

Young People's Education and Skills Operational Sub-Group

AGENDA

Chair: Andy Johnson **Job title:** Progression & Pathways Manager, London Borough of Enfield

Date: 26 January 2018 **Time:** 10.00 – 12.00

Venue: London Councils, meeting room 1

Telephone: 020 7934 9779 **Email:** Anna-maria.volpicelli@londoncouncils.gov.uk

Item 1	Welcome, introductions and apologies	AJ
	- Nomination of Vice Chair	
Item 2	Notes of the last meeting and matters arising <i>(paper - for agreement)</i>	AJ
Item 3	T Level consultation – draft response <i>(paper – for discussion and agreement)</i>	POB
Item 4	Annual Statement of Priorities – first draft <i>(paper – for discussion and agreement)</i>	
Item 5	Sub-regional feedback <i>(discussion item)</i>	All
Item 6	Work plan monitoring	
	– Policy update <i>(paper - for discussion)</i>	HB
	– Participation, NEET and activity not known <i>(paper – for discussion)</i>	POB
	– ESF Update <i>(verbal update – for information)</i>	POB
	– London Ambitions <i>(verbal update – for information)</i>	YB
Item 7	Board agenda <i>(paper (to be tabled) – for agreement)</i>	All
Item 8	Any Other Business	All

Date of next meeting: Quarterly schedule to be announced

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Notes

Young People's Education and Skills Operational Sub-Group

Date	13 October 2017	Venue	London Councils
Meeting Chair	Andy Johnson		
Contact Officer	Hannah Barker		
Telephone	020 7934 9524	Email	hannah.barker@londoncouncils.gov.uk

Present

Andy Johnson	London Borough of Enfield – Vice-Chair
Sheila Weeden	London Borough of Newham (North & East London)
Noel Tierney	London Borough of Wandsworth
Sean Hawkins	Education and Skills Funding Agency
Ann Mason	Achieving for Children – Kingston & Richmond (South West London)
David Scott	London Borough of Hounslow
Yolande Burgess	London Councils

Officers

Peter O'Brien	London Councils Young People's Education and Skills Team
Hannah Barker	London Councils Principal Policy & Project Officer, Children's Services

Apologies

Debi Christie	London Borough of Bromley (South East London) Chair
Trevor Cook	London Borough of Havering (North & East London)
John Galligan	London Borough of Brent (West London)
Eamonn Gilbert	Achieving for Children – Kingston & Richmond (South West London)
Daisy Greenaway	Greater London Authority
Tony Haines	Education and Skills Funding Agency

1 Welcome, Introductions and apologies

- 1.1 The Chair invited attendees to introduce themselves and noted the apologies for absence.

2 Notes of the last meeting and matters arising

- 2.1 The notes of the previous meeting were approved and all actions had been completed.

3 Annual Statement of Priorities

- 3.1 Peter O'Brien talked to the paper circulated prior to the meeting, setting out a draft framework for the Annual Statement of Priorities.
- 3.2 OSG members discussed the impact of devolution of the Adult Education Budget on 16-18 education and skills. It was confirmed that London Councils will continue lobbying for devolution of the 16-18 skills budget.
- 3.3 The group also discussed the reduction in revenue funding for 18 year olds in full time education or training, highlighting that it might be a good time to re-energise the lobby around increasing this revenue funding to provide greater flexibility in the system, especially in the context of the proposal for a transition year for some students.
- 3.4 The group also discussed the importance of careers education and the challenge of teacher and lecturer recruitment and the demographic profile of senior school leaders. It was agreed that the section on 'quality learning' would include reference to teacher and lecturer recruitment and retention.
- 3.5 Peter O'Brien sought the group's opinion on whether the gaps in access and participation relating to disadvantaged young people and those with Special Educational Needs and Disabilities (SEND) should be presented on a borough level basis. It was suggested that published data is presented for clusters of boroughs, but that boroughs can have access to borough-level data for their own purposes. The point was made that the borough-level data is skewed by the fact that special schools are often concentrated in certain areas of London.
- 3.6 OSG members agreed to circulate the framework to their clusters inviting feedback.

Action 248: OSG members to collect feedback from clusters on the Annual Statement of Priorities framework and send to Peter O'Brien by 30th October. Comments from OSG members and other 14-19 Leads to be fed into first draft to take to Board.

4 Do The Maths

- 4.1 Hannah Barker talked to a paper on Do The Maths, London Councils annual publication on school places planning and capital funding for schools. Hannah talked specifically on the recommendations relating to the sections on SEND and Further Education (FE).
- 4.2 Sheila Weeden mentioned that Newham produces a 16-18 places planning document. It was suggested that London Councils works with Newham next year to focus in on one area's planning methodology.
- 4.3 It was highlighted that it will be important to look at the take up of apprenticeships going forward and how this affects destinations post-16. GCSE changes are also likely to affect this.
- 4.4 Ann Mason mentioned students who wanted to start school part way through year 11, and Sheila Weeden mentioned a 'late arrivals' protocol that Newham has.
- 4.5 Yolande Burgess congratulated Hannah on her work on Do The Maths.

Action 249: Sheila Weeden to send Newham's 16-18 places planning document to London Councils to circulate to OSG members

Action 250: Sheila Weeden to send details of Newham's 'late arrivals' programme to Ann Mason

Action 251: OSG members to collect feedback from clusters on the FE and SEND sections of Do The Maths, including gathering recommendations of data that

would strengthen the FE section in 2019/20 and send to Hannah Barker by 30th November

5 Sub-regional feedback

- 5.1 OSG members updated the group on issues and developments in their sub-regions.

Action 252: Discuss Newham's 16-19 safeguarding board with Mary Vine-Morris at AoC in case this can be replicated elsewhere

6 Work plan monitoring

Policy Update:

- 6.1 Hannah Barker talked to a paper that had been circulated with the agenda, detailing policy changes and Select Committee inquiries since the last OSG.

Participation, NEET and activity not known:

- 6.2 The meeting received the latest report on the levels of participation, NEET and activity not known in London. OSG members agreed that a recommendation be taken to Board that the report should focus on the NEET scorecard, broken down by borough, going forward.
- 6.3 Peter O'Brien suggested that the gaps in participation for certain groups could be presented in more detail in the report instead.

ESF Update:

- 6.4 Peter O'Brien reported that three Information Exchange Events had taken place, with some poor attendance and poor levels of response to the feedback survey. The Strategic Technical Advisory Group have decided not to run any further large events, but are planning a workshop on the effectiveness of targeted mental health programmes next month.

London Ambitions:

- 6.5 Yolande Burgess talked through the progress of London Ambitions. London Councils is working with National Foundation for Educational Research on a piece of qualitative research relating to London Ambitions, which is due to be published on the opening day of Skills London.
- 6.6 Work experience month starts next Monday and London Councils has planned a Twitter campaign advertising the benefits of work experience and promoting London Ambitions. The team is also attending the Skills London events on 24th and 25th November.
- 6.7 Sheila Weeden asked whether there is any more information that could be given to London Ambitions ambassadors to help them to promote its key principles.
- 6.8 Ann Mason mentioned an email that she had received, specifying that local authorities could not access the London Ambitions portal.

Action 253: Yolande Burgess to collate information to be sent to London Ambitions ambassadors

Action 254: Ann Mason to forward email about LAs accessing London Ambitions portal to Yolande Burgess to check and follow up if necessary

Action 255: Results of research undertaken by NFER on London Ambitions to be circulated to OSG members once published.

House of Lords Select Committee on Economic Affairs: The economics of higher education, further education and vocational training – London

- 6.9 Yolande Burgess talked to the paper circulated with the agenda, outlining London Councils' response to the Select Committee's inquiry. The response reiterated the call for devolution of 16-18 skills, highlighted the issues raised in Do The Maths and called for greater data transparency.

7 AOB

- 7.1 Sheila Weedon asked about current task and finish groups. Yolande Burgess reported that a group on changes to performance measures has concluded, and discussions are ongoing about reactivating the group on labour market intelligence.
- 7.2 Yolande Burgess highlighted that the next version of the Higher Education Journey would be published on 6th December. The key theme for this version is social mobility.

Chair and Vice Chair nominations

- 7.3 Debi Christie has resigned from OSG due to an increasing number of commitments in her role at Bromley. Yolande Burgess highlighted the good work that Debi had done as part of the OSG.
- 7.4 Andy Johnson was nominated as Chair, which was supported by OSG members.

Action 256: Members to nominate / self-nominate an OSG Vice Chair via email

Next meeting: Friday 26 January 2017, 10.00 – 12.00, London Councils, SE1 0AL

Action Points from Operational Sub-group 2017-18

Action Point No.	Meeting Date	Action Point Description	Owner(s) - lead in bold	Review Date	Actions Taken	Open / Closed
248	13.10.17	OSG members to collect feedback from clusters on the Annual Statement of Priorities framework and send to Peter O'Brien by 30th October. Comments from OSG members and other 14-19 Leads to be fed into first draft to take to Board.	All / POB	26.01.18	Deadline passed	Closed
249	13.10.17	Sheila Weedon to send Newham's 16-18 places planning document to London Councils to circulate to OSG members	SW / HB	26.01.18	Circulated as attachment with papers for 26.1.18 meeting	Closed
250	13.10.17	Sheila Weedon to send details of Newham's 'late arrivals' programme to Ann Mason	SW	26.01.18	Actioned 17.1.18	Closed
251	13.10.17	OSG members to collect feedback from clusters on the FE and SEND sections of Do The Maths, including gathering recommendations of data that would strengthen the FE section in 2019/20 and send to HB by 30th November	All	26.01.18	No comments received; deadline extended to January 2018	Closed
252	13.10.17	Discuss Newham's approach to Safeguarding (following Prevent work) and possible cascading of the approach with Mary Vine-Morris AoC	YB	26.01.18	Verbal update 26.1.18	Closed
253	13.10.17	Yolande Burgess to collate information to be sent to London Ambitions ambassadors	YB	26.01.18		Open
254	13.10.17	Ann Mason to forward email about LAs accessing London Ambitions portal to Yolande Burgess to check and follow up if necessary	AM / YB	26.01.18	Actioned by AM 13.10.17	Closed
255	13.10.17	Results of research undertaken by NFER on London Ambitions to be circulated to OSG members once published	YB	26.01.18	Circulated post meeting note of 5.12.17	Closed
256	13.10.17	Members to nominate / self-nominate an OSG Vice Chair via email	All	26.01.18		Open

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Young People's Education and Skills Operational Sub-Group

Annual Statement of Priorities 2018/19 – a framework

Item: 4

Date: 26 January 2018

Contact: Peter O'Brien

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Summary This paper presents a draft of the Annual Statement of Priorities.

Recommendation OSG members are asked to discuss and comment on the attached draft of the next Annual Statement of Priorities.

1 Background

- 1.1 The last meeting of the Operational Sub-Group (OSG) agreed a framework for the 2018/19 annual statement of priorities, which was subsequently developed into a framework, which was presented to the Young People's Education and Skills Board at its meeting on 16 November 2017. The Board agreed an outline of the statement and confirmed that it wanted to emphasise the importance of technical education, careers guidance and Special Educational Needs and Disabilities (SEND).
- 1.2 We are aiming to publish the annual statement of priorities before 15 March 2018, when the purdah period for this year's elections begins. This requires the production of a full – and near final - draft of the document for consideration at the Board meeting to be held on 22 February.

2 Draft

- 2.1 At this stage, key data for the last academic year is still to be published. There are also some areas where national policy, or London's response to it, is being developed. As a result, we are presenting a 'rough draft' of the annual statement of priorities for consideration and comment by the OSG. The next draft will also take into account the OSG's discussion about technical education and London Councils' response to the government's consultation on the implementation of T levels.
- 2.2 It is also necessary to review the targets that we are proposing for 2018/19.

3 Recommendation

- 3.1 OSG members are asked to discuss and comment on the attached draft of the next Annual Statement of Priorities.

**Participation, Achievement and Progression:
The Priorities for
Young People's Education and Skills
In London
2018 to 2019**

Work-in-Progress – not for release

The purpose of the Statement of Priorities document is to set out the ambitions, principles and priorities for young people's education and skills in London and so 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.

Foreword by Chair and Vice Chairs

Text to be confirmed

- Relate to Vision 2020
- Confirm the importance of technical education
- Mention the other issues of concern especially resourcing SEND / High needs
- Summarise the main issues
- Restate the Board's credentials

To be signed off by Chair and Vice-Chair

Councillor Peter John
London Councils Deputy Chair and executive
member for business, skills and Brexit

Gail Tolley
Association of London Directors of
Children's Services

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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

Executive summary (to follow)

Keep this page free for visualisations about the story of London

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 even more strain on its basic infrastructure than at presentⁱ.

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.

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.

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 into adult life thinking that they do not have a valuable contribution to make to society. There are still too many families who 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 several generations.

It's expensive to live and move around London – there's a cycle of high pay and high cost of living.

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 depends largely on the performance of London's economy.

Partnership working

With representatives across all the organisations that have an interest in young people's education and skills, our Board is able to take a comprehensive view of the needs of young Londoners and the current issues impacting on the education and skills sector.

Working together for London

Collaboration and working partnership with others, especially in the public sector, is engrained in our ethos.

We will continue to work with London's local authorities, sub-regional partnerships and the Mayor of London to deliver a comprehensive package of devolution to London – including the **devolution**ⁱ of education and skills budgetsⁱⁱ. We have an especially close working relationship with the Mayor of London and the Greater London Authority (GLA) in the further development and implementation of *London Ambitions*ⁱⁱⁱ, which remains our principal means of improving careers education and guidance to children and young people. We encourage local authorities to promote London Ambitions to the schools and colleges operating in their areas. We encourage these institutions to register on the London Ambitions portal and to sign-up to its pledge and we encourage businesses to offer young people experience of the world of work.

Individual members of the Young People's Education and Skills Board are also members of the London Economic Action Partnership^{iv} and the Mayor of London's Skills for Londoners Taskforce^v. The Board strongly supports the work of these bodies and the principal of greater devolution to London.

There are other partnerships that have a great impact on the success and well-being of young Londoners, including Partnership for Young London that we are looking to sustain and prioritise over the next year.

Technical education: T levels

The then 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*^{vi} (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' 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 attain the parity between academic and technical education that has for so long been the stated desire of successive governments, 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 as shown below in table 1:

¹ Ref

Table 1: Proposed roll-out of T levels (DfE, October 2017)

Date	Occupational route	
2020	Digital	Limited pathways
	Construction	
	Education and Childcare	
2021	Digital	Full routes
	Construction	
	Education and Childcare	
	Legal, Finance & Accounting	
	Engineering & Manufacturing	
	Health & Science	
2022	Hair & Beauty	Full routes
	Agriculture, Environment & Animal Care	
	Business & Administrative	
	Catering & Hospitality	
	Creative & Design	
	Transport & Logistics	Apprenticeship Only
	Sales, Marketing & Procurement	
	Social Care	
	Protective Services	

We encourage London-based learning institutions to work with the Department for Education (DfE) in shaping 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 utilising 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
- 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
- We particularly welcome the government's recognition that regrettably some young people have underachieved at Key Stages 4 and 5. London has been particularly successful at helping such young people the chance 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 18 year-olds should be reversed.
- We have some concerns over the proposed design and assessment of T levels that we would welcome the chance to work through 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. In our view, the capacity of the provider base would be significantly augmented by, for example, the devolution of capital funding to London to ensure that the right facilities and equipment are available to the best providers that can deliver T levels that match London's needs and that targeted staff training and development is provided. London is also facing a major recruitment and retention crisis that covers all education and skills professions, but is especially felt in management levels.

Note: We will include here a precis of the agreed position on the latest T Level consultation.

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 and not to the recruitment of apprentices as the government's target implies.

More broadly, the changes to apprenticeship funding (through a levy of large employers) also raise some key challenges for London and 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.

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 designed to suit children with certain 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.

London is also disadvantaged by the funding system, which means that provision is underfunded. This applies equally to capital and revenue funding, where the current system does not pay sufficient regard to the actual costs of delivering SEND provision in London – and this is increasing reliance on independent and out-of-borough placements.

Our priorities for SEND and High-Needs places in the year ahead are based on working with the Mayor of London so that we can lobby central government jointly 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 think that the government should give local authorities power to intervene when academies off-roll pupils with SEND inappropriately.

Conclusion

Working with our partners and stakeholders, we have concluded that the priority areas, which will feature as cross-cutting themes in each of the ambitions set out in *Vision 2020*, are:

- careers guidance,
- technical education / apprenticeships and
- SEND.

Context

Economic context

The latest London Economic Outlook from GLA Economics^{vii} summarises London's economic prospects as follows

- Although the economic environment continues to be more uncertain than in recent years, the outlook for the London economy remains generally positive for the coming few years. *This is likely to mean that there will continue to be a range of jobs to which young Londoners can aspire.*
- Inflation while moderate is likely to remain higher than in recent years given the inflationary impact of the depreciation of sterling. Given higher inflation, it is likely that growth in real income will be less strong in the coming few years than in the previous couple of years and puts some restraint on household spending which has been a significant driver of economic growth until now. *This means that there is likely to be intense competition between applicants for better paying jobs and those with the right skills, qualifications and experiences will be at an advantage.*
- Despite the recent rate rise and speculation of further tightening in the coming years, UK monetary policy is likely to stay at what are historically very low levels for a time to come providing support to the national and London economies. *This means that young people are likely to find it even more difficult to buy property in London and even more expensive to travel.*
- Sterling remains low, most business surveys show continued growth and London consumers remain generally confident about the short-term future economic outlook after suffering some jitters immediately after the referendum. Fiscal policy also appears to be heading in a slightly more expansionary direction with reports of the Government easing its policy of fiscal consolidation to an extent. *This means that despite all its drawbacks, London will continue to attract customers and an inflow of new residents.*
- Of the sectors of the UK economy, Business services and finance continues to grow and given its size in London, this should provide some foundation to London's economy. *This means that there will be continuing demand for the 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.*
- Balancing all these forces interacting on London's economy, it is likely that both output and employment should see continued growth in the next few years but at a rate that is more subdued than seen in the past few years.

GLA Economics' London Labour Market Projections^{viii} provide the following outlook for jobs in London:

- The central projections estimate that employment in London will grow at an annual average rate of 0.78 per cent, equivalent to 49,000 jobs per annum, to reach 6.907 million in 2041. Similarly to the previous projections, jobs in the professional, real estate, scientific and technical sector is expected to grow strongly, accounting for over a third of the total increase expected in London to 2041. Strong employment growth is also expected in the administrative and support service, accommodation and food service, information and communication sectors, education and health sectors – collectively accounting for nearly three fifths of the expected total London increase to 2041. *This confirms that the employment trends identified in Vision 2020 are expected to continue for the foreseeable future.*
- Boroughs with areas within the Central Activities Zone account for 35 per cent of the annual projected growth in jobs, or 16,900 jobs per annum. The annual growth rate in

jobs, however, is almost identical with that for London as a whole at 0.77 per cent. It is differences between boroughs that are more pronounced whether for those with an area in the Central Activities Zone, or for all boroughs in London. For example, in the central zone Kensington and Chelsea is one of the London boroughs with relatively low growth in jobs, while Tower Hamlets has the strongest growth in absolute terms of all London boroughs. However, over the projection period all boroughs are expected to see a growth in their jobs numbers. *This 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

There will be continued demand for jobs across the entire economy, but high skills (demonstrated by high levels of qualifications) will be in greatest demand. The labour market will become even more competitive

What does this mean for us?

The growth in London's economy 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 level of skills they are likely to require will most probably follow the most recent trends

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 have the same culture of holding professionals in the education sector in high esteem as exists in, for example, Finland.

We do not have the same culture of personal investment in learning – especially cross-generationally - as exists for example in the US.

We do not have the same sense of personal commitment to lifelong learning and continuing professional development as exists in Singapore.

We do not have the benefit of employer engagement in education – especially vocational and technical education – that exists in, for example, Germany.

The labour market and globalisation

Nonetheless, in the era of globalisation, British businesses will come to depend on an education and skills system that progresses 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 presents competition from young people in other parts of England and, indeed, from other countries.

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.*

The labour market and 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

These days, young people rarely enter full-time employment immediately after leaving school or college. Most 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 – though few have been prepared for the consequences of this lifestyle decision. *This suggests that it is right to incorporate entrepreneurship into the curriculum.*

These factors clearly create a new dynamic in labour markets internationally. In Britain, there are three other issues that have a bearing on jobs in the future.

Labour market challenges in London

First, there’s **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.

The second issue that affects jobs in the future is **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 timeframe.^{ix}

The third is the legacy of **austerity**. While the debate on Brexit takes centre stage, solutions to Britain’s continuing problems in public finance^x 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 debt² 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

² In March 2017, UK general debt was 86.7% 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% of GDP – 0.6 percentage points below the reference value.

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 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 be learning new skills constantly. Self-direction and self-awareness are likely to emerge as critical core skills in the very near future.

Key learning point

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.

What does this mean for us?

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.

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.

Policy context

Industrial strategy

The government's "Industrial Strategy: a leading destination to invest and grow"^{xi} 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.’

Post-16 Skills Plan^{xii}

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”^{xiii}. 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”.

T levels and Apprenticeships

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

We support four principles that must be in place for the system to succeed:

- employers must play a leading role. Employers, working with expert 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 have sound structures to communicate with businesses and secure their commitment to a devolved system of education and skills that best serves young people and businesses.

- technical education needs to be fulfilling, aspirational, clearly explained and attractive – to everyone, regardless of their gender, race, disability, sexual orientation, sexual identity or any other factor beyond their control. 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.

The world-class technical education systems to which the government aspires take a similar approach as that which the UK government is following. 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 both 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 A levels. This will mean

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 continue to roll-out during the lifetime of this statement of priorities (and beyond). We wish to recognise the hard work and dedication to the teachers, heads / managers and governors who 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).

SEND

London has experienced rapid growth in demand for SEND 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 spring 2018 will show that the pace of increase in demand will continue beyond 2020.

We pay tribute to the many professionals in schools and colleges (mainstream and special) and local authorities who are managing the situation in a climate of continued funding pressure. We have called on the government to increase capital investment in high needs places to ease the pressure on revenue funding. Such capital investment would also enable young people and families to access a broader range of provision closer to home. We will continue to monitor the implementation of the arrangements for SEND and High Needs funding that were introduced in 2016 and highlight to the government those instances where institutional or borough funding allocations fall short of what is needed.

At a regional level, we hope to work ever more closely with the MoL in the period ahead in ensuring that his housing and transport plans take full account of the needs of young Londoners with SEND. We hope to work closely with the GLA in identifying those areas in London that would benefit from the creation of special free schools.

High-needs (to follow)

Mental health

We are concerned about young people's mental health and are pleased that it has, in the past year, been the subject of a joint enquiry by the House of Commons Education and Health Committees. It is disappointing that the resulting report found that despite an increase in demand for mental health services for children and young people, many schools and colleges are cutting back on, for example, counsellors.

Our Board members have been involved with other stakeholders in developing an approach, led by the London Health Board, to tackling the issue of young people's mental health. Thrive LDN^{xiv} is being developed to tackle these issues.

Access to HE (to follow)

Policies of London partners and stakeholders

The Mayor of London's strategy *City for All Londoners*^{xv} 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 enable the challenges faced in particular by London's housing, transport and public service infrastructure, growth can be achieved in a way that achieves greater balance between neighbourhoods and addresses the environmental, health and security issues that confront all major conurbations.

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. However, 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.

Partnership for Young London has published "A Vision for Young Londoners to 2025"^{xvi}, 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) and "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).

