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Notes

Young People's Education and Skills Operational Sub-Group

Date 24 April 2019 **Venue** London Councils

Meeting Chair

Contact Officer Peter O'Brien

Telephone 020 7934 9743 **Email** Peter.obrien@londoncouncils.gov.uk

Present

Ann Mason Achieving for Children – Kingston & Richmond (South West London)
Miriam Hatter London Borough of Camden (Central London)
Rikesh Nagamah Education and Skills Funding Agency (on behalf of Anthony Haines)
Yolande Burgess London Councils

Officers

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

Observers

Jo Jack London Borough of Croydon

Apologies

Andy Johnson London Borough of Enfield – Vice-Chair
Anthony Haines Education and Skills Funding Agency
David Scott London Borough of Hounslow (South West London)
Sheila Weeden London Borough of Newham (North & East London)
Trevor Cook London Borough of Havering (North & East London)

1 Appointment of meeting Chair

- 1.1 Ann Mason agreed to Chair the meeting on behalf of Andy Johnson who had given his apologies ahead of this meeting.

2 Welcome, Introductions and apologies

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

3 Notes of the last meeting and matters arising

- 3.1 The minutes of the previous meeting were agreed.
- 3.2 Peter O'Brien said that the Young People's Education and Skills Board had agreed changes to the Operational Sub-Group (OSG) terms of reference, and borough representatives will be asked to provide further details of sub-regional working.

Action 292: Peter O'Brien to write to OSG members representing borough councils to ask for more information about sub-regional working.

4 Achievements

(a) Post-16 education trajectories review

- 4.1 Yolande Burgess delivered a presentation about the London Post-16 Education Trajectories Review. The Review has been commissioned jointly by London Councils and the Greater London Authority (GLA). Accompanying the presentation was a paper issued in advance of the meeting.
- 4.2 The meeting welcomed the research and agreed with the suggestion that an institutional view of the data should be developed if possible. The draft report will be provided to the OSG when it is available.

Action 293: Peter O'Brien to circulate the draft report of the London Post-16 Education Trajectories Review when it is available.

(b) Achievements

- 4.3 Peter O'Brien spoke to the paper which provides members with updated information about young people's achievements at Key Stage 5 in academic year 2017/18 and circulated supplementary information, including more detailed borough-level data extracted from the national dataset and a summary of reports that highlighted attainment gaps.
- 4.4 It was agreed that the key questions in the paper should be circulated to OSG members for further discussion in sub-regions.

Action 294: Peter O'Brien to re-circulate the key questions in paper 4b: Achievements

5 Work Plan monitoring

(a) Performance update (Participation and Progression)

- 5.1 The meeting noted the paper provided in advance. Peter O'Brien circulated the NEET and status not known scorecard table for March 2019. He reminded the OSG that the next meeting would discuss progression. Attention was drawn to the DfE's report *Post-16 education: highest level of achievement by age 25 in England (May 2018)*, which it was hoped would be updated this year and a recent research briefing from Impetus (*Establishing the Employment Gap*¹); to which Yolande Burgess added that discussions are under way to explore the feasibility of Impetus producing a London specific report based on their research.

(b) Policy update

- 5.2 Peter O'Brien introduced the discussion on the policy update paper provided to the meeting and added:
- London Councils Leaders Committee has produced a series of Pledges² spread across seven policy areas. Those of interest to the OSG were addressing the increases in costs of supporting special educational needs and disabilities (SEND); Post-EU funding; Careers advice and work experience; Extending skills devolution

¹ <https://impetus.org.uk/assets/publications/Report/Youth-Jobs-Gap-Establishing-the-Employment-Gap-report.pdf>

² <https://www.londoncouncils.gov.uk/who-we-are/pledges-londoners>

to 14 to 19 provision (which it was pointed out had also been supported by the National Education Union conference)

- the Association of Colleges campaign on funding (#loveourcolleges) is continuing, with a week of activity planned for 13 to 17 May 2019 (further details will be sent to OSG post-meeting)
- the London Assembly has published a paper on *Preventing Secondary School Exclusions*³
- The House of Lords Committee on Intergenerational Fairness and Provision has produced a paper on *Tackling Intergenerational Unfairness*⁴.

Actions 295: Peter O'Brien to canvas the OSG for members of a virtual Task and Finish Group to prepare a response to the consultation on post-16 qualifications at level 3 or below

Action 296: OSG members to send to Peter O'Brien any contributions to the consultation on Children not in School by 13 May at the latest

Action 297: Peter O'Brien to provide the Independent Commission on the College of the Future with research that Young People's Education and Skills has commissioned

6 Sub-regional feedback

6.1 Representatives of south and central London updated the OSG on issues and developments in their sub-regions.

- London Boroughs of Camden and Islington are working with the City of London Corporation on a project examining careers advice in schools. The report at the end of year one will be sent to the Young People's Education and Skills Team for distribution to the OSG. The London Borough of Islington has produced a localised website supporting school-employer links.
- Achieving for Children is participating in a SEND Special Interest Group, convened by DfE, to develop terms of grant for high needs placements.
- The South London Partnership is developing a bid to undertake activity to test out recommendations from the London Post-16 SEND Review.

Action 298: Miriam Hatter to provide a copy of the first year report of Camden/Islington/City's project on careers advice in schools

7 Young People's Education and Skills Board

7.1 Yolande gave a verbal update from the meeting held on the 28 March 2019. The OSG suggested the following items for discussion at the next Board meeting:

- Actions from the London Post-16 Education Trajectories Review
- (If available) Regional Report on Establishing the Employment Gap (by Impetus)
- Impact on post-16 from the devolution of the Adult Education Budget
- London Councils' Pledges and young people

³ <https://www.london.gov.uk/about-us/london-assembly/london-assembly-publications/preventing-secondary-school-exclusions>

⁴ <https://publications.parliament.uk/pa/ld201719/ldselect/ldintfair/329/329.pdf>

- Potential for piloting process changes to the SEND system for students with high needs.

7.2 It was noted that there may be other items to add to the agenda closer to the date.

Annual Statement of Priorities

7.3 Peter O'Brien circulated the final version of the annual statement of priorities and said that a link to the printed version will be sent to the OSG. The Board agreed to prepare a vision for Young People's Education and Skills in London in 2023. Peter will contact borough representatives asking for input into a framework for the vision.

ACTION 299: Peter O'Brien to request specific inputs to the development of the vision for Young People's Education and Skills in London in 2023

8 AOB

8.1 There was no other business.

The next meeting will take place on 13 September 2019 at 10 am in London Councils.

DRAFT

Action Points from Operational Sub-Group 2019-2020

Action Point No.	Meeting Date	Action Point Description	Owner(s) - lead in bold	Review Date	Actions Taken	Open / Closed
292	26.4.19	Peter O'Brien to write to OSG members representing borough councils to ask for more information about sub-regional working	POB	13.9.19	This was covered in Andy Johnson's email of 17 July	Closed
293	26.4.19	Peter O'Brien to circulate the draft report of the London Post-16 Education Trajectories Review when it is available	POB	13.9.19	This is on the agenda of the meeting to be held on 13 September 2019	Closed
294	26.4.19	Peter O'Brien to re-circulate the key questions in paper 4b: Achievements	POB	13.9.19	Emailed on 29.4.19	Closed
295	26.4.19	Peter O'Brien to canvas the OSG for members of a virtual Task and Finish Group to prepare a response to the consultation on post-16 qualifications at level 3 or below.	POB	13.9.19	Emailed on 29.4.19	Closed
296	26.4.19	OSG members to send Peter O'Brien any contributions to the consultation on Children not in School by 13 May 2019 at the latest	All	13.5.19	Emailed reminder on 29.4.19	Closed
297	26.4.19	Peter O'Brien to provide the Independent Commission on the College of the Future with research that Young People's Education and Skills has commissioned	POB	13.9.16	Email sent to Lewis Cooper at the AoC on 29.4.19	Closed
298	26.4.19	Miriam Hatter to provide a copy of the first year report of Camden / Islington / City's project on careers advice in schools	MH	13.9.16		Open
299	26.4.19	Peter O'Brien to request specific inputs to the development of the vision for Young People's Education and Skills in London in 2023	POB	13.9.16	Emailed 28.6.19	Closed

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Young People's Education and Skills Operational Sub-Group

Progression

Item: 3a

Date: 13 September 2019

Contact: Peter O'Brien

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Email: peter.obrien@londoncouncils.gov.uk

Summary This paper provides the OSG with the context of its discussion on Progression.

