

Reducing the numbers of young people not in education, employment or training: what works and why

This survey examines the key factors that have contributed to reducing the proportion of 16- to 18-year-olds not in education, employment or training in 12 local authority areas.

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Executive summary

The Government has set a target to reduce the proportion of 16- to 18-year-olds not in education, employment or training to 7.6% by 2010. The actual proportion rose from 9.7% at the end of 2007 to 10.3% at the end of 2008.¹ However, in a number of local authority areas, there have been significant improvements over the last three years. Between May and October 2009, inspectors visited 12 of these areas to identify the factors that contributed to the improvements so that others could learn from the good practice. During the survey, inspectors spoke to over 700 young people, individually and in groups, and made visits to 28 schools, 18 colleges and 84 voluntary sector, training and other providers.

In the most successful areas, local authorities worked closely with a wide range of partners, including those in the voluntary and community sectors, to develop a shared vision for reducing disengagement by young people. This was consistently reflected in all key strategies and plans. A coordinated approach to gathering and sharing information ensured that support focused on specific schools, wards or groups of young people likely to be at risk. Local political commitment, strong leadership, and a readiness to align and pool resources and funding ensured that individual programmes which had proved successful were sustained and integrated into the overall strategy. The close involvement of young people in developing, reviewing and revising programmes ensured that provision was carefully matched to their needs.

The most effective partnerships recognised the factors, such as poor school attendance and a family history of unemployment, that were most often associated with disengagement from education, training and employment. The partnerships focused on giving early support to the young people most affected by such factors, so that the effects might be countered. Finding ways of preventing young people from needing to be permanently excluded from school formed an important part of this approach.

The most successful providers recognised that young people who had dropped out of education and training often needed help to resolve personal and social problems before they could return. Local services that worked, and were often located, together were a crucial part of this process.

The nature and location of training were also important. Young people whose experiences of school had been negative often responded well to short, flexible, accredited programmes that were mostly vocational in nature and carefully matched to their needs and circumstances. These were often provided outside traditional places of education in informal settings such as local social centres and youth clubs. They enabled the young people to extend their existing skills and qualifications and also to gain a better understanding of their own capabilities by taking part in new

¹ Progress towards the target is measured by the Statistical First Release (SFR) data, published in June each year. For further information, see: www.dcsf.gov.uk/rsgateway/DB/SFR/.

experiences. Structured approaches to work experience through volunteering, combined with mentoring and financial support, were particularly effective.

Essential to success was the quality of the relationships between the young people and an adviser, teacher or key worker who provided continuity of support and guidance to help them find a new direction and purpose to their lives.

Key findings

- The most successful strategies reflected the shared vision of local authorities and their partners and were driven by strong leadership from politicians, council officers, and leaders of schools, colleges and other providers. Young people were consulted about these strategies and influenced decisions made about the shape and content of programmes.
- Good collaboration between key workers from different agencies such as schools, the Connexions service and health, contributed to complementary and integrated services that met the full range of young people's needs.
- Data were used well to inform the planning of programmes, to monitor participation in them subsequently and to ensure resources were targeted at specific groups and in neighbourhoods where there were high numbers of disengaged young people.
- The most successful areas had well-established measures to identify those at risk and had introduced effective preventative measures such as the careful monitoring of potentially vulnerable individual young people and their transition from primary to secondary school.
- Where necessary, local areas continued to support young people beyond the age of 18 through to longer-term adult employment.
- Short courses with clearly defined goals maintained young people's interest and gave them a sense of achievement. The young people interviewed particularly appreciated the opportunity to gain accredited qualifications and relevant skills for employment, including literacy and numeracy.
- Teachers in the providers visited were successful in engaging young people positively in learning new skills. Good classroom management helped young people to concentrate and overcome personal behavioural problems.
- The Connexions service played a key role in successfully coordinating the work of partners and in monitoring the progress and transition of disengaged young people and those at risk of becoming disengaged.
- The Connexions service was particularly effective in local authority areas where personal advisers had a single specialist focus for their work. This enabled them to concentrate on specific potentially vulnerable groups, such as care leavers or teenage parents, and to help these young people to resolve their problems.
- Even in the relatively successful areas visited for this survey, there were not enough vocational learning and employment opportunities for young people with learning difficulties and/or disabilities after they reached the age of 16. The

arrangements to track and monitor the progress made by this group of young people were not always effective.

- There was insufficient involvement by employers in strategies and too few curriculum activities to enable young people to develop a good understanding of the world of work and the skills needed for specific occupations.

Recommendations

Local authorities and their partners should:

- extend opportunities for vocational learning and work with employers in order to develop a wider range of employment opportunities for young people with learning difficulties and/or disabilities post-16 and at the age of 19 where appropriate, building on the best practice of local authority Workstep programmes²
- promote the greater involvement of employers in developing and implementing strategies to reduce the numbers of young people not in education, employment or training
- develop the capacity to conduct more rigorous analysis of data, to monitor and assess the quality of provision and its impact on outcomes and to evaluate the effectiveness of partnerships
- establish stronger links with Jobcentre Plus to improve the continuity of monitoring and support for young people beyond the age of 18
- extend arrangements for pooling resources to fund the development of high-quality, long-term programmes that can be sustained beyond the period of initial funding.

² Ofsted's report *Improving progression to unsupported employment: a review of strategies developed by Workstep providers* (2010) includes case studies of effective practice in working with employers and broadening their attitudes to working with people with learning difficulties and/or disabilities; www.ofsted.gov.uk/publications/080258.

Background

1. The Government's target is to reduce the proportion of 16- to 18-year-olds not in education, employment or training from 9.6% in 2004 to 7.6% in 2010. However, progress towards this target has been slow. The proportion of 16- to 18-year-olds not in education, employment or training rose from 9.7% at the end of 2007 to 10.3% at the end of 2008. This is mainly because of a reduction in the proportion of young people in employment. At the end of 2007, 56% of the young people not in education or training were in work, while by the end of 2008 this had fallen to 49%. In contrast, the proportion of young people continuing in education or training at the ages of 16 and 17 has increased. Over the same period, the proportion of 16-year-olds progressing to full-time courses in further education or sixth form colleges rose from 79% to 82%.
2. Four of the 12 local authorities visited had lower than average numbers of young people not in education, employment or training. In the remaining eight, the rates were higher than average. In all of the local authorities chosen for the sample, there had been considerable improvements between 2005 and 2008 in reducing the overall numbers of young people not in education, employment or training and those whose destinations were unknown.
3. In the areas visited, there was little difference between the proportions of disengaged young people from minority ethnic groups and those from all other groups. This reflected the success of a number of initiatives to raise the levels of participation and the attainment of young people from minority ethnic communities. However, nearly all the local authorities identified that one of their main priorities was to raise the participation and attainment of the relatively high numbers of white young people from low-income families in this category.
4. Young people who were more likely to fall into the category of not being in education, employment or training included:
 - those with low levels of literacy and numeracy
 - those whose attendance at school was poor
 - those whose unsatisfactory behaviour led to, or put them at risk of, exclusion
 - looked after children
 - young people with a learning difficulty and/or disability
 - teenage mothers and pregnant teenagers
 - young carers
 - those with health problems, especially mental health problems
 - young people from disadvantaged or challenging family backgrounds
 - those with complex social and emotional needs

- young people at risk of offending
 - those who were leaving a custodial establishment
 - young people who were gifted and talented but had become bored at school
 - those, especially males, from low-income families where there was a tradition of adults not participating in employment, training or further and/or higher education
 - in some areas, some young people from particular minority ethnic backgrounds.
5. Each of the local authorities identified priority groups to receive resources to support involvement in learning. Within all the areas, there was an increasing focus on:
- reducing the numbers who stayed out of learning for more than 12 months
 - young people from particular schools or localities where levels of disengagement were historically high.

