

**At a meeting of the CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE held in COMMITTEE ROOM 1 of the CIVIC CENTRE, SUNDERLAND on MONDAY, 14<sup>th</sup> MARCH, 2011 at 5:30pm**

**Present:-**

Councillor Stewart in the Chair

Councillors Bell, Bonallie, Francis, G. Hall, MacKnight, D. Richardson, D. Trueman and Williams together with Ms. J. Bell, Ms. R. Elliott and Mr. H. Brown

**Apologies for Absence**

Apologies for absence were submitted to the meeting on behalf of Councillor Oliver and on behalf of Mrs. S. Duncan, Ms. H. Harper, Mrs. M. Harrop and Mrs. C. Hutchinson

**Minutes of the last meeting of the Children, Young People and Learning Scrutiny Committee held on 10<sup>th</sup> February, 2011**

2. RESOLVED that the minutes of the meeting of the Children, Young People and Learning Scrutiny Committee held on 10<sup>th</sup> February, 2011 be confirmed and signed as a correct record subject to an amendment in the first paragraph on page four whereby the Murray Report is changed to the Munro Report.

**Declarations of Interest**

Item 4 – Reference from Cabinet – 9<sup>th</sup> March, 2011 – Children and Young People's Plan Annual Report 2010

Councillors MacKnight and Stewart declared personal interests in this item as members on the board of IMPACT.

Item 6 – Sunderland Youth Offending Service – Achievement of Outcomes 2010-2011

Councillor Francis declared a personal interest in this item as he served as a magistrate.

Item 7 – Commissioning of Youth Work Contracts

Councillor Williams declared a personal interest in this item as the Chair of Oxclose Young Peoples Project who delivered services in the Washington area.

## **Reference from Cabinet – 9<sup>th</sup> March, 2011 – Children and Young People’s Plan Annual Report 2010**

The Head of Law and Governance submitted a report (copy circulated) which sought the Committee’s advice and consideration on the report considered by Cabinet on 9 March, 2011 presenting the Annual Report for 2010 of the Children and Young People’s Plan (CYPP).

(for copy report – see original minutes)

Ms. Sandra Mitchell, Head of Performance Improvement and Policy, presented the report advising that the report that had been presented to Cabinet had sought approval to the Annual Report of the CYPP 2010 which set out 10 priorities, action and progress made. All of the priorities had either been completed or changed in accordance with national policy/local delivery and incorporated where appropriate into the CYPP 2010-2013 Delivery Plan. She advised that there had been no issues of significance to report back from Cabinet and informed the Committee that their comments would be reported to Council on 23 March, 2011.

Councillor Stewart referred to page 28 of the agenda and asked how the Family and Parenting Service ensured that information and guidance was provided to the most relevant families and individuals. Ms. Mitchell advised that the information was provided through a number of services including Children’s Centres and directly through the Family Information Service (FIS). She advised that all staff were aware of what was available and people would be signposted to the most relevant advice for them.

Ms. Julie Firth, Youth Offending Service Manager, also commented that it was a multi-agency strategy so the information was available over a wider range of service providers and partner agencies and all those involved were aware of what was available and very committed to delivering the advice and guidance.

In response to comments from Councillor Richardson regarding reducing offending amongst young people in care and how there was still too many young people in care going through the courts for minor issues that parents would usually deal with directly, Ms. Meg Boustead, Head of Safeguarding, advised that following discussions at the last meeting of the Committee more in depth work had been undertaken on this issue. It was intended that a meeting be held with the Committee to look at the issues and reasons for them in more detail and have discussions around how to address them.

With regards to a question from Councillor Hall as to the procedures for dealing with young people who have been suspected of criminal or anti social behaviour, Ms. Firth advised that there was a triage scheme in place whereby there was a member of staff in the custody suite who would assess and signpost any young people that were brought in. If the young person then engages with the services offered they aren’t charged but if the services are not engaged with they move to the next stage and are formally charged with their offence.

The young person will then be reprimanded if they have not been charged before by the police. Any offence committed after this by the young person results in a final warning being issued, with any further offences being considered by the courts system. She explained that there were some balances to be weighed up for each individual case so if it had been a particularly serious offence it could entail the individual being dealt with directly by the court.

Councillor Stewart referred to page 30 of the agenda and how the Connexions Learning Difficulty and Disability (LDD) Personal Advisers got involved with pupils with difficulties who may be in mainstream schooling. Ms. Mitchell advised that the Advisers worked with any young people with recognised learning difficulties or disabilities to help to support them through transitional plans into education, employment or training. She was confident they were engaging with young people across the city but she would look into the issue further and get a response circulated to Members.

The Chairman having thanked the Officer for her report, it was:-

3. RESOLVED that the content of report be received and noted and the comments made by reported orally to the meeting of Council to be held on 23<sup>rd</sup> March, 2011.

### **Policy Development and Review 2010/11 : Draft Report**

The Chief Executive submitted a report and report for circulation (copy circulated) which set out the draft review report on the findings of the Committee's policy review topic this year of Learning at Work : The Role of Work Based Learning and Apprenticeships in Tackling NEET's.

(for copy report – see original minutes).

Mr. Nigel Cummings, Scrutiny Officer, presented the report advising that the report provided in detail the evidence, research and conclusions drawn throughout the review process and asked Members for any comment on the relevance, clarity and accuracy of the report content. He advised that the review had clear links to the Council's Strategic Priorities, in particular around prosperous city and learning city priorities, and also linked to Corporate Priorities on delivering customer focussed services and improving partnership working.

The Chairman asked that any comments Members wished to make on the draft report be fed back directly to the Scrutiny Officer by 29<sup>th</sup> March, 2011 to ensure they were included in the final report. The final report would also include a number of recommendations based on discussions that had taken place on the away day the Committee held at the Hylton Skills Campus. The final report would be submitted to the next Committee meeting on 7<sup>th</sup> April, 2011 for consideration and endorsement.

4. RESOLVED that:-

- (i) Any comments on the draft report be fed directly to the Scrutiny Officer by 29<sup>th</sup> March, 2011 for inclusion in the final report;
- (ii) Consideration be given by the Committee to themes and issues for recommendations to be included in the policy review report; and
- (iii) The final review report be presented to the next meeting of the Children, Young People and Learning Scrutiny Committee on 7<sup>th</sup> April, 2011.

### **Sunderland Youth Offending Service – Achievement of Outcomes 2010-2011**

The Executive Director of Children's Services submitted a report (copy circulated) to advise Members that a presentation would be given to the Committee by Ms. Julie Firth, Youth Offending Service Manager.

(for copy report – see original minutes)

Ms. Firth gave a presentation to the Committee which provided Members with an overview of the achievement of outcomes by Sunderland Youth Offending Service against the service core aims of preventing offending and re-offending as set out in the statutory Youth Justice Plan 2010-2011.

(for copy presentation – see original minutes)

Ms. Firth took Members through the presentation, which had particular relevance for the Council's Strategic Priority for a safe city and the Corporate Improvement Objectives that relate to improving partnership work to deliver one city and customer focussed services. The presentation set out:-

- the extent to which outcomes have been achieved by Sunderland Youth Offending Service were defined by performance against statutory performance indicators;
- from a service user perspective, demonstrating customer focussed services; and
- how value for money had been achieved in service delivery.

Mr. Brown referred to the use of custody at 2.6% at the end of 2009/10 against a national average of 5.7% and Ms. Firth advised that this was 2.6% of those young people having disposal through the courts system.

He also sought clarification on the statement that the safeguarding, risk of harm and risk of re-offending scores were above national average and Ms. Firth advised that this meant that Sunderland scores were higher than the nationally set targets.

In response to comments from Councillor Hall around keeping young people out of the courts system, Ms. Firth referred him back to the triage system that had been explained under the previous item, but advised that it was Northumbria Police who

would decide which offences were considered by the courts. The police and the CPS would then make recommendations as to which route in the triage system the young person should take.

Councillor Hall then asked if early intervention with the family had had much effect on the numbers of young people offending or re-offending and was advised that the FIP had show fantastic outcomes in helping families realise the impact of offending and re-offending and suggested that some examples of the work of the service be provided to Members outside of the meeting. She explained how they used the negative cost tool which identified the costs that would be related in the likelihood of an offence occurring. The service had helped 29 families between October – December, 2010 which had saved the equivalent of £270,000 that it would have cost in other agencies services had they not been.

In response to a query from Ms. Elliott regarding getting the young people into a training scheme or work, Ms. Firth advised that the service worked extremely hard to get them into placements. She commented that they had taken a sample of young people who they had intervened with and found that 70% of them were still attending the placements that had been found for them six months later.

Councillor Stewart commented that this Committee had considered reports year on year showing ongoing improvements to the service and asked if there were any barriers or areas of support they needed that the Committee could help with. Ms. Firth commented that the service were part of an effective partnership with other agencies who all had a real commitment to work towards continually improving, although they were sure that in the current economic climate they would face new challenges over the next 12 months.

Councillor Stewart having thanked Ms. Firth for her presentation and report, it was:-

5. RESOLVED that the work of the Sunderland Youth Offending Service in preventing children and young people in Sunderland from offending and re-offending be acknowledged and supported.

### **Commissioning of Youth Work Contracts**

The Executive Director of Children's Services submitted a report (copy circulated) in response to a request from the Scrutiny Committee for an update of the progress and impact made since the implementation in April 2010 of the Commissioned Youth Work Contracts and procurement of Youth Services.

(for copy report – see original minutes)

Ms. Sandra Mitchell, Head of Performance Improvement and Policy, presented the report advising that the commissioning of Youth Services within the five regeneration areas was delivered by ward based contracts for a two year period from 2010 to 2012, with the option to continue to 2014 following a performance and funding review.

Ms. Mitchell advised the Committee that the service had had a visit from HMI the previous Thursday and Friday where they had been looking at commissioning in the city and how it had been carried out. She advised that the informal feedback from the visit had been extremely positive but formal feedback would not be available for a couple of weeks, which would then be submitted to a future meeting of the Committee for formal consideration.

