

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: 14 October 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 - outline <i>(paper – for discussion and decision)</i>	POB
Item 4	Local area SEND inspections <i>(for discussion and to agree arrangements for Board presentation)</i>	AJ
Item 5	Work plan monitoring	
	– Policy update <i>(paper - for discussion)</i>	NS
	– Participation, NEET and activity not known <i>(paper - for discussion)</i>	POB
	– London Ambitions update <i>(verbal update for discussion)</i>	YB
	– Area Review <i>(verbal - for discussion)</i>	MH
Item 6	ESF Update <i>(verbal - for discussion)</i>	POB
Item 7	Young People's Education and Skills Board agenda <i>(for agreement)</i>	YB
Item 7	Any Other Business	All

Date of next meeting: Friday 27 January, 10am-12noon, meeting room 1

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Notes

Young People's Education and Skills Operational Sub-Group

Date	10 June 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)
Eamonn Gilbert	Achieving for Children (SWLSEP)
Noel Tierney	London Borough of Wandsworth (Central Cluster)
David Scott	London Borough of Hounslow (South West Cluster)
John Galligan	London Borough of Brent (North West Cluster)
Yolande Burgess	London Councils Young People's Education and Skills Team

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)
Sheila Weeden	London Borough of Newham (North East Cluster)
Judith Smyth	Association of Colleges (AoC)
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 apologies for absence.

2 Notes of the last meeting and matters arising

- 2.1 Notes of the last meeting were approved.

3 Vision 2020

- 3.1 Peter O'Brien thanked OSG members for securing responses from boroughs to the request to share their current 14 to 19 strategies so that they could inform the next Board vision for young people's education and skills. Analysis of those strategies highlighted variation between boroughs approaches and, consequently, their local priorities. However, it was evident all strategies related to the Young People's

Education and Skills Annual Statement of Priorities and a possible future vision for London.

3.2 Peter explained that the Board had expressed their preference to produce a vision that complemented the London Area Based Review Steering Group's "Skills Vision for London". The OSG members provided the following comments about a Young People's Education and Skills Vision 2020:

3.2.1 There was good read-across between the Annual Statement of Priorities and the London Area Based Review Steering Group vision. However, it was important to recognise that the London Area review Steering Group and Young People's Education and Skills Board have different remits and responsibilities. The Board's vision should therefore focus on implementing the objectives for young people in the London Area Review Steering Group's skills vision for London, through emphasis on participation, achievement and progression.

3.2.2 The vision for young people's education and skills should succinctly describe the 'shape' of the young person we want to go out into the world.

3.2.3 The vision's evidence base should provide a picture of the economy and labour market that young people will be entering in 2020.

3.2.4 The vision should set out the overall goal(s) the Young People's Education and Skills Board has for young people and the Annual Statement of Priorities should outline the means by which this could be achieved, thus preserving a direct link with the vision statement on an annual basis.

3.2.5 The achievement section of the draft Young People's Education and Skills Board vision would be better positioned in the first part of the document.

3.2.6 There are areas for development within the current system and acknowledging these within the vision could be helpful as the document would set out aspirations to address areas for improvement.

3.2.7 There are some fundamental options that have to be considered, for example:

- Consideration should be given to focusing on a smaller number of areas or even specific issues such as vulnerable children - narrowing the gap must be a key priority - there was a feeling at the meeting that too wide/broad a vision risks ambitions not being fully realised.
- Additionally, consideration should be given to framing the vision around lifelong learning and then link that to careers education, employment, support for vulnerable learners etc., to create strong statements about a lifelong learning environment in London (under devolved powers).
- Give more emphasis to progression pathways, relevant to the world of work, for all young people.

3.2.8 The future local authority role in education, due to be consulted on later this year, would create new challenges for the education system, especially the accountability of learning institutions. Utilising the strength of the Board's membership would become increasingly important to support delivering the vision.

AP220: YPES team to take note of feedback from the OSG when advising the Board.

4 Apprenticeships and Technical Education (Sainsbury Review)

4.1 Yolande Burgess explained that the Young People's Education and Skills Board agreed to discuss Apprenticeships and Technical Education at their next meeting,

anticipating the publication of the Sainsbury Review, the National Post-16 Skills Plan and progress with Area Review.

4.2 OSG members drew attention to the following points:

- 4.2.1 Creating robust and diverse vocational and technical pathways into employment were needed, particularly with changes to A-levels. Raising awareness of the different pathways would be essential to support employers, parents and students understand the options available after key stage 4.
- 4.2.2 The apprenticeship levy was viewed by many employers as an additional cost to business. However, ensuring London maximised the funding available would be important both to creating new apprenticeship opportunities as well as filling skills gaps in sectors.
- 4.2.3 London would need a mixture of apprenticeship provision covering level 3 and 4 to support the needs of its young people.
- 4.2.4 Having an external presenter to discuss Apprenticeships and Technical Education would be helpful at the Young People's Education and Skills Board meeting.

