

Young People's Education and Skills Board

Thursday 30 January 2020, 10.00 – 12.00

Location London Councils, 59½ Southwark Street, SE1 0AL, meeting room 5

Contact Officer Peter O'Brien

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Agenda

1. Welcome and introductions
2. Declarations of interest
3. Notes of last meeting and matters arising - For decision
4. The Employment Gap in London - For decision and action
Paper and Presentation – Yolande Burgess
5. Policy Update - For information
Paper – Peter O'Brien
6. Performance Update - For information
Paper – Peter O'Brien
7. Apprenticeship Update - For information
Presentation – Tim Gallagher
8. Policy Briefing and Work Plan 2020 to 2021 - For decision
Paper – Peter O'Brien
9. Any other business

Date of next meeting: Thursday 30 April, 1-3 pm, London Councils SE1 0AL

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Young People's Education and Skills Board

Date	17 October 2019	Venue	London Councils
Meeting Chair	Cllr Georgia Gould, Leader of Camden Council and London Councils Lead Member for Employment and Skills		
Contact Officer	Peter O'Brien		
Telephone	020 7934 9743	Email	peter.obrien@londoncouncils.gov.uk

Present

Cllr Georgia Gould	Leader, Camden Council and London Councils Lead Member for Employment and Skills
Gail Tolley	London Borough of Brent (Representing the Association of London Directors of Children's Services)
John Prior	Orchard Hill College (representing NATSPEC)
Kate Myhill	Greater London Authority (GLA, standing in pro tem for Deputy Mayor of London Joanne McCartney)
Dr Sam Parrett OBE	London South East Colleges Group (representing Association of Colleges (AoC) – General Further Education Colleges)
Yolande Burgess	London Councils

Officers

Peter O'Brien	London Councils
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Apologies

Arwel Jones	Association of School and College Leaders (ASCL)
Ben Anderson	Landsec (Employer Representative)
Dave Keogh/Brian McKeown	Department of Work and Pensions
Dr Graeme Atherton	Access HE
Mary Vine-Morris	AoC London Region
Michael Heanue	GLA/London Economic Action Partnership
Cllr Nickie Aitken	Leader, Westminster City Council (Conservative member representative)
Sarah Wilkins	GLA
Tim Shields	London Borough of Hackney (representing the Chief Executive London Committee (CELC))

1 Welcome, Introductions and apologies

- 1.1 The Chair welcomed Board members, especially those attending for the first time.
- 1.2 The meeting agreed to take the presentation supporting item 5 on the agenda before moving to other items on the agenda and to discuss the paper on the Skills and Employment Call for Action (item 4) after agenda item 6.

2 London Post-16 Trajectories Review

- 2.1 Yolande Burgess explained that the report was now expected to be launched and published at Skills London on 18 November 2019, when it will be circulated to the Board. Yolande presented highlights and recommendations from the report, which the Board

agreed to take forward in conjunction with the Skills and Employment Call for Action (see below).

3 Declarations of interest

- 3.1 There were no declarations of interest.

4 Minutes of previous meeting and actions arising

- 4.1 The notes of the previous meeting were agreed.
- 4.2 An updated progress report on actions agreed at the Board meeting held on 6 June will be incorporated into the post-meeting note.

5 Policy Update

- 5.1 Peter O'Brien spoke to the paper that had been sent with the agenda and tabled a supplement (paper 6(s)) and update on London Ambitions (both tabled papers will be incorporated into the post-meeting note).
- 5.2 Peter read out comments from Sarah Wilkins about the London Ambitions update, which Sarah had submitted in her absence. The Board was asked to provide comments on the London Ambitions paper by 29 November.
- 5.3 The Board agreed to take forward the actions identified in the Policy Update, Supplement and updated London Ambitions report in conjunction with the Call for Action (see below).
- 5.4 Peter reminded attendees that the meeting was taking place during Colleges Week and drew members' attention to the Association of Colleges' on-going campaign for a sustained increase in FE funding.

Action: Board members to provide comments on the London Ambitions update to Peter O'Brien by 29 November

Action: Yolande Burgess to ask the London Councils Communications Team to circulate the Board's Policy Updates to policy leads in boroughs

6 Skills and Employment Call for Action

- 6.1 After discussing the paper introduced by Yolande Burgess, the Board agreed the following:
- The Young People's Education and Skills Team should prepare a policy framework showing actions and recommendations from the Trajectories Review, London Ambitions update and the Call for Action
 - The above policy framework should be prepared in conjunction with the Policy and Public Affairs Division at London Councils
 - The proposed policy framework should also consider how the young people's education and skills agenda could be better advanced through different working arrangements between London Councils and the Skills for Londoners Board.
 - The Board noted that activity on young people's careers education, information, advice and guidance needed to be re-invigorated; this could be done in conjunction with/as a result of the London Ambitions update.

Action: Young People's Education and Skills team to prepare a policy framework showing actions/recommendations from the Trajectories Review, London Ambitions update and the Call for Action

Action: Yolande Burgess to convene a meeting with Gail Tolley and John Prior, together with nominees from the GLA, to agree a specific programme of action on careers education, information, advice and guidance

7 Performance Update

- 7.1 Peter O'Brien informed the Board that the provisional figures on attainment at Key Stages 4 and 5 and destinations of students after these key stages had been published immediately prior to the meeting; an analysis of both would be sent with the post-meeting note.

