

# London Councils: Young People's Education and Skills Board

Thursday 27 February, 14.00 – 16.00

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

**Contact Officer:** Neeraj Sharma

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

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## Agenda

1. Welcome and introductions
2. Declarations of Interest
3. Notes of last meeting and matters arising
4. Policy Update *(paper)* - For information
5. Evidence Base and Statement of Priorities *(paper)* - For decision
6. Raising the Participation Age *(paper)* - For information
7. Apprenticeship Reform *(presentation)* - For discussion
8. GCSE/A Level results 2013 *(report)* - For discussion
9. AOB

**Date of next meeting: Thursday 3<sup>rd</sup> July 2014, 2-4pm, venue to be confirmed**

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# Young People's Education and Skills Board

**Date** 15 October 2013 **Venue** London Councils

**Meeting Chair** Cllr Peter John

**Contact Officer:** Neeraj Sharma

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

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## Attendance

Cllr Peter John <b>(Chair)</b>	London Councils Lead Member for Children and Young People (London Borough of Southwark)
Jack Morris OBE <b>(Vice Chair)</b>	London Enterprise Panel (LEP)
Frankie Sulke <b>(Vice Chair)</b>	Association of London Directors of Children's Services (ALDCS)
Caroline Boswell	Greater London Authority (GLA)
Victor Farlie	London Work Based Learning Alliance (LWBLA)
Vic Grimes	National Apprenticeship Service (NAS)
Derek Harvey	Department for Work and Pensions (DWP)
Dr Jane Overbury OBE	Association of Colleges (AoC) (Sixth Form College Member)
Alan Parnum	Education Funding Agency (EFA)
Cllr David Ryder-Mills	Liberal Democrat Group (Royal Borough of Kingston upon Thames)
Laraine Smith	Association of Colleges (FE College Member)
Mary Vine Morris	London Councils Young People's Education and Skills (YPES)

## Guests and observers

David Igoe	Sixth Form Colleges' Forum
Caroline Neville OBE	Association of Colleges (London)

## Officers

Gail Anderson	London Councils (PAPA)
Yolande Burgess	London Councils (YPES)
Peter O'Brien	London Councils (YPES)
Neeraj Sharma	London Councils (YPES)

## Apologies

Debbie Akehurst	London Enterprise Panel - Skills & Employment Working Group (SEWG)
Dr Caroline Allen OBE	AoC/Association of National Specialist Colleges (NATSPEC)
Dr Graeme Atherton	AccessHE
Cllr Georgie Cooney	Conservative Group (Tri-borough)
Peter Lang	Association of School and College Leaders (ASCL)
Nick Lester	London Councils (Services)
Jill Lowery	Skills Funding Agency (SFA)
Frank McLoughlin CBE	Association of Colleges (FE College Member)
Pat Reynolds	Association of London Directors of Children's Services (ALDCS)
Tim Shields	Chief Executives London Committee (CELC)

## **1 Welcome and introductions**

- 1.1 The Chair welcomed attendees to the YPES Board meeting, including David Igoe of the Sixth Form Colleges' Forum who would be presenting, Cllr David Ryder-Mills the new Liberal Democrat Party representative and Laraine Smith, Principal of Uxbridge College, standing in for Frank McLoughlin. Apologies were noted.

## **2 Declarations of Interest**

- 2.1 No interests were declared.

## **3 Notes and Matters Arising from the last meeting (9 July 2013)**

- 3.1 Minutes of the last meeting were approved.
- 3.2 Mary Vine-Morris informed the group that the Institute of Education (IoE) report publication was due imminently, based on school data. The second phase of the work, agreed by the YPES Board, would include college data. Following completion of the second phase IoE officers will present the findings to the YPES Board.

**Action point: YPES team to circulate IoE phase 1 report to Board members.**

## **4 Policy update**

- 4.1 Neeraj Sharma provided an overview of the paper and highlighted a number of recent developments: London Councils' response to a government consultation on apprenticeship reform and Ofsted's thematic review of careers advice and guidance.
- 4.2 YPES Board members supported the government's enthusiasm to expand high quality apprenticeships but concerns were raised at the introduction of a co-investment model. Larger employers were likely to have resources (both financial and personnel) to commit under the proposed models. However, small and medium-sized employers, who deliver 88 per cent of apprenticeships in London, were unlikely to be in a position to make additional financial contributions beyond existing commitments. Changes were likely to be an additional barrier for these organisations and result in a reduction of apprenticeship opportunities.
- 4.3 An announcement was due shortly by the prime minister about the future of apprenticeships in England addressing the challenges outlined in the Richard's review. It was agreed an implications paper should be produced to outline what it would mean for key stakeholder groups e.g. employers, colleges, learning providers.
- 4.4 YPES Board members discussed the importance of young people accessing high quality careers advice and guidance to help inform their career choices to enhance their employment opportunities. It was concluded that Ofsted's findings reaffirmed many concerns the Board and other key stakeholders had previously raised with Government.
- 4.5 The London Enterprise Panel (LEP) had identified careers guidance as one the European Structural Investment Funds (ESIF) Strategy priorities for 2014-2020. There was an opportunity for the YPES Board to shape proposals for an enhanced London careers offer. It was agreed a meeting would be set up to discuss this in further detail and to examine what a careers offer may entail that could be supported by key stakeholders and delivered.
- 4.6 Earlier this month, David Laws outlined reforms to the accountability system for secondary schools. Schools were no longer to be judged by the proportion of pupils

awarded 5 GCSEs at C or better, including English and maths. The government have stated that the current system caused schools to focus excessively on the small number of pupils around the 5 Cs borderline.

- 4.7 Instead, pupils' progress and attainment would be assessed in 8 subjects: English and maths, 3 further EBacc subjects, and 3 other high-value qualifications. A pupil's key stage 2 results, achieved at the end of primary school, would be used to set a reasonable expectation of achievement at GCSE. Schools where pupils outperform these expectations would be acknowledged. A school in which pupils average a full grade above reasonable expectations would not be inspected by Ofsted in the following year. The new system would begin in 2016.
- 4.8 The government is changing the law on special educational needs (SEN) and has published a draft SEN Code of Practice for consultation. Responses are being accepted until 20<sup>th</sup> December. London Councils would be submitting a response.

**Action point:** YPES to organise roundtable for December to discuss an enhanced London careers guidance offer.

**Action point:** Victor Farlie and Caroline Neville to circulate a joint implications paper following the governments' Apprenticeship reform statement (due end of Oct 2013).

**Action point:** London Councils to consult with ALDCS on SEN code of practice consultation response.

## **5 Qualifications and Curriculum**

- 5.1 **GCSE and A level results** – Yolande Burgess provided a national overview of GCSE and A level results based on information published by the Joint Council for Qualifications (JCQ). Data shows that for both qualification types there has been a drop in the number of pupils awarded the top grade (A\*-A). At GCSE level, the proportion of entries that gained an A\* fell from 22.4 per cent to 21.3 per cent and for A levels, pupils who achieved the top grade dipped by 0.3 per cent to 26.3 per cent.
- 5.2 The Department for Education (DfE) will publish provisional regional performance data on 17 October. The 2013 school and college performance tables will be published in January 2014.
- 5.3 **Post 16 Qualification Reforms; implications for sixth forms and sixth form colleges** – David Igoe, Chief Executive at Sixth Form Colleges' Forum, delivered a presentation which outlined the implications of qualification reforms for the organisation's members.
- 5.4 Approximately 160,000 16 to 18 year olds were enrolled on a course at a sixth form college with most (90%) studying for level 3 qualifications. Most sixth form colleges were supportive of the need to reform A levels as some issues needed to be addressed such as removing January re-sits and sharpening the ability to identify the best students seeking entry to the best universities. However, some of the reforms have raised concerns.
- 5.5 At most sixth form colleges young people have the opportunity to choose from approximately 40 different A level subjects. However, promotion of 'facilitating' subjects through the reforms were considered likely to lead to a narrowing of the A level offer, consequently limiting student choice. As more students are encouraged to choose, or see an advantage in choosing, facilitating subjects there is likely to be pressure on minority subjects such as archaeology, economics and philosophy.
- 5.6 The decoupling of AS from A2 was widely regretted. AS is considered a valuable stepping stone to the full A level and an invaluable guide to Higher Education

application. The move to develop AS levels as standalone qualifications that do not contribute to A levels is likely to lead to many sixth form colleges being unlikely to enter students for both AS and A level, principally on the grounds of costs.

- 5.7 Board members debated the extent to which reforms would impact other A level subjects including modern languages. Evidence to date had been inconclusive, particularly as secondary school reforms had placed a greater emphasis on these subjects.
- 5.8 Dr Jane Overbury noted that pupils had begun to question the value of higher education if a university was not considered to be amongst the best or the course of study was not highly regarded by top employers.

## **6 16 to 19 Accountabilities Consultation**

- 6.1 Yolande Burgess spoke to this paper. YPES Board members were informed that the government had opened a consultation on proposals to reform the accountability measures for providers of education and training for people aged 16 to 19 and young people up to the age of 25 with learning difficulty assessments.
- 6.2 The government proposes to introduce 18 new measures, with a focus on progression of students rather than absolute attainment to determine performance of learning providers. Data will be split into top-line measures to provide a snapshot of a provider's overall performance and additional data on specific areas of the provider's performance (for example, particular types of courses or student characteristics). The measures will for the first time capture the performance of all key stage 5 pupils.
- 6.3 The data will be used by the Department for Education to set minimum standards of performance. It was noted that where a school sixth form is deemed to operate below the minimum standards, the Department could order the school's conversion to academy status.
- 6.4 The YPES Board agreed to the recommendations outlined in the report. Sign off for the consultation would be undertaken with the Chair and vice chairs.
- 6.5 Caroline Neville informed attendees that Ofsted will be producing a data dashboard for colleges, similar to the one currently available to schools.

**Action point:** YPES team to circulate 16-19 accountability consultation response to vice chairs for comment in advance of sign-off.

## **7 ESIF 2014-20 proposed youth priorities and discretionary funding programmes**

- 7.1 Mary Vine-Morris informed members that the London Enterprise Panel (LEP) was set to receive approximately £640million of European Structural Investment Funds (ESIF) to support growth in London over the 7 year cycle 2014 to 2020. Additionally, a further £37million had been allocated through the European Union's new Youth Employment Initiative.
- 7.2 The LEPs Jobs and Growth Plan informed the overarching investment priorities to draw down funding. Until January 2014, the LEP will be consulting on how to translate the priorities and indicative activities into effective programmes for London. The YPES Board had been identified by the LEP as the group to work with to *'support interventions focused on moving young people aged 15-24 at risk of or not in education employment or training (NEET) into sustainable employment, using European Union funding'*.
- 7.3 Victor Farlie explained he had recently attended a consultation event about this funding. It had attracted a wide audience, highlighting the interest and importance to individuals as well as organisations in London that funding was used as effectively as

possible. At the event, three key issues were touched upon; the priorities were not entirely reflective of the challenges across London, particularly outer London; the sizeable proportion of money likely to be spent on contract management; the commissioning framework was unlikely to support those furthest away from the labour market.

- 7.4 Board members agreed that following consultation activities, a separate meeting should be arranged to prioritise the three to four specific outcomes that they would recommend to be achieved from interventions. Cllr Peter John, Caroline Boswell, Caroline Neville, Derek Harvey, Mary Vine-Morris and Victor Farlie volunteered to form the group.

**Action point: YPES team to organise meeting with Board volunteers to discuss key outcomes the Board want to achieve from European Structural Investment Fund.**

## **8 Raising the Participation Age**

- 8.1 Yolande Burgess informed attendees the pan-London leaver notification process had gone live. It had been designed to enable London's education and training providers to quickly and efficiently meet their new duty to inform their home borough when a 16 or 17 year old left a course early.
- 8.2 Matthew Hancock had written to 12 local authorities that were deemed by the DfE as failing to properly track 16 to 18 year olds' engagement in education or training. This included Tower Hamlets and Waltham Forest from London.

## **9 AOB**

- 9.1 Mary Vine-Morris informed attendees that YPES Board meeting dates for 2014 had been circulated. It was noted that the October meeting fell within half term; YPES Board members confirmed it would not impact their ability to attend. It was noted that the proposed March date fell close to purdah and may impact on Councillors ability to attend. It was agreed to move the date earlier.

**The next meeting will be Thursday 27 February 2014, 2-4pm, London Councils**

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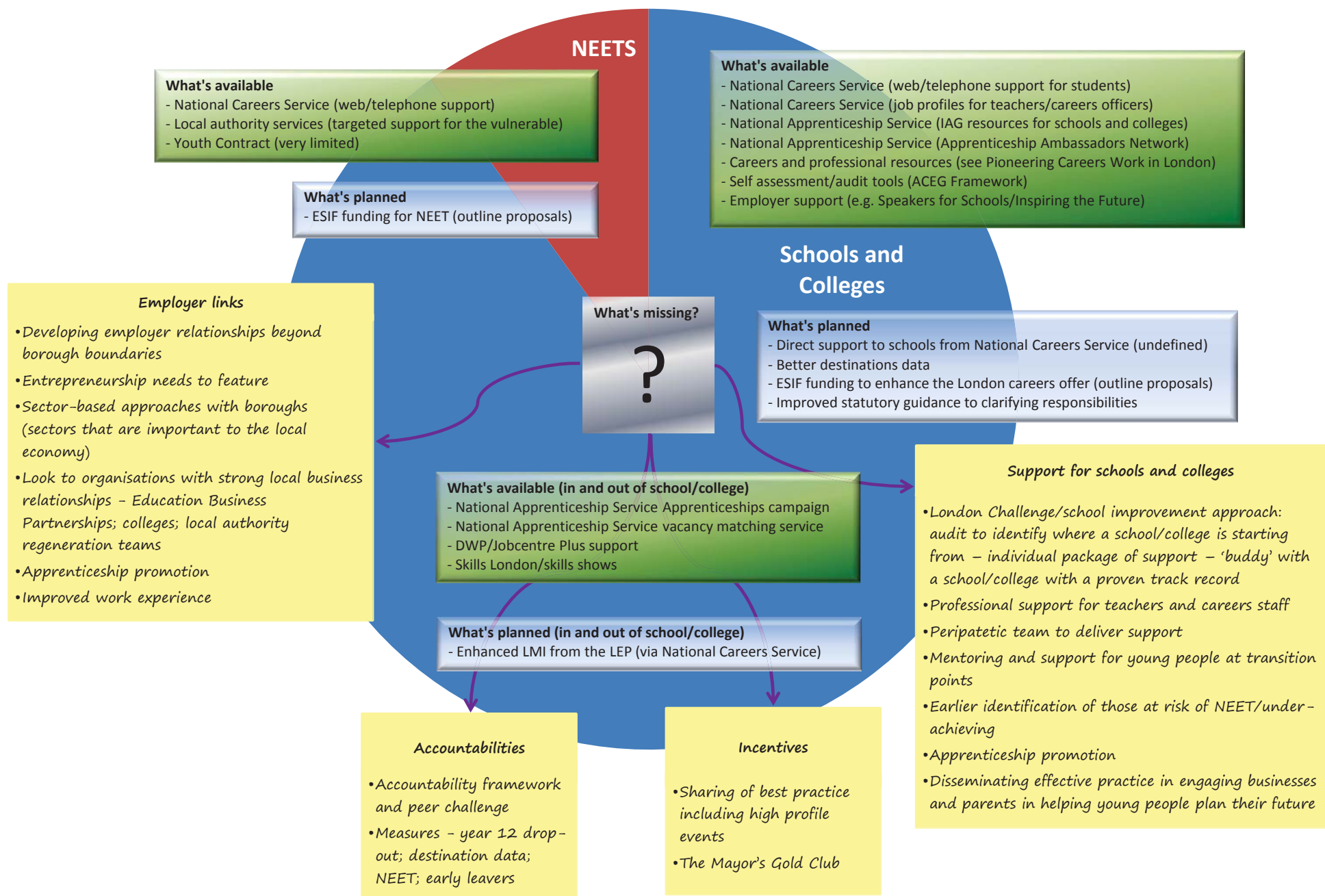


Item 3(a). Actions and Matters Arising from 15 October 2013 YPES Board meeting

<b>ACTION POINTS</b>		
3.2	YPES team to circulate Institute of Education Phase 1 report to Board members.	Circulated as a link in post meeting note 29 October 2013.
4.8	YPES to organise round table for December to agree core principles of a London careers offer.	Occurred 4 <sup>th</sup> December 2014 – resulted in the ‘Enhancing the Careers Offer’ wheel
4.8	Victor Farlie and Caroline Neville to circulate a joint implications paper following the governments’ Apprenticeship statement (due end of Oct 2013).	Announcement 28 October link to press release <a href="#">here</a> Presentation on the agenda (item 7)
4.8	London Councils to consult with ALDCS on draft SEN code of practice consultation response.	Response submitted by London Councils December 2013
6.5	YPES Team to circulate 16-19 accountability consultation response to vice chairs for comment in advance of sign-off.	Completed and submitted by deadline
7.4	YPES team to organise meeting with board volunteers to discuss key outcomes the board want to be achieved from European Social Investment Funds.	Occurred 10 <sup>th</sup> December 2013 – resulted in ‘Emerging Programmes’ document
<b>OTHER MATTERS ARISING</b>		
<b>DECISIONS TAKEN BY CHAIR TO BE REPORTED</b>		
20/11/13	Consultation on 16-19 Accountability	London Council’s consultation response submitted

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## Enhancing the London Careers Offer



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## Youth Employment Initiative / European Social Fund

### Emerging Programmes for Young People in London

#### Background

1. These programmes have been by the YPES Board following discussion within local authorities and other strategic partners.
2. The initial programme period is 2015-2017 and the approximate funding breakdown to be included here:
3. This iteration of this document is designed for London Councils and strategic partners to reach agreement on the nature of the programmes to be delivered and facilitate the construction of specifications
4. The programmes covered are:
  - 4.1 Preventative NEET
  - 4.2 NEET Re-engagement
  - 4.3 Targeted Provision: NEET interventions
  - 4.4 Enhancing the London Careers Offer
  - 4.5 Employability SupportThese are outlined in separate sections.
5. Diagram to follow
6. A number of areas have been specifically excluded from the recommended programme areas on the basis that they will be proposed and developed elsewhere::
  - Sector specific proposals; these are likely to be all-age (15-24) and emerge from joint AOC/Job Centre Plus considerations
  - Area based proposals, combining ERDF and ESF initiatives; where borough partnerships will develop programmes - again the assumption is that these proposals will be all-age
  - Intermediate Labour Market models;
  - Enterprise/Business Start-up initiatives;
  - Targeted programmes for young people who offend and who are in custody and / or the community, particularly those involved in gang-related offences, - to be covered by specific programmes agreed by the Mayor's Office for Policing and Crime (MOPAC) and the National Offender management Service (NOMS).

