

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

Thursday 30 October, 13.30 – 16.00

**Location:** [Skills for Growth, 379-381 High Street, Stratford, London, E15 4QZ](#)

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- 13.30 Refreshments available on arrival
- 13.45 Skills for Growth – tour and briefing
- 14.15 Commencement of Board meeting:

## Agenda

1. Welcome and introductions
2. Declarations of Interest
3. Notes of last meeting and matters arising
4. Policy Update  
(*paper*) - For information
5. 'A' Level/GCSE results  
(*paper*) - For information
6. Raising the Participation Age  
(*paper*) - For information
7. Presentation - For information  
    – LEP Skills & Employment Working Group – Careers offer  
    *Michael Heanue*  
    *Principal Policy Officer, GLA*
8. Institute of Education Report and Presentation  
(*report*) - For decision  
    *Profs Ann Hodgson*  
    *and Ken Spours, IoE*
9. Future of Service - For decision
10. AOB

**Date of next meeting: Thursday 12<sup>th</sup> February, 2-4pm, meeting room 1, London Councils**

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# Young People's Education and Skills Board

**Date** 27 February 2014 **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)

## Attendance

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
Caroline Boswell	Greater London Authority (GLA)
Cllr Georgie Cooney	Conservative Group (Tri-borough)
Victor Farlie	London Work Based Learning Alliance (LWBLA)
Vic Grimes	National Apprenticeship Service (NAS)
Derek Harvey	Department for Work and Pensions (DWP)
Cllr Peter John <b>(Chair)</b>	London Councils Lead Member for Children and Young People (London Borough of Southwark)
Andrew Knight	Education Funding Agency (EFA)
Frank McLoughlin CBE	Association of Colleges (FE College Member)
Munira Mirza	Greater London Authority (GLA)
Jack Morris OBE <b>(Vice Chair)</b>	London Enterprise Panel (LEP)
Dr Jane Overbury OBE	Association of Colleges (AoC) (Sixth Form College Member)
Pat Reynolds	Association of London Directors of Children's Services (ALDCS)
Cllr David Ryder-Mills	Liberal Democrat Group (Royal Borough of Kingston upon Thames)
Jon Thorn	Skills Funding Agency (SFA)
Mary Vine Morris	London Councils Young People's Education and Skills (YPES)

## Guests and observers

Caroline Neville OBE	Association of Colleges (London)
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## Officers

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

## Apologies

Peter Lang	Association of School and College Leaders (ASCL)
Nick Lester	London Councils (Services)
Jill Lowery	Skills Funding Agency (SFA)
Alan Parnum	Education Funding Agency (EFA)
Tim Shields	Chief Executives London Committee (CELC)
Frankie Sulke <b>(Vice Chair)</b>	Association of London Directors of Children's Services (ALDCS)

## **1 Welcome and introductions**

- 1.1 Cllr Peter John welcomed attendees to the meeting and thanked Caroline Neville and Vic Farlie for agreeing to provide an update on apprenticeship reforms.
- 1.2 Apologies were noted.

## **2 Declarations of Interest**

- 2.1 No interests were declared.

## **3 Notes and Matters Arising from the last meeting (15 October 2013)**

- 3.1 Minutes of the last meeting were approved.
- 3.2 MVM updated colleagues on the outcomes from the two YPES Board roundtables held in December:
  - 3.2.1 European Social Funding (ESF) – priorities agreed were preventative NEET, NEET re-engagement, Targeted NEET interventions, Enhancing the London Careers Offer, Employability. These were being taken forward but conditionality around ESF meant it may be difficult to secure funding for capacity building activities. However, conversations were ongoing with the Skills Funding Agency.
  - 3.2.2 London Careers Offer – existing provision was analysed and areas where the offer could be enhanced were identified. ESF offered an opportunity to draw in additional funds, the National Careers Service local partnership element was a welcome addition and the Mayor's Gold Club was a potential mechanism to share good practice.

## **4 Policy update**

- 4.1 Speaking to Paper 4, NS drew the Board's attention to two key points:
  - 4.1.1 The Department for Education (DfE) was required to cut £167million in 2014 and a further £156million in 2015-16 from its non-ring fenced school budgets, which puts Post-16 funding at further risk of reductions.
  - 4.1.2 The Education Funding Agency (EFA) announced the funding rate for full time 18 year olds students in 2014/15 will be 17.5 per cent below the rate for full time 16 and 17 year old students. This will disproportionately impact London as a higher proportion of 18 year olds are in full-time vocational education. This was highlighted in the Department for Education's Impact Assessment.
- 4.2 The Chair reported that the Education Funding Agency had been advised of the Board's concern about the change in funding for full time 18 year-old students and the Board reiterated its position to oppose this cut in funding. It was agreed:
  - 4.2.1 YPES should liaise with Higher Education (HE) and Association of School and College Leaders (ASCL) representatives to establish common ground on changes to the funding rate for 18 year-olds in full-time education; and
  - 4.2.2 YPES should continue to lobby Ministers and officials in EFA/DfE about the funding rate reduction for 18 year olds in full time education.

**Action point: YPES to liaise with officers representing HE and ASCL to discuss changes to the funding rate for 18 year olds in full time education.**

**Action point: YPES to continue lobbying Ministers at EFA/DfE concerning the funding rate reduction for 18 year olds in full time education.**

## **5 Evidence Base and Statement of Priorities**

- 5.1 Board members noted the evidence base, which informed the draft Annual Statement of Priorities (ASoP) 2014/15. YPES officers talked through the ASoP and drew attention to the revised targets outlined in Annex 1 of the paper. Amendments were made, reflect in year policy changes, to ensure targets remained ambitious yet realistic.
- 5.2 In discussion:
  - 5.2.1 Board members were assured that the evidence base would be updated to reflect the latest available data on apprenticeship participation;
  - 5.2.2 Board members welcomed the emphasis on collaborative working set out in the ASoP and on the impact that would be realised by achieving the targets;
  - 5.2.3 In their final edits, both the evidence base and ASoP needed to clarify whether references to young people related to 16-18 year-olds or 16-24 year-olds;
  - 5.2.4 GLA were currently reviewing their education and youth business plan objectives for the year ahead and this provided an opportunity to align targets;
  - 5.2.5 London local government, the Mayor and national government were all keen on improving apprenticeships. An apprenticeship success level/rate should be included in the targets contained in the ASoP;
  - 5.2.6 JM suggested specific amendments that clarified the relationship with the London Enterprise Panel.
- 5.3 YPES Board members agreed to the recommendations outlined in the report subject to changes outlined above.

## **6 Raising the Participation Age**

- 6.1 YB provided an overview of the paper highlighting that the participation level for young people aged 16 and 17 in London was higher than the national average. Additionally, whilst NEET level remained below the national average, London's activity not known level was above the national average by nearly 2 percentage points.
- 6.2 Concerns were raised about limited data sharing post-16 and the difficulties this caused in effectively and efficiently tracking destinations of young people, which was clearly impacting the activity not known figures. For example, UCAS is no longer selling named data to local authorities. The role of Ofsted was discussed and the possible support they could offer to unblock data sharing challenges.
- 6.3 YPES Board members discussed London's overall performance as well as variation between boroughs. It was suggested it would be helpful to identify the actions and activities that boroughs with low NEET and activity not known have implemented, particularly boroughs that have already reduced their tracking resource in response to reductions to local government resourcing levels.

**Action point: YPES to investigate actions undertaken by boroughs with low NEET and activity not know figures.**

**Action point: YPES to write to Debbie Jones, Ofsted's Regional Director London, about post-16 data sharing challenges.**

## **7 Apprenticeship Reform**

7.1 CN and VF talked to a presentation to update board colleagues on Apprenticeship reforms and possible implications for opportunities available to young people in London. A discussion about the reforms followed:

7.1.1 Small and medium sized employers (SMEs) provided the majority of Apprenticeship opportunities in London and were a sizeable proportion of London's overall economy. A move towards a co-investment model risked turning away employers and acting as a barrier.

7.1.2 As part of the London Local Enterprise Panel's work negotiating the Growth Deal with government, Apprenticeships were a key strand. It was hoped it would both raise the profile of Apprenticeships and opportunities available to young people.

7.1.3 Recent Association of College (AOC) research had found limited numbers of young people were aware of emerging industries/fields, where Apprenticeship opportunities may exist and possible career progression. Much improved careers information, advice and guidance, particularly in schools, was considered essential to increasing awareness of opportunities.

7.1.4 The views of young people must be heard and considered as the reforms must also make Apprenticeships more attractive to young people..

7.1.5 It was noted that Matthew Hancock, Minister of State for Skills and Enterprise for the Department for Business, Innovation and Skills, had responsibility for the Apprenticeship reforms and also small businesses. A technical consultation on the implications of the reforms for small businesses is due to be launched to provide an understanding of how the model could work for SMEs.

7.1.6 The Apprenticeship trailblazers and the development of qualifications by employers were being undertaken without scrutiny of Ofqual.

7.1.7 The Mayor's target of creating 250,000 apprenticeships by 2016 would likely be put at risk by the reforms.

**Action point: YPES Board to submit a response to the government's technical consultation on Apprenticeship reforms.**

**Action point: GLA to confirm Kit Malthouse's position to inform the response to the technical consultation.**

## **8 GCSE/A Level results 2013**

8.1 YB presented this paper and summarised the headline GCSE and A level performance data for London for 2013:

8.1.1 London remained the best performing region at GCSE level - 65.1 per cent of pupils achieved five or more GCSEs at grade A\* to C including English and mathematics compared to 60.8 per cent nationally.

8.1.2 London's performance at A levels (and level 3 equivalents) decreased compared to the previous year and continued to lag behind the national average. The average point score per student entered for level 3 qualifications in 2012/13 was 682.7 compared to 706.3 nationally. This was a decrease on the 2011/12 point score of 695.1.

- 8.2 The Chair requested that GCSE and level 3 results be discussed at the next Board meeting to allow for a fuller discussion of the issues.

**Action point: GCSE and level 3 results to be noted as an agenda item for the next Board meeting.**

## **9 AOB**

- 9.1 National Apprenticeship Week 2014 will run from 3 to 7 March.
- 9.2 Nick Clegg, Deputy Prime Minister, had today announced a package of measures to support young people. Most notably, a “UCAS style system” would be introduced for vocational training, providing details of college courses, Apprenticeships, traineeships, work experience and job opportunities. In his statement he noted that local authorities would be responsible for the system. Further details are anticipated.

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### Item 3(a). Actions and Matters Arising from 3 July 2014 YPES Board meeting

ACTION POINTS		
	A copy of the second Institute of Education report and presentation are available on our website <a href="#">here</a> . The final report will be available to Board members prior to the meeting in October.	Agenda item 8. at 30 October 2014 Board meeting: Institute of Education – recommendations
	The YPES Board to consider recommendations arising from the findings of the Institute of Education’s reports examining strategies for tackling 17+ participation, attainment and progression in London	
	The LEP Skills & Employment Working Group to provide an update on their employment and careers guidance offer	Agenda item 7. at 30 October 2014 Board meeting: LEP Skills & Employment Working Group – Careers offer
	YPES to liaise with the Learning Records Service to provide an update on the implementation of the Unique Learner Number	Verbal update under matters arising at 30 October 2014 Board meeting
	Provide a fuller breakdown of apprenticeship start data by age of apprentice.	This information is available through our interactive data site <a href="#">Intelligent London</a> ( <i>Participation tab, Show More</i> ) - circulated in post meeting note 18 July 2014
OTHER MATTERS ARISING		
	<p>We are pleased to report that:</p> <ul style="list-style-type: none"> <li>• Cllr Peter John has retained the portfolio for Children, Skills and Employment in London Councils Executive and as such will remain Chair of the YPES Board.</li> <li>• Councillor David Simmonds is the Conservative Party representative to the YPES Board.</li> </ul>	
DECISIONS TAKEN BY CHAIR TO BE REPORTED		
	None	

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# Young People's Education and Skills Board

## Policy Update

Item No: 4

**Date:** 30 October 2014

**Contact:** Neeraj Sharma

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**Summary** This paper outlines the key changes affecting 14 to 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 to 19 education and training which have occurred since the last OSG meeting.

