

4: Preparing Londoners For Life And Work In A World City

London's schools are currently delivering a high standard of education, and young people in the city are typically ending compulsory schooling with results that are above the national average at GCSE.

London has become increasingly connected to the global economy and specialises in high value business services as a result. There is a growing demand for a highly skilled and increasingly professional workforce in the capital. It is also likely there will be a need for significant levels of training to replace the more than half a million workers who leave their roles each year, and to help workers to adapt to changes in technologies and the nature of work.¹²³

It is essential therefore that the city builds on the successful outcomes of its schools. This section examines the routes that young people take after school.

Case Study: Pupils are Careers Champions in north London primary schools

Enthusiating young pupils about the wide range of future opportunities and careers open to them is essential to enable children to maximise their options at an early age. Tackling careers in primary school can be straight forward. Bavaani Nanthabalan, the executive head from Netley Primary School and Centre for Autism established a format to support local schools to do this, consisting of:

- School support through a borough level conference
- Pupil career champions leading activity

School support through a borough level conference

This is a conference with a difference. Nine and ten year old ‘Career Champions’ attend the event to widen their knowledge of different careers and employability skills, but with one condition. They must organise a careers event in their respective schools using their local community afterwards. Ms Nanthabalan initially made contact with Camden council and was able to secure two years of funding for her vision.

Pupil career champions leading activity

Every child who attends the Primary Careers Conference becomes a Careers Champion. Their mission will be to:

- Share key messages from the conference with the rest of the school.
- Plan a careers event in their school.
- Inspire their classmates.

In particular, children from disadvantaged backgrounds have been enthused by career possibilities and inspired to organise careers events for their own schools. One champion said, “I want to be a footballer or a basketball player but if I can’t be both of those, I want to be a structural engineer”!

Outcomes

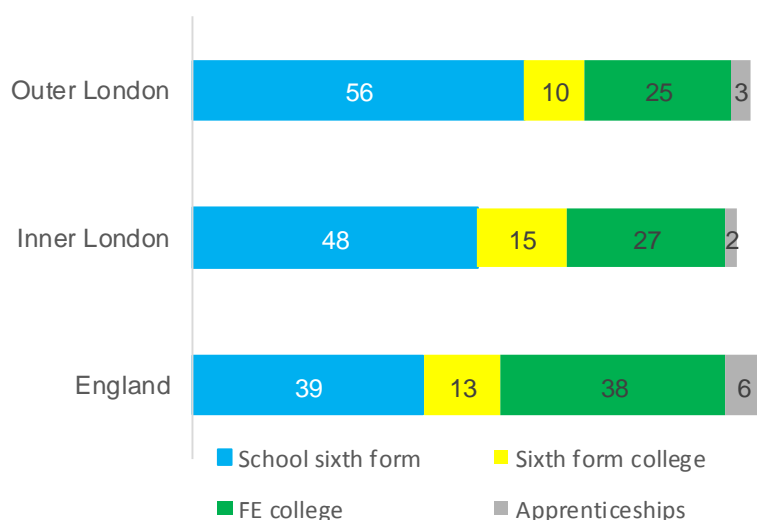
Over three years, 600 children have benefitted from interactions with professionals such as scientists, social entrepreneurs, videogame designers, explorers and many more at the main conference. These children have taken forward the conference’s activity and their experiences to pupils in their own schools. The programme during this time has experienced support from Goldsmiths’ Company, British Library and Densu Aegis. Its third year of funding was provided by the Knowledge Quarter, and saw the conference expand its reach to Islington schools. This programme is currently looking to secure funding for future years.

Pathways after GCSEs

Academic qualifications are just one of a number of pathways that young people can take after completing compulsory schooling. Since summer 2013, all young people have been required to participate in education or training until the end of the academic year in which they turn 17 under the government's 'raising the participation age' policy. In summer 2015, this was raised to their 18th birthday. This does not mean young people have to stay in full-time education. They may take-up an apprenticeship or traineeship, or combine part-time education/ training with employment or volunteering.¹²⁴

The overwhelming majority of London's 16 year-olds continue in education after GCSEs. Among the 2013/14 cohort, 91 per cent of students in Inner and 93 per cent of students in Outer London went on to a sixth form or further education college. Overall this was slightly higher than the England average of 91 per cent.¹²⁵ **Relatively few young people in London go on to apprenticeships straight after GCSEs** (3 per cent in outer London, 2 per cent in Inner London compared to 6 per cent in England).¹²⁶

