

Young People’s Education and Skills Operational Sub-Group

AGENDA

Chair: Debi Christie **Job title:** 16-25 Commissioning Manager (Specialist Provision)
Date: 15 April 2016 **Time:** 10am – 12 noon
Venue: London Councils, meeting room 1
Telephone: 020 7934 9779 **Email:** Anna-maria.volpicelli@londoncouncils.gov.uk

Item 1	Welcome, introductions and apologies	DC
Item 2	Notes of the last meeting and matters arising <i>(paper - for agreement)</i>	DC
Item 3	Education Excellence Everywhere – education White Paper <i>(presentation – for discussion)</i>	POB
Item 4	Vision 2020 <i>(paper – for agreement)</i>	YB
Item 5	Work plan monitoring	YB/NS/POB
	<ul style="list-style-type: none"> – Work plan 2016-17 – revised draft following Board input <i>(paper - for agreement)</i> – Policy update - including London Councils’ response to consultation on schools national funding formula and high needs reform <i>(paper - for discussion)</i> – Participation, NEET and activity not known report <i>(paper - for information)</i> – London Ambitions update <i>(verbal update for discussion)</i> 	
Item 6	Local Authority Forum – topic(s) for 19 May meeting	All
Item 7	Any Other Business	All

Date of next meeting: Friday 10th June, 10am-12noon, meeting room 1

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Notes

Young People's Education and Skills Operational Sub-Group

Date	22 January 2016	Venue	London Councils
Meeting Chair	Debi Christie		
Contact Officer	Neeraj Sharma		
Telephone	020 7934 9524	Email	neeraj.sharma@londoncouncils.gov.uk

Present

Debi Christie	London Borough of Bromley (OSG Chair/London South Cluster)
Andy Johnson	London Borough of Enfield (Vice-Chair OSG/North Cluster)
Yolande Burgess	London Councils' Young People's Education and Skills Team
John Galligan	London Borough of Brent (North West Cluster)
Trevor Cook	London Borough of Havering (North East Cluster)
Sheila Weeden	London Borough of Newham (North East Cluster)
Noel Tierney	London Borough of Wandsworth (Central Cluster)

Officers

Peter O'Brien	London Councils' Young People's Education and Skills Team
Neeraj Sharma	London Councils' Young People's Education and Skills Team

Apologies

Ann Mason	Achieving for Children (SWLSEP)
Eamonn Gilbert	Achieving for Children (SWLSEP)
Daisy Greenaway	Greater London Authority
David Scott	London Borough of Hounslow (South West Cluster)
Negat Lodhi	Skills Funding Agency

1 Welcome, Introductions and apologies

- 1.1 Debi Christie welcomed attendees to the Operational Sub-Group (OSG) meeting.
- 1.2 Apologies were noted.

2 Notes of the last meeting and matters arising

- 2.1 Notes of the last meeting were approved.

3 Task and Finish Groups

- 3.1 Debi Christie talked to the paper circulated in advance of the meeting and explained that the Young People's Education and Skills Board had agreed with the OSG's recommendation from its last meeting that Task and Finish Groups should be established to take forward the recommendations made in the report "17+ participation, attainment and progression in London".

- 3.2 Attendees talked through the proposals and provided the following feedback:
- 3.2.1 **Post-16 Excellence Challenge** – The meeting felt that the emphasis should be on securing the commitment of partners, through the Young People's Education and Skills Board, who would be able to exercise leadership and accountability of learning provision in a similar manner as was the case in London Challenge.
 - 3.2.2 **Curriculum Development** – The meeting noted that Area Based Reviews were about to start in London and that the process was phased throughout the year. The meeting hoped that the arrangements being taken forward in London would result in sufficient, high quality provision – especially vocational provision – that would meet the needs of young Londoners and businesses in the future. However, the meeting was concerned that Area Based Reviews could create turbulence in the system until the process was completed and agreed that a decision on establishing a Task and Finish Group on Curriculum Development should be reviewed at the next OSG meeting, and potentially deferred to the conclusion of the Area Based Reviews in London.
 - 3.2.3 **Careers work** – The meeting supported the view that the Task and Finish Groups should be set up by the London Ambitions Senior Advisory Group in support of its five-year delivery programme.
 - 3.2.4 Noel Tierney informed the meeting that the London Borough of Wandsworth would be holding a London Ambitions launch event on 11 February 2016, to which London Ambitions borough ambassadors would also be invited. OSG members confirmed that they were also considering their own communication strategies. It was agreed that Noel would provide the next OSG meeting with a written update on the progress being made in Wandsworth.
 - 3.2.5 Yolande Burgess also confirmed that Prospects Ltd had created a new post specifically to support the delivery of London Ambitions. They had also dedicated space on their regular ebulletin for London Ambitions updates.
 - 3.2.6 **Data** – The meeting discussed different options for supporting work on data and agreed to set up two Task and Finish Groups
 - 1) to explore performance and projections, possibly led by Sean Hayes.
 - 2) a group to explore LMI data led by Chris Minter.It was agreed that invitations to join the Task and Finish Groups should be sent to officers with lead responsibility for 14 to 19 education and skills in each borough.

Action point: Noel Tierney to circulate written update of activity undertaken in Wandsworth to raise awareness of London Ambitions.

Action point: Yolande Burgess to contact Sean Hayes and Chris Minter to chair Task and Finish Groups

4 Policy Update

- 4.1 Neeraj Sharma talked to the paper circulated in advance of the meeting and explained that a new joint Sub-Committee of both the Education and Business, Education and Skills Select Committees of the House of Commons had been set up specifically to cover Education, Skills and the Economy. He added that an All Parliamentary Group on Careers Information, Advice and Guidance had also been established recently to scrutinise the career advice and information offer available to young people.
- 4.2 Neeraj Sharma introduced a discussion on the government's approach to school funding by saying that that the government recently announced it would be reducing

the Education Services Grant (ESG) and introducing a fairer schools funding formula. Given the relationships between the two funding streams, he believed that it was likely that a single consultation would be held covering school funding and ESG. The Secretary of State for Education recently wrote to the Education Select Committee outlining that a consultation would take place in the early part of 2016.

- 4.3 A number of OSG members reported that the ESG and fairer schools funding formula announcements had created anxiety locally.

5 Raising the participation age – participation report

- 5.1 It was agreed that Peter O'Brien should provide an up-to-date report post-meeting.

Action Point: Peter O'Brien to include a report on participation in post-meeting note.

6 Young People's Education and Skills Board Draft Agenda

- 6.1 Yolande Burgess and Peter O'Brien talked through the Young People's Education and Skills Board draft agenda. They explained that the work plan for 2016-17 would broadly remain similar to the work plan of 2015-16, but reflect the establishment of Task and Finish Groups and actions from the London Enterprise Panel. The work plan 2016-17 would be shared by email with the OSG. The last Board meeting had also requested to discuss the options for a new vision for young people's education and skills up to 2020. The meeting agreed with the draft agenda.

7 AOB

- 7.1 Yolande Burgess reported on her recent meeting with UCAS to discuss the post-16 education system in London and at which Yolande also raised boroughs' concerns about data sharing. The meeting welcomed Yolande's invitation to be London's representative within the UCAS Progress oversight structure.

Action point: Yolande Burgess to attend UCAS Progress development meetings.