Recommendation OSG members are asked to read paper 3b and the HE Journey of Young London Residents. Borough representatives are asked to communicate with the boroughs in their sub-region on the factors the meeting will be considering in respect of student progression (para 4.1) adding additional local contextual knowledge and identify emerging and good practice that further supports progressions.

1 Introduction

- 1.1 As part of the Operational Sub-Group (OSG)'s updated ways of working, each of its meetings is discussing the Young People's Education and Skills Board's main themes in detail. These themes are: Participation, Achievement and Progression.
- 1.2 The purpose of these discussions is to provide the Board with an assurance that
 - The OSG is sufficiently alive to the performance issues across London,
 - Action is being taken to address the priorities for young Londoners' education and skills
 - Barriers to progress have been identified and partners are taking collaborative action to overcome them.
- 1.3 This meeting is majoring on Progression.
- 1.4 To support its discussion, the OSG is being provided with:
 - a presentation updating the OSG on the post-16 education trajectories review
 - a paper on destinations and longitudinal education outcomes (LEO) data (paper 3b)
 - a reference copy of the Higher Education Journey of Young London Residents ([this is available to download](#))
 - Some additional information and analysis of data on learning outcomes and progression, with emphasis on inclusion and social mobility (to be tabled at the meeting).

2 Progress to date

- 2.1 In discussing **Participation**, the OSG distinguished between 'official' participation and 'effective' participation (that is, considering student absences and 'off-rolling') and it

found that the most significant and persistent variations in performance at a regional level were:

- The participation rate for males aged 16 and 17 was lower than for females
 - The participation of people whose ethnicity was white was the lowest of all ethnic groups.
- 2.2 There were also noticeable variations based on age and special education needs (SEN), but the OSG noted that these gaps had closed significantly in recent years. Boroughs had different 'risk of NEET' indicators that helped them and learning institutions to provide young people with appropriate support.
- 2.3 Analysis of **Achievement** revealed a similar pattern as in participation, though borough officers' insight provided added substance to the debate. The OSG noted that:
- Schools, colleges and other providers were working with young people to help them manage the transition from Key Stage 4 to Key Stage 5 and this was delivering better results;
 - Boroughs had been developing projects (funded from various sources) to provide 'wrap around' support to young people aged 14 to 19 to encourage them to stay in learning and achieve at levels 2 and 3;
 - There was a close relationship between family circumstances (household income, parental education and stability of family life in particular) and personal circumstances (especially ethnicity and disability status) to educational attainment.

3 Context

- 3.1 Discussion on Progression is taking place amidst great uncertainty. While Post-16 has been widely recognised as being overlooked by successive governments, its future funding is presently uncertain. Furthermore, political change in recent years, coupled with uncertainty about the country's future economic prospects, make for insecurity in the labour market – it is not possible to foresee future demand with great reliability. Nor can we predict whether the reforms of Technical Education (T Levels and reforms to qualifications offered post-16 and post-18) will have the impact envisaged by the previous Secretary of State for Education.
- 3.2 What we can say with some confidence is that whatever the short-term issues London faces, the make-up of employment has changed – and continues to change – irrevocably, with technology developing at an astounding pace and reaching ever further into the way we work. This has an impact on the type of skills needed to secure employment after leaving education now and in the medium-to-long-term.
- 3.3 This has tremendous implications for everyone. Never have the consequences of being 'left behind' been so challenging. And yet the signs are that this is exactly what is happening to too many people.

4 Factors to consider

- 4.1 The OSG is asked to consider:
- To what extent do borough officers discuss the curriculum offer with post-16 institutions (i.e. schools, colleges and other providers) in their area?
 - How do local authorities and institutions jointly analyse labour market and economic forecasts to develop a shared understanding of the positive destinations to which young people could progress in the future?
 - At present, most young people progress to Higher Education; what are the positive and negative aspects of this feature of educational outcomes in London?

- How might reform of Technical Education affect progression and what shape should these reforms take to maximise the positive impact on student destinations?
- What further changes may be needed in post-16 to ensure that no one is 'left behind'?

5 Recommendation

- 5.1 OSG members are asked to read paper 3b and the Higher Education Journey of Young London Residents. Borough representatives are asked to communicate with the boroughs in their sub-region on the factors the meeting will be considering in respect of student progression (paragraph 4.1 above) adding additional local contextual knowledge and identify emerging and good practice that further supports progressions.

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Young People's Education and Skills Operational Sub-Group

Destination measures and Longitudinal Education Outcomes (LEO)

Item: 3b

Date: 13 September 2019

Contact: Peter O'Brien

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Summary This paper provides the OSG with a summary of the latest data on young people's education destinations after Key Stages 4 and 5 and introduces the Longitudinal Education Outcomes dataset. It contributes to the OSG's discussion on Progression.

Recommendation OSG members are asked to read this paper and the [Higher Education Journey of Young London Residents](#). Borough representatives are asked to discuss these documents with colleagues in their sub-regional areas.

1 Background

- 1.1 This paper is part of a set that is being presented to the Operational Sub-Group to support its discussion on 'Progression'. It comprises two sections:
 - 1.1.1 Destination measures based on the latest updated report (25 February 2019)
 - 1.1.2 Longitudinal Education Outcomes (LEO)
- 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 A short aide memoire that provides a summary of the technical information about the destinations measures is included as an appendix to this paper. The principal source of data used in this report is [Destinations of KS4 and KS5 Pupils 2017 \(DfE, London, 2019\)](#)¹.

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

- 3.1 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).

¹ As updated on 25 February 2019. Checked 22 August 2019

- 3.2 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).
- 3.3 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).
- 3.4 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).
- 3.5 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).
- 3.6 Two per cent were taking an Apprenticeship, compared to five per cent nationally (both one percentage point lower than the previous year).
- 3.7 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).
- 3.8 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, nationally and two per cent regionally, were not captured in the destination data.
- 3.9 Annexes 1 and 2 provide a borough-by-borough analysis of the KS4 destinations and a breakdown of the type of destinations.

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

- 4.1 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).
- 4.2 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).
- 4.3 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).
- 4.4 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).
- 4.5 59 per cent went to a Higher Education (HE) Institution, down two percentage points, compared to 50 per cent nationally (down one percentage point). 21 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 11 per cent respectively (unchanged regionally and one percent down nationally).
- 4.6 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).

- 4.7 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).
- 4.8 Five per cent of young people were not captured in the destination data, compared to four per cent nationally.
- 4.9 Annexes 3 and 4 provide a borough by borough analysis of the KS5 destinations and a breakdown of the type of destinations young people pursued.

5 Longitudinal Education Outcomes (LEO)

5.1 The Longitudinal Education Outcomes dataset has emerged recently (it was first used in 2016) as an authoritative source of information about what happens to graduates after they finish their degree courses (it can also be used for other students who leave formal education and training; whether as “early leavers”, at the end of Key Stage 5 or after studying at school, college or other post-16 provider). The dataset combines tax, benefit and student loan data to show graduate outcomes and provides useful information about the job and earning prospects (including promotion, career advancement and salary improvement) based on students’ choices of universities and courses.

5.2 The Department for Education also used the dataset to produce a report (Post-16 Education: highest level of achievement by age 25) that concluded:

5.2.1 There is a clear difference in the education outcomes of the cohort based on performance in GCSE examinations at age 15.

- Students who achieved 5 good GCSEs and an academic level 3 tended to go on to achieve level 6 or higher by age 25; those who did not achieve 5 GCSEs typically reached level 3 at best.
- Just 8 per cent of those without 5 GCSEs achieved level 4 or higher by age 25, while 75 per cent for those with 5 GCSEs and an academic level 3 achieved a level 6 or higher.

(Although this confirms the findings of earlier research conducted by the University College London: Institute of Education (IoE) for London Councils in 2015², our research found that the advantage was more pronounced for young people who attained eight good GCSEs including English and maths).

