

# Participation Achievement Progression

The priorities for Young People's Education and Skills in London  
2019 to 2020





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# Overview

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The purpose of the Statement of Priorities document is to set out the priorities for young people's education and skills in London and to help local authorities meet their statutory duties and learning institutions to plan and deliver excellent opportunities for young people to learn and thrive in London.

This is the final Statement of Priorities for the period covered by Vision 2020 and is for the year 2019 to 2020. Recognising the detailed analysis included in previous statements, this document addresses the main headline issues.

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.**

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

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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

This vision is to be delivered through three ambitions:

**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 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, are able to compete for the type of highly-skilled jobs that are likely to dominate the labour market in the future.

# Context

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London has a strong record in participation in post-16 learning, achievement at Key Stage 4 and progression to Higher Education. Participation is, however, uneven. Some areas and sections of the community are doing better than others and, given the sector's aspirations to provide the economy with the skilled workforce it needs to become more productive, a substantial amount of post-16 provision is committed to offering opportunities for young people to catch up following compulsory education. Poor quality careers guidance (or its complete absence) offered to many young people is a concern, as it can have a significant impact on the learning choices young people make.

The devolution of the adult education budget provides an opportunity for further devolution of education funding, but devolution needs to

extend to unfettered planning so that systems and accountabilities are not burdensome at the point of provision and London's skills needs can be appropriately addressed.

Resolution of Britain's exit from the European Union is reaching a climax, although the outcome of negotiations on the UK's longer-term relationship with the EU is unclear. However, the loss of the European Social Fund will threaten the stable mix of provision currently available to young people of different backgrounds.

The education and skills sector is facing continuing strains on funding that are affecting its ability to respond to growing demand for places and to deliver high quality outcomes for all young Londoners. Although this is true for the entire sector, it is a particularly important issue for young people who have high support needs.



# Priorities

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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;
- Securing sufficient resources to fund in full the provision of world class learning to all young Londoners, particularly those with high support 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.



# Our beliefs

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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 education 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.



# Our principles

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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 evidence supporting 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.



# Ambition – Access and Participation

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Providing sufficient and suitable places, meeting diverse needs, so that 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 career education, information, advice and face-to-face guidance. Use research into post-16 learner trajectories and special educational needs demand and

supply to shape provision in London and represent London's case for places and funding to the Department for Education.

**Result** – reduction in the number of young people who are not in education, employment or training (NEET) and whose participation status is not known to their local authority, closing performance gaps

## 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 Special Educational Needs and/or Disabilities (SEND) and the unfairness of the funding disparity for full-time 18 year-old students
- In the proposed UK Shared Prosperity Fund that is planned to replace the London European Social Fund Youth Programme, prioritise the prevention of early leaving from education and training (ELET) and early reengagement of young people who are NEET

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### 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 Free School Meals (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 effective careers education, information, advice and guidance

# Ambition – Quality Learning Experiences

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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.

**Result** – better Ofsted inspection results, successful introduction of T levels, better results at key stage 5

## 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

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### 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...

- Provide an inspiring and inclusive curriculum that encourages continued participation of young people from every background, reduces the risk of early leaving - particularly at critical 'transitions' - and helps young people to progress in their goals
- 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

# Ambition – Excellence Achieving Results

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

**Result** – better progression to positive destinations after key stages 4 and 5, all young Londoners receive the support they need to enjoy equal life chances as they move into adulthood.

## 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 implement London Ambitions in the context of the Mayor of London's Careers for Londoners Action Plan

## 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



# Signpost to action

Ambition	Priority to address	Action
<b>Access and participation</b>	<p>In the year ahead the young people's education and skills system in London should:</p> <ol style="list-style-type: none"> <li>1. Address the variance in the performance of different areas, neighbourhoods and communities in London.</li> <li>2. Monitor the effects of funding pressures on the growing demand for places, especially for young people with high support needs, while continuing to press for greater investment in the sector.</li> </ol>	<ol style="list-style-type: none"> <li>1. In the combined NEET / 'not known' measure, all boroughs should aim to be no worse than in quartile 3</li> <li>2. All partners should contribute to the development of T levels in London to improve participation in technical and vocational learning</li> <li>3. Analysis of the participation and early leaving performance at borough and institutional levels will identify the characteristics of the young people for whom new engagement strategies are required or whose support needs are better met to remove inequalities in participation.</li> </ol>
<b>Quality learning experiences</b>	<p>In the year ahead the young people's education and skills system in London should:</p> <ol style="list-style-type: none"> <li>1. Improve the quality of leadership, teaching and learning in post-16 provision in London</li> <li>2. Work towards and lobby for the continued implementation of London Ambitions</li> <li>3. Prepare for the introduction of T levels</li> </ol>	<ol style="list-style-type: none"> <li>1. Support learning institutions so that the number of good and outstanding Ofsted inspection results is increased</li> <li>2. All partners should work together to increase both the number of London Ambitions registrations to the London Ambitions Portal and the number of young people receiving 100 hours of experience of the world of work.</li> <li>3. Partners should increase the quantity and ensure the quality of current work placements and work experience opportunities in readiness for the introduction of T levels.</li> </ol>

<b>Achieving results</b>	<p>In the year ahead the young people's education and skills system in London should:</p> <ol style="list-style-type: none"> <li>1. While seeking to maintain London's competitive edge in achievements at key stage 4, also seek to reduce the disparities between achievements in different areas and by students with different characteristics</li> <li>2. London has some of the best performing students and institutions in the country at Key Stage 5. These benchmark institutions can support the sector to close gaps in performance by different areas and categories of students.</li> <li>3. Work together so that more young people leaving education or training progress into their destination of choice and continue in further or higher education, further learning or preferred career path.</li> </ol>	<ol style="list-style-type: none"> <li>1. Support learning institutions so that London's lead position in GCSE results is maintained and that both A level results at the end of key stage 5 and level 3 attainment by age 19 are at world class levels.</li> <li>2. Support young people so that the overall proportion of London-based pupils or students going to and remaining in an employment and/or education destination in the academic year after completing their key stage 4 or key stage 5 studies is the best in England</li> <li>3. Give all young Londoners the support they need to enjoy equal life chances as they move into adulthood</li> </ol>
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