

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

## Consulting on delivering the vision for young people's education and skills in London

Item no: 4(a)

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**Date:** 25 November 2011  
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**Summary**      This paper was presented to the Young People's Education and Skills (YPES) Board on 8 November, seeking the decision of members to consult on delivering the 14-19 vision for young people to 2015.

**Recommendations**      OSG members are asked to discuss routes for consultation.

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### 1 Background

- 1.1. Last year's annual statement of priorities recognised that the new government administration had introduced a significant shift in policy and made major changes in the management of 16-19 funding. Consequently, the YPES Board felt that it was not the right time to produce a longer-term young people's education and skills strategy, for consultation.
- 1.2. At its meeting on 24 May 2011, the YPES Board agreed a paper "Proposal to consult on vision and strategy". It is proposed to implement this decision and to consult on how we achieve the vision for 14-19 education in London to 2015.

### 2 Purpose

- 2.1. The aim of this consultation is to confirm the vision for post-16 learning in London and consult on how we achieve our ambition to 'be the best'.

### 3 Vision

- 3.1. We are confident that:
  - young people need to get the best out of their educational experiences;
  - the best results are enabled by the best learning system;
  - the best results comprise successful learners contributing to successful communities in a successful city and to successful, competitive businesses.

- the best learning system inspires young people to make the best for themselves out of the opportunities available to them and focuses on three priorities for London.
- 3.2. Our three priorities remain unchanged:
- Participation
  - Achievement
  - Progression into further and higher education, apprenticeships and employment.
- 3.3. London still faces challenges in making significant progress on these priorities. To overcome these challenges and make real progress on the priorities we are consulting with the sector on a joint 'call to action'.
- 3.4. A draft consultation document is attached as Appendix 1.

#### **4 Consultation Proposals and YPES Board**

- 4.1. We proposed at the YPES Board meeting on 8 November to conduct the consultation as follows:
- Following endorsement by the Board, we will engage in dialogue with key stakeholder organisations during autumn/winter 2011 and act on their feedback.
  - We will use a number of face-to-face methods to consult on delivering the vision for a period of three months; including structured interview, conference, scenario planning, round tables, 'big discussions', thought papers and research.
  - An on-line consultation will make maximum use of the technology available to attract responses, including linking into the Learner Blog. We are especially keen to ensure that the learner voice is heard and enables young people to contribute and shape delivery of the vision.
  - Before and during the formal consultation, we will engage with our sub-groups to ensure their involvement in the development of the vision.
  - We will use our wider circle of contacts to gather feedback on specific themes, allowing appropriate expert, specialist and technical input into the consultation.
- 4.2. Following discussion the Board raised the following concerns:
- the vision should reflect YPES' work and demonstrate how it adds value to the sector, preferably by linking to the first year review, and refer more directly to YPES' role in galvanising the sector and calling for action in the interests of young people.
  - The draft vision should be clearer on the stakeholders that have to be engaged and the ways in which they are to be influenced and supported.
  - The present draft seemed to imply that staying on in school and going to university was the preferred route and more emphasis should be placed on Apprenticeships and employment both as learning pathways and progression routes.
  - There seemed to be insufficient data evidenced as underpinning the vision and some headline information should be contained in a preface.
  - The consultation should draw more on existing mechanisms to engage with young people, such as the National Youth Parliament, and borough-based/schools forums of young people.
  - The consultation process should be more precise in calling for either detailed or broad-based responses and should be based on new ways of discussing ideas on-line rather than simply consulting.

Subject to these concerns being addressed the YPES Board agreed for the consultation to proceed.

## **5 Annual Statement of Priorities**

- 5.1 For the past two years, we have prepared comprehensive statements - "Taking a Lead, Making a Difference" (2009) and "Choice, Support, Success" (2010) - both of which were well received by local authorities and other stakeholders. Alongside the proposal to consult on a new vision for London, it is proposed that this year we should refresh the priorities based on the Board's previous decisions, while paving the way for the consultation and updated priorities.
- 5.2 To this end, a draft statement of priorities is attached as Appendix 2.

## **6 Recommendations**

- 6.1 OSG members are asked to discuss routes for consultation.

***London – Being the Best:  
The Vision for Young People's Education and Skills in London***

## London Councils: Young People's Education and Skills

*London Councils: Young People's Education & Skills (YPES)* provides a discreet focus on youth employment, education and skills.