The authorities recognised that not being in learning or employment was often associated with bad health or involvement in crime or anti-social behaviour.

Engaging partners and integrating services

6. Strategies were particularly successful where they were informed by a clearly expressed vision which was widely shared. In all the areas visited, a focus on reducing the number of disengaged young people was a key element of Local Area Agreements, the Children and Young People's Plan, the 14 to 19 strategy and the policies for regeneration. Strong leadership from senior local authority officers, elected members and heads of institutions, as well as the commitment of the voluntary sector and other providers, ensured a coherent approach.
7. In all the areas visited, a unified strategic management group brought together a wide range of expertise and detailed knowledge of the needs of young people at risk of becoming disengaged. Membership reflected the broad range of relevant agencies, including private trainers and voluntary and community organisations. These groups were responsible for sharing detailed information, monitoring trends in participation and helping to set priorities for joint action.
8. One of the biggest challenges for the partnerships was how to make the most effective use of funding. Initiatives to reduce the number of disengaged young people depend heavily on grants, limited-term funding and fixed-term contracts.³ A strength of the most effective partnerships in the survey was their commitment to developing high-quality, long-term programmes which could be sustained beyond the period of the initial funding. They did this by pooling

³ Annex A provides information on the funding sources used by the partnerships in the survey.

resources from different budgets and establishing rigorous commissioning and monitoring procedures. This ensured that providers worked towards clear priorities and targets, that their services were high quality and gave good value for money. The most successful programmes were maintained and integrated into mainstream provision. Strong political support was an important element in this process leading, for example, to public service apprenticeship schemes and programmes sponsored by local mayors. One authority had ring-fenced part of its positive activities for young people (PAYP) funding for three years and was moving to a three-year contract for the other activities covered by the programme.

9. In the best practice seen, all young people's services were expected to give high priority to actions designed to reduce the number of young people who were not in education, employment or training. For example, the youth service in one authority, building on the success of its previous work, focused on areas where the proportion of young people not in learning or employment was historically high. Through participating in a range of constructive activities, young people who were among the 'most difficult to reach' were able to broaden their interests and avoid falling into this category.
10. Collaborative planning between different youth-related disciplines, such as the Connexions and youth offending services, ensured the development of integrated approaches and a broader sharing of resources.

A successful drop-in advisory service for young people was run as a charity. Of 2,321 contacts in 2008/09, three-quarters were male and two-thirds aged 16 to 19. Around half the enquiries were related to education and training. A Connexions adviser held twice-weekly surgeries there. Young people were referred promptly to support services to help them deal with problems such as housing or substance misuse. The advisory service also ran volunteering activities, such as Duke of Edinburgh awards, garden restoration and a recycling project. Agencies worked well together and had established protocols for sharing information about young people and planning provision to meet their needs. A lead professional with relevant expertise was appointed to support each young person's particular needs. Many young people recommended the service to each other.

11. Providers recognised that, in order to be effective, strategies needed to focus on the many obstacles to successful participation. These might include housing needs, substance misuse and the young person's low personal expectations. By working together, services were able to create points of stability for young people. They were allocated a key worker, often the Connexions personal adviser, who helped to make contacts with workers from different agencies. In many instances, these services were co-located as part of integrated youth services or a Connexions services centre. They were places where young people could go for advice. The young people were able to receive help from service specialists to find practical solutions to obstacles such as housing and health

problems that were preventing them from even considering returning to learning before they were tackled.

12. A strong component of successful initiatives was the effective contribution made by partners, particularly the voluntary and community sector, in providing local flexible programmes. These were designed to engage young people who were put off by larger institutions. In practice, they were very successful. As one young person said, they showed how 'you can make something of your life'.
13. In the best local authority areas visited, young people were regularly consulted about plans and strategies and were closely involved in making decisions about the shape and content of programmes. The best providers included young people in the leadership and management of their programmes and gave them positions of real power and influence. Inspectors saw many examples during the survey where young people had progressed from being disengaged to completing programmes successfully and becoming advocates for others who faced similar challenges.

In one local authority, the initial briefing given to inspectors was led and chaired by young people employed as advocates for young people not in education, employment or training. These young people were previous participants in a programme for longer-term disengaged young people and now acted as mentors or facilitators, working alongside teachers, for a current cohort of young people on the same programme.

14. Careful monitoring of impact was a common feature of the most successful provision. The best providers recognised that the benefits of engaging young people in successful programmes could easily be lost without strong support for their transition to further education, training or employment. The following examples show how the successful areas visited for this survey continued to monitor young people's progress during and after they completed their programmes to prevent their becoming disengaged again.

Young people on a local mayor's programmes were monitored every three months, even when they had completed a programme, until they reached the age of 19.

Young people who had taken part in a three-week European Social Fund programme were followed up by key workers within a two-week period and then regularly for the next two years.

Once they had been located in volunteering placements, young people were provided with a supervisor or mentor and a budget to support their personal development and training. Weekly tracking ensured that teenage parents were making effective use of this support.

15. The most successful local authority areas extended their concern for the young person past the age of 18. Including Jobcentre Plus as well as Connexions in

the partnership ensured that they understood each other's roles and planned together to provide good referral arrangements for young people preparing to enter the labour market. This resulted in a richer sharing of information and better arrangements to support young people's transition into Jobcentre Plus schemes. In four areas, special arrangements were made for vulnerable groups, such as care leavers, to enable them to move quickly into Jobcentre Plus programmes funded through the European Social Fund.⁴ However, this was not commonly found and, in three of the areas visited, the links with Jobcentre Plus were superficial. Collaborative planning was insufficient to ensure that young people progressed successfully to the relevant schemes.

Using data to plan programmes and target resources

16. The most successful partnerships visited made very good strategic use of a wide range of data to support planning and monitoring at several levels. As a result, services were able to combine their resources and concentrate their efforts where they were most needed.
17. Each local authority area was able to identify particular wards where there was an established history of worklessness and non-participation in education and training. These 'hot spots' became focal points for initiatives, with specific local targets being set for improvement. In many instances, these were related to targets for reducing alcohol and substance misuse, problems which were often allied to disengagement. The clear identification of priority areas enabled the authorities to concentrate their resources appropriately. For example, one area brought together representatives from schools, the voluntary sector, the youth service, planning, police and health services to share resources, establish priorities and agree actions to attract the 'hardest to reach' to further education or training.
18. Committees and working parties were able to interrogate and monitor trends for high-risk groups through monthly analysis of Connexions service data, broken down into categories. In this way, they were able to identify trends in participation by specific groups, such as teenage parents or young people under the supervision of the youth offending service, and to refine their plans accordingly. Four of the areas visited had detailed data, covering three years, on particular groups of vulnerable young people and the areas where they lived. The analysis of trends in participation by these groups had enabled partnerships to reassess their priorities for action. In one area, well-designed posters were displayed to highlight participation trends by particular groups so that providers and the young people could easily understand the progress being made.

