

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

## AGENDA

**Chair:** To be appointed for the meeting

**Date:** 26 April 2019 **Time:** 10.00 – 12.00

**Venue:** London Councils, meeting room 5

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

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Item 1	Appointment of meeting Chair (apologies received from Andy Johnson)	YB
Item 2	Welcome, introductions and apologies	Chair
Item 3	Notes of the last meeting and matters arising <i>(papers - for agreement)</i>	Chair
Item 4	Achievements <i>(presentation and papers - for discussion)</i>	
	- Post-16 education trajectories review	YB
	- Achievements	POB
Item 5	Work Plan monitoring <i>(papers - for information)</i>	POB
	- Performance update – participation and destinations	
	- Policy update – Young People's Education and Skills key priorities	
Item 6	Sub-regional feedback	All
Item 7	Young People's Education and Skills Board <i>(verbal update)</i>	
	- Feedback from 28 March 2019 and agenda for 6 June 2019	YB
	- Statement of Priorities	POB
Item 8	Any Other Business	All

**Date of the next meeting; Friday 13 September, 10am – 12noon, meeting room 5**

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## Notes

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

<b>Date</b>	25 January 2019	<b>Venue</b>	London Councils
<b>Meeting Chair</b>	Andy Johnson		
<b>Contact Officer</b>	Anna-Maria.Volpicelli@londoncouncils.gov.uk		
<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>

### Present

Yolande Burgess	London Councils
John Galligan	London Borough of Brent (West London)
Andy Johnson	London Borough of Enfield – Chair
Ann Mason	Achieving for Children – Kingston & Richmond (South West London)
Linda Owusu	London Borough of Wandsworth (Central London?)
David Scott	London Borough of Hounslow (South West London)
Sheila Weeden	London Borough of Newham (North & East London)

### Officers

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

### Apologies

Hannah Barker	London Councils Principal Policy & Project Officer, Children's Services
Trevor Cook	London Borough of Havering (North & East London)
Eamonn Gilbert	Achieving for Children – Kingston & Richmond (South West London)
Daisy Greenaway	Greater London Authority
Tony Haines	Education and Skills Funding Agency
Miriam Hatter	London Borough of Camden (Central London)

## 1 Welcome, Introductions and apologies

- 1.1 The Chair invited attendees to introduce themselves and noted apologies for absence.

## 2 Notes of the last meeting and matters arising

- 2.1 The minutes of the previous meeting were agreed. The following updates on outstanding matters arising were given:

**Action 269: Sheila Weeden to forward to Anna, for onward circulation, the name of the officer in Newham working on joint commissioning of special educational needs and disability provision.**

**Action 276: Andy Johnson to send through a research report written for London Borough of Hackney managers which provides an overview of the delivery models used in sample London local authorities (LAs) to support 16 and 17-year-old NEET**

young people, reduce not knowns and provide careers input into Education, Health and Care Plans.

**Action 278:** Sheila to send 15 Billion report on NEET to Anna for onward circulation.

**Action 279:** Agreed to close –YPES will forward any information about the GLA's procurement as it becomes available, but OSG members should subscribe to updates from the GLA to receive notification directly.

- 2.3 Peter thanked members for their comments regarding the draft terms of reference which have been incorporated into a final version and will go to the next Young People's Education and Skills (YPES) Board, 28 February for ratification.

**Action 283:** YPES to take OSG draft terms of reference to February YPES Board meeting for ratification. YPES to circulate to members and update records (e.g. website).

### 3 Participation

- 3.1 Peter spoke to the paper circulated in advance of the meeting and tabled two papers: 3a. unpublished data from NCCIS (Wednesday 23 January); and DfE / ONS published data of ['Participation, NEET and "Not Known" borough-level data, March 2018'](#) (published October 2018).

- 3.2 Peter noted that participation has improved in London through the hard work of borough colleagues and providers. The number of NEET and activity not known in London is still high, with white young people and males disproportionately represented. He said that the YPES Board and OSG have been right to consider *effective* participation when taking absences and off rolling into account.

- 3.3 The Chair thanked Peter and in the ensuing discussion, the following points emerged:

3.3.1 Enfield figures have seen an improvement and Andy will work with colleagues in the borough to identify what has helped make the difference and let the YPES Team know.

3.3.2 Networking under the auspices of the West London Alliance remains strong, with a co-ordinated and joined up approach. However, discussions in the sub-region confirmed that their analysis of data has helped to identify sub-regional and local priorities. John Galligan said that we could only develop the true picture of young people's education and skills by looking at participation, achievements and destinations together. He acknowledged the importance of tackling exclusions and intervening early with young people who are at risk of becoming NEET. He said that Prospects have been commissioned to work with schools to improve performance and address any issues with data that affect the standard of reporting.

3.3.3 David Scott said Hounslow had been analysing their data to identify what works best, given the various characteristics of the cohort. The borough has decided to focus its efforts on the NEET young people that they are best able to help and support. Door knocking found that most of young people recorded as activity not known, were doing something productive.

3.3.4 Yolande said that boroughs should not focus too closely on their position in the 'RAG' table as boroughs can move up or down because of other boroughs' performance. The danger is that imprecise use of the tables could have a detrimental effect on local, regional and national policy and funding. Yolande added that the figures showed that participation cannot be addressed post-16 without effective action pre-16.

- 3.3.5 Although addressing the number of young people whose status is activity not known would have the greatest impact, colleagues recognised that this would require resourcing.
- 3.3.6 Linda Owusu advised that Havering has a panel which looks at each individual NEET in their borough (Ann added that Kingston also uses this model). Both Ann and Linda feel that this approach reaps more successful outcomes.
- 3.3.7 Ann noted that there is a lack of places becoming available during the year, other than a traditional September start. More 'roll-on, roll-off' provision would particularly help those with mental health issues or fluctuating conditions.
- 3.3.8 The meeting also noted that Independent schools are not included in the data, which is a significant factor in some London boroughs.
- 3.4 Peter thanked members for their comments which will shape feedback to Board and identify the key priorities to be taken forward in the course of the year.

