

# Young People's Education and Skills Operational Sub-Group

## AGENDA

**Chair:** Andy Johnson      **Job title:** Progression & Pathways Manager, London Borough of Enfield

**Date:** 27 January 2017      **Time:** 10am - 12 noon

**Venue:** London Councils, meeting room 1

**Telephone:** 020 7934 9779      **Email:** [Anna-maria.volpicelli@londoncouncils.gov.uk](mailto:Anna-maria.volpicelli@londoncouncils.gov.uk)

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Item 1	Welcome, introductions and apologies	AJ
Item 2	Notes of the last meeting and matters arising <i>(paper - for agreement)</i>	AJ
Item 3	Apprenticeship Levy and local authority targets <i>(presentation – for information)</i>	JS
Item 4	Vision 2020 – feedback from Young People's Education and Skills Board <i>(verbal update - discussion and decision)</i>	POB
Item 5	GCSE/equivalents, A level/other level 3 results and destination measures <i>(paper – for discussion)</i>	YB
Item 6	Work plan monitoring	
	– Policy update <i>(paper - for discussion)</i>	POB
	– Participation, NEET and activity not known <i>(paper – circulated as attachment)</i>	POB
	– London Ambitions update <i>(verbal update for discussion)</i>	YB
	– ESF Update <i>(verbal update – for information)</i>	POB
	– Area Review <i>(verbal - for discussion)</i>	All
Item 7	Young People's Education and Skills Board agenda <i>(for discussion and agreement)</i>	YB
Item 8	Any Other Business	All

**Date of next meeting:** Friday 7 April, 10am-12noon, meeting room 1

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## Notes

# Young People's Education and Skills Operational Sub-Group

<b>Date</b>	14 October 2016	<b>Venue</b>	London Councils
<b>Meeting Chair</b>	Debi Christie		
<b>Contact Officer</b>	Neeraj Sharma		
<b>Telephone</b>	020 7934 9524	<b>Email</b>	<a href="mailto:neeraj.sharma@londoncouncils.gov.uk">neeraj.sharma@londoncouncils.gov.uk</a>

### Present

Debi Christie	London Borough of Bromley (OSG Chair/London South Cluster)
Andy Johnson	London Borough of Enfield (Vice-Chair OSG/North Cluster)
Yolande Burgess	London Councils Young People's Education and Skills Team
John Galligan	London Borough of Brent (North West Cluster)
Anthony Haines	Skills Funding Agency
Noel Tierney	London Borough of Wandsworth (Central Cluster)
Ann Mason	Achieving for Children (SWLSEP)
Daisy Greenaway	Greater London Authority
Souraya Ali	Greater London Authority (item 5 Area Based Reviews)

### 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

Eamonn Gilbert	Achieving for Children (SWLSEP)
Judith Smyth	Association of Colleges (AoC)
David Scott	London Borough of Hounslow (South West Cluster)
Sheila Weeden	London Borough of Newham (North East Cluster)
Trevor Cook	London Borough of Havering (North East Cluster)

## 1 Welcome, Introductions and apologies

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

## 2 Notes of the last meeting and matters arising

- 2.1 Notes of the last meeting were approved.

## 3 Vision 2020 - outline

- 3.1 Peter O'Brien explained that following previous discussions about the merits and need for a Vision 2020 document, these views were put forward to the Board who unanimously agreed with the principle for a Vision 2020. Peter O'Brien talked through the draft Vision 2020 document circulated in advance of the meeting and invited comments and feedback from OSG members. The following comments were raised

- 3.1.1 Political and economic uncertainty may result in changes to the mechanisms available to support young people but their fundamental needs would remain the same. The vision context around this should be strong to provide surety and to align with the determination of the sector to support young people.
- 3.1.2 Approximately 40 per cent of young people take up A levels after completing their key stage 4 examinations. The new performance measures and wider reforms mean in the future there may be more young people accessing vocational pathways after their GCSEs.
- 3.1.3 Provision across the capital could change to due funding changes as well as area base review recommendations. This may necessitate greater collaboration between education providers to offer a robust offer to London's young people.
- 3.2 Peter O'Brien thanked boroughs for their feedback and invited any further comments to be provided by the end of October 2016.

**Action point: OSG members invited to provide further feedback to Peter O'Brien by Monday 31st October.**

**Action point: London Councils to revise "Vision 2020" in the light of comments from OSG members and propose its adoption to the next Board meeting.**

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

- 4.1 Andy Johnson provided an overview of Enfield's experience of the local area SEND inspection. OSG members were informed that from 27 June to 1 July 2016 (5 working days), Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of Enfield to judge the effectiveness of the local area in implementing the special educational needs and disability reforms as set out in the Children and Families Act 2014. The inspection was led by one of Her Majesty's Inspectors from Ofsted, with team inspectors including an Ofsted Inspector and a children's services inspector from the Care Quality Commission (CQC).
- 4.2 Inspectors spoke with children and young people who have special educational needs and disabilities (SEND), parents and carers, representatives of the local authority and National Health Service (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they were implementing the special educational needs and disability reforms. Inspectors looked at a range of information about the performance of the local area, including the local area's self-evaluation. Inspectors also met with leaders from the local area for health, social care and education. Inspectors reviewed performance data and evidence about the local offer and joint commissioning. OSG members were advised to support parents in advance of discussions as well as being prepared for Ofsted wanting to know the nature of the destination of young people with SEND i.e. training, academic education or employment
- 4.3 The inspectors were very evidence focused and wanted to understand the impact and improvement on children's lives following the implementation of the reforms, the 'so what' question about the difference the changes have made locally. They were particularly interested in those who fall below the threshold for support but are known to have SEND and what arrangements were in place of those young people. There was also a question about tracking 19-25 year-olds and how their needs were being met as part of the 0-25 SEND system. There was also recognition that Education, Health and Care Plans involved other agencies and it was not simply the responsibility of the local authority. This feedback was also echoed by Debbie Christie from the experience of Bromley when the inspection was initially piloted.
- 4.4 Yolande Burgess explained there was a danger that local authorities would be asked to do things they are not resourced to do if other stakeholders did not provide support.

Local authorities needed to demonstrate that they had sought to work with other stakeholders as part of the multiagency approach. Where other organisations were not fully engaging with the processes/system that could impact meeting the needs of young people, those concerns should be flagged up with Ofsted. It was agreed it would be helpful for London Councils to draw out the common themes from inspection outcomes to inform borough conversations.

- 4.5 Finally, Andy Johnson encouraged all boroughs to complete the self-assessment form, irrespective of whether they had been chosen for inspection. It was a helpful tool to identify strengths and areas for development.

**Action Point: London Councils to circulate the Enfield SEND Self Evaluation Form**

**Action point: London Councils to review local area SEND inspection outcome letters and circulate areas of development identified by Ofsted**

## **5 Policy update**

### Area Reviews

- 5.1 Souraya Ali provided a recap of the current position that London has 4 sub-regional reviews, each chaired by a borough leader, which are being conducted in parallel to each other. They have been brought in line with each other to enable cross-sub-region conversations due to the nature of travel to learn patterns of young people.
- 5.2 The aim of the reviews is to improve provision and the financial health of the sector. Over the summer colleges have entered into conversations with government about proposals to meet the aim of the review as well as financial assistance required. It is likely the results of the review will lead to new models and structures for the post-16 education sector in a bid to become more resilient, although other factors could impact resilience.
- 5.3 The conclusion of the area based review process will result in a number of recommendations, while there may be fewer strategic players in the college sector it would not necessarily mean fewer college sites. Each recommendation would need an Equalities Impact Assessment to ensure they deliver improvements rather than a negative impact, particularly for vulnerable students.

### Policy update

- 5.4 Neeraj Sharma talked to the paper circulated in advance of the meeting drawing attention to the National Audit Office report on apprenticeships and the government's schools that work for everyone green paper.

### Participation, NEET and activity not known

- 5.5 Peter O'Brien talked through the report and explained that the July not in education, employment or training (NEET) percentage for London was 3.5 per cent, 0.1 percentage point higher than June but still below the national average of 4.6 per cent
- 5.6 The percentage of 16 to 18 year olds who are NEET and participation 'not known' varied 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'
- 5.7 The government had implemented changes to local authority tracking of young people and reporting on NEET/activity 'not known' that were discussed at the last meeting. London Councils will be reviewing the way in which the figures are published and consider options for changing the way in which reports are presented. OSG members interested in shaping these reports should contact [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

**Action point: OSG members invited to work with Peter O'Brien on the presentation of new Participation, NEET and activity not known reports**

London Ambitions

- 5.8 Yolande Burgess reported London Ambitions would again form a key component of the London's Skills show. The logo would be placed on all marketing, there would be specific talks about the London Ambition portal. Prospects fully support the role out of London Ambitions and will provide a higher bursary to London Ambition schools that attend.
- 5.9 The GLA have a campaign to encourage more SMEs to sign up to the London Ambitions portal.

**6 ESF update**

- 6.1 Peter O'Brien provided a verbal update to the OSG. The Skills Funding Agency recently held their first briefing with prime providers, further information will be provided to OSG members once available.

**7 YPES Board Agenda**

- 7.1 The OSG members discussed the YPES Board Agenda and agreed it should include SEND reforms, Vision 2020 and the Skills Plan, depending on whether sufficient progress has been made since the last meeting.
- 7.2 Yolande Burgess thanked OSG members for their comments.

**Action point OSG members agreed that the topics on the next Young People's Education and Skills Board agenda should be Vision 2020, local area SEND inspections and the implementation of the Skills Plan**

**8 Any Other Business**

- 8.1 Ann Mason invited OSG members to get in touch to develop a response to the NEET and activity Not Known scorecard publication

**Action point: OSG members invited to get in touch with Ann Mason to develop a response to the NEET and activity Not Known scorecard publication**

### 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
223	14.10.16	OSG members invited to provide further feedback on Vision 2020 to Peter O'Brien by Monday 31 <sup>st</sup> October	<b>All</b>	27.01.17	Feedback will be provided at next meeting (27.1.17)	<b>Closed</b>
224	14.10.16	Revise "Vision 2020" in the light of comments from OSG members and propose its adoption to the next Board meeting	<b>POB</b>	27.01.17	On agenda 27.1.17	<b>Closed</b>
225	14.10.16	Circulate the Enfield SEND Self Evaluation Form	<b>YPES</b>	27.01.17	Circulated in post meeting note 26.10.16	<b>Closed</b>
226	14.10.16	London Councils to review local area SEND inspection outcome letters and circulate areas of development identified by Ofsted	<b>YB</b>	27.01.17		
227	14.10.16	OSG members invited to work with Peter O'Brien on the presentation of new Participation, NEET and activity not known reports	<b>All</b>	27.01.17	On agenda 27.1.17	<b>Closed</b>
228	14.10.16	OSG members agreed that the topics on the next Young People's Education and Skills Board agenda should be Vision 2020, local area SEND inspections and the implementation of the Skills Plan	<b>YPES</b>	27.01.17	Included on the YPES Board meeting agenda 10.11.16	<b>Closed</b>
229	14.10.16	Ann Mason invited OSG members to get in touch to develop a response to the NEET and activity Not Known scorecard publication	<b>ALL</b>	27.01.17		

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# Young People's Education and Skills Operational Sub-Group

## Vision 2020

Item: 4

**Date:** 27 January 2017

**Contact:** Peter O'Brien

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### 1 Background

- 1.1 The Board discussed and amended a draft *Vision 2020* that was produced following the last OSG meeting. The resulting version for publication is attached.

### 2 Vision 2020

- 2.1 Subject to any final comments from either the OSG or Board and cross-referencing to the contemporaneous evidence base, it is intended that the attached *Vision 2020* will be published before the end of March 2017. This is in line with the timescales requested by 14-19 Leads. An Annual Statement of Priorities will be prepared during the period September – December 2017 for production in winter-spring 2018

### 3 Recommendation

- 3.1 OSG members are invited to provide any final comments on Vision 2020.



**Vision 2020**

*The vision for young people's education and skills in London*

Inner cover

## Foreword

Events over the last few years have shown just how unpredictable life can be.

This statement of our vision for young Londoners' education and skills in 2020 does not attempt to provide a blueprint or roadmap through every possible eventuality over the next three years; but it does set out the key requirements of the education and skills system that will best meet the needs of London.

In the face of future changes, some things will remain constant:

- The labour market will become ever more highly skilled;
- Young people, who have faced disadvantage in the labour market for some time, will continue to face fierce competition for jobs;
- Career pathways will be more complex and, in the long-term, young people will need to become more resilient to change;
- The demand for teachers, trainers and tutors will continue to increase.

This means that the process of preparing young people for their future will have to start far earlier than has previously been the norm. It will simply be too late for young people to start thinking about life after school when they are in Years 9 and 10.

Irrespective of the detail of central government policy, the effects of the transformation of public services and devolution in London or the location of key statutory responsibilities, young people expect that education and skills provision will equip them with the skills and attitudes for a successful adulthood and enable them to contribute to the success of London as a world-class city.

