

Young People's Education and Skills Operational Sub-Group

AGENDA

Chair:	Andy Johnson	Job title:	Progression & Pathways Manager, London Borough of Enfield
Date:	29 April 2021	Time:	10.00 – 12.00
Venue:	On-line via Microsoft Teams		
Telephone:	020 7934 9743	Email:	Peter.obrien@londoncouncils.gov.uk

Item 1	Welcome and introductions	Chair
Item 2	Scene setting	Peter O'Brien
Item 3	Integrated Offer for Young Londoners	Peter O'Brien
Item 4	Achievement: Performance Report	Peter O'Brien
Item 5	Next steps	

Young People's Education and Skills Operational Sub-Group

Integrated Offer for Young Londoners

Item 3

Date: 29 April 2021

Contact: Peter O'Brien

Telephone: 020 7934 9743

Email: peter.obrien@londoncouncils.gov.uk

Summary This paper invites the OSG to consider an Integrated Offer for Young Londoners.

Recommendation The meeting is asked to advise on whether – and if so, how – an Integrated Offer for Young Londoners should be reflected in the priorities for young people's education and skills in London.

1 Background

1.1 The Young People's Education and Skills Board is considering the priorities for Post-16 education and training in London. The Operational Sub-Group (OSG) is asked, as part of its programme of "themed" discussions, to review the Evidence Base Summary (circulated as part of the papers for the February 2021 OSG meeting). The OSG is particularly asked to reflect on an Integrated Offer for Young Londoners at its meeting on 29 April.

2 Purpose

2.1 The purpose of this paper is to assist the OSG in its consideration of an Integrated Offer for Young Londoners.

2.2 The results of the OSG's discussion will be reflected in the next stage in the development of the annual priorities for young people's education and skills in London.

3 An Integrated Offer for Young Londoners

3.1 The Evidence Base Summary suggested that the Young People's Education and Skills Board could develop an Integrated Offer for Young Londoners based on a series of London 'entitlements', for example:

- A Young Londoner Careers Entitlement.
- A Lifelong Learning Entitlement.

3.2 The annex to this paper provides further information about these 'entitlements'.

3.3 The Evidence Base Summary further suggested that there could be other elements of an Integrated Offer for Young Londoners (for example, the Board had previously discussed technical education as a form of entitlement).

4 Tasks for the OSG

4.1 The OSG is asked to advise on whether taking forward an Integrated Offer for Young Londoners should feature in the priorities for the Young People's Education and Skills Board.

4.2 In offering this advice, the OSG is invited to consider:

- How would an Integrated Offer be of benefit to young Londoners?
- Would an Integrated Offer add value to what is already available to young Londoners and to what is coming on stream through the London Recovery Board's missions?
- Is more needed to support young Londoners' transitions from key stage 4 into Post-16 education and training or from Post-16 into employment, professional / technical education and training or Higher Education?

4.3 The Annual Plan for Young People's Education and Skills is still under development and a draft will be presented to the next meeting of the Young People's Education and Skills Board in May. This will distinguish between:

- Activities that need to take place to support progress on the missions of the London Recovery Board.

- Policies or projects that can be developed alongside the Recovery Programme for implementation once London's recovery from Covid-19 is secure (this could include projects that the Young People's Education and Skills Board or OSG are uniquely placed to take forward).
- Principles and policies that should be adopted as long-term ambitions that will be difficult to take forward in the short-term (for example, where the focus is on.

4.4 If the OSG is of the opinion that an Integrated Offer for Young Londoners should be taken forward, it is also asked to advise on:

- The mechanics of developing such an Offer (for example, are there organisations that are not part of the Board / OSG structure that could offer advice and support, particularly with regard to engaging with young people?).
- Whether the development and implementation of an Integrated Offer should be aligned with the London Recovery Board missions or established as a long-term lobbying goal.
- The organisations with which collaboration would be needed to secure the necessary support for the concept, including engaging with young people to secure their support.

