

# Young People's Education and Skills Operational Sub-Group

## AGENDA

|                   |                                 |                   |  |
|-------------------|---------------------------------|-------------------|--|
| <b>Chair:</b>     | Andy Johnson                    | <b>Job title:</b> | Progression & Pathways Manager,<br>London Borough of Enfield                               |
| <b>Date:</b>      | 28 February 2020                | <b>Time:</b>      | 10.00 – 12.00  |
| <b>Venue:</b>     | London Councils, Meeting Room 5 |                   |  |
| <b>Telephone:</b> | 020 7934 9743                   | <b>Email:</b>     | <a href="mailto:Peter.obrien@londoncouncils.gov.uk">Peter.obrien@londoncouncils.gov.uk</a> |

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|         |  |       |
|---------|--|-------|
| Item 1  | Welcome, introductions and apologies   | Chair |
| Item 2  | Notes of the last meeting and matters arising<br><i>(papers - for agreement)</i>           | Chair |
| Item 3  | Youth Jobs Gap<br><i>(presentation - for discussion)</i>                                   | YB    |
| Item 4  | Participation<br><i>(papers - for discussion)</i>  | POB   |
| Item 5  | Strategies to Reduce Exclusions in Hackney Schools<br><i>(presentation for discussion)</i> | JM    |
| Item 6  | Performance Update (Achievement and Progression)<br><i>(paper for discussion)</i>          | POB   |
| Item 7  | Policy Update<br><i>(paper for discussion and action)</i>                                  | POB   |
| Item 8  | Policy Briefing and Work Plan 2020 to 2021<br><i>(paper for discussion and action)</i>     | POB   |
| Item 9  | Young People's Education and Skills Board<br><i>(verbal update)</i>                        |       |
|         | - Feedback from 30 January 2020 and agenda for 30 April 2020                               | YB    |
| Item 10 | Any Other Business   | All   |

**Date of the next meeting: 19 June 2020, meeting room 5**

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## Notes

### Young People's Education and Skills Operational Sub-Group

|                        |                 |              |  |
|------------------------|-----------------|--------------|--|
| <b>Date</b>            | 6 December 2019 | <b>Venue</b> | London Councils  |
| <b>Meeting Chair</b>   | Andy Johnson    |              |  |
| <b>Contact Officer</b> | Peter O'Brien   |              |  |
| <b>Telephone</b>       | 020 7934 9743   | <b>Email</b> | <a href="mailto:Peter.obrien@londoncouncils.gov.uk">Peter.obrien@londoncouncils.gov.uk</a> |

#### Present

|                 |   |
|-----------------|---|
| Andy Johnson    | London Borough of Enfield (Chair)         |
| Daisy Greenaway | Greater London Authority (GLA)*           |
| David Scott     | London Borough of Hounslow (West London)  |
| Jo Jack         | London Borough of Croydon (South London)  |
| Jo Margrie      | Hackney Learning Trust (Central London)   |
| Miriam Hatter   | London Borough of Camden (Central London) |

#### Officers

|               |   |
|---------------|---|
| Peter O'Brien | London Councils Young People's Education and Skills                     |
| Samira Islam  | London Councils Principal Policy & Project Officer, Children's Services |
| Stephen King  | London Councils Head of Business & Enterprise**                         |
| Tim Gallagher | London Councils Principal Policy Officer for Skills and Culture**       |

#### Observers

|                  |                                      |
|------------------|--------------------------------------|
| Erik Stein       | London Borough of Barking & Dagenham |
| Polly Persechino | South London Partnership             |

#### Speakers

|              |  |
|--------------|--|
| Clare Ludlow | GLA**                                  |
| James Moon   | Careers and Enterprise Company (CEC)** |

#### Apologies

|                 |  |
|-----------------|--|
| Jasmine West    | London Borough of Barnet (West London) |
| Sheila Weeden   | Local London                           |
| Yolande Burgess | London Councils                        |

\*Attended up to item 4

\*\*Attended up to item 3

## 1 Welcome, Introductions and apologies

- 1.1 The Chair invited attendees to introduce themselves and noted apologies for absence. On behalf of the meeting, he welcomed new members and the speakers and offered best wishes for a speedy recovery to those who were absent on grounds of ill health.

## **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 300. The report on the education trajectories of young Londoners is now expected to be published after the General Election.
- 2.3 Peter said that, following feedback from the OSG and comments from the Board and other partners, it had been decided to produce another analysis of the HE Journey of Young London Residents around May 2020

## **3 Careers Guidance**

- 3.1 The Chair invited Clare Ludlow and James Moon to present to the meeting.
- 3.2 James explained about the CEC's objectives and how the provision of effective careers guidance (measured by the Gatsby Benchmarks) had improved. James added that the main focus had been on secondary schools and colleges but some pilots in primary schools would be starting in the course of 2020.
- 3.3 Clare talked about the London Enterprise Adviser Network (LEAN), described the delivery arrangements in each sub-region and said that, at the time of the meeting, there were 399 schools or colleges in the network and 376 people had volunteered to be Enterprise Advisers. Borough level data is likely to become available in the course of 2020.
- 3.4 The presentations concluded with a request that boroughs could help the development of LEAN by facilitating Advisers' access to businesses; promoting LEAN (or the "Compass Plus" measurement tool) during meetings / forums with schools; and sharing labour market intelligence. The meeting agreed with these proposals.
- 3.5 Tim Gallagher then spoke to a paper circulated by Stephen King that covered a survey about careers advice being carried out by London Councils. Borough representatives were asked to help chase responses from the boroughs that had yet to complete the survey.
- 3.6 Miriam Hatter spoke about the Quality in Careers Standard (QiCS) Award in Camden Connexions and distributed a short accompanying paper.
- 3.7 The Chair thanked the speakers for their presentations.
- 3.8 In the course of discussion the meeting noted that while the level of progress had been significant, the improvements could not be wholly attributed to the CEC / LEAN. Schools and colleges, together with local authorities, had made considerable headway too.
- 3.9 The meeting also discussed different ways in which careers advice was being provided to young people with Special Educational Needs and / or Disabilities (SEND).

**Action 305: Borough and Sub-Regional Officers to consider how best to support LEAN and provide feedback to the next OSG meeting.**

**Action 306: Borough representatives to ask colleagues in their sub-region who had not yet completed London Councils' survey on careers advice provision.**

## **4 Work Plan monitoring**

### **(a) Performance update (Participation and Progression)**

- 4.1 The Chair prefaced the discussion by acknowledging the benefit of focusing on a major aspect of performance at each meeting. In response, Peter O'Brien spoke to paper 4a

by summarising the key points that emerged through the OSG's detailed analysis of participation, achievement and progression throughout the year.

**Note:** The OSG's conclusions feature in a separate technical note that will be used to provide feedback to the Young People's Education and Skills Board.

- 4.2 The meeting was asked to note that the next meeting would focus on participation. Jo Margrie referred to research into exclusions taking place in Hackney and would provide further information at the next meeting.

**Action 307: Borough representatives to invite colleagues from within their sub-region who have an interest in (effective) participation, exclusions, NEET-reduction or tracking young people whose status is 'not known' to attend the next meeting.**

**Action 308: Jo Margrie to present further information about a research project in Hackney about exclusions.**

#### **(b) Policy update**

- 4.3 The meeting noted the policy update paper and asked that the updated London Ambitions document be circulated as soon as possible.

**Action 309: Young People's Education and Skills team to circulate the refreshed London Ambitions report as soon as possible.**

### **5 Sub-regional feedback**

- 5.1 The Chair said that officers from the Sub-Regional bodies had met and agreed that Sheila Weeden (from Local London) would attend OSG regularly on their behalf and that other officers would attend periodically. Polly Persechino said that communicating labour market intelligence to schools and colleges was a priority.

- 5.2 Borough representatives then provided short updates, including David Scott, who said that LB Hounslow had been successful in its bid for a Careers Cluster and Jo Margrie, who added that correspondence from a contractor delivering a Continuing Participation Programme had been received. The meeting agreed that it would be useful to know the providers who were delivering GLA programmes

- 5.3 Several members mentioned [U-explore](#) as a particularly effective careers advice tool. and noted that they were not receiving notifications about early leavers, especially from colleges. Borough representatives were asked to review the relevant toolkits.

**Action 310: Young People's Education and Skills Team to obtain and circulate information about GLA's contractors delivering to 14 to 19 year-olds.**

**Action 311: Borough representatives to review the toolkits associated with the Pan London Leavers Notification System.**

### **6 Young People's Education and Skills Board**

- 6.1 Peter O'Brien gave a verbal update from the meeting held on 17 October 2019. The key points from this meeting's discussion on careers guidance and the priorities for 2020 to 2021 will be fed into the next Board meeting. 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 a report on youth employment gaps, based on national research by Impetus that has been previously discussed at the OSG.
- 7.2 Peter O'Brien circulated a flyer from the National Collaborative Outreach Programme and asked any members interested to contact [Dr Debra Ibbotson](#).
- 7.3 Peter also said that the GLA is inviting interested stakeholders to attend European Social Fund (ESF) Information Sessions which will provide an overview of the forthcoming Greater London Authority ESF funding opportunities (careers clusters, sector skills: early years; sector skills: creative; South London: targeted NEET). The GLA is planning to publish the request for proposals for these opportunities in spring 2020. Details of how to book places for the events will be sent to OSG members. Further sessions are planned for the new year (gangs prevention; sector skills: STEM; SEND NEET; West London targeted NEET).
- 7.4 The Chair said that Ann Mason had resigned from the OSG and placed on record his and the group's appreciation of Ann's contribution to the OSG.

**The next meeting will take place on 28 February 2020 at 10 am at London Councils.**

**Subsequent meetings will be on:**

- **19 June 2020**
- **11 September 2020**
- **4 December 2020**
- **26 February 2021**

**All meetings are scheduled to start at 10 am and will be held at London Councils.**

### Action Points from Operational Sub-Group 2019-2020

| Action Point No. | Meeting Date | Action Point Description  | Owner(s)<br>- lead in bold | Review Date | Actions Taken  | Open / Closed |
|------------------|--------------|---|----------------------------|-------------|--|---------------|
| 300              | 13.9.19      | Peter O'Brien to circulate the report of the London Post-16 Education Trajectories Review when it is published  | <b>POB</b>                 | 6.12.19     | A verbal update on publication will be provided at the meeting   | Open          |
| 305              | 6.12.19      | Borough and Sub-Regional Officers to consider how best to support the London Enterprise Adviser Network and provide feedback to the next OSG  | <b>Borough reps.</b>       | 28.2.20     |  | Open          |
| 306              | 6.12.19      | Borough representatives to ask colleagues in their sub-region who have not yet completed London Councils' survey on careers advice provision to do so   | <b>Borough reps.</b>       | 28.2.20     |  | Open          |
| 307              | 6.12.19      | Borough representatives to invite colleagues from within their sub-region who have a interest in (effective) participation, exclusions, NEET reduction or tracking young people whose status is 'not known' to attend the next meeting. | <b>Borough reps.</b>       | 28.2.20     |  | Open          |
| 308              | 6.12.19      | Jo Margrie to present further information about a research project in Hackney about exclusions to the next meeting  | <b>Jo Margrie</b>          | 28.2.20     | Jo Margrie is due to present at the meeting                      | Closed        |
| 309              | 6.12.19      | Young People's Education and Skills Team to circulate the refreshed London Ambitions report as soon as possible   | <b>POB</b>                 | 28.2.20     |  | Open          |
| 310              | 6.12.19      | Young People's Education and Skills Team to obtain and circulate information about GLA's contractors delivering to 14 to 19 year-olds   | <b>POB</b>                 | 28.2.20     | Information was contained in the email convening the OSG meeting | Closed        |
| 311              | 6.12.19      | Borough representatives to review the toolkits associated with the Pan London Leavers Notification System   | <b>Borough reps.</b>       | 28.2.20     |  | Open          |

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# Young People's Education and Skills Operational Sub-Group

## Participation - Improving participation rates for those disproportionately NEET

Item: 4

**Date:** 28 February 2020

**Contact:** Peter O'Brien

**Telephone:** 020 7934 9743

**Email:** [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

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### 1 Introduction

- 1.1 In the course of 2019, the Young People's Education and Skills Operational Sub-Group (OSG), with the approval of the Board, introduced a new way of working. Each meeting is now 'themed' and meetings are open to any borough officer who wishes to contribute to discussion on that theme. Feedback from the 2019 cycle of meetings was positive and the OSG meeting on 28 February 2020 marks the start of this year's cycle.
- 1.2 The data presented in this paper is available through [Intelligent London](#). OSG members from local authorities are asked to review the [local overview](#) reports from Intelligent London covering the boroughs they represent and to examine, in discussion with colleagues in their own and other boroughs as necessary, the factors that have contributed to significant variances between local figures and regional/national averages. Some borough-level data will be made available at the meeting to support discussion.

### 2 Context

- 2.1 Both the Board and OSG have noted that, while the headline level of participation in London is high, the overall picture masks significant variance:
  - between (and within) boroughs; and
  - between young people with different characteristics.
- 2.2 The Board has asked that the OSG use their knowledge of the local strategies and circumstances that contribute to these variances to identify the priorities for action in the coming year.

### 3 Data

- 3.1 There are four main data sources that we use to report to the OSG and Young People's Education and Skills Board about the participation of young Londoners in education and training, the number and proportion of young Londoners who are not in education, employment or training (NEET) and those whose status is not known to their local authority. These sources are:
  - the National Client Caseload Information System (NCCIS), through which data is gathered from local authorities. Because this data is not intended for publication, it is

not subject to the same quality assurance as published data. However, since the Department for Education (DfE) and Office for National Statistics (ONS) have moved to publishing data on local authorities' performance against their statutory duties on an annual basis, NCCIS provides the only means of monitoring any emerging issues more regularly.

- The *NEET statistics annual brief* (formerly produced quarterly) - the publication for 2019 was expected in early February 2020 but is now due in March.
  - *Participation in education, training and employment* - covers national and regional level data and is produced by DfE and ONS around June of each year.
  - *NEET and Participation: local authority figures* - these data provide the most comprehensive view of the characteristics of young people who are participating in education/training or who are NEET or whose status is not known. The statistics are published around June each year and complement the national and regional data. The reports published on 20 June 2019, which refer to academic year 2017/18, are used in Sections one and two (paragraphs 5 and 6) of this paper.
- 3.2 Other related data have also been reviewed, including the government's data on the September Guarantee (which requires local authorities to find education and training places for 16 and 17-year-olds) published on 16 January 2020. Sections Three and Four of this paper include analyses and citations of data and publications that provide a rounded view of participation.
- 3.3 Unless otherwise shown/stated, references to boroughs and local authorities in this paper exclude the City of London. ***Caution is needed when reading across the various sources of data about participation as each use similar terminology but with different definitions.***

## 4 Headline Analysis

- 4.1 The overall rate of 16 and 17-year-olds participating in education and training in London is higher than the national average and has been for some time. This is mainly due to a far higher rate of participating in full-time education and training, though the proportion of 16 and 17-year-olds participating in Apprenticeships is below the national average.
- 4.2 Some of the historic gaps in participation rates are closing. For example, between 16-year-olds and 17-year-olds and between young people with Special Education Needs and Disabilities (SEND) and those without SEND. Also, these gaps are closing at a faster pace than nationally.
- 4.3 London is also performing well in the combined NEET and status 'not known' measure, where NEET is much lower than the national average while status 'not known' remains relatively high.
- 4.4 This is not the case throughout London. There is considerable variation between boroughs and (anecdotally) between neighbourhoods within boroughs (the position is usually worse in those areas associated with high levels of deprivation/poverty). While there is an evident link between the level of participation at a borough level and, for example, that borough's ranking using the Income Deprivation Affecting Children Index, the absence of data examining participation based on eligibility for free school meals makes it difficult to make a similar assessment based on individual characteristics. There are also some differences based on ethnicity that are highlighted in this paper.

