

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

## AGENDA

**Chair:** Mary Vine-Morris      **Job title:** Director, YPES  
**Date:** 3 October 2014      **Time:** 10am – 12 noon  
**Venue:** London Councils, meeting room 1  
**Telephone:** 020 7934 9779      **Email:** Anna-maria.volpicelli@londoncouncils.gov.uk

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Item 1.	Welcome, introductions and apologies	MVM
Item 2.	Notes of the last meeting and matters arising <i>(for agreement)</i>	MVM
Item 3.	Workplan monitoring <i>(paper - for information)</i>	MVM
Item 4.	IoE Report – recommendations to YPES Board <i>(report - for decision)</i>	YB
Item 5.	Raising the Participation Age – standing item <ul style="list-style-type: none"> <li>• <i>(a) Participation report (paper – for information)</i></li> <li>• <i>(b) GCSE/'A' Level results (paper - for information)</i></li> </ul>	YB NS
Item 6.	Policy Update <i>(paper – for information)</i>	NS
Item 7.	Future of Service	MVM
Item 8.	Any Other Business	All

**Date of next meeting: 28 November 2014, 10-12, meeting room 1, London Councils**

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## Notes

### Young People's Education and Skills

#### Operational Sub-Group

<b>Date</b>	15 July 2014	<b>Venue</b>	London Councils
<b>Meeting Chair</b>	John Galligan		
<b>Contact Officer:</b>	Neeraj Sharma		
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#### Present

Debi Christie (DC)	LB Bromley (Chair LLDD)
Lorraine Downes (LD)	City of Westminster (Central Cluster)
John Galligan (JG)	LB Brent (West Central Cluster/Vice-Chair OSG)
Eamonn Gilbert	RB Kingston upon Thames (South West Cluster)
Ann Mason (AM)	RB Kingston Upon Thames and RB Richmond (Chair EFG)
Mary Vine-Morris (MVM)	London Councils YPES
David Scott (DS)	LB of Hounslow (South West Cluster)

#### Officers

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

#### Apologies

Trevor Cook	LB Havering (North East Cluster)
Andy Johnson	LB Enfield (North Cluster)
Negat Lodhi	National Apprenticeship Service
Helen Richardson	LB Barking and Dagenham (Chair ICYP)
Judith Smyth	Association of College – London region
Sheila Weeden	LB Newham (Chair DAG)
Rachel Whittington	Education Funding Agency

## 1 Welcome, introductions and apologies

- 1.1 JG welcomed attendees to the meeting and apologies were noted.

## 2 Notes of the last meeting and matters arising

- 2.1 Notes of the last meeting were approved.
- 2.2 OSG requested updates on all action points that remained open in advance of the next meeting in October.

**AP 186:** Updates on open action points to be shared with OSG members before the next OSG meeting in October.

### **3 2014/15 Workplan**

#### **3a. Future of YPES**

- 3.1 MVM explained that the current DfE funding agreement for the delivery of YPES services is due to end in March 2015. On-going discussions were taking place to find appropriate ways to secure the continuation of service. All options were currently being considered.
- 3.2 A report is scheduled to go to London Councils' Executive committee in September and then to YPES Board in October. London Councils' budget for the financial year 2015/16 would be set in December 2014. It was noted that a continuing service would need to be re-shaped to reflect budget constraints.
- 3.3 OSG members offered support and asked to be kept informed of progress.

#### **3b. YPES 2013/14 Review**

- 3.4 JS talked through the report circulated in advance of the meeting. Overall, survey responses had shown stakeholders were overwhelmingly positive about the services they received from YPES.
- 3.5 There were four strands stakeholders identified they wanted the team to do more work on:
  - 3.5.1 Learners with special educational needs and disabilities
  - 3.5.2 Addressing youth unemployment
  - 3.5.3 Producing an evidence base on young people's education and skills in London
  - 3.5.4 Collecting, analysing and disseminating data and regional intelligence.
- 3.6 Additionally, of the priorities YPES should focus on for 2014/15, the following were the most common suggestions from the survey responses:
  - 3.6.1 Shaping the London response to national education policy
  - 3.6.2 Producing an evidence base on young people's education and skills in London
  - 3.6.3 Lobbying for London (on policy and resources)
- 3.7 OSG members thanked JS for the feedback. It was suggested that work is undertaken to identify why there were some authorities that did not engage with the survey or services offered by YPES.

#### **3c. 2014/15 Proposed Work Plan**

- 3.8 YPES officers talked through the 2014/15 proposed work plan and highlighted a number of key points to the group:
  - 3.8.1 Publication of the 'Annual Statement of Priorities' would need to be reviewed next year due to the General Election in May 2015 as well as the future service offered by YPES.
  - 3.8.2 The Special Educational Needs and Disability Code of Practice had been published. This is the statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.
  - 3.8.3 The recent External Funding Group work has focused on a specific strand of work - European Structural and Investment Funds, specifically the Youth Employment Initiative. As the current phase of this work nears completion and we enter into implementation, there would be a natural point to review projects going forward.

- 3.9 OSG members suggested that the next Annual Statement of Priorities should be focused on sustainability.

**AP 187:** *YPES to engage with OSG members on continuity plans of the YPES service beyond March 2015.*

#### **4 YEI Progress**

- 4.1 POB talked through the paper providing an update on the Youth Employment Initiative (YEI) and the next steps in the development of programmes.
- 4.2 Targeted NEET Provision – the GLA had prepared a first draft programme template and originally a reply date had been set for the 8 July but this had now been extended to the 16<sup>th</sup> for comments. Additionally, whilst developing the original set of programmes it became clear there was a level of duplication and therefore, some elements of the programme have been rationalised.
- 4.3 There will be a further, limited opportunity to contribute to the development of programme templates. Discussion then moves to the YEI Planning Group, so that over the summer budgets, volumes and outcomes for each programme can be proposed and the linkages between programmes are managed. The SFA will also be engaged so that procurement proceeds smoothly and produces ESF compliant programmes which can then be agreed by the LEP.
- 4.4 The government remained in negotiations with the European Commission on the Partnership Agreement for ESIF – this is scheduled for agreement in September 2014 and should then lead to the Operational Programme, with overall targets being finalised in October 2014. Provided that these milestones are achieved, it is hoped that the new programmes could be announced officially before Christmas and procurement for the Youth Programme could start in January 2015 (there is an imperative to spend YEI funds by 2017).
- 4.5 OSG members welcomed the report and stated that the timescales remained tight. However, of most concern to the group were the sub-regional arrangements that were based on a model developed in 2009. There is now greater cross-borough activity than ever before and therefore, sub-regional arrangements have changed. Failure to offer a flexible model that reflected this risked undermining effective mechanisms to deliver programmes.
- 4.6 Concerns were also raised about smaller local providers that boroughs were already working with that would not be able to bid for the delivery of programmes. There was a risk large companies may subcontract out elements of the programme to organisations that do not have experience or specialist knowledge of local area needs.

