

Participation, Achievement and Progression

The Priorities for Young People's Education
and Skills in London 2014/15





This document will help Local Authorities meet their statutory duties and learning institutions plan and deliver excellent opportunities for young people to learn and thrive in London.

foreword

On behalf of the London Councils Young People's Education and Skills Board¹, we are pleased to present the priorities for young people's education and skills in London for the year ahead.

The Board, which represents the key strategic partners responsible for education and skills in the capital, is focused on the needs of young people and ensuring every young Londoner has a personal route to success. This is at the heart of the vision for young people's education and skills in London² and is central to our work.

In this ambition, we are conscious of the many challenges that young people face in London: a system that still seems to be performing unequally across London; fierce competition for jobs, apprenticeships and places in further and higher education; barriers to success that many young people and their families find difficult to overcome; and a future in which it is difficult to identify career pathways with any great confidence.

But we are also very aware of the great opportunities for the future:

- a capital city of global importance that is central to the whole country's ambitions for increased growth, prosperity and advancement
- an education and skills system which has improved in many parts and is demonstrating significant capacity for improvement
- a greater shared awareness across London of the main issues that we face and of the action needed to address them
- a growing confidence that education and business can work better together to provide young people with the opportunities to contribute to the capital, its economy and its communities.

This level of understanding of the challenges, coupled with an acute awareness of the potential for the future, provides us with a foundation upon which to take a decisive lead in young people's education and skills in London – and give all young Londoners the best possible chances in life.



Councillor Peter John

Executive Member, Children and Young People
London Councils
Chair, Young People's Education and Skills Board



Jack Morris OBE

Chairman, Business Design Centre Group Ltd
London Enterprise Panel
Vice-Chair, Young People's Education and Skills Board

01

introduction

Our vision is of successful learners contributing to successful, competitive businesses and successful communities in a successful city.

Being The Best – the Vision for Young People’s Education and Skills in London, London Councils, 2012

Our fifth Annual Statement of Priorities sets out the progress and challenges that the education and skills system in London faces as we strive to achieve the goals set out in *Being The Best – the Vision for Young People’s Education and Skills in London*³. We are informed by *Young People in London: an evidence base*⁴, other key research, particularly from the Institute of Education, our academic partner, and the evolving policy landscape.

In the vision we established that our focus would be ensuring that every young person has a personal route to success established through excellence in participation, achievement and progression to employment and/or further study.

Realising this vision of success requires significant progress in our four key priorities for education and skills in London:

- **Business and Education** – London’s education and learning institutions and the business community should work better together to enable more young people to succeed
- **Careers Guidance** – Young people should expect to exercise informed choices about their options, progress and reach their potential
- **Better Support to Young People at 17 and 19**
 - Young people need to be better prepared, especially at 17 and 19, for progression to further and higher education and employment

- **Working Together** – Stakeholders should work collaboratively in the interests of young people.

Strategic partners have consistently reinforced these priorities and have determined the responsibilities and programmes of action that will achieve the breakthroughs necessary to secure the vision and ambitions for young people’s education and skills.

London is a growing city, which brings both prestige and opportunities – but with these also comes great challenges, including pressure on places in education and on jobs. It is a city with many strengths including:

- a diverse population with numerous direct links to new and emerging economies;
- distinct governance and leadership, with shared goals, a clear perspective of partnership responsibilities and broad agreement on the priorities for action
- a vibrant cultural life that attracts and inspires talent and creativity – a city in which entrepreneurship is admired and valued.

Capitalising on these opportunities, the capital’s leadership in local and London-wide government rises to the challenges of a modern city in an ever-changing and increasingly competitive world and accepts responsibility for the actions needed in the field of young people’s education and skills.

The backdrop to these actions is one of some strength in all three dimensions of 'success' (participation, achievement and progression) and potential for further improvement to cement London's reputation as a world class city.

However, our educational performance is inconsistent. During their time in education and training, Londoners will typically pass through phases where they are playing catch-up with their equivalents in other parts of the country and at other times their average performance will outstrip their rivals.

For example, we know that the performance of young people in London leads the rest of the country at Key Stage 4 and yet, although above the national average by the age of 19, there is a lack of progress at Key Stage 5.

In particular, the evidence suggests that drop-out at 17⁵ remains the greatest challenge both to achieving full participation up to the age of 18 and realising the full vision for young people's education and skills.

In addition, 'average performance' masks great disparities between neighbourhoods and between young people with different backgrounds and characteristics; the greatest cause of disparity in educational performance in London still appears to be disparity in household wealth. While London demonstrates some notable success for young people on free school meals at level 2 and level 3 by the age of 19, there is still a long way to go to fully address inequality in achievement.

All of this is in the context of a progressively positive outlook on the prospects for growth⁶ and employment in London, fuelled by infrastructure projects (such as Crossrail) of national importance and the creation of extensive local investment in regeneration.

That is not to say that growth in employment will be even or continuous. The job market for young people has for some time been changing. Technological advances affect every sector and skill. More and more jobs require higher skills and qualifications, while lower skills jobs are diminishing. Middle tier jobs, once the destination of choice for many school leavers at both 16 and 18, are disappearing rapidly in

a number of sectors and skills areas. London's school leavers, often lacking practical work experience, have to compete not just with their peers but also with young people from other parts of England and other countries - and increasingly with older and more qualified people.

