

Children and Young People Select Committee			
<b>Title</b>	Independent Advice and Guidance in Secondary Schools: first evidence taking session	<b>Item No</b>	4
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<b>Class</b>	Part 1	<b>Date</b>	18 November 2015

## 1. Purpose of paper

- 1.1 As part of its work programme the Committee has agreed to undertake an in-depth review into independent advice and guidance (IAG) in secondary schools. The Committee are particularly interested in '**What is Lewisham doing?**':
- the Lewisham IAG, Employability and Skills Framework;
  - the Lewisham Careers Guidance Peer Review;
  - the Lewisham NEET Tracking Team; and
  - the Lewisham Apprenticeship programme.
- 1.2 This paper sets out first evidence-taking session outlined in the scoping paper which was agreed at the Children and Young People Select Committee, Independent Advice and Guidance in Secondary Schools, on 20<sup>th</sup> October 2015.

## 2. Recommendations

The Select Committee is asked to:

- 2.1 note the content of the report as the first evidence-taking session which seeks to answer the following which was raised at Children and Young People Select Committee on 20<sup>th</sup> October 2015:
- What is the legal framework for the provision for IAG?
  - What is the purpose and aims of the Peer Review?
  - What is the NEET Strategy and how does the IAG strategy work?
  - What is available to the most vulnerable young people? How are they being supported and is the service they are getting tailored to their needs?
  - How do the Councils' Apprenticeship and Work Experience programmes support the IAG strategy?
  - What does an analysis of destinations and NEET data tell us that can improve outcomes for young people?
  - What are the funding constraints and how do we ensure value for money?
- 2.2 note the summary of impact of the Lewisham strategies for improving outcomes for young people:
- Lewisham's 'in learning' figures compare well with our statistical neighbours, London and national averages. Lewisham young people who are NEET is low and compare well with national and local benchmarks.
  - The Lewisham Career Guidance Peer Reviews are monitoring and supporting schools to deliver the statutory duty related to independent careers guidance.

Each school is aware of their strengths and aspects of careers guidance that are particularly noteworthy, together with areas for improvement and actions to be taken to improve outcomes for young people.

- The Lewisham Education Business Partnership has a successful Work Experience Programme with approximately 3,000 young people participating and has launched the pilot of the Lewisham IAG, Employability and Skills Framework to support schools in the delivery of independent careers guidance.
- The Lewisham Apprenticeship programme creates real and valuable training opportunities for 16 to 24 year olds. The programme had placed over 400 16 – 24 year olds into opportunities across the borough and been very successful; 75% of Apprentices have entered jobs so far.

### **3. Policy context**

- 3.1 The Council's overarching vision is "Together we will make Lewisham the best place in London to live, work and learn. In addition to this, ten corporate priorities and the overarching Sustainable Community Strategy drive decision making in the Council. Lewisham's corporate priorities were agreed by full Council and they remain the principal mechanism through which the Council's performance is reported.
- 3.2 The Council's corporate policy of "Young people's achievement and involvement" promotes raising educational attainment and improving facilities for young people through working in partnership. The priority of "strengthening the local economy" includes a focus on strengthening employment skills. The Council's Sustainable Community Strategy's priority of "Ambitious and Achieving" aims to create a borough where people are inspired and supported to achieve their potential.

### **4. The legal framework for the provision of IAG**

- 4.1 The Education Act 2011<sup>1</sup> requires governing bodies to ensure that all registered learners at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds). The governing body must ensure that the independent careers guidance provided:
- Is presented in an impartial manner.
  - Includes information on the range of education or training options, including Apprenticeships and other vocational pathways.
  - Is guidance that the person giving it considers will promote the best interests of the learners to whom it is given.
- 4.2 Schools should assess their success in supporting their learners to take up education or training which offers good long term prospects. This can be achieved through use of destination measures data which are produced and published by the Department for Education using existing data collections and are based on sustained participation. They show the percentage of a school's former learners who continued their education or training (including through an Apprenticeship), went into employment, and those who were not in education, employment or training (NEET).

