

# Young People's Education and Skills Board

## Item 4. Policy Update -September 2021

**Date:** 14 October 2021

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

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## 1            **Introduction**

1.1            This is the latest in the briefings and updates we have produced since the start of the Covid-19 pandemic (please see our dedicated webpage<sup>1</sup> for earlier editions). Although primarily intended for the Young People's Education and Skills Board meeting on 21 October 2021, this update is being distributed to a wider audience including leading councillors in London, local authority officers and other partners and stakeholders. We are grateful for the feedback that readers of our updates have provided and told us how much they were valued at a time when meetings were not being held. Now that meetings are held more frequently, including face-to-face, we are reviewing the presentation and content of our updates and would welcome any views from colleagues who read and use the updates.

## 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

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

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.

- 2.2 The London Recovery Board<sup>2</sup> has been convened to ensure that London moves smoothly out of the lockdown arrangements (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 Programme<sup>3</sup>.
- 2.3 The London Recovery Board has published a statement<sup>4</sup> ahead of the Levelling Up White paper expected later this year. The statement supports the principle of levelling up and points out that there are areas and communities in London that should feature in the government's plans.

### **3 Data**

- 3.1 The House of Commons Library<sup>5</sup>, 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.
- 3.2 Among the House of Commons Library briefing papers produced this month is an update on the requirements on schools, colleges and universities in

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<sup>2</sup> <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/london-recovery-board>

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

<sup>4</sup> [https://www.london.gov.uk/sites/default/files/london\\_recovery\\_board\\_-\\_levelling\\_up\\_statement\\_0.pdf](https://www.london.gov.uk/sites/default/files/london_recovery_board_-_levelling_up_statement_0.pdf)

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

England to provide careers guidance, the quality of the advice provided, and also the organisations working to provide careers advice<sup>6</sup>.

- 3.3 The Local Authority Interactive Tool (LAIT)<sup>7</sup> 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.
- 3.4 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 theme<sup>8</sup>, 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 and provides links to more detailed data and analysis along with the relevant contact points.
- 3.5 The Youth Futures Foundation has produced a data map<sup>9</sup> containing 399 studies that evaluate the effectiveness of youth employment and skills interventions. Of these, 378 are impact evaluation studies and 21 are systematic review.
- 3.6 Data specific to London is published monthly by Greater London Authority (GLA) Economics<sup>10</sup> and Intelligent London<sup>11</sup> is also updated frequently with

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<sup>6</sup> [https://commonslibrary.parliament.uk/research-briefings/cbp-7236/?utm\\_source=HOC+Library+-+Research+alerts&utm\\_campaign=3207d3997a-EMAIL\\_CAMPAIGN\\_2021\\_09\\_23\\_08\\_00&utm\\_medium=email&](https://commonslibrary.parliament.uk/research-briefings/cbp-7236/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=3207d3997a-EMAIL_CAMPAIGN_2021_09_23_08_00&utm_medium=email&)

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

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

<sup>9</sup> <https://youthfuturesfoundation.org/wp-content/uploads/2021/09/Evidence-and-Gap-Map.html>

<sup>10</sup> <https://data.london.gov.uk/gla-economics/>

<sup>11</sup> <http://www.intelligentlondon.org.uk/>

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 topics<sup>12</sup>.

3.7 The GLA's City Intelligence Unit published a new round of population and household projections. The *GLA 2020-based projections*<sup>13</sup> reflect the most up-to-date understanding of the joint impacts of Covid-19 and Brexit on London's population and incorporate assumptions developed in consultation with an expert panel of academics and demographers. The 2020-based population projections provide users with outputs based on a number of alternative assumptions and methodologies intended to help them better understand the potential range of trajectories that London's future population may take.

3.8 The Association of Colleges (AoC) has produced its own projection of the number of 16- to 18-year-olds in England who will need to be funded in colleges<sup>14</sup>. The AoC predicts an estimated 90,000 extra students nationally by 2030.

Note: The September Guarantee figures for London this year are expected to show that the 16-year-old cohort will be less than the 17-year-old. This indicates a drop in 16-year-old population from 2020 to 2021 (nationally, an increase is expected).

3.9 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).

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<sup>12</sup> <https://data.gov.uk/dataset/bc4f5f36-95a2-4a02-b13d-ef8e18ab0ffb/summaries-of-external-research-on-covid-19>

<sup>13</sup> [https://data.london.gov.uk/demography/population-and-household-projections/?utm\\_campaign=2020-based%20population%20projections%20-%20Sept%202021&utm\\_source=emailCampaign&utm\\_content=&utm\\_medium=email](https://data.london.gov.uk/demography/population-and-household-projections/?utm_campaign=2020-based%20population%20projections%20-%20Sept%202021&utm_source=emailCampaign&utm_content=&utm_medium=email)

<sup>14</sup> <https://www.aoc.co.uk/system/files/AoC%2016%20-%2019%20projections%20to%202030%20August%2021.pdf>

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

- 4.1 As the sector welcomes a new ministerial team in the DfE, we are all hoping that this will provide an opportunity to reconsider some of their predecessors' decisions such as the unpopular move to withdraw funding from BTECs and to modify some of the proposals in the Skills and Post-16 Education Bill.
- 4.2 Given the possibility of core funding supporting local authority's work in education transferring to the Department for Levelling-Up, Housing and Communities (as mentioned in the consultation on reforming the National Funding Formula for schools), we are also looking keenly at that new department's relationship with local government and its approach to devolution in England.
- 4.3 The start of the new academic year saw further increases in enrolments in all post-16 settings adding pressure on already stretched budgets. Partners have been preparing submissions to the Spending Review to address many of the longstanding financial tensions in education and training in London. We have focused attention on several studies that highlight these tensions: continued concern over young people's mental health, worries about the effects of discontinuing the temporary uplift of Universal Credit (which, when coupled with an end to the moratorium on evictions has brought homelessness into sharp focus) and the still fragile basis of economic and employment recovery.

## Part One: Current Issues

### 5 Government Announcements

5.1 As a result of a government reshuffle, the DfE has a new Ministerial team:

- Rt Hon Nadhim Zahawi MP, previously Vaccines Minister, takes over as the new Education Secretary.
- Michelle Donelan MP remains Minister for Further and Higher Education, covering post-16 as a whole and will also now attend Cabinet.
- Robin Walker MP, previously Northern Ireland Minister, takes over as Minister for School Standards.
- Will Quince MP, previously DWP Minister, takes over as Minister for Children and Families.
- Alex Burghart MP comes in from the backbenches to take over as Minister for Apprenticeships and Skills.
- Baroness Barran MBE has been appointed Parliamentary Under Secretary of State (Minister for the School System) and leads for the DfE in the Lords. Baroness Barran was previously Parliamentary Under Secretary of State at the Department for Digital, Culture, Media and Sport (DCMS).

