

# Young People's Education and Skills Board

Thursday 10 November, 15.00 – 17.00

**Location:** London Councils, Meeting room 5, 59½ Southwark Street, SE1 0AL  
**Contact Officer:** Neeraj Sharma  
**Telephone:** 020 7934 9524      **Email:** [Neeraj.sharma@londoncouncils.gov.uk](mailto:Neeraj.sharma@londoncouncils.gov.uk)

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## Agenda

1. Welcome and introductions
2. Declarations of interest
3. Notes of last meeting and matters arising
4. Special Educational Needs and Disability Reforms – update  
*(Paper - Yolande Burgess)* - For decision
5. Policy Update  
*(Paper - Neeraj Sharma)* - For information
  - General policy update
  - Area reviews *(verbal update – Michael Heanue)*
  - London Ambitions *(verbal update – Yolande Burgess)*
  - ESF update *(verbal update – Peter O'Brien)*
6. Raising the Participation Age  
*(Paper - Peter O'Brien)* - For information
  - Participation report
7. Vision 2020  
*(Paper - Peter O'Brien)* - For decision
8. Any other business

**Date of next meeting:** Thursday 23 February 2017, 3-5pm, London Councils, meeting room 5

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# Young People's Education and Skills Board

**Date** 14 July 2016 **Venue** London Councils  
**Meeting Chair** Gail Tolley  
**Contact Officer:** Neeraj Sharma  
**Telephone:** 020 7934 9524 **Email:** [Neeraj.sharma@londoncouncils.gov.uk](mailto:Neeraj.sharma@londoncouncils.gov.uk)

## Present

Gail Tolley	Association of London Directors of Children's Services (ALDCS) (Chair)
Caroline Boswell	Greater London Authority (GLA)
Yolande Burgess	London Councils Young People's Education and Skills
Derek Harvey	Department for Work and Pensions
Tim Shields	Chief Executives London Committee
Zeena Cala	Skills Funding Agency
Ben Anderson	LEP Skills Employment Working Group (SEWG) (representing Philip Barron)

## Guests and Observers

Michael Heanue	LEP officer
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## Officer(s)

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

## Apologies

Cllr Peter John OBE	Executive member for children, skills and employment
Jack Morris OBE	London Enterprise Panel (LEP)
Cllr David Simmonds	Shadow Executive member for children, skills and employment
Philip Barron	LEP Skills and Employment Working Group
Vic Farlie	London Work Based Learning Alliance
David Jeffrey	Education Funding Agency
Nick Lester-Davis	London Councils
Jill Lowery	Skills Funding Agency
Pat Reynolds	ALDCS
Dr Caroline Allen	Association of Colleges (AoC)/Association of National Specialist Colleges
Dr Jane Overbury OBE	AoC/ Sixth Form Colleges
Dr Graeme Atherton	AccessHE - Higher Education representative
Mary Vine-Morris	Association of Colleges London Region
Arwel Jones	Association of School and College Leaders
Sir Frank McLoughlin CBE	AoC Further Education Colleges Representative

## **1 Welcome and introductions**

- 1.1 Gail Tolley welcomed attendees to the Board meeting.
- 1.2 Apologies for the meeting were noted and Gail informed attendees that she would be chairing the meeting in her capacity as Vice Chair of the Young People's Education and Skills Board. Attendees were informed that a number of existing Board members had recently announced their retirement and/or a move from their current positions and would consequently be resigning from the Board:
  - Vic Farlie
  - Jill Lowery
  - Sir Frank McLoughlin
  - Munira Mirza
  - Pat Reynolds
- 1.3 Positions will be filled by the organisation represented on the Board in accordance with the Young People's Education and Skills Board constitution. Board members agreed letters of thanks should be sent to resigning members.

**Action point: Young People's Education and Skills to prepare letters of thanks from the Chair to resigning members of the Board.**

## **2 Declarations of Interest**

- 2.1 No interests were declared.

## **3 Notes and Matters Arising from the last meeting**

- 3.1 Notes of the last meeting were formally approved.
- 3.2 Yolande Burgess informed Board members that the next development stage of Skills Match had been put on hold until the new Mayor had formed the London Enterprise Panel. Additionally, work continued through the ALDCS to improve the tracking of young people NEET and whose activity was not known.

## **4 Technical Education**

- 4.1 Yolande Burgess delivered a Reforming Technical Education: The Skills Plan presentation to the Board, covered the Technical Education Panel Report and the Skills Plan. It was explained that productivity and skills in England lagged behind international standards and there continued to be a skills shortage. To address this, an independent panel on technical education was established by Secretaries of State for Education and for Business, Innovation and Skills. The panel was tasked with ensuring the new system provided the skills needed for the 21st century.
- 4.2 The panel made 34 recommendations, covering 10 areas of technical education, where improvements were needed. The panel also set a timetable of just over five years to fully implement all recommendations.
- 4.3 Board members discussed the presentation and finding:
  - 4.3.1 The education system needed to work for all young people; a high quality, as well as robust, technical education offer could support this.

- 4.3.2 Greater consistency between the 120 awarding bodies for qualifications would be a challenge to implement. Businesses/awarding bodies were likely to challenge moves to streamline the number of bodies.
- 4.3.3 Until the government made clear its funding intentions to support the ambitions outlined in the recommendations, it remained difficult to see how it could be implemented.
- 4.3.4 The recommendations covered a number of different aspects of technical education. It was critical that all those impacted by the changes worked together to ensure a smooth transition. Should opportunities arise for the Young People's Education and Skills Board to influence technical education in London - particularly with reference to key sectors - these should be maximised.
- 4.4 It was agreed it would be helpful to circulate the presentation to the Board members and to contact the Department for Education (DfE) to explore potential joint working in developing the pathfinder routes for construction and digital.

**Action point: Young People's Education and Skills to circulate the Technical Education presentation, together with links to the [Technical Education Panel Report](#) and the [Skills Plan](#).**

**Action point: Young People's Education and Skills to contact DfE to explore potential joint working in developing the pathfinder routes for construction and digital.**

**Action point: Michael Heanue to check whether the new Deputy Mayor would wish to amend/review the current London Area Review Steering Group vision in light of the Skills Plan recommendations.**

## 5 Vision 2020

- 5.1 The Board received a paper that provided an update on the vision for Young People's Education and Skills 2020. Peter O'Brien talked to the document and shared the views of the Operational Sub-Group about a vision 2020 as well as the similarities and differences between the London Area Review Steering Group Vision and the Young People's Education and Skills Annual Statement of Priorities.
- 5.2 Board members welcomed the update and provided the following feedback:
  - 5.2.1 While it was important to reflect the London Area Based Review Steering Group Vision, it should not be the only focus. For instance, the reforms to technical education and apprenticeships needed to be considered as part of Vision 2020. Additionally, the Young People's Education and Skills Vision 2020 should complement the Mayor's manifesto in relation to post-16 education.
  - 5.2.2 Fulfilling the Young People's Education and Skills Board vision would be dependent on hard work and leadership from members as well as having sufficient resources. Insufficient funding levels from government for education could prevent London realising the Vision 2020 ambitions. A detailed statement regarding the current funding envelope should be included in the Vision.
- 5.3 It was agreed that the draft Vision 2020 should be presented to the Young People's Education and Skills Board meeting in November.

**Action point: Young People's Education and Skills to include in the Vision 2020 the position on available resources, with particular reference to devolution opportunities.**

**Action point: Young People's Education and Skills to provide a first draft of the Vision 2020 at the next Board meeting.**

## **6 Policy update**

### ***General update***

- 6.1 Neeraj Sharma talked through the policy update circulated in advance of the meeting highlighting the key policy announcements since the last Board meeting. Board members discussed teacher recruitment and retention challenges in London and the possible impact it could have on the quality and standards of the London education system. Caroline Boswell agreed to flag this challenge within the GLA once the new mayoral team had been appointed.

### ***Area Reviews***

- 6.2 Michael Heanue provided an update on London's Area Based Reviews. The London Area Based Review programme was approximately 50 per cent complete. Although there was a break scheduled over the summer period for obvious reasons, the expectation was to publish the recommendations from the review in November 2016. It was difficult to say with any certainty whether there would be further mergers between colleges (other than those that had already taken place) as due diligence etc. would need to be conducted.

### ***London Ambitions***

- 6.3 Yolande Burgess explained that a London Ambitions Ambassador for each local authority had been identified. They would receive regular updates from the GLA about schools and employers that had signed up to the London Ambitions portal. Currently there were 170 schools and 150 employers signed up; this steady progress is being carefully managed to avoid overloading the portal in its infancy.
- 6.4 Ealing Council recently held a London Ambitions launch event aimed at primary schools and special schools. There was great enthusiasm amongst those who attended to implement London Ambitions within their own schools.