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<sup>1</sup> [http://www.legislation.gov.uk/ukpga/2011/21/pdfs/ukpga\\_20110021\\_en.pdf](http://www.legislation.gov.uk/ukpga/2011/21/pdfs/ukpga_20110021_en.pdf)

- 4.3 In order for schools to discharge the statutory duty in relation to Careers Guidance they must have regard for the Department for Education: **Careers guidance and inspiration in schools, statutory guidance for governing bodies, school leaders and school staff, March 2015** (attached as Appendix 1).
- 4.4 The changes as a result of Raising the Participation Age, introduced in September 2013, mean that all young people have been under a duty to participate in education or training until the end of the academic year in which they turn 17 years old. From this year (September 2015) this rises to the year in which they turn 18. It is vitally important that these young people have the right advice to help them secure their future employment, training and education prospects.
- 4.5 Local Authorities have responsibilities to support young people into education or training, which are set out in the following duties to:
- Secure sufficient suitable education and training provision for all young people aged 16-18 (inclusive) in Lewisham<sup>2</sup>; and
  - Make available to young people below the age of 19 support that will encourage, enable or assist them to participate in education or training<sup>3</sup>.

In addition the statutory duties for the Raising of the Participation Age (RPA) are:

- to promote the effective participation of young people in education, employment or training<sup>4</sup>; and
- to make arrangements to establish the identities of those not participating and who are failing to fulfil the duty to participate in education or training<sup>5</sup>.

- 4.6 Local Authorities track young peoples' progress after they leave school in order to identify those who are not in education or training. This can be used to give an early picture of young people's post-16 destinations. Schools are encouraged to work with the Local Authority to ensure that the information they collect is as complete as possible, and to ask the Local Authority to share information on young people's progress with them.

## **5. Purpose and aims of the Peer Review**

### **Peer Review of careers guidance delivery in Lewisham, 2014**

- 5.1 The Careers Guidance Peer Reviews 2014 supported senior leaders in Lewisham secondary schools (including special schools and PRUs) to meet their statutory responsibilities and to further develop the of quality advice and guidance so that it would be truly independent, impartial and inspirational.

The individual Peer Reviews were carried out by Local Authority officers and practitioners from schools. This consisted of a checklist of the key elements of the statutory guidance. Providers were asked to provide notes on how they are meeting that guidance.

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<sup>2</sup> Sections 15ZA and 18A of the Education Act 1996 (as inserted by the Apprenticeships, Skills, Children and Learning Act 2009))

<sup>3</sup> Section 68 Education and Skills Act 2008

<sup>4</sup> Section 10 ESA 2008

<sup>5</sup> Section 12 ESA 2008

Each school was provided with a report of the visit which included agreed strengths and aspects of careers guidance that were particularly noteworthy, together with areas for improvement and actions to be taken.

## **5.2 Key points of the Peer Review**

This was an open and collaborative approach and Lewisham IAG practitioners were eager to share and to learn from each other.

Generally where there is a member of staff with specific responsibility for IAG within the provision, preparation for the review was thorough. Clearly where IAG is just one of many responsibilities for a member of the senior leadership team then review preparation had to compete with other, sometimes more pressing duties for attention.

## **5.3 Lewisham IAG in practice**

- 5.3.1 A strong feature of the Careers Guidance programme in all schools was the introduction to the world of work through the Lewisham Work Experience programmes. Schools use the Lewisham Education Business Partnership to deliver this service. The preparation for Work Experience is thorough. There is learner feedback on their experience and schools are in the main confident that the whole experience is a positive one for their learners. There is also extensive employer feedback on learners' placement experiences which is a very thorough process.

Some schools provide excellent visual displays of Work Experience highlighting the value of this to those who have taken part as well as to younger learners, parents and visitors. Work Experience also features in parental consultation evenings as an important element of the school experience. Where this is done well, there is a strong parental engagement in finding work placements.

Work Experience is one of several examples of successful engagement with external organisations. Clearly a lot of employers support what is a major annual programme. They are of course thanked for their involvement but there may be an opportunity to engage more of these employers in aspects of both IAG and curriculum delivery.

- 5.3.2 In most schools there is a progressive programme of careers advice and guidance that seeks to meet the needs of all learners from Y9 to Y11. This programme is usually delivered by pastoral staff through weekly PSHE lessons. There is generally a different focus for each year group.
- 5.3.3 In some schools all learners have individual progression plans which include signposts to post-16 opportunities and longer term career plans. Additional support is provided for those learners for whom progression pathways are less straightforward, with particular attention given to those who have disabilities and/or learning difficulties. Learner feedback is encouraged in a number of schools and acted upon. There are several examples of how programmes have changed as a result of constructive ideas coming from the learners themselves.
- 5.3.4 Most schools have employer visits with guest speakers.

