

Young People's Education and Skills Plan 2021 to 2022

Signposts to Action

Introduction

In February, we produced a Summary of the Evidence Base, in which we:

- Analysed and drew conclusions from the body of research and opinion published during the Covid-19 pandemic (March 2020 to February 2021).
- Explained how taking action on the Post-16 phase of education and training contributed to the missions of the London Recovery Board.
- Opened a debate on options for change.

(Further research published since February has confirmed our analysis and conclusions).

This document follows on from the Summary of the Evidence Base and records the reaction to it and the options for change we issued alongside it.

The overall response to the Summary of the Evidence Base was positive. Its production was welcomed, particularly its alignment with the London Recovery Board's missions.

None of the responses disagreed with the analysis of the evidence gathered during the first year of the pandemic. Some of the feedback noted that, as many of the issues currently affecting young people's education and training in London had existed before the pandemic, consideration should also be given to relevant earlier research that had not been included in our monthly updates and upon which the summary of the evidence base was built. We have paid reference to the recommendations from earlier research, such as the Post-16 Trajectories report published by London Councils and the GLA.

Responses agreed that the overarching priority for the year ahead was London's recovery. The close alignment between the Summary of the Evidence Base and the recovery missions was seen as a strength and the arrangement of findings under the 'spotlights' was welcomed. It was suggested that, in addition to the spotlights selected, future Policy Updates and summaries should also include Youth Offending. It was also suggested that Engaging Young People and Homelessness should be featured as separate topics. Arrangements will be made for these changes to be made from the June 2021 Policy Update.

The ways of working described in the Summary of the Evidence base were also agreed and are included as Annex 1.

Structure

This paper reports the feedback given by Board members, members of the Operational Sub-Group and other partners and stakeholders who had received copies of the Summary of the Evidence Base and Options for Change. We are using the same headings as the 'spotlights' included in the Summary of the Evidence Base and cover below some of the more general feedback.

Feedback to the Summary of the Evidence Base said we should distinguish more clearly between policy positions and aspirations that would need significant and long-term campaigning, most probably be led by other partners; influencing goals for the medium-term; and immediate and short-term actions to take forward London's recovery. The feedback also suggested that these actions should be marshalled, as we have done in the past, to distinguish between the actions that the Board and Team will take forward and the advice offered to other partners and stakeholders.

An outline of the actions that could be taken forward in the coming year are at Annex 2.

General Feedback

Data and performance gaps

Responses said that, in line with the commitment to evidence-based decision-making in the 'ways of working' set out in the Summary of the Evidence Base, a document providing an overview of London's performance against the key indicators of participation, achievement and progression should be provided. We are making arrangements to produce this document, although members of the Operational Sub-Group said that they made regular use of Intelligent London, which provides easy access to key performance data. In particular, responses told us that they wanted to focus greater attention on the key performance gaps highlighted in the evidence base and we will take this on board in future reporting.

Transitions

Responses highlighted those parts of the Summary of the Evidence Base that related to key transition points in young Londoners' Post-16 learning journey (for example between key stages 4 and 5; between the ages of 16 and 17; on completion of key stage 5). It was suggested that monitoring these transitions should become more prominent in reports made to the Board and that the Board should encourage more support to be given to young people who need help through key transition points.

Devolution

Responses pointed out that devolution could be regarded as a cross-cutting theme in addressing many of the issues highlighted in the Summary of the Evidence Base. Colleagues in the GLA reiterated the latest GLA/London Councils position on post-16 devolution is set out in the Skills for Londoners Call for Action: "London needs a coherent post-16 skills offer to support more Londoners to access the wealth of opportunities in the capital. The Mayor and London's boroughs want to start a conversation with central government about how devolution would move London closer to realising this vision."¹

1. https://www.london.gov.uk/sites/default/files/call_for_action_final_13.09.19_.pdf

Engaging Young People

Responses stressed that all partners should be alive to the voice of young people when devising policies and projects designed to meet their needs. This applied across all of the themes covered in the Summary of the Evidence Base. Colleagues from the GLA drew attention to the Mayor's young advisers, the Peer Outreach Team and the Lynk Up Crew, while the Operational Sub-Group described several examples of how local government actively engages with young people (including developing the youth voice in Westminster City Council and the Royal Borough of Kensington and Chelsea – as part of the 'Bi-borough' arrangements – which pre-Covid involved working alongside schools councils and youth clubs, although different processes applied during the lockdowns) and Board members were encouraged by the steps being taken by the Young People's Education and Skills Team at London Councils to work more closely with Partnership for Young Londoners. Responses consistently urged the team not to take forward independent youth engagement initiatives but to work with partners who have established mechanisms.