⁴ For further information, see: www.jobcentreplus.gov.uk/. European Social Funding is used to close gaps in current provision through activities and courses for disengaged young people in designated areas of social deprivation. For further information, see: www.esf.gov.uk.

19. The process of targeting resources effectively was helped further by the sharing of information between providers. Each local authority area visited had identified its own priority groups and resources were carefully allocated and deployed to tackle the specific difficulties that they faced. Teams involving key workers from different agencies worked together in a local area to share their knowledge and agree actions needed to reduce the barriers to participation faced by particular groups of young people. Led by local authority officers, these multi-agency teams had very good knowledge of individual young people and their families and were able to collaborate with other agencies to provide specific support to reduce the barriers to participation.
20. Teams worked effectively together to monitor the progress, achievements and destinations of the young people. The tracking of individuals at the various stages of change or transition was generally good. However, for some groups, notably young people with learning difficulties and/or disabilities, individual tracking and monitoring were not always systematic enough. In four of the local authority areas, the information gathered about young people with learning difficulties and/or disabilities before they moved on from school was too variable and did not ensure the quick assessment of their support needs.
21. In four of the areas, limited use was made of data other than by senior managers. The information was not presented in a format that was easily understood by local providers and data from different sources were not reconciled with each other. As a result, it was difficult for the providers to compare their performance with that of their counterparts regionally and nationally. Additionally, not all of the local authorities held easily accessible information on particular groups of young people.

Preventative measures

22. All the local authority areas visited had developed effective measures to prevent young people from falling into the category of not being in education, employment or training. The schools and Connexions services seen worked very closely together to identify the factors that were most often associated with not being in learning or employment. Prominent among these were poor attendance, exclusion from school and a lack of experience and understanding of the world of work. The most successful local authorities focused on the early identification of young people who were most likely to be influenced by such factors. This frequently involved very effective cross-phase links.
23. In one area, four secondary schools were focusing particularly on supporting students who were potential early leavers. Two of the schools had good links with the primary schools from which the students had come. The schools used these links to support the transition of Year 6 pupils into secondary school so that they could provide any who were at risk of not entering employment or discontinuing their education with additional monitoring and support from as early as Year 7. In one of the schools, the proportion of 16-year-olds who progressed to full-time education had risen from 56% in 2006 to 68% in 2008.

24. In another area, a secondary school asked its partner primary schools to complete a very detailed form on potentially vulnerable Year 6 pupils so that additional support could be provided for them as soon as they entered Year 7. This helped to ensure that they attended regularly, as well as contributing positively to lessons and the wider life of the school.
25. In a third area, the local authority organised a series of talks in primary schools to raise the pupils' awareness of the world of work and options for the future, so that the pupils could see a clear purpose to their work in school. Evidence from the providers showed that these initiatives were resulting in more positive attitudes to learning and study, particularly from potentially more vulnerable young people.
26. All the local authority areas visited developed collaborative initiatives to test out ways of avoiding or reducing the need for permanent exclusions. In one local authority, the number of pupils excluded from schools had been reduced from 43 in 2007/08 to eight in 2008/09. A major contributor to this success was a joint project run by the local authority and a national charity. This involved establishing a team of teachers, psychotherapists and therapists in play, art, drama, gardening and reflexology which was based at a pupil referral unit. The team worked for an hour a week, for 18 weeks or more, with a total of 140 young people. The young people showed improvements in their attendance, behaviour and levels of participation and a decrease in exclusions.
27. In another area, if a pupil was in danger of being excluded from school, a 'share panel' would meet. This consisted of teachers and key workers with a detailed knowledge of the pupil's background who would work together to explore all other options in detail before a decision to exclude was made.
28. In four of the local authorities, pupil referral units had developed a very positive image for themselves. Often termed 'colleges' or 'specialist learning centres', they provided very good vocational opportunities for young people. Through the use of small groups and intensive support, nearly all the young people were enabled to achieve the necessary qualifications to progress to further education.

In one local authority, around 55 students were being permanently excluded every year. Most of them completed their compulsory education in the pupil referral unit, with very few returning to mainstream schools. Their attendance was poor and, on leaving school, few of them progressed to further education, employment or training

To tackle this problem, the local Behaviour Strategy Group, the Education Improvement Partnership and all 17 secondary schools in the authority worked together to develop an additional alternative curriculum to that offered in the pupil referral unit. This was provided at an independent specialist learning centre and included opportunities for students to work in small groups that focused not only on literacy and numeracy skills but

on practical, vocational activities as well. Provision also included pastoral and behavioural support.

Any young people at serious risk of permanent exclusion could be referred at short notice to the centre where they would receive full-time off-site provision for 12 weeks while still remaining on the roll of their schools.

The average number of permanent exclusions fell from 55 in 2005 to fewer than five in 2008 and there were marked improvements in the number of students successfully re-integrated into school. The rates of attendance and progression to education, employment and training also improved.

29. In all the areas visited, partners had worked together effectively to audit curricular provision locally, to fill gaps and to reduce duplication. The most successful schools seen offered an increasing number of vocational qualifications, as well as GCSE, at Key Stage 4 to motivate the young people who found GCSE uninspiring and irrelevant. As a result, they had raised standards and increased the opportunities for progression after the age of 16. These schools also worked well with colleges and private providers to offer effective alternative practical and vocational learning opportunities, in smaller centres, to engage and retain young people at risk of becoming disaffected.
30. The most successful areas used a wide range of accreditation so that the demands of the courses could be closely matched to young people's skills and needs. Accredited short courses, such as in first aid and hygiene, were used to motivate young people, build their confidence and enhance their employability.

A collaborative project involving schools and colleges had been particularly successful in engaging girls who were at risk of leaving school before completing their examinations. Eight of them attended a 'Girls Out Loud' personal development course. This was provided by a local coach; students from the sixth form college acted as buddies for the girls. The girls and young women formed close friendships, both within the group and with the coach. Students developed their written and oral communication skills, their assertiveness and listening skills and knowledge of enterprise. Six of the participants said that, as a result, they had gained confidence, had a clearer idea of what career they wished to follow and now wanted to continue in education and go to university.

31. One local authority had won the support of headteachers in making secondary schools more accountable for the number of leavers who failed to continue with their education or enter employment or training. This was a key performance indicator and was published by the local authority alongside each school's GCSE results. It enabled headteachers, particularly from 'hotspot areas', to have more detailed information on the young people who were not in education, employment or training and to determine the specialist skills they needed from their Connexions personal advisers. In place for over three years, it had

resulted in a marked reduction, from 10.5% in 2006 to 5.6% in 2008, in the number of 16-year-olds not in education, employment or training.

Gaining maximum value from the work of Connexions

32. In the best local authority areas, the Connexions services were an integral part of the strategy to reduce the numbers of young people who were not in education, employment or training. They played a lead role in establishing priorities for collaborative action and their staff worked very closely with schools, colleges and other agencies.
33. In the Connexions services visited as part of this survey, staff had a good knowledge of the local area and the communities within it and understood the backgrounds and needs of the young people with whom they worked. They used this knowledge and understanding effectively to help raise the aspirations of students, providing them with up-to-date advice on progression and career opportunities and encouraging them, as appropriate, to apply for higher education. When necessary, they made referrals to specialist agencies.
34. The Connexions services were particularly effective where individual personal advisers had a specialist focus, such as providing targeted support for a particular group of vulnerable people, rather than being generalists. They were crucial in ensuring that other providers understood what hurdles potentially vulnerable young people had to overcome before they could participate successfully in learning.

