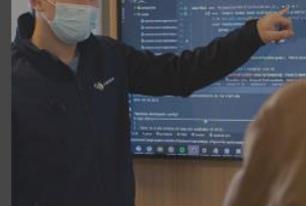


Labour Market & Skills Review

Section Three: Future Skills



Categories of schools

Gloucestershire has a wide diversity of mainstream school provision with:

- Community schools (infant, junior, primary, secondary and special)
- Voluntary Aided schools (primary and secondary)
- Voluntary Controlled schools (infant, junior and primary)
- Foundation schools (infant, junior, primary and secondary)
- Academies/Free Schools (primary, secondary, special, UTC and Post 16).

As at November 2018 there are 197 maintained schools and 98 academies/free schools in Gloucestershire giving a total of 297 schools overall. The table below gives a breakdown of schools in Gloucestershire by category.

Schools by Category	Primary	Secondary	Special	Total
Community	85	1	4	90
Foundation	15	4	0	19
Academy	56	34	6	96
Voluntary Aided	38	0	0	38
Voluntary Controlled	49	0	0	49
Free School	2	0	0	2
UTC	0	1	0	1
Total	245	40	10	295

There are five selective single sex grammar schools and two selective co-ed grammar schools in Gloucestershire places are open to all students both in county and across county borders, subject to meeting the admission criteria. All of the grammar schools have recently increased in capacity. In total 223 additional grammar school places have been provided since 2016 (25 since 2018).

The schools are:

- Pates Grammar School (Co-educational) – Cheltenham
- Marling School (Boys) – Stroud
- Stroud High School (Girls) – Stroud
- High School for Girls (Girls) – Gloucester
- Ribston Hall High School (Girls) – Gloucester
- Sir Thomas Rich's School (Boys) – Gloucester
- The Crypt Grammar School (Co-educational) – Gloucester

Early Years

A good level of development in a child's early years – often used to describe school readiness – is a measurement of a child's personal, social and emotional development, physical development, and communication and language, including literacy and numeracy.

It is a key determinant of outcomes in later life; national analysis has shown that a child with a poor level of development at the age of five is unlikely to catch up with their peers by the time they leave education. This means that future employment and progression opportunities are likely to be more limited.

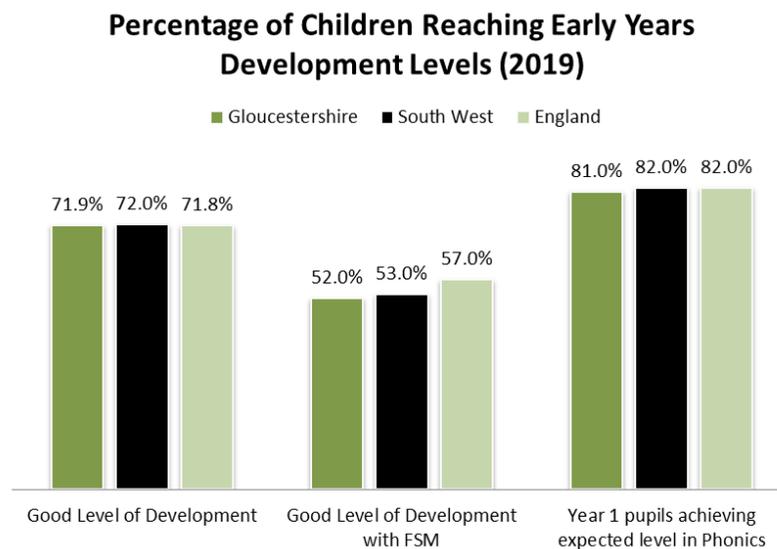
Data published by Public Health England shows that in 2017/18¹:

-- A lower percentage of five-year-old children in Gloucestershire reached a good level of development than in England

-- A lower percentage of five-year-old children in Gloucestershire who were eligible for free school meals reached a good level of development than in England

-- A lower percentage of children aged five or six (in Year 1) in Gloucestershire achieved the expected level in phonics (a method for teaching reading) than in England

Eligibility for free school meals is used in the graph below to represent socio-economic disadvantage and we can see that children who are eligible for free school meals experience inequality in their early years development. Evidence strongly suggests that this inequality can continue into adult life.



2

¹ Director of Public Health Report Gloucestershire - 2019

² <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

School Attainment

In general, Nationally there is a clear inverse relationship between the level of deprivation (as measured by the Index of Multiple Deprivation) and school readiness. As deprivation increases, the percentage of children achieving a good level of development tends to decrease. The gap in attainment between disadvantaged and non-disadvantaged pupils widens as school life progresses as seen at a national level, analysis suggests that 40% of the gap that exists at the end of school is already apparent by age 5. The gap then grows by a further 20% by the end of key stage 2, and the final 40% emerges through secondary school³. This suggests that inter-generational issues are already established before children enter the educational system, and these gaps subsequently widen. This may also reinforce the importance of early years interventions, including supporting disadvantaged/'at risk' families. The attainment gap is part of a larger picture of socio-economic inequalities in life outcomes, including lifelong health and well-being, labour market opportunities and wealth.

Primary Performance (2019)	Key Stage 2 Overall Performance						
	% of pupils meeting the expected standard (RWM combined)	Reading average progress scores	Writing average progress scores	Maths average progress scores	% of pupils achieving at a higher standard (RWM combined)	Average score in reading	Average score in maths
Gloucestershire (293 schools)	65%	0.4	-0.3	-0.2	11%	105	105
England (all schools)	65%	0.0	0.0	0.0	11%	104	105
England (State funded schools)	65%	0.0	0.0	0.0	11%	104	105

Primary Performance (2019)	% of pupils meeting expected standard in reading, writing and maths at the end of key stage 2 - all pupils				
	Reading, writing & maths	Reading	Writing	Maths	Grammar, punctuation & spelling
Gloucestershire (293 schools)	65%	75%	78%	78%	78%
England (all schools)	65%	73%	78%	79%	78%
England (State funded schools)	65%	73%	78%	79%	78%

4

³ Education in England: Annual Report 2018' – Education Policy Institute

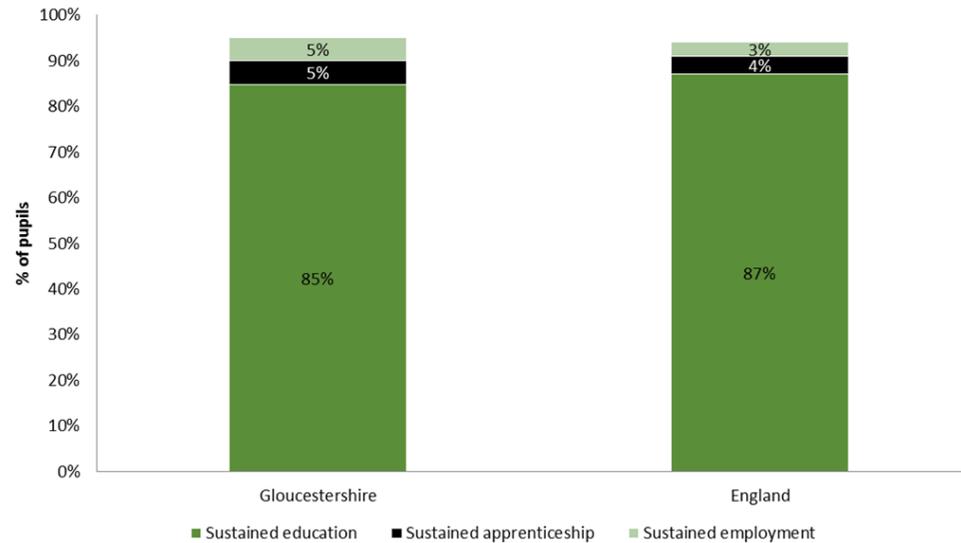
⁴ <https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=g16&la-name=gloucestershire&geographic=la&for=primary>

**Secondary Performance
(2019)**

Overall Performance

	Number of pupils at end of key stage 4	Progress 8 score & description	Entering Ebacc	Staying in education or entering employment (2017 leavers)	Grade 5 or above in English & Maths GCSEs	Attainment 8 Score	EBacc average point score	Grade 4 or above in English & Maths GCSEs	at least 1 qualification
Gloucestershire (78 schools)	6390	0.01	35%	95%	48%	49.6	4.33	69%	98%
England (all schools)	604963		37%		43%	44.7	3.87	60%	96%
England (State funded schools)	542621	-0.03	40%	94%	40%	46.7	4.07	65%	98%

Destinations of KS4 pupils from state-funded mainstream schools - 2018/19



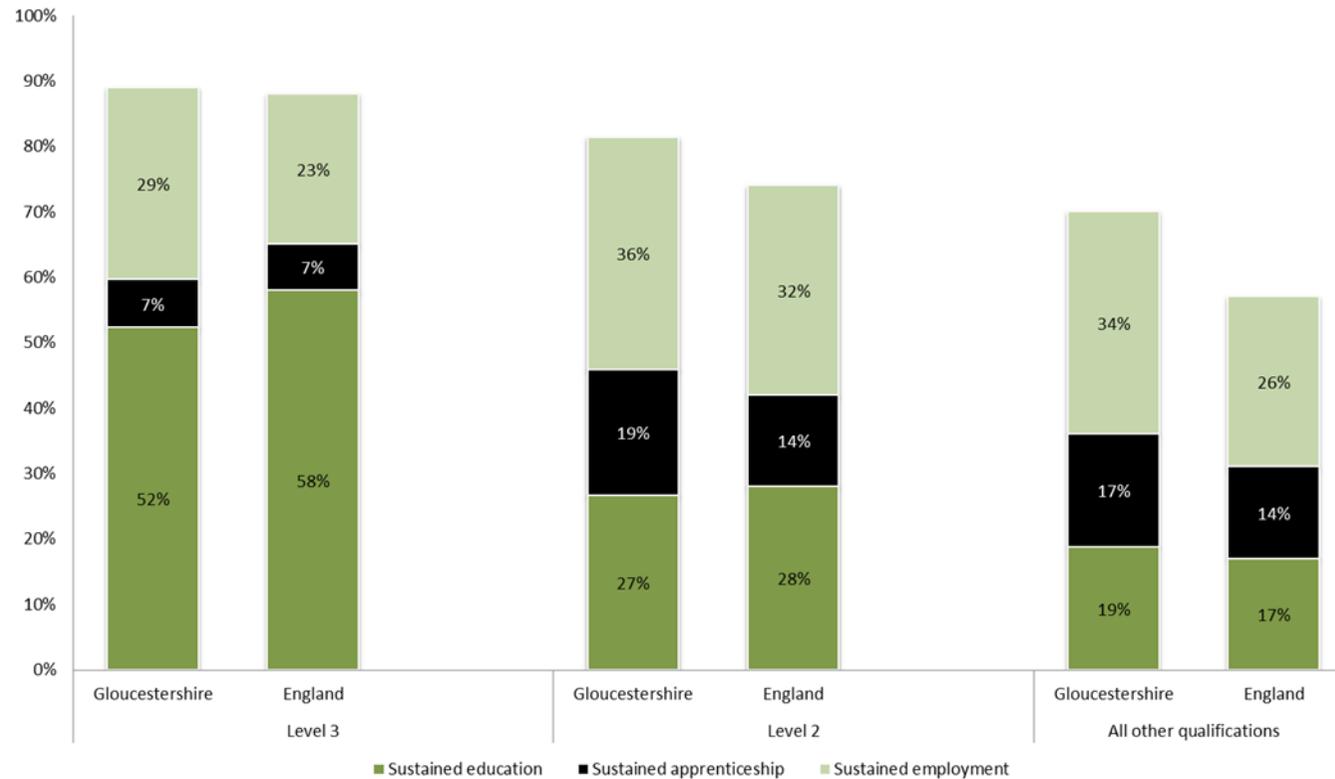
Key stage 4 Destinations:

