

Young People's Education and Skills

Briefing Note – Update 6

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Summary This paper provides an update on young people's education and skills issues.

Recommendation Recipients are asked to note the content of this report and submit any comments to peter.obrien@londoncouncils.gov.uk.

1 Introduction

1.1 This is the sixth update on Young People's Education and Skills issues in London (the previous papers are available on our dedicated webpage¹). These updates provide a means of providing information to the Young People's Education and Skills Board, lead councillors and officers in London boroughs and other partners and stakeholders at a time when regular meetings are not taking place. This update covers November to mid-December 2020.

2 Context

2.1 This paper does not seek to summarise or further explain the government's general guidance on Covid-19 or the specific guidance from the Department for Education (DfE) but considers some of the main effects on different aspects of the education and skills sector in London. Annex 1 provides a list of sources of official guidance.

¹ <https://www.londoncouncils.gov.uk/node/37307>

2.2 Two bodies have been established to ensure that London moves smoothly out of the lockdown arrangements:

- London Transition Board²
- London Recovery Board³ (you can sign up to [receive updates from the London Recovery Board](#)). The London Recovery Board aims to: reverse the pattern of rising unemployment and lost economic growth caused by the economic scarring of Covid-19; support our communities, including those most impacted by the virus; help young people to flourish with access to support and opportunities; narrow social, economic and health inequalities; accelerate delivery of a cleaner, greener London. The Board has committed to taking a missions-based approach to the Recovery Programme⁴.

2.3 In support of the London Recovery Board's Youth Recovery Mission work, a survey was conducted of the youth sector and infrastructure groups. The survey's results will provide a picture of youth services in London and has been developed collaboratively by the Centre for Youth Impact, London Youth, London Councils, Partnership for Young London and the Mayor of London. A similar survey, being facilitated by London Councils and the Mayor of London, will be run in parallel and will be targeting key contacts within councils. The two surveys will form a rich view of the challenges and opportunities emerging for our sector. The youth sector has consistently suffered from not having enough data to powerfully and consistently communicate the value of its work and help funders and commissioners make informed decisions as to how to support the youth sector in London. Please contact josie.todd@london.gov.uk for further information.

² <https://www.gov.uk/government/news/london-s-Covid-19-transition-board-meets-for-the-first-time>

³ <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/london-recovery-board>

⁴ <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/recovery-context>

3 Data

- 3.1 The House of Commons Library⁵, though primarily aimed at Members of Parliament, produces briefing papers that bring together research, data and opinions about various aspects of the country's response to Covid-19, government policies and our future emergence from the lockdown. Recent publications include a short paper looking at educational trajectories for black pupils and students in England and a research briefing showing changes in education spending as a proportion of Gross Domestic Product, and offers comparisons with other countries over the last seven decades⁶.
- 3.2 The Local Authority Interactive Tool (LAIT)⁷ produced by the DfE, is an interactive spreadsheet comparing data about children and young people across all local authorities in England and has also been updated with the latest published data.
- 3.3 During the pandemic, the Office for National Statistics (ONS) has published a wide variety of data and analysis across various themes and topics on a dedicated Covid-19 web page. It has introduced new surveys, developed new insight, used new data sources and published new cross-cutting analysis in response to demands for high quality, trustworthy and up-to-date statistics throughout the pandemic, while maintaining and developing existing statistics to assess the impact of the coronavirus pandemic. It has launched a web page that brings together information on the pandemic by theme⁸, from which individual reports can be downloaded. Each theme provides an overall narrative on the subject matter based on what has been published to date

⁵ <https://www.parliament.uk/commons-library>

⁶ https://commonslibrary.parliament.uk/research-briefings/sn01078/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=4261aa483f-EMAIL_CAMPAIGN_2020_10_29_08_00&utm_medium=email&utm_term=0_a9da1c9b17-4261aa483f-102517489&mc_cid=4261aa483f&mc_eid=d34cbf25d7

⁷ <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

⁸ <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19reviewdataandanalysismarchtooctober2020/2020-10-28>

and provides links to more detailed data and analysis along with the relevant contact points.

- 3.4 Data specific to London is published monthly by Greater London Authority (GLA) Economics⁹ and Intelligent London¹⁰ is also updated frequently with the latest available data. The GLA's City Intelligence Unit has been publishing a series of digests of external research that offer short summaries of major research reports and a deep dive into one or two topics¹¹.
- 3.5 This paper is in three parts: Part One covers current issues, Part Two provides a short general policy update and Part Three includes a brief performance update. (the government uses the term "education settings" to describe any institution in which learning takes place - for consistency, we use the same term in this paper).

⁹ <https://data.london.gov.uk/gla-economics/>

¹⁰ <http://www.intelligentlondon.org.uk/>

¹¹ <https://data.gov.uk/dataset/bc4f5f36-95a2-4a02-b13d-ef8e18ab0ffb/summaries-of-external-research-on-covid-19>

Part One: Current Issues

4 Government Announcements

- 4.1 A further national lockdown took place in England from 5 November until 2 December. Unlike the spring/summer lockdown, educational settings remained open during the autumn. The Prime Minister announced revised arrangements for the three-tier system that will come into effect in England after the lockdown and an easement to travel restrictions over Christmas.
- 4.2 The Prime Minister announced the government's plan for a 'green revolution', which covers clean energy, transport, nature and innovative technologies. Backed by £12 billion of government investment, the government plans to create 250,000 jobs.
- 4.3 The Chancellor of the Exchequer presented the government's Spending Review¹² to Parliament on 25 November 2020 (it had previously been decided not to proceed with a long-term review in favour of a one year plan that concentrated on tackling Covid-19 and its social and economic consequences). In general terms. The government has linked its Covid response to the 'levelling-up' agenda that was central to its election manifesto and the pledge to maximise the benefits of exiting the EU to areas outside of London (for example, the review of 'The Green Book' – the rules for evaluating government spending plans – published at the same time as the Spending Review, makes it clear that the government will take alignment with the levelling up agenda into account when approving expenditure). This could make it more difficult for London-based projects to receive funds in the future, especially as a new £4 billion Levelling Up Fund is being introduced. The main issues relating to post-16 education and skills in London were:
- £83 million is promised to the FE sector in 2021-22 to fund an increase in places as enrolments have increased this year.

¹² https://www.gov.uk/government/publications/spending-review-2020-documents?utm_source=67cd316e-8f2e-45f2-8bc1-71b78709d9c5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

- Some additional flexibilities will be applied to the apprenticeship levy, apprenticeship incentives are extended and the minimum wage will increase.
- The National Skills Fund will be used to fund the Prime Minister's 'Lifetime Skills Guarantee' (for adults without a level 3 qualification); other measures in the government's Plans for Jobs (such as Traineeships and the National Careers Service); and capital spending (including preparations for a new Flexible Loan Entitlement and new collaboration between Further Education (FE) and employers).
- A real-term maintenance of the per-student base rate in FE.
- Funds previously announced for FE capital expenditure - T levels will be honoured.
- £220 million will be made available in 2021-22 to help local areas prepare for the introduction of the UK Shared Prosperity Fund (though the objectives and geographical scope of the fund, which is intended to replace European Structural Investment Funds, have yet to be published).
- £2.2 billion extra for schools in England, representing 2.2 per cent increase per pupil including funding for Free School Meals over the school holidays.
- £300 million in 2021-22 for new school places for children with special educational needs and disabilities.
- Pay freeze for teachers and school staff earning above £24,000 per year.
- Previously announced £220 million Holiday Activities and Food programme including investment in Flexible Childcare Fund.
- A new 'Restart' Programme for the long-term unemployed funded by £3m from the government.
- £16.5 million emergency funding package to protect the immediate future of grassroots and national youth organisations.

- 4.4 Many in local government, including London Councils, believe that the spending review, while providing some good news for London, does not adequately address its pressing needs including housing, infrastructure and providing certainty to its key industries upon which jobs and growth depend. Neither does the Spending Review provide more than immediate relief to the pressing concerns over local authority funding that raises the risk of further cuts in services in the next financial year – this will become clearer when the local government spending settlement is announced. There was also some disquiet in the wider children and youth services sector that the Chancellor could have paid more specific attention to the needs of disadvantaged young people.
- 4.5 Earlier in November, the government announced that a new £170 million Covid-19 Winter Grant Scheme will be distributed to councils to stop children going hungry during the second wave of the pandemic¹³. At least 80 per cent of the funding will be used to help families pay for bills and provide food for children over the holidays. The House of Commons Library has prepared a paper that explains the background to the government’s decision¹⁴ and the National Audit Office (NAO) has published a report¹⁵ criticising aspects of the way in which the government contracted with Edenred for the provision of free school meals vouchers to eligible families.
- 4.6 The DfE has announced a new Covid Workforce Fund to support with costs of staff absences in schools and colleges¹⁶. The government also clarified that

¹³ <https://www.gov.uk/government/news/new-winter-package-to-provide-further-support-for-children-and-families>

¹⁴ https://commonslibrary.parliament.uk/research-briefings/sn04195/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=6009d3331a-EMAIL_CAMPAIGN_2020_11_13_08_00&utm_medium=email&utm_term=0_a9da1c9b17-6009d3331a-102517489&mc_cid=6009d3331a&mc_eid=d34cbf25d7

¹⁵ https://www.nao.org.uk/report/investigation-into-the-free-school-meals-voucher-scheme/?utm_campaign=investigation-into-the-free-school-meals-voucher-scheme&utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

¹⁶ <https://www.gov.uk/government/news/new-funding-to-support-schools-and-colleges-during-covid-pandemic>

the £350 million allocated to the National Tutoring Programme covered two years and not one as was previously thought.

- 4.7 The Secretary of State for Education announced extra measures to support students sitting exams and other assessments in summer 2021 “to improve fairness and prevent disruption”¹⁷. It was also announced that there will be a staggered start to opening schools¹⁸ and colleges after Christmas so that arrangements can be made for testing staff and students for Covid-19.
- 4.8 The DfE has announced that although the Qualification Achievement Rates of educational institutions will not be published, they will be made available to Ofsted¹⁹.
- 4.9 In a judgment given on 24 November²⁰, the Court of Appeal declared that the Secretary of State for Education acted unlawfully in failing to consult the Children’s Commissioner for England and other children’s rights organisations before making “substantial and wide-ranging” (79) changes to legal protections for England’s 78,000 children in care.
- 4.10 The government launched the Freeport bidding process on 16 November (closes 2 February 2021)²¹. Freeports offer tax and customs benefits to areas and are a component of the government’s post-EU exit strategy to create jobs. Several bids affecting London are understood to be under development, including a Thames Freeport.