Councillor Hall asked if there were specific details of what was available in each Ward as he felt it may be beneficial for all Members to know. Ms. Kath Butchert, YDG Manager, advised that the information was available and would be circulated.

Councillor Hall queried the definition of the 6,040 young people who were identified as having participated in 2009-2010, and was advised that the definitions were set by Government. Young people who had participated were defined as those young people who were recorded as attending regularly, the 16,563 who were in contact were those young people who had only attended on one or two occasions. Recorded were those young people who agreed that they had received a learning outcome by attending and Accredited young people were those that received a national qualification through the provision, such as the Duke of Edinburgh award.

In response to a further query from Councillor Hall regarding any providers that may have been decommissioned, Ms. Butchert advised that there had been one provider in the Coalfields area who had been decommissioned last year as they had been unable to meet the necessary standard, even after support had been given to them. Councillor Richardson commented that this gap in provision had since been taken up by another provider with no break in the continuity of service to the young people and the new providers could not be spoken highly enough of.

Councillor Hall asked how the youth provision was marketed to young people and their parents so that they were aware of what was available in their area. Ms. Butchert advised that it was provided to them in a number of ways and explained that it was a key part of the 'Let's Go Sunderland' website which was aimed at young people and parents. She also advised that information was provided in schools and community centres and Northumbria Police were provided with cards that they issued to young people that contained up to date information on what was available.

Councillor Williams commented that there were lots of informal activities taking place in areas which were seen as youth work but were only entertainment and not organised, accredited activities and there was a need for people to be able to differentiate between the two.

Councillor Francis asked if the service had figures from the voluntary providers that supported the Duke of Edinburgh awards and was advised that they had not researched the level of awards being given through groups such as the Scouts or Girl Guides as they were not funded by the Council but that they did an invaluable job in helping many young people undertake the awards.

Councillor Bell referred to appendix four of the report which set out how ward contracts were performing in relation to their targets and was advised that it was most likely that work was undertaken throughout the year with the young people to

encourage them to use facilities and any young people completing any accreditations would do so within the last quarter of the year. Therefore the actual figures would increase during this last quarter to reach the targets that were set.

Councillor Stewart asked if there were any providers that were raising concerns or being closely monitored and Ms. Butchert advised that all of the contracts were functioning well and were consistently monitored robustly. On occasions when there were any dips in the level of service being offered they would work with the agency to support them in areas they may need to improve.

In response to a question from Councillor Stewart around contractors providing the services they had promised to in their initial bids, Ms. Butchert commented that this was an area that needed to be looked into. She stated that she could quite easily give examples of good provisions and successful individuals but that she could not say overall that all had definitely met their targets and this was a piece of work that would need to be undertaken.

He then referred to Appendix 3 of the report and the significant difference between the target figures and the actual outturn figure which was much greater. Ms. Butchert advised that these were government set targets and that Sunderland had well exceeded them for a number of years now and by a significant amount.

The Chairman thanked Ms. Butchert for her attendance at the Committee and having learned of her upcoming retirement in Easter, thanked her for all the hard work she had provided to the youth services over her time with the Council and to this Committee and Members. The Committee wished her well in her retirement, and it was:-

6. RESOLVED that the information in report be received and noted.

## **Annual Report**

The Children, Young People and Learning Scrutiny Committee submitted a report (copy circulated) which sought approval of the Annual Report of their Committee as part of the overall scrutiny annual report 2010/11 that would be presented to a future meeting of Council.

(for copy report – see original minutes)

7. RESOLVED that the report of the Children, Young People and Learning Scrutiny Committee be approved for inclusion in the Overview and Scrutiny Annual Report 2010/11.

## **Forward Plan – Key Decisions for the Period 1 March, 2011 – 30 June, 2011**

The Chief Executive submitted a report (copy circulated) providing Members with an opportunity to consider the relevant items of the Executive's Forward Plan for the period 1 March, 2011 – 30 June, 2011.

(for copy report – see original minutes)

8. RESOLVED that the Executive's Forward Plan for the current period be received and noted.

## **Work Programme 2010-2011**

The Chief Executive submitted a report (copy circulated) attaching the current work programme for the year 2010-2011.

(for copy report – see original minutes)

9. RESOLVED that the information contained in the work programme be received and noted and items as discussed previously in the meeting be added where appropriate.

The Chairman then drew the meeting to a close having thanked Members and Officers for their attendance and contribution to the meeting.

(Signed) P. STEWART,  
Chairman.



**POLICY DEVELOPMENT & REVIEW 2010/11: DRAFT FINAL REPORT**

**LINK TO WORK PROGRAMME: POLICY DEVELOPMENT & REVIEW**

**Report of the Chief Executive**

**1. Why has this report come to committee?**

- 1.1 The report provides Members of the committee with the final draft report from the evidence gathered in relation to this year's policy review on learning at work.
- 1.2 The review report presents in detail the evidence, research and conclusions drawn throughout the review process and recommendations arising from this evidence gathering. Members are asked to give consideration to the final report and the recommendations of the policy review.
- 1.3 The review into work based learning has clear links to the Councils Strategic Priorities in particular around prosperous city and learning city priorities. The review also has links to Corporate Priorities on delivering customer focused services and improving partnership working.

**2. Background**

- 2.1 At its meeting on 7<sup>th</sup> June, 2010 following discussions regarding the work programme the Committee considered the possibility of a study into the role of apprenticeships and work based learning and how this could tackle issues associated with being NEET.
- 2.2 The review came at an important time in light of the work being undertaken at both regional and national levels. The Committee used its skills and expertise to stimulate engagement and dialogue to develop themes presented during their evidence gathering procedures.

**3. The Draft Final Report**

- 3.1 The draft final report on Learning at Work: The role of work based learning and apprenticeships in tackling NEETs is attached as an appendix to this report and presents members with the facts and evidence that have been gathered throughout the review process. As part of the review process evidence was obtained from a variety of national, regional and local key witnesses and stakeholders.
- 3.2 The report is divided into a number of sections which provide the background information to the review, how the review was carried out and the findings and conclusions from the review process. The findings from the review reflect the following as follows:
  - NEETs – The National and Local Picture

- Pre-16 Compulsory Education
- Post-16 Education
- The Role of Apprenticeships and Work Based Learning
- Employers and Young People.

3.3 Members are asked to read the report and comment on the content with particular reference to the recommendations arising from the evidence gathered and presented in the report. Members may wish to amend the report for purposes of accuracy, clarity or relevance to ensure the report is a true reflection of the work undertaken.

#### **4. Conclusion**

4.1 The Children, Young People and Learning Scrutiny Committee are presented with a final draft copy of the policy review document for comment and amendment with the aim of producing a final report for presentation and approval by Cabinet.

#### **5. Recommendation**

5.1 That the Children, Young People and Learning Scrutiny Committee provide comments on the final draft report and that any agreed amendments are made.

5.2 That consideration is given to the recommendations contained in the final draft report.

5.3 That the agreed final report is presented to the Cabinet for approval at its June 2011 meeting.

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# Children, Young People and Learning Scrutiny Committee Policy Review 2010 – 2011

## Learning at Work: The Role of Work Based Learning and Apprenticeships in Tackling NEET's

### Draft Final Report

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# 1 Foreword from the Chairman of the Committee

On behalf of the Children, Young People and Learning Scrutiny Committee I am delighted to publish this report. I would like to thank all those who participated in the process, for their time, effort and continued commitment to their chosen fields.



The importance of work and the role it plays in all our lives cannot be underestimated it gives a sense of purpose, it contributes to the economy and provides through the development of skills a career pathway. For young people leaving school there are a variety of directions to travel from the traditional academic routes to going straight into employment. However the recent economic downturn has put pressure on many of the traditional routes into employment and for young people leaving full time education it can be a very daunting prospect.

Throughout the evidence gathering for this review Members of the Committee have witnessed the importance of work to young people, the drive that many had to succeed and also the difficulties encountered in securing employment, training positions or apprenticeships within the City. Sunderland's Economic Masterplan recognises that the future of Sunderland lies in educated, enterprising and ambitious people with the skills to contribute to the city's economy and the region's labour market. Paramount to this will be the ability to provide young people with the skills required to play a part and contribute to current and developing industries both within Sunderland and the region.

The Committee visited schools, training centres and places of business as part of the evidence gathering process. It was good to see firsthand some of the excellent work being undertaken across the City, all with the same purpose of preparing and supporting young people to enter the world of work. In visiting schools it was positive to see how school staff looked to identify young people at the risk of becoming NEET (Not in Education, Employment or Training) at an early stage and some of the innovative intervention strategies being used to keep them engaging with the school. The importance of this cannot be underestimated as apprenticeships are seen by many young people as an ultimate goal, but with fierce competition for limited opportunities it is often only the most well balanced of individuals who are successful.

Finally I would like to thank my colleagues on the Children, Young People and Learning Scrutiny Committee for their valuable input and contribution throughout the course of the policy review. I hope that the work and recommendations can help to address some of the issues that have been highlighted and can contribute, in some way, to helping our young people move to further education, training or employment.

*Paul Stewart*

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Councillor Paul Stewart, Chair of the Children, Young People and Learning Scrutiny Committee

## **2 Introduction**

- 2.1 The Annual Scrutiny Conference was held at the Marriott Hotel on 20<sup>th</sup> May 2010. During the Scrutiny Café sessions a number of viable policy reviews were formulated for discussion by Members of the Committee. At its meeting on 7<sup>th</sup> June 2010, following discussions regarding the Work Programme, the Committee agreed to focus on the issue of NEETs and the role of work based learning and apprenticeships.

## **3 Aim of the Review**

- 3.1 To investigate the issue of young people who are not in education, employment or training (NEET) in Sunderland and the primary role of apprenticeships in providing work focused training for young people.

