

Young People's Education and Skills Operational Sub-Group

Policy Update

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Summary This paper provides an update on young people's education and skills issues.

Recommendation Recipients are asked to note the content of this report and submit any comments to peter.obrien@londoncouncils.gov.uk.

1 Introduction

1.1 This paper was primarily produced for the Young People's Education and Skills Operational Sub-Group meeting on 28 April 2021, but it is also being circulated to lead councillors and officers in London's councils and to other partner organisations as the latest in our series of briefings that we have produced since the emergence of Covid-19 in 2020. Our previous briefings can be viewed on our webpage¹.

2 Context

2.1 This paper does not seek to summarise or further explain the government's general guidance on Covid-19 or the specific guidance from the Department for Education (DfE) but considers some of the main effects on different aspects of the education and skills sector in London. Annex 1 provides a list of sources of official guidance.

¹ <https://www.londoncouncils.gov.uk/node/37307>

2.2 Two bodies have been established to ensure that London moves smoothly out of the lockdown arrangements:

- London Transition Board²
- London Recovery Board³ (you can sign up to [receive updates from the London Recovery Board](#)). The London Recovery Board aims to: reverse the pattern of rising unemployment and lost economic growth caused by the economic scarring of Covid-19; support our communities, including those most impacted by the virus; help young people to flourish with access to support and opportunities; narrow social, economic and health inequalities; accelerate delivery of a cleaner, greener London. The Board has committed to taking a missions-based approach to the Recovery Programme⁴.

3 Data

3.1 The House of Commons Library⁵, though primarily aimed at Members of Parliament, produces briefing papers that bring together research, data and opinions about various aspects of the country's response to Covid-19, government policies and our future emergence from the lockdown.

3.2 Among the briefing papers produced by the House of Commons Library in April are:

- *Coronavirus: HE/FE return to campus in England 2021*⁶, which explains all the announcements affecting further and higher education since the start of 2021.

² <https://www.gov.uk/government/news/london-s-Covid-19-transition-board-meets-for-the-first-time>

³ <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/london-recovery-board>

⁴ <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/recovery-context>

⁵ <https://www.parliament.uk/commons-library>

⁶ https://commonslibrary.parliament.uk/research-briefings/cbp-9142/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=ac6f0d81ab-EMAIL_CAMPAIGN_2021_04_01_08_00&utm_medium=email&utm_term=0_a9da1c9b17-ac6f0d81ab-102517489&mc_cid=ac6f0d81ab&mc_eid=d34cbf25d7

- a briefing that sets out the system of support for children and young people in England aged up to 25 with Special Educational Needs and / or Disabilities (SEND)⁷.
- an updated guide to FE funding in England⁸.

3.3 The Local Authority Interactive Tool (LAIT)⁹ produced by the DfE, is an interactive spreadsheet comparing data about children and young people across all local authorities in England and has also been updated with the latest published data.

3.4 During the pandemic, the Office for National Statistics (ONS) has published a wide variety of data and analysis across various themes and topics on a dedicated Covid-19 web page. It has introduced new surveys, developed new insight, used new data sources and published new cross-cutting analysis in response to demands for high quality, trustworthy and up-to-date statistics throughout the pandemic, while maintaining and developing existing statistics to assess the impact of the coronavirus pandemic. It has launched a web page that brings together information on the pandemic by theme¹⁰, from which individual reports can be downloaded. Each theme provides an overall narrative on the subject matter based on what has been published to date and provides links to more detailed data and analysis along with the relevant contact points.

⁷ https://commonslibrary.parliament.uk/research-briefings/sn07020/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=c5f7b43bdd-EMAIL_CAMPAIGN_2021_04_17_08_00&utm_medium=email&utm_term=0_a9da1c9b17-c5f7b43bdd-102517489&mc_cid=c5f7b43bdd&mc_eid=d34cbf25d7

⁸ https://commonslibrary.parliament.uk/research-briefings/cbp-9194/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=829af0542c-EMAIL_CAMPAIGN_2021_05_01_08_00&utm_medium=email&utm_term=0_a9da1c9b17-829af0542c-102517489&mc_cid=829af0542c&mc_eid=d34cbf25d7

⁹ <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

¹⁰ <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19reviewdataandanalysismarchtooctober2020/2020-10-28>

- 3.5 The ONS also published preliminary estimates of the age and sex structure of the UK population for mid-year 2020¹¹. In addition, the ONS Centre for Ageing and Demography released the updated population profiles for local authorities and regions in England. The updated tool brings together different population characteristics, including age, ethnicity, employment, households with children, industry, those in key worker occupations and deprivation. Using the tool it is possible to generate bespoke population local and regional statistics¹².
- 3.6 Data specific to London is published monthly by Greater London Authority (GLA) Economics¹³ and Intelligent London¹⁴ is also updated frequently with the latest available data. The GLA's City Intelligence Unit has been publishing a series of digests of external research that offer short summaries of major research reports and a deep dive into one or two topics¹⁵.
- 3.7 This paper is in three parts: Part One covers current issues, Part Two provides a short general policy update and Part Three includes a brief performance update. (the government uses the term "education settings" to describe any institution in which learning takes place - for consistency, we use the same term in this paper).

¹¹ https://www.gov.uk/government/statistics/early-indicators-of-uk-population-size-and-age-structure-2020?utm_medium=email&utm_campaign=govuk-notifications&utm_source=c5bd5767-4128-44fc-9e83-6a4ccb67777f&utm_content=daily

¹² <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/articles/populationprofilesforlocalauthoritiesinengland/2020-12-14>

¹³ <https://data.london.gov.uk/gla-economics/>

¹⁴ <http://www.intelligentlondon.org.uk/>

¹⁵ <https://data.gov.uk/dataset/bc4f5f36-95a2-4a02-b13d-ef8e18ab0ffb/summaries-of-external-research-on-covid-19>

Part One: Current Issues

4 Government Announcements

- 4.1 The Education Secretary announced new spending of £1.1 million to increase capacity in existing state school-based cadet units in England, giving more pupils the opportunity to build important skills such as resilience, self-discipline, teamwork and leadership skills¹⁶.
- 4.2 The Education Secretary also announced a £10 million Behaviour Hubs programme to improve pupil behaviour in 500 schools over three years¹⁷.
- 4.3 The Education Secretary set out his renewed vision for all schools to be part of a strong multi-academy trust in a speech to the Confederation of School Trusts 2021 conference on 28 April¹⁸.