¹⁷ <https://www.gov.uk/government/news/extra-measures-to-support-students-ahead-of-next-summertime-exams>

¹⁸ <https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021>

¹⁹ <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability-for-the-2019-to-2020-academic-year>

²⁰ <https://www.localgovernmentlawyer.co.uk/child-protection/392-children-protection-news/45458-court-of-appeal-rules-education-secretary-acted-unlawfully-in-failing-to-consult-children-s-commissioner-and-others-before-relaxing-safeguards-for-children-in-care-during-pandemic>

²¹ <https://www.gov.uk/government/news/freeports-bidding-process-opens-for-applications>

5 Parliament/Education Select Committee

- 5.1 The House of Commons held a Westminster Hall debate on FE funding²², for which the House of Commons Library produced a briefing paper²³.
- 5.2 The Public Accounts Committee held an evidence session on managing colleges' financial accountability with Eileen Milner (Chief Executive, Education and Skills Funding Agency (ESFA)), Matthew Atkinson (Director of Provider Market Oversight, ESFA) and Susan Acland-Hood (Permanent Secretary, DfE) on 26 November 2020²⁴.
- 5.3 The Chair of the Education Select Committee, Rt Hon Robert Halfon MP has written to the Secretary of State for Education on behalf of the Committee claiming that Ofqual followed instructions from ministers rather than take into account repeated warnings from varied sources in the run up to this year's exams. The letter²⁵ suggests that the DfE should develop contingency plans now to support the exam process in 2021.
- 5.4 As part of its inquiry into the Department for Work and Pensions (DWP) Preparations for Changes in the World of Work, The House of Commons Work and Pensions Select Committee held an evidence session on 4 November 2020²⁶ at which the importance of bringing together employment and skills support emerged as a key theme.

6 Participation and the risk of young people being not in education, employment or training (NEET)

- 6.1 The Local Government Association (LGA) has warned that children are missing on full-time education. The report *Children missing education*

²² <https://hansard.parliament.uk/Commons/2020-11-04/debates/C7BE7224-41CB-4DB0-95C5-B918094A69D6/FurtherEducationFunding>

²³ <https://researchbriefings.files.parliament.uk/documents/CDP-2020-0117/CDP-2020-0117.pdf>

²⁴ <https://committees.parliament.uk/event/2807/formal-meeting-oral-evidence-session/>

²⁵ <https://committees.parliament.uk/committee/203/education-committee/news/123514/education-committee-writes-to-secretary-of-state-on-cancellation-of-summer-exams-and-2021-series/>

²⁶ <https://committees.parliament.uk/event/2598/formal-meeting-oral-evidence-session/>

*analyses data from 2018/19*²⁷ concludes that the phenomenon was already becoming an issue before the pandemic and has since become a major concern. The LGA assesses that although the official statistics suggest that 282,000 children and young people missed out on full-time formal education in 2018/19, the true figure may be 1.4 million depending on how “full-time” and “formal” are defined. The report also notes the increase in home-schooling, especially for children and young people with special educational needs and disabilities (SEND). In response, it argues that schools should share their registers with their local authority. The report acknowledges that many parents provide good home education but raises concerns that Covid-19 has led to increasing numbers of children receiving unsuitable education outside the classroom and missing out on the benefits that a school environment brings, such as safeguarding and learning and socialising with other children. It refers to effective practice within local authorities such as:

- early identification and support.
- preventative and restorative action.
- re-engaging pupils who have been out of education.
- monitoring and tracking.

6.2 Latest data from the Association of Colleges (AoC)²⁸ suggests that as many as 100,000 students may be missing out on learning because they do not have a suitable device to learn on or home access to the internet. The AoC points out that college students have been excluded from government funded laptops for under-16s and its figures confirm that the lost learning gap will only widen if post-16 students do not have equal access to the equipment they need to catch up.

6.3 The Association of Directors of Children’s Services (ADCS) *Elective Home Education Survey 2020*²⁹ says that on school census day (1 October 2020) a total of 66,648 children and young people were known to be electively home

²⁷ <https://local.gov.uk/children-missing-education>

²⁸ <https://www.aoc.co.uk/news/100000-college-students-still-without-suitable-device-learning>

²⁹ <https://adcs.org.uk/education/article/elective-home-education-survey-2020>

educated (EHE) across 133 responding local authorities and it is therefore estimated that 75,668 children and young people were being EHE across all 151 LAs in England. This represents an increase of approximately 38 per cent from the same school census day in 2019 (3 October 2019). It is also estimated that 19,510 children and young people have become EHE since 1 September 2020. This represents 25 per cent of the total estimated number being home educated on school census day. During the whole of the last academic year (2019/20) an estimated cumulative total of 86,335 children and young people were being home educated across all 151 local authorities - this represents an increase of 10 per cent from the 2018/19 academic year. The most common reason cited by parents for home educating their child/ren was due to health reasons directly related to Covid-19. Approximately nine per cent of children and young people being home educated are known to children's social care, both historical and/or current. 14 per cent are known to wider children's services, both historic and/or current.

6.4 The Labour Party has produced an analysis³⁰ of the arrangements for children who fell behind while they were unable to attend school in the spring / summer closures. The analysis says that:

- 1.1 million children on Free School Meals, who are most likely to fall behind their peers, will miss out on support from the National Tutoring Programme, when at full capacity.
- Only half of the National Tutoring Programme has been allocated for spending this year, with the scheme now being stretched over two academic years.
- Fewer than one in five of the promised mentors are in place as we near the end of the autumn term, with the rest not expected to be in place until Spring 2021; too late for many pupils sitting exams this year.

³⁰ <https://labour.org.uk/press/labour-warns-government-failing-generation-of-children-as-new-analysis-shows-pupils-will-miss-out-on-vital-catch-up-support/>

7 Apprenticeships

7.1 London Council's Apprenticeship Sub-Group (comprising local authority officers and key partners) has published its annual Apprenticeship pay and levy survey of London's local authorities³¹. The rates of pay vary, but more councils are now paying the London Living Wage to its apprentices.

8 T Levels

8.1 The DfE has announced the providers who have been selected to deliver T Levels in academic years 2020 to 2021, 2021 to 2022 and 2022 to 2023 and providers planning to deliver the T Level Transition Programme in 2020 to 2021 and 2021 to 2022 academic years.³²

9 Quality and Standards

9.1 Her Majesty's Chief Inspector presented her annual report³³ on 1 December 2020. The annual report covers all areas within HMCI's remit (education, children's services and skills); this summary covers the headlines relating to young people's education and skills:

- The overall proportion of institutions graded good or outstanding remained the same but Apprenticeships are the "weakest" area of provision in FE providers, with one in ten judged 'inadequate' last year.
- Inspections of newly-merged colleges found a third 'required improvement.
- Covid-19 has "serious financial implications" for the further education and skills sector.

³¹ <https://www.londoncouncils.gov.uk/node/37889>

³² https://www.gov.uk/government/publications/providers-selected-to-deliver-t-levels?utm_source=c03947c4-9c04-4f85-8bb8-79c5489868a8&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

³³ <https://www.gov.uk/government/publications/ofsted-annual-report-201920-education-childrens-services-and-skills>

- Online education is only a 'partial' solution to ensuring a good quality of education and training where these cannot happen face to face.
- 9.2 Ofsted has published its second report³⁴ in a series looking at the effects of the Covid-19 pandemic across the sectors it inspects and regulates, from early years and children's social care, through to post 16 education. The report finds that some children, of all ages and backgrounds, have lost some basic skills and learning as a result of school closures and restrictions on movement.
- 9.3 Ofsted and the Care Quality Commission (CQC) has published a report³⁵ based on evidence from six visits to local areas conducted in October 2020, which looked at SEND provision. Its main survey findings from the visits regarding families included that many families found the first national Covid-19 restrictions challenging and said coping got harder as time went on. Parents and carers who normally relied on established routines, informal and family support networks and specialist services for their children struggled without them. Some spoke about their child's regression, their own emerging mental health difficulties, the challenges of explaining restrictions to their children, or real concerns about the risks the virus posed to their child's health. About children and young people, it found that some had positive experiences, at least in some respects. Those who remained in education throughout were reported to have benefited from the experience and often flourished with smaller class sizes and more support. Others enjoyed being at home and made progress.
- 9.4 Ofsted has confirmed that there will be a phased return to graded inspections during 2021 following their suspension due to Covid-19³⁶.
- 9.5 The Association of Employment and Learning Providers (AELP) in a survey of its members³⁷ says that training providers must do more to embrace online learning to improve support for young people while the country is still feeling

³⁴ <https://www.gov.uk/government/news/ofsted-children-hardest-hit-by-covid-19-pandemic-are-regressing-in-basic-skills-and-learning>

³⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/933499/SEND_COVID-19_briefing_October_2020.pdf

³⁶ <https://www.gov.uk/government/news/ofsted-phased-return-to-inspections>

³⁷ <https://www.aelp.org.uk/media/3991/the-way-we-work-aelp-fetl-v8.pdf>

the effects of Covid-19, particularly during various shades of lockdown. The report, backed by Further Education Trust for Leadership (FETL), also recommend training for staff to better understand the mental health challenges young people face during lockdown.

10 Achievement

- 10.1 Please see Part Three of this report for an overview of this year's Key Stage 4 and post-16 results.
- 10.2 The DfE has published research³⁸ into the 'London effect' (what the authors refer to as 'London's advantage in attainment at Key Stage 4' or 'the higher attainment and progress of pupils in London compared to the rest of England in recent times') using data from the Longitudinal Study of Young People in England (LSYPE) 1 and 2. The report acknowledges that Key Stage 4 attainment depends on pupils' prior educational experiences including at primary school and that features of the 'London effect' are also evident in other locations, such as Birmingham and Manchester. The study focuses its attention on disadvantaged young people, where its research findings suggest that the 'London effect' is most prominent. It notes that the 'London effect' has reduced in recent years and that the perceived advantage varies in different locations within London. It attributes considerable weight to parental involvement in children's education (increased expectations/aspirations of parents). Although the report mentions the London Challenge, it does not attribute great significance to this initiative as contributing to the 'London effect'. It proposes to research further into Key Stage 2 and consider the progress being made at Key Stage 4. It does not comment on, or propose to consider, post-16 provision or attainment.
- 10.3 The House of Commons Library published a briefing³⁹ that details the support available for more able and talented students in UK schools, the

³⁸ <https://www.gov.uk/government/publications/examining-the-london-advantage-in-attainment-evidence-from-lsype>

³⁹ https://commonslibrary.parliament.uk/research-briefings/cbp-9065/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=a9ff1fbb36-EMAIL_CAMPAIGN_2020_12_03_08_00&utm_medium=email&utm_term=0_a9da1c9b17-a9ff1fbb36-102517489&mc_cid=a9ff1fbb36&mc_eid=d34cbf25d7

attainment gaps existing amongst the more able and evaluations on the effectiveness of support provided.

10.4 The Education Policy Institute (EPI) is among the organisations calling on the government to introduce safety measures if next year's planned GCSE and A level exams are cancelled⁴⁰.

