

Young People's Education and Skills Operational Sub-Group

AGENDA

Chair:	John Galligan	Job title:	School Improvement Lead (Secondary/14-19), London Borough of Brent
Date:	15 November 2013	Time:	10am – 12noon
Venue:	London Councils, meeting room 1		
Telephone:	020 7934 9779	Email:	Anna-maria.volpicelli@londoncouncils.gov.uk

Item 1.	Welcome, introductions and apologies	JG
Item 2.	Notes of the last meeting and matters arising (<i>for agreement</i>)	JG
Item 3.	Policy Update (<i>paper - for information</i>)	NS
Item 4.	Feedback from YPES Board 15.10.13	NS
Item 5.	RPA	
	<i>i. Participation report (paper – for information)</i>	<i>GP</i>
	<i>ii. Pan London portal (feedback from all)</i>	<i>All</i>
	<i>iii. Current activity (feedback from all)</i>	<i>All</i>
Item 6.	Consultation response – 16-19 Accountabilities Paper (<i>paper - for discussion</i>)	NS
Item 7.	ESIF Youth Programme proposals (<i>paper - for discussion</i>)	POB
Item 8.	Workplan monitoring (<i>paper - for information</i>)	POB
Item 9.	Any Other Business	All

Date of next meeting: 31st January 2014, 10-12, meeting room 1, London Councils

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Notes

Young People's Education and Skills Operational Sub-Group

Date 20 September 2013 **Venue** London Councils
Meeting Chair Mary Vine-Morris
Contact Officer: Neeraj Sharma
Telephone: 020 7934 9524 **Email:** Neeraj.sharma@londoncouncils.gov.uk

Present

Mary Vine-Morris (MVM)	London Councils Young People's Education and Skills (YPES) - <i>Chair</i>
Alison Moore (AMo)	Hillingdon
Ann Mason (AMa)	Kingston
Diana Choulerton (DC)	Ealing
Eamonn Gilbert (EG)	Kingston
Helen Richardson (HR)	Barking
Jason Lever (JL)	GLA
Lorraine Downes (LD)	Westminster
Negat Lodhi (NL)	National Apprenticeship Service
Rachel Whittington (RW)	Education Funding Agency
Trevor Cook (TC)	Havering

Officers

Yolande Burgess (YB)	London Councils YPES
Neeraj Sharma (NS)	London Councils YPES
Peter O'Brien (POB)	London Councils YPES

Apologies

Debi Christie	Bromley
Vic Farlie	LWBLA
John Galligan	Brent
Ruth Griffiths	Lewisham
Andy Johnson	Enfield
Judith Smyth	Association of Colleges

1 Welcome, introductions and apologies

1.1 MVM welcomed attendees to the meeting and apologies were noted.

2 Notes of the last meeting

2.1 These were agreed subject to the following amendments:

2.1.1 Paragraph 2.2 to read: "Political representation on the Board was also due to change as Cllr Patricia Bamford (London Councils' Liberal Democrat Lead for Children Services) had changed portfolio to housing in Kingston and Cllr Andrew Harper (London Councils' Conservative Lead for Children Services) had stood

down as lead member for children's services in Barnet. Their respective replacements for London Councils will be announced imminently"

2.1.2 Paragraph 3.3 to read: "DC explained that the research into risks of disengagement for young people highlighted that staff working face-to-face with young people were in the best position to judge their risk of disengagement."

2.2 All action had been taken or appeared as an agenda item.

3 Raising the Participation Age

3.1 In speaking to the paper on this item, YB drew attention to the new methodology for counting status 'not known', noting that the reduction in the number of young people whose status was not known had not been accompanied by a rise in the level of NEET, and that 17 year-old participation is considerably higher than the national average. In the ensuing discussion OSG members added their local or cluster perspectives on the current position and suggested some further levels of analyses that they believed would improve understanding and the ability to take relevant action in boroughs. RW to investigate the possibility of providing information for each local authority linked to its provider base.

AP154: YPES to investigate the possibility of providing an inner/outer London breakdown of the data and report back to the next OSG meeting (including a breakdown of NEET and not known figures by age - 16 17 and 18).

3.2 YB reported that the pan-London leaver notification process had now been introduced and would be further tested before the end of September.

AP155: Local authority representatives to discuss in their cluster the implementation of the pan-London process and report back at next OSG.

4 Policy Update

4.1 NS provided an overview of the paper outlining key changes affecting 14-19 policy since the last OSG meeting. In particular, a government consultation on funding reform for apprenticeships in England, which OSG officers were invited to respond to, and Ofqual's corporate plan 2013-2016.

4.2 OSG officers noted that, with the commencement of Raising the Participation Age (RPA), which local authorities are responsible for, high quality apprenticeships offer a vital pathway into employment and an opportunity to gain a skills-set shaped by employers. It was acknowledged that further work was needed to enhance both the quality and provision of the apprenticeship programme but concerns around funding reform were noted.

4.3 Consideration was needed to assess whether or not the proposed funding models supported the wider goal of simplifying the skills system to increase accessibility and enable greater employer and individual participation in the apprenticeship programme.

4.4 Government reforms to GCSEs, AS levels and A levels in England by 2016 were considerable. It was stressed these should not be considered in isolation but part of the wider education reforms including a national funding formula. Both the scale and variety of changes were likely to create additional pressures and challenges for local schools.

5 Careers Advice and Guidance

- 5.1 Last September schools across the capital took on responsibility to deliver independent and impartial careers guidance to all their pupils aged 14 to 16. Subsequently, there has been intense debate about the challenges schools have faced to deliver high quality careers guidance and embed careers education with the support of local employers.
- 5.2 Ofsted inspectors visited 60 secondary schools including academies (4 of which were based in London) between December 2012 and March 2013 to evaluate how well the new duty had been fulfilled. Its report, *Going in the right direction? Careers guidance in schools from September 2012* highlighted that the arrangements in schools were, in general, not working well enough. Where evidence had shown careers' guidance was effective, leaders and governors made it a high strategic priority.
- 5.3 Ofsted set out recommendations for government, schools, employers and employer networks, the National Careers Service and local authorities to improve the quality of careers guidance for all young people. It also confirmed that a greater emphasis would be placed on careers guidance arrangements in school inspections.
- 5.4 In response to Ofsted's report, the government published a career guidance action plan. Additionally, Skills Minister Mathew Hancock set out the government's position on careers guidance through an inspiration vision statement for careers.
- 5.5 During the discussion about Ofsted's report findings, there was unanimous agreement that careers guidance offered by schools varied across the capital. High quality careers guidance was seen as integral to the delivery of RPA by raising awareness of opportunities available post-16.
- 5.6 Concerns were raised at the limited information shared by schools and colleges with local authorities as a challenge to fulfil RPA duties and broader statutory duties.
- 5.8 London Councils, in conjunction with borough officers, had published *Pioneering careers work in London. A framework to support senior leaders, managers and governors in schools and colleges*, to meet their statutory duty to secure independent and impartial careers guidance and to support the delivery of careers education. It identifies ten key ways in which a major difference can be made to careers work through leadership in schools and colleges.

AP156: EFA to provide extract from contract agreements with academies and colleges that state sharing information with local authorities is required

6 European Structural Investment Funds

- 6.1 POB introduced discussion by referring to the paper circulated in advance and especially to the responsibilities, timescale and draft priorities for the programme. He drew attention to the new age range and said that London Councils continued to press for integrated commissioning and a greater role for boroughs to shape the programme.
- 6.2 The discussion confirmed concerns over the timescale and questioned the extent to which boroughs could both influence specifications and deliver programmes without compromising the integrity of the process.
- 6.3 It was agreed that YPES should provide an update to the LA Forum in October and that a separate working group, supporting local authority representatives on the External Funding Group, should then be convened to develop the principles (rather than the detail) to be contained in programme specifications.

7 Terms of Reference – revised

- 7.1 MVM presented a revised OSG Terms of Reference, agreed with John Galligan, following feedback from the group at the last meeting.
- 7.2 OSG members approved the new Terms of Reference.

