

Young People's Education and Skills Operational Sub-Group

AGENDA

Chair:	Andy Johnson	Job title:	Progression & Pathways Manager, London Borough of Enfield
Date:	25 January 2019	Time:	10.00 – 12.00
Venue:	London Councils, meeting room 5		
Telephone:	020 7934 9524	Email:	Hannah.barker@londoncouncils.gov.uk

Item 1	Welcome, introductions and apologies - Nomination of Vice Chair	AJ
Item 2	Notes of the last meeting and matters arising (Papers - for agreement)	AJ
Item 3	Participation - Improving participation rates for those disproportionately NEET (Paper - for agreement)	POB
Item 4	Work plan monitoring – Achievement (GCSE, GCE A Level and other Level 2 and 3 qualifications and Apprenticeships) (Paper - for information)	POB
	– Destinations (Paper - for information)	POB
	– Policy update (Paper - for discussion)	HB
	– Technical Education and Apprenticeships (Provider funding for T levels – consultation response – for discussion)	POB
	– London Ambitions (verbal update - for information)	YB
	– Funding Update	All
Item 5	Sub-regional feedback	All
Item 6	YPES Board – Feedback from 8 Nov 2018 meeting and agenda for 28 Feb 2019 – Statement of Priorities	All POB
Item 7	Any Other Business	All

Proposed schedule of meeting dates 2019-2020

2019	Friday 26 th April Friday 13 th September Friday 6 th December
2020	Friday 28 th February

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Notes

Young People's Education and Skills Operational Sub-Group

Date	28 September 2018	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)
John Galligan	London Borough of Brent (West London)
Eamonn Gilbert	Achieving for Children – Kingston & Richmond (South West London)
Miriam Hatter	London Borough of Camden (Central London)
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

Tony Haines	Education and Skills Funding Agency
David Scott	London Borough of Hounslow (South West London)
Ann Mason	Achieving for Children – Kingston & Richmond (South West London)
Trevor Cook	London Borough of Havering (North & East London)
Daisy Greenaway	Greater London Authority

1 Welcome, Introductions and apologies

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

2 Notes of the last meeting and matters arising

- 2.1 The minutes of the previous meeting were agreed.
- 2.2 The meeting considered that the contact details for the 14-19 leads held by London Councils are correct.
- 2.3 The next publication of "The Higher Education Journey of Young Londoners" will reference the impact of the proposed changes to university fees.

Action 268 (carried over 13/4/18): Andy Johnson to share Enfield's exclusions data and contact details for the head of Enfield's fair access panel with Hannah Barker

Action 269 (carried over 13/4/18): Sheila Weedon to share the name of the officer at Newham working on joint commissioning of SEND provision

3 Looking to the future

- 3.1 Andy Johnson presented the paper prepared by Peter O'Brien on the future of OSG. This provided the context for the continuing participation of local authority representatives on OSG and proposed changes in its composition and the subjects it would discuss, so that its link with the Young People's Education and Skills Board (and its priorities) could be strengthened.
- 3.2 OSG members made several comments about the proposals, including:
- The proposal that every local authority should be invited to future meetings was agreed
 - Regional priorities need to be balanced with individual borough priorities
 - There were suggestions that there should be more of a focus on:
 - Wider skills outside of traditional qualifications;
 - SEND; and
 - Devolution of adult skills
- 3.3 Yolande Burgess relayed the Board's appreciation of the OSG and its work and thanked OSG members for their continuing commitment to working regionally on the priorities for young people in London. Yolande committed to feeding back from Board meetings in greater detail in the future.
- 3.4 The proposals in the paper were agreed, and London Councils committed to taking the group's comments on board and re-drafting the Terms of Reference to reflect the discussion.

Action 274: London Councils to consider OSG's proposals for the future of the group and review the Terms of Reference to put forward at the next meeting

Action 275: London Councils to share the agenda of the next OSG meeting for comment in advance

4 Work Plan for 2018-19

- 4.1 Yolande Burgess presented the draft work plan. There was a discussion about whether SEND should be a separate theme, but it was decided that it would be better to incorporate it into each of the themes.
- 4.2 Yolande Burgess will present the work plan at the next Board meeting for sign off.

5 Sub-regional feedback

- 5.1 OSG members updated the group on issues and developments in their sub-regions. None of the sub-regional groups have met since the last meeting. However, other groups have met, including the SEND group, groups looking at the adult skills agenda, network meetings with Central London Connections, and the South West London Group which discusses NEETs.
- 5.2 Andy Johnson highlighted a piece of research that was being undertaken to compare careers advice across a relatively small number of boroughs, and agreed to share its outcomes when they become available.

Action 276: Andy Johnson to investigate the outcome of the research comparing careers advice across a handful of London boroughs to share with OSG members

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.
- 6.2 In response to a request from the OSG, Hannah agreed to share borough level data on school funding allocations.
- 6.3 OSG discussed issues relating to SEND, exclusions and children who are missing school. These cast some doubt on the reliability of the formal exclusions data, as it does not incorporate informal exclusions; children that may be missing school for a prolonged period of time but the school is not reporting it (raised by Brent); and children that are automatically put on roll at the local authority PRU so do not appear on the exclusions figures (raised by Camden).

Participation, NEET and activity not known:

- 6.4 Peter O'Brien said that the government is now only publishing regional figures on an annual basis. London Councils is calling for figures to be published on a quarterly basis again as this is useful data.
- 6.5 Sheila Weedon mentioned that Newham receives a report from 15 Billion, comparing its NEET figures to other local authorities, and committed to sharing a copy of this. Sheila asked whether the GLA has a NEET group and Yolande Burgess agreed to check.

ESF update:

- 6.6 Peter O'Brien gave an update on the European Social Fund (ESF), highlighting the following:
 - 6.6.1 The ESF Youth Programme that was commissioned by the ESFA in 2014 is being evaluated.
 - 6.6.2 The Education and Skills Funding Agency (ESFA) is procuring a national Youth Programme for the period until the devolution of the Adult Education Budget. It is unclear whether local authorities will be able to refer young people onto ESF programmes as part of their NEET reduction strategies.
 - 6.6.3 The government has committed to underwriting the costs of ESF until 2023 in the event of a no deal result in the Brexit negotiations.
 - 6.6.4 When the Adult Education Budget is devolved, a proportion will be used to match ESF in London, enabling the GLA to commission a new Youth programme. The GLA have put out a 'prior information notice', which Peter will include in the post-meeting note.
 - 6.6.5 The government has promised to establish a new UK Shared Prosperity Fund, combining the current European Structural Investment Fund allocation (ESF and European Regional development Fund) and the Growth Fund. The plans for this are currently under development.

Action 277: Hannah Barker to share school funding data on a borough level basis

Action 278: Sheila Weedon to share 15 Billion report on NEET with OSG members

Action 279: Yolande Burgess to find out whether the GLA hosts a NEET group and let Sheila Weedon know

Action 280: Peter O'Brien to share results of ESF commissioning exercise once known

Action 281: Peter O'Brien to share link to prior information notice from the GLA

GCSE and A Level results:

- 6.7 Yolande Burgess said a draft of the report to the next Board meeting based on the provisional GCSE and A level will be circulated to OSG members so that they can provide contextual information, such as whether there are any issues with the data being used.

Action 282: London Councils to share report on provisional GCSE and A Level results with OSG before sharing with Board and councillors

7 Board agenda

- 7.1 The Board agenda was agreed. Yolande mentioned that the Board would also hear a presentation on the findings of the SEND review that London Councils has commissioned in collaboration with the GLA, if the findings are ready in time for the Board meeting.

8 AOB

- 8.1 Andy Johnson agreed to send an email to Yolande about an issue about SEND commissioning.

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
268	13.04.18	Andy Johnson to share Enfield's exclusions data and contact details for the head of Enfield's fair access panel with Hannah Barker (revised at 28.9.18)	AJ	25.1.19	AJ has sent information.	Closed
269	13.04.18	Sheila Weedon to share the name of the officer at Newham working on joint commissioning of SEND provision (revised 28.9.18)	SW	25.1.19		Open
271	13.04.18	Yolande Burgess to reply to Ann Mason's email prior to OSG and copy in OSG members	YB	28.9.18	YB has spoken to Ann Mason	Closed
272	13.04.18	OSG members to let London Councils know whether 14-19 leads contacts are correct	OSG members	28.9.18	Discussion at 28.9.18 meeting, no further action	Closed
274	28.09.18	London Councils to consider OSG's proposals for the future of the group and review the Terms of Reference to put forward at the next meeting	POB	25.01.19	Completed	Closed
275	28.09.18	London Councils to share the agenda of the next OSG meeting for comment in advance	YB	25.01.19	Circulated 10.12.18	Closed
276	28.09.18	Andy Johnson to investigate the outcome of the research comparing careers advice across a handful of London boroughs to share with OSG members	AJ	25.01.19		Open
277	28.09.18	Hannah Barker to share school funding data on a borough level basis	HB	25.01.19	Circulated post meeting note of 18.10.18	Closed
278	28.09.18	Sheila Weedon to share 15 Billion report on NEET with OSG members	SW	25.01.19		Open
279	28.09.18	Yolande Burgess to find out whether the GLA hosts a NEET group and advise Sheila Weedon	YB	25.01.19		Open
280	28.09.18	Peter O'Brien to share results of ESF commissioning exercise once known	POB	25.01.19	Circulated post meeting note of 18.10.18	Open
281	28.09.18	Peter O'Brien to share link to prior information notice from the GLA	POB	25.01.19	Circulated post meeting note of 18.10.18	Closed
282	28.09.18	London Councils to send OSG the report on GCSE and A Level results before it goes to Board	YB	25.01.19	Circulated 2.11.18 with request for comments by 7.11.18	Closed

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Young People's Education and Skills

Operational Sub-Group

Participation – Improving participation rates for those disproportionately NEET

Item: 3

Date: 25 January 2019

Contact: Peter O'Brien

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1 Introduction

- 1.1 As previously reported to the Operation Sub-Group (OSG), the frequency and depth of data covering young people's participation in education and training changed in 2018. Although some data, mostly at a national level, will continue to be published quarterly, borough level data will now only be published annually; although this will now also include some data, previously only available at a national and regional level, now broken down for each borough. Unpublished data covering: young people's participation; young people who are not in education, employment or training (NEET); and those whose current status is not known to their local authority will continue to be available to boroughs each month through NCCIS (although reports in the period August to November each year are not reliable).
- 1.2 The OSG has agreed an approach to its future organisation that involves delivering the work plan set by the Young People's Education and Skills Board and requires an in depth exploration of the local and regional issues impacting on young Londoners' participation in education and training; their achievements as a result of effective participation in education and training; and their progression into positive employment and educational destinations as a result of successful participation and achievements.
- 1.3 The outcome of the discussion of this paper will therefore shape both feedback to the Board and the identification of key priorities to be taken forward in the year ahead.
- 1.4 The data presented in this paper is incorporated in [Intelligent London](#). OSG members from local authorities are asked to review the overview reports from Intelligent London covering the boroughs they represent and to examine, in discussion with colleagues in their own and other boroughs as necessary, the factors that have contributed to significant variances between local figures and regional/national averages. Some borough-level data will be made available at the meeting to support discussion.

2 Context

- 2.1 Both the Board and OSG have noted that, while the headline level of participation in London is high the overall picture masks significant variance:
 - Between (and within) boroughs; and
 - Between young people with different characteristics.

- 2.2 The Board has asked that the OSG use their knowledge of the local strategies and circumstances that contribute to these variances and to identify the priorities for action in the coming year.

3 Data

- 3.1 The data used in this report is from [“NEET and participation: local authority figures”](#) (Department for Education), 18 October 2018. References to boroughs and local authorities in this paper exclude the City of London.

4 Summary

- 4.1 The overall rate of 16 and 17 year-olds participating in education and training in London is higher than the national average and has been for some time. This is mainly due to a far higher rate of participating in full-time education and training, though the proportion of 16 and 17 year-olds participating in Apprenticeships is below the national average.
- 4.2 Some of the historic gaps in participation rates are closing (for example, between 16-year-olds and 17-year-olds and between young people with Special Education Needs and/or Disabilities (SEND) and those without SEND and are closing at a faster pace than nationally.
- 4.3 London is also performing well in the combined NEET and status ‘not known’ measure, where NEET is much lower than the national average while status ‘not known’ remains relatively high.
- 4.4 In all measures, there is significant variance in the position of individual boroughs.

	Total number of 16 and 17 year-olds	Participation		NEET		Status ‘not known’ to the local authority	
		Number	%	Number	%	Number	%
England	1,136,320	1,045,568	92.0	30,780	2.7	37,291	3.3
London	172,490	162,810	94.4	3,116	1.8	5,533	3.2

Table 1: Overall participation, NEET and status ‘not known’, March 2018 (DfE, / ONS)

5 Participation

5.1 Age and gender.

- 5.1.1 Participation of both 16 year-olds and 17 year-olds in London are above the national averages and are both above 90 per cent. The gap between the two ages is now down to four percentage points.

