

Participation, Achievement, Progression

The priorities for Young People's Education and Skills in London 2018/19



Strategic analysis

June 2018



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This paper supports the document “Participation, Achievement and Progression: The priorities for young people’s education and skills in London 2018 to 2019”, which sets out the ambitions, principles and priorities for young people’s education and skills in London.

Together, these two documents aim to help local authorities meet their statutory duties and institutions to plan and deliver excellent opportunities for young people to learn and thrive in London.

The principal sources of the evidence base are Intelligent London and The London Data Store (managed by GLAEconomics). We rely on other data and analyses published by central government on gov.uk and always provide a cross reference to the sources of the data we use.

Where we have produced our own analysis of data that is not otherwise published, we will provide a brief description of the approach we have taken and will provide further information about our processes for data extraction and manipulation on request.

Introduction

Last year, taking into account the views of the education and skills sector in London, the Young People's Education and Skills Board published "Vision 2020: The future of young people's education and skills in London".

The vision sets out the ways in which the education and skills system in London needs to change so that young Londoners access and participate in high-quality learning that keeps pace with the changing world; and young people are better equipped to play a full part in the London of the future.

The annual statement of priorities, then, sets out the areas in which immediate action is needed so that the vision can be realised.

This year, the annual statement of priorities comprises two documents.

We have published the core annual statement of priorities ("Participation, Achievement, Progression: Priorities for Young People's Education and Skills in London 2018 to 2019") as a succinct summary of the current needs of young people's education and skills in London, the signposts to action and the measures of success as they relate to the vision.

In this document, we are setting out our analysis of the evidence base to explain how we have formed the conclusions we have drawn out in the core document.

The core document provides an overview of our beliefs, ambitions, principles and ways of working.

Here, we cover:

- Our analysis of the context in which the

young people's education and skills system in London operates.

- How this analysis enables us to define the priority areas for London and a statement of what London needs.
- Bringing together this analysis and the ambitions established in Vision 2020 so that the sector is clear on how we have derived the signposts to action and measures of success.

In "Vision 2020", we said how recent years had shown how unpredictable life can be – if anything, the last 12 months have shown how true that is. It is impossible to predict or plan for every eventuality in a system as complex as the education and skills system in London.

That is why we are concentrating on setting out the broad principles and priorities for action that will enable greatest progress to be made on the vision.

The Young People's Education and Skills Board is unique as it encompasses local authorities and other bodies that have responsibility for the education and skills of young Londoners, including the Mayor of London, employers and learning institutions. We work closely with the Education and Skills Funding Agency (ESFA) and the Department for Education (DfE) on education and skills policy. Synthesising these broad perspectives, we have identified that the immediate issues for young Londoners are:

- Young people will need to acquire the skills and experience they need to succeed in the occupations and roles that will come to dominate the London economy in the period ahead. **This means that theoretical ('academic') and technical education / apprenticeships in London have to be of high quality and distributed evenly across London.**
- Teachers, tutors, lecturers and other educational managers and professionals will need to ensure young people – and their carers / parents - become more familiar with careers opportunities that exist now and that will be a feature of London's changing workforce of the future. **This means that careers education, which we believe should be a more prominent feature in London's education and skills system, needs to relate to technical education as much as it does to academic learning routes. It also means that it is important for London that the government's reforms to technical education are introduced effectively.**
- Businesses will need to invest in skills and provide opportunities for young people, while still in the education and skills

system, to acquire relevant experiences of the world of work and to commit to genuine continuing professional development of their workforce. **This means making greater progress in raising the value of learning by businesses and individuals.**

- High needs provision needs to be preserved and expanded without risking any reduction in the quality of provision. **This means that the resourcing of education and training in London is a major issue for all young people and their families, but particularly for those with greatest needs.**

1. Vision 2020 – the vision of education and skills for young Londoners

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.

2. The story of London

London is a young city – it's going to remain a young city and it's going to get relatively even younger in the near future. Its population is growing and this is going to put more strain on its basic infrastructure than at present.

London is the only UK city in the international major league; it has long been a magnet for young people from other parts of the UK, Europe and the world and there is no sign that this is going to change in the near future.

London is a crowded city; it will be necessary for planning authorities to work together to accommodate growth in the population and economy within its available space, so that London becomes more widely accepted as a healthy and safe place for young people to live, work, study and enjoy.

London is one of the greenest cities in Europe – if not the world. Its public spaces and waterways are precious assets that need sensitive planning and regulation, so that it remains a great place in which to take part in a wide range of cultural, recreational, volunteering and employment activities.

London is extraordinarily diverse. Its atmosphere is one of tolerance, but there are challenges of inequalities between neighbourhoods that militate against ambitions for cohesion and social integration. Too many young people are not being equipped to take advantage of the many opportunities available in London, too many are not developing to their full potential and many are entering adult life thinking that they do not have a valuable contribution to make to society. There are still too many families that have been entrenched in disadvantage for several generations and there is a perception that privilege is being protected by a relatively small section of the population, who have enjoyed its benefits across generations.

It's expensive to live and move around London – as pay goes up, the cost of living goes up with it.

Because of its reputation for high pay, there's a greater premium placed on productivity in London than (perhaps) elsewhere in England.

London's economy is growing. The UK's economic performance has a complex dependency on the performance of London's economy.

Figure 1: Subnational population projections for England

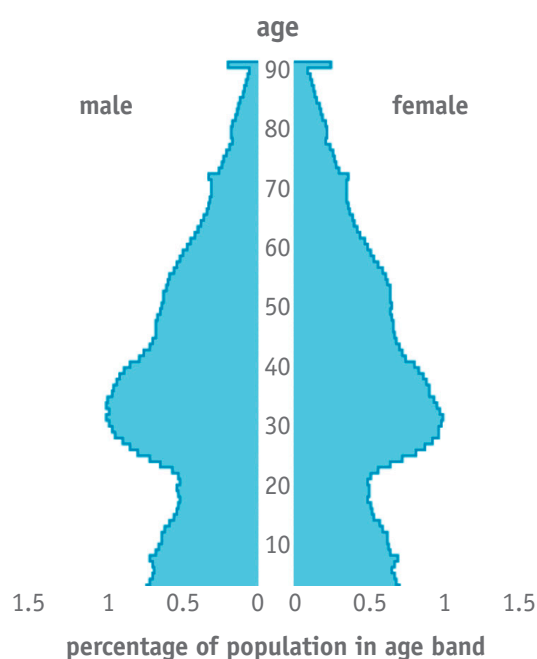


Figure 2: IDACI (Intelligent London)

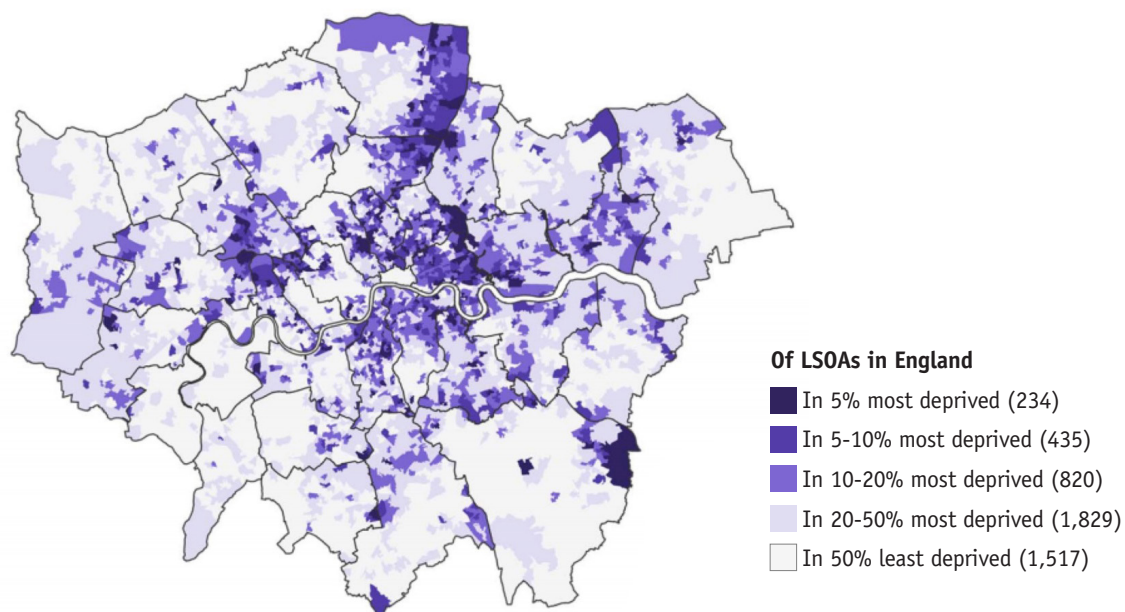
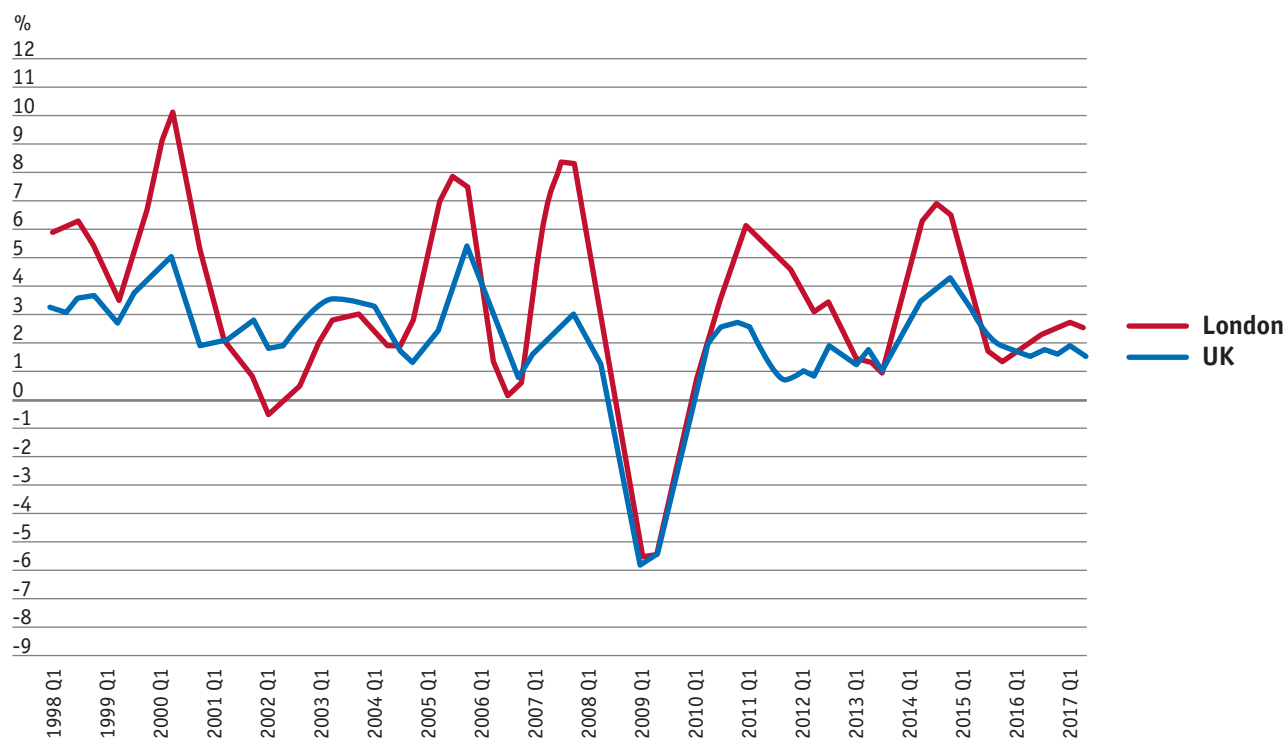


Figure 3: Output growth for London and the UK (GLA Economics/ONS)



3. Context

3.1 Economic context

The London Economic Outlook from GLA Economics¹ provides the basis of our judgement of London's economic prospects:

In summary, the forecast is:

- Although the precise labour market outlook is uncertain, there are likely to be a range of jobs to which young Londoners can aspire.
- Competition between applicants for better-paying jobs will continue to be intense and those with the right skills, qualifications and experiences will be at an advantage.
- Young people are likely to find it even more difficult to buy property in London and even more expensive to travel.
- Despite its drawbacks, London will continue to attract customers and an inflow of residents.
- There will be continuing demand for skills – especially high skills – to which the London labour market has for some time provided a premium, but there is still considerable scope for diversification in the economy.

Greater precision in forecasting the likely future prospects for London's economy and labour market will only become possible once the shape of the UK's relationship with the EU is finalised and the impact of Britain leaving the EU on individual sectors becomes clear.

Until then, the current perspective confirms that a pan-London approach is needed to ensure that young people acquire the skills they need for the jobs that will become available in London.

Key Learning Point	What the evidence tells us	Our Goal
There will be continued demand for jobs across the entire economy, but high skills (demonstrated by high levels of qualification) will be in greatest demand. The labour market will become even more competitive.	London's economy will continue to grow in the year ahead, but that growth is not going to be as great or fast as in the most recent years. The type of jobs, the sectors in which they occur and the levels of skills they are likely to require will probably follow the most recent trends.	Young people need impartial careers advice and guidance. Technical education and Apprenticeships need to be available to match the demand for a skilled workforce.

3.2 Labour market context

Across the world, changes in the labour market that have been taking place over the past twenty to thirty years are accelerating. These include: the ability of individuals and small businesses to work or do business on a global scale; the drive to automation - even in fields, skills and professions previously thought immune from this effect; new forms and structure of employment – for example, growth in self-employment and the “gig” economy. Different countries are responding to these challenges according to their own culture and circumstances.

In Britain, we do not yet have:

- the same culture of holding professionals in the education sector in high esteem as exists in, for example, Finland.
- the same culture of personal investment in learning – especially cross-generationally - as exists, for example, in the US.
- the same sense of personal commitment to lifelong learning and continuing professional development as exists, for example, in Singapore.
- the benefit of employer engagement in education – especially vocational and technical education – that exists in, for example, Germany.

Nonetheless, in the era of globalisation, British businesses will come to depend on an education and skills system that makes progress in each of these areas. This is because (even before Brexit) Britain’s success depends on international trade in goods and services. Just as London offers its residents highly skilled and well-paid employment, it also attracts young people from other parts of England and, indeed, from other countries who compete with London’s residents for these jobs.