Figure 4.1: Destinations of the 2013/14 GCSE cohort (percentage in each category) and proportion remaining in education¹²⁷



Achievement of level 2 and level 3 by age 19

By age 19, nearly nine in ten (88 per cent) of London's young people are educated to level 2 – the equivalent of five GCSEs at grades A*-C, slightly above the England average, and nearly two thirds hold the equivalent of two A-levels.¹²⁸ The variation across the city is striking, in Harrow three-quarters of young people are educated to level 3, in Barking and Dagenham nearly half are not.¹²⁹

Conversely, this means that **there are around 9,000 19 year-olds in London that are not educated to level 2.**¹³⁰ All students aged 16-18 remaining in full-time education, who do not already have English or mathematics at grade A*-C, are now required to be studying these subjects as part of their programme of study and, those with a grade D are required to retake the qualification.¹³¹ **Whilst London has a high performing school system there are still**

large numbers of sixteen year-olds that do not achieve a grade C or above in English or in mathematics - in 2015 nearly a third of students in London missed this threshold in English with a slightly larger proportion missing it in mathematics.¹³² Nationally this meant that the number of GCSE entries from post-16 students increased by 26 per cent in 2016. **This creates additional pressure on schools and colleges to deliver courses and course places.**

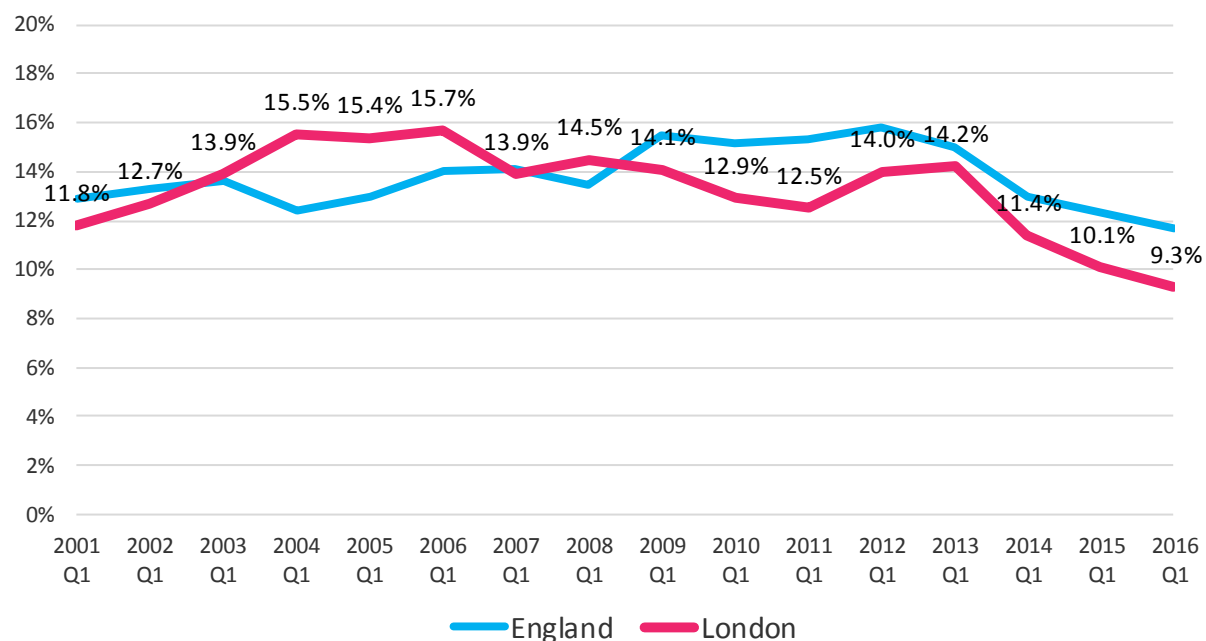
National data shows that many students that are retaking GCSEs are still unable to secure at least a C grade. Among candidates aged 17 and over, the proportion of entrants gaining a grade C or above in 2016 dropped by 8 percentage points to 27 per cent in English and by 6 percentage points to 30 per cent in mathematics.¹³³ This suggests that the policy of retaking courses is not necessarily delivering improved qualification outcomes for those concerned.

