

Young People's Education and Skills Board

Meeting to be held 20 May 2021 at 1000

Location: via Microsoft Teams and live-streamed

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. Good Work for All Recovery Mission - For discussion
Presentation – Dianna Neal
5. Apprenticeships - For discussion
Paper – Tim Gallagher
6. Reconnect London - For information
Paper / Presentation – Eleanor Bernades
7. Policy Update - For discussion / action
Paper – Peter O'Brien
8. Performance Update - For decision / action
Paper – Peter O'Brien
9. Annual Plan – Signposts to action - For decision / action
Paper – Peter O'Brien
10. Any other business

Date of next meeting: Thursday 21 October 2021 at 1000

Young People's Education and Skills Board

Minutes of Meeting

Date 28 January 2021 **Venue** Microsoft Teams and livestreamed

Meeting Chair Councillor Clare Coghill, Leader of London Borough of Waltham Forest and London Councils Lead on Skills and Employment

Contact Officer Peter O'Brien

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Present

Cllr Clare Coghill	Leader, London Borough of Waltham Forest and London Councils Lead on Skills and Employment
Ben Anderson	Landsec, employer representative on the London Economic Action Partnership (LEAP)
Cllr Elizabeth Campbell	Leader, Royal Borough of Kensington and Chelsea and London Councils Lead on Schools and Children's Services
Gail Tolley	Strategic Director for Children and Young People, London Borough of Brent) representing the Association of London Directors of Children's Services
Dr Graeme Atherton	Director, AccessHE
John Prior	Principal, Orchard Hill College, representing NATSPEC / Association of Colleges (AoC) – Special Colleges
Mary Vine-Morris	Area Director (London) and National Lead on Employment, AoC
Michael Heanue	Greater London Authority (GLA) / LEAP
Dr Sam Parrett OBE	London South East Colleges Group, representing AoC – General Further Education Colleges
Sarah Hernandez	Group Partnership Manager, Department for Work and Pensions (DWP)

Sarah Wilkins	Head of Education and Youth, GLA, representing Joanne McCartney, Deputy Mayor of London for Education and Childcare
Tanya Douglas	Deputy Headteacher, Chase Community School, representing the Association of School and College Leaders (ASCL)
Yolande Burgess	Strategy Director, London Councils

Observer

Eileen Atkinson

Officers

Peter O'Brien	Manager, London Councils - Young People's Education and Skills Team
Tim Gallagher	Principal Policy Officer for Skills and Culture, London Councils - Enterprise, Economy and Skills Team

Apologies

None

1 Welcome, Introductions and apologies

- 1.1 The Chair welcomed Board members and invited those in attendance to introduce themselves.

2 Declaration of Interests

- 2.1 No interests were declared.

3 Notes of the last meeting and matters arising

- 3.1 The notes were agreed. Matters arising were included in the agenda items.

4 Policy Update

- 4.1 Peter O'Brien introduced the discussion and mentioned that since the paper had been written, the government had recently announced [changes to Traineeships](#) and [Kickstart](#).

Post-meeting note: London Councils, boroughs and the GLA have published a [new guide to help London employers make the most of Kickstart](#).

- 4.2 The meeting accepted the report and congratulated Dr Sam Parrett OBE, the AoC and ASCL on their individual and collective recognition in the Times Education Supplement for their services to the FE Sector during the pandemic and added its appreciation to them.
- 4.3 During discussion, Board members raised the following points:
- Recruitment in FE this year has been uneven, some colleges had seen an increase in enrolments, a few had seen a reduction.
 - Some of the research published by the Young People's Education and Skills Team, in collaboration with other partners (such as The Employment Gap in London), added considerable insight to discussions in the past and consideration should be given to similar analyses in the future.
 - Although the government has said that it will not be publishing all data relating to participation, achievements and progression in 2020, it may be possible to produce reports based on unpublished data.
- 4.4 The Chair thanked Peter for the report and Board members for contributing to the discussion.

Actions:

The Young People's Education and Skills Team to explore the possibility of commissioning independent analyses to aid understanding of key issues.

The Young People's Education and Skills Team to explore whether reports on progression, achievement and progression in 2020 can be produced from unpublished data.

5 Skills for Jobs White Paper

5.1 Peter O'Brien spoke to a paper provided to the Board and thanked Tim Gallagher for his assistance in its preparation. Peter provided an overview of the White paper's content, the response from the sector and what the White Paper means to London.

5.2 The following points emerged from the Board's discussion:

- The meeting was positive about the changes being proposed in the White Paper, particularly because it provided opportunities to take radical action, but would have preferred a more comprehensive set of proposals that addressed the wider role of FE.
- The Board felt that a more explicit definition of the local geographies expected to be covered by the proposed arrangements would have been welcome. Nonetheless, the Board believed that the considerable effort by partners, led by the Mayor, to engage with businesses in recent years would put London in a strong position to implement the reforms.
- The consensus of the meeting was that an opportunity to address the funding gap between FE providers and schools and between 18-year-olds and other post-16 students had been missed.
- The Board was particularly encouraged by the proposals to strengthen careers guidance.
- Although there was no explicit role for local authorities in the proposals, the meeting expressed the hope that this would be defined during implementation and through legislation.

5.3 In summing up the discussion, the Chair proposed a series of actions that the meeting agreed.

Actions:

The Chair and Councillor Campbell will meet to discuss the main gaps that had been identified in the White Paper and, through the Young People's Education and Skills Team in London Councils, propose to the Board the means to address them in London.

The Chair and officers of the Board to discuss implementation of the White Paper in the context of the London Recovery Board's missions.

6 Young People's Education and Skills Plan

6.1 Peter O'Brien introduced the discussion, referring to the paper provided to the Board. He spoke about aligning the Board and Team's work with the London Recovery Board's missions and mentioned the spotlights on each theme covered in the updates that had been provided during the pandemic, noting that the summary of the evidence base would be published. He also said that a borough breakdown of the claimant count for December would be provided after the meeting. The Board's attention was directed to the questions in paragraph 3 of the paper and responses were requested by 26 February.

6.2 During the subsequent discussion:

- Board members acknowledged the detail précised in the 'spotlights' and proposed that these merited separate review in dedicated discussion groups.
- It was agreed that the questions posed in paragraph 3 in the paper should be reorganised by theme and reprovided to the Board in the post-meeting note.
- The Board welcomed the thoroughness of the topics covered in the spotlights and the commitment to align the work of Young People's Education and Skills to the London Recovery Board. The meeting was particularly encouraged that mental health and welfare of young people would be taken forward.

6.3 The Chair thanked the team for the paper and Board members for their contributions.

Action:

Young People's Education and Skills Team to reorganise the questions in paragraph 3 by theme and send to Board members in the post-meeting note so that Board members can respond by 26 February 2021.

7 Pan-London Supported Employment Board

- 7.1 Yolande Burgess introduced a paper that sought the Board's agreement to the establishment of a Pan-London Supported Employment Board, its terms of reference and its membership.
- 7.2 The meeting discussed the paper and agreed its recommendations, with the following amendments:
- The Pan-London Supported Employment Board should include two young people's representatives and their peer/outreach support should be defined.
 - Consideration should be given to including employers other than the NHS on the Board.
- 7.3 The Board further agreed that it should receive regular reports on the Pan-London Supported Employment Board's implementation and activities.

Action:

The Young People's Education and Skills Team should proceed to convene the Pan-London Supported Employment Board, in line with amendments to the proposed membership, as set out in the paper.

8 Other Business

- 8.1 None

9 Date of Next Meeting

- 9.1 The next meeting will be held on 20 May 2021 at 10 a.m.

Young People's Education and Skills Board

Apprenticeships

Item 5

Date: 20 May 2021

Contact: Tim Gallagher

Telephone: 020 7934 9916

Email: tim.gallagher@londoncouncils.gov.uk

Summary This paper provides an update from the Apprenticeship Subgroup

Recommendation 1. The Board is asked to note the contents of the report.

2. Board members are asked to do what they can to promote the London Borough Apprenticeship Awards within their organisations.

1 Background

- 1.1 The Apprenticeship Subgroup meets four times a year. It is made up of borough officers who lead on the delivery of internal apprenticeships. Meetings are an opportunity to share best practice and information, hear from external speakers and explore opportunities for collaboration.

2 Purpose or Context

- 2.1 The purpose of this paper is to provide a report from the Apprenticeship Subgroup and London Councils' work around apprenticeships more broadly.

3 Apprenticeship Subgroup activity since the start of the pandemic

- 3.1 The Apprenticeship Subgroup has met four times since the start of the pandemic. We have also set up a Microsoft Teams channel to allow members of the group to collaborate outside of meetings.

