

# Young People's Education and Skills Board

Thursday 28 March 2019, 14.00 – 16.00

**Location** London Councils, 59½ Southwark Street, SE1 0AL, meeting room 4

**Contact Officer** Peter O'Brien

**Telephone** 020 7934 9743

**Email** [Peter.obrien@londoncouncils.gov.uk](mailto:Peter.obrien@londoncouncils.gov.uk)

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## Agenda

1. Welcome and introductions
2. Declarations of interest
3. Notes of last meeting and matters arising - For decision
4. Post-16 Education Trajectories Review  
*Presentation - Phil Rossiter, Mime Consulting* - For information  
*Paper – Yolande Burgess* - For decision
5. Updates: - For information
  - Performance Update: Participation, Achievement and Progression  
*Paper - Peter O'Brien*
  - Policy Update  
*Paper - Peter O'Brien*
  - London Ambitions  
*Verbal update - Yolande Burgess*
  - Apprenticeship Update  
*Verbal update – Yolande Burgess*
6. Annual Statement of Priorities - For decision  
*Paper - Peter O'Brien*
7. Revised Terms of Reference - Operational Sub-Group - For decision  
*Paper - Peter O'Brien*
8. Any other business

**Date of next meeting: Thursday 6 June, 10-12noon, London Councils SE1 0AL**

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# Young People's Education and Skills Board

<b>Date</b>	8 November 2018	<b>Venue</b>	London Councils
<b>Meeting Chair</b>	Cllr Georgia Gould		
<b>Contact Officer</b>	Anna-Maria Volpicelli		
<b>Telephone</b>	020 7934 9779	<b>Email</b>	<a href="mailto:Anna-maria.volpicelli@londoncouncils.gov.uk">Anna-maria.volpicelli@londoncouncils.gov.uk</a>

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## Present

Cllr Georgia Gould ( <b>Chair</b> )	London Councils Shadow Executive member (Labour)
Gail Tolley ( <b>Vice-Chair</b> )	Association of London Directors of Children's Services
Yolande Burgess	London Councils Young People's Education and Skills
Steven Mitchell	Association of Employment and Learning Providers (for Jane Hickie)
John Prior	Association of Colleges/NATSPEC (for Dr Caroline Allen OBE)
Mary Vine-Morris	AoC London Region
Laraine Smith	AoC/Further Education College representative
Sarah Wilkins	Greater London Authority (for Joanne McCartney)

## Guests and Observers

James Lee	Greater London Authority (for Joel Mullan)
Ben Manson	Quality Assurance Administrator, London Councils

## Speakers

Steve Preston	MIME Consulting
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## Officers

Anna-Maria Volpicelli	London Councils Young People's Education and Skills
Peter O'Brien	London Councils Young People's Education and Skills

## Apologies

Cllr Nickie Aiken	London Councils Executive Member (Conservative)
Dr Caroline Allen OBE	Association of Colleges/NATSPEC
Ben Anderson	London Economic Action Partnership
Dr Graeme Atherton	AccessHE
Hannah Barker	London Councils Children and Young People Services
Derek Harvey	Department for Work and Pensions
Jane Hickie	Association of Employment and Learning Providers
David Jeffrey	Department for Education
Arwel Jones	Association of School and College Leaders
Joel Mullan	Greater London Authority
Tim Shields	Chief Executives London Committee
Paul Wakeling	AoC/Sixth Form Colleges

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## 1 Welcome, Introductions and apologies

- 1.1 The Chair invited attendees to introduce themselves and 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 notes of the previous meeting were agreed and the update on actions arising from the last meeting was noted. Yolande Burgess will speak with Joel Mullan and Sarah Wilkins from the Greater London Authority (GLA) to take forward the matter of a fresh Mayoral foreword which aligns to the Mayors *All Age Careers Strategy*.

*Note: the running order of the agenda was adjusted to take account of attendee's schedules.*

## **4 Post 16 Special Educational Needs and Disabilities Review**

- 4.1 Steve Preston, MIME Consulting, and Yolande Burgess presented the early findings from the London Post 16 Special Educational Needs and Disabilities (SEND) Review, undertaken by MIME Consulting on behalf of the GLA and London Councils Young People's Education and Skills. As the results are being finalised, Steve and Yolande asked members of the Board to respect the embargo on communicating the findings until the publication of the report.
- 4.2 The research was undertaken to identify gaps in SEND post-16 provision. The analysis uses baseline and historic cohort information from the National Pupil Dataset to form projections to 2022. When published, the report will provide a sustainable projection methodology that stakeholders will be able to use to shape future planning.
- 4.3 In discussion, members of the Board welcomed early sight of the report and provided additional comments that Steve and Yolande would take into account in the final publication.
- 4.4 The Board agreed with the recommendations from the report and noted that the findings should be discussed with a wide range of stakeholders including Council Leaders, Chief Executives, the Association of London's Directors of Children's Services and school place planning networks.
- 4.5 The meeting noted that the GLA has yet to sign off the draft report and is aiming to launch the review early in the New Year. Yolande advised that she will speaking with GLA colleagues to see if this can be bought forward so that the evidence can be used for consideration as part of the Comprehensive Spending Review.

### **Actions:**

- **Yolande to speak with GLA colleagues to discuss the possibility of bringing the launch of the review forward**
- **Yolande to speak with James Lee regarding Education, Care and Health Plan identification/categorisation**

## **5 Work Plan 2019-2020**

- 5.1 Yolande Burgess presented the Young People's Education and Skills Work Plan for 2019 to 2020 on behalf of the Operational Sub-group. It proposes the activities the team should carry out to take forward the priorities and key outputs identified by the Young People's Education and Skills Board.
- 5.2 Although not at the meeting, Ben Anderson, LEAP Employer representative had commented to Yolande that he would like to see some engagement with businesses on the work plan.
- 5.3 After discussion, the Board agreed the Work Plan.

## **6 Achievements and Progression**

- 6.1 Peter O'Brien talked through a paper which provided a headline summary of London region and borough performance following the publication of statistics on achievement at GCSE, GCE,

Applied GCE A/AS level and other equivalent qualifications in 2017/18 by the Department for Education on 16 October 2018.

- 6.2 Board members discussed the paper and noted that, while the overall level of achievement in London continued to be strong at Key Stage 4 and that the overall position had improved at Key Stage 5, there was still considerable variation in performance between boroughs and institutions. It was also noted that almost 60 per cent of young people completing a Level 3 qualification entered Higher Education and the take-up of Apprenticeships remained low.
- 6.3 Steven Mitchell noted that, while businesses appear to be using the Apprenticeship Levy to up-skill existing staff, a large element of the Apprenticeship budget was deployed to support Higher Apprenticeships.
- 6.4 Yolande Burgess and James Lee will report back to the next meeting on actions being taken to increase Apprenticeship take-up in the context of implementing the Mayor's Skills for Londoners strategy.

**Action: Yolande Burgess and Joel Mullan/James Lee to report back to the next meeting on increasing Apprenticeship take-up.**

## **7 "Love Our Colleges" Campaign**

- 7.1 Mary Vine-Morris spoke to her paper on the "Love Our Colleges" Campaign. The report sets out the background behind the campaign and explains its ultimate goal is to get government to boost further education (FE) funding based on a 'manifesto'.
- 7.2 The Manifesto calls on the government to increase FE funding to sustainable levels, including:
  - 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
  - fully funding a National Retraining Scheme to support level 3 to 5 skills
  - introducing a lifetime learning entitlement to fund skills training for adults who have not previously achieved a level 3 qualification
  - providing immediate exceptional funding, ring-fenced for pay, to cover the costs of a 'fair pay deal' for college staff from this year onwards.
- 7.3 Mary expressed disappointment at the lack of reference to further education colleges in the Budget and explained that the focus would now shift onto the Comprehensive Spending Review. Acknowledging that Board members may need to consult within their own organisations, Mary sought that board members, in an individual capacity:
  - sign the [on-line petition](#) seeking a Parliamentary debate on further education college funding
  - ask their 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 using the manifesto as part of the organisation's submission to the Spending Review.
- 7.4 The Chair thanked Mary for the report and, after full discussion, the Board agreed to the actions set out in paragraph 5.2 of the report.

**Action: Mary to provide an update on the "Love Our Colleges" campaign for circulation to Board members.**

## **8 Updates**

### **Raising the Participation Age**

- 8.1 Peter O'Brien talked to the latest report on Not Engaged in Education Employment or Training (NEET) and Not Known figures, circulated with the Board papers, which the Board discussed and noted that overall participation in London is higher than nationally; and that the historic gaps in performance levels between 16 and 17 year-olds, young people with and without SEND and males and females were closing.