## 2 Better inspection for all - consultation on proposals for a new framework for the inspection of schools, further education and skills providers and registered early years settings<sup>1</sup>

- 2.1 Ofsted is currently consulting proposals for a new framework for the inspection of maintained schools, academies, further education and skills providers, non-association independent schools and registered early years settings from 2015. In particular, Ofsted is seeking views on three key proposals:
- 2.1.1 *Proposal 1:* a common inspection framework for all early years settings on the Early Years Register, maintained schools, academies, non-association independent schools and further education and skills providers. This framework will mean that the same judgements will apply in each of these remits.
  - 2.1.2 *Proposal 2:* introducing shorter inspections for maintained schools, academies and further education and skills providers that were judged good at their previous inspection. These short inspections, conducted approximately every three years, will report on whether or not a provider has maintained its overall effectiveness but will not provide a full set of graded judgements.
  - 2.1.3 *Proposal 3:* conducting a full inspection of non-association independent schools within a three-year period.
- 2.2 Ofsted has been gradually evolving a different approach to inspections and the consultation builds on those developments. Whilst inspections are never going to be widely popular they do provide an important quality assurance mechanism. The move towards the use of trained in-house inspectors and a more consistent approach should help address some of the quality concerns previously brought to the attention of Board members.

- 2.3 Ofsted is seeking consultation responses from a wide range of stakeholders. The deadline for responses is 5 December.

### **3 Careers guidance and inspiration - Guidance for general further education colleges and sixth-form colleges<sup>2</sup>**

- 3.1 Since September 2013, all further education (FE) colleges and sixth form colleges in England have been subject to a requirement to secure access to independent careers guidance. The requirement was introduced alongside an extension of the age range of the existing careers duty on schools to years 8 to 13. This forms part of FE college and sixth form college funding agreements.
- 3.2 To support these institutions to interpret this requirement, in August 2014, the Department for Education (DfE) published revised guidance for FE colleges and sixth-form colleges. This coincides with the revised statutory guidance on careers that was recently issued for schools.
- 3.3 The government is not prescribing how each college fulfils the requirement. Instead, each college is expected to meet the requirements how they best see fit but drawing on connections with a network of employers should be a central aspect of the college's overall careers strategy. The guidance goes on to provide examples of colleges that are delivering inspirational advice and guidance.
- 3.4 London Councils welcomes the revised guidance and examples of good practice as both a method of setting out the minimum expectations and outlining what can be achieved. Colleges should have the flexibility to establish systems to deliver inspirational careers work that meets the needs of students. However, there is a risk that without appropriate monitoring by Ofsted this approach could lead to mixed quality of provision.
- 3.5 New Ofsted inspection guidance released last month notes in the 'Outstanding' grade descriptors for sixth form provision that *"All students are provided with high quality impartial careers education, information, advice and guidance prior to starting post-16 courses and are fully aware of their choices following completion of their post-16 study programme"*.
- 3.6 Additionally, under the assessment of the quality of leadership in and management of a school, inspectors are asked to explore *"...the extent to which the school has developed and implemented a strategy for ensuring that all pupils in Years 8 to 13 receive effective careers guidance"*.

### **4 Ofqual Corporate Plan 2014-2017<sup>3</sup>**

- 4.1 Ofqual has published its third corporate plan in August 2014. The plan, covering the period up to March 2017, details how the regulator will work to ensure the quality of qualifications and support the most worthwhile educational outcomes for students. It outlines the regulatory priorities for the organisation that includes vocational study.
- 4.2 The plan highlights the changes needed to be undertaken to ensure qualifications are validated and there is consistency within the system when the new reforms go live.
- 4.3 Ofqual states that England has an exceptional range of GCSE, AS and A level subjects compared to other countries. It suggests that in practice, some subjects overlap significantly, the content in a few subjects is insufficiently weighty when compared to that of reformed qualifications, and some subjects are taken by very few students.
- 4.4 Ofqual is setting new regulatory requirements as qualifications are reformed, so that different subjects are sufficiently similar in the level of demand on the student and their

assessment structure. It is anticipated there will be a small drop in the number of subjects available in future as subjects that attract few students are unlikely to be cost-effective for exam boards to reform.

- 4.5 Ofqual will consult on principles to decide the GCSE, AS and A level subjects for the future. They intend to publish their decisions later in the year and will apply the principles to subsequent reforms.
- 4.6 In 2014/15, Ofqual will consult on proposals for non-exam assessment arrangements for practical work in A level and GCSE sciences and for speaking skills in modern foreign language GCSEs. As other subjects are reformed, Ofqual will continue to consider and consult on the best arrangements for non-exam assessment, taking into account the implications for schools.
- 4.7 More immediately, Ofqual will consider carefully the quality of mark schemes for new GCSEs, AS and A levels submitted to us as sample materials for accreditation.
- 4.8 The Ofqual Corporate Plan 2014-2017 provides further clarity of the curriculum and qualification changes that still need to take place and the timescales for change. It is reassuring that Ofqual will be consulting and working with key stakeholders to put in place robust qualifications and assessments. Yet there are concerns that courses which are valued by employers and young people will be withdrawn, limiting options available to young people.

## **5 The Government's Strategy to Support Workforce Excellence in Further Education<sup>4</sup>**

- 5.1 The government recently published its strategy to support the further education (FE) workforce. The workforce is viewed as a critical component in serving people and employers in their communities and raising educational and skills levels.
- 5.2 The government has a strong interest in the development of an excellent teaching workforce across both the schools and FE sectors. Although FE providers are independent organisations responsible for their own workforce, the government confirm that a high calibre, effective FE workforce is crucial for the successful delivery of a range of government policies and for the success of the economy.
- 5.3 The government lists 4 priorities: improving English and maths teaching; responsiveness; governance and leadership; and use of technology. It outlines a number of proactive measures including financial incentives such as bursaries of up to £20,000 and, 'Golden Hellos' of up to £10,000 aimed at retaining existing maths teachers within the sector.
- 5.4 The financial incentives provide an opportunity for colleges and training providers to build teaching capacity and expertise in the FE sector, particularly in English and maths. From the beginning of this academic year, all pupils who fail to have achieved a C grade or better in English or maths GCSE by the time they finish secondary school must continue to study the subjects in post-16 education.

## **6 The EPPSE 'Students' educational and developmental outcomes at age 16' report<sup>5</sup>**

- 6.1 The Effective Pre-School, Primary and Secondary (EPPSE) research shows children who go to pre-school are projected to earn £27,000 more during their career than those who do not. They are also more likely to get better GCSE results - the equivalent of getting seven Bs compared to seven Cs.

- 6.2 The research also found that early education helped young people to specifically do better in GCSE English and maths. The effects were better if the pre-school was of high quality, and pre-school is particularly valuable for children from less advantaged backgrounds
- 6.3 The EPPSE project, launched in 1997, has followed 3,000 children from early childhood to the age of 16. The research was carried out by the Institute of Education, University of Oxford, and Birkbeck, University of London.

## **7 Conflicts of interest in academy sponsorship arrangements<sup>6</sup>**

- 7.1 The Education Select Committee recently commissioned the Institute of Education in London to examine the potential for conflicts of interest that arise in the relationship between academies and sponsors under the current sponsorship model. The research report was published on the 17 September 2014
- 7.2 It found four areas where conflicts of interest may occur:
- Connected (or related) party transactions. For example, where an individual on the board of a Trust benefits personally or via their companies.
  - The provision of paid for services. For example, where the sponsor supplies a school improvement curriculum or back office service to a trust under a license that prevents the Trust from changing supplier (a form of tie-in currently permitted for provision of such services only 'at cost' and not for profit.)
  - Less tangible conflicts that do not (directly) involve money: For example, inappropriate control exerted in local schools.
  - Conflicts that arise in the wider system: For example where a contracted DfE Academy Broker also works for an academy Trust that they invite to pitch for a new school
- 7.3 There are five recommendations for the Education Select Committee to take forward:
- 7.3.1 Endorse the three recent Public Accounts Committee (PAC) recommendations:
- The Department and the Education Funding Agency (EFA) need to implement an effective joined up strategy for enforcing compliance with funding agreements and consider appropriate incentives and sanctions.
  - The EFA should reconsider its policy which permits related-party transactions. At the very least it must be able to extract and analyse complete information on related-party transactions and then must use that analysis to determine risk based interventions.
  - The Department should introduce, at individual academy and academy trust level, a fit-and-proper persons test.
- 7.3.2 The Committee should review the current arrangements which permit paid for services being sold to schools on a 'at cost' basis.
- 7.3.3 The Committee should consider whether further steps are required to strengthen the regulations for governance in trusts
- 7.3.4 The Committee should conduct an enquiry session to understand whether the regulatory powers of the EFA should be split from its funding role
- 7.3.5 The Committee should review the arrangements for the new Regional Commissioners and Head Teacher Boards to assess whether there are sufficient controls in place to monitor and prevent conflicts of interest from occurring.

- 7.4 London Councils welcomes the focus on the need for robust oversight of academies and has been lobbying central government for local authorities to have a greater role in the oversight of academies.
- 7.5 Specifically, local authorities should be able to conduct a financial audit or investigation into any school, including academies, if they feel that there are issues deserving further scrutiny. This information would be important for the wider community to be able to assess the value for money provided by a school.

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<sup>1</sup> <http://www.ofsted.gov.uk/sites/default/files/documents/consultations/b/Better%20inspection%20for%20all.pdf>

<sup>2</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/347936/Careers\\_Guidance\\_and\\_Inspiration\\_Coll\\_ege\\_Guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/347936/Careers_Guidance_and_Inspiration_Coll_ege_Guidance.pdf)

<sup>3</sup> <http://ofqual.gov.uk/documents/corporate-plan/>

<sup>4</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/326000/bis-14-679-further-education-workforce-strategy-the-government-strategy-support-workforce-excellence-in-further-education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/326000/bis-14-679-further-education-workforce-strategy-the-government-strategy-support-workforce-excellence-in-further-education.pdf)

<sup>5</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/351496/RR354 -  
\\_Students\\_educational\\_and\\_developmental\\_outcomes\\_at\\_age\\_16.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/351496/RR354_-_Students_educational_and_developmental_outcomes_at_age_16.pdf)

<sup>6</sup> <http://www.parliament.uk/documents/commons-committees/Education/Conflicts-of-interest-in-academies-report.pdf>

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# Young People's Education and Skills Board

## Raising the Participation Age (RPA)

Item no: \*\*

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

**Date:** 30 October 2014

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

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<b>Summary</b>	This paper provides information on London's position with regard to Raising the Participation Age.
<b>Recommendations</b>	Board members are asked to note the content of the report.