## **4 Terms of Reference**

- 4.1 The title of the review was agreed as 'Learning at Work: The role of work based learning and apprenticeships in tackling NEETs' and its terms of reference were agreed as:

- (a) To understand the issues associated with being NEET in Sunderland;
- (b) To consider the interventions that reduce the number of young people who are at risk of becoming NEET including understanding the barriers and opportunities to retaining young people in post-16 education;
- (c) To investigate the role of apprenticeships in providing work based learning for young people including understanding the reasons behind the success or failure of schemes;
- (d) To engage with employers and young people across the city and region to determine the support available or that is potentially required to enable the development of relationships;
- (e) To consider the relationship between demand and supply of apprenticeship opportunities and gain a better understanding of the quantity and choices available for sustainable vocational opportunities;
- (f) To consider the nature of preventative services and the mechanisms that support transition for young people who are NEET and;
- (g) To look at examples of good practice from across the region and country in relation to the policy review.

- 4.2 Members agreed that as the review progressed, they may feel that the review should narrow its focus further in order to ensure that robust findings and recommendations are produced.

- 4.3 Members agreed to look particularly at the apprenticeships and other work based learning opportunities that were available for young people who were NEET or at the risk of becoming NEET.

## **5 Membership of the Committee**

- 5.1 The membership of the Management Scrutiny Committee during the Municipal Year is outlined below:

Councillors Paul Stewart (Chair), Graham Hall (Vice-Chair), Richard Bell, Stephen Bonallie, Bob Francis, Doris MacKnight, Tom Martin, Robert Oliver, Dennis Richardson, Dorothy Trueman and Linda Williams.

Co-opted Members: Malcolm Frank, Christine Hutchinson, Rose Elliott, Marilyn Harrop, Suzanne Duncan, Howard Brown and Ken Morris.

## **6 Methods of Investigation**

- 6.1 The approach to this work included a range of research methods namely:

- (a) Desktop research – review of relevant documentation including government documents such as The Audit Commissions ‘Against the Odds: Re-engaging young people in educations, employment or training’.
- (b) Interviews – with key individuals both internally and externally
- (b) Focus groups – with key individuals both internally and externally
- (c) Questionnaire
- (d) Presentations at committee
- (e) Video Diary Room
- (f) Site Visits
- (g) Expert Jury Event

- 6.2 All participants were assured that their individual comments would not be identified in the final report, ensuring that the fullest possible answers were given.

- 6.3 Interviews with the following personnel were carried out:

- (a) Elaine Murray and Tyler Moore – Gentoo Living
- (b) Gwyneth Bell – Precision Geomatics Limited
- (c) Neill Hall – Turbo Power Systems
- (d) Christine Robson – Sunderland & Houghton Le Spring Magistrates Courts
- (e) Joanne Mounter – Team Wearside
- (f) Angela Badsey-Doyle – Key Training
- (g) Derek Freeman – Milltech
- (h) Gillian Laws – Future Strategies.

- 6.4 A number of visits were conducted during the policy review to gather evidence and to witness some of the initiatives being undertaken with young people to develop their skills and provide them with opportunities within the working environment. These included:

- (a) Springboard
- (b) Sunderland ITeC
- (c) City of Sunderland College
- (d) Nissan
- (e) Red House Academy
- (f) Sandhill View School
- (g) Sunderland Connexions Service.

- 6.5 An expert Jury Event on 17<sup>th</sup> December 2010, where final evidence was presented to members of the committee by:
- (a) Beverley Scanlon – Children’s Services
  - (b) John Rawling – Deputy Director of HR and OD
  - (c) Suzanne Duncan – Vice-Principal City of Sunderland College
  - (d) John Wood - South Tyneside Manufacturing Forum
  - (e) Andrew Carton – Connexions Manager.
- 6.6 The Sunderland Connexions Service ran an interactive e-voting event giving young people the opportunity to answer a number of questions around their experiences in looking for work, training or further education. The results of this survey have helped to inform the final report and Appendix 1 of this report provides full details of the survey.
- 6.7 A ‘Big Brother’ style diary room event was also organised to allow young people to express their own thoughts, experiences and frustrations in relation to looking for employment, training or further education.
- 6.8 It should also be noted that many of the statements made are based on qualitative research i.e. interviews and focus groups. As many people as possible were interviewed in an attempt to gain a cross section of views, however it is inevitable from this type of research that some of the statements made may not be representative of everyone’s views. All statements in this report are made based on information received from more than one source, unless it is clarified in the text that it is an individual view. Opinions held by a small number of people may or may not be representative of others’ views but are worthy of consideration nevertheless.

DRAFT

## 7 Findings of the Review

Findings relate to the main themes raised during the committee's investigations and evidence gathering.

### 7.1 The National and Local Picture

#### Young People Not in Education, Employment or Training (NEET).

7.1.1 The term not in education, employment or training (NEET), was formally created by the Social Exclusion Unit (SEU 1999) in their report 'Bridging the Gap'. It refers to 16-18 year olds who, due to their NEET status, are at risk of not making the transition to education, training and employment.

7.1.2 The number of young people who are NEET peaked in the mid-1980's when youth unemployment was at its highest. The latest figures show that the proportion of the cohort who are NEET has remained broadly stable since 2003 (at around 10% ± 1%). This is largely due to the increase in the proportion of 16-18 year olds in education and training being counter-balanced by a fall in the proportion of 16-18 year olds in employment. The overall effect is for the NEET rate to remain stable because around half of the drop in employment reflects a shift from young people being both in employment and education to being in education full-time.<sup>1</sup>

7.1.3 Young people become NEET for a variety of reasons and they require different solutions to get them into work or learning. However recent research<sup>2</sup> has categorised NEETs into three distinct groups in terms of their attitudes to education and future employment and the likelihood of their re-engaging. These are:

**Open to Learning (41%):** typically young people who have made poor choices in terms of progression and are awaiting a start date for a more suitable option. These young people are likely to re-engage in the short to medium term and are more positive about their educational experiences and optimistic about future job prospects.

**Undecided (22%):** the smallest of the three groups, these young people are unable to make up their minds about what they want to do or are dissatisfied with available options. Young people from this category can often exhibit negative attitudes to school and the provision now available to them, as well as lacking the resilience or skills to access suitable opportunities.

**Sustained (38%):** almost the classic NEET group with young people exhibiting characteristics that include coming from deprived backgrounds, low educational attainment, no employment history and very negative experiences of school. These young people face multiple barriers to progressing into education, training or employment.

7.1.4 The NEET group is not uniform and contains young people with a diverse range of backgrounds and characteristics, including some well qualified young people who have found post-16 learning simply not meeting their particular needs. However some common features do emerge and research from the Office of National

<sup>1</sup> Department of Education Statistical Release 23<sup>rd</sup> November 2010

<sup>2</sup> Spielhofer, T., Benton, T., Evans, K., Featherstone, G., Golden, S., Nelson, J. and Smith, P. (2009). Increasing participation: understanding young people who do not participate in education or training at 16 or 17. NFER



Statistics has illustrated that among this diverse group that is NEET, persistent absentees are seven times more likely to be doing nothing aged 16 than those who have had regular school attendance. The NEET group also contains an estimated 20,000 teenage mothers, but the gender gap is widening with boys now more than twice as likely as girls to not be in education, employment or training.

## Young People and EET: Facts and Figures – The National Perspective

7.1.5 Young people have historically experienced the highest rates of unemployment compared with other age groups.

7.1.6 More than one in five 16 to 24-year-olds are now out of work, after a rise of 66,000 to 965,000 without jobs, the highest figure since records began in 1992.

7.1.7 The UK unemployment rate is currently 7.9%, but for 16-24-year-olds it is 20.5%.

7.1.8 At the same time, the proportion of 16- to 18-year-old NEETs fell to a year-on-year low at 162,000. This is the equivalent of 8.5% of this age group. This has fallen dramatically since the same period in 2008 when 10.4% of this age group were NEET.

7.1.9 There are regional variations to the numbers of young people who are NEET and the numbers of NEETs vary across the country. Areas such as the South East, South West and London show numbers of approximately 5.5% to 6% compared with the North East where NEET levels are nearer 9%.

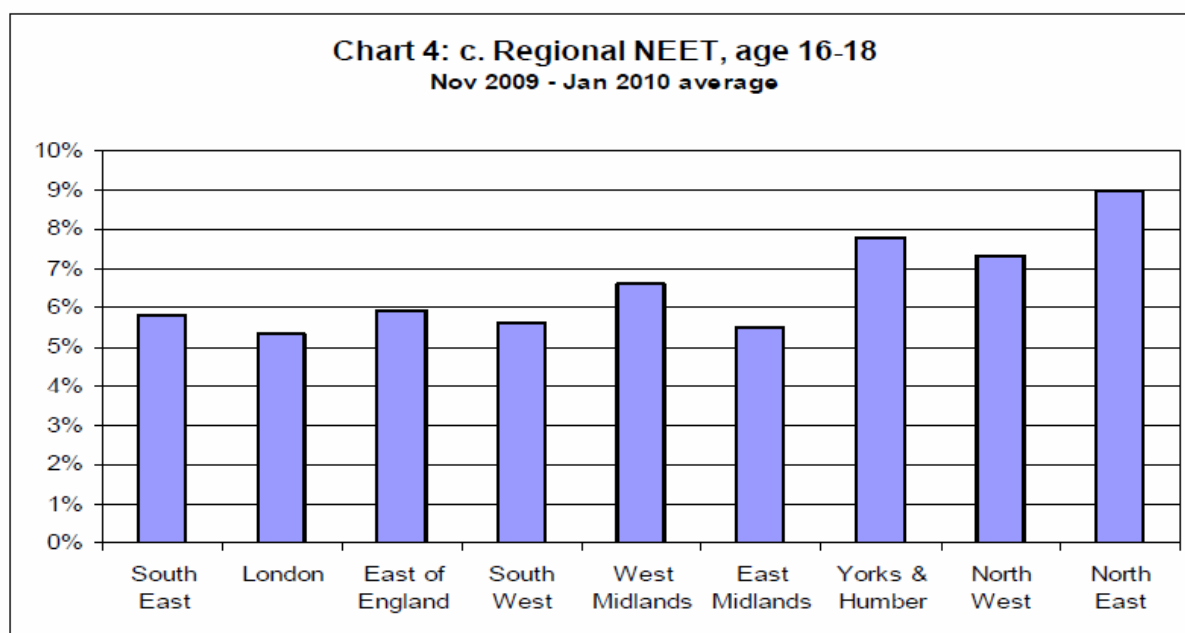


Figure 1: NEET figures by region from Nov 2009-Jan 2010  
Source: Department of Education

7.1.10 In total, nearly 7 in 10 (68%) of 16 to 18-year-olds stayed in full-time education in 2009, compared with 64.7% in 2008, with the total number of 16 to 18-year-olds in education or training rising by 39,000 to 1.65m.