8 GLA Education Programme

- 8.1 JL informed the group that the London Schools Excellence Fund (LSEF), part of the Mayor's Education Programme, aimed at raising achievement of pupils in London schools by focusing on teachers' subject knowledge and subject specific teaching methods was being managed by Rocket Science on behalf of the GLA.
 - 8.2 LSEF Round 2, which had now closed, provided grants ranging from £30,000 to £75,000 to support the overarching aims of the London Schools Excellence Fund. Round 3 would open shortly for projects beginning delivery in Spring Term 2014 – a greater emphasis would be placed on programmes for vulnerable groups.
 - 8.3 The London Schools Gold Club is an annual scheme set up to recognise those schools that have managed to improve the aspirations and attainment of pupils - despite many facing poverty and disadvantage. Examples include showing how children eligible for free school meals or with previous low attainment can aspire to and reach excellence in London. There is also a data portal which will allow schools (and others) to look at school level performance data.
 - 8.4 The GLA will be holding its first international Education Conference (a recommendation from the Mayor's Enquiry) on 22 November.
 - 8.5 The GLA pan-London feasibility study of careers guidance was also due to commence.
- AP157: JL to advise when London Schools Excellence Fund round 3 is announced**

9 Forthcoming Meetings

- 9.1 YPES Board (15 October 2013): It was agreed that the ESF agenda item should be broadened to include an update on Youth Contract and Talent Match. It was also recommended that David Igoe should be invited to the Board meeting to discuss post-16 qualifications reform and implications for sixth form colleges.
- 9.2 LA Forum (23 October 2013): It was agreed that a proportion of the meeting should be used to discuss the 16-19 accountability consultation.

10 Any Other Business

- 10.1 The Department for Education has launched a second tranche of applications for the Demographic Growth Capital Fund (DGCF) for 2013-15, as a total of £31 million remained unallocated from the first round. As with the first tranche, local authorities were being asked to submit applications on behalf of eligible institutions.
- 10.2 The purpose of the DGCF remained to support the capital costs of additional places needed by young people 16 to 19 years of age as a result of increases in population, increases in participation and/or increases demand for places for young people 16 to 25 years of age who have learning difficulties and/or disabilities. The deadline for submissions is Friday, 25 October 2013.
- 10.3 To help inform the 2014/15 allocations process, boroughs were asked to provide information of where new sixth forms were to be opening in local maintained schools.

- 10.4 OSG Officers highlighted pressures on their SEN budgets and challenges going forward to meet the cost of provision. It was confirmed that London Councils is monitoring the situation across the capital and had begun to analyse spending commitments against the high needs block for the current year.

AP158: EG to confirm whether Cllr David Ryder Mills can speak at the RPA event 8 October

AP159: To inform 2014/15 allocations process, EFA to email local authority colleagues to find out where there are new sixth forms opening in maintained schools.

AP160: RW to inform the group of the results of the first tranche of the Demographic Growth Capital Fund 2013-15 at next meeting.

Date of next meeting: 15th November 2013 at 10am in London Councils (Room 1).

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Action Points from Operational Sub-group 2013-14

Action Point No.	Meeting Date	Action Point Description	Owner(s) - lead in bold	Review Date	Actions Taken	Open / Closed
154(a)	20.9.13	YPES to investigate the possibility of providing an inner / outer London breakdown of the data and report back to the next OSG meeting (including a breakdown of NEET and not known figures by age -16.17 and 18)	YB	15.11.13	Completed age analysis. Report at 15.11.13 meeting under RPA	Closed
155	20.9.13	LA representatives to discuss in their cluster the implementation of the Pan-London Leaver Notification Process and report back at next meeting	All	15.11.13		
156	20.9.13	EFA to provide extract from contract agreements with academies and colleges that state sharing information with local authorities is required	RW	15.11.13		
157	20.9.13	Advise when London Schools Excellence Fund round 3 is announced	JL	15.11.13	Circulated in 14-19 Leads (incl. OSG) email 30.10.13	Closed
158	20.9.13	EG to confirm whether Cllr David Ryder Mills can speak at the RPA event 8 October	EG	27.10.13	Event cancelled, rescheduled to 4 December 2013	
159	20.9.13	To inform 2014/15 allocations process, EFA to email LA colleagues to find out where there are new sixth forms opening in maintained schools.	RW	15.11.13	Email sent 23.9.13	Closed
160	20.9.13	RW to inform the group of the results of the first tranche of the Demographic Growth Capital Fund 2013-15	RW	15.11.13	Sent with circulation of papers email 8.11.13	Closed

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AP160 OSG 20/9/13

DGCF 2013-15 - Projects approved

Provider	Local Authority	Project Number	Territory	Proposal Cost	Approved Allocation
Harrow College	Harrow Council	DGCF1315-120-S	South	2,959,000	2,500,000
Westminster Kingsway College	Camden & Islington	DGCF1315-058-S	South	2,808,000	2,500,000
Hackney Community College	London Borough of Hackney/Hackney Learning Trust	DGCF1315-096-S	South	771,617	722,617
John Ruskin College	Croydon	DGCF1315-077-S	South	405,035	405,035
Little Heath School	Redbridge	DGCF1315-140-S	South	1,100,000	550,000
Marlborough School	London Borough of Bexley	DGCF1315-029-S	South	1,168,958	1,168,958

All Total 47,314,596
Reg Total 7,846,610
Reg %age 16.58%

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Young People's Education and Skills Operational Sub-Group

Policy Update

Item No: 3

Date: 15 November 2013

Contact: Neeraj Sharma

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Email: neeraj.sharma@londoncouncils.gov.uk

Summary	This paper outlines the key changes affecting 14-19 policy since the last OSG meeting.
Recommendation	OSG members are asked to note the information in this paper.

1 Background

- 1.1 This paper outlines the key policy statements, consultations, changes and interest items in relation to 14-19 education and training which have occurred since the last OSG meeting.

2 Consultation launched on the draft Special Educational Needs Code of Practice, Draft Regulations and Transitional Arrangements¹

- 2.1 On 4 October, the government released a draft version of both the 0 to 25 Special Educational Needs (SEN) Code of Practice and regulations for consultation. These set out the detail of the proposed new SEN legal framework within the Children and Families Bill that is currently in Parliament.
- 2.2 The draft code of practice proposes replacing SEN statements (for schools) and learning difficulty assessments (for young people in further education and training) with a single 0 to 25 education, health and care plan.
- 2.3 The Code of Practice is a guide to tell local authorities what they need to do to work within the law and provide support for students with SEN and disabilities. The Draft Regulations give more details on what the new laws for SEN support mean and what local authorities must do.
- 2.4 The transitional arrangements consultation sets out how students who currently have SEN support will move over to the new system proposed in the Children and Families Bill.
- 2.5 The consultation closes on **9 December**. London Councils will be responding to both consultations. The responses will be high-level and will pick up on issues related to additional burdens and resources

3 The Future of Apprenticeships in England: Implementation Plan²

- 3.1 On 28 October, the government published 'The Future of Apprenticeships in England: Implementation Plan' which sets out, following Doug Richard's independent Review of Apprenticeships, the reform of Apprenticeships. The aims of the reforms are to ensure Apprenticeships become more rigorous and more responsive to the needs of employers by;
 - 3.1.1 increasing the quality of Apprenticeships;
 - 3.1.2 introducing higher expectations on English and maths;
 - 3.1.3 grading to incentivise apprentices to strive to be the best;
 - 3.1.4 increasing the focus on assessment at the end of an Apprenticeship to ensure full competence.
- 3.2 Employers are to be given more responsibility for developing the standards and high level approach to assessment that will replace current Apprenticeship frameworks.
- 3.3 Also, the government launched guidance for the first eight Trailblazers that will be led by employers and professional bodies and will develop new Apprenticeship standards. The first Trailblazers will be in *Aerospace, Automotive, Digital Industries, Electrotechnical, Energy and Utilities, Financial Services, Food and Drink Manufacturing and Life Sciences & Industrial Sciences*.

4 Education Select Committee

- 4.1 ***Academies Inquiry***³ – the Education Select Committee announced an inquiry into certain aspects of the academies programme. They are seeking written submissions by **Thursday 19 December** to the following questions:
 - 4.1.1 the process for approving, compelling and establishing academies and free schools, including working with sponsors;
 - 4.1.2 the role of the Secretary of State in intervening in and supporting failing academies, and how this role will work as the programme expands;
 - 4.1.3 the *functions and responsibilities in relation to academies and free schools of local authorities* and other organisations operating between the Secretary of State and individual schools; what these functions and responsibilities should be; and what gaps there are in support for schools at this level;
 - 4.1.4 what role academy chains play or should play in the new school landscape; how accountable they are; and what issues they raise with regard to governance arrangements;
 - 4.1.5 the appropriateness of academy status for primary schools and what special factors apply; and what evidence there is that academy status can bring value for money either for individual primary schools or for the system as a whole;
 - 4.1.6 what alternatives to sponsored academy status should be offered to failing primary schools.
- 4.2 London Councils will be submitting evidence to lobby for an improved local authority role to ensure aspirations behind government reforms, to drive up school standards, are met (as outlined in the London local government education offer signed off by Leaders' Committee).
- 4.3 ***Report on school partnerships and cooperation***⁴ - on Wednesday 6 November, the Education Select Committee published a report of its findings and recommendations following an inquiry earlier in the year into school partnerships and cooperation in the

context of the new education landscape. In total, 50 written submissions from a variety of organisations were received.