**Action 284: OSG members to share good practice or seek support with any specific problems in their area.**

**Action 285: AMV to circulate tabled papers under this item.**

## **4 Work Plan Monitoring**

### **a Achievement (GCSE, GCE A level and other level 2 and 3 qualifications)**

- 4.1 Peter talked to the paper which sets the background and ran through the 2018 headline accountability measures for key stages 4 and 5. The paper also acknowledges discussions at previous meetings relating to the recent changes in measures which affect the presentation of statistics and the reliability of comparisons with previous years.

### **b Apprenticeships**

- 4.2 Peter also presented a paper showing the latest statistics on Apprenticeship starts and achievements, published by the DfE in December 2018, noting that there has been a drop off in numbers of apprenticeship starts over the last three years which coincides with the introduction of the levy, although there has been an uplift in employers using the levy pot to upskill existing staff. Sheila said that Newham has seen a significant drop off in applications for apprenticeships in engineering.

**Action 286: OSG local authority members are asked to share and discuss these two papers with within their sub-regions.**

### **c Destinations**

- 4.3 The meeting noted the paper providing the national statistics on Destination Measures for 2017, which was published in October 2018.

### **d Policy Update**

- 4.4 Yolande spoke to the paper giving an outline of key changes affecting 14 to 19 policy since the last meeting of the group.
  - 4.4.1 The Association of School and College Leaders (ASCL) has launched a commission to investigate how the education system might better reflect the achievements of all pupils and will focus initially on English. A final report will be published in 2019, which will be discussed with DfE and Ofqual.
  - 4.4.2 The Secretary of State for Education has announced an additional £350 million of funding for high needs nationally. London will receive £42 million over a two-

year period. While this is welcome, it is projected that the 2018-19 shortfall in the high needs block is likely to be at least £100 million.

- 4.4.3 London Councils published “The Higher Education Journey of Young London residents December 2018”. The report analyses data over a ten year period and shows an increase in the number of young people progressing to university. The 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 and those from families where they are the first to attend a university. Yolande thanked Sheila for her continued hard work in bringing this publication to fruition.
- 4.4.4 The Education Select Committee published their report on value for money in Higher Education (November 2018). Yolande ran through the key points and asked members for any comments
- 4.4.5 The Education Select Committee published a report entitled “The apprenticeships ladder of opportunity” in November 2018. The key points were the necessity for stronger and clearer oversight of apprenticeship training and assessment, apprentices needing a much stronger say, the need for reform in both standards and funding, and a benefit system that is more supportive, especially regarding those with learning difficulties and/or disabilities.
- 4.4.6 London Councils published the annual places planning document, “Do the Maths, December 2018” (tabled).
- 4.4.7 Yolande added that significant pressures in adult funding and certain behaviours in higher education are affecting routes for the advancement of young people. Universities may now be fined for too many unconditional offers as it can be linked to a fall in grade achievements and outcomes at ‘A’ level.

#### **e Technical Education and Apprenticeships**

- 4.5 Peter spoke to the paper introducing the draft response to the T-levels consultation. Peter asked members for their comments and advised that a final draft will be circulated to Board members for comments and sign off (closing date for consultation submission is 19 February 2019). He said that our draft response shows that we are not satisfied with government's proposals. Peter added that the DfE is calling for expressions of interest from organisations interested in delivery while the consultation on funding is under way.
- 4.6 In discussion, the OSG noted that there is some apprehension about the high number of schools that have already been approved to deliver. Sheila advised that the London Borough of Newham has created a T-level working group so that any requests for work placements are centralised.

**Action 287: OSG members to provide any further feedback/comments on the draft response to Peter no later than Tuesday 5 February.**

#### **f London Ambitions**

- 4.7 Yolande gave a brief verbal update of London Ambitions. The Careers and Enterprise Company (CEC) and the London Ambitions portal will be integrated, but the latter will retain its branding. It was noted that the CEC are being scrutinised by the Select Committee.

#### **g Funding update**

- 4.8 Yolande invited members to discuss any specific issues in terms of funding. Peter highlighted the ‘Love Our Colleges’ campaign, undertaken by the Association of Colleges

to raise awareness of the funding pressures facing colleges; a debate in Parliament was secured by a petition. The campaign looked to the forthcoming spending review for a long-term solution. He drew attention to the results of a DfE survey in which only four per cent of respondents raised further education funding as a primary issue. It was agreed that it is important to promote the importance of post-16 and colleges, particularly during the spending review.

## **5 Sub-regional feedback**

- 5.1 Members were invited to feedback on sub-regional activity.
- 5.2 A meeting of borough representatives in the Local London area will be taking place shortly. Sheila reported that Newham will be recruiting an Enterprise Adviser to work in north and east London in conjunction with the East London Business Alliance.
- 5.3 Ann advised on changes in some key personnel in south London and that the Royal Borough of Kingston-upon-Thames and the London Borough of Richmond would now have separate Directors of Children's Services. The South London Careers Group is due to meet shortly, with a representative of the DfE in attendance. Ann also said that the next meeting of the South London Special Educational Needs (SEN) Consortium will be discussing the DfE grant terms and conditions that apply to SEN. Ann told the OSG that Eamonn Gilbert from Achieving for Children will sit on a national group for SEN and disability set up by the DfE; Ann will be a representative on one of its task and finish groups.
- 5.4 David Scott said that there is a group covering the west London boroughs, but its focus was on using the data from NCCIS.

**Action 288: Members to email Anna any suggestions for agenda items to take to the YPES Board meeting of 28 February by Tuesday 5 February.**

## **6 YPES Board - feedback from last meeting and agenda for next meeting**

- 6.1 Yolande outlined the discussions at and outcomes from the Board meeting of 8 November 2019. MIME Consulting presented the results of the work it had undertaken on SEN which we hope to publish in the next few weeks. They had used pre-16 data to project future needs which highlighted the huge scale of work to be done around post 19.