8.2 Peter reminded members that from now on, local level stats will only be available on an annual basis, although there will be quarterly national information and monthly unpublished local information available.

8.3 The meeting discussed and noted the report.

**Action: Peter to forward a link to the detailed report published by the Office for National Statistics.**

#### **Policy Update**

8.4 Yolande covered Hannah Barker's policy update outlining the key changes affecting 14 to 19 policy since the last meeting. Yolande said that the Department for Education is still considering how to provide sufficient work placements to deliver 'T' Levels and discussions on how London Councils can best support the introduction of T levels would continue.

8.5 Yolande also advised that Ofsted would shortly be consulting on a new inspection framework that will focus less on results and look more closely at the quality of the education being delivered and individual support to students.

8.6 Members were asked to note the information in the paper and agree to share with the Association of School and College Leaders (ASCL) the Board's reports on a) 17+ Participation, Attainment and Progress in London (Institute of Education 2014, commissioned and funded by London Councils Young People's Education and Skills) and b) Post-16 Education Trajectories Review (yet to be published), to provide evidence for a Commission of inquiry into GCSE results.

#### **Actions:**

- **Yolande to speak with London Councils newly appointed Head of Business and Enterprise, Stephen King, on how the roll out of T Levels in London can best be supported**
- **London Councils to share the reports identified in the paper with the ASCL Commission**

#### **London Post-16 Education Trajectories Review**

8.7 Yolande Burgess gave a verbal update on the progress of the research discussed at the last meeting, which London Councils and GLA have commissioned into the destinations and experiences of young people post-16.

#### **London Ambitions**

8.8 Yolande provided a verbal update on the London Ambitions programme and invited Sarah Wilkins to update the members on recent developments with the London Ambitions Portal. Sarah advised that the Careers and Enterprise Company (CEC) have launched "Activity Provider", an on-line system that aims to bring schools and businesses together.

8.9 Sarah said that as this will be similar to the London Ambitions Portal, the GLA is considering the value in maintaining a separate process for London and is preparing to advise the organisations registered on the Portal to use the CEC system instead. There was some activity, for example with primary schools, that currently did not appear to be in scope of the CEC's system, but that could be taken forward through other developments.

## **9 AOB**

9.1 The proposed 2019-2020 schedule of meeting dates was agreed.

**Date of the next meeting: Thursday 28 February 2018, 3pm – 5pm, London Councils**

## Actions and Matters Arising from 8 November 2018 Young People's Education and Skills Board meeting

ACTION POINTS	ACTION OWNER	STATUS	UPDATE
Yolande Burgess to speak with GLA colleagues to see if it is possible to bring forward the launch of the Post 16 Special Educational Needs and Disabilities Review	Yolande Burgess	<b>Closed</b>	Update at meeting of 28.3.19
Yolande Burgess to speak with James Lee regarding Education, Care and Health Plan identification/categorisations	Yolande Burgess	<b>Closed</b>	Update at meeting of 28.3.19
Yolande Burgess and Joel Mullan to report back to the next meeting on increasing Apprenticeship take-up	Yolande Burgess/Joel Mullan	<b>Closed</b>	Update at meeting 28.3.19
Mary Vine-Morris to provide an update on the 'Love Our Colleges' campaign for circulation to Board members	Mary Vine-Morris	<b>Closed</b>	Campaign has come to an end
Peter O'Brien to forward a link to the detailed report published by the Office for National Statistics	Peter O'Brien	<b>Closed</b>	Post meeting note 3.12.18
Yolande Burgess to speak with London Councils newly appointed Head of Business and Enterprise, Stephen King, on the roll out of T Levels in London can best be supported	Yolande Burgess	<b>Closed</b>	Update at meeting of 28.3.19
London Councils to share the reports identified in the policy update paper with ASCL Commission of inquiry into GCSE results	Hannah Barker	<b>Closed</b>	17+ reports sent to the ASCL Commission
<b>ACTION POINTS FROM PREVIOUS MEETING(S)</b>			
<b>OTHER MATTERS ARISING</b>			
<b>DECISIONS TAKEN BY CHAIR TO BE REPORTED</b>			

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# Young People's Education and Skills Board

## Education Trajectories for 16 to 18-year-olds in London Item: 4

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

**Date** 28 March 2019

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

**Summary** This paper provides an overview of the London Post-16 Education Trajectories Review, a jointly commissioned project between London Councils and the Greater London Authority.

Colleagues from MIME Consulting will present data and initial findings from analysis of the National Pupil Dataset at the Board meeting.

**Recommendation** Board members are asked to discuss the interim findings from the trajectories review and provide a steer on:

- what aspects of three-year post-16 programmes do we want to explore through the data (for example, institution movement qualification/sector changes across years; parallel as well as linear progression etc.)
- which trends the final report should focus on.

## 1 Background

- 1.1 In November 2017, the Greater London Authority, in collaboration with London Councils, invited proposals for a data analysis and qualitative exercise to explore the education and employment trajectories of young people in London following their GCSEs.
- 1.2 The overarching objectives of the research were to:
  - 1.2.1 conduct quantitative and qualitative analysis to better understand the pathways of young people in London from GCSE through to further study and employment; and
  - 1.2.2 produce practical recommendations for how the 16 to 18 education and skills landscape could be reformed in London to deliver improved learning and employment outcomes for all young Londoners.
- 1.3 The full specification for the research is set out at Annex 1.
- 1.4 In June 2018, findings from published data, looking at trends in education and training success rates, and initial qualitative research findings were shared with the Board.

## 2 Purpose of research and context

- 2.1 Following a considerable delay in accessing the unpublished data required to undertake the bulk of the research, the initial findings from the quantitative analysis are now available.

- 2.2 Due to the length of time it has taken to access the data, when considering these initial findings it is important to revisit the purpose of the research, reflect on changes in the education and training landscape since the specification was developed, and place the relevance of the findings into the current environment. Put simply, what problem do we want to solve and what can we do to solve it?
- 2.3 Performance at GCSE in London's schools remains strong. Headline measures for 2018 show that London remains ahead of national averages. Since the publication of the specification progress has also been made in post-16 education. The average points score per entry for all students at Level 3 for the capital is now marginally above the national average and London has moved to third position in the regional ranking.
- 2.4 However, education performance over the past year has been under scrutiny through the lens of inclusion. Ofsted has been examining the performance of schools across the country where data suggests off-rolling; the government has established a review of school exclusions in response to the increasing and disproportionate number of exclusions for particular groups of students; concerns have been expressed about a narrowing pre-16 curriculum leading to reduced opportunities for young people to progress if they do not achieve benchmark GCSE results at age 16.
- 2.5 Whilst London's ranking for the average point score for all Level 3 students has improved, this is in the context of a substantial reduction in the number of students accessing Level 3. In 2017, statistics state that the number of Level 3 students entered for a Level 3 qualification<sup>1</sup> was 63,655. In 2018 it was 49,370 students (14,285 fewer students, a 22 per cent reduction in the cohort size).
- 2.6 At the same time, vocational routes to achieving a Level 2 post-16 are being eroded. Comparing Apprenticeship starts to 2015/16, there were 133,600 fewer starts in 2017/18, a 26.2 per cent reduction. The reduction in starts at Level 2 was 44.6 per cent (129,900 fewer starts).
- 2.7 The purpose of the research was to support the development and implementation of the Skills for Londoners Strategy and inform commissioning of the Adult Education Budget (AEB). Although the Strategy has already been developed, the findings can still contribute to the strategy's implementation and the strategic approach for the AEB, particularly the need for good progression pathways from school and into further, higher and technical education, apprenticeships and/or sustained employment.
- 2.8 The ambition to create an education and skills system in the capital that improves outcomes for *all* young Londoners has not changed over the past year. It will be important to consider how stakeholders can use the findings from the research to realise that ambition.

### **3 Recommendations**

- 3.1 Board members are asked to discuss the interim findings from the trajectories review and provide a steer on:
  - 3.1.1 what aspects of three-year post-16 programmes do we want to explore through the data (for example, institution movement qualification/sector changes across years; parallel as well as linear progression etc.)
  - 3.1.2 which trends the final report should focus on.