Its Board, made up of key stakeholders in London and chaired by the executive member for children and young people, is the lead strategic body for 14-19 education and training in the capital.

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

Schools, academies, colleges and providers (we use the term 'learning institutions' in this document) have more freedom and accountability in the light of recent government reforms. They are responsible for providing high quality teaching and for supporting young people in their programmes of education and skills.

Local authorities are the champions of their residents and bear ultimate responsibility for ensuring that all young people have a suitable place in education – and this responsibility will extend to cover all people up to the age of 17 in 2013 and 18 in 2015.

The Mayor has expressed his unwavering support for young people in London, particularly in the current economic climate.

Businesses have the opportunity to express their needs and expectations of young people and to provide an input into the system to improve its quality and effectiveness.

Learners; irrespective of how well they are taught or how well the whole system of education and skills works in London, we will not succeed unless learners are engaged in and take responsibility for their learning and aim to achieve the best that they possibly can.

Parents, carers and families play a vital role in providing young people with encouragement to continue their studies.

Government, through the Department for Education (DfE) is committed to transforming England's education system so that all children, regardless of their background, thrive and prosper. The Young People's Learning Agency (YPLA)<sup>1</sup> champions education and training for young people. The Skills Funding Agency works similarly to meet the skills needs of adults in the labour market.

We all have a role in transforming education and skills in London

**The aim of this consultation is to confirm the vision for post-16 learning in London, consult on how we achieve our ambition 'to be the best' and to call for action across the sector.**

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<sup>1</sup> Subject to the passage of legislation, the Education Funding Agency will take over responsibility from the YPLA on 1st April 2012 for the funding of young people's education and training, including the increasing number of Academies.

## ***London – Being the Best: The Vision for London***

### **“Our ambition is to be world-class”**

Michael Gove MP, Secretary of State for Education in ‘The Importance of Teaching – The Schools White Paper’, DfE 2010

#### ***Successful Learners***

We believe that all young Londoners should be able to get the best results from their education:

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

We believe that London’s learning system should enable all young people to succeed and the gaps that currently exist between the achievements of young people based on their background should be closed.

#### ***Successful, competitive businesses***

We believe that young Londoners should stand out as the best when compared with other young people in Britain and abroad. We believe they should be able to contribute to their local community and for their skills, knowledge and talents to be valued.

As young Londoners achieve their best and contribute to the pool of talent in local communities and England as a whole, they will enable businesses to succeed in increasingly competitive national and global markets - and in this way we believe that education, economic growth and London’s regeneration influence each other.

#### ***Successful communities in a successful city***

Education brings people together and historically proved to be a great leveller in society. Alongside young Londoners achieving their best, our vision is of society in London being resilient to challenge and coming together as never before.

We believe that London is a role model for other cities and regions, and should show the world how education and skills makes a difference in the recovery of the country’s economic fortune.

## ***London – Being the Best: The Vision for London***

Young people face an uncertain future. Participation in education and training, though important, is not enough on its own; the key is success – progression into jobs and further and higher education. The stark economic situation and its impact on employment, coupled with increased University fees, presents very different choices for young people as they progress to adulthood. For those young people looking for work, the labour market will see different types of jobs in the future and competition for them will be stronger than ever. Whatever their choices, education and skills will be crucial in providing London's young people with the best possible advantage in life.

As we move towards full participation in education of all young people up to the age of 18, young people will need new opportunities, options and choices to succeed.

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

### ***What does 'being the best' actually mean?***

'Being the best' means **young Londoners getting the best out of their educational experience**, adding to the skills and knowledge base in London and contributing fully in society.

It means having the **best learning system** that inspires young people to make the best for themselves out of the opportunities available to them.

It requires everyone involved in education to refuse to settle for second-best and always strive to **do their best**.

We believe that **being the best** should be at the heart of the system, because this challenges all of us who are involved in education and skills in our city to put the needs of young people first.

## Priorities and challenges for London

Taking into account the needs of Londoners, our overarching objective remains to make sure that every young person has a personal route to success and the skills to secure a better future for themselves and their communities. We will make sure each young person has the right learning option and the right package of support.

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

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

We are committed to meeting the needs of London's young people and to securing the future prosperity of the capital.