## Young People and EET: Facts and Figures – The Local Perspective

7.1.11 The North East had the highest rate of 16 to 18 year olds who were NEET at 9.8% in 2008, which had declined slightly from 2007. Further to this Sunderland had the highest proportion of 16-18 year olds who were NEET in the North East in 2008 as well as being the second highest in the country. By January 2010 Sunderland had improved to the thirtieth highest.

7.1.12 The NEET group, in Sunderland like many other places, is very fluid with young people joining and leaving regularly. From November 2009 – January 2010 a total of 371 young people joined the NEET group with 754 young people leaving the same group.

7.1.13 NEET figures recorded a large fall in Sunderland between June 2009 and June 2010 from 13.4% to 9.2% which was in line with recorded figures through all Tyne and Wear districts in the same period.

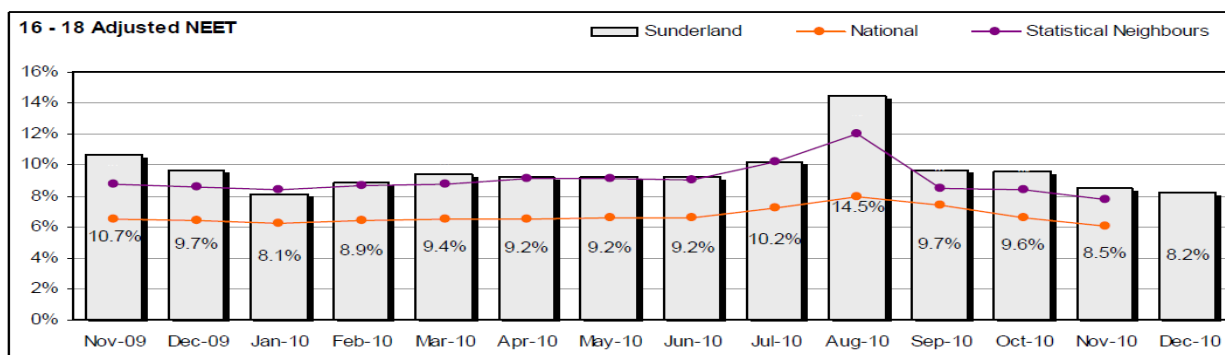


Figure 2: 16-18 Adjusted NEET figures with National and Statistical Neighbours  
Source: Sunderland Connexions

7.1.14 Young people who attended a school in Sunderland and reached the statutory school leaving age in June 2010 were tracked through the Sunderland Connexions Service Activity Survey. The survey highlighted that of 3,615 young people in the survey 95.25% were in education, employment or training a rise of 3.03% on 2009 figures.

7.1.15 The Activity Survey also highlighted that 81.58% (2949) of young people were in full time education on 1st November 2010 compared with 2009 figures of 78.23% (2889) young people.

7.1.16 The table below shows the 16-18 NEET percentage adjusted to take into consideration the number that are not known, the number of NEET young people and the 16-18 population. The data is based on that recorded on Connexions Client Information System.

Ward	16-18 adjusted NEET %	No young people NEET	16-18 population
Washington South	3.7%	7	321
Fulwell	3.3%	14	419
St Chads	5.4%	16	298
Barnes	4.7%	17	363
St Peters	6.8%	21	310
Ryhope	5.3%	22	415
Millfield	7.8%	24	308
Washington West	7.2%	27	375
St Michaels	8.0%	28	352
Doxford	7.4%	28	378
Washington Central	7.0%	29	413
Shiney Row	6.8%	31	456
Houghton	8.4%	32	380
Washington East	7.4%	34	457
Copt Hill	9.2%	34	371
Washington North	8.2%	35	425
Hetton	9.5%	35	368
Sandhill	7.7%	36	466
Southwick	10.4%	37	356
Redhill	9.4%	38	404
Pallion	10.2%	38	374
Castle	9.3%	39	420
Silksworth	11.1%	41	371
St Annes	9.8%	48	490
Hendon	14.3%	60	420

Figure 3: 16-18 NEET November 2010 by Ward  
Source: Sunderland Connexions

## 7.2 Pre-16 Compulsory Education

### The Role of the School

- 7.2.1 School has a very important role to play in developing young people and helping towards maximising their life chances. It is at school where young people develop many of the skills required to progress in the working world from basic knowledge and skills to being able to interact socially. It is also compulsory education that often presents the biggest challenge to young people and for some it leads to uncertainty, apathy and ultimately dropping out of the education system.
- 7.2.2 Research indicates that non-attendance at school remains a considerable issue and regular absence can start from as early as age 12. Some of these young people have a negative attitude towards school which has proved to be an unsatisfactory experience at a formative stage of their lives, they are also at risk of dropping out due to their perceptions of school as authoritarian structures. This was supported by the committee's evidence gathering which highlighted key barriers for young people being their experiences pre-16 where they were often disengaged from education, had poor attendance and the household suffered from high levels and/or a history of worklessness. All of these can have a significant impact on a young person's opportunities post-16.
- 7.2.3 At the committee's expert jury event held in December it was identified that one of the key strengths in Sunderland was the 14-19 strategy which runs through Sunderland City Council's Children's Services Directorate and involves strong partnership links with schools, colleges and training providers. It was further noted

that Sunderland was currently looking at how it could broaden the 14-19 offer in the light of national thinking in this area.

- 7.2.4 Also a key theme that ran throughout the evidence gathering centred on the lack of qualifications young people had in literacy and numeracy which presented potential barriers to young people post-16. At a training provider focus group, held as part of the evidence gathering, it was highlighted that some of the young people who were presented to the training providers were not at the requisite ability levels to undertake an apprenticeship. The importance of life skills was also highlighted and how these could be reinforced in schools. It was identified that it was important to ensure that this was part of a young person's school experience, and clearly there were pockets of good provision in schools which worked effectively. However, it was expressed that this was not strategic across the city and could possibly be extended.
- 7.2.5 The review also noted that Connexions had a key role, through its Personal Advisors, to provide every young person with the opportunity to have a careers guidance interview. The service worked closely with Headteachers, school staff, training providers, colleges and employers to support young people in their transition.

### **Sandhill View School**

- 7.2.6 Members visited Sandhill View School to see the work being done to encourage those students who had become disengaged to reengage with the school.
- 7.2.7 Schools can often be seen as being too inflexible when there is scope to be more creative and encourage young people to re-engage. Sandhill View School has done just this by initiating the use of COPE (Certificate of Personal Effectiveness) qualifications, which are a nationally recognised qualification outcome of the ASDAN programmes. The qualifications offer imaginative ways of accrediting young people's activities. They promote, and allow schools to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges. The programme was based around improving attendance, personal development and getting students motivated.
- 7.2.8 Members raised the issue with the Vocational and Inclusion Coordinator of the school around vocational qualifications v's academic qualifications and it was noted that if some of the students at Sandhill were not undertaking vocational courses they would not be at school. The cohort that the Coordinator was teaching had very personalised timetables which were created to ensure pupils continued engagement with school.
- 7.2.9 Sandhill View School also recognised the importance that outside agencies can play in young people's education and development, by tackling in a more coordinated and structured way the characteristics that can lead young people to become NEET. With this in mind Members were informed that there were a number of outside partners who helped to deliver the programme in the school. Also a number of local businesses were engaged with the school in providing work experience for the students.

### **Case Study: LM an ex-pupil of Sandhill View School**

LM joined Sandhill View School in 2005 and throughout years 7, 8 & 9 LM believed he would not make it through school and was in danger of dropping out. He was introduced to the Vocational and Inclusion Coordinator and the COPE programme and this gave him a real boost.

Following working with the school and the COPE programme gave LM the confidence and experience to apply for a job as a youth worker which he was successful in gaining and now works within the school as part of the A690 project.

The change in LM came about through the provision of different options and different ways of learning which led to dramatic changes.

7.2.10 The school has an important ethos in that everyone is included and nothing breeds motivation like success. Although it should be noted that students don't all succeed in the same way. The alternative curriculum is an attraction to some pupils and some in fact self refer to the program. Due to the modular nature of the programme it was identified as being very flexible.

7.2.11 Year 10 & 11 pupils were set on their transitional pathway through a variety of techniques. The school uses Connexions, colleges and universities to provide valuable information to pupils from an early stage. The school engages with its pupils and looks to guide students into the pathways that will help with their likely futures. The school informed members that it was important that students felt in control of their own learning.

### **Red House Academy**

7.2.12 The Children, Young People and Learning Scrutiny Committee also visited Red House Academy, another school that had recognised the importance of a variety of approaches to help keep students engaged and from becoming NEET.

7.2.13 Red House Academy had a rolling 6 week programme of working with young people and the surrounding local community. The school was conscious to ensure there was active engagement with the local estate and to this end worked with community police, parents and young people to develop an extended relationship between school and community. The school acknowledged that they had disaffected students whose parents were not interested in education and this had been difficult for the school to combat. However, the school continues to breakdown barriers within the community by encouraging parents to attend coffee mornings, child care courses, zumba classes, family cooking and healthy eating. The school had also recently launched a community choir. It was noted that many parents were already influenced by their own experiences of attending the 'old' Hylton Red House School and this in itself could create a barrier.