AP221: OSG members to share details of external speakers that could present an Apprenticeships and Technical Education agenda item at the Young People's Education and Skills Board meeting.

5 Work plan monitoring

5 (a) Policy update

- 5.1 Neeraj Sharma talked to the paper circulated in advance of the meeting highlighting a number of key policy updates since the last meeting. The OSG discussed the recent Education Select Committee report on the role of Regional School Commissioners and suggested their new roles did not sit easily with their initial remit when established. The crossover into other areas was creating confusion and ambiguity over roles of other stakeholders in education including meeting statutory duties.

5 (b) Participation, NEET and activity not known report

- 5.2 The meeting discussed and noted the paper circulated with the agenda.

5 (c) Proposed changes to local authority tracking and reporting

- 5.3 Peter O'Brien informed the OSG that 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
- 5.4 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-old participation that combines the NEET and not known figures to give a more accurate picture of the performance of each local authority.
- 5.5 Yolande Burgess explained that although there would be no duty to report on young people of academic age 18 to DfE, local authorities would still retain the duty to provide support to young people up to the age of 20. The DfE had written to Directors of Children's Services about the changes and produced a Q&A document to provide clarification on key issues.

AP222: Young People's Education and Skills to circulate DfE letter on NEET tracking changes as well as Q&A document; OSG members to advise senior managers in their organisations as appropriate.

5 (d) London Ambitions update

- 5.6 Yolande Burgess informed the meeting that the London Ambitions Portal had gone live and the GLA were actively encouraging more schools and employers to register. This would be done in stages to manage the large volumes as well as ensure the system remains easy to navigate.
- 5.7 Yolande explained that although London Ambition Ambassadors could not view which local schools and employers had signed up, they would receive regular progress reports.
- 5.8 Additionally, consideration is being given to map London Ambition schools, with a view to making this information public.
- 5.9 In partnership with the Careers and Enterprise Company, Team London would be delivering a new Enterprise Adviser programme in London, matching 150 Enterprise Advisers with 75 schools across London. Enterprise Advisers will work directly with school leadership teams to develop effective employer engagement plans.
- 5.10 Wandsworth Council will be holding a London Ambitions #100 hours event on 8 July; London Ambitions Ambassadors will be welcome.

6 ESF Update

- 6.1 Peter O'Brien informed OSG members that the Skills Funding Agency had yet to make an announcement on ESF contractors delivering the London ESF Youth Programme, but it was expected to do so shortly. Information will be available through the LEP website.

Post meeting note: the information is [at this link](#).

- 6.2 Peter added that London Councils was in discussion with the European Programmes Management Unit about supporting the London ESF Youth Programme by exchanging information between providers and local authorities.

7 Any Other Business (AOB)

- 7.1 There was no other business.

Next meeting will be held on 14 October 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
220	10.6.16	Incorporate OSG feedback from members to draft YPES Board Vision 2020	POB	14.10.16	Item 5. Vision 2020 paper presented at YPES Board 14.7.16	Closed
221	10.6.16	YPES Board meeting - suggestions for external speakers to present on Apprenticeships and Technical Education to advise YPES	All	14.10.16	Item 4. Technical Education - presentation to YPES Board 14.7.16. Circulated to OSG 20.7.16	Closed
222	10.6.16	Circulate DfE letter on NEET tracking changes as well as Q&A booklet	YPES	14.10.16	Circulated in post meeting note of 13.6.16	Closed

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Young People's Education and Skills Operational Sub-Group

Policy Update

Item: 5(a)

Date: 14 October 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.

1 Schools that Work for Everyone¹

- 1.1 The Department for Education (DfE) published a Green Paper, Schools that work for everyone, for consultation until 12 December 2016. It covers proposed changes to independent schools, universities, selective schools and selection, and faith schools – all in the context of expanding the number of good school places available.
- 1.2 Schools that work for everyone sets out 'the Government's ambition to create an education system that extends opportunity to everyone, not just the privileged few... to expand radically the number of good school places available to all families... and [to deliver] a diverse school system that provides all children, whatever their background, with schooling that will help them achieve their potential.'
- 1.3 The proposals, grouped by four areas, cover:
- 1.4 *Independent schools*: requiring those with the capacity and capability to meet one of two expectations 'in recognition of the benefits of their charitable status'
 - to sponsor academies or set up a new free school in the state system (the cost of which would be met by government), or
 - offer a (greater) proportion of places as bursaries
- 1.5 *Universities*: meeting one of the following requirements as a condition of charging higher fees:
 - establish a new school in the state system (the cost of which would be met by government), or
 - sponsor an academy in the state system
- 1.6 *Selective schools*: allowing the expansion of selective education in England, 'on the explicit condition that... [this] is accompanied at the same time by support to ensure good quality non-selective places locally'. Expansion of selection would be through three routes (all subject to certain conditions):
 - supporting good and outstanding selective (grammar) schools to expand