Next meeting: 15 April 2016 10am to 12pm, London Councils meeting room 1

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Action Points from Operational Sub-group 2016-17

Action Point No.	Meeting Date	Action Point Description	Owner(s) - lead in bold	Review Date	Actions Taken	Open / Closed
201	15.5.15	YB to speak with Agency colleagues to enhance communications on apprenticeships	YB	15.4.16	Representaion confirmd on Apprenticeship Sub-group	Closed
211	22.01.16	Circulate written update of acitivity undertaken in Wandsworth to raise awareness of London Ambitions	NT	15.4.16		Open
212	22.01.16	Contact Sean Hayes to Chair a task and finish group exploring performance projections	YB	15.4.16	Sean Hayes has accepted. Meeting with YB arranged for 05.04.16.	Closed
213	22.01.16	Contact Chris Minter to Chair a task and finish group exploring LMI	YB	15.4.16	Chris Minter has accepted and will be supported by Andy Gardner (London Ambitions Advisory Group member). Teleconference arranged for 04.03.16	Closed
214	22.01.16	A report on Participation to be circulated in post meeting note.	POB	15.4.16	Included in post meeting note of 16.02.16	Closed
215	22.01.16	YB to represent/join UCAS Progress development meetings	YB	15.4.16	Awaiting a formal invitation from UCAS	Closed

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Young People's Education and Skills Operational Sub-Group

Vision 2020

Item: 4

Date: 15 April 2016

Contact: Peter O'Brien

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Summary	This is a report of the discussions and decision of Young People's Education and Skills Board at its meeting held on 2 February about a vision for Young People's Education and Skills in London for the period up to 2020. It invites OSG members to consider the issue and to discuss it further at its June meeting.
Recommendations	OSG members are asked to consider London Area Review Steering Group's Skills Vision for London, discuss it with the other organisations they represent and report back to the June 2016 OSG meeting to contribute to the Young People's Education and Skills Team's recommendation to the next Board meeting.

1 Background

- 1.1 The February 2016 Board meeting received a paper that outlined the advantages and disadvantages of producing a vision for young people's education and skills in London for 2020. In the course of discussion, the Board also considered the overarching "Skills Vision for London" being developed by the London Area Review Steering Group. The Board took the view that
 - a) There was merit in producing a three-year vision for young people's education and skills in London that covered the remaining period of the current Spending Review round;
 - b) That such a vision should align with the Skills Vision for London that the London Area Review Steering Group is preparing and
 - c) If possible, the Board could offer to take a lead on the objectives for young people set out in the draft Skills Vision for London.
- 1.2 The Board agreed to review its position at its next meeting in the light of further discussion at the London Area Review Steering Group.
- 1.3 The OSG is invited to consider the Skills Vision for London, especially the element relating to young people, and to extend the discussion among their constituent member organisations so that the next OSG meeting can contribute more fully to the recommendations that will be made to the Board.

2 The Purpose of Young People's Education and Skills

- 2.1 The draft Skills Vision for London is attached as Appendix 1. Attention is drawn to the objectives for young people. OSG may wish to consider the extent to which these

objectives are consistent with the purpose and key functions of London Councils, Young People's Education and Skills.

2.2 The constitution of the London Councils, Young People's Education and Skills Board defines its purpose as

“to provide pan-London leadership for 14 to 19 education and training provision in relation to the 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.”

2.3 The Board, in the latest Annual Statement of Priorities, articulates the purpose of Young People's Education and Skills as follows: “Our mission is 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.”

2.4 The key tasks of the London Councils, Young People's Education and Skills Board are to:

- a) develop the strategic vision of the market for 14 to 19 provision in London, influencing and shaping sufficient diversity and specialism to promote full participation;
- b) lobby for the best resources for London's young learners;
- c) in partnership with the LEP:
 - develop a clear picture of the changing jobs landscape and skills needs in London to help shape the development of provision;
 - support stakeholders with the provision of high-quality impartial information for all London's young people;
 - alert London providers to known regionally unmet needs and gaps in the market;
- d) contribute to the production and analysis of data, including demographic data, to inform planning at a provider level;
- e) promote consistent scrutiny of 16 to 18 provision, challenging poor quality and championing excellence across the capital;
- f) support local authorities and providers to operate in the collective interest of London, particularly in addressing the needs of vulnerable learners;
- g) co-ordinate the development of specialist education and training across London – including both provision for learners with learning difficulties and disabilities and specialist vocational provision; and
- h) undertake any other tasks as directed by Leaders' Committee.

3 The London Area Review Steering Group

3.1 The London Area Review Steering Group has been set up under the auspices of London Enterprise Panel to oversee the Area Review process in London with the aim of establishing appropriate and sustainable institutions, able to offer high quality education and skills provision, aligned to the current and future needs of learners and employers in London. To achieve this, the London Area Review Steering Group will:

- a) Lead the skills vision and strategy for London; to ensure that there is sufficient supply of quality post-16 skills provision available in London to meet forecast demand and London's economic needs
- b) Lead and have overall responsibility for London's review

- c) Support London-wide stakeholder engagement with the Area Review process
 - d) Support the production of coherent recommendations for London to create a financially stable and resilient post 16 education infrastructure capable of delivering the London vision in a devolved context
 - e) Consider options for specialisation and Institutes of Technology.
 - f) Help resolve any conflicts or inconsistencies within or between sub-regional reviews
 - g) Identify and encourage colleges and other providers to seize opportunities for engagement outside their own sub-region
 - h) Produce the London implementation plan for reform to meet the skills vision.
- 3.2 The Mayor and central government will jointly sign-off the overall recommendations of the London Area Review.
- 3.3 There is, by design, considerable dual membership of the Young People's Education and Skills Board and the London Area Review Steering Group. This ensures that – although they perform crucially different functions – both bodies are conscious of the priorities and activities of the other when they determine the strategies and work plans relevant to their respective remits.
- 3.4 While both the Young People's Education and Skills Board and OSG have, in the past, expressed concerns about the area review process, they have both also pointed to the potential for area review in London.
- 3.5 This potential is demonstrated by the Skills Vision for London that the London Area Review Steering Group is preparing. The Skills Vision for London is intended to show how skills contribute to the competitiveness of London's businesses and sets out the key 'skills challenges for London', which it proposes are addressed by key themes. The 'Young People' theme is shown below and [the full draft of the Skills Vision for London is available at the LEP website.](#)

Young people

- All young people will have access to **full-time world-class education and training** whether at school, college or with an alternative provider.
- This education - including a **dynamic curriculum offer informed by employers**- will prepare young people to **access and excel in the jobs of the future**, equipping them with the skills and attributes they need, including resilience, aspiration and entrepreneurialism.
- Young people will be supported to **understand the value of acquiring skills for life**, so that they become genuinely **excited about lifelong learning** and recognise the value of continuing to invest in that learning beyond compulsory education.
- As set out in London Ambitions, young people will receive comprehensive and impartial **careers information, advice and guidance** from 11-18 providers in the capital. This will provide clear and informed information on both vocational and academic education ensuring young people are fully aware of their learning options, so they make the right choices to suit their needs, and remain in learning at least until the age of 18.
- As set out in London Ambitions, every young Londoner will also complete at least **100 hours experience of the world of work** by the time they reach the age of 16 to support their progression.
- When they leave school, all young Londoners will **have access to a high quality traineeship or apprenticeship, or a place at college or university**, and will be supported to choose the progression pathway that is most appropriate for their needs and aspirations.
- Londoners up to the age of 25 with special educational needs and disabilities who are in education will have the opportunity to access **high quality integrated provision or specialist services.**

4 A new vision?

- 4.1 Appendix 1 compares the Young People's Education and Skills Annual Statement of Priorities and the London Area Review Steering Group Skills Vision for London (Young People element). This helps demonstrate the consensus on the main issues facing young people in London; but it also shows a difference in tone and emphasis between the two organisations. The OSG may wish to express a view on these differences in the context of London Councils Young People's Education and Skills' role.