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### 1. Preventative NEET

Eligibility: young people aged 15-19 who are in education or training but are at risk of NEET as identified using Risk of NEET Indicators (RONIs).

Approach:

The intention is to have a single co-ordinated Pan-London programme that works with schools, colleges and learning providers and that we should resist from introducing further initiatives during the funding cycle (Jan 15- Dec 17). The programme should be delivered as separate lots for each sub-regional cluster.

Local authorities should identify the learning institutions<sup>1</sup> with young people (15-19) at risk of NEET and introduce the Prime Contractor (or delivery partner). In some boroughs, targeting schools with retention and / or achievement rates that are below average may also be appropriate. The institution and the contractor / provider will agree the young people with whom to engage and their individual programme of support. The Prime Contractor will notify the local authority of the young person's status (engaged or left).

Building on the learning from programme delivered in the 2010-13 funding round, the programme should provide 'wrap around support' – a combination of mentoring and 1:1 support – to young people that encourages their retention in existing learning opportunities, rather than offer alternative learning pathways with limited progression routes. To prepare young people for further study or entry into the labour market, appropriate support will need to be given to ensure attainment of English and maths at GCSE grade C or above, or alternative appropriate qualifications assuring the young person's competence in literacy and numeracy. The programme should also incorporate gateways to progression, including Traineeships or Apprenticeships where this is more appropriate for the young person.

The programme should provide for long-term interventions where necessary - enabling young people to be supported into sustained outcomes. This will mean providing intensive support programmes at key transition points (i.e. leaving school, completing courses etc.) Where the young person is 18+ and is claiming benefit, the provider will engage with the relevant organisation or if it is JSA, with the relevant JCP adviser.

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<sup>1</sup> 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 including learning and support services funded by any UK government department or publicly-funded agency and / or funded by the EU.

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### 2. NEET Re-engagement

Eligibility: any young person aged 16-24 who is NEET. (*Starting age is 16 because there are separate statutory requirements for under-16 participation, participation of 16-17 year-olds and the participation of young people over 17*). It is proposed that there should be no other eligibility requirement in terms of age, duration of NEET or prior educational attainment.

Approach:

Although there will be a single programme for the whole of London, delivery will be through a single Prime Contractor in each sub-regional cluster.

The delivery model should consist of:

- Outreach recruitment, with the delivery partners working in conjunction with each other and with local authorities
- Providing impartial and independent personalised support – a combination of advice and guidance, personal planning, mentoring and on-going 1:1 support – to young people that encourages either their return to existing learning opportunities; participation in Traineeships or Apprenticeships; or entry into jobs, as appropriate for the young person
- On-going ‘wrap around support’ - mentoring and 1:1 support - to enable young people to secure sustained outcomes and to overcome risk of early drop-out
- Non-accredited provision, including personal tuition – especially in English and maths – that supports mainstream delivery
- An ‘elastic’ programme that provides for longer-term support, both pre- and post-progression, where necessary
- A ‘structured ending’ where support is gradually tapered off
- Where the young person is 18+ and is claiming benefit, the provider will engage with the relevant organisation or if it is JSA, with the relevant JCP adviser.

The payment system should:

- Take account of the average length of stay on the current Youth Contract
- Provide an enhancement based on the length of time entrants have been NEET and an appropriate weighting for progression and retention into an EET outcome.
- Enable providers to make payments to participants in the form of an allowance in a similar way that mainstream schools and colleges use their bursary funds.

Although most young people are likely to re-enter learning, those who move into employment should be RPA compliant.

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### 3. Targeted provision: NEET interventions

Eligibility: Young people aged 15-24 who are NEET and whose background or characteristics suggests they require additional support into employment and training. These include:

- Refugee / migrant children
- Children in care / care leavers
- Homeless young people
- Travellers
- Those who have been excluded from school
- Those with mental health difficulties
- Those with drug/ alcohol abuse issues
- LLDD
- Teenage parents and parents-to-be
- Young carers
- Those in need of literacy, numeracy and ESOL training

The characteristics of these young people suggest that they are furthest from the labour market and often experience multiple barriers to their entry to and retention in formal study and employment.

Approach:

Each local authority should provide a short statement on the characteristics or localities they wish to prioritise. The statement should be refreshed at the end of the funding cycle

There should be a single Prime Contractor for each cluster that will be required to source appropriate delivery partners to deliver the requirements for each borough. This should result in better resourced niche provision (either from specialist organisations or local Third Sector Organisations). Local authorities will then be expected to work closely with delivery partners to engage with young people and provide more co-ordinated access to services and multi-agency support. Where the young person is 18+ and is claiming benefit, the provider will engage with the relevant organisation or if it is JSA, with the relevant JCP adviser.

Participants will be offered a programme that is carefully tailored to meet their needs and based on the achievement of a personal goal, which may mean

- entry into an education or training course that provides the participant with the qualifications and credentials that enables subsequent progression
- entry into a Traineeship, Apprenticeship or a job without training

Cluster-based networking between local authorities, Prime Contractors and delivery partners will be essential

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#### 4. Enhancing the London Careers Offer

The overall aim is to improve the quality and availability of careers guidance offered to all young people in London. The approach includes building capacity and delivering opportunities for young people

##### **Building the capacity of organisations to offer young people guidance on their future options**

###### Approach:

- Establish cluster-based networks who will identify and disseminate effective and innovative practice in schools and colleges that adds value to young people; supports them particularly at key transition points; and secures retention and progression.
- Identify and disseminate effective practice in engaging businesses and parents in helping young people plan their future
- Provide school / college staff in each cluster area with information and professional support and facilitate collaborative working, employer engagement and links to Further and Higher Education
- Develop mechanisms for ensuring the timeliness and accessibility of labour market information and skill forecasting so that there is a more visible resource for London based on jobs now and in the future

##### **Reduce drop-out at 17 and improve progression at 18 / 19**

Eligibility / Target Group: all young people in London aged 15-24.

###### Approach:

- Address the lack of access to face-to-face guidance for young people who are NEET through an extension of guidance services offered by the National Careers Service to all young people, targeting those who are not currently engaged in learning
- Provide locally based brokerage services to ensure young people are supported through critical points and sign-posted to the most effective provider to meet their needs
- Improve the employability skills, potential and employment aspirations of young people in school
- Increase access to higher level skills provision, especially Apprenticeships, in sectors and opportunity areas most closely associated with London's economic growth
- Make best use throughout the capital of the London Skills Shows to raise the profile of career pathways to young people.
- Conduct activities that boost the credibility of Apprenticeships and Traineeships and address the low uptake in London, for example:
  - Improve teachers' and parents' awareness of the benefits of Apprenticeships to young people

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## Youth Employment Initiative / European Social Fund

### Emerging Programmes for Young People in London

- Provide opportunities for advocates (both young people and businesses) of Apprenticeships and Traineeships to promote the benefits of the programmes to their peers
- Align the promotion of Apprenticeships and Traineeships to locally-targeted recruitment and training initiatives

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## Emerging Programmes for Young People in London

### 5. Employability Support

It is proposed that there should be distinct strands of activity that firstly build employer capacity and create new opportunities for young people and secondly prepare young people for employment

#### **Building Capacity**

- Co-ordinate the engagement of businesses of all sizes and types in education, skills and employment offer in London
- Develop the capacity of London's businesses to provide young people with opportunities for work experience, employment and skills progression

#### Approach:

##### Education-Business Links

- Campaign and sales work to support an increase employer involvement in schools – including, governance, supporting the provision of employability skills, shaping the curriculum, helping assess vocational qualifications and participating in careers work
- Coordinate engagement with large employers
- Provide local support to develop links between education and small / medium-sized and micro businesses
- Support employers to identify and design work experience placements that deliver practical business benefits as well as opportunities for young people.
- Provide mentoring support to employers to increase the success and sustainability of opportunities.

##### Encouraging businesses to employ young people.

- Campaign and sales work to support employers to provide a more comprehensive offer of work opportunities, including work experience and Apprenticeships. This extends to considering a possible range of incentives that could be offered to both participants and employers, especially SMEs.

#### **Preparing young people for employment**

Eligibility: young people in London aged 15-18

#### Approach:

##### Recognition of Employability Skills and Potential

There are several borough-based employability initiatives being trialled and the common elements of their design could be better incorporated into a Pan-London Employability Framework (delivered by local, cross-borough or cluster-based initiatives)

Eligibility: all unemployed young people in London aged 18-24

February 2014

# Youth Employment Initiative / European Social Fund

## Emerging Programmes for Young People in London

### Encouraging entrepreneurship

Develop innovative approaches to promote entrepreneurship opportunities to young people. This could include

- Creating opportunities with large companies to develop talent, raise aspirations and enable unemployed young people to demonstrate entrepreneurial and employability skills
- Linking companies and universities with schools to help mentor students to understand related business concepts and processes

### Employment support

- Provide targeted assistance to young unemployed people, especially those at some distance from entering the labour market
- There should be an emphasis on building: independent learning skills, employability skills and potential, and resilience. Work experience, internships and voluntary work in both Public and Private Sectors or in The Third Sector and / or part-time, evening or week-end work may also be incorporated into individual programmes to develop and demonstrate the employability skills of participants.
- Programmes will need to be personalised where young people are in receipt of JSA.
- All individual programmes will need to incorporate on-going support to participants as they access, enter and remain in learning or employment destinations. The programme may need to use a broad range of outcomes appropriate to differing circumstances of young people.

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# Young People's Education and Skills Board

## Policy Update

Item No: 4

**Date:** 27 February 2014

**Contact:** Neeraj Sharma

**Telephone:** 020 7934 9524

**Email:** [neeraj.sharma@londoncouncils.gov.uk](mailto:neeraj.sharma@londoncouncils.gov.uk)

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**Summary** This paper outlines the key changes affecting 14-19 policy since the last YPES Board meeting.

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

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## 1 Background

- 1.1 This paper outlines the key policy statements, consultations, changes and interest items in relation to 14-19 education and training which have occurred since the last YPES Board meeting.

## 2 Autumn Statement<sup>1</sup>

- 2.1 On 5 December, George Osborne delivered the government's Autumn Statement. The Chancellor made a number of announcements notably on free school meals, apprenticeships, youth unemployment and higher education. Each has led to considerable discussion:
- 2.2 **Free School Meals** - From September 2014, children in Reception, Years 1 and 2 as well as disadvantaged students in colleges will be entitled to free school meals. However, at the time of the £600million policy announcement, there was no indication of the level of additional funding that would be allocated to upgrade school kitchens as well as eating areas to cater for additional pupils.
- 2.3 **Apprenticeships** - Public subsidies will be re-routed from training providers to employers via HMRC tax refunds. Greater employer ownership underpins this decision with the intention to get a more responsive system and thus higher levels of engagement. The government has said it will carry out a consultation in the New Year to help develop a 'simple and accessible' system. Acknowledging concerns that the reforms could put off smaller businesses, it will also consult on an alternative funding system for SMEs. Additionally, the Chancellor allocated a further £40million to support higher apprenticeships.
- 2.4 **Youth unemployment** - Employer National Insurance contributions will be scrapped from April 2015 for those aged under 21 earning below £813 a week. Additionally, £10million a year will be made available so that Jobcentre Plus can work with local authorities to help 16 and 17 year olds find apprenticeships and traineeships. The Chancellor announced the piloting of a new scheme to help unemployed 18 to 21 year olds to gain English, mathematics and work experience.

- 2.5 **Higher education** - The cap on student numbers will be removed in a phased process, being partially lifted in 2014/15 and fully lifted, including for alternative providers, from 2015/16. The government justified the move on the basis that *an estimated 60,000 young people a year who have the grades to enter higher education cannot currently secure a place*. The move has been costed at an additional £720million a year rising to £2billion by 2018/19. An additional £400million has been added to the Department for Business, Innovation and Skills budget to cover teaching costs, but this is only up to 2015/16.
- 2.6 London Councils welcomes the additional funding and impetus the Chancellor has placed on supporting young people to progress into employment or higher education. However, the most pressing demand on the Department for Education (DfE) has been to cut £167million from its budget in 2014 and a further £156million in 2015-16. With school budgets currently ring-fenced the entire cut can only be made from non-school spending. This will further exacerbate the differential in funding between pre- and post-16 education.
- 2.7 Additionally, whilst it is important the apprenticeship model is more responsive to the needs of employers, the additional responsibilities for managing public subsidies will create resource challenges for many employers. London Councils welcomes the confirmation that there will be a technical consultation on this change.

### **3 Monitoring poverty and social exclusion 2013 report<sup>2</sup>**

- 3.1 The New Policy Institute produces an annual report providing a comprehensive picture of poverty in the UK, featuring analysis of low income, unemployment, low pay, homelessness and ill health.
- 3.2 A focus on the geographical distribution of disadvantage reveals that national averages mask huge variations between areas in unemployment, educational achievement, and life expectancy. The map of child poverty across the UK shows a very high proportion of children in poverty in the major cities. Manchester, Liverpool, Glasgow, Newcastle and parts of London are all in the ten areas with the highest rates of poverty. Tower Hamlets has the highest rate of child poverty in the country, at 42 per cent.
- 3.3 The education section of the report highlights some significant London successes:
- The likelihood of a school falling below the floor standard is much higher when it has a higher proportion of students in receipt of free school meals. Schools in London are the exception to this rule; London, which has the highest average proportion of disadvantaged pupils of all regions (38.5 per cent), has the lowest proportion of failing schools (3 per cent).
  - The proportion of students going on to higher education is considerably higher in London, both for free school meal (FSM) and non-FSM students.
  - Many of the local authorities with the lowest proportion of disadvantaged students not attaining the expected standards at age 16 are in London.
  - The educational attainment gap between poor and non-poor students is significantly smaller in London compared to all other regions (about a third of what it is elsewhere).
- 3.4 To see a chapter in a national report about the educational attainment of disadvantaged pupils dominated by the success of London in narrowing attainment gaps is both welcome and encouraging.