5.2 Also in the reshuffle, Michael Gove MP was appointed as Secretary of State for Housing Communities and Local Government. The Department has subsequently been renamed the Department for Levelling Up, Housing and Communities to better reflect its new range of responsibilities.

5.3 The Prime Minister announced a health and social care levy that will be raised by increasing national insurance contributions from April 2023<sup>15</sup>. Although assistance will be provided to schools and other public sector employers, this help will not be available to colleges and independent providers.

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<sup>15</sup> <https://www.gov.uk/government/publications/health-and-social-care-levy/health-and-social-care-levy>

- 5.4 On 7 September, the Chancellor of the Exchequer launched Spending Review 2021<sup>16</sup>, which will conclude on 27 October 2021 alongside an Autumn Budget setting out the government's spending priorities for the rest of this Parliament. The Chancellor set out the expectations for the multi-year review in a letter to Secretaries of State<sup>17</sup>. Representations from stakeholder organisations were sought by 30 September<sup>18</sup>. Young People's Education and Skills provided a contribution to the submission from London Councils, in which priority was given to special educational needs and disabilities and high needs funding (see below).
- 5.5 London Councils has produced a summary of London local government's key priorities for the forthcoming Spending Review<sup>19</sup>, which are:
- Priority 1: A new deal for young people.
  - Priority 2: Supporting a green recovery.
  - Priority 3: Unlock housing and growth through infrastructure.
  - Priority 4: Global London.
  - Priority 5: Strong local public services.

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<sup>16</sup> [https://www.gov.uk/government/news/chancellor-launches-vision-for-future-public-spending?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=6d0cdd66-4311-4955-9ed5-e056acbbb51d&utm\\_content=daily](https://www.gov.uk/government/news/chancellor-launches-vision-for-future-public-spending?utm_medium=email&utm_campaign=govuk-notifications&utm_source=6d0cdd66-4311-4955-9ed5-e056acbbb51d&utm_content=daily)

<sup>17</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1015748/CX\\_LETTER\\_TO\\_ALL\\_SECRETARIES\\_OF\\_STATE\\_070921.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015748/CX_LETTER_TO_ALL_SECRETARIES_OF_STATE_070921.pdf)

<sup>18</sup> [https://www.gov.uk/government/publications/autumn-budget-and-spending-review-2021-representations?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=62a0d0b0-bbf8-473b-897d-63a81fb62d38&utm\\_content=daily](https://www.gov.uk/government/publications/autumn-budget-and-spending-review-2021-representations?utm_medium=email&utm_campaign=govuk-notifications&utm_source=62a0d0b0-bbf8-473b-897d-63a81fb62d38&utm_content=daily)

<sup>19</sup> [https://i.emlfiles4.com/cmpdoc/2/1/4/8/5/files/846783\\_spending-review-2021.pdf?utm\\_campaign=12670674\\_Key%20Issues%2022%20Sept%202021&utm\\_medium=email&utm\\_source=London%20Councils&dm\\_i=192K,7JKR6,UJF53H,U P3O3,1](https://i.emlfiles4.com/cmpdoc/2/1/4/8/5/files/846783_spending-review-2021.pdf?utm_campaign=12670674_Key%20Issues%2022%20Sept%202021&utm_medium=email&utm_source=London%20Councils&dm_i=192K,7JKR6,UJF53H,U P3O3,1)

## 6 Parliament/Education Select Committee

### *Legislation*

- 6.1 The Report Stage of the Skills and Post-16 Education Bill will commence in the House of Lords on 12 October 2021.
- 6.2 On 16 June 2021, Mark Jenkinson MP presented a Private Member's Bill in the Commons - the Education (Careers Guidance in Schools) Bill<sup>20</sup>, which proposes to extend the duty for schools to provide careers guidance. In his announcement of the Bill, Mr Jenkinson said it would extend the current requirements to provide careers guidance to include children in year 7 and implement the proposals in the Skills for Jobs White Paper, which the Government published in January 2021. The House of Commons Library provided a background paper<sup>21</sup>.

### *House of Commons*

- 6.3 On Monday 6 September, the House of Commons asked questions of the then education ministerial team<sup>22</sup>.
- 6.4 A Backbench debate on the implementation of the recommendations of the Timpson Review of School Exclusions, led by Andy Carter MP (Con, Warrington South) and Edward Timpson MP (Con, Eddisbury), was held in Westminster Hall on 16 September 2021<sup>23</sup>. Vicky Ford MP (then Parliamentary Under-Secretary of State for Education) spoke for the government.

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<sup>20</sup> <https://bills.parliament.uk/bills/2895>

<sup>21</sup> [https://commonslibrary.parliament.uk/research-briefings/cbp-9306/?utm\\_source=HOC+Library+-+Research+alerts&utm\\_campaign=2fe639620b-EMAIL\\_CAMPAIGN\\_2021\\_09\\_04\\_08\\_00&utm\\_medium=email&utm\\_term=0\\_a9da1c9b17-2fe639620b-102517489&mc\\_cid=2fe639620b&mc\\_eid=d34cbf25d7](https://commonslibrary.parliament.uk/research-briefings/cbp-9306/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=2fe639620b-EMAIL_CAMPAIGN_2021_09_04_08_00&utm_medium=email&utm_term=0_a9da1c9b17-2fe639620b-102517489&mc_cid=2fe639620b&mc_eid=d34cbf25d7)

<sup>22</sup> <https://hansard.parliament.uk/commons/2021-09-06#undefined>

<sup>23</sup> <https://hansard.parliament.uk/Commons/2021-09-16/debates/E709F125-60C0-454E-A2A0-1757409567F7/TimpsonReviewOfSchoolExclusion>



### ***Education (Select) Committee***

- 6.5 The Education Committee held a formal accountability hearing on 14 September with evidence from Dame Christina Ryan, Chair of Ofsted<sup>24</sup>.
- 6.6 The Education Committee held an evidence session on summer results 2021 and arrangements for 2022<sup>25</sup>. Rt Hon Nick Gibb MP (then Minister of State for School Standards), Simon Lebus (Interim Chief Regulator at Ofqual), Ian Bauckham (Interim Chair at Ofqual) and Susan Acland-Hood (Permanent Secretary, DfE) gave evidence.

### ***Other Parliamentary Committees***

- 6.7 The House of Lords Youth Unemployment Committee heard evidence from Darren Morgan, ONS in its final public evidence session on 14 September<sup>26</sup>.
- 6.8 The All-Party Parliamentary Group (APPG) for London heard about the funding challenge facing London's boroughs at a meeting held on 22 September<sup>27</sup>. London boroughs expect to face a £1.2bn financial hit from increased demand and inflation over the next spending review period, while also dealing with a "a further £0.5-£1bn in Covid related pressures" over the same three years. More immediately, in the first half of 2021-22, London boroughs will see the largest per-capita drop loss of income relating from Covid of all council types.

