

## Report to the Learning, Culture and Physical Activity O&S Committee

### English Baccalaureate and Technical Education

18 July 2018

#### 1. Introduction

This paper considers the matters raised at City Council regarding the English Baccalaureate (EBacc) and the entry and attainment of pupils in creative subjects, namely music, dance, drama, performing arts, art and design, media/film studies. Concerns were raised about the narrowing of the curriculum as more schools focus on EBacc subjects, given that it is a DfE Performance Measure.

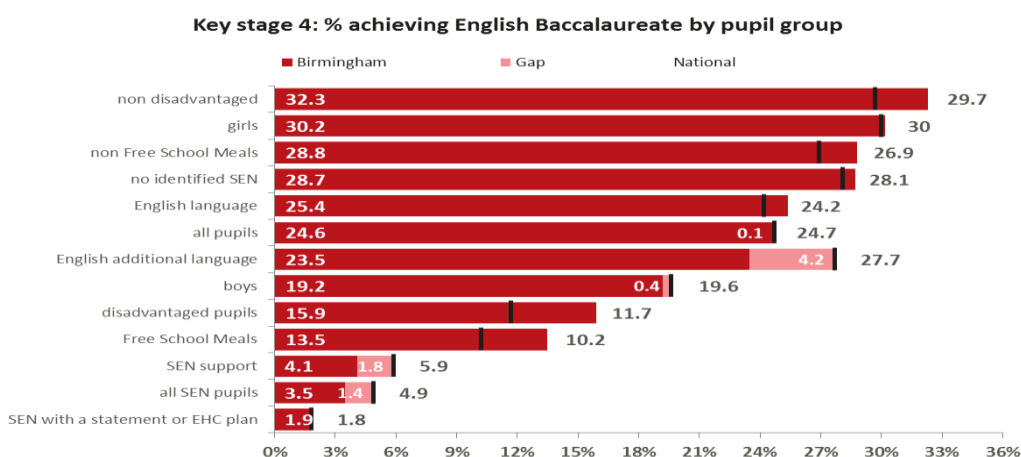
Reports published by Ofqual and Education Policy Institute<sup>1</sup>, reflect this trend from a national perspective. Committee members highlighted the issue of the decline of creative subjects locally and further work to analyse the impact of this in Birmingham is underway. In addition, this paper focusses on the following matters which were raised at the meeting on 10 July 2018:

- gender disparities in Ebacc performance
- the potential contribution of technical and vocational education to the continued study of creative subjects.

#### 2. Gender disparities

The Education Service reports to Overview and Scrutiny annually on education performance and publishes the Annual Education Report<sup>2</sup>. This is publically available on the City Council website in addition to the underlying Education Performance Tables, with an analysis of available DfE data.<sup>3</sup>

An extract from this report below, summarises the performance of pupils at Birmingham schools in the EBacc measure, compared to the national average:



<sup>1</sup> <https://epi.org.uk/wp-content/uploads/2018/01/EPI-Entries-to-arts-KS4-1.pdf>

<sup>2</sup> [https://www.birmingham.gov.uk/downloads/file/6318/annual\\_education\\_performance\\_report\\_2016](https://www.birmingham.gov.uk/downloads/file/6318/annual_education_performance_report_2016)

<sup>3</sup> [https://www.birmingham.gov.uk/info/20113/policies\\_and\\_strategies/1076/education\\_performance\\_and\\_statistics](https://www.birmingham.gov.uk/info/20113/policies_and_strategies/1076/education_performance_and_statistics)

In 2017, girls performed in line with the national average with 30.2% achieving the EBacc. However, for boys there is a 4.3% gap in performance compared to the national average for boys and an 11% gap with girls. **TABLE B** below highlights the gender gap between males and females in the EBacc performance measure over a three year trend:

