

# Young People's Education and Skills Board

Thursday 25 February, 14.00 – 16.00

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

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## Agenda

1. Welcome and introductions
2. Declarations of interest
3. Notes of last meeting and matters arising
4. Work plan 2016-17 - For decision  
(*Paper - Yolande Burgess*)
5. Vision 2020 - For decision  
(*Paper - Peter O'Brien*)
6. London Ambitions update - For information  
(*Verbal update - Yolande Burgess*)
7. Policy Update - For information  
(*Paper - Neeraj Sharma*)
  - General policy update
  - Area reviews (*verbal update - Mary Vine-Morris*)
8. Raising the Participation Age - For information  
(*Papers - Peter O'Brien and Neeraj Sharma*)
  - Participation report
  - GCSE, A Level and other Level 3 results
  - Destination measures: key stage 4 and 5 pupils, 2013 to 2014
9. Any other business

**Date of next meeting:** Thursday 14<sup>th</sup> July, 3-5pm, London Councils, meeting room 5

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# Young People's Education and Skills Board

**Date** 12 November 2015 **Venue** London Councils  
**Meeting Chair** Jack Morris OBE  
**Contact Officer:** Neeraj Sharma  
**Telephone:** 020 7934 9524 **Email:** [Neeraj.sharma@londoncouncils.gov.uk](mailto:Neeraj.sharma@londoncouncils.gov.uk)

## Present

Jack Morris OBE	London Enterprise Panel (LEP) (Chair)
Arwel Jones	Association of School and College Leaders
Dr Caroline Allen OBE	AoC/Association of National Specialist Colleges
Denise Donovan	Department for Work and Pensions (on behalf of Derek Harvey)
Sir Frank McLoughlin CBE	Association of Colleges (AoC) – Further Education Colleges Representative
Gail Tolley	Association of London Directors of Children's Services (ALDCS) (Vice Chair)
Dr Graeme Atherton	Higher Education
Dr Jane Overbury OBE	AoC/ Sixth Form Colleges
Negat Lodhi	Skills Funding Agency (on behalf of Jill Lowery)
Pat Reynolds	ALDCS
Philip Barron	Skills Employment Working Group (SEWG)
Susan Crisp	Greater London Authority (GLA) (on behalf of Munira Mirza)
Vic Farlie	London Work Based Learning Alliance
Yolande Burgess	Young People's Education and Skills

## Guests and Observers

James Spacey	LEP officer (on behalf of Michael Heanue)
Julian Molina	University of Warwick
Mary Vine-Morris	AoC London Region

## Officer(s)

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

## Apologies

Cllr Peter John	Executive member for children, skills and employment
David Jeffrey	Education Funding Agency
Cllr David Simmonds	London Councils – Conservative Group
Derek Harvey	Department for Work and Pensions
Jill Lowery	Skills Funding Agency
Michael Heanue	LEP officer
Munira Mirza	Greater London Authority
Nick Lester-Davis	London Councils
Tim Shields	Chief Executives London Committee

## **Welcome and introductions**

- 1.1 Jack Morris welcomed attendees to the meeting and explained that he would chair the meeting in Cllr John's absence.
- 1.2 Jack Morris informed the meeting of changes to the Board's membership:
  - Gail Tolley, Director of Children's Services at the London Borough of Brent, had replaced Frankie Sulke as ALDCS representative and vice chair of the Young People's Education and Skills Board.
  - Jon Thorn, the alternate representative from the Skills Funding Agency, has taken up a secondment at the GLA.
- 1.3 He also informed the meeting that its proceedings would be audio recorded to support work being undertaken by Julian Molina, a doctoral student in the Department of Sociology at the University of Warwick, who is conducting a research project on the organisation of employment and skills programmes for young people in London. He had previously attended meetings of the Young People's Education and Skills Board and Operational Sub-Group.
- 1.4 Apologies for the meeting were noted.

## **2 Declarations of Interest**

- 2.1 No interests were declared.

## **3 Notes and Matters Arising from the last meeting**

- 3.1 Minutes of the last meeting were approved.
- 3.2 There were no outstanding matters arising.

## **4 London Ambitions implementation plan**

- 4.1 Yolande Burgess talked to the paper circulated in advance of the meeting and explained that the draft plan set out key priorities, impact measures and actions over a five year period based on the London Ambitions recommendations. Partners had agreed to add two new areas to the plan: (1) communication and (2) leadership, as they were deemed integral to the success of London Ambitions both in terms of raising awareness of London Ambitions in schools, colleges and businesses and ensuring continuing commitment from sector leaders to implementing London Ambitions in full.
- 4.2 A London Ambitions portal was being developed by the GLA, which will allow schools and colleges to network and support the career development of all young Londoners.
- 4.3 The Mayor had recently written to other LEPs to draw their attention to London Ambitions and some regions have expressed interest in establishing their own equivalent to London Ambitions. Jack Morris had written to Nick Boles MP and Sam Gyimah MP to seek a meeting to discuss careers guidance in London. There will be activities at Skills London 2015 in relation to London Ambitions that will increase the understanding of London Ambitions among teachers, parents and students.
- 4.4 Young People's Education and Skills Board members unanimously agreed the papers recommendations and provided the following feedback on the implementation plan:
  - 4.4.1 There should be explicit references to young people with special educational needs and disability (SEND) and vulnerable young people. Caroline Allen agreed to provide Yolande with a careers portfolio developed by students at Orchard Hill College.

- 4.4.2 Vic Farlie noted that, vocational courses, especially apprenticeships, would become increasingly important. The inclusion of apprenticeships in the implementation plan would be helpful. Additionally, the term “ambassadors” had been used, but there was a risk of overuse and creating confusion given the different types of ambassador programmes currently available. LWBLA would be able to help co-ordinate the ambassador programme.
- 4.4.3 Dr Graeme Atherton suggested the strategic engagement with Higher Education needed to be clearer and strengthened in the document and offered to liaise with the Young People's Education and Skills team about this.
- 4.4.4 Mary Vine-Morris indicated that delivery of the London Ambitions implementation plan required strategic leadership and additional resource.
- 4.5 Yolande Burgess thanked Board members for their comments and support, adding that the Careers and Enterprise Company set up by the government had launched a Careers and Enterprise Fund to support and strengthen careers guidance and a bid from London was being considered.

**Action point: Young People's Education and Skills team to take forward the recommendations as outlined in the London Ambitions implementation plan paper.**

**Action point: Caroline Allen to provide Yolande with a careers portfolio developed by students at Orchard Hill College.**

**Action point: London Ambitions implementation plan to be discussed with the London Work Based Learning Alliance.**

**Action point: Apprenticeships to be included in London Ambitions communications and the implementation plan.**

**Action point: Young People's Education and Skills to liaise with Dr Graeme Atherton about including Higher Education in the London Ambitions implementation plan.**

## **5 Restructuring of sub-groups to task and finish groups**

- 5.1 Yolande Burgess said that, following a recent consultation with local authority 14 to 19 officers, the key areas for pan-London collaboration have been confirmed as: Data and Research, SEND, Improving Choices and Apprenticeships. Terms of reference and work plans will be established for task and finish groups in each of these areas. Organisations with a special interest in these tasks will also be invited to lead or join the appropriate task and finish groups. The Board endorsed this report.

**Action point: Summary work-plans for task and finish groups to be presented at the Young People's Education and Skills Board meeting of 25 February 2016.**

## **6 Annual Statement of Priorities**

- 6.1 Peter O'Brien talked through the paper circulated with the agenda. He explained that the 2015 Comprehensive Spending Review, due on the 25 November, would inevitably result in some amendments to the detail.
- 6.2 Young People's Education and Skills Board members thanked Peter for the opportunity to comment on an early draft of the Annual Statement of Priorities. The following feedback was provided:
  - 6.2.1 A shortened version of the final Annual Statement of Priorities should be circulated to schools.

- 6.2.2 Engagement of young people and their support would be helpful. It was agreed that the Youth Parliament should be approached.
- 6.2.3 More prominence should be given to closing gaps in the achievement rates of young people with different characteristics and to building on London's improved performance at GCSE into the 16 to 18 age group.
- 6.2.4 The Board wished to consider the merits of publishing a vision for young people's education and skills in London for the period 2017 to 2020.
- 6.3 Peter O'Brien and Yolande Burgess thanked Board members for their initial input and confirmed a revised Annual Statement of Priorities would be circulated after the 25 November for further comments. The intention remained to publish the Annual Statement of Priorities in January/February. Yolande Burgess also informed the Board that consideration was being given to arranging a meeting with all London education research organisations to discuss strategic research areas over a five year period.

**Action point: Pat Reynolds to liaise with Yolande Burgess about a possible role for the Youth Parliament to support achieving the targets in the Annual Statement of Priorities.**

**Action point: Young People's Education and Skills team to present the next board meeting with the options for a 3 year vision (2017-2020).**

**Action point: Young People's Education and Skills team to circulate a revised Annual Statement of Priorities following the CSR on 25 November, for comments through December, in readiness for publication in early 2016. Any comments/additions on the Annual Statement of priorities, please email [Peter O'Brien](#)**

## **7 Policy update**

### General update

- 7.1 Neeraj Sharma talked through the document circulated with the papers for the meeting. He explained that London Councils submitted a response to the government consultation on the Apprenticeship Levy and was also lobbying for clarity on the Enterprise Bill. Specifically on the issue of whether the Secretary of State's ability to set apprenticeship targets for public sector bodies would extend to local authorities and if apprenticeships created through supply chains would be counted.

### Area based reviews

- 7.2 Mary Vine-Morris explained that guidance on area based reviews was published in September. Area based reviews would dominate discussions on post-16 education and skills in the coming year. Nationally, seven area based reviews were underway with Birmingham the furthest advanced.
- 7.3 In London, the AoC, London Councils and the GLA wanted to achieve a more resilient, high quality and stable post-16 skills and education landscape. An event was held on 5 November with a wide variety of stakeholders including college leaders to discuss London area based reviews and how colleges continue to serve London and their immediate communities.
- 7.4 There are 50 colleges currently in London but in the past few months a total of nine strategic alliances had been announced that were likely to lead to mergers or federations. By the end of the area review process, it was unlikely London would continue to be served by 50 colleges.
- 7.5 Jack Morris thanked Mary Vine-Morris for the update and in discussion the Board made the following comments:

- 7.5.1 Some colleges deliver all services in-house while others use external providers. It is important to recognise, as part of the reviews, the wider implications of reducing the number of colleges on ensuring that sufficient provision continues to be available for young people.
- 7.5.2 London's college system has been fragmented for a significant period of time. The area based review offers the opportunity to develop a London-wide further education system fit for a global city competing with the best cities in the world.
- 7.5.3 Equity and transparency of the area based review processes were essential. It was critical that by 2017, when the reviews would be completed, it did not result in colleges competing with each other but instead, collaborating.
- 7.5.4 Concerns were expressed specifically at the sub-divisions for London as they did not reflect the travel to learn patterns for vulnerable children. It was imperative their needs were accounted for as part of any new system.
- 7.6 Jack Morris thanked Mary Vine-Morris for the update and reminded Board members that there will be further opportunities to contribute to the review - Board members were encouraged to participate in future discussions.