Of course, “globalisation” does not just cover the labour market. There are many global challenges to which countries, individual businesses (large and small) and citizens have to respond. For example, climate change, economic integration/social cohesion, migration and urbanisation. At the same time there is a shift in the global economy between older and more established economies and new and emerging countries. Governments, businesses and individuals have to consider how to respond to this development too. *This suggests that it is right to emphasise the importance of acquiring high level skills and qualifications, as competition for the best jobs will be intense.*

Key labour market challenges in London

- **Brexit.** In economic terms, there is some uncertainty about the nature of Britain’s trading relationship with the rest of the EU and other countries after the UK leaves the EU. Commentators vary in the extremes of their positive or negative assessments of the impact of Brexit on the economy and jobs, especially in London. While evidence suggests that, so far, the effects of Brexit have been modest, most commentators agree that it will not be possible to predict the long-term effects on jobs and investment until a much clearer picture emerges of the shape of Britain’s long-term relationship with the EU.
- **Productivity.** Recent months have seen Britain achieve record levels of employment, yet productivity still lags some way against other countries. While wage costs have increased relatively modestly over the past 10 to 20 years, British industry’s ‘other’ labour costs have doubled in the same timeframe².

• **Austerity.** While the debate on Brexit takes centre stage, solutions to Britain's continuing problems in public finance³ are currently off the front page. Once a Brexit deal is finalised, however, we should expect the government of the day to revisit tackling government debt⁴ in a way that is consistent with the economic situation at that time. Experience suggests that this will accelerate the development of the 'hour glass' labour market, further squeezing intermediate employment and also possibly result in a 'toothpaste tube' effect of pressurising the lower-level jobs that could be replaced by more advanced automation. A fresh wave of austerity measures could place public sector employment and investment at greater risk and is also going to create further strains on personal finances. And as more people are 'squeezed' upwards in the labour market they will need to apply self-development skills that enable them to learn new skills constantly. *Self-direction and self-awareness are likely to emerge as critical core skills in the very near future.*

• **Automation.** The nature of automation now is far away from the production lines of the 1980s. Artificial Intelligence and robotics now mean that a far wider range of jobs previously thought "safe" may no longer exist, or be totally transformed, in a very short time; moreover, many jobs previously classed as "skilled" or "professional" may be superseded in the future. At the same time, new jobs, previously unimagined, will come into demand. *This suggests that it is right to emphasise the importance of continuing personal development and for personal commitment to lifelong learning*

The type of jobs in the labour market.

1. These days, young people rarely enter full-time employment immediately after leaving school or college at age 16. Many young people start with a part-time job (or jobs) or have short-term contracts of employment for a relatively long time. Many experience life on 'zero hours' contracts or as freelance workers for a considerable period. While these types of employment are unnerving for some, there are other young people who actively seek self-employment, with its inevitable risks and dividends. *This suggests that it is right to incorporate entrepreneurship into the curriculum.*
2. London's labour market has long experienced the 'hour glass' effect, where many jobs at supervisor or manager level are disappearing and many more jobs requiring - on entry - qualifications at Level 4 and above are increasing. Of course, there are still many jobs available at Level 2 or below, but these are unlikely to offer the opportunity for advancement that was previously the case; instead they provide opportunities for young people to start earning and demonstrate their aptitude in the workplace so that they can both strengthen their applications for jobs with better prospects and, where appropriate, continue to learn and gain the credentials for jobs at a higher level. These factors clearly create a new dynamic in labour markets internationally. *This emphasises the importance of all-age careers advice that is focused on long-term goals and is not restricted to immediate job search.*
3. We should note that the growth in employment opportunities at Level 4 (and

Level 5) does not necessarily mean that they are open only to graduates from Higher Education (HE). *It suggests that, in the rush to fill HE places, the system has tended to neglect the provision of high quality technical education options.*

4. Just as we have all experienced how the marketplace for goods and services has become global, so too have many jobs throughout London (but particularly in the Central Business Zone) have become open to competition from candidates from elsewhere in the UK or internationally. Neighbourhoods that have grown as part of a relatively self-contained labour market, usually dependent on a dominant sector or employer based where they live, are now finding that the current generation have to travel to their workplace. In all likelihood, this will be

the pattern for future generations. London is an expensive city in which to live or travel and while this has the greatest effect on poorer families' ability to take up the full range of jobs open to them, it affects all young Londoners, more and more of whom are unable to afford the cost of travel. This is especially the case for those entry-level jobs that are most readily available for young applicants. The problem is compounded by some employment practices that can make it difficult for young people, for example those with caring responsibilities, to stay in a job. *This suggests that national, regional and local authorities and learning institutions need to be vigilant even after young people have secured employment to ensure that they have the support they need to stay in work and continue to develop.*

Key Learning Point	What the evidence tells us	Our Goal
Entrants to the labour market have to develop and constantly refresh a broad range of skills – not just acquire qualifications – if they are to survive and thrive in London's future economy.	<p>The labour market is experiencing rapid change and, irrespective of specific economic or political circumstances, the education and skills sector has to ensure that young people acquire the complete skills set they will need to survive and thrive in an increasingly competitive jobs market.</p> <p>Lifelong learning – which embraces more than just redressing gaps in basic skills, but is about continually acquiring relevant skills – must become a reality in the working lives of the current cohort of young people in education or training and for future generations. The sector has to adapt to this reality.</p>	<p>All education, pre-16 and into HE, needs to equip young people with learning skills upon which they can build in their adult lives.</p> <p>Continuing learning into adulthood needs to be a norm and young people with special educational needs cannot be left out.</p> <p>Provision targeting the prevention of early leavers from education and training and early re-engagement of NEET currently funded through ESF should be prioritised.</p>

3.3 Policy context

Industrial strategy

The government's "Industrial Strategy: a leading destination to invest and grow"⁴ sets out a long term plan to boost the productivity and earning power of people throughout the UK.

The government has described its five foundations for a transformed economy:

- **ideas:** the world's most innovative economy
- **people:** good jobs and greater earning power for all
- **infrastructure:** a major upgrade to the UK's infrastructure
- **business environment:** the best place to start and grow a business
- **places:** prosperous communities across the UK

The strategy is supported by plans to build a "Britain fit for the future" where businesses create better, higher-paying jobs in every part of the UK with investment in the skills, industries and infrastructure of the future.

The strategy promises 'to work with industry, academia and civil society over the years ahead to build on the UK's strengths, make more of our untapped potential and create a more productive economy that works for everyone across the UK' and it underpins the government's approach to post-16 skills and technical education.

It is in the interests of young Londoners – both those who live here now and those who will in the future – that London

remains a premium location for: well-paid jobs; jobs offering long-term security and progression opportunities; and jobs that are accessible to all.

Post-16 Skills Plan⁵

The government's vision of "a thriving economy made up of businesses able to compete internationally and respond to rapid technological change" sets great store in a labour market in which there will be "many more people with registered technician status, recognised as having the skills, knowledge and behaviours necessary for skilled employment in their chosen field, as well as the transferable skills that are needed in any job such as good literacy and numeracy, and digital skills".

The Post-16 Skills Plan, first published in July 2016 and subsequently updated to take into account policy changes since the 2017 election, aims to help young people and adults "secure a lifetime of sustained skilled employment and meet the needs of our growing and rapidly changing economy"⁶ These plans establish the intention to introduce T levels that will be "the technical study programmes that sit alongside Apprenticeships within a reformed skills training system".

We support the emergence of a genuine culture of 'lifelong learning' in London that offers all young people the opportunity to progress in work throughout their working lives.

Technical education and Apprenticeships

T levels are going to be new qualifications that are meant to be the technical equivalent of A levels and Apprenticeships, valued in their own right.

We believe that the government's ambitions for T levels would be more achievable if technical education options were offered alongside the English Baccalaureate at Key Stage 4.

London Councils Young People's Education and Skills supports four principles that must be in place for the system to succeed:

- Employers must play a leading role. Employers, working with education professionals, need to set the standards; they must define the skills, knowledge and behaviours required for skilled employment.

Through the London Economic Action Partnership, the Mayor of London and London Councils, there are sound structures to communicate with businesses so that their commitment to the development of young people can be secured.

- Technical education needs to be fulfilling, aspirational, clearly explained and attractive – to everyone. Successive governments have seen 'vocational' education as the solution to the problem of what to do with young people who don't do A levels. As a result, programmes were designed which did not demand enough of students.

It is in the interests of young Londoners that more opportunities for world-class technical education become available.

- We need to ensure that many more people can go on to meet the national standards set by employers. This can be achieved by making technical education an attractive option and by ensuring there is a supply of high-quality opportunities available from strong and responsive colleges and other providers with the right leadership and workforce.

This confirms the importance of impartial careers advice and guidance and securing the active engagement of employers from the earliest design of T levels.

- We need close integration between college-based and employment-based technical education so that employers and individuals can understand how they fit together and how to move from one to the other as seamlessly as possible.

So that young people, their parents/ carers and businesses share a common understanding of what T levels mean, we advocate that T level certificates should, as far as possible, mirror Apprenticeships, and that UCAS point tariffs are awarded to T level attainment.

London's councils are fully engaged in delivering the public sector targets for Apprenticeship starts, while maintaining the quality of the apprenticeship offer in London and the emphasis on achievements and progressions. This remains high on councils' agendas. In coming years, we anticipate that there will be additional emphasis on in-work progression and continuous personal development.

A-level reform

The government's reforms of A levels will continue to roll-out during the lifetime of this statement of priorities (and beyond). We wish to recognise the hard work and dedication of the teachers, Headteachers, managers and governors who have helped so many young people to succeed in the first subjects to have been reformed (through assessment, by end-of-course exam, through decoupled AS and A levels and through 'updated' content based on universities' requirements).

Special Educational Needs and Disabilities (SEND)

London has experienced rapid growth in demand for places for pupils with high needs – far exceeding growth in other regions and London's mainstream population. We expect that an analysis of future demand that the GLA is publishing with support of London Councils in Autumn 2018, will show that the pace of increase in demand will continue beyond 2020.

In the face of demand exceeding the level of resources provided by central government, we are concerned that:

- the funding mechanism is simply not fit for purpose. It is not sophisticated enough to capture the complexities of funding places for children and young people with high needs and does not adequately reflect the real costs of specialist provision;
- London has been consistently underfunded as there are proportionately higher numbers of children with SEND in London than elsewhere;
- increases in government investment are needed (both in terms of capital and revenue spending) to ensure that young

people with SEND and their families can benefit from a broader range of opportunities closer to home.

We will continue to monitor the arrangements for SEND and High Needs funding that were introduced in 2014 and highlight to the government those instances where institutional or borough funding allocations fall short of what is needed.

Another key challenge that is affecting the quality of education and training experienced by children and young people with SEND is the increasing prevalence of non-inclusive practices across schools in the capital. Nineteen London boroughs have reported to us that they have experience of academies resisting or refusing to admit a child with SEND, 14 of which had come across this situation on more than four occasions. Furthermore, 13 boroughs had come across academies off-rolling pupils with SEND inappropriately. This type of behaviour is creating divisions in the school system as well as stigmatising children with SEND, preventing many from achieving their full potential.

Furthermore, there are often limited opportunities and support for young people with SEND after formal education ends. This is a key concern that has been raised with us by representatives from parent/carer forums across London. It is an area in which we hope to work with the Mayor of London in the year ahead as we believe he could offer his support, through providing and promoting inclusive apprenticeships, supported employment, and inclusive internships.

Working with the Mayor of London in the period ahead will also help ensure that his

housing and transport plans take full account of the needs of young Londoners with SEND. We will ask the Mayor to continue to support London Councils' lobbying on the need for additional funding for the high needs block, and capital funding for SEND school places to meet demand. We hope to work closely with the GLA in identifying those areas in London that would benefit from the creation of special free schools.

We pay tribute to the many professionals at home, in schools and colleges (mainstream and special) and local authorities who are working to improve SEND support in a climate of continued funding pressure.

Mental health

We are very keen to promote children and young people's mental health and well-being and, although we welcomed the government's consultation on the issue in December 2017⁷, we believe that the issue cannot be addressed by the NHS alone. The causes and responses to this issue are such that a multi-agency approach that includes local authorities and that extends to children and young people with SEND is needed.

Access to HE

We subscribe to the work of AccessHE⁸ and Linking London⁹ and have encouraged colleges and local authorities to take part in their initiatives that support progression into HE, particularly by young people who are currently underrepresented among those participating in HE.

Policies of London partners and stakeholders

The Mayor of London's strategy "*A City for all Londoners*"¹⁰ addresses Greater London's pressing needs as a city region that is growing fast. The Mayor recognises that, capitalising on London's many strengths, accommodating this growth in a systematic way will overcome the challenges faced in particular by London's housing, transport and public service infrastructure, so that growth can be achieved while ensuring greater balance between neighbourhoods and addressing the environmental, health and security issues that confront all major conurbations. There is great synergy between the vision of "*A City for all Londoners*" – making sure Londoners, employers and business get the skills they need to succeed in a fair, inclusive and thriving economy" and our Vision 2020.

We have contributed to the development of the *Skills for Londoners Strategy*¹¹, the skills and adult education strategy for London. Our vision and strategy work well with the Mayor's aspiration that further and adult education and skills provision must:

- Empower all Londoners to access the education and skills to participate in society and progress in education and in work
- Meet the needs of London's economy and employers, now and in the future
- Deliver a strategic city-wide technical skills and adult education offer.

Although the Mayor has no statutory responsibilities for young people's education and skills, we support the

efforts for greater devolution and are therefore pleased that the adult education budget in London is set to be devolved to the Mayor. We are firmly of the view that Londoners would be better served by an education and skills system in which funding decisions are made at a local level, coordinated through pan-London structures such as London Councils working with the Mayor.

We are delighted that the Mayor is considering a strategy specifically for young Londoners and shall contribute both to the formulation of such a strategy and, within our areas of responsibility, to its implementation.