Participation

What we said about moving forward

We should not underestimate the tremendous efforts that our education and training sector has made during the lockdowns to ensure that young people who are most vulnerable or whose parents are key workers continued to learn. Keeping so many educational settings open safely during the lockdown required exceptional leadership, creative thinking and hard work by all concerned, especially in the early days of the pandemic. Although the long-term effects of disruption in learning will take some time to be felt, we can look back on the last twelve months with gratitude and appreciation of our schools, colleges and training providers. Moreover, the rapid adoption of a whole new pedagogy was inspiring. As we look forward to the future, we can have great confidence in the ability of London's education and skills sector to adapt to changing circumstances.

However, the education and skills sector works best if there is clarity and consistency in the guidance with which it is provided. Involving the representatives of educational settings and their staff in decision making at an early stage through to implementation will help to maximise engagement in formulating and adopting workable solutions to problems as they arise and reduces the chance – and impact – of any unforeseen developments. It is encouraging that the sector is well represented in the structures guiding London's recovery from the Covid-19 crisis and it hoped that this spirit of collaboration will continue into and beyond London's period of recovery.

The response

Responses drew attention to the increased demand for Post-16 places at the start of the 2020-21 academic year. There was a strong opinion that the Board should prepare for a similar uptake in 2021-22 and lead representations to the government if this should prove to be the case.

Policy Position

We remain committed to ensuring the full participation of all young Londoners in education or training, including Apprenticeships and Traineeships up to the age of 18.

The funding and planning systems should be reformed so that there is greater flexibility to provide for a wide range of individual needs so that the need for additional 'catch-up' provision (the need for which was evident before the pandemic) can be addressed.

Long term work and influence

We will work to reduce the gaps in participation that have been a long-standing feature of London's education and training system and support collaboration between educational settings in the interests of young people.

We will support campaigns that remove the 'digital divide' so that educational settings can adopt permanently online and remote learning that encourages greater ownership of learning.

We will continue to press for fully-funded three year level 3 courses to be made available when this works in the interests of young people.

We will press for devolution of all Post-16 education and training.

We will highlight the increased demand for Post-16 places and press for in-year funding to increase so that educational settings can exceed limits on recruitment with confidence that they will be fully funded.

Proposed priorities and actions

Local authorities should work closely with educational settings in their area to ensure that all young people are supported to remain in Post-16 learning.

Local authorities should, in particular, provide support to educational settings in cases where young people have missed a considerable amount of learning since the start of the Covid-19 pandemic.

Local authorities should promote various initiatives that educational settings could take-up to make up for lost learning and to adopt as permanent features in a post-pandemic pedagogy.

Achievement

What we said about moving forward

Gaining recognised qualifications at the highest level typically opens up more opportunities and choices for young people and supports their long-term employability. Evidence both before and during the pandemic demonstrates that better qualified young people secure employment more quickly than those who have lower qualifications (or none), their employment is better paid, and they are more resilient to labour market shocks. Understandably therefore, educational institutions are prioritising putting in place systems to implement the revised arrangements for the award of qualifications this year.

The response

The feedback we received pointed out the tremendous strain that the process for awarding grades had on staff and students. Partners and stakeholders in the system were urged not to add to the similar pressures that exist this year.

There was a strong opinion that the full effects of the pandemic on educational attainment may not be felt for many years, as pre-school and primary pupils had missed a considerable part of their formative education affecting reading, vocabulary and social skills. There were equally important learning milestones missed throughout lower secondary and Post-16 provision.

We also received responses about the availability of performance data for 2020 and the need to change accountability measures.

