

Young People's Education and Skills Operational Sub-Group

AGENDA

Chair:	Andy Johnson	Job title:	Progression & Pathways Manager, London Borough of Enfield
Date:	6 December 2019	Time:	10.00 – 12.00
Venue:	London Councils, meeting room 5		
Telephone:	020 7934 9743	Email:	Peter.obrien@londoncouncils.gov.uk

Item 1	Welcome, introductions and apologies	Chair
Item 2	Notes of the last meeting and matters arising <i>(papers - for agreement)</i>	Chair
Item 3	Careers Guidance <i>(presentations and papers - for discussion)</i> <ul style="list-style-type: none"> - Clare Ludlow (GLA) and James Moon (Careers and Enterprise Company) – London Enterprise Adviser Network - Stephen King (London Councils) – Careers Advice provision by London Boroughs - Miriam Hatter (London Borough of Camden) – Working with Richard Reeves' Foundation 	
Item 4	Work Plan Monitoring <i>(papers - for information)</i> <ul style="list-style-type: none"> - Performance Update: Participation, Achievement and Progression - Policy Update: Young People's Education and Skills key priorities 	POB
Item 5	Sub-Regional Feedback	All
Item 6	Young People's Education and Skills Board <i>(verbal update)</i> <ul style="list-style-type: none"> - Feedback from 17 October 2019 and agenda for 30 January 2020 	YB
Item 7	Any Other Business	All

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Notes

Young People's Education and Skills Operational Sub-Group

Date	13 September 2019	Venue	London Councils
Meeting Chair	Andy Johnson		
Contact Officer	Peter O'Brien		
Telephone	020 7934 9743	Email	Peter.obrien@londoncouncils.gov.uk

Present

Andy Johnson	London Borough of Enfield (Chair)
Ann Mason	Achieving for Children – Kingston & Richmond (South London)
Jasmine West	London Borough of Barnet (West London)
Jo Margrie	Hackney Learning Trust (Central London)
Julie Ralphs	London Borough of Croydon (South London)
Miriam Hatter	London Borough of Camden (Central London)
Sheila Weeden	Local London
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

Apologies

Anthony Haines	Education and Skills Funding Agency
Daisy Greenaway	Greater London Authority
David Scott	London Borough of Hounslow (South West London)
Jo Jacks	London Borough of Croydon (replaced by Julie Ralphs)

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 All actions agreed at the last meeting had been taken except number 298, which was discussed under item 3 on the agenda.

3 Progression

- 3.1 After a short introduction by Peter O'Brien (paper 3a), Yolande Burgess presented on the Post-16 Education Trajectories research project, explaining that the report's publication had been delayed until November. Yolande's presentation focused on London's post-16 learning landscape; students continuing from year 12 to year 13; three-year programmes; and level 3 outcomes. It concluded with recommendations on careers

education, information, advice and guidance; value of qualifications; accountability; three-year programmes and funding.

- 3.2 Peter O'Brien then provided the meeting with further information about learner destinations after key stages 4 and 5 and the longitudinal education outcomes.
- 3.3 Yolande Burgess referred to the Higher Education Journey of Young London Residents. Borough representatives agreed to consult with the other councils in their sub region to decide how best to take this research forward in the future.
- 3.4 The OSG then discussed the information that had been circulated.
- 3.5 It was agreed that the OSG's discussion should be compiled into a short briefing note that would feed into the discussions at the next Young People's Education and Skills Board meeting

Action 300: Peter O'Brien to circulate the report of the London Post-16 Education Trajectories Review when it is available.

Action 301: Borough representatives to discuss the future of the HE Journey of Young London Residents within their sub-regions.

Action 302: Peter O'Brien to circulate a draft briefing note on Progression for the OSG's approval prior to the next Board meeting.

4 Work Plan monitoring

(a) Performance update (Participation and Progression)

- 4.1 The meeting noted paper 4a prepared by Peter O'Brien.

(b) Policy update

- 4.2 Peter O'Brien spoke to the policy update paper provided to the meeting, adding:
 - Ofsted had recently posted a blog on off-rolling¹ that provides the latest evidence from inspections;
 - the Association of School and College Leaders has published the report of its commission into the 'forgotten third' of students who fall short of achieving at least grade 4 in both GCSE English and maths.²
 - Research³ carried out by Liberty Living (a student accommodation finder) shows that approximately 48 percent of students who graduate from universities in London chose to stay in the capital

5 Sub-regional feedback

- 5.1 Borough representatives provided the following updates:
 - **Local London** – Sheila Weeden said that Labour Market Intelligence is being developed to support discussions on employment and skills and, though the Enterprise Adviser Network, to help schools and colleges to integrate careers into curriculum learning.

¹ <https://educationinspection.blog.gov.uk/2019/09/06/off-rolling-an-update-on-recent-analysis/>

² https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/The-Forgotten-Third_full-report.pdf

³ [See this report in FE News](#)

- **South London** – Ann Mason told the meeting that the South London SEN Commissioning Group is developing a series of principles that could be adopted by all providers.
- **Central London** – Miriam Hatter and Jo Margrie reported that, although Central London Forward appeared to be focused exclusively on adult provision, councils officers were working together (for example by sharing and interpreting data collectively) on projects that help young people who are Not in Employment Education or Training (NEET)
- **West London** – Jasmine West said that further supported internships were being offered in Barnet, where the Borough has also created a “Routes into Construction” programme.

Action 303: Sheila Weeden to present to the next meeting on the Enterprise Adviser Network’s support, especially in the development of lesson plans.

Action 304: Miriam Hatter to provide a copy of the first year report of Camden/ Islington/City’s project on careers advice in schools and to provide a short presentation on the project to the next meeting.

6 Young People’s Education and Skills Board

- 6.1 Yolande gave a verbal update from the meeting held on 6 June 2019. The key points from this meeting’s discussion on progression will be referred to the Board.
- 6.2 It was noted that there may be other items to add to the agenda closer to the date.

7 AOB

- 7.1 Samira Islam advised the group that London Councils will be publishing reports on Inclusive Learning and Alternative Provision shortly.

The next meeting will take place on 6 December 2019 at 10am in London Councils.

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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
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	Superseded by action 304	Closed
300	13.9.19	Peter O'Brien to circulate the report of the London Post-16 Education Trajectories Review when it is published	POB	6.12.19	Publication has been delayed due to purdah	Open
301	13.9.19	Borough representatives to discuss the future of the Higher Education Journey of Young London Residents within their sub-region	Borough reps.	6.12.19	A report will be provided at the OSG meeting to be held on 6.12.19	Closed
302	13.9.19	Peter O'Brien to circulate a draft briefing note on Progression for the OSG's approval prior to the next meeting	POB	6.12.19	This was provided with the post meeting note following the 13.9.19 meeting	Closed
303	13.9.19	Sheila Weeden to present to the next meeting on the Enterprise Adviser Network's support, especially in the development of lesson plans	SW	6.12.19	The presentation is on the agenda of the meeting to be held on 6.12.19	Closed
304	13.9.19	Miriam Hatter to provide a copy of the first year report of Camden / Islington / City's project on careers advice in schools and to provide a short presentation on the project to the next meeting	MH	6.12.19	The presentation is on the agenda of the meeting to be held on 6.12.19	Closed

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Young People's Education and Skills Operational Sub-Group

Work Plan Monitoring – Performance Update (Participation, Achievement and Progression)

Item: 4a

Date: 6 December 2019

Contact: Peter O'Brien

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Email: peter.obrien@londoncouncils.gov.uk

1 Background

- 1.1 The latest national statistics on GCSE, GCE, Applied GCE A-level and other equivalent results for 2018/19 produced by the Department for Education (DfE) were released on 17 October 2019¹.
- 1.2 These figures are provisional data and are subject to change, with updated data sets to be published from early 2020. Destination Measures for 2017 were also published on 17 October 2019 (see paragraph 4).
- 1.3 The 2019 headline accountability measures are:
 - For key stage (KS) 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, and pupil destinations after KS4
 - For KS5: Attainment, progress, English and maths, retention, destinations, level 2 vocational qualifications (from this year, reporting on vocational qualifications is limited to technical certificates).
- 1.4 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 2018 is made, this has been based on last year's provisional figures.
- 1.5 This paper summarises some of the headline data that has been published. For more detailed analysis of the data please visit [Intelligent London](#).

2 Participation

- 2.1 The latest monthly statistics from the National Client Caseload Information System (NCCIS) are shown below in Table 1. The figures for both NEET and activity not known are lower in London than the national average. The overall position in London is largely unchanged from the same period last year. Please note, this is unpublished data.

