

Young People's Education and Skills Operational Sub-Group

AGENDA

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

Date: 28 September 2018 **Time:** 10.00 – 12.00

Venue: London Councils, meeting room 5

Telephone: 020 7934 9743 **Email:** peter.obrien@londoncouncils.gov.uk

Item 1	Welcome, introductions and apologies	AJ
	- Nomination of Vice Chair	
Item 2	Notes of the last meeting and matters arising <i>(paper - for agreement)</i>	AJ
Item 3	Looking to the future <i>(paper - for agreement)</i>	AJ
Item 4	Work Plan for 2018-19 <i>(paper - for agreement)</i>	YB
Item 5	Sub-regional feedback <i>(discussion item)</i>	All
Item 6	Work plan monitoring	
	- Policy update <i>(paper - for discussion)</i>	HB
	- Participation, NEET and activity not known <i>(paper - for discussion)</i>	POB
	- London Ambitions <i>(verbal update - for information)</i>	YB
	- ESF Update <i>(verbal update - for information)</i>	POB
	- GCSE and A-Level results (latest information) <i>(verbal update – for discussion)</i>	YB
Item 7	YPES Board - 8 November agenda	All
Item 8.	Any Other Business	All

Date of next meeting 25 January 2019, London Councils, SE1 0AL

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Notes

Young People's Education and Skills Operational Sub-Group

Date	13 April 2018	Venue	London Councils
Meeting Chair	Andy Johnson		
Contact Officer	Hannah Barker		
Telephone	020 7934 9524	Email	hannah.barker@londoncouncils.gov.uk

Present

Andy Johnson	London Borough of Enfield – Vice-Chair
Sheila Weeden	London Borough of Newham (North & East London)
John Galligan	London Borough of Brent (West London)
Yolande Burgess	London Councils
Linda Leigh	London Borough of Waltham Forest (Observer)

Officers

Peter O'Brien	London Councils Young People's Education and Skills Team
Hannah Barker	London Councils Principal Policy & Project Officer, Children's Services

Apologies

Tony Haines	Education and Skills Funding Agency
Ann Mason	Achieving for Children – Kingston & Richmond (South West London)
Noel Tierney	London Borough of Wandsworth (West London)
Trevor Cook	London Borough of Havering (North & East London)
Eamonn Gilbert	Achieving for Children – Kingston & Richmond (South West London)
Daisy Greenaway	Greater London Authority

1 Welcome, Introductions and apologies

- 1.1 The Chair invited attendees to introduce themselves and noted apologies for absence. He welcomed Linda Leigh who was attending as an Observer.
- 1.2 There were no nominations for Vice Chair. It was agreed that nominations would be asked for again at the next meeting.

2 Notes of the last meeting and matters arising

- 2.1 The notes of the previous meeting were approved.
- 2.2 Regarding actions from the last meetings, Peter O'Brien highlighted that the Annual Statement of Priorities had been published, as agreed by Board, but that the evidence base would be published separately after the election and London Councils AGM. This would be circulated to OSG members at this point.
- 2.3 Yolande Burgess committed to asking Mary Vine-Morris about the list of college mergers and checking that the link had been sent out for the London Ambitions portal.

Action 265: Yolande Burgess to check list of mergers with Mary Vine-Morris

Action 266: Peter O'Brien to circulate Annual Statement of Priorities to 14-19 leads following election

Action 267: Yolande Burgess to ensure link to London Ambitions Portal has been sent to OSG members

3 Transforming Children and Young People's Mental Health Provision

3.1 Hannah Barker and Peter O'Brien talked to the response to the government consultation on the mental health green paper, circulated with the papers for the meeting.

3.2 OSG members offered their feedback and comments, highlighting the following points:

3.2.1 The response states that non-inclusive practice such as resisting admitting children with SEND and off-rolling happens primarily in academies. It was pointed out that this should be supported by evidence. Hannah Barker reported that multiple local authority forums had highlighted that this behaviour happened more often in academies, but London Councils would be carrying out a more detailed piece of work which would include comparing the approach of the maintained and academy schools in relation to inclusion.

3.2.2 Andy Johnson said that Enfield had been looking into school exclusions trends and would pass the relevant colleague's details onto Hannah to follow this up.

3.2.3 It was agreed that mental health and wellbeing is an area that schools are cutting back on amidst budgetary pressures.

