

Young People's Education and Skills Board

Thursday 8 November 2018, 15.00 – 17.00

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

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 - For decision
4. Achievements and Progression (pre-/post-16 results and Destination Measures) - For discussion
Paper, Peter O'Brien
5. Work plan for 2019-20 - For decision
Paper, Yolande Burgess
6. Post 16 Special Educational Needs and Disabilities Review - For decision
Presentation, Yolande Burgess and Steve Preston (Mime Consulting)
7. "Love Our Colleges" Campaign - For discussion
Paper, Mary Vine-Morris, Association of Colleges, London Region
8. Updates:
 - Raising the Participation Age (*Paper - Peter O'Brien*) - For information
 - Policy update (*Paper – Yolande Burgess*) - Information/decision
 - London Post-16 Education Trajectories Review
(*Verbal update – Yolande Burgess*) - For information
 - London Ambitions (*Verbal update – Yolande Burgess*) - For information
9. Any other business; proposed schedule of meeting dates 2019-2020

2019

Thursday 28 February, 3-5pm (confirmed meeting)

Thursday 6 June, 10-12noon

Thursday 17 October, 3-5pm

2020

Thursday 30 January, 10-12noon

Date of next meeting: Thursday 28 February, 3-5pm, London Councils SE1 0AL

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Young People's Education and Skills Board

Date	28 June 2018	Venue	London Councils
Meeting Chair	Cllr Georgia Gould		
Contact Officer	Hannah Barker		
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Present

Cllr Georgia Gould (Chair)	London Councils Shadow Executive member (Labour)
Gail Tolley (Vice-Chair)	Association of London Directors of Children's Services
Dr Caroline Allen OBE	AoC/NATSPEC
Dr Graeme Atherton	AccessHE
Yolande Burgess	London Councils
Derek Harvey	Department for Work and Pensions
Mary Vine-Morris	Association of Colleges (AoC) London Region
Sarah Wilkins	Greater London Authority (GLA) (for Joanne McCartney)

Guests and Observers

Michael Heanue	Greater London Authority
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Speakers

Nadine Collins	Greater London Authority
Professor Ann Hodgson	University College London Institute for Education
Tawhid Qureshi	Greater London Authority
Dr Lynne Rogers	University College London Institute for Education
Phil Rossiter	MIME Consulting

Officers

Hannah Barker	London Councils Children and Young People Services
Peter O'Brien	London Councils Young People's Education and Skills

Apologies

Cllr Nickie Aiken	London Councils Executive Member (Conservative)
David Jeffrey	Department for Education
Arwel Jones	Association of School and College Leaders
Tim Shields	Chief Executives London Committee
Laraine Smith	AoC/Further education college representative
Paul Wakeling	AoC/Sixth form colleges

1 Welcome, Introductions and apologies

- 1.1 The Chair invited attendees to introduce themselves and stated that she was looking forward to working with the Board in her new role. The Chair noted apologies for absence.

2 Declarations of interest

- 2.1 There were no declarations of interest.

3 Minutes of previous meeting and actions arising

- 3.1 The open actions from previous meetings were discussed.
- 3.2 Yolande Burgess reported that discussions have already begun on the 2018 Higher Education Journey for Young Londoners, and the group will look at evaluating the impact of the maintenance grant in this version.
- 3.3 Michael Heanue committed to sharing the list of the four organisations that have gone through the next stage in the process for selecting Institutes of Technology.

Action: Michael Heanue to share the list of the four organisations that have gone through the next stage in the process for selecting Institutes of Technology

4 Post-16 education trajectories review

- 4.1 Phil Rossiter, MIME Consulting, updated the group on the quantitative aspect of the research commissioned by London Councils and the Greater London Authority (GLA) into post-16 education trajectories. He highlighted some initial findings sourced from published data. However, the quantitative aspect of the research has been delayed significantly as the Department for Education (DfE) has not released the data that has been requested from the National Pupil Dataset (NPD) (the introduction of the General Data Protection Regulation has been cited as the reason for the delay).
- 4.2 Lynne Rogers, UCL Institute for Education, highlighted findings from the qualitative aspect of this research. Focus groups and interviews have been held with 40 students so far. The themes that have come out of the research are: inconsistency of careers information, advice and guidance; a lack of aspiration shown to some students in the school environment; the difficulty of transition between Level 2 and Level 3 qualifications.
- 4.3 In response to a question, Lynne clarified that insufficient engagement had taken place across different types of institutions to draw reliable conclusions about the differences in support provided by schools and colleges. Different experiences were highlighted by Board members in relation to the amount of pastoral support provided by schools and colleges.
- 4.4 Caroline Allen suggested that requirements for teacher training should be considered as part of the recommendations. Lynne said this would be picked up.
- 4.5 Ann Hodgson, UCL Institute for Education, highlighted that the research would have traction in terms of playing into the review of Level 2 and Level 3 qualifications and the nature of the transition offer. Ann said that there would be a lot of young people who would not go straight on to T Levels or A Levels and will need a transition phase to help them prepare for Level 3 study. It is consequently important to push for a transition offer across the board i.e. a pathway for students that do not achieve Level 2 at 16, rather than one that is specific to T Levels.
- 4.6 It was agreed that a letter would be sent from the Chair to the DfE, requesting the release of the data from the NPD as soon as possible. Consideration will be given to preparing a joint letter from Cllr Gould and Cllr Aiken.
- 4.7 Yolande Burgess has also been speaking to the project lead at the GLA to discuss potential alternative options for the quantitative aspect of the research.
- 4.8 Cllr Gould offered to link the researchers up with Camden schools who could potentially take part in the research.

Action: Nadine Collins, GLA, to check that the data issue is being pursued with DfE

Action: London Councils to draft a letter to be sent from the Chair to the DfE, requesting the release of the data from the NPD as soon as possible

Action: Cllr Gould to link the researchers up with Camden schools that could take part in the research

Action: Gail Tolley to discuss the issue of release of data from the NPD with the Regional Schools Commissioners

5 ESF Youth Programme: Performance and Future

- 5.1 Tawhid Qureshi talked through the ESF Youth Programme's performance. The different strands have been performing at different levels. Inter-strand referrals are still a challenge, and there needs to be more challenge to providers who are not referring young people onto other programmes. It is also important that providers have enough time and support to set up programmes. There are still challenges around the bureaucracy of ESF.
- 5.2 For Phase 2, the Education and Skills and Funding Agency (ESFA) will continue to match fund the programmes. However, the specifications will be standardised and there will be limited opportunity for local influence from Local Economic Partnerships. The GLA has met with the ESFA to raise concerns about this and written formally. Themes for Phase 2 will be similar to those currently delivered. A planning group has been established with stakeholders. The contracts will be awarded in August 2019.
- 5.3 Peter O'Brien highlighted recent coverage of the potential loss of European Union funds on further education (FE), including ESF, and suggested that FE colleagues continue to reiterate this publicly.
- 5.4 Gail Tolley asked whether any ESF data was published on a borough basis. The ESFA does not publish the data in this way, but the GLA will continue to press for borough based reporting in its discussions about the devolution of the Adult Education Budget (AEB).

6 Mayor's Skills Strategy

- 6.1 Nadine Collins took the group through the vision for the Mayor's skills strategy.
- 6.2 The Skills for Londoners framework, which outlines how the objectives of the strategy will be delivered in the context of the devolution of the AEB, would be out for consultation in July for approximately four weeks.
- 6.3 Mary Vine-Morris highlighted that the timescale for consultation was very short and it was inconvenient for the education sector for the consultation to take place during the summer break. Other Board members concurred.

Action: Nadine Collins to feed back the Board's concern about the length and timing of the consultation period for the Skills for Londoners framework

Action: London Councils to prepare a response to the Skills for Londoners framework

7 Work plan monitoring

Raising the Participation Age

- 7.1 Peter O'Brien talked to the latest report on NEET and Not Known figures, circulated with the Board papers. Peter highlighted that the government is no longer publishing monthly or quarterly data on participation. Furthermore, the data for 2017 is only on a national level.

Action: Yolande Burgess to take up the issue of participation figures only being produced on an annual basis with DfE

Policy update

- 7.2 Hannah Barker talked to the policy update, summarising policy developments since the last meeting.

8 Any other business

- 8.1 Michael Heanue announced that this would be his last meeting of the Board, thanking Board members for the opportunity to contribute to the work of Young People's Education and Skills. Member thanked Michael for his contribution to the Board's work over the past years.
- 8.2 Mary Vine-Morris highlighted the need for London Ambitions to remain a key focus of this group.

Date of the next meeting: Thursday 8 November 2018, 3pm – 5pm, London Councils

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Actions and Matters Arising from 28 June 2018 Young People's Education and Skills Board meeting

ACTION POINTS	ACTION OWNER	STATUS	UPDATE
Michael Heanue to share the list of the four organisations that have gone through the next stage in the process for selecting Institutes of Technology	Michael Heanue	Closed	Link circulated via email 27.07.2018
Nadine Collins, GLA, to check that the data issue is being pursued with DfE	Nadine Collins	Closed	
London Councils to draft a letter from the Chair to the DfE, requesting the release of the data for the project as soon as possible	Yolande Burgess/ Hannah Barker	Closed	DfE agreed the access protocol shortly after the Board meeting
Cllr Gould to link the IoE researchers up with Camden schools that could take part in the research	Cllr Gould/Lynne Rogers	In progress	
Gail Tolley to discuss the issue of release of data from the NPD with the Regional Schools Commissioners	Gail Tolley	In progress	
Nadine Collins to feed back the Board's concern about the length and timing of the consultation period for the Skills for Londoners framework	Nadine Collins	Closed	
London Councils to prepare a response to the Skills for Londoners framework	Yolande Burgess/ Hannah Barker	Closed	Link circulated via email 17.08.2018
Yolande Burgess to take up the issue of participation figures only being produced on an annual basis with DfE	Yolande Burgess/ Peter O'Brien	Closed	Discussed with the Department
ACTION POINTS FROM PREVIOUS MEETING(S)			
<i>From 16.11.17:</i> Yolande Burgess to see whether the University of East London can look at the contribution of the removal of the maintenance grant to the numbers of young people going to university, and analyse the number of young people by ethnicity choosing to stay in London for higher education.	Yolande Burgess	Closed	Incorporated into the plans for the Higher Education Journey of Young Londoners 2018 publication
<i>From 16.11.17:</i> Michael Heanue to share London view of Institutes of Technology with London Councils to circulate to Board members	Michael Heanue	Closed	Link circulated via email 27.07.2018
<i>From 23.02.17:</i> YPES to work with GLA to secure a fresh Mayoral foreword to London Ambitions	Yolande Burgess	In progress	Yolande Burgess to discuss with Senior Policy Officer, Skills and Employment at the GLA
OTHER MATTERS ARISING			
DECISIONS TAKEN BY CHAIR TO BE REPORTED			

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Young People's Education and Skills Board

Achievements and Progression

Item no: 4

Report by: Peter O'Brien **Job title:** Regional Commissioning Manager
Date: 8 November 2018
Telephone: 020 7934 9743 **Email:** peter.obrien@londoncouncils.gov.uk

Summary	On 16 October 2018, the Department for Education published statistics on achievement at GCSE, GCE, Applied GCE A/AS level and other equivalent qualifications in 2017/18 (provisional data) and on the destinations of young people leaving education and training in 2017. This paper provides a headline summary of London region and borough performance for these measures.
Recommendations	Board members are asked to note the content of this report.