- permitting the establishment of new selective schools
 - permitting existing non-selective schools to become selective
- 1.7 *Faith schools*: removing the current (50 per cent) limit on the proportion of pupils that may be admitted on the basis of faith in oversubscribed faith-designated free schools, and replacing it with a number of requirements to safeguard inclusivity.
- 1.8 The Green Paper has created plenty of debate about the merits of expanding grammar schools/selective schools but the premise behind the paper is about creating good school places. A move to allow schools to introduce a selection based on academic ability will directly impact existing intake trends of schools. This will have wide ranging implications for local authorities who are responsible for securing sufficient school places.
- 1.9 London Councils is currently reviewing the consultation to understand the implications.

2 Improving Access to Mental Health Services inquiry²

- 2.1 The House of Commons Public Accounts Committee recently reported on the outcome of its inquiry into improving access to mental health services. It found that improving care for people with mental health problems depends on action by many local organisations working together. However, the full cost of implementing the new access and waiting time standards and meeting longer term ambitions for better services is not well understood.
- 2.2 Specifically linked to young people, the inquiry found that around half of people with lifetime mental health problems experience symptoms by the age of 14. Schools play an important part in identifying mental health issues among young people, but counselling services are not available in all schools.
- 2.3 With the recent media attention on young people's mental health, the report is timely. Schools will invariably play an important part of the solution going forward but with education reforms, curriculum reforms and funding changes, the capacity of the education sector to respond will be stretched.

3 Keeping children safe in education statutory guidance³

The DfE has updated its guidance for schools and colleges that sets out the roles as well as responsibilities of all concerned to keep children safe. It sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.

- 3.1 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. The guidance, while updated regularly, is important in an increasingly autonomous schools landscape to ensure everyone is clear about their roles and responsibilities as systems change.

4 Delivering value through the apprenticeships programme⁴

- 4.1 The National Audit Office published its report into the government's management of the apprenticeship programme noting considerable enthusiasm but raising questions about quality, success factors, returns and risks.
- 4.2 The report praised DfE for managing the individual risks associated with the delivery of the new programmes in an appropriate way, including knowing who is responsible for managing those risks. However, it recommended that the Government be more

prepared with contingency planning for the funding reforms, including the introduction of the levy.

4.3 The report also suggested that at the most strategic level DfE had not yet set out the collective impact of the apprenticeship programme and how it will deliver economic value.

4.4 Some of the key statistics outlined in the report are:

- The UK is a third less productive than Germany, France and the USA
- There were 2.4m apprenticeship starts between 2010/11 and 2014/15
- 62 per cent of the apprenticeship starts in this period were at Level 2
- £1.56bn of public funding was spent on apprenticeships in 2014/15
- The success rate for apprenticeships in 2014/15 was 72 per cent
- Only a quarter of employers are aware of the new apprenticeship standards
- As of April 2016 only 2,600 people had started an apprenticeship under the new standards
- There could be as many as 1,600 standards by 2020, many which will overlap with each other
- While 90 per cent of apprentices in a recent survey were satisfied with their training, a third of Level 2 and 3 apprentices claimed to be unaware that their training constituted an apprenticeship
- One in five apprentices reported that they had not received any formal training either on-the-job or via a learning provider

4.5 Overall it is recommended that the DfE sets out a planned overall impact with short-term key performance indicators, ensures timescales for Trailblazers are well communicated to employers and training providers, and does more to understand how employers, providers and awarding bodies will respond to reforms. It is also recommended that the DfE determines the respective roles of the Government and the new Institute for Apprenticeships, particularly in regard to overseeing quality and analysing data.

4.6 London Councils welcomes the government ambition to create 3 million apprenticeships, which is good for businesses and apprentices. However, the National Audit Office confirms that there are problems with the way reforms are being managed. Giving more responsibility to employer groups to re-design apprenticeships has resulted in standards that are less transferrable. At the same time there is a risk that Government targets will result in less emphasis on quality. The Institute for Apprenticeships and Technical Education will need quickly to set out a clear vision, get a grip on the system and help define what quality means for employers and learners.

5 Summary of YJB engagement exercise with children and young people⁵

5.1 The Youth Justice Board (YJB) carried out an engagement exercise with children and young people (CYP) in England and Wales between April and May 2016 with the purpose of informing the youth justice review and the YJB's own work. The survey was for children and young people aged between 10 and 21, with current or recent experience or knowledge of the youth justice system, or youth crime. A summary of the survey results was published on 9 September.

