MAYOR OF LONDON

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Mayor's Foreword

As Mayor, I want every child in London to have the opportunities our great city gave to me and my family. That's the 'London promise'. You work hard, you get a helping hand and you can achieve anything.

So I am delighted by the successes of our schools. London is once again England's top region at the end of primary and secondary school. That success is down to the hard work of students, teachers, head-teachers and support staff.

There is much to celebrate. London is leading the way in terms of how well children from poor backgrounds do compared to their better off peers. However, inequality is still an issue for many London children. To help these children, we must improve education in the early years. I know I have a role as Mayor. I want to work with schools and early years' providers to help address disadvantage and inequality. I also want to make childcare and early years' education more affordable and accessible to all parents.

I'm pleased to report that more young Londoners are leaving schools ready for their next challenge. But there is still work to do. We must reduce the numbers of young people who leave school without qualifications in English and Maths. That is the best way to help them make the most of London's opportunities.

There are many new and exciting jobs being created in the science, construction, engineering, digital and creative sectors. These are areas in which London excels. However, we're living in changing times, but if we get education right, every young person can be optimistic about the future. I want our young people to understand the job opportunities in our city. I don't want any career to be off limits to girls and those from black, Asian and minority ethnic backgrounds. I will work with schools and colleges to put careers, skills and high-quality apprenticeships centre stage.

The government's proposals to bring in a new national funding formula, alongside wider funding shortfalls for schools and school improvement generally, could undermine all that our brilliant London teachers have worked so hard to achieve. It will also hit children living in London's most deprived boroughs the hardest. I will use all my powers to fight for fairly funded schools, as well as early years and colleges in London.

Sadiq Khan
Mayor of London

Summary

Delivering a world-class education system is at the heart of London's ambition to continue to grow as a global hub of innovation, culture and economic activity. Achieving this ambition requires great teachers and leaders, outstanding schools, and a seamless, high quality experience for young people from early years to adulthood.

London has a lot to be proud of when it comes to education. Schools in the capital have improved significantly over the last fifteen years and pupils in London are now consistently amongst the highest performers in the country. London's success has been well-documented, attracting interest from researchers and policy-makers from across the globe, who are keen to understand and replicate the capital's educational transformation.

However, London must continue to improve the educational outcomes of young Londoners so that the city can compete as part of a global economy. London must look to international comparisons and use this information to help shape the priorities and challenges that the city faces.

In April 2016, the Education Policy Institute set out a series of world-class education standards[1] derived from the Programme for International Student Assessment (PISA) which measured how the UK would need to perform if it were to match the results of leading countries such as Finland and Canada[2].

This suggested that in order for England's secondary schools to be world-class by 2030, 85 per cent of pupils would need to leave primary school having achieved the equivalent of level 4B or above in reading, writing and mathematics by 2025 and 75 per cent of pupils leaving secondary school with an Attainment 8 score in excess of 50. Currently London is someway off these aspirational targets.

There is an ongoing debate about the comparability of outcomes across different jurisdictions with variability in school systems, approaches to assessment, and the economies in which they are situated. But what is clear is that continuing the journey of improvement in London is vital if the UK as a whole is to continue to compete on a global scale.

The Mayor's Annual Education Report sets out the strategic areas of focus required over the next few years to continue the journey to become a world class education system.

London's key challenges

Ensuring young Londoners get the best start in life
In 2016, 86 per cent of 3 and 4 year-olds took advantage of their free part-time place, compared to 95 per cent nationally. In addition, only 57 per cent of disadvantaged 2 year-olds in London accessed their free part-time place, compared to 68 per cent nationally[3]. Children

eligible for free school meals are already almost three months behind their more affluent peers by the age of five[4]. Achieving success in the early years is crucial to a child's future development and narrowing the attainment gap. There is inconsistency in who has access to high quality early years. It is often children from disadvantaged backgrounds who are missing out[5]. London needs to increase take–up by disadvantaged families of the free childcare offer for two year olds and continue to increase childcare provision overall. Despite some weaknesses in the sector, the proportion of London's 5 year-olds achieving a good level of development has been increasing rapidly in recent years and now nearly three-quarters of children achieve this threshold[6].

London pupils to continue to achieve significantly better than the national average at all key stages

There are over 3,000 schools in the capital, and 92 per cent of state-funded schools are good or outstanding[7]. Although nearly all schools in London are high performing, 97,000 pupils are being educated in schools rated by Ofsted as less than good[8]. In 2016, 57 per cent of pupils in London met or exceeded the new expected standard in all three of reading, writing and maths by the end of Key Stage 2, compared to a national average of 52 per cent[9]. These new standards are, intentionally, tougher than in previous years and so the challenge now for London primary schools will be to support the remaining 39,000 pupils to reach these standards over the coming years[10]. At Key Stage 4, London had the highest Attainment 8 score of any region in 2016 (51.7 points compared with a national average of 49.9)[11]. 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 smaller proportion missing it in mathematics[12].

Every pupil to have the opportunity for continuous improvement, especially the most vulnerable young Londoners

The attainment gap between disadvantaged children and their peers is lower in London than elsewhere in the early years, at the end of primary school, and at the end of secondary school[13]. However, the attainment gap increases with a child's age and at the end of secondary school is around a third larger than at primary school[14]. Pupils from black backgrounds are the lowest performing major ethnic group at each Key Stage and the attainment of black Caribbean boys is particularly low. Amongst smaller ethnic groups, children from Traveller of Irish Heritage and Gypsy Roma backgrounds perform lower still[15]. London has improved overall attainment for white working-class pupils, but it has done so at a slower rate over the past decade than other parts of the country[16]. The most persistently disadvantaged children are twelve months behind non-disadvantaged children by the age of sixteen, and this has barely changed since 2011[17].

Preparing Londoners for life and work in a world city

92 per cent of young Londoners went on to Sixth Form or Further Education Colleges after school[18]. In 2015 nearly a third of students in London did not achieve the A*-C threshold GCSE in English with a slightly smaller proportion in mathematics[19]. This creates a large burden on the post 16 sector for students to retake exams. Although 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[20]. There is considerable variation across London in young people's level 3 qualifications[21] and take up of apprenticeships. From A-levels through to higher education and employment, gender gaps appear and deepen. In 2015, just 12 per cent of entries to A-level

computing in London were from females and just a fifth of entries in physics[22]. Despite a fall in recent years, one in ten 16-24 year olds (89,000 young people) is not in education, employment or training[23]. One route to address this is through apprenticeships; but take-up in London is low, as are completion rates[24].

Excellent teaching and leadership, building capacity in London's education system
Schools in London are struggling to fill teacher and headteacher vacancies. Over half of London school leaders report that they face a shortage of teachers[25]. Nearly a third of secondary schools in the city have teacher vacancies[26]. The teacher leaver rates in London primary schools represent the greatest increases in the country in recent years, rising by 2.7 percentage points in Inner London and by 2.4 percentage points in Outer London since 2010[27]. London school leaders are more likely than leaders elsewhere to report that their schools face a shortage of teachers (56 per cent compared to 37 per cent overall)[28]. Although leadership is strong in London, 48.8 per cent of primary and 57.6 per cent of secondary school head teachers are aged 50 or over[29]. More headteachers will be needed to address this looming demographic pressure alongside the increase in new schools. In addition, there will be an increase in demand for teachers to staff the planned new schools.

Providing a good school place for every child
London has seen rapid growth in the number of children living in the city over the last decade, which has already led to a significant increase in school pupil numbers and new schools, particularly primary schools. Pupil population projections over the next decade mean that significantly more school places will be required, especially at secondary school. Projected demand for state school places will reach 737,000 primary and 498,000 secondary 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[30].

1: Ensuring Young Londoners Get The Best Start In Life

The early years of life are critical to a child's development and provide the foundations for their future.[31] Whilst the quality of the home environment experienced by a child is paramount, early years provision can exert profound influence, with high quality education and care having both short and longer-term effects on a child.[32]

Inequality is evident in children's performance even at this stage. Addressing inequality early has significant implications for outcomes of vulnerable groups later in life. In addition to improving later outcomes high quality provision frees up parental time which may be used to enter or extend employment.[33]

This section considers the cost and quality of early years provision in London and the outcomes that children achieve.

Cost and quality of childcare

Childcare costs are far higher in London than in any other English region and have been increasing quickly.[34] These higher costs are caused by the higher costs of delivery in London, due to higher staff wages and expenditure on rent.[35]

The difference between London and the average across England is widening. In 2011 a part-time nursery place for a child under 2 years old was nearly 23 per cent higher in London than the England average; by 2016 this difference had increased to nearly 36 per cent.[36] It is a similar story for part-time care with a childminder.

> **Cost of a part-time nursery place for a child under the age of 2 years:**
> **£152** in London
> **£117** across England
> **For a child over the age of 2 years:**
> **£141** in London
> **£112** across England

The vast majority of childcare places in London are of a high quality, but the proportion rated by Ofsted as good or outstanding (86.0 per cent) is marginally below the national average.[37]

The quality of provision tends to vary by type and location, and this has implications for who accesses it. Childminders are less likely to be rated as good or outstanding than domestic or non-domestic settings and there is variation in quality across London, ranging from 78 per cent rated good or outstanding in Newham to 92 per cent in Richmond.[38]

Take-up of childcare by the most disadvantaged

Recent research has suggested that it is children from disadvantaged families in London that are disproportionately missing out on high quality childcare, often having no provision at all.[39]

London is far behind other regions in England in terms of take-up of state-funded early years provision, particularly amongst disadvantaged 2 year-olds.[40] There are cultural reasons affecting take-up in London, related to large communities in London that choose not to place a two year-old in childcare even if it is free and locally accessible; in turn, this is reflected in London's low maternal employment rates (10 points lower than for England as a whole).[41]

In September 2013, the government introduced 15 hours per week of free early years provision for the 20 per cent most disadvantaged 2 year-olds in England; this was subsequently extended to cover the 40 per cent most disadvantaged 2 year-olds in September 2014. Across England, the take-up of this entitlement stood at 58 per cent at the start of 2015 and increased to 68 per cent by the start of 2016. Take-up in London also increased, from 46 per cent to 57 per cent, but London remains the region with the lowest take-up rates for 2 year-olds in England.[42]

Within London, take-up rates vary substantially, from 80 per cent in Richmond-upon-Thames to just 34 per cent in Tower Hamlets[43], despite a slight narrowing during 2015

(Figure 1.1). Take-up is much higher for 3 and 4 year-olds than amongst disadvantaged 2 year-olds. However, London is below all other regions amongst this older age group – 86 per cent, compared with a national average of 95 per cent. This represents a fall of 4 percentage points over the year.

Some areas, such as Richmond-upon-Thames and Redbridge, have high take-up rates amongst both disadvantaged 2 year-olds and amongst 3 and 4 year-olds. However, for many boroughs relative performance on take-up rates varies between the two age groups. In Hillingdon, for example, 94 per cent of 3 and 4 year-olds are in funded early years provision, but only 49 per cent of disadvantaged 2 year-olds, according to data from early 2016.

If the attainment gap between disadvantaged pupils and their peers is to be eliminated then it should be addressed in the early years. The relatively low rate of take-up of childcare for disadvantaged 2 year-olds is therefore concerning and may hinder this ambition.

Figure 1.1: Take-up of free early years provision for disadvantaged 2 year-olds across London 2016[44]

30% 80%
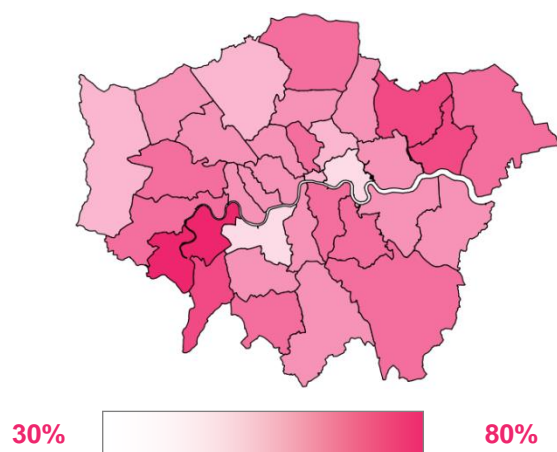
Case Study: Providing quality early years for disadvantaged children - Vanessa Pre-School

Vanessa Nursery School is a maintained nursery school situated in Shepherds Bush, sitting in an area of deprivation surrounded by significant affluence. The nursery school also oversees a pre-school and a children's centre. It is held in high esteem; particularly for its innovative approach to working with children from the most deprived backgrounds, its whole school approach to inclusive education and its strong focus on wellbeing and resilience.

Vanessa Pre-School needed to expand to deliver the government's early years entitlement for disadvantaged 2 year olds. They devised a business plan to achieve this by:

- Capitalising on existing resources
- Using an apprenticeship programme to ensure high quality staff
- Being flexible in approach and developing alternative revenue streams

Capitalising on existing resources
They identified a potential space in an underused room in their children's centre building. This minor adjustment allowed for eighteen additional places for 2 year olds.

Using an apprenticeship programme to ensure high quality staff
A high quality workforce is central to good provision. To ensure they have a constant supply, Vanessa Nursery developed their apprenticeship programme to incorporate more students. This also provides the children with a higher adult/child ratio.

Being flexible in approach and developing alternative revenue streams
Due to initial uncertainty around the numbers that would take up the 2 year old 15 hour offer, they employed staff through an agency to allow for a flexible workforce. Meeting the needs of local parents was a priority for the nursery. They identified there was demand for additional day-care to support parents back into work. These adjustments made management of the finances easier and enabled provision to become more sustainable.

Outcomes
Within four weeks the nursery was fully subscribed offering places to 32 disadvantaged children, and was thus able to hire two permanent teaching assistants, alongside the level 3 qualified early years educators. The next step is to offer all year round childcare places so that children accessing the 2 year old 15 hour offer will learn alongside children whose parents are paying for childcare, which has been identified as being beneficial for social integration.

Policy changes in 2017

Two key policy changes are planned for the early years in 2017: the introduction of the 30-hour entitlement and the implementation of the early years national funding formula (EYNFF). Both of these will have significant implications for the provision of high quality early education and care in London.

From September 2017, the entitlement to free childcare for 3 and 4 year-olds will be doubled for working parents from 15 to 30 hours per week. In order to qualify for this entitlement, per parent income must be at least equivalent to working 16 hours per week at the national living wage, but must not exceed £100,000 per year.[45] It has been estimated that 42 per cent of 3 and 4 year-olds will be eligible for this extended entitlement, although this proportion will clearly vary at the local level.[46] The 30-hour entitlement is being introduced explicitly as a measure to incentivise parents to enter employment or increase their working hours.[47]

There are sector concerns that a potentially adverse consequence of the new EYNFF's introduction from April 2017 is that places may be 'lost' in a number of London boroughs which currently provide full-time places, usually for children from the most disadvantaged families or those with SEND. This may be the result of local authorities no longer having a considerable amount of flexibility as to how they use their funding allocation.

'Widening the Gap' research in 2016 found that expanding the hours will likely stretch providers serving the most disadvantaged and decrease quality for this cohort.[48] With eligibility requirements for the 30 hours entitlement based on income, those on lower incomes or zero hours contracts may miss out on provision despite high need. Capacity issues means there is a strong likelihood that the policy will subsidise those already working 30 hours or more at the expense of those claiming only the 15 hours, who are the group that might benefit more.

Evidence relating to the optimum amount of time for 3 and 4 year-olds to spend in an early years setting is mixed.[49] It is therefore not clear whether those children who do not qualify for the additional hours may face a relative educational disadvantage compared to their peers who do receive the extended entitlement.[50] Consequently, these changes may worsen the situation highlighted by the Family and Childcare Trust that there are:

> *"significant limits to social mixing in London's early years settings, with very different patterns of use by children living in more and less deprived areas, from different ethnic backgrounds, and with and without disabilities"[51]*

Roll-out of the policy also involves a number of substantial practical challenges. The National Audit Office has estimated that nationally an additional 45,000 15-hour places will be required in order to accommodate increased demand for childcare under the new policy.[52] Across England, 59 local authorities reported that in 2016 they would lack sufficient childcare places and/or have very limited scope for further expansion.[53] In London in particular, limitations on available space are often very severe. Individual settings may be unable to build or rent additional rooms to accommodate more children due to their position in densely built-up areas.

Procuring buildings for new settings at an affordable cost is likely to be very difficult in such a competitive property market.[54]

Outcomes in the early years

Child development by age 5 is measured through the Early Years Foundation Stage Profile. Children are assessed against a range of early learning goals (covering cognitive, physical, social and emotional development), primarily via ongoing observation of pupils by the practitioner. The main headline benchmark for the early years is attainment of a 'good' level of development.[55]

The proportion of London's 5 year-olds achieving a good level of development has been increasing rapidly in recent years and now nearly three-quarters (71.2 per cent) of children achieve this threshold – above the average for England (69.3 per cent) and the second highest overall, slightly behind the South East.[56]

Within London, the proportion of children achieving a good level of development varies by almost 16 percentage points between local authorities, from 65.1 per cent in Camden to 78.7 in Greenwich in 2016. Nine local authority areas are below the national average on the EYFSP.[57]

There are still over **31,000** children in London who do not achieve a good level of development at age 5.

Even if all local authorities could be brought up to the rates seen in the highest achieving areas, there would still be **23,000** 5 year-olds failing to achieve this standard.

There is no correlation at borough level between the proportion of children who achieved a good level of development in the EYFSP and the percentage of registered childcare places rated good or outstanding by Ofsted.[58]

London's key challenges

Take-up of the two year old offer varies across London. Ensuring disadvantaged children are making the most of the offer is essential and will benefit primary schools, as children will have improved levels of school readiness.

The sector also needs to maintain the current quality of provision whilst increasing places, which is challenging with London's high premises' costs. New models of delivery with a range of partners need to be tested.

In order to continue to improve quality and achieve better parity of outcomes for the Early Years Foundation Stage across the city, professional development needs to be maintained and enhanced. The success of London's schools needs to be shared with the early years sector.

2: London Pupils To Achieve Significantly Better Than The National Average At All Key Stages

The high performance of London's schools over the past fifteen years is well known. The city's success is often cited as an example of how schools can succeed even when serving disadvantaged communities.

Over recent years the government has introduced new tougher standards for both primary and secondary schools. If the London school system is to be truly world-class, competing with the highest performing systems globally, then pupil achievement in London will need to be significantly better than the national average against these new standards at all Key Stages. In practice, this will require more pupils to be achieving the highest grades and for the gap between disadvantaged pupils and their peers to be closing faster than in other area of the country.

This section considers current performance in London from how well pupils are reading and writing in their first years in primary school, to their performance in GCSEs and A-levels at the end of secondary school.

The first years of primary school

The city's relatively high performance is established in the first years of primary school. London's 6 year-olds out-perform those in other regions in the Year 1 phonics check, intended to assess whether pupils have achieved the expected level of reading skill. In 2016, London retained its position at the top of the performance tables nationally and saw a small increase in the proportion of pupils reaching the required standard.[59]

Similarly, pupils in London perform well at the end of Key Stage 1 (pupils who are typically aged 7). In 2016, new Key Stage 1 and Key Stage 2 assessments were introduced, which were the first to assess pupils under the new national curriculum that is designed to be more challenging.[60]

As a consequence, the proportion of Key Stage 1 pupils reaching the new expected standard in reading in 2016 is far lower than the proportion who achieved the old national benchmark of a level 2B in 2015. Nevertheless, **pupils in London out-performed their counterparts elsewhere, with 77 per cent of pupils reaching the expected standard in reading at the end of Key Stage 1 (compared with 74 per cent of pupils nationally).[61]**

In the first years of primary school, five London authorities are below the national average. By age 7, pupils in London are out-performing the national average in all but two local authority areas in London.

