

Young People's Education and Skills Operational Sub-Group

AGENDA

Chair:	John Galligan	Job title:	School Improvement Lead (Secondary/14-19), London Borough of Brent
Date:	23 January 2015	Time:	10am – 12 noon
Venue:	London Councils, meeting room 1		
Telephone:	020 7934 9779	Email:	Anna-maria.volpicelli@londoncouncils.gov.uk

Item 1.	Welcome, introductions and apologies • Future Chair	JG
Item 2.	Notes of the last meeting and matters arising <i>(for agreement)</i>	JG
Item 3.	Workplan 2015/16 • Feedback from LEP Skills and Employment Working Group <i>(paper - for agreement)</i>	YB
Item 4.	YPES Board agenda <i>(paper – for discussion/agreement)</i>	NS
Item 5.	YPES Board - proposed revised Constitution <i>(paper – for information)</i>	YB
Item 6.	17+ Report - IoE recommendations/interim Statement of Priorities <i>(paper – for discussion)</i>	YB
Item 7.	Raising the Participation Age <i>(report – for information)</i>	YB
Item 8.	Workplan monitoring <i>(paper – for information)</i>	NS
Item 9.	Policy Update <i>(paper – for information)</i>	NS
Item 10.	Any Other Business	All

Date of next meeting: Friday 15th May, 10-12noon, London Councils

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Notes

Young People's Education and Skills Operational Sub-Group

Date	3 October 2014	Venue	London Councils
Meeting Chair	Mary Vine-Morris		
Contact Officer:	Neeraj Sharma		
Telephone:	020 7934 9524	Email:	Neeraj.sharma@londoncouncils.gov.uk

Present

Mary Vine-Morris (MVM)	London Councils YPES (Chair)
Trevor Cook (TC)	LB Havering (North East Cluster)
Lorraine Downes (LD)	City of Westminster (Central Cluster)
John Galligan (JG)	LB Brent (West Central Cluster/Vice-Chair OSG)
Andy Johnson (AJ)	LB Enfield (North Cluster)
Ann Mason (AM)	RB Kingston Upon Thames and RB Richmond (Chair EFG)
Helen Richardson (HR)	LB Barking and Dagenham (Chair ICYP)
Judith Smyth (JS)	Association of College – London region
Daisy Greenaway (DG)	Greater London Authority

Officers

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

Apologies

Yolande Burgess	London Councils YPES
Debi Christie	LB Bromley (Chair LLDD)
Vic Farlie	LWBLA
Eamonn Gilbert	RB Kingston upon Thames (South West Cluster)
Negat Lodhi	National Apprenticeship Service
David Scott	LB of Hounslow (South West Cluster)
Sheila Weeden	LB Newham (Chair DAG)
Rachel Whittington	Education Funding Agency

1 Welcome, introductions and apologies

- 1.1 MVM welcomed attendees to the meeting and apologies were noted.
- 1.2 MVM informed OSG members that the substantive item for the next YPES Board meeting would be Institute of Education offices reporting back the findings of their research. It meant agenda items for the Board would not be sought from OSG on this occasion.

2 Notes of the last meeting and matters arising

- 2.1 Notes of the last meeting were approved.
- 2.2 MVM confirmed that action points 171 and 175 remained open and would be followed up.

AP186 (carried over): YPES to follow up outstanding action points from the previous meeting.

3 Workplan Monitoring

- 3.1 OSG members talked through the workplan monitoring paper circulated in advance of the meeting. The following points were discussed:
- 3.2 **Improving Choices for Young People** – Concerns were expressed at the variable usage of the Pan-London Leavers Process amongst boroughs. The OSG agreed another drive to increase its use was needed to ensure the system worked efficiently and effectively.
- 3.3 It was confirmed that an email is sent monthly to reminder users that a submission is due; the email is sent to those providers who had already made a return. OSG members discussed the need to disseminate information more widely to encourage greater participation.
- 3.4 **External Funding Group** – POB referred to the paper and provided feedback from the External Funding Group meeting held on 24th September.
- 3.5 In the current ESF programme, the level of detail provided in performance reports from the Skills Funding Agency no longer enables comparison neither between different contracts nor between the contracts that have finished and those that started earlier in the same year.
- 3.6 The YEI Planning Group, which is led by the GLA-European Programmes Management Unit (EPMU) and reports to the Skills and Employment Working Group on the development of the 2014-2020 round of funding, is progressing well on finalising the programmes that will be commissioned as it is now at the stage where programme volumes, outputs and payments are being agreed (programme development cannot include potential bidders). However, because London is well advanced in programme development, it may be possible to start 'market warming' activity before the formal launch of procurement (which, provided other milestones in the approval of the overall programme are reached, should start in January 2015).
- 3.7 Many programmes were designed on sub-regional delivery – though the boundaries of sub-regions were likely to mirror those as part of the growth deal. Leaders Committee would be kept informed and involved with discussions about the growth deal and groupings on an on-going basis.
- 3.8 London Councils and the GLA are also working with boroughs on their submissions for the use of the New Homes Bonus (NHB) and ensuring that there was no duplication in the use of ESF and NHB. This will be resolved by 10th October and borough representatives were advised to liaise with the officers in their authority responsible for NHB.
- 3.9 **Special Educational Needs and Disability** – OSG members explained that the breath and cross-cutting nature of the reforms meant responsibilities were shared amongst the relevant council teams. One area of challenge for 14-19 colleagues was developing guiding principles for FE commissioning. The tri-borough recently commissioned a consultant to work with their officers to develop a framework that would be built on key FE commissioning principles.

- 3.10 **Apprenticeship sub-group** – London Councils recently completed pan-London data exercise to record the number of apprenticeships created by London boroughs between April 2013 and March 2014.
- 3.11 More than 1,300 apprenticeships were created directly by London boroughs and through work with their contractors. A further 251 apprentices had been created through the use of Apprenticeship Training Agencies (ATAs). This meant since 2009 just over 5,000 (5,250 including those generated via ATAs) apprenticeships have been created by London local government.
- 3.12 London local government 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.
- 3.13 Tim Shields, CELC lead for Regeneration, recently wrote out to each London local authority Chief Executive to inform them of this success and provide details of their local authority contribution. The London Borough Apprenticeship Awards ceremony recently took place to celebrate the successful work of London boroughs in this area.

AP191: YPES to add 14-19 leads to the Pan-London Leaver Notification update email service.

AP192: YPES to circulate Tim Shield's letter with the Latest Apprenticeship Data Update to OSG members.