Partnership for Young London has published “A Vision for Young Londoners to 2025”¹², which focuses on empowering all young people with personal resilience that enables their belonging, ownership and ability to lead happy, healthy and safe lives. It sees London as becoming a city where there is innovative, supportive and collaborative youth-led action across all agencies – public, private and voluntary sector – to realise the potential of young Londoners. It proposes

a strategy comprising a mix of actions that address the full range of concerns to young people (such as affordable housing) through better partnership working among agencies; more effective engagement of young people; stronger support and safeguarding. Of greatest connection to London Councils Young People’s Education and Skills are:

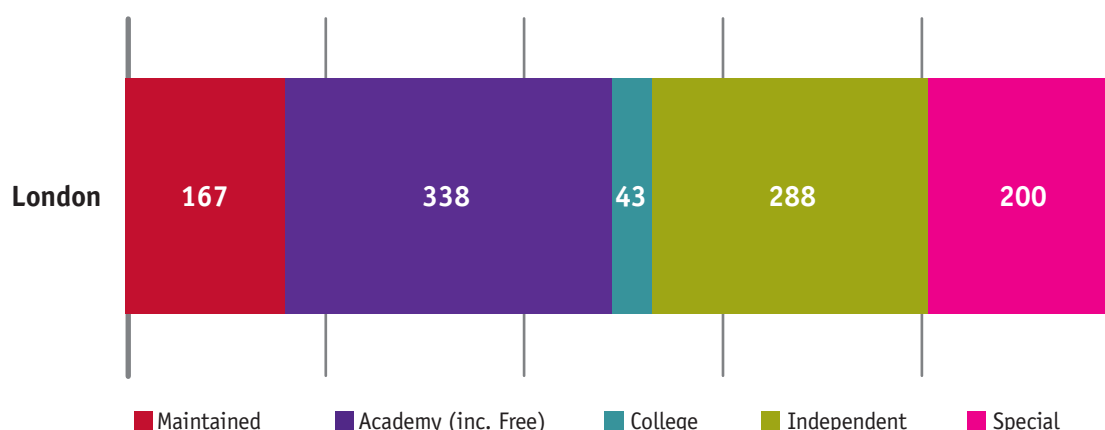
- The vision’s emphasis on “advocating education and well-being for life” (which proposes more consistent asset management across the capital),
- “Tackling inequality” (which recommends more targeted support to young people)
- “Providing positive career options for all” (which talks both about improving the quality of careers guidance in and out of school and about the quality and sustainability of the jobs that young people enter).

We will continue our work with Partnership for Young London to ensure that young people across the capital not only develop a stronger voice, but actively engage in and increasingly lead on the work to create a city for all young Londoners.

Key Learning Point	What the evidence tells us	Our Goal
London will benefit from the successful implementation of government policy relating to technical education, Apprenticeships and lifelong learning, but these policies will be of greater impact if there is devolution of funding and policy in London.	<p>There is a consensus between the Mayor of London and local government that the devolution of adult education and skills policy will create the right balance between rigor in standards and flexibility in delivery that will secure employer involvement.</p> <p>Businesses are very much alive to the challenges in London’s economy that are all the more pressing in the context of Brexit. They are keen to develop education and skills in London and have the ability to contribute to a more widely devolved system.</p>	There is a consensus around the need for improved technical education and the devolution of the adult education budget. Both of these initiatives should be supported so that they work for the benefit of young Londoners.

3.4 Sector context

Figure 4: Composition of secondary and post-16 provision (Intelligent London)



Funding

The ESFA wrote to post-16 institutions on 9 January 2018¹³ in the immediate aftermath of the winter Cabinet reshuffle to set out 16 to 19 funding allocations for academic year 2018 to 2019. This represents a real-terms reduction in funding and reinforced the disparity for ‘continuing learners’. We have expressed concerns that this has a detrimental effect on addressing disadvantage in London and undervalues the contribution education makes to social mobility.

There are clear signs that learning institutions are experiencing difficulty in recruiting and retaining staff in management roles and in the subject areas that are going to be of greatest importance to London. We also share with many others concerns about recruiting, training and retaining teachers, trainers, tutors and the many other professionals who work in the education and skills sector

in London. Without sufficient numbers of qualified staff, our vision of high quality learning being available to all young people through varied pathways will not be realised.

We have also expressed our serious concern over funding of learning for young people who need high levels of support. Put simply, the amount of money that the government provides does not match demand. This exposes the most vulnerable young people and their families to unacceptable stress in the desire to secure the most suitable learning opportunities. It also puts pressure on local authorities and their staff, as well as providers who want to meet the needs of young people.

Demand for learning

Over a period of seven to eight years, London Councils through the “Do the maths” series of reports has shown the pinch points in

London's education and skills system where the demand for places is expected to exceed supply. In Vision 2020 we predicted that the demand that had worked its way through the education system from primary into secondary would shortly impact on upper secondary/tertiary. The latest version of "Do the maths" clearly demonstrates that this is now the case and that the situation is likely to get worse until it peaks in 2024 to 2025. This, together with continuing funding concerns, has a bearing on London's ability to achieve goals around equity of access and closing gaps. The problem is going to be particularly grave in terms of funding for students with high support needs.

Pre-16 outcomes

There have been many changes in GCSEs that will influence young people's post-16 choices. For example: most GCSEs will be awarded through end-of-course exams rather than on completion of modules during the lifetime of the course being studied; more exam questions will require answers in the form of essays; the content of GCSEs will be more challenging; and a new grading system is being introduced. As these reforms become more embedded into the system, we will (with our colleagues in individual boroughs) monitor their impact on young people and the choices they make.

Area review in London

The area review process was completed in London and its results published in sub-regional reports. The process has resulted in some rationalisation of provision and merging of further education (FE) structures. To that extent, it seems to have partially met the government's objective of creating a more financially secure FE sector, but it has not led

to the development of a more coherent and future-looking curriculum offer that partners involved in the process originally set out to achieve – and, given the effort put into the process by a diverse range of partners, could be regarded as a missed opportunity.

We are, however, confident that the college groups that have arisen out of the area review process possess the strong financial foundation that both ensures the quality of provision and provides a secure basis from which the post-16 curriculum can be planned and delivered to have greater impact on young people.

The area review process clearly demonstrated the calibre of leadership in all aspects of post-16 education and skills in London and its capacity for decisive decision-making. It therefore reaffirmed the confidence that can be placed on further devolution of funding and planning to London. In London, devolution will combine the flexibility of autonomous learning institutions with the planning and accountability of local and regional governance. This will ensure that quality and relevance of learning is enriched without adding bureaucracy.

Staffing

On 8 February 2018 the DfE published a report into teaching, leadership and governance in FE¹⁴ that highlights the difficulties in recruiting and retaining lecturers and some of the key differences in pay, terms and conditions in FE when compared with schools. It also explored some of the issues concerned with continuous professional development and professional updating. Irrespective of any other consideration, it is essential that London's education and skills system employs sufficient teachers, lecturers, tutors

and support staff, and that it is led and governed effectively, otherwise it will not be in a position to deliver to young people and to London as a whole, to enable its full potential. This underlines the importance of funding so that the education and skills system and its workforce can be properly valued as an asset in London.

Key Learning Point	What the evidence tells us	Our Goal
The education and skills system in London is facing significant challenges and threats that may militate against its proven track record to improve learner outcomes. Great credit should be given to teaching and learning professionals and their leaders for their ability to have improved standards while facing cuts in resources.	There are policy disconnects that are having to be managed at an institutional level, which is adding strain within an already over-stretched system. The prize for getting the systemic changes right is great. But the penalties for trying to achieve thoroughgoing change without the necessary resources will be extremely damaging. Continuing to press the case for London is a priority in the year ahead. Many policy-makers have an inaccurate view of the needs of London and how improving the performance of the education system in London will be a catalyst not just to the capital's economy, but to the national economy.	Continuous improvement should not be a vague ambition, but a commitment that is intentionally resourced and supported. Likewise, inclusion and social mobility need to become realities that are delivered by a fully -funded education and skills system that works for young Londoners, irrespective of their individual needs.

3.5 Learner context

Growth of Apprenticeships

Research by Partnership for Young London¹⁵ ("Young people's perceptions and attitudes of their post-16 options", September 2017) found that:

- Apprenticeships are perceived negatively across the ages of 14 to 18 (they are viewed as a 'second choice' option and more for males under 18)
- There is no clear narrative around lifestyle for Apprenticeships (compared with university)

- Family, peers, school and the media can make university seem the only option
- Careers advice is failing to prepare young people and schools are not promoting Apprenticeships

Clearly, improving the perception of Apprenticeships is necessary to ensure they are genuinely regarded as viable alternatives to A Levels, yet difficult given the variability in careers guidance in London. Improving the visibility and perception of Apprenticeships becomes increasingly important when we consider higher level and degree Apprenticeships. The 'viable alternative'

now available through Apprenticeships offers young people the opportunity to earn while they learn right through to degree level (and beyond). For some young people and their families, the option of a degree free of student debt could open the door to a families first generation entrant to higher education.

London Councils has surveyed parents on their opinions about the education system in London for the past five years (2013 to

2017). The latest survey was carried out between August and September 2017 and found there was a split in opinion over whether or not parents were confident that their child would receive appropriate careers advice before they left education. But there was a clear divide between the parents who said they would prefer their child to take vocational subjects, 4 per cent, and those who preferred them to take A Levels, 43 per cent.

Key Learning Point	What the evidence tells us	Our Goal
Apprenticeships and technical education are still poorly perceived and understood by young people and their families, even though these provide pathways into the types of jobs that are going to be in demand in the future.	<p>London has developed a culture in which most young people progress into full-time higher education to place themselves at an advantage in the labour market. The emphasis on technical education and Apprenticeships will help to ensure that no one is 'left behind', and that both routes provide a good chance to compete for high quality and well paid jobs.</p> <p>It is crucial that the new T levels are recognised as quality learning pathways and allow young people opportunities to progress into further learning and employment. The sector needs to prepare for renewed emphasis on lifelong learning and reskilling.</p>	<p>Primarily through London Ambitions, promote the benefits of Apprenticeships and technical education to young people and their families before making choices at Key Stage 4.</p> <p>Continue to contribute to the development of T levels so that they meet the needs of Londoners and London's present and future economy.</p>

Conclusion

Working with our partners and stakeholders, we have confirmed the relevance of the ambitions set out in Vision 2020 and that the priority areas for focus and drive (which will feature as cross-cutting themes in each of these ambitions and accelerate progress towards the vision) are:

- Improving careers education, information advice and guidance
- Increasing knowledge and understanding about technical education: T levels and Apprenticeships
- Ensuring the education and support needs of young people with SEND and high needs are properly resourced.

4. Priority Areas for London

London has a strong record in participation in post-16 learning, achievement at key stage 4 and progression to HE. Participation is, however, uneven, with some areas and sections of the community doing better than others and, despite London's overall level of attainment of level 2 qualifications both at key stage 4 and at age 19, there are still many young people who leave compulsory education ill-equipped to progress to level 3 or to employment. Poor quality careers guidance - or none at all - offered to many young people is a concern.

The devolution of the adult education and skills budget could provide an opportunity for further devolution of education funding, but devolution needs to extend to unfettered planning and direction so that systems and accountabilities are not burdensome at the point of provision.

It is unclear what the effect of leaving the EU will have on post-16 education and skills in London, but the loss of European Social Funds (ESF) threatens the stable mix of provision currently available to young people of different backgrounds.

The critical issues for young Londoners are:

- Improving the availability of high quality careers guidance throughout London;
- Ensuring that T levels help address London's need for a high skilled workforce
- Continuing to promote and develop the Apprenticeship offer in London

Secure sufficient resources to fund in full the provision of world class learning to all young Londoners, but particularly to those with high needs.

We are therefore highlighting these areas as the priorities for young people's education and skills in London that will be taken forward in the year ahead to realise Vision 2020.

4.1 Priority One: Careers Education, Information, Advice and Guidance

We will continue to prioritise working with colleagues in the GLA to deliver and expand on London Ambitionsⁱⁱ¹⁶, helping schools provide high quality careers education for their students and work effectively with businesses.

Colleagues in London's boroughs are working locally with schools to promote London Ambitions as the means to develop and deliver a good careers offer, to meet statutory responsibilities and to work towards the Gatsby Benchmarks¹⁷.

Schools and colleges are signing up to the London Ambitions Portal and a number are taking part in 12 Careers Clusters, which are piloting sustained employer activities for pupils; helping teachers understand London's job opportunities; matching and supporting pupils into work placements and internships; and helping senior leadership teams to design a high quality careers offer for all their students.

The London Enterprise Adviser Network, led by Team London at the GLA, connects businesses to local schools. Enterprise Advisers, who are business volunteers working in senior roles, work with careers leads in schools to develop careers education and business engagement.

4.2 Priority Two: Technical education and T levels

The government introduced the Post-16 Skills Plan in July 2016 in response to the report of the Independent Panel on Technical Education (the Sainsbury Report, April 2016), but it was not until after the 2017 general election that the new government published the *Post-16 technical education reforms T level action plan*¹⁸ (October 2017). The government's approach aims to ensure that young people in this country have the chance to acquire leading-edge skills that put them on a par with the best skilled people in the world in an increasingly international labour market. By doing so, the government also hopes to address Britain's problems with low productivity.

Whereas the 'academic' (or 'theoretical') route to further and higher education in England is highly regarded and well understood, the same cannot be said about technical education. As an opportunity to present technical education as a viable alternative to the academic route, we support the introduction of T levels and, as a major priority for London, urge policy-makers, funders, strategists and delivery professionals to work towards their successful introduction in London.

The government has proposed that there will be 15 occupational routes that apply across the T level programme and Apprenticeships (four of the routes will be primarily delivered through Apprenticeships) and each route will comprise similar occupations with pathways that reflect that occupation's different specialisms. The government has also proposed a phased introduction of T levels.

We have reservations about the approach the government is taking and encourage London-based learning institutions to work with DfE to shape the T level programme, testing the appropriateness of the proposed qualifications, which will be at level 3 and provide progression pathways to level 4, 5 and beyond, and utilise every possible opportunity to ensure T levels are fit for purpose in London.

We have offered to work with DfE on piloting and testing the implementation of T levels in digital, construction and legal/finance/accounting. As we have some concerns over the proposed design and assessment of T levels we would welcome the chance to work with colleagues in DfE through specific pilots in London. In particular, these pilots would help test and prove the role of employers in design, delivery, assessment and quality assurance of T levels, especially around safeguarding, equality and probity. In addition to working with employers, London pilots would help identify the critical supply-side issues that impact on the successful introduction of T levels.

London is facing a major recruitment and retention crisis that covers all education and skills professions, but especially at management levels. We believe that introducing T levels is an ideal opportunity to lever into the Regulated Qualifications Framework (RQF) all regulated professional qualifications as this will help more young people - and more young people from diverse backgrounds - to progress into professions that have a reputation of being the preserve of those from privileged backgrounds.

The government has recognised that some young people do not reach the key stages 4

and 5 benchmarks at ages 16 and 18. London has been particularly successful at helping these young people to attain level 3 by the age of 19. T levels specifically offer a chance for young people to remain in education, but we have consistently argued that all young people should have their education or training fully-funded until they achieve at least level 3 and that reductions in funding for full-time 18 year-old students should be reversed.

