

Young People's Education and Skills Operational Sub-Group

AGENDA

Chair: Debi Christie **Job title:** 16-25 Commissioning Manager (Specialist Provision)
Date: 16 October 2015 **Time:** 10am – 12 noon
Venue: London Councils, meeting room 1
Telephone: 020 7934 9779 **Email:** Anna-maria.volpicelli@londoncouncils.gov.uk

| | | |
|--------|---|-----|
| Item 1 | Welcome, introductions and apologies | DC |
| Item 2 | Notes of the last meeting and matters arising <i>(for agreement)</i> | DC |
| Item 3 | Work plan monitoring <i>(verbal update)</i> | YB |
| | – Skills London 2015 <i>(presentation - update)</i> | SY |
| Item 4 | Policy update <i>(paper – for information and discussion)</i> | NS |
| | – Area reviews | YB |
| | – Participation report <i>(paper – for information)</i> | |
| Item 5 | London Ambitions – implementation plan <i>(paper – for discussion and agreement)</i> | YB |
| Item 6 | YPES Board draft agenda– 12 November 2015 <i>(Board draft agenda – for discussion and agreement)</i> | YB |
| | – Annual Statement of Priorities | |
| | – Task and finish groups | |
| Item 7 | LA Forum draft agenda <i>(forum draft agenda – for discussion and agreement)</i> | All |
| Item 8 | Any Other Business | All |

Date of next meeting: Friday 22 January 2016, 10-12noon, London Councils

Blank Page

Notes

Young People's Education and Skills

Operational Sub-Group

| | | | |
|------------------------|---------------|--------------|--|
| Date | 17 July 2015 | Venue | London Councils |
| Meeting Chair | John Galligan | | |
| Contact Officer | Neeraj Sharma | | |
| Telephone | 020 7934 9524 | Email | neeraj.sharma@londoncouncils.gov.uk |

Present

| | |
|-----------------|--|
| John Galligan | London Borough of Brent (Chair OSG/West Central Cluster) |
| Debi Christie | London Borough of Bromley (Vice Chair OSG/SEND Lead) |
| Yolande Burgess | London Councils Young People's Education and Skills |
| David Scott | London Borough of Hounslow (South West Cluster) |
| Noel Tierney | London Borough of Wandsworth (Central Cluster) |
| Judith Smyth | Association of Colleges London region |
| Andy Johnson | London Borough of Enfield (North Cluster) |
| Eamonn Gilbert | Achieving for Children (SWLSEP) |
| Ben Finnigan | Education Funding Agency |

Officers

| | |
|---------------|---|
| Peter O'Brien | London Councils Young People's Education and Skills |
| Neeraj Sharma | London Councils Young People's Education and Skills |

Apologies

| | |
|-----------------|---|
| Daisy Greenaway | Greater London Authority |
| Trevor Cook | London Borough of Havering (North East Cluster) |
| Ann Mason | Achieving for Children (SWLSEP) |

1 Welcome, introductions and apologies

- 1.1 John Galligan welcomed attendees to the meeting.
- 1.2 Apologies were noted.

2 Notes of the last meeting and matters arising

- 2.1 John Galligan informed the group that following changes to his job role at Brent Council it was no longer possible to commit to holding the position of OSG Chair. Nominations were sought from the OSG members present to take up the position; the following individuals were put forward by members of the group:
 - Chair - Debi Christie
 - Vice Chair - Andy Johnson
- 2.2 OSG members present at the meeting unanimously agreed to the nominations.

- 2.3 John Galligan explained that he would continue in his role as representative of Brent and the West Central Cluster in the interim, until a replacement had been appointed by Brent.
- 2.4 The minutes of the last meeting were approved subject to the following amendments:
- Attendees - Noel Tierney was from Wandsworth rather than Westminster
 - Paragraph 7.2 - separating out the two sentences to make clear the first part was mentioned by Noel Tierney.
- 2.5 Yolande Burgess informed the group that action point 201 from the last meeting remained outstanding due to staff changes at the Skills Funding Agency (SFA). Engagement with the Agency continued through the apprenticeship subgroup.

Action point: Young People's Education and Skills to amend 15 May OSG minutes to reflect that Noel Tierney works for Wandsworth Council instead of Westminster City Council.

Action point: Young People's Education and Skills to amend paragraph 7.2 of the minutes for 15 May OSG meeting to reflect the separate points made by Noel Tierney and Andy Johnson.

3 Work Plan monitoring

Feedback from the Young People's Education and Skills Board 4 June 2015

- 3.1 Yolande Burgess informed OSG that the Young People's Education and Skills Board had received a presentation about Skills Match. There was considerable support for the project and lengthy discussion about how it could be taken forward. It was suggested by members of the Board that it would be helpful if Skills Match could, at some stage, incorporate level 4 data and be extended to incorporate adult learners. There was acknowledgement that any expansion of Skills Match would require additional funding. Jack Morris invited Yolande Burgess to present Skills Match to the London Enterprise Panel.

London Ambitions Careers Offer Launch

- 3.2 Yolande Burgess informed the group that, although originally it had been intended to share a near final report with the OSG, it had not been possible due to the on-going re-drafting made to the report up until it was sent to the printers. However, the main principles, tone and general thrust of the report remained the same as the earlier draft shared with OSG.
- 3.3 The report was officially launched on 25 June and was well received and supported by key stakeholders across the London education system. There was considerable press coverage of the report and enthusiasm to implement the London Ambitions Careers Offer. The next stage of the work would be to develop a high-level five year implementation plan. This would be shared with the OSG at the October meeting.

Annual Statement of Priorities

- 3.4 The election result provided greater clarity over policy direction in relation to 14 to 19 education and training up to 2020. With that in mind, the Board took the decision to instruct the Young People's Education and Skills team to produce an annual statement of priorities rather than an interim statement of priorities. It would cover the 2016/17 period and would pick up on the recommendations in the Institute of Education report.
- 3.5 OSG members supported the position but stated it was important to capture the on-going work of 2015/16 to improve the 14 to 19 education system in the priority areas (participation, achievement, progression).

Action point: Draft London Ambition five year high level plan to be discussed at the October OSG meeting.

4 Policy update

- 4.1 Neeraj Sharma delivered a presentation highlighting the key areas of the Queen's speech that related to children and young people and the respective areas within the summer budget.
- 4.2 OSG members welcomed the presentation and made the following specific comments:
- Jobcentre Plus advisor support for young people under the age 18 had been patchy across London. Questions were also raised as to whether Jobcentre Plus had the capacity to work with schools.
 - The introduction of the living wage was supported by OSG but it was acknowledged it would create significant budgetary challenges for public sector bodies.
- 4.3 Ben Finnigan explained that whilst funding for post-16 had been guaranteed for 2015-16, the comprehensive spending review would provide a clearer idea of future funding levels for government departments. Coupled with clear government commitments in some areas e.g. 3 million new apprenticeships - the Agencies may need to review post-16 funding arrangements again during the course of the parliament.

5 Feedback from Local Authority Forum

- 5.1 Debi Christie provided feedback from the recent Local Authority Forum. Overall, there was support for the approach to no longer have sub-groups and a move towards task and finish groups. However, there was concern that it could lead to a drop-off in communication between boroughs and the Young People's Education and Skills team and Board.
- 5.2 In terms of task and finish groups, the Forum put forward the following suggestions:
- Data (particularly RPA and tracking)
 - External funding
 - Careers advice - models local authorities can share with schools to assist them with their new statutory duties
 - Work experiences at an earlier age for young people
 - Funding landscape changes.
- 5.3 Whilst Forum attendees provided themes/topics that would benefit from task and finish groups, there was less clarity on the specific activities to be developed under each theme. Debi Christie suggested the Young People's Education and Skills team may need to consult with boroughs further.
- 5.4 OSG members thanked Debi for the feedback provided. There was some discussion about whether the current cluster arrangements were a good vehicle for information sharing. However, questions were raised as to whether all boroughs were attending. Eamonn Gilbert suggested it would be helpful if, as a part of any communications about this work, those who do not regularly engage could be contacted to understand their views.
- 5.5 Eamonn Gilbert went on to suggest that the European Structural and Investment Funds (ESIF) Contract Package Areas could be the basis for the task and finish groups, with each cluster given the responsibility for delivering a task and finish topic and the lead member of the group then reporting to the OSG. There was general support for such

an approach, and strong support for topics to be allocated on the strengths of the leads and cluster areas existing activity.

Survey Feedback

5.6 Yolande Burgess noted that 15 full borough responses had been received and emerging findings may change if further responses came through. Based on analysis of responses received, the following themes were noted for task and finish groups:

- Apprenticeships
- Improving choices
- Special educational needs

5.7 In terms of priorities, the survey indicated these were:

- RPA, NEETs and tracking
- Curriculum changes
- Safeguarding
- Special educational needs
- Apprenticeships

5.8 Yolande Burgess highlighted that there was considerable crossover between the survey and Forum findings, particularly in relation to the priorities.

5.9 John Galligan suggested that in relation to RPA, the focus needed to be those groups of young people that boroughs struggles to engage with. Andy Johnson agreed and explained that, with a lack of alternative curriculum below level 2, those hard to reach groups were particularly impacted.

Action point: Task and finish groups to be discussed in detail at 16 October OSG.

6 Raising the Participation Age

6.1 Peter O'Brien talked through the paper circulated in advance of the meeting. London's participation in December 2014 was 92 per cent, an improvement of 1.9 percentage points from the previous December but a small 0.4 percentage point decrease from the June 2014 position. London's participation was 1.8 percentage points above the national figure.

6.2 The majority of 16 and 17 year olds in London (88.7 per cent) were participating in full time education and training, which was 5.5 percentage points higher than the national figure, although a significantly smaller proportion were participating in Apprenticeships and employment with training than nationally.

6.3 The London NEET rates for 18 to 24 year olds and 19 to 24 year olds remain below the national averages. Noel Tierney informed the group that a number of these young people were likely to be at University and highlighted the potential of using the recently published London Councils research [The Higher Education journey of young London residents](#) to identify which universities to approach to track young people. It was agreed that useful UCAS data was severely lacking.

6.4 Eamonn Gilbert informed OSG members that the Department for Education NEET scorecards were to be published by the end of July and would be based on January NEET data. There were mixed views amongst OSG members about the government's focus on NEETs rather than those recorded as 'activity not known'.

7 AOB

- 7.1 Yolande Burgess informed the OSG members that the pan-London leaver notification system was funded up to 2018. The Young People's Education and Skills team would be reissuing guidance about the process for boroughs colleagues to raise awareness of the process amongst 16 to 18 institutions.
- 7.2 The CBI had recently published a report, [Inspiring Growth](#), a survey of 310 companies, which together employ over one million people. The report underlines the skills challenge facing the UK and highlights that a priority of teachers, parents and learners (in addition to employers) was increasing career skills.

DRAFT

Blank Page

Action Points from Operational Sub-group 2015-16

| Action Point No. | Meeting Date | Action Point Description | Owner(s) - lead in bold | Review Date | Actions Taken | Open / Closed |
|------------------|--------------|--|----------------------------|-------------|------------------------------------|---------------|
| 201 | 15.5.15 | YB to speak with Agency colleagues to enhance communications on apprenticeships | YB | 16.10.15 | | |
| 203 | 15.5.15 | Circulate London Ambitions Career Offer presentation and near-final report to OSG members | YPES | 17.07.15 | Tabled at meeting 17.7.15 | Closed |
| 207 | 17.07.15 | YPES to amend 15 May OSG minutes to reflect that Noel Tierney works for Wandsworth Council instead of Westminster City Council | YPES | 16.10.15 | Amended and uploaded 29.7.15 | Closed |
| 208 | 17.07.15 | YPES to amend paragraph 7.2 of the minutes for 15 May OSG meeting to reflect the separate points made by Noel Tierney and Andy Johnson | YPES | 16.10.15 | Amended and uploaded 29.7.15 | Closed |
| 209 | 17.07.15 | Draft London Ambition 5 year high level plan to be discussed at the October OSG meeting | YPES | 16.10.15 | Agenda Item 5. of 16.10.15 meeting | Closed |
| 210 | 17.07.15 | Task and Finish groups to be discussed at 16 October OSG | YPES/DC | 16.10.15 | Agenda Item 6. of 16.10.15 meeting | Closed |

Blank Page

Young People's Education and Skills Operational Sub-Group

Policy Update

Item No: 4

Date: 16 October 2015

Contact: Neeraj Sharma

Telephone: 020 7934 9524

Email: neeraj.sharma@londoncouncils.gov.uk

Summary This paper outlines the key changes affecting 14-19 policy since the last OSG meeting.

Recommendation OSG members are asked to note the information in this paper.

1 Background

1.1 This paper outlines the key policy statements, consultations, changes and interest items in relation to 14 to 19 education and training which have occurred since the last OSG meeting.

2 Area Based Reviews¹

2.1 The government published a policy statement in July "Reviewing Post-16 Education and Training Institutions", which set out its approach to facilitating a restructuring of the Further Education sector through a series of area based reviews of FE provision.

2.2 The reviews will ascertain whether the skills provision on offer can facilitate delivery of the government's objectives, as set out in the government's productivity plan "Fixing the Foundations – creating a more prosperous nation", which in addition to the expansion of the Apprenticeship programme, are:

- clear, high quality professional and technical routes to employment, alongside robust academic routes, which allow individuals to progress to high level skills valued by employers; and
- better responsiveness to local employer needs and economic priorities, for instance through local commissioning of adult provision, which will help give the sector the agility to meet changing skills requirements in the years ahead, building on the agreements with Greater Manchester, London and Sheffield.

2.3 The government has proposed a differentiated approach to local involvement which will enable areas with the strongest governance and levers to take a leading role. In London, the Mayor will lead the reviews working with sub-regional groupings of boroughs. Over the entirety of the English further education and sixth form college sector, the government expectation is that the scope for rationalisation and greater efficiencies will lead to fewer, but stronger individual institutions.

2.4 It is proposed that the Mayor and the London Steering Group are advised by an independent post-16 Skills Commissioner for London to help shape the area reviews

and provide the necessary expertise on strategic and economic outcomes for the future skills landscape.

- 2.5 The London steering group will also be asked to consider the establishment of Institutes of Technology to provide specialist higher level professional and technical education. Where the review process identifies an existing institution as a candidate to become an Institute of Technology (IoT), options to do that will be carefully considered and quality assurances will be sought to ensure the institution meets the criteria required to become an IoT.
- 2.6 In London, as well as further education and sixth form colleges, it is proposed that the reviews also include independent learning providers, school sixth forms and Higher Education Institutions (where these organisations choose to opt-in).
- 2.7 London local government is currently consulting with a range of stakeholders to seek their views to help shape the approach to undertaking area reviews in London (see Appendix 1). A total of 9 questions are being asked and responses should be sent to Honor.Main@london.gov.uk before 12pm on Friday 23 October.

3 Enterprise Bill²

- 3.1 On 17 September the Department for Business, Innovation and Skills (BIS) released an enterprise bill which aims to improve the government's relationship with UK firms, increase business prosperity and create a number of new jobs, including apprenticeships.
- 3.2 The Enterprise Bill includes a measure to prevent people passing off poor quality training schemes as 'apprenticeships'. In late July, BIS took the decision to crack down on the number of ['fake apprenticeships'](#) created by rogue training providers.
- 3.3 The changes made to the sector in the bill aim to assist David Cameron's plans to create 3 million apprenticeships by 2020. [The new measures](#) will make it an offence for any person, business, or training provider, to provide or offer a course or training as an apprenticeship if it's not legally deemed an apprenticeship.
- 3.4 By enforcing these rule changes, BIS hopes to strengthen and protect the reputation of the apprenticeship brand for all and to enable all types of businesses to offer apprenticeships in the UK.
- 3.5 Government officials also want to ensure that the public sector plays its part in the hiring of more apprentices within the next five years. The Bill grants the secretary of state with the power to set targets for all public bodies in England in relation to the number of apprentices that they hire. The rule excludes public bodies which hire less than 250 people.
- 3.6 London Councils welcomes the government's commitment to increase the number of apprenticeships and setting out a legal definition of an apprenticeship. London Councils would like assurances that the new powers the Secretary of State is asking for in relation to setting apprenticeship targets for prescribed public bodies will not be applied to local authorities. Local authorities in London already generate around 1,700 apprenticeships a year through direct recruitment and via their contractors. This is in line with local need and priorities.
- 3.7 Local authorities' budgets are under increasing pressure and setting a centrally imposed target is not the best way to support local authorities to generate apprenticeship opportunities.