5 Parliament/Education Select Committee

- 5.1 The House of Commons held a Westminster Hall debate on Adult Skills and Lifelong Learning on 15 April¹⁹ in which Robert Halfon MP, Chair of the Education Committee, presented the Committee's report *A plan for an adult skills and lifelong learning revolution (HC 278)*²⁰ and its findings for debate.
- 5.2 On 13 April the Education Select Committee questioned the national schools commissioner Dominic Herrington (together with regional school commissioners Vicky Beer, Sue Baldwin and Andrew Warren) on their roles and support given to schools during the pandemic²¹. The Education

¹⁶ https://www.gov.uk/government/news/thousands-more-pupils-to-benefit-from-cadet-programme?utm_medium=email&utm_campaign=govuk-notifications&utm_source=5f662d23-df5b-47a2-ba48-48065f270a84&utm_content=daily

¹⁷ <https://www.gov.uk/government/news/behaviour-experts-to-support-schools-with-poor-discipline>

¹⁸ <https://www.gov.uk/government/news/drive-for-stronger-school-system-to-benefit-all-pupils>

¹⁹ <https://hansard.parliament.uk/Commons/2021-04-15/debates/28671715-9040-42F8-AA0D-B742961F674A/AdultSkillsAndLifelongLearning>

²⁰ <https://committees.parliament.uk/publications/4090/documents/40532/default/>

²¹ <https://committees.parliament.uk/event/4182/formal-meeting-oral-evidence-session/>

Committee held a formal accountability hearing on 27 April with Michelle Donelan MP, Minister of State for Universities at Department for Education²².

6 Participation and the risk of young people being not in education, employment or training (NEET)

- 6.1 The DfE has published details of the summer schools programme for secondary schools including funding, requirements for running a summer school and best practice evidence²³.
- 6.2 The Education and Skills Funding Agency (ESFA) has published an updated course directory²⁴, which contains information on the courses offered by learning providers with which it contracts.
- 6.3 Research by the youth charity Impetus²⁵ shows that the North East has the highest proportion of disadvantaged young people who are NEET among all English regions. The figure is 32 per cent in this region. The regions with the lowest NEET rate among disadvantaged young people are London (21 per cent), the East of England and South West (both 25 per cent). In Newham and Kensington and Chelsea the rate is 18 per cent, around half of Hartlepool's rate. Further detail can be found in Impetus' data dashboards²⁶.
- 6.4 The children's charity Barnado's has teamed up with Learning Hive, an after-school childcare and tuition provider, to support children hit hardest by Covid-19 and help their reintegration into learning²⁷.
- 6.5 King's College Online, a global private school offering online and offline learning, launched in the UK on 20 April²⁸.

²² <https://committees.parliament.uk/event/4362/formal-meeting-oral-evidence-session/>

²³ <https://www.gov.uk/government/publications/summer-schools-programme>

²⁴ https://www.gov.uk/government/publications/sfa-course-directory?utm_medium=email&utm_campaign=govuk-notifications&utm_source=3e6fc134-da0b-41d5-8c57-2f2cfb45789b&utm_content=immediately

²⁵ <https://www.impetus.org.uk/policy/youth-jobs-gap>

²⁶ <https://www.impetus.org.uk/neet-dashboards>

²⁷ <https://www.learninghive.co.uk/barnardos>

²⁸ <https://www.kingscollegeonline.com/>

6.6 The Education Policy Institute (EPI) is holding a free online event *Towards recovery: Embedding digital learning in education catch-up strategy*²⁹ on 18 May bringing together policymakers, education unions and school leaders to discuss the role of digital learning in education catch-up strategy. Speakers confirmed, include Sir Kevan Collins, the Education Recovery Commissioner.

7 Apprenticeships

7.1 The government has launched a consultation seeking views on how new flexi-job apprenticeship schemes, announced in the Budget on 3 March 2021, could be run³⁰.

7.2 A survey carried out by The Open University (OU) shows that employers have a renewed appetite for apprenticeships and work-based learning³¹. A significant number (70 per cent) say apprenticeships will be vital to their recovery from the disruption caused by Covid-19, with 72 per cent planning to take on more apprentices over the next 12 months.

8 T Levels

8.1 Initiated by former Education Secretary, Damian Hinds MP, an All-Party Parliamentary Group on T Levels has been established³². The Group aims to provide Parliamentarians from the Commons and Lords with information about T levels and raise their profile. It is funded by the Education and Training Foundation (ETF), The Gatsby Foundation, and engineering multinational AECOM.

²⁹ <https://epi.org.uk/events/the-role-of-digital-learning-in-an-education-recovery-strategy/>

³⁰ https://www.gov.uk/government/news/consultation-launched-to-create-new-flexible-apprenticeships?utm_medium=email&utm_campaign=govuk-notifications&utm_source=a79f2f86-739f-4128-8a52-98b3e0667844&utm_content=daily

³¹ <http://www.open.ac.uk/business/build-the-future-report>

³² <https://connectpa.co.uk/appg-t-levels/>

9 Quality and Standards

- 9.1 Ofsted has published plans for a review into safeguarding policies and practices relating to sexual abuse in state and independent schools and colleges³³. Ofsted has also issued updated handbooks for inspections of schools³⁴ and FE & skills³⁵, taking into account changes due to Covid-19. The handbooks will apply to its planned programme starting in the summer term (when they will be reviewed).
- 9.2 Applications are open for the College Collaboration Fund (CCF)³⁶. This one-year national program of competitive grant funding is open to all statutory further education colleges. The CCF aims to support colleges to collaboratively address shared quality improvement challenges; capitalise on good practice and sector expertise including that developed through emerging new ways of working in response to COVID-19; and produce resources and learning to share with the wider FE sector. Applications close on 21 May 2021. DfE will make applicants aware of the outcome of their application from 22 July. Please contact College.Collaborationfund@education.gov.uk with any questions
- 9.3 The DfE has updated its School-to-School Support Directory, which enables schools to contact 'systems leaders' including:
- teaching schools
 - national leaders of education (NLEs)
 - national leaders of governance (NLGs)
 - local leaders of education (LLEs)
 - specialist leaders of education (SLEs)

