

Young People's Education and Skills Board

Draft Annual Statement of Priorities

Item No: 5

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- Summary** This paper provides for discussion by the Board an outline of this year's Annual Statement of Priorities, with the milestones and targets proposed to make progress in realising the vision for young people's education and skills to 2015.
- It proposes a process for the approval of the Annual Statement of Priorities.
- Recommendations** The Board is asked to:
- discuss the outline Annual Statement of Priorities and reach agreement on the proposed milestones and targets.
 - agree one of the options for approving the statement

1 Background and Introduction

- 1.1 In June the Board agreed:
- the vision for 14-19 education and skills in London to 2015 (extract in Annex 2);
 - the priorities;
 - to continue dialogue with strategic partners on the issues for joint work and further research.
- 1.2 The Board further agreed that emphasis should be given in the Annual Statement of Priorities to implementing the vision, particularly success indicators. The Annual Statement of Priorities plays an important role in informing a view of the adequacy and sufficiency of post-16 places.
- 1.3 Because it represents an important statement of policy, Leaders Executive Committee in October will be asked to endorse the vision and agree the Board's recommended targets and success indicators for 2013/14.
- 1.4 The next YPES Board is not scheduled to take place until March 2013, which will be far too late in the process to publish the Annual Statement of Priorities and for it to be useful in supporting local authorities in their dialogue with learning institutions.

2 Local authority and partner roles and responsibilities

2.1 The Annual Statement of Priorities has the following functions:

- 2.1.1 to provide local authorities and learning institutions with a London-wide overview of the challenges and opportunities for young people's education and skills so that their strategic overviews, development plans and partnership arrangements can ensure that learners succeed;
- 2.1.2 to enable local authorities and learning institutions to contextualise their contributions to the vision for young people's education and skills in London;
- 2.1.3 to support local partnerships in fulfilling their remit to ensure that provision meets the needs of learners and employers in the area.

2.2 In July, the Education Funding Agency (EFA) issued fresh statutory guidance to local authorities and the key milestones of the process are:

- before the end of 2012 local authorities, acting together and with their learning institutions, will have prepared a strategic overview of provision, identified gaps and notified the EFA of their local needs and the potential for new provision and re-distribution of learner numbers.
- by the end of March 2013, the EFA will have used the information provided by local authorities and its own performance data to make allocations to individual learning institutions.
- by August 2013, the EFA is to issue funding agreements to learning institutions based on their confirmed allocations.

2.3 To deliver on this timeline the Annual Statement of Priorities needs to be issued early in November 2012.

2.4 In the evaluation of YPES' services, local authorities expressed their valuation of the Annual Statement of Priorities in supporting and facilitating local partnerships' discussions about local provision.

2.5 The vision document *Being the Best*, to be published after the views of the Leaders Executive Committee have been taken into account, sets out the priorities for young people's education and skills in London to 2015. The Annual Statement of Priorities affords the opportunity to provide local authorities and learning institutions more detail in respect of the milestones and numeric targets needed to realise the vision; the responsibilities for critical decisions and actions; and the resource implications.

3 Priorities

3.1 An outline of the Annual Statement of Priorities is attached as Annex 1. It is based on the priorities set out in the vision and will inform the work plan for 2013/14.

3.2 The Board is invited to comment on and agree the milestones and targets set out in the outline document

4 Analysis of the issues

4.1 The report produced by the Institute of Education *Young People's participation, progression and transition to higher study and work: A London perspective* was presented at the Board's last meeting. It provides a detailed commentary on the key issues affecting young people's education and skills in London. It represents a comprehensive synthesis of the data and research affecting the sector.