- 5.1.2 Female participation remains higher than male in both age groups nationally and regionally.

	Number of 16 year olds known to LA	% 16 year olds recorded as participating in education or training			Number of 17 year olds known to LA	% 17 year olds recorded as participating in education or training		
		Female	Male	Total		Female	Male	Total ²
England	559,640	95.8%	94.2%	95.0%	576,680	90.4%	87.9%	89.1%
London	85,170	97.2%	95.7%	96.4%	87,320	93.7%	91.1%	92.4%

Table 2: Participation – age and gender, March 2018 (DfE / ONS)

5.2 Participation by type of learning

5.2.1 Participation in full-time education and training is far higher in London than the national average, but participation in Apprenticeships is much lower. This pattern of participation has existed for several years.

	Number of 16-17 year olds known to the LA	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	1,136,320	83.8%	5.9%	1.2%	0.1%	0.7%	0.2%	92.0%
London	172,490	89.7%	3.4%	0.7%	0.1%	0.4%	0.1%	94.4%

Table 3: Participation by type of learning, March 2018 (DfE / ONS)

5.3 Time series

5.3.1 The participation rate in London in March 2018 was the same as in March 2017, compared with a marginal reduction in the national participation rate in the same timescale.



	Jun 2016	Dec 2016	Mar 2017	June 2017	Dec 2017	Jan 2018	Feb 2018	Mar 2018	Change in Year in percentage points (March to March)	
England	91.0%	91.4%	92.1%	91.4%	91.3%	92.1%	92.2%	92.0%	-0.1	
London	93.1%	92.5%	94.4%	94.2%	93.2%	94.4%	94.6%	94.4%	0.0	

Table 4: Participation time series, March 2018 (DfE / ONS)

5.4 Ethnicity

5.4.1 The summary of participation by different ethnic groups shows a lower than average rate of participation by young people who are white or of mixed race.

	White	Mixed race	Black or black British	Asian or Asian British	Chinese	Other	Total
England	91.2%	91.8%	94.9%	96.4%	97.8%	93.6%	92.0%
London	92.7%	93.9%	95.2%	97.3%	98.4%	95.5%	94.4%

Table 5: Participation by ethnicity, March 2018 (DfE / ONS)

5.5 SEND status

5.5.1 The participation rate of young people with SEND is far higher in London than the national average (there is no region in England where the participation rate of young people without SEND exceeds London's participation rate of young people with SEND). The gap between the two groups is approximately half of the gap nationally.

5.5.2 In London 3.2 per cent of young people known to their local authority have SEND (3.8 per cent nationally).

	with SEND		without SEND		Total	
	Number known to LA	% recorded as participating in education or training	Number known to LA	% recorded as participating in education or training	Number of 16-17 year olds known to the LA ²	% recorded as participating in education or training
England	42,680	88.5%	1,093,640	92.1%	1,136,320	92.0%
London	5,600	92.6%	166,890	94.4%	172,490	94.4%

Table 6: Participation – SEND status, March 2018 (DfE/ONS)

6 NEET and status ‘not known’

6.1 NEET and not known by age and gender

6.1.1 Analysis of the combined NEET and status ‘not known’ figures show that a higher proportion of males than females in both age groups are either NEET or ‘not known’.

Average Dec 2017 to Feb 2018	Age 16								
	Total known to the local authority			NEET: Number and proportion (inc. not known)					
	All	Males	Females	All		Males		Females	
England	558,030	284,140	270,660	21,540	3.9%	12,220	4.3%	9,140	3.4%
London	84,910	43,620	41,180	2,840	3.3%	1,700	3.9%	1,130	2.8%

Table 7: NEET and status ‘not known’ age 16 (DfE/ONS)

Average Dec 2017 to Feb 2018	Age 17								
	Total known to the local authority			NEET: Number and proportion (inc. not known)					
	All	Males	Females	All		Male		Female	
England	576,510	294,680	279,590	46,540	8.1%	26,130	8.9%	20,200	7.2%
London	87,250	44,650	42,500	5,810	6.7%	3,420	7.7%	2,380	5.6%

Table 8: NEET and status ‘not known’ age 17 (DfE/ONS)

Average Dec 2017 to Feb 2018	Ages 16 and 17 combined								
	Total known to the local authority			NEET: Number and proportion (inc. not known)					
	All	Males	Females	All		Male		Female	
England	1,134,540	578,820	550,250	68,070	6.0%	38,340	6.6%	29,350	5.3%
London	172,160	88,270	83,680	8,650	5.0%	5,120	5.8%	3,520	4.2%

Table 9: NEET and status ‘not known’, ages 16 and 17 combined (DfE / ONS)

6.2 NEET and not known by ethnicity

6.2.1 The position of NEET and not known for each ethnic group is similar to that of participation (para 5.4).

Average Dec 2017 to Feb 2018	White	Mixed race	Black or black British	Asian or Asian British	Chines	Other	All
England	6.2%	7.0%	5.1%	3.0%	2.2%	8.8%	6.0%
London	5.9%	5.6%	4.9%	2.5%	1.6%	4.5%	5.0%

Table 10: NEET and not known by ethnicity (DfE / ONS)

6.3 NEET by SEND status

Average Dec 2017 to Feb 2018	with SEND		without SEND		Total	
	Number known to LA	% recorded as NEET or not known	Number known to LA	% recorded as NEET or not known	Number known to the LA ²	% recorded as NEET or not known
England	42,680	9.6%	1,093,640	5.9%	1,136,320	6.0%
London	5,600	6.8%	166,890	5.0%	172,490	5.0%

Table 11: NEET by SEND Status (DfE/ONS)

7 Other factors affecting effective participation

7.1 In the course of discussion in recent meetings, OSG members have raised pupil absence and off-rolling by schools as issues affecting effective participation. These are covered in the following paragraphs.

7.2 Pupil absences 2016/17 local and 2017/18 national

7.2.1 The latest figures from the DfE were published on 18 October 2018 and are at a national level only. Persistent absences were 11.3 per cent in all State-funded Secondary Schools, 15.4 per cent in Year 11 and 18.4 per cent in Years 12 and above in England.

Pupil absences 2017/18 (England)	Overall absence	Authorised absence	Unauthorised absence
All State-funded Secondary schools	5.4%	3.9%	1.5%
Year 11	6.0%	4.1%	1.9%
Year 12 and above	5.9%	3.2%	2.7%

Table 12: Pupil absence in schools in England: autumn 2017 and spring 2018 (DfE / ONS)

7.2.2. The latest figures (June 2018) at regional and local authority level are for 2016/17 and cover State-funded Secondary Schools, but do not provide a breakdown of national curriculum years for regions/individual authorities. Persistent absences were 13.4 per cent in all State-funded Secondary Schools in England (15.4 per cent in Year 11 and 19.4 per cent in Years 12 and above) and 11.9 per cent in State-funded Secondary Schools in London.

Pupil absences 2016/17	Overall absence	Authorised absence	Unauthorised absence
All State-funded Secondary schools (England)	5.3%	3.8%	1.5%
Year 11 (England)	6.0%	4.2%	1.8%
Year 12 and above (England)	6.5%	3.9%	2.7%
All State-funded Secondary schools (London)	5.0%	3.5%	1.5%

Table 13: Pupil absence in schools in England 2016 to 2017 (DfE/ONS)

7.3 Off-rolling

7.3.1 Although there is no official definition of off-rolling, Her Majesty's Chief Inspector, in her annual report, defined it as "the practice of removing a pupil from the school without a formal permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

7.3.2 The report explains that Ofsted has found that 19,000 pupils in England did not progress from Year 10 in 2017 to Year 11 in 2018 (4 per cent of Year 10 pupils),

of whom the destination of 9,700 is unclear because they have not reappeared in another state-funded school. Of those who move, Ofsted reported that 30 per cent have SEND (compared with 13 per cent of pupils without SEND) and 54 per cent are eligible for Free School Meals (compared with 28 per cent of all pupils).

7.3.3 No regional or local breakdowns of these figures are available.

8 Conclusions

- 8.1 While participation in education and training is high in London, there are clear differences based on young people's characteristics and borough of residence.
- 8.2 The major gaps in participation rates are between:
 - 8.2.1 males and females; and
 - 8.2.2 white young people and those from other ethnic groups.
- 8.3 There are also gaps between the participation rates of young people aged 16 and those who are 17 and between those who have SEND and those who do not. These may be significant gaps when judging participation at a borough level. There are no figures based on deprivation, which may also be significant in different boroughs.

9 Action

- 9.1 OSG members, particularly those from local authorities are asked to discuss this paper and to share their knowledge of the local strategies and circumstances that contribute to these variances and to identify the priorities for action in the coming year.

Young People's Education and Skills

Operational Sub-Group

Achievement (GCSE, GCE A level and other level 2 and 3 qualifications)

Item no: 4a

Date: 25 January 2019

Contact: Peter O'Brien

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1 Background

- 1.1 The latest national statistics on GCSE, GCE, Applied GCE A-level and other equivalent results for 2017/18 produced by the Department for Education (DfE) were released on 16 October 2018. These figures are provisional data and are subject to change with updated data sets to be published in early 2019 and finalised in spring 2019.
- 1.2 The 2018 headline accountability measures are:
 - For key stage 4: Attainment 8, Progress 8, attainment in English and maths at grade 5 or above, English Baccalaureate (EBacc) entry and average point score per pupil (a new measure this year), and pupil destinations after key stage 4
 - For key stage 5: Attainment, progress, English and maths, retention, destinations, level 2 vocational qualifications.
- 1.3 The Operational Sub-Group (OSG) has previously discussed how some of the recent changes in measures affect the presentation of the statistics and the reliability of comparisons with previous years.
- 1.4 This paper summarises some of the headline data that has been published. For more detailed analysis of the data please visit [Intelligent London](#).

2 GCSE and equivalent results – contextual information

- 2.1 As previously reported, reformed GCSEs were introduced for English Language, English Literature and mathematics in 2017 and are being phased in over the next three years. This year, pupils sat reformed GCSEs graded on a 9 to 1 scale in an additional 20 subjects.
- 2.2 Only the new GCSEs will be included in secondary school performance measures as they are introduced for each subject.
- 2.3 Although every effort has been made to ensure the validity of comparisons between years, DfE has advised statistics-users to exercise caution when making comparisons with earlier years. Wherever a comparison to 2017 is made, this has been based on last year's provisional figures.

3 GCSE Performance in London

3.1 The statistics for GCSE examinations and other accredited qualifications is based on data collated for the 2018 Secondary School Performance Tables and includes pupils reaching the end of Key Stage 4, typically those starting the academic year aged 15. ***All figures cover achievements in state-funded schools only.***

3.2 Attainment 8 measures the average achievement of a pupil across 8 subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the EBacc and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

3.3 Progress 8 captures the progress a pupil makes from the end of key stage 2 to the end of key stage 4. Progress 8 is calculated for individual pupils only to calculate a school's Progress 8 score. A Progress 8 score of 1.0 means pupils in the group make on average a grade more progress than the national average; a score of -0.5 mean they make on average approximately half a grade less progress than average.

3.4 2017/18 headline performance for London is as follows:

- **Attainment 8:** The average Attainment 8 score for state-funded schools in London in 2018 is 49.2. This represents an increase of 0.6 point compared to the provisional data for 2017 (and 0.3 point from the final figure). The national average Attainment 8 score for state-funded school pupils in 2018 is 46.5. This represents a slight increase of 0.4 point compared with provisional 2017 data (Appendix 1).
- **Progress 8:** The average overall Progress 8 score for London for 2017/18 is (+)0.23, compared to an average in the provisional statistics for 2016/17 of (+)0.22 (the provisional national average overall Progress 8 score for 2017/18 is -0.08). There are 15 London boroughs that achieved an overall Progress 8 score higher than the London average, with seven boroughs achieving more than twice the London average. Five London boroughs show a negative overall Progress 8 score for 2017/18 (Appendix 2).
- **Attainment in English and mathematics at grades 5 or above:** The headline attainment measure requires pupils to achieve a grade 5 or above in either English Language or Literature (with no requirement to take both) and to achieve a grade 5 or above in EBacc maths.

There has been a tendency for official sources to quote the achievement rate of grades 9 to 4 only. The grading system describes grade 4 as a "pass" and grade 5 as a "good pass". We are covering both grades in this paper.

In 2017/18 in London, the percentage of pupils who achieved a grade 9 to 4 pass in English and maths GCSEs is 67.7 per cent. In 2016/17 the percentage of pupils who achieved these grades was 67.3 per cent.

The (provisional) national percentage of pupils in the state-funded sector who achieved a grade 9 to 4 pass in English and maths GCSEs in 2017/18 is 64.2 per cent (Appendix 3).