4 IoE Report – recommendations to YPES Board

- 4.1 MVM informed the OSG that the Institute of Education had produced their third and final report as part of the project looking at 17+ participation, attainment and progress in London. It draws together the findings from the two previous reports that examined the 17 plus challenge within schools as well as colleges and makes a number of concluding recommendations.
- 4.2 Throughout the project there had been challenges retrieving equivalent datasets from schools and colleges to allow for easy comparison. Part of the difficulty can be attributed to differences in their respective enrolment cycles.
- 4.3 OSG officers talked through the executive summary and recommendations, the following points discussed:

(a) Executive Summary

- Lack of detail throughout about study programmes, responsibilities of schools as well as colleges with regards to young people who drop out from education/training, and is particularly light about partnership models that are developing/developed in London.
- Ambiguity around paragraph 6 it should be made clear it is referring to schools.
- Recent changes to Ofsted's inspection framework mean progression and destinations of students should be considered by inspectors when forming judgements. It is a helpful lever for London boroughs to work with learning institutions.
- Funding and performance monitoring changes are likely to result in school sixth forms refining their eligibility criteria.
- The report refers to the limited number of apprenticeships in London but does not go on to make a specific recommendation. It was suggested it should be included in CEIAG or mixed provision section.

(b) Recommendations

- Recommendation A, members expressed support for this but suggested that recent reforms to A levels meant it would be challenging to deliver.
- Recommendation B, the resource implication of establishing a post-16 London challenge would be significant. OSG members felt the recommendation would perhaps serve well as a campaign/call to action for a post-16 London challenge.
- Recommendation C, OSG officers supported this recommendation outright.
- Recommendation D, built on the presumption of a post-16 London challenge.
- Recommendation E, the introduction of progress 8 measures for schools may support elements of this recommendation. However, there is limited capacity within the KS4 curriculum to add or teach a new qualification.
- Recommendation F, local authorities do not have any powers to increase the supply of vocational courses. Additionally, local authorities are unable to guarantee the quality of new provision set up in local areas eg. free school UTCs are being set up and approved by government but LAs have no role in the process of control over the quality.
- Recommendation G, government funding changes mean it is financially difficult for learning providers to offer a three-year programme. Additionally, the report does not provide a robust evidence base to suggest a three-year programme would deliver the results that are intended by the recommendation.
- Recommendation H, OSG officers supported this recommendation outright. It was suggested some elements of this are already being picked up through European funding programmes. Concerns were raised that some provision already available is not being taken up by schools due to a limited knowledge of services available and how to engage with schools.
- Recommendation I, mirrors an earlier recommendation to increase partnerships

AP193: OSG members invited to provide feedback on the report and recommendations to neeraj.sharma@londoncouncils.gov.uk by 10am on Monday 13th October.

5 Raising the Participation Age (RPA)

(a) Participation report

- 5.1 MVM talked through the latest participation, not in education, employment or training (NEET) and activity 'not known' statistics for London. According to the latest statistics, the percentage of young people NEET in London was 4.2 per cent, a marginal increase on the previous month (0.1 per cent). London remained below the national average of 5.9 per cent.
- 5.2 The October report also included a participation map in response to a direct request from the OSG.

(b) GCSE/'A' Level results

- 5.3 NS talked through the paper circulated in advance of the meeting. It captured some of the initial information published by Joint Council for Qualifications about national GCSE/A level result.
- 5.4 OSG members raised the following points:
- Change in reporting of GCSE results – only a student's first entry to a GCSE examination will count in their school's performance tables. The change was likely

to impact the performance of some schools, particularly those who offered early/multiple examination entry per pupil.

- Autonomous schools – not all academies and free schools were sharing performance data with local authorities. This meant boroughs and councillors would not be able to have a complete picture about school performance until the Department for Education published the data. It was leading to both a democratic deficit and delay support and challenge offered to schools to drive up standards by at one academic term.
- Ofsted – there remained a mismatch between Ofsted and the Department for Education over the local authority role in education. OSG members expressed concerns that any drop in performance of local schools could trigger a school improvement inspection.

6 Policy Update

- 6.1 NS talked through the policy update paper and flagged up a number of key areas.
- 6.2 DfE recently published revised Careers guidance and inspiration – guidance for general further education colleges and sixth-form colleges. The purpose of which is to enable learning institutions to meet their new duty to secure access to independent careers guidance for their learners. Whilst the guidance is not prescriptive about how each college fulfils the requirement it does provide a number of good practice examples to support colleges meet their duty.
- 6.3 Ofqual published their Corporate Plan 2014-2017. There was an emphasis on streamlining courses where there remained significant overlap or did not meet the reformed programme. Additionally courses where content was deemed to be insufficiently weighty would also be removed.
- 6.4 The Education Select Committee recently commissioned IoE to explore conflicts of interest in academy sponsorship arrangements. It highlighted four areas where conflict of interest may occur and called for greater oversight of academies.

7 Future of Service

- 7.1 MVM informed OSG members that discussions were continuing internally as well as with key stakeholders about the continuation of YPES. Whilst the Department for Education regrettably confirmed they would be unable to extend the existing contract beyond March 2015, discussions were on-going with the London Enterprise Panel.
- 7.2 Key milestones in the decision making process of YPES were 15th October (Forum meeting), 30th October (YPES Board) and 9th December (Leaders' Committee).

8 AOB

- 8.1 Applications for the Skills Funding Agency capital funding: for FE colleges and training organisations recently closed. The fund worth £55 million did not attract the volumes of applications that had been anticipated, it was oversubscribed by 10 per cent. OSG members suggested that the criteria to apply and the timescales for applications may have been a challenge for some organisations.

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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
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	NL	23.1.15	No further information available	Closed
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	VF	23.1.15	Closed - survey deadline passed	Closed
186	15.7.14 3.10.14	Updates on open action points to be shared with OSG members by the next meeting.	YPES	23.1.15	Completed	Closed
191	3.10.14	14-19 Leads to receive the Pan-London Leaver Notification update email service	YPES	23.1.15	Implemented for next email distribution (November)	Closed
192	3.10.14	YPES to circulate Tim Sheild's letter with the latest Apprenticeship Data Update to members	YPES	23.1.15	Circulated in post meeting note 8.10.14	Closed
193	3.10.14	Members are invited to provide feedback on IoE report and recommendations by 10am Monday 13th October	YPES	23.1.15	Deadline passed	Closed

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Young People's Education and Skills Operational Sub-Group

Work Plan 2015-16

Item No: 3

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

Date: 23 January 2015

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

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

Recommendations Operational Sub-Group members are asked to discuss and subsequently recommend the work plan to the Young People's Education and Skills Board.