4.2 It is also intended to publish a full “evidence base” in January 2013, by which time 2011/12 data will be available. This will enable the preparation of a rich and detailed analysis of the current position on major issues impacting on London’s young people; in terms of their education, employment and skills. The headline issues for London in terms of participation, achievement and progression are:

4.2.1 **Participation:** The number of people aged 16-18 in London is increasing and demand for places is likely to grow in the medium to long term. Post-16 participation remains high, but drop-out at 17 and unemployment at 18 are also high and point to the need for better management of youth transitions at these two stages. Some groups of young people are significantly more vulnerable than others to becoming NEET and local authorities need more assistance in ensuring the participation of these young people. Despite improvement, London continues to lag behind the rest of the country in GCSE attainment and planned changes in the pre-16 qualification and assessment system may have a disproportionate effect on young Londoners’ post-16 options.

4.2.2 **Achievement:** Although London’s average pass rates are good, the average performance masks disparities across the capital. Young Londoners appear to be offered smaller programmes at level 3 than their equivalents in other parts of England. While London stands well against many national averages, there is too much borough variability in attainment and young people from disadvantaged backgrounds tend to achieve less well and have fewer life chances at the age of 19 than those from better off families.

4.2.3 **Progression:** London compares well with the national average for progression in the recently published, but still experimental, Destination Measures. The statistics show the percentage of students progressing to further learning the year after they finish compulsory schooling - Key Stage 4 (KS4) - and the year after taking A Level or equivalent qualification - Key Stage 5 (KS5). After KS4, 88% of young Londoners were in a sustained education destination (compared with 85% nationally) and school sixth forms were their most popular destination. At KS5 the figures are 71% for London and 64% nationally, with Higher Education Institutions accounting for most young people. Nonetheless, there are still many young people who are not moving on as they should at the age of 16 and 18 and a ‘progression culture’ is still to be engendered in many learning institutions.

5 Engagement with strategic partners

5.1 The Board welcomed the fact that the YPES priorities align with and complement those of other strategic partners. Synergy in the implementation of the priorities is also crucial to ensure the effective use of resources

5.2 **London Enterprise Panel – Skills & Employment Working Group**

The LEP-SEWG has aligned priorities. Recognising the reality of working within the current learning landscape, it is looking to lobby for changes in the system to ensure that the offer in London is communicated to employers and individuals and to make sure that London’s business community and the needs of residents drives the skills and employment system. It proposes a three-tiered approach to create “a respected, credible vocational training offer that will provide people with a route into employment, help them progress in their careers and support them in starting their own business”. Its proposed priorities focus on:

- employment outcomes;

- informed customers – businesses and students;
- greater freedoms and increased accountability for learning organisations.

5.3 *Youth Transition to Adulthood*

The GLA is leading on related work that links partners with responsibilities for pre- and post-18 year-olds to ensure that the process of transition is seamless from the young person's perspective.

5.4 *Mayor's Education Inquiry*

Following the interim report of the Inquiry in June, it is expected that the final report will be published in October. In particular, recommendations for the 'Global City' are likely to be relevant in terms of alignment of priorities.

5.5 *AOC/WBLA*

The Association of Colleges and the Work Based Learning Alliance have produced strategy documents outlining complementary priorities for increasing and improving employment and skills provision which meets the needs of young people and employers.

- 5.6 The delivery of the Annual Statement of Priorities and in particular the success indicators will depend on partners working together collaboratively and the cumulative outcome of their best efforts.

6 Approval of the Annual Statement of Priorities

- 6.1 Given the timescales involved, there are three options for approving the full Annual Statement of Priorities:

- the Board could convene a special meeting in November, following the Leaders Executive committee consideration of the vision for young people's education and skills;
- Board members could be sent an electronic copy of the Annual Statement of Priorities, submit their individual comments for collation and then make a final decision on its content by voting electronically; or
- Board members could delegate approval to the Chair (and/or a sub-group of the full Board) and receive a report at its March meeting.

7 Recommendations

- 7.1 The Board is asked to:

- discuss the outline Annual Statement of Priorities and reach agreement on the proposed milestones and targets;
- agree one of the options for approving the statement.