Key learning point

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.

What does this mean for us?

There is a consensus between the Mayor of London and local government that the devolution of education and skills policy and budgets will create the right balance between rigor in standards and flexibility in delivery that will secure employer engagement and the confidence of young people and their parents / carers.

Businesses are very much alive to the challenges that have been developing in London's economy and communities for some time and which are all the more pressing in the context of Brexit. They are looking for greater confidence in the education and skills system that can come from devolution.

Sector context

Funding

The ESFA wrote to post-16 institutions on 9 January 2018^{xvii} in the immediate aftermath of the winter Cabinet reshuffle to set out 16 to 19 funding allocations for academic year 2018 to 2019. To the great disappointment of many in the sector, this reinforced decisions that reduced funding in real terms and, in particular, the disparity for 'continuing learners'. It is with regret that we must reiterate our serious concerns that the government's policy entrenches disadvantage and that it has significantly undervalued the contribution education makes to social mobility. Unfortunately, the government has not paid sufficient regard to the concerns that we – and many other organisations - have expressed about the pressures being felt by London's learning institutions and the points in the system that are most critically affected by particularly tight funding settlements.

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 noted with some concern the introduction of new arrangements for funding learning for young people who need high levels of support. Put simply, the amount of money that the government provides does not match the demand for places. 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 enormous pressure on local authorities and their staff, as well as providers who are desperate to meet the needs of young people.

Pre-16 outcomes

We also note that there have been many changes in GCSEs that will have an effect on young people's post-16 choices (for example: most GCSEs will be awarded through end-of-course exams rather than 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 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 propose to capture experiences and results of area reviews

We will provide a brief commentary, in close cooperation with institutions' membership organisations and their representatives on the Board, on the key issues for London from their perspective.

Key learning point

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

What does this mean for us?

There are policy disconnects that are unfortunately having to be managed at an institutional level, which is adding to the strains within an already over-stretched system. The prize for getting the systemic changes that the country needs is great. But the penalties for trying to achieve thoughgoing change on the cheap are extremely damaging.

Continuing to press the case for London is going to be very important in the year ahead. Many policy-makers have an inaccurate view of the needs of London and how improving the performance of the education and skills system in London will be a catalyst not just to the capital's economy, but to the national economy.

Customer context

We will provide an overview of the key statistics, current at the time of publication (i.e. either based on the last quarter in 2017 or on January 2018 monthly figures), covering:

- Young People's Participation
- Young People's Achievement
- Young People's Progression

Our principal source of data will be *Intelligent London*^{xviii}, which itself provides an analysis of the position of London based on national published data. Where more detailed analysis is necessary, we may also refer to the London Datastore or the national statistics hub^{xix} if additional detail is required.

We would welcome evidence from boroughs about the demand for places. Although we have some coverage of post-16 issues in 'Do the maths', we would nonetheless welcome further detail about the pressures to deliver on RPA and the steps councils and providers are taking to increase supply.

Keep this page free for infographics about key performance issues

Growth of Apprenticeships

Research by Partnership for Young London^{xx} ("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
- Young people are broadly optimistic about employment prospects in the foreseeable future, but have a largely negative view about Brexit.

Clearly, improving the perception of Apprenticeships is both necessary to secure its parity with A Level and difficult given the variability in careers guidance in London.

Key learning point

Apprenticeships and technical education still have a poor perception by young people and their families, even though these provide pathways into the type of jobs that are going to be in demand in the future. Changing this perception, increasing the profile of technical education and apprenticeships with education professionals and employers will depend largely on the sector's ability to improve the quality of technical education and apprenticeships in London

What does this mean for us?

London has developed a culture in which the most young people progress into Higher Education and 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', but has a good chance to compete for high quality and well paid jobs

It is crucial that new the new T level programmes 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.

What London needs

Vision 2020: the future of young people's education and skills in London^{xxi} 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 of the learning and career path 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, are able to compete for the type of highly-skilled jobs that are likely to dominate the labour market in the future.

Our analysis of the context shows:

Key Learning Point	What this means for us	Our response
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.	<ul style="list-style-type: none"> The growth in London's economy 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 most probably follow the most recent trends. 	To follow
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.	<ul style="list-style-type: none"> 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. 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. 	To follow
London will benefit from the successful	<ul style="list-style-type: none"> There is a consensus between the Mayor of Businesses are very much alive to the 	To follow

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.	London and local government that the devolution of education and skills policy and budgets will create the right balance between rigor in standards and flexibility in delivery that will secure employer engagement and the confidence of young people and their parents / carers.	challenges that have been developing in London's economy and communities for some time and which are all the more pressing in the context of Brexit. They are looking for greater confidence in the education and skills system that can come from devolution.	
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.	<ul style="list-style-type: none"> There are policy disconnects that are unfortunately having to be managed at an institutional level, which is adding strains within an already over-stretched system. The prize for getting the systemic changes that the country needs is great. But the penalties for trying to achieve thoroughgoing change on the cheap are extremely damaging. 	<ul style="list-style-type: none"> Continuing to press the case for London is going to be very important 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. 	To follow
Apprenticeships and technical education still have a poor perception by young people and their families, even though these provide pathways into the type of jobs that are going to be in demand in the future.	<ul style="list-style-type: none"> London has developed a culture in which most young people progress into Higher Education and 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', but has a good chance to compete for high quality and well paid jobs. 	<ul style="list-style-type: none"> It is crucial that the new T level; programmes 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. 	To follow

Access and participation

Keep this page free for visualisations about access and participation:

Figures will become available at the end of January 2018

In this and the subsequent sections of the statement of priorities, we are waiting for the final figures to be published. The text that follows provides a flavour of what we intend to cover.

Unless there's a major change in the last quarter, the figures opposite will show that London is the national leader in levels of participation at 16 and 17. However, this is based on the average of London's boroughs and there remains some disparity between boroughs and even within some relatively high performing boroughs there are neighbourhoods where participation is relatively poor.

We will refer to the closing gap between participation at 16 and at 17; between those not receiving free school meals (FSM) and those who do receive FSM; between those with SEND and those without SEND. We will suggest that, in the case of access and participation, London's priority is to focus on intra-London gaps (the Board really wants to make this a major theme).

We will demonstrate this as an issue by examining the patterns of participation across different parts of London. We will also examine ethnicity data to identify any specific issues.

We will also pick up from London Councils' latest publication on the availability of places (*Do the maths*^{xxii}) and provide our assessment of the effects of changes in the funding system and level of funding on the availability of places. We propose to restate the Board position on encouraging more institutions (especially schools) to offer three year A level courses and on restoring full funding for 18 year-olds

We will comment on transition options into T levels (which are at Level 3) for those young people without a full Level 2 at 16

We will look at the levels of 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 training³ (ELET). In particular, we will start to raise the case for NEET in the context of Brexit, where considerable support is currently provided from European Social Fund (ESF).

Careers Guidance

There has been significant commentary on the inconsistency and poor quality of careers guidance for young people in school from employers, experts in the sector and young Londoners themselves. 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 will reiterate our support for London Ambitions.

So much depends on 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.

Technical education / apprenticeships

If introduced properly, T levels can provide a significant boost to technical education in this country. The effectiveness of partnerships with businesses – especially Small to medium-sized enterprises (SMEs) and microbusinesses – will be tested as the sector engages with industry on the provision of work placements. More to be added after agreeing the response to the implementation consultation.

SEND

³ 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 and is not involved in further education or training.

We will comment on the discrepancy between the number of places that are funded and planned for in London and the level of demand

Young People's
Education and
Skills will...

Local authorities
will...

Learning
institutions
will...

Quality learning experiences

Keep this page free for visualisations about quality learning experiences:

Figures will become available at the end of January 2018

We will provide a summary of the curriculum offer and its match to London's future economy, demonstrating London's appetite and demand for high quality technical education and apprenticeships

We will provide an overview of Ofsted inspections in London compared with other parts of England and draw conclusions about the quality of the post-16 offer

We will provide an update on London Ambitions and its future direction. We will emphasise that all young people should receive 100 hours of experience of the world of work before they are 16.

We will commit to support learning institutions who are developing work placements as an essential component of new T levels, to ensure the credibility, integrity and quality of the technical learning route.

Careers Guidance

We will add in here the key milestones and deliverables from London Ambitions.

Technical Education / Apprenticeships

We'll add in here some elements of our contribution to the consultation on T level implementation.

SEND

To follow.

Young people's
education and
skills will...

Local authorities
will...

Learning
institutions
will...

Achieving results

Keep this page free for visualisations about achieving results:

Figures will become available at the end of January 2018

We will compare London's position - at key stage 4, key stage 5 and the attainment of level 3 qualifications by 19 year-olds – with other regions and, where possible, with other world cities. We will comment on how that has changed in recent years.

Comment here on those areas in London that are negative on Progress 8

We will also provide an analysis of London's relative performance on the English and maths post-16 funding requirement⁴ and commentary on the effect of linear A levels. At this moment, we are unclear whether or not data will be available to judge the effect of changes in grades.

The Board wants to point to attainment gaps and to make reference to Inclusive Education in schools and colleges.

We will summarise progression to HE and the successes of young people who make that journey (using the latest *Higher Education Journey for Young Londoners*)

We will also refer to progressions to employment.

Careers guidance

To follow

Technical education / Apprenticeships

To follow

SEND

To follow

Young People's
Education and
Skills will...

Local authorities
will...

Learning
institutions
will...

⁴ The condition of post-16 funding is that students must study maths and/or English as part of their study programme in each academic year. This applies to students aged 16 to 18 and 19 to 25 with an Education, Health and Care Plan (EHCP) who do not hold a GCSE grade 9 to 4, A* to C or equivalent qualification in these subjects. This applies to students starting, or who have already started, a new study programme of 150 hours or more, on or after 1 August 2014.

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 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.

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.

Signposts to action

Ambition	Priority	Result
Access and participation	<ol style="list-style-type: none"> 1. Intra-London disparities 2. Places and funding 	<ol style="list-style-type: none"> 1. Participation and combined NEET / 'not known' measure 2. Development of T levels in London
Quality learning experiences	<ol style="list-style-type: none"> 1. Quality of the curriculum 2. London Ambitions 3. Introduction of T levels 	<ol style="list-style-type: none"> 1. Ofsted inspection results 2. London Ambitions registrations and number of young people receiving 100 hours of experience 3. Work placements as part of T levels
Achieving results	<ol style="list-style-type: none"> 1. Achievements at KS4 and KS5 2. Destination measures 	<ol style="list-style-type: none"> 1. GCSE and A level results and level 3 attainment by age 19 2. Levels of pupils or students going to or remaining in an employment and / or education destination in the academic year after completing their key stage 4 or key stage 5 studies

Measures of success

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

(Source: Intelligent London and DfE)^{xxiii}

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

⁵ Excludes young people who are not participating and whose status is known to the local authority

⁶ 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 revalued to the new methodology.

Abbreviations

DfE	Department for Education
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

References

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- ⁱ <https://www.gov.uk/government/statistics/subnational-population-projections-2014-based-projections> (checked 19/12/17)
- ⁱⁱ Insert here a link either to the London Councils paper on devolution or the APPG paper
- ⁱⁱⁱ <https://londonambitionsportal.london.gov.uk/> (checked 1/11/17)
- ^{iv} <https://lep.london/> (checked 7/11/17)
- ^v <https://www.london.gov.uk/what-we-do/business-and-economy/skills-and-training/skills-londoners-taskforce> (checked 7/11/17)
- ^{vi} https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/650969/T_level_Action_Plan.pdf (checked 1/11/17)
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- ^{xxiii} Checked 7/11/17

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Young People's Education and Skills Operational Sub-Group

Policy Update

Item: 6

Date: 26 January 2018

Contact: Hannah Barker

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Summary This paper outlines the key changes affecting 14 to 19 policy since the last Young People's Education and Skills Operational Sub-Group.

Recommendation OSG members are asked to note the information in this paper.

1 Ministerial posts

1.1 The Cabinet reshuffle in early January 2018 resulted in the following changes in ministerial posts in the DfE:

1.1.1 Justine Greening was replaced by Damian Hinds as Secretary of State for Education. Hinds was Minister for Employment at the Department for Work and Pensions from 2016 to 2018. He has previously sat on the Education Select Committee and chaired the All Party Parliamentary Group for Social Mobility.

1.1.2 Robert Goodwill was replaced by Nadim Zahawi as Parliamentary Under Secretary of State, covering children's social care, early years and SEND. This is Zahawi's first ministerial post since becoming an MP in 2010.

1.1.3 Sam Gyimah was appointed as a joint Minister for Higher Education at the Department for Business, Energy and Industrial Strategy and the DfE. Gyimah was Parliamentary Under Secretary of State at the DfE from May 2015 to July 2016 and has most recently held a ministerial post at the Department for Justice.

2 Skills for Londoners strategy

2.1 The Mayor launched the draft Skills for Londoners strategy in November 2017, with the ambition of creating a post-16 technical and vocational education and skills system that meets the needs of Londoners and businesses. The consultation covered a range of areas, including careers advice, Special Educational Needs and Disabilities (SEND), and employer engagement. London Councils' response to these sections of the consultation is attached as Appendix A.

3 Careers strategy

- 3.1 The Department for Education (DfE) published their Careers strategy in December 2017.¹
- 3.2 The proposals include:
 - 3.2.1 Aiming for every school and college in the country to have a dedicated careers leader in place by the start of the new school year. This is backed by £4 million of funding to provide training and support for at least 500 schools and colleges.
 - 3.2.2 Boosting careers support in targeted areas of the country by setting up 20 careers hubs, linking schools and colleges to universities and employers. This is supported by £5 million of funding.
 - 3.2.3 Ensuring that Ofsted comments on the careers guidance provided to young people in college inspection reports. Schools and colleges will also be expected to publish details of their careers programme for young people and their parents.
 - 3.2.4 Ensuring that schools offer every young person at least seven encounters with employers, at least one per year from years 7 to 13, by 2020.
 - 3.2.5 Establishing a new, improved National Careers Services website.

4 London Councils/YouGov Survey: Parents' views on London education system

- 4.1 London Councils has commissioned YouGov to conduct a survey on parents' views on the London education system every September for the last five years, which includes questions on school funding, accountability, and the free school programme. The latest report was published in November 2017.
- 4.2 In 2017 a set of questions relating to vocational education and careers education was added to the survey. The full report is attached as Appendix B; the section focussing on vocational education and careers can be found on pages 56 to 62.
- 4.3 The main findings were as follows:
 - 4.3.1 43 per cent of parents would prefer that their children took A Levels rather than vocational qualifications. Only four per cent would prefer that their child took vocational qualifications. These preferences are the same for parents with a child at a primary or secondary school.
 - 4.3.2 50 per cent of parents don't feel well informed about London's labour market in the context of supporting their child in making good career choices.
 - 4.3.3 50 per cent of parents feel unconfident that their child will receive a meaningful experience of the world of work by the age of 18.
 - 4.3.4 44 per cent of parents are not confident that their child will receive appropriate careers advice before they leave education at the age of 18.
 - 4.3.5 79 per cent of parents feel their child's school is providing a level of knowledge appropriate to their child for Maths; 76 per cent for Science; and 73 per cent for Digital Skills.
 - 4.3.6 A fifth of parents (19 per cent) are not confident that their child's school is providing a level of knowledge appropriate to their child for Digital Skills.

5 Thrive London

- 5.1 Appendix C provides an update of the work of the Thrive London programme.
- 5.2 The DfE has published a green paper entitled 'Transforming children and young people's mental health provision'.² The green paper focuses on early intervention and prevention, especially in and linked to schools and colleges. The proposals include:
 - 5.2.1 Creating a new mental health workforce of community-based mental health support teams.
 - 5.2.2 Every school and college will be encouraged to appoint a designated lead for mental health.
 - 5.2.3 A new 4-week waiting time for NHS children and young people's mental health services to be piloted in some areas.
- 5.3 The deadline for responding to the consultation is 2 March. London Councils will be preparing a response to the green paper.

6 Select Committee Inquiries

The quality of apprenticeships and skills training inquiry

- 6.1 The Education Committee is conducting an inquiry into whether employers, learners and tax payers are getting value for the time and money invested in training, and whether more needs to be done to detect poor-quality provision.
- 6.2 The inquiry covers:
 - 6.2.1 The quality of current provision, how this varies by sector, level and region, and the impact of this on learner outcomes.
 - 6.2.2 The effectiveness of the quality monitoring system, in particular the role and capacity of Ofsted.
 - 6.2.3 The role of the Education and Skills Funding Agency in ensuring value for money, and the impact of different funding models.
 - 6.2.4 Quality and oversight of training provided by subcontractors.
 - 6.2.5 Quality of training received by the socially disadvantaged, and barriers to them undertaking this training.
- 6.3 The deadline for submission of written evidence was 5 January 2018.

¹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

²https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664855/Transforming_children_and_young_people_s_mental_health_provision.pdf

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What could the Mayor do to improve the careers information, advice and guidance offer? (page 37)

There is a considerable body of evidence to show that the greatest single factor that enables young people to access, participate in and succeed in the labour market is effective careers education, information, advice and guidance (CEIAG). However, provision of CEIAG in London remains patchy and inconsistent. London Councils survey *Ask the Parents: The Fifth Year*¹, published in November 2017, found that 50 per cent of parents feel unconfident that their child will receive a meaningful experience of the world of work by the age of 18, and 44 per cent are not confident that their child will receive appropriate careers advice.

London Councils has worked with the Mayor of London and the former London Enterprise Panel to develop *London Ambitions: Shaping a successful careers offer for all young Londoners*², which remains our principal means of improving careers education and guidance to children and young people. The report, published in 2015, explains the importance of CEIAG in preparing young people for work. It draws a distinction between the narrow definition of 'work experience' as it has traditionally been made available to young people and 'experience of the world of work' – a broader, more modern and dynamic term to express how young people can acquire and demonstrate the personal qualities sought by business.

We continue to have a good working relationship with the Mayor's Office and the GLA in the development and improvement of *London Ambitions*. A refresh of *London Ambitions*, reflecting on developments since its initial publication and highlighting its success to date, would be a useful next step. The Mayor also has a key role in the continued promotion of the careers offer set out in *London Ambitions*.

London Councils 2017 *Ask The Parents* survey found that only four per cent of parents would rather their child take vocational qualifications than A Levels, compared to 43 per cent who had the opposite preference. The fact that there was no significant difference in response from parents with children at primary and secondary school age points to an ingrained parental view about the value of different pathways after the age of 16. Young people and their families need to be confident that the education and training system will enable them to achieve their ambitions, and need help to understand that A Levels are not the only option. The Mayor has an important role in encouraging this change in mindset, and promoting technical pathways, apprenticeships and work-based learning a different, but equally valuable, alternative to an academic route.

London Councils is calling on Government to devolve existing careers funding streams to London to build a single integrated careers service. As a first step, London government should have a formal, strategic coordination role with London providers of careers services. There is opportunity for joint lobbying between London Councils and the Mayor here.

How best can we meet the education and training needs of people with a special educational need or disability? (page 37)

London has experienced a rapid increase in demand for places for pupils with high needs in recent years, far exceeding growth in other regions and that of London's mainstream school

¹ <http://www.londoncouncils.gov.uk/download/file/fid/21498>

²

<https://lep.london/sites/default/files/documents/publication/London%20Ambitions%20Careers%20Offer.pdf>

population. The number of children in London with a statement or Education, Health and Care Plan (EHCP) has risen by 15.1% since 2007 compared to only 1.7% nationally.

It is vital that local government is adequately funded to ensure that this growing number of young people with Special Educational Needs and Disabilities (SEND) are effectively supported throughout their time in education and/or training. The average cost per place for new dedicated SEND places in London is around three times higher than the average cost per mainstream place. The lack of a sophisticated funding mechanism to capture the complexities of funding SEND places coupled with the proportionately higher number of children with SEND in London in comparison to elsewhere in the country means that London has been and continues to be considerably underfunded for SEND places. Furthermore, local authority high needs budgets are under increasing pressure given the growing number of children and young people with SEND, and the increased complexity of their needs. In 2016/17, 26 out of 31 London boroughs spent more than the amount allocated through the high needs block of the DSG, creating an aggregate 'funding gap' across these 26 boroughs of £100 million. The reforms brought in with the Children and Families Act 2014 have the potential to offer greater and more effective support to all children and young people with SEND up to the age of 25; however, this must be coupled with increased investment from Government in order to ensure that this group of young people are supported to achieve to their full potential. The Mayor could continue to support London Councils' lobbying on the need for additional funding for the high needs block, and capital funding for SEND school places that meets demand.

Another key challenge that is affecting the quality of education and training experienced by children and young people with SEND is the prevalence of non-inclusive attitudes across schools in the capital. 19 out of 24 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 out of 23 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 the Mayor could offer his support, through providing and promoting inclusive apprenticeships, supported employment, and inclusive internships. Volunteering is also a great way for young people with SEND to gain confidence, skills, independence and experience of the world of work, and the Mayor has a range of well-established volunteering schemes that must be fully inclusive in order to provide optimal support for young people with SEND.

How can we improve pathways in and transitions between schools and colleges to improve outcomes for young Londoners in post-16 education? (page 37)

16-18 education is delivered in a range of settings, including schools, colleges and other vocational settings, and it is not clearly joined up. This hampers effective pathways and transitions between schools and colleges. The government has committed to devolve the Adult Education Budget to several areas, including London, yet this will give local policy-makers control over only one part of the system. It will not include 16-18 provision in schools nor control over all vocational capital investments such as 14-19 capital or Institutes for Technology.

A devolved system would give London the flexibility and freedom to drive up the provision of the higher level professional and technical education that our economy needs and create

clear progression pathways for learners, aligned to the technical routes in the Post-16 Skills Plan. Learners could be supported with tailored careers information, advice and guidance helping them to make informed choices about how to access those pathways and progress in learning and work. The ability to drive out the inefficiencies that result from poor learner choices and ineffective provision would alleviate budgetary pressures, while a devolved system would also be better placed to align local services and funding with skills provision to help the most vulnerable and disadvantaged to progress.

In order to ensure that young people are aware of the options available to them after the age of 16, London Councils believes that national, regional and local labour market intelligence should be brought into the curriculum. Schools need to support pupils to access and analyse labour market information, explore work and career options and act on relevant intelligence when planning for both learning and career options. Demographic and technical changes are creating a time of major change in the labour market; schools need help to stay on top of the relationship between the curriculum and the changing labour market.

London Councils recently published a report entitled *London Ambitions Research: Shaping a Successful Careers Offer for all Young Londoners*³, which evaluated the impact of London Ambitions in a handful of schools and one college. One of the recommendations in the report was for schools and colleges to ‘engage in more dialogue about careers strategies and provision within, and between, institutions’. This would enable the sharing of good practice and a more streamlined offer across institutions. Furthermore, all of the institutions focussed on the report arranged visits to places of work or further study for their young people, which were much valued by the students. This is another means of improving transition between institutions which it would be worth promoting.

Research carried out for London Councils by the University of London - Institute of Education in October 2014 identified that many ‘vulnerable’ post-16 learners will take three years rather than two to reach the goal of a Level 3 outcome. The research recommended a collaborative pilot project to help schools and colleges plan three-year study programmes involving a mix of general and vocational study post-16 (including a mix of Level 2 and Level 3 qualifications). The government should be pressed to support such a pilot with guarantees of full funding for 18 year-olds.

While current statistics show that participation remains high at age 16 in London, there remains an issue of early leaving by 17 year-olds – especially among those who have struggled to achieve good GCSEs in school. The offer of three-year programmes that enable such students to both catch up on lost ground and attain good Level 3 results would help improve transition for many young people who are at risk of being left behind.

