

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

## AGENDA

<b>Chair:</b>	Andy Johnson	<b>Job title:</b>	Progression & Pathways Manager, London Borough of Enfield
<b>Date:</b>	10 June 2021	<b>Time:</b>	10.00 – 12.00
<b>Venue:</b>	On-line via Microsoft Teams		
<b>Telephone:</b>	020 7934 9743	<b>Email:</b>	<a href="mailto:Peter.obrien@londoncouncils.gov.uk">Peter.obrien@londoncouncils.gov.uk</a>

Item 1	Welcome, introductions and apologies	Chair
Item 2	Declarations of interest	All
Item 3	Minutes of meetings and matters arising	Peter O’Brien
Item 4	Career Hubs in London	Andrew Moffat
Item 5	Policy Update	Peter O’Brien
Item 6	Performance Update	Peter O’Brien
Item 7	Annual Plan 2021 to 2022	Peter O’Brien
Item 8	Roundtable discussion	All
Item 9	Future meetings	All
Item 10	Vacancies (Vice-Chair, Local London and South London)	All
Item 11	Any other business	All
Item 12	Date of next meeting	

**Item 3 -Matters Arising from meetings of Young People's Education and Skills Operational Sub-Group February to May 2021**

<b>Action Point</b>	<b>Meeting Date</b>	<b>Action Point Description</b>	<b>Owner(s) - lead in bold</b>	<b>Review Date</b>	<b>Actions Taken</b>	<b>Progress</b>
<b>1</b>	25/02/21	Peter O'Brien to relay the meeting's comments about the Skills for Jobs White Paper to the Young People's Education and Skills Board and London Councils	<b>Peter O'Brien</b>	10/06/21	The comments were included in Signposts to Action (item 7 on agenda for 10/6/21 OSG meeting)	<b>Closed</b>
<b>2</b>	25/02/21	OSG members to send comments on the Options for Change questions or Summary Evidence Base to Peter O'Brien by 5 March 2021	<b>OSG members</b>	10/06/21	Deadline has passed. Comments received were includes in Signposts for Action (item 7 on agenda for 10/6/21 OSG meeting)	<b>Closed</b>
<b>3</b>	25/02/21	Peter O'Brien to send details of the Pan London Supported Employment Board to the OSG	<b>Peter O'Brien</b>	10/06/21	This was included with the post-meeting note	<b>Closed</b>
<b>4</b>	25/02/21	Peter O'Brien to revise the policy update addendum and recirculate it to the OSG	<b>Peter O'Brien</b>	10/06/21	This was included with the post-meeting note	<b>Closed</b>
<b>5</b>	25/02/21	Sheila Weeden to provide details of the meeting to be held on 23 March	<b>Sheila Weeden</b>	10/06/21	Time expired. Details were sent to boroughs	<b>Closed</b>
<b>7</b>	25/02/21	Peter O'Brien to circulate meeting dates for 2021	<b>Peter O'Brien</b>	10/06/21	These were included in the post meeting note, pending decision by the OSG (agenda item)	<b>Closed</b>
<b>8</b>	25/03/21	Peter O'Brien to prepare a note aout the discussion on qualification reform for the Young People's Education and Skills Board and London Councils	<b>Peter O'Brien</b>	10/06/21	The comments were included in Signposts to Action (item 7 on agenda for 10/6/21 OSG meeting)	<b>Closed</b>
<b>9</b>	25/03/21	Peter O'Brien to investigate the possibility of Mime Consulting presenting on the use of Intelligent London	<b>Peter O'Brien</b>	10/06/21	We are looking at holding a separate training session rather than a segment within an OSG meeting	<b>In hand</b>
<b>10</b>	25/03/21	Peter O'Brien to modify the presentation of data to subsequent meetings of the OSG	<b>Peter O'Brien</b>	10/06/21	To be discussed at the OSG meeting 10/6/21 (item 6)	<b>In hand</b>
<b>11</b>	25/03/21	OSG to respond to the draft policy update paper by 6/4/21	<b>OSG members</b>	10/06/21	Time expired. Responses were included in a revised update	<b>Closed</b>
<b>12</b>	29/04/21	Peter O'Brien to relay the OSG's comments about an Integrated Youth Offer to the Young People's Education and Skills Board and London councils	<b>Peter O'Brien</b>	10/06/21	The comments were included in Signposts to Action (item 7 on agenda for 10/6/21 OSG meeting)	<b>Closed</b>
<b>13</b>	29/04/21	Peter O'Brien to circulate details of Careers Hubs and Integration Hubs when they become available	<b>Peter O'Brien</b>	10/06/21	To be discussed at the OSG meeting 10/6/21 (item 4)	<b>In hand</b>
<b>14</b>	29/04/21	OSG to send any comments or ideas about schools improvement to Peter O'Brien	<b>Peter O'Brien</b>	10/06/21	None received by 31 May.	<b>In hand</b>

# Minutes

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

<b>Date</b>	25 February 2021	(The meeting was held via Microsoft Teams)
<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>

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### Present

Andy Johnson	London Borough of Enfield (Chair)
Daisy Greenaway	Greater London Authority (GLA) (left the meeting at 1130)
David Scott	London Borough of Hounslow
Jasmine West	London Borough of Barnet
Jo Jack	London Borough of Croydon
Jo Margrie	London Borough of Hackney
Joshveen Soor	London Borough of Southwark
Juliet Williams	London Borough of Lambeth
Linda Leigh	London Borough of Waltham Forest
Linda Owusu	London Boroughs of Richmond and Wandsworth
Paul McGivern	London Borough of Merton
Sheila Weeden	Local London (attended from 1100)
Tim Evers	Royal Borough of Kensington and Chelsea and City of Westminster
Tony Haines	Education and Skills Funding Agency (ESFA)
Verona Crossfield	London Borough of Hillingdon

### Officer

Peter O'Brien	London Councils Young People's Education and Skills
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## **Apologies**

Erik Stein	London Borough of Barking and Dagenham
Tim Gallagher	London Councils
Samira Islam	London Councils
Rani Dady	London Borough of Hillingdon
Yolande Burgess	London Councils

## **1 Welcome and introductions**

1.1 The Chair welcomed attendees and invited them to introduce themselves.

## **2 Minutes of the last meeting and Matters Arising**

2.1 The minutes of the last meeting were agreed as a true record.

2.2 Peter O'Brien said that there had been some problems with the Pan London Leavers Notification System since the start of the academic year. These had now been resolved and reports were now being issued.

## **3 Skills for Jobs White Paper**

3.1 Peter O'Brien opened the discussion by referring to two papers sent with the meeting's agenda and said that both papers summarised the White Paper issued in January 2021 and highlighted the key issues for London. the following points emerged in discussion:

- The meeting was sceptical about the reliance on Chambers of Commerce to represent employers' skills needs consistently within London and was disappointed that the arrangements local authorities have in place to link business skills needs with a wider local economic regeneration context had been largely dismissed by central government.
- The needs of Londoners and businesses were complex and, while a regional or sub-regional response was a useful starting point, the meeting felt that the success of the government's plans would need a more nuanced, local system.
- Omitting basic skills and catch-up provision, which represents the majority of FE provision in London, surprised many attending the meeting. The meeting noted that it was implied that this provision would be transferred to the UK Shared Prosperity Fund when it is launched. This casts some doubt on the ability of all

FE providers to have the infrastructure to deliver the full range of reforms set out in the White Paper.

- The meeting was uncertain that the government had fully acknowledged the results of all of its consultations on qualifications reform in the White Paper, particularly the future of qualifications at level 2 and below.
- The meeting was concerned that the White Paper did not adequately address the most pressing issues in London's recovery (this was being examined through the Good Work Mission); underestimated the effort involved in shaping the Post-16 curriculum offer; and potentially represented a step backwards in the integration of education, skills and employment support.
- The meeting welcomed the emphasis on careers education and guidance, particularly tighter enforcement of the 'Baker Clause', which provides vocational and technical education providers access to school pupils to provide them with details of opportunities other than schools, including apprenticeships.
- The meeting noted that there may be some changes in college governance as a result of the White Paper.

3.2 In responding to the debate Peter O'Brien urged colleagues to become conversant with the proposals contained in the White Paper - webinars organised by LSECT Ltd for FE Week are available <http://lsect.co.uk/event/briefing-webcast-series-fe-white-paper-in-depth/> - and colleagues can contact [Peter O'Brien](#) with any questions or ideas about how collaboration between educational institutions and employers could be take forward in alignment with the London Recovery Board missions.

3.3 The Chair thanked colleagues for their contributions and asked Peter O'Brien to feed the discussion back to the Young People's Education and Skills Board.

