

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

## AGENDA

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

**Date:** 7 April 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)

Item 1	Welcome, introductions and apologies	DC
Item 2	Notes of the last meeting and matters arising <i>(paper - for agreement)</i>	DC
Item 3	Review of Terms of Reference <i>(for discussion and agreement)</i>	All
Item 4	High needs strategic planning funding <i>(presentation)</i>	YB
Item 5	London Ambitions update <i>(presentation)</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
	– ESF Update <i>(verbal update – for information)</i>	POB
Item 7	Any Other Business	All

**Date of next meeting: Friday 9 June, 10am-12noon, meeting room 1**

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## Notes

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

<b>Date</b>	27 January 2017	<b>Venue</b>	London Councils
<b>Meeting Chair</b>	Andy Johnson		
<b>Contact Officer</b>	Peter O'Brien		
<b>Telephone</b>	020 7934 9743	<b>Email</b>	<a href="mailto:peter.obrien@londoncouncils.gov.uk">peter.obrien@londoncouncils.gov.uk</a>

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### Present

Andy Johnson	London Borough of Enfield (North & East London) Acting Chair
Yolande Burgess	London Councils
John Galligan	London Borough of Brent (West London)
Eamonn Gilbert	Achieving for Children – Kingston & Richmond (South West London)
Tony Haines	Education Funding Agency
Ann Mason	Achieving for Children – Kingston & Richmond (South West London)
Noel Tiernney	London Borough of Wandsworth

### Officers

Peter O'Brien	London Councils Young People's Education and Skills Team
Jamie Saddler	London Councils (for item 3)

### Visitor

Ellie Sanders	London Councils (Intern)
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### Apologies

Debi Christie	London Borough of Bromley (South East London) Chair
Trevor Cook	London Borough of Havering (North & East London)
David Scott	London Borough of Hounslow (South West Cluster)
Judith Smyth	Association of Colleges (AoC)
Sheila Weeden	London Borough of Newham (North East Cluster)

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## 1 Welcome, Introductions and apologies

- 1.1 Andy Johnson (Vice-Chair) chaired the meeting in Debi Christie's absence. He welcomed attendees to the meeting and noted the other apologies for absence.

## 2 Notes of the last meeting and matters arising

- 2.1 Notes of the last meeting were approved. Yolande Burgess said that a report on the areas for development identified in SEND inspections would be circulated shortly (action point 226) and Ann Mason reported that no OSG members contacted her with a view to responding to the publication of the NEET and 'Not Known' scorecard.

### **3 Apprenticeship Levy and Local Authority Targets**

- 3.1 Jamie Saddler (Principal Policy & Projects Officer, London Councils Economy, Tourism and Culture Team) explained about the Apprenticeship Levy and how it is intended to work. Jamie also explained that the government had set each local authority a target for the recruitment of Apprentices
- 3.2 Jamie referred to the challenges for London (for example, companies who regard the levy as a tax and who are not committed to provide any Apprenticeships; levy raised in London being spent elsewhere) and the opportunities (such as authorities considering their future skills needs and the gaps in the existing skills set of their workforce).
- 3.3 London Councils will work with boroughs to set up Trailblazers, possibly in conjunction with the Local Government Association. It was hoped that this would address some concerns that some apprenticeship standards (for example in social work) did not appear to match the future skills set that local authorities would require.
- 3.4 London Councils would be publishing the results of a survey of London local authorities' views about the changes to Apprenticeships and their funding, including varying levels of engagement with small-medium sized businesses and other partners. A 'best practice' guide to authorities may then follow. A video to support recruitment is also being prepared.
- 3.5 OSG members asked Jamie about the mechanics of payment and the relationship between apprenticeships and higher-level qualifications that London would need in the future. The following points emerged in the general discussion that ensued:
  - 3.5.1 It was noted that some apprenticeship standards did not include qualifications.
  - 3.5.2 The new arrangements provide for additional funding of 16 to 18 year-olds, young people with Education Health and Care Plans and those in care/care leavers. OSG members expressed the opinion local authorities may prioritise vulnerable young people in recruiting apprentices.
  - 3.5.3 While there did not appear to have been any pan-London research into authorities' hard-to-fill vacancies, some authorities were preparing their apprenticeship plans on the basis of similar local intelligence.
  - 3.5.4 Some authorities are concentrating on apprenticeships in first/entry-level jobs that young people can progress into when they leave school/college. This could lend itself to cross-borough or even sub-regional approaches.
- 3.6 The Chair thanked Jamie for his input.

### **4 Vision 2020**

- 4.1 A draft "Vision 2020", produced after taking into account the comments of the OSG, had been discussed at the last Young People's Education and Skills Board meeting. Peter O'Brien presented the latest iteration of the Vision to the OSG.
- 4.2 In response to a suggestion made by Ann Mason, it was agreed to make the statement about social mobility easier to understand. It was also agreed to add an appropriate reference to the challenges in London of promoting access to higher education.
- 4.3 The Vision would be available on the London Councils website at the end of the financial year.
- 4.4 Yolande Burgess pointed out that the planning for this year's report on the HE Journey of Young Londoners will undertaken shortly and that it would spotlight technical education.

**Action point: OSG members to submit final comments on “Vision 2020” to Peter O’Brien by 10 February 2017, so that it can be published on the London Councils website by the end of the financial year**

## **5 GCSE/equivalents, A Level/other level 3 results and destination measures**

- 5.1 Yolande Burgess told the meeting that Intelligent London had been updated and the statistics, including ‘characteristics’ reports, were available for local analysis.
- 5.2 In presenting the reports on GCSE/equivalents and A Level/other level 3 results, Yolande drew the meeting’s attention to the many changes that have been introduced to the measurement and reporting system since the last comparable paper was presented to the OSG. Yolande reminded OSG members that full details of these changes could be found in the source documents used to produce the analysis.
- 5.3 Yolande said that there had also been a significant development in the production of the destination measures report, which is no longer given ‘experimental’ status. In particular, the data supporting the measure on destinations after Key Stage 5 is now matched with data from HMRC and DWP. This means that the number of people whose destination is unknown (and consequently not included in the statistic) has reduced tremendously.