1 Background

- 1.1 The latest national statistics on GCSE, GCE, Applied GCE A-level and other equivalent results for 2017/18 produced by the Department for Education (DfE) were released on 16 October 2018. These figures are provisional data and are subject to change with updated data sets to be published in early 2019 and finalised in spring 2019. Destination Measures for 2017 were also published on 16 October 2018.
- 1.2 The 2018 headline accountability measures are:
 - For key stage 4: Attainment 8, Progress 8, attainment in English and maths at grade 5 or above, English Baccalaureate (EBacc) entry and average point score per pupil (a new measure this year), and pupil destinations after key stage 4
 - For key stage 5: Attainment, progress, English and maths, retention, destinations, level 2 vocational qualifications.
- 1.3 The Board has previously discussed how some of the recent changes in measures affect the presentation of the statistics and the reliability of comparisons with previous years.
- 1.4 This paper summarises some of the headline data that has been published. For more detailed analysis of the data please visit [Intelligent London](#).

2 GCSE and equivalent results – contextual information

- 2.1 As previously reported to the Board, reformed GCSEs were introduced for English Language, English Literature and mathematics in 2017 and are being phased in over the next three years. This year, pupils sat reformed GCSEs graded on a 9 to 1 scale in an additional 20 subjects.
- 2.2 Only the new GCSEs will be included in secondary school performance measures as they are introduced for each subject.

- 2.3 Although every effort has been made to ensure the validity of comparisons between years, DfE has advised statistics-users to exercise caution when making comparisons with earlier years. Wherever a comparison to 2017 is made, this has been based on last year's provisional figures.

3 GCSE Performance in London

- 3.1 The statistics for GCSE examinations and other accredited qualifications is based on data collated for the 2018 Secondary School Performance Tables and includes pupils reaching the end of Key Stage 4, typically those starting the academic year aged 15. **All figures cover achievements in state-funded schools only.**

- 3.2 Attainment 8 measures the average achievement of a pupil across 8 subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the EBacc and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

- 3.3 Progress 8 captures the progress a pupil makes from the end of key stage 2 to the end of key stage 4. Progress 8 is calculated for individual pupils only to calculate a school's Progress 8 score. A Progress 8 score of 1.0 means pupils in the group make on average a grade more progress than the national average; a score of -0.5 mean they make on average approximately half a grade less progress than average.

- 3.4 2017/18 headline performance for London is as follows:

- **Attainment 8:** The average Attainment 8 score for state-funded schools in London in 2018 is 49.2. This represents an increase of 0.6 point compared to the provisional data for 2017 (and 0.3 point from the final figure). The national average Attainment 8 score for state-funded school pupils in 2018 is 46.5. This represents a slight increase of 0.4 point compared with provisional 2017 data (Appendix 1).
- **Progress 8:** The average overall Progress 8 score for London for 2017/18 is (+)0.23, compared to an average in the provisional statistics for 2016/17 of (+)0.22 (the provisional national average overall Progress 8 score for 2017/18 is -0.08). There are 15 London boroughs that achieved an overall Progress 8 score higher than the London average, with seven boroughs achieving more than twice the London average. Five London boroughs show a negative overall Progress 8 score for 2017/18 (Appendix 2).
- **Attainment in English and mathematics at grades 5 or above:** The headline attainment measure requires pupils to achieve a grade 5 or above in either English Language or Literature (with no requirement to take both) and to achieve a grade 5 or above in EBacc maths.

There has been a tendency for official sources to quote the achievement rate of grades 9 to 4 only. The grading system describes grade 4 as a "pass" and grade 5 as a "good pass". We are covering both grades in this paper.

In 2017/18 in London, the percentage of pupils who achieved a grade 9 to 4 pass in English and maths GCSEs is 67.7 per cent. In 2016/17 the percentage of pupils who achieved these grades was 67.3 per cent.

The (provisional) national percentage of pupils in the state-funded sector who achieved a grade 9 to 4 pass in English and maths GCSEs in 2017/18 is 64.2 per cent (Appendix 3).

In 2017/18 in London, the percentage of pupils who achieved a grade 9 to 5 pass in English and maths GCSEs in state-funded schools is, provisionally, 48.5 per cent.

The (provisional) national percentage of pupils in the state-funded sector who achieved a grade 9 to 5 pass in English and maths GCSEs in 2017/18 is 43.2 per cent (Appendix 4).

- **English Baccalaureate (EBacc):** In London, for 2017/18 the percentage of pupils at the end of key stage 4 entered for the EBacc was 52.2 per cent (the same percentage as 2016/17). For 2017/18 in England (state-funded), the percentage of pupils at the end of key stage 4 entered for the EBacc was 38.5 per cent (a 0.4 percentage point increase compared to 2016/17).

The new main headline EBacc attainment measure is average point score. The average point score in London in 2018 is 4.41 points compared to the national average point score for state-funded schools in 2018 of 4.04 points.

4 A Level and other level 3 results

4.1 Following the introduction of a new 16 to 18 school and college accountability system in 2016, which introduced new headline measures and changes to the methodology for calculating 16 to 18 results, further changes were made in 2017 to include level 2 vocational qualification. New measures introduced in 2018 are: level 3 vocational measures and English and maths progress.

4.2 The headline measures are:

- **Progress:** The progress of students is the main focus of the new accountability system. This measure is a value added progress measure for academic and Applied General qualifications, and a combined completion and attainment measure for Tech Level and level 2 vocational qualifications.
- **Attainment:** The attainment measure shows the average point score (APS) per entry, expressed as a grade and average points. Separate grades are shown for level 3 academic (including a separate grade for A level), Applied General, Tech Level and level 2 vocational qualifications, including a separate grade for Tech Certificate qualifications.
- **English and maths progress (for those students who have not achieved a standard pass at GCSE at the end of key stage 4 – from 2017 a grade 4 or above):** This measure shows the average change in grade separately for English and maths, for those students who did not achieve a pass at GCSE. The methodology for the measure is closely aligned with the condition of funding rules, which means that students that do not achieve a standard pass are required to continue to study English and/or maths at post-16.
- **Retention:** As the participation age has increased to 18 it is important that all young people access suitable education and training opportunities that they see through to completion. The retention measure therefore shows the proportion of students who are retained to the end of their main programme of study.
- **Destinations:** This measure is based on activity in the year after the young person took their A Level or other level 3 qualifications.
- **Vocational qualifications:** This covers the proportion of students entering levels 2 and 3 vocational qualifications and their achievement.

4.3 2017/18 headline performance for the state-funded sector in London for students aged 16 to 18 in schools and colleges entered for approved level 3 qualifications is as follows:

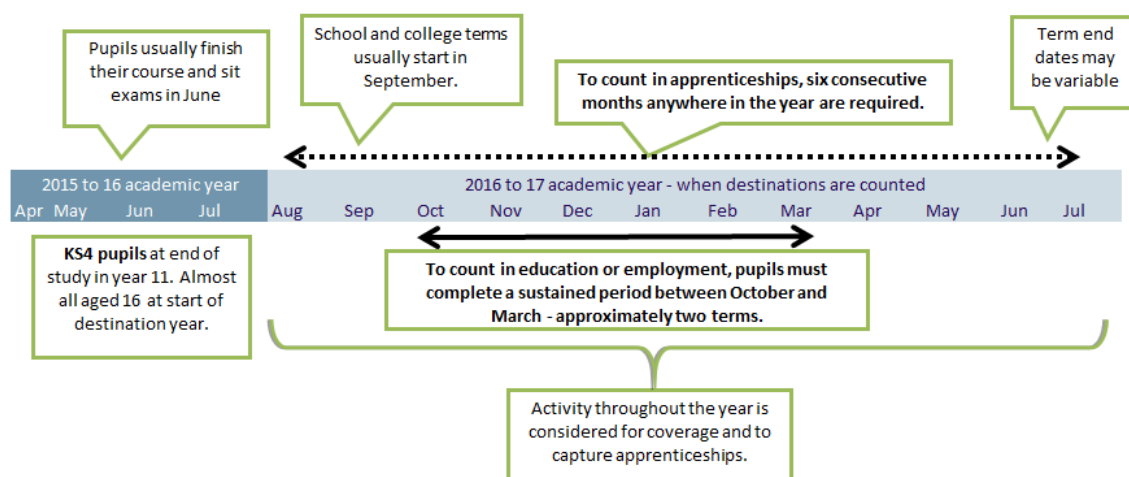
- London's APS per entry for all level 3 students of 31.68 is now marginally higher than the national figure national of 31.59 (Appendix 5).

- Academic students:
 - APS per entry 32.04 (32.01 national)
 - APS per entry expressed as a grade: C+ (C+ national)
 - Tech level students:
 - APS per entry 29.38 (28.34 national)
 - APS per entry expressed as a grade: Merit+ (Merit+ national)
 - Applied general students:
 - APS per entry 28.49 (28.24 national)
 - APS per entry expressed as a grade: Merit+ (Merit+ national)
 - A level students
 - APS per entry 31.95 (31.84 national)
 - APS per entry expressed as a grade: C+ (C+ national)
 - APS per entry, best 3, 32.78 (32.19 national)
 - APS per entry, best 3 as a grade: C+ (C+ national)
 - 11.3 per cent of students achieved 3 A* to A grades or better at A level in London (an increase of 0.1 percentage point on 2017 provisional data), compared to 10.4 per cent nationally (a reduction of 0.3 percentage point).
 - 153 students achieved the TecBacc nationally – 20 of whom were from London
 - There were 50,415 level 3 students in London in 2017/18. This includes:
 - Academic students: 47,040 (93.3 per cent)
 - A Level students: 46,385 (92 per cent)
 - Tech level students: 1,220 (2.4 per cent)
 - Applied General students: 7,210 (14.3 per cent)
- 4.4 2017/18 headline performance for London for students aged 16 to 18 in schools and colleges entered for approved level 2 qualifications (13,055 students) is as follows (Appendix 6):
- Level 2 vocational qualifications:
 - APS per entry 5.57 (5.72 national)
 - APS per entry expressed as a grade: L2Merit- (L2Merit- national)
 - Level 2 technical certificate qualifications:
 - APS per entry 5.62 (5.76 national)
 - APS per entry expressed as a grade: L2Merit- (L2Merit- national)

5 Destination measures

- 5.1 The statistics for Destination Measures shows the percentage of young people progressing to specified destinations in 2016/17. These are young people who completed key stage 4 (KS4) and key stage 5 (KS5) in 2015/16.
- 5.2 The KS4 measure is based on activity the year after the young person finished compulsory schooling.