¹

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840413/2019_provisional_A_level_and_other16-18_results_in_Englandv2.pdf

	Academic age 16-17						
	NEET	NEET %	Not known	% not known	NEET and NK	% NEET and NK	Quintile
ENGLAND	31,804	2.8%	27,132	2.4%	58,936	5.3%	
LONDON	3,337	1.9%	3,868	2.2%	7,205	4.2%	
Barking and Dagenham	189	3.2%	26	0.4%	215	3.7%	1
Barnet	98	1.3%	49	0.6%	147	1.9%	1
Bexley	102	1.8%	68	1.2%	170	3.0%	1
Brent	101	1.4%	83	1.1%	184	2.5%	1
Bromley	127	1.9%	48	0.7%	175	2.6%	1
Camden	84	2.7%	31	1.0%	115	3.7%	2
City of London	-	0.0%	1	1.9%	1	1.9%	
Croydon	246	2.8%	181	2.0%	427	4.8%	3
Ealing	94	1.3%	124	1.7%	218	2.9%	1
Enfield	115	1.4%	304	3.7%	419	5.1%	3
Greenwich	125	2.1%	173	2.9%	298	5.0%	3
Hackney	107	2.1%	105	2.1%	212	4.2%	2
Hammersmith and Fulham	18	0.8%	19	0.8%	37	1.6%	1
Haringey	107	2.0%	409	7.7%	516	9.7%	5
Harrow	60	1.2%	39	0.8%	99	1.9%	1
Havering	109	1.9%	50	0.9%	159	2.8%	1
Hillingdon	155	2.4%	139	2.1%	294	4.5%	3
Hounslow	109	1.9%	106	1.8%	215	3.7%	1
Islington	59	1.8%	94	2.9%	153	4.8%	3
Kensington and Chelsea	33	2.5%	27	2.0%	60	4.5%	3
Kingston upon Thames	56	1.8%	57	1.8%	113	3.7%	1
Lambeth	131	2.4%	329	6.1%	460	8.5%	5
Lewisham	115	1.9%	164	2.7%	279	4.6%	3
Merton	78	2.0%	44	1.1%	122	3.1%	1
Newham	175	2.1%	192	2.3%	367	4.3%	2
Redbridge	147	1.9%	83	1.1%	230	3.0%	1
Richmond upon Thames	52	1.8%	35	1.2%	87	3.1%	1
Southwark	120	2.3%	218	4.2%	338	6.5%	4
Sutton	55	1.3%	93	2.1%	148	3.4%	1
Tower Hamlets	183	3.1%	218	3.7%	401	6.8%	5
Waltham Forest	86	1.5%	122	2.1%	208	3.6%	1
Wandsworth	75	1.9%	218	5.5%	293	7.5%	5
Westminster	26	1.1%	19	0.8%	45	1.8%	1

Table 1: NEET and 'not known', NCCIS (July 2019)

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 Achievement - KS4 Performance in London

3.1 The statistics are based on data collated for the 2019 Secondary School Performance Tables and includes pupils reaching the end of KS4, typically those starting the academic year aged 15.

3.2 In this year's release, the official definitions of "Attainment 8" and "Progress 8" have been slightly revised as follows:

- *Attainment 8* measures the average achievement of pupils in up to eight qualifications. This includes maths (double weighted), English (double weighted if 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.
- *Progress 8* captures the progress a pupil makes from the end of KS2 to the end of KS4. It compares pupils' achievement – their Attainment 8 score – with the national average Attainment 8 score of all pupils who had a similar starting point ('prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. 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.

- 3.3 Figures are now only published at a national level. Regional and local authority figures are available but now have to be derived from underlying data.

Please note: all figures cover achievements in state-funded schools only.

- 3.4 2018/19 headline performance for London is as follows:

- **Attainment 8:** The average Attainment 8 score for state-funded schools in London in 2019 is 49.6. This represents an increase of 0.2 point compared to the provisional data for 2018. The national average Attainment 8 score for state-funded school pupils in 2019 is 46.7. This represents a marginal increase of 0.2 point compared with provisional 2017 data (Annex 1).
- **Progress 8:** The average overall Progress 8 score for London for 2018/19 is (+)0.22, the same as in last year's provisional figures (the provisional national average overall Progress 8 score for 2018/19 is -0.03). (Annex 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. However, we are again showing attainment in English and maths at both grades 4 and 5, in view of continued commentary relating to achievement of both grades.

In 2018/19 in London, the percentage of pupils who achieved a grade 9 to 4 pass in English and maths GCSEs was 68 per cent (approximately the same as last year).

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 2018/19 is 65 per cent – also unchanged since last year (Annex 3).

In 2018/19 in London, the percentage of pupils who achieved a grade 9 to 5 pass in English and maths GCSEs in state-funded schools was, provisionally, 49 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 2018/19 is 43 per cent (Annex 4).

- **EBacc:** In London, for 2018/19 the percentage of pupils at the end of KS4 entered for the EBacc was 54 per cent (an increase of two percentage points compared with last year. For 2018/19 in England (state-funded), the percentage of pupils at the end of KS4 entered for the EBacc was 40 per cent (a 1.5 percentage point increase compared to 2017/18).
- **EBacc average point score:** The average point score in London in 2019 was 4.5 points compared to the national average point score for state-funded schools in 2019 of 4.1 points.

4 Achievement - A Level and other level 3 results

- 4.1 There were 50,560 level 3 students in London in 2018/19. This includes:

- Academic students: 45,208 (89.4 per cent – down 3.9 percentage points on 2018)
- A Level students: 44,348 (87.7 per cent – down 4.3 percentage points)
- Tech level students: 1,677 (3.3 per cent -up 0.9 percentage point)

- Applied General students: 9,631 (19.0 per cent – up 4.7 percentage points, approximately 2,400 students)
- 4.2 2018/19 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 shown in table 2.
- 4.3 London's APS per entry for all level 3 students of 32.07 is marginally higher than the national figure national of 32.02 (Annex 5).
- 4.4 Nationally, 178 students achieved the TecBacc – 18 of whom were from London
- 4.5 2017/18 headline performance for London for students aged 16 to 18 in schools and colleges entered for approved level 2 technical certificate qualifications is as follows:
- APS per entry 5.88 (5.72 national)
 - APS per entry expressed as a grade: L2Merit- (L2Merit- national)

Table 2: Level 3 attainment of all state-funded students at the end of 16-18 study		
	London	England
All level 3		
Average Point Score (APS) per entry	32.07	32.02
Academic students		
APS per entry	32.6	32.8
APS per entry expressed as a grade	C+	C+
Tech level students		
APS per entry	29.4	28.4
APS expressed as a grade	Merit+	Merit+
Applied General students		
APS per entry	28.7	28.0
APS expressed as a grade	Merit+	Merit+
A level students		
APS per entry	32.6	32.6
APS per entry expressed as a grade	C+	C+
APS per entry (best 3)	32.7	32.2
Best 3 as a grade	C+	C+
Percentage achieving 3 A* to A grades or better	11.1 per cent (down 0.2 percentage points on 2018)	10.2 per cent (down 0.2 percentage point on 2018)

5 Destination measures

- 5.1 The statistics for Destination Measures shows the percentage of young people progressing to specified destinations in 2017/18. These are young people who completed KS4 and KS5 in 2016/17.

Destinations from state-funded mainstream schools in the year after KS4 (2016/17)

- 5.2 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 three years).
- 5.3 90 per cent of young people were recorded as being in a sustained education destination, which compares to 86 per cent nationally (both unchanged from last year's figures).
- 5.4 School Sixth Form remains the most popular destination for young Londoners with 55 per cent moving to this destination, a static position over the last three years. This also remains the joint most popular destination nationally alongside Further Education (FE) college or other FE provider (which attracted 24 per cent of young Londoners).
- 5.5 10 per cent of young people were studying in a sixth form college, compared to 11 per cent nationally, a broadly similar set of figures compared with last year.
- 5.6 Two per cent were taking an Apprenticeship, compared to three per cent nationally (London's figure is the same as last year, the national figure is one percentage point lower than last year).
- 5.7 Two per cent of young people were recorded as being in sustained employment and/or training, compared to three per cent nationally (neither figure has changed for three years).
- 5.8 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 two per cent of young people in London (one per cent nationally), were not captured in the destination data (all broadly the same as last year).
- 5.9 Annexes 6 and 7 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 KS5 (2015/16)