## **6 Work Plan Monitoring**

- 6.1 Yolande Burgess talked through the Policy Update and particularly drew the meeting’s attention to London Councils’ briefings on the effects in London of changes in the schools and high needs funding formulae.
- 6.2 Peter O’Brien spoke to the Participation, NEET and activity ‘not known’ report and invited OSG members from local authorities to work on a new reporting format following the removal of 18 year-olds from national reports.
- 6.3 Yolande informed the meeting that NfER is producing a report on schools making good use of London Ambitions.
- 6.4 Peter O’Brien provided an update on London Councils’ project to support the London ESF Youth Programme and, in particular, on the first programme information exchange event held on 2 December 2016 and the issues it raised. A project advisory group meeting will take place 1 February 2017. Ann Mason reported on the recent South London network between local authorities and providers. The meeting reiterated the need for performance data relating to young people’s borough of residence.
- 6.5 The Chair invited local authorities to submit to London Councils reports on Area Review’s impact on their borough.

**Action point: Yolande Burgess will advise John Galligan whether London Borough of Brent is considered an Inner London or Outer London borough for the purposes of the new funding formulae.**

**Action point: OSG members agreed to encourage sub-regional colleagues to make use of an electronic [events map](#) set up by the SfA to record [activity](#) in National Apprenticeship Week.**

**Action point: Any OSG member from a local authority who wishes to work with London Councils on revised reports on participation, NEET and activity ‘not known’ should contact Peter O’Brien by 3 February 2017 with a view to developing the report during week commencing 6 February 2017**

**Action point: Boroughs on North & East London and Central London to consider convening a network with ESF providers in their sub-regions**

**Action point: OSG members from local authorities to ask boroughs in the sub-region to send Peter O'Brien a short report of the impact of Area Review on their borough**

## **7 Young People's Education and Skills Board Agenda**

- 7.1 OSG members discussed the Young People's Education and Skills Board Agenda and agreed it should include: Apprenticeships, London Ambitions and (if possible) Post-16 implementation Plan for the National Skills Plan. If the government makes further progress on the proposed consultation on local authority statutory duties in respect of children and young people, the OSG recommended that this should also be discussed by the Board.
- 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: Apprenticeships, London Ambitions and (if possible) Post-16 implementation Plan for the National Skills Plan and on local authority statutory duties in respect of children and young people.**

## **8 Any Other Business**

- 8.1 OSG members discussed the impact of reductions in Education Services Grant on their boroughs

**Next meeting:** Friday 7 April 2017 10a.m to 12 noon at London Councils

### 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
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	Circulated 9.2.17	<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	Discussed at meeting	<b>Closed</b>
230	27.1.17	Members to submit final comments on Vision 2020 to POB by <b>10.2.17</b>	<b>ALL</b>	7.04.17	Deadline passed	<b>Closed</b>
231	27.1.17	Advise JG if Brent is considered an Inner or Outer London Borough with regards to new funding formulae	<b>YB</b>	7.04.17	Information sent to JG 06.03.2017	<b>Closed</b>
232	27.1.17	<a href="#">Members to remind sub regions of electronic events map to record activity in National Apprenticeship Week.</a>	<b>ALL</b>	7.04.17	Verbal update from OSG members to be given at 7.4.17 meeting	<b>Closed</b>
233	27.1.17	Any member wishing to work with London Councils on revising reports on participation, NEET and activity 'not known' to contact POB by <b>3.2.17</b>	<b>ALL</b>	7.04.17	Deadline passed	<b>Closed</b>
234	27.1.17	Boroughs on North & East London and Central London to consider convening networks with ESF providers in their sub-region	<b>ALL</b>	7.04.17	Taken forward through London Councils' ESF Technical Assistance project 1 February 2017	<b>Closed</b>
235	27.1.17	Local authority members to ask boroughs in their sub-regions to send POB a short report on the impact of Area Review in their borough by <b>28.2.17</b>	<b>ALL</b>	7.04.17	Deadline passed	<b>Closed</b>

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

### Terms of Reference

**Contact:** Yolande Burgess      **Date:** April 2017  
**Telephone:** 020 7934 9739      **Email:** [yolande.burgess@londoncouncils.gov.uk](mailto:yolande.burgess@londoncouncils.gov.uk)

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#### 1 Background

- 1.1 London Councils: Young People's Education and Skills operates on behalf of the 33 London councils in accordance with the London proposals for 14 to 19 education and training agreed with the Department for Children, Schools and Families (now Department for Education). It is subject to London Councils governance and the requirements of London local government through the Leaders' Committee.

#### 2 The Aim of the Operational Sub-Group (OSG)

- 2.1 The aim of the OSG is to help strategically guide and provide scrutiny of the London Councils Young People's Education and Skills work, and to provide advice and support to the Strategy Director. OSG members will undertake these tasks with reference to the Young People's Education and Skills purpose listed in section 1 of the London Councils Young People's Education and Skills Constitution (Annex 1).

#### 3 The Role of the OSG

- 3.1 **Direct and oversee workstrands.** The Director shall agree with the Leaders Group each year on behalf of, and with the agreement of, the Young People's Education and Skills Board a work plan and annual operating budget, including regional projects. The OSG shall monitor the progress in implementing the work plan and shall evaluate the projects conducted by the Strategy Director;
- 3.2 **Identify and co-ordinate project/task and finish groups.** The Young People's Education and Skills, working through the OSG will take responsibility for establishing project/ task and finish groups identified at any time according to specific need.
- 3.3 **Support cross-borough pan-London dialogue.** By facilitating meetings and conferences to bring borough representatives together on a pan-London basis.
- 3.4 **Competence to decide or recommend.** The OSG can recommend courses of action to the Young People's Education and Skills Board. The OSG can only make decisions that have been formally delegated to it by the Young People's Education and Skills Board and such delegation shall express the extent of any decision that the OSG may make. The OSG does not have a delegated budget.
- 3.5 **Propose and plan events.** The OSG shall advise the Young People's Education and Skills Board on the conduct, content and organisation of events sponsored by or held in the name of London Councils Young People's Education and Skills.