- 5.3 The KS5 measure is based on activity in the year after the young person took their A Level or other level 3 qualifications.
- 5.4 Destination measures show the percentage of pupils or students going to or remaining in an education and/or employment destination in the academic year after completing their KS4 or KS5 studies.
- 5.5 To be counted in a destination, young people have to be recorded as having sustained participation throughout the six months from October 2016 to March 2017. This means attending for all of the first two terms of the academic year at one or more education provider; spending five of the six months in employment, or a combination of the two.



Destinations from state-funded mainstream schools in the year after taking KS4 (2015/16)

- 5.6 94 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after KS4, which is the same as the national figure (this has remained static both regionally and nationally for the last two years).
- 5.7 90 per cent of young people were recorded as being in a sustained education destination, which compares to 86 per cent nationally (a two percentage point drop regionally and four percentage points nationally compared to the previous year).
- 5.8 School Sixth Form remains the most popular destination for young Londoners with 55 per cent moving to this destination, the same as the previous year. This also remains the most popular destination nationally, although the national figure of 39 per cent remains significantly lower (unchanged from the previous year).
- 5.9 The next most popular destination was further education college at 23 per cent (a two percentage point drop on the previous year), compared to 34 per cent nationally (four percentage points lower than the previous year).
- 5.10 11 per cent of young people were studying in a sixth form college, compared to 13 per cent nationally (a one percentage point decrease regionally and unchanged nationally from the previous year).
- 5.11 Two per cent were taking an Apprenticeship, compared to five per cent nationally (both one percentage point lower than the previous year).
- 5.12 Two per cent of young people were recorded as being in sustained employment and/or training, compared to three per cent nationally (both unchanged for the last two years).
- 5.13 Four per cent of young people regionally (five per cent nationally) did not remain in education or employment/training for the required two terms and one per cent of young

people, both regionally and nationally, were not captured in the destination data (all unchanged from the previous year).

- 5.14 Appendices 7 and 8 provide a borough by borough analysis of the KS4 destinations and a breakdown of the type of destinations.

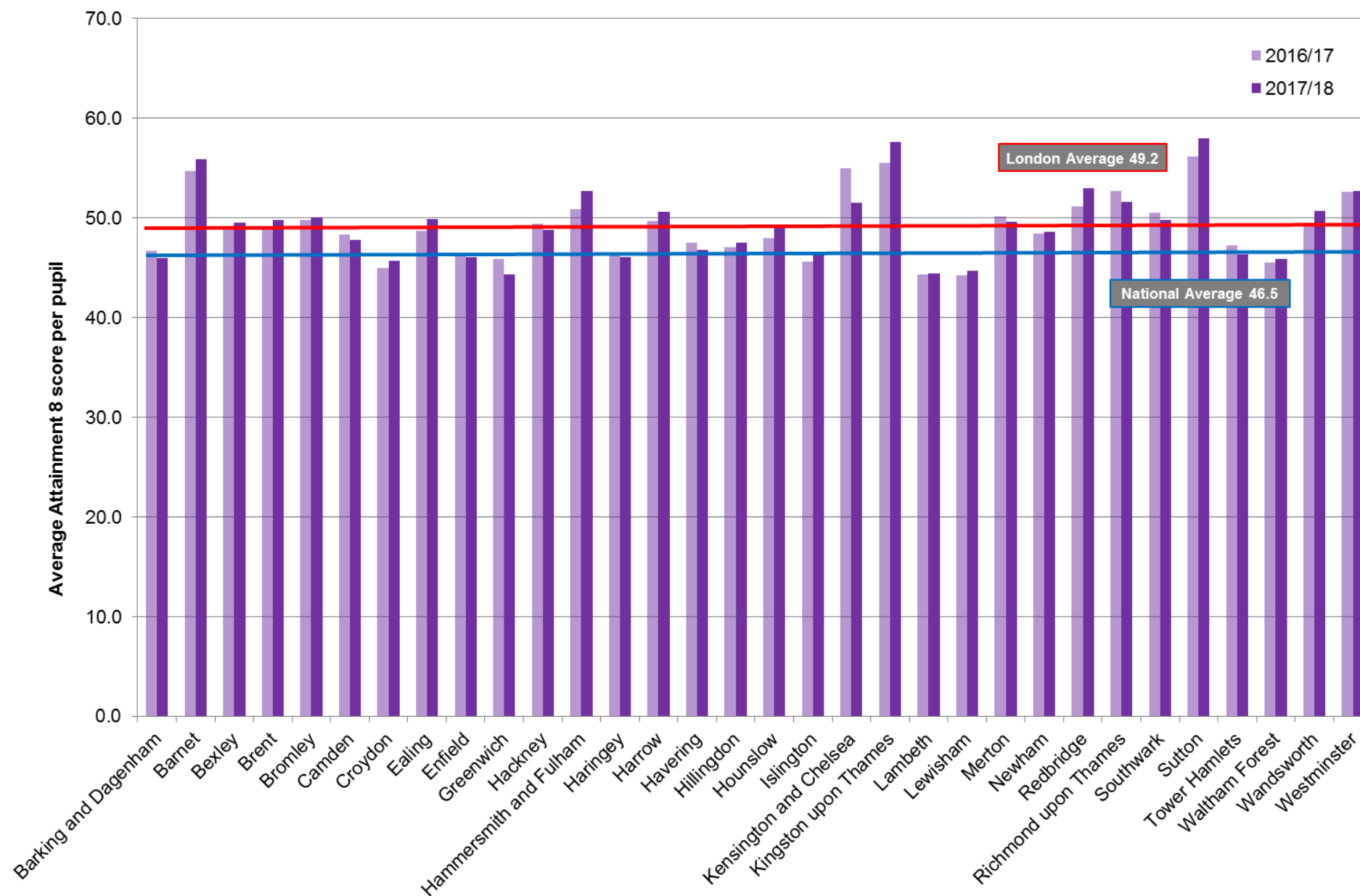
Destinations from state-funded mainstream schools and colleges in the year after taking A Level or other Level 3 qualifications (2015/16)

- 5.15 88 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after they took their A Level or other level 3 qualification, which compares to 89 per cent nationally (both unchanged on the previous year).
- 5.16 70 per cent of young people were recorded as being in a sustained education destination, which is above the national figure of 61 per cent (a drop of four percentage points regionally and five percentage points nationally on the previous year).
- 5.17 Seven per cent were studying in a further education college, which is the same nationally (the same regionally as the previous year, but a drop of two percentage points nationally).
- 5.18 Four per cent were taking an Apprenticeship, compared to six per cent nationally (unchanged regionally from the previous year, but one percentage point lower nationally).
- 5.19 59 per cent went to a Higher Education (HE) Institution, down two percentage points, compared to 50 per cent nationally (down one percentage point). Twenty-one per cent studied at the top third of HE Institutions (down four percentage points), compared to 17 per cent nationally (down one percentage point). Included within this top third, the Universities of Oxford and Cambridge attracted one per cent regionally and nationally. The Russell Group of Universities (including Oxford and Cambridge) accounted for 14 and 12 per cent respectively (unchanged regionally and nationally).
- 5.20 14 per cent of young people were recorded as being in sustained employment and/or training (unchanged), compared to 22 per cent nationally (down one percentage point).
- 5.21 8 per cent of young people, both regionally and nationally, did not remain in education or employment/training for the required two terms (both unchanged).
- 5.22 5 per cent of young people were not captured in the destination data, compared to 4 per cent nationally.
- 5.23 Appendices 9 and 10 provide a borough by borough analysis of the KS5 destinations and a breakdown of the type of destinations young people pursued.