4 Apprenticeship Levy

- 4.1 The government recently consulted on their proposals to introduce an apprenticeship levy. The levy will enable employers to choose and pay for apprenticeship training. The government sought views on issues including:
- how to pay the levy
 - how the levy should work for employers who operate across the whole of the UK
 - how to make sure that employers paying the levy have the opportunity to get more out than they put in
 - how best to give employers control of apprenticeships.
- 4.2 London Councils submitted a response to the consultation setting how the unique position of the capital. London accounts for 21 per cent of UK businesses employing 250 or more employees and, at the same time, 99.8 per cent of London's private sector businesses have less than 250 employees.
- 4.3 London Councils set out the need to devolve the funding from the levy to London, as outlined in the skills devolution proposition. London Councils also called for 16 to 19 apprenticeships to be fully funded to avoid any risk of apprenticeship creation predominately in the adult age range.

5 Outcome Based Success Measures³

- 5.1 On 30 September BIS launched a consultation to consider proposals for using new outcome based measures of performance for publicly funded post-19 education and skills, excluding higher education. It builds on the findings of an earlier consultation published in August 2014 and is designed to compliment existing measures.
- 5.2 The new outcome measures focus on three areas:
- learner destinations (into further learning and into or within employment including apprenticeships),
 - learner progression (to a higher level qualification), and
 - earnings following completion of the course.
- 5.3 The consultation looks at:
- using the measures for accountability and intervention as part of the minimum standards framework
 - how local enterprise partnerships (LEPs) and local authorities can use the new measures as part of local outcome agreements with providers
 - how we might best present and publish the measures to help learners, employers, LEPs and providers.
- 5.4 The intention of the new measures is to give prospective learners better information about vocational qualifications and about the performance of colleges and other providers to help them make informed choices about what and where to study. The measures will also give others such as employers and LEPs, and providers themselves, better data on the performance of individual providers and how they compare with similar providers.
- 5.5 The consultation deadline for responses is 2 December.

6 Inquiry launched into assessing the quality of Higher Education⁴

- 6.1 The Business, Innovation and Skills (BIS) Committee has launched an inquiry into quality assessment in Higher Education (HE). The inquiry looks into proposed changes to quality assessment in universities and the potential impact of introducing a Teaching Excellence Framework.
- 6.2 The BIS Committee is keen to hear views and welcomes written submissions which address the following questions:
- What issues with quality assessment in Higher Education was the Higher Education Funding Council for England's (HEFCE) Quality Assurance review seeking to address?
 - Will the proposed changes to the quality assurance process in universities, as outlined by HEFCE in its consultation, improve quality in Higher Education?
 - What should be the objectives of a Teaching Excellence Framework ('TEF')?
 - How should the proposed TEF and new quality assurance regime fit together?
 - What do you think will be the main challenges in implementing a TEF?
 - How should the proposed connection between fee level and teaching quality be managed?
- 6.3 Written submissions should be sent by 30 October 2015.

7 Research on funding for young people with special educational needs⁵

- 7.1 In the summer of 2014, the Department for Education (DfE) commissioned Isos Partnership to undertake research into SEN funding arrangements and practices. The aim of this research was to provide insights into the way funding for young people with SEN is spent, the reasons for differences between spending patterns in different local authorities, and the options for changing the ways in which high-needs funding is distributed in future. The research findings were published in July 2015.
- 7.2 A total of 16 recommendations were made to enhance the existing system across a range of different areas impacting children with SEND. London Councils' welcomes the research and agrees the current system does need to be reformed. However, there is an expectation that any changes or further development of any recommendations should involve consultation with key stakeholders.

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/459845/BIS-15-526-reviewing-post-16-education-and-training-institutions-guidance-on-area-reviews.pdf

² <https://www.gov.uk/government/collections/enterprise-bill>

³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/464672/bis-15-504-outcome-based-success-measures.pdf

⁴ <http://www.parliament.uk/business/committees/committees-a-z/commons-select/business-innovation-and-skills/news-parliament-2015/launch-assessing-the-quality-of-higher-education-inquiry-15-16/>

⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445519/DFE-RR470_-_Funding_for_young_people_with_special_educational_needs.pdf

Area reviews in London - Developing a Proposed Approach

Introduction and Background

The government published a policy statement in July: “Reviewing Post-16 Education and Training Institutions”, which set out its approach to facilitating a restructuring of the Further Education sector through a series of area based reviews of FE provision. This is available to view [here](#)¹. Guidance on the area review process has now been published - which can be viewed [here](#)² - that sets out a national framework to ensure a level of consistency across all the reviews, but which also allows space for local areas to scope work flexibly, e.g. in London because of its size and particular local government structure.

Each review will start by taking stock of the skills landscape in local areas and assessing the economic and educational needs of the area, and the implications for post-16 education and training provision – including school sixth forms, sixth form colleges, FE colleges and independent providers. The reviews will then focus on the current structure of Further Education and Sixth Form Colleges, although there will be opportunities for other institutions (including schools and independent providers) to opt in to this stage of the analysis. Regional School Commissioners will consider the implications of the first stage of the analysis for school sixth form provision.

The reviews will ascertain whether the skills provision on offer can facilitate delivery of the Government’s objectives, as set out in the Government’s productivity plan: “Fixing the Foundations – creating a more prosperous nation”³, which in addition to the expansion of the Apprenticeship programme, are:

- i clear, high quality professional and technical routes to employment, alongside robust academic routes, which allow individuals to progress to high level skills valued by employers; and
- ii better responsiveness to local employer needs and economic priorities, for instance through local commissioning of adult provision, which will help give the sector the agility to meet changing skills requirements in the years ahead, building on the agreements with Greater Manchester, London and Sheffield.

These objectives can only be delivered by strong institutions, which have the high status and specialism required to deliver credible routes to employment, either directly or via further study. These will include a new network of prestigious Institutes of Technology and National Colleges to deliver high standard provision at levels 3, 4 and 5.

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/446516/BIS-15-433-reviewing-post-16-education-policy.pdf

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/459845/BIS-15-526-reviewing-post-16-education-and-training-institutions-guidance-on-area-reviews.pdf

³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/443898/Productivity_Plan_web.pdf

While we already have many excellent further education (FE) colleges operating across the country, substantial change is required to deliver these objectives while maintaining tight fiscal discipline. The work of the FE and Sixth Form College Commissioners has identified there is significant scope for greater efficiency in the sector, in a way that frees up resources to deliver high quality education and training which supports economic growth.

Across the country, reviews will be led by local steering groups consisting of chairs of governors of each institution, the FE and Sixth Form College Commissioners, local authorities, Local Enterprise Partnerships (LEPs) and Regional Schools Commissioners, who will oversee and steer the review's work. The Department for Business, Innovation and Skills and the Department for Education will also be represented, either through or alongside the funding agencies, reflecting Government's responsibility for protecting students.

Proposed approach in London

The government has proposed a differentiated approach to local involvement which will enable areas with the strongest governance and levers to take a leading role. In London, the Mayor will lead the reviews working with sub-regional groupings of boroughs. The Mayor and borough leaders will work collaboratively with government and the skills sector to use this process to develop and deliver a more resilient, high quality and stable post-16 skills and education landscape in London focused on meeting the educational, business and economic need of the local area. Over the entirety of the English FE and sixth form college sector, government expectation is that the scope for rationalisation and greater efficiencies will lead to fewer, but stronger individual institutions.

Geographical scale

Given the scale and diversity of the city, it is proposed that area reviews in London are undertaken sub-regionally, where the starting point could be based on the geographies of existing sub-regional partnerships or groupings of boroughs (e.g. Central London Forward, West London Alliance etc.). These sub-regional partnerships have the political identity and governance structures to support the process and can act as brokers to facilitate changes based on the final review recommendations. Where boroughs are not currently members of a sub-regional partnership, discussions are underway to agree their inclusion in borough groupings in time for the area review process. The current picture of sub-regional partnerships is provided in annex one, but this is subject to change, given ongoing political discussions.

The process for undertaking the area reviews will need to give consideration to the provision available in the outer metropolitan area adjacent to Greater London and will be flexible to evolving alliances between institutions that may cross over the proposed sub-regional grouping areas.

Governance

Reviewing post-16 Education and Training Institutions explains that area reviews will be a collaborative process involving a range of bodies. In London, the overall review process will be led and overseen by a London-wide steering group chaired by the Mayor, with a nominated borough Leader as Deputy Chair, the FE Commissioner and the Sixth Form

College Commissioner and representation from the LEP, other borough leaders, further education and sixth form colleges, regional schools commissioners, government and other key stakeholders to ensure that the outcomes of the reviews provide the City as a whole with the skills base and structures that it needs to compete as a world City. Each Area Review will also have its own sub-regional steering group, which will report into the London-wide steering group.

It is proposed that the Mayor and the London Steering Group are advised by an independent post-16 Skills Commissioner for London to help shape the area reviews and provide the necessary expertise on strategic and economic outcomes for the future skills landscape.

The London steering group will also be asked to consider the establishment of Institutes of Technology to provide specialist higher level professional and technical education. Where the review process identifies an existing institution as a candidate to become an Institute of Technology (IoT), options to do that will be carefully considered and quality assurances will be sought to ensure the institution meets the criteria required to become an IoT.

Supported by the Skills Commissioner for London, the London Steering Group and sub-regional steering groups will oversee and steer the work of the area reviews, including analysis and consideration of options. The FE and Sixth Form College Commissioners will work with the steering group to ensure consistency, quality and neutrality, ensuring boundary issues are addressed appropriately and will ensure the reviews' recommendations are clear and deliverable. However, it will be for the governing bodies of each individual institution to decide whether to accept the recommendations – reflecting their status as independent bodies. Governing bodies will therefore be expected to engage actively in the review process, and in particular to ensure that the analysis of the reviews covers the options they would wish to be considered.

The approach to the area reviews will consider how best to ensure full implementation of the recommendations of the reviews and oversee production of an implementation plan. Summary reports on each review will be made publicly available. The Education and Training Foundation and Jisc stand ready to help the steering group consider potential workforce and technology opportunities arising from the reviews. They will also help institutions implement improvements including for curricula analysis and development, promoting excellent teaching standards and raising quality of learning for all including effective use of technology in both curriculum and assessment as well as back office. London is also giving consideration to a 'development pot' linked to this work.

Scope of Reviews

Across the country, reviews will usually cover both FE and Sixth-Form Colleges and will be able to include other providers where they agree; the availability and quality of wider 16+ provision including school sixth forms and HEIs will also be considered during the analysis phase.

In London, as well as further education and sixth form colleges, it is proposed that the reviews also include independent learning providers, school sixth forms and HEIs where these organisations choose to opt-in. This will help to provide a strong assessment of the

potential impact of demographic changes in an area. We also propose that the reviews take account of the Adult and Community Learning Services available in the area, given their role in providing basic and employability skills and some of the larger providers may wish to opt into the options analysis.

Area reviews should take into account factors including:

- i. Local economic objectives and labour market needs and any local outcome agreements in place;
- ii. National government policy, including the national expansion of the Apprenticeship programme; creation of clear high quality professional and technical routes to employment; the desire for specialisation, including the identification and establishment of centres of excellence such as Institutes of Technology; and the need for high quality English and maths provision;
- iii. Access to appropriate good quality provision within reasonable travel distances, particularly for 16-19 year olds and students with special educational needs and disabilities;
- iv. Funding, including the need for 16+ providers to operate as efficiently as possible within a tight fiscal environment;
- v. Effective support for the unemployed to return to work;
- vi. Legal duties relating to the provision of education, including but not limited to section 15A of the Education Act 1996 and section 86 of the Apprenticeships, Skills, Children and Learning Act 2009.

Analysis

To achieve the area reviews successfully, government will expect the reviews to be supported by an underpinning analysis that requires the sharing of relevant data in order to help inform and undertake a strategic economic need assessment of the current local skills landscape and future needs. This information will be supported by London's own analysis including on the demand and supply data of skills to determine London's specialisms, key outcomes for the future skills system and how collectively key stakeholders can work together to achieve the reform that is needed. This analysis will cover:

- Current and future economic priorities of the area - led by London government with support from the Commissioners' advisers and funding agencies. The aim will be to look at the future needs for the next 5-10 years, where possible.
- Current and future demand for education and training at age 16 plus in the area, including longer term demographic change. This will be supported by the funding agencies, but will also draw on local authorities' and institutions' data.
- Progression routes for young people from school to other education and training providers, the extent to which these align with local economic needs and priorities and meet the needs of employers.
- An assessment of the level of publicly funded provision which is affordable in London in the context of both central government funding decisions and contributions that the LEAs, local authorities and others may be able to make, taking account of the move to local commissioning.
- With support of expert advice from the FE Commissioner and advisers, identification and assessment of the range of options available to improve delivery of skills whilst

also ensuring the long term viability of institutions and management of cross boundary issues.

The analysis will be supported by a review delivery team, which will include FE and Sixth Form College Commissioners' advisers and staff from the funding agencies.

Proposed timeline

To enable suitable time to undertake this analysis and to set up a robust approach and clear vision for the future, it is proposed that London commences the Area Reviews in wave 2 of the government's timeline with the first of London's reviews starting in February 2016. It is proposed that the remaining reviews take place concurrently from August 2016 to allow for lessons from the first review to be considered in the approach for the remaining ones. However, the timing and geographical breakdown for the London area reviews are still open to discussion, and the timetable below is therefore only a proposal at this point.

Broad next steps and the proposed timeline for the area reviews are included below:

| | |
|------|--|
| 2015 | <ul style="list-style-type: none"> • Develop and agree the approach to area reviews in London • London Area Review Information/ launch Event • Establish the London Steering Group • Appoint a London Skills Commissioner • Conduct analysis to inform the area reviews • Agree the sub-regional area for the first review |
| 2016 | <ul style="list-style-type: none"> • Establish sub-regional skills and employment boards • Sub-regional boards begin collating and sharing labour market intelligence • Sub-regional engagement events • Commence London area reviews, with the first review starting in February 2016, with the others to run concurrently from August 2016 |
| 2017 | <ul style="list-style-type: none"> • Complete London area reviews and publish final recommendations • Commence implementation of the review outcomes relevant to the wider London landscape |

Shaping the Approach – Your Response

London government is keen to hear your views to help shape the approach to undertaking area reviews in London, in particular:

1. The proposal to undertake the area reviews sub-regionally based on the existing geographies of borough partnerships included in annex 1. How best to address overlap in travel to learn patterns?
2. The make-up of steering groups (sub-regional and regional); how to achieve the balance between inclusivity and impractical numbers. Who should represent sub-regions on the regional steering group?
3. The proposal to undertake the first of the reviews from February 2016 with the remaining ones undertaken concurrently from August 2016.
4. The scope of London's reviews; how best to include the greater metropolitan area outside of London.
5. The proposal to have an independent post-16 Skills Commissioner for London to advise the Mayor and boroughs on the approach and strategic context for area reviews.
6. The proposal to include within the review the availability and quality of all post-16 academic and work-based provision in each area.
7. The establishment of Institutes of Technology.
8. What support mechanisms are required to support successful implementation?
9. Any other views, challenges, opportunities that you think are important and should be considered in the approach to area reviews in London.

How to respond

Responses should be sent to Honor.Main@london.gov.uk before **12pm on Friday 23 October**.