Undeniably, the level of youth unemployment (16 to 24) points at a significant skills mismatch and lack of preparedness of young people to gain access to the jobs available and take advantage of the richness of opportunity⁷.

A Shared Agenda

There is a growing consensus in the partnership response to this challenge. The London Enterprise Panel's (LEP) Jobs and Growth Plan⁸ establishes Skills and Employment as a key priority, to ensure Londoners have the skills to compete for and sustain London's jobs. The LEP's work in this respect has three dimensions; it focuses on:

- employment and progression outcomes through freedoms, flexibilities and funding incentives
- informed customers (Londoners, businesses and providers)
- employer engagement.

In particular, the LEP is helping to ensure that there is a closer match between the skills of young people and the employment opportunities available to them. There is also a commitment to address the issue of quality. For example, the AOC is leading the delivery of the Excellence Challenge, which is the FE sector's response to improving the quality of teaching and learning.

The LEP recognises the leadership role of Young People's Education and Skills (YPES) board in taking forward the young people aspects of this work, especially in influencing the use of European Structural & Investment Funds (ESIF). London's ESIF strategy for 2014-2020, has set out its response to the competitiveness and employment growth challenges that London's economy faces in the short, medium and long-term; including capitalising on innovative and technological strengths and opportunities and the changing character of London's population.

Rising to the Challenge

There have been a number of advances in making London's education and skills system more effective; advances in which everyone involved in the sector has played a part. Moreover, there is an appreciation shared by all the major partners and stakeholders in the sector of the size of task still ahead – what needs to be done, where responsibilities lie and how to account for progress.

We have to address the facts that:

- too many young people in London are studying in institutions with a poor track record in achievement and progression – and they are not necessarily studying the subjects that employers want or acquiring the skills they need to compete in the jobs market
- too many students are not completing enough subjects at the grades that give them a chance to progress into Higher Education, or continue learning higher technical subjects – the type of skills that are going to be in great demand in the future

- While the availability of more data will help some young people and their families in choosing more appropriate post-16 provision, the absence of high quality face-to-face careers guidance is holding many young people back.

As a sector we have to commit to:

- delivering enough high quality courses in the type of subjects needed by young people and businesses
- providing young Londoners with the right skills to compete for the jobs that will fuel economic growth
- equipping enough young Londoners with the qualifications they need for Higher Education and higher technical learning
- building on young Londoners' achievements in GCSEs in their post-16 education and training.



02

young people in London: an evidence base – summary of findings



The London landscape

- London has a growing 16 to 18 year-old population, which is set to expand to 323,600 by 2032 (more young people reside in outer London and on the eastern side of the city).
- London has an increasingly diverse provider base spread across the city with a broad learning and training offer.
- London has a highly mobile cohort of young people who are prepared to travel to meet their learning requirements.
- There appears to be a link between higher deprivation levels and lower life chances for young people in London with lower attainment in the more deprived areas of the city.

Participation

- London has historically high participation levels and its overall 16 and 17 year-old participation level is the highest in the country at 91.3 per cent.
- London has particularly strong 17 year-old participation compared to the rest of the country supporting its overall strong participation levels.
- Participation varies significantly by borough; some boroughs have nearly 98 per cent participation and are close to achieving their Raising the Participation Age targets.
- The percentage of young people not in education, employment or training (NEET) in London has consistently remained below the national average.
- The number of 16 to 18 year-olds whose activity is 'not known' in London remains high (32,177 young people) with much variation in borough level performance.

- London's 16 to 24 youth unemployment is much higher than the rest of the country, with particularly high levels in certain boroughs and wards in the city; despite this the region has the highest proportion of establishments (as defined in the government's labour market statistics) with a vacancy in the country
- London has a falling number of under 19 Apprenticeship starts, which are the second lowest in the country

Outcomes

- There has been a dramatic increase in Key Stage 4 performance in London over recent years. Young people achieving five or more A* to C grades at GCSE increased by 26 percentage points and by 19 percentage points including English and mathematics between 2006 and 2013.
- There remain attainment gaps at Key Stage 4 with pupils eligible for free school meals, children in care, pupils with special educational needs and those from certain ethnic groups achieving less well.
- London has seen a decline in Key Stage 5 performance with points per entry and points per student lagging behind the national average.
- Level 2 attainment by 19 rose by 20 percentage points between 2005 and 2012 and is now 2 per cent higher than the national average and level 3 attainment by 19 is now 6 per cent above the national average.
- London has mixed performance in relation to success rates - sixth form college (2011/12) and school/academy (2009/10) success rates are above the national average, yet general further education (2011/12) and Apprenticeship (2011/12) success rates are below the national average⁹.

Progression

- 90 per cent of young Londoners are recorded as being in a sustained education or employment/training destination in the year after Key Stage 4, which is higher than the national average, with school sixth forms being the most popular destination.

- 71 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after they took their A level/other level 3 qualification, which is higher than the national average.
- The number of young London residents progressing to Higher Education (HE) rose steadily between 2007/08 and 2009/10 and is currently well above the national average; more young Londoners also studied at the top third of HE institutions in the country.
- A degree level qualification is increasingly becoming a formal requirement in London, although it is unclear whether this is tied to an economy demanding higher skill levels or a more competitive job market.
- Despite young Londoners being highly qualified, the city has a large proportion of establishments with a skills shortage vacancy.
- London employers offer fewer training opportunities than the rest of the country.