**Action 289: Members to email Anna any suggestions for agenda items to take to the YPES Board meeting of 28 February by Tuesday 5 February.**

### **a Statement of Priorities**

- 6.2 Peter spoke to the paper, which proposed a simpler approach to the next Statement of Priorities. Peter asked members for their comments on the draft, which will go to the next Board meeting on 28 February for approval.

**Action 290: Members to email Peter with any comments by Tuesday 5 February.**

## **7 Any Other Business**

- 7.1 As the guidance documents for Greater London Authority (GLA) European Social Fund (ESF) 2019-23 funding lots for NEET, targeted NEET, SEN and disabilities NEET and careers clusters are not readily available on the GLA website, Sheila Weedon tabled both the specification and the supporting appendices. The guidance is based on the four sub-regional partnerships in London, but some specifications lend themselves to a single bid covering the whole of London, or a combination of sub-regions.

- 7.2 David advised that he is aware that 15 schools in Hounslow intend to bid as a careers cluster in conjunction with Prospects and Sheila said that Newham is also considering bidding as a careers cluster group.

**Action 291: Sheila to send Anna the full set of bidding documents and Anna to circulate.**

- 7.3 John Galligan announced that he will be stepping down from the OSG. Andy thanked him on behalf of London Councils Young People's Education and Skills and the OSG for eight years of unstinting work and support. Yolande advised that our Policy Officer, Hannah Barker will be leaving London Councils in February. Yolande acknowledged Hannah's commitment and hard work during her time at London Councils.

- 7.4 The proposed schedule of meeting dates for 2019-20 was agreed.

**Action 292: Anna to send calendar invites to members for the new schedule of meeting dates 2019-20.**

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# Action Points from Operational Sub-group 2019-2020

Action Point No.	Meeting Date	Action Point Description	Owner(s) - lead in bold	Review Date	Actions Taken	Open / Closed
269	13.04.18	Sheila Weedon to share the name of the officer at Newham working on joint commissioning of SEND provision (revised 28.9.18)	<b>SW</b>	26.4.19	Circulated post meeting note 5.2.19	Closed
276	28.09.18	Andy Johnson to investigate the outcome of the research comparing careers advice across a handful of London boroughs to share with OSG members	<b>AJ</b>	26.4.19	Circulated post meeting note 5.2.19	Closed
278	28.09.18	Sheila Weedon to share 15 Billion report on NEET with OSG members	<b>SW</b>	26.4.19	Circulated post meeting note 5.2.19	Closed
283	25.1.19	OSG draft Terms of Reference to go to YPES Board meeting of 28.2.19 for ratification and YPES to update records (eg website)	<b>YB</b>	26.4.19	Ratified and uploaded to website 5.4.19	Closed
284	25.1.19	Participation/NEET/Not Known - OSG members to share good practice or seek support with specific problems in their area	<b>All</b>	26.4.19	Email reminder of deadline sent 30.1.19	Closed
285	25.1.19	Circulate tabled papers under Item 3.	<b>AMV</b>	26.4.19	Circulated post meeting note 5.2.19	Closed
286	25.1.19	Members to share and discuss Achievement and Apprenticeships papers within their sub-regions	<b>All</b>	26.4.19		Open
287	25.1.19	Members to provide any further feedback/comments on the draft 'T' Level consultation to Peter	<b>All</b>	26.4.19	Email reminder of deadline sent 30.1.19	Closed
288	25.1.19	Members to email Anna any suggestions for agenda items to take to YPES Board meeting 28 February	<b>All</b>	26.4.19	Email reminder of deadline sent 30.1.19	Closed
289	25.1.19	Any comments re: Annual Statement of priorities to Peter	<b>All</b>	26.4.19	Email reminder of deadline sent 30.1.19	Closed
290	25.1.19	Onward circulation of spec. and supporting documents re: GLA ESF 2019-23 bidding round	<b>SW/AMV</b>	26.4.19	Circulated post meeting note 5.2.19	Closed
291	15.1.19	2019/20 schedule to be circulated via calendar invitations.	<b>AMV</b>	26.4.19	Calendar invitations circulated 6.2.19	Closed

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

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

Item: 4a

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

**Date** 26 April 2019

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

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<b>Summary</b>	<p>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.</p> <p>Data and initial findings from analysis of the National Pupil Dataset will be presented to OSG members.</p>
<b>Recommendation</b>	<p>OSG members are asked to discuss the interim findings from the trajectories review and provide a steer on:</p> <ul style="list-style-type: none"> <li>- 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.)</li> </ul>

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## 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 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 OSG 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.)

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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



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

## Achievements

Item: 4b

**Date:** 26 April 2019

**Contact:** Peter O'Brien

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<b>Summary</b>	This paper provides the OSG with updated information about young people's achievements at Key Stage 5 in academic year 2017/18
<b>Recommendation</b>	OSG members are asked to discuss this paper, adding additional local contextual knowledge and identify emerging and good practice that supports student achievement and the continuing barriers they face.

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## 1 Introduction

- 1.1 The last Operational Sub-Group meeting discussed an in-depth analysis of the participation of young people in education and training in London. As agreed, this meeting will concentrate on learners' achievements. The aim of the discussion is to identify what works well (or not) at borough level and the key priorities that should be reported to the Young People's Education and Skills Board.

## 2 Background

- 2.1 Previous analyses of achievements at Key Stage 5 in London have made the following broad conclusions:
- London has turned around its former poor performance at Key Stage 4, but has not sufficiently built on this progress during Key Stage 5
  - Too many young people at key transition points during the ages of 16 to 19 are ill-equipped to move on in life, including further and higher study or employment.

## 3 References

- 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 statistics published on 16 October 2018 and reported to the last OSG meeting. The DfE is not referring to these as "final" as in the past, but any future amendments are expected to be marginal. An updated position on GCSE for 2017 to 2018 has not yet been published.
- 3.2 The discussion at OSG will benefit greatly following on from the presentation about the Post-16 Education Trajectories Review, which will provide the meeting with a rich analysis of data specific to young people in London.