**Action: Peter O'Brien to relay the meeting's comments to the Young People's Education and Skills Board and London Councils**

#### **4 Options for Change – Young People's Education and Skills Plan 2021/22**

4.1 Peter O'Brien introduced the paper for discussion and referred to a summary of the evidence gathered during 2020 and reported in the regular briefings provided by the Young People's Education and Skills Team. Peter said that the summary demonstrated how the Young People's Education and Skills Board's agenda aligned with the London Recovery Board missions. The evidence had been marshalled in a series of themes covered in the monthly briefings, providing a 'spotlight' on the current issues in each theme and pointers to the actions that need to be taken in the short, medium and long-

term. The Board was considering some questions to enable new policy or programme responses to be developed where necessary.

- 4.2 The meeting welcomed the papers and its discussion majored on careers guidance: particularly the future of the London Enterprise Adviser Network and London Ambitions.
- 4.3 Peter O'Brien asked for any further comments or contributions to be [sent to him](#) by 5 March 2021.

**Action: OSG members to send comments on the Options for Change questions or Summary Evidence Base to Peter O'Brien by 5 March 2021**

## **5 Feedback from the Young People's Education and Skills Board**

- 5.1 Peter O'Brien reported that the Board and team at London Councils were exploring ways in which performance can be monitored while the production of official statistics is disrupted. He said that the Board supported the establishment of a Pan London Supported Employment Board and would send more details to the OSG.

**Action: Peter O'Brien to send details of the Pan London Supported Employment Board to the OSG.**

## **6 Policy Update**

- 6.1 The meeting accepted the Policy Update and Addendum provided by Peter O'Brien and asked for a further amendment to include details of the assessment of GCSEs, A levels and BTECs this summer.

**Action: Peter O'Brien to revise the policy update addendum and recirculate it to the OSG.**

## **7 Roundtable Discussion**

- 7.1 The Chair asked those in attendance to report on the major current issues within their organisation: The following points were raised:
- All borough representatives said they had been working on the full opening of educational settings on 8 March.
  - Several borough representatives had been involved in their council's bid to become Kickstart gateways and some were now involved in the resulting delivery.
  - There had also been a great deal of engagement with Careers Cluster bids from the remnant of London's European Social Fund allocation.

- Some boroughs had increased the provision of youth services in conjunction with local colleges.
- It was also reported that some schools were hesitant in taking up T levels and others were shelving careers guidance and prioritising catch-up learning instead.
- A few boroughs were looking afresh at the organisation of 14-19 education within their authority.
- Tony Haines said that the Education and Skills Funding Agency was focusing on delivery, conducting financial assessments of educational institutions and working with the GLA on the Adult Education Budget. The Agency was also reviewing in-year growth in recruitment, particularly by most colleges in London.
- Sheila Weeden said that the Pan London Skills Group will be launching Start Local London during National Careers Week (1 to 5 March 2021). Sheila added the GLA would be tendering for Careers Hubs shortly. The Careers Hubs would absorb the London Enterprise Adviser Networks and, in due course, the Careers Clusters would also transition into the Careers Hubs. A meeting is being held on 23 March 2021 and Sheila will provide details to the OSG.

7.2 The Chair thanked everyone in attendance for their comments.

**Action: Sheila Weeden to provide details of the meeting to be held on 23 March.**

## **8 Future Meetings**

8.1 Peter O'Brien proposed a programme of meetings for 2021, with a mixture of 'ordinary' meetings (following the established agenda) and 'themed' meetings examining some of the subjects reviewed in the summary evidence base. Further details will be sent put to the OSG.

**Action: Peter O'Brien to circulate the meeting dates for 2021.**

## **9 Other Business**

9.1 There was no other business.

**The date of the next meeting will be 25 March 2021 at 10 a.m. (Please note, this will be a 'themed' meeting and discussing: Achievement, with particular emphasis on qualification reform particularly Pearson's consultation on the future of GCSE and A levels) and a short review of 'Participation' - reviving a paper the OSG produced before the pandemic).**

# Minutes

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

<b>Date</b>	25 March 2021	(The meeting was held via Microsoft Teams)
<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>

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### Present

Andy Johnson	London Borough of Enfield (Chair)
Anthony Haines	Education and Skills Funding Agency
Caroline Ekoku	London Borough of Sutton
Daisy Greenaway	Greater London Authority (GLA)
David Scott	London Borough of Hounslow
Jo Margrie	London Borough of Hackney
Joshveen Soor	London Borough of Southwark
Miriam Hatter	London Borough of Camden
Paul McGivern	London Borough of Merton
Sheila Weeden	Local London
Tim Eyers	Royal Borough of Kensington and Chelsea and City of Westminster
Verona Crossfield	London Borough of Hillingdon

### Officer

Peter O'Brien	London Councils Young People's Education and Skills
Samira Islam	London Councils Education Policy

### Apologies

Alison Arnell	London Borough of Newham
Erik Stein	London Borough of Barking and Dagenham



Jasmine West	London Borough of Barnet
Jo Jack	London Borough of Croydon
Juliet Williams	London Borough of Lambeth
Shah Islam	London Borough of Newham
Tim Gallagher	London Councils
Yolande Burgess	London Councils

## **1 Welcome and introductions**

1.1 The Chair welcomed attendees and invited them to introduce themselves.

## **2 Scene Setting**

2.1 Both the Chair and Peter O'Brien reminded those in attendance that this was the first 'themed' meeting of the Operational Sub-Group (OSG), building on the experience of informal meetings of borough representatives during autumn and winter 2020. The themed meetings allowed OSG members and borough officers the opportunity to explore some key issues in greater depth. This approach will be evaluated at the June OSG 'business' meeting.

## **3 Achievement: Qualification Reform**

3.1 Peter O'Brien referred to the paper sent out before the meeting and the two aspects of qualification reform that it covered: the government's programme of qualification reform and the current debate within the sector on the future of qualifications and assessment.

3.2 In terms of the government's programme of reform, the discussion included:

- A consensus that qualifications below level 3 need to be available post-16 for a variety of students and not just as 'skills for life' qualifications and for speakers of other languages. In particular, colleagues felt that T levels alone would not provide access to suitable progression pathways for all learners.
- Considerable debate about BTECs. Although the meeting felt that BTECs and Applied General qualifications would be missed by many young people, a body of opinion was expressed that many educational settings were not at present offering their students a full range of optional units, especially practical units.
- General agreement that some streamlining of qualifications was necessary. The meeting noted that the number of qualifications available made it difficult to

provide effective careers advice to students for whom the theoretical / academic route was not the best way to meet their goals. The meeting also felt that qualifications should support the progression of learners who take up vocational, technical and applied general learning post-16.

- Belief recovery would not be best supported by closing down established learning pathways (applied general / BTECs) and any proposals to defund qualifications should be delayed.

3.3 With regard to future reforms of qualifications and assessment, none of the organisations represented at the meeting supported replacing GCSEs and the Young People's Education and Skills Team at London Councils was asked to keep a watching brief only.

3.4 The Chair thanked colleagues for their contributions to the discussion.

**Action: Peter O'Brien to prepare a note about this discussion for the Young People's Education and Skills Board and London Councils**

#### **4 Participation: OSG Report on Participation and Inequalities**

4.1 Peter O'Brien explained that the paper accompanying this discussion had been prepared following the OSG meeting held in February 2020 – before the first lockdown – and the cancellation of meetings during the spring / summer disrupted its dissemination.

4.2 The meeting agreed that there was little merit in disseminating the paper in full as the data on which it is based are now out of date and it may be difficult to include more current information either because it is not being published at present or because the context has changed considerably. It was, however, suggested that the recommendations in the report were still relevant and could be taken forward separately.

4.3 The discussion then turned more generally to the presentation of data to support decision-making. Most borough officers in attendance said that they made good use of Intelligent London, but others mentioned that they would welcome a presentation that demonstrated the system.

4.4 There was a consensus view that papers should be short and focused and concentrate on narrative analysis rather than duplicating presentation of data available in Intelligent London.

4.5 The meeting also questioned whether reliance on annual data facilitated early action on emerging issues. Peter said that careful use of unpublished data available through the

National Client Caseload Information System (NCCIS) would help borough officers identify concerns over young people who were not in education, employment or training (NEET) or whose status is not known to their local authority. Jo Margrie also said that the DfE's efforts to revive work on Risk Of NEET Indicators (RONIs) is intended to result in a national data set that local areas and educational settings could use consistently to take early and decisive action.

- 4.6 The Chair thanked Peter for the paper and OSG members for their contributions to the discussion.