Suggested Contents

Foreword

- 1 Executive summary of the vision (the vision and priorities are set out below)
- 2 An overview of the evidence base
- 3 Responsibilities
- 4 The priorities in detail (why they are important, including the current status of the sector in London; the progress necessary by 2015; the action we will take in 2013/14; implications for: YPES and strategic partners, local authorities and learning institutions):
 - Careers Guidance
 - Business and Education
 - Working Together
 - Young People's Transitions
 - Partnership issues
- 5 Making a difference (the targets for education and skills 2013/14):
 - Participation
 - Achievement
 - Progression

Milestones	Working with key strategic partners, by the end of 2013/14, to deliver
Careers Guidance	<ul style="list-style-type: none"> - An agreed London Careers Guidance Offer will be in place, which incorporates the entitlement to face-to-face guidance - Partners will work together to ensure that high quality Careers Guidance will be delivered consistently to all young Londoners - The effectiveness of Careers Guidance, measured through progression and destinations, will be incorporated into local strategic overviews of provision
Business and Education	<ul style="list-style-type: none"> - There will be an agreed, coherent Employer Offer, delivered across London through strategic partners and co-ordinated so that employers find it simpler to engage with the education sector - Robust labour market data will be available to inform curriculum development to meet the current and future needs of employers
Working Together	<ul style="list-style-type: none"> - Work with partners to strategically develop the local offer for 2014/15; including sufficiency of high-quality learning and work opportunities, progression routes and appropriate support for young people with learning difficulties and / or disabilities - There will be specific joint initiatives in which partners work together to improve participation, retention, attainment and progression for key vulnerable groups of young people - Strategic partners will have reviewed the impact of support arrangements for young learners, including financial support - There will be an effective data sharing arrangements between local authorities and funding bodies
Young People's Transitions	<ul style="list-style-type: none"> - A review of early drop-out from learning at 17 and 18 will have identified strengths and weaknesses in current arrangements and promoted effective practice

Milestones	Working with key strategic partners, by the end of 2013/14, to deliver
Partnership Issues	<ul style="list-style-type: none"> - Strategic partners will have: <ul style="list-style-type: none"> ▪ Agreed intermediate employment opportunities for young people, including volunteering and active citizenship ▪ Agreed the place and content of enterprise and entrepreneurship in the 16-18 curriculum ▪ Introduced an External Funding Group to support funding bodies to integrate commissioning for 16-18 year olds in London ▪ Completed partner-wide research on the curriculum offer available in London, particularly vocational specialisms and innovations offered through new institutions e.g. UTCs

Targets for 2013/14

1 Participation

Participation at 17 (statutory requirement for full participation from September 2013)			
<i>Actual End 2011</i>	<i>Estimated End 2012</i>	<i>Estimated End 2013</i>	<i>Target End 2014</i>
96% (National 87%)	97%	98%	100%

Source: DfE, SFR12/2012

Participation at 18 (statutory requirement for full participation from September 2015)					
<i>Actual 2010</i>	<i>Actual 2011</i>	<i>Estimated 2012</i>	<i>Estimated 2013</i>	<i>Options for 2014 target</i>	
67.5%	69.6%	73%	77%	95%	Based on the most optimistic projection of projects to increase retention and engagement
Source: DfE, SFR21/2012				92%	Based on increased take up on engagement / re-engagement projects
				85%	Based on continuing success of existing activities

16-18 NEET (measured in July)				
<i>Actual 2011</i>	<i>Actual 2012</i>	<i>Estimated 2013</i>	<i>Options for 2013/14 target</i>	
5.3%	4.6%	3.9%	2.4%	Based on the most optimistic projection of NEET prevention initiatives
Source: 2011 and 2012 figures – NCCIS			2.8%	Based on increased take up on engagement / re-engagement projects
			3.2%	Based on continuation of current activities