#### **5 Policy update**

- 5.1 NS talked through the policy update paper. Attention was drawn to four key areas, the recent CfBT report that identified London local government as a key driver in improving school standards, recent London Councils' consultation responses, 16 to 19 performance tables and current consultations including 'traineeship funding' as well as the future development of further education loans.
- 5.2 OSG members discussed the changes to 14 to 19 performance tables and challenges for education providers over how they structure their study programmes. In particular, providers that offered mixed programmes likely to be penalised because of the performance tables split across academic and vocational qualifications.

## **6 Raising the Participation Age (RPA)**

- 6.1 YB talked to the paper. London's position on NEETs remained strong and below the national average. The number of young people whose activity was 'not known' was declining and is also below the national average, but it remains an area for further improvement.
- 6.2 In relation to participation of 16 and 17 year olds in education and training, London's participation was 92.3 per cent, an improvement of 1.3 percentage points from the previous March. The majority of 16 and 17 year olds in London (88.7 per cent) were in full time education and training, 5.5 percentage points higher than the national figure, although a lesser proportion were participating in Apprenticeships and employment with training than nationally.
- 6.3 YB explained that work was also being undertaken with Ofsted to develop an 'improvement seminar' to share good practice across London from local authorities that have successfully reduced their young people NEET and activity 'not known' volumes. The seminar will focus on the interventions that supported reductions.
- 6.4 OSG members welcomed the report and stated they found the regular updates extremely helpful, particularly the maps. There was a suggestion that the method of presenting data via maps should also be extended to the reporting of participation.
- 6.5 The group also asked if Department for Education (DfE) letters to boroughs about the need to improve tracking and reduce activity 'not known' volumes were publically available. It was noted that areas with good performance needed to remind Members that appropriately resourcing tracking activity should remain a priority and that dips in performance continue to be taken seriously by the DfE.

**AP188:** YPES to establish if letters from the DfE are available online.

**AP189:** YPES to consider the inclusion of participation maps in the 'latest participation, NEET and activity 'not known' statistics' report.

## **7 Institute of Education (IoE) Report: What is happening with 17+ participation, attainment and progression in London? Executive summary**

- 7.1 YB talked through the second report by IoE. The report focused on school level data and activity only; a third report is scheduled for the autumn, which would focus on colleges.
- 7.2 The report indicated a number of key risk factors at 17-plus that can lead to AS failure, repeating study, changing course/institution or dropping out altogether.
- 7.3 The key points highlighted with regard to lack of preparedness for post-16 study were:
- 7.3.1 minimal GCSE scores;
  - 7.3.2 lack of progression readiness in terms of KS4 outcomes and/or study skills;
  - 7.3.3 permissive and competitive sixth form recruitment patters i.e. very low entry requirements;
  - 7.3.4 poor or misleading careers education, information, advice and guidance;
  - 7.3.5 the dominance of A levels in school sixth forms and the large number of school sixth forms in London.
- 7.4 The final report would be presented to the YPES Board in October along with recommendations for YPES, local authorities and providers.

**8 AOB**

8.1 POB explained that YEI funding cannot be used for preventative NEET work.

8.2 OSG asked for clarity on EFA funding for large A level programmes.

***AP190: YPES to seek clarification from EFA on funding for large A level programmes.***

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### Action Points from Operational Sub-group 2014-15

Action Point No.	Meeting Date	Action Point Description	Owner(s) - lead in bold	Review Date	Actions Taken	Open / Closed
170	31.1.14	Provide feedback from recent ministerial roundtable discussions about Traineeships with providers	<b>RW</b>	15.7.14	The feedback from the ministerial roundtable discussions on traineeships were fed into the consultation: Traineeship Funding in England: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/321498/bis-14-856-traineeships-funding-in-england-funding-reform-technical-consultation.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/321498/bis-14-856-traineeships-funding-in-england-funding-reform-technical-consultation.pdf</a> . Contributions to the consultation are currently being considered and are likely to lead to an updated funding mechanism for traineeships in the future.	<b>Closed</b>
171	31.1.14	Update members on the government's £10 million a year programme to increase Traineeship and Apprenticeship take up amongst 16 & 17 year olds	<b>NL</b>	15.7.14	Apologies given for meeting 3.10.14	
175	31.1.14	LWBLA to include a question on the pan-London leaver notification process in their survey to providers and feedback to members at future meeting	<b>VF</b>	15.7.14	Attending meeting 3.10.14	
184	4.4.14	AOC to present at the next OSG meeting on their work with Ofsted and the Excellence Challenge.	<b>JS</b>	15.7.14	Information received and included in circulation of papers for 3.10.14 meeting	<b>Closed</b>
186	15.7.14	Updates on open action points to be shared with OSG members by the next meeting.	<b>YPES</b>	3.10.14		
187	15.7.14	YPES to engage with OSG members on continuity plans of the YPES service beyond March 2015.	<b>YPES</b>	3.10.14	Agenda item 7 - 3.10.14	<b>Closed</b>
188	15.7.14	YPES to establish if letters from the DfE are available online..	<b>YPES</b>	3.10.14	Post meeting note 24.7.14	<b>Closed</b>
189	15.7.14	YPES to consider the inclusion of participation maps in the 'latest participation, NEET and activity 'not known' statistics' report	<b>YPES</b>	3.10.14	Paper produced for meeting 3.10.14	<b>Closed</b>
190	15.7.14	YPES to seek clarification on EFA funding for large A level programmes	<b>YPES</b>	3.10.14	Link included in circulation of papers note 26.9.14 for 3rd October meeting.	<b>Closed</b>

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

**Workplan Monitoring – update October 2014**

**Item No: 3**

**Date:** 3 October 2014

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**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.

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## **1 Data**

- 1.1 The last meeting of the Data Advisory Group (DAG) was 17 June. At this meeting the DAG work plan was discussed and the following three priorities were agreed:
  - confidence in analysis and the ability to access and interpret appropriate data, management information and research to enable robust decision-making;
  - access to appropriate and accurate data to support participation with shared expectations regarding the collection, recording and sharing of data relating to progression and participation;
  - the ability to work across boundaries, with the right analysis and reporting resources available to support local authority priorities.
- 1.2 Following a detailed discussion at the DAG about the specification for *Skills Match*, a significant amount of data cleansing and adjustments to *Intelligent London's* data warehouse took place over the summer in preparation for the beta version of *Skills Match*, which should be available for testing by the steering group towards the end of November.
- 1.3 Current usage of the Pan-London Leavers Process was also discussed (see Improving Choices for Young People).
- 1.4 The next DAG meeting will take place on 6 November.