### ***ESF Update***

- 6.5 Peter O'Brien reported that the European Commission has confirmed that the UK would continue to draw down its allocation of European Social Fund (ESF). The results of the procurement of the London ESF Youth Programme had recently been announced by the Skills Funding Agency. London Councils is bidding for Technical Assistance funding to provide support to the London ESF Youth Programme.

**Action point: Caroline Boswell to flag up teacher recruitment and retention challenges in London with the GLA**

## **7 Raising the Participation Age**

### ***Participation Report***

- 7.1 Peter O'Brien talked to the paper circulated in advance of the meeting. It was explained that while NEET figures in London remained below the national average, activity not known figures were higher than the national average. There was also considerable performance variation between London boroughs.
- 7.2 It was agreed the report should be shared with the Association of London Directors of Children's Services.

### ***Proposed changes to local authority tracking procedures***

- 7.3 The DfE had written to Directors of Children's Services to inform them changes to the tracking and reporting of young people NEET and activity not known. From September 2016 local authorities will no longer be required to report on young people beyond the end of the academic year in which they had reached their 18<sup>th</sup> birthday. Young people aged 18 or 19 will continue to be entitled to support from their local authority to find work or reengage with learning.
- 7.4 The DfE will also introduce a new headline measure in the NEET Scorecard to complement the prioritisation of 16 and 17 year-olds that combines the NEET and not known figures.

**Action point: Young People's Education and Skills RPA and tracking reports to be circulated at the ALDCS meeting on Monday 18 July.**

## **8 AOB**

- 8.1 Neeraj Sharma informed Board members that the National Audit Office had begun an inquiry into school capital funding. London Councils would be encouraging boroughs to respond.

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### Item 3(b). Actions and Matters Arising from 14 July 2016 Young People's Education and Skills Board meeting

<b>ACTION POINTS</b>	
1.2 Young People's Education and Skills to prepare letters of thanks from the Chair to resigning members of the Board.	Letters sent out
4.4 Young People's Education and Skills to circulate the Technical Education presentation, together with links to the Technical Education Panel Report and the Skills Plan.	Email sent on 20/07/2016
4.4 Young People's Education and Skills to contact DfE to explore potential joint working in developing the pathfinder routes for construction and digital.	YB met with Department for Education (DfE) colleagues on 25 August to explore options. DfE FE Stakeholder Lead will attend the next Board meeting following the publication of the Skills Plan implementation strategy.
4.4 Michael Heanue to check whether the new Deputy Mayor would wish to amend/review the current London Area Review Steering Group vision in light of the Skills Plan recommendations.	November agenda item
5.2.2 Young People's Education and Skills to include in the Vision 2020 the position on available resources, with particular reference to devolution opportunities.	November agenda item
5.3 Young People's Education and Skills to provide a first draft of the Vision 2020 at the next Board meeting.	November agenda item
6.1 Caroline Boswell to raise teacher recruitment and retention challenges in London with the GLA	An update will be provided at November meeting
7.2 Action point: Young People's Education and Skills RPA and tracking reports to be circulated at the ALDCS meeting on Monday 18 July	RPA and tracking reports circulated at the ALDCS meeting on 18 July
<b>OTHER MATTERS ARISING</b>	
<b>DECISIONS TAKEN BY CHAIR TO BE REPORTED</b>	

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# Young People's Education and Skills Board

## Special educational needs and disability reforms – update

Item No: 4

**Author:** Yolande Burgess **Job title:** Strategy Director

**Date:** 10 November 2016

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

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### Summary

In September 2014 Part 3 of the *Children and Families Act* came into force, bringing about significant reforms to how we work with children and young people with special educational needs and disabilities, and their families. This paper seeks to highlight some of the more immediate pressures that local authorities have raised and suggests some possible options for support.

**Recommendations** Board members are asked to consider and endorse the following recommendations:

- Young People's Education and Skills, working with borough colleagues;
    - develop a fully costed (costs and cost savings) proposal to be considered by the Association of London's Directors of Children's Services for rolling out the SEN Casework Award to staff working on the frontline of SEN, including recommendations regarding the recruitment and training of interim members of staff to case worker and middle-management posts during the transitional phase to April 2018;
    - develop a framework for the evidence, information and intelligence that boroughs (and partners organisations) can use to inform the discussions of Health and Wellbeing Boards and inform Joint Strategic Needs Assessments;
    - draft an outline paper on the merits of a pan-London Market position Statement for consideration by Association of Directors of Children's Services and the London Association of Directors of Adult Services;
    - seek endorsement from Association of Directors of Children's Services to work with boroughs to develop a common self-evaluation framework for London to support the SEND Ofsted local area inspections and seek its advice on whether to proceed with a proposal for peer review of self-evaluation.
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## **1 Background**

- 1.1 In September 2014 Part 3 of the *Children and Families Act* came into force, bringing about significant reforms to how we work with children and young people with special educational needs and disabilities, and their families. The Act sought to move us away from a deficit based model of special educational needs – what a child or young person cannot do – to an asset and aspirational based model – what a child or young person aspires to and can do.
- 1.2 The reforms outlined in the Act and the accompanying *Special educational needs and disability code of practice: 0 to 25 years* were heralded as the biggest reforms to special educational needs in 30 years. Two years later, there remains work to be done to fully implement these complex reforms. This paper seeks to highlight some of the more immediate pressures that local authorities have raised and suggests some possible options for support.
- 1.3 It is important to acknowledge that a great deal has been achieved in the past two years. The majority of Learning Difficulty Assessments have, where appropriate, been transferred to Education, Health and Care plans, as have hundreds of statements of special educational needs; more post-16/19 local provision has been developed in partnership with colleges across the capital; Supported Internships are starting to make paid work a reality for more young people; families and carers have worked hard with local authority colleagues to co-produce local offers and deliver shared training among many other areas of joint work.

## **2 Education, Health and Care plans**

- 2.1 At the heart of the reforms is partnership working and joint commissioning across education, health and care. The product of this aligned working should result in holistic plans for young people that prepare them well for adulthood or, for children and young people with life-limiting conditions, support them to enjoy as ordinary a life as possible. In practice there remain a number of challenges to ensure the best outcomes for every child and young person with an Education Health and Care (EHC) plan.
- 2.2 Transitional arrangements are in place to support the changeover from the old system to the new system in a phased way. They ensure that during the transition period local authorities must continue to comply with elements of the Education Act 1996 in relation to children and young people with statements, and the Learning and Skills Act 2000 in relation to young people who had Learning Difficulty Assessments (young people in education outside of a school setting) and remain in education or training.
- 2.3 Local authorities have been given until April 2018 to complete the transfer of all existing statements to EHC plans. The period for transfer of Learning Difficulty Assessments expired in September of this year; the Department for Education (DfE) has approved a short window until the end of the year for transferring any remaining Learning Difficulty Assessments.
- 2.4 The volume of transfers that have needed to be undertaken, combined with children and young people newly requiring assessment and plans, has placed significant burdens on local authority teams, with a number of authorities (not just in London) reporting large increases for requests for assessments in the early years and post-16/post-19 age range.
- 2.5 Although additional funding has been made available from DfE to local authorities in recognition of the additional resources needed to manage the transfer process, it does not take account of the substantial increase in the number of requests for plans, and subsequent assessments and drafting of EHC plans.

- 2.6 Whilst the Act and the Code are explicit that there is no automatic entitlement to education up to the age of 25, it is unsurprising that the new legislation has raised expectations. Prior to the legislation commencing a number of London's boroughs started work, in partnership with local colleges, young people and their parents and carers, to improve provision for young people over 16/19 years of age to reduce the need for young people to be educated out of borough. This also placed a spot-light on the upper age group.
- 2.7 The process of producing plans over the past two years has better developed understanding about the skills that are needed in the workforce. Some of these skills would have been needed for producing statements, for example, good communication skills and the ability to write well. EHC planning in addition requires person-centred planning skills, case-work management skills, negotiation skills, the ability to co-ordinate across a number of disciplines and professionals, and the ability to capture and record personalised and SMART outcomes. This then feeds up in terms of the skills that are required of middle-managers, who are now expected to support case workers with more complex cases and have a far greater understanding of the law. The skills-set required of a case worker is starting to resemble that of a social worker.