5.3.5 Many schools are interested in how they might do more to promote Apprenticeships. They have however found that information about Apprenticeship opportunities is piecemeal and therefore difficult to present to learners. Also the lack of ability to track applications of their learners (through the National Apprenticeship Service website) was contrasted with the more accessible UCAS tracking.

5.3.6 Some schools have employer or enterprise days with learners having an opportunity to meet a range of employers and even better to be interviewed by them. Where the latter is offered, care is taken to ensure that learners are well prepared for their interviews. Furthermore after having experienced an employer interview they receive feedback.

In schools where this does not happen there are usually other opportunities for one to one guidance and interview sessions although unfortunately this is no longer a universal offer. Young people in some schools have no one to one interview experience and in others this is only available to those who are applying for a place in the school sixth form.

5.3.7 ICT is generally being used well in schools. At its best it is part of a blended programme of careers guidance with learners being expected to research individually and/or in groups and to feedback to peers. In some of less well developed programmes, ICT tends to be the chief vehicle for individual research with little opportunity for professional adult engagement or input and an absence of feedback or discussion. In these cases the guidance may well be impartial but it falls short of being inspirational.

5.3.8 A particular challenge was how schools with sixth forms ensure that advice is independent and impartial for all their learners:

- some schools believe that they are fulfilling their statutory duties simply by listing events in other schools and colleges;
- some go further and invite speakers from other institutions or ensure that all learners have access to one to one impartial advice and guidance sessions;
- others make such arrangements only for those that are not expected to consider staying on in the same school post 16;
- in a competitive post-16 environment it is perhaps not surprising that in the 11-16 schools, guidance tends to be more impartial than is the case in some 11-18 schools; and
- however all providers should challenge themselves on the degree to which they are compliant with statutory guidance by providing a service that is truly in the best interests of all of their learners.

5.3.9 In general schools make good use of the range of the annual programme of external events arranged in the borough, including the Higher Education (HE) and Careers Fairs, Post-16 Opportunities event etc. The Lewisham University Challenge programme has been successful over the last two years bringing aspiring young people together, along with some parents and teachers, for a programme supporting potential Oxbridge applicants. Individual schools and colleges also have their own very successful links with HE providers particularly, though not exclusively, in Y12-Y13.

- 5.3.10 The longer term interests of the most vulnerable learners are a genuine concern for all schools. However there are a range of strategies for ensuring that these young people are supported to secure a post-16 place in education as set out in section 8. Several schools are well represented at the Post-16 Opportunities event aimed at young people in Y11 and Y12 who have not secured a place in education for the following year or who are at risk of NEET. Schools and colleges are also actively involved in borough wide Raising Participation strategy. Several schools also regularly contribute to the Lewisham IAG Forum.
- 5.3.11 Staff training and updating are important issues across most schools. Key staff who are engaged in IAG require regular updating in order to have the most relevant and up to date information to share with both learners and colleagues. Given the speed of change, virtually all providers have identified this as an issue for colleagues.

The review concludes that 'although across Lewisham there is plenty of evidence that providers are taking their statutory responsibilities seriously, there is still some distance to go before we could be certain that all young people in the borough have access to an advice and guidance service that is truly impartial and inspirational.'

#### **The Lewisham careers guidance Peer Review 2015-16**

- 5.4 The Lewisham Careers Guidance Peer Reviews 2015-16 (attached as Appendix 2) are currently being undertaken, by the 14-19 Strategy Team, in partnership with the Lewisham IAG Forum. This is being undertaken on a similar basis as 2014 and with the actions from those reviews. The Peer Reviews continue to monitor and support schools in delivering their statutory duty for careers guidance, their IAG strategy and highlight and promote good practice. Findings from this Peer Review schedule will be available in January 2016.