In 2017/18 in London, the percentage of pupils who achieved a grade 9 to 5 pass in English and maths GCSEs in state-funded schools is, provisionally, 48.5 per cent.

The (provisional) national percentage of pupils in the state-funded sector who achieved a grade 9 to 5 pass in English and maths GCSEs in 2017/18 is 43.2 per cent (Appendix 4).

- **English Baccalaureate (EBacc):** In London, for 2017/18 the percentage of pupils at the end of key stage 4 entered for the EBacc was 52.2 per cent (the same percentage as 2016/17). For 2017/18 in England (state-funded), the percentage of pupils at the end of key stage 4 entered for the EBacc was 38.5 per cent (a 0.4 percentage point increase compared to 2016/17).

The new main headline EBacc attainment measure is average point score. The average point score in London in 2018 is 4.41 points compared to the national average point score for state-funded schools in 2018 of 4.04 points.

4 A Level and other level 3 results

4.1 Following the introduction of a new 16 to 18 school and college accountability system in 2016, which introduced new headline measures and changes to the methodology for calculating 16 to 18 results, further changes were made in 2017 to include level 2 vocational qualification. New measures introduced in 2018 are: level 3 vocational measures and English and maths progress.

4.2 The headline measures are:

- **Progress:** The progress of students is the main focus of the new accountability system. This measure is a value added progress measure for academic and Applied General qualifications, and a combined completion and attainment measure for Tech Level and level 2 vocational qualifications.
- **Attainment:** The attainment measure shows the average point score (APS) per entry, expressed as a grade and average points. Separate grades are shown for level 3 academic (including a separate grade for A level), Applied General, Tech Level and level 2 vocational qualifications, including a separate grade for Tech Certificate qualifications.
- **English and maths progress (for those students who have not achieved a standard pass at GCSE at the end of key stage 4 – from 2017 a grade 4 or above):** This measure shows the average change in grade separately for English and maths, for those students who did not achieve a pass at GCSE. The methodology for the measure is closely aligned with the condition of funding rules, which means that students that do not achieve a standard pass are required to continue to study English and/or maths at post-16.
- **Retention:** As the participation age has increased to 18 it is important that all young people access suitable education and training opportunities that they see through to completion. The retention measure therefore shows the proportion of students who are retained to the end of their main programme of study.
- **Destinations:** This measure is based on activity in the year after the young person took their A Level or other level 3 qualifications.
- **Vocational qualifications:** This covers the proportion of students entering levels 2 and 3 vocational qualifications and their achievement.

4.3 2017/18 headline performance for the state-funded sector in London for students aged 16 to 18 in schools and colleges entered for approved level 3 qualifications is as follows:

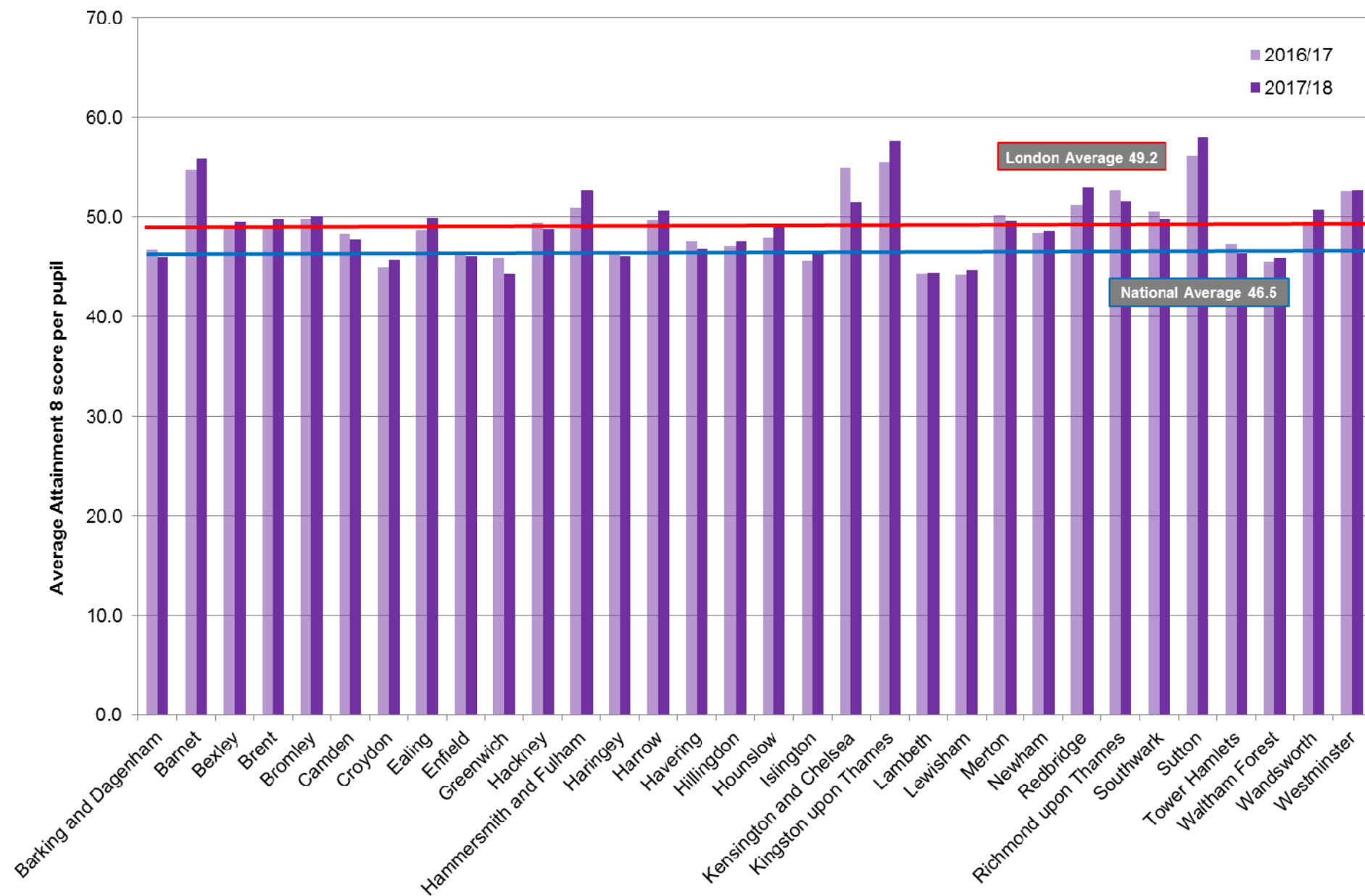
- London's APS per entry for all level 3 students of 31.68 is now marginally higher than the national figure national of 31.59 (Appendix 5).
- Academic students:
 - APS per entry 32.04 (32.01 national)

- APS per entry expressed as a grade: C+ (C+ national)
 - Tech level students:
 - APS per entry 29.38 (28.34 national)
 - APS per entry expressed as a grade: Merit+ (Merit+ national)
 - Applied general students:
 - APS per entry 28.49 (28.24 national)
 - APS per entry expressed as a grade: Merit+ (Merit+ national)
 - A level students
 - APS per entry 31.95 (31.84 national)
 - APS per entry expressed as a grade: C+ (C+ national)
 - APS per entry, best 3, 32.78 (32.19 national)
 - APS per entry, best 3 as a grade: C+ (C+ national)
 - 11.3 per cent of students achieved 3 A* to A grades or better at A level in London (an increase of 0.1 percentage point on 2017 provisional data), compared to 10.4 per cent nationally (a reduction of 0.3 percentage point).
 - 153 students achieved the TecBacc nationally – 20 of whom were from London
 - There were 50,415 level 3 students in London in 2017/18. This includes:
 - Academic students: 47,040 (93.3 per cent)
 - A Level students: 46,385 (92 per cent)
 - Tech level students: 1,220 (2.4 per cent)
 - Applied General students: 7,210 (14.3 per cent)
- 4.4 2017/18 headline performance for London for students aged 16 to 18 in schools and colleges entered for approved level 2 qualifications (13,055 students) is as follows (Appendix 6):
- Level 2 vocational qualifications:
 - APS per entry 5.57 (5.72 national)
 - APS per entry expressed as a grade: L2Merit- (L2Merit- national)
 - Level 2 technical certificate qualifications:
 - APS per entry 5.62 (5.76 national)
 - APS per entry expressed as a grade: L2Merit- (L2Merit- national)

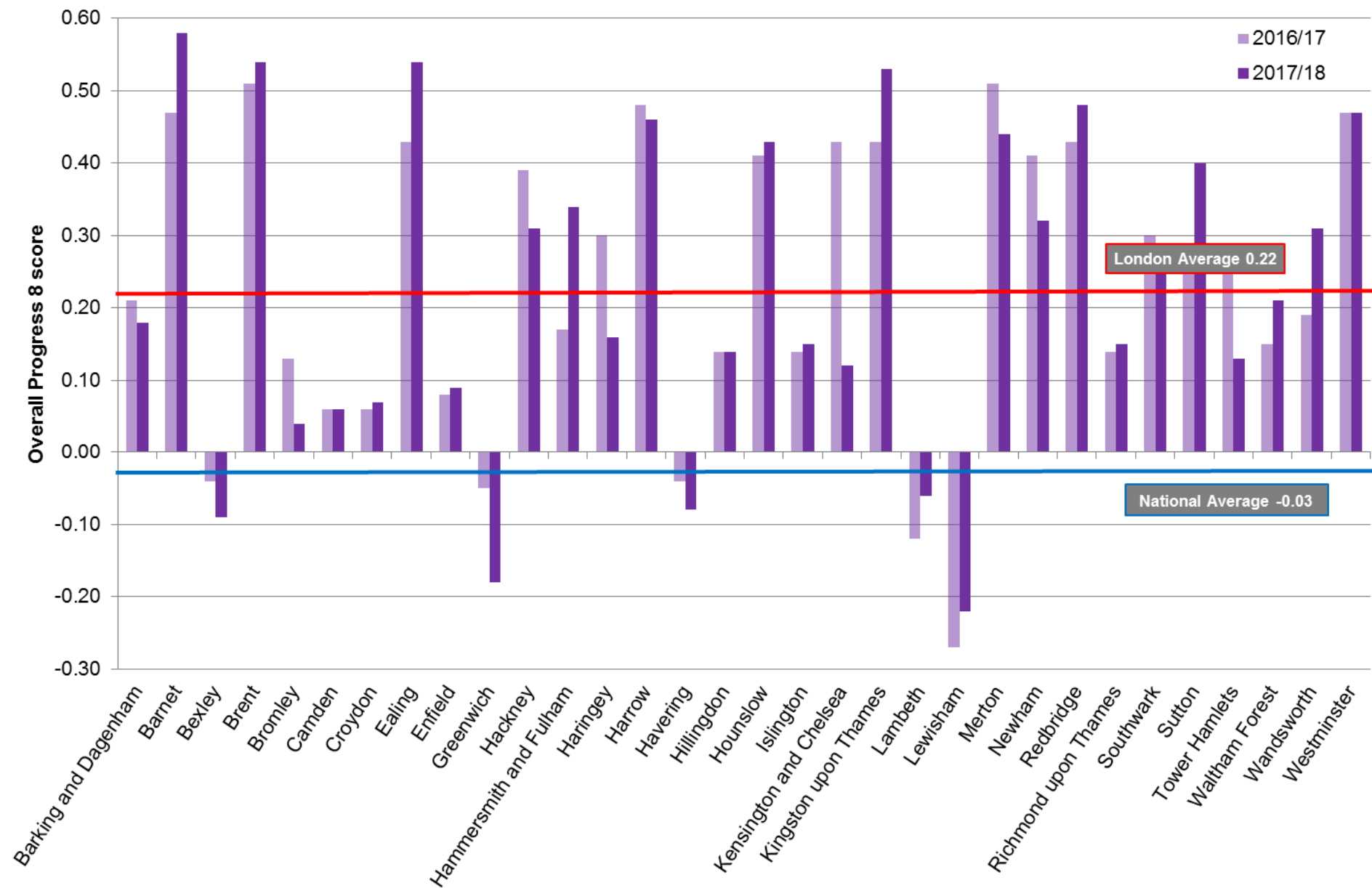
5 Recommendations

- 5.1 OSG members are asked to note the content of this report and, in the case of local authority representatives, to discuss its contents within their sub-region – taking into account any further changes when the DfE issues updated data. Achievement is intended to be the major theme discussed at the next meeting of the OSG.

