

Young People's Education and Skills Operational Sub-Group

AGENDA

Chair: Debi Christie **Job title:** 16-25 Commissioning Manager (Specialist Provision) London Borough of Bromley

Date: 10 June 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	Vision 2020 <i>(paper – for discussion and decision, circulated as attachment)</i>	POB
Item 4	Apprenticeships and Technical Education (Sainsbury Review) <i>(for discussion – to agree arrangements for Board presentation)</i>	YB
Item 5	Work plan monitoring	
	– Policy update <i>(paper - for discussion)</i>	NS
	– Participation, NEET and activity not known report <i>(paper - for discussion)</i>	POB
	– Proposed changes to local authority tracking and reporting <i>(paper - for discussion)</i>	POB
	– London Ambitions update <i>(verbal update for discussion)</i>	YB
	– Area Review <i>(open discussion)</i>	All
Item 6	ESF Update	POB
Item 7	Any Other Business	All

Date of next meeting: Friday 14 October, 10am-12noon, meeting room 1

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Notes

Young People's Education and Skills Operational Sub-Group

Date	15 April 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)
Sheila Weeden	London Borough of Newham (North East Cluster)
Gill Higgins	Achieving for Children (SWLSEP)

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)
Judith Smyth	Association of Colleges (AoC)
David Scott	London Borough of Hounslow (South West Cluster)
Noel Tierney	London Borough of Wandsworth (Central Cluster)
Trevor Cook	London Borough of Havering (North East Cluster)
Daisy Greenaway	Greater London Authority
Negat Lodhi	Skills Funding Agency

1 Welcome, Introductions and apologies

- 1.1 Debi Christie welcomed attendees to the meeting and noted the apologies for absence.

2 Notes of the last meeting and matters arising

- 2.1 Notes of the last meeting were approved.

3 Education Excellence Everywhere – education white paper

- 3.1 Peter O'Brien delivered a presentation about the Education White Paper "[Education Excellence Everywhere](#)", published on 17 March 2016. The White Paper sets out the government's intentions for education and care that allows every child and young

person to reach his or her potential, regardless of background. The proposals in the White Paper would necessitate a change in the local authority role in education.

- 3.2 The meeting felt that the proposals in the White Paper raised a number of questions that would need to be addressed such as:
 - 3.2.1 alignment of local authority statutory duties and the ability to discharge those duties
 - 3.2.2 the future role of parent governors and local democratic accountability
 - 3.2.3 impact of a national funding formula for schools.
- 3.3 The meeting thought that an Education Bill may be announced in the Queen's Speech and this would enable the government to legislate for the changes announced in the White Paper. London Councils will continue to watch the development of the reforms closely and take a position as more information becomes available.

4 Vision 2020

- 4.1 Yolande Burgess talked through the paper circulated in advance of the meeting and explained that the last Young People's Education and Skills Board meeting supported the development of a vision for young people's education and skills in London to 2020 – the end of the current spending review period. The Board also agreed that a vision should be aligned with the Skills Vision for London that is emerging from the London Area Review Steering Group. There was a view that the Board should look to lead on the Skills Vision for London's objectives related to young people.
- 4.2 The OSG endorsed the Board's position and welcomed the opportunity to contribute. The meeting also agreed that London Councils should maintain its focus on participation, achievement and progression in working with the London Area Review Steering Group and the London Enterprise Panel's Skills and Employment Working Group.
- 4.3 OSG members were encouraged to consider and discuss further the vision for young people's education and skills in London. Although the debate would be revisited at the OSG meeting in June, OSG members were informed that questions or opinions could be sent beforehand to peter.obrien@londoncouncils.gov.uk as well as to send a copy of (or link) to their council's young people's education and skills strategy, youth transitions strategy or dedicated 14 to 19 strategy, and to ask the other boroughs in the cluster they represent to do likewise.

AP 216: OSG members encouraged to share questions or opinions on the Vision 2020 to peter.obrien@londoncouncils.gov.uk ahead of the next OSG meeting

AP 217: OSG members from local authorities and their cluster boroughs are encouraged to share their council's young people's education and skills strategy, youth transitions strategy or dedicated 14 to 19 strategy with peter.obrien@londoncouncils.gov.uk

5 Work plan monitoring

Work Plan 2016-17

- 5.1 Yolande Burgess informed the OSG that the Young People's Education and Skills Board provided feedback on the draft work plan. Feedback centred on the following:
 - 5.1.1 clarify some of the terms used
 - 5.1.2 demonstrate close working with the London Enterprise Panel, especially on London Ambitions

- 5.1.3 define the areas of Special Educational Needs and Disability (SEND) reforms on which Young People's Education and Skills will major on in the year ahead
- 5.1.4 make more explicit reference to vocational learning alongside Apprenticeships.
- 5.2 The OSG reviewed and endorsed the revised draft work plan and agreed that it should be sent to the Board for approval.

Policy update

- 5.3 Neeraj Sharma talked to the document circulated in advance of the meeting highlighting:
 - 5.3.1 the National Audit Office report on the challenges of teacher recruitment
 - 5.3.2 an Ofsted report on the implementation of the recent SEND reforms
 - 5.3.3 the government's consultation on a national funding formula (NFF) for schools and funding for high needs.
- 5.4 Neeraj explained that concerns had been raised across London at the proposals in the consultation of delivering a NFF through a redistributive model that would see some areas lose money and others gain. Discussions had been held with borough officers to inform London Councils' response to the consultation, a draft of which was distributed at the meeting. OSG member's further comments were noted and it was agreed that the final submission would be shared with the OSG.

AP 218: Circulate London Councils' response to the NFF consultation

Participation, NEET and activity not known report

- 5.5 Peter O'Brien talked through the report and explained that the February not in education, employment or training (NEET) percentage for London was 3.2 per cent, the same as the percentage for January and still below the national average of 4.3 per cent.
- 5.6 Sheila Weeden informed the OSG that at a recent meeting there was discussion about the government considering changes to NEET and not known data collections. Most notably, reducing tracking requirements and introducing a new headline measure in the scorecard which combines NEET and not known figures for 16 and 17 year olds.

AP 219: Proposed reforms for NEET and not known figures to be circulated to the OSG

London Ambitions

- 5.7 Yolande Burgess reported on activity in Wandsworth, referring to an email provided by Noel Tierney.
- 5.8 The update confirmed that a London Ambitions launch event was held on 11 February at St John Bosco College in Battersea, at which there were 60 attendees; the feedback was very positive. Additionally, the council was planning a local review of all secondary schools/colleges to assess where they were on the journey to meet the seven recommendations outlined in London Ambitions and subsequently the development of a Wandsworth action plan to take forward the London Ambitions recommendations.
- 5.9 London Councils recently submitted evidence to a House of Lords' Social Mobility Committee Inquiry on youth transitions ("[Overlooked and left behind: improving the transition from school to work for the majority of young people](#)"). The report advocates strongly the principles of London Ambitions.
- 5.10 Yolande also explained that work was underway to develop resources such a Frequently Asked Questions document for borough ambassadors; good practice in

disseminating information to schools; certificates that recognise progress in implementing the London Ambitions recommendations and a curriculum document.