3.2.4 There was a concern about the extent of the obligations that are being pushed onto schools.

Action 268: Andy Johnson to share details of contact in Enfield who has looked into school exclusions trends with Hannah Barker

4 Recent London Councils activity on SEND and high needs funding

4.1 Yolande Burgess updated the group on London Councils' activity in relation to SEND and high needs funding.

4.2 It was agreed that local authorities needed to work more on commissioning. Sheila Weedon said that Newham has been doing some joint commissioning of SEND provision with the NHS, and agreed to share an update on the council's progress to date. The Hertfordshire model was highlighted as a good model.

4.3 The group was interested in seeing the attendance list for the London Councils member event on high needs, and Yolande agreed to circulate this.

4.4 Ann Mason had submitted some comments before the meeting, which were discussed briefly. Yolande agreed to respond to Ann to summarise this discussion and copy OSG in.

Action 269: Sheila Weedon to share briefing of Newham's work on joint commissioning of SEND provision with the NHS

Action 270: London Councils to circulate list of attendees at SEND member event to OSG

Action 271: Yolande Burgess to reply to Ann Mason's email prior to OSG and copy in OSG members

5 Sub-regional feedback

- 5.1 OSG members were asked to update the group on issues and developments in their sub-regions. No sub-regions had met since the last meeting. 8 boroughs in the North / North East had published a skills plan with a focus on construction. This will be used as a pilot area.

Action 272: OSG members to let London Councils know whether 14-19 leads contacts are correct

6 Work plan monitoring

Policy Update:

- 6.1 Peter O'Brien talked to a paper that had been circulated with the agenda, detailing policy changes and Select Committee inquiries since the last OSG.
- 6.2 Sheila Weedon spoke about the post-18 funding review and the implications this could have on the financial sustainability of universities, including some big universities in London.

Action 273: Yolande Burgess to talk to John Storan about the proposed changes to university fees and the implications for some London universities

Participation, NEET and activity not known:

- 6.3 The meeting received the latest report on the levels of participation, NEET and activity not known in London. Peter O'Brien pointed out that Not Known had come down dramatically in recent months, while NEET at ages 16 and 17 is also very low. The Department for Education had not published the data before this year's council elections, nor had it produced the annual NEET / Not Known figures that were expected in January. Charts and graphs showed that young people who are NEET is following a traditional cycle.

ESF Update:

- 6.4 Peter O'Brien reported that the Education, Skills and Funding Agency is looking at extensions on contracts from July 2018 to March 2019 and in cash terms by up to 50 per cent of the original contract value, but this will be performance dependent. The UK and EU have agreed that the UK can continue to access ESF up until 2023. Once the Adult Education Budget is devolved, the ESFA will no longer be involved in co-funding the London ESF Youth Programme. There is ongoing lobbying around the need for the continuation of ESF funding.

London Ambitions:

- 6.5 Yolande Burgess talked through the progress of London Ambitions. Conversations have started regarding an all age careers strategy for London. Yolande sits on the task and finish group in the London Economic Action Partnership where this is being discussed.

7 AOB

- 7.1 No AOB items were declared.

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Action Points from Operational Sub-group 2017-18

Action Point No.	Meeting Date	Action Point Description	Owner(s) - lead in bold	Review Date	Actions Taken	Open / Closed
265	13.04.18	Yolande Burgess to check list of mergers with Mary Vine-Morris	YB	08.06.18	AoC list of college mergers as at April 2018 circulated 8.6.18	Closed
266	13.04.18	Peter O'Brien to circulate Annual Statement of Priorities to 14-19 leads following election	POB	08.06.18	ASOP published by Board decision. ASOP evidence base to be published following London Councils AGM. It will then be circulated to OSG.	Open
267	13.04.18	Yolande Burgess to ensure link to London Ambitions Portal has been sent to OSG members	YB	08.06.18	Re-circulated as part of post meeting note	Closed
268	13.04.18	Andy Johnson to share details of contact in Enfield who has looked into school exclusions trends with Hannah Barker	AJ	28.9.18		Open
269	13.04.18	Sheila Weedon to share briefing of Newham's work on joint commissioning of SEND provision with the NHS	SW	28.9.18		Open
270	13.04.18	London Councils to circulate list of attendees at SEND member event to OSG	HB	08.06.18	Circulated as part of post meeting note	Closed
271	13.04.18	Yolande Burgess to reply to Ann Mason's email prior to OSG and copy in OSG members	YB	28.9.18		Open
272	13.04.18	OSG members to let London Councils know whether 14-19 leads contacts are correct	OSG members	28.9.18		Open
273	13.04.18	Yolande Burgess to talk to John Storan about the proposed changes to university fees and the implications for some London universities	YB	08.06.18	Meeting took place 8.6.18	Closed