Annex 1: Borough Partnerships 2015

West London Alliance



Local London

Growth Boroughs

Central London Forward

Boroughs in grey – sub-regional grouping yet to be determined

Blank Page

Young People's Education and Skills Operational Sub-Group

Latest participation, NEET and activity 'not known' statistics Item: 4(a)

Date: 16th October 2015

Contact: Peter O'Brien

Telephone: 020 7934 9743

Email: peter.obrien@londoncouncils.gov.uk

1 16 to 18 Academic Age Summary (July 2015 – from [NCCIS](#)¹)

- 1.1 The July not in education, employment or training (NEET) percentage for London is 3.8 per cent, a fractional increase on the percentage for June and again below the national average of 5.4 per cent (the national figure is an increase of 0.5 percentage point on the June figure). The current percentage of young people whose participation status is 'not known' is 8.2 per cent, up from the 6.9 per cent reported in June. London remains below the national average figure of 13.2 per cent, which is up from 7.3 per cent in June (see Table1).
- 1.2 The percentage of 16 to 18 year olds who are NEET and participation 'not known' varies significantly by borough ranging from 2.0 per cent to 6.0 per cent for NEET and 1.2 per cent to 14.2 per cent for participation status 'not known' (excluding the City of London) (see Figures 1- 4).
- 1.3 The three month average comparison between 2014-15 and 2015-16 shows a lower percentage for 16-18 year-olds NEET and an increased level of participation status 'not known' than last year (see Tables 2 and 3).
- 1.4 The number of young people recorded as NEET but not available² in July 2015 was 1,789, or 25.2 per cent of the (unadjusted) total NEET cohort (the June figure was 1,669 or 24.2 per cent) – this is a two percentage point increase since May.

Table 1: Volume and percentage of 16-18 year-olds who are participating in education, employment or training (EET), not in education, employment or training (NEET) and whose activity is 'not known' (source: NCCIS)

| Region | Adjusted EET | Adjusted NEET | % NEET | 16-18s not known | % 16-18s not known |
|---------|--------------|---------------|--------|------------------|--------------------|
| England | 1,521,539 | 86,831 | 5.4% | 232,668 | 13.2% |
| London | 229,070 | 9,160 | 3.8% | 90,942 | 8.2% |

Table 2: Percentage of 16-18 year olds who are NEET for the past three months for 2014-15 and 2015-16 (source: NCCIS)

| Region | 2015-16 | | | | 2014-15 | | | |
|---------|---------|--------|--------|------|---------|--------|--------|------|
| | May-15 | Jun-15 | Jul-15 | Ave | May-14 | Jun-14 | Jul-14 | Ave |
| England | 4.8% | 4.9% | 5.4% | 5.0% | 5.4% | 5.4% | 5.9% | 5.6% |
| London | 3.6% | 3.6% | 3.8% | 3.7% | 4.1% | 4.1% | 4.2% | 4.1% |

Table 3: Percentage of 16-18 year olds whose participation status is 'not known' for the past three months for 2014-15 and 2015-16 (source: NCCIS)

| Region | 2015-16 | | | | 2014-15 | | | |
|---------|---------|--------|--------|------|---------|--------|--------|------|
| | May-15 | Jun-15 | Jul-15 | Ave | May-14 | Jun-14 | Jul-14 | Ave |
| England | 7.1% | 7.3% | 13.2% | 9.2% | 7.4% | 7.1% | 11.8% | 8.7% |
| London | 7.5% | 6.9% | 8.2% | 7.5% | 6.6% | 6.5% | 6.4% | 6.5% |

Figure 1: 16-18 year-olds NEET by London Borough (July 2015, source NCCIS)

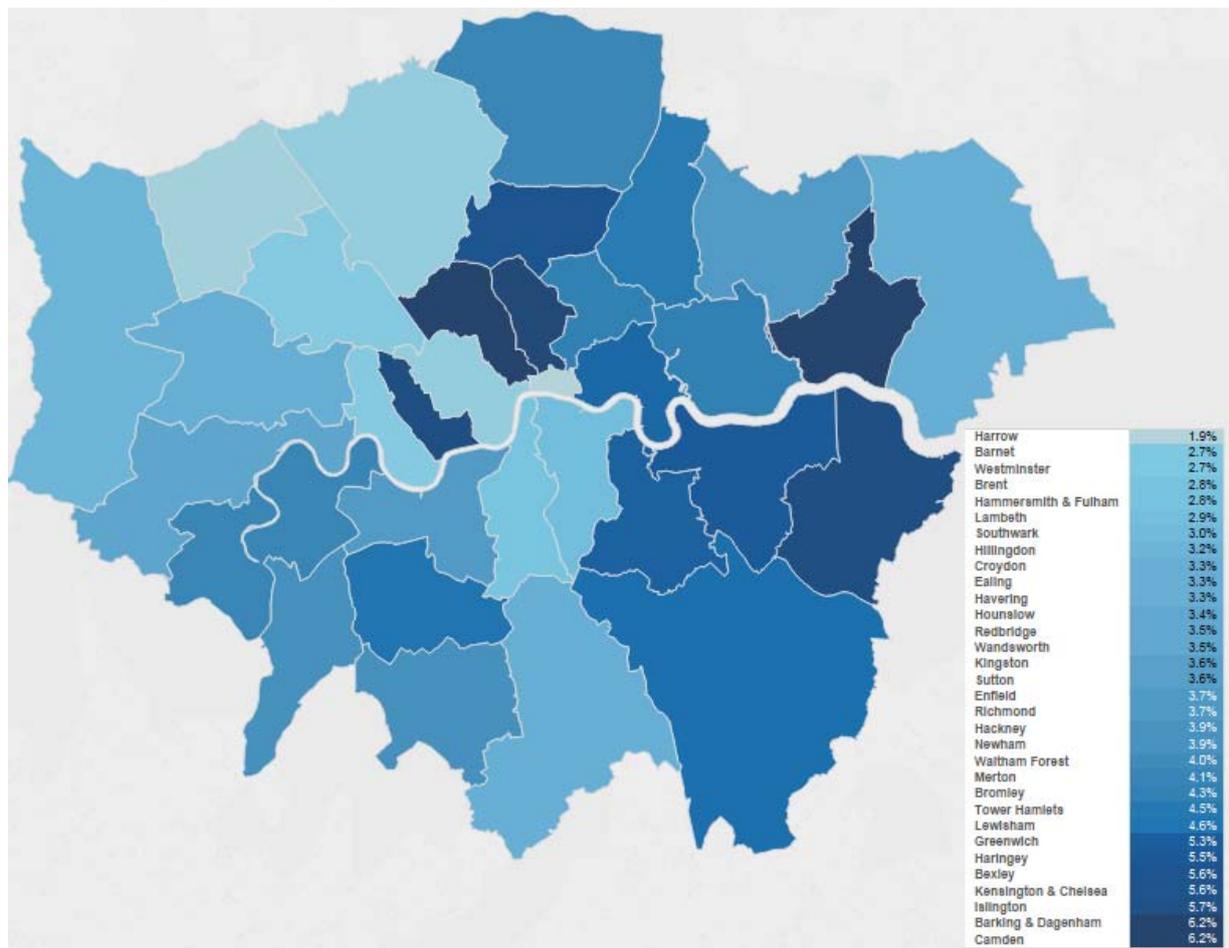


Figure 2: 16-18 year olds NEET by age and London borough (July 2015, source NCCIS)

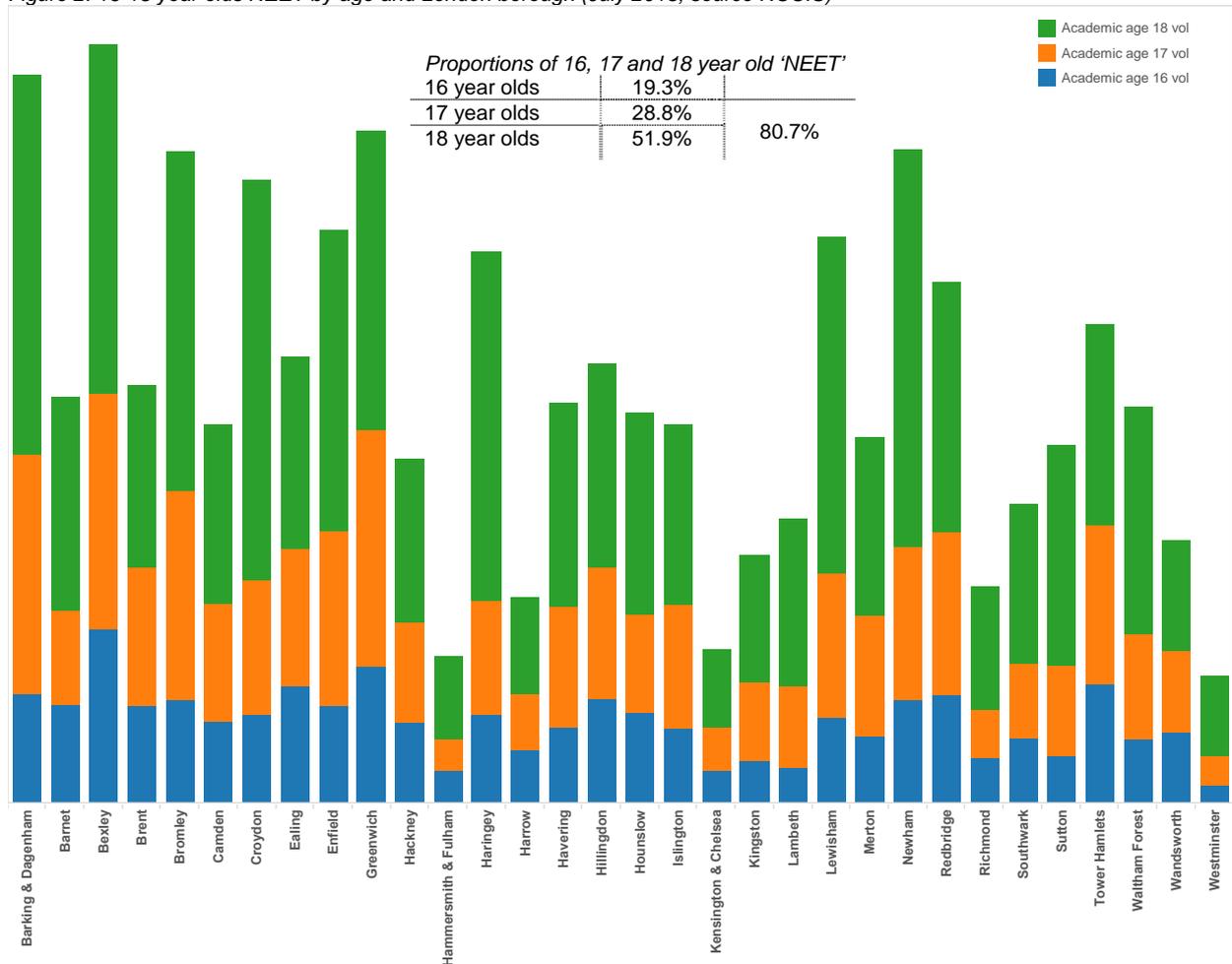


Figure 3: 16-18 year-olds whose participation status is 'not known' by London borough (July 2015, NCCIS)

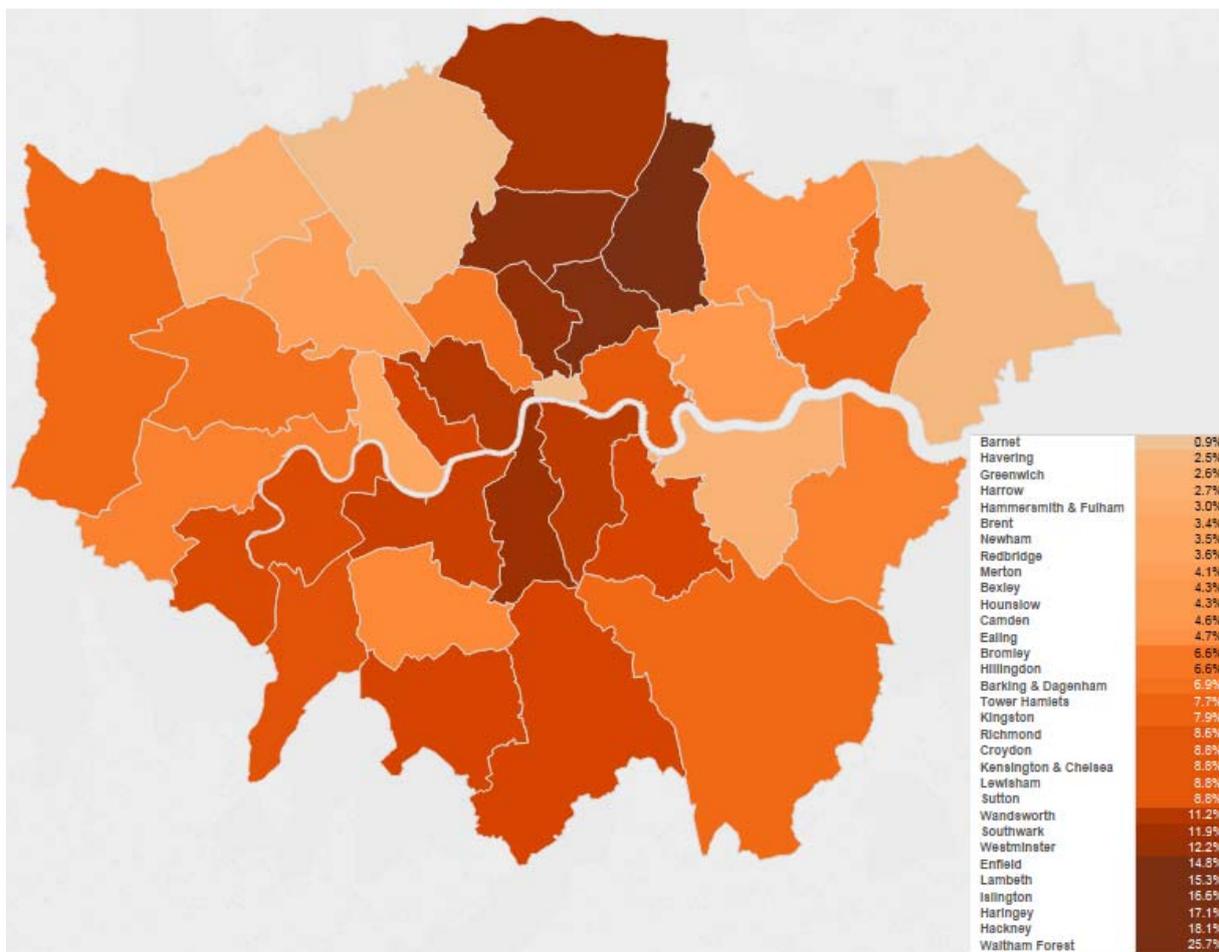
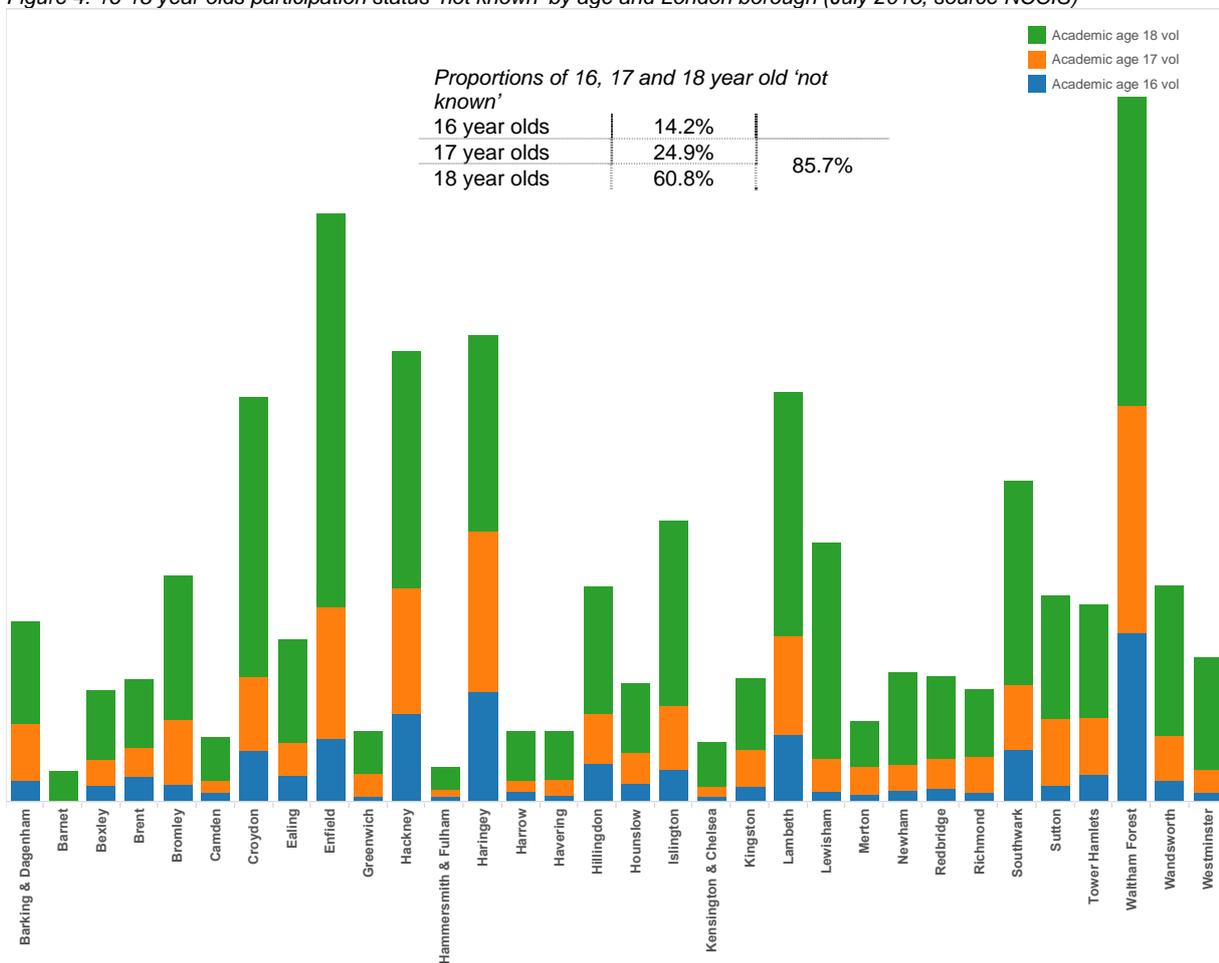