Schools in Gloucestershire are expected to see growth in student numbers over the next few years, at least up to 2025/26, including 8% growth in 11-16 year olds and 20.3% growth in 16 years plus

The vast majority in every district in Gloucestershire proceed to sustained further education, following the national trend. The Forest of Dean has the lowest rate of students going into full time education, at just below 80%, while Cheltenham has the highest rate, at just below 90%. Most school leavers at this stage start apprenticeships or full-time work, although nearly 10% of students in the Forest of Dean have no sustained destination. Historically there has been some disparity in educational attainment in the Forest of Dean area and the wider county.

Key Stage 5 Destinations:

Destinations after 16-18 by Main Level Studied (State Funded Mainstream Schools and Colleges), 2018/19



There are a number of Post 16 settings situated within Gloucestershire:

- Four FE colleges including one sixth form college (16-25)
- Twenty Five Mainstream School Sixth Forms (16-19)
- Four Maintained Special School Sixth Forms (16-19)
- One University Technology College (14-19)
- Four Special Post 16 Institutions (16-25)
- Three Private Partnership Post 16 Training Providers (16-25)

In addition, Gloucestershire County Council commissions a small number of places at independent special schools to meet the needs of young people with profound learning needs. Over 50% of those who leave school after Key Stage 5 in all districts proceed to further sustained education, with most of those students going on to further education. Of those that do not go into education, a large proportion go into sustained employment, with a small number starting an apprenticeship. Again, the Forest of Dean has the greatest proportion of school leavers (around 15%) who have no sustained destination. In terms of Student destinations a higher proportion of students continue in education. Apprenticeship delivery numbers suggest a strong expansion of delivery.

<u>Post 16 Performance (2019)</u>	Overall Performance					
	Number of students with an A level exam	Average grade	Average point score	Students completing their main study programme	Achieving a AAB or higher in at least 2 facilitating subjects	Grade & points for a student's best 3 A levels
Gloucestershire (54 schools or colleges)	3708	C+	34.43	93.7%	17.9%	C+, 34.8 points
England (all schools or colleges)	283528	C+	34.01		16.5%	C+, 33.96 points
England (State funded schools or colleges)	247995	C+	32.87	91.3%	14.1%	C+, 32.89 points

<u>Apprenticeships (2019)</u>	Level 3 No. of Students	Level 3 Achievement Rate	Level 2	Level 2 Achievement Rate
Gloucestershire	110	77.7%	210	79.6%
England (all schools / colleges)	31980	72.3%	52750	65.8%

STEM

The key sectors identified, and the specialisms within them, highlight that technical and vocational skills are particularly important to the Gloucestershire economy. We have the potential to address the skills shortage vacancies faced as STEM (Science, Technology Engineering and Maths) provision and apprenticeship delivery have expanded in recent years. But we must go further – the county does not produce sufficient STEM graduates to support the employment base and is relatively poor at graduate retention when compared to neighbouring areas – which risks the ability of firms to innovate and grow.

Many jobs of the future will require STEM (Science, Technology, Engineering and Mathematics) subjects. Industries related to STEM subjects are important to Gloucestershire. The recent Science and Innovation Audit (SIA)⁵ (including Gloucestershire) found that just over a third (36%) of subjects being studied by undergraduates in Gloucestershire are STEM. This figure has increased by 1.8% since 2012. This is better than the consortia area⁶ (average 1.1% increase) but matches the overall picture for England and Wales – increase of 1.8%.

For post graduate students 46% of subjects are in STEM subjects. Biological science and Architecture, building and planning being the most popular subjects. The report shows that out of the consortium Gloucestershire is losing graduate skills the most. 60.7% remain in the LEP area 6 months after graduating which may sound high but not compared to Cornwall and Isles of Scilly at 74.9%. The reasons for this should be examined further. Out of 40 LEP regions Gloucestershire ranks 32nd for retaining graduates 6 months after graduation. This is significant in Gloucestershire and should be addressed. The report found that 6.6% of Gloucestershire's workforce is employed in science, research, engineering and technology professionals and associated professions. Ranking =21st out of 40 LEPs.

A positive statistic is Gloucestershire (14.5%) is above the GB average (11.9%) for the share of employees employed in all SIA 5⁷ themes (14.5% equates to 40,200 employees).

The county appears to have a particular strength in next generation microelectronics (LQ⁸ 5.48) and for this area is ranked 3rd in Great Britain. However, there are only 80 businesses classed as microelectronics; only 0.3% of the share of enterprises in the 5 themes. The largest share of enterprises in 2015 was the 'resilience, environment and sustainability theme' at 13.3% but it had the lowest location quotient of all 5 themes of 0.93. It also had the greatest number of businesses in 2015 (3650).

Gfirst LEP⁹ have invested £2.1m in STEM centres across the county supporting new or improved engineering, physical sciences, and digital technology centres:

⁵ <http://gw4.ac.uk/sww-sia/>

⁶ The consortia area is South West of England (Cornwall & Isles of Scilly, Gloucestershire, Heart of the South West, Swindon & Wiltshire, and West of England LEPs) and South East Wales

⁷ The 5 themes are: Aerospace and advanced engineering, Digital living innovation, Resilience, environment and sustainability, Next generation microelectronics and New energy systems

⁸ A LQ or Location Quotient is a way that measures a county's industrial specialization relative to a larger geographic unit (usually the nation). For example, an LQ of 1.0 in mining means that the county and the nation are equally specialized in mining; while an LQ of 1.8 means that the county has a higher concentration in mining than the nation. If the LQ is 0.8 then the county has a lower than national average concentration in mining.

⁹ <https://www.gfirstlep.com/projects/stem-centres/>

Cirencester College - The 1,582-square metre STEM centre was jointly funded by GFirst LEP and the Education Funding Agency. This has enabled the college to meet the needs of local employers that want to recruit people with STEM qualifications, as well as the rising demand from young people who want to study these subjects. The centre includes state-of-the-art teaching labs to support the expanded bio-medical health provision and high-spec computers to support 3D modelling and data handling.

Gloucestershire College (Cheltenham, Gloucester and Forest of Dean) - The project created two new construction centres, one in Cheltenham and the other in the Forest of Dean. In addition, the engineering facilities and self-directed study areas at the Gloucester campus were enhanced to improve facilities and attract more students into STEM subjects.

Hartpury College - Hartpury have had a £700,000 investment for the upgrade of animal/veterinary science labs and the creation of 200 new workspaces in order to support and enhance ongoing provision of STEM-designated courses at the college. The project also facilitated the consolidation of student services into a single location on-site.

National research has shown that STEM skills shortages are particularly prevalent in certain occupation groups (e.g. Professional occupations) and can create pockets of HTF vacancies; for example, the 2015 ESS found that 43 per cent of vacancies for Professional occupations in so-called SRET sectors (Science, Research, Engineering, and Technology).

Cyber

At present, 15.4% of young people surveyed have plans to enter the cyber-tech sector showing a good level of interest, with room to grow. 20.4% want to enter the creative industries, which is increasingly likely to incorporate advanced digital skills.¹⁰ Gloucestershire's Higher and Further Education institutions are increasingly seeking to align the courses they offer with the many local opportunities in cyber-tech.

Digital and cyber-tech courses are now available across the county at:

- University of Gloucestershire through its School of Business and Technology and C11 Cyber Training facility at Berkeley Science and Technology Park which undertakes research and knowledge exchange activities that support innovation; delivers innovative solutions, courses, training materials in areas related to cyber-tech and digital, business growth and innovation.
- Gloucestershire College which in partnership with the University of the West of England, will offer cyber-tech degrees from September 2019.
- South Gloucestershire and Stroud College;
- Adult Education in Gloucestershire;
- Gloucestershire County Council Library Service; and
- Local independent training providers.

Initiative Schemes:

Cyber Valley

Cyber Valley, formed by GFirst LEP with neighbouring LEPs in Swindon and Wiltshire, Worcestershire, and The Marches, has the following ambitious objectives:

- double the size of the cyber-tech and digital sector in the region;
- position the region as the UK's largest cluster of cyber-tech and digital activity outside London; and
- promote an entrepreneurial start-up culture, attract new investment, develop talent and embed cyber-tech resilience in firms across all industries.

Cyber Valley has identified that 'there is a strong concentration of skills in cyber security within the region, which can be used to embed cyber-tech resilience through a wider industrial base, including making a strong contribution to the growth of the UK's cyber security sector directly, and supporting industries within which their demand for secure solutions grow the region's economy'.¹¹ This has resulted in a 185% growth in the number of registered active cyber security firms across the geography in the ten years leading up to 2017.¹² The ambition of Cyber Valley extends to promoting an entrepreneurial start-up culture and attracting new investment, which is further supported at a local level with a greater focus on ensuring the infrastructure is fit for purpose and on developing the skills and talent pipeline.

¹⁰ GFirst LEP Magnet County Youth Survey

¹¹ Cyber Resilience Alliance (now Cyber Valley) – Science and Innovation Audit

¹² Source: University of Gloucestershire

CyNam

Cyber Cheltenham (CyNam) is a locally-based community interest company whose network acts as a focal point in bringing together ideas and collaboration in the cyber-tech and digital sector. CyNam is the UK's best attended regular cluster event and boosts a 1000+ person strong community from over 100 local businesses.