We also support a review of level 2 and below qualifications. Although level 3 qualifications are tend to provide the entry credentials for most jobs, there are still some occupations that value level 2 qualifications on entry and there is a compelling case for the level 2 curriculum, content and pedagogy to prepare students more effectively for study at level 3.

The government's response to the consultation on the Implementation of T levels was published in May 2018¹⁹.

4.3 Priority Three: Apprenticeships

Alongside the introduction of T levels, we continue to support the expansion of Apprenticeships. London's local authorities and other public sector partners are very much engaged in delivering the government's "public sector target for Apprenticeships" and are promoting Apprenticeships throughout their supply-chains and other channels of influence. Although London's councils are responding very well to the challenge of these targets – Apprenticeships in local councils has increased by over 500 since 2013 – they are very concerned about the achievement of the target at a time when budgetary pressures are leading to streamlining their workforce and not to the recruitment of apprentices as the government's target would imply.

More broadly, the changes to Apprenticeship funding, principally through a levy on large employers, also raise some key challenges for London. We support efforts to ensure that Apprenticeship funds generated in London are spent in London and for the benefit of young Londoners. We encourage businesses and Apprenticeship providers to help develop Apprenticeship standards that address skills gaps and shortages in London and to prepare for emerging jobs and markets.

4.4 Priority Four: High Needs

London has experienced a very rapid increase in demand for SEND places for pupils with high needs in recent years, far exceeding growth in other regions and among London's population in general. Between 2016 and 2017, the number of pupils with Education, Health and Care Plans (EHCPs) grew by 4.2 per cent, around three times the 1.3 per cent growth rate for the general pupil population. Between 2010 and 2017, the number of pupils with EHCPs (or Statements) in London grew by 22 per cent, compared with growth of only 5.7 per cent over the same period in the rest of England.

The demand for SEND places is expected to continue to increase in the coming years, partly as a result of statutory protections for young people up to the age of 25, which has increased the number of young people at further education colleges with an EHCP.

Pressure on SEND places has been compounded by the rapidly changing characteristics of children and young people with SEND and the subsequent requirements for targeted and/or specialist provision. For example, the number of pupils with an Autism Spectrum Disorder (ASD) in special schools in London increased by 85 per cent between

2010 and 2017 (this increase is in part due to better diagnosis).

These changes have significant implications for local authority places planning teams. Schools that were previously able to support children with particular needs are now required to meet entirely different needs. On top of this, the types of need that are on the rise are increasingly complex, requiring more specialist provision. This places further demand on local authorities to source and identify funding for appropriate provision for a wide range of complex and changing needs, and places pressure on revenue budgets for high needs.

The current funding system does not pay sufficient regard to the actual costs of delivering SEND provision in London, both capital and revenue funding – and this is increasing reliance on independent and out-of-borough placements.

Our priorities for SEND and high needs places in the year ahead include our lobbying work with the Mayor of London to secure a devolution deal for London that enables decisions made in the capital to affect how and where funds are allocated and that the level of funding is appropriate to meet demand. Joint working will also extend into local authorities so that we can, together, identify where there is sufficient demand for places to justify the creation of new special free schools or to direct academies with appropriate capacity, location and infrastructure to establish special units into which they can enrol children with SEND. We also believe that the government should give local authorities power to intervene when academies off-roll pupils with SEND inappropriately.

5. What London needs

*Vision 2020: the future of young people's education and skills in London*²⁰ sets out bold ambitions for the education and skills sector in the capital so that it better equips young people for the future:

Access and participation: Providing sufficient and suitable places, meeting diverse needs, so that all young people have access to world-class education and training; and young people are empowered to make informed choices about learning and career paths through impartial, independent and personalised careers education, information, advice and face-to-face guidance.

This means that London needs to accelerate its relentless determination to close the remaining gaps in participation that are based on different characteristics of young people.

Quality Learning Experiences: A dynamic curriculum offer - available to all young Londoners, irrespective of their background or needs - informed by employers, with learning institutions and the business community working better together to enable more

young people to succeed; and a teaching and training workforce that can deliver the curriculum of the future, in a modern educational estate, that convinces more people to stay in learning after the age of 17 and to acquire higher level, technical and professional qualifications.

This means ensuring that the government's reforms of technical education really work for young Londoners and make a difference to their prospects.

Excellence achieving results: Young people are better prepared for adult life and, especially at 17 and 19, for progression to further and higher education and employment.

This means that more young Londoners, from diverse backgrounds, can compete for the type of highly-skilled jobs that are likely to dominate the labour market in the future.

Our analysis of young people's education and skills is shown below in Table 1:

Table 1: Summary statement of need

Key Learning Point	What the evidence tells us	Our Goals
There will be continued demand for jobs across the entire economy, but high skills (demonstrated by high levels of qualification) will be in greatest demand. The labour market will become even more competitive.	<p>London's economy will continue to grow in the year ahead, but that growth is not going to be as great or fast as in the most recent years.</p> <p>The type of jobs, the sectors in which they occur and the levels of skills they are likely to require will probably follow the most recent trends.</p>	<p>Young people need impartial careers advice and guidance.</p> <p>Technical education and Apprenticeships need to be available to match the demand for a skilled workforce</p>
Entrants to the labour market will have to develop and constantly refresh a broad range of skills – not just acquire qualifications – if they are to survive and thrive in London's future economy.	<p>The labour market is experiencing rapid change and, irrespective of specific economic or political circumstances, the education and skills sector must ensure that young people acquire the complete skills set needed to survive and thrive in an increasingly competitive jobs market.</p> <p>Lifelong learning, which embraces more than redressing gaps in basic skills, but is about continually acquiring relevant skills, must become a reality in the working lives of the current cohort of young people in education or training and for future generations. The sector needs support to embed this change.</p>	<p>All education, pre-16 through to HE, needs to equip young people with skills upon which they can build in their adult lives.</p> <p>Continuing learning into adulthood needs to be a norm and young people with SEND cannot be left out.</p>
London will benefit from the successful implementation of government policy relating to technical education, Apprenticeships and lifelong learning, but these policies will be of greater impact if there is devolution of funding and policy in London.	<p>There is a consensus between the Mayor of London and local government that the devolution of adult education and skills policy will create the right balance between rigor in standards and flexibility in delivery that will secure employer engagement.</p> <p>Businesses are very much alive to the challenges in London's economy, which are all the more pressing in the context of Brexit. They are keen to develop education and skills in London and can contribute to a more widely devolved system.</p>	There is a consensus around the need for improved technical education and the devolution of the adult education budget. Both initiatives should be supported so that they work for the benefit of young Londoners.

Key Learning Point	What the evidence tells us	Our Goals
<p>The education and skills system in London is facing significant challenges and threats that may militate against its proven track record to improve learner outcomes. Great credit should be given to teaching and learning professionals and their leaders for their ability to improve standards while facing resources challenges</p>	<p>There are policy disconnects that are having to be managed at an institutional level, which is adding strain within an already over-stretched system. The prize for getting the systemic changes right is great. But the penalties for trying to achieve thoroughgoing change without the right resources will be extremely damaging.</p> <p>Continuing to press the case for London is a priority in the year ahead. Many policy-makers have an inaccurate view of the needs of London and how improving the performance of the education system in London will be a catalyst not just to the capital's economy, but to the national economy.</p>	<p>Continuous improvement should not just be a vague ambition, but a commitment that is intentionally resourced and supported. Likewise, inclusion and social mobility need to become realities that are delivered by a fully -funded education and skills system that works for young Londoners, irrespective of their individual needs.</p>
<p>Apprenticeships and technical education are still poorly perceived and understood by young people and their families, even though these provide pathways into the types of jobs that are going to be in demand in the future.</p>	<p>London has developed a culture in which most young people progress into full-time HE to place themselves at an advantage in the labour market. The emphasis on technical education and Apprenticeships will help to ensure that no one is 'left behind', and that both routes provide a good chance to compete for high quality and well-paid jobs.</p> <p>It is crucial that the new T levels are recognised as quality learning pathways and allow young people opportunities to progress into further learning and employment. The sector needs to prepare for renewed emphasis on lifelong learning and reskilling.</p>	<p>Primarily through London Ambitions, promote the benefits of Apprenticeships and technical education to young people and their families before making choices at Key Stage 4.</p> <p>Continue to contribute to the development of T levels so that they meet the needs of Londoners and London's present and future economy.</p>

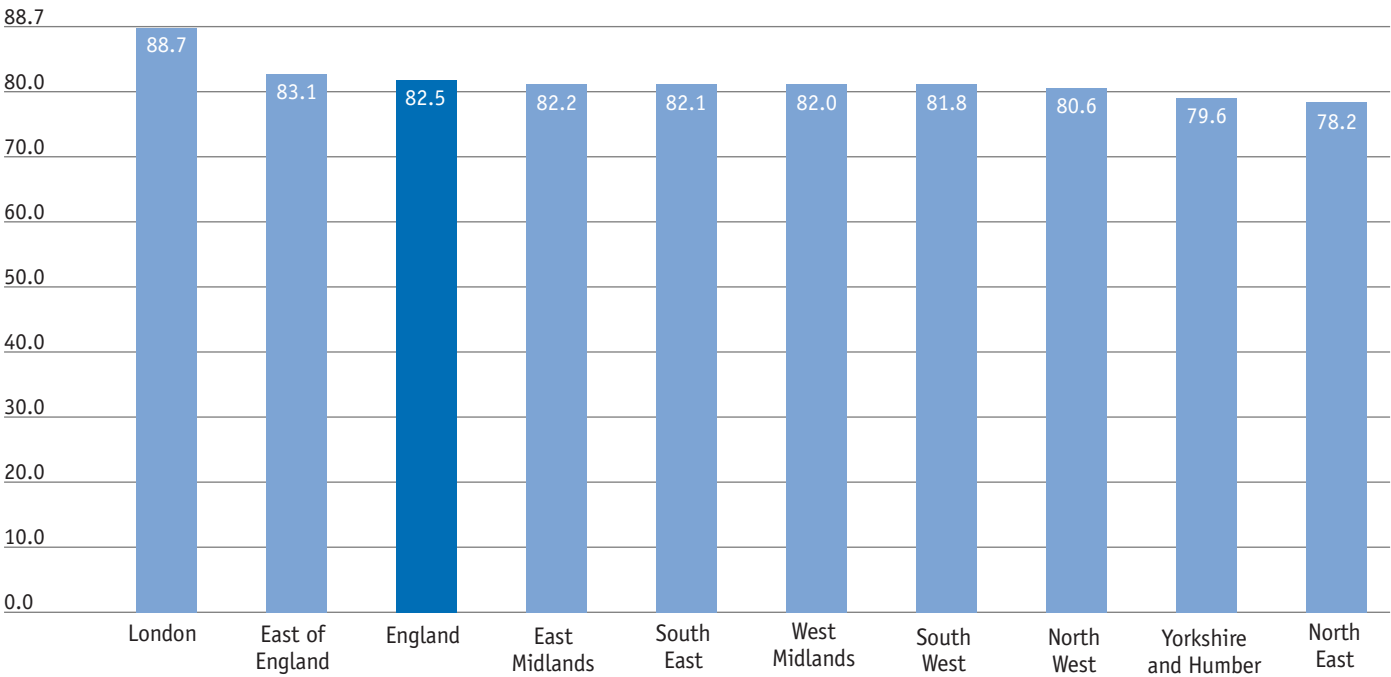
6. Access and participation

Providing sufficient and suitable places, meeting diverse needs, so that all young people have access to world-class education and training; and young people are empowered to make informed choices about learning and career paths through impartial, independent and personalised careers education, information, advice and face-to-face guidance.

This means that London needs to accelerate its relentless determination to close the remaining gaps in participation that are based on different characteristics of young people.

6.1 Participation

Figure 5: Participation of 16 - 17 year-olds in England (ONS)



Overall the level of participation of 16 and 17 year-olds in education and training in London is higher than any other region in England.

Of course, this is the average for London as a whole and there remains some disparity between boroughs and, even within some relatively high performing boroughs, there

are neighbourhoods where participation is relatively poor.

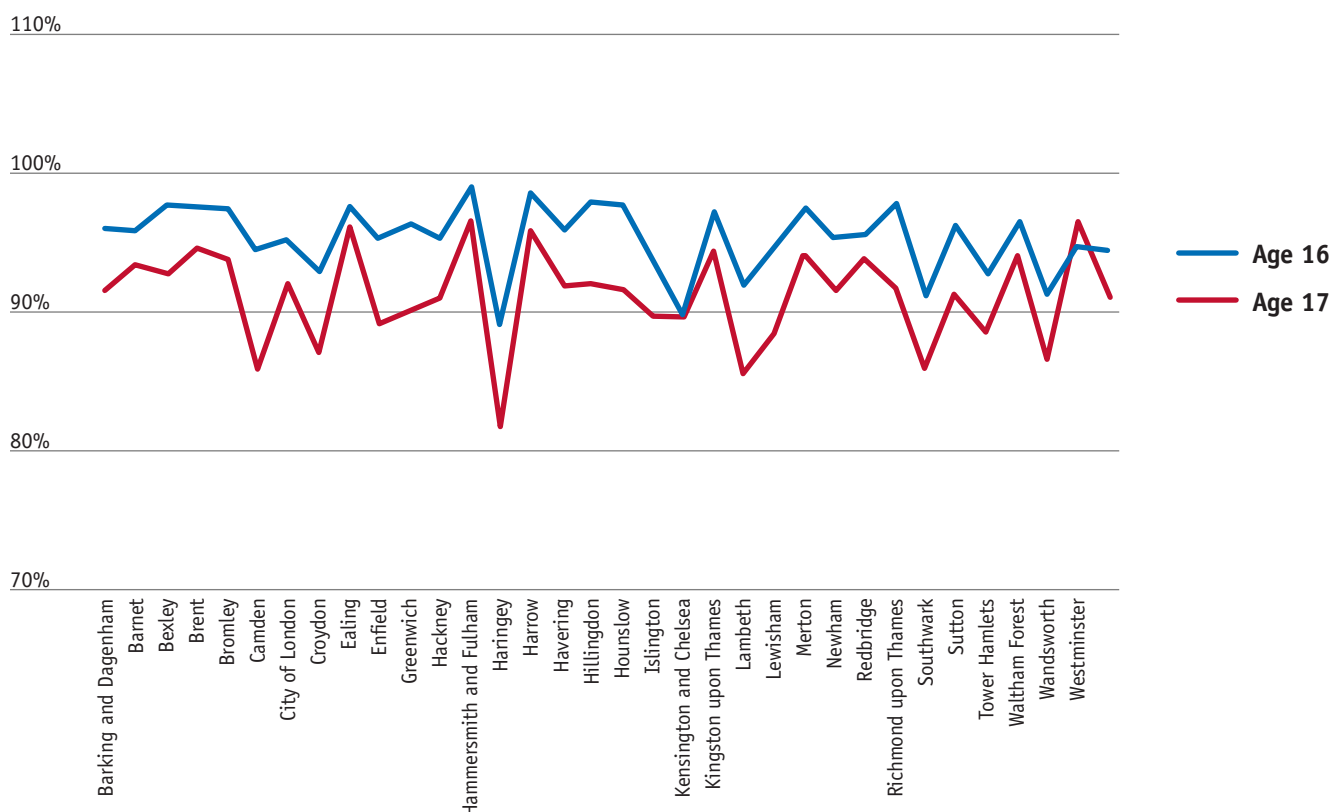
In the past, the difference in the rate of participation among 16 years-olds compared with 17 year-olds was a major issue in London. Although participation among 17 year-olds is still lower than 16 year-olds, the

gap has closed considerably. This turnaround has not happened by accident, but as a result of tremendous hard work by colleagues, particularly in London's local authorities, who have tracked young people through local arrangements for Raising the Participation Age. These efforts, together with the close cooperation of learning institutions, including providers operating within the London ESF Youth Programme, have helped maintain young people in appropriate learning opportunities through the availability of a diverse curriculum mix and pedagogy and have also ensured speedy re-engagement of young people who become NEET. London Councils has assisted boroughs and institutions in these efforts by maintaining the Pan London Leavers Process to make

it easy for institutions to send leaver information to their host borough and then for that information to be shared quickly and easily with the boroughs in which those young people live.