Figure 4: 16-18 year olds participation status 'not known' by age and London borough (July 2015, source NCCIS)



2 16 and 17 Year Old Participation in Education and Training (June 2015 - latest available from the [Department for Education](#)³)

- 2.1 On 1 October 2015 the Department for Education (DfE) published 16 and 17 year old participation data that highlights where participation is rising, static or falling. The data also provides a breakdown by type of participation, age, gender and ethnic group.
- 2.2 London's participation in June 2015 was 93.1 per cent, an improvement of 0.7 percentage points from the previous June, but a fall of 0.4 percentage points from the March 2015 position. London's participation is 3.6 percentage points above the national figure (see Table 4). The majority of 16 and 17 year olds in London (89.2 per cent) were participating in full time education and training, which is 7.6 percentage points higher than the national figure, although a smaller proportion were participating in Apprenticeships and employment with training than nationally (see Table 5). The percentage participating at age 16 (the age group then covered under 'the duty') in London was higher than those participating at 17 by 4.4 percentage points (see Table 6) – Note: participation of 17 year-olds in London remains greater than 90%. Although the participation rate between June 2014 and June 2015 increased or was broadly static in the majority of London local authorities, it decreased in 13 boroughs and the largest decrease was 2.5 percentage points.

Table 4: Participation - percentage over time: proportion of 16-17 year-olds in education and training, Jun15 (source DfE)

| Region | Jun 2014 | Dec 2014 | Mar 2015 | Jun 2015 | Percentage point change in the last 12 months | |
|---------|----------|----------|----------|----------|---|----|
| England | 89.7% | 90.2% | 90.6% | 89.5% | -0.2% | ⬇️ |
| London | 92.4% | 92.0% | 93.5% | 93.1% | 0.7% | ⬆️ |

Table 5: Participation - percentage by type of activity, Jun 15 (source: DfE)

| Region | Proportion of 16 and 17 year olds recorded as participating in: | | | | | |
|---------|---|----------------|---------------------|---------------------|-----------------------------------|-------|
| | Full time education and training | Apprenticeship | Work based learning | Part time education | Employment combined with training | Other |
| England | 81.6% | 5.3% | 1.2% | 0.2% | 0.9% | 0.2% |
| London | 89.2% | 2.6% | 0.5% | 0.2% | 0.3% | 0.2% |

Table 6: Participation - percentage by age and gender, Jun15 (source: DfE)

| Region | Percentage 16 year olds recorded as participating in education or training | | | Percentage 17 year olds recorded as participating in education or training | | |
|---------|--|-------|-------|--|-------|-------|
| | Female | Male | Total | Female | Male | Total |
| England | 93.8% | 92.4% | 93.1% | 87.2% | 84.7% | 85.9% |
| London | 96.1% | 94.6% | 95.3% | 92.4% | 89.4% | 90.9% |

3 16-24 NEET Statistics Quarterly Brief (SFR29/2015 20th August 2015, Quarter 2 [April - June 2015] - latest available from [gov.uk](#))⁴

- 3.1 Both the volume and percentage of 16 to 24 year olds who were NEET in Quarter 2 of 2015 in London have increased since Quarter 1 but are lower than the same quarter last year (see Table 7). The London NEET percentage remains below the national figure by more 2 percentage. (Table 7 and Figure 5).
- 3.2 The percentage of 18 to 24 year olds who were NEET in Quarter 2 of 2015 in London has also increased since Quarter 1 but is one percentage point lower than the same quarter last year. The percentage of 19 to 24 year olds who were NEET in Quarter 2 of 2015 in London is lower than both the previous quarter and the same quarter last year. The London NEET rates for 18 to 24 year olds and 19 to 24 year olds remain below the national averages (see Tables 8 and 9).

Table 7: Estimated number and proportion of 16-24 year-olds NEET (SFR29/2015)

| Region | Quarter 2 | | | | | | | |
|---------|-----------|-------|---------|-------|---------|-------|---------|-------|
| | 2012 | | 2013 | | 2014 | | 2015 | |
| | Volume | % | Volume | % | Volume | % | Volume | % |
| England | 981,000 | 16.2% | 933,000 | 15.4% | 811,000 | 13.5% | 788,000 | 13.1% |
| London | 141,000 | 14.5% | 130,000 | 13.4% | 112,000 | 11.7% | 106,000 | 10.8% |

Figure 5: Comparison between 16-24 NEET in London and England over time (SFR13/2015)

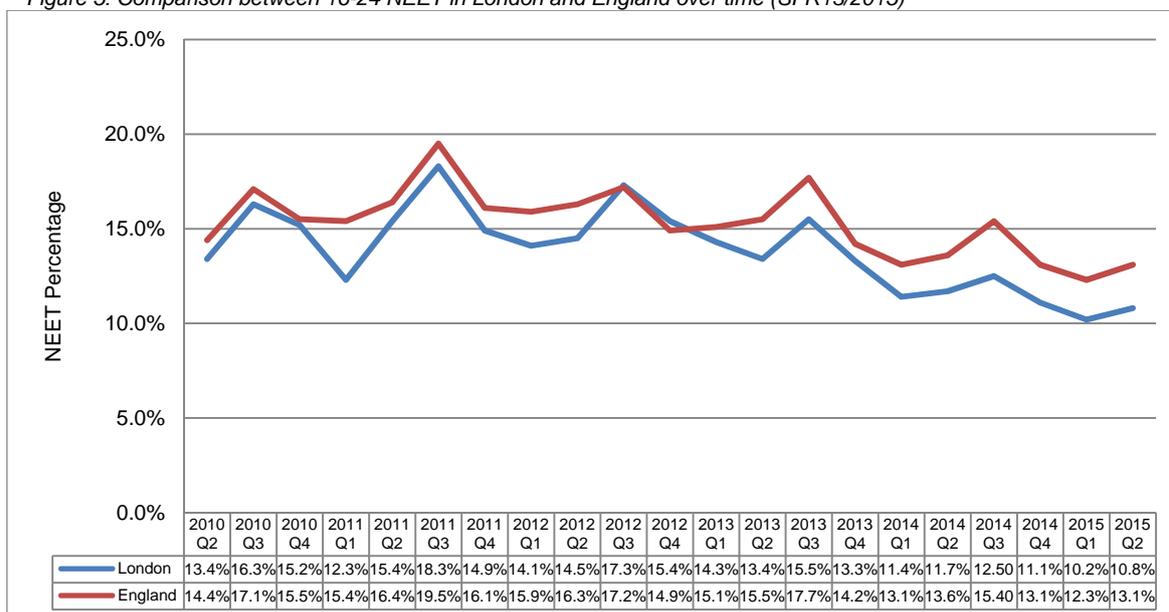


Table 8: Estimated number and proportion of 18-24 year-olds NEET (SFR29/2015)

| Region | Quarter 2 | | | | | | | |
|---------|-----------|-------|---------|-------|---------|-------|---------|-------|
| | 2012 | | 2013 | | 2014 | | 2015 | |
| | Volume | % | Volume | % | Volume | % | Volume | % |
| England | 883,000 | 18.4% | 847,000 | 17.7% | 741,000 | 15.6% | 726,000 | 15.3% |
| London | 129,000 | 16.4% | 123,000 | 15.6% | 101,000 | 13.0% | 94,000 | 12.0% |

Table 9: Estimated number and proportion of 19-24 year-olds NEET (SFR29/2015)

| Region | Quarter 2 | | | | | | | |
|---------|-----------|-------|---------|-------|---------|-------|---------|-------|
| | 2012 | | 2013 | | 2014 | | 2015 | |
| | Volume | % | Volume | % | Volume | % | Volume | % |
| England | 779,000 | 18.7% | 759,000 | 18.2% | 659,000 | 16.0% | 647,000 | 15.7% |
| London | 117,000 | 16.7% | 114,000 | 16.2% | 89,000 | 12.9% | 85,000 | 12.2% |

¹ The [National Client Caseload Information System](#) (NCCIS) is a gateway for local authorities to access and submit performance data and information to the Department for Education regarding the participation of 16-18 year olds in education, employment and training. Data sourced from NCCIS relates to June 2015.

² Includes young carers, teenage parents and mothers-to-be, and young people with a serious or on-going health problem

³ The Department for Education uses information from the Client Caseload Information System to estimate the number and proportion of young people participating in different types of education and training in each local authority area. The figures are intended to support local authorities to track their participation performance and their progression to achieving their Raising the Participation Age (RPA) goals <https://www.gov.uk/government/publications/participation-in-education-and-training-by-local-authority>

⁴ The 16-24 NEET Statistics Quarterly Brief combines the Participation Statistical First Release, the Quarterly [Labour Force Survey](#) and 16-18 NEET statistics from NCCIS to create a profile of the NEET 16-24 age group

Blank Page

Young People's Education and Skills Board

Thursday 12th November, 14.00 – 16.00

Location: London Councils, Meeting room 1, 59½ Southwark Street, SE1 0AL

Contact Officer: Neeraj Sharma

Telephone: 020 7934 9524

Email: Neeraj.sharma@londoncouncils.gov.uk

Agenda

1. Welcome and introductions
2. Declarations of interest
3. Notes of last meeting and matters arising
4. London Ambitions – implementation plan
(Paper – Dr Deirdre Hughes, DMH Associates (tbc)) - For decision
5. Re-structuring of Sub-groups to Task and Finish Groups
(Verbal update – Yolande Burgess) - For decision
6. Annual Statement of Priorities
(Report – Peter O'Brien) - For decision
7. Raising the Participation Age
(Paper – Peter O'Brien) - For information
8. Policy Update – Area Reviews
(Paper – Neeraj Sharma) - For information
9. Any other business

Date of next meeting: Thursday 25th February 2016, 2-4pm, London Councils

Blank Page

Young People's Education and Skills Operational Sub-Group

| | | |
|---|--------------|-------------|
| Annual Statement of Priorities 2016/17 | Item: | 6(a) |
|---|--------------|-------------|

| | | | |
|-------------------|-------------------------------|---------------|--|
| Date: | 16 th October 2015 | | |
| Contact: | Peter O'Brien | | |
| Telephone: | 020 7934 9743 | Email: | peter.obrien@londoncouncils.gov.uk |

| | |
|------------------------|--|
| Summary | This paper provides introduces the first draft of the Annual Statement of Priorities and invites comments and suggestions from members of the OSG that can be taken into account before presenting the Statement to the Young People's Education and Skills Board. |
| Recommendations | Operational Sub-Group (OSG) members are asked to comment on the draft Annual Statement of Priorities |

1 Background

The Board decided to time the publication of the Annual Statement of Priorities 2016/17 until there was greater certainty of the government's programme and policies after the General Election. It asked for the production of a draft to be considered at its November 2015 so that the final version can be published in spring 2016. The first draft is therefore attached for the comment of OSG members.

2 Approach

2.1 OSG members will notice some differences in the approach we propose to take this year. First, instead of 'participation', 'achievement' and 'progression' solely comprising the title of the statement, we have suggested that they become the major themes of our priorities and have used them as the basis of marshalling the priorities and the actions that implement them. This helps relate the actions more directly to the measures of success. We have also used illustrations to demonstrate better the flow from evidence to vision to priorities. We would welcome views on whether or not the diagrams used help understanding of this flow and whether or not similar illustrations could be used elsewhere in the statement.

2.2 Second, there are some gaps. These are in areas where we would like OSG members to contribute to the ideas covered in the statement

2.3 Third, in addition to the statement of priorities, we are proposing to include a statement of *principles* – i.e. those areas where we think policy could better work in the interests of young people. The OSG is asked to consider whether or not this statement of principles adds to the overall statement of priorities.

2.4 Finally, the OSG is asked to consider the document as a whole, to propose any amendments, additions or deletions.

3 Recommendation

OSG members are asked to comment on the draft Annual Statement of Priorities.

Participation, Achievement and Progression

The Annual Statement of Priorities for Young People's Education and Skills in London 2016 / 2017

DOCUMENT CONTROL

| Date | Version No | Comments |
|-------------|-------------------|--------------------------|
| 09 Oct 15 | 1.0 | The first complete draft |
| | | |
| | | |

Contents

| | |
|--|----|
| Purpose | 6 |
| Foreword | 7 |
| EXECUTIVE SUMMARY | 10 |
| Part One: The Challenge - Summary Statement of Need | 11 |
| Introduction | 11 |
| 1.1 Leadership through Partnership | 12 |
| (1) Developing understanding through research and development..... | 13 |
| (2) Developing understanding through working together..... | 13 |
| (3) Developing understanding of the policy drivers | 13 |
| 1.2 Vision for young people’s education and skills in London | 15 |
| 1.3 Key Facts..... | 16 |
| 1.4 Summary of the Evidence Base | 17 |
| 1.5 Conclusions | 18 |
| 1.6 Our Principles | 21 |
| Part Two: Meeting the Challenge – Taking Action | 22 |
| 2.1 Priorities for action in 2015/16: Key Theme One - Participation..... | 23 |
| (1) Business and Education Working Together | 24 |
| (2) London Ambitions Careers Offer..... | 24 |
| (3) Implement Raising the Participation Age to 18 and increase attainment and progression | 25 |
| (4) Appropriate Provision: Technical, Professional and Vocational Education and Training | 25 |
| (5) European Structural and Investment Funds (ESIF) | 26 |
| 2.2 Priorities for action in 2015/16: Key Theme 2 - Achievement..... | 28 |
| (1) Post-16 Excellence Challenge | 28 |
| (2) Special Educational Needs and Disabilities (SEND)..... | 29 |
| 2.3 Priorities for action in 2015/16: Key Theme 3 - Progression | 32 |
| (1) Personal Pathways to Level 3 | 33 |
| (2) The Journey to higher-level skills and qualifications | 33 |
| (3) Transitions..... | 34 |
| Part Three: Ways of Working | 36 |
| Part Four: Measures of Success | 37 |
| Appendix 1: Membership of the Young People's Education and Skills Board | 39 |
| Appendix 2: Abbreviations | 40 |
| Appendix 3: References | 41 |

Purpose

The overall focus of London Councils Young People's Education and Skills is on the needs of young people and ensuring that every young Londoner has a personal route to success.

The purpose of this document is to help local authorities meet their statutory duties and institutions to plan and deliver excellent opportunities for young people to learn and thrive in London.

Foreword

It gives us great pleasure to present the Annual Statement of Priorities for Young People's Education and Skills in London for 2016/17.

London's education and skills sector consists of organisations and individuals who are committed to enabling young people to succeed – to fulfil their dreams and move on in their adult lives. This statement shows how we will bring that commitment into reality.