6 Local Authority Forum – agenda for 19 May meeting

6.1 The meeting suggested the event should be moved to after the Queen's Speech given the likelihood of an announcement regarding an Education Bill. It was agreed the new date would be Thursday 26 May. A number of topics were suggested, including asset-based community development, but the meeting concluded that the following topics would be of greatest relevance to local authorities:

6.1.1 the White Paper/Queen's Speech

6.1.2 London Ambitions toolkit

6.1.3 vocational and technical education and training (Sainsbury Review).

7 Any Other Business

7.1 The meeting expressed concern over the lack of ESF-funded provision. This not only affected the range of specialist help that could be provided to young people but also undermined the integrity of other elements of local offers to young people who are NEET or at risk of becoming NEET.

Next meeting will be held on 10 June 2016

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
211	22.01.16	Circulate written update of activity undertaken in Wandsworth to raise awareness of London Ambitions	NT	15.4.16	A brief update from NT was relayed to members at the meeting	Closed
216	15.4.16	Members to share questions or opinions on Vision 2020 with Peter O'Brien	All	10.6.16	Verbal update at 10.6.16	Closed
217	15.4.16	Members to share their YP's Education/Skills/Transitions strategies (and encourage cluster colleagues to do likewise) with Peter O'Brien	All	10.6.16	Verbal update at 10.6.16	Closed
218	15.4.16	Circulate London Councils response to National Funding Formula consultation	YPES	10.6.16	Post meeting note 22.4.16	Closed
219	15.4.16	Proposed reforms for NEET and not known figures to be circulated to members	YPES	10.6.16	Post meeting 3.5.16	Closed
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Young People's Education and Skills Operational Sub-Group

Vision 2020

Item: 3

Date: 10 June 2016

Contact: Peter O'Brien

Telephone: 020 7934 9743

Email: peter.obrien@londoncouncils.gov.uk

1 Background

- 1.1 The last meeting of the Operational Sub-Group (OSG) agreed:
 - 1.1.1 to consider in June 2016 the Board's preference to develop a vision for young people's education and skills in London that was aligned to the "Vision for London" that was being produced by the London Area Review Steering Group (see Appendix 1);
 - 1.1.2 that a vision for Young People's Education and Skills should continue to focus on participation, achievement and progression, with emphasis on improving London's performance in each of these fields;
 - 1.1.3 that the OSG's further consideration should be informed by borough strategies that related to or impacted on 14 to 19 education and skills.
- 1.2 This paper provides OSG members with an update on the response of boroughs to the call for information and invites further discussion on the recommendations that will be made to the next Board meeting.
- 1.3 For ease of reference, the paper discussed at the April OSG is attached as Appendix 2.

2 Borough Strategies

- 2.1 Five boroughs provided their strategies or plans that related to or impacted on 14 to 19 education and skills. Each of these borough's approaches was unique, reflecting their organisation of children and young people services (for example, some put emphasis on school improvement while others stressed the importance on progression into employment) and population changes. The following areas were featured in these strategies/plans:

- 2.1.1 ***NEET and NEET prevention/the quality of employment opportunities for young people***

Borough ambitions include increasing (or maintaining) the proportion of 16 to 19 year-olds in education, employment and training so that the borough would be a national leader (some boroughs expressed this as being in the top decile or quartile). Increasing the proportion of young people accessing work experience was also mentioned. Some officers leading on 14 to 19 had objectives for working more closely with counterparts in other departments in their authority who have responsibility for regeneration and employment.

2.1.2 **Data**

Boroughs want to formalise the release of data to schools as the basis of their local partnerships. Examples of data include: Risk of NEET Indicators (RONIs) based on the indicators developed by the Fischer Family Trust; comparative achievement data at Key Stage 4 and Key Stage 5; progression data. Sharing data with Jobcentre Plus was also mentioned by one borough.

2.1.3 **Outreach/marketing**

Some boroughs mentioned the use of social media to promote the benefits of learning, the range of opportunities on offer, or the support available through the National Careers Service.

2.1.4 **Economic growth that improves the quality and quantity of jobs for young people, especially apprenticeships**

Boroughs with specific objectives on employment generally wanted to see increases in the take-up of apprenticeships, so that the proportion of young people in their borough on apprenticeships - and their success rates - would be above the London averages.

2.1.5 **Equitable service to vulnerable groups/narrowing gaps**

Definitions of 'vulnerable groups' varied from borough to borough, which demonstrated the depth of analysis of needs that had taken place locally. Some of the groups mentioned were clearly unique to individual boroughs, but Looked-After Children, Young Offenders, Teenage Parents, young people in Pupil Referral Units and young people with special educational needs and disabilities were recurring priority groups.

2.1.6 **Access to Higher Education (HE)**

Most boroughs recognised the changing pattern of employment in the London economy and the history of their residents entering HE, with a recognition of an economy that will continue to require higher skills.

2.1.7 **Continued growth in participation for 16 and 17 year-olds**

Tracking featured prominently in many borough plans, particularly in ensuring that the entire Year 11 cohort received an early September offer.

2.1.8 **Transitions at age 17**

Boroughs' analyses of the young people who left learning before the statutory participation age confirmed that leavers at age 17 remains a considerable issue.

2.1.9 **Attainment by the age of 19**

Most boroughs used achievement of Level 2 and Level 3 at 19 as their key performance indicator. However, it is unclear whether these will be reviewed in the light of the emergence of other indicators such as Progress 8.

2.1.10 **Careers education, information, advice and guidance (CEIAG)**

Borough strategies and plans mentioned the need to improve CEIAG; some had specific improvements in mind that were unique to their borough's schools and colleges, but most linked improvements in CEIAG to improving choice and

student retention. Accessing and sharing effective practice was a common aim.

2.1.11 ***Skills training***

Some boroughs are seeking to react locally to the need for a richer offer of vocational learning to residents. In one case, increasing places for Foundation Learning was a priority.

2.1.12 ***Special educational needs and disability (SEND)***

Generally speaking, boroughs' plans included not only the embedding of the recent SEND reforms, but also: evaluating the use of high needs funding to ensure its effective use; taking action specifically to reduce the number of young people with SEND who are NEET; defining and communicating the local offer.