But just as in the early years, it is not a consistent picture across London. Pupils in Ealing and Enfield perform slightly below the national average (72 and 73 per cent respectively), whereas pupils in Hackney, Kensington and Chelsea, Wandsworth, Bexley and Greenwich perform well above the national average (at 81 per cent)[62]. If pupils in Ealing achieved at the same level as the highest performing areas then an additional 400 pupils in the borough would reach the expected level in reading at age 7.[63]

Areas that see high performance in the EYFSP also see high performance at the end of Key Stage 1 (Figure 2.1). It is also worth noting that many areas that are below the England average in the early years are then above at the end of Key Stage 1. **In other words, pupils in these areas are catching up and overtaking other pupils nationally during the first years of primary school.**

Figure 2.1: Performance by local authority in London on the EYFSP and in Key Stage 1 reading 2016[64]
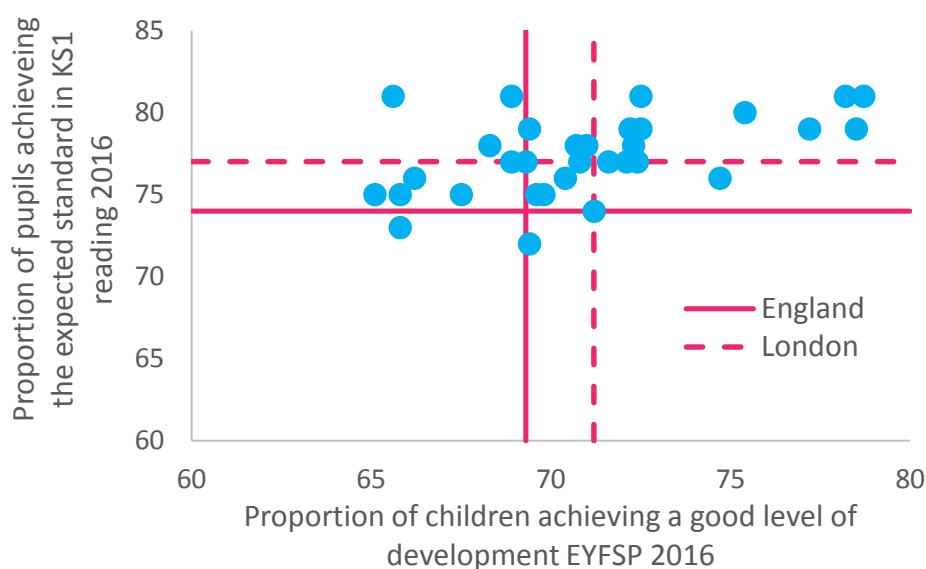
Outcomes at the end of primary school

Across England, the proportion of pupils reaching the new expected standard in each of reading, writing and mathematics at age 11 in 2016 is far lower than the percentage that achieved the previous expected standard of a level 4. **London remains the highest performing region, with 59 per cent of pupils meeting or exceeding the new expected standard in all three of reading, writing and mathematics in 2016** (the average for England is 53 per cent).[65]

Whilst the relative performance of London's schools remains high, **these new assessments reveal that over 40 per cent of the city's children are currently leaving primary school not fully ready for secondary school.[66]** In 2016, 39,000 pupils in London did not achieve the expected standard in reading, writing and mathematics at the end of primary school. Figure 2.2 shows how these pupils are distributed across London.

Figure 2.2: Number of pupils who did not achieve the expected standard in reading, writing and mathematics at Key Stage 2 in 2016[67]

300   2,000
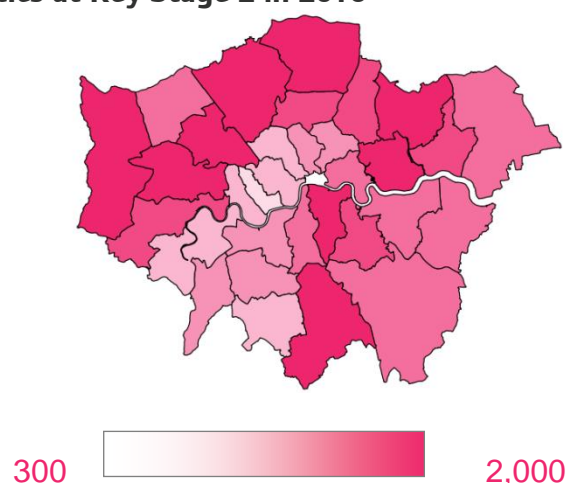
Outcomes in London's secondary schools

New accountability arrangements were introduced at Key Stage 4 in 2016, including two new headline measures: Attainment 8 and Progress 8. These measure a pupil's attainment in eight subjects which fulfil certain requirements, and the progress of pupils between Key Stage 2 and Key Stage 4. These measures replace the previous 5 A*–C inc English and mathematics as the key attainment measure at Key Stage 4.

In 2016, **London had the highest Attainment 8 score of any region in England, at 51.9**; this compares with the national average of 50.1.[68] **London performed particularly well on the Progress 8 measure, with an average score of 0.16. This was far ahead of any other region (the East of England, directly behind London, achieved a score of 0.03) and substantially higher than the England-wide average of negative 0.03.[69]**

London performs well on the government's new 'Progress 8' measure. Its score of +0.16 means that pupils achieve about a sixth of a grade higher in each GCSE subject than pupils with similar prior attainment nationally.

Pupils in London are far more likely to be entered for all EBacc subjects, and far more likely to achieve good grades in these subjects. 49.8 per cent of pupils were entered for all components of the EBacc and 31.9 per cent of all pupils achieved it – this is much higher than the average for England's state schools (39.8 per cent entered and 24.8 per cent achieved).[70]

In 2016, pupils in London were more likely to achieve five good GCSEs including English and mathematics than the national average, but were only marginally ahead of the next highest performing region, the South East.[71] Unlike at primary level, pupils in Outer London performed better than Inner London in terms of attainment. As it is no longer the headline measure of school performance, it is likely that schools are now less focused on raising performance against this metric and are instead concentrating on achievement across the Attainment 8 subjects.

Outcomes at A-level

London has a high rate of students achieving top grades (AAB+) in 'facilitating subjects'[72]– these are subject combinations preferred by Russell Group universities – a group of 24 universities often considered to be the 'leading' universities in the UK including Oxford and Cambridge. Amongst A-level students in London, 16.4 per cent achieved AAB+ in facilitating subjects.

Figure 2.3: Proportion of students achieving AAB+, at A-level, of which at least two are in facilitating subjects, 2015/16[73]
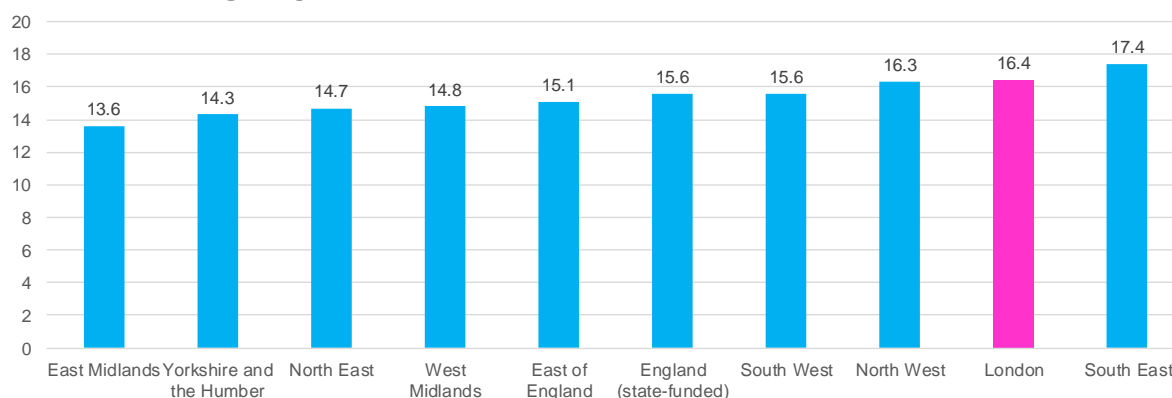
However, unlike at GCSE, London is not the highest performing region at A-level on this measure, coming second to the South East. London also trails when considering average point score per entry amongst level 3 students. In London, the average point score per entry for level 3 students was 32.53, again second to the South East.[74]

The fact that higher proportions of students are remaining in education than nationally, and London is not the top performing region; may reflect a situation in which low prior attaining students are continuing studies where they are unable to achieve the highest grades. Alternatively, or simultaneously, it might be that schools and colleges in London are pushing students into A-level subjects that are perceived to be 'tougher' and better for prospects.

A world-class ambition for London's schools

It is clear that London's schools perform well in comparison to national averages. Performance in London has increased rapidly over the last fifteen years and pupils in London are frequently at the top of national performance tables.

The ambition for London goes beyond simply being above average nationally: it means a school system that matches the performance of the best systems globally. It is therefore important to benchmark performance in London not only against other regions in England, but against these world-class benchmarks.

The Programme for International Student Assessment (PISA) is a key international comparison of the attainment of 15 year-olds[75]. The PISA test comprises of an assessment across three core domains: reading, mathematics and science. Each round of PISA has a different focus; in 2009 it was reading and in 2012 it was mathematics. Traditionally, PISA results have been used to compare the performance of countries, but there has been an increasing interest in comparing

cities and regions. Last year, research commissioned by the GLA and produced by the Institute of Education, benchmarked the performance of London's 15 year-olds against a selection of cities and states using data from PISA 2009 and 2012.[76]

This research found that, overall, London's performance in both reading and mathematics does not appear to be particularly strong. When compared to other cities or states, London's performance on mathematics places it in 24th position out of the 37 economies included.[77] It is significantly behind 17 cities or states, including Riga, Reykjavik and Milan. **Children in Shanghai are approximately three years of schooling ahead of children in London** and *"only the top 10 percent of London pupils have mathematics skills equal to the average child in Shanghai"*. Similarly, London is ranked 26th out of 37 cities and states for reading.[78]

While London performs well on domestic measures of attainment, its performance compares less favourably to other cities and countries. The most recent PISA 2015 focused on pupil performance in science and whilst this was shown to be area of strength for the UK, there is interest to see how this translates for London.

Improving London's standing in international comparisons will require effort which starts in the early years. **While so many pupils are ending primary school below the expected standard, it is unlikely that London's schools will be able to achieve world-class outcomes by the end of secondary school.**

The Education Policy Institute's Annual Report 2016 proposed a series of benchmarks for England's primary and secondary schools that would assess how far England is from being amongst the highest performing jurisdictions. It suggested that in order for England's secondary schools to be world-class by 2030, 85 per cent of pupils would need to leave primary school having achieved the equivalent of a level 4B or above in reading, writing and mathematics by 2025.[79]

The report found that while London had seen the biggest gains over the past fifteen years, only 61.2 per cent of primary pupils were achieving the required standard.[80] **In fact, there are no local authorities where the proportion of pupils meeting the expected standard matches this world-class benchmark.**

The Education Policy Institute's 2016 annual report also proposed a world-class benchmark of attainment for secondary schools that 75 per cent of pupils achieve 50+ points in Attainment 8 by 2030. In 2015, London was the highest performing region against this benchmark, with 44.1 per cent of the city's pupils achieving this standard, compared to a national average of 38.0 per cent.[81] **London's performance against this measure needs to improve by just over 30 percentage points – or 2 percentage points every year – to reach the Key Stage 4 world-class attainment standard.**

London's key challenges

London pupils overall do very well compared to other regions. However, there are still significant numbers of pupils who are not in good or outstanding schools and are not achieving the minimum standards.

School to school support mechanisms need to be effectively harnessed to get the right support to London schools and teachers.

Schools will face increased budgetary pressures over the next few years due to rising costs and pupil numbers, as well as the proposed new schools funding formula which will impact London schools with budget reductions greater than anywhere else.

At Key Stage 5 London still has not been able to emulate its success in the earlier phases, and performs below the national average on A-level points per entry.

3: Every Pupil To Have The Opportunity For Continuous Improvement, Especially The Most Vulnerable Young Londoners

Children who go to school in London are likely to achieve better outcomes than pupils in any other region in England, but the profile of London's schools is also very different from the rest of England, reflecting the city's diverse population. In particular, pupils in London are more likely to come from a minority ethnic background or speak English as an additional language.

This section describes the demographic profile of the pupil population in London and how this varies across the city. Previous research has demonstrated how gaps in attainment are evident from an early age and continue to grow throughout school.[82] This section provides breakdowns of attainment in the Early Years Foundation Stage Profile through to Key Stage 4 (and post-16 where available), and presents new analysis of the socio-economic gaps which exist in London.

Demographic profile of school aged children in London

Schools in London have a higher proportion of pupils from disadvantaged backgrounds than the average for England: across the city, just under a fifth of pupils are eligible for free school meals.[83] Overall, there is a stark contrast between Inner and Outer London. Inner London has a higher rate of free school meal eligibility than any other region in England at both primary and secondary level, at 23.4 per cent and 28.3 per cent respectively; Outer London is in line with the national average. And there is considerable variation within the city. Amongst secondary pupils, the proportion of pupils in Tower Hamlets eligible for and claiming free school meals reaches 42.1 per cent, whereas it is only 7.7 per cent in Kingston-upon-Thames.[84]

Schools in London also have a higher proportion of pupils from black and minority ethnic backgrounds than average. In fact, the proportion of pupils in the city's schools who are from black and minority ethnic backgrounds is more than double the England average.[85] These patterns vary by ethnic group. Both Inner and Outer London have higher proportions of Caribbean and African pupils than the national average. The proportion of Bangladeshi pupils in Inner London is several times both the proportion for Outer London and the England-wide average, whilst a higher proportion of Indian pupils are found in Outer London than in Inner London. Again there is variation between local authority areas. In Newham, 94 per cent of primary pupils are from ethnic minorities, compared with 33 per cent in Havering.[86]

Given the high preponderance of ethnic minority pupils in London, it is unsurprising that London also has very high levels of pupils whose first language is not English. This is particularly the case in Inner London, where around half of pupils have English as an additional language.[87] It is a diverse picture across London. At one end of the spectrum, three-quarters of primary pupils in Tower Hamlets have a first language that is other than English, compared to one in seven primary pupils in Bromley.[88]

The proportion of pupils with special educational needs in Inner London is higher than in any other region (15 per cent of primary school pupils and 17 per cent of secondary school pupils, compared with 13 per cent of pupils across England in both primary and secondary phases)[89]. Outer London is much more similar to the national average. Again, there is wide variation in levels of SEN identified across London, ranging from 19 per cent of primary school pupils in the City of London to 9 per cent of primary pupils in Havering and from 20 per cent of secondary school pupils in both Hackney and Wandsworth to 7 per cent of secondary pupils in Kingston-upon-Thames.[90]

Figure 3.1: The characteristics of primary school pupils in London, January 2016[91]

Pupils eligible for free school meals	Pupils from minority ethnic backgrounds	Pupils whose first language is other than English	Pupils with an identified special educational need
England 15%	**England** 31%	**England** 20%	**England** 13%
London 18%	**London** 72%	**London** 49%	**London** 14%
Inner 23% **Outer** 15%	**Inner** 81% **Outer** 68%	**Inner** 56% **Outer** 46%	**Inner** 15% **Outer** 13%

7% — 34%   33% — 94%   14% — 75%   9% — 19%
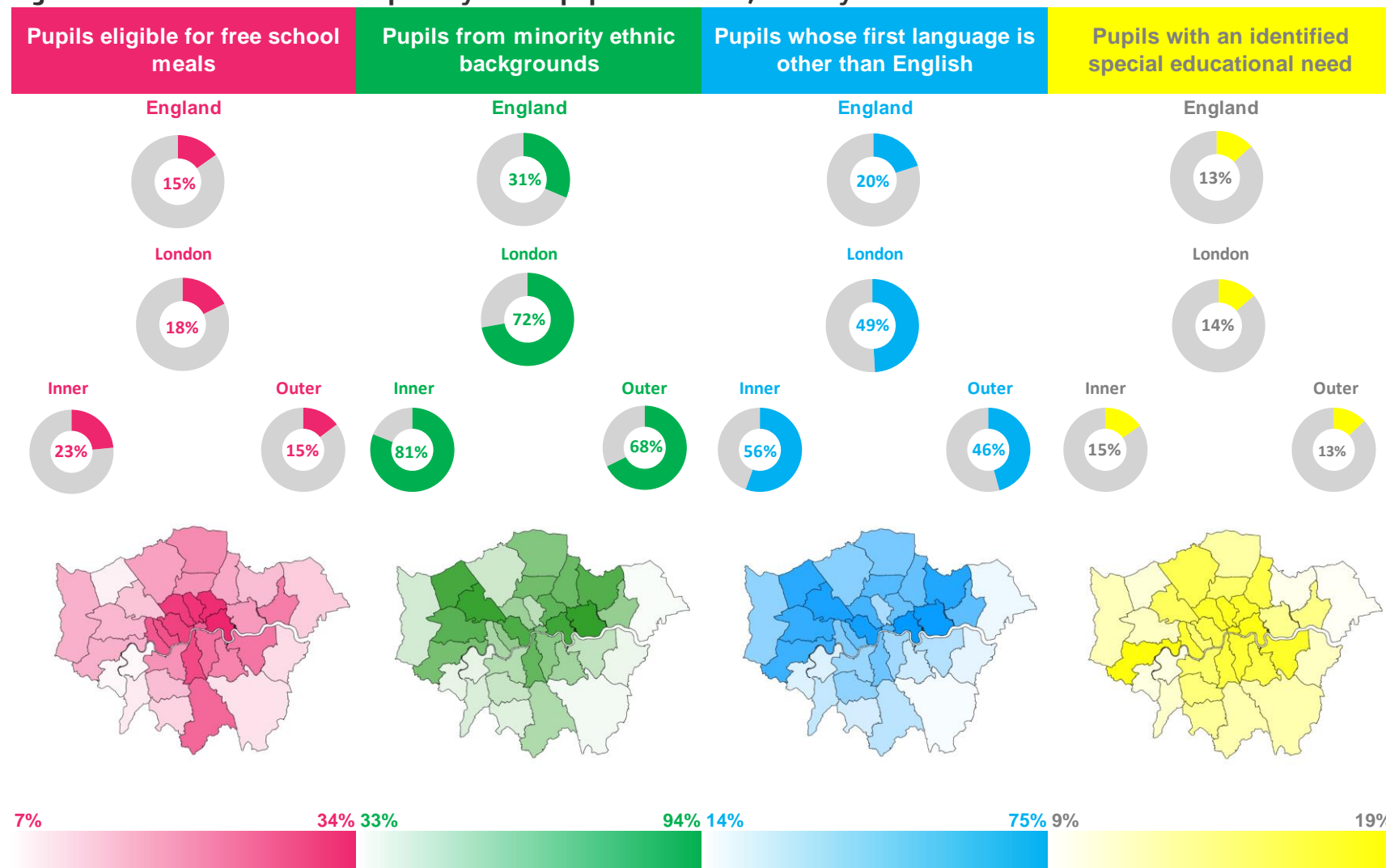
Figure 3.2: The characteristics of secondary school pupils in London, January 2016[92]

Pupils eligible for free school meals	Pupils from minority ethnic backgrounds	Pupils whose first language is other than English	Pupils with an identified special educational need