1 Background

- 1.1 Attached as Appendix 1 to this paper is the draft 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 will be agreed with the LEP, through its Skills and Employment Working Group (S&EWG), and are included in the attached draft work plan. The outputs and deliverables will be presented for agreement at the next meeting of the S&EWG on 22 January 2015; a verbal update on the outcome of this meeting will be provided to Operational Sub-Group (OSG) members on 23 January.

3 Role of the OSG

- 3.1 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 OSG. As representatives of our key strategic partners, OSG members are invited to comment on the appropriateness of the programme of activity planned for 2015-16 and the performance indicators, outputs and milestones proposed.

4 Recommendation

- 4.1 OSG members are asked to discuss and subsequently recommend the work plan to the Young People's Education and Skills Board.

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 2015 - 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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London Councils: 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

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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. 'A' Level results
(*report*) - For information
9. Raising the Participation Age
(*paper*) - For information
10. AOB

Date of next meeting: 4 June 2015

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Young People's Education and Skills Operational Sub-Group

Proposed Board Constitution

Item No: 5

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

Date: 23 January 2015

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

Summary This paper highlights the reasons for proposing a revision to the Young People's Education and Skills Board's Constitution.

Recommendations Operational Sub-Group members are asked to discuss and subsequently recommend the revised Constitution to the Young People's Education and Skills Board.

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 Corporate Governance team (London Councils) is currently advising on whether these proposed changes will need to be approved by London Councils Leaders' Committee.

4 Recommendation

- 4.1 OSG members are asked to discuss and subsequently recommend the revised Constitution to the Young People's Education and Skills Board.

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 quarter or the number nearest to one quarter of the 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 Operational Sub-Group

17+ Participation, Attainment and Progression in London: Key Findings and Recommendations – interim statement of priorities

Item No: 6

Date: 23 January 2015

Contact: Peter O'Brien

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Summary	This paper provides a summary of the findings and recommendations of "17+ participation, attainment and progression in London", presents the implications of this research and presents a framework for the production of an interim statement of priorities for young people's education and skills in London.
Recommendation	It is recommended that the OSG, subsequent to discussion at its meeting on 23 January, further reflects on the research and framework to provide YPES with considered feedback that can be incorporated in a draft Interim Statement of Priorities to be presented to the YPES Board in February 2015

1 Background

- 1.1 At its meeting on 30 October 2014, the Young People's Education and Skills (YPES) 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) for YPES;
 - 1.1.2 agreed that the report be published on the YPES webpage;
 - 1.1.3 agreed to produce an interim statement of priorities based on the report's recommendations. The statement will be discussed at 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.

2 Introduction

- 2.1 Much of the debate on education in London over the past five to ten years has been dominated by the turnaround in performance at Key Stage 4. Commentators tend to concentrate on achievement at GCSE in London, which was once below the national

average, but is currently the best regional performance in England¹. Moreover, participation at age 16 remains high, particularly in the light of Raising the Participation Age². Yet it appears that London is not building on this strong position. Performance post-16 in most of the main performance measures is variable across London, with a close correlation between the areas that are most deprived and those with lower educational attainment. Drop out at 17 remains high and level 3 point scores per candidate are lower in London than the national average - this is one of the many indicators in which London is below the national average at level 3.

- 2.2 Three [detailed research reports](#) explore these issues more deeply and identify the risk factors affecting the participation, retention and attainment of young people 17+, and the strategies for mitigating those risks.
- 2.3 The key issues, risk factors and strategies from these detailed reports have been brought together in the over-arching summary report that highlights the key findings from the entire research programme and makes recommendations to address those findings.

3 Summary of findings and conclusions

- 3.1 The key findings include:
 - 3.1.1 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;
 - 3.1.2 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;
 - 3.1.3 only a third of sixth form school students embarking on a level 2 course at 16 progresses to level 3 study;
 - 3.1.4 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 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);
 - 3.1.5 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.
- 3.3 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.
- 3.4 The headline recommendations from the research are:
 - 3.4.1 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);
 - 3.4.2 there should be a Post-16 London Challenge, which: addresses institutional and borough-based variation; represents a step change in the sharing of good

¹ <https://www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2013-to-2014>

<https://www.gov.uk/government/statistics/a-level-and-other-level-3-results-2013-to-2014-provisional>

² See "Latest participation, NEET and activity 'not known' statistics" (paper 3a)

practice on the 17+ issue; and raises performance through increased partnership working;

- 3.4.3 effective careers education, information, advice and guidance should be provided to all young people throughout their education;
- 3.4.4 there should be a greater focus on building-in progression skills at Key Stage 4;
- 3.4.5 the supply of high quality vocational (or mixed academic/vocational) level 3 provision and Apprenticeships should be increased;
- 3.4.6 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.

4 Relationship between the findings and recommendations with the Board's Vision for young people's education skills in London and the Annual Statement of Priorities

- 4.3 There is a close relationship between the findings and recommendations from the research and the vision and priorities for young people's education and skills in London. There are two important areas that, though touched on in the research, the IoE was not asked to investigate in detail: special educational needs and disability (SEND) and business/education collaboration.
- 4.4 SEND, especially the successful implementation and embedding of the reforms established through the Children and Families Act 2014, remains high on the agendas of local authorities. YPES continues to play a significant role in identifying and sharing effective practice in London and in shaping the implementation of the new arrangements.
- 4.5 The London Enterprise Panel (LEP) remains in the lead position on education-business links, with the Skills and Employment Working Group primarily taking this forward.

5 Implications

- 5.3 The research findings and recommendations are far reaching and could become as much a part of the education debate in London as is school places, where London Councils has for several years highlighted the key issue, successfully lobbied for additional resources and continues to press for improvement. In a similar way, the Board, through London Councils, could be advised on embarking on an awareness-raising campaign and set objectives for lobbying (such as a government restoring full funding for full-time 18 year old students).
- 5.4 The Annual Statement of Priorities is the vehicle for setting out the priorities for young people's education and skills and is usually made available at the beginning of each financial year. With the General Election taking place in May, the Board has agreed that the recommendations from the over-arching report should form the basis of an interim Annual Statement of Priorities in March 2015.