- 4.4 The committee found that the school-led improvement system had great potential to continue driving improvement to England's education system, not least in finding more effective ways of breaking the link between home background and poor levels of achievement. It called for the need to identify ways to encourage greater collaboration and made, in total, 11 recommendations to enhance the system. This includes government setting out a clear role for local authorities in a school-led improvement system and the need for greater oversight of school partnerships and cooperation, possibly on a regional basis.
- 4.5 The recommendations do not directly address the concerns of London Councils however; the report sheds further light on the challenges that boroughs and London Councils have raised with government.

5 New GCSEs in England⁵

- 5.1 On 1 November, Ofqual confirmed some of the key features of the new GCSEs in English literature, English language and maths to be introduced in England for first teaching from September 2015. New GCSEs in other subjects will be introduced from the following year. This follows on from a consultation earlier in the year on proposals about the key design characteristics for reformed GCSEs
- 5.2 Key features of the new GCSEs in England will include:
 - 5.2.1 A new grading scale that uses the numbers 1-9 to identify levels of performance, with 9 being the top level. Students will get a U where performance is below the minimum required to pass the GCSE.
 - 5.2.2 Tiering (from foundation to higher tier) to be used only for subjects where untiered papers will not allow students at the lower end of the ability range to demonstrate their knowledge and skills, or will not stretch the most able.
 - 5.2.3 A fully linear structure, with all assessment at the end of the course and content not divided into modules. This is to avoid the disruption to teaching and learning through repeated assessment, to allow students to demonstrate the full breadth of their abilities in the subject, and to allow standards to be set fairly and consistently.
 - 5.2.4 Exams as the default method of assessment, except where they cannot provide valid assessment of the skills required. We will announce decisions on non-exam assessment on a subject-by-subject basis.
 - 5.2.5 Exams only in the summer, apart from English language and maths, where there will also be exams in November for students who were at least 16 on the preceding 31st August. Ofqual is considering whether November exams should be available in other subjects for students of this age.
- 5.3 Reforms have been initially limited to English and maths GCSEs following a recommendation from Ofqual's Chief Regulator in September. It was highlighted to the Secretary of State that the amount of work needed to implement the reforms, including the development of strengthened regulatory arrangements, meant Ofqual could not be confident that new GCSEs in all subjects could be ready for first teaching from 2015.

¹ <https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations>

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/253073/bis-13-1175-future-of-apprenticeships-in-england-implementation-plan.pdf

³ <http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/news/academies-and-free-schools/>

⁴ <http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/news/publication-of-school-partnerships-report-substantive/>

⁵ <http://ofqual.gov.uk/news/design-details-of-new-gcses-in-england/>

Operational Sub Group (OSG)

Latest participation, NEET and 'not known' statistics

Item no: 5

Date: 15 November 2013

Contact: Glyn Parry

Telephone: 020 7934 9730

Email: glyn.parry@londoncouncils.gov.uk

1 16 - 18 Academic Age Summary (August 2013 – latest available from [NCCIS](#)¹)

The latest not in education, employment or training (NEET) percentage for London is 5.7% (a 0.7% increase on the previous month), which is below the national average of 7.2%. The current percentage of young people whose participation status is 'not known' is 15.0% which is lower than the national average of 16.6% (see 1.1).² It should be noted that there is a seasonal peak in NEET and 'not known' figures during August.

The three month average comparison between 2012/13 and 2011/12 shows a higher NEET and 'not known' percentage than last year (see 1.2 and 1.3). The percentage of 16-18 year olds who are NEET and 'not known' varies significantly by borough although this is currently distorted by anomalous figures from Croydon. They range from 3% to over 11% and under 2% to over 91% respectively (excluding the City of London) (see 1.4 and 1.6).

1.1 Volume and percentage of 16-18 year olds who are participating in education, employment or training (EET), not in education, employment or training (NEET) and 'not known'

Region	Adjusted EET	Adjusted NEET	% NEET	16-18s not known	% 16-18s not known
England	1,498,494	116,126	7.2%	291,925	16.6%
London	225,771	13,660	5.7%	37,933	15.0%

1.2 Percentage of 16-18 year olds who are NEET for the past three months for 2012/13 and 2011/12³

Region	2012-13				2011-12			
	Jun-13	Jul-13	Aug-13	Ave	Jun-13	Jul-13	Aug-13	Ave
England	6.0%	6.5%	7.2%	6.6%	5.9%	6.3%	6.6%	6.3%
London	4.8%	4.9%	5.7%	5.2%	4.5%	4.6%	4.8%	4.6%

1.3 Percentage of 16-18 year olds whose participation status is 'not known' for the past three months for 2012/13 and 2011/12⁴

Region	2012-13				2011-12			
	Jun-13	Jul-13	Aug-13	Ave	Jun-13	Jul-13	Aug-13	Ave
England	7.2%	12.7%	16.6%	12.1%	8.8%	11.0%	12.2%	10.7%
London	7.4%	7.3%	15.0%	9.9%	8.3%	7.9%	8.2%	8.1%

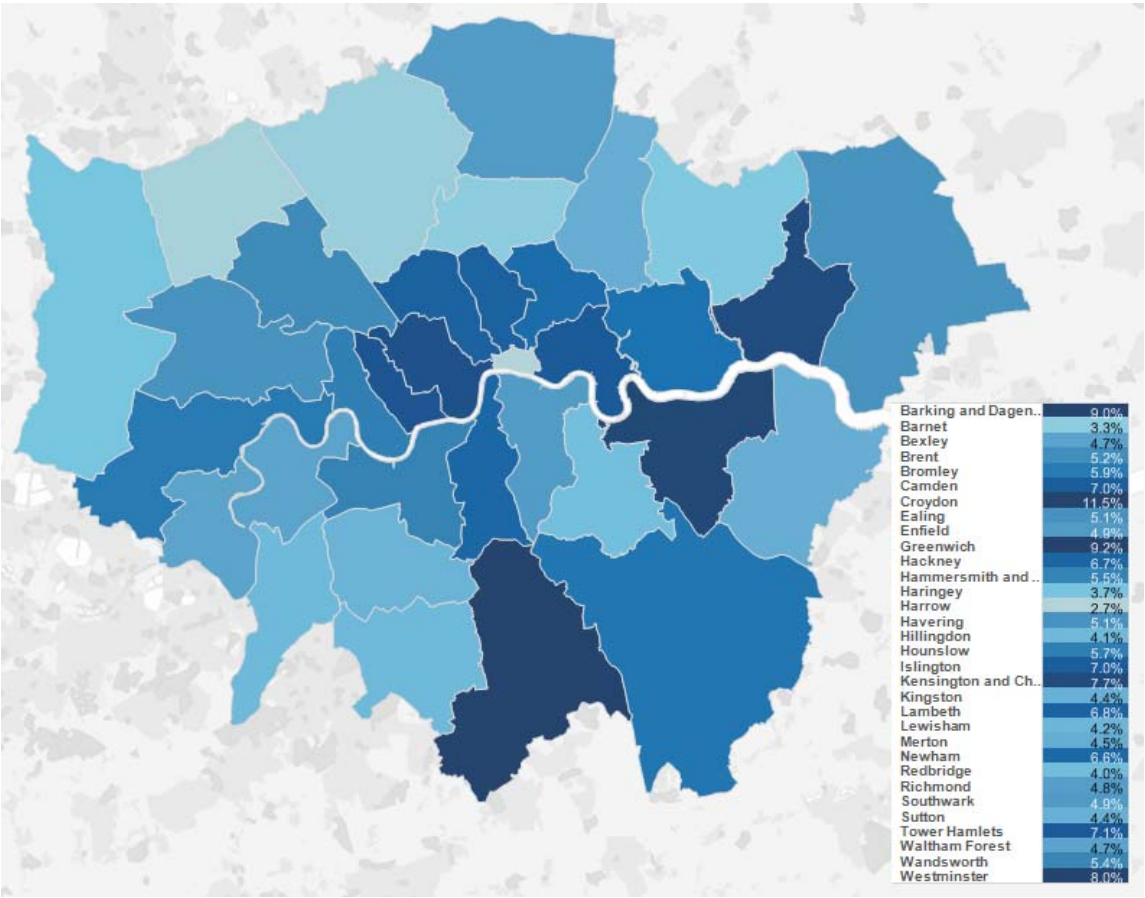
¹ The [National Client Caseload Information System](#) (NCCIS) is a gateway for local authorities to access and submit performance data and information to the Department for Education regarding the participation of 16-18 year olds in education, employment and training.

² The end of year (December 2012) NEET percentage was 4.7% and the 'not known' percentage was 11.6%. Further details can be found [here](#).