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Young People's Education and Skills Operational Sub-Group

The Operational Sub-Group: Looking to the future

Item 3

Date: 28 September 2018

Contact: Andy Johnson

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Summary	This paper reflects on the work of the Operational Sub-Group (OSG) and proposes a different way in which to engage with local authorities.
Recommendations	OSG members are asked to: <ul style="list-style-type: none"> 1. note the information in this paper; 2. discuss its implications; 3. either agree its proposition or suggest an alternative

1 Background

- 1.1 The Operational Sub-Group (OSG) is the principal means through which London Councils Young People's Education and Skills engages with the key players in the education and skills of young people in London at an officer level. Its aim is "to help strategically guide and provide scrutiny of the London Councils Young People's Education and Skills work-plan and to provide advice and support to the (Strategy) Director".
- 1.2 Its membership is drawn from local authorities (representing both sub-regional areas and expert fields of knowledge), provider representatives, funding agencies and regional government. All members "have a responsibility to provide guidance, advice and information germane to their areas of expertise" and attend in a personal capacity.
- 1.3 Changes in the priorities and resources of OSG members over the seven years of its existence has meant that
 - 1.3.1 Those organisations who have representation on both OSG and the Young People's Education and Skills Board have tended to nominate the same person to attend both meetings and they usually prioritise attending Board meetings (or they have declined to nominate a representative on OSG);
 - 1.3.2 Representatives from funding agencies and regional government have tended to attend for specific agenda items only;
 - 1.3.3 The majority of attendees have usually come from local authorities.
- 1.4 At the same time, reductions in the resources of separate 14-19 teams of officers in local authorities have meant that termly forums/conferences, once a feature of Young People's Education and Skills' way of working, are no longer viable and have been replaced by themed workshops or time-limited task & finish groups.

2 The purpose of the OSG

2.1 The OSG's terms of reference establish that its key role is:

2.1.1 Direct and oversee workstrands

2.1.2 Identify and co-ordinate other sub-groups

2.1.3 Support cross-borough and pan-London dialogue.

(OSG is given limited competence to decide policy or expenditure)

3 What has worked well?

3.1 In the past couple of years, OSG has proved most valuable in testing recommendations to the Board, particularly by providing an assurance of their relevance to the work of local authority officers and their impact on young people.

3.2 The OSG has been especially active in contributing to London Councils responses to government or Parliamentary consultations and inquiries.

4 What hasn't worked well?

4.1 Sub-regional working among local authorities is not yet established as a norm throughout London. In those parts of London where it is developing fastest, there is a clear line of sight between the OSG and individual authorities; where it is less developed the linkage is more opaque and relatively slow-moving. As a result, some authorities feel closer to the centre of influence than others. Moreover, the sub-regional boundaries used to determine the membership of OSG no longer reflect the emergence of sub-regions in London.

4.2 Up until two years ago, there was an array of specialist sub-groups or working groups covering a range of specialist areas of expertise. Now only the Apprenticeship Sub-Group remains – and that is led by London Councils Policy and Public Affairs Directorate, with support from Young People's Education and Skills. The specialists currently serving on OSG do not always have any ready reference back to other experts in individual councils

5 Why has this happened?

5.1 The OSG's terms of reference have hardly changed in the past seven years. During the ensuing years largely homogeneous teams responsible for 14 to 19 education and training (driven by the Raising the Participation Age (RPA) agenda), with a recognised 'lead' officer, have given way to many disciplines within the broad "young people's education and skills" umbrella, such as:

5.1.1 Schools improvement

5.1.2 Reducing the volume of young people who are NEET or whose status is not known

5.1.3 Careers education and guidance

5.1.4 High needs/Special Educational Needs and/or Disabilities

5.1.5 Employability and Apprenticeships (often delivered through regeneration teams).

5.2 The 'lead' officer with whom London Council communicates in each authority often has one or more of these responsibilities, few have responsibilities covering all the of the

annual priorities set by the Young People's Education and Skills Board and a very small number are designated 14 to 19 education and skills lead officer for their borough. This is because of London's success in implementing RPA and the drive of both national policy and funding has no longer been to promote education and training of 14 to 19 year-olds as such a distinct and crucial phase of learning as it was prior to the 2010 General Election.