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## 1 Background and introduction

- 1.1 This paper provides Board Members with information on London's position with regard to Raising the Participation Age (RPA). From the start of the last academic year, all young people were required to continue in education or training until the end of the academic year in which they turn 17; from summer 2015 this will be until their 18th birthday (RPA does not apply if a young person has already attained a level 3 qualification).
- 1.2 Participation figures are published quarterly by the Department for Education (DfE). 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 On 4 July 2014 the DfE published 16 and 17 year old participation data that highlights where participation is rising, static or falling. The data also provides a breakdown of participation by type of establishment, age, gender and ethnic group.
- 2.2 London's participation in March 2014 was 92.3 per cent, an improvement of 1.3 percentage points from the previous March and a 2.2 percentage point increase from the December 2013 position. London's participation is 2 percentage points above the national figure. The majority of 16 and 17 year olds in London (88.7 per cent) were participating in full time education and training, which is 5.5 percentage points higher than the national figure, although a lesser proportion were participating in Apprenticeships and employment with training than nationally. The percentage participating at age 16 (the age group currently covered under 'the duty') in London was higher than those participating at 17 by 4.9 percentage points.

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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

*Participation percentage over time - proportion of 16-17 year olds in education and training*

Region	Mar 2013	Jun 2013	Dec 2013	Mar 2014	Percentage point change in the last 12 months	
England	88.9%	88.4%	89.8%	90.3%	1.4%	⬆️
London	91.0%	91.3%	90.1%	92.3%	1.3%	⬆️

*Participation percentage by type of activity*

Region	Proportion of 16 and 17 year olds recorded as participating in:					
	Full time education and training	Apprenticeship	Work based learning	Part time education	Employment combined with training	Other
England	83.2%	4.2%	1.5%	0.3%	0.8%	0.3%
London	88.7%	2.1%	0.6%	0.5%	0.2%	0.2%

*Participation percentage by age and gender*

Region	Percentage 16 year olds recorded as participating in education or training			Percentage 17 year olds recorded as participating in education or training		
	Female	Male	Total	Female	Male	Total
England	94.5%	93.3%	93.9%	88.0%	85.3%	86.6%
London	95.4%	94.2%	94.8%	91.5%	88.5%	89.9%

### 3 NEET and activity 'not known'

- 3.1 The NEET percentage for London in July 2014 was 4.2 per cent, a marginal increase on the previous month (0.1 per cent) and below the national average of 5.9 per cent. The percentage of young people whose participation status was 'not known' is 6.4 per cent, which continues the downward trend this calendar year from 9.4 per cent in January. London is now below the national average figure of 11.8 per cent.
- 3.2 The percentage of 16 to 18 year olds who were NEET and participation 'not known' varies significantly by borough ranging from 1.7 per cent to 7.4 per cent for NEET and 1.3 per cent to 11.4 per cent for participation status 'not known' (excluding the City of London).
- 3.3 The three month average comparison between 2013/14 and 2012/13 shows a lower percentage for both NEET and participation status 'not known' than last year.

*Percentage of 16-18 year olds who are NEET over three months*

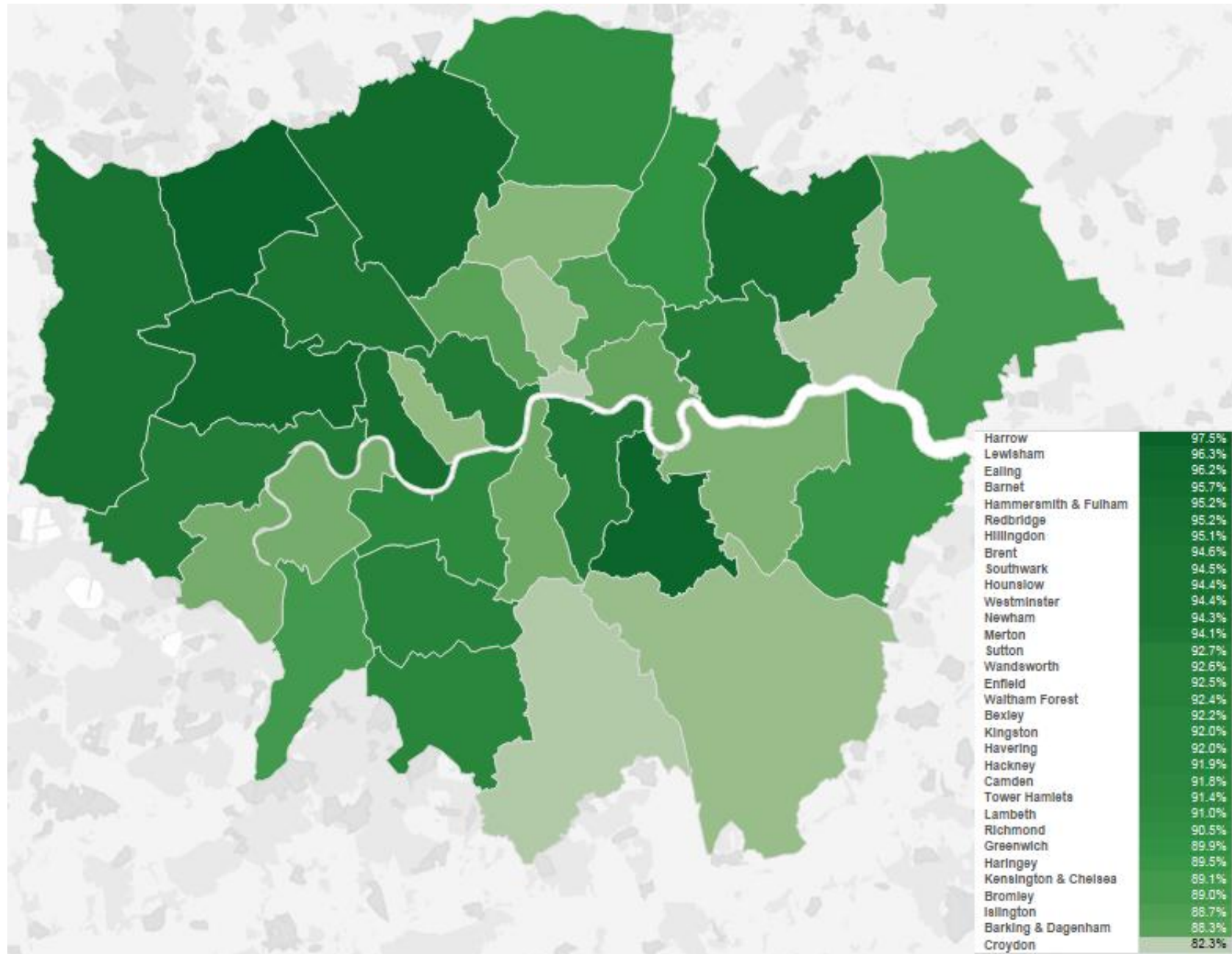
Region	2013-14				2012-13			
	May-14	Jun-14	Jul-14	Ave	May-13	Jun-14	Jul-14	Ave
England	5.4%	5.4%	5.9%	5.6%	5.9%	6.0%	6.5%	6.1%
London	4.1%	4.1%	4.1%	4.1%	4.8%	4.8%	4.9%	4.9%

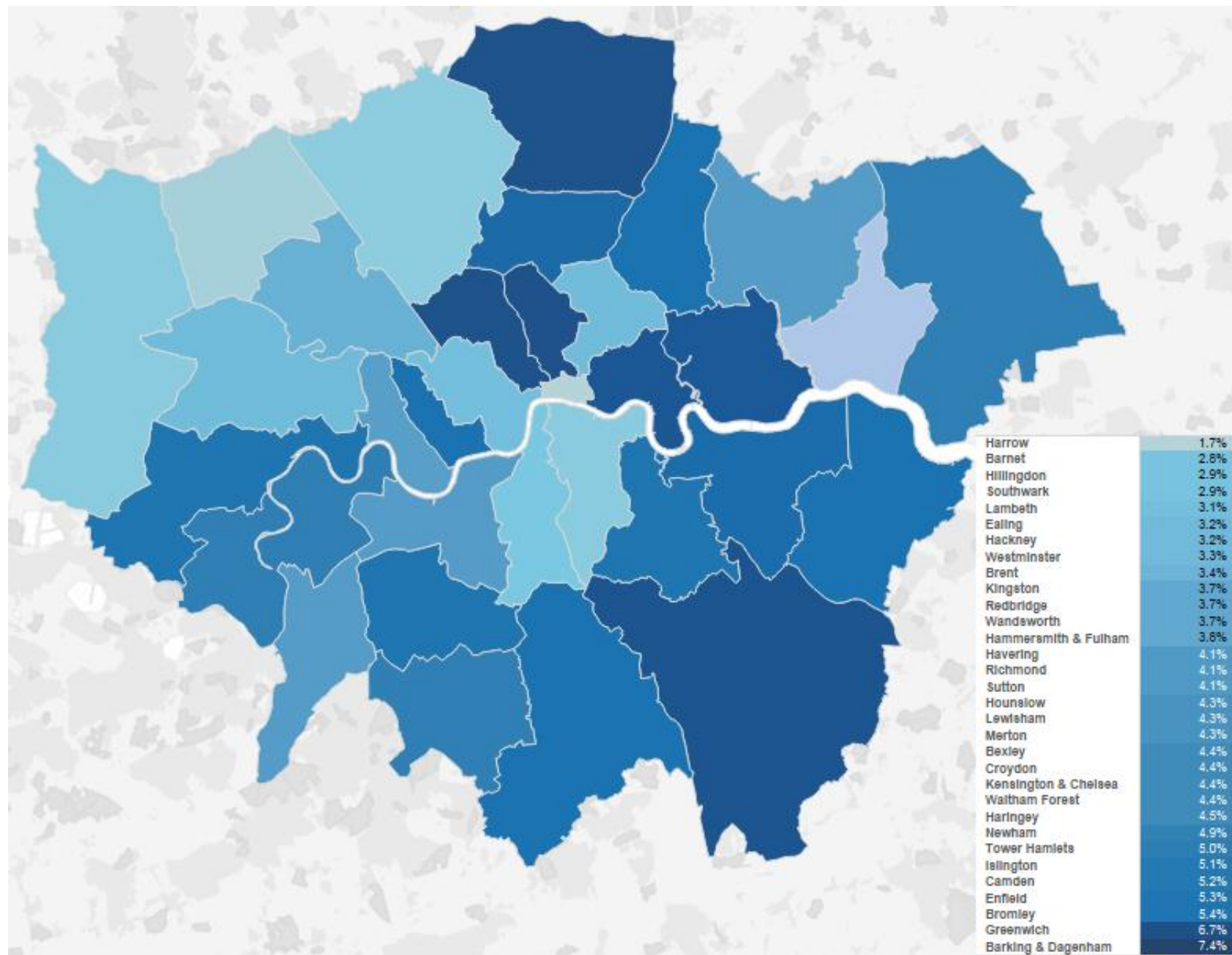
*Percentage of 16-18 year olds whose participation status is 'not known' over three months*

Region	2013-14				2012-13			
	May-14	Jun-14	Jul-14	Ave	May-13	Jun-14	Jul-14	Ave
England	7.4%	7.1%	11.8%	8.7%	7.2%	7.2%	12.7%	9.0%
London	6.6%	6.5%	6.4%	6.5%	7.6%	7.4%	7.3%	7.4%