**Actions: Peter O'Brien to investigate the possibility of Mime Consulting presenting on the use of Intelligent London**

**Peter O'Brien to modify the presentation of data to subsequent meetings of the OSG**

## **5 Next Steps**

- 5.1 Peter O'Brien said he would take forward the actions agreed at the meeting.
- 5.2 The draft Policy Update for March had effectively been tabled at the meeting (having been circulated shortly before the meeting started) and OSG members were asked to check the content and refer any corrections, queries or new content to [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk) by close of Tuesday 6 April at the latest.

**Action: OSG to respond to the draft policy update paper by 6 April**

- 5.3 The next meeting will take place online on 29 April 2021 at 10.00. This will be a themed meeting, with the main theme being 'integrated offer' and the supporting theme 'achievement'.
- 5.4 The Chair closed the meeting and thanked all for attending and contributing to the meeting.

# Minutes

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

<b>Date</b>	29 April 2021	(The meeting was held via Microsoft Teams)
<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>

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### Present

Andy Johnson	London Borough of Enfield (Chair)
Daisy Greenaway	Greater London Authority (GLA)
Jo Jack	London Borough of Croydon
Jo Margrie	London Borough of Hackney
Joshveen Soor	London Borough of Southwark
Juliet Williams	London Borough of Lambeth
Miriam Hatter	London Borough of Camden
Linda Owusu	London Boroughs of Richmond and Wandsworth
Sheila Weeden	Local London
Tony Haines	Education and Skills Funding Agency (ESFA)

### Officers

Peter O'Brien	London Councils Young People's Education and Skills
Samira Islam	London Councils Policy and Public Affairs

### Apologies

Caroline Ekoku	London Borough of Sutton
David Scott	London Borough of Hounslow
Erik Stein	London Borough of Barking and Dagenham

Tim Gallagher	London Councils
Varsha Mistry-Hand	London Borough of Havering
Verona Crossfield	London Borough of Hillingdon
Yolande Burgess	London Councils

## **1 Welcome and introductions**

1.1 The Chair welcomed attendees and invited them to introduce themselves.

## **2 Scene Setting**

2.1 Peter O'Brien explained that this was the second 'themed' meeting of the Operational Sub-Group (OSG) and that some suggested actions had accompanied the papers sent out to support the discussion.

## **3 Integrated Offer for Young Londoners**

3.1 Peter O'Brien introduced the paper that outlined the origins of the idea of developing an integrated offer for young Londoners, its merits and its difficulties. In the discussion that followed, the following were agreed:

- The range of options and support to young people was complex and extensive; integration and simplification were essential.
- Careers education, information, advice and guidance were at the heart of integration. The introduction of careers hubs, building on the experience of careers clusters, was an important milestone.
- An integrated offer, with clear pathways to different outcomes, needed to be personalised and inclusive.

3.2 The discussion also noted:

- The Greater London Authority (GLA) is planning to establish Sub-regional Integration Hubs, bringing support to young people and adults together, later this year.
- It would be necessary to build a consensus around an Integrated Offer to ensure its clarity. This would require some effort, involve dialogue with young people, parents / carers, businesses and educational settings (as their buy-in was vital) and need resourcing.

- Development of an integrated offer would need to learn from past initiatives, such as Integrated Youth Services. In particular, development would need to avoid duplicating services.
- Implementation of an integrated offer would also need to be associated with simple governance and accountability measures. These could involve local government but would also need to be developed in conjunction with Schools Commissioners and Ofsted.
- There were some local examples of coordinating services funded by different sources that could provide models upon which, by design, pan-London integration could be based.

3.3 At the conclusion of the discussion, it was said that further information on Careers Hubs was expected around 12 May and on Sub-regional Integration Hubs around 24 May. Further details of both will be circulated to OSG members and those in attendance after the respective dates.

3.4 Peter O'Brien acknowledged the meeting's support for the principle of an Integrated Youth Offer for Young Londoners and its caution over how best to proceed. He said that the development and implementation of an integrated offer could be taken forward in the light of the successful introduction of Careers Hubs and Sub-regional Integration Hubs. In response to a query around the Rethinking Assessment campaign, Peter referred to the decision of the last themed OSG meeting that it was recommended that this work should be reported on in policy updates but not otherwise supported or endorsed.

3.5 The Chair thanked colleagues for their contributions and asked Peter O'Brien to feed the discussion back to the Young People's Education and Skills Board.

**Actions: Peter O'Brien to relay the meeting's comments to the Young People's Education and Skills Board and London Councils.**

**Peter O'Brien to circulate details of Careers Hubs and Sub-regional Integration Hubs when they become available.**

#### **4 Achievement: Performance Statistics**

4.1 Peter O'Brien introduced the paper for discussion and referred to the achievement statistics for Key Stages 4 and 5 in 2020, advising the meeting that these should not be used to compare with performance in previous years.

- 4.2 In discussion, the meeting noted the different approaches to school improvement that applied in London's councils. In all cases, colleagues reported that key stages up to and including key stage 4, had greater prominence than key stage 5. In many cases, borough officers would be using data produced by schools this year rather than Intelligent London or official data from 2019.
- 4.3 The meeting further noted that school improvement activity was now usually focused on addressing performance gaps and that possible 'grade inflation' may cause problems with clearing this year.
- 4.4 Peter O'Brien asked for any other ideas on supporting school improvement to be sent to him by email.

**Action: OSG members to send any further comments or ideas on schools improvement to Peter O'Brien.**

## **5 Next Steps**

- 5.1 Peter O'Brien said that the next meeting would be on 10 June and that this would be a 'business' meeting where the OSG will review the usefulness of the themed meetings and seek to fill some vacancies for full members. He also said that the post-meeting note will include a link to the latest report on the HE Journey of Young Londoners as a launch event will not now take place. A draft of the April Policy Update had been circulated shortly before the meeting and any comments or amendments should be sent to [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk) by 7 May at the latest.
- 5.2 The Chair thanked all in attendance for their participation in the discussion.

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

## Policy Updates March to May 2021

**Date:** 10 June 2021 **Item 5a**  
**Contact:** Peter O'Brien  
**Telephone:** 020 7934 9743 **Email:** [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk)

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

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## 1 Introduction

1.1 This paper provides the Operational Sub-Group (OSG) with a summary of the Policy Updates issued during the period March to May 2021. The full versions of the updates have been circulated to 'themed' meetings of the OSG during this period and can be viewed on our dedicated webpage<sup>1</sup>.

## 2 March 2021

2.1 In March, we reported that there had been many articles, blogs and opinion-pieces ahead of the full re-opening of educational settings on 8 March, with an almost equal number supporting the move and those that argued it would herald another surge in Covid-19 cases. We noted that almost all provided their own advice on the precautions that educational settings need to take to ensure the health and wellbeing of students and staff. We also noted that, allowing for the lag in infection and detection, there did not appear to have been the surge in cases that some had feared and the combination of social

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



distancing and testing that are in place are enabling education settings to manage the risk of infection. At the same time, we reported that considerable attention had been paid to the government's "Catch-up" plans and it has been confirmed that these will have an equal focus on pupil's wellbeing and lost learning. The precise manner of the delivery of catch-up had also been the subject of some debate. A great deal of research had also been published about young people's mental health, while youth unemployment remained high on the agenda.

### **3 April 2021**

3.1 April this year fell in the pre-election period, which meant there were fewer publications from local and regional government. In other research, attention shifted to the arrangements for awarding qualifications and grades this summer, with important guidance documents published by the government and its agencies. We also reported that, with the multi-year Spending Review delayed to this year, a number of organisations have taken the opportunity to update research into specific causes. We highlighted the Catch-Up campaign launched by the AoC, which was supported by a compelling case for investment in learning. Disparities in participation, achievement and labour market outcomes were again a particular focus of attention in the body of research published in April.

### **4 May 2021**

4.1 As the country makes the next steps to ease the restrictions necessary to contain the spread of Covid-19, continued concern about the prospects of young people in the labour market are again coming to the fore. Following May's elections, continuity in London's Recovery Programme is expected, while central government is continuing with its approach of making targeted investment in issues within the education and training that are of specific concern to ministers. The introduction of the Skills and Post-16 Education Bill, which was highly anticipated, brings the possibility of significant reform in the system, though the full benefits of this reform will be achieved if the

government accepts some changes in its proposals during the legislative process.

## **5 (Early) June 2021**

- 5.1 The DfE has provided £1 billion funding for additional tuition to support catch-up learning<sup>2</sup>

## **6 Recommendation**

- 6.1 Recipients are asked to note the content of this report and submit any comments by email [peter.obrien@londoncouncils.gov.uk](mailto:peter.obrien@londoncouncils.gov.uk).

