

# Participation, Achievement and Progression

The Priorities for Young People's Education and Training  
in London 2013/14



**LONDON**  
**COUNCILS**



This document will help local authorities meet their statutory duties and learning institutions plan and deliver excellent opportunities for young people to learn and thrive in London.



# foreword

In November 2012, we published *'London – Being the Best: Implementing the Vision for Young People's Education and Skills in London.'*<sup>1</sup>

The vision is the product of:

- detailed and continuing dialogue within the education and skills sector in London
- key research produced by our strategic partners
- a far-reaching report produced for us by the Institute of Education<sup>2</sup> and
- the latest Evidence Base for young people's education and skills in London<sup>3</sup>.

This Annual Statement of Priorities for Young People's Education and Skills in London provides additional details of how the vision for young people's education and skills will be realised. In common with our previous editions<sup>4</sup>, it outlines the main challenges facing the education and skills sector as it strives to meet the needs of young people in London. This year, we are also stating these challenges as key targets for participation, achievement and progression for London over the next three years.

It is primarily intended to help local authorities as champions of young people and learning institutions<sup>5</sup> plan and deliver excellent opportunities for young people to learn and thrive in London. It also outlines those areas in which local, London and national government need to work better together in the interests of young people. In particular, we expect to work closely with the London Enterprise Panel as it brings private and public sectors together to promote enterprise and innovation and the acquisition of skills for sustained employment and growth in London.

It is a challenging time; reaching full participation and achieving better outcomes and progression for all young Londoners will not be simple. However, over the next three years the Young People's Education and Skills Board<sup>6</sup> will lead the vision and its call for everyone involved in education and training to ensure that young Londoners can *be the best*; for them to succeed in life and contribute to the success of London as a whole. We believe that one of the key lessons from 2012's Olympic and Paralympic Games is that we showed the world, the country and ourselves what we can achieve by working together in London. Our legacy from the Games is therefore to work together better in the interests of young Londoners.





# London - an overview

**“London is a complex city - economically, geographically and socially - which is reflected in opportunities for education and outcomes not only for Londoners as a whole, but for different groups of young people within the capital.”**

Young People’s Participation, Progression and Transition to Higher Study and Work: A London Perspective”, A Hodgson and K Spours, produced for London Councils by The University of London: Institute of Education, London, June 2012

Our research has shown that when measuring performance in terms of participation, achievement and progression<sup>7</sup> into further study and employment, there is a strong connection between the poorest performing neighbourhoods and the level of deprivation they experience. Despite these differences, London 14-19 education has made significant progress in recent years - not only in GCSE attainment at 16, but also in Level 3 outcomes at 19 and in reducing the effects of poverty on education for 14-19 year-olds. This has been the result of considerable investment and policy focus - notably London Challenge, Education Maintenance Allowance (EMA) and flexibilities at Key Stage 4.

However, a closer look at London trends suggests a more unsettling picture, which includes a continued borough and intra-borough variability of performance at Key Stage 4; a dip in performance at 17+ related to problems of retention and attainment in AS/A Level; the apparent lack of expansion of vocational provision post-16; low apprenticeship engagement and problematic labour market access for young Londoners.

Unlike most other parts of England, local provision serves highly mobile young people across the whole of London and has to provide them with the education and skills fit for living, learning and working in one of the major international cities in the world. Young people in London are much more likely to cross local authority boundaries to access education and training at age 14-19<sup>8</sup>. This presents challenges in ensuring

that local provision fits together to provide young Londoners with a full menu of choices across the capital.

London Councils has, for some time, been campaigning for an increase in primary school places and more recently in secondary places to accommodate the capital’s growing population. Although not imminent, this will have an effect on the number of learning opportunities for 14-19 year-olds and may influence local authority plans for Raising the Participation Age to 18 from 2015.

## Outlook

Most commentators broadly agree with the Bank of England’s forecasts<sup>9</sup> that Britain’s economic recovery is likely to be sluggish and uneven, with the Office for Budget Responsibility<sup>10</sup> and most economists now suggesting that it will be at least 2018 before the country returns to the level of activity of 2008 – and some are saying that it might take even longer. Employment levels are therefore expected to see only a gradual improvement over the next few years, as major infrastructure projects (such as Crossrail) reach their peak; legacy projects (such as the 2012 London Games) consolidate to much lower levels of employment than in the past few years; and the labour market adapts to the shift between private and public sector employment. The types of jobs are also changing – there are many reports on ‘job polarisation’ (i.e. more jobs requiring higher skills, continuing demand for lower skilled jobs and a

reduction of intermediate skilled jobs) and of the increase in part-time working, especially for school leavers and graduates<sup>11</sup>. Intermediate jobs, such as internships, and voluntary work are also on the increase.

## 16-19 Learning in London

The estimated spend on 16-19 education during 2011/12 is £975.5million and approximately £33 million (£23 million from the EFA/Skills Funding Agency/NAS and £10 million from the GLA) is due to be spent on ESF youth programmes in the period 2010-2013. Approximately £39 million was spent on Apprenticeship provision for 16-19 year-olds delivered by providers based in London under contract to the Skills Funding Agency/NAS (though this excludes spending on national providers and employers).

Where this investment is spent has started to shift with changes in the learning landscape across the capital. The proportion of learners in academies has increased from 5.5 per cent in 2010/11 to 14.7 per cent in 2011/12, reflecting the pace of conversion of schools to academy status. The proportion of learners in LA maintained school sixth forms has consequently declined from 36.5 per cent to 29.5 per cent in the same period. There has been a marginal increase in learners in Sixth Form Colleges, from 10 per cent to 10.5 per cent, while the proportions in General FE Colleges and independent private providers have declined from 40.6 per cent to 39.8 per cent and 7.1 per cent to 5.6 per cent respectively<sup>12</sup>

While this demonstrates the rapid rate at which maintained schools are converting to academy status (50 per cent of secondary schools in London are now Academies), there are other important developments in London's learning infrastructure the impact of which have yet to be felt fully. These include:

- seven Free Schools are open where the age range includes 16-19 year-olds
- one University Technical College is open and four more are due to open.

## Participation

Overall, participation in education or training by London residents aged 16 and 17 is very high<sup>13</sup>.

Although near to full participation at 16, drop-out at 17 has been a long standing issue. This is the main challenge associated with Raising the Participation Age (RPA) in London.