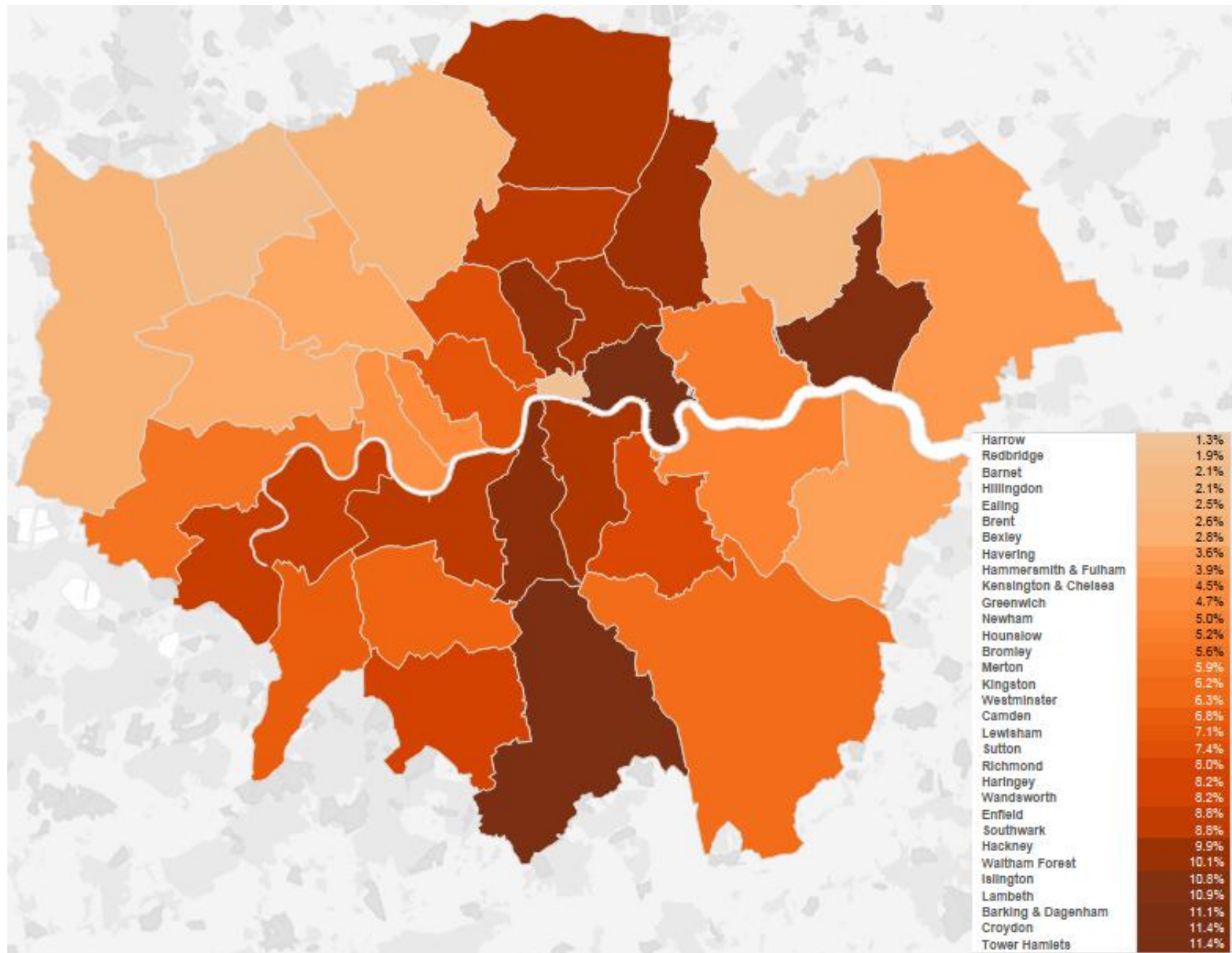
### 4 Recommendations

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



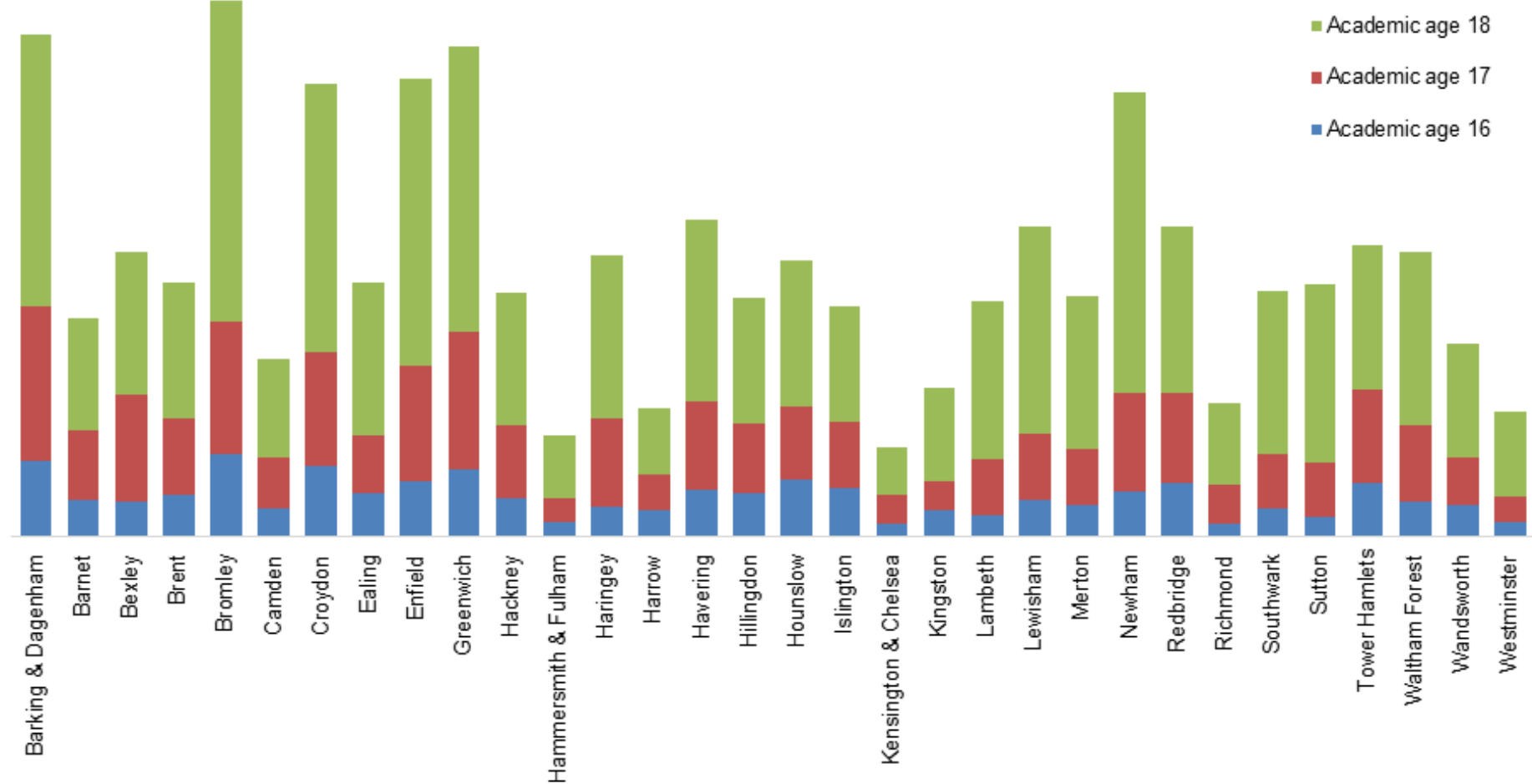






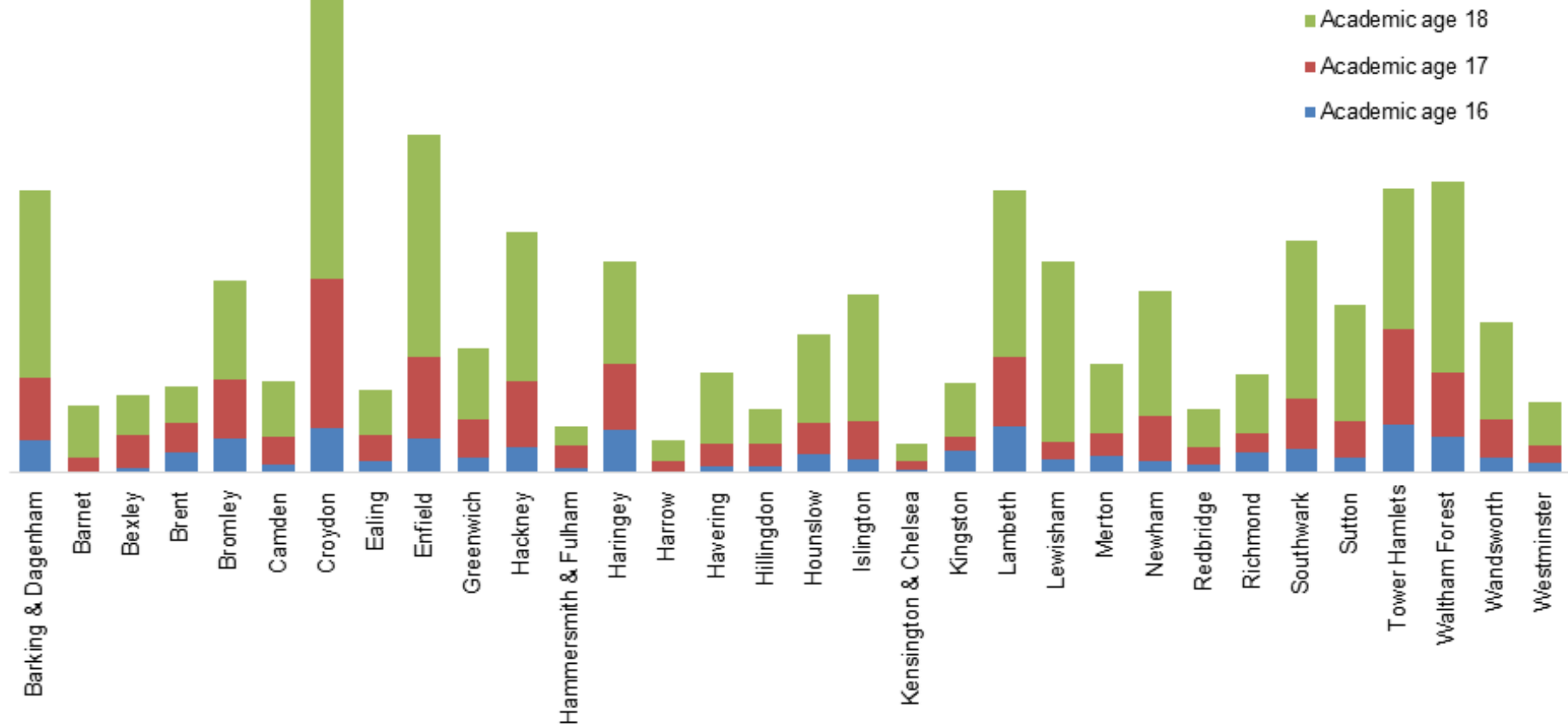
Proportions of 16, 17 and 18 year old NEET

16 year olds	18.7%	81.3%
17 year olds	28.2%	
18 year olds	53.2%	



*Proportions of 16, 17 and 18 year old 'not known'*

16 year olds	11.9%	88.1%
17 year olds	25.7%	
18 year olds	62.4%	



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# Young People's Education and Skills Board

## 17+ Participation, Attainment and Progression in London: Key findings and recommendations

Item no: 8

**Report by:** Peter O'Brien      **Job title:** Regional Commissioning Manager

**Date:** 30 October 2014

**Telephone:** 020 7934 9743      **Email:** [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

**Summary**      This paper provides an overview of the research into 17+ participation, attainment and progression in London completed by the Institute of Education. It outlines to the Board the implications of taking forward the research recommendations.