6 Interim Statement of Priorities – A Framework

- 6.1 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:
 - 6.1.1 A Post-16 London Challenge (recommendations 3.4.1 and 3.4.2 above)

6.1.2 Personalised pathways to level 3 (recommendations 3.4.3 to 3.4.6)

6.1.3 Communications.

6.2 A framework for an Interim Statement of Priorities is attached as Appendix 1; the OSG is asked to discuss the framework, comment on its proposals and suggest any additional content for inclusion in the draft that will be prepared for the Board at its February meeting.

6.3 Comments and guidance on how we present actions to the 'Board and strategic partners', 'local authorities' and 'learning institutions' - the groupings we use in the Annual Statement of Priorities - would be particularly welcomed.

7 Recommendation

7.1 It is recommended that the OSG, subsequent to discussion at its meeting on 23 January, further reflects on the research and framework to provide YPES with considered feedback that can be incorporated in a draft Interim Statement of Priorities to be presented to the YPES Board in February 2015.

Participation, Achievement and Progression

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

A Framework

The interim statement of priorities will draw on the research report produced for Young People's Education and Skills by the Institute of Education in October 2014 and also on the evidence base available through Intelligent London to provide current context.

The overall focus of Young People's Education and Skills on the needs of young people and ensuring that every young Londoner has a personal route to success remains valid. The statement should also make it clear that 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.

The priorities for 2015/16 will be:

- 1 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

Learning from the 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.

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, but not if this merely meant an extension of the time the young people spent in school if vocational programmes were more appropriate for them.

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

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

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 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.

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

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 (in conjunction with Ofsted?) and promoting quality vocational provision

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.

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.

Communications

Boroughs are working together more effectively in their sub-regional clusters, which London Councils/YPES should recognise and support.

Young People's Education and Skills Operational Sub-Group

Latest participation, NEET and activity 'not known' statistics **Item: 7**

Date: 23 January 2015

Contact: Peter O'Brien

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Email: peter.obrien@londoncouncils.gov.uk

1 16 to 18 Academic Age Summary (July 2014 – from [NCCIS](#)^{1&2})

- 1.1 The July 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).
- 1.2 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).
- 1.3 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 (see 1.2 and 1.3).
- 1.4 The volume of young people recorded as NEET but not available³ 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%

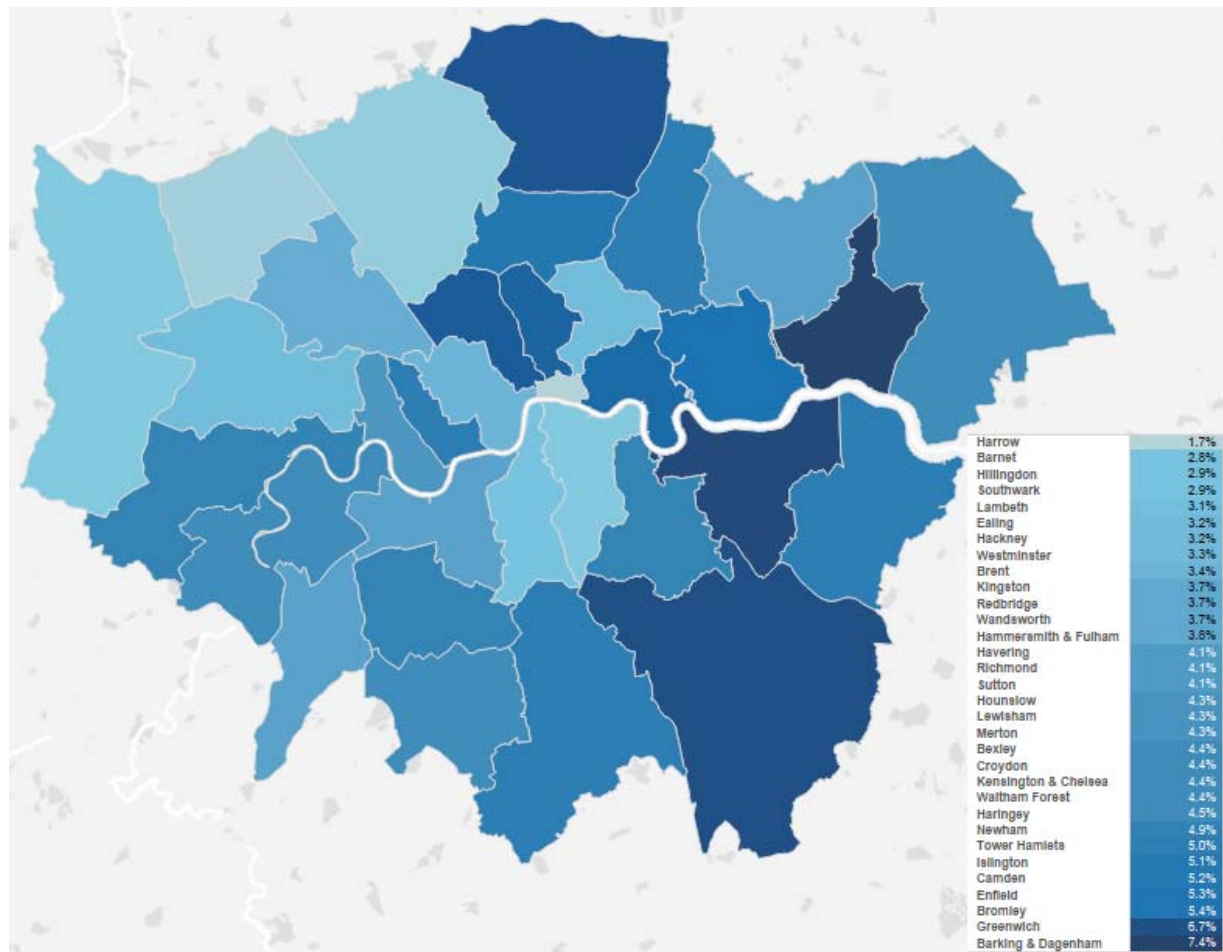
- 1.2 *Percentage of 16-18 year olds who are NEET for the past three months for 2013/14 and 2012/13*

Region	2013-14				2012-13			
	May-14	Jun-14	Jul-14	Ave	May-13	Jun-14	Jul-14	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%

