

# Young People's Education and Skills Board

Thursday 23 February, 15.00 – 17.00

**Location:** London Councils, Meeting room 5, 59½ Southwark Street, SE1 0AL  
**Contact Officer:** Peter O'Brien  
**Telephone:** 020 7934 9743      **Email:** [Peter.obrien@londoncouncils.gov.uk](mailto:Peter.obrien@londoncouncils.gov.uk)

---

## Agenda

1. Welcome and introductions
2. Declarations of interest
3. Notes of last meeting and matters arising
4. Apprenticeship Levy and Public Sector Target - For decision  
*(Presentation and paper – Yolande Burgess)*
  - Presentation on the levy and public sector target
  - Board discussion
5. London Ambitions - For decision  
*(Presentation – Dr Deirdre Hughes)*
  - Presentation on implementation activity to date
  - Board discussion on next steps
6. Policy Update - For information  
*(Paper)*
  - General policy update
  - Area Review *(verbal update – Yolande Burgess)*
  - ESF update *(verbal update – Peter O'Brien)*
7. Raising the Participation Age - For information  
*(Paper - Peter O'Brien)*
  - Participation report
8. Any other business

**Date of next meeting:** Thursday, 6 July 2017, 3-5pm, London Councils SE1 0AL

Blank Page

# Young People's Education and Skills Board

**Date** 10 Nov 2016 **Venue** London Councils

**Meeting Chair** Cllr Peter John OBE

**Contact Officer:** Neeraj Sharma

**Telephone:** 020 7934 9524 **Email:** [Neeraj.sharma@londoncouncils.gov.uk](mailto:Neeraj.sharma@londoncouncils.gov.uk)

## Present

Cllr Peter John OBE	Executive member for children, skills and employment (Chair)
Gail Tolley	Association of London Directors of Children's Services
Caroline Boswell	Greater London Authority (GLA) (for Joanne McCartney)
Yolande Burgess	London Councils Young People's Education and Skills
Tim Shields	Chief Executives London Committee
Mary Vine-Morris	Association of Colleges (AoC) London Region
Dr Jane Overbury OBE	AoC/Sixth Form Colleges
Arwell Jones	Association of School and College Leaders
John Prior	AoC/NATSPEC (for Dr Caroline Allen OBE)
Denise Donovan	Department for Work and Pensions (on behalf of Derek Harvey)

## Guests and Observers

Souraya Ali	LEP officer (for Michael Heanue)
-------------	----------------------------------

## Officer(s)

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

## Apologies

Cllr David Simmonds	Shadow Executive member for children, skills and employment
David Jeffrey	Education Funding Agency
Nick Lester-Davis	London Councils
Dr Caroline Allen OBE	AoC/NATSPEC
Dr Graeme Atherton	AccessHE - Higher Education representative
Derek Harvey	Department for Work and Pensions
Sam Parrett OBE	AoC – Further Education Representative
Michael Heanue	LEP

## **1 Welcome and introductions**

- 1.1 Cllr John welcomed attendees to the Board meeting and apologies were noted.
- 1.2 Attendees were informed that during the summer there were a number of Board membership changes:
- Greater London Authority
    - Joanne McCartney has replaced Munira Mirza
  - London Work Based Learning Alliance
    - Gary Hunnisett has replaced Vic Farlie
  - Association of Colleges - Further Education Representative
    - Sam Parrett has replaced Sir Frank McLoughlin
- 1.3 These changes have been approved by London Councils' CEO under delegated powers from Leaders' Committee.

## **2 Declarations of Interest**

- 2.1 No interests were declared.

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

- 3.1 Notes of the last meeting were formally approved.
- 3.2 It was agreed to invite officials from the Department for Education to the next Board meeting to explore options for London to support the pilot of the construction and digital technical pathways outlined in the Skills Plan.

**Action point: Department for Education officials to be invited to attend the next Young People's Education and Skills Board meeting to discuss the implementation plan for the Post-16 Skills Plan (if published).**

## **4 Special Educational Needs and Disability (SEND) reforms**

- 4.1 The Board considered the paper for this agenda item, which highlighted some of the challenges following the implementation of recent SEND reforms and possible solutions for the sector to consider. The Board supported the need for action to be taken to support local authorities and suggested a peer learning event would be their preferred approach over other recommendations. It was agreed these suggestions should be put forward to the Association of London Directors of Children's Services (ALDCS) to get their views to inform this work.

**Action point: Gail Tolley to discuss the SEND Board paper at the Association of Director's of Children's Services meeting in November and seek views.**

## **5 Policy Update**

### ***General policy update***

- 5.1 Neeraj Sharma talked to the general policy paper circulated in advance of the meeting. Attention was drawn to recent announcements about the apprenticeship levy as well as the Technical and Further Education Bill. The Bill included new insolvency provisions for colleges and further education providers. However, there was nothing in the Bill

targeted towards tackling underlying problems that would likely lead to an education providers insolvency.

### **Area reviews**

- 5.2 Souraya Ali talked to the item. It was explained that recommendations from should be published soon. It remained likely that one of the outcomes from the review work would be fewer strategic players across the post-16 London education system, although this did not automatically mean fewer education sites. Once recommendations are published, the next phase will be their implementation.

### **London Ambitions**

- 5.3 Yolande Burgess informed the Board that promotion of London Ambitions continued. The development of the London Ambitions Portal had meant more schools and colleges were able to find high-quality careers education programmes, work experience, internships and apprenticeships with employers.
- 5.4 London First and Prospects, the organisers of Skills London, agreed to promote London Ambitions at the 2016 show as they did last year. They would offer higher travel bursaries for schools that supported London Ambition. A 'staff room' would be available on the day for talks to be held for teachers to learn more about London Ambitions. The London ambitions Careers Curriculum will e 'soft launched' at Skills London.
- 5.5 Additionally, London Councils (through the Young People's Education and Skills team) has commissioned YouGov to undertake a survey of employers to ascertain their views about experiences of work for young people. The findings will be shared with the Board in the New Year.

### **ESF update**

- 5.6 Peter O'Brien informed the Board there had been no formal update from the SFA about the performance of funded programmes.
- 5.7 Programme Information Exchange events will be held over the coming months to support the successful delivery of the London ESF Youth Programme.
- 5.8 Board members thanked Peter for the update and collectively agreed it was important that critical strands of the ESF programme met the needs of young people in London. Additionally, as a result of size of London boroughs and transport network, young people could be accessing the support available from outside of their home borough. It would be helpful if data could confirm how many children within a borough were benefiting from the programme.

## **6 Raising the Participation Age (RPA)**

- 6.1 The Board received an update on RPA performance across London. It was also explained that the government recently consulted on changes to tracking and reporting on young people and their participation. These had now been implemented and would result in changes to the format and content of future reports to Board members.
- 6.2 The contents of the paper were noted.

## **7 Vision 2020**

- 7.1 The Board reviewed the draft Vision 2020 document and provided the following feedback:

- 7.1.1 Whilst acknowledging the document remained a work in progress, the Board agreed with the general thrust and principles. In particular, the 'we want' approach (without repeating the words) was endorsed by the Board. However, the description used for social mobility could be improved perhaps using terminology linked to pupil premium.
- 7.1.2 A clear and strong learner focus was apparent in the document and whilst important, it would be good to consider other aspects as part of the vision. For instance, recent reforms, the need for good teachers as well as more on the curriculum.
- 7.1.3 London Ambitions and the importance of careers guidance were prominent through the document. Focusing on key outcomes, consideration should be given to whether it should be delivering the 100 hours, support young people to make informed choices or developing well rounded citizens should be the overarching aim. This would also help capture activity that was not necessarily careers advice but fed into the broader aims.
- 7.1.4 Creating a vision that chimed with other key vision documents would be helpful for stakeholders.
- 7.2 The Board also discussed the competitive nature of the London employment market and the possibility that young people in London may need more than 5 A\* to C grades in GCSEs in the future.
- 7.3 The Young People's Education and Skills team thanked the Board for their input and stated they would review the draft with the Operational Sub-Group following revisions to take account of the comments provided.

**Action point: Young People's Education and Skills team to incorporate Board member comments and review the draft Vision 2020 with the Operational Sub-Group.**

## **8 AOB**

- 8.1 Neeraj Sharma talked through the findings from London Councils' recent poll of parental views on education and circulated hard copies.

### Item 3(b). Actions and Matters Arising from 10 November 2016 Young People's Education and Skills Board meeting

ACTION POINTS	
3.2 Department for Education officials to be invited to attend the next Young People's Education and Skills Board meeting to discuss the implementation plan for the Post-16 Skills Plan (if published)	
4.1 Gail Tolley to discuss the SEND Board paper at the Association of Director's of Children's Services meeting in November and seek views	
7.3 Young People's Education and Skills team to incorporate Board member comments and review the draft Vision 2020 with the Operational Sub-Group	
OTHER MATTERS ARISING	
DECISIONS TAKEN BY CHAIR TO BE REPORTED	

Blank Page



# Young People's Education and Skills Board

## Apprenticeships

Item: 4

**Date:** 23 February 2017

**Contact:** Yolande Burgess

**Telephone:** 020 7934 9739

**Email:** [yolande.burgess@londoncouncils.gov.uk](mailto:yolande.burgess@londoncouncils.gov.uk)

---

<b>Summary</b>	This paper outlines the key changes affecting 14 to 19 policy since the last Young People's Education and Skills Board.
<b>Recommendation</b>	<p>Board members are asked to:</p> <ol style="list-style-type: none"> <li>1. <b>note</b> the information in this paper;</li> <li>2. <b>discuss</b> options for supporting local government to meet the apprenticeship targets for public sector organisations, particularly options that the Young People's Education and Skills Board, working with partners and stakeholders, can take a lead on;</li> <li>3. <b>agree</b> that the Annual Statement of Priorities for 2017/18 has a strong focus on apprenticeships and technical education;</li> <li>4. <b>agree</b> that the Young People's Education and Skills team works through the Operational Sub-Group and the Apprenticeship Sub-Group to frame plans for messages and promotion of apprenticeship to parents and students, including through the continued promotion of London Ambitions.</li> </ol>

---

## 1 Background

- 1.1 Significant changes to apprenticeships are underway, with many of those changes coming onto force from April of this year. Broadly the changes can be described under the themes of governance, funding and growth.
- 1.2 This paper summarises the changes under these themes to bring together the scale of the reforms and the scale of the challenge for London's employers, particularly employers in the public sector.
- 1.3 The paper also proposes recommendations to meet some of those challenges through the Young People's Education and Skills Board.

## 2 Governance - Institute of Apprenticeships

- 2.1 The government opened a consultation on the draft strategic guidance<sup>1</sup> for the Institute for Apprenticeships in January 2017 (the consultation is now closed). The Institute for Apprenticeships will assume responsibility for the overall quality of apprenticeships from April 2017 and, it is proposed, technical education from April 2018.
- 2.2 A programme of reform to raise the quality and quantity of apprenticeships has been set out by government and to underpin these reforms, the Institute for Apprenticeships

will be established as an independent body to act as the “guarantor of the integrity of the apprenticeships system”. The Institute will have a mandate to assure quality and provide advice on future funding for apprenticeship training. The government (under the powers of the Secretary of State for Education to issue advice and guidance to the Institute) proposes to publish an annual strategic guidance document which will outline the policy parameters within which the Institute should operate and exercise its functions. The consultation document was a draft of the first guidance for 2017/18.

2.3 In addition to acting in an advisory capacity on the maximum level of government funding available for apprenticeship standards, the Institute has a series of core functions set through legislation (the Enterprise Act 2016):

- setting quality criteria for the development of apprenticeship standards and assessment plans;
- reviewing, approving or rejecting these;
- ensuring all end-point assessments are quality assured, including quality assuring some itself.

2.4 The government has accepted all the recommendations made to it by the Independent Panel on Technical Education, and has set out how they will be achieved in the Post-16 Skills Plan. The recommendations include expanding the remit of the Institute beyond apprenticeships to include all technical education. It is anticipated that this change will be introduced from April 2018, with the Institute preparing during 2017/18 to assume this additional role. The ambition is to build a single, fully integrated system of technical education.

2.5 The draft guidance sets out the role of the Institute including its strategic role in supporting:

- the government’s aim to deliver three million apprenticeship starts by 2020;
- the promotion of UK productivity through a new industrial strategy that ensures the workforce and skills are in place to deliver against the strategy;
- employers to develop ambitious plans for good quality standards, particularly in sectors where there is evidence of skills gaps and that are priorities for the industrial strategy;
- greater social mobility.