8 Any Other Business

- 8.1 None

Date of the next meeting: Thursday 30 January 2020 at 10:00 in London Councils

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Actions and Matters Arising from 17 October 2019 Young People's Education and Skills Board meeting

ACTION POINTS	ACTION OWNER	STATUS	UPDATE
Item 5: Board members to provide comments on the London Ambitions update to Peter O'Brien by 29 November.	All	Closed	
Yolande Burgess to ask the London Councils Communications Team to circulate the Board's Policy Update to policy leads in boroughs	Yolande Burgess	Closed	Policy briefing will be made available to coms after each Board meeting
Young People's Education and Skills team to prepare a policy framework showing actions/recommendations from the Trajectories Review, London Ambitions update and the Call for Action	Yolande Burgess & Peter O'Brien	In Progress	Agenda item 30 January 2020
Yolande Burgess to convene a meeting with Gail Tolley and John Prior, together with relevant nominees from the GLA, to agree a specific programme of action on careers education, information advice and guidance.	Yolande Burgess	Open	
ACTION POINTS FROM PREVIOUS MEETING(S)			
From 6 June 2019			
Item 4.2: Young People's Education and Skills team to contact borough officers, the London Care Council, the Greater London Authority (GLA) and Partnership for Young London to engage with young people on London Council's Pledges and report back to the next Young People's Education and Skills Board meeting.	Yolande Burgess & Peter O'Brien	In Progress	This is being taken forward with Partnership for Young London (PYL). A Youth Hustings for Mayoral Candidates is being planned
Item 5.1(2): Young People's Education and Skills Team to request an opportunity to present young people's priorities to the Skills for Londoners Board.	Yolande Burgess & Peter O'Brien	In Progress	Discussions about the Young People's Education and Skills Board's relationship with the Skills for Londoners Board are on-going
Item 6.5: Yolande Burgess to discuss plans for the supported employment board in London with Gail Tolley and Tim Shields.	Yolande Burgess	Open	
Item 6.6: Yolande Burgess to circulate draft report of the London Post-16 Trajectories Review before the next meeting.	Yolande Burgess	In Progress	Publication delayed
Item 6.9: Ben Anderson to send information about Central London Forward's levy initiative to Peter O'Brien for forwarding to the Board.	Ben Anderson & Peter O'Brien	Closed	Time expired
OTHER MATTERS ARISING			
DECISIONS TAKEN BY CHAIR TO BE REPORTED			

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Young People's Education and Skills Board

The Employment Gap in London

Item: 4

Date: 30 January 2020

Contact: Peter O'Brien

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Summary	This paper introduces the <i>Youth Jobs Gap</i> series of reports and the latest research briefing <i>The Employment Gap in London</i> . In an accompanying presentation, the Board will receive the latest information about this research and invited to discuss the emerging findings.
Recommendation	Board members are asked to discuss the information provided in the presentation.

1 Background

- 1.1 The *Youth Jobs Gap* is a series of reports resulting from a research collaboration between the National Institute of Economic and Social Research (NIESR) and the consultancy firm Impetus, as part of the Centre for Vocational Education research (CVER) conducted in the 12 months ending August 2019.
- 1.2 The research uses previously unseen Longitudinal Education Outcomes (LEO) data and provides new insights into disadvantages young people's transition from education to employment.
- 1.3 The Youth Jobs Gap series consists of:
 - National reports looking at the variations between regions in terms of the proportion of young people who are NEET, who are in Higher Education or have started an Apprenticeship.
 - Regional reports looking at the local variations in each of these three measures.
- 1.4 The report on *The Employment Gap in London* is nearing completion and will be published shortly. The Board will receive a presentation that outlines the emerging findings from the research and discuss the recommendations arising from it.

2 Contextual Detail

- 2.1 Board members are asked to note the following:
 - The data used in the series cover young people aged 18 to 24;
 - Young people are defined as 'disadvantaged' if they received Free School Meals while in education.
- 2.2 The report does not judge boroughs or sub-regions; it describes the differences between them. Its aim is to help identify strengths that can be shared and to pinpoint where action should be prioritised.

3 Summary of Emerging Findings

- 3.1 The research is identifying the relative weight of disadvantage and low attainment of qualifications on the prevalence of NEET and longer-term progression outcomes for young people (where these two factors combine, the report shows evidence of 'double disadvantage).
- 3.2 The report finds significant variation between boroughs based on the metrics it uses. Every borough has strengths and areas of weakness. This is particularly relevant for the Board, which has consistently sought to drill down data beyond regional averages to get to the heart of the issues facing young Londoners. Taking data to the more granular borough level is a great leap in the right direction, though the report itself suggests that local authorities might benefit from closer analysis of the differences within their areas (while acknowledging this is outside the scope of this exercise).

4 Recommendation

- 5 Board members are asked to discuss the information provided in the presentation.

Young People's Education and Skills Board

Policy Update

Item: 5

Date: 30 January 2020

Contact: Peter O'Brien

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

Recommendation Board members are asked to note the information in this paper and decide any actions necessary.

