

Young People's Education and Skills Board

Thursday 6 July, 15.00 – 17.00

Location: London Councils, Meeting room 5, 59½ Southwark Street, SE1 0AL

Contact Officer: Hannah Barker

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Agenda

1. Welcome and introductions
2. Declarations of interest
3. Notes of last meeting and matters arising
4. Policy update - For information
(*Paper – Hannah Barker*)
5. Technical Education - For information
(*Presentation – Yolande Burgess*)
6. Do The Maths - For decision
(*Paper – Hannah Barker*)
7. Raising the Participation Age - For information
(*Paper - Peter O'Brien*)
 - Participation report
8. Regular updates:
 - ESF (*verbal update – Peter O'Brien*)
 - London Ambitions (*verbal update – Yolande Burgess*)
9. Any other business

Date of next meeting: Thursday, 16 November 2017, 3-5pm, London Councils SE1 0AL

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Young People's Education and Skills Board

Date 23 February 2017 **Venue** London Councils

Meeting Chair Cllr Peter John OBE

Contact Officer: Peter O'Brien

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Present

Cllr Peter John OBE	London Councils Executive member for Business, Skills and Brexit (Chair)
Denise Donovan	Department for Work and Pensions (on behalf of Derek Harvey)
Dr Caroline Allen OBE	AoC/NATSPEC
Dr Graeme Atherton	AccessHE
Dr Jane Overbury OBE	AoC/Sixth Form Colleges
Gail Tolley	Association of London Directors of Children's Services
Mary Vine-Morris	Association of Colleges (AoC) London Region
Susan Crisp	Greater London Authority (GLA) (for Joanne McCartney/Caroline Boswell)
Tim Shields	Chief Executives London Committee
Yolande Burgess	London Councils Young People's Education and Skills
Zeena Cala	Skills Funding Agency

Guests and Observers

Dr Deirdre Hughes	DMH Consulting
Michael Heanue	LEAP officer

Officer(s)

Jamie Saddler	London Councils Young People's Education and Skills
Peter O'Brien	London Councils Young People's Education and Skills

Apologies

Arwell Jones	Association of School and College Leaders
Caroline Boswell	Greater London Authority (GLA) (for Joanne McCartney)
Derek Harvey	Department for Work and Pensions
Philip Barron	Land Securities
Sam Parrett OBE	AoC – Further Education Representative

1 Welcome and introductions

1.1 Cllr John welcomed attendees to the Board meeting and apologies were noted.

2 Declarations of Interest

2.1 No interests were declared.

3 Notes and Matters Arising from the last meeting

- 3.1 The notes of the last meeting were agreed; all actions had been taken forward and, further to item 7 on the minutes, there were no additional comments on the pre-publication draft of Vision 2020. Board members recorded their appreciation for the standard of reports produced by the Young People's Education and Skills team.

Action: Young People's Education and Skills team to publish Vision 2020

4 Apprenticeship Levy and Public Sector Target

- 4.1 Yolande Burgess delivered a presentation, based on the paper circulated to the Board, covering governance, funding and growth and which concluded with an overview of the challenges for London and options for further action.
- 4.2 The Board discussed the implications of the paper and presentation and agreed:
- 4.2.1 That it would be helpful if London boroughs' workforce plans, currently under discussion with the Skills Funding Agency, could be aggregated;
- 4.2.2 That aggregated plans would provide sufficient information to begin the task of developing a Market Position Statement;
- 4.2.3 That the Annual Statement of Priorities for 2017/18 should have a strong focus on apprenticeships and technical education;
- 4.2.4 That the Young People's Education and Skills team works through the Operational Sub-Group and the Apprenticeship Sub-Group to frame plans for messages and promotion of apprenticeship to parents and students, including through continued promotion of London Ambitions.
- 4.3 Board members also expressed interest in how London Councils plans to disseminate and share best practice/case studies on boroughs' readiness for both the levy and their apprenticeship targets.

Action: Young People's Education and Skills team, working through the Apprenticeship Sub-Group (and Heads of HR Group where appropriate) to a) ascertain the information that has been collated regarding borough targets, including at sector level b) request and collate the apprenticeship target borough returns that are being completed for the Skills Funding Agency, and c) gauge interest in developing a pan London strategic Market Position Statement (for both available standards and standards that London may wish to develop).

5 London Ambitions

- 5.1 Yolande Burgess introduced Dr Deidre Hughes to the meeting, saying that it was timely to revisit and consider updating London Ambitions, in discussion with the Mayor of London.
- 5.2 Dr Hughes presented on the progress that has been made since the launch of London Ambitions and the challenges facing London. Dr Hughes advised the Board that there was a need to reinforce partners' commitment to London Ambitions to Ministers and said that there continued to be great interest in London's approach elsewhere in the country and internationally.
- 5.3 The Board reiterated its strong support for London Ambitions and was pleased to hear that Deputy Mayor of London Mr Jules Pipe was now recruiting members to the Skills for Londoners Task Force. It was understood that Mr Pipe promoted London Ambitions at a recent meeting with Ministers.

- 5.4 In further discussion, the Board felt that while the dialogue on devolution to London referred to 'all-age' careers guidance, the focus should remain on the 7-19 age group. The Board agreed that an update of the London Ambitions foreword from the current Mayor of London, should be produced and the support of all relevant Deputy Mayors of London should be secured.
- 5.5 The Board agreed that the Advisory Group had taken operational implementation forward successfully – with approximately 450 schools and employers registered on the portal - but the emphasis should now be at a strategic level. Board members who are also members of the London Enterprise Action Partnership said they would continue to promote London Ambitions in the wider partnership.