2.6 The London Councils response to the consultation:

- broadly welcomes the introduction of the Institute of Apprenticeships and the decision to expand its remit to also cover technical education;
- states that local government as collectively one of the largest employers in England should be represented on the Institute’s Board;
- highlights that the Institute must have a role in the promotion of apprenticeships as there is considerable work to do to help parents and students understand and recognise the value of apprenticeships as a positive and credible alternative to other forms of further and higher education;
- asks for further information on how the Institute will gather evidence to inform its advice to government on the funding available for standards, particularly referring to the removal of the Area Cost Adjustment;
- questions whether the 15 technical routes proposed through the Sainsbury Review will provide sufficient coverage for all occupations and job roles;
- supports the Institute’s role in helping employers to develop ambitious plans for good quality standards, highlighting key areas for local government;

- strongly agrees with the need to support greater social mobility through apprenticeships and welcomes the additional funding for employers and training providers to support apprentices from disadvantaged backgrounds, yet notes concern about the lack of long-term commitment to a disadvantage uplift (a simplified version of the uplift will be introduced during the first year of the levy);
  - recommends that the Institute play a key role in identifying gaps in apprenticeship standards and asks that consideration be given to extending the 24-month limit to spend levy funds where gaps in standards exist.
  - notes that the Institute should have regard to affordability in the context of austerity and the financial position of the wider public sector.
- 2.7 The DfE is currently consulting on the Institute for Apprenticeships draft operational plan<sup>2</sup>. London Councils will be submitting a response on broadly similar lines to the above noted consultation

### **3 Funding - Apprenticeship Levy**

- 3.1 From April 2017, all employers with a pay bill of more than £3 million and those linked to another employer which has an aggregated annual pay bill of more than £3 million, including local authorities, will be required to pay an apprenticeship levy.
- 3.2 The DfE has issued a briefing about apprenticeships delivered by education providers as employers<sup>3</sup>. It is intended for head teachers, school business managers or bursars.
- 3.3 The briefing summarises how the apprenticeship levy will typically work for schools. As there are a variety of pay bill arrangements in the education sector there is no single approach. Schools (and local authorities) are advised to read the briefing alongside the full published guidance on calculating, paying and spending the levy and seek appropriate professional advice on their liability.
- 3.4 Detailed guidance on paying the levy has been published by HMRC<sup>4</sup>.

### **4 Growth - Apprenticeship Targets for Public Sector Bodies**

- 4.1 The DfE published its response to the consultation apprenticeship target for public sector bodies in January 2017<sup>5</sup>. The following paragraphs are a summary of that response.
- 4.2 The Enterprise Act 2016 amended the Apprenticeships, Skills, Children and Learning Act 2009 (the 2009 Act) to allow the Secretary of State to set apprenticeship targets for 'prescribed public bodies'. The 2009 Act imposes a duty on all public bodies, which are set a target, to have regard to that target. They must also publish certain information annually on their progress towards meeting the target and send this information to the Secretary of State.
- 4.3 The National Statistics classification for public sector organisations for National Accounts has been used as a starting point to identify which organisations will be in scope. Organisations with a headcount of 250 or more employees in England will be subject to the duty.
- 4.4 An organisation will be in scope of the target if it has 250 or more employees in England on 31 March in *each* of 2017, 2018, 2019 and 2020.
- 4.5 The average target across the years that the target is in operation is 2.3 per cent apprenticeship starts based on the headcount of an organisation. Employers will record their headcount number at 31 March each reporting year and will work out the

apprenticeship figures required to meet 2.3 per cent average annual starts. For example:

	Year 1	Year 2
Overall average % target	2.3%	
Headcount	1,000	1,000
Cumulative headcount	1,000	2,000
Apprentices required to meet average target (2.3%)	23	21
Apprenticeships delivered	25	

	Year 1	Year 2
Overall average % target	2.3%	
Headcount	1,000	1,000
Cumulative headcount	1,000	2,000
Apprentices required to meet average target (2.3%)	23	26
Apprenticeships delivered	20	

- 4.6 Apprentices employed by sub-contractors who supply goods and services to a public body cannot be counted towards the target. Apprentices who are working for an organisation but employed by Apprenticeship Training Associations can count towards the organisation's target. *However*, the apprentices would also need to be included in the organisation's headcount in the annual returns.
- 4.7 As the target is new 'apprenticeship starts' it can include both existing employees who start on an apprenticeship, as well as newly employed apprentices.
- 4.8 Annual reports will need to include the number of employees in the reporting period and the number of apprentices that started in the same period. Reports will also need to include the actions that the organisation has taken to meet the apprenticeship target (i.e. how it has 'had regard'); if the target has not been met then an explanation of why; information about action the organisation proposes to take to meet the apprenticeship target in future; and from year 2 of the target onwards, cumulative headcount and starts information and the average percentage starts delivered be due by 30 September each year. Organisations will be required to publish the numerical information but not the narrative information.
- 4.9 The government has not proposed any punitive measures for organisations that do not meet their target. However, the consultation response states "... if a body cannot show that they have 'had regard' to the target we will work with them to see what support is needed to enable them to meet the target in future years".
- 4.10 The consultation response notes that several respondents thought that further education colleges and universities should be in scope as these organisations receive substantial amounts of public funding and are deliverers of apprenticeships, so should lead by example. Government concluded "...further education colleges and universities are a unique hybrid of public and private sector and we do not intend to include these bodies in scope".

## 5 Recommendations

- 5.1 The impact of these changes, particularly on public sector organisations during a period of significant financial pressures, is considerable. With the additional weight of an apprenticeship target local government, schools and the wider public sector will want to fully maximise the funding they will contribute through the apprenticeship levy along with all other employers that pay the levy.
- 5.2 These changes also present opportunities. Local government is aware of skills gaps and shortages in key areas - planning, social work, environmental health, occupational

therapy, engineering and social care - and will want to work to close those gaps through apprenticeships.

- 5.3 London has long been experiencing a teacher shortage and needs to add to the actions that are already being deployed to address the problem. There are now standards in development for teachers and teaching assistants, as well as a range of other broader standards that could be used by the wider schools workforce.
- 5.4 London continues to develop a good understanding of the current and future skills needs of the city. Apprenticeships, from level 2 to Master Degree level can be part of the solution to meet those needs.
- 5.5 Board members are asked to:
  - 5.5.1 **note** the information in this paper;
  - 5.5.2 **discuss** options for supporting local government to meet the apprenticeship targets for public sector organisations, particularly options that the Young People's Education and Skills Board, working with partners and stakeholders, can take a lead on;
  - 5.5.3 **agree** that the Annual Statement of Priorities for 2017/18 has a strong focus on apprenticeships and technical education;
  - 5.5.4 **agree** that the Young People's Education and Skills team works through the Operational Sub-Group and the Apprenticeship Sub-Group to frame plans for messages and promotion of apprenticeship to parents and students, including through the continued promotion of London Ambitions

---

<sup>1</sup> <https://consult.education.gov.uk/apprenticeships/government-s-draft-strategic-guidance-to-the-insti/-http://amazingapprenticeships.com/wp-content/uploads/One-pager-for-schools-Apprenticeship-Levy-and-Public-Sector-Duty-05-01-17-v1.pdf>

<sup>2</sup> <https://consult.education.gov.uk/comms-and-stakeholder-engagement/institute-for-apprenticeships-operational-plan/>

<sup>3</sup> <http://amazingapprenticeships.com/wp-content/uploads/Briefing-for-schools-Apprenticeship-Levy-and-Public-Sector-Duty-09-01-17....pdf>

<sup>4</sup> <https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work>

<sup>5</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/584246/Apprenticeship\\_targets\\_for\\_public\\_sector\\_bodies\\_government\\_consultation\\_response.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/584246/Apprenticeship_targets_for_public_sector_bodies_government_consultation_response.pdf)

Blank Page

# Young People's Education and Skills Board

## Policy Update

Item: 6

**Date:** 23 February 2017

**Contact:** Yolande Burgess

**Telephone:** 020 7934 9739

**Email:** [yolande.burgess@londoncouncils.gov.uk](mailto:yolande.burgess@londoncouncils.gov.uk)

---

**Summary** This paper outlines the key changes affecting 14 to 19 policy since the last Young People's Education and Skills Board.

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

---

## 1 Schools and high needs national funding formulae<sup>1</sup>

- 1.1 The second stage consultation for the schools national funding formula and high needs was launched by the Department for Education (DfE) on 14 December 2016, with responses accepted until 22 March 2017. The consultation provides detailed proposals for the design of the new national funding formulas for schools and high needs and for the new central schools services block for local authorities. It builds on the previous consultation about the principles and structure of the new funding system that ran between March and April 2016.
- 1.2 The first consultation set out proposals to create a new Schools National Funding Formula based on redistributing the existing funding pot. London Councils' preliminary modelling of these proposals estimated that London could lose £245 million per year through a new Schools National Funding Formula based on redistribution without any capping or additional investment.
- 1.3 The consultation confirms:
  - the schools national funding formula will comprise the 12 factors proposed in the first stage consultation, with the addition of a mobility factor;
  - the high needs formula will comprise the nine factors proposed in the first stage consultation;
  - the introduction of a new fourth Dedicated Schools Grant block - the central school services block - from 2018-19;
  - a school-level formula (a hard national funding formula) will be used to calculate the vast majority of a mainstream school's budget from 2019-20;
  - the ring-fencing of the schools block in 2018-19, but with additional arrangements to address the risks highlighted during the first stage consultation about support for pupils with special educational needs and disabilities. There is a commitment to protect each local authority's high needs block from any loss as a result of the introduction of this formula.
- 1.4 The pupil premium, pupil premium plus, and service premium will continue to operate through the separate pupil premium grant. The early years pupil premium will also be retained in its current form. With the exception of an adjustment to the pupil premium

plus, these grants are unaffected by the proposals set out in this second stage consultation.

- 1.5 The new consultation states that, if its proposals were to be accepted, 10,740 schools (54 per cent) would be funded at a higher rate and 9,128 schools (46 per cent) at a lower rate - 101 local authority areas will see gains and 49 will see reductions. The government intends to move towards the new Schools National Funding Formula in 2018/19, which will be a transitional year, with a view that the formula will be implemented fully in 2019/20.
- 1.6 In addition to existing schools budgets, the consultation commits an additional £200 million in each of the two years in which the formula is planned to be introduced. This extra funding is intended to provide a 'funding floor' (ensuring that no school faces reductions in excess of three per cent). There will also be a ceiling of funding gains (a maximum of three per cent in 2018/19 and 2.5 per cent in 2019/20).
- 1.7 London Councils' analysis suggests that in London 1,536 schools will lose funding and 643 will gain. This is proportionally the biggest reduction in the country. It is estimated that 19 boroughs will see their allocation reduce – the biggest reduction is forecast to be 2.8 per cent. The biggest gain will be an increase in allocation of 5.6 per cent.
- 1.8 Proposals that will benefit London overall include a relatively higher weighting than under previous methodologies for Deprivation and English as an additional language and the inclusion of a pupil mobility factor for pupils arriving mid-term. In the first consultation the removal of this factor was proposed; London Councils lobbied against this as it costs London's schools significantly to deal with the impact of high levels of mobility.
- 1.9 The DfE intends to consult further on the precise arrangements for 2019-20 when the hard national funding formula will be implemented. This consultation is likely to include proposals for legislative changes and the future role of schools forums. London Councils argued strongly for the retention of schools forums as the means of distributing the DSG to schools, as they provide local flexibility to be able to respond swiftly to changing circumstances.
- 1.10 London Councils has been consistently urging the DfE to level up funding rather than redistribute the existing funding pot across the country. The proposals set out in the second stage consultation for the schools national funding formula include some additional funding, a capping of overall funding reductions at three per cent and changes to the factors, all of which have reduced the budgetary loss to London. However, London is still the worst hit region and it is likely that any budget reductions, coming on top of existing financial pressures, will have a significant impact on standards in London's schools.
- 1.11 The National Audit Office report, *Financial sustainability of schools* published in March last year, highlighted that whilst the Department's overall schools budget is protected in real terms it does not provide for funding per pupil to increase in line with inflation; that the Department estimates that mainstream schools will have to find savings of £3 billion to counteract cumulative cost pressures; and that savings estimates do not take account of the cost implications for schools of its policy changes, such as phasing out the Education Services Grant (saving £615 million by 2019-20) that is used by local authorities and academies to provide education services.
- 1.12 London Councils is preparing a response to the consultation and continues to lobby MPs, Ministers and the Department for Education on the effects of these changes, particularly in the context of a projected shortfall in funding based on the current model.



## **2 Attainment and destination measure results**

- 2.1 The latest national statistics on GCSE, GCE, Applied GCE A level and other equivalent results for 2014/15, and the most recent key stage 4 and key stage 5 destination measures were released on 19 January 2017.
- 2.2 A detailed London summary of the statistics on GCSE, GCE, Applied GCE A level and other equivalent results for 2014/15 is included at Annex 1.
- 2.3 A detailed London summary of the key stage 4 and key stage 5 destination measures is included at Annex 2.

## **3 London Economic Action Partnership (LEAP)<sup>2</sup>**

- 3.1 The Mayor of London has now constituted the London Economic Action Partnership (LEAP) the local enterprise partnership for London.
- 3.2 LEAP will work with a new board of 16 members to determine local economic priorities and lead economic growth and job creation in London. The LEAP Board is due to meet for the first time on 1 February 2017.
- 3.3 As a Mayoral appointed body with no separate independent or corporate legal status, LEAP operates through the Greater London Authority which acts as the “accountable body” when funding arrangements are entered with the government or European Commission.
- 3.4 The Mayor of London, Sadiq Khan, will chair the new board, with the Deputy Mayor for Business, Rajesh Agrawal, taking on the role of Co-Deputy Chair (alongside another Co-Deputy from the business community). The Deputy Mayor for Planning, Regeneration and Skills, Jules Pipe, will also sit on the board. The remaining members have been appointed from London boroughs and businesses.
- 3.5 The local government representatives on the LEAP Board are:
  - Sir Robin Wales - directly-elected Mayor of Newham (the LEAP's Royal Docks Enterprise Zone sits within that borough)
  - Cllr Claire Kober OBE - leader of Haringey and chair of London Councils
  - Cllr Peter John OBE - leader of Southwark, deputy chair of London Councils and executive member for business, skills and Brexit
  - Cllr Teresa O'Neill OBE - leader of Bexley and vice-chair of London Councils
- 3.6 In addition to overseeing current growth funding, confirmation of the funding allocation to LEAP from the £492 million for London and the south east in the Autumn Statement will be announced by government in due course.
- 3.7 A formal announcement regarding sub-groups and the LEAP Board's relationship to the Skills for Londoners taskforce has yet to be made. The Skills for Londoners taskforce will comprise a small steering group supported by a large stakeholder advisory group on which the steering group can draw for advice and guidance to assist the Mayor in leading on a new skills agenda for London.