Drop out post-16

Studies carried out on behalf of London Councils have highlighted the issue of young people dropping out of courses at age 17. They found that just under a quarter of students beginning level 3 qualifications after GCSE dropped out of their sixth form before the age of 18, this was a particular issue for vocational courses. Furthermore, only a third of school students who began a level 2 course at 16 then progressed onto a level 3 qualification.¹³⁴

Young people not in education, employment or training

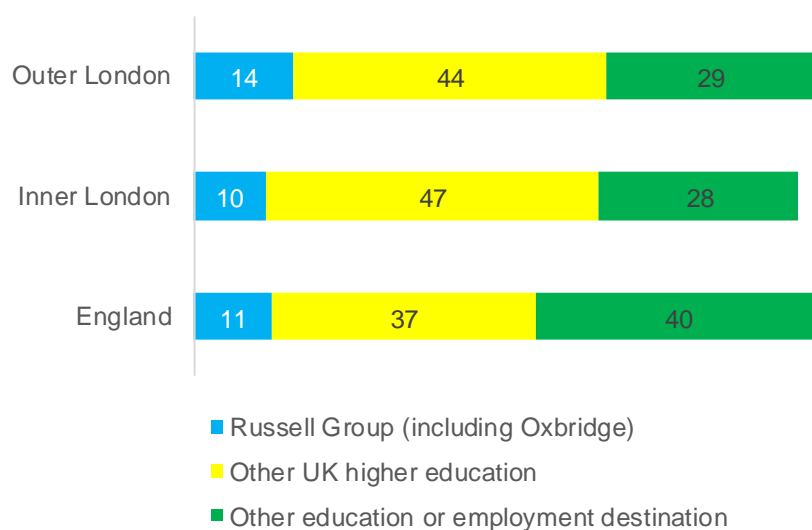
The proportion of young people in London who are NEET has fallen in recent years, but it is still the case that one in ten (89,000) 16-24 year-olds in the city are not in education, employment or training.¹³⁵ In 2001, the proportion of 16-24 year-olds not in education, employment or training (NEET) in London was 11.8 per cent. This placed the capital 4th out of ten regions behind the South East, South West, and East of England. By 2016 however, the proportion of NEETs in London was the lowest of any region in England, at 9.3 per cent and lowest since 2001.¹³⁶ The largest decreases appear to coincide with raising the participation age.

Figure 4.2: 16-24 year-olds not in education, employment or training in London and England, 2001 - 2016¹³⁷

Key Stage 5 Destinations

For those that do complete level 3 courses, nine in ten young people go onto some form of education or employment. Over half of the 2014/15 of the Key Stage 5 cohort went on to higher education – 57 per cent from Inner London and 58 per cent from Outer London, similar to other regions.

Across London, a relatively high proportion of students in Outer London (14 per cent) went to Russell Group universities. The proportion of students going on to higher education remains well above the average for England.

Figure 4.3: Destinations of London's 2014/15 Key Stage 5 cohort (percentage in each category)¹³⁸

Ensuring continued high quality post-16 provision

The government's 'Area Reviews' are focussed on ensuring a stable set of post-16 institutions to deliver high quality professional and technical routes alongside academic routes. They are also intended to produce a system that is more responsive to local employer needs and priorities.¹³⁹ Approximately 40 reviews are taking place across the country with full implementation of recommendations expected by 2020. The London Area Review took place from February to November 2016 and is now in the implementation phase.

The Greater London Authority worked with the government and the FE sector to develop a review process for London. All general FE colleges and sixth form colleges were in scope and four specialist designated institutions and adult and community learning services were included. The GLA consulted with higher education institutions, independent training providers, specialist learning difficulties and/or disabilities colleges, school sixth forms, MPs, employers and learners.

The Skills Plan

The government's Skills Plan sets out some bold and ambitious aspirations. It recognises at the moment training and apprenticeships are not meeting the needs of everyone. The Skills Plan has a focus on the sector's leadership and teacher professional development, as well as creating a more transparent data system. The aim of greater data transparency is to show student outcomes and how well colleges are performing. This will be achieved by bringing together a number of education and training related data sets, to give a more holistic overview of the post 16 education and training system.

Science, Technology, Engineering and Mathematics (STEM)

London's economy is increasingly demanding highly developed skills in STEM subjects. At the moment, relatively few young people in London are leaving school with A-levels in this area, particularly young women and those from BAME backgrounds.