### Background

The transfer of responsibilities for post-16 education and skills to local authorities last year was followed soon afterwards by the election of the coalition government with a fresh agenda for the sector. Since then the government has focused on three duties for local authorities:

- To secure sufficient suitable education and training opportunities to meet the reasonable needs of young people in their area
- To encourage, enable and assist young people to participate in education and training
- To act as champions for young people in their area

Given this, boroughs have been taking responsibility for shaping education and training provision in their area, not merely to fulfil their statutory duties but to ensure that young people can progress and enjoy successful lives, in successful communities.

Working with local authorities and key partners we have developed a strong evidence base that highlights the key issues London needs to address to ensure that *all* young people succeed.



## Realising The Vision

We are confident that our three priorities remain unchanged:

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

London still faces challenges in making significant progress on these priorities. Among the most critical challenges are:

- Unlike most other parts of England, local provision serves highly mobile young people across the whole of London and has to provide them with the education and skills fit for living, learning and working in one of the major international cities in the world.
- Young people in London are much more likely to cross local authority boundaries to access education and training at age 14-19. This presents challenges in ensuring that local provision fits together to provide young Londoners with a full menu of choices across the capital.
- Overall, participation in education or training by London residents aged 16 and 17 increased from 90% to 96% between 2007 and 2009. Despite an increase in 17 year old participation, it remains 6% lower than 16 year old participation and drop-out at 17 has been a long standing issue in London. This is the main challenge associated with raising the participation age in London.
- Young people from disadvantaged backgrounds tend to achieve less and have fewer life chances at the age of 19 than those from better off families.
- Worklessness among young people is a major feature of society today.
  - The proportion of young people aged 16-18 not in education, employment and training (NEET) in London made a welcome, if surprising, decrease from 6% to 4.7% (August 2010 – August 2011). The national average also decreased, from 7.8% to 7.5%. At the same time, the average volume of young people NEET in London reduced from 9,351 to 7,655. Of concern though, the proportion of Not Knowns in London has increased from 4.2% to 7.4% (August 2010 – August 2011). However, based on recent changes in the methodology for calculating 16-18 NEET (based on academic age and on residency) the August 2011 NEET figure has been recalculated as 12,596 (5.2%) and 29,171 for Not Knowns (11.6%). This compares to 128,901 (7.6%) NEET and 208,338 (11.5%) nationally.
  - Between April to June 2011 there was an average of 74,600 16-24 year-olds who were unemployed and not in full-time education. However, using the ILO definition of unemployed, which includes those in full-time education, 117,800 (23.6% of the age group, compared with 20% nationally) were unemployed. This is 23.6% of the age group, which compares with the national average of 20%. The number of people aged 18-24 who were unemployed and claiming benefit increased from 52,610 to 59,900 between September 2010 and September 2011 (the number claiming for over six months increased from 7,885 to 13,750 in the same period).
  - There is a body of reporting that shows a sharp reduction in the number of employment opportunities open to young people over the age of 16; despite increased demand for work experience and internship opportunities.

Apprenticeships – even though the take-up has greatly improved in recent years – are proving to be increasingly difficult to secure.

To overcome these challenges and make real progress on the priorities for London, the sector must continue to work together on a wide ranging and challenging agenda:

- Ensuring excellent teaching that enables young people to succeed  
*Schools, colleges and other providers will need to lead improvements in teaching and learning to keep pace with the changing education and skills landscape.*
- Engaging young people so that they take responsibility for their learning, fulfilling their potential and reaching their ambitions  
*Individual study programmes will require learning providers to be ever more responsive to young people needs, but also place a greater responsibility on young people for shaping their own education and skills journey.*
- Providing courses that help people get on in life  
*Provision that gives young people the education, skills and confidence to achieve their chosen destinations in a fast-paced world will need to include more than ever the skills for managing and adapting to change - resilience, confidence and self-reliance*
- Creating a system that is committed to excellence and where leadership drives young peoples' success  
*Leadership is crucial in bringing about improvement and change. The Association of Director of Children's Services sector-led programme of improvement, peer challenge and support offers opportunities for creating an environment of success for all young people.*
- Working together with employers to help young Londoners succeed.  
*Forging effective partnerships with business will be needed to ensure a varied education and skills offer for young people and a skills offer that meets local employment needs; we need to listen to employers and bring them into the offer.*
- Maintaining collaborative working in the interests of young people  
*With increased freedom, it is important for institutions to increasingly work together in order to meet the needs of every young person.*
- Supporting all young people so that they have every chance to succeed  
*Vulnerable and disadvantaged young people in London in particular, will need us to deliver a coordinated approach to ensure they have an equal chance of success in an increasingly complex world.*
- Raising aspirations, so that informed young people, exercising informed choices, reach their potential and succeed  
*Schools will shortly gain a vital role in providing careers education, guidance and support to young people; local partners will need to consider how they support their schools in providing young people with the very best careers guidance*
- Working in a system and an environment that is fit for the 21st century, puts young people at its heart and is resourced to enable young people to succeed  
*London is facing challenges in providing sufficient places in learning and teaching environments that are fit for the delivering skills for the 21<sup>st</sup> century. Everyone involved in supporting young people to succeed need to shape the lobby for policy change and a fair level of resource.*