10.5 Data analysts Schools Dash and Rising Stars Assessment have reported⁴¹ that mainstream state schools show substantial reductions in attainment between 2019 and 2020 and not all pupils appear to have been affected equally. This study looks at the impact of deprivation levels, location, subject and year group on performance. Key findings include:

- younger year groups show bigger reductions in attainment than older year groups.
- children eligible for the Pupil Premium show larger average declines than those who are not.
- schools with higher levels of deprivation, situated in urban areas or located in the north or midlands, show greater declines.

10.6 The Shadow Education Secretary has said that students in regions badly hit by Covid-19 should get 'special consideration' – similar to the help exam students with long-term illnesses currently receive. There have been demands from across the education sector for GCSEs and A levels in 2021 to be replaced by quality-assured centre-based assessments. There was also a proposal to cut the summer break to provide more opportunities for students to catch up with lost learning.

⁴⁰ https://epi.org.uk/wp-content/uploads/2020/11/EPI_position-2021exams.pdf

⁴¹ https://www.risingstars-uk.com/media/Rising-Stars/Assessment/Whitepapers/RS_Assessment_white_paper_1.pdf

11 Progressions - the Labour Market

- 11.1 The government has updated its webpage⁴² containing information about the range of government programmes, some of which offer financial incentives, that are available for employers who are considering hiring employees or offering work experience. The update includes case studies about how employers are using apprenticeship incentives and the Kickstart Scheme.
- 11.2 The official statistics from the ONS⁴³ show that the economy bounced back from recession, with a record growth of 15.5 per cent in July to September; though this means that the economy is still 8.3 per cent smaller than before the pandemic.
- 11.3 The ONS labour market statistics published on 10 November suggest that there was a slight drop in the previous month in the number of payroll employees in the UK. Since March 2020, the number of payroll employees fell by 782,000; however, the larger falls were seen at the start of the Covid-19 pandemic. The ONS' analysis of the Labour Force Survey (LFS) shows the employment rate has been decreasing since the start of the coronavirus pandemic, while the unemployment rate is now rising sharply. Redundancies have reached a record high in the most recent period, and total hours worked, while still low, show signs of recovery. The number of people temporarily away from work has fallen since its peak in April and May 2020. There are also fewer people away from work because of the pandemic and receiving no pay. Vacancies have continued to recover in the latest period but are still below the levels seen before the impact of the pandemic. Annual growth in employee pay continued to strengthen as more employees returned to work from furlough, but pay growth is still subdued as some

⁴² https://www.gov.uk/guidance/plan-for-jobs-skills-and-employment-programmes-information-for-employers?utm_source=4ab1969a-6825-4ce6-b753-cbb647768384&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

⁴³ https://www.gov.uk/government/statistics/gdp-monthly-estimate-uk-september-2020?utm_source=f8c600a2-3dd7-4273-97ae-a7e178ba5c5a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

workers remain furloughed and employers were paying less in bonuses. In summary:

- The UK employment rate in the three months to September 2020 was estimated at 75.3 per cent, 0.8 percentage points lower than a year earlier and 0.6 percentage points lower than the previous quarter.
- The UK unemployment rate in the three months to September 2020 was estimated at 4.8 per cent, 0.9 percentage points higher than a year earlier and 0.7 percentage points higher than the previous quarter. In the three months to September 2020, redundancies reached a record high of 314,000; an increase of a record 181,000 on the quarter.
- In October 2020, 33,000 fewer people were in pay-rolled employment when compared with September 2020 and 782,000 fewer people were in pay-rolled employment when compared with March 2020.
- The Claimant Count dropped slightly in October 2020, to 2.6 million; this includes both those working with low income or hours and those who are not working.
- There were an estimated 525,000 vacancies in the UK in August to October 2020; this is 278,000 fewer than a year ago and 146,000 more than the previous quarter.
- Growth in average total pay (including bonuses) among employees for the three months July to September 2020 increased to 1.3 per cent, and growth in regular pay (excluding bonuses) also increased, to 1.9 per cent.

11.4 The regional labour market statistics⁴⁴ show that, in the three months to September, London had the biggest loss in workforce jobs (104,000 jobs) and, for the 12 months ending June 2020, the highest average estimated actual weekly hours worked (31.7 hours).

⁴⁴ <https://www.gov.uk/government/statistics/labour-market-in-the-regions-of-the-uk-november-2020>

- 11.5 The government announced that there had been 19,672 job placements for unemployed young people under the Kickstart Scheme up to 12 November⁴⁵.
- 11.6 DfE has published *Post-16 pathways at level 3 and below*⁴⁶, which describes students' pathways through post-16 education and their transitions into work. It uses data from the longitudinal education outcomes (LEO) study and focuses on students who left education at level 3 or below. It shows:
- the proportion of students who experience difficult transitions into work, and cycle between work, education and benefits, or are long-term not in education, employment or training (NEET).
 - qualification pathways at level 2 and level 3 that are associated with successful transitions into work.
- 11.7 The DfE has also published *Occupational pathways of technical qualifications*⁴⁷, which shows the occupations young people move into after achieving technical qualifications. It uses data from the Our Future study and from the individualised learner record and focuses on young people in employment at age 18 or 19 who completed a technical qualification in a further education institution in England. The analysis shows:
- the most common technical qualifications held by young people in employment, and the most common occupations and type of employment of young people who achieved technical qualifications.
 - technical qualifications which offer clear pathways into related occupations for young people.
- 11.8 GLA Economics' forecast issued on 7 December 2020 points to
- London's real Gross Value Added (GVA) growth rate is forecast to be -9.5 per cent this year due to the present COVID-19 crisis. This growth

⁴⁵ https://www.gov.uk/government/news/more-than-19000-jobs-created-by-kickstart-scheme-so-far?utm_source=f8623b9f-e481-4ce1-9217-9d1f96b64f18&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

⁴⁶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/933606/Post-16_pathways_at_level_3_and_below_Nov_2020_.pdf

⁴⁷ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/933604/Ad_hoc_1_Occupational_pathways_Nov_2020_.pdf

rate is expected to rebound to 6.2 per cent in 2021 and 6.9 per cent in 2022.

- London is forecast to see a more modest fall in the number of workforce jobs in 2020 (-1.1 per cent in annual terms) although this will accelerate in 2021 (-4.6 per cent) before there is some recovery in 2022 (3.0 per cent).
- Similarly, London's household income and expenditure are both forecast to decrease notably in 2020 before starting to grow again in 2021 and 2022.

11.9 A review of international research carried out by the Australian National Councils for Vocational Education Research⁴⁸ shows that work-based education placements can lead to better employment outcomes for Vocational Education and Training students and provide productivity gains for employers in the form of job-ready workers. The research finds that employers can find work-based education programs costly and challenging to resource, leading to fewer opportunities for students. Targeted financial incentives can assist in addressing this and enable a wider range of businesses to participate. The report says that regular communication is key to overcoming most other challenges associated with work-based education. It suggests that training providers, employers and students should work together to ensure all roles and expectations are made clear before a work placement commences. The report advises that policy-makers can create environments more conducive to participation by setting quality standards and incentivising effective work-based education programs.

11.10 In *Work and skills for the long-term unemployed*⁴⁹, the Learning and Work Institute points to the risk of long-term (over 12 months) unemployment rising to its highest levels since the early 1990s, with young people and over 50s among the hardest hit. It calls for a £5 billion plan covering the next four years, to include: personal advice and guidance on jobs, careers and skills;

⁴⁸ <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/work-based-education-in-vet>

⁴⁹ <https://learningandwork.org.uk/resources/research-and-reports/work-skills-for-the-long-term-unemployed/>

intensive job search support from a personal advisor; employability skills development for up to 12 months as part of a clear plan to find a job; a subsidy to employers; and a bonus payment to the jobseeker.

- 11.11 In its latest article for FE Week⁵⁰, labour market experts EMSI explains the fastest growing skills in the four nations of the UK. The article includes an interactive chart and identifies that the fastest growing hard skill by far has been Personal Protective Equipment (PPE), having grown by 82.8 per cent in England, 105.9 per cent in Scotland, and 201.9 per cent in Wales, which is clearly reflective of how the Covid-19 situation has affected the economy. PPE does not make it into the top 15 in Northern Ireland, where Warehousing tops the chart having grown by 71.7 per cent throughout the year. Skills related to health and social care are prominent in all four nations. For instance, Social Work, Nursing and Mental Health appear on the charts for all four nations, whilst Pharmaceuticals and Learning Disabilities show up on three of the four. Outside of health and social care, there are a couple of prominent skills that reflect the changing nature of retail this year. For example, Warehousing is the third fastest growing skill in England (49.7 per cent growth), Wales (102.5 per cent), and Scotland (69.8 per cent), and the fastest growing in Northern Ireland. In addition, Amazon Web Services shows up in the top 15 in England (12.1 per cent), Scotland (69.8 per cent) and Northern Ireland (68.2 per cent), but not in Wales.
- 11.12 The National Audit Office has issued its assessment of *Implementing employment support schemes in response to the Covid-19 pandemic (HC 862 Session 2019–2021)*⁵¹.

⁵⁰ https://www.fenews.co.uk/fevoices/58082-the-fastest-growing-skills-in-the-four-nations-of-the-united-kingdom?utm_source=FE+News&utm_campaign=6a56cdd7ae-RSS_EMAIL_CAMPAIGN&utm_medium=email&utm_term=0_a588419e08-6a56cdd7ae-17379865

⁵¹ <https://www.nao.org.uk/wp-content/uploads/2020/07/Implementing-employment-support-schemes-in-response-to-the-COVID-19-pandemic.pdf?platform=hootsuite>

- 11.13 *Good work for wellbeing in the coronavirus economy* from Carnegie Trust UK⁵² puts forward a job quality framework that includes: job security and minimum hours; health, safety and wellbeing; support and cohesion; work-life balance; pay satisfaction; use of skills, opportunities for progression; and voice and representation. It finds that those most affected during the pandemic are low-paid workers, self-employed, women, young people, Black, Asian and Minority Ethnic (BAME) workers, workers clinically vulnerable to coronavirus, disabled people. It also highlights concerns about job security, pay (particularly for social care workers), social security, sick pay and the influence of work on mental and physical health. It provides a summary of the interventions suggested by stakeholders during the research and considers the place of good work in the coronavirus economy. Its recommendations have the objectives of sustaining employment, improving job quality and ensuring that work improves wellbeing.
- 11.14 *Generation COVID: emerging work and education inequalities* by the Centre for Economic Performance (CEP)⁵³ looks at work and education inequalities of the what the author term the Covid generation (aged 16 to 25). It reports the initial findings from the LSE-CEP Social Mobility Survey undertaken in September and October 2020 and draws on Understanding Society national household panel data. It notes that generation Covid has experienced worse labour market outcomes in terms of job loss, not working and earnings losses during and after lockdown. It states that university students from the lowest income backgrounds lost 52 per cent of their normal teaching hours as a result of lockdown, but those from the highest income groups suffered a smaller loss, while female students were more likely to report adverse effects for their wellbeing. It establishes that during lockdown, nearly three quarters of private school pupils were benefitting from full school days - nearly twice the proportion of state school pupils - and a quarter of pupils had no schooling or tutoring during lockdown. It finds that just under four in ten pupils benefitted from full schooling during full school closures due to lockdown; by

⁵² https://d1ssu070pg2v9i.cloudfront.net/pex/carnegie_uk_trust/2020/10/27154455/Good-Work-for-Wellbeing-in-the-Coronavirus-Economy-Full-report.pdf?platform=hootsuite

⁵³ <http://cep.lse.ac.uk/pubs/download/cepcovid-19-011.pdf>

early October six in ten pupils were benefitting from full schooling and it concludes that there are stark and sustained inequalities in labour market and education outcomes for the under 25's.