In 2013, over 900,000 jobs were reported to be in the Science and Technology sector.¹⁴⁰ One area that requires strong skills in STEM subjects is the digital sector; however there is a significant digital skills gap that is preventing young people from accessing these opportunities. A recent Tech London Advocates survey found that 46% of respondents felt a lack of skilled workers was the biggest constraint to growth, and that a greater commitment to digital skills training was the single most important issue the government needs to address to ensure the continued growth of the tech sector.¹⁴¹

The Mayor has announced a £7million Digital Talent programme to prepare young Londoners aged 16-24 years old for digitally-skilled roles. The programme is designed to equip them with the technical and soft skills needed for jobs now and into the future. It will focus on engaging and inspiring young women and young Black and Minority Ethnicity (BAME) Londoners to train in digital, technology and creative occupations. Women currently represent only 17% of the workforce¹⁴² and the Mayor is committed to turning this under-representation around. The programme will launch in 2017, running until March 2019. More information is available at the www.london.gov.uk/digitaltalent website.

The UK context

PISA 2015 explored student engagement with science subjects and science based careers. Nearly one in three students in the UK reported that they expect to work in a science-related occupation compared with an OECD average of one in four.¹⁴³ Boys and girls expect to go into science via different routes: girls mostly seek positions in the health sector and boys more as ICT professionals, scientists or engineers.

At school, the same proportion of girls and boys take all three sciences up until age 16, but from A-levels through to higher education and employment, gender gaps appear and deepen.¹⁴⁴ Although Asian and black students aged 11 to 14 express strong science aspirations, figures suggest that this is not translated into post-16 participation.¹⁴⁵

Even though more young women than men go to university, men are much more inclined to study technical subjects. The two most popular university courses by subject area for women are education and subjects allied to medicine. In contrast, the most popular university courses for men are business and administrative studies and engineering and technology. Women make up just 14 per cent of individuals working in STEM occupations in the UK, but as many as 70 per cent of women with STEM qualifications are working in non-STEM related industries.¹⁴⁶

STEM entry and achievement in London

GCSEs

Pupils in London are more likely to be entered for science subjects at GCSE than the national average and are more likely to achieve A*-C. In 2015, 76.7 per cent of pupils were entered for the science element of the EBacc and of those 73.3 per cent achieved A*-C¹⁴⁷.
The number of pupils being entered for GCSEs in Information and Communication Technology is increasing. In 2014, 14,300 pupils were entered for ICT GCSE rising to 18,000

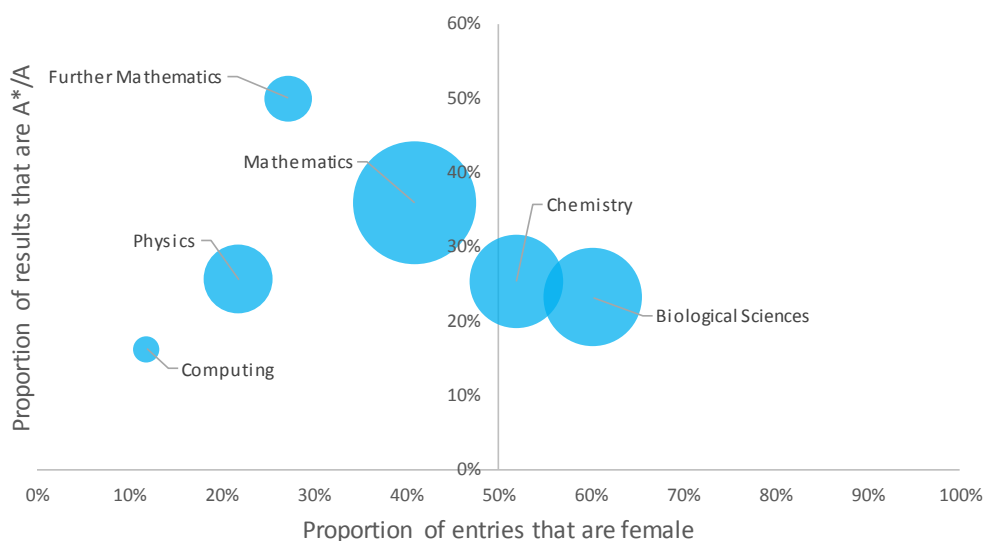
in 2015. This means that nearly a quarter of London's pupils are entered for this qualification¹⁴⁸, which is now being replaced by Computing Science.

A-Levels

In 2016, the number of entries to science or mathematics subjects at A-level was largely unchanged.¹⁴⁹ There were a total of just over 19,600 entries in biology, chemistry and physics (19 per cent of all entries). There were 13,000 entries in mathematics (12 per cent of all entries), again largely unchanged from 2015.¹⁵⁰ Overall the number of students entered for A-level computing was low and a small proportion of those students achieved the highest grades (Figure 4.4).