03

responsibilities

The YPES Board is made up of key strategic partners and stakeholders in London and is chaired by the executive member for children's services and skills and employment. It is the lead strategic body for 14 to 19 education and training in the capital and provides pan-London leadership in relation to current and future needs of learners and employers; supports local authorities in undertaking their statutory functions and assists other stakeholders in planning, policy and provision.

There are a number of key strategic partners in education and training in London:

- Learners; irrespective of how well young people are taught or how well the whole system of education and skills works in London, we will not succeed unless learners are engaged in and take responsibility for their learning and aim to achieve the best that they possibly can.
- Parents, carers and families play a vital role in providing young people with encouragement to continue their studies.
- Local authorities are the champions of their residents and bear ultimate responsibility for ensuring that all young people have a suitable place in education and training. London Councils supports local authorities to improve outcomes for children and young people in the capital through lobbying and policy work.
- Businesses have the opportunity to express their needs and expectations of young people, offer employment and work experience and provide an input into the system to improve its quality and effectiveness.
- Learning institutions are responsible and accountable for providing high quality teaching and support for young people in their programmes of education and skills and have considerable freedom in achieving these goals.
- The Mayor makes a number of recommendations in the final report of his Education Inquiry¹⁰ about his role in supporting London to be more ambitious for its young people. The Greater London Authority delivers the Mayor's priorities for children and young people through their education and youth programmes.
- The London Enterprise Panel (LEP)¹¹, chaired by the Mayor of London, is business-led and has cross-party support in its ambition to deliver jobs and growth for London.
- Central government, through the Department for Education (DfE) is committed to transforming England's education system so that all children, regardless of their background, thrive and prosper. The Education Funding Agency (EFA) champions education and training for young people. The Skills Funding Agency works similarly within the Department for Business, Innovation and Skills (BIS) to meet the skills needs of adults in the labour market and incorporates the National Apprenticeship Service (NAS).

04

the priorities for young people's education and training in London 2014/15

London – Being the Best: The Vision for London

We remain absolutely focused on the needs of young people and ensuring that every young Londoner has a personal route to success.

Being The Best – Implementing The Vision for Young People's Education and Skills in London,
London Councils, 2012

Our priorities stem from our vision document *Being the Best*, so they remain unchanged for 2014/15. While our priorities are the same, our actions to drive up performance and address areas of weakness reflect changes in the curriculum, an increasingly diverse education sector and a rapidly evolving labour market.

There has rightly been a focus on increasing participation in education and training for a number of years. Participation to age 18 was enshrined in law last year through Raising the Participation Age and this remains a priority for local authorities and key partners.

But participation is not enough; it must be a means to achievement and progression to further and higher learning and work. We need to capitalise on recent economic growth and ensure young people have access to the education and skills that will prepare them for a 21st century economy.

London plays a leading role on the international stage so being better than average simply will not do. What is clear is that the main ambition for London and young Londoners is to be the best:

- Young Londoners getting the best out of their educational experience, adding to the skills and knowledge base in London and contributing fully in society.
- Having the best learning system that inspires young people to make the best for themselves out of the opportunities available to them.
- Everyone involved in education refusing to settle for second-best and always striving to do their best.
- Being the best is at the heart of the system and all of us who are involved in education and skills in our city rise to the challenge of supporting young Londoners to achieve their best.

Our vision is of successful learners contributing to successful, competitive businesses and successful communities in a successful city

Successful Learners

All young Londoners should be able to get the best results from their education:

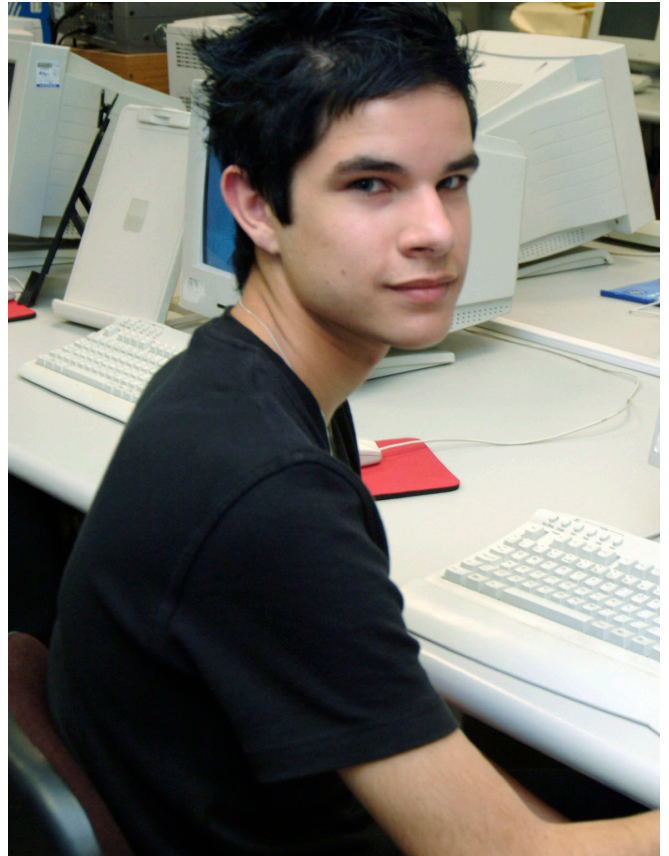
- the education and skills that they need to set themselves up for life
- the opportunity to reach their potential, and
- the chance to excel in their chosen career-path.