Responses noted research into the replacement of GCSEs and A levels. There was no appetite for taking part in these exercises the Young People's Education and Skills Team at London Councils was asked to keep a watching brief only.

Policy Position

We will support young Londoners' achievement of the qualifications they need to get on in life and work.

We will work to reduce attainment gaps based on individuals' characteristics and where they live.

Long term work and influence

We will promote applied general qualifications that are popular with students, businesses and educational settings pending the full roll-out of T levels.

We will support specialist provision that meets the needs of young people with specific support needs.

We will work with colleagues in the All Party Parliamentary Group for London to promote the role of local authorities in the new system of Post-16 technical education that will be implemented through the promulgation of a Skills and Post-16 Education Bill announced in the Queen's Speech. Likewise, we will support the recognition of the Mayor of London's work with businesses as valid representative bodies expressing business' demand for a skilled workforce.

Proposed priorities and actions

London government should support the further roll-out of T levels and the implementation of the government's proposals for an employer-led Post-16 skills system.

Local authorities should work closely with educational settings in their area to ensure that all young people are supported to achieve the grades at levels 2 and 3 that accurately reflect their knowledge, talent and ability.

Educational settings should review collaborations that have developed during the pandemic to share effective practice and consider participating in them.

Progression

What we said about moving forward

Despite the support available to businesses and other employers, some enterprises may not survive the pandemic, some activities may cease and some – possibly very many – redundancies may occur. At the same time however new business opportunities have arisen and sections of the Public Sector look set to expand. It may therefore take a considerable amount of time before the economy and labour market stabilise.

In the interim, forecasters generally agree that the effects of recovery will not be felt equally by all industrial sectors, localities or sections of society. Concern is being expressed about families living on the breadline and young people entering the labour market, especially those with low attainment.

Businesses that are reported to be considering relocating their office functions outside of London may draw more highly qualified young people away from central London and the move to remote working could incentivise more people to live outside greater London.

A London Youth Offer informed by and coproduced with young people would help restore confidence in the future. The degree to which decision-makers are engaging with young people through organisations with a track record of working with young people (such as Partnership for Young London and London Youth) or directly through surveys and online discussions means that the emergence of a powerful ‘youth voice’ in London, which helps young people shape their own futures, could prove to be a positive legacy of the pandemic.

The response

There was considerable support for the development of an integrated offer for young Londoners. Although there was considerable scope to start the process within London’s recovery programme, many of the proposal’s advocates believed that it would need concerted action over time to produce truly effective integration of education, skills and employment services. There was a strong belief that careers education, information, advice and guidance was pivotal to integration. Local authority officers supported the proposition that the design of an integrated offer, the services that would deliver it and the outcomes it would produce should be co-produced with young people.

Responses also cautioned policy makers to ensure that in addressing the youth unemployment crisis, signs of which had emerged before the outbreak of Covid-19 but has been exacerbated during the pandemic, the requirement to ensure that young people participated in learning up to the age of 19 should be reinforced.

We were also told that every effort should be made to reverse the decision to remove London weighting from Higher Education funding to prevent a disastrous ‘brain drain’ from the capital.

Policy Position

We are committed to ensuring that all young people succeed through London's Post-16 education and skills system.

We support the development of a genuine lifelong learning system and continuous development in work.

All organisations involved in the education and training system should work together to give all young Londoners the support they need to enjoy equal life chances as they move into adulthood

Long term work and influence

We will work with the new structures delivering Post-16 technical education to ensure that young people enter good jobs with training and opportunities for advancement.

We will advocate the introduction of an accountability measure to show the proportion of a school's key stage 4 cohort who went on to achieve Level 2 or Level 3 by aged 19, to incentivise good longer-term outcomes for all pupils

We will work with the HE Sector and the All Party Parliamentary Group for London to oppose the removal of London Weighting from HE funding in the capital.

Proposed priorities and actions

London government should identify and share good practice between institutions with similar levels of prior attainment including successful transitions after key stages 4 and 5.

London government and educational settings should support collaborations that are focused on delivering the best outcomes for young Londoners.

Careers guidance

What we said about moving forward

Although the main focus of educational settings is to ensure the safe return to learning and preparing for the revised arrangements for awarding qualifications in the summer, attention should still be paid to advising pupils in secondary schools of the most appropriate courses they should follow to reach their goals in life. More resources are becoming available that can be integrated into online learning.