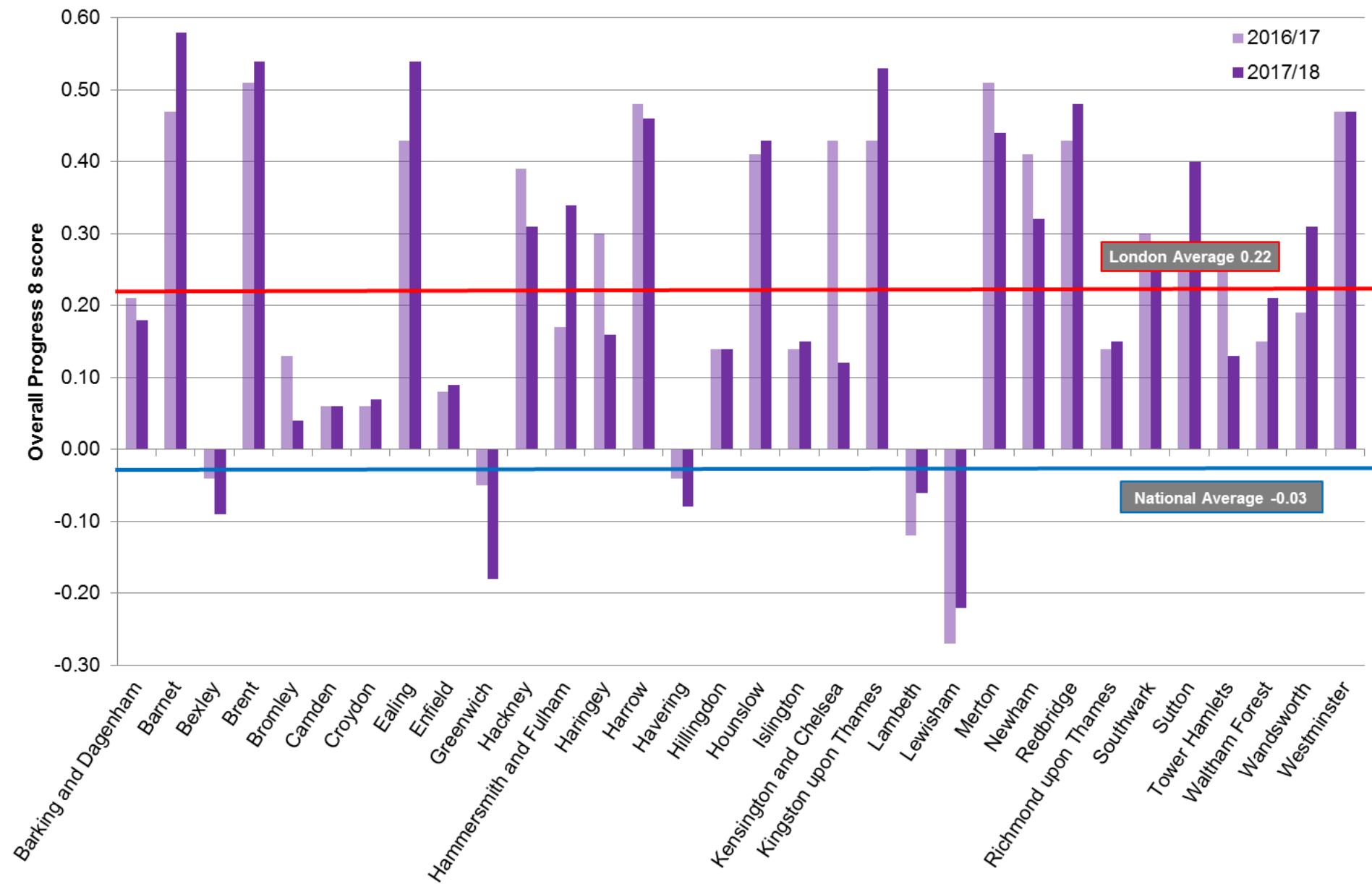
6 Recommendations

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

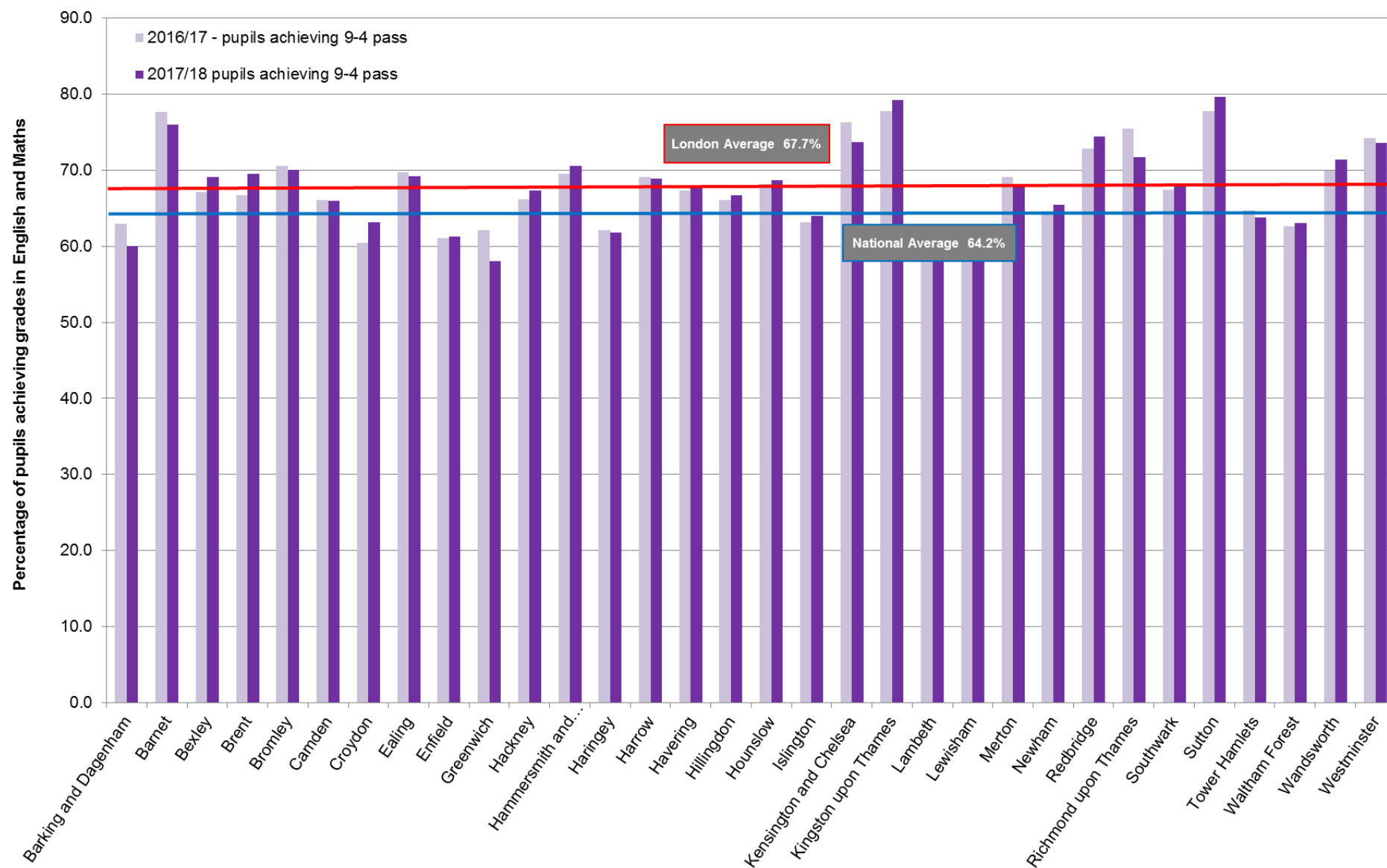
Appendix 1: Provisional average Attainment 8 score per pupil (2017/18) (state funded only)



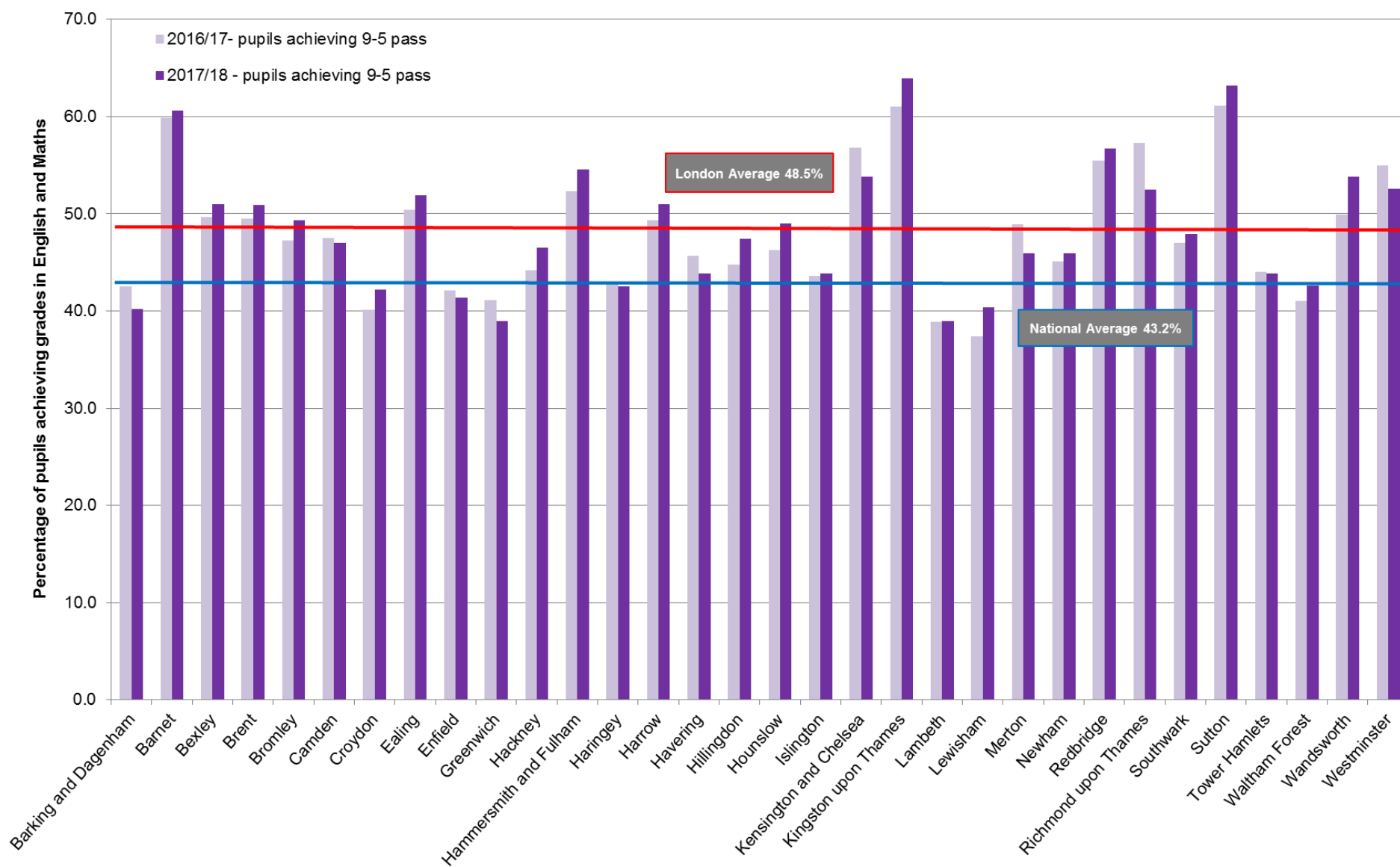
Appendix 2: Provisional overall Progress 8 score (2017/18) (state funded only)



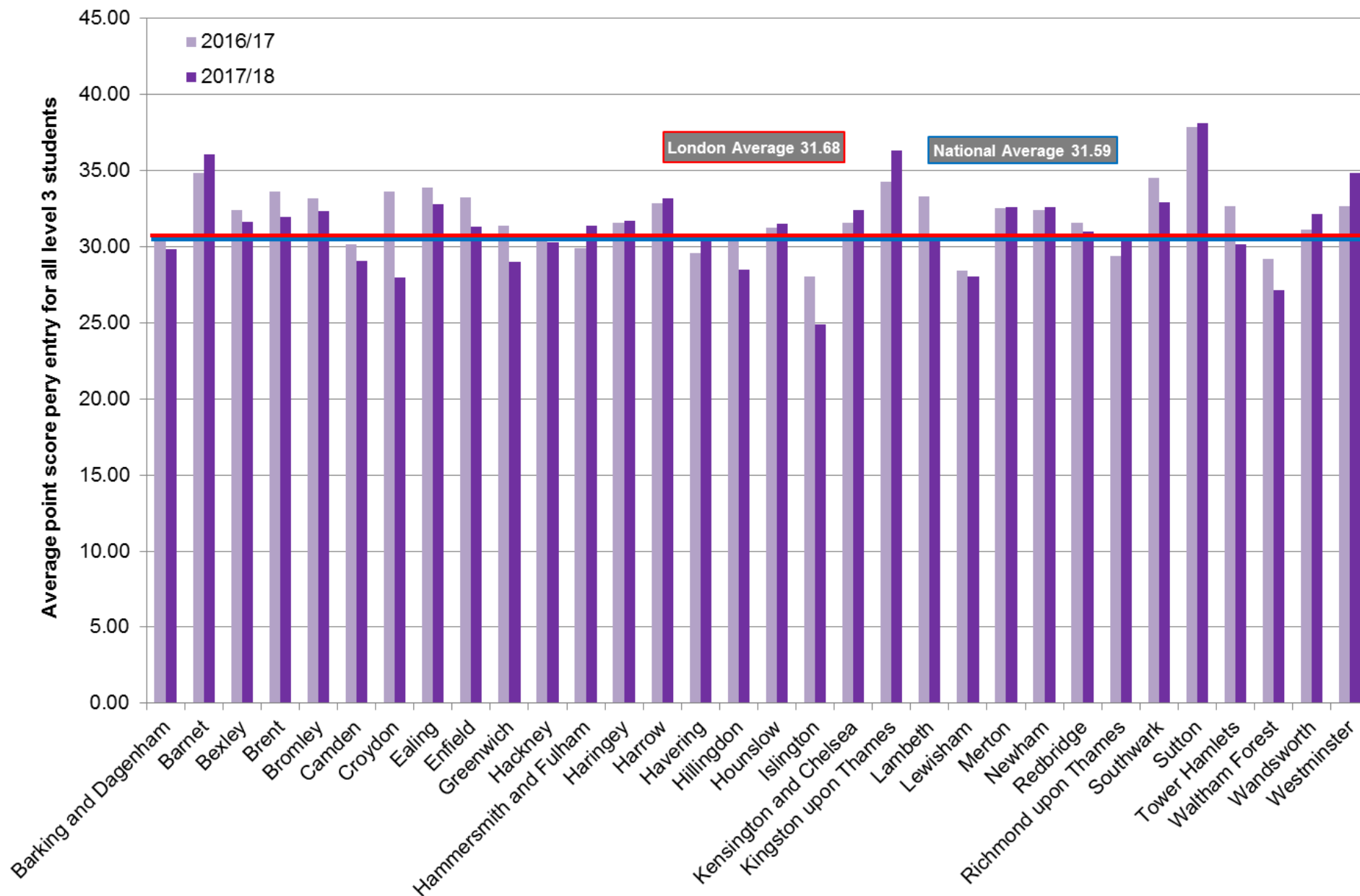
Appendix 3: Percentage of pupils achieving grades 9 to 4 in English and Maths – provisional figures (2017/18) (state funded only)



