

Young People's Education and Skills Board

Thursday 12 February, 14.00 – 16.00

Location: London Councils, Meeting room 1, 59½ Southwark Street, SE1 0AL

Contact Officer: Neeraj Sharma

Telephone: 020 7934 9524

Email: Neeraj.sharma@londoncouncils.gov.uk

Agenda

1. Welcome and introductions
2. Declarations of Interest
3. Notes of last meeting and matters arising
4. Policy Update *(paper)* - For information
5. Interim Statement of Annual Priorities *(paper)* - For decision
6. 2015-16 Work plan *(paper)* - For decision
7. Revised Constitution *(paper)* - For decision
8. GCSE, 'A' Level and other level 3 results *(report)* - For information
9. Raising the Participation Age *(paper)* - For information
10. AOB

Date of next meeting: Thursday 4th June, 2-4pm, London Councils

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Young People's Education and Skills Board

Date 30 October 2014 **Venue** London Councils

Meeting Chair Cllr Peter John

Contact Officer: Neeraj Sharma

Telephone: 020 7934 9524 **Email:** Neeraj.sharma@londoncouncils.gov.uk

Attendance

Cllr Peter John (Chair)	London Councils Lead Member for Children and Young People (London Borough of Southwark)
Frankie Sulke (Vice Chair)	Association of London Directors of Children's Services (ALDCS)
Jack Morris OBE (Vice Chair)	London Enterprise Panel (LEP)
Caroline Boswell	Greater London Authority (GLA) (on behalf of Munira Mirza GLA)
Cheryl Hall	Skills Funding Agency (on behalf of Jill Lowery SFA)
Derek Harvey	Department for Work and Pensions (DWP)
Dr Caroline Allen OBE	AoC/Association of National Specialist Colleges (NATSPEC)
Mary Vine Morris	London Councils Young People's Education and Skills (YPES)
Pat Reynolds	Association of London Directors of Children's Services (ALDCS)
Tim Shields	Chief Executives London Committee (CELC)

Guests and observers

Michael Heanue	Greater London Authority (GLA)
Nick Lester	London Councils (Services)
Paul Irving	Skills for Growth (on behalf of Victor Farlie, LWBLA)
Professor Ann Hodgson	Institute of Education
Professor Ken Spours	Institute of Education

Officers

Neeraj Sharma	London Councils (YPES)
Yolande Burgess	London Councils (YPES)

Apologies

Alan Parnum	Education Funding Agency
Cllr David Simmonds	London Councils (Conservative Group)
Debbie Akehurst	London Enterprise Panel - Skills & Employment Working Group
Dr Graeme Atherton	AccessHE
Dr Jane Overbury OBE	Association of Colleges
Frank McLoughlin CBE	Association of Colleges
Jill Lowery	Skills Funding Agency
Jon Thorn	Skills Funding Agency
Munira Mirza	Greater London Authority
Rachel Whittington	Education Funding Agency
Victor Farlie	London Work Based Learning Alliance

1 Welcome and introductions

- 1.1 Cllr Peter John welcomed attendees to the meeting and thanked Paul Irvine for hosting the YPES Board meeting at Skills for Growth. Thanks were also extended to external speakers Michael Heanue, Professor Ann Hodgson and Professor Ken Spours for attending to present on agenda item 7 and agenda item 8 respectively.
- 1.2 Apologies were noted.

2 Declarations of Interest

- 2.1 No interests were declared.

3 Notes and Matters Arising from the last meeting

- 3.1 Yolande Burgess updated Board members on the implementation of the Unique Learner Number (ULN); of all the London resident young people aged 16 to 18 on the National Client Caseload Information System, 54.4 per cent had a ULN recorded.
- 3.2 Other action points for additional information on the year 12 drop-out rate and an update on the LEP Skills and Employment Working Group were specific agenda items for this meeting. A link providing a breakdown on apprenticeship data had been circulated in the post meeting note sent on 18 July 2014

4 Policy update

- 4.1 Neeraj Sharma talked through the paper circulated in advance of the meeting, drawing particular attention to Ofsted's current consultation to reform inspections of schools. In addition, the Education Select Committee findings about examining potential for conflicts of interest that arise in the relationship between academies and sponsors under the current sponsorship model were also flagged up.
- 4.2 YPES Board members discussed the Education Select Committee findings. Concerns were raised that there was a risk within the current system that public funds could be misused without strong governance. The Board discussed the possible additional risks associated with Free Schools that were seeking premises and conflicts of interest that may arise with the use of premises managed or owned by individuals on a schools board.

5 'A' Level/GCSE results

- 5.1 Neeraj Sharma introduced the discussion on the 2013/14 provisional GCSE, A level and other level 3 results published by the Department for Education (DfE) highlighting that recent government reforms have had a significant impact nationally on GCSE performance. DfE analysis had shown the results by school type in 2013/14 using the new 2014 methodology and applying the 2013 methodology; it highlighted a minus 3.8 percentage point difference using the 2014 methodology.
- 5.2 In 2013/14, 60.6 per cent of pupils achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs in London. This compared to 56.1 per cent nationally. London remained the best performing region but had seen its performance decline by 4.5 percentage points from 2012/13.
- 5.3 In 2013/14, performance figures for London students entered for approved level 3 qualifications indicated that the average point score entered for these qualifications was 669.1. It was below the national average of 680.2

- 5.4 The average level 3 point score per entry for 2013/14 was 210 in London, this compared to 210.4 nationally.
- 5.5 It was noted that London remained below the national average for point scores per student and per entry.
- 5.6 YPES Board members discussed the results and suggested schools were still adapting to some of the reforms including the removal of the speaking and listening component from English examinations. However, it was suggested the breadth of young people taking examinations was also a factor to be considered when assessing results for London. Additionally, it was suggested the greater focus should be on the destination of pupils after key stage 4 as it was critical they were being guided onto pathways that led to employment.
- 5.7 Board members also noted that the 2013/14 results were provisional and likely to change; and that the A level and level 3 results should be contextualised with the inclusion of the number of students entered for qualifications (as a proportion of the 16 to 18 year old cohort).

6 Raising the Participation Age (RPA)

- 6.1 Yolande Burgess talked through the RPA report circulated in advance of the meeting. The numbers of young people (aged 16 to 18) not engaged in education, employment and training (NEET) in July was 4.2 per cent, a marginal increase (0.1 per cent) on the previous month but remained below the national average of 5.9 per cent. The percentage of young people whose participation was 'not known' was 6.4 per cent, which continued a downward trend this calendar year from 9.4 per cent in January. London was now below the national average figure of 11.8 per cent against this indicator. Whilst there remained variability between boroughs, the degree of variation was narrowing.
- 6.2 Based on the most recently available data, the participation figure for 16 and 17 year olds in London for March 2014 was 92.3 per cent, an improvement of 1.3 percentage points from the previous March and a 2.2 percentage increase from the December 2013 position.
- 6.3 YPES Board members discussed the content of the report and raised the following points:
- 18 year olds remained the biggest cohort of young people classified as NEET. Many of these young people were likely in fact to be attending university but this was not being accurately recorded as UCAS was not sharing data with local authorities or schools.
 - Caution should also be applied when looking at the participation figures in London. There was churn at ages 16 and 17 due to the year 12 dropout rate that was not being picked up in the overall figures.

It was agreed that the narrowing of the NEET and activity 'not known' gap was recognition of the excellent work borough officers and partners were undertaking to support young people.

7 LEP Skills and Employment Working Group – Careers offer

- 7.1 Michael Heanue explained that the role of the Skills and Employment Working Group is to inform the London Enterprise Panel's approach to:
- championing skills in London and to propose priorities for skills training in London;
 - making recommendations to the London Enterprise Panel on issues related to skills and employment in London including improving efficiency and effectiveness of existing skills and employment provision in London; and
 - making recommendations to government on behalf of business, the Mayor, and Boroughs on issues related to skills and employment in London.
- 7.2 A key area of focus for the group is to develop a pan-London careers offer for young people, with the intention that a description of a 'London offer' would be ready by March 2015. Work was underway to determine what careers services were available to young people to avoid duplication and ensure a London careers offer adds value to existing services.
- 7.3 Sir John Holman recently reported on the need for good careers guidance and developed a framework for schools, with an estimated cost of £50,000 for implementation. He has expressed an interest in the work of the LEP Skills and Employment Working Group. Discussions are on-going.
- 7.4 YPES Board members supported the principle of a London Careers Offer and provided the following feedback:
- School performance measures influence the priorities of schools. It was important that the destinations of young people at the end of key stage 4 and key stage 5 are fully taken into account.
 - Terminology is important to secure buy in from all stakeholders in order for a London offer to be successful. Careers guidance is ultimately to support young people make choices to get into employment; consideration should be given to phrasing the 'careers offer' as an 'employment offer' instead.
 - London needs a pool of careers advisors each with specialist knowledge in different fields rather than a single advisor in each school.
 - There is an appetite amongst businesses in London to engage with schools and a London offer should make use of this. Quick wins are needed to capitalise on the support of business.
 - Good careers guidance can particularly make a significant impact on the employment opportunities of young people with special educational needs and disabilities.
- 7.5 Frankie Sulke, Pat Reynolds and Tim Shields expressed an interest in the early piloting of the London careers offer framework, which the LEP would follow up.

8 Institute of Education Report – recommendations

- 8.1 Professors Ann Hodgson and Ken Spours from the Institute of Education, University of London (IoE) presented the Board with the key findings and recommendations from their research into 17+ participation, attainment and progression in London.
- 8.2 Key findings highlighted included:
- participation of 16 and 17 year olds remains high overall, but participation rates are variable across different boroughs and whilst more young people continue full time study, the take-up of Apprenticeships remains extremely low;

- almost a quarter of Year 12 level 3 starters dropped out of their school sixth form studies before the age of 18 - a trend that is particularly noticeable at the end of year 12 in vocational courses at schools;
- only a third of sixth form school students embarking on a level 2 course at 16 progress to level 3 study;
- prior attainment at GCSE plays a major part in both post-16 retention and attainment, with GCSE English and mathematics at grades A*-C being particularly important. Yet about 30 per cent of L3 learners in London schools in 2011/12 did not have A*-C grades in GCSE English and mathematics and scored on average 540 points at the end of their course (the standard university entry requirement of one A and two B grades is 750 points);
- achieving eight GCSEs at grades A*-C is a better indicator of success at level 3 than the level 2 threshold of five GCSEs at grades A*-C.

8.3 The Board discussed the report and key recommendations outlined in the presentation and supplementary report. Key issues raised included:

- Recommendation 5 was too broad and further work was needed to understand both the context behind it and how it could be delivered.
- Year 12 drop out has previously been seen as an issue specifically in relation to traditional academic courses. However, the findings indicate retention of young people aged 16 and 17 years olds in vocational courses was also an issue. This should be explored further; including with the local authority 14 to 19 officer's network.
- The recent funding rate reduction for 18 year olds in education would make it challenging for schools and colleges to implement a three year study programme as suggested in the report. Government support for this approach would be needed.
- Signposting to information and guidance was a challenge and needed to be addressed to support and inform young people as they make post-16 education/training decisions.

8.4 The Board supported in principle the recommendations from the report. It was suggested further work was needed to unpick how these could be delivered. It was agreed YPES would report back in February 2015.

8.5 It was agreed the report should be published with appropriate communication work undertaken to raise awareness of the post-16 challenges in London more widely to encourage greater dissemination of the report.