There are still too many young people aged 16-18 who are not in employment, education and training (NEET) in London, with the volume of young people NEET stubbornly holding at around 10,000 since 2010, and many more whose destination after leaving school at 16 is not known<sup>14</sup>.

London has a higher proportion of young people aged 16-24 unemployed than the rest of the country<sup>15</sup>, and (relecting the concerns both about the progression opportunities for those leaving education and training and the long-term prospects for the 16-18 NEET) the number of people aged 18-24 who have been out of work and claiming benefits for more than six months is also of concern.

There is a body of reporting that shows a sharp reduction in the number of employment opportunities open to young people over the age of 16, despite increased demand for work experience and internship opportunities. Apprenticeships are proving to be increasingly difficult to secure, following a great improvement in the take-up of Apprenticeships in recent years. The latest evidence suggests that this has not been maintained.

## Achievement

While London stands well against national averages, there is too much borough variability in attainment<sup>16</sup> and young people from disadvantaged backgrounds tend to achieve less and have fewer life chances at the age of 19 than those from better off families<sup>17</sup>.

There has been considerable national publicity and commentary that the proportion of A-Level entries awarded grades A and A\* have fallen for the first time in 21 years. London has seen a similar drop. However, achievement in London exceeds the national average at all grades (although three other regions achieved entries at Grade C or higher above the London figure)<sup>18</sup>.

Although, in overall terms, London compares well with the rest of the country on A-Level point scores per entry, it is below average on A-level point score per candidate, suggesting that young Londoners are not studying as full an A Level curriculum as their equivalents elsewhere in Britain.

London has maintained a lead over other regions in terms of GCSE results however; data suggests that the type of progress made at KS4 has not been maintained post-16. There are areas of very high post-16 attainment in London in terms of the proportion of its young people gaining three A grades at A Level or the proportion undertaking subjects, such as maths and science. But the post-16 performance landscape at Level 3 looks much more divided, and it is this level of division, which brings down overall performance across the capital.

While the OECD publishes national overviews of comparative educational performance at national level, there is no similar data to demonstrate the progress that London is making in its aspirations to be a leading global city – which includes KS5 (high school) achievement<sup>19</sup>.

## Progression

The DfE has issued experimental statistics that show the percentage of students progressing to further learning the year after they finish compulsory schooling - Key Stage 4 (KS4) - and the year after taking A Level or equivalent qualification for 16-18 year-olds. After KS4, 88 per cent of young Londoners were in a sustained education destination (compared with 85 per cent nationally) and school sixth form was their most popular destination. For 16-18 year-olds the figures are 71 per cent for London and 64 per cent nationally, with Higher Education Institutions accounting for most young people<sup>20</sup>.

Progression to apprenticeships in FE at KS4 and by 16-18 year-olds remain relatively low at approximately 4-5 per cent (although even that level represents a sustained increase over a 3-4 year period).

In depth coverage of the issues and challenges for London will be reported in the 2013 London Data Analysis report due in March 2013.





## responsibilities

The YPES Board is made up of key strategic partners and stakeholders in London and chaired by the Executive Member for Children and Young People. It is the lead strategic body for 14-19 education and training in the capital and provides pan-London leadership for 14-19 education and training provision in relation to current and future needs of learners and employers; supports local authorities in undertaking their statutory functions and assists other stakeholders in planning, policy and provision.

There are a number of key strategic partners in education and training in London:

- **Learners;** irrespective of how well young people are taught or how well the whole system of education and skills works in London, we will not succeed unless learners are engaged in and take responsibility for their learning and aim to achieve the best that they possibly can.
- **Parents, carers and families** play a vital role in providing young people with encouragement to continue their studies.
- **Local authorities** are the champions of their residents and bear ultimate responsibility for ensuring that all young people have a suitable place in education and training – and this responsibility will extend to cover all young people up to the age of 17 in 2013 and 18 in 2015
- **Businesses** have the opportunity to express their needs and expectations of young people, offer employment and work experience and provide an input into the system to improve its quality and effectiveness.
- **Learning institutions** have more freedom and accountability in the light of recent government reforms. They are responsible for providing high quality teaching and for supporting young people in their programmes of education and skills.
- **The Mayor** has expressed strong support for young people in London in the current economic climate and his recent Education Inquiry<sup>21</sup> makes a number of recommendations about his role in supporting London to be more ambitious for its young people. The Mayor also co-chairs (with leading businessman Harvey McGrath) the business-led London Enterprise Panel (LEP)<sup>22</sup>
- **Government,** through the **Department for Education** (DfE) is committed to transforming England's education system so that all children, regardless of their background, thrive and prosper. The **Education Funding Agency** (EFA) champions education and training for young people. The **Skills Funding Agency** works similarly within the Department for Business, Innovation and Skills (BIS) to meet the skills needs of adults in the labour market and will shortly incorporate the **National Apprenticeship Service** (NAS)

We all have a role in transforming education and skills in London

The strategic partners represented on the YPES Board and other stakeholders<sup>23</sup> in the education and skills of young people have contributed to the development of a vision for the future and have committed to realising the vision and developing a call for action around critical priorities for London.

## the priorities for young people's education and training in london 2013/14

### London – Being the Best: The Vision for London

**“We remain absolutely focused on the needs of young people and ensuring that every young Londoner has a personal route to success.”**

*Being The Best: Implementing The Vision for Young People's Education and Skills in London, London Councils, Nov 2012*

Young people face an uncertain future. Participation in education and training, though important, is not enough on its own; the key is success – progression into jobs and further and higher education. The stark economic situation and its impact on employment, coupled with increased university fees, presents very different choices for young people as they progress to adulthood. For those young people looking for work, the labour market will see different types of jobs in the future and competition for them will be stronger than ever. Whatever their choices, education and skills will be crucial in providing London's young people with the best possible advantage in life.

As we move towards full participation in education of all young people up to the age of 18, young people will need new opportunities, options and choices to succeed.

London plays a leading role on the international stage so being better than average simply will not do. What is clear is that the main ambition for London and young Londoners is to **be the best**.

### What does 'being the best' actually mean?

'Being the best' means **young Londoners getting the best out of their educational experience**, adding to the skills and knowledge base in London and contributing fully in society.

It means having the **best learning system** that inspires young people to make the best for themselves out of the opportunities available to them.