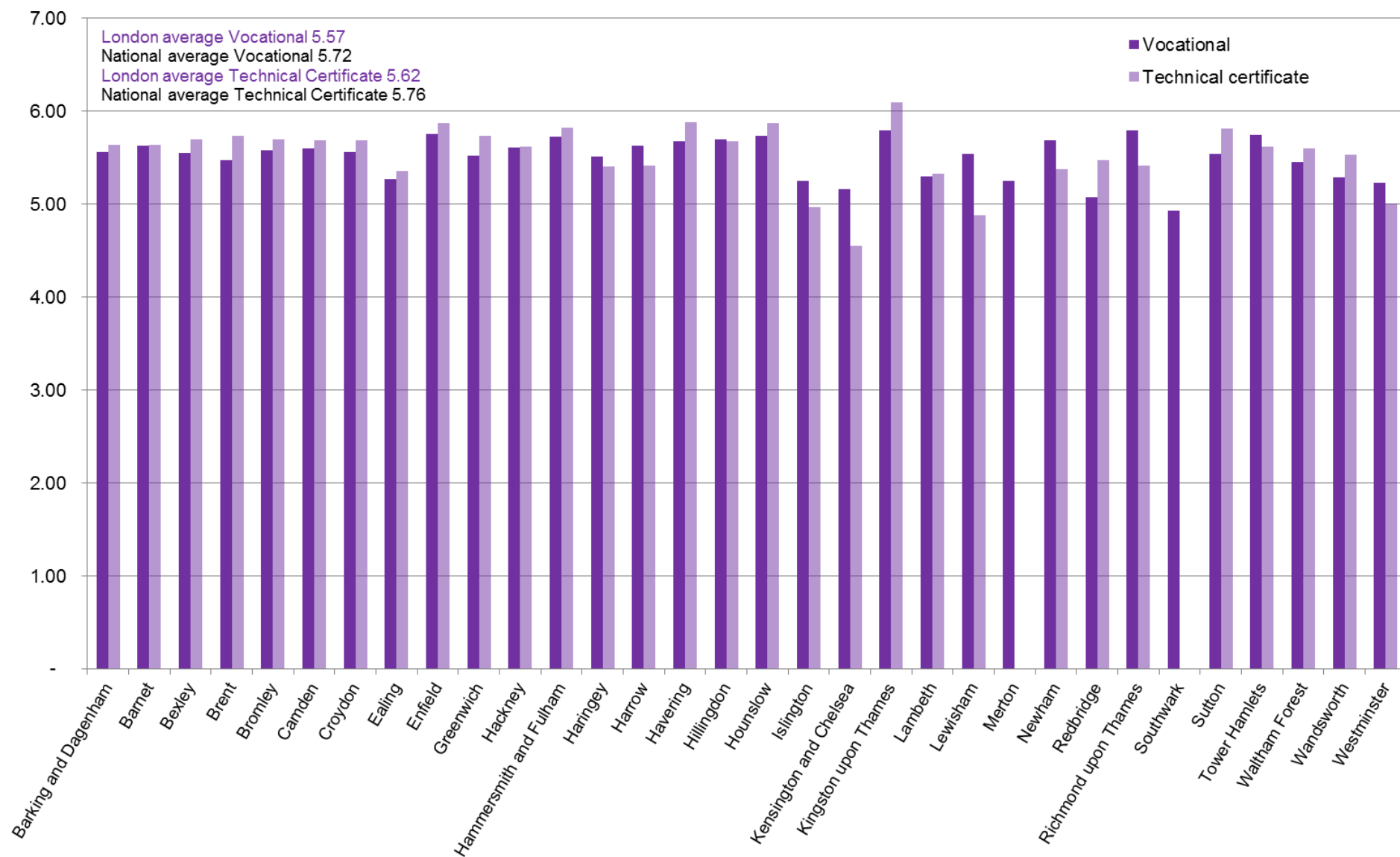
Appendix 4: Percentage of pupils achieving grades 9-5 in English and maths- provisional figures (2017/18) (State-funded only)



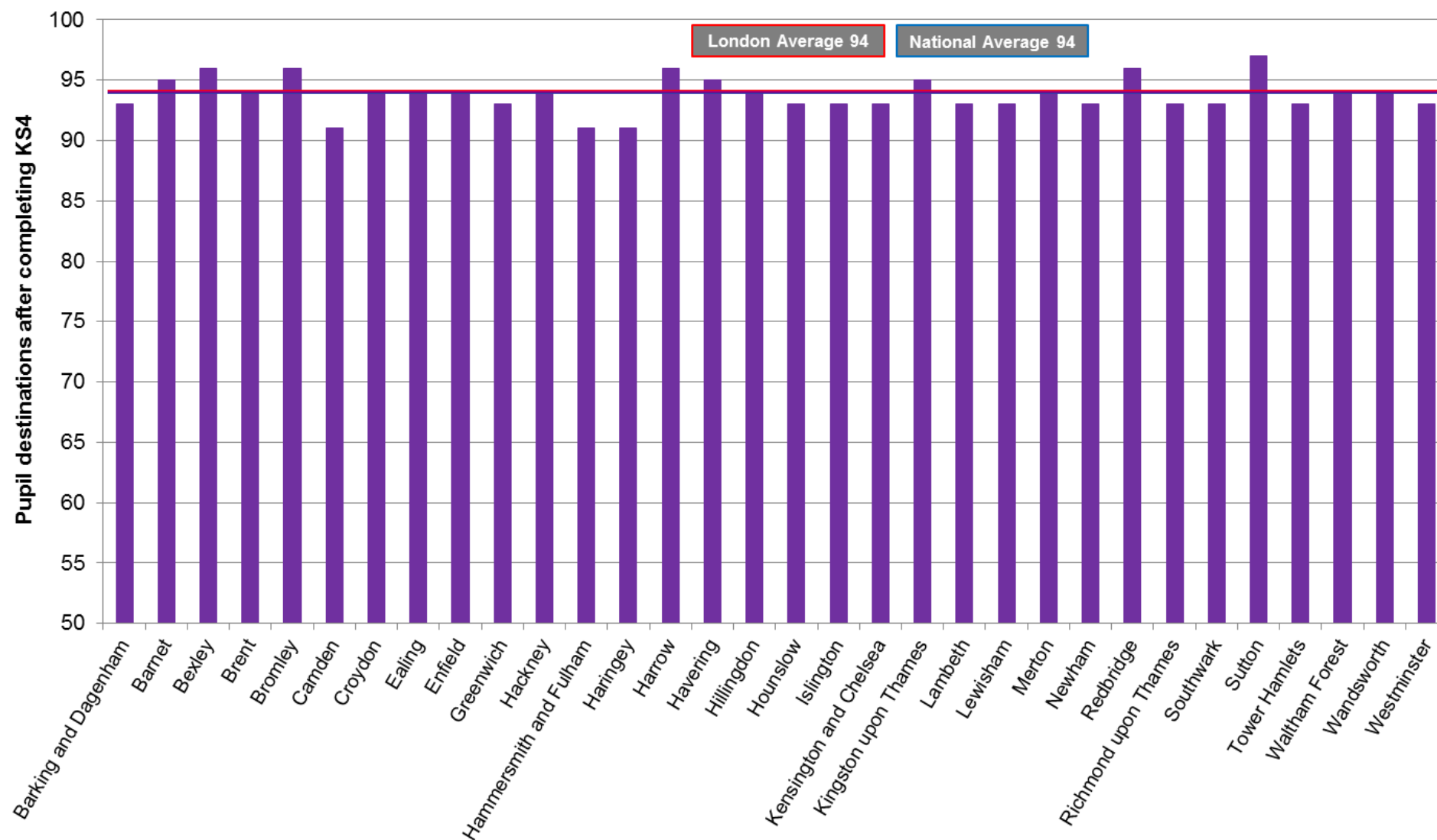
Appendix 5: Provisional Average Point Score per entry for all level 3 students (2017/18) (State-funded only)