- 11.15 The Skills Network (TSN) analysed 1.5 million job adverts between March and September 2020⁵⁴ and found that the top 10 skills most needed by employers are: Auditing, Nursing, Accounting, Business development, Key performance indicators (the ability to work towards and understand KPIs), Agile software development, Mental health, Welfare, Warehousing, Selling techniques.
- 11.16 Research by The Chartered Institute of Management Accountants (CIMA) reveals that the Covid-19 pandemic has worsened the UK's employability skills gap enough to potentially hinder the country's long-term recovery and ability to compete on the world stage. The situation could be made worse with the end of the Brexit transition period as employers lose access to the EU-wide talent pool, disrupting both supply of and demand for talent across the country. According to CIMA's annual *Mind the Skills Gap* report⁵⁵, two thirds of (65 per cent) of UK small and medium businesses (SMEs) said that the Covid-19 pandemic has highlighted skills gaps within their organisation. Among this group, nearly 95 per cent believe that these skills gaps are significant enough to hamper their organisation's future growth and success. The most common gaps relate to digital skills (42 per cent) such as e-commerce, coding, data analytics, cybersecurity, and cloud computing, health and safety (37 per cent), and people management and leadership skills (33 per cent). Over two thirds (66 per cent) of UK employees say they have had no training or professional development since January 2020, despite the Covid-19 pandemic forcing many companies to change how they do business.

⁵⁴ <http://theskillsnetwork-2348474.hs-sites.com/skills-and-employment-gap-trend-report>

⁵⁵ <https://www.cimaglobal.com/PageFiles/745310494/Mind%20the%20Skills%20Gap%20Survey%202020.pdf>

- 11.17 Nesta UK and JP Morgan have produced a report: *Mapping Career Causeways: Supporting workers at risk*⁵⁶ in which they promote guidance to people in jobs at high-risk of redundancy to transition into lower-risk jobs. They have developed an algorithm that compares different jobs and assessed their comparative risk of redundancy considering the forecast changes in the labour market.
- 11.18 Uptake Films⁵⁷ is supporting underrepresented young people by offering work opportunities and mentoring in film and photography. Roles available are: Videographer, Photographer, Producer, HMUA and Stylist.

12 Progression to Further and Higher Education

- 12.1 The Higher Education Institute has provided its forecast on the future demand for HE to 2035 and, overall, it estimates that there could be demand for 358,000 additional HE places in England⁵⁸.
- 12.2 UCAS is considering moving to either a post-qualification offer model or a post-qualification application model in what looks like a radical change to university admissions policy⁵⁹.
- 12.3 The government has published the list of qualifications that can be offered as part of the level 3 Lifetime Skills Guarantee⁶⁰ and some commentators have noted that major sectors including hospitality, tourism and media have been excluded.
- 12.4 The Campaign for Learning has published a Discussion Paper⁶¹ on higher-level technical education that calls for a segmented approach (full-time or

⁵⁶ <https://www.nesta.org.uk/report/mapping-career-causeways-supporting-workers-risk/>

⁵⁷ <https://www.uptakefilms.com/>

⁵⁸ https://www.npi.org.uk/files/7216/0311/0013/Identifying_Londons_vulnerable_populations_-_Final_for_TFL_-_dated_October.pdf

⁵⁹ <https://www.ucas.com/corporate/news-and-key-documents/news/ucas-maps-reforms-higher-education-admissions>

⁶⁰ <https://www.gov.uk/government/publications/qualifications-in-new-funded-offers>

⁶¹ <https://www.campaign-for-learning.org.uk/Handlers/Download.ashx?IDMF=69e04459-acf5-4ace-a1ed-ecc9aea093dd>

part-time; over or under 25 years-old) to achieving growth in level 4 and 5 technical education.

13 Careers Guidance

13.1 The Careers and Enterprise Company (CEC)'s in depth report *Careers Education in England's schools and colleges 2020*⁶² is a comprehensive assessment of careers education in England. Its key messages are: schools, colleges and business are now working together on a national scale and are highly engaged; Careers Hubs are driving accelerated progress in careers education (though there is still considerable work needed to achieve the CEC's targets against benchmarks):

- public investment is supporting national improvement on careers and making a difference to young people, especially in disadvantages areas.
- schools and colleges have prioritised careers education as a key response to the Covid-19 pandemic.
- the foundations are in place to build on the impact of the Careers Strategy and support economic recovery.

13.2 The Education Select Committee picked up schools' compliance with the 'Baker Clause', which requires schools to provide their pupils with access to colleges and other providers during an accountability session with HM Chief Inspector on 10 November⁶³.

13.3 The Gatsby Charitable Foundation (promoters of the Good Practice Benchmarks in careers guidance), as part of its ongoing work, has launched a set of surveys⁶⁴ exploring Gatsby careers Benchmark 7 (encounters with HE and FE) with schools, colleges and young people. The aim of the project is to learn more about how this Benchmark is being delivered on the ground,

⁶² https://www.careersandenterprise.co.uk/sites/default/files/uploaded/careers_ed_20_20_report120.pdf

⁶³ <https://committees.parliament.uk/event/2678/formal-meeting-oral-evidence-session/>

⁶⁴ <https://www.gatsby.org.uk/education/latest/gatsby-launches-research-project-with-pye-tait-into-benchmark-7-encounters-with-further-and-higher-education> .

bring good practice to the surface and hear more about the barriers institutions are facing.

- 13.4 Gatsby has also published *Engaging parents in careers guidance: Innovations in practice*⁶⁵, in which it emphasises that parents, carers and guardians play an important part in career and education choices of young people. The report has been written as a response to the Covid-19 pandemic and Gatsby and the Careers and Enterprise Company have worked together with Careers Leaders to explore ideas and good practice in working with parents in these challenging times.
- 13.5 *Beyond the Missing Middle - Developing higher technical education*⁶⁶ is another report from Gatsby. Here it examines how other countries have developed higher technical education systems and recommends ways in which the UK could do the same, including developing work placements, modularisation and employer engagement.

14 Special Educational Needs and Disabilities (SEND)

- 14.1 The DfE has published a study⁶⁷, based largely on research carried out before the first Covid-19 lockdown in England, that offers the government advice on the feasibility of undertaking a future value for money study of SEND provision.
- 14.2 The House of Commons Library briefing *Special Educational Needs: support in England*⁶⁸ sets out the system of support for children and young people in England aged 0 to 25 with special educational needs (SEN). The briefing

⁶⁵ <https://resources.careersandenterprise.co.uk/resources/engaging-parents-careers-guidance-innovations-practice>

⁶⁶ <https://www.gatsby.org.uk/uploads/education/beyond-the-missing-middle-pvw.pdf>

⁶⁷ https://www.gov.uk/government/publications/send-futures-value-for-money-feasibility-study?utm_source=7420235c-41a8-42ed-918a-4ea0993b4ee8&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

⁶⁸ https://commonslibrary.parliament.uk/research-briefings/sn07020/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=78ca833aa6-EMAIL_CAMPAIGN_2020_11_21_08_00&utm_medium=email&utm_term=0_a9da1c9b17-78ca833aa6-102517489&mc_cid=78ca833aa6&mc_eid=d34cbf25d7

provides an overview of the new system introduced in 2014, the transitional arrangements, and how the new system differs from that which preceded it. It also includes a brief history of the movement towards reform that preceded the 2014 changes, and information on the impact of the new system available to date.

- 14.3 A joint report⁶⁹ from Natspec, the AoC and the LGA has called for radical changes to be made to the arrangements for the planning, commissioning, funding and support of provision for post-16 high needs learners.

15 Funding

- 15.1 The Institute for Fiscal Studies' *Annual Report on Education Spending*⁷⁰ reports on each phase of education and expresses particular concern that, even with a recent boost from the government, funding may be insufficient to cover the increase in demand for post-16 places. The key finding of this report was confirmed in an AoC survey of its members⁷¹ and the AoC called for unused Apprenticeship funds to be used for more college places.
- 15.2 Transport for London (TfL) and the government reached agreement on a new funding arrangement worth £1.8 billion to see TfL through to the end of March 2021⁷². The proposed temporary removal of free travel for under 18s, which was a government condition of the initial bail-out deal, has been dropped. Young people in London will therefore be able to continue to enjoy free travel across the capital, providing TfL can find alternative funding for the scheme from April 2021. Partnership for Young has highlighted the impact that suspension of free travel would have on under 18s⁷³.

⁶⁹ <https://natspec.org.uk/radical-re-working-needed-for-the-high-needs-further-education-system/>

⁷⁰ <https://www.ifs.org.uk/publications/15150>

⁷¹ <https://www.aoc.co.uk/news/reallocate-apprentice-funds-colleges-offer-students-%E2%80%98plan-b%E2%80%99>

⁷² <https://www.londoncouncils.gov.uk/members-area/member-briefings/transport/under-18s-free-travel-arrangements-stay>

⁷³ <https://www.partnershipforyounglondon.org.uk/post/free-transport-means-everything-to-me>

16 Race Equality and Social Justice

- 16.1 Dame Doreen Lawrence has published a report⁷⁴, that demonstrates the disproportionate effect of Covid-19 on BAME communities.
- 16.2 The Ministry of Housing, Communities and Local Government has announced that Gypsy, Roma and Traveller children and young people are to get extra tutoring, one-to-one support and expert guidance to help them progress in education or find employment⁷⁵.
- 16.3 *How coronavirus has affected equality and human rights* from the Equality and Human Rights Commission (EHRC)⁷⁶ finds that: the economic impact of the pandemic has been unequal, entrenching existing inequalities and widening others: young people have experienced interruption to their education affecting their chances for social mobility in the longer-term; access to support for remote working has widened inequalities; and older people, ethnic minorities and some disabled people, particularly those in care homes, have been disproportionately impacted.
- 16.4 The Covid-19 pandemic is having a “devastating impact on children’s rights, wellbeing and futures”, the EHRC has warned. In a report⁷⁷ to the government on the impact of the health crisis on existing inequalities faced by young people, the EHRC say “key concerns include more children being pushed into poverty, widening educational inequalities and worsening mental health.