In an uncertain future, this is a significant challenge. Yet we readily rise to that challenge and set out in this ***Vision 2020*** the key requirements for London's education and skills system.

Councillor Peter John OBE  
Leader, Southwark Council

Gail Tolley  
Strategic Director for Children and Young  
People, Brent Council

London Councils Executive Member for  
Business, Skills and Brexit

Association of London Directors of  
Children's Services

Chair, Young People's Education and  
Skills Board

Vice-Chair, Young People's Education  
and Skills Board

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Our vision is that education and skills for young Londoners should be:

- **experiential**, built on a sound foundation of learning from the earliest age
- **inclusive**, ensuring that all young people have the chance to develop to their full potential
- **equal**, aiming to eliminate access, achievement and progression gaps between those who are better-off and those who are disadvantaged
- **enabling**, helping the current generation of young people to take advantage - independently - of opportunities that come their way
- **aspirational**, ensuring 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

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

- Access and Participation;
- Quality Learning Experiences
- Excellence Achieving Results

The detail behind these ambitions is set out in the following pages.

We will work with other key stakeholders in London to achieve the vision for young people's education and skills, principally the Mayor of London and the London Economic Action Partnership. We will continue to work with our main partners, London's borough councils, the City of London Corporation, sub-regional bodies, the Greater London Authority, central government departments and agencies and representative bodies of learning institutions and the third sector to maximise joint investment to take forward our shared ambitions.

## Access and Participation

Our vision:

**sufficient and suitable places** available in London that enable young people and their parents/carers to find a programme of learning accessible to where they live.

all young people to have **access to world-class education** and training, whether at school, college, with an alternative provider or employer, 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 agreed outcomes and move on in life to fulfil their ambitions.

every young Londoner to receive **impartial, independent and personalised careers education, information, advice and face-to-face guidance** that is routed in their local community.

every young Londoner to have 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.

learning institutions that design and deliver **individualised 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 to achieve their potential.

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

## Quality Learning Experiences

Our vision:

a **dynamic curriculum offer informed by employers** that prepares young people 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.

**learning institutions and the business community working better together** to enable more young people to succeed.

a **teaching and training workforce that can deliver the curriculum of the future.**

This requires a meaningful conversation in London around the expectations and workload of teachers, tutors and trainers. This critical dialogue needs to involve all interested parties so that, collectively, we ensure that, as the demands on learning institutions increase (for example in delivering English and maths to greater numbers of students), the demands on teachers, trainers and tutors do not lead to increasing shortages in suitably qualified staff. We want to see a London workforce development strategy that ensures that sufficient teachers are available to deliver excellent learning opportunities in all subjects, in facilities that are fit for purpose and in learning environments that bring the best out of every student.

**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.

every secondary school and college has in place an explicit, publicised and regularly reviewed careers policy and Careers Curriculum and 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.

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** delivered by institutions that 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.

schools and colleges developing a stronger awareness of London's labour market, taking a whole-school approach to using the entire curriculum to support young people to plan for their futures.

continue to **reduce the gaps between the successes of disadvantaged young people and their peers**, 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 learning disabilities, looked after children, care leavers and young people in 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.

sufficient **world-class higher level and technical provision** that ensures 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**

Our vision:

**young people better prepared, especially at 17 and 19, for progression to further and higher education and employment**, who understand the value of continuing, lifelong investment in their own learning and personal development, able to start their adult life equipped to contribute and grow in London society and civic life to the best of their ability.

a good and **shared understanding of a young person's "learner journey"** that enables young people to build brilliant CVs as they move through the education and skills system.

When they leave school, college or other provision, **all young Londoners to have access to a high-quality opportunities** - apprenticeships, traineeships, jobs with training, a place at college or university - and are fully 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/or qualifications where appropriate.

the **pace of reducing attainment and progression gaps for disadvantaged young Londoners accelerates** as a crucial step to improving social mobility. We want the most vulnerable young people and those facing disadvantages in accessing learning and the labour market to get the support they need to acquire the skills that will enable them to get into and get on in work and life.

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, whilst paying particular attention to young people who are not participating in learning or not achieving what they need to progress in life.

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

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## 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. We know that:

- There is overwhelming evidence to show that young people need to be better prepared for entry into the labour market
- young people remain at a disadvantage in the labour market.
- London's economy will continue to demand higher-skilled employees.
- not all young Londoners want to go on to University straight from school or college.
- too many young people feel that they are not in a good place to exercise choice in their education options.
- 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.
- London is a youthful city and it is going to remain so for the foreseeable future.
- 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).
- 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.
- there has been a proliferation in types of 16 to 19 learning institution in London since 2010 (as in the rest of the country) and the policy environment enables this to continue.
- London has relatively low levels of NEET, but a higher than average proportion of young people whose activity status is not known.
- 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.
- 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.

- London compares well against national averages in attainment, but has still some distance to make up against other leading world cities and jurisdictions.
- 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.
- 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 and, more importantly, London's ability to distribute the effects of that success to the rest of the UK

Of course, with London's success come many of the problems associated with the world's major urban settings, among which are: a rapidly growing population; affordable housing; social cohesion; sustainable transport; adequate, affordable and sustainable health and social care; protection of the environment; and economic and employment equality. These are neither surprising nor new issues. It remains a critical and on-going 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 its critical issues to continue to serve the needs and interests of Londoners and maintain the position of a leading world-class city.

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 to 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 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. We will continue to use *London Ambitions* – an approach to careers education, information, advice and guidance that is unique to London – as the vehicle to 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 disabilities, particularly those with high-needs;
  - Funding changes that significantly disadvantage highly successful London institutions and could potentially lead to a shortfall of places and/or a reduction in quality and breadth of provision;
  - 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 the 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 must 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.

# Young People's Education and Skills Operational Sub-Group

## **GCSE & equivalents, A level & other level 3 results**

**Item no:** 5a

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

**Date:** 27 January 2017

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

**Summary** On 19 January 2017, the Department for Education published revised GCSE and A Level and equivalent results in England for the academic year 2015/16. This paper provides a headline summary of London region and borough performance.

**Recommendations** Operational Sub-Group members are asked to note the content of this report.

### **1 Background**

- 1.1 The latest national statistics on GCSE, GCE, Applied GCE A level and other equivalent results for 2014/15 produced by the Department for Education (DfE) were released on 19 January 2017.
- 1.2 This paper summarises some of the headline data contained in the Statistical First Releases (SFRs). For more detailed analysis of the data please visit [Intelligent London](#).
- 1.3 For both GCSE and level 3 results, significant changes have been made to the headline performance measures. Consequently 2015/16 performance cannot be directly compared to performance in previous years.

### **2 GCSE Performance in London**

- 2.1 Accountability measure reforms began a few years ago and principally stem from the recommendations from the Wolfe Review. In 2014 major reforms were introduced to GCSE performance, including substantial changes to the qualifications that counted towards the league tables and an early entry policy to only count a pupil's first attempt at a qualification in the performance tables in English Baccalaureate (EBacc) subjects (the early entry policy was extended to non-EBacc subjects in 2015).
- 2.2 For the 2015/16 academic year, the proportion of young people achieving 5 plus grades A to C including English and maths is no longer the headline measure. [Progress 8 and Attainment 8](#) are now the headline and accountability measures.
- 2.3 Progress 8 captures the progress a pupil makes from the end of key stage 2 to the end of key stage 4. Progress 8 is calculated for individual pupils only to calculate a school's Progress 8 score.
- 2.4 Attainment 8 measures the achievement of a pupil across 8 subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the

English Baccalaureate and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

2.5 The SFR for GCSE examinations and other accredited qualifications is based on data collated for the 2016 Secondary School Performance Tables, which has been checked by schools. The data is based on pupils reaching the end of Key Stage 4, typically those starting the academic year aged 15. The local authority and regional figures produced by the DfE cover achievements in state-funded schools only. Consequently, all the comparative figures in this report cover **achievements in state-funded schools only**.

2.6 2015/16 headline performance for London is as follows:

- London's average Attainment 8 score per pupil of 51.9 is modestly above the national average of 50.1. Outer London borough performance at 52.3 is one percentage point above inner London and above both the London and national average (see Appendix 1).
- London's average Progress 8 score of 0.16 is significantly higher than the other regions and England at -0.03. 91 per cent of London's boroughs achieved an average Progress 8 score that is higher than the national average Progress 8 score. This appears to support the assertion that over recent years London has been more focussed than other English regions on progress (see Appendix 2).
- 49.8 per cent of pupils were entered for all subject areas of the English Baccalaureate and 31.9 per cent passed every subject area with grades A\* to C. This compares to 39.8 per cent and 24.8 per cent nationally (percentages are of all pupils at the end of key stage 4).
- 66.4 per cent of pupils achieved grade A\* to C in English and mathematics GCSEs in London. This compares to 63.3 per cent for the state funded sector in England. In 2014/15 and earlier, where the English language and English literature option was chosen in English, exams in both must be taken and a C grade or above achieved in English language. In 2015/16, to meet the English requirement of the A\* to C in English and maths attainment measure, a C in *either* English language or English literature counts and there is no requirement to take both.
- The number of pupils recorded at the end of key stage 4 in London was 76,596.

### 3 A Level and other level 3 results

3.1 The SFR for A level and other level 3 results is based on data collated for the 2016 school and college performance tables, which has been checked by schools and colleges, and covers achievements in approved level 3 qualifications. All comparative figures in this report cover **achievements in state-funded all state-funded mainstream schools, academies, free schools, city technology colleges, state-funded special schools and further education sector colleges only**.

3.2 From 2016, the [accountability headline measures for 16 to 19 year olds](#) that apply to both schools and colleges are: progress, attainment, retention, destinations and progress in English and mathematics (for students without a GCSE pass at A\* to C in these subjects).

3.3 Three additional attainment measures will be reported on from 2016. These are: best 3 A levels (for students studying A levels and no other applied or technical qualifications); AAB in at least two facilitating subjects (applies to A level students only); [Technical Baccalaureate](#) (Tech Bacc).

3.4 Level 3 qualifications have been divided into three categories:

- *Academic qualifications* cover A levels and a range of other academic qualifications taken at level 3, including AS levels, the International Baccalaureate, Applied A levels, Pre-U, Free-standing mathematics qualifications and the extended project.
- *Applied general qualifications* are defined by the Department for Education (DfE) as 'rigorous level 3 qualifications for post-16 students who wish to continue their education through applied learning and that equip students with transferable knowledge and skills.'
- *Tech levels* are defined by the DfE as 'rigorous level 3 qualifications for post-16 students wishing to specialise in a specific industry or occupation and that develop specialist knowledge and skills to enable entry to employment or progression to a related higher education course.'

3.5 Average point score (APS) per entry measures continue to be reported but the APS student measures have been removed. A new measure has been introduced showing the average point score per entry expressed as a grade. For A level students, an additional APS per entry is calculated - both a score and a grade - based on students best 3 results. The average point score per entry measure is based on a new methodology and consequently cannot be directly compared to performance in previous years.

3.6 From 2016 DfE will no longer assign results from the past two years to one provider. The DfE will continue to report on students when they reach the end of 16 to 18 study but the performance tables will include all student outcomes if they have been entered for a qualification at least half the size of an A level (180 guided learning hours). This will include outcomes for up to three years of study. Completion and attainment will be calculated separately for each provider reported in the performance tables reflecting the outcomes achieved with the provider (this may mean that a student is included against more than one provider).