#### **4 Funding for academic year 2014 to 2015 for students aged 16 to 19 and high needs students aged 16 to 25<sup>3</sup>**

- 4.1 On 10 December the Education Funding Agency (EFA) wrote to post-16 funded providers to outline the funding arrangements for the academic year 2014/15.
- 4.2 The most significant announcement was that the funding rate for full-time 18-year-old students in 2014/15 will be 17.5 per cent below the rate for full-time 16- and 17-year-olds. The reduction will apply to all elements of the funding formula except the flat rates for disadvantaged students without GCSE grade C or above in English or mathematics. Students with a learning difficulty assessment or a statement of special educational needs will not be affected by the change.
- 4.3 Given that London has the highest proportion of 18 year olds in education and training (25.1 per cent), the reduction in funding will have significant implications for the capital's young people, many of whom study in general further education colleges.
- 4.4 On 14 January Councillor Peter John, Chair of the Young People's Education and Skills Board, wrote to the EFA to raise local government concerns about the decision, particularly in the context of Raising the Participation Age and high levels of youth unemployment in London.
- 4.5 Also noted in the letter was the disproportionate impact on the capital's disadvantaged young people as London has a higher proportion of disadvantaged young people than other regions.
- 4.6 Additionally, Councillor John pointed to recent research by the Institute of Education, which identified that one way of retaining young people in learning and consequently helping them to raise their achievement levels so they have a better chance to enter work, is for schools and colleges to deliver structured three year programmes of study.
- 4.7 The proposed funding cut for 18 year old students will act as a significant disincentive for London to implement three year programmes of study. Disadvantaged young people, who will genuinely benefit from a longer period of study to take advantage of more English and maths learning, achieve at level 3 or secure the opportunity for a Traineeship, will be most affected.
- 4.8 The Secretary of State for Education, Michael Gove, has indicated to Graham Stewart MP, chair of the Education Select Committee, that he will review the decision in February.

#### **5 Vocational qualifications for 14- to 19-year-olds<sup>4</sup>**

- 5.1 The Department for Education has published Technical and Applied general qualifications that have been approved to be taught from 2014. Approved applied general courses have been recognised by at least three Higher Education Institutions as fulfilling entry requirements to a range of Higher Education courses, either in their own right or alongside other Level 3 qualifications.
- 5.2 These qualifications have been approved for reporting in the 2016 16-19 School and College Performance Tables (published in early 2017).
- 5.3 The 2013 16 to 18 Performance Tables have already been changed to report on three performance categories: results for A levels; A level and other advanced academic qualifications; and advanced vocational qualifications.

## **6 Government response to the Education Select Committee inquiry report into School Partnerships and Cooperation<sup>5</sup>**

- 6.1 On 20 January the government published its response to the findings from the Education Select Committee inquiry into School Partnerships and Cooperation and the differing forms of school partnership and cooperation, and whether they have particular advantages and disadvantages.
- 6.2 Most notably within its response, the government outlined the following:
- Ofsted already has powers to inspect groups of academies, either because they themselves have an interest, or where the Secretary of State asks the Chief Inspector for advice. Giving Ofsted the power to inspect sponsor chains, in a similar fashion to their school improvement inspections of local authorities, would not provide any information about the sponsors that the DfE does not already have.
  - The government is not convinced of the benefit of allowing an academy to exit a chain without the consent of the trust board. Highlighting it could create a situation where either the academy trust may be afraid to challenge an outstanding academy for fear the academy might leave, or a school with an outstanding rating leaves an academy trust and cannot sustain this level of performance once they lose the benefits of the support of their chain.
- 6.3 A consultation on planned reductions to the Education Services Grant is due to be published shortly. It will clarify the government's expectations of local authorities in relation to school improvement alongside a revised Schools Causing Concern statutory guidance document.
- 6.4 London Councils will be submitting a response to the consultation and will set out the local authority role in education, as signed up to by London local government.

## **7 UK Commission's Employer Skills Survey 2013: UK Results<sup>6</sup>**

- 7.1 UKCES has published The UK Commission's Employer Skills Survey (UKCESS) 2013. As part of the survey, over 90,000 employers were interviewed between March and July 2013 and reported a total of 559,600 job vacancies in England – up 45 per cent from 2009. However, skills shortage vacancies nearly doubled over the same period, increasing from 63,100 to 124,800.
- 7.2 The report also found that:
- 7.2.1 Almost three in ten vacancies are reported to be hard-to-fill, and shortages in suitably skilled, qualified and/or experienced workers are the main reason for this. Overall, such skill shortage vacancies represent more than one in five of all vacancies (22 per cent), up from one in six in 2011 (16 per cent).
  - 7.2.2 Around a quarter of employers recruited at least one education leaver in that period (27 per cent, down from 29 per cent in 2011). Two-thirds (66 per cent) of employers felt that 17 and 18 year olds recruited from school were well/very well prepared and three-quarters (74 per cent) agreed that new recruits from further education colleges employed into their first jobs were very well or well prepared. However, as many as four in ten employers taking on school leavers aged 16 from schools in England, Northern Ireland or Wales described the recruits as poorly prepared.
  - 7.2.3 The main obstacle to (more) young people getting new jobs is competition in the market place rather than perceptions that young applicants do not have the capability to perform in the job role. Where it was felt a young applicant did not



meet requirements for the role, the main reasons cited were a lack of skills and experience, and sometimes both. Three in five recruiting employers (61 per cent) who had not recruited a young person said they had no applications from young people.

- 7.2.4 Employers who had recruited young people and/or education leavers over the past two to three years appeared to have a greater demand for (new) labour than other employers, being around twice as likely to have vacancies.
- 7.3 The report provides evidence of an economy that is improving through the growth of jobs in the UK. However, littered throughout the findings are issues that may hinder the employment of young people. Most notably, the skills gap between the demand of employers and those of young people leaving education and interestingly, young people not applying for vacancies. This further highlights the need to ensure young people receive high quality careers guidance, so they are fully aware of new opportunities and fields they can enter.

## **8 The higher education journey of young London residents report<sup>7</sup>**

- 8.1 Working with the London Borough of Newham and the University of East London, London Councils commissioned research into the Higher Education (HE) journey of young London residents. The report provides analysis of the higher education journey of young London residents, from their pre-HE institutions, through their HE study, and on to their graduate employment destinations.
- 8.2 The number of young London residents progressing to HE rose steadily for three years from 2007/08 before peaking in 2009/10. Numbers decreased in 2010/11, but by 2011/12 they had recovered to their 2009/10 levels. In 2011/12, over 67,000 young London residents progressed to HE, compared to just under 61,000 five years earlier.
- 8.3 The numbers of 18 to 20 year-olds progressing to HE has risen over the five year period, but the number of 21 to 24 year-olds has been decreasing significantly since 2009/10.
- 8.4 The most popular universities with London residents in 2011/12 were London Metropolitan, University of East London, Greenwich, Middlesex, and Kingston. However, even the most popular universities only had 5 per cent or less market share of the young London resident population, which reflects the wide range of universities attended overall.
- 8.5 The most popular degree subjects in 2011/12 are similar to the most popular nationally; Business Studies, Psychology, and Economics. Young London residents achieved a wide range of higher education qualifications in 2011/12, with over 76 per cent achieving an honours degree.
- 8.6 Destination data from the Destination of Leaver from Higher Education survey for 2010/11 shows that over 43 per cent of students were employed in full-time paid work six months after graduation. If part-time work, self-employment, and those due to start a job within the next month are taken into account, the employment figure increases to 63 per cent. If employment and further study is taken into account, the figure for young London residents rises to almost 88 per cent.
- 8.7 The majority of students (almost 90 per cent) who stated that a degree was required for their employment may be reflective of the value of degree-level study in securing employment. The increase in students reporting this over a four year period (a 32 per centage point increase) certainly evidences the increase in demand for graduates from London employers, although not necessarily an increased skills requirement. Time series data shows that more young London resident graduates are earning salaries of between £15,000 and £25,000 per annum, yet numbers earning over £25,000 per

annum have remained fairly static (this may be a reflection of significant downward pressure on salaries over the past few years).

- 8.8 Although there remain concerns regarding the progression of students from HE into high skilled employment, the report clearly highlights that young Londoners continue to see value in a higher education.

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<sup>1</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/263942/35062\\_Autumn\\_Statement\\_2013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/263942/35062_Autumn_Statement_2013.pdf)

<sup>2</sup> <http://www.jrf.org.uk/sites/files/jrf/MPSE2013.pdf>

<sup>3</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/264707/Peter Mucklow Letter to sector December 13.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/264707/Peter_Mucklow_Letter_to_sector_December_13.pdf)

<sup>4</sup> <https://www.gov.uk/government/publications/vocational-qualifications-for-14-to-19-year-olds>

<sup>5</sup> <http://www.publications.parliament.uk/pa/cm201314/cmselect/cmeduc/999/99904.htm>

<sup>6</sup> <http://www.ukces.org.uk/assets/ukces/docs/publications/evidence-report-81-ukces-employer-skills-survey-13-full-report.pdf>

<sup>7</sup> <http://www.londoncouncils.gov.uk/London%20Councils/TheHigherEducationjourneyofyoungLondonresidentsFIN.pdf>

# Young People's Education and Skills Board

## Evidence Base and Statement of Priorities

Item no: 5

**Report by:** Mary Vine-Morris **Job title:** Director

**Date:** 27 February 2014

**Telephone:** 020 7934 9779 **Email:** [mary.vine-morris@londoncouncils.gov.uk](mailto:mary.vine-morris@londoncouncils.gov.uk)

### Summary

*Young people in London: an evidence base*, a key reference point for those engaged in 14 to 19 education, training and employment has been published. The evidence base directly informs the *Annual Statement of Priorities*, which sets out the key objectives in realising the vision for young people's education and skills in London.

The Annual Statement of Priorities helps local authorities meet their statutory duties and learning institutions plan and deliver opportunities for young people to learn and thrive in London. It outlines the challenges and actions in the four key priorities set out in the vision for young people's education and skills in London.

### Recommendations

Board members are invited to discuss *Young people in London: an evidence base* and the *Annual Statement of Priorities* and, subject to any amendments raised at the Board meeting, agree;

- the actions and key milestones for each of the four priorities;
- the targets for improvement; and
- that the *Annual Statement of Priorities* be published and circulated to local authorities.

## 1 Background

- 1.1 *Young people in London: an evidence base* is a key reference point for those engaged in 14 to 19 education, training and employment. It brings together a range of data sources to offer a quick and easy route to reliable and relevant evidence concerning young people and education in London (see Annex 1 for a summary of findings from the evidence base).
- 1.2 The evidence base draws a significant amount of data and visualisations from [Intelligent London](#) - an interactive online tool for analysing data on the education and skills of young Londoners produced by Young People's Education and Skills and its data partner Mime Consulting.
- 1.3 The evidence base directly informs the *Annual Statement of Priorities*, which sets out the key objectives in realising the vision for young people's education and skills in London.

## **2 Key points from the draft Annual Statement of Priorities**

- 2.1 Drawing primarily from *Young People in London: an evidence base*, other key research - particularly from the Institute of Education (Young People's Education and Skills' academic partner) - and the evolving policy landscape, the draft *Annual Statement of Priorities* maintains focus on the needs of young people and ensuring that they have personal routes to success. It has been produced to help local authorities meet their statutory duties and learning institutions plan and deliver excellent opportunities for young people to learn and thrive in London. It outlines the challenges, potential and actions in the four key priorities set out in the vision for young people's education and skills in London:
  - 2.1.1 *Business and Education* – London's education and learning institutions and the business community should work better together to enable more young people to succeed
  - 2.1.2 *Careers Guidance* – Young people should expect to exercise informed choice about their options so that they progress to and reach their potential
  - 2.1.3 *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
  - 2.1.4 *Working Together* – stakeholders should work collaboratively in the interests of young people
- 2.2 The actions in each of these priorities are addressed to Young People's Education and Skills/strategic partners, local authorities and learning institutions so that further progress can be made in participation, achievement and progression - defined in the vision as key to success. It refers to the related responsibilities and actions of other partners and stakeholders, especially the London Enterprise Panel and learning institutions, and their representatives who lead on employment and quality improvement respectively.
- 2.3 The draft *Annual Statement of Priorities* is attached to this paper (see Annex 2) for the Board's consideration.
- 2.4 The *Annual Statement of Priorities* will conclude with the targets for improvement over the coming year and the Board is invited in particular to comment on the degree of stretch that these targets should represent (see Annex 3).

## **3 Recommendations**

- 3.1 Board members are invited to discuss *Young people in London: an evidence base* and the *Annual Statement of Priorities* and, subject to any amendments raised at the Board meeting, agree;
  - 3.1.1 the actions and key milestones for each of the four priorities;
  - 3.1.2 the targets for improvement; and
  - 3.1.3 that the *Annual Statement of Priorities* be published and circulated to local authorities.

## The London landscape

- London has a growing 16 to 18 year old population, which is set to expand to 323,600 by 2032; more young people reside in outer London and on the eastern side of the city
- London has an increasingly diverse provider base spread across the city with a broad learning and training offer
- London has a highly mobile cohort of young people who are prepared to travel to meet their learning requirements
- There appears to be a link between higher deprivation levels and lower life chances for young people in London with lower attainment in the more deprived areas of the city

## Participation

- London has historically high participation levels and its overall 16 and 17 year old participation level is the highest in the country at 91.3 per cent
- London has particularly strong 17 year old participation compared to the rest of the country supporting its overall strong participation levels
- Participation varies significantly by borough; some boroughs have nearly 98 per cent participation and are close to achieving their Raising the Participation Age targets
- The percentage of young people not in education, employment or training in London has consistently remained below the national average
- The number of 16 to 18 year olds whose activity is 'not known' in London remains high (32,177 young people) with much variation in borough level performance
- London's 16 to 24 youth unemployment is much higher than the rest of the country with particularly high levels in certain boroughs and wards in the city; despite this the region has the highest proportion of establishments with a vacancy in the country
- London has a falling number of under 19 and 19 to 24 Apprenticeship starts, which are the second lowest in the country

## Outcomes

- There has been a dramatic increase in Key Stage 4 performance in London over recent years. Young people achieving five or more A\* to C grades at GCSE increased by 26 percentage points and by 19 percentage points including English and mathematics between 2006 and 2013.
- There remain attainment gaps at Key Stage 4 with pupils eligible for free school meals, children in care, pupils with special educational needs and those from certain ethnic groups achieving less well
- London has seen a decline in Key Stage 5 performance with points per entry and points per student lagging behind the national average
- Level 2 attainment by 19 rose by 20 percentage points between 2005 and 2012 and is now 2 per cent higher than the national average and level 3 attainment by 19 is now 6 per cent above the national average
- London has mixed performance in relation to success rates - sixth form college (2011/12) and school/academy (2009/10) success rates are above the national average, yet general further education (2011/12) and Apprenticeship (2011/12) success rates are below the national average

## **Progression**

- 90 per cent of young Londoners are recorded as being in a sustained education or employment/training destination in the year after Key Stage 4, which is higher than the national average, with school sixth forms being the most popular destination
- 71 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after they took their A level/other level 3 qualification, which is higher than the national average
- The number of young London residents progressing to Higher Education (HE) rose steadily between 2007/08 and 2009/10 and is currently well above the national average; more young people also studied at the top third of HE institutions in the country
- A degree level qualification is increasingly becoming a formal requirement in London, although it is unclear whether this is tied to an economy demanding higher skill levels or a more competitive job market
- Despite young Londoners being highly qualified, the city has a large proportion of establishments with a skills shortage vacancy
- London employers offer less training opportunities than the rest of the country

# Annual Statement of Priorities

2014/15







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

On behalf of the London Councils Young People's Education and Skills Board, I am pleased to present the priorities for young people's education and skills in London for the year ahead.

The board, which represents the key strategic partners responsible for education and skills in the capital, is focused on the needs of young people and ensuring every young Londoner has a personal route to success. This is at the heart of the vision for young people's education and skills in London<sup>2</sup> and is central to our work.

In this ambition, we are conscious of the many challenges that young people face in London: a system that still seems to be performing unequally across London; fierce competition for jobs, apprenticeships and places in further and higher education; barriers to success that many young people and their families find difficult to overcome and a future in which it is difficult to identify career pathways with any great confidence.

But we are also very aware of the great opportunities for the future:

- a capital city of global importance that is central to the whole country's ambitions for increased growth, prosperity and advancement
- an education and skills system which has improved in parts and is demonstrating significant capacity for improvement
- a greater shared awareness across London of the main issues that we face and of the action needed to address them
- a growing confidence that education and business can work better together to provide young people with the opportunities to contribute to the capital, its economy and its communities.