Successful, competitive businesses

Young Londoners should stand out as the best when compared with other young people in Britain and abroad. They should be able to contribute to their local economy and their skills, knowledge and talents should be valued and add value.

Successful communities in a successful city

Few investments yield as high a social mobility return as a good education. Alongside young Londoners achieving their best, our vision is of society in London being resilient to challenge by benefiting from the talents of all its young people.



Our overarching objective remains to make sure that every young person has a personal route to success and the skills to secure a better future for themselves and their communities.

We continue to champion the needs of young Londoners and promote excellence in:

- Participation
- Achievement
- Progression into further and higher education, apprenticeships and employment.

The main ambition for London and young Londoners is to **be the best.**

Priority - Business and Education

London's learning institutions and the business community should work better together to enable more young people to succeed

Where are we now?

Work experience is becoming a key feature of the post-16 educational offer. All students aged 16 to 19, whether doing academic or vocational studies or a mix of both are now expected to follow a study programme with the opportunity to undertake meaningful work experience which develops employability skills and identifies potential employment options.

Traineeships for young people aged 16 to 23 have been introduced, targeting students who are not yet ready to enter the job market but who are committed to securing an apprenticeship or other employment. The supported internships programme is designed to support young people with complex needs who need a higher level of support to access employment.

Apprenticeship opportunities remain vital to both young people as a means of developing a career path and businesses as a means of developing a motivated, skilled and qualified workforce. Yet we are witnessing a decline in apprenticeship starts and face a major reform agenda with significant implications for opportunities in London.

The LEP is responsible for the Regional Growth Fund in London and is the lead body for London's strategy on the use of European Structural Investment Funds (ESIF). Through the LEP's Skills and Employment Working Group, which has sound partnership arrangements with YPES, a 'London Employer Offer' - simplifying employer engagement in education and skills - is being prepared.

Actions for YPES and Strategic Partners

- We will work towards the introduction of a 'London Employer Offer' to make it as easy as possible for employers to work with education providers.
- Work creatively to recruit more employers, particularly small and medium sized businesses to offer high quality work experience placements, Apprenticeships and jobs to young people.

- Increase the number of Apprenticeship opportunities through procurement and commissioning processes by building skills and training requirements into contracts.

Local Authorities: Addressing the priority in 2014/15

- Reductions in the number of young people aged 16 to 24 who are NEET or unemployed are encouraging, but this remains an on-going priority for London.
- Local authorities will continue to examine, with their networks and partnerships of learning institutions, the links between education and business in their area and explore together options for simplification, coordination and increased employer engagement.
- Through their role as champions, local authorities will hold learning institutions to account for the delivery of a high-quality offer that meets their residents' and employers' current and future needs, and leads to learner's positive destinations.
- Officers responsible for education, employment and planning/regeneration will need to develop stronger joint working arrangements so that neighbourhoods, particularly those that are experiencing the greatest deprivation, can take full advantage of local investment and employment opportunities.
- Local authorities, in partnership with London Councils and the Skills Funding Agency, will continue to drive for an increase in the number of Apprenticeships in their area, particularly for young people aged 16 to 18 and for 19 to 24 year-olds seeking alternative routes to university through Higher Apprenticeships.

Considerations for learning institutions' plans in 2014/15

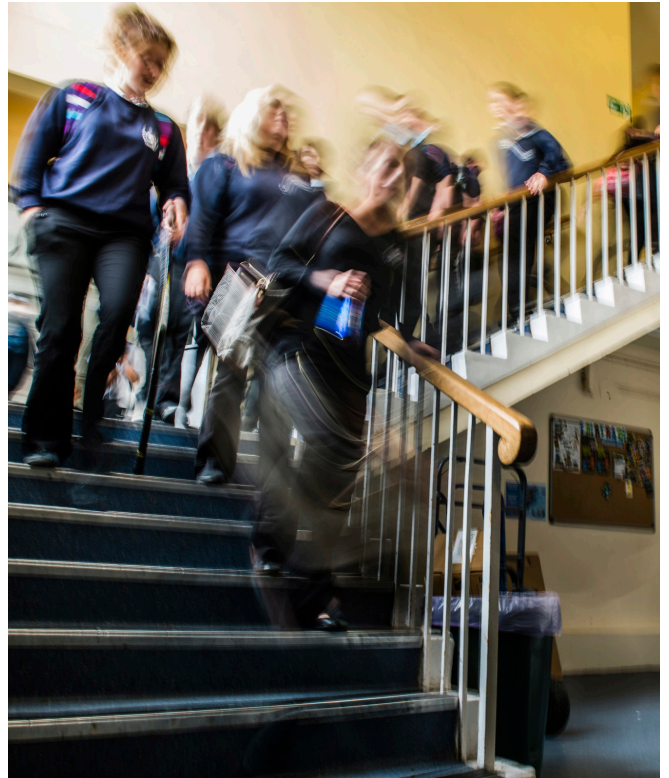
- Learning institutions will want to ensure that their learners have available to them a mix of academic/general and vocational/applied courses that are appropriate to learners' needs and the labour market.
- Learning institutions will want to work collectively to ensure that the sector as a whole benefits

from the input employers can make to the shape and content of the curriculum, particularly in the design and delivery of study programmes for 16 for 19 year-olds.