England

14%

England

28%

England

16%

England

13%

London

19%

London

70%

London

41%

London

14%

Inner

28%

Outer

15%

Inner

82%

Outer

64%

Inner

50%

Outer

37%

Inner

17%

Outer

12%

8%   42%   29%   93%   9%   71%   7%   20%
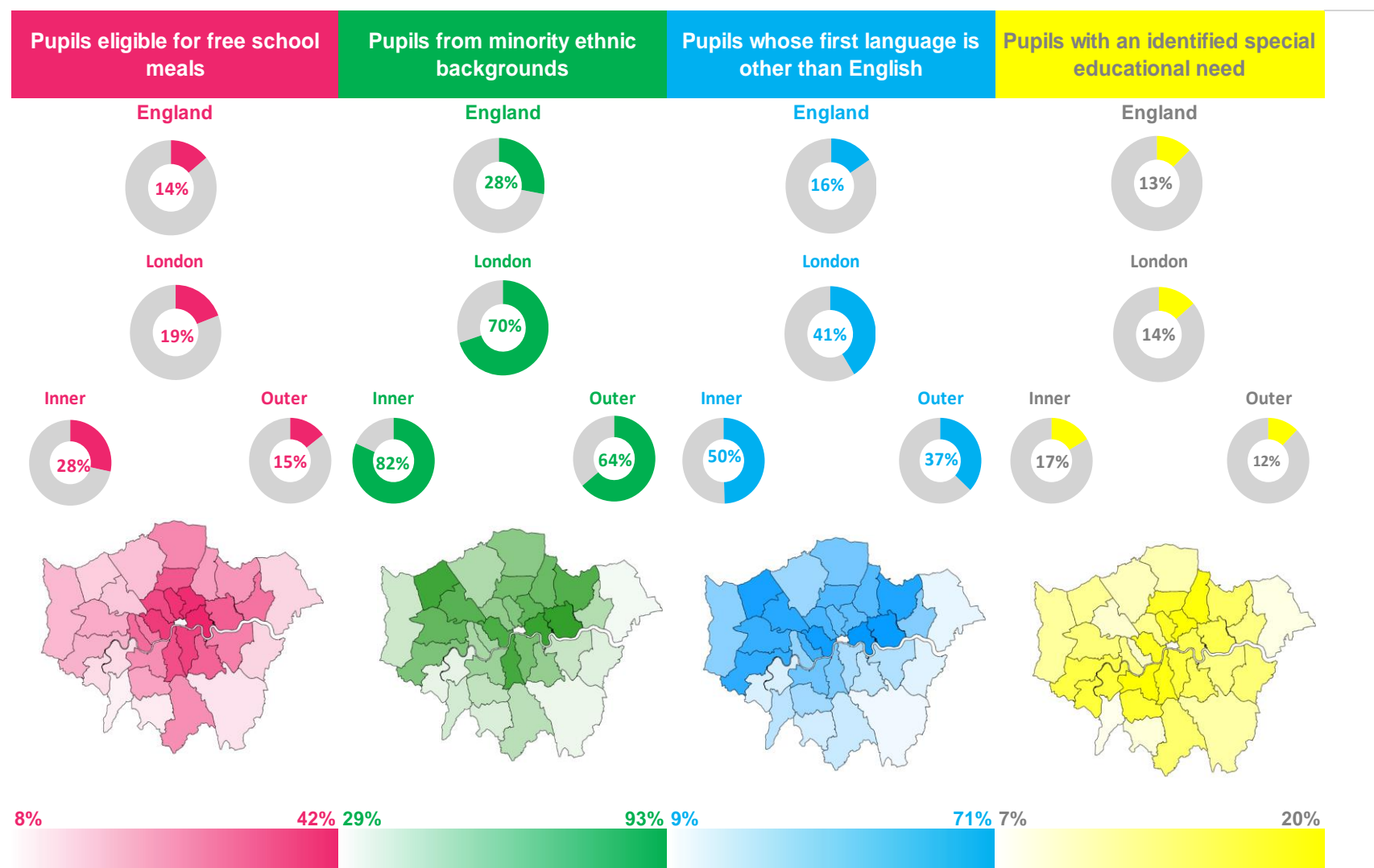
Attainment by pupil characteristics

This section examines how different groups perform in the early years through to the end of secondary school by considering the proportion of pupils that:

- achieve the expected level in all early learning goals by age 5;
- leave primary school 'secondary ready'[93]; and
- end secondary school having gained five good GCSEs including English and mathematics.

For free school meal eligibility and special educational needs status, it is possible to give additional consideration to the proportions of pupils that:

- achieve five good GCSEs, including English and mathematics, by the age of 19
- achieve level 3 post-16 qualifications by the age of 19; and
- attend higher education as a sustained destination, as a percentage of those entered for level 3 qualifications.

For looked after children, statistics are available for the proportion who leave primary school 'secondary ready', and who end secondary school having gained five good GCSEs including English and mathematics.

Pupils from low income backgrounds

As in other parts of the country, pupils from low income backgrounds achieve lower results than their peers in all stages of education. However, **the gap is narrower in London than elsewhere and pupils from low income backgrounds (eligible for free school meals) in London achieve higher results than similar pupils elsewhere.** 60 per cent of children in London who are eligible for free school meals reach the expected level in all Early Learning Goals by age 5; this is 11 percentage points lower than their more affluent peers.[94] By the end of secondary school there is a 19 percentage point gap in the proportion of pupils achieving five good GCSEs including English and mathematics. However, **pupils from low income backgrounds are almost 50 per cent more likely to achieve this standard in London than elsewhere[95].**

Post-16 London students from low income backgrounds are more likely to have achieved five good GCSEs including English and mathematics by the age of 19 than their peers in other parts of the country (57 per cent in London, compared with 45 per cent nationally)[96]. However, smaller proportions of pupils are 'catching up' to this standard between 16 and 19 in London than elsewhere.

The proportion of students from low income backgrounds progressing from level 3 qualifications to higher education is higher in London than is seen nationally.[97] But the premium associated with being in London is smaller than is seen in earlier outcomes (a disadvantaged pupil is 17 percentage points more likely to achieve level 3 in London than elsewhere, but amongst those with level 3 qualifications, disadvantaged students in London are only 12 percentage points more likely to enter higher education than similar students nationally).[98] If London is to be significantly ahead of other regions, an additional focus

on post-16 education is required to ensure disadvantaged students have the right qualifications, at the right level, to progress into higher education.

Pupils with special educational needs

Pupils identified with special educational needs in London outperform pupils identified with special educational needs in other parts of the country at all stages of education. In London, 29 per cent of pupils with SEN achieved a good level of development by age 5 – four percentage points higher than pupils with SEN nationally.[99] At the end of secondary school, 30 per cent of SEN pupils in London achieve five good GCSEs including English and mathematics – 6 percentage points higher than nationally.[100]This pattern continues post-16, where 41 per cent of pupils with SEN in London achieve level 3 qualifications – 12 percentage points higher than nationally. Among those pupils entered for level 3 qualifications, a higher proportion with SEN in London transition into higher education as a sustained destination (47 per cent, compared with 39 per cent nationally).

Pupils from Black and Minority Ethnic backgrounds

Black pupils are the lowest attaining major ethnic group nationally at all three stages. At the end of primary school, black pupils perform 6 percentage points behind the next lowest ethnic group (54 per cent compared with 60 per cent for white or mixed pupils).[101] Their attainment is however still higher than black pupils nationally (51 per cent). These patterns were similar under the old Key Stage 2 assessments prior to 2016, although the proportion of pupils achieving the expected standard was higher across the board.

The attainment of black Caribbean boys in particular is low. In 2016, 42 per cent of black Caribbean boys in London achieved the expected standard in reading, writing and mathematics at the end of Key Stage 2.[102] Whilst ahead of black Caribbean boys nationally these pupils are currently 12 percentage points behind the national average of all pupils and 17 percentage points behind the average across London. This gap is the equivalent of over 600 black Caribbean boys ending primary school non-secondary school ready.

At the end of secondary school, the proportions of pupils achieving the expected standard of five good GCSEs including English and mathematics have fallen since 2013, due to the introduction of stricter rules on which qualifications are included in national performance measures, and the counting of first GCSE entries rather than the best grade achieved in each subject. **In London, the result of these changes has been that black pupils have fallen further behind their peers,[103]** which is also the case nationally.

It may therefore be the case that some of the reforms are having, at least in the short term, a disproportionately negative impact on pupils from black backgrounds. These reforms relate to school performance measures, and not necessarily the final qualifications that individuals achieve at Key Stage 4.

## Pupils with English as an additional language

Pupils whose first language is not English have lower outcomes in the early years, but match the performance of other pupils by the end of secondary school. 67 per cent of

children whose first language is other than English in London reach a good level of development at age five, 7 percentage points behind other children. At the end of secondary school, 61 per cent achieve five good GCSEs including English and mathematics, on average, the same as other pupils.

Looked after children

Both in London and nationally, looked-after children have very low attainment rates, and just 17 per cent in London achieved five good GCSEs including English and mathematics in 2015. This was 3 percentage points ahead of national attainment for this group. This means that, London schools provide a smaller advantage relative to schools elsewhere for looked-after children than they do for those from low-income backgrounds, or those with special educational needs.[104]

Figure 3.3: Percentage of pupils meeting expected standard in the early years (2016), primary school (2016), secondary school (2015), post-16 catch-up (2015), post-16 level 3 (2015), and higher education destinations (2014); by eligibility for free school meals.[105]
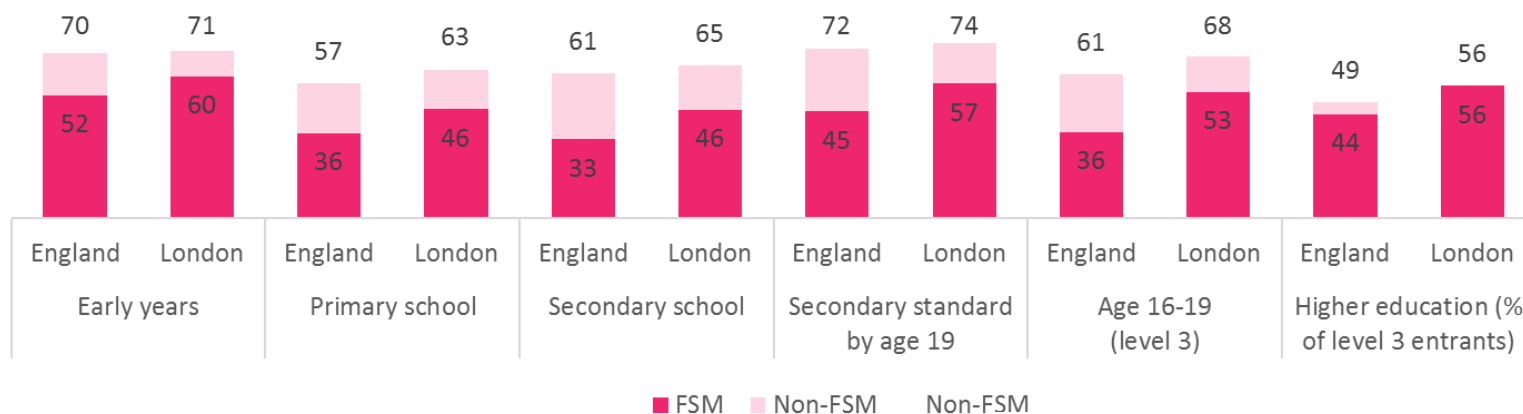
Figure 3.4: Percentage of pupils meeting expected standard in the early years (2016), primary school (2016), secondary school (2015), post-16 catch-up (2015), post-16 level 3 (2015), and higher education destinations (2014); by special educational needs / learning difficulties or disabilities.
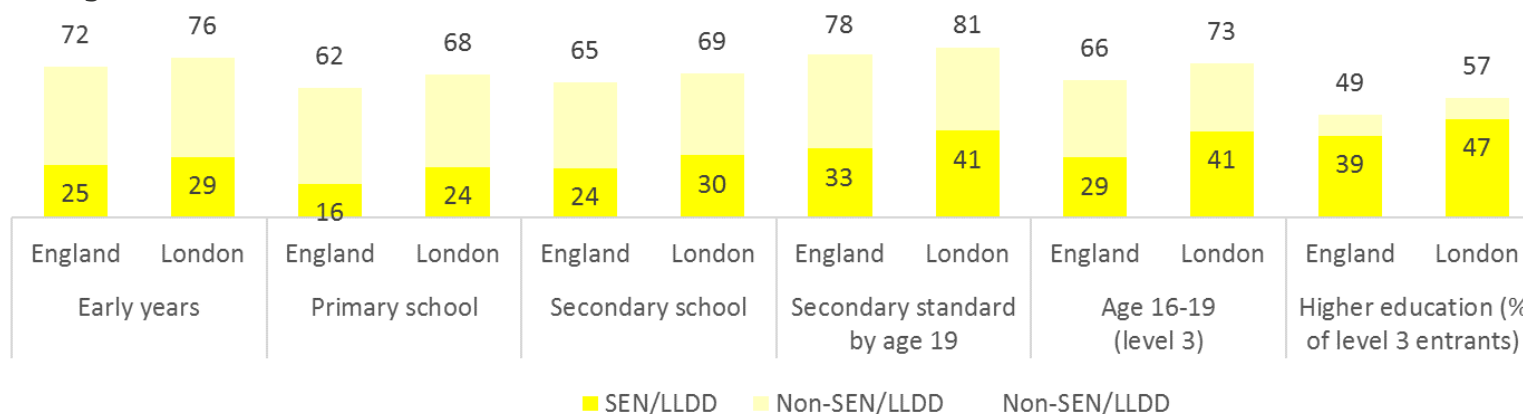
Figure 3.5: Percentage of pupils meeting expected standard in the early years (2016), primary school (2016), and secondary school (2015); by major ethnic group.
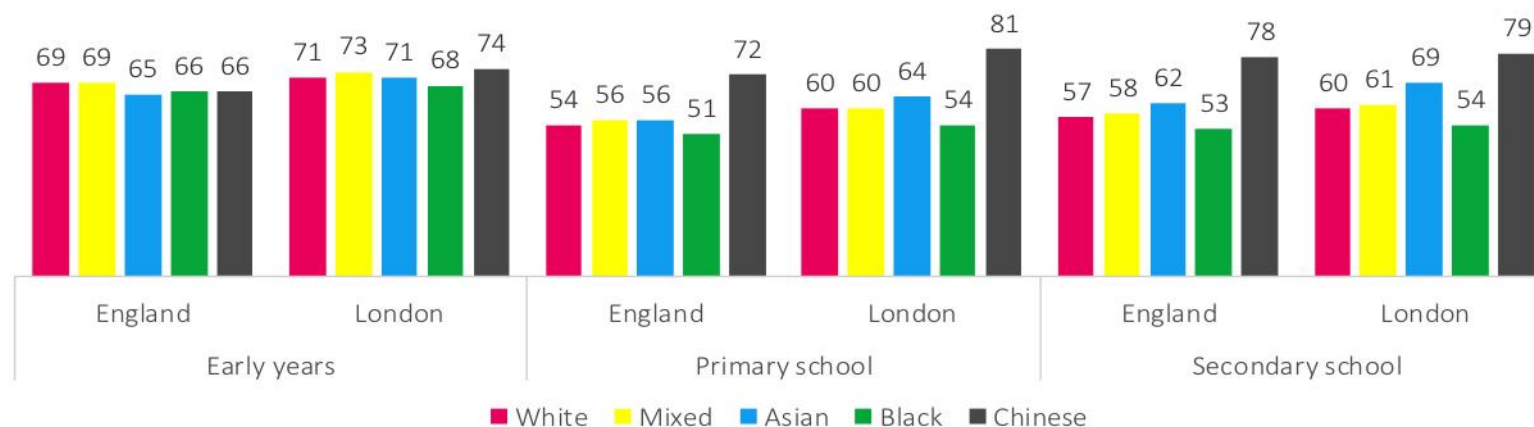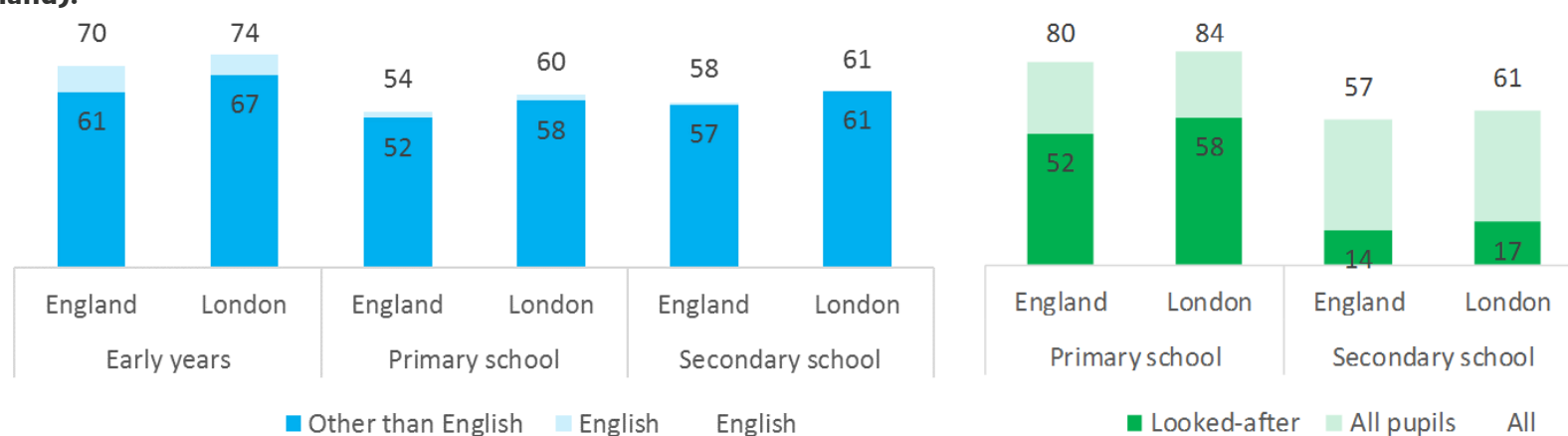

Figure 3.6: Percentage of pupils meeting expected standard in the early years (2016), primary (2016) and secondary school (2015) by first language (left-hand); and in primary (2015) and secondary school (2015) by looked-after child status (right-hand).

Case Study: Good outcomes for all young Londoners – Redbridge College and the Peer Outreach Team

Vulnerable groups in general are less likely to achieve the same standard of education as their peers. The following case study outlines how Redbridge College and the Mayor's Peer Outreach Worker team, young Londoners aged 15-25yrs old from diverse backgrounds, have worked in partnership to provide great outcomes for Redbridge's vulnerable students.

- **Presenting a new and engaging approach to education**
- **Providing innovative pastoral support**

Redbridge College is a vocational college offering a wide range of courses to 3,000 students across two campuses in Chadwell Heath and Illford Town Centre in north east London. Redbridge College has a varied intake, many of their students have challenging backgrounds.

Presenting a new approach to education
Redbridge College aims to provide a completely new atmosphere to re-engage and focus their students, many of whom have had negative experiences of education. The college has worked hard to develop strong links with businesses and other partners to ensure students have a learning experience that is relevant to the real world. This is achieved by embedding real life business briefs in curriculum areas.

Providing innovative pastoral support
To address some of the pastoral needs of their students, Redbridge College have asked the POW team to work with approximately 15 of their most in need students each year. Most of these students have learning disabilities, criminal justice records or have been in the care system.

This programme has been in place for 7 years, consisting of sessions led by the POW team. These vary in approach from group discussion and debate, to performance and role play. The aim is for students to explore key issues and identify how as a group, and as individuals, they can be active in the resolution.

Outcomes
The students that participate in the programme are predicted not to achieve the key educational measures. However, since the beginning of the programme there has been a 90% success rate in terms of transitions into Further Education, training, apprenticeships and work; some have even gone on to become members of the POW team. Within these overall successes, there are also personal stories. One such example is that of Connor (14) who, after being bullied in previous educational settings, arrived at Redbridge with such low levels of confidence and esteem he was unable to fully participate in his education. After taking part in the POW team programme Connor is thriving at school. His journey culminated in a solo music performance at City Hall celebrating the end of his course.

Exploring the disadvantage gap in London

For several years, London has been recognised as being at the forefront of England's efforts to close the gap in attainment between children from disadvantaged backgrounds and their peers.[106]

This section examines the attainment gap further by considering how the disadvantage gap varies for pupils from different ethnic groups and how the disadvantage gap has changed over time – including considering the gap in London in comparison to England.