## **4 Membership of the OSG**

- 4.1 The membership of the OSG will comprise:
  - 4.1.1. Young People's Education and Skills Strategy Director
  - 4.1.2. Local authority representatives (a minimum of five, drawn appropriately to reflect pan-London representation)
  - 4.1.3. Provider representatives (up to three and reflecting different provider types)
  - 4.1.4. Nominated members project/task and finish groups set out in paragraph 3.2
  - 4.1.5. London Councils Policy And Public Affairs Directorate
  - 4.1.6. Education and Skills Funding Agency (ESFA)
  - 4.1.7. The London Economic Action Partnership officer (LEAP)
  - 4.1.8. Greater London Authority - Children & Young People (GLA)
- 4.2 The membership composition of the OSG may only be amended by the Young People's Education and Skills Board.
- 4.3 The OSG may co-opt advisers without voting rights permanently or to attend all or any part of any meeting or sequence of meetings.
- 4.4 Named substitutes for OSG members are permitted. However, no more than one representative per membership place will be expected to attend any one OSG meeting, unless specifically agreed by the Chair.
- 4.5 If a member fails to attend either three consecutive OSG meetings or more than 50 per cent of OSG meetings within any given year without notification and/or good reason, they shall forfeit their membership and a new representative will be sought.
- 4.6 Votes:
  - 4.6.1. The decision to take a recommendation to a vote rests solely with the Chair.
  - 4.6.2. Prior to any vote being taken, the Chair shall identify whether any member of the OSG has a conflict of interest and shall, in the event of a prejudicial interest, ask such member(s) to withdraw from the matter being discussed
  - 4.6.3. Each member may cast one vote only. If a member be represented by more than one person, there shall be only one vote cast on behalf of that member.
  - 4.6.4. The quorum for voting purposes only is one-half of the members.
  - 4.6.5. The Chair votes only in the instance of a tie.

## **5 Key Responsibilities of OSG Members**

- 5.1 All members have a responsibility to provide guidance, advice and information germane to their areas of expertise. Although OSG members attend in an individual capacity it is expected that they will keep other bodies informed about relevant OSG work.
- 5.2 All OSG members, in their capacity as representatives of London Councils Young People's Education and Skills, have a responsibility to advise and support local authority colleagues in matters relating to the work of Young People's Education and Skills. Local authority members will be expected to share information relating to OSG

meetings with local authority colleagues in local geographical cluster groups in the course of their regular inter-borough dialogue.

## **6 Officers and Secretariat Function**

- 6.1 The OSG shall elect a Chair and Vice-Chair who shall be a local authority representative. All members shall be appointed for a fixed and renewable twelve month period of office at an Young People's Education and Skills Board meeting to be held between 1 June and 30 September each year.
- 6.2 The Secretariat Function for the group will be provided by the Strategy Director within the resources agreed by London Councils Leaders Group.

## **7 Frequency of Meetings and Quorum**

- 7.1 OSG shall where possible meet within four weeks of a scheduled meeting of the Young People's Education and Skills Board (in order to agree recommendations that the OSG shall put to the Board) and no later than four weeks after each scheduled meeting of the Board (to ensure that the work-plan is updated appropriately). Additional meetings may be held at the discretion of the Strategy Director.
- 7.2 The quorum shall be one quarter or the number nearest to one quarter of the members of OSG. If, within half an hour of the time appointed for the meeting to commence, a quorum is not present, the meeting shall dissolve.

## **8 Accountability of the OSG**

- 8.1 The strategic accountability for the London 14 to 19 education and training offer sits with the Young People's Education and Skills Board and shall be supported by the OSG. The OSG is accountable to all local authorities through London Councils. The reporting lines are illustrated in appendix 2.

## Extract from London Councils: Young People's Education and Skills Constitution

### 1 Purpose

- 1.1 The role of the London Councils Young People's Education and Skills Board is to provide pan-London leadership for 14 to 19 education and training provision in relation to the current and future needs of learners and employers, support local authorities in undertaking their statutory functions, and assist other stakeholders in planning, policy and provision.
- 1.2 The key tasks of the London Councils Young People's Education and Skills Board are to:
  - 1.2.1 develop the strategic vision of the market for 14 to 19 provision in London, influencing and shaping sufficient diversity and specialism to promote full participation;
  - 1.2.2 lobby for the best resources for London's young learners;
  - 1.2.3 in partnership with the LEP:
    - 1.2.3.1 develop a clear picture of the changing jobs landscape and skills needs in London to help shape the development of provision;
    - 1.2.3.2 support stakeholders with the provision of high-quality impartial information for all London's young people;
    - 1.2.3.3 alert London providers to known regionally unmet needs and gaps in the market;
  - 1.2.4 contribute to the production and analysis of data, including demographic data, to inform planning at a provider level;
  - 1.2.5 promote consistent scrutiny of 16 to 18 provision, challenging poor quality and championing excellence across the capital;
  - 1.2.6 support local authorities and providers to operate in the collective interest of London, particularly in addressing the needs of vulnerable learners;
  - 1.2.7 co-ordinate the development of specialist education and training across London – including both provision for learners with learning difficulties and disabilities and specialist vocational provision; and
  - 1.2.8 undertake any other tasks as directed by Leaders' Committee.
- 1.3 In pursuing these ambitions it is recognised that there may be the need to undertake specific commissioning activities at a regional level on behalf of local authorities, based on clear business cases.

# Young People's Education and Skills Board

## Policy Update

Item: 6(a)

**Date:** 7 April 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 Board.

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

## 1 The Industrial Strategy<sup>1</sup>

1.1 The Department for Business, Energy & Industrial Strategy (BEIS) published a green paper for consultation in January *Building our Industrial Strategy*.

1.2 The strategy sets out 10 pillars for driving industrial growth:

1.2.1 Investing in science, research and innovation – the UK must become a more innovative economy and do more to commercialise its world leading science base to drive growth across the UK.

1.2.2 Developing skills – help people and businesses to thrive by: ensuring everyone has the basic skills needed in a modern economy; building a new system of technical education to benefit the half of young people who do not go to university; boosting STEM (science, technology, engineering and maths) skills, digital skills and numeracy; and by raising skill levels in lagging areas.

1.2.3 Upgrading infrastructure – upgrade the UKs standards of performance on digital, energy, transport, water and flood defence infrastructure, and better align central government infrastructure investment with local growth priorities.

1.2.4 Supporting businesses to start and grow – ensure that businesses across the UK can access the finance and management skills they need to grow; and create the right conditions for companies to invest for the long term.

1.2.5 Improving procurement –use strategic government procurement to drive innovation and enable the development of UK supply chains.

1.2.6 Encouraging trade and inward investment – government policy can help boost productivity and growth across the economy, including by increasing competition and helping to bring new ways of doing things to the UK.

1.2.7 Delivering affordable energy and clean growth – need to keep costs down for businesses, and secure the economic benefits of the transition to a low-carbon economy.

1.2.8 Cultivating world-leading sectors – build on areas of competitive advantage, and help new sectors to flourish, in many cases challenging existing institutions and incumbents.