5.2.2 Higher levels of education by age 23 are associated with better labour market outcomes.

- This is true for students with bottom, middle and top attainment in GCSE examinations at age 15. The difference in outcomes between level 6 and lower levels is greatest for those in the top GCSE attainment group.
- Earnings and labour market outcomes for students at level 4 and 5 are positive in comparison to level 3, and, for middle GCSE attainment students, similar to those for level 6. The number of students who achieved level 4 or level 5 as their highest qualification is very small compared to the numbers who achieved level 3 and level 6.
- Just 4 per cent of the cohort achieved their highest qualification at level 4 or level 5, compared with 26 per cent for level 3 and 27 per cent for level 6.

5.2.3 The distributions of GCSE examination point scores are similar for students who reach level 3 and students who reach level 4 and 5 by age 25.

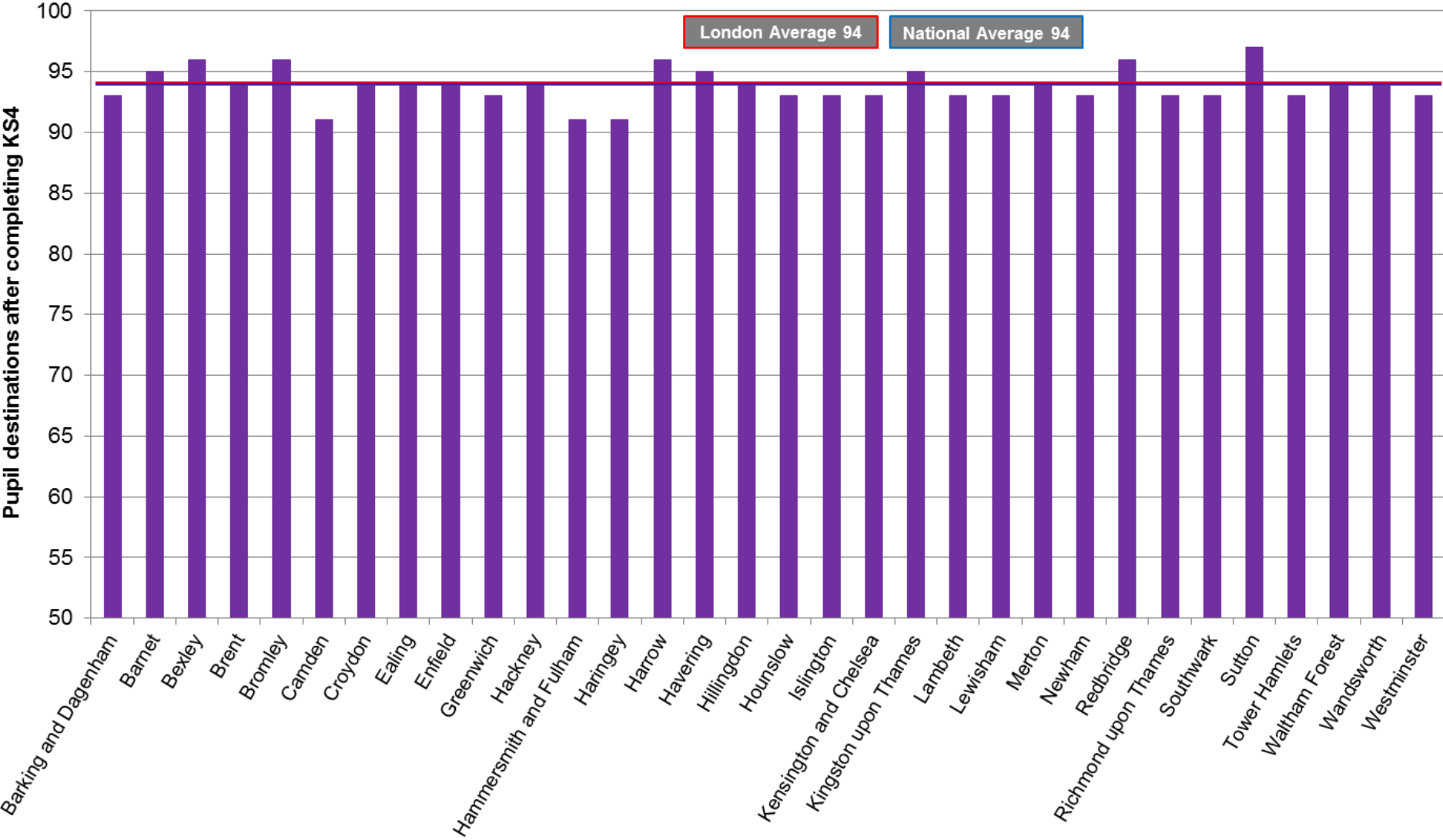
² [17+ Participation, Attainment and Progression in London](#) (Hodgson and Spours, IoE, London Councils, London , 2015)

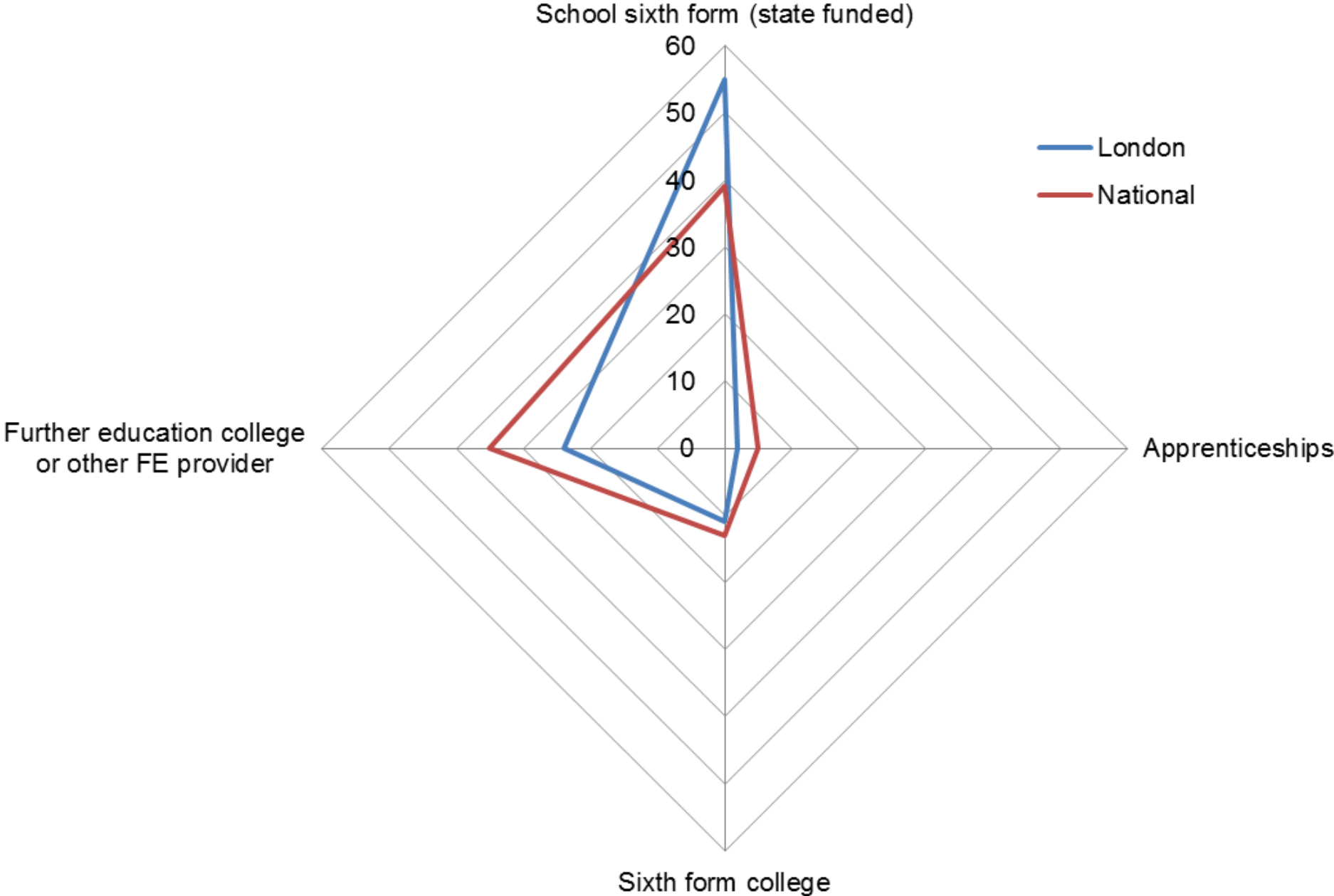
- The distribution of scores for level 4 and 5 students also overlaps with the lower end of the distribution for students who reach level 6. The volumes of students in the three groups is greatest where the overlap in point scores is also greatest.