Action: Young People's Education and Skills team, working with the GLA, to secure a fresh Mayoral foreword to London Ambitions

Action: Young People's Education and Skills team to stand down the London Ambitions Advisory Group and establish a strategic group to take forward the implementation of London Ambitions

6 Policy Update

General policy update

- 6.1 The Board expressed its serious concern that the proposed changes in the funding system would, if implemented in their current form, provoke a crisis in schools in London. Further representations will be made, including contributing to the latest consultation and Mary Vine-Morris agreed to send Yolande Burgess the AoC's position statement for consideration for inclusion into the London Councils response.

Action: Mary Vine-Morris to send the text of the AoC position statement on funding for consideration as part of London Councils' response to the consultation on the National Funding Formula

Area reviews

- 6.2 Yolande Burgess relayed a report from Souraya Ali of the Greater London Authority, saying that the final drafts of reports have been shared with the steering groups for checking and they should be published soon (**Post-meeting note:** the reports were published on 24 February and are available [here](#)).
- 6.3 An officer implementation group with representation from the Agency, FE Commissioner's office, GLA, London Councils, sub-regional partnerships, AoC and Sixth Form Colleges Association has been set up to support and monitor implementation.
- 6.4 Primary responsibility for implementation of recommendations rests with the colleges who are currently working through the due diligence process.
- 6.5 The Department for Education has agreed to accept one application for Transition Grant funding for a pan-London Special Educational Needs and Disabilities Review and one for each sub-region to explore the creation of sub-regional Adult Community Learning (ACL) hubs. This was a recommendation of the ACL Review that ran in parallel with the Area Review. The deadline for those applications is 31 March.

European Social Fund (ESF) update

- 6.6 Peter O'Brien reported on the London ESF Youth Programme and said that providers generally do not appear to be making best use of the Careers Guidance strand. He added that referrals from Outreach into the Targeted Interventions seem to be moving neither as quickly nor in the quantity that was anticipated. Youth Talent, which aims to

bridge the Programme to employers, appears to be disconnected from the rest of the Programme.

- 6.7 Peter also reported on the project, part-funded by ESF Technical Assistance, that is being delivered by the Young People's Education and Skills team and said that the first Information Exchange event took place with 80 people attending; the next event will take place on 24 March.

7 Raising the Participation Age (RPA)

- 7.1 Peter O'Brien explained that more up-to-date data have been released since the agenda was issued. These substantially affected two paragraphs of the report sent to the Board and an update will be sent following the Board meeting.
- 7.2 The Board was reminded about the changes in reporting methodology and the limited areas in which meaningful comparisons could be made with reports previously presented to the Board. However, the Board's attention was drawn to the proportion of 16-24 year-olds NEET in quarter 4 of 2016, which would be higher in London than the national average – the first time in approximately five years.
- 7.3 The Chair asked that, if this trend continued, the report on RPA should be discussed in greater depth at the next meeting.

8 AOB

- 8.1 Dates of future meetings were agreed as follows:

- Thursday 6th July, 3-5pm, London Councils
- Thursday 16th November, 3-5pm, London Councils
- Thursday 22nd February 2018, 3-5pm, London Councils

Item 3(b). Actions and Matters Arising from 23 February 2017 Young People's Education and Skills Board meeting

ACTION POINTS		STATUS	UPDATE
3.1 YPES to publish Vision 2020		Closed	
4.3 Young People's Education and Skills team, working through the Apprenticeship Sub-Group (and Heads of HR Group where appropriate) to; <ul style="list-style-type: none"> a) Ascertain the information that has been collated regarding borough targets, including at sector level b) Request and collate the apprenticeship target borough returns that are being completed for the Skills Funding Agency, and c) Gauge interest in developing a pan London strategic Market Position Statement (for both available standards and standards that London may wish to develop). 		In progress	London Councils is working with boroughs on this through the Apprenticeship Sub Group. London Councils has received almost a full complement of annual borough returns for 2016-17. We are also working with boroughs to gather information on workforce plans, and will subsequently be in a position to ascertain the viability of a London MPS.
5.5 YPES to work with GLA to secure a fresh Mayoral foreword to London Ambitions		In progress	Agenda item 8
5.5 YPES team to stand down London Ambitions Advisory Group and establish a strategic group to take forward implementation		Closed	
6.1 Mary Vine-Morris to send the text of the AoC position statement on funding for consideration as part of London Councils' response to the consultation on the National Funding Formula		Closed	
OTHER MATTERS ARISING			
DECISIONS TAKEN BY CHAIR TO BE REPORTED			

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Young People's Education and Skills Board

Policy Update

Item: 4

Date: 6 July 2017

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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 Queen's Speech, 21 June

- 1.1 The Queen's Speech on 21 June included brief references to schools and technical education, but made no reference to new legislation in this area. A summary of the Conservative manifesto commitments relating to education and skills is attached as Appendix A. Many of these commitments do not require legislation and could therefore be pursued.

Technical education

- 1.2 The Queen spoke of the need to ensure people have the skills they need for the high-skilled, high-wage jobs of the future, and promised a major reform of technical education. The speech also committed to a new industrial strategy.
- 1.3 The briefing note accompanying the speech highlighted that the government will:
- Invest £500 million per year in technical education to increase hours of learning and introduce work placements
 - Continue with the Post-16 Skills Plan, including the introduction of T-Levels
 - Deliver on plans for new Institutes of Technology through the Industrial Strategy
 - Continue to create millions of high-quality apprenticeships
 - Continue to work towards making it easier for young people to take technical and vocational routes.
- 1.4 In the education funding debate on 27 June, Justine Greening stated the following:
- The plan set out in the manifesto was to establish skills advisory panels, where, local employers within regions will look at what the needs are in their skills pipeline, consider them in relation to the 15 skills routes that we have set out and understand how that maps on to the provision in the education system locally.
 - The government will introduce a national retraining scheme to allow workers to gain skills needed for a changing economy. The manifesto stated that government would pay for this training and employers can access the Apprenticeship levy to support wage costs during the training period.