5 Recommendation

5.1 The meeting is asked to advise on whether – and if so, how – an Integrated Offer for Young Londoners should be reflected in the priorities for young people's education and skills in London.

Annex: Entitlements suggested in the Evidence Base Summary

- 1) The Summary of the Evidence Base produced for the Young People's Education and Skills Board in February 2021 drew on the body of research and data published in the period March 2020 to February 2021. The document served three purposes: to summarise the evidence that had been published during that period; to highlight issues affecting young Londoner's education and skills; and to suggest options for change.
- 2) One area suggested for further investigation was whether there was merit in and support for an Integrated Offer for young people. This idea originated from various sources within the education and training sector and in the Summary Evidence Base was contextualised to the circumstances in London.
- 3) The Summary Evidence Base suggests that an Integrated Offer for Young Londoners could be built around a series of 'entitlements', for example:
 - A Young Londoner Careers Entitlement. as part of a London all-age offer, based on a refreshed version of London Ambitions, particularly the entitlement to 100 hours of the world of work while in education, and that prioritises the careers cluster initiative developed by the GLA in any future structural funds in the capital, including the UK Shared Prosperity Fund. Further consideration needs to be given to how the careers guidance needs of young people who left education or training at the early stages of the Covid-19 crisis or during the lockdown could be addressed to ensure that they take up appropriate opportunities through, for example, Kickstart that enable them to achieve their goals in life and so boost their self-esteem.
 - A Lifelong Learning Entitlement to deliver the Right To Retrain (one of the government's manifesto pledges) that captures the skill set required of London's workforce from basic skills to higher level technical and professional skills, but is not limited to or by a deficit-reduction model for people who have not attained English and maths GCSE, or full level 2/ level 3 qualifications) and ensures full geographic coverage in Greater London. London's Lifelong Learning Entitlement should be truly lifelong and seek to link together all stages of education, skills training and employment support; it should be more than an adult learning entitlement. Further consideration would need to be given to how London could achieve devolved control of local post-16 learning ecosystems that provide

a rich mix of learning opportunities and that support the 15 minute city concept, bringing the best of the blended learning experiences in lockdown while ensuring access to everyone.

We could also consider how local, sub-regional and regional government might work better with community partners to develop new assets that support self-study and development near to home, with a more embracing (and honest) inclusion of the opportunities that community volunteering provides.

- There could be other entitlements that could be considered, for example technical education or the curriculum offer more generally, work-relatedness of course content in preparation for progression or quality of provision.

Young People's Education and Skills Operational Sub-Group

Achievement – Performance Report

Item 4

Date: 29 April 2021

Contact: Peter O'Brien

Telephone: 020 7934 9743

Email: peter.obrien@londoncouncils.gov.uk

Summary This paper provides information about young Londoners' achievement at key stages 4 and 5 in 2020. It seeks the OSG's advice on how school improvement and strategic dialogue with educational settings can be best supported.

Recommendation The meeting is asked to

1 Background

- 1.1 Because of the lockdown arrangements introduced in March 2020, the government decided not to hold exams in the summer. The consequences of this decision on the eventual awarding of qualifications and grades are well documented (we particularly recommend the House of Commons Briefing on the subject – please see the pack of information produced for an Opposition Day debate on the subject¹).
- 1.2 The Department for Education (DfE) said at the time that, because the method of awarding qualifications and grades in 2020 was so different to previous years, it would not publish 'accountability data' based on the results of students in individual educational settings. It has, however, subsequently some information at a local and regional level, but it is insisting that institutional league tables will not be produced and Ofsted, local authorities and others holding institutions to account should not use 2020 data.