6 Recommendations

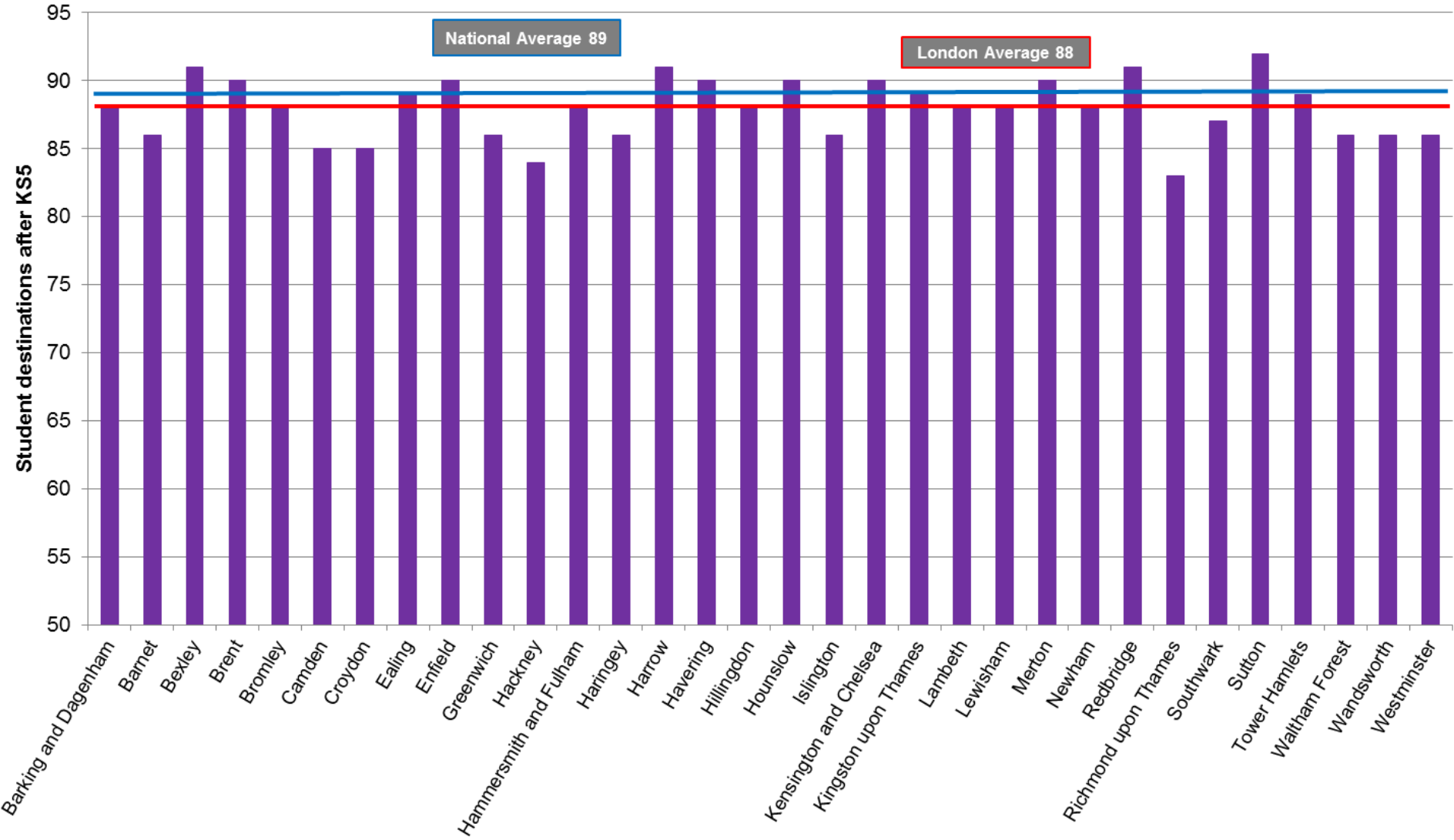
- 6.1 OSG members are asked to read this paper and the [Higher Education Journey of Young London Residents](#). Borough representatives are asked to discuss these documents with colleagues in their sub-regional areas.

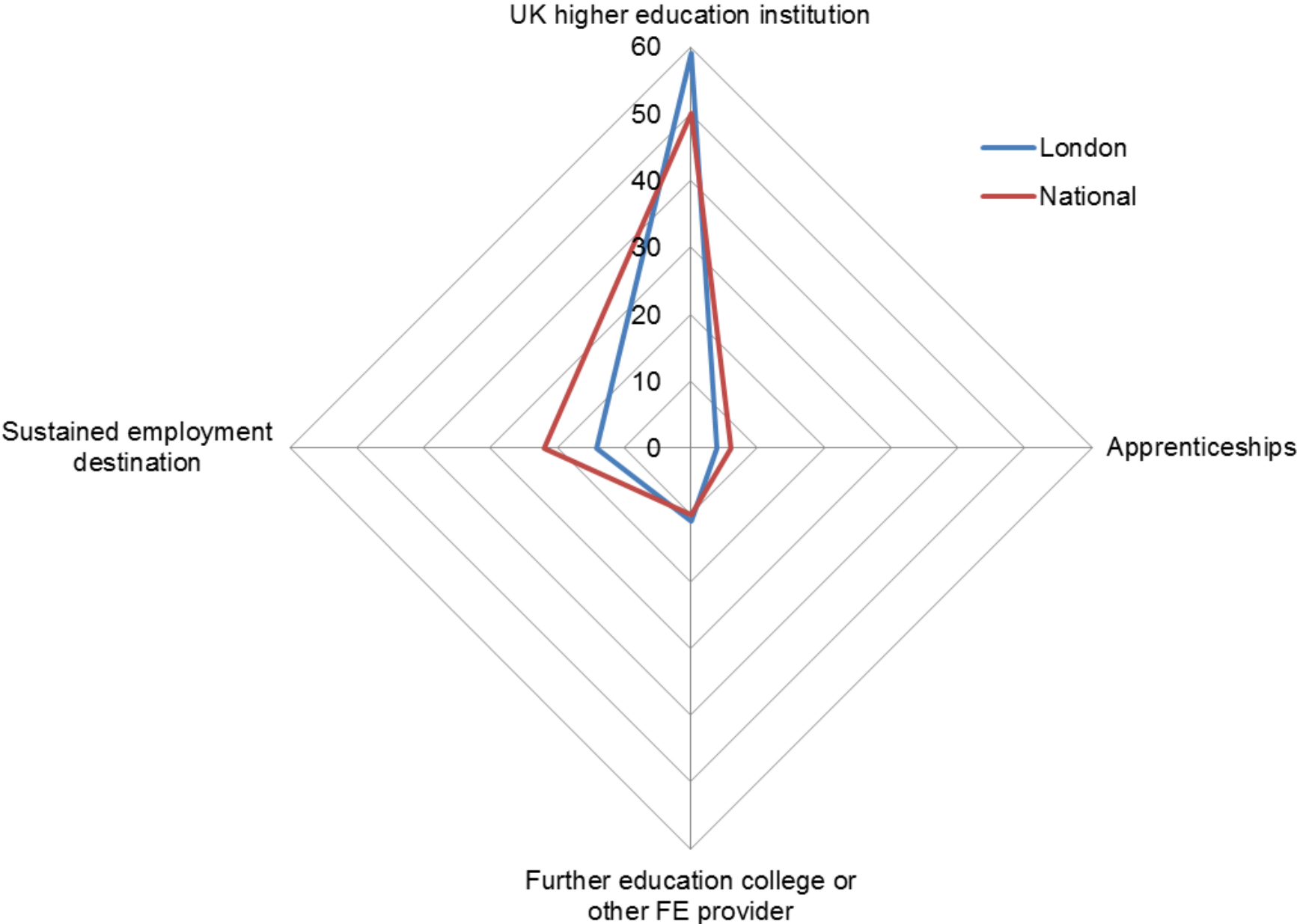
Annex 1: Pupil destinations after completing KS4 (2016/17)





