Exeter & Heart of Devon Skills Plan Evidence Base

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Contents

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INTRODUCTION

This report was written by the University of Exeter at the request of the Exeter and the Heart of Devon (EHOD) Employment and Skills Board (ESB), with the support of Heart of the South West Local Enterprise Partnership (HotSW LEP). It is an evidence base – an analysis of a wide range of data – designed to inform EHOD ESB's decisions on the area's employment and skills priorities.

The report has three main sections.

1. An analysis of economic and employment trends in the EHOD area, which influence the demand for skills (Demand for skills);

2. An Analysis of the supply of skills in the area, with a particular focus on the education and skills of young people (Supply of skills);

3. An assessment of the limited data that is available on the extent of skills shortages, gaps and mismatches (Skills gaps and mismatches).

This report is not a strategy. However, the information it contains does point to a number of potential priorities which ought to be discussed and, if agreed, could be included within a skills strategy. These are picked out proposed in the final section of the report.

Readers will note that as a result of data deficiencies, the report intermittently reports on trends in the Heart of the South West (HotSW)[1], Devon, EHOD, and the four District authority areas that make up EHOD[2]. Given the prospect of further devolution of responsibilities and budgets for adult skills to HotSW, the analysis frequently compares EHOD to HotSW, to better understand EHOD's contribution to the success of the wider area.

This prospect of skills devolution provides essential context for this report. In the July 2015 budget, the Treasury committed to devolving budgets for adult skills, initially to large cities, but potentially to other regions with strong governance. Allied to this, there will be a move away from funding qualifications and a move '*with input from local areas and employers, to developing options to ensure provision is targeted at forms of training that have greatest impact'*. These changes are likely to give ESBs and LEPs much greater powers to align adult skills investment with local growth opportunities and to better link employment and skills investments. This report comes, therefore, at an important moment in the evolution of skills policy, at a time when partnerships such as the EHOD ESB and HotSW LEP will need clear evidence on which to base local decision making. We hope that it is helpful in this respect.

[1] Comprising Somerset, Devon, Plymouth and Torbay.

[2] Exeter, East Devon, Mid Devon and Teignbridge

EXECUTIVE SUMMARY

In the years since the economic crisis, the UK economy has been extremely successful at creating jobs. Growth, however, remains a struggle. In 2011, GVA (adjusted for inflation) in Devon was still 4% below its 2007 level. The combination of rapid employment growth and slow output growth means that labour productivity is still lower than it was in 2007. It is also rising more slowly than before the recession. This raises important questions about the type of growth we should be seeking to generate and where to strike the balance between supporting highly skilled and highly-productive employment growth or creating opportunities for those on the margins or at the 'lower end' of the labour market. With employment rising and unemployment falling, the July 2015 budget and associated papers[3] mark a change in the direction of national skills and economic development policies. In the coming Parliament, growth and productivity will be nearer the heart of the policy agenda. Although local partnerships will still want to focus on creating jobs, on inclusion and putting local people first, ensuring that they share the benefits of growth, this will need to be managed during a period in which policy shifts towards the creation of more productive, better paid jobs, that yield greater tax revenues to Treasury.

Demand for skills

Employment

Employment in EHOD is growing rapidly. In 2014, 218,000 people aged sixteen to 64 were employed in EHOD, a rise of 11% on 2004. Nationally employment grew by 6% during this period, while across HotSW it grew by 3%. EHOD's recent employment growth has been entirely driven by Exeter. The number of people in employment in the city grew by 34%. In other EHOD districts employment fell. The importance of Exeter as a driver of growth in HotSW is evident when one considers the fact without Exeter's contribution (30,000 jobs), employment growth in HotSW (20,000) would have been negative (-10,000) in the last decade.

Exeter draws in over 37,000 commuters to work each day, equivalent to 45% of all employment in the City. Nearly three quarters of these commuters live in East Devon, Teignbridge and Mid Devon. It is also a centre for highly skilled employment, with 46% of jobs in higher-level occupations, a figure seven percentage points above the HotSW average (39%) and three percentage points above the UK average (43%). Recent employment growth in Exeter been accompanied by a growing concentration of employment in these higher level occupations.

Compared to the national average, Exeter has high concentrations of employment in: Electricity & gas (head office functions); Information and communication; Real estate activities; Professional, scientific and technical activities; Public administration, defence and

[3] Such 'Fixing the foundations – creating a more prosperous nation', HM Treasury, July 2015 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/443898/Productivity_Plan_web.pdf

compulsory social security activities; and Human health and social work. The surrounding EHOD districts have concentrations of employment in: Agriculture; Construction; Wholesale & retail; Accommodation and food services; and Transport & storage.

Employment forecasts

Looking forwards, employment in EHOD is expected to grow fastest in Administrative & support services and Professional, scientific and technical activities (by 23% and 22%, respectively). Administrative & Support service activities; Wholesale and retail; Construction; and Accommodation and food services are expected add large numbers of jobs, while employment in Manufacturing and Agriculture is expected to decline.

The occupations in which employment is expected to grow fastest are both at the top end of the labour market (Managers & Senior Officials, Professional occupations; and Associate professional and technical occupations) and at the bottom end (Sales & customer service occupations and Elementary occupations). This apparent labour market polarisation may have implications for social mobility.

Productivity

In the last decade, productivity in the HotSW rose by 31%, just below the England average (33%). Modelled data[4] suggests that Exeter has been a powerful driver of this growth. Between 2000 and 2015 the city's total output grew 50% faster than HotSW's (48% v 32%). Productivity growth in EHOD districts outside the city was slower than the LEP average, although GVA in East Devon (home of the Growth Point) grew by an impressive 18% between 2009 and 2015.

Modelled data suggests that productivity per job in Exeter is 25% higher than productivity per job in HotSW; that over the last 15 years, the rise in productivity per job in Exeter was 50% faster than the rise across HotSW; and over the next 15 years, the rise in productivity per job in Exeter is expected to be three times as fast as the rise across HotSW (9%).

Pay

Despite this growth, average (median) weekly earnings in Exeter are 2% below the national average and c. 15% below in the rest of EHOD. Commuting to better paid jobs means that there is a gap between the wages of those who live in the city and those who work in city, which is widening and predicted to widen further in future.

Unemployment and disadvantage

This case for helping Exeter residents to take advantage of local opportunities is evident in the data on unemployment. Although the proportion of EHOD residents claiming Jobseekers

[4] The model is based on official statistics up to 2011 to 2014, depending on the indicator, and projections thereafter. Local area GVA data is likely to be for 2011 and modelled thereafter.

Allowance and the new Employment & Support Allowance is below the national average, a greater proportion of Exeter residents claim these benefits than in surrounding EHOD districts. In some wards more than 10% of the working age population are claiming these benefits. Continuing high levels of youth unemployment make a case for a specific focus on linking young people to emerging economic opportunities.

The supply of skills

Population

EHOD's population profile is irregular and different to the national profile. Over the next ten years, the number of young people entering different stages of education at the age of eleven and sixteen is expected to rise. The number of young people leaving secondary education at eighteen (and entering tertiary education or the labour market) is expected to decline significantly (by 12%) between 2015 and 2020, after which it is expected to recover to 2015 levels by 2025. The number of twenty four year olds in the labour market is expected to fall consistently over the next decade, to a point 14% below current levels.

In other words, the 'market' for primary and secondary education is expected to grow during a period of budgetary pressure; colleges and higher education institutions may share this growth from 2020 onwards, having faced a struggle to maintain numbers in the short-term; and business will be operating in an environment in which the number of 24 year olds in the labour market falls by 14% over a decade. Provided economic growth continues, it is not unreasonable to assume there to be a rise in competition for young peoples' labour and skills.

At the other end of the age spectrum, there is projected to be a significant rise in the number of older workers aged 54 to 66, which might result in a need for up-skilling and re-skilling as well as a focus on age-management / skills retention. There will also be rapid growth in the number of people over retirement age.

Educational Attainment

Key Stage 2 and 3

Young people in Devon and in most parts of EHOD perform well in Key Stage 2 tests, normally taken at age 11. A higher than average proportion young people attain the expected level in reading, writing and mathematics in all areas apart from Mid Devon. Up until 2013 (data is not available after this date) 14 year olds in Devon continued to perform well in all curriculum areas relative to the national average.

Key Stage 4

At Key Stage 4 (when young people take GCSEs) the picture changes. Having out-performed national benchmarks at Key Stage 2 and 3, the proportion of sixteen year old in Exeter who gain five or more GCSEs at A* to C including English and Maths in Exeter (53%) is below the national average and significantly lower than in other EHOD districts (where it

was over 60%)[5]. There was a large drop in the number of young people achieving this level of attainment in 2013/14 due reforms that prevented multiple attempts at qualifications and 'non-academic' qualifications from counting. Performance in mid-Devon, which previously lagged, improves considerably. This is a concern, given the aspirations and scope that exists for positioning the city as a hub for knowledge-intensive growth.

Raising participation in Education and Training

The proportion of young people in the local area who remain in full-time education at age 16 and 17 is slightly higher than the national average and follows the long-term national trends of: increasing in participation in full-time education; declining in participation in work-based learning; and declining numbers of young people not in education, employment or training (NEET).

Despite the decline, between February 2014 and March 2015, there remained 2,378 16 to 18 year olds in HotSW who were NEET, equivalent to 4.6% of all young people in this age group. Given the damaging long-term consequences of extended periods of youth unemployment, helping young people to make the transition from education to work, normally at the age of eighteen, is likely to remain an important policy focus.

Key Stage 5

At Key Stage 5 (usually at age eighteen), an high proportion of students at state-funded educational establishments in East Devon and Mid Devon attain at least two substantial level 3 qualifications. A higher than average proportion also achieve extremely good A Level results. Considering the comparatively low levels attainment levels at Key Stage 4, the performance of schools and colleges in Exeter is also impressive. Attainment in Teignbridge is below the national average, although this may be partly due to these older and more mobile students travelling travel significant distances to attend high-performing or large institutions with a broad curriculum in other areas.

Mathematics

The proportion of students in Devon entered for Mathematics A-Level (22.9%) was 3.5 percentage points below the national average (26.4%). A higher than average proportion were entered for Further Mathematics, suggesting that the select few who take this subject tend to be highly able.

Progression into Higher Education (HE)

The proportion of young people from Devon who continue in education after Key Stage 5 is considerably lower than the national average. Modelled data, taking account of factors that impact on HE participation (such as educational attainment, deprivation and ethnicity)

[5] Note that

Figure 16 is not directly comparable to

Figure 15, as the latter is calculated on the basis of pupil residence whereas the former is calculated on the basis of school location.

suggests that the proportion of young people progressing to university is much lower than should be expected across much of the EHOD area.

Attainment at Age 19

As a result of the trends discussed above: the proportion of nineteen year olds who are not qualified to at least level 2 has fallen significantly; and the proportion qualified to level 3 or above has risen significantly. However, in both cases, the improvement in performance has been slower than the national average. While reasons for this are not entirely clear, the fact that London has seen the greatest improvements suggests that perceptions of economic opportunity and aspirations linked to this play an important role.

Apprenticeships

Government is committed to creating 3 million apprenticeships in the next parliament, equivalent to 600,000 per annum. Having briefly attained the previous target of 500,000 a year, apprenticeship numbers levelled off in 2012/13 and fell in 2013/14 following the introduction of apprenticeship loans, a policy that was rapidly reversed.

While the long-term trend in apprenticeship uptake in Devon broadly mirrors the national trend, local growth has slowed since 2009/10 to the extent that the number of apprenticeship starts in Devon during 2013/14 was just 23% above its 2009/10 level. England experienced 57% growth over the same period. The strength of demand for apprenticeships may be tested again in future, as new funding arrangements are introduced that require providers to compete for resources channelled through employers. Apprenticeship providers have concerns that rural areas with few large-scale employers may be disadvantaged in the absence of ‘allocations’ of apprenticeship funding, either to geographies or institutions.

Recent apprenticeship growth was largely been achieved by increasing the number of adult apprenticeships. The number of apprenticeships started by young people under 19 years old has changed little over the years. Although helping employers to up-skill adult employees through apprenticeships is worthwhile, high levels of youth unemployment; technical skills shortages; and the continuing disparity in esteem between post 16 vocational and academic learning, have combined to focus policy and resources on driving up the number of youth apprenticeships and advanced and higher level apprenticeships. As a result, the proportion of apprenticeships that are at the intermediate level (level 2) has been falling, while the proportion at advanced and intermediate level has been rising. This is welcome. Less welcome is the fact that Devon has a higher than average proportion of its apprenticeships at the intermediate level.

Outside apprenticeships, public funding for adult skills is being cut dramatically. This makes a case for focusing on apprenticeship growth, particularly where this supports the growth of important industrial sectors; addresses youth unemployment by helping young people to make the transition from school to work; and supports the acquisition of higher-level technical skills to Level 3 and above.

EHOD Training Provider base

EHOD is fortunate in having a strong skills provider base, which collectively supported over 20,000 learners in 2013/14, including 13,000 people taking part in Education and Training; 5,000 people taking part in Community Learning and 210 people participating in other forms of Workplace learning.

Examining past trends for these types of provision is probably superfluous, given that national budgets supporting them are facing cuts of up to a quarter. Strategic bodies considering new initiatives and priorities, following the devolution of budgets for skills, need to be mindful of the impact these cuts may have on previously valued types of provision.

Higher Education

The fact that EHOD hosts a university ranked top in the South West and 7th in the UK has enormous significance for its skill strategy.

Despite the declining cohort of young people of university age, the number of students at the University of Exeter has grown by nearly 50% in the last decade. This growth is concentrated among undergraduates and post-graduate research students. International numbers have trebled, while the number of students studying STEM/M subjects has risen by 77%. However, in 2013/14, just 6% of Exeter's students were from Devon. Three times as many were from Asia.

Finding ways to develop the University's potential as an element of local skills 'escalator', focused on meeting the needs of strategically important business clusters is an important challenge for the area. The university's partnerships with South Devon College in creating the South Devon UTC in Engineering, Water and the Environment, and with Exeter College in creating the Exeter Mathematics School are models of what can be done. The scope for creating a data analytics skills escalator, to help attract and grow big data analytics companies on the Exeter science park is an important new initiative and potential priority for EHOD.

Although large numbers of people are drawn to Exeter to study, the vast majority leave on completing their studies. While graduates' decisions to remain in their town of study are influenced by the availability of jobs, there are still opportunities to link young people with local companies - through placements, internships and entrepreneurship programmes - that benefit host enterprises and may result in graduates being kept on.

Skills of the working age population

The collective impact of the dynamic considered above, including the internal migration of highly-skilled workers, means that EHOD has a well-qualified adult population. The proportion of working age residents with qualifications at level 4 and above is higher than the national average and well above the average for the HotSW LEP area. A smaller than average smaller proportion only have low-level qualifications.

Skills gaps and mismatches

The extent to which the skills of EHOD's residents are adequate to meet employers' current or future needs is difficult to quantify. The Employer Skills Survey suggests that there was little difference in the prevalence of vacancies, hard-to-fill vacancies, skills-shortage-vacancies and skills gaps between Devon and England. That said, there were 1,200 vacancies in Devon that employers could not fill because they could not find applicants with the required skills; and over 13,500 employees who did not have the skills to be fully competent in their current job.

Between 2011 and 2013, as the economy returned to growth, there was a rise in the number of skills-shortage-vacancies (SSVs). In 2011, 16% of vacancies remained unfilled because employers couldn't find applicants with the required skills. By 2013, this figure had increased to 22%. A future combination of continued economic growth, declining numbers of young people, and potential restrictions on migration would result in further skills shortages. If employers address this by adopting increasingly capital-intensive modes of production, these skills shortages will be increasingly at the higher and technical level.

The proportion of employers in Devon who consider young people to be well or very well prepared for work is higher than the national average. This is probably good news. However, employers' perceptions are also be shaped by the type of work that they offer and the people they need to do it. In an economy with many enterprises operating within a low-skills equilibrium, employers will be easily satisfied and skills shortages and skills gaps will be rare.

Local growth in knowledge-intensive employment suggests that such enterprises should be no more common, or perhaps less common in Exeter than elsewhere. This contention is supported by the responses of employers' when asked whether they saw themselves: competing in a market for standard / basic products or services; rarely leading the way; creating products / services that were price dependent to not, which suggests that Devon hosts a higher than average proportion of enterprises operating both at the top and at bottom end of the product market strategy range.

This question - about whether a rise in skills shortages could be taken as a sign of growth in skills-intensive employment – raises the value of linking any local skills plan to the area's wider economic growth strategies. Driving up skills where there is no demand for those skills is likely to result in migration or frustration.

Policy context

This report was written in June 2015, one month after the General election and the return of the first majority Conservative government for eighteen years. The Conservative election manifesto and July 2015budget set the direction of future skills policy: greater devolution and employer ownership; the expansion of apprenticeships, higher and degree level apprenticeships; a University Technical College within reach of every city; more National Colleges / Institutes of Technology and specialist schools; and dramatic cuts to overall budgets for adult skills.

While earlier coalition policy initially focused on '*removing unnecessary regulation; and, introducing new freedoms and flexibilities,* skills policy now emphasises the role of employers and local employer-led bodies in aggregating and articulating employer demand for training and negotiating the successful delivery of these with the skills providers. However, most public funding still 'follows the learner', with colleges, schools and training providers competing to attract students and being paid per person they train. As independent organisations, they cannot just be told to expand strategically important courses for which there is little demand. Partners and employers need to find ways of making training attractive in their priority areas, though activities such as: investments in buildings and equipment; improving teaching; and by making the value of skills in priority subjects obvious / material, e.g. through placements, internships and apprenticeships.

In the July 2015 budget HM Treasury committed to devolution of skills budgets, initially to large cities, but potentially to other regions with strong governance, based on these experiences. Allied to this, Government will move away from funding whole qualifications and move '*with input from local areas and employers, to developing options to ensure provision is targeted at forms of training that have greatest impact'*. These changes should allow local provision to be better aligned to meeting local economic opportunities and needs and allow for better alignment between skills and employment programmes. Many questions do, however, still need to be answered, such as: what will happen to 'entitlements', will the reforms will cover 16 to 18 year olds and national contracts with large companies? It is also important to bear in mind that skills devolution will be accompanied by cuts. Those with devolved budgets will be responsible not just for growing new areas of flexible joined-up provision, but for making difficult decisions about the future of long-standing programmes.

A further, important change is the introduction of a levy on large UK employers to fund apprenticeships. Details (e.g. on the size of employers to be covered, the amount of the levy and operational details) are missing. However, the emphasis on greater employer ownership and direct investment in skills, is clear.

Potential Skills Priorities

This document provides an evidence base, written to inform the agreement of skills priorities for the EHOD area. Although it is not a skills plan, it does raise a number of issues that should perhaps be addressed and adopted within any strategy. These are:

Improving Information Advice and Guidance – to better align the content of education and training with employer needs.

Linking local people to local job creation – to ensure that people who are unemployed, young or living in deprived areas benefit from economic growth.

Growing the number of apprenticeships – with a particular focus on driving up the volume of high-quality, higher-level apprenticeship opportunities available to young people.

Addressing low levels of progression into Higher Education – raising the aspirations of local young people by engaging schools in activities such as campus visits, master-classes, summer schools and work experience and building 'escalators' that allow progression from school, to college and university in areas of skills shortage and strategic priority.

Graduate Retention – through placements, internships, joint projects, enterprise programmes and activities that raise employers' awareness of the value of graduates' skills and how effective use of these skills can help them grow their businesses.

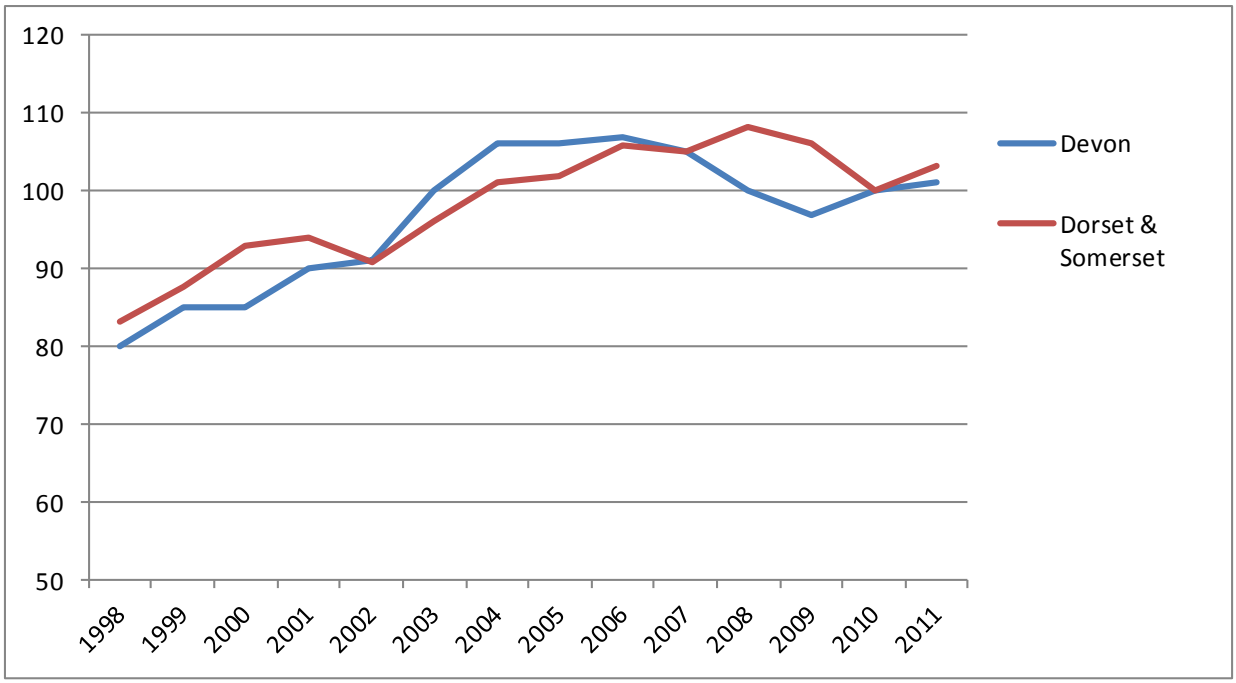
Higher level / technical skills to support smart Specialisation – in particular developing the concept of a 'data analytics skills escalator' in the HotSW area, potentially with a national college / institute of technology or UTC at its heart.

INTRODUCTION

In the last parliament the focus of UK economic policy was on creating "growth and jobs".

The economy has been successful in creating jobs. The number of people in employment rose by 4.6% across the UK and by 3.2% across the Heart of the South West LEP area (HotSW LEP) during the last parliament. But growth remains a struggle. The latest data suggests that, GVA (adjusted for inflation) in 2011 was still 4% below its 2007 level in Devon and Dorset & Somerset[6] (Figure 1).