## Section One: Participation

### 5 Analysis of Participation in London

- 5.1 **Overall Summary.** The latest statistics confirm a trend that has developed since the economic downturn of 2008 to 2009, during which time the proportion of young people who were in education, training or employment was lower in London than the national average. Participation has been above the national average - and marginally increasing - for the last three years. A greater proportion of young Londoners participate in full-time education and training than nationally (and fewer in Apprenticeships). However, London's heterogeneity is demonstrated by some significant variations in performance according to geography and individual characteristics.
- 5.2 **September Guarantee.** The government published figures on 16 January 2020 showing borough performance on the September Guarantee. The relevant table is attached as an annex. It shows that, in overall terms, the percentage of young people who received an offer of a suitable place in London was fractionally above the national average (95.5 per cent compared with 95.0 per cent); borough performance ranged from 83.8 per cent to 98.9 per cent; and the position in 10 London boroughs was lower than the national average. Last year London's figure was 94.1 per cent and the national average was 94.5 per cent.
- 5.3 **Age and gender.** Female participation remains higher than male in both age groups nationally and regionally.

|                | Number of 16-year olds known to LA | % 16-year olds recorded as participating in education or training |       |       | Number of 17-year olds known to LA | % 17-year olds recorded as participating in education or training |       |                    |
|----------------|------------------------------------|---|-------|-------|------------------------------------|---|-------|--------------------|
|                |                                    | Female  | Male  | Total |                                    | Female  | Male  | Total <sup>2</sup> |
| <b>England</b> | 557,960                            | 96.2%   | 94.5% | 95.3% | 565,930                            | 91.0%   | 88.4% | 89.7%              |
| <b>London</b>  | 85,940                             | 97.5%   | 96.2% | 96.8% | 86,500                             | 94.5%   | 91.7% | 93.0%              |

Table 1: Participation – age and gender, *NEET and Participation local authority figures 2019* (DfE/ONS)

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

|                | Number of 16-17-year olds known to the LA | Proportion of 16- and 17-year olds recorded as participating in: |                |                     |                     |                                |       |       |
|----------------|---|--|----------------|---------------------|---------------------|--------------------------------|-------|-------|
|                |   | Full time education and training                                 | Apprenticeship | Work based learning | Part time education | Employment combined with study | Other | Total |
| <b>England</b> | 1,123,890                                 | 84.8%  | 5.5%           | 1.1%                | 0.2%                | 0.7%                           | 0.2%  | 92.5% |
| <b>London</b>  | 172,440                                   | 91.1%  | 2.5%           | 0.6%                | 0.1%                | 0.4%                           | 0.1%  | 94.9% |

Table 2: Participation by type of learning, *NEET and Participation local authority figures 2019* (DfE/ONS)

- 5.5 **Time series.** The participation rate in London and nationally in March 2019 (94.9 percent and 92.5 percent respectively) represented an increase of 0.5 percentage points compared with March 2017. The reduction in the percentage of those whose status was 'not known' reduced by the same amount.

|                | Participation Rate |          |          | Change in Year in percentage points (March to March) |   | Proportion of the cohort whose status is not known to their local authority |          |          | Change in Year in percentage points (March to March) |   |
|----------------|--------------------|----------|----------|--|---|---|----------|----------|--|---|
|                | Mar 2017           | Mar 2018 | Mar 2019 |  |   | Mar 2017  | Mar 2018 | Mar 2019 |  |   |
| <b>England</b> | 92.1%              | 92.0%    | 92.5%    | 0.5ppt   | ▲ | 2.8%  | 2.8%     | 2.3%     | 0.5ppt   | ▼ |
| <b>London</b>  | 94.4%              | 94.4%    | 94.9%    | 0.5ppt   | ▲ | 2.7%  | 2.7%     | 2.2%     | 0.5ppt   | ▼ |

Table 3: Participation time series, *NEET and Participation local authority figures 2019* (DfE/ONS)

- 5.6 **Ethnicity.** The summary of participation by different ethnic groups shows a lower than average rate of participation by young people who are white or of mixed race. This has been a long-standing feature of participation in London.

|                | White | Mixed race | Black or black British | Asian or Asian British | Chinese | Other | Total |
|----------------|-------|------------|------------------------|------------------------|---------|-------|-------|
| <b>England</b> | 91.6% | 92.4%      | 95.6%                  | 96.6%                  | 97.9%   | 94.5% | 92.5% |
| <b>London</b>  | 93.5% | 93.8%      | 95.9%                  | 97.6%                  | 98.1%   | 96.2% | 94.9% |

Table 4: Participation by ethnicity, *NEET and Participation local authority figures 2019* (DfE/ONS)

- 5.7 **SEND.** The participation rate of young people with SEND is far higher in London than the national average (there is no region in England where the participation rate of young people without SEND exceeds London's participation rate of young people with SEND). The gap between the two groups is lower than the national average; the gap nationally has closed more rapidly than the gap in London. In London 3.8 per cent of young people known to their local authority have SEND and 6.7 per cent receive SEN support - this compares with 3.9 per cent and 4.2 per cent respectively for England as a whole.

|                | with SEND          |  | without SEND       |  | Total  |  |
|----------------|--------------------|--|--------------------|--|--|--|
|                | Number known to LA | % recorded as participating in education or training | Number known to LA | % recorded as participating in education or training | Number of 16-17-year olds known to the LA <sup>2</sup> | % recorded as participating in education or training |
| <b>England</b> | 44,250             | 88.6%  | 1,032,200          | 92.9%  | 1,123,890  | 92.5%  |
| <b>London</b>  | 6,530              | 92.8%  | 154,400            | 95.3%  | 172,440  | 94.9%  |

Table 5: Participation – SEND status, *NEET and Participation local authority figures 2019* (DfE/ONS)

## Part Two: NEET and status 'not known'

### 6 Analysis of NEET and 'not known' in London

6.1 **Overall Summary.** The position on NEET and 'not known' in London is directly related to the position on participation:

- the proportion of 17-year-olds who are NEET or 'not known' is greater than that of 16-year-olds - though the gap between the two has been reducing considerably since the participation age was raised to 18
- males aged both 16 and 17 have a higher combined rate of NEET and 'not known' than females
- white young people have the highest percentage rate of NEET/'not known' than any other ethnic group; except 'mixed race' which is the same as for white young people
- young people with SEND have a higher rate of NEET/'not known' than those without SEND - though the picture in London is considerably better than any other region in England.

### 6.2 NEET and not known by age and gender

| Average Dec 2018 to Feb 2019 | Age 16                             |         |         |  |      |        |      |         |      |
|------------------------------|------------------------------------|---------|---------|--|------|--------|------|---------|------|
|                              | Total known to the local authority |         |         | NEET: Number and proportion (inc. not known) |      |        |      |         |      |
|                              | All                                | Males   | Females | All  |      | Males  |      | Females |      |
| England                      | 554,670                            | 278,400 | 263,120 | 19,980                                       | 3.6% | 11,430 | 4.1% | 8,160   | 3.1% |
| London                       | 85,250                             | 43,410  | 41,620  | 2,760  | 3.2% | 1,620  | 3.7% | 1,130   | 2.7% |

Table 6: NEET and status 'not known' age 16 *NEET and Participation local authority figures 2019* (DfE/ONS)

| Average Dec 2018 to Feb 2019 | Age 17                             |         |         |  |      |        |      |        |      |
|------------------------------|------------------------------------|---------|---------|--|------|--------|------|--------|------|
|                              | Total known to the local authority |         |         | NEET: Number and proportion (inc. not known) |      |        |      |        |      |
|                              | All                                | Males   | Females | All  |      | Male   |      | Female |      |
| England                      | 564,430                            | 286,880 | 272,620 | 41,850                                       | 7.4% | 23,920 | 8.3% | 17,690 | 6.5% |
| London                       | 89,150                             | 44,380  | 41,640  | 5,410  | 6.3% | 3,310  | 7.5% | 2,090  | 5.0% |

Table 7: NEET and status 'not known' age 17 *NEET and Participation local authority figures 2019* (DfE/ONS)

| Average Dec 2018 to Feb 2019 | Ages 16 and 17 combined            |         |         |  |      |        |      |        |      |
|------------------------------|------------------------------------|---------|---------|--|------|--------|------|--------|------|
|                              | Total known to the local authority |         |         | NEET: Number and proportion (inc. not known) |      |        |      |        |      |
|                              | All                                | Males   | Females | All  |      | Male   |      | Female |      |
| England                      | 1,119,100                          | 565,290 | 535,740 | 61,830                                       | 5.5% | 35,350 | 6.3% | 25,850 | 4.8% |
| London                       | 171,400                            | 87,790  | 83,260  | 8,170  | 4.8% | 4,930  | 5.6% | 3,230  | 3.9% |

Table 8: NEET and status 'not known', ages 16 and 17 combined *NEET and Participation local authority figures 2019* (DfE/ONS)

### 6.3 NEET and not known by ethnicity

| Average Dec 2018 to Feb 2019 | White | Mixed race | Black or black British | Asian or Asian British | Chinese | Other | All  |
|------------------------------|-------|------------|------------------------|------------------------|---------|-------|------|
| England                      | 5.8%  | 6.2%       | 4.5%                   | 3.0%                   | 2.2%    | 5.1%  | 5.5% |
| London                       | 5.4%  | 5.4%       | 4.3%                   | 2.2%                   | 1.9%    | 3.7%  | 4.8% |

Table 19: NEET and not known by ethnicity *NEET and Participation local authority figures 2019* (DfE/ONS)

## 6.4 NEET by SEND status

| Average<br>Dec 2018<br>to Feb<br>2019<br>(16 and<br>17-year-<br>olds) | With SEND                |   | With SEN support         |   | Without SEND             |   | Total                    |   |
|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
|   | Number<br>known<br>to LA | %<br>recorded<br>as NEET<br>or not<br>known | Number<br>known<br>to LA | %<br>recorded<br>as NEET<br>or not<br>known | Number<br>known<br>to LA | %<br>recorded<br>as NEET<br>or not<br>known | Number<br>known<br>to LA | %<br>recorded<br>as NEET<br>or not<br>known |
| England   | 43,310                   | 9.2%  | 47,030                   | 9.2%  | 1,028,760                | 5.2%  | 1,119,100                | 5.5%  |
| London  | 6,310                    | 6.7%  | 11,410                   | 7.8%  | 153,680                  | 4.5%  | 171,400                  | 4.8%  |

Table 10: NEET by SEND Status *NEET and Participation local authority figures 2019* (DfE/ONS)

## Part Three: Other factors affecting effective participation

### 7 Absences and Off-rolling

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

#### 7.2 Pupil absences 2017/18 (local) and 2018/19 (national)

- The latest figures for 2018/19 (autumn to spring terms) from the DfE were published on 10 October 2019 and are at a national level only.

| Pupil absences 2018/19 (England)   | Overall absence | Authorised absence | Unauthorised absence |
|------------------------------------|-----------------|--------------------|----------------------|
| All State-funded Secondary schools | 5.2%            | 3.7%               | 1.6%                 |
| Year 11                            | 5.9%            | 3.9%               | 2.0%                 |
| Year 12 and above                  | 5.6%            | 3.6%               | 2.0%                 |

Table 11: Pupil absence in schools in England: autumn 2018 and spring 2019 (DfE / ONS)

- The latest figures (21 March 2019) at regional and local authority level are for 2017/18 and cover State-funded Secondary Schools, but do not provide a breakdown of national curriculum years for regions/individual authorities. Persistent absences were 13.4 per cent in all State-funded Secondary Schools in England (and 11.9 per cent in State-funded Secondary Schools in London).

| Pupil absences 2017/18                       | Overall absence | Authorised absence | Unauthorised absence |
|--|-----------------|--------------------|----------------------|
| All State-funded Secondary schools (England) | 5.3%            | 3.9%               | 1.6%                 |
| All State-funded Secondary schools (London)  | 5.0%            | 3.4%               | 1.6%                 |

Table 12: Pupil absence in schools in England 2017 to 2018 (DfE/ONS)

#### 7.3 Off-rolling

- The OSG has previously agreed to use the definition of off-rolling that Her Majesty's Chief Inspector (HMCI) used in her 2018 annual report: "the practice of removing a pupil from the school without a formal permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."
- Following on from that report, which stated that 19,000 pupils in England did not progress from Year 10 in 2017 to Year 11 in 2018 of whom the destination of 9,700 was unclear because they did not reappear in another state-funded school, Ofsted has carried out additional research into off-rolling. In her 2019 annual report HMCI drew out more strongly the links between off-rolling, elective home education and placements in unregistered or unregulated education.
- In May 2019, following a YouGov survey of teachers' awareness of and views about off-rolling, Ofsted published a report *Exploring the issue of off-rolling*<sup>1</sup>. This report found that many teachers were aware that off-rolling is happening in their school and

<sup>1</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/800582/Ofsted\\_offrolling\\_report\\_YouGov\\_090519.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800582/Ofsted_offrolling_report_YouGov_090519.pdf)

that the practice is on the increase. It appears that off-rolling is most likely to happen before GCSEs and to vulnerable students with SEN.