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





APPENDIX Technical Information about Key Stages 4 and 5 Destinations

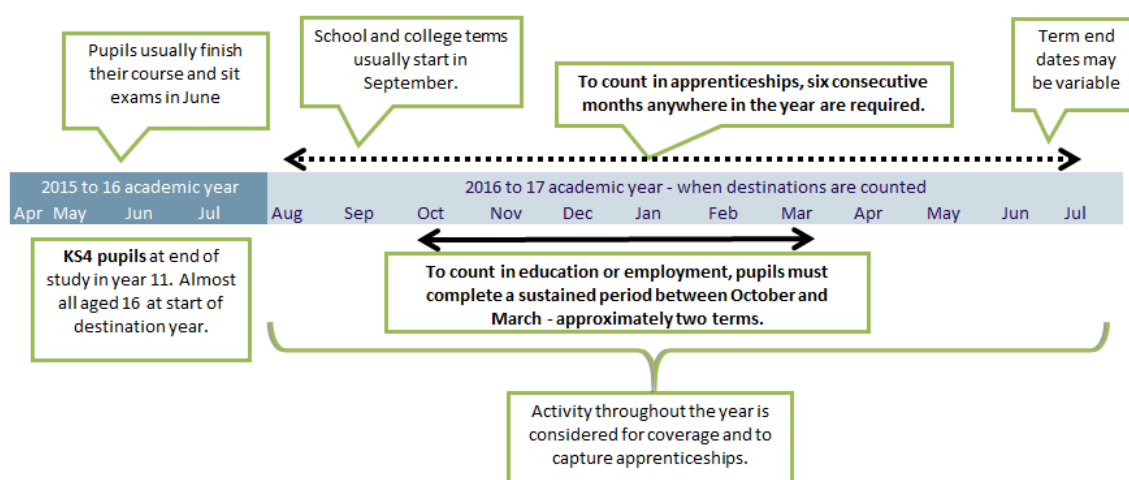
The statistics for Destination Measures show the percentage of young people progressing to specified destinations in 2016/17. These are young people who completed key stage 4 (KS4) and key stage 5 (KS5) in 2015/16.

The KS4 measure is based on activity the year after the young person finished compulsory schooling.

The KS5 measure is based on activity in the year after the young person took their A Level or other level 3 qualifications.

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.

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.



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Young People's Education and Skills Operational Sub-Group

Work Plan Monitoring – Performance Update (Participation and Achievement)

Item: 4a

Date: 13 September 2019

Contact: Peter O'Brien

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1 Introduction

- 1.1 The major topic for discussion at the meeting of the Operational Sub-Group (OSG) will be progression. This paper provides an update on the participation of young Londoners in education and training and on their achievements.
- 1.2 OSG members should note that the data presented in this paper is available through [Intelligent London](#).

2 Participation

- 2.1 The major statistics on the participation of young people aged 16 to 24 in education, training or employment and those who are not in education, employment or training (NEET) or whose status is not known to their local authority have previously been discussed at the OSG (these figures are now only produced annually).
- 2.2 Colleagues in local authorities will have seen pre-publication versions of the data used in the Department for Education (DfE) scorecards. These were provided to enable the data to be checked locally in advance of publication.
- 2.3 Annex 1 provides the latest NEET and activity not known scorecard from the National Client Caseload Information System (NCCIS). This comes with the usual caveat that the table is based on unpublished data. The overall proportion of young people in London who were NEET in July 2019 was 2.1 per cent. In comparison, the figure for June 2019 was 2.0 and July 2018 was also 2.0 per cent. The overall proportion of young people whose activity was not known to their local authority in July 2019 was 2.5 per cent (2.5 per cent in June 2019 and 3.4 per cent in July 2018).

Note: Seasonal factors affect the reliability of data during the first term of each academic year and we will not publish further updates on participation based on NCCIS until the figures for December 2019 are released.

3 Achievements

- 3.1 Results of vocational qualifications in 2018/19 were issued on 14 August, A levels on 15 August and GCSEs on 22 August. At this point, neither the Joint Council for Qualifications (JCQ) nor the DfE have provided definitive breakdowns of the achievements at a regional or borough level. This information will, however, be made available through Intelligent London as it becomes available.

4 Recommendation

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

**16-17-year olds by academic age NEET and not known by quintiles
(July 2019, NCCIS)**

Annex 1

16 -17 year olds by academic age: NEET and not known by quintiles, July 2019							
	Academic age 16-17						
	NEET	NEET %	Not known	% not known	NEET and NK	% NEET and NK	Quintile
ENGLAND	34,310	3.1%	32,937	2.9%	67,247	6.0%	
LONDON	3,574	2.1%	4,267	2.5%	7,841	4.6%	
Barking and Dagenham	199	3.4%	27	0.5%	226	3.9%	2
Barnet	107	1.5%	24	0.3%	131	1.8%	1
Bexley	115	2.0%	68	1.2%	183	3.2%	1
Brent	112	1.6%	86	1.2%	198	2.7%	1
Bromley	145	2.2%	75	1.1%	220	3.3%	1
Camden	88	2.8%	65	2.1%	153	4.9%	3
City of London	-	0.0%	1	2.0%	1	2.0%	
Croydon	255	2.9%	151	1.7%	406	4.6%	2
Ealing	102	1.4%	88	1.2%	190	2.5%	1
Enfield	114	1.4%	408	4.9%	522	6.3%	4
Greenwich	141	2.4%	140	2.4%	281	4.8%	3
Hackney	132	2.6%	89	1.8%	221	4.3%	2
Hammersmith and Fulham	20	0.8%	20	0.8%	40	1.7%	1
Haringey	135	2.5%	320	6.0%	455	8.5%	5
Harrow	74	1.5%	41	0.8%	115	2.3%	1
Havering	140	2.4%	55	1.0%	195	3.4%	1
Hillingdon	137	2.1%	130	2.0%	267	4.1%	2
Hounslow	127	2.1%	102	1.7%	229	3.8%	2
Islington	81	2.5%	123	3.8%	204	6.4%	4
Kensington and Chelsea	33	2.5%	26	2.0%	59	4.5%	2
Kingston upon Thames	61	2.0%	52	1.7%	113	3.7%	1
Lambeth	138	2.5%	423	7.8%	561	10.3%	5
Lewisham	123	2.0%	221	3.6%	344	5.6%	3
Merton	69	1.8%	50	1.3%	119	3.0%	1
Newham	169	2.0%	230	2.7%	399	4.7%	2
Redbridge	150	2.0%	82	1.1%	232	3.1%	1
Richmond upon Thames	50	1.8%	52	1.8%	102	3.6%	1
Southwark	113	2.2%	317	6.1%	430	8.3%	5
Sutton	53	1.2%	107	2.4%	160	3.7%	1
Tower Hamlets	198	3.4%	288	4.9%	486	8.2%	5
Waltham Forest	82	1.4%	145	2.5%	227	3.9%	2
Wandsworth	79	2.0%	242	6.2%	321	8.2%	5
Westminster	32	1.3%	19	0.8%	51	2.1%	1

Young People's Education and Skills Operational Sub-Group

Policy Update

Item: 4b

Date: 13 September 2019

Contact: Peter O'Brien

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

Recommendation OSG members are asked to note the information in this paper and take appropriate action where indicated.