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<sup>1</sup> Covers students at the end of advanced level study who were entered for at least one academic qualification equal in size to at least half (0.5) an A level or an extended project (size 0.3) or applied general or tech level qualification during their 16-18 study

## 1 Summary

- 1.1 The Greater London Authority, in collaboration with London Councils, is inviting proposals for a data analysis and qualitative exercise, which explores the education and employment trajectories of young people in London following their GCSEs.
- 1.2 The overarching objectives of the research are:
- to conduct quantitative and qualitative analysis to better understand the pathways of young people in London from GCSE through to further study and employment; and
  - to produce practical recommendations for how the 16-18 education and skills landscape could be reformed in London to deliver improved learning and employment outcomes for all young Londoners.

## 2 Context

- 2.1 London's schools have seen a transformation over the past 15 years and GCSE results in London are now the best in the country. However, the capital fails to sustain this progress in post-16 education. Inner London ranks second-lowest among the English regions for average points score at Level 3 among 16 to 18-year-olds in state-funded provision. While the capital includes some of the highest performing local authorities for A-Level and applied general qualifications in the country, it also includes some of the poorest performing local authorities for these qualifications. With tech level performance, outer London outperforms all regions except the North West, yet inner London ranks in the middle.<sup>2</sup> And London also has the worst post-16 catch-up rate in maths in the country and some of the worst catch-up rates in English.<sup>3</sup>
- 2.2 The Mayor is committed to creating a new agenda for education and skills in the capital that improves outcomes for all young Londoners and prepares them for life and work in a global city. To help achieve this, the Greater London Authority would like to get a clearer understanding of what is driving patterns and trends that underpin post-16 education choices and performance in London.
- 2.3 The Greater London Authority, in collaboration with London Councils, is inviting proposals for a data analysis and qualitative exercise, which explores the education and employment trajectories of young people in London following their GCSEs. The purpose of this work is to fill an important evidence gap on the pathways young people from different backgrounds in London pursue following school, including which subjects they study and institutions they attend, their progress and outcomes, and ultimately, their education or employment destinations. We want to better understand the patterns and trends by socioeconomic status, gender, ethnicity and among young people with special educational needs and disabilities.
- 2.4 This research comes at an important moment for the skills system in London. The Government has committed to devolve the Adult Education Budget (AEB) in London to the Mayor from 2019/20, subject to a series of readiness conditions. In preparation for devolution, the GLA is working with London Councils and the sub-regional partnerships of boroughs<sup>4</sup> to develop a London Skills Strategy. This will set out priorities and measures to improve education and skills provision in London for people aged 16+, with a focus on technical/vocational skills and adult education. Consultation and engagement events will take place throughout the remainder of 2017, with approval of the final

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<sup>2</sup> DfE (2017) '[A level and other 16 to 18 results: 2016 to 2017 \(provisional\)](#)'

<sup>3</sup> Impetus PEF (2017) '[Life after school: Confronting the crisis](#)'

<sup>4</sup> Central London Forward, Local London, South London Partnership and West London Alliance

strategy by Spring 2018. The Mayor's [Skills for Londoners Taskforce](#) have strategic oversight of the development of the strategy.

- 2.5 The research will therefore seek to support the development and implementation of the London Skills Strategy. Should the Mayor formally accept the devolution deal on offer from the Government, the GLA will work with London Councils and the sub-regional partnerships of boroughs to develop an AEB policy funding statement, followed by a commissioning strategy. While devolution concerns the funding and accountability for post-19 further education, the Mayor is committed to a holistic and strategic approach to skills in London, which gives consideration to progression pathways from school and into further, higher and technical education, apprenticeships and/or sustained employment. This research will therefore seek to inform preparations ahead of AEB devolution as part of wider plans for skills in London, including developing the rationale for greater strategic influence or devolution of funding and policy levers in 16-18 provision in London.

### **3 Research objectives**

3.1 The overarching research objectives are to:

- Conduct quantitative and qualitative analysis to better understand the pathways of young people in London from GCSE through to further study and employment; and
- Produce practical recommendations for how the 16-18 education and skills landscape could be reformed in London to deliver improved learning and employment outcomes for all young Londoners.

3.2 The research is also expected to:

- Provide evidence on outcome and progression patterns for London students at and below Level 3, including:
  - Progression into further academic learning
  - Progression into further technical learning (including apprenticeships, traineeships and supported internships)
  - Progression following two- and three-year periods of study post-16
  - Re-sit rates for qualifications
  - Drop-out rates across courses and institutions
- Provide a clear picture of current delivery of the subject sector areas under the proposed 15 technical education routes, as outlined in the post-16 skills plan
- Provide a clear picture of the performance of groups of students and institutions re-taking Level 2 English and/or maths post-16
- Inform the GLA's policy position on the delivery of the Government's proposed 'transition year' and how this could improve outcomes and progression pathways for young people leaving school without achieving Level 2.

### **4 Scope**

4.1 The research should cover:

- 16 to 18-year-old London residents, wherever they access their learning

- All types of providers delivering education and training to those learners, including schools and school sixth forms, Sixth Form Colleges, General Further Education Colleges, Independent Training Providers, and University Technical Colleges
- Provision delivered in 2010/11 through to 2015/16.

## 5 Requirements/Proposed Methodology

5.1 We propose that this research is broken down into three phases:

5.2 **Phase 1:** Undertake desk research and secondary data quantitative analysis of published data to provide a complete picture of the London education and skills system post-16, identifying patterns and trends among groups of young people, institutions and subjects. This should include:

- The total number of students in London by institution, subject and level of study, including:
  - The volume of delivery under the post-16 technical pathways by provider
- Patterns within 16-18 participation, attainment, and progression of learners in academic and technical education. This should include:
  - The number and percentage of students who a) start b) achieve qualifications by sector subject area
  - The number and percentage of learners who progress from Level 2 to Level 3
  - Progress and outcomes at different institutions, grouped by those with similar intakes in terms of attainment
  - Analysis of which subject sector area pathways deliver the best progression from Level 2 to Level 3
  - Analysis of which pathways deliver better progression and outcomes for those who attain below Level 2/do not attain a qualification
- The attainment and progress of students re-taking Level 2 English and/or maths. This should include:
  - The number and percentage of those who a) start b) achieve Level 2 English and/or maths
  - The number of attempts taken to achieve English and/or maths
  - The number and percentage of those who a) start b) achieve a Level 2 functional skills qualification
  - The number and percentage of students who progress from Level 2 to Level 3, following retake(s) in English and/or maths or a functional skills qualification
  - Analysis of outcomes at different institutions in London on Level 2 English and/or maths re-takes or a functional skills qualification
- Patterns of drop out and 'churn' in post-16 education across academic and technical pathways. This should include:
  - The number and percentage of students who drop out of key stage 5 by sector subject area and type of institution
  - The number and percentage of students who switch courses/start a new qualification, without completing a previous course/qualification, during this phase

- The number and percentage of students who switch institution during this phase
- The number and percentage of students who are Not in Education Employment or Training (NEET)

Where possible, this data should be assessed longitudinally, by institution type, subject, gender, ethnicity, socioeconomic status, lower level attainers, and whether a student has a special educational need or disability.

Suggested data sources for phase 1 include:

- The Skills Funding Agency's statistical first releases
- The Skills Funding Agency's Datacube – Subject Sector Area volumes (2015/16)
- The Individualised Learner Record
- The National Pupil Database
- The Department for Education's FE and Skills Geography data tool - <https://www.gov.uk/government/statistical-data-sets/fe-data-library-further-education-and-skills>
  - Part/Ach (all), E&M Part/Ach, App Starts/Ach (Learner Volumes - 2011/12 – 2015/16)
- The Department for Education's FE Skills – Participation and Achievement (Volumes by geography/equality/diversity – not by age)
- MIME Consulting/London Councils – London specific destinations data (2014-15) and <http://www.intelligentlondon.org.uk/>

**5.3 Phase 2:** Undertake analysis of matched data of the National Pupil Database and the Individualised Learner Record from GCSE through to post-16 outcomes and post-19 destinations in London.

This analysis should aim to provide a stronger understanding of the trajectories of young people from different backgrounds and with different needs in London from GCSE to employment. The analysis should include findings on which groups of Londoners are more likely to continue to make good progress post-16 and which groups are more likely to drop off a trajectory towards an expected outcome. The analysis should be broken down by institution type, subject, gender, ethnicity, socioeconomic status, lower level attainers, and whether a student has a special educational need or disability. Where possible, this data should also be assessed longitudinally.