- 1.2.9 Driving growth across the whole country – create a framework to build on the particular strengths of different places and address factors that hold places back – whether it is investing in key infrastructure projects to encourage growth, increasing skill levels, or backing local innovation strengths.
- 1.2.10 Creating the right institutions to bring together sectors and places – consider the best structures to support people, industries and places. In some places and sectors there may be missing institutions which could be created, or existing ones that could be strengthened, be they local civic or educational institutions, trade associations or financial networks.
- 1.3 The House of Commons BEIS Committee published a report<sup>2</sup> on the strategy in February. Whilst broadly welcoming the strategy, the committee found that the government's approach:

*“... reflects a continuation of policy approaches introduced from May 2015 - a focus on horizontal policies, regional devolution, and sectoral “deals”. As it stands, there is a real risk that certain proposals benefit incumbents while lacking the multiplier-effect that a good strategy can deliver through bringing greater coherence and focus to policy objectives... the Green Paper has little discussion of the implicit tensions and conflicting demands that exist in policy making and provides little clarity on how regional rebalancing and sectoral deals will work in practice. It provides a long list of policy interventions but little by way of ground rules to provide a framework for future decision-making which, we would argue, should be the core of any long-term strategy.”*
- 1.4 The strategy sets out 38 questions for consultation. The government is consulting until 17 April 2017. London Councils is preparing response.

## **2 Spring Budget<sup>3</sup>**

- 2.1 The spring budget was announced in March. There were four key education and skills headlines:
  - 2.1.1 A technical education system to match the excellence of its world-leading higher education system. £500 million by 2021 will go to support the implementation of the new 16 to 19 T- levels. The government will extend programmes to an average 900 hours a year and will also implement 1 to 3 month work placements.
  - 2.1.2 Parents will be offered greater choice in finding a good school for their child through the opening of 500 new free schools by 2020, including selective schools. The government will extend the free schools programme with investment of £320 million in this Parliament to help fund up to 140 schools.
  - 2.1.3 The government will spend up to £40 million by 2018-19 to test different approaches to help people to retrain and upskill throughout their working lives through lifelong learning pilots.
  - 2.1.4 The government has agreed a Memorandum of Understanding on further devolution to London. The agreement with the Greater London Authority (GLA) and London Councils includes joint working to explore the benefits of, and scope for, locally-delivered services. The agreement also commits to explore options for devolving greater powers and flexibilities over the administration of business rates and greater local influence over careers services and employment support services, as well as working with the GLA and London Councils to ensure that employers can take advantage of the opportunities offered by the apprenticeship levy.

### **3 Work experience and related activities in schools and colleges<sup>4</sup>**

- 3.1 The Department for Education has published a research report on work experience. The study follows the publication of updated guidance for 16 to 19 study programmes (2015), which built on the work done following recommendations made in the Wolf review. The guidance advocates a period of work experience, or a more extended work placement, as a core part of programmes for all post-16 students, whether following an academic or a technical curriculum, in order to support them in developing their work readiness.
- 3.2 Alongside the guidance for post-16 programmes, the government also revised its statutory guidance for schools, expecting schools to offer high quality work experience and encouraging them to engage fully with their local employer and professional community. The overall aim of the study was to consider current provision and operational practice of work-related activities at schools and colleges in England.
- 3.3 The overarching aim of the study was to provide up-to-date evidence about provision of, and operational practice in, work-related activities at schools and colleges. The study sought to address questions about the current format, organisation, level of curriculum integration, purpose and use of current work experience and work placement practice for both pre- and post-16 students.
- 3.4 The findings highlight a number of different activities and practices from the 712 schools and colleges that took part in the study survey:
  - 3.4.1 Schools and colleges offered a range of work-related activities, from careers events/ fairs to mock interviews and work experience placements. The majority of schools and colleges (63 per cent) also made provision for students with Special Educational Needs and/ or Disabilities (SEND), colleges in particular (82 per cent, compared to 66 per cent of schools without a sixth form and 58 per cent of schools with a sixth form). The duration, timing and content of work experience placements varied markedly between schools and colleges, and by the student's programme of study.
  - 3.4.2 Most schools and colleges used a centralised system for organising/ administering work related activities (83 per cent). Many of those surveyed also had a work experience coordinator/coordinating team to help make arrangements. However, this was more common for schools than for colleges (49 per cent of schools without a sixth form, compared to 30 per cent of colleges), where teaching staff played a larger role in making arrangements. This reflects colleges' staff-led approach to identifying and organising work-related activities, and is an indicator of the importance colleges placed on offering work experience placements, particularly to students on technical courses.
  - 3.4.3 Students' career ambitions were the primary consideration when matching students to work experience placements. However, not all schools/ colleges were able to meet this aim, primarily due to difficulties sourcing placements in certain employment sectors. Preparing students, parents/carers and employers for work experience placements was viewed as important to delivering effective opportunities because it set appropriate expectations.
  - 3.4.4 Most schools and colleges undertook post-placement activities with students and employers; 86 per cent of work experience coordinators said they assessed students' performance, while 94 per cent reported undertaking follow-up activities with employers.
  - 3.4.5 Satisfaction with work-related activities and work experience placements were high among schools, colleges, employers and students. This included: the

range of work-related activities offered; approaches to identifying opportunities; placement matching processes; monitoring and evaluation processes during placements; and the quality and content of opportunities delivered.

- 3.4.6 Schools and colleges identified multiple benefits of work-related activities, with soft employability skills - 'communication and interpersonal skills' (97 per cent) and 'increased confidence' (95 per cent) - the most frequently mentioned. However, there were institutional differences in what schools and colleges viewed as the primary benefits of work-related activities. For example, whilst schools identified a better understanding of the world of work as a key benefit, colleges placed more value on an increase in students' wider employability skills.

## **4 Select Committee Reports**

### **Apprenticeships<sup>5</sup>**

- 4.1 The Business, Energy and Industrial Strategy and Education Committees sub-committee on Education, Skills and the Economy has published a report on its inquiry into Apprenticeships.
- 4.2 The report examines the government's overall apprenticeship strategy and what it should be seeking to achieve; considers the nascent Institute for Apprenticeships; examines new apprenticeship standards and the Trailblazer programme more generally; explores the implications of the new Apprenticeship Levy and wider changes to apprenticeship funding and considers the training and support apprentices receive in and out of the workplace.
- 4.3 The sub-committee makes 14 recommendations, including:
- 4.3.1 Alongside the 3 million starts target, government should outline far clearer outcome measures for individual apprentices. These should include programme completion, progression to higher levels and subsequent achievement of secure relevant employment. It should publish an annual survey of performance against these measures.
- 4.3.2 The government publishes an annual document setting out skills shortages on a national, regional and sector-specific basis and sets clear targets to ensure apprenticeship uptake in these areas is prioritised.
- 4.3.3 The government examine further measures to make apprenticeship more accessible to all. This could include changes to benefits rules, subsidised transport or direct financial support.
- 4.3.4 The government sets out its careers strategy as soon as possible and it must include immediate steps to ensure all young people have access to high quality careers advice.
- 4.3.5 Ofqual should be given responsibility for the external quality assurance of all end-point assessments.
- 4.3.6 Government, as part of its continuing review of the operation of the levy, consider whether a single rate is the best approach and explore ways of restructuring the levy on a sectoral and regional basis.