Action point: YPES to publish the IoE report and disseminate the final report to Board members

Action point: YPES to develop the recommendations further and report back at the next YPES meeting in February

Action point: YPES to continue to work with 14 to 19 leads network on Year 12 drop-out

9 Future of Service

- 9.1 Nick Lester talked to the paper circulated in advance of the meeting. Following the transfer of responsibilities and staff from the Learning and Skills Council to local authorities in 2010, a DfE Special Purpose Grant has funded the staffing resource for YPES for pan-London activity and support. This has been supplemented by London borough contributions.
- 9.2 Following recent conversations with the Education Funding Agency, there is no commitment to continue the Special Purpose Grant beyond March 2015. Exploratory discussions with the secretariat to the LEP have resulted in a formal request for funding as a contribution to the costs of the YPES service. The proposal seeks LEP support for continued activity and highlights the significant contribution made to the work of the Skills and Employment Working Group on issues that impact on London's young people.
- 9.3 Having reviewed the service, a restructure is needed in order to make savings and yet remain fit for purpose. The Board discussed the funding options outlined in the paper and the following comments were made:
- Either option outlined a slimmed down team that would need to be factored into the activity of YPES; there was particular concern about the removal of the Director role. It was suggested it would be helpful to agree which functions would continue once a budget for the YPES is agreed.
 - Proposals to support the work of the LEP were sensible but it was noted that it could lead to a change in both the nature and representation of the Board.
 - Concern was expressed about setting a deficit budget and relying on reserves to balance the budget.
 - The Board expressed a preference for option A, a fully funded service with the retention of the communications post. The Board agreed this should be the recommendation put forward to Leaders Committee.
- 9.4 MVM thanked the Board for their views and agreed to keep Board members informed of key developments in accordance to the timescales outlined in the report.

Action point: YPES to put forward option A as the recommendation of the Board

10 AOB

- 10.1 The YPES Board expressed their thanks and gratitude to Mary Vine-Morris for both her dedication and work to support the 14 to 19 agenda in London. Board Members wished her all the best in her future role as Regional Director for the Association of Colleges London Region and looked forward to her continuing membership of the Board.

Item 3(a). Actions and Matters Arising from 30 October 2014 YPES Board meeting

ACTION POINTS		
	YPES is to publish the IoE report on 17+ participation, attainment and progression in London, and disseminate the final report to Board members	Posted to website following meeting. Members notified in post meeting note of 17.11.14
	YPES to develop the IoE recommendations further and report back at the February 2015 meeting	Item 5. Interim Statement of Priorities (12 February meeting)
	YPES to continue the work with 14 to 19 leads network on Year 12 dropout	Substantive item at 14-19 Leads Conference 5 December 2014 and input into interim Statement of Priorities
	Future of Service, YPES to put forward option 'A' under 9.3. Paper will be submitted to Leaders Committee of 9.12.14	Leaders Committee approved budget for YPES 2015/16
OTHER MATTERS ARISING		
	None	
DECISIONS TAKEN BY CHAIR TO BE REPORTED		
	None	

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Young People's Education and Skills Board

Policy Update

Item No: 4

Date: 12 February 2015

Contact: Neeraj Sharma

Telephone: 020 7934 9524

Email: neeraj.sharma@londoncouncils.gov.uk

Summary This paper outlines the key changes affecting 14-19 policy since the last Young People's Education and Skills Board meeting.

Recommendation Board 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 to 19 education and training which have occurred since the last Young People's Education and Skills Board meeting.

2 Autumn Statement¹

- 2.1 On 3 December the government published its Autumn Statement 2014, which set out the next stage of the government's long-term economic plan. It covers a wide range of areas including education and skills; key points in relation to this area are noted below:

- *Remove employer's National Insurance (NI) for apprentices under the age of 25 from April 2016.* It is expected to cost about £120 million in lost tax income and comes on top of the tax cut announced last year which means that, from April 2015, there will be no employers NI for anyone under 21. NI will continue to be levied on the small number of higher paid young people (i.e. earning over £42,000).
- *Postgraduate loans of up to £10,000 will be available for people under the age of 30 taking a masters course in any discipline from 2016-17.* Treasury and the Department for Business, Innovation and Skills forecast there will be around 40,000 applicants (i.e. fewer participants than the current FE loan scheme) but that it will cost about £300 million a year in loan outlays.
- *A £20 million investment to improve careers advice.* Subsequently, on 10 December the Department for Education (DfE) announced the creation of a *new careers and enterprise company for schools*. Employer-led and independent of government, the careers and enterprise company will focus on young people aged 12 to 18, helping them access advice and inspiration about the world of work by encouraging greater collaboration between schools and colleges and employers.
- *The Department for Work and Pensions will pilot career change work experience and training opportunities for older benefit claimants and will make further requirements for 18 to 24 year olds who claim Universal Credit.* Both changes take effect during 2015.

- 2.2 The education and skills announcements, whilst limited, are positive as they represent investment into the sector particularly around careers advice. However, the Autumn Statement made no reference to extending further education loans to 19 year olds and those taking courses at level 2 or above.

3 School Revenue Funding Settlement 2015/2016²

- 3.1 The School Revenue Funding Settlement: 2015 to 2016 was published on 17 December 2014 confirming details of the Dedicated Schools Grant (DSG). The DSG continues to be set out in three blocks, the early years block, the schools block and the high needs block.
- 3.2 Overall DSG is £39.617 billion with London receiving 18.4 per cent (£7,303bn). The minimum funding guarantee is to be continued, meaning no school or academy will see a reduction compared with its 2014/15 budget (excluding sixth form funding) of more than 1.5 per cent per pupil before the Pupil Premium is applied.
- 3.3 The DfE also announced a £31.7 million grant to help local authorities in England implement the special educational needs and disabilities (SEND) reforms. London will receive 17.9 per cent (£5.7m) of this funding.
- 3.4 Additionally, in March 2014, the DfE consulted on an increase in schools block per pupil funding for the 69 least fairly funded local authorities. The final arrangements were confirmed in July 2014 and the DfE confirmed an additional £390 million of schools block funding. In London, 8 local authorities will receive between £400,000 and £19.5 million, totalling £68.4 million.

4 School Oversight And Intervention, House of Commons, Public Accounts Committee (PAC) report³

- 4.1 The PAC recently published its report into the current school oversight and intervention model implemented by the government. It found that the DfE has a clear focus on improving standards in schools, and that It has created more academies as autonomous institutions based on the view that this is the best way to raise educational standards.
- 4.2 The PAC states that the Department takes a light touch approach to school oversight, and is reluctant to collect enough information to be effective at identifying and responding to risks to school performance. In particular, early action to prevent decline or continuing poor performance in schools is rarely happening. The Department emphasises performance as measured by exam results and Ofsted inspections, but it relies heavily on whistleblowers to identify significant risks of failure, such as in safeguarding arrangements, financial integrity or governance.
- 4.3 It goes on to say that local authorities have a role in intervening when schools fail, but the Department does not know enough about local authorities' oversight activities to cooperate. The Department does not know whether they have the capacity to improve their schools; or what interventions they use and at what cost
- 4.4 In addition, the Department does not know enough about the effectiveness of the sponsors who are supposed to improve schools through the Academies Programme. Research by the Sutton Trust and evidence from Ofsted suggests performance of sponsors is variable. Some have expanded too fast and a significant number are failing to improve standards in their schools. The PAC goes on to outline ways the Department can improve how it supports and regulates the autonomous schools system. The eight recommendations in the report are:

- The Department should develop leading indicators to fill the gaps in its information on governance, efficiency and safeguarding, and then incorporate them into its expectations of how oversight bodies identify underperformance.
- The Department needs to clarify its own role, and the roles of Regional Schools Commissioners, local authorities and the (Education Funding) Agency and specify how they will work together to share information and identify failure at an earlier stage.
- The Department should clarify local authorities' safeguarding responsibilities towards schools in a single document, including whether or not local authorities have the power to direct academies to change their safeguarding arrangements.
- The Department should carry out a skills audit of school governors and ensure that all schools provide appropriate training for all governors and trustees.
- The Department and the Agency should improve the recording of their decisions to identify and intervene in underperforming schools to ensure consistency in the approach to the schools.
- The Department should commission a full evaluation of the cost-effectiveness of all formal interventions in schools.
- The Department should obtain independent judgements of the capacity of sponsors that run more than one academy, and should use this to determine which sponsors are able to grow and when it should intervene with particular sponsors.

5 The economic value of key intermediate qualifications: estimating the returns and lifetime productivity gains to GCSEs, A levels and apprenticeships⁴

5.1 On 7 December the DfE published a research report providing information on the effects of intermediate qualifications (GCSEs, A levels and apprenticeships) on earnings, the probability of being employed and lifetime productivity. The research provides up-to-date and granular estimates of the economic value of key intermediate qualifications.

5.2 The research report highlights the following:

- Individuals achieving five or more good GCSEs (including English and maths) as their highest qualification are estimated to have lifetime productivity gains worth around £100,000 on average, compared to those with below level 2 or no qualifications. This is equivalent to around 3 additional years of work (based on the average output of an individual with five or more GCSEs as their highest qualification). Restricting the comparison group to just those with no qualifications boosts the returns to five or more good GCSEs (including English and maths) to £283,000 for men and £232,000 for women.
- Individuals who just cross the five good GCSE threshold have considerable lifetime productivity returns compared to those who do not. Men holding five to seven good GCSEs (including English and maths) as their highest qualification have lifetime productivity gains worth around £73,000 compared to those with only three to four good GCSEs; for women, the figure is £55,000.
- Men with 2 or more A levels as their highest qualification have lifetime productivity returns of around £90,000 compared to those with five to seven good GCSEs; for women the figure is around £76,000.
- Men with level 2 apprenticeships as their highest qualification have a lifetime productivity gain of around £139,000 compared to those qualified to level 1 or level 2; the premium for women is around £67,000. This figure is even higher for those

who acquire level 3 apprenticeships as their highest qualification, with lifetime returns for men of around £175,000, compared to those who have level 2 qualifications, and around £78,000 for women.

- 5.3 Numerous UK studies estimate the wage returns and the increased probability of being employed (employment returns) to individuals who hold particular qualifications. These are derived using data from either the Labour Force Survey (LFS) or from cohort studies which follow individuals throughout their lives. However, such estimates typically pre-date the recession, and in some cases, are insufficiently granular.
- 5.4 There is a strong economic imperative that all children fulfil their educational potential, as even modest GCSE improvements – at all levels – deliver large returns. The very high returns observed for men who acquire apprenticeships, demonstrates that high-quality vocational qualifications offer significant economic returns, and are a route which young people should be encouraged to consider alongside traditional academic alternatives. This point continues to be championed by the London Boroughs.

6 Ofsted Annual Report 2013/14: London report⁵

- 6.1 Ofsted recently published its 2013/14 annual report that consists of an overarching commentary, supported by separate reports on schools and the further education and skills sector, and reports for each of Ofsted's eight regions. The London region report covers schools and further education and skills inspections carried out in London during 2013/14.
- 6.2 The report highlights that the success of London's children over the past decade has been remarkable with London now the best performing region at GCSE level. London also outperforms the rest of the country in terms of pupils' progress both from Key Stages 1 to 2 and Key Stages 2 to 4.
- 6.3 The report goes on to explain the current London education system challenges with specific mention of the wide differences between the performances of London's 33 local authorities and between different groups of pupils. Additionally, there is commentary about London's post-16 performance and provision. Ofsted state that:
 - During 2013/14, 65 further education and skills providers were inspected in London. Four were outstanding, 34 were good, 21 require improvement and six were inadequate. While the number of learners in good or outstanding provision increased, the pace of improvement was too slow. Of 20 providers inspected who were previously judged to be good or outstanding, 13 received a lower rating, five remained the same and only two improved. Although many providers improved, this was counteracted by others who declined in their effectiveness. As a result, too many learners were still in provision that was less than good.
 - Too many colleges responded slowly to earlier inspection findings. Although improvements had taken place, too much provision continued to require improvement.
 - London has the second lowest proportion of good or outstanding independent learning providers of any English region. Of the 59 independent learning providers, 11 are employer organisations.
 - There are 32 local authorities, 17 voluntary organisations and seven specialist designated institutes offering community learning and skills provision in London. Of these 56 providers, 43 are good, five outstanding, six require improvement and two are inadequate. Of these, 14 were inspected in 2013/14, five providers remained good, six providers improved and three declined.
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6.4 Ofsted has two overarching key priorities to support the improvement of performance across London:

- improving equal access and achievement in London;
- challenging system leadership.