### **6. The NEET Strategy**

#### **The Lewisham NEET Tracking Team, the analysis of NEET data and how it can improve outcomes for young people**

- 6.1 The Lewisham NEET Reduction Strategy is central to the delivery of the Raising of the Participation Age statutory duty and Lewisham strategy. There is a Participation and Engagement Strategy Group in place to monitor the Lewisham Raising Participation Strategy. It is led by the Children and Young People Directorate and comprises the Voluntary Action Lewisham, Community Education, Lewisham Secondary Schools, Lewisham incorporating Southwark College and other post-16 providers, Lewisham Job Centre Plus, alternative providers, government funded providers & initiatives and neighbouring local authorities. The Group engages with a variety of European Social Funded projects, Job Centre Plus and the Youth Contract provider to analyse NEET data and reduce the number of 16-19 year olds who are NEET and get them back into education, employment or training (EET).
- 6.2 The NEET Tracking Team tracks the participation of young people in education and training, and ensure that young people who are not in education, employment or training (NEET) are supported to participate. In line with national guidance,

Lewisham has data sharing agreements with education providers, other public bodies and with some neighbouring boroughs. It continues to work with schools to identify those who are in need of targeted support or who are at risk of not participating post-16.

6.3 In Lewisham the NEET tracking team collects:

- data about Lewisham residents aged 16-19 e.g. telephone number, email addresses, EET/NEET status;
- data from e.g. intended destinations / September offer / activity survey (final destinations);
- online forms completed by young people e.g. intended destination, are also distributed by schools and post 16 providers to learners. Data collected this way is uploaded centrally on the NCCIS system;
- data collected by telephone tracking; where it has not been possible to collect data from a young person via an online survey, calls will be made to them;
- data collected by door knocking following up on those who it has otherwise been impossible to contact;
- details of young people visiting Baseline; and
- lists from other agencies – JCP, YOS, LAC, Admissions and 15billion.

6.4 The data shows that the vast majority of Lewisham young people continue in some form of education or training. Lewisham's 'in learning' figures at 84.4% (August 2015) compare well with our statistical neighbours (80.8%), London (85.3%) and England (76.5%) averages. Lewisham young people who are NEET were at 4.6% (August 2015), and are above national and local benchmarks: London (5.3%), England 6.4%. Rates vary with age – 0.9% of 16-year-olds, 1.4% of 17-year-olds and 2.5% of 18-year-olds. However, the small group of young people not participating includes some of the most vulnerable; but for most, being NEET is temporary as they move between different education, employment and training options.

6.5 **NEETS (Year 12-14)** (15Billion, London Councils and DfE published data: NCCIS Management Information requirement<sup>6</sup>)

	<b>Cohort size</b>	<b>Lewisham NEET adjusted</b>	<b>London average</b>	<b>England average</b>
<b>End August 2013</b>	<b>9007</b>	<b>4.2% (355 YP)</b>	<b>4.8%</b>	<b>6.6%</b>
<b>End August 2014</b>	<b>9,514</b>	<b>4.7% (417 YP)</b>	<b>5.7%</b>	<b>7.2%</b>
<b>End August 2015</b>	<b>9,007</b>	<b>4.6% (387 YP)</b>	<b>5.3%</b>	<b>6.4%</b>

6.6 **NEET Breakdown by years, August 2015**

<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>	<b>Total</b>
<b>0.9%</b> (62)	<b>1.4%</b> (109)	<b>2.5%</b> (198)	<b>4.6%</b> (387)

<sup>6</sup> The Department publishes a range of information on young people NEET:

- Information on the number and proportion of young people NEET in each local area drawn from the client databases maintained by local authorities. An annual estimate, based on average figures for November to January each year, is available.
- The statistical first release: Participation in education, training and employment by 16- to 18-year-olds in England is published each June. This is a publication of the official statistics, which draws together information from a range of sources to estimate the number and proportion of young people in England who are NEET.

## **7. How the IAG Strategy works**

- 7.1 The Lewisham IAG Forum has been established since 2009. The Forum is open to Careers Guidance representatives working with school or college or other relevant agency in Lewisham Local Authority and meets once a term. The Forum offers peer support, policy updates, share information and best practice and offer development opportunities in the sphere of Careers, Information, Advice & Guidance and an annual conference. The Forum contributes to the Lewisham Raising of the Participation Age strategy, the Lewisham IAG, Employability and Skills Framework and IAG Peer Reviews.