CyNam brings together cyber-tech SMEs, enterprise technology companies, academia, local and central government departments as well as the investment community and wider supporting industries to fulfil a vision of enabling Cheltenham and Gloucestershire to reach its potential as a globally recognised hub of cyber-tech innovation. CyNam recently partnered with Hub8 to create a 7000sq/ft physical incubation and innovation workspace in central Cheltenham, the first purpose-built facility for private cyber tech innovation in the South West.

An additional ambition of CyNam is to demystify cyber security for those who are outside of the sector, educating and enabling the general public and wider businesses to protect their data more effectively. This includes students and children, to also inspire the cyber-tech generation of tomorrow. CyNam has so far drawn on limited private funding through industry sponsors and is run by a Board of Directors featuring Directors of various local cyber-tech companies.

Cyber Central

The planned UK cyber-tech park development located adjacent to GCHQ in Cheltenham will encourage new and existing businesses to develop within the Cheltenham cyber-tech cluster. Cyber Central must be closely linked to GCHQ, connected with data and people, as well as being suitably linked with the county's main centres of Cheltenham and Gloucester. Infrastructure is key, with a need to fully address challenges of congestion on the A40, Cheltenham Spa railway station and the limited entry and exit at junction 10 of the M5 motorway.

GFirst LEP has committed £22m towards infrastructure improvements in the vicinity of Cyber Central to unlock the first phases of development at the site. Cyber Central is expected to host the National Cyber Security Centre's (NCSC's) National Cyber Innovation Centre, a dedicated facility to harness government, academic and private sector expertise to develop UK cyber-tech capability and businesses.

The park will also host:

- a research and education facility for development of cutting-edge research in cyber-tech;
- zoned space that can cater for different industry requirements;
- a dedicated hub to house local cyber-tech start-ups originating in part from the NCSC and its innovation centre;
- larger corporate businesses; and
- a skills and visitor centre.

This will require a broad-based collaboration across local, national and international academia, including world-leading accredited research universities. The emerging masterplan for Cyber Central also sets out the need for a residential offering relevant to the local workforce including:

- hotel and conference facilities – which will be important to establish Cyber Central as an internationally significant venue for the sector;
- housing and leisure facilities – which will draw talent, particularly young talent, to the park; and
- ensuring that the local community of West Cheltenham, including some of the most deprived parts of the county, can use the facilities and interact with the Cyber Central community, helping to raise local aspirations about careers in cyber-tech.

Agri-Tech

Agriculture has long been part of the Gloucestershire landscape.

- Over 70% of the county is agricultural land.¹³
- Gloucestershire has a food and agriculture sector valued at nearly £1.5bn
- The sector supports 50,000+ jobs in the county, and has double the national proportion of activity.¹⁴

Gloucestershire has two institutions (Royal Agriculture University – Farm 491 and Hartpury) that lead the way in developed technology for agriculture. Combined with the opportunities technology brings and can be developed in the county means that this could be a niche area. Agriculture has a looming demographic crisis. National the proportion of workers under 35 years of age was just 3%. Associated with this development of food and drink in the county and the natural landscape that much of the tourism industry relies on.

Farm 491 - awarded £2.92m through Local Growth Fund (LGF) has enabled the Royal Agricultural University (RAU) to establish the Farm 491 Agri-Tech centre, based over 2 sites. This delivers space for innovators to establish and grow enterprises that develop and apply technology to agriculture. These entrepreneurs have access to a support network of farmers, businesses, investors, and academics, as well as open access to data, research, equipment, and resources¹⁵.

Hartpury University – Tech to Plate - This project, awarded £1m in 2018, will complement the Farm 491 Agri-Tech Innovation Centre by delivering a technology application and training centre for Gloucestershire and the wider region. The centre will support the wider adoption of digital technology to deliver productivity improvements in agri-businesses and the traceability of farm produce, particularly livestock.

A short survey to indicate the significance was carried out in May 2019 with companies contracted to the Hartpury – Gfirst LEP Tech to Plate project. They confirmed the strategic evidence that demand is increasing for digital skills in the Agricultural sector. Key areas will impact the future of Further and Higher education will fall into multiple sectors but cross cutting themes emerge that require rapid enhancement of skills at all levels. Artificial Intelligence, Machine Learning and the data-driven economy are all highly applicable to agriculture. Building on existing Cyber Security and Agricultural technology investments, there is logic in future development and driving Innovation in these two rapidly advancing sectors.

Also the presence in the county of a nationally significant research institution such as Campden BRI provides Gloucestershire's fledgling agri-tech businesses with a unique opportunity to revolutionise farming techniques and processes, building on the distinctly rural character of the county. Campden BRI is a world leader in the agri-tech sector supporting companies with practical scientific, technical and advisory services and actively looking at opportunities for collaboration with agri-tech businesses and academic institutions within Gloucestershire.

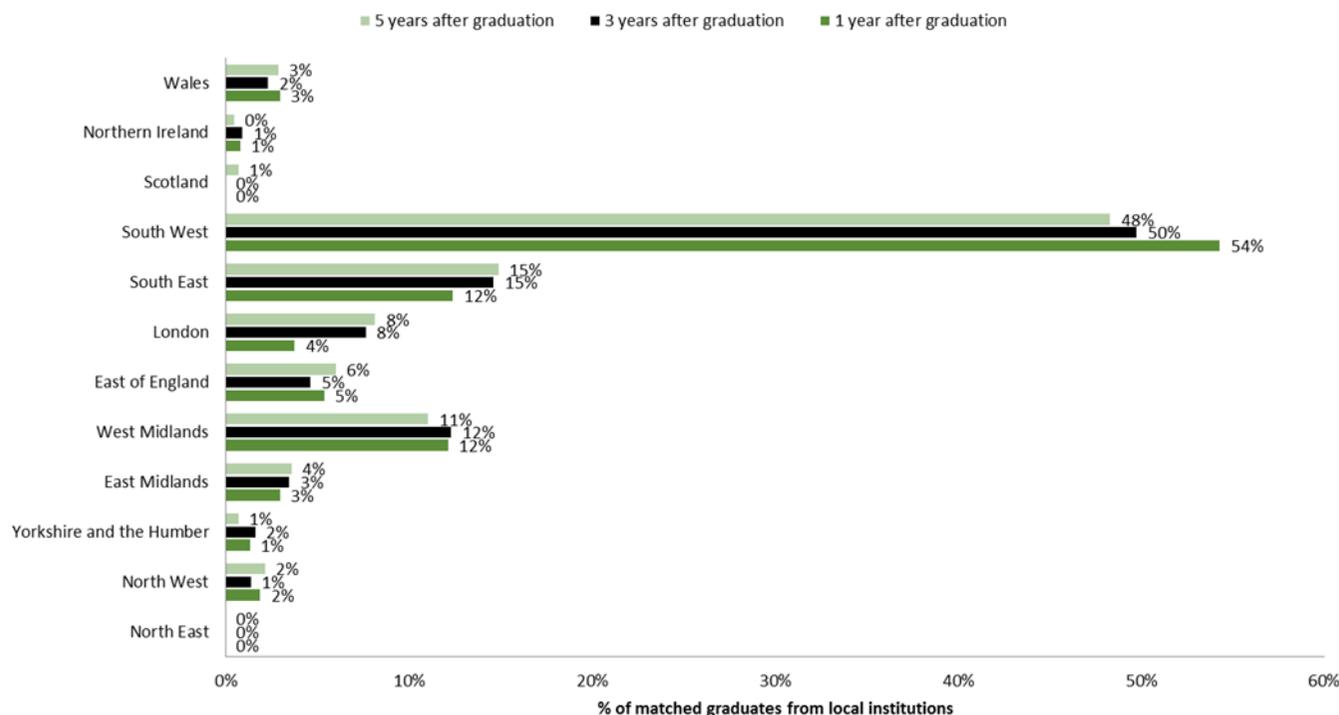
¹³ Source: National Farmers Union South West

¹⁴ The Scale and Impact of the Farming, Food, Drink & Rural Economy in Gloucestershire, Collison et al, March 2019

¹⁵ <https://www.gfirstlep.com/projects/farm-491/>

Graduate Retention

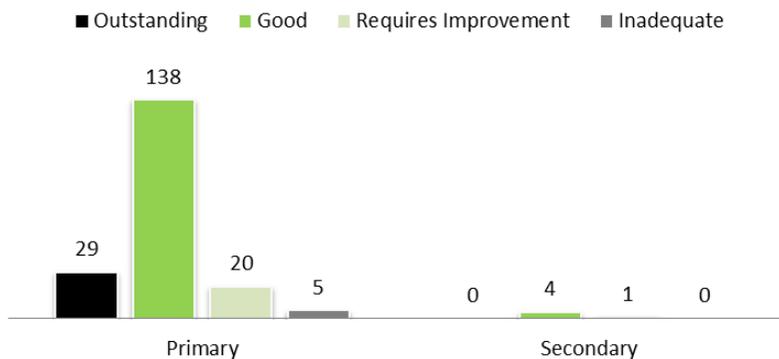
Current region of residence of graduates from HEIs in Gloucestershire, 2017/18



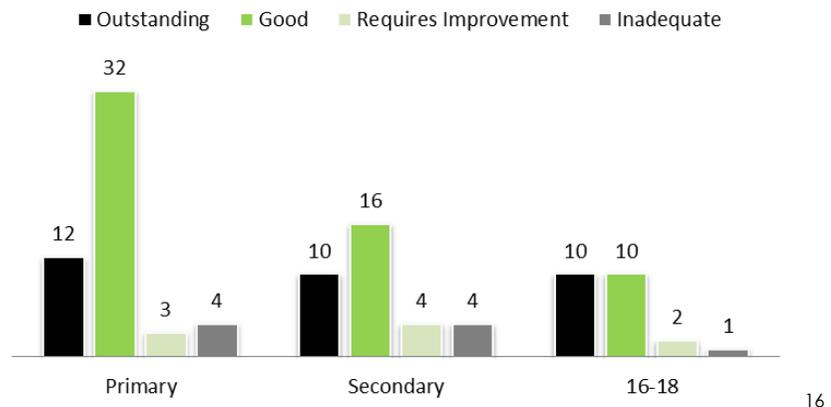
Because of its geographical location, Gloucestershire's young people are often attracted to other major cities such as Bristol, Birmingham, Cardiff or Bath. Gloucestershire does not have the world class higher education opportunities other areas have and, as a result young people leave to find these opportunities. There is no clear alternative offering to either retain or entice young people into the area. Entry level housing affordability is worse than that seen nationally making settling in the county difficult. Access to quality jobs in some areas is also lacking. In combination this leads to a forced net migration of young people away from the county. When combined with the growing number of older people in the population this presents a serious issue for the county as a whole. Retention tends to be much higher in urban areas with labour market opportunities at scale. However, it should be noted retention rate is inherently limited to showing graduates leaving, not moving to an area.