Our close ties with the London Enterprise Panel underpin a relationship that is of great value not just to our respective organisations, nor even just to our members and partners, but to all businesses and young people in London. This key relationship bears testimony to the strong interest London's business community has in education, skills and the employment of young people. It is a guarantee that, at all levels of local, regional, sub-regional and national government, young people's education and skills remain high on the agenda.

Over recent years, we have concentrated on developing a shared understanding of the key issues facing London and forming a common set of principles that substantiate our policies, strategies and activities. We understand that there will be continued pressure on public finances and further reform of education and training, but we know that improving the education and skills of our young people is the surest way to sustained economic growth. That's why, we will continue to press for education reform that works best in the interests of young Londoners:

- Every young person to have access to high-quality, independent careers guidance
- Every young person to gain experience of the world of work that helps them set and achieve their goals in life
- Every young person to get the support – and time - they need to fulfill their potential and ambitions
- Encouragement and resourcing for collaboration between institutions and between industry and education
- The many examples of excellent teaching and training delivery in London to be recognised publicly
- Fair funding for post-16 education and skills, including 18 year-olds
- An education and training system in London that works for young people, sets them up for life and prepares them for work – now and in the future

The Young People's Education and Skills Board brings together key stakeholders from across London to help set the region's priorities to influence and shape the education provision on offer to young people. Its members provide a valuable resource for London in supporting successful reform. Three significant aspects of reform continue to require coordination across London:

- Achieving full participation of everyone up to age 18;
- Continued implementation of ambitious reforms for young people with special educational needs and disabilities; and
- Radically improving careers work.

The voice provided by the Young People's Education and Skills Board will ensure that the interests of young people will be taken into account in the on-going devolution debate and in the closer integration of education, skills and employment. The

indications are that London's economy and labour market are improving. But we also know that youth unemployment remains high; that there are concerns about the preparedness of too many young people for the world of work; and that economic growth is susceptible to turbulence, needing to be supported by young talent with the skills to compete for jobs in a global city and contribute to the competitiveness of businesses in London.

The priorities for the education and skills for young Londoners we are setting out form a bold statement: to provide young people with world-class opportunities in a world-leading city. It is a call to action addressed to policy makers, planners and practitioners - to enable young Londoners to succeed.

Chair

Cllr Peter John
(London Councils' Executive
Member for Children, Skills
and Employment)

Deputy Chair

Jack Morris OBE
(Co-Chair London Enterprise
Panel Skills and Employment
Working Group)

Deputy Chair

Gail Tolley
(Association of London
Directors of Children's
Services)

Blank page

EXECUTIVE SUMMARY STATEMENT OF PRIORITIES

The priorities for London are that...

- *learning institutions and the business community should work better together to enable more young people to succeed*
- *young people should expect to exercise informed choices about their options, to set and make progress towards their own learning goals and reach their potential*
- *young people continue in learning until they are 18, achieve their qualifications and outcomes and move on in life to fulfil their ambitions*
- *there is sufficient higher level provision to ensure young people gain the skills, experience and qualifications they need to support the future growth of London as a world-class city*
- *London's ESIF Programme enables young people to access the support they need to acquire the skills that will enable them to get into and get on in work.*
- *more young people achieve good results in Level 3 qualifications*
- *young people with SEND - and their families - have the same choice and control over their futures as all other young Londoners*
- *learning institutions design and deliver individual study programmes that are shaped and owned by young people and which ensure sustained progression outcomes.*
- *more young people acquire higher-level skills and qualifications*
- *young people are better prepared, especially at 17 and 19, for progression to further and higher education and employment*

Part One: The Challenge - Summary Statement of Need

Introduction

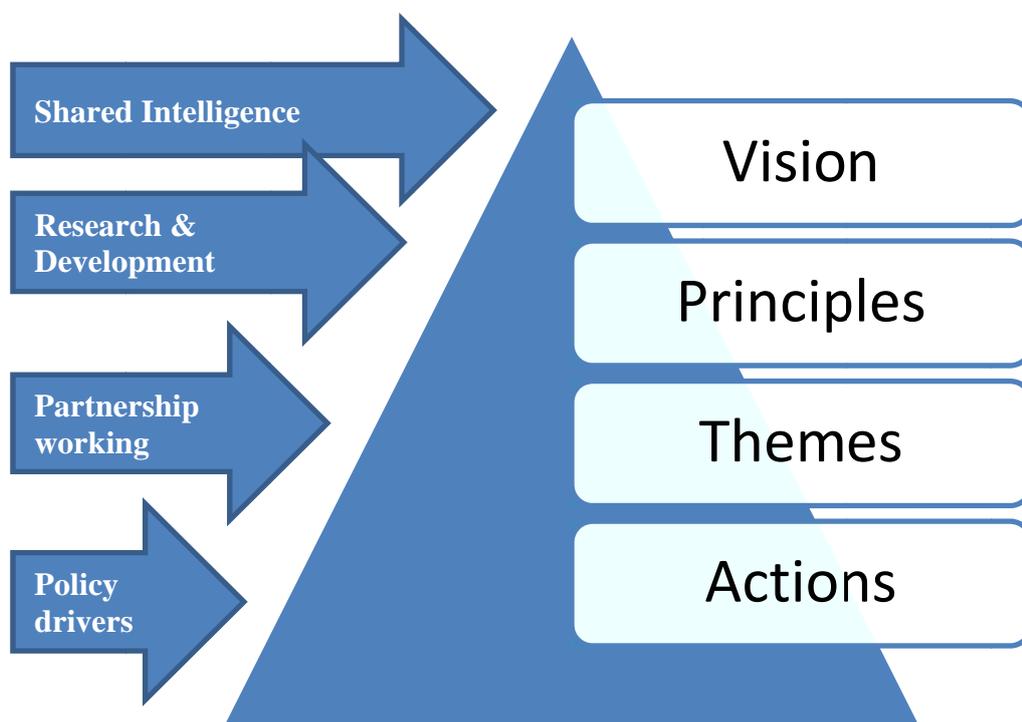
Young People's Education and Skills is a partnership body: supporting Local Authorities to deliver their responsibilities for young people's participation, achievement and progression; and working with other partners who also have responsibilities for education, skills and employment of young people.

Sitting within London Councils, the cross-party organisation that works on behalf of London's 32 boroughs and the City of London, *Young People's Education and Skills* is the only forum in London where Local Authorities, representatives of learning institutions, central government and London government come together strategically to review the crucial 14-19 age range and consider the impact of education and skills on London's labour market and economy.

Young People's Education and Skills works closely with the London Enterprise Panel. The London Enterprise Panel is the local enterprise partnership for London. Chaired by Mayor of London Mr Boris Johnson MP, the London Enterprise Panel is the body through which the Mayoralty works with London's boroughs, business and Transport for London to take a strategic view of the regeneration, employment and skills agenda for London.

The purpose of this Statement of Priorities is to help Local Authorities meet their statutory duties and institutions to plan and deliver excellent opportunities for young people to learn and thrive in London.

1.1 Leadership through Partnership



The Board's broad representation means that our assessment of the priorities for London is forged not only out of the varied perspectives of many different organisations, but through a vast body of research and analysis tested by the sector's collective experience. **Developing a shared understanding of the key issues facing young Londoners through a common evidence base is a key task in our leadership role** – we are delighted that strategic partners have consistently reinforced their understanding of the issues; their agreement of the priorities and objectives for young people's education and skills in London; and their affirmation of the responsibilities and activities that will make breakthroughs in the participation, achievement and progression of young Londoners.

In particular, we have drawn on the following publicly-available sources of evidence to develop our priorities:

- Intelligent London¹
- Skills Match²
- The London Datastore maintained by The Greater London Authority (GLA), in particular GLA Economics³
- Research reports published by London Councils Young People's Education and Skills⁴
- Research and data partnerships; particularly with DMA and Associates, MIME Consulting Ltd and the University of London Institute of Education
- Higher education partnerships; especially with Linking London, the University of East London (UEL) and the University of Greenwich
- Working with boroughs and the Board, getting the views of a broad range of partners and stakeholders

¹ <http://www.intelligentlondon.org.uk/>

² <http://skillsmatch.intelligentlondon.org.uk/>

³ <http://data.london.gov.uk/>

⁴ <http://www.londoncouncils.gov.uk/our-key-themes/children-and-young-people/14-19-young-people-education-and-skills/publications>

(1) Developing understanding through research and development

The partner organisations that collaborate through Young People's Education and Skills also undertake a substantial programme of research, including some key surveys of businesses and residents, which are particularly instructive.

London Councils Young People's Education and Skills and the London Enterprise Panel also maintain contact with other organisations that are not formally part of our partnerships, but who nonetheless provide an important voice in strategic debate.⁵ We are grateful for the insight these sources of information and analysis provide. They enable us to draw on the experience of pilot programmes, evaluations and targeted research projects and so conceive practical solutions to the issues young people face.

(2) Developing understanding through working together

We are working ever more closely together as a partnership. There are five stand-out areas that have been particularly successful in the last year and that offer greatest promise in the year ahead:

- London Ambitions Careers Offer [\[text to follow\]](#)
- Special educational needs and disabilities (SEND) [\[text to follow\]](#)
- European Structural and Investment Funds (ESIF) [\[text to follow\]](#)
- Higher Education research [\[text to follow\]](#)
- Technical, professional and vocational learning [\[text to follow\]](#)

In the context of London's world-class status, we have also drawn on data available from Eurydice, Eurostat and the Organisation for Economic Co-operation and Development (OECD) and, in conjunction with the Partnership for Young London, participated in a study into education and employers working together in Germany⁶.

(3) Developing understanding of the policy drivers

Our position within London's local government helps us identify and share effective practice, giving opportunities for councils to showcase what works well, and to facilitate communication across London.

We are fully integrated into the debate on devolution as it affects education, skills, enterprise and employment in London. We are at the heart of London's city-wide governance. As part of London Councils, the principles of localism and devolution are deeply engrained in our ethos and we are alive to the wider agenda for London arising from the annual Summit of London's leadership.

Through our connection with the London Enterprise Panel, especially as a member of its Skills and Employment Working Group, we are part of the decision-making processes that make a tremendous difference to the lives of young people, their families and their future prospects.

Our mission is to make sure that every young person has a personal route to success and the skills to secure a better future for themselves and their communities. We have developed **principled positions** that will enable young Londoners to succeed, but we are concerned that in some instances national policy works could better serve the interests of young people (for example, with regard to careers work and in the funding for 18 year-olds). While developing a consensus around those areas in which greatest progress can be made quickly, we will also continue to lobby on - and provide evidence supporting - those areas where we believe policy should be changed.

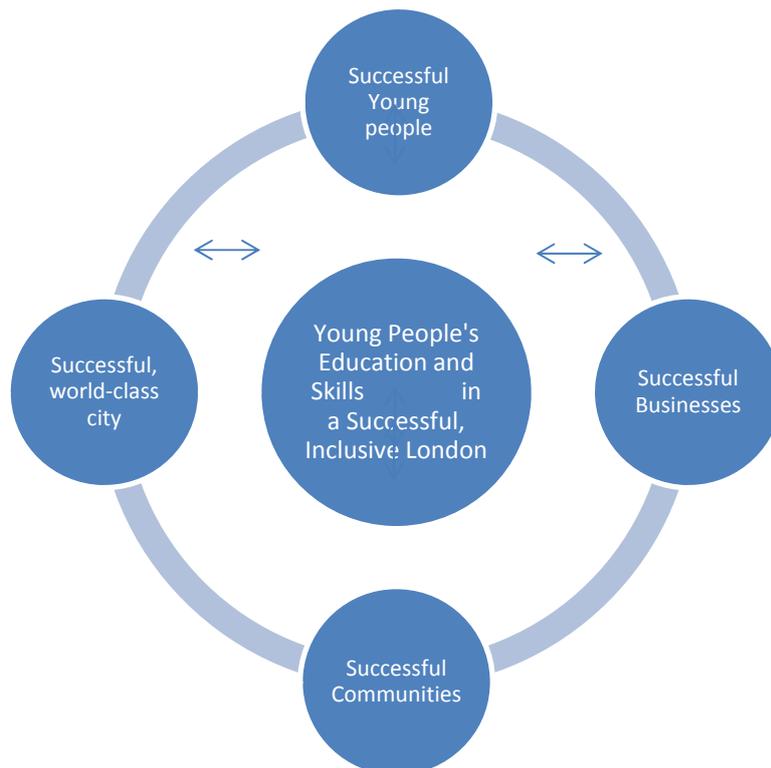
⁵ For example: The Centre for London, Partnership for Young London, London Voluntary Services Council, London Chamber of Commerce and Industry and many other think-tanks, representative bodies and research institutions.

⁶ <http://www.educationandemployers.org/wp-content/uploads/2015/05/From-school-to-work-in-Germany-full-report.pdf>

Through shared understanding and respect for differing perspectives comes a shared direction and vision of what we want to achieve for young people in London.

1.2 Vision for young people’s education and skills in London

We want to see successful young people contributing to successful businesses in successful communities in a successful world-class city.



Successful young people leaving London’s education and training system with the qualifications, skills and experience they need to get on in life – enjoying and adding to London’s rich diversity and cultural life, will make a critical contribution to the overall vision for London in the future; its growth as a world-leading city, its economy and its environment.

Successful businesses in London will be more competitive, achieved by the skills and talent of their workforce and will offer high-quality, value-adding products and services to their customers throughout the world; make a positive contribution to the environmental challenges London will face; invest in the London’s future and extend opportunity to all Londoners.

Successful communities will engage residents and be based on London’s reputation for tolerance, freedom and fairness; they will be respectful of diversity and integrated into the unity of the capital; they will be the foundation of London’s continued and sustainable growth

Successful, world-class city means that all aspects of London life: its people, infrastructure, economy, environment and place in the world are admired by and sought to be emulated by other cities in the world – a success attributed to the harnessing of the ambition and talent of its residents and businesses.

1.3 Key Facts

| | | London | England | |
|--|---|--------------|--------------------------------|--|
| Participation | Participation of 16 year-olds (measured in June) ⁷ | 95.3% | To follow | |
| | Participation of 17 year-olds (measured in June) ⁷ | 90.9% | | |
| | Participation of 18 year-olds (measured in June) ⁷ | 73.7% | | |
| | Participation of 16 - 18 year-olds (measured in June) ⁷ | 92.3% | | |
| | 16-18 NEET (measured in December) ⁸ | 3.4% | | |
| | Activity Not K0nown ⁸ (measured in December) | 10.1% | | |
| | Apprenticeship starts: under 19 year-olds (2013/14 full academic year) ⁹ | 9,510 | | |
| | Achievement | GCSE Results | 2014 – 15 provisional due soon | |
| A Level and Level 3 point score per candidate (measured in January) ¹⁰ | | 688.2 | | |
| A Level point score per entry ¹⁰ | | 211.3 | | |
| Percentage of students achieving two or more passes at A Level or equivalent ¹⁰ | | 91.5% | | |
| Apprenticeship achievements: under 19 year-olds (2013/14 full academic year) ¹¹ | | 4,830 | | |
| Level 2 attainment at 19 ¹¹ | | All | 88% | |
| | | FSM | 81% | |
| | | Not FSM | 90% | |
| | | Gap | 8% | |
| Level 3 attainment at 19 ¹¹ | | All | 64% | |
| | | FSM | 53% | |
| | Not FSM | 67% | | |
| | Gap | 15% | | |
| Progression ¹² | KS4 Destination Measure | 92% | 91% | |
| | KS5 Destination Measure | 73% | 71% | |
| | Proportion of 16-18 cohort progressing to university | 56% | 38% | |

⁷Participation figures are available from NCCIS (June 2015)

⁸ NEET and Not Known figures taken from NCCIS (June 2015)

⁹ <https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships>

¹⁰ <https://www.gov.uk/government/statistics/a-level-and-other-level-3-results-2013-to-2014-revised>

¹¹SFR11/2015: <https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2014>

¹² SFR01/2015: <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2012-to-2013>