1 General Election and Queen's Speech

- 1.1 As a result of the General Election held on 12 December 2019, Rt Hon Boris Johnson MP was returned as Prime Minister and the Ministerial Team at the Department for Education (DfE) is unchanged.
- 1.2 Her Majesty's Speech to both Houses of Parliament was delivered on 19 December 2019¹ and outlined the government's agenda for the Parliamentary Year. It proposes more than 30 pieces of legislation. The key priority of the government is to ensure that the UK leaves the European Union (EU) on 31 January 2020.
- 1.3 Although the Speech makes only a brief mention of education and skills, the accompanying briefing note confirms measures introduced in the previous Parliament or contained in the Conservative Party Manifesto. These include:
 - Increased funding for schools so that the minimum per-pupil funding in secondary schools will rise to £5,000
 - Further movement to directly fund all schools from Whitehall via a single national formula
 - Expanding the free school programme
 - A 'renewed focus' on further and technical education, including confirmation of an extra £400m for educating 16 to 19-year-olds and £1.8m for Further Education capital
 - Introducing T levels as planned
 - Creating a 'National Skills Fund'
 - Establish 20 Institutes of Technology
 - Work towards a 'sustainable model' of Higher Education Funding
 - Confirmation that the government is 'considering the Augar Report'
- 1.4 On 14 January the House of Commons debated Education and Local Government in the context of its overall consideration of the Queen's Speech. Among the issues raised were

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/853886/Queen_s_Speech_December_2019_-_background_briefing_notes.pdf

minimum funding levels, school standards, future skills and Erasmus+. MPs had a further opportunity to question Ministers on 20 January, where FE and T levels were among the matters raised.

- 1.5 The Chancellor of the Exchequer announced that the Budget will take place on 11 March 2020.

2 Special Educational Needs and Disabilities (SEND)

- 2.1 As part of the Mayor's ESF 2019 to 2023 Programme, the Greater London Authority hosted an information session on 14 January in which an overview of the Mayor's intention to procure provision to support young people with SEND was provided. It is proposed to start the formal procurement process in the spring.
- 2.2 Children and young people with SEND, and high-needs provision (in the context of further education and skills), featured in Her Majesty's Chief Inspector's (HMCI) Annual Report².
- 2.3 The report includes a summary of area SEND inspections. The Children and Families Act 2014 places responsibility on area leaders, which includes leaders from the local authority, health commissioners and other providers, to identify and meet the needs of children and young people with SEND aged 0 to 25. Ofsted and the Care Quality Commission (CQC) inspect how well areas fulfil these duties.
- 2.4 By the end of August 2019, two thirds (100 out of 151) of the inspections had been completed and reports published. However, half (50) of the areas inspected have been required to produce and submit a written statement of action to HMCI, an indication of significant weaknesses in the areas' SEND arrangements. Of the 20 areas inspected in London, a quarter have been required to submit a written statement of action.

3 Careers Guidance/London Ambitions.

- 3.1 *The Careers and Enterprise Company* (CEC) published two reports in January. The first, *Young people's career readiness and essential skills: Results from the Future Skills Questionnaire 2018/19*³, describes the Future Skills Questionnaire that was developed by CEC, the International Centre for Guidance Studies at the University of Derby and the Skills Builder Partnership. The questionnaire measures changes in young people's employability skills (personal effectiveness, career readiness and essential skills) following participation in a careers activity. The report also presents the results from over 2,000 young people who took part in employer encounters, workplace experiences or personal guidance and who completed the survey at two time points. The results show where the greatest improvements were made and highlight the skill areas that are strongest and weakest for young people.
- 3.2 The second, *Closing the Gap*⁴, confirms that employer engagement with schools and colleges is critical to the delivery of world-class careers education. In recent years, the number of employer encounters and workplace experiences that young people receive has increased significantly, aided by a system of national support and coordination. But there is more to do – approximately one third of young people leave the education system without having had experience of the workplace (although that is an improved position when compared with 18 months ago). The report outlines the actions designed to make

²https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/859422/Annual_Report_of_Her_Majesty_s_Chief_Inspector_of_Education_Children_s_Services_and_Skills_201819.pdf

³https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1248_future_skills_report_v11_.pdf

⁴https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1248_future_skills_report_v11_.pdf

further progress (see paragraph 9 “The Labour Market and Young People” for related information).

4 T Levels

- 4.1 The government has invited providers to apply to deliver the third wave of T levels from 2022⁵.
- 4.2 This wave covers various T level pathways in the digital; construction; education & childcare; health & science; legal, financial & accounting; business & administration; and engineering & manufacturing routes.
- 4.3 The deadline for the receipt of expressions of interest is midnight on 28 February 2020.

5 Apprenticeships

- 5.1 *Apprenticeship funding for employers who do not pay the apprenticeship levy*⁶: The government set out procedures for non-levy paying employers to be able to access levy funds under a system of applying for funding to be reserved, initially for up to three starts while the system rolls out. This follows complaints that the funding system is too complex and doesn't necessarily provide funding to where it is most needed.
- 5.2 *Apprenticeship Pay Survey*⁷: The national Apprenticeship Pay Survey was published by the Department for Business, Enterprise and Industrial Strategy (BEIS) on 10 January 2020. The headline picked up by various commentators in the sector is that compliance with national minimum wage rates for Level 2 and Level 3 apprentices has worsened over the past two years, with 19 per cent of these second and third-year apprentices paid less than legally required.⁸
- 5.3 *Runaway Training*⁹: In this paper on Apprenticeships for the EDSK think tank, Tom Richmond (former adviser to ministers at the Department for Education) argues that a failure to define just what an apprenticeship is and how the levy should operate, has meant that a lot of levy funding has been used for 'inappropriate' training and he therefore calls for clearer directions on both.
- 5.4 *Skills Accounts*¹⁰: Noting that all the main political parties made some reference to skills accounts (or 'wallet' or 'entitlement') in their manifesto, the Association of Employment and Learning Providers (AELP) has prepared this paper as both a reflection on the past history of skills accounts and insights into their operation from the perspective of providers. It also proposes a range of operating principles for any future model.