- 5.3 As sub-regional bodies are developing, more and more borough officers are being drawn into the development of programmes and structures based on cross-borough working. Given the importance members and senior officers attach to sub-regional working, it is quite understandable that the officers with whom the Young People's Education and Skills team wishes to work would prioritise sub-regional meetings over Pan-London working.

6 Engagement with partners and stakeholders

- 6.1 Attendance at recent meetings of OSG has been either exclusively or overwhelmingly from local authorities. Those organisations representing providers have said that they no longer have the capacity or capability to attend both OSG and Board and that they prefer to ensure that they are represented at Board level. National bodies have attended infrequently and, like regional organisations, tend only to participate in discussions on specific agenda items.

7 Why does it matter?

- 7.1 Young People's Education and Skills "provides pan-London leadership for 14 to 19 education and training provision in relation to the current and future needs of learners and employers, supports local authorities in undertaking their statutory functions, and assists other stakeholders in planning, policy and provision. The Young People's Education and Skills Board, made up of key stakeholders and chaired by the Executive Member for Children, Skills and Employment, is the lead strategic body for 14 to 19 education and training services in London. Young People's Education and Skills works for London's boroughs, guiding and supporting them in their local commissioning, bringing together key stakeholders from across London to help deliver the region's priorities to influence and shape the learning provision on offer to young people. The 14 to 19 Young People's Education and Skills board leads on the 14 to 19 education and training agenda across London."
- 7.2 In this year's annual statement of priorities, the Board reinforced a shift from the principal judgement of Young People's Education and Skills' success from *are London's local authorities and providers collectively having a positive impact on young people's participation, achievement and progression* to *are young people in all areas of London participating, achieving and progressing positively*. This is a subtle, but significant, shift in emphasis. It is no longer sufficient to look at the average position in London, but to examine the variation between different parts of London and to provide more targeted help to areas. More consistent - and more extensive - engagement with local authorities will therefore need to be of the order of the day, as this will ensure the forensic analysis of data interspersed with anecdotal information.
- 7.3 In particular, mobilising local authorities will help London Councils serve them and their residents better by both synthesising different perspectives and establishing common ground upon which to base future campaigns and lobbying.

8 Proposition

8.1 It is proposed that all:

8.1.1 OSG agendas should cover the Board's priorities for the year ahead; each meeting majoring on one theme (participation, achievement and progression) as national data is published and developing a shared understanding on the key issues for London to refer to the Young People's Education and Skills Board;

8.1.2 sub-regional entities should be invited to send a (voting) representative to the OSG or to nominate a borough officer to represent their sub-region on the OSG. The sub-regional OSG representative will account, through their sub-regional entity, to the relevant boroughs officers in the sub-regions and seek their input into the discussions on the agenda of each OSG meeting;

8.1.3 boroughs should be invited to send observers to OSG meetings.

8.2 Other partners and stakeholders will be asked to maintain their present level of representation and to be invited to attend as currently set out in the OSG's terms of reference.

8.3 The OSG should continue to position itself as the guarantor to the Board of the relevance and practicability of the proposals made to it by London Councils' Young People's Education and Skills team.

8.4 OSG members are asked to note that, if this proposition is agreed, meetings may need to increase in duration to encompass the expected increased discussion.

9 Recommendations

9.1 OSG members are asked to:

9.1.1 **note** the information in this paper;

9.1.2 **discuss** its implications;

9.1.3 either **agree its proposition** or **suggest an alternative**.

Young People's Education and Skills Operational Sub-Group

Work Plan for 2018-19

Item 4

Date: 28 September 2018

Contact: Peter O'Brien

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Email: peter.obrien@londoncouncils.gov.uk

Summary	This paper seeks agreement of the Young People's Education and Skills Work Plan for 2018 - 2019
Recommendations	OSG members are asked to agree the proposed Young People's Education and Skills Work Plan for 2018 to 2019

1 Background

- 1.1 The annual Work Plan for London Councils Young People's Education and Skills provides the basis of reports to the Operational Sub-Group (OSG), the Young People's Education and Skills Board and to the London Councils Executive Member for Skills and Employment (whose portfolio includes young people's education and skills). The Leaders' Committee and Executive Committee of London Councils, formed following this summer's local elections in London, have strengthened regular briefings of Executive Members by London Council's Corporate Management Board.