- 3.3 As at the last OSG meeting, some additional information will be made available to OSG members to support discussion, including summaries of pertinent studies and reports that highlight where young people are not benefitting equally at Key Stage 5.

## 4 Context

- 4.1 Although we break young people's experience of post-16 education and training into participation, achievement and progression, analysis of one theme necessarily takes into account each of the others. The OSG has consistently examined one aspect of the post-16 system as part of a continuum and considered each element of "the learner journey" in terms of its inputs and outputs as well as its underpinning processes.

## 5 Achievements at Key Stage 4

- 5.1 As previously reported to the OSG (please refer to the paper produced for the OSG meeting held on 18 January 2019<sup>1</sup> – hard copies of the paper, including the appendices will be available at the meeting), the 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 then final figure). The national average Attainment 8 score for state-funded school pupils is 46.5. This represents a slight increase of 0.4 point compared with provisional 2017 data.
- **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.
- **Attainment in English and mathematics at grade 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 English Baccalaureate (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". Young People's Education and Skills quotes both.

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

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 was, provisionally, 48.5 per cent. The national equivalent was 43.2 per cent.

- **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), whereas

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<sup>1</sup> <https://www.londoncouncils.gov.uk/download/file/fid/24009>

the national percentage for 2017/18 was 38.5 per cent (an increase of 0.4 percentage point on 2016/17).

**5.2 Transition from Key Stage 4 to Key Stage 5.** Although we have noted that the participation rate of 17 year-olds has improved in recent years, there is still a gap between participation rates of 16 and 17 year-olds. This shows that early leaving from education and training is still an issue. The report from the London Post-16 Education Trajectories Review demonstrates this gap.

## 6 What happens at Key Stage 5?

6.1 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)

6.2 The most accurate breakdown of students by their disability status and economic background is at age 19. This shows that:

- 20.1 per cent of students were entitled to Free School Meals
- 17.8 per cent of students had special educational needs and disabilities (SEND), of whom 21.6 per cent has a statement of SEN or Education, Health and Care Plan.

6.3 **Quality of Provision:** It is difficult to derive inspection results for post-16 provision alone. The regional comparisons of Ofsted inspections are shown in Figures 1 and 2:

Figure 1: Ofsted inspection results

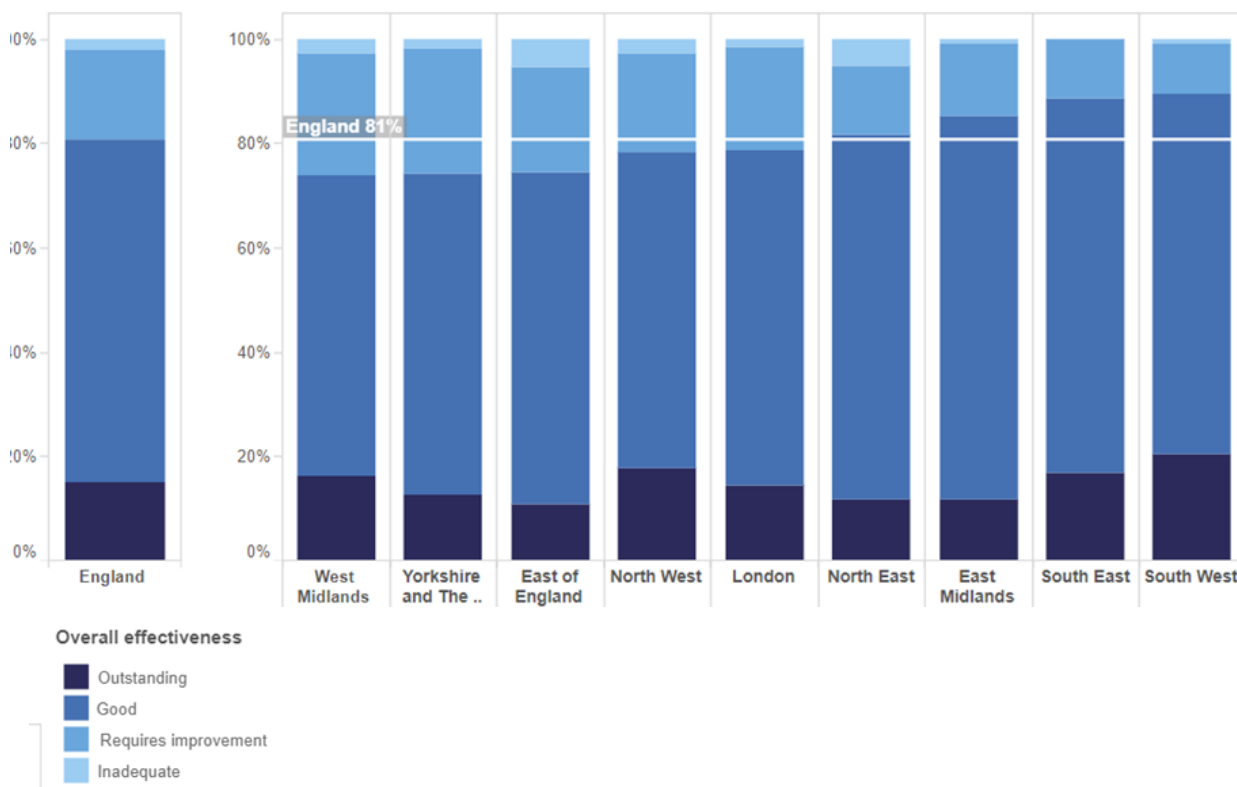
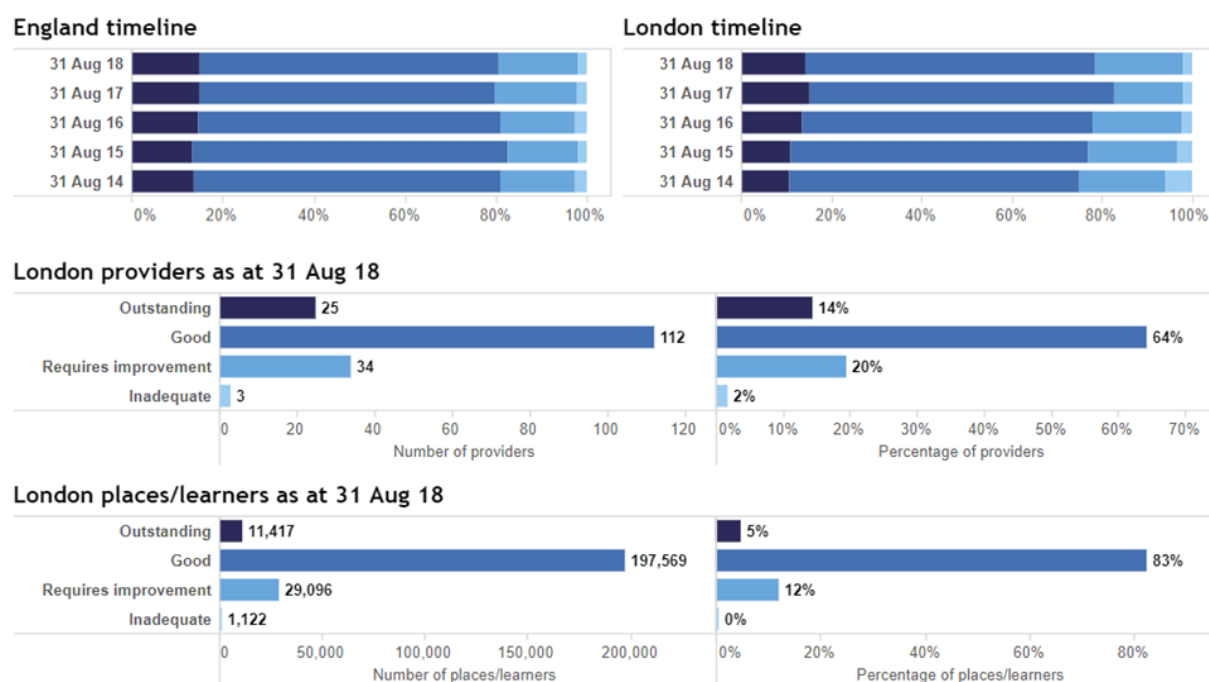