### **3 Joint commissioning**

- 3.1 Joint commissioning is an area for further and more rapid work. Education, health and care are independently complex creatures and there have been issues, particularly with health, in bringing about the practical and cultural changes that are needed to make joint commissioning work.
- 3.2 The high-level strategic aspects of joint commissioning are also not working as well as they could, in part due to the fact that boroughs are building up their evidence base of need and demand through EHC planning. A key plank of making joint commissioning a reality is how well Information from individual plans is aggregated to feed into Health and Wellbeing Boards discussions and then to inform Joint Strategic Needs Assessments.
- 3.3 Market Position Statements may also support better joint commissioning. Developing a statement is very resource intensive so understandably not many areas have undertaken this work.

### **4 Local area SEND inspections**

- 4.1 Local area SEND inspections are conducted by Ofsted and the Care Quality Commission (CQC). The focus of these inspections is how well a local area - not just the local authority - carries out its statutory duties in relation to children and young people with SEND in order to support their development.
- 4.2 For the purposes of inspection the local area includes the local authority, clinical commissioning groups (CCGs), public health, NHS England for specialist services, early year's settings, schools and further education providers.
- 4.3 The local area is the geographical area of the local authority. However, the responsibility of the local area for children and young people who have SEND extends to those who are residents of the local area but attend educational establishments or receive services outside the local authority's boundaries.
- 4.4 Local area SEND inspection are relatively new and only seven outcome letters from inspections have been published to-date (these inspections are not graded). Bromley was a pilot borough for testing the inspection process. Enfield was inspected more recently and the outcomes letter for the borough was published on 24 August.

- 4.5 A key theme highlighted by colleagues in both Bromley and Enfield (and evidenced in the published outcome letters) is that the focus of the inspections is on *all* children and young people with SEND, not just those with EHC plans. For example, SEN support in schools and colleges and how well providers use their best endeavours to make sure that a child or young person with SEN gets the support they need are in scope. Inspectors are also interested in how well local authorities track children and young people with SEND but do not have an EHC plan and how they hold partner organisations to account for meeting statutory duties.
- 4.6 With the prospect of a joint Ofsted/CQC inspection forthcoming colleagues across most local authorities are producing self-evaluation frameworks and are considering the data, intelligence and evidence they will need in readiness for inspection. A number of colleagues have also mooted the possibility of peer review of self-evaluation.

## **5 Options for support**

- 5.1 Over the past two and a half years Young People's Education and Skills has supported borough colleagues with implementing the SEN reforms through a series of workshops, networking events and experience-sharing sessions.
- 5.2 These activities have been led and supported by people with a wealth of experience in the SEN field, for example, colleagues from the boroughs and from organisations such as the Preparing for Adulthood Team, In Control, the Council for Disabled Children, Jisc, the Association of Colleges, NATSPEC, Contact a Family and the National Network of Parent Carer Forums.
- 5.3 It is through this series of activities and regular discussions with borough colleagues that the following options have been developed.

### **Workforce development**

- 5.3.1 The SEN Casework Award is a qualification and accreditation route that was developed for staff working on the frontline of SEN. It is the only on-the-job training and accreditation written specifically for those directly involved in SEN casework. To date more than 50 local authorities nationally have participated in the Award. There are two qualifications at levels 3 and 4 (equivalent to A level and Foundation degree).
- 5.3.2 It is proposed that Young People's Education and Skills works with boroughs that have expressed an interest in this Award to draft a fully costed (costs and cost-savings) proposal that can be considered by individual boroughs and the Association of London's Directors of Children's Services (ALDCS).
- 5.3.3 Additionally the proposal should include recommendations regarding the recruitment and training of interim members of staff to case worker and middle-management posts during the transitional phase to April 2018.
- 5.3.4 In the medium term there is also the opportunity to discuss other routes of accreditation with UCL Institute of Education and the University of Roehampton.

### **Joint commissioning**

- 5.3.5 It is proposed that Young People's Education and Skills, in collaboration with borough colleagues, in particular the Peer Network boroughs (Bromley and Enfield) develop a framework for the evidence, information and intelligence that boroughs (and partners organisations) can use to inform the discussions of Health and Wellbeing Boards and inform Joint Strategic Needs Assessments.

- 5.3.6 A number of borough colleagues have expressed an interest in developing a high-level pan-London Market Position Statement. It is further proposed that Young People's Education and Skills draft an outline paper on the merits of a pan-London Market position Statement for consideration by ALDCS and London Association of Directors of Adult Services (ADASS).

#### **Local area SEND inspections**

- 5.3.7 Borough colleagues have expressed an interest in developing a common self-evaluation framework (SEF) for inspection readiness, which can be used by boroughs as a starting point for self-evaluation and can be built-upon to take account of different localities.
- 5.3.8 Colleagues have also expressed interest in peer review of self-evaluation. As peer review is a sensitive area and has resource implications, ALDCS would need to be consulted before a fully worked up proposal is considered.
- 5.3.9 It is proposed that Young People's Education and Skills seek endorsement from ALDCS to work with boroughs to develop a common SEF for London and seek its advice on whether to proceed with a proposal for peer review of self-evaluation.

### **6 Recommendation**

- 6.1 Board members are asked to consider and endorse the following recommendations:
- 6.2 Young People's Education and Skills, working with borough colleagues;
- 6.2.1 develop a fully costed (costs and cost savings) proposal to be considered by ALDCS for rolling out the SEN Casework Award to staff working on the frontline of SEN, including recommendations regarding the recruitment and training of interim members of staff to case worker and middle-management posts during the transitional phase to April 2018;
- 6.2.2 develop a framework for the evidence, information and intelligence that boroughs (and partners organisations) can use to inform the discussions of Health and Wellbeing Boards and inform Joint Strategic Needs Assessments;
- 6.2.3 draft an outline paper on the merits of a pan-London Market Position Statement for consideration by ALDCS and London ADASS;
- 6.2.4 seek endorsement from ALDCS to work with boroughs to develop a common SEF for London to support the SEND Ofsted local area inspections and seek its advice on whether to proceed with a proposal for peer review of self-evaluation.

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# Young People's Education and Skills Board

## Policy Update

Item: 5

**Date:** 10 November 2016

**Contact:** Neeraj Sharma

**Telephone:** 020 7934 9524

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

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

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

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## 1 Schools that Work for Everyone<sup>1</sup>

- 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:
  - 1.3.1 *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.
  - 1.3.2 *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
  - 1.3.3 *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.

- 1.3.4 *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.
- 1.4 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 and has raised concerns about inclusive education. This will have wide ranging implications for local authorities who are responsible for securing sufficient school places.
- 1.5 London Councils is currently reviewing the consultation to understand the implications.

## **2 Improving Access to Mental Health Services inquiry<sup>2</sup>**

- 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, colleges and higher education institutions 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 guidance<sup>3</sup>**

- 3.1 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 that must be followed to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.
- 3.2 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 programme<sup>4</sup>**

- 4.1 The National Audit Office (NAO) 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 The NAO 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 was 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 NAO 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 Apprenticeship Levy<sup>5</sup>**

- 5.1 The government published a series of documents linked to the apprenticeship levy on 25 October including its response to the consultation on aspects of the apprenticeship levy. Key changes include:
- 5.1.1 Proposed extra funding for apprentices from the most deprived areas. Providers who work with an apprentice living in the top 10 per cent of the most deprived areas will receive an additional £600 of funding (£300 for the next 10 per cent, and £200 for the 7 per cent after that). Whilst the government has kept some form of deprivation uplift in its new funding; the Area Cost Adjustment has still been removed.

- 5.1.2 Providers delivering training for 16 to 18 year olds will benefit from an additional 20 per cent funding top up of the applicable funding band maximum for the framework, on top of the delivery agreed with the employer and the originally proposed £1,000 incentive.
- 5.1.3 Employers with fewer than 50 members of staff will now have 100 per cent of a 16 to 18 year olds training costs covered up to the applicable funding band maximum.
- 5.1.4 The expiry period for remaining funds in an employers digital account has also been increased, from 18 months to 24.
- 5.1.5 A commitment to introducing the ability for employers to transfer digital funds to other employers in their supply chains, sector or to apprenticeship training agencies in 2018, with a new employer group to help government develop this system
- 5.1.6 More funding for STEM apprenticeship frameworks
- 5.2 London Councils welcomes the changes announced by government to the apprenticeship levy ahead of its implementation. The decision to increase funding for apprenticeships targeted at 16 to 18 year olds is positive. However, concerns remain about the genuine scale of the increased funding, the quality of apprenticeships and whether sufficient action has been taken to address the points raised by the NAO in its report into the government's management of the apprenticeship programme (see paragraph 4 above).