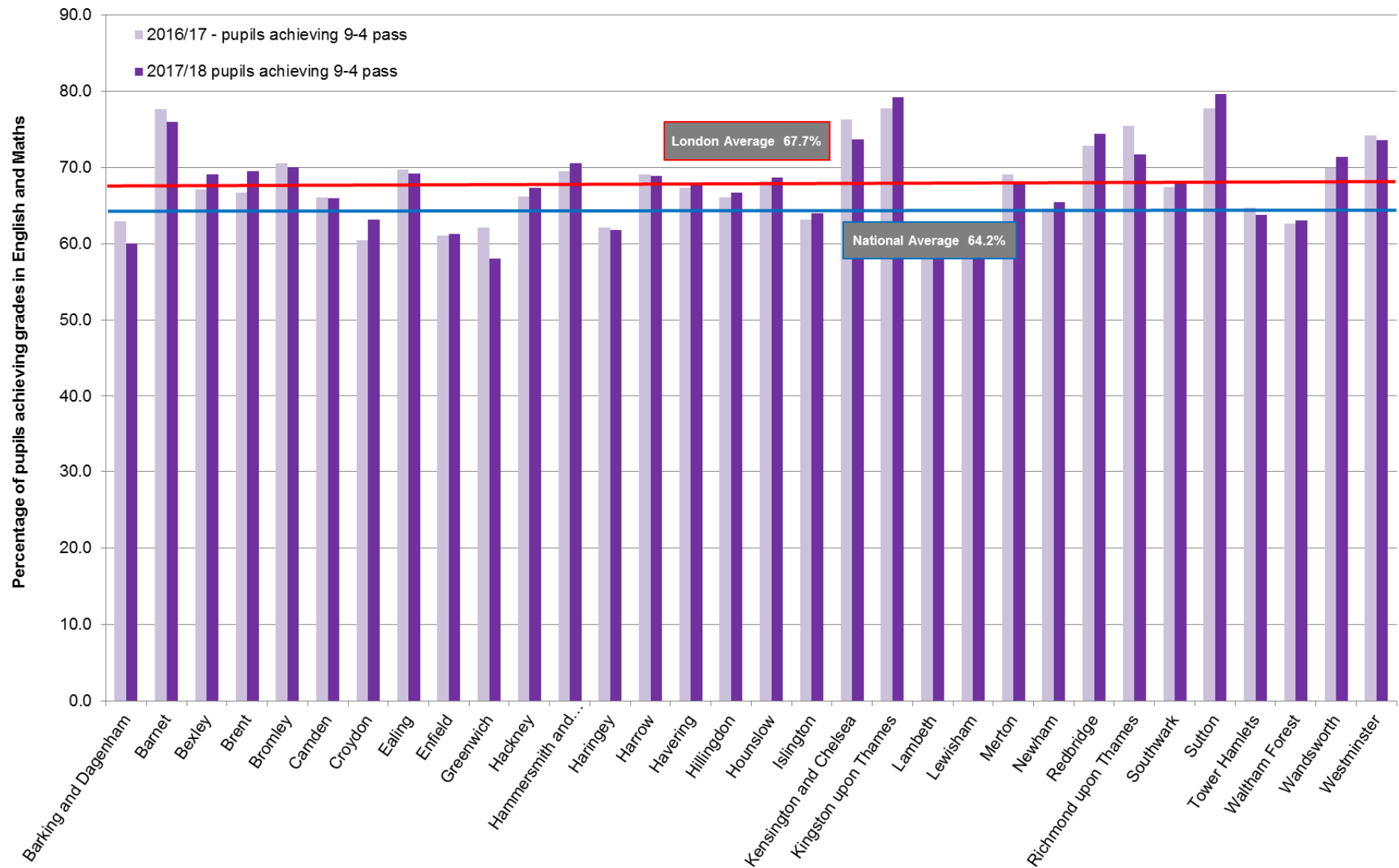
Appendix 1: Average Attainment 8 score per pupil (2017/18) (state funded only)



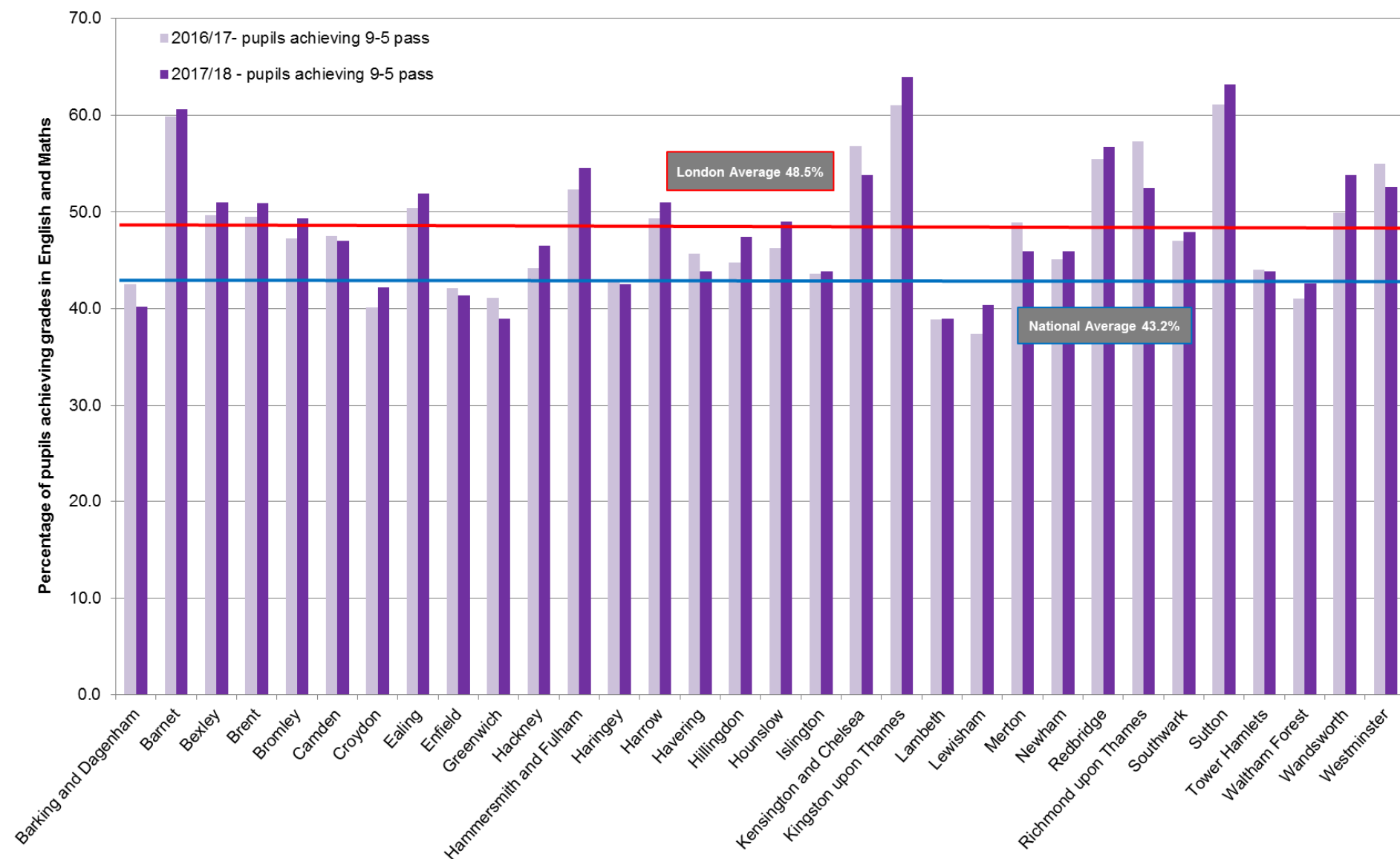
Appendix 2: Average Progress 8 score (2017/18) (state-funded only)



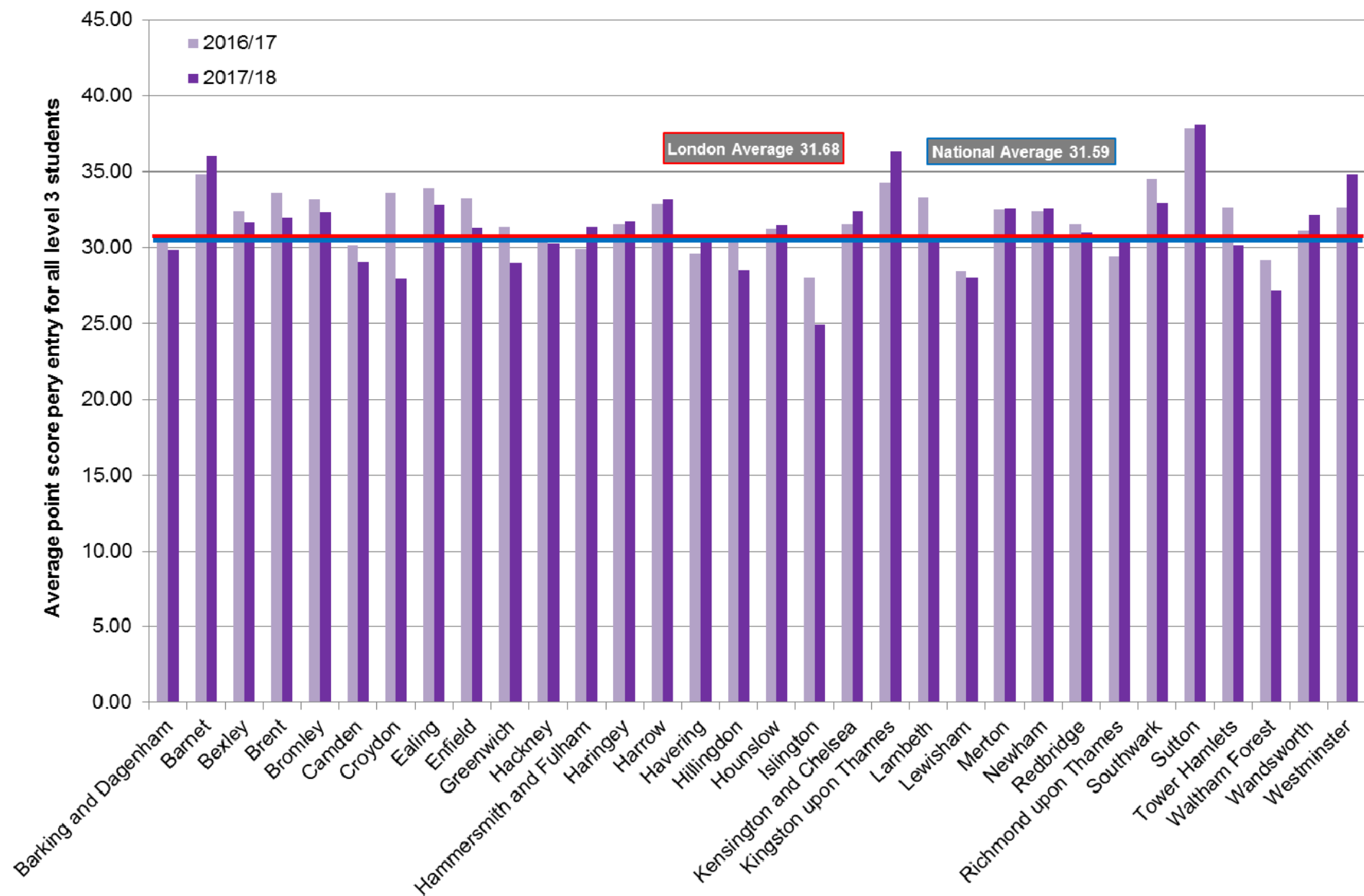
Appendix 3: Percentage of pupils achieving grades 9n to 4 in English and maths – provisional figures (2017/18) (state-funded only)