- Further information about off-rolling can be found in a House of Commons Library Briefing Paper<sup>2</sup> and The Children's Commissioner's publication *Skipping School: Invisible Children*<sup>3</sup>

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<sup>2</sup> <http://researchbriefings.files.parliament.uk/documents/CBP-8444/CBP-8444.pdf>

<sup>3</sup> <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2019/02/cco-skipping-school-invisible-children-feb-2019.pdf>



## Part Four: Additional Information

### 8 Further relevant research

- 8.1 **Careers Guidance.** There has been considerable coverage of the standard of careers advice and guidance offered to young people while they are in school and how effectively young people are prepared to make key transitions in their education and from education into work. There is a strong body of research that demonstrates that providing young people with confidence to make these transitions - with appropriate support where necessary - is an important element in their resilience and preparedness to remain in learning (and the reverse is true: if young people are not confident that they have an achievable end-goal in sight, they tend not to engage actively in their own learning and development).
- 8.2 **Timpson Review.** Edward Timpson published his report into school exclusions<sup>4</sup> on 7 May 2019. Mr Timpson was commissioned in March 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. A response to Mr Timpson's report has yet to be made by the government.
- 8.3 **Post-18 Review of Education and Funding: Independent Panel Report (the "Augar Report").** As previously reported to the OSG, the Panel made incisive recommendations for Further and Higher Education and its transformation into an authentic lifelong learning system that the panel foresees as being necessary to ensure the competitiveness and productivity of British industry on the one hand and the prosperity and advancement of society as a whole on the other hand. The type of changes suggested by the Panel would have effects throughout the education system, pre- and post-16. An official government response has not yet been made.
- 8.4 **Exclusions.** The OSG has received updates including the following relevant reports:
- *Inclusive Practice*<sup>5</sup> by London Councils
  - *School exclusions: the teachers' perspective*<sup>6</sup> by the Royal Society for the Encouragement of Arts, Manufactures and Commerce (RSA)
  - *Unexplained pupil exits from schools*<sup>7</sup> by the Education Policy Institute
  - *Elective Home Education Survey*<sup>8</sup> by the Association of Directors of Children's Services (ADCS).

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<sup>4</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/799979/Timpson\\_review\\_of\\_school\\_exclusion.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/799979/Timpson_review_of_school_exclusion.pdf)

<sup>5</sup><https://www.londoncouncils.gov.uk/sites/default/files/Inclusive%20Practice.pdf>

<sup>6</sup><https://www.thersa.org/discover/publications-and-articles/reports/teacher-survey>

<sup>7</sup>[https://epi.org.uk/wp-content/uploads/2019/10/Unexplained-pupil-moves\\_LAs-MATs\\_EPI-2019.pdf](https://epi.org.uk/wp-content/uploads/2019/10/Unexplained-pupil-moves_LAs-MATs_EPI-2019.pdf)

<sup>8</sup>[https://adcs.org.uk/assets/documentation/ADCS\\_Elective\\_Home\\_Education\\_Survey\\_Analysis\\_FINAL.pdf](https://adcs.org.uk/assets/documentation/ADCS_Elective_Home_Education_Survey_Analysis_FINAL.pdf)

## **Part Five: Conclusions and Actions**

### **9 Conclusions**

- 9.1 While participation in education and training is high in London, there are clear differences based on young people's characteristics and borough of residence.
- 9.2 The major gaps in participation rates are between:
- males and females; and
  - white young people and those from other ethnic groups.
- 9.3 There are also gaps between the participation rates of young people aged 16 and those who are 17 and between those who have SEND and those who do not. These may be significant gaps when judging participation at a borough level. There are no figures based on deprivation, which may also be significant in different boroughs.
- 9.4 The combined NEET and 'not known' performance in London is better than the national average. In general, the number of young people whose status is not known to their local authority exceeds the number of young people confirmed as NEET. London's boroughs employ different methods to trace the whereabouts of their residents within the scope of the duty to ensure continued participation in education or training and there have clearly been successes in this field, evidenced by the continued reduction of the number and proportion of young people whose status is not known.

### **10 Action**

- 10.1 OSG members, particularly those from local authorities, are asked to:
- discuss this paper and to share their knowledge of the local circumstances that contribute to variances in performance
  - comment on local strategies and practices that have contributed to a reduction in NEET or not known
  - identify the priorities for action in the coming year.

## Annex: September Guarantee 2019 (DfE, January 2020)

| Local Authority   | 16 and 17 year olds | Offer made (%) . | Offer not appropriate (%) | No offer (%) | Not recorded (%) |
|---|---------------------|------------------|---------------------------|--------------|------------------|
| <b>ENGLAND</b>  | 1,125,720           | 95.0%            | 1.0%                      | 0.9%         | 3.1%             |
| <b>LONDON</b>   | 170,340             | 95.5%            | 0.3%                      | 0.9%         | 3.2%             |
| Barking and Dagenham  | 5,500               | 97.9%            | 0.3%                      | 0.5%         | 1.3%             |
| Barnet  | 7,830               | 96.0%            | 0.1%                      | 3.6%         | 0.3%             |
| Bexley  | 6,070               | 98.9%            | 0.2%                      | 0.0%         | 0.9%             |
| Brent   | 6,810               | 97.9%            | 0.1%                      | 1.9%         | 0.1%             |
| Bromley   | 6,770               | 98.4%            | 0.3%                      | 0.3%         | 0.9%             |
| Camden  | 3,220               | 98.6%            | 0.3%                      | 0.4%         | 0.7%             |
| City of London  | 270                 | 99.6%            | 0.0%                      | 0.0%         | 0.4%             |
| Croydon   | 8,240               | 94.0%            | 0.5%                      | 1.0%         | 4.5%             |
| Ealing  | 6,910               | 89.0%            | 0.7%                      | 0.6%         | 9.7%             |
| Enfield   | 7,760               | 87.8%            | 0.2%                      | 0.4%         | 11.6%            |
| Greenwich   | 5,440               | 97.3%            | 0.1%                      | 0.2%         | 2.4%             |
| Hackney   | 4,850               | 97.8%            | 0.1%                      | 0.2%         | 1.9%             |
| Hammersmith and Fulham  | 2,720               | 99.2%            | 0.0%                      | 0.3%         | 0.5%             |
| Haringey  | 5,220               | 83.8%            | 0.3%                      | 0.0%         | 15.9%            |
| Harrow  | 4,900               | 98.7%            | 0.1%                      | 1.0%         | 0.2%             |
| Havering  | 5,730               | 98.7%            | 0.1%                      | 0.1%         | 1.1%             |
| Hillingdon  | 6,800               | 92.5%            | 0.8%                      | 4.8%         | 2.0%             |
| Hounslow  | 5,850               | 95.2%            | 0.5%                      | 1.9%         | 2.5%             |
| Islington   | 3,100               | 96.6%            | 1.3%                      | 0.2%         | 1.9%             |
| Kensington and Chelsea  | 1,640               | 96.1%            | 0.4%                      | 0.5%         | 3.1%             |
| Kingston upon Thames  | 3,150               | 96.3%            | 0.4%                      | 0.4%         | 2.9%             |
| Lambeth   | 4,960               | 93.2%            | 0.2%                      | 1.2%         | 5.4%             |
| Lewisham  | 5,430               | 98.3%            | 0.3%                      | 0.1%         | 1.3%             |
| Merton  | 3,480               | 96.8%            | 0.7%                      | 1.2%         | 1.3%             |
| Newham  | 8,340               | 94.3%            | 0.3%                      | 0.6%         | 4.8%             |
| Redbridge   | 7,570               | 97.2%            | 0.2%                      | 0.1%         | 2.5%             |
| Richmond upon Thames  | 3,030               | 95.5%            | 0.3%                      | 0.3%         | 3.9%             |
| Southwark   | 5,230               | 98.5%            | 0.3%                      | 0.7%         | 0.6%             |
| Sutton  | 5,040               | 97.4%            | 0.1%                      | 0.0%         | 2.5%             |
| Tower Hamlets   | 5,970               | 95.2%            | 0.5%                      | 0.8%         | 3.5%             |
| Waltham Forest  | 5,700               | 97.4%            | 0.8%                      | 1.1%         | 0.8%             |
| Wandsworth  | 3,890               | 94.5%            | 0.3%                      | 1.2%         | 4.1%             |
| Westminster   | 2,950               | 98.5%            | 0.3%                      | 0.3%         | 0.9%             |
| <b>Definitions</b>  |                     |                  |                           |              |                  |
| <b>Offer made:</b> Young people who received an offer of a suitable place in education or training, including 17 year olds continuing 2 year courses  |                     |                  |                           |              |                  |
| <b>Offer not appropriate:</b> Young people who did not apply for education or training because they were in employment without training, or who have other barriers to address before education or training could be considered |                     |                  |                           |              |                  |
| <b>Offer not made:</b> Young people who did not receive an offer because they were undecided about what to do next, were awaiting the result of an application or were not able to find a suitable place                        |                     |                  |                           |              |                  |
| <b>Not recorded:</b> Young people for whom the authority does not have information about offers made. This includes those who were not contacted to discuss options or who had moved away from their last known address.        |                     |                  |                           |              |                  |

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# Young People's Education and Skills Operational Sub-Group

**Performance Update: Achievement and Progression**      Item no:      6

**Report by:**      Peter O'Brien      **Job title:**      Regional Commissioning Manager

**Date:**      28 February 2020

**Telephone:**      020 7934 9743      **Email:**      [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

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## **1      Background and context**

- 1.1 As Participation is the major theme being discussed at the Operational Sub-Group (OSG) meeting, this paper provides an update on achievement and progression.
- 1.2 As previously discussed, the government now publishes regional and local information annually.
- 1.3 The cycle of OSG meetings and the major theme of their discussions are as follows:
  - 28 February 2020: Participation
  - 19 June: Achievement
  - 11 September: Progression
  - 4 December: summary and priorities
- 1.4 The Board has asked the OSG to examine the data, especially when they highlight performance gaps, identify effective practice that improves performance and make appropriate recommendations to the Board.
- 1.5 Further information will be provided at the meeting and detailed data - at borough and provider level - is available through Intelligent London ([www.intelligentlondon.org.uk](http://www.intelligentlondon.org.uk)).

## Section One: Achievement

### 2 Introduction

- 2.1 The latest national statistics on A level and other 16 to 18 results for 2018/19, produced by the Department for Education (DfE), were updated on 23 January 2020; updated statistics on Key Stage (KS) 4 performance were published on 6 February 2020.
- 2.2 These figures, though updated, are still subject to change, although any such future changes are likely to have a marginal effect. We will only advise OSG if there are material changes in the statistics and their analysis.
- 2.3 The 2019 headline accountability measures are:
- For KS4: 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).
- 2.4 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.

### 3 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 published at a national level. Regional and local authority figures are 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 was 49.7. This represents an increase of 0.3 compared to the data for 2018. The national average Attainment 8 score for state-funded school pupils in 2019 was

46.8. This represents an increase of 0.2 compared with provisional 2018 data (see Annex 1).

- **Progress 8:** The average overall Progress 8 score for London for 2018/19 is (+)0.22, a small reduction from last year's +0.23. The national average overall Progress 8 score for 2018/19 is -0.03 (see 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 68.7 per cent (a fractional increase on 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 64.9 per cent - approximately the same as last year (see 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 49 per cent. The 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 43.2 per cent (see Annex 4).

- 3.5 **EBacc:** In London, for 2018/19 the percentage of pupils at the end of KS4 entered for the EBacc was 53.8 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 40.1 per cent (a 1.5 percentage point increase compared to 2017/18).
- 3.6 **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 A Level and other level 3 results

- 4.1 There were 50,025 level 3 students in London in 2018/19. This includes:
  - **Academic students:** 44,437 (88.8 per cent)
  - **A level students:** 43,606 (87.2 per cent)
  - **Tech level students:** 1,723 (3.4 per cent)
  - **Applied General students:** 10,283 (20.6 per cent)
- 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 1.
- 4.3 London's APS per entry for all level 3 students of 32.22 is almost the same as the national figure of 32.23 (see Annex 5).
- 4.4 Nationally, 191 students achieved the TecBacc - 19 of whom were from London.
- 4.5 The number of students in London, at the end of 16 to 18 study, whose highest attainment was level 2 was 10,571. 2018/19 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 5.92 (5.75 national)
  - APS per entry expressed as a grade: L2Merit (L2Merit- national)

Table 1: Level 3 attainment of all state-funded students at the end of 16-18 study (Updated data, January 2020 – ONS/DfE)

|   | London        | England       |
|---|---------------|---------------|
| <b>All level 3</b>                              |               |               |
| Average Point Score (APS) per entry             | 32.22         | 32.23         |
| <b>Academic students</b>                        |               |               |
| APS per entry                                   | 32.82         | 33.02         |
| APS per entry expressed as a grade              | C+            | C+            |
| <b>Tech level students</b>                      |               |               |
| APS per entry                                   | 29.29         | 28.64         |
| APS expressed as a grade                        | Merit+        | Merit+        |
| <b>Applied General students</b>                 |               |               |
| APS per entry                                   | 29.02         | 28.89         |
| APS expressed as a grade                        | Merit+        | Merit+        |
| <b>A level students</b>                         |               |               |
| APS per entry                                   | 32.75         | 32.87         |
| APS per entry expressed as a grade              | C+            | C+            |
| APS per entry (best 3)                          | 33.16         | 32.89         |
| Best 3 as a grade                               | C+            | C+            |
| Percentage achieving 3 A* to A grades or better | 11.6 per cent | 10.8 per cent |



## Section Two: Progression

### 5 Introduction

- 5.1 The statistics for Destination Measures, updated on 6 February 2020, show the percentage of young people progressing to specified destinations in 2017/18. These are young people who completed KS4 and KS5 in 2016/17.

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

- 6.1 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 three years).
- 6.2 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).
- 6.3 56 per cent of London young people were recorded as being in School Sixth Form, a static position over the last three years. Nationally, 38 per cent were recorded against this destination.
- 6.4 24 per cent of young Londoners (37 per cent nationally) were recorded as being in Further Education (FE) College or Other FE provider.
- 6.5 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.
- 6.6 Two per cent were taking an Apprenticeship, compared to four per cent nationally (these figures are also unchanged on last year).
- 6.7 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).
- 6.8 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).
- 6.9 Annexes 6 and 7 provide a borough by borough analysis of the KS4 destinations and a breakdown of the type of destinations.