- 1.5 The government's commitment to the reform of the technical education system and accompanying investment is welcome. London Councils wants to see this reform go further with devolution of skills funding, not just limited to the current proposals to devolve Adult Education Budget (AEB) funding to London, but to cover 16 to 18 provision, all capital funding, the Apprenticeship levy (starting with unspent levy funds) and careers information, advice and guidance funds. London Councils also believes that government should determine the focus and location of new Institutes of Technology.

School funding

- 1.6 The Queen said that the government would continue to work to ensure that all schools are fairly funded.
- 1.7 The briefing note clarified that the government will:
- Continue with plans to introduce a National Funding Formula (NFF)
 - Further increase the schools budget
 - Protect the Pupil Premium.
- 1.8 In the education funding debate on 27 June, Justine Greening stated that the government would honour the manifesto pledge of ensuring that no school has its budget cut as a result of the new funding formula. She also reiterated the manifesto pledge of increasing funding further.
- 1.9 The manifesto pledged an additional £4 billion to schools over the course of the parliament and this figure has not been mentioned in the Queen's speech or the education funding debate. The manifesto pledge to scrap universal free school meals for children up to the age of 7 has been dropped, which means that the government would need to find a new source of funding to make the investment in education promised in the manifesto.
- 1.10 The Queen's Speech noted that the government would reflect on investment in public services, including schools, at future fiscal events. London Councils will continue to lobby government to ensure that the manifesto commitments on school funding are followed through, and looks forward to the Autumn Budget as an opportunity for the Chancellor to set out more clearly the government plan for delivering funding reform under which no school loses out.

Selective education

- 1.11 Selective education was a notable omission in the speech. Justine Greening confirmed on 27 June that the manifesto pledge to expand the number of grammar schools has been dropped.

Free schools and academies

- 1.12 There was no explicit reference to the free school programme in the Queen's speech, but the speech included a commitment to ensuring that every child has the opportunity to attend a good school.
- 1.13 The briefing note said that the government will:
- Continue to convert failing maintained schools into academies
 - Build capacity across the system to enable this to happen, including through growing new multi academy trusts
 - Continue to encourage more people, schools and institutions with something to offer to come forward and help deliver more good school places.

- 1.14 The briefing note highlights a continued commitment to academisation and the free schools programme. The election manifesto committed to building 100 new free schools a year and it is unknown whether this target will remain. If this pledge is taken forward, the implications of the word 'build' will need to be understood. The previous commitment was to 'open' 500 new free schools by 2019/20, and it is unclear whether 'building' refers to both building and opening in the manifesto pledge. London Councils has argued that the free schools programme needs to prioritise demand for places to ensure that the basic need is met in the most cost effective way possible, and will continue to lobby for this to happen.

2 Education Ministers

- 2.1 The reshuffle in the Department of Education following the general election has seen the following appointments:
- 2.1.1 Nick Gibb has been re-appointed Minister of State for School Standards. Gibb has assumed responsibility for mental health and bullying.
 - 2.1.2 Lord Nash has been re-appointed Parliamentary Under Secretary of State for the school system. Lord Nash has assumed responsibility for alternative provision.
 - 2.1.3 Jo Johnson has been re-appointed Minister of State for Universities, Science, Research and Innovation.
 - 2.1.4 Edward Timpson, previously Minister of State for Children and Families, lost his seat in the general election.
 - 2.1.5 Robert Halfon, previously Minister of State for Apprenticeships and Skills, has left the government.
 - 2.1.6 Anne Milton has been appointed Minister of State for Apprenticeships and Skills. Milton has a background in the NHS and was the Deputy Chief Whip between 2015 and 2017. She voted to support Government reforms to financial support for 16 to 19 year olds in training and further education, supporting the scrapping of the Education Maintenance Allowance in England.
 - 2.1.7 Robert Goodwill has been appointed Minister of State for Children and Families (including SEND, social care, early years and social mobility). Goodwill has had several roles in the government, his most recent being Minister of State for Immigration between 2016 and 2017. He has spoken about the government's industry-led approach to skills training and apprenticeships. Whilst at the Department for Transport he referred to the importance of Apprenticeships in increasing the country's skills base for the shipping, maritime, road and rail industries several times. The only interaction that Goodwill has had with issues such as adoption, fostering and child protection has been in relation to refugees and asylum seekers as part of his immigration brief at the Home Office.

3 The Industrial Strategy¹

- 3.1 The consultation on the Green Paper *Building our Industrial Strategy*, published by the Department for Business, Energy & Industrial Strategy (BEIS), closed on 17 April.
- 3.2 London Councils submitted a response to the consultation, building upon contributions made by boroughs and sub-regional groups of boroughs, and aligning the response to the Mayor's where appropriate.
- 3.3 London Councils response highlighted the following:

- 3.3.1 The government's focus on rebalancing the economy and strengthening economic growth across the UK is welcome. However, this must not occur through squeezing London's growth. There needs to be a mutually beneficial relationship between London and the rest of the UK.
- 3.3.2 A place-based, regional approach will be essential to tackle the complexities of local economies and labour markets, and build a model of inclusive growth. This will create a greater sense of buy-in and ownership from local partners and allow for a more nuanced and tailored approach to increasing economic growth. The strategy should consider how it will work to address economic inequalities within regions as well as between regions.
- 3.3.3 The Industrial Strategy focuses on building equitable growth, but this cannot be achieved without a genuine commitment to fiscal and service devolution. Devolution and public service reform could have tangible benefits for the government's Industrial Strategy through fiscal and skills devolution.
- 3.3.4 In terms of skills devolution, London government wants to take a whole systems approach to skills training, with the ability to set outcomes and incentives for the system that reflect London's progression and economic priorities. This should include commissioning of 16 to 18 provision, so that all young people have access to an excellent education whether vocational or academic and regardless of the setting. This should be coupled with the opportunity to review the apprenticeship levy in London within its first year of operation. A proportion of the apprenticeship levy generated in London should also be ring-fenced for use by London government.