Figure 1: Constrained Index of Real GVA (Chained Volume Measure), NUTS 2 areas, 2010 = 100

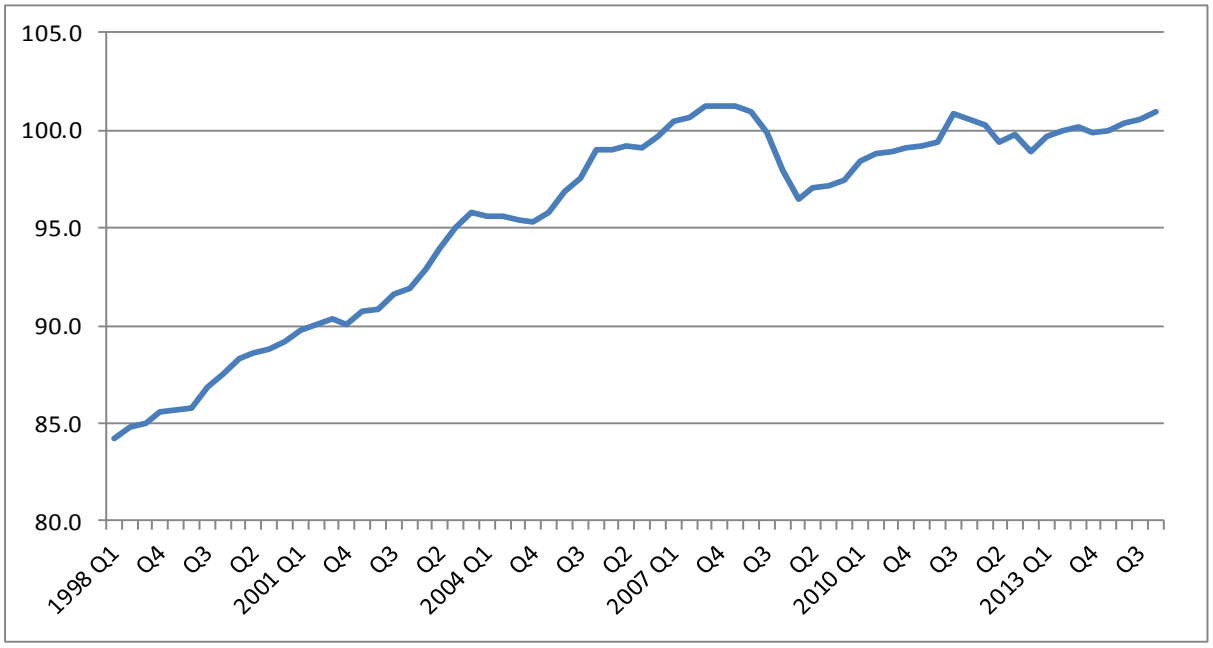


Source: ONS, Regional GVA Production Approach

The combination of rapid employment growth and gradual output growth means that labour productivity was lower at the end of 2014 than it was in 2007. Since 2010 it has been rising more slowly than it was before the recession

[6] 2011 remains the latest data for this measure and is only available for NUTS 2 areas. The Dorset & Somerset data cannot be disaggregated.

Figure 2: Output per worker, Indexed, UK, 2011 = 100



Source: ONS Historical Series of Labour Productivity

As a result, the focus of national policy is now shifting. The Treasury policy paper '*Fixing the Foundations – creating a more prosperous nation'*, released alongside the budget, places growth and addressing the productivity gap between the UK and our main competitors at the heart of the government agenda for the next five years. Although local partnerships will still want to focus on creating jobs, on putting local people first and making sure that they share the benefits of growth, this will need to be managed during a period when the focus of national policy shifts subtly, towards the creation of more productive and better paid jobs, that yield greater tax revenues to Treasury.

The challenge for partners in EHOD is to understand how the area can best contribute to this vision of productivity-led growth, while simultaneously ensuring that it is inclusive and sustainable.

To help address this question, this paper explores:

1. How employment and employers' skills needs have been changing (Demand Side Analysis)
2. How the supply of skills, mainly evidenced by the supply of qualifications, has changed in recent years (Supply Side Analysis)
3. The extent to which we can see mismatches between the demand for and supply of skills.

In the final section, brief comments are made about the direction of national skills policy and some suggestions about investments that partners might make to improve the alignment between the local demand for and supply of skills.

DEMAND FOR SKILLS

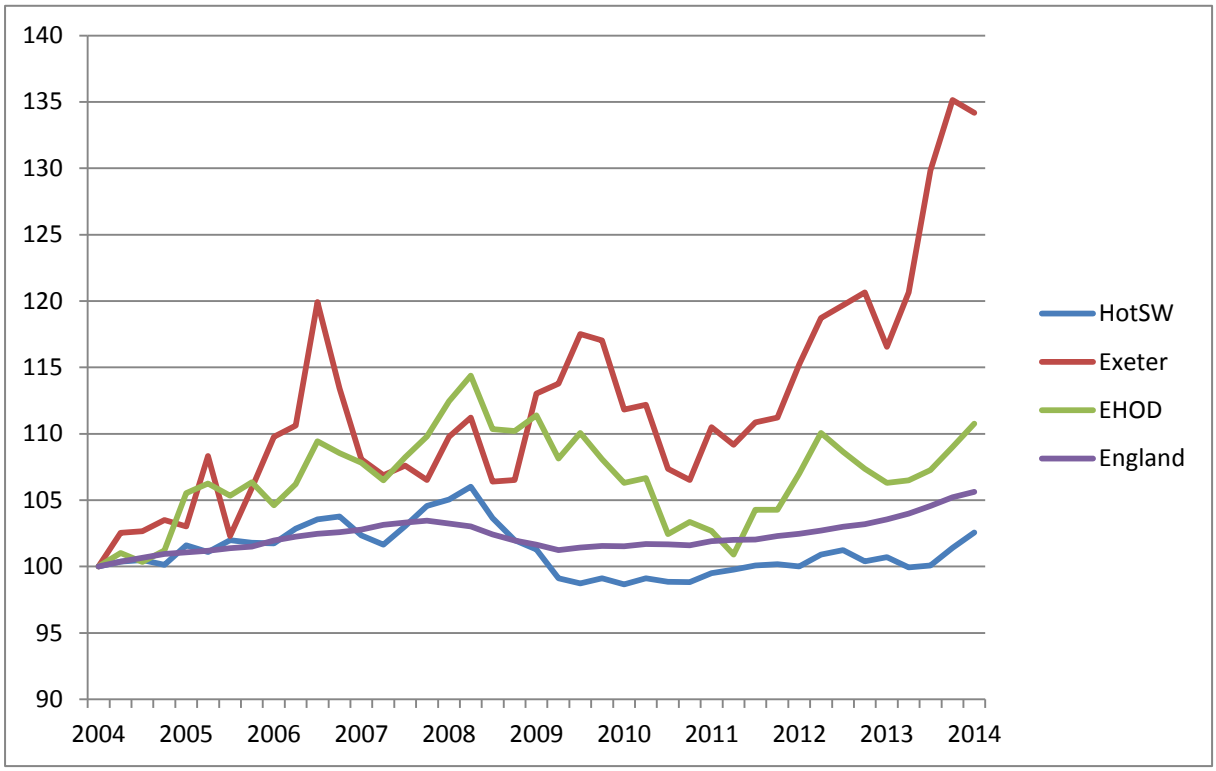
In this section of the report, we look at how employment has been changing in the EHOD area and the impact of these changes, now and in the future, on employers' skills needs.

Employment

In 2014, 218,000 people aged 16 to 64 were employed in EHOD, a figure 21,000 (or 11%) more than a decade earlier. Although this figure is 7,000 (or 3%) below the employment peak in 2008, this is a success story. Nationally employment grew by 6% over same period while across HotSW it grew by just 3%.

Figure 3 shows that EHOD's recent employment growth has been driven by Exeter, where the number of people in employment rose by 34% between 2009 and 2014. Elsewhere within EHOD workplace based employment has fallen, by 8% in East Devon and Mid Devon and by 2% in Teignbridge. Any concerns about the City's growth being due to enterprises re-locating in Exeter from the surrounding area appear to be largely unfounded. The fact that the decline in employment in the three EHOD districts around Exeter (-7,000) is massively outweighed by employment growth within Exeter (+28,000), suggests that whatever displacement may have taken place, it has only a small part to play within a bright overall picture.

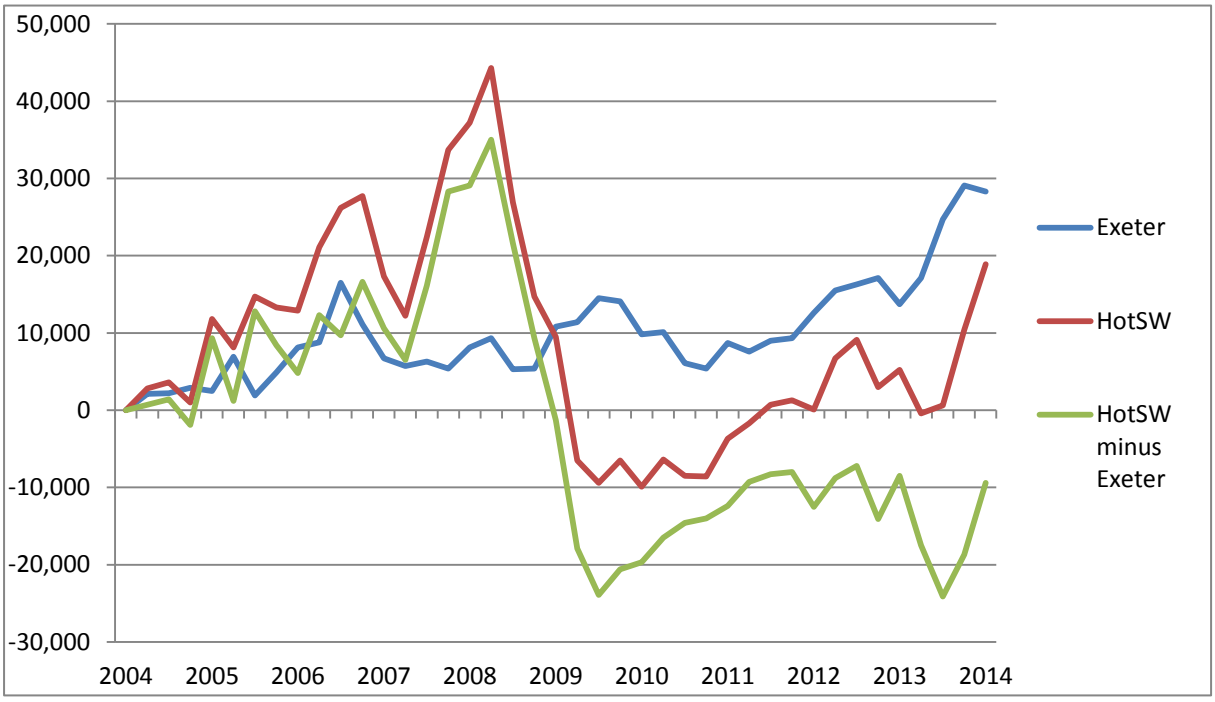
Figure 3: Indexed employment, 16 to 64 year olds, workplace based, 2004 = 100,



Source: Annual Population Survey

The importance of Exeter as a driver of growth within the wider HotSW LEP area is evident from Figure 4. This shows that although the number of 16 to 64 year olds employed in HotSW rose by c. 20,000 over the last decade, without Exeter's contribution of c.30,000 jobs, employment in the LEP area would have fallen by around c.10,000 jobs.

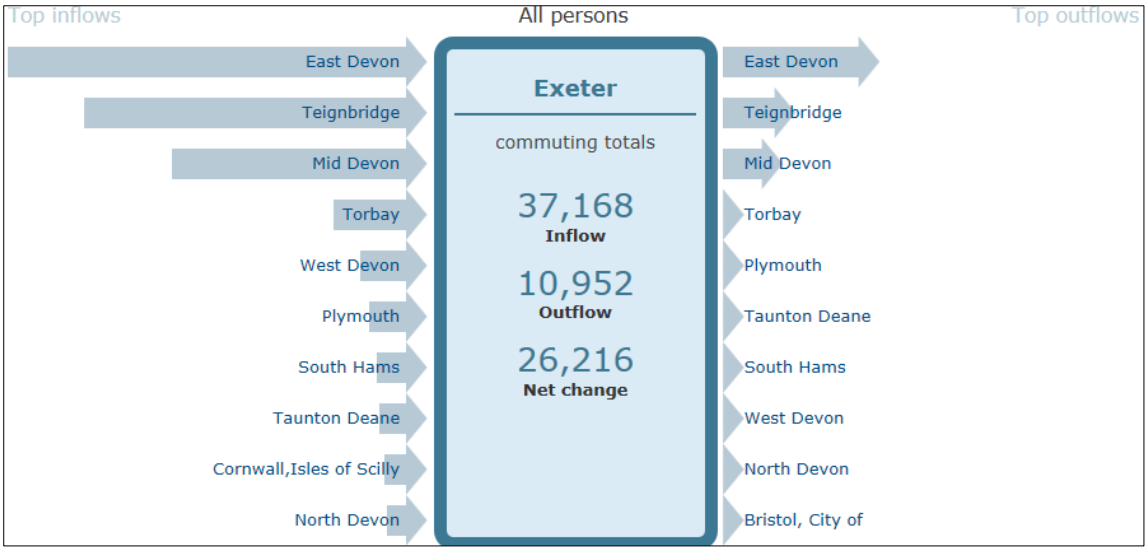
Figure 4: Cumulative change in employment, 16 to 64 year olds, workplace based



Source: Annual Population Survey

Exeter is an employment 'magnet', drawing over 37,000 commuters (equivalent to c.45% of its total employment) from across the LEP area to work in the city each day.

Figure 5: Location of usual residence and place of work



Source: Census 2011 via NOMIS

Nearly three quarters (27,500) of these commuters live in East Devon, Teignbridge and Mid Devon. If one were to assume that commuting to Exeter from these parts of EHOD grew at the same rate as total employment in Exeter[7], this growth would have resulted in 9,350 more residents of East Devon, Mid Devon and Teignbridge employed in Exeter in 2014, relative to 2004, a figure higher than the decline in employment in these areas (-7,000) discussed when discussing potential recent displacement effects.

This point is slightly laboured, as there a central question for economic development strategists (operating at European national, LEP or local level) about:

a) whether more can be achieved by investing in successful areas, going with the market and enabling businesses to thrive in areas where they naturally choose to locate; or

b) whether the disadvantages of this approach (in terms of commuting, environmental impacts, house pricing, inequality of employment and wider opportunities) calls for policies that seek to counter-balance business agglomeration and to distribute economic and social opportunities more evenly.

The commuting data suggests that EHOD (unlike Europe) is a relatively coherent single economic entity, in which success at the core delivers opportunity and benefits across the area.

Employment by Occupation

As well as creating large numbers of jobs, Exeter is a centre for highly skilled employment in relatively 'productive jobs' - 46% of the City's employment is in the three higher level occupations, a seven percentage points above the average for HotSW (39%) and three percentage points above the average for the UK (43%). In areas of EHOD outside the city

[7] This is almost certainly a conservative assumption, in that such rapid employment growth is normally disproportionately achieved as a result of drawing in labour from surrounding areas.

employment in these higher level occupations (37%) is below the national and HotSW averages.

Table 1 also shows that the employment growth in Exeter been accompanied by a growing concentration of employment in these higher level occupations. Although all parts of the UK have seen an increase in managerial, professional and associate professional / technical jobs, the increase in Exeter over the last ten years (5 percentage points) has been faster than that seen across HotSW[8] (4 percentage points) or the UK (3 percentage points).

Table 1: Employment by occupation

	2004				2014			
	Exeter	EHOD	HotSW	UK	Exeter	EHOD	HotSW	UK
* Managers & senior officials	13%	14%	14%	15%	16%	16%	16%	16%
* Professional occupations	13%	10%	10%	12%	14%	11%	11%	13%
* Associate prof & technical	15%	12%	12%	13%	16%	13%	13%	14%
Administrative & secretarial	15%	12%	11%	13%	13%	10%	10%	11%
Skilled trades	8%	15%	15%	11%	6%	13%	13%	10%
Personal services	7%	8%	8%	7%	7%	8%	9%	8%
Sales and customer service	10%	9%	9%	8%	11%	10%	10%	8%
Process, plant & machine ops	6%	7%	8%	8%	5%	6%	6%	7%
Elementary occupations	13%	14%	15%	13%	12%	13%	14%	13%
* Higher Level Occupations	41%	36%	35%	40%	46%	40%	39%	43%

Source: Heart of the South West LEP Economic Model, Oxford Economics

Colour Codes: Green = Higher than average, Red = lower than average

Being a centre for retail, business and government services, Exeter has higher than average concentrations of employment in the administrative & secretarial occupations and in sales & customer services. Areas of EHOD outside Exeter have higher than average concentrations of employment in the skilled trades; plant, process & machine operative; and elementary occupations. The presence of a large number of small businesses also raises the proportion of managers and senior officials above the national average.

Employment by Industry

Differences in the industrial structure of each area, which are largely responsible for differences in occupational profile, are set out in Table 2. This shows that, compared to the national average:

- Exeter has high concentrations of employment in:
    - Electricity & gas (due to head office functions);
    - Water, sewage, waste management and remediation;
    - Information and Communication;

[8] This includes the above average growth in higher level employment seen in Exeter.

- Real estate activities;
- Professional, scientific and technical activities;
- Public administration, defence and compulsory social security activities; and
- Human health and social work.

- The surrounding districts (East Devon, Mid Devon and Teignbridge) have high concentrations of employment in:
  - Agriculture
  - Construction
  - Wholesale & retail;
  - Accommodation and food services; and
  - Transport & storage

The fact that the proportion of employment in manufacturing is slightly above the national average in areas of EHOD around Exeter, while employment in wholesale and retail is just above the average within the city is also worth noting.

Table 2: % of employment by industry, 2014

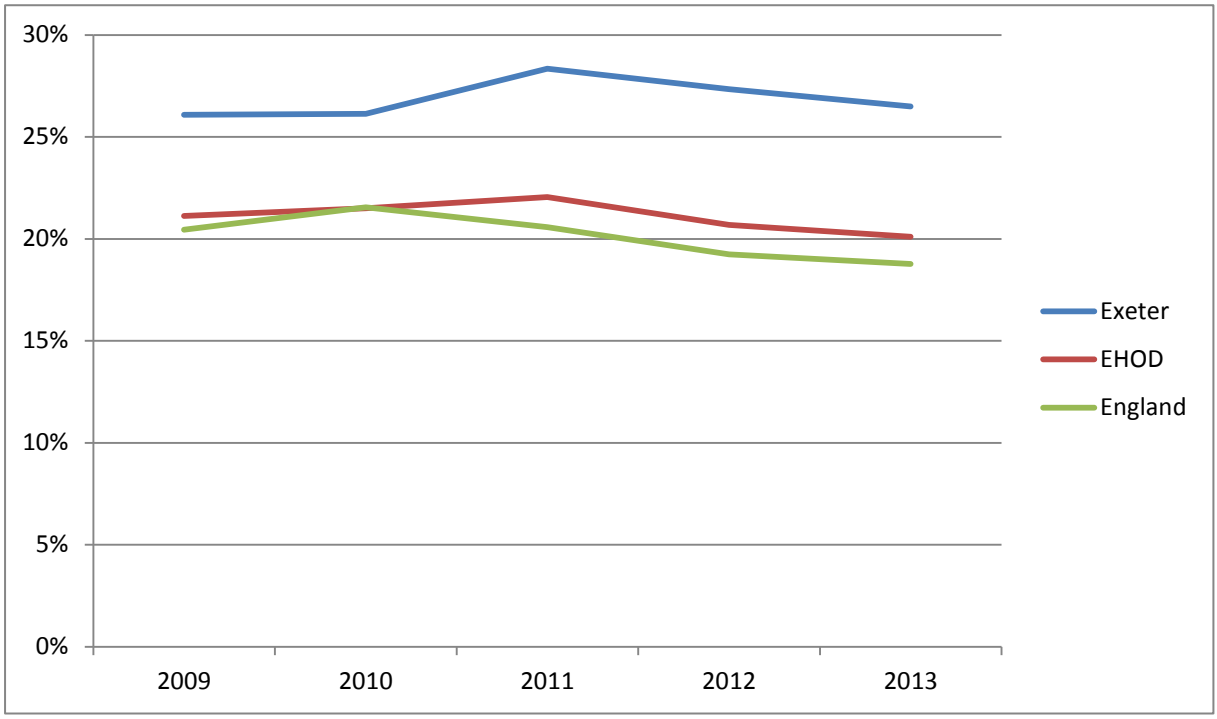
	Exeter	EHOD less Exeter	HotSW	UK
A : Agriculture	0%	5%	3%	1%
B : Mining & quarrying	0%	0%	0%	0%
C : Manufacturing	3%	8%	9%	8%
Advanced manuf.	1%	2%	2%	3%
Aerospace	0%	0%	1%	0%
Marine	0%	0%	1%	0%
D : Electricity, gas etc	2%	0%	0%	0%
E : Water, sewage, waste mgt	1%	1%	1%	1%
F : Construction	5%	12%	8%	7%
G : Wholesale & retail trade	16%	18%	17%	15%
H : Transport & storage	4%	5%	4%	5%
I : Accommodation & food service	6%	9%	9%	7%
J : Information & communication	5%	2%	2%	4%
K : Financial & insurance	3%	1%	1%	3%
L : Real estate activities	2%	1%	1%	1%
M : Professional, scientific & technical	11%	5%	6%	8%
N : Administrative & support services	8%	5%	6%	8%
O : Public admin, defence & social security	8%	4%	5%	5%
P : Education	8%	6%	7%	8%
Q : Human health & social work	16%	11%	14%	12%
R : Arts, entertainment & recreation	2%	2%	2%	3%
S : Other service activities	3%	4%	3%	3%

Source: Heart of the South West LEP Economic Model, Oxford Economics

Private sector employment

Although any comprehensive a skills plan needs to address all areas of economic activity, it remains worth briefly considering the importance of the public sector as a source of employment in the EHOD area. Figure 6 shows that, although it has fallen since 2011, EHOD has a high level of dependency on public sector employment, due entirely to Exeter's role as a centre for public services. Outside the city the public sector account for just 15% of total employment in 2013.

Figure 6: % of employment in the private sector, 2009 to 2014



Source: Business Register and Employment Survey

Employment forecasts

Looking forwards, the industries expected to add the greatest number of jobs in EHOD between 2014 and 2024 is Administrative & Support service activities (4,000 additional jobs); followed by Wholesale and retail (3,000); Construction (3,000); Professional, scientific & technical activities (2,000); and Accommodation and food services (2,000). The industries expected to grow fastest are Administrative & support services and Professional, scientific and technical activities (by 23% and 22%, respectively). Manufacturing and Agriculture are anticipated to lose jobs.

It is also interesting to note that the occupations in which employment is expected to grow fastest are either the top end of the labour market (Managers & Senior Officials, Professional occupations; and Associate professional and technical occupations) or at the bottom end (Sales & customer service occupations and Elementary occupations). Employment in Skilled trades, as Machine operatives and in Secretarial and administrative roles will be slowest, due to off-shoring, automation, and changes to working practices.