### **The Lewisham IAG, Employability and Skills Framework**

- 7.2 The Lewisham IAG, Employability and Skills Framework is a centrally coordinated and brokered information, advice and guidance programme, including the coordination of post-16 pathways, including Traineeship and Apprenticeship awareness to all Lewisham secondary schools. For the first time it is being offered to a small number of schools, commencing September 2015, and extending to the remaining schools in Lewisham in September 2016.
- 7.3 The aim of the framework is to:
- support the gaps in provision highlighted though the Lewisham Careers Guidance Peer Reviews;
  - complement the existing Lewisham Apprenticeship Programme and established practice in Lewisham;
  - develop the pathway as a real alternative to university and increase the participation of Lewisham young people including Traineeships and Apprenticeships;
  - improve borough wide awareness of post-16 employment pathways including Traineeships and Apprenticeships;
  - provide access to Traineeship and Apprenticeship ambassadors for Lewisham schools; and
  - offer post-16 events, assemblies, one-to-one advice and guidance, parents evenings and employer talks.
- 7.4 The programme engages fully trained careers guidance practitioners to deliver the Lewisham provision, working towards the guidelines and specification set at all times. The programme offers:
- one-to-one interviews and small group advice and guidance sessions;
  - attendance at option evenings and parents evenings;
  - action plans and on-going programme of support targeted at young people identified at risk of NEET, or not making a post-16 transition;
  - support with post-16 applications;
  - in-school support on GCSE/results days;
  - support schools in their broader careers education activities;
  - facilitate school and borough wide careers events, industry days, progression; apprenticeships or HE events;
  - employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors;

- a centrally organised borough wide Post-16 Opportunities event. With all local schools and colleges available to promote their post-16 provision at a neutral venue; and
- continuous professional development for school staff.

7.5 The 14-19 Strategy Team and Lewisham Education Business Partnership aim to report annually to both the school and school governors to demonstrate and evaluate the quality of the programme delivered to the schools. The report aims to collect learners' views regularly through a range of mechanisms and would include results from various observations and on-going discussion with the school careers department and associated staff.

7.6 The 14-19 Strategy Team and Lewisham Education Business Partnership are developing and implementing an employer forum comprising local / national employers and local employer focused representatives e.g. JCP Lewisham, NAS, the National Careers Service and the Council's Economic Development Team. The aim of this forum would be to ensure employers, schools and others to work together to inspire young people about the world of work, opening their eyes to the range of learning and career opportunities. Through this the Forum can ensure a strategy, an employer perspective and real-world connections with employers for learners experiences.

## 8. Support for NEETs including the most vulnerable young people tailored to their needs

### 8.1 NEETs Vulnerable Groups

Group	Aug 2013 (% of NEET cohort)	Aug 2013 (%of target group)	Aug 2014 (% of NEET cohort)	Aug 2014 (%of target group)	Aug 2015 (% of NEET cohort)	Aug 2015 (% of target group)
LAC / in care	4.9% (17)	13.7%	5% (20)	17.5%	8.7% (2)	24.8%
Care Leavers	1.2% (4)	30.8%	0.7% (3)	37.5%	0.8% (3)	30%
Pregnant	2.9% (10)	66.7%	5.2% (13)	67.5%	1.6% (6)	75%
Teen parents	9.9% (34)	73.9%	8.4% (34)	72.3%	8.7% (32)	76.2%
Ref / Asylum	0% (0)	0.0%	0.2% (1)	50%	0.5% (2)	25%
YOS	8.7% (30)	22.7%	3.7% (15)	19.7%	9.5% (35)	32.7%
LDD	4.1% (14)	4%	6.2 % (25)	6.6%	35.1% (19)	5.3%
Sub misuse	1.4% (5)	35.7%	1.2% (5)	50%	0.8% (3)	27.3%
Young Carers	0.3% (1)	11.1%	2.5% (10)	66.7%	0.8% (3)	14.3%

8.2 In Lewisham, the Local Authority retains the duty to support vulnerable young people which includes Children after Looked, Care Leavers, Teenage Pregnant, Teenage Parent, Refugee / Asylum seekers, Youth Offenders, LLDD, Substance Misuse and Young Carers. In Lewisham the groups with the highest NEET figures are Teen Parents, Youth Offenders and LDD.