2 The purpose of the Work Plan

- 2.1 The Work Plan demonstrates how the Young People's Education and Skills team at London Councils and the OSG will:
- 2.1.1 Discharge the key functions allocated to them by the Young People's Education and Skills Board;
 - 2.1.2 Deliver the projects necessary to achieve the Board's key priorities;
 - 2.1.3 Oversee Task and Finish Groups that provide appropriate specialist and technical input into the OSG's discussions.
- 2.2 The proposed Work Plan for 2018 – 2019 is attached.

3 Recommendations

- 3.1 OSG members are asked to agree the proposed Young People's Education and Skills Work Plan for 2018 to 2019.

Proposed Young People's Education and Skills Workplan 2018/19

Young People's Education and Skills Aim / Purpose:

To provide Pan-London leadership for 14-19 education and training provision in relation to 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.

Functions / Project Areas

1. **Leadership:** To maintain the YPES Board as the principal partnership through which strategic partners and stakeholders will work together to deliver the vision for 16-19 education and skills in London
2. **Analysis and interpretation:** To produce strategic options for young people's education and skills in London based on a sound understanding of data/evidence, developments in policy and emerging scenarios that drive the delivery of the vision for 16-19 education and skills in London
3. **Vision and priorities:** To articulate the vision and the annual priorities for young people's education and skills in London that improve the participation, achievement and progression of young Londoners and close the gaps in performance levels related to young people's characteristics or borough of residence
4. **Communication and relationships:** To maintain effective professional working relationships with elected members, officers and partners so that they are capable of delivering the vision
5. **Influencing:** To shape decisions that affect the education and skills of young Londoners
6. **Accountability for implementation:** To keep key decision makers and practitioners informed

Function / Project Area	Activities	Objective / Output
Leadership	<ul style="list-style-type: none"> • Maintain the Operational Sub-Group to ensure the relevance of recommendations made to the Board. • Maintain the link between the Board and London Councils' Leaders Committee and Executive Committee • Maintain strategic synergy with partner organisations 	By 31 August 2019... <ul style="list-style-type: none"> • Hold quarterly OSG meetings (each with a major 'theme') • Termly Board meetings • Regular portfolio holder meetings
Analysis and interpretation	<ul style="list-style-type: none"> • Intelligent London • Consistent use of GLAEconomics • Published stats 	By 31 August 2019... <ul style="list-style-type: none"> • Intelligent London updated • Report back from joint work with GLA • London Councils reports
Vision and priorities	<ul style="list-style-type: none"> • Produce vision / Annual Statement of Priorities • Sharing ideas with partners 	By 31 August 2019... <ul style="list-style-type: none"> • OSG will make recommendations to the Board

Function / Project Area	Activities	Objective / Output
Communication and relationships	<ul style="list-style-type: none"> • Board • Elected members • Partners • Key decision makers • Officers • Operational teams 	By 31 August 2019... <ul style="list-style-type: none"> • Portfolio holder meetings • Member briefings • Meetings with partners • OSG members feeding back
Influencing	<ul style="list-style-type: none"> • Lobbying in general • Regional and national consultations 	By 31 August 2019... <ul style="list-style-type: none"> • Member briefings • APPG London • Consultations
Accountability for implementation	<ul style="list-style-type: none"> • Performance-Statutory duties <ul style="list-style-type: none"> ○ RPA (positive participation) ○ SEND • Performance – vision <ul style="list-style-type: none"> ○ Participation (NEET / NK) ○ Achievement / success ○ Progression • Performance - priorities: <ul style="list-style-type: none"> ○ Careers Guidance ○ SEND ○ T levels ○ Apprenticeships • Horizon scanning 	By 31 August 2019... <ul style="list-style-type: none"> • Participation report (quantitative annually) • SEND stats (annually) • Quarterly participation traffic light report for OSG • Analysis of SFRs on achievements and progressions • London Ambitions reports • Policy update

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Young People's Education and Skills Operational Sub-Group

Policy Update

Date: 28 September 2018

Contact: Hannah Barker

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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 Operational Sub-Group.

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

1 Developments relating to T Levels

1.1 The Department for Education (DfE) published a report entitled *Employer engagement and capacity to support T Level industry placements* on 3 September.¹ The findings of this research are:

1.1.1 Some employers said that they would be willing to offer industry placements.¹ However, these employers did not feel that they could definitively commit to offering placements until they had received further clarification and information on the following key points: content of the course and the objectives of the placement; structure and timing of the placement; the role of the learning provider; how T Level qualifications fit with other Further and Higher Education qualifications; and guidelines around paying learners. Some employers could not state their level of willingness without this information.

