

Vision 2020

The future of young people's education and skills in London



February 2017

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1. Foreword

Events over the last few years have shown just how unpredictable life can be.

This statement of our vision for young Londoners’ education and skills in 2020 does not attempt to provide a blueprint or roadmap through every possible eventuality over the next three years; but it does set out the key requirements of the education and skills system that will best meet the needs of London.

In the face of future changes, some things will remain constant:

- The labour market will become ever more highly skilled;
- Young people, who have faced disadvantage in the labour market for some time, will continue to face fierce competition for jobs;
- Career pathways will be more complex and, in the long-term, young people will need to become more resilient to change;
- The demand for teachers, trainers and tutors will continue to increase.

This means that the process of preparing young people for their future will have to start far earlier than has previously been the norm. It will simply be too late for young people to start thinking about life after school when they are aged 14 or 15.

Irrespective of the detail of central government policy, the effects of the transformation of public services and devolution in London or the location of key statutory responsibilities, young people expect that education and skills provision will equip them with the skills and attitudes for a successful adulthood and enable them to contribute to the success of London as a world-class city.

In an uncertain future, this is a significant challenge. Yet we readily rise to that challenge and set out in this *Vision 2020* the key requirements for London’s education and skills system.



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2. Our vision

Our vision is that education and skills for young Londoners should be:

- **experiential**, built on a sound foundation of learning from the earliest age
- **inclusive**, ensuring that all young people have the chance to develop to their full potential
- **equal**, aiming to eliminate access, achievement and progression gaps between those who are disadvantaged and those who are not
- **enabling**, helping the current generation of young people to take advantage - independently - of opportunities that come their way
- **aspirational**, ensuring young Londoners participate in world class education and skills provision that leads to them achieving the skills, experience and qualifications they need to get on in life, and play a full part in the rich cultural life of London and its economy

The vision is supported by ambitions to address the critical challenges for young Londoners’ education and skills:

- Access and Participation
- Quality Learning Experiences
- Excellence Achieving Results

The detail behind these ambitions is set out in the following pages.

We will work with other key stakeholders in London to achieve the vision for young people’s education and skills, principally the Mayor of London and the London Economic Action Partnership.

We will continue to work with our main partners - London’s borough councils, the City of London Corporation, sub-regional bodies, the Greater London Authority, central government departments and agencies and representative bodies of learning institutions and the third sector - to maximise joint investment to take forward our shared ambitions.



3. Access and Participation

Our vision

sufficient and suitable places available in London that enable young people and their parents/carers to find a programme of learning accessible to where they live.

all young people to have **access to world-class education and training**, whether at school, college, with an alternative provider or employer, with a personalised programme of education, skills and support to reach their goals. We want young people to continue in learning until they are 18, achieve their qualifications and/or agreed outcomes and move on in life to fulfil their ambitions.

every young Londoner to receive **impartial, independent and personalised careers education, information, advice and face-to-face guidance** that is rooted in their local community.

every young Londoner to have at least **100 hours experience of the world of work**, in some form, by the time they reach the age of 16 and for each young Londoner's employability journey to be captured in a personalised digital portfolio; so that it provides a strong foundation for London's young people to take responsibility for capturing learning and experiences from an early age (and beyond the age of 16) and supports their careers activities with employers.

learning institutions that design and deliver **individualised study programmes** for all young people that are shaped and owned by young people themselves; that ensure sustained progression outcomes; and that lead to the attainment of technical

skills that will be in demand in the labour market of the future. Where young people need more time to complete Level 3 courses, we want the funding system and learning institutions to support young people achieve their potential.

a **range of provision** available in London to meet the diverse needs of young Londoners that is relevant to their future goals so that young people are encouraged to complete their courses and embrace lifelong learning.



4. Quality Learning Experiences

Our vision

a **dynamic curriculum offer informed by employers** that prepares young people to access and excel in the jobs of the future and equip them with the skills and attributes they need, including: resilience, aspiration and entrepreneurship.

learning institutions and the business community working better together to enable more young people to succeed.

a **teaching and training workforce that can deliver the curriculum of the future**. This requires a meaningful conversation in London around the expectations and workload of teachers, tutors and trainers. This critical dialogue needs to involve all interested parties so that, collectively, we ensure that, as the demands on learning institutions increase (for example in delivering English and maths to greater numbers of students), the demands on teachers, trainers and tutors do not lead to increasing shortages in suitably qualified staff. We want to see a London workforce development strategy that ensures that sufficient teachers are available to deliver excellent learning opportunities in all subjects, in facilities that are fit for purpose and in learning environments that bring the best out of every student.