Provided that London receives funds to replace the London ESF Youth Programme after Brexit, we are now confident that local arrangements are in place to reduce still further the gap between 16 and 17 year-olds participation in education and training. We are no longer flagging that this gap should be addressed as a critical Pan-London priority, though individual boroughs should continue to take action where the gap remains persistently high.

Figure 6: Differences in participation of 16 and 17 year-olds in London Boroughs Dec 2017 (NCCIS)



6.2 Closing gaps

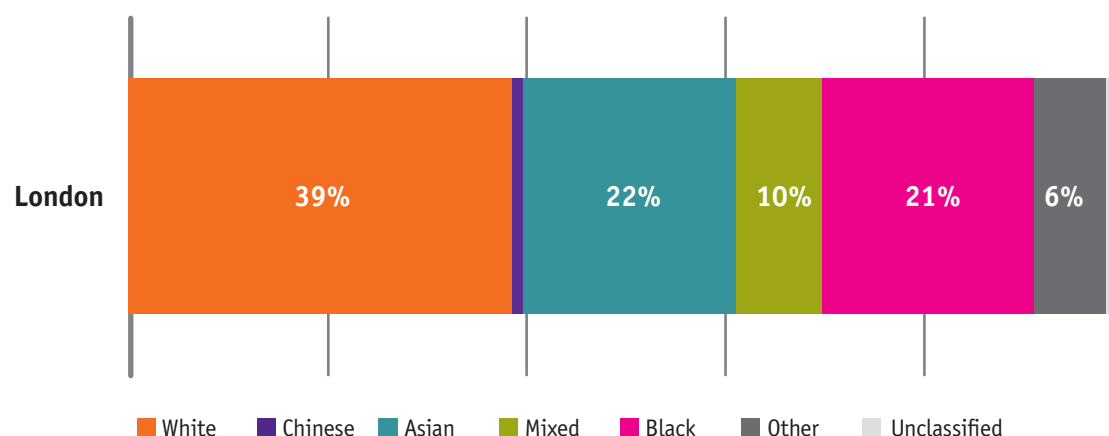
Looking more specifically at the gaps in participation that are of concern, we are highlighting three issues requiring urgent attention in the year ahead. These are in areas or among groups that are of strategic importance to London, its economic development, community cohesion or commitment to social mobility.

1. The first is the gap between the participation of those not receiving free school meals (FSM) and those who do receive FSM. This group of young people most closely equates with those who are likely to be among the poorest families in London. To close this gap requires local authorities and learning institutions to work together and enrol a greater proportion of young people in receipt of FSM than previously and that this rate of improvement exceeds the improvement in participation of young people without FSM. This is a tall order. It can only be achieved by close collaboration between local authorities and learning institutions. We are confident that the culture within the education and skills system in London makes it easier for this level of collaboration to take place, but we are concerned that without some of the innovative programmes currently funded through ESF, local partners may not have the tools necessary to secure successful participation by the poorest Londoners.
2. The gap between the participation rate of young people with SEND and those without SEND in London is the lowest in England (the participation rate of young Londoners with SEND is higher than the participation rate of those without SEND in most other regions of England). This is an

impressive record, but not one that permits any complacency. Young people with SEND, particularly those with high support needs, are among the most disadvantaged in London and it is imperative that the entire learning and skills sector in London mobilises to provide young people with SEND with the range of provision - both mainstream and specialist - that meets their needs. Given the two-fold threat to this provision posed by both funding pressures and increased demand, this area will remain a priority for London for the foreseeable future.

3. The levels of participation in some neighbourhoods and boroughs have been below the London average for some time. We will continue to highlight these disparities and provide appropriate assistance to borough-led or sub-regional initiatives that are designed to raise aspiration, participation and achievement. These initiatives are best devised and implemented locally and while we encourage authorities to identify the characteristics of the young people at disadvantage in the local labour market, London's diversity is such that it would be unhelpful to define London-wide priority groups.

Figure 7: Ethnicity of learners aged 16 to 18 (Intelligent London)

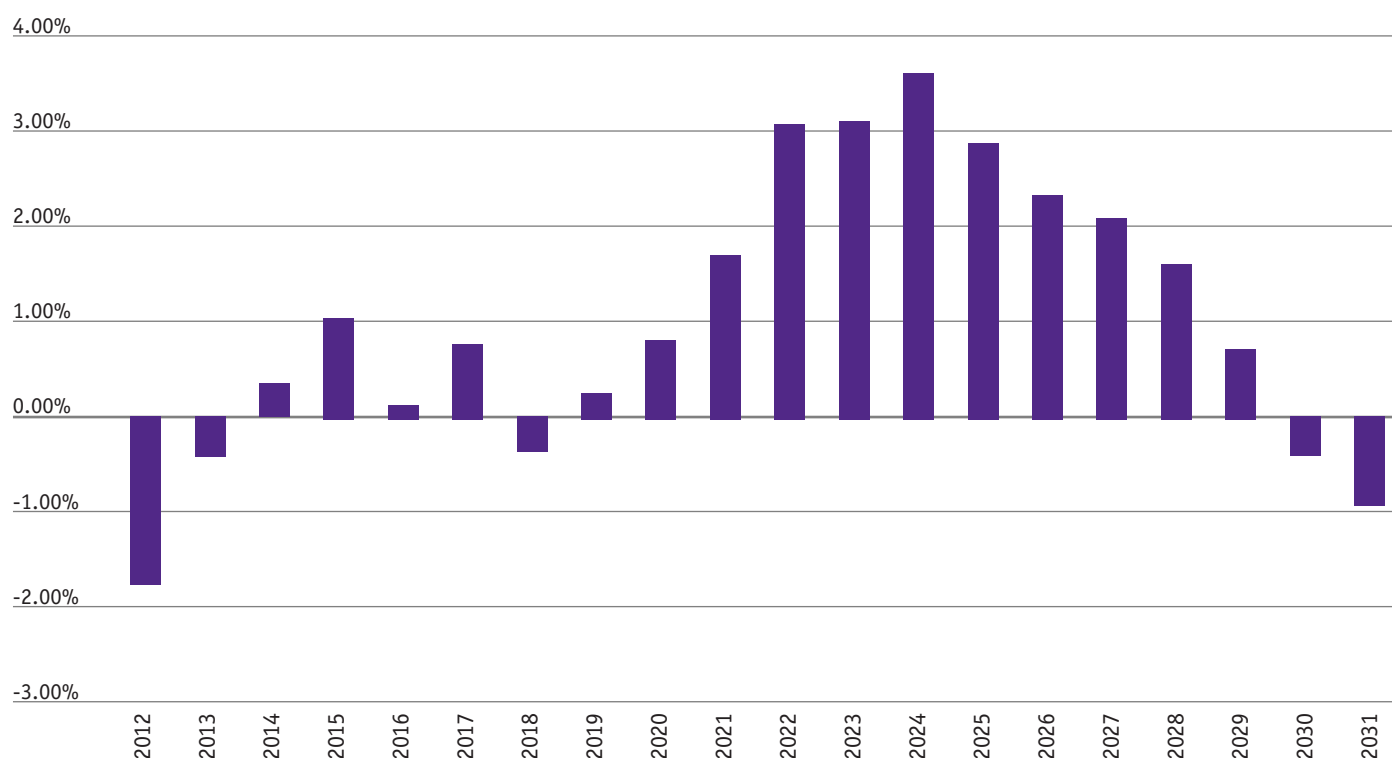


London is famously, and proudly, a very diverse city, with concentrations of people from different ethnic, religious or linguistic backgrounds occurring in each borough. We consider this diversity to be a great asset and a critical attribute of London's status as a premier world-class city. However, it also presents challenges in ensuring social integration, community cohesion and social mobility. Looking forward, the evidence shows that London's education and skills mix will need to include an element of basic skills needs to accommodate young people whose first language is not English. Centralising planning of places means local areas have lost the ability of local areas to determine the best balance of provision. In our experience, that balance is best determined locally; that is by London's boroughs and learning institutions working closely together, taking into account regional and local priorities. In the year ahead we look forward to continuing discussions with colleagues in local authorities on how to restore greater regional and local control over planning and funding of education and skills provision.

6.3 Availability of places

London Councils produces an annual assessment on the demand for and supply of places in education and training in London. *Do the maths*²¹ (2017) examined the position in post-16 learning for the first time and, as previously predicted in annual statements of priorities and Vision 2020, pressure on places in learning for young people over the age of 16 is expected to start building during 2018/19, reaching a peak in 2023/24.

Figure 8: Annual Growth rate in population ages 16 to 19 (GLA) (Central Trend 2016)



The government has set out clear expectations on FE Colleges in particular to drive the skills agenda forward, largely through the delivery of T levels. These expectations are consistent with the strategies intended to improve productivity and business growth. We believe that these expectations can only be met if (a) there is greater devolution over investment and planning decisions affecting 16 to 18 provision; and (b) the level of investment in education and skills is sufficient to meet the demand for places.

Our conclusion is that managers and professionals at every level of London's education and skills system need to be

particularly vigilant in the coming year and beyond about the combined effects of the pressure on places and funding during a time when, potentially, innovations in the curriculum of particular value to London are to be introduced.

The Young People's Education and Skills Board encourages more institutions (especially schools) to offer well planned three-year study programmes for young people who need the extra time to achieve level 2 and 3 results, and calls on the government to restore full funding for full-time 18 year-old students.

6.4 Technical Education and Apprenticeshipsⁱⁱⁱ

If introduced properly, T levels can provide a significant boost to technical education in this country and we agree in principle to their introduction. We have some concerns over the design of T levels and their position alongside other technical and vocational qualifications and we would welcome the opportunity for London-based providers and local authorities to work through some of the areas of concern with the DfE through piloting and testing.

In particular, there needs to be greater clarity of the characteristics of the projected T level cohort – the target audience, their prior achievements and the ambitions (especially how the introduction of T levels may affect those students who would otherwise take Applied General Qualifications, which are understood and valued by employers). This will help reshape the curriculum at Key Stage 4 so that T levels are truly valued alongside A levels and Apprenticeships.

We encourage learning institutions and local authorities to help in the further development of T levels so that they reflect the needs of young Londoners.

6.5 Careers Guidance

There has been significant commentary (from employers, experts in the sector and young Londoners themselves) on the inconsistency and poor quality of careers guidance for young people in school. Although we will support the government's attempts to improve the provision of careers guidance, we are not convinced that the government's plans will be sufficient to tackle the problem rapidly. We urge all those with a stake in the education and skills system in London to be

particularly vigilant of the quality of careers guidance made available to young people. We reiterate our support for London Ambitions as the premier partnership initiative to deliver a world-class careers offer to all young Londoners.

Much depends on quality careers guidance, not least the successful design and implementation of T levels in London and the general thrust of our capital's drive on social mobility.

6.6 SEND

London's funding challenge is compounded by an increase in demand for SEND places for pupils with high needs that far exceeds growth in the places that the government is funding. Moreover, the characteristics of London's SEND cohort have changed significantly with more young people with high and complex needs requiring places

We will press for a review of high needs allocations so that they follow the specific needs of young people more clearly. Local authorities continue to identify shortfalls in provision and seek to create new special free schools in areas of high demand.

6.7 European Funding

At the time of drafting this statement of priorities, the precise shape of Britain leaving the EU is unresolved. Our main concern will be to ensure that there is continuing high quality provision available for the young people targeted by ESF provision:

- to maximise the delivery of the programme that has already been commissioned and extended in duration;

- to support the delivery of further programmes introduced by the GLA and ESFA before devolution of the Adult Education Budget takes effect;
- to contribute to the design and delivery of a new London ESF Youth Programme that will be funded through the use of the devolved Adult Education Budget to match ESF.
- To work towards devolved control of replacement Growth funding so that London can prioritise programmes that address those young people who are not in education, employment or training (NEET), those aged 16 and 17 whose participation status is not known to their local authority and early leavers from education and training^{iv} (ELET).

Young People's Education and Skills will...

- Highlight London's funding and places challenge and, in particular, the shortage of places for young people with SEND and the unfairness of the funding disparity for full-time 18 year-old students.
- In any Growth Funding that replaces the London ESF Youth programme, prioritise the prevention of ELET and early reengagement of NEET.

Local authorities will...

- Define their own local priority groups and neighbourhoods but, as a contribution to London's overall objectives, focus on participation of young people receiving FSM and young people with SEND.
- Identify the variance in the performance of different areas, neighbourhoods and communities.
- Monitor the effects of funding pressures, especially for young people with high support needs.

Learning institutions will...

- Work together and with partners such as their local authority, to implement T-levels and London Ambitions.