It requires everyone involved in education to refuse to settle for second-best and always strive to **do their best**.

We believe that **being the best** should be at the heart of the system, because this challenges all of us who are involved in education and skills in our city to put the needs of young people first.



**Our vision is of successful learners contributing to successful, competitive businesses and successful communities in a successful city**

**Successful learners**

We believe that all young Londoners should be able to get the best results from their education:

- the education and skills that they need to set themselves up for life
- the opportunity to reach their potential
- the chance to shine in their chosen career-path.

We believe that London's learning system should enable all young people to succeed and the gaps that currently exist between the achievements of young people based on their background should be closed.

**Successful, competitive businesses**

We believe that young Londoners should stand out as the best when compared with other young people in Britain and abroad. We believe they should be able to contribute to their local community and for their skills, knowledge and talents to be valued.

As young Londoners achieve their best and contribute to the pool of talent in local communities and England as a whole, they will enable businesses to succeed in increasingly competitive national and global markets - and in this way we believe that education, economic growth and London's regeneration influence each other.

**Successful communities in a successful city**

Education brings people together and historically proved to be a great vehicle for social mobility. Alongside young Londoners achieving their best, our vision is of society in London being resilient to challenge and coming together as never before.

We believe that London is a role model for other cities and regions, and should show the world how education and skills makes a difference in the recovery of the country's economic fortune.

Taking into account the needs of Londoners, our overarching objective remains to make sure that every young person has a personal route to success and the skills to secure a better future for themselves and their communities. We will make sure each young person has the right learning option and the right package of support.

We continue to champion the needs of young Londoners and promote excellence in:

- participation rates
- achievement rates
- progression rates into further and higher education, apprenticeships and employment.

We are committed to meeting the needs of London's young people and to securing the future prosperity of the capital.

The main ambition for London and young Londoners is to **be the best**.

## **PRIORITY - Business and Education: London's education and learning institutions and the business community should work better together to enable more young people to succeed**

### **Taking Action**

Businesses should be supported so that they can play a fuller part in learning; for example by providing:

- a wider range of high quality work experience
- internships
- apprenticeships
- mentoring
- careers information to significantly more young Londoners; and
- a valuable input in the design and, where appropriate, delivery of a modern curriculum.

YPES, working with the London Enterprise Panel and other stakeholders, will engage in dialogue and actions that ensure employer engagement in education becomes a prominent part of a coherent employer offer in London.

### **Why is this important?**

The available evidence reviewed in developing the vision for young people's education and skills, the contributions received during our consultation and our subsequent dialogue with partners and stakeholders confirm the need for industry and education to work together more effectively.

### **"Forging effective partnerships with business will be needed to ensure a comprehensive education and training offer for young people and a skills offer that meets current and future needs of London employers"**

*Being the Best – implementing the vision for young people's education and skills in London*, London Councils 2012

Other partners and stakeholders share this opinion:

"When young people come through the London education system, there could be a clearer link between their learning and the world of work –

inspiring and equipping them with the skills and knowledge they need so that they do not miss out on vital opportunities for their future... All young Londoners should benefit from well-organised high quality work experience and wider exposure to employers, irrespective of where they live, their family networks or the school they attend",  
*Mayor of London's Education Inquiry, 2012*

"Employers are open to the recruitment of, or providing opportunities to, young people. Just over a quarter of all establishments, or 62 per cent of those who had recruited, had recruited a young person in the previous 12 months. A quarter of all establishments had offered a placement to school, college or university students."

*UK Commission's Employer Perspectives Survey, 2012*<sup>24</sup>

"...more than a quarter of those young people recalling no experience of employer engagement whilst in school or college were NEET as young adults' compared to one in six who undertook two or three activities and one in twenty who experienced four or more engagements. The 7% of respondents who undertook 4 or more activities were five times less likely to be NEET than those who recalled no such engagement while at school."

*It's who you meet: why employer contacts at school make a difference to the employment prospects of young adults*, Education and Employers Taskforce 2012<sup>25</sup>



## The Call to Action!

### Issues for YPES and Strategic Partners

- Leading on the development of a 'London Employer Offer' to ensure that employer engagement in education is increased, simplified and purposeful. This work will be directed by the Skills and Employment Working Group, under the Leadership of the London Enterprise Panel and the Young People's Education and Skills Board.

### Local Authorities: Addressing the Priority in 2013/14

- Youth unemployment and the reduction of young people aged 16-18 who are NEET is an on-going priority for London.
- Local authorities will continue to examine, with their networks and partnerships of learning institutions, the links between education and business in their area and explore together options for simplification, coordination and increased employer engagement.
- Through their role as Champions, local authorities will hold learning institutions to account for the delivery of a high-quality offer that meets their residents' and employer's current and future needs, and leads to learner's positive destinations.
- Local authorities, in partnership with London Councils and the NAS, will continue to drive the increase in the number of Apprenticeships in their area, particularly for young people aged 16-18 and for 19-24 year-old seeking alternative routes to University through Higher Apprenticeships.
- Local authorities, together with the Mayor of London, the GLA and the LEP, are well placed to ensure that young people can take advantage of the employment and training opportunities arising from regeneration; regional and national infrastructure projects, place-shaping and neighbourhood development; inward investment and other enterprise activities.

### Considerations for learning institutions' plans in 2013/14

1. Learning institutions will want to ensure that their learners have available to them a mix of academic/general and vocational/applied courses that are appropriate to learners' needs and the labour market.
2. Learning institutions may wish to explore opportunities for sponsorship from employers and the contribution business can make to the design and delivery of specific aspects of the curriculum.
3. Learning institutions will want to work collectively to ensure that the sector as a whole benefits from the input that employers can make to the shape and content of the curriculum, particularly in the design and delivery of Study Programmes for 16-19 year-olds.
4. Learning institutions will want to ensure that they attract and retain all young people in learning. Particular attention should be paid to the number of young people who are at risk of becoming NEET and the engagement of 17 year-olds, to address the specific issue of drop-out at that age.

### Key Milestones for 2013/14

- There will be an agreed, coherent Employer Offer, delivered across London through strategic partners and co-ordinated so that employers find it simpler to engage with the education sector
- Robust labour market data will be available to inform curriculum development to meet the current and future needs of employers and the delivery of quality careers advice and guidance to learners

## **Priority - Careers Guidance: Young people should expect to exercise informed choices about their options, reach their potential and succeed**

### **Taking action**

**Every young person's aspirations and options should be informed by high-quality and impartial careers education, information, advice and guidance delivered professionally and independently, with the opportunity for personalised face-to-face careers guidance for all young people**

YPES will work with strategic partners and appropriate government departments to ensure a) a high-quality careers information, advice and guidance offer is available to all young people in London and b) London receives appropriate resources.