## 5 Multi-academy trusts<sup>6</sup>

- 5.1 Following the significant growth in multi-academy trusts over the past five years the Education Select Committee undertook an inquiry.
- 5.2 The committee has outlined six characteristics which it believes trusts must possess in order to be successful.
- 5.2.1 Recognition of the crucial role played by teaching staff - enhanced opportunities for professional and career development should be available at trust level and pipelines to leadership established.
- 5.2.2 Regional structures which allow schools to share expertise and resources - the most successful trusts are those which pursue cautious expansion in a relatively limited geographical area.
- 5.2.3 Mechanisms for tangible accountability at all levels - trusts should focus on both upward accountability and local engagement and publish clear schemes of delegation.
- 5.2.4 Robust financial controls - trusts should foster cultures and systems which promote effective use of public money in the delivery of education.
- 5.2.5 A shared vision for school improvement across all schools within the trust - strong leadership at both school and trust level with expertise and resources shared across the MAT.
- 5.2.6 A commitment to improving performance and attainment - the best trusts make performance across all student groups a priority, and are therefore succeeding in raising attainment and progress for pupils from disadvantaged backgrounds, as well as for other pupil groups.
- 5.3 The committee highlights a need for local accountability through local authorities:
- “The Government must clearly define the future role of local authorities, particularly in areas with high numbers of academies. The current uncertainty about their place in the school system is not sustainable and making their role clear should be a priority for the Secretary of State. Their relationship with RSCs must also form a part of this and formal protocols between local authorities and the RSC structure should be established.”
- 5.4 The committee notes that there have been several changes to academy policy over the last year which have caused instability and uncertainty in the sector. Evidence the committee heard from Lord Nash indicated that the government expects that in five to six years a “tipping point” will be reached where most schools will have converted and joined a MAT. As trusts grow in size and number the committee urges the government only to promote expansion that prioritises performance.

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<sup>1</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/586626/building-our-industrial-strategy-green-paper.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/586626/building-our-industrial-strategy-green-paper.pdf)

<sup>2</sup> <https://www.publications.parliament.uk/pa/cm201617/cmselect/cmbeis/616/616.pdf>

<sup>3</sup> <https://www.gov.uk/government/publications/spring-budget-2017-documents>

<sup>4</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/601373/Work\\_experience\\_and\\_related\\_activities\\_in\\_schools\\_and\\_colleges.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/601373/Work_experience_and_related_activities_in_schools_and_colleges.pdf)

<sup>5</sup> <http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-skills-and-economy/news-parliament-2015/apprenticeships-report-published-16-17/>

<sup>6</sup> <https://www.publications.parliament.uk/pa/cm201617/cmselect/cmeduc/204/204.pdf>

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

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

**Date:** 7 April 2017

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## 1 16 to 18 Academic Age Summary (February 2017 – from [NCCIS](#)<sup>1</sup>)

- 1.1 The February<sup>2</sup> not in education, employment or training (NEET) percentage for London is 1.8 per cent, the same percentage as in January but below the national average of 2.9 per cent (which is 0.1 percentage points higher than in January). The percentage of young people whose participation status was 'not known' in February was 2.7 per cent, down from the 2.9 per cent reported in January. The proportion of young people whose participation status is not known is the same in London as the national average, which was also 0.2 percentage point lower than in January (see Table 1).
- 1.2 The percentage of 16 and 17 year olds who are NEET and participation 'not known' varies significantly by borough ranging from 1.0 per cent to 3.5 per cent for NEET and 0.8 per cent to 8.9 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 17 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>3</sup> in February was 586, or 22.6 per cent of the (unadjusted) total NEET cohort (the national percentage is 28.3).

*Table 1: Volume and percentage of 16-17 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	1,067,503	33,298	2.9%	31,654	2.7%
London	163,632	3,178	1.8%	4,715	2.7%

*Table 2: Percentage of 16-17 year olds who are NEET in the past three months of 2015-16 and 2016-17 (source: NCCIS)*

Region	2016-17				2015-16			
	Dec-16	Jan-17	Feb-17	Ave	Dec-15	Jan-16	Feb-17	Ave
England	2.7%	2.8%	2.9%	2.8%	2.7%	2.8%	3.0%	2.9%
London	1.8%	1.8%	1.8%	1.8%	1.9%	2.1%	2.1%	2.0%

*Table 3: Percentage of 16-17 year olds whose participation status is 'not known' in the past three months of 2015-16 and 2016-17 (source: NCCIS)*

Region	2016-17				2015-16			
	Dec-16	Jan-17	Feb-17	Ave	Dec-15	Jan-16	Feb-17	Ave
England	4.1%	2.9%	2.7%	3.2%	4.2%	3.3%	3.3%	3.6%
London	4.9%	2.9%	2.7%	3.5%	5.0%	4.0%	3.8%	4.3%

Figure 1: 16-18 year-olds NEET by London Borough (February 2017, source NCCIS)

