
Overview and Scrutiny

Information Advice and Guidance in Schools Children and Young People Select Committee

June 2016

Membership of the Children and Young People Select Committee in 2015/16 and 2016/17:

Councillor Hilary Moore (Chair)

Councillor Luke Sorba (Vice-Chair)

Councillor Chris Barnham

Councillor Andre Bourne

Councillor David Britton

Councillor Simon Hooks (2016/17)

Councillor Liz Johnston-Franklin

Councillor Helen Klier (2016/17)

Councillor Jacq Paschoud

Councillor John Paschoud (2015/16)

Councillor Jonathan Slater (2015/16)

Councillor Alan Till

Sharon Archibald (Parent Governor Representative)

Gail Exon (Church Representative)

Kevin Mantel (Parent Governor Representative)

Monsignor Nick Rotheron (Church Representative)

Mark Saunders (Parent Governor Representative)

Additional in-put:

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Chair's Introduction

There should be a pivotal moment in a young person's life when through good career guidance, or by accessing well signposted information, a potential route to a career goal and options takes place. Unfortunately, such a 'moment' does not occur for all our young people in Lewisham. As a result of consulting the Young Mayor and his advisor team, it became clear that not all our young people receive good career information, guidance and support when making choices for their futures. Without that targeted, timely and tailored support, young people can become disaffected, disengaged with learning and their future, and ultimately become a NEET statistic. As stated in the DfE March 2015 document, 'Careers Guidance and inspiration in schools', "Young people want and need to be well-informed when making subject and career decisions".



With this in mind, the Children and Young People Select Committee focused its in-depth review on "Information Advice and Guidance", and in so doing addressed the secondary school sector, post-16 and alternative education provision. We want to make Lewisham the best place in London "to live work and learn" – and this goal must include the provision of quality information, advice and guidance for those work and learning opportunities. In addition to ensuring that the legal framework for this provision and the Council's statutory duty is being carried out, the Committee was determined to place its prime focus on the young people themselves, by including them in Committee evidence sessions and their own survey. In addition, the Children and Young People Select Committee was keen to learn from and explore not only best practice examples from within its boundaries, an example being the Careers Guidance Peer Review carried out by the 14-19 Strategy team, but also from partner organisation and other Boroughs. This report has at its heart the Council's corporate policy of "ambitious and achieving" (Sustainable Community Strategy) by ensuring that young people are inspired and also supported to achieve their potential.

**Councillor Hilary Moore,
Chair Children and Young People Select Committee**

1 Executive summary

- 1.1 The Children and Young People Select Committee consulted with Young Advisors through the Lewisham Young Mayor programme and heard from young people about their concerns on the quality and amount of guidance and support they and their peers had received around careers and options at key stages 4 and 5 as well as for further education. These concerns, and a number of recent legislative changes, meant that reviewing careers information, advice and guidance was particularly relevant at this time.
- 1.2 The Education and Skills Act 2008 introduced changes to the age at which young people are required to participate in education or training. From summer 2015, this has risen to the end of the academic year in which they turn 18. The Education Act 2011 requires schools to secure access to independent careers guidance for learners in years 8 to 13. It also requires local authorities to continue to support the most vulnerable and retain the statutory duty for this. Recent Ofsted guidance has also highlighted the importance of quality careers provision in schools.
- 1.3 Curriculum reform and changes to examinations including the introduction of Progress 8 and Attainment 8 as well as changes in higher education and apprenticeships mean that there is an increasingly complex landscape for young people, parents, advisors and schools to navigate. Providing the right guidance and support to young people at the right moments in their education is essential for them to reach their full potential.
- 1.4 In light of these changes and in response to the continued importance of the subject and recognition that improvements were needed, a number of important studies and reviews have taken place nationally. These include the Gatsby Review on Good Career Guidance, the Education Parliamentary Select Committee Review into Careers Guidance for Young People, and the London Ambitions Framework.
- 1.5 This review looks at the current situation in Lewisham including providing analysis of the statistics around those young people not in education, employment or training (NEET) and destination data of school leavers. It also has a strong emphasis on good practice looking closely at the London Ambitions Framework and also drawing on the evidence in the Gatsby report and from practitioners within Lewisham and other local authorities. There is also a strong focus on those young people who are most vulnerable such as looked after children and care leavers.
- 1.6 The review draws on experiences from young advisors who have been involved at all stages from the initial review plan, to attending witness sessions and helping to shape the recommendations. Questionnaires were also carried out to gauge opinion from young people themselves about the quality of provision they received and the results of these have been incorporated into the review.
- 1.7 The review focusses its recommendations on areas where the Council retains the statutory responsibility and where the Council can provide support and guidance to support improvements in schools and educational setting across Lewisham. It concludes that there should be a holistic approach to advising students. Every young person in Lewisham should receive one to one guidance and have as much exposure to the world of work as possible and that there should be as comprehensive as possible support to all vulnerable young people.

Recommendations

The Committee would like to make the following recommendations:

1. That LB Lewisham supports schools and careers advisors across the borough to identify and use up to date labour market information to ensure they are providing the best Careers Information, Advice and Guidance (CIAG) to young people and that there is an emphasis on one to one sessions wherever possible.
2. That LB Lewisham ensure that governor training highlights the recommendation from the Gatsby Report for each school to have one governor with oversight of CIAG and that this is included in the annual governor training programme.
3. That LB Lewisham ensure Looked After Children not educated in Lewisham get as good CIAG offer as those that are, including 100 hours of experience of the world of work. Further, that there is an increased focus on partnership working with other local authorities and providers to enable this outcome.
4. That the focus on tracking, supporting and monitoring NEETS (young people not in education, employment, or training) is maintained and that tracking and monitoring of 'unknowns' is improved. LB Lewisham should continue to look at good practice to ensure the numbers and percentage of both NEETS and unknowns are reduced.
5. The Committee notes that apprenticeships and traineeships are not uniform in quality and recommends that support should be put in place to help young people assess the quality and relevance of potential apprenticeships and traineeships. For example the use of the National Apprenticeship Framework 'kite mark' system. Advisors should be receiving training and guidance as to how to support young people to gauge the relevance and quality of potential offers.
6. That traineeships, apprenticeships and alternative education routes be understood and promoted as equally valid progression routes as Higher Education and degrees.
7. That the LB Lewisham Participation Team continue to support schools to improve their careers offer and emulate good practice both through the peer review on careers provision and through the careers guidance network and forum and the positive relationships these have fostered.
8. That the planning policy on targets for numbers of apprenticeships as part of large developments should be monitored and the impact measured to ensure developers are meeting their obligations.
9. Taking into account concerns raised by the Young Advisors, the Committee recommends that advisors, schools and other education settings should ensure they take into consideration young peoples' mental health and wellbeing when providing careers advice.
10. That LB Lewisham should put an increased focus on supporting young carers to access high quality careers information, advice and guidance. Statistically this group of young people are very much more likely to be not in education, employment or training or be "unknown".
11. Support should be put in place to ensure young people are apprenticeship/work or college ready. This should include skills such as time management, financial awareness, resilience, emotional support and understanding their rights and requirements. Further, a children's rights officer should be appointed to work across the borough and support young people.

3. Purpose and structure of review

- 3.1 Following consultation with the Young Advisors Panel and after discussion at Committee, the Children and Young People Select Committee, resolved to carry out a review into Information, Advice and Guidance (IAG) in secondary schools including special schools, Pupil Referral Units and post-16 and alternative education providers for children and young people in years 8 - 13.
- 3.2 At its meeting of 20 October 2015, the Committee received a scoping paper that set out the background and key lines of enquiry for the review. The key areas proposed to be considered were:

Analysis of legislation and statutory duties

- What is the legal framework for the provision of IAG?