1.4 Summary of the Evidence Base

- London is a youthful city, the proportion of its population that is aged under 30 is expected to increase in the next 10 years
- London continues to attract migrants from within the UK and from overseas, especially young, highly-qualified and talented young people
- **Pressure on school places will continue** – this will affect both secondary and primary schools – and this pressure will also be felt in 16+ provision
- Labour market entry for young people aged 16-19 has, for at least the past 10-15 years, proved difficult to achieve and sustain – this trend is expected to continue
- The type of jobs that employers will be looking to fill in the next decade will change, with the emergence of **a more highly skilled, technically adept and talented workforce** than at present
- London has weathered well the economic downturn since 2008 – youth unemployment, though nonetheless high, has remained lower than the rest of the UK; but there is every indication that employers may have retained staff at the cost of productivity. **Restoring productivity is a key competitiveness challenge for London.**
- The temptation to focus only on the most able young people must be resisted – **no young person should be left behind** and everyone must be given the support they need to reach their potential. In too many parts of London, there is a close match between deprivation and educational underachievement – and this has been ingrained into the culture and image of many places across several generations. Consequently, **London is losing out on the potential contribution of too many young people.**
- **The leadership of London's education and training sector has the experience and determination to transform the system:**
 - Work collaboratively with a range of stakeholders to share understanding of the key issues facing the current and future economy and labour market
 - Understand the true nature of talent gaps
 - Create a robust process for monitoring London's performance on delivering technical skills over time
 - Identify the underlying reasons for lack of skills supply in critical areas
 - Balancing quick-win initiatives (retraining in immediate shortage areas) with long-term interventions (addressing root causes of shortages in underlying Science, Technology, Engineering, Arts and Mathematics (STEAM) skills)

1.5 Conclusions

What we know from the evidence

Young people's education and skills fuel business competitiveness, productivity and economic growth

- The UK's economic prospects are tied closely with those of London - London remains *the* 'powerhouse' of the UK economy, outperforming other parts of the country in many key indicators
- London's education performance, although much improved and leading the rest of the country at Key Stage 4, still lags behind other parts of the UK at Key Stage 5 (though London resumes its advantage when comparing achievements at age 19)
- Neither London nor the UK can compete internationally in our industries of the past, but London is a world leader (or has the potential to be among the best) in many new and value-adding sectors

Better and more inclusive education and skills lead to greater social cohesion, more integrated communities and social mobility

- People's earnings are linked to the qualifications they have gained - the better qualified earn more than those people who do not have any qualifications
- There is a close relationship between low qualifications, low earnings and other indicators of deprivation
- Better education outcomes for all young people not only gives them a better start in life, it improves their long-term quality of life and the quality of London as a place to live and work

Participation of 16 and 17 year-olds remain high, but participation rates are variable across different boroughs

- In some parts of London, there has been underperformance for a significant period of time
- Prior attainment at GCSE plays a major part in both post-16 retention

Issue to Address

London's business community wants to work more closely with the education and skills sector but finds it difficult to do so

Young Londoners need to be better informed about opportunities that exist in London to help them fulfil both their ambitions and potential

A Pan-London approach needs to be taken to address institutional and borough variation in performance with a particular focus on 17 year-old participation, attainment and progression

and attainment – 36% of London learners do not have good GCSE grades in English and mathematics¹³

- Achieving eight GCSEs at grades A*-C is a better indicator of success at Level 3 than the Level 2 threshold of five GCSEs at grades A*-C
- Just under a quarter of Year 12 Level 3 starters dropped out of their school sixth form before the age of 18
- Only a third of sixth form school students embarking on a level 2 course at age 16 progresses to Level 3 study

Key Stage 4 results have been turned around in London, now resulting in the best regional performance in England, but this advantage is not built upon sufficiently post-16

- The gap between London and England in Level 3 point scores is reducing, but this is more because of a sharper fall in the national performance than an increase in London's performance
- There is evidence that some young people are entered onto A Level courses but not achieving the relevant qualifications – this may be due to them not pursuing the right Level 3 option

More support is needed for middle-performing students whose grades are insufficient for progression to HE, further study or work

London's young people need the technical and professional skills and workplace attitudes that will drive London's economic growth

- While more young people continue full-time study, the take-up of Apprenticeships in London remains extremely low
- Very few young people aged 16-18 are in work, though those young people who are given the opportunity to do so appreciate the ability to learn and earn
- Both take-up and success rates for 16-18 Apprenticeships have been in decline over the past three years
- Relatively few employers connect

Young people and businesses in London need a curriculum that will provide technical, vocational and professional skills

¹³ <https://www.gov.uk/government/statistics/gcse-and-equivalent-attainment-by-pupil-characteristics-2014>
Page 19 of 42

Apprenticeships (and staff training on the whole) and the drive for efficiency, effectiveness and competitiveness

- The employment rate of 18-24 year-olds in London (July 2015) is 52.4% compared with 63.1% of all ages

Many young Londoners who continue full-time learning to age 18, or who go to University, are often ill-prepared to make the transition to adulthood and the world of work

- Just under a quarter of Year 12 Level 3 starters dropped out of their school sixth form before the age of 18
- While approximately $\frac{2}{3}$ of employers surveyed by the UK Commission for Employment and Skills said that 17 to 18-year old school leavers and 83% of graduates they had recruited were found to be 'well' or 'very well' prepared for work, there is still considerable scope for improving the 'employability' skills of young people
- There are approximately 600,000 children in London living in poverty (more than a third of all children) who have limited or no access to the work placement 'network' that is available in more prosperous areas of London

Young people need to be better equipped to make the transition to the world of work

1.6 Our Principles

Our mission is to make sure that every young person has a personal route to success and the skills to secure a better future for themselves and their communities.

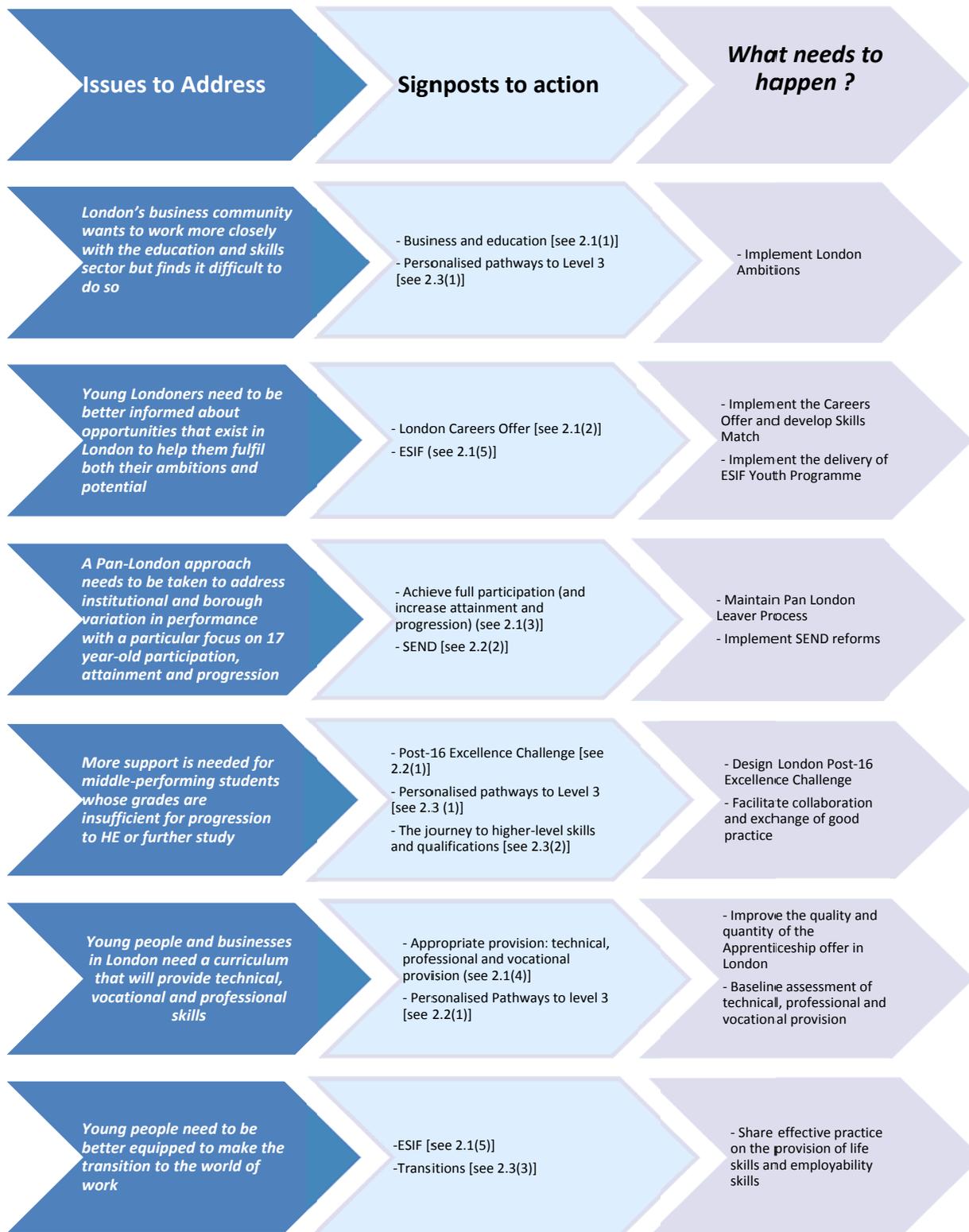
Our ethos is to work in partnership, develop a shared understanding of the needs of young Londoners and build consensus on the actions and their responsibilities that will make breakthroughs in the participation, achievement and progression of young Londoners.

Our principles are formed out of a robust, evidence-based analysis of the needs of London – its society, its businesses and its young people. These principles determine our approach to our task; they specify our actions in the year ahead and point to the policy lines we will continue to develop.

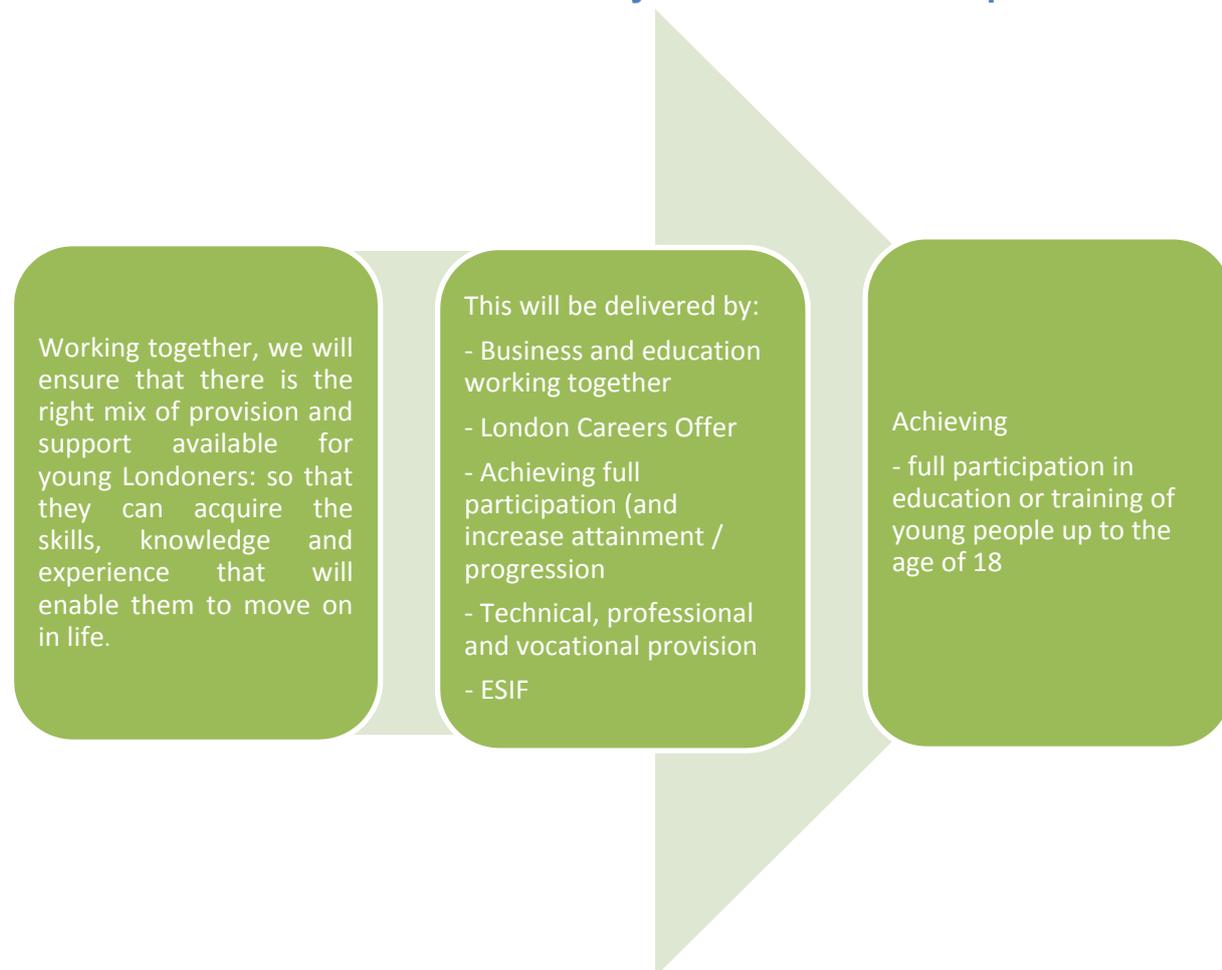
We believe that:

- Every young person deserves the best possible start in life. Because the skills, knowledge and experience they get while in school, college or training set them up for the future, every young person needs a personalised programme of education and skills – and the support they need to reach their goals.
- Young people need to be confident in the value of their education and acquisition of skills – they need to know the value of learning and be certain that what they learn will be relevant to achieving their goals in life.
- Because young people have such a range of options open to them, every young person should have 100 hours of experiences of the world of work while in school and receive face-to-face careers guidance at key transition points in their journey to adulthood and employment.
- Young people who would benefit from a three-year programme of study to achieve a Level 3 qualification should be able to do so, with their learning institution being assured of full funding.
- Ensuring that young people get the best out of their time in education or training requires the active engagement of a broad range of organisations; collaboration between these organisations is the best guarantee that young people will succeed in learning and in life.
- London's young people are entering one of the most competitive labour markets in the world and the economy of the future will demand a workforce equipped with technical, professional and vocational skills. London's curriculum needs to face up to the challenges of the future.

Part Two: Meeting the Challenge – Taking Action



2.1 Priorities for action in 2015/16: Key Theme One - Participation



“Imagine every young person in London thinking about routes to a successful working life from an early age, confident they are gaining valuable experience and exposure to the world of work.

Also imagine every young person feeling sure they can access reliable careers and employability support from a wide range of sources.

Along the way, they will meet people who inspire them, experience places that energise and motivate them to connect day to day learning to future work possibilities, and undertake projects that stretch and challenge them to achieve more and aim higher.”

Dr Deidre Hughes OBE,

*“London Ambitions: Shaping a successful careers offer for all young Londoners”
June 2015*

(1) Business and Education Working Together

It is a priority for London that learning institutions and the business community should work better together to enable more young people to succeed

Businesses are becoming increasingly involved in the development of the curriculum through apprenticeships and their input is crucial to the improvement of vocational learning in London. They provide experience of work; opportunities to develop employability skills; mentoring; internships; Traineeships and Apprenticeships. They help set standards to which young people must aspire in order to enter, sustain and thrive in work. Young people provide businesses with skills, talent and energy that fuel business competitiveness. Working with the London Enterprise Panel, we will aim to bring the interests of businesses and those of young people together in a mutually beneficial way.

Work is on-going with the London Enterprise Panel to ensure that London's learning institutions and its business community work better together to enable more young people to succeed. We are supporting engagement between small, middle and micro-sized businesses and schools and colleges in London through the sharing of good practice in effective engagement. ESIF will be used to promote opportunities for internships and work experience as well as traineeships and Apprenticeships to support the businesses that offer them.

(2) London Ambitions Careers Offer

It is a priority for London that young people should expect to exercise informed choices about their options, to set and make progress towards their own learning goals and reach their potential

The *London Ambitions Careers Offer*¹⁴ provides schools and colleges with a careers curriculum and points to resources to develop and maintain strong partnerships with local business. The continued development of *Skills Match*¹⁵ - an interactive tool that will allow the visual exploration of the relationship between skills supply and employer demand in London up to 2020 - will support policy-makers, practitioners and employers to take an intelligence-led, geographically-specific approach to addressing youth unemployment in London. London Councils and the London Enterprise Panel, with other partners, have reported¹⁶ on employability skills and developed the *Connect Card*, supported by a rich series of case studies, to help education organisations and businesses, particularly small and medium sized enterprises, to engage with each other more effectively.