This level of understanding of the challenges, coupled with an acute awareness of the potential for the future, provides us with a foundation upon which to take a decisive lead in young people's education and skills in London – and give all young Londoners the best possible chances in life.



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# 01

## introduction

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

*Being The Best – the Vision for Young People’s Education and Skills in London, London Councils, 2012*

Our fifth Annual Statement of Priorities sets out the progress and challenges that the education and skills system in London faces as we strive to achieve the goals set out in *Being The Best – the Vision for Young People’s Education and Skills in London*<sup>3</sup>. We are informed by *Young People in London: an evidence base*<sup>4</sup>, other key research, particularly from the Institute of Education, our academic partner, and the evolving policy landscape.

In the vision we established that our focus would be ensuring that every young person has a personal route to success established through excellence in participation, achievement and progression to employment and/or further study.

Realising this vision of success requires significant progress in our four key priorities for education and skills in London:

- **Business and Education** – London’s education and learning institutions and the business community should work better together to enable more young people to succeed
- **Careers Guidance** – Young people should expect to exercise informed choices about their options, progress and reach their potential
- **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

- **Working Together** – Stakeholders should work collaboratively in the interests of young people.

Strategic partners have consistently reinforced these priorities and have determined the responsibilities and programmes of action that will achieve the breakthroughs necessary to secure the vision and ambitions for young people’s education and skills.

London is a growing city, which brings both prestige and opportunities – but with these also comes great challenges, including pressure on places in education and on jobs. It is a city with many strengths including:

- a diverse population with numerous direct links to new and emerging economies;
- distinct governance and leadership, with shared goals, a clear perspective of partnership responsibilities and broad agreement on the priorities for action
- a vibrant cultural life that attracts and inspires talent and creativity – a city in which entrepreneurship is admired and valued.

Capitalising on these opportunities, the capital leadership in local and London-wide government rises to the challenges of a modern city in an ever-changing and increasingly competitive world and accepts responsibility for the actions needed in the field of young people’s education and skills.

The backdrop to these actions is one of some strength in all three dimensions of 'success' (participation, achievement and progression) and potential for further improvement to cement London's reputation as a world class city.

However, our educational performance is inconsistent. During their time in education and training, Londoners will typically pass through phases where they are playing catch-up with their equivalents in other parts of the country and at other times their average performance will outstrip their rivals.

For example, we know that the performance of young people in London leads the rest of the country at Key Stage 4 and yet, although above the national average by the age of 19, there is a lack of progress at Key Stage 5.

In particular, the evidence suggests that drop-out at 17<sup>5</sup> remains the greatest challenge both to achieving full participation up to the age of 18 and realising the full vision for young people's education and skills.

In addition, 'average performance' masks great disparities between neighbourhoods and between young people with different backgrounds and characteristics; the greatest cause of disparity in educational performance in London still appears to be disparity in household wealth. While London demonstrates some notable success for young people on free school meals at level 2 and level 3 by the age of 19, there is still a long way to go to fully address inequality in achievement.

All of this is in the context of an increasingly positive outlook on the prospects for growth<sup>6</sup> and employment in London, fuelled by infrastructure projects (such as Crossrail) of national importance and the creation of extensive local investment in regeneration.

That is not to say that growth in employment will be even or continuous. The job market for young people has for some time been changing. Technological advances affect every sector and skill. More and more jobs require higher skills and qualifications, while lower skills jobs are diminishing. Middle tier jobs, once the destination of choice for many school leavers at both 16 and 18, are disappearing rapidly in

a number of sectors and skills areas. London's school leavers, increasingly lacking practical work experience, have to compete not just with their peers but also with young people from other parts of England and other countries - and increasingly with older and more qualified people.

Undeniably, the level of youth unemployment (16 to 24) points at a significant skills mismatch and lack of preparedness of young people to gain access to the jobs available and take advantage of the richness of opportunity<sup>7</sup>.

## A Shared Agenda

Increasingly, there is a united partnership response to this challenge. The London Enterprise Panel's (LEP) Jobs and Growth Plan<sup>8</sup> establishes Skills and Employment as a key priority, to ensure Londoners have the skills to compete for and sustain London's jobs. The LEP's work in this respect has three dimensions; it focuses on:

- employment and progression outcomes through freedoms, flexibilities and funding incentives
- informed customers (Londoners, businesses and providers)
- employer engagement.

In particular, the LEP is helping to ensure that there is a closer match between the skills of young people and the employment opportunities available to them. There is also a commitment to address the issue of quality. For example, the AOC is leading the delivery of the Excellence Challenge, which is the FE sector's response to improving the quality of teaching and learning.

The LEP recognises the leadership role of Young People's Education and Skills (YPES) board in taking forward the young people aspects of this work, especially in influencing the use of European Structural & Investment Funds (ESIF). London's ESIF strategy for 2014-2020, has set out its response to the competitiveness and employment growth challenges that London's economy faces in the short, medium and long-term; including capitalising on innovative and technological strengths and opportunities and the changing character of London's population.

## Rising to the Challenge

There have been a number of advances in making London's education and skills system more effective; advances in which everyone involved in the sector has played a part. Moreover, there is an appreciation shared by all the major partners and stakeholders in the sector of the size of task still ahead – what needs to be done, where responsibilities lie and how to account for progress.

We have to address the facts that:

- too many young people in London are studying in institutions with a poor track record in achievement and progression – and they are not necessarily studying the subjects that employers want or acquiring the skills they need to compete in the jobs market
- too many students are not completing enough subjects at the grades that give them a chance to progress into Higher Education, or continue learning higher technical subjects – the type of skills that are going to be in great demand in the future
- While the availability of more data will help some young people and their families in choosing more appropriate post-16 provision, the absence of high quality face-to-face careers guidance is holding many young people back.

As a sector we have to commit to:

- delivering enough high quality courses in the type of subjects needed by young people and businesses
- providing young Londoners with the right skills to compete for the jobs that will fuel economic growth
- equipping enough young Londoners with the qualifications they need for Higher Education and higher technical learning
- building on young Londoners' achievements in GCSEs in their post-16 education and training.





## 02

# young people in London: an evidence base – summary of findings



### The London landscape

- London has a growing 16 to 18 year-old population, which is set to expand to 323,600 by 2032; more young people reside in outer London and on the eastern side of the city.
- London has an increasingly diverse provider base spread across the city with a broad learning and training offer.
- London has a highly mobile cohort of young people who are prepared to travel to meet their learning requirements.
- There appears to be a link between higher deprivation levels and lower life chances for young people in London with lower attainment in the more deprived areas of the city.

### Participation

- London has historically high participation levels and its overall 16 and 17 year-old participation level is the highest in the country at 91.3 per cent.
- London has particularly strong 17 year-old participation compared to the rest of the country supporting its overall strong participation levels.
- Participation varies significantly by borough; some boroughs have nearly 98 per cent participation and are close to achieving their Raising the Participation Age targets.
- The percentage of young people not in education, employment or training (NEET) in London has consistently remained below the national average.
- The number of 16 to 18 year-olds whose activity is 'not known' in London remains high (32,177 young people) with much variation in borough level performance.

- London's 16 to 24 youth unemployment is much higher than the rest of the country, with particularly high levels in certain boroughs and wards in the city; despite this the region has the highest proportion of establishments with a vacancy in the country
- London has a falling number of under 19 and 19 to 24 Apprenticeship starts, which are the second lowest in the country

## Outcomes

- There has been a dramatic increase in Key Stage 4 performance in London over recent years. Young people achieving five or more A\* to C grades at GCSE increased by 26 percentage points and by 19 percentage points including English and mathematics between 2006 and 2013.
- There remain attainment gaps at Key Stage 4 with pupils eligible for free school meals, children in care, pupils with special educational needs and those from certain ethnic groups achieving less well.
- London has seen a decline in Key Stage 5 performance with points per entry and points per student lagging behind the national average.
- Level 2 attainment by 19 rose by 20 percentage points between 2005 and 2012 and is now 2 per cent higher than the national average and level 3 attainment by 19 is now 6 per cent above the national average.
- London has mixed performance in relation to success rates - sixth form college (2011/12) and school/academy (2009/10) success rates are above the national average, yet general further education (2011/12) and Apprenticeship (2011/12) success rates are below the national average.

## Progression

- 90 per cent of young Londoners are recorded as being in a sustained education or employment/training destination in the year after Key Stage 4, which is higher than the national average, with school sixth forms being the most popular destination.

- 71 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after they took their A level/other level 3 qualification, which is higher than the national average.
- The number of young London residents progressing to Higher Education (HE) rose steadily between 2007/08 and 2009/10 and is currently well above the national average; more young people also studied at the top third of HE institutions in the country.
- A degree level qualification is increasingly becoming a formal requirement in London, although it is unclear whether this is tied to an economy demanding higher skill levels or a more competitive job market.
- Despite young Londoners being highly qualified, the city has a large proportion of establishments with a skills shortage vacancy.
- London employers offer fewer training opportunities than the rest of the country.



## responsibilities

The YPES Board is made up of key strategic partners and stakeholders in London and is chaired by the executive member for children's services and skills and employment. It is the lead strategic body for 14 to 19 education and training in the capital and provides pan-London leadership 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. London Councils supports local authorities to improve outcomes for children and young people in the capital through lobbying and policy work.
- 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 are responsible and accountable for providing high quality teaching and support for young people in their programmes of education and skills and have considerable freedom in achieving these goals.
- The Mayor makes a number of recommendations in the final report of his Education Inquiry<sup>9</sup> about his role in supporting London to be more ambitious for its young people. The Greater London Authority delivers the Mayor's priorities for children and young people through their education and youth programmes.
- The London Enterprise Panel (LEP)<sup>10</sup>, co-chaired by leading businessman Harvey McGrath and the Mayor, is business-led and has cross-party support in its ambition to deliver jobs and growth for London.
- Central 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).

## 04

# the priorities for young people's education and training in London 2014/15

## 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, 2012

Our priorities stem from our vision document *Being the Best*, so they remain unchanged for 2014/15. While our priorities are the same, our actions to drive up performance and address areas of weakness reflect changes in the curriculum, an increasingly diverse education sector and a rapidly evolving labour market.

There has rightly been a focus on increasing participation in education and training for a number of years. Participation to age 18 was enshrined in law last year through Raising the Participation Age and this remains a priority for local authorities and key partners.

But participation is not enough; it must be a means to achievement and progression to further and higher learning and work. We need to capitalise on recent economic growth and ensure young people have access to the education and skills that will prepare them for a 21st century economy.

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:

- Young Londoners getting the best out of their educational experience, adding to the skills and knowledge base in London and contributing fully in society.
- Having the best learning system that inspires young people to make the best for themselves out of the opportunities available to them.
- Everyone involved in education refusing to settle for second-best and always striving to do their best.
- Being the best is at the heart of the system and all of us who are involved in education and skills in our city rise to the challenge of supporting young Londoners to achieve their best.

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



## Successful Learners

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, and
- the chance to excel in their chosen career-path.

## Successful, competitive businesses

Young Londoners should stand out as the best when compared with other young people in Britain and abroad. They should be able to contribute to their local economy and their skills, knowledge and talents should be valued and add value.

## Successful communities in a successful city

Few investments yield as high a social mobility return as a good education. Alongside young Londoners achieving their best, our vision is of society in London being resilient to challenge by benefiting from the talents of all its young people.

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

- Participation
- Achievement
- Progression into further and higher education, apprenticeships and employment.

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

## Priority - Business and Education

*London's learning institutions and the business community should work better together to enable more young people to succeed*

### Where are we now?

Work experience is becoming a key feature of the post-16 educational offer. All students aged 16 to 19, whether doing academic or vocational studies or a mix of both are now expected to follow a study programme with the opportunity to undertake meaningful work experience which develops employability skills and identifies potential employment options.

Traineeships for young people aged 16 to 23 have been introduced, targeting students who are not yet ready to enter the job market but who are committed to securing an apprenticeship or other employment. The supported internships programme is designed to support young people with complex needs who need a higher level of support to access employment.

Apprenticeship opportunities remain vital to both young people as a means of developing a career path and businesses as a means of developing a motivated, skilled and qualified workforce. Yet we are witnessing a decline in apprenticeship starts and face a major reform agenda with significant implications for opportunities in London.

The LEP is responsible for the Regional Growth Fund in London and is the lead body for London's strategy on the use of European Structural Investment Funds (ESIF). Through the LEP's Skills and Employment Working Group, which has sound partnership arrangements with YPES, a London Employer Offer - simplifying employer engagement in education and skills - will be introduced.

### Actions for YPES and Strategic Partners

- Introduce a 'London Employer Offer' to make it as easy as possible for employers to work with education providers.
- Work creatively to recruit more employers, particularly small and medium sized businesses to offer high quality work experience placements, Apprenticeships and jobs to young people.

- Increase the number of Apprenticeship opportunities through procurement and commissioning processes by building skills and training requirements into contracts.

### **Local Authorities: Addressing the priority in 2014/15**

- Reductions in the number of young people aged 16 to 24 who are NEET or unemployed are encouraging, but this remains 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 employers' current and future needs, and leads to learner's positive destinations.
- Officers responsible for education, employment and planning/regeneration will need to develop stronger joint working arrangements so that neighbourhoods, particularly those that are experiencing the greatest deprivation, can take full advantage of local investment and employment opportunities.
- Local authorities, in partnership with London Councils and the Skills Funding Agency, will continue to drive for an increase in the number of Apprenticeships in their area, particularly for young people aged 16 to 18 and for 19 to 24 year-olds seeking alternative routes to university through Higher Apprenticeships.

### **Considerations for learning institutions' plans in 2014/15**

- 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.
- Learning institutions will want to work collectively to ensure that the sector as a whole benefits

from the input employers can make to the shape and content of the curriculum, particularly in the design and delivery of study programmes for 16 for 19 year-olds.

- Learning institutions will want to ensure that they retain all young people in the courses on which they are appropriately enrolled. 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 2014/15**

- Strategic partners and other appropriate stakeholders will need to accelerate the development of the London Employer Offer so that the capital can take full advantage of economic growth and fuel business competitiveness.
- Strategic partners, particularly practitioners in local authorities and learning institutions, will need to increase the sector's capacity to interrogate labour market data, develop a curriculum that meets the current and future needs of employers; and provide young people with high quality careers advice and guidance.



## Priority - Careers Guidance

*Young people should expect to exercise informed choices about their options, progress and reach their potential*

### Where are we now?

There has been a consensus of opinion that has challenged the government's policy on careers guidance<sup>11</sup> and YPES has drawn attention to the implications for London.

Strategic partners have agreed that careers guidance should be a priority that will be taken forward through European Structural Investment Funding (ESIF) for the 2014 to 2020 round<sup>12</sup>. This will be the vehicle to implement a more consistent and improved careers offer, including access to face-to-face guidance for all young people.

YPES has introduced *Pioneering careers work in London*<sup>13</sup> to support schools, colleges and other practitioners in their work to deliver consistently high levels of service across London.

### Actions for YPES and Strategic Partners

- Introduce the enhanced careers offer element of the ESIF strategy during 2014/15 to ensure all young people have access to high quality impartial careers education, information, advice and guidance.
- Continue to advocate the provision of the right resources for our schools, colleges and youth services to deliver the highest quality independent and impartial careers guidance for all young people in London.
- Develop more sophisticated, accessible regional and local labour market intelligence to support the delivery of well-informed careers guidance that meets the needs of young people and local labour markets.

### Local Authorities: Addressing the priority in 2014/15

- Local Authorities will continue to assess the delivery of careers education, information, advice and guidance with their local partnerships of

learning institutions. Destinations Measures, together with locally established 'Risk of NEET Indicators' and the pan-London leaver notification process are becoming more highly regarded as sources of information for the local accountability of learning institutions. Sharing local reviews of provision with young people through local authority processes for youth engagement will enable local partnerships to respond directly to the views of young people.

- Where authorities, working with local partnerships, are producing strategic overviews of the education offer, these should incorporate careers education, information, advice and guidance provision and demonstrate how institutions and local authority services complement each other.
- 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 and colleges begin to bed in.