## **2 Improving Choices for Young People**

- 2.1 The last meeting of the Improving Choices for Young People (ICYP) group was 22 July. ICYP members received feedback from the employability task and finish group on the progress of the groups work and decision that had been made, namely not to conduct a local authority survey and to prepare a follow-up of the earlier work on pioneering careers guidance based on the emerging frameworks for recognising employability skills, particularly based on the work in the Tri-borough.

- 2.2 A draft of the framework for employability will be circulated to the task and finish group prior to the next ICYP meeting on 11 November.
- 2.3 The group discussed the current usage of the Pan-London Leavers Process. Usage was variable across boroughs, although the late introduction of the process meant that a number of boroughs had used locally implemented systems for 2013/14 with plans to move over to the pan-London process for the 2014/15 academic year. Usage will continue to be monitored by the group.
- 2.4 To support more consistent use of the process, the Young People's Education and Skills team has implemented a monthly email reminder service to existing users. As more providers start to use the process, they will be added to the distribution lists for reminder service.
- 2.5 The latest [Destination Measures](#) were considered for London (destinations of students who left key stage 4 or took A level or other level 3 qualifications in academic year 2010 to 2011 and show their destinations in academic year 2011 to 2012). Headline results show that 90 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after key stage 4, which compares to 89 per cent nationally. 75 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after they took their A Level or other level 3 qualification, which compares to 74 per cent nationally.
- 2.6 It was noted that, subject to the Bill's passage through Parliament, clauses in the Small Business, Enterprise and Employment Bill will enable the Department for Education to use HMRC data to obtain employment destinations data and to share that data with colleges.
- 2.7 The ICYP work plan was discussed and the following four priorities were agreed:
- effectively deliver the duty to promote Raising the Participation Age (RPA) for all young people up to the age of 17 and make appropriate preparations to promote RPA for all young people up to the age of 18 by 2015;
  - implement local measures and targeted support to reduce the number of young people not engaging in employment, education and/or training (NEET);
  - produce and lobby for support for a pan-London Employability Framework based on good practice in borough activities;
  - influence the development of key projects that support full participation, including the Key Stage 4 and 5 Destination Measures.

### **3 External Funding**

- 3.1 The last meeting of the External Funding Group (EFG) took place on 24 September and the next meeting is scheduled for 11 December. Ruth Smith (London Borough of Lambeth) has taken over as the representative for the Central London Cluster.
- 3.2 *ESF 2007-2013 Programmes*: The performance figures provided in August show that:
- The 'At Risk of NEET' (Preventative NEET) programme has performed well, having recruited its target number of approximately 10,000 participants – with around 80% sustaining a place in education or training;
  - The 'NEET-to-EET' (Re-engagement) programme continues to improve (the programme ends in March 2015);
  - Although performance in the 'Vulnerable Young People' and 'Volunteering into EET' programmes is improving, there is nonetheless substantial underperformance;

- The Apprenticeships Programmes are underperforming significantly;
  - Under-delivery is also anticipated in all of the GLA's programmes.
- 3.3 *European Structural Investment Funds (ESIF) 2014-2020 round:* The latest information about ESIF and the Youth Employment Initiative (YEI) can be found on the London Enterprise Panel (LEP)'s [dedicated webpage](#). Several boroughs participated in the Task and Finish groups that contributed to the design of youth programmes. Provided that the deadlines for the sign-off of key documents are achieved by the UK Government and the EU Commission, it is hoped that 'market warming' can start in October and procurement start in January 2015. New arrangements for Technical Assistance have taken effect and boroughs will be able to use the [Access Europe Network](#) instead of Greater London Enterprise (though this will be of greater interest to borough officers responsible for adult skills and employment). An oral update on ESIF will be provided at the OSG meeting.
- 3.4 *Youth Contract:* Up to August 2014, Prospects have reported that there had been a total of 1,964 starts in London - approximately 50 per cent of these starts have been reengaged in education or training, but it is proving difficult to secure sustainments. The official performance statistics, to March 2014, are available at the DfE website ([this is the link](#)).
- 3.5 The External Funding Group continues to review local, sub-regional, pan-London and national initiatives as they are introduced.

#### 4 Special Educational Needs and Disability

- 4.1 Part 3 of the Children and Families Act commenced on 1 September 2014. [The Special Educational Needs and Disabilities \(SEND\) Code of Practice 0 to 25 years](#) was published as final at the end of July, along with statutory guidance for local authorities and partners on managing the transition to the new SEND support system, [Transition to the new 0 to 25 special educational needs and disability system](#).
- 4.2 The task of transferring statements of special educational needs and Learning Difficulty Assessments (LDA) to Education, Health and Care (EHC) plans will need to be completed over the next three and half year with a shorter window for the transfer of LDAs:
- all young people who receive support as a result of a LDA who will continue in further education or training beyond 1 September 2016 **must** have an EHC plan by that date where one is needed;
  - by 1 April 2018, local authorities **must** have transferred all children and young people with statements of SEN to the new SEN and disability system following a transfer review.
- 4.3 Latest statistics ([Special educational needs in England: January 2014](#)) show that London local authorities currently maintain 40,340 statements. Using the Education Funding Agencies place numbers, there are between 2,500 and 3,000 young Londoners with an LDA. Needless to say the process of transferring all children and young people with a statement or LDA to an EHC plan will be a significant task.
- 4.4 The London Projects continue to move forward:
- **Commissioning for outcomes:** An event for local authority commissioners and colleges has been arranged for 3 October. The event will take place at Carshalton College and sessions include employment and independent living pathways, partnership working between councils and colleges to develop commissioning for outcomes and supported employment and internships.

- **Curriculum development:** An event focusing on the new arrangements for young people with SEND, took place on 16 June with local authority, school and college colleagues from the project areas boroughs. The project lead is working with local authority officers and colleges in the project area to improve the current design of study programmes, the deployment of learning support assistants and activity that leads to greater independent learning, inclusive learning practices and recognising and recording progress and achievement.
- **Joint commissioning:** Following a number of meetings with individual boroughs it has been agreed to support a borough in the development of a common resource allocation framework which could then be potentially used by other London boroughs. A London wide emerging practice session was held on 25 July. Further sessions on EHC plan outcomes, commissioning for young people (post-19 criteria) and joint commissioning are being arranged for September, October and November.
- **Workforce development:** This project is initially working with Havering and Redbridge to start development work on a cross-organisational, multi-disciplinary Skills Review Toolkit to support organisations and managers to analyse missing skills and training needs. This will include an example of change management on how Havering has restructured their workforce and services to align to the new SEND Reforms. The next phase of work will be to develop planning support for successful workforce integration, through training that focuses on better outcomes for people with care and support needs. A practical guide to support the principles of workforce integration workshop is being arranged for later in the year.