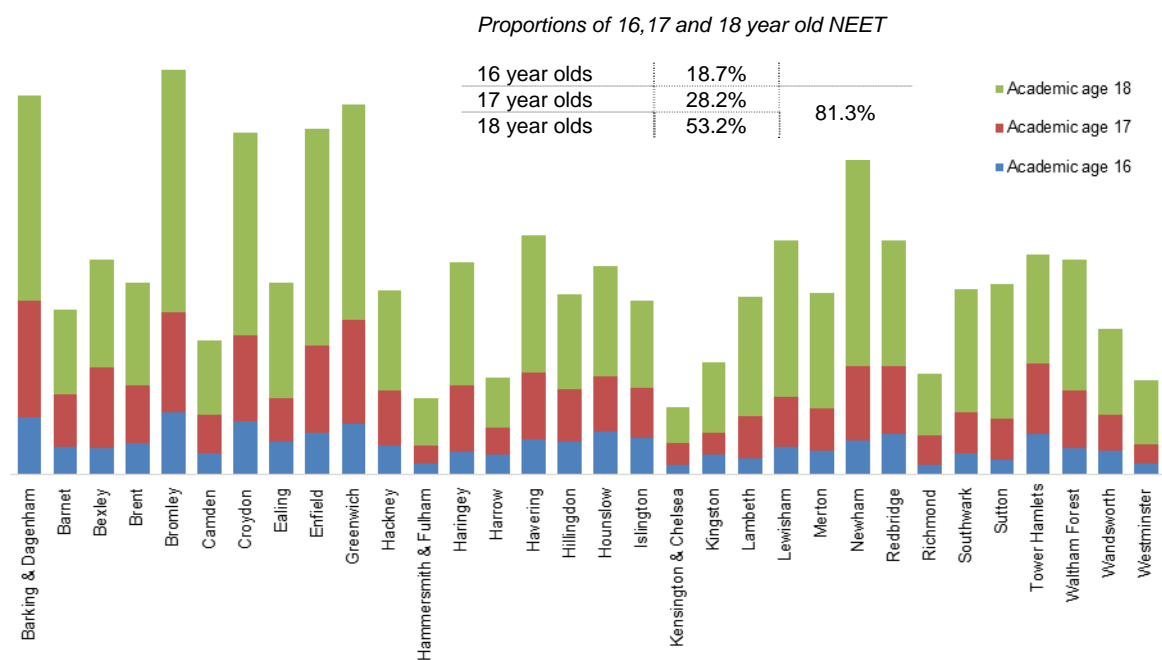
- 1.3 *Percentage of 16-18 year olds whose participation status is 'not known' for the past three months for 2013/14 and 2012/13*

Region	2013-14				2012-13			
	May-14	Jun-14	Jul-14	Ave	May-13	Jun-14	Jul-14	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%

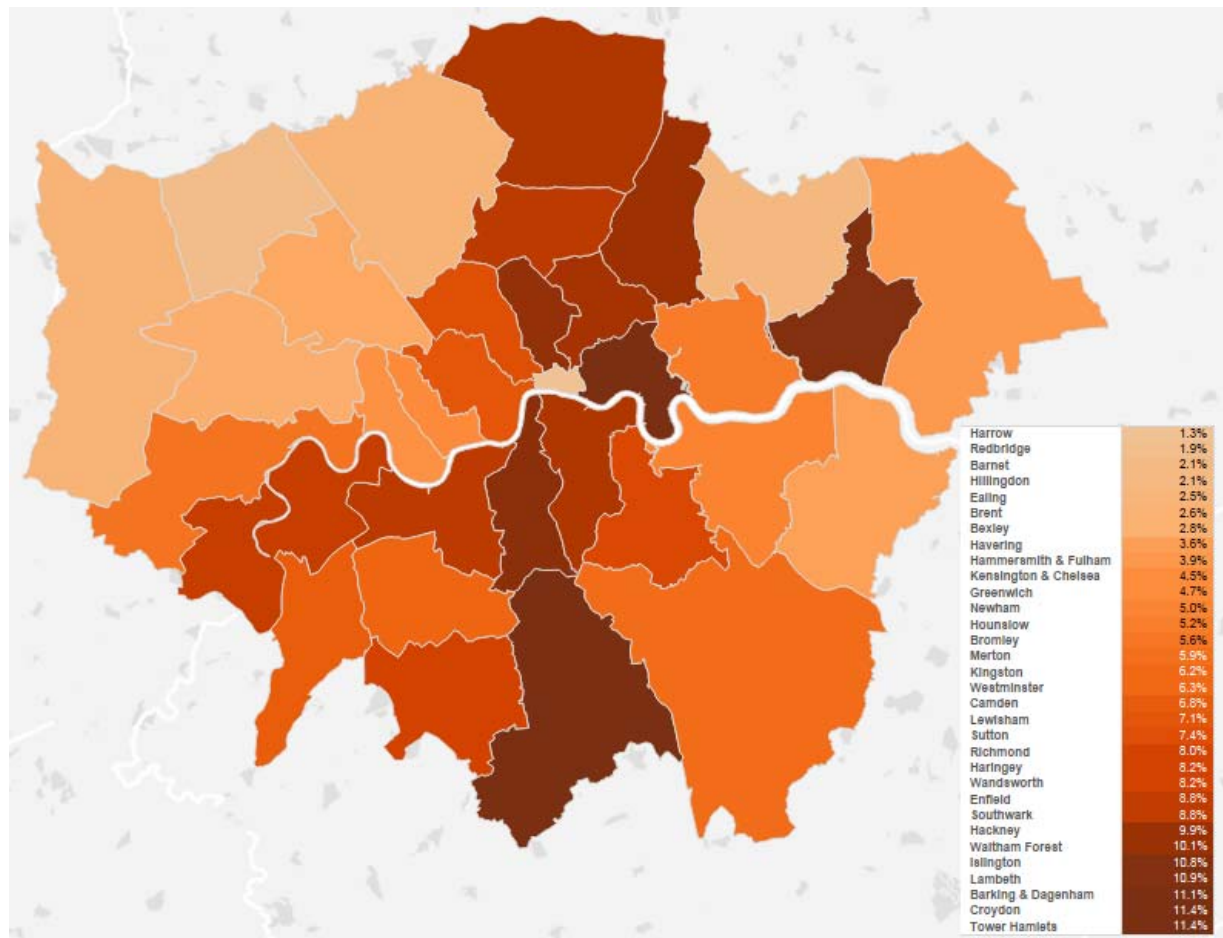
1.4 16-18 year olds NEET by London borough