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<sup>2</sup> <https://www.gov.uk/government/news/huge-expansion-of-tutoring-in-next-step-of-education-recovery>

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

## Performance Update

## Item 6

**Date:** 10 June 2021

**Contact:** Peter O'Brien

**Telephone:** 020 7934 9743

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

### Summary

This paper provides an overview of the latest performance information about effective participation, achievement and progression of young Londoners aged 14 to 24.

### Recommendation

The meeting is asked to discuss this paper, make appropriate recommendations to the Young People's Education and Skills Board and take any necessary action.

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## 1 Background

- 1.1 Attached to this paper is the performance report provided to the Young People's Education and Skills Board meeting on 20 May 2021. Headline performance statistics published since that meeting appear below.

## 2 Purpose

- 2.1 The purpose of this paper is to support discussion on performance at the Young People's Education and Skills Operational Sub-Group (OSG) meeting on 10 June 2021.

## ***Additional Performance Information published since 20 May 2021***

### **3 Participation**

#### ***Attendance***

3.1 The figures on schools and colleges attendance published by DfE<sup>1</sup> are as follows:

- In the week commencing 3 May 2021, 100.0 per cent of educational settings were open and 92.3 per cent of students attended (note: the measurement date was moved to 5 May as some schools were used as polling stations on Thursday 6 May).
- In the week commencing 10 May 2021, 99.9 per cent of educational settings were open and 91.9 per cent of students were in attendance.
- In the week commencing 17 May the proportion of educational settings open was 100.0 per cent and the proportion of students attending was 91.0 per cent.

(Thursday is the 'spot' day on which weekly attendance is counted)

#### ***Young people not in education, employment or training***

3.2 The official estimates of young people not in education, employment or training (NEET), using the Labour Force Survey, were published on 27 May<sup>2</sup>. These showed:

- The percentage of all young people (aged 16 to 24 years) in the UK who were not in education, employment or training (NEET) in January to March 2021 was estimated at 10.6 per cent, which is a record low; the proportion was down 1.0 percentage points compared with October to December 2020 and down 0.4 percentage points compared with pre-pandemic estimates in October to December 2019

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<sup>1</sup> <https://www.gov.uk/government/collections/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak>

<sup>2</sup> <https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/bulletins/youngpeoplenotineducationemploymentortrainingneet/may2021>

- Of all young people in the UK who were NEET in January to March 2021, an estimated 43.9 per cent were looking for and available for work and therefore classified as unemployed; the remainder were either not looking for work and/or not available for work and were classified as economically inactive.
- There were an estimated 728,000 young people in the UK who were NEET in January to March 2021, which is a record low; the number had decreased by 69,000 compared with October to December 2020 and was down 35,000 compared with October to December 2019.
- The estimated number of people who were NEET and economically inactive in January to March 2021 was 408,000, which is a record low.
- Sub-national breakdowns of these figures are not published.

### ***Absence***

- 3.3 The national statistics on pupil absence were published on 27 May<sup>3</sup>. Persistent absence in secondary schools in England in autumn term 2020 to 21 was 16.3 per cent compared with 15.0 per cent in the same term a year earlier. These figures are only available at a national level.

## **4 Achievement**

### ***2020 Results***

- 4.1 Key Stage 5 Results for 2020.
- 4.2 The DfE has supplemented the provisional A level and other Post-16 results for 2019 to 2020 by publishing data showing that the headline A level retention rate was 92.1 per cent<sup>4</sup>.

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<sup>3</sup> [https://www.gov.uk/government/collections/statistics-pupil-absence?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=0223ca44-21a3-4f0c-b921-f92f4dd5a8e3&utm\\_content=daily](https://www.gov.uk/government/collections/statistics-pupil-absence?utm_medium=email&utm_campaign=govuk-notifications&utm_source=0223ca44-21a3-4f0c-b921-f92f4dd5a8e3&utm_content=daily)

<sup>4</sup> <https://explore-education-statistics.service.gov.uk/find-statistics/a-level-and-other-16-to-18-results/2019-20>

## **2021 Entries**

4.3 The main trends in provisional entries for GCSE and GCE (AS and A level) for the summer 2021 series were published by Ofqual on 27 May. The headlines are:

- Overall, GCSE entries remain stable (approximately 5.3m) this year (increasing by 0.4 per cent), though an increase in entries from year 11 students masks decreases in entries from candidates in other year groups.
- There are small increases in the proportion of entries for the higher tier in most tiered GCSEs.
- A level entries for the summer 2021 increased by 3 per cent (756,230 in 2021 compared to 731,855 in 2020) overall.
- The overall entry for AS in summer 2021 decreased by 33 per cent (58,300 in 2021 compared to 86,970 in 2020).

## **5 Progression**

### ***Destinations after Key Stages 4 and 5 2018/19***

5.1 Experimental statistics on longer-term destinations of key stage 4 students<sup>5</sup> published on 20 May show that the proportion of pupils in a sustained destination one year after completing key stage 4 was 94 per cent, up two percentage points from the previous year's cohort (2012/13). However, this is likely due to the introduction of better employment data (the Longitudinal Education Outcomes data) in 2014, which featured greater coverage of employment activity. The three-year sustained destination proportion remained at 83 per cent, while the five-year figure fell marginally from 82 per cent to 81 per cent.

5.2 The DfE has also published Post-16 education and labour activities, pathways and outcomes (LEO)<sup>6</sup> The DfE has published Post-16 education

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<sup>5</sup> <https://explore-education-statistics.service.gov.uk/find-statistics/longer-term-destinations>

<sup>6</sup> [https://www.gov.uk/government/publications/post-16-education-and-labour-market-activities-pathways-and-outcomes-leo?utm\\_medium=email&utm\\_campaign=govuk-](https://www.gov.uk/government/publications/post-16-education-and-labour-market-activities-pathways-and-outcomes-leo?utm_medium=email&utm_campaign=govuk-)

and labour activities, pathways and outcomes (LEO). In summary, its key findings are:

- Post 16 Education and labour market pathways are incredibly diverse.
- Post 16 Education and labour market activities, pathways and outcomes differ based on individual characteristics.
- Higher levels of education lead to better labour market outcomes.
- For most sub-groups achieving a higher education level leads to better labour market outcomes than their comparators (with different characteristics).
- Even with similar levels of education, there are different labour market outcomes based on individual characteristics.
- However, for a few select sub-groups a higher education level does not always lead to better labour market outcomes than their peers.
- The report concludes that there may be societal, economic or psychological factors affecting outcomes that cannot be identified readily by statistical analysis alone and its authors commit to further research into these areas that will be made available in the near future.

## **6 Recommendation**

- 6.1 The meeting is asked to discuss this paper, make appropriate recommendations to the Young People's Education and Skills Board and take any necessary action.

# Young People's Education and Skills Board

## Performance Update

Item 8

**Date:** 20 May 2021

**Contact:** Peter O'Brien

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### Summary

This paper provides the latest headline data on Post-16 participation, achievement and progression in London. It covers the period during which education and training were disrupted by the Covid-19 pandemic, including prolonged lockdowns, modified arrangements for awarding grades at key stages 4 and 5 and very limited opportunities for entry into the labour market.

**Recommendation** The Board is asked to discuss this paper and propose any necessary action.

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## 7 Background

- 7.1 The Board will be familiar with the effects of Covid-19 on young people's effective participation in education and training in London, their achievements and their progression to positive destinations.
- 7.2 This paper draws on the latest published official statistics. Some of the statistics that we have been accustomed to reviewing at meetings of the Board are more limited in their coverage this year.
- 7.3 We will provide a more detailed paper, with additional commentary as further detail is released.