6 Quality of Provision

- 6.1 Ofsted has published *The Annual Report of Her Majesty's Chief Inspector for Education, Children's Services and Skills 2018/19*¹¹. The report covers each element of the Chief

⁵ <https://www.gov.uk/guidance/t-levels-how-to-express-an-interest-to-deliver-from-2022-to-2023-academic-year>

⁶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/856899/Apprenticeship_funding_for_employers_who_do_not_pay_the_apprenticeship_levy_reservation_of_funds_guidance_from_January_2020.pdf

⁷ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/857210/aps-2018-19-england-report.pdf

⁸ The results of the London Borough Pay Survey are being presented to the Board as item 7 on the agenda.

⁹ <https://www.edsk.org/wp-content/uploads/2020/01/EDSK-Runaway-training.pdf>

¹⁰ <https://www.aelp.org.uk/media/3477/77-key-principles-to-ensure-the-success-of-future-skills-accounts.pdf>

¹¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/859422/Annual_Report_of_Her_Majesty_s_Chief_Inspector_of_Education_Children_s_Services_and_Skills_201819.pdf

Inspector's remit (children's social care, early years, State-funded schools, initial teacher education, Independent and unregistered schools, children and young people with SEND and Further Education & Skills (FES)). The response to the report from local government concentrates on the maintenance – and improvement – of children's social care at a time when government funding has reduced tremendously. There is some surprise within the sector that the Chief Inspector – unlike last year's report – has not sufficiently recognised this important contextualisation of the results of inspection.

6.2 The section on FES covers:

- FES providers and Ofsted judgements (the proportion of general FE colleges rated 'good' or 'outstanding' in their most recent inspection increased from 76 percent nationally in the previous year to 78 percent in this year's report).
- 16 to 19 study programmes
- High-needs provision
- Apprenticeships (where a potential mismatch between the skills needed to boost productivity and the Apprenticeships being provided is reported)
- Adult education provision
- Education, skills and work in prisons and young offender institutions

6.3 Two other recent Ofsted publications relate to the Board's interests.

- *Removal of the "outstanding exemption"*¹²: Some schools, colleges and other organisations delivering publicly funded education and training, that were rated outstanding by Ofsted at their last inspection, are legally exempt from further routine Ofsted inspection. This Ofsted consultation seeks views on the removal of the exemption.
- *Fight or flight? How 'stuck' schools are overcoming isolation*¹³: In this report, Ofsted says that it has identified 415 schools (approximately two per cent of all state-funded schools in England) that have been graded less than good in inspections for at least 13 years. This means that two whole cohorts of young people have been affected and currently approximately 210,000 pupils are being educated in these 'stuck' schools. No local authority in London is among the six highlighted for having a relatively high proportion of such schools, but the report is of interest for two reasons:
 - First, the report evaluates various initiatives that have supported school improvement since 2006 and concludes that "the separate systems of inspection and support are not working together as they could. Improvement support is rarely seen as transformative". The report also notes that there is often too much advice from different directions (and this is not always high-quality advice) while at the same time there is no lack of capacity for school improvement. These key findings are relevant to colleagues in boroughs who have responsibility for school improvement.
 - Second, the report notes that, for the past two decades, education policy has been concerned with the "long tail of underachievement" mainly relating to children from disadvantaged backgrounds in England's cities. Ofsted's analysis of the current situation is that there is a relationship between the prevalence of education in a 'stuck' school and "those pockets of the country with a declining industry or jobs market and a lack of broader cultural opportunities...in remote

¹² <https://consult.education.gov.uk/inspection-and-accountability-division/removal-of-the-outstanding-exemption/>

¹³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/856088/How_stuck_schools_are_overcoming_isolation_-_evaluation_report.pdf

areas or the outskirts of major cities.” This implies that future improvement initiatives are likely to be targeted on areas outside of London.

6.4 *Struggling schools set for specialist support*¹⁴: The Schools Minister, Lord Agnew, has announced six successful new Teaching School Hubs to support struggling schools. Those covering London are as follows:

- East of England and North East London: Harris Academy Chafford Hundred and Harris Federation
- East of England and North East London: Saffron Walden County High School and Saffron Academy Trust.

7 Exclusions

7.1 The Conservative Manifesto highlighted improving behaviour in schools as a priority and noted that a Conservative government will expand ‘alternative provision’ schools for those who have been excluded.

7.2 At the start of the year the Evening Standard covered school exclusions and Pupil Referral Units (PRUs) in a series of articles.

7.3 Information about exclusions and PRUs will be reviewed by the Operational Sub-Group at its next meeting, as a part of the major theme of ‘effective participation in education and training’. Issues arising from that discussion will be referred to the next Board meeting.