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

- 7.1 The DfE commissioned the International Public Policy Observatory<sup>28</sup> to produce four rapid evidence reviews to synthesise existing research on the harms caused by the disruption to children and young people's education

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<sup>24</sup> <https://committees.parliament.uk/event/5509/formal-meeting-oral-evidence-session/>

<sup>25</sup> <https://committees.parliament.uk/work/1457/summer-results-2021-and-arrangements-for-2022/>

<sup>26</sup> <https://committees.parliament.uk/event/5463/formal-meeting-oral-evidence-session/>

<sup>27</sup> <https://www.londoncouncils.gov.uk/who-runs-london/appg-london>

<sup>28</sup> <https://covidandsociety.com/same-storm-not-same-boat-lessons-for-future-further-education-rapid-evidence-review/>

when UK educational settings were closed during the Covid-19 pandemic.

The reviews cover:

- Primary and secondary schools (Reception to Year 11).
- Two separate reviews for children and parents/carers.
- Further education colleges and sixth form.
- Universities.

7.2 The harms include:

- Effects on mental and physical health and wellbeing.
- Increased risk of violence in the home.
- Interruption to vocational courses in both further and higher education.
- Disruption to initiatives aimed at widening participation in universities.
- Effects of existing inequalities, such as to access to technology for online learning and lack of access to childcare for parents.

7.3 In the FE and sixth-form sector and its students, the review pinpoints concerns over:

- Impact on the uptake and completion of apprenticeships.
- Impact on the pursuit of vocational qualifications.
- Impact on particularly vulnerable cohorts of FE students.
- Impact on the mental health and wellbeing of FE students.

7.4 The London Youth Assembly (LYA) has published the results of its survey<sup>29</sup>, conducted in May 2021, on the effects of Covid-19 and lockdowns on education in London. The report sets out a series of findings and suggested recommendations for the Mayor of London, which have been shared with local authorities and youth services.

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<sup>29</sup> [https://www.london.gov.uk/sites/default/files/the\\_impact\\_of\\_covid-19\\_on\\_education\\_opportunities\\_for\\_young\\_people\\_in\\_london\\_-\\_london\\_youth\\_assembly\\_august\\_2021.pdf](https://www.london.gov.uk/sites/default/files/the_impact_of_covid-19_on_education_opportunities_for_young_people_in_london_-_london_youth_assembly_august_2021.pdf)

- 7.5 Research by the National Foundation for Educational Research (NFER) and funded by the Nuffield Foundation<sup>30</sup> finds that schools in disadvantaged areas are adapting their curriculum to help pupils recover from the Covid-19 pandemic as they return to school. Changes include narrowing the curriculum to prioritise literacy and numeracy over arts and languages, as well as focusing on core content within subjects. Some schools have adopted a blended approach, incorporating numeracy and literacy through other subjects, while others are giving pupils more time to cover content. The curriculum changes have been carried out by “most schools”, says the NFER. The research also found that pupils moving up into primary and secondary schools as well as Further Education are at particular at risk of falling behind. The study shows that pupils are less emotionally and academically prepared to make this transition. This has been “exacerbated by disruption to normal transition events”, the report said.
- 7.6 The report adds that “most school leaders reported more wellbeing and mental health problems than usual, especially increased anxiety, as a result of the pandemic”. The risk of “severe mental health issues, including self-harm” among pupils has been raised by a “substantial minority” of school leaders.
- 7.7 The Centre for Policy Studies<sup>31</sup> asked parents their view on the most effective ways of supporting children to catch up on the learning their children missed during the pandemic. It posed four options:
- Tutoring (1:1 or small group support for particular children).
  - Longer school days with an academic focus.
  - Longer school days with an enrichment focus.
  - Longer school terms/a change to the school year.

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<sup>30</sup> [https://www.nfer.ac.uk/media/4614/recovery\\_during\\_a\\_pandemic\\_the\\_ongoing\\_impacts\\_of\\_covid\\_19\\_on\\_schools\\_serving\\_deprived\\_communities.pdf](https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf)

<sup>31</sup> <https://www.cps.org.uk/files/reports/original/210602205302-CPSLOSTLEARNINGREPORT7.pdf?platform=hootsuite>

- 7.8 The survey found support for an academic focus on catch-up and for the adoption of methods that are proven to “work best”, particularly tutoring.
- 7.9 The main findings of a new report by researchers at the Institute for Fiscal Studies (IFS), funded by the Nuffield Foundation, into *Home learning experiences through the COVID-19 pandemic*<sup>32</sup> show that the quality of home learning in England improved substantially over the first year of the pandemic, with particularly big improvements for poorer children. The report welcomes this improvement but says that, on their own, more equal experiences going forward won’t be enough to overcome the large inequalities that the first lockdown has baked in. Limited support and unequal provision for self-isolating students during Autumn 2020 also worked against efforts to address lost learning during that term. The resources provided to self-isolating students in the Autumn 2020 term were far worse even than during the first lockdown. And, with a quarter of parents believing that it will take their child at least a year to catch up, schools and teachers will be facing big challenges this year.
- 7.10 The Centre for Social Justice<sup>33</sup> has put forward arguments for extending the school day so that disadvantaged pupils can access a range of extra-curricular activities. It explains that the challenges that disadvantaged face have worsened during the pandemic and better access to extra-curricular activities would ameliorate some of these challenges. It refers to an earlier pilot programme that had promising results and to examples of recent initiatives that have boosted enrichment in disadvantaged areas. It says that parents support enrichment activities outside the school day and that approximately one in five pupils currently do no enrichment activities. It proposes mandatory obligations on schools and pupils; developing an enrichment offer; developing an enrichment provider base and addressing resource implications.

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<sup>32</sup> <https://ifs.org.uk/publications/15592>

<sup>33</sup> <https://www.centreforsocialjustice.org.uk/library/a-level-playing-field>

- 7.11 The Institute for Public Policy Research (IPPR), in its paper *Prosperity and justice after the pandemic*<sup>34</sup>, has identified four key power shifts that it believes policy makers should implement to address many of the long-standing challenges facing the UK economy and that Covid-19 has exacerbated. It sees these shift as essential if policy makers use recovery from the pandemic as an opportunity to 'build back better'.
- Power needs to be shifted to employees and workers, from employers and shareholders.
  - Power needs to be shifted to companies that work in the interest of society from those that extract from society.
  - Power needs to shift to those who are locked out of wealth from a system that has locked up wealth.
  - Power needs to be shifted to the nations, regions, and towns of the UK from Whitehall.

## **8 Apprenticeships**

- 8.1 The winners of 2021 London Borough Apprenticeship Awards<sup>35</sup>, announced on social media in September, were:
- Best contribution by a new apprentice: Sydney Frankland, Westminster.
  - Best progression by an apprentice: Robert Watts, Westminster.
  - Best apprentice working in the supply chain or schools: Lorraine O'Keefe, Islington.
  - The Andy Scott award for best manager or mentor: Evie Lodge, Islington.
  - Best work with the supply chain and local businesses to create new apprenticeships: London Borough of Camden.
  - Apprentice of the Year: La'Jay Taylor, Croydon.