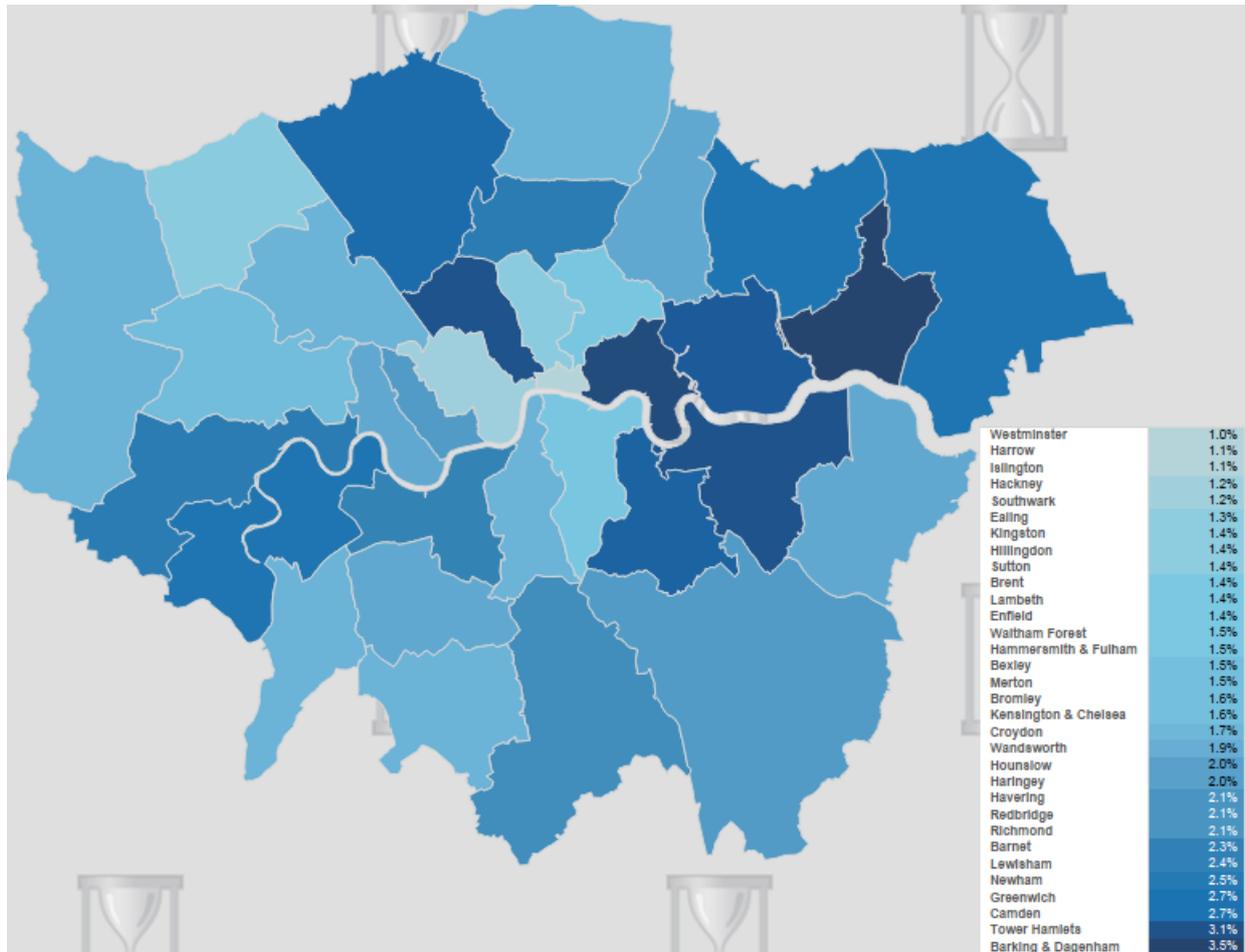


Figure 2: 16-18 year olds NEET by age and London borough (February 2017, source NCCIS)

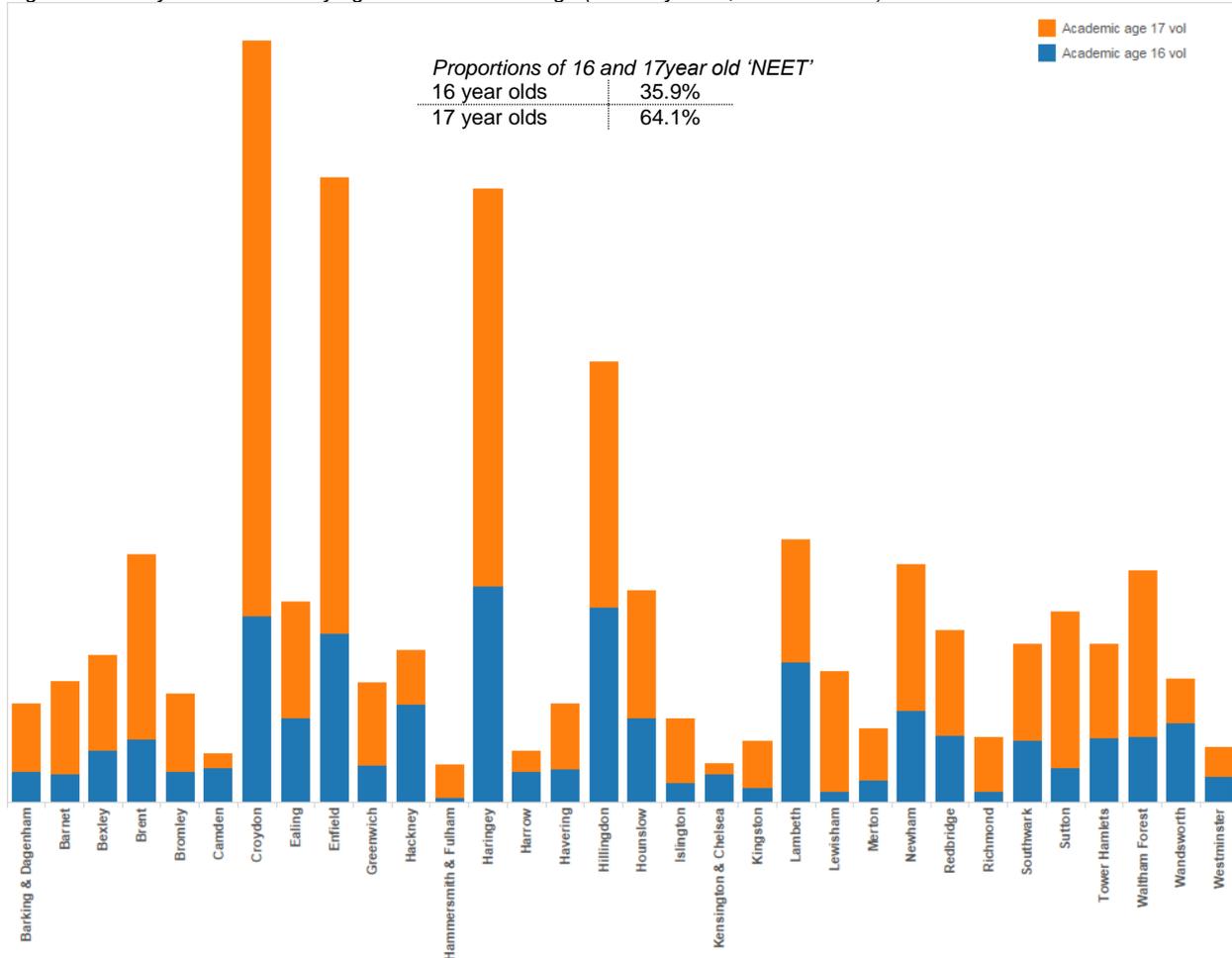


Figure 3: 16-18 year-olds whose participation status is 'not known' by London borough (February 2017, NCCIS)