#### European Social Fund (ESF) programme

- 7.7 Peter O'Brien informed the Board the Skills Funding Agency had written to Local Enterprise Partnerships (LEPs) to propose a changed timetable for procuring ESF for which the SFA would provide match funding. The proposal was to run a "sequence of procurements" that would begin soon and finish by the end of September 2016 to allow a minimum delivery period of 18 months.

## **8 Raising the Participation Age**

### Participation report

- 8.1 Peter O'Brien talked to paper 8a circulated in advance of the meeting and which the Board noted.

### Provisional GCSE, A level and other level 3 results

- 8.2 Neeraj Sharma informed the YPES Board members of the key provisional figures reported in paper 8b circulated with the papers for the meeting. The Board noted the report.

### Provisional Destination Measures – London

- 8.3 Neeraj Sharma also talked to paper 8c circulated in advance of the meeting stressing that figures quoted were based on provisional data and subject to change. The Board accepted the report.

## **9 AOB**

- 9.1 No AOB was raised.

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### Item 3(b). Actions and Matters Arising from 12 November 2015 Young People's Education and Skills Board meeting

<b>ACTION POINTS</b>	
Young People's Education and Skills team to pursue the extension of Skills Match to include level 4 (and above) and adults with the LEP	To be progressed following the comprehensive spending review on 25 November
The Young People's Education and Skills team to continue to support ALDCS and 14 to 19 leads in their efforts to improve NEET and activity not known performance	To be progressed by Yolande Burgess with Gail Tolley and Pat Reynolds following the Board meeting on 12 November
12.11.15	
YPES team to take forward the recommendations as outlined in the London Ambitions implementation plan paper.	Item 6 of agenda 25.2.16
London Ambitions implementation plan to be discussed with the London Work Based Learning Alliance.	Item 6 of agenda 25.2.16
Apprenticeships to be included in London Ambitions communications and the implementation plan.	Item 6 of agenda 25.2.16
YPES to liaise with Dr Graeme Atherton about including Higher Education in the London Ambitions implementation plan.	Item 6 of agenda 25.2.16.
The work plans of task and finish groups to be presented at the YPES Board meeting of 25th February 2016.	Item 4 of agenda 25.2.16
Pat Reynolds to liaise with Yolande Burgess about a possible role for the Youth Parliament to support achieving the targets in the Annual Statement of Priorities.	Closed
YPES team to present the next board meeting with the options for a 3 year vision (2017-2020).	Item 5 of agenda 25.2.16
Annual Statement of Priorities: members to feedback/comment to Peter O'Brien through December, in readiness for publication in January 2016. Peter O'Brien to include any necessary amendments following announcement of CSR 25 November 2015.	Closed
<b>OTHER MATTERS ARISING</b>	
<b>DECISIONS TAKEN BY CHAIR TO BE REPORTED</b>	

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# Young People's Education and Skills Board

## Work Plan 2016-17

Item No: 4

**Author:** Yolande Burgess      **Job title:** Strategy Director

**Date:** 25 February 2016

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**Summary**      This paper details the Young People's Education and Skills work plan for 2016-17.

**Recommendations**      Board members are asked to discuss and agree the proposed work plan.

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## 1 Background

- 1.1 Attached as Appendix 1 to this paper is the work plan for 2016-17 for Young People's Education and Skills, which will need to be approved (by management and members) within the overall work plan for London Councils.

## 2 Conformance with London Councils' governance arrangements

- 2.1 To ensure effective accountability, every division of London Councils has to produce an annual work plan for aggregation and subsequent approval by Leaders' Committee. Work Plans set out the performance indicators, outputs and milestones that will be achieved through the use of agreed resources (staff and budgets).
- 2.2 The work plan for Young People's Education and Skills forms the basis for the Work Plan Monitoring Report which reports progress to each meeting of the Operational Sub-Group (OSG).

## 3 Partnership working including potential funding arrangements

- 3.1 In the 2015-16 year, the work of Young People's Education and Skills was part-funded by the London Enterprise Panel (LEP). A request for funding for the 2016-17 year has been made to support continued work on implementing London Ambitions.
- 3.2 A proposal is also being submitted to draw down funding from the ESF Technical Assistance budget to support and continuously improve the 2014-2020 London ESF Youth Programme.

## 4 Recommendation

- 4.1 Board members are asked to discuss and agree the proposed work plan.

## YPES Work Plan 2016-17

Policy or Service Area	Activity	Output
Young People's Education and Skills	To provide pan-London leadership for 14-19 education and training provision in relation to current and future needs of learners and employers; support local authorities in undertaking their statutory functions and assist other stakeholders in planning, policy and provision.	
Leadership, Influence and Policy	High Level Outcome: to maintain the YPES Board as the principal partnership through which strategic partners and stakeholders will work together to deliver the vision for 16-19 education and skills in London	
Lobby for London (policy and resources)	Ensuring sound knowledge and intelligence on forthcoming policy and funding decisions and seek to influence through evidence and arguing the case for London	During the period 1 April 2016 - 31 March 2017, YPES will: <ul style="list-style-type: none"><li>– provide evidence and persuasive argument, where appropriate with other colleagues in London Councils, to lobby on issues impacting on 14-19 education and training in London</li><li>– respond to relevant government and mayoral consultations</li><li>– Contribute to national policy development through membership of Departmental groups</li></ul>
Shape the London response to national education policy	Responding to national and city-wide consultations affecting 14-19 education and skills	
Member dialogue	Producing briefings on key policy areas on 14-19 education and skills	During the period 1 April 2016 - 31 March 2017, YPES (working with the Policy and Public Affairs Directorate) will produce member briefings as appropriate and contribute to the portfolio holders public communications
	Maintaining close working relationships with the YPES Board Chair and the political representatives on the Board	
Support the Jobs and Growth Plan	Ensuring Londoners have the skills to complete for and sustain London's jobs	During the period 1 April 2016 - 31 March 2017, YPES will further develop <i>Skills Match</i> , the London Region labour market intelligence tool A specialist Task and Finish Group will be formed to guide YPES LMI work
Communication and relationship management	Maintaining relationships and working effectively with key strategic partners and other stakeholders to have a positive combined effect on London	At the end of the reporting year 1 April 2016 - 31 March 2017, YPES will seek feedback from stakeholders and at least 80% will report that they are very satisfied with: <ul style="list-style-type: none"><li>– The manner of communications with YPES</li><li>– The strategic relationship between YPES and their organisation</li><li>– The services provided by YPES</li></ul>
	Providing briefings specific to the different audiences of YPES	
Strategy Implementation	High Level Outcome: To support the strategies through which strategic partners and stakeholders work together to implement the vision for 16-19 education and skills in London	
Annual Statement of Priorities, vision, strategic leadership	Analysing Intelligent London data, and policy and strategy that drives the local authority role in delivering the vision for 14-19 education and skills in London	The 2016-17 Annual Statement of Priorities The 2017-20 Vision (subject to Board approval) Action to implement the UCL IoE recommendations
Co-ordination of 14-19 Leads	14-19 conferences, forums and seminars during the year as appropriate (minimum four events)	To provide effective support to local authorities at member, DCS, 14-19 Lead officer (and other officer) levels When needed facilitate cross borough and regional working and sharing of good practice, measured by at least: <ul style="list-style-type: none"><li>– 70% of London's boroughs represented at YPES events</li><li>– 80% of respondents to evaluation surveys are at least satisfied with content and output of the event</li></ul>

Policy or Service Area	Activity	Output
<b>Delivery of Strategic Services</b>	<b>High Level Outcome: To lead strategic services and activities which increase participation, raise achievement and ensure the progression of young people in London</b>	
Data and Regional Intelligence	Analysing data and research on education, skills and employment to draw out the priorities for young Londoners	Deliver appropriate Task and Finish Groups to support borough activity Working with the London Enterprise Panel, support the process of addressing priority skills issues (linked to the specialist Task and Finish Group that will guide YPES LMI work)
External Funding	Securing additional resources for London and work with partners to maximise the impact of investment	Support the delivery of programmes in the 2014-2020 European Structural Investment Funds (ESIF)/Youth Employment Initiative (YEI) funding round Continue to contribute to the London Enterprise Panel's YEI Planning Group
Special Educational Needs and Disabilities (SEND)	Supporting local authorities to implement the SEND reform agenda	Deliver a range of support to local authority officers, and partners where appropriate, in collaboration with SEND Regional Lead boroughs and nationally commissioned agencies through: <ul style="list-style-type: none"> <li>– appropriate Task and Finish Groups</li> <li>– targeted seminars and workshops to support and/or develop improvements in local, sub-regional and pan-London practices and ways of working</li> <li>– contributions to regional and national conferences</li> <li>– contributions to national policy development through membership of appropriate Departmental groups</li> </ul>
Raising the Participation Age (RPA) – participation, achievement and progression	Coordinating and providing regional guidance to promote the participation and progression of young people in London Promoting and influencing high quality careers work through the implementation of London Ambitions Identifying, reporting and sharing effective practice in boroughs, learning institutions and other stakeholders to achieve full participation to age 18	Deliver appropriate Task and Finish Groups to support borough activity Coordinate work with the London Enterprise Panel's Skills and Employment Working Group on the implementation of London Ambitions
Youth Employment and Apprenticeships	Identifying, reporting and sharing effective practice in boroughs, learning institutions and other stakeholders	In conjunction with London Council's Policy and Public Affairs Directorate, work with boroughs to increase the number of Apprenticeship places for young people during 2016-17 Working with the London Enterprise Panel's Skills and Employment Working Group, influence the role of employers and business in schools and further education (linked to coordinating on the implementation of London Ambitions)

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# Young People's Education and Skills Board

## **A Vision for Young People's Education and Skills 2020**      Item no: 5

<b>Report by</b>	Peter O'Brien	<b>Job Title</b>	Regional Commissioning Manager
<b>Date</b>	25 February 2016		
<b>Telephone</b>	020 7934 9743	<b>email:</b>	<a href="mailto:Peter.O'Brien@londoncouncils.gov.uk">Peter.O'Brien@londoncouncils.gov.uk</a>

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**Summary**      This paper provides an overview of the advantages and disadvantages to agreeing a vision for young people's education and skills to 2020.

**Recommendations**      Board members are asked to consider the advantages and disadvantages of each of the options described in this paper and decide whether to:

- decline to produce a statement of the vision for young people's education and skills in London to 2020;
- produce a vision statement as soon as possible;
- produce a vision statement at the end of 2016 that incorporates the Annual Statement of Priorities for 2017.

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### **1      Background and introduction**

- 1.1      In the course of discussing the approval of this year's annual statement of priorities, the last meeting of the Board agreed to consider the merits of publishing an updated vision of young people's education and skills in London to cover the remaining period of the current spending review round (to 2020).
- 1.2      This paper sets out, in the attached annex, the advantages and disadvantages of the various options open to the Board.