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<sup>34</sup> <https://www.ippr.org/research/publications/prosperity-and-justice-after-the-pandemic>

<sup>35</sup> <https://www.londoncouncils.gov.uk/node/38898>

8.2 The University of Warwick produced a report<sup>36</sup> for the Edge Foundation and Gatsby Foundation that assesses employer intentions on Apprenticeships before and after the 2017 reforms and the introduction of the Apprenticeship Levy. Although the report that some of the effects it found are transitional while the system beds in, there was an impact on the preparedness of employers to offer Apprenticeship opportunities and fewer employers are recruiting apprentices after the reforms came into effect.

## 9 Quality and Standards

9.1 Ofsted has launched reviews into tutoring and teacher development<sup>37</sup>. The first review will consider the overall quality of tutoring offered by schools and 16 to 19 providers, irrespective of whether it is provided directly or through National Tutoring Programme (NTP) tuition partners. The evaluation will also consider how well schools and 16 to 19 providers are integrating tutoring into their curriculum planning and delivery, its effect on the overall quality of education, and the likelihood that it will help children catch up. The second review will look at the quality of training and development received by all teachers, with a particular focus on the early career framework (ECF) and national professional qualifications (NPQs). Ofsted will be collecting evidence throughout academic years 2021/22 and 2022/23 to establish the main features of effective teacher development in schools. This data will also help to determine whether the reforms are having an impact on education recovery priorities.

9.2 The DfE published the findings of a survey investigating the use and effectiveness of technology in educational delivery (EdTech)<sup>38</sup> – this was based on the vision, first articulated by the DfE in 2019, that EdTech should

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<sup>36</sup> [https://www.edge.co.uk/documents/249/AWBOH\\_Final\\_report\\_Long\\_IER\\_Final\\_v2.pdf](https://www.edge.co.uk/documents/249/AWBOH_Final_report_Long_IER_Final_v2.pdf)

<sup>37</sup> [https://www.gov.uk/government/news/ofsted-to-review-two-education-catch-up-reforms?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=a2059473-4661-4b7f-b35d-ff769d4c67db&utm\\_content=immediately](https://www.gov.uk/government/news/ofsted-to-review-two-education-catch-up-reforms?utm_medium=email&utm_campaign=govuk-notifications&utm_source=a2059473-4661-4b7f-b35d-ff769d4c67db&utm_content=immediately)

<sup>38</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/996470/Education\\_Technology\\_EdTech\\_Survey\\_2020-21\\_1\\_1.pdf?platform=hootsuite](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/996470/Education_Technology_EdTech_Survey_2020-21_1_1.pdf?platform=hootsuite)

be developed and introduced to improve student outcomes and reduce teacher workload. The report records that the vast majority of teachers and headteachers felt that increased EdTech would have a positive impact on attainment. It also comments on how, as demonstrated during the pandemic, the effectiveness of EdTech is affected by the quality of internet provision in pupils' homes and the suitability of software and hardware. It identifies supporting pupils with Special Educational Needs and / or Disabilities (SEND) and encouraging greater use of EdTech in primary schools as priorities for future investment.

### ***Curriculum***

9.3 A paper by the Education Policy Institute<sup>39</sup> provides a cautionary note about the effects of the narrowing of A Level subjects chosen by students. The paper says:

- The proportion of students with qualifications spanning three or more of the five main subject groups (sciences, maths, languages, humanities, vocational) has halved since 2010.
- This appears to be driven by reforms to A levels, including the decoupling of AS levels.
- Real terms funding cuts have also contributed to the narrowing of A levels.
- Greater subject diversity leads to higher earnings for students during their mid-twenties.
- The narrowing of A levels could leave students poorly equipped for the workplace.
- Certain pupils are more likely to take a narrower set of A levels.
- The government should undertake a wholesale review of 16-19 funding, including reducing funding cuts and ensuring that the 16-19 funding formula does not discourage the take up of smaller qualifications.

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<sup>39</sup> <https://epi.org.uk/publications-and-research/a-narrowing-path-to-success-16-19-curriculum-breadth-and-employment-outcomes/>

### ***Online learning and pedagogy***

9.4 The ONS published an analysis of remote learning over the coronavirus pandemic period<sup>40</sup>. It says that remote learning was, at best, a partial substitute for in-class teaching during the pandemic, as pupils covered substantially less material when working from home than their peers in the classroom. The analysis suggests that the difference between the materials covered by remote and in-class pupils was larger for primary schools than for secondary schools. It says that the proportion of instruction dependent on parents was much higher for primary schools than for secondary schools, and much higher for pupils in Key Stage 1 than pupils in Key Stage 2. It finds that the difference between remote and in-class learning was particularly acute at schools with a higher proportion of pupils eligible for free school meals - teachers at schools with lower proportions of pupils eligible for FSM also reported pupils' learning being less dependent on parental instruction than teachers at schools with a higher proportion of FSM pupils. The analysis also says that teachers reported a larger reduction in materials covered by remote learners relative to in-school learners for arts, including design and technology than for other subjects. The data show little evidence of large differences in materials covered or dependence on parental instruction in different English regions.

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<sup>40</sup> <https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/articles/remoteschoolingthroughthecoronaviruscovid19pandemicengland/april2020tojune2021>



## 10 Achievement

10.1 The DfE and Ofqual have produced a series of policies relating to changes to the assessment of GCSEs, AS / A levels and vocational qualifications in autumn 2021 and summer 2022:

- Proposed changes to the assessment of GCSEs, AS and A levels in 2022 (giving the results of a consultation)<sup>41</sup>.
- Ofqual's approach to grading exams and assessments in summer 2022 and autumn 2021<sup>42</sup>.
- Contingency arrangements: GCSE, AS, A level, Project and Advanced Extension Award (AEA) – this is a consultation <sup>43</sup>.
- Guidance on vocational contingencies<sup>44</sup>.