Figure 2: Ofsted inspection results timeline



## 7 Achievement of Qualifications at Key Stage 5

- 7.1 Figures on the achievement of A level and other results of 16 to 18 year-olds in 2017/18 academic year were published on 14 March 2019. These are an update of the figures, published on 16 October 2018, that were reported to the last OSG meeting. Despite the update, the overall position is substantially as reported at the last meeting.
- 7.2 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 that London's Average Point Score (APS) per entry was 31.92 (slightly higher than the national average of 31.84). A breakdown appears in Table 1:

	APS per entry		APS per entry expressed as a grade	
	London	England	London	England
<b>Academic students</b>	32.30	32.29	C+	C+
- A level students	32.22	32.12	C+	C+
- Best three	32.49	33.09	C+	C+
<b>Tech level students</b>	29.32	28.11	Merit+	Merit+
<b>Applied General students</b>	28.60	28.43	Merit+	Merit+

Table 1: Comparison of level 3 point scores achieved (DfE)

7.3 The gender breakdown of APS per entry is shown in Table 2:

	<b>APS per entry (London)</b>	
	<b>Female</b>	<b>Male</b>
<b>Academic students</b>	32.63	31.05
- <i>A level students</i>	32.83	31.45
- <i>Best three</i>	33.46	32.61
<b>Tech level students</b>	28.73	29.67
<b>Applied General students</b>	29.44	27.74

Table 2: Gender breakdown of level 3 point scores, London

7.4 In London, 11.7 per cent of students achieved three A\* to A grades or better at A level, compared to 10.7 per cent nationally.

7.5 Nationally, 184 students achieved the TecBacc, 20 of whom were from London.

7.6 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 shown in Table 3:

	<b>APS per entry</b>		<b>APS per entry expressed as a grade</b>	
	<b>London</b>	<b>England</b>	<b>London</b>	<b>England</b>
<b>Level 2 vocational qualifications</b>	5.57	5.71	L2Merit-	L2Merit-
<b>Level 2 technical certificate qualifications</b>	5.64	5.77	L2Merit-	L2Merit-

Table 3: Comparison of level 2 point scores achieved (DfE)

## 8 Value-added/distance travelled between Key Stages 4 and 5

8.1 There is no longer any regional or reliable national means of judging added-value or distance travelled between Key Stages 4 and 5, though there is some coverage of progress by the age of 25 based on GCSE attainment using the Longitudinal Education Outcomes Study.

## 9 Progress after Key Stage 5

9.1 The latest data on learner destinations after Key Stages 4 and 5 were discussed at the last OSG meeting. The next set of figures is expected to be issued before the next meeting and will be the major topic for discussion. Colleagues should also refer to the Higher Education Journey of Young London Residents<sup>2</sup>, which provides added insight into the progress young people make through London's education and skills system. Hard copies of the report will be available at the meeting

## 10 Recommendations

10.1 The OSG is asked to discuss this paper and add any local knowledge and experience, and to particularly discuss the following points:

<sup>2</sup> <https://www.londoncouncils.gov.uk/download/file/fid/23840>

- In the OSG's experience, what local/institutional actions help young people manage the transition from Key Stage 4 to Key Stage 5?
- What disparities in attainment at are local level are being addressed?
- To what extent do local risk of NEET indicators help local authorities or institutions support young people to continue with level 3 study?
- How effective are NEET prevention initiatives in encouraging and supporting young people to continue with their studies post-16?
- Are there any local initiatives that have been particularly successful in supporting achievements at Key Stage 5 or by the age of 19?
- Do boroughs engage with institutions on value-added/distance travelled?