- 3.2 Meetings and conversations in the Teams channel have provided an opportunity to share experiences and best practice during the pandemic, particularly at the beginning when the shift to remote working presented numerous challenges. This has also provided vital intelligence for London Councils staff on the impact of the pandemic on apprenticeship schemes. Meetings have also involved discussions about the role of apprenticeships in the recovery.
- 3.3 A representative from the Education and Skills Funding Agency (ESFA) attends meetings, who has been able to update the group on government announcements such as the Plan for Jobs. We have also heard from external speakers including the London Progression Collaboration. Meetings also provide an opportunity for London Councils staff to present the data that has been collected from boroughs (see below), which enables boroughs to benchmark their performance.

4 Collection of data on apprenticeships

- 4.1 Every year London Councils collects data, through the Apprenticeship Subgroup, from all boroughs and the City of London on the following:
- The number of apprenticeships created by boroughs, including within the council, in schools, in the supply chain, through apprenticeship levy transfers and through working with other local employers
 - The amount of apprenticeship levy available to boroughs and the amount they have spent
 - The pay scales for apprentices within boroughs
- 4.2 London Councils is in the process of collecting this data for the 2020/21 financial year. We will bring a report on this data to the next YPES Board meeting. We have included some key findings below from the 2019/20 data.
- 4.3 In 2019/20, boroughs directly employed 1,772 apprentices, a 14% increase on the previous year. This is almost three times the amount generated in 2016/17, the final year before the apprenticeship levy and public sector target

were introduced. 510 apprentices were delivered in maintained schools, a 25% increase on the previous year.

- 4.4 In 2019/20, there was a significant underspend of the apprenticeship levy across all London boroughs. A total of £51,683,390 in levy funds was available to boroughs in between April 2018 and March 2020, of which £13,272,372 was spent. On average, London boroughs spent 26 percent of the total levy funds available to them. We are calling on the government to reform the levy to make it easier for local authorities and other employers to spend (see below).
- 4.5 Apprenticeship pay varies considerably across London boroughs. For Level 2 apprenticeships, the hourly rate ranges from £4.30 to £12.29. The average is £9.02 and the median is £10.75. Level 3 pay ranges from £5.95 to £12.29. The average is £9.64 and the median is £10.75. 17 boroughs pay the London Living Wage (£10.75) or above for all apprenticeships (52 percent of respondents).

5 Paper on reforming the apprenticeship levy

- 5.1 London Councils is in the process of finalising a paper calling on the government to introduce reforms to the apprenticeship levy. We will submit this jointly with the GLA, the sub-regional partnerships, London First and London Chamber of Commerce.
- 5.2 The paper calls on the government to introduce the following flexibilities to the apprenticeship levy:
- Extend the amount of time employers have to spend their levy from two years to three years. The low rate of apprenticeship starts means that many employers are now losing funds they had planned to spend before the outbreak of Covid-19. This measure could be introduced on a temporary basis as part of the recovery from the pandemic.
 - Increase the proportion of apprenticeship levy that levy payers can transfer to SMEs from 25 percent to 50 percent. This will help unlock more apprenticeships for SMEs.

- Allow levy-paying employers to use some of their levy to contribute towards the wage costs of new apprentices from priority groups; and ensure that the equivalent funding is made available to non-levy payers. Priority groups should include young people under the age of 25, but also other groups that have been disproportionately affected by the pandemic, including older people (aged 50+) who are out of work and need to retrain. It could also be targeted at certain sectors that are key to the recovery and could be piloted in one of the key growth sectors identified in the Helping Londoners into Good Work mission.
- Allow some levy funding to be used for pre-employment training to get people ready for an apprenticeship.
- Provide additional government support to SMEs looking to take on apprentices, including through the funding of administration costs.

6 London Borough Apprenticeship Awards

- 6.1 Every year London Councils holds the London Borough Apprenticeship Awards, which recognises the outstanding contribution of apprentices to London's local authorities and communities, and the innovative work happening across London to create new apprenticeships.
- 6.2 The 2020 Awards were held virtually in September last year. [You can read about the winners here.](#)
- 6.3 [This year's awards](#) will take place on Wednesday 1 September at Painters' Hall. Nominations for the awards are currently open and will close on Friday 11 June 2021.

7 Recommendation

- 7.1 The Board is asked to note the contents of this paper.
- 7.2 Board members are asked to do what they can to promote the London Borough Apprenticeship Awards within their organisations.

Young People's Education and Skills Board

Policy Update

Item 7

Date: 20 May 2020

Contact: Peter O'Brien

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Email: peter.obrien@londoncouncils.gov.uk

Summary This paper provides an update on young people's education and skills issues.

Recommendation Board members are asked to note and discuss the content of this report. Comments can also be sent to peter.obrien@londoncouncils.gov.uk.

1 Introduction

- 1.1 We have published three Policy Updates for the Operational Sub-Group since the last meeting of the Young People's Education and Skills Board in January. These can be found, together with our earlier briefings, on our dedicated webpage¹.
- 1.2 This paper provides a summary of the Policy Updates for February to April 2021 and an interim update for May. This will form the basis of a full update that will be provided at the end of the month.

2 Summary of the Policy Update for February 2021

- 2.1 The February update was written before the lockdown had been lifted and we reported that there was a great deal of speculation within the education sector around what would happen and how best to prepare for the return of all students to their educational settings in person. We also provided details of the debate on ensuring that children and young people have a chance to

¹ <https://www.londoncouncils.gov.uk/node/37307>

catch-up on missed learning. We also covered research that showed that the effects of the 'digital divide' were still being felt by many young people and would continue to have a long-term impact on the young people affected. We also pointed to a considerable body of research on the effects of the pandemic on the mental health of young people, which we said is emerging as a major priority to be addressed.

3 Summary of the Policy Update for March 2021

- 3.1 In March, we reported that there had been many articles, blogs and opinion-pieces ahead of the full re-opening of educational settings on 8 March, with an almost equal number supporting the move and those that argued it would herald another surge in Covid-19 cases. We noted that almost all provided their own advice on the precautions that educational settings need to take to ensure the health and wellbeing of students and staff. We also noted that, allowing for the lag in infection and detection, there did not appear to have been the surge in cases that some had feared and the combination of social distancing and testing that are in place are enabling education settings to manage the risk of infection. At the same time, we reported that considerable attention had been paid to the government's "Catch-up" plans and it has been confirmed that these will have an equal focus on pupil's wellbeing and lost learning. The precise manner of the delivery of catch-up had also been the subject of some debate. A great deal of research had also been published about young people's mental health, while youth unemployment remained high on the agenda.

4 Summary of the Policy Update for April 2021

- 4.1 April this year fell in the pre-election period, which meant there were fewer publications from local and regional government. In other research, attention shifted to the arrangements for awarding qualifications and grades this summer, with important guidance documents published by the government and its agencies. We also reported that, with the multi-year Spending Review delayed to this year, a number of organisations have taken the opportunity to update research into specific causes. We highlighted the Catch-Up campaign

launched by the AoC, which was supported by a compelling case for investment in learning. Disparities in participation, achievement and labour market outcomes were again a particular focus of attention in the body of research published in April.

Interim Policy Update for May 2021

5 Context

- 5.1 This paper does not seek to summarise or further explain the government's general guidance on Covid-19 or the specific guidance from the Department for Education (DfE) but considers some of the main effects on different aspects of the education and skills sector in London. Annex 1 provides a list of sources of official guidance.
- 5.2 Two bodies have been established to ensure that London moves smoothly out of the lockdown arrangements:
- London Transition Board²
 - London Recovery Board³ (you can sign up to [receive updates from the London Recovery Board](https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/london-recovery-board)). The London Recovery Board aims to: reverse the pattern of rising unemployment and lost economic growth caused by the economic scarring of Covid-19; support our communities, including those most impacted by the virus; help young people to flourish with access to support and opportunities; narrow social, economic and health inequalities; accelerate delivery of a cleaner, greener London. The Board has committed to taking a missions-based approach to the Recovery Programme⁴.