## Our Call To Action!

Implementing the full scale of reforms in education and training, making them work in the interests of young people, reaching full participation and achieving better outcomes for London cannot be achieved by one organisation or type of organisation alone. These fundamental changes require everybody with a stake in the education and training system in the capital to work better and work together differently. This consultation is therefore about confirming the vision for the future and developing a strategy to reach that vision. We are therefore encouraging every organisation to take part.

We propose that London should **'Be The Best'** and we are confident that this is a goal to which the sector in London does and should aspire.

**The aim of this consultation is to confirm the vision for post-16 learning in London, consult on how we achieve our ambition 'to be the best' and to call for action across the sector.**

This is an exciting time to be working in the education and skills of young people in London. New responsibilities, new relationships and new ways of working are becoming embedded. Whilst facing unprecedented challenges as we adjust to the post-recession economy, London continues to offer tremendous opportunities to young people; especially the London 2012 Olympic & Paralympic Games and their legacies. These sit alongside the number of regeneration projects such as Crossrail and the huge number of retail and housing developments that are taking place across London.

Taking into account the challenges and opportunities the sector faces in London, we are consulting on how to achieve the ambition to **be the best**.

We are setting out the task of education and skills in London as we drive forward towards full participation and improved achievement for young people. We want to involve everyone engaged in education to debate this task and to contribute to our consultation, so that we can come to a consensus on what we all need to do so that London – and young Londoners – can **be the best**.

## How do I get involved?

### Talk to us

- We want to engage in dialogue with key stakeholder organisations during autumn/winter 2011 and act on their feedback.

### Look out for events

- We will be working with partners to consult; including workshops, conference, scenario planning, round tables, 'big discussions', thought papers and research.

### Log on

- Our on-line consultation, including how to respond by Twitter, is at: <http://www.londoncouncils.gov.uk/policylobbying/children/education14to19/consultation/vision> and our Learner Blog is at <http://learnervoice.london.org.uk>. We are especially keen to ensure that the learner voice is heard and enables young people to shape delivery of the vision.

### Inform us

- We will use our wider circle of contacts to gather feedback on specific themes, allowing appropriate expert, specialist and technical input into the consultation.

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**London Councils: Young People's Education and Skills**

**Annual statement of priorities**

**Choice, Support, Success (October 2011 update)**

**This Annual Statement of Priorities has been produced by London Councils: Young People's Education and Skills**

- **To enable boroughs fulfil their statutory responsibilities**
- **To support planning and commissioning across London**
- **To inform institutions of the pan-London issues to which they should pay regard**

## Foreword

THE RIOTS that wreaked havoc across London in the summer and the record levels of youth unemployment have placed the spotlight on the education and training of our young people – nationally, locally and pan-London. Equipping young people with the skills they will need as adults is seen as the top priority for policy-makers, officials, elected members, business people and young people and their parents. It remains at the top of our agenda as London makes further progress in raising to 18 the age at which young people participate in education and training (this has to be achieved by 2014 at the latest).

LAST YEAR we prepared a comprehensive statement ('Choice, Support, Success'), which was well received within local authorities and others who have a stake in the education and training of young Londoners.