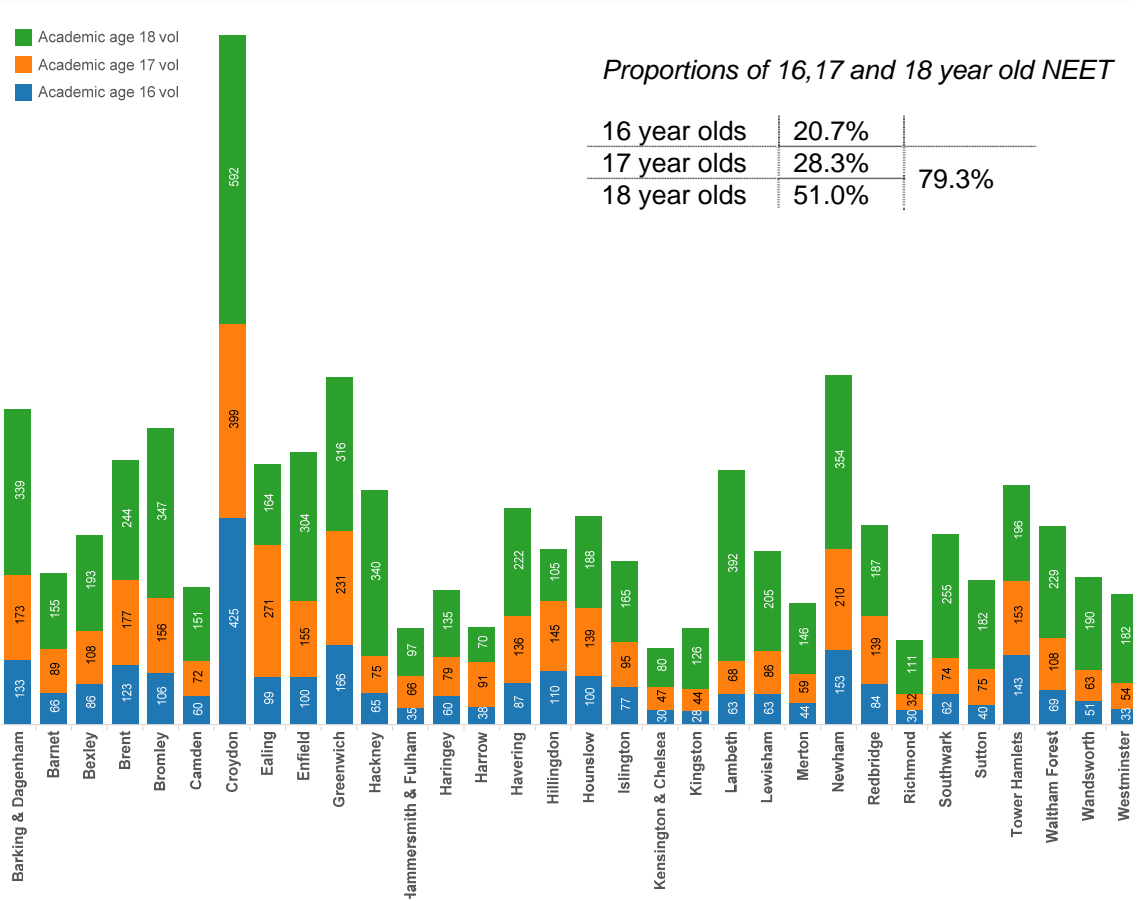
³ The three month average is the national measure for NEET used by the Department for Education.

⁴ The three month average is the national measure for NEET used by the Department for Education.

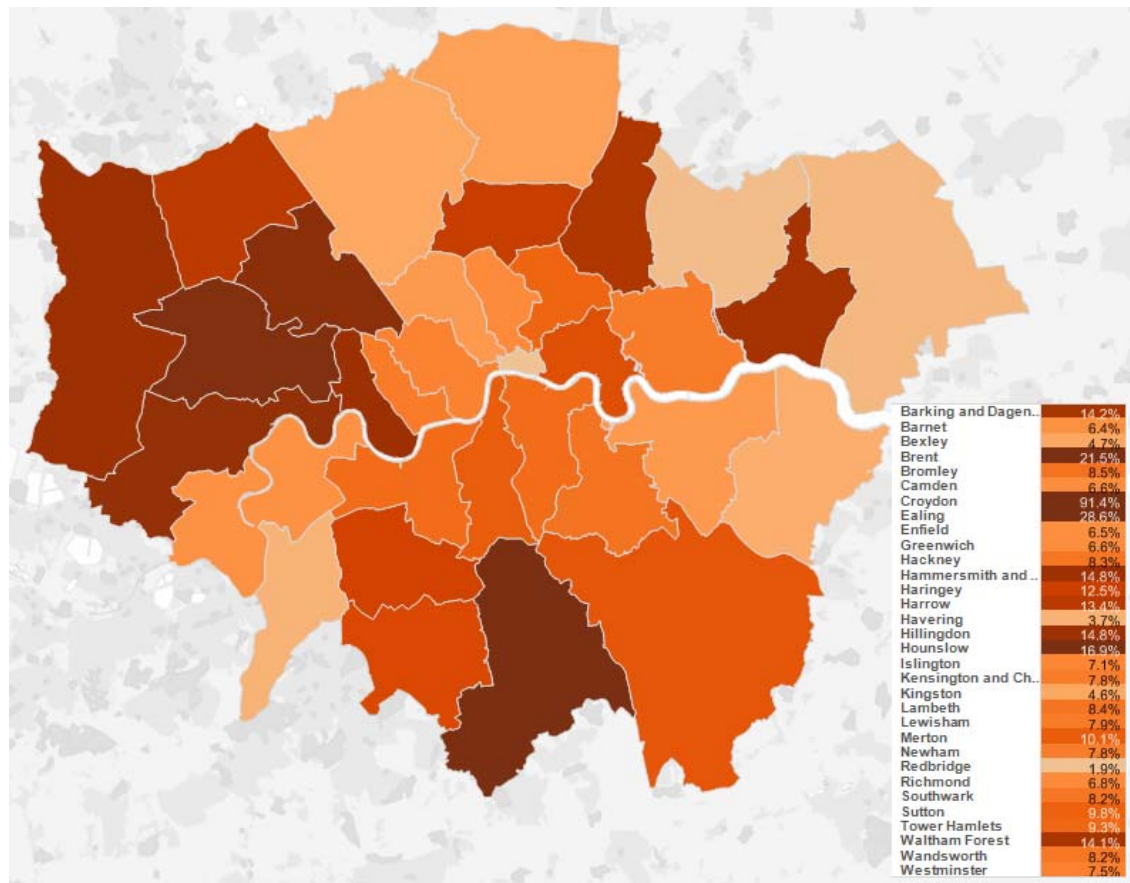
1.4 16-18 year olds NEET by London borough



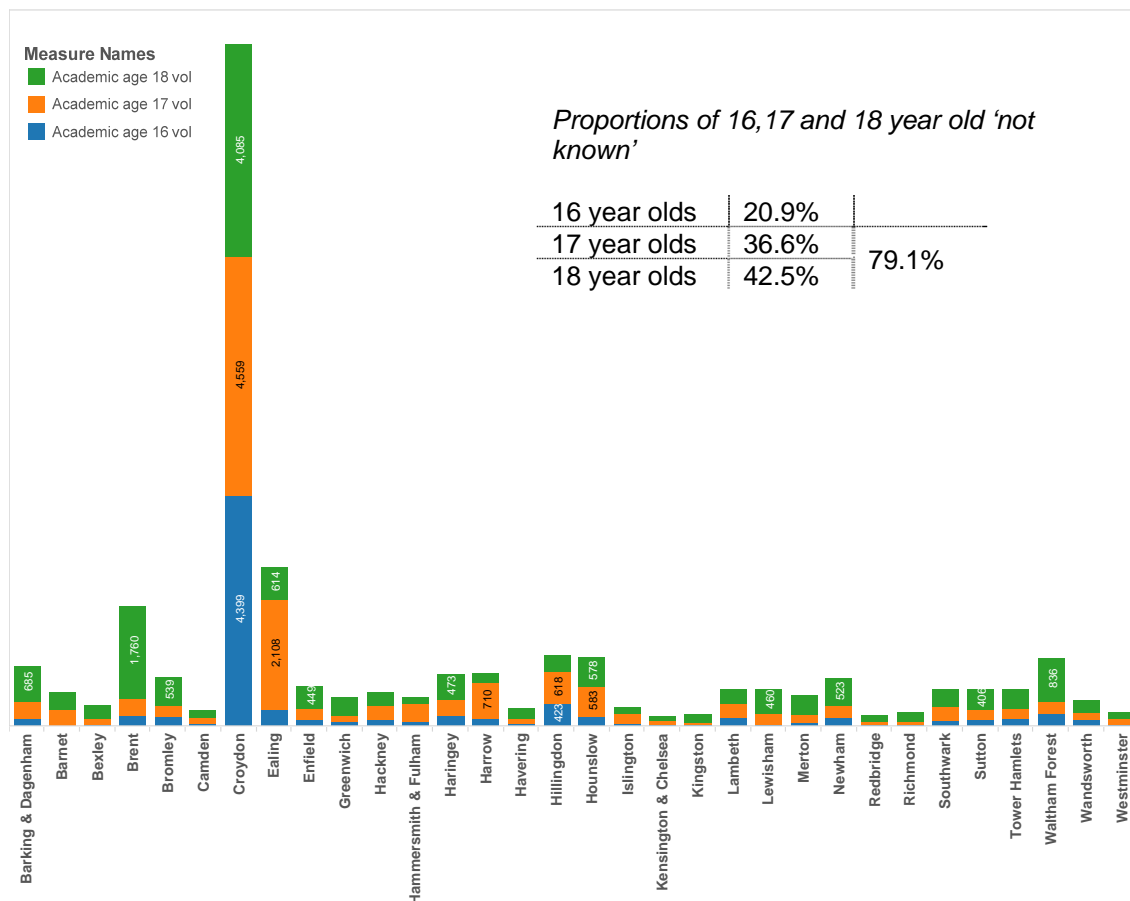
1.5 16-18 year olds NEET by age and London borough