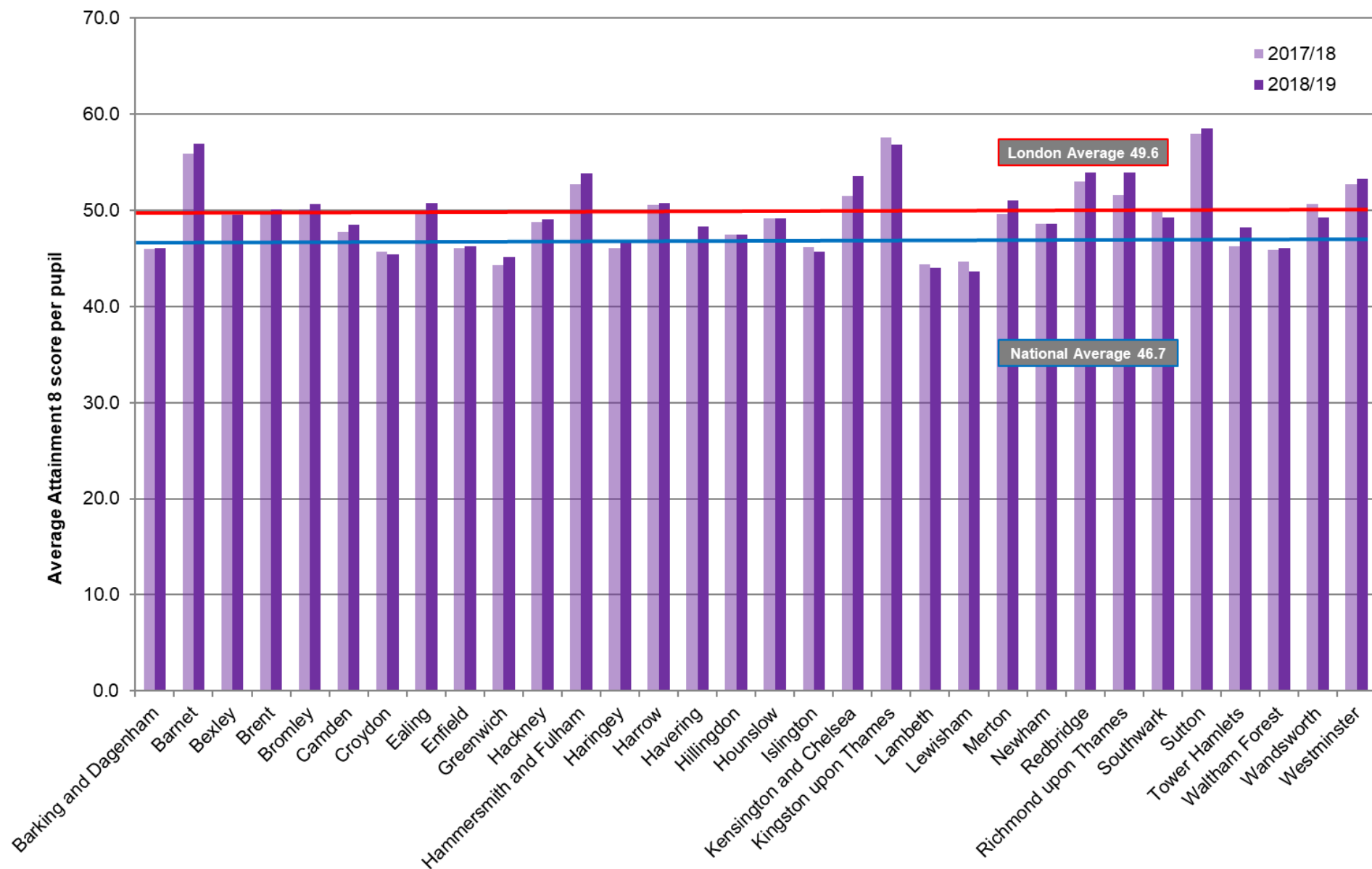
- 5.10 There has been a significant change in the methodology of gathering and reporting destinations after KS5. Previously, the statistics only covered the destinations of young people who took A levels or other level 3 qualifications. From this year, the destinations of those young people who also took levels 1 and 2, entry level and other qualifications have also been reported. This report comments on the overall position as a fresh performance baseline (that is, without comparisons with previous years).
- 5.11 80 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after KS5, which compares to 81 per cent nationally.
- 5.12 58 per cent of young people were recorded as being in a sustained education destination, which is above the national figure of 47 per cent.
- 5.13 11 per cent were studying in a further education college (10 per cent nationally).
- 5.14 Five per cent were taking an Apprenticeship, compared to 10 per cent nationally.
- 5.15 44 per cent went to a Higher Education (HE) Institution, considerably above the national figure of 35 per cent.
 - Of those students who studied at level 3, 73 per cent in London (62 per cent nationally) progressed to Higher Education.
 - 26 per cent studied at the top third of HE Institutions, compared to 20 per cent nationally.

- 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 18 per cent regionally and 14 per cent nationally.
- 5.16 17 per cent of young people were recorded as being in sustained employment, compared to 25 per cent nationally.
- 5.17 12 per cent of young people in London and 13 per cent nationally did not remain in education or employment/training for the required two terms.
- 5.18 Eight per cent of young people were not captured in London's destination data, compared to six per cent nationally.
- 5.19 Annexes 8 and 9 provide a borough by borough analysis of the KS5 destinations and a breakdown of the type of destinations young people pursued.

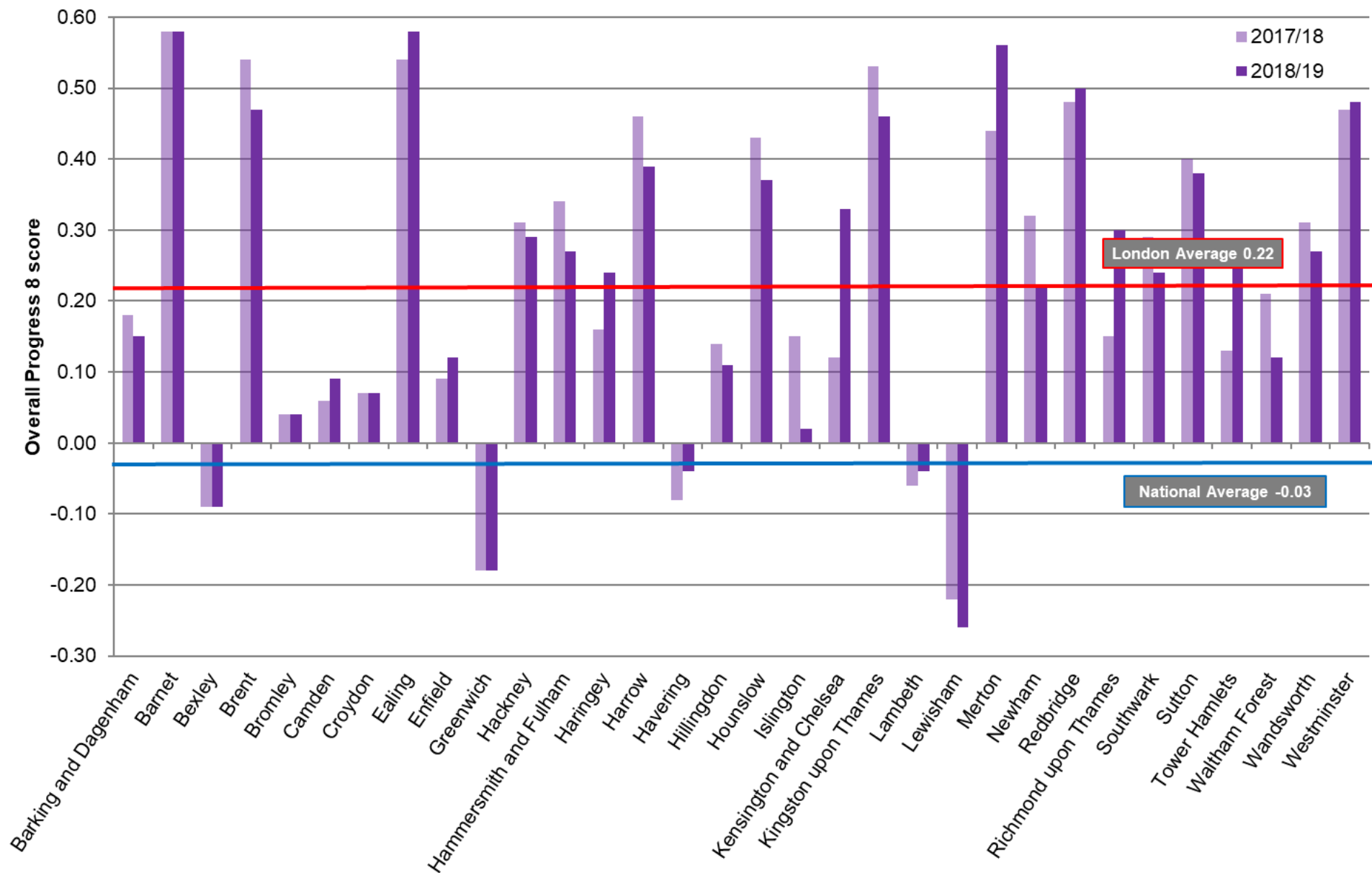
6 Recommendations

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

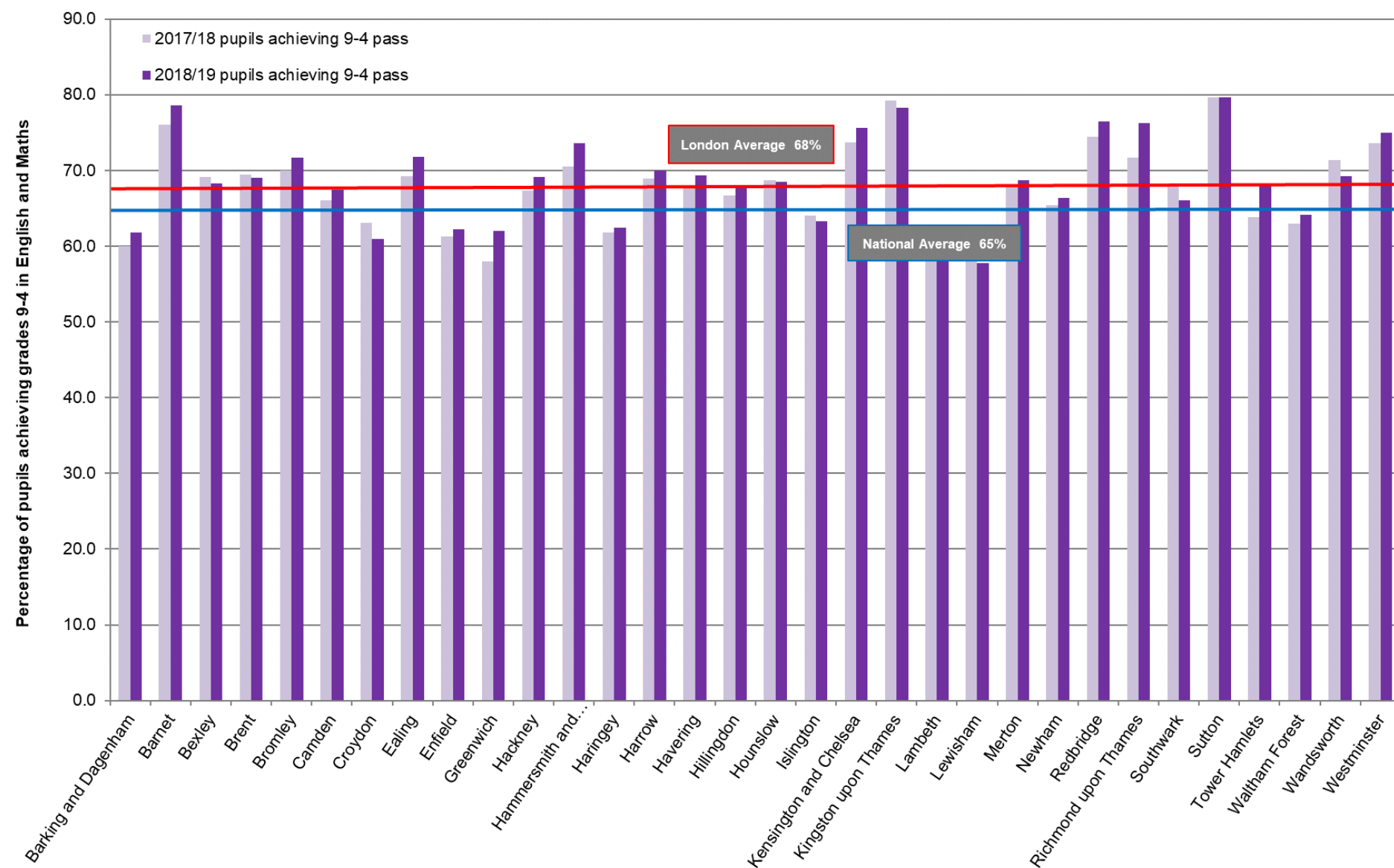
Annex 1: Provisional average Attainment 8 score per pupil (2018/19) (state funded only)