## **4 Social and ethnic inequalities in choice available and choices made at age 16<sup>3</sup>**

- 4.1 The Social Mobility Committee has published research that provides an up-to-date understanding of post-16 educational choices and transitions, highlighting the implications of differences in choice sets for students from different areas and backgrounds.

- 4.2 The research analysis explores how the choice sets available to students vary according to their geographic, social and educational background. It investigates the impact of these institutional, subject and qualification choices made on students' educational trajectories, including their subsequent educational attainment and their access to higher education.
- 4.3 The study uses three linked databases - the National Pupil Database, Individual Learner Records, and Higher Education Statistics Authority data - to explore all choices made by all individuals, rather than those appearing the Key Stage Five attainment tables to allow for a greater understanding of the role of both academic and vocational pathways in producing inequalities in higher education enrolment.
- 4.4 The report uncovers significant differences between poorer children and wealthier children living in the same neighbourhood with the same GCSEs results.

## **5 Technical Education<sup>4</sup>**

### ***Longitudinal Study of Learners in Vocational Education***

- 5.1 The Edge Foundation and City & Guilds Institute have jointly commissioned the Warwick Institute for Employment Research to undertake a project to track a group of learners who studied Level 3 vocational qualifications.
- 5.2 The aim of the study is to understand the journey of these individuals - how they came to choose their courses and institutions, their progress and how what they studied helped to prepare them for their next steps - and to use this information to support further improvements in technical and professional education
- 5.3 The first report from this study has been published, which looks at the learners as they prepare to complete their course or apprenticeship. It shows how they chose their qualification and learning provider. It also looks at their plans and aspirations for the future.

## **6 Government response to Charlie Taylor's Review of the Youth Justice System<sup>5</sup>**

- 6.1 In September 2015 Charlie Taylor was commissioned by the government to look at how this country deals overall with children and young people who break the law.
- 6.2 The response to the review shows how the government will implement the key recommendations through a framework of improvement, by tackling offending and by improving youth custody. The government has made several statements in the response including that it will:
- work with the Youth Justice Board (YJB), to review governance of the system and to set clear and robust performance standards;
  - strengthen the scrutiny and inspection arrangements for custody;
  - continue to ring-fence grants for the provision of youth justice services within local authority funding;
  - work with local authorities to explore how local areas can be given greater flexibility to improve youth justice services;
  - work with the Home Office and police to ensure children and young people are treated appropriately in police custody
  - make the court experience more appropriate for young offenders and young victims and witnesses;

- develop a new pre-apprenticeship training pathway that will start in custody and ensure that all children and young people are in education, training or employment on release;
  - boost the numbers of staff on the operational frontline in Young Offender Institutions (YOIs) by 20 per cent.
- 6.3 The Taylor Review recommended removing the legislative requirement for local authorities to have a Youth Offending Team (YOT) on the basis that the system is now overly centralised, and that their freedom to innovate is constrained by reporting requirements and the need to produce an annual plan. The Review also recommended removing the ring-fence on the YOT grant and rolling YOT funding into general local authority funding to give greater flexibility locally.
- 6.4 The government has stated that it will continue to ring-fence grants for the provision of youth justice services within local authority funding “to ensure sufficient funding for these services”.
- 6.5 The response notes that there is a case for local authorities to be given more flexibility in how they deliver youth justice services, and states that the government will consider further the proposals that the Taylor Review makes in this area.

## **7 The Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills 2015/16<sup>6</sup>**

- 7.1 Sir Michal Wilshaw published his fifth and final Annual Report as Her Majesty’s Chief Inspector in December 2016.
- 7.2 The report highlights:
- there are 13 local authority areas where every secondary school inspected is either good or outstanding, all of which are in London or the South East;
  - disadvantaged students in Inner London who completed a level 3 qualification at key stage 5 in 2014 were more likely to go on to university than their peers
  - 52 per cent of pupils nationally reached the new and more challenging expected standard in reading, writing and mathematics at the end of key stage 2 - the highest performing region was London with 57 per cent.
- 7.3 The regional information pack for London highlights for secondary and post-16 education:
- London still has the strongest secondary sector in the country, with 90% of pupils in good or outstanding secondary schools;
  - provisional results show that London had the best GCSE outcomes in England in terms of pupils achieving A\* to C grades in English and mathematics;
  - in both the new Progress 8 and Attainment 8 measures, London was the strongest region nationally in 2016;
  - London is the best performing region for levels 2 and 3 qualifications for 16- to 18-year-olds.
  - in 2015, the proportion of students achieving a level 2 qualification, including English and mathematics, by the age of 19 improved to 70.3 per cent in London - as a result, it continued to be the top performing region, more than two percentage points above the national level of 67.9 per cent;

- at level 3 London is the best performing region, with 64.9 per cent of 19-year-olds achieving this qualification - nearly eight percentage points above the national figure of 57.4 per cent.
- 7.4 The regional report also notes that these high achievement rates mask varying levels of achievement within different post-16 settings. In terms of Ofsted judgements, post-16 providers in London are not performing as well as secondary schools generally.
- 7.5 As at 31 August 2016, 65 per cent of general further education colleges and 75 per cent of sixth form colleges in London were graded good or outstanding, both below the national levels of 71 per cent and 89 per cent respectively. However, 77 per cent of London school sixth forms inspected by Ofsted from September 2014 to August 2016 were judged good or outstanding, above the national figure of 69 per cent.

<sup>1</sup> <https://www.gov.uk/government/consultations/schools-national-funding-formula>

<sup>2</sup> <https://lep.london/>

<sup>3</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/574708/SMC\\_social\\_and\\_ethnic\\_inequalities\\_in\\_post\\_16\\_report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/574708/SMC_social_and_ethnic_inequalities_in_post_16_report.pdf)

<sup>4</sup> [http://www.edge.co.uk/sites/default/files/documents/20161212\\_wave\\_1\\_report\\_-\\_final.pdf](http://www.edge.co.uk/sites/default/files/documents/20161212_wave_1_report_-_final.pdf)

<sup>5</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/576553/youth-justice-review-government-response.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576553/youth-justice-review-government-response.pdf)

<sup>6</sup> <https://www.gov.uk/government/publications/ofsted-annual-report-201516-education-early-years-and-skills>

## 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 19 January 2017.
- 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](#).
- 1.3 For both GCSE and level 3 results, significant changes have been made to the headline performance measures. Consequently 2015/16 performance cannot be directly compared to performance in previous years.

## 2 GCSE Performance in London

- 2.1 Accountability measure reforms began a few years ago and principally stem from the recommendations from the Wolfe Review. In 2014 major reforms were introduced to GCSE performance, including substantial changes to the qualifications that counted towards the league tables 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).
- 2.2 For the 2015/16 academic year, the proportion of young people achieving 5 plus grades A to C including English and maths is no longer the headline measure. [Progress 8 and Attainment 8](#) are now the headline and accountability measures.
- 2.3 Progress 8 captures the progress a pupil makes from the end of key stage 2 to the end of key stage 4. Progress 8 is calculated for individual pupils only to calculate a school's Progress 8 score.
- 2.4 Attainment 8 measures 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.
- 2.5 The SFR for GCSE examinations and other accredited qualifications is based on data collated for the 2016 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**.
- 2.6 2015/16 headline performance for London is as follows:
  - London's average Attainment 8 score per pupil of 51.9 is modestly above the national average of 50.1. Outer London borough performance at 52.3 is one percentage point above inner London and above both the London and national average (see Appendix 1).
  - London's average Progress 8 score of 0.16 is significantly higher than the other regions and England at -0.03. 91 per cent of London's boroughs achieved an average Progress 8 score that is higher than the national average Progress 8 score. This appears to support the assertion that over recent years London has been more focussed than other English regions on progress (see Appendix 2).
  - 49.8 per cent of pupils were entered for all subject areas of the English Baccalaureate and 31.9 per cent passed every subject area with grades A\* to C.

This compares to 39.8 per cent and 24.8 per cent nationally (percentages are of all pupils at the end of key stage 4).

- 66.4 per cent of pupils achieved grade A\* to C in English and mathematics GCSEs in London. This compares to 63.3 per cent for the state funded sector in England. In 2014/15 and earlier, where the English language and English literature option was chosen in English, exams in both must be taken and a C grade or above achieved in English language. In 2015/16, to meet the English requirement of the A\* to C in English and maths attainment measure, a C in *either* English language or English literature counts and there is no requirement to take both.
- The number of pupils recorded at the end of key stage 4 in London was 76,596.

### 3 A Level and other level 3 results

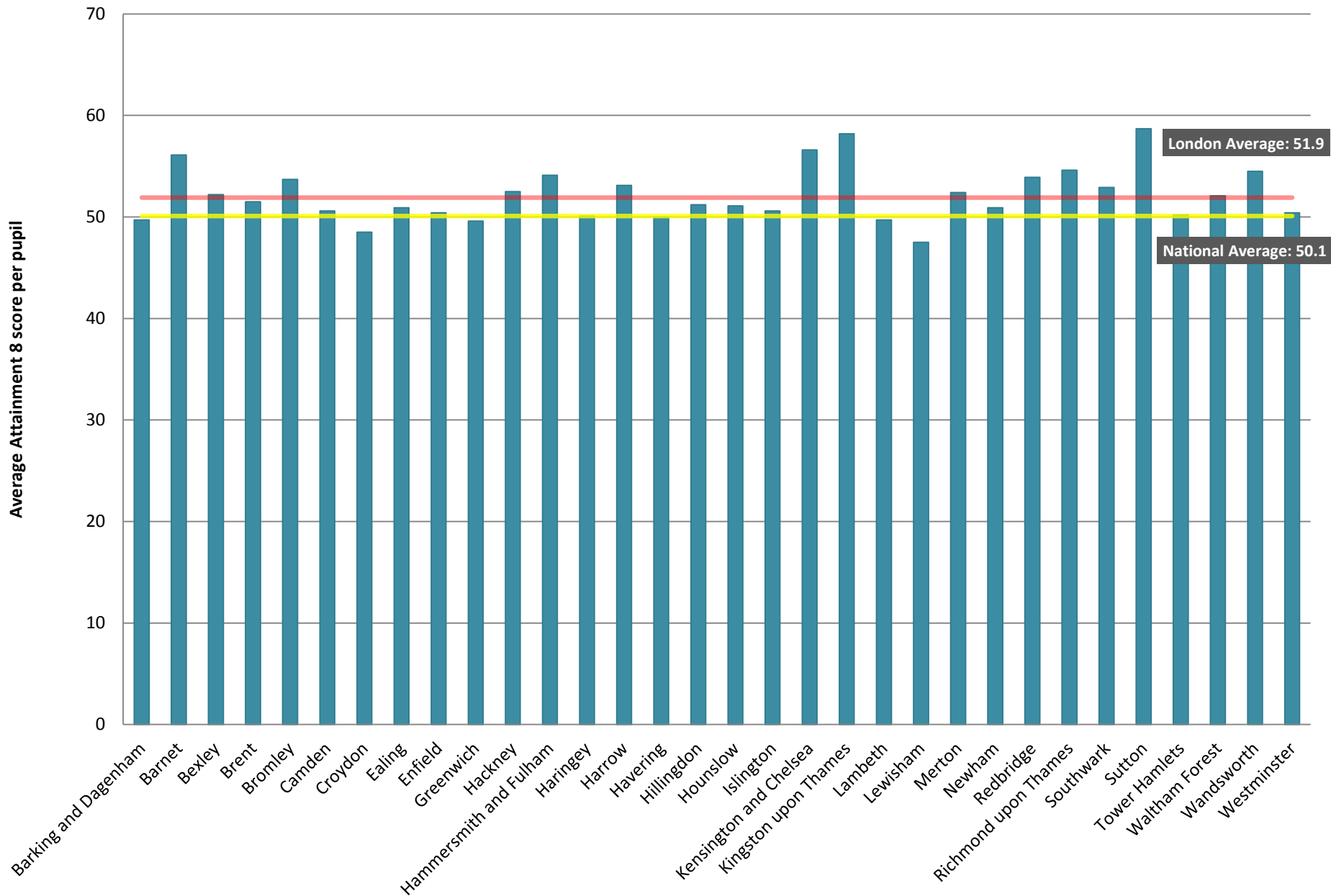
- 3.1 The SFR for A level and other level 3 results is based on data collated for the 2016 school and college performance tables, which has been checked by schools and colleges, and covers achievements in approved level 3 qualifications. All comparative figures in this report cover ***achievements in state-funded all state-funded mainstream schools, academies, free schools, city technology colleges, state-funded special schools and further education sector colleges only.***
- 3.2 From 2016, the [accountability headline measures for 16 to 19 year olds](#) that apply to both schools and colleges are: progress, attainment, retention, destinations and progress in English and mathematics (for students without a GCSE pass at A\* to C in these subjects).
- 3.3 Three additional attainment measures will be reported on from 2016. These are: best 3 A levels (for students studying A levels and no other applied or technical qualifications); AAB in at least two facilitating subjects (applies to A level students only); [Technical Baccalaureate](#) (Tech Bacc).
- 3.4 Level 3 qualifications have been divided into three categories:
  - *Academic qualifications* cover A levels and a range of other academic qualifications taken at level 3, including AS levels, the International Baccalaureate, Applied A levels, Pre-U, Free-standing mathematics qualifications and the extended project.
  - *Applied general qualifications* are defined by the Department for Education (DfE) as ‘rigorous level 3 qualifications for post-16 students who wish to continue their education through applied learning and that equip students with transferable knowledge and skills.’
  - *Tech levels* are defined by the DfE as ‘rigorous level 3 qualifications for post-16 students wishing to specialise in a specific industry or occupation and that develop specialist knowledge and skills to enable entry to employment or progression to a related higher education course.’
- 3.5 Average point score (APS) per entry measures continue to be reported but the APS student measures have been removed. A new measure has been introduced showing the average point score per entry expressed as a grade. For A level students, an additional APS per entry is calculated - both a score and a grade - based on students best 3 results. The average point score per entry measure is based on a new methodology and consequently cannot be directly compared to performance in previous years.
- 3.6 From 2016 DfE will no longer assign results from the past two years to one provider. The DfE will continue to report on students when they reach the end of 16 to 18 study but the performance tables will include all student outcomes if they have been entered

for a qualification at least half the size of an A level (180 guided learning hours). This will include outcomes for up to three years of study. Completion and attainment will be calculated separately for each provider reported in the performance tables reflecting the outcomes achieved with the provider (this may mean that a student is included against more than one provider).