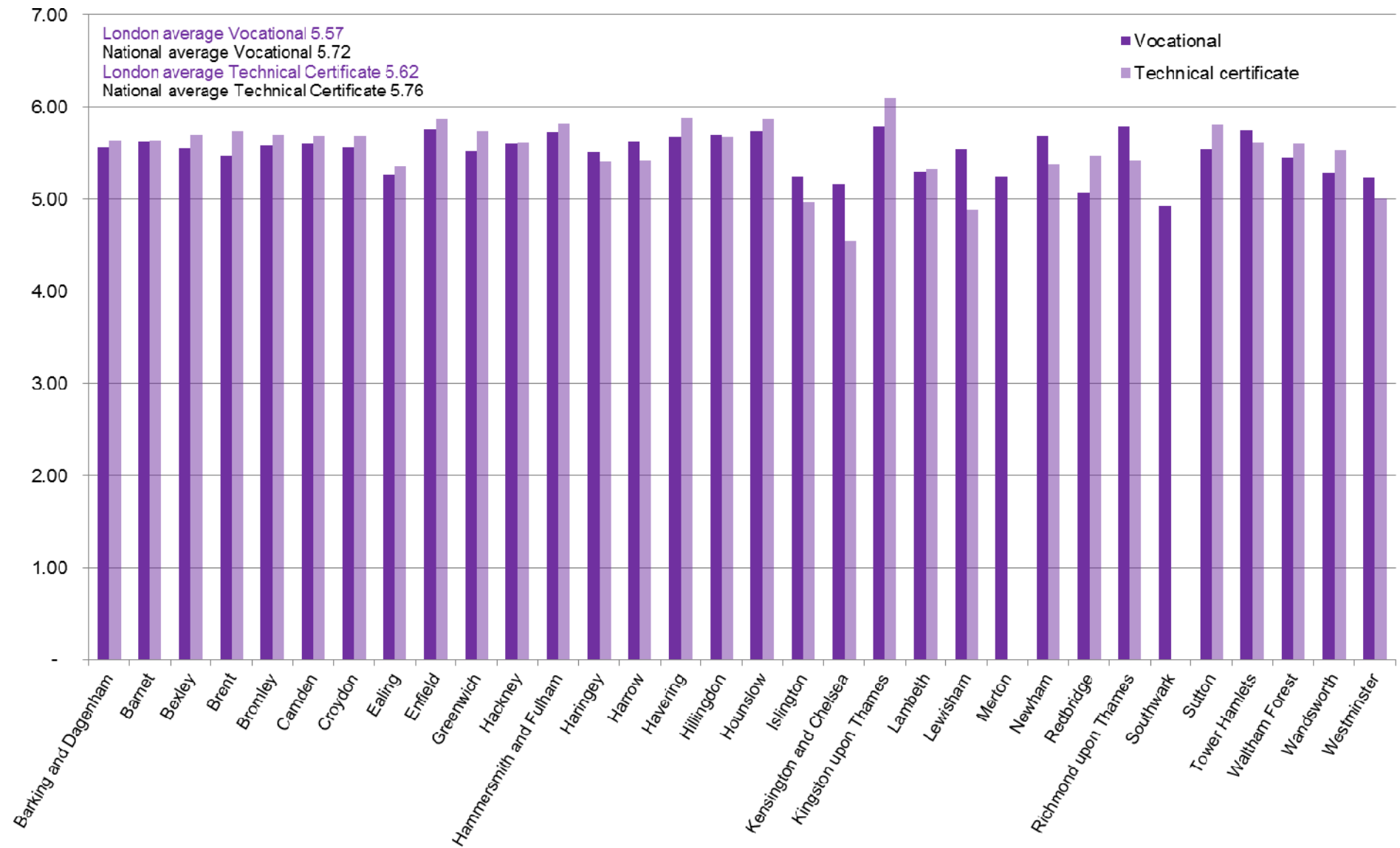
Appendix 4: Percentage of pupils achieving grade 9 to 5 in English and maths – provisional figures 2017/18 (State-funded only)



Appendix 5: Provisional Average Point Score per entry for all level 3 students – provisional figures 2017/18 (State-funded only)



Appendix 6: Average attainment of level 2 vocational qualifications and technical certificates by 16 to 18 year olds 2017/18 (State-funded only)



Young People's Education and Skills Operational Sub-Group

Apprenticeships

Item no: 4b

Date: 25 January 2019

Contact: Peter O'Brien

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Email: peter.obrien@londoncouncils.gov.uk

1 Background

- 1.1 The latest statistics on Apprenticeship starts and achievements were published by the Department for Education (DfE) on 20 December 2018. This paper provides an overview of the figures for London.

2 Overall Apprenticeship Starts and Achievements - London

- 2.1 The overall starts and achievements for all age-groups are shown in table 1 and the changing position, using 2015/16 as a baseline, is shown in Table 2. Tables 3 and 4 show the comparable figures for under 19 year-olds. These show both a move towards adult participation in Apprenticeships and towards Advanced and Higher Apprenticeships.

Level	Total starts 2015/16	Total starts 2016/17	Total Starts 2017/18	Achievements 2015/16	Achievements 2016/17	Achievements 2017/18
Intermediate Apprenticeship	24,750	20,820	13,110	14,110	12,920	12,080
Advanced Apprenticeship	18,730	19,090	17,590	9,140	9,820	10,250
Higher Apprenticeship	2,810	4,470	6,140	620	1,060	1,640
Totals	46,280	44,380	36,830	23,870	23,800	23,970

Table 1: Apprenticeship starts and achievements in London 2015/16 to 2017/18 (DfE)

Level	Total starts 2015/16	Total starts 2016/17	Total Starts 2017/18	Achievements 2015/16	Achievements 2016/17	Achievements 2017/18
Intermediate Apprenticeship	100%	84.1%	53.0%	100%	91.6%	85.6%
Advanced Apprenticeship	100%	101.9%	93.9%	100%	107.4%	112.1%
Higher Apprenticeship	100%	159.1%	218.5%	100%	171.0%	264.5%
Totals	100%	95.9%	79.6%	100%	99.7%	100.4%

Table 2: Changing position of Apprenticeship starts and achievements – London

Level	Total starts 2015/16	Total starts 2016/17	Total Starts 2017/18	Achievements 2015/16	Achievements 2016/17	Achievements 2017/18
Intermediate Apprenticeship	6,030	5,150	3,640	3,310	3,200	2,960
Advanced Apprenticeship	4,430	4,160	3,420	2,080	2,490	2,380
Higher Apprenticeship	200	250	330	40	80	110
Totals	10,650	9,550	7,400	5,430	5,770	5,450

Table 3: Apprenticeship starts under 19 years-old, London (DfE)

Level	Total starts 2015/16	Total starts 2016/17	Total Starts 2017/18	Achievements 2015/16	Achievements 2016/17	Achievements 2017/18
Intermediate Apprenticeship	100%	85.4%	60.4%	100%	96.7%	89.4%
Advanced Apprenticeship	100%	93.9%	77.2%	100%	119.7%	114.4%
Higher Apprenticeship	100%	125.0%	165.0%	100%	200.0%	275%
Totals	100%	89.7%	69.5%	100%	106.3%	100.4%

Table 4: Changing position of Apprenticeship starts and achievements by under-19 year-olds, London (DfE)

3 Recommendations

- 3.1 OSG members are asked to note the content of this report and, in the case of local authority representatives, to discuss its contents within their sub-region.

Young People's Education and Skills Operational Sub-Group

Destination measures

Item: 4c

Date: 25 January 2019

Contact: Peter O'Brien

Telephone: 020 7934 9743

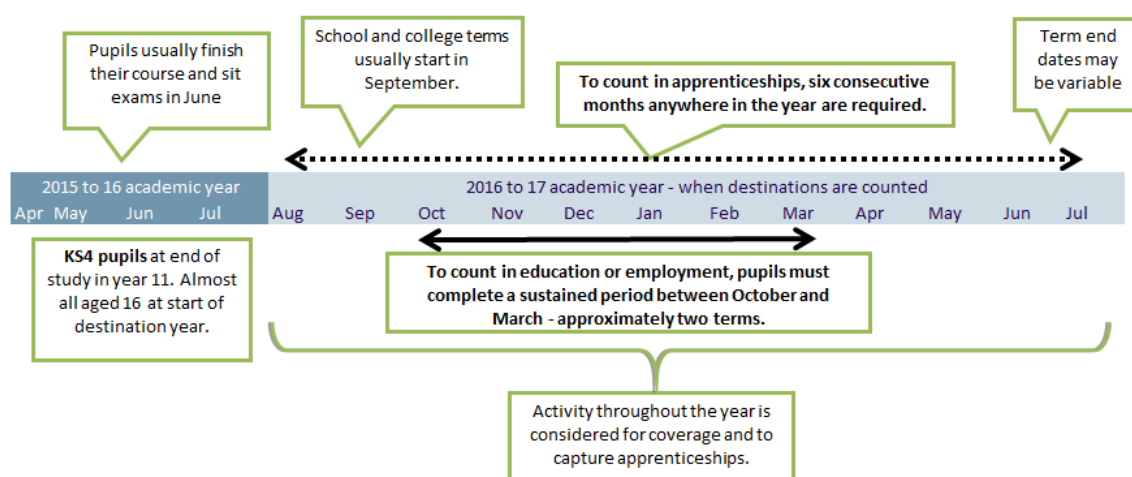
Email: peter.obrien@londoncouncils.gov.uk

1 Background

- 1.1 The national statistics on Destination Measures for 2017 were published on 16 October 2018.
- 1.2 This paper summarises some of the headline data for London. For more detailed analysis of the data please visit [Intelligent London](#).

2 Destination measures

- 2.1 The statistics for Destination Measures shows the percentage of young people progressing to specified destinations in 2016/17. These are young people who completed key stage 4 (KS4) and key stage 5 (KS5) in 2015/16.
- 2.2 The KS4 measure is based on activity the year after the young person finished compulsory schooling.
- 2.3 The KS5 measure is based on activity in the year after the young person took their A Level or other level 3 qualifications.
- 2.4 Destination measures show the percentage of pupils or students going to or remaining in an education and/or employment destination in the academic year after completing their KS4 or KS5 studies.
- 2.5 To be counted in a destination, young people have to be recorded as having sustained participation throughout the six months from October 2016 to March 2017. This means attending for all of the first two terms of the academic year at one or more education provider; spending five of the six months in employment, or a combination of the two.



Destinations from state-funded mainstream schools in the year after taking KS4 (2015/16)

- 2.6 94 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after KS4, which is the same as the national figure (this has remained static both regionally and nationally for the last two years).
- 2.7 90 per cent of young people were recorded as being in a sustained education destination, which compares to 86 per cent nationally (a two percentage point drop regionally and four percentage points nationally compared to the previous year).
- 2.8 School Sixth Form remains the most popular destination for young Londoners with 55 per cent moving to this destination, the same as the previous year. This also remains the most popular destination nationally, although the national figure of 39 per cent remains significantly lower (unchanged from the previous year).
- 2.9 The next most popular destination was further education college at 23 per cent (a two percentage point drop on the previous year), compared to 34 per cent nationally (four percentage points lower than the previous year).
- 2.10 11 per cent of young people were studying in a sixth form college, compared to 13 per cent nationally (a one percentage point decrease regionally and unchanged nationally from the previous year).
- 2.11 Two per cent were taking an Apprenticeship, compared to five per cent nationally (both one percentage point lower than the previous year).
- 2.12 Two per cent of young people were recorded as being in sustained employment and/or training, compared to three per cent nationally (both unchanged for the last two years).
- 2.13 Four per cent of young people regionally (five per cent nationally) did not remain in education or employment/training for the required two terms and one per cent of young people, both regionally and nationally, were not captured in the destination data (all unchanged from the previous year).
- 2.14 Appendices 1 and 2 provide a borough by borough analysis of the KS4 destinations and a breakdown of the type of destinations.

Destinations from state-funded mainstream schools and colleges in the year after taking A Level or other Level 3 qualifications (2015/16)

- 2.15 88 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after they took their A Level or other level 3 qualification, which compares to 89 per cent nationally (both unchanged on the previous year).
- 2.16 70 per cent of young people were recorded as being in a sustained education destination, which is above the national figure of 61 per cent (a drop of four percentage points regionally and five percentage points nationally on the previous year).
- 2.17 Seven per cent were studying in a further education college, which is the same nationally (the same regionally as the previous year, but a drop of two percentage points nationally).
- 2.18 Four per cent were taking an Apprenticeship, compared to six per cent nationally (unchanged regionally from the previous year, but one percentage point lower nationally).
- 2.19 59 per cent went to a Higher Education (HE) Institution, down two percentage points, compared to 50 per cent nationally (down one percentage point). Twenty-one per cent studied at the top third of HE Institutions (down four percentage points), compared to 17 per cent nationally (down one percentage point). Included within this top third, the