### Considerations for learning institutions' plans in 2014/15

- Schools are responsible for providing independent and impartial advice and guidance to their students in years 9 to 11<sup>14</sup>. Through local partnerships, they will be encouraged to share information to identify the most effective ways to deliver this responsibility.
- Learning institutions and local partnerships should take forward the recommendations from the Ofsted thematic review of careers guidance<sup>15</sup>, identify successful and innovative methods of delivery that can be shared more extensively across London, and make best use of resources available from other partners and stakeholders such as Apprenticeship Ambassadors, local employers, HE institutions and the National Careers Service.

### Key Milestones for 2014/15

- An agreed London careers offer will be in place, which will incorporate the opportunity for personalised face-to-face guidance for all young people; particularly those not engaged in education or training.

- Partners will work together to ensure that high-quality careers education and guidance is delivered consistently to all young Londoners.
- Regional and local labour market intelligence will be accessible to support the delivery of well-informed careers guidance.

## Priority - Better Support at Transitions

*Young people need to be better prepared, especially at 17 and 19, for progression to further and higher education and employment*

### Where are we now?

Young people are now required to participate in education or training until the end of the academic year in which they turn 17 (from 2015, this will rise to their 18th birthday).

More effective transition management from Key Stage 4 is needed to ensure that the significant numbers of young people continuing in education at 16 remain in learning until they have progressed to a higher level of attainment, or have the skills to find and remain in work. Our continuing research on drop-out at 17<sup>16</sup> is highlighting the many complex issues at play in London and points to a number of possible solutions to address the challenge of meeting the needs of older teenagers. Consideration of a three-year post-16 programme of study will need to be re-examined in the light of cost savings in funding programmes for full time 18 year-old students from this August.<sup>17</sup>

With less than eight months to go before the introduction of special education and disability reforms, effective transitions across stages of education, as well as different services, will be crucial to enabling young people with special educational needs and disabilities to move into adulthood with choice and control over their lives and good life outcomes.

Although the main obstacle to more young people getting jobs is competition in the market place<sup>18</sup>, employers continue to tell us that too many young people lack the experience needed for work. While the UK Commission's Employer Skills Survey 2013<sup>19</sup> reported that most employers found the majority

of education leavers to be well prepared, the most commonly cited reason for education leavers being poorly prepared for work was that new recruits lacked experience of the working world or experience of life in general.

### Actions for YPES and Strategic Partners

- Continue to provide local authorities with support as they assume responsibilities for Raising the Participation Age to age 18 and further responsibilities for supporting young people with special educational needs and disabilities to prepare for adulthood.
- Influence and shape the curriculum and its delivery in schools and colleges to ensure young people develop the skills, capabilities and resilience needed for a 21st century labour market.

### Local Authorities: Addressing the priority in 2014/15

- Through 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-organisational working will be needed for local authorities to meet the needs of vulnerable young people and to ensure they take full advantage of the education and training offer available to them. In particular, local authorities will need to work with multiple partners to raise the aspirations for young people with highly complex needs and provide a comprehensive offer of education and training that lead to good life outcomes.
- Local Authorities will want to ensure that there is a broad curriculum available to their young people and that it meets the full spectrum of young people's needs, not overlooking those middle-performing young people who could be supported better to excel.

### Considerations for learning institutions' plans in 2014/15

- 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 to 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 as more young people participate to age 18.
- Learning institutions will want to ensure that their curriculum offer remains relevant to the diverse needs of vulnerable young people. All learning institutions will need to work closely with local authorities to ensure they effectively contribute to the Local Offer, clearly articulating what is ordinarily available to students and the targeted support that they can provide.
- Colleges will need to prepare for the additional responsibilities and statutory obligations the Special Educational Needs Code of Practice will place upon them from this September.

### Key Milestones for 2014/15

- Boroughs and partnerships of learning institutions will further develop their plans for full participation to age 18 in 2015, taking account of specific issues for 17 year-old learners.
- Strategic partners will have reviewed and begun to reshape support arrangements for learners with high needs and will contribute to radically improving young people's life chances through a local offer that meets the needs of all young people and their families.

## Priority - Working Together

*Stakeholders should work collaboratively in the interests of young people*

### Where are we now?

Local authorities come together to address issues on a cross-border, sub-regional, cross-regional (i.e. with other authorities outside London) or on a London-wide basis (through London Councils) as the need arises. They contribute to and, where appropriate, lead partnerships of learning institutions and other strategic partners to share intelligence, provide challenge and support where needed, and work together in the interests of young people.

YPES commissioned a report from the Institute of Education on the condition of local partnerships, which showed that the majority of local authorities maintained or supported local partnerships of learning institutions in their area, while other areas had less formal arrangements<sup>19</sup>.

Through the LEP, ESIF will become available during the course of the year. More effective programmes will be commissioned as a result of stronger partnership working in London and delivery should complement existing provision. Similar arrangements will accompany any further new funding streams that emerge during the year.

### Actions for YPES and Strategic Partners

- Continue to highlight the range of intelligence and data available that points 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.
- Further develop partnership working to provide increased opportunities that help all young people get on in life; promote a spirit of enterprise and entrepreneurship; shape a curriculum for a 21st century economy; and strengthen vocational education in the capital.



## Local Authorities: Addressing the priority in 2014/15

- 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 engage with neighbouring authorities and learning institutions to establish what changes may be required to the learning infrastructure, including new provision to fill gaps in the education offer.
- In developing the local offer, local authorities, working with learning institutions, will want to pay particular attention to the needs of young people with complex needs and ensure the sufficiency and adequacy of places.



## Considerations for learning institutions' plans in 2014/15

- 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. Learning institutions will also want to work with local authority colleagues to engage actively 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 requires learning institutions to work with key partners to expand and increase employer engagement, ensuring all young people have access to high quality work experience which supports 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 2014/15

- All strategic partners will contribute to the development of the local offer, ensuring the sufficiency of high-quality learning and work opportunities, progression routes and appropriate support for young people with complex needs.
- Effective partnership working will demonstrably result in improved participation, retention, attainment and progression for key vulnerable groups of young people.
- Effective data sharing arrangements between local authorities and learning institutions, through the pan-London leaver notification process, are embedded and data sharing arrangements with funding bodies and other partners support young people to learn and progress.

# Annex 1

## **The targets for young people's education and training for 2014/15**

In setting targets for 2014/15, we note that in some of the measures performance has dipped. For the period covered by this statement we have therefore proposed to re-establish a positive trend and demonstrate how in future years London will make up ground on top performers and reach its goal of 'being the best'.

### **Participation**

## Achievement



**Progression**

# footnotes

- 1 For details of the current membership of the YPES Board please see <http://www.londoncouncils.gov.uk/London%20Councils/YPESMembershipOct2013.pdf>
- 2 <http://www.londoncouncils.gov.uk/London%20Councils/YPESBeingTheBest.pdf>
- 3 <http://www.londoncouncils.gov.uk/London%20Councils/YPESBeingTheBest.pdf>
- 4 Link to the Evidence Base
- 5 Include a link to the IoE report on drop-out
- 6 Put a link here
- 7 Reference LC skills gap report
- 8 <http://www.london.gov.uk/sites/default/files/Jobs%20%26%20Growth%20Plan%20for%20London.pdf>
- 9 “Going for Gold – The Final Report of the Mayor’s Education Inquiry”, October 2012 [<http://www.london.gov.uk/sites/default/files/The%20Mayor’s%20Education%20Inquiry%20Final%20Report.pdf> ]
- 10 <http://www.london.gov.uk/priorities/business-economy/working-in-partnership/london-enterprise-panel/about-lep>
- 11 Include references to work on careers guidance in the last year
- 12 Include link to the LEP ESIF strategy
- 13 Pioneering: [http://www.londoncouncils.gov.uk/London%20Councils/PioneeringcareersworkinLondon%20\(2\).pdf](http://www.londoncouncils.gov.uk/London%20Councils/PioneeringcareersworkinLondon%20(2).pdf)
- 14 Refer to the relevant legislation.
- 15 Going in the right direction? Careers guidance in schools from September 2012
- 16 Refer to the IoE research
- 17 Refer to the letter on 18 year-old funding
- 18 UK Commission’s Employer Skills Survey 2013: UK Results
- 19 Refer to IoE report on partnerships



London Councils  
59½ Southwark Street  
London SE1 0AL  
[www.londoncouncils.gov.uk](http://www.londoncouncils.gov.uk)  
020 7934 9813

**design:** [pinsentdesign.com](http://pinsentdesign.com)  
**images:** [photofusion](#)/[thinkstock](#)  
**publication date:** February 2014

*The targets for young people's education and training for 2014/15*

In setting targets for 2014/15, we note that in some of the measures performance has dipped. For the period covered by this statement we have therefore proposed to re-establish a positive trend and demonstrate how in future years London will make up ground on top performers and reach its goal of 'being the best'.

**Participation**

<b>Participation 16 year-olds (measured in June)</b>			
<i>Actual 2012</i>	<i>Actual 2013</i>	<i>2014 Target</i>	<i>Proposed 2015 Target</i>
91.8%	92.9%	96%	98%

Source: DfE Proportion of 16- and 17-year-olds recorded in education and training

<b>Participation 17 year-olds (measured in June)</b>			
<i>Actual 2012</i>	<i>Actual 2013</i>	<i>2014 Target</i>	<i>Proposed 2015 Target</i>
87.4%	89.8%	92%	94%

Source: DfE Proportion of 16- and 17-year-olds recorded in education and training

<b>Participation 16 and 17 year-olds (measured in June)</b>			
<i>Actual 2012</i>	<i>Actual 2013</i>	<i>2014 Target</i>	<i>Proposed 2015 Target</i>
89.6%	91.3%	94%	96%

Source: DfE Proportion of 16- and 17-year-olds recorded in education and training

<b>16-18 NEET (Measured in December)</b>			
<i>Actual 2012</i>	<i>Actual 2013</i>	<i>2014 Target</i>	<i>Proposed 2015 Target</i>
5.0%	3.8%	2%	1%

Source: National Client Caseload Management Information System

Note: The targets set out in the Annual Statement of Priorities 2013/14 were based on measurement in August

<b>Not Known (measured in December)</b>			
<i>Actual 2012</i>	<i>Actual 2013</i>	<i>2014 Target</i>	<i>Proposed 2015 Target</i>
9.7%	9.4%	4%	3%

Source: National Client Caseload Management Information System

Note: The targets set out in the Annual Statement of Priorities 2013/14 were based on measurement in August

<b>Apprenticeship Starts</b>				
<i>Actual 2011/12</i>	<i>Actual 2012/13</i>	<i>2013/14 Target</i>		<i>Proposed 2014/15 Target</i>
		<i>Current</i>	<i>Revised</i>	
10,670	9,490	14,052	10,670	For Board

Source: The Data Service Apprenticeships Programme Starts by Region, Level and Age 2005/06 - 2012/13

## Achievement

<b>A Level Point Score per candidate</b>				
<i>Actual 2011/12</i>	<i>Actual 2012/13</i>	<i>2013/14 Target</i>		<i>Proposed 2014/15 Target</i>
		<i>Current</i>	<i>Revised</i>	
695.1	682.7	726.8	680	695

Source: DfE, SFR02/2014

<b>A Level Point Score per entry</b>				
<i>Actual 2011/12</i>	<i>Actual 2012/13</i>	<i>2013/14 Target</i>		<i>Proposed 2014/15 Target</i>
		<i>Current</i>	<i>Revised</i>	
209.3	209.5	216.4	210	212

Source: DfE, SFR02/2014

<b>Percentage of students achieving 2 or more passes at A Level or equivalent</b>				
<i>Actual 2011/12</i>	<i>Actual 2012/13</i>	<i>2013/14 Target</i>		<i>Proposed 2014/15 Target</i>
		<i>Current</i>	<i>Revised</i>	
93.8%	92.0%	98.6%	93%	94%

Source: DfE, SFR02/2014

<b>Level 3 Attainment at 19</b>					
	<i>Actual 2011/12</i>	<i>Actual 2012/13</i>	<i>2013/14 Target</i>		<i>Proposed 2014/2015 Target</i>
			<i>Current</i>	<i>Revised</i>	
All	59%	61%	66%	63%	64%
FSM	47%	49%	39%	52%	55%
Not FSM	62%	64%	68%	66%	68%
Gap	15%	15%	29%	14%	13%

Source: DfE SFR13/2013

<b>Level 2 Attainment at 19</b>					
	<i>Actual 2011/12</i>	<i>Actual 2012/13</i>	<i>2013/14 Target</i>		<i>Proposed 2014/2015 Target</i>
			<i>Current</i>	<i>Revised</i>	
All	83%	86%	85%	87%	88%
FSM	76%	79%	80%	82%	84%
Not FSM	86%	88%	87%	89%	90%
Gap	10%	9%	7%	7%	6%

Source: DfE SFR13/2013

## Progression

<b>KS4 Destination Measure</b>					
<i>Actual 2010/11</i>	<i>Estimated 2011/12</i>	<i>Estimated 2012/13</i>	<i>2013/14 Target</i>		<i>Proposed 2014/2015 Target</i>
			<i>Current</i>	<i>Revised</i>	
90%	94%	97%	100%	97%	97%

Source: DfE OSR13/2012, SFR19/2013

<b>KS5 Destination Measure</b>					
<i>Actual 2010/11</i>	<i>Estimated 2011/12</i>	<i>Estimated 2012/13</i>	<i>2013/14 Target</i>		<i>Proposed 2014/2015 Target</i>
			<i>Current</i>	<i>Revised</i>	
71%	78%	83%	88%	89%	91%

Source: DfE OSR13/2012, SFR19/2013

<b>Proportion of 16-18 Cohort Progressing to University</b>				
<i>Actual 2010/11</i>	<i>Estimated 2011/12</i>	<i>Estimated 2012/13</i>	<i>2013/14 Current Target</i>	<i>Proposed 2014/2015 Target</i>
56%	63%	64%	65%	66%

Source: DfE OSR13/2012, SFR19/2013

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# Young People's Education and Skills Board

## Raising the Participation Age (RPA)

Item no: 6

**Report by:** Yolande Burgess **Job title:** Strategy Director

**Date:** 27 February 2014

**Telephone:** 020 7934 9739 **Email:** [yolande.burgess@londoncouncils.gov.uk](mailto:yolande.burgess@londoncouncils.gov.uk)

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**Summary** This paper provides participation information for London and reports on recent activity for implementing Raising the Participation Age (RPA).

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

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### 1 Background and introduction

- 1.1 From this summer all young people are required to continue in education or training until the end of the academic year in which they turn 17 (RPA does not apply if a young person has already attained a level 3 qualification). From the summer of 2015 all young people will be required to continue in education or training until their 18<sup>th</sup> birthday.
- 1.2 This paper provides Board Members with information of London's activity and preparedness for both stages of this new duty.
- 1.3 Participation, not engaged in education, employment or training (NEET) and activity not known figures are reported from the National Client Caseload Management information System (NCCIS<sup>1</sup>) and are unpublished. These figures are available to all local authorities on a monthly basis. Figures are reported for 'academic' age; that is school years 12, 13 and 14.

### 2 Participation

- 2.1 The latest Department for Education participation figures available are for June 2013:
  - 2.1.1 16 year old participation was at 92.9 per cent, an increase of 1.1 percentage points on the previous year. This is above the national average (91.8 per cent). Participation at 16 ranges across London from 98 per cent to 81 per cent (excluding the City).
  - 2.1.2 17 year old participation was at 89.8 per cent, an increase of 2.4 percentage points on the previous year. This is 4.6 percentage points above the national average and above the 17 year old participation figures of all other regions. Participation at 17 ranges across London from 97.1 per cent to 81.5 per cent (excluding the City).

### 3 Not in Education, Employment or Training (NEET)

- 3.1 The January 2014 NEET percentage for London was 3.9 per cent, a marginal increase on the previous month and below the national average of 5.3 per cent. The three month

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<sup>1</sup> Details held on [NCCIS](http://nccis.gov.uk) can be used by local authorities to compare and benchmark performance against other areas. The Department for Education uses this information for analysis and monitoring

average comparison between 2012/13 and 2011/12 showed a lower NEET percentage than last year. The percentage of 16 to 18 year olds who were NEET varies by borough, ranging from under 2 per cent to just under 7 per cent (excluding the City of London - see Annex 1 for a borough breakdown). The volume of NEET was 9,060.

- 3.2 Of the overall NEET population the proportion of 16 year olds was 13.9 per cent; 17 year olds 27.2 per cent; and 18 year olds 58.9 per cent.