What more can be done to achieve greater employer engagement in the design and delivery of training provision in London? (page 47)

Employers’ input into the education of young people and the development of young people’s skills for the workplace is vital to ensure that learning is tailored to the needs of employers and that young people are inspired to achieve. One of the recommendations in London Councils’ recently published report, *London Ambitions Research*, was for schools and colleges to encourage and support employers to become more involved in education.

In July 2017, London Councils published a report entitled *Young People’s Education and Skills Work Experience Study*⁴, capturing London employers’ perspectives on offering work

³ <https://fas.nfer.ac.uk/publications/LAMB01/LAMB01.pdf>

⁴ <http://www.londoncouncils.gov.uk/download/file/fid/20761>

experiences to young people. The report shows that the majority of business leaders in the capital are positive about the benefits of providing young people with experience of the world of work. However, over half of employers (57 per cent) believe that employers should have more involvement in education.

The report made it clear that more support could be offered to employers to encourage them to offer more opportunities to young people. More than half of London employers surveyed do not think they have enough or any support for offering work experience opportunities to young people. SMEs feel particularly unsupported, with 45 per cent stating that they do not receive any support at all. In terms of the support that could be provided, twenty five per cent of employers in organisations that do not currently offer work experience said that they would be interested in information on how to set up a work experience scheme. Those already offering work experience would appreciate support in understanding how to make work experience placements more meaningful. Furthermore, organisations believed that providing financial support to businesses to offer training or employment could significantly reduce youth unemployment.

We would also recommend that schools bring an employer onto the governing body so that a governor has oversight for ensuring the school supports all students to relate their learning to careers and the world of work from an early age. They could challenge the careers offer within the school where necessary, encouraging senior leadership to review its effectiveness and outcomes.

Employer engagement in the design and delivery of the new T Levels, and the recent Apprenticeship Levy, will be integral to the success and attraction of technical pathways as an alternative to the traditional academic route.



Ask the Parents: The Fifth Year

Report prepared for
London Councils

November 2017

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Executive summary

Introduction

- 1.1.1 This report presents the findings of a London Councils commissioned project to investigate parents' views on various aspects of the education system in London. This is the fifth wave of the research study, and findings are compared throughout the report to results from the four previous years' research which were all conducted in the month of September.
- 1.1.2 The total sample size of this study was 1,030 parents of children aged 5-16 living in Greater London and fieldwork was undertaken between 24th August and 7th September 2017. The data has been weighted to be representative of the London population by gender, ethnicity, social grade and inner and outer London location.

Standards, accountability and intervention

- 1.1.3 The vast majority (78%) of parents in London feel that their local council plays an important role in ensuring high education standards in schools. This remains higher than the proportion who feel central government plays an important role – although the gap has closed over the past three years.
- 1.1.4 A consistent view over the past five years of this research has been that a fifth (20%) of parents feel that the local council is held to account for the performance of Academies and Free schools - when the local council has no statutory powers over these schools.
- 1.1.5 It also remains the case that only a minority of parents in London make the link that central government is directly accountable for the performance of Academy and Free schools – with 29% thinking that central government is accountable for the performance of Academies and 21% for the performance of Free schools.
- 1.1.6 As found over the past five years, there remains a degree of confusion from parents of children in Academies and Free schools as to the influence that local councils have. In fact 44% of parents with a child in an Academy and 63% of those with a child in a Free school believe that local councils have the power to influence or intervene if the school were to be underperforming.

- 1.1.7 Since 2013, the powers that local councils are believed to hold over failing schools have all remained fairly consistent, although the proportion of parents who think local councils have the powers to restrict funding has increased from 29% to 40%.
- 1.1.8 The majority of parents think that local councils should have powers of influence and intervention over Free schools (70%) and Academies (68%). This opinion has become more prevalent since 2013, when 62% thought councils should have these powers over both Free schools and Academies.

School places

- 1.1.9 Since 2013, there has been a strengthening in the opinion that local councils should be able to influence schools in their area to find more places or expand.
- 1.1.10 In 2017, 81% agree that local councils should have this power, an increase of five percentage points since 2013. Furthermore, half (49%) of parents in London believe that Academies should be forced to expand to take on more children if the local council requires it. The number of parents agreeing with this statement has increased since 2013 when 44% agreed.
- 1.1.11 The vast majority of parents (77%) agree that local councils should have the final say in the location of new schools within their authority boundary, with two thirds (66%) agreeing that Free schools should be set up in areas where there is demand for places.
- 1.1.12 Almost two thirds of parents (65%) think it would be a better use of the government's money to invest more in existing schools in an area with no additional demand for local places, whereas a fifth (20%) think it would be better to create a new school to increase choice.

Allocating and monitoring school funding

- 1.1.13 In relation to reforms of the school funding system by central government, meeting local needs remains the number one ranked need of any reform – with 51% ranking this their number one objective.

- 1.1.14 Over the course of the past four years there has been a gradual decrease in the proportion of parents who feel the Department for Education should be primarily responsible for allocating funding to schools, from 49% in 2014 to 41% in 2017. The emphasis has shifted slightly in the direction of the local council and Ofsted. A gap of 15% in 2014 between the Department for Education and local council in who should be primarily responsible for allocating funding to schools has been reduced to a difference of only 4% in 2017.
- 1.1.15 The vast majority (81%) of London parents feel it is important that Maintained schools have their spending scrutinised by local councils, with 47% feeling it is very important. Although parents are most likely to state this opinion about Maintained schools, they feel nearly equally strongly about the importance of local councils being able to scrutinise the spending of Academies (74%) and Free schools (75%).
- 1.1.16 Over the past five years, parents have become much more likely to believe that local councils should be ensuring Maintained schools are spending their money responsibly, rising from 44% in 2013 to 55% in 2017. In turn, parents are significantly less likely in 2017 to believe that the Department for Education should be ensuring the responsible spending of Maintained schools, with this figure decreasing from 42% to 35%.
- 1.1.17 In comparison with five years ago, London parents have also become more likely to think that local councils should be ensuring the responsible spending of Academies and Free schools (40% and 42% respectively in 2017, compared with 34% and 35% in 2013).

School funding pressures

- 1.1.18 Awareness of funding pressures for London schools is prevalent; four in five London parents (80%) indicate that they are aware of pressures on funding at their child's school.
- 1.1.19 More than a third of all London parents have been made aware of funding pressures through a letter from the school alerting them of these (38%) or asking for parental contributions (35%). This is the most common way through which parents are being notified.
- 1.1.20 Consistent with 2016, the most commonly identified impact of school funding seen by parents is parents paying for activities more than previously, reported by more than half (55%) of London parents aware of pressures.

- 1.1.21 In comparison with 2016, there has been a significant increase in the overall proportion of London parents who feel their child's school does *not* receive sufficient funding/resources to operate effectively, rising sharply from 25% to 38%. Notably, the proportion within this group who say this funding is not at all sufficient has doubled over the past year, from 5% to 10%.
- 1.1.22 The vast majority of London parents (75%) feel that the UK government should increase the amount of money it spends on education and schools. A third (33%) believe it should increase by a great deal and 41% by a fair amount.
- 1.1.23 The vast majority of parents (84%) believe that if their child's school budget were to be reduced, it would have a negative impact on the quality of the education the school provides.

Central and local control

- 1.1.24 Parents are more likely to feel that the education system is more centrally controlled (34%) than locally controlled (12%).
- 1.1.25 Opposition from parents in London to the idea of moving towards more Academies and Free schools has increased over the past five years. The proportion of parents opposing the growth in Academies and Free schools has increased by six percentage points from the 2013 survey, with opposition now standing at 35%, compared with 29% who are in favour.

Careers and Vocational Education

- 1.1.26 Parents in London provide no majority consensus as to whether the education system prepares children well for the world of work. Four out of ten parents (41%) report that they think the system does prepare children well while three out of ten (30%) feel that the system prepares children poorly.
- 1.1.27 Views on careers advice are also somewhat divided, with 47% confident their child will receive appropriate careers advice and 44% not confident that this will happen before their child leaves education at the age of 18. Notably, parents with a child in secondary school are more confident than parents with a child in primary school that their child will receive adequate careers advice – with 52% reporting this compared with 46%.

1.1.28 When asked how they would feel if their child chose to work towards vocational qualifications rather than A levels, a very small minority of parents (4%) report that it would be their preference that their child took vocational qualifications, while four out of ten (43%) parents would prefer that their child took A levels. This opinion is consistent for parents of children at both primary and secondary level.

2 Change in parents views on key measures over time

Standards, accountability and intervention	2013	2014	2015	2016	2017	Change 2016/17 (+/-)	Five year change (+/-)
Local council* has an important role in ensuring education standards are high in schools	82%	83%	74%	79%	78%	-1%	-4% ↓
Central Government** has an important role in ensuring education standards are high in schools	84%	84%	64%	71%	74%	+3%	-10% ↓
Local council should have power of influence over Maintained schools if underperforming	77%	77%	76%	75%	79%	+4% ↑	+2%
Local council should have power of influence over Free schools if underperforming	62%	68%	70%	70%	70%	0%	+8% ↑
Local council should have power of influence over Academies if underperforming	62%	63%	67%	70%	68%	-2%	+6% ↑
School places and admissions	2013	2014	2015	2016	2017	Change 2016/17 (+/-)	Five year change (+/-)
Agree that local councils should have the ability to influence all schools in their area to find more school places or expand	76%	81%	78%	82%	81%	-1%	+5% ↑
Agree that Academies should be forced to expand to take on more children if the local council requires it	44%	49%	54%	50%	49%	-1%	+5% ↑
Funding and use of public funds	2013	2014	2015	2016	2017	Change 2016/17 (+/-)	Five year change (+/-)
Local borough councils should ensure academies are spending money in a responsible way	34%	34%	35%	41%	40%	-1%	+6% ↑
The control of the education system in England	2013	2014	2015	2016	2017	Change 2016/17 (+/-)	Five year change (+/-)
The idea of moving toward more Academies and Free schools - support	34%	31%	29%	26%	29%	+3%	-5% ↓
The idea of moving toward more Academies and Free schools - oppose	29%	32%	36%	41%	35%	-6% ↓	+6% ↑

↑ = statistically significant increase from one or five years ago
 ↓ = statistically significant decrease from one or five years ago

*In 2013 and 2014 the term 'Local Authority' was used, and in 2015 and 2016 the term 'local borough council' was used (applies all throughout)

**In 2013 and 2014 the term 'Department for Education' was used

2.1.1 Over the past five years:

- There has been a fall in the proportion of parents who feel the local council and central government have an important role in ensuring standards are high in schools
 - The proportion of parents who feel central government has an important role in ensuring standards has fallen by 10 percentage points, greater than the fall in the proportion of parents who feel that the local council plays an important role (4%)

- In 2017 a greater proportion of parents report that they feel the local council plays an important role in ensuring education standards are high in schools than the proportion of parents who report that central government plays an important role
- There has been an increase in the proportion of parents who feel the local council should have power of influence over Free schools and academies if they are under-performing
- There has been an increase in the proportion of parents who agree that local councils should have the ability to influence all schools in their area to find more places or expand
- There has been an increase in the proportion of parents who agree that Academies should be forced to expand if the local council requires it
- There has been an increase in the proportion of parents who feel that local councils should ensure Academies are spending money in a responsible way
- There has been a fall in support for the idea of moving toward more Academies and Free schools, and an increase in opposition to this idea from parents in London

Introduction

1 Background

- 1.1.1 This report presents the results of a London Councils commissioned project undertaken to investigate parents' views on various aspects of the education system in London. This is the fifth wave of this research study, and findings are compared throughout the report to results from the previous four waves, which were conducted in September 2013, 2014, 2015 and 2016. This report represents a five year view of parental opinion in London about the education system.
- 1.1.2 The study tracks parental perceptions relating to complex and fundamental issues which are integral to the confidence parents have in the education system as a whole and how it can be relied on to produce the very best environment for the education of their children. These include complex and not often considered issues for parents which actually sit at the heart of how schools operate. For example: the impact of funding cuts, who is ultimately accountable for performance (especially in the context of Academies and Free schools), how decisions about new schools are made, and how intervention into failing schools is managed.
- 1.1.3 The purpose of this research was to have an informed conversation with London parents through a survey and use this information to gain a richer understanding of their views. To deliver this objective a deliberative research approach was used where parents responding to the survey were presented with information throughout the survey that discussed some of the complex points of debate which relate to the various issues in the survey. The purpose of this information was to help parents understand some of the complexities and then gauge their opinion.
- 1.1.4 To ensure the information was not leading parents to a predetermined conclusion care was taken to present balanced information that outlined the pros and cons of the different policy positions with the goal of providing contextual information rather than leading respondents.
- 1.1.5 Throughout the report we have highlighted the information that respondents were shown so readers can see this information, in most cases this is presented in the footnotes.

- 1.1.6 With this being the fifth year in which this research has been conducted, the report also includes some comparisons with the 2013 findings. As a note, in the 2013 survey the term 'local authority' was used instead of 'local borough council'.

2 Sample profile

- 2.1.1 The survey was carried out online and administered at random to members of the YouGov Plc GB panel of 800,000+ individuals who have agreed to take part in surveys. The total sample size was 1,030 parents of children aged 5-16 living in Greater London and fieldwork was undertaken between 23rd August and 11th September 2017.
- 2.1.2 The data has been weighted to be representative of the London population by gender, ethnicity, social grade and inner and outer London location. The table below provides a summary of the unweighted sample profile.

Gender	
Male	456
Female	574
Social grade ¹	
ABC1	791
C2DE	239
Age	
18-34	219
35-44	472
45-54	281
55+	58
Ethnicity	
White	572
BME	379
Prefer not to say	79
Location	
Inner	351
Outer	679
Total	1030

¹ As defined by the Market Research Society, social grades are a demographic classification based on the occupation of the head of the household. The categories are defined as follows: AB: upper middle and middle class; C1: lower middle class; C2 skilled working class; DE: working class and non-working class.

2.1.3 Where reference is made in the report to parents, this refers to parents in London. Further, where reference is made to the top five² and bottom five³ performing London boroughs this refers to the average GCSE performance in terms of the percentage of pupils gain 5 or more GCSE's at A* to C.

² Kingston upon Thames, Sutton, Kensington and Chelsea, Barnet, and Bromley (source: SFR01_2017_LA_Tables)

³ Brent, Croydon, Greenwich, Barking and Dagenham, and Lewisham (source: SFR01_2017_LA_Tables)

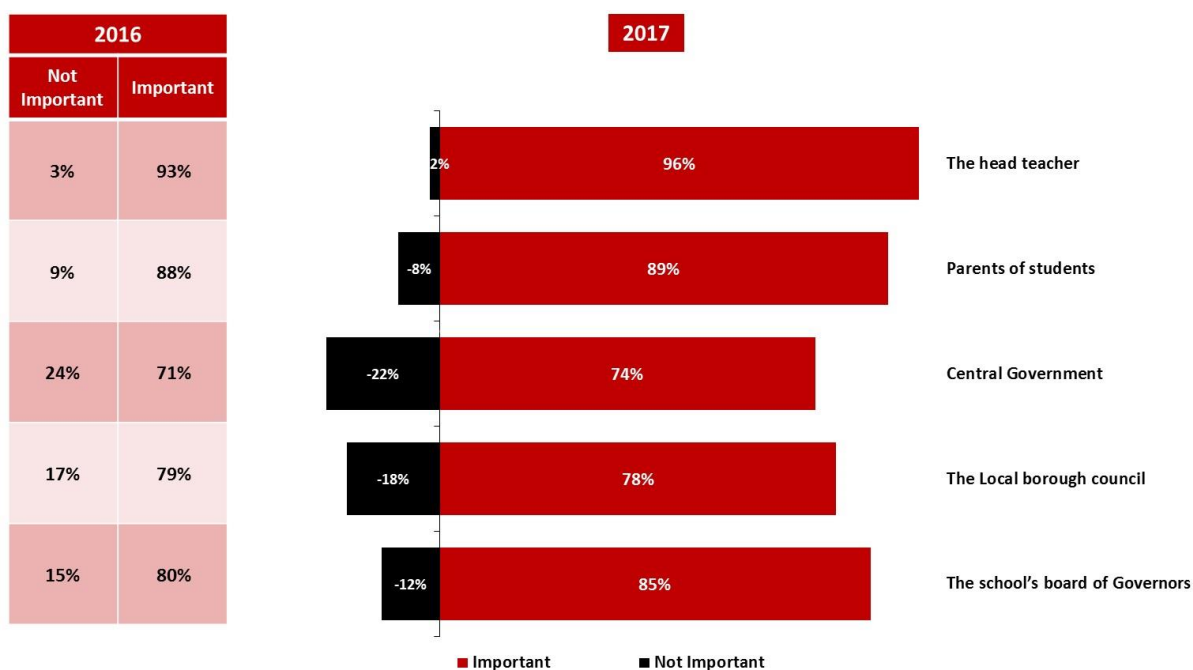
Section 1: Standards, accountability and intervention

The first section of this report looks at attainment across schools, levels of education standards and who should be accountable when schools are underperforming or failing.

3 Ensuring standards in education

- 3.1.1 Overall, 78% of parents in London feel that their local council plays an important role in ensuring high education standards in schools. However, the proportion of parents who hold this opinion has declined from 2013 when 82% of parents felt that the local council played an important role in ensuring education standards are high.
- 3.1.2 However, the proportion of parents who feel that the local council plays an important role in ensuring high standards in schools remains higher than the proportion who feel central government plays an important role.
- 3.1.3 The proportion of London parents who report that central government plays an important role in ensuring education standards has risen from 71% in 2016 to 74% in this research. Compared to five years ago, the proportion of parents who feel central government plays an important role in ensuring education standards are high has fallen from 84% in 2013 to 74%.
- 3.1.4 When comparing data between 2016 and 2017, we see a very consistent picture in parents' views on who plays an important role in ensuring education standards. Almost all parents are in agreement (96%) that headteachers play an important role in ensuring high education standards in schools.

Figure 1: Perceived levels of importance each group plays in ensuring high education standards⁴



Base: All London Parents (2017 n=1030; 2016 n=1022)

Note: Figures for don't know have not been shown.

⁴ London has seen strong improvement in GCSE results and some groups have argued that collaboration between schools, and leadership from within schools and by the local authority played a key role in this improvement.

Although in recent changes to the education system the role of Local Authorities has been diminished and Academies and Free schools have much more flexibility to deliver outside of local authority control.

4 Accountability for school performance

- 4.1.1 London parents are significantly more likely to recognise the accountability of the local council over the performance of Maintained schools, at almost half (49%), compared to 22% at religious schools, 20% at both Free schools and Academies, and 11% at fee-paying schools respectively. These figures remain consistent with in the findings of the 2013 research and it remains interesting that a fifth (20%) of parents feel that the local council is held to account for the performance of academies and Free schools when the local council has no statutory powers over these schools.
- 4.1.2 Parents are more likely to hold central government responsible for the performance of Academies than other school types, at 29% compared with 25%, 21%, 16% and 12% at Maintained schools, Free schools, religious schools, and fee-paying schools respectively. However, this indicates that a majority of parents do not think that central government is directly accountable for the performance of Academies (71%) and Free schools (79%).
- 4.1.3 Parents are most likely to believe that the headteacher would be held to account for the performance of all school types. This view is particularly held with regards to the governance of fee-paying schools in particular, with 69% stating this, followed by religious schools at 68%. The headteacher is also believed to be held to account for school performance at Academies (67%), Maintained schools (63%), and Free schools (63%) by nearly two thirds of parents.
- 4.1.4 The perception of the headteacher being held accountable has risen for all school types since the first research was undertaken in 2013, when 64% believed this for fee-paying schools, 59% for religious schools, 58% of Academies, and 57% for both Maintained schools and Free schools. Parents of students are more likely to be considered to be held accountable for the performance of Free schools than for other school types, with nearly a third (30%) saying this. This suggests that the messaging around parents being able to have a role in leading Free schools may be permeating through.-.

5 Intervention from local councils

- 5.1.1 The majority of parents (76%) correctly identify that the local council has the power to influence or intervene with Maintained schools if they are underperforming. This is slightly higher than the proportion of parents who identified this in the 2016, 2015, 2014 and 2013 surveys.
- 5.1.2 Four out of ten parents believe local councils have the power to influence/intervene with underperforming Academies (40%) and Free schools (39%), both of which have increased significantly since last year's survey. Sixteen per cent believe local councils can intervene in a fee paying school.
- 5.1.3 As found in previous surveys, there remains a degree of confusion amongst parents of children in Academies and Free schools as to the influence that local councils have. In fact 44% of parents with a child in an Academy and 63% of those with a child in a Free school believe that local councils have the power to influence or intervene if the school was underperforming.
- 5.1.4 In addition 44% of parents who live in outer London think that a local council has the power to intervene in underperforming academies, this is higher than the 35% of parents from inner London who feel this.

Figure 2: Proportion of parents who believe the local borough council has the power to influence/intervene if a school was underperforming – by school type⁵

	2013 Total n=1019	2014 Total n=1052	2015 Total n=1002	2016 Total n=1022	2017 Total n=1030	Parents with a child in.....		
						A maintained school n=468	An academy n=396	A free School n=201
Academy	37%	34%	33%	31%	40%	39%	44%	37%
Free school	37%	35%	31%	34%	39%	32%	39%	63%
Maintained school	73%	72%	74%	73%	76%	84%	74%	59%
Fee paying school	15%	15%	10%	14%	16%	13%	18%	20%
None of the above	9%	11%	11%	11%	10%	8%	9%	13%

Base: All London Parents (2017 n=1030; 2016 n=1022; 2015 n=1002; 2014 n=1052; 2013 n=1019)

5.1.5 Those who thought local councils had power over failing schools were then asked which, if any, powers they felt they have:

- Six in ten (62%) report sending in inspectors;
- Just over half (54%) report placing the school under special measures;
- Just over half (53%) report issuing warning notices;
- Four out of ten (42%) report restructuring schools;

⁵ Please imagine the following types of school fell within the boundary of your Local Authority. In which, if any, do you think the Local Authority has the power to influence or intervene if the school were underperforming?