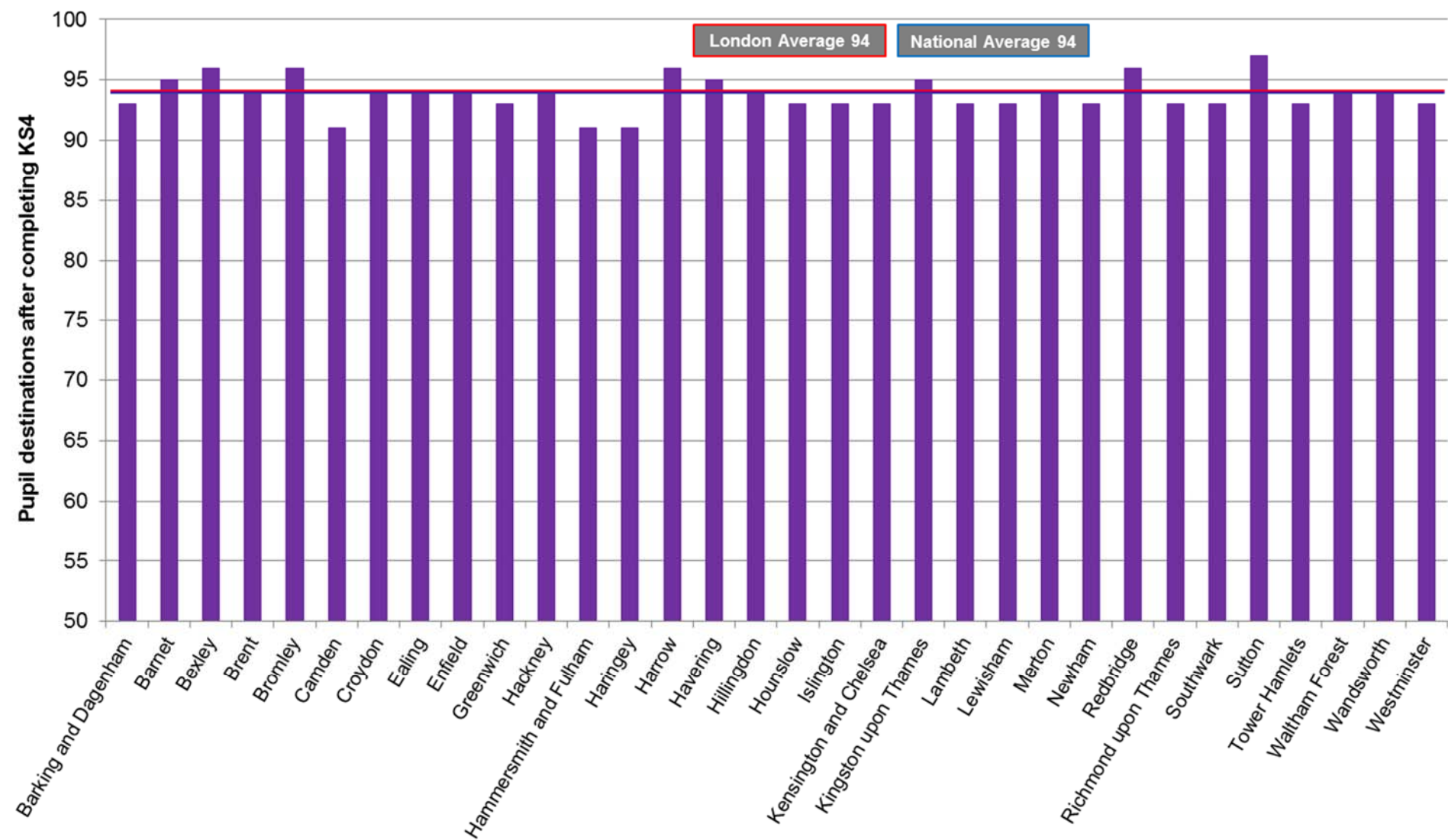
Universities of Oxford and Cambridge attracted one per cent regionally and nationally. The Russell Group of Universities (including Oxford and Cambridge) accounted for 14 and 12 per cent respectively (unchanged regionally and nationally).

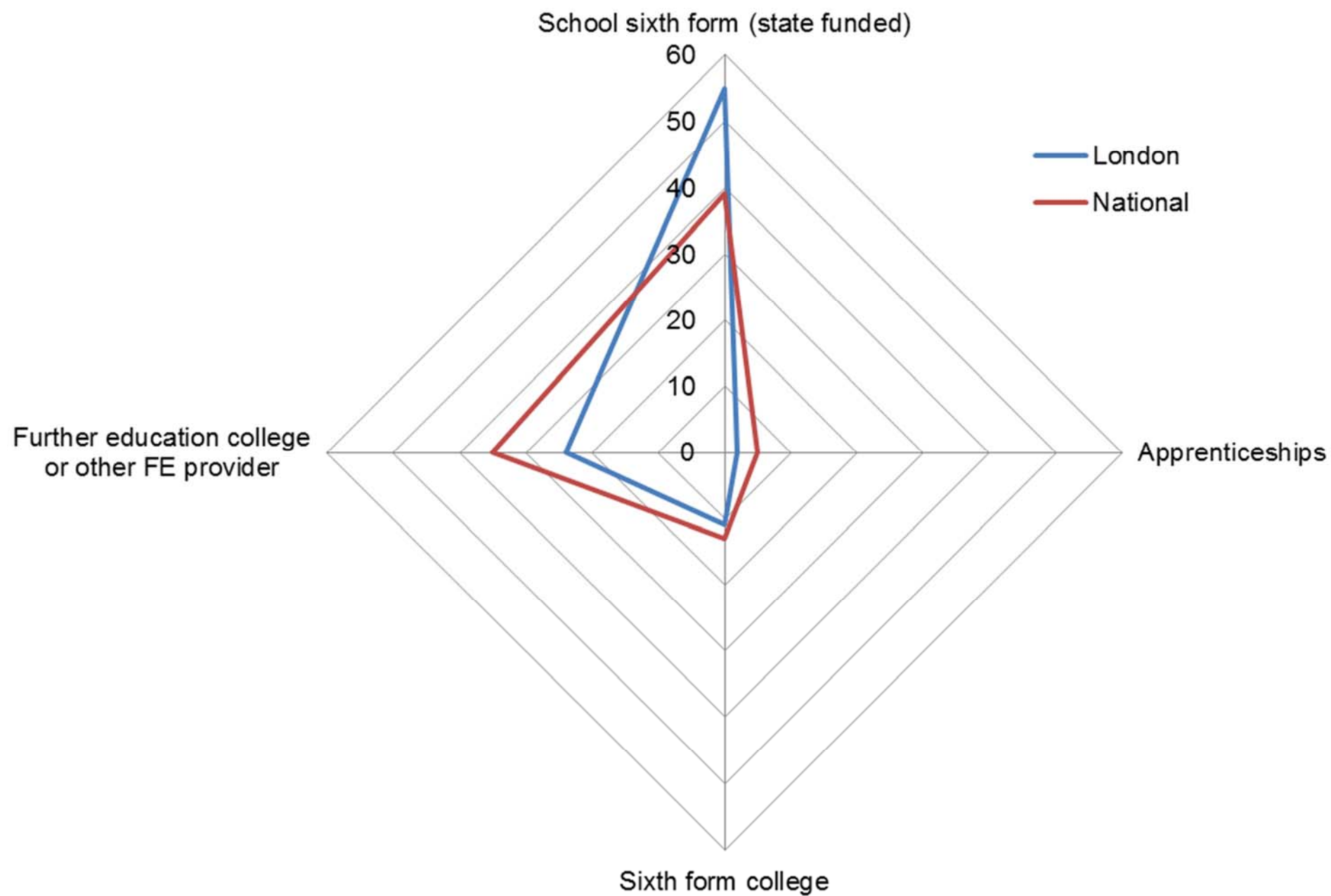
- 2.20 14 per cent of young people were recorded as being in sustained employment and/or training (unchanged), compared to 22 per cent nationally (down one percentage point).
- 2.21 Eight per cent of young people, both regionally and nationally, did not remain in education or employment/training for the required two terms (both unchanged).
- 2.22 Five per cent of young people were not captured in the destination data, compared to four per cent nationally.
- 2.23 Appendices 3 and 4 provide a borough by borough analysis of the KS5 destinations and a breakdown of the type of destinations young people pursued.

3 Recommendations

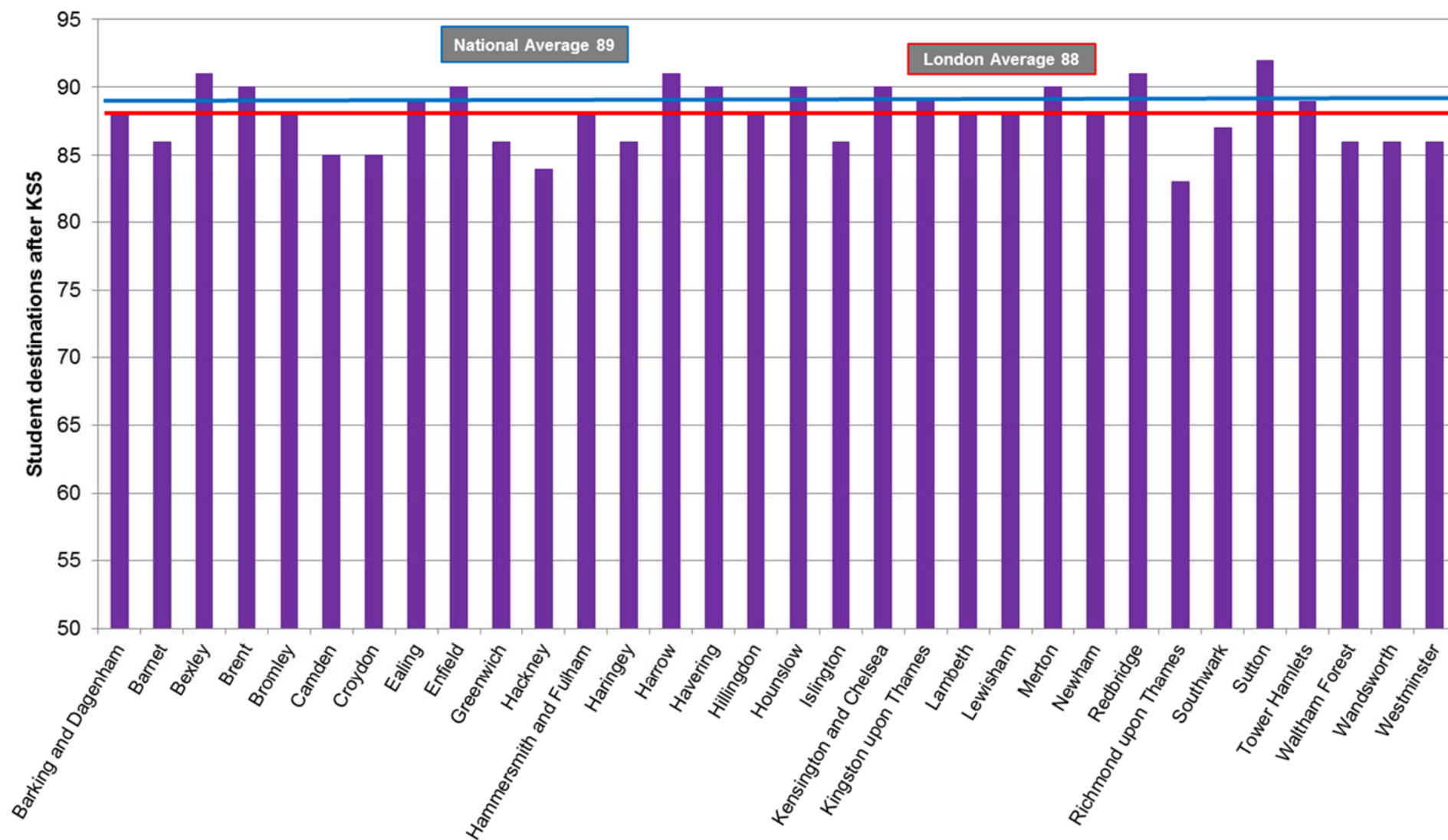
- 3.1 OSG members are asked to note the content of this report.

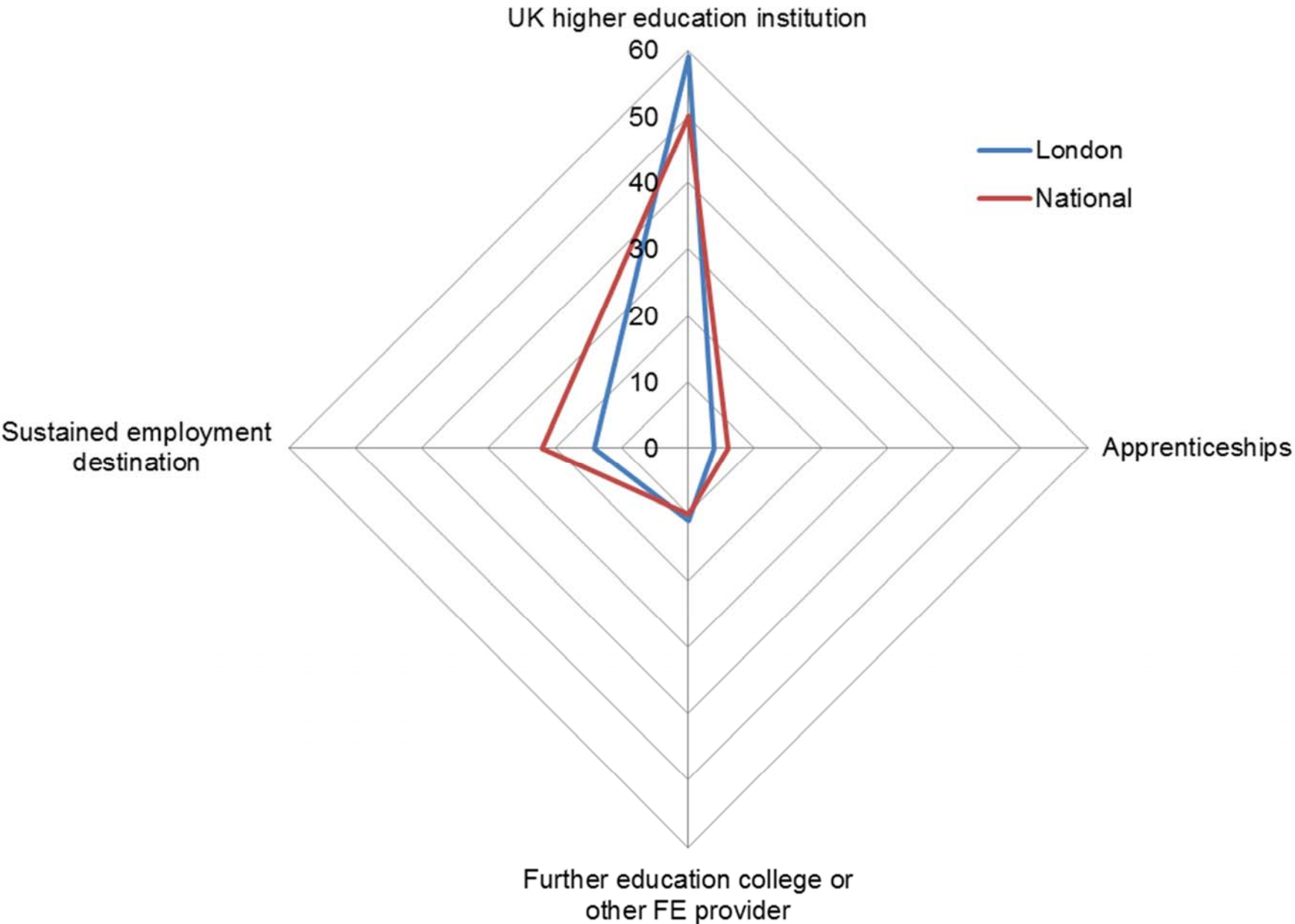
Appendix 1: Pupil destinations after completing KS4 (2016/17)