7. Quality learning experiences

A dynamic curriculum offer – available to all young Londoners, irrespective of their background or needs - informed by employers, with learning institutions and the business community working better together to enable more young people to succeed; and a teaching and training workforce that can deliver the curriculum of the future, in a modern educational estate, that convinces more people to stay in learning after the age of 17 and to acquire higher level, technical and professional qualifications.

This means ensuring that the government's reforms of technical education really work for young Londoners and make a difference to their prospects

7.1 Statutory Duties

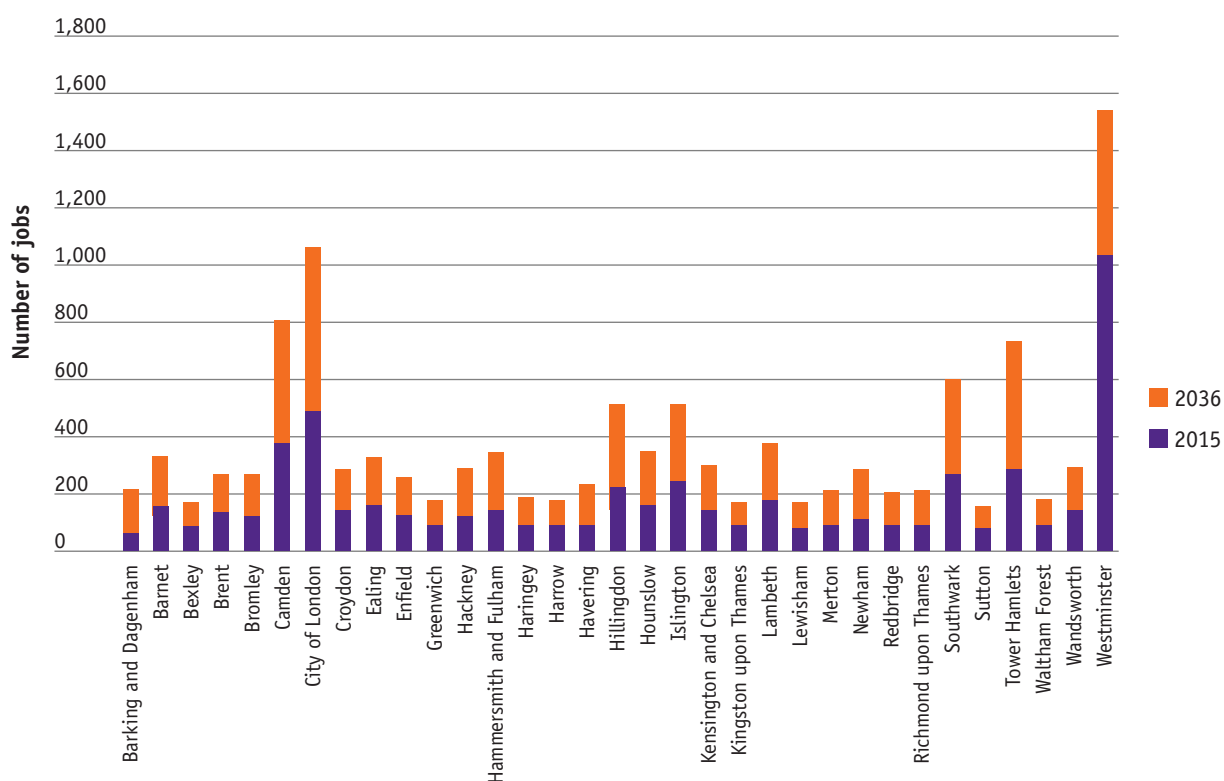
Local authorities are required to secure sufficient, suitable education and training provision for all young people in their area who are over compulsory school age but under 19 (or aged 19 to 25 and for whom an EHCP is maintained). The Education and Skills Act 2008 imposes a statutory duty on local authorities to 'assist, encourage and enable' young people aged 13 to 19 (and young adults with a learning difficulty and/or disability up to the age of 25) to participate in education or training. Chapter 2 of the Act requires local authorities to promote the effective participation in education or training of the young people in their area to 18 (or 25 for those with learning difficulties and / or disabilities) the Act mandates local authorities to maintain a tracking system to identify young people who are not participating in education or training.

Learning institutions have obligations relating to health, safety, safeguarding and welfare; data protection; equality and diversity; and quality of provision and have funding allocations from the DfE to help local authorities fulfil their statutory duties.

7.2 Suitability of Post-16 Learning

Labour market forecasts suggest that we are going to see more jobs in London at level 3 and above and young people wishing to gain these jobs will be competing not just against their fellow Londoners, but highly qualified and experienced applicants from elsewhere in the UK and internationally. This has been building up for several years and is likely to intensify in the years ahead.

Figure 9: Projected changes in overall employment in London Boroughs 2015 to 2036 (London Data Store, Jan 2018)



However, this is not to deny that there are still many jobs that young people with level one and two qualifications will be able to enter. The challenge for these jobs is to work with employers to:

- allow young people continued access to education and training that will enable them to gain further qualifications; and
- provide opportunities for progression and advancement in work.

While many people are going to university and aiming at jobs requiring Level 6, they risk bypassing jobs with entry qualifications at levels 4 or 5.

In 2015, Young People's Education and Skills introduced *Skills Match*²² to help learning institutions and planners to forecast learners participating in courses - at level 3 and below - in different subject areas compared with vacancies in these areas and the same level. This proved extremely valuable and we hope to secure resources in the future that will enable us to repeat this exercise and extend it to jobs and provision above level 3.

Learning institutions, in discussion with regional, sub-regional and local partners, continue to address provision where it looks like there is over-and under-supply of places. Greater devolution of funding will help link these discussions with the resources London

needs to meet the needs of businesses and young Londoners more effectively.

The projected changes in employment in London, which help pinpoint those areas that are likely to take on new employees and those that are likely to release staff (and for whom opportunities for reskilling may prove particularly valuable), shows that provision needs to be flexible enough in design, funding and delivery to meet the long-term needs of residents and industries, the medium-term needs of specific strategies and interventions and the short-term/cyclical needs of a dynamic labour market.

London's industrial base has changed considerably over time – and the pace of evolution is accelerating. We urge curriculum planners to consider carefully whether or not the practical and vocational courses they are offering are designed to service the needs of students who are looking to fill vacancies as they currently exist, whether they will better serve the needs of industry in the medium-term to long-term or if they are still delivering courses that are built on demand in the past.

Although most young Londoners choose to go to university there is still a high proportion who wish to find a job or Apprenticeship. For these young people, T Levels may prove a real boon.

We have great confidence in the education and skills system in London, its teachers, tutors and trainers and its leaders, managers and governors. We are confident in their ability to deliver quality programmes of learning that suitably meet the needs of young people and London's economy.

London Councils and the GLA can add considerable value to individual learning institutions and local authorities in planning the curriculum offer. We have access to considerable data and can help analyse their implications for institutions and authorities.

7.3 Sufficiency of Post-16 Learning

As we have commented in this statement, London is potentially facing the twin pressures of reduced funding and increased demand for places. These pressures will pose challenges to institutions, local authorities and funders. Most importantly, they could cause anxiety to young people and their parents/carers; especially in cases where young people require high levels of support. Everyone in the sector wishes to avoid the consequences of a shortfall in places and funding and will need to work together creatively and with the support of funders to alleviate the situation.

7.4 Teaching, training and learning

We have great confidence in the education and skills system in London, its teachers, tutors and trainers and its leaders, managers and governors. Given the challenges of the future, it is essential that the education and skills system is fully resourced to continue to recruit and retain the very best teachers, tutors, lecturers and support staff to deliver the best opportunities for young people to learn, achieve and progress.

7.5 Devolution

We look forward to the next step change in education and skills, the devolution of the Adult Education Budget in 2019. We hope that this heralds more significant devolution of education and skills funding and policy across all ages. Governance over policy and

spending by London's key players would allow more consistency in achieving two key goals:

- a devolved education and skill system in London would permit the development of the type of Lifelong Learning System that occurs in high performing jurisdictions renowned for innovation, productivity and continuous professional development
- the harmonisation of employment and skills with employability support, including how to address basic skills needs.

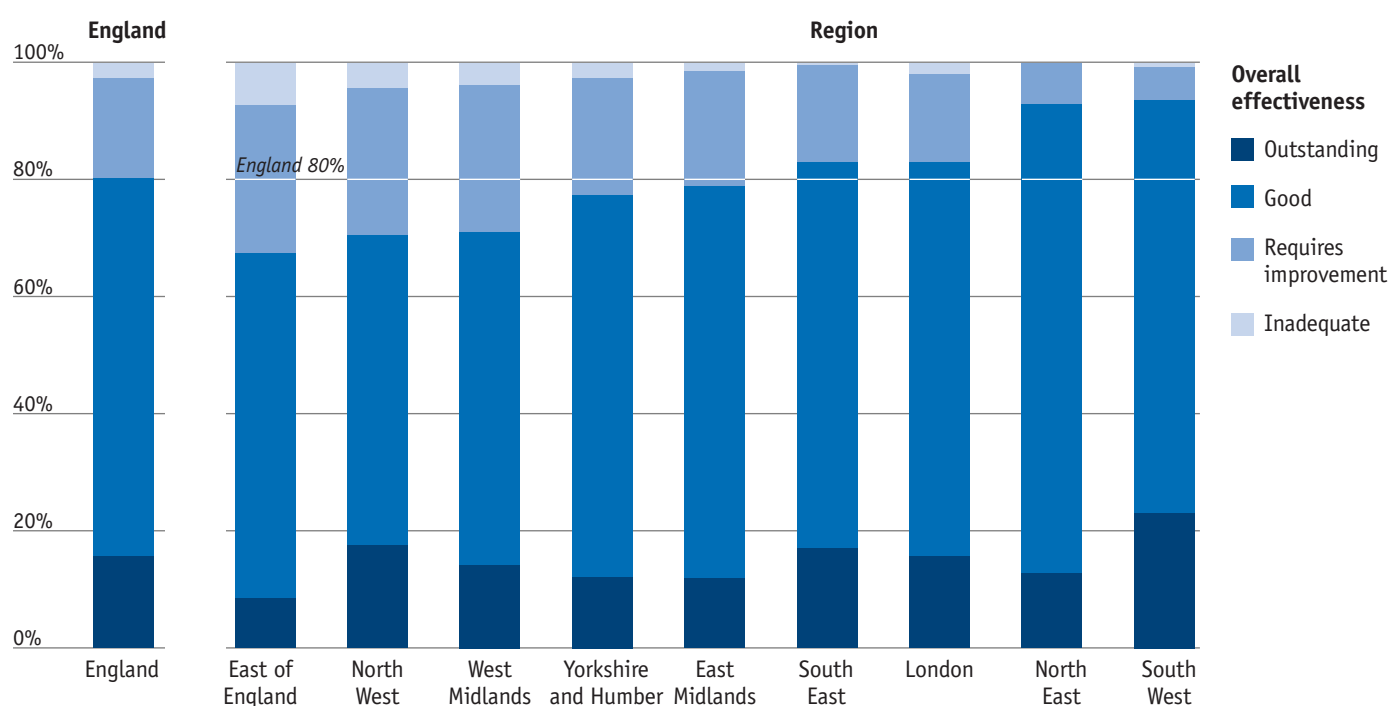
Moving forward on the devolution agenda does not mean threatening the autonomy of learning institutions, nor adding additional

bureaucracy. It means combining the flexibility of autonomous institutions with the insight of regional and local planning so that the resulting highly relevant curriculum offer is delivered to young people equally in all parts of London.

7.6 Quality of Post-16 Learning

The annual Ofsted snapshot of inspections²³ shows that 83 per cent of learning institutions in London are 'good' or 'outstanding' and these support 88 per cent of learners. The national average is that 80 per cent of learning institutions are good or outstanding.

Figure 10: FE and skills inspections, 31 August 2017 (Ofsted Data View)



7.7 Careers Guidance

The GLA is maintaining the London Ambitions Portal, which brings together the many careers education opportunities provided by London's businesses. This makes it easier for teachers to source activities that will give their students the best opportunities to raise their aspirations and gain direct experience of the world of work.

We will continue to support London Ambitions and promote the benefits to all young people of experiencing 100 hours of the world of work by the time they reach the age of 16.

7.8 Technical Education/Apprenticeships

Although we think that the government needs to complete significant work on the design of T levels, we nonetheless believe that they could have a major impact in London. Learning institutions are likely to need some support from their local authorities in providing work placements for every participant^v.

7.9 SEND

The government has a clear intention of promoting participation of children with SEND in mainstream settings where this is appropriate. Boroughs work with schools to create special units and Additionally Resourced Provisions so that a child or young person can attend a mainstream setting where this is the preference of the parent or young person – and councils have had much success in creating more dedicated SEND places in mainstream schools

On the other hand, many boroughs have experienced issues with schools refusing to admit or keep children with SEND at their schools, despite there being a legal

requirement to do so. Research on high needs funding carried out by ISOS Partnership on behalf of DfE²⁴ also highlighted evidence that schools are not adhering to this requirement, mainly because of the potential impact on exam results and, to a lesser extent, the costs of the provision and the need for more specialist staff.

Young People's Education and Skills will...

- Use the agreed devolution of adult education to demonstrate the value of greater devolution in policy, planning and funding education and skills in London
- Help provide a strategic fit between London's Local authorities' statutory responsibilities for education and skills and the Mayor of London's responsibilities for adult education and, more generally, support the development of a 'lifelong learning' culture in London
- Work in partnership to increase the number of young people accessing 100 hours of experience of the world of work by age 16

Local authorities will...

- Work with the Mayor of London and providers to produce and analyse labour market information
- Monitor Ofsted inspection results to prioritise assistance to institutions requiring improvement
- Help shape the development of T levels and, in particular, the quantity and quality of work placements

Learning institutions will...

- Deliver a mix of theoretical and practical courses that best meet the needs of young people and service the needs of the economy
- Prepare more young people for progression to Levels 4 and 5 courses as well as to HE

8. Excellence achieving results

Young people are better prepared for adult life and, especially at 17 and 19, for progression to further and higher education and employment.

This means that more young Londoners, from diverse backgrounds, are able to compete for the type of highly-skilled jobs that are likely to dominate the labour market in the future.