### **2      Recommendation**

- 2.1      Board members are asked to consider the advantages and disadvantages of each of the options described in this paper and decide whether to:
- decline to produce a statement of the vision for young people's education and skills in London to 2020;
  - produce a vision statement as soon as possible;
  - produce a vision statement at the end of 2016 that incorporates the Annual Statement of Priorities for 2017.

Option	Advantages	Disadvantages
<p><b>Option 1:</b> The Board may decide not to produce a long-term 'vision'</p>	<p>We have seen how even the Annual Statement of priorities can become out-of-date quickly - how much more true may this be of a three-year vision.</p> <p>The cautionary nature of some of the economic and labour market forecasts, both of independent experts and the government, demonstrate just how precarious the current economic growth really is.</p> <p>While some general principles about young people's education and skills in London may hold true, it could be necessary to focus attention more on tactical goals appropriate to the economic cycle, rather than long-term strategic ambitions.</p> <p>Discussions are under way about the future shape of the Further Education system and devolution of the adult skills system in London. The outcome of these discussions will help shape the 16 to 18 curriculum and its distribution across London.</p> <p>A series of annual statements of priorities may be a far more effective response to these emerging developments over the next few years than a single vision statement.</p> <p>Following consultation, we are also expecting potentially significant changes in both the schools' funding system and the statutory duties of local authorities.</p> <p>It would be better to consider developing a vision after allowing a little time for the impact of these changes to filter through the system.</p>	<p>Irrespective of the market conditions, we know that there are some deeply embedded problems in the economy and youth labour market; these problems will not go away on their own. Decisive action, building on the work pioneered by the Young People's Education and Skills Board over the past five years, continues to be required.</p> <p>The Young People's Education and Skills Board has demonstrated its capacity to take a lead: identifying the key issues affecting young people; understanding the causes and remedies of these problems; and building strategic alliances with the key partners who have an interest in improving young people's education and skills in London around shared goals and responsibilities.</p> <p>Articulating a vision for young people's education and skills will reinforce the importance of the 16 to 18 phase of learning and the critical link between education, skills and employment.</p> <p>In London, the Young People's Education and Skills Board is the only forum in which all elements of post-16 learning come together. It is uniquely placed and has the authority to speak for the needs of young people. As a guide to action for the education and training sector and as a reference point for policy makers, a well-articulated 'vision' to 2020 may be of great service to London.</p>



Option	Advantages	Disadvantages
<p><b>Option 2:</b> If the Board decides to produce a 'vision', it would be better to do so as soon as possible so that it can influence policy decisions</p>	<p>An intensive period of consultation among partners, post-16 learning institutions and organisations representing young people would enable the production of a 'vision' statement shortly after the London Mayoral election and before the end of the academic year.</p> <p>This will help set the scene for the Board's relationship with new Mayor and Assembly; raise the profile of post-16 learning; and place the needs and expectations for young people's education and skills in London centre-stage at a key point in the political cycle.</p> <p>It will also provide a marker that would help area-based review and could be drawn on to provide regional context to the review process.</p>	<p>Although there is never a good time to produce an education and skills vision/strategy, as new data becomes available so frequently, it would be better to delay production.</p> <p>A vision produced at a later date would provide the Board with a better chance to ensure the relevance of its vision to the emerging results of area based reviews and any immediate developments on devolution in the light of the election of a new Mayor of London.</p> <p>Moving ahead with a vision statement now could disrupt rather than support area-based reviews.</p> <p>Moreover, an extra period of time will enable a more detailed consultation with a wide range of partners and stakeholders.</p>
<p><b>Option 3:</b> If the Board decides to produce a 'vision', it would be better to do so at the end of 2016 and react to the changing situation in London</p>	<p>Delaying until the end of the year would give sufficient time for meaningful dialogue with partners and stakeholders and would allow the Board to take more considered decisions on its vision of young people's education and skills; the role and mission of the Board; the responsibilities of other key players and the level of change that can be achieved in London to 2020. This period of research, consultation and reflection would add to the vision's authority and credibility.</p> <p>The Board could also take better account of the political landscape; for example, the results of the election of a new Mayor of London and of the emerging findings of area-based review.</p>	<p>Delay in producing a vision statement would undermine its relevance and increases its risk of being overtaken by events.</p> <p>Other than consultation, it is unclear what additional information will come on stream in the next few months that may shape the Board's thinking on a strategic vision.</p> <p>If the 'vision' becomes a series of broad brush statements, it may not give sufficient guidance or direction to its audience (local authority officers, learning institutions and other decision-makers).</p>

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# Young People's Education and Skills Board

## Policy Update

Item No: 7

**Date:** 25 February 2016

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<b>Summary</b>	This paper outlines the key changes affecting 14 to 19 policy since the last Young People's Education and Skills Board meeting.
<b>Recommendation</b>	Board members are asked to note the information in this paper.

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### *Parliamentary Activity*

#### **1 Public sector apprenticeship targets consultation<sup>1</sup>**

- 1.1 The Department for Business, Innovation and Skills (BIS) and Department for Education launched a joint consultation on the proposed list of public bodies to be set targets related to the number of apprentices working for them. The deadline for consultation responses is 4 March.
- 1.2 The Secretary of State for BIS will be able to set targets because of a change to the Apprenticeships, Skills, Children and Learning Act 2009. This change is set out in the Enterprise Bill. The bodies in scope and the target itself will be set out in regulations.
- 1.3 Public bodies will have a duty to publish information annually on progress towards meeting the target and send this information to the Secretary of State.
- 1.4 London Councils will be submitting a formal response to the consultation to put forward the following points:
  - Local authorities should be allowed to include apprenticeships generated in their supply chains.
  - The target should be based on FTE data, rather than headcount.
  - The local authority target should not be based on the number of people working in schools. Schools should be responsible and monitored on their own target.

#### **2 Sub-Committee on Education, Skills and the Economy<sup>2</sup>**

- 2.1 A new Committee, the Sub-Committee on Education, Skills and the Economy, has been set up to examine skills and education issues, and their impact on the economy. It has launched an inquiry on apprenticeships.
- 2.2 The inquiry is set to look at issues such as the Government's target of three million apprentices by 2020, how the Government proposes to achieve this, and how this may affect the 'skills gap' in the UK. The sub-Committee is also likely to look at the apprenticeship levy, the proposed Institute for Apprenticeships, and routes to achieving higher level apprenticeship qualifications.

- 2.3 The Sub-Committee welcomes submissions addressing some or all of the following points:
- The target of three million apprentices by 2020, how the Government proposes to achieve this and how this may affect the 'skills gap'.
  - The proposal for an apprenticeships levy and how this may be implemented.
  - The institutional architecture of current provision and how this may be affected by the proposed Institute for Apprenticeships.
  - Take-up of apprenticeships amongst 16 to 19 year olds and steps that can be taken to make more young people aware of available opportunities.
  - The process of applying for apprenticeships.
  - Routes for progression to higher qualifications for current apprentices.
  - The quality of, and minimum standards for, apprenticeships, and how standards can be enforced.
  - Lessons from other countries' approaches to apprenticeships.
- 2.4 The deadline for receipt of written submissions is midday Friday 18 March 2016. London Councils is likely to submit a formal response.
- 2.5 The Sub-Committee on Education, Skills and the Economy also recently held an inquiry looking at careers advice, information and guidance.
- 2.6 London Councils formal response to this inquiry is attached at annex 1.

### **3 All Party Parliamentary Group on Careers Information, Advice and Guidance<sup>3</sup>**

- 3.1 A new All Party Parliamentary Group has been set up on Careers Information, Advice and Guidance, Chaired by Graham Stuart. The group consists of two Conservative Party and three Labour Party representatives. The group is in its infancy and work is underway to strengthen its membership.
- 3.2 The group has been set up to explore and promote the effective development of high quality careers information, advice and guidance for young people in England. London Councils is likely to respond to calls for evidence once announced and highlight London Ambitions.
- 3.3 For further information about the group or to share local information that you think would be helpful to share, please contact [simonr.clarke@parliament.uk](mailto:simonr.clarke@parliament.uk).
- 3.4 London Councils welcomes the parliamentary interest into the quality of careers, information and guidance available to young people. London Councils has for some time been lobbying and seeking improvements in this area and London Ambitions is evidence of this. The additional parliamentary scrutiny will help to highlight emerging practice across the country but also identify where the system can be improved with action from schools, local authorities and government.

### **3 Local government finance settlement 2016 and 2017<sup>4</sup>**

- 3.1 The finance settlement is the first of the current parliament and four year Spending Review period (2016-17 to 2019-20). Unlike previous years it includes provisional figures for four years. London Councils' analysis of the settlement outlined that core funding from government to London boroughs will have fallen by 63 per cent in real terms between 2010-11 and 2019-20.

- 3.2 The School Revenue Funding Settlement: 2016 to 2017 was also published on 17 December 2015, confirming details of the Dedicated Schools Grant (DSG), Education Services Grant (ESG) and pupil premium.
- 3.3 The overall ESG will be cut by 7.5 per cent from £815 million in 2015-16 to £750 million in 2016-17. This is "a first step towards achieving the savings announced in the spending review" of £600 million.
- 3.4 The DSG continues to be set out in three notional blocks: the early years block, the schools block and the high needs block. Total DSG will be £40.2 billion in 2016/17, with London receiving 18.5 per cent (£7.4 billion).
- 3.5 Pupil premium rates for 2016/17 will be the same as in 2015/16, with final allocations published in June 2016.

#### **4 Overseeing financial sustainability in the further education sector<sup>5</sup>**

- 4.1 The Public Accounts Committee published a report warning that the declining financial health of many further education colleges has "potentially serious consequences for learners and local economies".
- 4.2 The Committee report found that funding and oversight bodies have been slow to address emerging financial and educational risks, with current oversight arrangements leading to confusion over who should intervene and when.
- 4.3 The Report says the Department for Business, Innovation and Skills and the Skills Funding Agency "are not doing enough to help colleges address risks at an early stage".
- 4.4 It urges government to simplify arrangements for oversight and intervention, and to ensure the Further Education Commissioner has adequate resources to intervene when colleges are struggling.
- 4.5 The Committee calls for a more proactive approach in helping FE colleges prepare for the "significant financial challenges they face in the likely event of further funding cuts".
- 4.6 It also expresses concern about the effectiveness of area-based reviews of post-16 education - announced in July 2015, and described in the Report as "limited in scope" and having "the potential to be haphazard".
- 4.7 The Skills Funding Agency deemed 29 colleges to be financially 'inadequate' in the 2013/14 academic year. Its recent forecasts suggest around 70 colleges could be in this position by the end of 2015/16.
- 4.8 The Public Accounts Committee report findings chime with those published by the National Audit Office last year that the further education sector is in need of support and reform. The introduction of area based reviews provides a platform to assess the long term offer that is needed for learners in the different regions. However, area based reviews will not be the sole answer to the challenges within the sector; further work is needed locally, regionally and nationally.