## 6 Technical and Further Education Bill<sup>6</sup>

- 6.1 On 27 October the government introduced the Technical and Further Education Bill. There are two parts to the Bill:
  - 6.1.1 The **Technical Education (TE)** measures in the Bill focus on supporting the implementation of the reforms to post-16 TE which were set out in the Skills Plan (published in July 2016). It takes forward provisions which extend the Institute for Apprenticeships' remit to cover classroom-based TE in addition to apprenticeships. It also includes measures which support the Institute's establishment and remit regarding apprenticeships.
  - 6.1.2 The **Further Education (FE)** measures introduce an FE insolvency regime which will ensure the financial resilience of FE and sixth form colleges, and builds on the ongoing area-based reviews of the sector. The regime follows a consultation that was launched in July 2016. There is an additional measure regarding FE information which ensures the continued provision of information on FE to the Secretary of State after functions and budget for adult education have been transferred to combined authorities.
- 6.2 London Councils is currently reviewing the Bill and provisions to determine whether any amendments should be proposed.
- 6.3 It is worth noting that the publication of the Technical and Further Education Bill, together with the announcements from the Secretary of State and the Department for Education that accompanied the publication, suggest that the majority of proposals contained in the Educational Excellence Everywhere White Paper will not be taken forward.

## **7 Summary of Youth Justice Board engagement exercise with children and young people<sup>7</sup>**

- 7.1 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.
- 7.2 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:
- 7.2.1 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)
- 7.3 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)
- 7.4 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)
- 7.5 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.
- 7.6 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.

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- <sup>1</sup> [https://consult.education.gov.uk/school-frameworks/schools-that-work-for-everyone/supporting\\_documents/SCHOOLS%20THAT%20WORK%20FOR%20EVERYONE%20%20FINAL.pdf](https://consult.education.gov.uk/school-frameworks/schools-that-work-for-everyone/supporting_documents/SCHOOLS%20THAT%20WORK%20FOR%20EVERYONE%20%20FINAL.pdf)
  - <sup>2</sup> <http://www.publications.parliament.uk/pa/cm201617/cmselect/cmpubacc/80/80.pdf>
  - <sup>3</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)
  - <sup>4</sup> <https://www.nao.org.uk/wp-content/uploads/2016/09/Delivering-the-value-through-the-apprenticeships-programme.pdf>
  - <sup>5</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/562401/Apprenticeship\\_funding\\_from\\_May\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/562401/Apprenticeship_funding_from_May_2017.pdf)
  - <sup>6</sup> <http://services.parliament.uk/bills/2016-17/technicalandfurthereducation.html>
  - <sup>7</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/548440/Summary\\_YJB\\_CYP\\_Engagement\\_Exercise\\_160608.pdf](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 Board

## Raising the Participation Age (RPA) – Participation Report

Item. 6

<b>Report by:</b>	Peter O'Brien	<b>Job Title</b>	Regional Commissioning Manager
<b>Date</b>	10 November 2016		
<b>Telephone</b>	020 7934 9743	<b>email:</b>	<a href="mailto:peter.obrien@londoncouncils.gov.uk">peter.obrien@londoncouncils.gov.uk</a>
<b>Summary</b>	This paper provides information on London's position with regard to Raising the Participation Age.		
<b>Recommendations</b>	Board members are asked to note the content of the report.		

### 1 Background and introduction

- 1.1 This paper provides Board members with information on London's position with regard to Raising the Participation Age (RPA). All young people are required to continue in education and training until their 18<sup>th</sup> birthday (RPA does not apply if a young person has already attained a level 3 qualification).
- 1.2 Participation figures are published quarterly by the Department for Education (DfE). Not engaged in education, employment or training (NEET) and activity not known figures are reported from the National Client Caseload Management Information System (NCCIS<sup>1</sup>) and are unpublished. These figures are available to local authorities on a monthly basis. Figures in this report are shown for 'academic' age (school years 12, 13 and 14).
- 1.3 Information from the 16 to 24 NEET Statistics Quarterly Brief, which provides estimates of the proportion of 16 to 24, 18 to 24 and 19 to 24 NEET, is also included in this report.

### 2 Participation

- 2.1 On 13 October 2016 the DfE published 16 and 17 year old participation data that highlights where participation is rising, static or falling. The data also provides a breakdown by type of participation, age, gender and ethnic group. The report contains information up to June 2016 and the next update is due in March 2017.
- 2.2 London's participation in June 2016 was 93.2 per cent, a marginal improvement of 0.1 percentage point from the previous June and also an increase of 0.1 percentage point from the March 2016 position. London's participation is 2.2 percentage points above the national figure (see Table 1). The majority of 16 and 17 year olds in London (89.3 percent) were participating in full-time education and training, which is 5.6 percentage points higher than the national figure; although a smaller proportion than nationally were participating in Apprenticeships and employment combined with study (see Table 2). The percentage participating at age 16 in London was higher than those participating at 17 by 5.0 percentage points (see Table 3) – please note: Although the

<sup>1</sup> Details held on NCCIS can be used by local authorities to compare and benchmark performance against other areas. The DfE uses this information for analysis and monitoring.

participation rate between June 2015 and June 2016 increased or was broadly static in the majority of London local authorities, it decreased in 11 boroughs and the largest decrease was 4.3 percentage points (see also Annex 1).

Table 1: Participation - percentage over time: proportion of 16-17 year-olds in education and training, June 2016 (source: DfE)

Region	Jun 2015	Dec 2015	Mar 2016	Jun 2016	Percentage point change in the last 12 months	
England	89.5%	91.2%	91.5%	91.0%	1.5%	⬇
London	93.1%	92.2%	93.1%	93.2%	0.1%	⬇

Table 2: Participation - percentage by type of activity, June 2016 (source: DfE)

	Meeting the duty through					Of those not meeting the duty		
	Full-time education and training <sup>2</sup>	Apprenticeship	Emp. combined with training	Working towards participation	Total	P/T education	Emp with non-regulated quals	Temp break from l'ning
England	83.7%	6.3%	0.8%	0.2%	91.0%	0.1%	0.8%	0.7%
London	89.3%	3.5%	0.3%	0.1%	93.2%	0.0%	0.3%	0.4%

Table 3: Participation - percentage by age and gender, June 2016 (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	94.8%	93.6%	94.2%	89.1%	86.8%	87.9%
London	96.4%	95.0%	95.7%	92.1%	89.3%	90.7%

### 3 NEET and Activity 'Not Known'

- 3.1 The July 2016 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 point 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 July; 0.4 percentage point higher than in June (see Tables 4 and 5).
- 3.2 The percentage of 16 to 18 year olds who were NEET and activity 'not known' varies significantly between boroughs, 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 Annexes 2-5).
- 3.3 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'.

Table 4: Percentage of 16-18 year olds who are NEET for the past three months for 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%

<sup>2</sup> Includes work-based learning, students on gap year and other training

Table 5: Percentage of 16-18 year olds whose participation status is 'not known' for the past three months for 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%

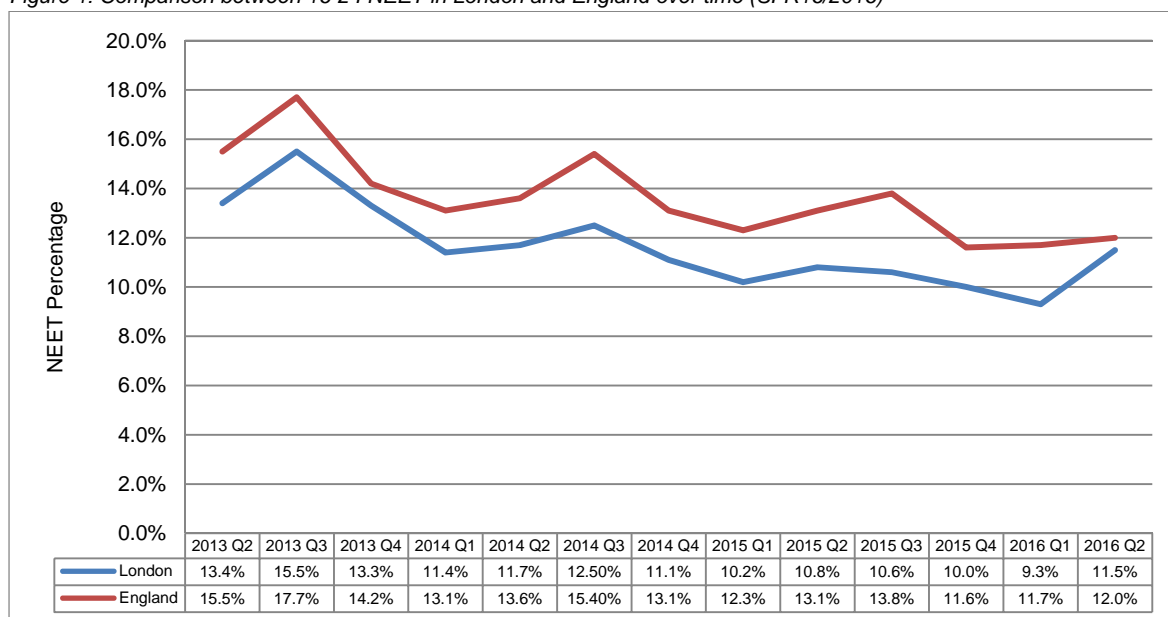
#### 4 16-24 NEET Statistics Quarterly Brief (SFR33/2016 dated 25 August 2016, Quarter 2 [April to June 2016] – latest available from [gov.uk](http://gov.uk))<sup>3</sup>

- 4.1 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 6). The London NEET percentage remains below the national figure but the gap is now less than one percentage point (see Table 6 and Figure 1).
- 4.2 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 but more than one percentage point 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 nearly three percentage points lower than the national figure (see Tables 7 and 8).