**Recommendations**      It is recommended that the Board:

- a) adopts the research recommendations in full;
- b) publishes the key findings and recommendations report together with appropriate communications coverage;
- c) produces an interim statement of priorities based on the report's recommendations before the end of March 2015 (to be agreed at the Board meeting of 12 February).

## 1 Background

- 1.1 Professors Ann Hodgson and Ken Spours from the Institute of Education, University of London (IoE) will be presenting the Board with the key findings and recommendations from their research into 17+ participation, attainment and progression in London. A special interest meeting of Board members held on 3 July received the findings from Professors Hodgson and Spours' research into 17+ participation, attainment and progression in schools in London and this later work now incorporates the findings from a similar exercise in colleges (a copy of the report on colleges in London is being circulated separately with the papers for the Board meeting).
- 1.2 The report (see Appendix 1) that Professors Hodgson and Spours will be presenting brings together the research into drop-out at 17 that the Board has commissioned over the past two years.

## 2 Introduction

- 2.1 Much of the debate on education in London over the past five to ten years has been dominated by the turnaround in performance at Key Stage 4. Commentators tend to concentrate on achievement at GCSE in London, which was once below the national average, but is currently the best regional performance in England<sup>1</sup>. Moreover, participation at age 16 remains high, particularly in the light of Raising the Participation Age<sup>2</sup>. Yet it appears that London is not building on this strong position. Performance

<sup>1</sup> GCSE, A level and level 3 equivalent results for 2013 will be dispatched prior to the Board meeting

<sup>2</sup> Raising the Participation Age report

post-16 in most of the main indicators is variable across London, with a close correlation between the areas that are most deprived and those with lower educational attainment. Drop out at 17 remains high and level 3 point scores per candidate are lower in London than the national average - this is one of the many indicators in which London is below the national average at level 3.

- 2.2 Three [detailed research reports](#) explore these issues more deeply and identify the risk factors affecting the participation, retention and attainment of young people 17+, and the strategies for mitigating those risks.
- 2.3 The key issues, risk factors and strategies from these detailed reports have been brought together in an over-arching summary report that highlights the key findings from the entire research programme and makes recommendations to address those findings.

### **3 Summary of findings and conclusions**

#### **3.1 The key findings include:**

- 3.1.1 participation of 16 and 17 year olds remains high overall, but participation rates are variable across different boroughs and whilst more young people continue full time study, the take-up of Apprenticeships remains extremely low;
- 3.1.2 just under a quarter of Year 12 level 3 starters dropped out of their school sixth form studies before the age of 18 - a trend that is particularly noticeable at the end of year 12 in vocational courses at schools;
- 3.1.3 only a third of sixth form school students embarking on a level 2 course at 16 progresses to level 3 study;
- 3.1.4 prior attainment at GCSE plays a major part in both post-16 retention and attainment, with GCSE English and mathematics at grades A\*-C being particularly important; yet about 30 per cent of L3 learners in London schools in 2011/12 did *not* have A\*-C grades in GCSE English and mathematics and scored on average 540 points at the end of their course (the standard university entry requirement of one A and two B grades is 750 points);
- 3.1.5 achieving eight GCSEs at grades A\*-C is a better indicator of success at level 3 than the level 2 threshold of five GCSEs at grades A\*-C.

#### **3.3 The research identifies a range of 'risk factors' associated with 17+ drop-out in schools and colleges. It provides an overview of the strategies used to manage the transition between years 11 and 12 and between years 12 and 13 that, at an institutional level, help tackle these risks.**

#### **3.4 The headline recommendations from the research are:**

- 3.4.1 there is a need for a pan-London focus on 17+ participation, attainment and progression (age 17 is not naturally regarded as a transition point);
- 3.4.2 there should be a Post-16 London Challenge, which: addresses institutional and borough-based variation; represents a step change in the sharing of good practice on the 17+ issue; and raises performance through increased partnership working;
- 3.4.3 effective careers education, information, advice and guidance should be provided to all young people throughout their education;
- 3.4.4 there should be a greater focus on building-in progression skills at Key Stage 4;
- 3.4.5 the supply of high quality vocational (or mixed academic/vocational) level 3 provision and Apprenticeships should be increased;

- 3.4.6 three-year level 3 programmes should be planned and developed (through a mix of level 2 and level 3 qualifications) for vulnerable young people and the government should restore full funding for full-time 18 year old students to enable this.

#### **4 Relationship between the findings and recommendations with the Board's Vision for young people's education skills in London and the Annual Statement of Priorities**

- 4.3 There is a close relationship between the findings and recommendations from the research and the vision and priorities for young people's education and skills in London. There are two important areas that, though touched on in the research, the IoE was not asked to investigate in detail: special educational needs and disability (SEND) and business/education collaboration.
- 4.4 SEND, especially the successful implementation and embedding of the reforms established through the Children and Families Act 2014, remains high on the agendas of local authorities. YPES continues to play a significant role in identifying and sharing effective practice in London and in shaping the implementation of the new arrangements.
- 4.5 The London Enterprise Panel (LEP) remains in the lead position on education-business links, with the Skills and Employment Working Group primarily taking this forward.

#### **5 Implications**

- 5.3 The research findings and recommendations are far reaching and could become as much a part of the education debate in London as is school places, where London Councils has for several years highlighted the key issue, successfully lobbied for additional resources and continues to press for improvement. In a similar way, the Board, through London Councils, could embark on an awareness-raising campaign and set objectives for lobbying (such as a government restoring full funding for full-time 18 year old students).
- 5.4 The Annual Statement of Priorities is the vehicle for setting out the Board's priorities and is usually made available at the beginning of each financial year. With the General Election taking place in May it is proposed that, should the Board wish to accept the recommendations from the over-arching report, an interim Annual Statement of Priorities based is prepared for March 2015.
- 5.5 The Board may also wish to consider its options for taking forward the research recommendations in the context of its separate discussion on the future of the YPES service.

#### **6 Recommendation**

- 6.3 It is recommended that the Board:
- 6.3.1 adopts the research recommendations in full;
  - 6.3.2 publishes the key findings and recommendations report together with appropriate communications coverage;
  - 6.3.3 produces an interim statement of priorities based on the summary report's recommendations before the end of March 2015 (to be agreed at the Board meeting of 12 February).



Leading education  
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Institute of Education  
University of London

# **17+ participation, attainment and progression in London: Key findings and recommendations**

**Ann Hodgson and Ken Spours  
Institute of Education, University of London**

**October 2014**

**The Institute of Education has been commissioned as the Academic Partner to  
London Councils: Young People's Education and Skills, who have funded this  
research.**

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## Background, rationale and research approach

1. The 'quality' of 17+ participation in the English education and training system is becoming a key indicator of its ability to promote sustained educational participation up to age of 18/19 in an era of *Raising the Participation Age* (RPA). Just staying-on post-16 for a short period is not enough. As more young people continue in education and training at 16, so the duration and quality of their participation between the ages of 16-19 and the degree to which they can add value to their pre-16 attainment levels becomes increasingly important for them personally as well as a key measure of system success. It is vital that young Londoners are supported to stay on in a meaningful course of study not just for one year post-16, but for two or even three in order to equip them to progress to either higher study or employment.
2. While London has made great strides in terms of attainment at Key Stage 4 (KS4) compared nationally, this advantage is not being replicated in post-16 study with concerns about 17+ participation, attainment and progression. Moreover, because national and regional destinations data are only made available for 16 and 18 year olds, it is not clear what happens to 17 year olds at the end of their first year in post-16 education. From anecdotal evidence prior to this research, it appeared that this was a time of 'churn' for young people, when a significant number began to change course, move to another institution, reduce their volume of study or drop out of education and training altogether.
3. It was for these reasons that London Councils commissioned the Institute of Education, University of London, to undertake research on 17+ participation, attainment and progression in London during the period 2013-2014. More specifically, there was a desire to examine in greater detail what happens to young people at the end of their first year of post-16 study, because successful or unsuccessful transition at this point appeared to make the difference to effective and sustained participation and attainment for 16 to 19 year olds.
4. The study involved a mix of background desk research; secondary data analysis including specialist data analysis from MIME Consulting; visits to 10 11 to 18 schools, two general further education colleges (GFEs) and two sixth form colleges (SFCs); and discussions with local authority 14 to 19 leads. The research was interested not only in London-wide patterns of participation, attainment and progression, but also the positive role that institutional policies and strategies could play in supporting 17+ transitions.

## Key findings

### 17+ participation, retention and attainment in London

5. Levels of participation in education and training for 16 and 17 year olds in London (92.3%) were higher than the national average (90.3%) in 2014 and have improved by 1.3 per cent over the last 12 months. The vast majority of young Londoners are in full-time education and training (88.7%) and again this figure was above the national average (83.2%) in 2014.
6. However, the proportion of young people in apprenticeships and jobs with training in London stood at half the England average in 2014 and has fallen over the last 12 months.
7. Participation rates varied considerably between London boroughs depending on their level of economic and social deprivation.
8. The proportion of 16-18 year olds studying in school sixth forms and sixth form colleges has increased over the past year, while the percentage studying in general further education colleges has declined.
9. Retention in A Level programmes in London schools is significantly greater than in their level 3 (L3) vocational programmes.
10. Just under a quarter of Year 12 L3 starters 'dropped out' of their sixth form before the age of 18. This was notably the case at the end of Year 12, particularly for vocational courses.
11. Only a third of school students embarking on a L2 course at 16 progressed to L3 study.
12. Retention in colleges is recorded differently to schools (through the Individualised Student Record (ILR)) so we have not attempted to make comparisons between the two. However, from the analysis provided by MIME Consulting it appeared that there were significant variations between GFEs, who do less well, and SFCs, who do better in terms of retention rates. This might be explained by differences in retention rates between general and vocational courses with the former having higher retention rates and being more prevalent in SFCs.
13. Prior attainment in GCSEs or their vocational equivalents plays a major part in both post-16 retention and attainment. GCSE English and mathematics at grades A\*-C are highly

important with 8+ A\*-C grades in GCSEs or equivalent qualifications being a more secure benchmark than 5+ A\*-C grades in GCSEs only.

14. About 30 per cent of L3 learners in London schools in 2011/12 did not have A\*-C grades in GCSE English and mathematics and scored on average 540 points at the end of their course. On the other hand, London learners in 2011/12 who had at least 5 GCSE A\*-C grades including English and mathematics scored on average 753 points at L3 (above the national figure) and those with 8+ GCSE A\*-C grades including English and mathematics scored on average 795 points.