2.1.13 ***Schools improvement, curriculum and teacher/school leadership training***

Some boroughs had specific actions around increasing as well as improving pathways into HE and employment available within their borough. Where borough officers with lead responsibility for 14 to 19 sat within their boroughs' schools improvement function, sharing good practice featured within their plans.

3 Proposals to the Young People's Education and Skills Board Meeting

- 3.1 The Young People's Education and Skills team is tasked to recommend to the July meeting of the Board how to align the vision for young people's education and skills in London to the London Area Review Steering Group's 'Vision 2020'.

4 Recommendation

- 4.1 OSG members are asked to advise on recommendations to the Board in the light of the information supplied by boroughs.

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.

Young People's Education and Skills Operational Sub-Group

Vision 2020

Item: 4

Date: 15 April 2016

Contact: Peter O'Brien

Telephone: 020 7934 9743

Email: peter.obrien@londoncouncils.gov.uk

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.

2 Background

- 2.1. 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.
- 2.2. The Board agreed to review its position at its next meeting in the light of further discussion at the London Area Review Steering Group.
- 2.3. 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.

3 The Purpose of Young People's Education and Skills

- 3.1. 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.

- 3.2. 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.”

- 3.3. 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.”

- 3.4. 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.

4 The London Area Review Steering Group

- 4.1. 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.
- 4.2. The Mayor and central government will jointly sign-off the overall recommendations of the London Area Review.
- 4.3. 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.
- 4.4. 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.
- 4.5. 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**.

5 A new vision?

- 5.1. 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.

6 Recommendations

- 6.1. 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
All young people will have access to full-time world-class education and training whether at school, college or with an alternative provider.	Young people continue in learning until they are 18, achieve their qualifications and outcomes and move on in life to fulfil their ambitions
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>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>
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.	Young people are better prepared, especially at 17 and 19, for progression to further and higher education and employment
<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>	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

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

Policy Update

Item No: 5(a)

Date: 10 June 2016

Contact: Neeraj Sharma

Telephone: 020 7934 9524

Email: neeraj.sharma@londoncouncils.gov.uk

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.

1 Regional Schools Commissioners: Education Select Committee publishes government response¹

- 1.1 Regional Schools Commissioners (RSCs) were appointed in 2014 with responsibility for approving and monitoring academies and free schools in their region. The Education Committee reported to the House on the role of Regional Schools Commissioners (RSCs), in its First Report of Session 2015-16 on 20 January 2016.
- 1.2 The report investigated issues around the expanding role of RSCs, their resources, capacity, impact and accountability as well as the government wanting to give greater powers to RSCs to intervene in academies as well as grant maintained schools. The Committee outlined a number of concerns, and recommended that the government:
 - clarify the role of RSCs and how it will develop in the near future;
 - review and increase the number of schools commissioners; and,
 - as a matter of urgency, clarify the respective roles of local authorities and RSCs in relation to academies.
- 1.3 The government's response was published on 20 April 2016. The response addressed the recommendations and outlined future work to improve the overall RSC roll.
- 1.4 London Councils welcomes the Education Select Committee investigation into RSCs and their role in the education system. RSCs are a part of the London education system and it is important all schools continually improve. With responsibility of academies sitting with RSCs, there is a need for appropriate mechanisms to be in place to address under-performance as well as a clear understanding by all, of role of local authorities, Ofsted and RSCs.
- 1.5 With government ambitions for all schools to become academies and the Education for All Bill seeking to further develop the role and remit of RSCs, it is likely that the actions of RSCs will be scrutinised in greater detail and with greater frequency.

2 Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice²

2.1 In November 2015 the government published the Green Paper Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice which outlined proposals to reshape the HE landscape, raise standards and increase competition in the sector. The Green Paper received over 600 responses, which were published on 16 May 2016 alongside a Higher Education White Paper - Success as a Knowledge Economy: Teaching, Social Mobility and Student Choice.

2.2 The White Paper echoes the proposals in the Green Paper and focuses on three main areas: creating a competitive market, choice for students and updating the regulatory architecture. The Papers main proposals are to:

- **Challenger Institutions**, formerly known as Alternative Providers of Higher Education (HE), will be allowed quicker and easier access to both entering the HE market, and the process for awarding their own degrees.
- **A new Office for Students (OfS)**, will handle the existing duties of the Higher Education Funding Council for England and the Office for Fair Access, and will oversee market exit/entry via the new single entry route for providers. It will be operational from the 2018/19 academic year.
- **The Teaching Excellence Framework (TEF)**, will measure the quality of teaching at Higher Education Institutions (HEIs), allowing providers access to inflationary increases in tuition fees. Although a basic TEF will begin in 2016/17, a trial year of the full assessment will not begin until 2017/18.
- The government states it will consider the future of technical qualifications at higher levels following **Lord Sainsbury's review, which will be published later in the summer. The government will respond in the form of a 'Skills Plan'**, which will ensure the whole education and training system is focused on implementing its proposals.

2.3 The proposals in the White Paper have been included the Higher Education and Research Bill, which was presented in Parliament on 19 May 2016. The Bill and accompanying documents are available on the Parliament website at [Higher Education and Research Bill 2016-17](#).

2.4 The higher education White Paper proposes a significant reshaping of the higher education landscape. The government's commitment to a diverse and world-leading higher education system is supported by local government. It is vital that as the Bill passes through parliament to provide the legislative framework to implement the White Paper there is sufficient opportunity for stakeholders to comment on proposals. For instance, there are concerns that institutions could increase their fees above inflation, which would risk participation from particular groups of society at those institutions with the highest fees.

3 What causes variability in school-level GCSE results year-on-year?³

3.1 Since 2013, Ofqual has looked at the pattern of variability in outcomes of schools and colleges (centres) for particular GCSE subjects as one way of understanding the extent of volatility in the system. Overall, in years when specifications and overall cohorts are stable, one might expect the majority of centres with entries in successive years to have very similar outcomes

- 3.2 While it was found that independent and selective centres consistently exhibited the least variation, both in terms of entry and variability in outcome, the profiles of other centre types' variability were broadly similar. The results from city academies and secondary comprehensive Community, Voluntary Aided Controlled centres were very similar to each other with almost identical centre variability. Other centre types were found to generally show more centre variability although this could be a result of the smaller number of centres.
- 3.3 Although centres with higher proportions of students entitled to free school meals were associated with lower outcomes at GCSE, this was found to have no bearing on a centre's variability year-on-year. Any attempt to explain a centre's variability must consider the individual circumstances surrounding each centre in far more detail. Centres generally exhibit less variability when their entry size is stable; an indirect measure of pupil ability being more consistent. This suggests changes in pupil ability between cohorts should be considered.
- 3.4 Ofqual intend to conduct further, more sensitive, analysis when student level data for prior attainment, free school meal eligibility and the deprivation index become available to better understand whether these systematic factors are associated with year-on-year variability.
- 3.5 London Councils welcomes this research by Ofqual to support existing literature about school performance and awaits the outcomes of the granular study.