³³ https://www.gov.uk/government/publications/school-to-school-support-directory?utm_medium=email&utm_campaign=govuk-notifications&utm_source=2e019730-f82d-43b4-b5f6-3c01b21bfcba&utm_content=daily

³⁴ <https://www.gov.uk/government/publications/school-inspection-handbook-eif>

³⁵ <https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif>

³⁶ <https://www.gov.uk/guidance/college-collaboration-fund-ccf>

- 9.4 Following the Education Secretary's announcement that further reforms to the training and development offer for teachers were being looked at closely by the government, the Education Policy Institute (EPI) published a major cost-benefit analysis study³⁷, commissioned by Wellcome, considering the impact of providing all teachers in England with an entitlement to high-quality professional development. No entitlement to high-quality continuing professional development (CPD) is currently offered, with teachers in England participating in very little CPD by international standards. Many available programmes also fail to meet quality standards. This new research shows that a policy giving all teachers 35 hours a year high-quality CPD would bring considerable benefits, such as boosting pupil attainment by two-thirds of a GCSE grade and increasing future earnings by over £6,000. In total, a £4bn programme to support this policy could generate a considerable, wider societal benefit of £61bn, if rolled out effectively at a national level. A CPD entitlement also has the potential to tackle long-standing teacher retention problems. With recruitment targets regularly missed, and with a recent survey finding one in three teachers plan to quit in the next five years, a greatly enhanced CPD offer could significantly alleviate these problems, by retaining up to 12,000 extra teachers in the profession each year.
- 9.5 The Teacher Labour Market in England Annual Report³⁸ published by the National Foundation for Educational Research (NFER) and funded by the Nuffield Foundation shows that the first lockdown in March 2020 led to a decrease in the well-being of teachers – with a rise in distress, anxiety and lower levels of happiness and life satisfaction, compared to pre-pandemic levels. However, the new data highlights that the lower level of well-being among teachers was also experienced by similar individuals in other professions. The report also highlights how the relative 'recession-proof' feature of teaching and reputation for high job security has led to a surge in the number of people applying to enter the profession.

³⁷ <https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/>

³⁸ <https://www.nfer.ac.uk/teacher-labour-market-in-england-2021/>

- 9.6 The Best Practice Network (BPN) is to design and deliver a new generation of National Professional Qualifications (NPQs) for teachers and school leader³⁹s. BPN is the home of Outstanding Leaders Partnership (OLP), a nationwide network of more than 165 Teaching School Hubs, MATs, dioceses and university partners who will design and deliver three brand-new specialist NPQs in leading teaching, leading behaviour & culture and leading teacher development. In addition, three of the current leadership NPQs – in senior leadership, headship and executive leadership – will be reformed and relaunched in September 2021. BPN will also develop and deliver an additional support offer for new headteachers, providing face-to-face support for new headteachers taking the NPQH in their first two years of headship.
- 9.7 A report from the Further Education Trust for Leadership (FETL) demonstrates how further education practitioner-researchers can work together to build FE's community of knowledge and ideas⁴⁰. The report suggests that FE has long been under-researched, which has led to it being a poorly understood and under-valued part of the education system.
- 9.8 The Australian National Centre for Vocational Education Research's international tertiary education research database is publishing abstracts from vocational education theses from around the world⁴¹. Theses cover, among other topics, Vocational Education and Training, HE and adult & community education. They are being made public to provide theoretical underpinning of institutional and jurisdictional improvement strategies. Students are invited to submit theses to the database.

10 Achievement

- 10.1 Please see Part Three of this report for an overview of statistics on key stage 4 and Post-16 qualifications in 2020.

³⁹ <https://www.bestpracticenet.co.uk/news/bpn-to-develop-and-deliver-new-npqs>

⁴⁰ <https://fetl.org.uk/publications/building-an-fe-research-community-of-practice/>

⁴¹ <https://www.voced.edu.au/about-vocedplus#Selection%20criteria>

- 10.2 Ofqual published a guide to quality assurance of assessment ahead of this summer⁴². The regulator called for views on the guidance around the appeals process.
- 10.3 The Association of Colleges (AoC) has published research showing that around three-quarters of 16 to 18 year-old college students are performing below normal expectations and are between one and four months behind (the research also found that a similar number of adults (69 per cent) are below where they would normally be at this point in the academic year). Students on practical courses such as construction, engineering, motor vehicle and hair and beauty have been hit hardest, the AoC added, because it is most difficult to replace practical teaching through online delivery.
- 10.4 The findings aim to “paint the picture” of Covid-19’s impact on college education to inform the work of the Education Recovery Commissioner Sir Kevan Collins. The report warns of a “lost generation” without significant investment. Key recommendations put forward by the AoC as part of a proposed *Catch-Up Education Recovery Plan*⁴³ include
- a guaranteed a fully funded extra year of study for students leaving college if they need it, estimated to cost around £80 million, to be handled through a “simple, flexible fund, which allows colleges to design programmes lasting between six months to one year to meet different needs and outcomes”. A bursary would also be required to support students to be able to participate.
 - Extra support for students and employers to navigate the government’s new “confusing” initiatives through the DfE and Department for Work and Pensions (DWP) – such as skills bootcamps, traineeships, apprenticeships and Kickstart
 - The DfE should also remove the 17.5 per cent fall in funding for 18-year-olds compared to the rate offered for 16 and 17-year-olds, as well as providing targeted support for the most disadvantaged through a 16

⁴² <https://ofqual.blog.gov.uk/2021/04/22/quality-assurance-for-gcse-as-and-a-level-information-for-schools-and-colleges/>

⁴³ <https://www.aoc.co.uk/catch-up-education-recovery-plan>

to 19 student premium, similar to the pupil premium in schools, today's report said.

- 10.5 The AoC says that the government has attempted to tackle the impact of lost learning on young college students by introducing a 16 to 19 tuition fund. However, the AoC's survey found this is failing to have a significant impact as it is "too restrictive" - nearly three quarters (71 per cent) of colleges said they are having to provide additional tuition over and above the fund with many teaching over the Easter holidays to make up for lost learning. Moreover, the fund only allows small group tuition to students who failed to achieve a grade 4 in GCSE English and maths. As a result, colleges say they find it hard to meet the range of needs of large numbers of students across college provision including personal and social development and enrichment.
- 10.6 Other key issues raised with colleges by 16 to 18-year-olds, according to the AoC survey, include increased incidences of poor mental health and well-being such as: sleep problems, feeling demotivated, suicidal thoughts, lack of physical activity, depression and anxiety.
- 10.7 The report also says that students have reported increases in domestic harm, eating disorders, feeling isolated and lonely when learning online and missing interaction with teachers and fellow students, financial hardship, substance abuse, family relationship breakdowns, concern around how grades will be calculated, fears around future job security.
- 10.8 The AoC's campaign included a call to the London Mayoral candidates to prioritise investment in skills⁴⁴.
- 10.9 Analysis from the Education Policy Institute (EPI) shows that a a multi-year funding package of £10-15 billion is required to meet the Prime Minister's pledge to make up the lost learning seen by pupils as a result of the pandemic⁴⁵.