1 New Government

- 1.1 Rt Hon Boris Johnson MP became Prime Minister on 24 July 2019 and appointed Rt Hon Gavin Williamson CBE MP as Secretary of State for Education. Rt Hon Nick Gibb MP remains Minister of State for Schools Standards and Lord Agnew is the Parliamentary Under Secretary of State for the School System. Kemi Badenoch MP is the new Parliamentary Under Secretary of State for Children and Families (replacing Nadim Zahawi MP), with special educational needs and disabilities and High Needs Funding as part of her brief. Michelle Donelan MP will stand in for Ms Badenoch during her maternity leave. There is no longer a position of Minister of State for Skills and Apprenticeships – the responsibilities previously undertaken by Anne Milton MP now fall directly onto the Secretary of State; a decision that has received a mixed reception in the sector. Jo Johnson MP was appointed Minister of State for University and Science (jointly with the Department for Business, Energy and Industrial Strategy), but resigned from the position on 5 September.
- 1.2 Both the Prime Minister and Secretary of State have emphasised that skills are important to them and that they are aware of the issues affecting the post-16 sector, especially funding.
- 1.3 The Chancellor of the Exchequer announced the results of a fast-track one-year spending round (replacing the anticipated comprehensive review, which has been deferred until next year) on 4 September. Many of the changes formally announced in the House of Commons had been publicised prior to the Chancellor's speech. The main points on education were:
 - a £7.1 billion (£4.6 billion above inflation) increase in funding for schools by 2022-2023, which includes an increase of the minimum per pupil amount to £4,000 for primary schools and £5,000 for secondary schools
 - an additional £700 million to support the education of children and young people with special educational needs
 - a further £400 million into further education funding, with £210 million of it going into targeted interventions such as English and maths resits and T levels

- increasing early years spending by £66 million to improve the hourly rate of childcare providers delivering the Early Years Free Entitlement
- providing £7 million to expand Jobcentre adviser support in schools for young people with special educational needs and extending eligibility for Access to Work to internships for disabled people.

1.4 A Queen’s Speech on 14 October will provide details of the government’s programme (this requires the closure of the Parliamentary session that started on 13 June 2017).

2 London Councils Publications

2.1 The Pledges

2.1.1 As mentioned at the last OSG meeting, London Councils’ Leaders’ Committee has published a series of Pledges to Londoners, which the Leaders and Mayors of all 32 London boroughs and the City of London have jointly agreed to work together to deliver. Spread across seven policy areas, the Pledges represent a comprehensive set of plans for joint action that will improve life for Londoners by 2022. The themes and pledges are connected by the common thread of how local borough leadership integrates public services to deliver against the big challenges facing communities across London.

2.1.2 There are 46 specific pledges to all Londoners, across the seven key policy areas:

- housing
- better health and care
- supporting business growth and inclusive growth
- crime and public protection
- transport and the environment
- funding London
- new ways of working.

Relationship with Young People’s Education and Skills Priorities

2.1.3 In respect of the work of the Young People’s Education and Skills Board, some Pledges relate directly to the Board’s Vision 2020, Annual Statement of Priorities and operational work plan:

- addressing the increases in costs of supporting young people with Special educational needs and disabilities
- ensuring post-EU funding continues to provide as much support to Londoners as the current EU ESIF programme
- improving and increasing careers advice and work experience for all young people
- extending skills devolution to 14 to 19 provision
- working with London’s businesses and government to reform the Apprenticeship levy.

Young People and the Pledges to Londoners

- 2.1.4 Partnership for Young London has approached the Young People's Education and Skills team with the idea of exploring the relevance of the pledges to young people in the capital through a series of activities, for example:
- a call out to youth councils and Children in Care Councils to source thoughts and ideas around each priority area
 - a joint session with lead members and young people to discuss how the pledges can make a positive difference to young people
 - a task and finish process, led by young people, to take forward actions that bring the pledges to life/demonstrate how the pledges are being honoured locally
- 2.1.5 Children and young people (those aged from 0 to 24) make up 31 per cent of London's population. Engaging young people to help local borough leadership integrate public services to deliver against the big challenges facing communities across London may offer some critical insights into how to maximise positive impact in our communities.
- 2.1.6 The Young People's Education and Skills Team Board agreed that the team should contact borough officers, the London Care Council, the GLA and PYL to engage with young people on London Council's Pledges and report back to the next Young People's Education and Skills Board meeting.

2.2 Under Pressure: an exploration of demand and spending in children's social care and for children with special educational needs in London

- 2.2.1 London Councils commissioned a study to improve understanding of the financial pressures facing children's services and explore how boroughs might mitigate or reduce pressures on budgets. The research concluded that urgent action is needed to address the sustainability of funding for children's social care and SEND – and that must include early intervention. The report made 24 recommendations to local and national government.

3 Skills and employment call to action

- 3.1 London government – that is, the Mayor of London and London Councils – has come together to call for a new devolution and funding deal from government to establish an integrated and fully-funded skills and employment system that can meet the capital's challenges now and in the future. This call, which will build on the devolution of the adult education budget to the Mayor, is intended to invite businesses and the skills and employment sector to work together to deliver inclusive growth.
- 3.2 London Councils is working with the Mayor to develop jointly the key elements of the campaign, but the areas of particular relevance to Young People's Education and Skills include the devolution of:
- A careers service for Londoners of all ages
 - Apprenticeship funding, starting with non-levy allocations
 - Higher-level skills
 - Further education capital funding
 - Funding of education and skills of 16 to 18 year-olds
 - Local provision of employment support

- UK Shared Prosperity Fund

3.3 The call for action supports the implementation of both London Councils' Pledges and the Mayor's Skills for Londoners strategy.

4 Consultations

4.1 The Young People's Education and Skills Team contributed to London Councils' responses to consultations on

- (Financial arrangements for) SEND and Alternative Provision (closed 31 July)
- Children not in schools (closed 10 June)

4.2 The Team also submitted a response to the consultation on post-16 qualifications at level 3 and below (which was discussed at the last OSG meeting and agreed at the subsequent Board meeting).

5 Young People's Education and Skills Board Priorities

5.1 Careers Guidance

5.1.1 **London Ambitions:** The Young People's Education and Skills team is refreshing London Ambitions into a succinct statement of how London's local authorities and their partners, building on current practice, can best contribute to the Mayor of London's Careers for Londoners Action Plan. We would welcome any input from OSG members.

5.2 SEND

5.2.1 The government has announced a major review into support for children with special educational needs to: improve the services available to families who need support; equip staff in schools and colleges to respond effectively to their needs; and end the 'postcode lottery' families often face.

5.3 T Levels

5.3.1 Linking London is contacting the schools that have been selected to deliver T levels in London to offer them free membership. This membership would provide schools with access to the networks' practitioner groups and a range of expertise in colleges and universities.

5.3.2 The government unveiled T level branding on 3 June and a [policy update](#) from the DfE provides details of grading and certification and UCAS Tariff Points.

5.3.3 The DfE has commissioned the Association of Colleges (and its partner The Challenge Network) to deliver a Transition Programme support package and the Education and Training Foundation will lead on the T Level Professional Development offer to delivery organisations' staff and employers providing industry placements.

5.3.4 The government published the results of its consultation on funding of T levels. The result of the key question "Do you agree with the proposals for funding bands and hours set out above? (i.e. in the consultation document)" was Yes: 38 per cent; No: 62 per cent. The government's response noted, however, that many of the negative responses gave some qualified support to the measures being proposed and consequently the government has said it intends to proceed with its proposals. Further detail is awaited.

5.3.5 The Secretary of State for Education said in an interview with the TES on 5 September that BTECs have an important value, but “the primary focus is increasingly going to be on T levels, and we’re going to continue to make sure that we drive up standards and that more and more children and young adults are achieving a level 3”.

5.4 Inclusion and social mobility

5.5.1 The **Social Mobility Commission’s** sixth State of the Nation report, published on 30 April 2019, highlighted entrenched inequality in Britain from birth to work. The report was based on extensive analysis of data and showed that “the wide gap in school attainment and in the income of the rich and the poor has barely shifted”. It cites the statistics to show that “being born privileged still means you usually remain privileged”. The Commission therefore makes a wide-ranging set of recommendations, including a call “for a significant increase in funding for all 16 to 19 year olds and a special student premium for the disadvantaged”.

5.5.2 **UK 2070 Commission** was established by a partnership between the Lincoln Institute of Land Policy, the University of Manchester, the University of Sheffield and University College London. It is supported by several benefactors to explore and challenge the persistent inequalities between the cities and regions of the nation. It cites the tendency of London and the south-east to “most of the UK’s job growth and productivity” as an issue to address. It proposes

- Much greater devolution of powers and funding, including the creation of four new ‘super regional’ economic development agencies.
- A spatial plan to guide the future development of the whole of the UK.
- Action to harness new technologies and strengthen local economies.
- Long-term investment through a new National Renewal Fund which would rebalance the economy over a 25-year period.