## 8 Participation

- 8.1 The national statistics are measured in March of each year. The official figures for March 2020 show that 95.5 per cent of 16 and 17-year-olds in London participated in education and training. This compares with 92.6 per cent nationally. Compared with 2019, London's participation rate increased by 0.6 percentage point (the national increase was 0.1).
- 98.0 per cent of 16-year-old females and 95.1 per cent of 17 year-old females participated in education or training. The corresponding figures for males are 96.5 per cent at age 16 and 92.3 per cent at age 17.
  - 92.5 per cent of young Londoners with Special Educational Needs and / or Disabilities (that is, have an Education Health and Care Plan or Statement of Special Educational Needs).
- 8.2 London had a far higher level of participation in Full-Time Education or Training than nationally (91.9 per cent in London compared with 85.4 per cent in England) and a lower level of participation in Apprenticeships (2.2 per cent in London. Approximately 1,200 (1.2 per cent of the cohort known to local authorities) of 16 and 17 year-olds in London were either in employment combined with study that complies with the requirement to continue participating in education or training or in employment with non-regulated qualifications (which does not comply with the requirement).
- 8.3 An offer was made under the September Guarantee to 95.6 per cent of young Londoners (94.3 per cent nationally).
- 8.4 The statistics of young people who are Not in Education, Employment or Training (NEET) are calculated slightly differently from the participation statistics. The NEET figure for London (which is an average for December 2019 to March 2020) was 4.2 per cent (3.3 per cent of females and 5.0 per cent of males). This compares with a national figure of 5.5 per cent – 4.7 per cent of females and 6.2 per cent of males.
- 8.5 The proportion of 16 and 17-year-olds in each ethnic group in London who were NEET was:
- White: 4.8 per cent

- Mixed: 4.8 per cent
- Black/Black British: 3.8 per cent
- Asian/Asian British: 1.9 per cent
- Chinese: 1.5 per cent
- Other: 4.5 per cent

8.6 Persistent absences in 2019 in all State-funded secondary schools in London was 12.5 per cent (15.0 per cent nationally). London's overall absences in Year 11 was 6.5 per cent and in Year 12 (or above) was 6.9 per cent.

8.7 Fixed Term exclusions in all secondary schools in London were 7.9 per cent (10.7 per cent nationally) and Permanent exclusions in London were 0.17 per cent (0.20 per cent nationally).

## **9 Achievement**

### ***Key stage 4***

9.1 The headline figures for London in 2020 are:

- Attainment 8: 53.2 (50.2 nationally)
- Grades 9 to 4 in English and maths: 75 per cent (71 per cent nationally)
- Grades 9 to 5 in English and maths: 55 per cent (50 per cent nationally)

### ***Key stage 5***

9.2 The headline figures for London in 2020 are:

- Average Point Score (APS) in all level 3 qualifications: 37.5 (36.8 nationally)
- APS in A level: 38.9 (38.9 nationally)
- APS in Tech level: 31.5 (31.2 nationally)
- AAB at A level in at least two facilitating subjects: 24 per cent (21 per cent nationally)
- Three A\* to A grades or better at A level: 21 per cent (20 per cent nationally)

### ***Attainment by age 19***

9.3 The headline figures for London are:

- Qualified to level 2: 85 per cent (81 per cent nationally).
- Qualified to level 3: 67 per cent (57 per cent nationally)

## **10 Progression**

10.1 Overall progression to an education, employment or training destination after key stage 4 was 94.5 per cent in London in 2019 (94.1 per cent in England).

10.2 Overall progression to an education, employment or training destination after key stage 5 was 87.2 per cent in London in 2019 (88.2 per cent in England).

## **11 Recommendation**

11.1 The Board is asked to discuss this paper and propose any necessary action.

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

**Annual Plan 2021 to 2022**

**Item 7**

**Date:** 10 June 2021

**Contact:** Peter O'Brien

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**Summary** This paper informs the Operational Sub-Group (OSG) that the Young People's Education and Skills Board has agreed an annual plan for 2021 to 2022.

**Recommendation** The meeting is asked to note the Young People's Education and Skills Board's decision.

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## 1 Background

1.1 The meeting of the Young People's Education and Skills Board held on 20 May 2021 agreed the attached paper, which contains a *Signposts to Action* document that forms the basis of an annual plan for 2021 to 2022

## 2 Recommendation

2.1 The meeting is asked to note the Young People's Education and Skills Board's decision.

# Young People's Education and Skills Board

## Annual Plan – Signposts to Action

Item 9

**Date:** 20 May 2021

**Contact:** Peter O'Brien

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**Summary** This paper provides the Young People's Education and Skills Board with the response to the Summary of the Evidence Base and Options for Change that were presented to the Board meeting. It proposes the actions that will be taken forward in the coming year.

**Recommendation** The Board is asked to discuss the Signposts to Action paper (attached) and agree the actions that will be taken forward in the coming year.

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### 3 Background

- 3.1 Following the meeting of the Board held on 28 January 2021, Board members, members of the Operational Sub-Group and other partners and stakeholders commented on the Summary of the Evidence Base and Options for Change papers that were discussed at the meeting.
- 3.2 Attached is Signposts for Action, which provides a summary of the comments we received and an outline of the actions that could be taken in the coming year.

### 4 Purpose

- 4.1 The purpose of this paper is to facilitate discussion by the Board and enable it to agree the actions for the year ahead.

## **5 Signposts to Action**

- 5.1 The attached document, Signposts to Action, sets out the responses to the Summary of the Evidence Base and Options for Change that were discussed at the last Board meeting. These papers were also discussed by the Operational Sub-Group, where individual themes have been reviewed in closer detail. We also received some feedback from partners and stakeholders to whom the documents were not originally addressed.
- 5.2 Signposts to Action proposes policy positions, areas for influencing and both short and long-term actions. These are placed in the context of the London Recovery Board's missions.
- 5.3 The document concludes with an outline of the actions that could be taken forward in the next year.

## **6 Recommendation**

- 6.1 The Board is asked to discuss the Signposts to Action paper and agree the actions that will be taken forward in the coming year.

# **Young People's Education and Skills Plan 2021 to 2022**

## ***Signposts to Action***

**May 2021**

## Introduction

In February, we produced a Summary of the Evidence Base, in which we:

- Analysed and drew conclusions from the body of research and opinion published during the Covid-19 pandemic (March 2020 to February 2021).
- Explained how taking action on the Post-16 phase of education and training contributed to the missions of the London Recovery Board.
- Opened a debate on options for change.

(Further research published since February has confirmed our analysis and conclusions).

This document follows on from the Summary of the Evidence Base and records the reaction to it and the options for change we issued alongside it.

The overall response to the Summary of the Evidence Base was positive. Its production was welcomed, particularly its alignment with the London Recovery Board's missions.

None of the responses disagreed with the analysis of the evidence gathered during the first year of the pandemic. Some of the feedback noted that, as many of the issues currently affecting young people's education and training in London had existed before the pandemic, consideration should also be given to relevant earlier research that had not been included in our monthly updates and upon which the summary of the evidence base was built. We have paid reference to the recommendations from earlier research, such as the Post-16 Trajectories report published by London Councils and the GLA.

Responses agreed that the overarching priority for the year ahead was London's recovery. The close alignment between the Summary of the Evidence Base and the recovery missions was seen as a strength and the arrangement of findings under the 'spotlights' was welcomed. It was suggested that, in addition to the spotlights selected, future Policy Updates and summaries should also include Youth Offending. It was also suggested that Engaging Young People and Homelessness should be featured as separate topics. Arrangements will be made for these changes to be made from the June 2021 Policy Update.

The ways of working described in the Summary of the Evidence base were also agreed and are included as Annex 1.



## Structure

This paper reports the feedback given by Board members, members of the Operational Sub-Group and other partners and stakeholders who had received copies of the Summary of the Evidence Base and Options for Change. We are using the same headings as the 'spotlights' included in the Summary of the Evidence Base and cover below some of the more general feedback.

Feedback to the Summary of the Evidence Base said we should distinguish more clearly between policy positions and aspirations that would need significant and long-term campaigning, most probably be led by other partners; influencing goals for the medium-term; and immediate and short-term actions to take forward London's recovery. The feedback also suggested that these actions should be marshalled, as we have done in the past, to distinguish between the actions that the Board and Team will take forward and the advice offered to other partners and stakeholders.

An outline of the actions that could be taken forward in the coming year are at Annex 2.

## General Feedback

### Data and performance gaps

Responses said that, in line with the commitment to evidence-based decision-making in the 'ways of working set out in the Summary of the Evidence Base, a document providing an overview of London's performance against the key indicators of participation, achievement and progression should be provided. We are making arrangements to produce this document, although members of the Operational Sub-Group said that they made regular use of Intelligent London, which provides easy access to key performance data. In particular, responses told us that they wanted to focus greater attention on the key performance gaps highlighted in the evidence base and we will take this on board in future reporting.

### Transitions

Responses highlighted those parts of the Summary of the Evidence Base that related to key transition points in young Londoners' Post-16 learning journey (for example between key stages 4 and 5; between the ages of 16 and 17; on completion of key stage 5). It was suggested that monitoring these transitions should become more prominent in reports made to the Board and that the Board should encourage more support to be given to young people who need help through key transition points.

