

BRENT

## Report to the scrutiny committee： Activity Survey 2007

## London Borough of Brent - Activity Survey 2007

This survey provides an overview of the education and employment activities of school leavers in Brent in the academic year 2006/2007.
Of the 2,673 young people reaching statutory school leaving age in Brent in 2007, 89\% remained in education, $2 \%$ went into employment or training, $2 \%$ remained unemployed and a small number, less than 1\%, were either not available to the labour market or were engaged in part time or voluntary activities. 5\% had moved out of contact and $2 \%$ did not respond to the survey.

Table 1: Year 11 activity survey

| Destination | $\mathbf{2 0 0 7}$ | $\%$ |
| :--- | :---: | :--- |
| Continuing in Education | 2381 | $89 \%$ |
| Full time training (non <br> employed) | 20 | $1 \%$ |
| Employment with training | 16 | $1 \%$ |
| Employment without training | 10 | $0 \%$ |
| Part time \& Voluntary activities | 10 | $0 \%$ |
| Unemployed | 63 | $2 \%$ |
| Not Active/Not Available | 5 | $0 \%$ |
| Moved out of contact | 122 | $5 \%$ |
| No response | 56 | $2 \%$ |
| TOTAL | $\mathbf{2 6 8 3}$ | $\mathbf{1 0 0} \%$ |

Figure 1: Destination of Year 11 school leavers


Compared to the previous year, there was a marginal increase ( $0.3 \%$ ) in those entering employment, a slight decrease in those entering education (1.3\%) and unemployment (1.8\%) and no response (1.9\%) but an increase in those who moved out of contact (3.4\%). This last result was mainly due to students being included in the activity survey who had left the school prior to the end of year 11. Otherwise, the results are identical.

Table 2: Destination results 2006/2007

| Destination | $\mathbf{2 0 0 6}$ | \% | $\mathbf{2 0 0 7}$ | $\%$ |
| :--- | :---: | :---: | :---: | :---: |
| Education | 2212 | $90.3 \%$ | 2381 | $89.1 \%$ |
| Training | 24 | $1.0 \%$ | 20 | $0.7 \%$ |
| Full time employment | 16 | $0.7 \%$ | 26 | $1.0 \%$ |
| Part time and voluntary | 7 | $0.3 \%$ | 10 | $0.4 \%$ |
| Unemployed | 68 | $2.8 \%$ | 53 | $2.0 \%$ |
| Not active/Not available | 13 | $0.5 \%$ | 5 | $0.2 \%$ |
| Moved out of contact | 39 | $1.6 \%$ | 122 | $4.6 \%$ |
| No response | 70 | $\mathbf{2 . 9} \%$ | 56 | $2.1 \%$ |
| TOTAL | $\mathbf{2 4 4 9}$ | $\mathbf{1 0 0 . 0} \%$ | $\mathbf{2 6 7 3}$ | $\mathbf{1 0 0 . 0} \%$ |

Figure 2: Destinations 2006/2007


The staying-on in education and the young people's unemployment rates in Brent compare favourably to those in England as a whole. The latest national figures published by the DCSF show that in 2006, $85 \%$ of 16 and 17 year-olds were in education and $6 \%$ were unemployed - compared to $89 \%$ and $2 \%$ respectively in Brent in 2006. The percentage of young people not in education, employment or training (NEET) nationally rose from $10 \%$ to $11 \%$ in 2006. The percentage in Brent in 2006 was 3.3\%.

Of those young people reaching statutory school leaving age in 2007 the largest ethnic group was of young Asians. They formed $33.8 \%$ of the total cohort. The second largest group was of young Black people who formed $24.6 \%$ of the cohort. $19.1 \%$ of leavers were White, $6.8 \%$ were either of mixed heritage or other ethnic backgrounds, including Chinese. The ethnicity of the remaining $15.7 \%$ was not known.

Figure 3: Brent 2007 leavers by ethnicity


Mixed heritage young people were the least likely to be participating in further education and Asian the most likely. Only $79 \%$ of mixed heritage young people remained in education whilst $95 \%$ of Asian heritage young people did so. $90 \%$ of Chinese and other groups, $88 \%$ of black young people and $82 \%$ of white young people remained in education.