⁴⁴ <https://www.aoc.co.uk/news/london%E2%80%99s-colleges-call-mayor-hopefuls-prioritise-the-city%E2%80%99s-skills-the-future>

⁴⁵ <https://epi.org.uk/publications-and-research/analysis-paper-preliminary-research-findings-on-education-recovery/>

10.10 In *Perceptions of AS and A levels, GCSEs, and Applied General qualifications in England – Wave 19*⁴⁶, Ofqual presents the results of its annual survey of heads of schools, teachers, general public, parents, students, employers and higher education institutions in England. The results of the survey show good levels of awareness of the systems for awarding grades in 2020 and 2021 and of the appeals processes. Confidence in qualifications remains high.

11 Progressions - the Labour Market

11.1 The UK Labour Market Statistics issued by the ONS on 20 April show that payrolled employment for under 25s has fallen to 3.43 million, a new record low⁴⁷. They also reveal that London had the highest rate of unemployment of all of the UK's regions and experienced the highest rate of increase in unemployment in the three months to February 2021⁴⁸.

11.2 The earnings and employment statistics show that young people are bearing the brunt of the UK's COVID jobs crisis⁴⁹. Just over half of people who dropped off the UK payroll in the last year were under 25 (80 per cent were under the age of 35). The figures show that 813,000 jobs have disappeared from the UK payroll since March 2020 and 436,000 (53.7 per cent) of the roles were filled by people under the age of 25. The number of under-25s on the payroll has now hit just 3.4m, which is a record low.

11.3 The reopening of non-essential shops, pubs and hairdressers has led to the number of job vacancies to return to pre-pandemic levels. The biggest increases were in legal, construction and hospitality, although roles in travel and tourism fell.

⁴⁶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/980782/Perceptions_Survey_Wave_19_-_Report.pdf

⁴⁷ <https://www.ons.gov.uk/releases/uklabourmarketapril2021>

⁴⁸ <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentanddemoloyeetypes/bulletins/regionallabourmarket/april2021>

⁴⁹ <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/earningsandemploymentfrompayasyouearnrealtimeinformationuk/april2021>

- 11.4 Figures were released on 3 April (in response to an MP's question) showing that, up to 11 March 2021, over 50,000 jobs had been made available for young people to apply to on the Kickstart scheme. This includes 9,300 jobs in London⁵⁰.
- 11.5 Volterra has produced a report for London Councils that provides a detailed study of unemployment in London⁵¹. It predicts how employment in the capital is likely to change during recovery and how these changes will impact on different sections of London's population. The forecast confirms that young Londoners (aged 16 to 24) will be among the worst affected by unemployment.
- 11.6 The Learning and Work Institute, The Prince's Trust and HSBC UK held a seminar on 20 April to discuss its report *Facing the future - employment prospects for young people after coronavirus*, published at the end of March. The event included an analysis of the April labour market statistics⁵². The report⁵³ (which we covered in our March Policy Update), the slides used at the event⁵⁴ and a recording of the discussion⁵⁵ are available for viewing.
- 11.7 The Resolution Foundation has reflected on unemployment since the start of the Covid-19 pandemic⁵⁶. Recognising that the most urgent priority was to save lives, the report acknowledges that the consequence was shutting down large sections of the economy. It says that although unemployment has increased, the rise has been less than some analysts had predicted. However, the report demonstrates that young people have been particularly badly affected with 16 to 24 year-olds accounting for 57 per cent of the drop in employment over the past year.

⁵⁰ <https://questions-statements.parliament.uk/written-questions/detail/2021-03-11/167248>

⁵¹ <https://www.londoncouncils.gov.uk/our-key-themes/economic-development/employment-support/detailed-study-unemployment-london>

⁵² <https://learningandwork.org.uk/what-we-do/employment-and-social-security/labour-market-analysis/april-2021/>

⁵³ <https://learningandwork.org.uk/news-and-policy/prolonged-youth-jobs-crisis-is-set-to-cost-uk-economy-almost-7-billion-next-year/>

⁵⁴ <https://learningandwork.org.uk/wp-content/uploads/2021/04/Facing-the-future-report-summary.pdf>

⁵⁵ <https://www.youtube.com/watch?v=1OBfHB2BWwU>

⁵⁶ <https://www.resolutionfoundation.org/publications/uneven-steps/>

- 11.8 The report also shows that the impact of the Covid-19 crisis is also unequally spread within generations, including among today's young people. Before the onset of Covid-19 (Quarter 2 to Quarter 4 2019), one-in-four (25 per cent) economically active Black 16-24-year-olds were unemployed, compared to one-in-ten (10 per cent) of their White counterparts. By Quarter 2 to Quarter 4 2020, the unemployment rate rose to 34 per cent (a 9 percentage point increase) among Black young people and to 13 per cent (a 2 point rise) among White young people. Moreover, the report says that the crisis has not just been characterised by young people losing their jobs, but also by recent education leavers struggling to find their first job. Between 2019 and 2020 the unemployment rate among graduates and non-graduates who had left full-time education within the previous year rose by 4 percentage points each, to 18 and 14 per cent, respectively. This position would have been even worse were it not for a sharp increase in participation in full-time education. The report urges policy makers to reflect on the price younger generations have paid for the country's collective need to put restrictions in place in order to slow the spread of the virus, and ultimately save lives. It says policy makers should build avenues to help young people into the workplace; provide them with support to stay in – or return to – education and training; and work with employers and employment support providers to tackle bias and discrimination in the hiring process and career progression more generally.
- 11.9 The Edge Foundation and Envision are holding an interactive seminar chaired by broadcaster and journalist Steph McGovern to tackle questions like What does the impact of the pandemic mean for the future of work? And What does that mean for how we prepare young people for their uncertain and rapidly changing futures? The seminar is free and will be held online on Tuesday 4 May, 3 -4.30pm⁵⁷.