² <https://www.gov.uk/government/news/london-s-Covid-19-transition-board-meets-for-the-first-time>

³ <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/london-recovery-board>

⁴ <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/recovery-context>

6 Data

- 6.1 The House of Commons Library⁵, though primarily aimed at Members of Parliament, produces briefing papers that bring together research, data and opinions about various aspects of the country's response to Covid-19, government policies and our future emergence from the lockdown.
- 6.2 Refer to recent HOC Library publications [here](#).
- 6.3 The Local Authority Interactive Tool (LAIT)⁶ produced by the DfE, is an interactive spreadsheet comparing data about children and young people across all local authorities in England and has also been updated with the latest published data.
- 6.4 During the pandemic, the Office for National Statistics (ONS) has published a wide variety of data and analysis across various themes and topics on a dedicated Covid-19 web page. It has introduced new surveys, developed new insight, used new data sources and published new cross-cutting analysis in response to demands for high quality, trustworthy and up-to-date statistics throughout the pandemic, while maintaining and developing existing statistics to assess the impact of the coronavirus pandemic. It has launched a web page that brings together information on the pandemic by theme⁷, from which individual reports can be downloaded. Each theme provides an overall narrative on the subject matter based on what has been published to date and provides links to more detailed data and analysis along with the relevant contact points.
- 6.5 The ONS has published an update in its approach to measuring education output in the UK during the Covid-19 pandemic⁸. Its main points are
- Repeated changes to schooling policies during the coronavirus (COVID-19) pandemic and the need to measure education output as

⁵ <https://www.parliament.uk/commons-library>

⁶ <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

⁷ <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19reviewdataandanalysismarchtooctober2020/2020-10-28>

⁸ <https://www.ons.gov.uk/economy/grossdomesticproductgdp/articles/coronavirusandtheimpactonmeasuresofukgovernmenteducationoutput/march2020tofebruary2021>

consistently as possible have required the ONS to keep innovating to ensure measurement keeps up with developments in schools.

- Following several policy regimes, we have reviewed and aligned our measurement approaches to provide consistent accounting for remote learning during 2020; this has reduced the extent to which remote learning was an effective substitute for in-person teaching at the start of the pandemic relative to during Autumn term 2020.
- As a consequence of these changes, the fall in education output between Quarter 1 (Jan to Mar) 2020 and Quarter 2 (Apr to June) 2020 has increased, indicating that the impact of the first lockdown on education output was larger than initial estimates suggested.
- Following the alignment of our methods, education output for Quarter 2 2020 in volume terms is now estimated to have fallen 36.7 per cent and gross domestic product (GDP) 19.5 per cent, a downwards revision of 13.6 and 0.5 percentage points respectively from the previous estimate.
- ONS has also adapted its measurement for the further school closures and change in policy regime in the first few months of 2021, to enable comparisons on a consistent basis.
- Under this more consistent approach remote learning as a substitute for in-person teaching has generally improved throughout the pandemic, which is contributing to education output

6.6 Data specific to London is published monthly by Greater London Authority (GLA) Economics⁹ and Intelligent London¹⁰ is also updated frequently with the latest available data. The GLA's City Intelligence Unit has been publishing a series of digests of external research that offer short summaries of major research reports and a deep dive into one or two topics¹¹.

⁹ <https://data.london.gov.uk/gla-economics/>

¹⁰ <http://www.intelligentlondon.org.uk/>

¹¹ <https://data.gov.uk/dataset/bc4f5f36-95a2-4a02-b13d-ef8e18ab0ffb/summaries-of-external-research-on-covid-19>

7 Government Announcements

- 7.1 *A Skills and Post-16 Education Bill* was included in this year's Queen's Speech¹², when the government's programme for the year was set before Parliament. The Bill introduces in law the reforms that were included in the Skills for Jobs White Paper in January. The government says that the measures contained in the Bill will "transform access to skills across the country to ensure that people can train and retrain at any stage in their lives, supporting them to move into higher quality, higher skilled jobs and equipping the workforce with the skills employers need."
- 7.2 The Prime Minister has appointed Neil O'Brien to oversee the government's "levelling-up" agenda. He also announced that a White Paper will be published later this year¹³.
- 7.3 The Education Secretary announced that £17million would be allocated to improve mental health and wellbeing support in schools and colleges¹⁴. This new funding is intended to train thousands of senior mental health leads and provide helpful resources.

8 Parliament/Education Select Committee

- 8.1 The Parliamentary Office of Science and Technology (POST) has published a research brief¹⁵ that provides an overview of current trends in distance learning (DL), setting out the evidence on key challenges, opportunities and potential future developments. It points out that before the pandemic the use of DL was increasing in higher education but uncommon in schools. It explains that assessing the effectiveness of DL is challenging and that most available evidence comes from higher education settings. It also reports that

¹² [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985029/Queen s Speech 2021 - Background Briefing Notes..pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985029/Queen_s_Speech_2021_-_Background_Briefing_Notes..pdf)

¹³ <https://www.gov.uk/government/news/government-to-publish-levelling-up-white-paper>

¹⁴ https://www.gov.uk/government/news/schools-and-colleges-to-benefit-from-boost-in-expert-mental-health-support?utm_medium=email&utm_campaign=govuk-notifications&utm_source=b5759ae9-0178-491c-b388-c331f2384347&utm_content=daily

¹⁵ <https://post.parliament.uk/research-briefings/post-pn-0639/?platform=hootsuite>

the quality of learning design and teaching is more important than the mode of delivery in achieving learning outcomes. The paper states that, in schools and colleges, engaging all learners in DL is challenging, and requires parental support, integrated student-teacher and peer-to-peer communication and access to hardware and study spaces. It argues that DL and education technology could improve accessibility and inclusion in education if the digital divide is addressed and concludes that, for DL to be effective, teachers need adequate support and training in education technology use and DL design.

9 Apprenticeships

9.1 Nominations for the eleventh London Borough Apprenticeship Awards are now open. London boroughs are invited to nominate entries for any (or all) of the award categories:

- Best contribution by a new apprentice
- Best progression by an apprentice
- Best apprentice working in the supply chain or in schools
- The Andy Scott award for best manager or mentor
- Best work with supply chains and local businesses to create new apprenticeships.

9.2 The nominations must be made by the local authority and each London borough will have the chance to nominate one apprentice per category. An Apprentice of the Year will be selected from the first two categories. Last year's London Borough's Apprenticeship Awards were held virtually¹⁶.

9.3 Nominations will be accepted up until midnight on Friday 11 June 2021. Shortlisted entries will be announced in July and an awards ceremony is planned for 1 September. Further details are available in a nomination pack¹⁷.

¹⁶ <https://www.londoncouncils.gov.uk/our-key-themes/economic-development/apprenticeships-0/2020-london-borough-apprenticeship-awards>

¹⁷ <https://www.londoncouncils.gov.uk/our-key-themes/economic-development/apprenticeships-0/2021-london-borough-apprenticeship-awards-open>

10 Quality and Standards

- 10.1 Ofqual has confirmed that students who receive a teacher assessed grade this summer in GCSE, AS or A-Level will be able to sit exams in the same subject in the autumn with no adaptations to exam papers to account for learning loss. The qualifications offered to any pupil that sits exams in the autumn will be determined by performance in an exam with no teacher assessment involved in the calculation¹⁸.
- 10.2 The National Cyber Security Centre (NCSC) has developed a free cyber security training package to help improve schools' cyber resilience¹⁹.
- 10.3 British Educational Suppliers Association (BESA)'s *Catch-up Challenge School Support Scheme*²⁰, brings together over 50 trusted UK education suppliers who have pledged to offer free advice to schools, empowering them with the tools they need to support their students right now. It is designed to help teachers identify the best ways of supporting students during this critical time. School and trust leaders, subject coordinators and classroom teachers are invited to browse the curated list of suppliers to find bespoke support for their setting. They can book a call directly with the suppliers of their choice, filtering by the Ofsted inspection framework categories.

11 Progressions - the Labour Market

- 11.1 An in-depth analysis of young people's (aged 16 to 24 years) labour market outcomes in 2020 has been produced by the ONS. It shows how young people were impacted by the coronavirus pandemic and some of the drivers of such outcomes, using labour market flows and quarterly labour force survey data. Its main points are:
- Young people's employment rate saw a large decline in 2020 compared with 2019, while their unemployment and economic inactivity rates increased.

¹⁸ <https://www.gov.uk/government/news/ofqual-confirms-autumn-assessment-arrangements>

¹⁹ <https://www.ncsc.gov.uk/information/cyber-security-training-schools>

²⁰ <https://www.lended.org.uk/catchup-challenge/>

- After an initial fall in young people in full-time education in the first few months of the pandemic, the proportion of young people in full-time education increased in the second half of 2020, reaching a new high of 46.8 per cent in Quarter 3 (July to Sept) 2020.
- The number of young people employed in the accommodation and food services industry who moved to unemployment or economic inactivity increased by more than 50 per cent in Quarter 2 (April to June) 2020 compared with Quarter 2 2019.
- Young people who worked part-time moved from employment to economic inactivity at a faster rate than they moved to unemployment in 2020.
- Young people's labour mobility (job-to-job moves) declined more during the pandemic than for older age groups.