### **Why is this important?**

There is a growing consensus that the current arrangements, which make schools responsible for careers guidance, are insufficient to meet the demands of all young people. London Councils provided evidence to the Education Select Committee's investigation into careers guidance and discussed the options available to broaden the opportunities for young people to access guidance. This remains one of our key priorities for lobbying in the coming year.

**"There is a clear consensus and strong support around an entitlement to high quality face-to-face careers guidance for all young people."**

*Being the Best – implementing the vision for young people's education and skills in London, London Councils 2012*

Other partners and stakeholders have investigated the importance of careers advice and guidance:

"Securing employment is challenging and young people need as much careers education and guidance as possible to help them navigate their way through the educational opportunities and career choices available. It is hard to see how this can be achieved without one-to-one support."

*Hidden Talents: examples of transition of careers guidance from local authorities to schools, LGA 2012<sup>26</sup>*

"Young people need up-to-date, relevant and helpful careers advice, information and guidance as they navigate each stage of their education and working lives. Poor careers decisions made early on are difficult to reverse... The choices young people make at this period of their life can determine their health, wealth and well-being for many years. Poor decisions can carry a significant social cost. The transition from education to employment is one of the most important determinants of social mobility."

*The Overarching Impact Assessment for the Education Bill 2011, DfE 2011<sup>27</sup>*

"The Government's decision to transfer responsibility for careers guidance to schools is regrettable. Careers guidance services for young people have deteriorated and will continue to do so unless urgent steps are taken by the Government".

*House of Commons Education Committee: Careers guidance for young people - The impact of the new duty on schools<sup>28</sup>*

Launching the report, Graham Stuart MP (Chair of the Education Committee) said: "We want face-to-face guidance to be available to all young people as an integral part of a good quality careers service. They deserve and should receive far better support than current arrangements generally allow."



## The Call to Action!

### Issues for YPES and Strategic Partners

- YPES will work with the Mayor's Education Inquiry team and the LEP to introduce a London Careers Guidance Framework that will support and encourage consistent standards throughout London for the delivery of the highest quality school-based and local authority targeted services.
- A key element of the Framework will be enabling access to personalised face-to-face guidance for all young people.

### Local Authorities: Addressing the Priority in 2013/14

- Local Authorities will continue to review the delivery of careers education, information, advice and guidance with their local partnerships of learning institutions. The development of 'Destinations Measures' by the DfE and locally established 'Risk of NEET Indicators' could form the basis of such reviews. Findings from reviews could also be shared with young people through authorities' processes for youth engagement so that local partnerships can respond directly to the views of young people.
- Local strategic overviews of the education offer will need to incorporate careers education, information, advice and guidance provision and explore opportunities for ensuring complementary services between institutions and local authorities.
- Local authorities will continue to review their arrangements for the delivery of careers guidance and support to vulnerable young people and those who are NEET as new and emerging models of delivery with schools begin to bed in.

### Considerations for learning institutions' plans in 2013/14

- Schools are now responsible for providing independent and impartial advice and guidance to their students in years 9 to 11. Through local partnerships, they will be encouraged to provide feedback to each other and share information to identify the most effective and economical ways to deliver this responsibility.
- Learning institutions have considerable opportunities to explore new and innovative approaches to meet their duties, for example by drawing on partners and stakeholders such as

Apprenticeship Ambassadors, local employers and HE institutions.

- Early and regular sharing of learning and experiences will help inform plans for implementing the duty for year 8 students in schools and 16 to 18 year-old students in schools and colleges from September 2013. Through local partnerships, an assessment of institutional capacity to deliver on responsibilities for careers guidance and support will help to shape and inform a complementary and comprehensive service for young people.

### Key Milestones for 2013/14

- An agreed London Careers Guidance Framework will be in place, which will incorporate the opportunity for personalised face-to-face guidance for all young people
- Partners will work together to ensure that high quality careers education and guidance is delivered consistently to all young Londoners
- The effectiveness of careers guidance, measured through progression and destinations, will be incorporated into local partners' planning.

## **PRIORITY - Better Support to Young People at 17 and 19: Young people need to be better prepared, especially at 17 and 19, for progression to further and higher education and employment**

### **Taking action**

Local authorities and learning institutions will work with key partners locally and pan-London, to ensure that all young people can gain the skills and knowledge they need to compete successfully for places in further and higher education, or for apprenticeships and jobs to contribute to the competitiveness of London as a global city. YPES will work with the London Enterprise Panel and representatives of learning institutions to ensure that the needs and progression of all young people remain paramount in the design, planning and delivery of learning provision in London.

### **Why is this important?**

There is a body of evidence<sup>29</sup> to show that Londoners experience disparities in progression to higher study and employment; disparities that affect their life chances and longer-term health and social outcomes. Deprivation appears to be the greatest determinant for these disparities, though young people from other backgrounds – not necessarily deprived – are also at a disadvantage in terms of progression (for example young people with learning difficulties).

**“Individual study programmes will require learning providers to be ever more responsive to young people’s needs to ensure sustained progression outcomes, but also place a greater responsibility on young people for shaping their own education and skills journey.”**

*Being the Best – implementing the vision for young people’s education and skills in London, London Councils 2012*

Other partners have expressed their concerns about the progression of young people and a strong desire to address the issue:

“Unfortunately, not all young people go on to secure some form of education, employment or training, an

issue which is exacerbated in times of economic austerity. Councils have a role in identifying strategies for employment of such young people and to tackle worklessness. This might involve tracking participation, identifying those at risk of disengaging, working with providers to ensure that resources and support are targeted effectively...”

*Filling the Gap: the championing role of English Councils in education, SOLACE 2012<sup>30</sup>*

“Locally, councils and their partners are best placed to support education into a wider community offer - where employers, public services and the third sector reconnect schools with communities, and develop a wider, more coherent offer to young people.... Greater engagement of local businesses is also vital. Both to shape the education offer so that young people - particularly those unlikely to progress beyond GCSEs - gain the kinds of qualifications that are valuable in the local economy.”