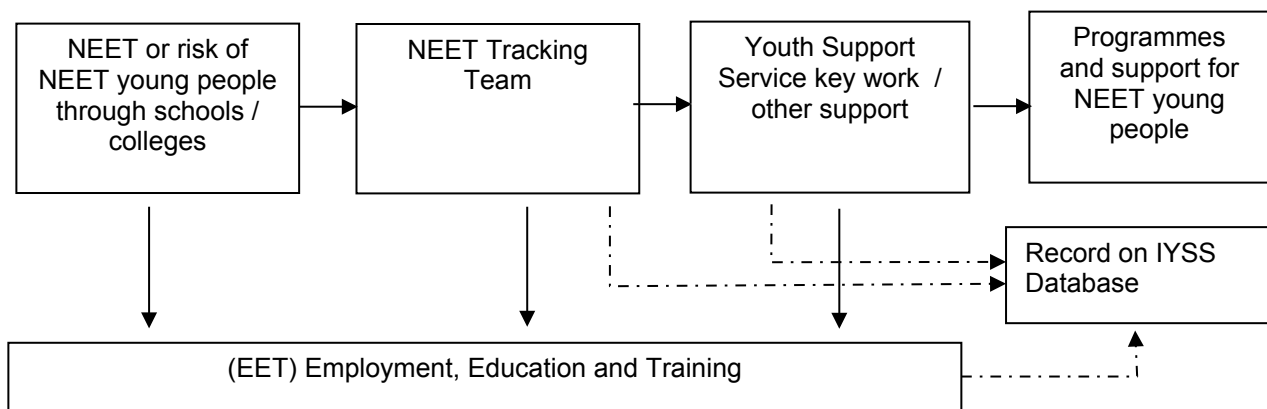
8.3 Through a collaborative approach, there is the infrastructure in place to deliver the RPA statutory duties, including targeted support with:

- support from Lewisham schools and post-16 providers;
- effective engagement with the DWP / JCP reengagement keywork programme;
- 14-19 team resource to track and monitor NEET young people and their outcomes and destinations;

- Youth Support Service Keyworker support (Baseline);
- the Lewisham NEET Traineeship;
- Working with CLA and YOS teams; and
- a range of private and voluntary sector organisation programmes e.g Youth AID, Prince's Trust programmes and Building Lives Academy which is offering Traineeships in Painting and Decorating and Drylining.

The Lewisham RPA directory is the reference tool for all practitioners working with

- 8.4 The referral path is one way from young people, schools and colleges to Youth Support Service or other support programmes but with possible routes directly to employment, education and training opportunities. The diagram below depicts these data flows for supporting NEET prevention and reduction:



- 8.5 The Youth Service provides this support through Baseline, which is a drop in service for targeted Lewisham young people staffed by Youth Support Services one-to-one keyworkers. The day-time services at Baseline are primarily aimed at young people aged 16-18 and up to 25 years for those with additional needs.
- 8.6 The service consists of nine of specialist one-to-one youth workers, each holding a maximum caseload of 15 cases at any one time, with an annual service reach of c.270 young people. Alongside a one-stop 'holistic support' shop, Baseline, in Lewisham town centre and a variety of commissioned providers, the Service provides one-to-one youth work and information, advice and guidance for the Borough's most vulnerable.
- 8.7 All of these activities and support systems take place at Council-run youth centres and adventure playgrounds, via street based work, at Baseline and at a variety of non-council run venues across the Borough. Services include:
- initial assessment of a young person's needs
  - one-to-one key worker support in emergency situations
  - 48-hour referral service for one-to-one key work support
  - signposting to other services, e.g. sexual health advice, Jobcentre Plus
  - computer access for information, advice and guidance
- 8.8 Additionally, the NEET Traineeship is offering support programmes for young people who are not in education, employment or training. The Traineeship is a 12 week Government-recognised traineeship, in partnership with Bromley College. The

programme runs three times a year in line with school terms. It works with vulnerable young people enabling them to achieve more robust qualifications, and offer accredited numeracy and literacy support and stronger pathways post completion. The Traineeship enables participants to continue to receive out of work benefits whilst on the scheme.