In one area, an experienced specialist team of personal advisers had worked with vulnerable groups in the borough for many years. Many of the advisers had good local knowledge which they used well, including to support young gay people in the area. Young people developed very positive and trusting links with their personal advisers and felt they could contact them whenever necessary.

35. In all the areas visited, personal advisers had been deployed carefully to increase their impact and influence within locality and project teams. For example, personal advisers in nine areas were permanent members of the youth offending service and could track and support young people more effectively through good lines of communication within these project teams. The following is typical of the good practice seen in the areas visited.

A young person had committed an offence and had been repeatedly excluded from school. His allocated personal adviser and mentor worked closely with the school, his family and the young man himself to seek a solution to his behaviour. A formal assessment of his support needs was undertaken and he was identified as having specific special educational needs which had not been identified before. As a result, he was transferred to a local special school that was able to provide more directed in-class support. He subsequently enjoyed his education, and his

attendance and behaviour improved markedly. Continued frequent monitoring and support from his personal adviser and mentor made a major contribution to this.

36. Connexions staff ensured that young people received effective support at important transition points in their school or college lives. Nine of the areas visited were particularly good at collecting and sharing information about young people leaving school. This ensured effective monitoring of their subsequent progress and helped to identify those who dropped out of further education or whose destinations were unknown.

A dedicated 'keep in touch' (KIT) team in one area had been established to track the young people whose education, employment or training status was not known. Members of the team made contact initially with young people through telephone calls, text messages or emails. If there was no response, a home visit was made during the day, followed by an evening or weekend visit. The status of the individual was also checked with other agencies, such as Jobcentre Plus. Good communication between the KIT team and Connexions staff ensured that information, for example on young people's mental health, was shared effectively. When young people re-engaged in education or training, the KIT team maintained contact with them. If they left, they were contacted immediately and offered further support. Through these approaches, the team had reduced the proportion of young people whose education status was unknown from 12% in 2006 to 2% in 2009.

37. In all the local authority areas surveyed, young people recognised the impact that the Connexions service and subsequent specific initiatives had in raising their aspirations, in giving them something to aim for and making them feel they had another chance to build a better future for themselves. Particular groups, including teenage parents and those with learning difficulties and/or disabilities, highlighted to inspectors the importance of having the information and advice to enable them to enrol on the right programmes. Not all the institutions visited, however, ensured this. For example, a group of Year 11 students interviewed during the survey was unaware of the full range of options available to them in further education colleges and work-based learning providers. A few embarked on the wrong course as a result, leaving after a short time to find courses of a more vocational nature run by other providers. Some young people believed that careers education was mainly for students who were not going to study A levels or apply for higher education. Prospectuses which included the full range of programmes available locally were not always publicised sufficiently.

Meeting complex needs

38. In all the local authority areas visited, young people emphasised the importance of having a key person whom they could trust and talk to and, most importantly, who would believe in them and see their potential to achieve. They

believed that support should be highly personalised and that this was best achieved when they had access to the same key person, such as a youth worker, teacher, Connexions adviser or health practitioner, through each stage of learning. This continuity was particularly important when they were moving from one provider to another, for example from primary to secondary school or from secondary school to college. A typical response to such support was the comment made by one young person:

‘The support from my mentor has been brilliant. She is always there. Even when I’m not down to meet her, I can email her or text her.’

39. The crucial element in this relationship was that advisers and mentors recognised that, before young people could apply themselves to education, employment or training, they often needed to sort out social or emotional problems in their lives. The key workers in the survey supported young people in overcoming a range of obstacles, including homelessness, substance misuse, teenage pregnancy and mental health problems, as in this example.

A young woman who had failed to gain good GCSE passes and go to college contacted the careers service. The staff arranged for her to attend a short, part-time course which enabled her to gain adult qualifications in numeracy and literacy at level 1. She was also supported to look for part-time employment. This included advice on searching for jobs and help with preparing a curriculum vitae and completing application forms. Further support included accompanying her to shopping centres to talk to duty managers and enquire about possible vacancies. As a result, she secured a part-time post which she held for three years. During that time, she gave birth to a child and received support in finding childcare and the funds for this. She was also diagnosed as having dyslexia. The careers service acted as a strong advocate on her behalf to gain a college place on a course leading to a national diploma in health and social care. She was given evening study support to enable her to complete this course, as a result of which she secured a place to study adult nursing at university.

40. Many of the providers visited in the local authorities made extensive and effective use of financial incentives to help young people overcome barriers to participation. These included vouchers to buy clothes for interviews, food vouchers to support them until they had received state funding and vouchers for DVDs as rewards for good progress. Young parents were helped to apply for jobs and prepare for interviews and advised on how to choose the best provider when making childcare arrangements. One young person summed up the views of the young mothers interviewed when she said:

‘I thought there would be no way I could go back to study with having such a young baby, but the nursery next door to the classroom means I can do my childcare course and still be near my son. It’s ideal.’

41. In the areas visited, many young people had complex needs and therefore required help from a range of agencies. The most effective support for this group was provided when services were located together in a 'one-stop shop'. Young people commented on how convenient it was to gain general advice and also targeted support when required.
42. At the time of the survey, the numbers of disengaged young people in care and leaving care were high nationally by comparison with other groups of potentially vulnerable young people. In nine of the authorities visited, however, the proportion had been reduced considerably. In interviews, these young people were often very positive, not only about the careers advice and guidance they had received but also about the more general support in overcoming obstacles to continuing their education. In all the areas visited, there were good examples of individual successes and an increase in the numbers of care leavers progressing to higher education. One young person in care said: 'I am really proud of myself. No one thought I would ever get into college.'

The Care to Community team (CTC) in a local authority was particularly effective in helping young people who had been in care to engage in education and training. From the age of 16 to 21, each young person was assigned a personal adviser. This ensured that there was continuity of support and that the contributions of varying agencies were coordinated effectively. Enabling these young people to settle into suitable accommodation before embarking on continuing education or work was recognised as crucial to their future success. With the support of the CTC, which had very high expectations of them, they were helped to move into self-supported accommodation and gradually to build up sufficient confidence to achieve full independence. There were several examples of young people entering and completing higher education as a result of such support.

43. All the voluntary sector organisations visited made a very important contribution to supporting young people with specific needs. These organisations were often small and locally based. They were therefore more accessible and seemed less threatening to young people than other provision. The voluntary sector also played an important part by providing expertise in specialist areas, such as raising the awareness of vulnerable young people about potential sexual exploitation.

In one local authority, the well-established Barnardo's Sexually Exploited Children Outreach Services (SECOS) project worked successfully with young people who were being sexually exploited or at risk of being so. In 2008/09, it worked with 89 vulnerable young women under the age of 18 and carried out preventative work with a further 250 school pupils. Effective work also took place with vulnerable adults over the age of 18

who were financing their drug and alcohol misuse through prostitution and who wished to change.⁵

44. Young offenders and those at risk of offending often have a history of negative attitudes to authority and a lack of self-belief. Managing anger and improving behaviour were essential parts of the provision for these young people and all the local authorities visited recognised the need for such support to enable young people to participate in training. A programme for young offenders provided a good example of this.