3.7 2015/16 headline performance for London for students aged 16 to 18 in schools and colleges entered for approved level 3 qualifications is as follows:

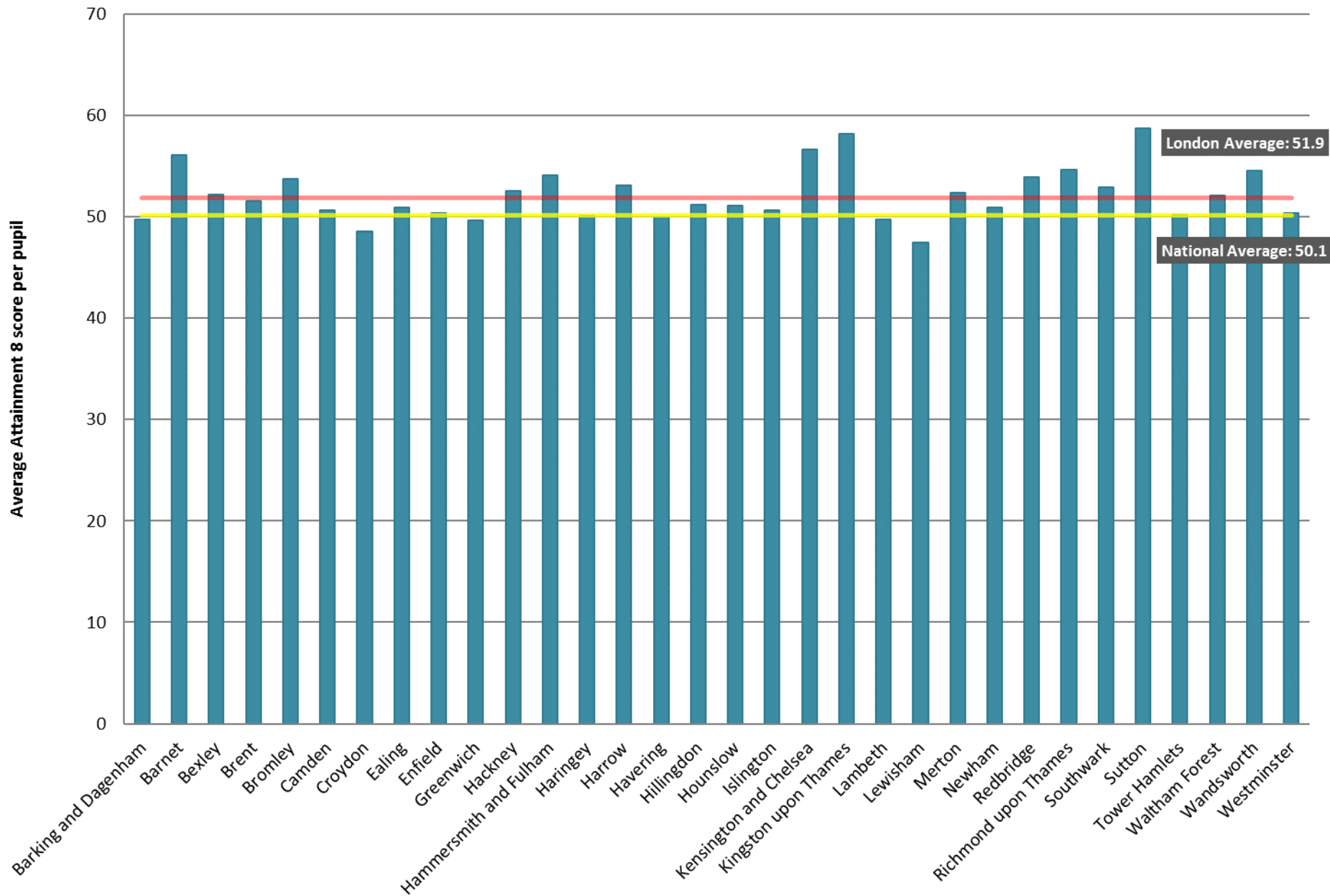
- London's APS per entry for all level 3 students of 31.20 is marginally lower than the national figure national of 31.42 (see Appendix 3).
- Academic students:
  - APS per entry 30.57 (30.63 national)
  - APS per entry expressed as a grade C (C national)
- Tech level students:
  - APS per entry 31.52 (30.76 national)
  - APS per entry expressed as a grade Dist- (Dist- national)
- Applied general students:
  - APS per entry 33.31 (34.66 national)
  - APS per entry expressed as a grade Dist- (Dist national)
- A level students
  - APS per entry 30.46 (30.44 national)
  - APS per entry expressed as a grade C (C national)
  - APS per entry, best 3 33.70 (33.79 national)
  - APS per entry, best 3 as a grade C+ (C+ national)

- The number of all level 3 students recorded in London was 64,030; academic students 48,082 (A level students 32,224 (50 per cent of all level 3 students)); tech level students 7,508; applied general students 18,717.

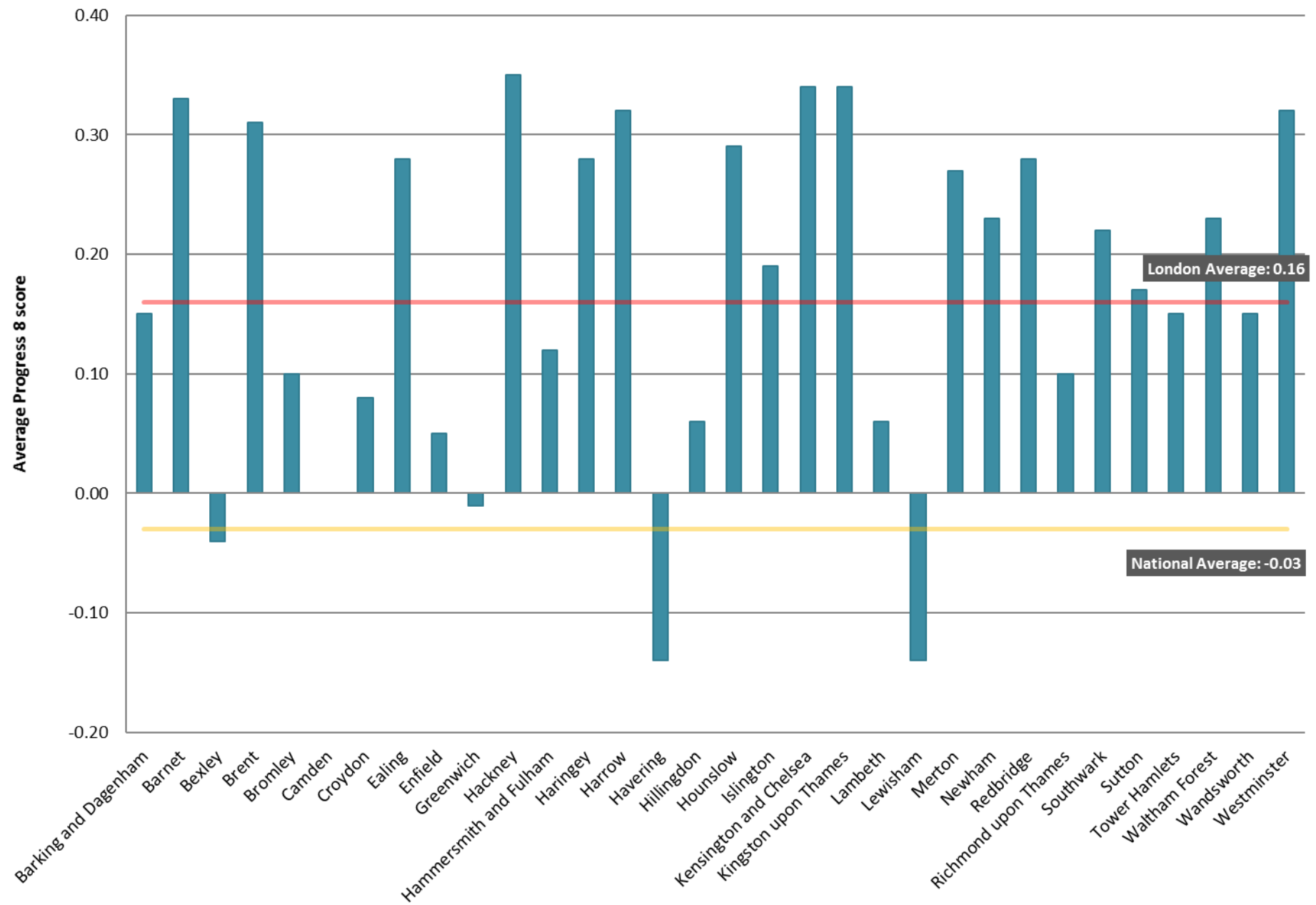
## **4 Recommendations**

4.1 Operational Sub-Group members are asked to note the content of this report.

Appendix 1: Average Attainment 8 score per pupil (2015/16) (state funded only)