## 5 Apprenticeships

- 5.1 The last meeting of the Apprenticeship Sub-Group took place on 16 September 2014 and the next meeting is scheduled for 2 December. The meeting received an update from the National Apprenticeship Service (NAS) about recent apprenticeship reforms and the funding principles that underpin these. NAS is currently piloting the new funding approaches through the Trailblazers; for every £1 an employer invests in training an apprentice, the government will pay £2 with extra funding available subject to specific criteria being met i.e. taking on apprentices aged 16 to 18.
- 5.2 Dianna Neal also confirmed that the recent pan-London apprenticeship data exercise was now complete. Between April 2013 and March 2014 over 1,300 apprenticeships were created directly by London boroughs and through work with their contractors. A further 251 apprentices have been created through the use of Apprenticeship Training Agencies (ATAs). This has meant since 2009 just over 5,000 (5,250 including those generated via ATAs) apprenticeships have been created by London local government.
- 5.3 London local government has created 754 opportunities for young people who were previously not in education, employment or training (NEET), 1,075 apprenticeships were offered at Level 2 (so aimed at people with low skills) and 555 opportunities created for young people between the ages of 16 to 18.
- 5.4 To celebrate borough success, for the fourth year running, there will be a London apprenticeship awards ceremony. The 2014 London Borough Apprenticeship Awards ceremony is taking place on Thursday 25 September, 2pm to 5pm at The Merchant Taylors Guild. The ceremony celebrates borough apprentices, managers and work with small businesses and supply chains.

## 6 Academic Partner

- 6.1 The third IoE report on 17-plus drop-out will be discussed at the OSG meeting.

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

**Latest participation, NEET and activity 'not known' statistics** Item: 5(a)

**Date:** 3 October 2014

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## 1 16 to 18 Academic Age Summary (July 2014 – latest available from [NCCIS](#)<sup>1</sup>)

The latest not in education, employment or training (NEET) percentage for London is 4.2 per cent, a marginal increase on the previous month (0.1 per cent) and below the national average of 5.9 per cent. The current percentage of young people whose participation status is 'not known' is 6.4 per cent, which continues the downward trend this calendar year from 9.4 per cent in January. London is now below the national average figure of 11.8 per cent (see 1.1).

The percentage of 16 to 18 year olds who are NEET and participation 'not known' varies significantly by borough ranging from 1.7 per cent to 7.4 per cent for NEET and 1.3 per cent to 11.4 per cent for participation status 'not known' (excluding the City of London) (see 1.4 and 1.6).

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 (see 1.2 and 1.3).

The volume of young people recorded as NEET but not available<sup>2</sup> in July is 1,733, or 17.6% of the (unadjusted) total NEET cohort.

### 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	1,472,966	92,366	5.9%	201,109	11.8%
London	232,422	10,132	4.2%	16,312	6.4%

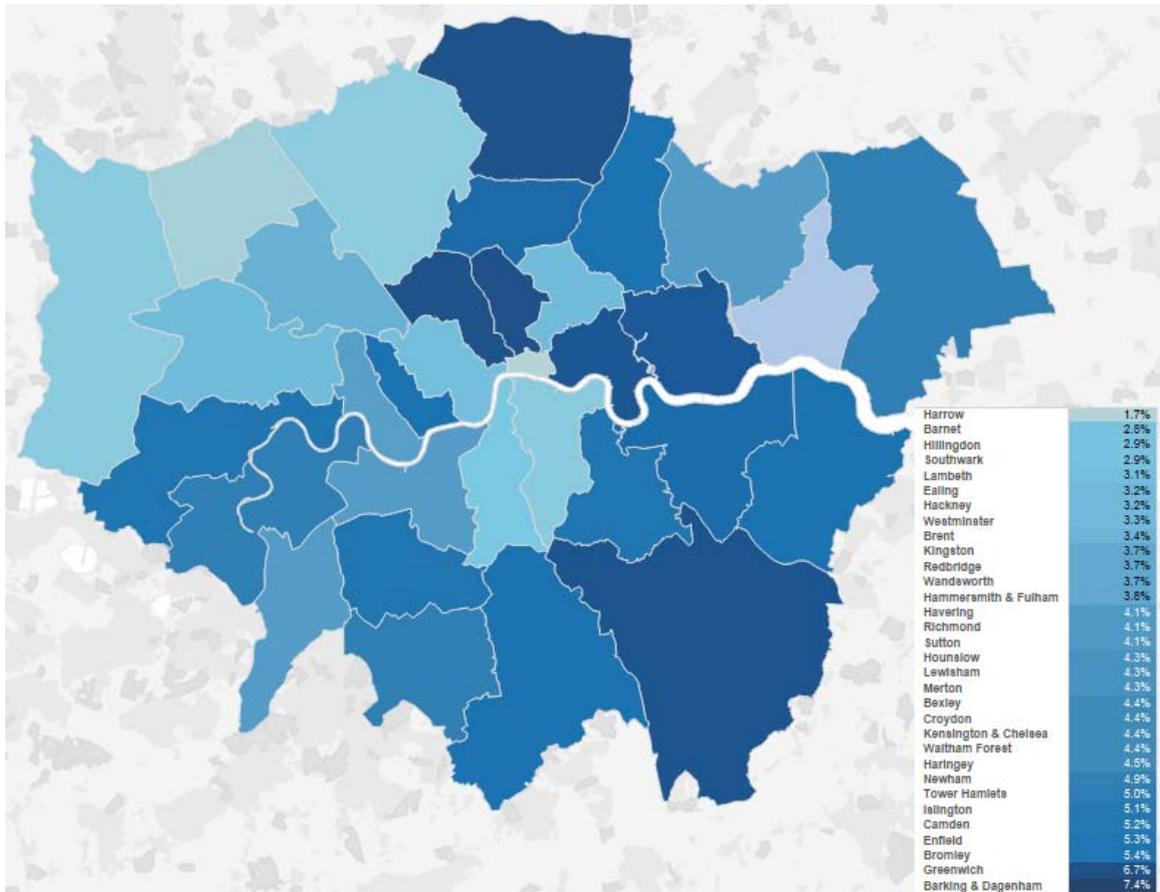
### 1.2 Percentage of 16-18 year olds who are NEET for the past three months for 2013/14 and 2012/13

Region	2013-14				2012-13			
	May-14	Jun-14	Jul-14	Ave	May-13	Jun-13	Jul-13	Ave
England	5.4%	5.4%	5.9%	5.6%	5.9%	6.0%	6.5%	6.1%
London	4.1%	4.1%	4.1%	4.1%	4.8%	4.8%	4.9%	4.9%