- 5.2 The survey sought CYP views on preventing offending, what matters for professionals working in youth justice, restorative justice, criminal records, and on experiences and ideas regarding courts and sentencing. Key findings included:
- 5.3 The top four things to help CYP stop committing crime (based on the options listed):
- Someone to listen and talk about problems with (51 per cent)
 - Help with finding a job (51 per cent)
 - Help with family problems (46 per cent)
 - Help with education (43 per cent)
- 5.4 The three most important qualities for adults working in the youth justice system (based on the options listed):
- Knowing how to deal with difficult behaviour (62 per cent)
 - Being non-judgemental (62 per cent)
 - Being able to talk to children and young people (52 per cent)
- 5.5 The four most important elements of a sentence (based on the options listed):
- To work with services like the youth offending team (56 per cent)
 - To do education or training (46 per cent)
 - To get support to understand the impact of their crime (36 per cent)
 - To get help with emotional problems (35 per cent)
- 5.6 The Youth Justice review, also known as the Charlie Taylor Review, was scheduled to be published in July 2016 but due to other events it was delayed. There continues to be hope that it will be published later this year as the interim report, published in February 2016, hinted at significant changes ahead. It suggested that service provision could in the future be delivered outside of the traditional youth offending team structure. It also suggested that local areas such as London and Greater Manchester, and even the whole of Wales, could be in line for greater control over the delivery of youth justice services.

¹ https://consult.education.gov.uk/school-frameworks/schools-that-work-for-everyone/supporting_documents/SCHOOLS%20THAT%20WORK%20FOR%20EVERYONE%20%20FINAL.pdf

² <http://www.publications.parliament.uk/pa/cm201617/cmselect/cmpubacc/80/80.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://www.nao.org.uk/wp-content/uploads/2016/09/Delivering-the-value-through-the-apprenticeships-programme.pdf>

⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/548440/Summary_YJB_CYP_Engagement_Exercise_160608.pdf

Young People's Education and Skills Operational Sub-Group

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

Date: 14 October 2016

Contact: Peter O'Brien

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

- 1.1 The July not in education, employment or training (NEET) percentage for London is 3.5 per cent, 0.1 percentage point higher than June but still below the national average of 4.6 per cent (which is 0.1 percentage points higher than in June). The percentage of young people whose participation status was 'not known' in July was 7.6 per cent, up from the 7.2 per cent reported in June. London remains above the national average figure, which was 7.0 per cent in June; 0.4 percentage point higher than in June (see Table 1).
- 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 6.6 per cent for NEET and 1.1 per cent to 18.9 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 both for 16 to 18 year-olds NEET than last year and participation status 'not known' (see Tables 2 and 3).
- 1.4 The number of young people recorded as NEET but not available² in July was 1,580, or 23.9 per cent of the (unadjusted) total NEET cohort (the national percentage is 38.5).

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	1,597,929	77,196	4.6%	122,668	7.0%
London	232,851	8,352	3.5%	19,693	7.6%

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			
	May-16	Jun-16	Jul-16	Ave	May-15	Jun-15	Jul-15	Ave
England	4.4%	4.5%	4.6%	4.5%	4.8%	4.9%	5.4%	4.8%
London	3.4%	3.4%	3.5%	3.4%	3.6%	3.6%	3.8%	3.7%

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			
	May-16	Jun-16	Jul-16	Ave	May-15	Jun-15	Jul-15	Ave
England	6.6%	6.3%	7.0%	6.6%	7.1%	7.3%	13.2%	9.2%
London	7.4%	7.2%	7.6%	7.4%	7.5%	6.9%	8.1%	7.5%