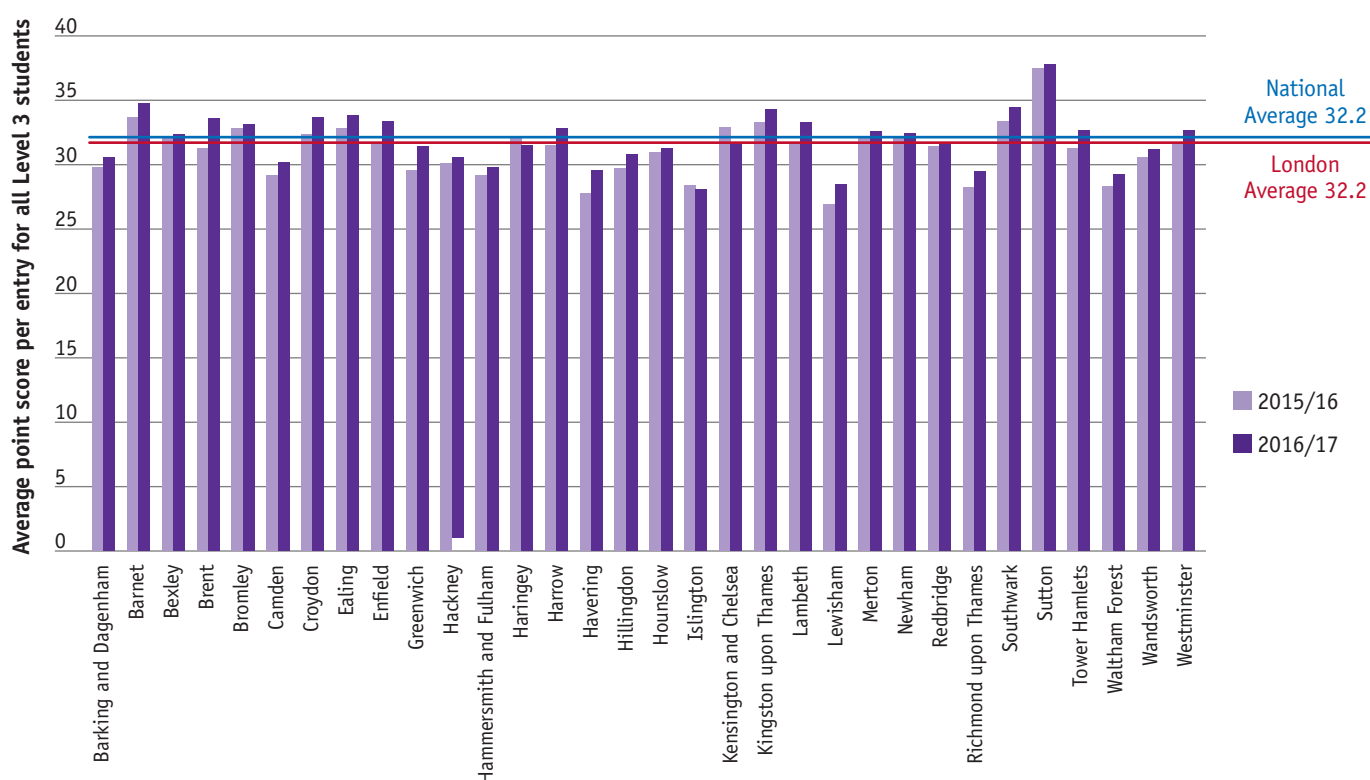
8.1 Achievements at Key Stage 4

In the academic year 2016/17 London exceeded the national average in both Attainment 8 and Progress 8. In the new measure of attainment in English and mathematics at GCSE grades 5 or above, London's average performance is also better than the national average.

In London, for 2016/17 the percentage of pupils at the end of key stage 4 entered for the English Baccalaureate (EBacc) was 49.8 per cent (the same percentage as 2015/16). For 2016/17 nationally, the percentage of pupils at the end of key stage 4 entered for the EBacc was 38.2 per cent (a -1.2 percentage point drop compared to 2015/16).

8.2 Achievements at Key Stage 5

Figure 11: Average point score per entry for all level 3 students, state-funded only, 2016/17



London's average point score per entry in 2016/17 was marginally lower than the national figure (though above for both A levels and technical qualifications, the score for Applied General students was below the national average). In London, there were 65,971 level 3 students in 2016/17, of whom:

- 48,520 were on academic courses (47,916 of whom were on A level courses);
- 19,658 were on Applied General courses;
- 7,312 were Tech Level students.

8.3 Destinations from state-funded mainstream schools in the year after taking key stage 4 (2014/15)

94 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after Key Stage 4, which is the same as the national figure (this has remained static both regionally and nationally compared to the previous year).

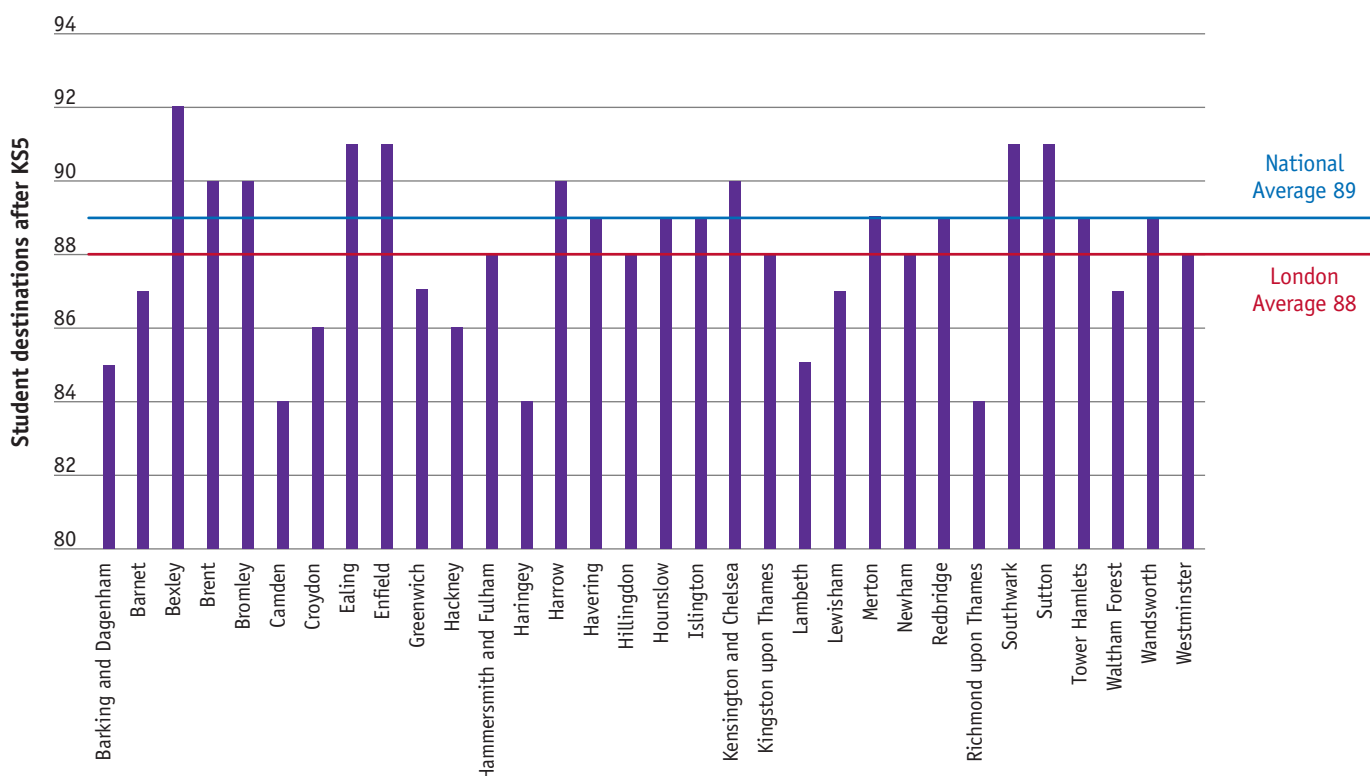
School sixth form remains the most popular destination for young Londoners with 55 per cent moving to this destination, a one percentage point increase on the previous year. This also remains the most popular destination nationally, although the national figure of 39 per cent is significantly lower (unchanged from the previous year).

The next most popular destination in London was further education college at 25 per cent (a one percentage point drop on the previous year), compared to 38 per cent nationally (unchanged from the previous year). 12 per cent of young Londoners were studying in a sixth form college, compared to 13 per cent nationally (both unchanged from the previous year)^{vi}.

8.5 Destinations from state-funded schools and colleges in the year after taking A Level or other Level 3 qualifications (2014/15)

In London, 88 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after they took their A Level or other level 3 qualification, which compares to 89 per cent nationally (an increase of two percentage points regionally and one percentage point nationally on the previous year). 74 per cent of young people in London were recorded as being in a sustained education destination, which is above the national figure of 66 per cent (an increase of two percentage points regionally and one percentage point nationally on the previous year). 61 per cent of Londoners went to a HE Institution, up three percentage points, compared to 51 per cent nationally (also up three percentage points). 14 per cent of young people in London were recorded as being in sustained employment and/or training (a one percentage point drop), compared to 23 per cent nationally^{vii}.

Figure 12: Student destinations after completing key stage 5 (2015/16)



8.6 Higher Education

We are grateful for the support of colleagues from the University of East London, Continuum (Centre for Widening Participation Policy Studies) and the London Borough of Newham who have been producing “The Higher Education Journey of Young London Residents” for the last five years. The latest version was published in December 2017²⁵.

This invaluable research shows that following a decline when student fees were raised in 2009/10, participation in HE in London has risen to its highest ever level. The largest increases are among 18 and 19 year-olds on full-time programmes, whereas there has been a continued decline in participation on part-time courses.

Young HE entrants are from a wide range of socio-economic backgrounds, with a quarter from the 20 per cent most deprived postcodes in England. Between 2014/15 and 2015/16 the number of young London HE entrants whose parents did not go to university overtook those whose parents did go to university for the first time.

72 per cent of London’s HE students achieve a First or Upper Second Class Degree and 67 per cent of those students who completed their studies in 2014/15 went into a graduate job.

Figure 13: Entry to HE - young Londoner residents HE progression by IMD decile 2015/16

Just under a quarter of young London residents entering HE in 2015/16 emanate from the 20% most deprived area. If we include IMD decile 3, this jumps to over 40%

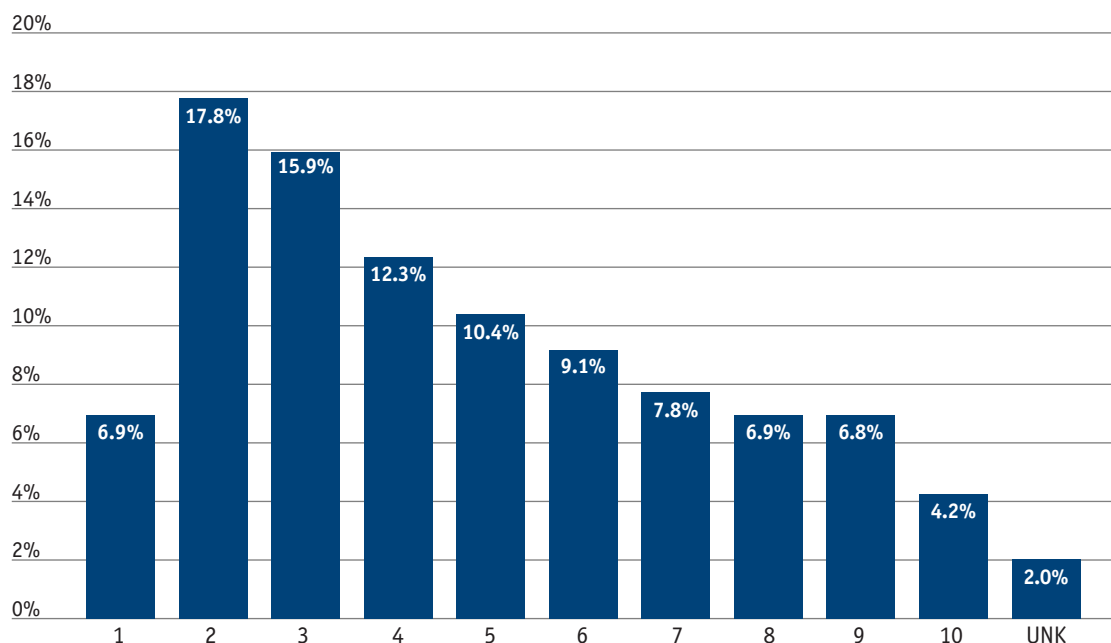
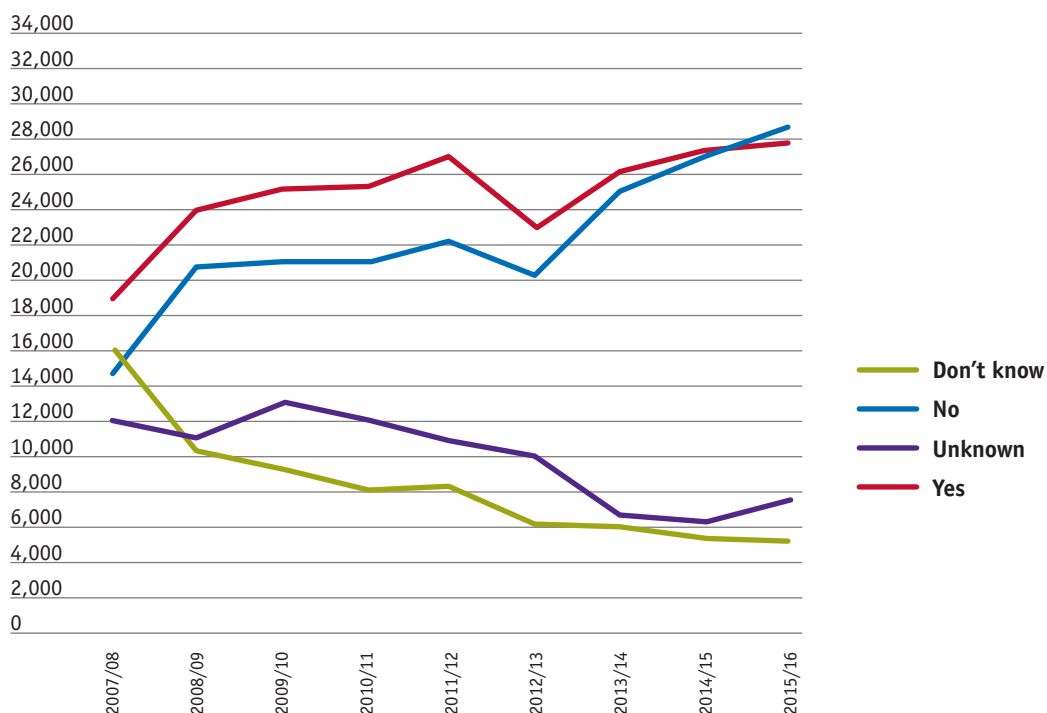


Figure 14: Young London residents HE progression by parental education

For the first time, the numbers of students whose parents do not possess a HE qualification has surpassed those with parents with previous experience of HE.