Ofsted Results

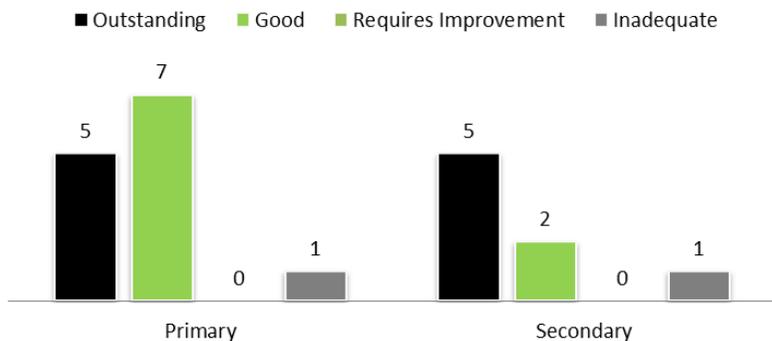
Ofsted Results by School Type Maintained School



Ofsted Results by School Type Academy



Ofsted Results by School Type Specialist School



91% of Gloucestershire's Schools are rated as either good or outstanding by Ofsted.

Secondary School Placement Forecasts (placeholder)

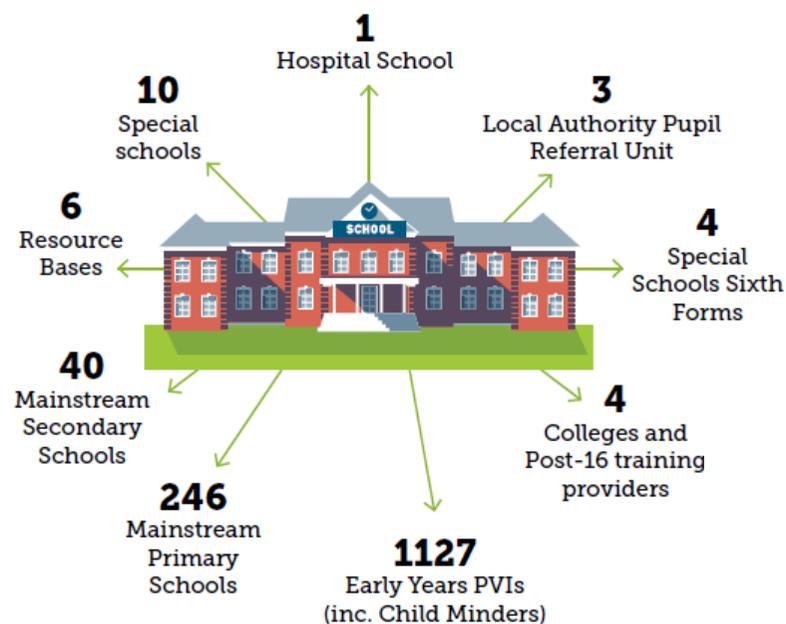
Special Educational Needs

The number of children with complex needs has been increasing year on year and for a small number of these children and young people the complexity of their care, education and health needs requires specialist support outside of the county or in independent provision. Over the past two years the number and cost of these placements has increased. Work on developing more cost effective in county independent provision as well as more person centred outcome related provision particularly for post 16 placements in FE colleges has begun and continues to develop¹⁷. Outcomes for some of the most vulnerable children and young people who have additional needs are persistently poor and the attainment gap between them and their peers continues to be too wide. In 2017 only 41% of disadvantaged pupils achieved the expected standard or above for reading, writing and Maths in Key Stage 2 (end of primary school) against 68% of other pupils and 20.6% of disadvantaged pupils achieved a strong pass (9-5) in both English and Maths at Key Stage 4 (end of secondary school) against 46.2% of other pupils. and guidance required for this.

90% of Gloucestershire's special schools are rated Good/Outstanding by Ofsted.

Of School exclusions 50% of these were children with SEND and this is increasing year on year.

Overall Special Education Needs - Gloucestershire Provision



¹⁷ SEND Commissioning Strategy 2019-2024

Social Mobility

The long-term impacts of poverty in the recreation of social and economic exclusion in the next generation are well understood and informed the county council's approach to children's centres in the 2010s. In addition, the links between poor housing and health outcomes, area reputation and lack of opportunities, and the capacity of individuals to build social capital are understood. Yet tackling ill-health and economic isolation are handled by different agencies, divergent professional outlooks and separate strategies.

The Social Mobility Index (2017) shows that three districts in Gloucestershire (Cotswold, Forest of Dean and Gloucester) are ranked in the bottom 20% nationally. However, Stroud district is the highest ranking local authority area in the South West, suggesting that there might be potential to learn from and build on what works in that part of the county. Gloucestershire's 2050 Vision supports the argument that this leads to a net loss of young people from shire counties such as Gloucestershire, holding back local economic growth. This suggests that any approach to improving social mobility must take action across the 'social mobility life cycle', as described by the County APPG. The County All-Party Parliamentary Group (APPG) found that eight of the ten least socially mobile areas in England are counties and are overwhelmingly rural and coastal (CCN, 2018), suggesting that this is a key issue for a largely rural county such as Gloucestershire. The national Social Mobility Index ranks local authority areas across 16 indicators, covering Early Years, School, Youth and Working Lives. Broadly, Gloucestershire and its districts perform well against the Working Lives indicators (with the exception of housing affordability in the Cotswolds and some income indicators in the Forest of Dean). However, the county performs less well against the other indicators¹⁸.

KEY

G:GLOUCESTER | C:CHELTENHAM | CO:COTSWOLD | FD:FOREST OF DEAN
S:STROUD | T:TEWKESBURY

	G	C	CO	FD	S	T
OVERALL RANK (1 to 324 where 1 is the best social mobility)	282	225	268	303	43	199

EARLY YEARS	G	C	CO	FD	S	T
OVERALL RANK	273	259	268	297	112	274
% of nursery providers rated 'outstanding' or 'good' by Ofsted (based on nursery location)	151	151	151	151	151	151
% of children eligible for free school meals achieving a 'good level of development' at the end of Early Years Foundation Stage (based on residence)	300	278	289	313	136	304

SCHOOL	G	C	CO	FD	S	T
OVERALL RANK	231	101	59	267	53	103
% of children eligible for free school meals attending a primary school rated 'outstanding' or 'good' by Ofsted (school location)	59	23	51	165	39	10
% of children eligible for free school meals attending a secondary school rated 'outstanding' or 'good' by Ofsted (school location)	247	75	54	275	133	147
% of children eligible for free school meals achieving at least the expected level in reading, writing and maths at the end of Key Stage 2 (based on residence)	154	273	214	241	124	202
Average attainment 8 score for pupils eligible for free school meals (based on residence)	311	159	89	235	74	199

YOUTH	G	C	CO	FD	S	T
OVERALL RANK	300	311	323	252	86	239
% of young people eligible for free school meals that are not in education, employment or training (positive destination) after completing KS4	227	322	301	251	19	161
Average points score per entry for young people eligible for free school meals at age 15 taking A-level or equivalent qualifications (based on residence)	254	139	324	105	36	188
% of young people eligible for free school meals at age 15 achieving 2 or more A-levels or equivalent qualifications by the age of 19 (based on residence)	302	247	185	243	106	237
% of young people eligible for free school meals at age 15 entering higher education by the age of 19 (based on residence)	275	275	275	275	275	275
% of young people eligible for free school meals at age 15 entering higher education at a selective university (most selective third by UCAS tariff scores) by the age of 19 (based on school location at 15)	230	230	230	230	230	230

WORKING LIVES	G	C	CO	FD	S	T
OVERALL RANK	126	80	158	222	59	77
Median weekly salary (£) of employees who live in the local area, all employees (FT and PT)(based on residence)	204	113	243	250	126	146
Average house prices compared to median annual salary of employees who live in the local area (based on residence)	115	70	292	124	193	166
% of people that live in the local area who are in managerial and professional occupations (SOC 1 and 2)(based on residence)	222	49	30	238	130	134
% of jobs that are paid less than the applicable Living Wage Foundation living wage (based on job location)	58	116	113	242	50	48
% of families with children who own their home (based on residence)	176	158	201	81	44	98

KEY

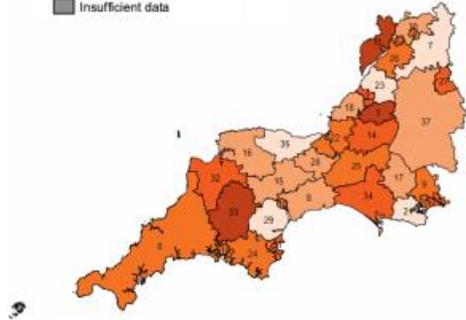


¹⁸ Report of the Director of Public Health 2019, Gloucestershire

South-west

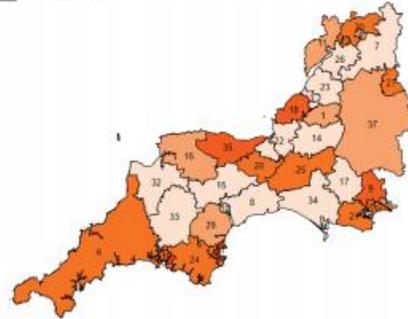
Median earnings of sons on FSM

- £ 6,900 - £12,600 - 20% worst areas
- £12,600 - £14,000
- £14,000 - £15,200
- £15,200 - £16,700
- £16,700 - £24,600 - 20% best areas
- Insufficient data



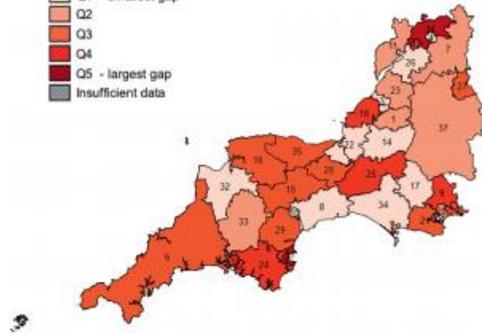
Earnings gap between sons from bottom and top of parent SES

- Q1 - smallest gap
- Q2
- Q3
- Q4
- Q5 - largest gap
- Insufficient data



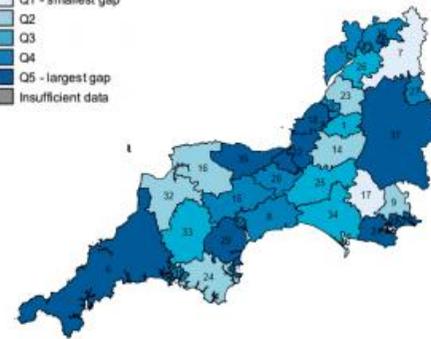
Earnings gap sons from top vs bottom of parent SES, for sons with same age 16 scores