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

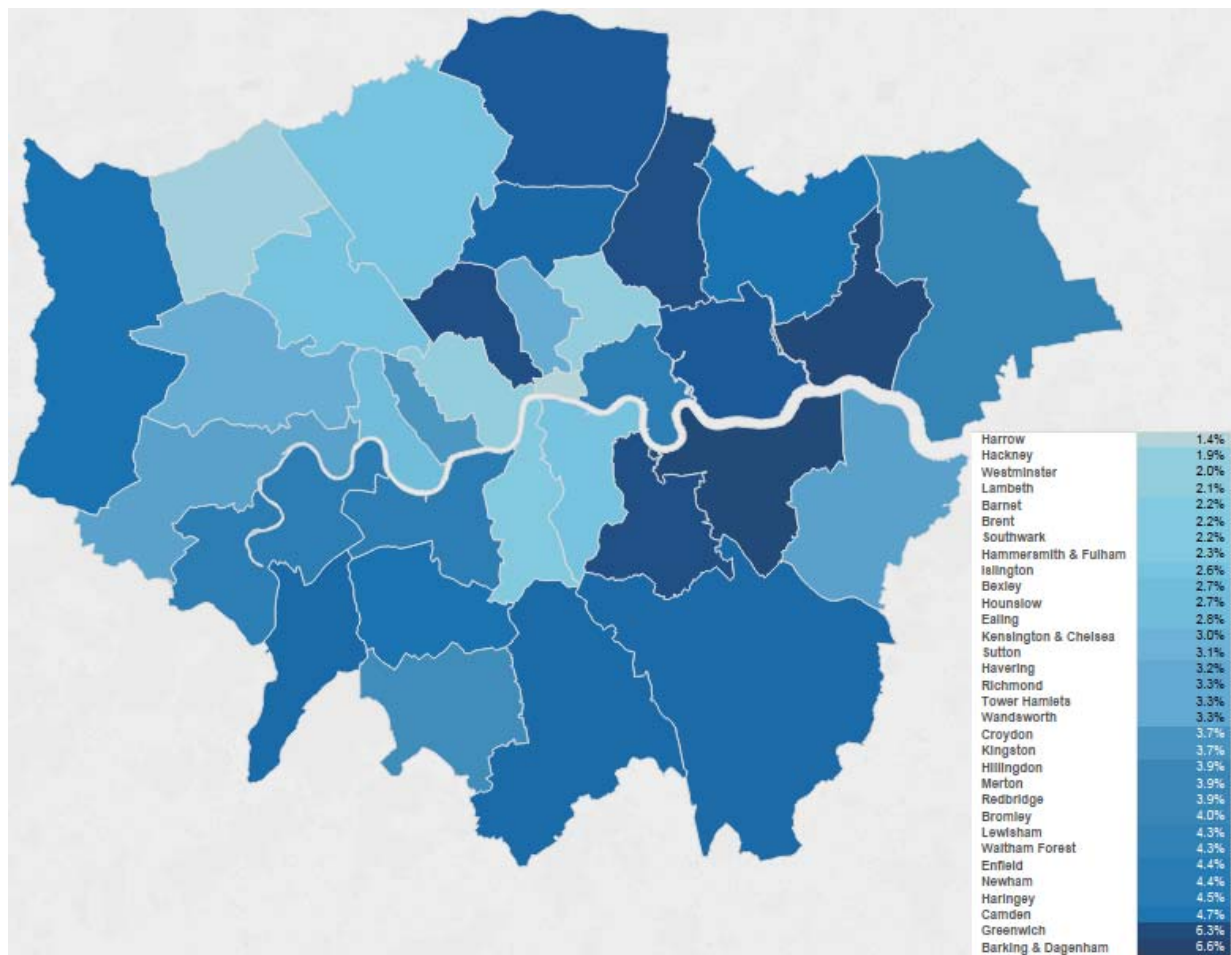


Figure 2: 16-18 year olds NEET by age and London borough (July 2016, source NCCIS)

