	+67%	0.7%	0.3%	+0.4%
	LA Maintained	659,103	648,905	643,689	-1%	88.1%	83.7%	+4.4%
	Total	696,103	715,881	730,568	+2%			
Secondary	Academies	246,200	268,260	282,974	+5%	58.5%	61.3%	-2.8%
	CTC	1,091	1,170	1,202	+3%	0.2%	0.1%	+0.1%
	Free Schools	868	2,970	6,741	+127%	1.4%	0.9%	+0.5%
	LA Maintained	221,032	200,492	191,932	-4%	39.7%	37.4%	+2.3%
	Studio Schools	85	132	176	+33%	0.0%	0.1%	-0.1%
	UTC	77	396	770	+94%	0.2%	0.2%	0.0%
Total	469,353	473,420	483,795	+2%				
Special	State Funded	13,010	13,456	14,091	+5%	97.7%	96.2%	+1.5%
	Non-Maintained	311	323	336	+4%	2.3%	3.8%	-1.5%
	Total	13,321	13,779	14,427	+5%			
PRUs	Total	3,196	2,982	3,112	+4%			
Independents	Total	141,296	143,600	146,341	+2%			
All Schools	Total	1,331,261	1,357,963	1,387,314	+2%			

Number of 16-18 students and colleges by type – 2014⁸⁹

		Numbers		College type as a % of total		
		London	England	London	England	London Diff from England (% pts)
Colleges	General FE College	27	185	60.0%	55.9%	+4.1%
	Sixth Form College	12	93	26.7%	28.1%	-1.4%
	Other	6	53	13.3%	16.0%	-2.7%
	Total	45	331			
Students	General FE College	53,766	436,916	67.3%	61.9%	+5.4%
	Sixth Form College	18,977	157,753	23.8%	22.3%	+1.5%
	Other	7,100	111,706	8.9%	15.8%	-6.9%
	Total	79,843	706,375			

London's pupil characteristics

London schools are becoming increasingly diverse. Since 2013, the proportion of the primary population whose first language is not English has risen from 47.5 per cent to 48.6 per cent. In secondary schools, the figure has risen from 38.9 per cent to 40.6 per cent. Only 41 per cent of school pupils in London are white, compared to around three quarters nationally. In secondary schools, the proportion of white pupils has dropped by around two percentage points since 2013; the increases have come from the mixed and Asian groups.

Being in receipt of free school meals (FSM) is the traditional proxy measure of deprivation used in schools. Since 2013, the proportion of pupils who were registered as being eligible for free school meals has dropped dramatically, by 5.2 percentage points in primary (to 18.5 per cent) and 3.8 percentage points in secondary (to 19.6 per cent). However, this reduction may owe more to changes in the benefits system that drives entitlement to FSM, rather than to any actual drop in deprivation in London. Interestingly, the rate of decline has been noticeably quicker in London than in other regions, at approximately twice the rate of the England average. Nonetheless, London still has higher levels of FSM (18.5 per cent) than the England average (15.6 per cent).

Percentage of pupils by pupil characteristic – primary schools 2013 to 2015⁹⁰

		London				England	
		2013	2014	2015	Change from 2014 to 2015 (% pts)	2015	London diff from England (% pts)
FSM	FSM Eligible	23.7%	21.0%	18.5%	-2.5%	15.6%	+2.9%
	EAL	First language English	52.2%	51.5%	51.0%	-0.5%	80.4%
	First language not English	47.5%	48.1%	48.6%	+0.5%	19.4%	+29.2%
SEN	EHCP / Statement	1.6%	1.6%	1.7%	+0.1%	1.4%	+0.3%
	SEN Support	16.5%	15.7%	13.2%	-2.5%	13.0%	+0.2%
Ethnicity	Asian	20.0%	20.0%	20.1%	+0.1%	10.6%	+9.5%
	Black	21.7%	21.5%	21.0%	-0.5%	5.7%	+15.3%
	Chinese	0.7%	0.7%	0.7%	0.0%	0.4%	+0.3%
	Mixed	9.5%	9.7%	10.0%	+0.3%	5.5%	+4.5%
	White	41.6%	41.5%	41.6%	+0.1%	75.4%	-33.8%
	Any Other Ethnic Group	5.5%	5.5%	5.5%	0.0%	1.8%	+3.7%
	Unclassified	1.0%	1.0%	1.0%	0.0%	0.7%	+0.3%