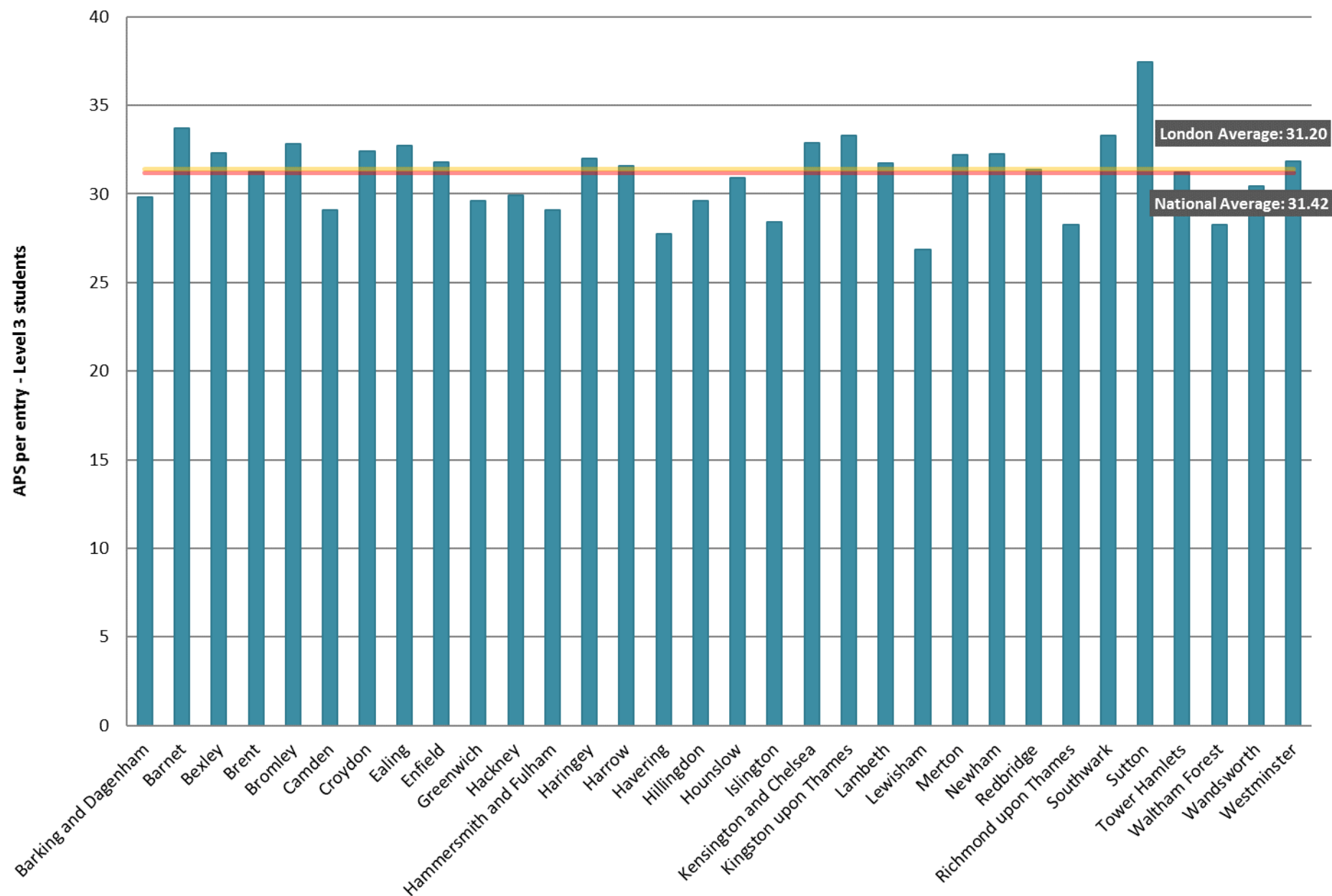


## Appendix 2: Average Progress 8 score (2015/16) (state-funded only)

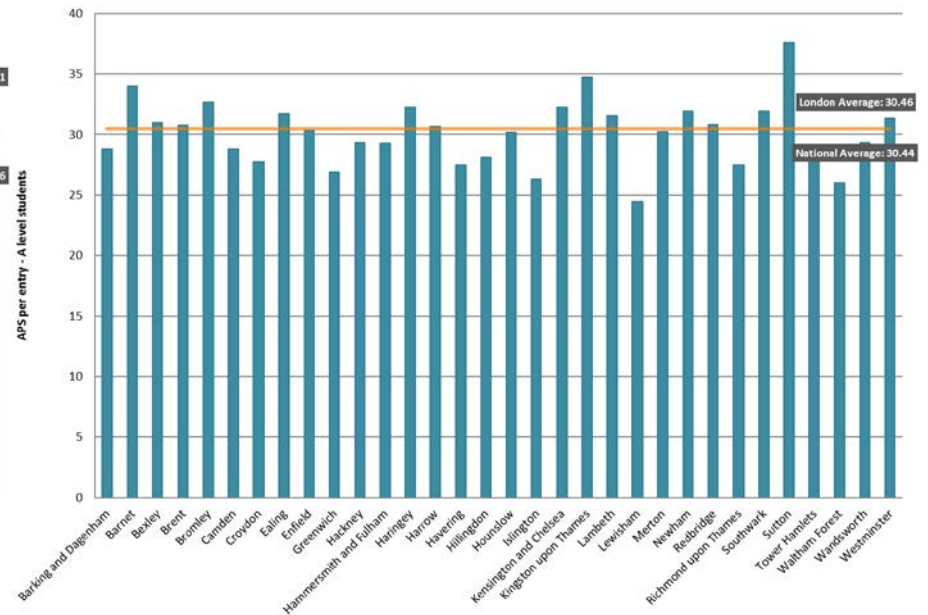
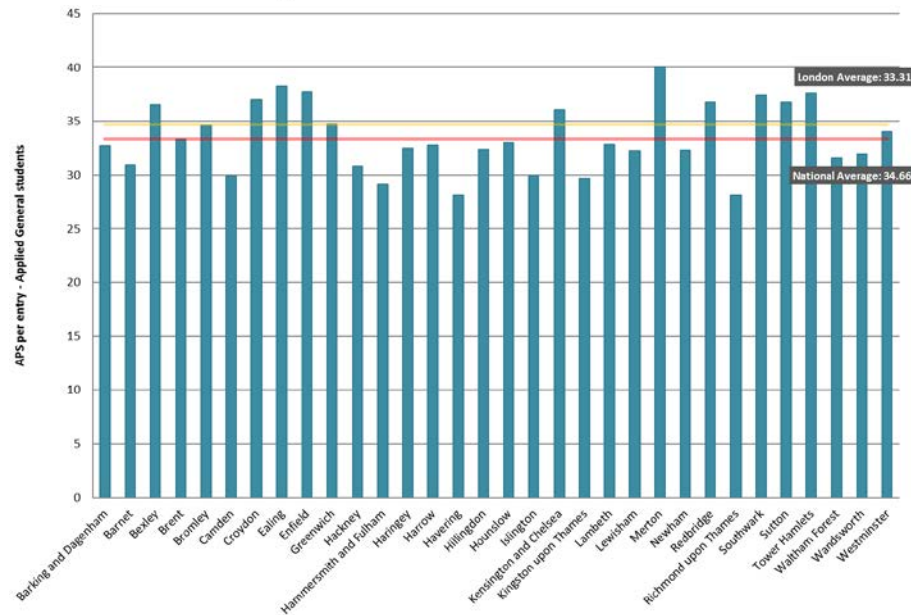
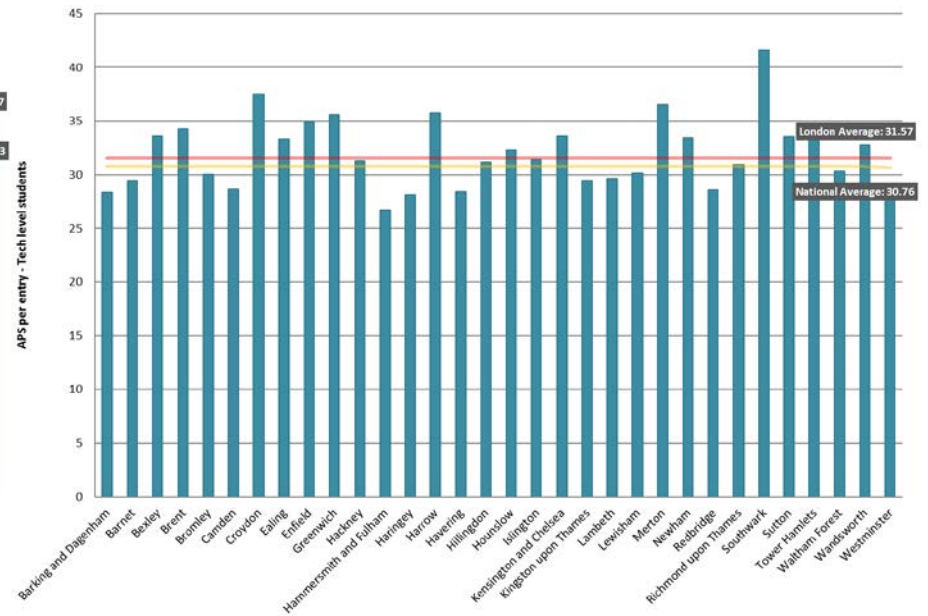
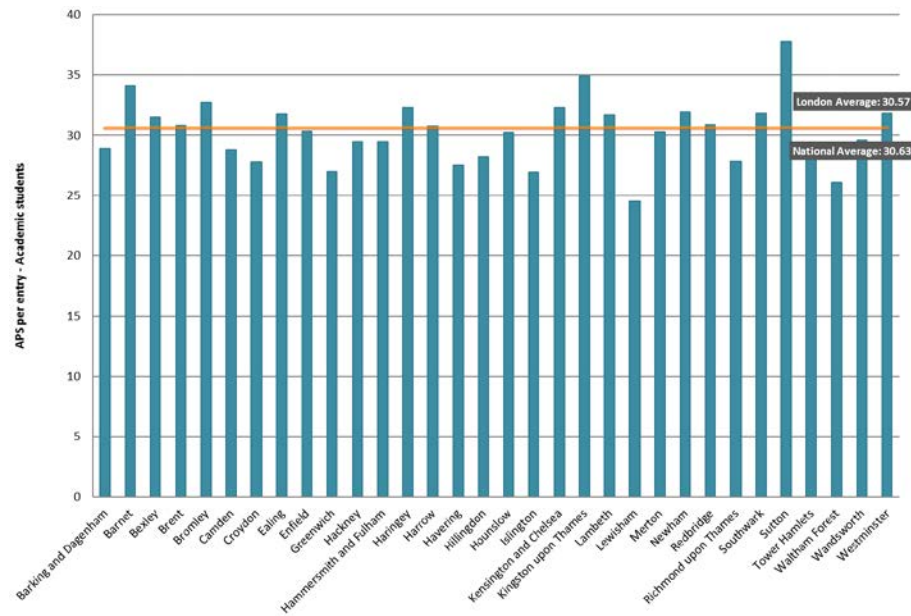




### Appendix 3: APS per entry – Level 3 students (2015/16) (state-funded only)



## Appendix 4: APS per entry – by category and A levels (2015/16) (state-funded only)



# Young People's Education and Skills Operational Sub-Group

## Destination Measures - London Summary

Item no: 5b

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

**Date:** 27 January 2017

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

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<b>Summary</b>	The Department for Education published the most recent Key Stage 4 and Key Stage 5 Destination Measures on 19 January 2017. This paper summarises the key findings for the London region.
<b>Recommendations</b>	Operational Sub-Group members are asked to note the summary of Destination Measures data in London.

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### 1 Background

- 1.1 The most recent key stage 4 (KS4) and key stage 5 (KS5) destination measures were published on 19 January 2016. The measures show the percentage of students staying in education or going on to employment or training for at least 2 terms in the 2014 to 2015 academic year, after finishing study in the 2013 to 2014 academic year.
- 1.2 The KS4 measure is based on activity in the year after the young person left compulsory schooling (i.e. academic age 16). The KS5 measure is based on activity in the year after the young person took A level or other level 3 qualifications.
- 1.3 In August 2016 the Department for Education (DfE) published two statistical working papers which set out the improvements which have been made to the measures following the inclusion of new information on employment and benefits. The new matched data comes from Department for Work and Pensions (DWP) and Her Majesty's Revenue and Customs (HMRC). This showed that the coverage was substantially improved and activity in the 2013/14 academic year could be captured for 98 per cent of former key stage 5 students.
- 1.4 Following the publication of this information on this improved methodology, and further internal assessment of its reliability, the DfE has determined that the statistics are of sufficient quality to be included in performance tables in 2016 and will be one of the headline measures at 16 to 18.

### 2 The key stage 4 and key stage 5 destination measures

- 2.1 The KS4 and KS5 destination measures show the percentage of students continuing their education in a school, sixth-form or further education college, or higher education institution, including through an apprenticeship; the percentage who went into employment or training; and those who were not in education, employment or training (NEET).

- 2.2 The measures also show destinations to independent schools, special schools, specialist post-16 institutions, pupil referral units (PRUs) and other alternative provision.
- 2.3 Where students have a confirmed, deferred offer of a place at university, and do not have any other destination recorded, the KS5 measure also reports the percentage of students with a UCAS acceptance for deferred entry to higher education.
- 2.4 The measures are based on sustained participation in the first two terms (defined as October to March) of the year after the young person left KS4 or took A level or other level 3 qualifications.
- 2.5 The data are also broken down by the characteristics of students - gender, ethnicity, claiming free school meals, and special educational needs.
- 2.6 The KS4 measure is produced for all state-funded, mainstream schools with a KS4 cohort, including academies. The KS5 measure includes state-funded, mainstream school sixth forms, sixth-form colleges and further education (FE) colleges.
- 2.7 The data were published at national, local authority and institutional level.
- 2.8 This paper summarises the headline Destination Measures data for the London region (including a borough by borough analysis<sup>1</sup>) from state-funded mainstream institutions, making comparisons to the national picture.

### **3 Destinations from state-funded mainstream schools in the year after taking KS4 (2014/15)**

- 3.1 94 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after KS4, which is the same as the national figure (a one percentage point increase regionally and a two percentage point increase nationally on the previous year).
- 3.2 93 per cent of young people were recorded as being in a sustained education destination, which compares to 91 per cent nationally (the same as the previous year regionally and a one percentage point increase nationally).
- 3.3 School Sixth Form was the most popular destination for young Londoners with 54 per cent moving to this destination; this was also the most popular destination nationally, although the national figure of 39 per cent is significantly lower (both regional and national figures are unchanged from the previous year).
- 3.4 The next most popular destination was further education college at 26 per cent, compared to 38 per cent nationally (a three percentage point increase regionally and a four percentage point increase nationally on the previous year).
- 3.5 12 per cent of young people were studying in a sixth form college (up one percentage point), compared to 13 per cent nationally (unchanged).
- 3.6 3 per cent were taking an Apprenticeship, the same as last year, compared to 6 per cent nationally (up one percentage point).
- 3.7 2 per cent of young people were recorded as being in sustained employment and/or training. The figure nationally is 3 per cent.
- 3.8 5 per cent of young people, both regionally and nationally, did not remain in education or employment/training for the required two terms.
- 3.9 1 per cent of young people, both regionally and nationally, were not captured in the destination data.

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<sup>1</sup> Destination Measures are produced at institution level and are **not** based on student residency.

- 3.10 Appendix 1 and 2 provide a borough by borough analysis of the KS4 destinations and a breakdown of the type of destinations.

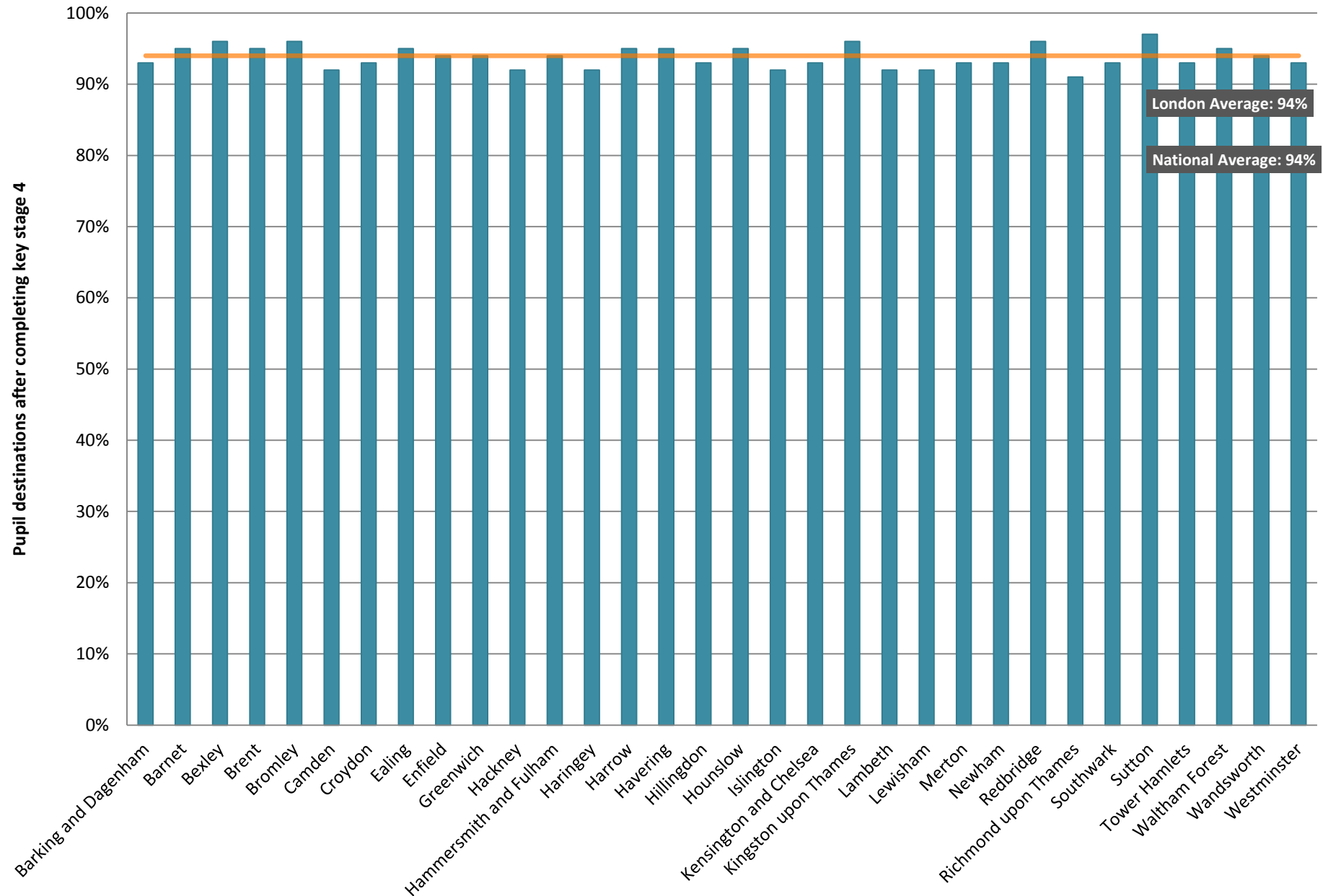
#### **4 Destinations from state-funded schools and colleges in the year after taking A Level or other Level 3 qualifications (2014/15)**