4 Association of Employment and Learning Providers/Pearson report: Routes into Work – it's alright for some⁴

- 4.1 The study 'Routes into work - it's alright for some', is intended to explain why youth unemployment has remained stubbornly high as the economy recovers. A key issue identified was the mismatch between young people's career ambitions and the number of jobs available in particular sectors.
- 4.2 The report stated that there is a need for a better understanding of whether too many young people apparently prepare themselves for work in popular sectors where the odds against finding work are high because they lack labour market information, or whether they have accurate information but ignore it.
- 4.3 The research found that at present, too many young people still find themselves drifting, dropping out and making the wrong learning or job choices. The report cited research carried out in 2013 by the Education and Employers Taskforce, which found one in five teenagers surveyed wanted to work in culture, media and sport, fields which account for just 2.4 per cent of opportunities.
- 4.4 The call for research into young people's knowledge of the labour market was one of 12 recommendations put forward in the report. Additionally, improving the quality of this information was the focus for a number of recommendations in the report, including ensuring school pupils and their parents are aware of all post-16 options, and developing a range of actions to take against schools that do not provide this information.
- 4.5 Other recommendations included greater promotion of apprenticeships as pathways to work, with the report highlighting the important role work-based learning plays in helping young people not in education, employment, or training find jobs.
- 4.6 At this time, an independent panel on technical education, chaired by Lord Sainsbury, is advising government on how to set England's technical education system on a par with the world's best. The panel aims to make recommendations for a simplified, high-status system with a framework of clear progression routes that lead from school to skilled employment, with employer-led bodies setting standards.

4.7 The research report evidences concerns previously raised at OSG and Young People's Education and Skills Board meetings. London, through the development of London Ambitions is proactively addressing a number of issues to help young people make informed choices about further learning and work.

5 Post-16 education and training institutions: Restructuring Facility⁵

5.1 The Department for Education recently announced a Restructuring Facility; funding for further education or sixth form colleges that are impacted by a substantive area review recommendation and are unable to fund the change themselves.

5.2 Transition Grants of £50k or £100k are available to ensure colleges are able to access change management skills and have the capacity to make the changes at the pace required. The process and principles for the Restructuring Facility and its links to the wider Area Review process are set out in the [updated guidance on area reviews](#) published in March 2016.

5.3 Based on some aspect of the restructuring facility guidance it appears that these Grants may be negotiated as loans.

5.4 It is important to note that the updated guidance on area review is clear that support through restructuring facility funding is time limited and that no further support would be available from government once restructuring is complete. The government expects that funding agencies, local areas with devolution powers and Local Enterprise Partnerships will only fund institutions that are taking action to ensure they can provide a good quality offer to learners and employers, and which are financially sustainable for the long term. There will be proposals to introduce an insolvency regime to protect learners, and provide equitable treatment for creditors should a college reach an insolvent position after the review process is complete.

5.5 Area reviews are likely to lead to some mergers, which will require significant upfront (and medium-term) investment. Limited government funding to support colleges may provide short-term assistance, but further consideration will need to be given to on-going support colleges may need to ensure a robust and varied learning and skills offer for young people and adults.

¹ <http://www.publications.parliament.uk/pa/cm201516/cmselect/cmeduc/975/975.pdf>

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/523546/bis-16-265-success-as-a-knowledge-economy-web.pdf

³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/518409/Variability_in_Individual_Schools_and_Colleges_2016.docx_-_FINAL.pdf

⁴ <https://qualifications.pearson.com/content/dam/pdf/News/new-apprenticeships/AELP-Pearson-routes-into-work.pdf>

⁵ <https://www.gov.uk/government/publications/post-16-education-and-training-institutions-apply-for-financial-support-for-area-reviews>

Young People's Education and Skills Operational Sub-Group

Latest participation, NEET and activity 'not known' statistics Item: 5b

Date: 10 June 2016

Contact: Peter O'Brien

Telephone: 020 7934 9743

Email: peter.obrien@londoncouncils.gov.uk

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

- 1.1 The April not in education, employment or training (NEET) percentage for London is 3.4 per cent, 0.1 percentage point higher than March but still below the national average of 4.4 per cent (0.1 percentage point higher than in March). The percentage of young people whose participation status was 'not known' in April was 7.2 per cent, up from the 7.1 per cent reported in March. London remains above the national average figure, which was 6.2 per cent in April; 0.2 percentage points higher than in March (see Table1).
- 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 6.8 per cent for NEET and 1.4 per cent to 20.0 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 a higher 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 April was 1,488, or 23.2 per cent of the (unadjusted) total NEET cohort (up from 18.4 percent in March).

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	1,612,238	74,278	4.8%	109,493	6.2%
London	231,974	8,052	3.4%	18,292	7.2%

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			
	Feb-16	Mar-16	Apr-16	Ave	Feb-15	Mar-15	Apr-15	Ave
England	4.3%	4.3%	4.4%	4.3%	4.8%	4.8%	4.8%	4.8%
London	3.2%	3.3%	3.4%	3.3%	3.5%	3.5%	3.5%	3.5%

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			
	Feb-16	Mar-16	Apr-16	Ave	Feb-15	Mar-15	Apr-15	Ave
England	6.0%	6.0%	6.2%	6.1%	6.9%	6.5%	6.7%	6.7%
London	7.4%	7.1%	7.2%	7.3%	7.4%	6.9%	7.0%	7.1%