11.2 The British Chambers of Commerce's Workforce Training and Development Commission published its final report, which calls for a more agile skills system and identifies the following five priorities:

- Building High Performance Learning Cultures - supporting businesses to identify, plan, articulate and invest in workplace training and development needs.
- Digital skills and innovation - equipping the workforce with the digital skills needed for businesses to grow and innovate.
- Using the skills system - a stable and coherent employer-led skills system, with prestigious technical and vocational qualifications together with flexible, bite-sized accredited training.
- Place-based solutions - giving employers a strong voice and appropriate influence over the skills system for their area.
- Enabling Employees - supporting individuals to develop their own skills.

12 Youth Work

- 12.1 The Association of Directors of Children's Services (ADCS) has issued a Position Statement *What is care for?*²¹ It highlights the priorities to address this year, including an increased use of kinship care and special guardianship arrangements.

13 Special Educational Needs and Disabilities

- 13.1 Natspec has issued a toolkit²² developed by therapists from across its member colleges. The toolkit will help therapists working in the specialist FE sector to develop and improve practice and demonstrate the value of therapy. Orchard Hill College played a major part in the development of the toolkit.

14 Attendance

- 14.1 In the week commencing 3 May 2021, 100 per cent of educational settings were open and 92.3 per cent of students attended (note: the measurement date was moved to 5 May as some schools were used as polling stations on Thursday 6 May).

15 Recommendation

- 15.1 Recipients are asked to note the content of this report and submit any comments by email: peter.obrien@londoncouncils.gov.uk.

²¹ [https://adcs.org.uk/assets/documentation/ADCS_What_is_care_for_2021_FINAL.p
df](https://adcs.org.uk/assets/documentation/ADCS_What_is_care_for_2021_FINAL.pdf)

²² <https://natspec.org.uk/therapy/>

Annex: Sources of Official Guidance

The general guidance on Covid-19 and the government's response²³

Specific guidance on education²⁴

The Office for National Statistics (ONS), which supports government at all levels with relevant data and intelligence²⁵.

NHS information on coronavirus: ²⁶

Q&A from Public Health England on coronavirus: ²⁷. **Please note:** The National Institute for Health Protection (NIHP) has been set up to bring together Public Health England (PHE), NHS Test and Trace and the analytical capability of the Joint Biosecurity Centre (JBC) under a single leadership team. This is the first step towards becoming a single organisation focused on tackling COVID-19 and protecting the nation's health.

²³ <https://www.gov.uk/coronavirus>

²⁴ <https://www.gov.uk/government/collections/coronavirus-Covid-19-guidance-for-schools-and-other-educational-settings>

²⁵ <https://www.gov.uk/search/research-and-statistics>

²⁶ <https://www.nhs.uk/conditions/coronavirus-covid-19/>

²⁷ <https://publichealthmatters.blog.gov.uk/2020/01/23/wuhan-novel-coronavirus-what-you-need-to-know/>

Young People's Education and Skills Board

The Queen's Speech 2021

Item 7a

Date: 20 May 2021

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Summary This paper provides an overview of the government's legislative programme as outlined in the Queen's Speech to Parliament on 11 May 2021. It features the proposed Skills and Post-16 Education Bill.

Recommendation The Board is asked to note this report.

1 Background

- 1.1 The government's programme for the next session of Parliament was announced in the Queen's Speech delivered on 11 May 2021¹.
- 1.2 Top priority is given to the Roadmap to tackling Covid-19, followed closely by economic recovery through measures that support the "levelling-up" agenda. The introduction of the Lifetime Skills Guarantee is prominent in these measures and this is covered below in the context of the Skills and Post-16 Education Bill.
- 1.3 The government's programme and the proposed legislation needed to deliver it are presented under the following broad headings:
- Beating Covid and Backing the NHS
 - Building Back Better: Jobs and Economic Recovery
 - Building Back Safer: Protecting the UK and Individuals

¹ [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985029/Queen s Speech 2021 - Background Briefing Notes..pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985029/Queen_s_Speech_2021_-_Background_Briefing_Notes..pdf)

- Building Back Fairer: Improving and Increasing Opportunity
- Building Back Greener: Building a Cleaner and Greener UK
- Building Back Stronger: Strengthening the Union and the Constitution

2 Skills and Post-16 Education Bill

- 2.1 The Skills and Post-16 Education Bill will “transform access to skills across the country to ensure that people can train and retrain at any stage in their lives, supporting them to move into higher quality, higher skilled jobs and equipping the workforce with the skills employers need.”
- 2.2 The Bill is being introduced to implement the reforms included in the Skills for Jobs White Paper published in January.
- 2.3 An extract from the background briefing note about the Queen’s Speech that relates to the Bill is attached.

3 Reaction

- 3.1 As with the White Paper, the education and skills sector has welcomed the announcement of the Skills and Post-16 Education Bill. The sector’s Trade Unions have repeated their criticism that the measures proposed by the government do not address critical funding issues and do not attract additional funds to support their introduction. A significant number of businesses and business representative groups have voiced support for the reforms. The Local Government Association has called for local authorities to be given a closer role in the planning process than was outlined in the White Paper.

4 Commentary

- 4.1 At this stage in the legislative process, it is unclear how the government plans to address some of the contradictions that were apparent in the White Paper. After the Bill is published it will be subject to scrutiny in both Houses of Parliament, including a committee that will be set up to examine the Bill in close detail. At each stage there will be an opportunity to amend the Bill.

- 4.2 We will review the Bill and highlight any areas of concern. We will monitor the Bill's progress and report regularly to the Board and the Operational Sub-Group. We will work with the All Party Parliamentary Group for London to ensure that MPs are provided with information about the Bill that is consistent with the policies agreed by the Young People's Education and Skills Board.

5 Recommendation

- 5.1 The Board is asked to note this report.

Skills and Post-16 Education Bill

“Legislation will support a lifetime skills guarantee to enable flexible access to high quality education and training throughout people’s lives.”

The purpose of the Bill is to:

- Legislate for landmark reforms that will transform post-16 education and training, make skills more readily available and get more people into work as set out in the Government’s Skills for Jobs White Paper.
- Enable people to access flexible funding for Higher or Further Education, bringing Universities and Further Education colleges closer together, and removing the bias against technical education.
- Deliver the Prime Minister’s new Lifetime Skills Guarantee, as part of our blueprint for a post-16 education system that will ensure everyone, no matter where they live or their background, can gain the skills they need to progress in work at any stage of their lives.
- Increase productivity, support growth industries and give individuals opportunities to progress in their careers.
- Strengthen the powers of the Office for Students to take action to address low quality higher education provision.

The main benefits of the Bill would be:

- Offering adults across the country the opportunity to retrain in later life through the Lifetime Skills Guarantee, helping them to gain in-demand skills and open up further job opportunities.
- Realigning the system around the needs of employers so that people are trained for the skills gaps that exist now and in the future, in sectors the economy needs including construction, digital, clean energy and manufacturing.

- Improving the quality of training available by making sure that providers are better run, qualifications are better regulated, and that providers' performance can be effectively assessed.

The main elements of the Bill are:

- Putting employers at the heart of the post-16 skills system through the Skills Accelerator, by enabling employers and providers to collaborate to develop skills plans aimed at ensuring local skills provision meets local needs.
- Introducing the Lifelong Loan Entitlement, which will give individuals access to the equivalent of up to four years' worth of student loans for level 4-6 qualifications that they can use flexibly across their lifetime, at colleges as well as universities.
- Strengthening the system of accountability by extending existing powers for the Secretary of State for Education to intervene where colleges have failed to meet local needs, to direct structural change where required to secure improvement and by amending the regulation of post-16 education and training providers to ensure quality.
- Strengthening the ability of the Office for Students to assess and regulate Higher Education provision in England, ensuring that they can regulate in line with minimum expectations of quality.

Territorial extent and application

- The provisions in this Bill will extend UK wide. Most provisions apply to England, however some also apply to Wales, Scotland and Northern Ireland.

Key facts

- Only 10 per cent of adults aged 20-45 hold a higher technical (level 4-5) qualification as their highest qualification, compared to 20 per cent in Germany and 34 per cent in Canada.
- Only four per cent of young people achieve a qualification at higher technical level by the age of 25, compared to the 33 per cent who get a degree or above.

- New findings have shown that more people would now prefer their child to gain a vocational qualification ahead of a university degree.
- A third (34 per cent) of working age graduates are not in high skilled employment.
- In 2019 employers were unable to fill a quarter of all vacant positions (214,000 vacancies) because they could not find people with the right skills.
- Skills shortages account for 36 per cent of all construction vacancies, and 48 per cent of all Manufacturing and the Skilled Trades vacancies.
- Men with a higher technical (level 4) qualification earn on average £5,100 more at age 30 than those with a degree (level 6).
- 80 per cent of the 2030 workforce are already in the workforce today – so reskilling the existing workforce is a key opportunity.
- The Government is investing significant amounts into further education - £1.5 billion to improve our college estate; £2.5 billion (£3 billion when including Barnett funding for devolved administrations) in the National Skills Fund; and £650 million extra into 16-19 further education.
- The Skills Bill forms the legislative underpinning for the reforms set out in the White Paper, 'Skills for Jobs: Lifelong Skills for Opportunity and Growth' which was published on 21 January 2021.