### 7 Destinations from state-funded mainstream schools and colleges in the year after KS5 (2016/17)

***Note: 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).

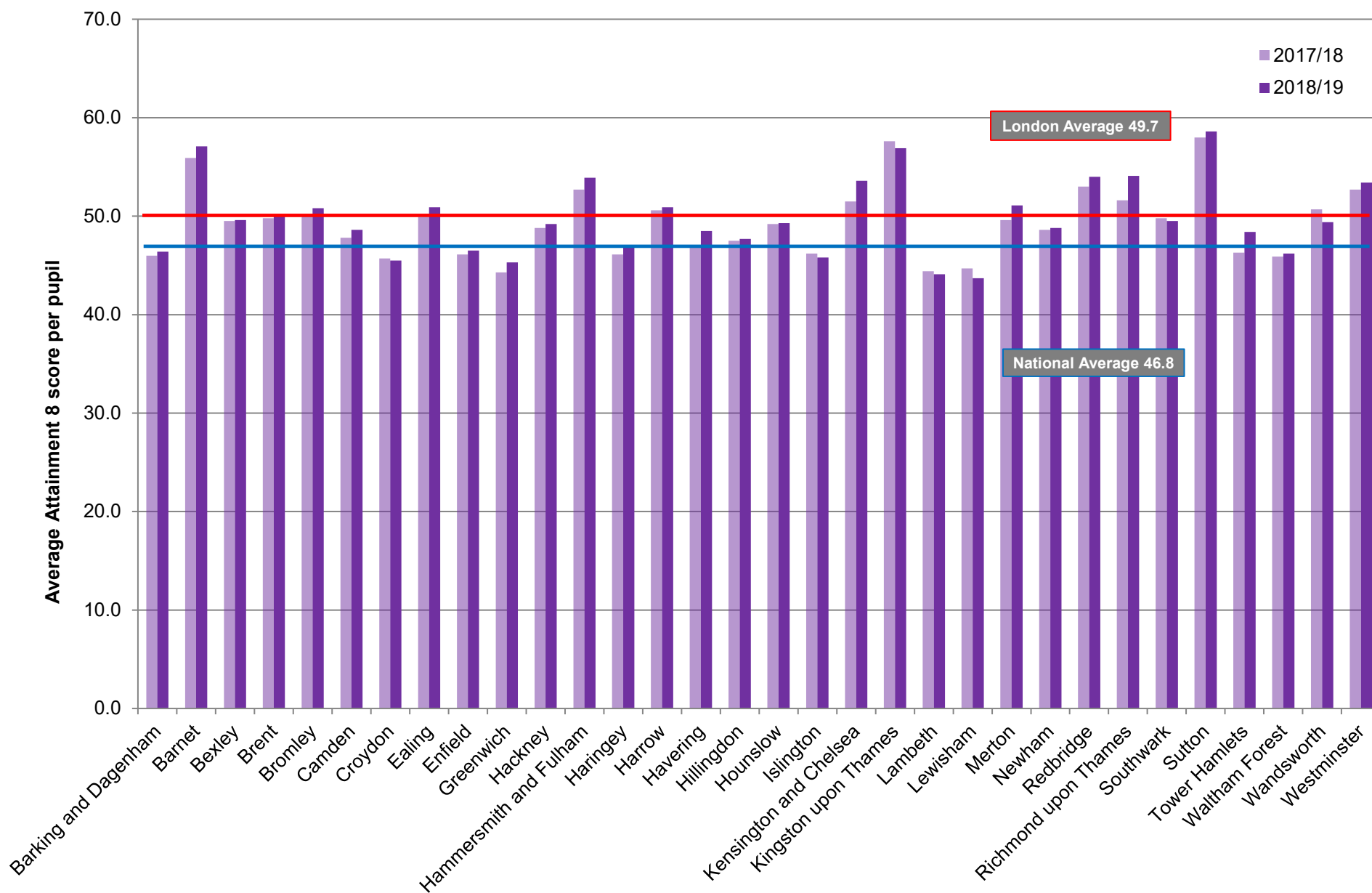
- 7.1 80 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after KS5, which compares to 81 per cent nationally.
- 7.2 58 per cent of young people were recorded as being in a sustained education destination, which is above the national figure of 47 per cent.

- 7.3 11 per cent were studying in a further education college (10 per cent nationally).
- 7.4 Five per cent were taking an Apprenticeship, compared to 10 per cent nationally.
- 7.5 44 per cent went to a Higher Education (HE) Institution, considerably above the national figure of 35 per cent.
- 7.6 17 per cent of young people were recorded as being in sustained employment, compared to 25 per cent nationally.
- 7.7 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.
- 7.8 Eight per cent of young people were not captured in London's destination data, compared to six per cent nationally.
- 7.9 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.

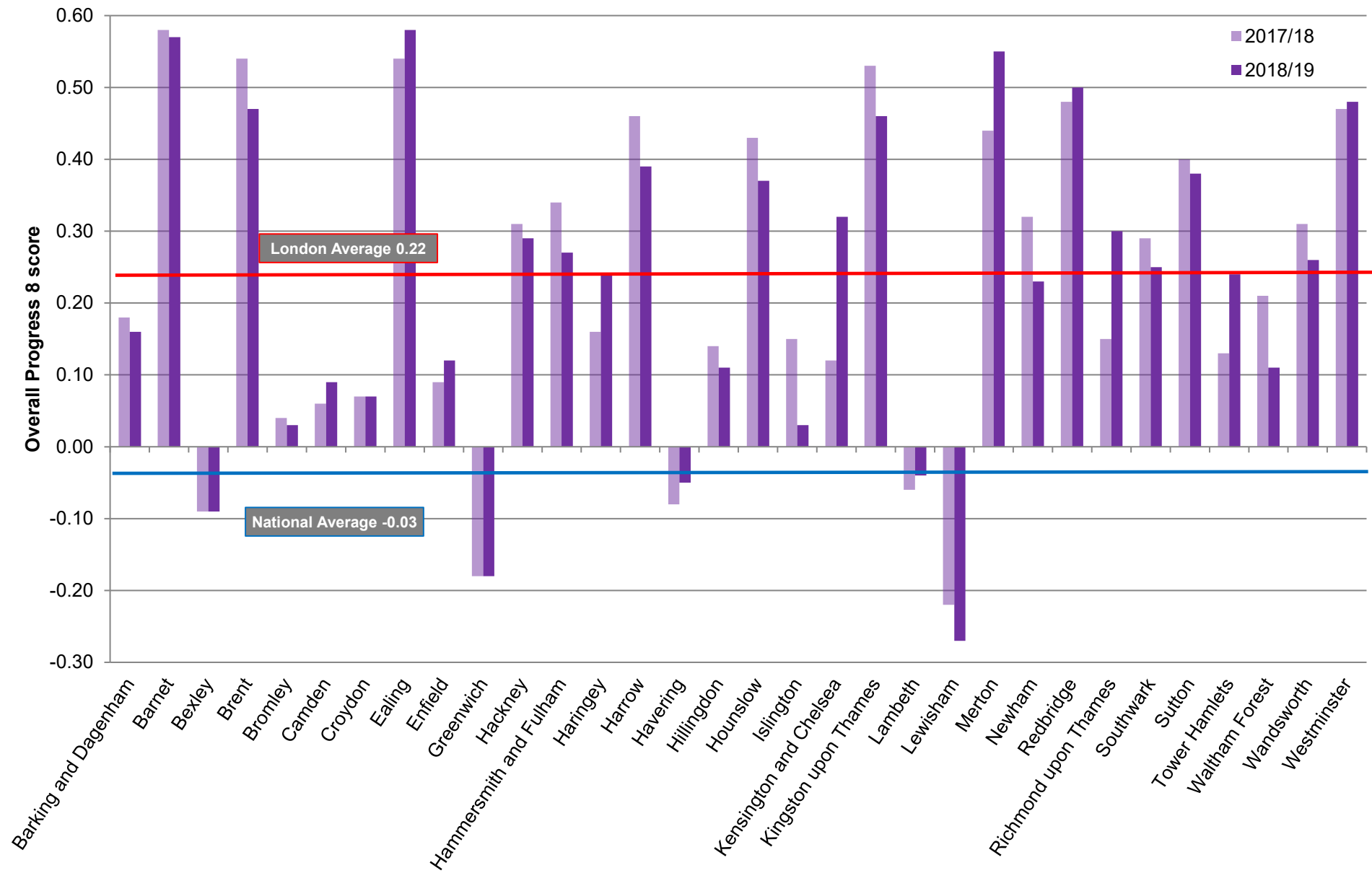
## **8 Recommendation**

- 8.1 The OSG is asked to discuss the content of the report and members representing London's boroughs are asked to disseminate it within their sub-regions.
- 8.2 The OSG is reminded that Achievement will be the major theme for discussion at its next meeting.

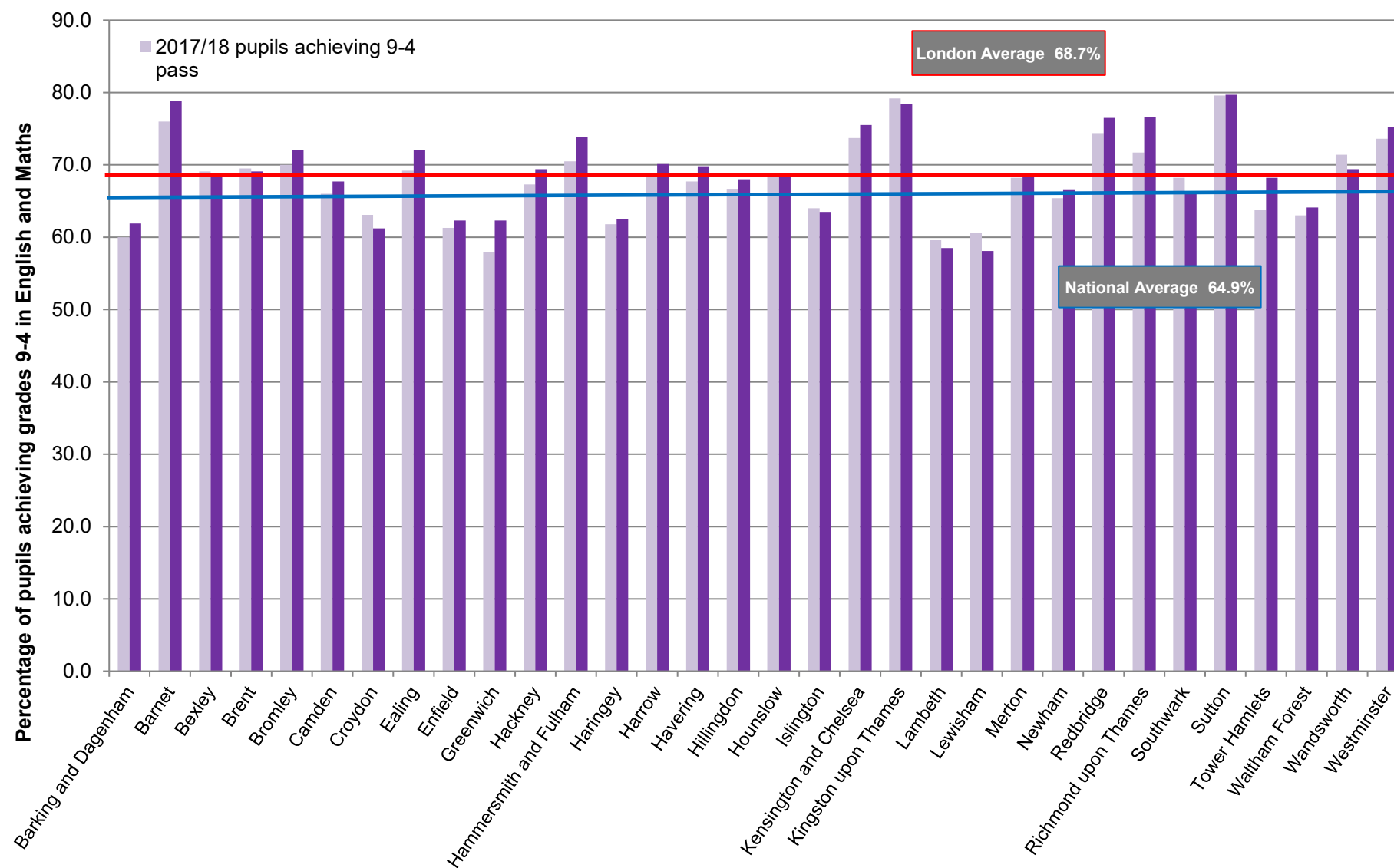
**Annex 1: Average Attainment 8 score per pupil (2018/19 state funded only) updated February 2020**



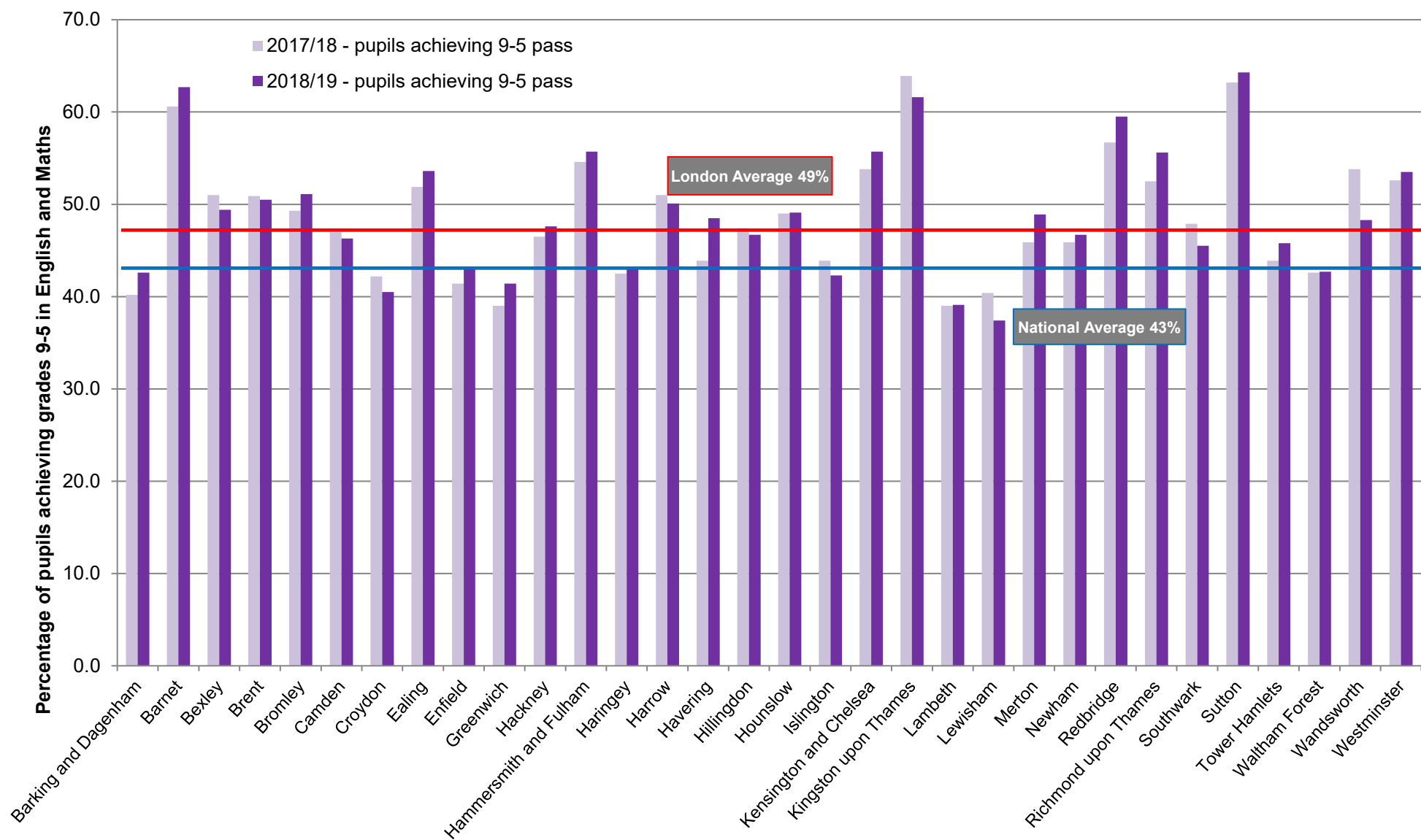
**Annex 2: Average Progress 8 score (2018/19 state funded only) updated February 2020**