more young people stay in learning after the age of 17 and go on to achieve good grades in A-Levels and other Level 3 qualifications and/or good outcomes in subjects that help them move on in life and contribute to the future progress of London, its economy and society.

every secondary school and college has in place an explicit, publicised and regularly reviewed careers policy and **Careers**

Curriculum and a governor with oversight for ensuring that their institution supports all students to relate their learning to careers and the world of work from an early age.

the successful completion of the further education area reviews in London and the emergence of skills provision that **meets the needs of young people and businesses** delivered by institutions that challenge themselves to deliver relevant high-quality learning opportunities: whether classroom-based, work-based or other flexible learning, so that young people acquire the skills they need to thrive in the future.

schools and colleges developing a stronger awareness of London's labour market, **taking a whole-school approach to using the entire curriculum to support young people to plan for their futures**.

continue to **reduce the gaps between the successes of disadvantaged young people and their peers**, especially young people entitled to free school meals. We want this gap to close still further and to tackle other disparities, particularly those affecting young people with learning disabilities, looked after children, care leavers and young people in alternative provision. Education and skills in London has to work better for young people from backgrounds and areas associated with educational underachievement and transgenerational unemployment.

sufficient **world-class higher level and technical provision** that ensures young people gain the skills, experience and qualifications they need to support the future growth of London as a world-leading city.

5. Excellence achieving results

Our vision

young people better prepared, especially at 17 and 19, for progression to further and higher education and employment, who understand the value of continuing, lifelong investment in their own learning and personal development, able to start their adult life equipped to contribute and grow in London society and civic life to the best of their ability.

a good and **shared understanding of a young person's "learner journey"** that enables young people to build brilliant CVs as they move through the education and skills system.

when they leave school, college or other provision, **all young Londoners have access to high-quality opportunities** - apprenticeships, traineeships, jobs with training, a place at college or university - and are fully supported to choose the progression pathway that is most appropriate for their needs and aspirations, so that more young people acquire higher-level skills and/or qualifications where appropriate.

the **pace of reducing attainment and progression gaps for disadvantaged young Londoners accelerates** as a crucial step to improving social mobility. We want the most vulnerable young people and those facing disadvantages in accessing learning and the labour market to get the support they need to acquire the skills that will enable them to get into and get on in work and life.



We have formed this vision from a position of strength. The key challenge for London now is to build on the strengths we have developed in participation, attainment and progression and the successes achieved by many young Londoners in recent years, whilst paying particular attention to young people who are not participating in learning or not achieving what they need to progress in life.

We intend to continue to produce annual statements of priorities as the primary vehicle for implementing our vision.

Our primary source of evidence is: Intelligent London www.intelligentlondon.org.uk
See also: London Datastore www.data.london.gov.uk

6. Context

During the next three years we expect to see continued reform of education and skills in England and a great degree of uncertainty in the country's economic and political outlook.

We may not have a blueprint for the future, but we expect some things to remain true in the three years covered by this vision. We know that:

- There is overwhelming evidence to show that young people need to be better prepared for entry into the labour market.
- Young people remain at a disadvantage in the labour market.
- London's economy will continue to demand higher-skilled employees.
- Not all young Londoners want to go on to university straight from school or college.
- Too many young people feel that they are not in a good place to exercise choice in their education options.
- There remains considerable inequality in terms of educational achievement and progression: the achievement and progression for young people with Special Educational Needs and/or Disabilities and young people with fewer financial and social assets are considerably lower than for other young people.
- London is a youthful city and it is going to remain so for the foreseeable future.
- London attracts young people from elsewhere in England, Europe and the world (this isn't going to change in the short-term, though the medium-to-long-term effects of Brexit could possibly reduce London's draw to some young people).
- London has a vibrant and diverse school population: approximately 40 per cent of London's secondary school pupils are white and 20 per cent each are black, Asian and from other or 'mixed' ethnic backgrounds.
- There has been a proliferation in types of 16 to 19 learning institution in London since 2010 (as in the rest of the country) and the policy environment enables this to continue.
- London has relatively low levels of young people who are not in education, employment or training, but a higher than average proportion of young people whose activity status is not known.
- Young people tend to be highly mobile and are more likely to travel across local authority boundaries to their place of learning than is the case elsewhere in England.
- Although London is close to full participation at age 16, drop-out at 17 has been a long-standing issue that, although improved, remains a stubborn matter.
- London compares well against national averages in attainment, but has still some distance to make up against other leading world cities and jurisdictions.
- Borough variation in performance is of some concern and young people from disadvantaged backgrounds still tend to achieve less well and have fewer life chances at the age of 19 than those who are not.
- Proportionally more young Londoners enter Higher Education after the 16-19 phase than the national average, but take-up of Apprenticeships has been much lower than the national average for some time and continues to be so.