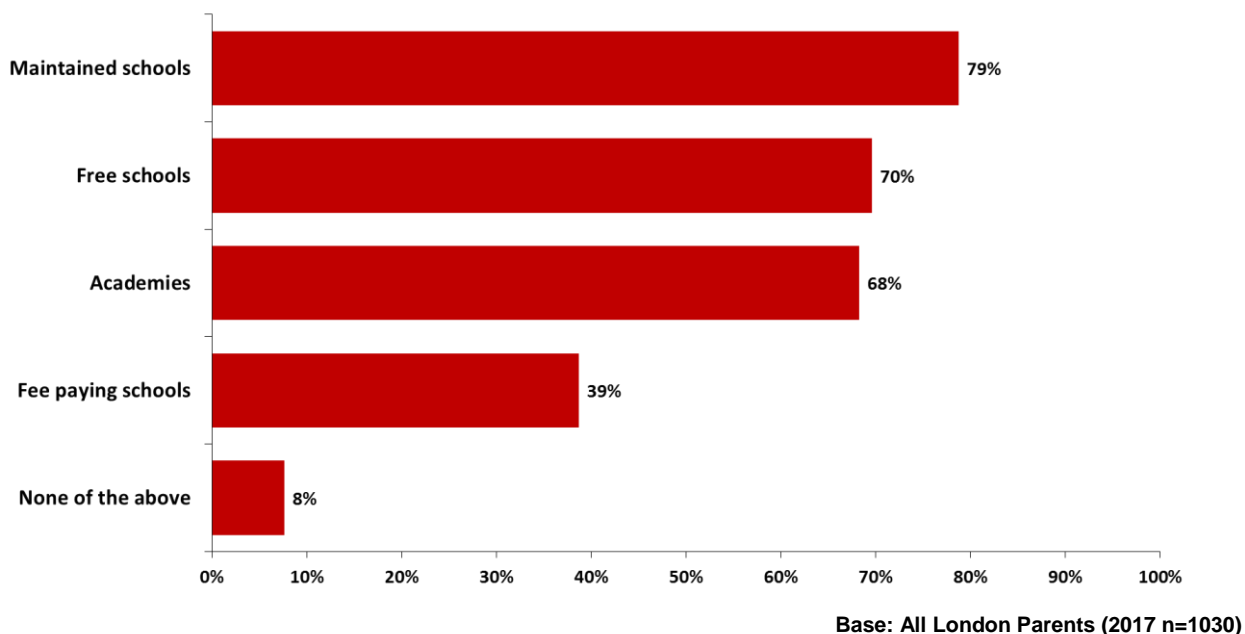
- Four out of ten (40%) report restricting funding;
- Four out of ten (38%) report shutting the school down;
- Three out of ten (31%) report removing senior teaching staff;
- Nearly a quarter (23%) report restricting the number / quality of new teachers.

5.1.6 Since 2013, the powers that local councils are believed to hold have all remained fairly consistent, although the proportion of parents who think local councils have the powers to restrict funding have increased from 29% to 40%.

5.1.7 After ascertaining parents' responses on powers they think local councils have, a detailed description was provided of powers they actually have⁶. Respondents were then asked over which schools, if any, they feel local councils should have powers of influence and intervention. The majority (79%) state Maintained schools, seven out of ten (70%) state Free schools, two thirds Academies (68%) and four out of ten fee-paying schools (39%).

⁶ Local borough councils can issue warning notices to failing maintained schools in their area, upon which the school is obliged to act. Historically, this power has been rarely used as the council worked collaboratively with all schools in the area to improve performance. Prior to the Education Act 2011, the local borough council also had a duty to provide improvement services, this was removed by the 2011 Act. The 2011 Education Act also removed power from local borough councils to issue these warning notices to Academies. Now, if a council is concerned about the performance of an Academy the only formal action they can take is to write to the Secretary of State for Education to ask Government to intervene directly. Local borough councils do still, however, have the duty to hold all state funded schools in their area, including Academies and Free Schools, to account in terms of performance. They are obliged to take action where they are concerned about a school's performance but have no statutory powers over Academies and Free Schools.

Figure 3: Schools the local borough council SHOULD HAVE the power to influence⁷



5.1.8 These findings are on par with those in the 2016 report and show that a majority of parents in London feel that local councils should have powers of influence and intervention over Academies and Free schools.

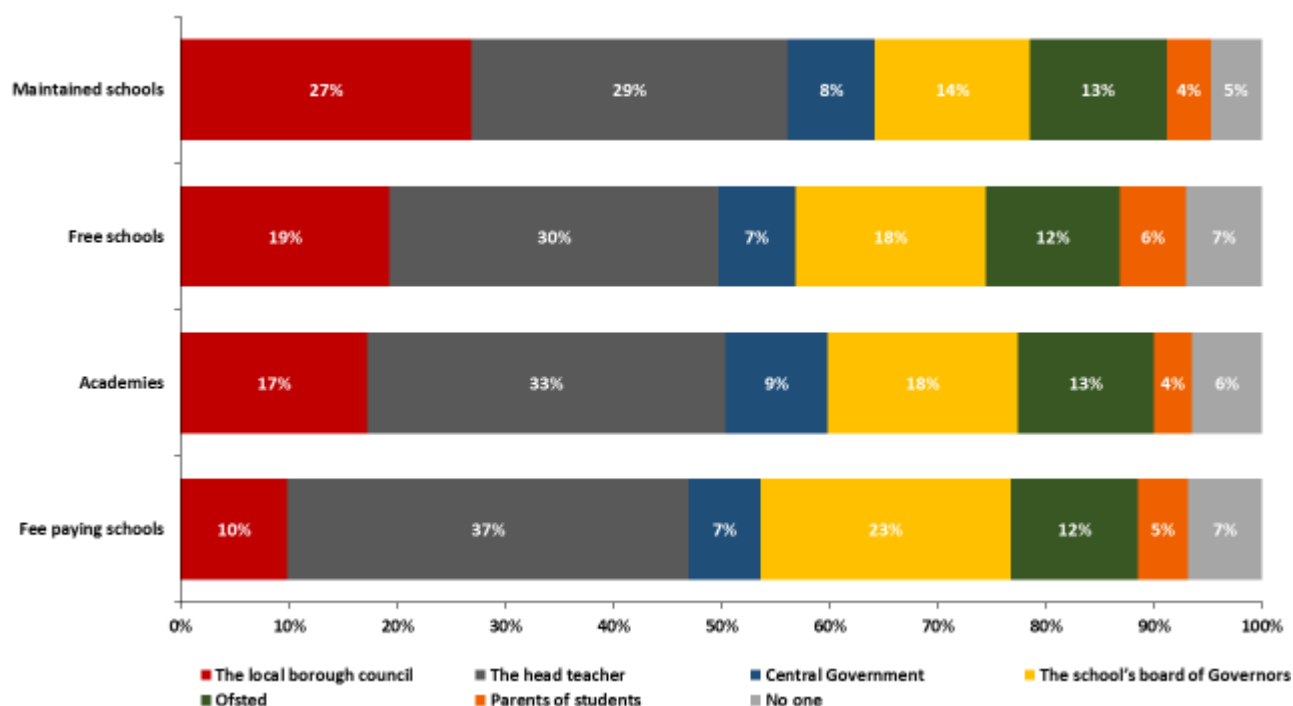
5.1.9 The perception that local councils should have powers of influence and intervention over Maintained schools (79%) has remained consistent since the research in 2013, when 77% said this. The idea that they should have powers over Free schools, Academies and fee-paying schools have all significantly increased, from 62% to 70% for Free schools, from 62% to 68% for Academies, and from 33% to 39% for fee-paying schools.

⁷ Please imagine the following types of school fell within the boundary of your Local Authority. Over which, if any, of the following schools do you feel local borough councils should have powers of influence and intervention? Please tick all that apply.

6 Trust

- 6.1.1 Parents were also asked who they trust to hold schools to account for their performance. Headteachers are ranked top when it comes to all school types, and particularly for fee-paying schools (37%). This has remained consistent since 2013.
- 6.1.2 A quarter of parents trust local councils to be held accountable for the performance of Maintained schools, on par with results seen five years ago. Furthermore a fifth of parents trust local councils to be held accountable for the performance of Free schools (19%) and Academies (17%). This reflects a strengthening of trust in local councils over the past five years, when 12% of parents trusted local councils to be held account for the performance of Academies and 13% for the performance of Free schools.
- 6.1.3 London parents are least likely to trust central government and parents of students to be held accountable for all schools (Maintained schools: 8%/4% respectively; Free schools: 7%/6%; Academies: 9%/4%; Fee paying schools: 7%/5%).

Figure 4: Trusted to be held accountable for school performance



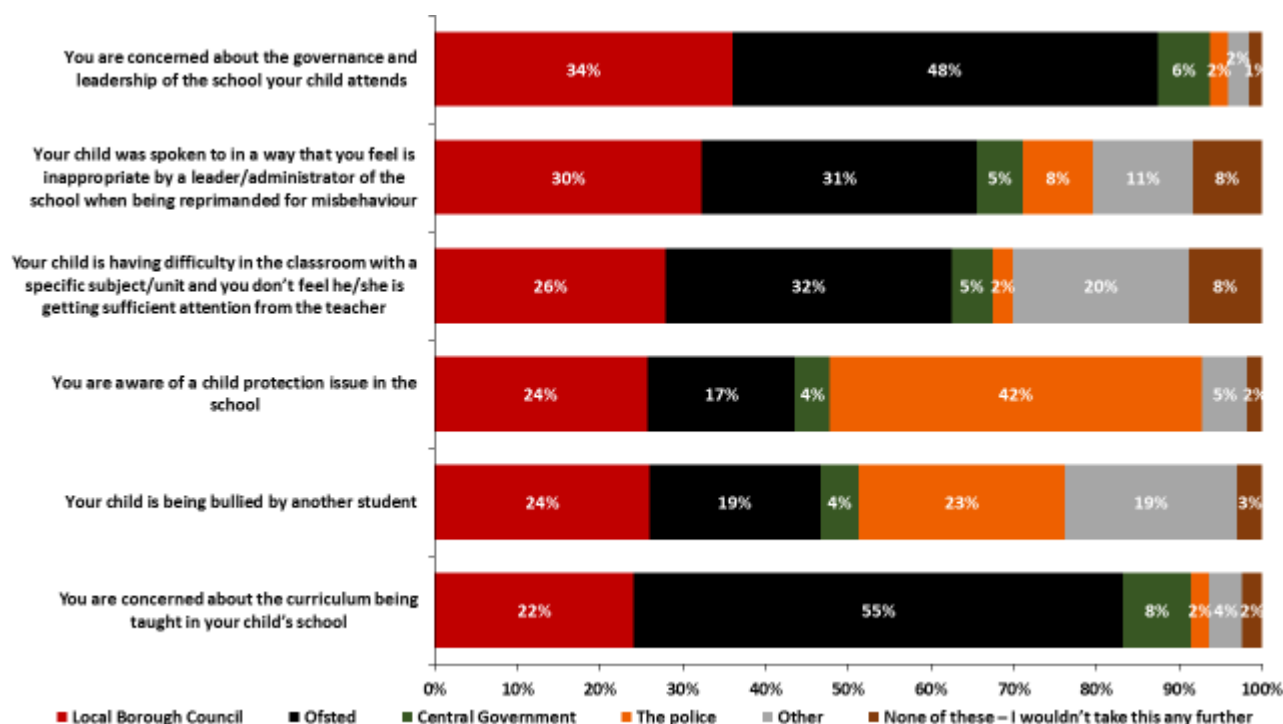
Base: All London Parents (2017 n=1030)

7 Whistleblowing

- 7.1.1 When London parents are asked who they would trust most to handle a series of hypothetical concerns related to their child's school, they indicate that they would trust Ofsted more than any other organisation to resolve complaints regarding the curriculum being taught (55%), the school's governance or leadership (48%), and their child not getting sufficient attention from a teacher (32%). In each of these cases, the local council would be their second most trusted point of contact.
- 7.1.2 Since last year, there has been a shift in the trust London parents imagine they would have in local councils versus Ofsted to handle a situation where their child was spoken to inappropriately for misbehaviour. In 2016 parents were more likely to trust local councils (34%) than Ofsted (23%) to deal with this, while this year they would be more or less equally likely to trust the two organisations (30% and 31% respectively).
- 7.1.3 Thinking about hypothetical concerns regarding the bullying of their child by another student, parents would be most likely to trust their local council to resolve their complaint, with around a quarter of parents (24%) stating this. This is followed closely by the police (23%).
- 7.1.4 When considering issues related to child protection, the police (42%) are trusted more than any other organisation or institution by a significant margin. Secondly, a quarter of parents (24%) would most trust their local council to resolve the complaint.
- 7.1.5 Notably, for each of these hypothetical issues, London parents would be considerably more likely to trust their local council than central government.
- 7.1.6 Furthermore, interesting findings emerge by school type, with parents of children at Maintained schools being more likely than those with children at Academies/Free schools to say they would trust their local council most to resolve a complaint about the curriculum being taught (26% compared with 20%) or the governance/leadership of the school (38% compared with 30%).

7.1.7 However, although parents of children at Maintained schools are most likely to say they would be trust their local council to resolve a complaint about the governance and leadership of their child's school, parents of children at Academies/Free schools would also be considerably more likely to turn to their local council (30%) than to central government (8%).

Figure 5: Most trusted organisation/institution for help resolving a complaint about an issue at their child's school

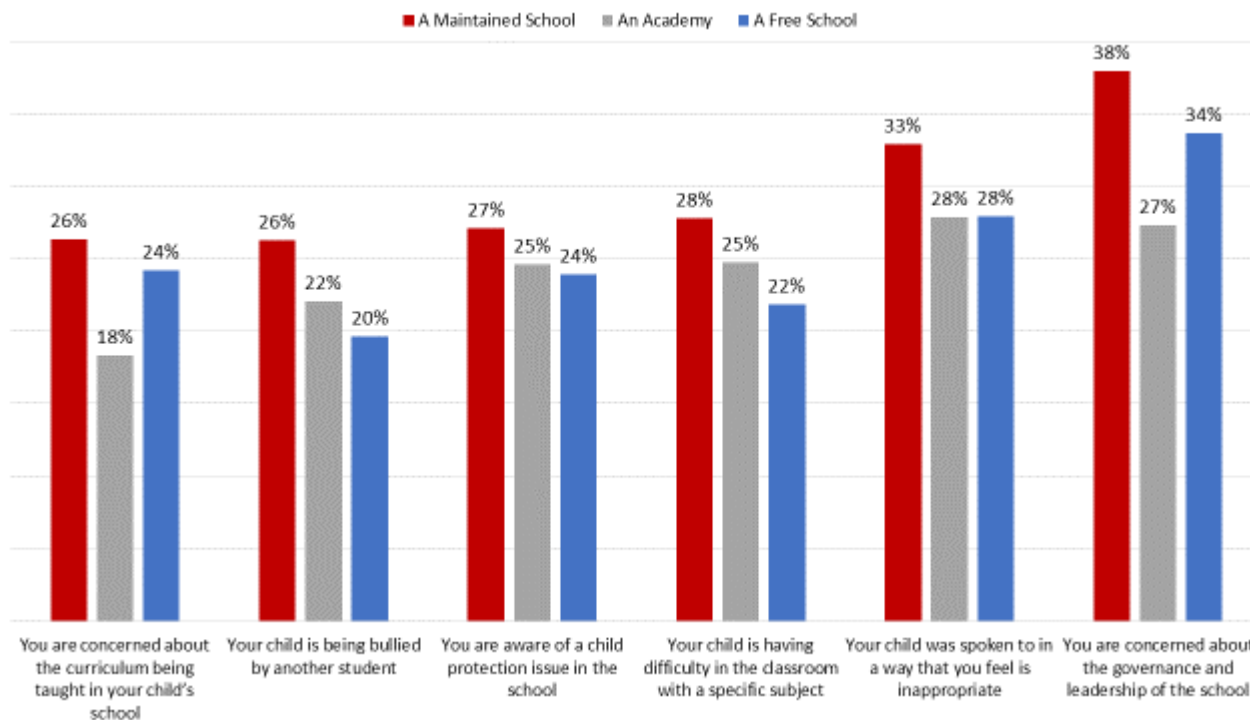


Base: All London Parents (2017 n=1030)

Note: Figures for 'Don't know' have not been shown

7.1.8 Parents with a child at a Maintained school are more likely than those with a child at an Academy or Free school to say they would most trust their local council to resolve any of the six hypothetical situations they might have a complaint about.

Figure 6: Proportion who would trust the local borough council most about an issue at their child's school



Base: All London Parents with a child in a Maintained school (n=468), an Academy (n=396), and a Free school (n=201)

8 Intervention in declining schools

- 8.1.1 When asked which organisation they would turn to if their child's school showed signs of declining education standards, three in ten (29%) parents opt for their local council, a fall from a third (34%) in 2016. Ofsted is by far the most likely organisation parents would contact at 55%, a significant increase from 47% last year. Both far outstrip central government, an option chosen by only 6% of parents.
- 8.1.2 These views are consistent for parents with children in Maintained, Academy, Free or independent schools. Therefore, along with parents of children at Maintained schools, those with children in Academies/Free schools would be significantly more likely to turn to their local council in this situation (29%) than to central government (8%).
- 8.1.3 Parents were also asked about important attributes of an organisation that ought to intervene if a school showed signs of declining standards. The attributes most frequently deemed important by parents are: the ability to draw upon experience of successfully

improving other schools (61%), the ability to respond quickly (59%), and access to a team of improvement support (59%). The least important factor cited is a national perspective (19%).

- 8.1.4 Parents of children at Maintained schools are significantly more likely than those of children at Free schools to deem local knowledge of the area/community as being important (50% compared with 33%). Parents of children in a Maintained school are also more likely than parents of a child in an Academy or Free school to state that it is important that an organisation has the ability to draw upon experience of successfully improving other schools – with 68% reporting this compared with 59% of parents of a child in an Academy and 50% of those with a child in a Free school.
- 8.1.5 Parents of children who attend a Maintained school are also most likely to believe that close links with other local service providers is an important attribute of an organisation who should intervene if a school is showing signs of declining standards (42% compared with 37% among Academy parents and 29% among Free school parents).

Section 2: School places and admissions

The second section of this report looks at the level of demand for school places, expansion of schools, ease of the school applications process and quality of schools. Again, the questions reported on within this section include a large amount of deliberative text to inform respondents. As a result this has been displayed as an image within the section rather than a footnote (as in the previous sections).

Figure 7: Question Introduction Text

Demand for school places

Councils have a statutory duty to provide sufficient school places for all children and young people in their jurisdiction. As demand increases, funding levels in London don't keep pace and the easier, less costly ways of creating school places are used up, and councils are finding it more difficult to find enough places to meet this demand.

There will be significantly more school places needed in London for new pupils starting school in the coming years. Currently boroughs are predicting that 63,710 new places will be needed across primary and secondary schools in London until 2022/23.

Process of finding new school places

The local borough council acts as the admissions authority for all maintained schools in their area. This means that they preside over appeals from parents and, importantly, ensure that every child in their area has a place. While councils seek to achieve this by collaborating with schools in the local area, this may involve directing schools under their control to take more children if there is demand in the area and schools are refusing to cooperate.

Under the 2011 Education Act, all new build schools are to become Academies or Free schools. Existing and new build Academies and Free schools act as their own admissions authorities and can decide not to expand when they have reached full capacity. The local borough council has some influence in being able to put pressure on Academies and Free schools to take more children but ultimately they can appeal to the Department for Education.

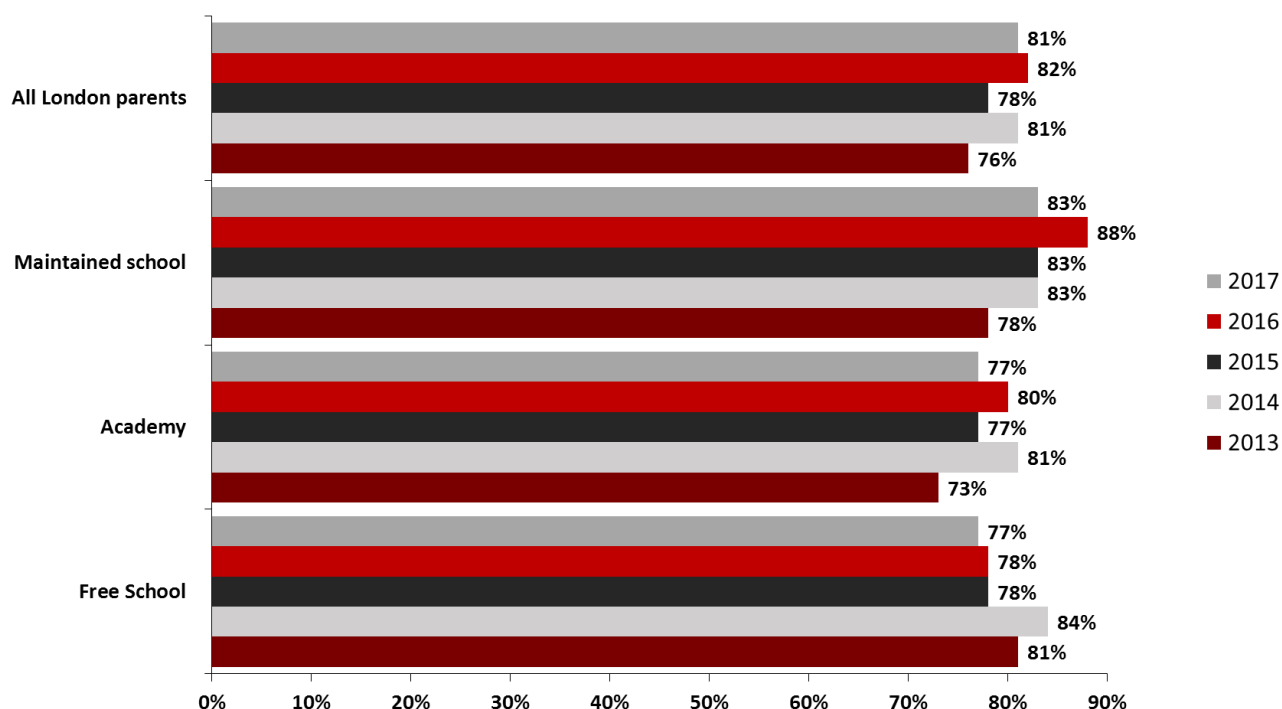
Academies are required through their funding agreements to participate in the local authority's co-ordinated admission arrangements. Free Schools are exempt from this requirement in the first year of opening.

When a school becomes an Academy it becomes its own admissions authority, which means that it will manage its own admissions process, including periodic consultation, regularly publishing the school's admission arrangements, and conducting the admission process as part of wider Local Authority coordination.

9 School places

- 9.1.1 Following the detailed information parents were provided with about demand for school places and the process of creating new school places, they were asked *'To what extent do you agree or disagree that local borough councils should have the ability to influence all schools in their area to find more school places or expand?'*
- 9.1.2 Four fifths of London parents (81%) agree that local councils should be able to influence schools in their area to find more places or expand, and a minority (10%) disagree. Compared with five years ago opinion has strengthened, as in 2013 76% of parents agreed that local councils should be able to influence all schools to find more places or expand.
- 9.1.3 Regardless of the type of school their children attend, parents are much more likely to agree than disagree that local councils should have the ability to influence the expansion of all schools in their area.