5 Recommendations

- 5.1 OSG members are asked to consider London Area Review Steering Group's Skills Vision for London, discuss it with the other organisations they represent and report back to the June 2016 OSG meeting to contribute to the Young People's Education and Skills Team's recommendation to the next Board meeting.

Comparison between London Area Review Steering Group's Skills Vision for London (Young People element) and Young People's Education and Skills' Annual Statement Of Priorities 2016/17

London Area Review Steering Group Vision	Young People's Education and Skills Annual Statement of Priorities
<p>All young people will have access to full-time world-class education and training whether at school, college or with an alternative provider.</p>	<p>Young people continue in learning until they are 18, achieve their qualifications and outcomes and move on in life to fulfil their ambitions</p>
<p>This education - including a dynamic curriculum offer informed by employers-will prepare young people to access and excel in the jobs of the future, equipping them with the skills and attributes they need, including resilience, aspiration and entrepreneurialism.</p>	<p>Learning institutions and the business community should work better together to enable more young people to succeed</p> <p>There is sufficient higher level provision to ensure young people gain the skills, experience and qualifications they need to support the future growth of London as a world-class city</p> <p>More young people stay in learning after the age of 17 and go on to achieve good grades in A-Levels and other Level 3 qualifications in subjects that help them move on in life and contribute to the future progress of London, its economy and society</p> <p>The pace of reducing attainment and progression gaps for disadvantaged young Londoners will accelerate as a crucial step to improving social mobility</p>
<p>Young people will be supported to understand the value of acquiring skills for life, so that they become genuinely excited about lifelong learning and recognise the value of continuing to invest in that learning beyond compulsory education.</p>	<p>Young people are better prepared, especially at 17 and 19, for progression to further and higher education and employment</p>
<p>As set out in London Ambitions, young people will receive comprehensive and impartial careers information, advice and guidance from 11-18 providers in the capital. This will provide clear and informed information on both vocational and academic education ensuring young people are fully aware of their learning options, so they make the right choices to suit their needs, and remain in learning at least until the age of 18.</p> <p>As set out in London Ambitions, every young Londoner will also complete at least 100 hours experience of the world of work by the time they reach the age of 16 to support their progression.</p>	<p>Learning institutions design and deliver study programmes for all young people that are shaped and owned by young people themselves and which ensure sustained progression outcomes</p>

London Area Review Steering Group Vision	Young People's Education and Skills Annual Statement of Priorities
<p>When they leave school, all young Londoners will have access to a high quality traineeship or apprenticeship, or a place at college or university, and will be supported to choose the progression pathway that is most appropriate for their needs and aspirations.</p>	<p>More young people acquire higher-level skills and qualifications</p>
<p>Londoners up to the age of 25 with special educational needs and disabilities who are in education will have the opportunity to access high quality integrated provision or specialist services.</p>	<p>Young people with special educational needs and disabilities (SEND) - and their families - have the same choice and control over their futures as all other young Londoners</p>
	<p>London's European Structural and Investment Funds (ESIF) Programme enables the most vulnerable young people to access the support they need to acquire the skills that will enable them to get into and get on in work.</p>

Young People's Education and Skills Operational Sub-Group

Work Plan 2016-17: revised draft following Board input

Item: 5(a)

Date: 15 April 2016

Contact: Yolande Burgess

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Summary A revised draft work plan is attached for the OSG's comment, prior to its submission for the next Board meeting's approval.

Recommendations OSG members are asked to discuss the draft work plan and suggest any amendments.

1 Background

1.1 This paper invites the OSG to comment on the draft work plan for 2016-17, which has been revised following the input from the Board at its last meeting.

2 Draft work plan

2.1 The Board commented on the draft work plan presented at its last meeting and requested that amendments be made to:

- a) clarify some of the terms used;
- b) demonstrate close working with the LEP, especially on London Ambitions
- c) define the areas of the SEND agenda on which Young People's Education and Skills will major in the year ahead
- d) make more explicit reference to vocational learning alongside Apprenticeships

2.2 The draft work plan is attached as an Appendix and OSG members are invited to comment on the changes before a revised draft is sent for the next Board meeting's approval.

3 Recommendation

3.1 OSG members are asked to discuss the draft work plan and suggest any amendments.

Policy/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	<u>High Level Outcome:</u> to maintain the YPES Board as the principal partnership through which strategic partners and stakeholders will work together to deliver the priorities for 16-19 education and skills in London	
Lobby for London (policy and resources)	Ensuring sound knowledge and intelligence on policy and funding decisions and seeking to influence through evidence and arguing the case for London	During the period 1 April 2016 - 31 March 2017, YPES will: <ul style="list-style-type: none"> - 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
Shape the London response to national education policy	Responding to national and city-wide consultations affecting 14-19 education and skills	<ul style="list-style-type: none"> - respond to relevant government and mayoral consultations - Contribute to national policy development through membership of Departmental groups
Member dialogue	Producing briefings on key policy areas on 14-19 education and skills	During the period 1 April 2016 - 31 March 2017, YPES (working with the Policy and Public Affairs Directorate) will produce member briefings as appropriate and contribute to the portfolio holders public communications
	Maintaining close working relationships with the YPES Board Chair and the political representatives on the Board	
Support the Jobs and Growth Plan	Ensuring Londoners have the skills to compete for and sustain London's jobs	During the period 1 April 2016 - 31 March 2017, YPES will further develop <i>Skills Match</i> , the London Region labour market intelligence tool, deliver on the <i>London Ambitions</i> Implementation Plan and support the London Area Review process A specialist Task and Finish Group will be formed to guide YPES labour market intelligence work
	Working closely with the London Enterprise Panel, especially its Skills and Employment Working Group and London Area Review Group	

Policy/Service Area	Activity	Output
Communication and relationship management	Maintaining relationships and working effectively with key strategic partners and other stakeholders to have a positive combined effect on London	<p>At the end of the reporting year 1 April 2016 - 31 March 2017, YPES will seek feedback from stakeholders and at least 80% will report that they are very satisfied with:</p> <ul style="list-style-type: none"> - The manner of communications with YPES - The strategic relationship between YPES and their organisation - The services provided by YPES
	Providing briefings specific to the different audiences of YPES	
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, vision, strategic leadership	Analysing <i>Intelligent London</i> data, and policy and strategy that drives the local authority role in delivering the vision for 14-19 education and skills in London	<p>The 2016-17 Annual Statement of Priorities</p> <p>The 2017-20 Vision (subject to Board approval)</p> <p>Action to implement the UCL IoE recommendations</p>
Co-ordination of 14-19 Leads	14-19 conferences, forums and seminars during the year as appropriate (minimum four events)	<p>To provide effective support to local authorities at member, DCS, 14-19 Lead officer (and other officer) levels</p> <p>When needed facilitate cross borough and regional working and sharing of good practice, measured by at least:</p> <ul style="list-style-type: none"> - 70% of London's boroughs represented at YPES events - 80% of respondents to evaluation surveys are at least satisfied with content and output of the event
Delivery of Strategic Services	High Level Outcome: To lead strategic services and activities which increase participation, raise achievement and ensure the progression of young people in London	
Data and Regional Intelligence	Analysing data and research on education, skills and employment to draw out the priorities for young Londoners	<p>Deliver appropriate Task and Finish Groups to support borough activity</p> <p>Working with the London Enterprise Panel, support the process of addressing priority skills issues (linked to the specialist Task and Finish Group that will guide YPES LMI work)</p>