*Hidden Talents: tackling youth unemployment, LGA 2012<sup>31</sup>*

“In order for London to maintain its status as a world-leading city and for all London’s young people to benefit from the city’s economic opportunities, we all have a part to play in improving the destinies of London’s children and young people... there is a need for a regional response that brings together key stakeholders and helps improve the links between universities and business and schools so that students are better informed when choosing their subjects”,  
*Mayor of London’s Education Inquiry, 2012*



## The Call to Action!

### Issues for YPES and Strategic Partners

- YPES will work with strategic partners to ensure that education and training opportunities become easier to navigate, particularly for young people with the highest support needs.
- YPES will continue to provide local authorities with support as they assume responsibilities for Raising the Participation Age and further responsibilities for supporting the aspirations and goals of young people with learning difficulties and disabilities (LLDD).

### Local Authorities: Addressing the Priority in 2013/14

- Local authorities have various ways in which they ensure that the provision of education and training takes account of the demands of the local labour market so that young people reap the economic benefits of educational investment. Under their remit for championing educational excellence, local authorities will use intelligence on progression and destinations to lead partners to strive for continuous self-improvement.
- A greater degree of cross-functional working will be needed for local authorities to meet the needs of vulnerable young people and to ensure they take full advantage of the offer available to them. In particular, local authorities will need to ensure that they are sufficiently prepared for the new responsibilities and budgets they will assume from April 2013 for supporting LLDD.

### Considerations for learning institutions' plans in 2013/14

- Broader programmes of study with a strong focus on progression and work skills may mean some learning institutions are unable to meet young people's learning needs if they operate on their own. Learning institutions may need to work together and/or engage other stakeholders to access more opportunities for progression.
- Learning institutions may want to share with their local authority their arrangements for learner support, especially the 16-19 Bursary, to enable a greater degree of coordination with other support that may be available. This will be particularly important as the demands on Bursary funds increase with the introduction of RPA.

- Learning institutions will want to make sure that their curriculum offer is relevant to the diverse needs of vulnerable young people. All learning institutions, but particularly ISPs, will need to work closely with local authorities and, through NATSPEC and the AoC, with London Councils to ensure the effectiveness of the London offer for LLDD.

### Key Milestones for 2013/14

- RPA to 17 takes effect from September 2013.
- In preparation for RPA, a review of early drop-out from learning at 17 and 18 will have identified strengths and weaknesses in current arrangements and promoted effective practice
- The sector will work together to ensure the successful implementation of the reforms to SEN/LLDD
- Strategic partners will have reviewed the impact of support arrangements for young learners, including financial support.

## **PRIORITY - Working Together: Stakeholders should work collaboratively in the interests of young people**

### **Taking action**

Key partners to work better together locally and London-wide in the interests of young people - for example through data sharing, identifying and disseminating effective practice and seeking opportunities for more effective links with regeneration and employment services.

YPES, working with appropriate partners, will facilitate the presentation of information and data that enables local authorities and stakeholders to work together to drive continuous improvements in the interests of young people, especially vulnerable young people.

### **Why is this important?**

The accountability of learning institutions to their local communities lies at the heart of the current learning infrastructure. The need for key partners to come together to maximise opportunities for young people will require a fresh and open consideration of what works and what does not – and more importantly a partnership-wide determination to continuously improve opportunities and services.

“Vulnerable and disadvantaged young people in London in particular will need us to deliver a coordinated approach to ensure they have an equal chance of success in an increasingly competitive world.”

*Being the Best – implementing the vision for young people’s education and skills in London, London Councils 2012*

Other strategic partners and stakeholders emphasise the importance of working together, especially in the use of data and local intelligence:

“Supporting and, where necessary, challenging schools to achieve and secure excellence will surely rely, in the first instance, on the availability of relevant, up-to-date, rounded (i.e. ‘hard’ and ‘soft’), proportionate and easily intelligible performance information. As a minimum, councils should seek to maintain, through

co-creation..., a simple, high level, publically available dashboard of core benchmarked performance information... Without this, neither local citizens nor the council itself will be in a position to evaluate effectiveness, identify, champion and celebrate success – nor support, challenge and even promote intervention where necessary”

*Filling the Gap: the championing role of English Councils in education, SOLACE 2012*

“Whatever the overall policy direction at a national level, and the changing role of local government, we are ready to work in partnership to champion improvements for all London’s children and young people”

*Going for Gold – Turning Achievement into Excellence in London’s Schools, 2012*

“(The LEP should argue for) the routine capture and publication of all destinations for all post-16 qualifications, building on the current work underway with learning destinations at KS4 and KS5. This should include further learning, job-outcomes, sustainable employment and/or progression in work if relevant and should be transparent and publically available to help individuals and businesses make informed decisions.”

*The London Enterprise Panel’s Skills and Employment Working Group, LEP 2012<sup>32</sup>*

“On average, standards have risen – as the annual increase in average GCSEs and equivalent qualifications shows. But averages paint a misleadingly reassuring picture... We must drive change through a culture of expectation – aligning curriculum and examinations more effectively with the outcomes we seek.”

*First Steps: A new approach our our schools, CBI 2012*

## The Call to Action!

### Issues for YPES and strategic partners

- Strategic partners should consider the range of intelligence and data available that can meaningfully point to strengths and weaknesses in participation, achievement and progression, and make publicly available data that supports the accountability of all partners to enable a shared approach to improving outcomes.
- YPES should continue dialogue with stakeholders with special interests in the well-being and destinations of vulnerable young people to ensure that early decisive action is taken wherever necessary.

### Local Authorities: Addressing the Priority in 2013/14

- The membership of borough networks of learning institutions and partnerships should be reviewed so that all organisations delivering learning and work related opportunities contribute to discussions on young people's work and life prospects, irrespective of the source of their funding.
- Local authorities will analyse and publish appropriate data to ensure that the education system works for all and challenge every institution to do their best for local people.
- Local authorities will develop local strategic overviews of education supply and demand to engage with neighbouring authorities and learning institutions to establish what changes may be required to the learning infrastructure, including additional provision that fills important gaps.
- Local authorities will begin to develop overviews of the local offer that will incorporate careers education, information, advice and guidance, learners support (e.g. bursaries); progression and destinations. In developing the local offer, local authorities will want to pay particular attention to the needs of vulnerable young people and ensure the sufficiency and adequacy of places appropriate for young LLDD.