⁷⁴ https://uploads-ssl.webflow.com/5f5bdc0f30fe4b120448a029/5f973b076be4cadc5045fad3_An%20Avoidable%20Crisis.pdf?utm_source=The%20King%27s%20Fund%20newsletters%20%28main%20account%29&utm_medium=email&utm_campaign=11928755_NEWSL_HMP%202020-10-30&dm_i=21A8,73OAB,NL4VPV,SPGXL,1

⁷⁵ https://www.gov.uk/government/news/gypsy-roma-and-traveller-children-and-young-people-to-get-extra-education-support?utm_source=e3be934e-37df-46d7-b7c1-846188d13846&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

⁷⁶ https://www.equalityhumanrights.com/sites/default/files/equality_and_human_rights_commission_how_coronavirus_has_affected_equality_and_human_rights_2020.pdf?platform=hootsuite

⁷⁷ <https://www.equalityhumanrights.com/en/our-work/news/government-must-do-more-safeguard-children%E2%80%99s-rights-and-protect-them-impact-pandemic>

- 16.5 *People and places in London most vulnerable to COVID-19 and its social and economic consequences* by the New Policy Institute (NPI)⁷⁸ identifies groups of people in London whose socio-economic status puts them at higher risk of: either catching Covid-19 or passing it on, experiencing harm to their health and wellbeing during lockdown, or experiencing harm as lockdown is lifted. It draws on data from a number of sources e.g. ONS, Labour Force Survey, Census, NHS, Public Health England, at individual borough level and looks at the people and households who face higher risks as a result of: coronavirus itself and the wider pandemic – workers in sectors at heightened risk of infection, overcrowded households, elderly people in households with working-age adults, people at high risk of complications, people ‘losing’ access to treatment for other conditions and people with mental health problems; the economic situation - people who have lost or are vulnerable to losing their job or income, households most vulnerable to job loss or childcare loss, people employed in sectors especially exposed to recession, and people on low income, benefits or living in deprived areas; and housing issues – eviction, homelessness or sleeping rough during lockdown, living in temporary accommodation and households newly claiming universal credit; and support needs – adults needing support (learning disabilities, dementia, asylum seekers) and children needing support e.g. mental health needs and children and young people with Education, Health and Care plans. It finds that the boroughs where the risks are highest are in the east or north-east of London.
- 16.6 Open University’s latest Business Barometer⁷⁹ finds that organisations are rapidly looking into and improving their equal opportunities policies to stay ahead. Two thirds (67 per cent) of senior leaders' state that they are now actively planning to hire candidates from diverse backgrounds, with 45 per cent acknowledging their organisation could benefit from a more diverse workforce. Additionally, 46 per cent of senior leaders are considering abandoning the use of academic qualifications and hiring candidates without

⁷⁸ https://www.npi.org.uk/files/7216/0311/0013/Identifying_Londons_vulnerable_populations_-_Final_for_TFL_-_dated_October.pdf

⁷⁹ http://info1.open.ac.uk/e/82412/OU-Business-Barometer-2020-pdf/5pdvcs/624141023?h=cA2XIL-5i_Xx8FjCzvWZydzNsGv4b3qiFIMk-aiml

degrees or lower educational attainment to diversify their workforce. The research also provides more detailed insights into the UK skills landscape, looking at the impacts across regions, nations and sectors.

- 16.7 The Centre for Education Policy and Equalising Opportunities has published *Inequality in access to grammar schools*⁸⁰ in which it examines the socio-economic inequalities in access to grammar schools, the drivers behind these, and some of the implications. It notes that there are 163 grammar schools in England that select pupils based on their performance on a test at age 11 (the 11 plus) and suggests that selective school systems increase inequalities in outcomes that persist into the labour market. It determines that children from low-and middle-income families are far less likely to attend grammar schools, even when comparing children with the same achievement at age 11. The report argues that children from poorer families face multiple barriers to accessing grammar schools and says that richer parents in selective areas are more likely to pay for tutoring and extra lessons. It expresses the view that the likely widening attainment gap as a result of Covid-19 school closures will exacerbate inequalities in access to grammar schools. The report concludes that this raises questions about continuing with the normal model for 11 plus tests in September 2020, and recommends: providing pupil premium-type funding to lower income families immediately to allow for additional tutoring in English and maths; and adjusting the scores from the 11 plus to account for the socio-economic penalties.
- 16.8 *Facing the facts: ethnicity and disadvantage in Britain - disparities in education, work, and family*⁸¹ from the Centre for Social Justice presents an argument for a more granular approach to socioeconomic outcomes between six ethnic groups – White British, Indian, Pakistani, Bangladeshi, Black African, and Black Caribbean. Using existing data from secondary sources and statistical analysis of primary data, it finds that Indian, Bangladeshi and African students, on average, have higher attainment at GCSE level than

⁸⁰ <https://repec-cepeo.ucl.ac.uk/cepeob/cepeobn3.pdf?platform=hootsuite>

⁸¹ <https://www.centreforsocialjustice.org.uk/core/wp-content/uploads/2020/11/CSJJ8513-Ethnicity-Poverty-Report-FINAL.pdf>

White British students; Pakistani students have closed the attainment gap; and Caribbean children have poorer attainment than other ethnic groups. It shows that White students on free school meals have poorer attainment than all ethnic minorities and notes that White children have higher performance at A level than Pakistani, Bangladeshi, Black African, and Black Caribbean students. It suggests that ethnic minority students are less likely to graduate with the highest classification of degrees and reports that rates of employment for ethnic minority individuals were at their highest. The report identifies an unexplained disparity between the median hourly pay of ethnic minority workers and White British workers, and it establishes that Indian graduates have higher median earnings than White graduates, while Pakistani graduates have the lowest earnings. It explains that nearly half of Black Caribbean households with dependent children are lone parent households, as well as over a third of Black African households, compared to around a quarter of White British households. The report makes recommendations for better understanding and addressing ethnic disparities.

17 Social Mobility

- 17.1 One in five people experience downward mobility in their lives, with some moving into a vicious cycle of low pay and low self-esteem, the report *Changing gears: understanding downward social mobility*⁸² published by the Social Mobility Commission has found. The research carried out for the Commission by Ipsos MORI shows how unfairly that downward movement is shared. Women, notably with children, and non-graduates are more likely to move down than others. But so are children of front-line workers and those from BAME backgrounds, particularly those born outside the UK. While most policy experts look at ways of helping people move up occupational groups to become more socially mobile, many ignore the fact that to do so, others must move down.

⁸² <https://www.gov.uk/government/publications/changing-gears-understanding-downward-social-mobility>

18 Mental Health and Anxiety

- 18.1 Public Health England (PHE) has updated the Child and Maternal Health Profiles to show the impact of educational achievement (Attainment 8) and absenteeism on public health⁸³.
- 18.2 The GLA and THRIVE LDN have commissioned the Institute for Employment Studies (IES) to carry out research⁸⁴ to understand the scale and nature of mental health issues and needs in London's FE and post-16 sector and the support offer currently available. The research will cover all students in FE: adults, young people, and apprentices. The survey is targeted at 'providers' – organisations offering provision in the 16-19 phase including sixth forms, sixth form colleges, further education colleges and independent and private providers.
- 18.3 In *Developing social and emotional skills: education policy and practice in the UK home nations*,⁸⁵ NESTA addresses the role education plays in developing children and young people's social and emotional skills (SES), through a comparative analysis of secondary education policies on SES in the four UK nations' education systems. It looks at how schools interpret and respond to these policies and uses policy analysis drawing on documents from each of the four nations, a nationally representative survey of schools from each nation and qualitative interviews with school leaders and teachers. It explores how system-level secondary education policies on SES compare across the devolved UK systems and considers how state secondary schools in each jurisdiction interpret and respond to policies on SES. It assesses the extent to which state secondary schools engage with evidence when selecting and planning provision, examines the factors that influence their choice and selection of provision both in and out of the curriculum and makes recommendations for policy-makers, programme providers and funders.

⁸³ <https://fingertips.phe.org.uk/profile/child-health-profiles>

⁸⁴ <https://wh1.snapsurveys.com/s.asp?k=160345380719>

⁸⁵ https://media.nesta.org.uk/documents/Developing_Social_and_Emotional_Skills.pdf

- 18.4 Coinciding with Anti-Bullying Week (16 to 20 November) ONS published research⁸⁶ that showed nearly one in five children experienced some form of online bullying last year, amid warnings that the problem has worsened during lockdown. More than half (52 per cent) of the children who were bullied online went on to say that they would not describe the behaviour involved as bullying, while one in four did not tell anyone about it.
- 18.5 In *Mental health and Covid-19: in our own words*⁸⁷, Barnardo's explores the effects of Covid-19 on the mental health of young people, drawing on its surveys of young people. The report outlines the background to the study, and the way in which it was undertaken, and describes work being led by Barnardo's to support young people during the pandemic. It presents the impacts on children and young people's mental health and wellbeing, including those with existing mental health difficulties, special educational needs and young carers and it considers the key learning from lockdown on supporting wellbeing, including spending time with family, routine/structure and sleep, exercise and diet. It reports on experiences accessing mental health support services and highlights the importance of listening to young people and prioritising young people's mental health going forward.
- 18.6 The number of young people with anxiety doubled from 13 per cent to 24 per cent, during the early stages of the Covid-19 pandemic and the first lockdown, according to research from the University of Bristol⁸⁸. The study, using Bristol's Children of the 90s questionnaire data, showed that young people (27 to 29 years) reported higher levels of anxiety during the early phases of the pandemic in the first national lockdown and this was higher than their parents.
- 18.7 Research by The Duke of Edinburgh's Award (DofE) and NFER⁸⁹ has highlighted the positive effects of the DofE on young people's mental health

⁸⁶ <https://www.gov.uk/government/statistics/online-bullying-in-england-and-wales-year-ending-march-2020>

⁸⁷ <https://www.barnardos.org.uk/sites/default/files/uploads/mental-health-covid19-in-our-own-words-report.pdf?platform=hootsuite>

⁸⁸ <https://www.bristol.ac.uk/news/2020/november/lockdown-anxiety.html>

⁸⁹ https://www.nfer.ac.uk/a-brighter-future-the-impact-of-the-dofe-on-young-people-s-mental-health-and-wellbeing/?dm_i=4R3K,FKEQ,10I091,1TX4H,1

and wellbeing. The research is a snapshot of self-reported wellbeing and development of soft skills from 4,638 participants and provides evidence of the self-reported positive effects the DofE has on young people's mental wellbeing.