Young People's Education and Skills Board

Performance Update

Item 8

Date: 20 May 2021

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Summary

This paper provides the latest headline data on Post-16 participation, achievement and progression in London. It covers the period during which education and training were disrupted by the Covid-19 pandemic, including prolonged lockdowns, modified arrangements for awarding grades at key stages 4 and 5 and very limited opportunities for entry into the labour market.

Recommendation The Board is asked to discuss this paper and propose any necessary action.

1 Background

- 1.1 The Board will be familiar with the effects of Covid-19 on young people's effective participation in education and training in London, their achievements and their progression to positive destinations.
- 1.2 This paper draws on the latest published official statistics. Some of the statistics that we have been accustomed to reviewing at meetings of the Board are more limited in their coverage this year.
- 1.3 We will provide a more detailed paper, with additional commentary as further detail is released.

2 Participation

- 2.1 The national statistics are measured in March of each year. The official figures for March 2020 show that 95.5 per cent of 16 and 17-year-olds in London participated in education and training. This compares with 92.6 per cent nationally. Compared with 2019, London's participation rate increased by 0.6 percentage point (the national increase was 0.1).
- 98.0 per cent of 16-year-old females and 95.1 per cent of 17 year-old females participated in education or training. The corresponding figures for males are 96.5 per cent at age 16 and 92.3 per cent at age 17.
 - 92.5 per cent of young Londoners with Special Educational Needs and / or Disabilities (that is, have an Education Health and Care Plan or Statement of Special Educational Needs)
- 2.2 London had a far higher level of participation in Full-Time Education or Training than nationally (91.9 per cent in London compared with 85.4 per cent in England) and a lower level of participation in Apprenticeships (2.2 per cent in London. Approximately 1,200 (1.2 per cent of the cohort known to local authorities) of 16 and 17 year-olds in London were either in employment combined with study that complies with the requirement to continue participating in education or training or in employment with non-regulated qualifications (which does not comply with the requirement)
- 2.3 An offer was made under the September Guarantee to 95.6 per cent of young Londoners (94.3 per cent nationally).
- 2.4 The statistics of young people who are Not in Education, Employment or Training (NEET) are calculated slightly differently from the participation statistics. The NEET figure for London (which is an average for December 2019 to March 2020) was 4.2 per cent (3.3 per cent of females and 5.0 per cent of males). This compares with a national figure of 5.5 per cent – 4.7 per cent of females and 6.2 per cent of males.
- 2.5 The proportion of 16 and 17-year-olds in each ethnic group in London who were NEET was:
- White: 4.8 per cent

- Mixed: 4.8 per cent
- Black/Black British: 3.8 per cent
- Asian/Asian British: 1.9 per cent
- Chinese: 1.5 per cent
- Other: 4.5 per cent

2.6 Persistent absences in 2019 in all State-funded secondary schools in London was 12.5 per cent (15.0 per cent nationally). London's overall absences in Year 11 was 6.5 per cent and in Year 12 (or above) was 6.9 per cent.

2.7 Fixed Term exclusions in all secondary schools in London were 7.9 per cent (10.7 per cent nationally) and Permanent exclusions in London were 0.17 per cent (0.20 per cent nationally).

3 Achievement

Key stage 4

3.1 The headline figures for London in 2020 are:

- Attainment 8: 53.2 (50.2 nationally)
- Grades 9 to 4 in English and maths: 75 per cent (71 per cent nationally)
- Grades 9 to 5 in English and maths: 55 per cent (50 per cent nationally)

Key stage 5

3.2 The headline figures for London in 2020 are:

- Average Point Score (APS) in all level 3 qualifications: 37.5 (36.8 nationally)
- APS in A level: 38.9 (38.9 nationally)
- APS in Tech level: 31.5 (31.2 nationally)
- AAB at A level in at least two facilitating subjects: 24 per cent (21 per cent nationally)
- Three A* to A grades or better at A level: 21 per cent (20 per cent nationally)

Attainment by age 19

3.3 The headline figures for London are:

- Qualified to level 2: 85 per cent (81 per cent nationally).
- Qualified to level 3: 67 per cent (57 per cent nationally)

4 Progression

4.1 Overall progression to an education, employment or training destination after key stage 4 was 94.5 per cent in London in 2019 (94.1 per cent in England).

4.2 Overall progression to an education, employment or training destination after key stage 5 was 87.2 per cent in London in 2019 (88.2 per cent in England).

5 Recommendation

5.1 The Board is asked to discuss this paper and propose any necessary action.

Young People's Education and Skills Board

Annual Plan – Signposts to Action

Item 9

Date: 20 May 2021

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Summary This paper provides the Young People's Education and Skills Board with the response to the Summary of the Evidence Base and Options for Change that were presented to the Board meeting. It proposes the actions that will be taken forward in the coming year.

Recommendation The Board is asked to discuss the Signposts to Action paper (attached) and agree the actions that will be taken forward in the coming year.

1 Background

- 1.1 Following the meeting of the Board held on 28 January 2021, Board members, members of the Operational Sub-Group and other partners and stakeholders commented on the Summary of the Evidence Base and Options for Change papers that were discussed at the meeting.
- 1.2 Attached is Signposts for Action, which provides a summary of the comments we received and an outline of the actions that could be taken in the coming year.

2 Purpose

- 2.1 The purpose of this paper is to facilitate discussion by the Board and enable it to agree the actions for the year ahead.

3 Signposts to Action

- 3.1 The attached document, Signposts to Action, sets out the responses to the Summary of the Evidence Base and Options for Change that were discussed at the last Board meeting. These papers were also discussed by the Operational Sub-Group, where individual themes have been reviewed in closer detail. We also received some feedback from partners and stakeholders to whom the documents were not originally addressed.
- 3.2 Signposts to Action proposes policy positions, areas for influencing and both short and long-term actions. These are placed in the context of the London Recovery Board's missions.
- 3.3 The document concludes with an outline of the actions that could be taken forward in the next year.

4 Recommendation

- 4.1 The Board is asked to discuss the Signposts to Action paper and agree the actions that will be taken forward in the coming year.

Young People's Education and Skills Plan 2021 to 2022

Signposts to Action

May 2021

Introduction

In February, we produced a Summary of the Evidence Base, in which we:

- Analysed and drew conclusions from the body of research and opinion published during the Covid-19 pandemic (March 2020 to February 2021).
- Explained how taking action on the Post-16 phase of education and training contributed to the missions of the London Recovery Board.
- Opened a debate on options for change.

(Further research published since February has confirmed our analysis and conclusions).

This document follows on from the Summary of the Evidence Base and records the reaction to it and the options for change we issued alongside it.

The overall response to the Summary of the Evidence Base was positive. Its production was welcomed, particularly its alignment with the London Recovery Board's missions.

None of the responses disagreed with the analysis of the evidence gathered during the first year of the pandemic. Some of the feedback noted that, as many of the issues currently affecting young people's education and training in London had existed before the pandemic, consideration should also be given to relevant earlier research that had not been included in our monthly updates and upon which the summary of the evidence base was built. We have paid reference to the recommendations from earlier research, such as the Post-16 Trajectories report published by London Councils and the GLA.

Responses agreed that the overarching priority for the year ahead was London's recovery. The close alignment between the Summary of the Evidence Base and the recovery missions was seen as a strength and the arrangement of findings under the 'spotlights' was welcomed. It was suggested that, in addition to the spotlights selected, future Policy Updates and summaries should also include Youth Offending. It was also suggested that Engaging Young People and Homelessness should be featured as separate topics. Arrangements will be made for these changes to be made from the June 2021 Policy Update.

The ways of working described in the Summary of the Evidence base were also agreed and are included as Annex 1.

Structure

This paper reports the feedback given by Board members, members of the Operational Sub-Group and other partners and stakeholders who had received copies of the Summary of the Evidence Base and Options for Change. We are using the same headings as the 'spotlights' included in the Summary of the Evidence Base and cover below some of the more general feedback.

Feedback to the Summary of the Evidence Base said we should distinguish more clearly between policy positions and aspirations that would need significant and long-term campaigning, most probably be led by other partners; influencing goals for the medium-term; and immediate and short-term actions to take forward London's recovery. The feedback also suggested that these actions should be marshalled, as we have done in the past, to distinguish between the actions that the Board and Team will take forward and the advice offered to other partners and stakeholders.

An outline of the actions that could be taken forward in the coming year are at Annex 2.