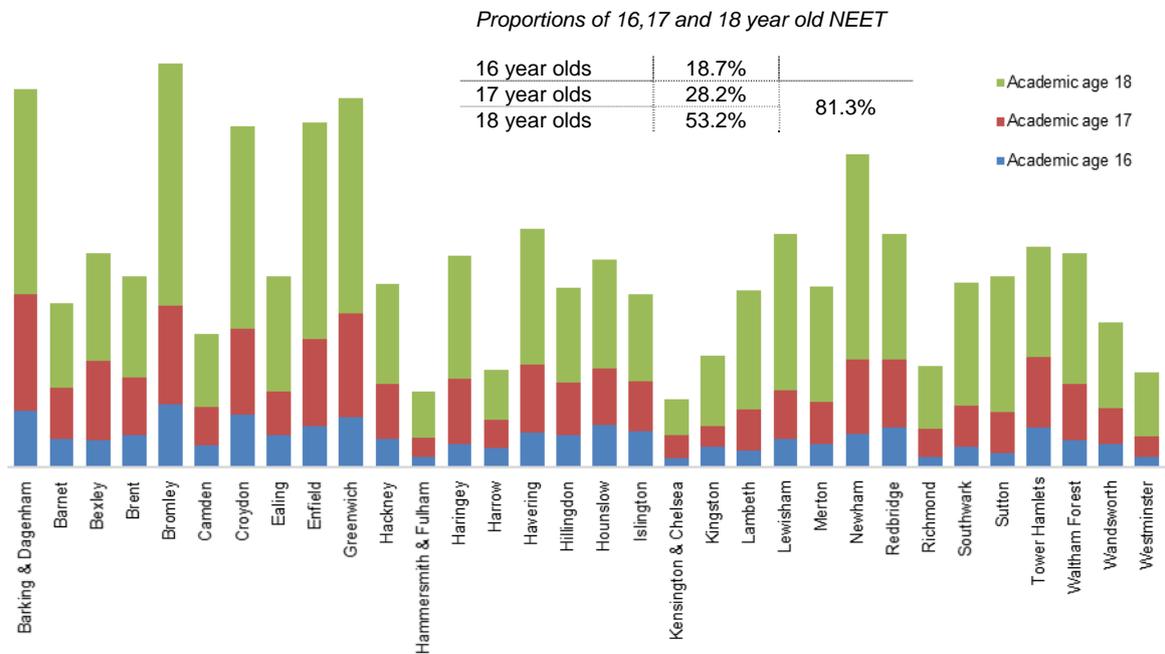
### 1.3 Percentage of 16-18 year olds whose participation status is 'not known' for the past three months for 2012/13 and 2011/12

Region	2013-14				2012-13			
	May-14	Jun-14	Jul-14	Ave	May-13	Jun-13	Jul-13	Ave
England	7.4%	7.1%	11.8%	8.7%	7.2%	7.2%	12.7%	9.0%
London	6.6%	6.5%	6.4%	6.5%	7.6%	7.4%	7.3%	7.4%

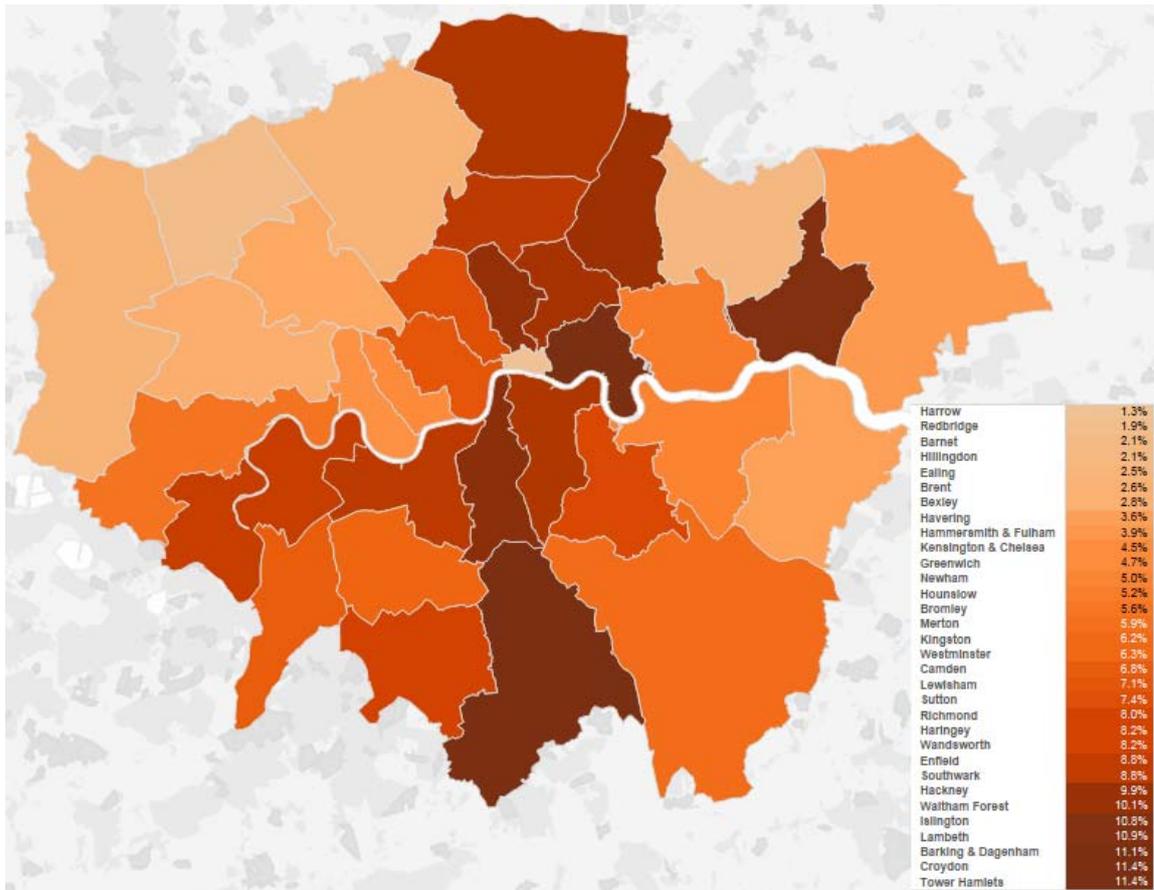
1.4 16-18 year olds NEET by London borough