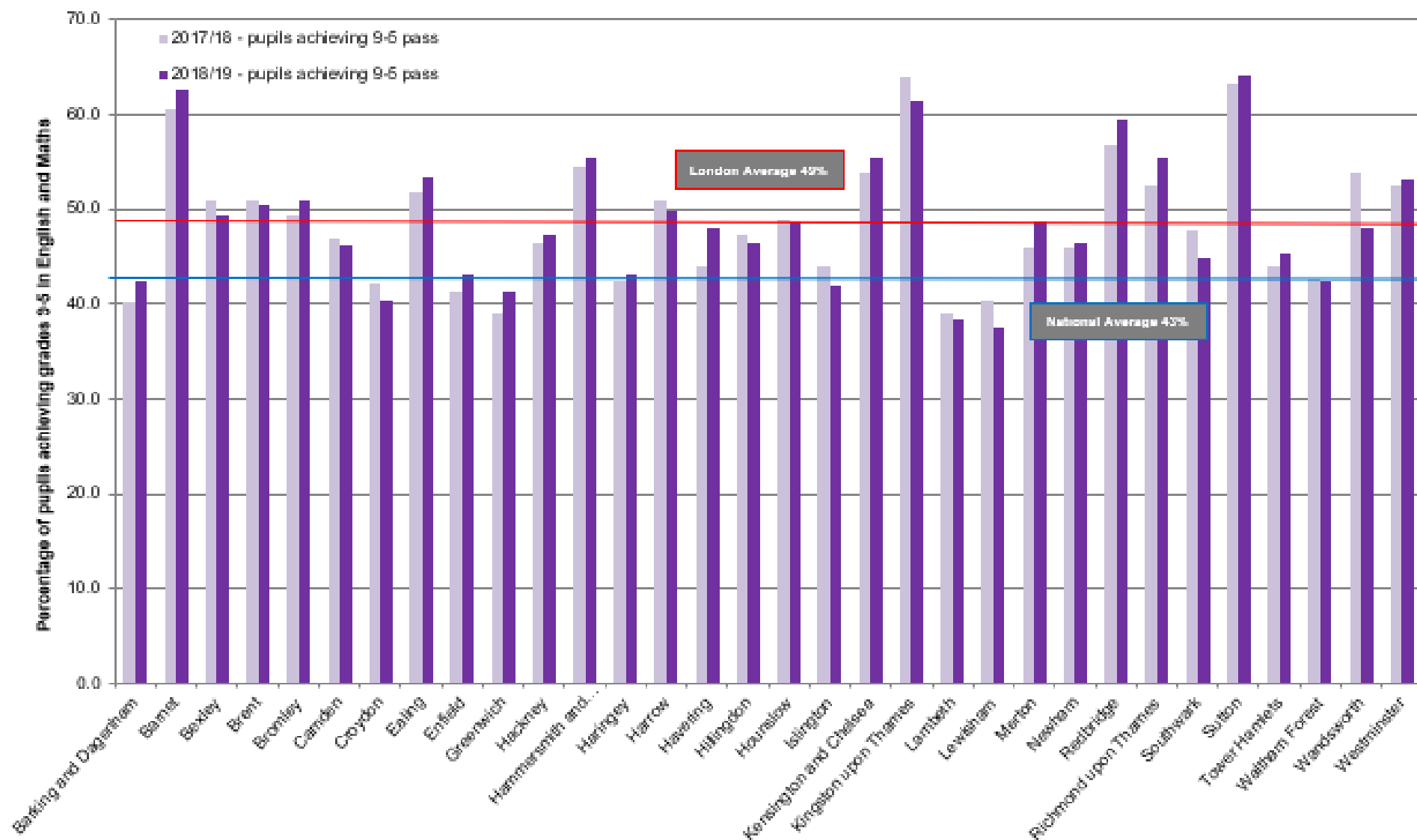
Annex 2: Provisional overall Progress 8 score (2018/19) (state funded only)



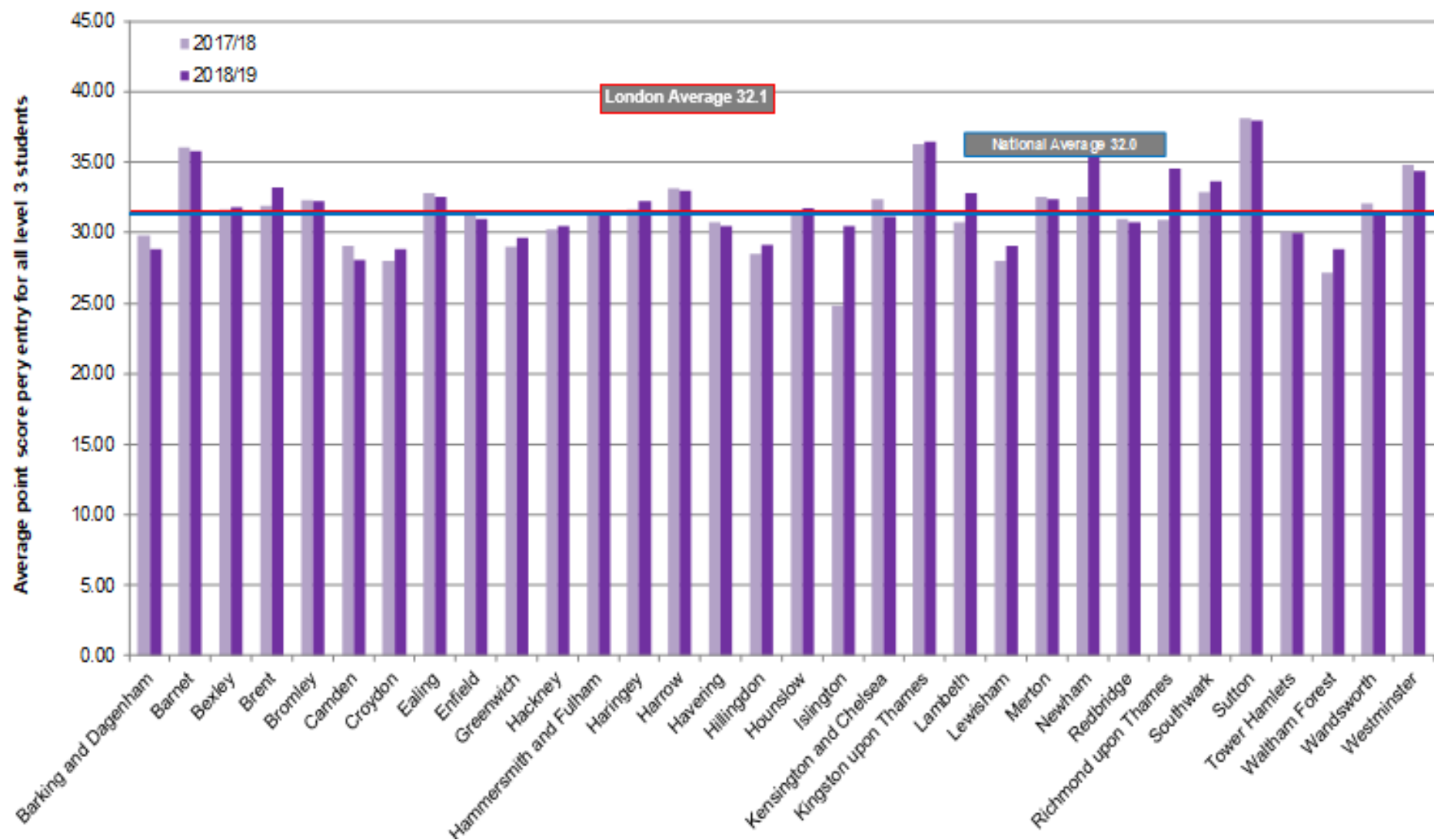
Annex 3: Percentage of pupils achieving grades 9 to 4 in English and Maths – provisional figures (2018/19) (state funded only)