### Devolution

Responses pointed out that devolution could be regarded as a cross-cutting theme in addressing many of the issues highlighted in the Summary of the Evidence Base. Colleagues in the GLA reiterated the latest GLA/London Councils position on post-16 devolution is set out in the Skills for Londoners Call for Action: "London needs a coherent post-16 skills offer to support more Londoners to access the wealth of opportunities in the capital. The Mayor and London's boroughs want to start a conversation with central government about how devolution would move London closer to realising this vision."<sup>1</sup>

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<sup>1</sup> [https://www.london.gov.uk/sites/default/files/call\\_for\\_action\\_final\\_13.09.19\\_.pdf](https://www.london.gov.uk/sites/default/files/call_for_action_final_13.09.19_.pdf)

## **Engaging Young People**

Responses stressed that all partners should be alive to the voice of young people when devising policies and projects designed to meet their needs. This applied across all of the themes covered in the Summary of the Evidence Base. Colleagues from the GLA drew attention to the Mayor's young advisers, the Peer Outreach Team and the Lynk Up Crew, while the Operational Sub-Group described several examples of how local government actively engages with young people (including) and Board members were encouraged by the steps being taken by the Young People's Education and Skills Team at London Councils to work more closely with Partnership for Young Londoners. Responses consistently urged the team not to take forward independent youth engagement initiatives but to work with partners who have established mechanisms.

## Participation

### What we said about moving forward

We should not underestimate the tremendous efforts that our education and training sector has made during the lockdowns to ensure that young people who are most vulnerable or whose parents are key workers continued to learn. Keeping so many educational settings open safely during the lockdown required exceptional leadership, creative thinking and hard work by all concerned, especially in the early days of the pandemic. Although the long-term effects of disruption in learning will take some time to be felt, we can look back on the last twelve months with gratitude and appreciation of our schools, colleges and training providers. Moreover, the rapid adoption of a whole new pedagogy was inspiring. As we look forward to the future, we can have great confidence in the ability of London's education and skills sector to adapt to changing circumstances.

However, the education and skills sector works best if there is clarity and consistency in the guidance with which it is provided. Involving the representatives of educational settings and their staff in decision making at an early stage through to implementation will help to maximise engagement in formulating and adopting workable solutions to problems as they arise and reduces the chance – and impact – of any unforeseen developments. It is encouraging that the sector is well represented in the structures guiding London's recovery from the Covid-19 crisis and it hoped that this spirit of collaboration will continue into and beyond London's period of recovery.

### The response

Responses drew attention to the increased demand for Post-16 places at the start of the 2020-21 academic year. There was a strong opinion that the Board should prepare for a similar uptake in 2021-22 and lead representations to the government if this should prove to be the case.

### Policy Position

We remain committed to ensuring the full participation of all young Londoners in education or training, including Apprenticeships and Traineeships up to the age of 18.

The funding and planning systems should be reformed so that there is greater flexibility to provide for a wide range of individual needs so that the need for additional 'catch-up' provision (the need for which was evident before the pandemic) can be addressed.

### **Long term work and influence**

We will work to reduce the gaps in participation that have been a long-standing feature of London's education and training system and support collaboration between educational settings in the interests of young people.

We will support campaigns that remove the 'digital divide' so that educational settings can adopt permanently online and remote learning that encourages greater ownership of learning.

We will continue to press for fully-funded three year level 3 courses to be made available when this works in the interests of young people.

We will press for devolution of all Post-16 education and training.

We will highlight the increased demand for Post-16 places and press for in-year funding to increase so that educational settings can exceed limits on recruitment with confidence that they will be fully funded.

### **Proposed priorities and actions**

Local authorities should work closely with educational settings in their area to ensure that all young people are supported to remain in Post-16 learning.

Local authorities should, in particular, provide support to educational settings in cases where young people have missed a considerable amount of learning since the start of the Covid-19 pandemic.

Local authorities should promote various initiatives that educational settings could take-up to make up for lost learning and to adopt as permanent features in a post-pandemic pedagogy.

# Achievement

## What we said about moving forward

Gaining recognised qualifications at the highest level typically opens up more opportunities and choices for young people and supports their long-term employability. Evidence both before and during the pandemic demonstrates that better qualified young people secure employment more quickly than those who have lower qualifications (or none), their employment is better paid, and they are more resilient to labour market shocks. Understandably therefore, educational institutions are prioritising putting in place systems to implement the revised arrangements for the award of qualifications this year.

## The response

The feedback we received pointed out the tremendous strain that the process for awarding grades had on staff and students. Partners and stakeholders in the system were urged not to add to the similar pressures that exist this year.

There was a strong opinion that the full effects of the pandemic on educational attainment may not be felt for many years, as pre-school and primary pupils had missed a considerable part of their formative education affecting reading, vocabulary and social skills. There were equally important learning milestones missed throughout lower secondary and Post-16 provision.

We also received responses about the availability of performance data for 2020 and the need to change accountability measures.

Responses noted research into the replacement of GCSEs and A levels. There was no appetite for taking part in these exercises the Young People's Education and Skills Team at London Councils was asked to keep a watching brief only.

## Policy Position

We will support young Londoners' achievement of the qualifications they need to get on in life and work.

We will work to reduce attainment gaps based on individuals' characteristics and where they live.

## **Long term work and influence**

We will promote applied general qualifications that are popular with students, businesses and educational settings pending the full roll-out of T levels.

We will support specialist provision that meets the needs of young people with specific support needs.

We will work with colleagues in the All Party Parliamentary Group for London to promote the role of local authorities in the new system of Post-16 technical education that will be implemented through the promulgation of a Skills and Post-16 Education Bill announced in the Queen's Speech. Likewise, we will support the recognition of the Mayor of London's work with businesses as valid representative bodies expressing business' demand for a skilled workforce.

## **Proposed priorities and actions**

London government should support the further roll-out of T levels and the implementation of the government's proposals for an employer-led Post-16 skills system.

Local authorities should work closely with educational settings in their area to ensure that all young people are supported to achieve the grades at levels 2 and 3 that accurately reflect their knowledge, talent and ability.

Educational settings should review collaborations that have developed during the pandemic to share effective practice and consider participating in them.

## Progression

### What we said about moving forward

Despite the support available to businesses and other employers, some enterprises may not survive the pandemic, some activities may cease and some – possibly very many – redundancies may occur. At the same time however new business opportunities have arisen and sections of the Public Sector look set to expand. It may therefore take a considerable amount of time before the economy and labour market stabilise.

In the interim, forecasters generally agree that the effects of recovery will not be felt equally by all industrial sectors, localities or sections of society. Concern is being expressed about families living on the breadline and young people entering the labour market, especially those with low attainment.

Businesses that are reported to be considering relocating their office functions outside of London may draw more highly qualified young people away from central London and the move to remote working could incentivise more people to live outside greater London.

A London Youth Offer informed by and coproduced with young people would help restore confidence in the future. The degree to which decision-makers are engaging with young people through organisations with a track record of working with young people (such as Partnership for Young London and London Youth) or directly through surveys and online discussions means that the emergence of a powerful ‘youth voice’ in London, which helps young people shape their own futures, could prove to be a positive legacy of the pandemic.

### The response

There was considerable support for the development of an integrated offer for young Londoners. Although there was considerable scope to start the process within London’s recovery programme, many of the proposal’s advocates believed that it would need concerted action over time to produce truly effective integration of education, skills and employment services. There was a strong belief that careers education, information, advice and guidance was pivotal to integration. Local authority officers supported the proposition that the design of an integrated offer, the services that would deliver it and the outcomes it would produce should be co-produced with young people.



Responses also cautioned policy makers to ensure that in addressing the youth unemployment crisis, signs of which had emerged before the outbreak of Covid-19 but has been exacerbated during the pandemic, the requirement to ensure that young people participated in learning up to the age of 19 should be reinforced.

We were also told that every effort should be made to reverse the decision to remove London weighting from Higher Education funding to prevent a disastrous 'brain drain' from the capital.

### **Policy Position**

We are committed to ensuring that all young people succeed through London's Post-16 education and skills system.

We support the development of a genuine lifelong learning system and continuous development in work.

All organisations involved in the education and training system should work together to give all young Londoners the support they need to enjoy equal life chances as they move into adulthood.

### **Long term work and influence**

We will work with the new structures delivering Post-16 technical education to ensure that young people enter good jobs with training and opportunities for advancement.

We will advocate the introduction of an accountability measure to show the proportion of a school's key stage 4 cohort who went on to achieve Level 2 or Level 3 by aged 19, to incentivise good longer-term outcomes for all pupils.

We will work with the HE Sector and the All Party Parliamentary Group for London to oppose the removal of London Weighting from HE funding in the capital.

### **Proposed priorities and actions**

London government should identify and share good practice between institutions with similar levels of prior attainment including successful transitions after key stages 4 and 5.