Policy/Service Area	Activity	Output
External Funding	Securing additional resources for London and work with partners to maximise the impact of investment	Support the delivery of the 2014-2020 London European Social Fund (ESF) Youth Programme Continue to contribute to the London Enterprise Panel's YEI Planning Group
Special Educational Needs and Disabilities (SEND)	Supporting local authorities to implement the SEND reform agenda, specifically: <ul style="list-style-type: none"> - Preparation for adulthood - Joint commissioning 	Deliver a range of support to local authority officers, and partners where appropriate, in collaboration with SEND Regional Lead boroughs and nationally commissioned agencies through: <ul style="list-style-type: none"> - appropriate Task and Finish Groups - targeted seminars and workshops to support and/or develop improvements in local, sub-regional and pan-London practices and ways of working - contributions to regional and national conferences - contributions to national policy development through membership of appropriate Departmental groups
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 through the implementation of London Ambitions Identifying, reporting and sharing effective practice in boroughs, learning institutions and other stakeholders to achieve full participation to age 18	Deliver appropriate Task and Finish Groups to support borough activity Coordinate work with the London Enterprise Panel's Skills and Employment Working Group on the implementation of London Ambitions
Youth Employment, Apprenticeships and vocational learning	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 2016-17 Working with the London Enterprise Panel's Skills and Employment Working Group, influence the role of employers and business in schools and further education (linked to coordinating on the implementation of London Ambitions)

Young People's Education and Skills Operational Sub-Group

Policy Update

Item No: 5(b)

Date: 15 April 2016

Contact: Neeraj Sharma

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

Recommendation OSG members are asked to note the information in this paper.

Parliamentary Activity

1 Training New Teachers – National Audit Office (NAO)¹

- 1.1 The NAO published a report on 10 February 2016 about Training New Teachers. The NAO found that the government spends £700 million a year on recruiting and training new teachers, but had missed its recruitment targets for the last four years. The NAO said it needed to do more to demonstrate how new arrangements are improving the quality of teaching in classrooms.
- 1.2 The NAO found that 53 per cent of the 44,900 (full-time equivalent) teachers entering the profession in 2014 were newly-qualified, with the remainder either returning to teaching after a break or moving into the state-funded sector from elsewhere. Teachers leaving state-funded schools significantly influences the number of new teachers required. Between 2011 and 2014 the number of teachers leaving the profession increased by 11 per cent, and the proportion of those who chose to leave the profession ahead of retirement increased from 64 per cent to 75 per cent.
- 1.3 The recorded rate of vacancies and temporarily filled positions doubled from 0.5 per cent of the teaching workforce to 1.2 per cent between 2011 and 2014. According to the NAO, in secondary schools, more classes are being taught by teachers without a relevant post-A level qualification in their subject. The proportion of physics classes, for example, being taught by a teacher without such a qualification rose from 21 per cent to 28 per cent between 2010 and 2014.
- 1.4 The report also found that secondary school teacher training places are proving particularly difficult to fill. The Department for Education (DfE) cannot recruit enough trainees in the majority of secondary subjects: 14 out of 17 secondary subjects had unfilled training places in 2015/16, compared with two subjects with unfilled places in 2010/11. In subjects with hard-to-fill places, providers are more likely to accept trainees with lower degree classifications.
- 1.5 Key stakeholders across the London education system are looking into ways to boost teacher recruitment and the number of the capital's system leaders. Research commissioned and published by the Greater London Authority found that over 50 per cent of headteachers in London are aged fifty or above and therefore approaching

retirement. Additionally, governors reported finding it harder to attract good headteachers in London and re-advertising rates for headteacher posts are higher in London than in other regions.

Apprenticeships

2 Skills Funding Agency (SFA) 16-18 apprenticeship funding²

- 2.1 On 5 February 2016, the SFA announced an additional £25 million for colleges and training providers to deliver 16 to 18 apprenticeships. The funding has been released to support the growth of apprenticeships but no extra funding has been allocated to support 16 to 18 traineeships.
- 2.2 This funding was announced following growth requests submitted by providers to the DfE to help fund apprenticeships and traineeships in 2015/16. This additional funding from government to support 16 to 18 apprenticeships is welcome and will support colleges as well as providers. However, further support and innovation will be needed to ensure 16 to 18 year-old apprenticeships are not left behind as part of the wider three million apprenticeships target by 2020.

3 The future growth of degree apprenticeships³

- 3.1 Universities UK (UUK) commissioned CFE Research to identify lessons and key challenges from universities involved with degree apprenticeships to-date and make recommendations to help ensure their future successful development.
- 3.2 The report finds that:
 - 3.2.1 Degree apprenticeships are particularly attractive to non-traditional students, providing an opportunity for universities to support widening participation goals.
 - 3.2.2 Universities can diversify their offer and promote alternatives to traditional full-time on-campus study by developing degree apprenticeships.
 - 3.2.3 Universities need to be involved in the development of policy around degree apprenticeships.
- 3.3 London Councils welcomes the focus on ways to create degree level apprenticeships as a further route to enhance opportunities available to young people. Critical to this is ensuring that employers value degree apprenticeships as equal to other types of degrees.

4 Department for Education (DfE) strategy 2015-2020⁴

- 4.1 The DfE published a single departmental plan that describes the Department's priority objectives for 2015 to 2020. It consists of twelve strategic priorities. They are areas the Department identified as requiring the greatest focus and action to better enable and deliver system goals.
- 4.2 The priorities are rooted in the government's manifesto but are not an exhaustive list of everything the Department does; rather, they summarise the highest priority areas. Throughout this Parliament, DfE will be engaging stakeholders to develop the detailed policies that underpin these priorities. Over the coming months, the Department will set out more detail on each strand. *Priority 8, reform 16-19 skills*, states:
 - 4.2.1 With the Department for Business, Innovation and Skills, deliver three million high-quality apprenticeship starts.

- 4.2.2 Create clear, high-quality technical and professional routes to employment that are accessible for all and aligned with Britain's economic needs.
- 4.2.3 Reform the provider base to ensure every area is effectively served by a sustainable, resilient and responsive system of schools, Further Education and Sixth Form Colleges.