5.5.3 The Nuffield Foundation is funding a **Review into Inequalities in the Twenty-First Century**¹ to be carried out over a five-year period by the Institute of Fiscal Studies (IFS) and headed by Sir Angus Deaton. The report introducing the review states that “inequalities in different dimensions – income, work, mental and physical health, families and relationships – are likely to reinforce one another. They may result in, and stem from, other inequalities in wealth, cultural capital, social networks and political voice. Inequality cannot be reduced to any one dimension: it is the culmination of myriad forms of privilege and disadvantage”.

6 Funding

6.1 **A Ten-Year Plan for School and College Funding** ([report of The House of Commons Education Select Committee](#))

6.1.1 The report says that funding has not kept pace with the rising demands placed on schools and colleges. The Committee’s inquiry found that, as well as coping with growing pupil numbers and rising costs, schools were increasingly being asked to cover additional services – such as mental health, social issues and more complex special educational needs and disabilities provision – without adequate resources, putting the sector under significant strain over the past decade.

¹ <https://www.ifs.org.uk/inequality/>

6.1.2 The report shows that further education has been hardest hit, with post-16 funding per student falling by 16% in real terms over the past decade. MPs urge a £1 billion boost.

6.1.3 The report makes the following key recommendations:

- ensure schools get the multi-billion-pound investment they desperately need;
- urgently address underfunding in further education by increasing the base rate from £4,000 to at least £4,760, rising in line with inflation;
- increase school funding by raising the age-weighted pupil unit value;
- increase high needs funding for special educational needs and disabilities to address a projected £1.2 billion deficit;
- implement the full roll-out of the National Funding Formula as soon as feasible, and make the various funding formulae more forward-looking and less reliant on historical factors;
- ensure all eligible students attract Pupil Premium and overcome existing barriers to automatic enrolment as a matter of priority;
- secure from the Treasury the full amount of estimated Pupil Premium money that has not been claimed because students did not register for free school meals, and allocate this money to disadvantaged children; and
- extend the Pupil Premium to provide for 16–19 year olds.

6.2 Extra spending on education in England

6.2.1 During the process through which the Conservative Party selected its leader (and the Prime Minister), the [IFS produced an article](#) that explained the candidates' proposals to increase education spending. Beyond its original intention, it usefully sets out the case for increased spending on education.

6.2.2 The *Love our Colleges* campaign for increased spending on Further Education is continuing, with the Association of Colleges producing briefings both for the originally-planned spending review and the 'fast track' review.

7 Review of Post-18 Education and Funding

7.1 The report of the independent panel chaired by Dr Philip Augar was published on 30 May 2019. A report on the benefits of post-18 education for individuals and society and two linked reports on attitudes towards the student finance system were published alongside the main report. Changes in post-18 provision affect the prospects of 16 to 19-year-olds progression into further study and will be of interest to the Board.

7.2 Whilst the report has attracted media attention with regard to its narrative about student loans and higher education (HE) - the review recommended reducing university tuition fees to £7,500 and reintroducing maintenance grants for some students - the report makes clear that the panel examined the whole of post-18 provision, whether in FE or HE.

7.3 The Review established some basic principles that are covered in the report:

- post-18 education benefits society, the economy, and individuals
- everyone should have the opportunity to be educated after the age of 18
- the decline in numbers of those getting post-18 education needs to be reversed

- the cost of post-18 education should be shared between taxpayers, employers and learners
 - organisations providing education and training must be accountable for the public subsidy they receive
 - government has a responsibility to ensure that its investment in tertiary education is appropriately spent and directed
 - post-18 education cannot be left entirely to market forces
 - post-18 education needs to be forward looking.
- 7.4 The full report is 217 pages and makes over 50 recommendations that are captured within these top-level proposals:
- strengthening technical education
 - increasing opportunities for everyone
 - reforming and refunding the FE college network
 - bearing down on low value HE
 - addressing HE funding
 - increasing flexibility and lifetime learning
 - supporting disadvantaged students
 - ensuring those who benefit from higher education contribute fairly
 - improving the apprenticeship offer.
- 7.5 The recommendation that the reduction in the core funding rate for full time 18-year-olds should be reversed is consistent with the Young People's Education and Skills Board's goals.
- 7.6 The (then) Prime Minister welcomed the report but cautioned that it would be for her successor to determine how to implement its recommendations through the forthcoming spending review.
- 7.7 Although most of the sector response to the report has been positive, some in HE have voiced concern over the effect of changes in HE funding.

8 Timpson Review

- 8.1 Edward Timpson published his report into school exclusions² on 7 May 2019. Mr Timpson was commissioned in March to 2018 to review exclusion practice, explore how head teachers used exclusion and establish why some groups of pupils are more likely to be excluded than others. The report comments on several examples of good practice but found too much variation in exclusion practice and concludes there is more that can be done to ensure that every exclusion is lawful, reasonable and fair; and that permanent exclusion is always a last resort.
- 8.2 It makes 30 recommendations, built on four key pillars: a system that delivers ambitious leadership for every child at all levels; better equipped schools able to meet those expectations; the right incentives so that schools are clearly recognised for inclusive practice and using exclusion appropriately; and stronger safeguards to ensure that no

²https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/799979/Timpson_review_of_school_exclusion.pdf

child is being inappropriately pushed out of school or education altogether. Most of the recommendations are aimed at government, and include:

- schools should be made responsible for the children they exclude and accountable for their educational outcomes
- there should be limits on fixed-term exclusions (though the report does not provide any further detail on what this might mean in practice)
- new measures should be put in place to tackle off-rolling
- there should be a stronger role for local authorities
- a Practice Improvement Fund should be set up to help: councils and schools deliver good interventions for children; investment in buildings and facilities; and enough funding for schools to support pupils and so avoid exclusions
- there should be accessible, meaningful and substantive training on positive behaviour cultures
- schools should submit information about pupils who are in off-site Alternative Provision and social workers notified when a child-in-need is moved into such provision
- guidance on in-school units should be strengthened

8.3 The (former) government, in its response to the review (published the same day), acknowledged the importance of the issues highlighted in the review; accepted many of the review's recommendations (which it has translated into revised guidance); reinforced the right of head teachers to exclude pupils as a last resort; and committed to review outstanding areas in the summer with a view to further consultation in the autumn – this would cover how to make schools accountable for the outcomes of permanently excluded pupils and extending support for Alternative Provision.

9 Ofsted

9.1 The new Education Inspection Framework came into effect on 1 September. The key changes are:

- A stronger focus on the curriculum and quality of teaching;
- Less emphasis on exam results and homework, but more on 'broader development' and behaviour;
- Examining leadership with integrity, picking up issues such as off-rolling.

9.2 The exemption from inspection due to an 'excellent' grade in the previous inspection regime has also been removed.

10 National Retraining Scheme

10.1 The [national retraining scheme](#) is a new programme that the government believes will help adults aged over 24 retrain into better jobs and be ready for future changes to the economy, including those brought about by automation. It is hoped that this will also help businesses acquire the skilled workforce that will enable them to survive and thrive in the future. **Get help to retrain** is the first part of the national retraining scheme, which began rolling out in July 2019. It's a digital service, not yet available in London, that will help people to:

- understand their current skills

- explore alternative occupations and training opportunities to develop new skills
- access support from a dedicated adviser

11 Tackling intergenerational unfairness – government response to Lord’s Committee

- 11.1 The House of Lord Committee on Intergenerational Unfairness and provision published a [report](#) on 25 April, in which it found that “Younger people are also disadvantaged by an education and training system that is ill equipped for the needs of the rapidly changing labour market and all generations will need support in adapting to technological change in the course of what will be longer working lives. Post-16 vocational education is underfunded and poorly managed. The Government’s apprenticeships strategy is confused and has not achieved the desired effect. In addition, the options to retrain and reskill in later life are incoherent and underfunded. Much more investment is needed in both vocational education and lifelong learning to prepare younger generations for a 100-year life.”
- 11.2 In its response, the government acknowledged the importance of post-16 learning and committed to resolve the funding issues through the spending review.