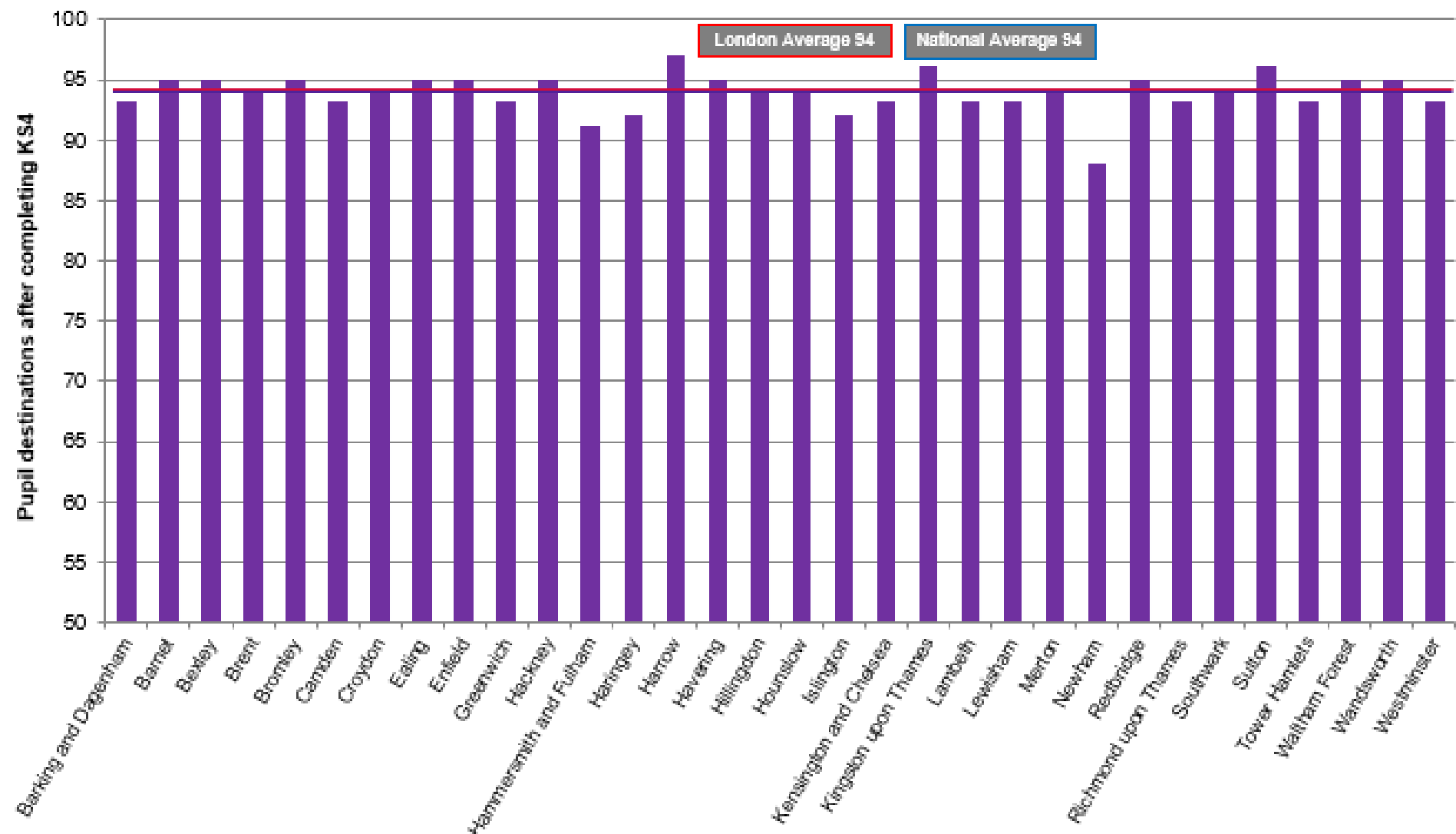
Annex 4: Percentage of pupils achieving grades 9-5 in English and maths- provisional figures (2018/19) (State-funded only)

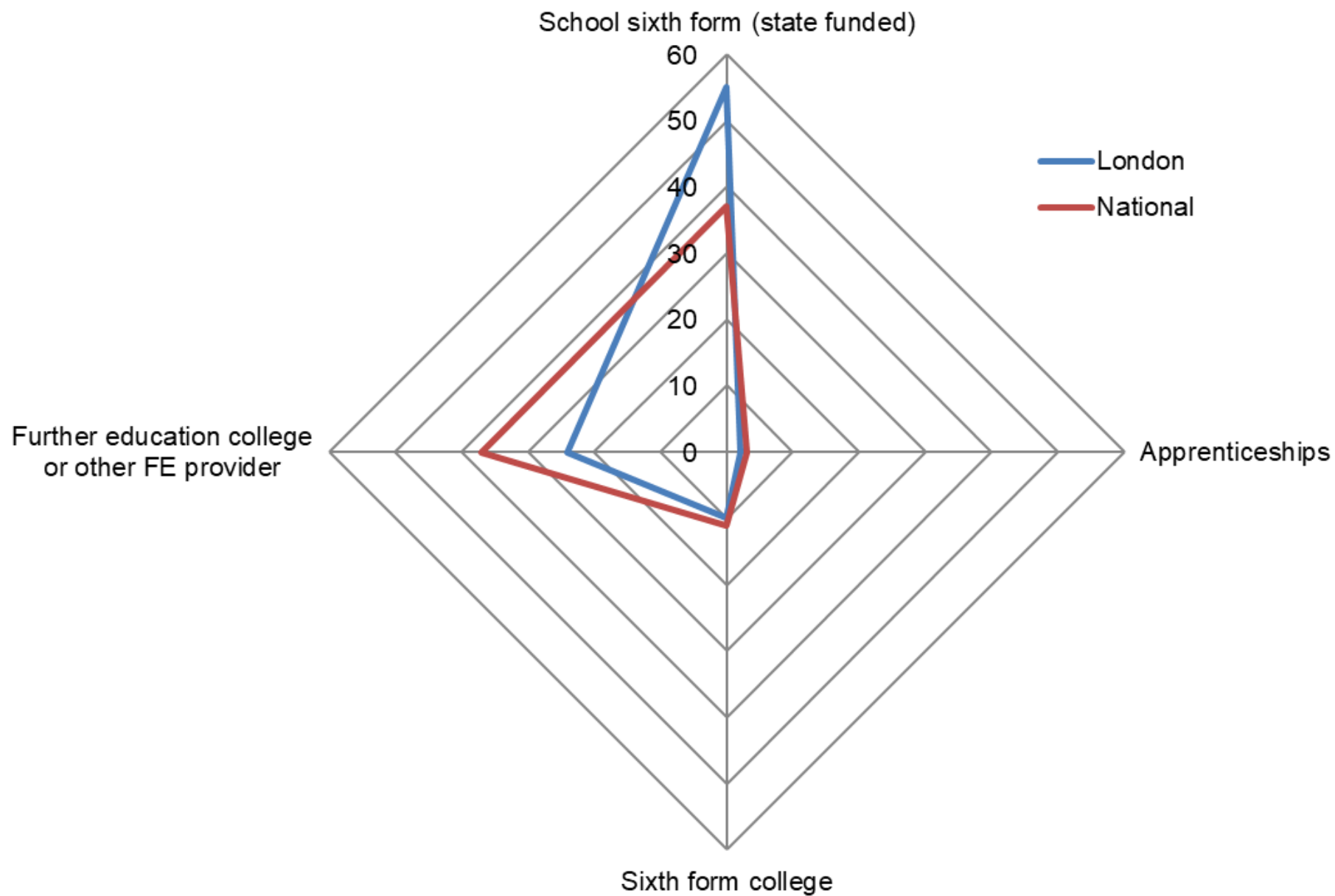


Annex 5: Provisional Average Point Score per entry for all level 3 students (2018/19) (State-funded only)