- Q1 - smallest gap
- Q2
- Q3
- Q4
- Q5 - largest gap
- Insufficient data



Diff age 16 test score pctl between sons from bottom and top of parent SES

- Q1 - smallest gap
- Q2
- Q3
- Q4
- Q5 - largest gap
- Insufficient data



No. on map	Local authority name	Median age 28 earnings FSM son (£)	Quintile pay gap	Quintile pay gap cond on educ	Quintile education gap	No. of sons in sample	No. of FSM sons in sample
1	Bath and North East Somerset	12,000	2	2	3	2,416	128
2	Bournemouth	13,900	3	3	5	2,293	219
3	Bristol, City of	12,700	1	1	4	5,584	890
4	Cheltenham	14,400	2	1	5	1,498	117
5	Christchurch	13,800	2	3	5	683	56
6	Cornwall	14,000	3	3	5	8,572	798
7	Cotswold	17,800	1	2	1	1,165	51
8	East Devon	15,800	1	1	4	1,893	91
9	East Dorset	15,000	4	4	2	1,390	42
10	Exeter	15,000	1	1	4	1,618	166
11	Forest of Dean	12,100	2	2	4	1,306	77
12	Gloucester	14,300	3	4	4	2,018	173
13	Isles of Scilly						
14	Mendip	12,900	1	1	2	1,748	106
15	Mid Devon	15,800	1	3	4	1,177	72
16	North Devon	16,400	2	3	2	1,516	126
17	North Dorset	16,100	1	1	1	972	46
18	North Somerset	15,400	4	4	5	3,055	202
19	Plymouth	14,100	4	4	4	4,262	502
20	Poole	14,400	3	2	5	2,296	145
21	Purbeck	17,900	3	3	5	719	47
22	Sedgemoor	15,000	1	1	5	1,909	157
23	South Gloucestershire	17,900	1	2	2	4,201	218
24	South Hams	14,100	3	4	2	1,457	107
25	South Somerset	14,700	3	4	3	2,518	133
26	Stroud	14,400	1	1	3	1,816	76
27	Swindon	13,700	3	3	4	3,498	287
28	Taunton Deane	15,500	3	3	4	1,579	123
29	Teignbridge	16,800	2	3	5	2,089	157
30	Tewkesbury	15,300	3	5	4	1,263	63
31	Torbay	13,600	5	5	5	2,082	284
32	Torridge	13,000	1	1	2	929	74
33	West Devon	10,000	1	2	3	820	49
34	West Dorset	13,500	1	1	3	1,492	70
35	West Somerset	17,700	4	3	5	523	62
36	Weymouth and Portland	16,200	1	2	2	1,081	99
37	Wiltshire	16,300	2	2	5	6,964	345

Social Mobility – Working Lives

Overall, Gloucestershire and the districts perform reasonably well across the Working Lives indicators, with the only indicator ranking in the bottom 20% nationally for housing affordability in Cotswold district (see next chapter). The Forest of Dean is ranked 222nd of 324 areas in this category, including:

- Median weekly salary (also a concern in Gloucester and Cotswold)
- Percentage of people in managerial and professional jobs (also a concern in Gloucester)
- Percentage of jobs paid less than the locally applicable living wage

The Inclusive Growth Commission (2017) emphasises the need to be assisting those outside of the labour market into work and giving in-work training and development opportunities to those who are employed in lower skilled and lower paid jobs.

Social mobility – our development in early years, our achievement at school and movement to post 16 options, and our job and progression opportunities – is a key factor in delivering inclusive growth at a county scale.

Housing

The Social Mobility Index shows that Cotswold district is ranked 292nd of 324 areas for housing affordability (average house prices compared to the median annual salary of employees who live in the local area). Housing affordability – including in the rental market – is a challenge not only for those working in lower paid sectors but also for young people, starting off in their careers. Gloucestershire's 2050 Vision seeks to create a magnet county, one that attracts young people to stay or to move here and contribute to the local economy, but Gloucestershire will not be attractive to young people if they cannot afford to live here. With salaries disproportionate to property prices the next generation is finding it hard to live and work in the places they grew up in. As the social diversity of our communities changes, local services such as shops, healthcare services, schools, social centres and public transport are under threat.

Acknowledging the supply of housing as important is a key step in aligning plans and strategies that will enable social mobility and inclusive growth, as well as those to increase productivity through a thriving workforce.

Average price of a home in Gloucestershire: is £270,000, This is over 9 times average earnings of £28,186, in line with other local areas. To rent privately in Gloucestershire costs £800, nearly a third of the average income. Anyone looking to buy their home will need a gross annual income of £63,655 to be able to secure an 80 per cent mortgage. The county has 3,700 second homes. Nearly 2,500 properties are identified as 'long term empty' and not being used at all. There are 30,000 'affordable' homes available to rent through a housing association or local authority. Almost 14,000 people are queuing up to rent them when they become empty. Nearly a quarter (23 per cent) of people claiming Housing Benefit are in work, but rely on state funding to help them make ends meet.

The average house prices within the six districts of Gloucestershire vary quite dramatically, with the average price in the Cotswolds standing at £388,553, compared to £209,676 in Gloucester, Cheltenham's average house price is £263,928, in the Forest of Dean it stands at £241,331, the average price is £292,153 in Stroud, and in Tewkesbury it is £277,651.²⁰

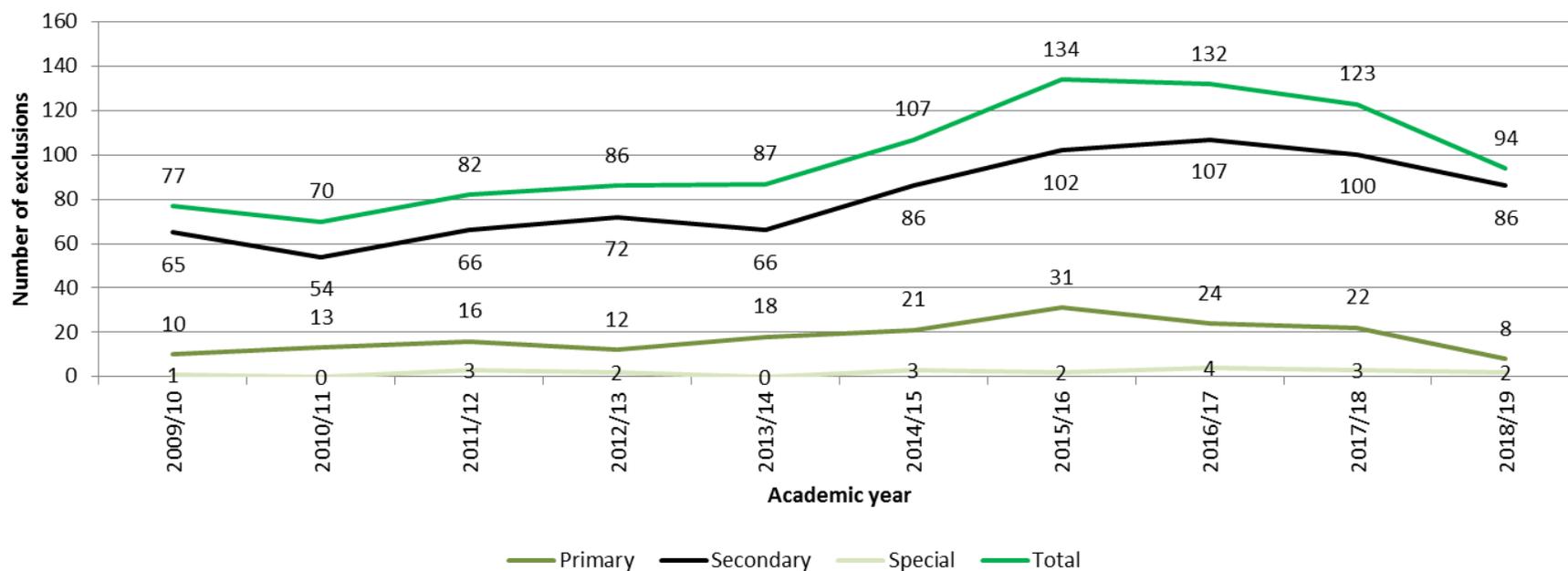
Exclusions (Placeholder)

Gloucestershire has a higher rate of children excluded from school than the national average, Of particular concern is the rise in children of primary school age who are excluded from school and the number children and young people who are removed from school by their families to home educate as they feel a school cannot provide the support they need. The high numbers of exclusions are also causing pressure on the current APS provision in county. It is becoming

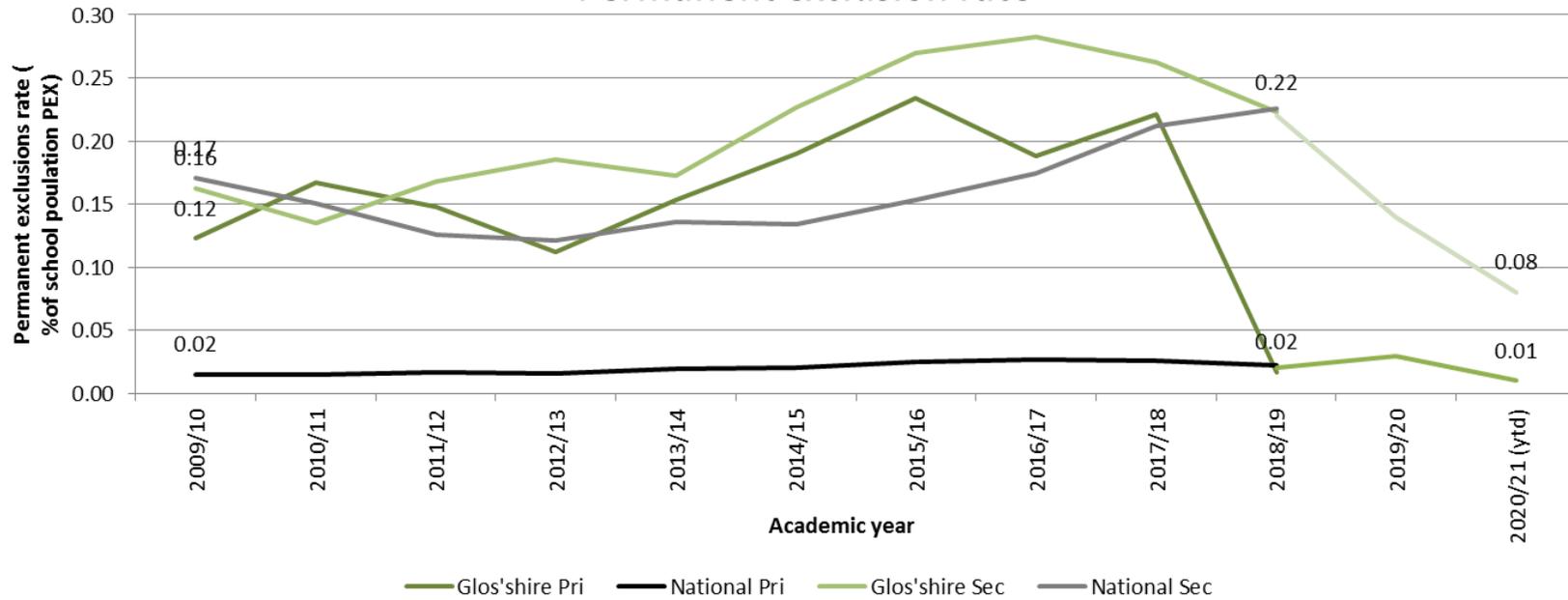
²⁰ Land Registry - 2019

challenging for the local authority to meet the statutory requirement of providing full time education from the 6th day of permanent exclusion and successful transition to mainstream provision from the APS provision is slow and often unsuccessful. The reason for this is unclear but suggests that more should be done early on to identify children and young people with lower level additional needs in an attempt to prevent these escalating. This work is being developed by the Early Years team in identifying needs and improving outcomes as well as embedding transition plans so that intervention work continues into primary school placements.