5 Moving forward: How well the further education and skills sector is preparing young people with high needs for adult life, Ofsted Report⁵

- 5.1 This Moving Forward report explores the early implementation of the Children and Families Act 2014, and the impact it has had on the lives and prospects of learners with special educational needs and disabilities (SEND) – specifically those with high levels of need. In the past, ineffective arrangements between education, health and social care agencies have impacted on the ability of high needs learners to successfully transition from school, to post-16 provision and to adult life. The Children and Families Act 2014 made a firm commitment to tackle this.
- 5.2 Ofsted's report finds that, of the local authorities and further education (FE) providers surveyed, the implementation of the Act had not been fully effective. As a result the support that high needs learners received, at the time of the fieldwork, varied considerably. The report highlights a number of concerns about arrangements, including:
 - 5.2.1 Nearly half of the providers visited did not have adequate strategies, experience or expertise to support their learners with learning difficulties or disabilities.
 - 5.2.2 Specialist, impartial careers guidance was found to be generally weak, with 16 of the 20 local authority websites reviewed failing to provide sufficiently detailed information.
 - 5.2.3 There were too many learners on programmes that do not lead to further learning, employment or independent/supported living.
 - 5.2.4 Slow progress was made by high needs learners in English and mathematics.
 - 5.2.5 There was poor recording of learners' progress, meaning many are not achieving their full potential.
- 5.3 In the report, Ofsted highlights Sheffield Lifelong Learning as a good practice example of a provider working to tackle the barriers high needs learners may experience and how to successfully support them in reaching their potential.
- 5.4 The National Star College, Gloucestershire, is also highlighted as a positive example of a provider working with an external employer to provide its learners with beneficial internship experience.
- 5.5 The report makes a number of recommendations to government, local authorities and FE providers to help improve the standard of support for high needs learners. These include:
 - 5.5.1 The government producing a national set of data on learners' destinations to allow for the impact of provision and the Children and Families Act to be measured.
 - 5.5.2 Local authorities putting in place arrangements to enable education, health and care providers to work effectively together to provide support for learners.
 - 5.5.3 Providers ensuring staff have the relevant expertise and specialisms to support learners with high needs.

5.6 London Councils has been supportive of reforms to enhance the outcomes and life chances of young people with SEND. Work is actively underway in London to improve understanding between the key agencies to deliver an effective education, health and care planning system. While implementing such significant changes will require time, the limited government investment to support the transition phase has added to the pressure facing local authorities and providers.

6 National Funding Formula for Schools and High Needs⁶

6.1 The government plans to introduce a National Funding Formula (NFF) for schools in April 2017. It launched the first part of its consultation on the implementation of the new formula on 7 March 2016 for the schools block and high needs block of the Dedicated Schools Grant (DSG).

6.2 Among the proposals announced, DfE sets out plans to fund schools directly from 2019/20, which would significantly reduce the role of local authorities and schools forums in determining allocations. It also proposes a new 'central schools' block of funding for local authorities to deliver their statutory duties.

6.3 London Councils will submit a formal response to the first part of the NFF consultation in discussion with the Association of London's Directors of Children's Services and the borough's children's finance officers groups.

6.4 In tandem, London Councils will make the case to government for continued investment in London's schools, taking into account its complexities including deprivation, mobility and other local factors. It will focus its campaign on the following broad principles:

6.4.1 To address any inequalities in the current funding formula, funding should be levelled up, rather than down.

6.4.2 Fairer funding through a NFF should not result in a reduction in funding for London's children.

6.4.3 Local flexibility over funding is vital to address and respond swiftly to local diverse and emerging issues.

6.5 The London Councils' submission will be shared with the OSG.

¹ <https://www.nao.org.uk/wp-content/uploads/2016/02/Training-new-teachers.pdf>

² <https://www.gov.uk/government/news/25m-in-16-to-18-apprenticeship-and-traineeship-growth-awarded>

³ <http://www.universitiesuk.ac.uk/highereducation/Documents/2016/FutureGrowthDegreeApprenticeships.pdf>

⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508421/DfE-strategy-narrative.pdf

⁵ <http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-skills-and-economy/news-parliament-2015/career-advice-evidence-15-16/>

⁶ <https://www.gov.uk/government/consultations/schools-national-funding-formula>

Young People's Education and Skills Operational Sub-Group

Latest participation, NEET and activity 'not known' statistics Item: 5(c)

Date: 15 April 2016

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1 16 to 18 Academic Age Summary (February 2016 – from [NCCIS](#)¹)

- 1.1 The February not in education, employment or training (NEET) percentage for London is 3.2 per cent, the same as the percentage for January and still below the national average of 4.3 per cent (which was a fractional increase on the figure for January). The percentage of young people whose participation status was 'not known' in February was 7.4 per cent, down from the 8.1 per cent reported in January. London remains above the national average figure, which was 6.0 per cent in February; down from 6.4 per cent in January (see Table1). Seasonal factors that tend to distort autumn and winter reports appear to have been largely eliminated.
- 1.2 The percentage of 16 to 18 year olds who are NEET and participation 'not known' varies significantly by borough ranging from 1.4 per cent to 6.7 per cent for NEET and 1.5 per cent to 18.4 per cent for participation status 'not known' (excluding the City of London) (see Figures 1 to 4).
- 1.3 The three month average comparison between 2014/15 and 2015/16 shows a lower percentage for 16 to 18 year-olds NEET than last year and the same level of participation status 'not known' (see Tables 2 and 3).
- 1.4 The number of young people recorded as NEET but not available² in February was 1,367, or 17.8 per cent of the (unadjusted) total NEET cohort.

Table 1: Volume and percentage of 16-18 year-olds who are participating in education, employment or training (EET), not in education, employment or training (NEET) and whose activity is 'not known' (source: NCCIS)

Region	Adjusted EET	Adjusted NEET	% NEET	16-18s not known	% 16-18s not known
England	1,617,714	72,024	4.8%	106,452	6.0%
London	231,076	7,752	3.5%	19,017	7.4%

Table 2: Percentage of 16-18 year olds who are NEET in the past three months of 2014-15 and 2015-16 (source: NCCIS)

Region	2015-16				2014-15			
	Dec-15	Jan-16	Feb-16	Ave	Dec-14	Jan-15	Feb-15	Ave
England	4.2%	4.2%	4.3%	4.2%	4.7%	4.7%	4.8%	4.7%
London	3.1%	3.2%	3.2%	3.2%	3.4%	3.4%	3.5%	3.4%

Table 3: Percentage of 16-18 year olds whose participation status is 'not known' in the past three months of 2014-15 and 2015-16 (source: NCCIS)

Region	2015-16				2014-15			
	Dec-15	Jan-16	Feb-16	Ave	Dec-14	Jan-15	Feb-15	Ave
England	8.3%	6.4%	6.0%	6.9%	8.8%	7.2%	6.9%	7.6%
London	10.0%	8.1%	7.4%	8.5%	10.1%	8.0%	7.4%	8.5%

Figure 1: 16-18 year-olds NEET by London Borough (February 2016, source NCCIS)