1.1.2 There was a small group of employers that explicitly stated that they would be *unwilling* to offer T Level industry placements. The key reasons for this were that they could not see the benefit of this type of qualification over others, and they did not believe they would have the capacity to offer the placements.

1.1.3 The government would need to clarify the expectations on employers, the financial cost of meeting these expectations, and the type and level of support (including potential financial support) that would be made available

1.1.4 The role of the learning provider needs to be clear so that employers understand how it will help to minimise the burden of a placement.

1.2 In May 2018 the Permanent Secretary for the DfE wrote to the Secretary of State requesting an extension on the implementation of the first T Levels until 2021, on the basis that public funds could be placed at risk if the DfE were to stick to the original timescale. The Secretary of State responded highlighting that the DfE should implement the first T Levels in 2020, as planned.²

- 1.3 Ofqual ran a consultation into how T Levels would be regulated, which was published on 3 September.³

2 School funding allocations

- 2.1 The provisional school funding allocations for 2019/20 were announced in July.⁴ The national funding formula follows a similar structure to the 2018/19 formula. London Councils' analysis shows that London's schools will receive a lower proportion of funding across 2018/19 and 2019/20 than any other region in the country. 70 per cent of schools in London will receive the minimum (one per cent per pupil) funding increase between 2017/18 and 2019/20, compared with just 39 per cent of schools across the rest of England. Fifteen boroughs will see more than 90 per cent of their schools receive the floor of one per cent per pupil across these two years.
- 2.2 In comparison to the 2018/19 allocations, 21 out of 32 boroughs are in the lower half of schools block increases; and of the four local authorities in the country expected to see a decrease in funding, two are London boroughs (Islington and Harrow).
- 2.3 All local authorities will see an increase in High Needs block allocations in 2019/20, with two London boroughs expected to receive the highest and second highest increase in high needs allocations (Havering, and Barking and Dagenham).

3 Skills for Londoners framework

- 3.1 As part of the preparation for the proposed delegation of the Adult Education Budget (AEB) to the Mayor of London in 2019-20, the GLA published their draft Skills for Londoners Framework for consultation. It outlines how the Mayor will support delivery of the objectives in the Skills for Londoners Strategy, published in June 2018. It sets out the implementation plans for the AEB, as well as European Social Fund (ESF) and the Skills for Londoners Capital Fund.
- 3.2 London Councils responded calling for the GLA to continue to work closely with boroughs and sub-regional partnerships on preparing for the devolved AEB, using the opportunity to shape a skills system responsive to local needs and opportunities. London Councils' response can be found via this [link](#).

4 Developments relating to exclusions and alternative provision

Ofsted

- 4.1 Ofsted published a blog on the topic of off-rolling in June this year.⁵ The key findings were as follows:
- 4.1.2 Over 19,000 pupils across the country did not progress from Year 10 to Year 11 in the same state-funded secondary school (four per cent of all Year 10 pupils)
- 4.1.3 Around half of these pupils did not appear in the census of a different state-funded school. These pupils may have moved to an independent school (including special schools and alternative provision), become home-schooled, ended up in an unregistered school, or dropped out of education entirely.
- 4.1.4 Children with special educational needs, children eligible for free school meals, children looked after, and some minority ethnic groups are all more likely to leave their school.

- 4.1.5 Around 30 per cent of pupils who leave their school between years 10 and 11 have special educational needs, against 13 per cent of all pupils.
- 4.1.6 A higher proportion of schools in London are seeing movement of pupils compared to other areas of the country.
- 4.1.7 Academies, particularly those in some multi-academy trusts, appear to be losing proportionately more pupils than local authority schools. Conversely, local authority schools seem to be taking on proportionately more pupils.
- 4.2 Ofsted has said that it is considering how off-rolling can be looked at more closely in inspections as part of the inspection framework due to be introduced in 2019. Off-rolling also featured in recent training for Ofsted inspectors.⁶

DfE exclusions figures

- 4.3 The DfE recently published data showing exclusion figures in 2016/17.⁷ Permanent exclusions increased by 27 per cent between 2010/11 and 2016/17 (half the national change). However, the rate (proportion of all pupils) of permanent exclusions has remained consistent over the period.
- 4.4 Meanwhile, fixed period exclusions increased by only a very small amount in this time period (two per cent in comparison to 18 per cent nationally). The rate of fixed period exclusions has in fact decreased – and faster in London than the rest of the country.