In 2014, the government announced the creation of the Careers and Enterprise Company, which (working with the National Careers Service) aims to support institutions in meeting their duties for careers guidance.

We will continue to work with all parties that have a responsibility for the provision of careers education, information, advice and guidance - including the National Careers Service and the Careers and Enterprise Company - to ensure that services available to young people in London help them make the choices that ultimately improve their chances of success. We will also continue to lobby for more fundamental change that puts an entitlement to face-to-face guidance for all young people who would benefit from it at the very heart of London's education and skills system. We will attempt to rectify the gap in face-to-face guidance by using ESIF to provide a service to those young people who do not have a statutory right to this provision. ESIF will also support the introduction of careers clusters across the capital to develop professional networking and improve the labour market relevance of education

¹⁴ <https://www.london.gov.uk/priorities/schools-and-education/for-teachers/london-ambition>

¹⁵ <http://skillsmatch.intelligentlondon.org.uk/>

¹⁶ <http://www.nfer.ac.uk/publications/IMSL01/IMSL01.pdf>

(3) Achieve full participation and increase attainment and progression

It is a priority for London that young people continue in learning until they are 18, achieve their qualifications and outcomes and move on in life to fulfil their ambitions

Raising the Participation Age (RPA) is now a reality. Young people are required to participate in education or training until 18 - but it is not enough simply to participate, merely to attend. It is about learning what is important for young people to move on in life – to achieve their goals, fulfil their ambitions and progress.

For us, progression relates closely to each young person's 'personal route to success'. For example, for a young person with SEND 'progression' may mean successful preparation for adulthood and independent living. For other young people, 'progression' may mean making the transition from education into employment or training; whereas for other young people it could mean: moving into further and higher education or training before getting a job, or into a professional career pathway that involves continuing study and development, or into a Traineeship or Apprenticeship that allows them to learn while in work.

Tracking young people's activity is an important task for local authorities in monitoring RPA. Because so many young people study in a borough different to the one in which they live, we have developed – and will maintain - a simple process¹⁷ to make it easy for institutions to share information on students who leave their course and then for that information to be quickly and easily shared with the boroughs in which those young people live. London Councils Young People's Education and Skills will also report on the progress towards full participation in each borough to enable local leadership to take appropriate action where needed. In particular, the number and proportion of young people whose current status is 'activity not known' needs close monitoring. London's youth is particularly mobile and movement across borough borders can mean that young people do not always get the support they need in a timely way.

(4) Appropriate Provision: Technical, Professional and Vocational Education and Training

It is a priority for London that there is sufficient higher level provision to ensure young people gain the skills, experience and qualifications they need to support the future growth of London as a world-class city

The London Enterprise Panel, through its Jobs and Growth Plan¹⁸, management of the further education capital programme and leadership of European investment, has influence over skills provision in London, particularly provision delivered by colleges and commercial and charitable providers. Employment in science and technology in London has grown in the past five years and this industry has become a key element in the future prosperity of the capital.

Science, Technology, Engineering, Arts and Mathematics (STEAM) provision both pre- and post-16 is therefore inexorably linked to London's future prospects; this is a major consideration for those in learning institutions responsible for planning provision. Ensuring that all young people have access to high quality vocational provision is a priority for all institutions.

We welcome the consensus that Apprenticeship opportunities for young people should increase (the government is committed to creating 3 million apprentices – from all age groups – by 2020). Yet both businesses and educators must guard Apprenticeships

¹⁷ <http://www.londoncouncils.gov.uk/our-key-themes/children-and-young-people/14-19-young-people-education-and-skills/pan-london-leavers>

¹⁸ <https://LondonEnterprisePanel.london/publication/jobs-and-growth-plan-london>

from any dilution of quality and standards. All partners across the capital with a vested interest in the success of young Londoners understand the critical value of Apprenticeships in an improved offer of vocational learning. That is why we will be particularly vigilant about the introduction of new funding systems in Apprenticeships. While we understand the need for reform and, in particular, to give employers greater ownership of Apprenticeships, we are concerned that the risk to quality and consistency of Apprenticeships in London may need to be reassessed. We will press for the devolution of funds raised by the Apprenticeship Levy to ensure that high-quality Apprenticeships are available to small and medium sized businesses, especially in those sectors that are most critical to London's economic success.

Apprenticeships, including Advanced and Higher Apprenticeships, provide pathways into employment and for progression in employment and into HE. Young People's Education and Skills will work with the London Enterprise Panel and the Greater London Authority (GLA) in promoting Apprenticeships, increasing the take-up of Apprenticeships by young people and employers - including local authorities and their supply chains - and in evaluating the impact of Apprenticeships on young people, businesses and the wider London economy.

London's economy is – and is projected to remain – more highly skilled than the rest of the country. Attracting more businesses and learning institutions to offer Higher Apprenticeship opportunities will therefore be a particularly important contribution to London's economic success.

While increasing and improving the Apprenticeship offer for young Londoners is important, there is a more general issue about the provision of technical, professional and vocational education and training – this is vital both to the prospects of our young people and the continued success of our businesses. We will contribute to local area-based reviews of post-16 provision and provide these reviews with relevant support. Local authorities, working through Young People's Education and Skills, should provide credible and vocal championship of vocational pathways, including recognising and promoting (in conjunction with Ofsted) quality vocational provision. To assist in this process, we propose to undertake a baseline assessment of technical, professional and vocational provision in London as a guide to future policy.

Stakeholders working in partnership through Young People's Education and Skills understand the challenges of difficult economic conditions and tight public finances. However, investment in young people's education and skills - throughout their statutory participation - not only pays dividends to the national, regional and local economies through improved innovation, creativity and productivity; it also repays its value through public well-being, community cohesion and social mobility.

(5) European Structural and Investment Funds (ESIF)

It is a priority for London that London's ESIF Programme enables young people to access the support they need to acquire the skills that will enable them to get into and get on in work.

After a significant period of comprehensive consultation, design and development the London European Structural and Investment Fund (ESIF) Programme is now being delivered. The Youth Programme (for 15-24 year-olds) has a range of interdependent strands of activity that are relevant to young people who are unsettled in their learning environment, or who may have dropped-out of learning, or who need help in identifying or entering their most appropriate route to employment.

Taking action

- Young People's Education and Skills will work with the London Enterprise Panel and the GLA to implement the London Ambitions Careers Offer and promote a step-change in engagement between schools and colleges and London's

business community. Particular emphasis will be given to ensuring that the vocational offer, especially Apprenticeships, meets the needs of the London labour market.

- Young People's Education and Skills will continue to develop Skills Match and promote other labour market resources.
- Local authorities - working locally, sub-regionally and pan-London - should maximise the education, employment and skills impacts of investment in their boroughs and across the capital and support local area-based reviews of provision.
- Institutions should seek further opportunities to work together to apply best practice in employer engagement, capitalising on the links with business that will become available as the careers offer is implemented.
- Local authorities will maintain tracking systems to monitor progress towards full participation to 18 and that reduce the number of young Londoners whose current status is 'activity not known' and help to identify those young Londoners who are NEET and require additional support to source provision that will help them achieve their goals.
- Young People's Education and Skills will work with the GLA and London Enterprise Panel to introduce ESIF programmes that support on-going innovations and improvements in careers education, information, advice and guidance across the capital.
- London Councils will continue to lobby for an entitlement to face-to-face guidance for all young people.
- Local authorities, working with schools and colleges, will target services at vulnerable and disadvantaged young people.
- Institutions will continue to deliver their duty to provide impartial and independent careers support and guidance, and will support the implementation of the London Ambitions Careers Offer.

Making a difference

As a result of the actions we intend to take with partners and stakeholders:

- London will achieve full participation of young people up to the age of 18 in education or training.
- The implementation of the London Ambitions Careers Offer will improve business engagement in young people's education and skills across London.
- London Ambitions Careers Offer will shape outstanding careers support, education and guidance across schools, colleges and local authorities in the capital, resulting in first-time enrolment of students onto the course option that best meets their needs, reduced drop-out, fewer young people becoming NEET and improved progression, particularly at age 17.

2.2 Priorities for action in 2015/16: Key Theme 2 - Achievement

Working together, we will ensure that young Londoners set, own and achieve their personal goals and that no one is left behind as London grows in the future

This will be delivered by:

- Post-16 Excellence Challenge
- SEND Reforms

Achieving:

- increased levels 2 and 3 attainment at 19
- increased level 3 point score at Key Stage 5
- higher levels of positive outcomes for all young people

“London has made marked progress in recent years in pre-16 performance, measured by the attainment of five or more GCSE A*-C grades including English and mathematics. However... this level of performance at Key Stage 4 does not necessarily ensure successful post-16 retention and Level 3 attainment at 18 because students sometimes lack wider progression skills to make an effective transition. Successful transition at age 17 appears to be a key factor in determining successful outcomes at 18 or 19 for young Londoners, particularly at Level 3. In this regard, London lags behind the England average and there is considerable variation in performance between boroughs, depending on their socio-economic status.”

Professors Ann Hodgson and Ken Spours Institute of Education, University of London

“17+ participation, attainment and progression in London: Key findings and recommendations”

October 2014

(1) Post-16 Excellence Challenge

It is a priority for London that its advantage at Key Stage 4 is built on more strongly so that more young people achieve good results in A Levels and other Level 3 qualifications

London has earned a well-deserved reputation for turning around performance at Key Stage 4 relative to other parts of the country, but there are still too many young people underachieving at GCSE and this presents clear issues in the post-16 phase.

A consensus has emerged that a significant contributing factor to London's success at Key Stage 4 was the '*London Challenge*'¹⁹ improvement programme and there is a strong desire to apply its principles to achieve a transformation in post-16 learning. Part of our continuing work with partners will be to develop and shape a '**Post-16 Excellence Challenge**' based on the following elements:

- Young People's Education and Skills to consult on a new vision of London's post-16 education and skills in 2020 (in the light of the area-based review of provision in London).
- Attention to leadership of learning, particularly the development of middle-management and creating peer referencing groups. Replicating the spirit of trust between institutions that was a feature of *London Challenge* is a prerequisite for effective collaboration and would be a tremendous step in providing a foundation for sustainable quality improvement.
- Many more providers are now part of the learning landscape and need to be included, particularly as they are often essential partners delivering learning programmes for vulnerable learners.
- A London Post-16 Excellence Challenge needs to:
 - be sensitive to what happens pre-16 and reflect 18 to 24 skills and employment;
 - be about positive outcomes for life, not just league table measures;
 - support institutions as they help young people progress in their learning goals and in work;
 - feature sustainable employer engagement;
 - look beyond full-time Higher Education (HE) as the only valued post-16 outcome;
 - take the spirit of Progress 8 (value-added) into post-16;
 - be inclusive of vulnerable young people;
 - learn from school-to-school support programmes and approaches, which are valued and effective.

London Challenge was taken seriously because it had top-level support from government and was highly regarded across the political spectrum. It was also relatively well resourced, with much of the cost being met by central government. However, the role of local authorities is now very different and the financial climate is incomparable. The type of 'Excellence Challenge' envisaged here is about institutions and other stakeholders working together differently to achieve sustainable quality improvement, particularly in the light of the area-based review of provision in London.

(2) Special educational needs and disabilities (SEND)

It is a priority for London that young people with SEND - and their families - have the same rights to choice and control over their futures as all other young Londoners

Since the coalition government published its White Paper²⁰ in 2011 signaling a new approach for young people with SEND, London Councils Young People's Education and Skills has provided support to local authorities and other partner organisations to

¹⁹ London Challenge ran from 2003-2011 and aimed to have every young person in London receive a good or better education. It had a close focus on raising the quality of school leadership and the quality of teaching and learning. Among its features were: the forensic use of data at school, subject and student levels, especially in the creation of 'families' of schools with similar characteristics to benchmark performance and improvement; using highly experienced advisers who were trusted by schools; funding to support measurable improvement; high-level political support. Information about London Challenge is available through the National Archive.

²⁰ <http://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027>

prepare for the new arrangements, which were introduced following the passage of the Children and Families Act 2014.

Reforming the entire SEND system is both ambitious and challenging, and will require significant culture change over the coming years. There is a continuing need to support local authorities and partner organisations with reciprocal responsibilities under the Children and Families Act 2014 (and the *0 to 25 Special Educational Needs Code of Practice*²¹) to ensure that all young people with SEND have choice and control over their lives and enjoy positive life outcomes.

The priority for partners across the capital is to keep up the momentum of implementing the underpinning aspects of the reforms:

- Involving children, young people and their families in all aspects of decision making.
- Greater choice and control for parents and young people over their support.
- Collaboration between education, health and social care services enabling support that leads to greater independence.
- High quality provision to meet the needs of children and young people with SEND.
- Supporting successful preparation for adulthood.

As Education, Health and Care Plans bring together support for children and young people from birth to 25, the focus on better life outcomes beyond school or college will influence and shape the continuous development of each area's Local Offer.

Joint commissioning across education, health and care is critical to successful reform. Health and Well-Being Boards' joint strategic needs assessments will help develop a shared understanding of what is wanted and needed by local residents and facilitate reviewing how this compares with existing provision. Joint commissioning will enable local partners to use intelligence to develop a shared vision and agenda for change, with agreement of what outcome-based commissioning is designed to achieve; and to chart amenities and services (both quality and costs) will continue throughout 2015/16 and beyond.

Supporting better strategic commissioning to create the conditions for success for individual commissioning (for example, through market development, community capacity building, personal budgets and modification of traditional procurement processes) is essential.

High aspirations are crucial to success - preparing for adulthood from the earliest years will drive the more aspirational system that young people, parents, local authorities and their partners aim to achieve.

Success will be measured by changing young people lives for the better through:

- Paid employment: includes different employment options, such as support for becoming self-employed and help from supported employment agencies.
- Independent living: young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living.
- Community inclusion: participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community.
- Good health: being as healthy as possible in adult life, with support that better enables an 'ordinary life'.

²¹ [https://www.gov.uk/government/publications/Special Educational Needs and Disabilitiesd-code-of-practice-0-to-25](https://www.gov.uk/government/publications/Special-Educational-Needs-and-Disabilitiesd-code-of-practice-0-to-25)

Taking action

- Young People's Education and Skills will lead the sector in London to define and establish a 'Post-16 Excellence Challenge', in the light of area-based review of provision.
- Local authorities can use the risk factors identified in the report '*What is happening with 17+ participation, attainment and progression in London?*' to work with schools and colleges locally and encourage their collaboration.
- Learning institutions can help to define the aims and structure of an 'Excellence Challenge' and participate in its local and pan-London mechanisms taking forward the area-based reviews.
- Young People's Education and Skills will support local authorities and their partners in implementing the arrangements to meet statutory responsibilities for young people with SEND, including new responsibilities from April 2015 for aged 18 and under with SEND in youth custody.
- Learning Institutions should ensure that they contribute fully to their areas' Local Offers (including universal and targeted provision) and continue to develop sufficient high quality provision to meet the full range of young people's needs.

Making a difference

As a result of the actions we intend to take with partners and stakeholders:

- London's 17+ issue will become more prominent in the future quality improvement work of London's education and skills system.
- A Post-16 Excellence Challenge will begin to impact positively on participation, attainment and progression
- There will be a comprehensive offer to young people with SEND in London that will prepare them for more independent adult lives.
- Joint commissioning arrangements will continue to mature and develop the market to support positive life outcomes and meet the needs of children and young people with SEND and their families.

2.3 Priorities for action in 2015/16: Key Theme 3 - Progression

Working together, we will ensure that young Londoners leave education or training able to participate in and make the most of London's diverse opportunities; and make successful transitions to adulthood, to further and higher study and to employment.