### Considerations for learning institutions' plans in 2013/14

- Learning institutions will need to work with their local authorities to access regular and current employer and labour market intelligence that will

enable them to plan and develop an appropriate curriculum offer. Providers will also want to work with local authority colleagues to actively engage with employers and support inward investment.

- Learning institutions will need to ensure that learners are following an appropriate curriculum to fulfil their potential and follow their chosen progression route. The introduction of study programmes for 16-19 year-olds will require key partners to support providers to expand and increase employer engagement to ensure all young people have access to high quality work experience which enables progression into employment.
- Apprenticeship providers will need to broaden their offer to enable young people to access alternative routes to Higher Education through Higher Apprenticeships.

### Key Milestones for 2013/14

- Work with partners to strategically develop the local offer for 2014/15; including sufficiency of high-quality learning and work opportunities, progression routes and appropriate support for young people with learning difficulties and/or disabilities.
- Partners work together to improve participation, retention, attainment and progression for key vulnerable groups of young people.
- There will be a report on partnership models focused on young people's progression and transition.
- There will be an effective data sharing arrangements between local authorities, funding bodies and other partners.



## Areas for Further Progress

Strategic Partners have been working closely together in developing their respective visions, strategies and policies relevant to their roles in young people's education, skills and employment. In particular, a shared knowledge base and analysis of the key issues is leading to agreed responsibilities and joint programmes of action.

Partnership discussions are continuing and since the agreement of the vision for young people's education and skills, progress has been made in agreeing further tasks and responsibilities. Nonetheless, partners and stakeholders have identified themes where, as yet, the consensus on analysing and interpreting the evidence base, leadership responsibilities, and the precise programme of action is incomplete. The key tasks here are to gather, share and jointly analyse the remaining evidence and agree the actions that will move London forward.

The issues of greatest concern to strategic partners and in which YPES will be closely involved in 2013/14 are:

### **Providing increased opportunities that help young people get on in life:**

Local authorities will be working with government agencies to introduce traineeships and an intermediate employment stage (including volunteering and internships), active citizenship, work-experience and the development of employability skills.

### **Promoting a spirit of enterprise and**

**entrepreneurship:** The LEP is looking to develop enterprise and entrepreneurship provision.

**Using public investment in the best interests of young people:** YPES will work with funding bodies to integrate commissioning and align resources and priorities to support all young people to succeed.

### **Shaping a curriculum for a 21st Century economy:**

YPES will work with partners to engage with learning institutions and carry out further research into the London curriculum, including vocational education and the attainment of "middle-performing" young people.

The other areas for further consideration in which YPES will work with strategic partners and other stakeholders include:

- RPA to 17 in September 2013 and the participation of vulnerable and disadvantaged young people.
- Ensuring the sufficiency and adequacy of places for young people aged 16-19 so that there is real choice for all young people.
- The condition of the learning estate in London and its fitness for delivering world class learning.
- Changes in the funding system.
- The changing role of local authorities in support of local accountability and continuing performance improvement.

In Annex 1, we are presenting the targets for London's education and training system. The targets reflect the results of the collective effort of every part of the sector in London.

The emphasis this year is on reversing last year's dip in performance in several key measures, so that in future years London can catch up the country's leading performing regions and join the best in the world.

The targets are presented so that local authorities and learning institutions can work together in the interests of young people, irrespective of the various structures that currently exist in London to support partnership debate.

Regardless of these varieties and the differences in the roles and responsibilities of strategic partners and stakeholders, the aim of the sector in London is clear:

- full participation of young Londoners
- increased achievement
- improved progression.

# Annex 1

## The targets for Young People's Education and Training for 2013/14

In setting targets for 2013/14 in discussion with strategic partners, YPES has noted that - in some of the measures – performance has dipped in 2011/12. For the period covered by this statement we have therefore proposed to re-establish a positive trend and in future years will demonstrate how London will make up ground on top performers and reach its goal of 'being the best'.

### 1 Participation

#### Participation 16 year-olds

Actual 2010	Estimated 2011	Estimated 2012	Estimated 2013	Target End 2014
100%*	100%	100%	100%	100%

Source: DfE, SFR12/2012 (adjusted – SFR shows over 100%)

#### Participation 17 year-olds

Actual 2010	Estimated 2011	Estimated 2012	Estimated 2013	2014 target
96%	97%	98%	99%	100%

Source: DfE, SFR12/2012

#### Participation 16 and 17 year-olds

Actual 2010	Estimated 2011	Estimated 2012	Estimated 2013	2014 target
98%	98%	98%	99%	100%

Source: DfE, SFR12/2012

#### 16-18 NEET (measured in August)

Actual 2011	Actual 2012	Estimated 2013	2013/14 target
5.2%	4.8%	4.0%	2.4% Based on the projection of NEET prevention initiatives

Source: 2011 and 2012 figures – NCCIS

#### Not known (measured in July)

Actual 2011	Actual 2012	Estimated 2013	2013/14 target
11.6%	8.2%	5.1%	2.3% Based on improved systems and working successfully with groups of vulnerable young people

Source: 2011 and 2012 figures – NCCIS

## Apprenticeships starts

Actual 2009/10	Actual 2010/11	Estimated 2011/12	Ambition 2012/13	2013/14 target
7,880	10,620	11,540	12,796	14,052
Based on the achievement of current campaigns' objectives, their continuation for the next two years and further work to promote apprenticeships				

Source: The Data Service (Supplementary Tables in SFR)

We will seek to establish targets for young people eligible for free school meals and students with SEN

## 2 Achievement

### Participation 16 year-olds

Actual 2010	Estimated 2011	Estimated 2012	Estimated 2013	Target End 2014
100%*	100%	100%	100%	100%

Source: DfE, SFR12/2012 (adjusted – SFR shows over 100%)

### A level point score per candidate

Actual 2009/10	Actual 2010/11	Actual 2011/12	Estimated 2012/13	2013/14 target
698.8	712.8 (745.9 national)	695.1 (714.3 national)	712.8	726.8

Source: 2009/10 and 2010/11 figures DfE, SFR Jan 12 revised, 2011/12 SFR 5/2013

### A Level point score per entry

Actual 2009/10	Actual 2010/11	Actual 2011/12	Estimated 2012/13	2013/14 target
212.6	214.5 (216.2 national)	214.5 (209.3 national)	216.4	