The programme involved a range of services, including Connexions, youth workers, the youth offending team, resettlement and aftercare staff and housing support workers. External agencies, such as training providers, colleges and the Prince's Trust, were invited to send representatives to talk to the young people about future career options. The staff worked hard to build the self-esteem of the young people, to gain their trust and to show what opportunities were available. They were extremely skilled at managing challenging behaviour and defusing potential conflicts within the group. Areas where young people could relax and calm down were used well. Financial support and incentives were available for the young people, including vouchers to buy clothes for interviews. More than half the young people attending the centre had gained accredited qualifications and a small number had progressed to a full-time training programme.

45. Key workers from all the agencies involved listened carefully to what the young people and their parents or carers said and made changes to programmes and working methods to meet their individual needs. In one area, the personal adviser collaborated closely with local voluntary organisations to offer Connexions services to 11 teenage mothers who had been unable to engage in education or training. The adviser recognised that, because they were caring for children, they needed to have access to advice and guidance near home, so the adviser changed her work schedule and travelling arrangements so that she could meet these needs. As a result, all the young women enrolled on intermediate-level courses at a local college. Their response was summed up by this comment:

'It's like I've finally found my place, and that I am listened to, taken seriously. I now have something that's worth getting up for.'

46. The most vulnerable groups of young people often required provision that focused on their health and social needs before they could re-enter education or training successfully. Some of these young people had to deal with problems that meant their standards of personal hygiene were low. Others arrived at classes hungry and were unable to concentrate. Many providers offered

⁵ For further information, see: www.barnardos.org.uk/secos.htm.

additional resources, such as breakfast, showers and access to washing machines and dryers.

One charity funded a project that provided long-term individual support to 13- to 25-year-olds with multiple problems, including homelessness, a history of offending, mental health problems and substance misuse. The project was housed in specially designed accommodation, close to the town centre, with very good facilities, such as a kitchen, shower rooms, washing machines and social areas. Young people were given extensive practical and personal support. Health problems were tackled effectively and young people were taught domestic and social skills. New courses started each month and the induction included a residential visit to the Lake District. The key to success was 'fun activities' with lots of individual support. Short-term, achievable goals were set and reviewed regularly, giving the young people a sense of satisfaction and achievement.

47. Arrangements to support young people from vulnerable groups in finding work placements were particularly good, as in the following typical example:

The local authority worked with other public sector organisations such as the health and fire services, police and the local housing association to provide Entry to Employment and apprenticeship work placements for young people from groups who were potentially the most vulnerable, including care leavers, young offenders and teenage mothers. These organisations put aside their usual selection procedures to give the young people a chance. Some needed a great deal of initial support and the organisations had to work hard to reassure their staff that the project was worthwhile. Around 100 young people had benefited from the scheme at the time of the survey.

Devising programmes that engage and motivate participants

48. The development of a richer and more flexible curriculum was a key factor in re-engaging young people in education, employment or training and also in preventing 14- to 16-year-olds from becoming disengaged. Many of the providers visited devised programmes to meet the needs of particular learners. Progression opportunities were well planned and included a range of well-designed taster or short courses. Behaviour management programmes were a feature in all the local authorities visited. Successful programmes led to young people's improved motivation and attendance. In the best examples, the providers encouraged young people to consider non-traditional routes and courses.
49. Taster courses and Entry to Employment provision that started at different dates throughout the year were used successfully in the areas visited as methods of attracting back into learning and employment young people who had left education. Nine of the partnerships identified the summer break as a

time when young people became were most likely to abandon their education and had introduced programmes specifically designed to counter this. These included taster courses offered by colleges and activities organised by youth services. The local authorities visited recognised that the single September start date for colleges and school sixth forms presented a difficulty for some young people when they wanted to change courses. Many young people did not want to wait until January or September to join a course or re-enrol. However, a few of the providers seen did not offer sufficient admission points during the year to ensure that young people could join their programmes without experiencing a lengthy delay.

A Year 11 student who had been excluded from school for poor behaviour was attending a community-based project. During that time, she visited the local college for a taster day and tried out construction crafts. As a result, she asked to be allowed to attend full-time. Because she was not taking Year 11 examinations, the college arranged a personal programme for her for the length of the summer term. A new-found interest in brickwork led her to apply to for a place on a course starting in September. She was successful in this and, as the only woman in her class, quickly became a key member of the group and began to realise her potential. She gained a distinction in the end-of-year examinations, became the class representative and led one of the teams in the college's Construction Challenge event. Crucial to her success was the flexibility shown by the college when she first became interested in its work.

50. The length of courses and the way that they were organised were very important to the young people surveyed. Those interviewed described how:
- short courses with clearly defined goals maintained their interest and gave them a sense of achievement
 - small groups motivated them, which ensured their greater involvement in activities
 - their concerns and ideas were readily heard in the small group without their having to compete for attention from the tutor.

They particularly appreciated the opportunity to gain accredited qualifications and to have something they could show for their efforts, and of which they could feel proud.

51. Many of the young people interviewed recognised the importance of developing their literacy and numeracy skills to improve their chances of entering the career of their choice and pursuing longer-term employment. They generally made good use of online programmes and tests to help with this. The programmes that were most effective in developing young people's literacy and numeracy skills included strong vocational and practical elements and opportunities to gain qualifications. Similarly, these young people were attracted by teaching materials that focused on topical matters which interested

them, such as the consequences of drug misuse, the negative image of young people's behaviour in the press and dealing with threats to personal safety on the streets.

52. Initial assessment of students' literacy and numeracy skills was important in identifying the areas where they needed additional support. Individual learning plans were used well to track their progress. The providers visited recognised that it was particularly important for young people who had struggled with English and mathematics at school to understand the relevance of these skills to gaining a job in the future. The young people interviewed were positive about the additional help they were being given with subjects that they had found difficult at school. A typical response was:

'I like being able to gain qualifications early, including my maths, and this will help me gain good grades in my main exams; it's given me the chance to get a real job.'

53. In all the areas visited, young people who had become disenchanted with education were often reluctant to attend courses in schools or colleges. Provision was therefore offered in a wide range of alternative settings, including youth centres, units on industrial estates and community centres. Care was taken to ensure that these venues were accessible, so they were often situated in the centre of a town or close to areas of high demand. Courses were timetabled around the needs of the young people. For example, flexible timetabling and a later start to the day allowed young carers time to take siblings to school. Additionally, all the areas visited had made special arrangements to meet the needs of more able young people who were in danger of dropping out of school.

One authority devised a programme specifically for young people who were in a position to gain GCSE passes at grades A* to C but who had behavioural or social difficulties. This programme, run at a study support centre on the edge of town, offered a good range of courses, including English, mathematics, science, information and communication technology, and vocational courses in public services, health and social care. The young people were taught in small groups and received intensive support from the staff, who had high expectations of them. The teaching team had close links with health workers, Connexions, and the looked after children's team, and therefore were sensitive to each individual's needs and circumstances.

The young people made good progress and the drop-out rate was low. In 2009, all those involved in the programme progressed to a further education course. One young person who had been unable to continue in mainstream education because of mental health problems was on course to pass 10 GCSEs at grades A* to C.