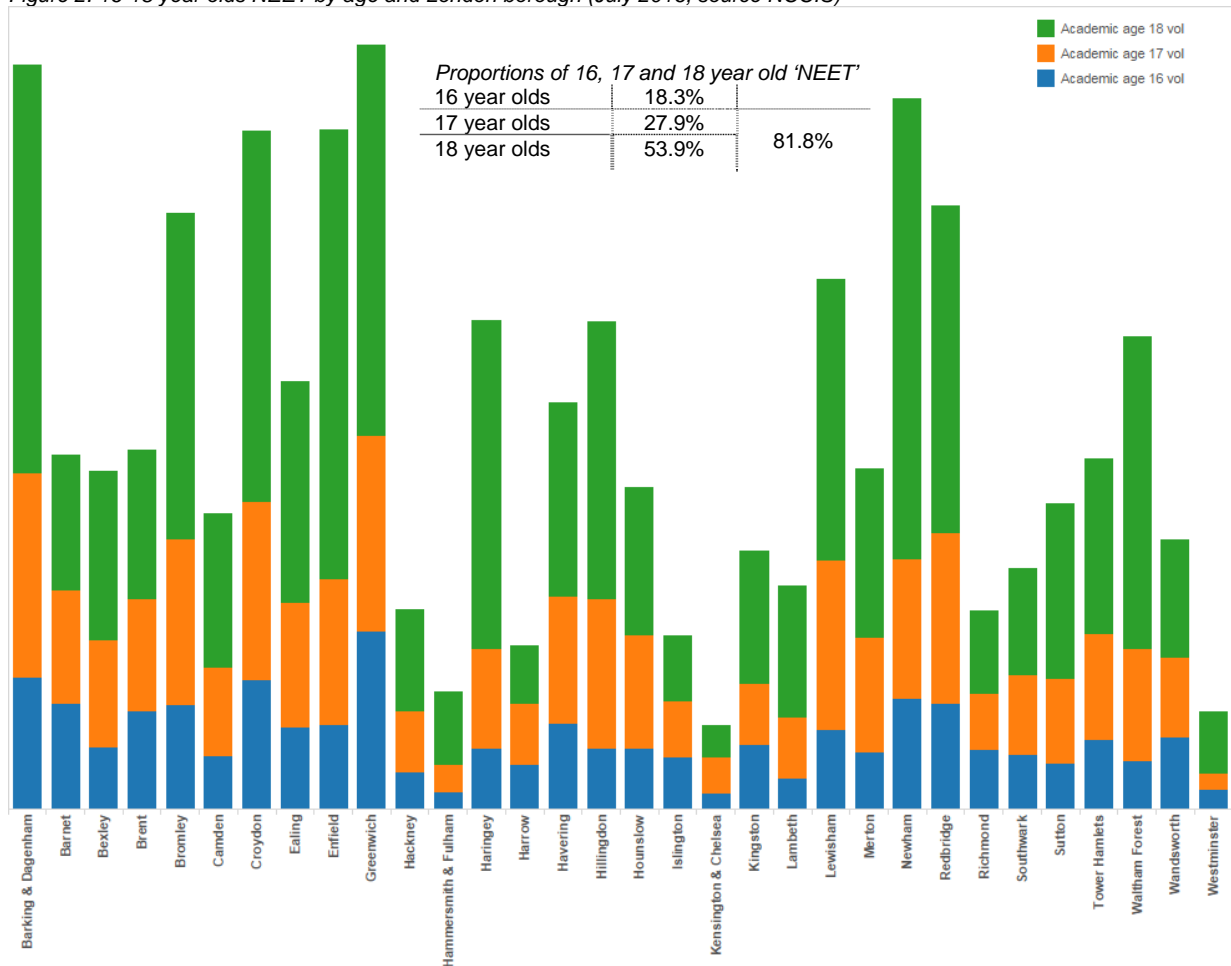


Figure 3: 16-18 year-olds whose participation status is 'not known' by London borough (July 2016, NCCIS)