Percentage of pupils by pupil characteristic – secondary schools 2013 to 2015⁹¹

		London				England	
		2013	2014	2015	Change from 2014 to 2015 (% pts)	2015	London diff from England (% pts)
					-5% 0% +5%		-10% 0% +10%
FSM	FSM Eligible	23.4%	21.5%	19.6%	-1.9%	13.9%	+5.7%
EAL	First language English	60.5%	59.5%	58.9%	-0.6%	84.7%	-25.8%
	First language not English	38.9%	39.8%	40.6%	+0.8%	15.0%	+25.6%
SEN	EHCP / Statement	2.1%	2.1%	2.1%	0.0%	1.8%	+0.3%
	SEN Support	18.9%	17.5%	13.3%	-4.2%	12.4%	+0.9%
Ethnicity	Asian	19.8%	20.2%	20.5%	+0.3%	9.9%	+10.6%
	Black	21.1%	21.1%	21.3%	+0.2%	5.3%	+16.0%
	Chinese	0.8%	0.7%	0.7%	0.0%	0.4%	+0.3%
	Mixed	8.2%	8.5%	8.7%	+0.2%	4.4%	+4.3%
	White	42.7%	42.0%	41.1%	-0.9%	77.2%	-36.1%
	Any Other Ethnic Group	5.4%	5.5%	5.6%	+0.1%	1.5%	+4.1%
	Unclassified	1.9%	2.0%	2.1%	+0.1%	1.3%	+0.8%

Understanding London's performance at key stage 5

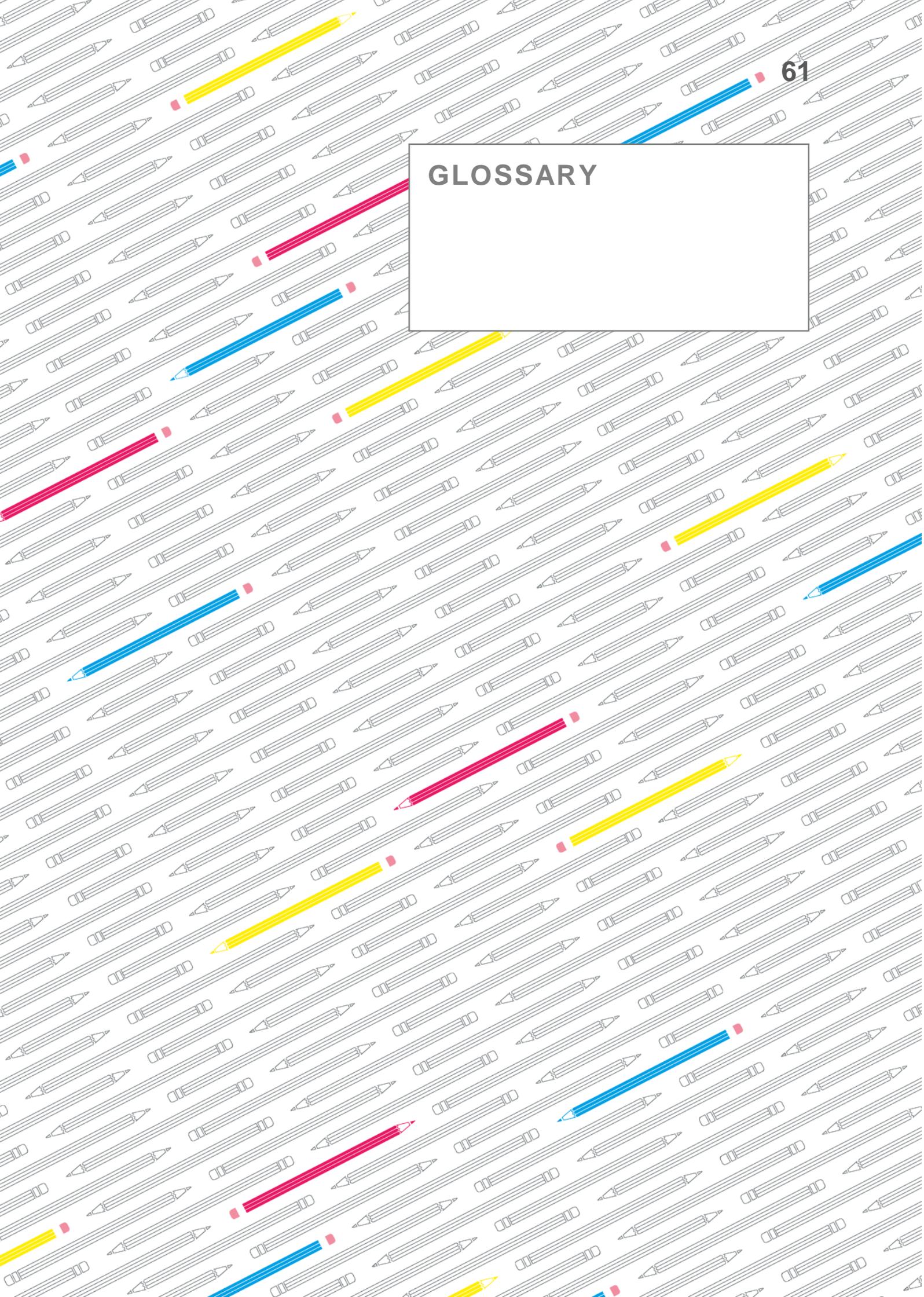
The table below provides a more detailed exploration of the different factors that could explain London's lower than expected performance at key stage 5. This is a relatively high-level analysis of public data and the national pupil database. The analysis has not included statistical significance tests.