<b>TABLE B: Birmingham Key Stage 4 performance</b>		Number of pupils at the end of key stage 4	<b>English Baccalaureate</b>		
			% of pupils entered for all components	% of pupils who achieved all components	
<b>2015</b>					
All pupils		12262	37.9	23.3	
Boys		6225	31.9	17.2	
Girls		6037	44.1	29.5	
<b>2016</b>					
All pupils		12035	41.9	24.6	
Boys		6122	35.5	19.2	
Girls		5913	48.5	30.2	
<b>2017</b>					
<b>All pupils</b>		<b>12128</b>	<b>40.7</b>	<b>22.2</b>	
<b>Boys</b>		<b>6016</b>	<b>34.4</b>	<b>18.6</b>	
<b>Girls</b>		<b>6112</b>	<b>46.9</b>	<b>25.7</b>	

In 2017, there was a small reduction in overall performance for all pupils from 41.9% to 40.7%. This may be due to changes to curriculum and assessment and the introduction of the new grading system as well as a small reduction in the number of entries.

Further analysis of the component subjects of the BBacc highlights further disparities by gender as shown in **TABLE C** below. Overall, 12.5% less males are entered for the full BBacc subject suite. There are 860 less males entered for languages with an attainment gap of 6.7%. For humanities, there are 447 less males entered for humanities subjects compared to females with a 2.8% gap in attainment. However, the largest gap is for the attainment is for GCSE English with a 17.1% gap in attainment, for those achieving A\*-C in English.

**TABLE C: EBacc 2017 Subject performance and entries by gender**

Key Stage 4 -	Average number of entries	Average number of entries GCSE only <sup>11</sup>	English Baccalaureate		English & Maths	English	Maths	Modern Language		Science		Humanities	
			% of pupils entered for all components	% of pupils who achieved all components	% of pupils achieving A*-C at GCSE	% of pupils achieving A*-C at GCSE	% of pupils achieving A*-C at GCSE	pupils entered	pupils achieving A*-C at GCSE <sup>3</sup>	pupils entered	pupils achieving A*-C at GCSE <sup>3</sup>	pupils entered	pupils achieving A*-C at GCSE <sup>3</sup>
All pupils	9.3	8.7	40.7	22.2	40.2	60.2	44.7	5851	71.8	10793	62.8	9847	61.8
Boys	9.2	8.4	34.4	18.6	38.3	51.6	45.0	2495	68.0	5223	60.4	4700	58.2
Girls	9.5	8.9	46.9	25.7	42.1	68.7	44.3	3356	74.7	5570	65.0	5147	65.0

### 3. The contribution of Technical and Vocational Education

**3.1** Post 16 Technical and Vocational education in England is currently under major reform. Following the publication of the Sainsbury's Review of Technical Education<sup>4</sup>, the Government unequivocally accepted all of the panels' recommendations to radically transform the current system of vocational study programmes and qualifications. The Post 16 Skills Plan<sup>5</sup> was launched in July 2016 proposing a major programme of curriculum and qualification development. The DfE published the T Level Action Plan<sup>6</sup> in October 2017, setting out the delivery timetable and the roll-out which is currently underway across the Post 16 sector.

**3.2** The vision of the Post 16 Skills Plan is to better equip young people to compete internationally and respond to rapid technological change. More people will achieve registered 'technician status' recognised as having the skills, knowledge and behaviours necessary for skilled employment in their chosen field as well as transferable skills such as good literacy, numeracy and digital skills. The principles for the reformed system of technical education are to:

- ensure employers sit at the heart of the system to ensure the needs of industry are genuinely met
- simplify and better align the vocational pathways with 15 'technical routeways' (See **FIGURE A**)
- ensure technical pathways have parity of esteem with traditional academic routes through A Level and University. Technical education should be 'fulfilling, aspiration, clearly explained and attractive to everyone'
- ensure closer integration between college-based and employment-based technical education such as apprenticeships and the opportunity to move from one to another
- Reduce the number of qualifications and awarding bodies to create a unified system for young people, parents and employers to navigate.