General Feedback

Data and performance gaps

Responses said that, in line with the commitment to evidence-based decision-making in the 'ways of working set out in the Summary of the Evidence Base, a document providing an overview of London's performance against the key indicators of participation, achievement and progression should be provided. We are making arrangements to produce this document, although members of the Operational Sub-Group said that they made regular use of Intelligent London, which provides easy access to key performance data. In particular, responses told us that they wanted to focus greater attention on the key performance gaps highlighted in the evidence base and we will take this on board in future reporting.

Transitions

Responses highlighted those parts of the Summary of the Evidence Base that related to key transition points in young Londoners' Post-16 learning journey (for example between key stages 4 and 5; between the ages of 16 and 17; on completion of key stage 5). It was suggested that monitoring these transitions should become more prominent in reports made to the Board and that the Board should encourage more support to be given to young people who need help through key transition points.

Devolution

Responses pointed out that devolution could be regarded as a cross-cutting theme in addressing many of the issues highlighted in the Summary of the Evidence Base. Colleagues in the GLA reiterated the latest GLA/London Councils position on post-16 devolution is set out in the Skills for Londoners Call for Action: "London needs a coherent post-16 skills offer to support more Londoners to access the wealth of opportunities in the capital. The Mayor and London's boroughs want to start a conversation with central government about how devolution would move London closer to realising this vision."¹

¹ https://www.london.gov.uk/sites/default/files/call_for_action_final_13.09.19_.pdf

Engaging Young People

Responses stressed that all partners should be alive to the voice of young people when devising policies and projects designed to meet their needs. This applied across all of the themes covered in the Summary of the Evidence Base. Colleagues from the GLA drew attention to the Mayor's young advisers, the Peer Outreach Team and the Lynk Up Crew, while the Operational Sub-Group described several examples of how local government actively engages with young people (including) and Board members were encouraged by the steps being taken by the Young People's Education and Skills Team at London Councils to work more closely with Partnership for Young Londoners. Responses consistently urged the team not to take forward independent youth engagement initiatives but to work with partners who have established mechanisms.

Participation

What we said about moving forward

We should not underestimate the tremendous efforts that our education and training sector has made during the lockdowns to ensure that young people who are most vulnerable or whose parents are key workers continued to learn. Keeping so many educational settings open safely during the lockdown required exceptional leadership, creative thinking and hard work by all concerned, especially in the early days of the pandemic. Although the long-term effects of disruption in learning will take some time to be felt, we can look back on the last twelve months with gratitude and appreciation of our schools, colleges and training providers. Moreover, the rapid adoption of a whole new pedagogy was inspiring. As we look forward to the future, we can have great confidence in the ability of London's education and skills sector to adapt to changing circumstances.

However, the education and skills sector works best if there is clarity and consistency in the guidance with which it is provided. Involving the representatives of educational settings and their staff in decision making at an early stage through to implementation will help to maximise engagement in formulating and adopting workable solutions to problems as they arise and reduces the chance – and impact – of any unforeseen developments. It is encouraging that the sector is well represented in the structures guiding London's recovery from the Covid-19 crisis and it hoped that this spirit of collaboration will continue into and beyond London's period of recovery.

The response

Responses drew attention to the increased demand for Post-16 places at the start of the 2020-21 academic year. There was a strong opinion that the Board should prepare for a similar uptake in 2021-22 and lead representations to the government if this should prove to be the case.

Policy Position

We remain committed to ensuring the full participation of all young Londoners in education or training, including Apprenticeships and Traineeships up to the age of 18.

The funding and planning systems should be reformed so that there is greater flexibility to provide for a wide range of individual needs so that the need for additional 'catch-up' provision (the need for which was evident before the pandemic) can be addressed.

Long term work and influence

We will work to reduce the gaps in participation that have been a long-standing feature of London's education and training system and support collaboration between educational settings in the interests of young people.

We will support campaigns that remove the 'digital divide' so that educational settings can adopt permanently online and remote learning that encourages greater ownership of learning.

We will continue to press for fully-funded three year level 3 courses to be made available when this works in the interests of young people.

We will press for devolution of all Post-16 education and training.

We will highlight the increased demand for Post-16 places and press for in-year funding to increase so that educational settings can exceed limits on recruitment with confidence that they will be fully funded.

Proposed priorities and actions

Local authorities should work closely with educational settings in their area to ensure that all young people are supported to remain in Post-16 learning.

Local authorities should, in particular, provide support to educational settings in cases where young people have missed a considerable amount of learning since the start of the Covid-19 pandemic.

Local authorities should promote various initiatives that educational settings could take-up to make up for lost learning and to adopt as permanent features in a post-pandemic pedagogy.

Achievement

What we said about moving forward

Gaining recognised qualifications at the highest level typically opens up more opportunities and choices for young people and supports their long-term employability. Evidence both before and during the pandemic demonstrates that better qualified young people secure employment more quickly than those who have lower qualifications (or none), their employment is better paid, and they are more resilient to labour market shocks. Understandably therefore, educational institutions are prioritising putting in place systems to implement the revised arrangements for the award of qualifications this year.

The response

The feedback we received pointed out the tremendous strain that the process for awarding grades had on staff and students. Partners and stakeholders in the system were urged not to add to the similar pressures that exist this year.

There was a strong opinion that the full effects of the pandemic on educational attainment may not be felt for many years, as pre-school and primary pupils had missed a considerable part of their formative education affecting reading, vocabulary and social skills. There were equally important learning milestones missed throughout lower secondary and Post-16 provision.

We also received responses about the availability of performance data for 2020 and the need to change accountability measures.

Responses noted research into the replacement of GCSEs and A levels. There was no appetite for taking part in these exercises the Young People's Education and Skills Team at London Councils was asked to keep a watching brief only.

Policy Position

We will support young Londoners' achievement of the qualifications they need to get on in life and work.

We will work to reduce attainment gaps based on individuals' characteristics and where they live.

Long term work and influence

We will promote applied general qualifications that are popular with students, businesses and educational settings pending the full roll-out of T levels.

We will support specialist provision that meets the needs of young people with specific support needs.

We will work with colleagues in the All Party Parliamentary Group for London to promote the role of local authorities in the new system of Post-16 technical education that will be implemented through the promulgation of a Skills and Post-16 Education Bill announced in the Queen's Speech. Likewise, we will support the recognition of the Mayor of London's work with businesses as valid representative bodies expressing business' demand for a skilled workforce.

Proposed priorities and actions

London government should support the further roll-out of T levels and the implementation of the government's proposals for an employer-led Post-16 skills system.

Local authorities should work closely with educational settings in their area to ensure that all young people are supported to achieve the grades at levels 2 and 3 that accurately reflect their knowledge, talent and ability.

Educational settings should review collaborations that have developed during the pandemic to share effective practice and consider participating in them.

Progression

What we said about moving forward

Despite the support available to businesses and other employers, some enterprises may not survive the pandemic, some activities may cease and some – possibly very many – redundancies may occur. At the same time however new business opportunities have arisen and sections of the Public Sector look set to expand. It may therefore take a considerable amount of time before the economy and labour market stabilise.

In the interim, forecasters generally agree that the effects of recovery will not be felt equally by all industrial sectors, localities or sections of society. Concern is being expressed about families living on the breadline and young people entering the labour market, especially those with low attainment.

Businesses that are reported to be considering relocating their office functions outside of London may draw more highly qualified young people away from central London and the move to remote working could incentivise more people to live outside greater London.

A London Youth Offer informed by and coproduced with young people would help restore confidence in the future. The degree to which decision-makers are engaging with young people through organisations with a track record of working with young people (such as Partnership for Young London and London Youth) or directly through surveys and online discussions means that the emergence of a powerful ‘youth voice’ in London, which helps young people shape their own futures, could prove to be a positive legacy of the pandemic.

The response

There was considerable support for the development of an integrated offer for young Londoners. Although there was considerable scope to start the process within London’s recovery programme, many of the proposal’s advocates believed that it would need concerted action over time to produce truly effective integration of education, skills and employment services. There was a strong belief that careers education, information, advice and guidance was pivotal to integration. Local authority officers supported the proposition that the design of an integrated offer, the services that would deliver it and the outcomes it would produce should be co-produced with young people.

Responses also cautioned policy makers to ensure that in addressing the youth unemployment crisis, signs of which had emerged before the outbreak of Covid-19 but has been exacerbated during the pandemic, the requirement to ensure that young people participated in learning up to the age of 19 should be reinforced.

We were also told that every effort should be made to reverse the decision to remove London weighting from Higher Education funding to prevent a disastrous 'brain drain' from the capital.

Policy Position

We are committed to ensuring that all young people succeed through London's Post-16 education and skills system.