## 11 Progressions - the Labour Market

11.1 A government progress report on its Plan for Jobs<sup>45</sup> shows that the target to triple the number of Traineeships was missed by more than a half (14,900 achieved out of a target of 36,700) and the number of new Apprenticeships fell 15,000 short of the 100,000 target. The report also says that over 63,000

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<sup>41</sup> [https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcses-as-and-a-levels-in-2022?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=7f73a803-b135-4e8a-8202-3049c0a889ae&utm\\_content=daily](https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcses-as-and-a-levels-in-2022?utm_medium=email&utm_campaign=govuk-notifications&utm_source=7f73a803-b135-4e8a-8202-3049c0a889ae&utm_content=daily)

<sup>42</sup> [https://www.gov.uk/government/speeches/ofquals-approach-to-grading-exams-and-assessments-in-summer-2022-and-autumn-2021?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=b55a209b-bf39-42ef-866b-4721b4affd77&utm\\_content=daily](https://www.gov.uk/government/speeches/ofquals-approach-to-grading-exams-and-assessments-in-summer-2022-and-autumn-2021?utm_medium=email&utm_campaign=govuk-notifications&utm_source=b55a209b-bf39-42ef-866b-4721b4affd77&utm_content=daily)

<sup>43</sup> [https://www.gov.uk/government/consultations/contingency-arrangements-gcse-as-a-level-project-and-aea?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=685d5eb9-f633-40c7-91ce-51cc460938e6&utm\\_content=daily](https://www.gov.uk/government/consultations/contingency-arrangements-gcse-as-a-level-project-and-aea?utm_medium=email&utm_campaign=govuk-notifications&utm_source=685d5eb9-f633-40c7-91ce-51cc460938e6&utm_content=daily)

<sup>44</sup> [https://www.gov.uk/government/news/dfe-guidance-on-vocational-contingencies-published?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=35478df0-b384-47ce-a82b-f7b9dbe1c10e&utm\\_content=daily](https://www.gov.uk/government/news/dfe-guidance-on-vocational-contingencies-published?utm_medium=email&utm_campaign=govuk-notifications&utm_source=35478df0-b384-47ce-a82b-f7b9dbe1c10e&utm_content=daily)

<sup>45</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1016764/Plan\\_for\\_Jobs\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1016764/Plan_for_Jobs_FINAL.pdf)

people started a Kickstart job and 65,000 enrol on a Sector-Based Work Academy placement in 2020-21.

- 11.2 An answer to a Parliamentary Question on 6 September 2021<sup>46</sup> (based on data correct up to 31 August 2021) showed that 36,000 jobs have been made available in London through the Kickstart Scheme, which has resulted in 13,970 jobs started.
- 11.3 Public Health England's *Covid19 and worklessness: support for London local authorities*<sup>47</sup>, written primarily for Public Health colleagues working with or looking to work with or engage with their employment or unemployment, skills and worklessness colleagues (and vice versa) to facilitate the principle of health in all policies approach, provides information on worklessness and support available to local authorities to mitigate worklessness at a local authority level.
- 11.4 Analysis by the Health Foundation<sup>48</sup> shows that 16 of the 30 local authorities in England with the largest percentages of young people who do not go on to education, employment or training following their 16 to 18 studies, have not been classed as top-tier priorities for the government's Levelling Up Fund (Hackney and Haringey are mentioned in this respect).
- 11.5 The Institute for Fiscal Studies (IFS) reported<sup>49</sup> that while attention is focused on staff shortages in road haulage, employers are struggling to recruit into low-paid jobs and vacancies in other areas are significantly below pre-pandemic levels. It says that employment opportunities are 30 per cent below their usual level across almost three-quarters of the workforce.
- 11.6 The Chartered Institute of Personnel and Development (CIPD)<sup>50</sup> reported that, as vacancies surge past one million, approximately two in five employers hire ad hoc and are failing to plan for future staff needs.

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<sup>46</sup> <https://questions-statements.parliament.uk/written-questions/detail/2021-07-20/36791>

<sup>47</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1021510/Worklessness\\_and\\_COVID\\_29\\_Sept\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021510/Worklessness_and_COVID_29_Sept_2021.pdf)

<sup>48</sup> <https://health.org.uk/news-and-comment/news/young-people-not-in-education-or-employment-risk-missing-out>

<sup>49</sup> <https://ifs.org.uk/publications/15628>

<sup>50</sup> <https://www.cipd.co.uk/about/media/press/210921employers-hire-ad-hoc>

11.7 A team of hospitality industry experts has been assembled to help England's pubs, restaurants and cafes to thrive. Leading experts, businesses and entrepreneurs have assembled a Hospitality Sector Council<sup>51</sup> to help deliver the government's Hospitality Strategy, the strategy is helping hospitality firms to reopen, recover and become more resilient following the pandemic. This includes making it easier for pubs, restaurants and cafes to offer al fresco dining by making pavement licenses permanent and extending takeaway drinks in England and Wales until September 2022 to further boost sales. The strategy also sets out ways to help the sector grow and boost its creativity, including through exploring options for vocational skills and training such as apprenticeships, bootcamps and other qualifications such as T Levels.

11.8 A study from the Co-op<sup>52</sup>, looking at the attitudes, life chances and aspirations of young people has revealed that children as young as 10 years old think the pandemic will affect their chances for the rest of their life.

Findings show:

- Almost two-thirds (60 per cent) of young people feel their generation will be permanently disadvantaged by the pandemic.
- Around two-thirds (65 per cent) believe competition to get a job has increased so much it feels impossible.
- Nearly a third (29 per cent) of young people say the pandemic has made them less likely to continue with further education.
- Over half (58 per cent) of young people feel that government has failed them in its handling of the pandemic.
- The Co-op calls on government to ensure young people are actively considered in decision-making, with suggestion of the development of a Youth Strategy and introduction of a Youth Minister in cabinet with cross departmental responsibility.

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<sup>51</sup> <https://www.gov.uk/government/news/new-hospitality-council-to-guide-the-sectors-recovery>

<sup>52</sup> [https://assets.ctfassets.net/5ywmq66472jr/4J2lwkFP92RIyBojJglrbM/0b7265ebfef21cf0f122b9318797317e/Covid\\_the\\_shadow\\_on\\_a\\_young\\_generation.pdf](https://assets.ctfassets.net/5ywmq66472jr/4J2lwkFP92RIyBojJglrbM/0b7265ebfef21cf0f122b9318797317e/Covid_the_shadow_on_a_young_generation.pdf)

11.9 The accountancy and business advisory firm BDO reported<sup>53</sup> that the appeal of hybrid working is greater for young people from disadvantaged backgrounds and suggested an increase in employers offering flexible working could help improve social mobility in the UK.

## 12 Progression to Further and Higher Education

12.1 The Higher Education Policy Institute<sup>54</sup> has proposed that A-level pupils should be required to study a humanities subject, mathematics and a foreign language to tackle a decline in humanities enrolments at universities.

12.2 UCAS reported<sup>55</sup> that a record level of young people had been accepted into university this year, with 272,500 UK students aged 18 having been accepted into university or college - a 7 per cent increase on 2020. This means 37.9 per cent of the entire UK 18-year-old population is due to start a full-time undergraduate course, also a new high and surpassing last year's equivalent figure of 36.4 per cent. The number of 18-year-olds accepted from the most disadvantaged backgrounds in the UK (Participation Of Local Areas (POLAR) 4 quintile <sup>56</sup>) has exceeded 30,000 (30,260) for the first time, equivalent to 23.5 per cent of that population. This is an increase from 22.6 per cent (and 28,200 accepted students) in 2020. In total, 507,610 students (of all ages and all domiciles) have been accepted, down less than 2 per cent% from last year, with 47,020 (down 33 per cent) of those using Clearing. UCAS also reported that it's CareerFinder, which helps students find jobs and degree/higher apprenticeships, saw a record 2.13 million searches in the last 12 months, up 32 per cent from last year. These searches have resulted in 243,000 job applications, an increase from 171,000 last year (+42 per cent).