8 Young People and Mental Health

8.1 *Trauma, challenging behaviour and restrictive interventions in schools*¹⁵: The Centre for Mental health has produced a review of recent literature on the subject of restrictive interventions in schools (such as seclusion, restraint and exclusion). It examines the links between trauma and challenging behaviour. The review highlights the way restrictive interventions can create a vicious circle of trauma, challenging behaviour, restriction and psychological harm.

8.2 *The Education Policy Institute (EPI)*¹⁶: After having produced detailed independent comparisons of the parties’ promises on education, EPI started 2020 with two reports on mental health; one is about the education workforce and the other is about young people. In the latter, the EPI’s annual report on access to child and adolescent mental health services (CAMHS), it is noted that the majority of lifelong mental health problems develop early on, during childhood or adolescence. The wider economic costs of mental ill health in England are vast, estimated at £105bn each year.

9 The Labour Market and Young People

9.1 *Never Ever*¹⁷: The Resolution Foundation has published this report, which explore the increase in people who have never had a job. The main focus is on 18 to 24 year-olds and it attributes this phenomenon within the labour market to three main causes: the ‘death of the teenage Saturday job’; fewer people working while at college or university; and a longer journey from education to employment.

¹⁴ <https://www.gov.uk/government/news/struggling-schools-set-for-specialist-support>

¹⁵ [The report is available to download free-of-charge, though the Centre for Mental Health requests that a donation be made instead.](#)

¹⁶ <https://epi.org.uk/publications-and-research/>

¹⁷ <https://www.resolutionfoundation.org/app/uploads/2020/01/Never-ever.pdf>

- 9.2 *What new jobs will emerge in the 2020s?*¹⁸: This blog from the Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA) has been widely quoted in the sector press and the answer it provides can be summarised as ‘coders and carers’. It talks about changes in the way in which we all live and work in the context of the economy, which it describes as becoming a Big Tech Economy, a Precision Economy, an Exodus Economy and an Empathy Economy. It refers to the challenges of providing people with the skills to transition to the new economic realities it implies.
- 9.3 *The Institute of Student Employers (ISE) Pulse Survey 2020* (please note that the publication is only made available to ISE members)¹⁹: ISE reports a slow-down in recruiting both university graduates and school leavers. Its analysis of the estimated 3.4 million jobs created in the last decade shows that 2.5 million were professional or senior jobs (mostly taken by older and more experienced workers), 400,000 were skilled or semi-skilled and 500,000 were low-skilled. It predicts a significant reduction in the number of entry jobs available to school leavers in the next decade.
- 9.4 *10 trends shaping the future of work in Europe*²⁰: Produced by the European Commission (European Political Strategy Centre), this paper explores some of the greatest opportunities and challenges facing Europe as it transitions into the fourth Industrial Revolution. It finds that technology and new business models are changing the very concept of work; the rise of non-standard work requires an upgraded social contract; middle-paying jobs are in decline; lifelong learning is the new normal for workers; and basic skills still matter, with digital now being one of them. The paper also notes that work and leisure are increasingly overlapping in today’s 24/7 streaming society; robots and algorithms are becoming integral parts of business culture; and that while the service economy helped to encourage more women into employment, progress is stalling. It suggests that while people are working longer, the ageing population is placing significant pressure on the sustainability of social security systems and that Europe is struggling to attract the world’s best talent.

(Please also see paragraph 3 “Careers Guidance / London Ambitions” for related information)

10 Chances for Children²¹

- 10.1 This report from Buttle UK (a national charity that provides grants to support young people in crisis) explores the experiences of the education system of children and young people living in poverty, drawing on the findings of a survey of child support workers across the UK. It identifies and discusses the key issues for various aspects of education arising for children and young people in poverty: direct school costs; not having the basics and bullying; housing issues; crime; family relationships and adverse childhood relationships; and the lack of support available to improve children’s chances in education. It provides concluding remarks highlighting the inequalities in education for children in poverty and the grants available from Buttle UK to help address these barriers.

¹⁸ <https://www.thersa.org/discover/publications-and-articles/rsa-blogs/2020/01/new-jobs-2020s>

¹⁹ [Please follow this link to become a member of the ISE](#)

²⁰ https://op.europa.eu/en/publication-detail/-/publication/e77a1580-0cf5-11ea-8c1f-01aa75ed71a1/language-en?WT.mc_id=Searchresult&WT.ria_c=41957&WT.ria_f=5702&WT.ria_ev=search

²¹ http://s3-eu-west-1.amazonaws.com/files.buttle.org.uk/Buttle_UK_Education_Report_Sept19.pdf?platform=hootsuite

11 Improving attainment in the FE and adult learning sector²²

11.1 The report, published by the Social Mobility Commission, sets out the main findings and recommendations for the government from a research project. It recommends that the government should invest £20 million over 5 years to establish a What Works Centre for further education. The government and the proposed centre should focus on:

- what works across all stages of the learner journey - from participation to longer term socio-economic outcomes
- what works for specific groups of learners.

11.2 The Commission also published the evidence review that supports the report²³.

²² https://www.gov.uk/government/publications/improving-attainment-in-the-fe-and-adult-learning-sector?utm_source=88ed0ef1-e84e-4f34-96d5-bb02cd6aac65&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily 'Investing in 'what works' activity in further education and adult learning: policy brief' is also available and sets out the case for a What Works Centre for further education and adult learning. Find about more about the [What Works initiative](#).