- 4.1 86 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after they took their A Level or other level 3 qualification, which compares to 88 per cent nationally.
- 4.2 72 per cent of young people were recorded as being in a sustained education destination, which is above the national figure of 65 per cent. These figures are unchanged from last year.
- 4.3 12 per cent were studying in a further education college, an increase of three percentage points on last year, which compares to 14 per cent nationally (also up three percentage points).
- 4.4 4 per cent were taking an Apprenticeship, up one percentage point, which compares to 7 per cent nationally, up two percentage points.
- 4.5 58 per cent went to a Higher Education (HE) Institution, up 2 percentage points, compared to 48 per cent nationally. 22 per cent studied at the top third of HE Institutions compared to 17 per cent nationally. Included within this top third, the Universities of Oxford and Cambridge attracted 1 per cent regionally and nationally. The Russell Group of Universities (including Oxford and Cambridge) accounted for 13 and 11 per cent respectively (up one percentage point regionally).
- 4.6 15 per cent of young people were recorded as being in sustained employment and/or training, compared to 23 per cent nationally.
- 4.7 9 per cent of young people, both regionally and nationally, did not remain in education or employment/training for the required two terms
- 4.8 4 per cent of young people were not captured in the destination data, compared to 3 per cent nationally.
- 4.9 Appendix 3 and 4 provide a borough by borough analysis of the KS5 destinations and a breakdown of the type of destinations young people pursued.

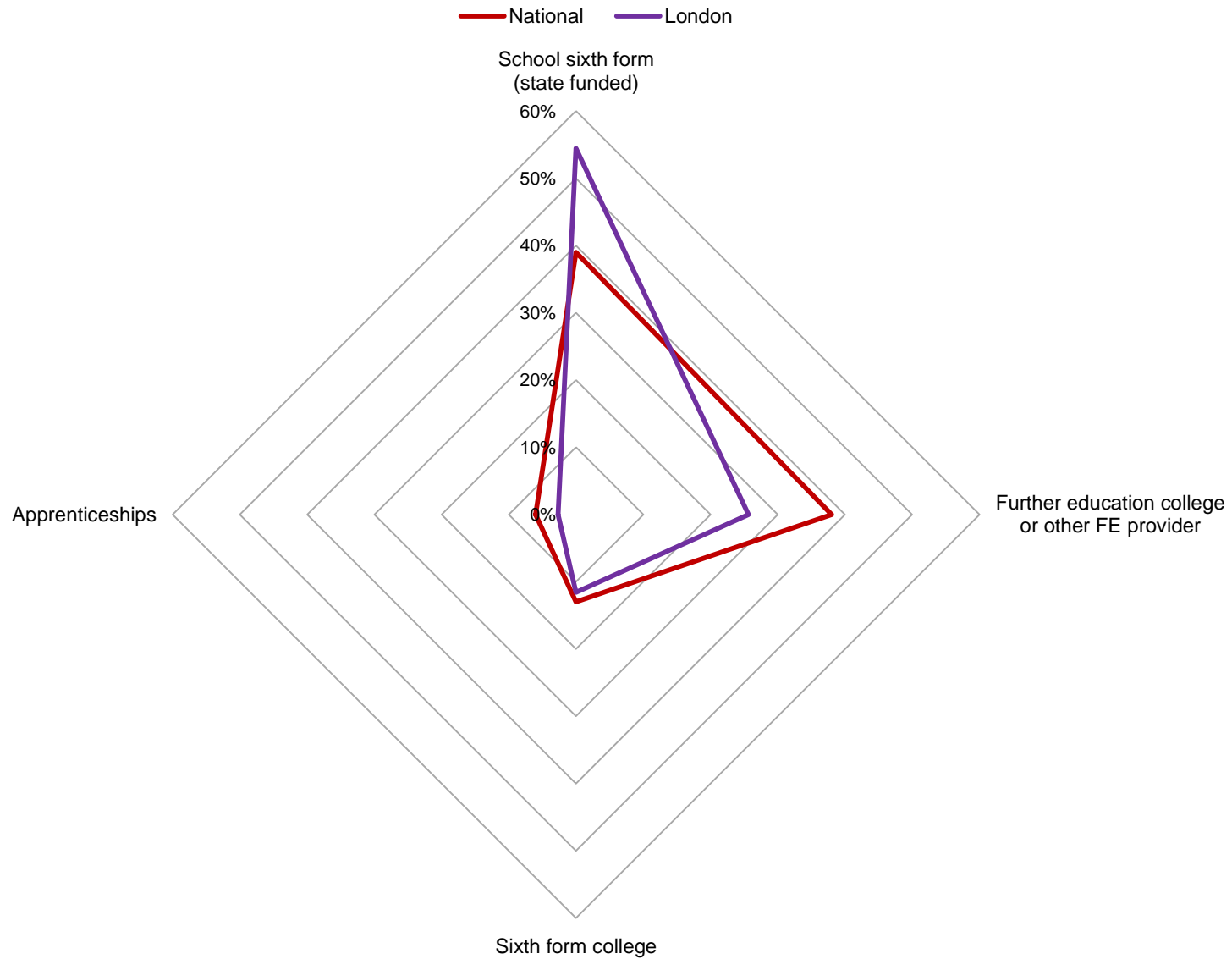
#### **5 Recommendations**

- 5.1 Operational Sub-Group members are asked to note the summary of Destination Measures data in London.

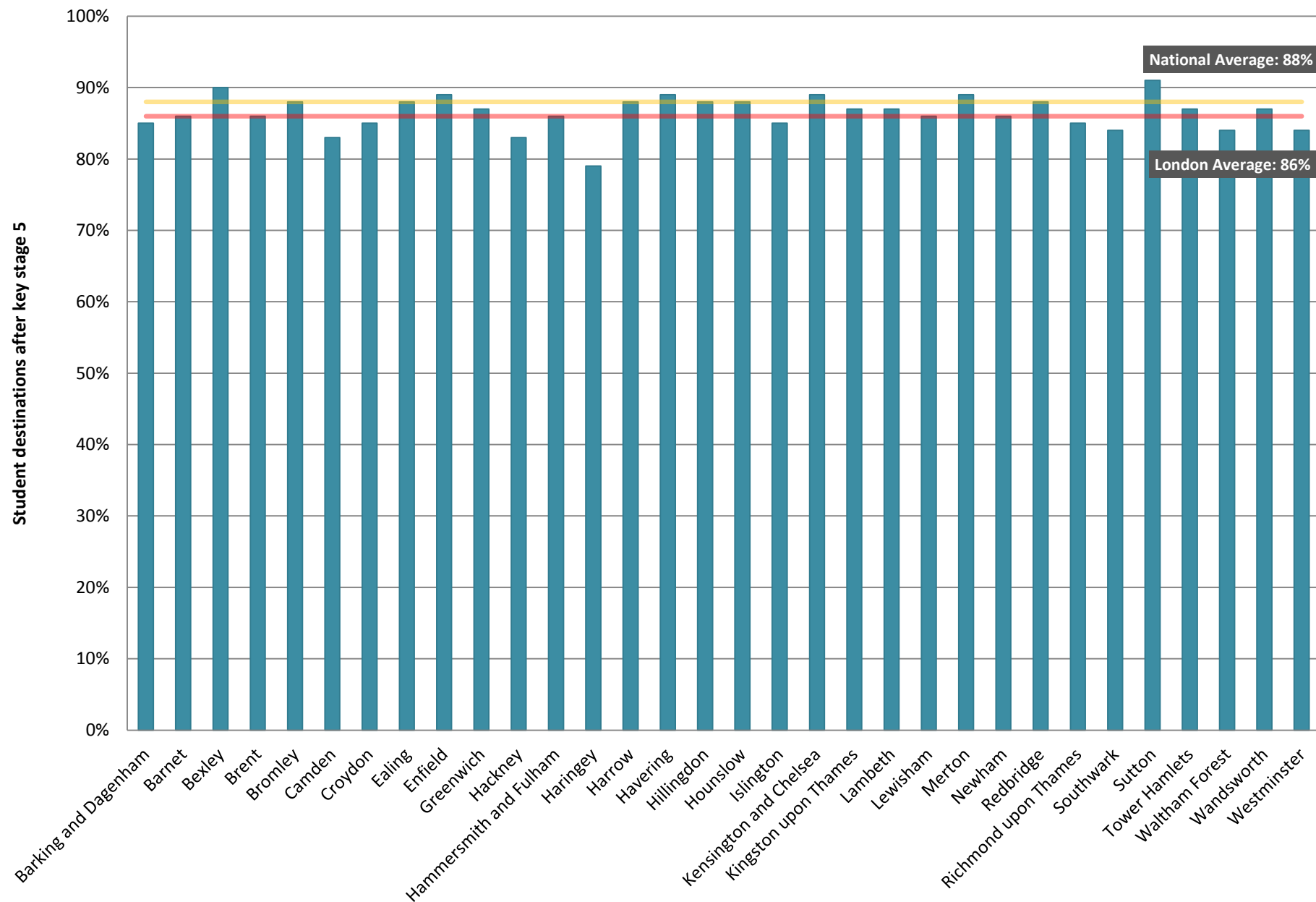
**Appendix 1: Percentage in a sustained education or employment/training destination from state-funded mainstream schools the year after taking KS4 (2014/15)**



## Appendix 2: Breakdown of destinations the year after taking KS4 (2014/15)



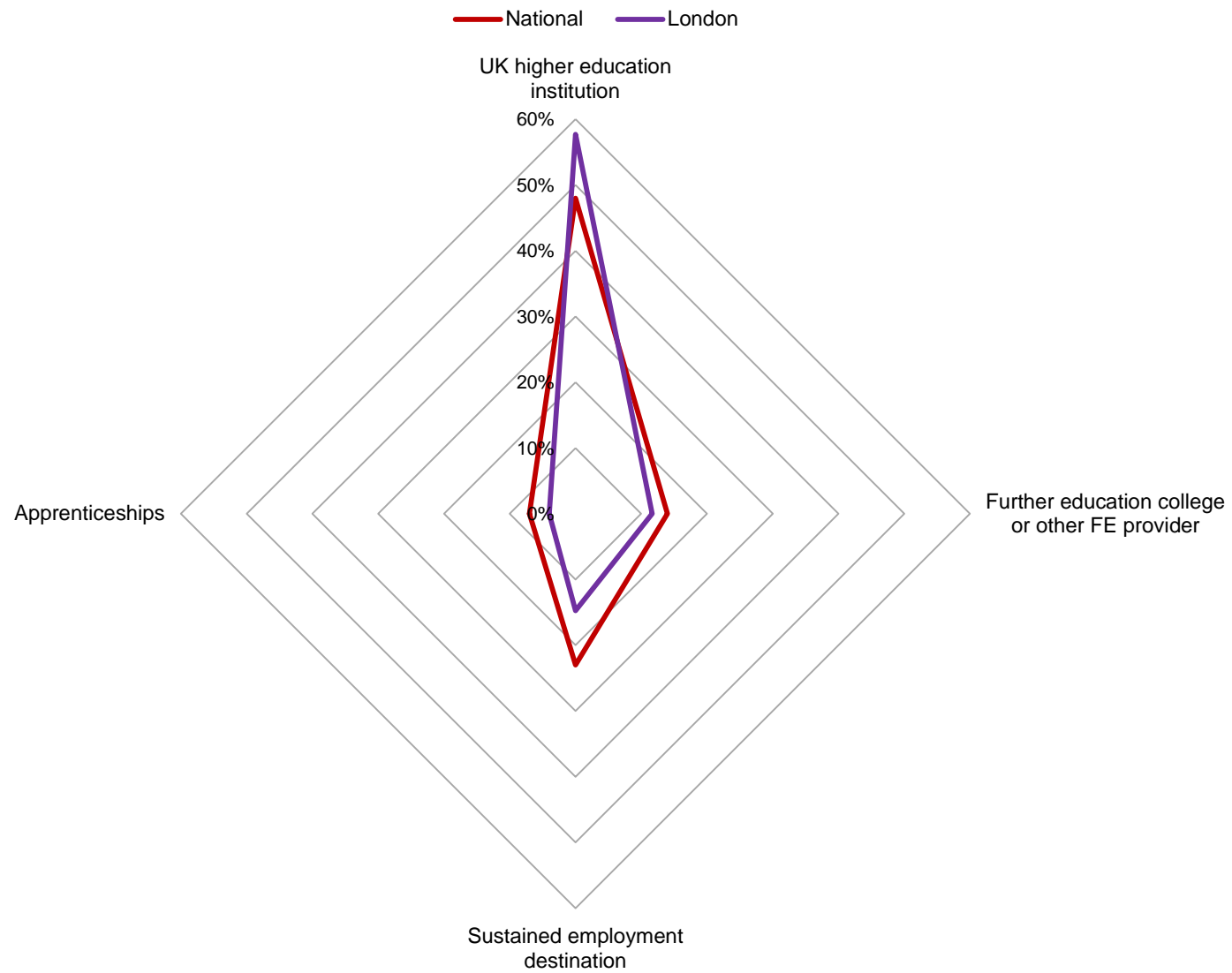
### Appendix 3: Student destinations the year after taking KS5 (2014/15)





#### Appendix 4: Breakdown of destinations the year after taking KS5 (2014/15)

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# Young People's Education and Skills Operational Sub-Group

## Policy Update

Item: 6a

**Date:** 27 January 2017

**Contact:** Yolande Burgess

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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.