4 Short Ofsted inspections for good schools²

- 4.1 Ofsted published a consultation on proposed changes to inspections for good maintained schools and academies on 15 May 2017.
- 4.2 The consultation proposes two key changes, to take effect from October 2017:
 - 4.2.1 Short inspections that convert to a more in-depth section 5 inspection will now do so within a period of up to 15 working days of the short inspection (unless there are safeguarding concerns, in which case the conversion inspection will still take place within 48 hours).
 - 4.2.2 Some good schools will receive a section 5 inspection from the outset instead of a short inspection if published information, Ofsted's regional intelligence and Ofsted's risk assessment process indicate that there will be a need to collect more evidence than is routinely gathered on a short inspection to reach a judgement about the school.
- 4.3 The consultation closes on 18 August 2017. London Councils is not currently planning on responding to this consultation

5 Select Committee Reports

Capital funding for schools³

- 5.1 The Public Accounts Committee published a report on its inquiry into capital funding for schools on 26 April 2017. London Councils submitted a response to the inquiry.
- 5.2 The key findings of the report were:
- 5.2.1 The Department for Education does not appear to be using its funding in the most coherent and cost-effective way to provide the right number of school places in the right areas at the right time.
 - 5.2.2 It is unclear whether the Department is creating choice for parents fairly and cost-effectively.
 - 5.2.3 On average, the Department has paid nearly 20 per cent more for land for free schools than official valuations.
 - 5.2.4 The current arrangements mean that housing developers may not be paying their fair share towards the cost of school places.
 - 5.2.5 The Department still does not know enough about the state of the school estate, meaning that it cannot make well-informed decisions about how best to use its limited resources.
 - 5.2.6 There is insufficient focus on routine maintenance to keep school buildings in good condition and prevent more costly problems in the future.
 - 5.2.7 The Department does not know enough about the quality and suitability of new school buildings, provided under the Priority School Building Programme and the Free Schools Programme, to demonstrate value for money.
- 5.3 The Committee makes recommendations to address each of these issues, including that the Department:
- Works effectively with local authorities to understand local demand for school places
 - Quantifies and publishes the extent to which any proposed free school aims to meet this demand
 - Sets tougher standards on the suitability and quality of new school buildings
- 5.4 The summary of the report highlights the ineffective and incoherent nature of the current free school programme, including in relation to the role of local authorities:
- “The system for funding new schools and new places in existing schools is increasingly incoherent and too often poor value for money. The Department for Education (the Department) is spending well over the odds in its bid to create 500 more free schools while other schools are in poor condition... Add to this that local authorities are legally responsible for ensuring that there are enough school places for all children to attend good schools, even though they have no direct control of free school or academy places or admissions policies. All this made us question how much of a grip the Department really has in providing school places where they are needed.”
- 5.5 London Councils will use the evidence published in the Public Accounts Committee report to continue to lobby government to prioritise creating free schools in areas of need, avoid oversupply, and involve local authorities in local decisions relating to school places planning. London Councils annual school places report, Do The Maths, due to be published in September, will also reiterate the findings from the inquiry, including the recommendations that the Department should work more effectively with

local authorities and ensure that demand for school places is adequately considered when determining where free schools should be created.

6 Children and young people's mental health – the role of education⁴

- 6.1 The Education and Health Committees conducted a joint inquiry into children and young people's mental health, and published a report on 2 May 2017.
- 6.2 The report found that financial pressures are restricting the provision of mental health services in schools and colleges. The Committees say an increasing number of education providers are having to cut back on mental health services, such as in-school counsellors, despite a growing prevalence of mental ill health among children and young people.
- 6.3 The report presents 13 recommendations, including:
 - 6.3.1 Government should publish a Green Paper on children and young people's mental health, as proposed prior to the announcement of the general election, as soon as possible.
 - 6.3.2 Government should uphold the commitment to make PSHE a compulsory part of the curriculum and explore how it is best implemented.
 - 6.3.3 To achieve the whole school approach, senior leadership must not confine wellbeing to the provision of PSHE classes but rather embed it throughout their provision and culture.
 - 6.3.4 Wellbeing and mental health must form a greater part of the Ofsted inspection framework.
 - 6.3.5 Government should build on the inclusion of mental health training in initial teacher training and ensure current teachers also receive training as part of an entitlement to continuing professional development.
 - 6.3.6 Government should review the effect of budget reductions on the in-school provision of services to support children and young people's mental health and well-being.
- 6.4 Chair of the House of Commons Health Committee, Dr Sarah Wollaston MP, said:

"With half of all mental illness starting before the age of 15, and three quarters by aged 18, the government and educators must ensure sufficient time is allowed for activities in schools and colleges that develop the life-long skills children and young people need to support their wellbeing."
- 6.5 Neil Carmichael MP, Chair of the House of Commons Education Committee, said:

"Schools and colleges have a front-line role in tackling mental ill health and promoting well-being among children and young people. We have heard, however, that financial pressures are restricting their ability to run services. Schools and colleges must be well resourced to provide on-site support and make referrals where necessary."
- 6.6 In the capital, almost £7.5 billion is spent each year addressing mental illness. This includes spending on health and social care to treat illness, benefits to support people living with mental ill health, and costs to education services and the criminal justice system. There are issues unique to London demographics, such as population churn, a greater population of younger people, and a higher proportion of the population coming from the BAME community, which presents distinct issues when dealing with mental health.
- 6.7 The Association of London's Directors of Children's Services (ALDCS) has been involved in the development of a London-wide approach to mental health and

wellbeing, entitled 'Thrive London'. This is being led by the London Health Board, and a representative from ALDCS is leading on children and young people issues. From April 2016 a wide range of stakeholders including Londoners, experts by experience, business, third sector and a wide range of statutory sector partners have been involved in developing the approach. Six task and finish groups for each of the focus areas were set up to develop recommendations for actions in London. The focus areas were: improving everyone's understanding of mental health; children and young people; suicide prevention and reduction; employment; community resilience; and vulnerable people. Thrive London's launch was planned for 4 July, when a document outlining the basis of its ambitions and a call to action was to be published.