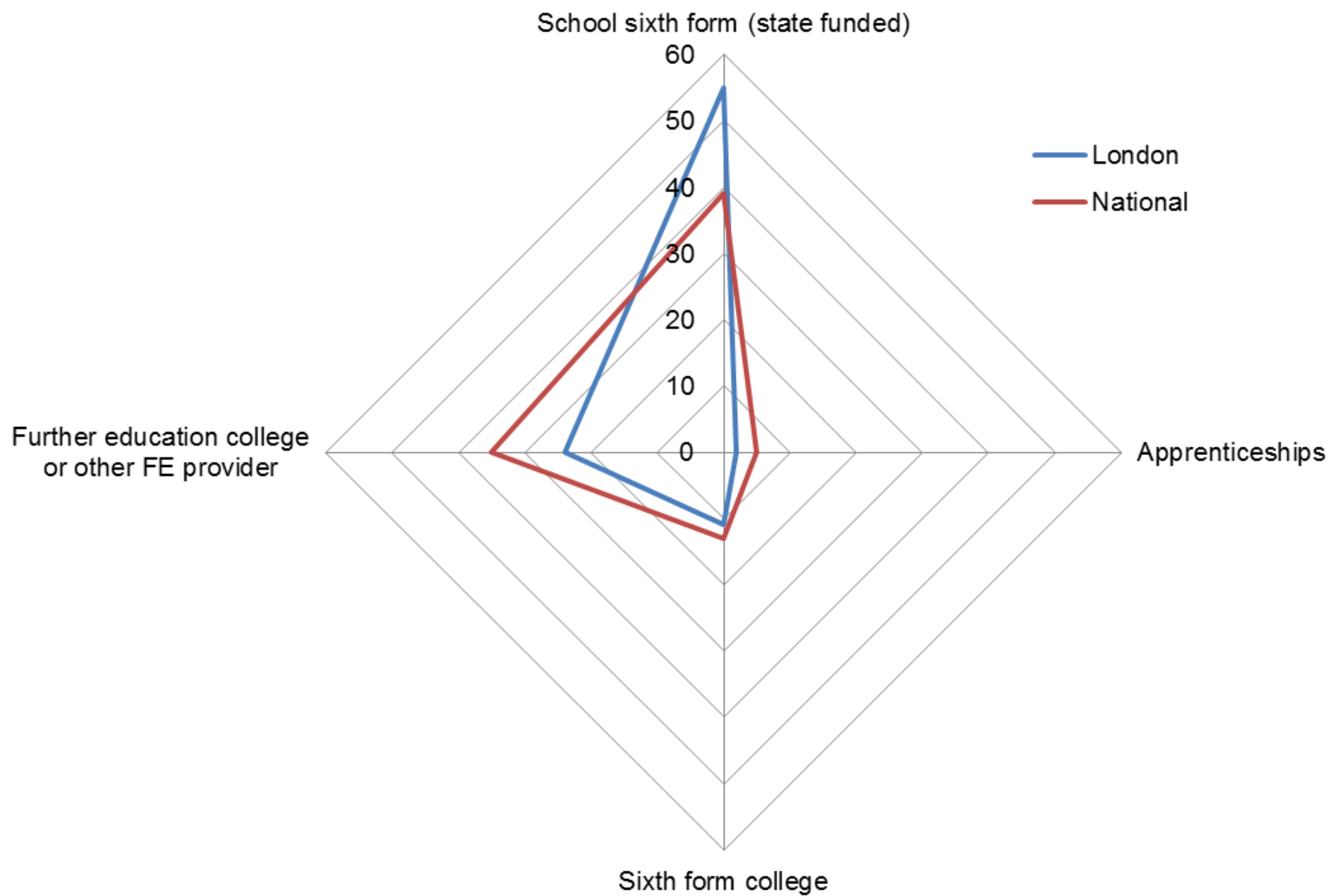


Appendix 6: Average attainment of level 2 vocational qualifications and technical certificates by 16 to 18 year-olds 2017/18 (State-funded only)

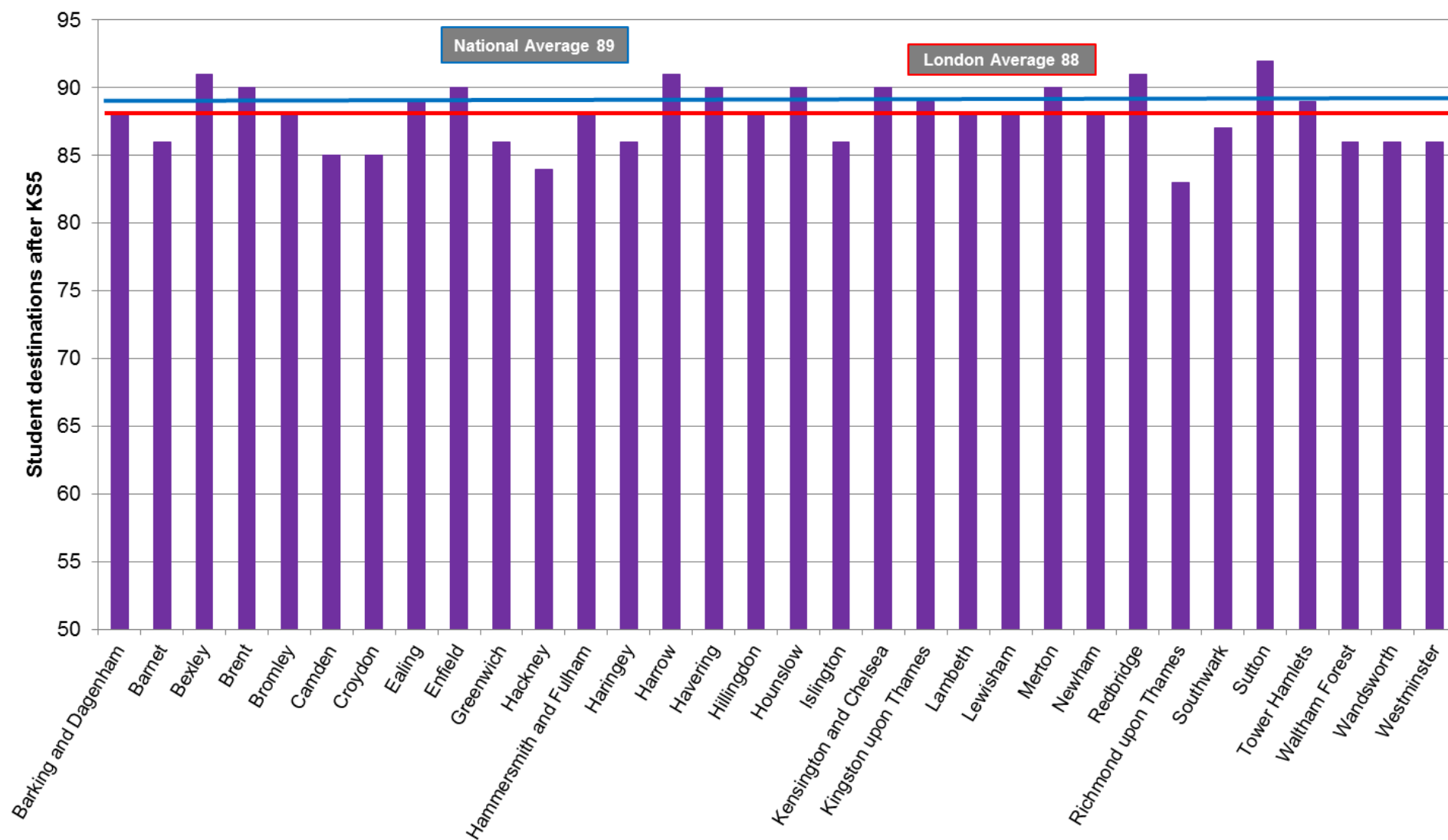


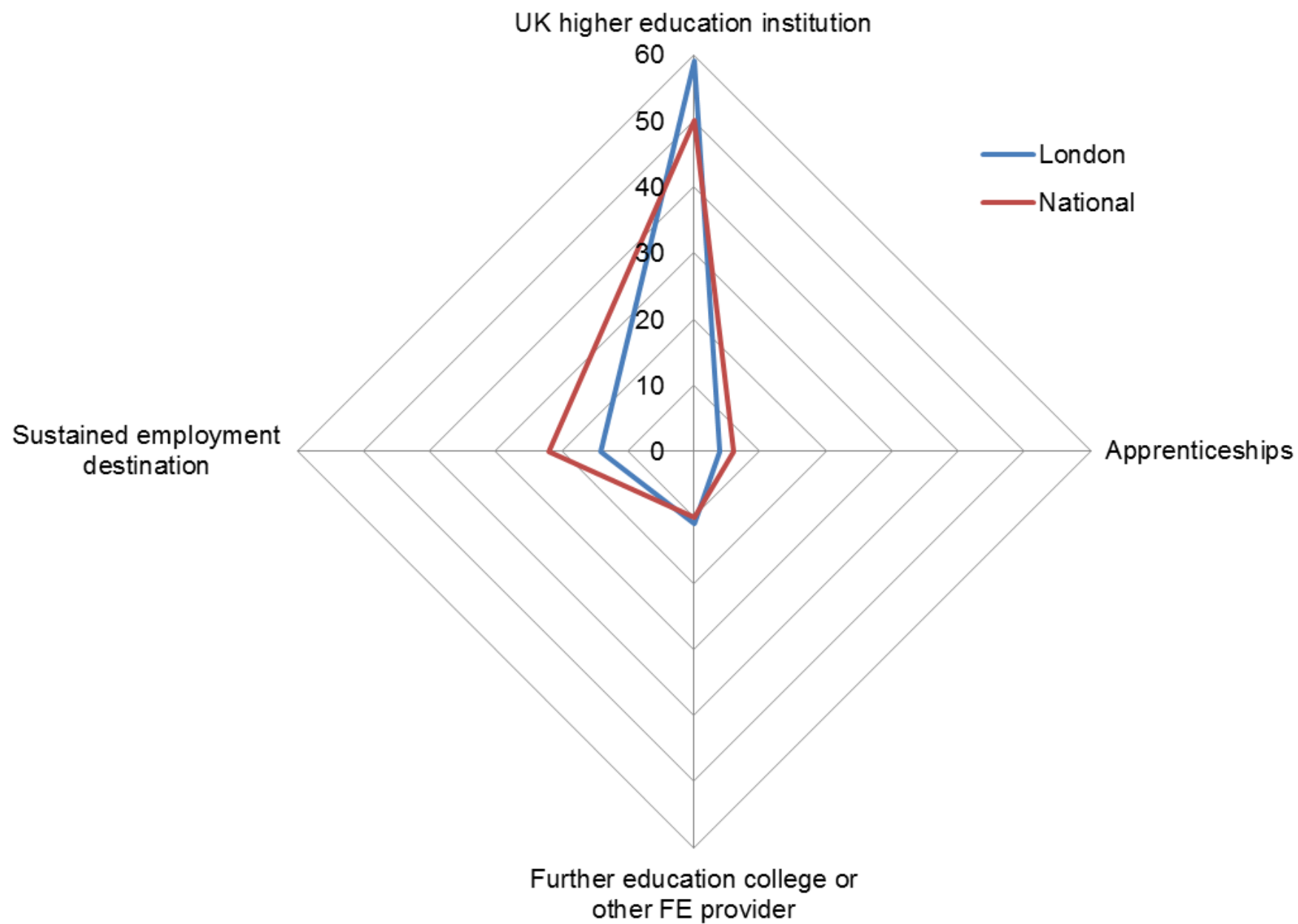
Appendix 7: Pupil destinations after completing KS4 (2016/17)





Appendix 9 Student destinations after completing KS5 (2016/17)





Young People's Education and Skills Board

Work Plan 2019 to 2020

Item: 5

Date: 8 November 2018

Contact: Peter O'Brien

Telephone: 020 7934 9743

Email: peter.obrien@londoncouncils.gov.uk

Summary	This paper presents, on behalf of the Operational Sub-Group, the Young People's Education and Skills Work Plan for 2019 to 2020.
Recommendation	The Board is asked to approve the Young People's Education and Skills Work Plan for 2019 to 2020.