6.5 The Ofsted annual report provides a helpful review of the current successes as well as challenges throughout the London education system. The report does imply an air of complacency has entered the London education system and underperforming education and training providers are not improving fast enough. Yet, there is little mention of the broader policy and curriculum changes that can impact performance at a local level.

7 The Future of Apprenticeships in England: Funding Reform Technical Consultation – Government Response⁶

7.1 The Future of Apprenticeships in England: Funding Reform Technical Consultation ran from 6 March to 1 May, 2014. It generated 1,459 responses, a considerably larger response than the 2013 consultation on the principles of funding reform.

7.2 Two-thirds (67 per cent) of respondents were employers, a significantly higher proportion than for the 2013 consultation (22 per cent). There was a notably large response from small employers and microbusinesses, which accounted for nearly half (47 per cent) of all respondents.

7.3 Although the consultation asked for respondent views on how to implement the funding principles, the vast majority of responses focused on debating the principles themselves rather than specific implementation considerations.

7.4 Almost 75 per cent of respondents stated that the government's proposals to implement the new funding reform principles could have an adverse impact on employer engagement with apprenticeships. The specific reasons given by employers related to:

- perceived increase in administrative and financial burdens;
- increased risk of cash flow difficulties;
- lack of knowledge about training costs and a related lack of capability to negotiate with training providers.

7.5 Concerns were expressed about the impact of the proposed PAYE model on employers, especially in terms of cash flow and administrative requirements. Around two-thirds (68 per cent) of respondents anticipated that the PAYE model would have a substantial adverse impact on employers' cash flow.

7.6 Just over half (52 per cent) of respondents stated that they used electronic payment gateways, online accounts or made electronic payments to purchase training or other products for their organisation.

7.7 Since the funding consultation, the government published details of a funding model being trialed with the new employer-designed apprenticeship standards in the 2014/15 academic year (the trial will continue in 2015/16). Under the trial model, government pays £2 for every £1 the employer invests in their apprentice's training.

7.8 Many of the concerns outlined in the consultation response mirror those raised within London Councils' own response. London Councils' welcomes the government's decision to continue to work with key partners to develop a funding model that encourages employers to offer apprenticeships.

8 Funding for children and young people with SEND Consultation⁶

- 8.1 The DfE is inviting interested individuals and organisations to help them work out ways in which it can distribute special educational needs and disability (SEND) funding. Questions focus on both revenue and capital funding for SEND with an emphasis on seeking views about whether funding could be distributed centrally.
- 8.2 The deadline for responses is 28 February 2015. London Councils recently held a roundtable event with a range of local authority children's services officers from SEND teams, Children and Young People finance teams and school place planning teams to discuss the consultation. London Councils will be submitting a consultation response.

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/382327/44695_Accessible.pdf

² <https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2015-to-2016>

³ <http://www.publications.parliament.uk/pa/cm201415/cmselect/cmpublic/735/735.pdf>

⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/387160/RR398A_-_Economic_Value_of_Key_Qualifications.pdf

⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/326000/bis-14-679-further-education-workforce-strategy-the-government-strategy-support-workforce-excellence-in-further-education.pdf

⁶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/394704/bis-15-28-future-of-apprenticeships-in-england-funding-reform-technical-consultation-government-response.pdf

⁶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374719/DfE_cfe_SEN_funding_overview_document.pdf

Young People's Education and Skills Board

Interim statement of priorities

Item No: 5

Date: 12 February 2015

Contact: Peter O'Brien

Telephone: 020 7934 9743

Email: peter.obrien@londoncouncils.gov.uk

Summary	This paper presents an outline of an interim statement of priorities for young people's education and skills in London.
Recommendation	It is recommended that the Board, subsequent to discussion at its meeting on 12 February, further reflects on the outline and provides considered feedback that can be incorporated in an Interim Statement of Priorities for approval for publication by the Chair and Vice-Chairs.

1 Background

- 1.1 At its meeting on 30 October 2014, the Young People's Education and Skills Board:
 - 1.1.1 adopted the recommendations contained in the report "[17+ participation, attainment and progression in London – summary report: key findings and recommendations](#)" written by Professors Ann Hodgson and Ken Spours (University of London, Institute of Education) for YPES ("the report");
 - 1.1.2 agreed that the report be published on the YPES webpage;
 - 1.1.3 agreed to produce an interim statement of priorities (due to the general election in May) based on the report's recommendations following the Board meeting on 12 February.
- 1.2 The findings and recommendations in the report were discussed in detail at the 14 to 19 Leads Conference held on 5 December 2014 and at the Operational Sub-Group (OSG) meeting on 23 January 2015. OSG members have also provided further comments on the report's recommendations and findings.

2 Interim Statement of Priorities – A Framework

- 2.1 The research findings and recommendations, together with the Board's endorsement of them, were discussed in depth at the 14 to 19 Leads Conference in December 2014. The Conference honed in on three specific issues:
 - 2.1.1 A post-16 London challenge
 - 2.1.2 Personalised pathways to level 3
 - 2.1.3 Communications.
- 2.2 The OSG noted (as did the Board) that the recommendations from the report were broad and required different implementation strategies/partnership working - it also suggested a degree of pragmatism in areas where Young People's Education and

Skills adopts lobbying positions (such as three-year programmes and restoring full funding for full-time 18 year-old students). In particular, the OSG was cautious over the use of the term “Post-16 London Challenge” as this resonated with the previous government’s ‘*London Challenge*’, which brought with it additional funding. The process that is implied here depends rather more on strong partnerships between learning institutions and other stakeholders, especially Local Authorities.

- 2.3 An outline of an Interim Statement of Priorities is attached as Appendix 1. The Board is asked to discuss the outline, comment on its proposals and suggest any additional content.
- 2.4 Subject to the Board’s agreement, the outline and additional comments will be used to produce a draft Interim Statement of Priorities by the end of March. It is proposed that the document is signed-off for publication by the Chair and Vice-Chairs.

3 Recommendation

- 3.1 It is recommended that the Board, subsequent to discussion at its meeting on 12 February, further reflects on the outline and provides considered feedback that can be incorporated in an Interim Statement of Priorities for approval for publication by the Chair and Vice-Chairs.

Participation, Achievement and Progression

The Priorities for Young People's Education and Skills in London 2015/16

Outline

Introduction: The foreword will explain that the Young People's Education and Skills Board is producing a high-level interim statement of priorities in spring 2015, but may wish to follow-up with an updated annual statement of priorities after the General Election to take account of any changes in national policy.

Evidence Base: The interim statement of priorities will draw on the research report produced for Young People's Education and Skills by the University of London, Institute of Education in October 2014 and also on Intelligent London to provide current context.

The statement will be based on the key findings of the report:

1. participation of 16 and 17 year olds remains high overall, but participation rates are variable across different boroughs and whilst more young people continue full time study, the take-up of Apprenticeships remains extremely low;
2. just under a quarter of Year 12 level 3 starters dropped out of their school sixth form studies before the age of 18 - a trend that is particularly noticeable at the end of year 12 in vocational courses at schools;
3. only a third of sixth form school students embarking on a level 2 course at 16 progresses to level 3 study;
4. prior attainment at GCSE plays a major part in both post-16 retention and attainment, with GCSE English and mathematics at grades A*-C being particularly important; yet about 30 per cent of level 3 learners in London schools in 2011/12 did *not* have A*-C grades in GCSE English and mathematics and scored on average 540 points at the end of their course (the standard university entry requirement of one A and two B grades is 750 points);
5. achieving eight GCSEs at grades A*-C is a better indicator of success at level 3 than the level 2 threshold of five GCSEs at grades A*-C.

The research identifies a range of 'risk factors' associated with 17+ drop-out in schools and colleges. It provides an overview of the strategies used to manage the transition between years 11 and 12 and between years 12 and 13 that, at an institutional level, help tackle these risks.

The headline recommendations from the research are:

1. there is a need for a pan-London focus on 17+ participation, attainment and progression (age 17 is not naturally regarded as a transition point);
2. there should be a Post-16 London Challenge, which: addresses institutional and borough-based variation; represents a step change in the sharing of good practice on the 17+ issue; and raises performance through increased partnership working;
3. effective careers education, information, advice and guidance should be provided to all young people throughout their education;
4. there should be a greater focus on building-in progression skills at Key Stage 4;
5. the supply of high quality vocational (or mixed academic/vocational) level 3 provision and Apprenticeships should be increased;

6. three-year level 3 programmes should be planned and developed (through a mix of level 2 and level 3 qualifications) for vulnerable young people and the government should restore full funding for full-time 18 year old students to enable this.

Aim: The overall focus of Young People's Education and Skills is on the needs of young people and ensuring that every young Londoner has a personal route to success.

Young People's Education and Skills is a partnership body, primarily supporting local authorities to deliver their responsibilities for young people's participation, achievement and progression; and working with other partners – such as the London Enterprise Panel – who also have responsibilities for education, skills and employment of young people.

Priorities: The priorities for 2015/16 will be:

- 1 A post-16 London Challenge
- 2 Personalised pathways to Level 3
- 3 Special educational needs and disabilities
- 4 Business and education
- 5 Communications

Post-16 London Challenge (*note: the Board may wish to consider an alternative title for this ambition*)

Learning from the former London Challenge, the starting point should be a clear vision of what post-16 should look like in terms of participation, achievement and progression; and what is expected of institutions. It cannot be imposed and needs the buy-in from the sector - starting with the organisations that represent institutions themselves (for example, the Association of Colleges, the Sixth Form Colleges Forum, the 157 Group, the London Work-Based Learning Alliance, the Association of School and College Leaders), but also include the Further Education Commissioner and Ofsted.

A key strength of the London Challenge was its attention to Leadership of Learning, particularly the development of middle-management and creating peer referencing groups. Replicating the spirit of trust between institutions that was a feature of London Challenge is a prerequisite for effective collaboration and would be a tremendous step in the right direction in the current climate.

Many more providers are now part of the learning mix and need to be included, particularly as they often are essential components in learning programmes for vulnerable learners.

A post-16 London Challenge needs to:

- pick up what happens pre-16;
- be about life outcomes and not just league table measures;
- feature sustainable employer engagement;
- look beyond Higher Education as the only valued post-16 outcome;
- take Progress 8 into post-16;
- be inclusive of vulnerable young people.

London Challenge was taken seriously because it had top-level support from government and was highly regarded across the political spectrum. It was also relatively well resourced, with much of the cost being met by central government. However, the role of local authorities is now very different and the financial climate is incomparable. The type of 'London

Challenge' envisaged here is about institutions and other stakeholders working together differently, it is not about providing additional funds for a range of activities.

Taking action:

- Young People's Education and Skills will define and establish a 'post-16 London Challenge';
- Local authorities can use the risk factors identified in the report to work with schools and colleges locally and encourage their collaboration through 'the post-16 London Challenge';
- Learning institutions can help to define the aims and structure of a 'post-16 London Challenge' and participate in its local and Pan-London mechanisms.

Personalised Pathways to Level 3

The key goal should be achieving a level 3 qualification by the age of 19 and not about key stages 3, 4 and 5.

There is support for the idea of three-year programmes of study at Level 3, but *not* if this merely meant an extension of the time the young people spent in school when a different setting would be more appropriate for them.

This assumes that there will be a more effective careers guidance offer in London.

In the current system 'drop-out' seems to be the result of a school deciding that a young person cannot pass their A-Level choices.

There is still too much emphasis on what works best for institutions – on the assumption that what works best for them also works best for young people.

There is a reluctance to deliver vocational provision, because schools have proved to be unable to provide quality vocational courses. Increasing the supply of quality vocational provision seems to be at the heart of the 17+ issue in London.