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### 1 Schools and high needs national funding formulae<sup>1</sup>

- 1.1 The second phase consultation for the schools national funding formula and high needs was launched by the Department for Education (DfE) on 14 December 2016, with responses accepted until 22 March 2017. The consultation provides detailed proposals for the design of the new national funding formulas for schools and high needs and for the new central schools services block for local authorities. It builds on the previous consultation about the principles and structure of the new funding system that ran between March and April 2016.
- 1.2 The first consultation set out proposals to create a new Schools National Funding Formula based on redistributing the existing funding pot. London Councils' preliminary modelling of these proposals estimated that London could lose £245 million per year through a new Schools National Funding Formula based on redistribution without any capping or additional investment.
- 1.3 The consultation confirms:
  - the schools national funding formula will comprise the 12 factors proposed in the first stage of our consultation, with the addition of a mobility factor;
  - the high needs formula will comprise the nine factors proposed in the first consultation;
  - the introduction of a new fourth Dedicated Schools Grant block - the central school services block - from 2018-19;
  - a school-level formula (a hard national funding formula) will be used to calculate the vast majority of a mainstream school's budget from 2019-20;
  - the ring-fencing of the schools block in 2018-19, but with additional arrangements to address the risks highlighted during the first stage consultation about support for pupils with special educational needs and disabilities (there is a commitment to protect each local authority's high needs block from any loss as a result of the introduction of this formula).

- 1.4 The pupil premium, pupil premium plus, and service premium will continue to operate through the separate pupil premium grant. The early years pupil premium will also be retained in its current form. With the exception of an adjustment to the pupil premium plus, these grants are unaffected by the proposals set out in this second stage consultation.
- 1.5 The new consultation states that, if its proposals were to be accepted, 10,740 schools (54 per cent) would be funded at a higher rate and 9,128 schools (46 per cent) at a lower rate (101 local authority areas will see gains and 49 will see reductions). The government intends to move towards the new Schools National Funding Formula in 2018/19, which will be a transitional year, with a view that the formula will be implemented fully in 2019/20.
- 1.6 In addition to existing schools budgets, the consultation commits an additional £200 million in each of the two years in which the formula is planned to be introduced. This extra funding is intended to provide a 'funding floor' (ensuring that no school faces reductions in excess of three per cent). There will also be a ceiling of funding gains (a maximum of three per cent in 2018/19 and 2.5 per cent in 2019/20).
- 1.7 London Councils' analysis suggests that in London 1,536 schools will lose funding and 643 will gain. This is proportionally the biggest reduction in the country. It is estimated that 19 boroughs will see their allocation reduce – the biggest reduction is forecast to be 2.8 per cent. The biggest gain will be an increase in allocation of 5.6 per cent.
- 1.8 Proposals that will benefit London overall include a relatively higher weighting than under previous methodologies for Deprivation and English as an additional language and the inclusion of a pupil mobility factor for pupils arriving mid-term. In the first consultation the removal of this factor was proposed; London Councils lobbied against this as it costs London's schools significantly to deal with the impact of high levels of mobility.
- 1.9 The DfE intends to consult further on the precise arrangements for 2019-20 when the hard national funding formula will be implemented. This consultation is likely to include proposals for legislative changes and the future role of schools forums. London Councils argued strongly for the retention of schools forums as the means of distributing the DSG to schools, as they provide local flexibility to be able to respond swiftly to changing circumstances.
- 1.10 London Councils has been consistently urging the DfE to level up funding rather than redistribute the existing funding pot across the country. The proposals set out in the second stage consultation for the schools national funding formula include some additional funding, a capping of overall funding reductions at three per cent and changes to the factors, all of which have reduced the budgetary loss to London. However, London is still the worst hit region and it is likely that any budget reductions, coming on top of existing financial pressures, will have a significant impact on standards in London's schools.
- 1.11 London Councils is preparing a response to the consultation and continues to lobby MPs, Ministers and the Department for Education on the effects of these changes, particularly in the context of a projected shortfall in funding based on the current model.

## **2 Apprenticeships<sup>2</sup>**

### ***Institute of Apprenticeships***

- 2.1 The government opened a consultation on the draft strategic guidance for the Institute for Apprenticeships on 4 January 2017. The consultation closes on 31 January 2017. The Institute for Apprenticeships will assume responsibility for the overall quality of

apprenticeships from April 2017 and, it is proposed, Technical Education from April 2018.

- 2.2 A programme of reform to raise the quality and quantity of apprenticeships has been set out by government and to underpin these reforms, the Institute for Apprenticeships will be established as an independent body to act as the “guarantor of the integrity of the apprenticeships system”. The Institute will have a mandate to assure quality and provide advice on future funding for apprenticeship training. The government (under the powers of the Secretary of State for Education to issue advice and guidance to the Institute) proposes to publish an annual strategic guidance document which will outline the policy parameters within which the Institute should operate and exercise its functions.
- 2.3 This consultation document is a draft of the first guidance for 2017/18. Feedback is requested before the guidance is finalised for the launch of the Institute in April 2017.
- 2.4 In addition to acting in an advisory capacity on the maximum level of government funding available for apprenticeship standards, the Institute has a series of core functions set through legislation (the Enterprise Act 2016):
  - setting quality criteria for the development of apprenticeship standards and assessment plans;
  - reviewing, approving or rejecting these;
  - ensuring all end-point assessments are quality assured, including quality assuring some itself.
- 2.5 The government has accepted all the recommendations made to it by the Independent Panel on Technical Education, and has set out how they will be achieved in the Post-16 Skills Plan. The recommendations include expanding the remit of the Institute beyond apprenticeships to include all ‘technical’ education. It is anticipated that this change will be introduced from April 2018, with the Institute preparing during 2017/18 to assume this additional role. The ambition is to build a single, fully integrated system of technical education.
- 2.6 The draft guidance sets out the role of the institute including its strategic role in supporting:
  - the government’s aim to deliver three million apprenticeship starts by 2020;
  - the promotion of UK productivity through a new industrial strategy that ensures the workforce and skills are in place to deliver against the strategy;
  - employers to develop ambitious plans for good quality standards, particularly in sectors where there is evidence of skills gaps and that are priorities for the industrial strategy;
  - greater social mobility.
- 2.7 London Councils is preparing a response to the consultation in conjunction with lead members.

### ***Apprenticeship Levy***

- 2.8 From April 2017, all employers with a pay bill of more than £3 million and those linked to another employer which has an aggregated annual pay bill of more than £3 million, including local authorities, will be required to pay an apprenticeship levy.
- 2.9 The Department for Education (DfE) has issued a briefing about apprenticeships delivered by education providers as employers. It is intended for head teachers, school business managers or bursars.

- 2.10 The briefing summarises how the apprenticeship levy will typically work for schools. As there are a variety of pay bill arrangements in the education sector there is no single approach. Schools (and local authorities) are advised to read the briefing alongside the full published guidance on calculating, paying and spending the levy and seek appropriate professional advice on their liability.
- 2.11 Detailed guidance on paying the levy was published by HMRC in December 2016.

### **National Apprenticeship Week 2017**

- 2.12 National Apprenticeship Week runs from 6 to 10 March. The week will also aim to raise awareness and encourage more employers to take on apprentices and individuals to choose an apprenticeship as a ladder of opportunity to a career.
- 2.13 The National Apprenticeship Service has developed an [online events map](#) to track events and activities hosted by employers, schools, colleges and training organisations to promote apprenticeship opportunities.
- 2.14 Boroughs that are planning to run an event for National Apprenticeship Week, can submit information using an [online form](#) so that it can be included it on the map.
- 2.15 Information about getting involved in National Apprenticeship Week 2017, including toolkits for employers and partners on is available on GOV.UK (<https://www.gov.uk/government/topical-events/national-apprenticeship-week-2017> & <https://www.gov.uk/government/publications/toolkits-to-help-support-national-apprenticeship-week-2017>)

## **3 London Economic Action Partnership (LEAP)<sup>3</sup>**

- 3.1 The Mayor of London has now constituted the London Economic Action Partnership (LEAP) the local enterprise partnership for London.
- 3.2 LEAP will work with a new board of 16 members to determine local economic priorities and lead economic growth and job creation in London. The LEAP Board is due to meet for the first time on 1 February 2017.
- 3.3 As a Mayoral appointed body with no separate independent or corporate legal status, LEAP operates through the Greater London Authority which acts as the “accountable body” when funding arrangements are entered with the government or European Commission.
- 3.4 The Mayor of London, Sadiq Khan, will chair the new board, with the Deputy Mayor for Business, Rajesh Agrawal, taking on the role of Co-Deputy Chair (alongside another Co-Deputy from the business community). The Deputy Mayor for Planning, Regeneration and Skills, Jules Pipe, will also sit on the board. The remaining members have been appointed from London boroughs and businesses.
- 3.5 The local government representatives on the LEAP Board are:
- Sir Robin Wales - directly-elected Mayor of Newham (the LEAP's Royal Docks Enterprise Zone sits within that borough)
  - Cllr Claire Kober OBE - leader of Haringey and chair of London Councils
  - Cllr Peter John OBE - leader of Southwark, deputy chair of London Councils and executive member for business, skills and Brexit
  - Cllr Teresa O'Neill OBE - leader of Bexley and vice-chair of London Councils
- 3.6 In addition to overseeing current growth funding, confirmation of the funding allocation to LEAP from the £492 million for London and the south east in the Autumn Statement will be announced by government in due course.

- 3.7 A formal announcement regarding sub-groups and the LEAP Board's relationship to the Skills for Londoners taskforce has yet to be made. The Skills for Londoners taskforce will comprise a small steering group supported by a large stakeholder advisory group on which the steering group can draw for advice and guidance to assist the Mayor in leading on a new skills agenda for London.

#### **4 Social and ethnic inequalities in choice available and choices made at age 16<sup>4</sup>**

- 4.1 The Social Mobility Committee has published research that provides an up-to-date understanding of post-16 educational choices and transitions, highlighting the implications of differences in choice sets for students from different areas and backgrounds.
- 4.2 The research analysis explores how the choice sets available to students vary according to their geographic, social and educational background. It investigates the impact of these institutional, subject and qualification choices made on students' educational trajectories, including their subsequent educational attainment and their access to higher education.
- 4.3 The study uses three linked databases - the National Pupil Database, Individual Learner Records, and Higher Education Statistics Authority data - to explore all choices made by all individuals, rather than those appearing the Key Stage Five attainment tables to allow for a greater understanding of the role of both academic and vocational pathways in producing inequalities in higher education enrolment.
- 4.4 The report uncovers significant differences between poorer children and wealthier children living in the same neighbourhood with the same GCSEs results.

#### **5 Technical Education<sup>5</sup>**

##### ***Longitudinal Study of Learners in Vocational Education***

- 5.1 The Edge Foundation and City & Guilds Institute have jointly commissioned the Warwick Institute for Employment Research to undertake a project to track a group of learners who studied Level 3 vocational qualifications.
- 5.2 The aim of the study is to understand the journey of these individuals - how they came to choose their courses and institutions, their progress and how what they studied helped to prepare them for their next steps - and to use this information to support further improvements in technical and professional education
- 5.3 The first report from this study has been published, which looks at the learners as they prepare to complete their course or apprenticeship. It shows how they chose their qualification and learning provider. It also looks at their plans and aspirations for the future.