Once the purposes and commissioning arrangements for the UK Shared Prosperity Fund (UKSPF) become clear, consideration should be given to prioritising projects that support improvements in the quality and availability of careers guidance, such as Careers Clusters.

London is well-placed to take forward the elements of the FE White Paper that relate to careers guidance, including stronger enforcement of the 'Baker Clause' (that is, promoting Apprenticeships to young people) and providing formal careers advice to young people in year 7.

London Councils is likely to work with colleagues in boroughs to take forward the proposals in *London Ambitions*.

The response

London's local authorities remain committed to London Ambitions. Although feedback from the GLA made reference to the Careers for Londoners action plan² – and there is close alignment between the action plan and London Ambitions – it was noted that the action plan did not include London Ambitions' strong commitment to providing all young people with 100 hours of experience of the world of work while in education (this commitment was cited as a main reason for local authorities' support for London Ambitions).

We also received responses that were encouraged by the GLA's commissioning of Career Hubs that would draw down national funding from the Careers Enterprise Company and residual European funds. Careers Hubs are intended to build on the legacy of the successful Careers Cluster initiative delivered through the main European funding programme that is coming to an end.

Policy Position

We believe that all young people need to make informed choices about their personal route through learning to the outcome that will set them up for life.

2. https://www.london.gov.uk/sites/default/files/careers_for_londoners_action_plan.pdf

Long term work and influence

We will work together to correct long-standing inconsistencies in the quality of careers education, information, advice and guidance provided to young Londoners.

As London appears to be well-placed to take forward the careers education aspects of the Skills for Jobs White Paper, we will promote the case for London when the necessary legislation takes effect

Proposed priorities and actions

London government and other partners and stakeholders should support the introduction of Careers Hubs in London.

Educational settings should ensure that they have the processes in place to meet their statutory responsibilities to provide careers education, information, advice and guidance to their students, including providing information about Apprenticeships to all young people.

Special Educational Needs and Disabilities (SEND)

What we said about moving forward

Although medium-to-long-term plans will need to take the results of the government review of SEND into account, all partners will want to provide as much support as possible to education settings delivering to young people with SEND so that they can provide assurances to young people and their families that their learning can continue safely.

Increasingly, the availability of employment opportunities with the right support, needs to be a vital component of London's recovery.

The response

Many responses commented about SEND through the prism of High Needs Funding, which has proved inadequate in the face of a pre-pandemic increase in demand – especially in demand for support for young people with more complex needs.

Other responses noted that although London was doing much better than other regions in the participation of young people with SEND, there was still a performance gap to be addressed. This performance gap persisted through achievement and progression.

Responses also looked forward to the establishment of a London Supported Employment Board.

Policy Position

We will champion the cause of young Londoners with SEND, ensuring that there is sufficient high quality provision to prepare them for adulthood, further learning and, where appropriate, employment.

Long term work and influence

We will work towards fair funding for SEND provision in London, particularly for young people with high needs.

We will continue to make the case for reform of the system that supports the education and training of young Londoners and work with the government in the course of its review of high needs funding.

Proposed priorities and actions

All involved in the provision of education and training for young Londoners with SEND should prepare for the implementation of reforms when the government presents its review of the system.

Technical education

What we said about moving forward

Because there is such a close connection between technical / vocational learning opportunities and business activity, rebooting this aspect of the education and skills system depends on the overall economic situation and reopening of society in general.

Prior to Covid-19 there had been a sharp increase in the number of young people in employment but not participating in education or training. It is likely that this will continue for the foreseeable future. These young people and their employers (together with those offering Kickstart) could be the focus of a post-Covid-19 Apprenticeship recruitment campaign.

We should work to establish the employer-led systems envisioned in the FE White Paper, but continue to press for closer integration of education, skills and employment support through a locally devolved system of planning, commissioning, funding and accountability.

The response

Many responses referred to the FE White Paper – subsequently resulting in an announcement in the Queen’s Speech of the intention to introduce a Skills and Post-16 Education Bill. Responses said that, while they recognised the flaws in the White Paper, there was a strong desire to make the reformed system work well for young Londoners.