London Councils should continue to campaign on the issue of full funding for full-time 18 year-old students in the context of three-year programmes and personalised pathways.

Local authorities, working through London Councils Young People's Education and Skills, should influence the development and implementation of the London Curriculum by the Mayor (the London Councils Young People's Education and Skills relationship with the London Enterprise Panel is key here) so that there could be a credible, visible and vocal "champion" for vocational pathways, including recognising (potentially in conjunction with Ofsted) and promoting quality vocational provision.

Taking action:

- London Councils should feature post-16 issues in its lobbying position on education, especially the benefits of three-year level 3 programmes and the effects of reduced funding for full-time 18 year-old students. With the LEP, Young People's Education and Skills should ensure that the range of provision introduced through European Structural and Investment Funding supports the principle of personalisation.
- Local authorities will want to ensure that a broad curriculum is available to their young people and that it meets the full spectrum of young people's needs
- Institutions should be encouraged to collaborate through local and pan-London initiatives

Special Educational Needs and Disabilities

Supporting local authorities (and partner organisations with reciprocal responsibilities under the Children and Families Act 2014 and the 0 to 25 Special Educational Needs Code of Practice) to implement the SEND reform agenda.

Taking action:

- Young People's Education and Skills will support local authorities and partners in implementing the arrangements that meet their statutory responsibilities.
- Institutions should ensure that they contribute to their areas Local Offer and that there is sufficient high quality provision to meet the full range of young people's needs.

Business and Education

Work with the LEP to ensure that London's learning institutions and the business community should work better together to enable more young people to succeed.

Taking action:

- London Councils will work with the LEP to develop and introduce a 'London Employer Offer', so that it becomes easier for schools and colleges to work with businesses. Particular emphasis will be given to improving and increasing the vocational offer, especially Apprenticeships.
- Local authorities - working locally, sub-regionally and pan-London – should maximize the education, employment and skills impacts of investment in their boroughs
- Institutions could work together to apply best practice in employer engagement

Communications

London Councils Young People's Education and Skills should continue to work with Boroughs, especially through sub-regional 'clusters'.

Taking action:

- Young People's Education and Skills should provide mechanisms for borough officers to explore possibilities for pan-London solutions to common issues; while also providing appropriate advice that is sensitive to local and sub-regional priorities
- Local authorities will be offered opportunities to work together through 'task and finish groups' on specific projects
- Through their representatives, institutions have a voice on the Young People's Education and Skills Board.

Young People's Education and Skills Board

Work Plan 2015-16

Item No: 6

Author: Yolande Burgess **Job title:** Strategy Director

Date: 12 February 2015

Telephone: 020 7934 9739 **Email:** yolande.burgess@londoncouncils.gov.uk

Summary This paper details the Young People's Education and Skills work plan for 2015-16.

Recommendations Board members are asked to discuss and agree the proposed work plan.

1 Background

- 1.1 Attached as Appendix 1 to this paper is the work plan for 2015-16 for Young People's Education and Skills, which will need to be approved (by management and members) within the overall work plan for London Councils.

2 Conformance with London Councils' governance arrangements

- 2.1 To ensure effective accountability, every division of London Councils has to produce an annual work plan for aggregation and subsequent approval by Leaders' Committee. Work Plans set out the performance indicators, outputs and milestones that will be achieved through the use of agreed resources (staff and budgets).
- 2.2 For the 2015-16 year, the work of Young People's Education and Skills will be part-funded by the London Enterprise Panel (LEP). Outputs and deliverables have been agreed with the LEP, through its Skills and Employment Working Group (SEWG), and are included in the attached draft work plan.
- 2.3 The work plan for Young People's Education and Skills forms the basis for the Work Plan Monitoring Report which reports progress to each meeting of the Operational Sub-Group (OSG). OSG members discussed the work plan for 2015-16 in January and recommend it to the Board for approval.

3 Recommendation

- 3.1 Board members are asked to discuss and agree the proposed work plan.

YPES Work Plan 2015/16

Policy or Service Area	Activity	Output
Young People's Education and Skills	To provide pan-London leadership for 14-19 education and training provision in relation to current and future needs of learners and employers; support local authorities in undertaking their statutory functions and assist other stakeholders in planning, policy and provision.	
Leadership, Influence and Policy	High Level Outcome: to maintain the YPES Board as the principal partnership through which strategic partners and stakeholders will work together to deliver the vision for 16-19 education and skills in London	
Lobby for London (policy and resources)	Ensuring sound knowledge and intelligence on forthcoming policy and funding decisions and seek to influence through evidence and arguing the case for London	During the period 1 April 2015 - 31 March 2016, YPES will provide evidence and persuasive argument, where appropriate with other colleagues in London Councils, to lobby on issues impacting on 14-19 education and training in London or to respond to relevant government/ mayoral consultations
Shape the London response to national education policy	Responding to national and city-wide consultations affecting 14-19 education and skills	
Member dialogue	Producing briefings on key policy areas on 14-19 education and skills	During the period 1 April 2015 - 31 March 2016, YPES (working with the Policy and Public Affairs Directorate) will produce at least 4 member briefings
	Maintaining close working relationships with the YPES Board Chair and the political representatives on the Board	
Support the Jobs and Growth Plan	Ensuring Londoners have the skills to complete for and sustain London's jobs	During the period 1 April 2015 - 31 March 2016, YPES will produce <i>Skills Match</i> , the London Region labour market intelligence tool as part of the <i>London Careers Offer</i>
Communication and relationship management	Maintaining relationships and working effectively with key strategic partners and other stakeholders to have a positive combined effect on London	At the end of the reporting year 1 April 20145 - 31 March 2016, YPES will seek feedback from stakeholders, including the London Enterprise Panel's Skills and Employment Working Group, and at least 80% will report that they are very satisfied with: - The manner of communications with YPES - The strategic relationship between YPES and their organisation - The services provided by YPES
	Providing briefings specific to the different audiences of YPES - Operational Sub-Group quarterly - Directors of Children's Services and Officers, quarterly (the 14-19 update)	
YPES Vision to 2015: Strategy Implementation	High Level Outcome: To support the strategies through which strategic partners and stakeholders work together to implement the vision for 16-19 education and skills in London	
Annual Statement of Priorities	Analysing Intelligent London data, and policy and strategy that drives the local authority role in delivering the vision for 14-19 education and skills in London	The 2015-16 Annual Statement of Priorities
Co-ordination of 14-19 Leads	Holding at least two 14-19 conferences and two LA Forums during the year	To provide effective support to local authorities at member, DCS, 14-19 Lead Officer levels When needed facilitate cross borough and regional working and sharing of good practice, measured by: - At least 70% of London's boroughs represented at YPES events - At least 50% of those attending events completing an evaluation survey of the event - At least 80% of the responses to events' evaluation surveys are at least satisfied with the content and output of the event

Policy or Service Area	Activity	Output
Delivery of Strategic Services	High Level Outcome: To lead strategic services and activities which increase participation, raise achievement and ensure the progression of young people in London	
Data and Regional Intelligence	Analysing data and research on education, skills and employment to draw out the priorities for young Londoners	Deliver a series of Task and Finish Groups to support borough activity Working with the London Enterprise Panel, support the process of addressing priority skills issues
External Funding	Securing additional resources for London and work with partners to maximise the impact of investment	Inform the design and delivery of programmes in the 2014-2020 European Structural Investment Funds (ESIF)/Youth Employment Initiative (YEI) funding round Continue to contribute to the London Enterprise Panel's YEI Planning Group
Special Educational Needs and Disabilities (SEND)	Supporting local authorities to implement the SEND reform agenda	Deliver a series of Task and Finish Groups to support borough activity
Raising the Participation Age (RPA) – participation, achievement and progression	Coordinating and providing regional guidance to promote the participation and progression of young people in London Promoting and influencing high quality careers work Identifying, reporting and sharing effective practice in boroughs, learning institutions and other stakeholders to achieve full participation to 18 in 2015	Deliver a series of Task and Finish Groups to support borough activity Manage work undertaken on behalf of the London Enterprise Panel's Skills and Employment Working Group on the <i>London Careers Offer</i>
Youth Employment and Apprenticeships	Identifying, reporting and sharing effective practice in boroughs, learning institutions and other stakeholders	In conjunction with London Council's Policy and Public Affairs Directorate, work with boroughs to increase the number of Apprenticeship places for young people during 2015-16 Working with the London Enterprise Panel's Skills and Employment Working Group, influence the role of employers and business in schools and further education

LEP deliverables 2015-16

Activity	By	Output
Review YPES Board terms of reference in consultation with the YPES Board and SEWG, to strengthen joint work with the LEP and representation of all schools	End April 2015	Revised Terms of reference
Develop programme targets, volumes and budgets/unit costs for youth programme strands	End Jan 2015*	Procurement Inception Documents (PIDs) produced for the Skills Funding Agency
Analyse ESF youth programme bids, contribute to the selection of contractors and participate in selection interviews	End May 2015*	List of recommended contractors
Organise and host an event for local authorities to meet selected contractors	End July 2015*	Minimum of 25 boroughs introduced to youth programme contractors
Continue to develop Skills Match, a labour market intelligence tool for London, as part of the <i>London Careers Offer</i>	End Mar 2016	Skills Match available to careers professionals
Manage the recommendations and actions stemming from the Vision for the <i>London Careers Offer</i>	End Mar 2016	Action plan agreed with the SEWG by end May 2015

* Subject to EPMU timeline change

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Young People's Education and Skills Board

Proposed Board Constitution

Item No: 7

Author: Yolande Burgess **Job title:** Strategy Director

Date: 12 February 2015

Telephone: 020 7934 9739 **Email:** yolande.burgess@londoncouncils.gov.uk

Summary This paper proposes a revision to the Young People's Education and Skills Board's Constitution.

Recommendations Board members are asked to discuss and subsequently recommend the revised Constitution to London Councils Leaders' Committee.

1 Background

- 1.1 The Constitution of the Young People's Education and Skills Board describes the accountabilities and responsibilities of the Board and its work, under the governance arrangements of London Councils.
- 1.2 From 2015-16 the Young People's Education and Skill team will be part-funded by the London Enterprise Panel (LEP). To recognise this investment, revisions to the Constitution are proposed to better reflect the joint work of the Board and the LEP.

2 Resources for 2015-16

- 2.1 The staffing resource of the Young People's Education and Skills team has to-date been funded by the Department for Education through a Special Purpose Grant following a transfer of responsibilities from the Learning and Skills Council to local authorities in 2010. This grant will come to end in March of this year.
- 2.2 After discussions with the Young People's Education and Skills Board, the LEP and London Councils, the Leaders' Committee of London Councils has approved new funding arrangements for the team in 2015-16, which includes a funding contribution from the LEP.
- 2.3 The LEP, through its Skills and Employment Working Group, has asked that the Young People's Education and Skills Board's Constitution appropriately reflects the investment and interests of the LEP.

3 Revisions to the Constitution

- 3.1 The proposed changes to the Constitution are:
 - 3.1.1 **Purpose:** the Board's responsibilities are re-cast to reflect the joint working of the Board with the LEP.
 - 3.1.2 **Voting members:** the LEP is noted as a member independently of other strategic partners.

- 3.1.3 **Chair of London Councils Young People's Education and Skills Board:**
the LEP Skills and Employment Working Group representative will be appointed as a Vice-Chair of the Board.
- 3.2 Some additional non-material amendments have been made to remove duplications, to reflect changes to names of organisations and to recognise changes in London Councils governance.
- 3.3 The proposed changes to the Board's Constitution were discussed with the Operational Sub-Group (OSG) in January 2015. Members of the OSG recommended the changes for approval by the Board.
- 4 Recommendation**
- 4.1 Board members are asked to discuss and subsequently recommend the revised Constitution to Leaders' Committee.