Assessment of current situation in Lewisham including examples of best practice and work of the peer review

- What are the purpose and aims of the Peer review?
- What is the NEET (not in education, employment or training) strategy and how does the IAG strategy work with this?
- What is available for the most vulnerable young people? How are they being supported and is the service they are getting tailored to their needs?
- How does the Council's apprenticeship and work experience programmes support the IAG strategy?
- What does an analysis of destinations and NEET data tell us that can help improve outcomes for young people?
- Are there any funding constraints and how do we ensure value for money?

Working closely with young advisors to carry out focus groups

- How do we ensure that the experiences of young people in the borough are drawn upon to help shape best practice and support offered?
- What are the disparities between service provided at different schools or to those with different needs?

Good practice and experience from partner organisations and young people

- What are the best schools/local authorities doing in this area?
- Are there examples of innovative ways of working?
- What are the concerns of stakeholders and partner organisations?
- Are there specific issues for vulnerable young people that are not being addressed?
- Where are there examples from schools, colleges, educational establishments or local authorities where the IAG strategy is successful and working well and what can we learn from those?
- What additional resources are available to IAG providers to help them improve their offer?

3.3 The timeline for the review was as follows:

20 October 2015 – Review scope agreed and evidence received from Steve Besley, Pearson Education.

18 November 2015 - First evidence-taking session to cover the analysis of legislation and statutory duties and the assessment of the current situation in Lewisham.

6 January 2016 – Visit to the London Borough of Islington, looking at examples of good practice and different models of working.

12 January 2016 - Second evidence-taking session looking at best practice and evidence from partner organisations. Evidence was received from Pearson Education; London Councils; Lewisham Virtual School; National Careers Service; Prospects; and Youth Engagement Lewisham

April 2016 – Young advisors’ questionnaire

27 April 2016 – Conference on “Championing a Careers Offer for Lewisham Young People” at Goldsmiths University.

8 June 2016 – Meeting of the Committee to consider its final report presenting all the evidence received and to agree recommendations for submission to Mayor and Cabinet.

4 Policy Context and Legislative Background

4.1 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.

4.2 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.

4.3 Youth unemployment remains high and nationally the youth unemployment rate is 13.7% for young people (aged 16-24) compared to 5.1% for the overall population.¹

¹ ONS: UK Labour Market Survey (May 2016)

<http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/uklabourmarket/may2016>

- 4.4 The Education Act 2011² requires schools to secure access to independent careers guidance for learners in years 8-13. Careers guidance must be presented in an impartial manner and promote the best interests of the learners to whom it is given. According to the Department for Education³, young people who are uncertain or unrealistic about career ambitions are three times more likely to spend significant periods of time not in education, employment or training (NEET). Providing improved careers information, advice and guidance ensures young people select pathways that are most suitable for their individual circumstances, aspirations and potential.
- 4.5 Destination measures for those in Year 11, 12 and 13 are published by the Department for Education quarterly. Having a low number of NEET young people can be used as one measure of a successful IAG strategy. In addition to this, ensuring there are low numbers of young people whose destination is “unknown” is important to ensure leavers are being accurately tracked. Understanding the Lewisham NEET figures including those amongst vulnerable young people such as Looked After Children, Care Leavers and those with Special Educational Needs or Disabilities can help form a more thorough assessment as to whether there are any gaps or discrepancies in IAG provision to young people. Full analysis of destinations statistics could also help to assess provision including university destinations, training courses and employment.
- 4.6 The changes as a result of the Raising the Participation Age legislation introduced in September 2013, mean that all young people are under a duty to participate in education or training until the end of the academic year in which they turn 17 years old. From September 2015, this has risen 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.
- 4.7 Schools have three main points at which it is important to ensure young people have the right information available to make the most appropriate option choices:
- Post-14:** GCSEs - options offered by local university technical colleges and studio schools and opportunities for 14-year-olds’ enrolment at local colleges.
- Post-16:** A levels - advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.
- Post-18:** Further education courses - higher apprenticeships, undergraduate degrees, employment.
- 4.8 Schools are held to account for the destinations of their leavers through the annual publication of destination measures. Success will be reflected in higher numbers progressing to apprenticeships, universities (including selective universities), traineeships, and other positive destinations such as employment or a further education college as well as by lower dropout rates, lower NEET figures and lower levels of those whose destination is unknown.

² Education Act 2011: http://www.legislation.gov.uk/ukpga/2011/21/pdfs/ukpga_20110021_en.pdf

³ Careers Guidance and Inspiration in Schools, DfE: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf

- 4.9 Ofsted has been giving careers guidance a higher priority in school inspections since September 2013, taking into account how well the school delivers advice and guidance to all learners in judging its leadership and management. A report published in 2013 by Ofsted stated that 75% of schools visited were not carrying out their statutory duty to deliver impartial careers advice effectively.⁴
- 4.10 A number of recent studies have linked exposure to high quality careers talks at secondary school with higher future earnings. For example, a recent study by University of Bath has linked increased school mediated employer engagement activities at age 14-15 to increased earnings. The study shows a higher correlation particularly at the 14-15 age group than the same exposure at the 15-16 age group.⁵ This is important in considering the stage at which careers information, advice and guidance is considered at school. The Gatsby Report on Good Career Guidance⁶ published in 2014 makes a number of benchmarks for improving careers provisions in schools including: embedding a stable careers programme; learning from labour market information; addressing the needs of each pupil; linking curriculum learning to careers; opportunities for encounters with employers and employees; experiences of workplaces; encounters with further and higher education; and personal guidance.

The Findings

5 Lewisham Context

Lewisham Careers Guidance Peer Review 2015-16

- 5.1 A Lewisham Careers Guidance Peer Review for 2015-16 has been set up and implemented by the 14-19 Strategy Team in the Children and Young People Directorate in partnership with the Lewisham IAG Forum⁷. The review considered the careers guidance being offered at schools and other educational settings throughout the borough and was undertaken to support senior leaders, managers and governors in schools and colleges to meet their statutory duty to secure careers advice for all those in years 8 -13. It was a peer review in so far as it encouraged those involved in Careers Information Advice and Guidance at schools in Lewisham to be part of the monitoring of other schools so they could mutually learn from each other's experiences.
- 5.2 The aims of the peer review were to help monitor and support schools in delivering their IAG strategy and promote and highlight good practice. The review was also intended to expand advice and guidance for young people so they are

⁴ Going in the right direction? Careers Guidance in Schools from September 2012, Ofsted, September 2103. <https://www.gov.uk/government/news/careers-guidance-in-schools-not-working-well-enough>

⁵ Career Education that works: An economic analysis using the Cohort Study, Journal of Education and Work, 2016, http://tandfonline.com/doi/abs/10.1080/13639080.2016.1177636#.V1_ys_4UXcs

⁶ The Gatsby Report, Good Careers Guidance, April 2014, <http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

⁷ The Lewisham Schools and Colleges IAG Forum is open to representatives working with schools, colleges or other relevant agencies in Lewisham with responsibility for Careers Education and IAG. It has been established since 2010. The Forum meets periodically and run an annual Conference to share policy and good practice.

inspired and motivated to fulfil their potential. Schools should help every learner develop high aspirations and consider a broad and ambitious range of careers. Inspiring every learner through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