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<sup>53</sup> <https://www.bdo.co.uk/en-gb/news/2021/research-indicates-hybrid-working-could-boost-social-mobility-in-the-uk>

<sup>54</sup> <https://www.hepi.ac.uk/2021/09/23/improving-the-fortunes-of-the-humanities-means-thinking-about-post-16-qualifications/>

<sup>55</sup> <https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/statistical-releases-daily-clearing-analysis-2021>

<sup>56</sup> <https://www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/>

- 12.3 The IFS published reports on the tuition fee system<sup>57</sup> and graduate earning and geographical mobility<sup>58</sup>. The first of the two reports, funded by the DfE, finds that it would be “essentially impossible” for the Treasury to save money on university tuition fees in England without hurting graduates on average earnings in favour of their wealthy peers.
- 12.4 Researchers at the IFS have also constructed a calculator, in partnership with the Nuffield Foundation, showing the options and costs available to the Treasury, ahead of the response to Augar and the Spending Reviews. Former prime minister Tony Blair said more students from disadvantaged backgrounds would be encouraged to attend university by restoring maintenance grants in place of loans. The second report, in partnership with DfE, finds that higher education enables graduates to move to places with better career prospects, but that this also leads to ‘brain drain’ from the North and coastal areas.
- 12.5 The IFS’ report *London calling? Higher education, geographical mobility and early-career earnings*<sup>59</sup> shows the link between HE, geographical mobility and outcomes for individuals and regions.

### **13 Careers Guidance**

- 13.1 The Education and Skills Funding Agency (ESFA) has updated the guidance it provides to educational settings on the matrix standard (the international quality standard for organisations that deliver careers education, information, advice and/or guidance to clients either as their sole purpose or as part of their wider service offer)<sup>60</sup>.

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<sup>57</sup> <https://ifs.org.uk/publications/15623>

<sup>58</sup> <https://ifs.org.uk/publications/15621>

<sup>59</sup> <https://ifs.org.uk/publications/15622>

<sup>60</sup> <https://www.gov.uk/government/publications/the-matrix-standard/the-matrix-standard-guidance-notes>

## 14 SEND

14.1 A study published by the University of Exeter<sup>61</sup> has shown that the number of people diagnosed with autism has jumped by 787 per cent in the past two decades. It attributes this increase to increasing recognition of autism. The exponential increase - between 1998 and 2018 - was greater for females than males, with the greatest rises among adults.

## 15 Funding

15.1 The DfE is providing additional funding for targeted support for vulnerable young people in “serious violence hotspots”, including Croydon, Brent, Enfield, Hackney, Haringey, Lambeth, Newham, Southwark and Tower Hamlets<sup>62</sup>. Drawing on £15 million from the Treasury’s Shared Outcomes Fund, the two-year programme is aimed at young people at risk of being drawn into crime or gangs to help them stay engaged with their education (that is, in Alternative Provision) and out of harm.

15.2 The DfE has published details of the Recovery Premium<sup>63</sup> it will allocate to schools to help disadvantaged children recover learning lost during the pandemic. Setting a 'floor' of £2,000 for primary schools and £6,000 for secondary schools, the scheme will give £145 for each eligible pupil in a mainstream setting and £290 for each eligible pupil in a special unit. The eligibility criteria for pupils are the same as for the pupil premium:

- pupils who are eligible for free schools’ meals.
- pupils who have been eligible for free school meals at any point in the last 6 years.

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<sup>61</sup> <https://www.exeter.ac.uk/research/news/articles/numberdiagnosedwithautism.html>

<sup>62</sup> [https://www.gov.uk/government/news/targeted-support-for-vulnerable-young-people-in-serious-violence-hotspots?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=6791b7b7-00dd-43c9-89e4-34f6eeb9bb77&utm\\_content=daily](https://www.gov.uk/government/news/targeted-support-for-vulnerable-young-people-in-serious-violence-hotspots?utm_medium=email&utm_campaign=govuk-notifications&utm_source=6791b7b7-00dd-43c9-89e4-34f6eeb9bb77&utm_content=daily)

<sup>63</sup> <https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding>

- children looked after by local authorities and referred to as looked-after children.
- post-looked after children.

15.3 Research<sup>64</sup> by the IFS - and funded by the Nuffield Foundation – finds that despite the government allocating over £7 billion extra for schools in England in the 2019 Spending Round, core spending per pupil in 2022 to 2023 will still be about 1 to 2 per cent lower in real terms than in 2009 to 2010. School spending per pupil fell in England by 9 per cent in real terms between 2009 to 2010 and 2019 to 2020. The recent extra spending will reverse most, but not all, of this cut. Schools serving the most disadvantaged pupils have seen the biggest cuts over the last decade. Having been introduced in 2018, the National Funding Formula for schools has ensured extra funding flows to areas that have become more disadvantaged over time. However, as a whole, the formula has provided a bigger funding boost to more affluent areas than to disadvantaged areas.

15.4 The National Association of Headteachers (NAHT) has analysed independent research that has shown there has been an effective 13-year real-terms freeze in school funding<sup>65</sup>. It has highlighted, using its own survey of its members:

- One in four school leaders predict a deficit budget in 2021/22 (based on current funding levels).
- 31 per cent said they made cuts to balance their budget in 2020/21; 35 per cent expect to have to in 2021/22.
- 97 per cent said SEND funding is insufficient.
- 95 per cent said top-up funding for pupils with EHC plans is insufficient.
- 79 per cent said they had to buy in additional services that weren't available, or accessible, from health and social care.

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<sup>64</sup> <https://ifs.org.uk/publications/15588>

<sup>65</sup> [https://www.naht.org.uk/Portals/0/PDF's/Funding/NAHT%20Funding%20report%20\(A%20Failure%20to%20Invest\)\\_WEB.pdf?ver=2021-09-07-173735-743](https://www.naht.org.uk/Portals/0/PDF's/Funding/NAHT%20Funding%20report%20(A%20Failure%20to%20Invest)_WEB.pdf?ver=2021-09-07-173735-743)

- 83 per cent say they don't have sufficient capital funding to maintain their existing buildings and facilities.