**3.3** Post 16 providers such as Colleges, Training Providers and Sixth-Forms will deliver the new high-quality 'T-Level' qualifications, which will be two-year programmes of around 900 hours (compared to a typical 16-18 Study programme of 450 hours per year as is currently delivered). **FIGURE B** provides an over-view of the components of a T-Level programme. A new 'transition year' for young people below Level 2 will be introduced and high quality substantial work placements of at least 315 hours in the second year for every student on T- Levels will be mandatory.

The O&S Committee should note that out of the 15 routeways - two are 'creative':

- Digital (implementation 2020/21)
- Creative and Design (implementation 2022/23)

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536046/Report\\_of\\_the\\_Independent\\_Panel\\_on\\_Technical\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Education.pdf)

<sup>5</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536043/Post-16\\_Skills\\_Plan.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536043/Post-16_Skills_Plan.pdf)

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/650969/T\\_level\\_Action\\_Plan.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/650969/T_level_Action_Plan.pdf)

### 3.4 Implementation Timetable

By 2024, all 15 T-Level 'routeways' will be delivered to students (**See Figure A**) replacing all vocational qualifications currently offered within Post 16 providers. The first three routeways which will be delivered from 2020/21 academic year are Digital, Childcare and Education and Construction.

The implementation of T-Levels is already underway with the DfE publishing it's response to public consultation and pilot activity for the first three routeways announced, with University College Birmingham, Access Creative College, Bordesley Green Girls School and Lordwood Girls School piloting these routeways. Locally, Access Creative College will be piloting the Digital route-way.

**FIGURE A: T Level Routeways and timeline for implementation:**



Currently, the sector has entered the Capacity-building phase of work 2018-2019, with the pilot year in 2020/21 academic year when delivery of the first three routeways will be taught by a small number of providers in September 2020 (including Digital). From September 2021, there will be six routes being taught and by 2022/23, all eleven routes will be available subject to any quality thresholds which might apply.

It is envisaged that all T Level routes will be available within the vast majority of LEP areas, but with the expectation that it's unlikely individual colleges will deliver them all. All providers who intend to offer T-levels will do so by 2024, subject to any quality thresholds being met.