London government and educational settings should support collaborations that are focused on delivering the best outcomes for young Londoners.

## Careers guidance

### What we said about moving forward

Although the main focus of educational settings is to ensure the safe return to learning and preparing for the revised arrangements for awarding qualifications in the summer, attention should still be paid to advising pupils in secondary schools of the most appropriate courses they should follow to reach their goals in life. More resources are becoming available that can be integrated into online learning.

Once the purposes and commissioning arrangements for the UK Shared Prosperity Fund (UKSPF) become clear, consideration should be given to prioritising projects that support improvements in the quality and availability of careers guidance, such as Careers Clusters.

London is well-placed to take forward the elements of the FE White Paper that relate to careers guidance, including stronger enforcement of the ‘Baker Clause’ (that is, promoting Apprenticeships to young people) and providing formal careers advice to young people in year 7.

London Councils is likely to work with colleagues in boroughs to take forward the proposals in *London Ambitions*.

### The response

London’s local authorities remain committed to London Ambitions. Although feedback from the GLA made reference to the Careers for Londoners action plan<sup>2</sup> – and there is close alignment between the action plan and London Ambitions – it was noted that the action plan did not include London Ambitions’ strong commitment to providing all young people with 100 hours of experience of the world of work while in education (this commitment was cited as a main reason for local authorities’ support for London Ambitions).

We also received responses that were encouraged by the GLA’s commissioning of Career Hubs that would draw down national funding from the Careers Enterprise Company and residual European funds. Careers Hubs are intended to build on the

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<sup>2</sup> [https://www.london.gov.uk/sites/default/files/careers\\_for\\_londoners\\_action\\_plan.pdf](https://www.london.gov.uk/sites/default/files/careers_for_londoners_action_plan.pdf)

legacy of the successful Careers Cluster initiative delivered through the main European funding programme that is coming to an end.

### **Policy Position**

We believe that all young people need to make informed choices about their personal route through learning to the outcome that will set them up for life.

### **Long term work and influence**

We will work together to correct long-standing inconsistencies in the quality of careers education, information, advice and guidance provided to young Londoners.

As London appears to be well-placed to take forward the careers education aspects of the Skills for Jobs White Paper, we will promote the case for London when the necessary legislation takes effect.

### **Proposed priorities and actions**

London government and other partners and stakeholders should support the introduction of Careers Hubs in London.

Educational settings should ensure that they have the processes in place to meet their statutory responsibilities to provide careers education, information, advice and guidance to their students, including providing information about Apprenticeships to all young people.

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

### **What we said about moving forward**

Although medium-to-long-term plans will need to take the results of the government review of SEND into account, all partners will want to provide as much support as possible to education settings delivering to young people with SEND so that they can provide assurances to young people and their families that their learning can continue safely.

Increasingly, the availability of employment opportunities with the right support, needs to be a vital component of London's recovery.

### **The response**

Many responses commented about SEND through the prism of High Needs Funding, which has proved inadequate in the face of a pre-pandemic increase in demand – especially in demand for support for young people with more complex needs.

Other responses noted that although London was doing much better than other regions in the participation of young people with SEND, there was still a performance gap to be addressed. This performance gap persisted through achievement and progression.

Responses also looked forward to the establishment of a London Supported Employment Board.

### **Policy Position**

We will champion the cause of young Londoners with SEND, ensuring that there is sufficient high quality provision to prepare them for adulthood, further learning and, where appropriate, employment.

### **Long term work and influence**

We will work towards fair funding for SEND provision in London, particularly for young people with high needs.

We will continue to make the case for reform of the system that supports the education and training of young Londoners and work with the government in the course of its review of high needs funding.

### **Proposed priorities and actions**

All involved in the provision of education and training for young Londoners with SEND should prepare for the implementation of reforms when the government presents its review of the system.

## Technical education

### What we said about moving forward

Because there is such a close connection between technical / vocational learning opportunities and business activity, rebooting this aspect of the education and skills system depends on the overall economic situation and reopening of society in general.

Prior to Covid-19 there had been a sharp increase in the number of young people in employment but not participating in education or training. It is likely that this will continue for the foreseeable future. These young people and their employers (together with those offering Kickstart) could be the focus of a post-Covid-19 Apprenticeship recruitment campaign.

We should work to establish the employer-led systems envisioned in the FE White Paper, but continue to press for closer integration of education, skills and employment support through a locally devolved system of planning, commissioning, funding and accountability.

### The response

Many responses referred to the FE White Paper – subsequently resulting in an announcement in the Queen’s Speech of the intention to introduce a Skills and Post-16 Education Bill. Responses said that, while they recognised the flaws in the White Paper, there was a strong desire to make the reformed system work well for young Londoners.

There was strong support for a campaign to help employers providing employment without training – and particular those providing training that did not comply with the legislation requiring young people to remain in learning to the age of 19 – to take up Apprenticeships.

Responses also said that T levels would provide an excellent pathway into the new system of Post-16 skills envisioned by the government.

### Policy Position

We will work towards the establishment of an integrated system of education, skills and employment support in London.

We support the reform of Post-16 technical education and will work with the new structures to ensure the supply of high quality and well distributed learning opportunities across London.

We support the introduction of T levels and will provide any necessary support to educational settings to make them succeed.

### **Long term work and influence**

We will support the promotion and expansion of T levels in London.

We will support the structures responsible for Post-16 technical education to the extent provided for in forthcoming legislation.

We will push for a greater role for local authorities in the emerging Post-16 technical education system.

### **Proposed priorities and actions**

Working with the All Party Parliamentary Group for London, we will promote the case for closer involvement of London government in the new system for Post-16 technical education in London.

## Mental health

### What we said about moving forward

The mental health and wellbeing mission is that by 2025 London will have a quarter of a million wellbeing ambassadors, supporting Londoners where they live, work and play. Most affected by the pandemic: The delivery of this mission will start with those communities most affected by the pandemic:

- Design the role of a wellbeing ambassador in partnership with local people, building local capacity and developing a scheme that will offer culturally appropriate training, support and coaching. We will learn from and build on similar schemes and networks.
- Enable wellbeing ambassadors to be in place where people most affected by the pandemic already choose to spend time to offer wider support and service.

The mental health and wellbeing mission is not age-specific, it applies to everyone but is targeted at those most affected by the pandemic. Equally, the evidence base that refers to children and young people is not exclusively about young people aged 16 to 18. However, we know from our work before the pandemic that a large proportion of young people who are not in education, employment or training (NEET) aged 16 to 18 have poor mental health. We also know that young people in years 10 (usually aged 16) and 12 / 13 (aged 18 / 19) experience anxiety in the build-up to public exams (GCSE and A level / level 3 respectively) and around results time. We hope therefore, that young people in these age groups will be considered most affected by the pandemic.

### The response

Responses appreciated the inclusion of mental health as a theme being considered by the Board. Local authorities pointed out that this had been highlighted as an issue before the pandemic and they referred to the body of evidence showing the situation had deteriorated severely since the first lockdown in 2020. In particular, the incidence of mental health issues among young people who are NEET was emphasised.



## **Policy Position**

We encourage all organisations involved in the education and training of young Londoners to monitor students' mental health and draw on the many resources now available to provide individualised support to students who need help.

## **Long term work and influence**

We will support campaigns that seek additional resources to address young Londoners' mental health issues.

We will press for the government to continue and expand the support it has provided to educational institutions so that they can improve students' mental health.

## **Proposed priorities and actions**

All involved in London's Post-16 education and training system should continue to prioritise mental health as we move into recovery from the pandemic.

## Funding

### What we said about moving forward

Shifting around legal duties for participation, planning and commissioning within the education and skills system occurs at regular intervals, but the crucial issue is that the system needs to be adequately funded to provide excellent teaching and learning. Whatever changes occur in the system, the acid test is whether it enables young people to succeed in their goals, equips them with the skills and qualifications that contribute to business competitiveness and ensures that they can contribute to London's civic society.

The White Paper's recommendations include:

- Business groups, including Chambers of Commerce, working alongside colleges to develop tailored skills plans to meet local training needs; supported by a £65 million Strategic Development Fund to put the plans into action and establish new College Business Centres to drive innovation and enhanced collaboration with employers.
- Giving employers a central role in designing almost all technical courses by 2030, to ensure that the education and training people receive is directly linked to the skills needed for real jobs.
- Boosting the quality and uptake of Higher Technical Qualifications - that provide the skills that many employers say they need and that can lead to higher wages – by introducing newly approved qualifications from September 2022 supported by a government-backed brand and quality mark.
- Changing the law so that from 2025 people can access flexible student finance so they can train and retrain throughout their lives, supported by funding in 21/22 to test ways to boost access to more modular and flexible learning.
- Launching a nationwide recruitment campaign to get more talented individuals to teach in further education and investing in high quality professional development including a new Workforce Industry Exchange Programme.
- Overhauling the funding and accountability rules, so funding is better targeted at supporting high quality education and training that meets the needs of

employers; and introducing new powers to intervene when colleges are failing to deliver good outcomes for the communities they serve.