SINCE THEN, further changes have taken place in the post-16 education and skills system:

- Government policy and resourcing of the 16-18 phase has become clearer following the publication of the Education White Paper (*'The Importance of Teaching'*<sup>2</sup>), the consequent laying before Parliament of the Education Bill and the government's response to consultations such as the Wolf and James Reviews – including further consultations on funding and quality.
- The local authority role has consequently become better defined, with more emphasis on:
  - championing the interests of their residents – young people, parents and families - to secure choice between a wide range of education options,
  - ensuring sufficient high-quality school places,
  - coordinating fair admissions,
  - promoting social justice by supporting vulnerable children and
  - challenging schools which fail to improve.
- Schools, academies, colleges and other providers<sup>3</sup> are adjusting to the environment of freedom and accountability and focusing their efforts on:
  - Opportunity and success for their students;
  - Teaching
  - Leadership of learning
  - Addressing disparity in outcomes
  - Behaviour
  - Safety
  - Improving attainment to match international standards
- There has been continuing and sustained improvement in participation and achievement over the last three years, though retention at 17 and A-Level point scores per student remain concerns.
- Young people face continued pressure on progression both into jobs and into Higher Education, though the proportion of young people aged 16-19 who are not in education, employment or training (NEET) is lower in London than in the country as a whole.

WE are committed to a consultation on a new vision for post-16 education and skills. We will be launching the consultation in January and it will end in March.

FOR 2011 therefore, we have reviewed our priorities and consider they remain largely valid for the coming year. We are, however, taking the opportunity to refresh the priorities for London in the light of the changes that have taken place in the last twelve months.

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<sup>2</sup> <http://www.education.gov.uk/schools/teachingandlearning/schoolswhitepaper/b0068570/the-importance-of-teaching/>

<sup>3</sup> For simplicity, we refer to "Schools, academies, colleges and other providers" as "learning institutions"

**Taking into account the needs of Londoners, our overarching objective remains to make sure that every young person has a personal route to success and the skills to secure a better future for themselves and their communities. We will make sure each young person has the right learning option and the right package of support.**

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

- **Participation rates;**
- **Achievement rates;**
- **Progression rates into further and higher education and employment.**

**We are committed to meeting the needs of London's young people and to securing the future prosperity of the capital.**

## Introduction

There is a wealth of information<sup>4</sup> that sets out the main characteristics of education and skills in London. The main issues are:

- London is a major international city that demands a world-class education and skills system
- The learning landscape is changing substantially, with new types of learning institutions opening across the capital
- Young people in London are more likely to move across local authority boundaries than their counterparts in other parts of England
- Participation at 16 is very high, but drop-out at 17 remains a challenge for London.
- Young people from disadvantaged background tend to achieve less and have fewer life chances at 19 than those from better off families.
- Apprenticeships have become more widely available in London and accepted more widely as a credible progression route for young people
- Worklessness among young people is of great concern: both 16-18 NEET and youth unemployment (18-24)
- Jobs and skills needs are changing and young people need to be equipped for the jobs market of the future

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<sup>4</sup> YPES provides the data and regional intelligence to support local authorities in delivering their statutory duties related to young people and to provide local strategic leadership. Examples of this support include, participation on the [London Skills and Employment Observatory](#), development of the [ESF Cluster Data Analysis Tool](#), and the production of [pan-London themed reports](#) and [14-19 and London: an evidence base](#) with the YPLA. YPES has also commissioned pieces of work with organisations such as Learning Plus UK and Mime Consulting to create new insights and further evidence concerning young people, including the Travel to Success reports and forecasting the number of young people with learning difficulties or disabilities in London.

The priorities for London are therefore remain:

- All young people on the education and training programme of their choice
- All vulnerable young people will benefit from the local leadership of post-16 learning
- All young people will have great opportunities for work and moving on
- All young people to get the best support and guidance
- All young people to reach their full potential