### Disadvantage gap by ethnic group

The disadvantage gap in London is evident across all ethnic groups but is widest for white pupils at both Key Stage 2 and Key Stage 4 (Figure 3.7). At both Key Stages, white disadvantaged pupils are the lowest performing group followed by pupils from black and mixed disadvantaged backgrounds. However, when considering non-disadvantaged pupils then it is pupils from black backgrounds that are the lowest performing. In fact, non-disadvantaged black pupils are only marginally ahead of *disadvantaged* Asian pupils at primary and secondary level.

Figure 3.7: Attainment at Key Stage 2 and Key Stage 4 by disadvantage and major ethnic group, London 2015[107]

Key Stage 2 - Percentage level 4+ in reading, writing and mathematics
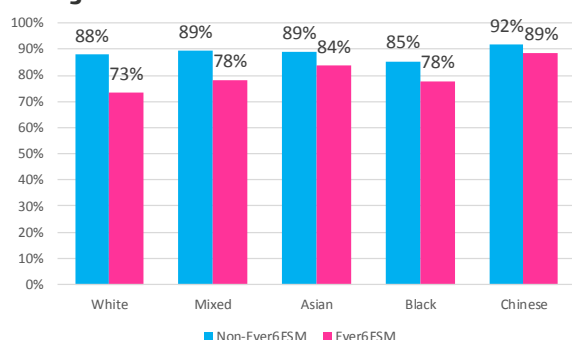
Key Stage 4 - Percentage 5+A*-C including English and mathematics
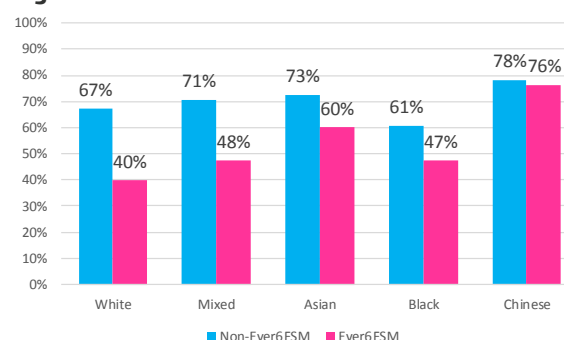
Comparing London's disadvantage gap between Key Stages and over time

In terms of the attainment gap between disadvantaged children and their peers, London performs proportionally best compared to England in early years. Here, disadvantaged children are 2.7 months behind their peers in London (compared to 4.3 in England)[108]. The next strongest stage is the end of secondary school and finally the end of primary school.

Despite the smaller gaps, London's disadvantaged children are almost 3 months behind by the time they start primary school.[109]

Primary schools

Attainment Gap

At the end of primary school, the gap in reading, writing and mathematics in London is almost 2 months smaller than it is in England as a whole (8.1 months, compared with 9.9 months).[110] This gap has reduced by just over one month since 2011, for both London and England. However, the most persistently disadvantaged children in London are over 10 months behind non-disadvantaged children by age 11 (a gap of 10.6 months, compared with 13.3 months nationally).

Figure 4.8: Attainment gap in Key Stage 2 reading, writing and mathematics, 2015[111]
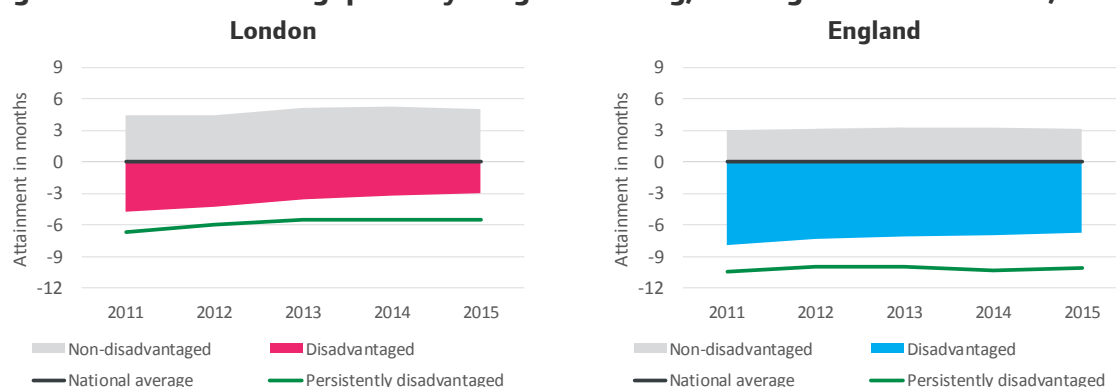
Progress Gap

Disadvantaged children in London make more progress than non-disadvantaged children nationally (in 2015, disadvantaged pupils in London made 2.8 months more progress between ages 7 and 11 than the average non-disadvantaged child in England).[112]

Figure 4.9: Progress gap in Key Stage 2 reading, writing and mathematics, 2015[113]
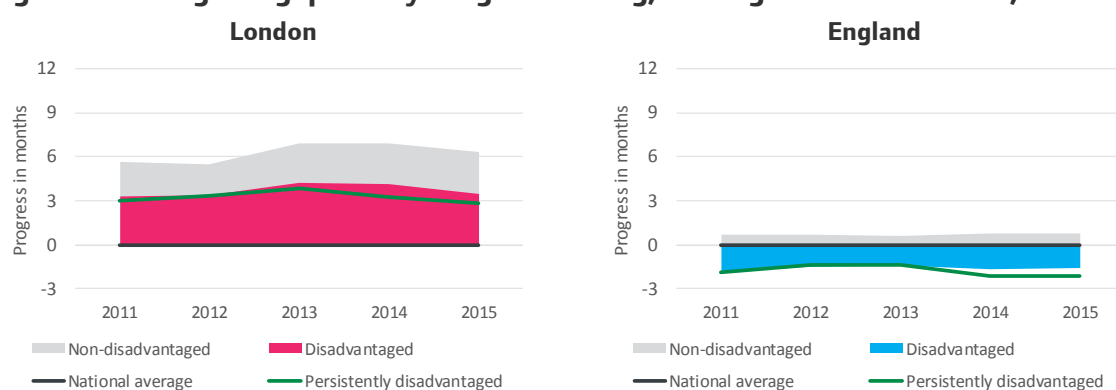
Secondary schools

Attainment Gap

The attainment gap at the end of secondary school is around a third larger than at primary level.[114] However, **London's attainment gap for average GCSE grades is around 4 months smaller than the same gap nationally** (9.7 months compared with 13.8 months). **The gap has decreased by just over one month (1.3 months) since 2011 in London and just under one month (0.9 months) in England as a whole**. The most persistently disadvantaged children in London are 12 months behind non-disadvantaged children by the age of 16, and this has barely changed since 2011[115]. The national gap for persistently disadvantaged children is even larger, at 17.6 months, and has increased by 0.7 months since 2011.

Figure 4.10: Attainment gap in GCSE average grade 2015[116]
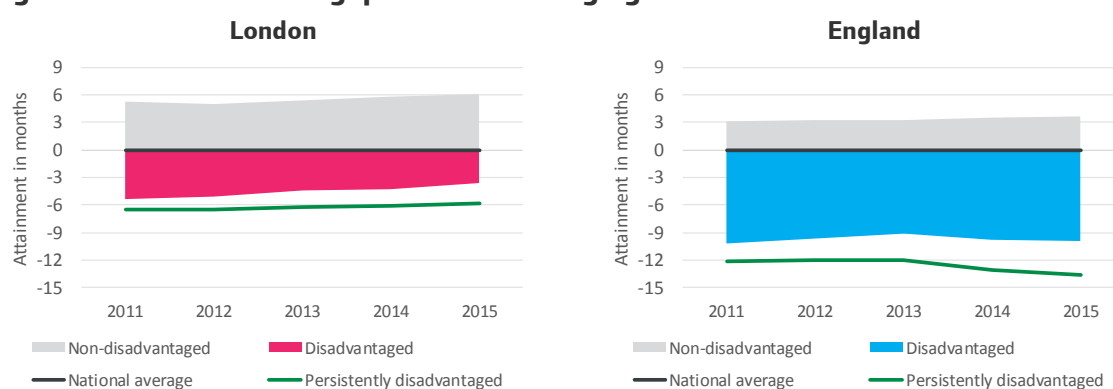
Progress Gap

Over the course of secondary school, disadvantaged children in Inner London continue to make more progress than the average non-disadvantaged child nationally. The difference between these groups was an additional 0.6 months of progress between ages 11 and 16 in 2015. In Outer London, disadvantaged children continue to make more progress than the average child nationally, but less than the average non-disadvantaged child nationally.[117]

Figure 4.11: Progress gap at GCSE average grade 2015[118]
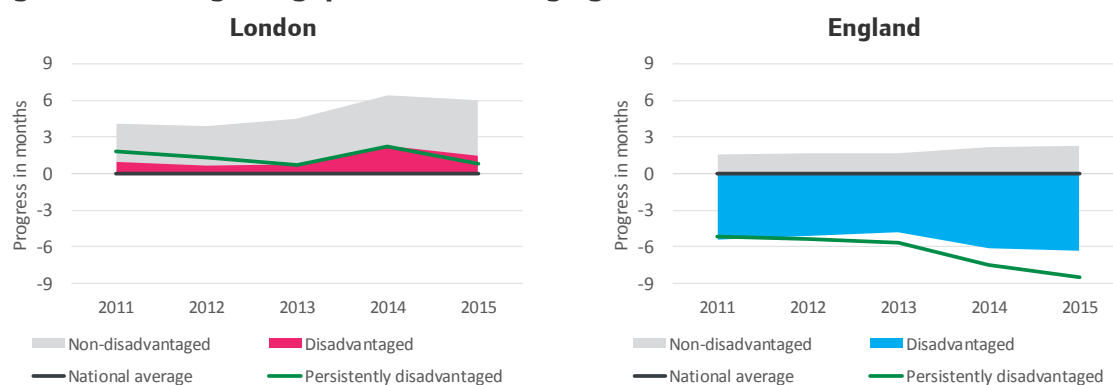
Comparative regional trends since 2006, by FSM eligibility and first language

The Mayor's world class ambitions for London require the attainment gap between disadvantaged pupils and their peers to be closing faster in London than elsewhere.

The Education Policy Institute's Annual Report 2016 found that overall, London has seen the largest regional increases in attainment since 2006, particularly in primary attainment, but also in secondary attainment.[119]

As attainment is impacted by the characteristics of pupils, progress can serve as a more accurate measure of performance in regional comparisons. **London has not the achieved the top rank, in terms of improvement in pupil progress since 2006, for FSM eligible and EAL pupils.[120]**

Primary schools

Overall, improvement in the progress made by pupils in London's primary schools (between the ages of 7 and 11) was slightly lower than in the North East. Within London, improvements have been larger for pupils with English as an additional language and/or pupils eligible for FSM, resulting in reduced progress gaps. However, London was not the best performing region for these groups of children. Improvements were greater in Yorkshire and the Humber (for children with English as an additional language) and the North West (for pupils with EAL and/or those eligible for FSM).[121]

Secondary schools

While London remained in the lead overall on improvements in pupil progress during secondary school, it was behind the North East in terms of improvements for pupils who were eligible for free school meals and/or had English as an additional language.[122]

It was also behind both the North East and Yorkshire and the Humber in terms of improvements for pupils who were eligible for FSM and had English as their first language (this group is mostly white British working class children but also includes working class BAME children whose home language is English).[123]

Case Study: Developing teachers as EAL Champions.

Some teachers in schools lack expertise and confidence about first and second language acquisition and how to best meet the individual needs of pupils with English as an additional language (EAL). As part of the London Schools Excellence Legacy Fund (LSEF) Glebe Primary / Knowledge Centre have been working in collaboration with the Institute of Education (IOE) at UCL to improve this by:

- **Developing teacher confidence and knowledge**
- **Providing teachers with a deep understanding of relevant EAL research**
- **Identifying strategies to better identify the progress of each learner**
- **Sharing pedagogy and practices across four geographical School Hubs**

A subject knowledge audit of teacher confidence and knowledge identified five areas for teachers' development:
- having strategies to assess EAL language development
- understanding second language acquisition
- knowing EAL learners cultural and linguistic background
- analysing language demands, needs and opportunities
- promoting the inclusion of an EAL perspective

Providing teachers with a deep understanding of relevant research
The programme offers teachers access to an EAL subject knowledge expert. They are learning about various themes including exploring reflective narratives, autobiographical writing and the importance of children guessing in the overall reading process.

Building in strategies to better identify the progress of each learner
With increased knowledge and confidence about EAL pedagogy and practices, teachers have been creating: tools for pupil tracking, detailed pupil profiles and ways of capturing narrative stories. Each EAL Hub now has a clear focus:

EAL Hub Harrow: 'How can we support EAL children to improve their competence in using tenses accurately in their English?'
EAL Hub Harrow 'How can we support EAL learners with improving and understanding comprehension?'
EAL Hub Hillingdon 'How can we explicitly teach vocabulary so that our EAL pupils are able to use appropriate vocab in the right context and so they can communicate in full sentences?'
EAL Hub Brent 'How can we improve engagement in reading for EAL boys?'

Outcomes
Although the project is not yet complete teachers are incorporating learning from the programme and are saying:
'I'm not simply relying just on phonics as the only way to teach language.'
'I'm trying to model the language I want – rather than correct the pupils.'
'Many EAL learners find it difficult to understand homophones – so I have learnt to be more careful about what I say and how I say it.'

London's key challenges

Outcomes for black pupils, especially black Caribbean boys, and those from white working class backgrounds are particularly low.

There remains an attainment gap for the most persistently disadvantaged children which has barely changed since 2011.

There is a wide range of outcomes across London's schools so sharing knowledge and understanding the best practice in London and from elsewhere in the country should be a priority.

London will not achieve a higher benchmark against other comparable international systems until further progress is made on closing the gap for disadvantaged pupils.

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.[124]

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

Enthusing 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.[125]

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.[126] **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).[127]

Figure 4.1: Destinations of the 2013/14 GCSE cohort (percentage in each category) and proportion remaining in education[128]
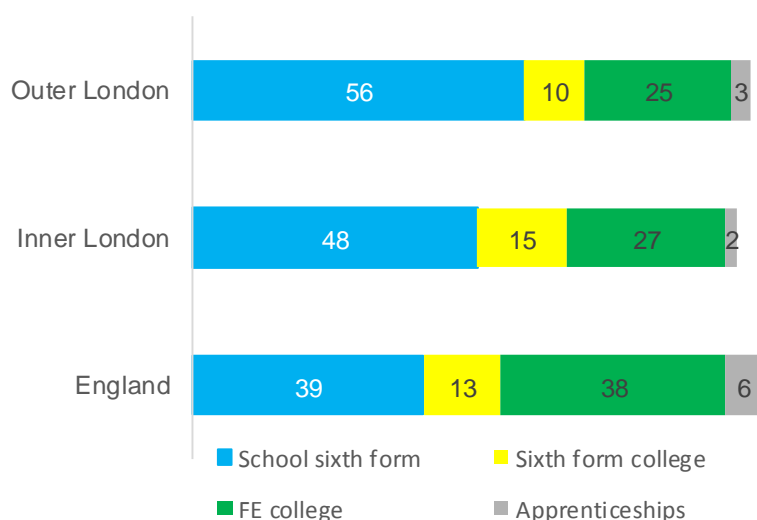
Achievement of level 2 and level 3 by age 19

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.[129] 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.[130]

Conversely, this means that **there are around 9,000 19 year-olds in London that are not educated to level 2.[131]** 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.[132] **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 smaller proportion missing it in mathematics.[133] 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.[134] 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.[135]

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.[136] 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.[137] 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 - 2016[138]
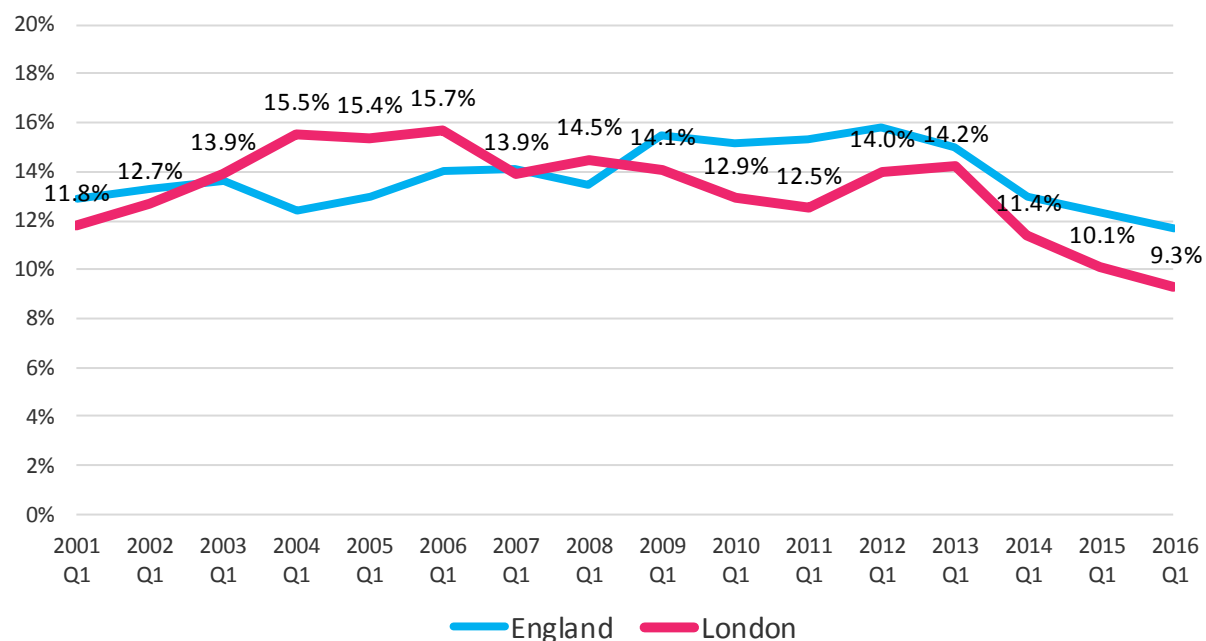
Key Stage 5 Destinations

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)[139]

	Russell Group (including Oxbridge)
	Other UK higher education
	Other education or employment destination
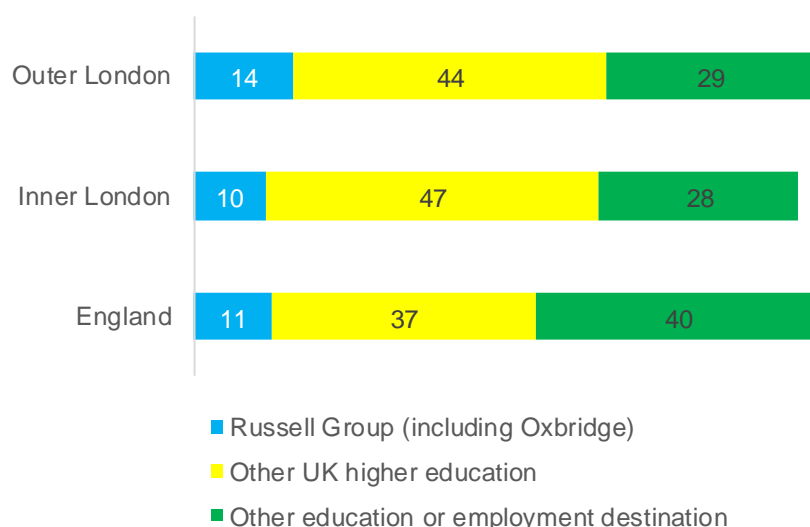
Ensuring continued high quality post-16 provision

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.[140] 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.[141] 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.[142]

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 workforce[143] 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.[144] 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.[145] Although Asian and black students aged 11 to 14 express strong science aspirations, figures suggest that this is not translated into post-16 participation.[146]

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.[147]