1 Background

- 1.1 The last meeting of the Operational Sub-Group (OSG) agreed to propose the Young People's Education and Skills Work Plan 2019 to 2020 (financial year) for the Board's approval.
- 1.2 The proposed Work Plan indicates the activities that the Young People's Education and Skills team at London Councils should carry out to take forward the Board's priorities for the year ahead and their key outputs.
- 1.3 The activities and outputs are expressed in broad high-level terms so that the Work Plan can be expressed as a 'plan on a page', conforming with the preference of London Councils' Chair.

2 Work Plan

- 2.1 The proposed Work Plan covers six functional areas and covers both the themes expressed in the Young People's Education and Skills Board's 'Vision 2020' and the Annual Statement of Priorities for 2018 to 2019 (academic year).
- 2.2 Progress against the Work Plan is reported to the OSG, which determines the issues it wishes to draw to the Board's attention. The Work Plan, and progress against the themes, will also inform regular meetings between the Strategy Director and the Chair of the Board. The Work Plan underpins the Strategy Director's risk management and performance management processes within London Councils for the work of Young People's Education and Skills.

3 Recommendation

- 3.1 The Board is asked to approve the Young People's Education and Skills Work Plan for 2019 to 2020.

Young People's Education and Skills Work Plan 2019/20

Young People's Education and Skills - Aim/Purpose: To provide Pan-London leadership for 14 to 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 assisting other stakeholders in planning, policy and delivery.

Functional Areas	Activities	Objective/Output
Leadership: To maintain the Young People's Education and Skills Board as the principal partnership through which strategic partners and stakeholders will work together to deliver the vision for 14 to 19 education and skills in London	<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 • Maintain strategic synergy with partner organisations 	<ul style="list-style-type: none"> • Quarterly OSG meetings (each with a major 'theme') • Termly Board meetings • Regular portfolio holder meetings • Member and senior officer briefings
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 14 to 19 education and skills in London	<ul style="list-style-type: none"> • Maintain Intelligent London • Make consistent use of GLAEconomics data • Use published statistic for regular reporting • Agree a programme of research (subject to resources) 	<ul style="list-style-type: none"> • Intelligent London updated • Report back from joint work with GLA • London Councils reports • Continued joint work with UCL IoE and UEL
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 gaps in performance levels related to young people's characteristics or borough of residence	<ul style="list-style-type: none"> • Produce vision/Annual Statement of Priorities • Provide mechanisms for sharing of emerging/good practice • Contribute to strategic solution-based thinking 	<ul style="list-style-type: none"> • OSG recommendations to the Board • Horizon scanning to pre-empt issues • Communication with Board members
Communication and relationships: To maintain effective professional working relationships with elected members, officers and partners so that they are capable of delivering the vision	<ul style="list-style-type: none"> • Board • Elected members • Partners • Key decision makers • Officers • Operational teams • Central government departments, particularly the Department for Education 	<ul style="list-style-type: none"> • Portfolio holder meetings • Member briefings • Meetings with partners • OSG member feedback • Work with research partners
Influencing: To shape decisions that affect the education and skills of young Londoners	<ul style="list-style-type: none"> • Lobbying in general • Regional and national consultations 	<ul style="list-style-type: none"> • Member briefings • APPG for London • Consultations
Accountability for implementation: To keep key decision makers and practitioners informed	<ul style="list-style-type: none"> • Performance - statutory duties <ul style="list-style-type: none"> ○ RPA (positive participation) ○ Special educational needs and disabilities • Performance - vision <ul style="list-style-type: none"> ○ Participation (NEET/NK) ○ Achievement/success ○ Progression ○ Vulnerable groups • Performance - priorities <ul style="list-style-type: none"> ○ Careers Guidance ○ Special educational needs and disabilities ○ T levels ○ Apprenticeships • Horizon scanning 	<ul style="list-style-type: none"> • Participation report (quantitative annually) • Special educational need and disabilities statistics and reporting (working with policy teams) • Quarterly participation traffic light report for OSG • Analysis of Department for Education Statistical First Releases on achievements and progression • London Ambitions reporting • Policy updates



Young People's Education and Skills Board

“Love Our Colleges” Campaign

Item 7

Date: 8 November 2018

Contact: Mary Vine-Morris

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Email: Mary.vine-morris@aoc.co.uk

Summary	This paper provides the Board with information about the “Love Our Colleges” campaign and seeks its agreement to a set of actions that will help take the campaign forward..
Recommendation	The Board is asked to agree to the actions set out in paragraph 5.2 of this report.

1 Background

- 1.1 London has a shared goal of a world class education and training system for all, regardless of background, articulated in the Mayor’s ‘Skills for Londoners’ strategy. Colleges are optimistic about what they can do to contribute to this in the longer-term to make a success of T-levels, the post-18 funding review, the Level 4/5 review and a rising 16+ population in the 2020s; but they face significant funding difficulties.

2 Why is funding an issue?

- 2.1 From 2009 to 2019, college funding has been cut by around 30 per cent. This drop in funding has led to:
- Fewer hours of teaching and support for young people
 - A drastic reduction in the number of learning opportunities for adults
 - The value of staff pay falling by over 25 per cent since 2009
 - College teachers earning £7,000 less on average than school teachers.
- 2.2 Colleges need a fair funding settlement to ensure they can continue to play their crucial role in our education system and provide the high-quality skills provision our country needs. Appropriate investment would help colleges to:
- Recruit and retain more specialist teachers and support staff
 - Effectively implement Technical education reforms
 - Maintain academic standards
 - Support all students to develop literacy and numeracy skills

3 The “Love Our Colleges” Campaign

- 3.1 “Love Our Colleges” was the core theme of the inaugural Colleges Week, which took place during 15 to 19 October 2018. The focus of the week was a national lobby of

Parliament on Wednesday 17 October, which saw college principals lobbying MPs and educational trade unionists, staff and students marching and subsequently rallying in Parliament Square.

- 3.2 There were activities throughout the week to showcase the work of colleges and raise awareness of the funding challenges they face. In addition to the activities of Colleges Week and the lobby of Parliament, which attracted support of approximately 3,000 individuals, there is an online petition, started by students at Brokenhurst College, which individual supporters are asked to sign. So far, more than 55,700 signatures have been obtained and 100,000 are needed to secure a debate in Parliament.
- 3.3 “Love Our Colleges” is a continuing campaign that links college staff, students and their supporters and the education unions to promote colleges on the national stage. The aim of the campaign is to get the government to boost FE funding based on a ‘manifesto’.

4 The Manifesto

- 4.1 The Manifesto calls on the government to increase college funding to sustainable levels, including:
 - 1 Increasing the 16 to 19 funding rates by five per cent a year for each of the next five years and extending the pupil premium to cover post-16 students
 - 2 Fully funding a National Retraining Scheme to support level 3 to 5 skills
 - 3 Introducing a lifetime learning entitlement to fund skills training for adults who have not previously achieved a level 3 qualification
 - 4 Providing immediate exceptional funding ring-fenced for pay to cover the costs of a ‘fair pay deal’ for college staff from this year onwards

5 Next Steps

- 5.1 Disappointingly, the Budget made no mention of colleges despite the apparent focus on skills, economic growth and jobs. The Association of Colleges (AoC) manifesto will be taken forward as part of our submission to the Spending Review next year. In the meantime, we will continue to press DfE for a ‘fair pay deal’ for college staff and additional capital investment to at least match that announced for schools
- 5.2 The manifesto is consistent with the Young People's Education and Skills Board's position on funding and adds substance to it. The AoC is therefore asking the Board to agree to the manifesto measures on 16 to 19 funding and the fair pay deal and incorporate them into the next statement of priorities. Board members are asked, in an individual capacity, to:
 - Sign the petition seeking a Parliamentary debate
 - Ask the organisations to sign-up to the “Love Our Colleges” campaign (this involves registering on the campaign website and promoting the campaign through social media)
 - Consider including the manifesto as part of their organisation's submission to the Spending Review

6 Recommendation

- 6.1 The Board is asked to agree to the actions set out in paragraph 5.2 of this report.

Young People's Education and Skills Board

Raising the Participation Age (RPA) - Participation Report Item: 8a

Report by	Peter O'Brien	Job Title	Regional Commissioning Manager
Date	8 November 2018		
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.		
Recommendations	Board members are asked to note the content of the report.		

1 Background and introduction

- 1.1 This paper provides Board members with information on London's position with regard to Raising the Participation Age (RPA). All young people are required to continue in education and training until their 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. Participation figures are published annually by the Department for Education (DfE). Monthly data on NEET and 'not known', which are not published, are available to local authorities from the National Client Caseload Information System (NCCIS). The Office for National Statistics (ONS) publishes quarterly statistics at a national level only.

2 Participation

- 2.1 On 18 October 2018 the DfE published tables showing the number and proportion of 16 and 17 year-olds recorded as being in education or training in each local authority in England and an estimate of the proportion and number of 16 and 17 year-olds who are recorded as NEET or whose activity is 'not known'. This is a new publication that replaces the participation report (previously published three times a year) and annual NEET publication. There is no change in the cycle of data – it is still the same data taken at the same points throughout the year. The participation figures used in the report are a snapshot as at the end of March 2018 and the NEET/'not known' figures are an average of the three months December 2017 to February 2018 inclusive.
- 2.2 **Key message:** The overall participation rate in London is higher than the national average, mainly due to a far higher rate of participation in education or training, though the proportion of 16 and 17 year-olds from London participating in Apprenticeships is below the national average. There is no English region in which the participation rate for young people *without* special educational needs and/or disabilities (SEND) exceeds London's participation rate for young people *with* SEND, and the participation gap between both groups of young people in London is approximately half the national gap.
- 2.3 **Commentary**
 - 2.3.1 This is the first of the new style of report produced by the DfE and has been published alongside updated Local Authority Scorecards (please see paragraph 2 and Annex 1 of this report). The report is now annual rather than three times a year, which makes it difficult to identify changing patterns of performance at an early stage of development.

- 2.3.2 In overall terms, the participation of young Londoners in education or training remains high (94.4 per cent) and above the national average (92 per cent, please see Table 1). The position is unchanged in London since last year, but is fractionally down nationally (-0.1 percentage point).
- 2.3.3 Local authorities are ranked according to the combined total of NEET and 'not known' and rated in five bands ('quintiles') – the top 20 per cent of authorities in the country are rated 1. There are two London boroughs in the bottom quintile with participation rates that are less than 90 per cent. The lowest participation rate in any London borough is 89.8 per cent and the highest is 98 per cent.
- 2.3.4 Regionally and nationally most young people are participating in education or training (89.7 per cent in London and 83.6 per cent nationally). In addition, 3.4 per cent of young Londoners are on an Apprenticeship, compared to 5.9 per cent nationally (Table 2).
- 2.3.5 Participation among females remains higher than males, and 16 year-old participation remains higher than 17 year-olds (Table 3).
- 2.3.6 Participation of young people with SEND in London is also comparatively high (Table 4) – there is no English region in which the participation rate for young people without SEND is higher than London's participation rate for those with SEND and the gap between the two groups in London (1.8 percentage points) is approximately half of the national rate (3.5 percentage points).