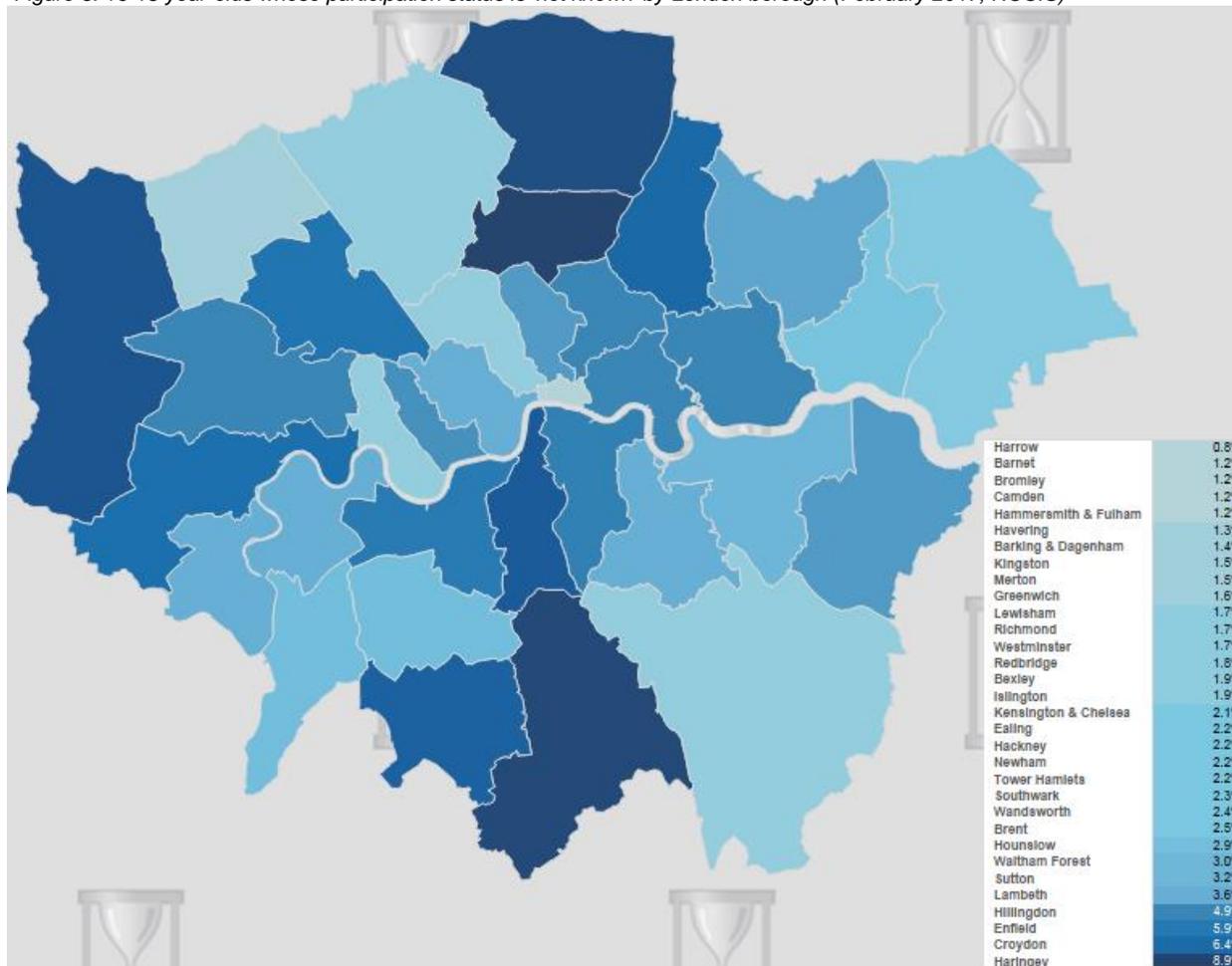
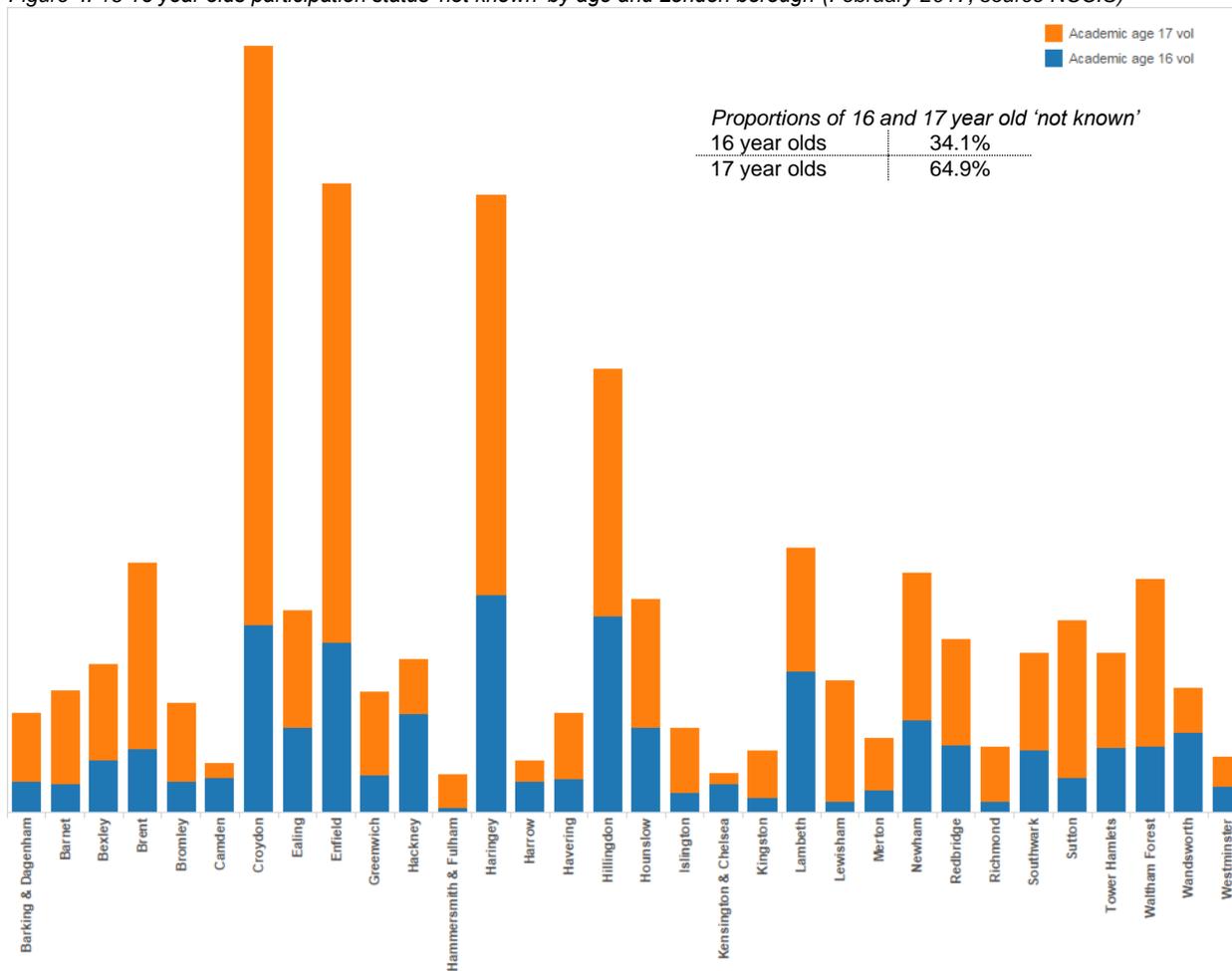