For phase 2, the contractor should make a linked data request to the Department for Education, following the award of contract.

**5.4 Phase 3:** Undertake qualitative research to explore the experiences and better understand the needs of young people who undertake a three-year study programme. In particular, we are interested in the experiences and needs of young people who are on or have completed a three-year study programme because they changed course or had to start their course again.

To conduct this research, we suggest identifying providers with proportionally higher than average numbers of 18-year-olds at the beginning of an academic year, as a proxy for students on three-year programmes of study.

The findings of this qualitative research will help to inform the design of three-year study programmes and approaches to what a post-16 transition year could look like in London.

## **6 Deliverables**

6.1 A report assessing the current picture of provision for 16-18 London learners, including:

- A map of provision across the capital and beyond
- A set of recommendations for education and skills providers, London government and central government
- A presentation summarising the key findings and recommendations of the report
- A road map for implementation of the recommendations

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# Young People's Education and Skills Board

## Performance Update: Participation, Achievement and Progression

Item: 5a

**Report by:** Peter O'Brien    **Job Title**    Regional Commissioning Manager

**Date**    28 March 2019

**Telephone**    020 7934 9743    **email:**    [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

**Summary**    This paper provides the Board with an update on the levels of participation of young Londoners in education and training, their level of achievement and progression at the end of learning.

**Recommendations**    Board members are asked to note the content of the report.

### 1 Background and introduction

1.1 The Young People's Education and Skills Team provides the Board with an analysis of data covering the three core themes in Vision 2020 and the annual statement of priorities (participation, achievement and progression). At the last Board meeting held on 8 November 2018, Board members were provided with detailed coverage of these three themes; this paper provides an update on each.

### 2 Participation

2.1 The last meeting of the Operational Sub-Group (OSG) discussed in some detail the annual statistics produced by the Department for Education (DfE) on 18 October 2018, together with other available data on absences, 'off-rolling' and home education. The OSG was alive to the variations between individual boroughs and concluded that there is a distinction between 'effective participation' and the official definition of participation.

2.2 The most significant and persistent variations in performance at a regional level noted by the OSG were:

2.2.1 The participation rate for males aged 16 and 17 was lower than for females

2.2.2 The participation of people whose ethnicity was white was the lowest of all ethnic groups.

2.3 There were also noticeable variations based on age and special education needs (SEN), but the OSG noted that these gaps had closed significantly in recent years.

2.4 The OSG will revisit its discussion when further data becomes available.

2.5 As a companion to the annual participation statistics published in October, statistics on those who are Not in Education, Employment or Training (NEET) will now also be issued annually and the first such figures were released on 1 March 2019. These use a different methodology to the participation statistics and consequently the two sets are not directly comparable. The NEET statistics are mainly aimed at Ministers and national bodies and therefore provide limited analysis at regional level, and no coverage of individual local authorities. The main points at a national level are:

2.5.1 Although there has been a reduction in the proportion of 17-year-olds who are NEET, there is an increase in all other age groups compared with Quarter 4 of 2017 (NEET estimates for Quarter 4 2018 are shown in Table 1).

	Age							
	16	17	18	16-17	16-18	16-24	18-24	19-24
<b>Q4 2018</b>	4.8%	3.6%	12.5%	4.2%	7.0%	11.3%	13.1%	13.2%
<b>Q4 2017</b>	2.7%	4.5%	11.1%	3.6%	6.2%	11.0%	12.1%	13.2%

Table 1: Age breakdown of people aged 16 to 24 NEET (DfE)

2.5.2 A breakdown of the labour market status of people aged 16 to 24 who were NEET in Quarter 4 2018 is given in Table 2

<b>ILO unemployed less than 6 months</b>	26.8%				
<b>ILO Unemployed more than 6 months</b>	14.1%				
<b>Inactive, wants a job</b>	17.1%	59.2%	Inactive - Looking after family/home	Inactive - Long-term/temporary sick	Inactive - Other
<b>Inactive, does not want a job</b>	42.1%		18.6%	19.5%	21.1%

Table 2: Labour market status of people aged 16 to 24 NEET (DfE)

2.5.3 The NEET rate of people aged 16 to 24 with a health condition is 21.9 per cent and for those without a health condition is 9.3 per cent. Approximately 61 per cent of the people aged 16 to 24 who are NEET have a health condition and the most prevalent condition is 'Depression, learning problems, mental problems and nervous disorders'. This accounts for 21.8 per cent of all people aged 16 to 24 who are NEET and the NEET rate for people aged 16 to 24 with this condition is 34.5 per cent. Figures for those with Education Health and Care Plans are not provided.

2.6 The only regional breakdown of the statistics is provided for number and proportion of people aged 16 to 24 who are NEET (see Table 3 and Figure 1). The level of NEET in London was 1.9 percentage points higher than then national average and, at 13.2 per cent, its highest level for Quarter 4 since 2013.

Region	Quarter 4							
	2015		2016		2017		2018	
	Volume	%	Volume	%	Volume	%	Volume	%
England	692,000	11.6%	668,000	11.3%	645,000	11.0%	651,000	11.3%
London	91,000	9.9%	106,000	11.7%	93,000	10.3%	121,000	13.2%

Table 6: Timeseries by age of NEET estimates from the Labour Force Survey (DfE)

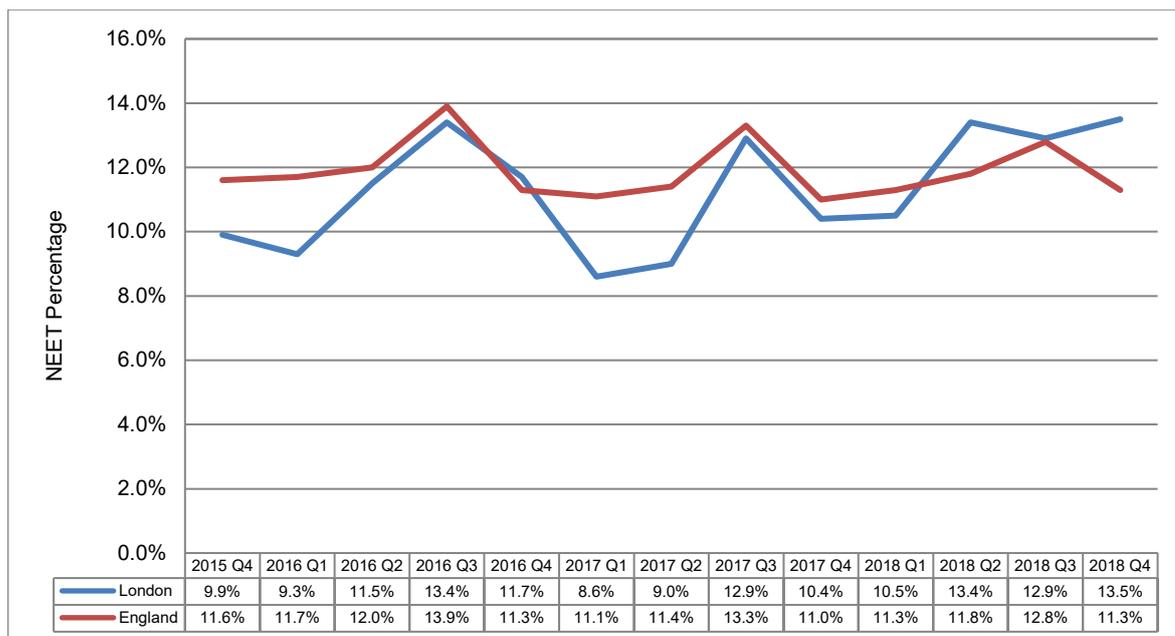


Figure 1: Comparison between NEET aged 16 to 24 in London and England over time

- 2.7 Annex 1 provides details of the “September Guarantee”, which requires local authorities to find education and training places for young people aged 16 and 17. The figures, published by the DfE on 14 March 2019, show the proportion of young people receiving an offer of education or training in each local authority area in 2018.