3.7 2015/16 headline performance for London for students aged 16 to 18 in schools and colleges entered for approved level 3 qualifications is as follows:

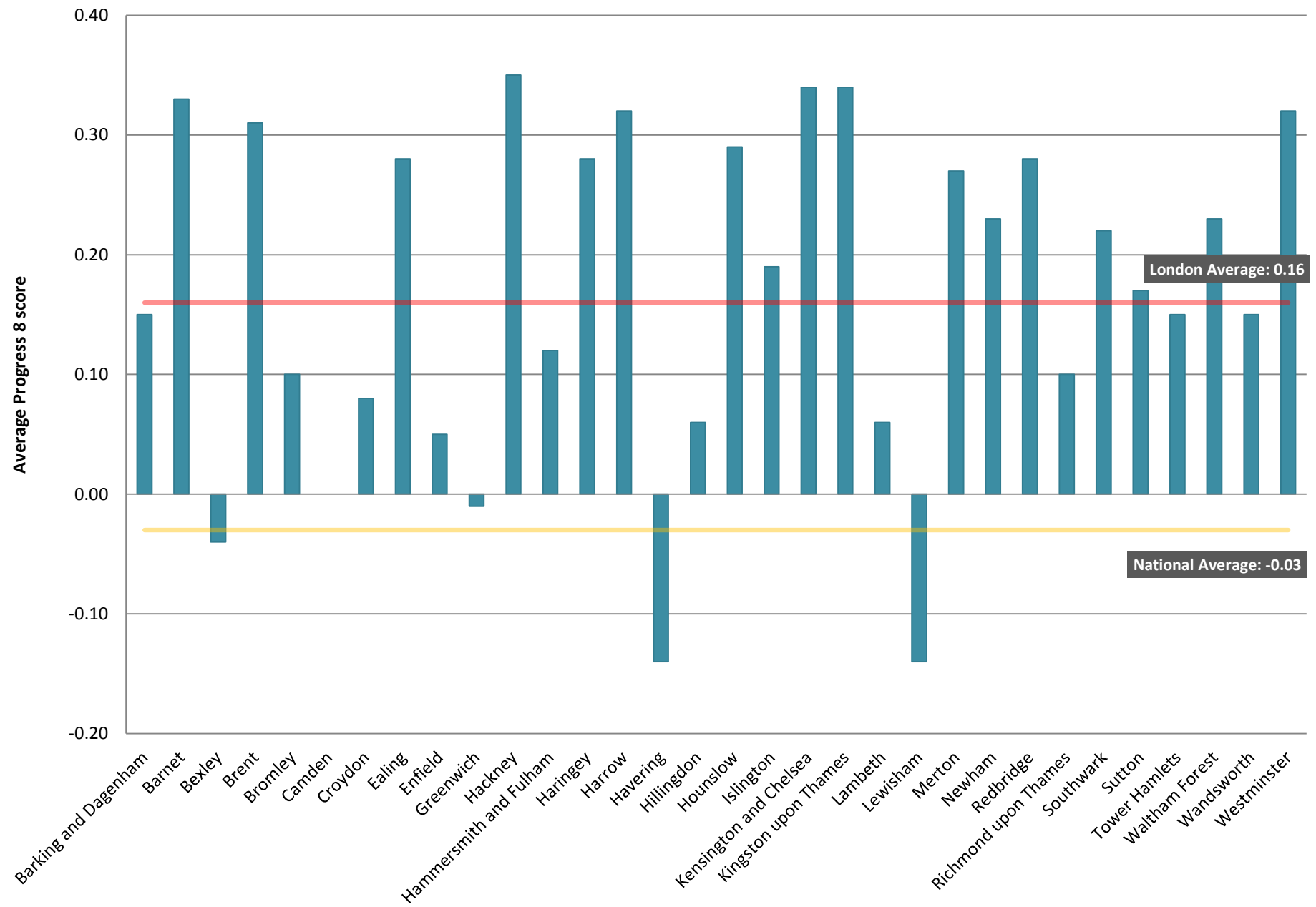
- London's APS per entry for all level 3 students of 31.20 is marginally lower than the national figure national of 31.42 (see Appendix 3).
- Academic students:
  - APS per entry 30.57 (30.63 national)
  - APS per entry expressed as a grade C (C national)
- Tech level students:
  - APS per entry 31.52 (30.76 national)
  - APS per entry expressed as a grade Dist- (Dist- national)
- Applied general students:
  - APS per entry 33.31 (34.66 national)
  - APS per entry expressed as a grade Dist- (Dist national)
- A level students
  - APS per entry 30.46 (30.44 national)
  - APS per entry expressed as a grade C (C national)
  - APS per entry, best 3 33.70 (33.79 national)
  - APS per entry, best 3 as a grade C+ (C+ national)
- The number of all level 3 students recorded in London was 64,030; academic students 48,082 (A level students 32,224 (50 per cent of all level 3 students)); tech level students 7,508; applied general students 18,717.

Appendix 1: Average Attainment 8 score per pupil (2015/16) (state funded only)