Figure 8: Proportion who agree that local borough councils should have the ability to influence all schools in their area to find more school places or expand by type of school in which parents have a child

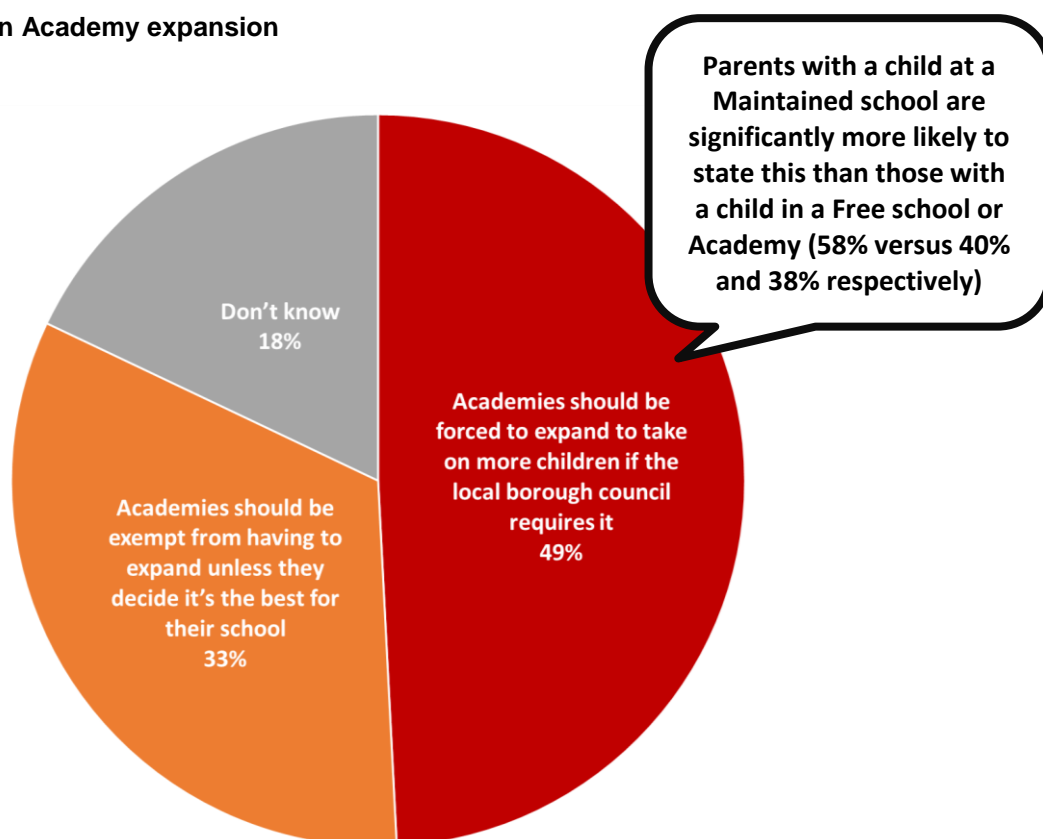


Base: All London Parents (Total n=1,030; Maintained n=468; Academy n=396; Free school n=201)

- 9.1.4 On the topic of school expansion, 49% of parents believe that Academies should be forced to expand to take on more children if the local council requires it⁸. This figure peaked in 2015, when 54% of parents agreed. On the whole however, the number of parents agreeing with this statement has increased since 2013 when 44% agreed.
- 9.1.5 Parents with a child in a Maintained school are significantly more likely to take this viewpoint than those with a child in an Academy or Free school (58% compared with 40% and 38% respectively).
- 9.1.6 Conversely 33% of London parents believe that Academies should be exempt from having to expand unless they decide it's the best for their school. This continues the gradual decrease since 2013 when the proportion of parents who felt this way was 38%.

⁸ Respondents were presented with the following introduction before answering this question: Academies and Free Schools are given an exemption from having to expand for the first year after opening. They also cannot be directed to expand at any point by the local borough council, unlike maintained schools. Some feel this is unfair as they are in a better position to maintain high standards and performance by not having to expand. Others feel that Academies should be given the freedom from local borough council control to offer the best services to their pupils.

Figure 9: Views on Academy expansion



Base: All London Parents (2017 n=1030)

Figure 10: Question Introduction Text

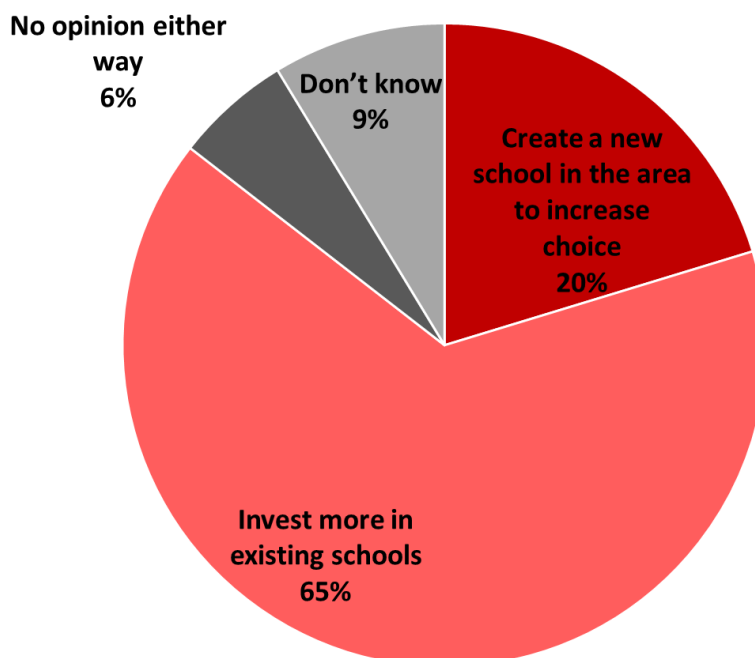
Local borough councils have a statutory duty to secure sufficient school places. To meet this duty, local borough councils prioritise creating school places in areas of basic need. This is determined by looking at where there will be more children than school places in a local area.

Where there is a shortfall, the local borough council seeks to secure places nearest to those areas to support parents' access to schools nearest to them. Following the Education Act 2011, local borough councils do not have any control over where new schools are set up in the local borough.

Instead, for all new schools, it is the responsibility of the Secretary of State for Education to approve where new schools should be set up in each local borough. New schools, known as Free Schools, can be set up by a range of different individuals/organisations that include businesses and charities as well as community and faith groups. The Department of Education usually looks for evidence that a specific school is wanted by local communities rather than prioritising basic need. This evidence takes the form of a survey that parents (or young people for 16-19 schools) sign a document expressing support for the school.

- 9.1.7 Two thirds of parents (66%) agree that Free schools should be set up in areas of basic need (i.e. looking at shortfalls between future demand for school places compared with the existing capacity). A minority (16%) disagree with this. These findings are consistent with 2016, when 65% of parents agreed with the statement and 17% disagreed.
- 9.1.8 The vast majority of parents (77%) agree that local councils should have the final say in the location of new schools within their authority boundary. Only 10% disagree with this.
- 9.1.9 Almost two thirds of parents (65%) think it would be a better use of the government's money to invest more in existing schools in an area with no additional demand for local places, whereas a fifth (20%) think it would be better to create a new school to increase choice. A minority of parents have no opinion either way (6%), or don't know (9%).

Figure 11: Perception of what would be a better use of the government's money if there was no demand for school places in their area



Base: All London Parents (2017 n=1030)

9.1.10 Parents with a child in a Maintained School (70%) are more likely to think it would be better to invest more in existing schools, compared to parents with a child in an Academy (63%) or a Free school (49%).

10 Admissions

10.1.1 The majority of parents in London (82%) found the process of applying to primary or secondary school very/ fairly easy, while 14% found it fairly/ very difficult. These views on admissions are broadly unchanged over the past three years.

Figure 12: Ease of application process

		2017		2016		2015	
		Easy	Difficult	Easy	Difficult	Easy	Difficult
All London Parents	n	1030		1022		1002	
	%	82%	14%	79%	17%	79%	17%
Maintained school	n	468		497		429	
	%	84%	14%	81%	17%	80%	16%
Academy	n	396		353		327	
	%	84%	13%	83%	15%	81%	17%
Free School	n	201		176		140	
	%	74%	20%	75%	21%	74%	20%

Base: All London Parents (2017 n=1030)

11 Quality of school buildings and facilities

11.1.1 Almost three quarters (73%) of parents rate the quality of the classrooms at their child's school as very good or good. This increases to 77% for parents with a child at a Maintained school. Parents living in inner London (80%) are more likely rate the quality of the classrooms as very good or good, compared to parents living in outer London (68%).

11.1.2 Three in five parents rate the quality of the playing areas (61%) and other facilities (59%) at their child's school as very good or good. Examples of other facilities include the school canteen, main hall, toilets, school carpark and entrance.

Figure 13: Parents' impressions of the quality of their child's school

		Classrooms		Playing areas		Other facilities	
		Good	Poor	Good	Poor	Good	Poor
All London Parents	n=1030	73%	3%	61%	9%	59%	7%
Maintained school	n=468	77%	1%	63%	10%	62%	6%
Academy	n=396	75%	4%	62%	7%	60%	8%
Free School	n=201	72%	1%	67%	9%	60%	5%

- 11.1.3 About a third of parents think the quality of playing areas (36%), classrooms (32%) and other facilities (31%) have improved over the past three years at their child's school.
- 11.1.4 Over half of parents think the quality of classrooms (61%), playing areas (56%) and other facilities (60%) has stayed the same at their child's school over the past three years. Only a minority of parents think the quality has got worse for classrooms (7%), playing areas (8%) and other facilities (9%) over the past three years.

Section 3: Funding and financial accountability

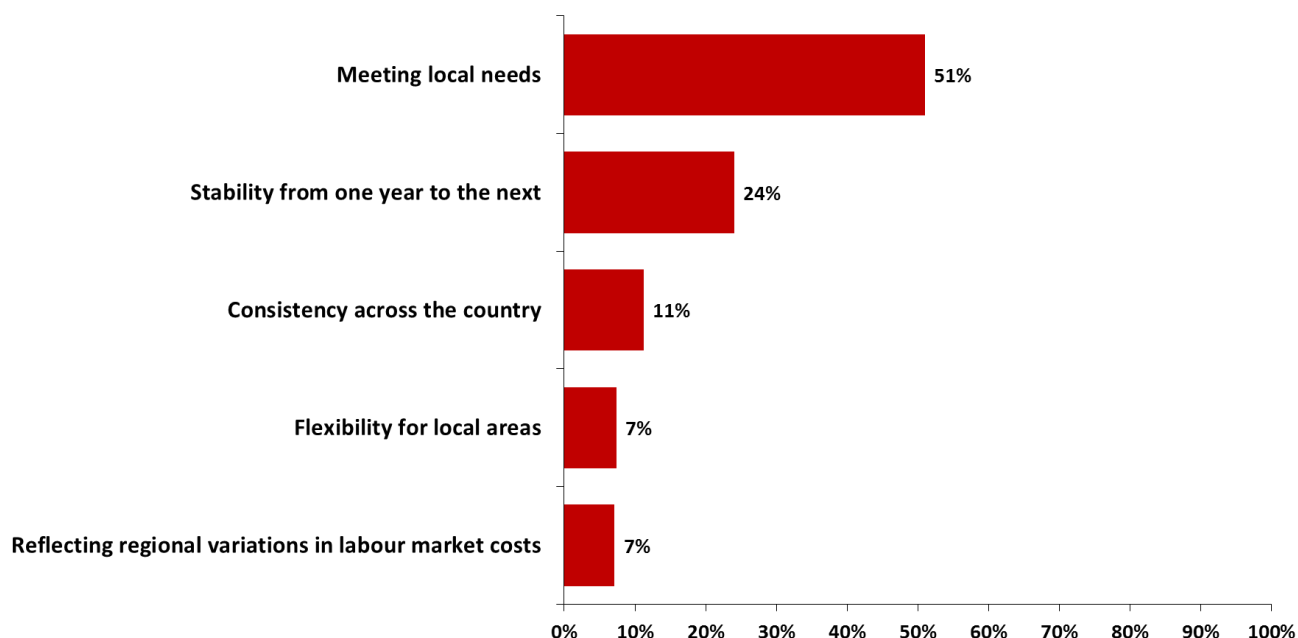
This third section of the report looks at London parents' perceptions of school funding processes and opinions on schools' financial accountability.

12 Objectives for allocating school funding

- 12.1.1 Parents were provided with an introduction to the school funding process and informed that the Department for Education is seeking to reform the system so that it is more transparent and easier to understand⁹.
- 12.1.2 Parents were then asked to rank what they think the most important objectives should be in allocating school funding. As figure 14 shows, meeting local needs is ranked as the most important objective by 51% of parents, consistent with the level of priority it was given in 2016.
- 12.1.3 As second priority, a quarter of parents (24%) rank stability from one year to the next as the most important objective in allocating school funding, also on par with 2016. Parents with children in secondary school (28%) are somewhat more likely than those with children in primary school (23%) to feel that stability from one year to the next should be the top priority.
- 12.1.4 Relatively, however, parents place less importance on flexibility for local areas (7%), as well as on consistency across the country (11%) and reflecting regional variations in labour market costs (7%).

⁹ The Department for Education funds schools to provide education to children and support them in fulfilling their potential. Funding for schools is allocated through the use of a formula that includes a range of determining indicators. The Department for Education is seeking to reform the school funding system so that it is transparent, easy to understand and sufficiently meets to needs of pupils in schools.

Figure 14: Ranking of most important objectives in allocating school funding (% ranked first)



Base: All London Parents (2017 n=between 1017 and 1023, due to question being optional)

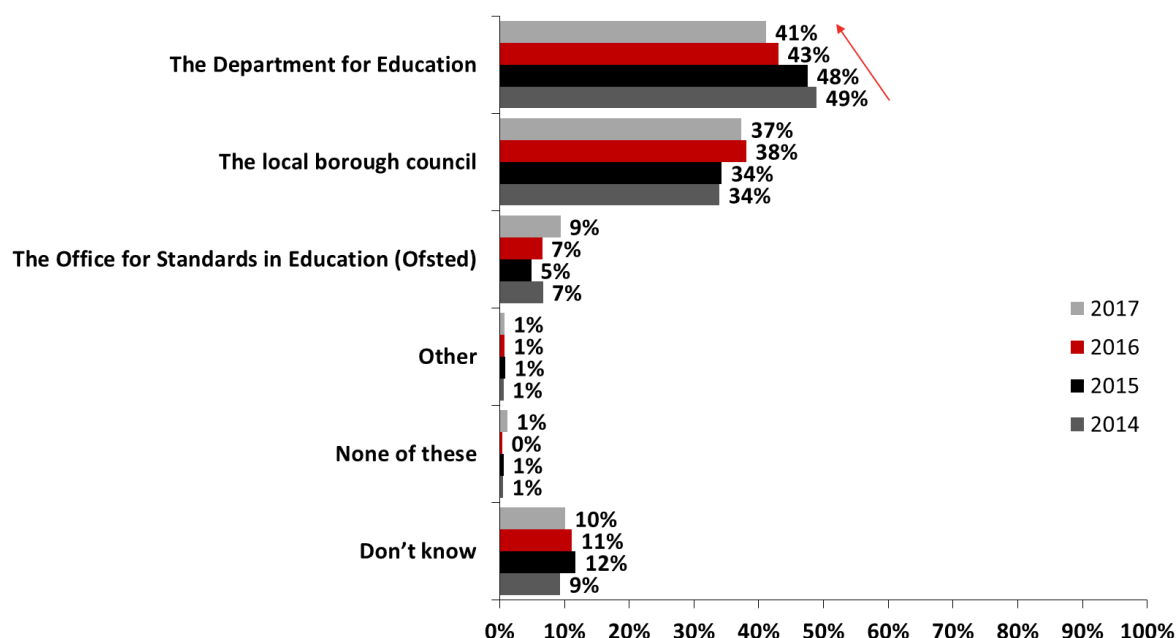
	Ranked first	Ranked second	Ranked third	Ranked fourth	Ranked fifth
Meeting local needs	51%	22%	14%	8%	6%
Stability from one year to the next	24%	28%	22%	18%	9%
Consistency across the country	11%	12%	16%	22%	38%
Flexibility for local areas	7%	25%	31%	25%	12%
Reflecting regional variations in labour market costs	7%	14%	17%	27%	34%

Base: All London Parents (2017 n=between 1017 and 1023, due to question being optional)

13 Responsibility for school funding

- 13.1.1 When asked who they think should be primarily responsible for allocating funding to all schools, two in five (41%) London parents express the belief that the Department for Education should have this role, while the local council follows as a close second (37%).
- 13.1.2 However, as shown in figure 15, over the course of the past four years there has been a gradual decrease in the proportion of parents who feel the Department for Education should be primarily responsible for allocating funding to schools, from 49% in 2014 to 41% in 2017. The emphasis has shifted slightly in the direction of the local borough council and Ofsted. A gap of 15% between the Department for Education and local council in 2014 has been reduced to a difference of only 4% in 2017.
- 13.1.3 Parents of children in a Maintained school (42%) are significantly more likely than those with children in an Academy (34%) or Free school (33%) to believe that the local council should have primary responsibility for allocating funding to all schools. Additionally, parents of a higher social grade (43% AB and 38% C1) more commonly express this belief than those from the lower social grades (26% C2 and 34% DE).

Figure 15: Views on which organisation should be primarily responsible for allocating funding to all schools



Base: All London Parents (2017 n=1030; 2016 n=1022; 2015 n=1002; 2014 n=1052)

14 Financial auditing of school spending

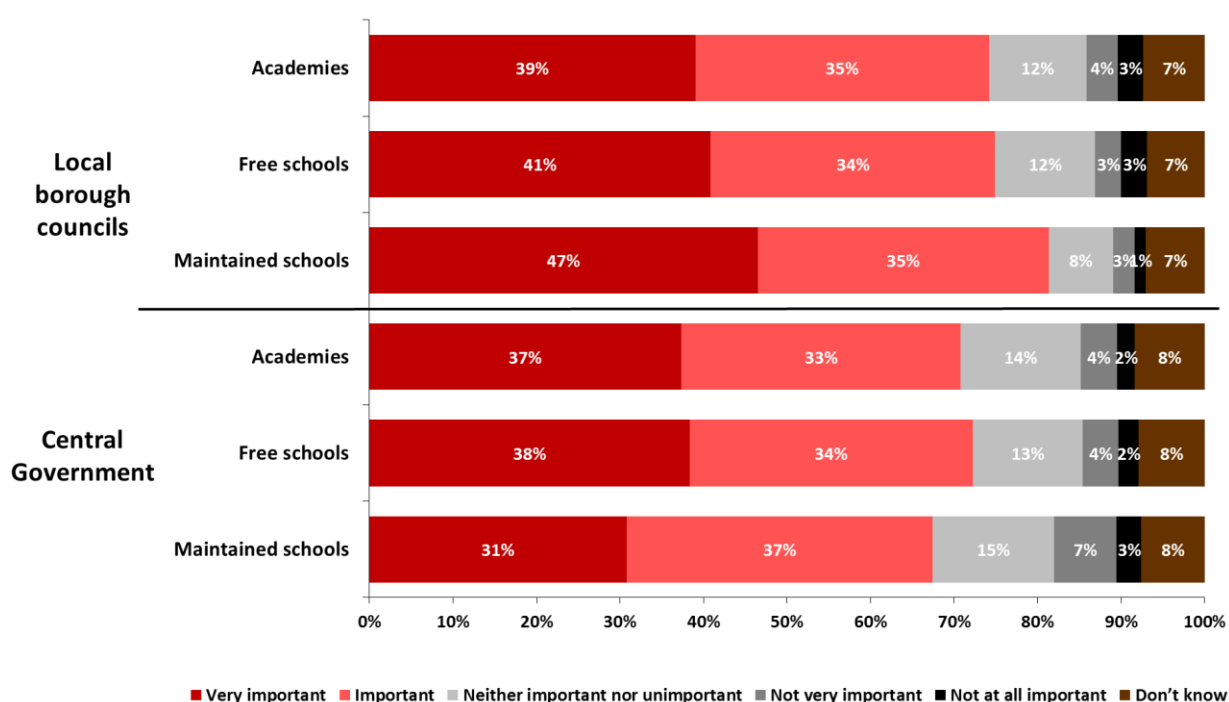
Scrutiny of spending

14.1.1 The vast majority (81%) of London parents feel it is important that Maintained schools have their spending scrutinised by local councils, with 47% feeling it is very important¹⁰. These findings are consistent with 2016. Although parents are most likely to state this opinion about Maintained schools, they feel nearly equally strongly about the importance of local councils being able to scrutinise the spending of Academies (74%) and Free schools (75%).

¹⁰ Respondents were presented with the following introduction before answering this question: Maintained schools are funded by local borough councils by grants they receive from the government. They are required to make a financial return to their local borough council at the end of the financial year who will scrutinise the way money is spent and check that public money is being spent wisely. They will do this, in part, by compiling a borough wide analysis of financial performance, using benchmarked data to compare how each school is performing. Academies and Free schools are set up with a funding agreement between the school and central government (the Department for Education) and report back to central government who scrutinise their accounts. These arrangements mean local borough councils have no say in the way Academies and Free Schools spend their money and have less local ability to scrutinise the public value for money. Some groups have argued that these changes to how some schools are held accountable for spending at a local level has reduced the ability of councillors to hold schools accountable and that this is having a negative impact.

- 14.1.2 When considering the importance of central government scrutinising the spending of schools, the findings for Academies (71%) and Free schools (72%) are comparable to the proportion who believe it is important for local councils to scrutinise their spending.
- 14.1.3 However, it is not consistent for Maintained schools; 67% of parents believe that it is important for central government to scrutinise the spending of Maintained schools, significantly lower than the proportion who believe it is important for local councils to be scrutinising their spending (81%). This finding is also consistent with 2016.
- 14.1.4 Five years on from when this survey was first conducted in 2013, there has been a significant decrease in the proportion of London parents who believe that it is important for Maintained schools to have their spending scrutinised by central government, falling from 74% to 67%.

Figure 16: Perceptions of the importance of different school types having their spending scrutinised by local and central government



Base: All London Parents (2017 n=1030)

14.1.5 Where parents feel it is important that local councils scrutinise the spending of Academies and Free schools, they are most likely to think this because they expect local councillors to be accountable for the use of public funds locally (55%). Half of parents in London also feel it is important that local councils scrutinise Academy and Free school spending because they want local officials to do this on behalf of taxpayers (53%) or that local borough councils should have more information to benchmark local school spending (49%).

Ensuring responsible school spending

14.1.6 When thinking about Academies and Free schools, London parents are most likely to feel that Governors (45%) should be ensuring that money is being spent in a responsible way. Subsequently, they believe that local borough councils should be ensuring this (40% and 42% respectively).

14.1.7 When considering Maintained schools, a majority of parents (55%) believe that local councils should be ensuring they spend their money in a responsible way, on par with 2016. They are significantly more likely to state this opinion for local councils than for any other group, with 43% believing this accountability should sit with Governors and 35% with the Department for Education.