LONDON COUNCILS YOUNG PEOPLE'S EDUCATION AND SKILLS CONSTITUTION

1 Purpose

- 1.1 The role of London Councils Young People's Education and Skills is to provide pan-London leadership for 14 to 19 education and training provision in relation to the current and future needs of learners and employers, support local authorities in undertaking their statutory functions, and assist other stakeholders in planning, policy and provision.
- 1.2 The key tasks of London Councils Young People's Education and Skills is to:
- 1.2.1 develop the strategic vision of the market for 14 to 19 provision in London, influencing and shaping sufficient diversity and specialism to promote full participation;
 - 1.2.2 lobby for the best resources for London's young learners;
 - 1.2.3 in partnership with the LEP:
 - 1.2.3.1 develop a clear picture of the changing jobs landscape and skills needs in London to help shape the development of provision;
 - 1.2.3.2 support stakeholders with the provision of high-quality impartial information for all London's young people;
 - 1.2.3.3 alert London providers to regionally unmet need and gaps in the market;
 - 1.2.4 contribute to the production and analysis of data, including demographic data, to inform planning at a provider level;
 - 1.2.5 promote consistent scrutiny of 16 to 18 provision, challenging poor quality and championing excellence across the capital;
 - 1.2.6 support local authorities and providers to operate in the collective interest of London, particularly in addressing the needs of vulnerable learners;
 - 1.2.7 co-ordinate the development of specialist education and training across London – including both provision for learners with learning difficulties and disabilities and specialist vocational provision; and
 - 1.2.8 undertake any other tasks as directed by London Councils' Leaders' Committee.
- 1.3 In pursuing these ambitions it is recognised that there may be the need to undertake specific commissioning activities at a regional level on behalf of local authorities, based on clear business cases.

2 Definitions

- | | |
|---------|--|
| "ALDCS" | is the Association of London Directors of Children's Services. |
| "ASCL" | is the Association of School and College Leaders. |
| "AoC" | is the Association of Colleges, which represents and promotes |

	the interests of colleges of further and higher education at national and regional level.
“CELC”	is the Chief Executives’ London Committee.
“DWP”	is the Department for Work and Pensions.
“EFA”	is the Education Funding Agency.
“GLA”	is the Greater London Authority.
“Leaders’ Committee”	is the committee comprising the Leaders of each of the London local authorities which discharges the functions delegated to London Councils by the London local authorities.
“LEP”	is the London Employment Panel, the body through which the Mayoralty works with London’s boroughs, business and Transport for London to take a strategic view of the regeneration, employment and skills agenda for London.
“London Councils”	is the joint committee of all the London Local Authorities constituted under an Agreement dated 13 December 2001 as varied by an Agreement dated 1 February 2004.
“LWBLA”	is the London Work-based Learning Alliance.
“NATSPEC”	is the Association of National Specialist Colleges, which represents and promotes the interests of specialist colleges for learners with special educational needs and disabilities.
“The Agency”	is the Skills Funding Agency.

3 Relationship with London Councils

- 3.1 London Councils Young People’s Education and Skills is established by a decision of Leaders’ Committee¹ of 13 October 2009.

4 Voting Members

- 4.1 The members of London Councils Young People’s Education and Skills Board entitled to vote on matters arising are:
- 4.1.1 **London Local Authority Members** comprising one councillor nominated by each of the main representative partners.
 - 4.1.2 **London Local Authority Officers** comprising two Directors of Children’s Services to be nominated by ALDCS and one Chief Executive to be nominated by CELC.
 - 4.1.3 **London Enterprise Panel** comprising one co-chair and one employer from the Skills and Employment Working Group.
 - 4.1.4 **London Strategic Partners** comprising one nomination from each from an employer representative body and the Greater London Authority.

¹ Note the group was originally constituted under the name London 14 to 19 Regional Planning Group (LRPG)

- 4.1.5 **Providers of education services** comprising three representatives to be nominated by the AoC in consultation with the Sixth Form College Forum and NATSPEC (one shall be a General Further Education College; one shall be a Sixth Form College, and one shall represent learners with special educational needs and disabilities); one representative from a school, Academy or Free School sixth form nominated by ASCL; and one representative to be nominated by the LWBLA. Each of these representatives shall be a direct provider in their own right.
- 4.2 All of the above members to be subject to the approval of Leaders' Committee. Members will be expected to declare any conflicts of interest and withdraw from voting where necessary.
- 5 Non-Voting Members**
- 5.1 The members of London Councils Young People's Education and Skills Board not entitled to vote are:
- 5.1.1 **Representative organisations of education providers** comprising one nomination each from the AoC and a Higher Education Institution representative body.
- 5.1.2 **Additional London Strategic Partners** comprising one nomination from each of the Agency, the DWP and the EFA.
- 6 Additional members**
- 6.1 Additional members may be admitted on such terms as may be approved by Leaders' Committee.
- 7 Chair of London Councils Young People's Education and Skills Board**
- 7.1 The Chair of London Councils Young People's Education and Skills Board shall be the London Councils Executive Member for Children, Skills and Employment. Two Vice Chairs will be appointed, a Vice Chair who is a Director of Children's Services (or equivalent title) and the LEP representative who is the co-chair of the Skills and Employment Working Group.
- 8 Resignations and termination of membership**
- 8.1 A member of London Councils Young People's Education and Skills Board may resign by giving notice in writing to the Chair. Upon acceptance of a resignation the nominating organisation will be asked to put forward a new representative.
- 8.2 Membership – either individual or organisational – may be terminated by a majority decision of Leaders' Committee on a recommendation of London Councils Young People's Education and Skills Board if, in the reasonable opinion of that Board, the member is failing properly to discharge the duties of the office, by reason of non-attendance, conduct or otherwise. The termination of an individual's membership will not automatically terminate the membership of their organisation, which will be asked to provide a replacement representative.
- 8.3 A casual vacancy arising as a result of a resignation or termination may be filled in accordance with the nomination procedure set out in Clause 4, above.

- 8.4 Each member will be entitled to nominate a substitute from the nominating organisation to represent them in their place if they are unable to attend London Councils Young People's Education and Skills Board. Only one member will be entitled to vote.

9 Meetings

- 9.1 London Councils Young People's Education and Skills Board shall hold a minimum of three meetings each year, at one of which appointments for the following year shall be made.
- 9.2 Meetings of London Councils Young People's Education and Skills Board shall be conducted in accordance with the Standing Orders which are annexed to this constitution.

10 Delegation

- 10.1 London Councils Young People's Education and Skills Board may delegate to sub-groups, and/or officers such tasks and activities as it considers appropriate.

11 Observers and members of the public

- 11.1 Observers may be admitted to meetings of London Councils Young People's Education and Skills Board at the discretion of the Chair.

12 Work Plan

- 12.1 London Councils Young People's Education and Skills Board shall consider annually a Work Plan. If, in the course of any year, any material change to the Work Plan is required as a result of a change in government policy or for any other reason, such change shall be subject to the approval of the Board.

13 Employees and Contracts

- 13.1 The London Councils Young People's Education and Skills team staffing complement shall be employed by London Councils.
- 13.2 In the event that London Councils Young People's Education and Skills Board wishes to enter into a contract for the appointment of consultants or otherwise, any such contract shall be let by London Councils in accordance with London Councils' Financial Regulations.

14 Variations

- 14.1 Variations to this constitution may be agreed by a two-thirds majority vote of members present at the meeting at which the variation is proposed, subject to the approval of Leaders' Committee.

15 Termination and Dissolution

- 15.1 London Councils Young People's Education and Skills Board may be dissolved by Leaders' Committee if, as a result of a change in government policy, an inadequacy of available funding, or any other reason, the continued operation of the Board becomes unviable.

LONDON COUNCILS YOUNG PEOPLE'S EDUCATION AND SKILLS BOARD**STANDING ORDERS**

Meetings

1. London Councils Young People's Education and Skills Board shall hold a minimum of three meetings each year.
2. Any member of London Councils Young People's Education and Skills Board may give written notice of an item to be placed on the agenda for any meeting. All notices of agenda items and reports for circulation with agendas must be received by the Strategy Director of London Councils Young People's Education and Skills not less than ten working days prior to the meeting to which the agenda relates.
3. Meetings shall normally be held at the offices of London Councils but may be called at such time and such place as may be determined by London Councils Young People's Education and Skills.
4. If so determined by London Councils Young People's Education and Skills, a meeting may take place by means of telecommunications providing that each member participating in the meeting can communicate with the others.
5. The Strategy Director shall, not less than seven clear days before an intended meeting of London Councils Young People's Education and Skills Board, circulate a notice to each member. The notice shall set out the time and place of the meeting and the business to be transacted and shall be accompanied by such reports as are available. No business other than that set out in the summons shall be considered at the meeting unless by reason of special circumstances, which shall be specified in the minutes, the Chair of the meeting is of the opinion that the item should be considered as a matter of urgency.
6. The notice and reports shall be sent by electronic means unless a member requests otherwise.
7. The failure of any notice to be delivered shall not affect the validity of the meeting.
8. The business for ordinary meetings shall be:
 - the election of a person to preside if the Chair and Vice-chairs are not present, the approval as a correct record and signature of the minutes of the previous meeting;
 - the receipt of any declarations of interests from members;
 - the consideration of reports/presentations;
 - the consideration of motions;
 - the consideration of any other business specified in the summons to the meeting;
 - the reporting of any decisions taken since the last meeting under urgency procedures.

Quorum

9. The quorum shall be one third or the number nearest to one third of the voting members of London Councils Young People's Education and Skills Board. If, within half an hour of the time appointed for the meeting to commence, a quorum is not present, the meeting shall dissolve.

Procedure

10. The procedure to be followed at meetings, unless specified in these Standing Orders, shall be decided by the person presiding at the meeting and his/her decision shall be final.

Voting

11. Decisions at meetings of London Councils Young People's Education and Skills Board shall be taken by simple majority vote. In the case of an equality of votes, the Chair shall have a second or casting vote.
12. When making recommendations to Leaders' Committee, London Councils Young People's Education and Skills Board will provide a record of voting on the subject of the recommendation.

Urgency

13. If, at any time, the Strategy Director of London Councils Young People's Education and Skills considers that any matter is urgent and should be decided on prior to the next meeting of the Board, then he/she shall consult the Chair and Vice Chairs of London Councils Young People's Education and Skills Board and, if they agree the matter is urgent and agree the Strategy Director's recommendation, then the decision shall be taken by the Strategy Director and reported to the next meeting of the Board. If neither the Chair nor the Vice Chairs are available, the Strategy Director shall consult such members of the Board as he/she considers appropriate.

Declarations of interests

14. Any member of London Councils Young People's Education and Skills Board having a financial interest, direct or indirect, otherwise solely as a trustee, in any matter under consideration at a meeting, shall:
 - forthwith declare his/her interest;
 - not speak or vote thereon;
 - at the request of the Chair withdraw from the room whilst the matter is under consideration.
15. For the purposes of Standing Order 14, a member shall be treated as having an indirect financial interest in any matter if:
 - she/he or any nominee of his/hers is a shareholder member of a profit-making company or other body (apart from any public body) which has a direct financial interest in the matter;
 - he/she is a partner, or in the employment of, a person with a direct financial interest in the matter and a member shall be treated as having a direct or indirect interest if the member's spouse or partner has such an interest.

Conduct

16. Members shall comply with the seven principles of public life (the 'Nolan principles').

***Ex Officio* members**

17. The Chair and Deputy Chair of London Councils shall be *ex officio* members of London Councils Young People's Education and Skills Board. They shall be entitled to speak but not to vote in meetings in that capacity.