7. Key learning points

London remains the UK's premium world-class city and the only city in Britain that is in the international major league; consequently many of England's initiatives in devolution are formed on improving London's hinterland or extending the success of London and the south-east's economic advantage. Irrespective of the progress of other experiments in sub-national devolution, the UK's success will continue to depend on a successful London and, more importantly, London's ability to distribute the effects of that success to the rest of the UK.

Of course, with London's success come many of the problems associated with the world's major urban settings, among which are: a rapidly growing population; affordable housing; social cohesion; sustainable transport; adequate, affordable and sustainable health and social care; protection of the environment; and economic and employment equality. These are neither surprising nor new issues. It remains a critical and on-going challenge for London's government – London-wide and local – to bring together an effective coalition of interests (all tiers of government, private-sector, third sector) that ensure that London advances on a broad front on all its critical issues to continue to serve the needs and interests of Londoners and maintain the position of a leading world-class city.

Although we are primarily addressing in this vision the education and skills of young people, we are conscious of the impact of the actions we propose on the other critical priorities affecting London. Our vision is based on the following general outlook:

- London is likely to remain a youthful and cosmopolitan city. Precisely how its economy, labour market and cultural

life will be affected by Brexit remains to be seen, but in the short-term London's status as a leading world-class city is unlikely to be at risk. It will continue to be attractive as a place to live, work and study in and to visit.

- London's economy up to 2020 will continue to be dominated by finance, health/social care, science, digital knowledge and construction. The continued drive to high-skilled, high productivity and high value-adding jobs, combined with further advances in automation, means that fewer low-skilled jobs will be available for those who do not achieve at least Level 3 and there will be fewer opportunities for advancement from low-skilled jobs.
- It is imperative that young people leave the education system with an appropriate range of skills that are relevant to their employment goals – and that presumes that young people also leave the education system with clear employment goals.
- To live up to its challenges, education and skills in London will need to do more to provide young people not just with qualifications, but with the whole set of skills that improve their long-term employability. The further education sector is proving to be extremely agile in: reaching out to students who have underachieved at ages 14 and 16; identifying those at risk of dropping out; and giving disengaged young people a second chance to reintegrate into the education system.
- Businesses are working more closely with schools and colleges now and we see London Ambitions as providing an essential impetus over the next



few years to continued progress in the development of a London Careers Curriculum. As this matures in the period ahead, the sector will be able to provide multiple pathways that help school and college leavers to enter the labour market, make more successful transitions to work and contribute more fully to London's success.

- While there is considerable evidence to show that education and skills work well for those young people and their families who have in mind career pathways in specific professions (often those to which they already have some connections), it does not work so well for young people from backgrounds that are associated with educational underachievement and transgenerational unemployment. We will continue to use London Ambitions – an approach to careers education, information, advice and guidance that is unique to London – as the vehicle to transform the aspirations of young people and the opportunities open to them. London Ambitions will be our flagship activity during the lifetime of this vision and we will be fully committed to working with our partners and other stakeholders on its implementation.
 - While we have some reservations about the negative effects of some of the government's education reforms on young Londoners, we will ensure that their introduction works to the advantage of young people and businesses in the capital. Among those reforms that we feel require particular sensitivity and vigilance are:
1. Reforms in the funding of provision for students with special educational needs

and disabilities, particularly those with high-needs;

2. Funding changes that significantly disadvantage highly successful London institutions and could potentially lead to a shortfall of places and/or a reduction in quality and breadth of provision;
 3. Changes to the funding of Apprenticeships that could threaten the quality and reputation of the Apprenticeship brand.
- Education and skills in London have improved tremendously in the past decade and continue to improve thanks to its inspired leaders and the dedicated service of its teachers, trainers, tutors and all those who support them and the children and young people of London. As a whole the sector is fully alive to its challenges and areas for improvement; it consistently demonstrates its capacity for improvement and delivery against key objectives. The sector has risen to the challenge of improving attainment at Key Stage 4; of achieving social cohesion in a diverse population that is the envy of many other major world cities and is delivering on full participation up to the age of 18.
 - The sector has recognised that more progress must be made on closing participation, attainment and progression gaps between those from advantaged and disadvantaged backgrounds; of ensuring that the quality and availability of Technical Education improves; of working with employers to improve the take-up of Apprenticeships; and reducing early school leaving, especially drop-out from learning at 17.

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images: Photofusion
publication date: February 2017