We support the development of a genuine lifelong learning system and continuous development in work.

All organisations involved in the education and training system should work together to give all young Londoners the support they need to enjoy equal life chances as they move into adulthood

Long term work and influence

We will work with the new structures delivering Post-16 technical education to ensure that young people enter good jobs with training and opportunities for advancement.

We will advocate the introduction of an accountability measure to show the proportion of a school's key stage 4 cohort who went on to achieve Level 2 or Level 3 by aged 19, to incentivise good longer-term outcomes for all pupils

We will work with the HE Sector and the All Party Parliamentary Group for London to oppose the removal of London Weighting from HE funding in the capital.

Proposed priorities and actions

London government should identify and share good practice between institutions with similar levels of prior attainment including successful transitions after key stages 4 and 5.

London government and educational settings should support collaborations that are focused on delivering the best outcomes for young Londoners.

Careers guidance

What we said about moving forward

Although the main focus of educational settings is to ensure the safe return to learning and preparing for the revised arrangements for awarding qualifications in the summer, attention should still be paid to advising pupils in secondary schools of the most appropriate courses they should follow to reach their goals in life. More resources are becoming available that can be integrated into online learning.

Once the purposes and commissioning arrangements for the UK Shared Prosperity Fund (UKSPF) become clear, consideration should be given to prioritising projects that support improvements in the quality and availability of careers guidance, such as Careers Clusters.

London is well-placed to take forward the elements of the FE White Paper that relate to careers guidance, including stronger enforcement of the ‘Baker Clause’ (that is, promoting Apprenticeships to young people) and providing formal careers advice to young people in year 7.

London Councils is likely to work with colleagues in boroughs to take forward the proposals in *London Ambitions*.

The response

London’s local authorities remain committed to London Ambitions. Although feedback from the GLA made reference to the Careers for Londoners action plan² – and there is close alignment between the action plan and London Ambitions – it was noted that the action plan did not include London Ambitions’ strong commitment to providing all young people with 100 hours of experience of the world of work while in education (this commitment was cited as a main reason for local authorities’ support for London Ambitions).

We also received responses that were encouraged by the GLA’s commissioning of Career Hubs that would draw down national funding from the Careers Enterprise Company and residual European funds. Careers Hubs are intended to build on the

² https://www.london.gov.uk/sites/default/files/careers_for_londoners_action_plan.pdf

legacy of the successful Careers Cluster initiative delivered through the main European funding programme that is coming to an end.

Policy Position

We believe that all young people need to make informed choices about their personal route through learning to the outcome that will set them up for life.

Long term work and influence

We will work together to correct long-standing inconsistencies in the quality of careers education, information, advice and guidance provided to young Londoners.

As London appears to be well-placed to take forward the careers education aspects of the Skills for Jobs White Paper, we will promote the case for London when the necessary legislation takes effect

Proposed priorities and actions

London government and other partners and stakeholders should support the introduction of Careers Hubs in London.

Educational settings should ensure that they have the processes in place to meet their statutory responsibilities to provide careers education, information, advice and guidance to their students, including providing information about Apprenticeships to all young people.

Special Educational Needs and Disabilities (SEND)

What we said about moving forward

Although medium-to-long-term plans will need to take the results of the government review of SEND into account, all partners will want to provide as much support as possible to education settings delivering to young people with SEND so that they can provide assurances to young people and their families that their learning can continue safely.

Increasingly, the availability of employment opportunities with the right support, needs to be a vital component of London's recovery.

The response

Many responses commented about SEND through the prism of High Needs Funding, which has proved inadequate in the face of a pre-pandemic increase in demand – especially in demand for support for young people with more complex needs.

Other responses noted that although London was doing much better than other regions in the participation of young people with SEND, there was still a performance gap to be addressed. This performance gap persisted through achievement and progression.

Responses also looked forward to the establishment of a London Supported Employment Board.

Policy Position

We will champion the cause of young Londoners with SEND, ensuring that there is sufficient high quality provision to prepare them for adulthood, further learning and, where appropriate, employment.

Long term work and influence

We will work towards fair funding for SEND provision in London, particularly for young people with high needs.

We will continue to make the case for reform of the system that supports the education and training of young Londoners and work with the government in the course of its review of high needs funding.

Proposed priorities and actions

All involved in the provision of education and training for young Londoners with SEND should prepare for the implementation of reforms when the government presents its review of the system.

Technical education

What we said about moving forward

Because there is such a close connection between technical / vocational learning opportunities and business activity, rebooting this aspect of the education and skills system depends on the overall economic situation and reopening of society in general.

Prior to Covid-19 there had been a sharp increase in the number of young people in employment but not participating in education or training. It is likely that this will continue for the foreseeable future. These young people and their employers (together with those offering Kickstart) could be the focus of a post-Covid-19 Apprenticeship recruitment campaign.

We should work to establish the employer-led systems envisioned in the FE White Paper, but continue to press for closer integration of education, skills and employment support through a locally devolved system of planning, commissioning, funding and accountability.

The response

Many responses referred to the FE White Paper – subsequently resulting in an announcement in the Queen's Speech of the intention to introduce a Skills and Post-16 Education Bill. Responses said that, while they recognised the flaws in the White Paper, there was a strong desire to make the reformed system work well for young Londoners.

There was strong support for a campaign to help employers providing employment without training – and particular those providing training that did not comply with the legislation requiring young people to remain in learning to the age of 19 – to take up Apprenticeships.

Responses also said that T levels would provide an excellent pathway into the new system of Post-16 skills envisioned by the government.

Policy Position

We will work towards the establishment of an integrated system of education, skills and employment support in London.

We support the reform of Post-16 technical education and will work with the new structures to ensure the supply of high quality and well distributed learning opportunities across London.

We support the introduction of T levels and will provide any necessary support to educational settings to make them succeed.

Long term work and influence

We will support the promotion and expansion of T levels in London.

We will support the structures responsible for Post-16 technical education to the extent provided for in forthcoming legislation.

We will push for a greater role for local authorities in the emerging Post-16 technical education system.

Proposed priorities and actions

Working with the All Party Parliamentary Group for London, we will promote the case for closer involvement of London government in the new system for Post-16 technical education in London.

Mental health

What we said about moving forward

The mental health and wellbeing mission is that by 2025 London will have a quarter of a million wellbeing ambassadors, supporting Londoners where they live, work and play. Most affected by the pandemic: The delivery of this mission will start with those communities most affected by the pandemic:

- Design the role of a wellbeing ambassador in partnership with local people, building local capacity and developing a scheme that will offer culturally appropriate training, support and coaching. We will learn from and build on similar schemes and networks.
- Enable wellbeing ambassadors to be in place where people most affected by the pandemic already choose to spend time to offer wider support and service

The mental health and wellbeing mission is not age-specific, it applies to everyone but is targeted at those most affected by the pandemic. Equally, the evidence base that refers to children and young people is not exclusively about young people aged 16 to 18. However, we know from our work before the pandemic that a large proportion of young people who are not in education, employment or training (NEET) aged 16 to 18 have poor mental health. We also know that young people in years 10 (usually aged 16) and 12 / 13 (aged 18 / 19) experience anxiety in the build-up to public exams (GCSE and A level / level 3 respectively) and around results time. We hope therefore, that young people in these age groups will be considered most affected by the pandemic.

The response

Responses appreciated the inclusion of mental health as a theme being considered by the Board. Local authorities pointed out that this had been highlighted as an issue before the pandemic and they referred to the body of evidence showing the situation had deteriorated severely since the first lockdown in 2020. In particular, the incidence of mental health issues among young people who are NEET was emphasised.

Policy Position

We encourage all organisations involved in the education and training of young Londoners to monitor students' mental health and draw on the many resources now available to provide individualised support to students who need help.

Long term work and influence

We will support campaigns that seek additional resources to address young Londoners' mental health issues.

We will press for the government to continue and expand the support it has provided to educational institutions so that they can improve students' mental health.

Proposed priorities and actions

All involved in London's Post-16 education and training system should continue to prioritise mental health as we move into recovery from the pandemic

Funding

What we said about moving forward

Shifting around legal duties for participation, planning and commissioning within the education and skills system occurs at regular intervals, but the crucial issue is that the system needs to be adequately funded to provide excellent teaching and learning. Whatever changes occur in the system, the acid test is whether it enables young people to succeed in their goals, equips them with the skills and qualifications that contribute to business competitiveness and ensures that they can contribute to London's civic society.