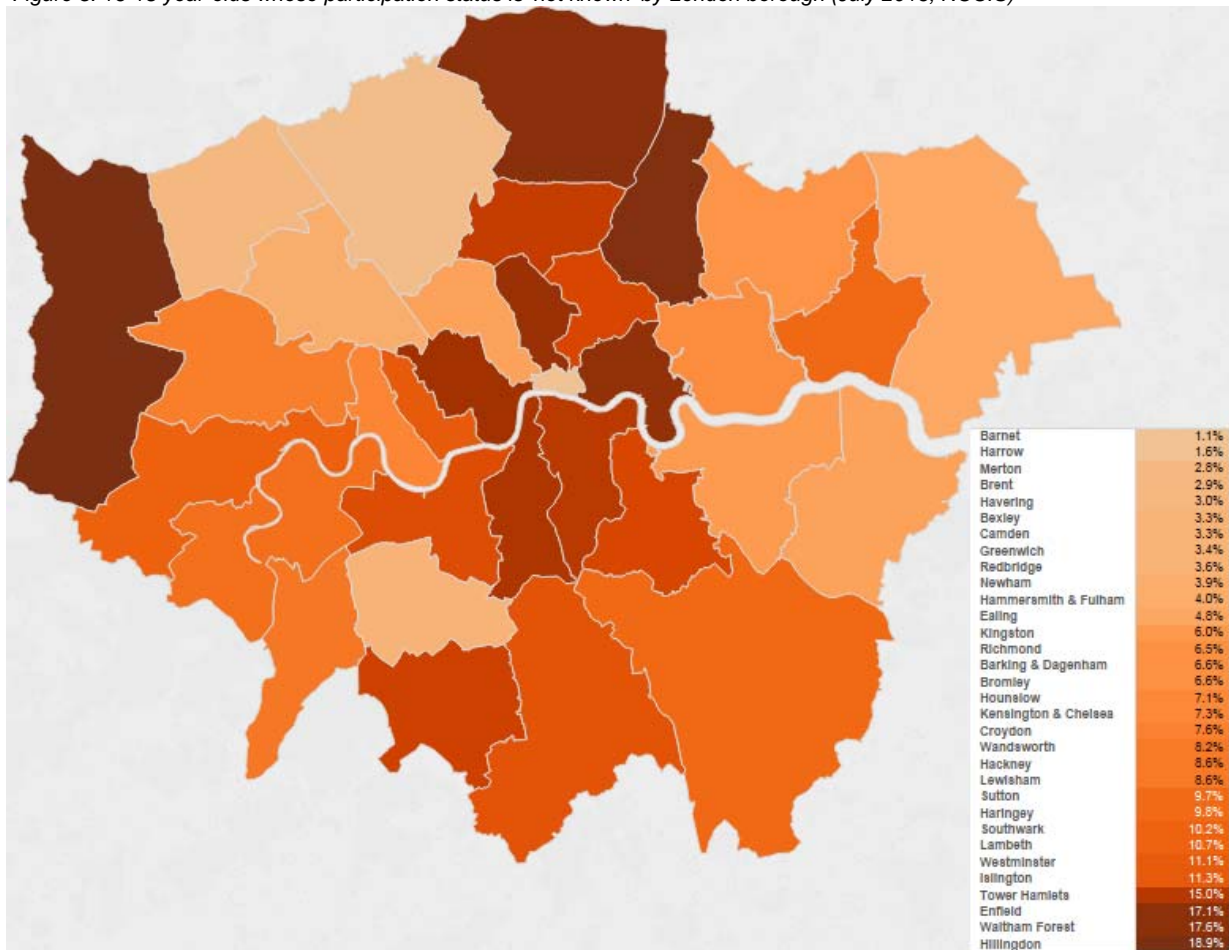
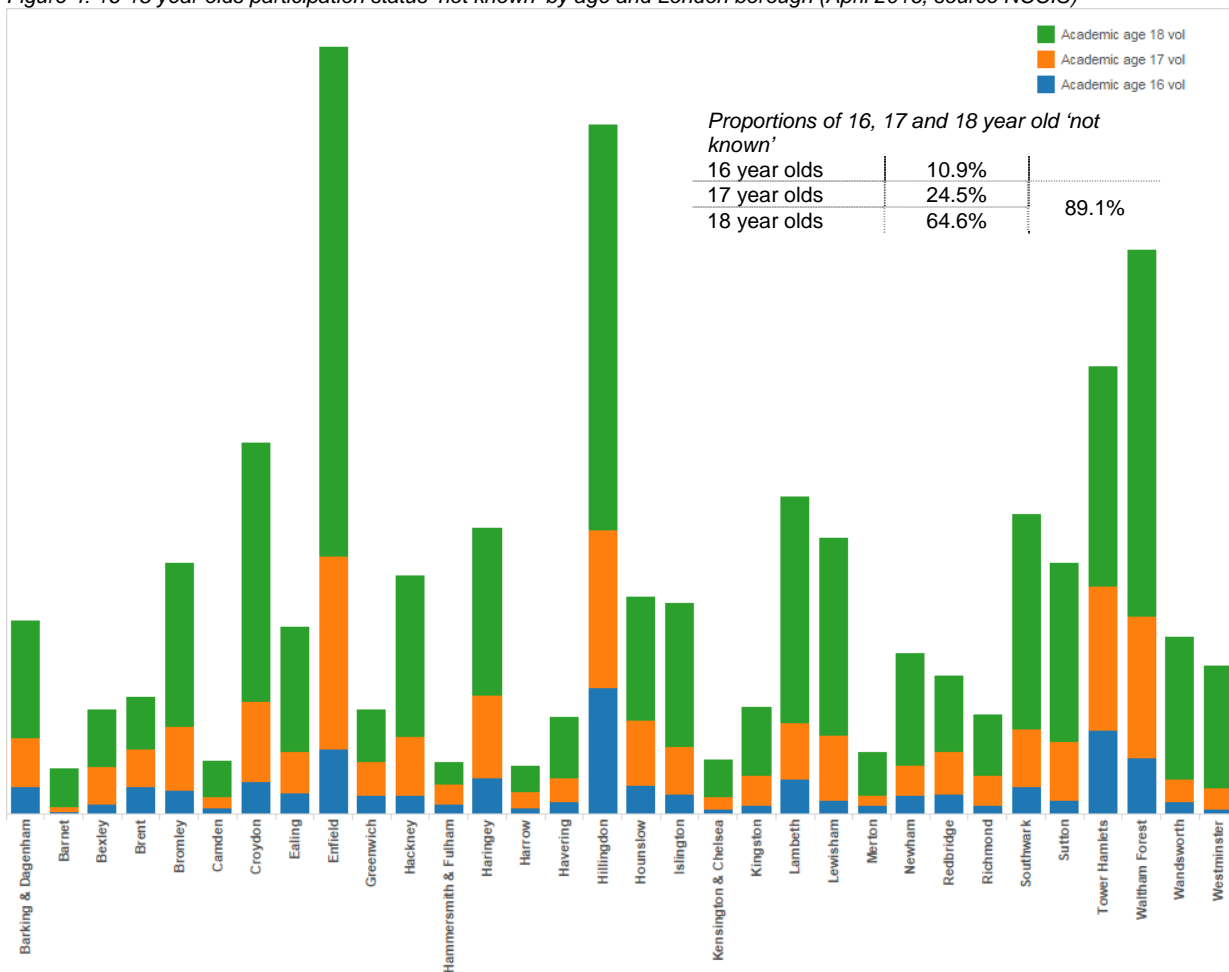


Figure 4: 16-18 year olds participation status 'not known' by age and London borough (April 2016, source NCCIS)



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. The next update was due in July 2016, but the DfE has advised that it has been unable to produce the report on schedule due to staff changes.
- 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 (SFR33/2016 dated 25 August 2016, Quarter 2 [April to June 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 2 of 2016 in London have increased since Quarter 1 and are higher than the same quarter last year (see Table 7). The London NEET percentage remains below the national figure, but the gap (once more than two percentage points) is now only 0.5 percentage point (see Table 7 and Figure 5). London's increase in 16-24 NEET in the last 12 months (by 9,000 young people) has been 0.8 percentage point compared with a 1.1 percentage

point reduction nationally. This is the first increase in Quarter 2 year-on-year comparisons since Quarter 2 of 2010 to Quarter 2 of 2011.