There was strong support for a campaign to help employers providing employment without training – and particular those providing training that did not comply with the legislation requiring young people to remain in learning to the age of 19 – to take up Apprenticeships.

Responses also said that T levels would provide an excellent pathway into the new system of Post-16 skills envisioned by the government.

Policy Position

We will work towards the establishment of an integrated system of education, skills and employment support in London.

We support the reform of Post-16 technical education and will work with the new structures to ensure the supply of high quality and well distributed learning opportunities across London.

We support the introduction of T levels and will provide any necessary support to educational settings to make them succeed.

Long term work and influence

We will support the promotion and expansion of T levels in London.

We will support the structures responsible for Post-16 technical education to the extent provided for in forthcoming legislation.

We will push for a greater role for local authorities in the emerging Post-16 technical education system.

Proposed priorities and actions

Working with the All Party Parliamentary Group for London, we will promote the case for closer involvement of London government in the new system for Post-16 technical education in London.

Mental health

What we said about moving forward

The mental health and wellbeing mission is that by 2025 London will have a quarter of a million wellbeing ambassadors, supporting Londoners where they live, work and play. Most affected by the pandemic: The delivery of this mission will start with those communities most affected by the pandemic:

- Design the role of a wellbeing ambassador in partnership with local people, building local capacity and developing a scheme that will offer culturally appropriate training, support and coaching. We will learn from and build on similar schemes and networks.
- Enable wellbeing ambassadors to be in place where people most affected by the pandemic already choose to spend time to offer wider support and service

The mental health and wellbeing mission is not age-specific, it applies to everyone but is targeted at those most affected by the pandemic. Equally, the evidence base that refers to children and young people is not exclusively about young people aged 16 to However, we know from our work before the pandemic that a large proportion of young people who are not in education, employment or training (NEET) aged 16 to 18 have poor mental health. We also know that young people in years 10 (usually aged 16) and 12 / 13 (aged 18 / 19) experience anxiety in the build-up to public exams (GCSE and A level / level 3 respectively) and around results time. We hope therefore, that young people in these age groups will be considered most affected by the pandemic.

The response

Responses appreciated the inclusion of mental health as a theme being considered by the Board. Local authorities pointed out that this had been highlighted as an issue before the pandemic and they referred to the body of evidence showing the situation had deteriorated severely since the first lockdown in 2020. In particular, the incidence of mental health issues among young people who are NEET was emphasised.

Policy Position

We encourage all organisations involved in the education and training of young Londoners to monitor students' mental health and draw on the many resources now available to provide individualised support to students who need help.

Long term work and influence

We will support campaigns that seek additional resources to address young Londoners' mental health issues.

We will press for the government to continue and expand the support it has provided to educational institutions so that they can improve students' mental health.

Proposed priorities and actions

All involved in London's Post-16 education and training system should continue to prioritise mental health as we move into recovery from the pandemic

Funding

What we said about moving forward

Shifting around legal duties for participation, planning and commissioning within the education and skills system occurs at regular intervals, but the crucial issue is that the system needs to be adequately funded to provide excellent teaching and learning. Whatever changes occur in the system, the acid test is whether it enables young people to succeed in their goals, equips them with the skills and qualifications that contribute to business competitiveness and ensures that they can contribute to London's civic society.

The White Paper's recommendations include:

- Business groups, including Chambers of Commerce, working alongside colleges to develop tailored skills plans to meet local training needs; supported by a £65 million Strategic Development Fund to put the plans into action and establish new College Business Centres to drive innovation and enhanced collaboration with employers.
- Giving employers a central role in designing almost all technical courses by 2030, to ensure that the education and training people receive is directly linked to the skills needed for real jobs.
- Boosting the quality and uptake of Higher Technical Qualifications - that provide the skills that many employers say they need and that can lead to higher wages – by introducing newly approved qualifications from September 2022 supported by a government-backed brand and quality mark.
- Changing the law so that from 2025 people can access flexible student finance so they can train and retrain throughout their lives, supported by funding in 21/22 to test ways to boost access to more modular and flexible learning.
- Launching a nationwide recruitment campaign to get more talented individuals to teach in further education and investing in high quality professional development including a new Workforce Industry Exchange Programme.
- Overhauling the funding and accountability rules, so funding is better targeted at supporting high quality education and training that meets the needs of employers; and introducing new powers to intervene when colleges are failing to deliver good outcomes for the communities they serve.
- Giving greater prominence to careers education and guidance.