1.6 16-18 year olds 'not known' by London borough



1.7 16-18 year olds 'not known' by age and London borough



2 16 – 17 Participation in Education and Training (June 2013 – latest available from the [Department for Education website](#)⁵)

On 10 October the Department for Education (DfE) published 16 and 17 year old participation data that highlights where participation is rising, static or falling. The data also provides a breakdown of participation by type of establishment, age, gender and ethnic group.

London's participation in June 2013 was 91.3% and has improved by 1.7% in the last 12 months; London's participation is also 0.6% above the national figure (see 2.1). The majority of 16 and 17 year olds in London (88.1%) are participating in full time education and training which is 7% higher than the national figure, although a lesser proportion are participating in Apprenticeships and employment with training than nationally (see 2.2). The percentage participating at 16 in London is higher than those participating at 17 by 3.1%, and participation levels are higher amongst females (see 2.3).

2.1 Participation percentage over time⁶

Region	Jun 2012	Dec 2012	Mar 2013	Jun 2013	%pt change in last 12 months	
England	87.3%	87.9%	88.9%	88.4%	1.1%	↑
London	89.6%	89.0%	91.0%	91.3%	1.7%	↑

2.2 Participation percentage by type of activity

Region	Proportion of 16 and 17 year olds recorded as participating in:					
	Full time education and training	Apprenticeship	Work based learning	Part time education	Employment combined with training	Other
England	81.1%	4.1%	1.8%	0.2%	0.9%	0.4%
London	88.1%	2.2%	0.5%	0.1%	0.1%	0.3%

2.3 Participation percentage by age and gender

Region	% 16 year olds recorded as participating in education or training			% 17 year olds recorded as participating in education or training		
	Female	Male	Total	Female	Male	Total
England	92.7%	90.9%	91.8%	86.6%	83.8%	85.2%
London	93.9%	91.9%	92.9%	91.1%	88.4%	89.8%

3 16-24 Quarterly Brief Summary (August 2013, Quarter 2 – latest available from the [Department for Education Statistical First Release](#))⁷

Both the volume and percentage of 16-24 year olds who are NEET in Quarter 2 of 2013 in London have decreased since Quarter 1, and are lower than the same quarter last year (see 3.1 table). The London NEET percentage is now below the national figure by

⁵ The Department for Education (DfE) uses information from the Client Caseload Information System to estimate the number and proportion of young people participating in different types of education and training in each local authority area. The figures are intended to support local authorities to track their participation performance and their progression to achieving their Raising the Participation Age (RPA) goals.

⁶ Times series used in this table is determined by the Department for Education and represents a 12 month period.

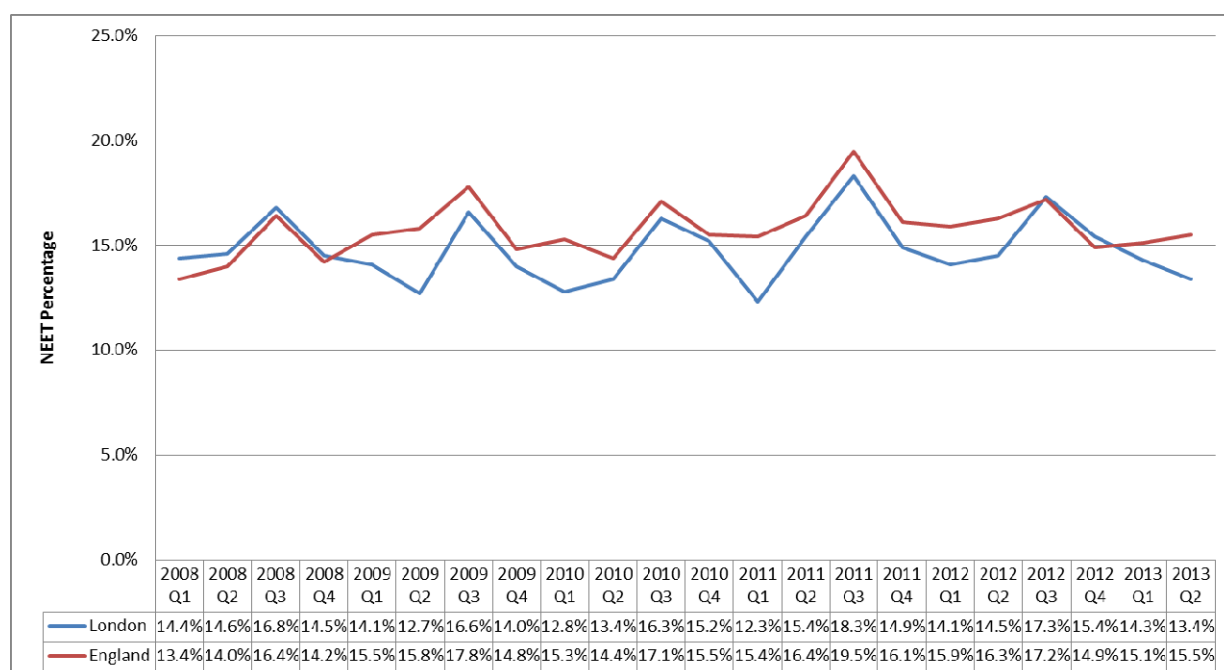
⁷ The 16-24 Quarterly Brief Summary combines the latest 16-18 NEET statistics with the [Labour Force Survey](#) to create a profile of the NEET 16-24 age group.

2.1%, which had risen above the national average in quarters 3 and 4 last year for the first time since 2009 (see 3.1 line graph).

The percentage of 18-24 year olds and 19-24 year olds who are NEET in Quarter 2 of 2013 in London has decreased since Quarter 1 and is lower than the same quarter last year. Both the London NEET rate for 18-24 and 19-24 year olds are below the national average by 2.2% (see 3.2 and 3.3).

3.1 Number of 16-24 year olds NEET

Region	Year (Quarter 2)							
	2010		2011		2012		2013	
	Volume	%	Volume	%	Volume	%	Volume	%
England	868,000	14.4%	991,000	16.4%	986,000	16.3%	935,000	15.5%
London	116,000	13.4%	134,000	15.4%	130,000	14.5%	119,000	13.4%



3.2 Number of 18-24 year olds NEET

Region	Year (Quarter 2)							
	2010		2011		2012		2013	
	Volume	%	Volume	%	Volume	%	Volume	%
England	769,000	16.2%	893,000	18.6%	891,000	18.4%	852,000	17.8%
London	103,000	14.4%	124,000	17.5%	119,000	16.4%	113,000	15.6%

3.3 Number of 19-24 year olds NEET

Region	Year (Quarter 2)							
	2010		2011		2012		2013	
	Volume	%	Volume	%	Volume	%	Volume	%
England	669,000	16.4%	801,000	19.3%	791,000	18.8%	767,000	18.3%
London	92,000	14.6%	113,000	17.7%	109,000	16.6%	105,000	16.1%

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Young People's Education and Skills Operational Sub-Group

DfE , 16-19 Accountability Consultation

Item no: 6

Report by: Yolande Burgess **Job title:** Strategy Director
Date: 15 November 2013
Contact Officer: Neeraj Sharma
Telephone: 020 7934 9524 **Email:** neeraj.sharma@londoncouncils.gov.uk

Summary On 12 September the Department for Education (DfE) published a consultation proposing reforms to the accountability measures for the 16 to 19 performance table. To improve the way in which providers of education and training for people aged 16 to 19 and young people up to the age of 25 with learning difficulty assessments are held to account.

The YPES team, following input from borough officers at the LA Forum on 23 October, have drafted a response for submission.