At A-level, there is a persistent gender imbalance in entries in physics and computing and a smaller difference in mathematics.¹⁵¹ In 2015, just 12 per cent of entries to A-level computing in London were from females and similarly females made up just a fifth of entries in physics. **While girls outperform boys in every STEM subject, 40 per cent more boys than girls took STEM subjects**, including Computing, Economics, Mathematics and Information and Communications Technology (ICT).

Figure 4.4: Entries and attainment in STEM subjects at A-level in London by gender (size of bubble represents total number of entries)¹⁵²



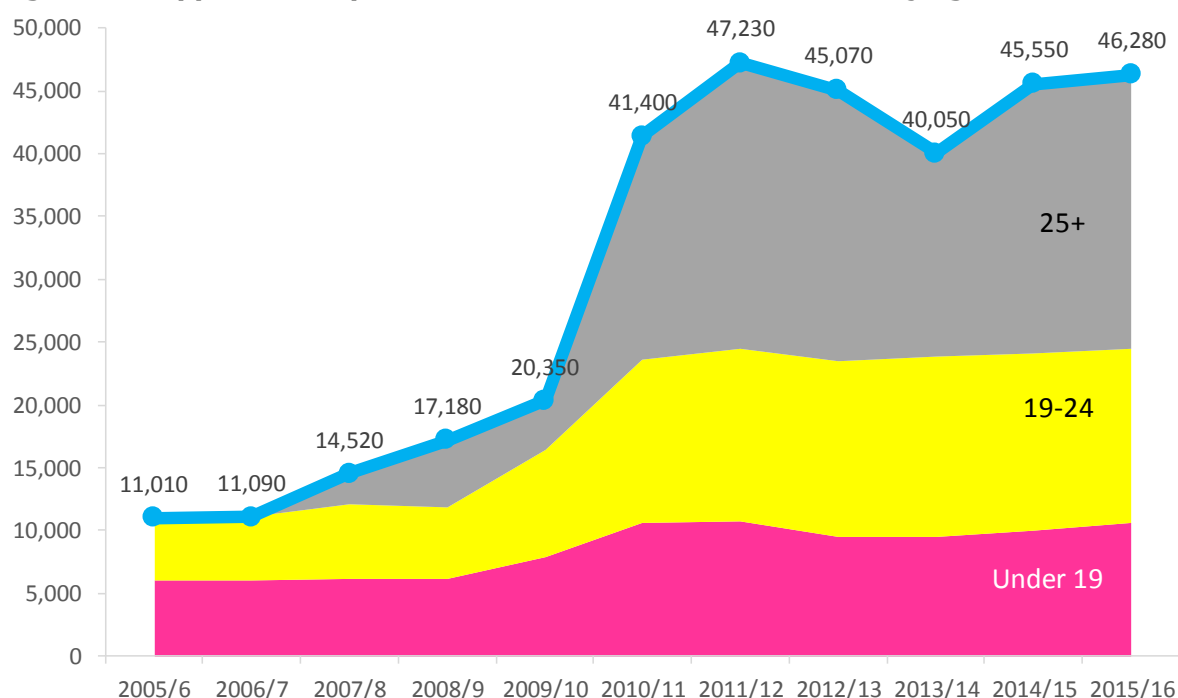
Apprenticeships

Apprenticeships are jobs with training that allow young people to ‘earn while they learn’ whilst also gaining a nationally recognised qualification.¹⁵³ They are regarded as a valuable way for young people to enter the job market and receive skills and training. Nationally, apprenticeships are available across 170 different industry sectors and at a number of different levels:

- Intermediate - equivalent to GCSE passes at grades A* to C
- advanced - equivalent to 2 A level passes
- higher - equivalent to foundation degree and above
- degree - equivalent to bachelor’s or master’s degree