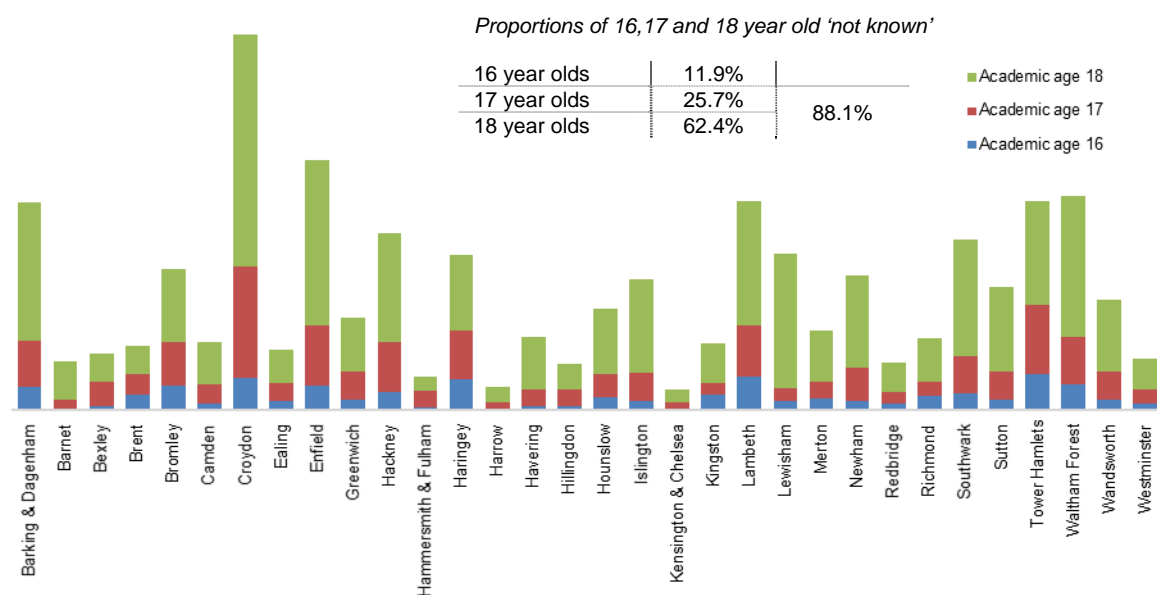
1.5 16-18 year olds NEET by age and London borough



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 (June 2014 - latest available from the [Department for Education](#)⁴)

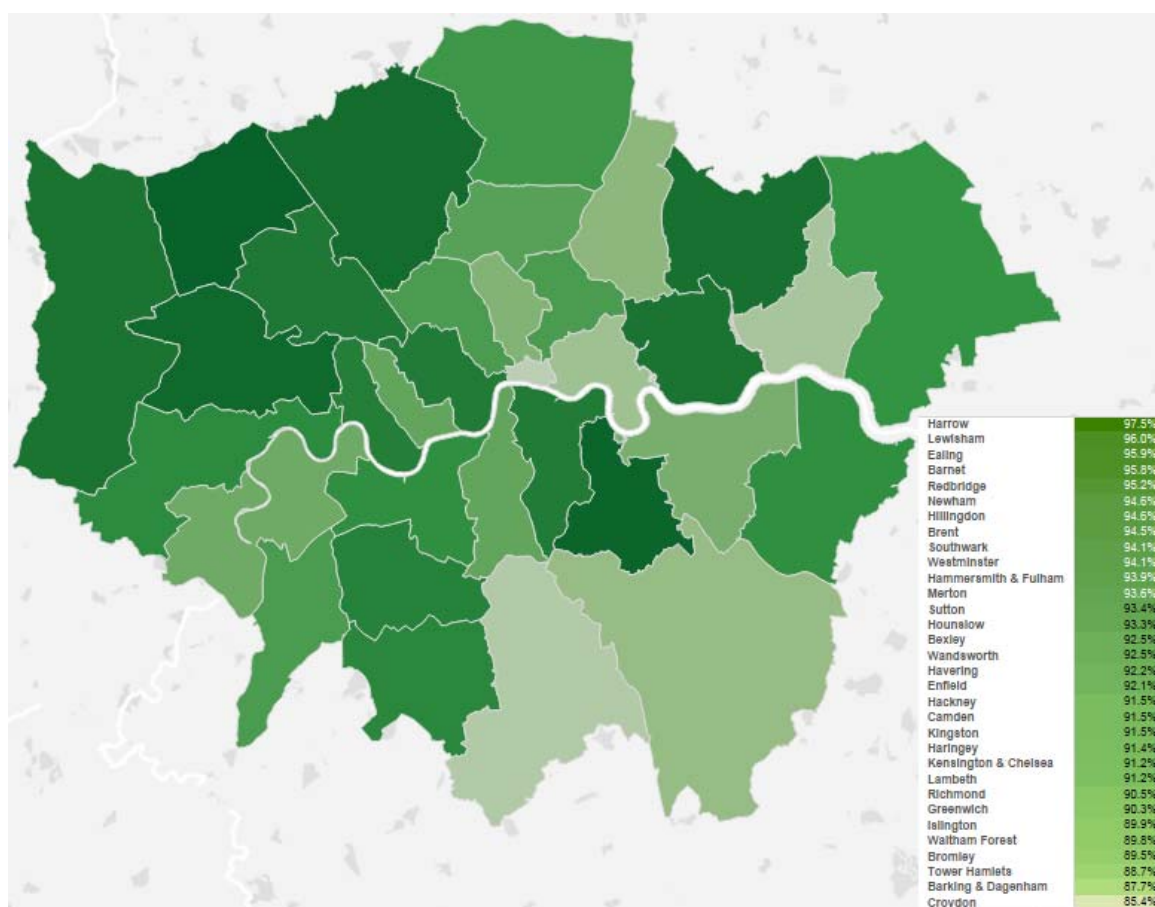
2.1 On 2 October 2014 the Department for Education (DfE) published 16 and 17 year old participation data that highlights where participation is rising, static or falling. The data also provides a breakdown of participation by type of establishment, age, gender and ethnic group.

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.