⁵⁷ <https://www.eventbrite.co.uk/e/rethinking-employability-preparing-young-people-for-the-future-of-work-tickets-144391176897>

12 Progression to Further and Higher Education

- 12.1 The Government announced that all students yet to return to campus and in-person teaching will be able to do so from 17 May at the earliest – in line with Step 3 of the Government’s roadmap⁵⁸.
- 12.2 The admissions service UCAS has given support to a post-qualifications system for entry to university (the government is currently consulting on a new admissions system)⁵⁹.
- 12.3 *Graduate outcomes in London*⁶⁰ was produced by the Social Market Foundation (SMF) with support from the Mayor of London to provide additional evidence of the progression to HE (Unlike the *Higher Education Journey of Young Londoners*⁶¹, the SMF / Mayor of London’s work looks at London as a whole and does not provide detail at a borough level).
- 12.4 The SMF has also produced a briefing⁶², supported by the FE Trust for Learning (FETL), based on a survey of public attitudes to vocational education. Its key points are:
- Vocational education is seen as the best option for school leavers: 48 per cent of people say they would prefer their child to get a vocational qualification over university or work
 - This appreciation for vocational education extends to university graduates and middle class people: almost as many people in the ABC1 social grade would want their child to take a vocational qualification (43 per cent) as want their child to go to university (45 per cent).
 - However, there is an age divide, with 18 to 24 year olds significantly more likely to favour university to vocational education.

⁵⁸ <https://www.gov.uk/government/news/remaining-university-students-to-return-to-campus-from-step-3-of-the-roadmap-no-earlier-than-17-may>

⁵⁹ <https://www.ucas.com/about-us/news-and-key-documents/reforming-admissions>

⁶⁰ <https://www.smf.co.uk/wp-content/uploads/2021/03/Graduate-outcomes-in-London-March-2021.pdf?platform=hootsuite>

⁶¹ <https://www.londoncouncils.gov.uk/node/38402>

⁶² <https://www.smf.co.uk/publications/public-attitudes-to-vocational-education/>

- People with vocational qualifications are believed to be more technically skilled, work-ready, adaptable, proactive and innovative than university graduates, though degrees are expected to bring greater financial gains.
- Most people think that vocational education should be at least an equal political priority to higher education, with one in three saying vocational education should receive more focus and less than one in ten in favour of prioritising universities.
- Recent Government policy is encouraging, promising more and better resourced vocational options, but more is needed to meet public expectations.

12.5 Another report from SMF commented on the relationship between FE and HE, arguing that unfair and ineffective competition between the two sectors is doing more harm than good. It recommends new collaborative financial incentives and clearer roles to avoid future tensions⁶³..

13 Careers Guidance

13.1 Over lockdown, the Careers Enterprise Company (CEC) created *CECWorkIt*⁶⁴, a series of careers talks with young people, for young people. It comes with a guide to help users, particularly careers advisers, link each film to different subject areas or key themes to help bring these stories to life in the classroom.

13.2 The CEC has also launched *My Skills My Future*⁶⁵, a new suite of resources helping young people with SEND take the next steps on their career journey. The programme has been collated from resources across CEC's partners and network to support young people with SEND under the 2 groups identified in the SEND toolkit. It contains lessons around employability skill

⁶³ <https://www.smf.co.uk/wp-content/uploads/2021/03/Study-buddies-March-2021.pdf>

⁶⁴ https://resources.careersandenterprise.co.uk/sites/default/files/2021-03/1438_Work%20It%20Reference%20Document_FINAL.pdf

⁶⁵ <https://resources.careersandenterprise.co.uk/my-skills-my-future>

development, employer projects and engagement videos all to support young people in their next steps.

- 13.3 The Youth Group (a 'youth first enterprise'), talent development firm EYC Global and software company Digital Notion have come together to establish the Digital Notion Academy, an online training programme for young people seeking training in the digital sector⁶⁶.
- 13.4 Linklaters LLP has launched *Making Links Discovery* in partnership with the Social Mobility Foundation and the Amos Bursary⁶⁷. It is a bespoke programme designed to open up a career in law for 16 to 18 year-olds and improve both social mobility and racial diversity in the profession.
- 13.5 Research published by University College London (UCL) shows that 53 per cent of young people perceive their career prospects are worsening and 44 per cent say that their learning of work skills had worsened as a result of the pandemic⁶⁸. The authors suggest this may be because they have had fewer opportunities to pick up skills that would be needed in the workplace.

14 Special Educational Needs and Disabilities (SEND)

- 14.1 The government is allocating £280 million (over £67 million of which is earmarked for London) for children with SEND or requiring alternative provision⁶⁹. Councils will receive the funding to create new places in schools, academies, colleges and early years settings. The funding will improve existing provision to create modern, fit-for-purpose spaces suited to a wider range of pupil needs. This could be by contributing to the cost of creating a whole new special school, or by improving accessibility, such as installing ramps, handrails or ceiling hoists.

⁶⁶ <http://digitalnotion.academy/>

⁶⁷ <https://www.linklaters.com/en/about-us/news-and-deals/news/2021/april/linklaters-launches-making-links-discovery>

⁶⁸ <https://www.ucl.ac.uk/ioe/news/2021/apr/more-half-16-25-year-olds-fear-their-futures-and-job-prospects>

⁶⁹ <https://www.gov.uk/government/news/280m-capital-funding-boost-for-children-and-young-people-with-send>

15 Funding

- 15.1 The DfE has published the *Local authorities planning calendar for the 2021 to 2022 financial year*, which gives the dates for payments, publications, and local authority actions⁷⁰.
- 15.2 The latest allocations from the Colleges Capital Fund announced by the DfE provide support to 16 colleges, including Stanmore College in Greater London⁷¹.
- 15.3 Following the announcement by the Education and Skills Funding Agency (ESFA) that the threshold for clawback of the Adult Education Budget would be 90 per cent⁷², David Hughes (Chief Executive of the Association of Colleges (AoC)) has written to the Prime Minister to point out that this measure could destabilise colleges and force them to make cuts in provision for younger people, including T levels⁷³.
- 15.4 The ESFA's revised Post-16 Audit Code of Practice requires that colleges conduct their own funding audit before signing-off their annual financial statements⁷⁴.