#### **6 Government response to Charlie Taylor's Review of the Youth Justice System<sup>6</sup>**

- 6.1 In September 2015 Charlie Taylor was commissioned by the government to look at how this country deals overall with children and young people who break the law.
- 6.2 The response to the review shows how the government will implement the key recommendations through a framework of improvement, by tackling offending and by improving youth custody. The government has made several statements in the response including that it will:
- work with the Youth Justice Board (YJB), to review governance of the system and to set clear and robust performance standards;

- strengthen the scrutiny and inspection arrangements for custody;
  - continue to ring-fence grants for the provision of youth justice services within local authority funding;
  - work with local authorities to explore how local areas can be given greater flexibility to improve youth justice services;
  - work with the Home Office and police to ensure children and young people are treated appropriately in police custody
  - make the court experience more appropriate for young offenders and young victims and witnesses;
  - develop a new pre-apprenticeship training pathway that will start in custody and ensure that all children and young people are in education, training or employment on release;
  - boost the numbers of staff on the operational frontline in Young Offender Institutions (YOIs) by 20 per cent.
- 6.3 The Taylor Review recommended removing the legislative requirement for local authorities to have a Youth Offending Team (YOT) on the basis that the system is now overly centralised, and that their freedom to innovate is constrained by reporting requirements and the need to produce an annual plan. The Review also recommended removing the ring-fence on the YOT grant and rolling YOT funding into general local authority funding to give greater flexibility locally.
- 6.4 The government has stated that it will continue to ring-fence grants for the provision of youth justice services within local authority funding “to ensure sufficient funding for these services”.
- 6.5 The response notes that there is a case for local authorities to be given more flexibility in how they deliver youth justice services, and states that the government will consider further the proposals that the Taylor Review makes in this area.

## **7 The Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills 2015/16<sup>7</sup>**

- 7.1 Sir Michal Wilshaw published his fifth and final Annual Report as Her Majesty’s Chief Inspector in December 2016.
- 7.2 The report highlights:
- there are 13 local authority areas where every secondary school inspected is either good or outstanding, all of which are in London or the South East;
  - disadvantaged students in Inner London who completed a level 3 qualification at key stage 5 in 2014 were more likely to go on to university than their peers
  - 52 per cent of pupils nationally reached the new and more challenging expected standard in reading, writing and mathematics at the end of key stage 2 - the highest performing region was London with 57 per cent.
- 7.3 The regional information pack for London highlights for secondary and post-16 education:
- London still has the strongest secondary sector in the country, with 90% of pupils in good or outstanding secondary schools;
  - provisional results show that London had the best GCSE outcomes in England in terms of pupils achieving A\* to C grades in English and mathematics;



- in both the new Progress 8 and Attainment 8 measures, London was the strongest region nationally in 2016;
- London is the best performing region for levels 2 and 3 qualifications for 16- to 18-year-olds.
- in 2015, the proportion of students achieving a level 2 qualification, including English and mathematics, by the age of 19 improved to 70.3 per cent in London - as a result, it continued to be the top performing region, more than two percentage points above the national level of 67.9 per cent;
- at level 3 London is the best performing region, with 64.9 per cent of 19-year-olds achieving this qualification - nearly eight percentage points above the national figure of 57.4 per cent.

7.4 The regional report also notes that these high achievement rates mask varying levels of achievement within different post-16 settings. In terms of Ofsted judgements, post-16 providers in London are not performing as well as secondary schools generally.

7.5 As at 31 August 2016, 65 per cent of general further education colleges and 75 per cent of sixth form colleges in London were graded good or outstanding, both below the national levels of 71 per cent and 89 per cent respectively. However, 77 per cent of London school sixth forms inspected by Ofsted from September 2014 to August 2016 were judged good or outstanding, above the national figure of 69 per cent.

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<sup>1</sup> <https://www.gov.uk/government/consultations/schools-national-funding-formula>

<sup>2</sup> <https://consult.education.gov.uk/apprenticeships/government-s-draft-strategic-guidance-to-the-insti/-http://amazingapprenticeships.com/wp-content/uploads/One-pager-for-schools-Apprenticeship-Levy-and-Public-Sector-Duty-05-01-17-v1.pdf>

<sup>3</sup> <https://lep.london/>

<sup>4</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/574708/SMC\\_social\\_and\\_ethnic\\_inequalities\\_in\\_post\\_16\\_report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/574708/SMC_social_and_ethnic_inequalities_in_post_16_report.pdf)

<sup>5</sup> LINK - [http://www.edge.co.uk/sites/default/files/documents/20161212\\_wave\\_1\\_report\\_-\\_final.pdf](http://www.edge.co.uk/sites/default/files/documents/20161212_wave_1_report_-_final.pdf)

<sup>6</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/576553/youth-justice-review-government-response.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/576553/youth-justice-review-government-response.pdf)

<sup>7</sup> <https://www.gov.uk/government/publications/ofsted-annual-report-201516-education-early-years-and-skills>

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# Young People's Education and Skills Operational Sub-Group

**Latest participation, NEET and activity 'not known' statistics** Item: 6b

**Date:** 27 January 2017

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

- 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 available<sup>2</sup> 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)

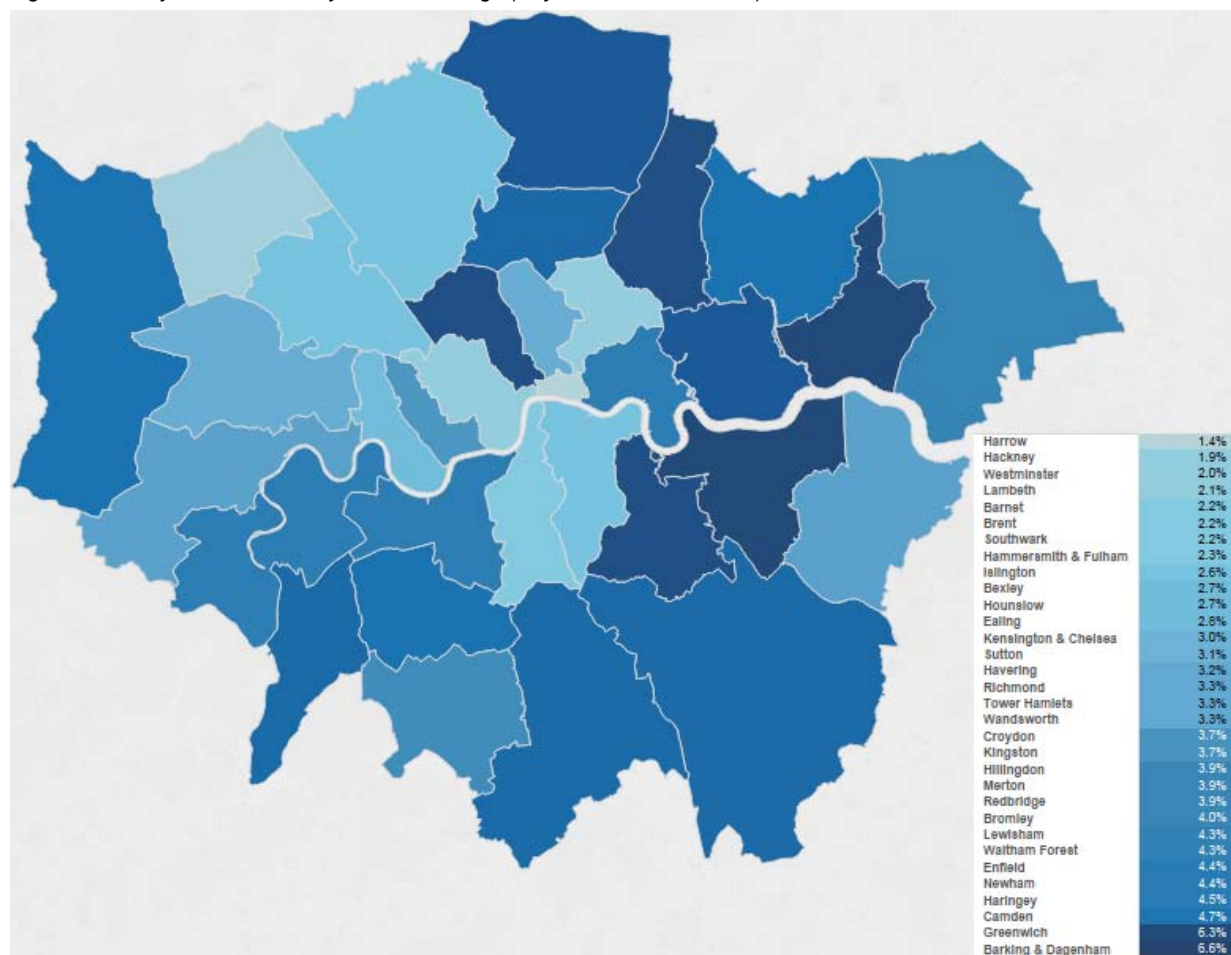


Figure 2: 16-18 year olds NEET by age and London borough (July 2016, source NCCIS)

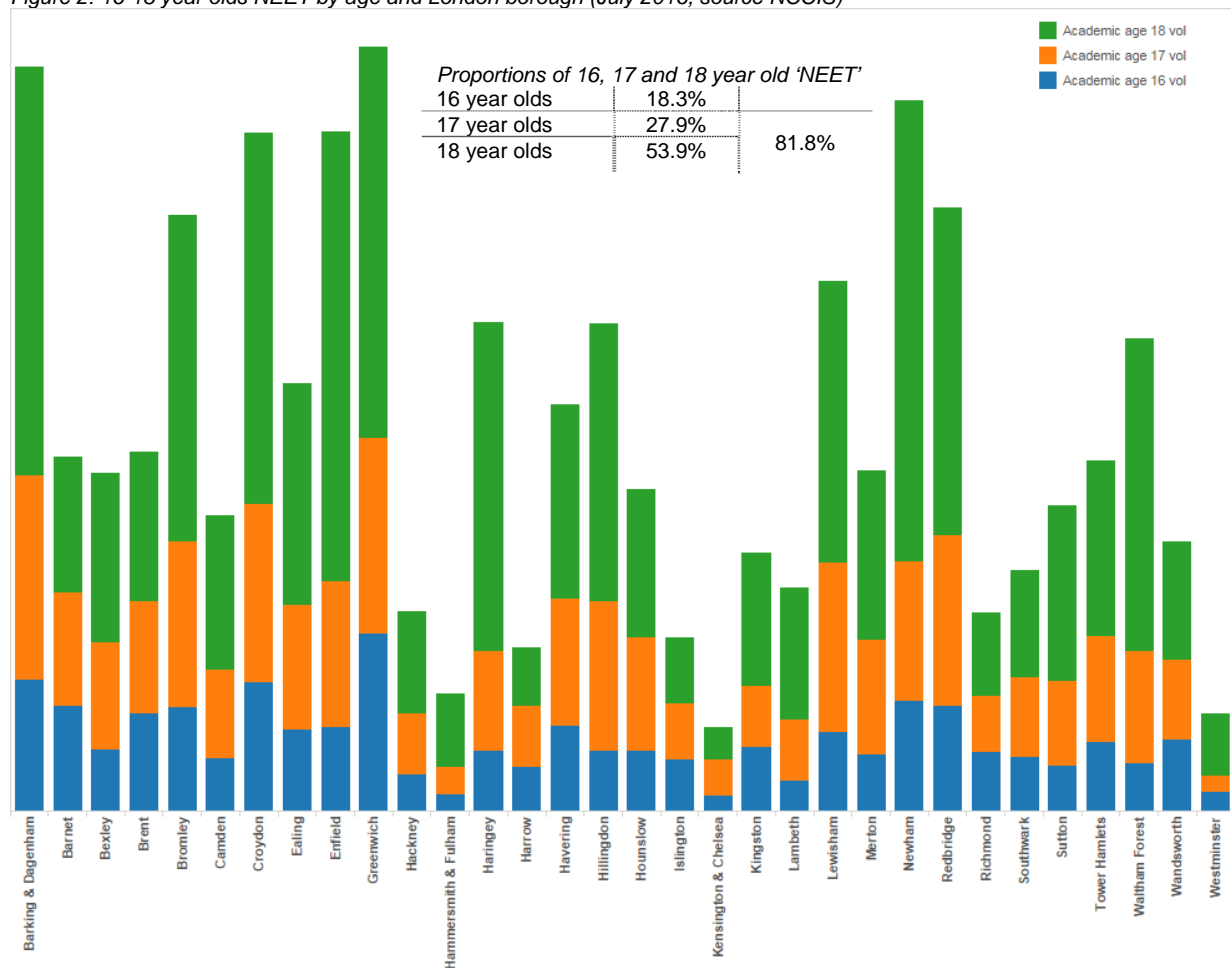


Figure 3: 16-18 year-olds whose participation status is 'not known' by London borough (July 2016, NCCIS)