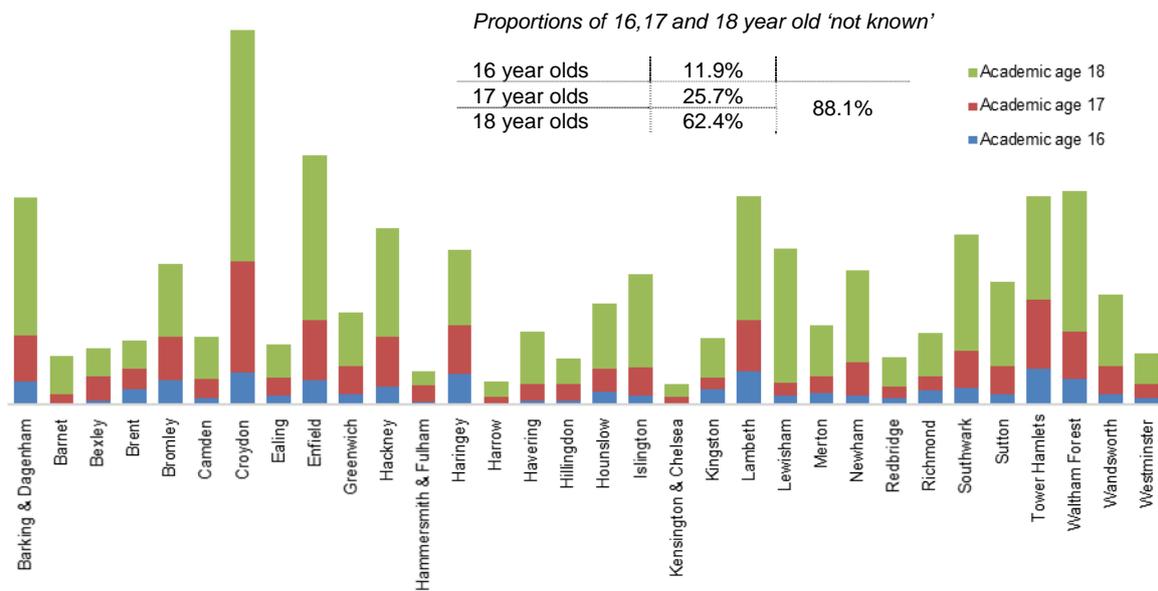
1.5 16-18 year olds NEET by age and London borough



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



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



**2 16 and 17 Year Old Participation in Education and Training (March 2014 - latest available from the [Department for Education](#)<sup>3</sup>)**

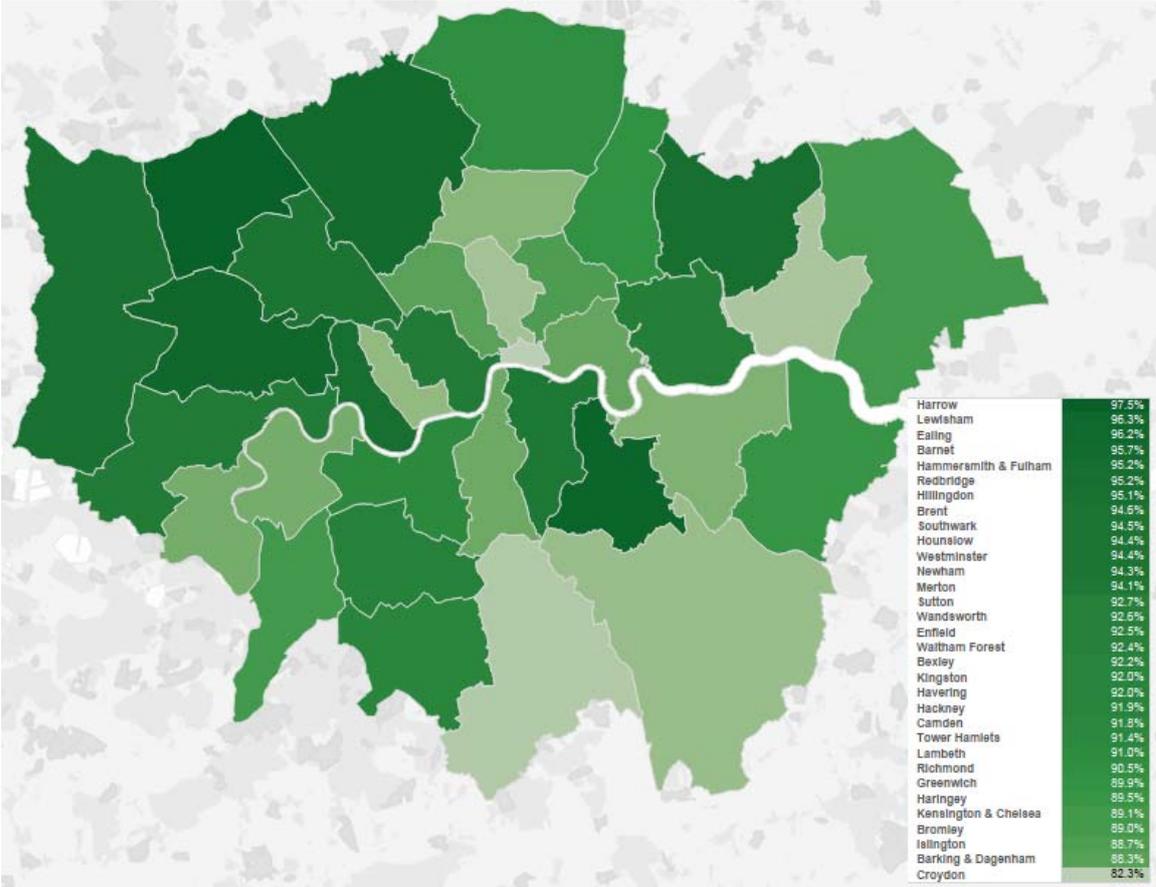
On 4 July 2014 the Department for Education (DfE) published 16 and 17 year old participation data that highlights where participation is rising, static or falling. The data also provides a breakdown of participation by type of establishment, age, gender and ethnic group.

London’s participation in March 2014 was 92.3 per cent, an improvement of 1.3 percentage points from the previous March and a 2.2 percentage point increase from the December 2013 position. London’s participation is 2 percentage points above the national figure (see 2.1). The majority of 16 and 17 year olds in London (88.7 per cent) were participating in full time education and training which is 5.5 percentage points higher than the national figure, although a lesser proportion were participating in Apprenticeships and employment with training than nationally (see 2.3). The percentage participating at age 16 (the age group currently covered under ‘the duty’) in London was higher than those participating at 17 by 4.9 percentage points.