16 Race Equality and Social Justice

- 16.1 The *Report of the Commission on Race and Ethnic Disparities*⁷⁵ presents what the authors argue is a new race agenda for the UK, examining why minority disparities exist, considering the role of cultural traditions within

⁷⁰ https://www.gov.uk/government/publications/local-authorities-planning-calendar?utm_medium=email&utm_campaign=govuk-notifications&utm_source=d3ea5369-af3a-49df-b665-4182f9edfe8d&utm_content=immediately

⁷¹ <https://www.gov.uk/government/news/sixteen-colleges-to-benefit-from-next-phase-of-fund-to-transform-facilities>

⁷² <https://www.gov.uk/government/news/lower-reconciliation-threshold-for-esfa-grant-funded-providers>

⁷³ <https://www.aoc.co.uk/news/government%E2%80%99s-recovery-plans-in-jeopardy-because-cuts-adult-training-funds>

⁷⁴ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974349/Post-16_Audit_Code_of_Practice_2020-21_FINAL.pdf

⁷⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974507/20210331_-_CRED_Report_-_FINAL_-_Web_Accessible.pdf

different minority groups and providing a view on the overlap between ethnic and socio-economic disadvantage. The report considers what lies behind disparity and discusses the collection and use of data by public authorities. It examines four areas of focus: education and training; employment, fairness at work and enterprise; crime and policing; and health. It suggests that, while challenges remain, significant progress has been made on addressing race-based discrimination in the UK, and makes a series of recommendations for building trust, promoting fairness, creating agency, and achieving inclusivity.

16.2 Following expressions of disappointment and criticism of the report, the Commission published a statement defending its membership and the findings of the report⁷⁶.

16.3 The Centre for Research and Analysis of Migration (CREAM) has reported on the differing educational and labour market outcomes for children of immigrants to the UK, drawing on analysis of longitudinal data spanning 40 years⁷⁷. They have described the background to the study, explaining that despite lower social class origins, children of immigrants are now attaining high levels of education but experience poorer labour market outcomes.

17 Social Mobility

17.1 Sponsorship of the Social Mobility Commission within the government moved from the DfE to the Minister for Women and Equalities in the Cabinet Office on 1 April 2021⁷⁸.

17.2 The Social Mobility Commission has published new research⁷⁹ investigating the drivers of socio-economic difference in post-16 course choices and their

⁷⁶ https://www.gov.uk/government/news/the-commission-on-race-and-ethnic-disparities-statement?utm_medium=email&utm_campaign=govuk-notifications&utm_source=942a1cc2-62eb-4b9e-82a6-3bcfa5d29cec&utm_content=daily

⁷⁷ https://www.cream-migration.org/publ_uploads/CDP_13_21.pdf

⁷⁸ https://www.gov.uk/government/news/the-social-mobility-commission-joins-cabinet-office?utm_medium=email&utm_campaign=govuk-notifications&utm_source=107f28eb-dad2-4a8d-bdbd-855119bd92c8&utm_content=daily

⁷⁹ <https://www.gov.uk/government/publications/the-road-not-taken-drivers-of-course-selection>

likely social mobility consequences. The research also finds that disadvantaged women are making course choices at 16 which can lead them to lower paid jobs than men – regardless of how good their GCSEs are. They also find that disadvantaged men are prone to choosing technical subjects which lead to higher earnings, such as engineering and IT, but the highest earning routes are A levels or a combination of A levels and technical courses.

- 17.3 University College London (UCL) Centre for Education Policy and Equalising opportunities and the Sutton Trust are working together on new longitudinal research that will follow 12,000 Year 11 students across England for at least the next two years. The results will demonstrate how Covid-19 affects their education, careers and well-being. The study will be called the Covid Social Mobility and Opportunities Study (COSMO)⁸⁰. The first two years of the study is funded with a grant of £4.6m from UK Research and Innovation (UKRI), along with the Economic and Social Research Council.

18 Mental Health and Anxiety

- 18.1 The Department for Health and Social Care has announced £500 million to expand mental health services⁸¹, including:
- £15 million to help level up mental health and wellbeing across the country through funding initiatives to promote positive mental health in the most deprived local authority areas in England
 - £13 million to ensure young adults aged 18 to 25, including university students, are supported with tailored mental health services, helping bridge the gap between children’s and adult services
 - £2.5 million to pilot new approaches to support children who have experienced complex trauma

⁸⁰ <https://www.suttontrust.com/cosmo-the-covid-social-mobility-and-opportunities-study/>

⁸¹ <https://www.gov.uk/government/news/mental-health-recovery-plan-backed-by-500-million>

- £10 million to support the mental health of frontline workers in mental health services
- It confirmed £79 million for children and young people through Mental Health Support Teams, community support, eating disorder services and crisis and intensive home treatment

18.2 An article by the ONS shows that young people have been hit hardest by loneliness during Covid-19⁸².

18.3 Partnership for Young London, with support from Trust for London, has published the results of research it conducted in collaboration with a range of partners that have gathered data and insight on young people's needs across London. *Mapping Young London*⁸³ was co-designed with young people through surveys and focus groups involving over 1,600 young Londoners aged 16 to 25, while the *London G-Z* is an accompanying literature review of research about Generation-Z in London (that is, young Londoners born between 1996 and 2012). Its key findings are:

- Almost 80 per cent of respondents felt that Covid-19 and lockdown have had a negative impact on their mental health
- Over a third (34.4 per cent) of young people fall into the bottom quartile of the World Health Organization's five-point scale for mental health, indicating they may show signs of depression
- Almost half of the young people surveyed said they thought the government's response to the pandemic was very bad (46.6 per cent), and a third said it was bad (29.6 per cent)
- Just under half (47.5 per cent) said that they somewhat, or mostly, trust the police
- A third of young people (31 per cent) said that Covid-19 and lockdown had negatively impacted their housing situation, with the more vulnerable within society most impacted by the pandemic – 44.4 per

⁸² <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/mappinglonelinessduringthecoronaviruspandemic/2021-04-07>

⁸³ <https://www.partnershipforyounglondon.org.uk/mappingyounglondon>

cent of care-experienced young people and 44.2 per cent of those who considered themselves to have a disability were more likely to be negatively impacted

- Half of the young people surveyed (51.4 per cent) said that their future employment plans had changed as a result of Covid-19 or lockdown.