Not known (measured in July)				
<i>Actual 2011</i>	<i>Actual 2012</i>	<i>Estimated 2013</i>	<i>Options for 2013/14 target</i>	
10.7%	7.9%	5.1%	2.3%	Based on improved tracking systems and working successfully with groups of vulnerable young people
Source: 2011 and 2012 figures – NCCIS			3%	Based on successful completion of re-engagement projects
			4%	Based on a continuation of current activities

2 Achievement

A level Point score per candidate					
<i>Actual 2009/10</i>	<i>Provisional 2010/11</i>	<i>Estimated 2011/12</i>	<i>Estimated 2012/13</i>	<i>Options for 2013/14 target</i>	
698.8 (744.8 national)	712.8 (745.9 national)	700.7 (Assumes a 1.7% reduction in point score to match the predicted drop in A* attainment)	700.7	700.7	There has been a great deal of controversy about the effect of the government's reform of A levels and the effect on attainment. From a much publicised anticipated drop in 2012, we are proposing that there should be no further reduction. This is likely to be a demanding aspiration in the light of the further changes expected in the qualification. The position should be reviewed when reliable figures have been published (expected November 2012). This will apply to all A Level and Level 3 targets.

Source: (2009/10 and 2010/11 figures DfE, SFR Jan 12 revised)

A Level point score per entry				
<i>Actual 2009/10</i>	<i>Actual 2010/11</i>	<i>Estimated 2011/12</i>	<i>Estimated 2012/13</i>	<i>Options for 2013/14 target</i>
212.6	214.5 (216.2 national)	210.1 (Assumes a 1.7% reduction in point score to match the predicted drop in A* attainment)	210.1	210.1

Source: (2009/10 and 2010/11 figures - DfE, SFR - Jan 12 revised)

Percentage of students achieving 2 or more passes at A Level or equivalent				
<i>Actual 2009/10</i>	<i>Actual 2010/11</i>	<i>Estimated 2011/12</i>	<i>Estimated 2012/13</i>	<i>Options for 2013/14 target</i>
94.4%	95.5%	93.9% (Assumes a 1.7% reduction in point score to match the predicted drop in A* attainment)	93.9%	93.9%

Level 3 – Institutional Success Rate					
<i>Actual 2009/10</i>	<i>Actual 2010/11</i>	<i>Estimated 2011/12</i>	<i>Estimated 2012/13</i>	<i>Options for 2013/14 target</i>	
79.49% (National 80.7%)	80.96 (National 81.7%)	80%	80%	80% all institutions	Report on the success rates of all learning institutions at a London-level will only be available for the first time

Source: 2009/10: The Data Service (excludes schools -experimental data for schools is not yet compatible with FE data)

Level 3 Attainment at 19 (overall)				
<i>Actual 2009/10</i>	<i>Actual 2010/11</i>	<i>Estimated 2011/12</i>	<i>Estimated 2012/13</i>	<i>Options for 2013/14 target</i>
56.2% (52% national)	59% (53% national)	59%	59%	59%

Source: DfE, SFR 04/2011

Level 3 Attainment at 19 (young people eligible for free school meals [FSM])				
<i>Actual 2009/10</i>	<i>Actual 2010/11</i>	<i>Estimated 2011/12</i>	<i>Estimated 2012/13</i>	<i>Options for 2013/14 target</i>
44% (National 30%)	47% (32%)	47%	47%	47%
Gap between FSM and non-FSM = 15.7 percentage points (pp)	16 pp	16 pp	16 pp	16 pp

Source: DfE, SFR 04/2011 (2011 evidence base)

Level 3 Attainment at 19 (young people with special educational needs)						
Actual 2009/10		Actual 2010/11		Estimated 2011/12	Estimated 2012/13	Options for 2013/14 target
N/K No London-level data has been published						It is proposed to use the 2011 national baseline until there is clarity on the ability to report on SEN students in London separately and on the effects of changes in: <ul style="list-style-type: none">• A Levels• Post-16 Study programmes• The funding of special needs provision
The following national figures are available:						
No SEN	58.3%	61.9%	61.9%	61.9%	61.9%	
SEN	10.4%	11.2%	11.2%	11.2%	11.2%	