- 18.8 Shelter⁹⁰ has reported on the effects of homelessness and poor housing on the education of children in UK schools, drawing on the findings of a state schoolteacher survey. It outlines the importance of a safe, stable home for children's development and life chances, highlighting the way in which Covid-19 has intensified the impacts of homelessness and poor housing. The report provides information about how teachers work with homeless or badly housed children, highlighting high levels of children missing school or coming to school hungry, tired and/or in dirty clothing. It examines the effects on children living in temporary accommodation, indicating that numbers have been steadily rising in recent years and presents recommendations to central government, including strengthening the welfare safety net and bringing forward legislation to end 'no fault' evictions.
- 18.9 The Together Alliance (a coalition of housing associations and youth homelessness charities) has produced *Housing Solutions for Young People Experiencing Homelessness*⁹¹ in collaboration with young people and other partner organisations. It features three sustainable projects that provide someone to talk to (to prevent homelessness), some support to pay (to address immediate needs) and somewhere to stay (after leaving emergency accommodation).

19 Youth Work

- 19.1 We previously reported that the GLA hosted an event, Igniting Potential, to coincide with Youth Work Week at the beginning of November. The event

⁹⁰ [https://england.shelter.org.uk/data/assets/pdf_file/0014/2018012/16_11_20_Briefing -](https://england.shelter.org.uk/data/assets/pdf_file/0014/2018012/16_11_20_Briefing_-_Impact_of_housing_and_homelessness_on_education.pdf?platform=hootsuite)

[Impact of housing and homelessness on education.pdf?platform=hootsuite](https://england.shelter.org.uk/data/assets/pdf_file/0014/2018012/16_11_20_Briefing_-_Impact_of_housing_and_homelessness_on_education.pdf?platform=hootsuite)

⁹¹ <https://nhyouthcentre.org.uk/news/2020/11/25/together-alliance-report>

was recorded and can now be viewed⁹². The GLA Outreach Team is planning to start a project in early 2021 (Igniting Potential Film Project) that will offer young people the chance to work with a media crew and make a short documentary film that gives young people a voice and shows what youth activities matter most to young Londoners.⁹³

- 19.2 Over the next six months, Partnership for Young London (PYL) is looking to conduct one of the largest studies of young Londoners to help inform its work ahead of the election. PYL will be talking to more than 5,000 young people on a range of subjects and is consulting with organisations and young Londoners about designing the questions. PYL is inviting organisations to inform them of any topic that they would like to explore through this survey, or specific questions on which they want to know the views of young Londoners (contact matthew.walsham@cityoflondon.gov.uk).
- 19.3 London's regional youth unit was commissioned by the Museum of London to conduct a survey⁹⁴ in the summer of 2020 to find out how Young Londoner's feel about their lives and their city. Over 3,000 young people aged between 16 to 24 years responded, and the report highlights a range of perspectives, illustrates the diversity of young people's opinions and their lived experiences and expectations. The report focused on a range of different topics including the issues affecting young Londoners', identity, London's spaces and gentrification and redevelopment.
- 19.4 The DfE has released the results of its survey of English local authorities that examines the impact of Covid-19 on children's social care⁹⁵. This shows that local authorities are maintaining regular contact with Children Looked After (CLA), children on a Child Protection Plan (CPP) and other Children in Need (CIN).

⁹² <https://www.london.gov.uk/igniting-potential-youth-activities-change-lives-2020-11-02>

⁹³ <https://www.surveymonkey.co.uk/r/FH695QM>

⁹⁴ <https://www.partnershipforyounglondon.org.uk/post/we-are-the-youth-of-today-life-in-london-for-generation-z>

⁹⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/933661/VCYP_Survey_publication_W12.pdf

- 19.5 *Managing through COVID-19: the experiences of children's social care in 15 English local authorities*⁹⁶ from King's College London explores the issues and challenges facing local authority children's social care services during the pandemic, drawing on a survey of staff in 15 local authorities including Barking and Dagenham and Lewisham. It outlines the context for the study, highlighting the additional demands placed on local authorities by the pandemic, and the way in which the research was carried out. Its findings cover: home and office working; referral of child welfare concerns; working with families in a pandemic; foster care; care leavers and unaccompanied young people seeking asylum; residential homes; multi-agency working; cross-authority work; students and practice placements; recruitment; support for local authorities through Covid-19; planning for the end of lockdown; and lessons for the future.
- 19.6 In *Picking up the pieces: young women's experiences of 2020*⁹⁷, the Young Women's Trust combined findings from its annual survey of 4,000 young people with in-depth peer research interviews with 60 young women across England and Wales. The findings show that:
- an estimated 1.5 million young women have lost income since the start of the pandemic.
 - over two thirds of young women claiming benefits this year did so for the very first time.
 - an estimated 750,000 young women have had to go to work despite fears for their safety and protection against the virus.
 - half of young women who are parents said they were unable to apply for a job or left a job because they could not cover childcare costs.
 - over half of young women said they were worried about their mental health.

⁹⁶ https://kclpure.kcl.ac.uk/portal/files/131392323/Baginsky_and_Manthorpe_2020_Managing_through_COVID_19_Report.pdf?platform=hootsuite

⁹⁷ <https://www.youngwomenstrust.org/research/picking-up-the-pieces/>

- 19.7 Over lockdown, 6,051 young people age 11 to 25 from London and Essex responded to *Shaping Our Future: The Jack Petchey COVID-19 Youth Survey*⁹⁸. The survey asked about their experience of the lockdown, what they wanted to see from a post-lockdown society and the opportunities they feel will help young people in the future. Findings include:
- employment was listed as one of the top concerns for young people, with two-thirds of respondents saying they are worried about the impact of Covid-19 on their future job opportunities and one in ten has already felt the effects on their jobs.
 - the survey asked respondents what opportunities they feel should be prioritised to help young people thrive in the future, the most popular answers included increased paid internships, work experience, training and career advice opportunities (53 per cent).
 - they also stated how much they missed attending their youth clubs and how motivated they are to get more involved in extra-curricular activities in future.
- 19.8 In response to the survey they have announced the *Jack Petchey Internship Programme*⁹⁹ will be doubled in 2021 to form a £1 million scheme offering paid internship opportunities to 40 youth charities to enable them to fund a year-long internship. The programme is designed to support dynamic young individuals in their first steps towards being the sector's future leaders as well as supporting the youth sector across London and Essex. The scheme opened to applications in December.

20 London

- 20.1 The Centre for London held its conference 2 to 5 November 2020¹⁰⁰ under the theme of "Reflect, Reset, Renew" at which participants were given the

⁹⁸ <https://www.jackpetcheyfoundation.org.uk/media-hub/shaping-the-future/>

⁹⁹ <https://www.jackpetcheyfoundation.org.uk/opportunities/internships/>

¹⁰⁰ <https://www.centreforlondon.org/conference/london-conference-2020/>

opportunity to share ideas on London's emergence from Covid-19 as a more resilient and inclusive city.

21 Summary: the key issues for the recovery of Young People's Education and Skills in London

- 21.1 As the country re-entered lockdown arrangements, several reports focused on the labour market. Although there is a continuing note of warning that particular sections of society, particularly young people, are at risk, there are many recommendations that merit close scrutiny. This is especially important as news of vaccines against Covid-19 made the headlines bringing a note of optimism that had previously been absent in the reports we have summarised in our updates.
- 21.2 There are also several reports that focus attention on the equalities issues that have been brought to the fore during the pandemic, which underscores the importance the London Transition and Recovery Boards attach to this aspect of the reimagining of London.
- 21.3 We are also covering several surveys of young people in this month's update and bringing news of others that are underway or planned in the near future (please also see Part Two: Policy Update, especially paragraph 37). The increased attention to the 'youth voice' is encouraging and consistent with the efforts of partners in the London Recovery Board to engage with young people to help shape future policy as London moves forward.
- 21.4 Part Two of this report also includes several reports that look to new localised systems to bring together businesses and education institutions – a crucial step towards the long-sought goal of integrating education, skills development and employability support.

Part Two: Policy Update

This part of the Briefing Note covers policies and reports that have been received in November 2020.

22 Qualification Reform

- 22.1 In the next phase of its review of qualifications, the DfE has launched two consultations. The first is a call for evidence to find out what is working well with post-16 study at level 2 and below¹⁰¹ and the second seeks views on its proposals to reform post-16 technical and academic qualifications at level 3¹⁰² (this is the second stage of its reform programme following the introduction of T levels).
- 22.2 To inform its review of post-16 qualifications at level 3 and below, the DfE has published *International progression report: good practice in technical education*¹⁰³, which investigates other countries' technical and vocational education for young people and in particular how other countries support progression to more advanced levels.

23 Exiting the European Union

- 23.1 The government has published guidance to schools¹⁰⁴ and local authority children's services¹⁰⁵ during the transition period after 1 January 2021

¹⁰¹ <https://www.gov.uk/government/consultations/post-16-study-at-level-2-and-below-call-for-evidence>

¹⁰² <https://www.gov.uk/government/consultations/review-of-post-16-qualifications-at-level-3-second-stage>

¹⁰³ <https://www.gov.uk/government/publications/international-progression-report-good-practice-in-technical-education>

¹⁰⁴ https://www.gov.uk/government/collections/guidance-for-schools-during-the-transition-period-and-after-1-january-2021?utm_source=b7fc4da1-1ef4-4c82-97fe-aed57ee2e4cb&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

¹⁰⁵ https://www.gov.uk/government/collections/guidance-for-local-authority-childrens-services-during-the-transition-period-and-after-1-january-2021?utm_source=982bb67c-82be-4a09-8362-e5a7d9744fdb&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

24 Trends in International Mathematics and Science Study (TIMSS)¹⁰⁶

24.1 The TIMSS is an international assessment of student achievement in mathematics and science at fourth and eighth grades, measuring trends in achievement since 1995. The 2019 results have been published and show that England's secondary pupils have "significantly declined" in science, but primary maths scores have improved¹⁰⁷. Top places in maths and science have been won again by Singapore and East Asian countries including South Korea. The overall results show a strong link between safe, well-behaved classrooms and high achievement and it is known that schools in England have experienced some difficulty in recruiting and retaining science teachers.

25 This isn't working: Reimagining employment support for people facing complex disadvantage¹⁰⁸

25.1 The independent think-tank New Local has put forward proposals for a new community-based approach to employment support for people with disabilities and long-term health conditions. The report suggests that the Covid-19 pandemic has strengthened the case for locally coordinated responses to challenges such as supporting people facing complex disadvantage. The report evaluates the strengths and weaknesses of the current system of support, including welfare benefits, and presents a new vision for community-led employment support, making recommendations to local and national government aimed at implementing this new approach.