- Learning institutions will want to ensure that they retain all young people in the courses on which they are appropriately enrolled. Particular attention should be paid to the number of young people who are at risk of becoming NEET and the engagement of 17 year-olds, to address the specific issue of drop-out at that age.

Key Milestones for 2014/15

- Strategic partners and other appropriate stakeholders will need to accelerate the development of the London Employer Offer so that the capital can take full advantage of economic growth and fuel business competitiveness.
- Strategic partners, particularly practitioners in local authorities and learning institutions, will need to increase the sector's capacity to interrogate labour market data, develop a curriculum that meets the current and future needs of employers; and provide young people with high quality careers advice and guidance.



Priority - Careers Guidance

Young people should expect to exercise informed choices about their options, progress and reach their potential

Where are we now?

There has been a consensus of opinion that has challenged the government's policy on careers guidance¹² and YPES has drawn attention to the implications for London.

Strategic partners have agreed that careers guidance should be a priority that will be taken forward through European Structural Investment Funding (ESIF) for the 2014 to 2020 round¹³. This will be the vehicle to implement a more consistent and improved careers offer, including access to face-to-face guidance for all young people.

YPES has introduced *Pioneering careers work in London*¹⁴ to support schools, colleges and other practitioners in their work to deliver consistently high levels of service across London.

We welcome the newly introduced local partnership element of the National Careers Service and intend to influence its regional focus to best effect.

Actions for YPES and Strategic Partners

- Introduce the enhanced careers offer element of the ESIF strategy during 2014/15 to ensure all young people have access to high quality impartial careers education, information, advice and guidance.
- Continue to advocate the provision of the right resources for our schools, colleges and youth services to deliver the highest quality independent and impartial careers guidance for all young people in London.
- Develop more sophisticated, accessible regional and local labour market intelligence to support the delivery of well-informed careers guidance that meets the needs of young people and local labour markets.

Local Authorities: Addressing the priority in 2014/15

- Local Authorities will continue to assess the delivery of careers education, information, advice and guidance with their local partnerships of learning institutions. Destinations Measures, together with locally established 'Risk of NEET Indicators' and the pan-London leaver notification process are becoming more highly regarded as sources of information for the local accountability of learning institutions. Sharing local reviews of provision with young people through local authority processes for youth engagement will enable local partnerships to respond directly to the views of young people.
- Where authorities, working with local partnerships, are producing strategic overviews of the education offer, these should incorporate careers education, information, advice and guidance provision and demonstrate how institutions and local authority services complement each other.
- Local authorities will continue to review their arrangements for the delivery of careers guidance and support to vulnerable young people and those who are NEET as new and emerging models of delivery with schools and colleges begin to bed in.

Considerations for learning institutions' plans in 2014/15

- Schools are responsible for providing independent and impartial advice and guidance to their students in years 9 to 11¹⁵. Through local partnerships, they will be encouraged to share information to identify the most effective ways to deliver this responsibility.
- Learning institutions and local partnerships should take forward the recommendations from the Ofsted thematic review of careers guidance¹⁶, identify successful and innovative methods of delivery that can be shared more extensively across London, and make best use of resources available from other partners and stakeholders such as Apprenticeship Ambassadors, local employers, HE institutions and the new regionally-focused National Careers Service.

Key Milestones for 2014/15

- An agreed London careers offer will be in place, which will incorporate the opportunity for personalised face-to-face guidance for all young people; particularly those not engaged in education or training.
- Partners will work together to ensure that high-quality careers education and guidance is delivered consistently to all young Londoners.
- Regional and local labour market intelligence will be accessible to support the delivery of well-informed careers guidance.



Priority - Better Support at Transitions

Young people need to be better prepared, especially at 17 and 19, for progression to further and higher education and employment

Where are we now?

Young people are now required to participate in education or training until the end of the academic year in which they turn 17 (from 2015, this will rise to their 18th birthday).

More effective transition management from Key Stage 4 is needed to ensure that the significant numbers of young people continuing in education at 16 remain in learning until they have progressed to a higher level of attainment, or have the skills to find and remain in work. Our continuing research on drop-out at 17¹⁷ is highlighting the many complex issues at play in London and points to a number of possible solutions to address the challenge of meeting the needs of older teenagers. Consideration of a three-year post-16 programme of study will need to be re-examined in the light of cost savings in funding programmes for full time 18 year-old students from this August.¹⁸

With the introduction of special education and disability reforms in September 2014, effective transitions across stages of education, as well as different services, will be crucial to enabling young people with special educational needs and disabilities to move into adulthood with choice and control over their lives and good life outcomes.

Although the main obstacle to more young people getting jobs is competition in the market place, employers continue to tell us that too many young people lack the experience needed for work. While the UK Commission's Employer Skills Survey 2013¹⁹ reported that most employers found the majority of education leavers to be well prepared, the most commonly cited reason for education leavers being poorly prepared for work was that new recruits lacked experience of the working world or experience of life in general.

Actions for YPES and Strategic Partners

- Continue to provide local authorities with support as they assume responsibilities for Raising the Participation Age to age 18 and further responsibilities for supporting young people with special educational needs and disabilities to prepare for adulthood.
- Influence and shape the curriculum and its delivery in schools and colleges to ensure young people develop the skills, capabilities and resilience needed for a 21st century labour market.