Recommendations OSG members are asked to:

- Agree to the response from YPES (Annex A)
- Encourage boroughs to respond to the consultation.

1 Background

1.1 The DfE is consulting on proposals to change the existing accountability arrangements for providers of 16-19 education and training in England. The Department is seeking views on these reforms including performance tables, minimum standards and accountability measures designed to promote high quality provision.

2 Consultation

2.1 The 16-19 accountability consultation sets out 18 measures to enhance the accountability of education providers of performance at level 2 and level 3. Performance measures will be split into two categories that will be made public:

- 2.1.1. Top line data that gives a snapshot of a provider's overall performance; and
- 2.1.2. Additional data on specific areas of the provider's performance (e.g. particular types of courses or particular students).

2.2 This information is intended to enable parents and students to identify the best provision for their needs and will help providers to understand and improve their own

performance. The data will also be used by the Department to set minimum standards of acceptable performance and by Ofsted in inspection.

- 2.3 The current Key Stage 4 performance tables show a set of measures for low, middle and high attainers. The Department is considering how the results of low, middle and high attainers can be similarly reported in expanded 16 to 19 performance tables.

3 Consultation timeline

- 3.1 The consultation response is included in Annex 1.
- 3.2 Local Authority colleagues were provided with an opportunity to feed into the consultation response at the Local Authority Forum on 23 October. The response, to be submitted, has captured many of the points and views expressed at the meeting.
- 3.3 The draft consultation response has also been shared with YPES Board members Jack Morris, Frankie Sulke, Cllr Peter John, Cllr Georgie Cooney and Cllr Dave Ryder-Mills for comments.

Stage	Date
Feedback from Board members	15 October
LA Forum meeting	23 October
Draft to OSG and Board members	08 November
Feedback from OSG and Board, and Board approval	15 November
Response submitted to DfE	20 November

4 Recommendation

- 4.1 The OSG is asked to
- Agree the response;
 - Encourage boroughs to respond to the consultation in their own right.



Department
for Education

Consultation Response Form

Consultation closing date: 20 November 2013

Your comments must reach us by that date

16-19 Accountability Consultation

If you would **prefer to respond online to this consultation please use the following link:** <https://www.education.gov.uk/consultations>

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Please tick if you want us to keep your response confidential.	
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Reason for confidentiality:

Name: Yolande Burgess

Please tick if you are responding on behalf of your organisation.



Name of Organisation (if applicable): London Councils

Address:

59½ Southwark Street
London
SE1 0AL

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Department's '[Contact Us](#)' page.

Please mark the box that best describes you as a respondent.

<input type="checkbox"/> School	<input type="checkbox"/> College	<input type="checkbox"/> Representative bodies
<input type="checkbox"/> Parent/Carer	<input type="checkbox"/> Young Person	<input type="checkbox"/> Awarding Organisation
<input type="checkbox"/> Headteacher/Principal	<input type="checkbox"/> Governor/Governing Body	<input type="checkbox"/> Union
<input checked="" type="checkbox"/> Other		

Please Specify:

London Councils represents all 32 London boroughs, the City of London, the Metropolitan Police Authority and the London Fire and Emergency Planning Authority. London Councils is committed to fighting for more resources for London and getting the best possible deal for London's 33 councils. We develop policy, lobby government and others, and run a range of services designed to make life better for Londoners.

This response has been prepared with the Young People's Education and Skills Board made up of key stakeholders in London, including the Greater London Authority, the Association of Colleges and the London Work-based Learning Alliance. The Board is chaired by London Councils' executive member for children and young people and is the lead strategic body for 14-19 education and training in the capital.

Proposals for Publication of Data

1 Do you agree that in future only high value level 2 substantial vocational qualifications which meet pre-defined characteristics should be recognised in the Top Line performance measures for 16-19 year olds?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

We agree that quality substantial vocational qualifications should be recognised although, as the characteristics for high value have yet to be defined, we are unable to fully respond to this question.

With reference to the characteristics of a high value vocational qualification, we urge the Department to use the recent work of the Commission on Adult Vocational Teaching and Learning to shape the characteristics, in particular qualifications: show a clear line of sight to work, and; can demonstrate that they will be underpinned by the distinctive features of vocational teaching and learning. Without reference to the Commission's work there is a real danger of creating vocational qualifications for young people that do not relate to vocational qualifications for adults, leading to further barriers to employment and career progression.

It will also be important to ensure that the pre-defined characteristics do not lead to a diminished vocational offer to students. Evidence has shown that since the January 2012 changes to the GCSE school performance league tables, schools have substantially reduced the vocational offer to students. The evidence indicates that the decision to reduce the offer was overwhelmingly driven by the impact on the *school* and its standing in the performance tables, and not on the immediate and future needs of students.

2 Should employer recognition, grading and external assessment or moderation be required characteristics for substantial level 2 vocational qualifications in the same way as they are for Technical Level qualifications at level 3?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

At level 2 the majority of learning tends to take place in an educational setting. Learning at this level involves building knowledge and/or skills in relation a subject area and requires a significant amount of 'taught' time.

Therefore, level 2 grading, assessment and/or moderation should rest with the appropriate education organisation (e.g. the awarding body). However, awarding bodies should consult with Sector Skills Councils to ensure that qualifications remain relevant the sector they are geared towards.

3 Do you agree that awarding organisations need a two year grace period to redevelop current qualifications to meet the characteristics required? This is the same time period that was given for the redevelopment of Technical Level qualifications at level 3.

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

A grace period is clearly appropriate for level 2 qualifications as they have not previously appeared in the post-16 performance measures. However, two years may be too long particularly in relation to the government's proposed time line i.e. you propose to establish an approved list of substantial vocational qualifications in September 2015. Additionally, if awarding bodies are unable to redevelop current qualifications within a reasonable time frame, those qualifications are clearly not sufficiently robust to meet the requirements of the new accountability measures.

We urge government to work with awarding bodies to set a suitable transition period that ensures appropriate rigour, but does not limit or reduce the opportunities available to young people.

4 What do you think this category of vocational qualifications should be called and how do you think it should be defined?

Comments:

There should be no further categorisation at level 2 beyond academic and vocational as there is a danger that young people may feel locked into a specific category which may indirectly limit their options.

Additionally, to avoid over complicating the 16-19 accountability framework, mirroring the definitions used at level 3 would be the only reasonable option. However, the definitional divide used at level 3 does not translate at level 2 because of the focus on applied learning (Applied General) and specialisation (Technical Level).

5 What are your views on the necessity, benefits and implications for students and providers of a best 3 A levels measure?

Comments:

We envisage that the benefits of a best 3 A level measure will be to significantly reduce 2 A level programmes, which are not substantial and do not prepare young people for Higher Education (a principal driver for undertaking A level study). This measure may also lead to standards being driven up as teaching and learning will be geared towards helping students reach for and exceed expectations of good grades. This measure is likely to address a particular weakness in London on average points scores per student studying A levels and level 3 equivalents (currently below the national average).

However, the implications of this measure are that schools and colleges that deliver A level programmes may inappropriately raise the admissions bar for students who would otherwise achieve good grades with additional learning support.

Further, this measure will by definition exclude those schools and colleges that offer mixed programmes. If this is regarded as a reputational risk by institutions - not appearing in a performance measure that is likely to be key to public interest - it could lead to perversely discouraging those providers from continuing to offer mixed programmes to new cohorts of students, thus limiting the offer.

6 Do you agree that the measures set out in annexes A and B should be the top line and additional data published for students studying at levels one, two and three?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

- *Completion and attainment measure*: this measure should be introduced for level 3 Academic and Applied General study as it provides a rounded picture of retention and achievement, which is a serious omission in the current performance measures tables.
- *Level 2*: the attainment of level 2 mathematics and English qualifications should be a top line measure in line with the requirements under Raising the Participation Age and study programmes.
- Our response to the *Completion of Traineeships and Supported Internships* is in two parts as this measure appears to try and capture performance from a distinct programme (supported internship) and an element (traineeships) of a broader programme (study programme):
 - *Completion of Supported Internships*: we welcome the introduction of a measure that shows how effectively providers enable young people with severe learning difficulties and/or disabilities to achieve sustainable paid employment, particularly in the light of the broader special educational needs and disabilities reforms.
 - *Completion of Traineeships*: this measure will only be effective if the definition for 'completion' of the programmes include only positive destinations. Additionally, the *Traineeships: Framework for delivery* document notes that "*For 16-19 year olds, traineeships will be part of study programmes*". This measure implies that the traineeship element of a study programme will be looked at in isolation from the rest of the programme. The implications of 'extracting' the Traineeship completion from a broad and substantial study programme will need to be considered very carefully.
- *Attainment of approved level 3 mathematics qualifications*: whilst we support institutions providing level 3 mathematics, the rational may lead to a perverse incentive to push young people into mathematics study inappropriately. Additionally with the de-coupling of AS and A2 study, students will be locked into a 2 year course of study. This is a rightly challenging subject area and must ultimately be down to informed student choice.