Note: The September Guarantee helps local authorities fulfil their duty to provide education and training to young people and find them a suitable place. It also helps them to work with their partners, particularly schools and colleges, and to agree how the process will work in their area. The offer should be appropriate to the young person’s needs and can include:

- Full-time education in school sixth-forms or colleges
- An apprenticeship or traineeship
- Employment combined with part-time education or training

### 3 Achievement

- 3.1 Figures on the achievement of A level and other results of 16 to 18 year-olds in 2017 to 2018 academic year were published on 14 March 2019. These are an update of the figures published on 16 October 2018 and reported to the last Board meeting. The DfE is not referring to these as ‘final’ figures as in the past, but any future amendments expected to be marginal. The overall picture is substantially as reported to the last Board meeting.
- 3.2 The updated 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 Average Point Score (APS) per entry for all level 3 students of 31.92 is marginally higher than the national figure national of 31.84.
  - Academic students:
    - APS per entry 32.30 (32.29 national)
    - APS per entry expressed as a grade: C+ (C+ national)
  - Tech level students:
    - APS per entry 29.32 (28.11 national)

- APS per entry expressed as a grade: Merit+ (Merit+ national)
- Applied general students:
  - APS per entry 28.60 (28.43 national)
  - APS per entry expressed as a grade: Merit+ (Merit+ national)
- A level students
  - APS per entry 32.22 (32.12 national)
  - APS per entry expressed as a grade: C+ (C+ national)
  - APS per entry, best three, 32.49 (33.09 national)
  - APS per entry, best three as a grade: C+ (C+ national)
  - 11.7 per cent of students achieved three A\* to A grades or better at A level in London, compared to 10.7 per cent nationally (a reduction of 0.3 percentage point).
- 184 students achieved the TecBacc nationally; 20 of whom were from London
- There were 49,370 level 3 students in London in 2017/18. This includes:
  - Academic students: 45,970 (93.1 per cent)
  - A Level students: 45,330 (91.8 per cent)
  - Tech level students: 1,300 (2.6 per cent)
  - Applied General students: 7,115 (14.4 per cent)

3.3 The updated 2017/18 headline performance for London for students aged 16 to 18 in schools and colleges entered for approved level 2 qualifications (11,630 students) is as follows:

- Level 2 vocational qualifications:
  - APS per entry 5.57 (5.71 national)
  - APS per entry expressed as a grade: L2Merit- (L2Merit- national)
- Level 2 technical certificate qualifications:
  - APS per entry 5.64 (5.77 national)
  - APS per entry expressed as a grade: L2Merit- (L2Merit- national)

## **4 Progression**

4.1 The destinations data given at the November Board meeting was final. Interim figures for 2017/18 will be published in the summer and finalised in the autumn.

## **5 Recommendation**

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

## 2018 SEPTEMBER GUARANTEE (DfE, 14 March 2017)

	16 and 17 year olds	Offer made (%)		Offer not appropriate (%)	No offer (%)	Not recorded (%)
<b>ENGLAND</b>	<b>1,107,350</b>	<b>94.5%</b>		<b>1.0%</b>	<b>0.9%</b>	<b>3.6%</b>
<b>LONDON</b>	<b>166,000</b>	<b>95.1%</b>		<b>0.4%</b>	<b>1.2%</b>	<b>3.4%</b>
Barking & Dagenham	5,260	96.9%	↑	1.8%	0.8%	0.5%
Barnet	7,600	93.3%		0.3%	6.0%	0.4%
Bexley	6,060	98.8%		0.1%	0.0%	1.1%
Brent	6,720	98.5%	↑	0.0%	1.4%	0.1%
Bromley	6,800	98.3%	↑	0.5%	0.5%	0.7%
Camden	3,200	98.7%	↑	0.2%	0.3%	0.7%
City of London	250	99.6%		0.0%	0.4%	0.0%
Croydon	7,820	93.4%	↑	0.6%	1.3%	4.8%
Ealing	6,720	94.4%		0.4%	0.5%	4.7%
Enfield	7,550	90.4%		0.1%	0.3%	9.3%
Greenwich	5,350	89.7%		0.1%	0.1%	10.1%
Hackney	4,720	97.0%	↑	0.0%	0.1%	2.9%
Hammersmith & Fulham	2,610	97.8%	↑	0.1%	0.7%	1.4%
Haringey	5,040	86.0%	↑	0.0%	0.0%	13.9%
Harrow	4,620	98.3%	↑	0.0%	1.6%	0.0%
Havering	5,780	98.6%		0.2%	0.1%	1.1%
Hillingdon	6,850	89.4%		0.9%	7.3%	2.4%
Hounslow	5,580	95.8%	↑	0.3%	2.5%	1.4%
Islington	3,090	96.9%	↑	0.7%	0.7%	1.7%
Kensington & Chelsea	1,460	90.3%		0.8%	2.4%	6.5%
Kingston	3,100	96.9%		0.1%	0.4%	2.6%
Lambeth	4,840	90.1%		0.2%	0.7%	9.0%
Lewisham	5,280	98.0%		0.7%	0.6%	0.6%
Merton	3,430	96.7%		0.8%	0.2%	2.2%
Newham	7,980	93.6%		0.3%	0.4%	5.8%
Redbridge	7,480	97.3%	↑	0.2%	0.1%	2.3%
Richmond	2,910	95.5%		0.3%	0.7%	3.5%
Southwark	5,090	98.4%	↑	0.1%	0.2%	1.2%
Sutton	5,010	97.3%		0.2%	0.1%	2.4%
Tower Hamlets	5,730	93.2%		0.5%	1.6%	4.7%
Waltham Forest	5,590	96.1%		0.9%	0.5%	2.4%
Wandsworth	3,760	95.6%	↑	0.3%	0.7%	3.4%
Westminster	2,740	99.0%	↑	0.0%	0.0%	1.0%

↑ indicates areas where the proportion of 16/17 year olds receiving an offer was higher than in 2017

**Offer made:** Young people who received an offer of a suitable place in education or training, including 17 year olds continuing 2 year courses

**Offer not appropriate:** Young people who did not apply for education or training because they were in employment without training,

**Offer not made:** Young people who did not receive an offer because they were undecided about what to do next, were awaiting the result of an application or were not able to find a suitable place

**Not recorded:** Young people for whom the authority does not have information about offers made. This includes those who were not contacted to discuss options or who had moved away from their last known address.

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# Young People's Education and Skills Board

## Policy Update

Item: 5b

**Date:** 28 March 2019

**Contact:** Peter O'Brien

**Telephone:** 020 7934 9743

**Email:** [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

**Summary** This paper outlines the key changes affecting 14 to 19 policy since the last Young People's Education and Skills Board meeting.

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

## 1 High needs funding

- 1.1 Alongside the publication of Dedicated Schools Grant (DSG) allocations, the Secretary of State for Education announced an additional £350 million of funding for high needs nationally. Of this £350 million, £100 million will be as a top-up to the Special Provision Capital Fund for local authorities in 2019-20, and £250 million will be allocated to local authorities over the next two years - £125 million in the remainder of 2018-19 and £125 million in 2019-20, representing 2 per cent of the high needs block in each year. This will be allocated based on the projected 2 to 18 year old population in 2019.<sup>1</sup>
- 1.2 London will receive £42 million over the two-year period. Based on the shortfall in funding in 2017-18, and assuming spending increases in 2018-19 at the same rate as in 2017-18, a broad estimate of the shortfall in funding allocations for 2018-19 would be at least £100 million. In this context, the £21 million of additional funding in 2018-19, while welcome, falls significantly short of what is required.
- 1.3 Had the additional funding been allocated based on the current high needs formula, instead of the 2019 child population, London boroughs would have received an additional £9 million over the next two years.
- 1.4 The government's spending plans ("Estimates") were discussed in Parliament on 26 February, with Members from all parties raising concerns voiced in their constituencies about real-terms funding reductions faced by schools and colleges. Concerns about Further Education and high needs funding were expressed particularly emphatically.

## 2 Higher Education Journey of Young Londoners<sup>2</sup>

- 2.1 London Councils has published its most recent edition of *The Higher Education Journey of Young Londoners*, in partnership with the University of East London and Newham Council. The report looks at young people aged 18 to 24 entering higher education whose home addresses are in London and compares findings in 2016/17 with those in previous years.

<sup>1</sup> Based on the ONS SNPP 2016 population projections, available here:

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationprojections/datasets/localauthoritiesinenglandz1>

<sup>2</sup> <https://www.londoncouncils.gov.uk/download/file/fid/23857>

- 2.2 This year's report, which analyses data over a 10 year period, shows an increase in the number of young people progressing to university. This increase has been driven largely by a rise in the number of entrants who were previously under-represented in the higher education sector, including young people from BAME backgrounds, young Londoners whose parents had not attended university, and men. However, the analysis suggests that factors such as background, ethnicity, previous study and age all impact on the likelihood of young people continuing with their higher education studies and achieving a good degree.