Table 3: Projected employment change by occupation, 2014 – 2024, EHOD

			Change	Change %
	2014	**2024**	2014 - 2024	2014 - 2024
* Managers and senior officials	36,000	39,000	3,000	9%
* Professional occupations	23,000	25,000	2,000	7%
* Associate prof & technical	28,000	30,000	2,000	7%
Administrative and secretarial	22,000	23,000	-	2%
Skilled trades	29,000	30,000	1,000	4%
Personal services	17,000	18,000	1,000	6%
Sales and customer service	21,000	22,000	2,000	8%
Process, plant and machine ops	12,000	13,000	-	2%
Elementary occupations	29,000	31,000	2,000	7%
* Higher Level Occupations	218,000	231,000	14,000	6%

Source: Heart of the South West LEP Economic Model, Oxford Economics

Whereas, during the last Labour administration there was much optimism about the scope for growth in highly skilled employment within a 'knowledge economy'[9], the trend towards growth at the top and bottom end of employment spectrum has led commentators to suggest we are seeing is the emergence of an 'hourglass' shaped labour market. In the words of Ewart Keep, Director of SKOPE[10], *"There is little evidence that we are currently moving to a world where all jobs demand a high level of formal skills, or which are interesting or well rewarded. In fact, our labour market is following US trends, and is polarising, with growth at the top and the bottom…. the 21st century still demands quite a lot of people who can flip burgers, collect refuse, clean your house, mind your kids, wait table, care for the sick and elderly, clean your office, guard your buildings/cars/airports, serve behind the counter or at checkout in stores, or pull your pint"*[11]. The implications for social mobility and institutions concerned about helping people to move through the narrowing neck of an hourglass shaped labour market are clearly considerable.

Productivity

Official LEP area data from the ONS shows that over the last ten years productivity within HotSW rose by 31%, a rate of growth just below that for England (33%). Because HotSW started from a lower base, the absolute productivity gain locally (£4,300 per head) was considerably smaller than that for England (£6,000), widening the gap with the national average.

[9] See *Living on thin air* by Charles Leadbetter, for example.

[10] The Centre of Skills Knowledge & Organisational Performance at the University of Oxford

[11] Keep, E. *The future of work may not be highly skilled*, The Edge, Issue 5, ESRC 2000.

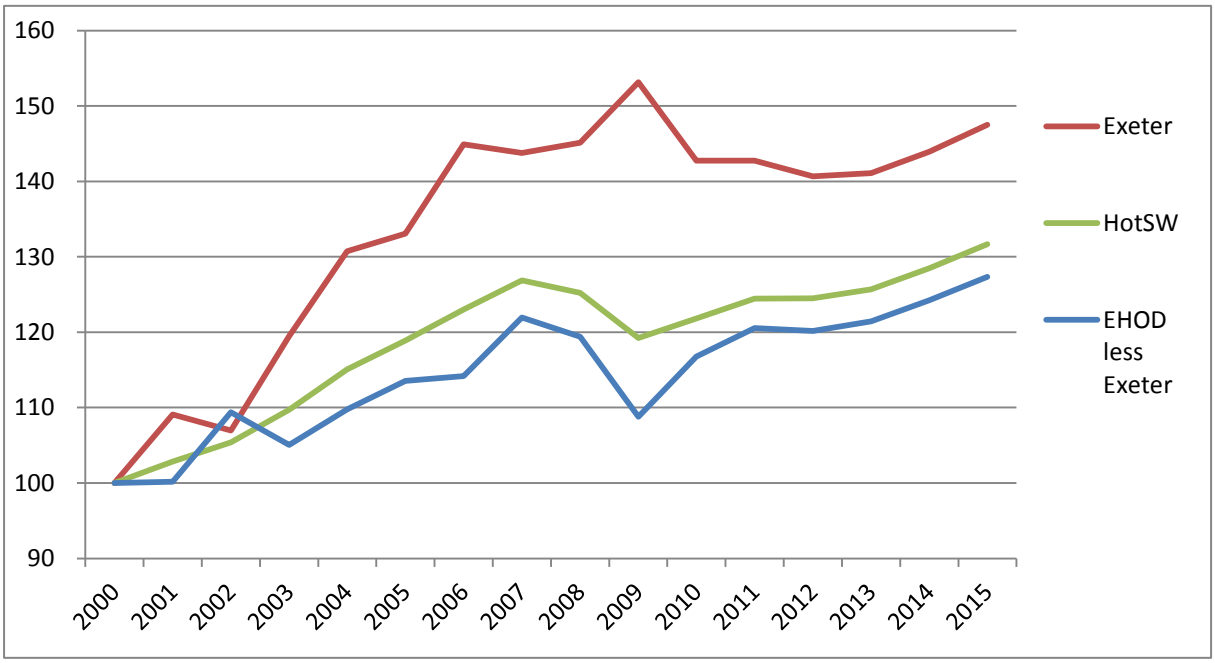
Table 4: Nominal GVA per Head by LEP, 2003 - 2013

			2003 - 2013	
	2003	2013	Change (£)	Change %
HotSW	13,798	18,098	4,300	31%
England	18,077	24,091	6,014	33%

Source: ONS

Modelled data[12] suggests that Exeter has been a powerful driver of this growth. Between 2000 and 2015 Exeter's total output grew 50% faster than HotSW's (48% v 32%). This result is particularly impressive when the high levels of public sector employment in Exeter and the impact of public sector spending cuts between 2010 and 2014 are taken into account (evident in Figure 7).

Figure 7: GVA (£m, 2009 prices), indexed, 2000 = 100



Source: Heart of the South West LEP Economic Model, Oxford Economics

Figure 7 also shows that productivity growth in areas of EHOD outside Exeter was slower than the LEP average, although GVA in East Devon (home of the Growth Point) countered this trend in recent years, rising by 18% between 2009 and 2015, compared to 10% growth across HotSW LEP.

The growth is the product of changes in the number of people working in an area and their individual productivity, which itself is driven by type of job that people do and how they do it (in turn driven the factors such as the capital intensity of production). Modelled data on the productivity of individual jobs suggests that:

[12] The model is based on official statistics up to 2011 to 2014, depending on the indicator, and projections thereafter. Local area GVA data is likely to be for 2011 and modelled thereafter.

- in 2015, productivity per job in Exeter (£44,224) was 25% higher than productivity per job in HotSW (£34,947);
- over the last 15 years, the rise in productivity per job in Exeter (23%) was 50% faster than the rise across HotSW (15%); and
- over the next 15 years, the rise in productivity per job in Exeter (26%) is expected to be almost three times as fast as the rise across HotSW (9%).

In short, Exeter is creating, and is expected to go on creating, highly productive employment.

Pay

Peoples' wages are affected by the kind of work that they do, the contracts that they have to do it and the balance between the supply of and demand for labour. As a result of these factors, the average gross weekly earnings of residents of all parts of EHOD are below the national average. Mean earnings are significantly below the national average in all areas, due to the impact of extremely well paid in other areas, principally the City of London. Median earnings (a better 'average' for this purpose) are 2% below the national average in Exeter and 15% below the national average in other parts of EHOD.

The bottom 20% of workers in Exeter earn more than the national average while those in East Devon earn roughly 6% less than the national average and those in Mid Devon and Teignbridge around 13% less, creating a larger than average population of 'working poor'.

Table 5: Gross weekly earnings, percentiles, mean & media, 2014

	10	20	25	Median	Mean
East Devon	278.6	325.8	348.2	440.5	521.2
Exeter	299.3	350.0	370.1	512.3	562.6
Mid Devon	269.8	299.8	332.2	444.2	467.8
Teignbridge	267.5	302.4	323.3	439.8	474.8
England	**289.4**	**345.0**	**372.4**	**523.3**	**629.6**

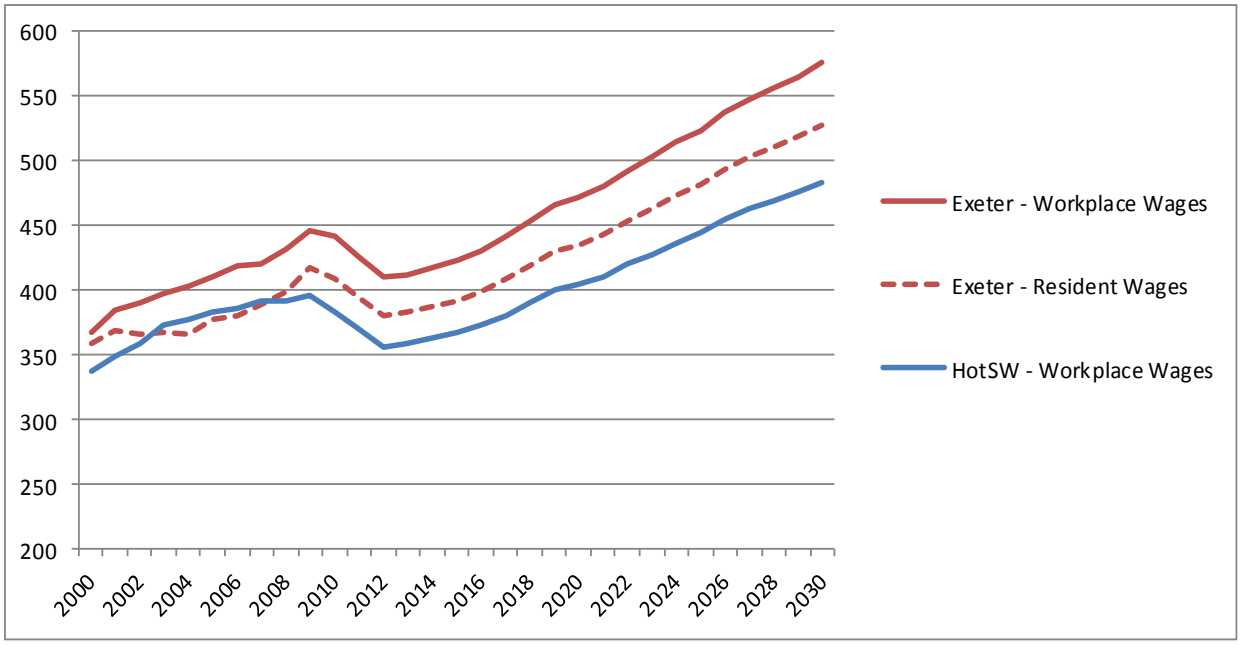
Source: Annual Survey on Hours and Earnings, 2014

Unfortunately, there is little statistical data to tell us whether this is due to differences in the types of jobs these poorly paid workers are doing or whether labour demand in Exeter has pushed the hourly rate for the same job up above that offered in surrounding areas.

What is clear, and shown in

Figure 8, is that commuting to better paid jobs in Exeter has created a gap between the wages of those who live in the city and those who work in city; and that the is a gap between the workplace wages in Exeter and those in HotSW is widening, and predicted to widen further.

Figure 8: Workplace wages (£ per week, 2009 prices)



Source: Annual Survey on Hours and Earnings

This data, again, points to:

a) the central role of Exeter as a driver of productive and well paid employment;

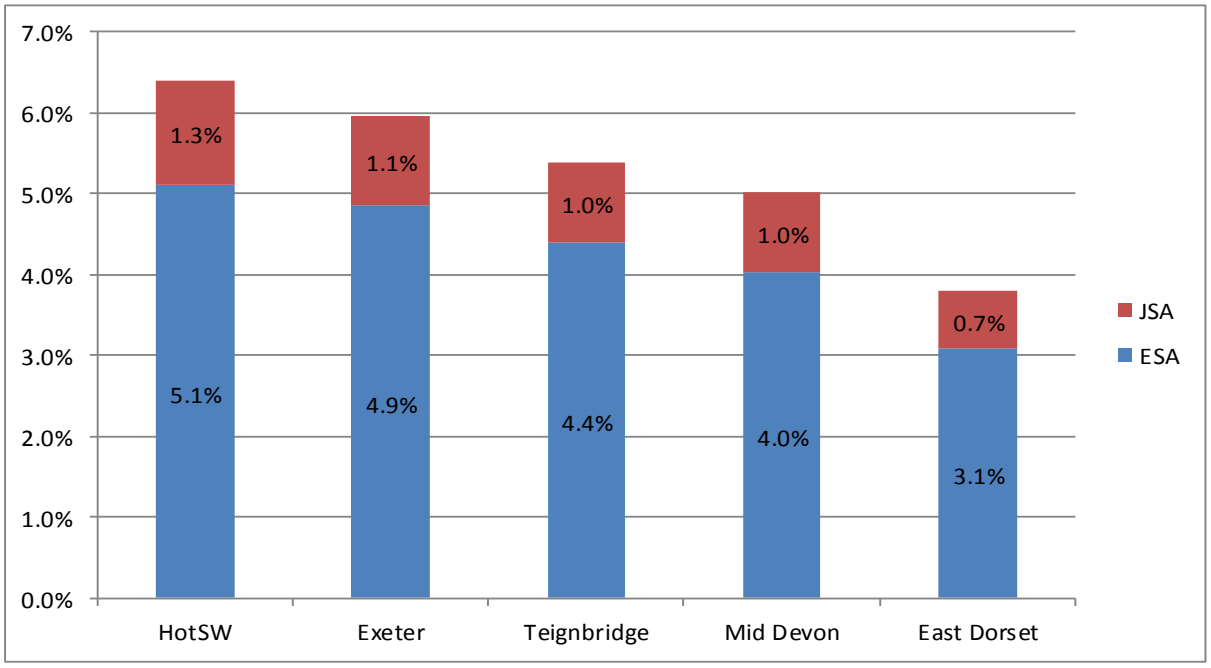
b) the sense in adopting a strategy that encourages and enables Exeter residents who have not so far benefited from the City's growth, to take advantage of future opportunities.

Unemployment and disadvantage

The case for helping Exeter residents to take advantage of local growth is evident in the unemployment data. Exeter's success has helped push the proportion of city residents claiming Jobseekers Allowance (1.1%) and the new Employment & Support Allowance[13] (4.9%) below the HotSW average (1.3% and 5.1%, respectively). However, as Figure 9 shows, a greater proportion of the city's residents are out of work and claiming these benefits than in surrounding Districts. There remain pockets of severe deprivation, such as St. David's and Priory ward where more than 10% of the working age population are claiming these benefits.

[13] ESA has largely replaced incapacity benefits. The majority of ESA are assessed as being capable of work and placed in the Work Related Activity Group.

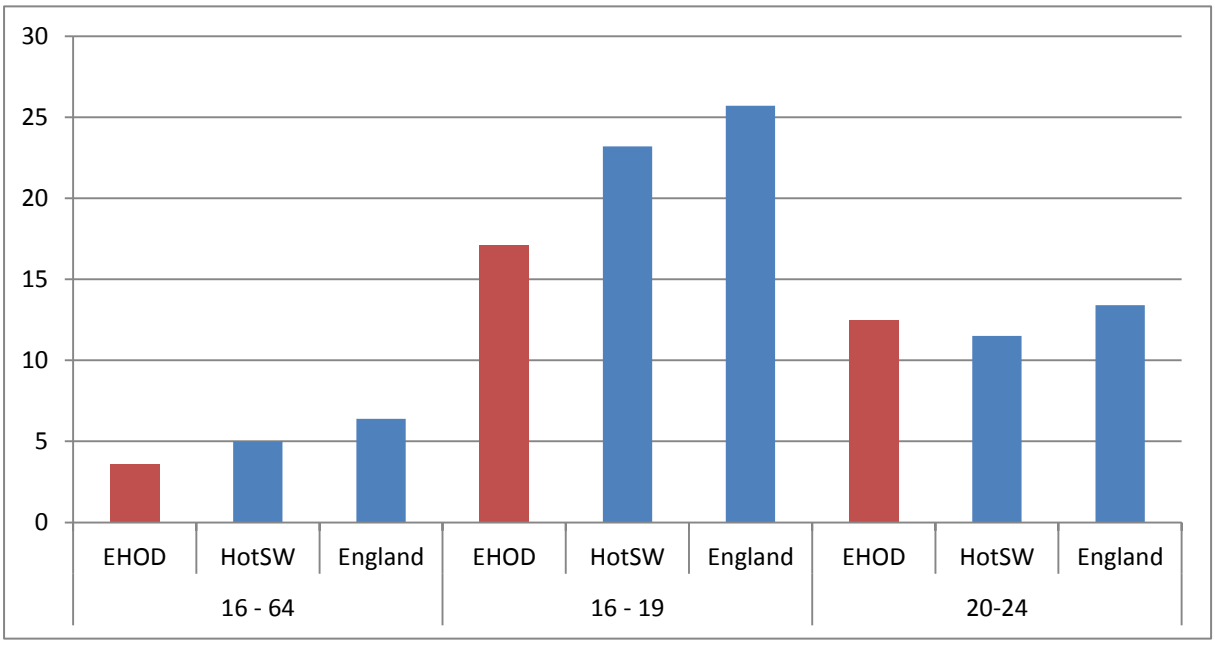
Figure 9: Proportion of working age population claiming Jobseekers Allowance & Employment & Support Allowance, February 2015



Source: JSA via NOMIS

There is also a case for making particular efforts to link young people to emerging economic opportunities. The rationale for this is evident in Figure 10, which shows that the proportion of young people who are unemployed is much higher than the proportion of adults, due to the difficulties that young people face when making the transition from education to work.

Figure 10: Unemployment by age group, 2014



Source: Annual Population Survey

Concluding remarks

Exeter has been and is forecast to remain an engine for growth, creating productive, highly skilled and well-paid jobs for people living both within and outside the city.

While Exeter's economy is very different that of the rest of EHOD, this is largely because the two areas act as complementary parts of the same economy and labour market. Exeter hosts professional, scientific, business support and public service activities, while employment in the surrounding has employment is concentrated in sectors that you not expect to find in the city, such as construction, wholesale, transport, storage, manufacturing and agriculture.

Although discussions about the meaning and benefits of 'balanced growth' will continue, the data suggests that Exeter now acts as a magnet for businesses who are drawn to the Exeter by the benefits of co-location. Partners have a case to take to the LEP, central and local Government, about the sense of working with the tide; taking advantage of and building on the economies of scale and benefits of agglomeration in the city; and about the importance of ensuring that the level of investment in transport, infrastructure, economic development and skills is sufficient to nurture this bugeoning growth.

THE SUPPLY OF SKILLS

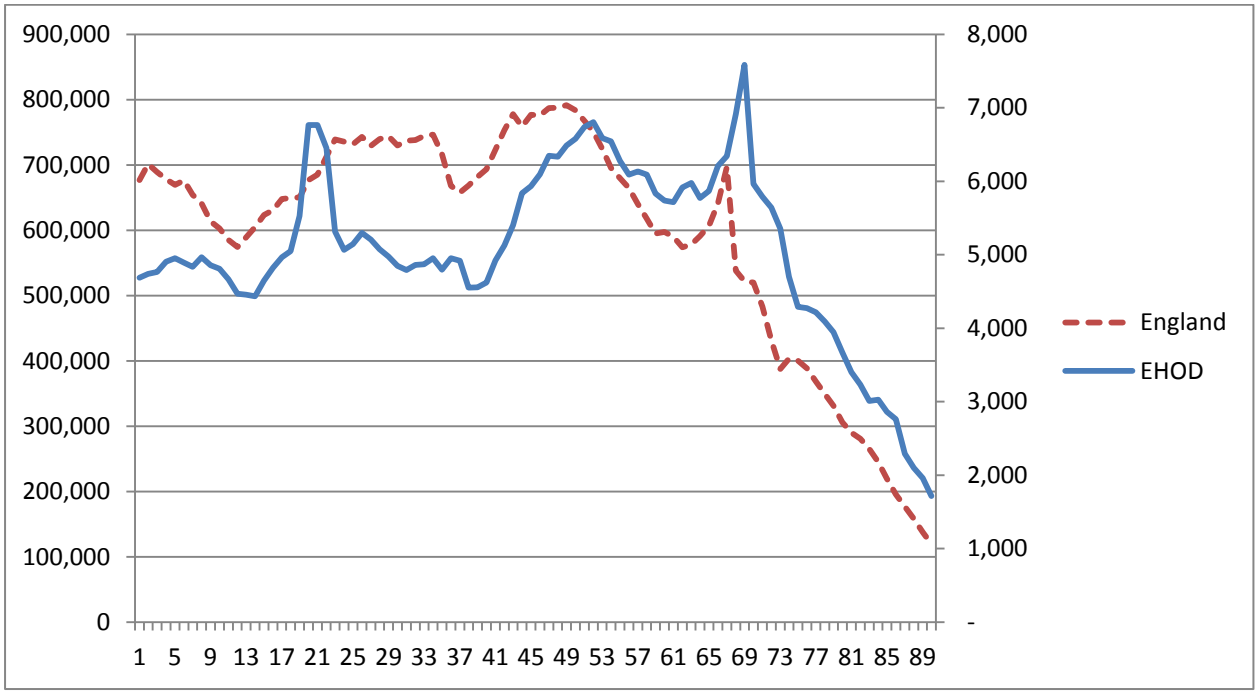
Population

The logical starting point for an assessment of the supply of skills is to look at the population and how this is changing.

Figure 11 shows that EHOD's population profile is irregular and very different from the national profile.

- Within EHOD there is a much smaller rise (5%) in the number of very young aged between nought and eleven than there is nationally (15%);
- There are 13% more seventeen year olds than there are eleven year olds.
- There is spike of 18 to 20 year olds, due the influx of students, to the extent that the number of 20 year olds in the area is 34% higher than the number of seventeen year olds (compared to a 5% rise nationally).
- There is then a dramatic fall in the number of young people aged between 20 and 24 living in EHOD, due to students and other young people leaving the area.
- There is a stable, but relatively small, cohort of adults aged between 24 and 40, in their early to mid-careers / working lives;
- There is a large rise in the number of people aged 40 to 50, due in part to people relocating to EHOD in their mid to late-careers, to the extent that there are a third more fifty year olds living in EHOD than there are forty year olds.
- There is a decline in the number of people in later working life, aged 50 to 64; and
- a large 'spike' of baby-boomers, aged 65 to 68, in the process of leaving the labour market.