## All young people on the education and training programme of their choice

### *Where are we now?*

- In “14-19 in London: An Evidence Base”<sup>5</sup> we learn that:
  - There has been no change in resident participation in further education (FE) and sixth form colleges (2007/08 - 2009/10); 10% increase in school sixth forms and Academies.
  - Level 3 FE enrolments have decreased by 2% since 2007/08 and remain below the national average. Entry level and level 1 enrolment has increased by 4%. Resident participation in FE and sixth form colleges was unchanged in 2009/10, but increased in school sixth forms and Academies.
  - Despite an increase in 17 year old participation, it remains 6 percent lower than 16 year old participation.
  - In 2009/10, more 17 year old Londoners accessed FE and sixth form colleges than 16 year olds. More 16 year olds attended school sixth forms and Academies.
- NEET in August 2011 was 4.7% (7,655 young people aged 16-18). Although this remains a high volume of young people, it represents a steady decline from over 6% in August 2010 and the proportion of young Londoners who are NEET has been consistently below the national average. However, there is a growing problem of young people whose post-16 destination is ‘not known’.
- Our analysis of the changing learning landscape in London points to
  - An increase in the rate of schools converting to academy status and in the opening of Free Schools suggests that learning institutions and local authorities may need to develop new partnership arrangements and, for the 14-19 age group, partnerships between learning institutions may need to form so that all young people benefit from the range of choices available
  - In particular, local authorities and established learning institutions will need to consider how they can best support new learning institutions
  - Amid considerable structural change in learning institutions, local authorities will be eager to ensure that the needs of young people are not engulfed by the needs of institutions
  - Learning institutions, local authorities and all tiers of government will need to be vigilant to ensure that London is sufficiently resourced to deliver well distributed, high quality places in accommodation that is fit for purpose

### Addressing the issue: Refreshed Commissioning Statements for 2012/13

1. Local strategic overviews of provision, shared by local authorities and learning institutions, will be based on a review of existing provision, the potential of new provision and proposals for future provision with a view to shaping a curriculum offer suitable to the wide range of learner needs, building on the current high levels of participation and preparing for full participation at 17 in 2013.

2. Effective inter-borough dialogue will help secure out-of-borough provision.

3. There needs to be sufficient vocational provision, provision at Foundation Level and other provision below Level 3 to meet diverse learner needs..

4. Local strategic overviews of provision need to be informed by data about the quality of provision, including achievements and progression.

<sup>5</sup> <http://www.londoncouncils.gov.uk/policylobbying/children/education14to19/default.htm?showpage=-1>

5. Provision will need to be maintained or developed for vulnerable and disadvantaged young people (such as resettling young offenders and young people leaving care).
6. Local authorities may wish to review their local partnership arrangements and consider whether they are appropriately inclusive and fit for the challenges of reaching towards full participation.

### **Considerations for learning institutions' plans in 2012 /13**

**(a) Institutions need to develop strong market intelligence relevant to their learners and curriculum. For example, working closely with colleges and universities will help develop a curriculum suitable for young people wanting to continue studying after 18 and working with local authorities and employers will help develop an appropriate 16-19 curriculum for those young people who plan to enter the labour market.**

**(b) Where institutions are not able to deliver in full the curriculum and / or support their learners need, consideration should be given to appropriate local, neighbouring borough and local, pan-London or national partners with whom strategic relationships may work to the advantage of learners. This may be particularly important in individual cases, where learners may wish to pursue goals that cannot easily be met by one institution. It is important that learners' ambitions are not constrained by the limits of any provider's curriculum offer.**

**(c) In particular, institutions may need to work together closely – in partnership with their local authority – in cases where the needs of a specific learner are especially complex (for any reason) and there is a risk that they may not be able to continue in learning.**

All vulnerable young people will benefit from the local leadership of post-16 learning  
*Where are we now?*

- In “14-19 in London: An Evidence Base” we learn that:
  - The proportion of learners with learning difficulties and/or disabilities (LDD) is 12% which is below the national average (17%); the proportion of learners with a statement of Special Educational Needs (SEN) is the same as the national average, though those receiving support through School Action is 2% above the national average.
  - In 2009/10, 52% of learners in FE and sixth form colleges were ‘disadvantaged’, above the national average of 35%. 10% of learners in school sixth forms and Academies were eligible for free school meals, above the national average of 5%.
- Young offenders in or leaving custody, young people leaving care and young parents / parents-to-be are, or are emerging as, other priority groups of young people whose needs have to be met in the build-up to full participation.
- Changes in the relationship between local authorities and learning institutions, driven particularly by changes in their statutory responsibilities, are taking place; but have not yet matured uniformly across London. It is as yet unclear how this will affect specialist provision and support to learners with different needs.

