

# Participation Achievement Progression

Priorities for Young People's Education and Skills in London  
2018 to 2019



March 2018

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 to help local authorities meet their statutory duties and learning institutions to plan and deliver excellent opportunities for young people to learn and thrive in London.

This document is supported by a separate publication that sets out the context for this statement.

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

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

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

This vision is to be **delivered through three ambitions**:

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

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

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

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

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

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

## 2. Our beliefs

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### We believe that:

**Every young person deserves the best possible start in life.** Because the skills, knowledge and experience they get while in school, college or training sets them up for the future, every young person needs a personalised programme of education and skills – and the support they need to reach their goals.

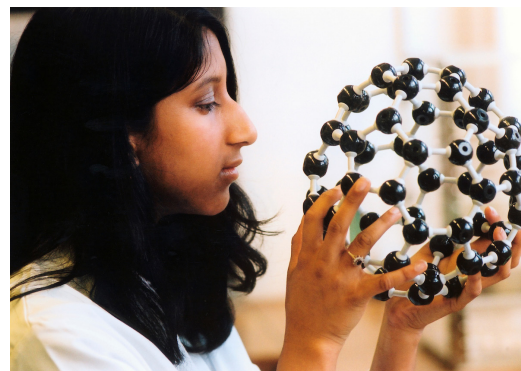
**Young people need to be confident in the value of their education and acquisition of skills** – they need to know the value of learning and be certain that what they learn will be relevant to achieving their goals in life.

**Because young people have such a range of options open to them, every young person should have 100 hours of experiences of the world of work** while in education and receive high-quality face-to-face careers guidance at key transition points in their journey to adulthood and employment.

**Young people who would benefit from a three-year programme of study to achieve a Level 3 qualification should be able to do so**, with their learning institution being assured of full funding.

**Ensuring that young people get the best out of their time in education or training requires the active engagement of a broad range of organisations;** collaboration between these organisations is the best guarantee that young people will succeed in learning and in life.

London's young people are entering one of the most competitive labour markets in the world – indeed, they are entering a truly global labour market – and the economy of the future will demand a workforce equipped with technical, professional and vocational skills. London's curriculum needs to face up to the challenges of the future.





# 3. Our principles

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

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

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

**Inspirational leadership at all levels:**

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

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



## 4. Context and Priorities



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

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

Negotiations on Britain's exit from the European Union are continuing and their outcome is unclear. However, the loss of the European Social Fund will threaten the stable mix of provision currently available to young people of different backgrounds.

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

### Priorities

The critical issues for young Londoners are:

- **Improving the availability of high quality careers guidance throughout London**
- **Ensuring that T levels help address London's need for a high skilled workforce**
- **Continuing to promote and develop the Apprenticeship offer in London**
- **Securing sufficient resources to fund in full the provision of world class learning to all young Londoners, particularly those with high support needs.**

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

## 5. Summary of evidence

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**Key Learning Point:** 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.

**What the evidence tells us:** London's economy will continue to grow in the year ahead, but that growth is not going to be as great or fast as in the most recent years. The type of jobs, the sectors in which they occur and the levels of skills they are likely to require will most probably follow the most recent trends.

**Our response:** Young people need impartial careers advice and guidance. Technical education and Apprenticeships need to be available to match the demand for a skilled workforce.

**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 the evidence tells 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 needs to adapt to this reality.

**Our response:** All education, pre-16 and into Higher Education, needs to equip young people with learning skills upon which they can build in their adult lives. Continuing learning into adulthood needs to be a norm – vulnerable young people, for example young people with SEND, cannot be left out.

**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 the evidence tells us:** There is a consensus between the Mayor of London and local government that the devolution of adult education and skills policy, in addition to the devolution of the adult education budget, will create the right balance between rigor in standards and flexibility in delivery that will secure employer engagement and the confidence of young. Businesses are very much alive to the challenges in London's economy that are all the more pressing in the context of Brexit. They are keen to develop education and skills in London and have the ability to contribute to a more widely devolved system.

**Our response:** There is a consensus around the need for improved technical education and the devolution of the adult education budget. Both of these opportunities need to be maximised for the benefit of young Londoners.