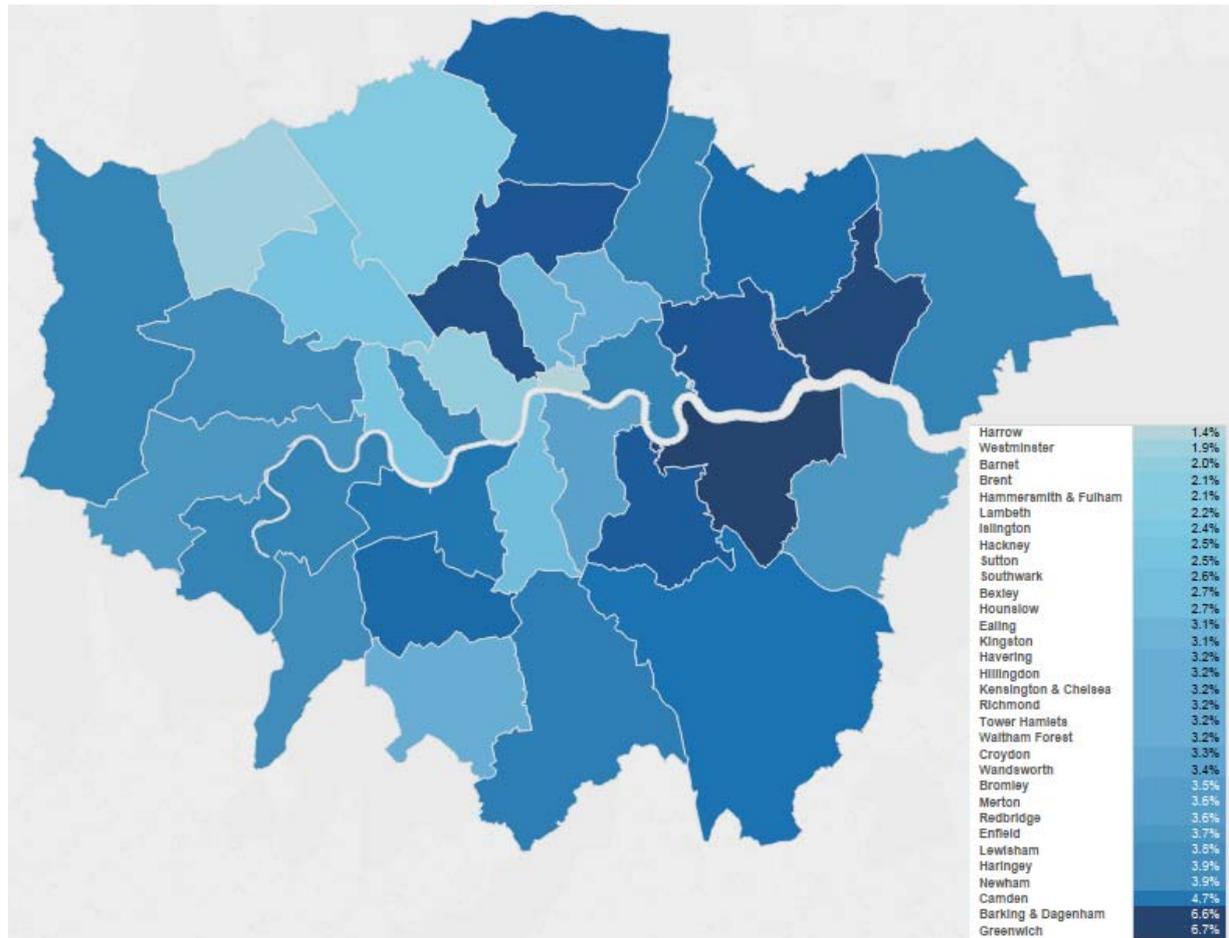


Figure 2: 16-18 year olds NEET by age and London borough (February 2016, source NCCIS)

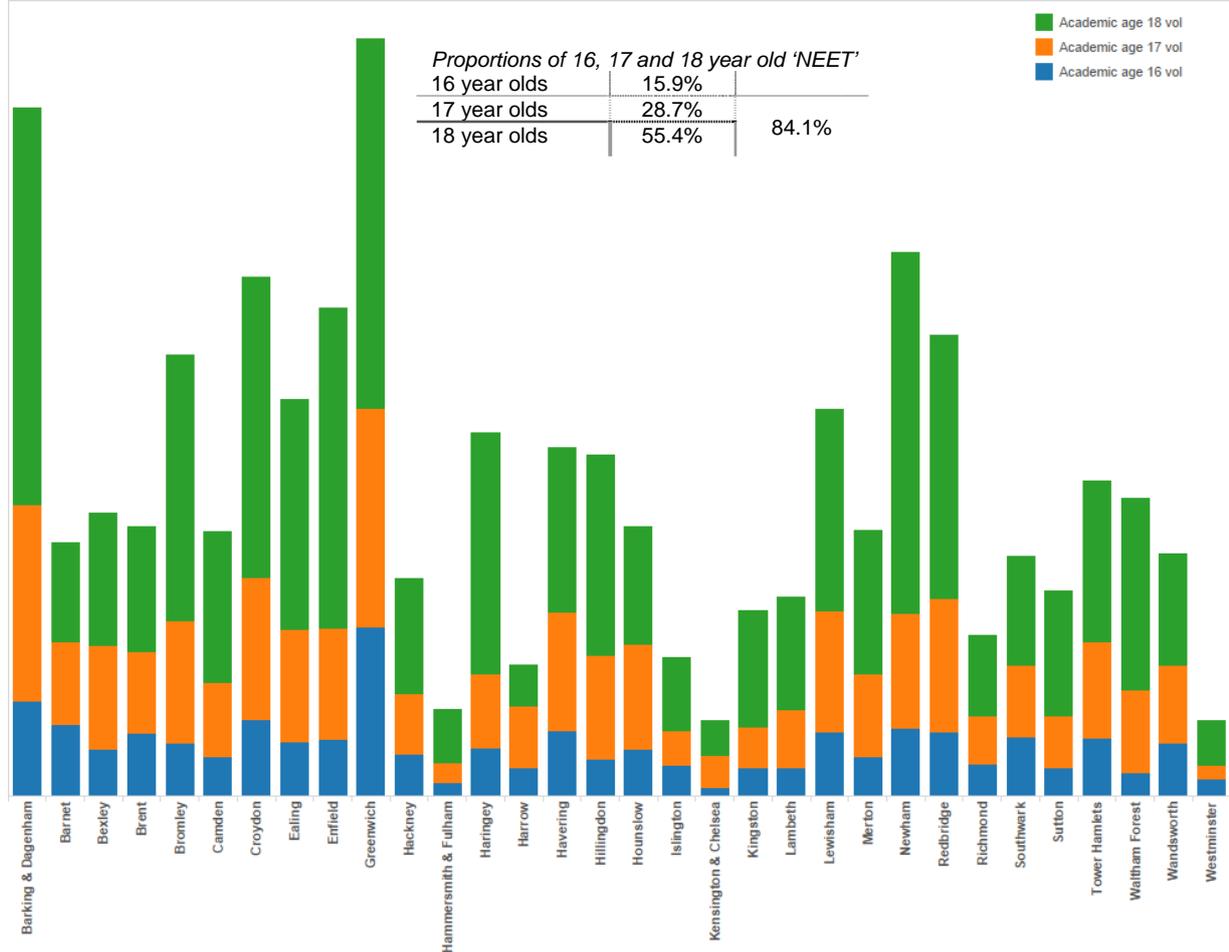


Figure 3: 16-18 year-olds whose participation status is 'not known' by London borough (February 2016, NCCIS)