7 Testing in primary schools⁵

- 7.1 The Education Committee conducted an inquiry into the new assessments that were introduced in primary schools in 2016. The report was published on 1 May 2017.
- 7.2 The Committee found that the close link between the assessment and the accountability system in primary schools can lead to a narrowing of the curriculum, 'teaching to the test', and can affect teacher and pupil wellbeing.
- 7.3 The inquiry also looked into the implementation of the new assessment. It found that schools were not provided with enough time or support to implement the changes effectively, and did not have enough involvement at an appropriate stage. The report also argues that there is a lack of clarity over the responsibilities of the Minister, the Standards and Testing Agency (STA) and Ofqual through the development process of national curriculum assessments. Additionally, there is a lack of confidence in the STA's independence from Ministers.
- 7.4 The report makes 13 recommendations, including:
 - 7.4.1 The publication of Key Stage 2 results from a single cohort should be scrapped. Instead, rolling three year averages should be published to reduce pressure on a single cohort. Schools should still have yearly cohort level data available for their own use.
 - 7.4.2 Ofsted should ensure it looks across the whole curriculum at primary school and includes this in every primary school report, rather than putting too great a focus on Key Stage 2 results.
 - 7.4.3 Every Ofsted inspection report should specifically include science as a core subject alongside English and maths, as well as a range of other areas of the curriculum and extra-curricular activities.
 - 7.4.4 Changes should be made to the reading and writing tests at Key Stage 2, including making the spelling, punctuation and grammar test non-statutory, and improving the test experience for pupils, particularly for the reading test.
 - 7.4.5 The government must introduce longer lead in times for future changes to assessment or standards to mitigate the negative impacts of constant change, and the process of communication must be improved. Schools should be given thorough information about changes at least a year before they will be implemented.
 - 7.4.6 The STA should do more to explain the development process of national curriculum assessments to schools and ensure that teachers have confidence that they are involved from an appropriate stage.
 - 7.4.7 An independent panel of experts and teachers should review the development process to improve confidence amongst school leaders and teachers. An

independent review of Ofqual's role in national curriculum assessments should be conducted to ascertain whether the regulator should have greater oversight.

- 7.4.8 Expected standards for new assessments should be raised over a much longer time period to give schools and pupils a chance to adjust to new expectations.
- 7.5 Many of the criticisms of the new assessment system were based on its inaccessibility for pupils with special educational needs and disabilities (SEND). There was recognition that the focus on spelling and handwriting and the overall difficulty of the tests disproportionately affect pupils with SEN. A survey conducted by NAHT found that "an overwhelming majority of respondents (98 per cent) reported that tests at KS2 were not appropriate for children with SEND".⁶ It will be interesting to see how this consideration influences reviews of other school assessments in the future.
- 7.6 These findings and recommendations have implications for assessments both at primary schools and across the board for example, the key stage 4 Progress 8 measure aims to capture the progress a pupil makes from the end of primary school (key stage 2) to the end of secondary school. The report raises questions about the process and timescales for introducing new assessments, and the importance of involving and engaging schools. It will be important to monitor what steps are taken as a result of the report, especially with respect to the recommendations of longer lead in times for changes to assessments, an independent review into Ofqual's role.

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/586626/building-our-industrial-strategy-green-paper.pdf

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/619407/Short_inspections_of_good_schools.pdf

³ <https://www.publications.parliament.uk/pa/cm201617/cmselect/cmpublic/961/961.pdf>

⁴ <https://www.publications.parliament.uk/pa/cm201617/cmselect/cmhealth/849/849.pdf>

⁵ <https://www.publications.parliament.uk/pa/cm201617/cmselect/cmeduc/682/68202.htm>

⁶ NAHT (PRI 225) para 10

Young People's Education and Skills Board

Do The Maths

Item: 6

Date: 6 July 2017

Contact: Hannah Barker

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Summary	This paper summarises the content of Do The Maths, London Councils annual school places report, and considers the viability of broadening the report to include post-16 education.
Recommendations	<p>Board members are asked to:</p> <ol style="list-style-type: none"> 1. note the information in this paper; 2. consider the option of including post-16 education in the 2017 edition of Do The Maths; 3. discuss potential asks of government in a post-16 education context; 4. identify appropriate information sources to support these asks.

1 Background

- 1.1 Do The Maths is an annual report published by London Councils in September which looks into the pressures facing the school places planning system in London.
- 1.2 The report uses robust data analysis to describe the scale of the challenge facing London's schools and local authorities in terms of ensuring sufficient school places for a growing number of pupils. It sets out a series of asks for government to address in order to enable local authorities to continue to guarantee that every child in London has a school place.
- 1.3 Do The Maths currently focusses on school places for pupils up to the age of 16. There is scope for the remit of the report to be extended to cover post-16 education. Views from Board members would be welcomed on this.