Local Authorities: Addressing the priority in 2014/15

- Through their remit for championing educational excellence, local authorities will use intelligence on progression and destinations to lead partners to strive for continuous self-improvement.
- A greater degree of cross-organisational working will be needed for local authorities to meet the needs of vulnerable young people and to ensure they take full advantage of the education and training offer available to them. In particular, local authorities will need to work with multiple partners to raise the aspirations for young people with highly complex needs and provide a comprehensive offer of education and training that lead to good life outcomes.
- Local Authorities will want to ensure that there is a broad curriculum available to their young people and that it meets the full spectrum of young people's needs, not overlooking those middle-performing young people who could be supported better to excel.

Considerations for learning institutions' plans in 2014/15

- Broader programmes of study with a strong focus on progression and work skills may mean some learning institutions are unable to meet young people's learning needs if they operate on their own. Learning institutions may need to work together and/or engage other stakeholders to access more opportunities for progression.
- Learning institutions may want to share with their local authority their arrangements for learner support, especially the 16 to 19 Bursary, to enable a greater degree of coordination with other support that may be available. This will be particularly important as the demands on Bursary funds increase as more young people participate to age 18.
- Learning institutions will want to ensure that their curriculum offer remains relevant to the diverse needs of vulnerable young people. All learning institutions will need to work closely with local authorities to ensure they effectively contribute to the Local Offer, clearly articulating what is ordinarily available to students and the targeted support that they can provide.
- Colleges will need to prepare for the additional responsibilities and statutory obligations the Special Educational Needs Code of Practice will place upon them from this September.

Key Milestones for 2014/15

- Boroughs and partnerships of learning institutions will further develop their plans for full participation to age 18 in 2015, taking account of specific issues for 17 year-old learners.
- Strategic partners will have reviewed and begun to reshape support arrangements for learners with high needs and will contribute to radically improving young people's life chances through a local offer that meets the needs of all young people and their families.



Priority - Working Together

Stakeholders should work collaboratively in the interests of young people

Where are we now?

Local authorities come together to address issues on a cross-border, sub-regional, cross-regional (i.e. with other authorities outside London) or on a London-wide basis (through London Councils) as the need arises. They contribute to and, where appropriate, lead partnerships of learning institutions and other strategic partners to share intelligence, provide challenge and support where needed, and work together in the interests of young people.

YPES commissioned a report from the Institute of Education on the condition of local partnerships, which showed that the majority of local authorities maintained or supported local partnerships of learning institutions in their area, while other areas had less formal arrangements²⁰.

Through the LEP, ESIF will become available during the course of the year. More effective programmes will be commissioned as a result of stronger partnership working in London and delivery should complement existing provision. Similar arrangements will accompany any further new funding streams that emerge during the year.

Actions for YPES and Strategic Partners

- Continue to highlight the range of intelligence and data available that points to strengths and weaknesses in participation, achievement and progression, and make publicly available data that supports the accountability of all partners to enable a shared approach to improving outcomes.
- Further develop partnership working to provide increased opportunities that help all young people get on in life; promote a spirit of enterprise and entrepreneurship; shape a curriculum for a 21st century economy; and strengthen vocational education in the capital.

Local Authorities: Addressing the priority in 2014/15

- The membership of borough networks of learning institutions and partnerships should be reviewed so that all organisations delivering learning and work related opportunities contribute to discussions on young people's work and life prospects, irrespective of the source of their funding.
- Local authorities will analyse and publish appropriate data to ensure that the education system works for all and challenge every institution to do their best for local people.
- Local authorities will engage with neighbouring authorities and learning institutions to establish what changes may be required to the learning infrastructure, including new provision to fill gaps in the education offer.
- In developing the local offer, local authorities, working with learning institutions, will want to pay particular attention to the needs of young people with complex needs and ensure the sufficiency and adequacy of places.

Considerations for learning institutions' plans in 2014/15

- Learning institutions will need to work with their local authorities to access regular and current employer and labour market intelligence that will enable them to plan and develop an appropriate curriculum offer. Learning institutions will also want to work with local authority colleagues to engage actively with employers and support inward investment.
- Learning institutions will need to ensure that learners are following an appropriate curriculum to fulfil their potential and follow their chosen progression route. The introduction of study programmes for 16 to 19 year-olds requires learning institutions to work with key partners to expand and increase employer engagement, ensuring all young people have access to high quality work experience which supports progression into employment.

- Apprenticeship providers will need to broaden their offer to enable young people to access alternative routes to Higher Education through Higher Apprenticeships.

Key Milestones for 2014/15

- All strategic partners will contribute to the development of the local offer, ensuring the sufficiency of high-quality learning and work opportunities, progression routes and appropriate support for young people with complex needs.
- Effective partnership working will demonstrably result in improved participation, retention, attainment and progression for key vulnerable groups of young people.
- Effective data sharing arrangements between local authorities and learning institutions, through the pan-London leaver notification process, are embedded and data sharing arrangements with funding bodies and other partners support young people to learn and progress.



annex 1

The targets for young people's education and training for 2014/15

In setting targets for 2014/15, we note that in some of the measures performance has dipped. For the period covered by this statement we have therefore proposed to re-establish a positive trend and demonstrate how in future years London will make up ground on top performers and reach its goal of 'being the best'.