Issue	Details	Materially affects London outcomes?
<p>a. Breakdown between academic and vocational performance</p>	<p>PPS and PPE can be broken down between academic and vocational students.</p> <p>In 2014, London was ranked fourth out of nine for academic PPE, and seventh for vocational PPE.</p> <p>London was ranked ninth for academic PPS and fourth for vocational PPS.</p> <p>This suggests that London PPS is brought down by academic performance, and PPE is brought down by vocational.</p>	<p>YES</p>
<p>b. Volume of subjects studied</p>	<p>PPS reflects the total achievements of each pupil. It can be increased either by improving outcomes or by taking more qualifications. London students on average each take fewer academic qualifications than all other regions. This is particularly true of learners with high key stage 4 prior attainment. Given similar academic PPE, this results in lower academic PPS.</p>	<p>YES</p>
<p>c. Lower achievement of higher grades</p>	<p>London is the top ranked region for level 3 students achieving two E grades at A-level. It is also top for the achievement of level 3 by age 19 (based on the proportion of <i>all</i> young people that achieve two E grades or equivalent). Hence, the data suggests that London does well in getting students to obtain <i>some</i> A-level or equivalent grades but that the achievement of higher grades isn't as good.</p>	<p>YES</p>

Issue	Details	Materially affects London outcomes?
d. Performance by subject	The data shows that London performs in the lower half of all regions for the number of A*-A grades in almost all subjects. The main exceptions are computing, history and music. So, this does not appear to be a subject specific phenomenon.	NO
e. Proportion of courses that are academic	In state funded schools nationwide, points per academic student is far higher than points per vocational student (by over 200 points). This is mainly due to the higher volume of courses that academic students tend to study. Hence, if London students were more likely to be vocational students than the national average, this would pull down the overall points score per student. However, London level 3 students, on average, study a higher proportion of A-levels than students do elsewhere. Therefore, this does not explain the lower overall performance.	NO
f. Value-added performance	The key stage 4 to key stage 5 value added (VA) measure calculates how much progress students make between KS4 and KS5. Value-added scores for both academic and vocational courses in London schools are comparable with elsewhere in England. This suggests that our young people are making similar progress in key stage 5 as is the case nationally. Given London's high starting point from key stage 4, this doesn't explain the lower performance at key stage 5.	NO

Issue	Details	Materially affects London outcomes?
<p>g. The intake of key stage 5 cohort</p>	<p>If London schools took in students with a lower starting point than schools elsewhere then, with average value added, the PPS and PPE scores would be lower as a result. Even though London schools have higher key stage 4 performance than elsewhere, overall they appear to have lower key stage 5 entry criteria. Analysis of the national pupil database shows that London schools take a higher proportion of students onto level 3 courses with an average grade of D or below (15 per cent) than elsewhere in England (13 per cent)⁹². When considering students on vocational courses, this London figure rises to 38 per cent of all learners, compared to 29 per cent elsewhere. As students with lower starting points tend to do less well than their peers, this does have an impact on London's average key stage 5 point scores.</p>	<p>YES</p>