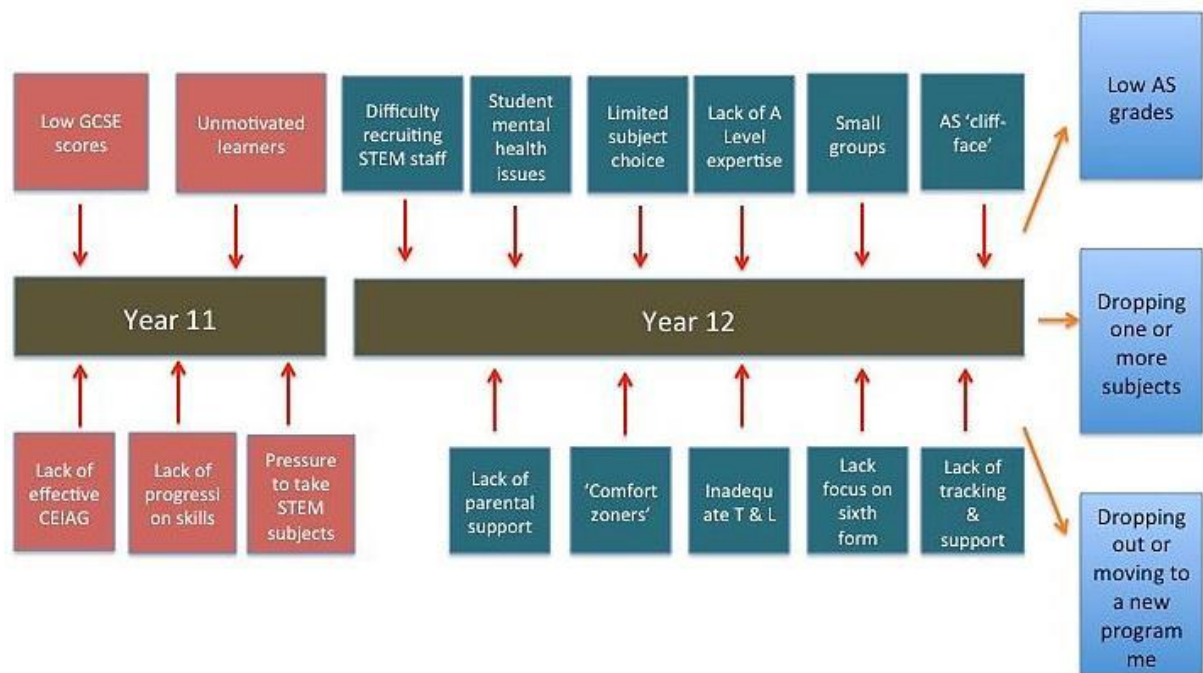
15. Post 16 attainment at L3 in London is below the national average on all measures except the percentage of students achieving at least two substantial L3 qualifications. While this latter measure is important in terms of inclusion, there is no doubt that the capital's relatively poor performance at L3 is cause for concern. Of particular note is London's performance in terms of L3 points per student, which was 682.7 in 2013, compared with 706 nationally, and this figure has declined since 2011. It should be noted, however, that there is considerable borough variation on all indicators, with some London boroughs and institutions performing well above the national average and others well below.

### **Strategies for tackling risk factors at 17+**

16. Visits to a number of schools and colleges revealed a growing awareness of the 'risk factors' that can lead to failure in AS or vocational courses at 17+; repeating study, taking fewer than three advanced level subjects, attaining lower grades and changing course/institution or dropping out altogether.

17. These risk factors are captured in Figure 1 for schools and in Figure 2 for colleges.

**Figure 1. 17+ 'risk factors' in schools**



18. The visits to schools revealed a range of strategies that institutions were using to support transitions from both Year 11 to Year 12 and from Year 12 to Year 13.

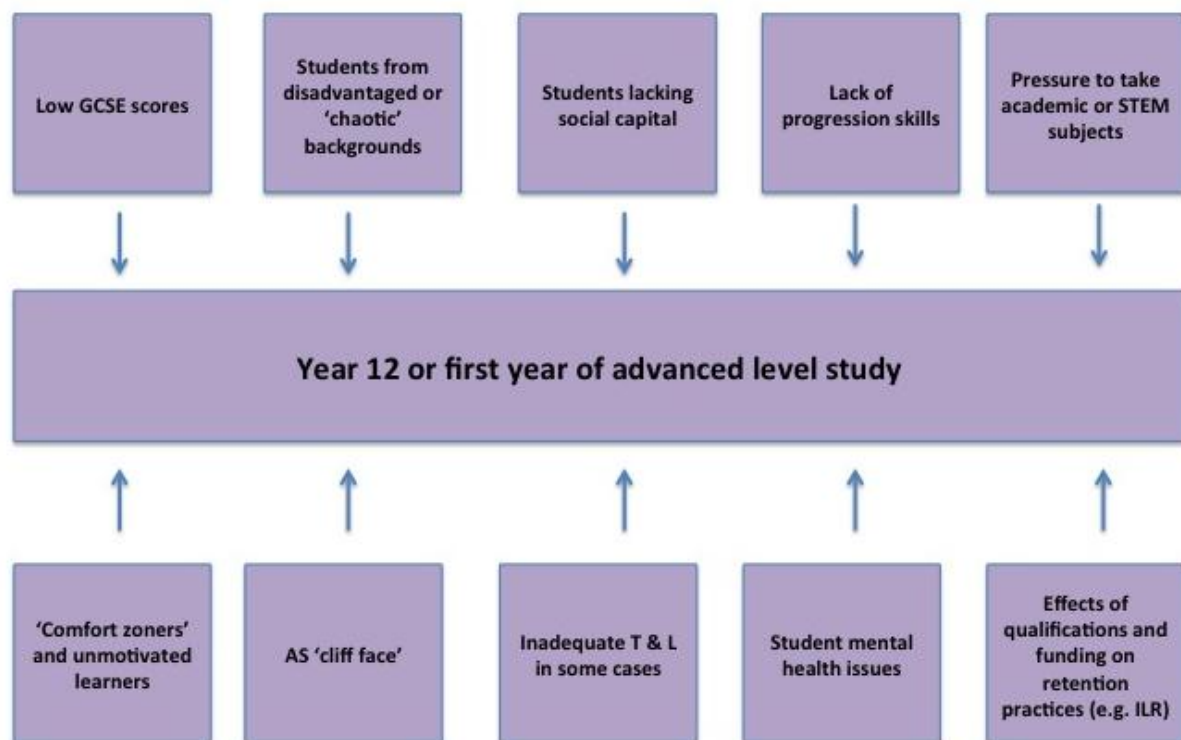
*a. Strategies to support transition between Years 11 and 12 included:* sixth form taster days; shared subject activities between KS4 and post 16; pitching GCSE teaching at the next level up; summer booster sessions in maths and sciences; early enrolment for Year 12 for diagnosis and study skills; a staged guidance process for post-16 choices; discussion of HE in KS4; building in study skills from Year 7; careful guidance in choice of KS4 subjects; the Year 11 tutor team moving up with students into Year 12.

*b. Strategies to support transition between Years 12 and 13 included:* subject specific support for staff and students; enrichment activities (e.g. Extended Project Qualification); regular tracking and reporting of performance; mentoring/coaching; progression to HE programmes; preparation for employment (e.g. work experience); financial support.

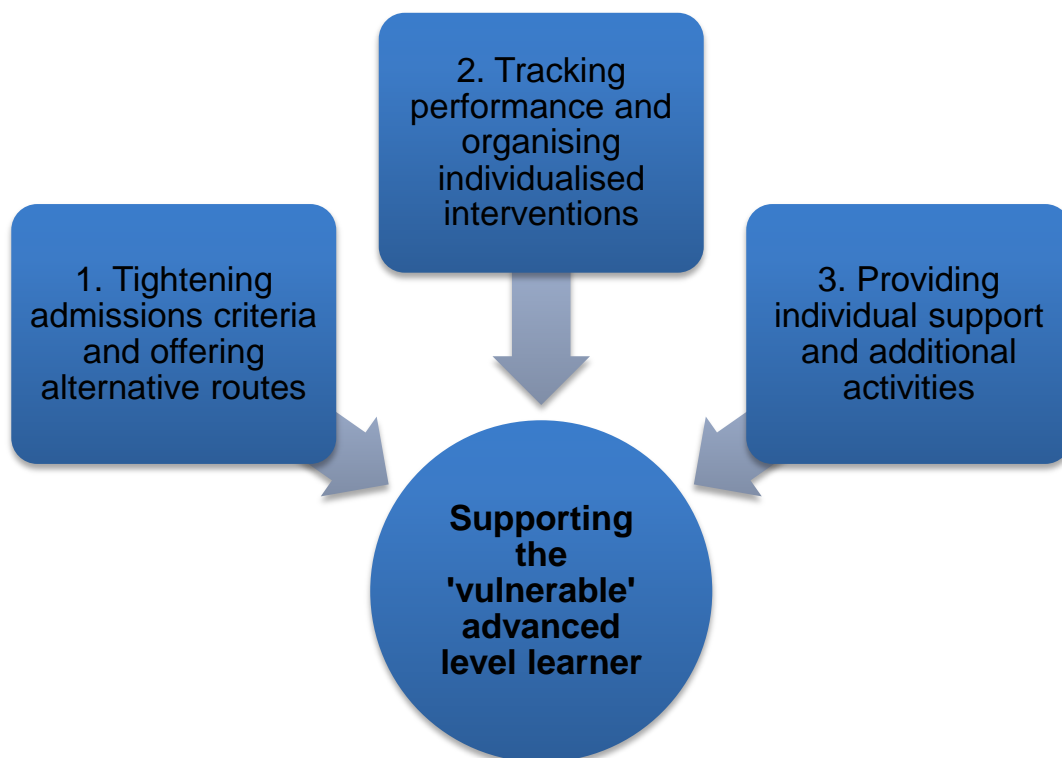
19. Colleges in London face many of the same risk factors as schools, although these could be considered as more intensive because colleges tend to recruit a greater proportion of students from lower socio-economic backgrounds; more black and minority ethnic students; those with lower prior GCSE attainment and those who have left a school sixth form at 17+.



**Figure 2. 17+ 'risk factors' in GFEs and SFCs**



20. Strategies employed by colleges to address these risk factors can be grouped into three main types:



## Conclusions and recommendations

21. In the era of Raising the Participation Age (RPA) it is vital that young Londoners participate, attain and progress between the ages of 14 to 19 and, in particular, that they add significantly to their knowledge and skills after the age of 16 because this will give them a greater opportunity to enter the highly competitive London labour market or progress to higher education.

22. London has made marked progress in recent years in pre-16 performance, measured by the attainment of five or more GCSE A\*-C grades including English and mathematics. However, this research suggests that this level of performance at KS4 does not necessarily ensure successful post-16 retention and L3 attainment at 18 because students sometimes lack wider progression skills to make an effective transition.

23. Successful transition at age 17 appears to be a key factor in determining successful outcomes at 18 or 19 for young Londoners, particularly at L3. In this regard, London lags behind the England average and there is considerable variation in performance between boroughs, depending on their socio-economic status. This research has begun to examine how national, local and institutional factors combine to either support or inhibit 17 year olds from progressing to the next stage of their upper secondary education.

24. The research took place at a time when a number of national reforms related to 16-19 education and training were taking place and there was a considerable amount of turbulence in the system. These included changes to: financial support for 16-19 year olds, funding for providers of 16-19 education, all types of 14-19 qualifications, performance indicators, the organisation of the academies programme, Careers Education Information, Advice and Guidance arrangements and the introduction of 16-19 Study Programmes. These changes undoubtedly shaped the strategies that schools and colleges used in supporting transition from KS4 to post-16 study and at 17+.