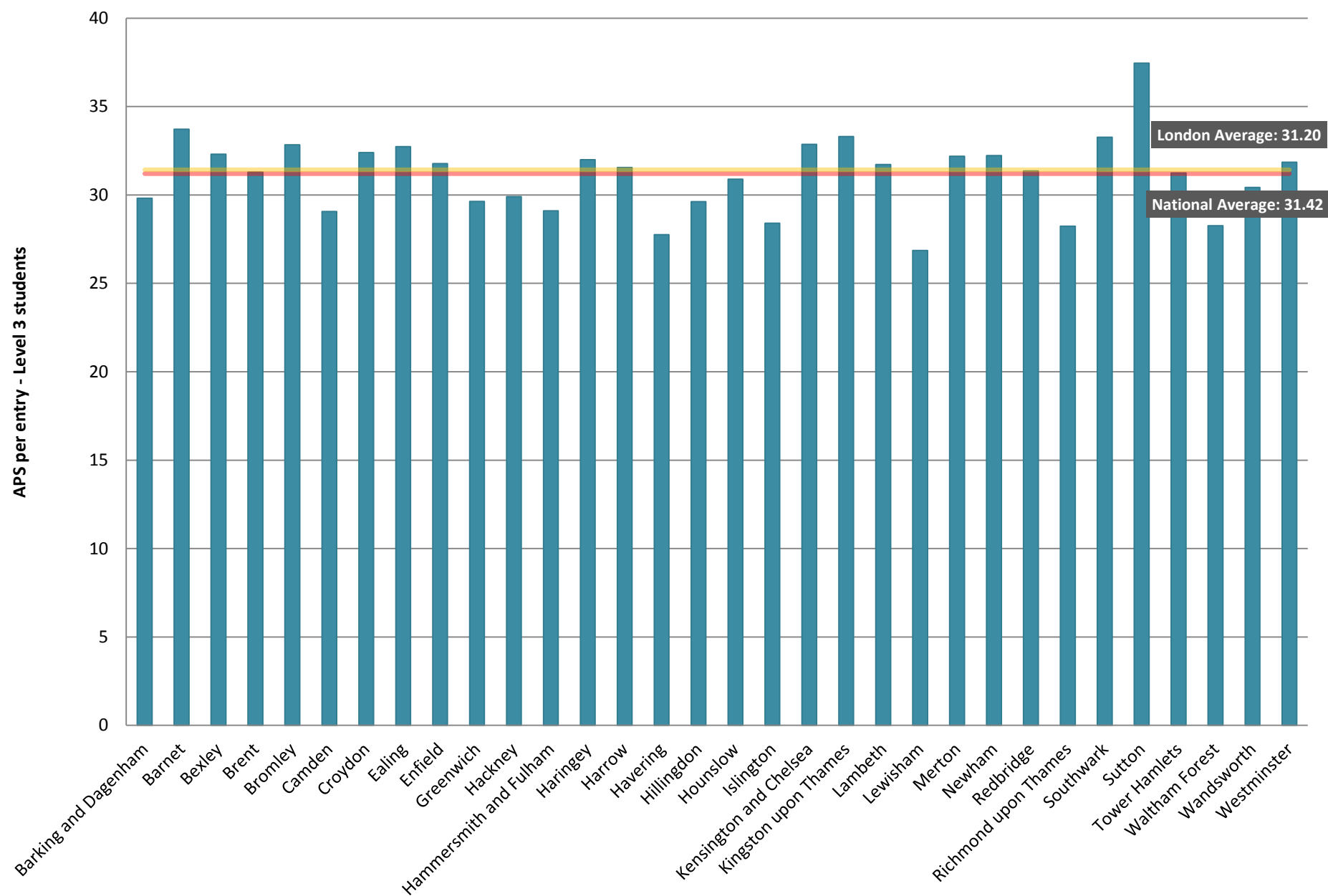




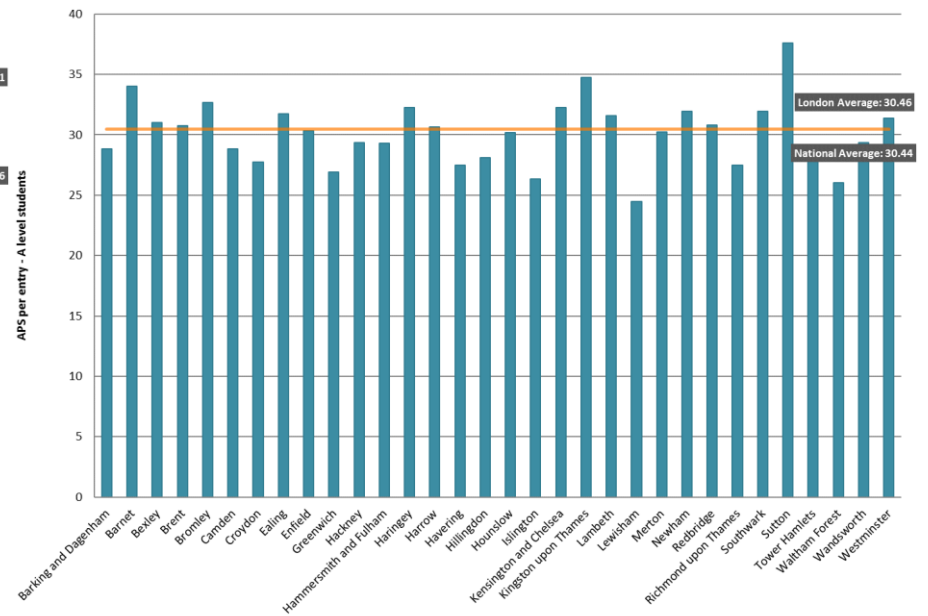
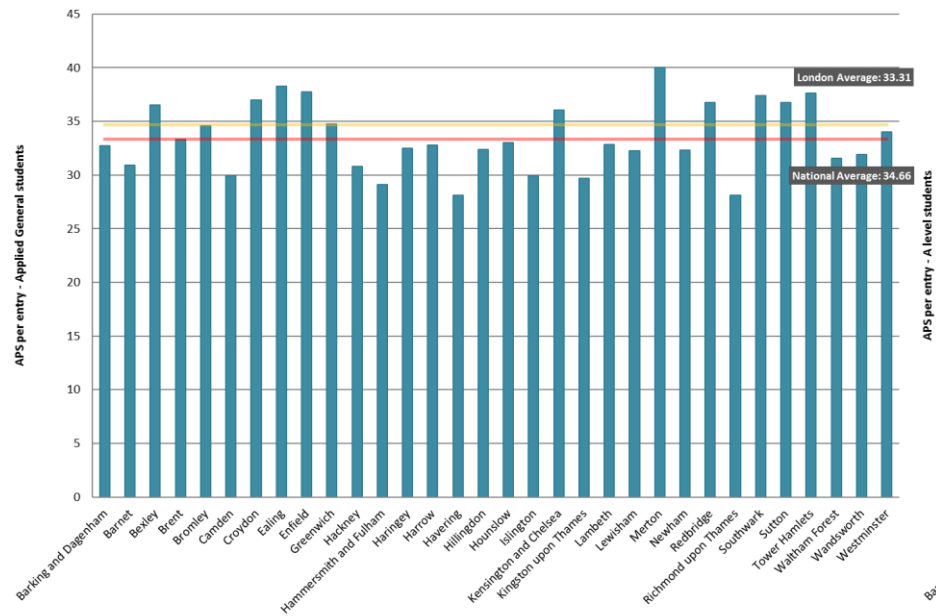
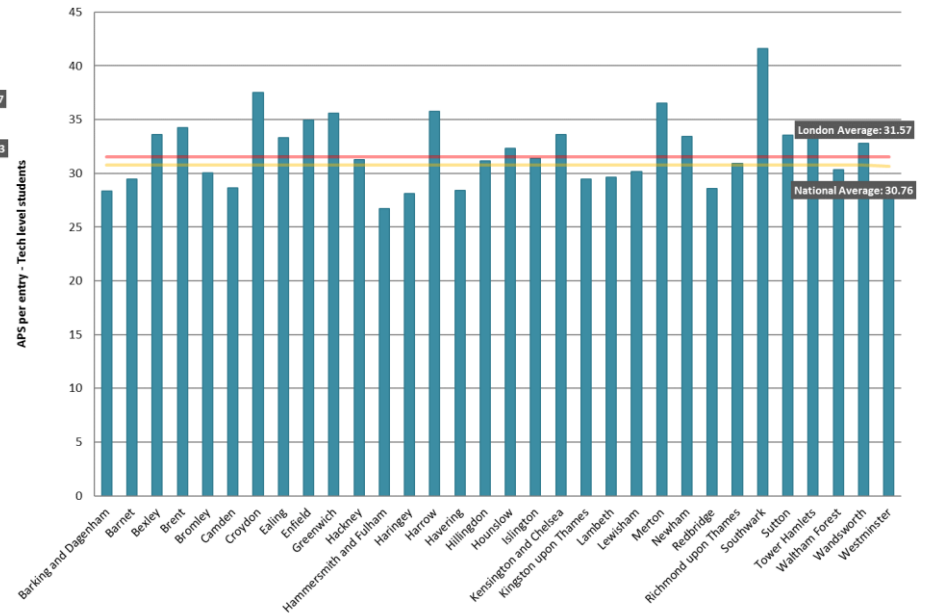
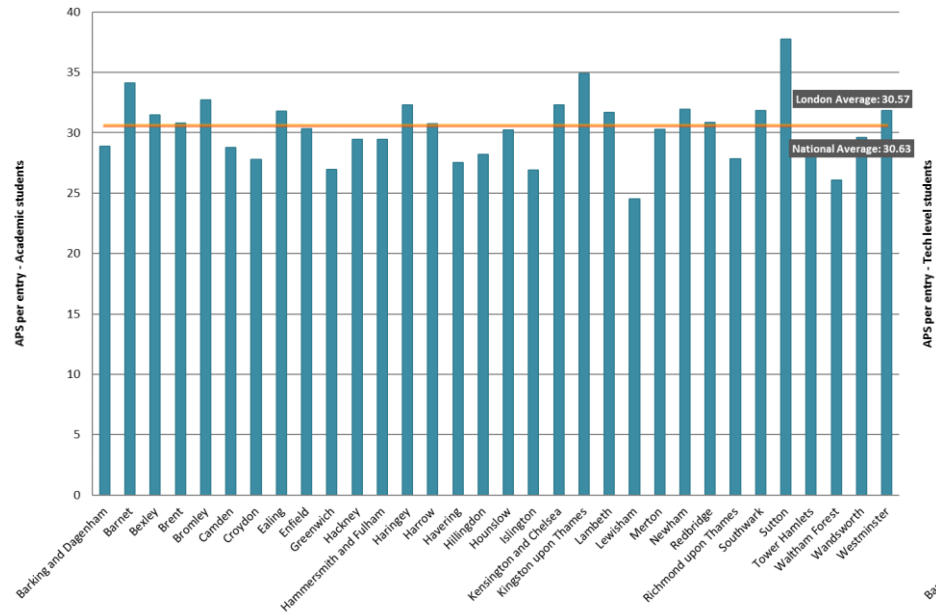
## Appendix 2: Average Progress 8 score (2015/16) (state-funded only)



### Appendix 3: APS per entry – Level 3 students (2015/16) (state-funded only)



## Appendix 4: APS per entry – by category and A levels (2015/16) (state-funded only)



## 1 Background

- 1.1 The most recent key stage 4 (KS4) and key stage 5 (KS5) destination measures were published on 19 January 2016. The measures show the percentage of students staying in education or going on to employment or training for at least 2 terms in the 2014 to 2015 academic year, after finishing study in the 2013 to 2014 academic year.
- 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 In August 2016 the Department for Education (DfE) published two statistical working papers which set out the improvements which have been made to the measures following the inclusion of new information on employment and benefits. The new matched data comes from Department for Work and Pensions (DWP) and Her Majesty's Revenue and Customs (HMRC). This showed that the coverage was substantially improved and activity in the 2013/14 academic year could be captured for 98 per cent of former key stage 5 students.
- 1.4 Following the publication of this information on this improved methodology, and further internal assessment of its reliability, the DfE has determined that the statistics are of sufficient quality to be included in performance tables in 2016 and will be one of the headline measures at 16 to 18.

## 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 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 were published at national, local authority and institutional level.
- 2.8 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.

---

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

**3 Destinations from state-funded mainstream schools in the year after taking KS4 (2014/15)**

- 3.1 94 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after KS4, which is the same as the national figure (a one percentage point increase regionally and a two percentage point increase 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 91 per cent nationally (the same as the previous year regionally and a one percentage point increase nationally).
- 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 (both regional and national figures are unchanged from the previous year).
- 3.4 The next most popular destination was further education college at 26 per cent, compared to 38 per cent nationally (a three percentage point increase regionally and a four percentage point increase nationally on the previous year).
- 3.5 12 per cent of young people were studying in a sixth form college (up one percentage point), compared to 13 per cent nationally (unchanged).
- 3.6 3 per cent were taking an Apprenticeship, the same as last year, compared to 6 per cent nationally (up one percentage point).
- 3.7 2 per cent of young people were recorded as being in sustained employment and/or training. The figure nationally is 3 per cent.
- 3.8 5 per cent of young people, both regionally and nationally, did not remain in education or employment/training for the required two terms.
- 3.9 1 per cent of young people, both regionally and nationally, were not captured in the destination data.
- 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 (2014/15)**

- 4.1 86 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 88 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. These figures are unchanged from last year.
- 4.3 12 per cent were studying in a further education college, an increase of three percentage points on last year, which compares to 14 per cent nationally (also up three percentage points).
- 4.4 4 per cent were taking an Apprenticeship, up one percentage point, which compares to 7 per cent nationally, up two percentage points.
- 4.5 58 per cent went to a Higher Education (HE) Institution, up 2 percentage points, compared to 48 per cent nationally. 22 per cent studied at the top third of HE Institutions compared to 17 per cent nationally. Included within this top third, the Universities of Oxford and Cambridge attracted 1 per cent regionally and nationally.

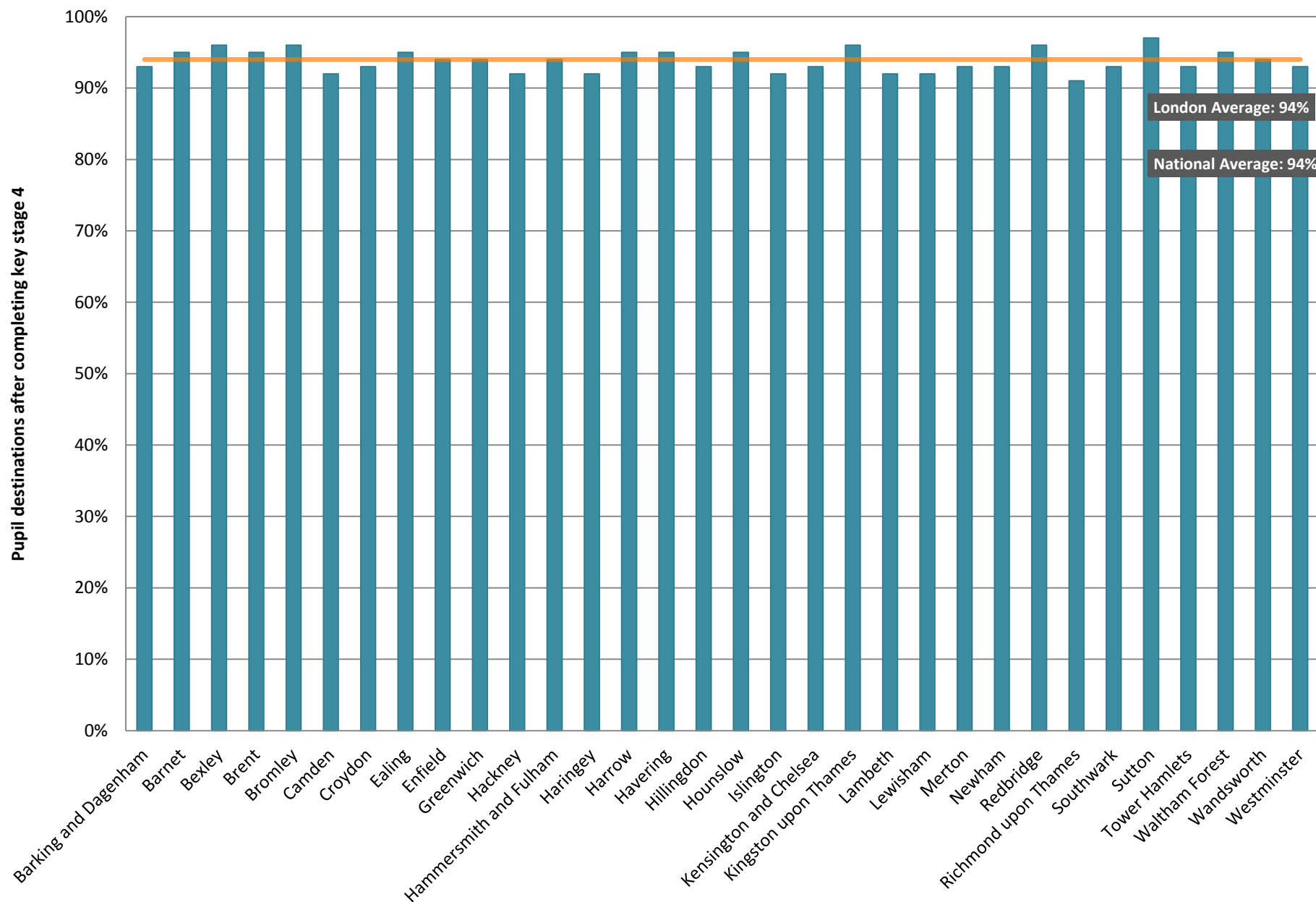
#### **Appendix 4: APS per entry – by category and A levels (2015/16) (state-funded only)**