²³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/859088/SMC_FE_evidence_review.pdf

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- 2.1 The government has published borough performance on the September Guarantee. The relevant table is attached as an annex.
- 2.2 Figures from the National Client Caseload Information System (NCCIS) that show the number and proportion of young people in each borough who were not in education, employment or training (NEET) or whose activity is not known in December 2019 are shown in Table 1.
- 2.3 Both London's NEET and 'Not Known' rates are below the national average but four boroughs remain in the bottom 20 percent of local authorities in England overall.

Table 1: 16 -17 year olds by academic age NEET and not known by quintiles December 2019 (NCCIS)

	Academic age 16-17						
	NEET	NEET %	Not known	% not known	NEET and NK	% NEET and NK	Quintile
ENGLAND	29,708	2.6%	40,278	3.5%	69,986	6.1%	
LONDON	3,171	1.8%	5,617	3.2%	8,788	5.0%	
Barking and Dagenham	187	3.1%	25	0.4%	212	3.5%	1
Barnet	83	1.1%	58	0.8%	141	1.9%	1
Bexley	90	1.6%	67	1.2%	157	2.7%	1
Brent	107	1.4%	84	1.1%	191	2.6%	1
Bromley	97	1.4%	47	0.7%	144	2.1%	1
Camden	84	2.6%	94	2.9%	178	5.5%	3
Croydon	173	2.0%	405	4.6%	578	6.5%	4
Ealing	91	1.2%	121	1.6%	212	2.8%	1
Enfield	133	1.6%	299	3.6%	432	5.2%	3
Greenwich	141	2.4%	152	2.6%	293	5.0%	3
Hackney	111	2.1%	194	3.6%	305	5.6%	3
Hammersmith and Fulham	21	0.9%	18	0.7%	39	1.6%	1
Haringey	92	1.7%	591	10.8%	683	12.5%	5
Harrow	55	1.0%	42	0.8%	97	1.8%	1
Havering	130	2.2%	77	1.3%	207	3.5%	1
Hillingdon	136	2.1%	172	2.6%	308	4.7%	2
Hounslow	123	2.0%	133	2.2%	256	4.3%	2
Islington	62	1.9%	127	3.9%	189	5.8%	4
Kensington and Chelsea	37	2.6%	25	1.8%	62	4.4%	2
Kingston upon Thames	61	2.0%	31	1.0%	92	2.9%	1
Lambeth	112	2.0%	450	8.0%	562	10.0%	5
Lewisham	96	1.6%	306	5.0%	402	6.6%	4
Merton	68	1.7%	46	1.1%	114	2.8%	1
Newham	182	2.2%	377	4.5%	559	6.6%	4
Redbridge	121	1.6%	165	2.1%	286	3.7%	2
Richmond upon Thames	46	1.5%	32	1.1%	78	2.6%	1
Southwark	104	1.9%	521	9.5%	625	11.4%	5
Sutton	33	0.7%	157	3.5%	190	4.2%	2
Tower Hamlets	192	3.2%	202	3.4%	394	6.5%	4
Waltham Forest	99	1.6%	114	1.9%	213	3.5%	1
Wandsworth	53	1.3%	454	11.0%	507	12.2%	5
Westminster	51	2.1%	30	1.2%	81	3.3%	1

3 Achievement and Progression

3.1 The latest published figures were contained in the supplementary paper circulated after the last Board meeting. The next updates are not expected until February.

4 Recommendation

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

Annex: 2019 September Guarantee

Local Authority	16 and 17 year olds	Offer made (%)	Offer not appropriate (%)	No offer (%)	Not recorded (%)
ENGLAND	1,125,720	95.0%	1.0%	0.9%	3.1%
LONDON	170,340	95.5%	0.3%	0.9%	3.2%
Barking and Dagenham	5,500	97.9%	0.3%	0.5%	1.3%
Barnet	7,830	96.0%	0.1%	3.6%	0.3%
Bexley	6,070	98.9%	0.2%	0.0%	0.9%
Brent	6,810	97.9%	0.1%	1.9%	0.1%
Bromley	6,770	98.4%	0.3%	0.3%	0.9%
Camden	3,220	98.6%	0.3%	0.4%	0.7%
City of London	270	99.6%	0.0%	0.0%	0.4%
Croydon	8,240	94.0%	0.5%	1.0%	4.5%
Ealing	6,910	89.0%	0.7%	0.6%	9.7%
Enfield	7,760	87.8%	0.2%	0.4%	11.6%
Greenwich	5,440	97.3%	0.1%	0.2%	2.4%
Hackney	4,850	97.8%	0.1%	0.2%	1.9%
Hammersmith and Fulham	2,720	99.2%	0.0%	0.3%	0.5%
Haringey	5,220	83.8%	0.3%	0.0%	15.9%
Harrow	4,900	98.7%	0.1%	1.0%	0.2%
Havering	5,730	98.7%	0.1%	0.1%	1.1%
Hillingdon	6,800	92.5%	0.8%	4.8%	2.0%
Hounslow	5,850	95.2%	0.5%	1.9%	2.5%
Islington	3,100	96.6%	1.3%	0.2%	1.9%
Kensington and Chelsea	1,640	96.1%	0.4%	0.5%	3.1%
Kingston upon Thames	3,150	96.3%	0.4%	0.4%	2.9%
Lambeth	4,960	93.2%	0.2%	1.2%	5.4%
Lewisham	5,430	98.3%	0.3%	0.1%	1.3%
Merton	3,480	96.8%	0.7%	1.2%	1.3%
Newham	8,340	94.3%	0.3%	0.6%	4.8%
Redbridge	7,570	97.2%	0.2%	0.1%	2.5%
Richmond upon Thames	3,030	95.5%	0.3%	0.3%	3.9%
Southwark	5,230	98.5%	0.3%	0.7%	0.6%
Sutton	5,040	97.4%	0.1%	0.0%	2.5%
Tower Hamlets	5,970	95.2%	0.5%	0.8%	3.5%
Waltham Forest	5,700	97.4%	0.8%	1.1%	0.8%
Wandsworth	3,890	94.5%	0.3%	1.2%	4.1%
Westminster	2,950	98.5%	0.3%	0.3%	0.9%