Appendix 3 Student destinations after completing KS5 (2016/17)





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Young People's Education and Skills Operational Sub-Group

Policy Update

Item: 4d

Date: 25 January 2019

Contact: Hannah Barker

Telephone: 020 7934 9524

Email: hannah.barker@londoncouncils.gov.uk

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

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

1 Association of School and College Leaders (ASCL) Commission regarding GCSE results

- 1.1 The ASCL has launched a commission to investigate how the education system might better reflect the achievements of all pupils, after the release of the GCSE performance statistics showed that a third of students had not achieved a standard pass in their English and maths GCSEs.¹
- 1.2 The Commission will focus on English initially. It consists of practising English teachers and school and college leaders. It will submit a final report in 2019, which will be discussed with the DfE and Ofqual.

2 High needs funding

- 2.1 Alongside the publication of DSG allocations, the Secretary of State for Education announced an additional £350 million of funding for high needs nationally. Of this £350 million, £100 million will be as a top-up to the Special Provision Capital Fund for local authorities in 2019-20, and £250 million will be allocated to local authorities over the next two years - £125 million in the remainder of 2018-19 and £125 million in 2019-20, representing 2% of the high needs block in each year. This will be allocated based on the projected 2-18 year old population in 2019.¹
- 2.2 London will receive £42 million over the two-year period. Based on the shortfall in funding in 2017-18, and assuming spending increases in 2018-19 at the same rate as in 2017-18, a broad estimate of the shortfall in funding allocations for 2018-19 would be at least £100 million. In this context, the £21 million of additional funding in 2018-19, while welcome, falls significantly short of what is required (representing around a fifth of the likely shortfall).

¹ Based on the ONS SNPP 2016 population projections, available here:

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationprojections/datasets/localauthoritiesinenglandz1>

- 2.3 Had the additional funding been allocated based on the current high needs formula, instead of the 2019 child population, London boroughs would have received an additional £9 million over the next two years.

3 Higher Education Journey of Young Londoners²

- 3.1 London Councils has published its most recent edition of *The Higher Education Journey of Young Londoners*, in partnership with the University of East London and Newham Council. The report looks at young people aged 18 to 24 entering higher education whose home addresses are in London, and compares findings in 2016/17 with those in previous years.
- 3.2 This year's report, which analyses data over a 10 year period, shows an increase in the number of young people progressing to university. This increase has been driven largely by a rise in the number of entrants who were previously under-represented in the higher education sector, including young people from BAME backgrounds, young Londoners whose parents had not attended university, and men. However, the analysis suggests that factors such as background, ethnicity, previous study and age all impact on the likelihood of young people continuing with their higher education studies and achieving a good degree.

4 Education Select Committee report – Value for money in higher education³

- 4.1 The Education Select Committee published their report on value for money in higher education in November 2018.
- 4.2 The key points were:
- 4.2.1 Higher education is still not as accessible as it should be, and some institutions are failing in their efforts to admit a more diverse range of students. We encourage universities to be more transparent about their contextualised admissions processes and invest their widening participation budgets in programmes which will lead to real change. The Government must urgently address the decline in part-time and mature students and re-introduce a system of maintenance grants for the most disadvantaged students.
- 4.2.2 Alongside a drive to improve social justice, higher education must play a more significant role in meeting this country's skills needs and preparing students for the Fourth Industrial Revolution. Degree apprenticeships are crucial to filling skills gaps and boosting this country's productivity. We strongly urge the Department for Education and the Institute for Apprenticeships to fully support and champion the expansion of degree apprenticeships. These courses offer students the opportunity to gain a degree whilst earning a wage rather than incurring tuition fee debt.
- 4.2.3 The excessive salaries of Vice-Chancellors are disconnected from a value for money offer for students. The Office for Students must take a much firmer stance on senior management remuneration and not be afraid to intervene, especially when institutions pay their Vice-Chancellor more than eight times the average staff salary. We are pleased that there has been an increase in graduate employability data, but we are concerned about relying too heavily on the information to hold institutions to account.
- 4.2.4 Alongside offering degree apprenticeships, universities must move away from a linear approach and embrace more flexible types of learning. Accelerated degrees should be made an option for more learners, alongside credit transfer, work placements and the ability to pause studying for periods of time. Only through a step away from the

rigid, traditional three-year undergraduate study approach can universities ensure they are open to students from all backgrounds.

- 4.2.5 The current review of post-18 education and funding offers the Government the opportunity to re-shape the sector. We believe that the future of higher education should be more skills-based leading to appropriate professional graduate-level and skilled employment destinations. Higher education must become more flexible and focused on helping students from disadvantaged backgrounds climb the ladder of opportunity.

5 Education Select Committee report – The apprenticeships ladder of opportunity

- 5.1 The Education Select Committee published their report on apprenticeships in November 2018.⁴ The key points were:

- 5.1.1 We need stronger, clearer oversight of apprenticeship training and assessment. New providers should get a monitoring visit from Ofsted in their first year: before this visit the amount of training they can deliver should be capped; if they fail, they should be out. Ofqual should be given responsibility for the external quality assurance of all end-point assessments. The opaque world of subcontracting needs far greater scrutiny. We propose greater controls on lead providers and a cap on the management fees they can charge. Subcontractors should receive the same level of attention and be held to the same quality standard as lead providers. Ofsted should be judging the quality of this training for itself rather than relying on quality assurance undertaken by middle men. The Government needs to make sure it has the funding to do this.
- 5.1.2 Apprentices need a much stronger voice in the system: the Institute's apprentice panel should be given greater formal powers to make recommendations to its board and an improved complaints procedure for apprentices set up. To help apprentices climb the ladder of opportunity we need clearer paths to progression both within standards and in new progression maps created by the Institute. We also need much stronger focus on progression through levels of apprenticeships, including the route to degree apprenticeships. The Institute and Government should make the growth of degree apprenticeships a strategic priority.
- 5.1.3 To ensure the system is working with and not against employers, we need reforms to both apprenticeship standards and funding. We propose increasing the top funding band, doubling the time employers have to spend their funds and allowing more levy transfers. The Government should explore introducing greater flexibility to the 20 percent off-the-job training requirement in response to concerns we have heard from employers during both this inquiry and our ongoing work on nursing apprenticeships.
- 5.1.4 The funding system should do more to help the young and disadvantaged climb the ladder of opportunity. This means more bursaries, increased incentives for small and medium-sized businesses and social enterprises, and a new social justice fund to support organisations that help the hardest to reach. The apprentice minimum wage should be raised, as a step on the road towards abolition. Stronger enforcement should lead to employers who evade the apprentice minimum wage being sanctioned more severely. It is encouraging that most apprentices are paid significantly more, but that should not lead us to ignore the needs of those struggling to get by. It is vital that the Government also introduces a kitemark system for good apprentice employers to encourage best practice and help apprentices choose the best employer for them.
- 5.1.5 We need a benefits system that helps rather than hinders apprentices and a renewed focus on the needs of those with learning difficulties and/or disabilities. Young people need clearer routes into apprenticeships: the Government should get tough on

schools that evade the Baker clause. It must also deliver on its manifesto promises to reduce apprentice travel costs and introduce a proper UCAS-style portal for technical education, skills, FE and apprenticeships.

6 Do The Maths

6.1 London Councils produced Do The Maths, the annual places planning document, in December 2018. The full report will be provided at the meeting. The key facts are:

6.1.1 London has seen the largest increase in total pupil numbers of any region. Total pupil numbers increased by 13 per cent across London between 2010/11 and 2017/18, compared with 8 per cent nationally.

6.1.2 45,335 new school places will be required in London over the next five years, with three quarters of these at secondary level.

6.1.3 Basic Need allocations from central government have only met 70 per cent of the costs incurred by councils in creating new school places between 2010/11 and 2022/23.

6.1.4 55 per cent of new forms of entry that will be required over the next five years in London are secured

6.1.5 55 per cent of demand for places over the next five years is expected to be met by free schools.

6.1.6 84 per cent of local authorities highlighted that identifying appropriate sites is a key challenge in delivering new free schools.

6.1.7 The number of pupils with Education, Health and Care Plans has risen by 29 per cent since 2010, which is double the increase in the general pupil population in this time period.

6.1.8 The average cost of creating a dedicated school place for a pupil with SEND is £67,043, which is around three times the cost of creating a mainstream place.

6.1.9 32 out of 33 boroughs collectively spent £78 million more on high needs than received from central government.

6.1.10 11 out of 25 London boroughs are planning on putting in an application to the next special free schools round, two thirds of which have already identified a site for the new school.

6.1.11 85 per cent of London boroughs are predicting an increase in demand for alternative provision over the next five years.

6.1.12 The 16 to 19 population is expected to increase by 23 per cent from 2020 to 2030.

¹ https://www.ascl.org.uk/news-and-views/news_news-detail.ascl-launches-commission-of-inquiry-over-gcse-results.html

² <https://www.londoncouncils.gov.uk/download/file/fid/23857>

³ <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/343/343.pdf>

⁴ <https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/344/344.pdf>

Young People's Education and Skills Operational Sub-Group

Consultation on the funding of T levels

Item: 4e

Date: 25 January 2019

Contact: Peter O'Brien

Telephone: 020 7934 9743

Email: peter.obrien@londoncouncils.gov.uk

1 Introduction

- 1.1 On 27 November 2018, the government launched a consultation on provider funding for the delivery of T levels. The closing date is 19 February 2019.
- 1.2 The consultation covers:
 - 1.2.1 Funding bands and hours
 - 1.2.2 Allocating T levels to funding bands
 - 1.2.3 Funding industry placements for students on T levels
 - 1.2.4 Funding maths and English at level 2
 - 1.2.5 Formula factors (including student numbers and funding bands / rates; retention; programme cost weighting; level 2 maths and English funding; disadvantage funding; large programme uplift and advanced maths premium; area cost allowance; formula protection funding)
 - 1.2.6 The local offer
 - 1.2.7 Equality impacts
- 1.3 A draft response is attached for discussion and comment.
- 1.4 After agreement of the OSG the Board will be invited to amend and approve the final submission.

2 Recommendation

- 2.1 The OSG is asked to comment on the draft response.

Funding for the delivery of T Levels

This consultation closes at

11:45pm on 19 February 2019

Question 1: Do you agree with the proposals for funding bands and hours set out above? Yes/No. Please give reasons for your response.

No, we do not agree with the proposals for funding bands and hours set out in the consultation document as we are committed to ensuring that T levels are high-quality, prestigious qualifications.

London's local authorities are most concerned that the level of funding in post-16 education and skills is inadequate and has fallen far behind other sectors of learning, which are themselves struggling in the face of increasing demand.

We support the campaign led by the Association of Colleges to increase overall funding for Further Education and skills and we look to the planned Spending Review to address underfunding.

Question 2: Do you agree with the above approach to allocating T Levels to funding bands, subject to further checking against the emerging content for each T Level? Yes/No. Please give reasons for your response.

No response

Question 3: Do you agree with the above method for allocating funding for industry placements for students on T Levels? Yes/No. Please give reasons for your response.

No response

Question 4: Do you agree with the criteria set out in Annex A for the completion of an Industry Placement as part of a T Level? Yes/No. Please give reasons for your response.

No response.

Question 5: Do you agree with the approach for funding level 2 maths and English for those students who have not yet met the minimum exit requirement? Yes/No. Please give reasons for your response.