Figure 17: Views on who should ensure each type of school is spending its money in a responsible way

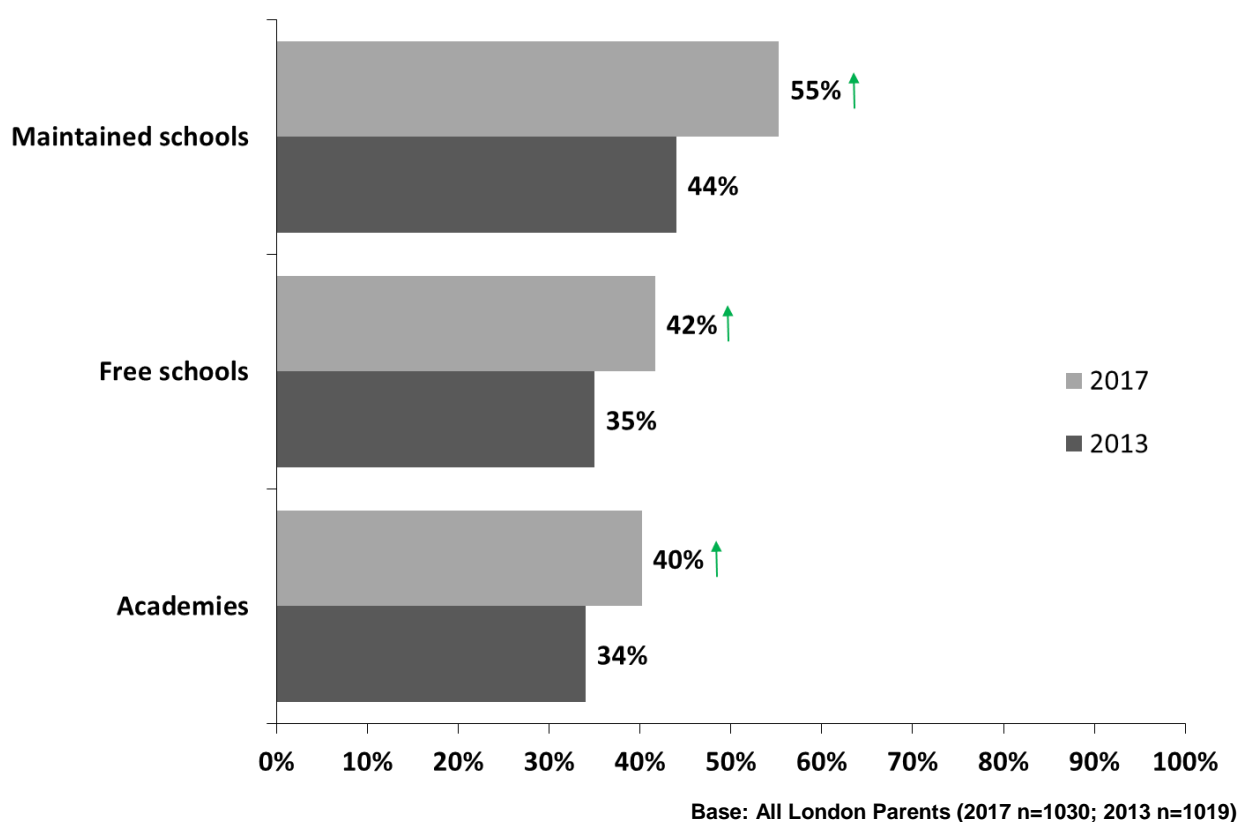
	Academies	Free schools	Maintained schools
Local borough councils	40%	42%	55%
Governors	45%	45%	43%
Department for Education	37%	34%	35%
Parents	19%	22%	18%
Central government	20%	18%	18%
Private accountants	13%	13%	9%
Other	2%	1%	2%
No one	0%	1%	0%
Don't know	11%	10%	11%

Base: All London Parents (2017 n=1030)

- 14.1.8 Five years on from the first wave of this research conducted in 2013, there have been some significant shifts in London parents' opinions on the role that local councils should play in monitoring the spending of schools.
- 14.1.9 Parents have become much more likely to believe that local councils should be ensuring Maintained schools are spending their money responsibly, rising from 44% in 2013 to 55% in 2017. In turn, parents are significantly less likely in 2017 to believe that the Department for Education should be ensuring the responsible spending of Maintained schools, with this figure decreasing from 42% to 35% over the last five years. Where there was only a 2% gap between local councils and the Department for Education in 2013, five years later this has grown to 20%.

14.1.10 In comparison with five years ago, London parents have also become more likely to think that local councils should be ensuring the responsible spending of Academies and Free schools. As shown in figure 18, while two in five report in 2017 that they feel local councils should have this role (40% and 42% respectively), these figures were recorded as 34% and 35%, respectively, in 2013.

Figure 18: Proportion who think local councils should ensure each school type is spending money in a responsible way – 2013 vs. 2017



14.1.11 A broader trend can be observed throughout these findings in that over recent years parents appear to have become less inclined to believe that the Department for Education should be primarily responsible for allocating funding to schools or accountable for ensuring the responsible spending of Maintained schools. Instead, the emphasis has shifted in the direction of the local council. There has been an increase in the proportion of parents who feel the local council should be primarily responsible for allocating school funding, and they have become much more likely to believe that local councils should be ensuring Maintained schools are spending their money responsibly.

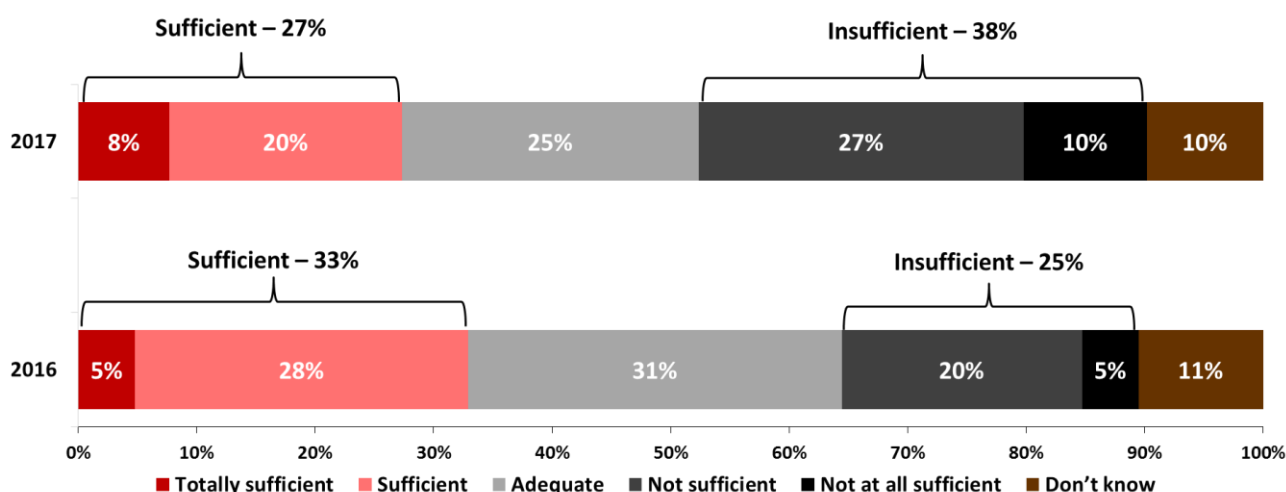
15 Funding pressures

- 15.1.1 Four in ten (38%) parents in London feel that the current level of funding their child's school receives is insufficient. Higher than the one in four London parents (27%) who feel that the current level of funding/ resources their child's school receives is sufficient for what it needs to operate effectively, and a roughly equal proportion (25%) feel it is adequate.
- 15.1.2 Parents of children who attend a Free school (42%) are significantly more likely than those with children at Maintained schools (24%) or Academies (30%) to feel the level of funding is sufficient, as are parents who live in Inner London (33%) as opposed to Outer London (23%).
- 15.1.3 Notably, parents who believe the level of funding/ resources their child's school receives is not enough to operate effectively are more likely to live in one of the bottom five performing boroughs based on 2015/16 GCSE results¹¹ (48% compared with 34% among the top five¹²).
- 15.1.4 In comparison with 2016, there has been a significant increase in the overall proportion of London parents who feel their child's school does *not* receive sufficient funding/resources to operate effectively, rising sharply from 25% to 38%. Notably, the proportion within this group who say this funding is not at all sufficient has doubled over the past year, from 5% to 10%.
- 15.1.5 As a result, significantly smaller proportions of parents than in 2016 believe the funding their child's school receives is enough to operate effectively. While 27% feel it is sufficient and 25% that it is adequate, these figures have decreased from 33% and 31% respectively since last year.
- 15.1.6 In fact, this year there is now a larger share of parents who think the funding/resources their child's school receives is insufficient than those who believe it is sufficient.

¹¹ The bottom five performing London boroughs in 2015/16 based on GCSE performance were: Brent, Croydon, Greenwich, Barking and Dagenham, and Lewisham.

¹² The top five performing London boroughs in 2015/16 based on GCSE performance were: Kingston upon Thames, Sutton, Kensington and Chelsea, Barnet, and Bromley.

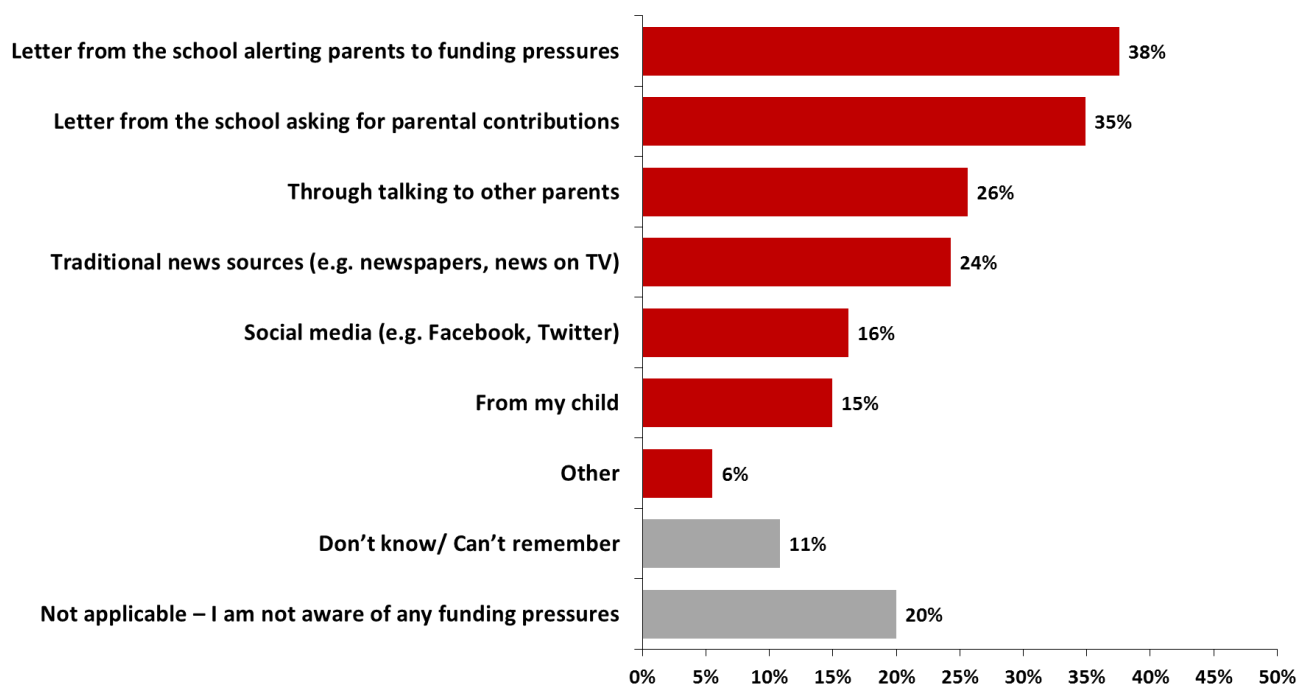
Figure 19: Perception of whether or not the current level of funding/ resources their child's school receives is sufficient for what it needs to operate effectively



Base: All London Parents (2017 n=1030; 2016 n=1022)

- 15.1.7 Awareness of funding pressures for London schools proves to be prevalent. Four in five London parents (80%) indicate that they are aware of funding pressures at their child's school.
- 15.1.8 Overall, parents with a child at a Maintained school (84%) are more likely than those with children at an Academy (78%) or Free school (74%) to report being aware of these pressures.
- 15.1.9 London parents were asked how, if at all, they have been made aware of funding pressures at their child's school. As shown in figure 21, more than a third of all parents have received a letter from the school alerting them of these pressures (38%) or asking for parental contributions (35%) – the most common way through which they are being notified. Among parents with a child at a Maintained school, these figures rise to 43% and 40% respectively.
- 15.1.10 A quarter of parents have also heard about funding pressures at their child's school through talking to other parents (26%) and news sources like newspaper and TV (24%).
- 15.1.11 Somewhat less commonly, London parents have been alerted to funding pressures through social media (16%) or by hearing the news from their child (15%).

Figure 20: Ways through which parents have been made aware of funding pressures at their child's school



Base: All London Parents (2017 n=1030)

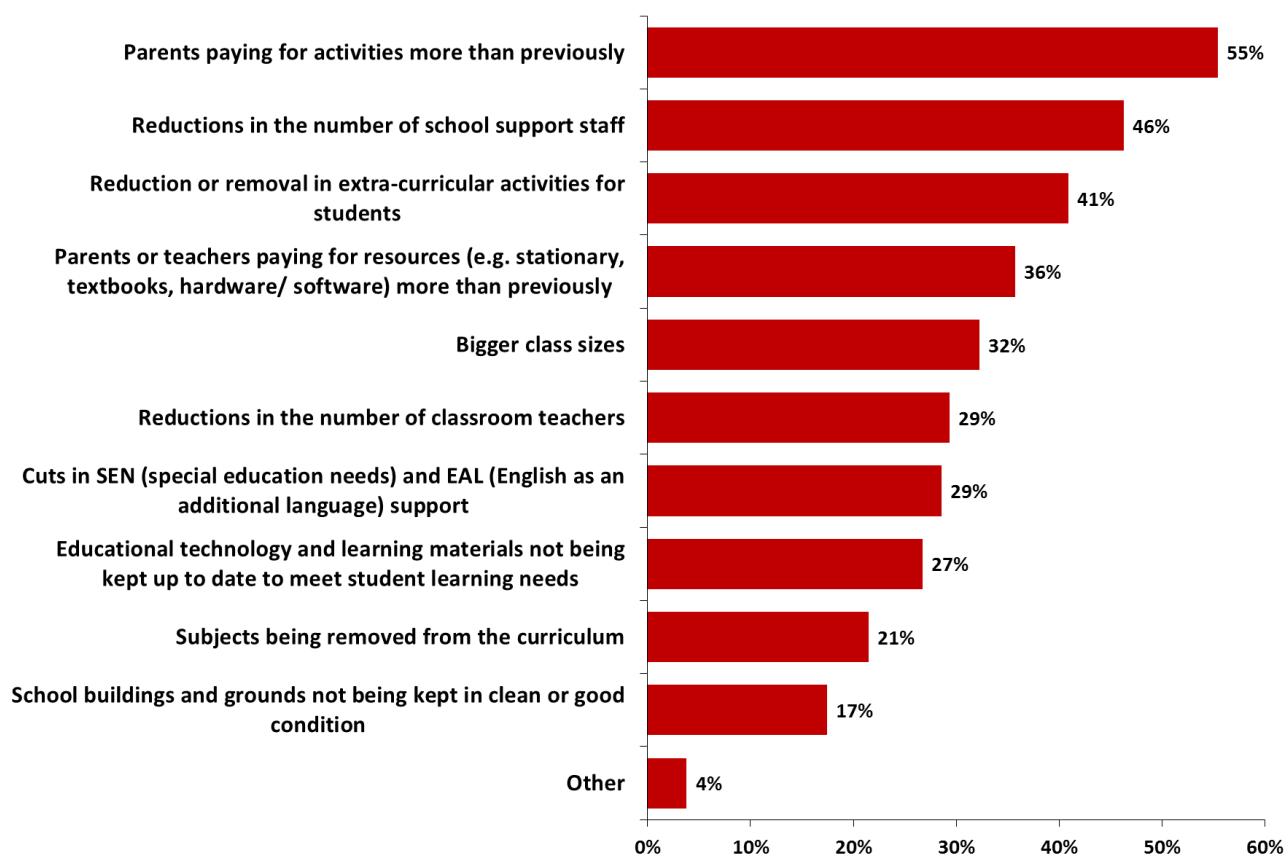
15.1.12 Parents aware of pressures on funding at their child's school were asked to think about the impacts they've seen at the school over the last three years as a result. Consistent with 2016, the impact identified most often is parents paying for activities more than previously, reported by more than half (55%) of London parents aware of pressures.

15.1.13 Other commonly mentioned impacts of funding pressures are reductions in the number of school support staff (46%), reductions in/ removal of extra-curricular activities for students (41%), and parents/teachers paying for resources (36%).

15.1.14 Notably, parents of children at Maintained schools (50%) and Academies (46%) are significantly more likely than those with children at Free schools (30%) to observe that school support staff have been reduced as a result of pressures on funding.

15.1.15 Relatively, parents are less likely to report subjects being removed from the curriculum (21%) and school buildings/grounds not being kept in good condition (17%) as impacts of funding pressures at their child's school.

Figure 21: Parents' perceptions of the impacts that pressures on funding are having on their child's school



Base: All London Parents who are aware of pressures on funding in their child's school (2016 n=667)

15.1.16 In the context of all London parents, including those not aware of any funding pressures at their child's school¹³, roughly a third (35%) believe that an impact of stress on funding has been parents paying for activities more than previously. Additionally, more than a quarter of all London parents associate reductions in the number of school support staff (29%) and reduction/removal of extra-curricular activities (26%) as impacts of pressures on funding at their child's school.

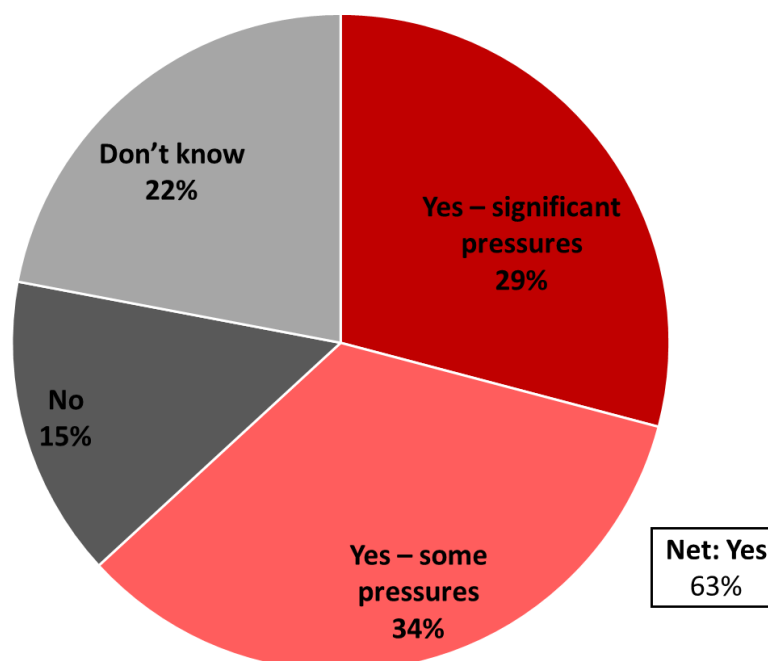
¹³ This question was not asked to parents who are not aware of any funding pressures at their child's school, so the data has been re-calculated to account for them

16 Future funding pressures

16.1.1 Looking into the future, nearly two thirds of London parents (63%) believe their child's school is facing upcoming funding pressures. This is a perception particularly pronounced among parents with children in a Maintained school (70%), while somewhat less common among those with children in an Academy (62%) or Free school (54%).

16.1.2 A significant proportion of parents are unsure about whether or not their child's school is facing upcoming funding pressures (22%). In fact, only 15% believe that the school is not facing these pressures.

Figure 22: Parents' awareness of whether their child's school is facing future pressure on funding



Base: All London Parents (2017 n=1030)

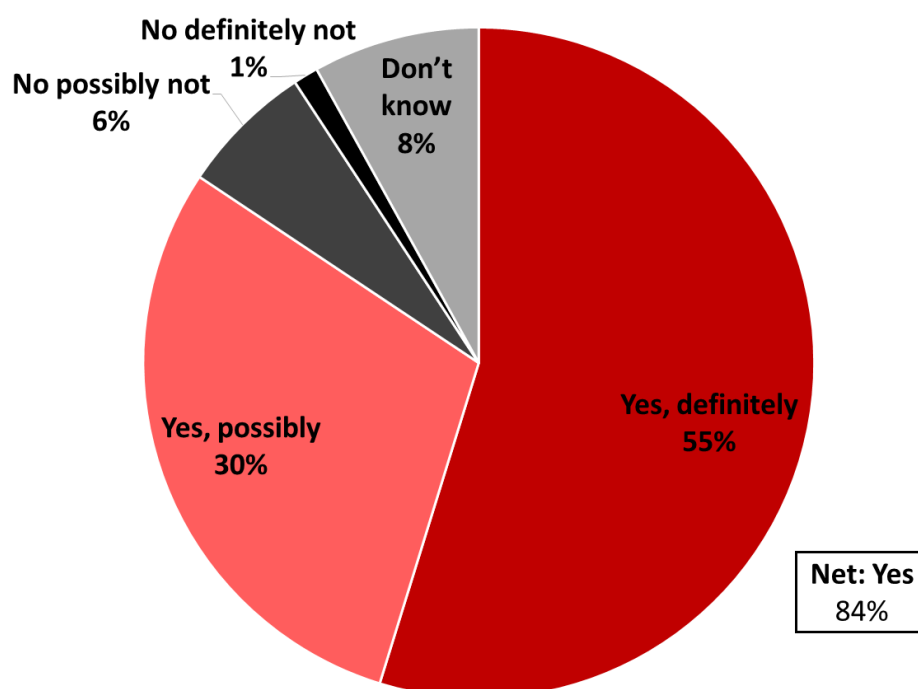
17 School budget reductions

17.1.1 The vast majority of parents (84%) believe that if their child's school budget were to be reduced, it would have a negative impact on the quality of the education the school provides. Only a small proportion (7%) feel it would *not* have a negative impact. These findings are on par with 2016.

17.1.2 Parents of children in a Maintained school (60%) are significantly more likely than those with children in an Academy (52%) or Free school (40%) to believe that a reduction in budget would definitely have a negative impact on the quality of the education.

17.1.3 Additionally, parents of a higher social grade are significantly more like than those of a lower social grade to believe that it would have a negative impact on the quality of the education (89%/88% among AB/C1 compared with 75%/78% among C2/DE).

Figure 23: Perception of whether or not a reduction in their child's school budget would have a negative impact on the quality of the education the school provides

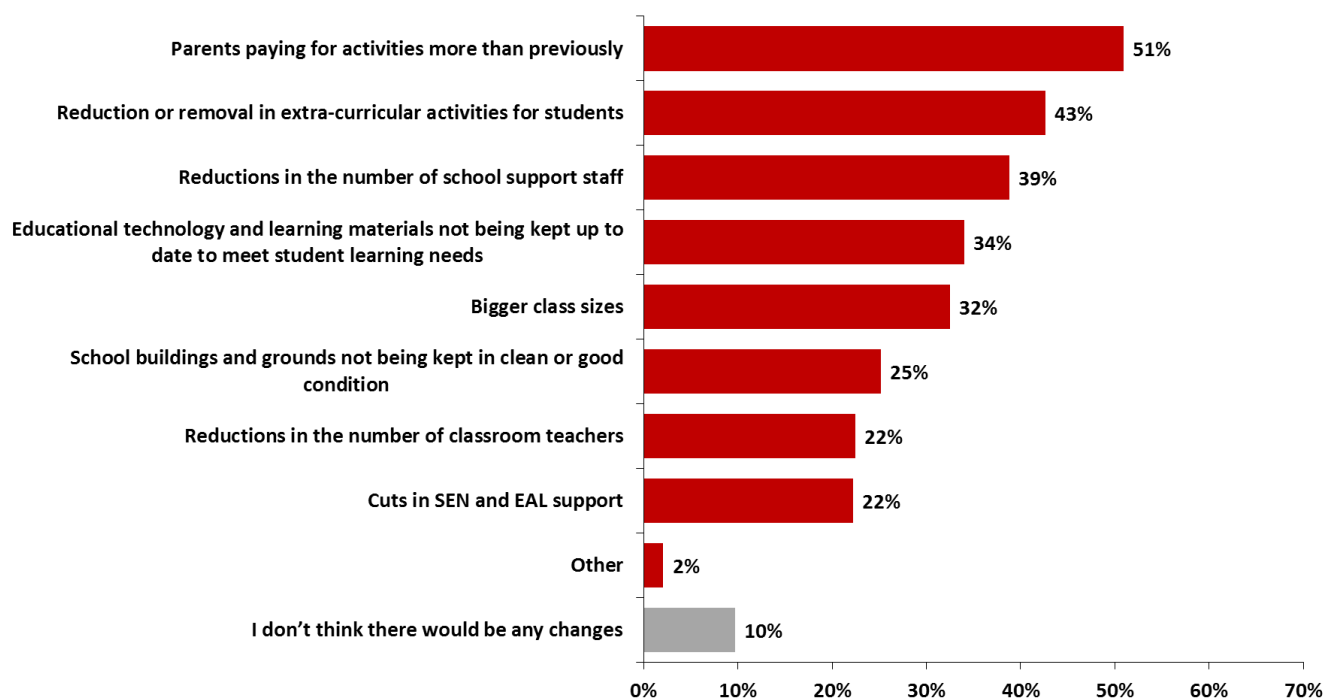


Base: All London Parents (2016 n=1030)

17.1.4 One-in-two parents (52%) believe that if there were to be a reduction in the level of funding their child's school receives, an outcome would be parents paying for activities more than previously. Consistent with 2016, it is the response stated most often. This finding mirrors the top impact of funding pressures reported by parents aware of these issues at their child's school.