7.2.14 The unofficial motto for the school was 'no invisible children'. To this aim the school operated a system of 'learning guides' who were responsible for between 6-10 pupils. The purpose being that every child within the school had a named person who they could go to for help, advice and guidance. All pupils were monitored on a rolling 6-weekly cycle through a standardised assessment. This data is analysed to determine if pupils were hitting their targets, identify gaps in learning and to traffic light pupils (red, amber, green). Pupils are provided with

additional support and/or help if required. The school values the importance of identifying children's needs and the impact this can have on performance.

7.2.15 What young people do outside school matters. Research shows that the out of school activities young people take part in have an important influence on their life chances. The benefits of participating in structured positive activities include; increased confidence, learning new skills and feeling more confident about asking for help and information<sup>3</sup>. In relation to this Red House Academy was trialling 'compulsory enrichment clubs' such as war games, falconry, child care etc. The clubs comprised mixed year and ability students and provided another environment for pupils to learn in.

7.2.16 Red House Academy identified potential NEETs as early as year 7. During Key Stage(KS) 3 pupils are monitored carefully with an emphasis on skills development. The school has a bespoke software programme which logs this development. From KS3 – KS4 there was an alternative curriculum option which takes a more vocational route for identified students.

7.2.17 Year 10 pupils have the opportunity for work experience. The school will support pupils by taking them to their work experience as well as organising pre-trips to employers all with the aim of making students comfortable within a placement. Red House will also provide work experience, if possible, within the school if students are reluctant to travel. In relation to the opportunities available for work experience for students it was noted that all students are encouraged to find their own placements and everyone is accommodated.

7.2.18 The table below shows the initial destination of the Academy's 2009 Year 11 leavers.

Full Time Education	92
Work Based Learning	12
Apprenticeship	4
Active in Labour Market	6
Not Active	2
Other	5

Figure 4: Red House Academy 2009 Year 11 Leavers (121 in total)  
Source: Red House Academy

### **Schools Bill: The Importance of Teaching**

7.2.19 A Department for Education Bill 'The Importance of Teaching' published on 24 November 2010, and now in its second reading, sets out the policy framework for a Bill intended to be brought before Parliament early in 2011. The Bill focuses on teaching and workforce issues and also broadly outlines future regulatory arrangements.

7.2.20 The Bill provides a number of important changes which will have a direct impact on much of the evidence gathered during the policy review. By 2013 the age to which young people will be expected to participate in education will rise to 17, and by 2015 it will rise again to 18. This will have a significant impact as currently around 68% of the UK's 16-18-year-olds remain in full-time education, and a further 15% receive some form of training.

<sup>3</sup> Improvement and Development Agency (2010). Supporting ambition in our young people. Local Government Association

7.2.21 Through the Bill and subsequent legislation schools will also be encouraged to offer a broad set of academic subjects up to age 16 by the introduction of the new English Baccalaureate, which will focus solely on GCSE's. No decisions have yet been made on how to measure vocational education in schools alongside the English Baccalaureate. Professor Alison Wolf has recently undertaken a review of the role and value of vocational education on behalf of the Government and this is explored in detail below.

7.2.22 It is worth noting at this point the performance of Sunderland Schools in relation to academic improvement. The Government's gold standard measure requires sixteen year olds to achieve at least five GCSEs or equivalent at grade A\*-C including at least grade C in both GCSE English and maths. Sunderland's results in 2010 were the highest ever achieved and also the highest year on year improvement since the measure was introduced. Sunderland's 5+ A\*-C including English and Maths had improved from 45.1% to 52.6%, 2009 – 10, representing a 7.5% point improvement this year and an 18% point improvement over five years. The gap to the national average had been closed, continuing an improving trend over a 5 year period.

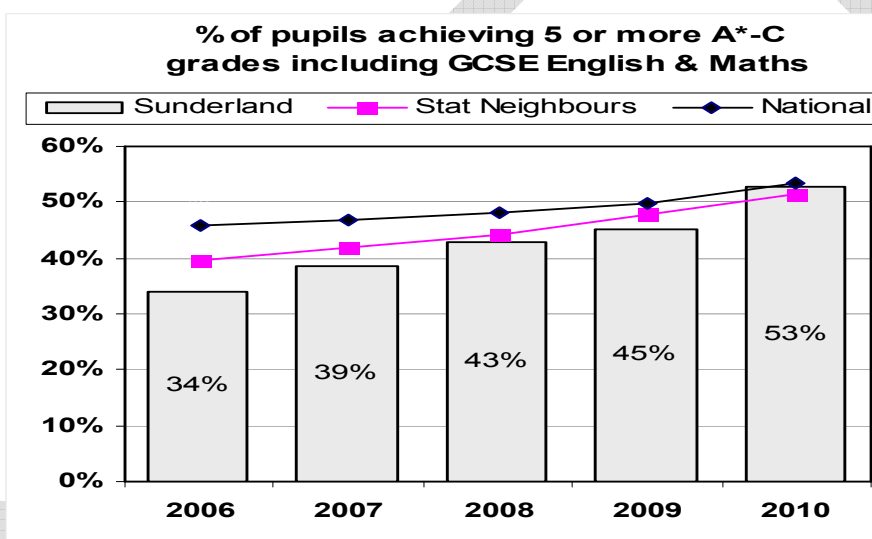


Figure 5: National and Regional statistical comparison with Sunderland Schools  
Source: Children Services

## The Wolf Report - Review of Vocational Education

7.2.23 The review conducted by economist Professor Alison Wolf was published on 3<sup>rd</sup> March 2011 and provides a comprehensive review of vocational education. The review underlines that too many young people are undertaking vocational courses which boost league tables but do not lead to university or employment. The review also recommends that all pupils should study a core of academic subjects until they are 16, as well as calling for changes to the school league tables so some vocational qualifications are not counted. Currently, some qualifications count for the equivalent of four GCSEs.

7.2.24 The report does recognise that vocational education includes, as it always has, courses and programmes which teach important and valuable skills to a very high standard. It can offer a direct route into higher education which has been followed by hundreds of thousands of young people; and apprenticeships which are massively over-subscribed. Conventional academic study encompasses only part of what the labour market values and demands: vocational education can offer

different content, different skills, different forms of teaching. Good vocational programmes are, therefore, respected, valuable and an important part of educational provision<sup>4</sup>.

- 7.2.25 The review however reports that many 16 and 17 year olds move in and out of education and short-term employment. They are moving between the two in an attempt to find either a course which offers a real chance for progress, or a permanent job, and are finding neither. The staple offer for between a quarter and a third of the post-16 cohort, according to the Wolf Report, is a diet of low-level vocational qualifications, most of which have little to no labour market value. Alarming the review estimates that at least 350,000 of 16-19 year olds get little or no benefit from the post-16 education system.
- 7.2.26 The Wolf Report also recognises, as our own review highlights, that English and Maths GCSE (at grades A\*-C) were fundamental to young people's employment and education prospects. Yet less than 50% of students have both at the end of Key Stage 4 (age 15/16); and at age 18 the figure is still below 50%. Only 4% of the cohort achieved this key credential during their 16-18 education. The result is that many of England's 14-19 year olds do not, at present, progress successfully into either secure employment or higher-level education and training. Many of them leave education without the skills that would enable them to progress at a later date.
- 7.2.27 The report also states that children should study mainly academic subjects until they are 16 and that if they do not get a good GCSE in English and Maths by that age, they should be made to continue with those subjects. There was also a desire for more high-quality apprenticeships for young people aged from 16 to 18. The report and Professor Wolf argue that employers should be part-subsidised to offer such apprenticeships, if they offer wider training. The report also argues that it should be made easier for teachers from further education colleges to teach in schools.

### **7.3 Post-16 Education**

#### **The Opportunities for post-16 Education**

- 7.3.1 Leaving school for some is the perceived end of education and the beginning of a life of work, but the harsh realities of the labour market mean many young people need to consider further education or training options post-16. There are many opportunities for post-16 learners through a choice of different types of institution providing education and training including further education in school sixth forms in the 3 voluntary aided secondary schools and sixth form colleges in partnership with City of Sunderland College. In Sunderland, it was identified at the Expert Jury Day that, there is a good mix of provision with 6<sup>th</sup> forms and colleges providing a strong basis for post-16 education.
- 7.3.2 This is highlighted by the scrutiny committee's visit to the City of Sunderland College that provides courses at every level for any school leaver including A-levels and BTEC Nationals. The college has four sixth form centres as well as a specialist campus for Visual and Performing Arts Courses at Shiney Row and the Hylton Skills Campus for vocational skills including catering and motor vehicle maintenance.

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<sup>4</sup> Professor Alison Wolf (2011). Review of Vocational Education. Department of Education



- 7.3.3 The committee visited Hylton Skills Campus which provides school leavers with the opportunity to train for careers in a number of occupations including catering, bricklaying, construction management, plumbing and joinery. Members noted that the college currently had around 120 full time students on construction courses. It was also seen that the college was tapping into the emerging renewable energies market with a number of courses for the up-skilling of current trades and the development of courses for 16-18-year-olds.
- 7.3.5 The college also provides an on-site nursery with heavily subsidised childcare places for college students. This acted as an enabler for students who may have childcare commitments to still take up or continue their own education or training.



Figure 6: Plastering training course at Hylton Skills Campus

### **The Barriers to post-16 Education**

- 7.3.6 One of the key barriers for some young people was their experiences pre-16 where they were often disengaged from education, had poor attendance records and the household suffered from high levels and/or a history of worklessness. All of these have a significant impact on a young person's opportunities post-16. Although equally the committee had seen how some secondary schools were looking to address some of these issues with innovative approaches.
- 7.3.7 There are also issues with a lack of qualifications around literacy, numeracy and life skills all of which present potential barriers to young people post-16. This has the potential to reduce a young person's options post-16 or force them down alternative routes largely due to a lack of qualifications or skills to pursue.
- 7.3.8 The Expert Jury Day highlighted the plethora of qualifications and routes that young people could take when moving to post-16 education. However, it was identified that it was very much about making the right choices, particularly in the current changing climate. Recent Research had also borne this out stating that one of the

most common barriers to young people participating in post-16 education was a lack of knowledge of all the options available to them<sup>5</sup>.