## **16 Mental Health and Anxiety**

- 16.1 The DfE has introduced training grants<sup>66</sup> for up to 7,800 eligible schools and colleges, which can be used to enable senior leaders to gain the knowledge and skills they need to roll out an effective 'whole school or college approach' to mental health and wellbeing, embedding it into their culture and making it a priority alongside academic recovery.
- 16.2 The Children's Society has published the tenth in a series of annual reports on the well-being of children in the UK<sup>67</sup>. The report draws on data from a number of sources including the Children's Society Household survey, Understanding Society and the Millennium Cohort study to inform the research. It includes an overview of the latest trends in children's well-being including how they feel about their appearance, schoolwork, friends, family and life as a whole. The report finds that children are particularly unhappy about school and their appearance and notes that overall children's happiness has declined since the survey began in 2009. The report also explores how children's well-being during earlier adolescence relates to outcomes for these children at age 17, and analyses children's experiences of Covid-19. It finds that young people with lower life satisfaction scores at age 14 were more likely to have negative scores on mental health indicators at age 17. The report says that most children and their parents had coped well during the pandemic, but that some required further support. It suggests that regular monitoring of children's life satisfaction could help identify those in need of support using a simple measure.

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<sup>66</sup> <https://www.gov.uk/government/news/training-launched-for-mental-health-leads-in-schools-and-colleges>

<sup>67</sup> <https://www.childrensociety.org.uk/information/professionals/resources/good-childhood-report-2021>



16.3 The Mindapples<sup>68</sup> charity, which specialises on improving mental health has invited educational settings to contact them. Mindapples would like to help educational settings improve the mental health of their students.

## 17 Housing/homelessness

17.1 The official statistics on Statutory Homelessness in England for Financial Year 2020 to 2021<sup>69</sup> were published on 9 September. These show that, out of a total of 51,770 people who were owed a prevention or relief duty in London, 290 (0.6 per cent of the total) were young people aged 16 or 17 and 10,060 (19.4 per cent of the total) were aged 18 to 24.

17.2 The Kerslake Commission on Homelessness and Rough Sleeping published its final report: *A new way of working: ending rough sleeping together*<sup>70</sup>, calling for a whole government approach and close collaboration between different levels of government and other agencies. London has the highest rates of rough sleeping and homelessness in the country.

17.3 Centrepont and End Youth Homelessness wrote to the Chancellor<sup>71</sup> as part of a campaign urging the government not to remove the Universal Credit uplift. The uplift came to an end on 30 September, but the letter gives an indication of the possible consequences that local authorities in particular may need to address.

17.4 The YMCA has reported<sup>72</sup> that ending the £20 uplift in Universal Credit, introduced by the government last year during the height of the pandemic, will disproportionately affect young people aged 16 to 24.

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<sup>68</sup> <https://mindapples.org/>

<sup>69</sup> [https://www.gov.uk/government/statistics/statutory-homelessness-in-england-financial-year-2020-21?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=1c9c9abb-35c9-44ae-b77d-2e2ba4c2ac6c&utm\\_content=daily](https://www.gov.uk/government/statistics/statutory-homelessness-in-england-financial-year-2020-21?utm_medium=email&utm_campaign=govuk-notifications&utm_source=1c9c9abb-35c9-44ae-b77d-2e2ba4c2ac6c&utm_content=daily)

<sup>70</sup> <https://www.commissiononroughsleeping.org/wp-content/uploads/2021/09/KRSC-Final-Report-2021.pdf>

<sup>71</sup> <https://centrepont.org.uk/about-us/blog/sacrificing-their-food-and-their-future-keeping-the-universal-credit-uplift-for-young-people/>

<sup>72</sup> <https://www.ymca.org.uk/latest-news/ending-universal-credit-uplift-will-disproportionately-affect-918000-young-people-in-their-housing-working-and-living-experiences>

## **18 Youth Work**

- 18.1 Anne Longfield, the former children's commissioner for England, has launched her independent commission to prevent children becoming involved in gangs and crime<sup>73</sup>.
- 18.2 More than £700,000 has been awarded by the Youth Endowment Fund to support research into keeping children safe from violence<sup>74</sup>. The money will be used to evaluate projects working with children and young people run by smaller organisations that often do not get to test their work using some of the most robust types of research such as randomised control trials (RCTs) because such evaluations only work when there is a large number of children and young people taking part in a project.
- 18.3 The Partnership for Young London is carrying out a survey of young people aged 14 to 25 that focuses on their perspectives on detached youth work. It should take no longer than 10 minutes to complete. All respondents can win a £50 voucher. The survey will be live until Sunday 10 October<sup>75</sup>.
- 18.4 Partnership for Young London is also funding a literature review focused on detached youth work, which will review both academic literature and 'grey literature' (e.g., evaluation or research reports published by youth organisations) from the past ten years. If there are any articles or reports that you think should be included in this review, or if you have any questions, please send them to [bradshawwalsh.research@gmail.com](mailto:bradshawwalsh.research@gmail.com).

## **19 Engaging Young People**

- 19.1 DCMS has released the latest results from the Community Life Survey<sup>76</sup> - a nationally representative annual survey of adults (16+) in England that tracks the latest trends and developments across social action and involvement in decision making. Data was collected between April 2020 to March 2021 and

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<sup>73</sup> <https://thecommissiononyounglives.co.uk/>

<sup>74</sup> <https://youthendowmentfund.org.uk/news/youth-endowment-fund-to-support-grassroots-organisations-to-take-part-in-research-to-find-out-what-works-to-keep-children-safe-from-violence/>

<sup>75</sup> <https://www.surveymonkey.co.uk/r/detachedyouthwork>

<sup>76</sup> <https://www.gov.uk/government/statistics/community-life-survey-202021>

it's therefore likely that Covid-19 pandemic impacted respondents' behaviours and responses. The survey found that young people's engagement in democratic processes apart from voting, such as signing a petition or attending a public rally, has risen sharply in the past year. In 20/21, 48 per cent of 16- to 24-year-olds has engaged at least once in the last 12 months compared to 37 per cent in the previous year. In contrast, rates of formal volunteering at least once a year- giving unpaid help through clubs or organisations – dropped significantly for the same age group from 40 per cent last year to 31 per cent this year. Rates of social action - being involved with issues affecting the local area – for 16- to 24-year-olds stayed broadly stable. 13 per cent have been involved in the last 12 months compared to 14 per cent in 2019/20.

19.2 The key findings of the youth voice survey carried out earlier this year by Youth Employment UK<sup>77</sup> pinpoint the main concerns of young people:

- mental health.
- accessing quality work.
- catching up on lost education.
- a lack of spaces for young people (space to air their views and space to study).

## **20 London**

20.1 The Local Government Association (LGA) has provided case studies<sup>78</sup>, including the London Boroughs of Hounslow and Waltham Forest, of how local authorities responded to the employment and skills challenges presented by the pandemic and how this experience has helped in planning for the future.

20.2 Lewisham College and Millwall Community Trust launched an initiative to support young people in Lewisham and the surrounding area to break into

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<sup>77</sup> <https://www.youthemployment.org.uk/youth-voice-census/>

<sup>78</sup> <https://www.local.gov.uk/publications/learning-employment-and-skills-responses-covid-19>

media, sports journalism and marketing<sup>79</sup>. The new Media, Sports Journalism and PR/Marketing courses are designed to offer young people with the opportunity to build their skills and explore, develop and test their creativity, as well as providing them with the knowledge and understanding of the operational aspects of media in the sports sector.