Definitions

Offer made: Young people who received an offer of a suitable place in education or training, including 17 year olds continuing 2 year courses

Offer not appropriate: Young people who did not apply for education or training because they were in employment without training, or who have other barriers to address before education or training could be considered

Offer not made: Young people who did not receive an offer because they were undecided about what to do next, were awaiting the result of an application or were not able to find a suitable place

Not recorded: Young people for whom the authority does not have information about offers made. This includes those who were not contacted to discuss options or who had moved away from their last known address.

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Young People's Education and Skills Board

Policy Briefing and Work Plan 2020 to 2021

Item: 8

Date: 30 January 2020

Contact: Peter O'Brien

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Summary	This paper proposes a Policy Briefing that sets out the main objectives of Young People's Education and Skills and a draft Work Plan for 2020 to 2021.
Recommendation	The Board is asked to approve the Policy Briefing and the Young People's Education and Skills Work Plan.

1 Background

- 1.1 In October 2019, Young People's Education and Skills Board members asked for a policy framework summarising the actions and recommendations from research commissioned by the Board, or partner organisations, and from the Skills and Employment Call for Action agreed by the Mayor of London's Skills for Londoners Board and London Councils.
- 1.2 The Board also agreed at its meeting of 6 June 2019 that the Call for Action would act as the vision for young people's education and skills.

2 Policy Briefing

- 2.1 A draft Policy Briefing is attached as Appendix 1 for the Board's approval. The document is intended to serve two purposes:
 - First, it fulfils the intention behind the Board's commission of 17 October 2019 in that it succinctly brings together the policy positions developed by the Board and reinforces the actions the Board recommends be taken to develop post-16 education and skills in London;
 - Second, it supports lobbying at local and regional level to ensure that commonly-agreed priorities can be taken forward consistently.

3 Work Plan

- 3.1 The proposed Work Plan (Appendix 2) covers six themes that will be reported to the Operational Sub-Group, and from which key issues will be highlighted for the Board's attention. The Work Plan, and progress against the themes, will also inform meetings between the Strategy Director and the Chair of the Board. The Work Plan underpins the Strategy Director's risk management and performance management processes within London Councils for the work of Young People's Education and Skills.

4 Recommendation

- 4.1 The Board is asked to approve the Policy briefing and the Young People's Education and Skills Work Plan for 2020 to 2021.

Young People's Education and Skills Policy Briefing

Tackling the challenges in London's education and training system for 16 to 19-year-olds

About us

Young People's Education and Skills is a partnership body: supporting local authorities to deliver their responsibilities for young people's participation, achievement and progression; and working with other partners who also have responsibilities for education, skills and employment of young people. Sitting within London Councils, the cross-party organisation that works on behalf of London's 32 boroughs and the City of London, *Young People's Education and Skills* is the only forum in London where London government (Local Authorities and the Mayor/GLA), representatives of learning institutions and business representatives come together strategically to review the crucial 14 to 19 stage of learning and consider the impact of education and skills on London's labour market and economy.

What London needs...

- ▶ Greater consistency in the quality of careers guidance offered in schools and colleges
- ▶ More – and better distributed – opportunities for technical and vocational learning
- ▶ Clearer demonstration of the value of learning: Technical and Vocational Learning, Advanced and Higher Education, and Apprenticeships
- ▶ Additional funding to support young people with special education needs and disabilities
- ▶ Full funding for full-time 18-year-old students
- ▶ Parity between school and college funding
- ▶ Devolution of funding and planning of all education and skills provision for 16 to 19-year-olds

Why does the post-16 phase matter?

- ▶ This is the decisive phase in the life of our residents. It is the phase in which young people have the opportunity to achieve the credentials they need to get on in life, to leave open different options as their circumstances change; and during which the decisions they make determine the pathways open to them in the future.
- ▶ How young people manage the transition from GCSE (or level 2) to A level (or level 3) successfully is a good indicator of the support they may need when they continue studying or get a job.
- ▶ While there has been significant improvement in earlier phases of education in London, this has not yet carried forward into the post-16 phase – in an increasingly competitive jobs market, young Londoners need every advantage they can get.



Why make changes?

- ▶ There are many strengths in London's education and skills system, for example: participation in post-16 learning, achievement at key stage 4 and progression to HE.
- ▶ Participation is, however, uneven. Some young members of the London community are doing much better than others.
- ▶ Although there is a desire to provide high level technical education and skills, there is increasing demand on post-16 providers to offer opportunities to 'catch-up' deficits in compulsory education.
- ▶ The aspirations and opportunities of too many young Londoners are dictated by their background and circumstances rather than their potential and talent.