No, we do not agree with the approach outlined for funding level 2 maths and English for those who have not yet met the minimum exit requirement.

Although we agree with the aim set out in the consultation document, we are not convinced that the average number of tuition hours and level of one-off payment will be sufficient to meet the needs of young people in London. The proportion of entrants who do not achieve grade 4 is a clear indication that

- the pre-16 curriculum and pedagogy in many schools is not serving the interests of their pupils and not providing them with the basic set of skills they need to function in the modern world; and
- most of the young people who do not achieve the minimum exit requirement at Key Stage 4 possess a very low level of proficiency in English and maths that, if being addressed while simultaneously studying for a level 3 qualification, may require extra time to achieve their qualification aims – considerably more than that proposed in this consultation.

Potentially, the take-up of T levels by young people who have not been well-served by a purely academic curriculum up to Key Stage 4 could be huge. The percentage of pupils who achieved grades 9 to 4 in English and maths GCSEs in 2017/18 in London was (provisionally) 67.7 per cent and grades 9 to 5 pass in English and maths (provisionally) 48.5 per cent (the provisional national figures were 64.2 per cent and 43.2 per cent respectively), or put another way approximately one third of young people did not attain at least grade 4 and over half did not attain at least grade 5 in English and maths at Key Stage 4.

The Department for Education published a research report “Understanding KS4 attainment and progress: Evidence from LSYPE2 [Longitudinal Study of Young People in England Cohort 2] (Less of et al, DfE, London 2018). This provides extensive coverage of the factors affecting academic attainment in Year 11. These include: disadvantage (family circumstances); health and wellbeing; ‘attitude to school (e.g. attendance, timeliness and quality of homework, behaviour in class); date of birth (‘summer baby’ phenomenon); as well as protected characteristics (gender, ethnicity). It also examines how secondary schools have inherited unaddressed problems from the primary sector and the features of the pre-16 education system that both enable young people to ‘catch up’ and militate against young people who enter the secondary phase below the expected benchmark. We believe that both the design and funding system proposed for T levels should take greater note of the findings of the Department’s report.

We also do not think that the proposed funding model applies sufficiently the recommendations of the Taskforce exploring access to Apprenticeships for those with learning disabilities (chaired by Paul Maynard MP) and the earlier Little Report. Although these relate primarily to Apprenticeships, the points these reports make in respect of the English and maths exit requirement and supporting young people and employers can be transferred into T levels. Failing to do so at inception would be a missed opportunity and would need to be corrected in the course of delivery.

The January 2018 version of “Schools, Pupils and their Characteristics” published by the Department for Education shows that London has both the greatest volume and proportion of pupils in secondary schools whose first language is not English (over 200,000 young people, representing 41.4 per cent of the student body [the national proportion is 16.6 per cent] and approximately 40 per cent of the national total of pupils whose first language is not English). It is not unreasonable to assume that a number of these students will want to take up T levels if they were confident of on-going support to reach the required proficiency in English and maths alongside their main T level programme.

Unfortunately, the consultation document is silent on the design and funding of transitional support to help those not yet ready to start on T Level programmes at 16. This phase is integral to the T Level design framework and greater clarity is needed on the characteristics of the young people expected to need transitional support, particularly their prior attainment. Modelling in these learners is essential if we are to be able to judge the suitability of the funding and tuition hours proposed in the consultation.

Question 6: Do you agree with the above proposals for ensuring that the extra funding for T Levels programmes is made available in the year it is needed, before reverting to the usual lagged method of funding? Yes/No. Please give reasons for your response.

No response.

Question 7: Do you agree with the above proposals for applying retention arrangements for T Level programmes? Yes/No. Please give reasons for your response.

No response.

Question 8: Do you agree with the above approach for applying PCWs to T Levels programmes? Yes/No. Please give reasons for your response.

No response.

Question 9: Do you agree with above proposals for incorporating level 2 maths and / or English funding into the funding formula? Yes/No. Please give reasons for your response.

No, we do not agree with the proposals for incorporating level 2 maths and / or English funding into the funding formula.

We believe that the approach to funding those students who have not reached the minimum exit requirements at Key Stage 4 is fundamentally flawed (see question 4). We believe that this would be better judged when the department has clarified the design, funding and modelling of numbers expected to gain transitional support.

Question 10: Do you agree that disadvantage block 1 funding should be provided for T Level students on this basis? Yes/No. Please give reasons for your response.

No, we do not agree with the proposed basis on providing disadvantage block 1 funding for T Level students as set on in paragraph 5.5 of the consultation document.

Although the consultation document mentions that disadvantage funding is used to attract, retain and support disadvantaged students and those with Learning Difficulties and / or Disabilities, blocks 1 and 2 are allocated formulaically based on economic deprivation and prior attainment only. There is no guarantee that these factors mirror the learning support needs of young people with Special Educational Needs and / or Disabilities. We cover this point again in answer to Questions 11 and 15.

We note that the government's response to the earlier consultation on the Implementation of T Level programmes (May 2018) acknowledged the issues involved with the take-up of T levels by young people with SEND, but we do not agree that the proposed funding measures are sufficient to address these issues.

Question 11: Do you agree that extra disadvantage block 2 funding should be provided for T Level students on this basis? Yes/No. Please give reasons for your response.

No, we do not agree with the proposed basis on providing disadvantage block 2 funding for T level students as set on in paragraph 5.5 of the consultation document.

Although the consultation document mentions that disadvantage funding is used to attract, retain and support disadvantaged students and those with Learning Difficulties and / or Disabilities, blocks 1 and 2 are allocated formulaically based on economic deprivation and prior attainment only. There is no guarantee that these factors mirror

the learning support needs of young people with Special Educational Needs and / or Disabilities. We have covered this point in answer to Question 10 and do so again in answer to Question 15.

Question 12: Do you agree that the Advanced Maths Premium and the Large Programme Uplift should apply for T Level students on this basis? Yes/No. Please give reasons for your response.

No response.

Question 13: Do you agree that the extra funding that will be provided for the new and larger T Level programmes should be uplifted by area cost allowances as described above? Yes/No. Please give reasons for your response.

Yes, we agree with the proposal that new and larger T Level programmes should be uplifted by area cost allowances in the same way and at the same percentage as funding is uplifted for existing study programmes; on the understanding that the current post-16 rates and funding formula are in urgent need of review (which we hope will be taken forward in the forthcoming Spending Review).

Consideration should also be given to addressing on-going training and support for providers and employers. This will be particularly important for employers who need to feel equipped to deliver placements to a high standard before they offer them, especially to young people with Special Education Needs and / or Disabilities.

Question 14: Do you agree with the above proposals for ensuring there is a way that provision can respond to the skills needs of particular local areas? Yes/No. Please give reasons for your response.

No, we do not agree with the proposals for ensuring that T Level provision responds to the skills needs of particular local areas.

We believe that it would be a mistake to rely solely on regional structures, which have been primarily established to support the devolution of the Adult Education Budget, to determine the curriculum mix of T levels – which are intended for young people. As key contributors to the development of the Mayor of London's "Skills for Londoners" strategy and strategic partners in the Skills for Londoners Framework, which is designed to implement the strategy, London's local authorities subscribe to the Mayor's overarching assessment of London's skills needs.

However, this strategy is not intended to provide the basis for individual programmes of learning to be devised; the type of individual programmes upon which the successful introduction of T levels depends. This requires far more nuanced local intelligence that can only be provided by schools and colleges working closely with their local authority and local employers. This approach is beginning to pay real dividends in increasing the take-up of apprenticeships in London because it capitalises on local authorities' role as:

- major employers in their own right;
- purchasers with sophisticated supply-chains across many sectors
- local planners with close contact with employers and who can therefore anticipate the demand for skills;
- Statutory Bodies of significant strategic importance.

We are seriously concerned that the consultation side-lines local authorities. Local authorities are not merely “interested” organisations; we have Statutory Duties:

- To secure sufficient suitable education and training provision for all young people who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care Plan is maintained (Education Act 1996) and
- To make available to all young people aged 13 to 19 and those between 20 and 25 with Special Educational Needs and Disabilities support that will encourage, enable or assist them to participate in education and training (Education and Skills Act 2008)

These duties do not reside in the organisations to which the consultation is intended (page 6) or the proposed Skills Advisory Panels. Local authorities, in discharging their Statutory Duties, will have a key role alongside the institutions in their areas to ensure that effective and efficient introduction of T Levels and we urge the Department to work more seriously in partnership with local government in planning and preparation of T Levels.

While local authorities in London have good working relationships with the Mayor of London and the Greater London Authority, our experience of Apprenticeships show that local authorities are key players in ensuring employer engagement in education and, by virtue of their close relationships with the institutions expected to be in the vanguard of the delivery of T Levels, it would be an error to depend solely on regional institutions for the success of T Level.

Question 15: How could any adverse impact be reduced and are there any ways we could better advance equality of opportunity or foster good relations between people who share a protected characteristic and those who do not? Please provide evidence to support your response.

We are alarmed that at this late stage in planning and preparation, there is still a lack of clarity on the student cohort for whom T levels are intended and how T Levels would sit with Applied General Qualifications, which are popular both with students and employers. If it is intended that T levels will replace Applied General Qualifications- even gradually- this policy should be highlighted now so that both students and employers can be prepared well in advance of the introduction of T Levels. The relationship between T Levels and Applied General Qualifications is important to get right first time as it affects the anticipated volume of the take-up of T Levels and, consequently, their resourcing. It is impossible to have a meaningful dialogue on funding without first establishing precisely for whom T Levels are intended.

We have mentioned elsewhere in this submission that insufficient thought appears to have been given to young people with Special Educational Needs and Disabilities and we suggest that the funding of these students requires the Department’s urgent attention. We do not believe that a formula based on deprivation and prior attainment sufficiently factors in the expected demand for T Levels from students with Special Education Needs and / or Disabilities, many of whom would find T Levels an attractive proposition in the efforts to secure employment.

The Department for Education has published “Work experience and vocational/technical provision for young people on SEN support: a rapid evidence assessment” (Dickinson and Cullen, Department for Education, London, 2018), which – although acknowledging some significant gaps in the available evidence – provides

valuable insight into: the nature of support young people with SEND (including less complex SEND) need during work experience or work placement; employer engagement (especially its resourcing); transition from school; and progression / aftercare. We hope that the key findings from this research will have a more direct impact on the approach that will be taken to funding T levels.

We are concerned that the consultation has not provided sufficient clarity on the operation of Transitional Support, which could be of great advantage to young people with protected characteristics. This is particularly disappointing because the government's response to the earlier consultation into the design of T levels highlighted how important Transitional Support could be in addressing current inequalities in participation by gender, SEN status and those eligible for Free School Meals.

We believe that issues of equality can best be addressed by providing comprehensive support to providers and employers. Employers have a key role in the provision of work placements and our research suggests that they will need some assurance that they will be adequately supported before they will offer placements and deliver them to a high standard. We do not believe that the funding model proposed will provide the level of support necessary to ensure that T levels become valued and prestigious qualifications.

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Young People's Education and Skills Operational Sub-Group

Annual Statement of Priorities 2019/20

Item: 6b

Date: 25 January 2019

Contact: Peter O'Brien

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1 Background

- 1.1 The Annual Statement of Priorities for 2018/19 and its accompanying analysis of the evidence base provided detailed commentary of the current state of post-16 education and training and the implications for young people.
- 1.2 Consequently, we are not proposing to replicate that exercise but instead to focus simply on the headline issues and actions.

2 Draft Statement of Priorities

- 2.1 The draft Statement of Priorities is attached for comment at the January 2019 meeting of the Operational Sub-Group. Following the meeting, the amended draft will be put to the meeting of the Young People's Education and Skills Board meeting on 28 February for approval.

3 Recommendation

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

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**Participation, Achievement and Progression:
The Priorities for
Young People's Education and Skills
In London
2019 to 2020**

(Cover photo and title)

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

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

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

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.

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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.

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Ambition - Access and Participation

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

- Highlight London's funding and places challenge and, in particular, the shortage of places for young people with SEND and the unfairness of the funding disparity for 18 year-old students.
- Support the introduction of the GLA's London ESF Youth Programmes.
- Assist local authorities to define neighbourhoods and priority groups, particularly young people receiving FSM and young people with SEND, to close performance gaps

Result – reduction in NEET / not known, closing performance gaps

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Ambition - 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.

- Help provide a strategic fit between local authorities' statutory responsibilities and local and regional skills needs
- Work in partnership to increase the number of young people accessing 100 hours of experience of the world of work
- Help shape the development of T levels, in particular the quantity and quality of work placements.
- Prepare more young people for progression to Levels 4 and 5 courses as well as university

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

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Ambition - Excellence Achieving Results

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

- Work in partnership to ensure the strategic implementation of London Ambitions
- Highlight disparities in performance
- Enable more young people leaving education and training in London to progress into their destination of choice and continue in further or higher education, further learning or preferred career path.

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

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