- 7.3.9 Those young people who are NEET are more prone to experience at least one barrier in deciding what to do at the end of year 11. The main barriers identified often relate to courses being unavailable in their area and around lack of money to undertake post-16 education.
- 7.3.10 The issue of courses being unavailable may increase as a potential barrier with institutions like Sunderland City College already seeing funding cuts of £2.8million and the resultant loss of 44 positions within the college. The college like many similar organisations was now looking at how it delivers services, staffing and the curriculum model. Currently the college offers provision across the city and through financial pressures it will need to look to see if this can continue in the future.
- 7.3.11 The Education Maintenance Allowance (EMA), a scheme providing young people from low income families with a weekly allowance to continue in education, has provided financial assistance with travel, books and equipment for young people. The withdrawal of this EMA funding was also highlighted as a concern. Students on work based learning courses will no longer be able to claim EMA from September 2011. This is a big issue for the City of Sunderland College with around 75% of learners currently eligible for this grant, and for many it is a necessity that provides travel costs to and from their place of learning. This will also have a significant impact on those young people who are vulnerable and at risk of returning to the NEET category.
- 7.3.12 The potential reduction in course availability could see the need for young people to travel further to access particular courses for their own career development. The Expert Jury Day highlighted transport as a major factor and it was perhaps the cost of public transport rather than availability that was the issue for young people. If taking into account the removal of EMA it can only make those decisions that much harder and present a far greater barrier than before. An e-voting survey conducted by the Sunderland Connexions Service, on behalf of the scrutiny committee, also supported this in that of those young people surveyed 31% left their last education, employment or training position due to lack of money or it involved too much travel.

## **7.4 The Role of Apprenticeships and Work Based Learning**

### **What is an Apprenticeship?**

- 7.4.1 An apprenticeship provides an opportunity to earn a wage and learn job specific skills working alongside experienced staff. An apprenticeship would typically involve off the job training, usually on a day release basis with the training working towards nationally recognised qualifications. Apprenticeships are available to anyone living in England, over the age of 16 and not in full-time education.
- 7.4.2 There are three levels of Apprenticeship available for those aged 16 and over:

- (a) *Apprenticeships* (once completed it is equivalent to five good GCSE passes)

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<sup>5</sup> Spielhofer, T., Golden, S., Evans, K., Marshall, H., Mundy, E., Pomati, M. and Styles, B. (2008). Barriers to participation in education and training. NFER

Apprentices work towards work-based learning qualifications such as an NVQ Level 2, Key Skills and, in some cases, a relevant knowledge-based qualification such as a BTEC.

These provide the skills needed for a chosen career and allow entry to an Advanced Apprenticeship.

- (b) Advanced Apprenticeships (once completed it is equivalent to two A-level passes)  
Advanced apprentices work towards work-based learning qualifications such as NVQ Level 3, Key Skills and, in most cases, a relevant knowledge based certificate such as a BTEC.

To start this programme, candidates should ideally hold five GCSEs (grade C or above) or have completed an Apprenticeship.

- (c) Higher Apprenticeships  
Higher Apprenticeships work towards work-based learning qualifications such as NVQ Level 4 and, in some cases, a knowledge-based qualification such as a Foundation degree.

- 7.4.3 New measures are to be introduced to guarantee the quality of the Government's Apprenticeship programme which aims to ensure every apprenticeship directly meets the needs of employers and learners. The Specification of Apprenticeship Standards for England state that all apprenticeships will deliver high quality, nationally-recognised qualifications relevant to the skill, trade or occupation of the learner and employer. In addition all apprenticeships will offer individuals appropriate training to achieve a good standard of literacy and numeracy (and ICT where relevant to the skill, trade or occupation), and every apprentice will receive at least 280 hours of guided learning per year.

### **The Funding Issue**

- 7.4.4 From 1<sup>st</sup> October 2010 all apprentices aged 16 to 19 and those aged 19 and over in their first year must receive a minimum of £2.50 an hour. Once they reach the age of 19 and have completed their first year their employer must pay them the full national minimum wage for their age, £4.92 per hour for 18-20 year olds, and £5.93 per hour for those over the age of 21. Apprentices also receive at least 20 days paid holiday per year as well as bank holidays.
- 7.4.5 The majority of apprentices have employment status, however, there were a number of non-employed programme led apprentices. Their programmes were managed by training providers and they are on placement with an employer. These apprentices received an allowance of £95 per week. Programme led apprenticeships were due to end on 31 March 2011. It is not yet known whether they will be replaced with a similar format. Members also noted that funding for the Train to Gain scheme was to come to an end.
- 7.4.6 In Sunderland, Springboard Hub is funded by the Working Neighbourhood Fund to provide supported programme led apprenticeships for young people aged 17 and 18. Young people are employed by Springboard and placed with an employer at no cost to that employer. They are with the project until they complete their NVQ level 2. This funding ends on 31 March 2011.

- 7.4.7 The National Apprenticeship Service will contribute to the costs of the training depending on the age of the apprentice at a rate of 100% for 16-18 year olds and 50% for 19-24 year olds. It is expected that the employer rather than the training provider will pay the other 50% of the costs, although in practice it is rare that employers are required to cover that cost. The Coalition Government has announced the intention to tighten up on this arrangement of requiring employers to contribute.
- 7.4.8 Apprenticeships for 16-18 year olds are funded by the Department of Education and for over 19s by the Department for Business Innovation and Skills. The Comprehensive Spending Review announced an increase of 50% in apprenticeship funding with a view to creating 75,000 new apprentices a year by 2014 and extending the opportunities to all ages. The 2011 Budget announced that the Government would fund an additional 80,000 work experience places for young people, ensuring up to 100,000 places would be available over the next two years. The Budget also set out funding of £180 million for up to 50,000 additional apprenticeship places over the next four years. 40,000 places will provide additional capacity to support young unemployed people, in particular through progression from the work experience programme. To address the specific barriers faced by Small Medium Enterprises in accessing apprenticeships, the Government will support business consortia to set up and maintain advanced and higher apprenticeships schemes, supported by grants, creating a further 10,000 apprenticeships.

### **The Training Providers**

- 7.4.9 There are a number of training providers across Sunderland (Appendix 2 provides a list of the major providers) who are either locally, regionally or nationally based and offer a number of courses, training opportunities and placements for young people across the city. Members met with a number of these providers who acknowledged that as a training provider they had little influence over many of the factors that can contribute to young people being NEET. However, providers did acknowledge some of the principle characteristics associated with long-term NEETs included family issues, financial stability, learning ability and keeping track of young people. A lot of young people drift in and out of the NEET category but those identified as 'hardcore' NEETs were difficult to access. Many were targeted through the Connexions service and the community work they undertake, and the success of this was unknown. Providers highlighted that many of the young people came from families with 2<sup>nd</sup> and 3<sup>rd</sup> generation engrained issues, and it was difficult to raise these young people's aspirations.
- 7.4.10 It was noted that providers had some concerns that some young people were leaving school unprepared for the world of work. Schools were seen as more academically driven through exam results. Providers felt that schools needed to be encouraged to develop support around how 'working works' and to prepare young people for what awaits them beyond the school gates.
- 7.4.11 It was identified by providers that there was a great deal of difference between the perception of work and actual work for young people. It was interesting to note that employers dealing with learners were looking for the same package regardless, so it was often a case of adult workers v's 16-17 year-old workers and this could often put younger people at a disadvantage.

- 7.4.12 It was also noted by Members that many of the young people coming onto providers programmes had unrealistic aspirations; and it was an important aspect that young people were realistic.
- 7.4.13 Apart from the LSC funding received by all apprenticeship providers, a substantial 57 per cent of providers reported apprenticeship funding from employers, just 9 per cent cite learner funding, and 8 per cent funding from other government bodies. Most providers stated they did not ask the employers for a contribution towards the fees for above 19 year old apprenticeship learners. The main reasons for this were: difficult to explain to employers why they do not have to pay for an 18 year old but have to pay for a 19 year old; the feeling that employers already contributed significantly to the training; and more infrequently competition and an unwillingness to charge when competitors did not, for fear of losing market share. Some providers have had to turn over-19 year old learners away as employers have not been willing to provide the contribution.
- 7.4.14 Again providers returned to the school environment and expressed their concerns over the lack of work experience provided during the later school years. Most schools offered a one week work experience opportunity for young people, with the rest of the time dominated by academic studies. A big problem cited by providers was that a majority of young people were not conditioned into work experience and therefore did not have a realistic idea of what they wanted to do upon leaving school.
- 7.4.15 It was interesting to note through the focus group, held with training providers, that they identified Sunderland as amongst the worst 'sell' areas for apprenticeships in the North East with employers. Training providers simply found it difficult to engage with some employers in Sunderland and it was even difficult for providers to get through the door of many companies to show what they could offer. This, compounded, by the fact that many young people did not want to travel even small distances due in part to the very territorial nature of Sunderland's young people, made getting placements in Sunderland very difficult. The attitude of employers and employees in Newcastle was noted as generally better by the training providers. This highlights the importance of the Economic Masterplan and its strategic aim of an inclusive economy for all ages through engaging neighbourhoods in the new economy, developing city enterprise, taking a strategic approach to raising skills and attracting and retaining young people in the city.
- 7.4.16 The Economic Masterplan acknowledges that the city's future depends on educated, enterprising and ambitious people with the skills to contribute to the city's economy and the region's labour market. The Skills Strategy will establish processes and interventions that, when delivered, will provide children, young people and adults with the skills required to support the growth and development of current and prospective industries. Training will cover skills ranging from green construction techniques to engineering and healthcare including a focus on Science, Technology, Engineering and Maths (STEM) subjects in the city's learning institutions. It will also provide a basis to develop a curriculum that gives people the skills to make themselves employable and supports them as they move on to higher paid work.
- 7.4.17 It was also highlighted that both the Bridges and Galleries management prohibited the training providers from marketing in their centres, which was a

major barrier for providing information on the services and courses available. There appeared to be some confusion, as both The Galleries and Bridges shopping centres permitted marketing by such companies, however, this was on a commercial basis conducted through an external company and only registered charities were able to market for free in the respective centres.