Even within the groups there were cultural differences. Within the Asian group, all Bangladeshi young people, $94 \%$ of young Pakistanis and $97 \%$ of Indians remained in education, but only $90.4 \%$ of 'other Asian background' did so. Young people from Black African groups were more likely to stay on than those from Black Caribbean backgrounds ( $90.3 \%$ and $86.5 \%$ respectively). Young people from White Irish backgrounds were more likely to stay on in education than White British young people (81.8\% and 76.2\% respectively), though the numbers of other White background staying on is higher than both at $88.8 \%$.

Young people who remained unemployed were most likely to be White or of mixed heritage. $3 \%$ of White young people and $7.9 \%$ of young people of mixed heritage were unemployed almost twice the average for the whole year group.

Table 3: Destinations by ethnicity

|  | White <br> British | $\%$ | White Irish | $\%$ | White Other | $\%$ |
| :--- | :---: | :--- | :---: | :---: | :---: | :---: |
| Education | 177 | $77.0 \%$ | 72 | $80.0 \%$ | 208 | $89.7 \%$ |
| Training | 7 | $3.0 \%$ | 3 | $3.3 \%$ | 1 | $0.4 \%$ |
| Full time employment | 7 | $3.0 \%$ | 3 | $3.3 \%$ | 1 | $0.4 \%$ |
| Part time and voluntary | 2 | $0.9 \%$ | 1 | $1.1 \%$ | 0 | $0.0 \%$ |
| Unemployed | 15 | $6.5 \%$ | 4 | $4.4 \%$ | 3 | $1.3 \%$ |
| Not active/not available | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ |
| Moved out of contact | 16 | $7.0 \%$ | 5 | $5.6 \%$ | 14 | $6.0 \%$ |
| No response | 6 | $2.6 \%$ | 2 | $2.2 \%$ | 5 | $2.2 \%$ |
| TOTAL | $\mathbf{2 3 0}$ | $\mathbf{1 0 0 . 0} \%$ | $\mathbf{9 0}$ | $\mathbf{1 0 0 . 0} \%$ | $\mathbf{2 3 2}$ | $\mathbf{1 0 0 . 0} \%$ |


|  | Black <br> Caribbean | $\%$ | Black <br> African | \% | Black <br> Other | \% | Chinese | \% |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Education | 232 | $86.2 \%$ | 141 | $89.8 \%$ | 178 | $86.8 \%$ | 12 | $100 \%$ |
| Training | 4 | $1.5 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 0 | $0 \%$ |
| Full time employment | 2 | $0.7 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 0 | $0 \%$ |
| Part time and voluntary | 1 | $0.4 \%$ | 1 | $0.6 \%$ | 0 | $0.0 \%$ | 0 | $0 \%$ |
| Unemployed | 9 | $3.3 \%$ | 2 | $1.3 \%$ | 4 | $2.0 \%$ | 0 | $0 \%$ |
| Not active/not available | 2 | $0.7 \%$ | 1 | $0.6 \%$ | 0 | $0.0 \%$ | 0 | $0 \%$ |
| Moved out of contact | 10 | $3.7 \%$ | 8 | $5.1 \%$ | 15 | $7.3 \%$ | 0 | $0 \%$ |
| No response | 9 | $3.3 \%$ | 4 | $2.5 \%$ | 8 | $3.9 \%$ | 0 | $0 \%$ |
| TOTAL | $\mathbf{2 6 9}$ | $\mathbf{1 0 0 . 0} \%$ | $\mathbf{1 5 7}$ | $\mathbf{1 0 0 . 0 \%}$ | $\mathbf{2 0 5}$ | $\mathbf{1 0 0 . 0 \%}$ | $\mathbf{1 2}$ | $\mathbf{1 0 0 \%}$ |