Figure 11: Population profile, EHOD, 2015



Source: ONS 2012 mid-year population estimates

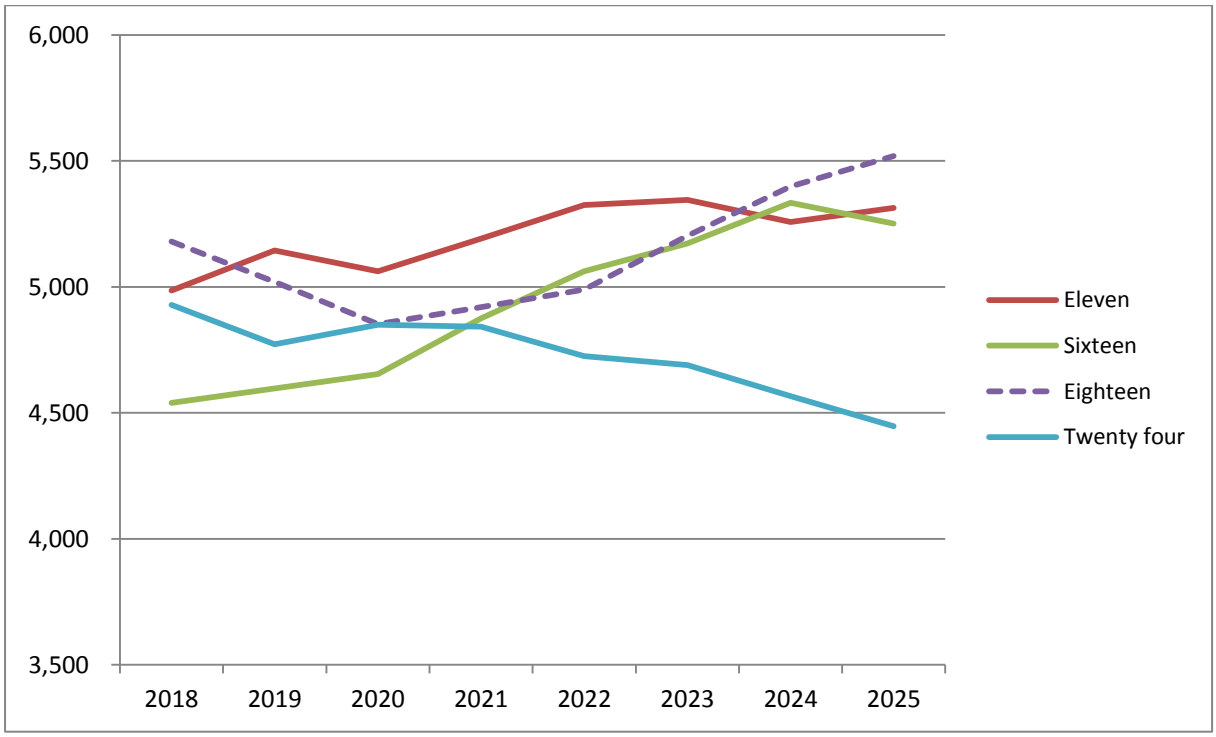
The population profile is driven by a number of forces, the most important of which are fertility rates and migration. The interaction between these is complex and dynamic. We cannot, for example, infer that the number of people aged between forty and fifty will fall by a third in ten years' time, for example. Some fall might be expected, perhaps in line with the small fall in the size of this age cohort evident at national level. However, if the pattern of inward migration among this age group remains the same, the shape of this section of the graph could be expected to stay the same (unlike the spike of baby-boomers, which can be expected to more to the right). Thankfully, these changes are modelled for us in the ONS population projections. to rise.

Figure 12 looks specifically at the number of young people who are projected to be entering different stages of education / training in EHOD over the next ten years as well as the number of 24 year olds in or entering the labour market. It shows that:

1. The number of eleven and sixteen year-olds is expected to rise over the next ten years. The rise in eleven year-olds (starting Key Stage 3) is considerable (18%). A similarly rapid growth is expected for sixteen year-olds, after an initial, short-term decline.
2. The number of young people leaving secondary education at eighteen (and entering tertiary education or the labour market) is expected to decline significantly (by 12%) between 2015 and 2020. After 2020 it will rise again, recovering to 2015 levels, by 2025.
3. The number of twenty four year olds in the labour market is expected to fall consistently over the next decade, to a point 14% below current levels.

In other words, the 'market' for primary and secondary education can be expected to grow over the next decade, albeit in the context of context of budgetary pressures brought on by austerity economics. Higher education institutions may share this growth from 2020 onwards, but will face a struggle to maintain numbers in the short-term. And, businesses will be operating in an environment in which the number of young people entering the labour market after higher education (at age 21) falls year after year to 2023 and in which the number of 24 year olds in the labour market falls by -14% over a decade. Provided economic growth continues, we can reasonably expect the 'youth end' of the labour market to tighten and for competition for young peoples' skills to rise.

Figure 12: Projected numbers of young people entering / leaving different stages of education, training & the labour market, HotSW, 2015 – 2025

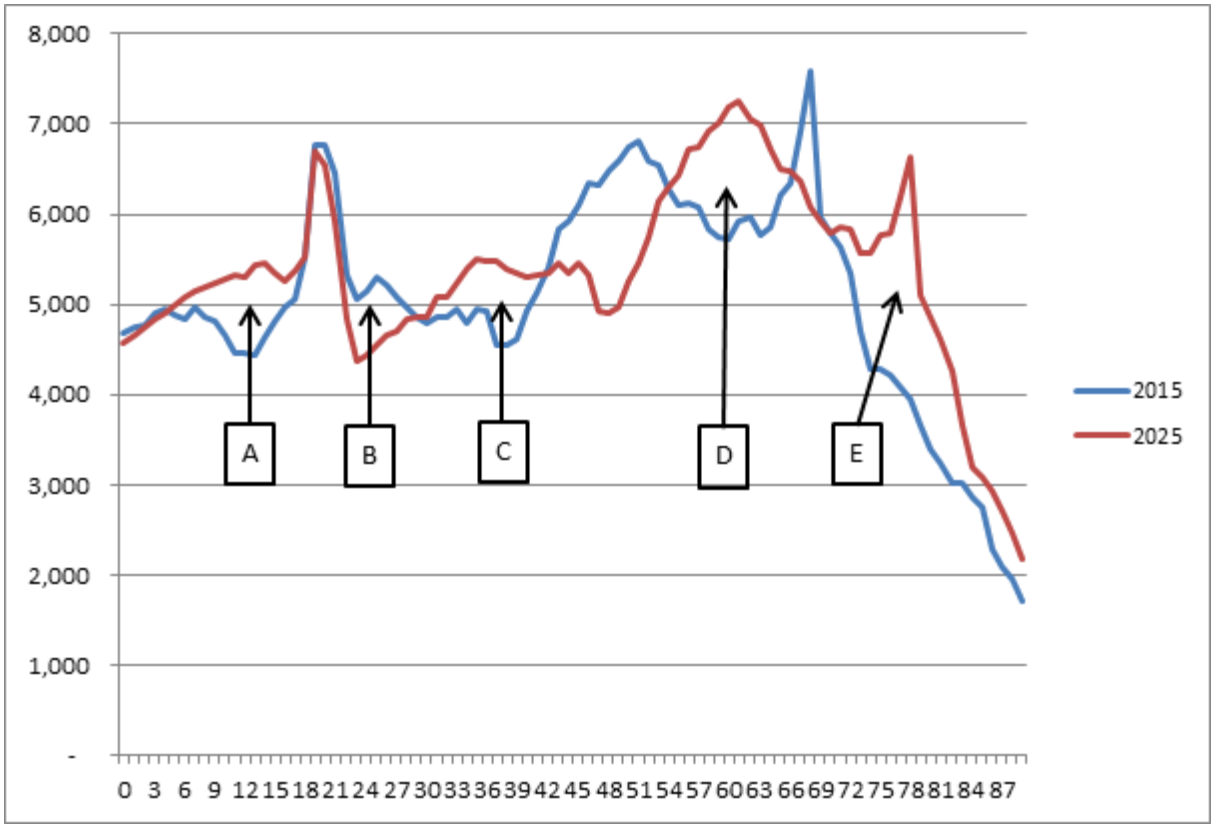


Source: ONS Population Projections

Figure 13 shows how the profile of the EHOD's overall population is expected to change over the next ten years. The increase in the number of young people in primary and secondary school age is clearly visible (marked by the letter 'A') as is the fall in the number of young people leaving the labour market ('B'). Also evident are expectations of:

- A moderate increase in the number of 30 to 40 year olds in the labour market ('C');
- A significant rise in the number of older workers aged 54 to 66 (letter 'D'), who may need help with up-skilling or re-skilling;
- Rapid growth in the number of people over retirement age, leading to discussions about rising 'dependency ratios'.

Figure 13: Projected change in population profile, EHOD, 2015 – 2025



Source: ONS Population Projections

Educational Attainment

But what skills do these people have?

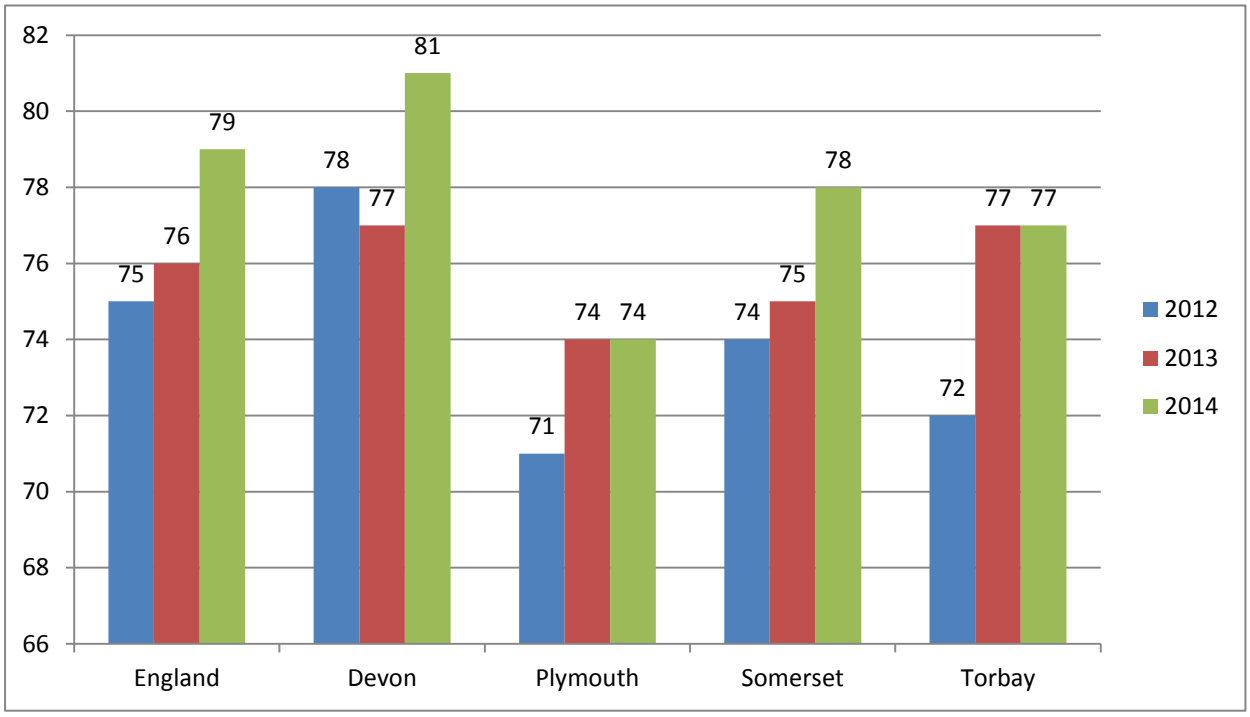
To consider this it makes sense to start at the foundations, by looking at educational attainment.

Key Stage 2

Young people in Devon perform relatively well in Key Stage 2 tests, taken in year 6, usually at the age of eleven. Figure 14 shows:

- That the proportion of young people attaining the expected standard (level 4) in these tests has been rising nationally; and
- That a higher proportion of pupils in Devon (81%) attained the expected level in reading, writing and mathematics in 2014 than in other parts of the LEP area or England as a whole.

Figure 14: % of pupils attaining level 4 and above at Key Stage 2, 2012 - 2014



Source: DfE National Curriculum Assessments at KS2, via Gov.uk

Looking locally, Table 6 shows that the proportion of 11 year olds in Exeter who attain the expected level in reading, writing and mathematics is slightly higher than the national average. There are some variations in attainment across EHOD. A higher than average proportion of pupils resident in East Devon (83%) and a lower than average proportion of pupils resident in Mid Devon (75%) attain the expected level in all three of these subjects. This pattern is repeated for attainment in single subject areas, including in mathematics which is important to the ambition of establishing Exeter as a centre for big data analytics.

Table 6: % of pupils attaining level 4 and above at Key Stage 2 by local authority of pupil residence, 2013 to 2014.

	Reading	Writing	Mathematics	Grammar, punctuation & spelling	Reading, writing & mathematics
England	89	86	86	77	79
Devon	91	87	88	75	81
East Devon	92	89	89	78	83
Exeter	**90**	**87**	**88**	**76**	**81**
Mid Devon	86	85	85	74	75
Teignbridge	91	86	87	74	80

Source: DfE National Curriculum Assessments at KS2, via Gov.uk

Key Stage 2 attainment data for individual schools (provided in Annex 1) shows that the proportion of pupils who:

- attained Level 4 or above was higher than the national average in 34 of the 46 primary schools in and around Exeter; and
- made at least two levels of progress in maths between Key Stage 1 and Key Stage 2 was higher than the national average in 30 of the same 46 schools.

In short, the level of educational attainment at primary schools in Exeter and other areas of EHOD apart from Mid- Devon is relatively high.

Key Stage 3

Key Stage 3 results, conducted when most young people are aged 14, stopped being collected by the Department for Education after 2013. Key Stage 3 tests, based on teacher assessment, still take place but are considered less important as a measure of school and pupil performance. Data is only available at the upper-tier authority level.

Nevertheless, it is interesting to note that in the 2013, 14 year-olds in Devon continued to perform well across all curriculum areas, relative to the national average.

Table 7: % of pupils achieving level 5 or above in Key Stage 3 teacher assessments

	English	Mathematics	Science
England	**86**	**84**	**85**
Devon	**87**	**86**	**88**
Plymouth	79	83	82
Somerset	86	85	86
Torbay	87	83	85

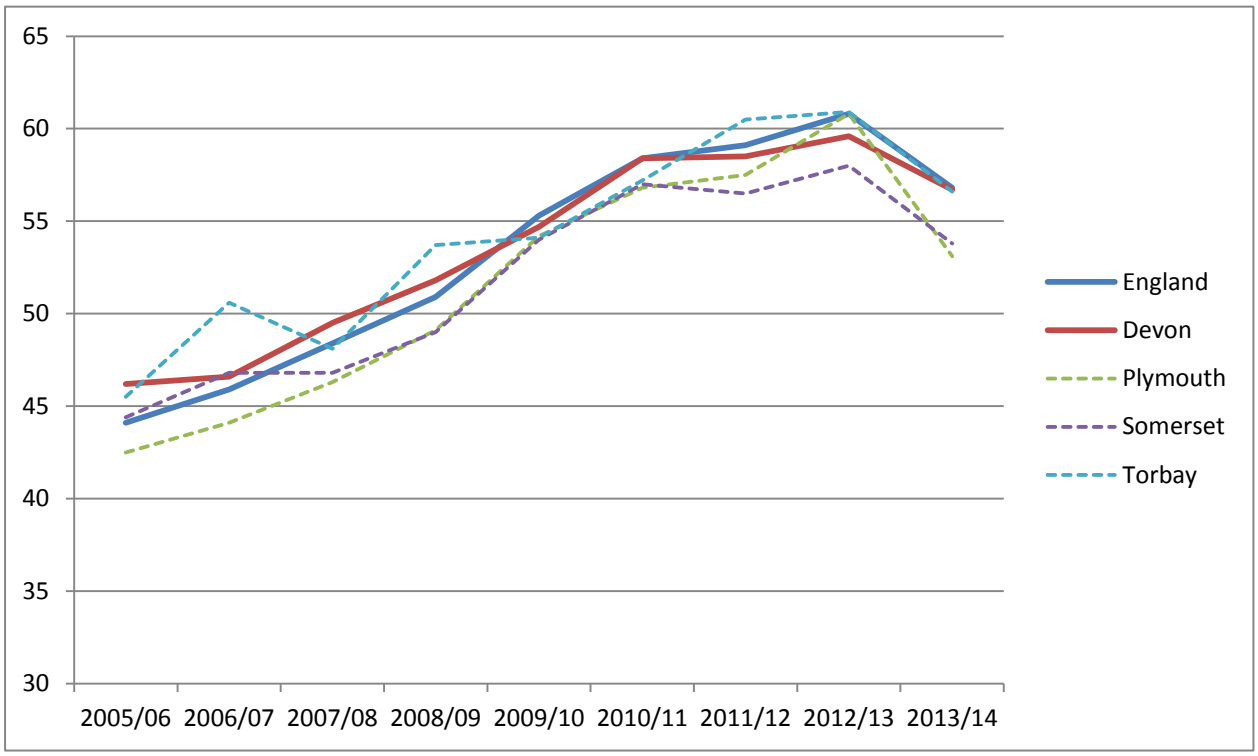
Source: DfE Results for Key Stage 3 National Curriculum Assessments in England, 2012/13

Key Stage 4 / GCSE

Figure 15 shows the proportion of young people, usually aged sixteen, who attained five or more GCSEs at A* to C including English and Maths at the end of Key Stage 4. It shows that the pattern of attainment in Devon broadly mirrors the national trend, although, having been two percentage points above the national average in 2005/06, the proportion of young people attaining this benchmark was in line with the national average in the most recent year.

The graph also shows that, contrary to the long-term trend, the proportion of young people attaining this benchmark fell sharply in 2013/14. This was due to educational reforms which affected the calculation of Key Stage 4 achievement, such as: restricting the range of qualifications that can be counted; preventing any qualification from counting as larger than one GCSE; capping the number of non-GCSEs included in the performance measure; and only counting a pupil's first attempt at a qualification.

Figure 15: % of pupils at end KS4 attaining 5+ GCSEs at A* to C, inc. English & Maths



Source: SFR 06/2015: GCSE and equivalent attainment by pupil characteristics

The average for Devon needs to be treated with caution as it disguises some significant local variations.

Figure 16 shows that the proportion of sixteen year olds gaining five or more GCSEs at A* to C including English and Maths in Exeter (53.1%) was significantly lower than the proportion attaining this benchmark in neighbouring districts (where it was over 60%)[14]. It also shows that the fall in the proportion of pupils who attained this benchmark in 2013/14 was significantly higher in Exeter than it was in adjacent areas.

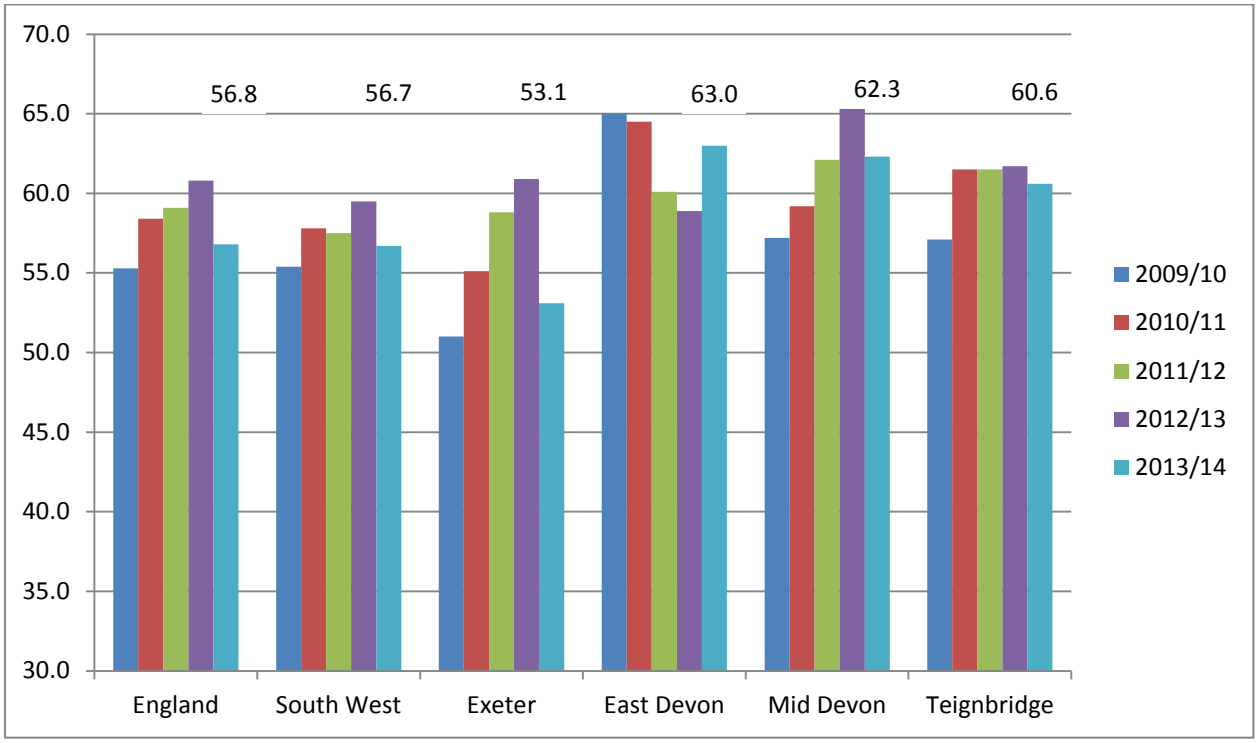
There may be a number of possible explanations for this. For example, by excluding 'non-academic' qualifications and multiple attempts at qualifications the recent reforms could be expected to depress achievement in areas that were lagging the national average where schools may have worked hard to compensate by developing vocational and non-traditional progression routes. However, whatever the reason, the fact that educational performance in Exeter, having previously been ahead of neighbouring areas, lags at Key Stage 4 is a concern, particularly given the aspiration and scope that exists for to drive up knowledge-intensive employment in the area.

[14] Note that

Figure 16 is not directly comparable to

Figure 15, as the latter is calculated on the basis of pupil residence whereas the former is calculated on the basis of school location.

Figure 16: % of pupils at end KS4 attaining 5+ GCSEs at A* to C, including English & Maths by pupil residence



Source: SFR 06/2015: GCSE and equivalent attainment by pupil characteristics

Table 8 drills down to look at the performance of specific schools and colleges in the Exeter area[15]. It shows that in 2014 the proportion of pupils achieving five or more GCSEs at A* to C grade, including GCSEs in English and maths, was:

- above the England (57%), Devon (57%) and Exeter (53%) averages at three of the major maintained schools in the Exeter area, with St James School showing a particularly impressive improvement in performance.
- significantly below the England, Devon and Exeter averages at three other schools, with West Exe School showing a particularly large decline in the most recent year.

[15] A number of independent and special schools do not submit data or submit data for such small numbers of pupils that it is suppressed on the grounds of being disclosive.

Table 8: % students achieving 5+ A*-C or equiv. GCSEs including English & Maths

	2011	2012	2013	2014	Pupils in Year 11	School Type
The Maynard School	100%	100%	100%	**100%**	55	Independent
St Wilfrid's School	100%	100%	69%	**100%**	15	Independent
St Peter's	74%	68%	68%	**69%**	248	Voluntary Aided
Clyst Vale Community Col.	66%	55%	59%	**68%**	165	Academy
St James School	46%	56%	53%	**64%**	123	Foundation
Devon	58%	59%	60%	**57%**	7,259	
England (Maintained Schools)	58%	59%	61%	**57%**	558,432	
St Luke's	47%	63%	58%	**48%**	191	Vol. Controlled
Isca College of Media Arts	47%	46%	56%	**47%**	172	Community Special
West Exe School	51%	56%	65%	**44%**	249	Foundation

Source: DfE, School & College Performance Tables

Table 9 provides information on the proportion of young people who gain GCSEs at grade A* to C in each of the subjects that make up the English Baccalaureate. It shows that the proportion of young people in Devon who attain this standard exceeds the national average in English and Mathematics but falls below the national average in the other subject areas.

Table 9: % of young people attaining GCSEs at A* to C by subject, 20213/14

	English Baccalaureate subject areas				
	Percentage of pupils achieving the components of the English Baccalaureate:				
	English	Mathematics	Sciences	History or Geography	Languages
England	65.5	65.0	73.0	68.6	71.1
Devon	69.9	68.4	71.2	66.9	64.0
Plymouth	67.0	64.8	72.6	66.0	65.5
Somerset	67.7	64.5	70.5	64.4	64.7
Torbay	77.8	63.6	78.6	70.1	76.2

Source: DfE 2013/14 key stage 4 attainment data

The fact that Devon performs well in Mathematics is welcome. Given the aspiration of building Exeter as a centre for big data analytics, it is worth looking at performance in Mathematics in a bit more detail.