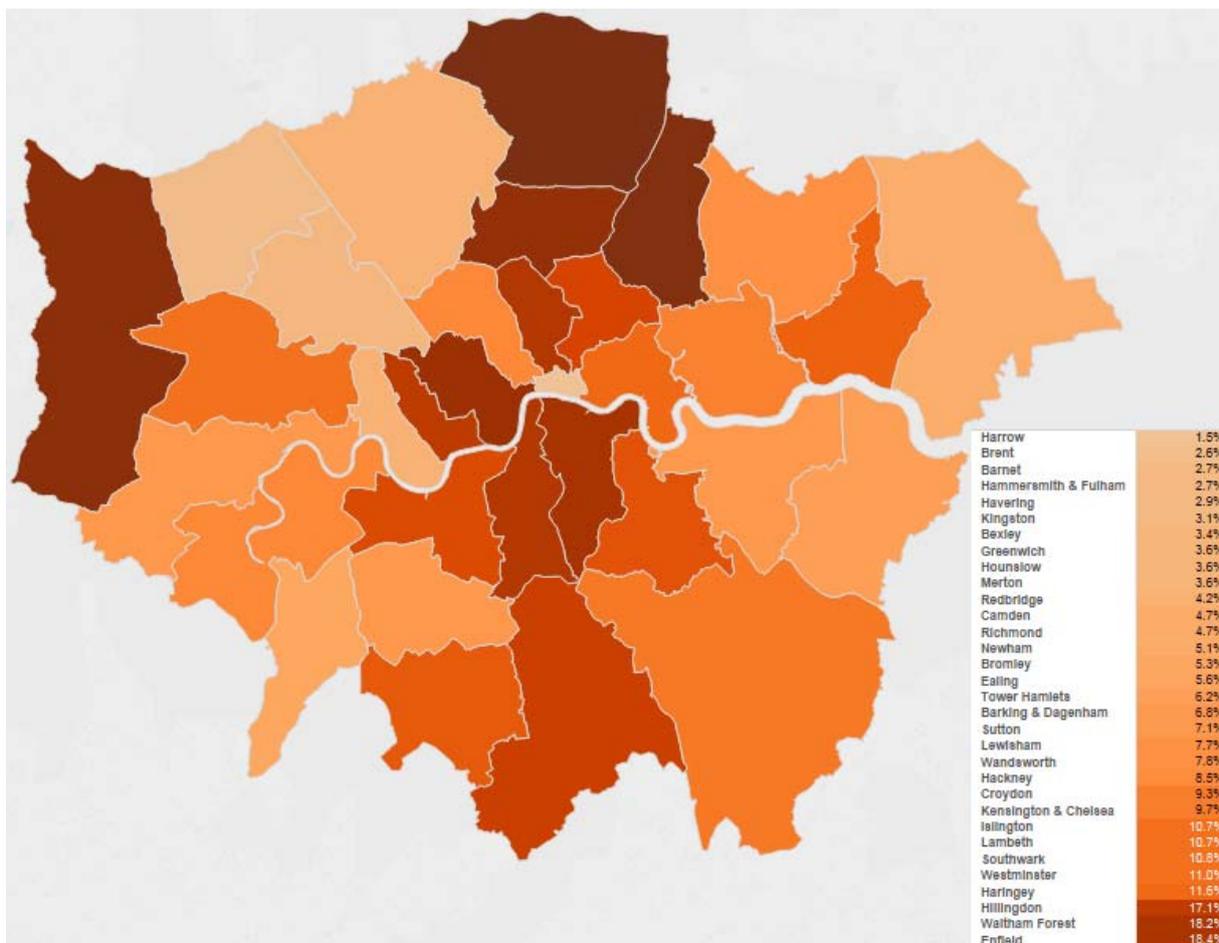
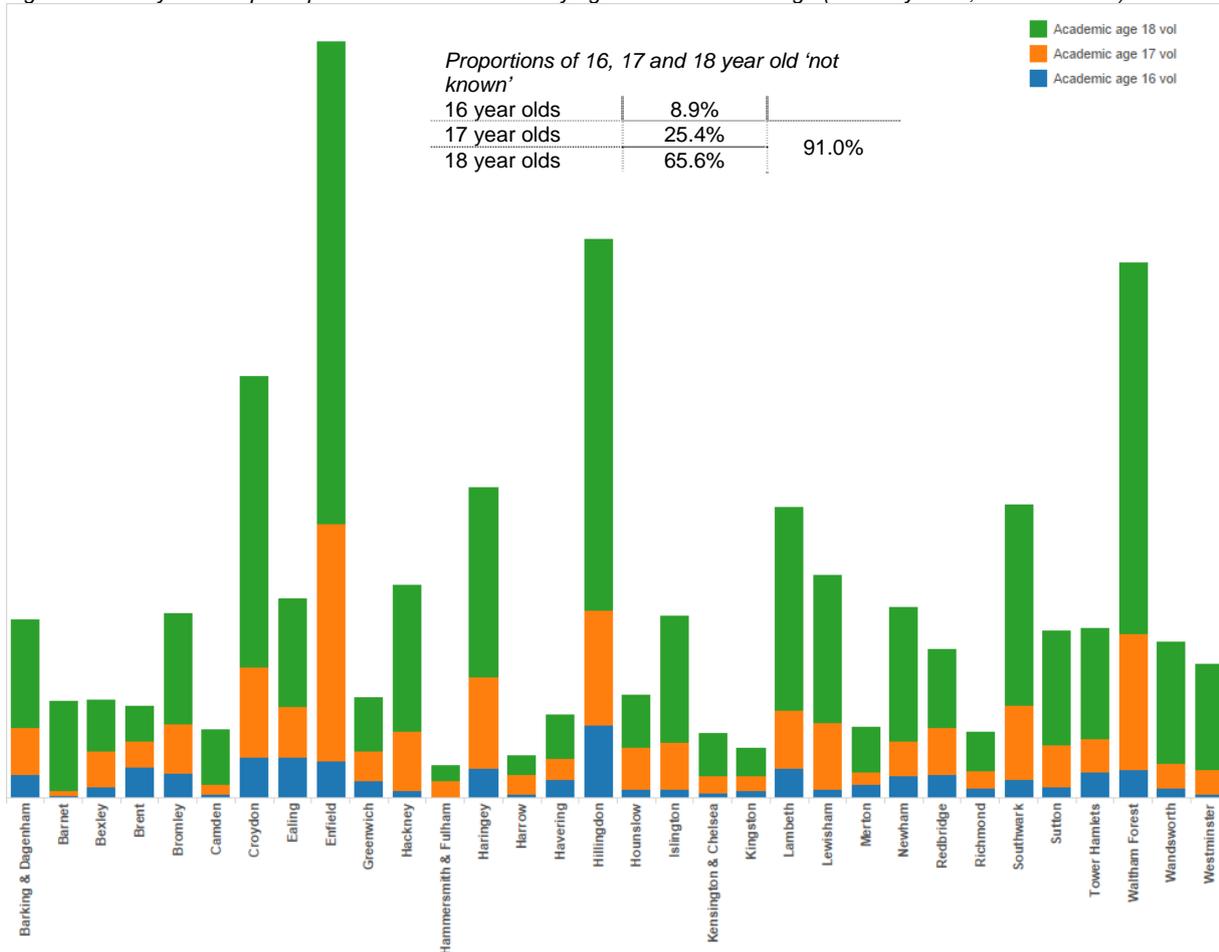


Figure 4: 16-18 year olds participation status 'not known' by age and London borough (February 2016, source NCCIS)



2 16 and 17 Year Old Participation in Education and Training (December 2015 - latest available from the [Department for Education](#)³)

- 2.1 On 9 March 2016 the Department for Education (DfE) published 16 and 17 year old participation data that highlights where participation is rising, static or falling. The data also provides a breakdown by type of participation, age, gender and ethnic group. The report contains information up to December 2015 and the next update is due in July 2016.
- 2.2 London's participation in December 2015 was 92.2 per cent, a marginal improvement of 0.3 percentage points from the previous December, but a fall of 0.9 percentage points from the June 2015 position (1.3 percentage points since March 2015).
- 2.3 London's participation is 1.0 percentage point above the national figure (see Table 4). The majority of 16 and 17 year olds in London (88.8 percent) were participating in full-time education and training, which is 4.8 percentage points higher than the national figure; although a smaller proportion than nationally were participating in Apprenticeships and employment with training (see Table 5). The percentage participating at age 16 in London was higher than those participating at 17 by 5.4 percentage points (see Table 6) – please note: Although the participation rate between December 2014 and December 2015 increased or was broadly static in the majority of London local authorities, it decreased in 13 boroughs and the largest decrease was 8.9 percentage points.