2 Do The Maths 2016

- 2.1 The latest iteration of Do The Maths was published in September 2016. A summary is provided below. The full report can be accessed [here](#).
- 2.2 The key findings from Do The Maths 2016 were as follows:
 - Between 2010-2020 the school age population in London is anticipated to grow by almost **25 per cent**.
 - **110,364** new school places will be needed in London between 2016/17 and 2021/22 to meet forecast demand. This consists of 62,934 primary places and 47,430 secondary places.

- At least **£1.8 billion** will be needed to provide sufficient school places in London between 2016/17 and 2021/22.
- From 2019/20, London's secondary shortfall will be larger than the primary shortfall for the first time in over a decade.
- Between 2016/17 and 2021/22 London will continue to experience the highest shortfall of any region, with 20 per cent of the national shortfall.
- Between January 2011 and January 2016, the number of pupils educated in dedicated special educational needs and disabilities (SEND) places in London rose **23 per cent** from 18,880 to 23,127, over twice the 10 per cent growth rate in the rest of England.
- 17 Free Schools, out of a total of 201 opened since 2010, **are in areas where secondary pupil numbers are expected to fall** by 2019/20.

2.3 The key asks of government set out in Do The Maths 2016 were:

- Ensure that London receives a proportionate share of the basic need pot in line with its share of demand for places.
- Prioritise Free School approvals in areas of high demand for places.
- Ensure more strategic join-up between local government and the Education Funding Agency on land acquisition to ensure better value for money.
- Identify additional resources to more fully meet the cost of delivering additional SEND places across the country.
- Be more transparent about how it allocates Basic Need funding to local authorities, including sharing provisional allocations with local authorities in advance of the final allocations.

3 Do The Maths 2017

3.1 Areas of particular focus in Do The Maths 2017 are likely to be:

- The Free School Programme (further supported by findings and recommendations from the recent Public Accounts Committee report into the programme).
- Academy expansion and accountability.
- SEND places.

4 Methodology

- 4.1 The Department for Education (DfE) calculates the shortfall in school places by comparing the capacity in existing schools against the forecast number of pupils for a particular year at a planning area level.
- 4.2 Capacity data is taken from the annual school capacity survey (SCAP), while pupil numbers are taken from local authority forecasts of pupil numbers submitted to the DfE.
- 4.3 Local authority forecasts project the future pupil population by looking at various factors such as birth rate, transfer rates, cross borough in/out migration, patterns of intake, and popularity.
- 4.4 London Councils shortfall methodology compares capacity against pupil forecasts in every academic year and planning area, differentiated by individual year group.

- 4.5 Local authorities are required to submit capital spend returns to the DfE as part of the annual school capacity survey. London Councils analyses these capital spend returns to derive the average capital cost per place for primary, secondary and SEND.

5 Recommendations

- 5.1 There is a case to be made for broadening the scope of future iterations of Do The Maths to cover both post-16 education, particularly with reference to Raising the Participation Age, and Early Years, in order to capture challenges relating to capacity and capital funding across the education landscape.
- 5.2 As the shortfall begins to move from primary to secondary, it could be worthwhile to consider the potential impact of pupil growth on further education in the future and to identify asks of government to support councils in dealing with this upcoming challenge.
- 5.3 Any asks of government would need to be supported by robust data in order to match the evidence-driven nature of the report.
- 5.4 Broadening the scope of Do The Maths to cover post-16 education was discussed at Operational Sub-Group and the conclusions were as follows:
- There was broad support for the idea of including post-16 education in the publication.
 - The key factor for post-16 education is less about overall volume than the nature of the provision available. It was noted that recent policy developments such as the move towards linear A levels and changes to GCSEs is likely to alter the distribution of pupils between schools and colleges/work-based learning providers, which it would be useful to map over time in Do The Maths.
 - It would be good to introduce the message at an early stage that the increase in demand for secondary school places will move through to further education and will require sufficient capital funding.
 - This issue has close links with discussions that London Councils has been having with government on skills devolution. London Councils has been working with the Greater London Authority (GLA) on proposals for a devolved Adult Education Budget to London and would like to see this extended to cover all funding for further education, including skills funding for 16 to 19 provision, and funding for careers information, advice and guidance.
 - Post-16 places planning is more complex than pre-16 places planning due to the number of factors that must be taken into account. It is likely that it may be too late at this point to collect sufficient data for all boroughs to accurately capture demand and supply on a pan-London basis for this year's Do The Maths. However, this could be worked on for the 2018 iteration and a short section included in this year's edition as a starting point, highlighting the issues above.
- 5.5 Board members are asked to:
- 1.1.1 **note** the information in this paper;
 - 1.1.2 **consider** the option of including post-16 education in the 2017 edition of Do The Maths;
 - 1.1.3 **discuss** potential asks of government in a post-16 education context;
 - 1.1.4 **identify** appropriate information sources to support these asks.

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Young People's Education and Skills Board

Raising the Participation Age (RPA) - Participation Report Item: 7

Report by:	Peter O'Brien	Job Title	Regional Commissioning Manager
Date	6 July 2017		
Telephone	020 7934 9743	email:	peter.obrien@londoncouncils.gov.uk

Summary	This paper provides information on London's position with regard to Raising the Participation Age.
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Recommendations	Board members are asked to note the content of the report.
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1 Background and introduction

- 1.1 This paper provides Board members with information on London's position with regard to Raising the Participation Age (RPA). All young people are required to continue in education and training until their 18th birthday (RPA does not apply if a young person has already attained a level 3 qualification).
- 1.2 Comparisons over time used in this report to the Board are from published data or data that has been recalculated on the basis of the revised guidance on participation and presented in National Client Caseload Information System (NCCIS¹). Participation figures are published quarterly by the Department for Education (DfE). Monthly data from NCCIS, which is not published, are available to local authorities.
- 1.3 Information from the published 16 to 24 NEET Statistics Quarterly Brief, which provides estimates of the proportion of 16 to 24, 18 to 24 and 19 to 24 NEET, is also included in this report.