3 Progression

KS4 Destination Measure					
<i>Actual 2009/10</i>	<i>Estimated 2010/11</i>	<i>Estimated 2011/12</i>	<i>Estimated 2012/13</i>	<i>Options for 2013/14 target</i>	
88% (85% national)	91%	94%	97%	100%	Based on full participation at 17

Source: DfE destination measures

We will establish targets for young people eligible for free school meals and students with SEN when the next set of Destinations Measures are released.

KS5 Destination Measure					
<i>Actual 2009/10</i>	<i>Estimated 2010/11</i>	<i>Estimated 2011/12</i>	<i>Estimated 2012/13</i>	<i>Options for 2013/14 target</i>	
71% (64% national)	74%	78%	83%	88%	Based on: <ul style="list-style-type: none"> • the achievement of HE, Apprenticeships and Part-time study targets • 100% participation at 17 • the availability of jobs for young people

Source: DfE destination measures

We will establish targets for young people eligible for free school meals and students with SEN when the next set of Destinations Measures are released

Proportion of 16-18 Cohort in Apprenticeships in a college, other FE provider, School Sixth Form or Sixth Form College (excludes apprenticeships directly with an employer)					
<i>Actual 2009/10</i>	<i>Actual 2010/11</i>	<i>Estimated 2011/12</i>	<i>Estimated 2012/13</i>	<i>Options for 2013/14 target</i>	
2% (4% national)	3%	3.5%	4%	5.5%	Based on the achievement of current campaigns' objectives, their continuation for the next two years and further work to promote apprenticeships
Source: DfE destination measures				5%	Based on the achievement of current campaigns' objectives and their continuation for the next two years
				4.5%	Based on the achievement of current campaigns' objectives

We will seek to establish targets for young people eligible for free school meals and students with SEN

Proportion of 16-18 Cohort Progressing to University					
<i>Actual 2009/10</i>	<i>Estimated 2010/11</i>	<i>Estimated 2011/12</i>	<i>Estimated 2012/13</i>	<i>Options for 2013/14 target</i>	
61% (52% national)	62%	63%	64%	70%	<u>Note:</u> The precise effects of changes to University funding and student support are as yet unclear
Note: of the 2009/10 baseline, 8% progressed to Russell Group Universities including 1% of the total to Oxbridge				65%	

We will seek to establish targets for young people eligible for free school meals and students with SEN

The Vision

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.

The priorities for young people’s education and training in London:

- 1 ***Careers Guidance:*** Young people should expect to exercise informed choices about their options, reach their potential and succeed)
- 2 ***Business and education:*** London’s education and learning institutions and the business community should work better together to enable more young people to succeed
- 3 ***Working together:*** Stakeholders should work collaboratively in the interests of young people
- 4 ***Better support to Young People at 17 and 19:*** Young people need to be better prepared, especially at 17 and 18, for progression to further and higher education and employment

Partnership issues: partners have to agree the tasks and responsibilities for the following priority areas:

- 1 Developing new and more appropriate forms of partnership
- 2 Using public investment in the best interests of young people
- 3 Promoting a spirit of enterprise and entrepreneurship
- 4 Providing opportunities that help young people get on in life
- 5 Developing a shared knowledge base:
 - shaping a curriculum for a 21st century economy
 - strengthening vocational education in the capital
 - delivering learning that supports and enables all young people to succeed

Learning institutions and their relationship with government:

- 1 ensuring excellent teaching that inspires and enables young people to succeed
- 2 creating a system that is committed to excellence and where leadership drives young peoples’ success
- 3 Investing in a learning environment that is fit for the 21st century and is resourced to enable young people to succeed