Source: 2009/10 and 2010/11 figures DfE, SFR Jan 12 revised, 2011/12 SFR 5/2013

### Percentage of students achieving 2 or more passes at A Level or equivalent

Actual 2009/10	Actual 2010/11	Estimated 2011/12	Estimated 2012/13	2013/14 target
94.4%	95.5%	94.0%	95.5%	98.6%

Source: 2009/10 and 2010/11 figures DfE, SFR Jan 12 revised, 2011/12 SFR 5/2013

### Level 3 – Institutional Success Rate

Actual 2009/10	Actual 2010/11	Estimated 2011/12	Estimated 2012/13	2013/14 target
79.49%	80.96 (81.7% national)	82%	83%	84% (all institutions)
Report on success rates of all learning institutions at London-level will be available for the first time: data excludes schools at present				

Source: 2009/10: The Data Service (excludes schools -experimental data for schools is not yet compatible with FE data)



### Level 3 – Institutional Success Rate

Actual 2009/10	Actual 2010/11	Estimated 2011/12	Estimated 2012/13	2013/14 target	
79.49%	80.96 (81.7% national)	82%	83%	84% (all institutions)	Report on success rates of all learning institutions at London-level will be available for the first time: data excludes schools at present

Source: 2009/10: The Data Service (excludes schools -experimental data for schools is not yet compatible with FE data)

### Level 3 Attainment at 19 (including young people eligible for free school meals [FSM] and young people with SEN)

Actual 2010	Provisional 2011	Estimated 2012	Estimated 2013	2014 target	
All 56.2% (52% national)	59% (53% national)	61%	63%	66%	The overall target is based on known changes to the Level 3 curriculum and qualifications and assumes the maintenance of improvements seen in London in recent years. It also assumes the availability of London-level data relating to young people with SEN
FSM 26%	29%	32%	35%	39%	
Not FSM 58%	61%	63%	65%	68%	
Gap 32%	32%	31%	30%	29%	
SEN* 10.4%	11.2%	13%	16% <sup>\$</sup>	20% <sup>\$</sup>	
Not SEN* 58.3%	61.9%	63%	65% <sup>\$</sup>	68% <sup>\$</sup>	
Gap 48 %points	50	50	49	48	

Source: DfE, SFR 05/2012.

\*There is no London breakdown: the figures for 2009/10 – 2011/12 inclusive are national.

\$ These figures are for London.

### Level 2 achievements at 19 – including GCSE Grade C and above in both English and mathematics

Actual 2010	Provisional 2011	Estimated 2012	Estimated 2013	2014 target
All 81%	83%	84%	85%	86%
FSM 73%	76%	78%	80%	82%
Not FSM 83%	85%	86%	87%	88%
Gap 10%	9%	8%	7%	6%

Source: DfE, SFR 04/2011 (2011 evidence base)

### 3 Progression

#### KS4 Destination Measure

Actual 2009/10	Actual 2010/11	Estimated 2011/12	Estimated 2012/13	2013/14 target
88% (85% national)	91%	94%	97%	100% Based on full participation at 17 in 2013

Source: DfE destination measures (note: the destinations measures are still at an experimental stage)

We will establish targets for young people eligible for free school meals and students with SEN when the next set of Destinations Measures are released.

#### KS5 Destination Measure

Actual 2009/10	Actual 2010/11	Estimated 2011/12	Estimated 2012/13	2013/14 target
71% (64% national)	74%	78%	83%	88% Based on: <ul style="list-style-type: none"> <li>the achievement of HE, Apprenticeships and Part-time study targets</li> <li>100% participation at 17</li> <li>the availability of jobs for young people</li> </ul>

Source: DfE destination measures

We will establish targets for young people eligible for free school meals and students with SEN when the next set of Destinations Measures are released.

#### Proportion of 16-18 Cohort Progressing to University

Actual 2009/10	Estimated 2010/11	Estimated 2011/12	Estimated 2012/13	2013/14 target
61% (52% national)	62%	63%	64%	65% The precise effects of changes to university funding and student support are as yet unclear

Note: of the 2009/10 baseline, 8% progressed to Russell Group Universities including 1% of the total to Oxbridge

We will establish targets for young people eligible for free school meals and students with SEN when the next set of Destinations Measures are released.

# Annex 2

## Abbreviations used in this publication

AELP	Association of Employment and Learning Providers*
AoC	Association of Colleges*
ASCL	Association of Schools and College Leaders*
BIS	Department of Business, Innovation and Skills
CELC	Chief Executives' London Committee
DfE	Department for Education
EFA	Education Funding Agency
EMA	Education Maintenance Allowance
ESF	European Social Fund
GCSE	General Certificate of Secondary Education
IoE	University of London: Institute of Education
ISP	Independent Specialist College and Provider for LLDD
JCP	Jobcentre Plus
KS4	Key Stage Four
LEP	London Enterprise Panel
LLDD	Learners with Learning Difficulties and/or Disabilities
NATSPEC	National Specialist College Alliance*
NAS	National Apprenticeship Service
NEET	Not in Employment, Education or Training
SEN/SEND	Special Educational Needs/SEN and Disabilities
UTC	University Technical College
WBLA	Work Based Learning Alliance*
YPES	Young People's Education and Skills

\* These are representative organisations of learning institutions



## **The London Councils: Young People's Education and Skills Board membership 2012-13 (January 2013)**

Dr Caroline Allen OBE, Principal Orchard Hill College (AoC/NATSPEC – Specialist Colleges Representative)

Cllr Patricia Bamford Lead Member for Children and Young People, Royal Borough of Kingston-upon-Thames (London Councils – Liberal Democrat Group)

Vic Farlie Chairman, LWBLA

Vic Grimes Regional Director of Apprenticeships, NAS

Cllr Andrew Harper, Cabinet Member for Education Children and Families, London Borough of Barnet (London Councils – Conservative Group)

Cllr Peter John, Leader London Borough of Southwark, London Councils Executive Member for Children & Young People (London Councils – Labour Group) *Board Chair from December 2012*

Peter Lang, Head Teacher, Uxbridge High School, ASCL (School Sixth Forms Representative)

Jill Lowery, Director of Relationship Team – London, Skills Funding Agency

Frank McLoughlin CBE, Principal, City and Islington College (AoC – Further Education Colleges Representative)