- 5.3 Local Authorities continues to support and monitor schools to deliver their statutory duty and still retain the duty to support vulnerable young people including Looked After Children, Care Leavers, Refugees, Asylum Seekers, Youth Offenders, Teenage Pregnant and Teenage Parents, learners with Learning Disabilities and/or Disabilities (LDD).⁸
- 5.4 Schools should have a strategy for the careers guidance they provide to young people and this should be embedded within a clear framework linked to outcomes for learners. The strategy should reflect the school's ethos and meet the needs of all learners.
- 5.5 From the Peer Review responses the 14-19 Team have highlighted a number of areas that were cited by the schools as areas they were most proud of relating to their Careers Information Advice and Guidance strategies. These included:
- Low numbers of young people who were NEET or whose destination was unknown and support for those who were;
 - Positive relationships between school and the London Borough of Lewisham;
 - The programme of links with Goldsmiths and UCAS for Year 12 learners;
 - Post-16 options evening with year 11 learners and their parents;
 - Raised profile of careers guidance in the school and more established links;
 - Successful 'in house' work experience and increased preparedness of young people for the world of work;
 - Assemblies on careers;
 - The Not Going to University Programme;
 - Increased departmental input at all Key Stages;
 - The school careers guidance website and Twitter account⁹.
- 5.6 The 14-19 team also provided an analysis of actions that they recommended schools take following the review. These recommendations also draw on some of the good practice evidence such as the Gatsby Report and London Ambitions. The 14-19 team recommends that schools:
- Have a clear and coherent strategy and an explicitly publicised careers policy that provides a careers curriculum including learners' experiences of the world of work, links with business, careers provision and destination outcomes.

⁸Participation of Young People in Education, Employment and Training – Statutory guidance for local authorities, DfE, September 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349300/Participation_of_Young_People_Statutory_Guidance.pdf

⁹ Supplied by LB Lewisham 14-19 Team following Peer Review analysis of results.

- Consider a Matrix Standard, Investor in Careers or Career Mark as a standard.
- Ensure that a governor has oversight for ensuring the school supports all learners to relate their learning to careers and the world of work and independent living. This is also highlighted in the Gatsby Report.
- Continue to work closely with the work experience manager and Lewisham Education Business Partnership to improve the number of 'own finds' at Year 10.
- Have one-to-one interviews for all learners.
- Build a relationship with Jobcentre Plus and / or the National Careers Service for up to date labour market intelligence and the needs of employers and use labour market intelligence to give constructive IAG to learners.
- Evaluate their performance using feedback from their own learners' experiences.
- Identify and monitor performance against key impact measures such as destination measures and learner satisfaction with careers work provision.
- Consider more careers activities for years 8 to 10.
- Challenge the perception of apprenticeships to bring positive messages about apprenticeships.
- Work more closely with local further education providers, university tech colleges and Sixth Form Colleges.

RECOMMENDATION: That LB Lewisham ensure that governor training highlights the recommendation from the Gatsby Report for each school to have one governor with oversight of CIAG and that this is included in the annual governor training programme.

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

- 5.7 The Lewisham NEET reduction strategy is central to the delivery of the statutory duty and Lewisham strategy on raising of the participation age. 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: 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 and 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 with the aims of reducing the number of 16-19 year olds who are NEET and get them back into education, employment or training (EET).
- 5.8 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 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.

5.9 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 intended destinations / September offer / activity survey (final destinations);
- Online forms completed by young people e.g. intended destination. Data collected this way is uploaded centrally on the NCCIS¹⁰ 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 Baseline¹¹;
- Lists from other agencies such as Job Centre Plus, Youth Offending Service, Looked After Children Team, Admissions Team and 15billion - a data and careers advice and brokerage service.

5.10 The data from the organisation 15billion shows that the vast majority of Lewisham young people continue in some form of education or training. In March 2016, the participation rate for young people in year 12 and 13 combined was 92.28%. The definition of participation includes those in full time learning and training. The report includes a breakdown by ethnicity which shows the highest participation rate by ethnic group as being 100% (Chinese) and the lowest as being 95.1% (White British). The NEET figure as of March 2016 was 3.9% in LB Lewisham compared to a London average of 3.3% and England average of 4.3%.¹²

5.11 The table below shows the percentage of Lewisham young people who are NEET in target groups where the local authority retains the statutory provision such as Looked After Children.

¹⁰ National Client Caseload Information System (NCCIS) to send data on young people's post-16 activities.

¹¹ Baseline is a one-stop shop where young people from Lewisham can go for IAG. It is located at Lewisham Library.

¹² Lewisham MI Report, March 2016, 15billion http://www.15billionebp.org/wp-content/uploads/monthlyReports/2015%20-%202016/LEW_2016-03_MAR_-web.pdf

Table 1 – Lewisham Year 12/13 combined NEET and unknown for target groups

	Total % of resident cohort (total number of Young People)	% of NEET cohort (No. of Young People)	% of target group who are NEET	% of target group “Unknown” (number of young people)
Looked after/in care	1.6% (138)	8.6% (27)	19.6%	6.5%
Care leaver	0.1% (8)	0.6% (2)	25%	12.5%
Pregnant	0.1% (12)	2.6% (8)	66.7%	0%
Teen mother	0.4% (33)	8.6% (27)	81.8%	3%
Refugee/asylum seeker	0.1% (13)	0.3% (1)	7.7%	15.4%
Supervised by YOT	1.6% (135)	9.6% (30)	22.2%	10.4%
Learning Disabilities or Difficulties	3.9% (339)	6.7% (21)	6.2%	6.2%
Substance misuse	0.2% (16)	1.9% (6)	37.5%	6.3%
Young carer	0.3% (23)	2.2% (7)	30.4%	13%

Source: Lewisham MI report March 2016, 15billion (note one young person may count under more than one target group and total resident cohort = 8678 young people)

5.12 The numbers of young people whose destination is unknown is also important to consider as it could show a failure to successfully track student destinations and mask true NEET figures for any cohort. In March 2016 the number of unknowns for the combined year 12 and 13 cohort in Lewisham was 7.1%, a reduction of - 0.84% compared to the March 2015 figure. This figure is exactly the same as the London average of 7.1% but higher than the England average of 6%.¹³ Table 1 also lists the percentage of Lewisham young people whose destinations are unknown amongst target groups.

RECOMMENDATION: That LB Lewisham should put an increased focus on supporting young carers to access high quality careers information, advice and guidance. Statistically this group of young people are very much more likely to be not in education, employment or training or be “unknown”.

¹³ Lewisham MI Report, March 2016, 15billion http://www.15billionebp.org/wp-content/uploads/monthlyReports/2015%20-%202016/LEW_2016-03_MAR_-web.pdf

How the Lewisham IAG Strategy works

- 5.13 The Lewisham IAG forum was established in 2009 and is open to careers guidance representatives working with schools or colleges or other relevant agencies in Lewisham. The forum meets once a term and offers peer support, policy updates, information sharing and best practice as well as offering development opportunities in the sphere of careers, information, advice and 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 the IAG Peer Review.

The Lewisham IAG, Employability and Skills Framework

- 5.14 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 such as traineeship and apprenticeship awareness for 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.
- 5.15 The aim of the framework is to:
- support schools to address the gaps in provision highlighted through the Lewisham Careers Guidance Peer Review;
 - complement the existing Lewisham apprenticeship programme and established practice in Lewisham;
 - develop a real alternative to university and increase the participation of Lewisham young people including in 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.
- 5.16 The programme engages 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 higher education 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.

5.17 The 14-19 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.

5.18 The 14-19 team and Lewisham education business partnership are developing and implementing an employer forum comprising local / national employers and local employer focused representatives for example: Job Centre Plus, National Apprenticeship Service, the National Careers Service and the Council's economic development team. The aim of this forum would be to ensure employers, schools and other partners work together to inspire young people about the world of work; opening their eyes to the range of learning and career opportunities.