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

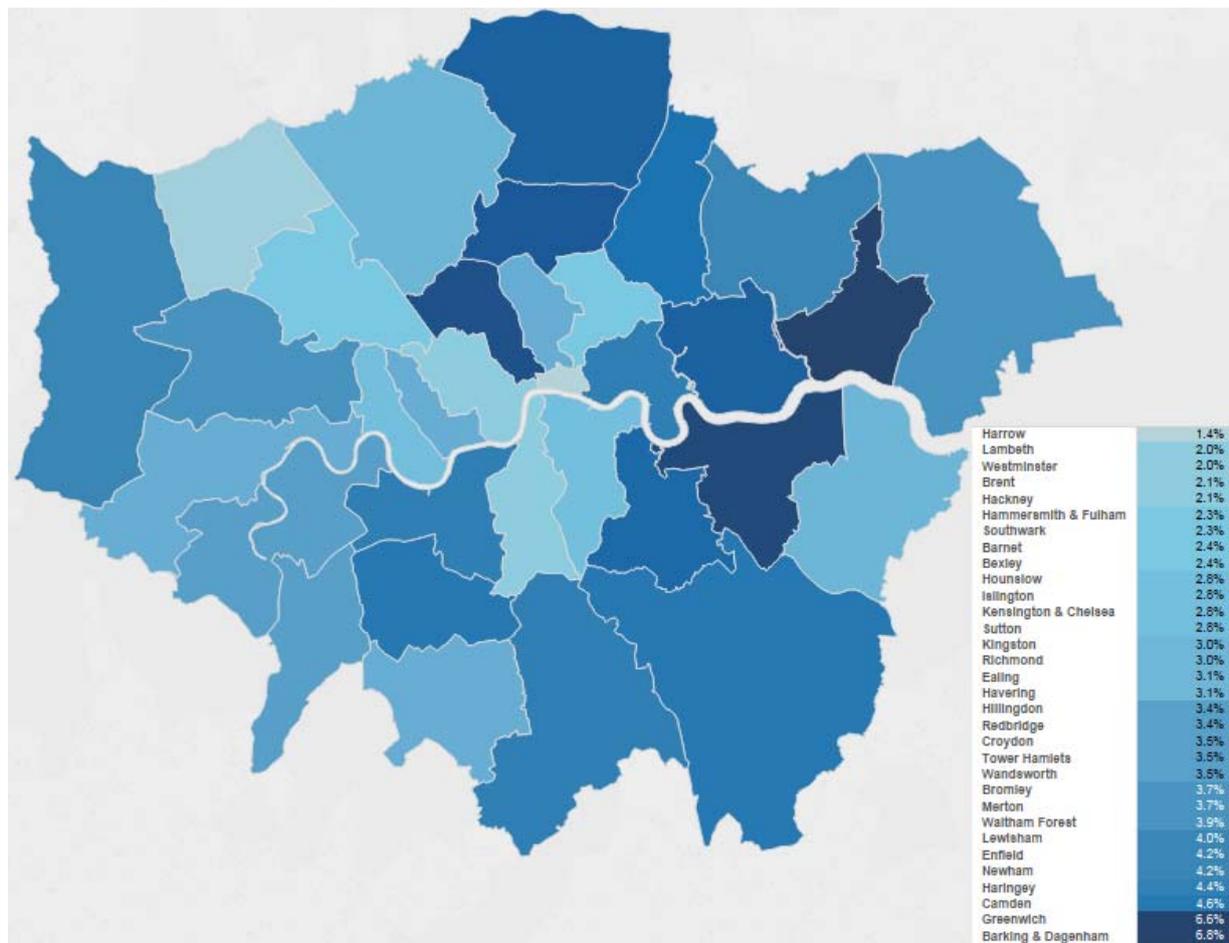


Figure 2: 16-18 year olds NEET by age and London borough (April 2016, source NCCIS)

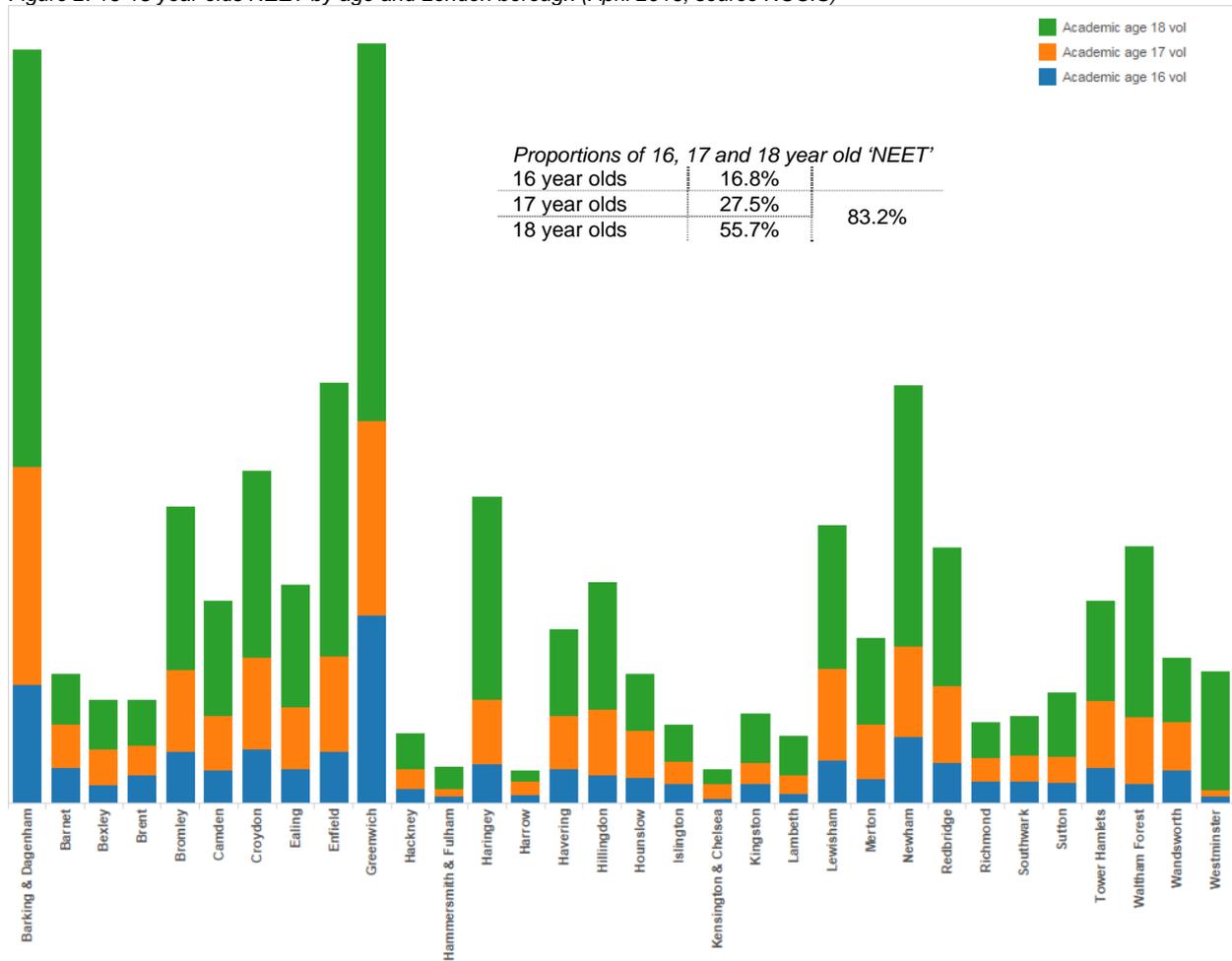


Figure 3: 16-18 year-olds whose participation status is 'not known' by London borough (April 2016, NCCIS)