*Percentage of 16-18 year olds who are NEET for the past three months for 2012/13 and 2011/12<sup>2</sup>*

Region	2012-13				2011-12			
	Nov-13	Dec-13	Jan-14	Ave	Nov-12	Dec-12	Jan-13	Ave
England	5.2%	5.3%	5.3%	5.3%	5.8%	5.8%	5.7%	5.8%
London	3.7%	3.8%	3.9%	3.8%	4.4%	5.0%	4.7%	4.7%

#### 4 Current Activity 'Not Known'

- 4.1 The January 2014 percentage of young people whose participation status is 'not known' was 9.4 per cent which is higher than the national average of 7.5 per cent. The three month average comparison between 2012/13 and 2011/12 showed a decline in performance. The percentage of 16 to 18 year olds whose status is 'not known' varies by borough, ranging from just over 1 per cent to 24 per cent (excluding the City of London - see Annex 2 for a borough breakdown). The volume of participation status 'not known' was 23,735.
- 4.2 Of the overall participation status 'not known' population the proportion of 16 year olds was 11.5 per cent; 17 year olds 22.6 per cent; and 18 year olds 66 per cent.

*Percentage of 16-18 year olds whose participation status is 'not known' for the past three months for 2012/13 and 2011/12<sup>3</sup>*

Region	2012-13				2011-12			
	Nov-13	Dec-13	Jan-14	Ave	Nov-12	Dec-12	Jan-13	Ave
England	11.1%	9.0%	7.5%	9.2%	13.1%	10.6%	8.7%	10.8%
London	16.2%	12.7%	9.4%	12.7%	13.6%	11.6%	9.7%	11.6%

#### 5 Recent RPA Activity

- 5.1 **Regional activity:** Take-up of the [pan-London 16-19 year old leaver notification process](#) has continued to increase and its impact is being monitored by the Operational Sub-Group (OSG) and the Improving Choices for Young People group. We are asking OSG cluster representatives to gather feedback on a regular basis from cluster colleagues about levels of usage and any particular issues that local authorities or providers are having with the process.
- 5.2 **Other activity:** On 10 December the Education Funding Agency (EFA) [wrote to post-16 funded providers](#) to outline the funding arrangements for the academic year 2014/15.
- 5.3 The most significant announcement was that the funding rate for full-time 18 year old students in 2014/15 will be 17.5 per cent below the rate for full-time 16 and 17 year olds. The reduction will apply to all elements of the funding formula except the flat rates for disadvantaged students without GCSE grade C or above in English or mathematics.

<sup>2</sup> The three month average is the national measure for NEET used by the Department for Education

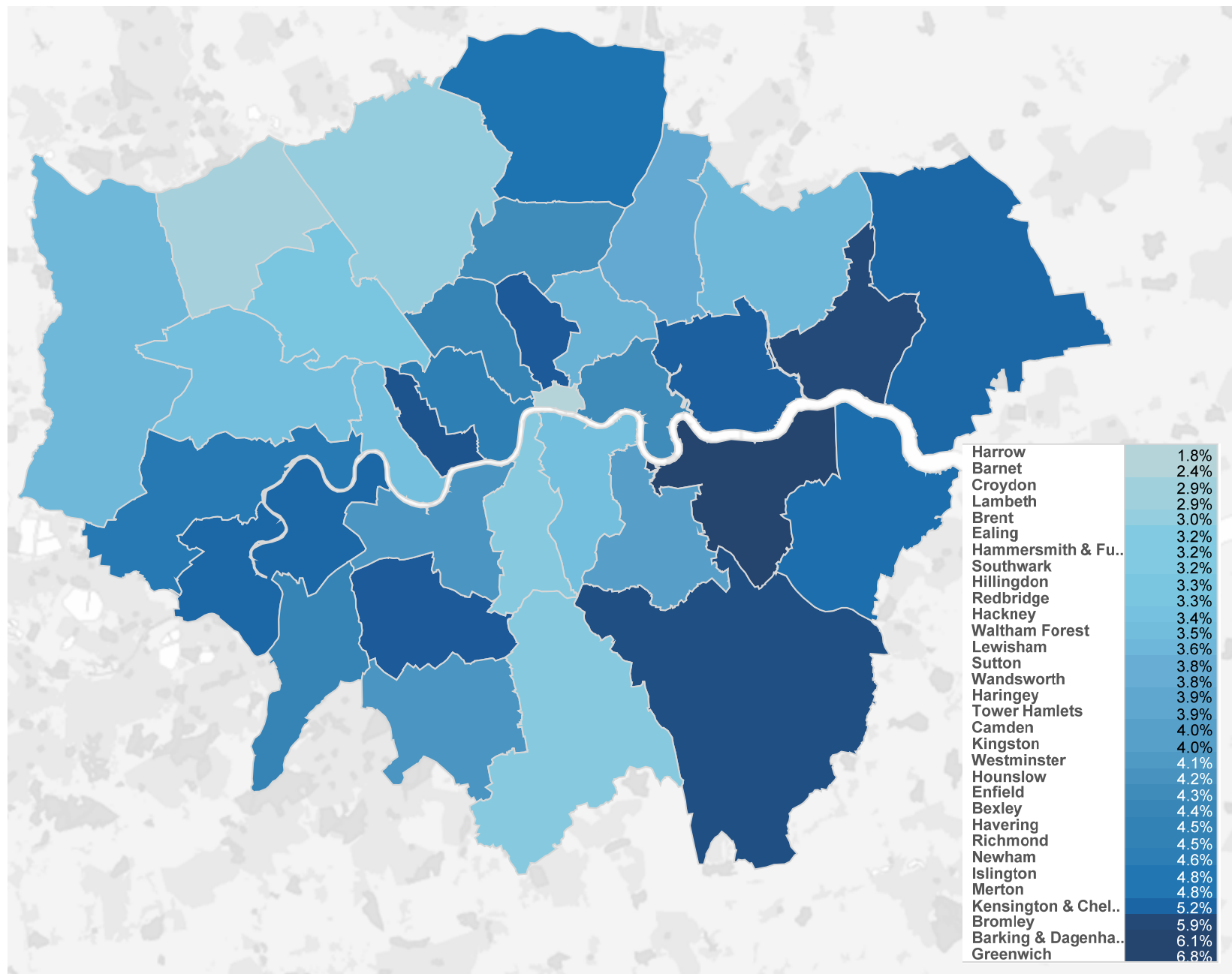
<sup>3</sup> The three month average is the national measure for status 'not known' used by the Department for Education

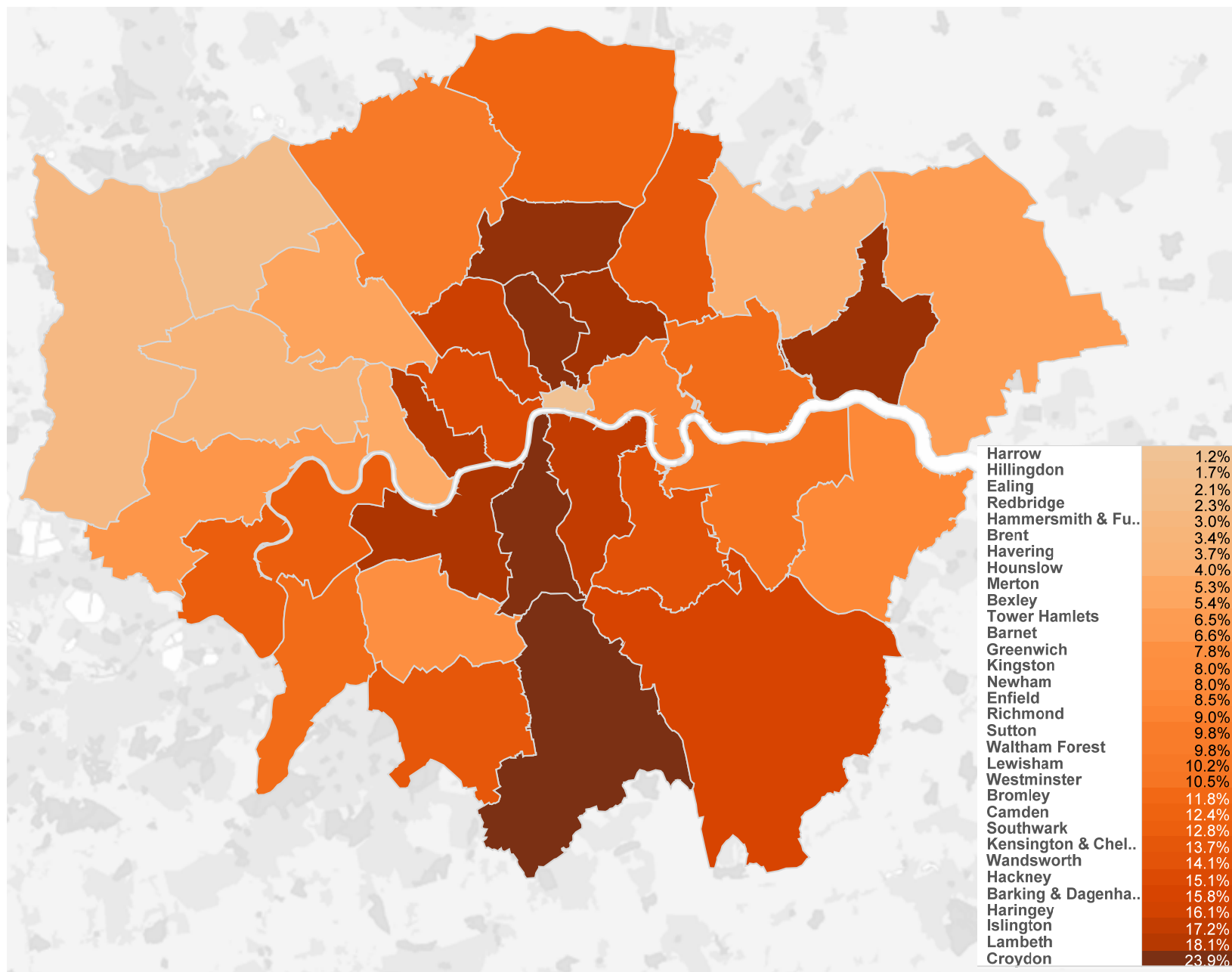
Students with a learning difficulty assessment or a statement of special educational needs will not be affected by the change.

- 5.4 Given that London has the [highest proportion of 18 year olds in education and training](#) (25.1 per cent), the reduction in funding will have significant implications for the capital's young people, many of whom study in general further education colleges.
- 5.5 On 14 January Councillor Peter John, Chair of the Young People's Education and Skills Board, wrote to the EFA to raise local government concerns about the decision, particularly in the context of Raising the Participation Age and high levels of youth unemployment in London.
- 5.6 Councillor John pointed to recent research by the Institute of Education, which identified that one way of retaining young people in learning and consequently helping them to raise their achievement levels so they have a better chance to enter work, is for schools and colleges to deliver structured three year programmes of study.
- 5.7 The Secretary of State for Education, Michael Gove, has [indicated to Graham Stewart MP](#) chair of the Education Select Committee, that he will review the decision in February.

## **6 Recommendations**

- 6.1 Board members are asked to note the content of the report.





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# Young People's Education and Skills Board

## Apprenticeship Reform

Item No: 7

**Date:** 27 February 2014

**Contact:** Neeraj Sharma

**Telephone:** 020 7934 9524

**Email:** [neeraj.sharma@londoncouncils.gov.uk](mailto:neeraj.sharma@londoncouncils.gov.uk)

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### Summary

This paper outlines key reforms related to apprenticeships that have been introduced to encourage more people into apprenticeships, encourage more businesses to offer apprenticeships and raise the standard of apprenticeships.

This sets the context for presentations from the London Association of Colleges (AOC) and London Work Based Learning Alliance (LWBLA) representatives which will outline the implications for the apprenticeship offer in London.

### Recommendation

YPES Board members are asked to consider the implications for London and to commit to a more concerted joint effort, with the London Enterprise Panel, to significantly strengthen the apprenticeship offer.

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## 1. Background

- 1.1 Apprenticeships are central to the government's drive to raise the skills of young people and those aged over 24, the programme delivers strong returns for the economy, employers and apprentices. A recent study estimates that those undertaking Higher Apprenticeships could earn around £150,000 more over their lifetime, comparable to the return for the average graduate<sup>1</sup>.
- 1.2 Last year, the Government publically endorsed the recommendations of Doug Richard's independent 'Review of Apprenticeships' that looked at how apprenticeships in England can meet the needs of the changing economy. At the heart of Doug Richard's recommendations is that control of Apprenticeships should be placed more firmly in the hands of employers and that all Apprenticeships should be rigorous and responsive to their needs. It suggests that the way that Apprenticeships are funded underpins this vision.
- 1.3 The Government consulted on the 3 ways of delivering funding reforms put forward by the Richard's Review:

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<sup>1</sup> University Education: Is this the best route into employment?' - AAT and CEBR, February 2013.

- 1.3.1 **Direct Payment Model:** Businesses register Apprentices and report claims for government funding through a new online system. Government funding is then paid directly into their bank account.
- 1.3.2 **PAYE Payment Model:** Businesses register Apprentices through a new online system. They then recover government funding through their PAYE return.
- 1.3.3 **Provider Payment Model:** Government funding continues to be paid to training providers, but they can only draw it down when they have received the employer's financial contribution towards training.
- 1.4 London Councils responded to the consultation highlighting that small and medium size enterprises (SMEs) provided 88% of the apprenticeship opportunities in 2011/12 and expressing concern that they could be adversely impacted. Further, a move towards a co-investment model could lead to a sudden fall in apprenticeships at a time when Raising the Participation Age duty had commenced.
- 1.5 London Councils argued there was a need for any new model to be sufficiently flexible to recognise the needs of different types of employers and reflect government policies, for example fully funding education and training for 16 to 19 year olds.
- 1.6 Four key principles were identified that government should adhere to in order to ensure ambitions behind reforms were achieved in London:
  - 1.6.1 A 'one size fits all' funding approach was not suitable for a diverse economy. Government should pilot a flexible funding model that incentivises all employers and did not negatively impact the growth and quality of the apprenticeship programme.
  - 1.6.2 Apprenticeship programmes for 16 to 19 year olds should remain fully funded.
  - 1.6.3 Any funding model should be piloted before implementation to allow for the early identification and prevention of unintended consequences of reforms that impact on the quality of provision.
  - 1.6.4 All employers in receipt of public funds and responsible for its use should be audited to prevent poor use of funds.

## 2 Key reforms

- 2.1 On 28 October 2013, the government published The Future of Apprenticeships in England: Implementation Plan<sup>2</sup> which set out their approach to the development and implementation of a new Apprenticeship programme to meet existing and future needs.
- 2.2 The reformed Apprenticeships will be:
  - 2.2.1 employer-led and designed so they respond to the needs of industry, meaning each apprentice has the skills required by the sector
  - 2.2.2 focused on quality so the apprentice has to demonstrate their ability through rigorous assessment at the end of their Apprenticeship
  - 2.2.3 graded on completion – pass, merit, or distinction – to mark the level of achievement.
- 2.3 Employers are to be given more responsibility for developing the standards and high level approach to assessment that will replace current Apprenticeship frameworks.
- 2.4 Also, the government launched guidance for the first eight Trailblazers that will be led by employers and professional bodies and will develop new Apprenticeship standards. The first Trailblazers will be in *Aerospace, Automotive, Digital Industries,*

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<sup>2</sup> [The Future of Apprenticeships in England: Implementation Plan](#)



*Electrotechnical, Energy and Utilities, Financial Services, Food and Drink Manufacturing and Life Sciences & Industrial Sciences.*

- 2.5 The two academic years 2015/16 and 2016/17 will be the key period of transition to full implementation of the reforms. During 2015/16, building on the work of the Trailblazers, employers and professional bodies are expected to work together to agree standards for all occupations where they agree that Apprenticeships should be available. With the intention it will allow time for education and training providers to ensure that their offer successfully underpins the new standards. From 2017/18, all new Apprenticeship starts will be based on the new standards.
- 2.6 On 5 December, the Chancellor of the Exchequer, George Osborne delivered the government's Autumn Statement. It was confirmed apprenticeship funding would be re-routed from training providers to employers via HMRC tax refunds. The government has said it will carry out a consultation in 2014 to help develop a 'simple and accessible' system. Acknowledging concerns that the reforms could put off smaller businesses, it will also consult on an alternative funding system for small and medium size employers.