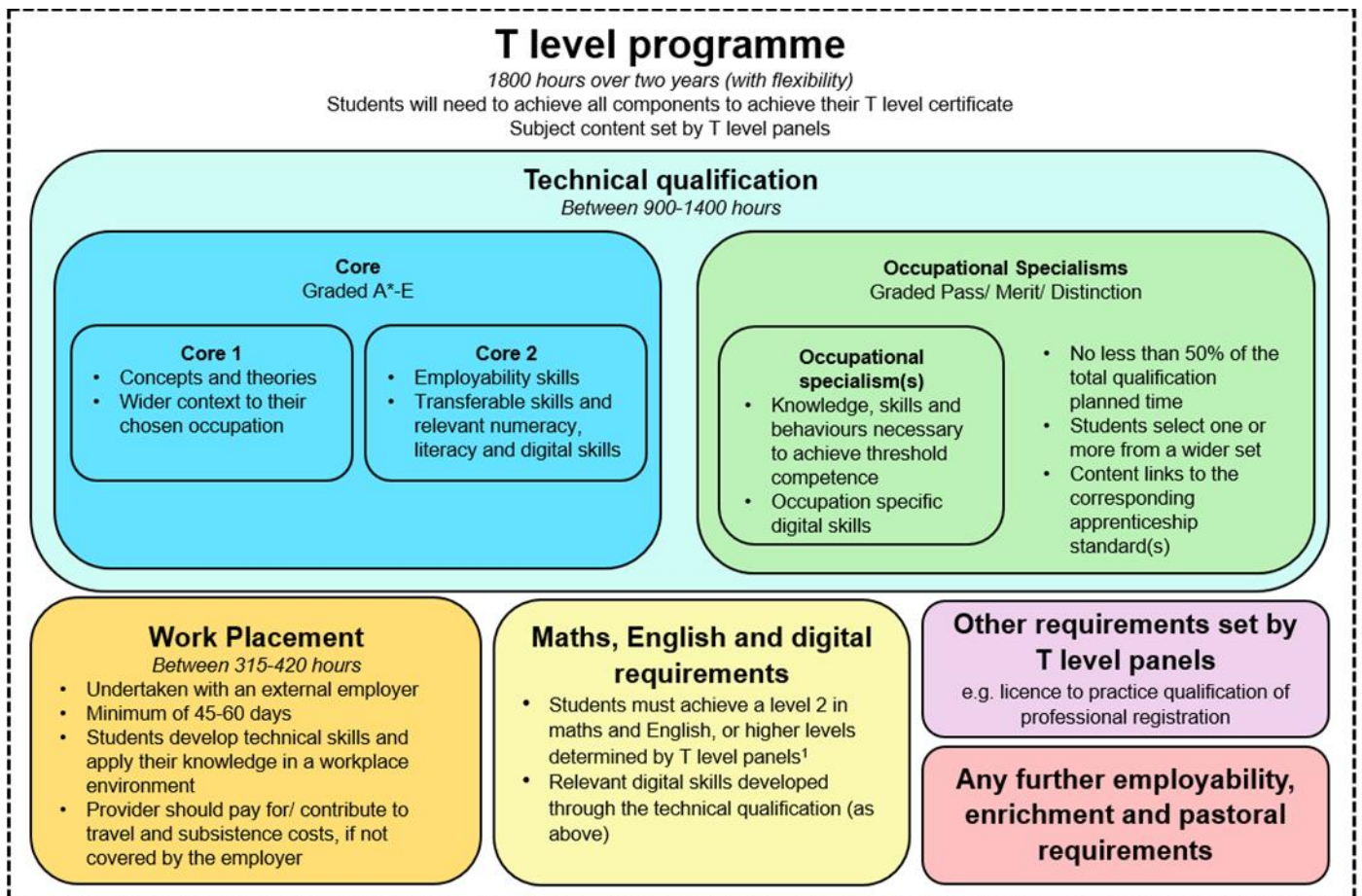
### 3.5 Substantive Work-Experience

Grant funding has been allocated by the ESFA to the following local providers to build their capacity to deliver the substantive work experience placement:

- Birmingham Metropolitan College
- South and City College
- University College Birmingham
- Aston Engineering Academy
- Birmingham Ormiston Academy
- Handsworth Wood Girls' Academy
- Washwood Heath Academy

Further opportunities for providers to apply to the Capacity Building Fund will be announced by the ESFA. The opportunity for employers in the Creative Industries to participate in providing work placement will be necessary for the development of the two creative routeways.

**FIGURE B: Components of the T Level Programme:**



<sup>1</sup> Students must achieve a minimum level of maths and English - this will be set at level 2 to align with requirements for level 3 apprenticeships. If not already attained, students can achieve this through a GCSE standard pass or a level 2 Functional Skills qualification. Under the Maynard recommendations, those with a care plan taking apprenticeships may have different entry level requirements for English and maths.

#### **4. Influencing T-Level Implementation Locally**

The Education Service, as Strategic Commissioner, working with the ESFA, as part of our statutory duty to 'secure suitable and sufficient places' in Post 16 education and training is continuing to work with Post 16 providers to support the development of T-Levels and the Transition Year. We are continuing to challenge and support local providers to build capacity to deliver the new T-Level programmes.

In addition, the Education Service is:

- working via the Post 16 Forum, to ensure there is availability for young people to access all 15 routeways by 2024 by building capacity among providers, including the two creative pathways. Therefore, there is an opportunity to create 'creative' pathways into employment through the new Technical education routes, despite the contraction of creative subjects at GCSE.
- supporting the opening of the new BOA Digital Academy Free School in 2021, with a capacity of 900 places, including a 300 place sixth-form.
- working with colleges and school sixth-forms to ensure a sustainable learning offer and provision, including a broad curriculum which meets future labour market needs.
- supporting Creative Alliance and other local niche creative providers to develop their offer and widen participation into the Creative Industries.
- supporting schools and Post 16 providers with implementation of the careers strategy, ensuring that resources and knowledge about careers in creative industries are disseminated to careers advisers.

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