---

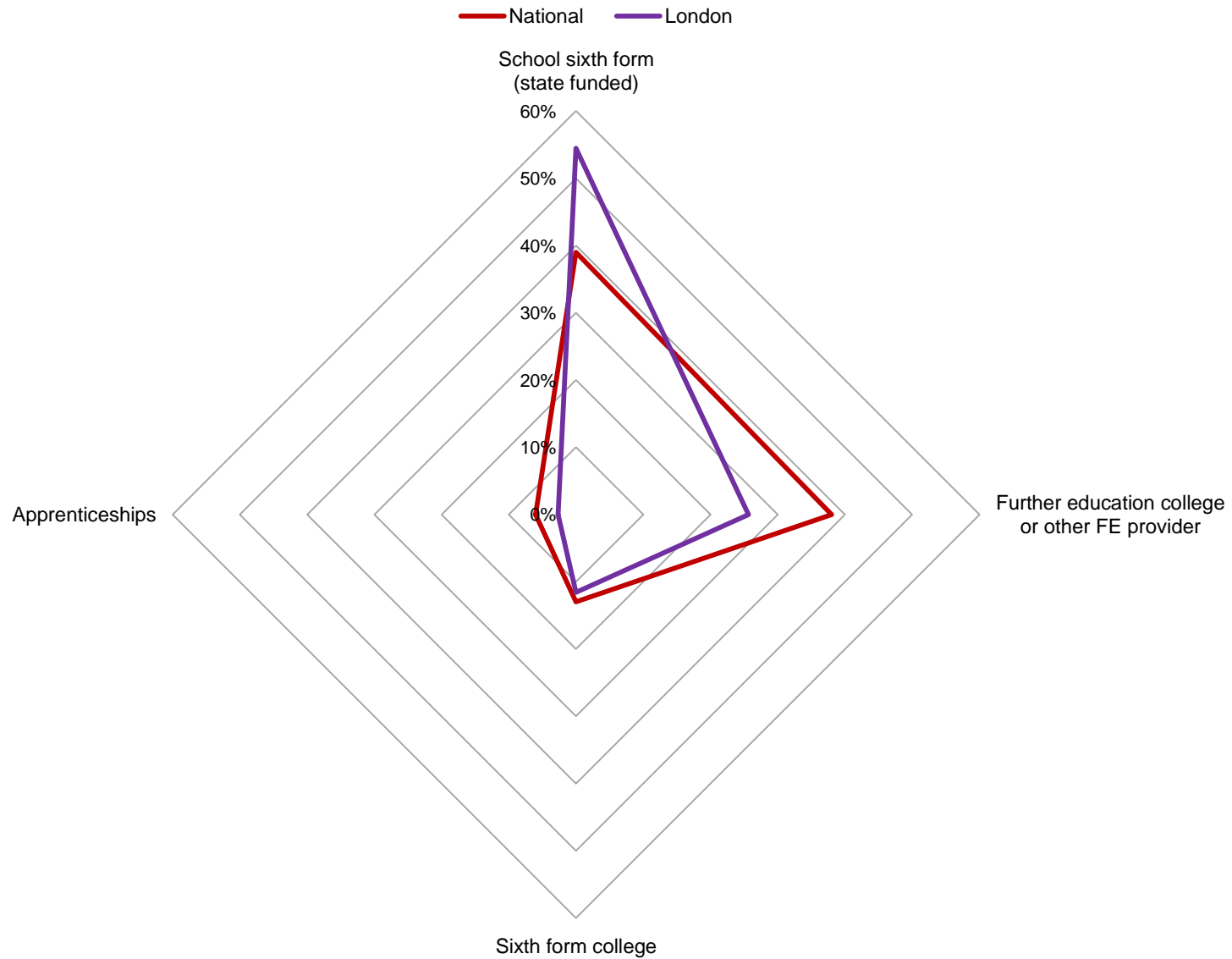
The Russell Group of Universities (including Oxford and Cambridge) accounted for 13 and 11 per cent respectively (up one percentage point regionally).

- 4.6 15 per cent of young people were recorded as being in sustained employment and/or training, compared to 23 per cent nationally.
- 4.7 9 per cent of young people, both regionally and nationally, did not remain in education or employment/training for the required two terms
- 4.8 4 per cent of young people were not captured in the destination data, compared to 3 per cent nationally.
- 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.

## Appendix 1: Percentage in a sustained education or employment/training destination from state-funded mainstream schools the year after taking KS4 (2014/15)

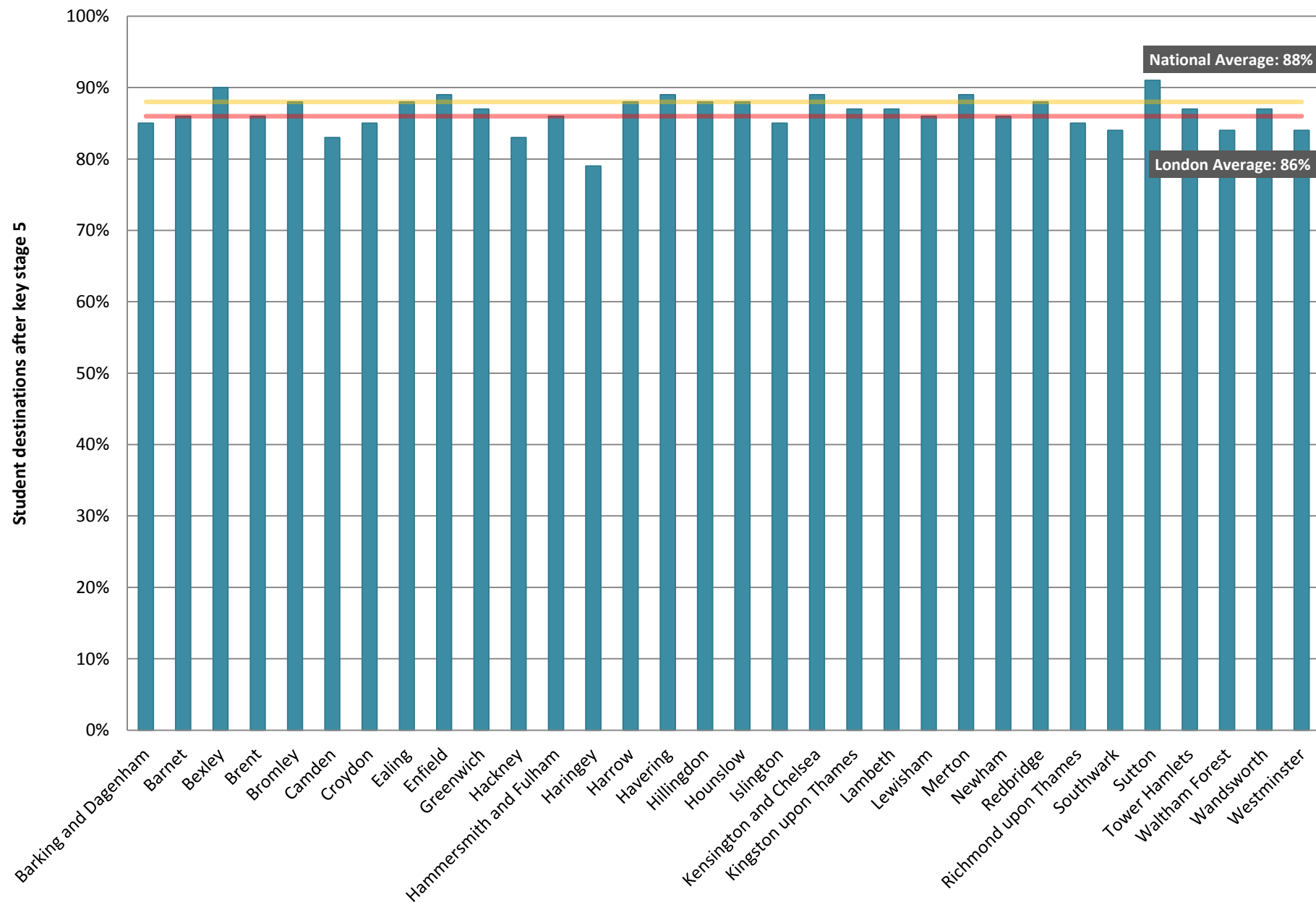


## Appendix 2: Breakdown of destinations the year after taking KS4 (2014/15)



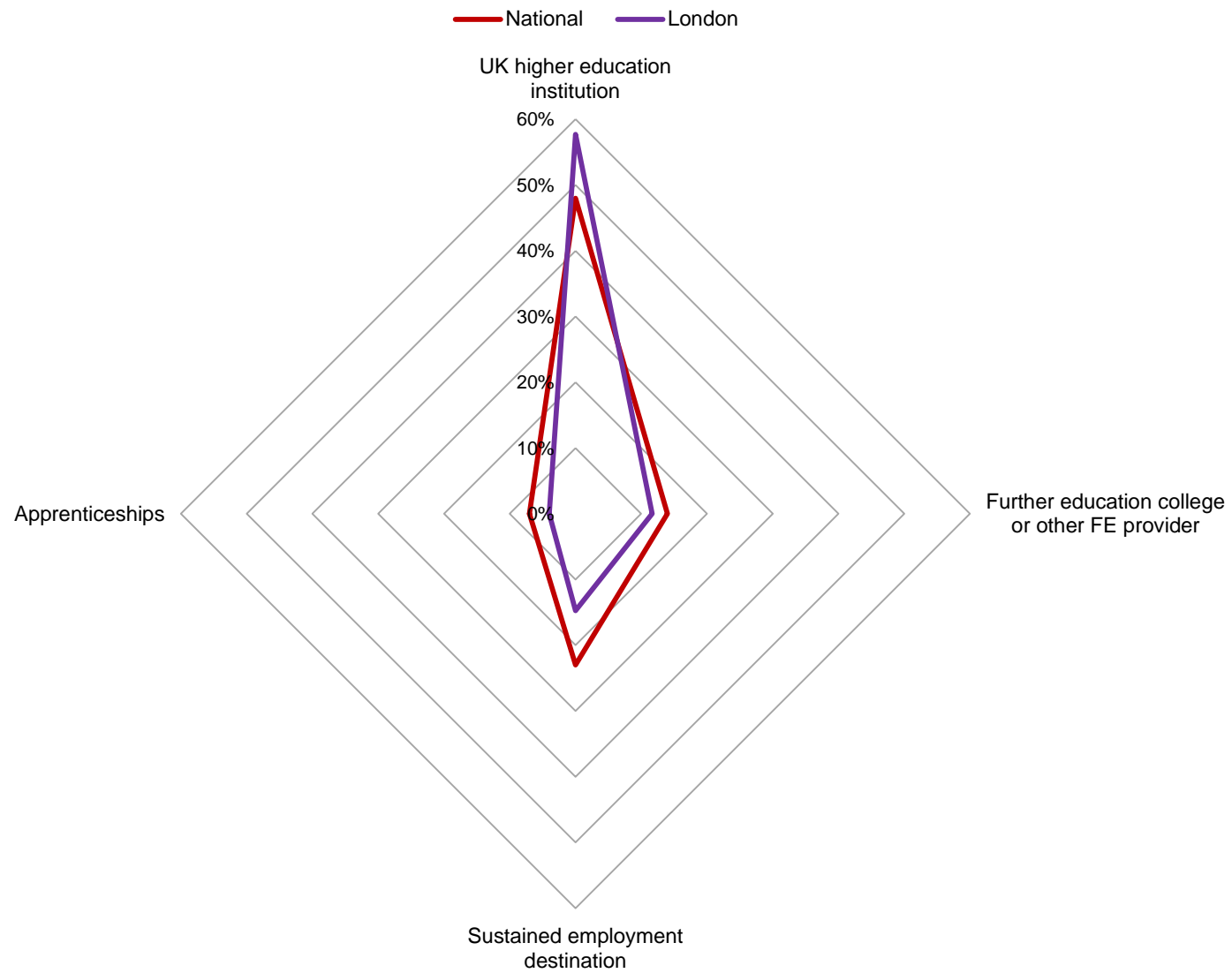


### Appendix 3: Student destinations the year after taking KS5 (2014/15)



#### Appendix 4: Breakdown of destinations the year after taking KS5 (2014/15)

---



# Young People's Education and Skills Board

## Raising the Participation Age (RPA) – Participation Report

Item. 7

<b>Report by:</b>	Peter O'Brien	<b>Job Title</b>	Regional Commissioning Manager
<b>Date</b>	23 February 2017		
<b>Telephone</b>	020 7934 9743	<b>email:</b>	<a href="mailto:peter.obrien@londoncouncils.gov.uk">peter.obrien@londoncouncils.gov.uk</a>
<b>Summary</b>	This paper provides information on London's position with regard to Raising the Participation Age.		
<b>Recommendations</b>	Board members are asked to note the content of the report.		

### 1 Background and introduction

- 1.1 This paper provides Board members with information on London's position with regard to Raising the Participation Age (RPA). All young people are required to continue in education and training until their 18<sup>th</sup> birthday (RPA does not apply if a young person has already attained a level 3 qualification).
- 1.2 The changes in recording and reporting on young people not in education, employment or training (NEET) previously reported to the Board have now come into effect. The most evident impact of these changes is that there is no longer any monthly data available through the National Client Caseload Information System (NCCIS<sup>1</sup>) on 18 year-olds who are NEET or whose activity is not known. Additionally, the full effect of the changes means that it is not possible to compare the data upon which earlier reports to the Board were based with the data used in this and subsequent reports. Comparisons over time used in this report to the Board are from published data or data that has been recalculated on the basis of the revised guidance on participation and presented in NCCIS. Participation figures are published quarterly by the Department for Education (DfE). Monthly data from NCCIS, which is not published, are available to local authorities.
- 1.3 Information from the published 16 to 24 NEET Statistics Quarterly Brief, which provides estimates of the proportion of 16 to 24, 18 to 24 and 19 to 24 NEET, is also included in this report.

### 2 Participation

- 2.1 On 13 October 2016 the 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. The report contains information up to June 2016 and the next update is due in March 2017.
- 2.2 London's participation in June 2016 was 93.2 per cent, a marginal improvement of 0.1 percentage point from the previous June and also an increase of 0.1 percentage point from the March 2016 position. London's participation is 2.2 percentage points above

<sup>1</sup> Details held on NCCIS can be used by local authorities to compare and benchmark performance against other areas. The DfE uses this information for analysis and monitoring.

the national figure (see Table 1). The majority of 16 and 17 year olds in London (89.3 percent) were participating in full-time education and training, which is 5.6 percentage points higher than the national figure; although a smaller proportion than nationally were participating in Apprenticeships and employment combined with study (see Table 2). The percentage participating at age 16 in London was higher than those participating at 17 by 5.0 percentage points (see Table 3) – please note: Although the participation rate between June 2015 and June 2016 increased or was broadly static in the majority of London local authorities, it decreased in 11 boroughs and the largest decrease was 4.3 percentage points (see also Annex 1).