### **3 Implications**

- 3.1 London's performance on apprenticeships has been of concern for some time. Volumes, particularly for 16-18 year olds, are low (2012/13 starts 9,490) and have decreased on the previous year. Despite significant efforts by all parties there continues to be issues of quality, the range of the offer – particularly at higher level - and the perception of young people and their parents. The scale of the reforms being proposed has the potential to destabilise the apprenticeship offer further.
- 3.2 The AOC and the LWBLA were recently invited to give evidence to the GLA Economy Committee investigating the effectiveness of Apprenticeships in London. The LWBLA produced a [Briefing Paper](#) highlighting issues but also potential solutions.

### **4 Recommendation**

- 4.1 YPES Board members are asked to consider the implications for London and to commit to a more concerted joint effort, with the London Enterprise Panel, to significantly strengthen the apprenticeship offer.

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# Young People's Education and Skills Board

## GCSE and A Level Results

Item no: 8

**Report by:** Glyn Parry **Job title:** Strategy and Policy Manager

**Date:** 27 February 2014

**Telephone:** 020 7934 9730 **Email:** [glyn.parry@londoncouncils.gov.uk](mailto:glyn.parry@londoncouncils.gov.uk)

**Summary** On 23 January 2013, the Department for Education (DfE) published Statistical First Releases (SFRs) covering achievement at GCSE, GCE, Applied GCE A/AS level and other equivalent qualifications in 2012/13. This paper provides a headline summary of London region and borough performance for these qualifications.

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

## 1 Background

- 1.1 The latest national statistics on GCSE, GCE, Applied GCE A-level and other equivalent qualifications for 2012/13 produced by the DfE were released on 23 January 2014. These figures are revisions of the provisional data released in October 2013, and will be finalised later this year.
- 1.2 This paper summarises some of the headline data contained in the SFRs. For further analysis of the data please visit [Intelligent London](#).

## 2 GCSE Performance in London

- 2.1 The SFR for GCSE examinations and other accredited qualifications is based on data collated for the 2013 Secondary School Performance Tables, which has been checked by schools. The data is based on pupils reaching the end of Key Stage 4, typically those starting the academic year aged 15. All figures cover achievements in state-funded schools only, unless otherwise explicitly stated.
- 2.2 2012/13 headline performance for London is as follows:
  - 65.1 per cent achieved five or more GCSEs at grade A\* to C or equivalent including English and mathematics GCSEs in London. This compares to 60.8 per cent nationally<sup>1</sup> and is an increase of 2.7 percentage points from 2011/12 (see Appendix 1 for a local authority breakdown).
  - All but three London local authorities saw an improvement in their five or more GCSE at grade A\* to C or equivalent including English and mathematics GCSEs results on 2012/13 performance. 13 local authorities saw an improvement greater than the overall rate of improvement for the region (2.7 percentage points), and four local authorities (Bromley, Richmond, Southwark, and Enfield) saw an improvement of 5 percentage points or over (see Appendix 2 for a local authority breakdown).

<sup>1</sup> The national figure including pupils from state-funded schools, independent schools, independent special schools, non-maintained special schools, hospital schools and alternative provision including pupil referral units is 59.2%.

- 84.4 per cent achieved five or more GCSEs at grade A\* to C or equivalent in London, an increase of 0.3 of a percentage point from 2011/12. This compares to 83.1% nationally<sup>2</sup> which decreased by 0.1 of a percentage point.
- 42.6% per cent were entered for all of the subject areas of the English Baccalaureate and 28.6 per cent passed every subject area with grades A\* to C. This compares to 35.6 per cent and 22.9 per cent nationally<sup>3</sup>.

### 3 A Level Point Scores

- 3.1 The SFR for GCE and Applied GCE A/AS-level examinations and other equivalent qualifications is based on data collated for the 2013 School and College (Key Stage 5) Performance Tables, which have been checked by schools, and covers achievements in all Level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000). The DfE Performance Tables points are used to calculate point scores for all Level 3 qualifications. All figures cover achievements in state-funded mainstream schools, Academies, free schools, maintained special schools and FE Sector Colleges (excluding Independent Schools, pupil referral units and other Government department funded institutions) unless otherwise explicitly stated.
- 3.2 2012/13 headline performance for London for students aged 16-18 in schools and colleges entered for all Level 3 qualifications is as follows:
- The average point score per student entered for Level 3 qualifications in 2012/13 was 682.7 in London compared to 706.3 nationally<sup>4</sup>. This is a decrease on the 2011/12 point score of 695.1 (see Appendix 3 for a local authority breakdown).
  - 12 local authorities saw an improvement in their average point score per student on 2011/12 performance. Four local authorities (Westminster, Newham, Hackney and Waltham Forest) saw an improvement of over 20 points (see Appendix 4 for a local authority breakdown). 20 local authorities saw a drop in their average point score per student performance this year, with three local authorities' point scores dropping by more than 40 points.
  - The average Level 3 point score per entry has marginally increased to 209.5 compared to an average of 209.3 in 2011/12 and is lower than the national average of 210.5<sup>5</sup>.
  - 92.0 per cent of students achieved passes equivalent in size to at least two GCE/Applied GCE A levels in London. Although this is a decrease of 2 per cent on 2011/12 performance, it is higher than the national average of 91.7 per cent<sup>6</sup>.
  - For students in London aged 16-18 in schools and colleges entered for GCE/Applied GCE A Level and Double Awards in 2012/13, 9.7 per cent of students achieved three or more A\* or A grades at A Level. This compares to 9.8 per cent nationally<sup>7</sup> and is an increase of 0.4 of a percentage point from 2011/12.

<sup>2</sup> The national figure including pupils from state-funded schools, independent schools, independent special schools, non-maintained special schools, hospital schools and alternative provision including pupil referral units is 81.8%.

<sup>3</sup> The national figures including all pupils from state-funded schools, independent schools, independent special schools, non-maintained special schools, hospital schools and alternative provision including pupil referral units are 34.8% and 23.0%.

<sup>4</sup> The national figure for all schools and FE colleges, including Independent schools, pupil referral units and other Government department funded institutions is 724.3.

<sup>5</sup> The national figure for all schools and FE colleges, including Independent schools, pupil referral units and other Government department funded institutions is 213.7.

<sup>6</sup> The national figure for all schools and FE colleges, including Independent schools, pupil referral units and other Government department funded institutions is 92.3%.

<sup>7</sup> The national figure for all schools and FE colleges, including Independent schools, pupil referral units and other Government department funded institutions is 12.5%.

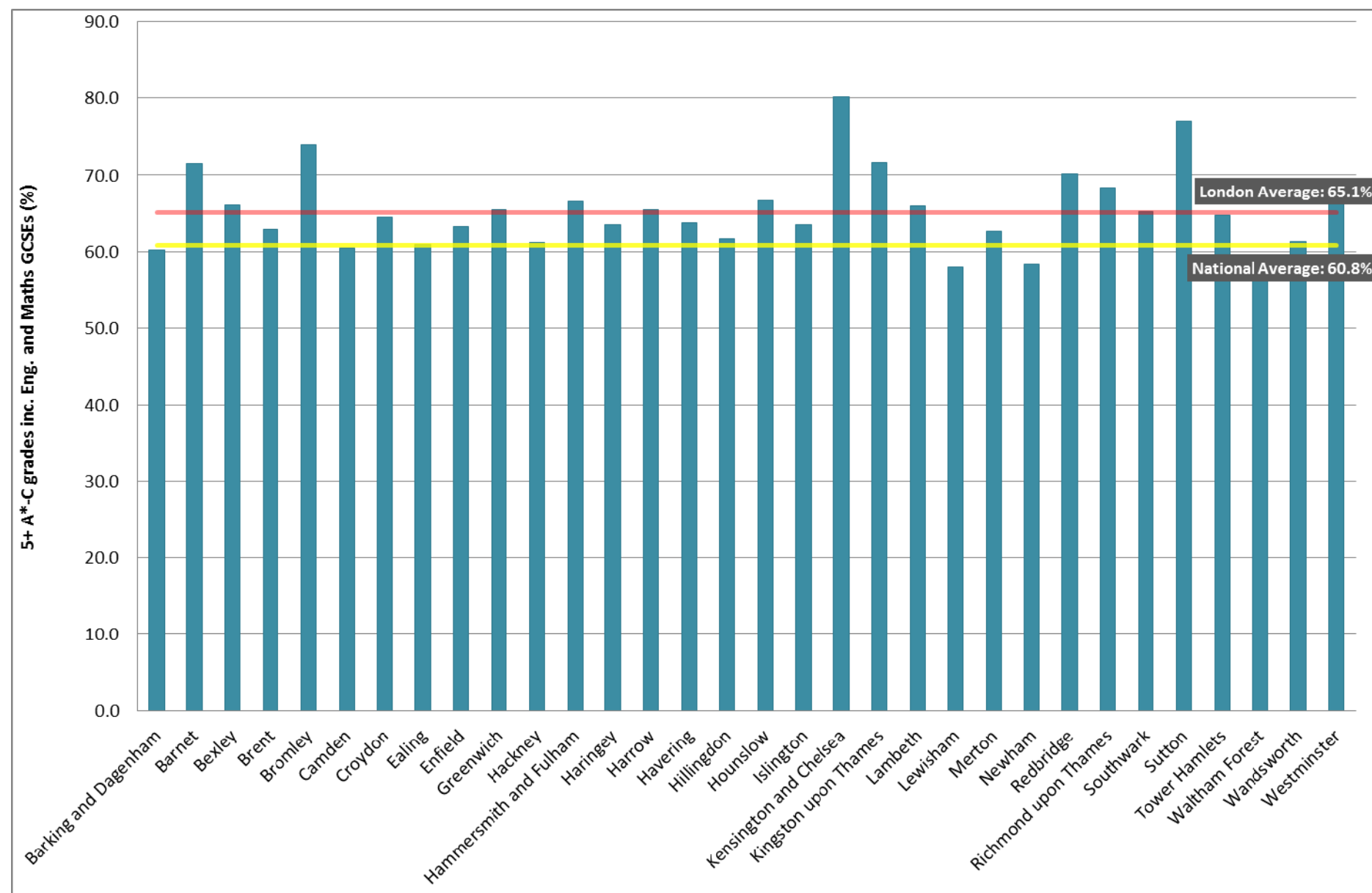
#### **4 GCSE and equivalent attainment by pupil characteristics**

- 4.1 Despite strong Key Stage 4 performance in London there is still inequality in outcomes amongst different groups of young people (see Appendix 5). Although young people eligible for free school meals (FSM) achieving five or more A\* to C grades at GCSE including English and mathematics is higher than the national average, there is still an 18.6 percentage point gap (which increased by 1.1 percentage points from 2012 to 2013) between those who are not eligible for FSM
- 4.2 The attainment rate across different ethnic groups varies significantly in London (and throughout England). The attainment rate for young people with a Chinese ethnic background is over 85 per cent compared to 60 per cent for young people from Black ethnic groups.
- 4.3 The percentage of children in care achieving 5 or more A\* to C grades at GCSE including English and mathematics has increased in London since 2006, but is nearly 45 percentage points lower than that for children who are not in care.
- 4.4 The attainment levels of young people with special educational needs (SEN) increased gradually between 2005 and 2013, although the gap between pupils with SEN with and without a statement is over 20 percentage points.

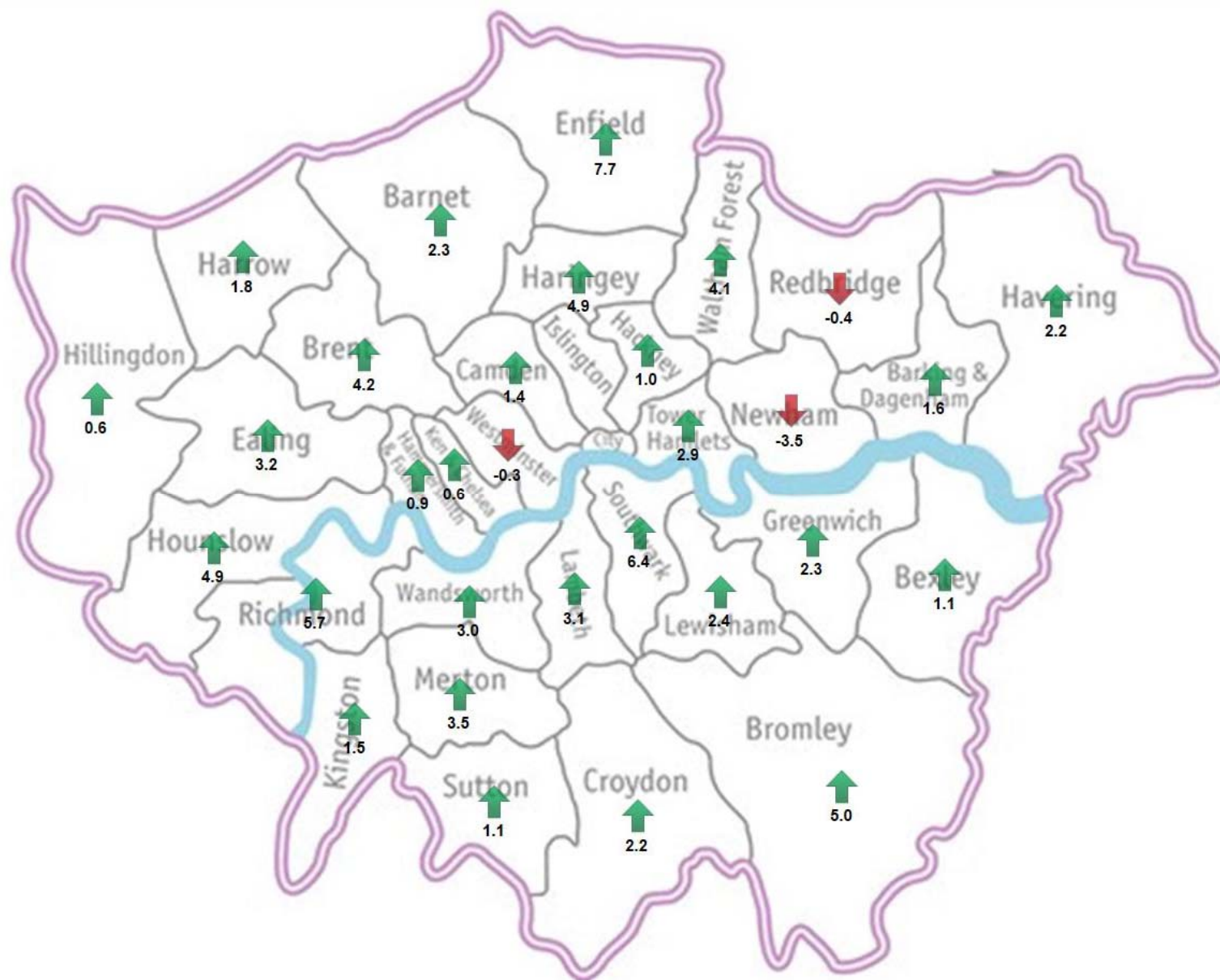
#### **5 Recommendations**

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

**Appendix 1:** London local authority breakdown of 5 or more GCSEs at grade A\* to C or equivalent including English and mathematics GCSEs in London for 2012/13