Participation

Participation 16 year-olds (measured in June)

Actual 2012	Actual 2013	2014 Target	2015 Target
91.8%	92.9%	96%	98%

Source: DfE Proportion of 16- and 17-year-olds recorded in education and training

Participation 17 year-olds (measured in June)

Actual 2012	Actual 2013	2014 Target	2015 Target
87.4%	89.8%	92%	94%

Source: DfE Proportion of 16- and 17-year-olds recorded in education and training

Participation 16 and 17 year-olds (measured in June)

Actual 2012	Actual 2013	2014 Target	2015 Target
89.6%	91.3%	94%	96%

Source: DfE Proportion of 16- and 17-year-olds recorded in education and training

16-18 NEET (measured in December)

Actual 2012	Actual 2013	2014 Target	2015 Target
5.0%	3.8%	3.0%	2.0%

Source: National Client Caseload Management Information System

Note: The targets set out in the Annual Statement of Priorities 2013/14 were based on measurement in August

Activity not known (measured in December)

Actual 2012	Actual 2013	2014 Target	2015 Target
9.7%	9.4%	8.9%	8.2%

Source: National Client Caseload Management Information System

Note: The targets set out in the Annual Statement of Priorities 2013/14 were based on measurement in August

Apprenticeships starts: 16-18 year-olds

Actual 2011/12	Actual 2012/13	2013/14 Target		2014/15 Target
		Current	Revised	
10,670	9,490	14,052	10,670	12,697

Source: The Data Service Apprenticeships Programme Starts by Region, Level and Age 2005/06 - 2012/13

Apprenticeships Success Rates: 16-18 year-olds

Actual 2011/12	Actual 2012/13	2013/14 Target	2014/15 Target
71.1%	70.9%	72.1%	73.4%

Achievement

A Level Point score per candidate

Actual 2011/12	Actual 2012/13	2013/14 Target		2014/15 Target
		Current	Revised	
695.1	682.7	726.8	680	695

Source: DfE, SFR02/2014

A Level point score per entry

Actual 2011/12	Actual 2012/13	2013/14 Target		2014/15 Target
		Current	Revised	
209.3	209.5	216.4	210	212

Source: DfE, SFR02/2014

Percentage of students achieving 2 or more passes at A Level or equivalent

Actual 2011/12	Actual 2012/13	2013/14 Target		2014/15 Target
		Current	Revised	
93.8%	92.0%	98.6%	93%	94%

Source: DfE, SFR02/2014

Level 3 Attainment at 19

	Actual 2011/12	Actual 2012/13	2013/14 Target		2014/15 Target
			Current	Revised	
All	61%	63%	66%	63%	64%
FSM	49%	51%	39%	52%	55%
Not FSM	64%	66%	68%	66%	68%
Gap	15%	15%	29%	14%	13%

Source: DfE, SFR10/2014

Level 2 Attainment at 19

	Actual 2011/12	Actual 2012/13	2013/14 Target		2014/15 Target
			Current	Revised	
All	86%	87%	85%	87%	88%
FSM	79%	81%	80%	82%	84%
Not FSM	88%	89%	87%	89%	90%
Gap	9%	8%	7%	7%	6%

Source: DfE, SFR10/2014

Progression

KS4 Destination Measure

Actual 2010/11	Estimated 2011/12	Estimated 2012/13	2013/14 Target		2014/2015 Target
			Current	Revised	
90%	94%	97%	100%	97%	97%

Source: DfE OSR13/2012, SFR19/2013

KS5 Destination Measure

Actual 2010/11	Estimated 2011/12	Estimated 2012/13	2013/14 Target		2014/2015 Target
			Current	Revised	
71%	78%	83%	88%	89%	91%

Source: DfE, OSR13/2012, SFR19/2013

Proportion of 16-18 Cohort Progressing to University

Actual 2010/11	Estimated 2011/12	Estimated 2011/12	2013/14 Current Target	2014/2015 Target
56%	63%	64%	65%	66%

Source: DfE, OSR13/2012, SFR19/2013

annex 2

The London Councils: Young People's Education and Skills Board membership 2013/14 (March 2014)

Debbie Akehurst, Head of Corporate Responsibility, Land Securities Group (London Enterprise Panel member)

Dr Caroline Allen OBE, Principal, Orchard Hill College (Association of Colleges (AoC)/Association of National Specialist Collges (Natspec) - Specialist Provider representative)

Dr Graeme Atherton, Director, AccessHE

Cllr Georgie Cooney, (Conservative), Cabinet Member for Education, London Borough of Hammersmith and Fulham (Tri-Borough)

Vic Farlie, Chairman, London Work Based Learning Alliance

Vic Grimes, Regional Director of Apprenticeships, National Apprenticeship Service

Derek Harvey, Group Partnership Manager London and the Home Counties, Department for Work and Pensions (DWP)

Cllr Peter John (Labour), Leader, London Borough of Southwark and London Lead Member for Children and Young People – London Councils Leaders' Committee (**Chair of the YPES Board**)

Peter Lang, Head Teacher, Uxbridge High School (Association of School and College Leaders representative)

Jill Lowery, Director of Relationship Team – London, Skills Funding Agency

Frank McLoughlin CBE, Principal, City and Islington College (AoC – FE representative)

Munira Mirza, Deputy Mayor for Education and Culture, The Mayor's Office, Greater London Authority

Jack Morris OBE, Chairman, Business Design Centre Group Limited (London Enterprise Panel member)

Dr Jane Overbury OBE, Principal, Christ the King Sixth Form College (AoC – Sixth Form College representative)