#### ***Policy reports and research***

#### **5 UCAS Undergraduate End of Cycle Report 2015<sup>6</sup>**

- 5.1 The UCAS End of Cycle report evidences another record year for UK higher education with 532,300 students starting their studies in 2015. But 2015 saw an unusual rise in the 18 year old population in the UK which has flattered the totals. From 2016 until 2020, UCAS expect the young population to continue to decline by around 1-2 per cent per year which will make it harder to continue recent rates of increase in volume.

- 5.2 The 2015 UCAS report shows increases in international recruitment, particularly from EU countries. And growing divergence between approaches in each of the four UK countries are visible in changing patterns of offer rates, acceptance rates, and enrolments. As the more competitive recruitment environment evolves, the majority of applicants are enjoying record offer rates and higher acceptance rates - the high number of students receiving a full set of five offers suggests that potential applicants for 2017 could afford to be even more ambitious in at least some of their applications.
- 5.3 UCAS found that although the differences in entry between rich and poor continue to reduce, other differences grow. UCAS previously highlighted the unacceptably large and widening gap between entry rates for men and women and this year shows young men, and especially young white men, falling even further behind. UCAS believe the widening gap between men and women is acting to stall progress in reducing inequality overall.
- 5.4 The UCAS report highlights the popularity of higher education as a destination for learners and the Department for Education's destination measures show it is the most popular route for young Londoners too (see Board paper 8c) . However, higher education may not be the preferred route for all learners and it is important London enhances the entire vocational, technical and professional offer available to young people.

## **6 Ofsted Annual Report 2014/15: education and skills<sup>7</sup>**

- 6.1 On the 1 December 2015, Ofsted published a single annual report for education and skills covering early years, schools and further education (FE). In previous years Ofsted published regional reports.
- 6.2 In their annual report, Ofsted found that:
  - 6.2.1 44 per cent of the leadership in general FE colleges to be good or outstanding, 19 percentage points lower than last year. Her Majesty's Inspectors (HMI) have reported concerns about the performance of leaders in the sector across most regions of the country, with London performing slightly worse than other areas in contrast to the remarkable performance of London schools.
  - 6.2.2 The challenges faced by leaders in the FE sector are just as great, if not greater, than in secondary schools. In one year, general FE colleges lost almost 267,000 learners nationwide as their funding streams reduced. Many colleges are under enormous financial pressure.
  - 6.2.3 Areas of London like Haringey, Islington and Lambeth now have nothing but good and outstanding secondary schools and London's secondary schools are generally the best in the country.
  - 6.2.4 Attainment for pupils who have special educational needs, both with statements and without, is dramatically higher in London at Key Stage 4.
  - 6.2.5 While in London pupils eligible for free school meals are now just as likely to progress to university as their more advantaged peers, this is not the case across the rest of the country. In the North East, for example, the most disadvantaged pupils are 13 percentage points behind their more advantaged peers.
- 6.3 Ofsted's report is a helpful snapshot on the health of the education and skills sector in England. While the report highlights the strength of London's secondary schools it is clear work needs to be undertaken to improve the quality of the offer post-16, which coincides with previous annual reports. Interestingly, the Ofsted report found that at primary level there was relatively little difference between the north and south of the

country in schools judged good or outstanding. Ofsted calls on other regions to perform better at secondary.

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<sup>1</sup> <https://www.gov.uk/government/consultations/public-sector-apprenticeship-targets>

<sup>2</sup> <http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-skills-and-economy/news-parliament-2015/apprenticeships-launch-15-16/>

<sup>3</sup> <http://www.publications.parliament.uk/pa/cm/cmallparty/151113/careers-information-advice-and-guidance.htm>

<sup>4</sup> <https://www.gov.uk/government/collections/provisional-local-government-finance-settlement-england-2016-to-2017>

<sup>5</sup> <http://www.publications.parliament.uk/pa/cm201516/cmselect/cmpubacc/414/414.pdf>

<sup>6</sup> <https://www.ucas.com/sites/default/files/eoc-report-2015-v2.pdf>

<sup>7</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/483347/Ofsted\\_annual\\_report\\_education\\_and\\_skills.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483347/Ofsted_annual_report_education_and_skills.pdf)

## **London Councils - the responding organisation**

London Councils represents London's 32 borough councils and the City of London. It is a cross-party organisation that works on behalf of all of its member authorities regardless of political persuasion.

### **Summary**

In July 2015 London Councils, the London Enterprise Panel and the Mayor of London launched *London Ambitions: Shaping a successful careers offer for all young Londoners*<sup>1</sup>.

Developed with the support of Dr Deirdre Hughes OBE and an Advisory Group of education and employer stakeholders, London Ambitions sets out seven recommendations to transform the landscape of careers and employment support for young people across London, regardless of the particular school or college they attend:

- Access to impartial, independent and personalised careers education, information, advice and guidance
- At least 100 hours of experiences of the world of work for all young Londoners and a
- personalised digital portfolio
- An explicit publicised careers policy and careers curriculum in every secondary school and college
- A governor with oversight for ensuring the institution supports all students to relate their learning to careers and the world of work from an early age
- Up-to-date, user-friendly labour market intelligence/information (LMI)
- Formation and development of 'careers clusters'<sup>2</sup> across London
- The London Ambitions Portal

It also recommends a 'London Ambitions Careers Curriculum', to help young people think about the learning experiences they have during schooling from a workplace perspective, and provides a toolkit for schools and colleges.

This response to the Committee's careers advice, information and guidance inquiry draws heavily on the London ambitions report and the wealth of research that was undertaken to develop it.

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## **1 The quality and impartiality of current provision**

- 1.1 Since changes to legislation in 2011 (which came into effect in September 2012)<sup>3</sup> London Councils has undertaken work to identify and attempt to address issues with careers work in schools and colleges.
- 1.2 Research undertaken in early 2012, in support of the publication *Pioneering Careers Work in London*<sup>4</sup>, identified, significant problems, namely schools were unprepared and unsupported by poor statutory guidance and no discrete resources, to take on the new duties for careers guidance. This left the majority of students without access to quality careers support.
- 1.3 There have been improvements since then, with clearer departmental guidance<sup>5</sup>, support for schools through the National Careers Service Inspiration Agenda<sup>6</sup> and the more recent introduction of Enterprise Advisers through the newly formed Careers and Enterprise Company<sup>7</sup>.
- 1.4 Yet, work undertaken last year by London Councils and the London Enterprise Panel (LEP) (supported by Dr Deirdre Hughes OBE) to implement *London Ambitions*:



*Shaping a successful careers offer for all young Londoners*, identified continuing weaknesses and inconsistencies across the capital's schools in the delivery of quality careers information, advice and guidance.

1.5 Particular issues identified were:

- 1.5.1 Whilst some London schools, colleges and local authorities are doing great work, **many institutions need to rise to the challenge of meeting their statutory and non-statutory duties to provide impartial and independent careers guidance**. It is vital that leaders, governors and teaching staff understand the careers marketplace and the level and range of services available from trained and qualified careers specialists in London.
- 1.5.2 Schools and colleges are faced with a daunting array of products and services; we identified more than 240 careers providers operating in London. **The marketplace is congested and confusing** and our findings are certainly an under-estimate of the available services, programmes and products. There is vastly more activity than any one school can readily keep track of, let alone a young person and/or parent. The volume of disparate activity has become self-defeating. **There is similar need for streamlining and clarity about education links for London businesses**.
- 1.5.3 When it comes to recruiting young people, most London employers – particularly smaller businesses – value experience above all other criteria<sup>8</sup>. **But too few young people are gaining adequate experience of work while still at school, college or university<sup>9</sup>**.
- 1.5.4 There is a **pressing need to raise young people's awareness of the links between their educational experiences and the demands of the labour market**. In London, 25 per cent of Year 12 (Level 3) students dropped out of their sixth form before the age of 18. The proportion of young people in apprenticeships and jobs with training stood at half the England average in 2014 and had fallen over the previous 12 months<sup>10</sup>. Across England, figures show 178,100 16 to 18-year-olds failed to complete the post-16 qualifications they started in 2012/13, and are at risk of becoming NEET<sup>11</sup>. Analysis for the Local Government Association by the Centre for Economic & Social Inclusion (CESI) puts the cost to the public purse of this wasted education and skills provision at £814 million - 12 per cent of all government spending on post-16 education and skills<sup>12</sup>.
- 1.5.5 There is an **urgent need to support schools and colleges to become 'informed consumers and purchasers' of high quality careers and employability provision**. This involves building leadership capacities within schools, colleges and local communities to ensure young people can access impartial, independent and personalised careers education, information, advice and guidance, including face-to-face support. It is vital that effective careers provision is available for all 14 to 19 year-olds to avoid the problems associated with inappropriate choice of course and institution leading to wasteful turbulence at age 17 and above<sup>13</sup>.
- 1.5.6 **Too many young Londoners are struggling to secure first-hand experiences of the world of work and too many have no clear line of sight to work or awareness of career pathways or future job prospects**. There is much to be done to strengthen the ties of schools and colleges with employers and boost the pool and quality of placements available.
- 1.5.7 **Employers need to do more in providing opportunities for young people**. Two thirds of employers say work experience is a critical or significant factor in their recruitment. But just 19 per cent of London employers offer work

experience placements to young people in schools and 12 per cent to college students<sup>14</sup>.

- 1.5.8 **While employers are widely present on governing bodies, they are not universally so.** Nor are they always given a clear leadership role on the governing body in relation to activities that can make best use of their skills and experience. That needs to change as a matter of urgency.
- 1.5.9 **Every secondary school and college should have up-to-date, user-friendly labour market intelligence/information (LMI) readily accessible to inform curriculum developments and to support young people, teachers and parents/carers to make informed choices.** It is particularly important to enable young people to learn about sectors with high volume occupational growth such as science, technology, engineering, arts and mathematics (STEAM)<sup>15</sup>.
- 1.5.10 The quality of careers provision needs to be strengthened by developing 'careers clusters' to **share resources in improving awareness of London's labour market and supporting school and college leaders in a whole-school approach to plan and deliver careers provision.**

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## **2 How careers advice in schools and colleges can help to match skills with labour market needs**

- 2.1 Our young, entrepreneurial population needs to know where there will be work opportunities and they must be equipped with relevant experiences, skills and qualifications to take advantage of them from an early age. Young people, particularly young Londoners are not just competing with each other and the rest of the UK for jobs - they are also competing on a global basis. Action is required at every level. Parents, employers, schools, colleges, training providers, universities and career development specialists - all will need to work together to keep up-to-date with and communicate effectively on fast changing education and labour markets.
- 2.2 For careers advice to match skills with labour market needs, every secondary school and college should have up-to-date, user-friendly labour market intelligence/information (LMI) readily accessible to inform curriculum developments and to support young people, teachers and parents/carers to make informed choices. It is particularly important to enable young people to learn about sectors with high volume occupational growth such as science, technology, engineering, arts and mathematics (STEAM).
- 2.3 Careers knowledge-led teaching includes having greater access to open source labour market intelligence/information and downloadable apps that are readily accessible for young people, teachers, parents and employers. London Councils Skills Match<sup>16</sup>, the UKCES 'LMI for All' open source materials<sup>17</sup>, the London National Careers Service LMI data<sup>18</sup> and other reliable sources of information can provide such resource. These will be further developed and incorporated, where appropriate, as part of the forthcoming London Ambitions Portal.
- 2.4 Critically, schools and colleges must be supported to develop a curriculum-embedded careers education programme for all year groups to bring the labour market to life and ensure impartial advice and guidance is not isolated from learning.
- 2.5 We have developed and are promoting the London Ambitions Careers Curriculum to support people working in schools and colleges to help all young Londoners to:
  - 2.5.1 contextualise and understand a global, complex and constantly changing labour market

- 2.5.2 develop positive mind-sets about their future and their ability to exert control over new situations, including taking action and responsibility in learning about jobs, skills and opportunities to grow and develop to the best of their ability
- 2.5.3 gain an understanding about their education choices as they work towards successfully achieving their own future goals.