|  | Indian | $\%$ | Pakistani | \% | Bangl <br> adeshi | \% | Other <br> Asian <br> b/ground |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Education | 520 | $97.0 \%$ | 142 | $93.4 \%$ | 6 | $100.0 \%$ | 180 | $90.0 \%$ |
| Training | 1 | $0.2 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ |
| Full time employment | 1 | $0.2 \%$ | 1 | $0.7 \%$ | 0 | $0.0 \%$ | 1 | $0.5 \%$ |
| Part time and voluntary | 0 | $0.0 \%$ | 1 | $0.7 \%$ | 0 | $0.0 \%$ | 1 | $0.5 \%$ |
| Unemployed | 2 | $0.4 \%$ | 2 | $1.3 \%$ | 0 | $0.0 \%$ | 4 | $2.0 \%$ |
| Not active/not available | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ |
| Moved out of contact | 8 | $1.5 \%$ | 3 | $2.0 \%$ | 0 | $0.0 \%$ | 12 | $6.0 \%$ |
| No response | 4 | $0.7 \%$ | 3 | $2.0 \%$ | 0 | $0.0 \%$ | 2 | $1.0 \%$ |
| TOTAL | $\mathbf{5 3 6}$ | $\mathbf{1 0 0 . 0 \%}$ | $\mathbf{1 5 2}$ | $\mathbf{1 0 0 . 0 \%}$ | $\mathbf{6}$ | $\mathbf{1 0 0 . 0 \%}$ | $\mathbf{2 0 0}$ | $\mathbf{1 0 0 . 0 \%}$ |


|  |  <br> Black <br> Caribbean | \% |  <br> Black <br> African | $\%$ |  <br> Asian | \% | Other <br> Mixed | \% |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Education | 19 | $79.2 \%$ | 14 | $77.8 \%$ | 17 | $89.5 \%$ | 53 | $76.8 \%$ |
| Training | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ |
| Full time employment | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 3 | $4.3 \%$ |
| Part time and voluntary | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ |
| Unemployed | 4 | $16.7 \%$ | 1 | $5.6 \%$ | 0 | $0.0 \%$ | 4 | $5.8 \%$ |
| Not active/not available | 1 | $4.2 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ |
| Moved out of contact | 0 | $0.0 \%$ | 3 | $16.7 \%$ | 1 | $5.3 \%$ | 7 | $10.1 \%$ |
| No response | 0 | $0.0 \%$ | 0 | $0.0 \%$ | 1 | $5.3 \%$ | 2 | $2.9 \%$ |
| TOTAL | $\mathbf{2 4}$ | $\mathbf{1 0 0 . 0} \%$ | $\mathbf{1 8}$ | $\mathbf{1 0 0 . 0 \%}$ | $\mathbf{1 9}$ | $\mathbf{1 0 0 . 0 \%}$ | $\mathbf{6 9}$ | $\mathbf{1 0 0 . 0 \%}$ |


|  |  |  |
| :--- | :---: | :---: |
|  | Other Ethnic Group | $\%$ |
| Education | 117 | $83.0 \%$ |
| Training | 1 | $0.7 \%$ |
| Full time employment | 1 | $0.7 \%$ |
| Part time and voluntary | 1 | $0.7 \%$ |
| Unemployed | 6 | $4.3 \%$ |
| Not active/not available | 0 | $0.0 \%$ |
| Moved out of contact | 8 | $5.7 \%$ |
| No response | 7 | $5.0 \%$ |
| TOTAL | $\mathbf{1 4 1}$ | $\mathbf{1 0 0 . 0 \%}$ |

## Destinations by Gender

The year group was made up of slightly more young men than women - $51 \%$ and $49 \%$ respectively. The young women were slightly more likely to remain in full time education or training than the young men $-90.5 \%$ of females and $89 \%$ of males. However, the males were more likely to be unemployed $-2.8 \%$ as opposed to $2.2 \%$.