- 17.1.5 The second most commonly perceived impact of a potential reduction in funding is reductions in the number of school support staff (45%). Notably, since 2016 there has been an increase in the proportion of parents expecting this possible outcome, rising from 39%.
- 17.1.6 Parents also often suggest that parents/teachers paying for resources (42%) and the reduction in/removal of extra-curricular activities (39%) could be likely outcomes of a reduction in the level of funding their child's school receives.
- 17.1.7 Parents of children at Maintained schools are significantly more likely than those with children at Academies and Free schools to view several outcomes as likely in the event of a reduction in school funding, including educational technology and learning materials not being kept up to date, cuts in SEN and EAL support, and school buildings/grounds not being kept in good condition.
- 17.1.8 Consistent with 2016, one-in-ten parents (10%) do not think there would be any changes if there was to be a reduction in their child's school funding. Parents of children at Free schools (17%) are most likely to report this.

Figure 24: Perceptions of where changes could be made if there was to be a reduction in the level of funding their child's school receives



Base: All London Parents, excluding those who said 'Don't know' (2017 n=854)

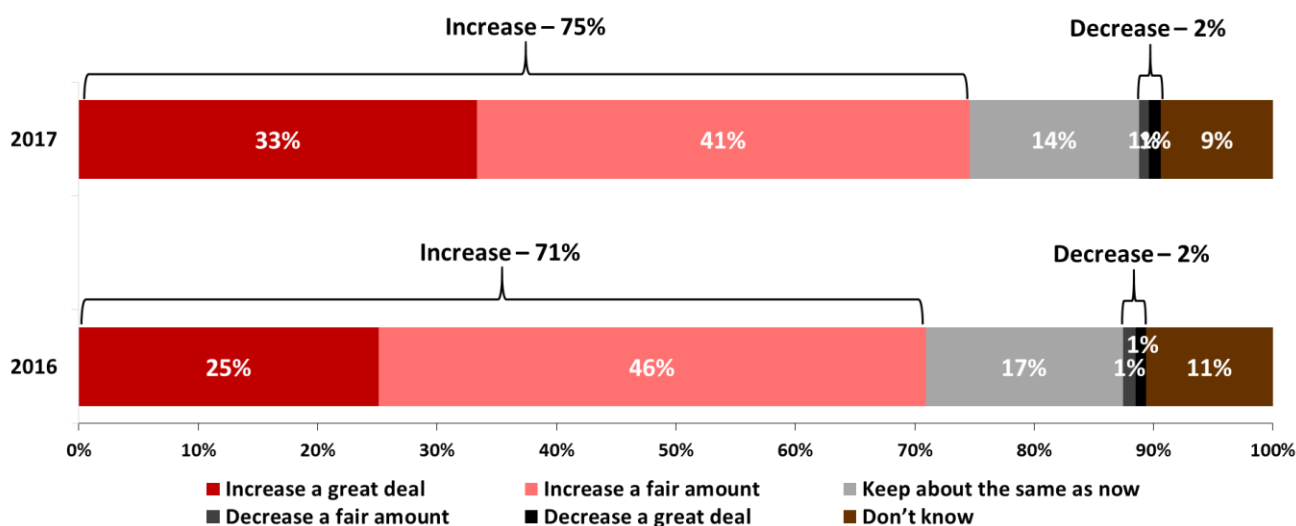
18 Perceptions of government spending on education

18.1.1 The vast majority of London parents (75%) feel that the UK government should increase the amount of money it spends on education and schools. A third (33%) believe it should increase by a great deal and 41% by a fair amount.

18.1.2 As shown in figure 26, since last year there has been a slight rise in the proportion of London parents who believe that the government should increase spending on education and schools, from 71% to 75%. Looking within these attitudes there has also been a strengthening of opinion with a third of parents (33%) now reporting that the government should increase a great deal the amount it spends on education and schools – an increase from the quarter (25%) who felt that way in 2016.

18.1.3 Only a very small proportion (2%) believe the UK government should decrease the amount of money it spends. The remainder feel it should be kept the same as now (14%) or are unsure (9%). These findings are on par with 2016.

Figure 25: Opinion on whether the UK government should increase, decrease, or maintain the amount of money it spends on education and schools



Base: All London Parents (2017 n=1030; 2016 n=1022)

18.1.4 Parents with children in a Maintained school (79%) are significantly more likely than those with children in an Academy (72%) or Free school (67%) to feel that the UK government should increase its spending on education. This tells a story that is consistent with earlier findings indicating that parents of children in Maintained schools more commonly believe the level of funding/ resources their child's school receives is not enough to operate effectively.

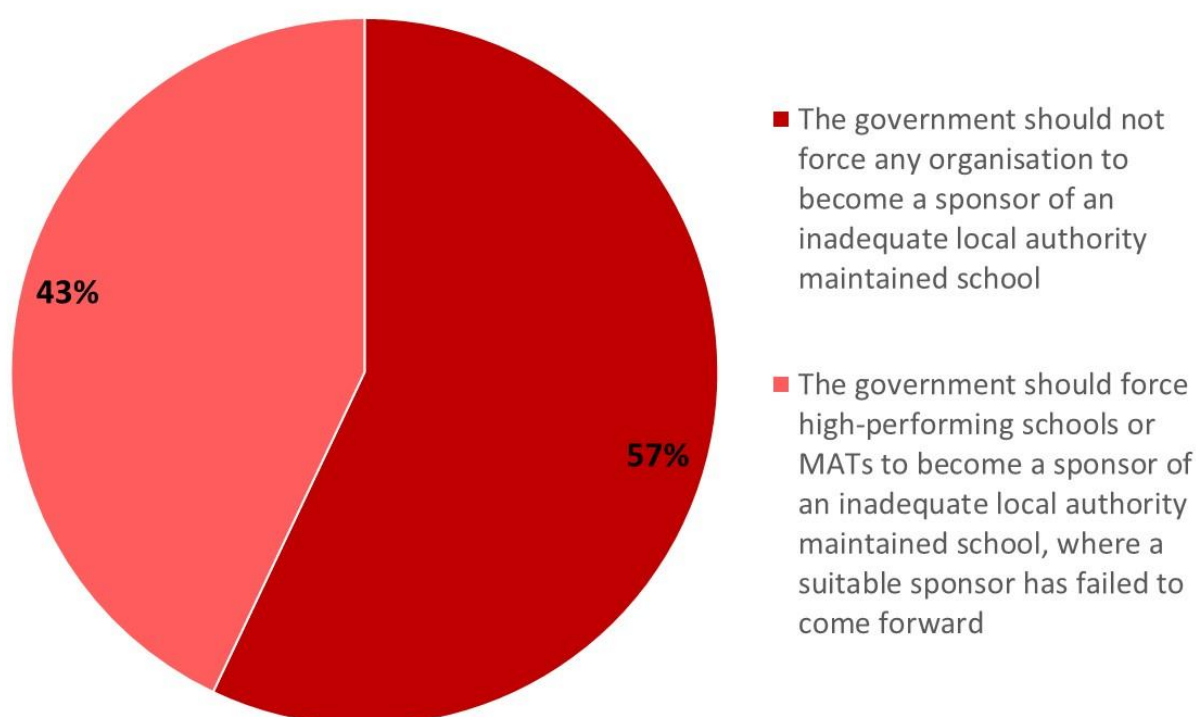
19 Sponsorship of inadequate Maintained schools

19.1.1 Parents were provided with an introduction¹⁴ explaining that the Department for Education can force a Maintained school to convert to an Academy if it has been rated inadequate by Ofsted, and that a sponsor needs to be identified in order to do this.

¹⁴ Where a local authority maintained school has been rated as inadequate by Ofsted, the Department for Education can force it to convert to an academy. In order to do this a sponsor needs to be identified. A sponsor is an organisation or person responsible for the performance and finances of the school, recruiting the head teacher, and selecting the governing body. Often academy sponsors are responsible for a number of schools and these are called Multi Academy Trusts. Many high-performing schools and Multi Academy Trusts have taken on sponsorship of failing schools, but currently the government does not force organisations to become sponsors for a school and instead waits for a willing volunteer. Sometimes it is hard to find a volunteer sponsor because there is a concern that taking on a failing school will damage the reputation of an organisation or individual. This means that some schools are left for long periods of time without a sponsor, which can result in a lack of oversight, governance and leadership.

- 19.1.2 When asked their stance on whether or not the government should force an organisation to become a sponsor of an inadequate Maintained school, the most common response was that it should not. However, a significant proportion were also unsure.
- 19.1.3 When looking only at those who agreed or disagreed that the government should force high-performing schools or Multi Academy Trusts (MATs) to become a sponsor, the dominant sentiment is that no organisation should be forced to sponsor an inadequate Maintained school. Just over half (57%) state this belief, in comparison with 43% who think high-performing schools or MATs should step in.
- 19.1.4 In this scenario, parents of children at Maintained schools are not significantly more or less likely than those of children at Academies or Free schools to support one argument or the other.

Figure 26: Parents views on whether the government should force an organisation to become a sponsor of an inadequate school



Base: All London Parents, excluding those who selected another organisation or were unsure (2017 n=683)

Section 4: Perspectives on the control of the education system in England

The fourth section of the report delves into London parents' perspectives on control in the education system.

20 How centralised or localised is the education system?

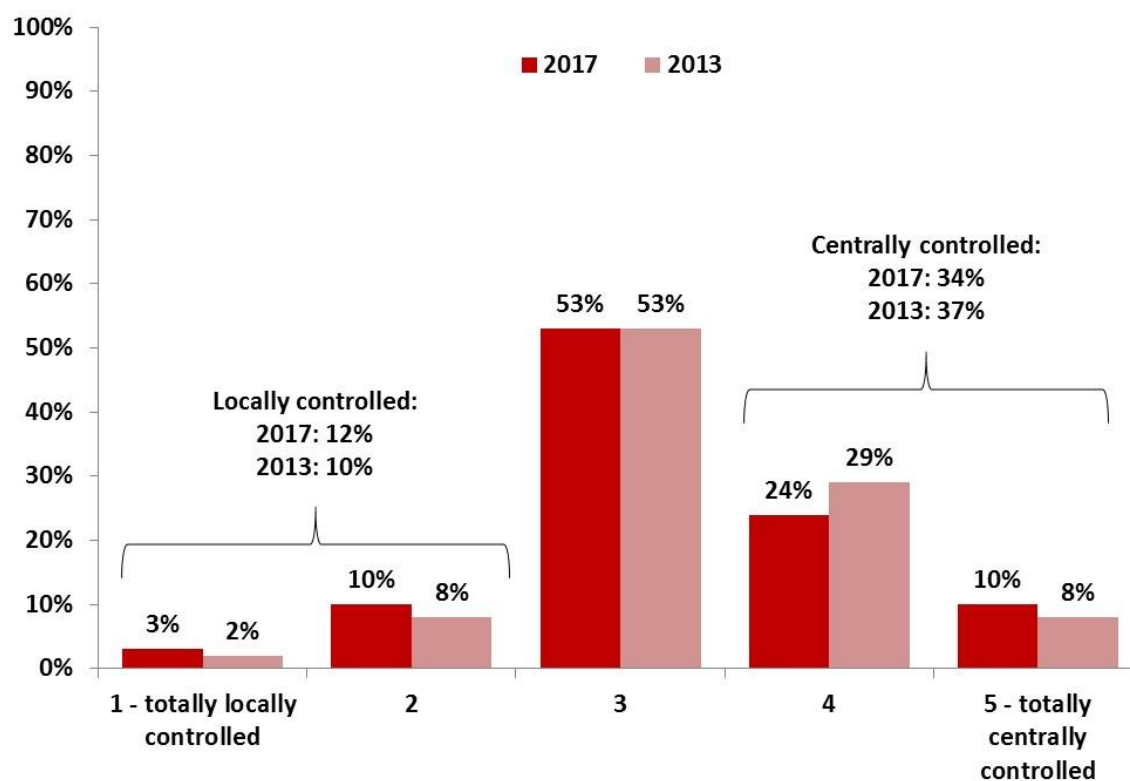
20.1.1 After working through the survey, parents were asked to what extent they believe the education system is under central or local control, in line with the deliberative method used throughout the research.

20.1.2 As figure 28 shows, parents are more likely to feel that the education system is more centrally controlled (34%) than locally controlled (12%). When compared to the first year of this research (2013) we find that five years on views remain fairly consistent with a small decrease in the proportion of parents who feel that the education system is under central control.

20.1.3 Although, just over half of parents in London (53%), when asked at the end of the survey, are in the middle ground on whether the English education system is centrally or locally controlled¹⁵.

¹⁵ Respondents were presented with the following introduction before answering this question: Some people feel that with the introduction of Academies and Free schools the education system in England is now more centralised as the extent of local borough councils' control over these schools in its area has been diminished and the Secretary of State is directly responsible for individual schools. Others feel that Academies and Free schools give more control to local people in the decisions made over the education the children receive.

Figure 27: Thinking of the education system in England, how centralised (i.e. under central government control) or localised (i.e. under local control) do you think the system currently is? – asked at end of the survey



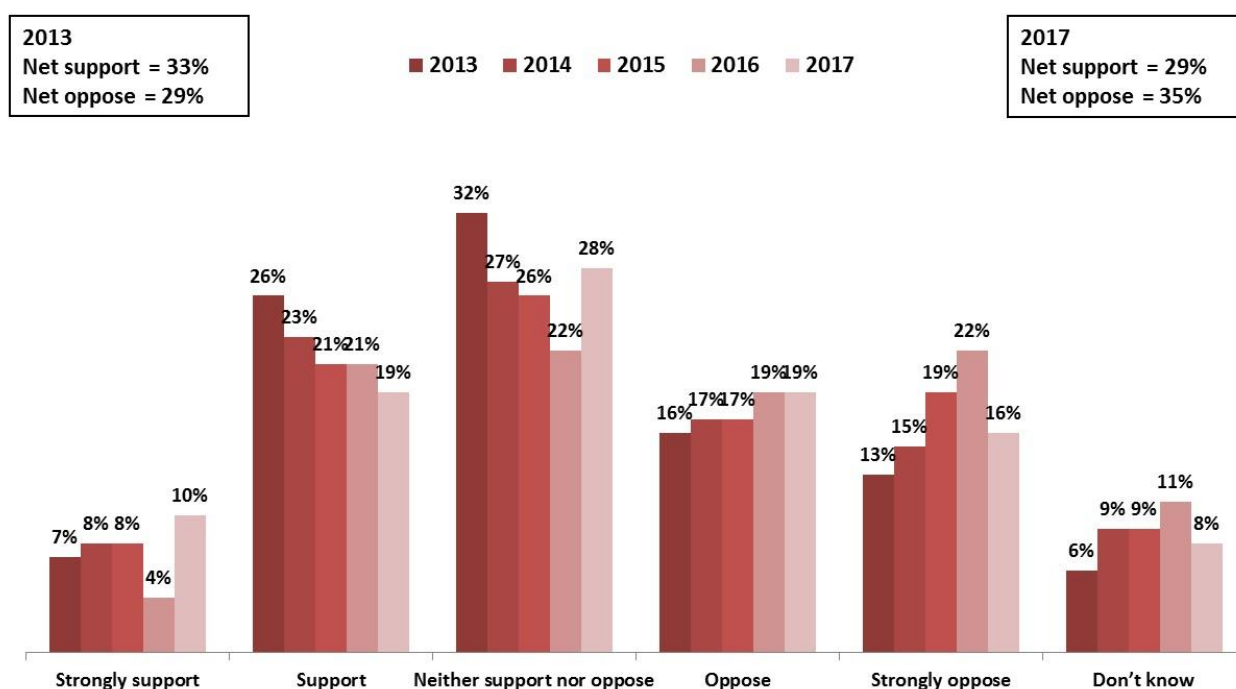
Base: All London Parents (2017 n=1030, 2013 n=1019)

21 London parents' support for Academies and Free schools

21.1.1 Opposition from parents in London to the idea of moving towards more Academies and Free schools has increased over the past five years. The proportion of parents opposing the growth in Academy and Free schools has increased by six percentage points from the 2013 survey, with opposition now standing at 35%.

21.1.2 Currently, three out of ten (29%) support the growth of Academies and Free schools and a similar proportion (28%) neither support nor oppose. The proportion who neither support nor oppose has increased by six percentage points from 2016, so there is still a large amount of uncertainty on the growth of Academies and Free schools.

Figure 28: To what extent do you support or oppose the idea of moving toward more Academies and Free schools?



Base: All London Parents (2017 n=1030; 2016 n=1022; 2015 n=1002; 2014 n=1052; 2013 n=1019)

Note change from 2013 to 2016 shown in brackets.

21.1.3 Opposition to the idea of more Academies and Free schools remains higher from those from a higher social grade, with 41% of those from an AB social grade in opposition to the idea of more Academies and Free schools compared with 22% of those from a DE social grade. Opposition from parents is also higher for those living in a London Borough in the bottom 5% performers for attainment (45%) than from those who live in the top 5% performing boroughs (30%).

21.1.4 By school type we also find that parents with a child in a Maintained school remain significantly more likely to oppose more Academies and Free schools than those parents with a child in an Academy or Free school. As can be seen below:

- Maintained schools – 22% of parents support more Academies and Free schools and 46% oppose
- Academy schools – 36% of parents support more Academies and Free schools and 27% oppose
- Free schools – 44% of parents support more Academies and Free schools and 16% oppose

Section 5: Careers and vocational education

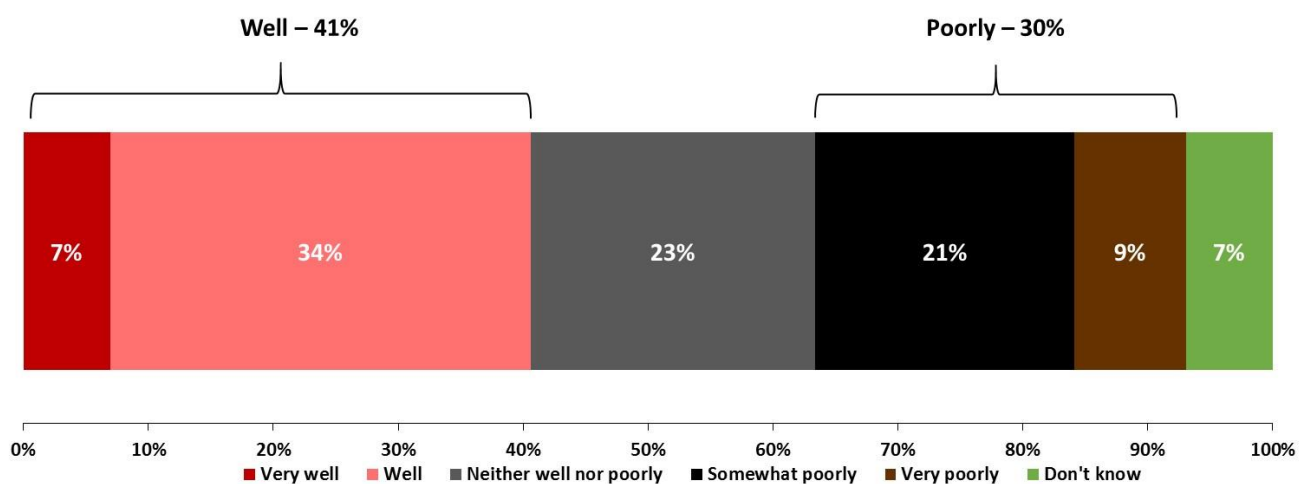
The fifth and final section of this report examines parents' views on the relationship between the education system and the world of work.

Perceptions of careers advice and work experience

21.1.5 Parents in London provide no majority consensus as to whether the education system prepares children well for the world of work. Four out of ten parents (41%) report that they think the system does prepare children well for the world of work and three out of ten (30%) feel that they system prepares children poorly. It should be noted that a further three out of ten (30%) have no opinion either way or do not know.

21.1.6 There are no differences in the views of parents with a child at primary school and those with a child at secondary school as to how well or poorly the education system prepares children for the world of work.

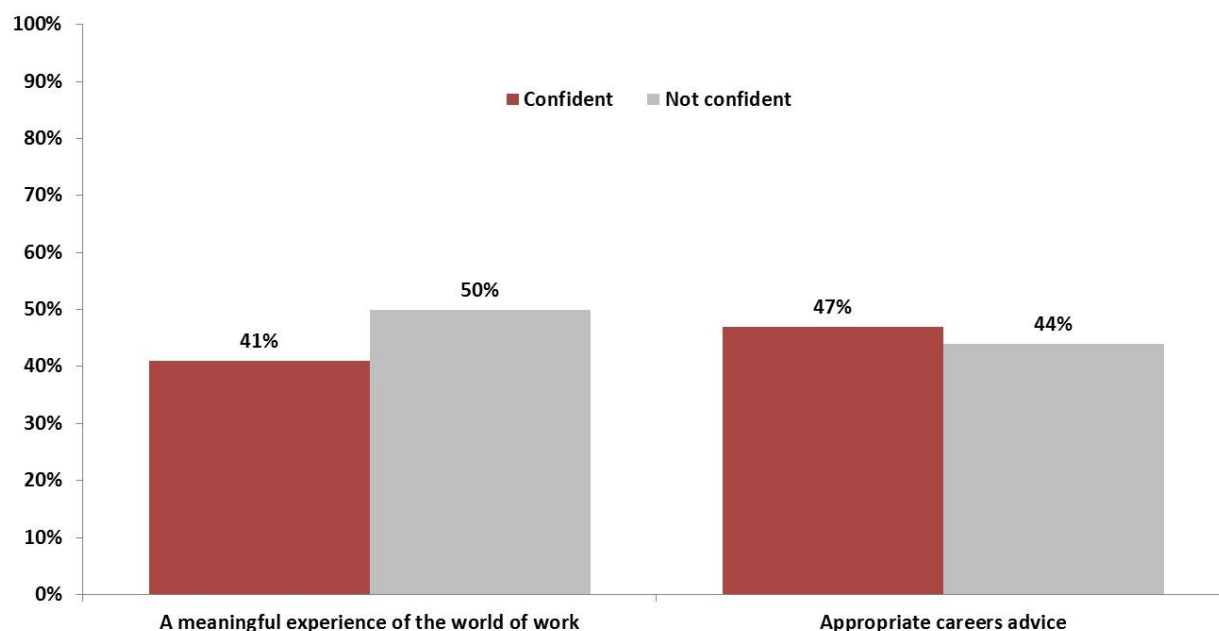
Figure 29: Opinion on whether the education system up to the age of 18 prepares children well or poorly for the world of work



Base: All London Parents (2017 n=1030)

- 21.1.7 Parental views on how well the education system prepares children for the world of work are broadly consistent across the type of school that parents have children in. However, younger parents aged 25-34 (53%) are significantly more likely than those aged 35-44 (37%), 45-54 (39%) and 55+ (35%) to feel that the education system prepares children well for the world of work – possibly reflecting young parents’ more recent and better experience of the education system.
- 21.1.8 As figure 31 shows, parents in London were also asked to comment on how confident they are that their child will receive appropriate careers advice and a meaningful experience of the world of work before leaving education or training at the age of 18.
- 21.1.9 There are concerns from some parents that their child will not receive a meaningful experience of the world of work, with half (50%) of parents not confident that this will happen before their child leaves education.
- 21.1.10 Views on careers advice are divided, with 47% confident their child will receive appropriate careers advice and 44% not confident that this will happen before their child leaves education at the age of 18. Parents with a child in secondary school are more confident than parents with a child in primary school that their child will receive adequate careers advice – with 52% reporting this compared with 46%.