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

5.19 As listed in paragraph 5.8, the overall NEET figure in Lewisham in March 2016 was 3.9%; a reduction from 4.2% in March 2015.¹⁴ Table 1 lists the figures for vulnerable groups in Lewisham in March 2016. The table below shows the last 3 years of NEET figures for vulnerable groups as of March in each respective year. This highlights where the percentage of those target groups who are NEET in March 2016 has risen or fallen compared to previous years.

Table 2 – Lewisham NEETs Vulnerable Groups - last 3 years

Group	March 2014 (% of NEET cohort)	March 2014 (%of target group)	March 2015 (% of NEET cohort)	March 2015 (%of target group)	March 2016 (% of NEET cohort)	March 2016 (% of target group)
LAC / in care	4.9% (17)	15.9%	6.7% (23)	18.9%	8.6% (27)	19.6%
Care Leavers	0.6% (2)	33.3%	0.9% (3)	42.9%	0.6% (2)	25%
Pregnant	2.3% (8)	72.7%	0.6% (2)	50%	2.6% (8)	66.7%
Teen mother	6.9% (24)	66.7%	8.1% (28)	75.7%	8.6% (27)	81.8%
Refugee/ Asylum	0% (0)	0.0%	0.6% (2)	33.3%	0.3% (1)	7.7%

¹⁴ 15billion MI report March 2016. http://www.15billionbp.org/wp-content/uploads/monthlyReports/2015%20-%202016/LEW_2016-03_MAR_-_web.pdf

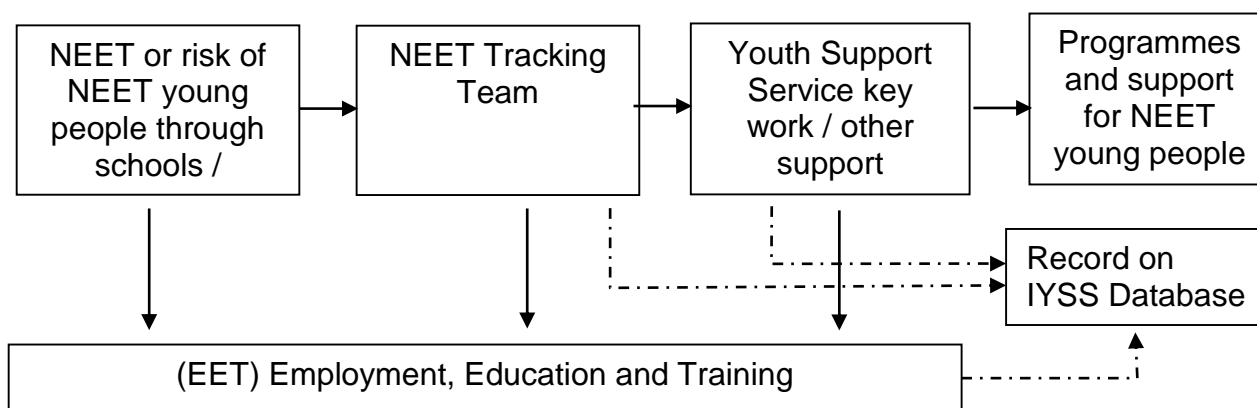
Youth Offending Service	3.8% (13)	17.8%	8.7% (30)	28.8%	9.6% (30)	22.2%
Learning Difficulties or Disabilities	5.2% (18)	4.8%	5.5 % (19)	5.3%	6.7% (21)	6.2%
Sub misuse	1.2% (4)	44.4%	0.6% (2)	28.6%	1.9% (6)	37.5%
Young Carers	1.7% (6)	60.0%	1.5% (5)	22.7%	2.2% (7)	30.4%

5.20 In Lewisham, the Local Authority retains the duty to support vulnerable young people which includes Looked After Children, Care Leavers, Teenage Pregnant, Teenage Parent, Refugee / Asylum seekers, Youth Offenders, those with learning difficulties or disabilities, Substance Misuse and Young Carers.

5.21 Through a collaborative approach, there is the infrastructure in place to deliver the statutory duties for raising the participation age, including targeted support with:

- support from Lewisham schools and post-16 providers;
- effective engagement with the Department for Work and Pensions and Job Centre Plus re-engagement 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 LAC 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.

5.22 The referral path is the route for young people, schools or colleges to access youth support services or other support programmes. This includes possible routes directly to employment, education and training opportunities. The diagram below depicts these data flows for supporting NEET prevention and reduction:



- 5.23 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 key workers. 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. The service consists of nine specialist one-to-one youth workers, each holding a maximum caseload of 15 cases at any one time, with an annual service reach of approximately 270 young people.
- 5.24 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, Job Centre Plus
 - computer access for information, advice and guidance
- 5.25 In addition to this, 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 programme 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 offers 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.

The Councils' apprenticeship and work experience programmes and how they support the IAG strategy

- 5.26 The London Borough of 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. To date the programme has placed 387 people into opportunities across the borough. The local authority works closely with partner organisations across both the private and voluntary sector to develop apprenticeships that match employers' needs and to facilitate the apprenticeship from end to end. Apprenticeship opportunities have included: construction; caretaking; digital media; childcare and surveying.
- 5.27 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).
- 5.28 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.

- 5.29 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 in apprenticeship talks in Lewisham schools.
- 5.30 The Lewisham education business partnership provides the work experience programme to Lewisham secondary schools on a traded basis:
- 13 mainstream secondary schools.
 - Six special schools.
 - Five sixth forms and one FE college.
- 5.31 The work experience programme can provide one or two week placements at Key Stage 4 (KS4) and post-16 as well as block and extended work experience placements. The programme also offers: talks at assemblies; parent/carer evenings; employer engagement with a vast range of industries and sectors; on-line placement selection and management; 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.
- 5.32 Participation in the programme has increased over the last 10 years. Since 2007 the programme has grown from eight secondary schools sending out just over 1000 learners to over 2,800 positive placements in 2014/15. In 2007 26% of the students managed to find their own placement. This has increased year on year and in 2015 this figure is 58%. The Lewisham education business partnership maintain a vast database 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.
- 5.33 The 14-19 team stressed that the peer reviews demonstrated that a strong feature of the careers guidance programme was 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.
- 5.34 The next target for the Lewisham Work Experience Programme is to 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 pupil referral unit.

Analysis of destinations and how it can improve outcomes for young people

5.35 National destinations measures provide statistics on educational or employment destinations of KS4 and KS5 learners¹⁵. The tables below show the percentage of young people in KS4 and KS5 progressing to specified destinations in 2013/14. 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 KS5. 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.

5.36 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%	34%
Other FE	2%	3%	4%
State funded school Sixth Form	49%	48%	39%
Sixth Form College	19%	15%	13%
Apprenticeship	2%	5%	5%

5.37 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.

5.38 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%

¹⁵ published on Gov.UK@ <https://www.gov.uk/government/collections/statistics-destinations>

- 5.39 At KS5 Lewisham schools perform 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. The numbers of students who go on to Russell Group Universities is below London and England averages.
- 5.40 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 measures. 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.

RECOMMENDATION: That the focus on tracking, supporting and monitoring NEETS is maintained and that tracking and monitoring of 'unknowns' is improved. LB Lewisham should continue to look at good practice to ensure the numbers and percentage of both NEETS and unknowns are reduced.