2 Participation

- 2.1 On 13 October 2016 the DfE published 16 and 17 year old participation data that highlights where participation is rising, static or falling. The data also provides a breakdown by type of participation, age, gender and ethnic group. The report contains information up to June 2016 and the next update was due in March 2017, but its production was withheld by DfE during the Election and is now expected in July.
- 2.2 London's participation in June 2016 was 93.2 per cent, a marginal improvement of 0.1 percentage point from the previous June and also an increase of 0.1 percentage point from the March 2016 position. London's participation is 2.2 percentage points above the national figure (see Table 1). The majority of 16 and 17 year olds in London (89.3 percent) were participating in full-time education and training, which is 5.6 percentage points higher than the national figure; although a smaller proportion than nationally were participating in Apprenticeships and employment combined with study (see Table 2). The percentage participating at age 16 in London was higher than those participating at 17 by 5.0 percentage points (see Table 3) – please note: Although the participation rate between June 2015 and June 2016 increased or was broadly static in

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

the majority of London local authorities, it decreased in 11 boroughs and the largest decrease was 4.3 percentage points (see also Annex 1).

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

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

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

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

Table 3: Participation - percentage by age and gender, June 2016 (source: DfE)

Region	Percentage 16 year olds recorded as participating in education or training			Percentage 17 year olds recorded as participating in education or training		
	Female	Male	Total	Female	Male	Total
England	94.8%	93.6%	94.2%	89.1%	86.8%	87.9%
London	96.4%	95.0%	95.7%	92.1%	89.3%	90.7%

3 NEET and Activity Not Known

- 3.1 The May 2017 NEET percentage for London is 2.2 per cent, below the national average of 3.0 per cent. The percentage of young people whose participation status was not known in May 2017 was 2.8 per cent. London is below the national average figure, which was 3.0 per cent in May 2017 (see Tables 4 and 5).
- 3.2 The percentage of 16 and 17 year olds who were NEET and activity not known varies significantly between boroughs, ranging from 1.0 per cent to 3.7 per cent for NEET and 0.5 per cent to 6.8 per cent for participation status not known (excluding the City of London) (see Annexes 2-5).
- 3.3 The three month average comparison between 2014/15 and 2015/16 (recalculated to take the new reporting requirements/definitions into account) shows lower percentages than last year of 16 to 17 year-olds in London who were NEET and participation status 'not known'.

Table 4: Percentage of 16-18 year olds who are NEET for the past three months for 2015-16 and 2016-17 (source: NCCIS)

Region	2016-17				2015-16			
	Mar-17	Apr-17	May-17	Ave	Mar-16	Apr-17	May-17	Ave
England	3.0%	3.0%	3.0%	3.0%	3.1%	3.1%	3.2%	3.1%
London	1.9%	2.0%	2.0%	2.0%	2.2%	2.2%	2.3%	2.2%

² Includes work-based learning, students on gap year and other training

Table 5: Percentage of 16-18 year olds whose participation status is 'not known' for the past three months for 2015-16 and 2016-17 (source: NCCIS)

Region	2016-17				2015-16			
	Mar-17	Apr-17	May-17	Ave	Mar-17	Apr-17	May-17	Ave
England	2.8%	3.0%	3.0%	2.9%	3.3%	3.5%	3.5%	3.4%
London	2.7%	2.7%	2.8%	2.7%	3.7%	3.9%	3.8%	3.8%

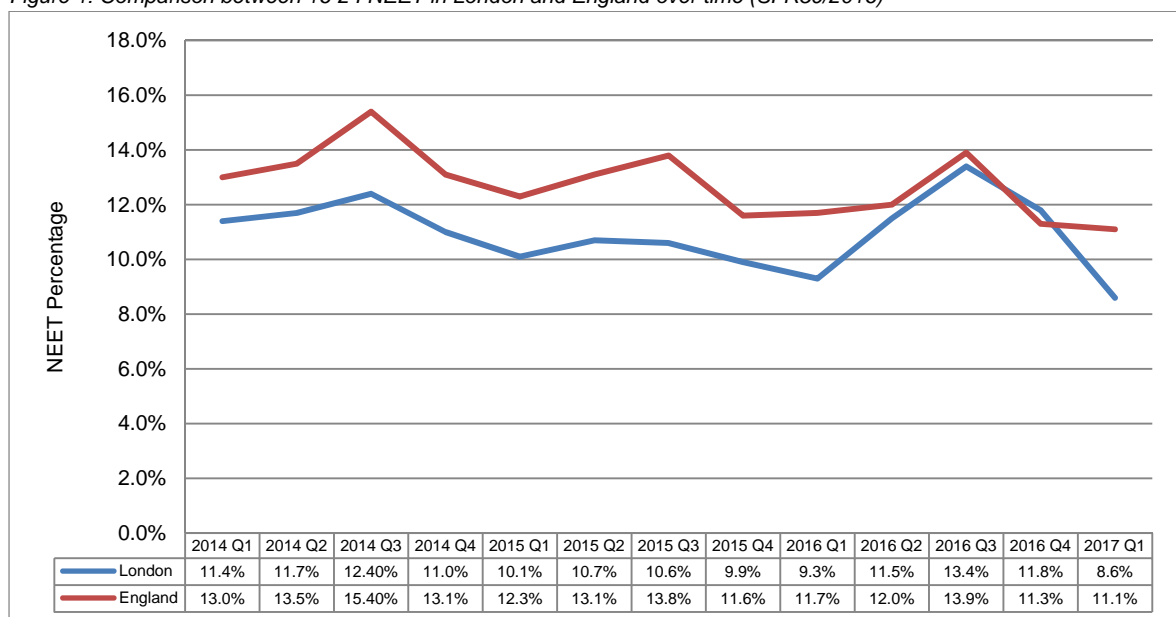
4 16-24 NEET Statistics Quarterly Brief (SFR21/2017 dated 25 May 2017, Quarter 1 [January to March 2017] – latest available from gov.uk)³

- 4.1 Both the volume and percentage of 16 to 24 year olds who were NEET in Quarter 1 of 2017 in London decreased since Quarter 4 of 2016 and were lower than the same quarter last year (see Table 6). The London NEET percentage is once again below the national figure (see Table 6 and Figure 1).
- 4.2 The percentage of 18 to 24 year olds who were NEET in Quarter 1 of 2017 in London has also decreased since the previous quarter and since last year – and the same is true of 19 to 24 year-olds who are NEET.