## **9. The Councils' Apprenticeship and Work Experience programmes and how they support the IAG strategy**

- 9.1 The Lewisham Apprenticeship programme has been running since April 2009 and aims to create real and valuable training opportunities for 16 to 24 year olds that will enable them to build a career. In March 2015 the programme had placed 400 16 – 24 year olds into opportunities across the borough and been very successful; 75% of Apprentices have entered jobs so far. The Local Authority works closely with partner organisations, across both the private and voluntary sector, to develop apprenticeships that match employer's needs and to facilitate the Apprenticeship from end to end. Apprenticeship opportunities have included: construction; caretaking; digital media; childcare; surveying; and tend to recruit twice a year.
- 9.2 Currently all Apprentices must be aged 16 years or older on the first day of their training and must hold a full British passport, have indefinite leave to remain or have lived in the EU continuously for three years or more. Apprentices cannot be in full time education, have a qualification higher than a level 3 and must live within the Borough of Lewisham. Apprentices are paid at the national minimum wage for 21 and over currently at £6.50 an hour. The Apprenticeships must last for at least 12 months and can be as long as four years. Many Apprenticeships also offer the chance to achieve level 2 – 4 qualifications (level 4 is equivalent to a foundation degree).
- 9.3 The Local Authority continue to provide support to the Apprentices during their programme. Every Apprentice has access to a mentor in addition to their college tutors and line managers. The Local Authority facilitates a monthly Apprenticeship Forum to allow apprentices to meet and discuss matters of interest, as well as find out what is happening across the programme.
- 9.4 The Lewisham Apprenticeship Programme supports the Lewisham IAG, Employability and Skills Framework. Lewisham Apprentices are very proactive in helping to improve borough wide awareness of post-16 employment pathways including Traineeships and Apprenticeships as ambassadors for Apprenticeship talks in Lewisham schools.
- 9.5 The Lewisham Education Business Partnership provides the Work Experience (WEX) Programme to Lewisham secondary schools, including SEN schools on a traded basis:
  - 13 mainstream secondary schools.
  - Six Special Schools.
  - Five Sixth Forms and one FE College .
- 9.6 The Work Experience Programme offers at Key Stage 4: one or two week placements; and Post-16: block and extended Work Experience placements. The

programme offers talks at assemblies and parent/carer evenings, employer engagement with a vast range of industries and sectors, on-line placement selection and management available to students, parents, teachers and employers, via the internet, health & safety checks, job descriptions for placements, a placement recovery service, confirmation of placement service, tracking of placements, Work Experience diaries and student certificates. The Lewisham Education Business Partnership ensures that all work experience placements conform to national health and safety guidelines and quality standards.

- 9.7 Participation in the Programme has improved over the last 10 years so that in. Since 2007 the Programme has grown from eight secondary schools sending out just over 1000 learners in 2006/07 to over 2,800 positive placements (2,455 were for Lewisham schools alone, 105 were post- 16 placements) in 2014/15. In 2007 26% of the students managed to find their own placement. That has increased year on year. 2015 we are at 58% for own finds. The Lewisham Education Business Partnership maintain a vast database of employers with over 5,000 employers from all employment sectors across London (1,486 of these employers are in Lewisham alone). The team have completed over 1,000 health & safety visits to ensure learner safety on work experience in the last two years.
- 9.8 The Peer Reviews have highlighted, as integral and a strong feature of the Careers Guidance programme, the introduction to the world of work through the Lewisham Work Experience Programme. Schools use the Lewisham Work Experience Team to deliver this service. The preparation for Work Experience is thorough. There is learner feedback on their experience and schools are in the main confident that the whole experience is a positive one for their learners. There is also extensive employer feedback on learners' placement experiences which is a very thorough process.
- 9.9 The next target for the Lewisham Work Experience Programme is enable successful access to world of work experiences for Lewisham's most vulnerable young people including children looked after and KS4 and post-16 learners at the PRU.