- Giving greater prominence to careers education and guidance.

Young People's Education and Skills will work to implement the White Paper, but even if the recommendations are taken forward in full by the government, it will still leave unaddressed some critical funding discrepancies (such as the difference in rates paid for young people aged 18 and over and those aged 17 and younger). It will still leave funding silos that will be difficult to overcome and make it harder for young people who might need to change track in the course of their studies. It could also separate technical education and skills from other elements of business support and local planning, the possible benefits of cross-funding – maximising the returns on public investment – risk being substantially reduced.

### **The response**

Responses echoed disappointment that some fundamental issues, especially funding, had not been addressed in the White Paper and may therefore need to be picked up in this year's spending review.

Since the Summary of the Evidence Base was prepared, the Queen's Speech on 11 May announced the government's intention to introduce a Skills and Post-16 Education Bill that will implement the White Paper.

The Association of Colleges (AoC) has launched a Catch Up Learning campaign to address some of the discrepancies in funding and allow colleges to meet the needs of its students and contribute to the nation's recovery.

The government has taken a step towards addressing the discrepancy in funding for 18 year-olds compared with 16 and 17 year-olds.

Responses noted that without appropriate investment from the government, its reform programme will not deliver the impact that is needed to support London's recovery.

Local authorities in particular expressed concern about high needs funding and pointed out the insufficiency of the fund provided by the government to meet increased demand, particularly by young people with complex and severe needs.

## **Policy Position**

We support the AoC's Catch Up campaign. We support full funding for full-time 18 year-old students and increasing school and college funding to a minimum of £5,000 per student.

We call for fair funding for young people with high needs.

## **Long term work and influence**

We will press for investment in the develop of specialist provision so that, at every stage of learning, those young people and adults who are struggling to reach the required standard are given additional support as a regular feature of London's learning ecosystem, particularly for those who have traditionally been at a disadvantage.

We will make the case for increased funding in submissions to the Spending Review, particularly for young Londoners with high needs.

## **Proposed priorities and actions**

All organisations involved in London's education and skills system should make the case for increased funding in submissions to the spending review.

## **Inclusion**

### **What we said about moving forward**

London's local authorities will need continued support as the capital moves into recovery to ensure that its most vulnerable young people are not left behind. Education settings are likely to be providing additional support to ensure that increasing numbers of young can keep pace with their learning and to have the means to study at home for some time.

### **The response**

Responses expressed concern about the performance gaps that had existed for some time and that had come to greater attention during the pandemic.

Reference was also made to the 'digital divide' and unequal access to the technology and infrastructure needed to keep up with learning during the lockdowns.

### **Policy Position**

We support the development of an inclusive learning ecosystem that provides additional support where needed so that young people can achieve their potential irrespective of their personal characteristics, family background or place of residence.

### **Long term work and influence**

Given London's diversity, we will press for increased resources to support increased inclusion within the Post-16 education and skills system.

We will ensure that inclusion and diversity feature in submissions we make in response to consultations and calls for evidence.

### **Proposed priorities and actions**

All organisations involved in Post-16 learning in London should continue to monitor performance gaps and promote inclusion in all aspects of delivery.

## **Social mobility**

### **What we said about moving forward**

Mentoring is a major element of the London Recovery Board's New Deal for Young People mission. The mentoring service that is planned to be launched in London provides an excellent opportunity to restore young people's confidence in their ability to take greater ownership of their learning and determine their own route to success. Supported by skilled mentors working alongside their education setting, young people can be helped to set and achieve ambitions in life and work.

### **The response**

There was enthusiastic support for plans to increase mentoring. It was hoped that this would dovetail with careers education, information, advice and guidance.

### **Policy Position**

We recognise the importance of social mobility as it incentivises young people to make the best out of the educational opportunities and is a dynamo for economic regeneration during London's recovery.

### **Long term work and influence**

Social mobility is a longer-term result of a successful education system. The benefits of the action we take now may not be fully felt for some time. We are nonetheless committed to ensure that every young Londoner sets themselves ambitious goals in life and provided with the means to achieve them.

We will continue to promote social mobility, particularly in communities and neighbourhoods associated with intergenerational poverty.

### **Proposed priorities and actions**

All organisations involved in London's Post-16 education and training system should promote social mobility.

## Quality improvement

### What we said about moving forward

Catch-up provision is likely to remain a feature of Post-16 for the foreseeable future, even when education settings are able to offer face-to-face teaching to all students. Many imaginative methods of delivering catch-up provision are emerging and many more resources becoming available to support teaching and learning. Some education settings are working with families to encourage better home-schooling for all students.

### The response

Responses appreciated the references to catch-up learning but noted that Ofsted was now resuming inspections. We were also told that a focus on the quality of provision remained important and underpinned the other themes that the Board is covering.

### Policy Position

The Young People's Education and Skills Board Constitution mandates it to focus on quality improvement and we attach great importance to that commitment. We will support local authorities and educational settings in the delivery of plans for continuous improvement. We believe that all young Londoners deserve the highest standards of teaching and learning in well run educational settings.

### Long term work and influence

We will support local authorities in their dialogues with educational settings and also support the representative bodies of educational settings in sector-based initiatives that improve quality.

We will encourage greater investment in quality improvement and staff development.

### Proposed priorities and actions

Local authorities should continue to work with educational settings to ensure continuous quality improvement.

Educational settings could evaluate the various tools and techniques that have been developed during the pandemic, particularly where blended and distance learning are planned to become permanent features of delivery.

## **Annex 1**

### **Ways of working**

#### ***Alignment with London's recovery missions***

We are firmly committed to the London's recovery and there is joint membership of most of the Young People's Education and Skills Board and the London Recovery Board, its Taskforce, Mission Boards and task groups.

#### ***Data***

We will recommend options and decisions based on a shared evidence base and published data. We will indicate the source of data and evidence and present our analyses clearly and transparently. Our principal sources of information will be GLA Intelligence and Intelligent London. Wherever possible, we will commission additional research in collaboration with other partners and stakeholders.

#### ***Partnerships***

As a partnership-based organisation, we instinctively seek opportunities to collaborate with partner organisations (that is, organisations represented on our Board) and stakeholders (organisations that have an interest in the wider children, education, skills and employment systems in London) based on shared values and objectives. We will take part in purposeful partnerships and actively create new partnerships that are consistent with the *Young People's Education and Skills* remit and priorities, including equality and closing performance gaps at each phase of learning – participation, achievement and progression.

#### ***Engagement***

We will take every opportunity to engage in open and honest dialogue with young people and businesses to ensure that our analysis of data and evidence, our proposals for action and recommendations for action will have a positive effect on London's communities and economy.

#### ***Benchmarks***

We will be transparent, realistic and ambitious in setting targets. In so many indicators used in the education and skills sector London is leading the way among English regions. Where appropriate, we will measure London against other world-



class cities and jurisdictions to help preserve its status as one of the premier world cities.

***Influence***

We will take every opportunity to influence government to support medium-to-long-term reforms agreed by the Young People's Education and Skills Board.

## **Annex 2**

### **Actions to take forward in 2021/22**

#### **Short-term**

- Add 'Youth Offending', 'Engaging Young People' and 'Homelessness' as themes in Policy Updates that are produced from June 2021.
- Produce a summary of performance data.
- Highlight young people's transitions in reports to the Young People's Education and Skills Board.

#### **Throughout 2021/22**

- Support local authority dialogues with educational settings, particularly on participation, quality improvement and performance gaps.
- Monitor and report on the progress through the legislative process of the Skills and Post-16 Education Bill.
- Highlight transitions issues to the Young People's Education and Skills Board.
- Contribute to plans that will take forward the careers education, information advice and guidance elements of the Skills and Post-16 Education Bill.
- Support the introduction of Careers Hubs in London.
- Report on the results of the government's review of SEND.
- Support the establishment of the London Supported Employment Board.
- Support the AoC's catch Up campaign.

#### **Influencing during the year**

- Contribute to submissions to the Spending Review.
- Urge that any growth in participation in 2021/22 academic year result in in-year funding increased.
- Continue to press for the retention of Applied General Qualifications.
- Promote the role of local authorities in the new system of skills and Post-16 technical education.