Table 10 shows both the proportion of pupils at Exeter's main state maintained schools who:

a) attained a GCSE in Mathematics at Grade C or above; and

b) made the expected progress in Mathematics between Key Stage 2 and GCSE[16]

Performance is mixed. The proportion of young people who attain GCSEs in Mathematics at Grade C and above is above the national and Devon averages at three schools (St James, St Peters and Clyst Vale); average at one (Isca) and below average at two (West Exe and St Luke's). Performance against the value added measure is less good. Clyst Vale falls from being above the average to in line with it, while Isca falls from being in in line with the average to below it. The performance of St James School, until recently a specialist Maths and ICT College and a school which had been in Special Measures a decade ago, is impressive against both measures.

Table 10: Attainment in Mathematics at the end of Key Stage 4

	% achieving GCSE at grade C or above	% making expected progress between KS2 & GCSE
St James School	80%	84%
St Peter's C of E Aided School	80%	79%
Clyst Vale Community College	73%	66%
Devon	68%	66%
England (Maintained Schools)	68%	66%
Isca College of Media Arts	66%	63%
West Exe School	60%	53%
St Luke's Science and Sports College	52%	52%

Source: DfE 2013/14 key stage 4 attainment data

Raising participation in Education and Training

Pupils who left year 11 in summer 2014 are the first cohort to be required to continue in some form of education or training until their 18th birthday. The impact of this policy will be interesting to watch, because alongside pressure to focus their provision on employer needs, colleges and others will need to offer an attractive range of courses to keep young people who might previously have left education at sixteen in learning. Any attempt to limit participation in 'popular' courses (Hair and Beauty etc.) in which there might be an over-supply of skills, could make colleges less successful in achieving this alternative policy goal. But, that is a digression.

Table 11 sets out the activities of 16 and 17 year olds in December 2014. It shows that the proportion of young people who remained in full-time education was slightly higher than the national average in Devon and Torbay and below the national average in Plymouth and Somerset. The proportion of young people participating in apprenticeships was above the

[16] A sophisticated measure which recognises attainment at GCSE Grade E by pupils who performed poorly at Key Stage 2

national average in all areas of HotSW and significantly above the national average in Devon and Plymouth.

Table 11: Proportion of 16/17 year olds known to be meeting the duty to participate in education or training, December 2014

	Proportion of 16 and 17 year olds recorded as participating in:						
	Full time education	Apprentice -ship	Work based learning	Part time education	Employ-ment with training	Other	Total
ENGLAND	83.2%	4.2%	1.3%	0.6%	0.6%	0.3%	90.2%
Devon	**84.1%**	**6.4%**	**0.2%**	**0.4%**	**0.7%**	**0.0%**	**91.8%**
Plymouth	81.5%	7.6%	1.2%	0.8%	0.7%	0.0%	91.9%
Somerset	80.9%	4.8%	0.4%	2.8%	0.5%	0.0%	89.4%
Torbay	87.2%	4.9%	0.4%	0.1%	0.5%	0.0%	93.1%

Source: NCCIS, via Gov.uk

Despite the continuous push for parity of esteem between vocational and academic learning, the trends, locally and nationally, have been:

- a long term rise in participation and a decline in the number of young not in education, employment or training (NEET);
- a growing proportion of young people staying on full-time education; and
- declining numbers participation in work-based learning, particularly among sixteen and seventeen year olds.

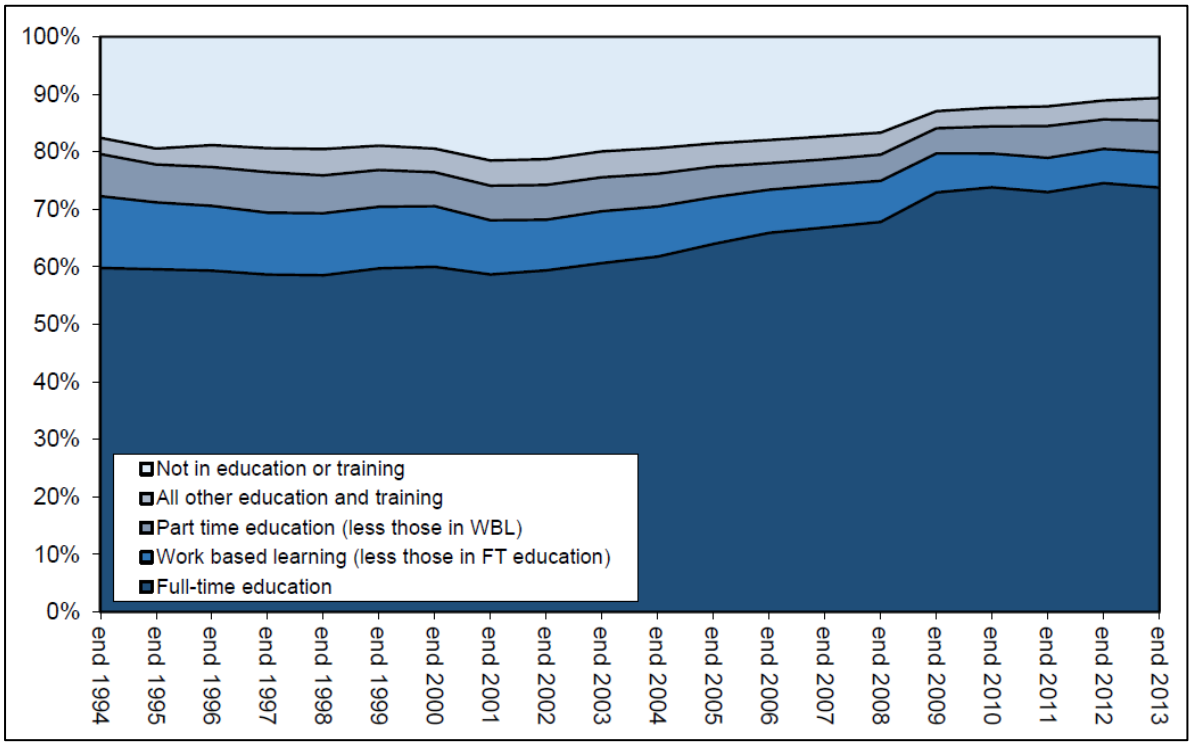
These trends are clearly visible in

Figure 17[17].

[17] Participation trends for seventeen year olds is shown in

Figure 17, as a proxy for the 16 to 18 year old age cohort overall. Similar graphs showing participation patterns for sixteen and eighteen year olds can be downloaded from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322575/Participation_SFR-Final.pdf

Figure 17: Trends in participation in education and training at age 16, 1994 to end 2013



Source: SFR 18/2014 – Participation by 16 to 18 year olds, issued June 2014

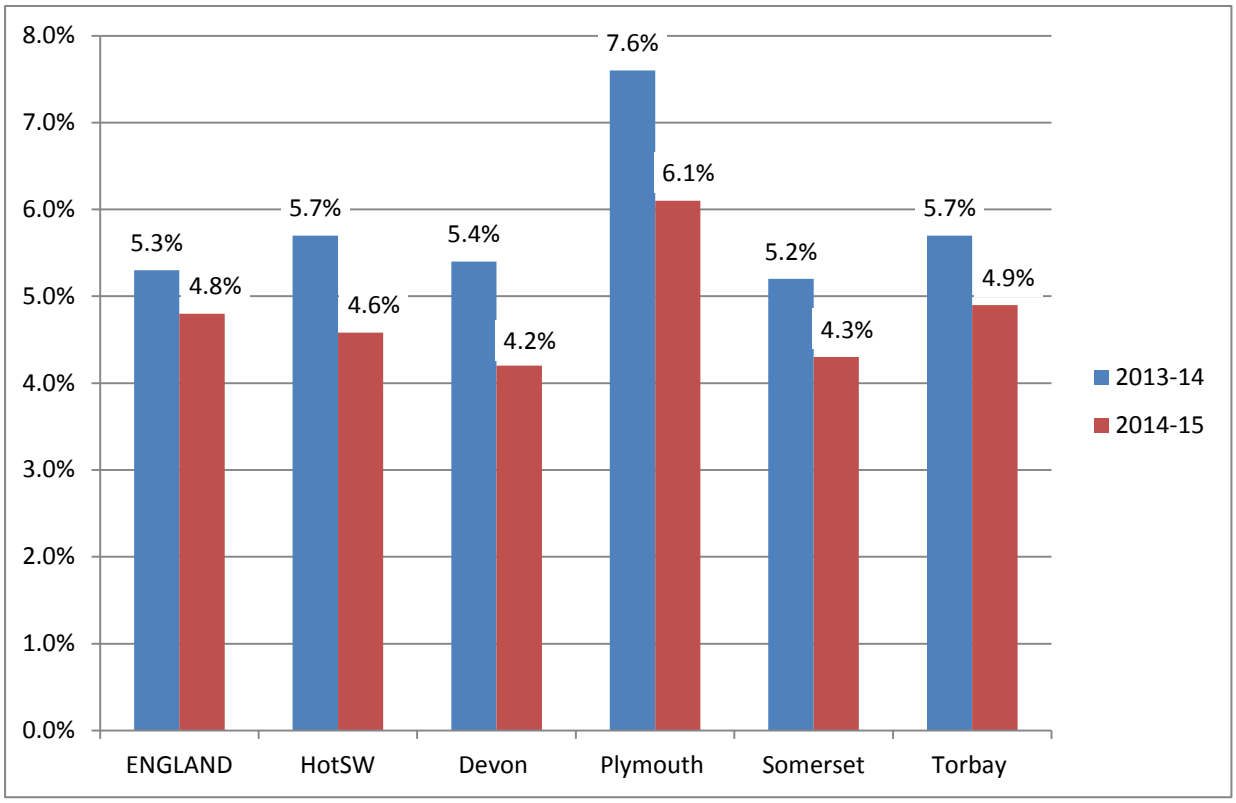
Young People Not in Education Employment or Training (NEET)

Although there has been a decline in the number of young people who are 'NEET', the damaging long-term consequences of young people spending anything other than a short period out of education, employment or training, makes this an important focus for social, education, and employment policy.

Between February 2014 and March 2015, an average of 2,378 young people aged 16 to 18 were not in education employment or training (NEET) in HotSW, equivalent to 4.6% of this age cohort. The proportion of young people NEET in HotSW is lower than the England average (5.1%). It is also 580 people (or 1.1 percentage points) lower than the same period the year before, a larger percentage decline than that seen nationally (0.5 percentage points).

In Devon, 4.2% of 16 to 18 year olds were NEET in 2014/15, a figure 0.4 percentage points below the HotSW average and 0.6 percentage points below the national average. The decline in the last year in Devon (-1.2 percentage points) was slightly larger than that in HotSW (-1.1 percentage points) and significantly larger than the decline nationally (-0.5 percentage points). Unfortunately data is not available for Exeter or other district authorities.

Figure 18: % of 16 to 18 Year olds NEET, Average for period Feb to March 2013/14 and 2014/15

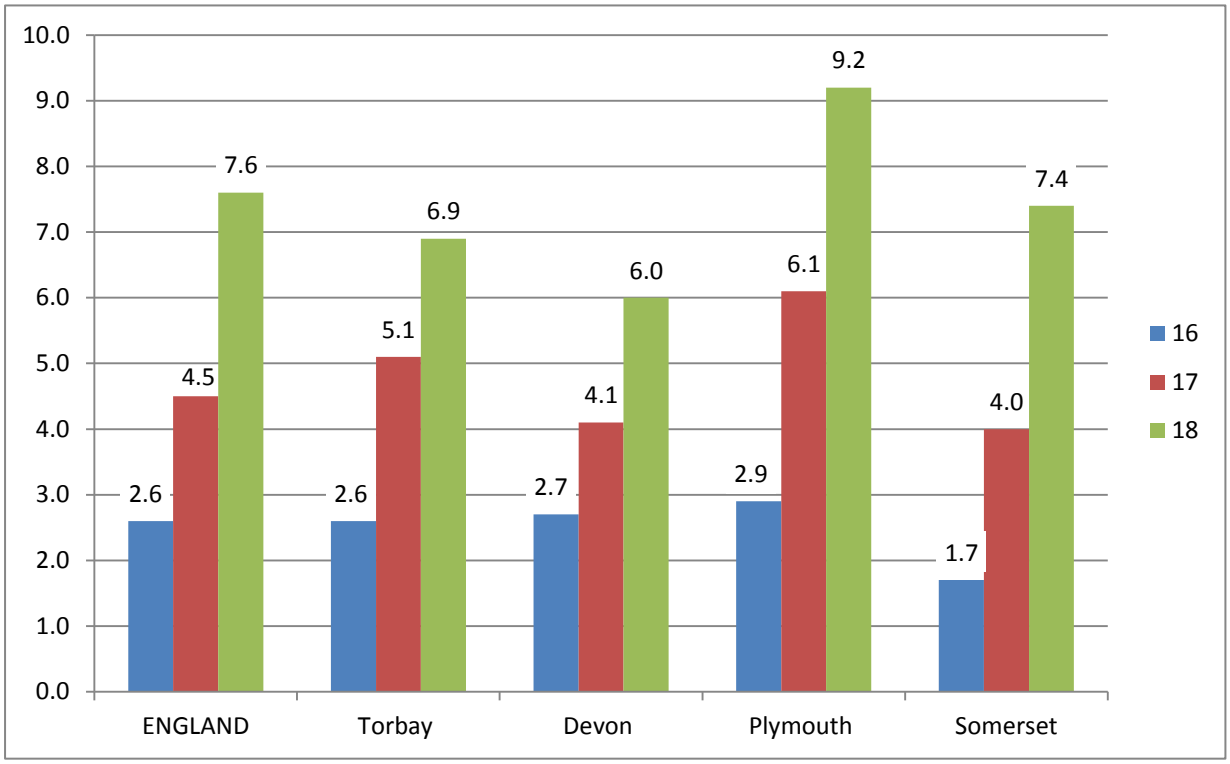


Source: NCCIS – National Client Caseload Information System

Figure 19 shows that within this group, it is eighteen year olds who are most likely to be become NEET as they move from the world of education and into work. Helping young people through this difficult transition, which is not well supported in the UK resulting in high levels of youth unemployment[18], should be concern and potential focus for any skills plan.

[18] In Germany and other countries with highly effective apprenticeship programmes the difference between the rate of youth and adult unemployment is very small, while in the UK it is large.

Figure 19: % of young people NEET, by academic age, Feb to March 2015



Source: NCCIS

Key Stage 5

As explained earlier in this report (

Figure 16), the proportion of students attaining 5 or more GCSEs at A* to C including English and Maths (the key benchmark at Key Stage 4) is higher than the national average (56.8%) in East Devon (63%), Mid Devon (62.3%) and Teignbridge (60.6%) but lower than average in Exeter (53.1%).

Table 12 shows that, when assessed against a variety of benchmarks, students at state-funded educational establishments[19] in East Devon and Mid Devon continue to out-perform the national average. The average number of points scored per student and per Level 3 qualification entry are higher than average in these areas; an impressive proportion of students attain at least two substantial level 3 qualifications; and a higher than average proportion of students achieve extremely good A level results. Considering the comparatively low levels attainment levels at Key Stage 4 / GCSE, the performance of students in schools and colleges in Exeter is also impressive, with scores per exam entry and the proportion of students attaining at least 2 substantial Level 3 qualifications both rising to above the national average. Average attainment levels in Teignbridge is below the national average, which may be a concern given the previously high levels of attainment in this area. A cautionary note is, however, required, as GCSE results are shown by student residence whereas A Level / Level 3 results are by school location. Students become relatively mobile at age 16 to 18 travelling significant distances to attend high-performing or large institutions with a broader curriculum, which will influence the results.

Table 12: A Level and Level 3 results by school location, 2013/14

	Average Point Score		% achieving at least 2 substantial level 3 qualifications	% achieving 3 A*-A grades or better at A Level	% achieving grades AAB or better at A level	% achieving grades AAB or better at A level (>2 in facilitating subjects[1)]	% achieving AAB or better at A level, all in facilitating subjects
	Per student	Per entry					
England	**696.0**	**211.5**	**89.7**	**9.4**	**16.1**	**11.9**	**7.6**
East Devon	789.1	217.2	96.1	12.2	19.7	15.6	11.4
Exeter	693.2	216.2	94.6	7.6	13.1	9.2	5.1
Mid Devon	829.0	222.1	x	15.6	22.9	20.2	12.8
Teignbridge	662.5	209.2	88.6	6.1	10.3	5.8	3.5

Source: DFE - 2013/14 16-18 attainment data (revised)

1 Facilitating A level subjects are: biology, chemistry, physics, mathematics, further mathematics, geography, history, English literature, modern and classical languages.

Table 22 breaks this data down further, to look at the performance of individual institutions. The data shows a cohort of seven schools, comprising Grammars (Colyton, Torquay Girls & Torquay Boys), independent schools (Exeter School & the Maynard) and schools with sixth forms (The Kings School in Ottery and Queen Elizabeth's in Crediton) that perform significantly above the national average in terms of the total number of points attained by A

[19] Covers all state-funded mainstream schools, academies, free schools, maintained special schools and FE sector colleges. Excludes pupil referral units (PRUs), non-maintained special schools, other government department funded colleges, independent schools, independent special schools and independent schools approved to take pupils with special educational needs (SEN) .

Level students. Four colleges (Clyst Vale, Petroc, King Edward VI and Exeter College) perform around or just below the national average, while others, including the majority of those in Teignbridge[20], fall short by some margin.

Although a reasonable proxy for absolute attainment, this measure needs to be considered alongside value added. For example, as a consequence of its highly selective entrance policies, the highest performing school (Colyton Grammar) has a negative value added score, while some inclusive institutions (such as Exmouth Community College) that attain fewer overall points per student perform impressively for value added.

Looking at vocational learning, two small (Clyst Vale and King Edward VI) schools and one major college (Exeter) exceed national average performance in terms of their point score per vocational student and vocational qualification entry, while two large colleges (Petroc and South Devon College) attain a lower than average scores. It is, however, important that the local context in which these schools operate (e.g. in relation to competition from local grammars) is borne in mind when assessing this data.

[20] Teign School, Coombeshead Academy and Newton Abbot College

Table 13: Key Stage 5 performance data for major schools and colleges in the EHOD area, 2014

School Name	Type	No. students at end KS5	% students - A Level Study	% students - vocational study	Ave Point Score per FTE A Level Student	Average point score per A level entry	Average point score per FTE vocational student	Average point score per vocational entry	A level value added score	Vocational value added score
Colyton Grammar School	Academy	107	107	0	1332.0	239.3			-0.07	
Torquay Girls Grammar School	Academy	126	126	0	969.1	244.2			0.03	
Exeter School	Independent	97	97	0	967.7	258.0			0.11	
The Maynard School	Independent	39	39	0	958.4	251.8			0.11	
Torquay Boys' Grammar School	Academy	168	168	0	892.5	237.7			-0.06	
The King's School	Academy	98	97	1	832.9	217.7			0.01	
Queen Elizabeth's	Academy	109	107	2	823.3	221.5			0.25	
Clyst Vale Community College	Academy	65	58	7	765.8	215.1	645.1	231.4	0.2	0.46
Petroc	Tertiary College	750	200	549	765.4	217.8	505.8	211.7	0.1	-0.04
King Edward VI Community College	FD	138	109	29	740.1	218.8	760.5	250.5	0.07	0.4
Exeter College	Tertiary College	1570	671	899	736.7	213.9	620.2	220.4	-0.02	0.04
Exmouth Community College	Academy	165	139	26	704.0	213.7	557.1	210.8	0.23	-0.23
South Devon College	GFE	488	62	426	677.2	207.7	527.9	204.9	0.06	-0.19
Teign School	Academy	64	63	1	668.5	200.4			-0.08	
Coombeshead Academy	Academy	78	59	19	665.7	196.8	514.9	219.5	-0.04	-0.1
Newton Abbot College	Academy	80	42	38	652.6	198.8	363.0	223.1	0.01	0.22
Bicton College	Agricultural College	116	0	116			583.7	213.1		-0.07
Devon					752.6	213.8	584.5	218.2		
England - All					787.1	215.5	560.5	216.6		
England - State Funded					772.8	211.2	560.1	216.6		

A-Levels in science and Mathematics

In response to high level of interest in improving STEM[21] skills, Table 14 shows the proportion of students aged 16 to 18 (who were entered for at least one A Level) who were entered for science and mathematics subjects. It shows that the proportion of students in Devon who were entered for Mathematics A-Level (22.9%) was 3.5 percentage points below the national average (26.4%). Interestingly, Devon has a higher than average proportion A level entries in Further Mathematics, which suggests that the select few who do enter maths are highly able and more inclined to do two mathematics A-levels.

Table 14: % of state funded students entered for A-levels at 16 to 18 who were entered for A levels in STEM

	Mathematics	Further Mathematics	Biological Sciences	Chemistry	Physics
England	**26.4%**	**4.0%**	**19.8%**	**16.2%**	**11.0%**
Devon	22.9%	4.2%	21.6%	15.8%	10.3%
Plymouth	23.5%	4.3%	22.5%	18.4%	11.7%
Somerset	25.1%	3.5%	19.0%	13.8%	11.3%
Torbay	29.3%	2.7%	26.8%	20.1%	11.7%
HotSW	24.3%	3.8%	21.4%	16.0%	11.0%

Source: DfE Attainment Statistics - A level and other level 3 results: 2013/14

[21] Science Technology Engineering & Maths

Destinations following key stage 5

Table 15 shows the destination of students the year after they left KS5 in 2012/13. Although data is not available for EHOD, the fact that the proportion of young people from Devon (59%) who continue in education after Key Stage 5 is eleven percentage points lower than the national average (70%) is an obvious concern. The proportion who continue directly into a UK Higher Education Institution is well below the national average (39% v 56%) while the proportion who take up employment without training is higher than average (8% v 3%).