## **10. Analysis of destinations and how it can improve outcomes for young people**

- 10.1 National destinations measures provide statistics on educational or employment destinations of key stage 4 (KS4) and key stage 5 (KS5) learners that have been published on Gov.UK@ <https://www.gov.uk/government/collections/statistics-destinations>. These show the percentage of young people progressing to specified destinations in 2013/14. These are young people in KS4 and KS5 in 2012/13. The KS4 measure is based on activity the year after the young person finished compulsory schooling. The KS5 measure is based on activity in the year after the young person took their A Level or other level 3 qualifications. The statistics are derived mainly from DfE administrative data, but this is also matched to NCCIS to look for employment and NEET destinations after KS 5. Schools are expected to be able to account for what happens to their young people post-16. These measures will help schools to be held to account locally as well as feeding into judgements by Ofsted.
- 10.2 **Destinations for KS4 learners in 2012/13 cohort**

Destinations	Lewisham	Inner London	England (state funded)
Stay in education	91%	91%	90%
Further Education	22%	24%	22%
Other FE	2%	3%	4%
State funded school Sixth Form	49%	48%	39%
Sixth Form College	19%	15%	13%
Apprenticeship	2%	5%	5%

- 10.3 At KS4 Lewisham schools are comparable with national and inner London benchmarks. More young people progress to school sixth forms than across inner London boroughs and nationally. The take up of Apprenticeship opportunities at aged 16 compares lower than inner London and national benchmarks.

10.4 **Destinations for KS5 learners level 3 in 2012/13 cohort**

Destinations	Lewisham	Inner London	England (state funded)
Stay in education	69%	75%	72%
Further Education	12%	8%	10%
State funded school Sixth Form	6%	4%	3%
Sixth Form College	2%		
Apprenticeship	3%	3%	5%
UK HE	49%	62%	58%
HE top third	19%	25%	26%
Russell Group	11%	15%	17%
Oxbridge	1%	1%	1%
Destination not sustained	6%	6%	7%
Sustained employment and / or training	5%	2%	7%

- 10.5 At KS5 Lewisham schools are lower than national and inner London benchmarks for those who stay in education and progress to Higher Education. However, more young people progress to Further Education than across inner London boroughs and nationally. The take up of Apprenticeship opportunities at the end of KS5 compares better than inner London but below national benchmarks.
- 10.6 Since 2013 the Student Tracker Tool has been devised by the 14-19 Team to support Lewisham schools in the analysis of their destination data. The tracker uses NCISS data and provides basic information on annual post-16 progression, drop out, HE progression etc between Y11 to Y14. Each secondary school is provided with access to the tracker tool together with a school and Local Authority report that summarise the key findings. The student tracker enables the Local Authority and schools to consider and address issues that will in turn impact on published performance measure. The information may also be of value to parents selecting a secondary school. Schools without sixth forms ought to be able to see how well their Y11 learners do once they have left their school. Not only is this important information for them to provide to Ofsted, it can also help inform them about how well they have prepared their young people for post-16 and about the quality and impact of the IAG provided to their learners.

## **11. Funding constraints and value for money**

- 11.1 The on-going responsibilities for RPA, including Career Guidance that reside with the 14-19 Team, Lewisham Education Business Partnership, NEET Tracking team and the Youth Support Service, are not without existing challenges and will be further increased by RPA being raised to young people aged 18. It is expected that the service will be delivered within existing resources. However, like the Lewisham Work Experience Programme, the Lewisham IAG, Employability and Skills Framework is a traded service.
- 11.2 The Youth Service contribution to RPA and targeted support is currently under review and subject to the reshaping of youth re-engagement programmes. This would include the re-specification and commissioning of specialist one-to-one service to become part of a broader Targeted Family Support Service. The service as part of cost savings proposals is likely to involve reduced management, be run differently and funded through the Government's Troubled Families Grant.
- 11.3 The NEET Traineeship Programme is also the subject of savings proposals, and although this will not impact on the changes detailed, alternative funding is also being sought through schools, colleges, the City Bridge Trust, the EFA and European Structural Fund bids.
- 11.4 For activities related to RPA and targeted support the Youth Service will continue to have the ability to meet the statutory duties.

## **12. Next Steps**

- 12.1 **Interim visits and focus groups:** Working with the 14-19 Team the Young Advisors will:
- carry out visits and focus groups with young people in Lewisham Schools, PRUs and alternative education providers;
  - attend the Lewisham IAG Forum meeting, 24<sup>th</sup> November 2015; and
  - shadow Peer Reviews.

## **13. Further implications**

At this stage there are no specific financial, legal, environmental or equalities implications to consider. However, each will be addressed as part of the review.

## **Background Papers**

Careers Guidance and Inspiration in schools, Department of Education, March 2015  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/440795/Careers\\_Guidance\\_Schools\\_Guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf)

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