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

Region	Mar 2013	Jun 2013	Dec 2013	Mar 2014	Percentage point change in the last 12 months	
England	88.9%	88.4%	89.8%	90.3%	1.4%	↻
London	91.0%	91.3%	90.1%	92.3%	1.3%	↻

*2.2 Proportion of 16-17 year olds in education and training by London borough*



### 2.3 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	83.2%	4.2%	1.5%	0.3%	0.8%	0.3%
London	88.7%	2.1%	0.6%	0.5%	0.2%	0.2%

### 2.4 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%

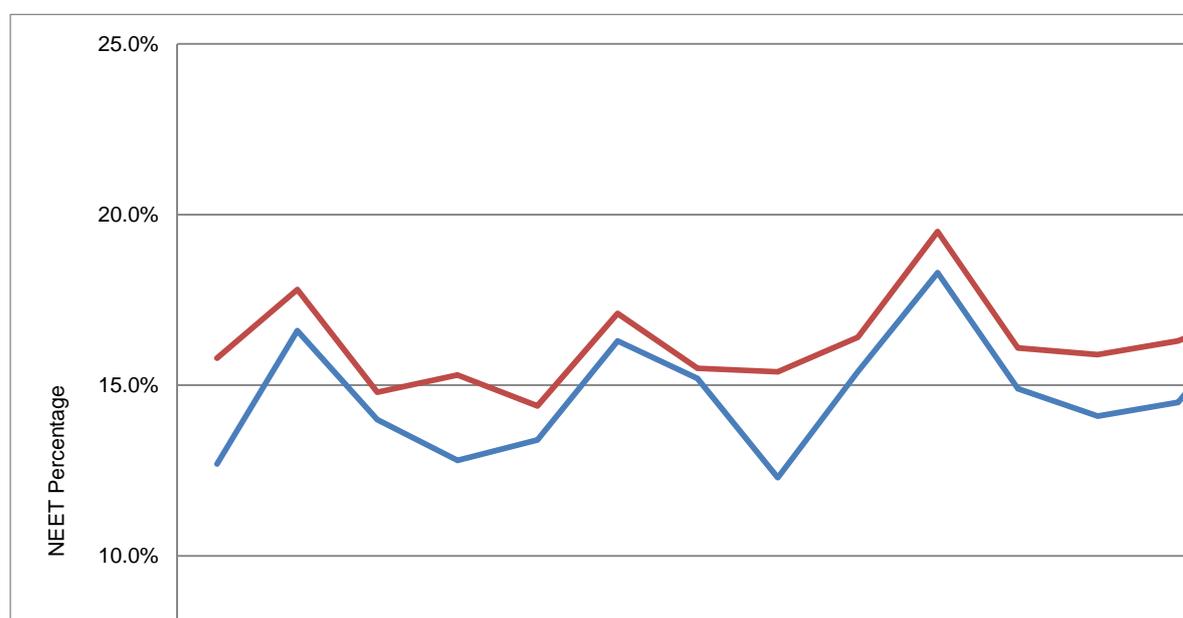
## 3 16-24 NEET Statistics Quarterly Brief (August 2014, Quarter 2 [April - June 2014] - latest available from [Gov.uk](http://Gov.uk))<sup>4</sup>

Both the volume and percentage of 16 to 24 year olds who were NEET in Quarter 2 of 2014 in London have increased slightly since Quarter 1, but are lower than the same quarter last year (see 3.1 table). The London NEET percentage remains below the national figure by almost 2 percentage points (see 3.1 and line graph).

The percentage of 18 to 24 year olds and 19 to 24 year olds who were NEET in Quarter 2 of 2014 in London have decreased since Quarter 1 and are significantly lower than the same quarter last year. The London NEET rates for 18 to 24 year olds and 19 to 24 year olds remain below the national averages (see 3.2 and 3.3).

### 3.1 Number of 16-24 year olds NEET

Region	Quarter 2							
	2011		2012		2013		2014	
	Volume	%	Volume	%	Volume	%	Volume	%
England	991,000	16.4%	986,000	16.3%	935,000	15.5%	809,000	13.6%
London	134,000	15.4%	130,000	14.5%	119,000	13.4%	101,000	11.7%



### 3.2 Number of 18-24 year olds NEET

Region	Quarter 2							
	2011		2012		2013		2014	
	Volume	%	Volume	%	Volume	%	Volume	%
England	893,000	18.6%	891,000	18.4%	852,000	17.8%	742,000	15.6%
London	124,000	17.5%	119,000	16.4%	113,000	15.6%	91,000	12.9%

### 3.3 Number of 19-24 year olds NEET

Region	Quarter 2							
	2011		2012		2013		2014	
	Volume	%	Volume	%	Volume	%	Volume	%
England	801,000	19.3%	791,000	18.8%	767,000	18.3%	663,000	16.0%
London	113,000	17.7%	109,000	16.6%	105,000	16.1%	81,000	12.8%

<sup>1</sup> 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

<sup>2</sup> Includes young carers, teenage parents and mothers-to-be, and young people with a serious or on-going health problem

<sup>3</sup> The Department for Education 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

<sup>4</sup> The 16-24 NEET Statistics Quarterly Brief combines the Participation Statistical First Release, the Quarterly [Labour Force Survey](#) and 16-18 NEET statistics from NCCIS to create a profile of the NEET 16-24 age group

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

## Policy Update

Item No: 6

**Date:** 3 October 2014

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**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.

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## 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 OSG meeting.

## 2 Careers guidance and inspiration - Guidance for general further education colleges and sixth-form colleges<sup>1</sup>

2.1 Since September 2013, all further education (FE) colleges and sixth form colleges in England have been subject to a requirement to secure access to independent careers guidance. The requirement was introduced alongside an extension of the age range of the existing careers duty on schools to years 8-13. This forms part of FE college and sixth form college funding agreements.

2.2 To support these institutions to interpret this requirement, in August 2014, the Department for Education (DfE) published revised guidance for FE colleges and sixth-form colleges. This coincides with the revised statutory guidance on careers that was recently issued for schools.

2.3 The government is not prescribing how each college fulfils the requirement. Instead, each college is expected to meet the requirements how they best see fit but drawing on connections with a network of employers should be a central aspect of the college's overall careers strategy. The guidance goes on to provide examples of colleges that are delivering inspirational advice and guidance.

2.4 London Councils welcomes the revised guidance and examples of good practice as both a method of setting out the minimum expectations and outlining what can be achieved. Colleges should have the flexibility to establish systems to deliver inspirational careers work that meets the needs of students. However, there is a risk that without appropriate monitoring by Ofsted this approach could lead to mixed quality of provision.