Figure 4: 16-18 year olds participation status 'not known' by age and London borough (February 2017, source NCCIS)



## 2 16 and 17 Year Old Participation in Education and Training (June 2016 - latest available from the [Department for Education](#)<sup>4</sup>)

- 2.1 On 13 October 2016 the Department for Education (DfE) published 16 and 17 year old participation data that highlights where participation is rising, static or falling. The data also provides a breakdown by type of participation, age, gender and ethnic group. The report contains information up to June 2016. The next update was 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.
- 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>5</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 (SFR11/2017 dated 23 February 2017, Quarter 4 [October to December 2016] – latest available from [gov.uk](#))<sup>6</sup>

- 3.1 Both the volume and percentage of 16 to 24 year olds who were NEET in Quarter 4 of 2016 in London have decreased since Quarter 3 but were higher than the same quarter last year (see Table 7). The London NEET percentage was higher the national figure for the first time since 2008 (see Table 7 and Figure 5).
- 3.2 The percentage of 18 to 24 year olds who were NEET in Quarter 4 of 2016 in London has also decreased since Quarter 3, but it too is both higher than the same quarter last year and the national average. The percentage of 19 to 24 year olds who were NEET in Quarter 4 of 2016 in London is also higher than the same quarter last year and lower Quarter 3 (see Tables 8 and 9).

Table 7: Estimated number and proportion of 16-24 year-olds NEET (SFR11/2017)

Region	Quarter 4							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	846,000	14.1%	788,000	13.1%	694,000	11.6%	671,000	11.3%
London	119,000	13.2%	101,000	11.0%	92,000	9.9%	108,000	11.8%

Figure 5: Comparison between 16-24 NEET in London and England over time (SFR11/2017)

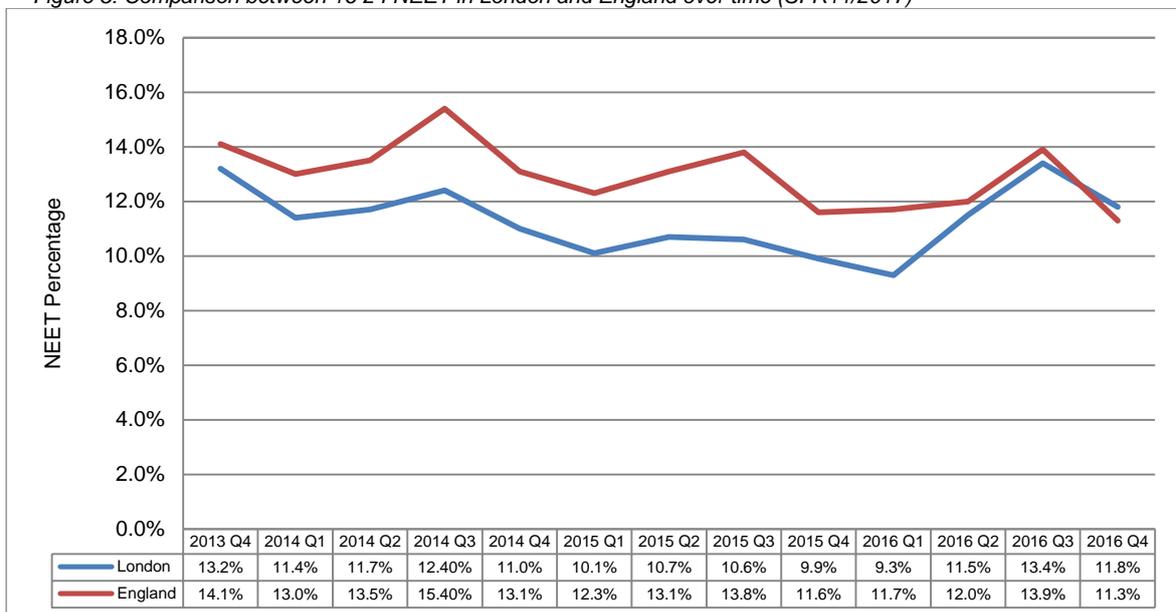


Table 8: Estimated number and proportion of 18-24 year-olds NEET (SFR11/2017)

Region	Quarter 4							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	796,000	16.7%	739,000	15.5%	654,000	13.7%	616,000	13.0%
London	112,000	15.6%	96,000	13.1%	84,000	11.4%	100,000	13.4%

Table 9: Estimated number and proportion of 19-24 year-olds NEET (SFR11/2017)

Region	Quarter 4							
	2013		2014		2015		2016	
	Volume	%	Volume	%	Volume	%	Volume	%
England	702,000	17.1%	655,000	15.9%	572,000	13.8%	551,000	13.4%
London	100,000	15.6%	87,000	13.5%	75,000	11.5%	89,000	13.6%

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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 April 2017.

<sup>2</sup> This report is based on recording and reporting requirements that came into effect on 1 September 2016. The most evident impact of these changes is that there are no longer monthly data available through NCCIS on 18 year olds who are NEET or whose activity is not known. It is not possible to compare data upon which earlier reports were based with the data used in this (and subsequent) reports. Comparisons over time shown here are from published data or data that has been recalculated on the basis of the revised guidance and available through NCCIS.

<sup>3</sup> Includes young carers, teenage parents and mothers-to-be, and young people with a serious or on-going health problem

<sup>4</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>5</sup> Includes work-based learning, students on gap year and other training

<sup>6</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 around 26 May 2017.