Variation and Revocation

18. Any addition to, or revocation of, these Standing Orders shall be by majority vote of those present and entitled to vote provided that any such addition or revocation shall require confirmation at the next meeting of London Councils Young People's Education and Skills Board; shall comply with any legislation in force from time to time and shall not conflict with the Standing Orders of London Councils

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Young People's Education and Skills Board

GCSE, A level and other level 3 results

Item no: 8

Report by: Neeraj Sharma **Job title:** Principal Policy and Projects Officer
Date: 12 February 2015
Telephone: 020 7934 9524 **Email:** neeraj.sharma@londoncouncils.gov.uk

Summary	On 29 January 2015, the Department for Education published revised GCSE and A Level and equivalent results in England for the academic year 2013/14. This paper provides a headline summary of London region and borough performance.
Recommendations	Board members are asked to note the content of this report.

1 Background

- 1.1 The latest national statistics on GCSE, GCE, Applied GCE A level and other equivalent results for 2013/14 produced by the Department for Education (DfE) were released on 29 January 2015.
- 1.2 This paper summarises some of the headline data contained in the Statistical First Releases (SFRs). For more detailed analysis of the data please visit [Intelligent London](#).

2 Context - major reforms affecting GCSE performance measures

- 2.1 There are two major reforms that have had an impact on the 2013/14 GCSE and equivalent results, which should be taken into consideration when comparing the latest results against previous years.
 - 2.1.1 Recommendations adopted from Professor Alison Wolf's Review of Vocational Education¹ take effect for the first time in the calculation of the data underpinning the 2013/14 SFR:
 - **Restrict the qualifications counted:** the performance measure tables only include qualifications that meet new quality criteria, which has led to the removal of around 3,000 unique qualifications from the performance measures between 2012/13 and 2013/14².
 - **Prevent any qualification from counting as larger than one GCSE:** the points scores for non-GCSEs have been adjusted so that no qualification will count as larger than one GCSE in size (for example, where a BTEC may have previously counted as four GCSEs it will now be reduced to the equivalent of a single GCSE in its contribution to performance measures);
 - **Cap the number of non-GCSEs included in performance measures at two per pupil:** the number of vocational qualifications that count in performance measures is capped at a maximum of two per pupil.

¹ [Review of vocational education: the Wolf report](#)

² [Key stage 4 performance tables: eligible qualifications](#)

- 2.1.2 **The introduction of an early entry policy**, to only count a pupils first attempt at a qualification in the performance measures from 2013/14.
- 2.2 The above reforms have had a *significant* impact on the 2013/14 GCSE and equivalent results data. DfE analysis showing the results by school type in 2013/14 using the 'new 2014 methodology' and applying the '2013 methodology', highlights a minus 3.4 percentage point difference using the 2014 methodology.
- 2.3 Other changes have also occurred that may have impacted 2013/14 GCSE performance when compared to 2012/13 results:
- 2.3.1 **Discounting across qualification type** - for example, where there is an overlap in curriculum, a GCSE can now discount against a BTEC and vice versa. This may reduce the total number of qualifications a pupil is shown as achieving or entered for on the performance measures.
- 2.3.2 **Move to linear GCSE formats** - for two-year GCSE courses starting in September 2012 all examinations had to be taken at the end of the course (summer 2014). This affects the cohort of pupils that this SFR is based upon and may have had an impact on the grades they achieved.
- 2.3.3 **Removal of the speaking and listening component from English examinations** - from summer 2014, performance in speaking and listening no longer contributes to the overall grade achieved by a pupil but is separately reported. The GCSE grade is now calculated from the other component parts of the qualification. Individual schools and pupils may have been affected differently depending on their strengths and weaknesses in the skills being assessed.
- 2.4 Another factor influencing the results, and change between years, is the cohort effect, the pupil population reaching the end of key stage 4 changes each year and the different make-up and ability of the pupils can affect results.

3 GCSE Performance in London

- 3.1 The SFR for GCSE examinations and other accredited qualifications is based on data collated for the 2014 Secondary School Performance Tables, which has been checked by schools. The data is based on pupils reaching the end of Key Stage 4, typically those starting the academic year aged 15. The local authority and regional figures produced by the DfE cover achievements in state-funded schools only. Consequently all the comparative figures in this report cover **achievements in state-funded schools only**.
- 3.2 2013/14 headline performance for London is as follows:
- 61.5 per cent of pupils achieved five or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs in London. This compares to 56.8 per cent nationally. This is a decrease in London of 3.6 percentage points from 2012/13 (see Appendix 1 for a local authority breakdown). This drop in performance is replicated nationally with a decline of 4 percentage points.
 - Almost all London local authorities saw a decline in their five or more GCSE at grade A* to C or equivalent including English and mathematics GCSEs results on 2013/14 performance (Merton, Camden and Waltham Forest did not see a decline). 12 local authorities saw a decline in performance greater than the average rate of decline for the region (3.6 percentage points).
 - 70.5 per cent of pupils achieved five or more GCSEs at grade A* to C or equivalent in London, a decrease of 13.9 percentage points from 2012/13. This compares to 65.8 per cent nationally, a decline of 17.3 percentage points from 2012/13.

- 46.1 per cent of pupils at the end of key stage 4 were entered for all of the subject areas of the English Baccalaureate and 30.1 per cent passed every subject area with grades A* to C. This compares to 38.8 per cent and 24.3 per cent nationally.
- The number of pupils at the end of key stage 4 in London was 75,580. 96.1 per cent of pupils (72,632) were entered for GCSE or level 1 or 2 qualifications.