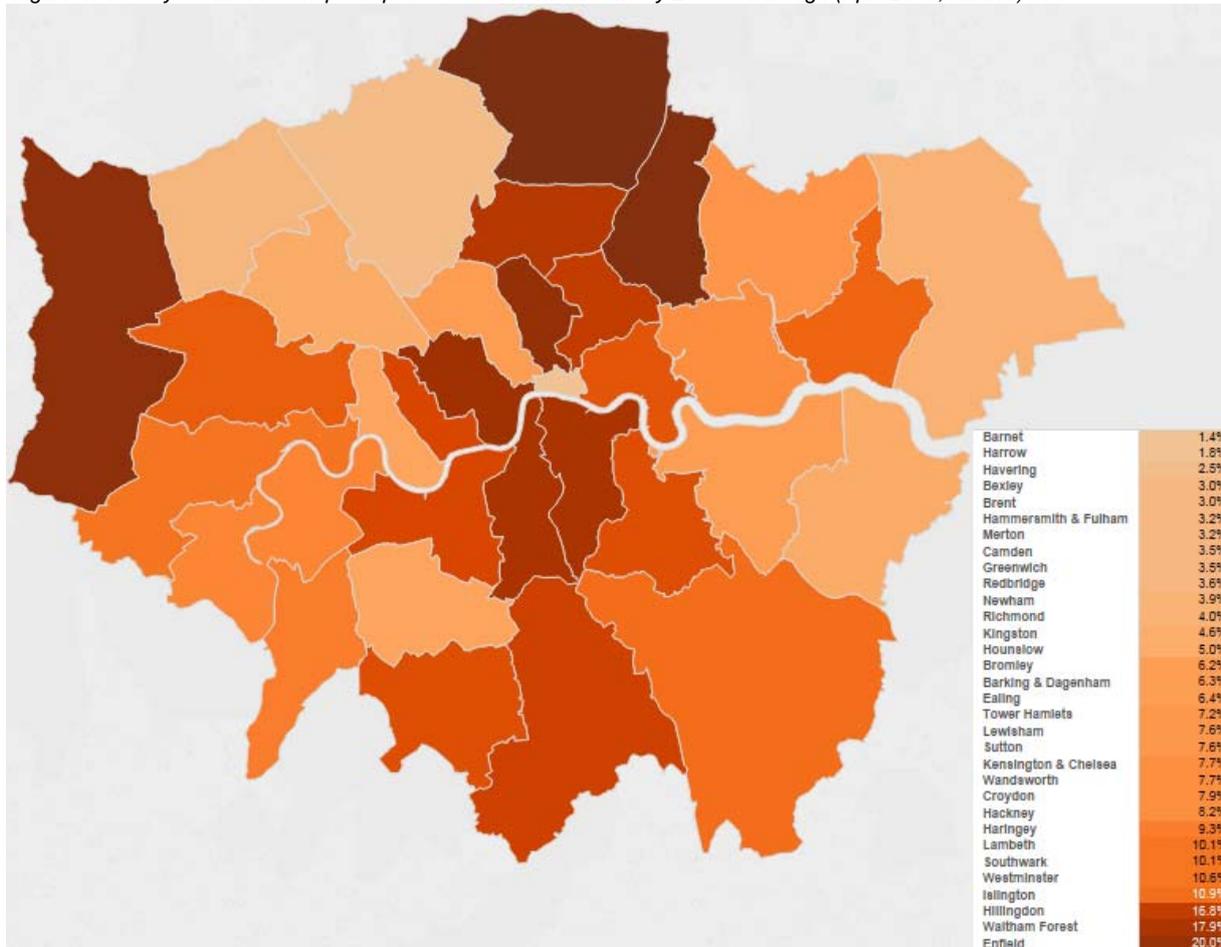
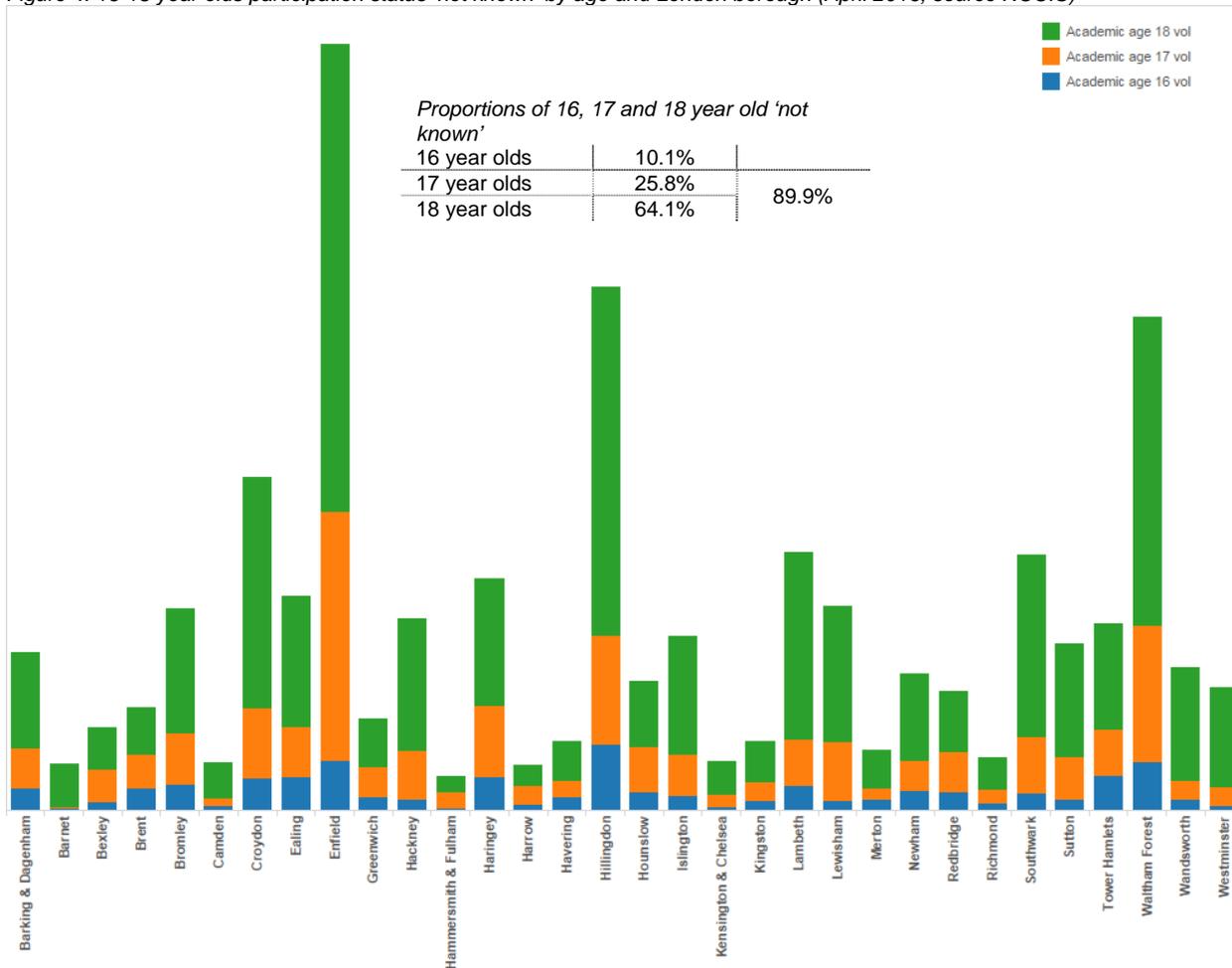


