

REGULATORY AND OTHER COMMITTEE REPORT

NAME OF COMMITTEE:	Schools' Forum
DATE OF MEETING:	10 July 2012
SUBJECT:	Update on Raising the Participation Age progress and employability issues
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IS THE REPORT EXEMPT?	No
IS REPORT CONFIDENTIAL?	No

SUMMARY

This report indicates that good progress is being made in preparing for the Raising of the Participation Age. Similarly, progress continues to be made in attainment in GCSE English and Mathematics. However, the outline data suggests that young people eligible for Free School Meals continue to do less well than they should by this basic measure of future employability. The report recommends further investigation of the extent to which Pupil Premium is being used by schools to promote attainment in English and Maths.

INTRODUCTION

At its meeting of 25 April, 2012, Schools' Forum was presented with a report concerning the Raising of the Participation Age. Forum members asked for regular progress reports and specifically requested information regarding the achievement of GCSE in English and Mathematics as indicators of employability and in the light of the likely requirement for all young people to continue with their studies in these subjects until they achieve A*-C grades in these subjects.

Raising of the Participation Age Preparations

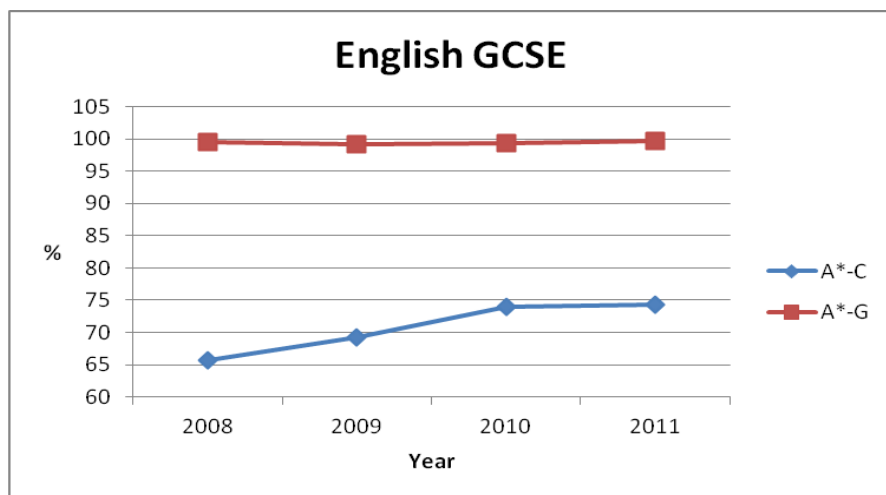
Preparations for the Raising of the Participation Age (RPA) from 2013 continue. A series of briefings and training events have been held covering a range of issues including: Requirements of RPA; Identification and support of young people at risk of non participation; Supporting vulnerable learners; Careers guidance in schools; and Understanding Apprenticeships. All but 9 secondary schools have attended 1 or more sessions.

A publicity campaign has been held to raise awareness of RPA. This has included radio adverts, and leaflets aimed at employers and young people. The campaign is currently being evaluated in order to determine what further work is required.

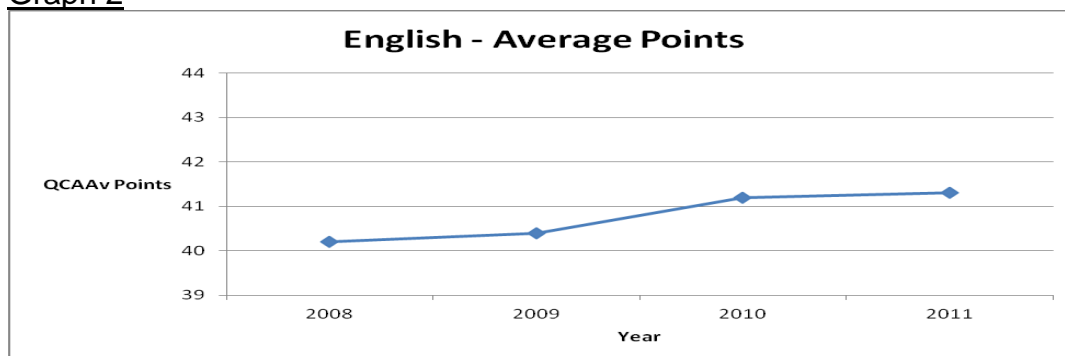
Achievement of GCSE A*-C Grades in English and Mathematics

Graphs 1 and 2 shows the Trend in achievement in GCSE English Lincolnshire schools by the end of Year 11.