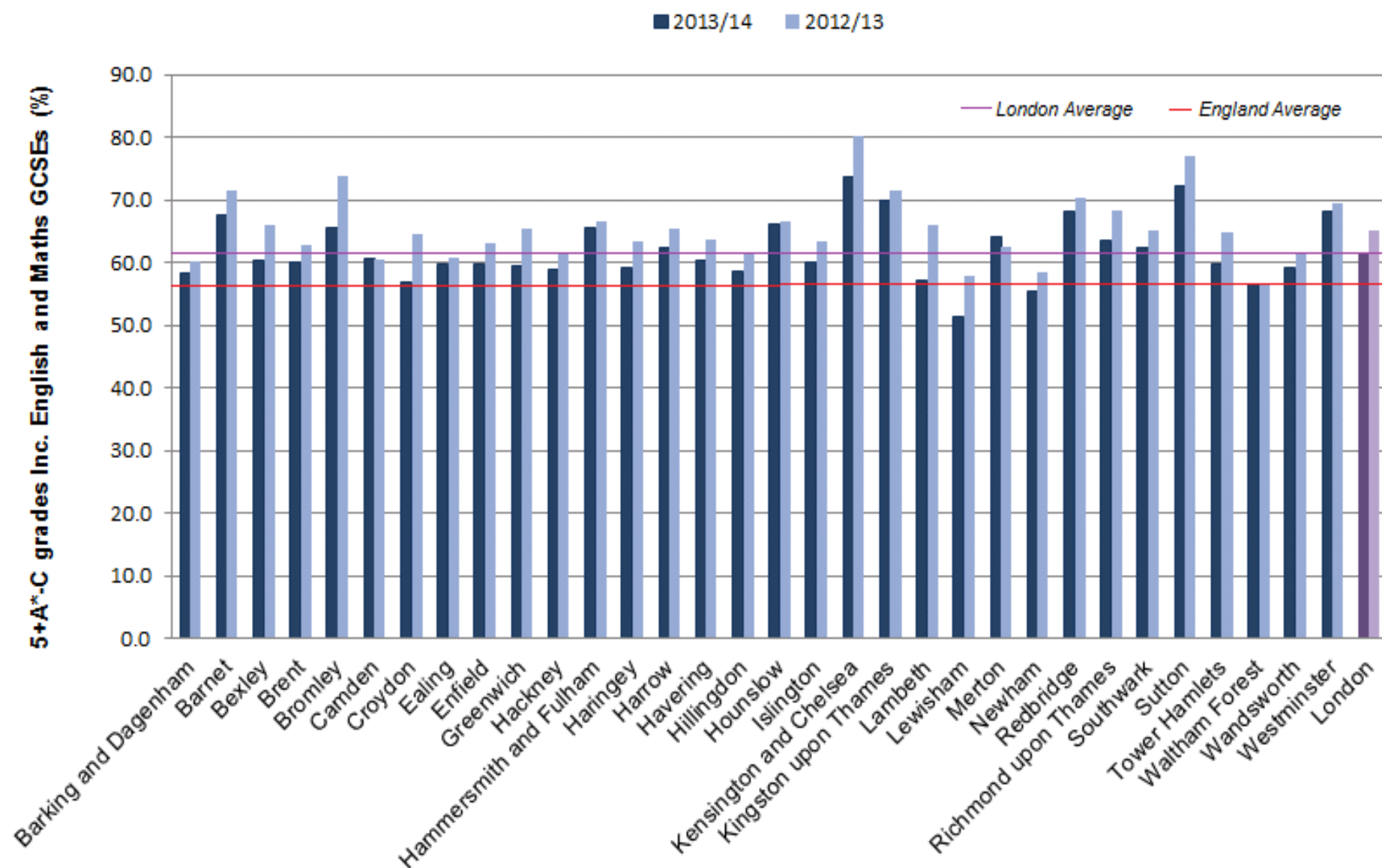
4 A Level and other level 3 results

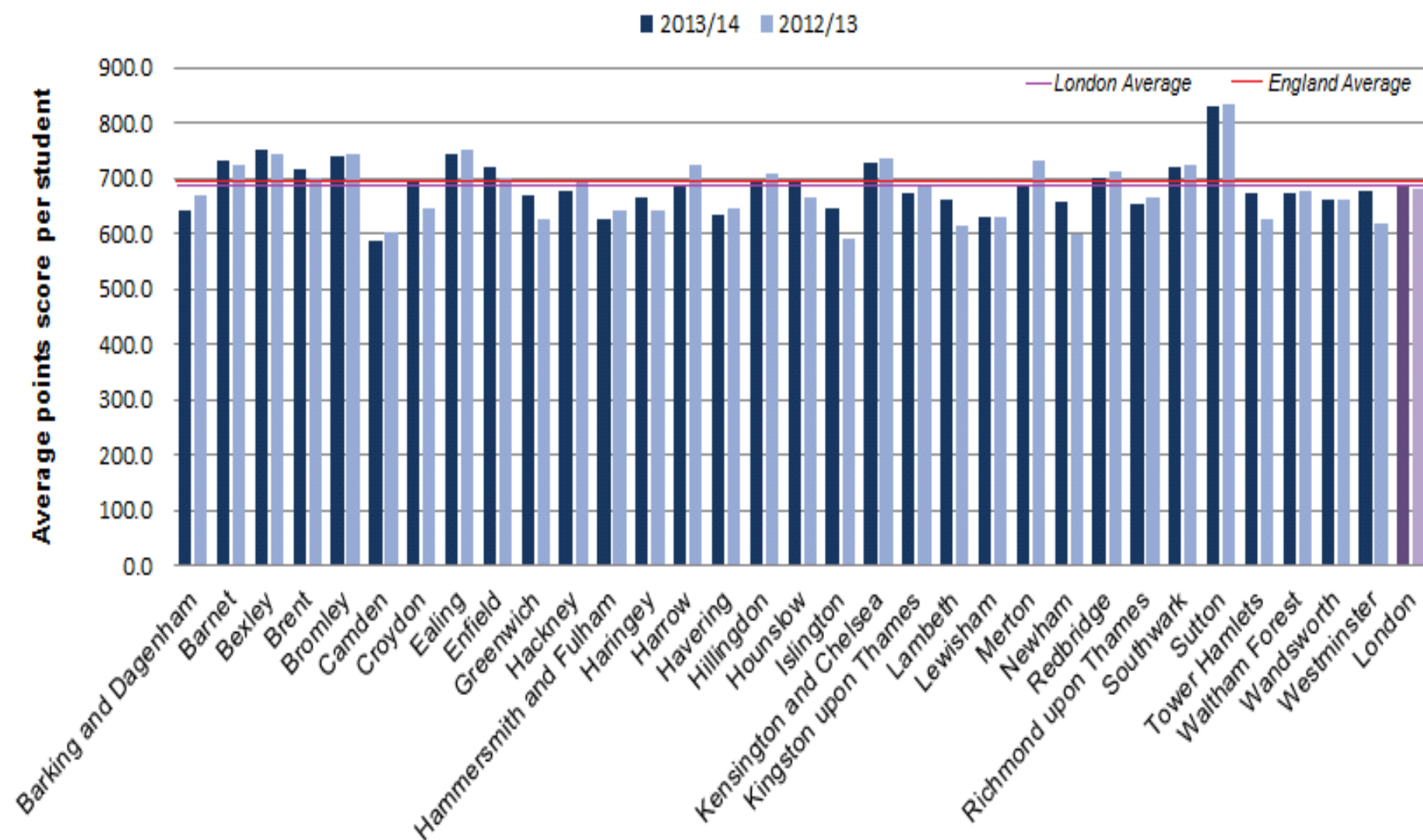
- 4.1 The SFR for GCE and Applied GCE A/AS level examinations and other equivalent qualifications is based on data collated for the 2014 school and college (Key Stage 5) performance tables, which have been checked by schools, and covers achievements in level 3 qualifications approved under Section 96 of the Learning and Skills Act 2000. All comparative figures in this report cover **achievements in state-funded mainstream schools, Academies, free schools, maintained special schools and further education colleges only**.
- 4.2 In addition, the SFR presents achievements separately for three cohorts of students following programmes of differing qualification types: 'A level', 'academic' (includes A level students), and 'vocational'.
- 4.3 2013/14 headline performance for London for students aged 16 to 18 in schools and colleges entered for approved level 3 qualifications is as follows:
 - The average point score **per student** entered for level 3 qualifications in 2013/14 was 688.2 in London, compared to 696.0 nationally. This is an increase of 5.5 points compared to 2012/13. Nationally there was a decrease of 10.3 points from 2012/13. This has significantly reduced the gap in points between the regional and national average (see Appendix 2 for a local authority breakdown).
 - The average level 3 point score **per entry** for 2013/14 was 211.3 in London, compared to 211.5 nationally. Statistically, the position compared to 2012/13 for both London and nationally is broadly static (209.5 and 210.5 respectively).
 - 91.5 per cent of students achieved at least 2 substantial level 3 qualifications in London, compared to 89.7 nationally. The proportion of students achieving at least 2 substantial level 3 qualifications has also declined both regionally and nationally (by 0.5 percentage points and 2 percentage points respectively).
 - 9.2 per cent of students achieved 3 A* to A grades or better at A level or Applied single/double award A level in London, compared to 9.4 per cent nationally. Although marginal, again there is a decline in this measure both regionally and nationally (0.5 percentage points and 0.4 percentage points respectively).
 - The total number of students entered for at least one substantial level 3 qualification in London was 52,088. Of these students 47,660 (91.5 per cent) achieved at least 2 substantial level 3 qualifications.

5 Recommendations

- 5.1 Board members are asked to note the content of this report.

Appendix 1: 5 or more GCSEs at grade A* to C or equivalent including English and mathematics for 2013/14 (state-funded only)





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Young People's Education and Skills Board

Raising the Participation Age (RPA)

Item no: 9

Report by: Yolande Burgess **Job title:** Strategy Director

Date: 12 February 2015

Telephone: 020 7934 9739 **Email:** yolande.burgess@londoncouncils.gov.uk

Summary	This paper provides information on London's position with regard to Raising the Participation Age.
Recommendations	Board members are asked to note the content of the report.

1 Background and introduction

- 1.1 This paper provides Board Members with information on London's position with regard to Raising the Participation Age (RPA). From the start of the last academic year, all young people were required to continue in education or training until the end of the academic year in which they turn 17; from summer 2015 this will be until their 18th birthday (RPA does not apply if a young person has already attained a level 3 qualification).
- 1.2 Participation figures are published quarterly by the Department for Education (DfE). Not engaged in education, employment or training (NEET) and activity not known figures are reported from the National Client Caseload Management information System (NCCIS¹) and are unpublished. These figures are available to all local authorities on a monthly basis. Figures are reported for 'academic' age; that is school years 12, 13 and 14.

2 Participation

- 2.1 On 2 October 2014 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.
- 2.2 London's participation in June 2014 was 92.4 per cent, an improvement of 1.1 percentage points from the previous June and a marginal 0.1 percentage point increase from the March 2014 position. London's participation is 2.7 percentage points above the national figure (see 2.1). The majority of 16 and 17 year olds in London (88.8 per cent) were participating in full time education and training which is 6.5 percentage points higher than the national figure, although a lesser proportion were participating in Apprenticeships and employment with training than nationally (see 2.2). The percentage participating at age 16 (the age group currently covered under 'the duty') in London was higher than those participating at 17 by 4.7 percentage points.

¹ Details held on [NCCIS](http://nccis.gov.uk) can be used by local authorities to compare and benchmark performance against other areas. The Department for Education uses this information for analysis and monitoring

Participation percentage over time - proportion of 16-17 year olds in education and training

Region	Jun 2013	Dec 2013	Mar 2014	Jun 2014	Percentage point change in the last 12 months	
England	88.4%	89.8%	90.3%	89.7%	1.3%	↻
London	91.3%	90.1%	92.3%	92.4%	1.1%	↻

Participation percentage by type of activity

Region	Proportion of 16 and 17 year olds recorded as participating in:					
	Full time education and training	Apprentice-ship	Work based learning	Part time education	Employment combined with training	Other
England	82.3%	4.6%	1.3%	0.2%	0.9%	0.3%
London	88.8%	2.3%	0.5%	0.3%	0.2%	0.3%

Participation percentage by age and gender

Region	Percentage 16 year olds recorded as participating in education or training			Percentage 17 year olds recorded as participating in education or training		
	Female	Male	Total	Female	Male	Total
England	94.5%	93.3%	93.9%	88.0%	85.3%	86.6%
London	95.4%	94.2%	94.8%	91.5%	88.5%	89.9%

3 NEET and activity 'not known'

- 3.1 The NEET percentage for London in December 2014 was 3.4 per cent, which is below the national average of 4.7 per cent. The percentage of young people whose participation status was 'not known' is 10.1 per cent, an improvement on the December 2013 position of 12.7 per cent, but above the national average figure of 8.8 per cent.
- 3.2 The percentage of 16 to 18 year olds who were NEET and participation 'not known' varies significantly by borough ranging from 1.5 per cent to 5.9 per cent for NEET and 1.6 per cent to 22.2 per cent for participation status 'not known' (excluding the City of London).
- 3.3 The three month average comparison between 2013/14 and 2012/13 shows a lower percentage for both NEET and participation status 'not known' than last year.

Percentage of 16-18 year olds who are NEET over three months

Region	2013-14				2012-13			
	Oct-14	Nov-14	Dec-14	Ave	Oct-13	Nov-13	Dec-13	Ave
England	4.6%	4.6%	4.7%	4.7%	5.3%	5.2%	5.3%	5.3%
London	3.5%	3.2%	3.4%	3.4%	3.9%	3.7%	3.8%	3.8%

Percentage of 16-18 year olds whose participation status is 'not known' over three months

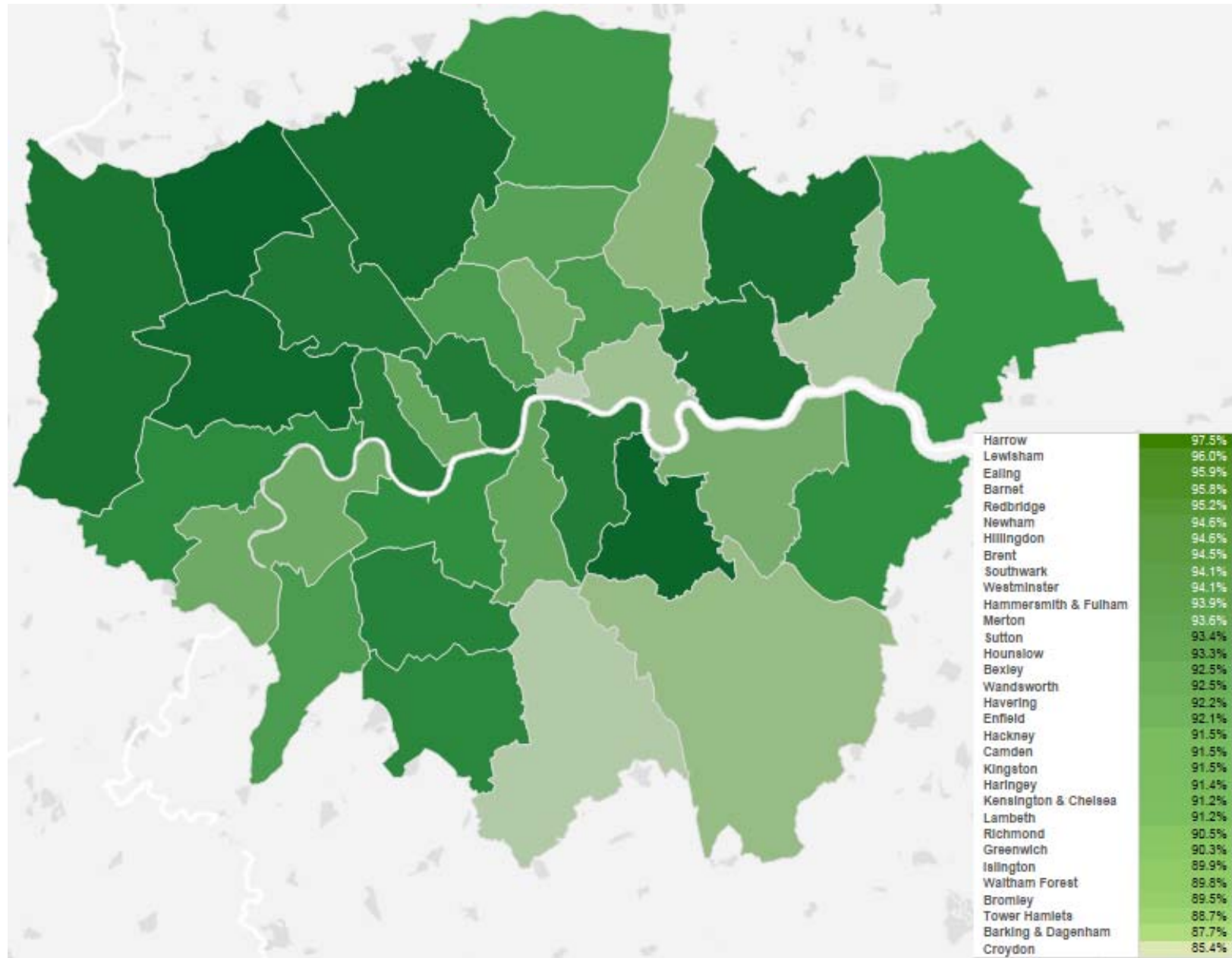
Region	2013-14				2012-13			
	Oct-14	Nov-14	Dec-14	Ave	Oct-13	Nov-13	Dec-13	Ave
England	19.6%	11.0%	8.8%	13.1%	19.8%	11.1%	9.0%	13.3%
London	30.6%	13.2%	10.1%	17.9%	34.4%	16.2%	12.7%	21.1%