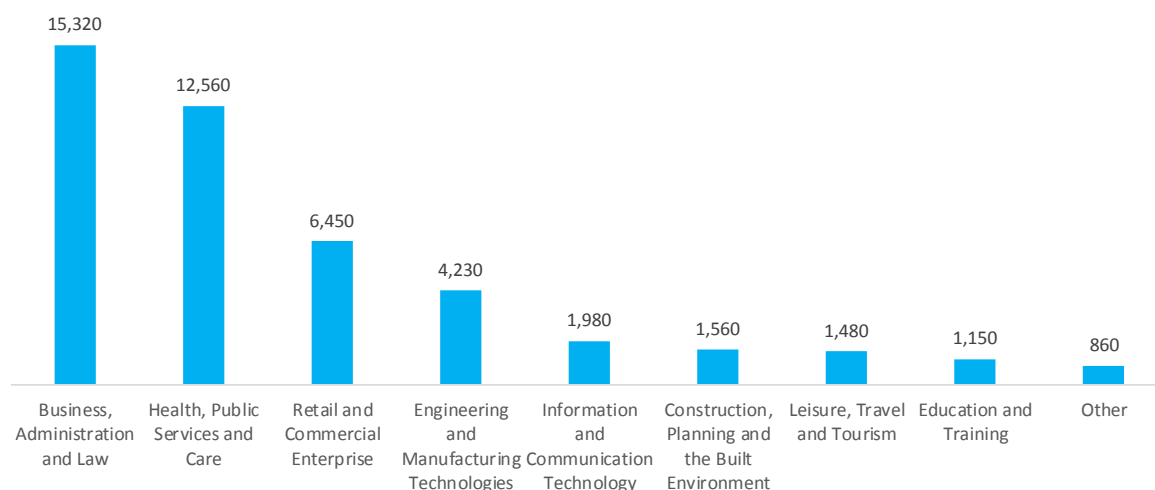
London has among the fewest apprenticeship starts of any region in England. In 2015/16, there were 46,280 apprenticeship starts in London across all age groups, the second lowest of any region. Starts amongst 16-18 year-olds represented just under a quarter of all starts with nearly half coming from those aged 25+. These numbers have remained largely unchanged over the last five years other than a decline, and subsequent recovery in 2013/14.

Figure 4.5: Apprenticeship starts in London 2005/6 to 2015/16 by age¹⁵⁴



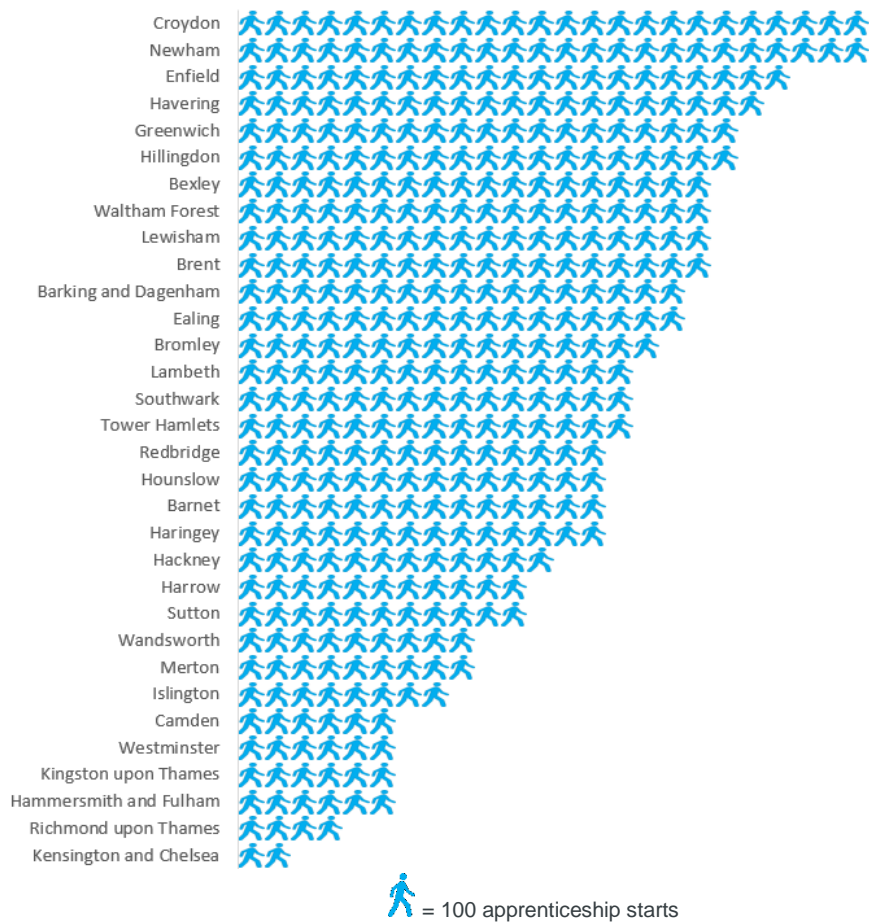
The largest number of starts were in business administration and law, health public services and care, and retail commercial and enterprise.