Funding constraints and value for money

- 5.41 The ongoing responsibilities for RPA, including Career Guidance that resides with the 14-19 team, Lewisham education business partnership, NEET tracking team and the youth support service, are not without challenges which are further increased by RPA being raised to 18. Like the Lewisham work experience programme, the Lewisham IAG, Employability and Skills Framework is a traded service.
- 5.42 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.
- 5.43 The NEET traineeship programme is also the subject of savings proposals, and although this will not impact on the proposed changes detailed above, alternative funding is also being sought through schools, colleges, the City Bridge Trust, the EFA and European Structural Fund bids.

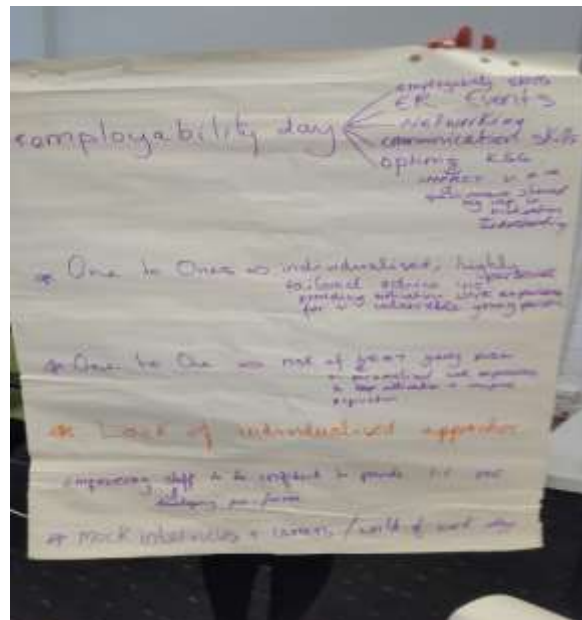
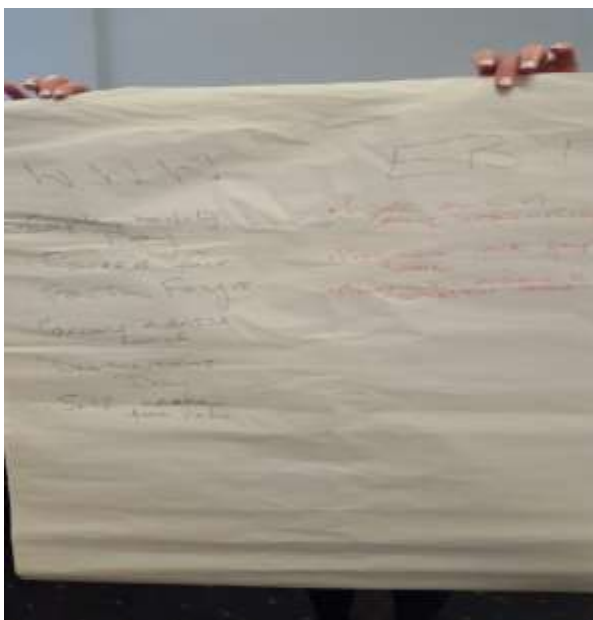
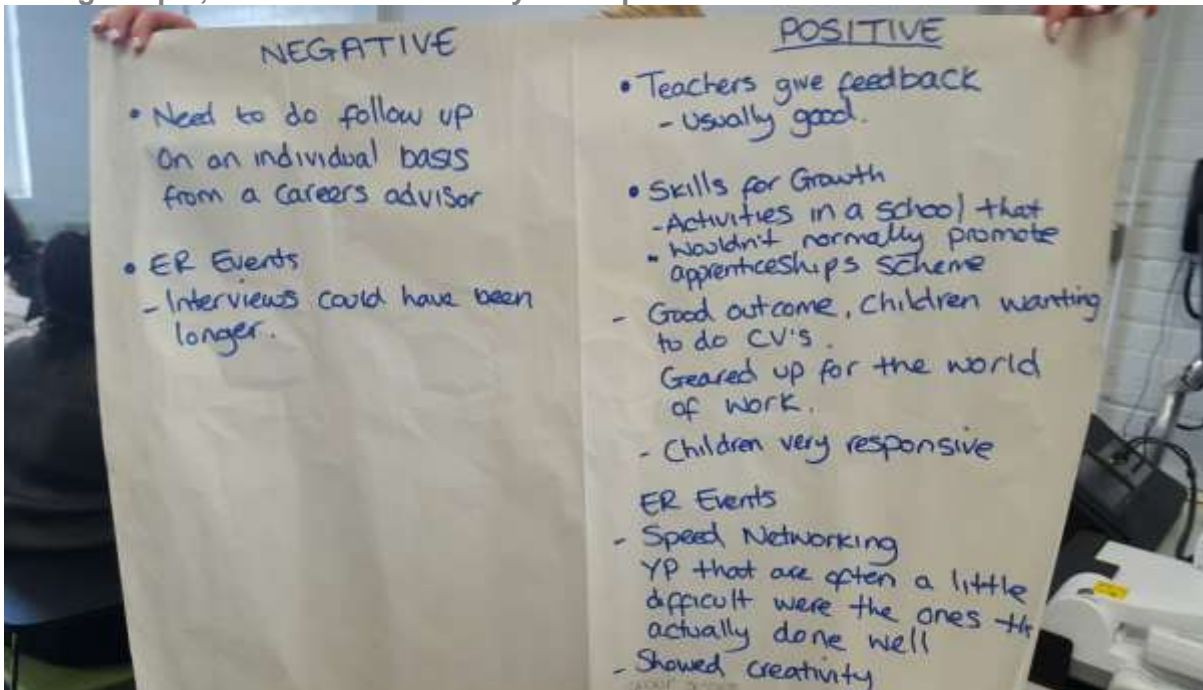
- 5.44 For activities related to RPA and targeted support the Youth Service will continue to have the ability to meet the statutory duties.
- 5.45 Individual schools have to budget for their careers and IAG responsibilities. The Gatsby Report recommends 1% of schools budgets to be spent on careers information advice and guidance, but in an increasingly tight financial environment for schools, budgets are stretched and money is not always prioritised for CIAG activities.

Goldsmiths Conference

- 5.46 Members of the Children and Young People Select Committee were invited to attend a conference at Goldsmiths College on 27 April 2016, entitled “Championing a careers offer for Lewisham young people.” This was organised by the Lewisham 14-19 team in conjunction with the IAG forum to support schools in Lewisham and share good practice and experiences. Attendees heard from a wide range of speakers around good practice and also discussed experiences. This section provides a brief summary and interpretation of the information presented at the conference.
- 5.47 The huge level of changes and uncertainty in the education sector was felt to be a challenge for people working within it and for young people. Education and exam reform including the introduction of Progress 8 and Attainment 8 as well as curriculum changes puts additional pressures on schools, teachers and young people. Academisation and changes in accountability structures such as the introduction of the Regional Schools Commissioner, changes in further education sector and to apprenticeships means teachers and careers advisors have a challenge to keep up to date with the breadth of options for individual learners. The importance of using modern technologies to improve the careers offer for learners and give them as much information as possible about pathways that were available was highlighted as essential but also posed a challenge in ensuring these were up to date and of most use to the students.
- 5.48 Understanding and using up to date labour market Information was a challenge. If statistics were showing that there would be increasing demand for a higher skilled workforce, were young people being advised to reflect this?
- 5.49 Using good quality data sources and web tools was also seen as key to improving the offer to young people. LB Lewisham recently purchased UCAS Progress which is an admission service for students looking for post-16 study. Other applications such as “Skills Route” also provided lots of support and guidance.
- 5.50 During the conference, a workshop was carried out where advisors and practitioners considered what they were proud of and had worked well as well as where there had been areas that could be improved. High quality careers talks and presentations, organised events with employers and high quality one-to-one support were cited as of being the most successful. Practitioners cited occasions where there was a lack of individualised approach or lack available time for one-

to-one support and sufficient follow-up as areas where they were least happy about quality.