What we are calling for...

Careers Guidance

- ▶ To help young people navigate the range of options open to them, every young person should have 100 hours of experiences of the world of work while in education and receive high-quality face-to-face careers guidance at key transition points in their journey to adulthood and employment
- ▶ The government to enforce and monitor schools and further education leaders and governors to deliver their statutory responsibility to provide high quality careers education, information, advice and guidance.

Curriculum

- ▶ London's young people are entering one of the most competitive labour markets in the world - they are entering a truly global labour market - and the economy of the future will demand a workforce equipped with technical, professional and vocational skills. London's curriculum needs to meet the challenges of the future.
- ▶ Young people need to be confident in the value of their education and acquisition of skills - they need to know the value of learning and be certain that what they learn will be relevant to achieving their goals in life.
- ▶ Central and London government, schools and further education colleges to demonstrate the value of both A level and vocational programmes to parents/carers, students and employers.

Funding

- ▶ Funding should reflect the increases in costs of supporting young people with special educational needs and disabilities
- ▶ Government to adjust accountability measures to take a longer term view of young people leaving school
- ▶ Young people who would benefit from a three-year programme of study to achieve a level 3 qualification should be able to do so, with their learning institution being assured of full funding.
- ▶ Ensure post-European Union funding continues to provide as much support to Londoners as the current European Structural Investment Fund programmes.
- ▶ Increase funding to Further Education colleges to £5,000 per student to match school funding, close the pay gap between school and college staff, so that colleges can continue to ensure that no one is left behind, and more people reach advanced levels.

Devolution

- ▶ Extend devolution to education and skills provision for 16 to 18-year-olds.
- ▶ Work with London's businesses and government to reform the Apprenticeship levy.
- ▶ Provide all young people with a personalised learning pathway through each of the system's stages, with support at each transition point and smooth progression into further and higher education, including technical and vocational routes, apprenticeships or employment. Each pathway should support entry into a London Lifelong Learning System offering continuing learning and professional or personal development.

For further information, please see these websites:

Intelligent London - <http://www.intelligentlondon.org.uk>

London Datastore - <https://data.london.gov.uk/gla-economics/>

National Statistics Hub - https://www.gov.uk/search/research-and-statistics?content_store_document_type=upcoming_statistics

Or contact: Young People's Education and Skills
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Appendix 2 Young People's Education and Skills Workplan 2020/21

Young People's Education and Skills - Aim/Purpose: To provide Pan-London leadership for 14 to 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 assisting other stakeholders in planning, policy and delivery.

Functional Areas	Activities	Objective/Output
Leadership: To maintain the Young People's Education and Skills Board as the principal partnership through which strategic partners and stakeholders will work together on improved participation in, achievement from and progression as a result of post-16 education and skills in London	<ul style="list-style-type: none"> • Maintain the Operational Sub-Group to ensure the relevance of recommendations made to the Board • Maintain the link between the Board and London Councils' Leaders Committee • Maintain strategic synergy with the Skills for Londoners Board 	<ul style="list-style-type: none"> • Hold quarterly OSG meetings (each with a major 'theme') • Termly Board meetings • Portfolio holder meetings as required
Analysis and interpretation: To produce strategic options for young people's education and skills in London based on a sound understanding of data/evidence, developments in policy and emerging scenarios	<ul style="list-style-type: none"> • Maintain Intelligent London • Make consistent use of GLA Economics data • Use published statistics for regular reporting • Agree a programme of research 	<ul style="list-style-type: none"> • Intelligent London updated • Report back from joint work with GLA • London Councils reports
Strategies and priorities: To articulate the priorities for young people's education and skills in London that improve the participation, achievement and progression of young Londoners and close gaps in performance levels related to young people's characteristics or borough of residence	<ul style="list-style-type: none"> • Produce a Policy Briefing • Provide mechanisms for sharing of emerging/good practice • Contribute to strategic solution-based thinking 	<ul style="list-style-type: none"> • OSG will make recommendations to the Board
Communication and relationships: To maintain effective professional working relationships with elected members, officers and partners so that they can deliver the vision	<ul style="list-style-type: none"> • Board • Elected members • Skills for Londoners Board and other partners • Key decision makers • Officers • Operational teams • Central government departments, particularly the Department for Education 	<ul style="list-style-type: none"> • Portfolio holder meetings • Member briefings • Meetings with partners • OSG members feeding back
Influencing: To shape decisions that affect the education and skills of young Londoners	<ul style="list-style-type: none"> • Lobbying in general • Regional and national consultations 	<ul style="list-style-type: none"> • Member briefings • APPG for London • Consultations
Accountability for implementation: To keep key decision makers and practitioners informed	<ul style="list-style-type: none"> • Performance - statutory duties <ul style="list-style-type: none"> ○ RPA (positive participation) ○ Special educational needs and disabilities • Performance - vision <ul style="list-style-type: none"> ○ Participation (NEET/NK) ○ Achievement/success ○ Progression ○ Vulnerable groups • Performance - priorities <ul style="list-style-type: none"> ○ Careers Guidance ○ Special educational needs and disabilities ○ T levels ○ Apprenticeships • Horizon scanning 	<ul style="list-style-type: none"> • Participation report (quantitative annually) • Special educational need and disabilities statistics and reporting (working with policy teams) • Analysis of Department for Education statistics on participation, achievements and progression • Policy updates