Young People's Education and Skills will work to implement the White Paper, but even if the recommendations are taken forward in full by the government, it will still leave unaddressed some critical funding discrepancies (such as the difference in rates paid for young people aged 18 and over and those aged 17 and younger). It will still leave funding silos that will be difficult to overcome and make it harder for young people who might need to change track in the course of their studies. It could also separate technical education and skills from other elements of business support and local planning, the possible benefits of cross-funding – maximising the returns on public investment – risk being substantially reduced.

The response

Responses echoed disappointment that some fundamental issues, especially funding, had not been addressed in the White Paper and may therefore need to be picked up in this year's spending review.

Since the Summary of the Evidence Base was prepared, the Queen's Speech on 11 May announced the government's intention to introduce a Skills and Post-16 Education Bill that will implement the White Paper.

The Association of Colleges (AoC) has launched a Catch Up Learning campaign to address some of the discrepancies in funding and allow colleges to meet the needs of its students and contribute to the nation's recovery.

The government has taken a step towards addressing the discrepancy in funding for 18 year-olds compared with 16 and 17 year-olds.

Responses noted that without appropriate investment from the government, its reform programme will not deliver the impact that is needed to support London's recovery.

Local authorities in particular expressed concern about high needs funding and pointed out the insufficiency of the fund provided by the government to meet increased demand, particularly by young people with complex and severe needs.

Policy Position

We support the AoC's Catch Up campaign. We support full funding for full-time 18 year-old students and increasing school and college funding to a minimum of £5,000 per student.

We call for fair funding for young people with high needs.

Long term work and influence

We will press for investment in the develop of specialist provision so that, at every stage of learning, those young people and adults who are struggling to reach the required standard are given additional support as a regular feature of London's learning ecosystem, particularly for those who have traditionally been at a disadvantage.

We will make the case for increased funding in submissions to the Spending Review, particularly for young Londoners with high needs.

Proposed priorities and actions

All organisations involved in London's education and skills system should make the case for increased funding in submissions to the spending review.

Inclusion

What we said about moving forward

London's local authorities will need continued support as the capital moves into recovery to ensure that its most vulnerable young people are not left behind. Education settings are likely to be providing additional support to ensure that increasing numbers of young can keep pace with their learning and to have the means to study at home for some time

The response

Responses expressed concern about the performance gaps that had existed for some time and that had come to greater attention during the pandemic.

Reference was also made to the 'digital divide' and unequal access to the technology and infrastructure needed to keep up with learning during the lockdowns.

Policy Position

We support the development of an inclusive learning ecosystem that provides additional support where needed so that young people can achieve their potential irrespective of their personal characteristics, family background or place of residence.

Long term work and influence

Given London's diversity, we will press for increased resources to support increased inclusion within the Post-16 education and skills system.

We will ensure that inclusion and diversity feature in submissions we make in response to consultations and calls for evidence.

Proposed priorities and actions

All organisations involved in Post-16 learning in London should continue to monitor performance gaps and promote inclusion in all aspects of delivery.

Social mobility

What we said about moving forward

Mentoring is a major element of the London Recovery Board's New Deal for Young People mission. The mentoring service that is planned to be launched in London provides an excellent opportunity to restore young people's confidence in their ability to take greater ownership of their learning and determine their own route to success. Supported by skilled mentors working alongside their education setting, young people can be helped to set and achieve ambitions in life and work.

The response

There was enthusiastic support for plans to increase mentoring. It was hoped that this would dovetail with careers education, information, advice and guidance.

Policy Position

We recognise the importance of social mobility as it incentivises young people to make the best out of the educational opportunities and is a dynamo for economic regeneration during London's recovery.

Long term work and influence

Social mobility is a longer-term result of a successful education system. The benefits of the action we take now may not be fully felt for some time. We are nonetheless committed to ensure that every young Londoner sets themselves ambitious goals in life and provided with the means to achieve them.