Addressing the issue: Refreshed Commissioning Statements for 2012/13

1. Foundation Learning needs to be available in sufficient volumes and easily accessible by vulnerable young people, for whom we need to do more to reach.
2. Robust strategic commissioning at a regional level needs to secure provision to address highly specialist learning and learning support needs.
3. Local provision needs to be developed through capital investment and realignment of appropriate budgets. It is essential that in developing an appropriate curriculum and infrastructure for Learners with Learning Difficulties and / or Disabilities (LLDD) across London, planning is coordinated regionally as replicating resource locally to meet all LLDD requirements will not necessarily be in the learners’ best interests, and nor will it be cost-effective or demonstrate value for money.
4. Regionally agree protocols for LLDD need to be implemented consistently.
5. Ensuring that no one is left behind in the drive for increased social mobility will be a key test of local authorities’ equality and diversity management. Inclusion is not optional, but an essential outcome both for local authorities and providers.

Considerations for providers’ plans in 2012/13

- (a) Institutions will need to work closely with their local authority in respect of vulnerable young people.**
- (b) Foundation learning opportunities to meet the needs of vulnerable learners may need to be delivered by more than one organisation and institutions may wish to work together to put in place programmes that meet multiple needs of their learners.**

All young people will have great opportunities for work and moving on  
Where are we now?

- The number of 16-19 years olds in work is 66,500 (19.8%, October 2011) and the number of 20-24 year olds in work is 312,200. The number of 16-24 year olds unemployed in London (ILO measure) is 117,800 (23.6%). In 2009/10 there were 7,780 apprenticeships for young people under 19, of which 5,890 were Level 2 and 1,990 were Advanced Apprenticeships (Level 3).
- The number of young Londoners entering HE in 2009/10 is 45,355; the percentage from state schools or colleges (85.0%) is lower than the UK average (88.8%). 30% of students aged 15 in 2004/05 and received Free School Meals (FSMs) went on to study in HE in 2008/09, compared with 43% who did not receive FSMs.
- To move on in life, young people need to be equipped with the skills and knowledge that enable them to operate effectively in society. For some, such as those with LDD, this means becoming more capable of independent living; for others it means gaining and applying valued skills that make a positive contribution to society. Whoever they are, whatever their background, young people need to have the best possible start in life as a result of their education.

Addressing the issue: Refreshed Commissioning statements for 2012/13

1. The reduction of young people who are NEET is an ongoing priority for London.
2. Apprenticeships are instrumental in building the reputation of vocational learning and providing an alternative and attractive pathway for learners. There is a commitment to work with the National Apprenticeship Service (NAS) to implement the London Borough Apprenticeship Plan 2009 – 2012 – and there has been considerable success to date, with the 2012 starts target having been achieved a year early.
3. Local and London government, including the London Enterprise Partnership (LEP) - through regeneration, place-shaping and neighbourhood development strategies; enterprise activities and inward investment initiatives – can link local, regional and national infrastructure projects with job and training opportunities (including the 2012 London Olympic and Paralympic Games and their legacy, Crossrail and Kings Cross).
- 4.. Local authorities in partnership with providers can anticipate demand for different types of provision and to help shape the curriculum offer available to young people resident in each borough.

Considerations for providers' plans in 2012/13

- (a) Within their curriculum offer, institutions will want to ensure that their learners have available to them a mix of academic / general and vocational (including Apprenticeships) courses that are appropriate to the learners' needs.**
- (b) Institutions will want to ensure that their curriculum attracts the maximum number of learners, including those at risk of becoming NEET. There is a particular issue about engaging / re-engaging learners aged 17. Working with local authorities will help to establish the unmet needs of these young people and help secure increased participation and achievement.**

## All young people to get the best support and guidance

### *Where are we now?*

- The “Youth Aspirations in London Survey” (London Councils, 2010) found that nearly a third of young people know little or nothing at all about the different things they could be doing after Year 11.
- The “Voice of London’s Employers Survey” (London Skills and Employment Board, 2010) found that better careers advice for young people was seen as a priority for business.
- Ofsted has commented (2011) that institutions and local authorities should work together to improve independent advice, particularly on science.
- (Subject to the will of Parliament) Institutions will assume responsibility for the provision of impartial information and advice to young people and a (limited) service for young people will be available through the national careers service.
- We share the views expressed by many experts in the field of Careers Education, Information, Advice and Guidance (CEIAG) that this is a critical phase in the learning process and their concerns that some of the changes introduced recently could adversely affect choice, social mobility, participation at 17 and Level 3 completion.