7 Do you agree that we should explore how to report the achievement of students at level 2 and 3 taking work-based training (including Apprenticeships) with independent training providers in performance tables?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

8 What are the issues to consider in reporting the achievement of students in work-based training and in setting minimum standards for these providers?

Comments:

Minimum Standards

9 Do you agree that minimum standards at level 2 should be based on an attainment and completion measure for those taking substantial vocational qualifications?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

For parity, the minimum standard should be introduced for all study at level 2, including Academic.

It would be helpful for government to set out in its response to this consultation, how it envisages the new measures will inform Ofsted inspections and impact on overall effectiveness judgements, particularly for institutions that deliver both pre- and post-16.

To this end government should press for Ofsted to reintroduce sixth form specific inspection grades to allow comparison amongst all 16-19 providers.

10 Do you agree that we should not penalise providers if students leave their course to take up an Apprenticeship, Supported Internship or Traineeship?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

We would propose that the positive destinations within the current Destination Measures should be considered as exclusions in the first 2 terms of study only.

11 Do you agree that the level 3 minimum standards at 16-19 should be based on progress for academic and Applied General qualifications and on attainment and completion for Technical level qualifications?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

A progress measure will only highlight the performance of those students that completed, which by definition cannot reflect the experience of students who were not supported to complete. A minimum standard based on attainment *and* completion should encompass academic and Applied General qualifications.

12 Do you agree that we should extend the reporting of the attainment of low, middle and high attainers to the 16-19 performance tables?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

13 What categories of destination should we include when reporting the destination of students with learning difficulties and disabilities?

Comments:

Young people with learning difficulties and disabilities have the same aspirations as their peers and will for the most part progress to the positive destinations that are currently recognised within the Destination Measures.

However, recognising supported employment and internship as a sub-category within the employment destination will provide credibility and recognition to these outcomes.

Additionally, with the focus rightly on preparing young people for adult life, transition to independent living (choice and control over their life and support) should be recognised as a positive destination. The Department should work with the Preparing for Adulthood Team (currently supporting the SEND Pathfinders) to address how such a measure could be defined.

14 What other data could be published to create the right incentives for post 16 providers to ensure the best progress and attainment for all their students, including enabling those with learning difficulties and disabilities to prepare for adult life?

Comments:

15 Do you think the HE model of 'MOOCs' could work in a 16-19 environment?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not Sure
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Comments:

Virtual Learning Environments are already well established within the 16-19 sector. Any 'MOOC' model for 16-19 year olds, would need to be considered very carefully as many students in this age group still need considerable tutor support to help them manage self-directed study.

The MOOC model may offer more choice, particularly to students who have difficulties in travelling to study, for example, students with particular disabilities or students with temporary illness.

16 If the assessments could be proven to be robust and to meet other key quality criteria, how do you think we could recognise accredited online courses in the accountability system?

Comments:

To avoid creating a two-tier system, recognised courses delivered via MOOCs should form part of the accountability framework to ensure high standards and quality, and provide assurance to young people and parents that the system for teaching and learning is robust.

17 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply.



E-mail address for acknowledgement: yolande.burgess@londoncouncils.gov.uk

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](#)

The key Consultation Principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and consult with those who are affected
- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy; and
- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

Responses should be completed on-line or emailed to the relevant consultation email box. However, if you have any comments on how DfE consultations are conducted, please contact Carole Edge, DfE Consultation Coordinator, tel: 0370 000 2288 / email: carole.edge@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed responses should be sent to the address shown below by 20 November 2013

Send by post to:
Andrew Taylor
Inspections and Accountability Team
Level 2
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Send by e-mail to: 1619accountability.CONULTATION@education.gsi.gov.uk

YPES – Operational Sub-Group

European Structural Investment Funds – Youth Programmes

Item no: 7

Report by: Peter O'Brien **Job title:** Regional Commissioning Manager

Date: 8 November 2013

Telephone: 020 7934 9743 **Email:** peter.obrien@londoncouncils.gov.uk

Summary This paper provides the OSG with the latest information about ESIF, as it affects youth programmes; and it invites discussion on the emerging programme ideas.

Recommendations The OSG is invited to discuss the emerging programmes set out in paragraph 3, to inform further debate by the External Funding Group and YPES Board.

1 Background and Introduction

- 1.1 At its last meeting the OSG [received a report](#) on the background and timetable on European Structural Investment Funds (ESIF), which led to a discussion on the priorities for the 2014-2020 cycle. As agreed, the priorities and possible programmes were then discussed at the LA Forum on 23rd October and at an event run by Greater London Enterprise (GLE) and London Councils, covering all ESIF priorities, on 24th October.
- 1.2 The priority age range remains 15-24 – and it has been confirmed that it is not possible (at least at this stage) to include provision for 14 year-olds in ESIF programmes – though it is possible that the upper age limit may be increased to 30 to match other EU initiatives.

2 Progress

- 2.1 The London Enterprise Panel (LEP) has submitted its draft strategy¹ for ESIF to the government and feedback is expected in January. The LEP is also [consulting](#) on its draft strategy (the consultation closes on 15th November 2013). The timeline for ESIF assumes that at least some programmes will start delivering by mid-2014. Discussions among strategic partners is therefore now shifting focus towards moving the priorities into outline programmes that can then be further refined into more precise specifications. It is assumed that programmes will be developed during November – January so that the LEP and Co-Financing Organisations (CFOs) can move rapidly to commissioning as soon as the strategy is signed-off by the government and the EU.

¹The draft priorities are:

- Skills and employment
- Strengthening science and technological development and fostering innovation
- Enhancing the competitiveness of London enterprises
- Supporting the shift towards a low-carbon, resource-efficient economy
- Unlocking growth potential in deprived areas

- 2.2 Outline youth programme proposals for the future ESIF programme will be discussed at the next meeting of the External Funding Group on 4th December. Subsequently, the YPES Board is convening a special meeting in December to agree its expectations of the programmes and outcomes for recommendation to the LEP.

3 Emerging Programmes

- 3.1 Based on the discussions that have taken place the following programme areas are being developed for young people within the Skills and Employment priority:

- *Enhancing the London Careers Offer*
The aim is to improve the quality and availability of careers guidance offered to all young people in London. Aspects of the quality of the offer include considering what information and professional support could be made available for school staff, collaborative working across the FE/HE and employer sector, ensuring the timeliness and accessibility of labour market information and addressing issues of public accountability. In terms of the availability of services, we want to address the lack of access to face-to-face guidance for young people who are NEET, for example through an extension of those services offered by the National Careers Service to all young people and especially those who are not currently engaged in learning. The YPES Board is convening a roundtable from its membership to provide a reference group for both ESIF proposals and further work in this area.
- *Preventative NEET*
Experience of the current European Social Fund programme (together with a substantial body of evidence, such as in the Allen Review) shows the value of early intervention – in this context in the prevention of NEET by working with young people in school. There is a close relationship between Local Authorities' preparations for Raising the Participation Age (RPA), particularly in the development of Risk of NEET Indicators (RONIs). The current delivery model, based on providing 'wrap around' support to young people that encourages their retention in existing learning opportunities – rather than the introduction of alternative learning pathways with limited progression routes – appears to have proved particularly successful. It is proposed that this model continues into the next round, but with a more directive role of local authorities built into the specification.
- *Targeted provision: NEET re-engagement*
The current programmes aimed at re-engaging NEET young people – and particularly those programmes targeted at those who are most disadvantaged – have been slowest to take off and poorest performing. Consideration is therefore being given to the following:
 - Providing more local flexibility in defining particular priority 'targeted' groups (or neighbourhoods);
 - An emphasis on outreach activity and replication of the 'wrap around' support model that has been successfully delivered in both the Preventative NEET Programme and the Youth Contract
 - Providing more focus to local or cluster-based delivery, rather than single contracts for the whole of London
 - Better resourced, niche provision for the most hard to help; potential extension target groups include homeless young people and young travellers.

- *Employability Support*

Youth employment remains a key priority for London and there are several borough-based (or in some cases cross-borough) employability initiatives being trialled through various funding sources. Both the YPES Board and LEP are keen to learn from these initiatives and to consider whether some general points of principle could be applied across London as a whole. There is an appetite to look at programmes of support for employers to enable them to provide a more comprehensive offer of work opportunities, including work experience and apprenticeships. This extends to considering a possible range of incentives that could be offered to both participants (e.g. through a form of 'personal budget') and employers. In addition to intermediate labour market options, incentivising week-end working is also an option that could be explored.