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<sup>79</sup> <https://www.lewisham.ac.uk/news/772-new-partnership-to-support-young-people-break-into-media-sports-journalism-and-marketing-launches-in-lewisham>

## Part Two: General Policy and Research Update

This part of the Briefing Note covers policies and reports that have been received in September 2021.

### 21 Skills for Jobs White Paper Implementation

- 21.1 Please see paragraph 6.1 for information about the Skills and Post-16 Education Bill.
- 21.2 Consortiums of colleges, businesses and employer representative bodies that failed to win “skills accelerator” funding earlier this year can now bid for an alternative pilot project<sup>80</sup> (there were no successful skills accelerator bids from London). Up to £50,000 is available per group that unsuccessfully applied for the two accelerator initiatives – local skills improvement plans (LSIPs) and the strategic development fund (SDF). Only one bid per pilot area will be successful in this new project, which has been named the “skills accelerator progression fund”. A briefing document\* published by the DfE states that the new fund is for consortiums to “maintain and further develop collaboration between providers, local employers and representative bodies to better meet local skills priorities”. Bids for the fund opened last week and will close on 31 October. Applications should be submitted to [Skills.ACCELERATOR@education.gov.uk](mailto:Skills.ACCELERATOR@education.gov.uk).
- 21.3 Noting that the outcome of the Government’s consultation on the Review of Post-16 Qualifications announced in July recorded that 86 per cent of respondents opposed the proposal to defund most level 3 qualifications apart from A Levels and T Levels from 2023, a campaign has been launched by the Sixth-Form Colleges Association to reverse the government’s decision to proceed with the proposal. The campaign, *Protect Student Choice*<sup>81</sup> has launched a petition to Parliament<sup>82</sup> calling on the government to “reverse the plan to withdraw funding for most applied general qualifications such as

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<sup>80</sup> <https://www.aoc-services.co.uk/wp-content/uploads/2021/06/Skills-Accelerator-Progression-Fund-webinar-slides-140921-FINAL-USE.pdf>

<sup>81</sup> <https://www.protectstudentchoice.org/>

<sup>82</sup> <https://petition.parliament.uk/petitions/592642>

BTECs and guarantee they will continue to play a major role in the qualifications landscape”.

## **22 Organisation for Economic Cooperation and Development (OECD)**

22.1 Education at a Glance 2021<sup>83</sup> Text reads: The headline from this year’s report from the OECD is its recommendation that governments boost investment in education to tackle inequality of opportunity. The report provides global benchmarks across a wide range of performance indicators and allows comparisons to be made on the strengths and weaknesses of education systems.

22.2 The OECD has also produced two other publications:

- How schools can help students in the competition for employment after education<sup>84</sup>.
- Getting the most out of employer engagement in career guidance<sup>85</sup>.

## **23 National Artificial Intelligence Strategy<sup>86</sup>**

23.1 The government published its national Artificial Intelligence (AI) Strategy. The strategy builds on the UK’s strengths but also represents the start of a step-change for AI in the UK, recognising the power of AI to increase resilience, productivity, growth and innovation across the private and public sectors. Although the strategy demonstrates how AI will feature in Skills Bootcamps, it does not, as yet, clarify how it will appear in the pre-19 curriculum in the medium- to long-term.

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<sup>83</sup> <https://www.oecd.org/coronavirus/en/education-equity>

<sup>84</sup> [https://www.oecd-ilibrary.org/education/getting-a-job\\_9ac1ab37-en](https://www.oecd-ilibrary.org/education/getting-a-job_9ac1ab37-en)

<sup>85</sup> [https://www.oecd-ilibrary.org/education/getting-the-most-out-of-employer-engagement-in-career-guidance\\_fb3c3788-en](https://www.oecd-ilibrary.org/education/getting-the-most-out-of-employer-engagement-in-career-guidance_fb3c3788-en)

<sup>86</sup> [https://www.gov.uk/government/publications/national-ai-strategy?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=d5d1f14b-b826-4931-92a2-706e1e5ee6de&utm\\_content=daily](https://www.gov.uk/government/publications/national-ai-strategy?utm_medium=email&utm_campaign=govuk-notifications&utm_source=d5d1f14b-b826-4931-92a2-706e1e5ee6de&utm_content=daily)

## **24 Future of Assessment**

- 24.1 The Independent Assessment Commission (IAC) has published its Interim Report<sup>87</sup> considering the future of exams in England. The IAC has concluded that there is a case for changing the current system of assessment and that planning the process should now begin.

## **25 Colleges Week 2021**

- 25.1 The AoC's Colleges Week is taking place from 18 to 22 October 2021<sup>88</sup>.

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<sup>87</sup> <https://www.edge.co.uk/news-and-events/campaigns/current-exam-system-not-fit-for-the-future-says-expert-report/>

<sup>88</sup> <https://loveourcolleges.co.uk/colleges-week-2021>

## **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 used<sup>89</sup>.

### **26 Participation**

#### ***Attendance***

26.1 The figures on schools and colleges attendance published fortnightly by DfE<sup>90</sup> show that on 16 September 2021 99.9 per cent of educational settings were open (including inset) and 91.9 per cent of students were in attendance.

### **27 Intelligent London<sup>91</sup>**

27.1 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.

27.2 A workshop explaining how to make the most of Intelligent London was held on 15 September. The slides and a YouTube clip of the presentation are available<sup>92</sup>.

### **28 Recommendation**

28.1 Recipients are asked to note the content of this report and submit any comments by email: [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

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<sup>89</sup> <https://explore-education-statistics.service.gov.uk/find-statistics/neet-statistics-annual-brief>

<sup>90</sup> <https://www.gov.uk/government/collections/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak>

<sup>91</sup> <http://www.intelligentlondon.org.uk/>

<sup>92</sup> <https://www.londoncouncils.gov.uk/node/25878>



## **Annex: Sources of Official Guidance**

The general guidance on Covid-19 and the government's response<sup>93</sup>

Specific guidance on education<sup>94</sup>

The Office for National Statistics (ONS), which supports government at all levels with relevant data and intelligence<sup>95</sup>

NHS information on coronavirus<sup>96</sup>

Q&A from PHE on coronavirus<sup>97</sup>

**Please note:** The National Institute for Health Protection (NIHP) has been set up to bring together 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.

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<sup>93</sup> <https://www.gov.uk/coronavirus>

<sup>94</sup> <https://www.gov.uk/government/collections/coronavirus-Covid-19-guidance-for-schools-and-other-educational-settings>

<sup>95</sup> <https://www.gov.uk/search/research-and-statistics>

<sup>96</sup> <https://www.nhs.uk/conditions/coronavirus-covid-19/>

<sup>97</sup> <https://publichealthmatters.blog.gov.uk/2020/01/23/wuhan-novel-coronavirus-what-you-need-to-know/>