GLOSSARY



Age related expectations (or expected level)	The levels that children are expected to achieve at the end of each key stage as they progress through the national curriculum.
Apprenticeship levels	<p>There are three main types of apprenticeship:</p> <ul style="list-style-type: none"> • Intermediate - level 2 (GCSE equivalent) • Advanced – level 3 (A-level equivalent) • Higher – level 4 or 5 (foundation degree equivalent) <p>In September 2015, the government introduced new degree apprenticeships⁹³.</p>
Attainment 8	<p>This is a new performance measure for secondary schools that will be implemented from 2016. Some schools have opted in early for use from 2015.</p> <p>Attainment 8 will measure the achievement of a pupil across eight subjects including:</p> <ul style="list-style-type: none"> • mathematics (double weighted) • English (double weighted) • three further qualifications that count in the existing English Baccalaureate (EBacc) measure • three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
Coasting schools	<p>This applies to schools that fall below defined levels for three consecutive years starting from 2014. That means 2016 will be the first time that this description could apply.</p> <p>Primary schools will fall below the coasting level if less than 85 per cent of children achieve the expected standard in addition to not meeting progress expectations.</p> <p>In 2014 and 2015, the expected standard is level 4 in reading, writing and maths. Schools will fall below expectations if they have below-average proportions of children making this expected progress between the ages of 7 and 11.</p> <p>From 2016, there will be a new expected standard for reading, writing and maths. Pupils will still need to make sufficient progress.</p> <p>For secondary schools, the 2014 and 2015 coasting level</p>

	will be 60 per cent of children achieving 5 A*-C (including English and mathematics). The 2016 coasting level will be against the new Progress 8 measure which will be set once 2016 results are available.
DfE	The DfE (Department for Education) is a government department. The DfE is responsible for education and children's services in England.
Disadvantaged	A pupil is defined as disadvantaged in 2014 if they have been classed as FSM Ever 6 or have been looked after continuously for at least six months. In 2015 this has been extended to include children looked after continuously for at least one day and children adopted from care. Schools will receive a pupil premium grant (PPG) for each pupil that is classed as disadvantaged.
EAL	EAL (English as an additional language) means children who do not have English as their first language. The DfE defines first language as "the language to which a child was initially exposed during early development and continues to be exposed to this language in the home or in the community".
EBacc (English Baccalaureate)	The EBacc is a school performance measure for key stage 4 introduced in 2010. It measures the number of pupils who get five A*-C grades in the below subjects: <ul style="list-style-type: none"> • English • mathematics • history or geography • the sciences • a language
EHCP	Education health and care plan
England (for school data)	England figures for school data include state-funded schools only and do not include independent schools.
Excellence Fund	The London Schools Excellence Fund is part of the Mayor's education programme. It has been set up to boost teaching in London schools as a means to improve children's achievement.
Facilitating subject	Facilitating subjects are subjects accepted by a wide range of courses at university, thereby helping students to keep their options open. These subjects are Biology; Chemistry;

	Physics; Mathematics; Further Mathematics; Geography; History; English Literature and Classical/Modern Languages.
Floor targets	<p>These are the DfE's expected levels of school performance to make schools accountable for their performance.</p> <p>In 2013, 2014 and 2015, primary schools are seen as underperforming if the percentage of pupils at the end of KS2 achieving level 4 in reading, writing and maths is below standard. Also, the percentage of pupils at the end of KS2 making expected progress in each of reading, writing and maths is below average (national median). The standard for level 4 in reading, writing and maths in 2013 is 60 per cent and in 2014 and 2015 is 65 per cent.</p> <p>In 2016, primary schools will underperform if less than 65 per cent of pupils achieve the national standard in reading, writing and maths – and if pupils do not make sufficient progress across all of reading, writing and maths.</p> <p>For secondary schools, up to 2015 the floor target will be 40 per cent of children achieving 5 A*-C (including English and maths). The percentage of pupils making expected progress between KS2 and KS4 also needs to be above the median in English and in maths. The 2016 floor target will be set against the new Progress 8 measure, with schools underperforming if their Progress 8 score is below -0.51 (unless the confidence interval suggests the school's underlying performance may not be below average).</p>
FSM	Free school meals
FSM eligibility	<p>Children will be eligible to receive free school meals (FSM) if their parent or guardian (or the child in their own right) gets any of the following:</p> <ul style="list-style-type: none"> • Income Support • Income-based Jobseekers Allowance • Income-related Employment and Support Allowance • Support under Part VI of the Immigration and Asylum Act 1999 • The guaranteed element of State Pension Credit • Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190) • Working Tax Credit run-on - paid for four weeks after you stop qualifying for Working Tax Credit • Universal Credit