Table 1: Participation of 16-17 year-olds in education and training, October 2018 (source: DfE)

	October 2017	October 2018	Percentage point change in the last 12 months	
England	92.1%	92.0%	-0.1%	▼
London	94.4%	94.4%	0.0%	—

Table 2: Participation - percentage by type of activity, October 2018 (source: DfE)

	Full-time education and training	Apprenticeship	Work-Based Learning	P/T education	Employment combined with study	Other	Total
England	83.8%	5.9%	1.2%	0.1%	0.7%	0.2%	92.0%
London	89.7%	3.4%	0.7%	0.1%	0.4%	0.1%	94.4%

Table 3: Participation in education or training - percentage by age and gender, October 2018 (source: DfE)

	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	95.8%	94.2%	95.0%	90.4%	87.9%	89.1%
London	97.2%	95.7%	96.4%	93.7%	91.1%	92.4%

Table 4: Participation in education or training of young people with / without SEND, October 2018 (source: DfE)

	With SEND	Without SEND
England	88.5%	92.1%
London	92.6%	94.4%

3 NEET and Activity Not Known

- 3.1 Although no additional methodological changes have been made to the Local Authority NEET and 'Not Known' Scorecard this year, participation, NEET and 'not known' are now shown alongside other 'contextual' measures. The headline figures (Table 5) show continued overall improvement in London from an already strong position. A breakdown at borough level is provided in Table 6. An extract of the Scorecard spreadsheet will be made available to Board members at the meeting.

Table 5: NEET and 'not known', October 2018 (source: DfE)

	Combined NEET and 'not known'	NEET	Not Known	Change since 2017
England	6.0%	2.7%	3.3%	0.0 percentage point
London	5.0%	1.8%	3.2%	-0.3 percentage point

Table 6: NEET and 'Not Known' Scorecard, with Participation of 16 and 17 year-olds, October 2018 (source: DfE)

LA name	Combined NEET or activity 'not known' headline measure end 2017 (Dec/Jan/Feb average)		Previous year's NEET or activity not known end 2016 (Dec/Jan/Feb average)	Participation		Previous year's participation
				Mar-18		Mar-17
	NEET or not known % (age 16-17)	NEET or not known quintile	NEET or not known % (age 16-17)	Participation in education and training % (age 16-17)	Participation in education and training quintile	Participation in education and training % (age 16-17)
Barking and Dagenham	4.2%	2	5.6%	94.3%	1	94.2%
Barnet	3.7%	1	3.6%	96.0%	1	96.4%
Bexley	3.4%	1	3.7%	95.6%	1	95.4%
Brent	3.4%	1	4.0%	96.3%	1	95.7%
Bromley	2.5%	1	3.0%	96.2%	1	94.6%
Camden	6.0%	3	5.0%	93.4%	2	94.2%
Croydon	7.9%	5	10.5%	92.2%	3	91.5%
Ealing	2.3%	1	3.9%	97.3%	1	96.1%
Enfield	6.7%	4	8.2%	92.2%	3	91.8%
Greenwich	4.0%	2	5.0%	93.0%	2	92.5%
Hackney	5.2%	3	4.6%	95.3%	1	96.0%
Hammersmith & Fulham	1.9%	1	2.8%	98.0%	1	97.0%
Haringey	11.6%	5	11.8%	89.8%	5	89.6%
Harrow	2.1%	1	2.1%	97.5%	1	97.6%
Havering	3.5%	1	3.6%	94.6%	1	94.4%
Hillingdon	4.9%	2	7.4%	93.4%	2	93.7%
Hounslow	4.8%	2	5.2%	94.8%	1	94.4%
Islington	3.5%	1	3.4%	93.3%	2	94.5%
Kensington & Chelsea	9.3%	5	4.8%	94.2%	1	94.1%
Kingston upon Thames	2.8%	1	3.3%	95.7%	1	93.6%
Lambeth	10.1%	5	6.4%	89.8%	5	94.9%
Lewisham	6.0%	4	6.2%	93.5%	2	95.2%
Merton	2.6%	1	3.5%	96.0%	1	95.2%
Newham	5.2%	3	5.8%	94.4%	1	94.8%
Redbridge	3.7%	1	4.6%	96.1%	1	95.7%
Richmond upon Thames	3.7%	1	4.1%	95.6%	1	93.1%
Southwark	8.7%	5	4.3%	92.7%	3	95.3%
Sutton	4.3%	2	5.3%	95.1%	1	92.9%
Tower Hamlets	6.8%	4	5.7%	93.2%	2	92.7%
Waltham Forest	3.3%	1	5.5%	96.0%	1	95.0%
Wandsworth	9.1%	5	5.1%	90.9%	4	94.8%
Westminster	2.8%	1	3.0%	97.1%	1	97.0%
LONDON	5.0%		5.3%	94.4%		94.4%
ENGLAND	6.0%	3	6.0%	92.0%	3	92.1%

4 Recommendation

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

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Young People's Education and Skills Board

Policy Update

Item: 8b

Date: 8 November 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 Board meeting.
Recommendation	<p>Board members are asked to:</p> <ol style="list-style-type: none"> 1. Note the information in this paper. 2. Agree to share the following reports with the Association of School and College Leaders Commission of inquiry into GCSE results: <ul style="list-style-type: none"> - 17+ Participation, Attainment and Progress in London (Institute for Education, 2014) - Post-16 education trajectories review (not yet published)

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. 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
- 1.4 In October the DfE announced a £38 million capital fund for the first providers delivering T levels from 2020.

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 New Ofsted inspection framework

- 3.1 At a speech in October, Ofsted Chief Inspector, Amanda Spielman, revealed some of the plans for Ofsted's 2019 inspection framework.⁵
- 3.2 The key elements of the new framework are:
 - 3.2.1 There will be less of a focus on exam results, because this is causing schools to restrict how they teach/support students and not always act in students' best interests
 - 3.2.2 Ofsted will look at the quality of 'education' rather than the quality of 'teaching, learning and assessment'
 - 3.2.3 The inspection framework will separate out behaviour and attitudes (which covers attendance, bullying and exclusions) from personal development
 - 3.2.4 Ofsted will continue with the principle of looking at data before the inspections and determining which areas they want to focus on for that particular school, but want to reduce pre- and post- inspection time to spend more time in the school
 - 3.2.5 The Chief Inspector spoke at length about the impact of the current accountability system on disadvantaged children – in terms of putting pupils in for unsuitable vocational courses so they don't affect the school's overall results, and off-rolling
- 3.3 Consultation on the new framework will open January next year. London Councils will respond to the consultation.

4. Skills for Londoners framework

- 4.1 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.
- 4.2 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](#).

5. Developments relating to exclusions and alternative provision

Ofsted

- 5.1 Ofsted published a blog on the topic of off-rolling in June this year.⁶ The key findings were as follows:
 - 5.1.1 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)
 - 5.1.2 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.
 - 5.1.3 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.
 - 5.1.4 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.
 - 5.1.5 A higher proportion of schools in London are seeing movement of pupils compared to other areas of the country.
 - 5.1.6 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.
- 5.2 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.⁷

DfE exclusions figures

- 5.3 The DfE recently published data showing exclusion figures in 2016/17.⁸ 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.
- 5.4 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

- 5.5 The Education Select Committee published its inquiry into alternative provision (AP) in July 2018.⁹ The inquiry made a range of recommendations in relation to AP and exclusions.
- 5.6 The DfE recently published its response to the inquiry.¹⁰ The response made the following points:
- 5.6.1 Nine projects were identified in August as part of the £4 million AP Innovation Fund
 - 5.6.2 The current special/alternative free schools round will open around 30 schools
 - 5.6.3 The DfE has set up a Task and Finish group with stakeholders to consider how data relating to children with SEND in schools is presented on the Compare Schools and College Performance (CSCP) website and in Analyse School Performance (ASP), to improve accountability for schools in relation to children and young people with SEND
 - 5.6.4 The DfE will continue to work with Ofsted to ensure that schools are incentivised to create an inclusive environment
 - 5.6.5 The DfE recognises that the Progress 8 performance measure could be a perverse incentive to exclude pupils, so it is introducing a limit on how negative a pupil's progress score can be when calculating the school average, so that a school's score isn't disproportionately affected by extremely negative individual scores
 - 5.6.6 One of the Committee's recommendations is for local authorities to make a list of alternative providers operating in their borough available to schools and parents on their websites. The DfE says it will consider the recommendation as part of its programme of reforming AP
 - 5.6.7 DfE is considering revising the guidance around Fair Access Protocols.

Government research into alternative provision

- 5.7 In October 2018 the government published a research report into a variety of aspects relating to AP. The objectives of the research were to understand how schools support children at risk of exclusion; how schools use AP; and how AP providers support children placed in their settings. It also includes a section on strategies taken by mainstream schools to reducing exclusions.¹¹

Government review into school exclusions

- 5.8 The DfE has commissioned Edward Timpson to lead a review into school exclusions, which is ongoing. This will look into why there are differences in the rates of exclusion between areas, schools and groups of pupils. The DfE has suggested that the review will report back by the end of the year.

6 Association of School and College Leaders (ASCL) Commission regarding GCSE results

- 6.1 The ASCL has launched a commission to investigate how the education system might better reflect the achievements of all pupils, after the release of the GCSE performance statistics showed that a third of students had not achieved a standard pass in their English and maths GCSEs.¹²

- 6.2 The Commission will focus on English initially. It consists of practising English teachers and school and college leaders. It will submit a final report in 2019, which will be discussed with the DfE and Ofqual.
- 6.3 It is recommended that the Board shares the following reports, commissioned by London Councils Young People's Education and Skills:
- 17+ Participation, Attainment and Progress in London (Institute for Education, 2014)
 - Post-16 education trajectories review (not yet published)

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://www.gov.uk/government/speeches/amanda-spielman-speech-to-the-schools-northeast-summit>

⁶ <https://educationinspection.blog.gov.uk/2018/06/26/off-rolling-using-data-to-see-a-fuller-picture/>

⁷ <http://data.parliament.uk/writtenevidence/committeeevidence.svc/evidencedocument/education-committee/alternative-provision/oral/82330.html>

⁸ : <https://www.gov.uk/government/collections/statistics-exclusions>

⁹ <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

¹⁰ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748723/ESC_Government_response_FINAL.pdf

¹¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748910/Investigative_research_into_alternative_provision.pdf

¹² https://www.ascl.org.uk/news-and-views/news_news-detail.ascl-launches-commission-of-inquiry-over-gcse-results.html

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