Figure 30: Parents confidence that their child will receive appropriate careers advice and a meaningful experience of the world of work before leaving education or training at the age of 18



Base: All London Parents (2017 n=1030)

21.1.11 There are some differences by demographics in whether parents are confident that their child will receive appropriate careers advice and a meaningful experience of the world of work.

- Child will receive appropriate careers advice
 - Fathers (53%) are more confident than mothers (43%)
 - Parents in inner London (53%) are more confident than those in outer London (43%)
 - Parents with a child at a Free School (62%) are more confident than those with children at LA maintained (46%) and Academy (51%) schools
- Child will receive a meaningful experience of the world of work
 - Fathers (49%) are more confident than mothers (37%)
 - Parents aged 25-34 (59%) are more confident than those aged 35-44 (37%), 45-54 (37%) and 55+ (36%)
 - Parents in inner London (47%) are more confident than those in outer London (37%)

- Parents from a BME background (53%) are more confident than those from a white background (36%)
- Parents with a child at a Free School (60%) are more confident than those with children at LA maintained (38%) and Academy (45%) schools

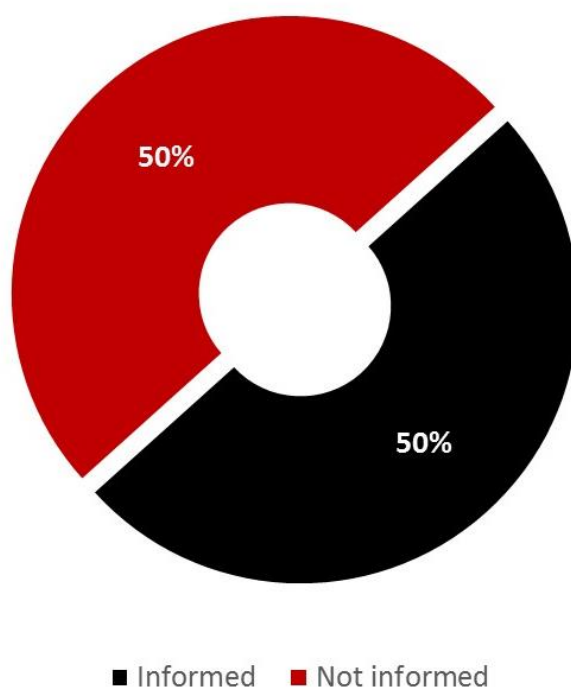
Advising children on good career choices

21.1.12 Thinking about how informed parents in London are about London's labour market in the context of supporting their child in making good career choices, parents are evenly split between feeling informed (50%) and not informed (50%).

21.1.13 Parents from a higher social grade (AB) are significantly more likely to feel informed about London's labour market than those parents from a lower social grade – with 59% of those from a AB group feeling informed compared with those from a C1 (47%), C2 (44%) and DE (39%) social grade.

21.1.14 Following the trend in this chapter on careers and work experience, fathers (59%), those aged 25-34 (60%), those living in inner London (60%) and those with a child in a Free school (62%) feel most informed about London's labour market.

Figure 31: How well informed parents are about London's labour market in the context of supporting their child in making good career choices



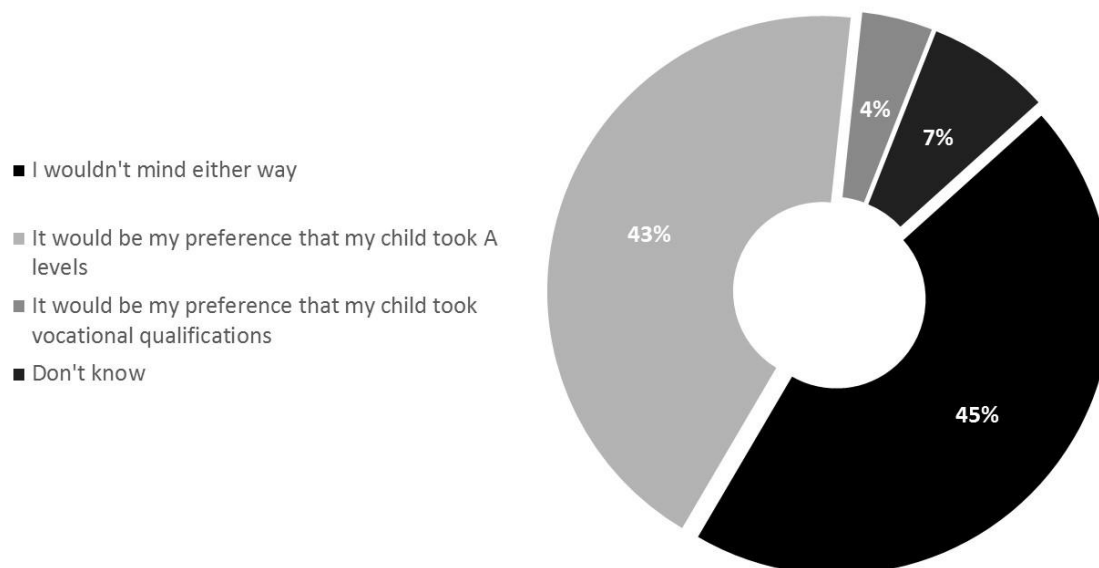
Base: All London Parents (2017 n=1030)

Choice between A levels and vocational qualifications

21.1.15 Parents were asked how they would feel if their child chose to work towards vocational qualifications rather than A levels. A very small minority of parents (4%) report that it would be their preference that their child took vocational qualifications. Four out of ten (43%) parents would prefer that their child took A levels but a similar proportion (45%) would not mind if their child took vocational qualifications or A levels.

21.1.16 There are no differences between the views of parents with a child in primary school and those with a child in secondary school as to whether they have a preference for their child to study A levels or vocational qualifications.

Figure 32: Sentiment on their child choosing whether to take A Levels or vocational qualifications

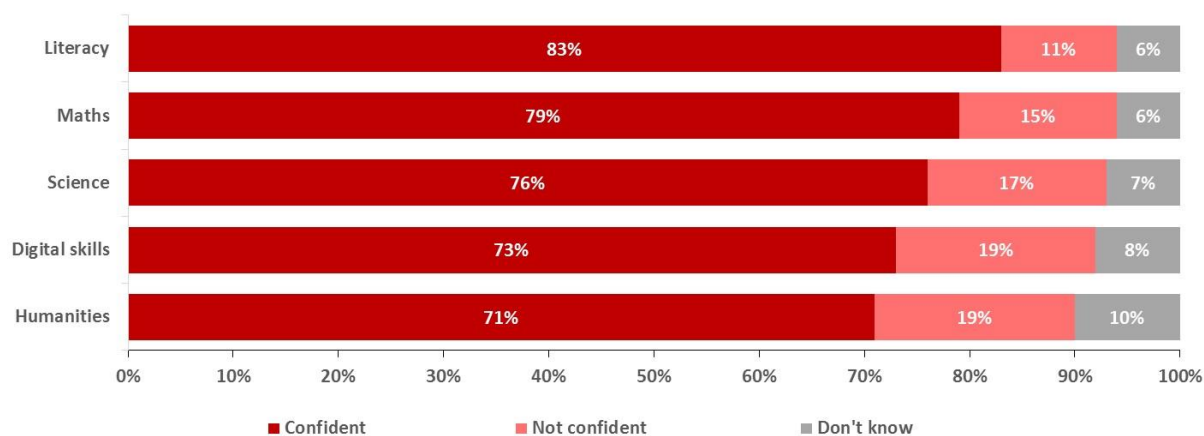


Base: All London Parents (2017 n=1030)

Confidence in schools providing knowledge to children

21.1.17 As figure 34 shows, overall a majority parents are confident that their child's school is providing their child with an adequate level of knowledge across a range of subjects. Parents are most confident that their school is providing an adequate level of knowledge in literacy. While in a minority, a fifth (19%), of parents are not confident their school is providing their child with an adequate level of knowledge in digital skills and humanities.

Figure 33: Parent's confidence that their child's school is providing a level of knowledge appropriate to your child in each of the following subject areas



Base: All London Parents (2017 n=1030)

On 4 July 2017, the Mayor of London and London Health Board partners launched the *Thrive LDN: towards happier healthier lives* publication. The launch kicked off the *Are we OK London?* the campaign to have an open conversation with Londoners about mental health and wellbeing.

Recent important developments:

***Are we OK London?* Campaign Findings**

The Thrive LDN team engaged with over 250 organisations across public, private and community sectors, and attended over 150 external meetings and events, ran 17 Problem Solving Booths and 7 community workshops. Digital engagement was delivered through Twitter, Instagram and Facebook, Talk London platform, and Thrive LDN's website and generic email address. A poster campaign ran on the London underground 14 to 28 July.

The findings report found that during the data collection period, the *Are we OK London?* campaign generated 88,352 interactions and established a potential reach of over 15.5 million. In addition to this, the BBC World Hacks' Problem Solving Booths video generated 361,925 interactions.

Partnerships & projects

The next phase of Thrive LDN involves 40 projects, aligned to the movement's six aspirations, which we will be worked on with new and existing partners.

Thrive LDN has been successful in securing investment from Greater London Authority next financial year, and many of these projects will continue into the year ahead.

2017/18 Activity	2018/19 Activity	Impact
Communities at the heart: Along with commitments to support the development of Thrive LDN Champions and boroughs to develop local Thrive LDN & Time to Change hubs, Thrive have commissioned a piece of research to develop the potential for a citywide mental health cultural festival next year.	Communities at the heart: Thrive will continue to support the development of Thrive LDN Champions' networks and support boroughs to develop local Thrive LDN & Time to Change hubs. Thrive will deliver a mental health cultural festival. This includes increasing the number of Londoners receiving mental health first aid training.	Increased locally-led and owned activity to raise awareness of mental health and wellbeing, reduce mental health stigma and discrimination and address inequalities that lead to poor mental health.
Tackling stigma & discrimination: Thrive have commissioned a piece of participatory research to look at stigma and discrimination associated with mental health, and how this intersects with other forms of stigma and discrimination. The project will work directly with Londoners affected by intersectional discrimination to identify the	Tackling stigma & discrimination: The research will progress into a small grants scheme for voluntary and community groups to deliver interventions to address the challenges people face such as Black Thrive	Reduced stigma and discrimination; Improved mental health and wellbeing amongst people affected by multiple forms of discrimination.

2017/18 Activity	2018/19 Activity	Impact
<p>challenges they face and potential solutions.</p> <p>In addition, Thrive are working with a number of football clubs in London to develop pilot projects to reduce stigma and discrimination and improve mental health literacy amongst staff and fans.</p>		
<p>Young London Inspired programme: In partnership with Team London and v.inspired, Thrive have launched a London-based, youth-focused volunteering and social action programme. The programme will target young people at greater risk of developing mental health problems (such as care leavers or young people in the criminal justice system) and support them to improve their mental health and wellbeing through innovative social action and volunteering projects.</p>	<p>Young London Inspired programme: The programme will continue next financial year.</p> <p>And includes programmes to increase the number of young Londoners and youth workers receiving mental health first aid training.</p>	<p>Improved mental health and wellbeing amongst children and young people (10 to 20 years of age) disproportionately at risk of developing mental health problems.</p>
<p>Targeted work for vulnerable groups: In partnership with Healthy London Partnership and NHS England, Thrive will be developing a mental health first aid package for veterans and people who are homeless.</p>	<p>Targeted work for vulnerable groups: Thrive will be developing a training resource for young people at risk of suicide.</p>	<p>Improved mental health literacy amongst the veteran and homeless communities; Reduction in the suicide rate for children and young people in London.</p>
<p>Evaluation programme: Thrive LDN has been successful in securing a £20k investment from Public Health England (London region) to independently evaluate the impact of the Are we OK London? campaign. An interim report will be published in March 2018.</p>	<p>An independent evaluation has been commissioned through Public Health England (London region) and will report initial findings in March 2018.</p>	<p>An independent impact evaluation.</p>

Young People's Education and Skills Operational Sub-Group

Latest participation, NEET and activity 'not known' statistics Item: 6(b)

Date: 26 January 2018

Contact: Peter O'Brien

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1 NEET and Not Known Scorecard

- 1.1 The summary of each borough's position in the 'Comparative NEET Scorecard' for December¹ 2017 is shown below. The 'RAG Rating' relates to boroughs' position in the national league table and is divided into quintiles – each rating covers 20% of the country.

Figure 1: 16 to 17 year-olds academic age NEET and 'not known' (NCCIS, December 2017)

	Academic age 16-17						
	NEET	NEET %	Not known	% not known	NEET and NK	% NEET and NK	Quintile
ENGLAND	29,807	2.6%	46,513	4.1%	76,320	6.7%	
LONDON	3,083	1.8%	7,212	4.2%	10,295	6.0%	
Barking and Dagenham	188	3.4%	75	1.3%	263	4.7%	2
Barnet	112	1.5%	255	3.4%	367	4.9%	2
Bexley	118	2.0%	113	1.9%	231	3.9%	1
Brent	128	1.7%	151	2.0%	279	3.8%	1
Bromley	112	1.7%	79	1.2%	191	2.9%	1
Camden	96	3.1%	182	5.8%	278	8.9%	5
City of London	1	2.2%	1	2.2%	2	4.4%	
Croydon	176	2.0%	665	7.4%	841	9.4%	5
Ealing	91	1.3%	103	1.4%	194	2.7%	1
Enfield	96	1.2%	515	6.2%	611	7.4%	4
Greenwich	144	2.5%	111	2.0%	255	4.5%	2
Hackney	96	1.8%	240	4.6%	336	6.4%	3
Hammersmith and Fulham	32	1.3%	17	0.7%	49	2.1%	1
Haringey	56	1.0%	719	13.3%	775	14.4%	5
Harrow	63	1.2%	64	1.3%	127	2.5%	1
Havering	138	2.4%	104	1.8%	242	4.2%	2
Hillingdon	136	2.0%	199	2.9%	335	4.9%	2
Hounslow	122	2.2%	163	2.9%	285	5.1%	2
Islington	54	1.6%	114	3.5%	168	5.1%	2
Kensington and Chelsea	23	1.6%	186	13.3%	209	14.9%	5
Kingston upon Thames	42	1.4%	48	1.6%	90	2.9%	1
Lambeth	68	1.2%	541	9.9%	609	11.1%	5
Lewisham	128	2.1%	336	5.6%	464	7.7%	4
Merton	58	1.5%	47	1.2%	105	2.7%	1
Newham	130	1.6%	359	4.5%	489	6.1%	3
Redbridge	124	1.7%	222	3.0%	346	4.7%	2
Richmond upon Thames	55	1.9%	62	2.2%	117	4.1%	1
Southwark	64	1.2%	524	9.9%	588	11.1%	5
Sutton	73	1.6%	164	3.7%	237	5.3%	3
Tower Hamlets	182	3.3%	303	5.5%	485	8.7%	5
Waltham Forest	97	1.6%	141	2.4%	238	4.0%	1
Wandsworth	44	1.1%	375	9.7%	419	10.9%	5
Westminster	36	1.5%	34	1.4%	70	2.9%	1

2 16 and 17 Year Old Participation in Education and Training (June 2017 - latest available from the [Department for Education](#)² (DfE))

- 2.1 On 12 October 2017, the DfE published 16 and 17 year old participation data that highlights where participation is rising, static or falling. The data also provides a breakdown by type of participation, age, gender and ethnic group. The report contains information up to June 2017 and the next update is due in March 2018.
- 2.2 London's participation in June 2017 was 94.2 per cent, an improvement of 1.1 percentage points from the previous June and a small decrease of 0.2 percentage point from the March 2017 position.
- 2.3 London's participation was 2.8 percentage points above the national figure (see Table 1). The majority of 16 and 17 year olds in London (88.7 percent) were participating in full-time education and training, which is 5.2 percentage points higher than the national figure; although a smaller proportion than nationally were participating in Apprenticeships and employment combined with study (see Table 2). The percentage participating at age 16 in London was higher than those participating at 17 by 3.5 percentage points (see Table 3) – please note: Although the participation rate between June 2016 and June 2017 increased or was broadly static in the majority of London local authorities, it decreased in eight boroughs and the largest decrease was 1.6 percentage points.

Table 1: Participation - percentage over time: proportion of 16-17 year-olds in education and training, June 2017 (source DfE)

Region	Jun 2016	Dec 2016	Mar 2017	Jun 2017	Percentage point change in the last 12 months	
England	91.0%	91.4%	92.1%	91.4%	0.4	↻
London	93.1%	92.5%	94.4%	94.2%	0.1	↻

Table 2: Participation - percentage by type of activity, June 2017 (source: DfE)

Region	Proportion of 16 and 17 year olds recorded as participating in:						
	Full-time education and training	Apprentice ship	Work based learning	Part time education	Employment combined with study	Other	Total
England	82.5%	6.7%	1.0%	0.1%	0.8%	0.2%	91.4%
London	88.7%	4.5%	0.6%	0.0%	0.3%	0.1%	94.2%

Table 3: Participation - percentage by age and gender, June 2017 (source: DfE)

Region	Percentage 16 year olds recorded as participating in education or training			Percentage 17 year olds recorded as participating in education or training		
	Female	Male	Total	Female	Male	Total
England	94.9%	93.5%	94.2%	89.8%	87.6%	88.7%
London	96.7%	95.3%	96.0%	93.8%	91.2%	92.5%

4 16-24 NEET Statistics Quarterly Brief (SFR65/2017 dated 2017, Quarter 3 [July to September 2017] – latest available from [gov.uk](#)³)

- 4.1 Both the volume and percentage of 16 to 24 year olds who were NEET in Quarter 3 of 2017 in London have decreased since the same quarter last year but have increased since Quarter 2 (see Table 4). This is consistent with cyclical trends that have emerged since 2014.
- 4.2 The percentage of 18 to 24 year olds who were NEET in Quarter 3 of 2017 in London has also decreased since last year and increased since Quarter 2 – and the same is true of 19 to 24 year-olds who were NEET.

Table 4: Estimated number and proportion of 16-24 year-olds NEET (SFR65/2017)

Region	Quarter 3							
	2014		2015		2016		2017	
	Volume	%	Volume	%	Volume	%	Volume	%
England	931,000	15.4%	833,000	13.8%	840,000	13.9%	791,000	13.3%
London	115,000	12.4%	102,000	10.6%	132,000	13.4%	127,000	12.9%

Figure 2: Comparison between 16-24 NEET in London and England over time (SFR65/2017)

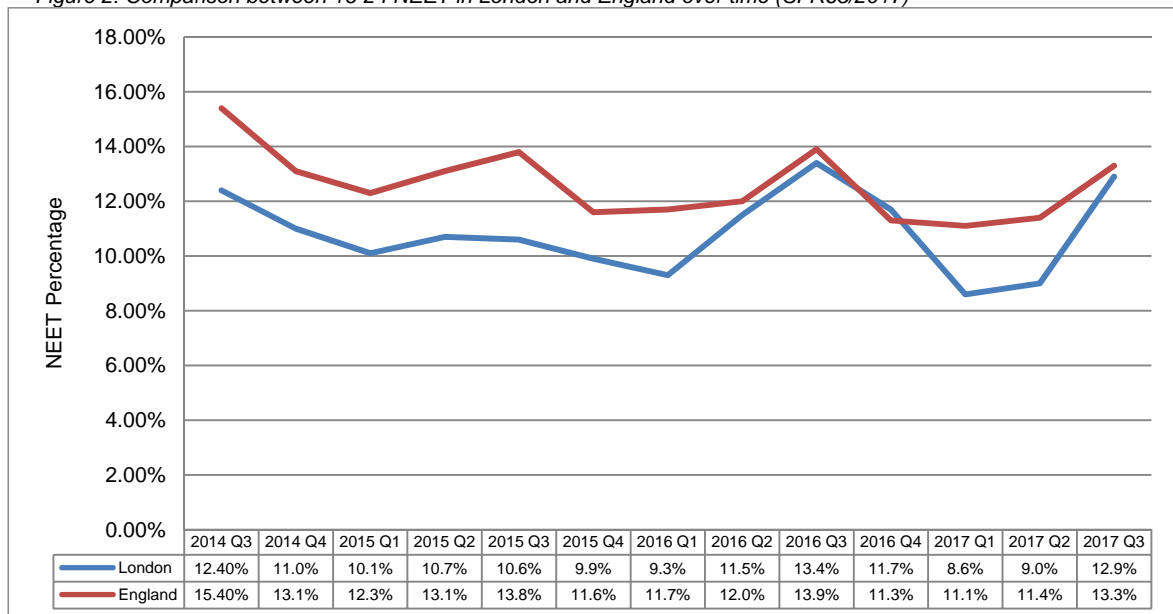


Table 5: Estimated number and proportion of 18-24 year-olds NEET (SFR65/2017)

Region	Quarter 3							
	2014		2015		2016		2017	
	Volume	%	Volume	%	Volume	%	Volume	%
England	829,000	17.3%	724,000	15.2%	747,000	15.6%	696,000	14.7%
London	106,000	14.1%	85,000	11.0%	119,000	14.8%	116,000	14.5%

Table 6: Estimated number and proportion of 19-24 year-olds NEET (SFR65/2017)

Region	Quarter 3							
	2014		2015		2016		2017	
	Volume	%	Volume	%	Volume	%	Volume	%
England	730,000	17.7%	642,000	15.4%	676,000	16.2%	628,000	15.2%
London	94,000	14.0%	71,000	10.5%	104,000	14.8%	107,000	15.0%

¹ The [National Client Caseload Information System](#) (NCCIS) is a gateway for local authorities to access and submit performance data and information to the Department for Education regarding the participation of 16-18 year olds in education, employment and training. Data sourced from NCCIS relates to July 2017 – data for the period August to November is not used as it is incomplete and is not a sound basis upon which to form comparisons in performance. December figures are expected late January 2018 and will be used to refresh this report. This report is based on recording and reporting requirements that came into effect on 1 September 2016. The most evident impact of these changes is that there are no longer monthly data available through NCCIS on 18 year olds who are NEET or whose activity is not known. It is not possible to compare data upon which earlier reports were based with the data used in this (and subsequent) reports. Comparisons over time shown here are from published data or data that has been recalculated on the basis of the revised guidance and available through NCCIS

² The DfE uses information from the NCCIS to estimate the number and proportion of young people participating in different types of education and training in each local authority area. The figures are intended to support local authorities to track their participation performance and their progression to achieving their Raising the Participation Age (RPA) goals <https://www.gov.uk/government/publications/participation-in-education-and-training-by-local-authority>

³ The 16-24 NEET Statistics Quarterly Brief combines the Participation Statistical First Release, the Quarterly Labour Force Survey and 16-18 NEET statistics from NCCIS to create a profile of the NEET 16-24 age group. The next update is due around 23 February 2018.

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