25. The following overarching recommendations flow from the research contained in [three previous research reports](#).

- a. **The need for a pan-London focus on 17+ participation, attainment and progression**
  - this research has concluded that 17+ should be regarded as the prime indicator of sustained participation in the extended upper secondary phase that has been heralded by RPA.

- b. **A Post-16 London Challenge** - the 17+ issue could form the focus of a new pan-London 'challenge' in which schools and colleges come together with employers and work-based learning providers to support a greater number of young Londoners to achieve not only L3 outcomes at 19, but also to have a greater opportunity to access further/higher education and employment. This could involve:
- i. **Addressing institutional and borough-based variation** - which suggests the need for greater targeting on particular boroughs, schools and colleges within the overall Post-16 London Challenge.
  - ii. **A step change in the sharing of good practice on the 17+ issue** - the strategies that are being put in place by schools and colleges to support students to attain and progress appear to be highly focused on: raising the threshold for access to L3 study; regular monitoring of student progress; trying to extend students' potential through a range of teaching, learning and assessment strategies; and, crucially, by looking outwards to other partners to help them achieve this. Given the richness but unevenness of practice across both colleges and schools, there is an overwhelming case for a major effort to share good practice, particularly in relation to teaching and learning. The need for this type of activity, ideally as part of a Post-16 London Challenge, will only increase as the reforms of curriculum, qualifications and performance measures are implemented.
  - iii. **Raising performance through increased partnership working** - the development of improved partnership working will help address the variability of pan-London performance and encourage a wider choice of programmes of study; increased teacher expertise through communities of practice for professional development; improved access to specialist facilities and the sharing of vital 17+ participation, attainment and progression data.
- c. **Effective Careers Education, Information Advice and Guidance (CEIAG)** - a greater effort should be made to build in CEIAG and academic guidance for all young people to avoid the problems associated with inappropriate choice of course and institution leading to wasteful turbulence at 17+. In particular, there should be a focus on preparing young people for adult and working life alongside building on the expertise already existing in terms of support for progression to higher education.
- d. **A greater focus on building in progression skills at KS4** - given the impact of pre-16 attainment on post-16 performance, there should be greater scrutiny of the pre-conditions for post-16 success. This could include an emphasis on a wider range of attainment (e.g.

a version of Progress 8) and the possible introduction of a L2 Extended Project Qualification to support the development of independent learning and skills for progression to higher level study.

- e. **Increasing the supply of high quality vocational (or mixed academic/vocational) L3 provision and apprenticeships** - an increase in L3 attainment will require the further development of high quality apprenticeships, vocational and mixed provision in London. While GFEs, SFCs and work-based learning providers need to take a lead in this area, this type of provision will also be facilitated through strong partnership working between schools, colleges and work-based learning providers to achieve economies of scale and viable centres of excellence.
- f. **Developing planned 'three-year sixth' programmes** - many 'vulnerable' post-16 learners will take three years rather than two to reach the goal of a L3 outcome. A collaborative project is recommended to help schools and colleges to actively plan three-year study programmes that will involve a mixing of general and vocational study post-16 and the introduction of level 2.5 programmes (a mix of L2 and L3 qualifications). This will also require financial support from government by restoring the full funding for 18 year olds and building on the current 16-19 Study Programmes policy.

# Young People's Education and Skills Board

Young People's Education and Skills - future of the service

Item No: 9

**Report by:** Mary Vine-Morris **Job title:** Director  
**Contact Officer:** Mary Vine-Morris  
**Telephone:** 020 7934 9720 **Email:** [mary.vine-morris@londoncouncils.gov.uk](mailto:mary.vine-morris@londoncouncils.gov.uk)

**Summary:** Following the transfer of responsibilities and staff from the Learning and Skills Council to local authorities in 2010, a Department for Education Special Purpose Grant has funded the staffing resource transferred to London Councils for pan-London activity and support. There is no commitment to the Special Purpose Grant beyond March 2015.

This report puts forward an option for retaining key aspects of the strategic leadership of young people's education and skills in London.

**Recommendations:** Board members are asked to consider the proposed funding options, (outlined at paragraphs 17 & 18) and work plan for 2015/16 (Appendix 2) and agree a recommendation to present to London Councils Leaders Committee in December 2014.

## Background

1. Young People's Education and Skills (YPES) provides pan-London leadership for 14 to 19 education and training provision in relation to the 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. The Board, made up of key stakeholders and chaired by the executive member for children, skills and employment, is the lead strategic body for 14 to 19 education and training services in London.
2. Following the transfer of responsibilities and staff from the Learning and Skills Council (LSC) to local authorities in 2010, a Department for Education (DfE) Special Purpose Grant has funded the staffing resource transferred to London Councils for pan-London activity and support. The grant funding (top-sliced and pooled from the 33 London local authorities) is provided to London Councils under Section 14 of the Education Act 2002 *"In response to London Councils continued work in providing a more integrated approach to strategic commissioning for young people in London"*. There is no commitment for the Special Purpose Grant to support our work beyond March 2015.
3. YPES works for London's boroughs, guiding and supporting them in their local commissioning. Working closely with the London Enterprise Panel (LEP), it brings together key stakeholders from across London to help deliver the region's priorities to influence and shape the learning provision on offer to young people.

4. Through the London Councils membership fee local authorities contribute to a planned programme of regional activity, including research, data analysis and intelligence, pan-London services and networking.

### **Scope of Service**

5. The DfE Special Purpose Grant and the YPES Board constitution set out the functions which the service is expected to undertake:
  - develop the strategic vision of the market for 14 of 19 provision in London, influencing and shaping sufficient diversity and specialism to promote full participation;
  - lobby for the best resources for London's young learners;
  - in partnership with the London LEP, develop a clear picture of the changing jobs landscape and skills needs in London to help shape the development of provision;
  - contribute to the production and analysis of data, including demographic data, to inform planning at a provider level;
  - promote consistent scrutiny of 16 to 18 provision, challenging poor quality and championing excellence across the capital;
  - support local authorities and other stakeholders with the provision of high-quality impartial information for all London's young people;
  - alert London providers to regionally unmet need and gaps in the market;
  - support local authorities and providers to operate in the collective interest of London, particularly in addressing the needs of vulnerable learners; and
  - co-ordinate the development of specialist education and training across London - including both provision for learners with special educational needs and disabilities and specialist vocational provision.
6. YPES has delivered effectively against these functions, providing an expert post-16 resource, leadership and co-ordination across the region. An overview of our achievements in 2013/14, as highlighted in the London Councils Annual Review, is attached as Appendix 1. Our track record over the past four years ideally places the YPES Board and team in a continuing leadership role for a reforming environment that is likely to see further policy changes from May 2015.
7. The key activities for 2014/15 for YPES are:
  - provide regional leadership and influence (lobby for London, shape London's response to national policies, manage relationships with stakeholders and strategic partners);
  - support the strategies through which partners and stakeholders work together to implement the Young People's Education and Skills strategy (publish an evidence base and an Annual Statement of Priorities, manage a data and research programme and support collaborative working);
  - lead strategic services and activities (support local authorities in their plans to implement Raising the Participation Age and major reform for young people with special educational needs and disabilities);
  - secure additional resources for London and work with partners to maximise the impact of investment (shaping the 2014-20 European Structural and Investment Fund youth programmes).

## Options for future of Service

8. The size and scope of any future Service is obviously dependent on funding. Despite persuasive argument the DfE (through the Education Funding Agency) has confirmed that continued financial support through the Special Purpose Grant will cease in March 2015. There is more we need to do - RPA to 2015 and participation of 17 year olds; improving the quality of post-16 education; effective study programmes that support entry to the labour market; reforming the offer for young people with special educational needs and disabilities so they can achieve better life outcomes. Participation, achievement and progression for all young people continue to be the underlying principle of all that we do. All of these aspects of young people's education and training require leadership and practical support and guidance for local authorities, providers and policy makers.
9. Exploratory discussions with the secretariat to the LEP have resulted in a formal request for funding as a contribution to the costs of the YPES service. The proposal seeks their support for continued activity and highlights the significant contribution made to the work of the Skills and Employment Working Group on issues that impact on London's young people. The case for support specifically emphasises our role with respect to:
  - **An expert post-16 resource for London** - providing the LEP with knowledge and expertise and making strong London representation to government on young people's education and skills issues.
  - **Leadership** - through the effective governance and leadership of the YPES Board we have achieved a clear perspective on partnership responsibilities and a high level of consensus on the priorities for action to improve educational outcomes for young people in London.
  - **Co-ordination across the region** - working across borough boundaries and taking a regional approach can clearly add value.

The request has been well-received and because of the timing of meetings is due to be considered by urgent action imminently.
10. The other part of the funding equation is London Councils support. The annual review of YPES has confirmed the endorsement of London local authorities, their continuing support for the service and the significant value we add to leadership in education in the capital. In terms of senior leadership, there is support for restoring a higher proportion of the London Councils membership fee to YPES. In the last couple of years funding to YPES has been reduced as the service generated both savings and income; in response to a strong desire to pass on any savings to the boroughs this resulted in a reduction in the borough contribution to YPES.
11. We have reviewed the service and are proposing a restructure in order to remain fit for purpose and to make savings; notably removing the Director post and reducing other staffing costs. The cost of the service is proposed at just under £400,000. We are asking the LEP to fund one third of this cost and proposing the remaining costs are met by London Councils.

### Indicative Costs Summary YPES

Structure	Current	Proposed
Staff Numbers	6.27 fte	3.6 fte
Staff cost	£410,780	£235,198
Running Costs	£162,159	£104,471
Regional Activity	£132,000	£50,000
Gross Cost	£704,939	£392,669
<b>Funded by</b>		
DfE Special Purpose Grant	-£460,571	0
Borough Contribution	-£66,000	
YPES Balances	-£178,368	
<b>Total Income</b>	<b>-£704,939</b>	

12. The current regional activity budget of £132,000 funds a range of commissioned activity, including specific aspects of research from our Academic Partner, the Institute of Education. The future option would still require a regional activity budget of a minimum of £50,000 in order to continue to commission a limited amount of pan-London activity and fulfil service delivery functions.
13. The YPES work programme will clearly need to be revised to reflect a significantly smaller staffing resource. However, it is proposed that, having proved effective, the aims and key purpose remain the same and the YPES Board continues to function. Set out in Appendix 2 is the 2015/16 Work Plan, which provides a proposal for activity and high level outcomes.
14. Reduced capacity would have an impact on some of the external facing work we currently undertake with partners and there would be a need to commission some work e.g. data analysis work. Almost halving the staffing resource will inevitably impact on all areas of the service. The major change that is proposed is to remove the sub-group structure, with the exception of the Operational Sub-group, and replace the work of these sub-groups with a more focused 'task and finish group' approach.

### Proposed timetable

15. It is envisaged that the decision making timetable would be as follows:
  - External funding decisions secured by end of October 2014
  - Report to YPES Board 30 October 2014 - recommended decision
  - Report to Executive 20 November - recommended decision
  - Proposed budget incorporated in budget report to Leaders Committee 9 December 2014 - for decision
  - Redundancy processes commence 1 January 2015 (if necessary)
  - Implementation of new arrangements (if agreed) April 2015.