### **3 Education Select Committee report – Value for money in higher education<sup>3</sup>**

- 3.1 The Education Select Committee published its report on value for money in higher education in November 2018.

3.2 The key points were:

- 3.2.1 Higher education is still not as accessible as it should be, and some institutions are failing in their efforts to admit a more diverse range of students. [The Committee encouraged universities to be more transparent about their contextualised admissions processes and invest their widening participation budgets in programmes which will lead to real change. The committee also urged government to urgently address the decline in part-time and mature students and re-introduce a system of maintenance grants for the most disadvantaged students.
- 3.2.2 Alongside a drive to improve social justice, higher education must play a more significant role in meeting the country's skills needs and preparing students for the Fourth Industrial Revolution. Degree apprenticeships are crucial to filling skills gaps and boosting productivity. The Committee strongly urged the Department for Education and the Institute for Apprenticeships to fully support and champion the expansion of degree apprenticeships.
- 3.2.3 Alongside offering degree apprenticeships, universities must move away from a linear approach and embrace more flexible types of learning. Accelerated degrees should be made an option for more learners, alongside credit transfer, work placements and the ability to pause studying for periods of time. Only through a step away from the rigid, traditional three-year undergraduate study approach can universities ensure they are open to students from all backgrounds.
- 3.2.4 The excessive salaries of Vice-Chancellors are disconnected from a value for money offer for students. The Committee stated that the Office for Students must take a much firmer stance on senior management remuneration and not be afraid to intervene, especially when institutions pay their Vice-Chancellor more than eight times the average staff salary.
- 3.2.5 The Committee believes that the current review of post-18 education and funding offers the government the opportunity to re-shape the sector. The Committee also noted that the future of higher education should be more skills-based, leading to appropriate professional graduate-level and skilled employment destinations. Higher education must become more flexible and focused on helping students from disadvantaged backgrounds climb the ladder of opportunity.

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<sup>3</sup> <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/343/343.pdf>

## **4 Education Select Committee report – The apprenticeships ladder of opportunity**

4.1 The Education Select Committee published its report on apprenticeships in November 2018.<sup>4</sup> The key points were:

- 4.1.1 We need stronger, clearer oversight of apprenticeship training and assessment. New providers should get a monitoring visit from Ofsted in their first year: before this visit the amount of training they can deliver should be capped; if they fail, they should be out. Ofqual should be given responsibility for the external quality assurance of all end-point assessments. The opaque world of subcontracting needs far greater scrutiny. The Committee proposed greater controls on lead providers and a cap on the management fees they can charge. Subcontractors should receive the same level of attention and be held to the same quality standard as lead providers. Ofsted should be judging the quality of this training for itself rather than relying on quality assurance undertaken by ‘middle men’.
- 4.1.2 Apprentices need a much stronger voice in the system: the Institute’s apprentice panel should be given greater formal powers to make recommendations to its board and an improved complaints procedure for apprentices set up. To help apprentices climb the ladder of opportunity there needs to be clearer paths to progression both within standards and in new progression maps created by the Institute. A much stronger focus on progression through levels of apprenticeships, including the route to degree apprenticeships, is needed. The Institute and government should make the growth of degree apprenticeships a strategic priority.
- 4.1.3 To ensure the system is working with and not against employers, reforms to both apprenticeship standards and funding are needed. The Committee proposed increasing the top funding band, doubling the time employers have to spend their funds and allowing more levy transfers. The government should explore introducing greater flexibility to the 20 percent off-the-job training requirement in response to concerns from employers.
- 4.1.4 The funding system should do more to help the young and disadvantaged climb the ladder of opportunity i.e. more bursaries, increased incentives for small and medium-sized businesses and social enterprises, and a new social justice fund to support organisations that help the hardest to reach. The apprentice minimum wage should be raised, as a step on the road towards abolition. Stronger enforcement should lead to employers who evade the apprentice minimum wage being sanctioned more severely. The Committee invited the government to introduce a kitemark system for good apprentice employers to encourage best practice and help apprentices choose the best employer for them.
- 4.1.5 A benefits system that helps rather than hinders apprentices and a renewed focus on the needs of those with learning difficulties and/or disabilities is needed. Young people need clearer routes into apprenticeships: the government should get tough on schools that evade the Baker clause. It must also deliver on its manifesto promises to reduce apprentice travel costs and introduce a proper UCAS-style portal for technical education, skills, FE and apprenticeships.

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<sup>4</sup> <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/344/344.pdf>

## **5 National Audit Office Report on Apprenticeships**

- 5.1 In contrast to the generally upbeat theme of National apprenticeship Week (4 to 8 March), during which many events promoted case studies of successful participation in apprenticeships by employers and young people, a National Audit Office Report on the Apprenticeship programme published on 6 March 2019 highlighted many of the current underlying issues in the programme. Although acknowledging that there has been progress in demonstrating business benefits to employers taking on apprenticeships, the report concluded that:
- 5.1.1 There are still risks that the apprenticeship programme is subsidising training that would have happened without government funding
  - 5.1.2 The government has not been able to show how apprenticeships impact on productivity nor how it judges whether its investment in apprenticeships are being used to best effect or demonstrate value for money
  - 5.1.3 There are concerns over the long-term sustainability of the programme and, because of its nature as a programme driven by employer demand, whether the current budget is enough.

## **6 Do The Maths**

- 6.1 London Councils produced Do The Maths, the annual places planning document, in December 2018. The full report will be provided at the meeting. The key facts are:
- 6.1.1 London has seen the largest increase in total pupil numbers of any region. Total pupil numbers increased by 13 per cent across London between 2010/11 and 2017/18, compared with 8 per cent nationally
  - 6.1.2 45,335 new school places will be required in London over the next five years, with three quarters of these at secondary level
  - 6.1.3 Basic Need allocations from central government have only met 70 per cent of the costs incurred by councils in creating new school places between 2010/11 and 2022/23
  - 6.1.4 55 per cent of new forms of entry that will be required over the next five years in London are secured
  - 6.1.5 55 per cent of demand for places over the next five years is expected to be met by free schools
  - 6.1.6 84 per cent of local authorities highlighted that identifying appropriate sites is a key challenge in delivering new free schools
  - 6.1.7 The number of pupils with Education, Health and Care Plans has risen by 29 per cent since 2010, which is double the increase in the general pupil population in this time period
  - 6.1.8 The average cost of creating a dedicated school place for a pupil with SEND is £67,043, which is around three times the cost of creating a mainstream place
  - 6.1.9 32 out of 33 boroughs collectively spent £78 million more on high needs than received from central government
  - 6.1.10 11 out of 25 London boroughs are planning on putting in an application to the next special free schools round, two thirds of which have already identified a site for the new school
  - 6.1.11 85 per cent of London boroughs are predicting an increase in demand for alternative provision over the next five years

6.1.12 The 16 to 19 population is expected to increase by 23 per cent from 2020 to 2030.

## 7 Developments relating to T Levels

7.1 The government intends that T levels will be introduced from 2020, initially in three routes:

7.1.1 Digital (Digital Production, Design and Development)

7.1.2 Construction (Design, Surveying and Planning)

7.1.3 Education and childcare (Education)

7.2 The organisations in London that have been selected in this first wave of provision are shown below in Table 1.

	Digital	Construction	Education
Big Creative Training Ltd			
Cranford Community College			
Harrow College and Uxbridge College			
La Retraite RC Girls' School			
London Design and Engineering UTC			
Ursuline High School			

Table 1: Organisations in London delivering the first wave of T levels (DfE)

7.3 The Department for Education (DfE) has sought expression of interest from organisations wishing to deliver from 2021, including a further seven pathways:

7.3.1 Digital (Digital Support & Service; Digital Business Services)

7.3.2 Construction (Onsite Construction; Building Services Engineering)

7.3.3 Health and science (Health; Healthcare Science; Science)

7.4 The closing date for receipt of expressions of interest was 28 February, with the results to be notified by 30 June 2019

7.5 The consultation on funding for the delivery of T levels closed on 19 February 2019 and the response circulated to the Board was submitted. The government's response is scheduled to be published in spring 2019.

7.6 The DfE published guidance on T levels capital funds (£38 million) on 30 January 2019. There are two elements to the fund:

7.6.1 Specialist equipment allocation (all providers selected to deliver T levels are in scope)

7.6.2 Buildings and facilities improvement grant (this element is not open to independent training providers)

7.7 Tenders for the development of Technical Qualifications that form part of Wave 1 T levels closed on 26 October 2018. The results are expected to be announced in spring.