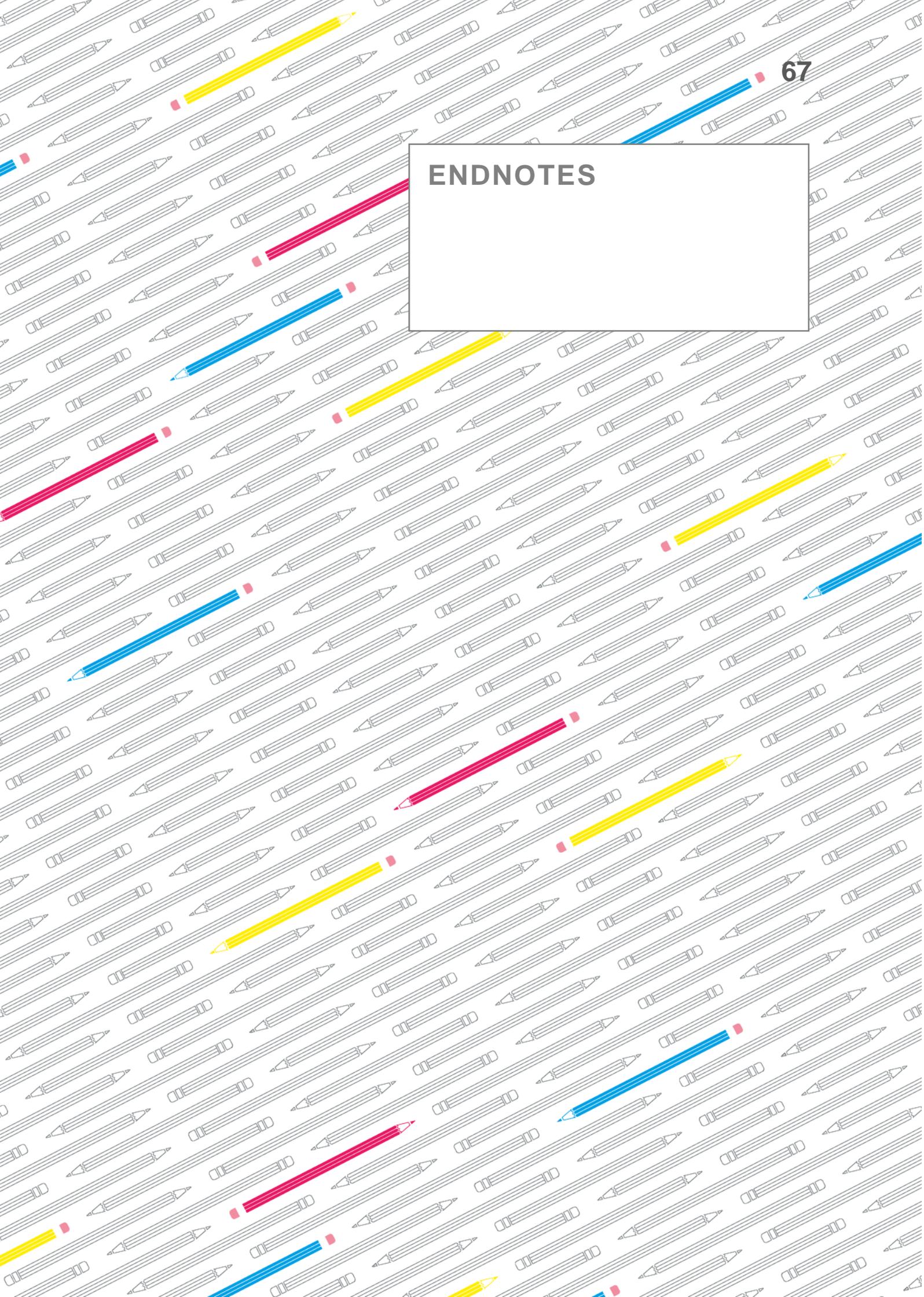
FSM Ever 6	FSM Ever 6 is a classification for pupils who have been FSM eligible at any point in the last six years.
Gold Club	London Schools' Gold Club is a scheme that recognises exceptional schools in London. Gold Club members are schools that have demonstrated their ability to improve the performance of their pupils regardless of their background.
Key stage (KS)	<p>There are five key stages in the national curriculum. The performance of children is formally assessed at the end of each key stage. Key stages are broken down as follows:</p> <ul style="list-style-type: none"> • KS1 – year 1 to year 2 (ages 5 to 7) • KS2 – year 3 to year 6 (ages 7 to 11) • KS3 – year 7 to year 9 (ages 11 to 14) • KS4 – year 10 to year 11 (ages 14 to 16) • KS5 – year 12 to year 14 (ages 16 to 18)
Level 1	Qualifications levels show how difficult they are. A D-G grade at GCSE equates to a level 1. A 'full level 1' equates to 5 or more GCSEs at A*-G or equivalent. Examples of other level 1 qualifications are on the DfE website .
Level 2	Qualifications levels show how difficult they are. An A*-C grade at GCSE equates to a level 2. A 'full level 2' equates to 5 or more GCSEs at A*-C or equivalent. Examples of other level 2 qualifications are on the DfE website .
Level 3	Qualifications levels show how difficult they are. A-levels are level 3 qualifications. A 'full level 3' equates to 2 or more Es at A-level or equivalent. Other examples of level 3 qualifications are on the DfE website .
National	For the purposes of this report, national refers to England data.
National pupil database	A database held by the DfE that contains information on all pupils in state funded education.
PPE	Points per entry, a key stage 5 performance measure.
PPS	Points per student, a key stage 5 performance measure.
Progress 8	<p>Progress 8 is a new performance measure for secondary schools that will be implemented from 2016. Some schools have opted for early adoption in 2015.</p> <p>Progress 8 measures the progress a pupil makes from the</p>