Figure 4: 16-18 year olds participation status 'not known' by age and London borough (April 2016, source NCCIS)



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, December 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 (SFR16/2016 dated 26 May 2016, Quarter 1 [January to March 2016] – latest available from [gov.uk](#))⁴

- 3.1 Both the volume and percentage of 16 to 24 year olds who were NEET in Quarter 1 of 2016 in London have decreased since Quarter 4 of 2015 and are lower than the same quarter last year (see Table 7). The London NEET percentage remains below the national figure and the gap is once again more than two percentage points (see Table 7 and Figure 5). However, the reduction of 0.4 percentage points between Quarter 4 and Quarter 1 is the lowest rate of improvement between these quarters since Quarter 4 of 2007 and Quarter 1 of 2008.
- 3.2 The percentage of 18 to 24 year olds who were NEET in Quarter 1 of 2016 in London has also decreased since Quarter 1 of 2015 and it too is lower than the same quarter last

year and more than three percentage points lower than the national average. The percentage of 19 to 24 year olds who were NEET in Quarter 1 of 2016 in London is lower than the same quarter last year and Quarter 4 of 2015. It is more than nearly three percentage points lower than the national figure (see Tables 8 and 9).

Table 7: Estimated number and proportion of 16-24 year-olds NEET (SFR16/2016)

Region	Quarter 1							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	906,000	15.0%	776,000	13.0%	740,000	12.9%	705,000	11.7%
London	132,000	14.2%	102,000	11.4%	106,000	10.1%	95,000	9.3%

Figure 5: Comparison between 16-24 NEET in London and England over time (SFR16/2016)

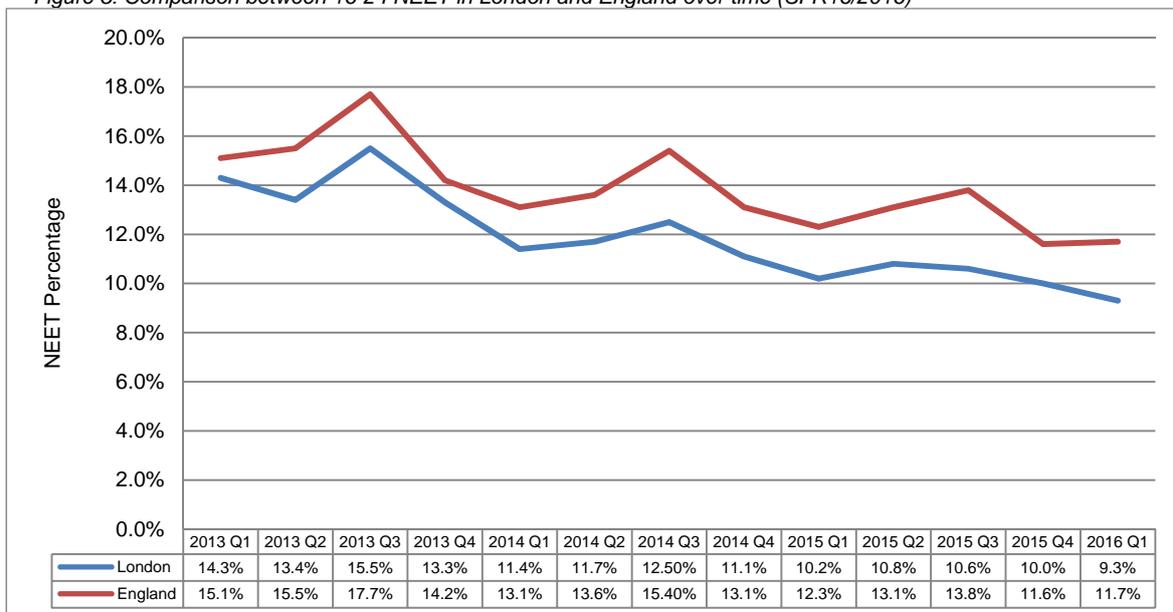


Table 8: Estimated number and proportion of 18-24 year-olds NEET (SFR16/2016)

Region	Quarter 1							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	838,000	17.6%	728,000	15.4%	693,000	14.6%	650,000	13.6%
London	122,000	16.4%	97,000	13.5%	88,000	11.8%	81,000	10.4%

Table 9: Estimated number and proportion of 19-24 year-olds NEET (SFR16/2016)

Region	Quarter 4							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	748,000	18.1%	649,000	17.1%	605,000	15.9%	585,000	14.0%
London	108,000	16.4%	86,000	13.4%	80,000	12.2%	76,000	11.1%

4 Annual NEET Statistics

4.1 On 12 May, the government published the annual NEET statistics for each local authority. The figures for London (Appendix 1) are based on information provided by local authorities about young people's participation in education or training in their area. They are an average for November to January each year and tend to be lower than those in the official statistical release on young people in England who are NEET because they:

- only include young people who are known to their local authority (i.e. those who were educated in government-funded schools)
- don't count as "NEET" those young people who are taking a gap year or are in custody
- depend on the quality of each local authority's data collection