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### **3 The role of the new Careers and Enterprise Company and its relationship with other bodies such as the National Careers Service**

- 3.1 As the Careers and Enterprise Company is newly established it is too early to comment on the effectiveness and impact of its working relationship with organisations such as the National Careers Service. We do know that schools (and colleges) remain confused by the introduction of the Company when the National Careers Service - through the Inspiration Agenda - has made solid in-roads in supporting schools over the past year.
- 3.2 It is helpful that the Careers and Enterprise Company's network of Enterprise Advisers has been commissioned through the London Enterprise Panel. This will enable the network to be managed through Team London<sup>19</sup>, the Mayor's volunteering programme for London, which has a deep understanding of London and how to maximise the impact of volunteering in the capital. This provides us with the opportunity to apply a local 'flavour' to a national 'recipe' (initiative).
- 3.3 The government needs to articulate very clearly the mission and aims of the various national organisations - the National Careers Service, the Careers and Enterprise Company, Jobcentre Plus - to schools, colleges, local policy-makers and planners. Without this, confusion will remain about roles and responsibilities and what is on offer, and questions will continue to be asked about potential overlapping functions and value for the public purse.

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### **4 The balance between national and local approaches to careers advice**

- 4.1 National approaches do need to guard against stifling creativity and unpicking the work that many schools and colleges have undertaken to build excellent practice in careers work. It is essential that national approaches complement local activity and support existing and emerging best practice.
- 4.2 The national introduction of the Inspiration Agenda, through the National Careers Service, provided local areas, through Local Enterprise Partnerships, with the opportunity to tailor school-employer brokerage to local needs. This approach provides a national framework, but has local need built into the delivery of the service (another example of national 'recipe', local 'flavour').
- 4.3 Potentially competing priorities also need to be maturely acknowledged and managed. The introduction of local Jobcentre Plus advisers to schools will need particularly careful management. Clearly this additional resource is welcome, but there is a risk that advisers will respond to the pressure of targets to reduce the claimant count and offer advice to 18 year olds that may not support their long term goals or their ability to sustain in work effectively. Advisers will need to work within existing school strategies for carers work to ensure activity is not undertaken in isolation. Additionally, schools will need to be encouraged - and convinced - to take up the offer. Irrespective of the huge changes to environment and ways of working undertaken by Jobcentre Plus, job centres have negative connotations as they are synonymous with unemployment.

- 4.4 An effective careers, enterprise and employability system must accommodate differences in context and local circumstances. What works in one part of the UK, or London - or in a particular local community - may not work in other parts. Local approaches are far more effective in meeting the nuanced needs of local areas.
- 4.5 London Ambitions presents a city-wide, yet community approach to the development of high-quality careers work across all school and colleges in the capital. The responsibility for careers guidance was transferred to schools and colleges without clear leadership or targeted funding, which has led to fragmentation. London Ambitions, a distinctive London careers offer was designed to tackle the challenges of diversity and fragmentation, to raise the value and esteem of careers work, and to place London's unique labour market at the heart of careers work.

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## 5 Careers advice and apprenticeships

- 5.1 Young people frequently highlight that they had inadequate (often non-existent) information, advice and guidance about apprenticeships when at school.
- 5.2 At a House of Commons event last year (hosted by the Young Fabians Education Network), the head of the Barclays' apprenticeship programme, Mike Thompson referred to research he had undertaken. He noted that after travelling to hundreds of schools, sixth forms and colleges, his research found that only 18 per cent of UK schools educate their students on apprenticeships<sup>20</sup>.
- 5.3 The recent Ofsted report *Apprenticeships: developing skills for future prosperity*<sup>21</sup>, highlighted that secondary schools are still not doing enough to promote apprenticeships to young people:
  - 5.3.1 "The continued poor promotion of apprenticeships in schools restricted students' access to reliable information. The apprentices interviewed by inspectors reported that they had typically been determined, resilient and resourceful enough to find out for themselves the opportunities available to them and to overcome the barriers repeatedly placed in their way. They relied heavily on advice from family and friends."
  - 5.3.2 "Poor advice in schools led to a small number of apprentices interviewed initially starting an A-level course that they felt had delayed their career. There is clearly still a misconception that apprenticeships are not for young people with a good academic record."
- 5.4 Of the 22 providers visited by Ofsted, **all** reported that they were either prevented from offering information about apprenticeships to students in at least some of the schools in their area or that school-leavers rarely had sufficient knowledge of apprenticeships. Ofsted noted that findings from its 2013 career guidance report still stand today:
  - 5.4.1 "Vocational training and apprenticeships were rarely promoted effectively, **especially in schools with sixth forms**. The A-level route to universities remained the "gold standard" for young people, their parents and teachers."
- 5.5 It must be recognised that schools with sixth forms are in competition with apprenticeship providers and are under enormous pressure to progress students to University to demonstrate success to both government and parents. So whilst it cannot be condoned, it is understandable that schools with sixth forms are frequently cited for inadequate information, advice and guidance about apprenticeships and other vocational training<sup>22</sup>.
- 5.6 In addition to being held to account for providing impartial advice, it is clear that schools need considerably more support to promote apprenticeships at all levels, particularly higher level apprenticeships, as an excellent route to the labour market and

a genuine alternative to University (the Sutton Trust report, *Levels of success: The potential of UK apprenticeships*<sup>23</sup>, shows that the earning potential of the best apprenticeships rivals degrees).

- 5.7 There are excellent resources available to schools, teachers and parents from the Apprenticeship website, including a teacher's guide to apprenticeships and information about how schools can access free support through student workshops and events<sup>24</sup>. These resources need to be heavily promoted to schools.

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## **6 The potential for employers to play a greater role in careers advice**

- 6.1 Businesses have an essential role to play in providing young people with experiences of the world of work in sufficient numbers and of the right type.
- 6.2 Experiences of work can be a major catalyst for change among young people, particularly those disadvantaged by under-developed networks and personal contacts. By introducing all young people to real experiences of the world of work, from an early age, this can open their eyes to new possibilities and enable them to apply their talents and what they have learned at school to the world of work.
- 6.3 Experiences of the world of work are all the more important as the proportion of 16 and 17-year-olds combining full-time education with a part-time job has halved in 15 years. Two thirds of employers say work experience is a critical or significant factor in their recruitment. But just 19 per cent of London employers offer work experience placements to young people in schools and 12 per cent to college students. London is the internship capital of the UK, but there is fierce competition from inside and outside of London for internships and placements for young people. More young Londoners need access to opportunities to develop a strong CV linked to real exposure to experiences of the world of work from an early age.
- 6.4 To realise our ambition for every young Londoner to have completed at least 100 hours experience of the world of work, in some form, by the time they reach the age of 16, employers need to do more in providing opportunities for young people. Employers can engage in many ways including offering career insight talks, work tasters, coaching, mentoring, enterprise activities, part-time work, work shadowing, work experience/supported work experience and other relevant activities.
- 6.5 The new education landscape requires young people to make early subject choice decisions (some from 13 years-old) and the raising of the participation age signals a new era for the current generation of students, parents and teachers. Effective leadership is essential to ensuring everyone acquires the skills and knowledge they need to navigate the choices that are available both in education and in the labour market.
- 6.6 We believe that a good institution will have a governor with oversight for ensuring the organisation supports all students to relate their learning to careers and the world of work from an early age. Keeping the spotlight on progress being made, including information on the support and resources available for students planning their learning and work journey, will ensure widespread understanding, led by school and college leaders, that careers work matters in inspiring and supporting all young people<sup>25</sup>.
- 6.7 While employers are widely present on governing bodies, they are not universally so. Nor are they always given a clear leadership role on the governing body in relation to activities that can make best use of their skills and experience. That needs to change as a matter of urgency. The shortage of governors across London (and other parts of the UK) is an issue currently being addressed by the Inspiring Governors Alliance<sup>26</sup> which provides support and key resources for all schools and colleges.

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- <sup>17</sup> <http://www.lmiforall.org.uk>
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- <sup>20</sup> Apprentice Eye (2015) <http://www.apprenticeeye.co.uk/2015/07/16/only-18-of-schools-educate-students-on-apprenticeships-claims-barclays-chief/>
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- <sup>22</sup> Ambitions for education: Sir Michael Wilshaw (2016) <https://www.gov.uk/government/speeches/ambitions-for-education-sir-michael-wilshaw>
- <sup>23</sup> Levels of success: The potential of UK apprenticeships, Sutton Trust (2015) <http://www.suttontrust.com/wp-content/uploads/2015/10/Levels-of-Success.pdf>
- <sup>24</sup> <http://www.apprenticeships.gov.uk/summary/resources/>
- <sup>25</sup> The Foundation Code: values and behaviours needed to deliver high quality CEIAG, ASCL, AoC, 157 Group, ATL, AELP, PPC and SFCA (2015) <http://www.ascl.org.uk/help-and-advice/help-and-advice.the-foundation-code-values-and-behaviours-needed-to-deliver-high-quality-ceiag.html>
- <sup>26</sup> <http://www.inspiringgovernors.org/>

# Young People's Education and Skills Board

## GCSE, A level and other level 3 results

Item no: 8b

**Report by:** Neeraj Sharma      **Job title:** Principal Policy and Projects Officer

**Date:** 25 February 2016

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**Summary**      On 21 January 2016, the Department for Education published revised GCSE and A Level and equivalent results in England for the academic year 2014/15. This paper provides a headline summary of London region and borough performance.

**Recommendations**      Board members are asked to note the content of this report.

## 1 Background

- 1.1 The latest national statistics on GCSE, GCE, Applied GCE A level and other equivalent results for 2014/15 produced by the Department for Education (DfE) were released on 21 January 2016.
- 1.2 This paper summarises some of the headline data contained in the Statistical First Releases (SFRs). For more detailed analysis of the data please visit [Intelligent London](#).

## 2 Context - major reforms affecting GCSE performance measures

- 2.1 In 2014 two major reforms were introduced; Professor Alison Wolf's Review of Vocational Education recommendations and an early entry policy to only count a pupil's first attempt at a qualification in the performance tables in English Baccalaureate (EBacc) subjects. The early entry policy was extended to non-EBacc subjects in 2015.