Alternative provision Select Committee inquiry

- 4.5 The Education Select Committee published its inquiry into alternative provision in July 2018.
- 4.6 The inquiry made a range of recommendations, including the following:
 - 4.6.1 The Timpson Exclusions Review should examine whether financial pressures and accountability measures in schools are preventing schools from providing early intervention support and contributing to the exclusion crisis.
 - 4.6.2 The evidence the Select Committee reviewed suggests that the rise in so called ‘zero-tolerance’ behaviour policies is creating school environments where pupils are punished and ultimately excluded for incidents that could and should be managed within the mainstream school environment.

The government and Ofsted should introduce an inclusion measure or criteria that sit within schools to incentivise schools to be more inclusive.
 - 4.6.3 An unfortunate and unintended consequence of the government’s strong focus on school standards has led to school environments and practices that have resulted in disadvantaged children being disproportionately excluded, which includes a curriculum with a lack of focus on developing pupils’ social and economic capital. There appears to be a lack of moral accountability on the part of many schools and no incentive to, or deterrent to not, retain pupils who could be classed as difficult or challenging.

The Select Committee recommend that the government should change the weighting of Progress 8 and other accountability measures to take account of every pupil who had spent time at a school, in proportion to the amount of time they spent there. This should be done alongside reform of Progress 8 measures to take account of outliers and to incentivise inclusivity.
 - 4.6.4 Legislation should be amended at the next opportunity so that where Independent Review Panels (IRPs) find in favour of the pupils, IRPs can direct a school to reinstate a pupil.

- 4.6.5 All organisations offering alternative provision should be required to inform the local authority in which they are based of their provision. The local authority should then make the list of alternative providers operating in their local authority available to schools and parents on their website
- 4.6.6 The Select Committee recommend that local authorities are given appropriate powers to ensure that any child receives the education they need, regardless of school type.
- 4.6.7 Schools should publish their permanent and fixed term exclusion rates by year group every term, including providing information about pupils with SEND and looked-after children. Schools should also publish data on the number of pupils who have left the school.
- 4.6.8 Government should issue clearer guidance on Fair Access Protocols to ensure that schools understand and adhere to their responsibilities and encourage reintegration where appropriate. No school should be able to opt-out and if necessary either the local authority or the DfE should have the power to direct a school to adhere to their local Fair Access Protocol.
- 4.6.9 All trainee teachers, in order to achieve Qualified Teacher Status, should be required to undertake a placement outside of mainstream education, for example in a special school or in alternative provision.
- 4.6.10 Mainstream schools should be more proactive in their engagement with alternative provision. All mainstream schools should be 'buddied' with an alternative provision school to share expertise and offer alternative provision teachers and pupils opportunities to access teaching and learning opportunities.
- 4.6.11 Given the increase in participation age to 18, the government must allocate resources to ensure that local authorities and providers can provide post-16 support to pupils, either in the form of outreach and support to colleges or by providing their own post-16 alternative provision.

Government review into school exclusions

- 4.7 The Department for Education has commissioned Edward Timpson to lead a review into school exclusions, which is ongoing. The DfE has suggested that the review will report back by the end of the year.

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737471/Employer_Capacity_Report.pdf

² <https://www.gov.uk/government/publications/t-levels-ministerial-direction>

³ <https://www.gov.uk/government/consultations/ofquals-approach-to-regulating-technical-qualifications>

⁴ <https://www.gov.uk/government/publications/national-funding-formula-for-schools-and-high-needs>

⁵ <https://educationinspection.blog.gov.uk/2018/06/26/off-rolling-using-data-to-see-a-fuller-picture/>

⁶ <http://data.parliament.uk/writtenevidence/committeeevidence.svc/evidencedocument/education-committee/alternative-provision/oral/82330.html>

⁷ : <https://www.gov.uk/government/collections/statistics-exclusions>

Young People's Education and Skills Operational Sub-Group

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

Date: 28 September 2018

Contact: Peter O'Brien

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1 Availability of data

- 1.1 In previous reports to both the Board and Operational Sub-Group (OSG) we have presented the data for the London that has been published by the Department for Education (DfE) or Office for National Statistics (ONS) and included - from the National Client Caseload Information System (NCCIS) - some comparisons between boroughs.
- 1.2 In the last report to the OSG, it was apparent that some of the quarterly statistics had not been published for some time. DfE and ONS have now confirmed that they have decided not to publish "sub-national data" (i.e. regional or local authority breakdowns) more than once a year and that this data will not cover the same depth of detail as the previous quarterly or termly reports. The first such report is scheduled to be issued in February / March 2019
- 1.3 As a result, we are only able to provide the NEET scorecard, which appears overleaf