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*-C[148]. **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 qualification[149], 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.[150] 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.[151] 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.[152] 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) [153]
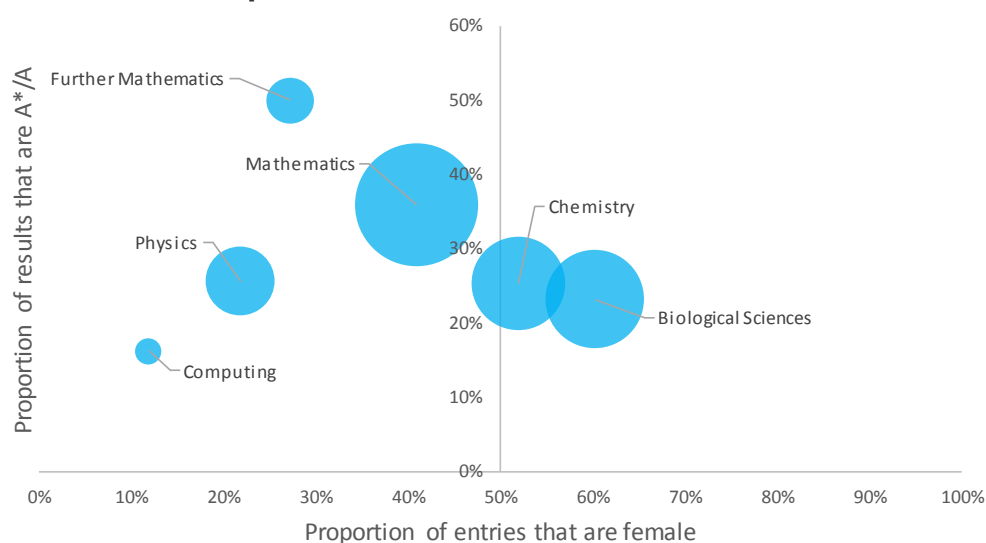
Apprenticeships

Apprenticeships are jobs with training that allow young people to 'earn while they learn' whilst also gaining a nationally recognised qualification.[154] 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 age[155]
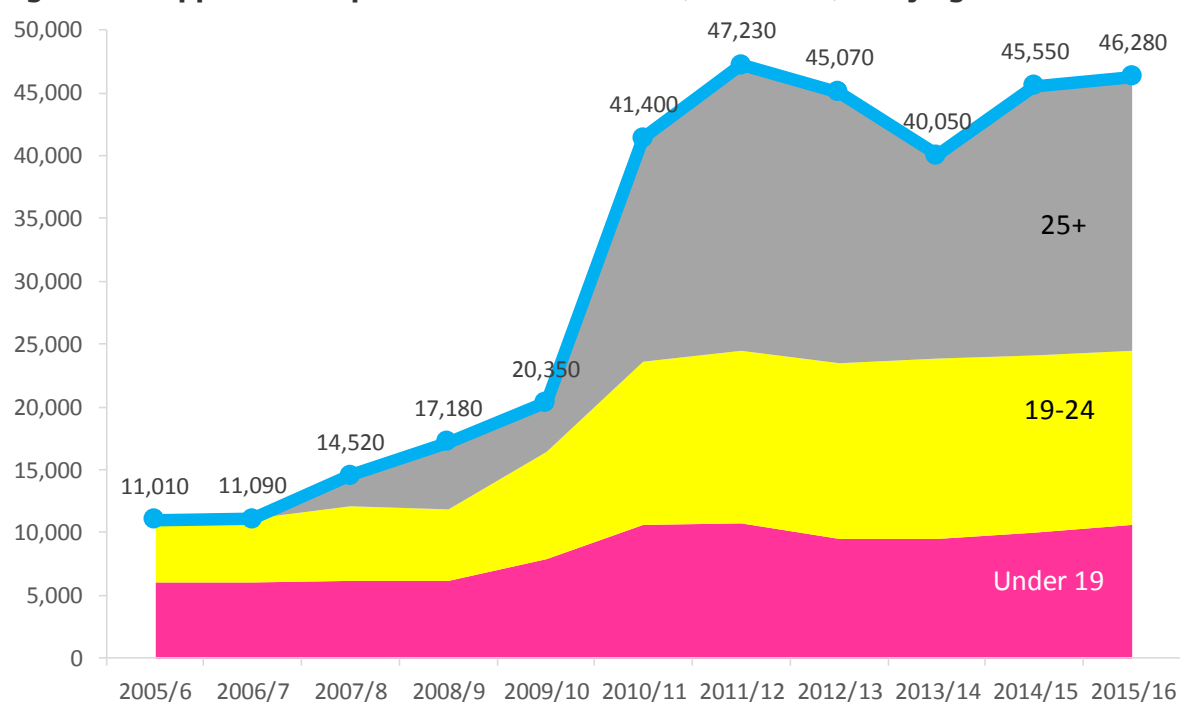
The largest number of starts were in business administration and law, health public services and care, and retail commercial and enterprise.

Figure 4.6: Apprenticeship starts in London 2015/16 by industry sector[156]
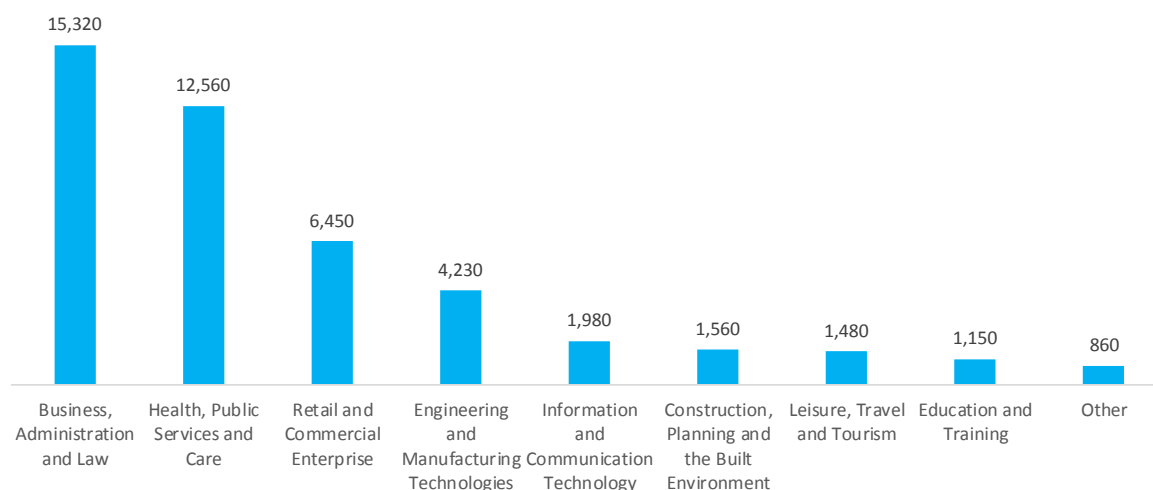
The most popular apprenticeships generally reflect the relative size of these sectors in the London economy, in terms of the number of jobs.[157] However, the number of apprenticeships in each sector does not consistently reflect their size as part of the London economy. Engineering and manufacturing 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.[158][159]

Figure 4.7: Apprenticeship starts in each local authority area, 2015/16[160]

= 100 apprenticeship starts
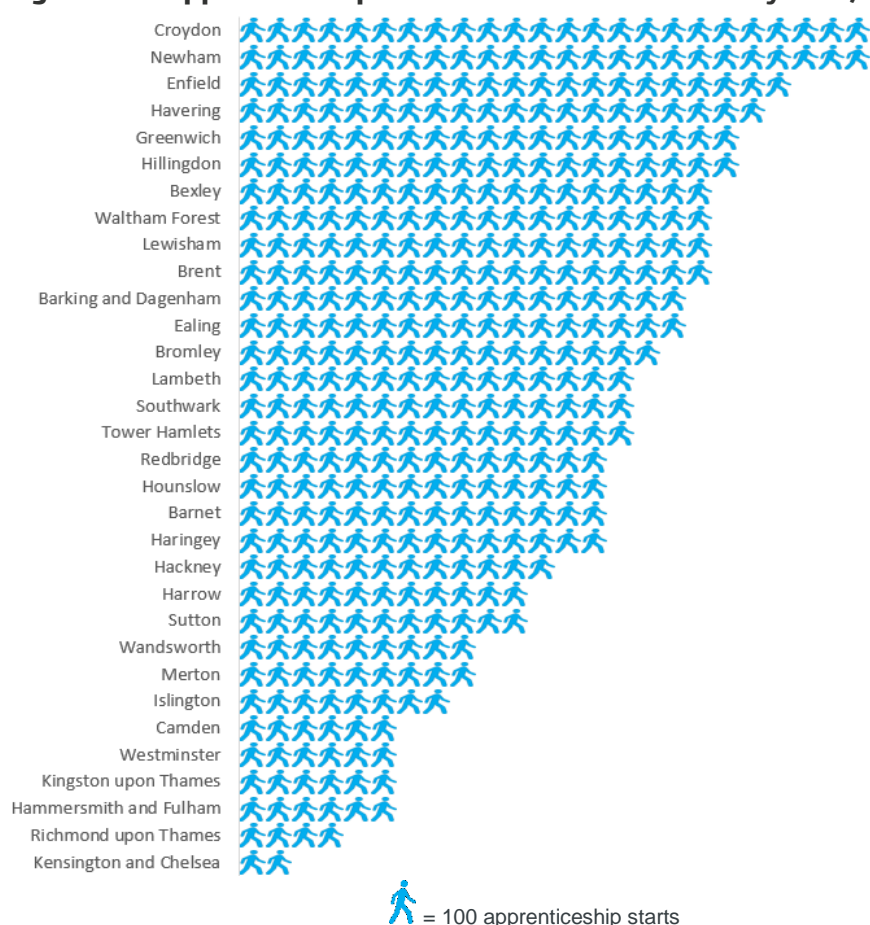
Apprenticeship Levy

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.[161] **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.[162]**

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.[163]

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.[164]

Figure 4.5: Apprenticeship achievements in London 2005/6 to 2013/14 by age[165]
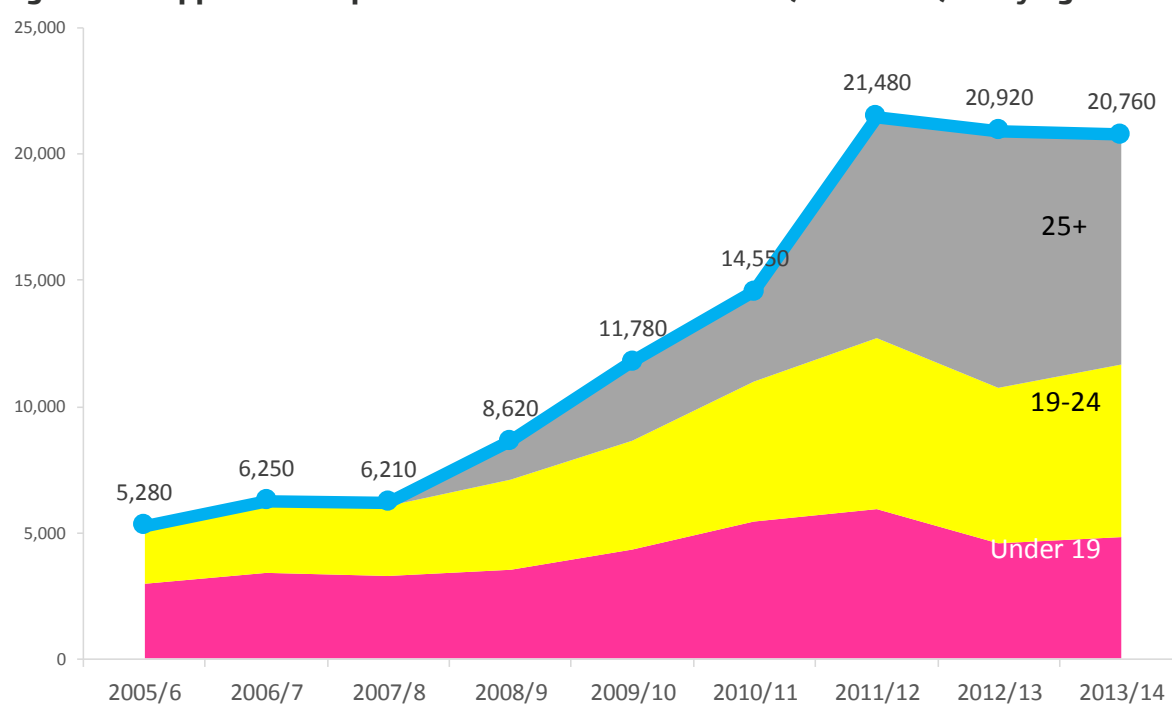
Figure 4.6: Apprenticeship success rates in London 2014/15 by level of apprenticeship (all ages)[166]

Level 2	Level 3
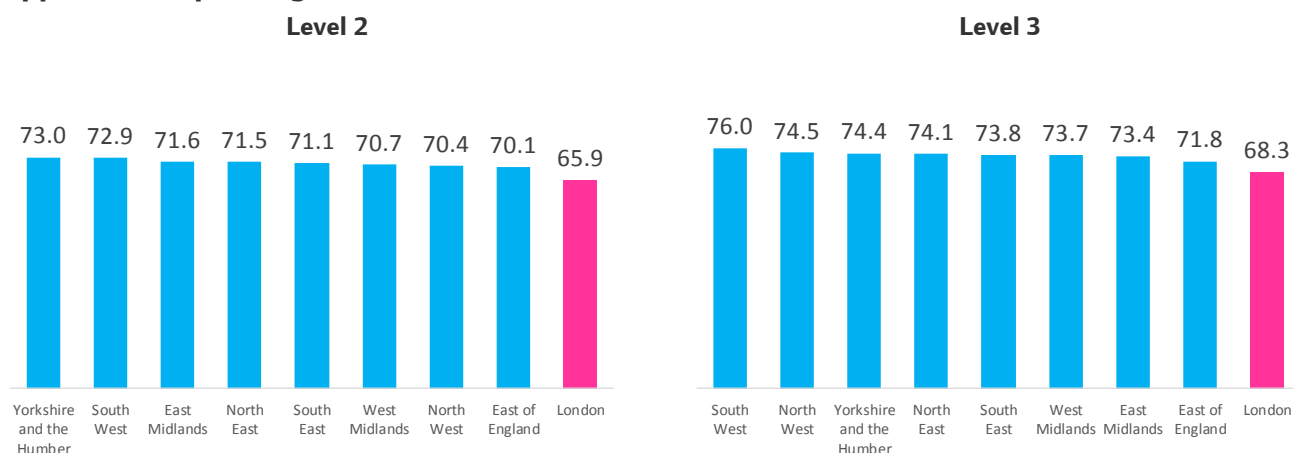
Overall:

- 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.

5: Excellent Teaching And Leadership; Building Capacity In London's Education System

International research evidence consistently finds that the quality of teaching is a primary driver of educational outcomes.[167] England is no exception to this, with one study finding that being taught by a 'high quality' rather than 'low quality' teacher adds almost half of a GCSE point per subject to the attainment of a given student.[168] The same research confirms, though, that it is difficult to identify which teachers will be most effective.[169]

The implications are that individual school senior and middle leaders play a vital role in recruiting, supporting and developing teachers and other staff to be effective, and that this has an enormous impact on pupils. In addition to developing the school workforce, school leaders play a vital role in setting and mobilising staff around a shared vision for their schools, and in developing the right cultures, practices and systems to improve attainment and progression.[170]

The following sections assess the state of leadership in London, with a focus on school leaders' current challenge of recruiting and retaining effective teachers.

The supply of effective leaders in London

London's recent successes in improving educational outcomes, particularly for disadvantaged pupils, have been attributed to the actions of and support given to its school leaders. The evaluation of the City Challenges (including the London Challenge between 2003 and 2008) highlighted the role of National and Local Leaders of Education in delivering improvements in underperforming schools through the Keys to Success programme. Leadership improvement made a significant contribution to helping London's coasting and satisfactory schools; and in good and outstanding schools, a focus on motivating and sharing good practice among leaders was associated with significant benefits.[171]

London's schools tend to have strong leadership compared to those in other regions, according to Ofsted inspection data.[172] For primary schools, the proportion of schools rated outstanding for 'effectiveness of leadership and management' is 31 per cent, compared with 22 per cent nationally. For secondary schools the proportion is 45 per cent, compared with 28 per cent across the country. At the same time, London has the lowest proportion of schools which, according to Ofsted, require improvement or are inadequate on this aspect.[173]

With population growth and the need for school expansion expected to be concentrated in the capital and wider South East, the task of finding high quality candidates to become middle, senior and system leaders will be especially great. It is already proving a challenge nationally: in a recent survey by The Key, a quarter of governors said they found it difficult to recruit a headteacher or other senior leader in the past 12 months and almost one in five was concerned about the recruitment of heads over the next two years.[174]

Research by LKMCo, Kempton Consulting and Challenge Partners surveyed London and the rest of England's middle and senior leaders in 2015 and identified further specific issues:[175]

- Although the majority of school leaders nationally (72 per cent) do not plan to leave the profession within the next three years, the age profile for London showed that 48.8 per cent of all primary headteachers and 57.6 per cent of secondary headteachers are aged 50 and above. With many head teachers retiring between the ages of 50 and 59, demographic pressures will add to the requirements for recruitment.[176]
- There is currently a reactive approach to filling school leadership vacancies.
- Head teachers frequently plan to move out of the city due to concerns about the cost of living and quality of life.
- The quality of leadership development and support are variable. Currently, the provision for aspiring leaders in schools is focused on coaching and mentoring (provided by 43 per cent of schools in the survey), with less widespread opportunities for visiting other schools (19 per cent) or external training courses (10 per cent). For example, although 76 per cent of London middle and senior leaders who are interested in headship want access to secondment opportunities, only 17 per cent receive this support.
- Some headteachers place a low priority on developing their leaders due to perverse incentives to retain leaders within their own school.

- Furthermore, the marketplace for leadership development is complex, fluid and hard for schools and individuals to navigate. There are significant gaps between the kind of support aspirant leaders receive and want to receive.

This suggests that, whilst London's school leaders are the highest rated in the country, more work needs to be done to support London's leadership development to sustain and improve school performance. In response to these challenges, the Mayor developed Getting Ahead London as a personalised coaching and work shadowing scheme to prepare the next generation of headteachers. The pilot year of the scheme in 2016/17 saw 60 participants being coached by headteachers of good or outstanding schools.

Recruitment of trainee teachers

Nationally, recruiting sufficient candidates to initial teacher training for secondary school teachers has become more challenging in recent years. The National College for Teaching and Leadership (NCTL) failed to meet its target for the number of postgraduate trainees to be recruited for training in secondary school teaching in 2016/17 (reaching 89 per cent of its target), despite a small (3 per cent) increase in recruits overall.[177] The target for primary teachers was met exactly, following an over-recruitment of 12 per cent the year before.