Figure 4.6: Apprenticeship starts in London 2015/16 by industry sector¹⁵⁵



The most popular apprenticeships generally reflect the relative size of these sectors in the London economy, in terms of the number of jobs.¹⁵⁶ However, the number of apprenticeships in each sector does not consistently reflect their size as part of the London economy. Engineering and manufacturing technologies account for 9 per cent of all apprenticeship starts but manufacturing accounts for just 2 per cent of jobs in London. Conversely, information and communication technology account for 4 per cent of apprenticeship starts but 8 per cent of jobs in the capital.¹⁵⁷¹⁵⁸

Figure 4.7: Apprenticeship starts in each local authority area, 2015/16¹⁵⁹



Apprenticeship Levy

From April 2017 all employers in the UK will be subject to the government’s apprenticeship levy. This will be set at 0.5 per cent of an employer’s pay bill with a ‘levy allowance’ of £15,000 so smaller organisations do not pay.¹⁶⁰ **The main aim of the government’s new apprenticeship levy is to support employers in growing the number and quality of apprenticeships in their own workforce. This may lead to increased numbers of apprenticeships particularly in sectors where they are underrepresented such as information and communication technology. This policy change will be very significant to the education sector, not only in terms of there being greater incentives for employers to provide apprenticeships for the young people they teach, but also will provide an opportunity to develop their own workforce as the levy applies to schools.**¹⁶¹

Case Study: Successful journey from school to work - London Early Years Foundation / Professional Training Solutions Partnership

Youth unemployment remains an issue in London; employers say young people lack the ‘real life’ experience and skills they are interested in. Schools can help to address this by encouraging their young people to secure work experience and participate in volunteering. Below is a case study based on Skye McKenley, a young person who was able to translate a volunteering opportunity and subsequently an apprenticeship into a fulfilling career in childcare by:

- **Identifying an area of interest and passion**
- **Demonstrating a professional attitude**
- **Gaining the necessary qualifications**

Identifying an area of interest and passion

Choosing an area that you are interested in, and are passionate about is one of the key factors to a successful apprenticeship. Skye’s career journey and passion for working with children began with a voluntary position at Tate Britain which involved her participating in activities with children. Having enjoyed this experience Skye chose to pursue a career in childcare by applying for a level 3 apprenticeship with the London Early Years Foundation (LEYF).

Demonstrating a professional attitude

Apprenticeships are a valuable way to enter the working world, and offer a different learning approach to traditional school based education. Skye successfully completed her level 3 Children and Young People’s Workforce apprenticeship and demonstrated a variety of valuable skills including excellent attendance and a dedication to learning. Skye’s confidence grew tremendously as a result of her apprenticeship and allowed her to gain a rich understanding of good childcare and how children learn. On completion of her apprenticeship Skye applied for an early years practitioner position and was successful in gaining a full time role working in the nursery.

Gaining the necessary qualifications

Whilst work experience is vital, employers value the qualifications that come from completing an apprenticeship. These also provide students the confidence that they have the skills necessary for their chosen careers. Skye successfully gained a number of additional certificates during her apprenticeship including; first aid & food hygiene.

Outcomes

One year after completing her apprenticeship, Skye has received her first promotion. She has also started her foundation degree in early years. She wants to continue studying to degree level and perhaps work in art therapy in the future.

<https://www.leyf.org.uk/apprenticeships/>
<http://www.protrain-solutions.co.uk/>

Apprenticeship successes and completions

The success rates for apprenticeships in London are poor. Despite improvements over the last year, London remains the lowest performing region in terms of success rates for both level 2 and level 3 apprenticeships. This is true across all ages and when considering 16-18 year-olds alone.

London also has one of the lowest numbers of apprenticeship achievements in England, higher than only the North East. Whilst the total number of achievements has declined slightly in recent years the number of completions amongst young people has increased slightly in the latest year for which data is available, though the numbers in 2013/14 were still below those in 2011/12.¹⁶²

Within London there is substantial variation in achievements, broadly reflecting the variation in apprenticeship starts. Croydon and Newham saw the largest number of apprenticeship achievements in 2014/15, with 1,170 and 1,120 respectively. Meanwhile, apprenticeship achievements were the lowest in Kensington and Chelsea, Hammersmith and Fulham, Richmond-upon-Thames, and Camden.¹⁶³