	end of primary school to the end of secondary school. Performance is measured across Attainment 8 subjects.
Pupil premium	The pupil premium grant (PPG) is payable to schools and local authorities with pupils who are disadvantaged or have parents in the armed forces. The purpose of the disadvantaged part of PPG is to close the gap between disadvantaged and other pupils by raising disadvantaged pupils' attainment.
Region	For the purposes of this report, this refers to the nine regions of England: London, South East, South West, East Midlands, West Midlands, East of England, North East, North West, Yorkshire and the Humber.
RPA (Raising the Participation Age)	RPA refers to the government requirement for all young people in England to continue in education or training until at least their 18 th birthday. This could be through full-time study, full-time work or volunteering combined with part-time education or training or an apprenticeship or traineeship.
Success rate	Success rates for apprenticeships and further education qualifications show how many learners who started a qualification completed it successfully.
SEN	Special educational needs
STEM	STEM refers to science, technology, engineering and mathematics.
Value Added (KS4 to KS5)	<p>The key stage 4 to key stage 5 value added (VA) measure calculates how much progress students make between KS4 and KS5. Individual students' scores can also be averaged to find a VA score for each qualification offered at a school or college.</p> <p>To find out more about the calculation of VA score, see:</p> <p>http://www.education.gov.uk/schools/performance/16to18_14/A_Guide_to_Level_3_Value_Added_2014.pdf</p>

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ENDNOTES



¹ <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2015> Based on analysis of underlying data, looking at schools opened after 1st August 2014

² Key stage 2 and key stage 5 analysis based on DfE performance tables. Key stage 4 analysis based on MIME Consulting analysis of the national pupil database (NPD).

³ Based on MIME Consulting analysis of national pupil database, analysing the proportion of pupils on the Year 12 roll in a state funded school in January that were on roll in the *same* school in the following January census. Schools that closed or converted to different institutions were not included. Note that these figures do not consider pupils in colleges.

⁴ Based on DfE destination measures

⁵ Based on DfE Statistical First Release data

⁶ All Ofsted data taken from <http://www.watchsted.com/tables> as at 18th August 2015

⁷ Note that the government publish different measures of deprivation for their main indicators in primary schools. EYFSP uses the level of deprivation of the area the child lives in, key stage 1 uses pupils eligible to receive free school meals, while key stage 2 uses pupils who are “disadvantaged” (see glossary for more details)

⁸

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf

⁹ 22.4 per cent of Year 6 pupils in London in 2013/14 were obese

<http://www.apho.org.uk/resource/view.aspx?RID=171995>

¹⁰ Improving school readiness: Creating a better start for London

¹¹ <http://www.nurseryworld.co.uk/nursery-world/news/1149920/london-councils-named-low-twos-offer>

¹² Mongan, D (2013) Research paper for Ofsted’s ‘Access and achievement in education 2013 review’

¹³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf

¹⁴ See Figure 2 in

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/406314/SFR_02_2015-revised_GCSE_and_equivalents.pdf