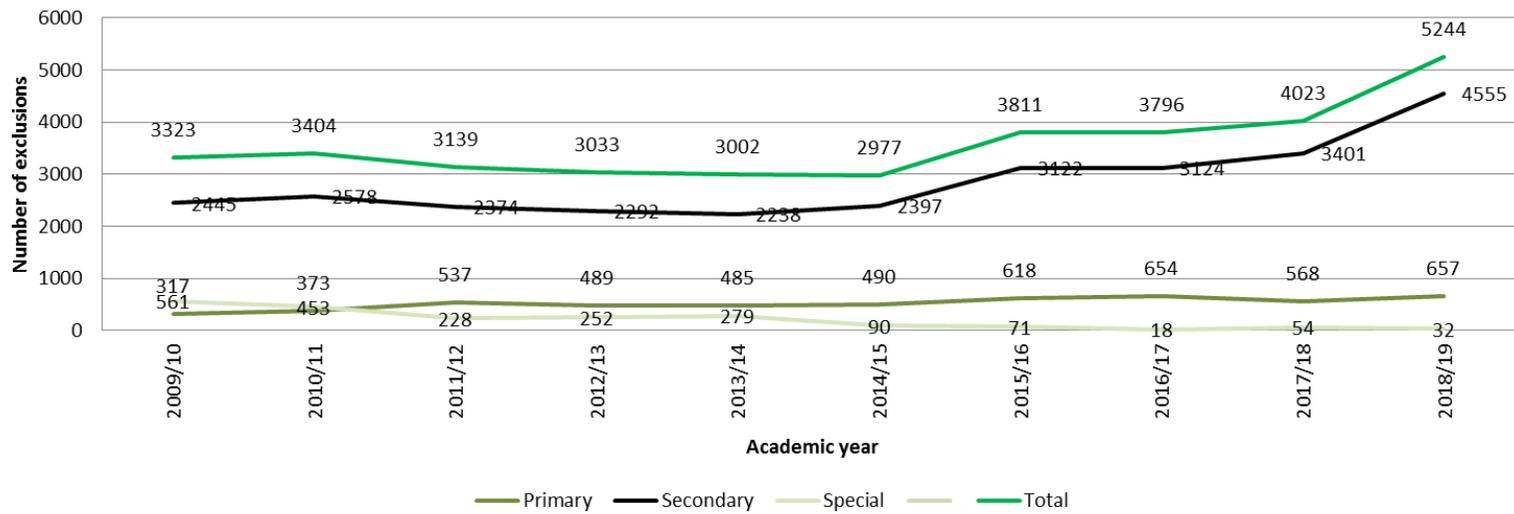
Permanent exclusions for the last 10 academic years



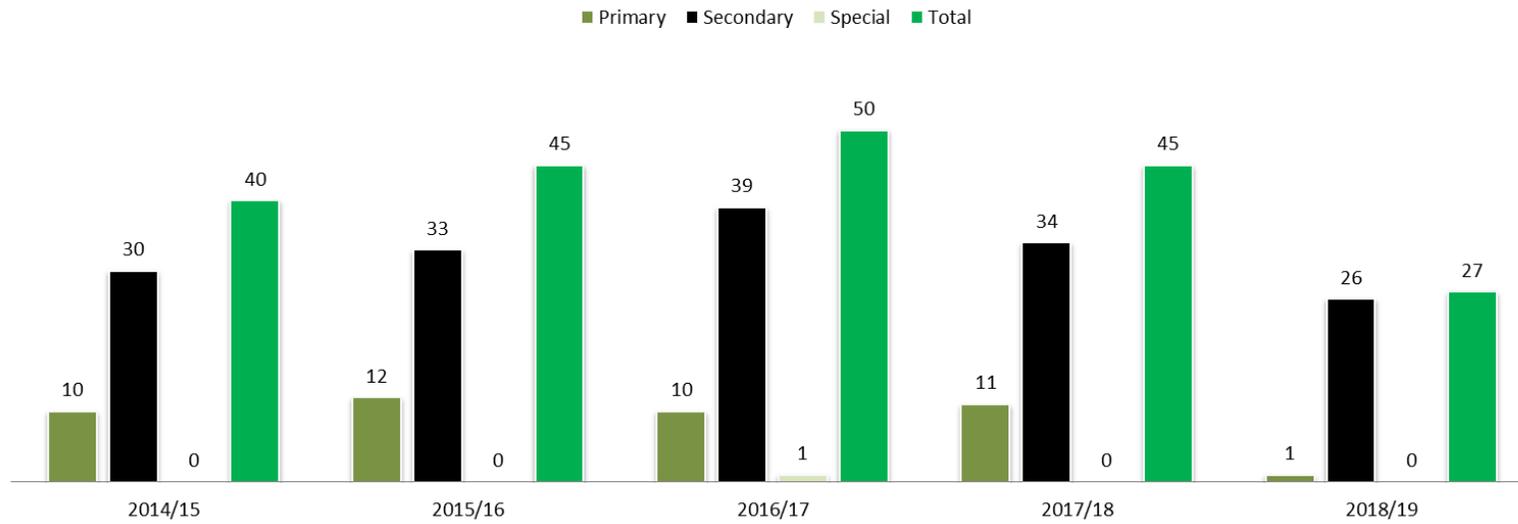
Permanent exclusion rate



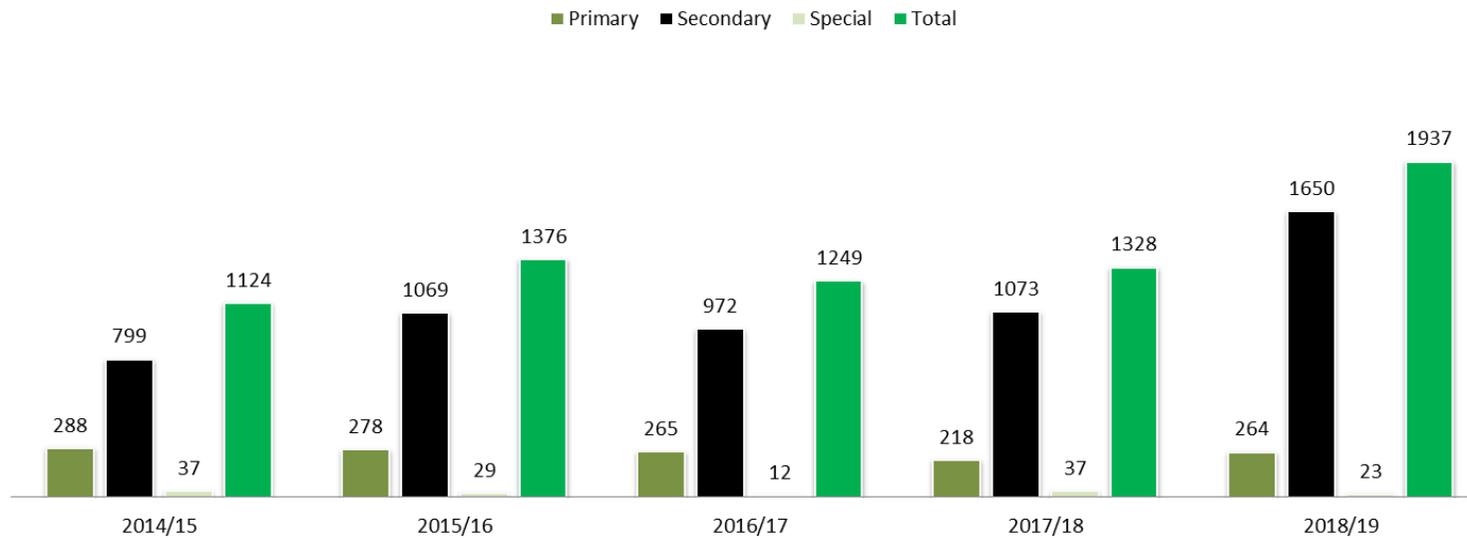
Fixed term exclusions for the last 10 academic years



Pupils in receipt of free school meals at the time of permanent exclusion



Pupils in receipt of free school meals at the time of fixed term exclusion



²¹ Source: <https://www.gov.uk/government/collections/statistics-exclusions>

University Technical College:

These involve moving at the end of Year 9 (or Year 11) to a University Technical College (UTC) or Studio School. UTCs and Studio Schools are designed for 14-19 year olds of all abilities to study subjects linked to specific industrial sectors like STEM (Science, Technology, Engineering, Maths). They will closely involve universities and employers and are designed to be like the workplace. For example they follow a "9 to 5" day and don't have the same terms as schools. They will offer a range of academic and vocational qualifications including GCSEs in English, Maths and Science.

It is also possible to offer work placements linked directly to employment opportunities in the local area. Employers will also contribute to the learning experience of students throughout their programmes of study. The first UTC is operating in Berkeley, Gloucestershire and is a partnership between employers, Stroud & South Gloucestershire College and the University of Gloucestershire to develop opportunities in Engineering, Manufacturing and Digital Technologies.