### ***Future changes***

- 2.2 In October 2013, DfE announced that a new secondary school accountability system would be implemented from 2016. It will include two new headline measures, Attainment 8 and Progress 8:
  - Attainment 8 will measure the achievement of a pupil across 8 subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the English Baccalaureate and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
  - Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. As Progress 8 is a relative measure, the average Progress 8 score for all pupils nationally is zero, and it is therefore not published at national level in this SFR.
- 2.3 Schools had the option to adopt the new performance measures a year early in 2015. There are 327 schools that have opted-in to the new measures. As such, and to

provide a point of comparison, 2015 is the first year in which national Attainment 8 scores are published and cover all schools, not just those that have opted-in. There are severe limitations in using this data as schools which have not opted-in may still be changing their behaviours and curriculum in preparation for the introduction of the measures in 2016.

2.4 See appendix 3 for further information about the changes.

### 3 GCSE Performance in London

3.1 The SFR for GCSE examinations and other accredited qualifications is based on data collated for the 2015 Secondary School Performance Tables, which has been checked by schools. The data is based on pupils reaching the end of Key Stage 4, typically those starting the academic year aged 15. The local authority and regional figures produced by the DfE cover achievements in state-funded schools only. Consequently all the comparative figures in this report cover **achievements in state-funded schools only**.

3.2 2014/15 headline performance for London is as follows:

- 60.9 per cent of pupils achieved five or more GCSEs at grade A\* to C or equivalent including English and mathematics GCSEs in London. This compares to 57.3 per cent for the state funded sector in England. This is a decrease in London of 0.6 percentage points from 2013/14 (see Appendix 1 for a local authority breakdown). This drop in performance is not replicated nationally, which saw performance improve by 0.5 percentage points
- In total, 19 London local authorities saw a decline in their five or more GCSE at grade A\* to C or equivalent including English and mathematics GCSEs results on 2013/14 performance. The Royal Borough of Kensington and Chelsea saw a 6.6 percentage point drop, the biggest in the country.
- 71.2 per cent of pupils achieved five or more GCSEs at grade A\* to C or equivalent in London, an increase of 0.6 percentage points from 2013/14. This compares to 66.5 per cent nationally, an increase of 0.7 percentage points from 2013/14.
- 47.1 per cent of pupils were entered for all of the subject areas of the English Baccalaureate and 30.5 per cent passed every subject area with grades A\* to C. This compares to 38.8 per cent and 24.4 per cent nationally.
- The number of pupils recorded at the end of key stage 4 in London was 75,624.

### 4 A Level and other level 3 results

4.1 The SFR for GCE and Applied GCE A/AS level examinations and other equivalent qualifications is based on data collated for the 2015 school and college (Key Stage 5) performance tables, which have been checked by schools, and covers achievements in level 3 qualifications approved under Section 96 of the Learning and Skills Act 2000. All comparative figures in this report cover **achievements in state-funded mainstream schools, Academies, free schools, maintained special schools and further education colleges only**.

4.2 In addition, the SFR presents achievements separately for three cohorts of students following programmes of differing qualification types: 'A level', 'academic' (includes A level students), and 'vocational'.

4.3 2014/15 headline performance for London for students aged 16 to 18 in schools and colleges entered for approved level 3 qualifications is as follows:

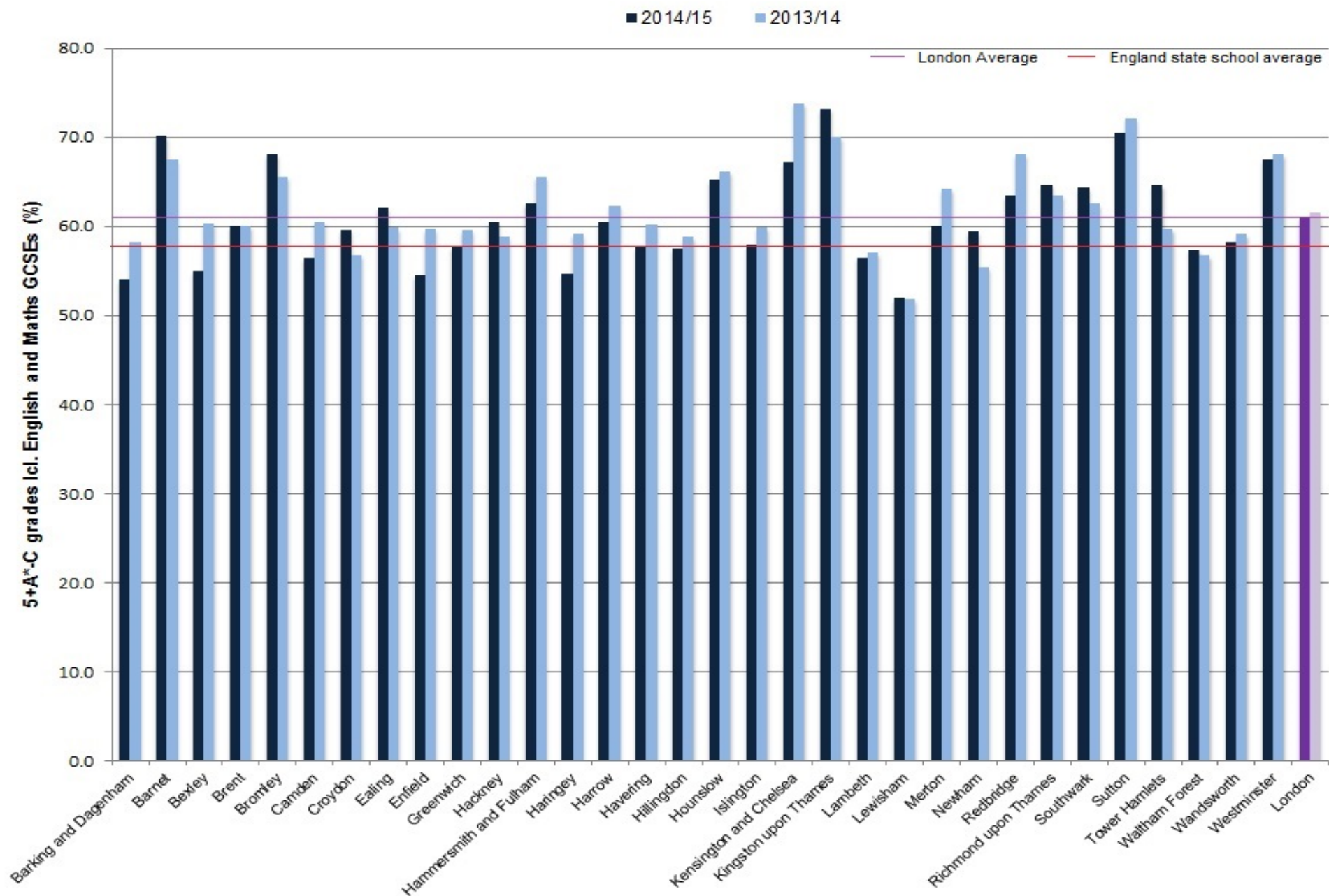


- The average point score **per student** entered for level 3 qualifications in 2014/15 was 694.0 in London, compared to 700.6 nationally. This is an increase of 5.8 points compared to 2013/14. Nationally there was an increase of 4.6 points from 2013/14. This has significantly reduced the gap in points between the regional and national average (see Appendix 2 for a local authority breakdown).
- The average level 3 point score **per entry** for 2014/15 was 213.1 in London, compared to 213.0 nationally.
- 92.1 per cent of students achieved at least 2 substantial level 3 qualifications in London, compared to 90.8 nationally. The proportion of students achieving at least 2 substantial level 3 qualifications increased regionally and nationally (by 0.6 percentage points and 1.1 percentage points respectively).
- 9.2 per cent of students achieved 3 A\* to A grades or better at A level or Applied single/double award A level in London, compared to the same figure nationally. The London figure remains the same as last year but nationally there has been a decline of 0.2 percentage points.
- The total number of students entered for at least one substantial level 3 qualification in London was 54,573. Of these students 50,261 (92.1 per cent) achieved at least 2 substantial level 3 qualifications.

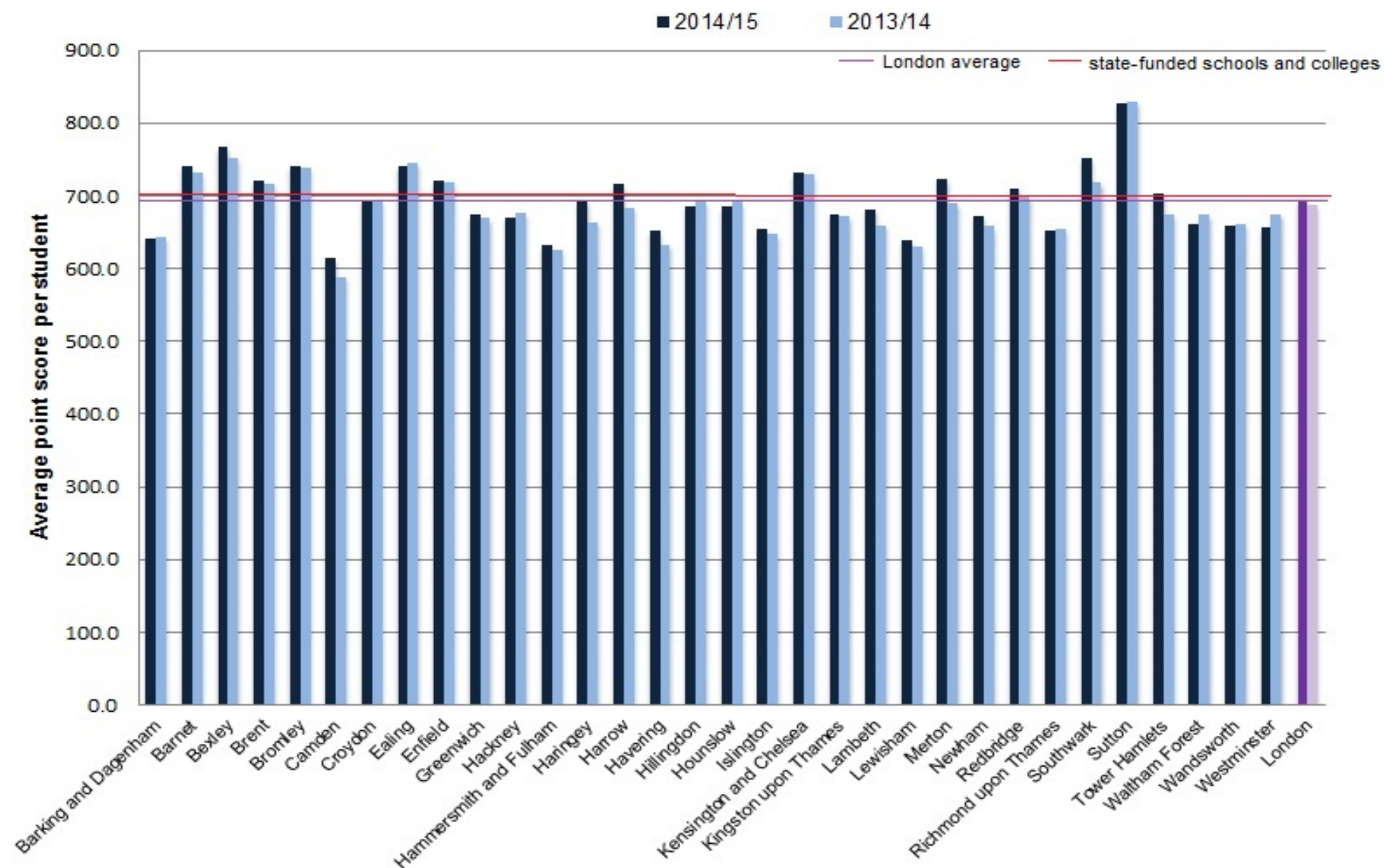
## 5 Recommendations

5.1 Board members are asked to note the content of this report.

Appendix 1: 5 or more GCSEs at grade A\* to C or equivalent including English and mathematics for (2014/15) (state funded only)



## Appendix 2: A level and level 3 results 2014/15 (state-funded only)



### Appendix 3

#### GCSE

GCSE course content is being reformed.