4 Next Steps

- 4.1 Discussions at both the OSG and External Funding Group will help inform debate by the YPES Board and consequently enable London Councils' officers to work with the LEP, CFOs and other strategic partners to produce more refined programmes by the end 2013.

5 Recommendation

- 5.1 The OSG is invited to discuss the emerging programmes set out in paragraph 3, to inform further debate by the External Funding Group and YPES Board.

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Young People's Education and Skills Operational Sub-Group

Workplan Monitoring – update November 2013

Item No: 8

Date: 15 November 2013

Contact Anna-Maria Volpicelli

Telephone: 020 7934 9779 **Email:** Anna-maria.volpicelli@londoncouncils.gov.uk

Summary This paper provides a summary update of the major Young People's Education and Skills (YPES) work strands.

Recommendations OSG members are asked to note and comment on progress.

1 Data

- 1.1 The Data Advisory Group (DAG) met on 06 November and elected Sheila Weeden as its new chair (following the departure of Rob Atkins).
- 1.2 Intelligent London – an interactive tool for analysing data on the education and skills of young Londoners – is now live. By visiting the website you can view a PDF Local Overview of key indicators in your borough compared to the London average, as well as interrogating data at both borough and provider level more forensically. The website has been circulated to the YPES 14-19 Group network of colleagues and we are keen for OSG members to promote the website more widely.
- 1.3 An early draft of the next Young People in London: An Evidence Base summarising the key performance data related to young people's education and skills was circulated at the last DAG meeting. Drafting will continue throughout November and it will be released in early December.
- 1.4 The report on the Progression of College Learners to Higher Education in London and Progression of Apprentices to Higher Education in London produced commissioned by Linking London and co-funded by YPES was released on 1 October and formally launched at the national conference - Journeys to Higher Education: Apprentices and College Students - at the Department for Business, Innovation and Skills on 4 October.
- 1.5 YPES has also been working with the London Borough of Newham and the University of East London to undertake research into the progression of 18-24 year old London residents into full-time and part-time, first or undergraduate degree study at UK universities and onward progression to employment. A summary of the findings was presented at the last DAG meeting and the report (together with individual borough summaries) will be released next week.

2 Improving Choices for Young People

- 2.1 Based on the work undertaken by the Careers Guidance and Education Task and Finish Group, and findings from the Survey on Careers Education and Guidance issued by YPES, a support document for schools and colleges called *Pioneering careers work*

in London was released in September. The document is a framework to support senior leaders, managers and governors in schools and colleges to meet their statutory duty to secure independent and impartial careers guidance and to support the delivery of careers education. It was released to coincide with the extension of the duty to deliver careers guidance to include colleges and all pupils and students aged 13 to 18. The release also coincided with the publication of Ofsted's thematic review of careers guidance in schools from September 2012 - *Going in the right direction?* – and the government's response to this review. At the YPES Board meeting on 15 October it was decided to have a meeting specifically to look at the next steps that can be taken to help ensure careers guidance is being delivered in schools.

- 2.2 The possibility of setting-up several task and finish groups are under consideration and will be discussed at the next meeting on 20 November. A joint DAG and ICYP task and finish group investigating how data can be best utilised to support RPA objectives and the tracking of young people was identified by the ICYP Group as potentially useful. Following some preliminary investigation by YPES into employability passport-type initiatives in London, a task and finish group may also be set-up to develop a framework to support local authorities delivering such initiatives.

3 External Funding

- 3.1 The previous workplan monitoring report provided details of the last meeting of the External Funding Group (EFG) - 5th September. The next meeting is being held on 4th December.

Programmes

- 3.2 *ESF 2007-2013 Programmes*: An update on programme performance will be given at the next meeting of the EFG.
- 3.3 An event to introduce providers of the new Preventative NEET Programme is being held on 20th November.
- 3.4 *ESF 2014-2020 round*: This is being discussed as a substantive item at the OSG.
- 3.5 *Youth Contract*: An update on the programme's performance is due to be given to the next EFG meeting.
- 3.6 *Talent Match*: Big Lottery Fund is expected make an announcement in January on its decisions on cluster-based delivery and Pan-London targeted provision.
- 3.7 *Get Young People Working - The Youth Offer*: Borough-based initiatives have been commissioned by the City Of London Corporation through the City Bridges Trust – further details are now available on the [Trust's website](#).
- 3.8 *Other Funding*: Details of the latest round of the Mayor's Schools Excellence Fund have been circulated to 14-19 leads.

4 LLDD

- 4.1 The recent call for a review of place numbers and budget commitments for the current year (2013-2014) from the [Local Government Association and the Association of Directors of Children's services](#) is on-going. ***Operational sub-group members are asked to encourage their cluster boroughs to return completed spread sheets to yolande.burgess@londoncouncils.gov.uk as soon as possible.***
- 4.2 The Children and Families Bill is at Committee Stage in the House of Lords. Key areas of debate that may lead to material redrafts of certain aspects of the Bill and the draft Special Educational Needs (SEN) Code of Practice (see paragraph 4.3) that will lead to a direct impact on local authorities include the introduction of duties to:

- 4.2.1 provide support to children within their area who may provide or be about to provide care to an adult or a child who is disabled;
 - 4.2.2 ensure 'sufficient support';
 - 4.2.3 assess social care provision for young carers;
 - 4.2.4 maintain an Education, Health and Care (EHC) plan for detained young people;
 - 4.2.5 secure sufficient communication support for parents with children with a hearing loss;
 - 4.2.6 promote and secure inclusive and accessible education, health and social care provision to support children, young people and their families (joint duty with health).
- 4.3 There are a number of other amendments being debated that may impact on education providers and health. The final report of the House of Lords line-by-line examination of the Bill is likely to be published at the end of October.
 - 4.4 The Department for Education is consulting on a draft new [0-25 SEN Code of Practice](#) and on associated draft Regulations. A separate consultation on the arrangements for the transfer to the new [EHC plans has also been published](#).
 - 4.5 The Code of Practice will be statutory guidance for organisations who work with and support children and young people with SEN and their parents. In addition, when considering an appeal from a parent or young person the Special Educational Needs and Disability Tribunal (SEND Tribunal) will have regard to the Code of Practice. The Tribunal will expect local authorities, early education settings, schools and colleges to be able to explain any departure from the Code.
 - 4.6 The *Consultation on transition to Education, Health and Care plans and the local offer* sets out proposals for the pace, process and phasing for transition from statements or Learning Difficulty Assessments to the new 0-25 EHC plan and the introduction of the local offer. The proposals will have a significant impact on local authorities.
 - 4.7 London Councils will be responding to both consultations. The responses will be high-level and will pick up on issues related to additional burdens and resources.
 - 4.8 The Education Funding Agency (EFA) has published [post 16 allocated high needs place numbers](#) at institution level for the academic year 2013 to 2014, broken down by the local authorities that commissioned those places. The information has been made available to help local authorities review place numbers, ahead of returning place numbers for the academic year 2014 to 2015 to the EFA by 23 December 2013.

5 Apprenticeships

- 5.1 London Councils recently awarded the London Borough Apprenticeship awards in four categories (apprentice of the year, best progression by an apprentice, best manager and best supply chain). [The winners were announced](#) at a ceremony on Monday 30 September at the City Marketing Suite, next to the Guildhall.
- 5.2 The sub-group also fed into London Councils' response to the Government Consultation on Apprenticeship Funding. This consultation comes in the wake of the Richard's Review. The government asked for views on three proposals for delivering funding reforms put forward by Doug Richard.
- 5.3 London Councils has provided an exhibition stand at Skills London for boroughs to promote their apprenticeships – both current vacancies and as a career option for the young people attending the event. Staff from boroughs, along with apprentices will be manning the stand on Friday 22 and Saturday 23 November.
- 5.4 The next sub-group meeting will be focused on procurement. Boroughs will be asked their views on what their challenges and successes are with a view to more of the meetings being themed in future.

6 Learner Voice London

- 6.1 Learner Voice London continues to have a strong presence on social media channels – these include the website, YouTube, Twitter and Facebook. Four videos are being marketed across all platforms, accompanied by relevant reports and links to other organisations work which is similar to ours, to encourage networking and more visibility for our sites.
- 6.2 Numbers to our social media accounts are steadily increasing, with over 450 Twitter followers. Our Facebook account has now reached a level where we can begin to analyse our reach and we will be exploring the feasibility of a short marketing campaign on Facebook targeting 16-19 London learners.
- 6.3 London Councils will again be sponsoring two sections at Skills London on 22 and 23 November 2103, the Careers and Enterprise Zone and the Event evaluation. Learner Voice London will be feeding into the evaluation questions to raise awareness of the website and associated sites, as well as asking questions on key topics that concern young learners in London.

7 Academic Partner

- 7.1 The IoE is on track to complete its research into 17+ drop-out by the end of the year and to report in 2014.