54. Young people achieved a sense of self-worth through participating in practical and challenging community projects such as site-clearing to help establish allotments, redecorating their local area or restoring a small sailing boat. These included sessions where young people tried out new activities. Many of those interviewed by inspectors said that such experiences had helped them to become clearer about their interests and what they wanted to do. The most successful teachers promoted the idea that learning should be enjoyable. They arranged a range of activities including residential team-building events, circus skills, go-karting and a variety of sporting activities. These enabled the young people to build up their confidence, to learn and regain their self-esteem. As one said:

‘I feel so much more confident than I did before the course. I actually look forward to lessons now. It feels weird to say that because I couldn’t stand lessons at school.’

55. Many of the specially designed alternative learning programmes observed, such as boat restoration projects, attracted considerably more males than females. Very few of the programmes offered were designed to appeal more readily to females. Four providers recognised the need for greater balance in the curriculum and had started to introduce a broader selection of programmes such as business administration, drama and media studies that might appeal to young women and men.
56. In the areas visited, a high priority was given to reducing the number of pregnant teenagers and young mothers who were not in education, employment or training. Specially designed programmes for this group helped the young people prepare for parenthood and to improve their parenting skills.

One training provider organised an accredited 16-week ‘Parents with Prospects’ course that covered child safety, practical parenting, bonding and play. Young people could join at various stages of their pregnancy or after their baby had been born. A nursery was available on site for those who wished to bring their babies with them. A distinctive feature of the course were the friendships which grew between the young people who were soon to become parents and those who had just become parents. One young woman said that the course had given her practical support in how to care for her baby. As a result, she felt more confident in helping her baby and had learnt more about what to do when the baby was upset. She eventually progressed to a childcare course at the centre where she also received support in English and mathematics.

One young mother with very few qualifications had joined the group when she was 10 weeks pregnant at the age of 17. She has attended the group regularly and had received support with her relationship. She had also gained certificates in paediatric first aid, manual handling, health and safety and food safety. She had just started an apprenticeship in the council’s children’s care, learning and development service and had signed

up to do voluntary work with the youth service while still continuing with her part-time job. She had found the crèche facilities beneficial, especially when her baby was having difficulty in feeding. She summed up her appreciation of the benefits of what was provided: 'I don't know what I would be doing if this wasn't here.'

57. Several initiatives focused on raising young people's motivation and ambition. For example, the most successful providers made sure that their courses were built on small components that could be studied within reasonable timescales. Many programmes included opportunities for young people to learn more about what interested them and to gain a greater understanding of themselves.

One young person had not been in education, employment or training for two years and was moving between two homes because of family difficulties. He developed an eating disorder, became very reserved and lost self-esteem and motivation. However, he became far more positive after joining a highly personalised and motivational programme designed to develop team working skills and to extend individuals' self-awareness. Participants were able to negotiate the content of the course, which included opportunities to pursue unfamiliar activities. For example, during a residential visit, as well as pursuing known and safe activities, they had the opportunity to try more adventurous ones. Undertaking these extended their belief in what they were able to do.

Once they realised that others shared similar experiences, the young people felt less isolated:

'When you're in lessons with others who are in the same life mess as you, it makes you feel like you're not alone because they understand what you are going through and we all encourage each other.'

58. The most successful providers visited recognised the value of full-time voluntary work as one way back into education and secured funding to provide such activities. Young people saw structured opportunities to participate in voluntary activities as a valuable opportunity to develop a better understanding of what jobs involved and to develop valuable skills. One young person said: 'Being a volunteer gave me new skills and helped me understand what it would be like to have a job'.

One authority ran a scheme where participation in a 44-week placement could lead to further training and employment opportunities within the council. Young people were supported by a placement supervisor and could gain a certificate and a minimum level 2 qualification by the end of the programme. The local authority managed the transition process to further training or employment. A £1,500 personal development grant was available to each volunteer to support further education or training and the young people could claim expenses of up to £100 each week to support their travel and other placement needs.

59. The benefits of such programmes were seen in the case of a young man who regularly volunteered to help improve services for children and young people in the local area.

He had participated in a 'Shaping Young Managers' programme that aimed to raise the levels of young people's active citizenship in local authority services, to identify barriers to young people's participation and find ways to overcome them. During the programme, he completed a level 2 accredited training course in developing essential participation skills with young people, and level 1 accredited training in the essentials of youth work. Since then, he has supported a forum to champion youth volunteering and campaigns to support local youth democracy. He has developed particular skills in supporting his peers and is able to promote the participation of others.

60. Many of the providers visited made good use of the arts and sport to motivate and inspire young people. In the best instances, there was a clear focus on developing young people's work skills.

A voluntary contemporary arts and learning organisation provided an accredited course where young people learned an extensive range of digital media skills and produced work of a very high standard. This often had a practical application. For example, exploration of a health-related theme led to the production of a range of badges and information cards warning against the dangers of substance misuse. Projects involved learners in going out into their community and interviewing and recording people's views, as well as inviting guest speakers to present their perceptions of local issues. Community police officers were invited to discuss 'stop and search' and crime. Those who were older were involved in enterprise activities and took commissions for work from external organisations. Through these engaging tasks, they developed a wide range of social and team-working skills, as well as skills for employment.

61. Young people were provided with good opportunities to extend the skills needed for employment. The best initiatives provided them with the opportunity to learn in environments that were very different from their experiences at school. A typical comment during the survey was: 'It's more like actually being at work so I'm getting to know what it is going to be like when I actually get a job and what people will expect of me.' For the young people who could not easily engage in schools, colleges or other large institutions, learning was often best provided in small-scale, locally based learning centres. The provision of good specialist resources at these centres was a key feature of successful initiatives.
62. During their time at school, many of these young people had found it difficult to work constructively and to relate to others. The opportunities they now had to socialise and share perceptions with others who had faced similar experiences

meant that they were more receptive to what they were being taught. One young person said:

'I realise now there are a whole load of things I can do well – like I'm a pretty good leader. I just didn't know what I was good at before. You're encouraged to push yourself and that's been a good thing for me.'

For many of those interviewed, this had had a profound effect on their aspirations and confidence.

A 17-year-old was not in education, training or employment, having left school with very few qualifications. Although she was very bright and capable, she admitted that at school she had followed her friends who had had a very negative effect on her behaviour and attitudes to learning. As a result, she did not achieve what she knew she could have done. She left school and did not attend college because of personal family problems. She became estranged from her family and ended up homeless. After 18 months, from a visit to Connexions she heard about the mayor's programme for young people who were not in education, employment or training. She applied to join and was accepted but, in the first week, concerns were raised about her attendance. Once she recognised the importance of punctuality and letting people know when she was running late, she became completely committed. Through focused teaching and very good support on a seven-week programme of team-building activities and work experience, she learned the importance of following instructions and how to work collaboratively with other members of the group, most of whom were male. Eventually, she achieved a qualification and was awarded a 12-month traineeship as an administrative assistant within the local council. She described her reaction to this: 'I wasn't doing anything before joining the Mayor's Traineeship Programme. It helped me because it challenged me to change. Even though I was going through a lot of personal stuff, the support of everyone on the programme got me through. When I heard I'd got the job with the council, I was ecstatic. It's my first job. It's in the council where I live and a really good opportunity for me to turn my life around.'