Apprenticeships

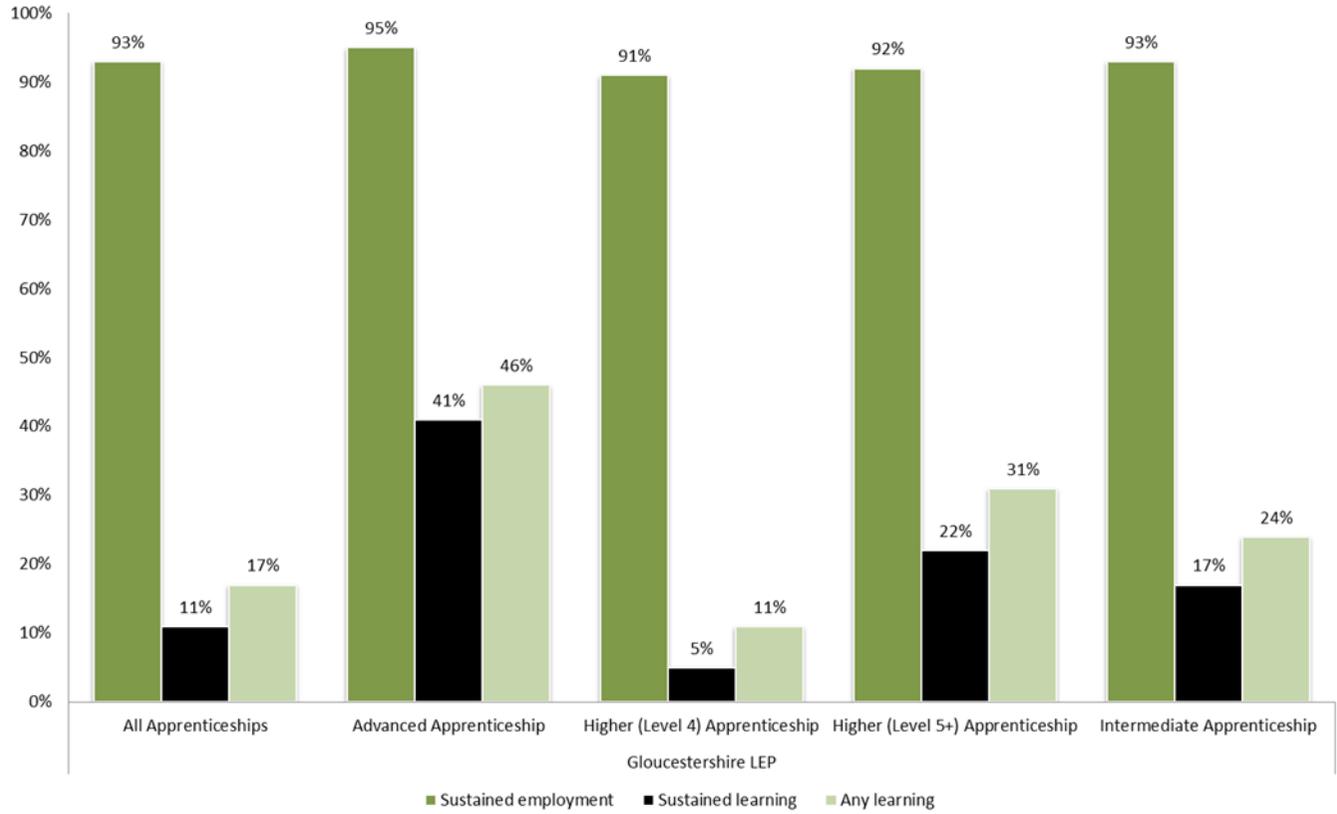
Apprenticeships are one way in which the Government intends to address the skills gaps, the social mobility issues and the productivity problem in the UK. There is strong evidence that apprenticeships are an effective tool to improving social mobility, e.g. nationally there is a 16% boost to wages for learners from disadvantaged backgrounds who complete their apprenticeship training, compared to 10% for others²². It is anticipated the Covid-19 pandemic has caused a significant further disruption to the apprenticeship scheme starts and delivery.

People over the age of 16 are eligible to start an apprenticeship, and the programme is available for both new and existing employees. An apprenticeship combines paid work with study and is a direct route into the workplace and an occupation for both young people and those changing careers later in life. Apprenticeships are available at a range of levels, from GCSE-equivalent (level 2) to degree-equivalent (levels 6 and 7). Apprenticeships must last for at least 12 months, and the apprentice must spend at least 20% of their paid hours doing off-the-job training. The training may be delivered by an authorised provider, the employer or a combination of the two.

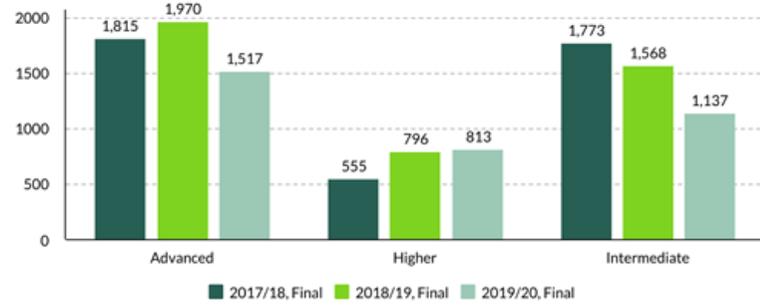
Name	Level	Equivalent Educational Level
Intermediate	2	GCSE
Advanced	3	A level
Higher	4,5,6 and 7	Foundation degree and above
Degree	6 and 7	Bachelor's or master's degree

²² Apprenticeships and social mobility' – Social Mobility Commission, June 2020

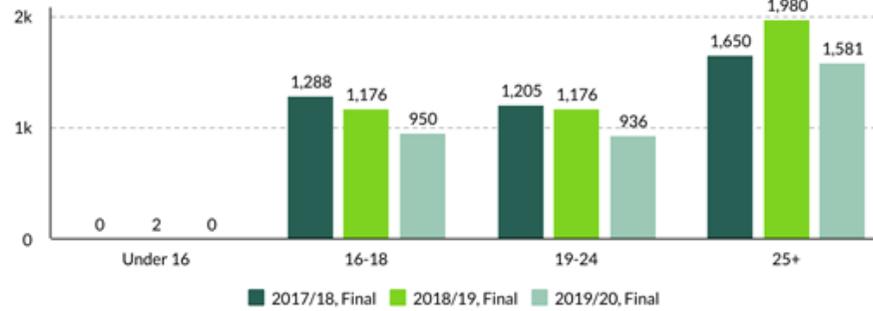
Apprenticeship Destinations in 2018/19



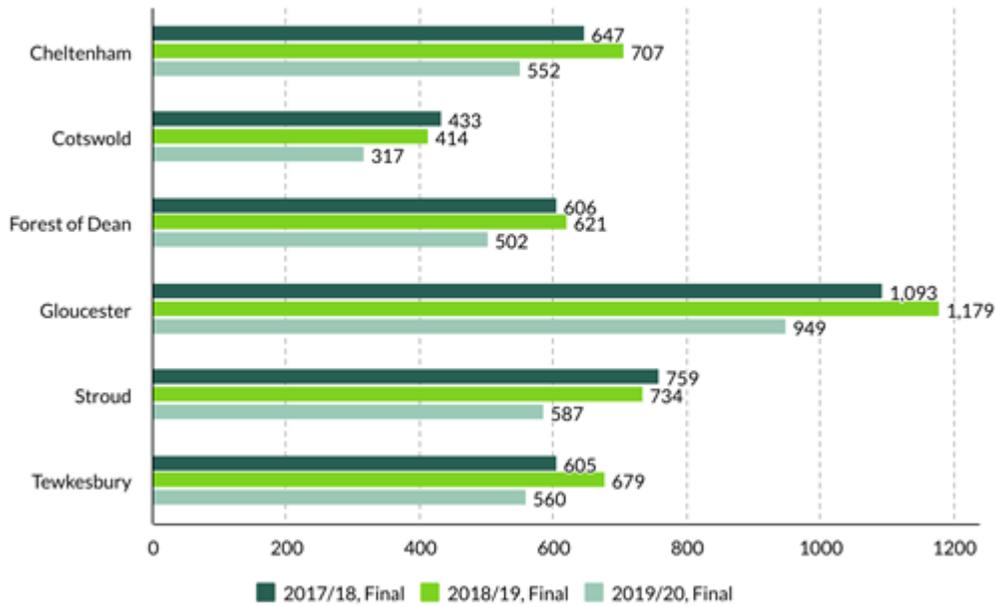
Apprenticeship Type - Totals



Age



Learner Home Geography - Starts



'Apprenticeship starts' refers to the number of apprenticeships started in a time period. A learner could start more than one apprenticeship in an academic year.

Careers Support

- Gatsby Benchmark 1**
A stable careers programme.
- Gatsby Benchmark 2**
Learning from labour market information.
- Gatsby Benchmark 3**
Addressing the needs of every pupil.
- Gatsby Benchmark 4**
Linking curriculum learning to careers.
- Gatsby Benchmark 5**
Encounters with employers and employees.
- Gatsby Benchmark 6**
Experience of workplaces.
- Gatsby Benchmark 7**
Encounters with FE and HE.
- Gatsby Benchmark 8**
Personal Guidance.



Target audience

The main part of the funding for the GFirst Education and Skills team is to support careers advice and guidance for students in Key Stages 3 - 5 (School Years 7 to 13, ages 11 to 18) in all Local Authority funded schools and colleges in the county. This includes Alternative Provision schools, Pupil Referral Units, the Hospital Education Service and SEND communities in Special Schools and within mainstream settings. It does not include independent schools and colleges that are privately funded with the exception of some specific Special Schools and colleges that have Local Authority funded students on roll.

Whilst the funding understandably means that the team predominantly focuses on secondary and F.E. settings, the overarching theme of the work concentrates on supporting the moments of decision and transition for young people and increasingly this includes conversations with H.E. providers and their outreach teams, such as Gloucestershire's Uni-Connect resource, GROWS.

There is also growing recognition of the importance of introducing careers into Primary education.

Over the past two years The Careers and Enterprise Company funded research in this area and were disappointed that the recent Skills White Paper didn't reference its significance. The research resulted in the creation of a set of resources aimed specifically at this sector and the potential to influence and shape the understanding and aspirations of young minds at a time where the curriculum has the flexibility and space for creativity to support concepts such as 'if they can't see it, they won't be it'. Before the Covid pandemic put it on hold, the GFirst team had begun creating initial links with a small number of primary schools and this is work that they are keen to pick up again in the future.

As well as working with the various educational communities around Gloucestershire the LEP Education and Skills team also have supporting objectives around engaging support and direction from business and industry. The aim of these objectives is to ensure that all of the various education, employment and skills priorities of the LEP are connected in order to address the future skills needs identified in reports such as the Local Industrial Strategy.

How this careers support offer works

In 2014 the then Education Secretary Nicky Morgan announced the creation of a new careers and enterprise company for schools, to transform the provision of careers education and advice for young people and inspire them about the opportunities offered by the world of work.