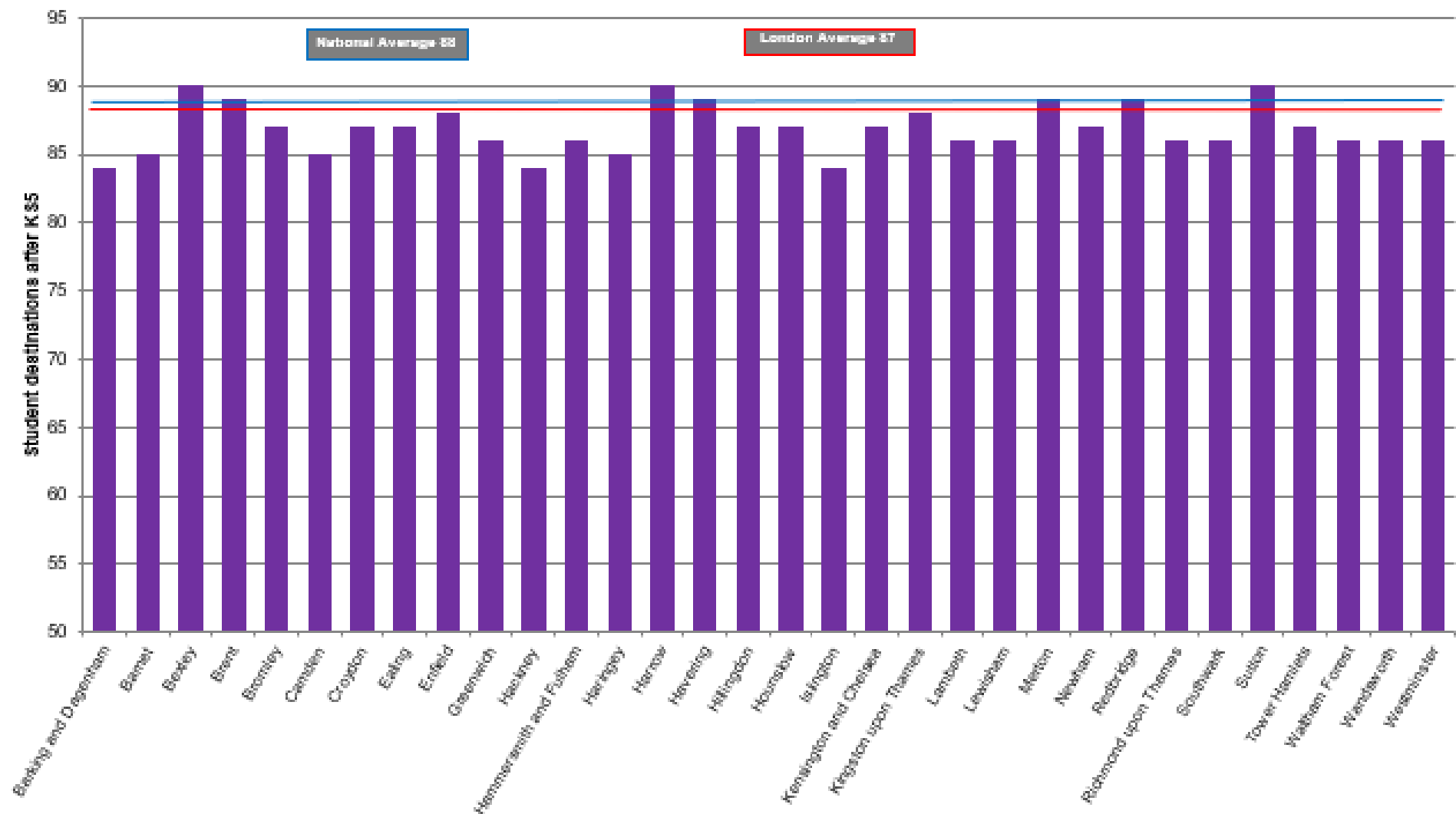


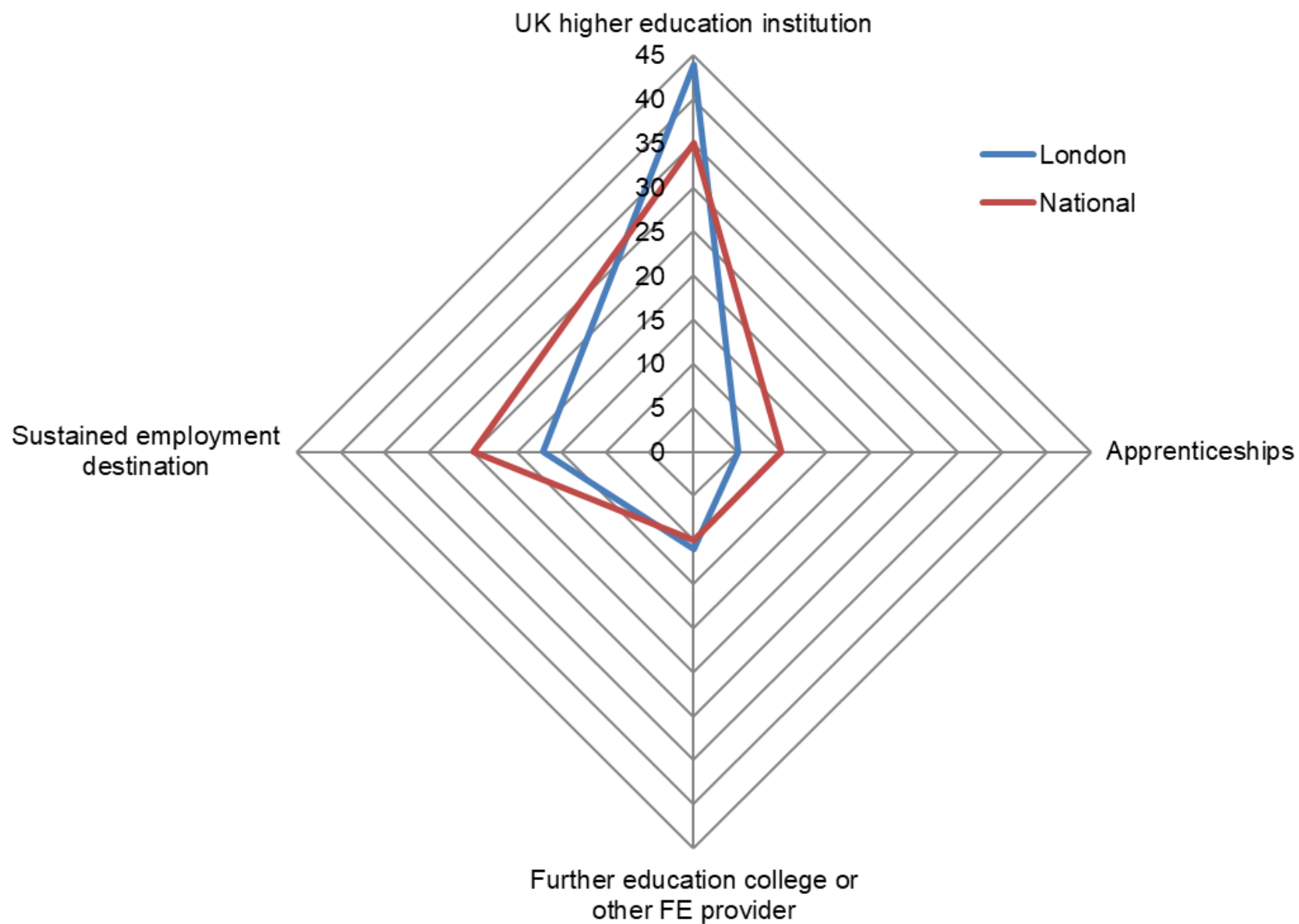
Annex 6: Pupil destinations after completing KS4 (2017/18)





Annex 8 Student destinations after completing KS5 (2017/18)





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Young People's Education and Skills Operational Sub-Group

Policy Update

Item: 4b

Date: 6 December 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 (OSG) meeting.
Recommendation	OSG members are asked to note the information in this paper and take appropriate action where indicated.

1 National government

1.1 As we are currently in the middle of the General Election campaign, this paper reports only on policies that were announced before the election was called (particularly those that have come into effect during the campaign) and reports that have been published independent of the government or the main political parties. After Parliament reconvenes, we will provide OSG members with a short bulletin on the policies being taken forward. It is not our intention to comment on parties' manifestos, but the OSG may wish to note that various interest groups associated with 16 to 19 education and skills have intensified their lobbying during the election period and various 'manifestos' have appeared most recently, including:

- A manifesto for careers development¹ produced jointly by the Careers Development Institute, Careers England, International Centre for Guidance Studies and the university of Derby
- A Manifesto for the North²
- Million+ manifesto³ (Million+ is the Association for Modern Universities)
- The Association of Colleges (AoC) manifesto for FE⁴
- The Association of School and College Leaders' (ASCL) manifesto⁵
- The British Association of Social Workers manifesto⁶
- The Confederation of British Industry manifesto – A Programme for Prosperity⁷

¹ https://www.thecdi.net/write/Career_development_-_Meeting_the_needs_of_individuals,_society_and_the_economy_.pdf

² <https://www.np11.org.uk/wp-content/uploads/2019/11/ManifestoForTheNorth-November2019.pdf>

³ http://www.millionplus.ac.uk/documents/Election2019_Manifesto_Portrait_3pp_final.pdf

⁴ <https://www.aoc.co.uk/system/files/Election%20manifesto.pdf>

⁵ <https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Manifesto/ASCL-General-Election-Manifesto-2019.pdf>

⁶ <https://www.basw.co.uk/system/files/resources/BASW%20UK%20Social%20Work%20Manifesto.%202019.pdf>

⁷ https://www.cbi.org.uk/media/3785/12543_programme-for-prosperity-manifesto.pdf

- The Institute of Student Employers manifesto⁸
- Sixth Form Colleges Association manifesto⁹
- The Sutton Trust’s Social Mobility Manifesto¹⁰
- University and College Union manifesto¹¹

NB: London government had already agreed the Skills for Londoners: A Call for Action¹² and London Councils published The Pledges for Londoners¹³ earlier this year (these were covered at the last OSG meeting).

- 1.2 The Department for Education (DfE) has published details of how the previously announced extra spending on 16 to 19 (£400m, mainly consumed by funding for high cost - such as engineering and science - or ‘high value’ courses such as STEM subjects and T levels, or English and maths GCSE resits) is going to be taken forward¹⁴.
- 1.3 The DfE has also launched a review of GCSE modern foreign languages¹⁵, as Ofqual had questioned whether some subjects were being marked more harshly than others.