63. Many of the young people spoken to had stereotypical views of work and job roles and, consequently, what they might do themselves. This influenced their thinking about what they could or should do. The courses and programmes they were pursuing reflected stereotypical work roles to be followed by males and females. They also failed to challenge negative attitudes to certain job roles that young people may have inherited from their families. Employers were not sufficiently involved in the development of strategies to rectify this and it was clear that the lack of engagement by employers and the availability of suitable placements could discourage young people from joining courses.
64. A major weakness was the insufficient range of post-16 vocational and employment opportunities to meet the needs of young people with learning

difficulties and/or disabilities. Many of these young people did not continue in education, training or employment because the curriculum or programmes did not interest them or were not at the right level for them. Those who failed at one stage did not find it easy to re-engage because there were too few alternative short courses or flexible programmes that might have suited their needs better.

65. The young people interviewed often attributed their success to their teachers' ability to motivate them and to make learning interesting and relevant. They appreciated being listened to and being given individual support. Many said that this was in stark contrast to their previous experiences where, in a large school, they had felt marginalised. Many of those who had a history of poor behaviour and negative attitudes to learning were attending regularly and were very keen to make progress and gain qualifications.
66. The quality of teaching seen during the survey visits was invariably good and, in some cases, outstanding. The sample was mostly seen in local settings and often delivered through voluntary or training providers. Inspectors focused on teaching that was targeted at young people who were the most difficult to engage in learning. Teachers were very effective in keeping young people involved. They managed disruptive behaviour well and provided constant encouragement and time for the young people to complete their work. This put less pressure on those who were struggling to deal with personal problems such as their use of drugs or their negative attitudes to authority that detracted from their concentration. Many of the young people interviewed spoke of negative relationships with teachers in the past and their fears of continuous criticism. Their current experiences were much more positive and were helping them engage in learning. The following comment echoed the views of many: 'The teachers here help you understand yourself better and don't make you feel stupid if you get it wrong sometimes.'

Two male learners on a course for long-term unemployed young people found it very difficult to concentrate, to discuss ideas and to find the right words to convey their thoughts. They objected to working in pairs and to being asked to sit up and write. On an earlier occasion, one of them had been asked to stand outside the room after an outburst of swearing. The two tutors responded well to these challenges. They provided firm guidance on acceptable behaviour in the classroom but did not condemn the young men's behaviour outright. Instead, with patience and persistence, they maintained a dialogue with them. For these young people, one of whom had not been attending school since the age of 11, this was one of the few opportunities they had had to have a discussion with adults where they were listened to and not criticised. As a result, their behaviour improved. The incident indicated how crucial the relationships between teachers and learners were in providing the first step towards re-engagement.

67. The young people surveyed who were potentially vulnerable responded well to teachers and trainers who understood the challenges they faced. They valued good relationships with sensitive and supportive tutors and respected their knowledge of the world of work and understanding of the barriers to employment. They appreciated the efforts made to provide programmes that met their particular circumstances, as in the case of a course specially designed to enable young parents to continue with their education.
68. The efforts of the teachers were further enhanced by the contributions of key workers, such as learning mentors and teaching assistants. In some instances, other members of the community, such as police liaison officers, also played an important part. There was a very good focus on providing young people with role models among leading members of the local community who had shared similar experiences at earlier stages in their lives. These prominent figures had particularly valuable insights into the barriers to successful learning that vulnerable young people face.

In an inspirational lesson, the teacher drew on his own experiences of having a negative self-image as a black child in an entirely white area. The topics that he covered included managing anger, finding ways of expressing pain, drug misuse, becoming an adult at the age of 18, racial identity and dealing with moral dilemmas. He emphasised the importance of communicating well and of using the appropriate form of language when seeking a job. His humour and use of street language to illustrate his point caught the attention of his audience who remained attentive and focused for more than an hour. The young people interviewed showed considerable confidence in his integrity, credibility and good understanding of the challenges they faced.

Notes

The survey draws on evidence from visits by inspectors to 12 local authorities in England between May and October 2009. The areas were selected because of their success over the previous three years in reducing the numbers of young people who were not in education, employment or training or whose destinations after the age of 16 were unknown.

In each area, the inspectors examined the strategies and policies of the local authority and visited providers and projects which were successful in keeping young people engaged in education, employment or training or in re-engaging those who had become disaffected. During the survey, inspectors spoke to over 700 young people, individually and in groups, interviewed staff from schools, colleges, the voluntary and community sector and training providers, Connexions services, local authorities and council members. They met focus groups, analysed case files and performance data. Visits were made to 28 schools, 18 colleges and 84 voluntary sector, training and other providers.

The inspectors placed a particular emphasis on the provision made for high-risk groups, including those with low levels of literacy and numeracy; looked after children; those with a learning difficulty and/or disability; teenage mothers; young carers; those with health problems, especially mental health problems; young people at risk of offending; young people leaving a custodial establishment post-16; and gifted and talented young people who had become bored and disengaged at school.

Further information

Publications by Ofsted

Pupil referral units: establishing successful practice in pupil referral units and local authorities (070019), Ofsted 2007; www.ofsted.gov.uk/publications/070019

Good practice in re-engaging disaffected and reluctant students in secondary schools (070255), Ofsted, 2008; www.ofsted.gov.uk/publications/070255

Implementation of 14–19 reforms, including the introduction of Diplomas (080267), Ofsted, 2009; www.ofsted.gov.uk/publications/080267

Engaging young people: local authority youth work 2005–08 (080141), Ofsted, 2009; www.ofsted.gov.uk/publications/080141

Day six of exclusion: the extent and quality of provision for pupils: Schools' and local authorities' discharge of their duties to provide full-time and suitable education from day six of fixed-period and permanent exclusions (080255), Ofsted, 2009; www.ofsted.gov.uk/publications/080255

Improving progression to sustainable employment: a review of strategies developed by Workstep providers (080258), Ofsted 2010; www.ofsted.gov.uk/publications/080258

Other publications

Best practice in tackling 'NEETs': summary report for practitioners, Learning and Skills Council, 2008; www.lsc.gov.uk/regions/YorkshireHumber/Publications/Latestdocuments/Detail.htm?id=100348fb-050e-4b6b-8e34-4308e752184d

Investing in potential: Our strategy to increase the proportion of 16–24 year olds in education, employment or training (DCSF-01145-2009), DCSF, 2009; <http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01145-2009>

Tackling the NEETs problem: Supporting local authorities in reducing young people not in employment, education and training (ISBN 978-1-84572-881-6), Learning and Skills Network, 2009; <https://crm.lsnlearning.org.uk/user/order.aspx?code=090163>

Websites

Information on 14 to 19 reform can be found at: www.dcsf.gov.uk/14-19.

Annex A: The types of funding available

One of the biggest challenges for area partnerships was how to make the most effective use of the wide range of funding sources to support initiatives to engage young people. Nationally, over 70% of the work focusing on 16- to 19-year-olds is funded through the Learning and Skills Council (LSC) and covers a wide range of subjects at different levels. Work seen by inspectors during the survey was funded largely from the following sources.