7.8 The DfE has awarded contracts to Awarding Organisations that provide exclusive right to develop and deliver qualifications. NCFE has been awarded the contract for the

education and childcare pathway and Pearson has been awarded the contracts for design, surveying & planning and digital production. The Institute for Apprenticeships and Technical Education launched the tender process for the second wave of T levels on 18 March 2019. The DfE is also tendering for a partner to help develop the transition offer (a period of up to 12 months for young people who need extra support before they can join a T level Programme).

## **8 Review of Post-16 Qualifications at level 3 and below in England**

- 8.1 In the context of introducing T levels, the government announced a consultation on post-16 qualifications that are approved for teaching at level 3 and below<sup>5</sup>. In the accompanying case for change, the government says that it wishes to address complexities in the current landscape and variability in the quality and usefulness of the qualifications on offer. It stresses that, in principle, it wants T levels and A levels “to become the qualifications of choice for 16 to 19-year-olds taking level 3 classroom-based qualifications” and that “qualifications that overlap with T levels or A levels should not be approved for public funding for 16 to 19 year olds”. In particular, it is proposed to withdraw approval for funding from those qualifications that have had few (or no) enrolments and that cannot demonstrate a market. It is also proposed to discontinue funding from qualifications that have a poor track record in learner progression.
- 8.2 Essentially, all qualifications – particularly applied general qualifications and Tech Levels (that are currently popular with both some students and employers) – are in scope of the review.
- 8.3 The consultation, which closes on 10 June 2019 (after the next Board meeting), although open to all organisations, is mainly focused on providers’ experiences of delivering the qualifications in scope of the consultation and gathering evidence of these qualifications’ value. Nonetheless, it is possible to reply with points of principle and it is intended that this should be the focus of a response from the Board, which will be discussed at the next meeting.

## **9 European Funding Update**

- 9.1 The Greater London Authority (GLA) has published its evaluation of the first phase of the 2013 to 2020 ESF Youth Programme<sup>6</sup>. The evaluation highlights the successes of the Programme and indicates how future commissioning will be shaped.
- 9.2 The Education and Skills Funding Agency (ESFA) has commissioned further ESF provision for the remainder of the ESF round, overlapping the start of the (devolved) GLA ESF Programme. This is a national procurement exercise with minimum input from local partners, though London Councils was represented at the Youth Programme’s provider briefings on 14 March. The ESFA will publish details of the successful providers shortly.
- 9.3 The GLA, using part of the devolved Adult Education Budget (AEB) as match-funding, is commissioning new London ESF Programmes. London Councils, boroughs and other strategic partners have worked closely with colleagues in the GLA to design the Programme, which builds on the successful elements of the equivalent programmes delivered so far in the 2013 to 2020 funding round. Programmes for which young people aged 16 to 19 are eligible include:
  - 9.3.1 Careers Clusters

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<sup>5</sup> <https://www.gov.uk/government/consultations/review-of-post-16-qualifications-at-level-3-and-below-in-england>

<sup>6</sup> [https://lep.london/sites/default/files/ESF%20London%20Youth%20Programme%20TSIP%20Evaluation%20Report\\_FINAL.pdf](https://lep.london/sites/default/files/ESF%20London%20Youth%20Programme%20TSIP%20Evaluation%20Report_FINAL.pdf)

- 9.3.2 A Continuing Participation Programme to build on the strengths of the previous NEET prevention activity
  - 9.3.3 A programme diverting young people from taking part in gangs
  - 9.3.4 SEND NEET Programme
  - 9.3.5 Sector Skills Programme
  - 9.3.6 Parental Employment Programme
  - 9.3.7 Higher Level Skills
  - 9.3.8 ESOL Practitioners
  - 9.3.9 ESOL Support
- 9.4 Procurement is under way. Contracts are due to start when the devolution of the AEB takes effect on 1 August 2019 and continue until 2023.

## **10 UK Shared Prosperity Fund (UKSPF)**

- 10.1 There is no further information from the government about the UKSPF, which is due to replace EU Structural Funds post-Brexit. However, London Councils and the GLA have sent a joint letter to the Secretary of State for Housing, Communities and Local Government setting out proposals for the UKSPF, emphasising London's importance to the UK economy as a whole. The proposals specify four requirements for the UKSPF as follows:
- 10.1.1 London's share of the UKSPF should be fully devolved to London
  - 10.1.2 Allocation of the UKSPF should be based on a fair measure of need, not regional Gross Value Added (GVA)
  - 10.1.3 London to receive at least as much funding as currently via EU programmes
  - 10.1.4 UKSPF administration to be much simplified by comparison with EU programmes.
- 10.2 The All-Party Parliamentary Group for Post-Brexit Funding for Nations, Regions and Local Areas conducted an initial inquiry into the UKSPF<sup>7</sup>. In its report, the Group proposes that the UKSPF should comprise the total amount currently allocated through European Structural Investment Funds and the Local Growth Fund. It suggests that the UKSPF could incorporate other government investment supporting economic growth (though the report says that other 'budget lines for specific places' should be excluded and cites the Coastal Communities Fund as an example).
- 10.3 It also proposes that the amount currently allocated to each nation should remain broadly unchanged and that the allocation for England should no longer match the EU priorities. Instead, it suggests that allocations should be based on a 'robust formula, using up-to-date statistics', and edges towards Gross Value Added (GVA) per head as the main determinant of local allocations. It does not see any role in employment rates or indices of deprivation in allocating the UKSPF, nor does it propose that the UKSPF should address cohesion, for example by factoring in the number of people whose main language is other than English. The effect of these proposals would greatly reduce London's allocation of the UKSPF.
- 10.4 The Institute for Public Policy Research has also recently published its thinking on the UKSPF<sup>8</sup> and proposes an allocation model based on a dashboard of indicators,

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<sup>7</sup> <https://www.industrialcommunitiesalliance.org.uk/blog/2018/11/19/new-post-brexit-funding-report>

<sup>8</sup> <https://www.ippr.org/research/publications/regional-funding-after-brexit>

including measures such as GVA per head, disposable income levels and the regional human poverty index.

10.5 The House of Commons Library has published a research report on the UKSPF for MPs<sup>9</sup>.

## **11 GCSEs and A levels**

11.1 A suggestion from the Chair of the Commons Education Select Committee that GCSEs and A levels should be replaced has provoked a lively debate within the sector. Robert Halfon MP publicised his personal proposals in a speech on 11 February, which was widely reported in the national news and sector press. The response has been varied.

11.2 In essence Mr Halfon's hypothesis is that, since the raising of the participation age in education and training to the age of 18, GCSE no longer provide the gateway into further study or employment that they once did. Moreover, A levels, Mr Halfon suggests, provide credentials for limited learning pathways. Mr Halfon proposes a more general curriculum and testing to Key Stage 4 and a Baccalaureate style qualification at the end of Key Stage 5 – an approach that Mr Halfon believes would be valued by both Higher Education and employers.

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<sup>9</sup> <https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-8527>

# Young People's Education and Skills Board

## Annual Statement of Priorities

Item: 6

**Report by:** Peter O'Brien **Job Title** Regional Commissioning Manager

**Date** 28 March 2019

**Telephone** 020 7934 9743 **email:** [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

**Summary** This paper seeks the Board's approval to a simpler approach to the Annual Statement of priorities for 2019 to 2020 and to consider whether it wishes to set a new vision for 2023.

**Recommendations** Board members are asked to approve the draft statement of priorities and to consider whether to set a new vision for 2023.

## 1 Background

- 1.1 This is the final year of the Board's three year vision (Vision 2020). Last year, we provided the Annual Statement of Priorities in two parts:
  - 1.1.1 A thorough analysis of the state of post-16 education and skills in London;
  - 1.1.2 A detailed commentary on the implications and actions to be taken forward.
- 1.2 In preparing this year's statement of priorities, the Operational Sub-Group (OSG) has concluded that the results of last year's exercise are still valid and agreed to propose to the Board a simpler approach to the statement of priorities this year.
- 1.3 London Councils' Leaders' Committee met on 19 March 2019 and agreed its priorities to 2022 and Business Plan for 2019 to 20. This included goals around post-Brexit funding and working towards a better start for young people through careers advice, work experience and extending skills devolution. These goals are consistent with the Board's vision. Leaders' Committee has also set thematic objectives for Young People's Education and Skills around participation (focusing on meeting local authorities' statutory duties – particularly for Special Educational Needs and Disabilities; conducting on-going research into demand and lobbying for resources, especially high needs funding but also funds that will replace the European Social Fund); achievement (chiefly regarding performance measures); and progression (mainly around reducing the number of young people who are not in education). These are reflected in both the Annual Statement of Priorities proposed by the OSG and the work plan agreed at the last Board meeting.
- 1.4 Vision 2020 was a source document for the preparation of the Mayor's skills and young Londoners' strategies and consequently the proposed Annual Statement of Priorities continues to demonstrate Young People's Education and Skills' contribution to these important areas of partnership working.