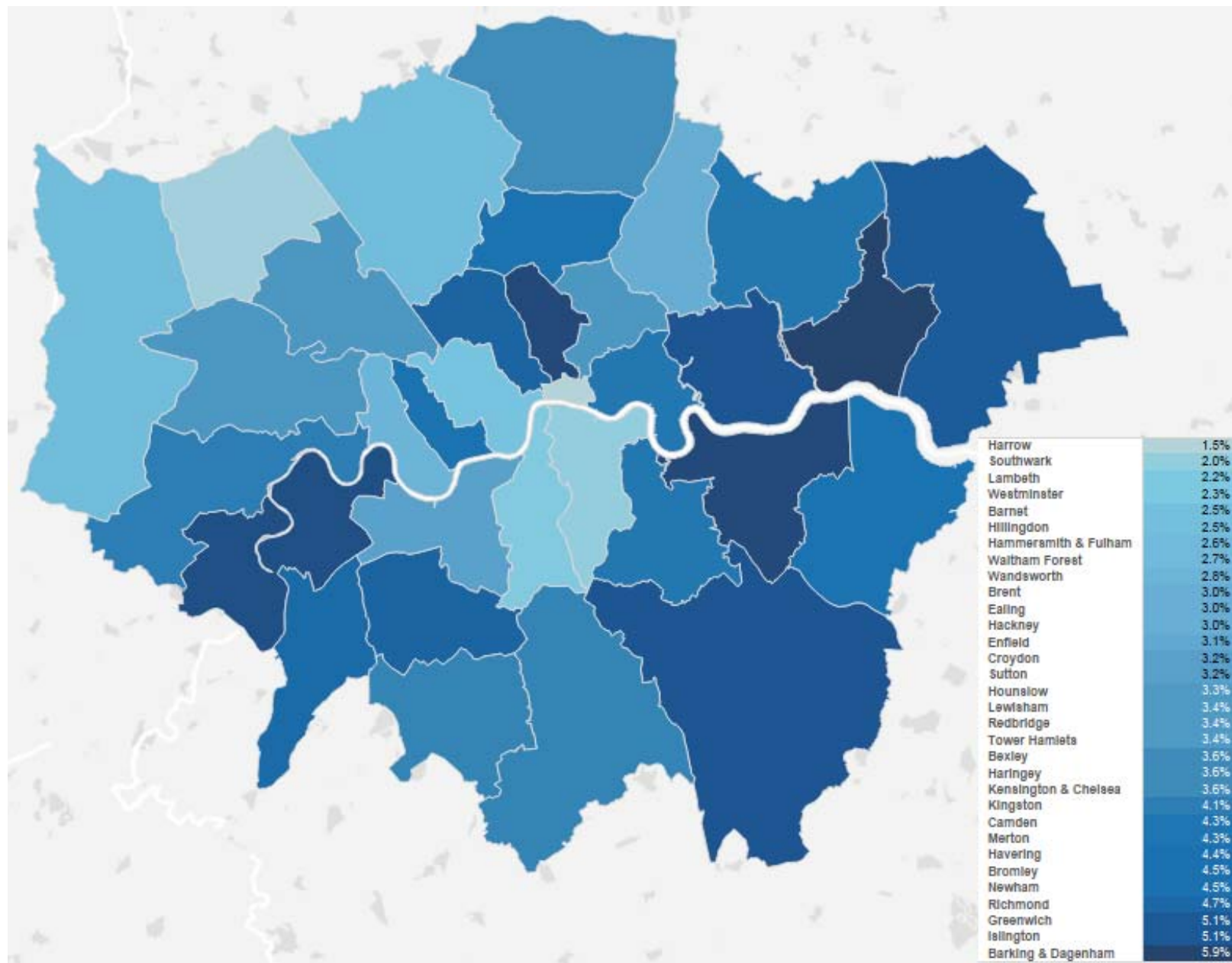
4 A Careers Offer for London

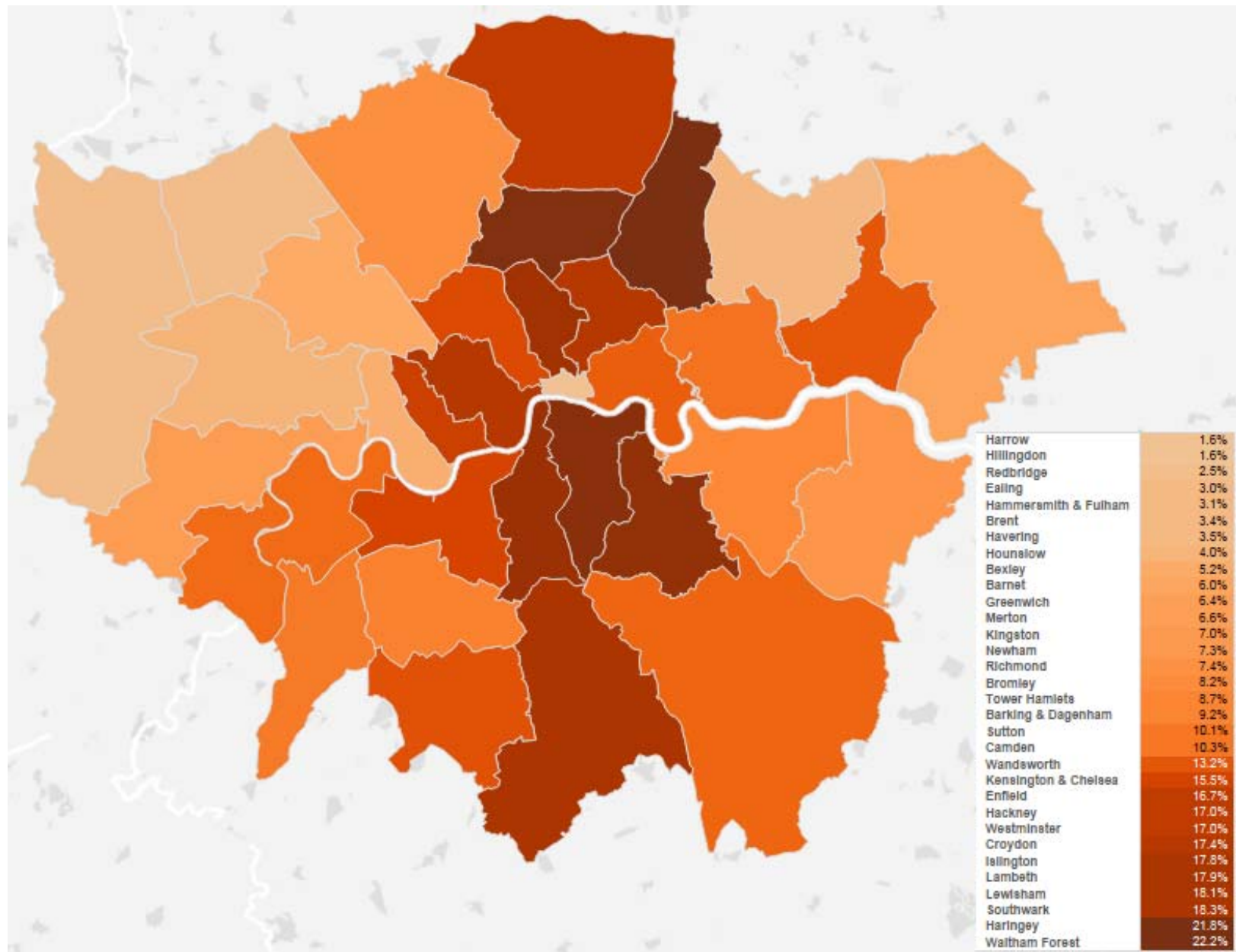
- 4.1 Young People's Education and Skills, with the London Enterprise Panel Skills and Employment Working Group (SEWG), has begun work to shape a London Careers Offer. The work is being led and facilitated by Dr Deirdre Hughes OBE.
- 4.2 Following a workshop session in September with SEWG members, an Advisory Group has been formed to steer the development of the London Careers Offer.
- 4.3 The first meeting of the group took place on 2 February. Advisory Group members heard from school and college colleagues about some of the services and products that they use/offer. The session also benefited from the reflections of a few young people about their experiences of support and guidance with regards to work and careers. Members also considered an initial proposal for a core London offer, including a detailed 'learner journey'.
- 4.4 The proposal and learner journey will be refined and developed over the coming months to form the basis of the London Careers Offer.

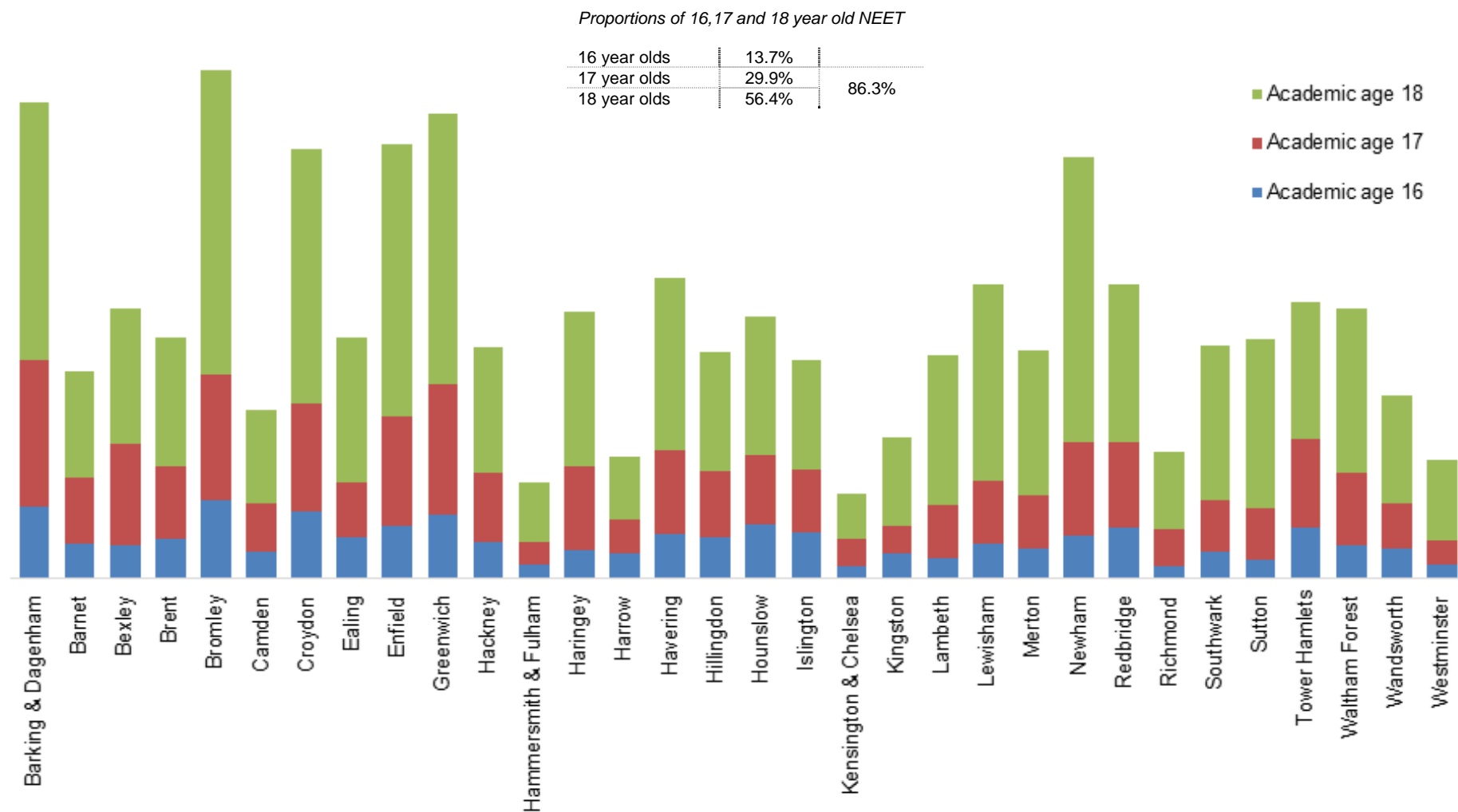
5 Recommendations

- 5.1 Board members are asked to note the content of the report.









Proportions of 16, 17 and 18 year old 'not known'

16 year olds	11.1%	88.9%
17 year olds	21.7%	
18 year olds	67.2%	

■ Academic age 18
 ■ Academic age 17
 ■ Academic age 16