Table 4: Breakdown of Year 11 destinations by gender

| Destination | Male | $\%$ | Female | $\%$ | Total | $\%$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Education | 1195 | $87.3 \%$ | 1186 | $90.3 \%$ | 2381 | $88.7 \%$ |
| Training | 17 | $1.2 \%$ | 3 | $0.2 \%$ | 20 | $0.7 \%$ |
| Full time employment | 19 | $1.4 \%$ | 7 | $0.5 \%$ | 26 | $1.0 \%$ |
| Part time and <br> voluntary | 6 | $0.4 \%$ | 4 | $0.3 \%$ | 10 | $0.4 \%$ |
| Unemployed | 38 | $2.8 \%$ | 25 | $1.9 \%$ | 63 | $2.3 \%$ |
| Not active/not <br> available | 1 | $0.1 \%$ | 4 | $0.3 \%$ | 5 | $0.2 \%$ |
| Moved out of contact | 67 | $4.9 \%$ | 55 | $4.2 \%$ | 122 | $4.5 \%$ |
| No response | 26 | $1.9 \%$ | 30 | $2.3 \%$ | 56 | $2.1 \%$ |
| TOTAL | $\mathbf{1 3 6 9}$ | $\mathbf{1 0 0 . 0} \%$ | $\mathbf{1 3 1 4}$ | $\mathbf{1 0 0 . 0} \%$ | $\mathbf{2 6 8 3}$ | $\mathbf{1 0 0 . 0} \%$ |

Figure 4: Destinations by gender


Turning to those young people who remained in education: the majority, $68.5 \%$, were studying for GCE A level or AS or A2 qualifications. Other courses followed were Vocational A level, GNVQ at foundation and intermediate levels, NVQ at levels 1, 2 and 3 and GCSEs. $25.8 \%$ of students were studying for these qualifications. The remaining $5.7 \%$ of students were following courses defined as "other courses followed in full time education" or were continuing a 2-year course. The majority of these courses were foundation or pre-foundation courses for those young people with LDD.

Table 5: Education breakdown

| In Education | No. | $\%$ |
| :--- | :---: | :---: |
| GCE A or AS or A2 level | 1630 | $68.5 \%$ |
| Vocational A level | 27 | $1.1 \%$ |
| GNVQ Intermediate level | 83 | $3.5 \%$ |
| GNVQ Foundation level | 68 | $2.9 \%$ |
| NVQ Level 3 or equivalent | 111 | $4.7 \%$ |
| NVQ Level 2 or equivalent | 261 | $11.0 \%$ |
| NVQ Level 1 or equivalent | 28 | $1.2 \%$ |
| GCSE course(s) | 37 | $1.6 \%$ |
| Other courses followed in full time education | 133 | $5.6 \%$ |
| Continuation of a two year course | 0 | $0.0 \%$ |
| Higher Education qualification | $\mathbf{2}$ | $0.1 \%$ |
| TOTAL | $\mathbf{2 3 8 0}$ | $\mathbf{1 0 0 . 0} \%$ |

Figure 5: Education breakdown


There was little significant difference in the numbers of males and females studying at A level, AS or A2 qualifications. For other courses, the numbers of students were too small for any gender differences to be of statistical significance except, perhaps, for NVQ level 2, where males accounted for $61 \%$ of the group, GNVQ intermediate where females accounted for $83 \%$ of the group and GNVQ foundation where males made up $68 \%$ of the group.

In each of the ethnic groups, with the exception of Chinese and 'other', the majority of students remaining in education were studying for GCE A level or AS or A2 qualifications. Young people from Asian backgrounds had the highest percentage studying at this level, with $80 \%$. Young people from Black backgrounds had the lowest percentage studying at this level, with $57 \%$. The next largest group of Black students, $12 \%$, were studying for NVQ level 2 . Only $18 \%$ of young people from Chinese and other ethnic groups were studying for GCE A level or AS or A2 qualifications - 44\% of these young people were on courses described as "other courses followed in full time education".

The number of school leavers entering full time training or employment were small - 20 and 26 respectively. Of the 26 entering employment, 16 ( $61.5 \%$ ) were in employment with training. The numbers are too small for any meaningful analysis of occupational areas. However, 29 of the 46 (the largest single group) went into elementary or unknown occupations, whilst 5 went into managerial or professional occupations. The remainder went mainly into various skilled occupations.

Of the 68 NEET young people (down from 81 in 2006), 5 or $8.3 \%$ ( $13,16 \%$ in 2006) were not available to the labour market, the majority of these being girls supporting family or teenage mothers. 22 (32\%) of the NEET group were White. This represents $7 \%$ of the total number of White leavers and was the largest single ethnic group amongst the NEETs. At the other end of the scale, there were just 8 NEET young Asians, $0.9 \%$ of the total number of Asian leavers.