Table 15: Education and employment destinations of students, in 2011/12, who entered an A Level or other Level 3 qualification, going to, or remaining in, an education or employment destinations in 2012/13

	Sustained education destination								Sustained employment and/or training		
	Education destination	Further education college	Other FE / Sixth Form	Apprentice-ships	UK higher education institution	*Oxford or Cambridge*	*Russell Group (incl. Ox. and Cam.)*	Top third of HEIs	**Sustained Employment and/or Training**	Employment with training	Other employment
England	70%	7%	6%	4%	56%	1%	15%	23%	6%	3%	3%
Devon	59%	9%	11%	6%	39%	1%	11%	16%	14%	6%	8%
Plymouth	68%	7%	11%	7%	50%	1%	12%	15%	10%	3%	7%
Somerset	61%	9%	7%	5%	44%	1%	14%	19%	4%	3%	1%
Torbay	66%	6%	8%	4%	52%	2%	23%	30%	8%	3%	6%
HotSW	**63%**	**8%**	**10%**	**6%**	**45%**	**1%**	**13%**	**18%**	**10%**	**4%**	**6%**

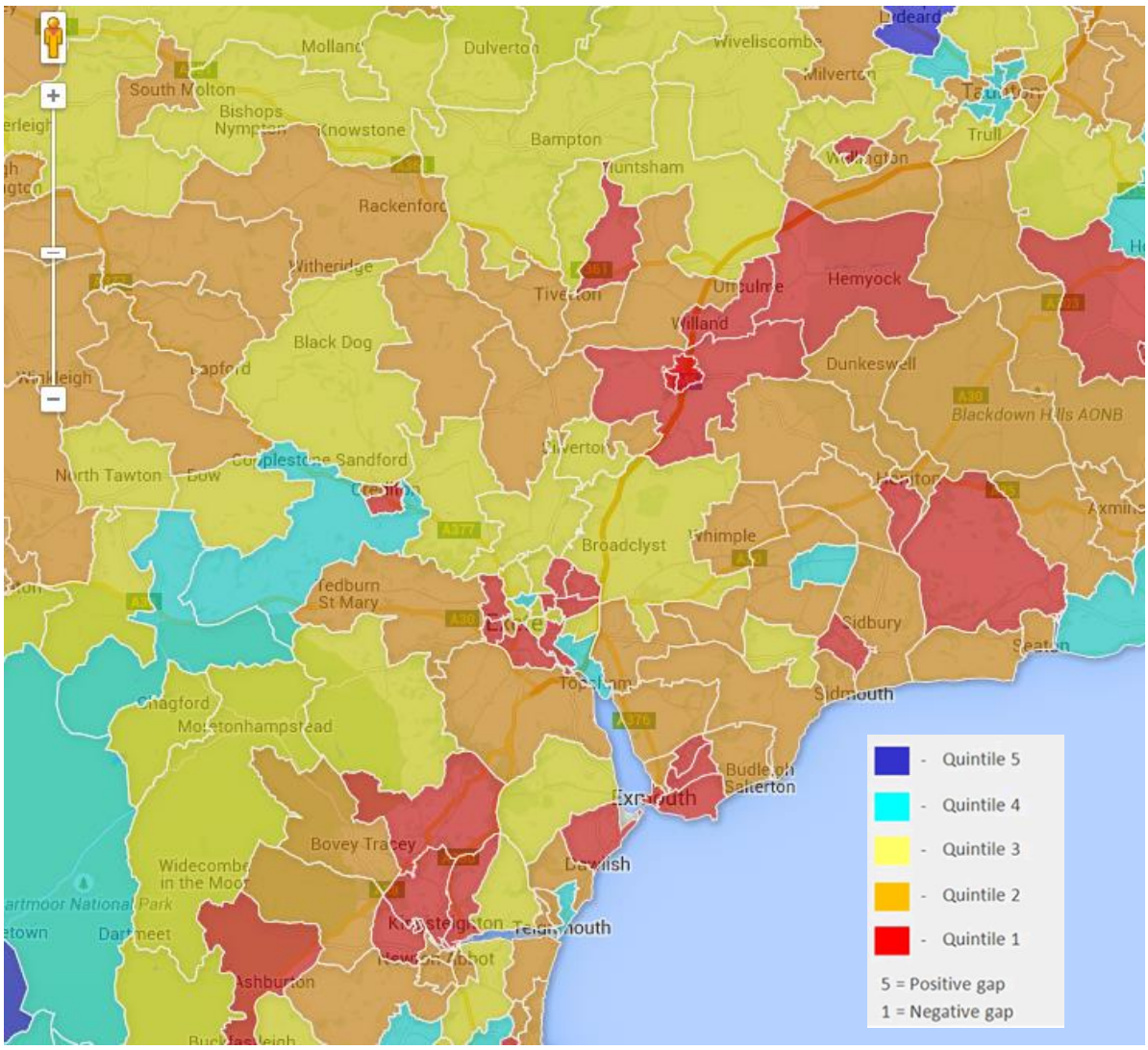
Source: NCCIS

There are some mitigating factors. The proportion of young people from Devon recorded as taking deferred entry to University is higher than the average (6% v 3%). Some of the higher than average proportion of young people from Devon whose destination was not recorded (17% v 14%) may be travelling abroad or spending their time in ways that should not be a concern. However, the overall picture of lower than average progression into higher education, including to Russell Group and top third HEIs, must be a concern to those aiming to ensure that young people from EHOD benefit from its knowledge intensive growth.

The need for a focus on this issue is further illustrated by the HEFCE heat-map shown below.

Figure 20 is the produce of modelling to show areas where HE participation by 18 and 19 year olds is higher or lower than would be expected, after taking account of factors that are known to have a bearing on levels of young peoples' participation such as GCSE attainment and ethnic profile. Areas where participation is much lower than expected are shaded in red. Areas with much higher than expected participation are shaded blue and those where it is in line with expectations are yellow.

Figure 20: 18 and 19 year-olds in higher education



Source: HEFCE

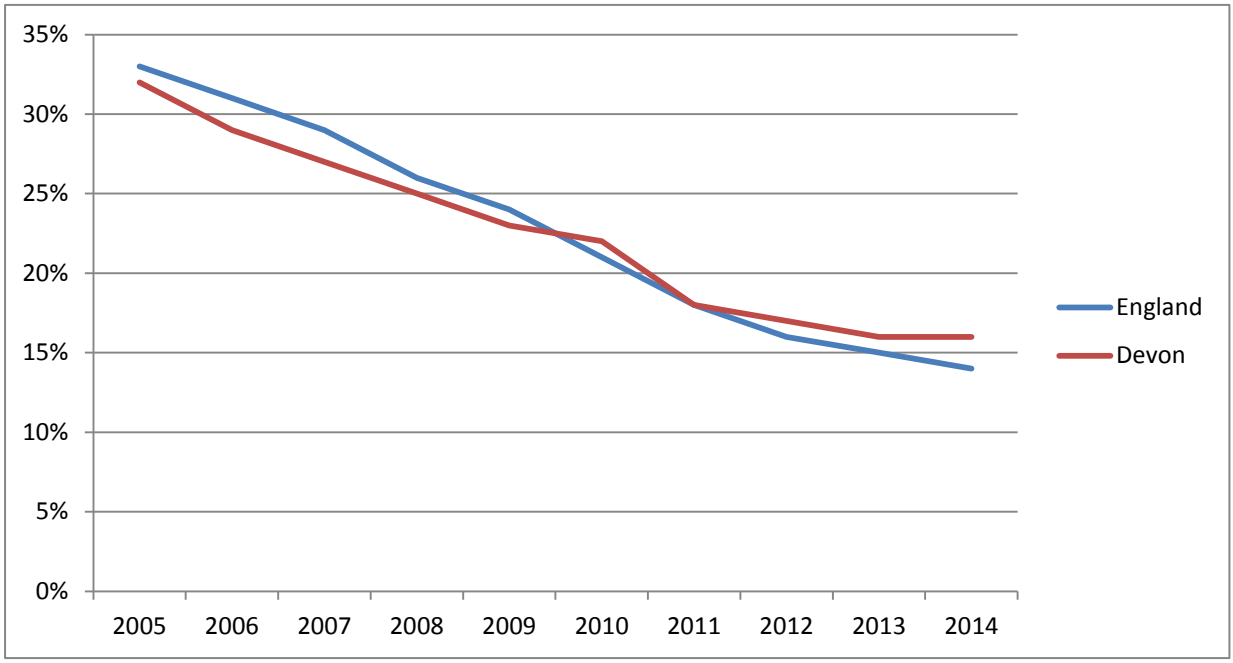
Although EHOD has pockets of light blue, the map shows that HE participation is lower than should be expected across the majority of the area and much lower across large parts of Exeter, Teignbridge, Exmouth as well as around Cullompton and Honiton.

Attainment at Age 19

The overall impact of these trends in educational attainment can be seen in Figure 21 and Figure 22.

Figure 21 shows that over the last decade there has been an impressive decline in the proportion of nineteen year olds in Devon who are not qualified to at least level 2[22], but also that this decline has been slower than that found across England as a whole.

Figure 21: % of nineteen year olds not attaining qualifications at Level 2 or above



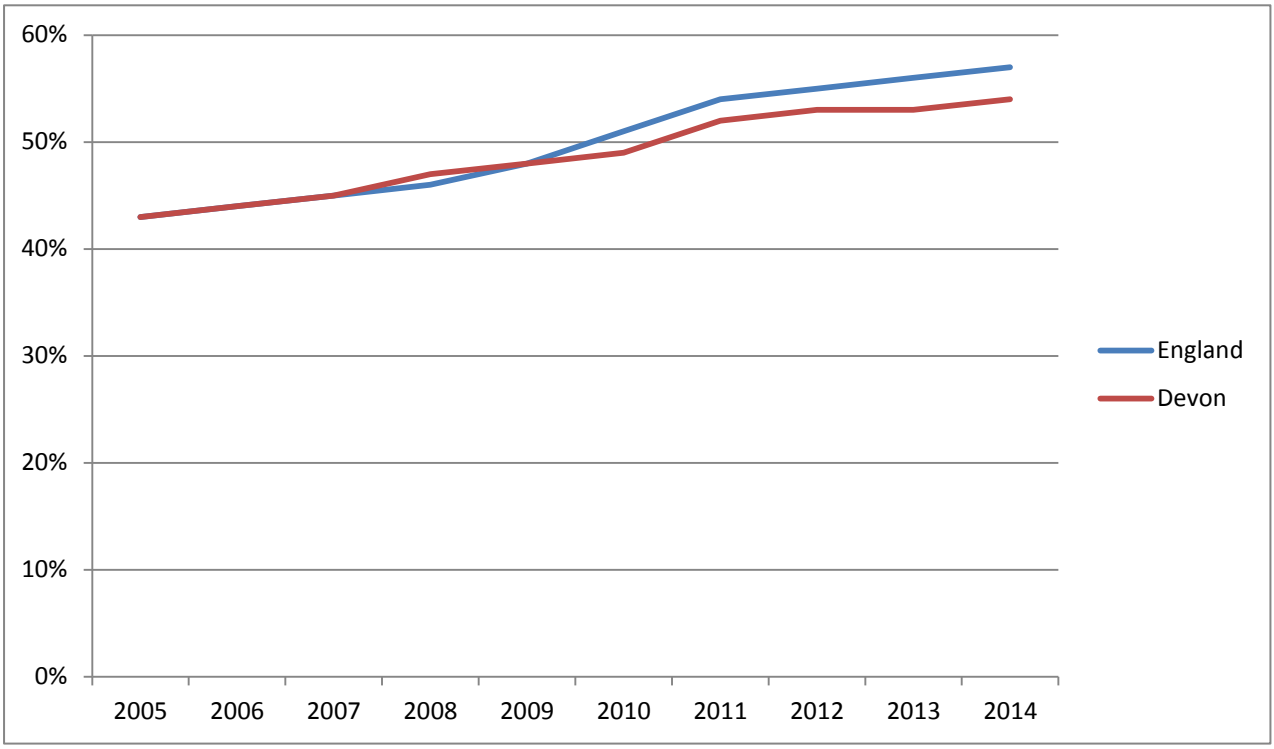
Source: DfE, SFR 11/2015 - Level 2 and 3 attainment by young people aged 19 in 2014

Similarly, Figure 22 shows that although the proportion people who attain qualifications at Level 3 and above[23] by the time they are nineteen has risen consistently over the last decade, the rate of growth has been slower in Devon than across England, particularly in recent years.

[22] Equivalent to four or five GCSEs at grades A*–C

[23] Equivalent to two or more A level

Figure 22: % of nineteen year olds attaining qualifications at Level 3 or above



Source: DfE, SFR 11/2015 - Level 2 and 3 attainment by young people aged 19 in 2014

The reason for this is not altogether clear. The fact that London has seen the greatest improvement in performance could be taken as suggesting that the combination of economic growth, perceptions of opportunity and raised aspiration plays an important role. On the other hand, the fact that the best performing parts of the country are also those that started from lower base (unlike Devon) points to the influence of education policy and of performance targets. In all probability, both are likely to have had a role.

Apprenticeships

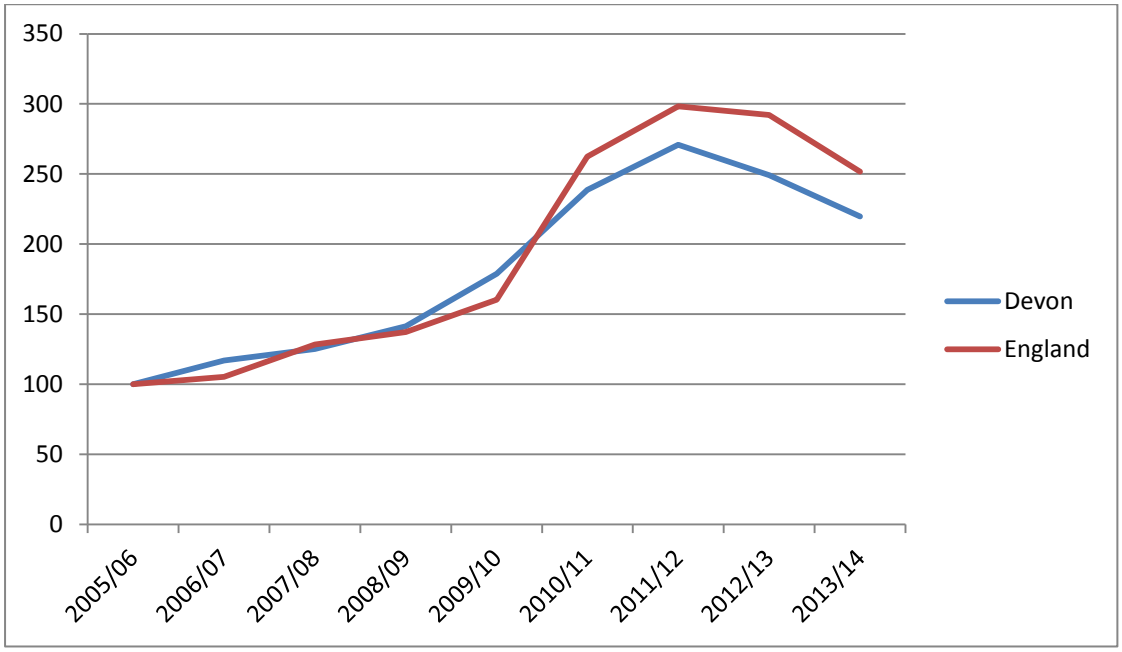
Government is committed to creating 3 million apprenticeships in the next parliament, equivalent to 600,000 per annum. In the previous parliament the target was 500,000 a year.

Although the number of apprenticeship starts in the UK rose rapidly following the 2010 election, from 280,000 in 2009/10 to 520,000 in 2011/12, numbers levelled off in 2012/13 and fell to 434,000 in 2013/14, due to a collapse in the uptake of adult apprenticeships at Level 3 and above following the introduction of apprenticeship loans; a policy that was rapidly reversed.

Figure 23 shows:

1. that the long-term trend in apprenticeship uptake in Devon broadly mirrors the national trend; but also
2. that since 2009/10 local growth has slowed to the extent that the number of apprenticeship starts in Devon in 2013/14 was 23% above its 2009/10 level, while nationally it was 57% above.

Figure 23: Apprenticeship starts, UK v Devon, indexed, 2005/06 = 100

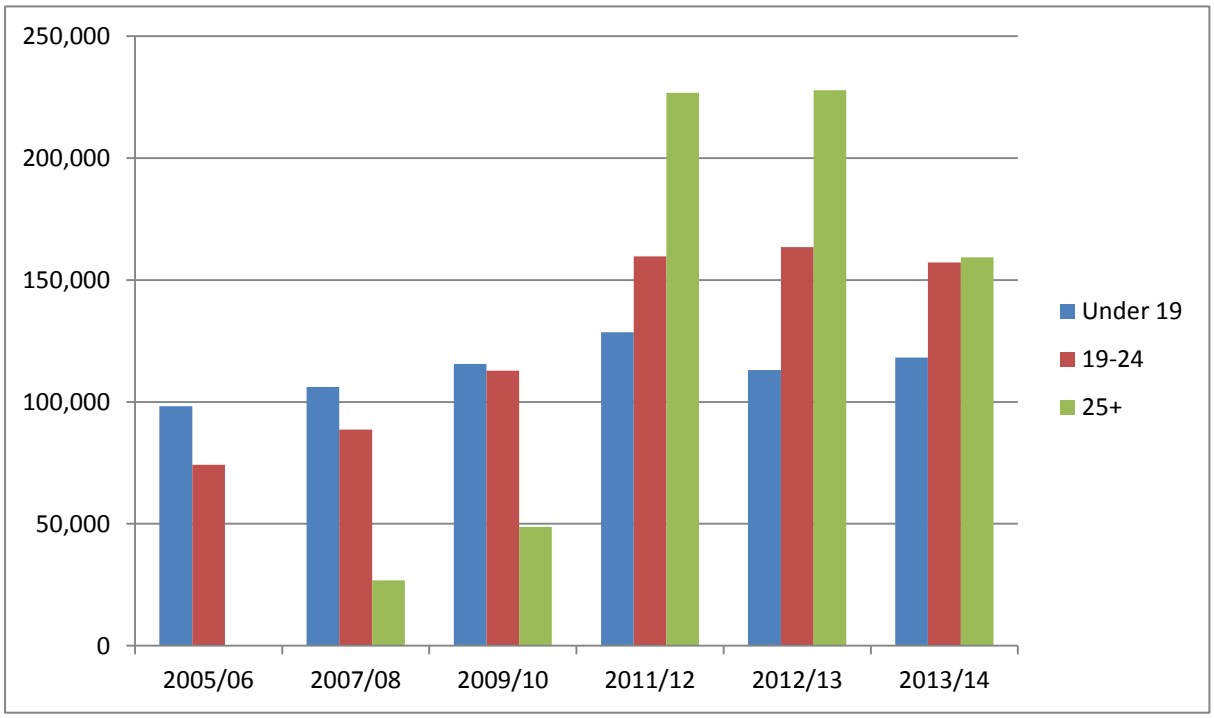


Source: SFA Data Library

This growth in has been achieved by increasing the number of adult apprenticeships. The number of apprenticeship started by young people under 19 years old (the continental 'dual-system' model) has changed little over the years (

Figure 24).

Figure 24: Apprenticeships by age, selected years, England



Source: SFA Data Library

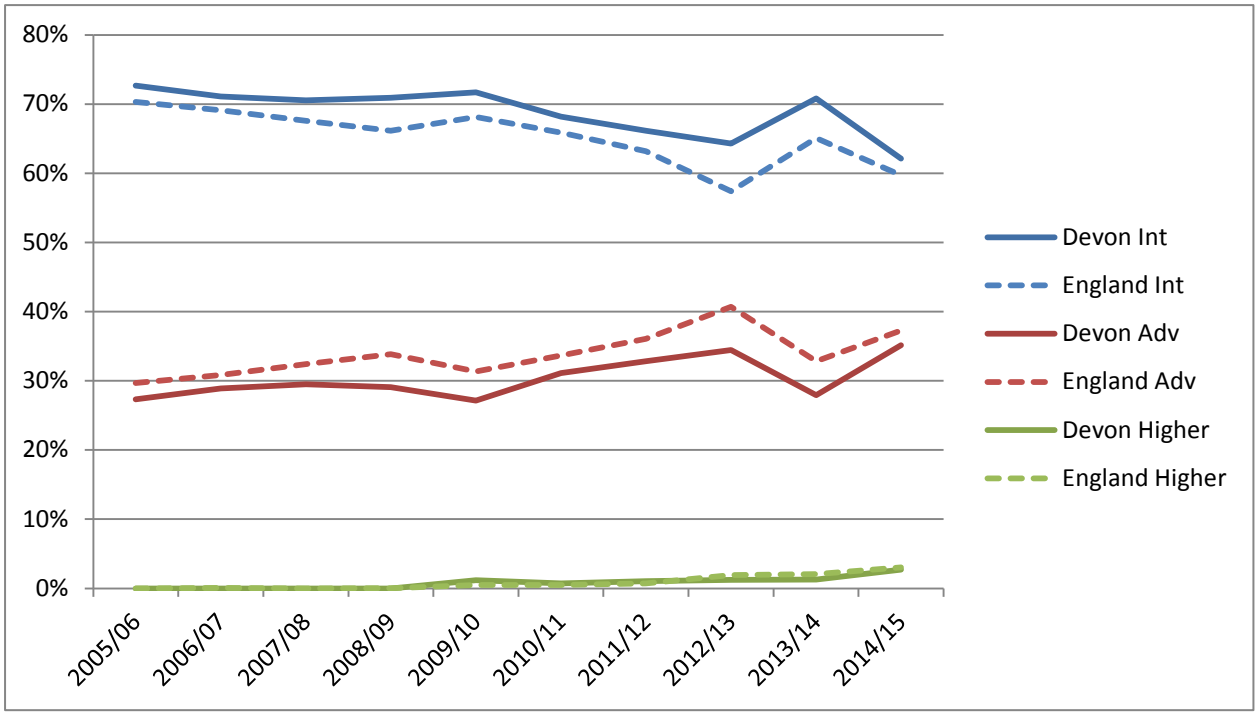
This fact that apprenticeship numbers have been grown by encouraging employers to use them as a vehicle for upskilling existing staff has been criticised by some commentators[24]. Concerns about: deadweight[25]; youth unemployment; the continuing disparity in esteem between post-16 vocational and academic learning; and technical skills shortages have combined to focus attention on increasing the number of apprenticeships for young people and at advanced and higher level. This is entirely sensible. Not all apprenticeships are of equal value and there is an obvious case for focusing on high quality, higher level apprenticeships in important industrial sectors affected by recruitment difficulties and skills shortages.

Figure 25 shows that (ignoring the impact of loans in 2013/14) the proportion apprenticeships that at advanced and higher level has been rising, locally and nationally. Less welcome is the fact that Devon has a smaller proportion of these advanced and higher level apprenticeships than average.

[24] See Alison Wolf, Fixing a Broken Training System: The case for an apprenticeship levy, Social Market Foundation, July 2015

[25] That apprenticeships have been used to fund training that employers would have provided to staff anyway.