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**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 the evidence tells us:** There are policy disconnects that are being 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 thorough-going change without sufficient resources will be extremely damaging. Continuing to press the case for London is a priority in the year ahead. Many policy-makers have an inaccurate view of the needs of London and how improving the performance of the education system in London will be a catalyst not just to the capital's economy, but to the national economy.

**Our response:** Continuous improvement should not just be a vague ambition, but a commitment that is intentionally resourced and supported. Likewise, inclusion and social mobility need to become realities that are delivered by a fully-funded education and skills system that works for young Londoners, irrespective of their individual needs.

**Key Learning Point:** Apprenticeships and technical education are still poorly perceived and understood by young people and their families, even though these opportunities provide pathways into the types of jobs that are going to be in demand in the future.

**What the evidence tells us:** London has developed a culture in which most young people progress into Higher Education to place themselves at an advantage in the labour market. The emphasis on technical education and apprenticeships will help to ensure that no one is 'left behind', and that all routes provide a good chance to compete for high quality and well paid jobs. It is crucial that the new T levels are recognised as quality learning pathways that allow young people opportunities to progress into further learning and employment. The sector needs to prepare for renewed emphasis on lifelong learning and reskilling.

**Our response:** Primarily through London Ambitions, promote the benefits of Apprenticeships and technical education to young people and their families before making choices at Key Stage 4. Continue to contribute to the development of T levels so that they meet the needs of Londoners and London's present and future economy.

# 6. The story of London

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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 present.

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

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

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

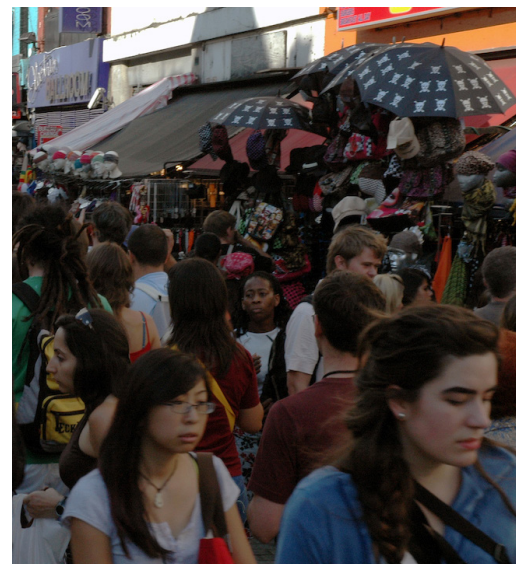
London is extraordinarily diverse. Its atmosphere is one of tolerance, but there are challenges of inequalities between neighbourhoods that militate against ambitions for cohesion and social integration. Too many young people are not being equipped to take advantage of the many opportunities available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

there is a perception that privilege is being protected by a relatively small section of the population, who have enjoyed its benefits across several generations.

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

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

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



# 7. Signposts to action

## Access and participation

**Priority to address:** In the year ahead the young people's education and skills system in London should:

1. Address the variance in the performance of different areas, neighbourhoods and communities in London.
2. Monitor the effects of funding pressures on the growing demand for places, especially for young people with high support needs, while continuing to press for greater investment in the sector.

### Actions:

1. In the combined NEET / 'not known' measure, all boroughs should aim to be no worse than in quartile three.
2. All partners should contribute to the development of T levels in London to improve participation in technical and vocational learning.
3. Analysis of the participation and early leaving performance at borough and institutional levels will identify the characteristics of the young people for whom new engagement strategies are required or whose support needs are better met to remove inequalities in participation.

## Quality learning experiences

**Priority to address:** In the year ahead the young people's education and skills system in London should:

1. Improve the quality of leadership, teaching and learning in post-16 provision in London.
2. Work towards and lobby for the continued implementation of London Ambitions.
3. Prepare for the introduction of T levels.

### Actions:

1. Support learning institutions so that the number of good and outstanding Ofsted inspection results is increased.
2. All partners should work together to increase both the number of London Ambitions registrations to the London Ambitions Portal and the number of young people receiving 100 hours of experience of the world of work.
3. Partners should increase the quantity and ensure the quality of current work placements and work experience opportunities in readiness for the introduction of T levels.