- 7.4.18 Performance issues were important to providers and it was noted that perhaps apprenticeships were not the right process to help tackle the NEET issue. Some providers had accepted young people onto apprenticeships who would not normally have made it anywhere else. However, it was still important that performance did not suffer as there was the potential to lose future business. This brought to the fore the whole 'moral' issue around the process. There was often a fine balancing act between accepting young people onto courses and not accepting. The danger of accepting young people who could potentially drop out and affect performance indicators, against not accepting young people and potentially limiting their options to very little. Training Providers also saw different types of NEETs; those that were above C average academically and those that were below C average, the options for the two groups differing greatly. These performance issues are borne out by in-depth research from the Learning and Skills Council that has shown that training providers place a great level of importance on learner demand, which is having demand from the right learners with prior qualifications, a good aptitude and commitment<sup>6</sup>.
- 7.4.19 Providers also noted that many older 16 year olds and early 17 year olds are far more successful on courses than early 'straight from school' 16 year olds. This, they felt, was largely down to young people having learned from their own experiences of life, looking for work and training for work.
- 7.4.20 Training providers suggested that a closer link with Connexions and the sharing of information, between work based learning providers, would help to identify and target those groups most at risk of becoming NEET or staying NEET. It would also help to provide a more seamless service between the various organisations. It was noted that some local authorities were already providing Information, Advice and Guidance (IAG) to providers. Training providers reported that the National Apprenticeship Service (NAS) had seen very little success, and that the Connexions service was much more successful.
- 7.4.21 The Committee also visited Sunderland ITeC, part of Sunderland City Council, which delivers apprenticeship training. ITeC delivers employed status apprenticeships; this means that all young people on apprenticeships were employed as such by employers across the city. ITeC, like many training providers, faced issues around funding arrangements with many streams being discontinued including Working Neighbourhood Funding, Train to Gain and European Social Funding. This could lead to a potential loss or reduction in current provision. Growth sectors identified by ITeC in terms of apprenticeships were in engineering while ICT/admin apprenticeships were acknowledged as difficult in attaining in the current climate. ITeC worked closely with employers to ensure apprenticeships were worthwhile for both employer and employee and that there was a real opportunity for a job at the end of the apprenticeship course.

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<sup>6</sup> Experian Public Sector (2009). Apprenticeships: Understanding the Provider Base. Learning and Skills Council

## Supply and Demand of Apprenticeships

7.4.22 In Sunderland between 1 September 2009 and 31 August 2010 there were a total of 992 starters to apprenticeships, which represents 35% of the overall total in Tyne and Wear. The young people in Sunderland participated in apprenticeships in a number of different occupational areas as can be seen in the table below. This shows that most opportunities for apprenticeships are in clerical and secretarial, closely followed by skilled trades and skilled construction trades, this is similar across Tyne and Wear.

Skill Type if known	Advanced Apprenticeship	Apprenticeship	Total
Skill Type not known / recorded	68	217	285
Clerical and Secretarial	49	145	194
Other Skilled Trades	19	71	90
Skilled Construction Trades	7	72	79
Childcare	1	69	70
Sales Occupations	11	48	59
Hairdressing	6	42	48
Skilled Engineering Trades	33	12	45
Vehicle Trades	8	27	35
Health Care	5	29	34
Catering Occupations	1	14	15
Other Elementary Occupations	1	11	12
Electric/Electronic Trades	4	2	6
Agriculture/Forestry/Fisheries	0	6	6
Personal/Protective Services	1	3	4
Other Personal Services	0	3	3
Labourer & Other Unskilled Ind. Work	0	2	2
Metal Forming	2	0	2
Managerial & Professional	0	1	1
Plant & Machine Operatives	0	1	1
Travel Attendants	0	1	1
<b>Grand Total</b>	<b>148</b>	<b>559</b>	<b>707</b>

Figure 7: Skill Type of Apprenticeships in Sunderland  
Source: Sunderland Connexions

7.4.23 As can be seen there is an appetite for apprenticeships, and this was confirmed at the Expert Jury Day where it was noted that with more young people than apprenticeships, and the removal of programme-led apprenticeships, the situation was becoming even more demand hungry. The e-voting survey conducted by the Sunderland Connexions Service, also supported this in that of those young people surveyed 50% felt there were not enough apprenticeship opportunities in Sunderland, while only 25% thought there were sufficient.

7.4.24 Sunderland City College reported similar experiences with demand outstripping supply. It was further highlighted that over the past 18 months for every apprenticeship position offered by the College there had been between 10 and 100 applications. Young people view apprenticeships as a very attractive proposition, however, it must be remembered that apprenticeships are very elite. Young people think that they will just walk into an apprenticeship, but in reality it is the most rounded of individuals who will be successful.

7.4.25 The Committee also acknowledged that it was certain occupations, including motor vehicles and construction, that were very popular with young people. It was also

seen as a complicated area with many young people not ready to move into an apprenticeship and the supported apprenticeship programme run by Springboard had helped to develop key skills in young people wishing to make that transition. The higher level apprenticeship programmes often struggled to fill positions solely on the demands of the programme and the requirements expected of young people.

7.4.26 There was no doubt that the proposed increase in contributions expected from employers would slow things down as it becomes more of an economic issue. It was suggested during the evidence gathering that even many of the big employers would potentially decrease or limit the numbers of apprentices that they employ.

## **7.5 Employers and Young People**

### **The Employer Perspective**

7.5.1 Employers are perhaps the most important part of the whole apprenticeship equation, for without their willingness to invest and develop in their own workforces there would be limited opportunities for young people to either begin work, or develop in a working environment. At the Expert Jury Day the importance of getting the message out to employers of the good economic and social sense in developing young people through an apprenticeship programme was highlighted. Young people can bring good ideas, drive, and initiatives and could ultimately change the way a company operated. There was an important message to convey that apprenticeships were not necessarily a drain on resources and employers can get far more back than they perhaps initially perceived. It was identified that there was a real need to get this positive message about apprenticeships 'out there' to local employers and businesses.

7.5.2 This message was echoed by a number of employers that the committee contacted, with some companies fully committed to taking on trainees, providing they felt comfortable that the trainees would develop the skills that would be useful to the company in the future. However employers also fully acknowledged the limited number of entry level opportunities within local businesses for young people due to the effects of the recent recession.

7.5.3 As with the some training providers, the employers highlighted their concerns about the educational standard of young people leaving school coupled with their lack of preparation and knowledge of working in the commercial world.

7.5.4 However it was not all doom and gloom because employers have recognised that when taking young people into the organisation, it was wonderful to see their confidence grow as they developed and matured through the training and working opportunities afforded them within the organisation. Employers stated that overall they had many more successes than failures when taking on young people and felt that on the job training enhanced their future prospects as well as the wealth of Sunderland, the region and ultimately the country.

7.5.5 City of Sunderland College is also promoting the benefits of apprenticeships through employer breakfast briefings which showcase the success and merits of apprentices in the workplace. Employers were invited along before the start of the working day to see the potential of apprentices for their workforces.

7.5.6 Sunderland City Council has recognised the benefits of apprenticeships and as one of the largest employers within the city also understands the social importance of



providing opportunities for young people. Currently the council has 75 apprentices in post with 111 people having completed apprenticeships over the last 3 years, of which 83 ended up with a permanent position within the Council. By this promotion of apprentices within the Council some services have seen real opportunities around restructuring and service re-design. The Streetscene service is a good example of this as 50 new apprenticeships are to be created in 2011. In relation to the sustainability of so many apprentices in one service it was noted that the age profile of the Streetscene staff could see problems over the next few years as many of them retire. It was also noted that ultimately all apprenticeships were fixed term contracts with no guarantees of employment at the end of them.

- 7.5.7 When recruiting young people, Sunderland City Council not only looked at the conventional aspects such as qualifications, the Council also conducts an analysis to determine the qualifications and qualities needed to fulfil any advertised role. It was highlighted that it was important to change the attitude of families where worklessness was inter-generational.
- 7.5.8 Nissan, the other major employer within the City, also recognised the importance of recruiting, training and developing their future workforces. Nissan operate a number of trainee schemes and programmes including in administration, manufacturing, maintenance and production supervisors. Nissan currently had 279 trainees on the various schemes operated and it was clear when visiting the company the importance placed on building their own workforce for the future. The company also had placements for graduates and students. Interestingly Nissan also highlighted that their biggest issue with young trainees was around their work ethic and the pace of work required by the company.
- 7.5.9 Another major employer that the committee had spoken with was Gentoo who currently have 33 apprentices in posts across the trade arms of their organisation. Gentoo apprentices vary in age from 17-43 and all vacancies attracted a high calibre and volume of applicants. It was noted that all apprentices were given full-time employment at the successful completion of their apprenticeship.
- 7.5.10 Gentoo also delivered the Supported Apprenticeship Programme through the Working Neighbourhoods Fund (WNF) "Assisting People to Work: Specialised Provision" and in partnership with Connexions and Springboard. The hub programme looked at employability training for over 200 NEET young people and targeted learners with insufficient skills, qualifications or experience. Gentoo supported 10 apprentices over a 2 year period and the programme helped young people grow and develop, so far 8 have joined Gentoo Living and the remaining 2 are still in post, with the organisation looking for opportunities for them.
- 7.5.11 Gentoo acknowledged that the programme had not been without its difficulties and on average it had cost £46,000 per young person. This cost included a work based mentor, programme manager and support workers. Gentoo were keen to explain that they had adapted the programme to suit the needs of the individual, this was particularly important when dealing with young people who were NEET and their often complex social and domestic issues.