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

## Work Plan Monitoring – Performance Update (Participation and Progression)

Item: 5a

**Date:** 26 April 2019

**Contact:** Peter O'Brien

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### 1 Introduction

- 1.1 The major topic for discussion at the meeting of the Operational Sub-Group (OSG) will be achievements; there will also be a presentation on post-16 education trajectories. This paper provides an update on the participation of young Londoners in education and training. It also touches on progression, which will be the major topic for discussion at the next OSG meeting.
- 1.2 OSG members should note that the data presented in this paper is available through [Intelligent London](#).

### 2 Participation

- 2.1 As a companion to the annual participation statistics published in October (and discussed at the last OSG meeting), 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 statistics 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:

- 2.1.1 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
Q4 2018	4.8%	3.6%	12.5%	4.2%	7.0%	11.3%	13.1%	13.2%
Q4 2017	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)

- 2.1.2 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.

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

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

- 2.1.3 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.
- 2.2 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 3: Timeseries by age of NEET estimates from the Labour Force Survey (DfE)

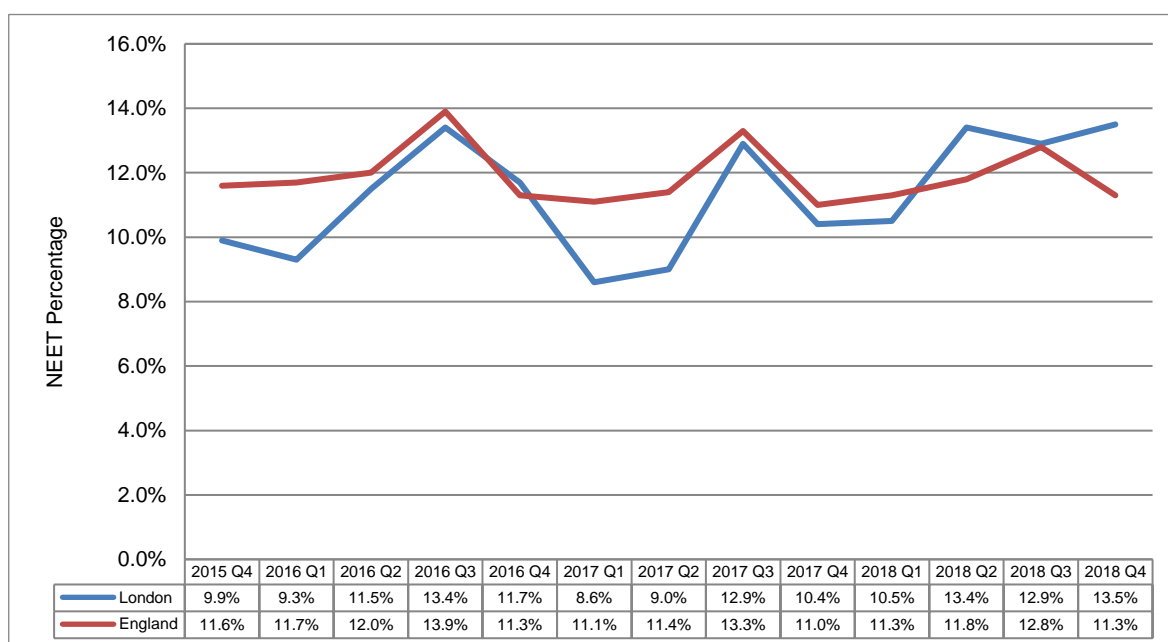


Figure 1: Comparison between NEET aged 16 to 24 in London and England over time



- 2.3 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. An offer was made to 95.1 per cent of young people in London, compared with 94.1 per cent nationally.

**Note:** The September Guarantee, which ensures that all 16- and 17-year-olds are offered, by the end of September, a suitable place in education or training, 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

- 2.4 Annex 2 provides the latest NEET and activity not known scorecard from the National Client Caseload Information System. This comes with the usual caveat that the table is based on unpublished data. The overall proportion of young people in London who were NEET in February 2019 was 1.8 per cent. In comparison, the figures for June 2019 and February 2018 were also 1.8 per cent. The overall proportion of young people whose activity was not known to their local authority in February 2019 was 2.2 per cent (2.7 per cent in January 2019 and 2.6 per cent in February 2018).

### **3 Progression**

- 3.1 The destinations data reported at the November Board meeting was final (<https://www.londoncouncils.gov.uk/download/file/fid/23565>). Interim figures for 2017/18 will be published in the summer and finalised in the autumn.

### **4 Recommendation**

- 4.1 OSG members are asked to note the content of the report.

	16 and 17 year olds	Offer made (%)		Offer not appropria te (%)	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, or who have other barriers to address before education or training could be considered