Graph 1

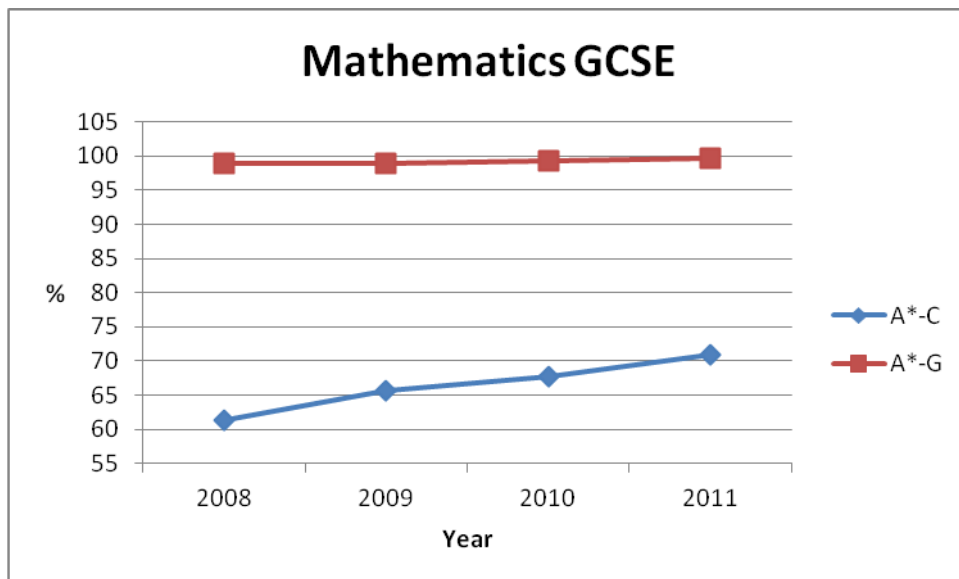


Graph 2

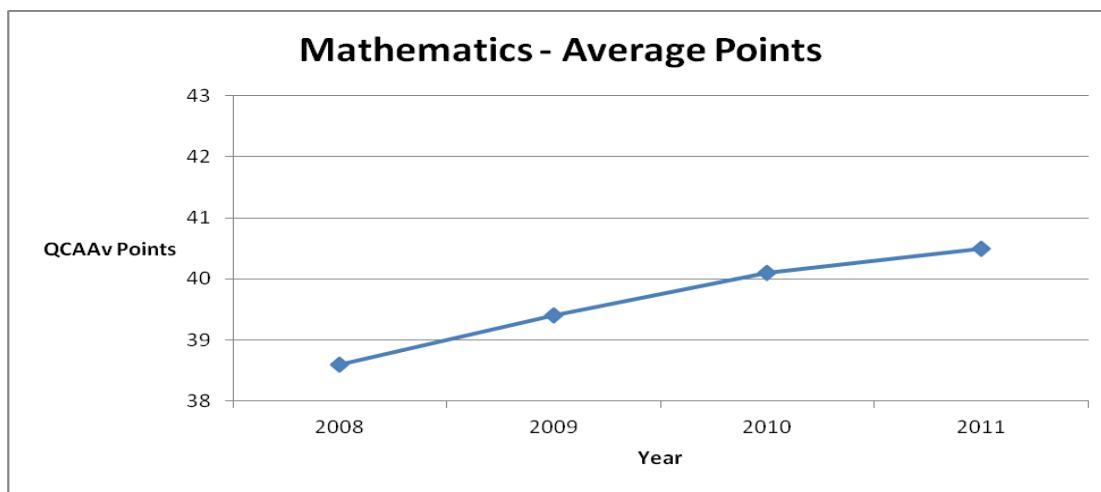


Graphs 3 and 4 shows the Trend in achievement in GCSE English Lincolnshire schools by the end of Year 11.

Graph 3



Graph 4



Key Stage 4 performance in English and Maths

Percentage of Pupils achieving A*-C GCSE or Level 2 Equivalent

Source: EPAS

Year on Year Trends in Lincolnshire

Year	English & Maths		English		Maths	
	GCSE A*-C	Level 2	GCSE A*-C	Level 2	GCSE A*-C	Level 2
	C	2	C	2	A*-C	2
2007	51	57	62	67	57	62
2008	53	60	64	70	60	66
2009	57	63	67	71	64	69
2010	60	66	71	76	66	70
2011	62	67	72	75	69	72

Comparison by School Type in 2011

School Type	English & Maths		English		Maths	
	GCSE A*-C	Level 2	GCSE A*-C	Level 2	GCSE A*-C	Level 2
	A*-C	2	A*-C	2	A*-C	2
Comprehensive	65	68	75	78	71	74
Selective Area	48	55	61	66	58	63
Grammar Schools	98	98	99	99	98	99
Special Schools	0	6	0	8	1	9

Comparison Relative to National in 2011

Dataset	English & Maths		English		Maths	
	GCSE A*-C	Level 2	GCSE A*-C	Level 2	GCSE A*-C	Level 2
	A*-C	2	A*-C	2	A*-C	2
Lincolnshire	62	67	72	75	69	72
National*	58	61	69	71	65	67

*Based on EPAS calculation, not DfE

By KS2 Prior Attainment in 2011

KS2 Prior Attainment	English & Maths		English		Maths	
	GCSE A*-C	Level 2	GCSE A*-C	Level 2	GCSE A*-C	Level 2
	A*-C	2	A*-C	2	A*-C	2
Above Level 4	95	97	97	98	97	98
At Level 4	55	61	71	76	65	71
Below Level 4	5	10	15	20	10	15
No Prior Attainment	54	54	56	60	61	63

By Free School Meals (FSM) eligibility in 2011

FSM Eligibility	English & Maths		English		Maths	
	GCSE A*-C	Level 2	GCSE A*-C	Level 2	GCSE A*-C	Level 2
	A*-C	2	A*-C	2	A*-C	2
Not FSM eligible	65	69	74	77	71	74
FSM eligible	32	38	42	48	39	44

CONCLUSION

RPA roll-out is broadly on track but there is a need to engage all schools with the training.

In many ways, the progress made in the county with the achievement of GCSE in English and Mathematics (or equivalent) is creditable, particularly compared with National data. However, there is a persistent gap in the achievement of this standard by young people from poorer backgrounds (eligible for free school meals). This limits ultimate employment prospects and social mobility.

RECOMMENDATIONS

Schools Forum may wish to consider ways of exploring the extent to which Pupil Premium is being deployed to support achievement in English and Mathematics.

BACKGROUND PAPERS

None

APPENDICES

N/A