### Addressing the issue: Refreshed Commissioning Statements for 2012/13

1. Ensure sufficient high-quality impartial CEIAG to establish the desired progression route for each individual at the outset of their learning journey
2. Publish information about providers’ performance, enabling consumers (learners, parents and employers) to make like-for-like comparisons, e.g. equivalent information about success rates and destinations for schools, colleges and other providers
3. Through their strategic commissioning responsibilities, local authorities need to shape and influence the appropriate use of additional resources, e.g. bursaries.

### Considerations for providers plans in 2012/13

**(a) Institutions will need to ensure that learners are following the most appropriate curriculum to meet their needs and that the course content helps them to reach their full potential. Institutions will need to consider carefully how best to ensure that all students receive impartial CEIAG and that the CEIAG provided is appropriate to each students’ needs.**

**(b) Where individual institutions do not have the resources available to meet in full the demands of specific personalised curricula, they may want to work with other institutions or organisations.**

All young people to reach their full potential  
*Where are we now?*

- In “14-19 in London: An Evidence Base” we learn that:
  - Attainment at level 2 and level 3 by age 19 has increased and is below the national average.
  - The attainment gap between young people eligible for free school meals (FSM) and young people ineligible for FSM has narrowed at level 2 and level 3 and is narrower than the national averages.)
  - The success rate for further education (FE) and sixth form colleges has improved but is below the national average. Apprenticeship success rates have increased, but are below the national average.
  - In London the average A Levels point score per student is below the national average. The average point score per entry, however, is above the national average.
- Institutions have considerable freedom to design and deliver programmes of learning that meet the needs of young people.
- London’s learning system is more dynamic than ever before. New and different types of institution are opening, leaving young people with bewildering choices. A key challenge to both new and existing institutions is to engage young people so that they participate enthusiastically. New and emerging institutions will need help to find their niche in the education system.

Addressing the issue: Refreshed Commissioning statements for 2012/13

1. Providers have the critical role in improving standards and performance in 16-18 provision. Continuous quality improvement that examines how an institution meets the specific, personal needs of its learners is needed to secure long-term improvements that are in the best interests of learners and achieve ever greater value for money.
2. Local partnerships including councils and institutions are best placed to challenge the standards achieved by underperforming institutions.

Considerations for providers’ plans in 2012/13

- (a) Institutions will want to consider the support they need to continuously improve their provision and the achievements of their learners, and how best to source that support.**
- (b) Institutions, as part of the developing moves to self-regulation and the drive to improve the reputation of 16-18 provision as a whole, should consider the mechanisms necessary to challenge provision that is not reaching an appropriate quality threshold or standard of performance.**

## Key roles and responsibilities

Everyone involved in London's education and skills system needs to recognise and respect that different parts of the system have their own roles, responsibilities and specialisms to bring.

The key responsibilities are:

- **learners:** irrespective of how well they are taught or how well the whole system of education and skills works in London, we will not succeed unless learners are engaged in and take responsibility for their learning and aim to achieve the best that they possibly can.
- **parents, carers and families** play a vital role in providing young people with encouragement to continue their studies.
- **teachers:** effective teaching enables learners to succeed; London faces a key challenge in ensuring the consistency and quality of teaching across the capital.
- **learning institutions** have the freedom and responsibility for ensuring that programmes of learning are provided to meet the needs of young people.
- **businesses** need to have an opportunity to express their needs and expectations of young people and of the education system clearly and to provide an input into the system to improve its quality and effectiveness.
- **local authorities** have the responsibility to arrange adequate provision of education for young people.
- **government**, through the Department for Education (DfE) is committed to transforming England's education system so that all children, regardless of their background, thrive and prosper. The Young People's Learning Agency (YPLA)<sup>6</sup> champions education and training for young people by providing financial support to young people, by funding Academies and by supporting local authorities to commission suitable opportunities for 16-19 year olds.

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<sup>6</sup> Subject to the passage of legislation, the Education Funding Agency will take over responsibility from the YPLA on 1st April 2012 for the funding of young people's education and training, including the increasing number of Academies.