4.2 These figures are useful as they are commonly used as baselines for judging year-on-year progress in reducing NEET.

Summary 16-18 NEET and Not Known 2015

	16-18 year olds known to the local authority	16-18 year olds NEET ⁵		% whose activity is not known
		Estimated number	%	
LONDON	256,780	7,890	3.1%	10.4%
Barking & Dagenham	8,010	460	5.8%	9.4%
Barnet	10,860	220	2.0%	5.1%
Bexley	8,790	240	2.8%	4.5%
Brent	10,840	240	2.2%	2.8%
Bromley	10,490	360	3.4%	6.8%
Camden	4,410	190	4.4%	7.9%
City of London	260	-	0.0%	0.8%
Croydon	13,930	400	2.9%*	16.1%
Ealing	10,880	350	3.2%	5.9%
Enfield	12,360	440	3.5%*	21.8%
Greenwich	8,450	520	6.2%	5.7%
Hackney	7,560	190	2.5%	10.9%
Hammersmith & Fulham	3,460	80	2.4%	2.8%
Haringey	8,130	290	3.6%*	18.0%
Harrow	8,110	120	1.4%	1.4%
Havering	8,920	300	3.4%	4.2%
Hillingdon	10,060	280	2.8%*	22.2%
Hounslow	8,330	210	2.5%	3.5%
Islington	5,140	110	2.2%*	13.1%
Kensington & Chelsea	2,050	60	3.1%*	13.6%
Kingston	4,870	130	2.6%	7.0%
Lambeth	8,180	160	2.0%*	13.2%
Lewisham	8,710	280	3.2%*	14.6%
Merton	5,960	210	3.5%	5.5%
Newham	11,310	420	3.7%	9.0%
Redbridge	10,640	350	3.3%	6.7%
Richmond	4,220	130	3.1%	8.2%
Southwark	8,110	180	2.2%*	14.3%
Sutton	7,110	170	2.4%	10.1%
Tower Hamlets	8,110	280	3.4%	10.9%
Waltham Forest	8,890	260	3.0%*	23.3%
Wandsworth	5,950	180	3.0%	10.7%
Westminster	3,680	60	1.7%*	14.9%

Notes

- 2015 data are an average at the end of November 2015, December 2015 and January 2016.
 - Totals may not correspond to the sum of the sub categories due to rounding.
- * The proportion of 16-18 year olds whose current activity is not known is more than 50% above the England average of 8.4%. As a result, it is possible that the number and proportion NEET will be inaccurate.

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- 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 April 2016.
- 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.
- ⁵ The number and proportion of young people NEET has been adjusted to assume a proportion of those whose records are no longer current are NEET. This adjustment, and the formula used to estimate the number NEET, can be found in *the NCCIS Management Information Requirement: 2015 to 2016* (<https://www.gov.uk/government/publications/nccis-management-information-requirement>).

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Young People's Education and Skills Operational Sub-Group

Proposed change to local authority tracking of young people and reporting on NEET/activity 'not known' Item: 5c

Date: 10 June 2016

Contact: Peter O'Brien

Telephone: 020 7934 9743

Email: peter.obrien@londoncouncils.gov.uk

1 Background

- 1.1 On 3 May 2016, the Department for Education (DfE) posted a note on the National Client caseload Information System (NCCIS) proposing to reduce the requirement on local authorities to track, record and report the education, training and employment activities of young people.
- 1.2 The paper proposed that the requirement to track and support 16 and 17 year-olds should continue, but the upper age limit should be reduced to the end of the academic year in which the young person has their 18th birthday. Comments on this proposal were sought by 13 May 2016. The DfE also said that, if it proceeds with this change, it would also introduce a new headline measure in the scorecard that would combine NEET and status not known figures for 16 and 17 year-olds.
- 1.3 Yolande Burgess emailed 14 to 19 Lead Officers and members of the Young People's Education and Skills Board on 3 May advising them of the proposals.

2 Tracking

- 2.1 At present, local authorities are required to track young people up to their 20th birthday so that those who are not in education, employment or training (NEET) – or at risk of not participating – can be identified and supported. This information is reported through the NCCIS.
- 2.2 The proposed change would end tracking earlier: at the end of the academic year in which the young person has their 18th birthday. It is not proposed to change the requirement to track young people with special educational needs or disabilities (SEND) up to their 25th birthday. This aligns the reporting requirements to the requirement for young people to participate in education or training until at least their 18th birthday (there is no requirement for people to participate beyond their 18th birthday). The proposal also removes any potential duplication between the support young people aged 18 and 19 receive from Jobcentre Plus and from their local authority.
- 2.3 Taking into account other factors, such as those who are taking a planned break from learning or employment, the DfE believes that local authorities are deploying disproportionate resource in tracking those 18 and 19 year-olds who do not require support and are unresponsive when it is offered. The Department would prefer local authorities to concentrate on 16 and 17 year-olds.

- 2.4 Young people aged 18 or 19 would continue to be entitled to support from their local authority to find work or reengage with learning if they asked for it.
- 2.5 Local authorities can continue to track 18 and 19 year-olds if they wish, but would not be expected to report this to the DfE.

3 Scorecard

- 3.1 If the DfE proceeds with its proposed change, it plans to introduce a new headline measure in the NEET Scorecard to complement the prioritisation of 16 and 17 year-olds and that combines the NEET and not known figures to give a more accurate picture of the performance of each local authority.

4 Timescales

- 4.1 The timetable for change is shown in the table below.

May	DfE's initial communication with local authorities and other stakeholders inviting feedback to the proposal
June	DfE to confirm the new arrangements
July	DfE to publish the new NEET Scorecard based on 16 and 17 year-olds only with new combined NEET and not known headline measure
August	DfE to publish revised statutory participation guidance, detailing the new policy arrangements
	DfE to publish revised NCCIS management information requirement detailing the new data requirements
September	1 st September 2016: the requirement formally changes for the new academic year
October	First NCCIS data reports produced to reflect the change

5 Further information

- 5.1 Following the publication of the proposals, DfE has clarified that it is still expecting services to track and support 18 and 19 year-olds who are NEET, although local authorities will not be expected to report back to the department about these young people.
- 5.2 A letter to all Directors of Children's Services providing further clarification from the department is anticipated shortly.

6 Initial thoughts

- 6.1 Boroughs are fully aware that tracking young *adults* is resource-intensive. It is likely that many boroughs would agree with the Department's position "that significant resources are used by local authorities making repeated and often fruitless attempts to contact all 18 and 19 year olds".
- 6.2 There are some concerns however, regarding the Department's assumption that "most of [these young people]... have already secured employment or are continuing their education".
- 6.3 It will be important for those making decisions regarding possible changes to resources on the back of these proposals to make a clear distinction between resources that are deployed for tracking and resources for support and interventions.

- 6.4 Young people aged 18 or 19 will continue to be entitled to support from their local authority to find work or reengage with learning should they request it. The numbers of self-presenting young people seeking support, and referrals to local authority support from outside organisations, will not change as a result of any changes to tracking and reporting responsibilities.
- 6.5 Local authorities may wish to consider how they may want to continue to use existing reporting systems to continue to capture activity with 18 and 19 year olds for the purposes of internal borough reporting.

7 Recommendation

- 5.1 OSG members are asked to discuss these proposals, consider their implications and advise colleagues, senior officers and (where appropriate) elected members within their organisation as necessary.

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