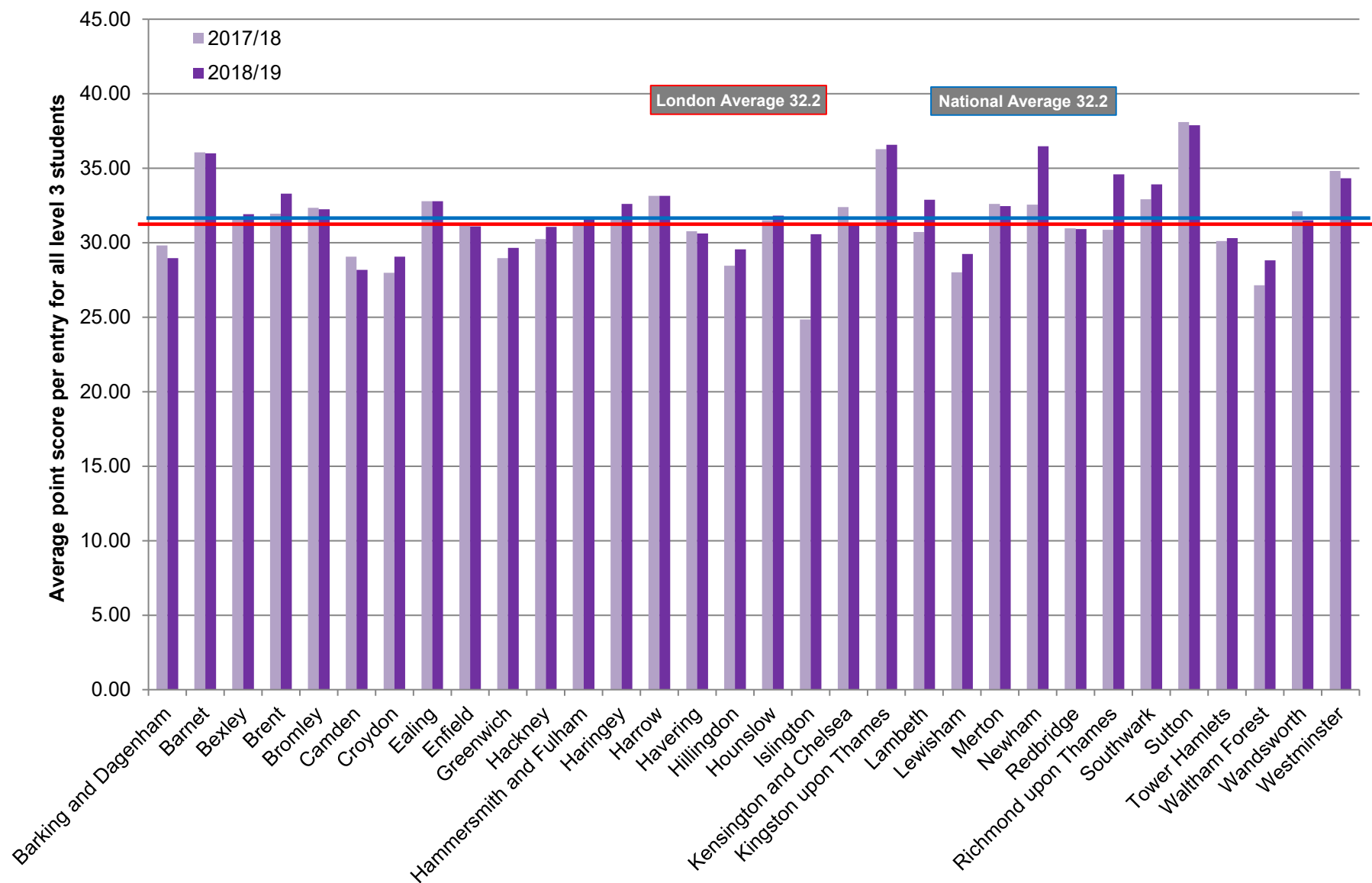
**Annex 3: Percentage of pupils achieving grades 9 to 4 in GCSE English and Maths (2018/19 state funded only) – updated figures February 2020**



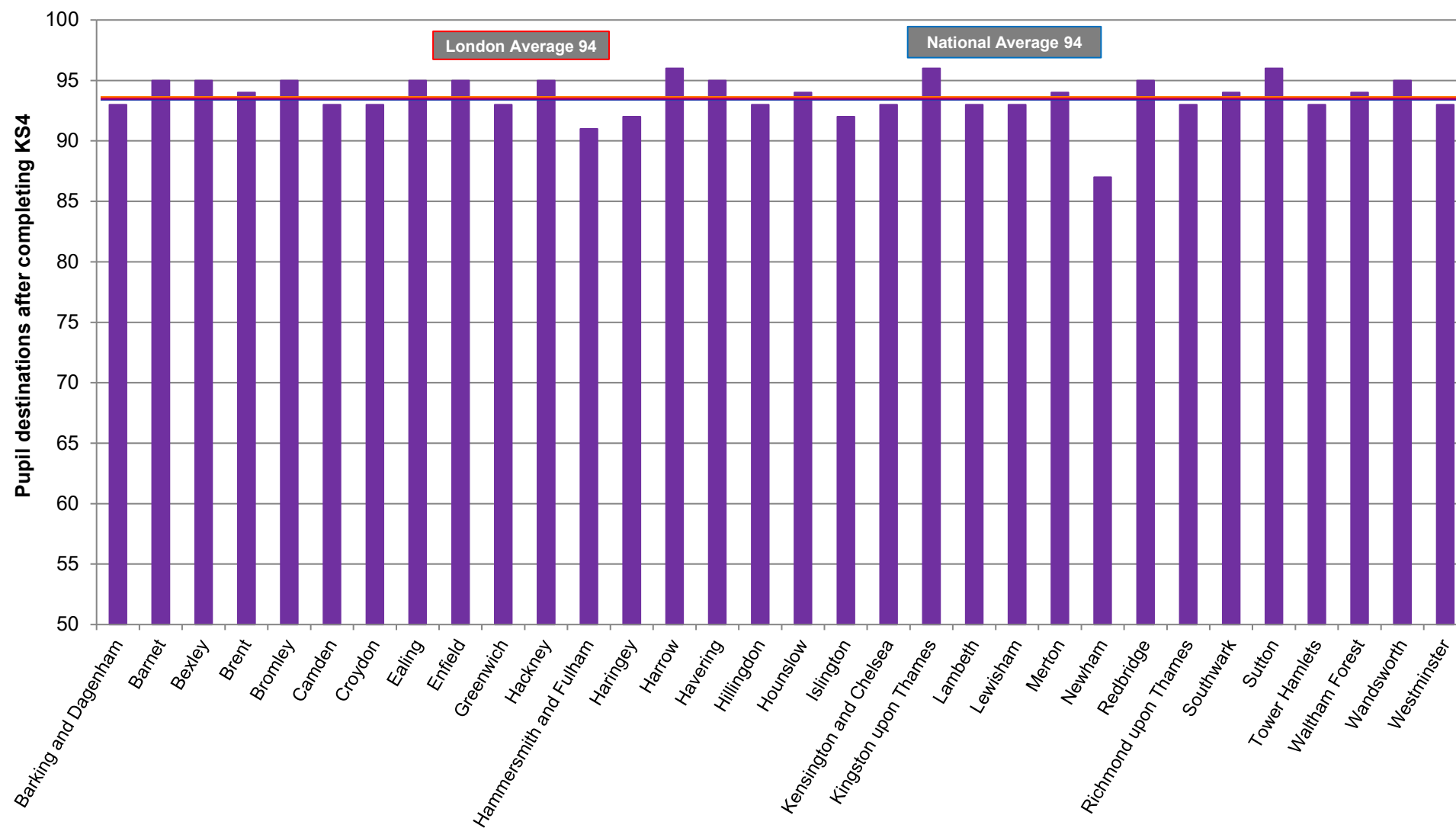
**Annex 4:** Percentage of pupils achieving grades 9-5 in GCSE English and maths (2018/19 State-funded only) – updated figures Feb 2020



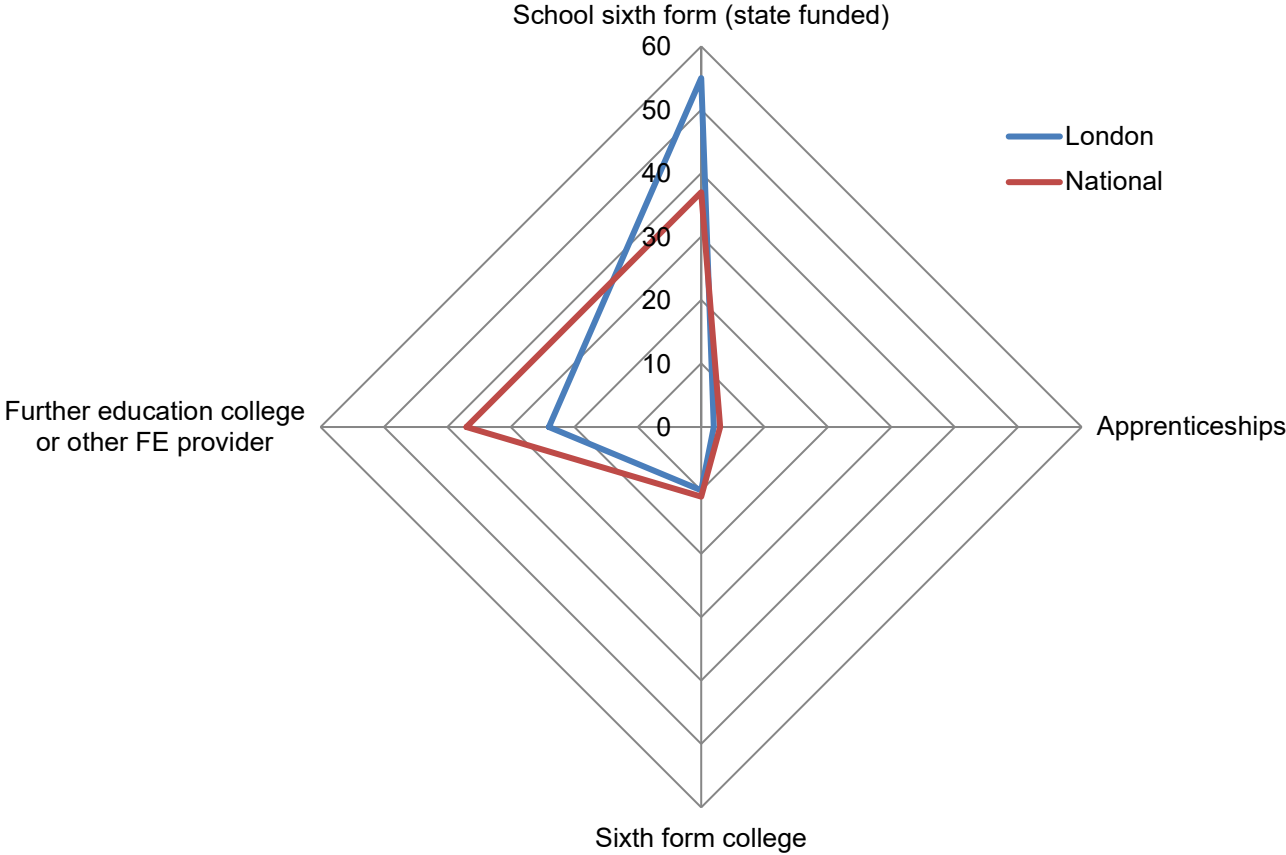
**Annex 5: Average Point Score per entry for all level 3 students (2018/19 State-funded only) updated February 2020**



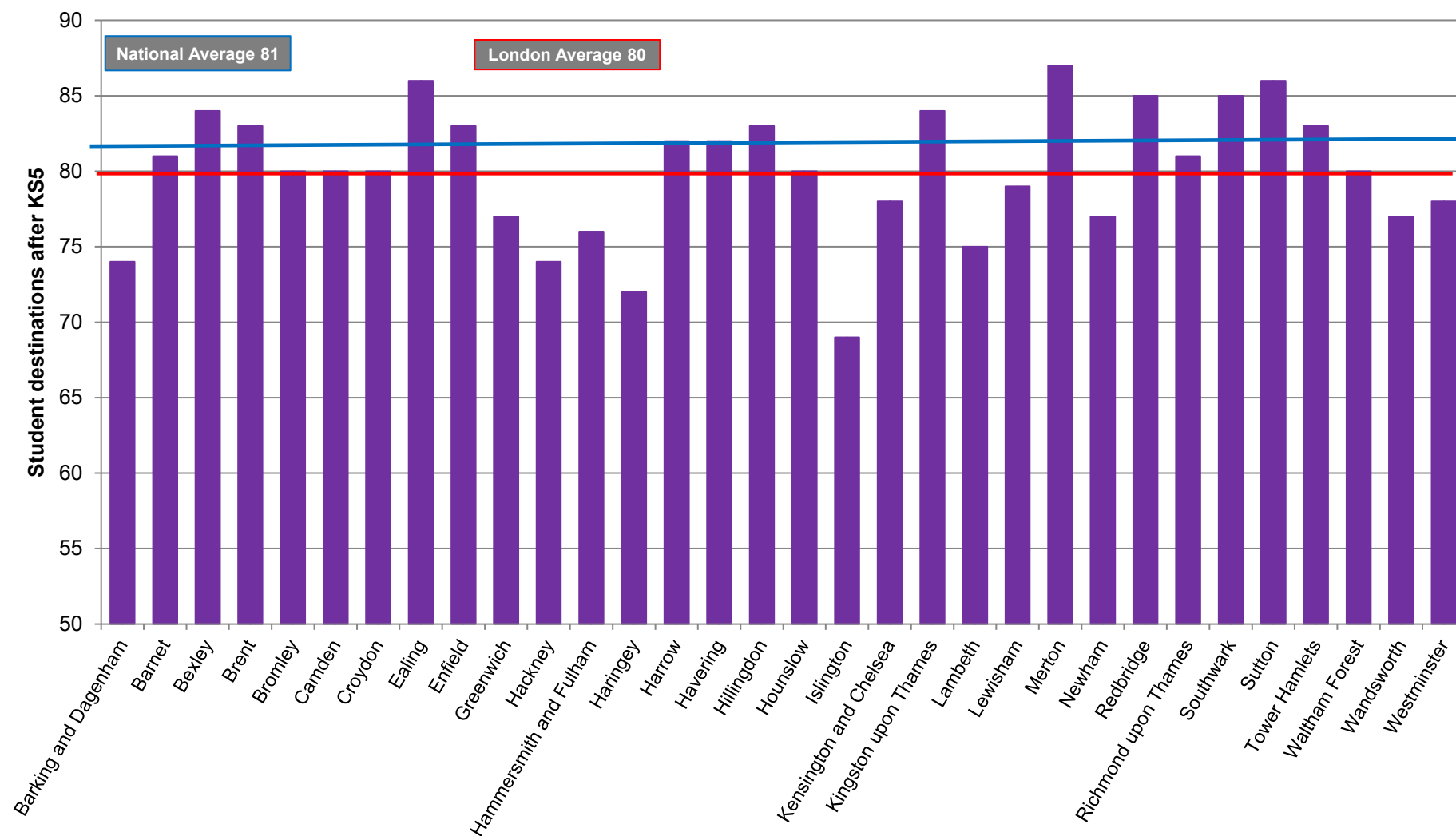
## Annex 6: Pupil destinations after completing KS4 (2017/18) updated February 2020