Delivered by:

- Personal Pathways to Level 3
- The journey to higher-level skills and qualifications
- Transitions to adulthood and employment

Achieving:

- increased youth employment in high-skilled jobs
- career progression
- fewer skills shortages
- improvements in the profitability and competitiveness of London's businesses

“There is evidence of significantly more students from Level 3 programmes other than A Level progressing to university, and of more students progressing to university with higher tariff scores...FE and Sixth Form Colleges in London are seen to cater for an increasingly deprived cohort. The findings show that, of the cohorts of London college students, 77 per cent come from deprived neighbourhoods and 61 per cent come from Black and Minority Ethnic groups. Coupled with the fact that the London colleges provide Level 3 opportunities for students who were low Key Stage 4 achievers at school, many of whom go on to progress to HE, this report reveals a significant role the sector has in the capital as a mechanism for social mobility”

Professor John Soran, Gail Tindell (University of East London) and Sheila Weeden (London Borough of Newham)

*“The Higher Education journey of young London residents”
July 2015*

(1) Personal Pathways to Level 3

It is a priority for London that learning institutions design and deliver individual study programmes that are shaped and owned by young people and which ensure sustained progression outcomes.

Just as we are concerned about post-16 provision in London not building on London's advantage pre-16, we are also concerned about the crucial phase when young people make the transition from school or college into the wider world - whether into work, or further study and then work. Young people's perceptions of their prospects are shaped by the strength of the labour market and their understanding of it, and the availability of a range of opportunities for further learning into early adulthood.

We are particularly concerned that changes in the post-19 learning landscape and funding system do not hamper young people's progression and aspirations. Though we know that more effective careers education and guidance can mitigate some of this, challenging economic or labour market conditions will undoubtedly affect young people's ambitions if they are not professionally guided through their options.

Youth unemployment remains high, despite the improved economic and labour market conditions. This has been a phenomenon for some years and pre-dates the economic downturn. We know how scarring the effects of youth unemployment – particularly long periods of unemployment – can be; and how much these effects can easily be transferred to siblings and peers, creating a cascade effect within both families and communities. Providing young people with the confidence, life-skills and employability skills they will need to prepare for work is a key priority for London.

High quality vocational learning needs to be a more prominent and valued aspect of the post-16 learning landscape in London. Increasing the supply of good quality vocational provision will be a key component of the solution to London's 17+ dropout problem and consequently an important part of our work over the coming year.

There is growing support for the idea of three-year programmes of study at level 3, but *not* if this merely means an extension of the time a young people spends in school when a different setting would be more appropriate. London Councils will continue to campaign on the issue of full funding for full-time 18 year-old students in the context of three-year programmes and personalised pathways.

There is a close match between the areas of London associated with educational underachievement, unemployment, poverty, crime and deprivation (including ill-health). Breaking this cycle, which often persists across generations, is a key objective for London both in terms of short-term community cohesion and longer-term social mobility.

(2) The Journey to higher-level skills and qualifications

It is a priority for London that more young people acquire higher-level skills and qualifications

London has a tradition of young people progressing to university – it has a greater proportion of young people entering HE than the national average - and many of the country's HE institutions that are particularly attractive to young people are located in London. However, there are still many neighbourhoods that a relatively poor track record of participation in HE.

More students from other level 3 programmes are progressing to university and more Higher Level Apprenticeships are becoming available. Some key employers, such as PWC, are providing leadership in their sectors by providing more openings for young people into the professions. Through the London Enterprise Panel's Skills and Employment Working Group, we will encourage the promotion of such initiatives to other businesses in London.

(3) Transitions to adulthood and employment

It is a priority for London that young people are better prepared, especially at 17 and 19, for progression to further and higher education and employment

The needs of young people are paramount. The education and skills system in London must equip all young people with the skills they need to become resilient to change, to manage their transition to adulthood and to prepare them for employment. Local authorities are well-placed to help learning institutions in their borough adopt effective practice in providing young people with appropriate employability and life skills that they can demonstrate to future employers.

The emphasis must be on helping more young people achieve good level 3 qualifications by the age of 19 and on achieving other good life outcomes, especially moving into and on in jobs.

Learning institutions in London have proved to be very effective in providing opportunities for the most vulnerable learners and young Londoners have excelled in progressing both to Higher Education (especially Russell Group universities, including Oxbridge) and to high-skilled employment.

London's performance at Key Stage 5 suggests helping middle-performing young people to achieve their full potential at level 3 is a major issue for London.

The evidence suggests that too many young people are being penalised by a system that has proved slow to adapt well when a young person changes their course choice - often because the system has also not provided them with appropriate advice and guidance on their choices and options.

Taking action

- London Councils will continue to promote post-16 issues, especially the benefits of planned three-year study programmes and the effects of reduced funding for full-time 18 year-old students. With the London Enterprise Panel, Young People's Education and Skills, with the GLA and London Enterprise Panel, will ensure that the range of provision introduced through ESIF supports the principle of personalisation.
- London Councils and local authorities will identify and disseminate effective practice in recognising employability skills and demonstrating their application to prospective employers
- Local authorities will want to ensure that a broad curriculum is available to their young people and that it meets the full spectrum of young people's needs.
- Institutions should be encouraged to collaborate through local and pan-London initiatives and, with Local Authorities and other Public Authorities such as Ofsted, identify and share effective practice.
- Although the precise mechanics for area reviews of post-16 education and training institutions in London have yet to be finalised, it is likely the learning institutions (and their representative bodies), the Mayor of London (and GLA), LEP, London local authorities and London Councils will have important roles to play.

Making a difference

As a result of the actions we intend to take with partners and stakeholders:

- Local prominent figures will be 'champions' of vocational learning in London and enable key decision-makers and planners to work together to increase

Apprenticeship opportunities in London as part of a more thorough-going effort to improve and increase vocational pathways into the professions and HE.

- Policy makers will respond to lobbying about the need for planned three-year study programmes that support learner progression and success into further learning and work.

Part Three: Ways of Working

Young People's Education and Skills is a partnership of stakeholders with a vested interest in young people's successful participation, achievement and progression with education and skills in London. Consequently, *partnership* is our bedrock and is deep-rooted in our ethos.

We believe that decisions and persuasive argument are built on a sound body of evidence and the data and analysis we provide must be visible and transparent.

We work with local authorities - elected members and officers – individually, in clusters and in sub-regions through a range of communications and activities.

We will lead pan-London conferences and forums of officers responsible for 14 to 19 education and skills in London with an emphasis on providing mechanisms for borough officers to explore the potential for pan-London solutions to common issues; while also providing advice and support that is sensitive to local and sub-regional priorities.

Local authorities will be offered opportunities to work together through 'task and finish groups' on specific projects that take forward the priorities contained in this document.

At all levels – the Board, Operational Sub-Group and as a team within London Councils – we respect, listen to and give weight to the views of all our partners. Through debate on the issues affecting young people's education and skills in London, we provide a voice for stakeholders and partners to develop a consensus on the priorities for action and determine the responsibilities and accountability for improving the life chances of young Londoners.

Part Four: Measures of Success

| | | Actual outturn | | Predicted | Targets | | | |
|---------------|--|----------------|------------|------------|------------|------------|------------|--|
| | | 2012 /2013 | 2013 /2014 | 2014 /2015 | 2015 /2016 | 2016 /2017 | 2017 /2018 | |
| Participation | Participation of 16 year-olds (measured in June) ²² | | | | | | | |
| | Participation of 17 year-olds (measured in June) | | | | | | | |
| | Participation of 16 and 17 year-olds (measured in June) ¹ | | | | | | | |
| | 16-18 NEET (measured in December) ²³ | | | | | | | |
| | Activity not known (measured in December) | | | | | | | |
| | Apprenticeship starts 16-18 year-olds | | | | | | | |
| Achievement | A Level point score per candidate | | | | | | | |
| | A Level point score per entry | | | | | | | |
| | Percentage of students achieving two or more passes at A Level or equivalent | | | | | | | |
| | Apprenticeship Success Rates: 16-18 year-olds | | | | | | | |
| | Level 3 attainment at 19 | All | | | | | | |
| | | FSM | | | | | | |
| | | Not FSM | | | | | | |
| | | Gap | | | | | | |
| | Level 2 attainment at 19 | All | | | | | | |
| | | FSM | | | | | | |
| Not FSM | | | | | | | | |
| Gap | | | | | | | | |
| Progression | KS4 Destination Measure | | | | | | | |
| | KS5 Destination Measure | | | | | | | |

²² SFR reference

²³ SFR reference

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | Proportion of 16-18 cohort progressing to university | | | | | | | |
|--|--|--|--|--|--|--|--|--|

Appendix 1: Membership of the Young People's Education and Skills Board

| Name | Title | Organisation |
|---------------------------------|--|--|
| Dr Caroline Allen OBE | Principal | Orchard Hill College |
| Dr Graeme Atherton | Director | AccessHE - London Higher |
| Philip Barron | Corporate Responsibility Manager | Land Securities Group |
| Yolande Burgess | Strategy Director | London Councils |
| Vic Farlie | Chairman | London Work Based Learning Alliance |
| Derek Harvey | Group Partnership Manager London and the Home Counties | DWP |
| Cllr Peter John Chair | Leader | LB of Southwark Executive Member for Children, Skills and Employment, London Councils Leaders' Committee |
| Arwel Jones | Head Teacher | Brentside High School |
| Jill Lowery | Director of Employer and Provider Services - London | Skills Funding Agency |
| Sir Frank McLoughlin CBE | Principal (AoC – FE) | City and Islington College |
| Munira Mirza | Deputy Mayor for Education and Culture | The Mayor's Office Greater London Authority |
| Jack Morris OBE | Chairman | Business Design Centre Group Limited Member: London Enterprise Panel |
| Dr Jane Overbury OBE | Principal (AoC – SSFC) | Christ the King Sixth Form College |
| David Jeffrey | Director of Implementation – External Commissioning | Education Funding Agency |
| Pat Reynolds | Director of Children's Services | LB of Redbridge |
| Tim Shields | Chief Executive (CELC) | London Borough of Hackney |
| Cllr David Simmonds CBE | Councillor (Conservative) Deputy Leader of the Council & Cabinet Member for Education & Children's Services | LB of Hillingdon Conservative Group Office, |
| Gail Tolley | | |
| OBSERVERS | | |
| Nick Lester-Davies | Corporate Director | London Councils |
| Mary Vine-Morris | Director, London Region | Association of Colleges |

Appendix 2: Abbreviations

| | |
|--------------|---|
| ESIF | European Structural and Investment Funds |
| GLA | Greater London Authority |
| RPA | Raising the Participation Age |
| SEND | Special Educational Needs and Disabilities |
| STEAM | Science, Technology, Engineering, Arts and Mathematics |
| UEL | University of East London |
| | |

Appendix 3: References

Young People's Education and Skills Operational Sub-Group

London Regional Task and Finish Groups

Item No: 6(b)

Date: 16 October 2015

Contact: Yolande Burgess

Telephone: 020 7934 9739

Email: yolande.burgess@londoncouncils.gov.uk

Summary This briefing paper outlines the proposed task and finish groups for the London Region.

Recommendation OSG members are asked to note and comment on the proposal.

1 Background

- 1.1 In June 2015, the Young People's Education and Skills team asked borough colleagues to complete a survey, part of which related to task and finish groups.
- 1.2 The team proposed to manage a series of task and finish groups to undertake specific activities to support work on a range of key areas. The proposed areas were:
 - Data and research
 - Special educational needs and disabilities
 - Improving choices for young people
 - Apprenticeships.
- 1.3 The survey also asked colleagues to indicate which other areas (related to 14 to 19 education) they would like to see a pan-London task and finish group undertake.
- 1.4 Through the completion of the survey, together with a discussion that took place at the LA Forum on 10 June 2015, feedback has been collated, which provides an overview of what is required to support the region in delivering statutory duties in the strategic development of 14 to 19 education.
- 1.5 In addition to the proposed task and finish groups, the Young People's Education and Skills Board has tasked the team, in partnership with local authorities, to take forward the recommendations outlined in the [17+ participation, attainment and progression in London](#) summary report, published in partnership with the University College London Institute of Education (IoE) in October 2014. The recommendations are:
 - a. The need for a pan-London focus on 17+ participation, attainment and progression
 - b. A Post-16 London Challenge
 - c. Effective Careers Education, Information Advice and Guidance
 - d. A greater focus on building in progression skills at Key Stage 4

- e. Increasing the supply of high quality vocational (or mixed academic/vocational) Level 3 provision and apprenticeships
 - f. Developing planned 'three-year sixth' programmes
- 1.6 The feedback from the survey, and subsequent discussions pertaining to task and finish groups, has been reviewed against the IoE report recommendations. The activities suggested for each area are set out in Appendix 1. The key themes are:
- Data and research
 - Careers guidance
 - Curriculum development
 - External funding

2 Proposed management and delivery of task and finish groups

- 2.1 Given the reduced resources both in the Young People's Education and Skills team and across London borough 14 to 19 teams, the successful management and delivery of the task and finish groups can only be achieved through a partnership approach.
- 2.2 The task and finish groups will not be based on geographical areas, but will draw on existing developments and good practice in London boroughs, and on self-selecting interest from borough colleagues. It is proposed that task and finish groups will relate to the first three themes noted under paragraph 1.6 and that external funding is managed by activating the External Funding Group as and when required.
- 2.3 Through informal dialogue, colleagues in London boroughs will be approached and asked to chair the various groups.
- 2.4 The first meeting of all the groups will follow the same agenda and provide an opportunity to scope out the activity that will respond to the needs of local areas and also align and respond to the IoE recommendations.
- 2.5 The chair person of each task and finish group will be invited to become a member of the Operational Sub-Group (OSG), unless they are already a member.
- 2.6 The work plan of each task and finish group will be agreed at OSG and a standing item will be included on the OSG agenda to receive progress updates, which will subsequently be communicated to the Young People's Education and Skills board on a regular basis.

3 Recommendations

- 3.1 OSG members are asked to:
- 3.1.1 note and comment on the proposals in paragraphs 2.1 to 2.6;
 - 3.1.2 agree the said proposals;
 - 3.1.3 agree the task and finish groups identified in Appendix 1.

| Task and Finish Group | Suggested activities | IoE report recommendation |
|-------------------------------|--|---|
| Data | <ul style="list-style-type: none"> RPA tracking and implementation to 18 years of age Performance data and results Research and data to plan effectively for vulnerable groups including SEND | a d |
| External Funding | <ul style="list-style-type: none"> Manage pan-London European structural funds (<i>we propose that this continues in the way it has worked previously, led and managed by young People's Education and Skills team</i>) | c d e (partly dependent on specifications) |
| Careers Guidance | <ul style="list-style-type: none"> Consider models where careers advice/work experience is offered to schools in a cost effective way Cluster based models of delivery that respond to the needs of providers Expand on the development of sector focused post-16 study programmes that embed work experience/enrichment activities with local employers | b c |
| Curriculum Development | <ul style="list-style-type: none"> Supporting colleges to provide a coordinated offer and respond to the changing landscape of post-16 qualifications (and performance tables) given the increasing budget pressures Consider encouraging the re-emergence of collegiate arrangements between schools and between schools and colleges in order to protect niche provision Developing the curriculum with employers to safeguard funding and enhance ratings on league tables (Tech Bacc?) Apprenticeships Review and develop alternative provision, particularly for vulnerable young people (SEND, LAC, YOS) Explore the appetite for three year post-16 programmes of study | b d e f |

Two addition themes were noted in the survey:

- Strategic opportunities for local authorities
- Implementing models of cost efficiency.

As these topics are broad ranging it is proposed that all task and finish groups incorporate/ remain mindful of these 'cross-cutting themes' when developing their work plans.

Blank Page

Young People's Education and Skills Local Authority Forum

Wednesday 21 October 2015: 10.00 - 12.00

Location: London Councils, Meeting rooms 2&3, 59½ Southwark Street, SE1 0AL

Contact Officer: Anna-Maria Volpicelli

Telephone: 020 7934 9779 **Email:** Anna-maria.volpicelli@londoncouncils.gov.uk

Programme

| | | |
|----------------------|---|---|
| 09.30 – 10.00 | Arrival and refreshments | |
| 10.00 – 10.05 | Welcome and introductions | tbc YPES |
| 10:05 – 10:20 | Linking London – borough offer | Sue Betts <i>Linking London</i> |
| 10.20 – 11.00 | Task and Finish Groups | Debi Christie/All <i>London Borough of Bromley</i> |
| 11.00 – 11.50 | London Ambitions Implementation Plan | Yolande Burgess YPES |
| 11.50 – 12.00 | Any other business | All |

Blank Page