- The Entry to Employment (E2E) programme, funded by the LSC, meets the needs of young people who need an entry qualification or further preparation before being ready for employment or to pursue learning to achieve a qualification. For further information, see: <http://e2e.lsc.gov.uk/>.
- European Social Funding is used to close gaps in current provision through activities and courses for disengaged young people in designated areas of social deprivation. For further information, see: www.esf.gov.uk.
- The Key Stage 4 School Engagement Programme, funded by the Department for Children, Schools and Families (DCSF), aims to improve the attendance, participation and achievement of young people who lack interest in education or in progressing to education, employment or training after the age of 16. For further information, see: www.qcda.gov.uk/18360.aspx.
- The Young Apprenticeship programme, supported by a DCSF grant, provides Year 10 and 11 students with a work-based learning route leading to level 2 qualifications by the age of 16. For further information, see: www.dcsf.gov.uk/14-19/index.cfm?sid=3&pid=342&lid=321&ctype=Text&ptype=Single.
- Educational Maintenance Allowances (EMA) are available for learners aged 16 to 18 as an incentive to stay at school or college after the age of 16. For further information, see: www.direct.gov.uk/en/EducationAndLearning/14To19/MoneyToLearn/EMA/DG_066555.
- The DCSF is piloting Activity and Learning Agreements under the banner of Training Pays. These agreements aim to re-engage 16- and 17-year-olds who have been out of learning or employment for a long time. Young people receive a weekly allowance for 20 weeks to enable them to complete agreed activities which will help them re-engage with learning. For further information, see: www.dcsf.gov.uk/rsgateway/DB/RRP/u015372/index.shtml.
- The DCSF's Entry to Learning programme is designed to promote innovative programmes run by voluntary sector providers to help young people re-engage with learning after the age of 16. For further information, see: www.dcsf.gov.uk/everychildmatters/publications/documents/etlpilot/.

Annex B: Providers visited for this survey

Local authority areas

Barnsley
Birmingham
Blackburn with Darwen
Blackpool
Dudley
London Borough of Lambeth
Leicester
London Borough of Lewisham
Medway
Middlesbrough
North East Lincolnshire
Torbay

Further education and sixth form colleges

Barnsley College
Blackburn College
Blackpool and the Fylde College
Christ the King Sixth Form College, Lewisham
Cleveland College of Art and Design, Middlesbrough
Dudley College of Technology
Halesowen College
King Edward VI College Stourbridge
Lambeth College
Leicester College
Lewisham College
MidKent College of Further and Higher Education, Gillingham
Middlesbrough College
South Birmingham College
South Devon College, Paignton
Stourbridge College, Stourbridge
West Nottinghamshire College, Mansfield

Wiltshire College

Schools and pupil referral units

Schools

Acklam Grange – A Specialist Technology College for Maths and Computing

Babington Community Technology College

Beacon Hill High School Business and Enterprise College

Beaumont Leys School

Beverley School

Brixham College

Chatham South School

Collegiate High School

Crown Hills Community College

Dunraven School

Forest Hill School

Greenacre School

King's Manor School

Kirk Balk School

Madani Muslim High School (VA)

New Brompton College

New College Leicester

The Western Technology School

Whitgift School

Windsor High School

Local authority

Middlesbrough

Leicester

Blackpool

Leicester

Middlesbrough

Torbay

Medway

Blackpool

Leicester

London Borough of Lambeth

London Borough of Lewisham

Barnsley

Middlesbrough

Barnsley

Leicester

Medway

Leicester

North East Lincolnshire

North East Lincolnshire

Dudley

Special schools

Ash Field School

Cambridge Park Maths and Computing College

Combe Pafford School

Highfurlong School

Local authority

Leicester

North East Lincolnshire

Torbay

Blackpool

Pupil referral units

Abbey Manor College
 Ashdale
 Newry Specialist Learning Centre (PRU)
 Springwell Centre

Local authority

London Borough of Lewisham
 Middlesbrough
 Leicester
 Barnsley

Voluntary sector, training and other providers

Voluntary sector, training and other providers

16+ Team
 198 Contemporary Arts and Learning
 Adare Centre, Lambeth College
 Barnardo's Lincolnshire Training
 Barnardo's SECOS
 Beneast Training
 Black Country Connexions
 Blackpool Youth Offending Team
 Brixham YES
 Care to the Community
 City Gateway
 Community Campus '87
 Community Learning Services
 Connexions
 Connexions
 Connexions
 Connexions
 Connexions
 Connexions (TBG Learning)
 CXL
 Dearne Youth Club

Local authority

Leicester City Council
 London Borough of Lambeth
 London Borough of Lambeth
 North East Lincolnshire
 Middlesbrough
 Blackpool
 Dudley
 Blackpool
 Torbay
 Torbay
 London Borough of Tower Hamlets
 Middlesbrough
 North East Lincolnshire
 Barnsley
 Blackpool
 Leicester
 London Borough of Lewisham
 Middlesbrough
 Torbay
 London Borough of Lambeth
 Blackburn with Darwen
 Barnsley

DKM Assessment and Verification	North East Lincolnshire
East Middlesbrough Enterprise Centre	Middlesbrough
Elevating Success	London Borough of Lewisham
ENTA Training Centre	Birmingham
Fairbridge	Middlesbrough
Fairbridge Training	Birmingham
G S Joinery	Torbay
Gordon Franks Training	Birmingham
Grimethorpe Activity Zone	Barnsley
Groundwork	Blackburn with Darwen
Groundwork	Middlesbrough
Hero Project	Blackpool
High 5	London Borough of Lewisham
Holgate CLC	Barnsley
Integrated Youth Service	North East Lincolnshire
Kingshurst Training	Birmingham
LDD Focus Group	London Borough of Lewisham
Leaving Care	London Borough of Lewisham
Leaving Care Team	Blackburn with Darwen
Leicestershire Cares	Leicester
Lewisham Partnership	London Borough of Lewisham
Lewisham Council's Mayor's Programme	London Borough of Lewisham
Maypole Centre	Birmingham
McLintock's	Barnsley
Medway Youth Trust	Medway
Middlesbrough Council E2E	Middlesbrough
Moorland Plastics	Barnsley
NACRO	Blackburn with Darwen
NACRO	Medway
Nightsafe	Blackburn with Darwen
Oldway Children's Centre	Torbay
Paignton Cluster Youth Team	Torbay

Pathways	Middlesbrough
Pertemps	Middlesbrough
Progress Recruitment Ltd	Blackpool
Project 55 Connexions Centre	North East Lincolnshire
Public Sector Apprenticeship Project	Blackburn with Darwen
Rathbone	Birmingham
Roots and Shoots	London Borough of Lambeth
Safe in Tees Valley	Middlesbrough
Shape Training	Middlesbrough
Showell's Garage	Dudley
Silwood IYSS	London Borough of Lewisham
Skill Force	Torbay
South Tees Youth Offending Service	Middlesbrough
St Thomas's Centre	Blackburn with Darwen
Streetwise Youth project	London Borough of Bromley
Stride	Leicester
Talent 4 Life	Leicester
Tees Valley Arts	Middlesbrough
The Gateway Hoyland	Barnsley
The Grange	Blackpool
Top Church Training	Dudley
Torbay Care Trust	Torbay
Torbay Youth Offending Team	Torbay
Training 2000	Blackburn with Darwen
V Talent	London Borough of Lewisham
West Midlands Fire Service	Birmingham
Wing Production House Ltd	Leicester
YMCA South Devon	Devon
Young People's Housing Team	Blackburn with Darwen
Youth Offending Service	Leicester