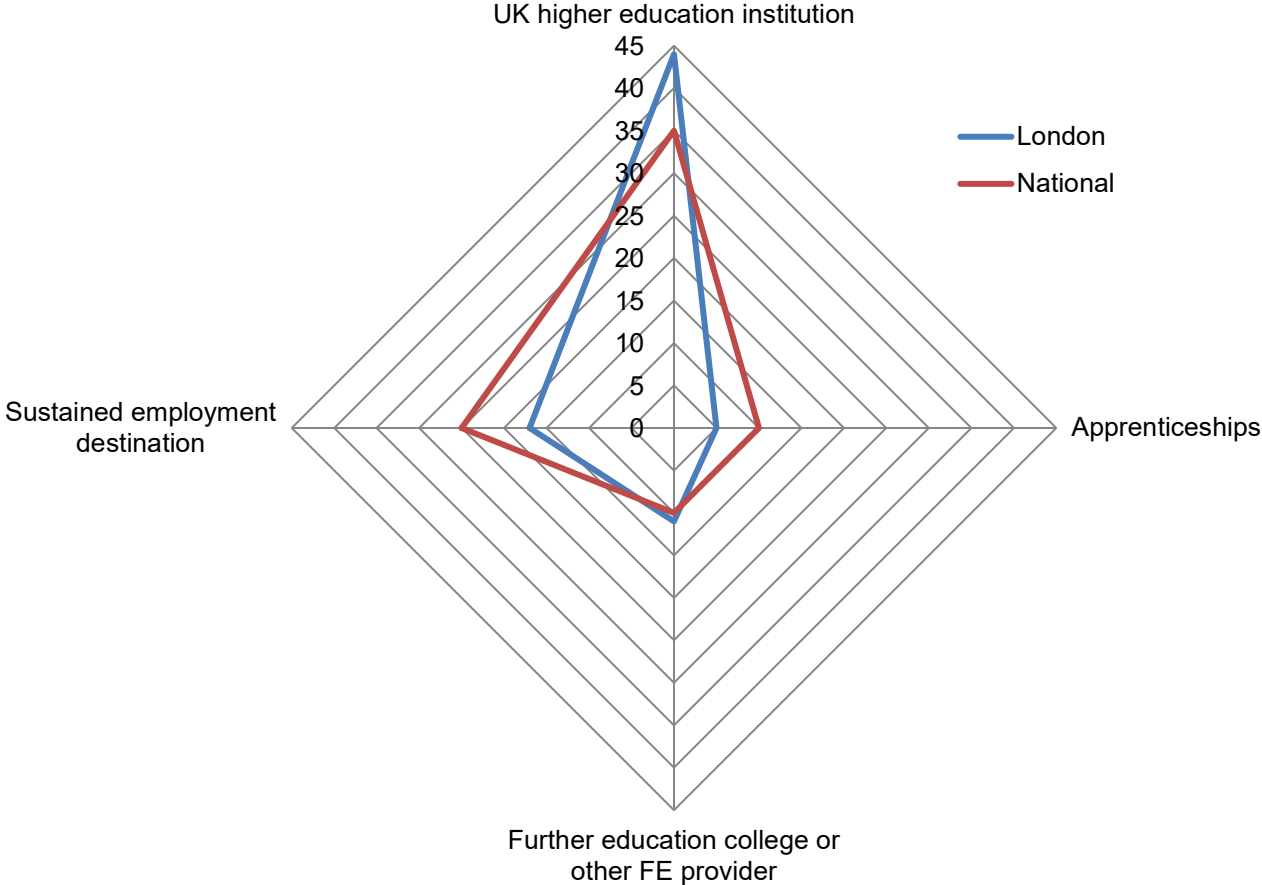






## Annex 8: Student destinations after completing KS5 (2017/18) Updated February 2020





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# Young People's Education and Skills Operational Sub-Group

## Policy Update

Item: 7

**Date:** 28 February 2020

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### 1 Central Government

- 1.1 As a result of the General Election held on 12 December 2019, Rt Hon Boris Johnson MP was returned as Prime Minister.
- 1.2 Her Majesty's Speech to both Houses of Parliament was delivered on 19 December 2019<sup>1</sup> and outlined the government's agenda for the Parliamentary Year. It proposes more than 30 pieces of legislation.
- 1.3 Although the Speech makes only a brief mention of education and skills, the accompanying briefing note confirms measures introduced in the previous Parliament or contained in the Conservative Party Manifesto. These include:
  - increased funding for schools so that the minimum per-pupil funding in secondary schools will rise to £5,000
  - further movement to directly fund all schools from Whitehall via a single national formula
  - expanding the free school programme
  - a 'renewed focus' on further and technical education, including confirmation of an extra £400m for educating 16 to 19-year-olds and £1.8m for Further Education capital
  - introducing T levels as planned
  - creating a 'National Skills Fund'
  - establish 20 Institutes of Technology
  - work towards a 'sustainable model' of Higher Education Funding
  - confirmation that the government is 'considering the Augar Report'.
- 1.4 On 14 January the House of Commons debated Education and Local Government in the context of its overall consideration of the Queen's Speech. Among the issues raised were minimum funding levels, school standards, future skills and Erasmus+. MPs had a further opportunity to question Ministers on 20 January, where FE and T levels were among the matters raised.

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<sup>1</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/853886/Queen\\_s\\_Speech\\_December\\_2019\\_-\\_background\\_briefing\\_notes.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/853886/Queen_s_Speech_December_2019_-_background_briefing_notes.pdf)

- 1.5 Following the UK's exit from the European Union, the Prime Minister made changes to the Cabinet and ministerial responsibilities on 13 and 14 February 2020. The ministers at the Department for Education (DfE) are now:
- Rt Hon Gavin Williamson CBE MP: Secretary of State for Education
  - Rt Hon Nick Gibb MP: Minister of State - School Standards
  - Michelle Donelan MP: Minister of State - Universities
  - Vicky Ford MP: Parliamentary Under Secretary of State (PUS) - Children and Families
  - Gillian Keegan MP: PUS - Apprenticeships and Skills
  - Baroness Berridge of the Vale of Catmose (PUS) - School System
- 1.6 The Chancellor of the Exchequer has said that the Budget will take place on 11 March 2020, as had been announced by his predecessor.

## **2 Budget 2020**

- 2.1 London Councils has joined with the Core Cities Group to propose a radical programme of devolution within the next Budget.
- 2.2 The areas in which devolution is proposed in *London Councils' Budget Submission*<sup>2</sup> and are of greatest interest to Young People's Education and Skills' priorities include:
- careers advice and the establishment of a London Careers Service
  - the Apprenticeship Levy and the creation of a London Apprenticeship Service
  - skills provision for 16 to 18-year-olds
  - Traineeships.

## **3 Special Educational Needs and Disabilities (SEND)**

- 3.1 As part of the Mayor's ESF 2019 to 2023 Programme, the Greater London Authority hosted an information session on 14 January in which an overview of the Mayor's intention to procure provision to support young people with SEND was provided. It is proposed to start the formal procurement process in the spring.
- 3.2 Children and young people with SEND, and high-needs provision (in the context of further education and skills), featured in Her Majesty's Chief Inspector's (HMCI) *Annual Report*<sup>3</sup>.
- 3.3 The report includes a summary of area SEND inspections. The Children and Families Act 2014 places responsibility on area leaders, which includes leaders from the local authority, health commissioners and other providers, to identify and meet the needs of children and young people with SEND aged 0 to 25. Ofsted and the Care Quality Commission (CQC) inspect how well areas fulfil these duties.
- 3.4 By the end of August 2019, two thirds (100 out of 151) of the inspections had been completed and reports published. However, half (50) of the areas inspected have been required to produce and submit a written statement of action to HMCI, an indication of

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<sup>2</sup> <https://www.londoncouncils.gov.uk/node/37048>

<sup>3</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/859422/Annual Report of Her Majesty s Chief Inspector of Education Children s Services and Skills 201819.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/859422/Annual_Report_of_Her_Majesty_s_Chief_Inspector_of_Education_Children_s_Services_and_Skills_201819.pdf)

significant weaknesses in the areas' SEND arrangements. Of the 20 areas inspected in London, a quarter have been required to submit a written statement of action.

## **4 Careers Guidance and the Youth Labour Market**

- 4.1 *The Careers and Enterprise Company* (CEC) published two reports in January. The first, *Young people's career readiness and essential skills: Results from the Future Skills Questionnaire 2018/19*<sup>4</sup>, describes the Future Skills Questionnaire that was developed by CEC, the International Centre for Guidance Studies at the University of Derby and the Skills Builder Partnership. The questionnaire measures changes in young people's employability skills (personal effectiveness, career readiness and essential skills) following participation in a careers activity. The report also presents the results from over 2,000 young people who took part in employer encounters, workplace experiences or personal guidance and who completed the survey at two time points. The results show where the greatest improvements were made and highlight the skill areas that are strongest and weakest for young people.
- 4.2 The second, *Closing the Gap*<sup>5</sup>, confirms that employer engagement with schools and colleges is critical to the delivery of world-class careers education. In recent years, the number of employer encounters and workplace experiences that young people receive has increased significantly, aided by a system of national support and coordination. But there is more to do - approximately one third of young people leave the education system without having had experience of the workplace (although that is an improved position when compared with 18 months ago). The report outlines the actions designed to make further progress.
- 4.3 *Never Ever*<sup>6</sup>: The Resolution Foundation has published this report, which explore the increase in people who have never had a job. The main focus is on 18 to 24 year-olds and it attributes this phenomenon within the labour market to three main causes: the 'death of the teenage Saturday job'; fewer people working while at college or university; and a longer journey from education to employment.
- 4.4 *What new jobs will emerge in the 2020s?*<sup>7</sup>: This blog from the Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA) has been widely quoted in the sector press, and the answer it provides can be summarised as 'coders and carers'. It talks about changes in the way in which we all live and work in the context of the economy, which it describes as becoming a Big Tech Economy, a Precision Economy, an Exodus Economy and an Empathy Economy. It refers to the challenges of providing people with the skills to transition to the new economic realities it implies.
- 4.5 *The Institute of Student Employers (ISE) Pulse Survey 2020* (please note that the publication is only made available to ISE members)<sup>8</sup>: ISE reports a slow-down in recruiting both university graduates and school leavers. Its analysis of the estimated 3.4 million jobs created in the last decade shows that 2.5 million were professional or senior jobs (mostly taken by older and more experienced workers), 400,000 were skilled or semi-skilled and 500,000 were low-skilled. It predicts a significant reduction in the number of entry jobs available to school leavers in the next decade.

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<sup>4</sup>[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1248\\_future\\_skills\\_report\\_v11\\_.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1248_future_skills_report_v11_.pdf)

<sup>5</sup>[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1248\\_future\\_skills\\_report\\_v11\\_.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1248_future_skills_report_v11_.pdf)

<sup>6</sup><https://www.resolutionfoundation.org/app/uploads/2020/01/Never-ever.pdf>

<sup>7</sup><https://www.thersa.org/discover/publications-and-articles/rsa-blogs/2020/01/new-jobs-2020s>

<sup>8</sup>[Please follow this link to become a member of the ISE](#)

- 4.6 *10 trends shaping the future of work in Europe*<sup>9</sup>: Produced by the European Commission (European Political Strategy Centre), this paper explores some of the greatest opportunities and challenges facing Europe as it transitions into the fourth Industrial Revolution. It finds that technology and new business models are changing the very concept of work; the rise of non-standard work requires an upgraded social contract; middle-paying jobs are in decline; lifelong learning is the new normal for workers; and basic skills still matter, with digital now being one of them. The paper also notes that work and leisure are increasingly overlapping in today's 24/7 streaming society; robots and algorithms are becoming integral parts of business culture; and that while the service economy helped to encourage more women into employment, progress is stalling. It suggests that while people are working longer, the ageing population is placing significant pressure on the sustainability of social security systems and that Europe is struggling to attract the world's best talent.
- 4.7 *Working Futures 2017 to 2027*<sup>10</sup> A residual research programme originally managed by the UK Commission for Employment and Skills until its closure, Working Futures is a quantitative assessment of future employment prospects for the UK and is the most comprehensive and detailed model for the UK labour market available. *Working Futures 2027 to 2027* has been produced by the University of Warwick's Institute of Employment Research in collaboration with Cambridge Econometrics. The authors state:
- "The future cannot be predicted with precision or certainty. However, all the participants in the labour market make plans for the future. The rationale behind Working Futures is that a comprehensive, systematic, consistent and transparent set of projections can help to inform everyone about the world they are likely to face. The Working Futures projections are grounded in a forecast of the future macroeconomic and labour market context. This is especially difficult at the present time with all the uncertainties associated with Brexit. The forecast is therefore subject to a number of risks and uncertainties. Most notable among them is the impact of Brexit on barriers to trade and the movement of people."
- 4.8 Further detail, particularly at regional level, is promised, but some of the headlines (messages that have been made consistently for some time) are:
- the main growth in employment is expected to be in the private sector around business services
  - self-employment is predicted to fall back as people move back into being employees as the economy (and employment) improves further
  - most of the newly created jobs will be in part-time roles with male part-time roles particularly increasing
  - there are expected to be net increases in the professional, associate professional and caring, leisure and service roles - and decreases in administrative & secretarial occupations; skilled trade occupations; and process, plant & machine operatives.
- 4.9 *UK Regional Productivity Differences: an evidence review*<sup>11</sup> The Industrial Strategy Council has conducted a review of the academic evidence on the extent and causes of spatial disparities in UK productivity, and the implications for policies aimed at promoting local productivity growth. The review finds that differences in productivity across UK regions are large, in absolute terms and by international standards, and are

<sup>9</sup> [https://op.europa.eu/en/publication-detail/-/publication/e77a1580-0cf5-11ea-8c1f-01aa75ed71a1/language-en?WT.mc\\_id=Searchresult&WT.ria\\_c=41957&WT.ria\\_f=5702&WT.ria\\_ev=search](https://op.europa.eu/en/publication-detail/-/publication/e77a1580-0cf5-11ea-8c1f-01aa75ed71a1/language-en?WT.mc_id=Searchresult&WT.ria_c=41957&WT.ria_f=5702&WT.ria_ev=search)

<sup>10</sup> [Follow this link to the Working Futures homepage with further links to the main report, headline report, technical report and annexes](#)

<sup>11</sup> [https://industrialstrategy council.org/sites/default/files/attachments/UK%20Regional%20Productivity%20Differences%20-%20An%20Evidence%20Review\\_0.pdf](https://industrialstrategy council.org/sites/default/files/attachments/UK%20Regional%20Productivity%20Differences%20-%20An%20Evidence%20Review_0.pdf)



longstanding. Several British cities are “steaming ahead” with high levels and growth rates of productivity and income, but not all cities are doing well. Furthermore, in several towns, coastal regions and rural areas, the levels and growth rates of productivity are low. The review finds no simple or single reason for these wide and widening differences in spatial performance. It says that, in practice, highly productive regions tend to outperform low-productivity regions along several dimensions - from the skills and health of the workforce to quality of local institutions and infrastructures. Nonetheless, the report highlights three key explanations for these regional differences - place-based fundamentals, agglomeration and sorting. Overall, the Council’s review of evidence suggests that it would be beneficial for policy to:

- end the tendency to abolish and recreate regional policy. Local areas benefit from continuity in UK regional policy as this ensures a strategic approach to achieving long-term economic goals. Initiatives which, once started, become self-sustaining over time should be favoured.
- Foster local growth strategies that employ a broad approach across a range of policy interventions - from social and health interventions to business policies.
- Keep the spotlight on places whose productivity levels and growth rates are well below the national average, to ensure that interventions are directed towards places at risk of falling further behind.