2 London Councils

- 2.1 *Inclusive Practice*.¹⁶ London Councils conducted qualitative research into inclusive practice in mainstream schools to examine how mainstream schools provide opportunities for young people with SEND and explore concerns about inclusion. The research highlighted some excellent practice in schools and local authorities but could not conclude that all schools are inclusive by default. There was some evidence of unfair admissions practices, off-rolling and inappropriate exclusions. The report makes recommendations to councils, schools (and their governors), national government and Regional Schools Commissioners. Please see paragraph 8.3 of this report for the Royal Society for the encouragement of Arts, Manufactures and Commerce’s (RSA) survey of teacher’s perspectives on school exclusions.
- 2.2 *County Lines*.¹⁷ London Councils commissioned YouGov to survey Londoners and people across the UK about their levels of awareness of the link between taking illegal substances and the exploitation of children and young people. Its key findings were:
 - significant numbers of people have a negative view about drug taking
 - there was a significant lack of awareness of “County Lines”, despite widespread media coverage during recent months however, there was a more substantial level of awareness of Modern Slavery, which points towards the need to do more to raise awareness of the use of Modern Slavery within County Lines criminal exploitation

⁸ https://cdn.ymaws.com/ise.org.uk/resource/resmgr/files/manifesto_Manifesto_2019_final.pdf

⁹ <https://sfcawebsite.s3.amazonaws.com/uploads/document/SFCA-election-manifesto-2019-2.pdf?t=1573663460>

¹⁰ <https://www.suttontrust.com/wp-content/uploads/2019/11/Mobility-Manifesto-2019.pdf>

¹¹ https://www.ucu.org.uk/media/10603/UCU-manifesto-2019/pdf/UCU_Manifesto_Nov191.pdf

¹² https://www.london.gov.uk/sites/default/files/call_for_action_final_13.09.19_.pdf

¹³ <https://www.londoncouncils.gov.uk/who-we-are/pledges-londoners>

¹⁴ <https://www.gov.uk/government/news/chancellor-announces-400-million-investment-for-16-19-year-olds-education>

¹⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/844613/Letter_from_Minister_Gibb_to_ESC_5_November.pdf

¹⁶ <https://www.londoncouncils.gov.uk/sites/default/files/Inclusive%20Practice.pdf>

¹⁷ <https://www.londoncouncils.gov.uk/node/36201>

- given the big difference in level of concern about drug usage as a crime priority for London compared to knife violence, there appears to be little connection made being made between drug use, drug trafficking and gang related knife violence
- linked to levels of awareness about County Lines, there were significant differences in the extent to which people think that Modern Slavery or County Lines are problems in their local area, compared to being a problem in the UK or London more generally
- when asked, people who have taken drugs in the past 12 months were more likely to have decided to stop buying goods or services because they felt or suspected they conduct their business in an unethical manner
- in terms of changing opinion towards drug taking, significant shifts appear to be achievable when there is more awareness of the impact of County Lines on young people and the use of Modern Slavery - at the end of the poll, those who have used drugs in the last 12 months were significantly more likely to agree that recreational drug users should take responsibility for supporting the illegal drugs trade (39 per cent at the start compared with 52 per cent at the end).
- substantial numbers of Londoners felt that campaigns on raising the awareness of County Lines would be most effective if they focused on the impacts on children and young people being groomed by drug gangs and then exploited to transport and sell drugs (49 per cent) and the criminal exploitation of children and young people (42 per cent).

2.3 *London Business 1000 Survey.*¹⁸ With close to nine in ten (86 per cent) businesses in the capital not currently employing apprentices, the London Chamber of Commerce and Industry (LCCI) and London Councils have called for a fully devolved apprenticeship service for London – something that new research shows businesses support. The research comes from the organisations' 'London Business 1000 Survey', based upon ComRes polling of 1,000 London business decision-makers about the skills and recruitment challenges their companies face. Its key findings were:

- two years on from the introduction of the Apprenticeship Levy, only 13 per cent of businesses in the capital say that they currently employ apprentices, down from 17 per cent in 2018
- the survey results show that confusion persists within the business community regarding requirements to pay the Apprenticeship Levy and use of apprenticeship funds
- nearly a fifth (18 per cent) of those surveyed did not know whether their business is required to pay the levy, whilst over half (55 per cent) of those paying the levy do not employ any apprentices
- 69 per cent of businesses surveyed do not expect to use apprenticeship funding this year, whilst amongst those using funding, only 16 per cent said they plan to use more than half available to them (down from 28 per cent in 2018) - clear signs of a system in need of reform.

¹⁸ <https://www.londoncouncils.gov.uk/press-release/10-october-2019/london-chamber-and-london-councils-urge-full-apprenticeship-devolution>

3 SEND

- 3.1 *Review of SEND.*¹⁹ The government announced a review into the arrangements for providing support to young people with SEND. The review is being carried out because the government recognises that there have been problems in implementing the arrangements introduced five years ago. The aim is "...to take stock of our system and make sure the excellence we want to see as a result of our changes is the norm for every child and their families".
- 3.2 *Not going to plan?*²⁰ This report by the Local Government and Social Care Ombudsman (LGO) focuses on the complaints received about support for children with SEND. It shows that 87 per cent of the complaints the Ombudsman investigates about SEND are upheld, compared with an uphold rate of 57 per cent across all cases it looks at (discounting SEND cases). The issues identified by the LGO include:
- severe delays when issuing a plan
 - poor planning and anticipation of needs
 - poor communication and preparation for meetings
 - inadequate partnership working
 - lack of oversight from senior managers.
- 3.3 *Support for pupils with special educational needs and disabilities in England.*²¹ This report from the National Audit Office (NAO) assesses how well pupils with SEND are being supported and examines the system for supporting pupils with SEND and the outcomes it is achieving. Its conclusions were:
- how well pupils with SEND are supported affects their well-being, educational attainment and long-term life prospects
 - some pupils with SEND are receiving high-quality support that meets their needs, whether they attend mainstream schools or special schools
 - significant concerns identified by the NAO indicate that many other pupils are not being supported effectively, and that pupils with SEND who do not have EHC plans are particularly exposed
 - the system for supporting pupils with SEND is not, on current trends, financially sustainable - many local authorities are failing to live within their high-needs budgets and meet the demand for support
 - pressures, such as incentives in the funding and accountability system for mainstream schools to be less inclusive, increased demand for special school places, growing use of independent schools and reductions in per-pupil funding, are making the system less, rather than more, sustainable
 - the NAO conclude that the DfE needs to act urgently to secure the improvements in quality and sustainability that are needed to achieve value for money.

¹⁹ <https://www.gov.uk/government/news/major-review-into-support-for-children-with-special-educational-needs>

²⁰ <https://www.lgo.org.uk/assets/attach/5693/EHCP%202019%20vfC.pdf>

²¹ <https://www.nao.org.uk/report/support-for-pupils-with-special-educational-needs-and-disabilities/>

4 Careers Guidance / London Ambitions

- 4.1 A refreshed version of London Ambitions has been agreed by the Board and will be circulated to the meeting.

5 T levels

- 5.1 The DfE has recently updated the T level Action Plan²² to reflect its latest thinking, best illustrated by changes/firming up ideas on, for example, the delivery schedule, funding, grading/results and the Transition Programme.

6 Apprenticeships

- 6.1 *Learning on the job: improving the apprenticeship levy.*²³ The Confederation of British Industry, responding to the two structural changes that it has identified taking place in the labour market (automation and artificial intelligence), reports on changes it recommends to the Apprenticeship Levy. These are:
- increase transparency for employers and improve the use of data to measure the effectiveness of the Apprenticeship Levy
 - ensure that the apprenticeships system becomes more user-friendly and allows firms to access the right training
 - deliver a sustainable financial plan for the apprenticeship budget that allows firms to continue to invest in apprentices of all ages and levels
 - open-up conversations on the long-term, including a consultation on turning the Levy into a flexible ‘Skills Levy’.

7 GLA

- 7.1 *London Education Report*²⁴. The Greater London Authority has updated the London Education Report. It provides detailed and up-to-date information regarding early years, primary, secondary and 16 to 19 education.

8 Other Publications and Commentaries

- 8.1 *Pearson Global Learner Survey.*²⁵ Pearson published the results of its inaugural Global Learner Survey. The survey captured the views of 11,000 people in 19 countries and identified eight key trends:
- a ‘DIY’ mindset is reshaping education
 - the 40-year career is gone and has been replaced by lifelong learning and diverse career paths
 - people expect digital and virtual learning to be the new normal in the next decade
 - confidence in education systems is wavering

²² <https://www.gov.uk/government/publications/t-level-action-plan>

²³ <https://www.cbi.org.uk/media/3419/learning-on-the-job-improving-the-apprenticeship-levy.pdf>

²⁴ www.london.gov.uk/london-education-report

²⁵ https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/news/gls/Pearson_Global_Learner_Survey_2019.pdf

- some young workers think they can do OK in life without a degree
- markets like China and India are leading the world in upskilling while the US and UK lag behind
- learners see soft skills as the advantage over automation
- people now cite social media and bullying as contributing factors to school safety concerns.

8.2 *Indices of deprivation.*²⁶ The Office for National Statistics has updated the English Indices of Deprivation. These now replace the 2015 Indices and will be used to determine local areas' eligibility for government support. The main index is the Index of Multiple Deprivation (IMD) and, for children and young people, the Income Deprivation Affecting Children Index (IDACI) is also relevant. The London Datastore has produced an initial analysis of the data²⁷, which headlines with: “Overall, London is less deprived, compared to other parts of the country according to IMD2019 than was the case in IMD2015.”