Table 1: Participation - percentage over time: proportion of 16-17 year-olds in education and training, June 2016 (source: DfE)

Region	Jun 2015	Dec 2015	Mar 2016	Jun 2016	Percentage point change in the last 12 months	
England	89.5%	91.2%	91.5%	91.0%	1.5%	↻
London	93.1%	92.2%	93.1%	93.2%	0.1%	↻

Table 2: Participation - percentage by type of activity, June 2016 (source: DfE)

	Meeting the duty through					Of those not meeting the duty		
	Full-time education and training <sup>2</sup>	Apprenticeship	Emp. combined with training	Working towards participation	Total	P/T education	Emp with non-regulated quals	Temp break from l'ning
England	83.7%	6.3%	0.8%	0.2%	91.0%	0.1%	0.8%	0.7%
London	89.3%	3.5%	0.3%	0.1%	93.2%	0.0%	0.3%	0.4%

Table 3: Participation - percentage by age and gender, June 2016 (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	94.8%	93.6%	94.2%	89.1%	86.8%	87.9%
London	96.4%	95.0%	95.7%	92.1%	89.3%	90.7%

### 3 NEET and Activity Not Known

- 3.1 As we do not report on participation, NEET and activity not known during the period August to November of any year (due to seasonal factors that affect the reliability of the data), this is the first set of figures since the new reporting requirements came into effect (see also paragraph 1.2 of this report). The exclusion of 18 year-olds from the report reduces the cohort by approximately 28 per cent nationally and in London. While the new methodology provides a fresh baseline for future measurement, comparison with previous reports to the Board is misleading.
- 3.2 The December 2016 NEET percentage for London is 1.8 per cent, below the national average of 2.1 per cent. The percentage of young people whose participation status was not known in December 2016 was 4.9 per cent. London is above the national average figure, which was 4.1 per cent in December 2016 (see Tables 4 and 5).
- 3.3 The percentage of 16 and 17 year olds who were NEET and activity not known varies significantly between boroughs, ranging from 0.8 per cent to 3.8 per cent for NEET and 1.2 per cent to 14.5 per cent for participation status not known (excluding the City of London) (see Annexes 2-5).
- 3.4 The three month average comparison between 2014/15 and 2015/16 (recalculated to take the new reporting requirements/definitions into account) shows the same

<sup>2</sup> Includes work-based learning, students on gap year and other training

percentage for 16 to 17 year-olds NEET as last year and an increase in participation status not known.

Table 4: Percentage of 16-18 year olds who are NEET for the past three months for 2015-16 and 2016-17 (source: NCCIS)

Region	2016-17				2015-16			
	Oct-16	Nov-16	Dec-16	Ave	Oct-15	Nov-15	Dec-15	Ave
England	2.3%	2.6%	2.7%	2.6%	2.3%	2.6%	2.7%	2.6%
London	1.4%	1.8%	1.8%	1.7%	1.4%	1.8%	1.9%	1.7%

Table 5: Percentage of 16-18 year olds whose participation status is 'not known' for the past three months for 2015-16 and 2016-17 (source: NCCIS)

Region	2016-17				2015-16			
	Oct-16	Nov-16	Dec-16	Ave	Oct-15	Nov-15	Dec-15	Ave
England	12.0%	5.2%	4.1%	7.1%	10.3%	5.5%	4.2%	6.7%
London	23.1%	7.0%	4.9%	11.7%	17.5%	6.6%	5.0%	9.7%

#### 4 16-24 NEET Statistics Quarterly Brief (SFR59/2016 dated 24 November 2016, Quarter 3 [July to September 2016] – latest available from [gov.uk](http://gov.uk))<sup>3</sup>

- 4.1 Both the volume and percentage of 16 to 24 year olds who were NEET in Quarter 3 of 2016 in London increased since Quarter 1 and were higher than the same quarter last year (see Table 6). The London NEET percentage remains below the national figure but the gap is again less than one percentage point (see Table 6 and Figure 1).
- 4.2 The percentage of 18 to 24 year olds who were NEET in Quarter 3 of 2016 in London has also increased since Quarter 2 and it too is higher than the same quarter last year and is now less than one percentage point lower than the national average. The percentage of 19 to 24 year olds who were NEET in Quarter 3 of 2016 in London is also higher than the same quarter last year and Quarter 2. It is lower than the national figure by more than one percentage point (see Tables 7 and 8).

Table 6: Estimated number and proportion of 16-24 year-olds NEET (SFR59/2016)

Region	Quarter 3							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	1,065,000	17.6%	932,000	15.4%	835,000	13.8%	840,000	13.9%
London	146,000	15.5%	115,000	12.4%	102,000	10.6%	130,000	13.4%

<sup>3</sup> 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. The next update is at the end of February.

Figure 1: Comparison between 16-24 NEET in London and England over time (SFR59/2016)

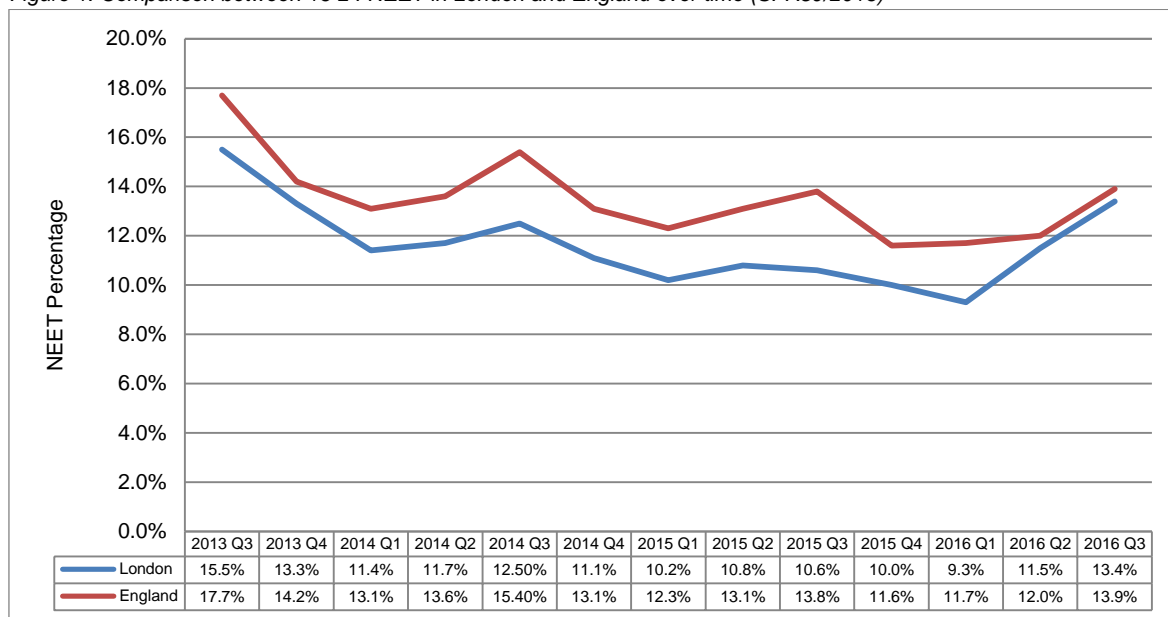


Table 7: Estimated number and proportion of 18-24 year-olds NEET (SFR59/2016)

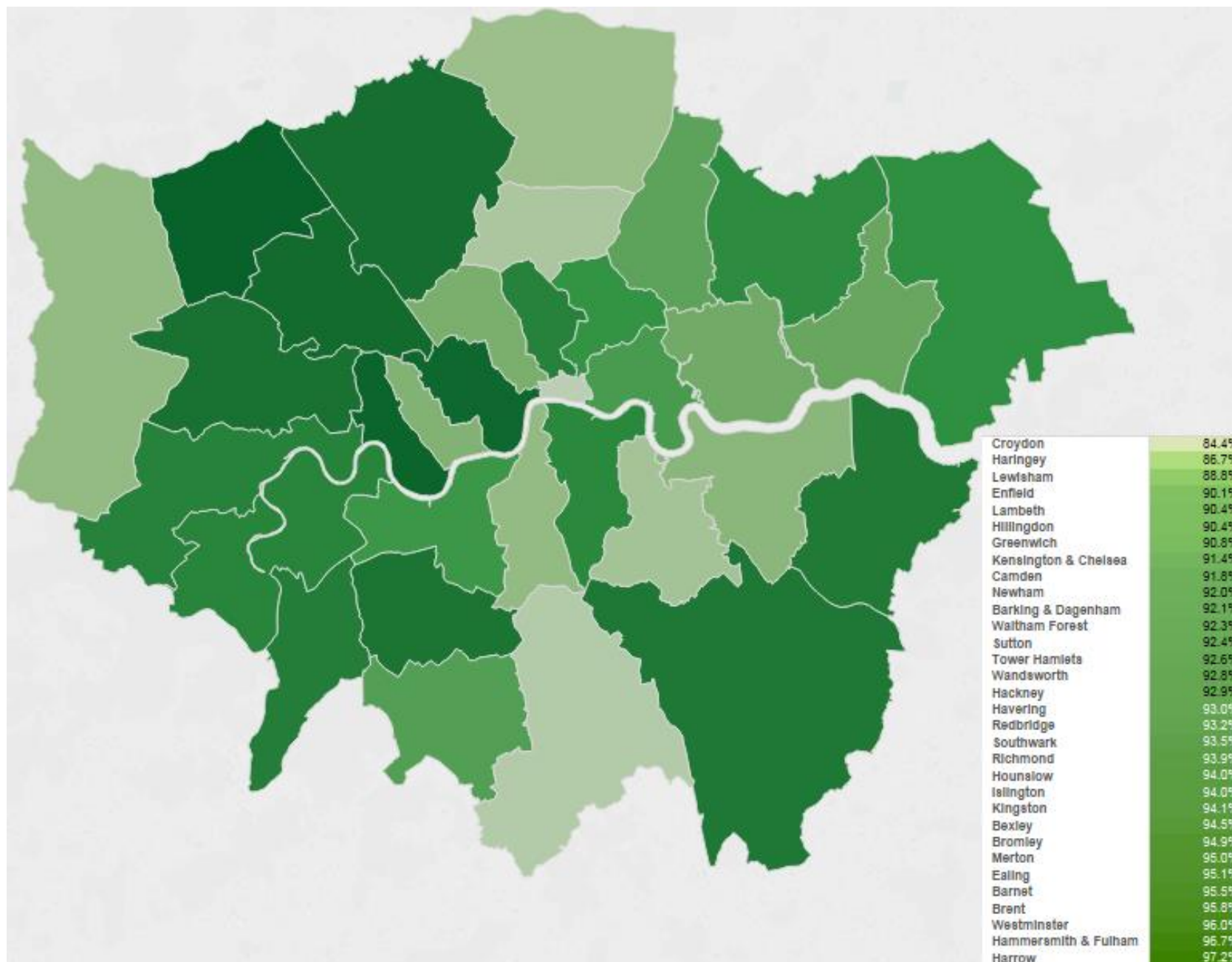
Region	Quarter 3							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	940,000	19.5%	829,000	17.3%	725,000	15.2%	747,000	15.6%
London	131,000	17.2%	106,000	14.3%	85,000	11.0%	118,000	14.9%

Table 8: Estimated number and proportion of 19-24 year-olds NEET (SFR59/2016)

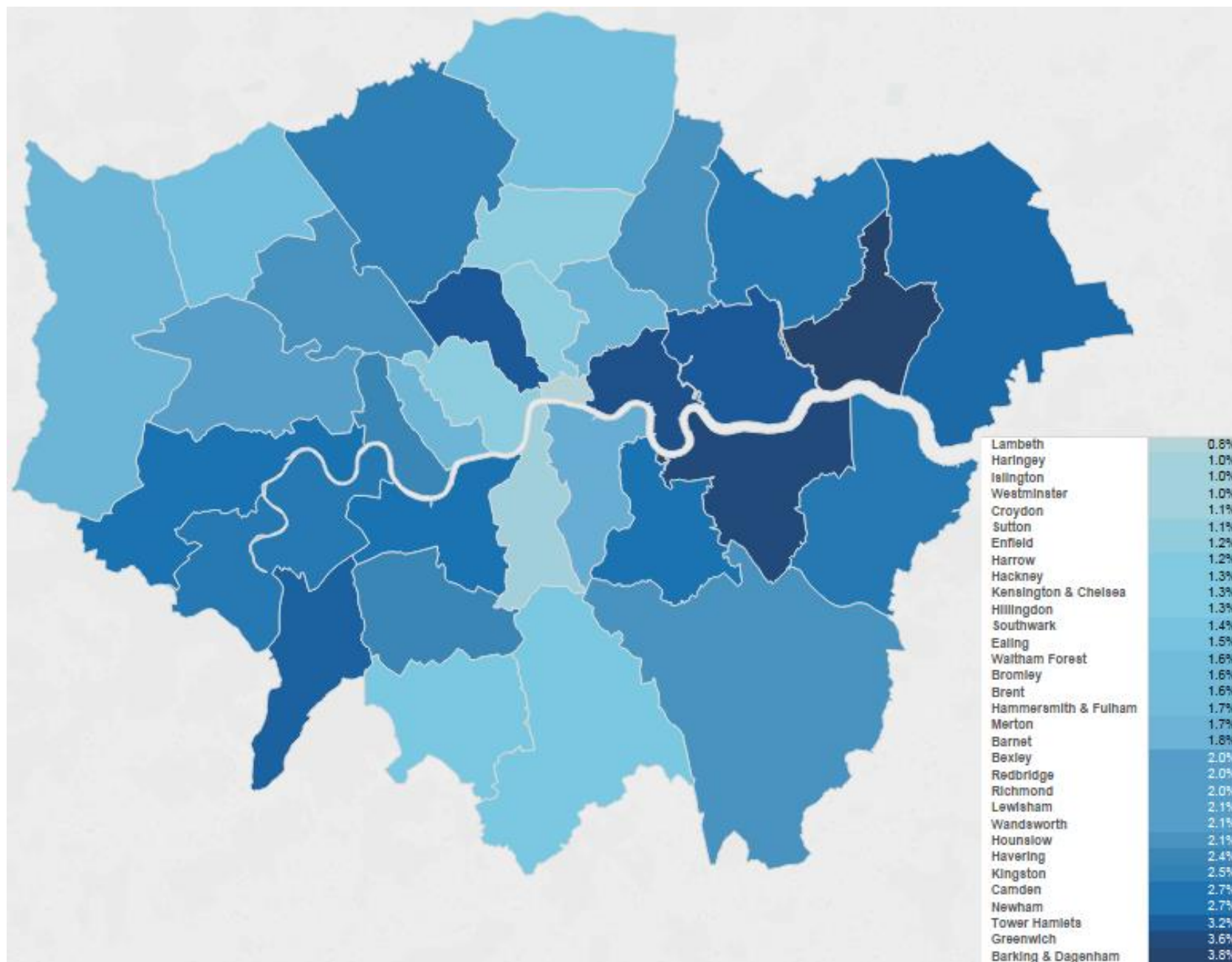
Region	Quarter 3							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	835,000	20.1%	730,000	17.7%	644,000	15.4%	675,000	16.2%
London	117,000	17.3%	94,000	14.0%	72,000	10.4%	103,000	14.8%