2.1 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%	↻

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	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%

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%

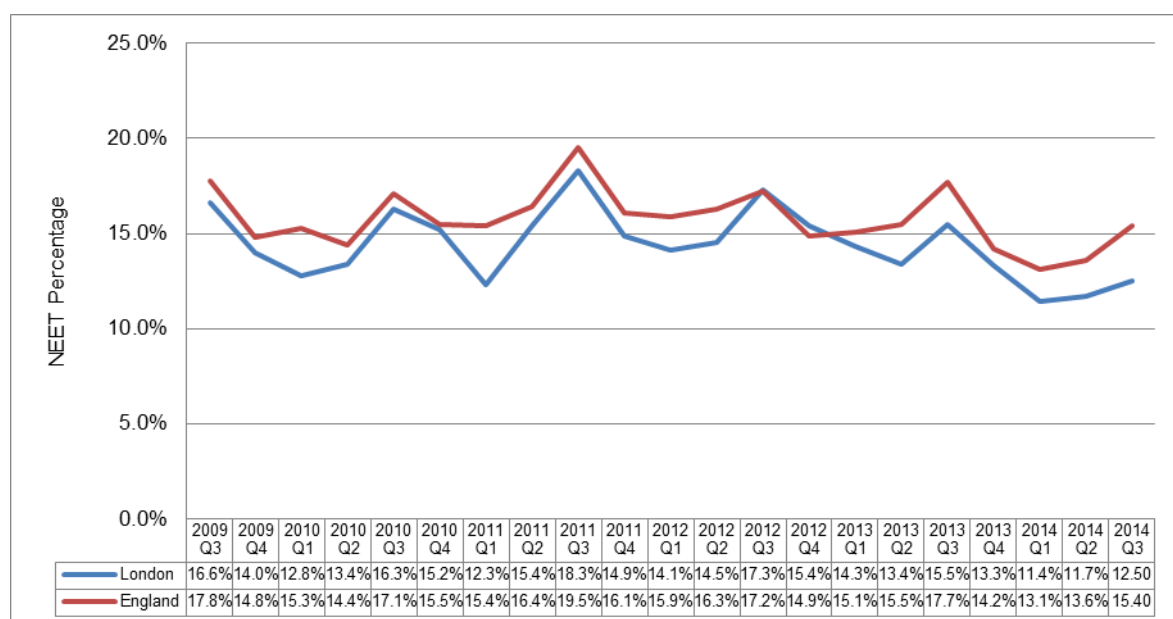
3 16-24 NEET Statistics Quarterly Brief (November, Quarter 2 [April - June 2014] - latest available from [GOV.UK](http://gov.uk))⁵

Note: previous years' estimates were revised in November 2014 following a reweighting of the Labour Force Survey covering 2001 to 2013. See Statistical First Release 47/2014 for further details

- 3.1 Both the volume and percentage of 16 to 24 year olds who were NEET in Quarter 3 of 2014 in London have increased since Quarter 2, but are lower than the same quarter last year (see 3.1 table). The London NEET percentage remains below the national figure by almost 3 percentage points (see 3.1 and line graph).
- 3.2 The percentage of 18 to 24 year olds and 19 to 24 year olds who were NEET in Quarter 3 of 2014 in London have increased since Quarter 2, but 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	1,179,000	19.4%	1,038,000	17.2%	1,068,000	17.6%	932,000	13.6%
London	175,000	18.4%	165,000	17.2%	152,000	15.5%	121,000	12.5%



3.2 Number of 18-24 year olds NEET

Region	Quarter 2							
	2011		2012		2013		2014	
	Volume	%	Volume	%	Volume	%	Volume	%
England	1,028,000	21.5%	930,000	19.4%	943,000	19.5%	830,000	17.3%
London	159,000	20.4%	152,000	18.4%	136,000	17.2%	112,000	14.0%

3.3 Number of 19-24 year olds NEET

Region	Quarter 2							
	2011		2012		2013		2014	
	Volume	%	Volume	%	Volume	%	Volume	%
England	905,000	22.0%	835,000	20.1%	837,000	20.0%	731,000	17.6%
London	145,000	20.9%	145,000	20.7%	123,000	17.3%	100,000	13.9%

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

² August to November figures will not be formally reported due to data volatility in the first term of the academic year

³ Includes young carers, teenage parents and mothers-to-be, and young people with a serious or on-going health problem

⁴ 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

⁵ 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

Workplan Monitoring – update January 2015

Item No: 8

Date: 23 January 2015

Contact Anna-Maria Volpicelli

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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.

1 Data

- 1.1 A beta version of Skills Match is under controlled release to user acceptance testers. As this is a complex modelling project there are a number of key caveats that need to be considered when looking at the analysis, so the project team sought some external challenge of the methodology and analysis. A small group of colleagues met in December to constructively interrogate and refine the modelling and analysis.
- 1.2 Colleagues from MIME Consulting are additionally meeting with economists from the Greater London Authority (GLA) Economics team to test out the underlying methodology
- 1.3 The site will go public in February with a soft launch. Following user feedback over the first month we will undertake a hard launch and an evaluation of the sites usage.



2 Improving Choices for Young People

- 2.1 Usage of the Pan-London Leavers Process has been steadily increasing since the beginning of the 2014/15 academic year, from 43 returns in September to 101 returns in November. Half of London's boroughs are receiving returns from their institutions via this process.
- 2.2 In partnership with the London Enterprise Panel (LEP) Skills and Employment Working Group (S&EWG), we have commissioned Dr Deirdre Hughes to develop a 'London Careers Offer' for young people. A Senior Advisory Body is being set up to help guide and support the work. The advisory body includes members from the LEP, the S&EWG, the Young People's Education and Skills Board, and experts from York University and the CBI.
- 2.3 The first meeting of the advisory body will take place on 2 February. The morning session will enable members to gain insight into some good/interesting careers policies and practices from a consumer perspective, and the afternoon will be spent discussing and critiquing potential models for a London Careers Offer for young people.
- 2.4 In partnership with the GLA and the South East Strategic Leaders, we have commissioned the National Foundation for Education Research (NFER) to explore engagement between small, middle and micro-sized businesses and schools and colleges in London and the south-east of England in order to identify and share promising practice in terms of the way they engage.
- 2.5 In order to contribute to improving employability skills among the future workforce, the findings from the research will be used to inform a solution for improving engagement between employers and educational institutions.
- 2.6 Stage one of the work comprised a high-level review of key current literature; a consultation with key stakeholders to examine current approaches to employer-education engagement; focus groups to further explore promising practice; and a write-up of case studies. Findings indicated the importance of developing direct relationships between schools and colleges and SMEs where mutual respect, transparency and benefits are recognised and valued. NFER is now piloting some key questions for SMEs and schools and colleges to ask to better understand ways of working in partnership and the benefits for all.
- 2.7 Materials are being produced to support more enhanced connection between SMEs and education in London and the South East.