Table 4: Participation - percentage over time: proportion of 16-17 year-olds in education and training, December 2015 (source DfE)

Region	Dec 2014	Mar 2015	Jun 2015	Dec 2015	Percentage point change in the last 12 months	
England	90.2%	90.6%	89.5%	91.2%	1.0%	↻
London	92.0%	93.5%	93.1%	92.2%	0.2%	↻

Table 5: Participation - percentage by type of activity, December 2015 (source: DfE)

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	84.0%	5.0%	1.3%	0.2%	0.6%	0.2%
London	88.8%	2.3%	0.6%	0.2%	0.2%	0.1%

Table 6: Participation - percentage by age and gender, June 2015 (source: DfE)

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	95.5%	94.3%	94.9%	88.8%	86.3%	87.5%
London	96.6%	94.6%	95.3%	90.6%	87.9%	89.3%

3 16-24 NEET Statistics Quarterly Brief (SFR08/2016 dated 25th February 2016, Quarter 4 [October - December 2015] – latest available from [gov.uk](#))⁴)

- 3.1 Both the volume and percentage of 16 to 24 year olds who were NEET in Quarter 4 of 2015 in London have decreased since Quarter 3 and are lower than the same quarter last year (see Table 6). The London NEET percentage remains below the national figure, but the gap is now less than two percentage points. (see Table 7 and Figure 5).

3.2 The percentage of 18 to 24 year olds who were NEET in Quarter 4 of 2015 in London has increased slightly since Quarter 3 but is about two percentage points lower than the same quarter last year and more than two percentage points lower than the national average. The percentage of 19 to 24 year olds who were NEET in Quarter 4 of 2015 in London is more than two percentage points lower than the same quarter last year, but is one percentage point higher than Quarter 3 of 2015. It is more than two percentage points lower than the national figure (see Tables 8 and 9).

Table 7: Estimated number and proportion of 16-24 year-olds NEET (SFR08/2016)

Region	Quarter 4							
	2012		2013		2014		2015	
	Volume	%	Volume	%	Volume	%	Volume	%
England	894,000	14.9%	849,000	14.1%	787,000	13.1%	690,000	11.6%
London	144,000	15.3%	124,000	13.3%	106,000	11.1%	95,000	10.0%

Figure 5: Comparison between 16-24 NEET in London and England over time (SFR44/2015)

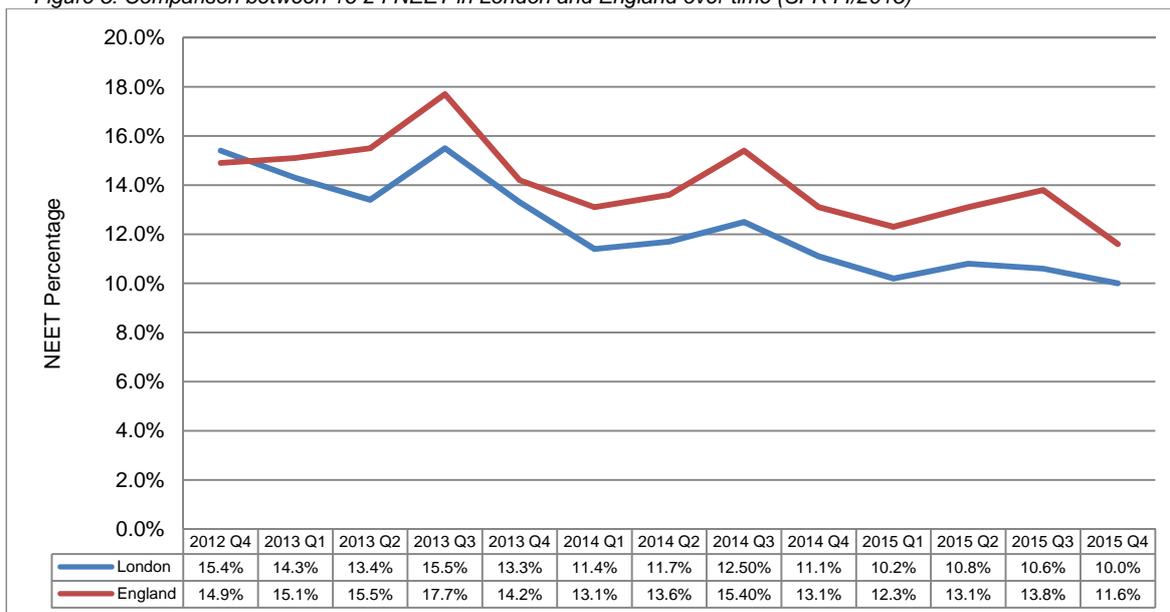


Table 8: Estimated number and proportion of 18-24 year-olds NEET (SFR08/2016)

Region	Quarter 4							
	2012		2013		2014		2015	
	Volume	%	Volume	%	Volume	%	Volume	%
England	839,000	17.6%	799,000	16.7%	738,000	15.5%	650,000	13.7%
London	136,000	17.9%	117,000	15.6%	101,000	13.1%	87,000	11.3%

Table 9: Estimated number and proportion of 19-24 year-olds NEET (SFR08/2016)

Region	Quarter 4							
	2012		2013		2014		2015	
	Volume	%	Volume	%	Volume	%	Volume	%
England	742,000	18.1%	705,000	17.1%	654,000	15.9%	569,000	13.8%
London	123,000	18.3%	105,000	15.6%	92,000	13.5%	78,000	11.4%

¹ The [National Client Caseload Information System](#) (NCCIS) is a gateway for local authorities to access and submit performance data and information to the Department for Education regarding the participation of 16-18 year olds in education, employment and training. Data sourced from NCCIS relates to June 2015.

² Includes young carers, teenage parents and mothers-to-be, and young people with a serious or on-going health problem

³ The Department for Education uses information from the Client Caseload Information System to estimate the number and proportion of young people participating in different types of education and training in each local authority area. The figures are intended to support local authorities to track their participation performance and their progression to achieving their Raising the Participation Age (RPA) goals <https://www.gov.uk/government/publications/participation-in-education-and-training-by-local-authority>

⁴ The 16-24 NEET Statistics Quarterly Brief combines the Participation Statistical First Release, the Quarterly Labour Force Survey and 16-18 NEET statistics from NCCIS to create a profile of the NEET 16-24 age group. The next update is due on 26th May 2016.

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