- 3.2 The percentage of 18 to 24 year olds who were NEET in Quarter 2 of 2016 in London has also increased since Quarter 1 and it too is higher than the same quarter last year (this equates to an increase of around 7,000 young people in 12 months) and it is now less than one percentage point lower than the national average. The percentage of 19 to 24 year olds who were NEET in Quarter 2 of 2016 in London is also higher than the same quarter last year (again, this represents an increase of around 7,000 young people in 12 months) and Quarter 1 (the increase has been 12,000 young people since quarter 1). It is lower than the national figure by one percentage point (down from three percentage points in Quarter 1 - see Tables 8 and 9).

Table 7: Estimated number and proportion of 16-24 year-olds NEET (SFR33/2016)

Region	Quarter 2							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	930,000	15.4%	810,000	13.5%	792,000	13.1%	727,000	12.0%
London	126,000	13.4%	107,000	11.7%	102,000	10.7%	111,000	11.5%

Figure 5: Comparison between 16-24 NEET in London and England over time (SFR33/2016)

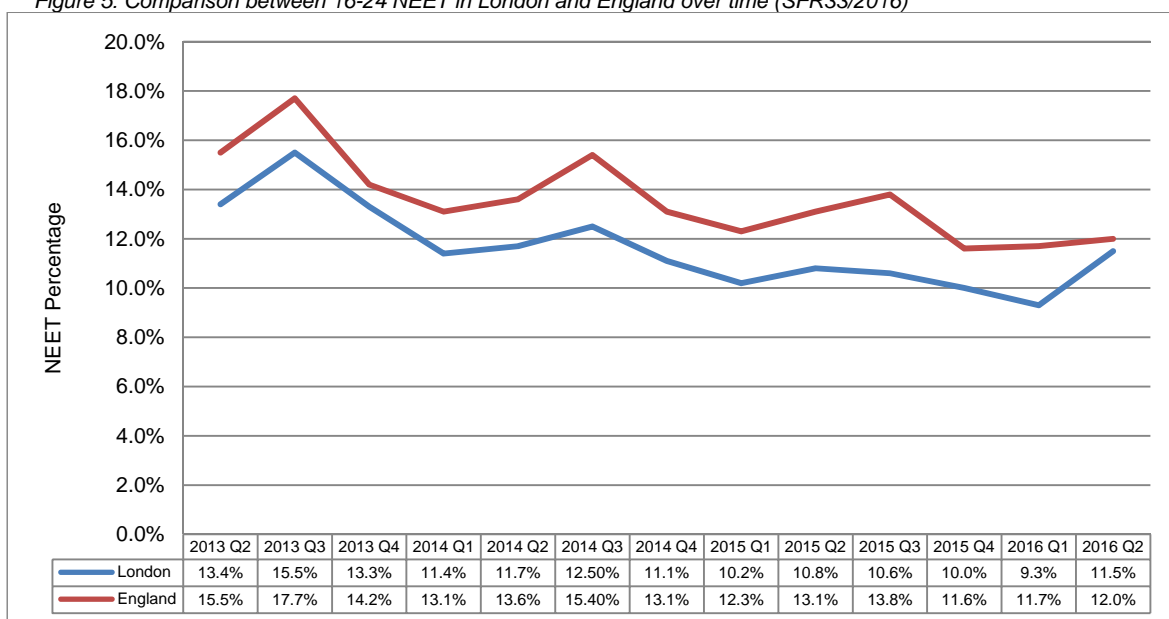


Table 8: Estimated number and proportion of 18-24 year-olds NEET (SFR33/2016)

Region	Quarter 2							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	845,000	17.7%	740,000	15.6%	730,000	15.3%	650,000	13.6%
London	119,000	15.6%	95,000	13.0%	91,000	12.0%	98,000	12.5%

Table 9: Estimated number and proportion of 19-24 year-olds NEET (SFR33/2016)

Region	Quarter 2							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	756,000	18.2%	657,000	16.0%	605,000	15.7%	576,000	13.9%
London	110,000	16.2%	84,000	12.9%	81,000	12.2%	88,000	12.9%

4 Future Reporting

- 4.1 The government has now implemented changes in local authority tracking of young people and reporting on NEET/activity 'not known' that were discussed at the last meeting. Although we do not report on NEET/activity 'not known' statistics in the period August to December of each year, we shall review the way in which the figures are published and consider options for changing the way in which reports are presented to both the Board and the OSG.

4.2 The timescales in which the data covering December 2016 becomes available on NCCIS means that we will not be able to send an updated report in advance of the next meeting and we propose to make as few changes as possible to the next report for the OSG. However, we will be asking at the January 2017 meeting if there are OSG members who would like to work with us to develop a report format that we can use for future meetings of the OSG and Board.

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 July 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.