12 Ministry of Housing Communities and Local Government Committee report on children’s services

- 12.1 The Commons Housing, Communities and Local Government Committee published the report of its inquiry into the funding of local authorities’ children services³. The inquiry sought to establish whether funding of statutory and non-statutory services was sufficient and secure the long-term sustainability of local authorities’ children’s services.
- 12.2 The report makes a series of recommendations under two broad headings: Central government funding and systemic change. It concludes that funding is insufficient and calls for an increase of £3.1 billion in un-ringfenced core grant funding until 2025. It wants this to be included in the Spending Review. The Committee commented that “we heard about a system at breaking point, increasingly reliant on the goodwill of social care professionals; the children supported by the care of councils are some of the most vulnerable in society and deserve better. We hope that our recommendations for change will act as a catalyst for the Government to co-operate with local authorities to secure the short and long-term sustainability of these services.”
- 12.3 The latest *London Intelligence Briefing*⁴ from the Centre for London think-tank also expresses concern over the level of funding cuts experienced by the capital’s local authorities.

13 Digital Skills

- 13.1 Following a consultation earlier this year, the (previous) government provided funding that entitles adults with no or few digital skills to a new suite of free courses. It also allocated an extra £18.5m to support retraining in Artificial Intelligence (AI) and data science and innovation in adult on-line learning.
- 13.2 A report⁵ from the Confederation of British Industry and Tata Consultancy Services highlights the UK’s rapidly accelerating digital talent gap as new technologies transform the way we live and work. Currently, the UK is losing out on £63bn a year as companies struggle to find people with digital skills. This could jeopardise the country’s

³ <https://publications.parliament.uk/pa/cm201719/cmselect/cmcomloc/1638/1638.pdf>

⁴ <https://www.centreforlondon.org/publication/the-london-intelligence-issue-8/>

⁵ https://cbicdnend.azureedge.net/media/2836/final_digital-skills_june.pdf?v=20190822.1

competitiveness, deter investment and limit people's ability to access the jobs and services that technology offers. It found that:

- Over two thirds (67 per cent) of companies across the UK have unfilled digital vacancies
- Only a third (31 per cent) are confident UK businesses will be able to access the digital skills they need in the next three to five years
- Around 60 per cent of larger firms surveyed said their digital skills needs are set to skyrocket over the next three to five years. While smaller businesses' (69 per cent) needs are likely to peak over the next year or two
- The majority of companies surveyed are taking action to tackle their digital skills shortages with 56 per cent of businesses confident they are spending enough on addressing their digital skills needs right now. But in reality, almost half of businesses (46 per cent) are fishing in the same pool, by trying to hire outside of their organisation as the main way to access the digital skills they need.

13.3 A report by the McKinsey Global Institute⁶ found that “Almost half the activities people are paid almost \$16 trillion in wages to do in the global economy have the potential to be automated by adapting currently demonstrated technology, according to our analysis of more than 2,000 work activities across 800 occupations. While less than 5 percent of all occupations can be automated entirely using demonstrated technologies, about 60 percent of all occupations have at least 30 percent of constituent activities that could be automated. More occupations will change than will be automated away.” (See also the [OECD Skills Outlook 2019](#) for further information about the effect of AI and digital transformation on a global scale).

14 Learning and Work Institute's Youth Commission

14.1 The Learning and Work Institute's [Youth Commission](#) is looking at how to improve education and employment opportunities for 16 to 24 year-olds. It has produced four reports:

- Opportunity Knocks (the launch report)
- Youth Opportunities Index
- Tomorrow's world – the future of the labour market
- National and international case studies

14.2 The Commission has identified five key challenges

- better supporting 700,000 young people not in education, employment or training
- increasing the number of people qualified to at least level 3
- improving attainment in literacy and numeracy and other basic skills
- creating a diversity of higher-level learning routes through life
- support job quality, career progression, and economic security

⁶<https://www.mckinsey.com/~/media/mckinsey/featured%20insights/Digital%20Disruption/Harnessing%20automation%20for%20a%20future%20that%20works/MGI-A-future-that-works-Executive-summary.ashx>

15 Overeducation

- 15.1 The Office for National Statistics published an article on *Overeducation and hourly wages in the UK labour market; 2006 to 2017*⁷ that examines overeducation in the UK labour market using Annual Population Survey (APS), for 2006 to 2017 including analysis on the relationship between overeducation and wages. It found that:
- In 2017, around 16 per cent of all those in employment aged 16 to 64 years were overeducated (had more education than required for their job); the corresponding figure for graduates (with first degree or equivalent) was around 31 per cent.
 - In 2017, 21.7 per cent of those who graduated before 1992 were overeducated, whereas the corresponding figure for those who graduated in 2007 or later was 34.2 per cent.
 - There is a wage penalty associated with overeducation, although overeducated employees earn positive return on wages, this is significantly lower compared with those who are matched to their jobs.
 - In 2017, the overeducation rate was similar for women and for men, however the wage penalty for overeducation was somewhat higher for men than for women; this suggests that overeducation does not contribute to gender pay gap.
 - Recent graduates experience lower pay penalty on overeducation compared with non-recent graduates.

16 Youth Jobs Gap

- 16.1 A report from National Institute of Economic and Social Research and Impetus (*Youth Jobs Gap: Establishing the Employment Gap*⁸) is the first in a series that the organisations plan to produce. Using data of approximately 3.5 million young people (nearly everyone leaving state secondary schools between 2007 and 2012), the report confirms that early disadvantage impacts youth employment outcomes and that the position has not changed over time. Local differences in this ‘employment gap’ indicate that some areas are tackling the negative effects of disadvantage on young people’s school-to-work transition more successfully than others, but this is often unrelated to education success.
- 16.2 The report concludes that “improving education outcomes is a necessary, but not sufficient condition to lower the disproportionately higher NEET rates of disadvantaged young people. Better local support for them and investment in e.g. youth employability services and careers advice are also very relevant”.
- 16.3 The Young People’s Education and Skills team and other colleagues at London Councils are investigating the possibility of Impetus providing a London-specific report.

17 Youth Voices Census

- 17.1 Youth Employment UK launched the results from the 2019 Youth Voice Census, a survey capturing the experiences of more than 3,000 14 to 24 year-olds as they transition between education and employment. The survey found that:

⁷https://www.ons.gov.uk/economy/nationalaccounts/uksectoraccounts/compendium/economicreview/april2019/overeducationandhourlywagesintheuklabourmarket2006to2017?utm_source=govdelivery&utm_medium=email

⁸ <https://impetus.org.uk/assets/publications/Report/Youth-Jobs-Gap-Establishing-the-Employment-Gap-report.pdf>

- Young people are benefitting from developments in careers education policy and knowledge is on the rise, but still has some way to go before there is real parity with higher education.
- There is a gender divide in careers education: females are more likely to have theoretical/academic pathways discussed with them, whereas males are more likely to have support to pursue vocational routes.
- Young people fear that their mental health, where they live, experience of work and a 'lack of jobs' will prevent them from finding work.

17.2 The key recommendation from young people is that they would benefit from personalised services that enable them to talk to someone who will help them make sense of their options and early career journey.

18 School Improvement

18.1 The DfE published a research report on *School Improvement Systems in High Performing Countries*⁹, which reviewed school improvement systems in five 'high performing countries' (Estonia, Finland, Germany, Singapore and Taiwan) and compared. Three of the report's conclusions stand out:

- "More generally, regardless of whether their school improvement systems are based on inspections or self-evaluation, the countries considered in this review place a strong emphasis on school-to-school collaboration and peer-to-peer support."
- "Interestingly, the present review indicates that teachers in different high performing countries do not necessarily regard increased autonomy as intrinsically better."
- "...countries where high performance has been a feature for some time often have broadly stable school systems, with improvements instigated and measured at school level and which are not necessarily reported in the anglophone literature, making it difficult to determine the contribution initiatives make to the improved or sustained position of the country as a high-performing one."

⁹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/816915/School_improvement_systems_in_high_performing_countries.pdf