¹ <https://commonslibrary.parliament.uk/research-briefings/cdp-2020-0085/>

- 1.3 The Young People's Education and Skills Board and Operational Sub-Group do not use performance data simply to hold local authorities and educational settings to account. We use data to identify areas, educational settings and residents that may need additional support, or that may be able to share effective practice.
- 1.4 Although relationships at a local level are robust enough to support dialogue based on anecdotal evidence or data verified by educational settings themselves (without the additional rigour that usually accompanies published data), it is important that dialogue does not become a debate about data gathering, but rather seeks to examine the full range of opportunities to improve the future prospects of students.

2 Purpose

- 2.1 The purpose of this paper is to support the OSG's discussion on young Londoners' achievement at key stages 4 and 5 in 2020.
- 2.2 This paper also seeks the OSG's advice on how school improvement and strategic dialogue with educational settings can be best supported.

3 Intelligent London

- 3.1 Intelligent London² incorporates all of the achievement data that is permitted to be disseminated and is kept up-to-date. It converts the data tables published by the DfE into usable formats and it is recommended to colleagues in London's local authorities as the principal source of reliable data on Post-16 education and training.

4 Key Stage 4

- 4.1 The headline academic year 2019 to 2020 (provisional) performance figures for London are:
- Attainment 8: average point score for state-funded pupils = 53.2 (50.2 in England).
 - Progress 8: average score = +0.22 (-0.03 in England).

² <http://www.intelligentlondon.org.uk/>

- Attainment in English and maths grades 9 to 4 = 75 per cent (71 per cent in England).
- Attainment in English and maths grade 9 to 5 = 55 per cent (50 per cent in England).
- Percentage of students entered for EBacc subjects = 55 per cent (40 per cent in England).

5 Key Stage 5

5.1 The headline academic year 2019 to 2020 (provisional) performance figures for London are:

- All level 3 Average Point Score (APS) per entry = 37.5 (36.8 in England).
- A level APS per entry = 38.9 (38.4 in England).
- Tech level students APS per entry = 31.5 (29.8 in England).
- Applied General Students APS per entry = 31.1 (31.2 in England).
- The proportion of students in each mode of study is: Academic 75 per cent, Tech level three per cent and Applied General 22 per cent.

6 Commentary

6.1 Although the DfE has warned against comparing 2020 performance with previous years, it has said that the overall national increase in grades 5 and above in GCSE was eight percentage points and the increase in attainment of A* at A level by students in state-funded provision was six percentage points.

6.2 We know from experience that the overall position in London masks considerable differences at borough level and according to different student characteristics. The Young People's Education and Skills Team will provide more comprehensive statistics and analysis ahead of the Young People's Education and Skills Board meeting in May.

6.3 Taking these figures in isolation, we can see that London's overall position at Key Stage 4 has remained very high, but there is still a body of young people who are not achieving good grades at GCSE and who will need extra time in

Post-16 learning to achieve the basic standards in English and maths, level 2 qualifications and access into level 3.

6.4 It remains the case, though, that London is not building upon its advantage over the rest of the country at key stage 4. Although we can now see that London is beginning to head the rest of the country at key stage 5, it remains to be seen whether this lead will be maintained and increased. Even if this proves to be the case, we should recognise the hard work at every level of the Post-16 phase that has caused this turnaround after a considerable period of near-parity of - and lower performance with – the rest of the country. This underlines the importance of continued vigilance on the education and skills of 14 to 19 year-olds in London.

7 Performance

7.1 The OSG is asked to review Intelligent London and identify any issues of concern that should be reported to the Young People's Education and Skills Board.

8 Improvement activities

8.1 The OSG is also asked to:

- Consider how data is used at present in schools improvement and engagement activities. How have these been affected during the pandemic and what will the effect of using 2019 data as part of these discussions? What initiatives (national, regional, local or institutional) have had the greatest impact on student attainment?
- Discuss how school improvement could be better supported across London.

9 Recommendation

9.1 The meeting is asked to identify issues of concern to report to the Young People's Education and Skills Team and Board and make recommendations regarding the use of achievement data within discussions on school improvement.