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## Achieving results

**Priority to address:** In the year ahead the young people's education and skills system in London should:

1. While seeking to maintain London's competitive edge in achievements at key stage 4, also seek to reduce the disparities between achievements in different areas and by students with different characteristics.
2. London has some of the best performing students and institutions in the country at Key Stage 5. These benchmark institutions can support the sector to close gaps in performance by different areas and categories of students.
3. Work together so that more young people leaving education or training progress into their destination of choice and continue in further or higher education, further learning or preferred career path.

### Actions:

1. Support learning institutions so that London's lead position in GCSE results is maintained and that both A level results at the end of key stage 5 and level 3 attainment by age 19 are at world class levels.
2. Support young people so that the overall proportion of London-based pupils or students going to and remaining in an employment and / or education destination in the academic year after completing their key stage 4 or key stage 5 studies is the best in England
3. Give all young Londoners the support they need to enjoy equal life chances as they move into adulthood.

## 8. Working together for London

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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.

Collaboration and working in 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 of the adult education budget. We will continue to work closely with the Mayor of London and the Greater London Authority (GLA) in the further development and implementation of London Ambitions, 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 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 and the Mayor of London's Skills for Londoners

Taskforce. The Board strongly supports the work of these bodies and the principle of greater devolution to London.

There is a great synergy between the Mayor's strategy "A City for All Londoners" and our "Vision 2020". Both share the ambition of making sure all Londoners and businesses get the skills they need to succeed in a fair, inclusive and thriving economy. Our vision and priorities also work well with the Mayor's aspiration for further and adult education and skills, which seeks to empower all Londoners to access the education and skills they need to participate fully in society and progress in education and work; to meet the needs of the economy and employers now and in the future; and to deliver a strategic city-wide technical skills and adult education offer. Our priority in the next year will be to work with the Mayor and the Greater London Authority on a specific skills strategy for young Londoners, within our areas of responsibility and resources.

There are other organisations that have a great impact on the success and well-being of young Londoners, including Partnership for Young London and London Youth. We are looking to sustain and prioritise our partnerships with these organisations over the coming year.



## 9. Measures of success

		2015/16 (Actual)	2016/17 (Anticipated)	2017/18 (Anticipated)	2018/19 (Target)
<b>Participation</b>					
Participation of 16 and 17 year-olds (annual measure in December)		Target is 93.6% <b>94.6%</b>	94.6% 96.5% (revised)	94.8% 96.8% (revised)	96.9%
Combined NEET and activity not known of 16 and 17 year-olds <sup>1</sup> (annual measure in December)		New measure <b>3.2%</b>	Est. 3.1%	3.0%	2.9%
Apprenticeships starts: 16-18 year-olds		Target was 10,100 <b>10,650</b>	22,000 Actual 9,320 (Estimated)	33,900	34,500
<b>Achievement</b>					
A-Level point score per entry <sup>2</sup>		Target is 30.71 <b>32.05</b>	31.99	33.28	34.00
Percentage of students achieving two or more passes at A-Level		<b>77.8%</b>	74.1%	75.5%	78.0%
Apprenticeship achievements: under 19 year-olds (full academic year)		Target is 5,656 <b>5,430</b>	12,540	19,660	20,355
Level 2 attainment at 19	All	Target is 90% <b>88%</b>	91%	92%	93%
	FSM	82% <b>80%</b>	84%	86%	88%
	Non FSM	91% <b>90%</b>	92%	93%	94%
	Gap	9pcp <b>10 pcp</b>	8 pcp	7 pcp	6 pcp
Level 3 attainment at 19	All	65% <b>65%</b>	66%	67%	68%
	FSM	55% <b>54%</b>	57%	59%	61%
	Non FSM	68% <b>69%</b>	69%	70%	71%
	Gap	13 pcp <b>15 pcp</b>	12 pcp	11 pcp	10 pcp
<b>Progression</b>					
Key Stage 4 Destination Measure		Target 93% <b>94%</b>	94%	95%	96%
Key Stage 5 Destination Measure		Target is 72% <b>88%</b>	74%	75%	90%
Proportion of 16-18 cohort progressing to university		Target is 59% <b>61%</b>	62%	65%	65%

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

2. Point scores here take into account changes in government policy and other methodological changes that came into effect in 2016. The targets have been revalorised to the new methodology

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