The reformed GCSEs are linear, with all assessments normally taken at the end of the course. There would no longer be higher and foundation tiers<sup>1</sup> and a new grading scale will be introduced that uses the numbers 1 to 9 to identify levels of performance.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

Ofqual

GOOD PASS (DfE)  
5 and above = top of C and above

AWARDING  
4 and above = bottom of C and above

Reformed GCSEs will be introduced gradually over three years from September 2015.

Students taking GCSEs over this period will therefore receive a mixture of 9 to 1 and A\* to G grades.

Ofqual will use a statistical method (known as comparable outcomes) in 2017 so that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- the bottom of grade 1 will be aligned with the bottom of grade G
- grade 5 will be awarded to around the top third of students gaining the equivalent of a grade C and bottom third of a grade B. This has been defined as a good pass by the Department for Education.

Additionally, exams will take place only in the summer, apart from English, English language and mathematics, where students who want to re-take these subjects will be able to do so in November. Revised content English language, English literature, and mathematics GCSEs will be taught from September 2015, with other subjects to be taught from September 2016 and 2017.

Changes have also been made to school accountability, with a new 'Progress 8' performance measure to be applied to secondary schools from 2016. Progress 8 will be based on 2016 exam results, with the Progress 8 score showing in performance tables published in late 2016/early 2017. The new measure will be based on students' progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects, (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.

<sup>1</sup> Current GCSE tiered papers consist of Foundation papers, graded G–C, and Higher papers, graded E–A\*. They are used in the system to offer exams 'tuned' to the ability of candidates with the apparent advantages that candidates do not sit in front of a paper which includes questions which are far too easy for them, or for other candidates, questions which are well in excess of their ability (Oates 2013, *Discussion paper: Tiering in GCSE – which structure holds most promise?*, Cambridge Assessment)

### A Levels

The teaching of new AS and A levels began in schools in England in September 2015. The first results for the new AS levels will be in 2016, and for the A levels in 2017. Further subjects will be introduced over the following two years.

The main features of the new qualifications are:

- assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
- AS and A levels will be assessed at the end of the course. AS assessments will typically take place after 1 year's study and A levels after 2. The courses will no longer be divided into modules and there will be no exams in January.
- AS and A levels will be decoupled – this means that AS results will no longer count towards an A level, in the way they do now.
- AS levels can be designed by exam boards to be taught alongside the first year of A levels.
- The content for the new A levels has been reviewed and updated. Universities played a greater role in this for the new qualifications than they did previously.

A timetable for the new AS and A levels by subject and by year is available at:

<https://www.gov.uk/government/publications/as-and-a-level-changes-a-summary/summary-of-changes-to-as-and-a-levels-from-2015>.

It should be noted that the content for subjects listed as a new AS and A levels to be taught from September 2017 is still being drafted.

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# Young People's Education and Skills Board

## Destination Measures - London Summary

Item no: 8c

**Report by:** Neeraj Sharma      **Job title:** Principal Projects and Policy Officer

**Date:** 25 February 2016

**Contact Officer:** Neeraj Sharma

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**Summary**      The Department for Education published the most recent Key Stage 4 and Key Stage 5 Destination Measures on 21 January 2016. This paper summarises the key findings for the London region.

**Recommendations**      Board members are asked to note the summary of Destination Measures data in London.

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### 1 Background

- 1.1 The most recent key stage 4 (KS4) and key stage 5 (KS5) destination measures were published on 21 January 2016. The measures provide confirmed data on the destinations of students who left KS4 or took A level or other level 3 qualifications in academic year 2012 to 2013 and show their destinations in academic year 2013 to 2014.
- 1.2 The KS4 measure is based on activity in the year after the young person left compulsory schooling (i.e. academic age 16). The KS5 measure is based on activity in the year after the young person took A level or other level 3 qualifications.
- 1.3 The KS4 education destinations data are published on the performance tables website.

### 2 The key stage 4 and key stage 5 destination measures

- 2.1 The KS4 and KS5 destination measures show the percentage of students continuing their education in a school, sixth-form or further education college, or higher education institution, including through an apprenticeship; the percentage who went into employment or training; and those who were not in education, employment or training (NEET).
- 2.2 The measures also show destinations to independent schools, special schools, specialist post-16 institutions, pupil referral units (PRUs) and other alternative provision.
- 2.3 Where students have a confirmed, deferred offer of a place at university, and do not have any other destination recorded, the KS5 measure also reports the percentage of students with a UCAS acceptance for deferred entry to higher education.

- 2.4 The measures are based on sustained participation in all of the first two terms (defined as October to March) of the year after the young person left KS4 or took A level or other level 3 qualifications.
- 2.5 The data are also broken down by the characteristics of students - gender, ethnicity, claiming free school meals, and special educational needs.
- 2.6 The KS4 measure is produced for all state-funded, mainstream schools with a KS4 cohort, including academies. The KS5 measure includes state-funded, mainstream school sixth forms, sixth-form colleges and further education (FE) colleges.
- 2.7 The data also includes:
- KS4 destinations **from** PRUs and other alternative provision;
  - KS4 and KS5 destinations **from** independent schools;
  - KS4 and KS5 destinations **from** maintained and non-maintained special schools;
  - destinations **to** independent schools, special schools, specialist post-16 institutions, PRUs and other alternative provision.
- 2.8 The data were published at national, local authority and institutional level.
- 2.9 This paper summarises the headline Destination Measures data for the London region (including a borough by borough analysis<sup>1</sup>) from state-funded mainstream institutions, making comparisons to the national picture.

### **3 Destinations from state-funded mainstream schools in the year after taking KS4 (2013/14)**

- 3.1 93 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after KS4, which compares to 92 per cent nationally (a one percentage point increase regionally and nationally on the previous year).
- 3.2 93 per cent of young people were recorded as being in a sustained education destination, which compares to 90 per cent nationally (a two percentage points increase regionally and nationally on the previous year).
- 3.3 School Sixth Form was the most popular destination for young Londoners with 54 per cent moving to this destination; this was also the most popular destination nationally, although the national figure of 39 per cent is significantly lower (a one percentage point increase regionally and nationally on the previous year).
- 3.4 The next most popular destination was FE college at 23 per cent, compared to 34 per cent nationally.
- 3.5 11 per cent of young people were studying in a sixth form college (down one percentage point), compared to 13 per cent nationally (up one percentage point).
- 3.6 3 per cent were taking an Apprenticeship, the same as last year, compared to 5 per cent nationally.
- 3.7 A London figure for young people recorded as being in sustained employment and/or training is not available as the numbers are too small. The figure nationally is 1 per cent.
- 3.8 4 per cent of young people did not remain in education or employment/training for the required two terms compared to 5 per cent nationally (both down one percentage point). The proportion of young people who did not remain in a destination for the

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<sup>1</sup> Destination Measures are produced at institution level and are **not** based on student residency.



required two terms and had more than 2 months recorded NEET was 1 per cent compared to 2 per cent nationally.

3.9 2 per cent of young people were not captured in the destination data, compared to 1 per cent nationally.

3.10 Appendix 1 and 2 provide a borough by borough analysis of the KS4 destinations and a breakdown of the type of destinations.

#### **4 Destinations from state-funded schools and colleges in the year after taking A Level or other Level 3 qualifications (2013/14)**

4.1 77 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after they took their A Level or other level 3 qualification, which compares to 73 per cent nationally.

4.2 72 per cent of young people were recorded as being in a sustained education destination, which is above the national figure of 65 per cent.

4.3 9 per cent were studying in a FE college, an increase of two percentage points on last year, which compares to 11 per cent nationally (down one percentage point). The London figure for young people progressing to Sixth Form College is 1 per cent, the same as the national figure.

4.4 3 per cent were taking an Apprenticeship, which compares to 5 per cent nationally.

4.5 56 per cent went to a Higher Education (HE) Institution, compared to 48 per cent nationally. 22 per cent studied at the top third of HE Institutions (up two percentage points) compared to 17 per cent nationally. Included within this top third, the Universities of Oxford and Cambridge attracted 1 per cent regionally and nationally. The Russell Group of Universities (including Oxford and Cambridge) accounted for 12 and 11 per cent respectively (up one percentage point regionally).

4.6 4 per cent of young people were recorded as being in sustained employment and/or training, compared to 7 per cent nationally.

4.7 7 per cent of young people did not remain in education or employment/training for the required two terms compared to 9 per cent nationally. The proportion of young people who did not remain in a destination for the required two terms and had between three and six months recorded as NEET is 2 per cent, the same as the national average.