Figure 25: % of apprenticeships by level, England



Source: SFA Data Library

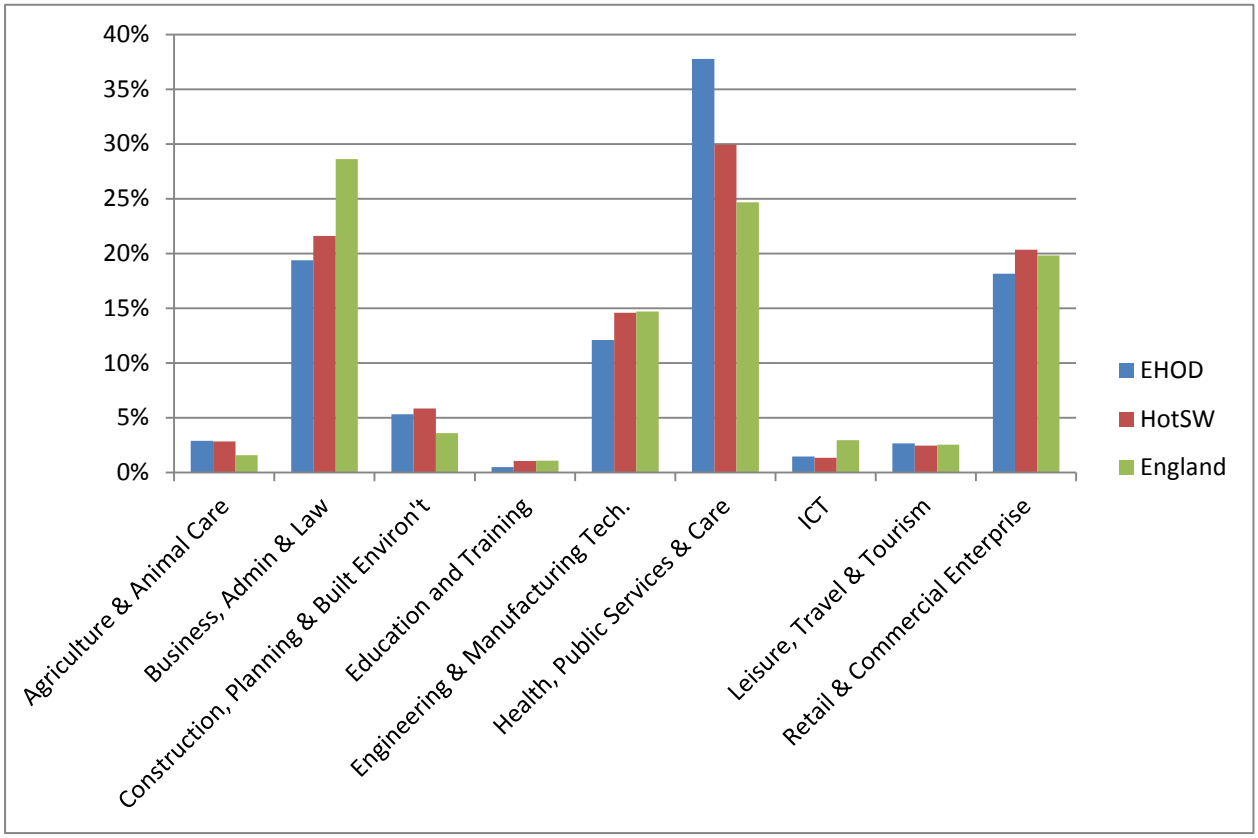
In EHOD[26] four 'sector subject areas' accounted for 87% of Apprenticeship starts in 2013/14, these being:

- Business Administration and Law (which accounted for 19% of all starts)
- Engineering and manufacturing Technologies (12%)
- Health, Public Services & Care (38%); and
- Retail and Commercial Enterprises (18%).

Relative to the national and HotSW LEP area averages, EHOD has a lower proportion of its apprenticeships in Business Administration and Law (which is surprising, given the structure of the economy); Engineering and Manufacturing Technologies; and ICT. The proportion of starts in Health, Public Services and Care is much higher than the national average (38% v. 24%).

[26] Data prior to 2012/13 is not available for district authorities or EHOD

Figure 26: Apprenticeship starts by Sector Subject Area, location of learner, 2013/14



Source: ONS Statistical First Release

Across Devon nearly half of all apprenticeship growth between 2005/06 and 2013/14 was due to growth in Health, public services and care. The number of apprenticeships in Business administration and in Retail and commercial enterprise also rose rapidly. Growth in strategically important and traditional apprenticeship sectors (such as Construction and Engineering & manufacturing technologies) has been slower than average, while the number of apprenticeships in important sectors such as ICT and Science and maths remains extremely low, despite the skills shortages and recruitment difficulties that they face.

Table 16: Change in apprenticeship starts by sector subject area, learners located in Devon, 2005/06 v 2013/14

			Growth	
	2005/06	2013/14	Volume	%
Agriculture, Horticulture & Animal Care	130	240	110	85%
Arts, Media and Publishing		10	10	
Business, Administration and Law	460	1,180	720	157%
Construction, Planning & Built Environment	350	360	10	3%
Education and Training		50	50	
Engineering & Manufacturing Technologies	540	790	250	46%
Health, Public Services and Care	640	2,200	1,560	244%
Information & Communication Technology	20	80	60	300%
Leisure, Travel and Tourism	60	170	110	183%
Retail and Commercial Enterprise	690	1,280	590	86%
Science and Mathematics		10	10	
Total	**2,890**	**6,350**	**3,460**	**120%**

Source: ONS Statistical First Release

In her recent report *Fixing a Broken Training System: The case for an apprenticeship levy* Prof Alison Wolf argued that:

- recent policy focused on delivering numeric targets has resulted in a situation where '*A very large proportion of apprenticeships are and have been in areas where costs are low, skill content is relatively low, and there is little or no evidence of skill shortages. For areas where there is strong evidence of skill shortages and demand, the opposite is true*'; and that
- to turn apprenticeship back into an institution which reflects labour market needs, develops young people's skills to a high level, and makes a genuine contribution to productivity, there is a need both to re-assert the employer-apprentice contract as the central, defining characteristic of apprenticeship[27] and to find more money.

Although there are few details at present[28], Prof Wolf's proposed solution, an apprenticeship levy on large employers, has been taken up by Government.

In the short-term, the apprenticeships budget has been protected while the overall 2015/16 Adult Skills budget has been cut by 11%. This means, in the words of the SFA Chief Executive, that the "*impact of the (11%) reduction is on the funds available for allocation as non-apprenticeship adult skills, which we estimate could reduce by around 24 per cent*.[29]"

[27] Prof Wolf argues that at present the level of employer ownership and input into apprenticeships is often weak, due to a policy that incentivised training providers seeking to employers to take on apprentices by minimising the costs (and time input) to themselves.

[28] For example on the scale of the levy, the businesses that will have to pay it, when it will be introduced and how it will be managed.

[29] SFA chief Peter Lauener in FE Week, February 2015, http://feweek.co.uk/2015/02/26/exclusive-providers-set-for-funding-cut-of-up-to-24-per-cent/

These changes come on top of existing reforms which mean that colleges will no longer receive contracts to deliver set volumes of apprenticeships but will compete for funding channelled through employers[30]. Apprenticeship providers in the south west have expressed concerns that levies and the end of 'allocations' of apprenticeship funding, both to geographies or institutions, will disadvantage rural areas with few large employers.

Although policy is fluid and somewhat contradictory[31], the Government's commitment to apprenticeships makes this an obvious focus for a local skills plan. However, it is important to not be overly simplistic and to focus on simply expanding apprenticeship volumes. Energy and discretionary funding at the local level is likely to be best focused on expanding apprenticeships that:

1. Support the transition of young people into the labour market;
2. Support the acquisition of skills to Level 3 and above;
3. Support economic growth in important industrial sectors.

EHOD Training Provider base

EHOD is fortunate in having a strong skills provider base. In 2013/14, providers based in the 4 EHOD districts supported 3,300 apprentices from EHOD and beyond[32].

Apart from apprenticeships, they supported:

- 13,000 people taking part in **Education and Training** - education learning delivered mainly in a classroom, workshop, or through distance or e-learning (including A levels);

- 5,000 people taking part in **Community Learning** – a wide range of non-formal courses, ranging from personal development through to older people's learning, IT courses, employability skills, family learning and activities to promote civic engagement and community development; and

- 210 people participating in other forms of Workplace learning, including programmes for the unemployed.

Examining past trends in these types of provision is probably superfluous, because, as discussed, the adult skills budget available to support Education and Training for people aged 19 and over (outside apprenticeships) is facing a cut of up to a quarter, while the future of

[30] To avoid involving employers in the bureaucratic aspects of the exchange, the funding may still flow directly from the SFA / BIS to providers on the basis of a voucher or other system in which employer sign-off triggers the payment.

[31] Prof Wolf points out that under current funding arrangements, three million new apprenticeships would leave funding of only £2567 available per apprentice. Currently, only two apprenticeship frameworks, out of more than 200, receive government support below £3000, meaning it will be impossible to meet the three million target and improve the quality and labour market relevance of apprenticeships at the same time.

[32] Apprentices supported is not directly comparable to the apprenticeship starts data cited previously. Many apprenticeships last two years or more. A rough comparison between the 3,300 apprentices supported and 780 apprenticeship starts by people resident in EHOD in 2013/14 does however indicate that providers based in EHOD provide training for those within the area and beyond.

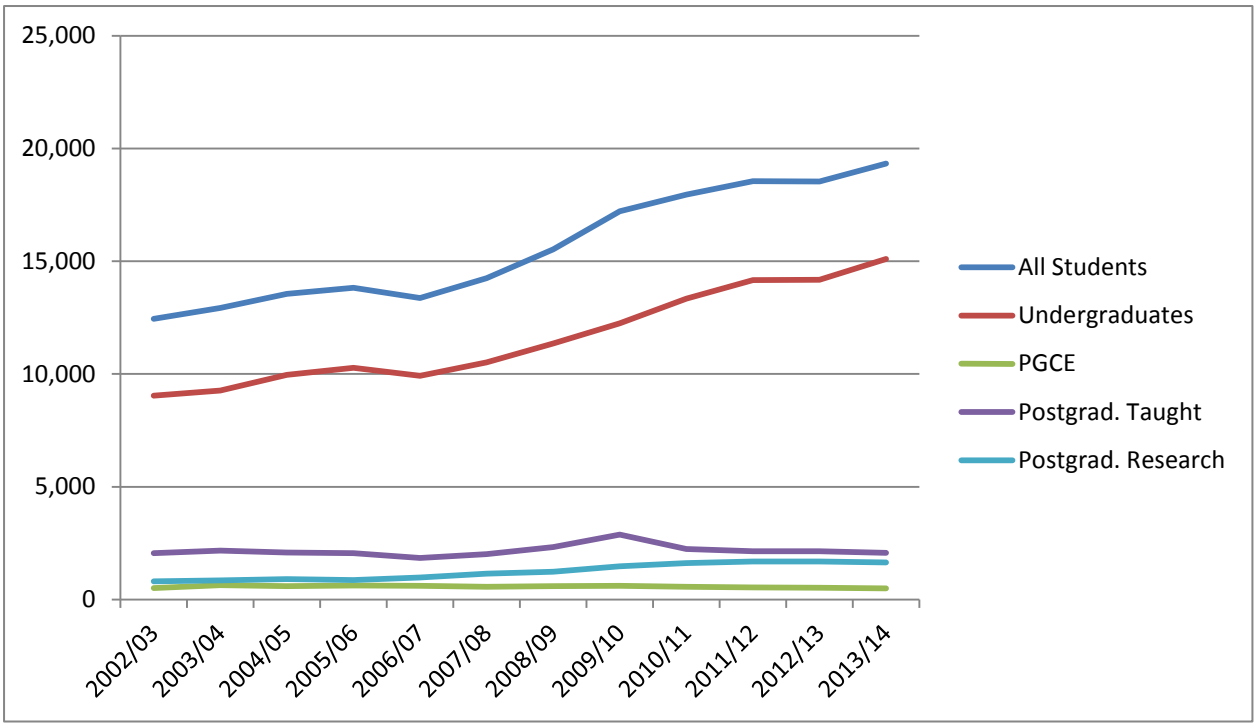
Community Learning, which has hitherto been protected by Vince Cable / the Lib Dems, is uncertain. The question of what might be lost - which is an important issue for partners to bear in mind when discussing new initiatives and priorities following the devolution of skills budgets - is discussed further later on in this report.

Higher Education

Young people from EHOD attend universities across the country. However, the fact that EHOD hosts a university ranked top in the South West and 7th in the UK, which has enormous potential to support skills acquisition in the area, is of huge significance.

With 2,300 staff and 19,000 students, the University of Exeter is a major contributor to the EHOD economy. Despite the decline in the cohort of young people of university age, the number of students at the University has grown by nearly 50% in the last decade, with this growth concentrated among undergraduates and high-value post-graduate research students.

Figure 27: University of Exeter, Student Numbers (headcount), 2002/03 to 2013/14



Source: University of Exeter Website

International student numbers have trebled in the last decade, from 1,250 to over 4,000. In 2011, they were estimated to contribute over £88 million a year to Exeter's economy and to support 2,880 jobs, equivalent to 2.8% of all employment in the city.

The number of (FTE) students studying STEM/M subjects has risen by 77% over a decade, with particularly notable growth in Medicine & allied subjects, Biological Sciences and Engineering & Technology.

Table 17: University of Exeter, Change in FTE Students studying STEM/M Subjects,

				Change 2003/04 - 2013/14		Change 2003/04 - 2013/14	
	2003/04	2008/09	2013/14	Vol.	%	Vol.	%
Medicine & dentistry	188	586	498	310	165%	310	165%
Subjects allied to medicine	26	0	378	352	1354%	352	1354%
Biological sciences	1,270	2,205	2,763	1,493	118%	1,493	118%
Physical sciences	740	854	955	215	29%	215	29%
Mathematical sciences	393	558	599	206	52%	206	52%
Computer science	454	151	93	-361	-80%	-361	-80%
Engineering & technology	451	495	951	500	111%	500	111%
All STEM/M subjects	3,522	4,849	6,237	2,715	77%	2,715	77%

Source: HESA

With a £50m investment planned in Living Systems; £6m secured for the creation of Environmental Futures Campus; a commitment to expanding data science, to partnership working and developing the science park; the University's burgeoning awareness of its role as a catalyst for knowledge intensive growth makes it central to EHOD's skills ambitions.

In 2013/14, just 6% of Exeter's students lived in Devon before attending the University. Three times as many were from Asia.

Table 18: Domicile of University of Exeter students, 2013/14

South West, of which	**4,022**	West Midlands	860
Plymouth	*190*	Wales	697
Devon	*1,081*	East Midlands	460
Somerset	*376*	Other Europe	341
Torbay	*123*	North West	330
South East	3,675	Middle East	242
Asia	2,779	Yorks & Humber	227
London	1,611	North America	206
East of England	1,292	Africa	174
Other EU	1,014	Scotland	133

Source: HEFCE

We need to welcome and find ways to better ways of harnessing the talents of young people who are drawn to the University[33] and to develop the role the University can play in meeting the education and training needs of EHOD's key sectors and employers. The university's partnerships with South Devon College in creating the South Devon UTC in Engineering, Water and the Environment[34], and with Exeter College in creating the Exeter Mathematics School[35],

[33] A recent initiative, providing 25 international students with a week of intensive international trade training delivered by UKTI specialists, followed by paid internships working for SMEs on international trade projects, is a good example.

[34] Providing specialist secondary education for young people aged 14 to 18 from Exeter, Torbay, mid and south Devon with a flair for science and engineering to help the region's top students become as 'work-ready' as possible.

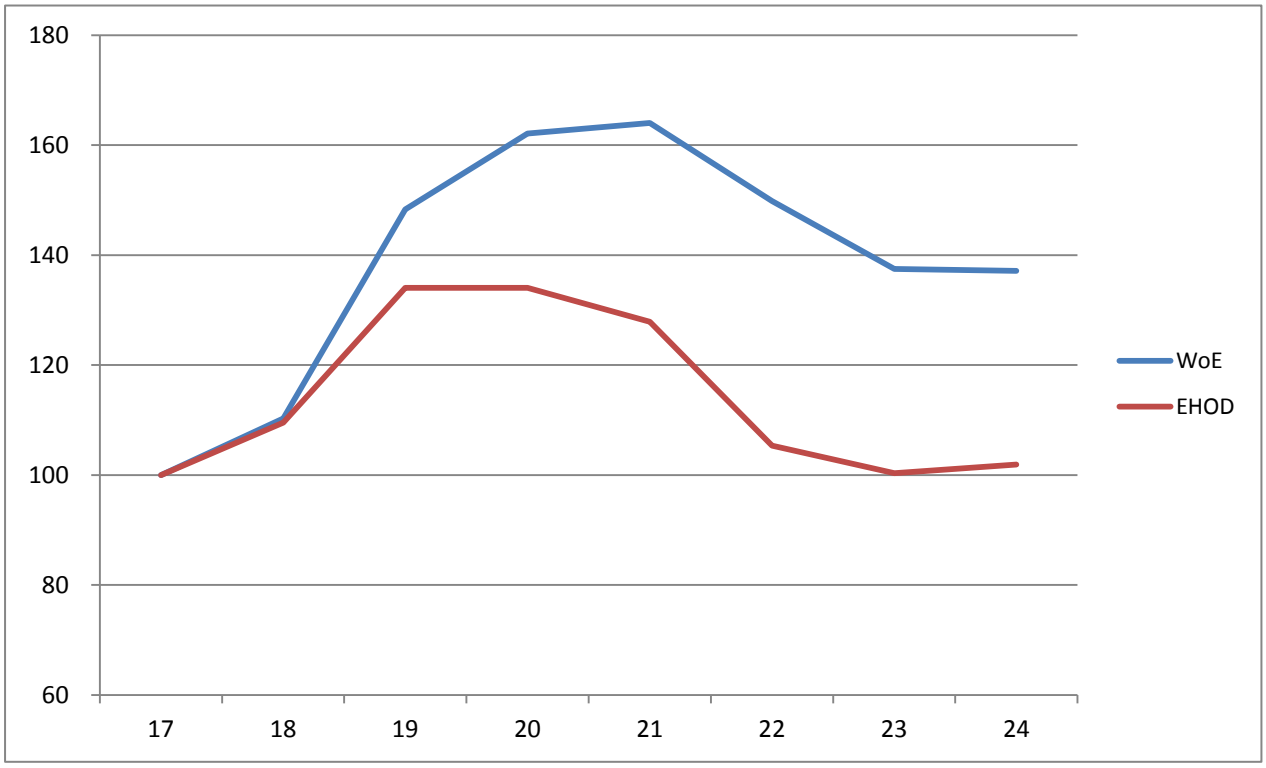
provide models for the future. The scope that now exists to bring Exeter's Russell Group University, its outstanding College and other partners together to create a data analytics 'skills escalator' to forge the talent required to attract and grow a data analytics cluster on the science park is an exciting new theme that should sit squarely within EHOD's skills ambitions.

Graduate Retention

We also need to find better ways of linking EHOD's skilled graduates to local job and growth opportunities. The case for this is well illustrated by Figure 28 which compares the number of young people living in the West of England and EHOD. Large numbers of 18 and 19 year olds are drawn to both areas, largely by their universities. In the West of England, a combination of students remaining in the city and other young people from outside being drawn to Bristol by the lifestyle and jobs that it offers, means that that there are nearly 40% more 24 year olds in the West of England than there are 17 year olds. By contrast, in EHOD rise in influx of bright young people is a temporary phenomenon.

Although this graduate retention is complication, with a 'chicken and egg' dimension relating to availability of graduate-levels jobs as well as factors such as lifestyle choices[36], there remains an opportunity to make better use of the skills that these young people offer through extending graduate placement, internship, entrepreneurship and other programmes.

Figure 28: Demographic profile, 17 to 24 year olds indexed (17 = 100), EHOD & West of England.



[35] A regional centre of excellence, catering for 120 pupils and offering boarding facilities to attract talented 16 to 19 year old mathematicians to Exeter from across the South West

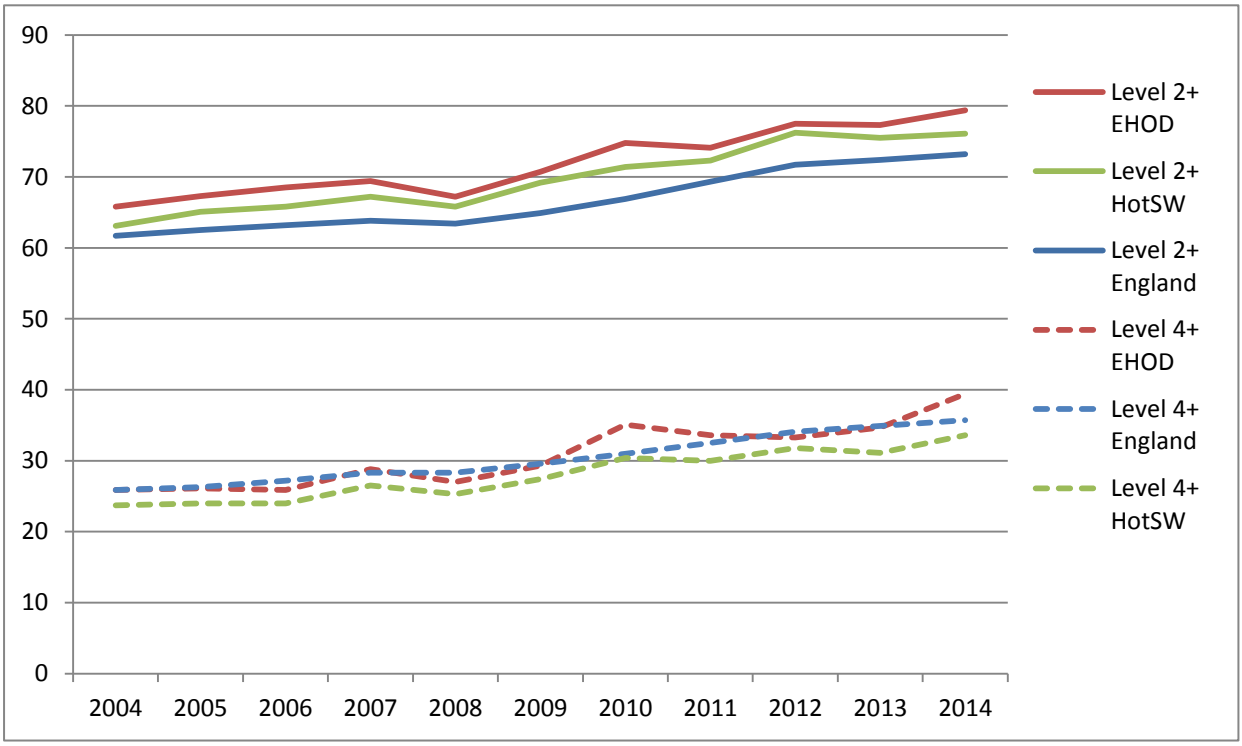
[36] There is a need for integrated planning, with wider policies focused on making Exeter a vibrant city attractive to young people.

Source: ONS population projections

Skills of the working age population

The collective impact of the factors discussed in this report, including internal migration by highly-skilled adults, results in EHOD enjoying a well-qualified adult population. The proportion of working age residents in EHOD who hold qualifications at level 4 and above (39%) is three percentage points above the national average and five percentage points above the average for HotSW. EHOD also has a smaller proportion of its working age population with only low level qualifications. Only 21% do not hold a qualification at level 2 or above, compared to 24% in HotSW and 27% across England.