## 5 T Levels

- 5.1 The Institute for Apprenticeship and Technical Education has invited awarding organisations to bid for eight more T levels<sup>12</sup> and £110million extra<sup>13</sup> is being provided for capital and staff development. The Secretary of State for Education has also announced that funding is being withdrawn from more than 5,000 courses with low student numbers<sup>14</sup>. The T level funding rules 2020 to 2021 have been revised recently.<sup>15</sup>

## 6 Apprenticeships

- 6.1 *Apprenticeship funding for employers who do not pay the apprenticeship levy*<sup>16</sup>: The government set out procedures for non-levy paying employers to be able to access levy funds under a system of applying for funding to be reserved, initially for up to three starts while the system rolls out. This follows complaints that the funding system is too complex and doesn’t necessarily provide funding to where it is most needed.
- 6.2 *Apprenticeship Pay Survey*<sup>17</sup>: The national Apprenticeship Pay Survey was published by the Department for Business, Enterprise and Industrial Strategy (BEIS) on 10 January 2020. The headline picked up by various commentators in the sector is that compliance with National Minimum Wage (NMW) rates for Level 2 and Level 3 apprentices has worsened over the past two years, with 19 per cent of these second and third-year apprentices paid less than legally required. The Apprenticeship Pay Survey of London

<sup>12</sup><https://www.instituteforapprenticeships.org/about/news-events/awarding-organisations-can-bid-for-8-new-t-levels/>

<sup>13</sup><https://www.gov.uk/government/news/t-level-providers-to-benefit-from-110-million-boost>

<sup>14</sup><https://www.gov.uk/government/news/plans-to-remove-funding-for-courses-with-low-student-numbers>

<sup>15</sup><https://www.gov.uk/guidance/how-t-levels-will-be-funded-in-academic-year-2020-to-2021>

<sup>16</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/856899/Apprenticeship\\_funding\\_for\\_employers\\_who\\_do\\_not\\_pay\\_the\\_apprenticeship\\_levy\\_reservation\\_of\\_funds\\_guidance\\_from\\_January\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/856899/Apprenticeship_funding_for_employers_who_do_not_pay_the_apprenticeship_levy_reservation_of_funds_guidance_from_January_2020.pdf)

<sup>17</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/857210/aps-2018-19-england-report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/857210/aps-2018-19-england-report.pdf)

boroughs showed that 18 boroughs paid the full NMW or above for all apprenticeships and 15 paid the London Living Wage or above for all apprenticeships.

- 6.3 *Runaway Training*<sup>18</sup>: In this paper on Apprenticeships for the EDSK think tank, Tom Richmond (former adviser to ministers at the DfE) argues that a failure to define just what an apprenticeship is and how the levy should operate, has meant that a lot of levy funding has been used for 'inappropriate' training and he therefore calls for clearer directions on both.
- 6.4 *Skills Accounts*<sup>19</sup>: Noting that all the main political parties made some reference to skills accounts (or 'wallet' or 'entitlement') in their manifesto, the Association of Employment and Learning Providers (AELP) has prepared this paper as both a reflection on the past history of skills accounts and insights into their operation from the perspective of providers. It also proposes a range of operating principles for any future model.
- 6.5 *Skills Tax Credits*<sup>20</sup>: FE Week ran an article on 17 February that revived discussion of Skills Tax Credits as an alternative to the Apprenticeship Levy.

## 7 Quality of Provision

- 7.1 Ofsted has published *The Annual Report of Her Majesty's Chief Inspector for Education, Children's Services and Skills 2018/19*<sup>21</sup>. The report covers each element of the Chief Inspector's remit (children's social care, early years, State-funded schools, initial teacher education, Independent and unregistered schools, children and young people with SEND and Further Education & Skills (FES)). The response to the report from local government concentrates on the maintenance - and improvement - of children's social care at a time when government funding has reduced tremendously. There is some surprise within the sector that the Chief Inspector, unlike last year's report, has not sufficiently recognised this important contextualisation of the results of inspection.
- 7.2 The section on FES covers:
- FES providers and Ofsted judgements - the proportion of general FE colleges rated 'good' or 'outstanding' in their most recent inspection increased from 76 percent nationally in the previous year to 78 percent in this year's report
  - 16 to 19 study programmes
  - High-needs provision
  - Apprenticeships (where a potential mismatch between the skills needed to boost productivity and the Apprenticeships being provided is reported)
  - Adult education provision
  - Education, skills and work in prisons and young offender institutions.
- 7.3 Two other recent Ofsted publications relate to Young People's Education and Skills' interests:
- *Removal of the "outstanding exemption"*<sup>22</sup>: Some schools, colleges and other organisations delivering publicly funded education and training, that were rated outstanding by Ofsted at their last inspection, are legally exempt from further routine

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<sup>18</sup> <https://www.edsk.org/wp-content/uploads/2020/01/EDSK-Runaway-training.pdf>

<sup>19</sup> <https://www.aelp.org.uk/media/3477/77-key-principles-to-ensure-the-success-of-future-skills-accounts.pdf>

<sup>20</sup> <https://feweek.co.uk/2020/02/17/renewed-calls-for-skills-tax-credits-as-budget-looms/>

<sup>21</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/859422/Annual\\_Report\\_of\\_Her\\_Majesty\\_s\\_Chief\\_Inspector\\_of\\_Education\\_Children\\_s\\_Services\\_and\\_Skills\\_201819.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/859422/Annual_Report_of_Her_Majesty_s_Chief_Inspector_of_Education_Children_s_Services_and_Skills_201819.pdf)

<sup>22</sup> <https://consult.education.gov.uk/inspection-and-accountability-division/removal-of-the-outstanding-exemption/>

Ofsted inspection. This Ofsted consultation seeks views on the removal of the exemption.

- *Fight or flight? How 'stuck' schools are overcoming isolation*<sup>23</sup>: In this report, Ofsted says that it has identified 415 schools (approximately two per cent of all state-funded schools in England) that have been graded less than good in inspections for at least 13 years. This means that two whole cohorts of young people have been affected and currently approximately 210,000 pupils are being educated in these 'stuck' schools. No local authority in London is among the six highlighted for having a relatively high proportion of such schools, but the report is of interest for two reasons:
  - First, the report evaluates various initiatives that have supported school improvement since 2006 and concludes that "the separate systems of inspection and support are not working together as they could. Improvement support is rarely seen as transformative". The report also notes that there is often too much advice from different directions (and this is not always high-quality advice) while at the same time there is no lack of capacity for school improvement. These key findings are relevant to colleagues in boroughs who have responsibility for school improvement.
  - Second, the report notes that, for the past two decades, education policy has been concerned with the "long tail of underachievement" mainly relating to children from disadvantaged backgrounds in England's cities. Ofsted's analysis of the current situation is that there is a relationship between the prevalence of education in a 'stuck' school and "those pockets of the country with a declining industry or jobs market and a lack of broader cultural opportunities...in remote areas or the outskirts of major cities." This implies that future improvement initiatives are likely to be targeted on areas outside of London.

7.4 *Struggling schools set for specialist support*<sup>24</sup>: The Schools Minister, Lord Agnew, has announced six successful new Teaching School Hubs to support struggling schools. Those covering London are as follows:

- East of England and North East London: Harris Academy Chafford Hundred and Harris Federation
- East of England and North East London: Saffron Walden County High School and Saffron Academy Trust.

## 8 Young People and Mental Health

8.1 *Trauma, challenging behaviour and restrictive interventions in schools*<sup>25</sup>: The Centre for Mental health has produced a review of recent literature about restrictive interventions in schools (such as seclusion, restraint and exclusion). It examines the links between trauma and challenging behaviour. The review highlights the way restrictive interventions can create a vicious circle of trauma, challenging behaviour, restriction and psychological harm.

8.2 *The Education Policy Institute (EPI)*<sup>26</sup>: After having produced detailed independent comparisons of the parties' promises on education, EPI started 2020 with two reports on mental health; one is about the education workforce and the other is about young people. In the latter, the EPI's annual report on access to child and adolescent mental health

<sup>23</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/856088/How\\_stuck\\_schools\\_are\\_overcoming\\_isolation\\_-\\_evaluation\\_report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/856088/How_stuck_schools_are_overcoming_isolation_-_evaluation_report.pdf)

<sup>24</sup><https://www.gov.uk/government/news/struggling-schools-set-for-specialist-support>

<sup>25</sup>[The report is available to download free-of-charge, though the Centre for Mental Health requests that a donation be made instead.](#)

<sup>26</sup><https://epi.org.uk/publications-and-research/>

services (CAMHS), it is noted that most lifelong mental health problems develop early on, during childhood or adolescence. The wider economic costs of mental ill health in England are vast, estimated at £105bn each year.

- 8.3 *The state of children's mental health services*<sup>27</sup>: Anne Longfield, the Children's Commissioner for England, has published her third annual children's mental health briefing, *The state of children's mental health services*. The report shines a light on the provision of Children and Young People's Mental Health Services (CYPMHS) for the hundreds of thousands of children who need help, support and treatment. The briefing also looks ahead to assess whether current Government plans go far enough to meet demand. It shows that while the NHS has made tangible progress in the provision of mental health services for children, the current system is still far away from adequately meeting the needs of all of the estimated 12.8 per cent of children in England with mental health problems - or the many more children who fall just below the threshold for clinical diagnosis. The Children's Commissioner welcomes the significant progress made to CYPMHS but warns that a chasm remains between the current levels of NHS services and what children need. Overall, the report shows services are improving, with an extra £60million invested in specialist children's mental health services and an additional 53,000 children entering treatment. There has been a particular improvement in eating disorder services, where the number of children accessing services has increased by almost 50 per cent since 2016/17. However, services are still far from where they need to be. Just over three per cent of children were referred to services last year, only about one in four of children with a diagnosable mental health condition.

## **9 The Evidence Base for London's Industrial Strategy**<sup>28</sup>

- 9.1 This is the final report on the evidence base that is informing and supporting the development of London's Local Industrial Strategy, following on from the interim report published in August 2019. It presents clear, robust and comprehensive evidence on London's economy with a view to supporting the overall objective of achieving inclusive growth in London. It reports on London's strengths, key constraints, issues and risks for the five foundations of productivity introduced by the Industrial Strategy White Paper (Business Environment, People, Infrastructure, Ideas and Place), while also highlighting the economic linkages between the economy of London and the rest of the UK.

## **10 Costs and Drivers in the FE Sector**<sup>29</sup>

- 10.1 Commissioned by the DfE and written by acl consulting, this work aims to both inform policy and provide support to the DfE in its negotiations over the Budget and Spending Review. Its analysis of quantitative data presents a "picture of providers who are providing good quality FE whilst largely balancing their budgets"; whereas its review of qualitative findings from the same group of providers "show a sector under considerable pressure and with serious concerns about its future relating to the financial viability of the sector as a whole and the ability to keep the offer sufficiently current that General FE Colleges (GFECs) in particular (but also for centre-based Independent Learning Providers (ILPs)) continue to be relevant to learners and employers."
- 10.2 It goes on to report that:

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<sup>27</sup><https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/01/cco-the-state-of-childrens-mental-health-services.pdf>

<sup>28</sup><https://www.london.gov.uk/sites/default/files/lis-evidence-base-final.pdf>

<sup>29</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/863983/Costs\\_and\\_cost\\_drivers\\_in\\_the\\_further\\_education\\_sector.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863983/Costs_and_cost_drivers_in_the_further_education_sector.pdf)

- GFECs and Sixth Form Colleges (SFCs) are currently facing significant cost pressures which, without an immediate (and significant) increase in income, many providers will have difficulties in meeting: this will have significant impacts on the sector. These will go beyond further reductions in relatively ‘easier’-to-cut costs and further rounds of the incremental changes already seen (group sizes further increased; options within programme areas further reduced; self-directed learning used more widely etc.). The risk is that whole curriculum areas will be lost and that colleges - including some of the good/excellent ones - will disappear. The position of SFCs appears to be particularly acute.
- A key strength of GFECs and centre-based ILPs is the currency of their vocational offer. Traditionally they have: tutors who have recently worked in the sector (some who may continue to do so, teaching on a part-time basis); equipment that is current and of a type generally in use in the workplace; a curriculum that is continually updated to ensure that learners are acquiring the skills they now need for their sector; staff who keep up to speed with developments in their sector. Increasingly a lack of funds for investment in staff and equipment means this currency is at risk.
- Overall, the research suggests that, if the FE sector is to survive “as is”, consideration needs to be given to relaxing the financial pressure it is currently operating under.

## **11 Attitudes to Education: the British Social Attitudes Survey 2018<sup>30</sup>**

- 11.1 The DfE has commissioned questions on NatCen’s British Social Attitudes survey (BSA) on several occasions since its inception in 1983. In 2018, as part of a joint contract with the Government Equalities Office (GEO), DfE commissioned a set of questions measuring public attitudes in relation to the following topics: children’s lives, teachers’ pay and workload, foreign languages and higher education. The key finding that relates to Young People’s Education and Skills is that there is an almost equal split in the level of awareness of the changes in GCSE grading - 53 per cent were aware of the changes, 46 per cent were not aware and one per cent didn’t know whether or not they were aware of the changes.