Table 6: 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%	819,000	13.5%	792,000	12.9%	727,000	12.0%
London	126,000	13.4%	107,000	11.7%	102,000	10.7%	111,000	11.5%

Figure 1: Comparison between 16-24 NEET in London and England over time (SFR16/2016)



<sup>3</sup> 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 later in November.

Table 7: 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 8: Estimated number and proportion of 19-24 year-olds NEET (SFR33/2016)

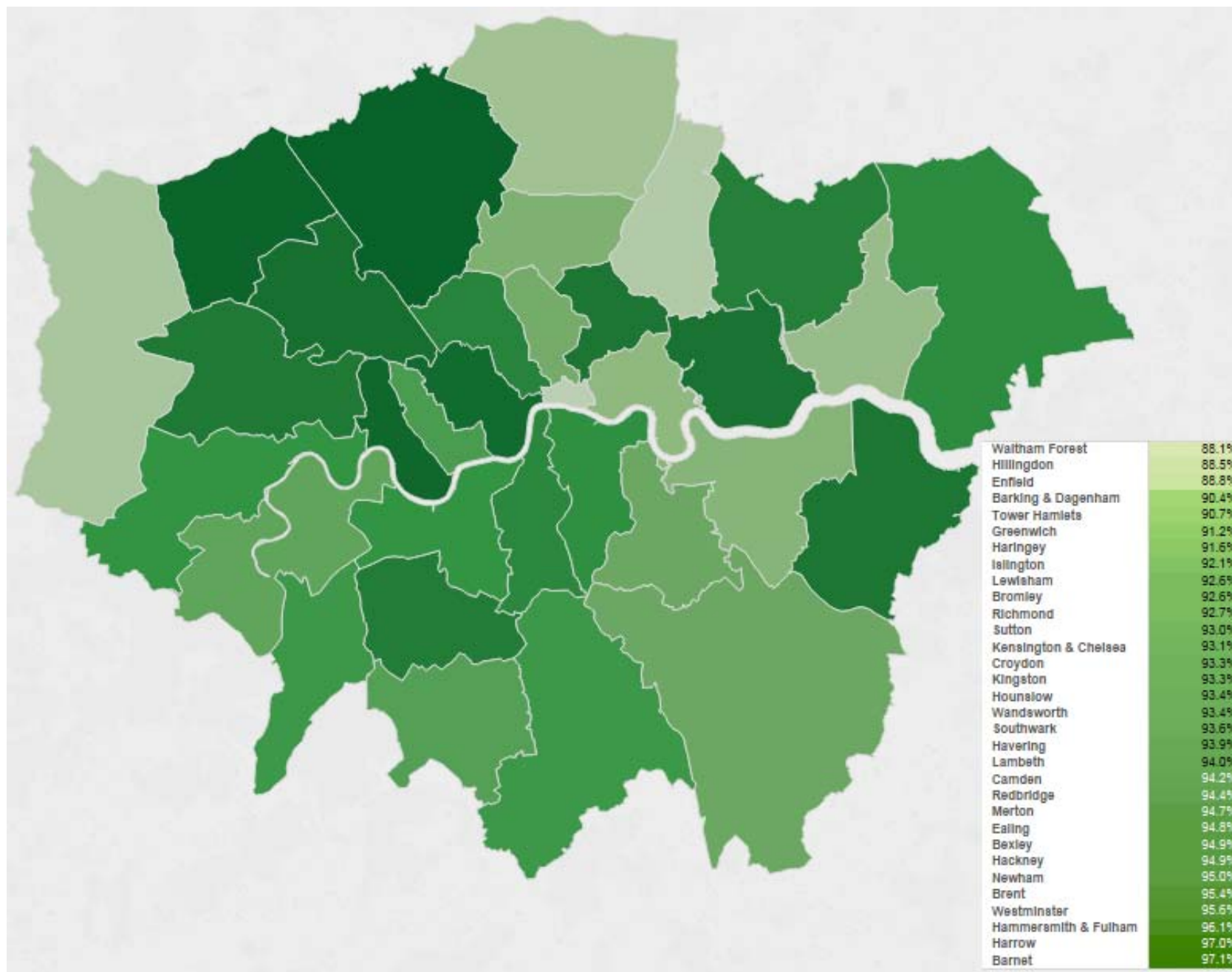
Region	Quarter 2							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	756,000	18.2%	657,000	16.0%	650,000	15.7%	576,000	13.9%
London	110,000	16.2%	84,000	12.9%	81,000	12.2%	86,000	12.9%