¹⁵ See glossary for details of the EBacc

¹⁶ <https://www.gov.uk/government/speeches/preparing-children-for-a-successful-future-through-the-ebacc>

¹⁷ <https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2013-to-2014>

¹⁸ See figure 5 in

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/406314/SFR_02_2015-revised_GCSE_and_equivalents.pdf

¹⁹ <https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2013-to-2014>

²⁰

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384715/Ofsted_Annual_Report_201314_London.pdf

²¹ <https://www.gov.uk/government/news/schools-not-doing-enough-to-support-most-able-students>

²² Based on an analysis of London’s pupils from the national pupil database

²³ Analysis of national pupil database. The chart shows the percentage of all key stage 4 learners who achieved 0, 1, 2, 3 or 4 GCSEs.

²⁴ <https://www.teachers.org.uk/edufacts/teacher-recruitment-and-retention>

²⁵ The Key, State of Education survey, 2015

²⁶ Building the Leadership Pool in London Schools, Figure 3

²⁷ Building the Leadership Pool in London Schools, Figure 5

²⁸ Evidence to STRB: Leadership Pay, Non-Pay Conditions of Service, Allowance and Safeguarding, Department for Education, June 2014, p. 79. Note that some of this difference can be explained by the fact that there is a higher proportion of children in London who are non-white than adults.

²⁹ Based on employers stating that recruits were either “poorly prepared” or “very poorly prepared”. Note that the higher figures for London may reflect the higher expectations of London’s employers. Also note that the

proportion of recruits recorded as being poorly prepared reduces as the age of leaving education increases.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304410/UKCESS_2013England.ods

³⁰ <https://www.london.gov.uk/sites/default/files/llmp.pdf>

³¹ <http://www.independent.co.uk/news/education/education-news/the-majority-of-uk-graduates-are-being-forced-into-nongraduate-work-says-study-10461206.html>

³²

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304410/UKCESS_2013England.ods

³³ <http://www.bbc.co.uk/news/education-32891280>

³⁴ <https://www.gov.uk/government/statistics/gcse-and-equivalent-attainment-by-pupil-characteristics-2014> Pupil residency and school location tables

³⁵ <https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2013-to-2014>

³⁶ Tables 24a, 24b and 24c at <https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2014>

³⁷ Tables 25a and 26a at <https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2014>

³⁸ <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2012-to-2013> The London values are recalculated from Inner and Outer London averages. Also note that apprenticeships are actually not a distinct category - they are also counted in other bars as appropriate and so the total of the bars will exceed 100%.

³⁹ http://www.ioe.ac.uk/Study_Departments/Post14_17plus/London_Councils_18-10-13.pdf

⁴⁰ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/460397/BIS-15-531-progression-of-college-students-in-england-to-higher-education.xlsx Table 45

⁴¹ <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2012-to-2013> The London values are recalculated from Inner and Outer London averages. Also note that apprenticeships are actually not a distinct category - they are also counted in other bars as appropriate and so the total of the bars will exceed 100%.

⁴² <https://www.gov.uk/government/statistics/neet-statistics-quarterly-brief-april-to-june-2015>

⁴³ <https://www.gov.uk/government/news/government-kick-starts-plans-to-reach-3-million-apprenticeships>

⁴⁴ <https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships> Apprenticeship starts by Geography

⁴⁵ <https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships> Workplaces employing apprenticeship by Geography

⁴⁶ <https://www.gov.uk/government/statistical-data-sets/sfa-national-success-rates-tables-2013-to-2014> Apprenticeship Tables

⁴⁷

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384715/Ofsted_Annual_Report_2013-14_London.pdf

⁴⁸ <https://www.gov.uk/government/statistical-data-sets/sfa-national-success-rates-tables-2013-to-2014> Education and Training Tables. Note that 2013/14 data is not directly comparable with previous years.

⁴⁹ <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2015> LA Table 11

⁵⁰ <http://www.newschoolsnetwork.org/what-are-free-schools/free-school-news/crunch-time-secondary-school-choice-deadline-daychance-of>

⁵¹ Here secondary does not include years 12 and 13 (sixth form)

⁵² <http://data.london.gov.uk/dataset/pan-london-school-place-demand>

⁵³ <http://www.londoncouncils.gov.uk/node/27193>

⁵⁴ <http://www.suttontrust.com/researcharchive/subject-to-background/>

⁵⁵ Improving school readiness: Creating a better start for London

⁵⁶ http://www.nuffieldfoundation.org/sites/default/files/files/The_role_of_informal_childcare_FULL_REPORT.pdf

⁵⁷ <http://data.london.gov.uk/dataset/differences-in-employment-by-gender-in-london-report> Based on mothers whose youngest child is 3 years old.