Figure 29: Proportion of the working age population (aged 16 to 64) with qualifications at Level 4+ and Level 2+



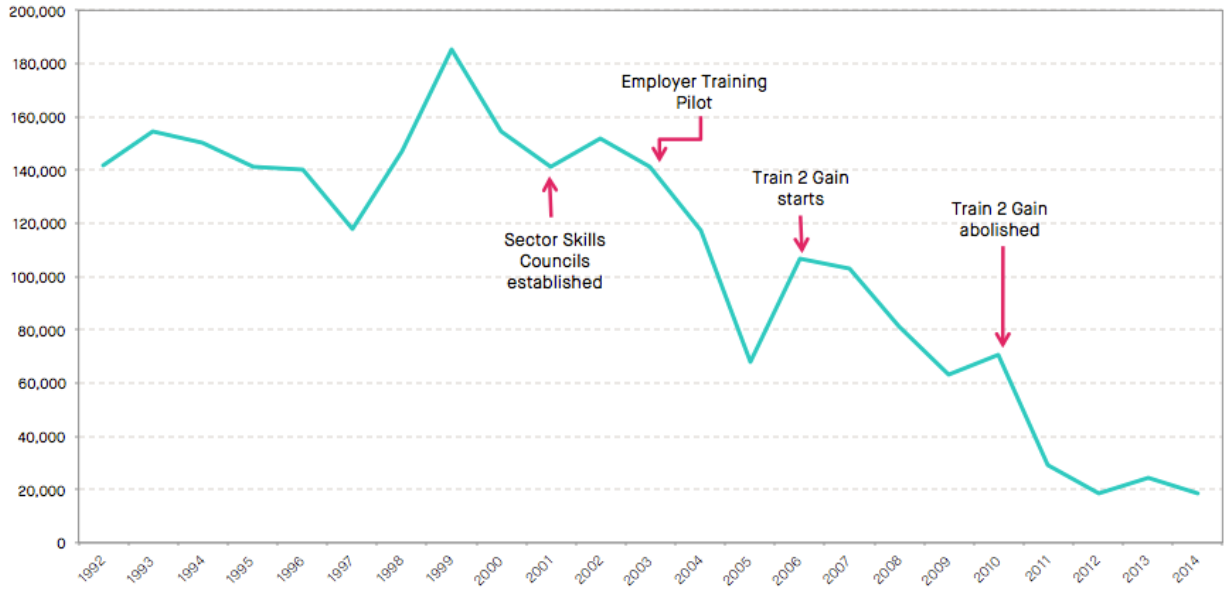
Source: APS via NOMIS

Although government programmes such as apprenticeships and Train to Gain may have had some, the long-term rise in the proportion of adults holding qualifications at Level 2 and Level 4 and over is largely due to fact that young people entering the labour market are better qualified than the older people that they are replacing.

Proportion of adults receiving training

What is alarming is that despite the efforts of successive governments to increase the amount of training delivered by employers, the proportion of employees who report that they worked fewer hours in a week because of a training course that took them away from the workforce has fallen dramatically over the last fifteen years.

Figure 30: Employees working fewer hours because of training, England



Source: LFS data analysed by Green, F et al (2013) cited in Wolf, A.

Data at the local level is not reliable, but there is no reason to believe that the trend would be substantially different in either HotSW or EHOD. The fact that successive policies (Train to Gain and apprenticeship expansion) have had no discernible impact on the decline in off-the-job training, suggests that they have largely replaced training that employers would have delivered anyway. The need to find a new and better way to drive employer investment in and ownership of skills lies behind the government's proposed introduction of the employer apprenticeships levy, discussed in the next section of this report.

SKILLS GAPS AND MISMATCHES

The extent to which the skills of EHOD's residents are sufficient to meet employers' current needs or the growth aspirations of the city, is extremely difficult to quantify.

The best source of data on the topic is the national Employer Skills Survey, which is conducted every two years. The 2015 survey is currently in the field. However, data from 2013 suggests that there was little difference in the prevalence of vacancies, hard-to-fill vacancies, skills-shortage-vacancies[37] and skills gaps[38] between Devon and England.

Table 19: Skills shortages and skills gaps, Devon, % of employment, 2013

	England - %	Devon - %	Devon - No.
Number of vacancies	2%	2%	6,771
Number of hard-to-fill vacancies	1%	1%	1,628
Number of skills-shortage-vacancies	1%	*%	1,179
Number of staff with skills gaps	5%	4%	13,761

Source: National Employer Skills Survey

That said, survey suggests that in 2013 there were nearly 1,200 vacancies in Devon that employers could not fill because they could not find applicants with the required skills and over 13,500 employees who did not have the skills required to perform their current job.

Interestingly, at national level, there was a distinct increase in the number of skills-shortage-vacancies (SSVs) between 2011 and 2013, as growth returned to the economy. In 2011, 16% of vacancies remained unfilled because employers couldn't find applicants with the required skills. In 2013, this figure had increased to 22%. A combination of continued economic growth; declining numbers of young people entering the labour market; and potential restrictions on migration; may raise skills shortages in future.

Employers in Devon are, however, relatively happy with young peoples' preparedness for work.

[37] Skills-shortage-vacancies are hard-to-fill vacancies that were hard to fill because of a lack of applicants with the required skills.

[38] Skills gaps exist where employers have employees who lack skills required to perform their current job.

Table 20 shows that of those employers in Devon who employed young people, the proportion who considered their 16 year-old, 17 to 18 year old, and graduate recruits to be well or very well prepared for work as consistently above the national average. The table also shows that the proportion of young people who are considered poorly or very poorly prepared for work falls will age. Only 11% of HE graduates were considered poorly prepared for work, compared to 28% of 16 year olds.

Table 20: Employer perceptions of preparedness for work

	16 year olds		17 - 18 year olds		HE Graduates	
	England	Devon	England	Devon	England	Devon
Very well / well prepared for work	59%	68%	66%	73%	83%	86%
Poorly / very poorly prepared for work	36%	28%	29%	24%	13%	11%

Source: National Employer Skills Survey

This is probably good news. However, employers' perceptions are shaped by the type of work they offer and the people they need to do it. In an economy where enterprises operate in a low-skills equilibrium, employers may be easily satisfied and the number of skills shortages and skills gaps may be low.

Although there will undoubtedly be significant numbers employers within EHOD taking up low value-added product-market positions, our earlier analysis suggests that these enterprises should be no more common, or should be somewhat less common, than normal. This contention is supported by data from NESS which was generated by asking employers whether they saw themselves: competing in a market for standard / basic products or services or in one for premium quality services; very rarely leading the way to often leading the way; creating products / services that were wholly price dependent to not at all price dependent. The product of this analysis, a composite indicator summarising the product market strategies of enterprises in Devon and England, is shown in Table 21. It suggests, if anything, that there may be something of a division in Devon, with a higher than average proportion of enterprises operating at both the top and bottom end of the product market strategy range. Although we cannot be certain, in the light of the sectoral and occupational analysis in the first section of this report, it wouldn't be unrealistic to suspect that Exeter and EHOD are host to a higher than average proportion of enterprises at the high or very high end of the scale.

Table 21: Enterprises Product Market Strategy Summary,

	England	Devon
Very high / high / medium	71%	71%
Very high / high	45%	47%
Very low / low	18%	19%

Source: NESS 2013

The question of whether a rise in skills shortages could be positive and taken as a sign of growth in skills-intensive employment links to another essential consideration; the importance of linking any local skills strategy to the area's wider business / enterprise, innovation and economic growth plans. Raising skills levels in an area where there is no demand for those skills will result in migration or frustration. Integrating innovation, business and skills support to foster growth in strategically important sectors and clusters makes obvious sense. Indeed, at the higher-level, the difference between skills and innovation support becomes less and less distinguishable.

POLICY ISSUES

This report was written in June 2015, one month after the General election and the return of the first majority Conservative government for eighteen years. The Conservative election manifesto and summer budget set the direction of future skills policy: greater devolution and employer ownership; the replacement of low-level classroom based courses; the expansion of apprenticeships, higher and degree level apprenticeships; a University Technical College within reach of every city; more National Colleges / Institutes of Technology and specialist schools; and dramatic cuts to overall budgets for adult skills. While there are a number of important new initiatives, notably the introduction employer levy for apprenticeships, many of the themes of previous skills policy will be carried forwards into the new parliament, which makes them worth reviewing.

In 2013, employers in England spent an estimated £42.9 billion on training, of which just £440m, or 1%, went in fees to colleges and universities. The fact that this figure was so low was picked up in the early days of the Coalition, as demonstrating:

- that publicly funded education and training providers were failing to meet employer needs;
- the crucial role that employers play in skills investment; and
- that spending cuts need not necessarily result in a decline in the total amount of training delivered either by enterprises or publicly funded education and training providers, so long as they improved the match between their supply and employers' demands.

Coalition policy initially focused on '*removing unnecessary regulation; and, introducing new freedoms and flexibilities'* i.e. on cutting the supply side free to deliver programmes that employers and individuals want or need. Then, in 2012, the Heseltine Review added a new policy dimension - localism.

Michael Heseltine's critique of the existing system was familiar:

> *Unfortunately, as a whole, the system is not delivering what the economy needs. The current system does not incentivise FE providers to run the courses that deliver the greatest economic benefit… In most instances, skills funding flows to the courses that students demand and which colleges can fill. It is hardly surprising then, that there is often a mismatch between the skills being taught and the skills that employers are demanding or the jobs likely to be on offer. This either results in employers needing to retrain students, or not being able to fill vacancies.*

But the solution was different. Heseltine's recommendation was that the Government needed to look beyond '*freedom and flexibility*' and should devolve '*a significant proportion of the central skills funding to local areas, allowing business a far stronger influence in what is provided*.' LEPs were to take '*a new strategic role in skills policy*' and responsibility for:

- aggregating and articulating employer demand for training;

- developing business and skills plans that set out these needs;
- using these plans as a basis for:
- negotiating with the supply side;
- unlocking government growth funds for local investment , including developing strategies for investment of EU and Local Growth Fund investment.

In essence, skills policy moved from a market-oriented focus to a strategic one, in which skills priorities were to be developed and delivered by local partnerships as part of broader economic strategies that capitalised on locational and competitive advantages. This remains the foundation of current public policy.

It is, however, important to bear in mind that despite all the rhetoric about the need to be employer-led, public funding for learning in the UK still 'follows the learner'. Colleges, schools and training providers are paid per person they train. They compete against each other to attract learners and, in the main, put on the courses that individuals want to study. Loans for learning to individuals and the rise in the 'participation age' only add to pressure on providers to deliver programmes that individuals find attractive. Local partners therefore need to do more than just articulate employer demand. They need to influence the choices that individuals make, moving this in line with employer demand. This is a subtle process. Colleges and training providers are independent organisations, whose first responsibility is to remain financially viable. They cannot simply be told to cut the number of places on popular courses and to expand strategically important courses for which there is little demand. Partners need to find ways of making training in priority and skills shortage areas attractive. Until there is significant devolution of revenue budgets, this will involve activities such as: investment in buildings and equipment; enhancing teaching; providing taster courses and, critically, by persuading employers to provide work placements, internships, apprenticeships and other activities which their need for specific skills obvious and material.

Devolution of Skills Funding

The July 2015 budget announcements on skills are potentially radical. HM Treasury has committed to:

a) inviting local areas to participate in the local reshaping and re-commissioning of post-16 provision, and

b) following on from this, enabling local involvement in the ongoing commissioning of provision, putting power in the hands of people who are best placed to tailor provision to local economic needs[39].

Allied to this, there is a commitment to moving away from the funding per qualification model for adults skills and '*with input from local areas and employers, developing options to ensure provision is targeted at forms of training that have greatest impact'*.

[39] Fixing the foundations: Creating a more prosperous nation, HM Treasury, July 2015

Although the intent is clear, government is being cautious, proposing a gradual approach, initially devolving skills budgets to city regions like London, Greater Manchester and Sheffield, followed by further devolution to regions with strong governance, based on these experiences.

The argument for skills devolution and away from qualifications-based funding is that this will allow provision to be aligned to local economic opportunities and needs. The Local Government Association, for example, argues that:

> *Empowering local economies to boost productivity and growth needs decisions to be taken at the local level – investing in the right services to increase economic opportunity and reduce deprivation and disadvantage. Through more efficient use of hard-pressed national and local funds we believe that economic growth can be stimulated and welfare budgets reduced by combining budgets and devolving responsibilities[40].*

The scope that exists to improve the alignment between skills and employment programmes, which may also be devolved once Work Programme contracts expire in 2016, is often cited as a rationale for skills devolution.

Although skills devolution would enable training to be focused on strategic sectors and the needs that employers identify as being most important, questions do remain, such as:

- Might skills devolution result in new controls which reduce provider responsiveness and involve detailed direction, i.e. telling providers to focus on skills that employers have told councils / LEPs they need, rather than on meeting needs derived from employers' actual recruitment and training processes?

- What will happen to the 'entitlements' (such entitlements to skills for life and provision of level 2 qualifications) that are written into UK law?

- Will the reforms cover funding for 16 to 18 year olds routed through DfE or just some types of provision for this age group (such as apprenticeships)?

- Given that large companies will not want to negotiate many local contracts, will the £1bn budget handled by the SFA Large Companies Unit remain in place?

- Do local areas have the capacity to implement skills devolution / what are the administrative and financial costs of developing this capacity?

Although the prospect of the devolution of employment and skills funding is exciting, it is important to bear in mind that it will be accompanied by large cuts to budgets. Those who are given devolved powers will be responsible not just for growing new areas of flexible joined-up provision, but also for making difficult decisions about the future of long-standing programmes focused on inclusion as well as economic growth.

[40] Realising Talent - A new framework for devolved employment and skills, An LGA report, March 2015

A further, hugely important shift in skills policy announced in the July Budget was the introduction of a levy on large UK employers to fund apprenticeships. Government will guarantee that employers that train will get more out of a levy system than they put in, but otherwise details (e.g. on the size of employers to be covered, the amount of the levy and operational details) are missing. What is clear is that government is concerned that recent skills programmes have too often subsidised training that employers would have provided anyway. The want to see greater employer ownership and direct investment in skills while simultaneously cutting current state budgets. A levy offers a means for achieving this.

POTENTIAL SKILLS PRIORITIES

This document has been written as an evidence base, to inform discussions and, hopefully, some agreement about the skills priorities for the EHOD area. It is not a strategy per se and has no mandate to act as one. The analysis does, however, point to a number of skills issues that need to be addressed and which could form the basis for a strategy. These are described below.

Improving Information Advice and Guidance

Localism is driven by the desire to better align the content of education and training to employer needs. A recent study found that *"the career aspirations of teenagers at all ages can be said to have nothing in common with the projected demand for labour in the UK"* and that this misalignment of ambitions and realistic employment prospects makes it much less likely that they will experience smooth school-to-work transitions[41]. The quality of careers advice and guidance in schools continues to be widely criticised[42] and, according to some, to be overly influenced by the needs of institutions competing to attract falling numbers of young people.

There is a need to raise awareness of the wide range of job opportunities that exists in the local labour market and of the education and training routes that young people need to follow to secure these. In particular, there is a need to encourage employers, particularly in strategically important sectors, to become more involved in providing careers talks, workplace visits, work experience, curriculum enrichment, teacher exchanges / placements and other activities that give young people an insight into the job opportunities they offer and the skills that they need.

Linking local people to local job creation

Although Exeter is growing and creating a wide range of job opportunities, EHOD still contains areas with high levels of unemployment and deprivation. Youth unemployment remains high in the aftermath of the recession. Measures that enable people who are out-of-work to benefit from new employment opportunities arising from developments in the city (e.g. construction jobs at the East Devon Growth point or the 380 retail jobs forecast by Ikea) or in growing sectors with recruitment difficulties (such as care) should be supported. Working with Jobcentre Plus, the ESB should assess the extent to which previously valued interventions (such as the SFA's Skills Support for the Unemployed programme or training linked to participation in Sector-based

[41] Mann, A, Massey, D, Glover, P, Kashefpadkel, E and Dawkins, J 2013. Nothing in common: The career aspirations of young Britons mapped against projected labour market demand (2010-2020) http://www.educationandemployers.org/media/18037/nothing_in_common_final.pdf

[42] A recent House of Commons Education Committee expressed '*concerns about the consistency, quality, independence and impartiality of careers guidance now being offered to young people*', citing 'a *worrying deterioration in the overall level of provision'* and a need for '*Urgent steps… to ensure that young people's needs are met'.*

Work Academies) are threatened by spending cuts and the scope that exists to use European or other funds to continue or improve these programmes.

Growing the number of apprenticeships

Government is committed to growing the number of apprenticeship starts to 3 million in the next parliament. Other skills budgets are being cut. Apprenticeships, which are employer-led by definition, play an important role both in addressing youth unemployment and creating a highly skilled workforce. However, not all apprenticeships are of equal value. As the labour market tightens training providers are finding it difficult to fill apprenticeships that are perceived to offer low wages or limited progression opportunities. Advanced, Higher-level and Degree Apprenticeships in strategic and highly productive sectors, and apprenticeships that help young people to make the transition from school-to-work are of particular value. Mindful of this, the ESB should focus efforts and resources on driving up the volume of high-quality apprenticeships, particularly those in strategically important and skills shortage areas.

Addressing low levels of progression into Higher Education

The proportion of young people living in EHOD who progress into higher education is surprisingly low. The ESB and University of Exeter should work together seek to raise the aspirations of local young people by reaching out and engaging schools and communities in activities such as campus visits, master-classes, summer schools and work experience. Evidence suggests that this sort of outreach activity needs to start early in school careers, to enable choices to be made (e.g. on GCSE/A Level subjects of study), to raise aspirations and develop ideas about the relationship between study and future careers. It also suggests that sustained and targeted outreach is important[43] to success. This should be a focus for the ESB.

The South Devon University Technical College in Engineering, Water and the Environment provides an excellent example of an initiative that creates a local pathway into higher education for students who may not have considered university. In addition to a general focus on raising aspirations, the ESB could build on this example, by creating further pathways (or 'escalators') that enable local people to progress through school, college and university into employment in strategically important clusters for the city.

Graduate Retention

EHOD attracts and trains a large pool of young talent, the bulk of which leaves the area once their studies are complete. We need to find better ways of taking advantage of the skills that young people bring to the area and to focus on growing graduate employment in the city through placements, internships, joint projects, enterprise programmes and other activities that raise employers' awareness of how making effective use of this talent pool can help them to grow their businesses.

[43] Have Bursaries Influenced Choices Between Universities?, Office for Fair Access 2010

Higher level and technical skills to support smart Specialisation

Strategic leaders have recently made a commitment to developing Exeter as a national centre for data analytics. According to IBM, 90% of the data in the world today has been created in the last two years[44]. Advances in computer memory capacity, processing power and processing algorithms have made it possible to store and analyse the huge amount of data generated by our everyday use of digital technologies. Advanced imaging and sensing technologies now enable scientists to study phenomena with unprecedented precision. Corporate capacity to understand digital data about consumer behaviour or machine efficiency, for example, has become critical to competitive advantage to the extent that e-skills recently termed big data *'the 'new oil' that will fuel our economy in the coming decades'*[45]. However, all this data is useless, unless we have the skills to turn it into insight and action.

We have the assets and opportunity to attract employers and develop EHOD as a hub for big data analytics. We also need to enable employers of all kinds to gain competitive advantage through the rigorous collection and analysis of data. To achieve this, our education providers need to work together with employers to design build a data analytics skills escalator, including activities such as: raising awareness young peoples' awareness, enthusiasm and ability to address analytical challenges; curriculum enrichment and joint projects with schools and colleges; degree level apprenticeships; specialist graduate and post-graduate; and a CPD offer for existing professionals. Building on previous successes (which led to the creation of the South Devon UTC and the Exeter Mathematics School) partners need to come together to consider how such an escalator should be structured, the content and aims of different elements, the connections between them and the scope that exists for placing a new National College, Institute of Technology or UTC at its heart.

[44] IBM Website http://www.ibm.com/smarterplanet/uk/en/business_analytics/article/it_business_intelligence.html

[45] e-skills, Big Data Analytics, Assessment of Demand for Labour and Skills 2013–2020, October 2014

ANNEX 1 – ADDITIONAL DATA

Key Stage 2 results for schools in Exeter

Table 22: % of pupils achieving Level 4 or above in reading & writing teacher assessment

School Name	% pupils achieving level 4 or above in reading and maths test and writing TA
Cheriton Bishop Community Primary School	100%
Dunsford Community Primary School	100%
Stoke Canon Church of England Primary School	100%
Tedburn St Mary School	100%
Whimple Primary School	100%
Broadclyst Primary Academy Trust	98%
Newton St Cyres Primary School	95%
St Leonard's (CofE) Primary School (VC)	95%
Woodbury Salterton Church of England Primary School	94%
The Duchy School Bradninch	92%
Woodbury Church of England Primary School	92%
Alphington Primary School	91%
St Thomas Primary School	90%
The Topsham School	90%
St Michael's Church of England Primary Academy	89%
St Sidwell's Church of England Primary School	89%
Cockwood Primary School	88%
Stoke Hill Junior School	88%
Brampford Speke Church of England Primary School	87%
Clyst Heath Nursery and Community Primary School	87%
Ide Primary School	87%
Pinhoe Church of England Primary School	87%
Starcross Primary School	87%
Montgomery Primary School	85%
Silverton Church of England Primary School	84%
Exminster Community Primary	83%
The Woodwater Academy	83%
Christow Community School	82%
Countess Wear Community School	81%
Devon	81%
Exwick Heights Primary School	79%
Kenn Church of England Primary School	79%
Kenton Primary School	79%
Ladysmith Junior School	79%
Clyst St Mary Primary School	78%
England	78%
St Nicholas Catholic Primary School	76%
St David's Church of England Primary School	75%
Thorverton Church of England Primary School	75%
Wynstream School	75%
Whipton Barton Junior School	72%
Redhills Community Primary School	70%
Rockbeare Church of England Primary School	69%
Willowbrook School	69%
Bowhill Primary School	61%
Newtown Primary School	60%
St Martin's CofE Primary & Nursery School	50%
Ellen Tinkham School	0%

Table 23: % of pupils making at least 2 levels of progress in maths between KS1 and KS2

School Name	% pupils making at least 2 levels of progress in maths
Alphington Primary School	100%
Broadclyst Primary Academy Trust	100%
Cheriton Bishop Community Primary School	100%
Cockwood Primary School	100%
The Duchy School Bradninch	100%
Dunsford Community Primary School	100%
Stoke Canon Church of England Primary School	100%
Tedburn St Mary School	100%
Whimple Primary School	100%
Woodbury Church of England Primary School	100%
Woodbury Salterton Church of England Primary School	100%
Clyst Heath Nursery and Community Primary School	97%
St Leonard's (CofE) Primary School (VC)	96%
Starcross Primary School	96%
Exwick Heights Primary School	95%
Countess Wear Community School	94%
Newton St Cyres Primary School	94%
Ide Primary School	93%
Stoke Hill Junior School	93%
The Topsham School	93%
Montgomery Primary School	92%
Pinhoe Church of England Primary School	92%
Redhills Community Primary School	92%
Thorverton Church of England Primary School	92%
Brampford Speke Church of England Primary School	91%
St Sidwell's Church of England Primary School	91%
St Thomas Primary School	90%
Clyst St Mary Primary School	89%
Exminster Community Primary	89%
St Michael's Church of England Primary Academy	89%
Devon	89%
England	89%
Willowbrook School	88%
Kenn Church of England Primary School	86%
Wynstream School	85%
Silverton Church of England Primary School	83%
Christow Community School	82%
Ladysmith Junior School	82%
St Nicholas Catholic Primary School	82%
St David's Church of England Primary School	80%
Whipton Barton Junior School	80%
The Woodwater Academy	78%
Newtown Primary School	75%
Rockbeare Church of England Primary School	75%
Bowhill Primary School	73%
St Martin's CofE Primary & Nursery School	60%
Kenton Primary School	57%
Ellen Tinkham School	0%