Figure 5.1: Initial teacher training new postgraduate entrants and training places in England[178]
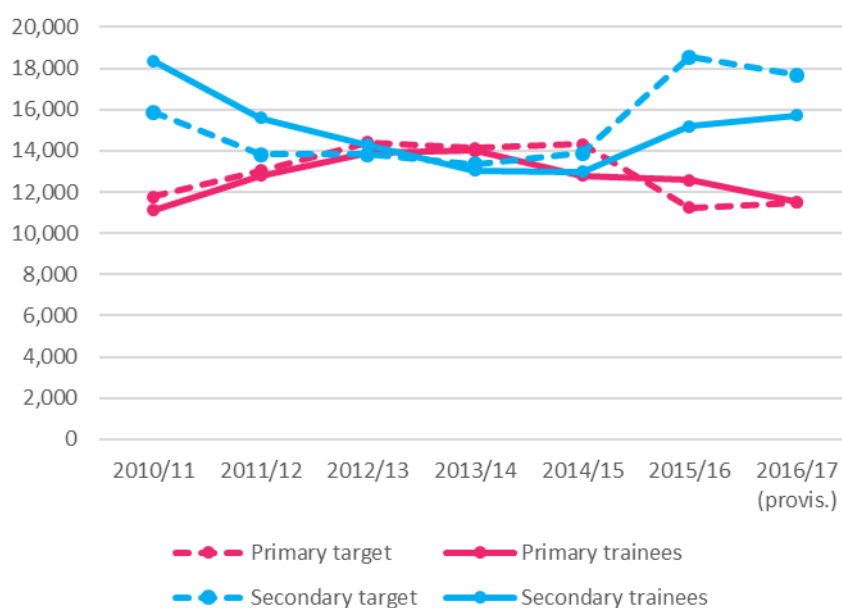
London is one of the leading regions for the number of teachers it trains relative to its number of pupils, behind only the South East and the North West. Around half of trainees are now recruited through school-led routes such as School-Centred Initial Teacher Training (SCITT) and School Direct. Whilst this may provide additional teachers for London schools, many who train in London go on to teach elsewhere.[179]

Outcomes for teaching trainees do not vary considerably across regions. The proportion of 2014/15 trainees achieving Qualified Teacher Status was slightly lower in London than

elsewhere (90 per cent versus 92 per cent), but this does not account for factors such as the subjects trained for.[180] However, recent research suggests that teachers who start teaching in London once becoming qualified have the lowest retention rate after three years (an estimate of 81-84 per cent).[181]

Case Study: Teacher training and progression

Since Bromley Schools' Collegiate began in 1993, it has trained nearly 1200 teachers. Local schools work together to run Bromley Schools Collegiate, and are highly responsive to local needs. Their strategic approach includes excellent opportunities for teachers at all career points and pro-active planning for local and regional demand for teachers at all levels. The success of the Bromley Schools Collegiate is based upon:

- Schools working collaboratively, pooling resources to take a regional approach
- Quality training delivered by outstanding classroom leaders and senior leaders
- Forensic analysis of the trainees' progress
- Progression opportunities for trainees in the NQT year

Schools working collaboratively, pooling resources to take a regional approach
Bromley Schools' Collegiate is an "Outstanding" School Centred Initial Teacher Training provider based in Bromley. It also works across Greenwich and Lewisham to provide Initial Teacher Training at both primary and secondary level.

Quality training delivered by outstanding classroom leaders and senior leaders
Trainees work with experienced teachers, SLEs and NLEs to firmly embed what works in the classroom, to achieve outstanding progress for their pupils

To ensure trainees are prepared for the profession, Bromley Schools' Collegiate prioritises developing effective pedagogy. Trainees are then supported to apply this into the classroom.

Forensic analysis of the trainees' progress
Trainees that are part of Bromley Schools' Collegiate are provided with a tailored offering to aid their development. These include personalised interventions and support sessions for trainees who require additional assistance.

Progression opportunities for trainees in the NQT year
The NQT programme is devised by the teaching schools and also aims to meet the future workforce needs of their schools.

With a realistic appreciation of the demands of the role and the nurturing of emerging leadership talent, the Collegiate identifies potential early and develops this through their NQT leadership programme.

All trainees are provided placements in two schools, which is a valuable opportunity to see varying schools' practices.

Outcomes
Over the last 23 years, Bromley Schools' Collegiate trainees have progressed into middle and senior leadership roles including Headship, both within Bromley and across other London boroughs. The retention rate for their trainees is one of the best in the country.

Teacher vacancies in schools
There are significant difficulties in recruiting teachers at all levels in London. London's particular challenges include a vibrant labour market (offering a range of competing careers) and the higher living costs. London school leaders are more likely than leaders elsewhere to report that their schools face a shortage of teachers (56 per cent compared to 37 per cent overall).[182] Nationally, leaders were more likely to report this issue in secondary schools than in primary schools (49 per cent compared to 35 per cent).

The challenges in recruitment mean that London has some of the highest proportions of teacher vacancies. The proportions of primary schools reporting a vacancy in Inner and Outer London have increased from 11.0 per cent to 14.1 per cent and from 8.8 per cent to 16.0 per cent respectively between November 2010 and November 2015.[183]

Over half of London school leaders report that they face a shortage of teachers. Nearly a third of secondary schools in the city have teacher vacancies.

The proportion of secondary schools reporting classroom teacher vacancies has also experienced an upward trend since 2010, with Outer London showing the highest rates – at 30.4 per cent in 2015 compared to 20.8 per cent in 2010 and a national average of 23.0. Inner London's rate in 2015 was in line with the national average, after a steep fall from a peak in 2014.[184]

Teacher turnover

Notwithstanding the impact on overall teacher numbers in a given year, high levels of turnover can create additional burdens for schools in staff induction and training needs, and undermine continuity.[185] Whilst sometimes they can form a necessary part of school improvement, research suggests that periods of high teacher movement can have harmful consequences. For example, in one study of New York schools, high levels of turnover were found to have negative impacts on pupil achievement scores.[186] However, evidence also suggests that the actions of school leaders can make a difference in managing teacher retention.[187]

In part, vacancy rates will reflect delays in appointing staff following moves between schools. **The relatively high vacancy rates in London, particularly for primary schools, may be associated with London's high level of teacher mobility.** In 2015, Inner and Outer London had proportions of teachers moving to other primary schools (in or out of the capital) of 9.1 and 9.6 per cent respectively, compared to a national average of 8.1 per cent.[188] For secondary schools, the rates were 9.8 per cent for Inner London and 8.5 per cent for Outer London, compared to a national average of 7.9 per cent.[189]

There are a number of ways in which teachers leave the profession altogether: moving to other jobs within the education sector, moving to other industry sectors, leaving the labour force, or retiring. Inner London has higher proportions of both primary and secondary teachers leaving the state-funded sector than any other region, and at secondary level Outer London had the second highest proportion.

Figure 5.6: Proportion of teachers leaving the state sector in year to 2015 – primary[190]
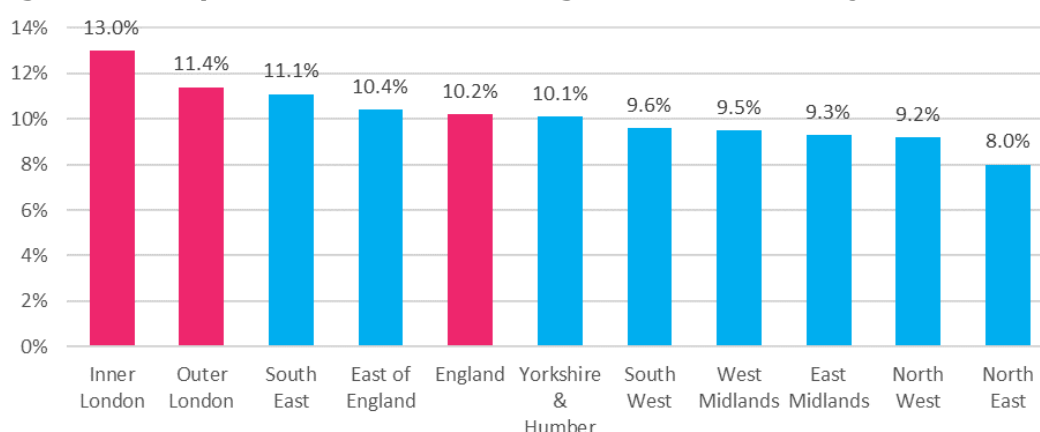
Figure 5.7: Proportion of teachers leaving the state sector in year to 2015 – secondary[191]
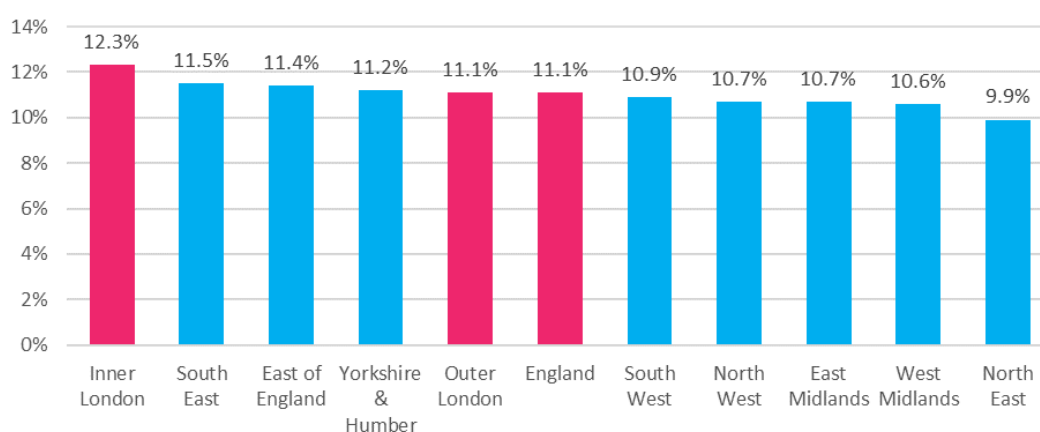
The teacher leaver rates in London primary schools represent the greatest increases in the country in recent years, rising by 2.7 percentage points in Inner London and by 2.4 percentage points in Outer London since 2010.[192] In secondary schools, increases have been more modest at 0.9 percentage points and 0.7 percentage points for Inner and Outer London respectively – lower than an increase of 1.1 percentage points nationally.

This increase in primary teachers leaving the state sector has come with a rise in the numbers entering, from ITT and from other educational or wider sectors of the economy. London's primary schools have the highest levels of teacher entrants as a proportion of overall teacher numbers (13.6 per cent and 13.2 per cent in Inner and Outer London respectively, compared to 11.1 per cent across England). Increases of around 2 percentage points between 2010/11 and 2014/15 in London have been driven by an increase in new trainees, rather than those who have taught there before.[193]

Similarly, secondary schools in Inner (12.8 per cent) and Outer (11.8 per cent) London had a high rate of teachers joining the state-funded sector compared with the national average (9.8 per cent). There have been more modest increases in teacher entrant numbers over time in secondary schools than for primary schools, increasing by 0.7 percentage points nationally and by 1.1 and 0.5 percentage points in Inner and Outer London respectively.[194]

In London, as in many other regions, the number of teachers returning to the sector to teach in its secondary schools has risen by slightly more than the numbers working in the sector for the first time or starting teaching careers after recently qualifying. This may reflect secondary schools finding alternative sources of new teachers in the face of the failure to meet initial teacher training recruitment targets.

Teacher numbers

Nationally, the overall balance of teachers and pupils has remained constant in recent years. Inner London is an exception, where there has been a reduction in the pupil:teacher ratio (PTR) from 19.3 to 18.2 between 2010 and 2015. Inner London's PTR compares to 20.3 in Outer London and 20.5 across England in 2015. In Inner London, this also corresponds to a low pupil:adult ratio (PAR) – including teaching assistants and other support staff – of 9.4 compared with 10.9 nationally in 2015. Outer London has a slightly lower use of teaching assistants than elsewhere, and as a result has a higher PAR, at 11.1.

PTRs have similarly remained stable in state-funded secondary schools between 2010 and 2015.[195] Again, Inner London has relatively low PTRs – 13.1 compared to 14.8 in Outer London and 15.2 across England. Outer London's ratio is 14.8. As for primary schools, taking into account support staff, Inner London's secondary schools have a lower PAR (9.5) than the national average (10.7), whilst Outer London's (10.8) is more in line with the average.[196]

The differences between Inner London and elsewhere are likely to be associated with variations in funding, in part associated with higher levels of deprivation in Inner London and urban areas more generally. There is no robust evidence linking these differences to pupil outcomes; but it is likely that additional teachers have supported improvements.

In partnership with the Teaching Schools Council and other parts of the London education system, the Greater London Authority is designing a strategy to support a pan-London approach to improving teacher recruitment and retention. The planned three-year strategy will have multiple strands, including further research and deeper data analysis of the profile and nature of the teacher workforce in London and fine-grained modelling of teacher training supply provision from SCITT or HEIs, and demand needs.

Improving the quality of teaching in London

Whilst London's school leaders currently face great challenges in recruiting and retaining staff, as discussed earlier, it is the quality of teaching which ultimately matters most for pupil outcomes. One such programme that the GLA has co-funded to improve the quality of teaching is the London Schools Excellence Fund (LSEF). The original programme was delivered over 2013 to 2015, with some legacy projects being delivered until August 2017.

The LSEF has supported teachers to work with universities, subject experts and professional subject associations to develop their teaching and subject knowledge. The activities have focused on priority subjects, at primary and secondary level, and more than 100 projects overall have been funded, supporting more than 13,000 teachers from all London boroughs.[197]

The overall programme evaluation includes analysis of self-evaluations from 78 of the projects and separate qualitative studies of 15 of them. This evidence suggests that **the main successes of the LSEF have been in improving teacher confidence, subject knowledge and pedagogical skills, in line with the focus of the projects.** In addition, the evaluation suggests that the programme has:

- enabled schools to access a wider range of expertise and try out new approaches to teaching;
- altered school infrastructures and staff routines, experiences and attitudes, including teachers showing willingness to make use of peer observation to support improvement;
- supported the establishment of stronger peer-to-peer networks and inter-school collaboration;
- led to some signs of improvement in pupil attitudes and engagement, and in some cases increases in subject-specific skills.[198]

London's key challenges

The need to move towards a more pro-active approach to school leadership has been recognised across the sector, including with the Mayor's Getting Ahead London programme. There will be a continued need for leadership development over the next decade to keep pace with headteachers retiring and the expansion of London's schools.

Teacher recruitment and retention research shows that London has higher levels of movement than elsewhere, and headteachers report staffing as their top concern. Planned new schools over the next decade mean increasing numbers of teachers will be needed in the workforce.

Developing a more attractive offer for teachers to start their careers in London schools and continue to develop their careers in the capital, will be essential to alleviate the current recruitment and retention pressures on many schools. Improved regional data on school recruitment and retention would enable the London education system to respond to this challenge and tailor regional solutions.

6: Providing A Good School Place For Every Child

All young people in London should have access to a high quality school place whatever the phase or type of education. The vast majority of schools in London are rated as good or outstanding, but there are still 97,000 pupils being educated in schools rated as less than good.[199]

If London is to continue to deliver high quality education for its children and young people, it needs a school system that can continue to improve even as the overall size of the sector grows.

This section considers the school system in London in terms of school quality, pupil admissions, class sizes and school capacity. A detailed breakdown of the number and type of schools (including academies and free schools) is provided as a separate annex.

The quality of London's schools

Overall 92 per cent of London's schools are rated as good or outstanding by Ofsted, the highest of any region and an increase from 88 per cent in August 2015.[200] Despite this rate of improvement it is still the case that 8 per cent of schools are rated as requires improvement and 1 per cent as inadequate. This means that across the capital, 97,000 pupils are being educated in schools that are rated as less than good.[201]

Figure 6.1: Ofsted outcomes for schools in London and England, August 2016[202]
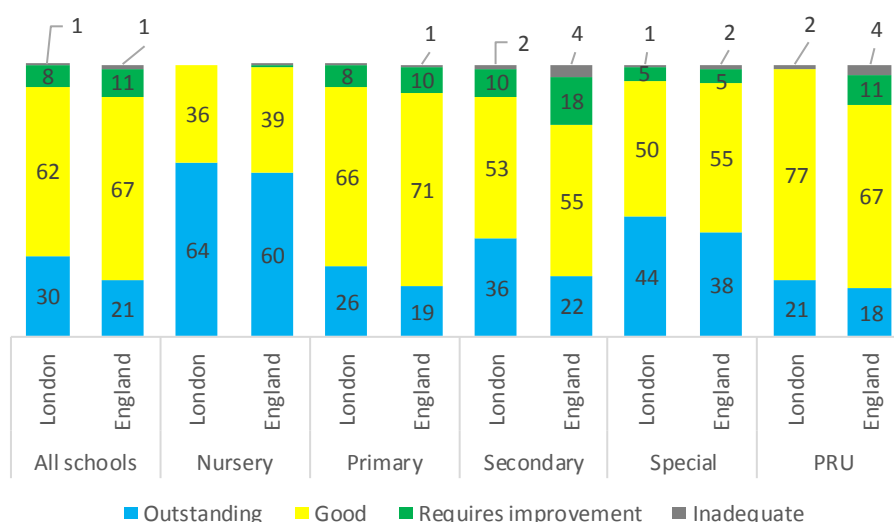
Admissions

London has the lowest proportion of pupils who secured either their first, or one of their top three, preferred primary schools.[203] The relatively low rate of first preference offers in London does not necessarily highlight a particular issue. Pupils in London have access to a wider selection of high quality schools within a reasonable travel distance than the national average.

83.7 per cent of children in London secured their first preference, compared to a national average of 88.4 per cent.[204] Pupils in Outer London were slightly more likely than pupils in Inner London to secure their first choice, with 84.0 per cent achieving this in Outer London compared to 83.1 per cent in Inner London.[205]

Just over **four-fifths of primary** aged pupils and **two-thirds of secondary** aged pupils were given their first preference of school. Well below the national average.

Across London, only children in Barking and Dagenham and Newham were more likely to secure their preferred primary school than the national average.[206] Across all London authorities, only two Inner London boroughs (Haringey and Tower Hamlets) feature in the top ten. The areas in which the lowest proportion of pupils secured their first choice primary schools were Kensington and Chelsea (68.3 per cent) and Hammersmith and Fulham (71.9 per cent).[207]

Around two-thirds of pupils in London secured their first preference of secondary school.[208] The average across London boroughs was 68.8 per cent, compared to an average of 84.1 per cent nationally. Again, Outer London performed better than Inner London on this measure (70.4 per cent compared to 65.6 per cent).[209]

A more pressing issue than securing a top preference is when pupils do not get a place at any school of their preference.

Over 10 per cent of pupils in Kensington and Chelsea and over 5 per cent of primary pupils **in Hammersmith and Fulham were offered a non-preferred school,** this is in sharp contrast to the **London average of 2.9 per cent**

Figure 6.2: The proportion of children being given their preferred primary school[210]

First preference   Second preference   Other preference   Non-preferred / no offer
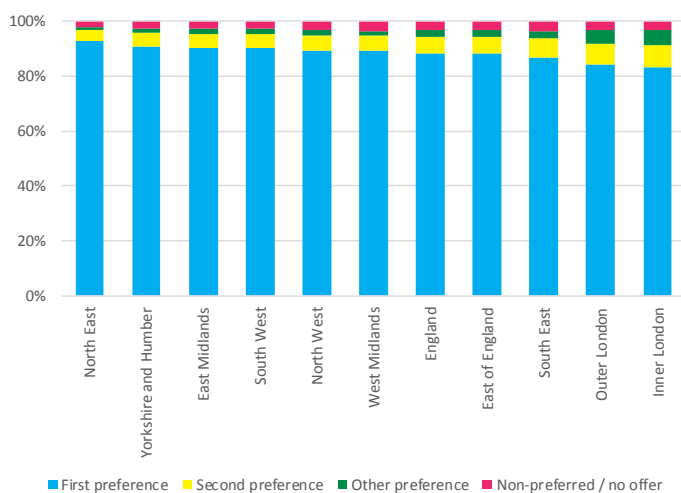
Figure 6.3: The proportion of pupils getting their preferred choice of secondary school[211]

First preference   Second preference   Other preference   Non-preferred / no offer
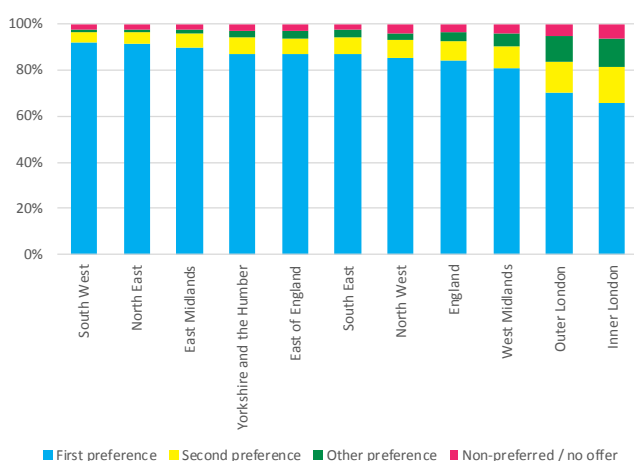
An increasing child population

London has seen rapid growth in the number of children living in the city over the last decade. This has clear implications for the numbers of schools needed. By 2020 it has been identified by the GLA that an additional 60,000 primary places and 105,000 secondary places [212] will be needed in the capital.