Figure 4.5: Apprenticeship achievements in London 2005/6 to 2013/14 by age¹⁶⁴

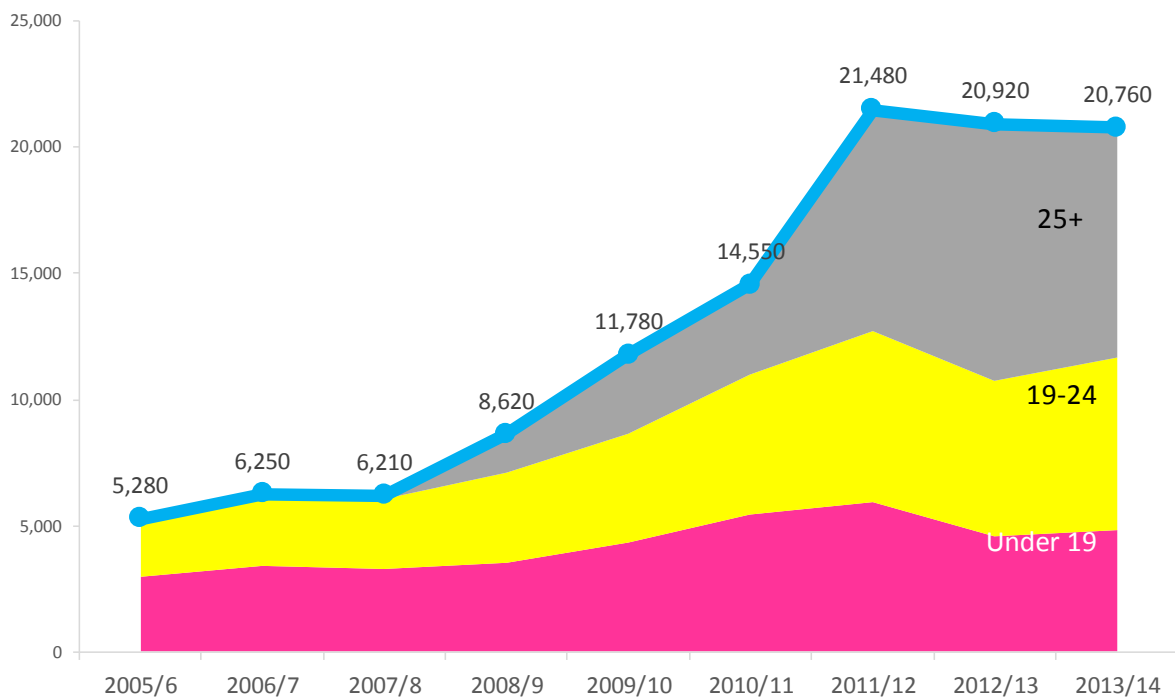


Figure 4.6: Apprenticeship success rates in London 2014/15 by level of apprenticeship (all ages)¹⁶⁵

Overall:

- London has a relatively low number of apprenticeship starts;
- the success rates for those that do start are the lowest of any region; and
- despite increases in the number of workplaces offering apprenticeships in recent years, there is still considerable variation in apprenticeship numbers by industry sector and by area of London.

Skills for Londoners

The Mayor is establishing a Skills for Londoners taskforce to support learners in the post-16 and adult sectors to access the skills they need to find and progress in work. Skills for Londoners will develop a city-wide, strategic approach to skills and the commissioning of training provision that meets the needs of London's economy.

It will cover a range of areas from careers information, advice and guidance, through to apprenticeships, ways of meeting the needs of sectors such as construction and digital that are key to London's economy, and promoting the take-up of Advanced Learner Loans.

The taskforce, which will consist of business representatives, London Councils and key stakeholders from Higher Education, Further Education and schools, will support the implementation of the Post-16 Skills plan and the proposed Institutes of Technology in focusing on meeting the increasing demand for the attainment of higher level vocational skills.

London's key challenges

Getting an overview of post 16 education, training and outcomes across London by qualification and provider is difficult. The data across the sector is very fragmented and the recommendations from the Government's Skills Plan on data linkage are welcomed.

One in ten 16-24 years olds (89,000) are not in education, employment or training. One route to address this is through apprenticeships; but take-up in London is low, as are completion rates.

Increasing education and training suitable for digital and science careers is a priority for London's future workforce needs, as is greater gender parity in these sectors. Lack of information and explanation of career pathways means that training/subject choices are still not providing the best outcomes for many young Londoners.

Establishing regionally relevant careers pathways is essential and will be led in the capital by the Mayor's Skills for Londoners taskforce.