Table 6: Estimated number and proportion of 16-24 year-olds NEET (SFR21/2017)

Region	Quarter 1							
	2014		2015		2016		2017	
	Volume	%	Volume	%	Volume	%	Volume	%
England	776,000	13.0%	738,000	12.3%	704,000	11.7%	661,000	11.1%
London	102,000	11.4%	93,000	10.0%	89,000	9.3%	83,000	8.6%

Figure 1: Comparison between 16-24 NEET in London and England over time (SFR59/2016)



³ 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 at the end of July.

Table 7: Estimated number and proportion of 18-24 year-olds NEET (SFR21/2017)

Region	Quarter 1							
	2014		2015		2016		2017	
	Volume	%	Volume	%	Volume	%	Volume	%
England	728,000	15.4%	691,000	14.6%	649,000	13.6%	601,000	12.6%
London	96,000	13.5%	88,000	11.8%	82,000	10.4%	80,000	10.2%

Table 8: Estimated number and proportion of 19-24 year-olds NEET (SFR21/2017)

Region	Quarter 1							
	2014		2015		2016		2017	
	Volume	%	Volume	%	Volume	%	Volume	%
England	649,000	15.9%	603,000	14.7%	584,000	14.0%	527,000	12.7%
London	86,000	13.4%	79,000	12.2%	76,000	11.8%	75,000	10.8%

5 NEET and Not Known Scorecard

- 5.1 New reporting arrangements have made changes in the NEET and 'not known' Scorecard this year. Previously the headline measure was the local authorities' NEET rate; but now DfE has introduced a new headline measure which combines authorities' NEET rate with their not known rate. Although the published report only covers the annual data (average of November 2015, December 2015 and January 2016 data), monthly updates are available through NCCIS and the May 2017 position is shown below in Figure 2.
- 5.2 Local authorities are ranked according to the combined total of NEET and 'not known' and rated in five colour-coded bands ('quintiles') – the top 20 per cent of authorities are rated 1 (dark green).

Figure 2: 16 -17 year olds by academic age NEET and not known by national quintiles, May 2017 (From NCCIS)

	Academic age 16-17						
	NEET	NEET % (cohort - 710 - 720)	Not known	% not known NK / (cohort - 710 - 720)	NEET and NK	% NEET and NK (NEET + NK) / (cohort - 710 - 720)	Quintile
ENGLAND	35,105	3.0%	34,705	3.0%	69,810	6.0%	
LONDON	3,485	2.2%	4,819	2.8%	8,304	5.0%	
Barking and Dagenham	206	3.7%	79	1.4%	285	5.2%	3
Barnet	180	2.4%	35	0.5%	215	2.9%	1
Bexley	89	1.5%	99	1.6%	188	3.1%	1
Brent	115	1.5%	198	2.6%	313	4.1%	2
Bromley	123	1.8%	138	2.0%	261	3.9%	1
Camden	99	3.3%	21	0.7%	120	3.9%	1
City of London	-	0.0%	-		-	0.0%	
Croydon	207	2.2%	484	5.2%	691	7.4%	5
Ealing	93	1.3%	144	2.0%	237	3.3%	1
Enfield	154	1.9%	556	6.8%	710	8.7%	5
Greenwich	194	3.4%	107	1.8%	301	5.2%	3
Hackney	54	1.1%	119	2.4%	173	3.5%	1
Hammersmith and Fulham	28	1.2%	32	1.3%	60	2.5%	1
Haringey	153	2.9%	359	6.8%	512	9.7%	5
Harrow	69	1.3%	59	1.1%	128	2.5%	1
Havering	130	2.2%	68	1.1%	198	3.3%	1
Hillingdon	117	1.7%	414	6.0%	531	7.7%	5
Hounslow	149	2.7%	202	3.6%	351	6.3%	4
Islington	69	2.1%	68	2.0%	137	4.1%	2
Kensington and Chelsea	16	1.2%	21	1.5%	37	2.7%	1
Kingston upon Thames	57	1.8%	118	3.7%	175	5.6%	3
Lambeth	71	1.3%	177	3.3%	248	4.6%	2
Lewisham	141	2.4%	103	1.7%	244	4.1%	1
Merton	71	1.9%	73	1.9%	144	3.8%	1
Newham	180	2.2%	177	2.2%	357	4.4%	2
Redbridge	149	2.0%	122	1.7%	271	3.7%	1
Richmond upon Thames	80	2.7%	101	3.4%	181	6.2%	4
Southwark	62	1.2%	113	2.2%	175	3.4%	1
Sutton	85	1.9%	145	3.2%	230	5.1%	3
Tower Hamlets	177	3.2%	220	4.0%	397	7.2%	4
Waltham Forest	60	1.0%	143	2.4%	203	3.5%	1
Wandsworth	81	2.1%	83	2.1%	164	4.2%	2
Westminster	26	1.1%	41	1.7%	67	2.8%	1

6 Recommendation

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