Primary School Class Sizes

The relationship between class size and educational attainment is weak. Studies have found that there is a small positive effect in the early years of schooling but that this tends diminish amongst slightly older children.[213] However, parents consider class size to be an important factor in teaching quality and outcomes.[214] Furthermore, by law, infant class sizes should not exceed 30 pupils unless exceptions apply.[215]

Infant class sizes are, on average, higher in London than in any other region.[216] Data from the January 2016 school census showed that the average Key Stage 1 class size in London was 28.2 pupils, compared to a national average of 27.4; this is driven largely by bigger class sizes in Outer London, where the average class size was 28.7 pupils, rather than in Inner London where the average was exactly the same as the nationally. **Unlike the rest of the country, the average class size for older primary pupils (Key Stage 2) in London was smaller than Key Stage 1.**[217]

Children in inner London are less likely to be in large infant classes than in any other region, but in some outer London boroughs over 10 per cent of children are being taught in large classes.

Within London, Redbridge has the highest average class size for both Key Stage 1 and Key Stage 2, at 29.5 and 29.9 pupils respectively.[218]

Whilst Key Stage 2 has no class size requirements, the proportion of both Key Stage 1 and Key Stage 2 class sizes that had 31 pupils or more in January 2016 have been considered. In both Key Stages, London had a relatively low proportion of classes with 31 or more pupils. Only 3.9 per cent of Key Stage 1 classes in London had 31 pupils or more, compared to a national average of 5.1 per cent.[219]

There is, however, considerable variation between Inner and Outer London, where 1.5 and 5.2 per cent (respectively) of Key Stage 1 classes had 31 pupils or more.[220]

As London's population continues to grow there is an increased risk of the infant class size limit being exceeded unless additional capacity is introduced into the system. In Harrow, Redbridge, Bromley and Barnet, 10 per cent or more of both Key Stage 1 and Key Stage 2 classes had 31 pupils or more. In Harrow, almost 15 per cent of Key Stage 1 classes breached the infant class size regulations. In contrast, none of the Inner London boroughs had more than 4 per cent of primary class sizes with 31 pupils or more.[221]

As set out above it is not necessarily the case that larger classes will lead to lower outcomes. Indeed, Harrow for example is highlighted as having a large proportion of large primary school classes yet attainment in the borough is well above the national average.[222]

Figure 6.4: Average class size in primary schools[223]

Key Stage 1 average class size   Key Stage 2 average class size
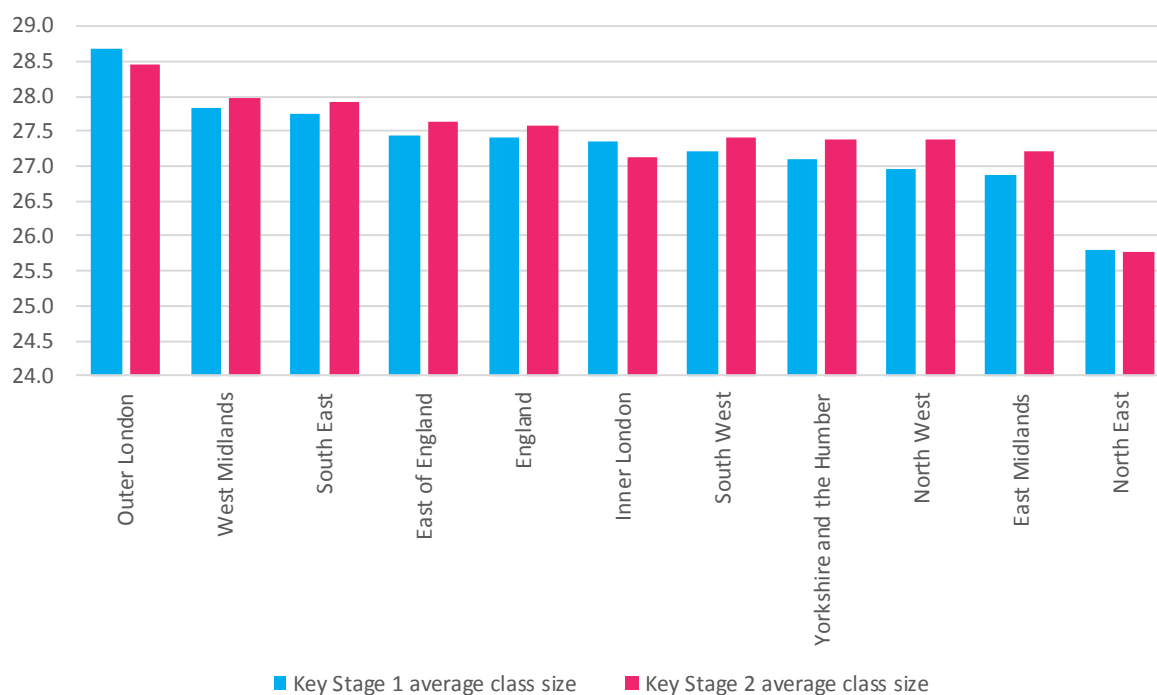
Figure 6.5: Proportion of primary school classes with 31 or more pupils[224]

Proportion of Key Stage 1 classes with 31 or more pupils   Proportion of Key Stage 2 classes with 31 or more pupils
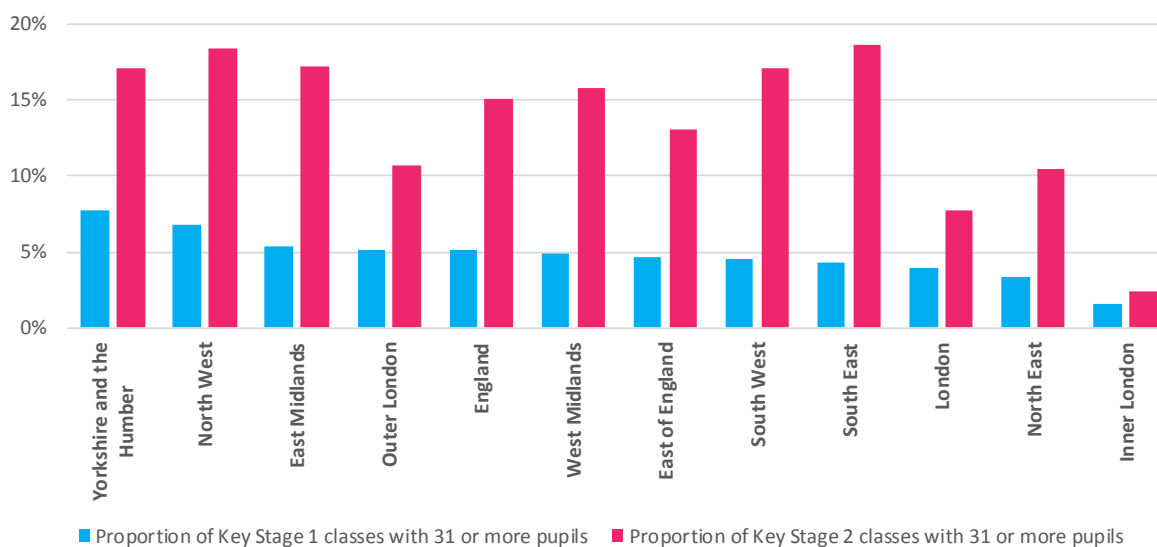
Figure 6.6: Average primary school class size by local authority[225]

Key Stage 1   Key Stage 2

Class size 25 [____] 30   Class size 25 [____] 30
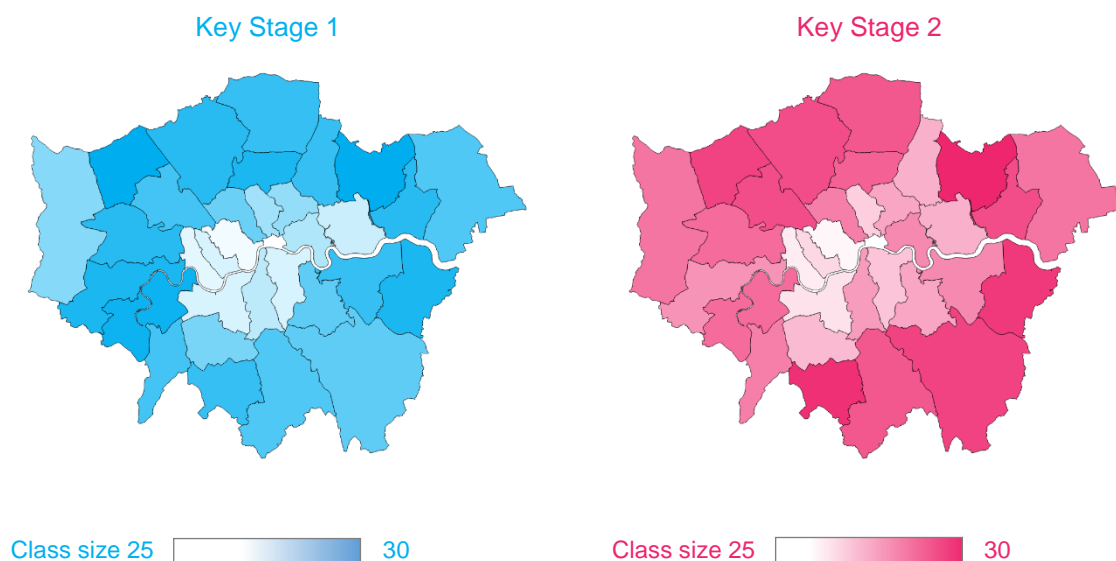
School capacity [226]

Over 28 per cent of primary schools in Outer London are at or over capacity, over twice the proportion in Inner London (where the equivalent figure was 11.6 per cent of primary schools)[227]. In each of Barnet, Bexley, Brent, Bromley, Havering and Redbridge, over a third of primary schools were at or over capacity. In Sutton and Harrow this reaches nearly two-thirds. There are no Inner London boroughs where more than a third of primary schools were at or over capacity. Camden has the largest proportion, at just under 28 per cent.[228]

London, while still close to the national average, has the third highest proportion of secondary schools at or over capacity in the country, at just over 16 per cent[229]. Secondary schools that are over capacity are more prevalent in Outer London but the difference between Inner and Outer London is far less stark – 13.8 per cent of secondary schools in Inner London were at or over capacity, compared to 17.8 per cent in Outer London. In each of Westminster, Bromley, Richmond upon Thames and Sutton, more than a third of secondary schools were at or over capacity, reaching over half in Kensington and Chelsea and Redbridge.[230]

London's key challenges

London's pupil population projections indicate that more schools will be needed over the next decade, with greatest demand for secondary schools, and delivering on this will require close collaboration between a range of stakeholders.

Tough choices will need to be made about the use of land, the priority given to schools over other uses and the size and shape of new schools, as prerequisites of long-term financial sustainability.

The current review of the Mayor's London Plan, which sets the planning framework, provides an opportunity to place more emphasis on the importance of early years provision and the expectations for secondary schools to be provided within large development.

Overview Of Key Challenges

Ensuring young Londoners get the best start in life
- Take-up of the two year old offer varies across London. Ensuring disadvantaged children are making the most of the offer is essential and will benefit primary schools, as children will have improved levels of school readiness.
- The sector also needs to maintain the current quality of provision whilst increasing places, which is challenging with London's high premises' costs. New models of delivery with a range of partners need to be tested.
- In order to continue to improve quality and achieve better parity of outcomes for the Early Years Foundation Stage across the city, professional development needs to be maintained and enhanced. The success of London's schools needs to be shared with the early years sector.

London pupils to continue to achieve significantly better than the national average at all key stages
- London pupils overall do very well compared to other regions. However, there are still significant numbers of pupils who are not in good or outstanding schools and are not achieving the minimum standards.
- School to school support mechanisms need to be effectively harnessed to get the right support to London schools and teachers.
- Schools will face increased budgetary pressures over the next few years due to rising costs and pupil numbers, as well as the proposed new schools funding formula which will impact London schools with budget reductions greater than anywhere else.
- At Key Stage 5 London still has not been able to emulate its success in the earlier phases, and performs below the national average on A-level points per entry.

Every pupil to have the opportunity for continuous improvement, especially the most vulnerable young Londoners
- Outcomes for black pupils, especially black Caribbean boys, and those from white working class backgrounds are particularly low.
- There remains an attainment gap for the most persistently disadvantaged children which has barely changed since 2011.
- There is a wide range of outcomes across London's schools so sharing knowledge and understanding the best practice in London and from elsewhere in the country should be a priority.
- London will not achieve a higher benchmark against other comparable international systems until further progress is made on closing the gap for disadvantaged pupils.

Preparing Londoners for life and work in a world city
- 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 Strategy 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.

Excellent teaching and leadership, building capacity in London's education system
- The need to move towards a more pro-active approach to school leadership has been recognised across the sector, including with the Mayor's Getting Ahead London programme. There will be a continued need for leadership development over the next decade to keep pace with headteachers retiring and the expansion of London's schools.
- Teacher recruitment and retention research shows that London has higher levels of movement than elsewhere, and headteachers report staffing as their top concern. Planned new schools over the next decade mean increasing numbers of teachers will be needed in the workforce.
- Developing a more attractive offer for teachers to start their careers in London schools and continue to develop their careers in the capital, will be essential to alleviate the current recruitment and retention pressures on many schools. Improved regional data on school recruitment and retention would enable the London education system to respond to this challenge and tailor regional solutions.

Providing a good school place for every child
- London's pupil population projections indicate that more schools will be needed over the next decade, with greatest demand for secondary schools, and delivering on this will require close collaboration between a range of stakeholders.
- Tough choices will need to be made about the use of land, the priority given to schools over other uses and the size and shape of new schools, as prerequisites of long-term financial sustainability.
- The current review of the Mayor's London Plan, which sets the planning framework, provides an opportunity to place more emphasis on the importance of early years provision and the expectations for secondary schools to be provided within large development.

Glossary

Academies	Academies are publicly funded independent schools. They receive their funding directly from government rather than via the local authority. Academies are generally former local authority schools that have changed type. There are two main types of academy: • Converter academies – often previously high performing schools that have chosen to convert. • Sponsored academies – often previously low performing schools that have been taken over by an academy sponsor with the aim of raising standards. Free schools, university technical colleges and studio schools are also types of academy. For further details see 'Free schools'.
Alternative provision / pupil referral units	Provision provided by a local authority or academy trust for pupils who would be otherwise unable to attend a mainstream or special school due to exclusion, illness or other reasons.
Apprenticeship levels	There are three main types of apprenticeship: • Intermediate - level 2 (GCSE equivalent) • Advanced – level 3 (A-level equivalent) • Higher – level 4 or 5 (foundation degree equivalent) • Degree – equivalent to bachelor's or master's degree
Attainment 8	Attainment 8 is a new performance measure for secondary schools that implemented in full from 2016 (some schools opted in early in 2015). Attainment 8 measures the achievement of a pupil across eight subjects including: • 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. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/519937/2016_KS4_list.pdf Progress 8 (see below) measures the attainment of pupils in these subjects after controlling for prior attainment in reading, writing and mathematics.
Coasting schools	Schools are identified as coasting if they fall below defined levels for three consecutive years from 2014; schools were identified as coasting for the first time in 2016. The coasting definition is intended to capture those schools where results may not be exceptionally low but pupils are not achieving as highly as similar pupils nationally. The definition of a coasting school is set out in full here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/566690/coasting_schools_note.pdf
DfE	The DfE (Department for Education) is the government department responsible for education and children's services in England.
Disadvantaged	A pupil is defined as disadvantaged if they have been eligible for free school meals within the last six years, have been 'looked for at least one day, or have been adopted from care. Schools will receive the pupil premium for each pupil that is classed as disadvantaged.
EAL	EAL (English as an additional language) means children whose first language is other than English. First language is 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. The data does not capture proficiency in English and pupils recorded as EAL may speak English fluently.
EBacc (English Baccalaureate)	The EBacc is a school performance measure for key stage 4 that was introduced in 2010. It measures the number of pupils who get five A*-C grades in the below subjects: • 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 a part of the Mayor's Education Programme. It has been set up to support the improvement of teaching in London schools as a means to improve children's achievement.
Expected level / expected standard	The attainment level or standard that is expected at the end of a Key Stage. Historically this has been expressed in terms of National Curriculum levels. The expected level at the end of Key Stage 1 (age 7) was level 2 and at the end of Key Stage 2 (age 11) it was level 4. Assessments from 2016 are against the new National Curriculum and do not have levels. Instead results are reported in terms of an 'expected standard', the expected standard at the end of Key Stage 2 is set so as to represent the pupil being 'secondary ready'.
EYFSP	The Early Years Foundation Stage Profile. An assessment of child development at age 5.
Facilitating subject	Facilitating subjects are A-level subjects that would be accepted by a wide range of courses at university, thereby helping students to keep their options open. The facilitating subjects are: Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature and Classical/Modern Languages.
Floor standards	Floor standards are the minimum levels of school performance set by the DfE, failing to meet these standards leaves the school open to intervention. In 2016, a school is above the Key Stage 2 floor if: • at least 65% of pupils meet the expected standard in reading, writing and mathematics; or • the school achieves sufficient progress scores in all three subjects. (At least -5 in English reading, -5 in mathematics and -7 in English writing)

	In 2016 a school is below the Key Stage 4 floor if: • it's Progress 8 score is below -0.5; and • the upper band of the 95% confidence interval is below zero
Free Schools	Free schools are publicly funded independent schools. They receive their funding directly from government rather than via the local authority. Free schools are generally new provision schools set up in response to local demand. University technical colleges are a type of free school specialising in subjects such as engineering and construction for pupils aged 14–19. Studio schools are small schools - usually with around 300 pupils - delivering mainstream qualifications through project-based learning. This means working in realistic situations as well as learning academic subjects.
FSM	Free school meals. A frequently used proxy for being from a low income background. Children are eligible to receive free school meals (FSM) if their parent or guardian (or the child in their own right) gets any of the following: • 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.
Key Stage (KS)	The national curriculum is split into 5 stages which are called Key Stages. The performance of children will be formally assessed at the end of each key stage. Key Stages are broken down as follows (age

	ranges are 'typical'): Early years foundation stage – up to and including Reception class (ages 4 to 5) 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	Qualifications are grouped into levels based on 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 can be found here: https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels
Level 2 qualifications	Qualifications are grouped into levels based on how difficult the 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 can be found here: https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels
Level 3 qualifications	Qualifications are grouped into levels based on how difficult the 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 can be found here: https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels
National Pupil Database	A database held by the DfE that contains information pupil attainment and characteristics for all pupils at state-funded schools in England (it also contains attainment data, where available, for

	pupils at independent schools.)
NEET	Not in education, employment or training. A measure of inactivity amongst young people.
Ofsted	The Office for Standards in Education, Children's services and Skills. Ofsted is the non-ministerial government department responsible for inspection and regulation of services that care for children and young people and services providing education and skills for learners of all ages. Ofsted inspection of schools results in an overall judgement of one of outstanding, good, requires improvement or inadequate.
PISA	The Programme for International Student Assessment. An international study allowing comparisons in the attainment of 15 year olds across different jurisdictions.
Progress 8	Progress 8 is a new performance measure for secondary schools that was implemented in full in 2016. Some schools opted for early adoption in 2015. Progress 8 measures the progress a pupil makes from the end of primary school to the end of secondary school. Performance is measured across the Attainment 8 subjects. Scores are centred around zero. A score of +1 means a pupil achieved, on average, one grade higher in each of their Attainment 8 subjects than pupils with similar prior attainment nationally.
Pupil Premium	The pupil premium is payable to schools and local authorities with pupils who are disadvantaged or have parents in the regular armed forces. The purpose of the disadvantaged element of PPG is to close the gap between disadvantaged and non-disadvantaged pupils by raising disadvantaged pupils' attainment.
Pupil: teacher ratio (PTR)	The number of pupils in a school divided by the number of teachers. This differs from class size which defines the number of pupils in a given class taught by one teacher and so allows for the fact that not all teachers are teaching at any given time.
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	RPA refers to the government requirement for all young people in

the Participation Age)	England to continue in education or training until at least their 18th 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.
Special school	A special school is a school catering for pupils with special educational needs due to learning difficulties, physical disabilities or behavioural problems.
Success Rate	Success rates for apprenticeships and further education qualifications show how many learners who started a qualification completed it successfully. They are calculated for each qualification.