2 NEET and Not Known Scorecard

- 2.1 The summary of each borough's position in the Comparative NEET Scorecard for July 2018 is shown in figure 1. The RAG Rating relates to boroughs' position in the national league table and is divided into quintiles.
- 2.2 Please note that this information is not published by ONS or DfE and should be used with caution.
- 2.3 You will be aware that NEET and activity not known statistics are subject to distortion over the summer vacation and in the first term of each academic year. We do not therefore provide an analysis of NEET figures during the period covering August to November each year.
- 2.4 The overall proportion of young people who were NEET in July 2018 was 2.0%. In comparison, the figure for June 2018 was also 2.0% and for July 2017 it was 2.1%.
- 2.5 The overall proportion of young people whose activity status was not known to their local authority was 3.3% in July 2018 (2.9% in June 2018 and 3.3% in July 2017).

Figure 1: 16 -17 year olds by academic age NEET and not known by quintiles (NCCIS, August 2018)

	Academic age 16-17						
	NEET	NEET %	Not known	% not known	NEET and NK	% NEET and NK	Quintile
ENGLAND	34,861	3.1%	41,003	3.6%	75,864	6.7%	
LONDON	3,432	2.0%	5,816	3.4%	9,248	5.4%	
Barking and Dagenham	216	3.8%	39	0.7%	255	4.5%	2
Barnet	137	1.8%	180	2.4%	317	4.2%	2
Bexley	101	1.7%	111	1.9%	212	3.6%	1
Brent	110	1.5%	190	2.5%	300	4.0%	1
Bromley	147	2.2%	127	1.9%	274	4.1%	1
Camden	96	3.1%	62	2.0%	158	5.1%	3
City of London	-	0.0%	-		-	0.0%	
Croydon	214	2.4%	376	4.2%	590	6.6%	4
Ealing	111	1.5%	74	1.0%	185	2.5%	1
Enfield	121	1.5%	465	5.6%	586	7.1%	4
Greenwich	123	2.1%	166	2.9%	289	5.0%	2
Hackney	105	2.0%	145	2.8%	250	4.8%	2
Hammersmith and Fulham	26	1.1%	19	0.8%	45	1.9%	1
Haringey	127	2.4%	295	5.6%	422	8.0%	5
Harrow	56	1.1%	83	1.6%	139	2.7%	1
Havering	134	2.3%	86	1.5%	220	3.7%	1
Hillingdon	175	2.6%	115	1.7%	290	4.2%	2
Hounslow	142	2.5%	193	3.4%	335	5.9%	3
Islington	88	2.7%	120	3.6%	208	6.3%	4
Kensington and Chelsea	31	2.3%	54	3.9%	85	6.2%	3
Kingston upon Thames	58	1.9%	53	1.7%	111	3.6%	1
Lambeth	111	2.0%	603	11.0%	714	13.0%	5
Lewisham	110	1.8%	273	4.5%	383	6.3%	4
Merton	55	1.4%	67	1.7%	122	3.1%	1
Newham	130	1.6%	246	3.0%	376	4.6%	2
Redbridge	143	1.9%	131	1.8%	274	3.7%	1
Richmond upon Thames	53	1.9%	60	2.1%	113	4.0%	1
Southwark	93	1.8%	501	9.6%	594	11.4%	5
Sutton	75	1.7%	108	2.4%	183	4.1%	2
Tower Hamlets	173	3.1%	355	6.4%	528	9.5%	5
Waltham Forest	68	1.2%	108	1.9%	176	3.0%	1
Wandsworth	69	1.8%	360	9.2%	429	10.9%	5
Westminster	34	1.4%	51	2.1%	85	3.5%	1

Young People's Education and Skills Board

Thursday 8 November 2018, 15.00 – 17.00

Location: London Councils, TBC, 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. *GCSE and A-Level results - tbc*
tba - For discussion
5. Work plan for 2018
Paper - For discussion and decision
6. Mayor's Skills Strategy
Progress report, Greater London Authority - For discussion
7. "Love Our Colleges" Campaign
Paper, Mary Vine-Morris - For discussion
8. Regular updates:
 - Raising the Participation Age (*Paper - Peter O'Brien*) - For discussion
 - Policy update (*Paper - Hannah Barker*) - For information
 - London Post-16 Education Trajectories Review –update
(*Oral report – Yolande Burgess*) - For information
 - *London Ambitions - tbc*
9. Any other business

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