IAG –Sharing Good Practice Workshop – Championing a careers offer for Lewisham Young People, Goldsmiths University – 27 April 2016.



6 London Borough of Islington

- 6.1 Members of the Children and Young People Select Committee met with Holly Toft, Head of Play, Youth and Post-16 and Lorraine Blyth, Post-16 Participation Manager in January 2016 to discuss Islington's approach to delivering quality outcomes for young people in relation to career planning and employability. This section summarises the information discussed.
- 6.2 From 1974 – 1994 there was a Universal Careers Service under the Employment and Training Act 1973¹⁶. In 2000 the newly elected Government introduced Connexions following the Learning and Skills Act 2000. In April 2012, the National Careers Service was launched and Connexions Service was wound up. Schools and colleges now have responsibility for delivering independent, impartial IAG to learners in years 8 to 13 with local authorities responsible for working with schools and partners to ensure the needs of the most vulnerable are met.
- 6.3 The skills of Job Centre + Advisors tended to be around placing and brokerage. These were important skills but not necessarily the skills needed for independent advice and guidance. There had been concerns that there may be a lack of knowledge around education and progression routes.
- 6.4 Understanding what quality looked like was key. The Gatsby report¹⁷ and London Ambitions both provide information on good practice. The new Careers and Enterprise Company has recently been launched with a budget of £5 million for scaling up examples of good practice.
- 6.5 Data management skills and resources are increasingly important and managing and tracking destinations measures as well as Unknowns and NEETS is very important. It is important to have an officer in place with the relevant database skills to ensure accuracy of the database and keeping it as up to date as possible. Islington has been very successful in reducing its number of NEETS and unknown figures.
- 6.6 There have been a number of governmental changes to apprenticeships since 2010. These include reducing the minimum length to 1 year from 2 years and local authorities having no responsibilities for monitoring apprenticeships other than their own. National apprenticeships are monitored by the Skills Funding Agency. Apprenticeships vary in quality with the best offering very strong offers to young people however some are not of sufficient quality. A commitment to long-term careers prospects should form a basis of any apprenticeship.
- 6.7 The approach of the London Borough of Islington has been to ensure that schools deliver their responsibilities and create a “core offer” of progression support focused purely on the most vulnerable and on NEET prevention and NEET intervention. Their core offer is delivered by Children's Services in-house

¹⁶ <http://www.legislation.gov.uk/ukpga/1973/50>

¹⁷ <http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

staff comprising one advisor working in the YOS and two working with those who are NEET or unknown. In addition to this, short-term funding (some via New Homes Bonus) provides 1.5 posts for staff to work with those in alternative provisions, one advisor for the Pupil Referral Unit, a CEIAG specialist, an advisor to support young people wishing to pursue vocational pathways and a manager. The support for those with SEND has been moved to the SEND team within Pupil Services in order to support the provision of EHC plans.

7 London Councils

- 7.1 At its meeting of the 12 January 2016, the Committee looked at examples of innovative practice and experiences of experts in the fields of the Careers Information, Advice and Guidance. The aim was to understand the key issues faced by schools, local authorities, careers advisors and young people themselves and assess the evidence to draw out good practice and guidance that could be replicated in a Lewisham context.
- 7.2 Yolande Burgess, Strategy Director at London Councils, gave a presentation to the Committee on the work they had undertaken, their report “London Ambitions” and the challenges faced by young Londoners.
- 7.3 London Council’s, the Mayor of London’s Office and the London Enterprise Panel had worked with London Boroughs and Doctor Deirdre Hughes OBE to produce the report “London Ambitions – Shaping a successful careers offer for all young Londoners”. The report made seven key recommendations:
- 1) That every young Londoner should have impartial independent and personalised careers advice including face to face guidance;
 - 2) That every young Londoner should have 100 hours experience of the world of work;
 - 3) That every secondary school and college should have in place an explicit publicised careers policy and curriculum;
 - 4) That schools and colleges have a governor with oversight for ensuring the organisation supports all students to relate their learning to careers and the world of work from an early age.
 - 5) All schools and colleges have up to date labour market intelligence and information available for students and parents.
 - 6) “Careers Clusters” should be developed to share resources and intelligence.
 - 7) The development of the London Ambitions portal for schools and colleges to easily find high-quality careers provision.
- 7.4 The report suggested that it was essential that employers were involved in careers guidance and in intelligence gathering on labour market trends. There were examples of good practice across London but the aim was that every young person in London got a good careers offer irrespective of location or any other factor. The Committee heard that the Information, Advice and Guidance network in Lewisham was strong and robust.

- 7.5 The London Ambitions report stated that 100 hours of experience of the world of work could include a range of experiences and was not limited to work experience placements. These experiences could start from the age of seven years old. Yolande Burgess highlighted that there was evidence that some young people were closing off options to themselves from a very young age and in particular many girls were closing off STEM subjects (Science, Technology, Engineering and Maths) from as young as 5 years old due to perceptions of gender appropriateness.
- 7.6 In terms of involvement of employers in careers offers to young people, it was important to consider all types of employers including sole traders and micro businesses as well as larger employers. It was important to uncomplicate the requests to Small and Medium-sized Enterprises (SMEs) to reduce barriers to their involvement.
- 7.7 London Councils was consistently lobbying for schools to have funding for careers guidance. Once processes were embedded the resources needed to maintain them would reduce but it could be more resource intensive to embed a successful careers offer in the first instance. The Gatsby report recommended that less than 1% of a schools' budget was needed to support a successful careers offer embedded into the school culture and curriculum.
- 7.8 London Councils "London Ambitions Portal" has recently been launched as of June 2016. The aim is that it would help local authorities and schools to navigate the information and offers available around information and careers guidance.
- 7.9 When listening to the evidence, members of the CYP Select Committee stressed the importance of ensuring there was a good offer for young people with Special Educational Needs and Disabilities (SEND). This group was statistically more likely to be NEET than other young people and the offer to those with SEND needed to be tailored to their particular needs. Some employers were closing off a talent pool by not adapting to support young people with SEND.
- 7.10 Up to date labour market intelligence (LMI) is a particular challenge for schools, career advisors and young people. Data is difficult to find and interpret and to fully understand the predicted trends. SkillsMatch London lists a number of factors in interpreting LMI including considering: The quality of the raw data used where predicted job demand data is based on a number of assumptions including around economic growth, regional and national migration and many other variables. In addition to this forecasting errors in industry trends are easily possible with changes in government and policy, geopolitics and rapid changes in technology being challenging to forecast.

RECOMMENDATION: That LB Lewisham supports schools and careers advisors across the borough to identify and use up to date labour market information to ensure they are providing the best Careers Information, Advice and Guidance (CIAG) to young people and that there is an emphasis on one to one sessions wherever possible.