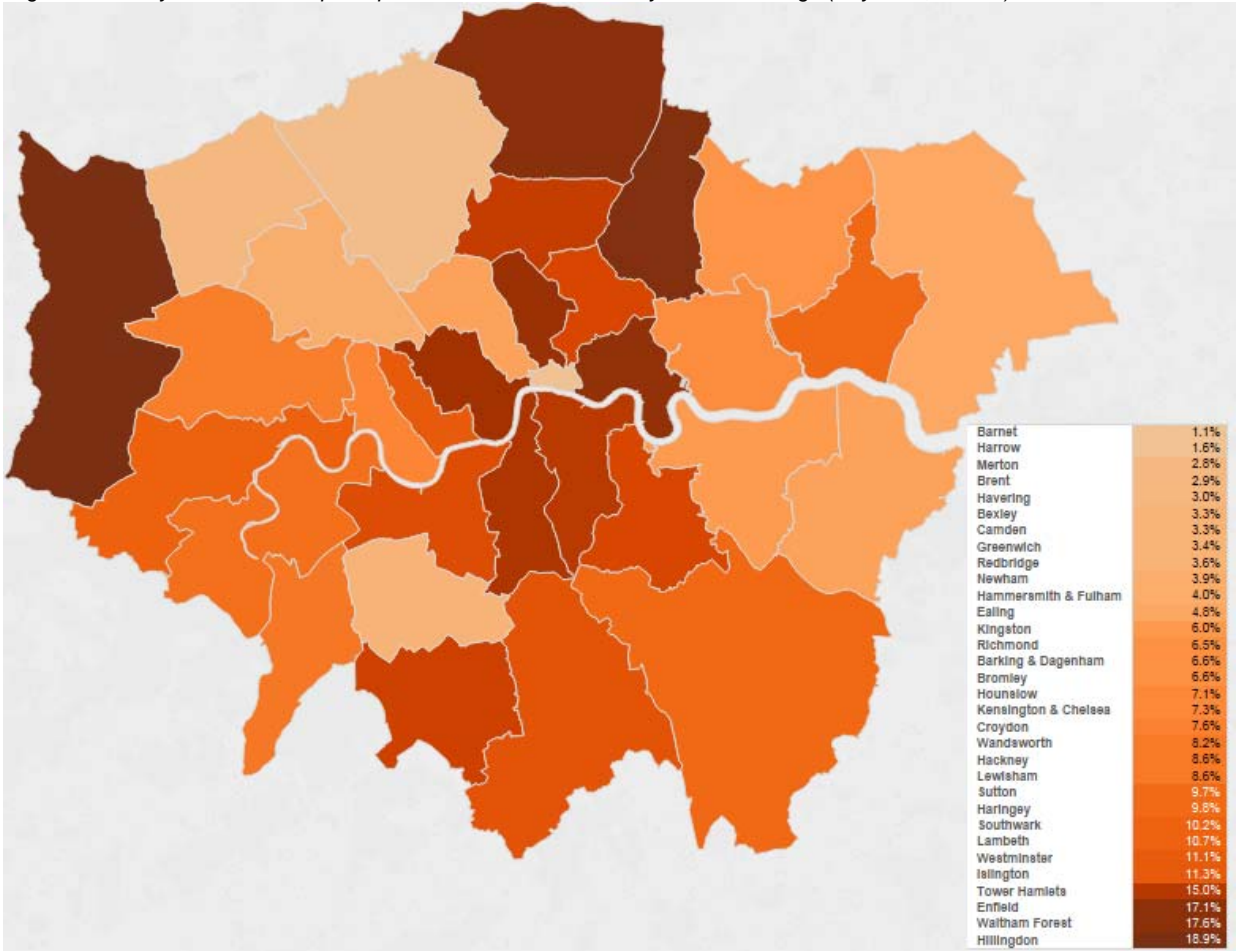
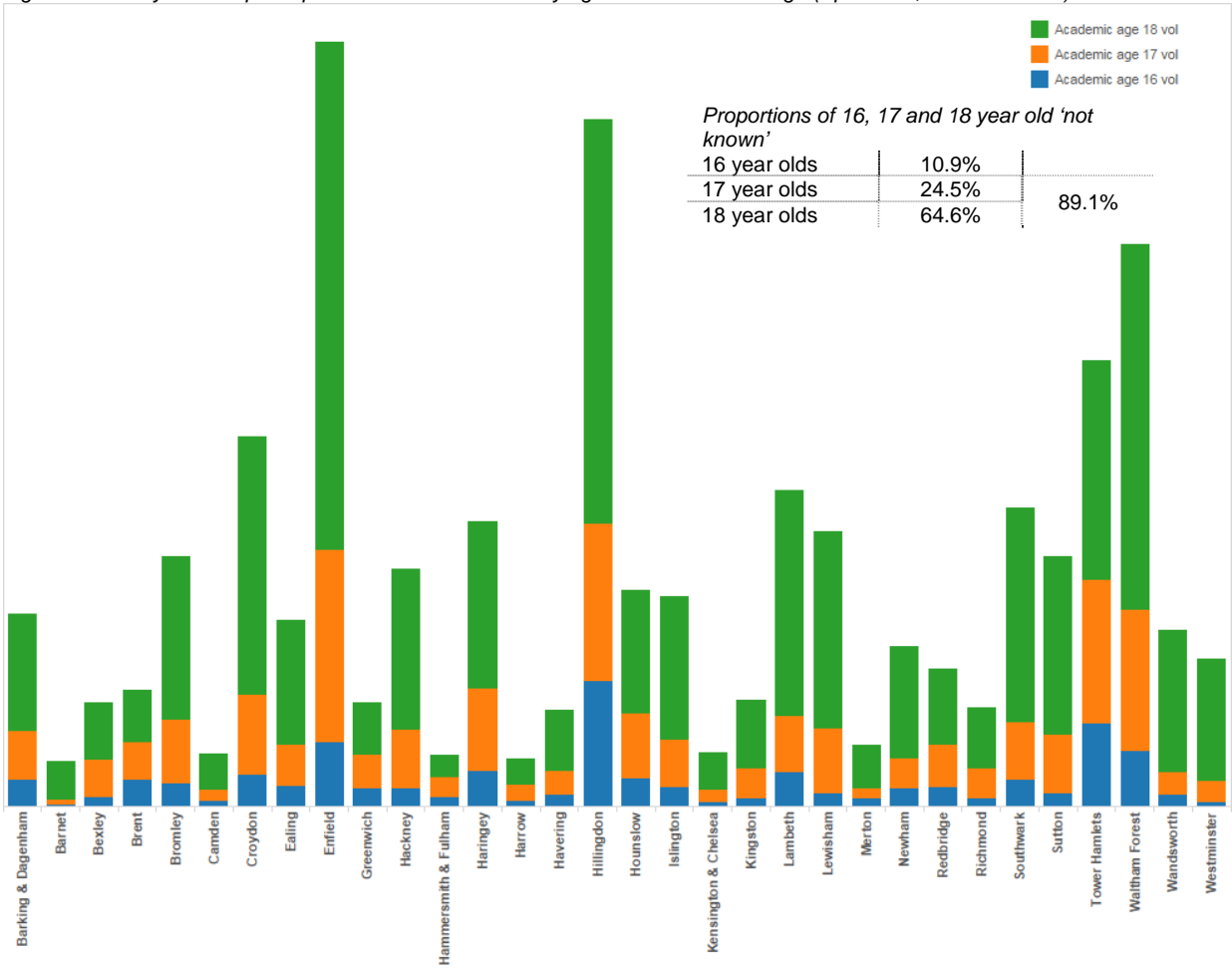


Figure 4: 16-18 year olds participation status 'not known' by age and London borough (April 2016, source NCCIS)



## 2 16 and 17 Year Old Participation in Education and Training (June 2016 - latest available from the [Department for Education](#)<sup>3</sup>)

- 2.1 On 13 October 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 June 2016. 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 2-016 position.
- 2.3 London's participation was 2.2 percentage points above the national figure (see Table 4). 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 5). The percentage participating at age 16 in London was higher than those participating at 17 by 5.0 percentage points (see Table 6) – please note: Although the 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.

Table 4: Participation - percentage over time: proportion of 16-17 year-olds in education and training, June 2016 (source DfE)

Region	Jun 2015	Dec2015	Mar 2016	Jun 2016	Percentage point change in the last 12 months	
England	89.5%	91.2%	91.5%	91.0%	0.5%	⬇️
London	93.1%	92.2%	93.1%	93.2%	0.1%	⬆️

Table 5: Participation - percentage by type of activity, June 2016 (source: DfE)

Region	Meeting the duty through					Of those not meeting the duty		
	Full-time education and training <sup>4</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 6: 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 16-24 NEET Statistics Quarterly Brief (SFR59/2016 dated 24 November 2016, Quarter 3 [July to September 2016] – latest available from [gov.uk](#))<sup>5</sup>

- 3.1 Both the volume and percentage of 16 to 24 year olds who were NEET in Quarter 3 of 2016 in London have increased since Quarter 2 and are higher than the same quarter last year (see Table 7). The London NEET percentage remains below the national figure, but the gap is again less than one percentage point (see Table 7 and Figure 5).
- 3.2 The percentage of 18 to 24 year olds who were NEET in Quarter 3 of 2016 in London has also increased since Quarter 2 and it too is higher than the same quarter last year 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 3 of 2016 in London is also higher than

the same quarter last year and Quarter 2. It is lower than the national figure by over one percentage point (see Tables 8 and 9).

Table 7: Estimated number and proportion of 16-24 year-olds NEET (SFR59/2016)

Region	Quarter 3							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	1,065,000	17.6%	932,000	15.4%	835,000	13.8%	840,000	13.9%
London	146,000	15.5%	115,000	12.4%	102,000	10.6%	130,000	13.4%

Figure 5: Comparison between 16-24 NEET in London and England over time (SFR59/2016)

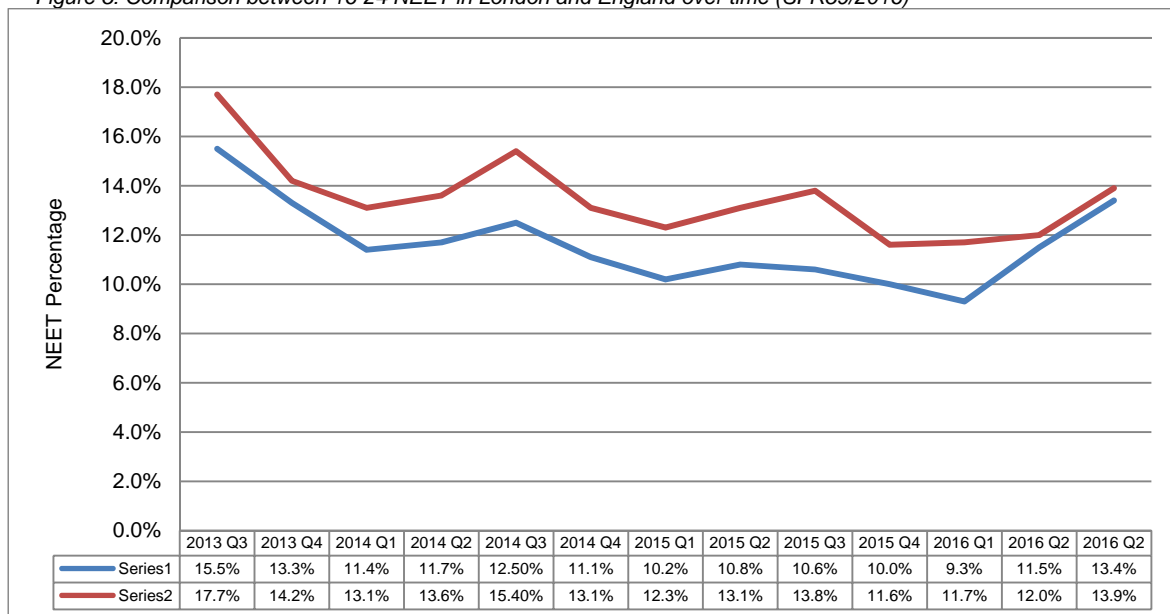


Table 8: Estimated number and proportion of 18-24 year-olds NEET (SFR59/2016)

Region	Quarter 3							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	940,000	19.5%	829,000	17.3%	725,000	15.2%	747,000	15.6%
London	131,000	17.2%	106,000	14.3%	85,000	11.0%	118,000	14.9%

Table 9: Estimated number and proportion of 19-24 year-olds NEET (SFR59/2016)

Region	Quarter 3							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	835,000	20.1%	730,000	17.7%	644,000	15.4%	675,000	16.2%
London	117,000	17.3%	94,000	14.0%	72,000	10.4%	103,000	14.8%

## 4 Future Reporting

- 4.1 The December NEET and activity not known figures are not expected to be released on NCCIS until around the date of the next OSG meeting and we will table at that meeting any available data.
- 4.2 As discussed at the last meeting, any members of the OSG who wish to work with the Young People's Education and Skills Team to review and amend the report format should contact Peter O'Brien using the contact details on page 1 of this report.

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- <sup>1</sup> 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. Statistics covering the period August to November each year tend to be unreliable and consequently not reported. The next data are expected to be available around 25 January 2017.
- <sup>2</sup> Includes young carers, teenage parents and mothers-to-be, and young people with a serious or on-going health problem
- <sup>3</sup> 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>
- <sup>4</sup> Includes work-based learning, students on gap year and other training
- <sup>5</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 due on 26th May 2016.