8.7 Employment

Although the majority of young Londoners progress into HE, and most do so with successful outcomes, there are many jobs requiring Levels 4 or 5 qualifications that Londoners are at risk of missing out on.

T levels, which are Level 3 programmes, will go some way in addressing this gap, but will be unable to do so unless there are clear progression routes into the Lifelong Learning and continuing development system envisioned in the Mayor's "Skills for Londoners" strategy, and that can be supported more fully by comprehensive devolution of education and skills funding and decision-making on a local level.

There also remain many occupations that require levels 1 or 2 qualifications on entry, with opportunities for further learning and development. There will be continuing demand for young people to take up these jobs as replacements for adults who will be leaving the labour market over the period of this statement of priorities.

8.8 Attainment gaps

We are very much alive to the link between relative poverty and educational underachievement that persists across generations. The main gap that we wish to close in the year ahead is between those who are in receipt of FSM and those who are not; and those with and without SEND. That is not to say that other gaps are unimportant. We encourage colleagues in local authorities and learning institutions to work together to address other gaps that are of local significance, such as attainment gaps for: care leavers, young parents, offenders or ethnic communities.

8.9 Careers guidance

Improving the quality and reach of careers guidance through London Ambitions is intended to help young Londoners set themselves ambitious goals and take greater ownership over the pathway to their achievement. London Ambitions is one of the main means to improving the relevance of labour market outcomes for young people.

8.10 Technical education/ Apprenticeships

We are waiting for final details of the design and delivery arrangements for T levels^{viii} and will contribute to consultations in the interim to help shape the final programme. Our priority will be to ensure that, by design, T levels afford young people with high quality opportunities to achieve the credentials required to secure employment and progression within a system of lifelong learning that enhances every individual's contribution to society and the economy.

We will continue to work with London's local authorities on the achievement of the Public Sector Apprenticeship target.

8.11 SEND

It is important that the needs of students with SEND are not just met while they are in-learning, but that their wider needs are provided for and their goals achieved. Many more young people with SEND than is currently the case can be provided with the skills, qualifications and opportunity to become employed. This alone would be a significant step in building self-confidence and independence.

More needs to be done to support both providers and employers to develop and

deliver Supported Internships, and to drive forward with an ambitious campaign to rapidly increase the number of employers employing people with disabilities, and learning disabilities, through supported employment.

Young People's Education and Skills will...

- Contribute to the development of T levels as part of a package of measures that improve the quality and quantity of technical and vocational learning.
- Work with partners to ensure the continued strategic implementation of London Ambitions.

Local authorities will...

- Identify disparities in performance between the achievements at Key Stages 4 and 5 by different areas and by students with different characteristics.

Learning institutions will...

- Work together - and with a broader range of partners - to enable more young people leaving education or training in London to progress into their destination of choice and continue in further or higher education, further learning or preferred career path

9. Our principles

We have developed principled positions that will enable young Londoners to succeed, but we are concerned that in some instances national policy could better serve the interests of young people, for example, with regard to careers work and in the funding for full-time 18 year-old students.

While developing a consensus around those areas in which greatest progress can be made quickly, we will also continue to lobby on and provide supporting evidence to those areas where we believe policy should be changed.

Shared vision and values: Our mission is to make sure that every young person has a personal route to success and the skills to secure a better future for themselves and their communities.

Inspirational leadership at all levels: Our ethos is to work in partnership, develop a shared understanding of the needs of young Londoners and build consensus on the actions that will make breakthroughs in the participation, achievement and progression of young Londoners.

Innovative and creative solutions: Our principles are formed out of a robust, evidence-based analysis of the needs of London – its society, its businesses and its young people. These principles determine our approach to our task; they specify our actions in the year ahead and point to the policy lines we will continue to develop.

Our beliefs

We believe that:

- Every young person deserves the best possible start in life. Because the skills, knowledge and experience they get while

in school, college or training sets them up for the future, every young person needs a personalised programme of education and skills – and the support they need to reach their goals.

- Young people need to be confident in the value of their education and acquisition of skills – they need to know the value of learning and be certain that what they learn will be relevant to achieving their goals in life.
- Because young people have such a range of options open to them, every young person should have 100 hours of experiences of the world of work while in school and receive high-quality face-to-face careers guidance at key transition points in their journey to adulthood and employment.
- Young people who would benefit from a three-year programme of study to achieve a Level 3 qualification should be able to do so, with their learning institution being assured of full funding.
- Ensuring that young people get the best out of their time in education or training requires the active engagement of a broad range of organisations; collaboration between these organisations is the best guarantee that young people will succeed in learning and in life.
- London's young people are entering one of the most competitive labour markets in the world – indeed, they are entering a truly global labour market - and the economy of the future will demand a workforce equipped with technical, professional and vocational skills. London's curriculum needs to face up to the challenges of the future.

10. Signposts to action

Goals	Ambitions	Priority Action in 2018/19
<p>Young people need impartial careers advice and guidance.</p> <p>Technical education and Apprenticeships need to be available to match the demand for a skilled workforce</p> <p>All education, pre-16 and into HE, needs to equip young people with learning skills upon which they can build in their adult lives.</p> <p>Continuing learning into adulthood needs to be a norm and young people with SEND cannot be left out.</p>	<p>Access and participation</p> <p><i>Providing sufficient and suitable places, meeting diverse needs, so that all young people have access to world-class education and training; and young people are empowered to make informed choices of the learning and career path through impartial, independent and personalised careers education, information, advice and face-to-face guidance</i></p> <p><i>This means that London needs to accelerate its relentless determination to close the remaining gaps in participation that are based on different characteristics of young people</i></p> <p>Quality learning experiences</p> <p><i>A dynamic curriculum offer – available to all young Londoners, irrespective of their background or needs – informed by employers, with learning institutions and the business community working better together to enable more young people to succeed; and a teaching and</i></p>	<p>Young People’s Education and Skills will:</p> <ul style="list-style-type: none"> • Highlight London’s imminent funding crisis and, in particular, the chronic shortage of places for young people with SEND and the unfairness of the funding disparity for 18 year-olds • In any Growth Funding that replaces the London ESF Youth programme, prioritise the prevention of ELET and early reengagement of NEET • Highlight London’s chronic shortage of places for young people with SEND, the pending crisis in post-16 places and the unfairness of the funding disparity for 18 year-olds <p>Local authorities will:</p> <ul style="list-style-type: none"> • Define their own local priority groups and neighbourhoods but, as a contribution to London’s overall objectives, focus on participation of young people receiving FSM and young people who have SEND • Identify the variance in the performance of different areas, neighbourhoods and communities • Monitor the effects of funding pressures, especially for young people with high support needs <p>Learning institutions will:</p> <ul style="list-style-type: none"> • Work together and with partners such as their local authority, to implement T-levels and London Ambitions <p>Young People’s Education and Skills will:</p> <ul style="list-style-type: none"> • Use the agreed devolution of adult education to demonstrate the value of greater devolution in policy, planning and funding education and skills in London • Help provide a strategic fit between London’s Local authorities’ statutory responsibilities for education and skills and the Mayor of London’s responsibilities for adult education and, more generally, support the development of a ‘lifelong learning’ culture in London • Work in partnership to increase both the number of young people receiving 100 hours of experience of the world of work

Goals	Ambitions	Priority Action in 2018/19
<p>There is a consensus around the need for improved technical education and the devolution of the adult education budget. Both of these initiatives should be supported so that they work for the benefit of young Londoners.</p>	<p><i>training workforce that can deliver the curriculum of the future, in a modern estate, that convinces more people to stay in learning after the age of 17 and to acquire higher level, technical and professional qualifications.</i></p> <p><i>This means ensuring that the government's reforms of technical education really work for young Londoners and make a difference to their prospects</i></p>	<p>Local authorities will:</p> <ul style="list-style-type: none"> • Work with the Mayor of London and providers to produce and analyse Labour MI • Monitor Ofsted inspection results to prioritise assistance to institutions requiring improvement • Help shape the development of T level and, in particular, the quantity and quality of work placements <p>Learning institutions will:</p> <ul style="list-style-type: none"> • Deliver a mix of theoretical and practical courses that best meet the needs of young people and service the needs of the economy • Prepare more young people for progression to Levels 4 and 5 courses as well as to HE
<p>Continuous improvement should not just be a vague ambition, but a commitment that is intentionally resourced and supported. Likewise, inclusion and social mobility need to become realities that are delivered by a fully –funded education and skills system that works for young Londoners, irrespective of their individual needs.</p>	<p>Achieving results</p> <p><i>Young people are better prepared for adult life and, especially at 17 and 19, for progression to further and HE and employment.</i></p> <p><i>This means that more young Londoners, from diverse backgrounds, are able to compete for the type of highly-skilled jobs that are likely to dominate the labour market in the future.</i></p>	<p>Young People's Education and Skills will:</p> <ul style="list-style-type: none"> • Contribute to the development of T levels as part of a package of measures that improve the quality and quantity of technical and vocational learning • Work with partners to ensure the strategic implementation of London Ambitions <p>Local authorities will:</p> <ul style="list-style-type: none"> • Contribute to the development of T levels as part of a package of measures that improve the quality and quantity of technical and vocational learning • Work with partners to ensure the strategic implementation of London Ambitions <p>Learning institutions will:</p> <ul style="list-style-type: none"> • Work together - and with a broader range of partners - to enable more young people leaving education or training in London progress into their destination of choice and continue in further or HE, further learning or preferred career path.

11. Measures of success

		2015/16 (Actual)	2016/17 (Provisional)	2017/18 (Anticipated)	2018/19 (Target)
Participation of 16 and 17 year-olds (annual measure in December)		Target is 93.6% 96.9%	96.4%	94.6%	94.8%
Combined NEET and activity not known of 16 and 17 year-olds ^{ix} . (annual measure in December)		New measure 3.2%	Est. 3.1%	3.0%	2.9%
Apprenticeships starts: 16-18 year-olds		Target is 10,100 10,650	22,000 9,320	33,900	34,500
Achievement					
A-Level point score per entry ^x		Target is 30.71 32.05 ‡	31.99	33.28	34.00
Percentage of students achieving two or more passes at A-Level		Target is 92.2% 77.8%	92.3%	92.5%	78.0%
Apprenticeship achievements: under 19 year-olds (full academic year)		Target is 5,656 5,430	12,540,	19,660,	20,355
Level 2 attainment at 19	All	Target is 90% 71%	91%	92%	93%
	FSM	82% 58%	84%	86%	88%
	Non FSM	91% 76%	92%	93%	94%
	Gap	9 pcp 17 pcp	8 pcp	7 pcp	6 pcp
Level 3 attainment at 19	All	65% 65%	66%	67%	68%
	FSM	55% 54%	57%	59%	61%
	Non FSM	68% 69%	69%	70%	71%
	Gap	13 pcp 15 pcp	12 pcp	11 pcp	10 pcp
Progression					
Key Stage 4 Destination Measure		Target is 93% 94%	94%	95%	96%
Key Stage 5 Destination Measure		Target is 72% 88% ‡	74%	75%	90%
Proportion of 16-18 cohort progressing to university		Target is 59% 61%	62%	65%	65%

Where the symbol ‡ is shown, London's outturn in 2015/16 is below the national average.

(Source: Intelligent London and DfE)

12. Abbreviations

DfE	Department for Education
DSG	Dedicated Schools Grant
EBacc	English Baccalaureate
EHCP	Education, Health and Care Plan
ELET	Early Leaver from Education or Training
ESF	European Social Fund
ESFA	Education and Skills Funding Agency
FSM	Free School Meals
GDP	Gross Domestic Product
GLA	Greater London Authority
NEET	Not in Education, Employment or Training
RQF	Regulated Qualifications Framework
SEND	Special Educational Needs and Disabilities
SME	Small to Medium-sized Enterprise

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- i In March 2017, UK general debt was 86.7 per cent of gross domestic product (GDP), 26.7 percentage points above the reference value set out in the Protocol on the Excessive Debt Procedure, while general government deficit (net borrowing) was 2.4 per cent of GDP – 0.6 percentage points below the reference value.
 - ii London Ambitions is a joint initiative between London Councils and the GLA that aims to bring education and industry closer together, helping employers and teachers join forces in providing young people with the knowledge and skills they need to succeed in their future. We interviewed nine young Londoners about their hopes and dreams.
 - iii Since we published the Annual Statement of Priorities the government has issued its response to the consultation on the Implementation of T levels. While there has been some modification to the initial proposals, our concerns remain valid.
 - iv The term “early leaver from education and training” has replaced the former term “early school leaver” in Eurostat, the European statistics portal. It refers to a person aged 18 to 24 who has completed - at most - lower secondary education (Key Stage 4 in England) and is not involved in further education or training.
 - v The term “early leaver from education and training” has replaced the former term “early school leaver” in Eurostat, the European statistics portal. It refers to a person aged 18 to 24 who has completed - at most - lower secondary education (Key Stage 4 in England) and is not involved in further education or training.
 - vi Of the remainder, three per cent were taking an Apprenticeship, compared to six per cent nationally (both unchanged from the previous year). Two per cent of young people were recorded as being in sustained employment and/or training, compared to three per cent nationally (both unchanged from the previous year). Five per cent of young people, both regionally and nationally, did not remain in education or employment/training for the required two terms and one per cent of young people, both regionally and nationally, were not captured in the destination data (all unchanged from the previous year).
 - vii Of the remainder, eight per cent of young people, both regionally and nationally, did not remain in education or employment/training for the required two terms (a drop of one percentage point regionally and nationally). Four per cent of young people were not captured in the destination data, compared to three per cent nationally.
 - viii Since we published the Annual Statement of Priorities the government has issued its response to the consultation on the Implementation of T levels. While there has been some modification to the initial proposals, our concerns about the design of T levels and about their implementation – particularly the delivery of the work experience element - remain valid.
 - ix Excludes young people who are not participating and whose status is known to the local authority
 - x Point scores shown here take into account changes in government policy and other methodological changes that came into effect in 2016. The targets have been revalorised to the new methodology.

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