3 External Funding

- 3.1 The final meeting of the External Funding Group took place on 11 December. The meeting discussed: ESF 2007-2013 Programmes, which (both for the SFA- and GLA-managed provision) operate broadly along the lines previously reported to the OSG; ESIF 2014-2020 (see more up-to-date information below); Youth Contract (which has experienced a tremendous increase in starts since the summer); and Future Working.
- 3.2 The Group has taken the view, as previously discussed at the OSG, that – in the light of the current location of responsibilities – local authorities' ambition for integrated commissioning would be best taken forward by London Councils through its relationship with the LEP. Engagement with local authorities (and other relevant partners) will be better served through reporting to OSG (and cascading through clusters); dissemination through the termly 14-19 Update; convening Task and Finish Groups/Workshops focused on specific themes; and discussion (as necessary) at 14-19 Leads Conferences or the LA Forum.

- 3.3 *ESIF 2014-2020*: The LEP now has its own website and a page dedicated to the [European Funding Strategy](#). This page provides the latest accurate information about ESF and its timescales. The Question and Answer Factsheet was last updated on 9 January 2015 and there is an email address to which any questions about ESF should be sent: esf@london.gov.uk.
- 3.4 Organisations that wish to bid for the next ESF Youth programme had to have been entered on the Skills Funding Agency [Register of Training Organisations](#) by 23 January 2015. Although it now seems certain that the European Commission will not formally agree the national Operational Programme until after the UK General Election, the government is obtaining 'agreement in principle' so that the programme can be launched in March. Programme Inception Documents are being prepared for handover to the Agency by the end of January and there are other processes to complete between the government, Opt-In organisations and the LEP before procurement can start in March (and contracts start in September). In parallel, London Councils has asked boroughs if they wish to be part of local co-financing; this is mostly for adult provision, along similar lines that applied in the previous round.

4 Special Educational Needs and Disability

- 4.1 Work continues through the London Projects as detailed below.
- 4.2 Final planning is underway for two pan London events (10 February and 10 March), to bring together commissioners and colleges to focus on education, health and care plans and to look at outcomes in the context of curriculum development. We are working with the Department for Education and the Preparing for Adulthood team on these events. So that the structure and content for the events can be used by other regions.
- 4.3 Two London wide sessions were held on 14 October. The morning session on Joint Commissioning was led by In Control and Southwark Council and focussed on the revised Making it Personal Guidance - How to Commission for personalisation: guidance for commissioners and others in children and young people's services. The afternoon session led by Preparing for Adulthood and Bromley Council focussed on Post 19 Criteria. Following this event, commissioners in London are being encouraged to upload exemplars of developing practice on the LGA's Knowledge Hub Making It Personal Group. In addition, it is intended that a number of Action Learning Sets will be convened on aspects of joint commissioning including commissioning therapies.
- 4.4 In Control led an introduction to Resource Allocation Systems session together with colleagues from Merton Council on the 22 October. This was followed by a pan-London session on Resource Allocation Systems across SEN, social care and health on the 27 November. There was also a round table discussion about progress on joint commissioning on 9 December.
- 4.5 Working with the Department for Education, the Department for Work and Pensions, Remploy and Lee Scott MP, the government's special educational needs envoy, we will be holding a Learning Disability Confident employer event at the Houses of Parliament on 26 February. The event will provide an opportunity for business leaders to learn what it means to be learning disability confident, and the support that is available to them to make this happen. Business leaders from a number of organisations will be talking about their experience as employers, including speakers from NHS England, National Grid and Remploy.
- 4.6 This event is aimed at business leaders who can provide leadership support for change in their organisations. Part of the event will be a pledge, available to sign on the day, committing organisations to action with bespoke professional support.

5 Apprenticeships

- 5.1 The last meeting of the Apprenticeship Sub-Group took place on the 2 December. Kevin Hoorer delivered a presentation focusing on the GLA's work to increase the quantity and take up of apprenticeships.
- 5.2 The Mayor set a target of 250,000 apprenticeships by the end of his second term. Significant progress had been made to increase the numbers of apprenticeships but take up was beginning to fall. In part this could be attributed to the pickup of the economy and potential apprentices aged 24 and older were entering the labour market through other job opportunities.
- 5.3 Kevin talked through the four key strands of the GLA's work to support an increase in apprenticeship opportunities across London:
- Focus on Higher Apprenticeships – the LEP is seeking funding for 2,500 Higher Apprenticeships for 2014/15 and 2015/16.
 - Apprenticeship Information Ambassadors Network – information sessions in schools to promote apprenticeships to young people.
 - Careers Service – working with Prospects to ensure this meets London's needs.
 - 2014-20 European Structural and Investment Funds – extending the careers offer for young people, pre-apprenticeship support, work experience, basic skills training.
- 5.4 The Apprenticeship subgroup agreed to set up a working group to review and refine the existing London Borough Apprenticeship Awards. This will be taking place during February 2015 with any changes to be agreed by the subgroup on Tuesday 17 March 2015.
- 5.5 London Councils, as part of its work at Skills London (21-22 November), set up a webpage providing a quick link to each [London borough's apprenticeship webpage](#). To date, more than 800 views of the webpage have been recorded. The webpage will now remain open.
- 5.6 London Councils was represented at Skills London by a team of apprentice volunteers from five boroughs who offered first-hand advice and guidance to young people about the benefits of local authority apprenticeships. Over 500 business cards promoting the [Skills London apprenticeship webpage](#) were distributed during the two day event.

Young People's Education and Skills Operational Sub-Group

Policy Update

Item No: 9

Date: 23 January 2015

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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.

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 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.
- 2.2 *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).
- 2.3 *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.
- 2.4 *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.

- 2.5 *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.*
- 2.6 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 The economic value of key intermediate qualifications: estimating the returns and lifetime productivity gains to GCSEs, A levels and apprenticeships³

- 4.1 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.
- 4.2 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.
- 4.3 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.
- 4.4 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.

5 Ofsted Annual Report 2013/14: London report⁴

- 5.1 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.
- 5.2 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.
- 5.3 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.
 - Ofsted has two overarching key priorities to support improve the performance of London, these are:
 - improving equal access and achievement in London;
 - challenging system leadership.
- 5.4 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.

6 The Future of Apprenticeships in England: Funding Reform Technical Consultation – Government Response⁵

- 6.1 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.
- 6.2 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.
- 6.3 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.
- 6.4 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 for this 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.
- 6.5 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.
- 6.6 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.
- 6.7 Since the funding consultation, the government has published details of a funding model being trialed with the new employer-designed apprenticeship standards in the 2014/15 academic year and 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.

- 6.8 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.

7 Funding for children and young people with SEND Consultation⁶

- 7.1 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.
- 7.2 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 [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/387160/RR398A -
Economic Value of Key Qualifications.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/387160/RR398A_-_Economic_Value_of_Key_Qualifications.pdf)

⁴ [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)

⁵ [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](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_docu-
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