⁵⁸ <http://www.nurseryworld.co.uk/nursery-world/news/1149920/london-councils-named-low-twos-offer>

⁵⁹ <http://www.familyandchildcaretrust.org/london-childcare-report-0>

⁶⁰ <http://www.familyandchildcaretrust.org/london-childcare-report-0>

⁶¹ <https://www.gov.uk/government/statistics/registered-childcare-providers-and-places-in-england-december-2008-onwards> Registered places are the number of children that may attend the provision at any one time. Note that not all early providers are registered on the Early Years Register. Comparison is between June 2010 and August 2014.

⁶² Home childcarers look after children in the child's own home. Note that home childcarers are not required to register with Ofsted and so these numbers may not reflect the full extent of home childcare provision.

⁶³ <http://www.watchsted.com/analysis> as at 24th August 2015. Only based on providers inspected under the latest Ofsted framework

⁶⁴ All charts in this section based on DfE statistical first release data unless otherwise stated

⁶⁵ Note that in some cases (specifically at EYFSP and key stage 1) data was not available on the full disadvantaged cohort so free school meals has been used instead. See glossary for details of the differences.

⁶⁶ <http://schoolsimprovement.net/poorest-boys-lag-behind-on-language-skills/>

⁶⁷ Based on key stage 4 destination measures in 2012/13

⁶⁸ <http://www.suttontrust.com/researcharchive/subject-to-background/>

⁶⁹ <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

⁷⁰ Detailed ethnicity and disadvantage analysis is based on MIME Consulting analysis of the national pupil database.

⁷¹ Detailed ethnicity and disadvantage analysis is based on MIME Consulting analysis of the national pupil database.

⁷²

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/386905/SFR50_2014_KS2_LA_Tables_v2.xls and

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/402634/SFR06_2015_National_and_LA.xls

⁷³ For the purposes of this analysis, the analysis of disadvantaged pupils uses the FSM Ever 6 definition rather than the full disadvantage description (see Glossary for more details).

⁷⁴ When considering groups of more than 200 disadvantaged children in London (i.e. excluding White Irish, Traveller and Gypsy Roma)

⁷⁵ <http://www.bristol.ac.uk/media-library/sites/cmpo/migrated/documents/wp333.pdf>

⁷⁶ <http://eprints.ioe.ac.uk/6072/>

⁷⁷ Detailed ethnicity and disadvantage analysis is based on MIME Consulting analysis of the national pupil database.

⁷⁸ Analysis of 2011 census by GLA Intelligence Unit

⁷⁹ https://educationendowmentfoundation.org.uk/uploads/pdf/EAL_and_educational_achievement2.pdf

⁸⁰ <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-local-authorities> - Based on children looked after continuously for 12 months or more

⁸¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/359277/SFR36_2014_Text.pdf

⁸² <https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2013-to-2014>

⁸³ <http://www.educationdatalab.org.uk/getattachment/Blog/March-2015/Seven-things-you-might-not-know-about-our-schools/EduDataLab-7things.pdf.aspx>

⁸⁴ https://lep.london/sites/default/files/documents/publication/London_per_cent20Ambitions_per_cent20Careers_per_cent20Offer.pdf

⁸⁵ <http://www.bbc.co.uk/news/education-27188287>

⁸⁶ <https://www.london.gov.uk/priorities/schools-and-education/for-teachers/london-ambition/about-london-ambitions>

⁸⁷ <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2015> Table 7B

⁸⁸ <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2015>

⁸⁹ Analysis of the number of 16-18 year olds in colleges shown in the DfE 2014 performance tables. Only includes colleges with 16-18 year olds. "Other" college types include General FE College (Special), College funded by Ministry of Defence, Agriculture and Horticulture Colleges, Art, Design and Performing Arts Colleges, Specialist Designated Colleges and Tertiary Colleges.

⁹⁰ SEN Support is a new category in 2014/15, and is compared to pupils at School Action or School Action Plus in prior years

⁹¹ SEN Support is a new category in 2014/15, and is compared to pupils at School Action or School Action Plus in prior years

⁹² Based on students finishing a level 3 course in 2014

⁹³ <https://www.gov.uk/government/news/government-rolls-out-flagship-degree-apprenticeships>