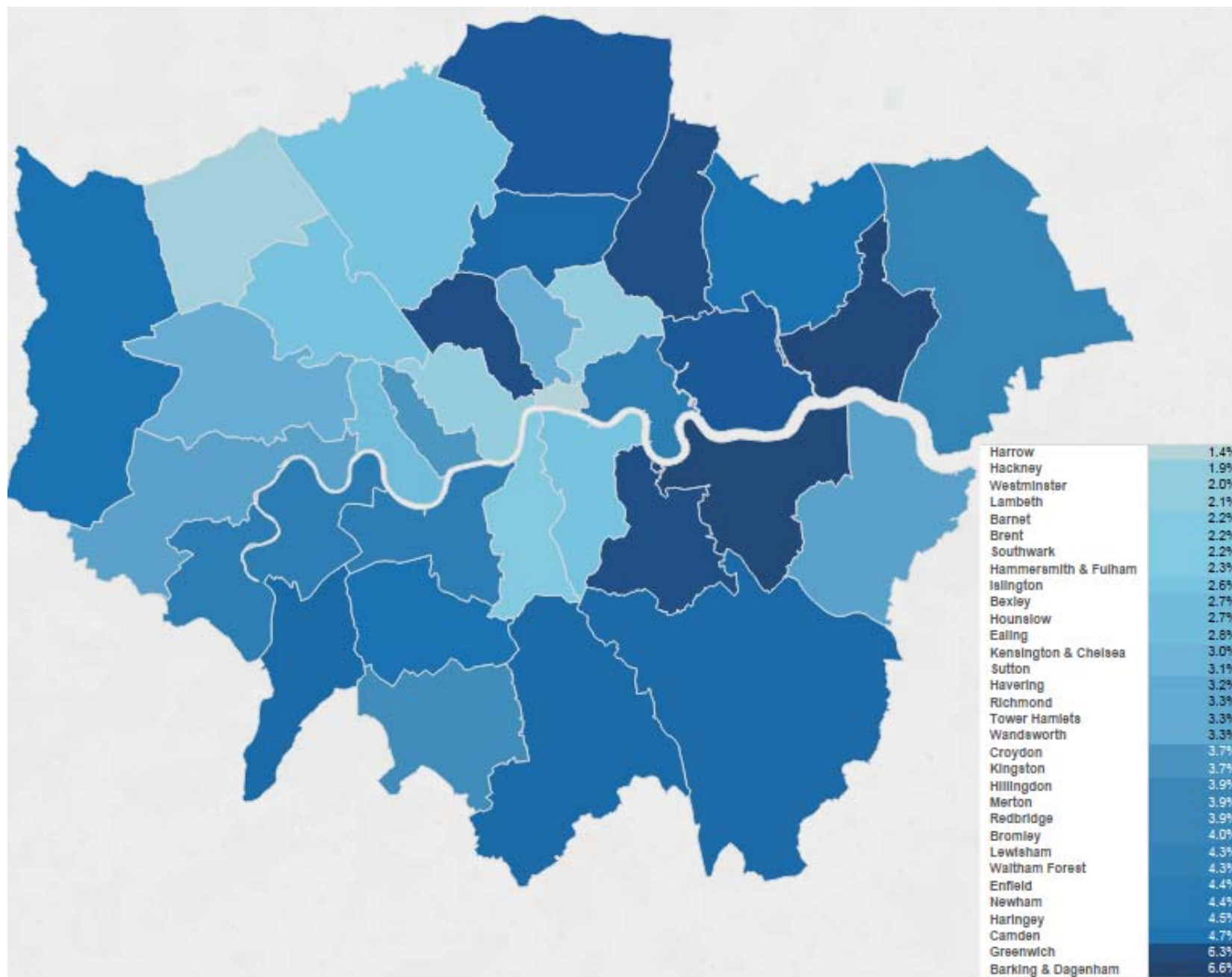
## 5 Changes in statistics

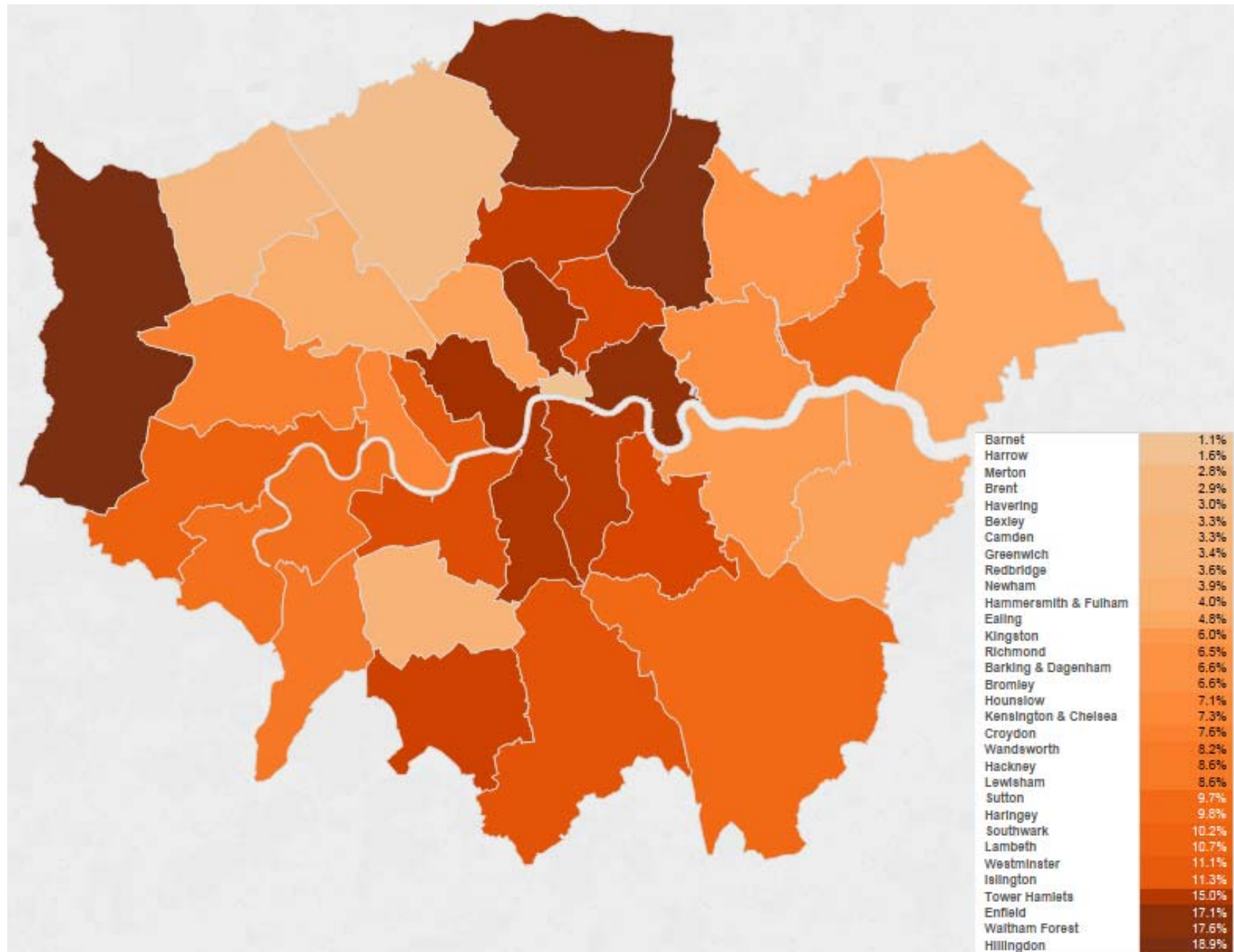
- 5.1 The last Board meeting received a report about changes to local authority tracking of young people and reporting on participation. Following its consultation, the government has implemented these changes with effect from 1 September 2016.
- 5.2 The first reports on the National Client Caseload Information System are expected imminently. As we do not normally report on participation, NEET and status 'not known' until the distorting effects of the first term of each academic year have worked through the system, we will be providing the first report of the new statistics at the next Board meeting. The Operational Sub-Group has agreed to assist the Young People's Education and Skills team in producing the new report.