## 2 Proposal

- 2.1 The OSG has agreed the proposed annual statement of priorities attached as an appendix to this paper.
- 2.2 If the Board wishes to set a new vision for 2023, an initial framework for discussion can be prepared for its next meeting.

### **3 Recommendation**

- 3.1 Board members are asked to approve the draft statement of priorities and to consider whether to set a new vision for 2023.

**Participation, Achievement and Progression:  
The Priorities for  
Young People's Education and Skills  
In London  
2019 to 2020**

**(Cover photo and title)**

The purpose of the Statement of Priorities document is to set out the priorities for young people's education and skills in London, and to help local authorities meet their statutory duties and learning institutions to plan and deliver excellent opportunities for young people to learn and thrive in London.

This is the final Statement of Priorities for the period covered by Vision 2020 and is for the year 2019 to 2020. Recognising the detailed analysis included in previous statements, this document addresses the main headline issues only.

## Vision 2020 – the vision of education and skills for young Londoners

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

- **Experiential**, built on a sound foundation of learning from the earliest age
- **Inclusive**, ensuring that all young people have the chance to develop to their full potential
- **Equal**, aiming to eliminate access, achievement and progression gaps between those who are disadvantaged and those who are not
- **Enabling**, helping the current generation of young people to take advantage - independently - of opportunities that come their way
- **Aspirational**, ensuring young Londoners participate in world class education and skills provision that leads to them achieving the skills, experience and qualifications they need to get on in life, and play a full part in the rich cultural life of London and its economy

This vision is to be delivered through three ambitions:

**Access and participation:** Providing sufficient and suitable places, meeting diverse needs, so that all young people have access to world-class education and training; and young people are empowered to make informed choices about learning and career paths through impartial, independent and personalised careers education, information, advice and face-to-face guidance.

This means that London needs to accelerate its determination to close the remaining gaps in participation that are based on different characteristics of young people.

**Quality Learning Experiences:** A dynamic curriculum offer - available to all young Londoners, irrespective of their background or needs - informed by employers, with learning institutions and the business community working better together to enable more young people to succeed; and a teaching and training workforce that can deliver the curriculum of the future, in a modern educational estate, that convinces more people to stay in learning after the age of 17 and to acquire higher level, technical and professional qualifications.

This means ensuring that the government's reforms of technical education really work for young Londoners and make a difference to their prospects.

**Excellence achieving results:** Young people are better prepared for adult life and, especially at 17 and 19, for progression to further and higher education and employment.

This means that more young Londoners, from diverse backgrounds, can compete for the type of highly-skilled jobs that are likely to dominate the labour market in the future.

## Priorities

The critical issues for young Londoners are:

- **Improving the availability of high-quality careers guidance throughout London**
- **Ensuring that T levels help address London's need for a high skilled workforce**
- **Continuing to promote and develop the Apprenticeship offer in London**
- **Securing sufficient resources to fund in full the provision of world class learning to all young Londoners, particularly those with high support needs.**

We are therefore highlighting these areas as the priorities for young people's education and skills in London that will be taken forward in the year ahead to realise Vision 2020.

### **Ambition - Access and Participation**

Providing sufficient and suitable places, meeting diverse needs, so that young people have access to world-class education and training; and young people are empowered to make informed choices about learning and career paths through impartial, independent and personalised career education, information, advice and face-to-face guidance.

- Highlight London's funding and places challenge and, in particular, the shortage of places for young people with special educational needs and disabilities (SEND) and the unfairness of the funding disparity for 18-year-old students.
- Support the introduction of the Greater London Authority's (GLA) London ESF Youth Programmes.
- Assist local authorities to define neighbourhoods and priority groups, and close performance gaps, particularly for young people receiving free school meals (FSM) and young people with SEND

**Result - Reduction in NEET/activity not known; closing performance gaps**

## **Ambition - Quality Learning Experiences**

A dynamic curriculum offer - available to all young Londoners, irrespective of their background or needs - informed by employers, with learning institutions and the business community working better together to enable more young people to succeed; and a teaching and training workforce that can deliver the curriculum of the future, in a modern educational estate, that convinces more people to stay in learning after the age of 17 to acquire higher level, technical and professional qualifications.

- Help provide a strategic fit between local authorities' statutory responsibilities and local and regional skills needs
- Work in partnership to increase the number of young people accessing 100 hours of experience of the world of work before the age of 16
- Help shape the development of T levels, particularly the quantity and quality of work placements
- Prepare more young people for progression to Levels 4 and 5 courses as well as university

**Result - Improved Ofsted inspection results; successful introduction of T levels; improved results at key stage 5**

## **Ambition - Excellence Achieving Results**

Young people are better prepared for adult life, especially at 17 and 19, for progression to further and higher education and employment.

- Work in partnership to ensure the strategic implementation of London Ambitions
- Highlight disparities in performance
- Enable more young people leaving education and training in London to progress into their destination of choice and continue in further or higher education, further learning or preferred career path.

**Result - Better progression to positive destinations after key stages 4 and 5; all young Londoners receive the support they need to enjoy equal life chances as they move into adulthood.**

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# Young People's Education and Skills Board

## Revised Terms of Reference – Operational Sub-Group

Item: 7

**Report by:** Peter O'Brien **Job Title** Regional Commissioning Manager

**Date** 28 March 2019

**Telephone** 020 7934 9743 **email:** [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

**Summary** This paper proposes revised terms of reference for the Operational Sub-Group (OSG) to reflect new ways of working.

**Recommendations** It is recommended that the Board approve the revised terms of reference of the OSG.

### 1 Background

- 1.1 The Young People's Education and Skills Team and the OSG have been reviewing our ways of working to ensure that we continue to provide the Board with analysis of the critical issues impacting on the education and skills of young Londoners.

### 2 Proposal

- 2.1 It is proposed that there are four significant changes to the OSG:
- 2.1.1 Each OSG meeting should focus on one major theme (participation, achievement or progression) based on the availability of data
  - 2.1.2 OSG meetings should be opened to any borough that wishes to contribute to the theme being discussed at each meeting
  - 2.1.3 Local authority representation should be aligned to sub-regional groupings of London boroughs and these groupings (where feasible) also invited to send representatives
  - 2.1.4 Individual borough representatives should play a greater role in communicating with officers in other boroughs in their sub-region.
- 2.2 The principal reason for these changes is that few boroughs now have homogenous teams dealing with everything that was once covered by a 14 to 19 lead officer. It is common to have representatives at the OSG who specialise in a few key areas, such as continuing participation, or supporting those who are NEET/at risk of becoming NEET; special educational needs and disabilities; school improvement; progression to further and higher education; careers advice and guidance; skills and employment.
- 2.3 The OSG plays a pivotal role in determining the recommendations the Young People's Education and Skills Team makes to the Board, in particular ensuring the robustness and relevance of these recommendations. The Team relies on accessing the broad range of experience across the whole of post-16 learning that is available through the OSG. Making the changes we propose will provide the Young People's Education and Skills Team at London Councils, and consequently the Board, with added assurance in the soundness of the recommendations we make.
- 2.4 The OSG has discussed and agreed revised terms of reference, which are attached for the Board's approval (Annex 1).

### 3 Recommendation

- 3.1 Board members are asked to approve the revised terms of reference of the OSG.

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

## Terms of Reference (Draft)

**Contact:** Yolande Burgess      **Date:** March 2019  
**Telephone:** 020 7934 9739      **Email:** [yolande.burgess@londoncouncils.gov.uk](mailto:yolande.burgess@londoncouncils.gov.uk)

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### 1 Background

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

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

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

### 3 The Role of the OSG

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

the name of London Councils Young People's Education and Skills.

#### **4 Membership of the OSG**

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

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

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

## **6 Officers and Secretariat Function**

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

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

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

## **8 Accountability of the OSG**

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

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

### 1 Purpose

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

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