## Financial Implications

16. The indicative cost summary above compares the current staffing structure (6.27fte), the total costs of £705,000 and how it is funded with the option for a revised staffing structure (3.6fte) with the indicative costs of £393,000, a reduction of £312,000.
17. It is therefore necessary to consider how the costs of the proposed option could be funded. There are three potential funding sources::
  - a. Borough contributions, currently £2,000 (£66,000 per annum) could continue at the same level, or an increase could be recommended to Leaders.
  - b. The request for LEP funding, if approved, could provide funding of £131,000 on a match funding basis, although it is unclear at this stage whether this would be ongoing or a one-off contribution for 2015/16.
  - c. The use of the currently uncommitted YPES balances of £677,000, although an allowance needs to be made for future potential redundancy costs estimated to be £204,000, which leaves £473,000 as a contribution towards any ongoing service options.
18. The funding options could be combined in a number of ways, but for illustrative purposes the table below gives two funding scenarios.

Structure	Scenario A	Scenario B
Gross Cost	<b>£393,000</b>	<b>£393,000</b>
<b>Funded by</b>		
LEP Funding	£131,000	0
Borough Contribution	£198,000	£66,000
YPES Balances	£64,000	£327,000
Total Income	<b>£393,000</b>	<b>£393,000</b>

19. The illustrative examples above are based on the following assumptions and have the following impacts:
  - a. Funding Scenario A assumes that LEP funding is approved, that borough contributions are increased to £6,000 p.a. and that the uncommitted YPES balances contribute the difference. The YPES balances would provide a contingency for future years or provide the capacity to consider a less severe reduction to staffing costs
  - b. Funding Scenario B assumes that LEP funding is not agreed and that borough contributions remain the same at £2,000 p.a. The YPES balances would last for one financial year, 2015/16 and into the first quarter of 2016/17.
20. The indicative cost summary above makes no allowance for any change management costs. If the decision was made to cease YPES with effect from 1 April 2015, the estimated costs of redundancy for 4.5 FTE staff is £204,000. This figure will increase if the decision is deferred as benefits increase with time served but also would include the capital cost to the pension fund for anyone over the age of 55.
21. Therefore any change management costs will need to be funded from the uncommitted accumulated YPES balances of £677,000, potentially retaining balances sufficient for change management costs in the future.

**Legal implications**

22. Three of the remaining YPES staff are still on civil service terms and conditions (ex-LSC) governed through TUPE arrangements. This has some implications should redundancy be determined.

**Equal Opportunities implications**

23. None.

[Young People's Education and Skills](#) provides pan-London leadership for 14 to 19 education and training provision in relation to the 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. The Board, made up of key stakeholders and chaired by London Councils' executive member for children and young people, is the lead strategic body for 14 to 19 education and training services in London.

Young People's Education and Skills works for London's boroughs, guiding and supporting them in their local commissioning. Working closely with the London Enterprise Panel (LEP), it brings together key stakeholders from across London to help set the regions priorities to influence and shape the learning provision on offer to young people.

Our track record over the past four years ideally places the Young People's Education and Skills Board and team in a continuing leadership role for a reforming environment that is likely to see further policy changes in May 2015. Some aspects of our work to-date include:

An **expert post-16 resource for London** - providing London local government with a conduit for a single, structured conversation with the Department for Education and the Education Funding Agency about education policy in the capital. Further, where it supports the principles of improving education for young people, a single consistent message has been effectively managed from both local authorities and providers. A recent case in point is the work we have undertaken to ensure that changes to funding for young people with high needs are being embedded and that policy and implementation is well-informed by practice. We continue to shape this area of work through involvement at a strategic level via the Department's High Needs External Funding Group.

**Leadership** - through the effective governance and leadership of the Young People's Education and Skills Board we have achieved a clear perspective on partnership responsibilities and a high level of consensus on the priorities for action to improve educational outcomes for young people in London. The actions stemming from this work continue to shape the thinking of the LEP and the work of its Skills and Employment Working Group. This can be clearly evidenced through the work of the External Funding Group and its influencing of priorities and programmes for over £129 million of European funding (Youth Employment Initiative) over the next three years.

**Co-ordination across the region** - working across borough boundaries and taking a regional approach can clearly add value: the implementation of the Pan-London Early Leavers Notification Process is a region-wide response, executed by Young People's Education and Skills, to meet the need for timely and accurate information to deliver responsibilities for Raising the Participation Age (RPA); work undertaken three years ago to assess levels of growth in students with high needs (post-16) through our LLDD Forecasting Model has supported a more coherent and successful approach to bidding to the Demographic Growth Capital Fund; Pioneering Careers Work in London continues to shape and influence careers guidance in schools across the capital; Intelligent London provides the single source of data on the education and skills of young Londoners.

In 2013/14, Young People's Education and Skills:

- Made strong London representation to government on qualifications, apprenticeships, performance measures and funding reforms.
- Supported London Boroughs to secure £7.8 million Demographic Growth Capital Funding, resulting in an additional 200 places for learners with special educational needs.
- Effectively lobbied on behalf of local authorities for improvements to careers guidance for young people and the protection of funding for full-time 18 year old students.
- Provided expert advice to the Department of Education and represented the London local government view on the development of Destination Measures and the shaping of the reforms for young people with special educational needs and disabilities.

- Commissioned the Institute of Education to undertake cutting-edge research into [17+ participation, attainment and progression in London](#).
- Through the effective governance and leadership of the Young People's Education and Skills Board achieved a clear perspective on partnership responsibilities and high level of agreement on the priorities for action to improve learning outcomes for young people in London.
- Led the Boards consensus on the priorities for London through the [Annual Statement of Priorities](#) (informed by a strong [Evidence Base](#)).
- Worked in partnership with the London Borough of Newham, the University of East London and Continuum to produce unique research into [The higher education journey of young London residents](#).
- Supported new models of partnership working through primary research into the leadership of 14 to 19 learning in London local authorities.
- Developed [Pioneering Careers Work in London](#), a 10 point plan to support schools and colleges in London to deliver high quality careers work.
- Shaped the high level priorities for the future £129 million ESF Youth Programme (the Youth Employment Initiative) ensuring the views of London's local authorities were strongly influential.
- Designed and developed the [Pan London Early Leavers Process](#), a secure pan London process to support the implementation of Raising the Participation Age.
- Provided a valued and highly credible source of support and information through the production of termly [14 to 19](#) and [high needs student](#) bulletins, regular specialist seminars and events.
- Working with our data partner MIME Consulting, designed and developed [Intelligent London](#), to make accessible the latest data on the education and skills of young people so that those with an interest in supporting and promoting the interests of young people in London can easily access reliable, professionally presented data.
- Through a programme of Raising the Participation Age support helped local authorities to increase the participation of 16 and 17 year olds to over 90 per cent.
- Sponsored [Skills London](#), the single largest jobs and careers fair in London, and attracted almost 5,000 visitors to our stand.
- Supported the London Enterprise Panel by developing *Skills Match* to provide powerful regional labour market information.
- Achieved a satisfaction rate (very satisfied or satisfied) of 100% from local authorities and 95% from key stakeholders on our [Annual Review](#).

Policy or Service Area	Activity	Output
Young People's Education and Skills	To provide pan-London leadership for 14-19 education and training provision in relation to current and future needs of learners and employers; support local authorities in undertaking their statutory functions and assist other stakeholders in planning, policy and provision.	
Leadership, Influence and Policy	High Level Outcome: to maintain the YPES Board as the principal partnership through which strategic partners and stakeholders will work together to deliver the vision for 16-19 education and skills in London	
Lobby for London (policy and resources)	Ensuring sound knowledge and intelligence on forthcoming policy and funding decisions and seek to influence through evidence and arguing the case for London	During the period 1 April 2015 - 31 March 2016, YPES will provide evidence and persuasive argument, where appropriate with other colleagues in London Councils, to lobby on issues impacting on 14-19 education and training in London or to respond to relevant government/ mayoral consultations
Shaping the London response to national education policy	Responding to national and city-wide consultations affecting 14-19 education and skills	
Member dialogue	Producing briefings on key policy areas on 14-19 education and skills	During the period 1 April 2015 - 31 March 2016, YPES (working with the Policy and Public Affairs Directorate) will produce at least 4 member briefings
	Maintaining close working relationships with the YPES Board Chair and the political representatives on the Board	
Communication and relationship management	Maintaining relationships and working effectively with key strategic partners and other stakeholders to have a positive combined effect on London	At the end of the reporting year 1 April 2014 - 31 March 2015, YPES will seek feedback from stakeholders and at least 80% will report that they are very satisfied with: <ul style="list-style-type: none"><li>- The manner of communications with YPES</li><li>- The strategic relationship between YPES and their organisation</li><li>- The services provided by YPES</li></ul>
	Providing briefings specific to the different audiences of YPES <ul style="list-style-type: none"><li>- Operational Sub-Group quarterly</li><li>- Directors of Children's Services and Officers, quarterly (the 14-19 update)</li></ul>	
YPES Vision to 2015: Strategy Implementation	High Level Outcome: To support the strategies through which strategic partners and stakeholders work together to implement the vision for 16-19 education and skills in London	
Annual Statement of Priorities	Analysing Intelligent London data, and policy and strategy that drives the local authority role in delivering the vision for 14-19 education and skills in London	The 2015-16 Annual Statement of Priorities
Co-ordination of 14-19 Leads	Holding at least two 14-19 conferences and two LA Forums during the year	To provide effective support to local authorities at member, DCS, 14-19 Lead Officer levels When needed facilitate cross borough and regional working and sharing of good practice, measured by: <ul style="list-style-type: none"><li>- At least 70% of London's boroughs represented at YPES events</li><li>- At least 50% of those attending events completing an evaluation survey of the event</li><li>- At least 80% of the responses to events' evaluation surveys are at least satisfied with the content and output of the event</li></ul>

Policy or Service Area	Activity	Output
<b>Delivery of Strategic Services</b>	<b>High Level Outcome: To lead strategic services and activities which increase participation, raise achievement and ensure the progression of young people in London</b>	
Data and Regional Intelligence	Analysing data and research on education, skills and employment to draw out the priorities for young Londoners	Deliver a series of Task and Finish Groups to support borough activity
External Funding	Securing additional resources for London and work with partners to maximise the impact of investment	Inform the design and delivery of programmes in the 2014-2020 European Structural Investment Funds (ESIF)/Youth Employment Initiative (YEI) funding round
Special Educational Needs and Disabilities (SEND)	Supporting local authorities to implement the SEND reform agenda	Deliver a series of Task and Finish Groups to support borough activity
Raising the Participation Age (RPA) – participation, achievement and progression	Coordinating and providing regional guidance to promote the participation and progression of young people in London Promoting and influencing high quality careers work Identifying, reporting and sharing effective practice in boroughs, learning institutions and other stakeholders to achieve full participation to 18 in 2015	Deliver a series of Task and Finish Groups to support borough activity
Youth Employment and Apprenticeships	Identifying, reporting and sharing effective practice in boroughs, learning institutions and other stakeholders	In conjunction with London Council's Policy and Public Affairs Directorate, work with boroughs to increase the number of Apprenticeship places for young people during 2015-16
Regional Commissioning (Capel Manor College)	Managing relationships between Capel Manor College and London's Boroughs/ EFA to ensure the continued supply of unique land-based and related green skills provision in London	To continue to deliver places through Capel Manor College for 2015/16 on behalf of London