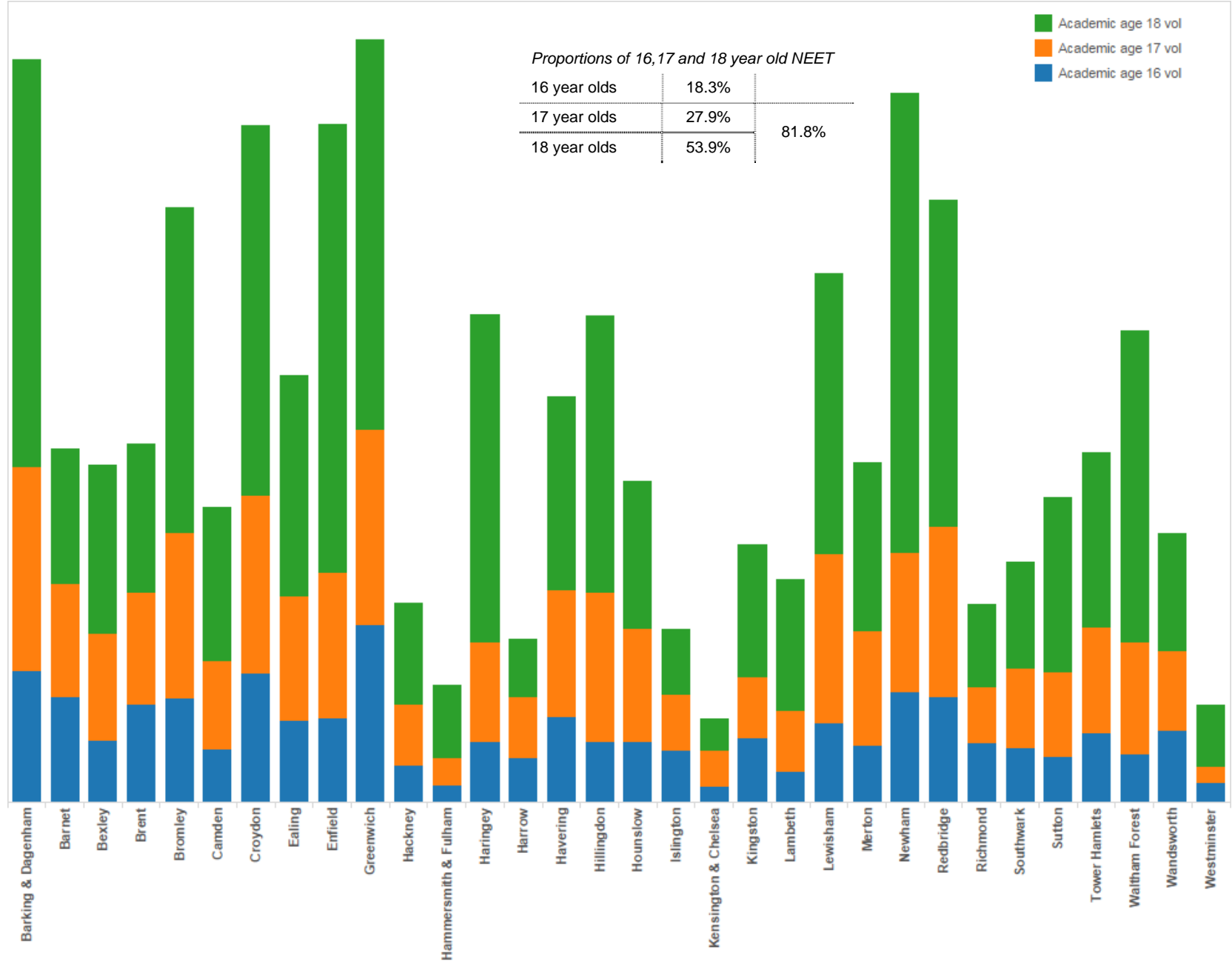
## 6 Recommendations

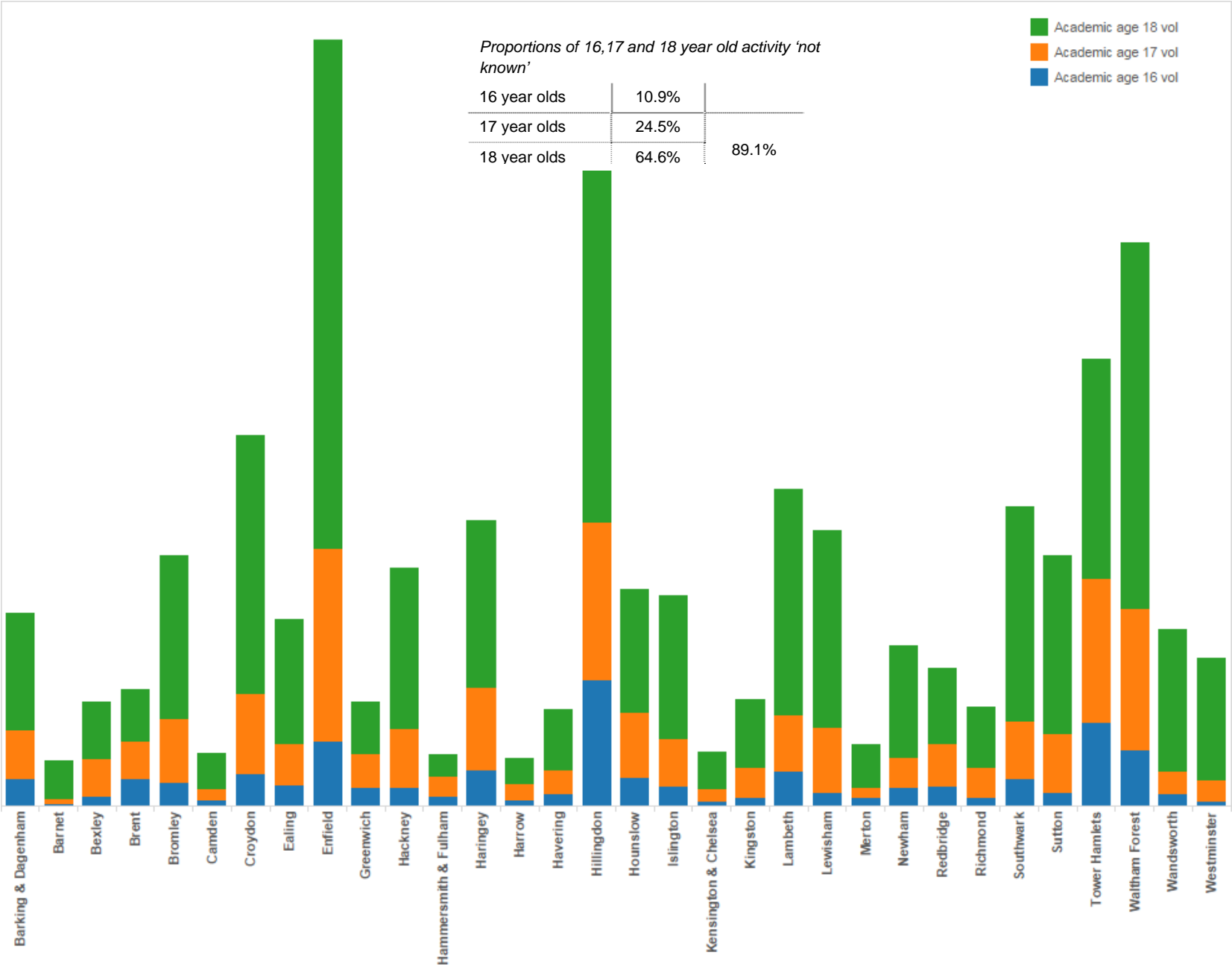
- 6.1 Board members are asked to note the content of the report.













# Young People's Education and Skills Board

## **A Vision for Young People's Education and Skills 2020**      Item no: 7

<b>Report by</b>	Peter O'Brien	<b>Job Title</b>	Regional Commissioning Manager
<b>Date</b>	10 November 2016		
<b>Telephone</b>	020 7934 9743	<b>email:</b>	<a href="mailto:Peter.O'Brien@londoncouncils.gov.uk">Peter.O'Brien@londoncouncils.gov.uk</a>

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**Summary**                      This paper provides Young People's Education and Skills Board members with an update on the vision for young people and education and skills.

**Recommendations**      Board members are asked to comment further on the draft "Vision 2020" included as an appendix to this document.

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### **1      Background and introduction**

- 1.1      Following discussion at recent Board meetings and at the Operational Sub-Group during the course of the year, an outline "Vision 2020" document has been produced and is attached as an appendix.
- 1.2      It is intended to publish the document following the January 2017 Board meeting.

### **2      Vision 2020**

- 2.1      In preparing "Vision 2020", we have:
  - Applied the Board's position that the vision should align with other London-wide policy statements
  - Taken into account the views of the Operational Sub-Group and other regional partners about what will drive young people's education and skills forward
  - Considered the level of uncertainty in current policy, but also given weight to what is known.
- 2.2      We have also suggested that the foreword is drafted closer to the publication date to ensure the document's currency.

### **3      Recommendation**

- 3.1      Board members are asked to comment further on the draft "Vision 2020" included as the appendix to this document

## **Vision 2020**

*Foreword to follow and will pick up key themes contemporary with the time of publication.*

Our vision is that the education and skills of young Londoners should:

- Be built on a sound foundation of learning pre-16
- Be inclusive and ensure that all young people have the chance to develop to their full potential
- Help close gaps between those who are better-off and those who are disadvantaged
- Help the current generation of young people to independently take advantage of opportunities that come their way
- Ensure young Londoners participate in world class education and skills provision that leads to them achieving the skills, experience and qualifications they need to get on in life and play a full part in the rich cultural life of London and its economy

The vision is supported by ambitions to address the critical challenges for young Londoners' education and skills:

### **Access and Participation**

We want to make sure that there will be sufficient places available in London that enable young people and their parents/carers to find a suitable programme of learning close to where they live.

We want all young people to be able to have access to full-time world-class education and training, whether at school, college or with an alternative provider, with a personalised programme of education, skills and support to reach their goals. We want young people to continue in learning until they are 18, achieve their qualifications and/or outcomes and move on in life to fulfil their ambitions.

We want every young Londoner to receive impartial, independent and personalised careers education, information, advice and face-to-face guidance in their local community.

We want every young Londoner to have completed at least 100 hours experience of the world of work, in some form, by the time they reach the age of 16 and for each young Londoner's employability journey to be captured in a personalised digital portfolio; so that it provides a strong foundation for London's young people to take responsibility for capturing learning and experiences from an early age (and beyond the age of 16) and supports their careers activities with employers.

We want learning institutions to design and deliver study programmes for all young people that are shaped and owned by young people themselves; that ensure sustained progression outcomes; and that lead to the attainment of technical skills that will be in demand in the labour market of the future. Where young people need more time to complete Level 3 courses, we want the funding system to support them and their learning institutions.

We want the range of provision available in London to meet the diverse needs of young Londoners and be relevant to their future goals so that young people are encouraged to complete their courses and embrace lifelong learning.

### **Quality Learning Experiences**

We want education and training in London – including a dynamic curriculum offer informed by employers – to prepare properly those young people who are seeking employment to access and excel in the jobs of the future and equip them with the skills and attributes they need, including: resilience, aspiration and entrepreneurship.

We want learning institutions and the business community to work better together to enable more young people to succeed.

We want more young people to stay in learning after the age of 17 and go on to achieve good grades in A-Levels and other Level 3 qualifications and/or good outcomes in subjects that help them move on in life and contribute to the future progress of London, its economy and society.

We want every secondary school and college to have in place an explicit, publicised and regularly reviewed careers policy and Careers Curriculum on: young people's experiences of

the world of work, links with businesses, careers provision and destination outcomes. We want every good learning institution to have a governor with oversight for ensuring that their institution supports all students to relate their learning to careers and the world of work from an early age. We want every secondary school and college to have up-to-date, user-friendly labour market intelligence/information (LMI) - readily accessible by young people, teachers and parents/carers – that draws on local and regional LMI and other reliable sources of information.

We want to see the successful completion of the further education area reviews in London and the emergence of skills provision that meets the needs of young people and businesses. We want to encourage all institutions to challenge themselves to deliver relevant high-quality learning opportunities: whether classroom-based, work-based or other flexible learning, so that young people acquire the skills they need to thrive in the future.