## **12 FE Commissioner’s Annual Report 2018/19<sup>31</sup>**

- 12.1 The FE Commissioner, Richard Atkins, reports that the number of colleges entering formal intervention increased by two-thirds from the level in 2017/18. He says that intervention is frequently necessary because of “poor governance and leadership over a number of years, resulting in weak decision-making”. In total, 13 colleges entered intervention (12 for financial reasons), which is five more than the previous year, whereas 17 colleges moved out of intervention. The overall number of colleges in intervention has fallen from 27 to 23.

## **13 Chances for Children<sup>32</sup>**

- 13.1 This report from Buttle UK (a national charity that provides grants to support young people in crisis) explores the experiences of the education system of children and young people living in poverty, drawing on the findings of a survey of child support workers

<sup>30</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/863746/Attitudes\\_to\\_education\\_the\\_British\\_social\\_attitudes\\_survey\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863746/Attitudes_to_education_the_British_social_attitudes_survey_2018.pdf)

<sup>31</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/863768/Further\\_Education\\_Commissioner\\_Annual\\_Report\\_2018\\_to\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863768/Further_Education_Commissioner_Annual_Report_2018_to_2019.pdf)

<sup>32</sup>[http://s3-eu-west-1.amazonaws.com/files.buttles.org.uk/Buttle\\_UK\\_Education\\_Report\\_Sept19.pdf?platform=hootsuite](http://s3-eu-west-1.amazonaws.com/files.buttles.org.uk/Buttle_UK_Education_Report_Sept19.pdf?platform=hootsuite)

across the UK. It identifies and discusses the key issues for various aspects of education arising for children and young people in poverty: direct school costs; not having the basics and bullying; housing issues; crime; family relationships and adverse childhood relationships; and the lack of support available to improve children's chances in education. It provides concluding remarks highlighting the inequalities in education for children in poverty and the grants available from Buttle UK to help address these barriers.

## **14 UK Poverty 2019/20<sup>33</sup>**

14.1 The Joseph Rowntree Foundation (JRF) explains that poverty is taken as being on an income below 60 per cent of the median after housing costs. The report looks at the main trends in poverty and discusses the factors that influence it. It discusses how poverty has changed in our society recently as well as over the long term. The report also looks at the impact of work, the social security system and housing on poverty levels and highlights that poverty rates are highest in London, the North of England, the Midlands and Wales. It notes that in-work poverty has risen especially for those with disabilities and shows how poverty levels vary for different ethnicities and family type. It says that millions of people in the UK are struggling to get by, leading insecure and precarious lives, held back from improving their living standards. The JRF's solutions are underpinned by two themes: "the importance of place, and how it affects people's access to a job with reliable and sufficient hours" and "knowing you can rely on the social security system to help you when circumstances threaten to pull you into poverty", which adds certainty to being "able to afford to pay your housing costs". The broad policy solutions the report says would help are:

- as many people as possible to be in good jobs
- improve earnings for low-income working families
- strengthen the benefits system so that it provides the anchor that people need in tough times
- increase the amount of low-cost housing available for families on low incomes and increase support for people with high housing costs.

## **15 Improving attainment in the FE and adult learning sector<sup>34</sup>**

15.1 This report, published by the Social Mobility Commission, sets out the main findings and recommendations for the government from a research project. It recommends that the government should invest £20million over 5 years to establish a What Works Centre for Further Education. The government and the proposed centre should focus on:

- what works across all stages of the learner journey - from participation to longer term socio-economic outcomes
- what works for specific groups of learners.

15.2 The Commission also published the evidence review that supports the report<sup>35</sup>.

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<sup>33</sup> <https://www.jrf.org.uk/file/54136/download?token=u8IG2nzd&filetype=full-report>

<sup>34</sup> [https://www.gov.uk/government/publications/improving-attainment-in-the-fe-and-adult-learning-sector?utm\\_source=88ed0ef1-e84e-4f34-96d5-bb02cd6aac65&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=daily](https://www.gov.uk/government/publications/improving-attainment-in-the-fe-and-adult-learning-sector?utm_source=88ed0ef1-e84e-4f34-96d5-bb02cd6aac65&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily) 'Investing in 'what works' activity in further education and adult learning: policy brief' is also available and sets out the case for a What Works Centre for further education and adult learning. Find about more about the [What Works initiative](#).

<sup>35</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/859088/SMC\\_FE\\_evidence\\_review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/859088/SMC_FE_evidence_review.pdf)



# Young People's Education and Skills Operational Sub-Group

## Policy Briefing and Work Plan 2020 to 2021

Item: 8

**Date:** 28 February 2020

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### 1 Background

- 1.1 In October 2019, Young People's Education and Skills Board members asked for a policy framework summarising the actions and recommendations from research commissioned by the Board, or partner organisations, and from the Skills and Employment Call for Action agreed by the Mayor of London's Skills for Londoners Board and London Councils.
- 1.2 The Board also agreed at its meeting of 6 June 2019 that the Call for Action would act as the vision for young people's education and skills.

### 2 Policy Briefing

- 2.1 The Policy Briefing attached as Appendix 1 has been approved by the Young People's Education and Skills Board. The document is intended to serve two purposes:
  - first, it fulfils the intention behind the Board's commission of 17 October 2019 in that it succinctly brings together the policy positions developed by the Board and reinforces the actions the Board recommends be taken to develop post-16 education and skills in London
  - second, it supports lobbying at local and regional level to ensure that commonly agreed priorities can be taken forward consistently.
- 2.2 The Policy Briefing will be published on our webpage and a link circulated to the OSG for dissemination to boroughs.

### 3 Work Plan

- 3.1 The Board has also agreed this year's work plan (Appendix 2). It covers six themes that will be reported to the Operational Sub-Group, and from which key issues will be highlighted for the Board's attention. The Work Plan, and progress against the themes, will also inform meetings between the Strategy Director and the Chair of the Board. The Work Plan underpins the Strategy Director's risk management and performance management processes within London Councils for the work of Young People's Education and Skills.

### 4 Recommendation

- 4.1 The OSG is asked to note this paper, the Policy Briefing and the work plan.

# Young People's Education and Skills Policy Briefing

Tackling the challenges in London's education and training system for 16 to 19-year-olds

## About us

*Young People's Education and Skills* is a partnership body: supporting local authorities to deliver their responsibilities for young people's participation, achievement and progression; and working with other partners who also have responsibilities for education, skills and employment of young people. Sitting within London Councils, the cross-party organisation that works on behalf of London's 32 boroughs and the City of London, *Young People's Education and Skills* is the only forum in London where London government (Local Authorities and the Mayor/GLA), representatives of learning institutions and business representatives come together strategically to review the crucial 14 to 19 stage of learning and consider the impact of education and skills on London's labour market and economy.

## What London needs...

- ▶ Greater consistency in the quality of careers guidance offered in schools and colleges
- ▶ More – and better distributed – opportunities for technical and vocational learning
- ▶ Clearer demonstration of the value of learning: Technical and Vocational Learning, Advanced and Higher Education, and Apprenticeships
- ▶ Additional funding to support young people with special education needs and disabilities
- ▶ Full funding for full-time 18-year-old students
- ▶ An end to the distinction between school and college funding – both should increase to the same rate that guarantees high quality teaching and learning to all students, whatever route to success they choose
- ▶ Devolution of funding and planning of all education and skills provision for 16 to 19-year-olds



## Why does the post-16 phase matter?

- ▶ This is the decisive phase in the life of our residents. It is the phase in which young people have the opportunity to achieve the credentials they need to get on in life, to leave open different options as their circumstances change; and during which the decisions they make determine the pathways open to them in the future.
- ▶ How young people manage the transition from GCSE (or level 2) to A level (or level 3) successfully is a good indicator of the support they may need when they continue studying or get a job.
- ▶ While there has been significant improvement in earlier phases of education in London, this has not yet carried forward into the post-16 phase – in an increasingly competitive jobs market, young Londoners need every advantage they can get.



## Why make changes?

- ▶ There are many strengths in London's education and skills system, for example: participation in post-16 learning, achievement at key stage 4 and progression to HE.
- ▶ Participation is, however, uneven. Some young members of the London community are doing much better than others.
- ▶ Although there is a desire to provide high level technical education and skills, there is increasing demand on post-16 providers to offer opportunities to 'catch-up' deficits in compulsory education.
- ▶ The aspirations and opportunities of too many young Londoners are dictated by their background and circumstances rather than their potential and talent.

## Appendix 1

### What we are calling for...

#### Preparing Young People for the Future

- ▶ To help young people navigate the range of options open to them, every young person should have 100 hours of experiences of the world of work while in education and receive high-quality face-to-face careers guidance at key transition points in their journey to adulthood and employment
- ▶ The government to enforce and monitor schools and further education leaders and governors to deliver their statutory responsibility to provide high quality careers education, information, advice and guidance.
- ▶ London's young people are entering one of the most competitive labour markets in the world - they are entering a truly global labour market - and the economy of the future will demand a workforce equipped with technical, professional and vocational skills. London's curriculum needs to meet the challenges of the future.
- ▶ Young people need to be confident in the value of their education and acquisition of skills - they need to know the value of learning and be certain that what they learn will be relevant to achieving their goals in life.
- ▶ Central and London government, schools and further education colleges to demonstrate the value of both A level and vocational programmes to parents/carers, students and employers.

#### Funding

- ▶ Funding should reflect the increases in costs of supporting young people with special educational needs and disabilities
- ▶ Government to adjust accountability measures to take a longer term view of young people leaving school
- ▶ Young people who would benefit from a three-year programme of study to achieve a level 3 qualification should be able to do so, with their learning institution being assured of full funding.
- ▶ Ensure post-European Union funding continues to provide as much support to Londoners as the current European Structural Investment Fund programmes.
- ▶ Increase funding to Further Education colleges to £5,000 per student to match school funding, close the pay gap between school and college staff, so that colleges can continue to ensure that no one is left behind, and more people reach advanced levels.

## Appendix 1

### Devolution

- ▶ Extend devolution to education and skills provision for 16 to 18-year-olds.
- ▶ Work with London's businesses and government to reform the Apprenticeship levy.
- ▶ Provide all young people with a personalised learning pathway through each of the system's stages, with support at each transition point and smooth progression into further and higher education, including technical and vocational routes, apprenticeships or employment. Each pathway should support entry into a lifelong learning system offering continuing learning and professional or personal development throughout London.

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For further information, please see these websites:

Intelligent London - <http://www.intelligentlondon.org.uk>

London Datastore - <https://data.london.gov.uk/gla-economics/>

National Statistics Hub - [https://www.gov.uk/search/research-and-statistics?content\\_store\\_document\\_type=upcoming\\_statistics](https://www.gov.uk/search/research-and-statistics?content_store_document_type=upcoming_statistics)

Or contact:     Young People's Education and Skills  
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                     59½ Southwark Street  
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                     SE1 0AL  
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## Appendix 2 Young People's Education and Skills Workplan 2020/21

**Young People's Education and Skills - Aim/Purpose:** To provide Pan-London leadership for 14 to 19 education and training provision in relation to current and future needs of learners and employers, support local authorities in undertaking their statutory functions and assisting other stakeholders in planning, policy and delivery.

| Functional Areas   | Activities  | Objective/Output   |
|--|---|--|
| <b>Leadership:</b> To maintain the Young People's Education and Skills Board as the principal partnership through which strategic partners and stakeholders will work together on improved participation in, achievement from and progression as a result of post-16 education and skills in London    | <ul style="list-style-type: none"> <li>• Maintain the Operational Sub-Group to ensure the relevance of recommendations made to the Board</li> <li>• Maintain the link between the Board and London Councils' Leaders Committee</li> <li>• Maintain strategic synergy with the Skills for Londoners Board</li> </ul>   | <ul style="list-style-type: none"> <li>• Hold quarterly OSG meetings (each with a major 'theme')</li> <li>• Termly Board meetings</li> <li>• Portfolio holder meetings as required</li> </ul>  |
| <b>Analysis and interpretation:</b> To produce strategic options for young people's education and skills in London based on a sound understanding of data/evidence, developments in policy and emerging scenarios  | <ul style="list-style-type: none"> <li>• Maintain Intelligent London</li> <li>• Make consistent use of GLA Economics data</li> <li>• Use published statistics for regular reporting</li> <li>• Agree a programme of research</li> </ul>   | <ul style="list-style-type: none"> <li>• Intelligent London updated</li> <li>• Report back from joint work with GLA</li> <li>• London Councils reports</li> </ul>  |
| <b>Strategies and priorities:</b> To articulate the priorities for young people's education and skills in London that improve the participation, achievement and progression of young Londoners and close gaps in performance levels related to young people's characteristics or borough of residence | <ul style="list-style-type: none"> <li>• Produce a Policy Briefing</li> <li>• Provide mechanisms for sharing of emerging/good practice</li> <li>• Contribute to strategic solution-based thinking</li> </ul>  | <ul style="list-style-type: none"> <li>• OSG will make recommendations to the Board</li> </ul>   |
| <b>Communication and relationships:</b> To maintain effective professional working relationships with elected members, officers and partners so that they can deliver the vision   | <ul style="list-style-type: none"> <li>• Board</li> <li>• Elected members</li> <li>• Skills for Londoners Board and other partners</li> <li>• Key decision makers</li> <li>• Officers</li> <li>• Operational teams</li> <li>• Central government departments, particularly the Department for Education</li> </ul>  | <ul style="list-style-type: none"> <li>• Portfolio holder meetings</li> <li>• Member briefings</li> <li>• Meetings with partners</li> <li>• OSG members feeding back</li> </ul>  |
| <b>Influencing:</b> To shape decisions that affect the education and skills of young Londoners   | <ul style="list-style-type: none"> <li>• Lobbying in general</li> <li>• Regional and national consultations</li> </ul>  | <ul style="list-style-type: none"> <li>• Member briefings</li> <li>• APPG for London</li> <li>• Consultations</li> </ul>   |
| <b>Accountability for implementation:</b> To keep key decision makers and practitioners informed   | <ul style="list-style-type: none"> <li>• Performance - statutory duties <ul style="list-style-type: none"> <li>○ RPA (positive participation)</li> <li>○ Special educational needs and disabilities</li> </ul> </li> <li>• Performance - vision <ul style="list-style-type: none"> <li>○ Participation (NEET/NK)</li> <li>○ Achievement/success</li> <li>○ Progression</li> <li>○ Vulnerable groups</li> </ul> </li> <li>• Performance - priorities <ul style="list-style-type: none"> <li>○ Careers Guidance</li> <li>○ Special educational needs and disabilities</li> <li>○ T levels</li> <li>○ Apprenticeships</li> </ul> </li> <li>• Horizon scanning</li> </ul> | <ul style="list-style-type: none"> <li>• Participation report (quantitative annually)</li> <li>• Special educational need and disabilities statistics and reporting (working with policy teams)</li> <li>• Analysis of Department for Education statistics on participation, achievements and progression</li> <li>• Policy updates</li> </ul> |