Munira Mirza, Deputy Mayor for Education and Culture, GLA

Jack Morris OBE, Chairman, Business Design Centre Group Limited (LEP) *Board Vice-Chair*

Dr Jane Overbury OBE, Principal, Christ the King Sixth Form College (AoC – School Sixth Form Colleges Representative)

Alan Parnum, Regional Director – London, EFA

Pat Reynolds, Director of Children's Services, London Borough of Redbridge (ALDCS)

Tim Shields Chief Executive, London Borough of Hackney, (CELC)

Frankie Sulke, Executive Director for Children and Young People, London Borough of Lewisham (ALDCS) Board Vice-Chair

Mary Vine-Morris, Director, YPES

### **Observers**

Caroline Neville Regional Director – London, AoC London Region

Nick Lester, Corporate Director, London Councils

Please see Annex 2 for a list of the abbreviations used here and throughout this publication

# footnotes

- 1 “London – Being the Best: Implementing the Vision for Young People’s Education and Skills in London”
- 2 “Young People’s Participation, Progression and Transition to Higher Study and Work: A London Perspective”, A Hodgson and K Spours, produced for London Councils by The University of London: Institute of Education, London, May 2012.
- 3 Young People in London - An Evidence Base
- 4 <http://www.londoncouncils.gov.uk/policylobbying/children/education14to19/keydocuments.htm>
- 5 We use the term “learning institutions” to cover: Schools, academies, colleges and providers; including Free Schools, University Technical Colleges [UTCs], Independent Specialist Colleges and Providers [ISPs] for learners with learning difficulties and or disabilities (LLDD), Apprenticeship providers and providers of work-based, work-related or foundation learning
- 6 Insert link to Board page
- 7 “Young people’s participation, progression and transition to higher study and work: A London perspective”, Hodgson A & Spours K, Institute of Education – University of London, June 2012
- 8 This feature of London’s labour market and society is covered in many reports, including “From Learning to Earning (understanding the school-to-work transition in London”, IPPR, Sept 2012
- 9 The Bank of England produces a monthly Inflation Report and a biannual Financial stability Report as well as regular data on the state of the economy
- 10 “Economic and fiscal outlook”, OBR, Dec 2012
- 11 See in particular:
  - “Lost in transition? The changing labour market and young people not in education, employment or training” Sissons P & Jones K, The Work Foundation 2012;
  - “Skills: degree of qualification”, Greater London Economics 2012;
  - “Technicians and Progression” Skills Commission 2012;
  - “Working Futures 2010-2020”, Wilson RA & Homenidou K, UKCES 2012
  - “Young people’s participation, progression and transition to higher study and work: A London perspective”, Institute of Education, 2012;
  - “Youth unemployment: the crisis we cannot afford”, ACEVO 2012.
- 12 The data in this section were provided by the EFA in October 2012
- 13 See Quarterly First Release “Post-16 Education & Skills: Learner Participation, Outcomes and Level of Highest Qualification Held” (DS/SFR16), The Data Service/BIS 11th October 2012
- 14 See “NEET Statistics – Quarterly Brief – Quarter 3 2012: November 2012” (SFR31/2012), DfE 22nd November 2012

15 See NOMIS – Official labour market statistics from the ONS <https://www.nomisweb.co.uk/Default.asp>

16 “Young people’s participation, progression and transition to higher study and work: A London perspective”, Institute of Education 2012

17 “First Steps: a new approach for our schools”, CBI, November 2012

18 See “A Level and equivalent results in England, 2011/12 (provisional)” (SFR26/2012), DfE 18th October 2012

19 This is also covered in “Going for Gold – The Final Report of the Mayor’s Education Inquiry”, October 2012

20 See “Destinations of Key Stage 4 and Key Stage 5 pupils 2009/10” (OSR13/2012) DfE 17th July 2012

21 “Going for Gold – The Final Report of the Mayor’s Education Inquiry”, October 2012

22 <http://www.london.gov.uk/business-economy/working-partnership/lep>

23 We use the terms “Partners” or “Strategic Partners” to mean those organisations listed in this part of the document and “Stakeholders” to mean those other organisations that have a role in influencing the decisions of key strategic partners, especially young people, or who derive some benefit from the education and training system or its outcomes. These include:

- Higher Education Institutions or other representatives of the HE sector
- Third Sector Organisations and charities
- Youth organisations
- Other partnership organisations (pan-London, Sub-regional or local)

24 <http://www.ukces.org.uk/assets/ukces/docs/publications/evidence-report-79-ukces-employer-perspectives-survey-2012-full-report.pdf>

25 [http://www.educationandemployers.org/media/15069/its\\_who\\_you\\_meet\\_final\\_26\\_06\\_12.pdf](http://www.educationandemployers.org/media/15069/its_who_you_meet_final_26_06_12.pdf)

26 [http://www.local.gov.uk/c/document\\_library/get\\_file?uuid=ed49b51d-629c-4608-b8ea-bbad383c9203&groupId=10171](http://www.local.gov.uk/c/document_library/get_file?uuid=ed49b51d-629c-4608-b8ea-bbad383c9203&groupId=10171)

27 <http://www.parliament.uk/documents/impact-assessments/IA11-007.pdf>

28 <http://www.publications.parliament.uk/pa/cm201213/cmselect/cmeduc/632/632.pdf>

29 “Young people’s participation, progression and transition to higher study and work: A London perspective” (IoE, 2012) synthesises key data.

30 [http://www.solace.org.uk/files/Filling\\_the\\_Gap\\_Councils\\_championing\\_role\\_in\\_education\\_SOLACE\\_Call\\_to\\_Action\\_April\\_2012\\_FinishedFinalVersion\\_word.pdf](http://www.solace.org.uk/files/Filling_the_Gap_Councils_championing_role_in_education_SOLACE_Call_to_Action_April_2012_FinishedFinalVersion_word.pdf)

31 [http://www.local.gov.uk/c/document\\_library/get\\_file?uuid=fcdd201b-8f62-43fc-b586-0bb3fc0ef72d&groupId=10171](http://www.local.gov.uk/c/document_library/get_file?uuid=fcdd201b-8f62-43fc-b586-0bb3fc0ef72d&groupId=10171)

32 <http://www.london.gov.uk/moderngov/documents/s19144/SEWG%20Priorities%20updated.pdf>