We want the quality of careers provision in schools and colleges to have been strengthened by “careers clusters” that share resources in improving awareness of London’s labour market and supporting school and college leaders in a whole-school approach to plan and deliver careers provision.

We want the London Ambitions Portal to have been established as the means through which an increasing number of schools and colleges more easily find high-quality employer-based careers provision designed to support the career development of all young Londoners.

We want to build on London’s impressive track record in the recent past of having reduced the gaps between the successes of disadvantaged young people with those without disadvantages, especially young people entitled to free school meals. We want this gap to close still further and to tackle other disparities, particularly those affecting young people with disabilities, looked after children, care leavers and those in Pupil Referral Units or alternative provision. Education and skills in London has to work better for young people from backgrounds and areas associated with educational underachievement and transgenerational unemployment.

We want there to be sufficient higher level and technical provision to ensure that young people gain the skills, experience and qualifications they need to support the future growth of London as a world-leading city.

### **Excellence achieving results**

We want young people to be better prepared, especially at 17 and 19, for progression to further and higher education and employment and understand the value of continuing, lifelong investment in their own learning and personal development.

We want London Ambitions to be supported throughout education and skills in London by a good and shared understanding of a young person’s “learner journey” that builds brilliant CVs as they move through the education and skills system. The London Ambitions Careers Curriculum will have become a valued and practical reference point for teachers, tutors and trainers.

When they leave school, college or other provision, we want all young Londoners to have access to a high quality apprenticeship, a traineeship, a job with training or a place at college or university and to be supported to choose the progression pathway that is most appropriate

for their needs and aspirations, so that more young people acquire higher-level skills and qualifications where appropriate.

We want the pace of reducing attainment and progression gaps for disadvantaged young Londoners to accelerate as a crucial step to improving social mobility. We want young people with special educational needs and disabilities (SEND) – and their families – to have the same choice and control over their futures as all other young Londoners; whether through high-quality integrated provision or specialist services. We want the most vulnerable young people and those facing disadvantages in accessing the labour market to be able to access the support they need to acquire the skills that will enable them to get into and get on in work.

We have formed this vision from a position of strength. The key challenge for London now is to build on the strengths we have developed in participation, attainment and progression and the successes achieved by many young Londoners in recent years, paying particular attention to those young people who are not participating in learning or not achieving what they need to progress in life.

We intend to produce annual statements of priorities as the primary vehicle for implementing our vision.

## Context

During the next three years we expect to see continued reform of education and skills in England and a great degree of uncertainty in the country's economic and political outlook.

We may not have a blueprint for the future, but we expect some things to remain true in the three years covered by this vision. These include:

- We know that young people remain at a disadvantage in the labour market.
- We know that London's economy will continue to demand higher-skilled employees.
- We know that while not all young people will go into work, the vast majority of them will.
- We know that while not all young Londoners want to go on to University, many of them do.
- We know that many young people feel that they are not in a good place to exercise choice in their education options.
- We know that there remains considerable inequality in terms of educational achievement and progression: the achievement and progression for young people with SEND and those who are looked after are considerably lower than for other young people.
- We know that London is a youthful city and it is going to remain so for the foreseeable future.
- We know that London attracts young people from elsewhere in England, Europe and the world. This isn't going to change in the short-term, though the medium-to-long-term effects of Brexit could possibly reduce London's draw to some young people.
- We know that London has a vibrant and diverse school population: approximately 40 per cent of London's secondary school pupils are white and 20 per cent each are black, Asian and from other or 'mixed' ethnic backgrounds.
- We know that, as in the rest of the country, there has been a proliferation in types of 16 to 19 learning institution in London since 2010.
- We know that London has relatively low levels of NEET, but higher than average proportion of young people whose activity status is not known.
- We know that young people tend to be highly mobile and are more likely to travel across local authority boundaries to their place of learning than is the case elsewhere in England.
- We know that although London is close to full participation at academic age 16, drop-out at 17 has been a long standing issue that, although improved, remains a stubborn matter.
- We know that London compares well against national averages in attainment, but has still some distance to make up against other leading world cities and jurisdictions.

- We know that borough variation in performance is of some concern and young people from disadvantaged backgrounds still tend to achieve less well and have fewer life chances at the age of 19 than those from better-off families.
- We know that new forms of post-16 institution attract proportionally more young people than in the rest of England after Key Stage 4.
- We know that proportionally more young Londoners enter Higher Education after Key Stage 5 than the national average, but take-up of Apprenticeships has been much lower than the national average for some time and continues to be so.

## **Key learning points**

London remains the UK's premium world-class city and the only city in Britain that is in the international major league: consequently, many of England's initiatives in devolution are formed on improving London's hinterland or extending the success of London and the south-east's economic advantage. Irrespective of the progress of other experiments in sub-national devolution, the UK's success will continue to depend on a successful London.

Of course, with London's success come many of the problems associated with the world's major urban settings, among which are: overcrowding; affordable housing; social cohesion; sustainable transport; health and social care; protection of the environment; and economic and employment equality. These are neither surprising nor new issues. It remains a critical challenge for London's government – London-wide and local – to bring together an effective coalition of interests (all tiers of government, private-sector, Third Sector) that ensure that London advances on a broad front on all of its critical issues. Indeed, London's reputation as a leading world-class city is rooted firmly in continuing improvement in all of its major issues.

Although we are primarily addressing in this vision the education and skills of young people, we are conscious of the impact of the actions we propose on the other critical priorities affecting London.

Our vision is based on the following general outlook:

- London is likely to remain a youthful and cosmopolitan city. Precisely how its economy, labour market and cultural life will be affected by Brexit remains to be seen, but in the short-term London's status as a leading World-Class City is unlikely to be at risk. It will continue to be attractive as a place to live, work and study in and visit.
- London's economy up to 2020 will continue to be dominated by finance, health/social care, science, digital/knowledge and construction. The continued drive to high-skilled, high productivity and high value-adding jobs, combined with further advances in automation, means that fewer low-skilled jobs will be available for those who do not achieve at least Level 3 and there will be fewer opportunities for advancement from low-skilled jobs.
- It is therefore imperative that young people leave the education system with an appropriate range of skills that are relevant to their employment goals – and that presumes that young people also leave the education system with clear employment goals.

- To live up to its challenges, education and skills in London will need to do more to provide young people not just with qualifications, but with the whole set of skills that improve their long-term employability. The further education sector is proving to be extremely agile in: reaching out to students who have underachieved at Key Stages 3 and 4; identifying those at risk of dropping out; and giving disengaged young people a second chance to reintegrate into the education system.
- Businesses are also working more closely with schools and colleges now and we see London Ambitions as providing an essential impetus over the next few years to continued progress in the development of a London Careers Curriculum. As this matures in the period ahead, the sector will be able to provide multiple pathways that help school and college leavers to enter the labour market, make more successful transitions to work and contribute more fully to London's success.
- While there is considerable evidence to show that education and skills work well for those young people and their families who have in mind career pathways in specific professions (often those to which they already have some connections), it does not work so well for young people from backgrounds that are associated with educational underachievement and transgenerational unemployment. That is why we are fully behind *London Ambitions* – an approach to careers education, information, advice and guidance that is unique to London and which we firmly believe will transform the aspirations of young people and the opportunities open to them. *London Ambitions* will be our flagship activity during the lifetime of this vision and we will be fully committed to working with our partners and other stakeholders on its implementation.
- While we have some reservations about the negative effects of some of the government's education reforms on young Londoners, we will ensure that their introduction works to the advantage of young people and businesses in the capital. Among those reforms that we feel require particular sensitivity and vigilance are:
  - Reforms in the funding of provision for students with Special Educational Needs and/or Disabilities, particularly those with high-needs;
  - Funding changes that significantly disadvantage highly successful London institutions and could potentially lead to a shortfall of places ;
  - Changes to the funding of Apprenticeships that could threaten the quality and reputation of the Apprenticeship brand.
- Education and skills in London have improved tremendously in the past decade and continue to improve thanks to its inspired leaders and dedicated service of its teachers, trainers, tutors and all those who support them and the children and young people of London. As a whole, the sector is fully alive to its challenges and areas for improvement; it consistently demonstrates its capacity for improvement and delivery against key objectives. The sector has risen to the challenge of improving attainment at Key Stage 4; of achieving social cohesion in a diverse population that is the envy of many other major world cities and is delivering on full participation up to the age of 18.
- The sector has recognised that more progress has to be made on closing participation, attainment and progression gaps between those from advantaged and disadvantaged backgrounds; of ensuring that the quality and availability of Technical Education improves; of working with employers to improve the take-up of Apprenticeships; and reducing early school leaving, especially drop-out from learning at 17.
- During the lifetime of this vision, these major challenges will continue to be prioritised for action.



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