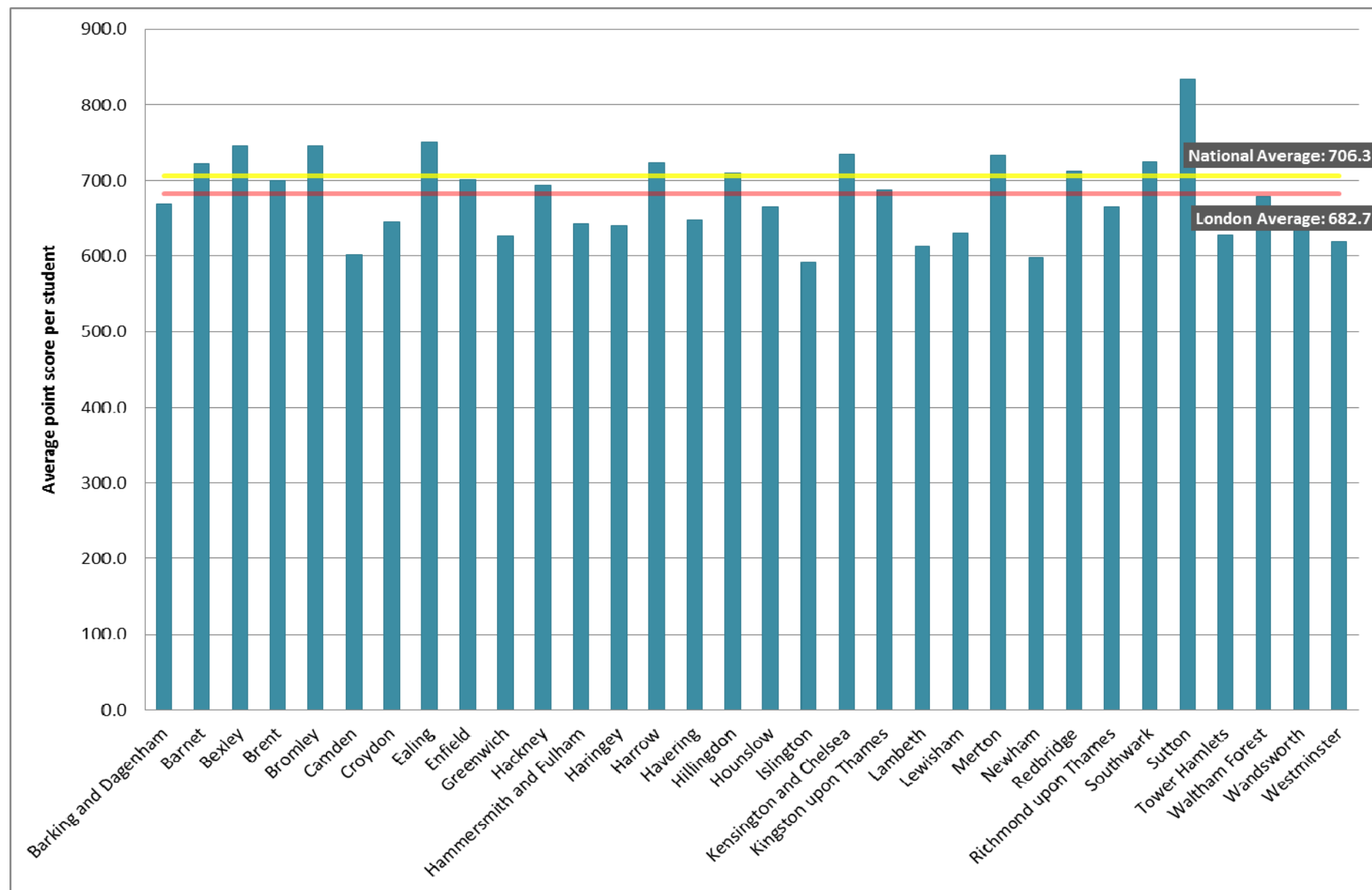


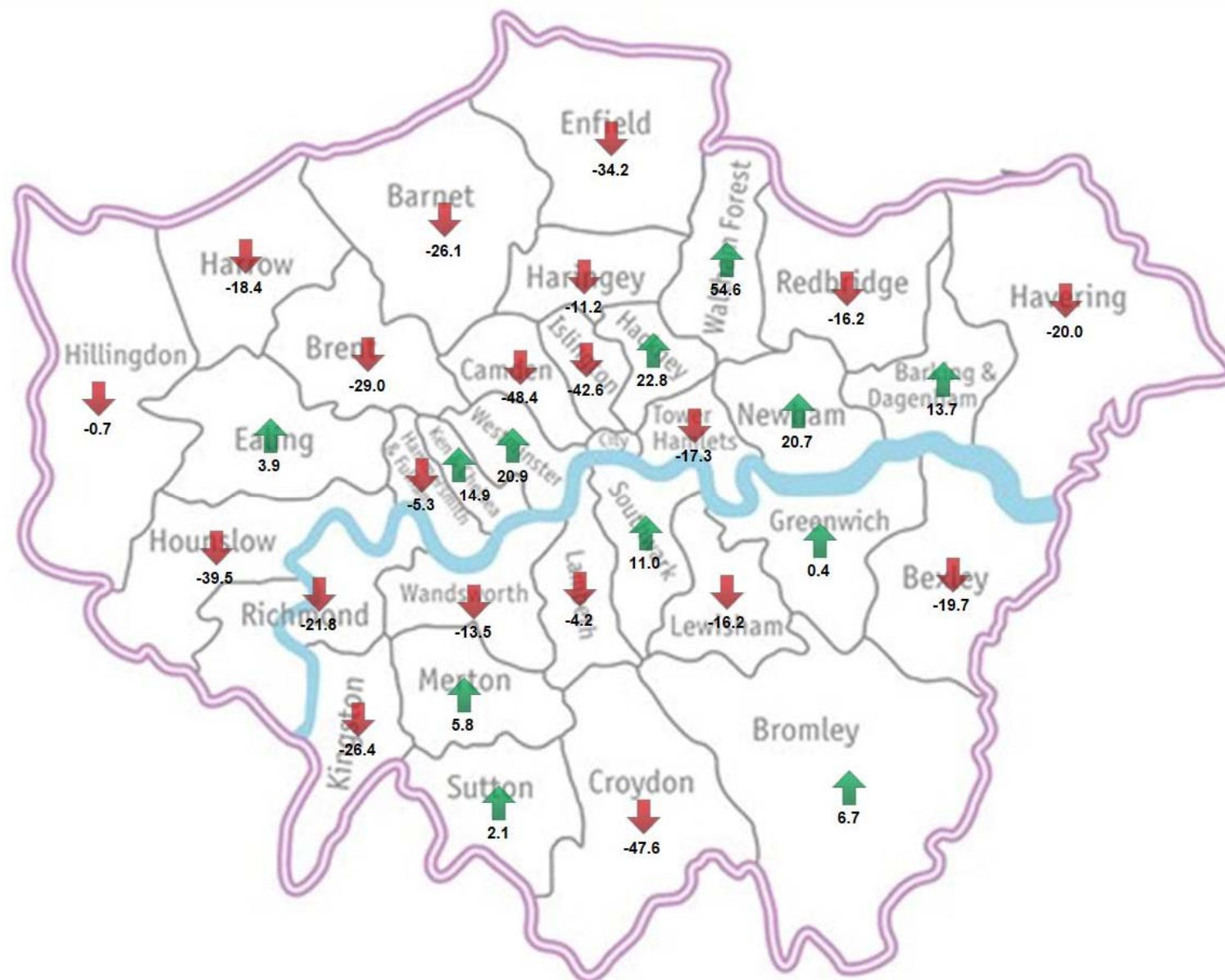
**Appendix 2:** London local authority breakdown of percentage variation for 5 or more GCSEs at grade A\* to C or equivalent including English and mathematics GCSEs between 2011/11 and 2012/13



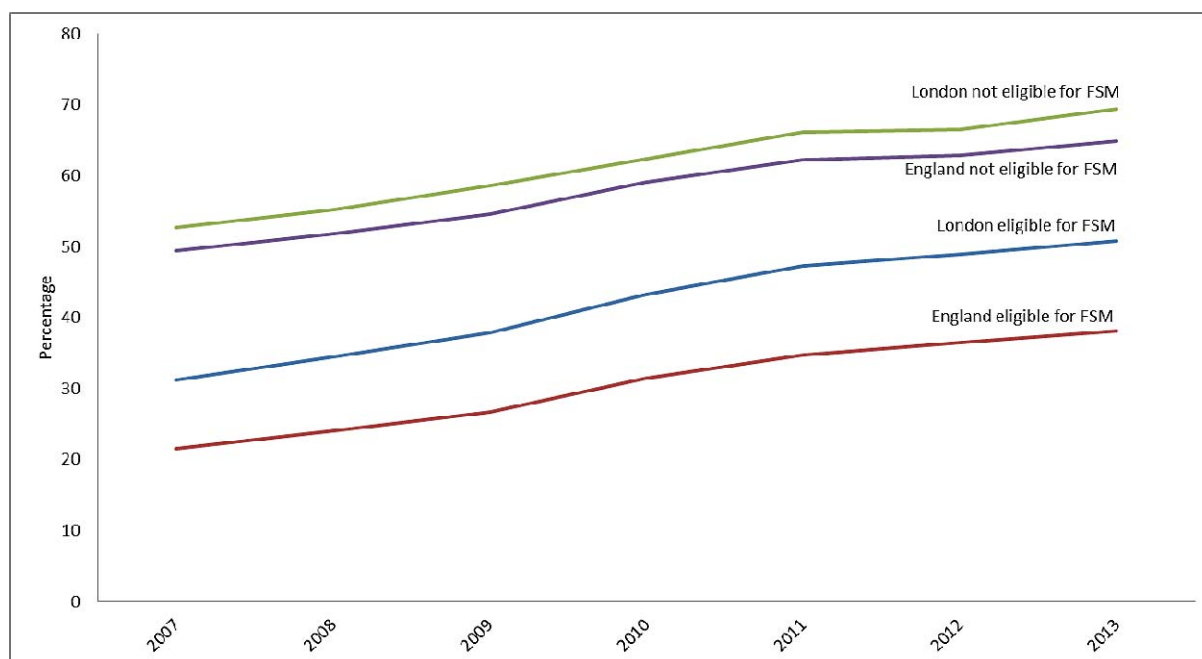


### Appendix 3: London local authority breakdown of average point score per student entered for Level 3 qualifications for 2012/13

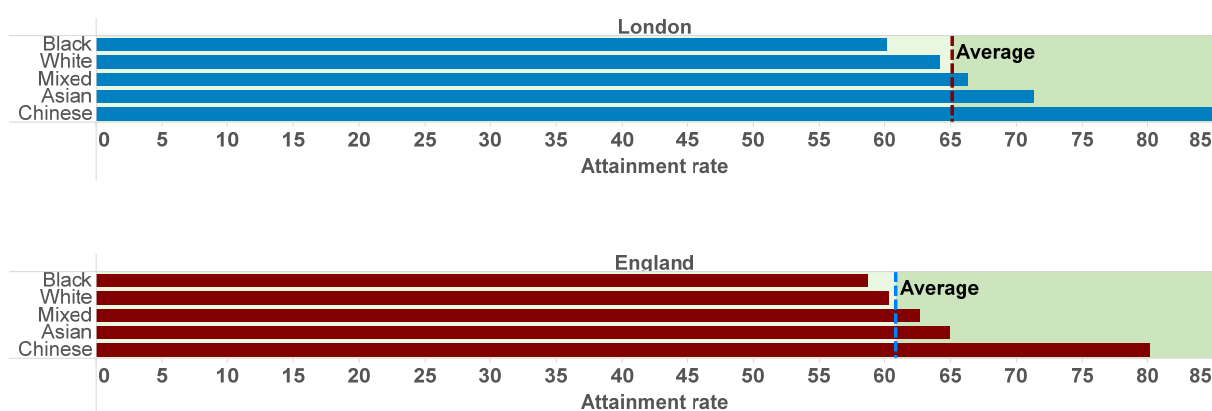




**Five or more A\* to C grades at GCSE including English and mathematics 2013 pupils eligible for FSM<sup>8</sup>**



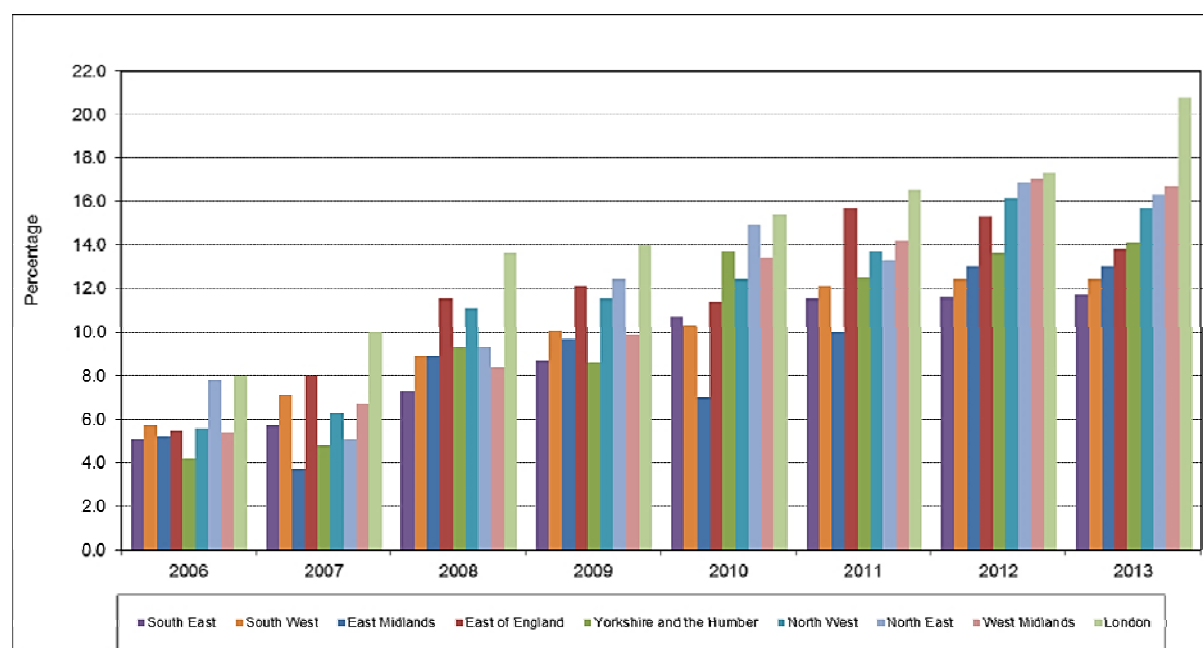
**Attainment rate (5+ A\* to C GCSEs including English and mathematics) 2013 by ethnic group<sup>9</sup>**



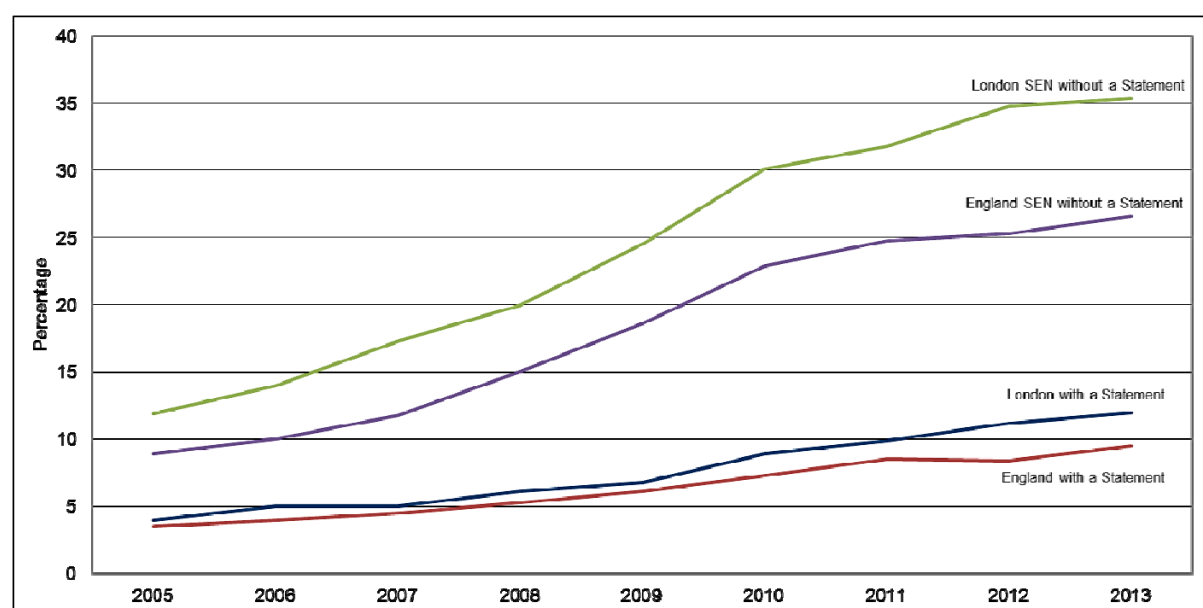
<sup>8</sup> Department for Education (2014), [GCSE and equivalent attainment by pupil characteristics in England \(2012-2013\)](#)

<sup>9</sup> Department for Education (2014), [GCSE and equivalent attainment by pupil characteristics in England \(2012-2013\)](#)

**Children in care achieving 5 or more A\* to C grades at GCSE including English and mathematics<sup>10</sup>**



**Children with SEN achieving 5 or more A\* to C grades at GCSE including English and mathematics<sup>11</sup>**



<sup>10</sup> Department for Education (2014), [Department for Education: Outcomes for children looked after by LAs in England](#)

<sup>11</sup> Department for Education (2014), [GCSE and equivalent attainment by pupil characteristics in England \(2012-2013\)](#)

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