8 Patrick Ward, Virtual Head teacher, London Borough of Lewisham

- 8.1 Looked After Children and Care Leavers are two of the groups that the Councils retains a statutory responsibility for in terms of providing careers advice and guidance. These groups also have higher NEET figures – in Lewisham 19.6% of LAC and 25% of care leavers in year 12 and 13 were NEET compared with the borough average of 3.9%¹⁸. Patrick Ward, Virtual Headteacher, addressed the Committee highlighting key areas in terms of the experiences for and offer to looked after children in Lewisham.
- 8.2 Looked After Children in Lewisham all had a Personal Education Plan (PEP) and a named professional so interests and talents could be understood and noted. Support for this group started from KS2 (Key Stage 2) as research indicated more success if young people had support from a younger age. From KS2 every child in care in Lewisham receives careers advice and by 18 years old every child in care had had 100 hours experience of the world of work.
- 8.3 The LAC team agree targets with the young people to ensure support is appropriate and targeted to their interests, talents and abilities. Only 50% of Lewisham looked after children attend mainstream schools in Lewisham – of those that do, 100% have received two weeks work experience by the age of 18 years. Young people in care were arguably more engaged about thinking about adulthood due to their backgrounds. A priority of the team was ensuring that those young people educated outside the borough or outside of mainstream schools also received the same offer. An additional challenge was for those young people with SEND. Currently the team had not seen the same level of uptake of work experience and employer engagement for those with SEND and this was a priority for improvement.
- 8.4 Reasons for LAC young people being educated outside mainstream schools or outside the borough are complex and include a number of factors. Reasons included the need for a specific educational offer that was not available within Lewisham or if a young person was at risk in a particular locality and therefore needed to be educated outside the borough. For the Looked After Children Team and Virtual School to improve the amount of oversight of these young people, increased focus could be made on strengthening partnership working with neighbouring boroughs.

RECOMMENDATION: That LB Lewisham ensure Looked After Children not educated in Lewisham get as good CIAG offer as those that are, including 100 hours of experience of the world of work. Further, that there is an increased focus on partnership working with other local authorities and providers to enable this outcome.

9 Janice Pigott, National Careers Service, Prospects

- 9.1 The National Careers Service provides careers information, advice and guidance and is funded by the Department for Business, Innovation and Skills. The service

¹⁸ See figure 1 – MI report March 2016 15billion

is contracted out and in London provided by Prospects. The National Careers Service supports the principal of young people having a minimum of 100 hours of experience of the world of work.

- 9.2 There is a national contact number that people can access to receive advice and guidance. Between April to December 2015, 2,500 Lewisham residents contacted the National Careers Service, of those 400 were aged 18-24 years old. This provides an indication of usage levels by those just outside the age range for the statutory offer.
- 9.3 The National Careers Service website contains information to support people of all ages. Priorities included: brokering deals with employers to provide information on the world of work; and focussing resources on schools that didn't have employer links already.
- 9.4 In 2015, Prospects on behalf of the National Careers Service, worked with 3000 young people across London. Work included mock interviews, inspirational talks and providing information on labour market trends.
- 9.5 It could be challenging to get information to young people. Working with lots of partners was stressed as being key. The Careers Service had used marketing approaches such as giving out Oyster card holders with QR codes on to generate interest and awareness of the website. In addition to this, working with partner organisations such as the London Enterprise Panel, London Councils and the Institute of Education post-14 network was noted as being important.
- 9.6 On hearing the evidence, some members of the Committee raised concerns that some organisations such as the Skills Funding Agency and the New Careers Enterprise Company were not sufficiently focussed on those groups who currently had a higher statistical probability of having poor outcomes in terms of their likelihood of becoming NEET.

Judith Denyer, Operations Director, Prospects

- 9.7 Prospects works across ten local authorities in London.
- 9.8 Examples of good practice of careers information, advice and guidance included the following examples from a policy point of view: The Gatsby Report; London Ambitions; and the Parliamentary Education Select Committee Review on Careers Guidance for Young People.
- 9.9 There were consistent themes across the guidance including: the importance of ensuring guidance was personalised for the individual young person and their specific circumstances; that there should be an opportunity for one-to-one consultations; the strategy adopted by the school or educational establishment should include sufficient knowledge about and access to employers and higher education establishments; that the importance of drawing on the expertise and networking opportunities from alumni networks should be recognised; and that there was access to mentors.

- 9.10 Prospects run a mentoring programme called “Youth Contract” which was supporting 16-17 year olds with no or few GCSEs. Experience from working with young people and listening to their feedback had showed that persistence was very important in terms of contact from the mentor and that this was particularly the case with the most vulnerable young people. Prospects also worked with young people from Pupil Referral Units, Youth Offending Services, and Looked After Children. They also employ eight young people per year through their own apprenticeship scheme who had previously been NEET and reported a high success rate and very low dropout rate.
- 9.11 Prospects believe that mentoring needed to include resilience mentoring – helping young people understand and learn from set-backs and rejections and to see this as part of the process and think about how to learn from it and not as a failure.
- 9.12 Prospects agreed that in terms of quantifying the success of Careers Information Advice and Guidance, analysing NEET figures and “Unknown” figures was important. Some boroughs had low NEET levels but very high levels of “unknown” young people and it was important to focus on improving tracking in these instances.

10 Tony Cisse Youth Engagement Lewisham

- 10.1 Youth Engagement Lewisham provides information, advice and guidance to young people who were: Looked After or Care Leavers; in the Youth Offending System; Young Carers; Homeless; Teenage Parents; and those who were NEET or at risk of becoming NEET. The programme had two years of funding which has been extended by an additional six months to support those young people into positive employment, education or training outcomes. There was also the Lewisham Young Women’s Resource Project provided support for young mothers in Lewisham.
- 10.2 In terms of good practice, their experience was that it was important to have open ended support for vulnerable young people and those with complex needs. One session would not be enough and it was important to be available for young people when the timing was right for them through drop-in sessions and following up with them.
- 10.3 Youth Engagement Lewisham provided a weekly jobs and opportunities bulletin for young people in Lewisham which had 500 subscribers and included apprenticeships, volunteering opportunities, part-time work and details of how to access information.
- 10.4 The experience of Youth Engagement Lewisham was that it was very important to liaise with parents and carers. Some had limited understanding of the UK systems with language barriers and lack of experience themselves often limiting the support they could offer and their understanding of what decisions the young person needed to make. Many of the young people supported had problematic schooling, some with no GCSEs. Youth Engagement Lewisham provided intensive surgeries for those most at risk.

- 10.5 The organisation highlighted that there were a lot of different variables and factors to consider when supporting young people to make the most appropriate choices for their future. They highlighted that when considering apprenticeships and traineeships it was important for advisors and young people to be aware that these were not always uniform in quality. Some offered excellent development and career experience whereas others were of very poor quality. This had to be addressed to ensure that young people were getting the right guidance for them to make the right decisions for their future. It was important to take time to talk to young people about their experiences and interests to help them understand how to choose a career or progression path with the greatest relevance to their skills and interests.
- 10.6 Monitoring of apprenticeships was done on a national level and the London Borough of Lewisham was only able to monitor its own apprenticeships. Some positions being advertised as apprenticeships appeared to not meet quality standards and were likely to offer poor opportunities for young people. It was important to educate young people and advisors to look for the signs to indicate whether the opportunities were as good as they first appeared. The NEET and EET statistics masked the fact that some of those in employment were in poor apprenticeships.

RECOMMENDATION: The Committee notes that apprenticeships and traineeships are not uniform in quality and recommends that support should be put in place to help young people assess the quality and relevance of potential apprenticeships and traineeships. For example the use of the National Apprenticeship Framework 'kite mark' system. Advisors should be receiving training and guidance as to how to support young people to gauge the relevance and quality of potential offers.

- 10.7 One of the problems faced by Youth Engagement Lewisham was a lack of robust labour market information both currently and predicting future trends. It was difficult for advisors to obtain this information and also difficult to interpret some of the data when it was available.
- 10.8 Another experience cited by Youth Engagement Lewisham was that there were still perceptions about how to get a job that were not always reflective of the reality for young people. Many employers now use questionnaires rather than interviews to select candidates and young people had to understand how to read applications to understand how to tailor CVs accordingly. It was also felt to be important to consider volunteering as a possible route for some young people and this could be very beneficial to improving job prospects and motivation.
- 10.9 Youth Engagement Lewisham supported the principal of 100 hours of experience of the world of work and believed this to be a positive step and stated that evidence had shown that young people who had visited three or more work places were less likely to become NEET.