Alan Parnum, Director of Implementation – External Commissioning, Education Funding Agency (EFA)

Pat Reynolds, Director of Children's Services, London Borough of Redbridge

Cllr David Ryder-Mills, (Liberal Democrat), Lead Member for Children and Young People, Royal Borough of Kingston upon Thames

Tim Shields, Chief Executive, London Borough of Hackney (Chief Executives London Committee representative)

Frankie Sulke, Executive Director for Children and Young People, London Borough of Lewisham

Mary Vine-Morris, Director, London Councils: Young People's Education and Skills

OBSERVERS

Nick Lester, Corporate Director, London Councils

Caroline Neville OBE, Regional Director, AoC - London Region

Endnotes

- 1 For details of the current membership of the YPES Board please see Annex 2 or:
www.londoncouncils.gov.uk/London%20Councils/YPESMembershipOct2013.pdf
- 2 “Being The Best: Implementing The Vision for Young People’s education and Skills in London”, London Councils, 2012 www.londoncouncils.gov.uk/London%20Councils/YPESBeingTheBest.pdf
- 3 “Being The Best: Implementing The Vision for Young People’s education and Skills in London”, London Councils, 2012 www.londoncouncils.gov.uk/London%20Councils/YPESBeingTheBest.pdf
- 4 “Young people in London: an evidence base”, London Councils, 2014:
www.londoncouncils.gov.uk/policylobbying/children/education14to19/keydocuments.htm
- 5 “What is happening with 17+ participation, attainment and progression in London?”, IoE / London Councils
www.londoncouncils.gov.uk/London%20Councils/Whatishappeningwith17participationattainmentandpro.pdf
- 6 London’s Economy Today: www.london.gov.uk/priorities/business-economy/publications/londons-economy-today
- 7 “London’s Skills Challenge: Meeting London’s Skills gap”
www.londoncouncils.gov.uk/policylobbying/economicdevelopment/increasingemployment/skillsgap.htm
- 8 “Jobs and Growth Plan for London”, London Enterprise Panel / Greater London Authority, 2013
www.london.gov.uk/sites/default/files/Jobs%20%26%20Growth%20Plan%20for%20London.pdf
- 9 “Education and training success rates in England (2011/12)”, Skills Funding Agency, 2012:
www.data.gov.uk/education-and-training-successratesinenglande-2011-12
and “Qualification success rates for school sixth forms: 2011 to 2012”, Department for Education, 2013:
www.gov.uk/government/publications/qualification-success-rates-for-school-sixth-forms-2011-to-2012
- 10 “Going for Gold – The Final Report of the Mayor’s Education Inquiry”, October 2013
www.london.gov.uk/sites/default/files/The%20Mayor’s%20Education%20Inquiry%20Final%20Report.pdf
- 11 For details about the London Enterprise Panel please see:
www.london.gov.uk/priorities/business-economy/working-in-partnership/london-enterprise-panel/about-lep
- 12 Among the main publications about careers guidance are:
 - Education Select Committee Report on Careers Guidance for Young People and the Government response (www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament-2010/careers-guidance-for-young-people1/)
 - “Going in the Right Direction? Careers guidance in schools from September 2012”, Ofsted, 2013
www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012 and the

government's response:

www.gov.uk/government/news/government-calls-for-culture-change-in-careers-guidance

- "Pioneering Careers Work in London", London Councils, 2013
[www.londoncouncils.gov.uk/London%20Councils/Pioneeringcareersworkinlondon%20\(2\).pdf](http://www.londoncouncils.gov.uk/London%20Councils/Pioneeringcareersworkinlondon%20(2).pdf)
- 13 "2014-2020 European Structural & Investment Funds Strategy for London" London Enterprise Panel, 2014:
www.london.gov.uk/sites/default/files/London%20LEP%20ESIF%20Strategy%202014-20%20%281%29.pdf
- 14 "Pioneering Careers Work in London", London Councils, 2013
[www.londoncouncils.gov.uk/London%20Councils/Pioneeringcareersworkinlondon%20\(2\).pdf](http://www.londoncouncils.gov.uk/London%20Councils/Pioneeringcareersworkinlondon%20(2).pdf)
- 15 For the Statutory Guidance please see:
www.gov.uk/government/publications/careers-guidance-for-young-people-in-schools
- 16 "Going in the Right Direction? Careers guidance in schools from September 2012", Ofsted, 2013
www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012
- 17 "What is happening with 17+ participation, attainment and progression in London?", IoE / London Councils
www.londoncouncils.gov.uk/London%20Councils/Whatishappeningwith17participationattainmentandpro.pdf
- 18 Please see "Funding for academic year 2014 to 2015 for students aged 16 to 19 and high needs students aged 16 to 25" dated 10th December 2013 (<https://www.gov.uk/government/publications/letter-from-peter-mucklow-to-efa-2014-to-2015-student-funding>)
- 19 "Employer Skills Survey 2013", UKCES, 2014 www.ukces.org.uk/ourwork/employer-skills-survey
- 20 "Rebuilding and Extending 14-19 Partnership Working in London to improve participation, progression and transition for young people", IoE / London Councils, 2013
[www.londoncouncils.gov.uk/London%20Councils/1419partnershipreportfinal22513%20\(2\).pdf](http://www.londoncouncils.gov.uk/London%20Councils/1419partnershipreportfinal22513%20(2).pdf)

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