The White Paper's recommendations include:

- Business groups, including Chambers of Commerce, working alongside colleges to develop tailored skills plans to meet local training needs; supported by a £65 million Strategic Development Fund to put the plans into action and establish new College Business Centres to drive innovation and enhanced collaboration with employers.
- Giving employers a central role in designing almost all technical courses by 2030, to ensure that the education and training people receive is directly linked to the skills needed for real jobs.
- Boosting the quality and uptake of Higher Technical Qualifications - that provide the skills that many employers say they need and that can lead to higher wages – by introducing newly approved qualifications from September 2022 supported by a government-backed brand and quality mark.
- Changing the law so that from 2025 people can access flexible student finance so they can train and retrain throughout their lives, supported by funding in 21/22 to test ways to boost access to more modular and flexible learning.
- Launching a nationwide recruitment campaign to get more talented individuals to teach in further education and investing in high quality professional development including a new Workforce Industry Exchange Programme.
- Overhauling the funding and accountability rules, so funding is better targeted at supporting high quality education and training that meets the needs of

employers; and introducing new powers to intervene when colleges are failing to deliver good outcomes for the communities they serve.

- Giving greater prominence to careers education and guidance.

Young People's Education and Skills will work to implement the White Paper, but even if the recommendations are taken forward in full by the government, it will still leave unaddressed some critical funding discrepancies (such as the difference in rates paid for young people aged 18 and over and those aged 17 and younger). It will still leave funding silos that will be difficult to overcome and make it harder for young people who might need to change track in the course of their studies. It could also separate technical education and skills from other elements of business support and local planning, the possible benefits of cross-funding – maximising the returns on public investment – risk being substantially reduced.

The response

Responses echoed disappointment that some fundamental issues, especially funding, had not been addressed in the White Paper and may therefore need to be picked up in this year's spending review.

Since the Summary of the Evidence Base was prepared, the Queen's Speech on 11 May announced the government's intention to introduce a Skills and Post-16 Education Bill that will implement the White Paper.

The Association of Colleges (AoC) has launched a Catch Up Learning campaign to address some of the discrepancies in funding and allow colleges to meet the needs of its students and contribute to the nation's recovery.

The government has taken a step towards addressing the discrepancy in funding for 18 year-olds compared with 16 and 17 year-olds.

Responses noted that without appropriate investment from the government, its reform programme will not deliver the impact that is needed to support London's recovery.

Local authorities in particular expressed concern about high needs funding and pointed out the insufficiency of the fund provided by the government to meet increased demand, particularly by young people with complex and severe needs.

Policy Position

We support the AoC's Catch Up campaign. We support full funding for full-time 18 year-old students and increasing school and college funding to a minimum of £5,000 per student.

We call for fair funding for young people with high needs.

Long term work and influence

We will press for investment in the develop of specialist provision so that, at every stage of learning, those young people and adults who are struggling to reach the required standard are given additional support as a regular feature of London's learning ecosystem, particularly for those who have traditionally been at a disadvantage.

We will make the case for increased funding in submissions to the Spending Review, particularly for young Londoners with high needs.

Proposed priorities and actions

All organisations involved in London's education and skills system should make the case for increased funding in submissions to the spending review.

Inclusion

What we said about moving forward

London's local authorities will need continued support as the capital moves into recovery to ensure that its most vulnerable young people are not left behind. Education settings are likely to be providing additional support to ensure that increasing numbers of young can keep pace with their learning and to have the means to study at home for some time

The response

Responses expressed concern about the performance gaps that had existed for some time and that had come to greater attention during the pandemic.

Reference was also made to the 'digital divide' and unequal access to the technology and infrastructure needed to keep up with learning during the lockdowns.

Policy Position

We support the development of an inclusive learning ecosystem that provides additional support where needed so that young people can achieve their potential irrespective of their personal characteristics, family background or place of residence.

Long term work and influence

Given London's diversity, we will press for increased resources to support increased inclusion within the Post-16 education and skills system.

We will ensure that inclusion and diversity feature in submissions we make in response to consultations and calls for evidence.

Proposed priorities and actions

All organisations involved in Post-16 learning in London should continue to monitor performance gaps and promote inclusion in all aspects of delivery.

Social mobility

What we said about moving forward

Mentoring is a major element of the London Recovery Board's New Deal for Young People mission. The mentoring service that is planned to be launched in London provides an excellent opportunity to restore young people's confidence in their ability to take greater ownership of their learning and determine their own route to success. Supported by skilled mentors working alongside their education setting, young people can be helped to set and achieve ambitions in life and work.

The response

There was enthusiastic support for plans to increase mentoring. It was hoped that this would dovetail with careers education, information, advice and guidance.

Policy Position

We recognise the importance of social mobility as it incentivises young people to make the best out of the educational opportunities and is a dynamo for economic regeneration during London's recovery.

Long term work and influence

Social mobility is a longer-term result of a successful education system. The benefits of the action we take now may not be fully felt for some time. We are nonetheless committed to ensure that every young Londoner sets themselves ambitious goals in life and provided with the means to achieve them.

We will continue to promote social mobility, particularly in communities and neighbourhoods associated with intergenerational poverty.

Proposed priorities and actions

All organisations involved in London's Post-16 education and training system should promote social mobility.

Quality improvement

What we said about moving forward

Catch-up provision is likely to remain a feature of Post-16 for the foreseeable future, even when education settings are able to offer face-to-face teaching to all students. Many imaginative methods of delivering catch-up provision are emerging and many more resources becoming available to support teaching and learning. Some education settings are working with families to encourage better home-schooling for all students

The response

Responses appreciated the references to catch-up learning but noted that Ofsted was now resuming inspections. We were also told that a focus on the quality of provision remained important and underpinned the other themes that the Board is covering.

Policy Position

The Young People's Education and Skills Board Constitution mandates it to focus on quality improvement and we attach great importance to that commitment. We will support local authorities and educational settings in the delivery of plans for continuous improvement. We believe that all young Londoners deserve the highest standards of teaching and learning in well run educational settings.

Long term work and influence

We will support local authorities in their dialogues with educational settings and also support the representative bodies of educational settings in sector-based initiatives that improve quality.

We will encourage greater investment in quality improvement and staff development.

Proposed priorities and actions

Local authorities should continue to work with educational settings to ensure continuous quality improvement.

Educational settings could evaluate the various tools and techniques that have been developed during the pandemic, particularly where blended and distance learning are planned to become permanent features of delivery.

Annex 1

Ways of working

Alignment with London's recovery missions

We are firmly committed to the London's recovery and there is joint membership of most of the Young People's Education and Skills Board and the London Recovery Board, its Taskforce, Mission Boards and task groups.

Data

We will recommend options and decisions based on a shared evidence base and published data. We will indicate the source of data and evidence and present our analyses clearly and transparently. Our principal sources of information will be GLA Intelligence and Intelligent London. Wherever possible, we will commission additional research in collaboration with other partners and stakeholders.

Partnerships

As a partnership-based organisation, we instinctively seek opportunities to collaborate with partner organisations (that is, organisations represented on our Board) and stakeholders (organisations that have an interest in the wider children, education, skills and employment systems in London) based on shared values and objectives. We will take part in purposeful partnerships and actively create new partnerships that are consistent with the *Young People's Education and Skills* remit and priorities, including equality and closing performance gaps at each phase of learning – participation, achievement and progression.

Engagement

We will take every opportunity to engage in open and honest dialogue with young people and businesses to ensure that our analysis of data and evidence, our proposals for action and recommendations for action will have a positive effect on London's communities and economy.

Benchmarks

We will be transparent, realistic and ambitious in setting targets. In so many indicators used in the education and skills sector London is leading the way among English regions. Where appropriate, we will measure London against other world-

class cities and jurisdictions to help preserve its status as one of the premier world cities.

Influence

We will take every opportunity to influence government to support medium-to-long-term reforms agreed by the Young People's Education and Skills Board.

Annex 2

Actions to take forward in 2021/22

Short-term

- Add 'Youth Offending', 'Engaging Young People' and 'Homelessness' as themes in Policy Updates that are produced from June 2021
- Produce a summary of performance data
- Highlight young people's transitions in reports to the Young People's Education and Skills Board

Throughout 2021/22

- Support local authority dialogues with educational settings, particularly on participation, quality improvement and performance gaps
- Monitor and report on the progress through the legislative process of the Skills and Post-16 Education Bill
- Highlight transitions issues to the Young People's Education and Skills Board
- Contribute to plans that will take forward the careers education, information advice and guidance elements of the Skills and Post-16 Education Bill.
- Support the introduction of Careers Hubs in London
- Report on the results of the government's review of SEND
- Support the establishment of the London Supported Employment Board
- Support the AoC's catch Up campaign

Influencing during the year

- Contribute to submissions to the Spending Review
- Urge that any growth in participation in 2021/22 academic year result in in-year funding increased
- Continue to press for the retention of Applied General Qualifications
- Promote the role of local authorities in the new system of skills and Post-16 technical education