18.4 Research into calls to the charity Unseen’s modern slavery and exploitation helpline has shown that more than a fifth (22 per cent) of calls from potential victims of drugs gangs are minors⁸⁴.

18.5 Youth homelessness charity Centrepoin has unveiled its new strategy aimed at eradicating youth homelessness by 2037⁸⁵.

19 Youth Work

19.1 Dame Rachel de Souza, England’s Children’s Commissioner has launched *The Big Ask* a survey asking children to set out their priorities for improving childhood post-COVID⁸⁶. The intention to run this survey had been announced in March. It is open until 19 May and will result in a ‘Beveridge report into post-Covid childhood’.

19.2 The results from the latest wave of the *Vulnerable children and young people survey*⁸⁷ were published on 28 April. The survey shows the impact of Covid-19 on children’s social care. The latest wave covers 22 to 24 March 2021 and reveals that the total number of children looked after (CLA) was one per cent higher than the same time in 2019-20 and the total number of children on a child protection plan (CPP) was three per cent lower. A large proportion of CLA, children on a CPP and other children in need (CIN) have been in contact with a social worker in the last four weeks (70 per cent, 95 per cent and 65 per cent respectively). The proportion of social workers not working

⁸⁴ <https://www.modernslaveryhelpline.org/uploads/20210407114600907.pdf>

⁸⁵ <https://centrepoin.org.uk/media/4773/a-year-like-no-other.pdf>

⁸⁶ <https://www.childrenscommissioner.gov.uk/thebigask/>

⁸⁷ https://www.gov.uk/government/publications/vulnerable-children-and-young-people-survey?utm_medium=email&utm_campaign=govuk-notifications&utm_source=c232b29e-0ed7-4c0f-82a0-0ce96410e002&utm_content=daily

due to Covid-19 has decreased, with one per cent of local authorities reporting over 10 per cent of social workers unavailable due to Covid-19 in Wave 22. This is compared to three per cent in Wave 21 (8 to 10 March 2021) and a peak of 13 per cent in May 2020. The total number of children who started to be looked after reported in Waves 1 to 22 of the survey was 8,950. This is around 29 per cent lower than the same period in 2017-20.

- 19.3 Councils can apply to the Department for Work and Pensions (DWP) for funding to train frontline staff who regularly come into contact with families facing conflict, so they can intervene at the right time to reduce friction between parents and help shield their children⁸⁸. The national Reducing Parental Conflict Programme has a budget of £3.87 million.
- 19.4 The National Youth Agency (NYA) is undertaking a National Census of Youth Services to help inform the upcoming Comprehensive Spending Review and shape strategies for workforce development, training and support⁸⁹. Over 16,000 organisations that deliver youth services or related activities in England have been identified. All organisations that deliver youth services are asked to register to take part in the census.
- 19.5 A report from Serenity Welfare – a children and young people care services provider - says that councils in England with above average rates of looked after children could save a total of £7 billion over the next decade by focusing on early intervention policies that target vulnerable families⁹⁰.

20 London

- 20.1 London Councils is developing a new four-year grants programme that will focus on combatting youth homelessness and tackling domestic and sexual abuse⁹¹. The invitation is aimed at voluntary / community and not-for-profit organisations specialising in combatting homelessness and tackling domestic

⁸⁸ <https://www.gov.uk/government/news/4m-for-councils-to-support-more-families-to-resolve-parental-conflict>

⁸⁹ <https://nya.org.uk/national-youth-sector-census/>

⁹⁰ <https://serenitywelfare.org/uploads/lives-transformed-potential-fulfilled-final-digital.pdf>

⁹¹ <https://www.londoncouncils.gov.uk/services/grants/grants-programme-2022-2026-%E2%80%93-expression-interest>

and sexual abuse that are interested in helping develop the programme further and who are thinking of applying for funding to deliver services from April 2022. The deadline for Expressions Of Interest is Friday 25 June.

- 20.2 The West London Alliance has published Improving understanding of the demand for and supply of skills in the West London labour market, which examines skills demand and supply in the sub-region⁹².

21 Summary: the key issues for the recovery of Young People's Education and Skills in London

- 21.1 Each element of the Post-16 sector is playing its part in delivering and supporting young Londoners' learning. There is a greater sense of anticipation of this year's qualifications than even last year, with all its problems. There seems to be a heightened sense of awareness of the additional stresses and strains of teachers, tutors and assessors – and those who assist them in front-line delivery – and a respectful determination from most other players in the system not to add to those pressures.
- 21.2 With the multi-year Spending Review delayed to this year, a number of organisations have taken the opportunity to update research into specific causes. Perhaps the campaigns launched this month by the AoC are the most relevant to young Londoners and the research material supporting them presents a compelling case for investment in learning.
- 21.3 Disparities in participation, achievement and labour market outcomes have again been a particular focus of attention this month.

⁹² <https://www.employment-studies.co.uk/system/files/resources/files/Improving%20understanding%20of%20the%20demand%20for%20and%20supply%20of%20skills%20in%20the%20West%20London%20labour%20market.pdf?platform=hootsuite>

Part Two: Policy Update

This part of the Briefing Note covers policies and reports that have been received in April 2021:

22 Skills for Jobs White Paper implementation

- 22.1 The government has invited employer representative bodies to become Local Skills Improvement Plan trailblazers⁹³. Local Skills Improvement Plans are integral to the Skills for Jobs White Paper. Mayoral combined authorities, local enterprise partnerships and skills advisory panels are not regarded as employer representative bodies and are not eligible to apply. The application guidance indicates that local authorities will not have a role in the process and they will not be required to provide support to employer representative bodies or Local Skills Improvement Plans. Colleges are also invited to bid to become a Strategic Development Fund pilot, accessing a £65 million fund.
- 22.2 The Institute of Fiscal Studies (IFS) has published a critique of the Skills for Jobs White Paper. In *Big Changes Ahead for Adult Education – Definitely Maybe*⁹⁴, the IFS points out what it perceives as the vagueness of some of the proposals in the White Paper and suggests how these may be firmed-up. Its main focus, however, is on adult skills and it doesn't specifically address some of the other issues around the 16 to 19 age group.

23 Qualification Reform

- 23.1 The latest reports from consultants EDSK in support of the Rethinking Assessment campaign proposes radical restructuring of secondary and tertiary education, replacement of GCSEs and a new suit of qualifications at level 3⁹⁵. The ASCL offered some qualified support for the process.