26 No Strings Attached: How community-led devolution would transform England's skills sector¹⁰⁹

26.1 New Local has also reported that the centrally led skills system will increasingly struggle to cope with challenges posed by Covid-19, exiting the EU, automation and a changing global economy. Their research, funded and

¹⁰⁶ <https://timssandpirls.bc.edu/timss2019/>

¹⁰⁷ <https://www.gov.uk/government/publications/trends-in-international-mathematics-and-science-study-2019-england>

¹⁰⁸ <https://www.newlocal.org.uk/wp-content/uploads/2020/10/This-Isnt-Working.pdf>

¹⁰⁹ <https://www.newlocal.org.uk/wp-content/uploads/2020/11/No-Strings-Attached.pdf>

supported by the Further Education Trust for Leadership (FETL), finds that the UK lags behind similar countries in terms of skills participation and spending. With huge employment and economic challenges on the horizon, this report argues that local partnerships of councils, colleges and communities could transform post-16 education in England if they are given the powers and resources to do so.

27 FE Summit

27.1 The AoC's FE Summit, held on 17 and 18 November, was addressed by both the Secretary of State, who signalled what could be expected from the long-awaited FE White Paper that should be issued before the end of this year, and his Shadow in Parliament, Kate Green MP, who said that competition within the FE sector does not serve the needs of learners, a theme that was pursued in the Commission for the College of the Future's report for England (see paragraph 28).

28 College of the Future¹¹⁰

28.1 Following the publication of its UK-wide report in October, the Independent Commission on the College of the Future published its report on England at the AoC Summit. The Commission makes 11 recommendations:

- a national strategy for education and skills to support economic growth, industrial change and lifelong learning.
- college network strategies to meet local priorities across the tertiary education system.
- colleges as anchor institutions within the wider local and regional ecosystem.
- a statutory right to lifelong learning.
- skills guarantee for a post-COVID economy and future labour market changes.

¹¹⁰ <https://www.collegecommission.co.uk/england-final-report>

- a new strategic partnership with employers.
- a new strategic support service to employers.
- stable funding and accountability frameworks for colleges.
- a strategic relationship with government and simplified processes.
- diverse and representative systems leaders.
- an ambitious future college workforce strategy.

28.2 Of these recommendations, the proposal to establish college networks, which are intended to be supported by a legal duty on providers to participate, has provoked great debate. Some education institutions, colleges as well as the AELP, have questioned whether this will necessarily result in an improved curriculum offer and learner choice. The recommendation on colleges as ‘anchor institutions’ is based around ‘The role that colleges play as place-making institutions at the heart of their communities’ needs to become a core element of their strategic remit. New college network strategies will help to build stronger partnerships with other public and private agencies and civic partners and their wider investment plans locally and regionally.’

28.3 Pursuing the arguments further, the AoC has published *The impact of competition in post-16 education & training: A study on sufficiency, efficiency, and effectiveness of Post-16 provision*¹¹¹. Based on the premise that college-led networks of providers are best placed to deliver “a place-based managed market” of education and skills development with employers, the report recommends:

- Area co-ordination of provision to support sufficiency, efficiency, quality and equality. Through a single post-16 commissioning and regulatory process which applies to all providers to end siloed regulation. With clear conditions for funding, market entry and continued market presence based on strong local co-ordination.

¹¹¹ https://www.aoc.co.uk/system/files/AoC%20report%20-%20sufficiency%20efficiency%20and%20effectiveness%20FINAL%20publication%20v2_0.pdf

- Investing in anchor institutions as hubs for specialist or 'minority' provision. That allows providers which have the track record and capacity to deliver specialist or 'minority' programmes successfully and efficiently to have 'first call' on investment.
- A rules-based framework coordinated by the Department for Education that includes: target minimum and average class sizes for all providers, subject level viability models based on cohort size, ringfencing of 16-19 funding for 16-19 learners and a requirement for providers to engage with area coordination, with a duty to establish network strategies.

29 Collab Group

29.1 The Collab Group, a national membership body of FE colleges and college groups, has published *Colleges supporting economic recovery*¹¹², which is based on collaboration with its members and strategic partners. The report examines three core areas where colleges can increase employment support and economic mobility. These areas are:

- the establishment of Skills and jobs hubs.
- the delivery of an enhanced training and upskilling offer.
- job placement and employment-related support.

29.2 This report argues that FE colleges will be critical to extending employment support to greater numbers of people across the UK. Already, colleges work across some of the most economically deprived communities, are viewed as engines of social mobility and work in partnership with local and national stakeholders to support people of all ages to achieve their potential. The report highlights areas of best practice amongst FE colleges and makes recommendations for how the expertise, capacity and capabilities of FE colleges can be enhanced to create better outcomes for job seekers.

29.3 The Collab Group has also announced a new strategic partnership with the education charity NCFE that ensures the continuation of the Collab Group

¹¹² https://www.collabgroup.co.uk/user/pages/documents/03.colleges-supporting-economic-recovery-report/CG_Colleges-Recovery%20FINAL.pdf

Leadership Programme¹¹³. The organisations say this partnership demonstrates their shared commitment to develop high quality leadership across the FE sector.

30 Technical breakthrough: delivering Britain's higher level skills¹¹⁴

30.1 Policy Exchange examines the delivery of technical and vocational skills through higher and further education in advance of the government publishing a white paper on further education. It draws on an online poll seeking the public view of technical education and universities and discusses the challenges relating to limitations on demand due to the system of student funding, supply of suitable qualifications, and the appropriate focus of courses. The report includes a case study of how Nottingham Trent University is reshaping the contribution a university can make to left-behind localities and proposes a pilot of Lifelong Learning Loan Accounts. It makes recommendations aimed at increasing the chances of the government's policy on vocational and educational achieving its objectives.

31 Going further: The case for investing in Further Education and adult skills¹¹⁵

31.1 The Institute for Public Policy Research (IPPR) has also joined the discussion on the importance of further education (FE) and skills in delivering the government's levelling up agenda, and in 'building back better' after the coronavirus pandemic. *Going further: the case for investing in further education and adult skills* highlights the need for further investment in FE and skills, and the opportunity to address this in the spending review and FE White Paper. It makes policy recommendations to:

- commit to increasing per pupil spend for 16 to 19 years in colleges and sixth forms from £5,200 to £8,300 to help increase contact hours,

¹¹³ <https://www.collabgroup.co.uk/news/ncfe-and-collab-group-announce-new-strategic-partnership>

¹¹⁴ <https://policyexchange.org.uk/wp-content/uploads/Technical-Breakthrough.pdf?platform=hootsuite>

¹¹⁵ https://www.ippr.org/files/2020-10/1604082172_going-further-nov20.pdf

increase staff pay, reduce college deficits and introduce a new 'disadvantage premium' for low income students.

- establish a Job Training Scheme as part of the Job Retention scheme reforms to provide a training budget of £4,000 for the one million people currently on furlough in jobs in sectors unlikely to rebound in 2021.
- suspend conditionality on people on Universal Credit (UC) who want to or are retraining as this currently discourages people from training whilst on UC.
- build on the announcement of a level 3 entitlement for adults with the introduction of a maintenance loan on higher education terms for this group.
- provide additional funding to fully fund the training component for apprenticeships for non-levy paying firms and introduce greater conditionality on the expenditure of the levy to target it at younger people.
- invest in colleges as key institutions in supporting the ambitions of people, productivity and places.

32 Attitudes to education: the British Social Attitudes survey 2019¹¹⁶

- 32.1 The DfE has published Attitudes to education: the British Social Attitudes survey 2019, which although published before the pandemic gives useful insight into adults' views about the education system and the degree to which it serves the interest of their children.

33 Skills and Productivity Board

- 33.1 The Secretary of State for Education has appointed six members to the Skills and Productivity Board and set the board's priorities as answering:

¹¹⁶https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/945392/Attitudes_to_education_-_the_British_social_attitudes_survey_2019.pdf

- which areas of the economy face the most significant skills mismatches or present growing areas of skills need?
- Can the board identify the changing skills needs of several priority areas within the economy over the next 5 to 10 years?
- How can skills and the skills system promote productivity growth in areas of the country that are poorer performing economically?
- The DfE will also “welcome the board’s advice on what ‘good’ looks like across the globe”.

33.2 The six members are:

- Arun Advani – University of Warwick: Assistant Professor, IFS Fellow
- Claire Crawford – University of Birmingham: Reader in Economics
- Andrew Dickerson – University of Sheffield: Professor of Economics and Director of Sheffield Methods Institute
- Ewart Keep – Oxford University: Emeritus Professor in Education, Training and Skills, Department of Education Oxford University
- Grace Lordan – London School of Economics: Associate Professor & Founding Director of the Inclusion Initiative
- Sir Christopher Pissarides – London School of Economics: Regius Professor of Economics and Nobel laureate.

34 Green Jobs Taskforce

34.1 The Principal and CEO of the East London Institute of Technology, Yvonne Kelly has been appointed to the government’s new Green Jobs Taskforce. The UK government launched the taskforce to support its drive for two million green jobs by 2030. The Green Jobs Taskforce, to be chaired by the Energy Minister, will set the direction for the job market as the UK transitions to a high-skill, low carbon economy.

35 Other Appointments

- 35.1 On 7 December 2020, the Cabinet Secretary appointed Susan Acland-Hood as Permanent Secretary at the DfE, a post Ms Acland-Hood had been occupying on a temporary basis since September¹¹⁷. Separately Dame Rachel de Souza was named as preferred candidate for next Children's Commissioner and Annie Hudson was appointed Chair of the Child Safeguarding Practice Review Panel¹¹⁸.

36 Educating future founders¹¹⁹

- 36.1 In this report, The Entrepreneurs Network (TEN) looks at the benefits of promoting entrepreneurship and how this can be achieved. It argues that there is an untapped opportunity to promote economic growth and reduce unemployment by expanding access to entrepreneurship education to secondary school students across the Commonwealth, and in particular within developing countries. It suggests that entrepreneurial skills are valued by employers, and notes that entrepreneurship education programmes aimed at secondary school students have been shown to reduce the risk of unemployment later in life.
- 36.2 The report finds that a third of those aged 18 to 24 worldwide intend to start a business in the next three years and contends that skills developed through entrepreneurship education are becoming more relevant as gig economy platforms lead to increased levels of self-employment. It explains that earlier interventions can develop non-cognitive skills that are key to entrepreneurial

¹¹⁷ https://www.gov.uk/government/news/appointment-of-permanent-secretary-at-department-for-education?utm_source=59bbf75d-eea9-4f1d-9fe1-dbf77c265158&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

¹¹⁸ https://www.gov.uk/government/news/education-secretary-makes-key-childrens-sector-appointments?utm_source=7fd1fce0-a873-47d2-b0e7-24929769f877&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

¹¹⁹ <https://static1.squarespace.com/static/58ed40453a04116f46e8d99b/t/5f5a188d358ed16b83d15cc2/1599740072959/Educating+Future+Founders.pdf?platform=hootsuite>

success, and that entrepreneurship education can lead to long-term entrepreneurial success.