8.3 *School exclusions: the teachers' perspective.*²⁸ The RSA undertook a survey to obtain teachers' perspectives about exclusions and found that:

- the vast majority of teachers do not feel that schools are “too quick” to exclude pupils
- teachers are largely supportive of the use of exclusions and classroom removals
- teachers believe that even internal exclusion can have a detrimental effect over time
- teachers want more support for at-risk pupils but would rather that came from professionals (Child and Adolescent Mental Health Services or early help services, for example).

8.4 *Organisation for Economic Cooperation and Development (OECD) - Education at a Glance.*²⁹ Education at a Glance is widely regarded as the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems across OECD countries and several partner economies. It provides key information on the output of educational institutions; the impact of learning across countries; access, participation and progression in education; the financial resources invested in education; and teachers, the learning environment and the organisation of schools. The 2019 edition includes a focus on tertiary education. The Higher Education Policy Institute hosted the UK launch of the report and they have picked out the following ‘stand-out facts’ from the report:

- the UK is above average among OECD countries for the number of Bachelor's students but below average for the number of Master's students
- the returns from UK degrees are down somewhat on recent times but are still impressive; the cause of the decline is not a general problem but reflects challenges at the margins – for example, with some courses not all
- in overall terms, the volume and proportion of NEETs is no longer the problem it once was, but it remains an issue in some localities and for some disadvantaged young people and communities
- professional experience matters less than might be expected in the UK, and less than in other countries, relative to qualifications

²⁶ <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

²⁷ <https://data.london.gov.uk/blog/indices-of-deprivation-2019-initial-analysis/>

²⁸ <https://www.thersa.org/discover/publications-and-articles/reports/teacher-survey>

²⁹ <http://www.oecd.org/education/education-at-a-glance/>

- the UK is, in relative terms, very good at extracting value from the skills that people have, so there is no widespread problem of ‘over-skilling’
- graduates from tertiary education do more lifelong learning than others (in other words, ‘learning begets learning’)
- the UK is top of the G7 countries for education spending, so, overall, the challenges our education system faces may have less to do with money and more to do with other things (for example, the distribution of spending)
- relative to other countries with high private spending on higher education (such as Japan and the US), our university system performs better on access
- people complete their studies in the allotted time more often in the UK than in any other OECD country
- the UK is a very attractive place for international students, despite high tuition costs
- the UK is an outlier in terms of the relative spend on academic education and vocational education (the UK spends more per student on the former even though the latter can cost more to deliver successfully)
- women earn less than men across the OECD, even within the same fields of study, so pay differentials are not just down to women and men choosing different routes
- the UK is unusual in paying primary teachers at the same levels as secondary school teachers, which the OECD regard as a ‘good choice’.
- the UK occupies the ‘risk quadrant’ on the OECD’s chart plotting teachers’ pay and class sizes - as a result of spending choices, the former is falling in real terms while the latter is rising
- the UK has the youngest teachers in the OECD. This could have some advantages, although it is partly a reflection of older teachers leaving the profession.

8.5 *Children’s Commissioner briefing: the children leaving school with nothing.*³⁰ Prior to exercising her legal power to request that ministers take action, The Children’s Commissioner published research that highlighted the performance gap of young people based on their characteristics. The research reported that whereas 18 per cent of all children leave education at 18 without reaching level 2 attainment, the figure rises to 37 per cent for those eligible for free school meals and 45 per cent for young people with SEND. It also reports that London has the lowest performance gap among the English regions.

8.6 *Unexplained pupil exits from schools.*³¹ The Education Policy Institute (EPI) published its second detailed report on unexplained pupil exits from English schools. The main points are:

- EPI estimates that around one in ten pupils (10.1 per cent of the total cohort) who reached year 11 in 2017 experienced an unexplained exit at some point during their time at secondary school - this represents an increase of just over one percentage point from 2014, when that figure stood at 9 per cent
- while the number of pupils experiencing two or more unexplained exits is relatively low, it was nevertheless higher in 2017 than in 2014 (1.2 per cent of all pupils compared to 0.9 per cent respectively)

³⁰ <https://www.childrenscommissioner.gov.uk/2019/09/20/almost-one-in-five-children-left-education-at-18-last-year-without-basic-qualifications/>

³¹ https://epi.org.uk/wp-content/uploads/2019/10/Unexplained-pupil-moves_LAs-MATs_EPI-2019.pdf

- the research found that only 4.4 per cent of all pupils from the 2017 cohort who left a school for an unknown reason returned to their original school by the spring term of year 11
- amongst the 2017 cohort of pupils, it also found that approximately 24,000 children who exit to an unknown destination do not return to a state-funded school by the spring term of year 11 - this equates to four in ten pupils who ever experience an unexplained exit, and seven in ten who ever experience an unexplained exit to an unknown destination
- they also estimated how many unexplained exits to different schools might be considered “managed moves” - these are, typically, moves that take place from one school to another without an official exclusion taking place and are brokered locally by headteachers and the local authority. While these moves might be in the best interest of the pupil, there is no transparency over the cause or prevalence of these moves either locally or nationally. Processes vary across the country and the research could not observe from the national data whether families are supportive of these moves or not. Therefore, the research classified all managed moves as unexplained. It is also estimated that managed moves account for around 12.8 per cent of the unexplained exits amongst the 2017 cohort and 7.6 per cent of the unexplained moves amongst the 2014 cohort. This means that the vast majority of unexplained exits do not appear to be a managed move.
- A sizeable proportion of vulnerable groups of pupils had experienced an unexplained exit:
 - almost two in five pupils who ever experienced a permanent exclusion
 - close to a third of current or former looked after children
 - over a quarter of those ever with identified social, emotional or mental health difficulties
 - a quarter of pupils with a fixed period exclusion and of those who were persistently absent
 - a fifth of current or former children in need
 - one in six children ever identified with SEND and children ever eligible for free school meals
 - one in seven of those with low prior attainment and of those from black ethnic backgrounds.

8.7 *Employers and Lifelong Learning*.³² This report by the CBI explores training, learning, and personal development practices of UK employers, particularly in relation to recent technological and labour market changes. Evidence was gathered through a series of interviews, policy discussions, and events with CBI members and broader stakeholders. The content is a snapshot of business practice, based on sentiment and trends during discussions, rather than a comprehensive picture of all employer upskilling and retraining. The report makes calls on employers (for example: to offer careers advice to all employees at regular check points throughout their careers; improve the clarity on internal development routes; default towards opening all new vacancies to internal applicants; improve awareness and accessibility of training and development opportunities) and on government to:

- develop a nationally recognised skills ‘passporting’ tool as part of the National Retraining Scheme to help ensure informal training and skills are recognised in future employment
- ensure all parts of the government are aligned expanding the National Retraining Partnership to encompass all departments with a stake in the labour market, such as

³² <https://www.cbi.org.uk/articles/employers-and-lifelong-learning/>

the Department for Business, Energy and Industrial Strategy, the Ministry of Housing, Communities & Local Government, and Department for Digital, Culture, Media & Sport

- the National Retraining Partnership should develop a new lifelong learning strategy to join up government policy and support upskilling and retraining
- ensure transparency about the Apprenticeship Levy budget to help develop a shared understanding of how the Levy can meet employer skills needs at all stages of somebody's career
- ensure funding for level 2 and 3 qualifications through the National Retraining Scheme is protected and enhanced following the Post-18 education review.

8.8 *Elective Home Education Survey*.³³ In autumn 2019, the Association of Directors of Children's Services (ADCS) issued a survey to all local authorities in England to better understand the size and characteristics of the cohort of children and young people who are known to be electively home educated (EHE) and the support that is available to their families. This is the fourth iteration of this survey, which received the highest ever response rate (132 local authorities). Headline figures from this year's survey include:

- across the 132 responding local authorities, a total of 47,464 children and young people were known to be home educated as of 3 October 2019 - it can therefore be estimated that there were 54,656 children and young people being home educated across the 152 local authorities in England, which marks a small decrease of 5 per cent from the same day in 2018
- the number of children and young people known to be home educated at the end of the academic year has increased year-on-year for the past five years by an average of 20 percent each year
- the cohort increased by approximately 6,000 between the 2017/18 and 2018/19 academic years
- 2,012 children and young people received at least one fixed-term exclusion during the 2018/19 academic year before becoming home educated (this data was received by 87 responding local authorities)
- an average of 13 per cent of the home educated cohort is known to children's social care, both historic and/or current, an increase of 2 per cent from 2018 - on average, 18 per cent of the home educated cohort were known to wider children's services, meaning that nearly a third of the known cohort had some contact with children's services
- at any one point during the 2018/19 academic year, a total of 64,787 children and young people were known to be home educated in 125 responding local authorities, meaning it can be estimated that somewhere in the region of 78,781 were known to be home educated in England
- Key stages 3 and 4 continue to see the highest number of children and young people being home educated - 62 per cent of the known number of children and young people who are home educated are in either the key stage 3 or key stage 4 years of school
- a combined total of 1,400 School Attendance Orders were issued across 61 local authorities relating to the suitability of home education; this represents an increase of 171 percent from 2018
- a total of 10,878 home educated children and young people returned to mainstream school across 121 responding local authorities during the 2018/19 academic year.

³³ https://adcs.org.uk/assets/documentation/ADCS_Elective_Home_Education_Survey_Analysis_FINAL.pdf

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