⁹³ [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978819/Skills Accelerator - LSIP and SDF prospectus.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978819/Skills_Accelerator_-_LSIP_and_SDF_prospectus.pdf)

⁹⁴ <https://www.ifs.org.uk/publications/15405>

⁹⁵ <https://www.edsk.org/>

24 The Educators

24.1 BecomingX, a learning and development organisation counting Bear Grylls as one of its founders, has partnered with Capita Plc to launch 'The Educators'⁹⁶ – a film and podcast series featuring a diverse group of leading experts who each present their views on the urgent actions needed to create an education system fit for the future. They collectively identified four key priorities to ensure every young person can realise their potential:

- The need to 'level up' in education
- The importance of personal development, skills and creativity
- The need to invest in technology to drive efficiency and enhance quality
- The necessity for greater mental health and wellbeing support

25 Appointments

25.1 Alison Griffin has been appointed as Chief Executive of London Councils⁹⁷.

⁹⁶ <https://www.capita.com/becomingx>

⁹⁷ <https://www.londoncouncils.gov.uk/press-release/28-april-2021/new-chief-executive-announced-london-councils>

Part Three: Performance Update

This part of the Briefing Note includes the latest data on performance. The DfE is trialling a new service to enable its statistical data to be viewed and used⁹⁸.

26 Participation

Attendance

26.1 The figures on schools and colleges attendance published by DfE⁹⁹ are as follows:

- In the week commencing 29 March (with the measurement date moved to Wednesday 31 March due to the Easter break), 90.2 per cent of students attended their educational setting.
 - The week commencing 5 April was the Easter break in all areas.
 - In the week commencing 12 April – the majority of schools in England were on Easter break, but those that were open recorded 94 per cent attendance overall.
 - In the week commencing 19 April, 93.7 per cent of students were in attendance and 100 per cent of educational settings were open.
 - In the week commencing 26 April: 92.9 per cent of students were in attendance and 100 per cent of educational settings were open.
- (Thursday is the 'spot' day on which weekly attendance is counted)

⁹⁸ <https://explore-education-statistics.service.gov.uk/find-statistics/neet-statistics-annual-brief>

⁹⁹ <https://www.gov.uk/government/collections/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak>

27 Achievement

2020 Results

- 27.1 Due to the cancellation of exams in response to Covid-19 and the change to using teacher assessments, 2020 results are not directly comparable with prior years.
- 27.2 Ofqual has provided updated interactive 2020 GCSE and A level data visualisations that show comparative outcomes and results across England¹⁰⁰.

Key stage 4 in 2020¹⁰¹

- 27.3 London's students have again recorded the best results in the country at key stage 4 (GCSEs).
- 27.4 The headline performance at Key Stage 4 in 2020 is as follows:
- Average Attainment 8 Score: England 50.2 points, London 53.2 points
 - Progress 8: England -0.03, London +0.22
 - Grades 9 to 4 English and maths: England 71 per cent, London 75 per cent
 - Grades 9 to 5 English and maths: England 50 per cent, London 55 per cent
 - English Baccalaureate (EBacc) entries: England 40 per cent, London 55 per cent

¹⁰⁰ https://www.gov.uk/government/news/interactive-gcse-and-a-level-data-visualisations-updated?utm_source=2c1f4f9f-2744-4059-a15d-3b2dbeaaaae8a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

¹⁰¹ <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised>

A level and other level 3 at age 18 (key stage 5)¹⁰²

- 27.5 London has closed the regional performance gap at key stage 5 and has now edged above the national average in most measures.
- 27.6 The headline academic year 2019 to 2020 (provisional) performance figures for London are:
- All level 3 Average Point Score (APS) per entry: 36.8 points in England; 37.5 points in London.
 - A level APS per entry 38.4 in England; 38.9 points in London
 - Tech level students APS per entry: 29.8 points in England; 31.5 points in London
 - Applied General Students APS per entry: 31.2 in England; 31.1 points in London
 - The proportion of students in each mode of study in London is: Academic 75 per cent, Tech level three per cent and Applied General 22 per cent.

Levels 2 and 3 at age 19¹⁰³

- 27.7 The headline figures for 2019/20 are:
- Level 2 at age 19: 82.8 per cent in England; 85.2 per cent in London.
 - Level 3 at age 19: 60.2 per cent in England; 66.8 per cent in London.

28 Intelligent London¹⁰⁴

- 28.1 Intelligent London makes the very best of data analysis and visualisation techniques so that those with an interest in supporting and promoting the interests of young people can easily access reliable and up-to-date data.

¹⁰² <https://explore-education-statistics.service.gov.uk/find-statistics/a-level-and-other-16-to-18-results/2019-20>

¹⁰³ <https://explore-education-statistics.service.gov.uk/find-statistics/level-2-and-3-attainment-by-young-people-aged-19/2019-20>

¹⁰⁴ <http://www.intelligentlondon.org.uk/>

29 Recommendation

- 29.1 Recipients are asked to note the content of this report and submit any comments by email: peter.obrien@londoncouncils.gov.uk.

Annex: Sources of Official Guidance

The general guidance on Covid-19 and the government's response¹⁰⁵

Specific guidance on education¹⁰⁶

The Office for National Statistics (ONS), which supports government at all levels with relevant data and intelligence¹⁰⁷.

NHS information on coronavirus: ¹⁰⁸

Q&A from Public Health England (PHE) on coronavirus: ¹⁰⁹.

Please note: The National Institute for Health Protection (NIHP) has been set up to bring together PHE, NHS Test and Trace and the analytical capability of the Joint Biosecurity Centre (JBC) under a single leadership team. This is the first step towards becoming a single organisation focused on tackling COVID-19 and protecting the nation's health.

¹⁰⁵ <https://www.gov.uk/coronavirus>

¹⁰⁶ <https://www.gov.uk/government/collections/coronavirus-Covid-19-guidance-for-schools-and-other-educational-settings>

¹⁰⁷ <https://www.gov.uk/search/research-and-statistics>

¹⁰⁸ <https://www.nhs.uk/conditions/coronavirus-covid-19/>

¹⁰⁹ <https://publichealthmatters.blog.gov.uk/2020/01/23/wuhan-novel-coronavirus-what-you-need-to-know/>