## 5 Recommendations

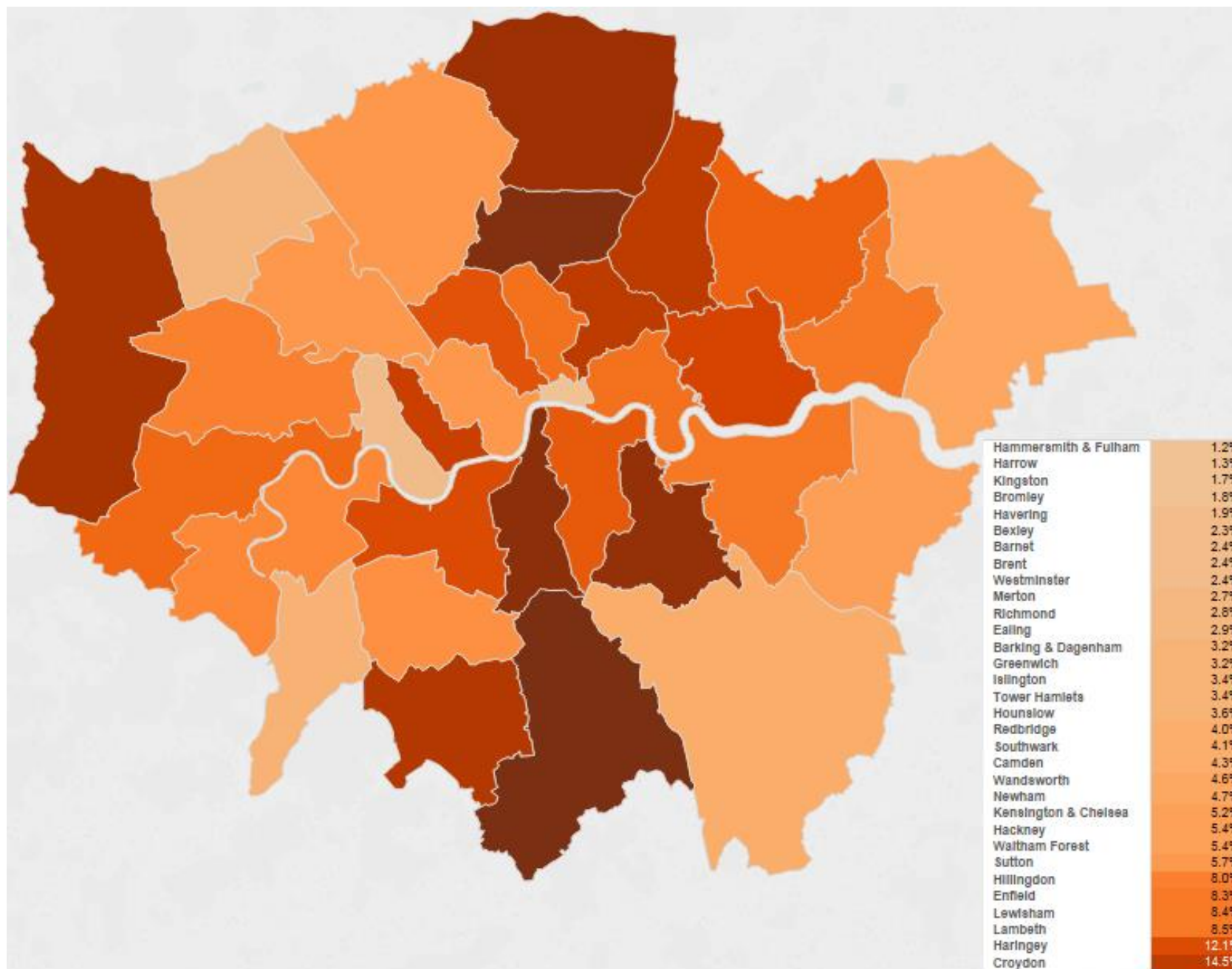
5.1 Board members are asked to note the content of the report.

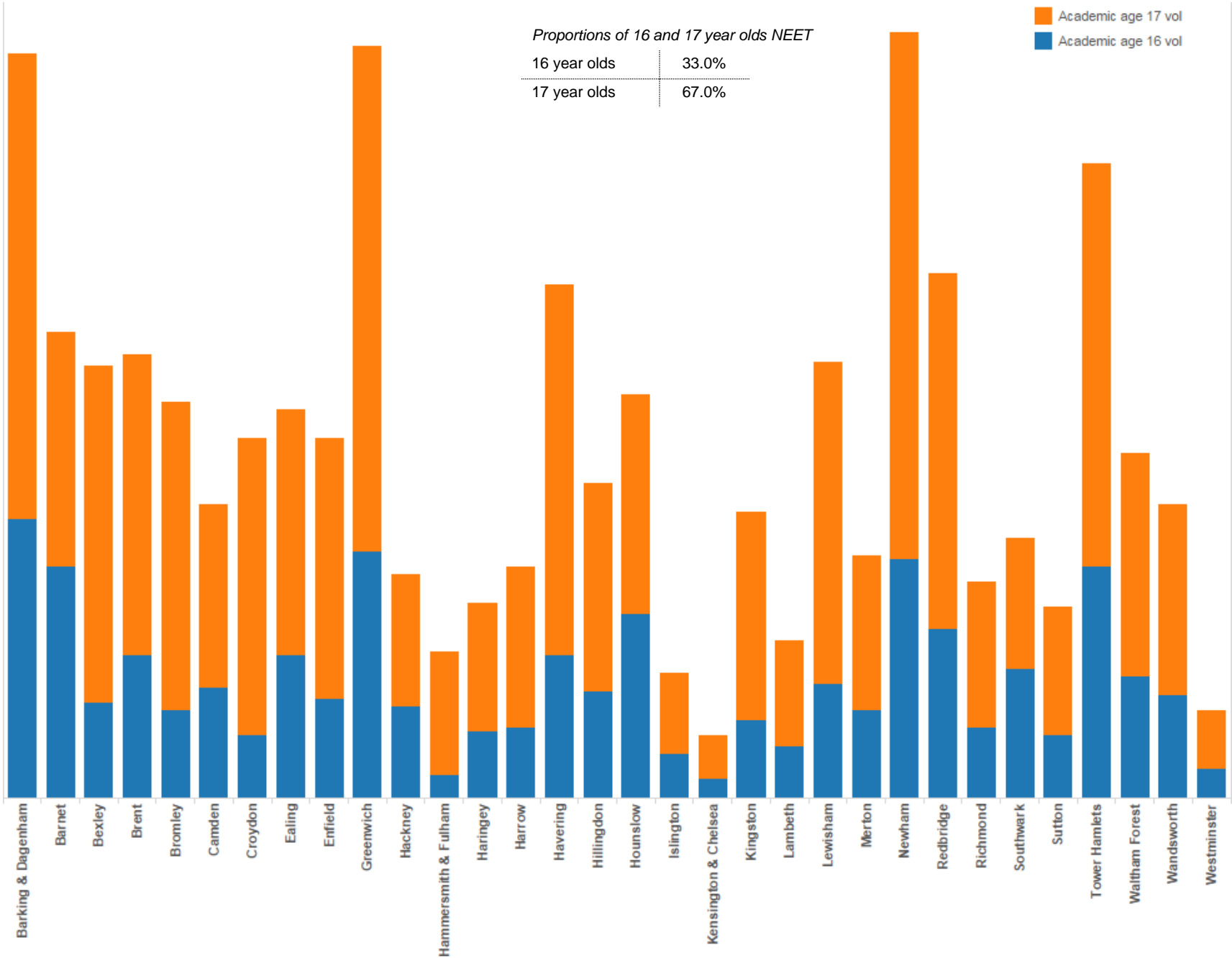


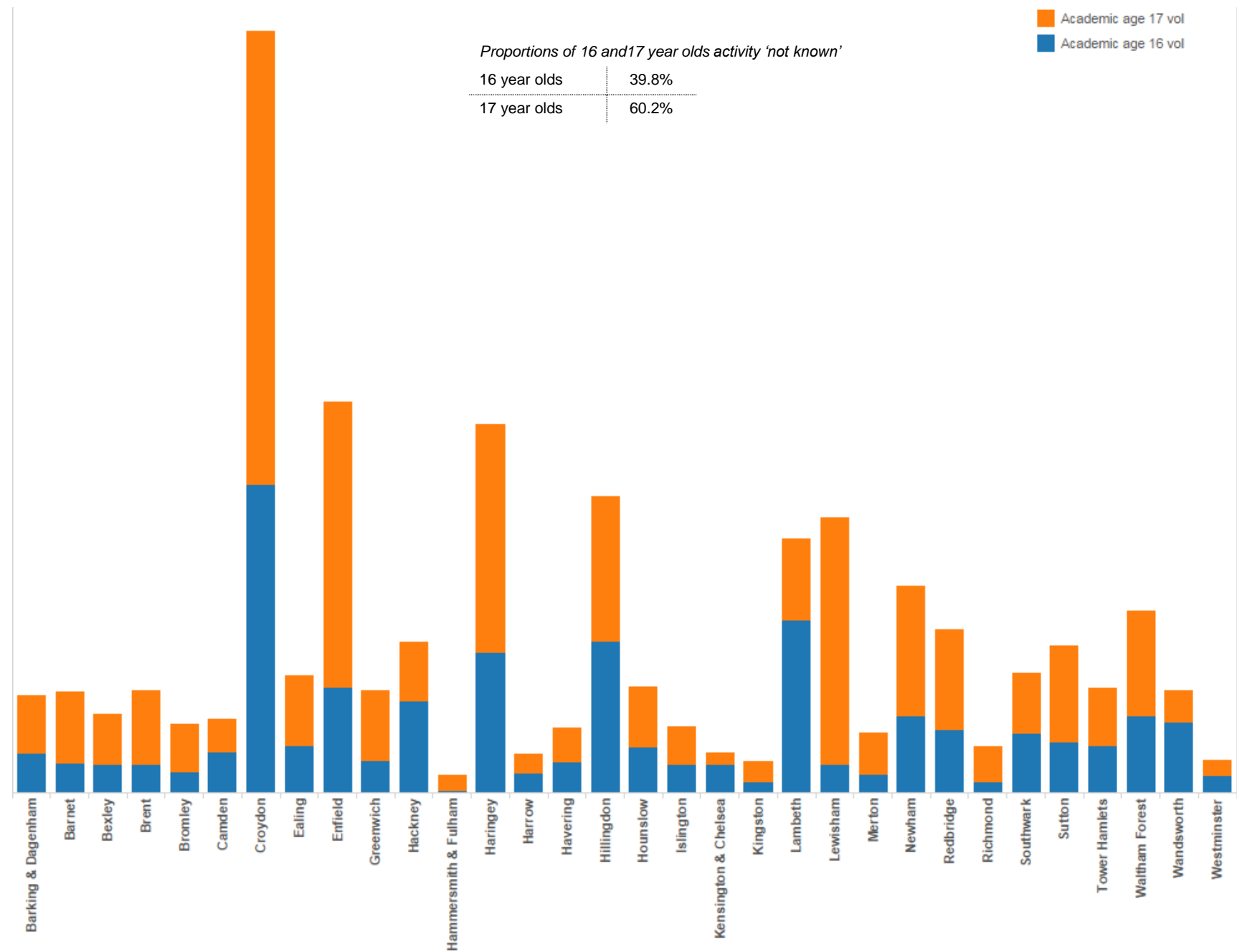












Blank Page