- 10.10 Planning policy in Lewisham encouraged contractors to use apprenticeships where possible yet the experience of Youth Engagement Lewisham was that there were not many opportunities coming forward. This could be further looked into to see if there were any more possibilities to encourage apprenticeships in the construction industry for Lewisham young people.

RECOMMENDATION: That the planning policy on targets for numbers of apprenticeships as part of large developments should be monitored and the impact measured to ensure developers are meeting their obligations.

11 View from Young Advisors

- 11.1 As part of the review, members of the Young Advisors Panel were involved in different stages including listening to and scrutinising the evidence. Tyreese Hines, Liam Islam and Saffron Worrell helped to shape the review and highlight issues and experiences from their peers. This section highlights some of those comments.
- 11.2 Young people's mental health was an important issue that was relevant in the IAG context and often appeared to be left out of the discussions. There was very little support and preparation for the stresses of work and how to deal with them and what to do if something did go wrong. An example of this included panic attacks which many young people suffer from. Starting a new job was very scary and having no awareness or guidance on how to act if you should have a panic attack meant there was an extra stress.

RECOMMENDATION: Taking into account concerns raised by the Young Advisors, the Committee recommends that advisors, schools and other education settings should ensure they take into consideration young peoples' mental health and wellbeing when providing careers advice.

- 11.3 Another issue which was felt to have been neglected was on budgeting and finance. This couldn't be seen in isolation and young people needed to have a clear understanding of the link between money and career and how to manage their money once they were working. If young people failed to manage their money successfully they often experienced stress and drop-out rates would be likely to increase.
- 11.4 Volunteering was very important but many schools did not support this and were often unhappy if students were spending too much time volunteering or doing paid work. The skills learnt through volunteering were often essential for securing further education or jobs and it was important that schools and education establishments understood this.

11.5 The London Ambitions framework was felt by the Young Advisors present to be a positive step and outside organisations coming into school was a definite advantage. However, currently, the young advisors present felt that too many young people were only getting one week of work experience and not always of a high quality. Students had to do further work experience themselves in school holidays. This was easier for some students than others and meant that many missed out – often those who had the least strong support networks and were more vulnerable.

RECOMMENDATION: Support should be put in place to ensure young people are apprenticeship/work or college ready. This should include skills such as time management, financial awareness, resilience, emotional support and understanding their rights and requirements. Further, a children’s rights officer should be appointed to work across the borough and support young people.

12 SURVEY

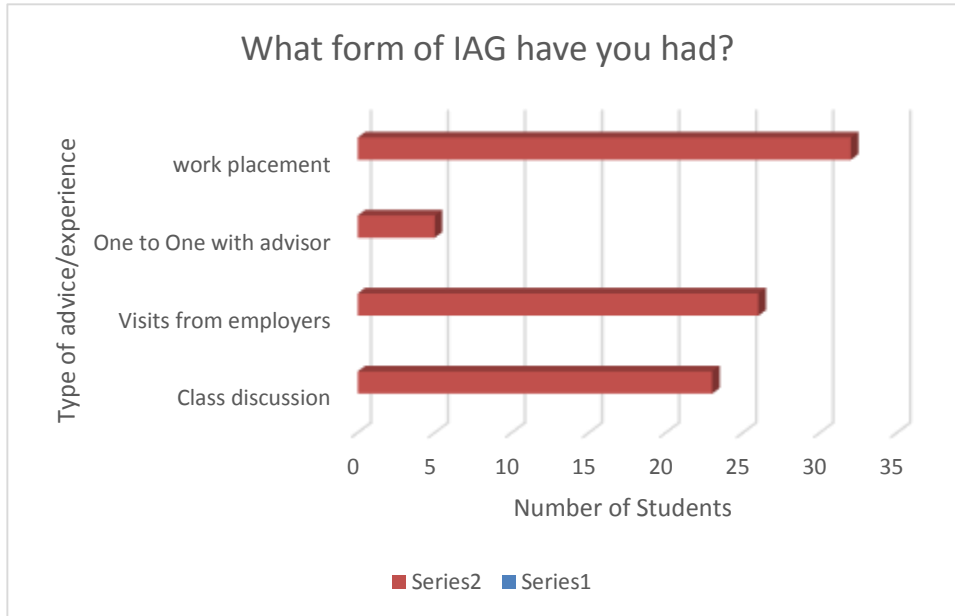
12.1 As part of the consultation process, the CYP Select Committee and the Young Advisors were keen to get information from young people in Lewisham and produced a survey which was asked to 60 young people in Lewisham secondary schools to get a snapshot of their experiences. The aim was that this would sit alongside the comments from the Young Advisors Panel and provide a greater understanding of the issues young people faced.

12.2 Questionnaires were completed by 55 young people in years 8 to 13 in April 2016. Overall the majority of young people questioned said they had received some form of careers information, advice or guidance at school (76%) and of those that said they had not, most were in the year 8 and 9. The size of the survey is relatively small but it was designed to sit alongside the evidence from the Young Advisors themselves to get a broader sense of some of the experiences of young people in the borough.



12.2 The comments on the quality were mixed but a large number did rate it as have being good or excellent, however the main concern was the number of respondees that felt that the information was not tailored to them individually (67%) which was also reflected in the comments from the Young Advisors about experiences of them and their peers. This could be related to the numbers that said they had

had a one to one interview with a careers advisors which was just 11% of respondents.



- 12.3 When asked about what would improve the provision, responses included: external speakers; a wider variety of information and more tailored support; and ensuring information or links to relevant organisations was accessible on a website. This reflects the evidence the committee received from practitioners around good practice. Students also gave examples of where they felt the careers advice had worked well. This included: employability days, good quality work experience placements, UCAS information sessions and “Skills London”.
- 12.4 The experiences of these young people questioned and from the evidence of the young advisors who contributed to discussions shows that more could be done to ensure that one-to-one interviews with students always take place and their in a greater emphasis on tailoring advice to individual students’ circumstances. Those questioned did rate employer talks and whole year activities highly but stressed the need for those to take place in conjunction with an individualised approach to each learner as well.

13 Conclusion

- 13.1 The review summarises the evidence the committee have received around good practice in careers information, advice and guidance looking at the national, London and Lewisham context. It draws on evidence from ational studies and the experiences of Lewisham schools and students.
- 13.2 There is a lot of good work in Lewisham in providing quality advice and guidance to students and in the support network from the IAG founs and Peer Reviews. The Committee beleive however, that there should be a continued push to develop this further. LB Lewisham should help to guide schools to ensure a holistic approach to support for young people, ensuring every student between year 8-13 receives a one to one interview and as much exposure to the world of woak as possible. There is excellent work being done supporting the needs of the most vulnerable for example through the Virtual School but this also should

be further developed and emulated to ensure as good as possible outcomes for young people.

- 13.3 In order to ensure a holistic approach to the diverse range of issues affecting young people in this field the Committee conclude that the Council should introduce a new post of a “Childrens’ Rights Officer” who would work across sectors supporting young people and advisors, liaising with employment bodies and guiding on employment rights. This would help young people to achieve their full potential.

14 Monitoring and ongoing scrutiny

- 14.1 The recommendations from the review will be referred for consideration by the Mayor and Cabinet at their meeting on 29th June 2016 and their response reported back to the Children and Young People Select Committee within two months of the meeting. The Committee will receive a progress update in six months’ time in order to monitor the implementation of the review’s recommendations.

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