### **3 Ofqual Corporate Plan 2014-2017<sup>2</sup>**

- 3.1 Ofqual has published its third corporate plan in August 2014. The plan, covering the period up to March 2017, details how the regulator will work to ensure the quality of qualifications and support the most worthwhile educational outcomes for students. It outlines the regulatory priorities for the organisation that includes vocational study.
- 3.2 Ofqual has five statutory objectives. These are set out in the Apprenticeships, Skills, Children and Learning Act 2009. In brief, they are:
- To secure qualifications standards
  - To promote assessment standards
  - To promote public confidence in regulated qualifications and assessment arrangements
  - To promote awareness of the range of regulated qualifications and the benefits of regulation
  - To secure that regulated qualifications are provided efficiently.
- 3.3 To meet these objectives, the plan highlights the number of changes needed to be undertaken to ensure qualifications are validated and there is consistency within the system when the new reforms go live.
- 3.4 Ofqual states that England has an exceptional range of GCSE, AS and A level subjects compared to other countries. It suggests that in practice, some subjects overlap significantly, the content in a few subjects is insufficiently weighty when compared to that of reformed qualifications, and some subjects are taken by very few students.
- 3.5 Ofqual is setting new regulatory requirements as qualifications are reformed, so that different subjects are sufficiently similar in the level of demand on the student and their assessment structure. It is anticipated there will be a small drop in the number of subjects available in future as subjects that attract few students are unlikely to be cost-effective for exam boards to reform.
- 3.6 Ofqual will consult on principles to decide the GCSE, AS and A level subjects for the future. They intend to publish their decisions later in the year and will apply the principles to subsequent reforms.
- 3.7 In 2014/15, Ofqual will consult on proposals for non-exam assessment arrangements for practical work in A level and GCSE sciences and for speaking skills in modern foreign language GCSEs. As other subjects are reformed, Ofqual will continue to consider and consult on the best arrangements for non-exam assessment, taking into account the implications for schools.
- 3.8 More immediately, Ofqual will consider carefully the quality of mark schemes for new GCSEs, AS and A levels submitted to us as sample materials for accreditation.
- 3.9 The Ofqual Corporate Plan 2014-2017 provides further clarity of the curriculum and qualification changes that still need to take place and the timescales for change. It is reassuring that Ofqual will be consulting and working with key stakeholders to put in place robust qualifications and assessments. Yet there are concerns that courses which are valued by employers and young people will be withdrawn, limiting options available to young people.

#### **4 The Government's Strategy to Support Workforce Excellence in Further Education<sup>3</sup>**

- 4.1 The government recently published its strategy to support the FE workforce. The workforce is viewed as a critical component in serving people and employers in their communities and raising educational and skills levels.
- 4.2 The government has a strong interest in the development of an excellent teaching workforce across both the schools and FE sectors. Although FE providers are independent organisations responsible for their own workforce, the Government confirm that a high calibre, effective FE workforce is crucial for the successful delivery of a range of Government policies and for the success of the economy.
- 4.3 The government lists 4 priorities: improving Eng/maths teaching; responsiveness; governance and leadership; and use of technology as it goes for excellence. They outline a number of proactive measures. This includes financial incentives such as bursaries of up to £20,000 and, Golden Hellos of up to £10,000 aimed at retaining existing maths teachers within the sector.
- 4.4 The financial incentives provide an opportunity for colleges and training providers to build teaching capacity and expertise in the FE sector, particularly in maths. From the beginning of this academic year, all pupils who fail to have achieved a C grade or better in English or maths GCSE by the time they finish secondary school must continue to study the subjects in post-16 education until they get these qualifications.

#### **5 The EPPSE 'Students' educational and developmental outcomes at age 16' report<sup>4</sup>**

- 5.1 The Effective Pre-School, Primary and Secondary (EPPSE) research shows children who go to pre-school are projected to earn £27,000 more during their career than those who do not. They are also more likely to get better GCSE results - the equivalent of getting seven Bs compared to seven Cs.
- 5.2 The research also found that early education helped young people to specifically do better in GCSE English and maths. The effects were better if the pre-school was of high quality, and pre-school is particularly valuable for children from less advantaged backgrounds
- 5.3 The EPPSE project launched in 1997 and has followed 3,000 children from early childhood to the age of 16. The research was carried out by the Institute of Education, University of Oxford, and Birkbeck, University of London.

#### **6 Conflicts of interest in academy sponsorship arrangements<sup>5</sup>**

- 6.1 The Education Select Committee recently commissioned the Institute of Education in London to examine the potential for conflicts of interest that arise in the relationship between academies and sponsors under the current sponsorship model. The research report was published on the 17 September 2014
- 6.2 It found four areas where conflicts of interest may occur:
  - Connected (or related) party transactions. For example, where an individual on the board of a Trust benefits personally or via their companies.
  - The provision of paid for services. For example, where the sponsor supplies a school improvement curriculum or back office service to a trust under a license that prevents the Trust from changing supplier (a form of tie-in currently permitted for provision of such services only 'at cost' and not for profit.)

- Less tangible conflicts that do not (directly) involve money: For example, inappropriate control exerted in local schools.
  - Conflicts that arise in the wider system: For example where a contracted DfE Academy Broker also works for an academy Trust that they invite to pitch for a new school
- 6.3 There are five recommendations for the Education Select Committee to take forward:
- 6.3.1 Endorse the three recent Public Accounts Committee (PAC) recommendations:
- The Department and the Education Funding Agency (EFA) need to implement an effective joined up strategy for enforcing compliance with funding agreements and consider appropriate incentives and sanctions.
  - The EFA should reconsider its policy which permits related-party transactions. At the very least it must be able to extract and analyse complete information on related-party transactions and then must use that analysis to determine risk based interventions.
  - The Department should introduce, at individual academy and academy trust level, a fit-and-proper persons test.
- 6.3.2 The Committee should review the current arrangements which permit paid for services being sold to schools on a 'at cost' basis.
- 6.3.3 The Committee should consider whether further steps are required to strengthen the regulations for governance in trusts.
- 6.3.4 The Committee should conduct an enquiry session to understand whether the regulatory powers of the EFA should be split from its funding role.
- 6.3.5 The Committee should review the arrangements for the new Regional Commissioners and Head Teacher Boards to assess whether there are sufficient controls in place to monitor and prevent conflicts of interest from occurring.
- 6.4 London Councils welcomes the focus on the need for robust oversight of academies. London Councils has been lobbying central government for local authorities to have a greater role in the oversight of academies.
- 6.5 Specifically, local authorities should be able to conduct a financial audit or investigation into any school, including Academies, if they feel that there are issues deserving further scrutiny. This information would be important for the wider community to be able to assess the value for money provided by a school.

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<sup>1</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/347936/Careers\\_Guidance\\_and\\_Inspiration\\_College\\_Guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/347936/Careers_Guidance_and_Inspiration_College_Guidance.pdf)

<sup>2</sup> <http://ofqual.gov.uk/documents/corporate-plan/>

<sup>3</sup> [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](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)

<sup>4</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/351496/RR354\\_-\\_Students\\_educational\\_and\\_developmental\\_outcomes\\_at\\_age\\_16.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/351496/RR354_-_Students_educational_and_developmental_outcomes_at_age_16.pdf)

<sup>5</sup> <http://www.parliament.uk/documents/commons-committees/Education/Conflicts-of-interest-in-academies-report.pdf>