**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.

**16-17-year olds by academic age NEET and not known by quintiles  
(February 2019, NCCIS)**

**Annex 2**

	Academic age 16-17						
	NEET	NEET % NEET / (cohort - 710)	Not known	% not known NK / (cohort - 710 )	NEET and NK	% NEET and NK (NEET + NK) / (cohort - 710)	Quintile
<b>ENGLAND</b>	<b>30,415</b>	<b>2.7%</b>	<b>24,793</b>	<b>2.2%</b>	<b>55,208</b>	<b>4.9%</b>	
<b>LONDON</b>	<b>3,113</b>	<b>1.8%</b>	<b>3,762</b>	<b>2.2%</b>	<b>6,875</b>	<b>4.0%</b>	
Barking and Dagenham	182	3.1%	25	0.4%	207	3.5%	2
Barnet	91	1.2%	39	0.5%	130	1.7%	1
Bexley	87	1.5%	67	1.2%	154	2.7%	1
Brent	90	1.2%	84	1.2%	174	2.4%	1
Bromley	98	1.4%	17	0.3%	115	1.7%	1
Camden	87	2.8%	18	0.6%	105	3.4%	2
City of London	-	0.0%	1	1.9%	1	1.9%	
Croydon	232	2.6%	195	2.2%	427	4.8%	3
Ealing	87	1.2%	132	1.8%	219	2.9%	1
Enfield	115	1.4%	305	3.7%	420	5.1%	4
Greenwich	109	1.8%	137	2.3%	246	4.2%	3
Hackney	106	2.1%	99	1.9%	205	4.0%	2
Hammersmith and Fulham	18	0.8%	14	0.6%	32	1.3%	1
Haringey	88	1.6%	550	10.3%	638	11.9%	5
Harrow	59	1.2%	40	0.8%	99	2.0%	1
Havering	102	1.8%	49	0.9%	151	2.6%	1
Hillingdon	190	2.9%	107	1.6%	297	4.5%	3
Hounslow	103	1.8%	89	1.5%	192	3.3%	1
Islington	57	1.8%	60	1.9%	117	3.7%	2
Kensington and Chelsea	39	2.9%	26	2.0%	65	4.9%	3
Kingston upon Thames	49	1.6%	26	0.8%	75	2.4%	1
Lambeth	123	2.3%	368	6.8%	491	9.0%	5
Lewisham	111	1.8%	122	2.0%	233	3.8%	2
Merton	65	1.7%	24	0.6%	89	2.3%	1
Newham	153	1.8%	210	2.5%	363	4.3%	3
Redbridge	135	1.8%	87	1.2%	222	2.9%	1
Richmond upon Thames	43	1.5%	28	1.0%	71	2.5%	1
Southwark	93	1.8%	285	5.5%	378	7.2%	5
Sutton	50	1.1%	79	1.8%	129	2.9%	1
Tower Hamlets	170	2.9%	182	3.1%	352	6.0%	4
Waltham Forest	90	1.5%	46	0.8%	136	2.3%	1
Wandsworth	65	1.7%	235	6.0%	300	7.6%	5
Westminster	26	1.1%	16	0.7%	42	1.7%	1

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

## Policy Update

Item: 5b

**Date:** 26 April 2019

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<b>Summary</b>	This paper outlines the key changes affecting 14 to 19 policy since the last Young People's Education and Skills Operational Sub-Group meeting.
<b>Recommendation</b>	OSG members are asked to note the information in this paper and take appropriate action where indicated.

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**Note:** Yolande Burgess will provide the meeting with an update on Special Educational Needs and/or Disabilities (including High Needs) and Careers Guidance.

## 1 London Councils Publication: "Better Ways to Work: Tackling labour market disadvantage in London"<sup>1</sup>

- 1.1 London Councils has produced the above report to demonstrate the difficulty in gearing national programmes that help people into work to suit the needs of local labour markets and the diverse needs of London's population.
- 1.2 Its recommendations point to a need for improved integration of education and skills provision with employability support, and devolution of funding to ensure a comprehensive, inclusive and effective package of support focused on individuals. The recommendations impact on the use of the proposed United Kingdom Shared Prosperity Fund (UKSPF – see also paragraph 6).

## 2 Developments relating to T Levels

- 2.1 The government intends that T levels will be introduced from 2020, initially in three routes:
  - Digital (Digital Production, Design and Development)
  - Construction (Design, Surveying and Planning)
  - Education and childcare (Education)
- 2.2 The organisations in London that have been selected in this first wave of provision are shown below in Table 1:

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<sup>1</sup> <https://www.londoncouncils.gov.uk/our-key-themes/economic-development/better-ways-work-tackling-labour-market-disadvantage-london>

	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)

- 2.3 The Department for Education (DfE) has sought expressions of interest from organisations wishing to deliver from 2021, including a further seven pathways:
- Digital (Digital Support & Service; Digital Business Services)
  - Construction (Onsite Construction; Building Services Engineering)
  - Health and science (Health; Healthcare Science; Science)
- 2.4 The closing date for receipt of expressions of interest was 28 February, with the results to be notified by 30 June 2019.
- 2.5 The consultation on funding for the delivery of T levels closed on 19 February 2019; a response (circulated to the Young People's Education and Skills Board) was submitted. The government's response is scheduled to be published in spring 2019.
- 2.6 The DfE published guidance on T levels capital funds (£38 million) on 30 January 2019. There are two elements to the fund:
- Specialist equipment allocation (all providers selected to deliver T levels are in scope)
  - Buildings and facilities improvement grant (this element is not open to independent training providers).
- 2.7 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.
- 2.8 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).

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

- 3.1 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>2</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". It is proposed to withdraw approval

<sup>2</sup> <https://www.gov.uk/government/consultations/review-of-post-16-qualifications-at-level-3-and-below-in-england>

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.

- 3.2 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.
- 3.3 The consultation, which closes on 10 June 2019, 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 Young People's Education and Skills Board, which will be discussed at its next meeting.

**ACTION REQUIRED: OSG members are invited to participate in a short Task and Finish Group to compile a response to the consultation by the end of May 2019.**

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

- 4.1 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:
  - 4.1.1 There are still risks that the apprenticeship programme is subsidising training that would have happened without government funding
  - 4.1.2 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
  - 4.1.3 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.

#### **5 Funding**

- 5.1 To the disappointment of most people in the sector, the Chancellor of the Exchequer's Spring Statement of 13 March 2019 made little reference to post-16 education and skills provision. There was, however, recognition that this would be one of several policy areas that the government would seek to address in the Spending Review that is scheduled to take place over the summer, for the results to be announced in the Budget planned for autumn 2019. The Association of Colleges and other organisations representing providers, continue to press the case for extra funding post-16. The success of their lobbying was evident in questions to the Secretary of State for Education in the Commons Chamber on 11 March; the Education Select Committee hearing with Ministers on 25 March and a debate on education spending in Westminster Hall on 2 April.