- 36.3 The report recommends that: governments improve data collection and fund randomised controlled trials to identify best practices in entrepreneurship education; the Commonwealth Secretariat should promote these practices, support members to develop new curriculums, and work with other organisations to create a best practice index; national leaders should assign clear responsibility within education and business departments for promoting entrepreneurship education at secondary level.

37 Skills Advisory Panels

- 37.1 The government has produced a set of guidance documents and toolkits¹²⁰ to show how Skills Advisory Panels can produce a local skills report, ensure strong governance and develop an evidence base of the local labour market and skills landscape. Skills reports have to be published by 31 March 2021.

38 Characteristics of Children in Need¹²¹

- 38.1 The DfE has released its report on the *Characteristics of children in need 2019 to 2020* (that is, before the main effects of the pandemic). The headlines in the report are:

- there were 389,260 children in need at 31 March 2020, a decrease of 2.6 per cent from the same point in 2019.
- this was a rate of 323.7 per 10,000 children, down from 334.2 last year and the lowest rate in the last eight years.
- there were 51,510 children in need on child protection plans, a decrease of 1.4 per cent from the same point in 2019.
- this was a rate of 42.8 per 10,000 children, down from 43.7 last year

¹²⁰ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936816/Local_skills_report_guidance_for_Skills_Advisory_Panels_SAPs_.pdf

¹²¹ <https://explore-education-statistics.service.gov.uk/find-statistics/characteristics-of-children-in-need/2020>

- there were 642,980 referrals during the year, a decrease of one per cent compared to 2019.
- domestic violence by the parent was identified as a factor at the end of assessment in 169,860 episodes of need and remains the most common factor.

39 Planning with young people: how can authorities best involve young people in planning and regeneration?¹²²

39.1 In this report, Public Practice (a not-for-profit social enterprise) presents advice on ways in which local authorities can engage young people in planning and regeneration issues, drawing on experience gained in various London-based bodies. It outlines the context for the guidance, highlighting the growing emphasis in planning policy and guidance on engaging young people in the development of strategic planning and long-term regeneration projects. It describes the approach taken in developing the advice note, and presents key findings identifying barriers to young engagement, including shifting perceptions, robust data collection, connectivity and accessibility. The report presents a series of recommendations to local authorities seeking to improve youth engagement in strategic planning and regeneration, including building relationships with schools and developing workshops targeted at young people.

¹²² https://www.publicpractice.org.uk/uploads/PN012_Planning-with-Young-People_V1.pdf

Part Three: Performance Update

This part of the Briefing Note includes the latest data on performance. The DfE is trialling a new service to enable its statistical data to be viewed and used¹²³.

40 Participation

Attendance

40.1 The figures on schools and colleges attendance published by DfE¹²⁴ are as follows:

- In the week commencing 2 November 2020: 99.6 per cent of state schools were open and attendance was 89.3 per cent.
- In the week commencing 9 November 2020: 99.6 per cent of state schools were open and attendance was 86.8 per cent.
- In the week commencing 16 November: 99.0 per cent of state schools were open and attendance was 82.9 per cent.
- In the week commencing 23 November: 99.2 per cent of state schools were open and attendance was 83.5 per cent.
- In the week commencing 30 November: 99.5 per cent of schools were open and attendance was 85.5 per cent.
- In the week commencing 7 December: 99.2 per cent of schools were open and attendance was 84.6 per cent.

(Thursday is the 'spot' day on which weekly attendance is counted)

¹²³ <https://explore-education-statistics.service.gov.uk/find-statistics/neet-statistics-annual-brief>

¹²⁴ <https://www.gov.uk/government/collections/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak>

Young people not in education, employment or training

40.2 National estimates of young people (aged 16 to 24) who are not in education, employment or training for the quarter July to September 2020¹²⁵ published by the ONS show:

- there were an estimated 757,000 young people (aged 16 to 24 years) in the UK who were not in education, employment or training (NEET) in July to September 2020; this was a record low, decreasing by 43,000 compared with July to September 2019 and down by 12,000 compared with April to June 2020.
- The percentage of all young people in the UK who were NEET in July to September 2020 was estimated at 11 per cent; the proportion was down by 0.6 percentage points compared with July to September 2019 and down by 0.2 percentage points compared with April to June 2020.
- There was a record quarterly increase in the total number of unemployed men aged 16 to 24 years who were NEET, up by 53,000 compared with April to June 2020.
- Of all young people in the UK who were NEET in July to September 2020, an estimated 45.5 per cent were looking for, and available for, work and therefore classified as unemployed; the remainder were either not looking for work and/or not available for work and were classified as economically inactive.

41 Achievement

2020 Provisional Results

41.1 Due to the cancellation of exams in response to Covid-19 and the change to using teacher assessments, 2020 results are not directly comparable with prior years.

¹²⁵ <https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/bulletins/youngpeoplenotineducationemploymentortrainingneet/november2020>

41.2 Ofqual has provided updated interactive 2020 GCSE and A level data visualisations that show comparative outcomes and results across England¹²⁶.

41.3 **Key Stage 4, Provisional results for 2020**¹²⁷:

- Average Attainment 8 Score: England 50.2, London 53.2.
- Progress 8: England -0.03, London +0.22.
- Grades 9 to 4 English and maths: England 71 per cent, London 75 per cent.
- Grades 9 to 5 English and maths: England 50 per cent, London 55 per cent.
- English Baccalaureate (EBacc) Average Point Score (APS): England 4.4, London 4.8.
- EBacc entries: England 40 per cent, London 55 per cent.
- EBacc Grades 9 to 4: England 30 per cent, London 41 per cent.
- EBacc Grades 9 to 5: England 21 per cent, London 29 per cent.

41.4 **Key Stage 5. Provisional Results for 2020**¹²⁸

- All level 3 APS, England 36.8, London 37.5.
- A level England 38.4, London 38.9.
- Tech level England 29.8, London 31.5.
- Applied General England 31.2, London 31.1.

¹²⁶ https://www.gov.uk/government/news/interactive-gcse-and-a-level-data-visualisations-updated?utm_source=2c1f4f9f-2744-4059-a15d-3b2dbeaaaae8a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

¹²⁷ <https://www.gov.uk/government/statistics/key-stage-4-performance-2020>

¹²⁸ https://www.gov.uk/government/statistics/a-level-and-other-16-to-18-results-2019-to-2020-provisional?utm_source=d5a18aa4-3610-4875-b1e2-8fe618fcdc46&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

- 41.5 Please also see Ofqual's report *Student-level equalities for GCSE and A level*¹²⁹, which confirms that the qualifications and grades awarded this year broadly matches the distribution in previous years.
- 41.6 The official statistics on entries for GCSE in the November exam series show that:
- there are 18,450 entries for GCSE subjects (not including English language and mathematics) in England for the autumn 2020 exam series. This represents 0.5 per cent of the total entries in the summer 2020 exam series (3,726,026 for subjects other than English language and mathematics).
 - The subjects with the highest numbers of candidates entering are English literature, other modern languages and combined science.
 - 81 per cent of entries (14,890) are in EBacc qualifications, the same proportion seen in the provisional GCSE entry figures for summer 2020.

42 Progression

Destinations after Key Stages 4 and 5 2018/19¹³⁰

- 42.1 The percentage of young people in sustained destinations after Key Stage 4 in 2018/19 are 93.9 per cent progressed to an education, employment or training destination in England (London 94.2 per cent), of which 38.2 per cent (24.2 per cent in London) progressed to an FE college/provider; 37.4 per cent (56.4 per cent in London) to a state-funded school sixth form; 10.1 per cent (10.0 per cent in London) 4.1 per cent in England (1.4 per cent in London) to an Apprenticeship.
- 42.2 The percentage of young people in sustained destinations after Key Stage 5 in 2018/19 are 88.2 per cent progresses to a sustained education, employment or training destination in London (London 87.2 per cent), of

¹²⁹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/938869/6713_Student-level_equalities_analyses_for_GCSE_and_A_level.pdf

¹³⁰ <https://www.gov.uk/government/statistics/destinations-key-stage-4-and-5-pupils-2019>

which 51 per cent (60.5 per cent in London) progressed to a UK HE Institution; 23.3 per cent (15.4 per cent in London) to a sustained employment and/or training destination and 6.8 per cent (3.6 per cent in London) to an Apprenticeship.

43 Intelligent London¹³¹

43.1 Intelligent London makes the very best of data analysis and visualisation techniques so that those with an interest in supporting and promoting the interests of young people can easily access reliable and up-to-date data. The latest updates include:

- local overviews (this includes all borough local overview packs and a London Region overview pack).
- borough insights including:

Local Learning Landscape

- pupils residing in authority attending schools in other local authorities and pupils residing in other local authorities attending schools in the authority area (these changes reflect cross border movement of secondary school pupils, taken from the January 2020 census).

Participation

- Apprenticeship Programme Starts - All Ages 2019/20.
- Apprenticeship Framework Achievements - All Ages.

Outcomes

- Key stage 4 attainment data – 2019/20.
- Key stage 5 attainment data – 2019/20.

Progression

- Key Stage 4 Destination Measures - 2018/19.
- Key Stage 5 Destination Measures - 2018/19.

¹³¹ <http://www.intelligentlondon.org.uk/>

Disadvantage gaps

- Using recently published DfE data on Key Stage 4 attainment, Mime Consulting looks at the attainment 8 disadvantage gap across state-funded schools in England and explores whether this has been impacted by the 2020 grading system.

43.2 this report and submit any comments by email:

peter.obrien@londoncouncils.gov.uk.

44 Recommendation

44.1 Recipients are asked to note the content of this report and submit any comments by email: peter.obrien@londoncouncils.gov.uk.

Annex: Sources of Official Guidance

The general guidance on Covid-19 and the government's response¹³²

Specific guidance on education¹³³

The Office for National Statistics (ONS), which supports government at all levels with relevant data and intelligence¹³⁴.

NHS information on coronavirus: ¹³⁵

Q&A from Public Health England on coronavirus: ¹³⁶. **Please note:** The National Institute for Health Protection (NIHP) has been set up to bring together Public Health England (PHE), NHS Test and Trace and the analytical capability of the Joint Biosecurity Centre (JBC) under a single leadership team. This is the first step towards becoming a single organisation focused on tackling COVID-19 and protecting the nation's health.

¹³² <https://www.gov.uk/coronavirus>

¹³³ <https://www.gov.uk/government/collections/coronavirus-Covid-19-guidance-for-schools-and-other-educational-settings>

¹³⁴ <https://www.gov.uk/search/research-and-statistics>

¹³⁵ <https://www.nhs.uk/conditions/coronavirus-covid-19/>

¹³⁶ <https://publichealthmatters.blog.gov.uk/2020/01/23/wuhan-novel-coronavirus-what-you-need-to-know/>