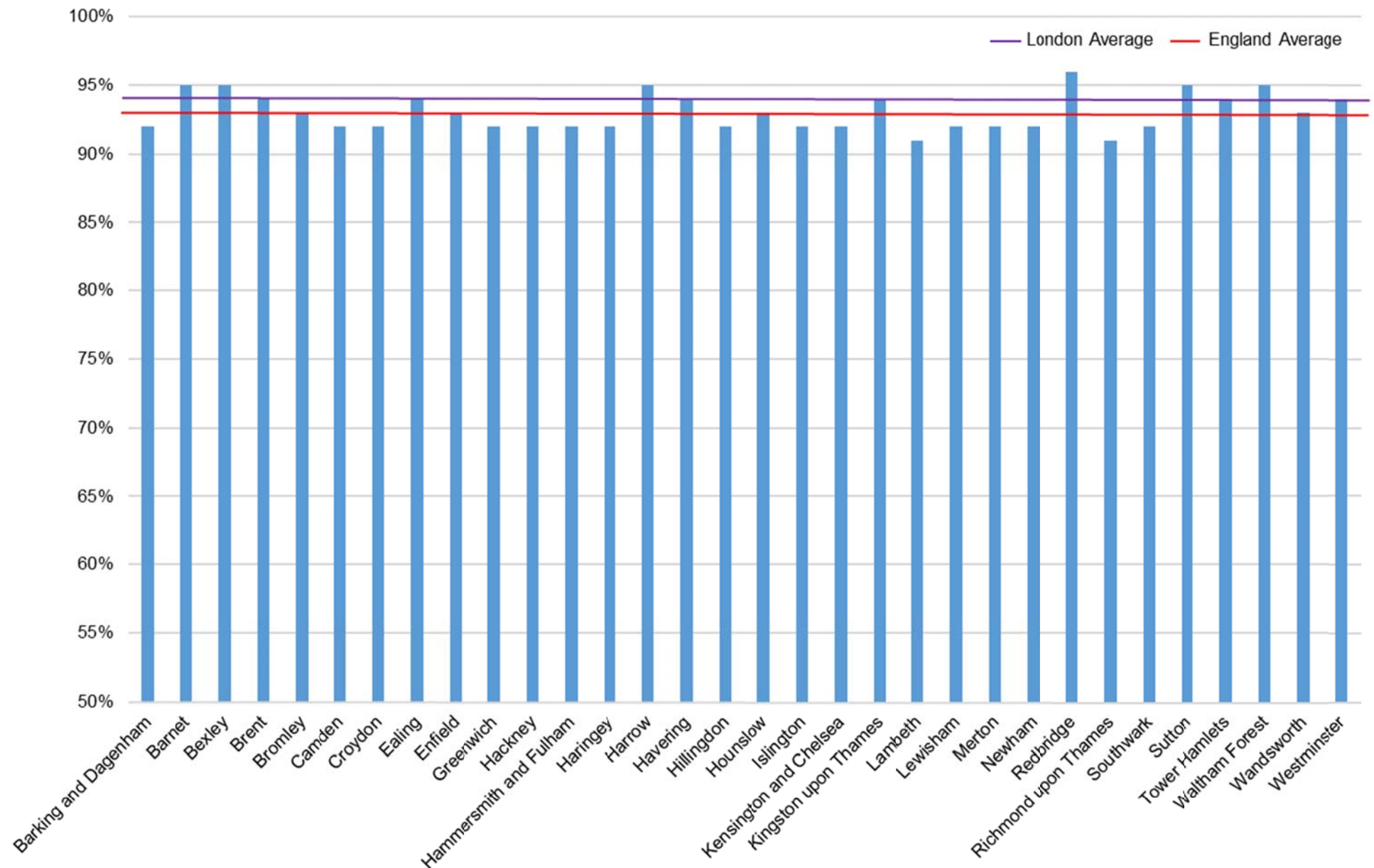
4.8 15 per cent of young people were not captured in the destination data, which is the same as the national figure.

4.9 Appendix 3 and 4 provide a borough by borough analysis of the KS5 destinations and a breakdown of the type of destinations young people pursued.

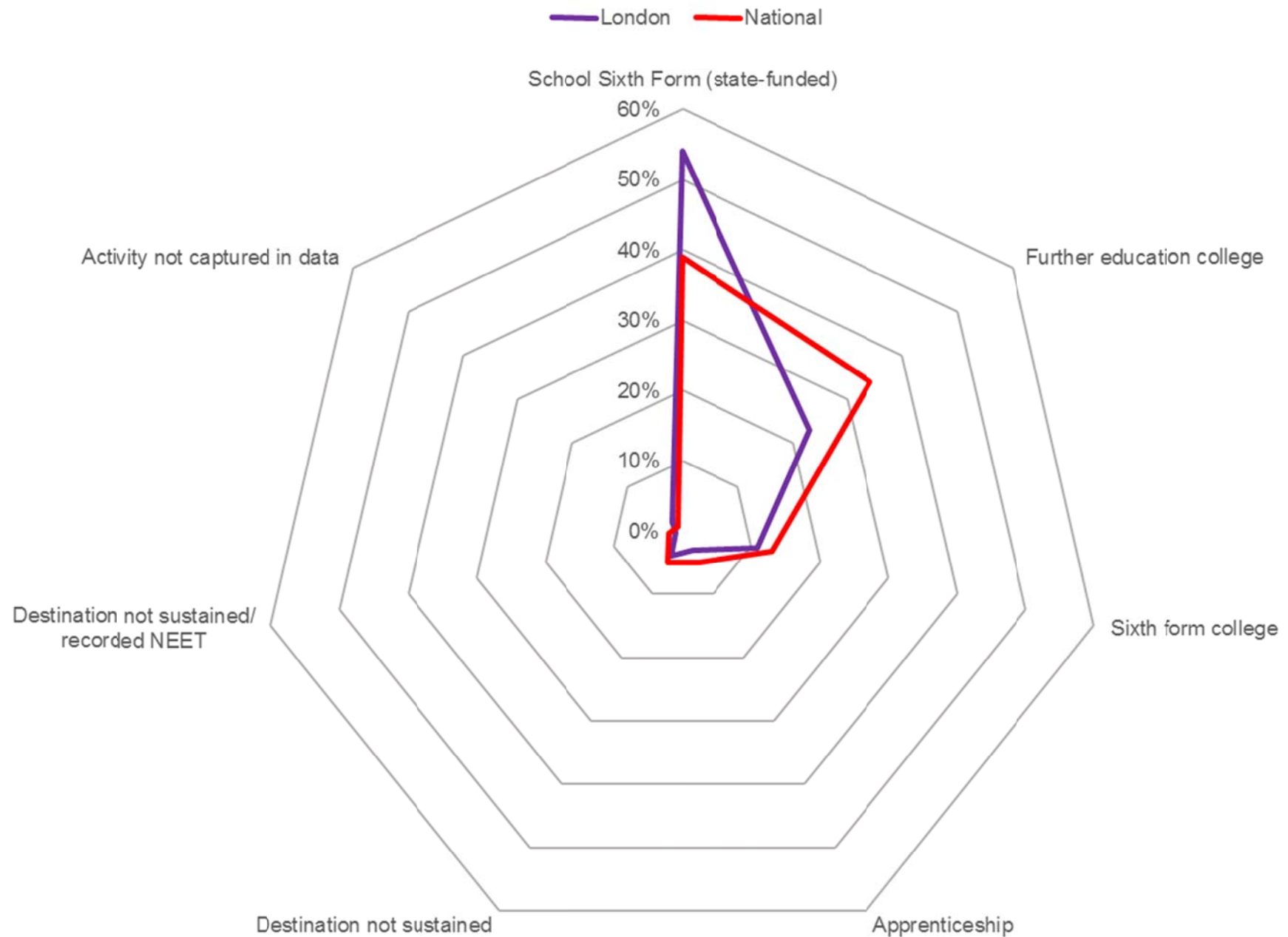
#### **5 Recommendations**

5.1 Board members are asked to note the summary of Destination Measures data in London.

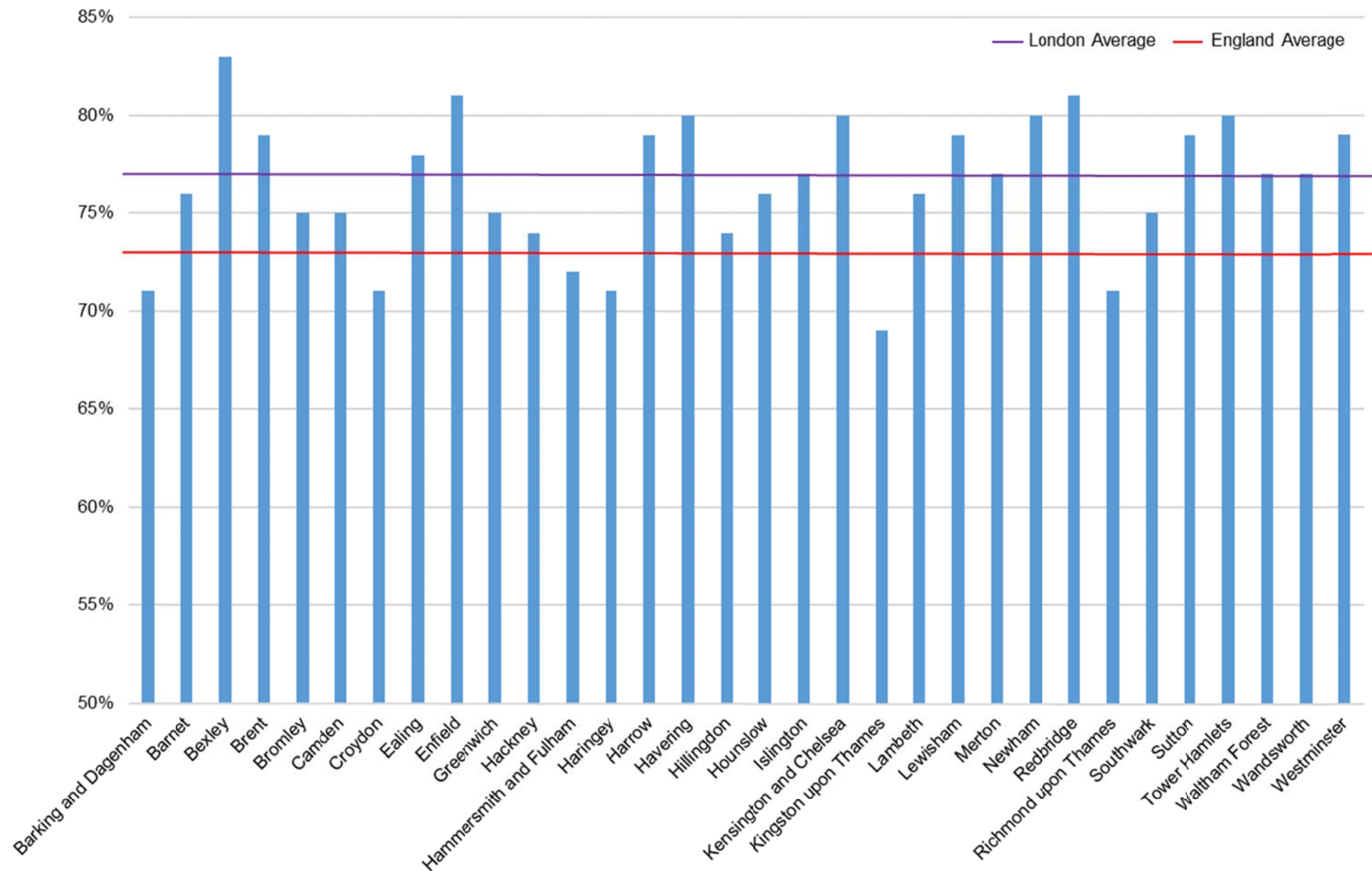
**APPENDIX 1: Percentage in a sustained education or employment/training destination from state-funded mainstream schools the year after taking KS4 (2013/14)**



## APPENDIX 2: Breakdown of destinations the year after taking KS4 (2013/14)



**APPENDIX 3: Percentage in a sustained education or employment/training destination from state-funded mainstream schools and colleges the year after taking KS5 (2012/13)**



APPENDIX 4: Breakdown of destinations the year after taking KS5 (2012/13)



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