## **6 European Funding Update**

- 6.1 The Greater London Authority (GLA) has published its evaluation of the first phase of the 2013 to 2020 ESF Youth Programme<sup>3</sup>. The evaluation highlights the successes of the Programme and indicates how future commissioning will be shaped.
- 5.1 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.
- 5.2 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:
  - 5.2.1 Careers Clusters
  - 5.2.2 A Continuing Participation Programme to build on the strengths of the previous NEET prevention activity
  - 5.2.3 A programme diverting young people from taking part in gangs
  - 5.2.4 SEND NEET Programme
  - 5.2.5 Sector Skills Programme
  - 5.2.6 Parental Employment Programme
  - 5.2.7 Higher Level Skills
  - 5.2.8 ESOL Practitioners
  - 5.2.9 ESOL Support
- 5.3 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.

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

- 6.1 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. The proposals specify four requirements for the UKSPF:
  - 6.1.1 London's share of the UKSPF should be fully devolved to London
  - 6.1.2 Allocation of the UKSPF should be based on a fair measure of need, not regional Gross Value Added (GVA)
  - 6.1.3 London to receive at least as much funding as currently via EU programmes
  - 6.1.4 UKSPF administration to be much simplified by comparison with EU programmes.
- 6.2 The All-Party Parliamentary Group for Post-Brexit Funding for Nations, Regions and Local Areas conducted an initial inquiry into the UKSPF<sup>4</sup>. In its report, the Group

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<sup>3</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)

<sup>4</sup> <https://www.industrialcommunitiesalliance.org.uk/blog/2018/11/19/new-post-brexit-funding-report>



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).

- 6.3 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.
- 6.4 The Institute for Public Policy Research has also recently published its thinking on the UKSPF<sup>5</sup> and proposes an allocation model based on a dashboard of indicators, including measures such as GVA per head, disposable income levels and the regional human poverty index.
- 6.5 The House of Commons Library has published a research report on the UKSPF for MPs<sup>6</sup>.

## **7 Government policy**

- 7.1 The DfE published an updated policy on "College Oversight: Support and Intervention" on 1 April 2019<sup>7</sup>: The policy sets out a strengthened approach to supporting and intervening in colleges, including:
  - 7.1.1 A preventative function to identify problems sooner
  - 7.1.2 Extended triggers for early and formal intervention
  - 7.1.3 A strengthened role for the further education (FE) Commissioner to review provision in a local area
  - 7.1.4 Use of independent business reviews to support effective decision making
  - 7.1.5 Introduction of the statutory college insolvency regime.
- 7.2 At the same time as the College policy was published, the ESFA published new guidance on its oversight of Independent Training Providers (ITPs)<sup>8</sup>. The guidance says that the ESFA will be taking a revised approach to assessing the risks associated with ITPs and that it will cease taking intervention action based on the 16 to 19 and 19+ education minimum standards of performance under the current policy after the application of 2017 to 2018 data. The guidance, however, acknowledges the need for a different way of dealing with apprenticeships as the system moves from frameworks to standards. A more fundamental review of apprenticeship measures is therefore envisaged and, in the meantime, the ESFA will apply the current minimum standards policy to apprenticeship provision (all ages) in 2020 (academic year 2019 to 2020), based on 2018 to 2019 data, for one final year.

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<sup>5</sup> <https://www.ippr.org/research/publications/regional-funding-after-brexite>

<sup>6</sup> <https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-8527>

<sup>7</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/790991/College\\_Oversight\\_Support\\_and\\_Intervention.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/790991/College_Oversight_Support_and_Intervention.pdf)

<sup>8</sup> <https://www.gov.uk/government/publications/how-esfa-maintains-oversight-of-independent-training-providers-its/esfa-oversight-of-independent-training-providers-operational-guidance>

- 7.3 The DfE is consulting on “Children not in school”<sup>9</sup> as a follow-up of its earlier consultation on Home Education. The DfE is seeking views on proposed legislation to establish:
- 7.3.1 A register to be maintained by local authorities on children not attending mainstream schools
  - 7.3.2 Duties on parents and proprietors of certain educational settings
  - 7.3.3 A duty to support parents who educate children at home and ask for help from their local authority in doing so.
- 7.4 London Councils intends to respond to the consultation and input from the OSG would be welcome.

**ACTION REQUIRED: OSG members should send any comments, opinions or research on Home Education to Peter O’Brien by 13 May 2019**

- 7.5 The Secretary of State announced the first 12 Institutes of Technology on 10 April. The Institutes are intended to be collaborations between universities, FE colleges and industry to deliver technical training at levels 4 and 5 in Science, Technology, Engineering and Mathematics (STEM) subjects. The lead applicants in the first 12 Institutes are:
- 7.5.1 Barking & Dagenham College
  - 7.5.2 Dudley College of Technology
  - 7.5.3 HCUC [Harrow and Uxbridge Colleges]
  - 7.5.4 Milton Keynes College
  - 7.5.5 New College Durham
  - 7.5.6 Queen Mary University of London
  - 7.5.7 Solihull College & University Centre
  - 7.5.8 Swindon College
  - 7.5.9 University of Exeter
  - 7.5.10 University of Lincoln
  - 7.5.11 Weston College of Further and Higher Education
  - 7.5.12 York College

## 8 GCSEs and A levels

- 8.1 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.
- 8.2 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://consult.education.gov.uk/school-frameworks/children-not-in-school/>

## **9 Independent Commission on the College of the Future**

- 9.1 The Independent Commission on the College of the Future has been established under the auspices of the Association of Colleges and brings in a panel of experts representing different aspects of education and skills provision throughout the UK, although none of the Commissioners represent local government from any of the home nations. The Commission aims to establish what is wanted and needed from our colleges in ten years' time.
- 9.2 The Commissioners will be holding round-table and workshop events with a broad range of individuals and organisations across the UK and will be meeting as a Commission five times throughout the year. They will be supported by an expert panel, who will be feeding in throughout the process. A final report will be published in Spring 2020.

**ACTION REQUIRED: The Young People's Education and Skills Team to contact the Commission to indicate its willingness to engage with its programme of work and indicate the research carried out to-date that could inform the Commission's deliberations.**

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