Annex 1: Attainment Summary

Figure A1.1 Pupil performance in the early years, primary school, secondary school and post-16, 2016

			London	England	(London - England)	London Rank 2014	2016
Early Years	Proportion of pupils achieving a good level of development	All	70	67	+3	3	2
		Disadvantaged	60	52	+8	1	1
		Non-Disadvantaged	71	70	+1	2	=2
Primary school — Key Stage 1 (inc phonics)	Expected standard in year 1 phonics	All	83	81	+2	1	1
		Disadvantaged	75	63	+12	1	1
		Non-Disadvantaged	85	83	+2	1	1
	Expected standard in KS1 reading	All	77	74	+3	2	1
		Disadvantaged	68	60	+8	1	1
		Non-Disadvantaged	79	77	+2	2	1
	Expected standard in KS1 writing	All	70	66	+4	1	1
		Disadvantaged	60	50	+10	1	1
		Non-Disadvantaged	72	68	+4	2	1
	Expected standard in KS1 mathematics	All	77	73	+4	1	1
		Disadvantaged	66	58	+8	1	1
		Non-Disadvantaged	79	75	+4	2	1
Primary school — Key Stage 2	Expected standard in KS2 reading	All	69	66	+3	1	=1
		Disadvantaged	58	49	+9	1	1
		Non-Disadvantaged	72	70	+2	1	2
	Expected standard in KS2 writing	All	79	74	+5	1	1
		Disadvantaged	69	60	+9	1	1
		Non-Disadvantaged	81	77	+4	1	2
	Expected standard in KS2 mathematics	All	77	70	+7	1	1
		Disadvantaged	65	54	+11	1	1
		Non-Disadvantaged	79	73	+6	1	1
	Expected standard in KS2 reading, writing and mathematics	All	59	54	+5	1	1
		Disadvantaged	46	36	+10	1	1
		Non-Disadvantaged	63	57	+6	1	1
Secondary school	Attainment 8	All	51.9	50.1	+1.8	-	1
		Disadvantaged	44.8	39.1	+5.7	-	1
		Non-Disadvantaged	53.6	51.8	+1.8	-	1
	Progress 8	All	+0.16	-0.03	+0.19	-	1
		Disadvantaged	-0.08	-0.46	+0.38	-	1
		Non-Disadvantaged	+0.22	+0.04	+0.18	-	1
	Achieved the Ebacc	All	31.9	27.0	+4.9	1	1
		Disadvantaged	19.4	10.3	+9.1	1	1
		Non-Disadvantaged	34.9	24.8	+10.1	1	1
	A*-C in English and mathematics	All	66.4	63.3	+3.1	-	1
		Disadvantaged	51.1	39.2	+11.9	-	1
		Non-Disadvantaged	70.1	67.0	+3.1	-	1
	5+A*-C inc E&M	All	60.6	57.7	+2.9	1	1
Post-16	Level 3 by age 19	All	64.9	57.4	+7.5	-	1
		Disadvantaged	53.4	36.4	+17.0	-	1
		Non-Disadvantaged	68.3	60.9	+7.4	-	1
	L3 points per entry	All	32.53	32.41	+0.1	-	2
	A-level points per entry	All	31.42	31.79	-0.4	-	2

Notes: In this table disadvantaged refers to those pupils who are known to be eligible for free school meals.

All performance measures are percentages with the exception of Attainment 8 and Progress 8 (measured in GCSE points) and Level 3 and A-level points per entry.[231]

Attainment rates as per latest published data, January 2017 (revised).

Figure A1.2 Pupil performance at the end of primary school by selected ethnic group 2016[232]

		Number of pupils	Average scaled score (reading and mathematics)	% expected standard in reading, writing and mathematics
All	Boys	46,029	103.4	53
	Girls	44,183	103.9	60
White	Boys	18,439	103.7	54
	Girls	17,705	104.2	61
Black Caribbean	Boys	3,661	101.0	42
	Girls	3,533	101.9	50
Black African	Boys	8,294	102.6	51
	Girls	8,026	103.2	58
Indian	Boys	2,586	105.3	61
	Girls	2,282	105.8	69
Pakistani	Boys	2,169	103.5	54
	Girls	2,006	103.5	60
Bangladeshi	Boys	2,576	103.7	58
	Girls	2,551	104.0	64
Other Asian	Boys	2,956	105.4	62
	Girls	2,834	105.8	69
Chinese	Boys	267	108.5	75
	Girls	322	108.8	80
Other	Boys	4,467	103.2	51
	Girls	4,364	103.7	59

Figure A1.3 Pupil performance at the end of secondary school by selected ethnic groups 2016[233]

	Average points per attainment 8 subject	% 5+ A*-C inc Eng & Mathematics GCSE
All Pupils	5.1	58
White	5.0	58
Black Caribbean	4.5	45
Black African	5.0	56
Indian	5.8	72
Pakistani	5.3	61
Bangladeshi	5.3	63
Other Asian	5.7	71
Chinese	6.4	80
Any Other	5.2	59

Figure A1.3a Pupil performance in the early years, primary school and secondary school by minor ethnic groups 2015 (1 of 2)

		Early years Percentage with GLD		Key Stage 1 Percentage reaching expected level				Key Stage 2 Percentage reaching expected level					Key Stage 4	
		Number of pupils	GLD	Number of pupils	Reading	Writing	Maths	Number of pupils	Reading	Writing	Maths	RWM	Number of pupils	% 5+A*-C including E&M
White British	Boys	13,717	66	13,940	90	85	93	12,163	91	86	90	82	12,107	57.3
	Girls	13,107	80	13,434	94	93	96	11,709	94	93	90	87	11,714	63.5
White Irish	Boys	270	58	296	89	83	93	272	93	86	90	81	299	72.9
	Girls	235	80	301	95	92	96	275	94	93	90	89	308	70.5
Traveller of Irish Heritage	Boys	51	18	59	66	56	78	44	73	64	80	55	22	18.2
	Girls	58	59	45	69	73	82	50	80	68	60	56	27	18.5
Gypsy/Roma	Boys	66	33	86	47	42	66	66	52	42	58	39	53	13.2
	Girls	43	40	67	51	49	66	62	65	69	61	50	41	12.2
Other White	Boys	7,171	57	7,415	86	82	92	5,148	87	84	90	80	4,152	51.7
	Girls	6,867	71	7,010	91	90	94	4,928	90	90	90	84	4,072	60.7
All	Boys	21,275	63	21,796	88	84	93	17,693	90	86	90	81	16,633	56.0
	Girls	20,310	77	20,857	93	92	95	17,024	93	92	90	86	16,162	62.7
Black African	Boys	6,074	60	7,034	90	86	91	5,974	89	86	88	81	5,063	52.7
	Girls	5,945	76	6,841	95	93	95	6,066	93	93	89	85	5,103	61.4
Black Caribbean	Boys	1,947	56	2,258	86	81	88	2,596	86	79	83	72	2,246	41.7
	Girls	1,848	73	2,335	94	92	95	2,448	91	90	84	80	2,379	52.8
Black Other	Boys	1,189	58	1,257	87	84	90	1,158	86	85	85	78	846	44.3
	Girls	1,075	75	1,204	95	93	95	1,076	92	92	87	84	888	54.1
All	Boys	9,210	59	10,549	89	85	91	9,728	88	84	86	78	8,155	48.8
	Girls	8,868	75	10,380	94	93	95	9,590	92	92	88	84	8,370	58.2

White

Black

Figure A1.3b Pupil performance in the early years, primary school and secondary school by minor ethnic groups 2015 (2 of 2)

		Early years Percentage with GLD		Key Stage 1 Percentage reaching expected level				Key Stage 2 Percentage reaching expected level					Key Stage 4	
		Number of pupils	GLD	Number of pupils	Reading	Writing	Maths	Number of pupils	Reading	Writing	Maths	RWM	Number of pupils	% 5+A*-C including E&M
Bangladeshi	Boys	2,366	57	2,634	88	85	91	2,559	92	89	92	85	1,990	62.8
	Girls	2,225	73	2,566	94	94	96	2,639	94	94	91	88	2,019	70.2
Indian	Boys	3,056	71	2,948	92	91	94	2,267	93	92	93	89	2,204	70.5
	Girls	2,841	83	2,972	97	96	97	2,179	95	96	94	91	1,962	74.9
Pakistani	Boys	2,150	58	2,322	90	88	92	1,872	89	86	90	81	1,698	60.1
	Girls	1,946	73	2,225	95	94	95	1,843	92	92	89	86	1,600	66.1
Other Asian	Boys	2,290	63	2,389	92	89	93	2,135	91	91	94	87	1,755	65.2
	Girls	2,043	78	2,310	96	95	96	2,056	93	94	95	90	1,680	73.5
All	Boys	9,862	63	10,293	91	88	93	8,833	91	90	92	86	7,647	65.0
	Girls	9,055	77	10,073	95	95	96	8,717	94	94	92	89	7,261	71.3
White and Asian	Boys	968	70	911	93	90	95	645	94	92	93	89	480	71.5
	Girls	909	83	962	96	96	97	624	96	95	93	91	493	76.7
White and Black African	Boys	759	62	734	88	85	90	505	90	89	91	83	415	58.3
	Girls	725	79	750	95	92	95	547	96	94	91	88	439	62.4
Caribbean	Boys	1,345	59	1,350	86	81	91	1,139	89	85	86	79	936	46.2
	Girls	1,293	75	1,321	93	91	94	1,121	93	91	86	82	958	56.5
Other mixed	Boys	2,276	63	2,324	90	85	93	1,704	89	87	89	81	1,290	59.8
	Girls	2,265	79	2,261	95	93	96	1,617	94	94	90	87	1,267	66.5
All	Boys	5,348	63	5,319	89	85	92	3,993	90	87	89	82	3,121	57.3
	Girls	5,192	79	5,294	95	93	95	3,909	94	93	89	86	3,157	64.5
Chinese	Boys	433	69	384	92	91	97	293	93	91	96	89	273	73.3
	Girls	421	77	368	97	98	99	291	96	97	98	92	270	82.2
Other	Boys	2,457	54	2,925	87	84	92	2,481	88	85	90	80	2,232	56.9
	Girls	2,357	69	2,622	92	91	94	2,402	91	91	91	85	2,018	64.6

Asian groups: Bangladeshi, Indian, Pakistani, Other Asian, All.
Mixed groups: White and Asian, White and Black African, Caribbean, Other mixed, All.

Source: National Pupil Database

Annex 2: Anatomy Of London's School System

Figure A2.1: Schools in London by phase and governance, January 2017

	Nursery	Primary	Secondary	Special	Alternative Provision / PRU	Independent	All
Academies and free schools		363	325	32	18		738
Converter Academies		204	183	20	7		414
Sponsored Academies		96	86	6	3		191
Free Schools		63	46	6	8		123
Studio Schools			4				4
University Technical College			6				6
Local authority schools	80	1,453	172	107	43		1,855
Nursery Schools	80						80

Community Schools		959	80	99			1,138
Foundation Schools		39	19	8			66
Voluntary Aided School		448	68				516
Voluntary Controlled School		7	5				12
Pupil Referral Units					43		43
Other schools			**1**	**6**		**549**	**556**
City Technology Colleges			1				1
Non-Maintained Special School				6			6
Independent schools						549	549
All	**80**	**1,816**	**498**	**145**	**61**	**549**	**3,149**

Source: Edubase, January 2017. Note that Edubase does not record the phase of independent schools.

Figure A2.2: Schools in London by phase and governance, January 2015 to January 2017

	2015	2016	2017	Change 2015 - 2017	As percentage of phase January 2017		
					London	England	Difference
Nursery	**80**	**80**	**80**	**0**			
Primary	**1,797**	**1,811**	**1,816**	**+19**			
Converter Academies	122	153	204	+82	11.2%	15.1%	-3.8%
Sponsored Academies	68	88	96	+28	5.3%	6.4%	-1.2%
Free Schools	42	56	63	+21	3.5%	0.8%	+2.7%
Local Authority Schools	1,565	1,514	1,453	-112	80.0%	77.7%	+2.3%
Secondary	**482**	**485**	**498**	**+16**			
Converter Academies	173	178	183	+10	36.7%	43.2%	-6.4%
Sponsored Academies	81	83	86	+5	17.3%	18.2%	-0.9%
Free Schools	35	37	46	+11	9.2%	4.4%	+4.8%
Studio Schools	2	3	4	+2	0.8%	1.1%	-0.3%
University Technical College	4	3	6	+2	1.2%	1.4%	-0.2%
Local Authority Schools	186	180	172	-14	34.5%	31.7%	+2.8%
City Technology College	1	1	1	0	0.2%	0.1%	+0.1%
Special	**143**	**145**	**145**	**+2**			
Converter Academies	12	12	20	+8	13.8%	16.5%	-2.7%
Sponsored Academies	2	4	6	+4	4.1%	3.7%	+0.5%
Free Schools	3	6	6	+3	4.1%	2.2%	+1.9%
Local Authority Schools	120	117	107	-13	73.8%	71.5%	+2.3%
Non-Maintained Special Schools	6	6	6	0	4.1%	6.2%	-2.0%
AP / PRU	**60**	**60**	**61**	**+1**			
Converter Academies	6	7	7	+1	11.5%	12.5%	-1.0%
Sponsored Academies	2	2	3	+1	4.9%	4.3%	+0.7%
Free Schools	8	8	8	0	13.1%	9.9%	+3.2%
Pupil Referral Unit	44	43	43	-1	70.5%	73.3%	-2.8%
Independent	**554**	**553**	**549**	**-5**			
Independent Schools	505	503	498	-7			
Independent Special Schools	49	50	51	+2			
All	**3,116**	**3,134**	**3,149**	**+33**			

Source: Edubase, January 2017. School counts as at January each year.

Figure A2.3: Pupils in London by phase and governance of school

	Nursery	Primary	Secondary	Special	Alternative Provision / PRU	Independent	All
Academies and free schools		135,735	313,695	3,025	905		453,360
Converter Academies		92,845	215,270	2,300	430		310,845
Sponsored Academies		35,440	86,165	515	190		122,315
Free Schools		7,450	11,400	215	285		19,345
Studio Schools			260				260
University Technical College			595				595
Local authority schools	9,280	608,000	178,640	11,725	2,285		809,935
Nursery Schools	9,280						9,280
Community Schools		450,715	92,215	10,645			553,580
Foundation Schools		15,680	19,210	1,080			35,970
Voluntary Aided School		139,490	61,260				200,750
Voluntary Controlled School		2,115	5,955				8,070
Pupil Referral Units					2,285		2,285
Other schools			1,205	355		147,200	148,755
City Technology Colleges			1,205				1,205
Non-Maintained Special School				355			355
Independent schools						147,200	147,200
All	9,280	743,740	493,540	15,105	3,190	147,200	1,412,050

Source: Edubase, January 2017 and School Census January 2016.
Notes: Edubase does not record the phase of independent schools. Pupil counts are not available for new provision schools that opened after January 2016, data from predecessor schools are used where a school has changed type (e.g. become an academy) since January 2016.

Figure A2.4: Colleges and students aged 16-18 in London and England by type, 2016

	London		England		College type as % of total	
	Colleges	Students	Colleges	Students	London	England
General FE College	26	49,284	207	487,848	65.0%	65.7%
Sixth Form College	12	20,142	90	158,337	30.0%	28.6%
Other	2	729	18	21,369	5.0%	5.7%
All	**40**	**70,155**	**315**	**667,554**	**100.0%**	**100.0%**

Source: Performance Tables 2016

Figure A2.5: State-funded primary and secondary schools in London by religious character

	Primary	Secondary	**Total**
None	1,298	373	1,671
Church of England	241	37	278
Catholic	235	66	301
Other Christian	7	11	18
Jewish	25	6	31
Hindu	3	1	4
Muslim	5	1	6
Sikh	2	3	5
All	**1,816**	**498**	**2,314**

Source: Edubase, January 2017

Figure A2.6: State-funded secondary schools by admissions policy

	Secondary
Non-selective	479
Selective	19
All	**498**

Source: Edubase, January 2017

Figure A2.7: Number of state-funded primary and secondary schools by size of school

	Primary	Secondary	Total
Up to 100 pupils	40	4	44
101 to 200 pupils	79	11	90
201 to 300 pupils	460	18	478
301 to 400 pupils	297	11	308
401 to 500 pupils	505	14	519
501 to 600 pupils	146	22	168
601 to 700 pupils	155	22	177
701 to 800 pupils	48	39	87
801 to 900 pupils	37	47	84
901 to 1,000 pupils	26	40	66
1,001 to 1,100 pupils	4	43	47
1,101 to 1,200 pupils	5	42	47
1,201 to 1,300 pupils	4	47	51
1,301 to 1,400 pupils	0	30	30
1,401 to 1,500 pupils	0	29	29
1,501 to 1,600 pupils	0	21	21
1,601 to 1,700 pupils	0	13	13
1,701 pupils and over	0	29	29
All	**1,806**	**482**	**2,288**

Source: Edubase, January 2017 and School Census January 2016.
Excludes schools opened after January 2016 as these do not have a School Census return and hence pupil count.

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[34] J. Rutter, 'Childcare Costs Survey 2015', Family and Childcare Trust, February 2015.

[35] J. Rutter, '2016 Childcare survey', Family and Childcare Trust, February 2016, p.16.

[36] J. Rutter, '2016 Childcare survey', Family and Childcare Trust, February 2016, p.16.

[37] Ofsted, Childcare providers and inspections, 2016.
Data in the text box on page 8 is taken from J. Rutter, '2016 Childcare survey', Family and Childcare Trust, February 2016, p.16.

[38] Childminding is provided in a home; up to a maximum of three people work together at any one time, charging families for childcare for one or more children to whom they are not related. Childcare on domestic premises also takes place in an

individual's home, but is distinguished from childminding in that four or more people work together to offer childcare services. Childcare on non-domestic premises takes place in a setting which is not a home, such as purpose-built premises, village halls, school premises. See: https://www.gov.uk/government/publications/become-a-registered-early-years-or-childcare-provider-in-england.

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[101] Department for Education, 'National Curriculum assessments: key stage 2, 2016 (revised)', December 2016.

[102] A breakdown for selected ethnic groups at Key Stage 2 and Key Stage 4 in 2016 is provided in Annex 1. alongside analysis of EYFSP, Key Stage 1, Key Stage 2 and Key Stage 4 for all ethnic groups by gender in 2015.

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[106] Disadvantaged children are those eligible for the Pupil Premium; i.e. those who have been eligible for free school meals at least once during the last six years, and those who have been in care for at least one day. Persistently disadvantaged children are the subset of disadvantaged children who have been eligible for free school meals during at least 80 per cent of their years at school to date.

[107] Analysis of the National Pupil Database.

[108] Analysis of the National Pupil Database.

[109] Analysis of the National Pupil Database.

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[184] Advertised vacancies for full- and part-time permanent appointments (or appointments of at least one term's duration). See: Department for Education, 'Local analysis of teacher workforce: 2010 to 2015', 2016, 3.1a.

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[231] Note that the headline measure of performance at the end of secondary school is no longer 5+A*-C including English and maths. It is now Attainment 8 and Progress 8.

[232] Note that these results are derived from FFT analysis of pupil performance in London and may differ slightly from statistics produced by the Department for Education.

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