The new company was designed to support the government's long-term economic plan by helping young people consider all the options available to them when they leave school and ensure they are fully prepared for life in modern Britain. The government determined that schools, colleges and employers should work in partnership to spread outstanding careers advice, guidance and inspiration to every young person across the country, regardless of their background or location.

Sir John Holman was commissioned by the Gatsby Foundation to research what pragmatic actions could improve career guidance in England. The Good Career Guidance Benchmarks which emerged from the report were adopted as part of the Government's careers strategy for schools and colleges. The 8 Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

To support the roll out of the current model, Westminster identified that LEP's were ideal partners to work with to create a programme where experienced volunteers from industry could be matched with a school to work with them on a strategic level to develop strong careers guidance for their students. Built on the premise of having high levels of employer engagement throughout secondary and further education and using the 8 Benchmarks that the Gatsby Educational Foundation drew up (but concentrating initially on Benchmarks 5 & 6 which are specifically about employer engagement and work experience), this was the first iteration of the Enterprise Adviser Network.

The next significant development of the programme was the evolution of the Careers Hub where funding from Westminster, via the Careers and Enterprise Company, was increased to include support for a Careers Hub Lead as well as for more Enterprise Coordinators. There was also an expectation that Careers Hubs would support progress across all 8 Benchmarks. Careers Hubs are also underpinned and supported by a strategic Steering and Cornerstone Employer Groups.

The LEP teams of Enterprise Coordinators meet and work with volunteer Enterprise Advisers and Careers Leaders within schools and colleges to assess how much progress has been made against each of the Benchmarks. This process has been supported by the Careers and Enterprise Company by the development of their digital toolkit including Compass and Compass+ which are used to assess where the school is against each element within every Benchmark and produce reports that can be shared and used to create meaningful action plans. The digital tools have been designed to work with and integrate with most of the main MIS and careers platforms used by schools such as SIMS and Unifrog.

GFirst LEP successfully bid for funding in the third wave of the Hub programme and the Gloucestershire Careers Hub was launched in October 2020. Of the 59 eligible institutions in the county, 43 committed to become a part of the Hub with a further 10 in the LEP's wider Enterprise Adviser Network. The remaining 6 are targets to be engaged in the near future which, once they are on board, would mean that the team would have influence on the development of careers strategies, and subsequently the support that young people are given, in all of the Local Authority funded institutions in the county.

Further to the Careers Hub workstreams, the GFirst Education and Skills team also devise and run their own programmes in schools, supported by business volunteers and working directly with students. These programmes include practice interviews, business breakfasts, enterprise competitions and 'Dragon's Den' events. Much work has been undertaken to align these programmes with the EAN/Careers Hub priorities in order to support progress against Benchmarks.

Funding for the service

Funding for the E&S team comes primarily from a match funding agreement between GFirst LEP CIC and The Careers and Enterprise Company.

This model has evolved from the inception of the Enterprise Adviser Network in 2017 to the Careers Hub model that is currently in place. Careers and Enterprise Company funding is directly linked to the number of institutions in the Network / Hub

Financial support for the Network and GFirst team has also been provided by Gloucestershire County Council in the form of match-funding from the Post-16 and Forwards teams.

Other funding is leveraged from industry partners in the form of sponsorship for direct delivery programmes run by the E&S team in schools and colleges, including practice interviews, enterprise days and 'Dragon's Den' competitions. Obviously, this has been badly affected by the Covid pandemic.

We also look for potential 'one off' funding sources to support specific aspects of our work. We were able to secure one of the first SEND specialist Enterprise Coordinators in England because of successfully accessing funding provided by National Grid's outreach programme targeting supported internships

Targets/KPIs for 2021-22 academic year

Current targets, for academic year 20/21, are shown in the table below. However, these were set pre-Covid and the DfE has recently advised that they intend to amend them to reflect the challenges faced across the sector during the past twelve months.

Targets for academic year 21/22 have not yet been agreed but the expectation is that they will be similar to the current ones but perhaps with a further increase in expectation of progress against the Benchmarks – in particular 1, 5 & 6.

Performance / KPI	Target:	How this will be measured:	When this should be achieved by:
Coverage	At least 59 schools and colleges in the LEP signed up to the Enterprise Adviser Network (EAN)	Enterprise Adviser Network Register (EANR) and joining dates of establishments	End of Academic Year 20/21. EANR to be submitted by last working day of each month
Enterprise Adviser (EA) Matching	Number of establishments in the EAN matched to an EA at least once: 90% for Hub Institutions 85% for EAN Institutions All schools and colleges across the Network should be offered an EA	EANR	End of Academic Year 20/21. EANR to be submitted by last working day of each month
Benchmark (BM) Performance % Achieved	BM1: 75% for Hub BM5: 70% for EAN and 75% for Hub BM6: 60%; 40% partially achieving for EAN and 65%; 35% partially achieving for Hub	Compass self-assessments termly	Compass to be completed before end of each term
4 total BMs achieved (For Hub Institutions)	The average of the number of BMs achieved in each establishment in the LEP		By the end of the academic year 20/21
Compass+ Onboarding*	Upgrades to Compass+ should have taken place for: 75% of eligible schools in the Hub	EANR tracking of the onboarding stage by school. This is updated by The Careers & Enterprise Company	March 31st 2021 December 31st 2020 March 31st 2021
Stakeholder Satisfaction	70% or higher EA satisfaction 70% or higher school and college satisfaction	CEC annual EA survey CEC annual schools and colleges survey	At point of survey being carried out
Compass Completions	All Network establishments to complete Compass once a term	Compass data	By 31st December, 31st March and 31st July
*Please note that Compass+ onboarding only applies to schools with compatible Management Information Systems			

Most recent performance overview (March 2021)

	GFirst	National Average
No. Institutions Target for Hub:	35	-
Actual Number in Hub:	43	-
Target No. Enterprise Advisers (EAs):	43	-
Current No. EAs:	46	-
No. Matched EAs:	41	-
% EA's Matched:	89.13	92.35
Mainstream Schools in Network	36	-
Colleges in Network	2	-
% Mainstream Schools and Colleges Matched	81.58	80.94
No. of Alternative Provision/Pupil Referral Unit Schools (AP/PRU)	5	-
No. of SEND Schools	8	-
AP & SEND % Matched	69.23	61.32
Overall % Matched in the network	78.43	77.14
Average No. of Benchmarks Met	2.43	3.9

T-Levels

T Levels are a new Advanced Level qualification introduced by the Government as part of the Post 16 Education reform. The prestigious two-year programme has been developed alongside Government, business and education to create a study programme that meets the needs of employers and business leaders, whilst preparing students with essential skills for their future careers and to help recover our economy after the Covid-19 pandemic.

T Levels are high-quality technical alternatives to A Levels, combining classroom theory, practical learning and a 45-day work placement. This focus on gaining experience in the workplace is central to the aim of T Levels, so that learners have a clear understanding of the expectations of industry and are able to apply learning from the workplace in the technical studies that they undertake in college. They offer an exciting opportunity to develop industry knowledge, skills and behaviours alongside fantastic employer-based projects. They give a mix of industry-specific technical knowledge and practical skills, underpinned by maths, English and digital skills.

SGS College will be delivering T Levels in Digital, Health and Education & Childcare for the academic year 2022. SGS College will be delivering T Levels in Digital, Health and Education & Childcare.

Gloucestershire College currently offers T Levels in:

- Design, surveying and planning for construction
- Health - supporting the adult nursing team
- Digital support services: Digital infrastructure

From September 2020, three courses will be available to students at **Cirencester College**:

- Construction: Building Design, Surveying and Civil Engineering,
- Digital: Software Development and Production
- Education and Childcare.

This course list will be extended in 2021 to include four more courses, Digital: Support and Services, Digital: Business Services, Health and Healthcare science.

Two years of full-time T Level study is equivalent to three A Levels. The nationally recognised certificate gives a grade of pass, merit, distinction or distinction*.

T Levels are worth UCAS points and recognised by universities. One T Level at distinction* is worth the same as three A Levels at A*.

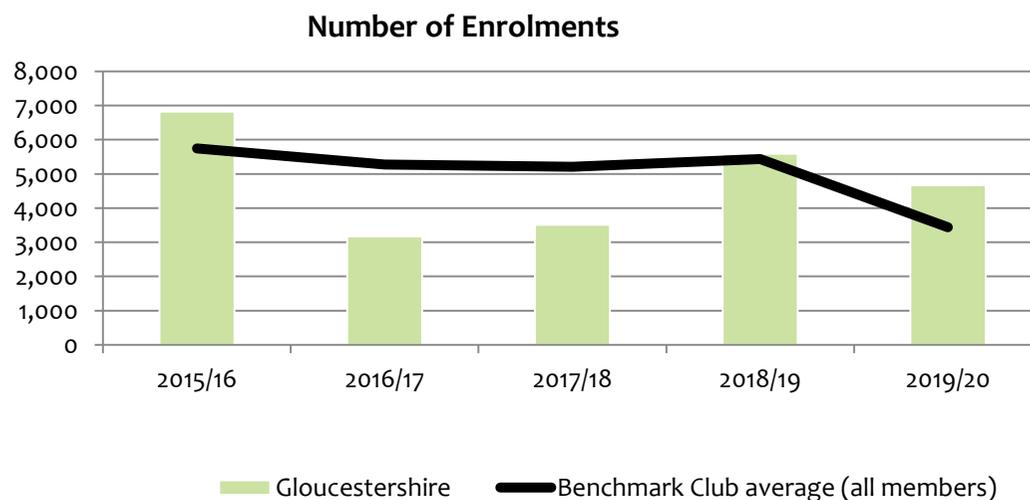
Lifelong Learning

Adult Education

Gloucestershire County Council's Adult Education Service seeks to be very responsive to the local needs and demands. It works closely with local community organisations, employers and other stakeholders to assess needs, work collaboratively and tailor –make courses to meet these needs. The programmes and courses are spilt into the following categories:

Community Learning aims to support adults on their educational journey, the courses run aim to offer diversity, confidence and guidance towards employment.

Skills & Apprenticeships – Apprenticeships give you the opportunity to develop your Maths, English and ICT whilst also training and working towards a qualification, other skills courses include workforce development to enhance career prospects.



24

25% of the individuals enrolled on its courses live within the most deprived wards, as measured by the Index of Multiple Deprivation. 53% of participants on its skills and learning courses were unemployed. Learners with a learning difficulty and/or disability constituted for 50% of all enrolments and 22% learners were from minority ethnic groups; both significantly higher than local population profiles. 16% of all learners were over the age of 65 and 47% had low or no qualifications at the start of learner.



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