We will continue to promote social mobility, particularly in communities and neighbourhoods associated with intergenerational poverty.

Proposed priorities and actions

All organisations involved in London's Post-16 education and training system should promote social mobility.

Quality improvement

What we said about moving forward

Catch-up provision is likely to remain a feature of Post-16 for the foreseeable future, even when education settings are able to offer face-to-face teaching to all students. Many imaginative methods of delivering catch-up provision are emerging and many more resources becoming available to support teaching and learning. Some education settings are working with families to encourage better home-schooling for all students

The response

Responses appreciated the references to catch-up learning but noted that Ofsted was now resuming inspections. We were also told that a focus on the quality of provision remained important and underpinned the other themes that the Board is covering.

Policy Position

The Young People's Education and Skills Board Constitution mandates it to focus on quality improvement and we attach great importance to that commitment. We will support local authorities and educational settings in the delivery of plans for continuous improvement. We believe that all young Londoners deserve the highest standards of teaching and learning in well run educational settings.

Long term work and influence

We will support local authorities in their dialogues with educational settings and also support the representative bodies of educational settings in sector-based initiatives that improve quality.

We will encourage greater investment in quality improvement and staff development.

Proposed priorities and actions

Local authorities should continue to work with educational settings to ensure continuous quality improvement.

Educational settings could evaluate the various tools and techniques that have been developed during the pandemic, particularly where blended and distance learning are planned to become permanent features of delivery.

Annex 1

Ways of working

Alignment with London's recovery missions

We are firmly committed to the London's recovery and there is joint membership of most of the Young People's Education and Skills Board and the London Recovery Board, its Taskforce, Mission Boards and task groups.

Data

We will recommend options and decisions based on a shared evidence base and published data. We will indicate the source of data and evidence and present our analyses clearly and transparently. Our principal sources of information will be GLA Intelligence and Intelligent London. Wherever possible, we will commission additional research in collaboration with other partners and stakeholders.

Partnerships

As a partnership-based organisation, we instinctively seek opportunities to collaborate with partner organisations (that is, organisations represented on our Board) and stakeholders (organisations that have an interest in the wider children, education, skills and employment systems in London) based on shared values and objectives. We will take part in purposeful partnerships and actively create new partnerships that are consistent with the *Young People's Education and Skills* remit and priorities, including equality and closing performance gaps at each phase of learning – participation, achievement and progression.

Engagement

We will take every opportunity to engage in open and honest dialogue with young people and businesses to ensure that our analysis of data and evidence, our proposals for action and recommendations for action will have a positive effect on London's communities and economy.

Benchmarks

We will be transparent, realistic and ambitious in setting targets. In so many indicators used in the education and skills sector London is leading the way among English regions. Where appropriate, we will measure London against other world-class cities and jurisdictions to help preserve its status as one of the premier world cities.

Influence

We will take every opportunity to influence government to support medium-to-long-term reforms agreed by the Young People's Education and Skills Board.

Annex 2

Actions to take forward in 2021/22

Short-term

- Add 'Youth Offending', 'Engaging Young People' and 'Homelessness' as themes in Policy Updates that are produced from June 2021
- Produce a summary of performance data
- Highlight young people's transitions in reports to the Young People's Education and Skills Board

Throughout 2021/22

- Support local authority dialogues with educational settings, particularly on participation, quality improvement and performance gaps
- Monitor and report on the progress through the legislative process of the Skills and Post-16 Education Bill
- Highlight transitions issues to the Young People's Education and Skills Board
- Contribute to plans that will take forward the careers education, information advice and guidance elements of the Skills and Post-16 Education Bill.
- Support the introduction of Careers Hubs in London
- Report on the results of the government's review of SEND
- Support the establishment of the London Supported Employment Board
- Support the AoC's catch Up campaign

Influencing during the year

- Contribute to submissions to the Spending Review
- Urge that any growth in participation in 2021/22 academic year result in in-year funding increased
- Continue to press for the retention of Applied General Qualifications
- Promote the role of local authorities in the new system of skills and Post-16 technical education

May 2021

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