### **Case Study: Gentoo Living**

Gentoo employed one young person who suffered from domestic violence in their home life. Gentoo recognised that a 5 day apprenticeship programme would be unsuitable for this person, so working together through a support worker a solution was agreed that was acceptable by both employer and employee.

The organisation was able to signpost the young person to organisations who could help with their personal situation and Gentoo also provided support including a reduction to their working week. This helped the individual and produced outcomes and success, but this was only through individually facilitated support and guidance.

- 7.5.12 Throughout the review Members of the Committee had heard about how some young people were unprepared for the world of work. Gentoo offer a 2 year day release programme for local secondary school pupils studying a BTEC Higher in Construction. Each young person has a dedicated work mentor and the course is linked to the traditional apprenticeship programme. Currently 52 pupils from Farrington School and Sandhill View School have participated since September 2007 with a 100% pass rate. This no doubt provided these young people with an experience of work and just what exactly was required in a working environment, as well as increasing those young people's potential for employability.
- 7.5.13 Gentoo explained that the current economic climate was putting a number of these initiatives in jeopardy. The spending review, government cuts and loss of funding streams all had potentially detrimental effects on such projects and schemes. Gentoo were also keen to explain that in looking for apprentices they looked for qualities like determination, motivation, reliability and eagerness rather than qualifications and this was particularly relevant when working with the NEET group.
- 7.5.14 A lot of the employers also recognised the sterling work done by local service providers including Sunderland ITeC, MillTech, Springboard and the Connexions Service. Employers felt that providers like these offered practical experiences for those students who were on placement with employers, and an important service in addressing the NEET issue. Special mention was also given to the vocational provision provided through Sunderland City Council at the Pallion and Harraton Centres which was seen by employers as an essential function in giving young people opportunities to acquire skills that were relevant to businesses and employers.
- 7.5.15 Added to this is the potential for the North East to become a centre for the green economy, with the like of offshore wind turbines being identified as a major manufacturing and supply chain opportunity. The retention of Nissan in the area was also seen as important with the new battery plant creating further opportunities through the supply chain. The introduction of electric vehicles will lead to the development of the country's infrastructure including charging points. In general construction there was also a Government target to have 20% of domestic energy as green energy. This would require housing stock conversion and a lot of work in up-skilling construction staff and also creating further semi-skilled staff. Sunderland College were already delivering courses in this area as the demand for renewable and green technologies continues to grow.

7.5.16 Another important aspect which was identified through the Expert Jury Event were the links with business and industry not being as strong as perhaps they should be. It was noted that employers representation on the 14-19 Strategy and NEET Boards needed to be strengthened. It was highlighted that through the Business Forums that exist it was important for all concerned to create better relationships with employers in the city around apprenticeships.



Figure 8: The emerging green economy – training to fit solar panels

### The Views of Young People

7.5.17 The report has so far covered a number of issues relating to work based learning and NEET young people but perhaps we have left the most significant and complex group until last, young people themselves. The Committee realised that it would be important to gain an understanding from young people about their own aims, experiences and opinions around work, training and education. To this end the Committee has interviewed a number of young people both in training, looking for work and those on apprenticeships. In doing this a number of techniques were employed including e-voting surveys, a big brother diary room and informal sessions with groups of young people on training courses.

7.5.18 Many of the young people that the committee have spoken to throughout the course of the review had certain expectations or aspirations on leaving school, and many thought they would almost 'fall' into employment or an apprenticeship programme. The reality for most was very different. One young person explained the extreme difficulties in getting onto a worthwhile course or getting into employment, and it was acknowledged that she had not realised it would be so difficult. The majority of young people interviewed hoped to see themselves either in training or employment, this was supported by the e-voting survey conducted which indicated that 94% of young people surveyed saw themselves either at college, in training or employment. It is important that young people's expectations and aspirations were managed from an early age to ensure they were aware of what truly lies beyond the school gates for them.

7.5.19 A lot of young people, also simply did not know what they wanted to do when they left school. In speaking to a number of apprentices at Sunderland ITeC they all echoed the fact that on leaving school they did not have any real idea about what they wanted to do. There was also a general feeling that options were not fully explained to young people at school, and that for many they ended up following an academic route, being over qualified with a lack of real work experience. The apprentices acknowledged that undertaking an apprenticeship gave them both a qualification and valuable hands-on experience.

- 7.5.20 The young people interviewed from ITeC also informed Members of the Committee that many of their friends and associates had gone down the college route to study for a degree, with no guarantee of employment at the end and the potential for a large student debt. While enrolling for an apprenticeship they saw themselves ending up with up to 7 years practical experience, qualifications, a job and no debt. The apprentices were also very aware that many employers were looking for candidates with practical experience as opposed to qualifications. They also realised that in following an academic route there was often not enough information about what was truly required for a career pathway. The apprentices acknowledged that studying for a degree was not as simple as first seen with many students entering academia without the real facts of what was required.
- 7.5.21 The ITeC apprentices appeared to have a good career pathway and knew where they wanted to be in 2-5 years time. This supported much of the evidence already gathered that those young people participating in apprenticeship programmes are often the most rounded of individuals, showing key characteristics of confidence, team work, self discipline and assertiveness without aggression.
- 7.5.22 The majority of young people interviewed during the research stage of the review were actively looking for work or training opportunities. This conflicts with the stereotype of young people who are often portrayed as de-motivated and work-shy. This is illustrated through a variety of interviews including where one young person, through the Big Brother Diary room, informed the committee that they had “been trying to look for an apprenticeship” while another reported that they had been “looking on Connexions website, looking on any job websites, going round town handing my C.V. in. Also asking friends if they work somewhere, ask them if there are any jobs going.” Finally another young woman informed the committee that she was “just looking for any work really, any training that I can get.”
- 7.5.23 As has already been mentioned many young people who find themselves NEET lack the skills or qualifications to apply for apprenticeships. This was highlighted through the Springboard Organisation who had an open door policy that no young person was turned away. All young people completed an application form and then were interviewed, from this students are either referred to other organisations to develop their basic skills or are put on ‘taster’ courses in vocational areas. Springboard also explained that a lot of learners coming through their doors were worried about their English and Maths skills, essential for modern apprenticeships, and this acted as a barrier for many young people.
- 7.5.24 The young people interviewed at Springboard enjoyed the hands-on practical opportunities they were experiencing and this had given many of them confidence, further developed their skills and key strengths. Many of the learners identified a lack of practical hands-on experience as a reason for leaving their previous courses and many felt that practical experiences gave them more benefit than reading or copying from a text book.
- 7.5.25 This argument is further supported by the e-voting survey carried out with young people. This survey showed that 50% of respondents left their last education, training or employment opportunity because they did not like the course or tutor and a further 13% stating that it was leading nowhere.
- 7.5.26 Young people commented highly on the levels of support available to them and favourable mentions were given to the Sunderland Connexions Service,

Sunderland ITeC and Springboard. Many of the young people interviewed felt they were getting good support and advice from the various services and this was helping them in their search for employment or training. The e-voting survey also supports this in so much as of those surveyed 81% thought they had been given the advice and support they needed.



Figure 9: Hair and Beauty Salon at Hylton Skills Campus

## 8 Conclusions

The Committee made the following overall conclusions:-

- 8.1 Young people become NEET for a variety of reasons and the majority do not stay NEET for long. It is recognised that the NEET group is not static but constantly changing and moving, this is true in Sunderland as it is regionally and nationally. The family situation and social context of young people has a major bearing on the chances of a young person becoming NEET.
- 8.2 The economic downturn, recession, times of austerity and public spending cuts that the country has endured have all had a major impact on the nation's employment rates and it is young people, historically, who experience this the most. These difficult times may mean that those young people who fall into the NEET group may stay there longer than previously as it becomes harder to find education, employment or training.
- 8.3 School is important, it has a major say in the development of young people and it is the platform from which young people move into further education, training or employment. However, for a number of young people school, its rules and focus on academic studies can be a negative experience and rather than a platform it becomes a barrier to future prospects. Leaving school with little or no qualifications and poor basic skills can severely limit the opportunities open to a young person in a fiercely competitive world. Schools recognise this and are using a variety of strategies to prevent young people from becoming disengaged from the education system. Through the evidence gathered for this review the committee has seen the work undertaken in a number of schools and the variety of techniques being used to help provide the support that some young people need.
- 8.4 The 14-19 strategy was highlighted as a strength and it is important that the local authority has strong links with educational partners and training providers across the city and region. The broadening of high quality vocational opportunities within

the 14-19 offer can only provide greater opportunities for young people and provide a greater range and mix of vocational, education and training provision across the city.

- 8.5 Young people leaving school should, at the very least, have a basic skill set including literacy and numeracy, but for a small number of young people this does not appear to be the case. Throughout the evidence gathering concerns were highlighted that a number of young people were still leaving school with few formal qualifications, this can act as a barrier or the very least see a delay in a young person's progress or transition.
- 8.6 The Schools Bill: The Importance of Teaching will have important ramifications in relation to the whole alternative provision, NEET and academic agendas. It is still unclear what the Government's policy will be in relation to vocational education, but the recent review conducted by Professor Alison Wolf provides major evidence and recommendations will have a major influence on this aspect of education. The White Paper does place an emphasis on an academic pathway through the English Baccalaureate system, and the Wolf Review largely supports this approach. The White Paper also proposes to raise the statutory participation age in education to 18 by 2015, will this see the end of NEETs category for 16-18 year olds or drive them underground making them even harder to reach?
- 8.7 The North East has a good mix of provision catering for post-16 education including 6<sup>th</sup> forms, colleges and a universities. Young people from Sunderland do not just access the provision locally as many will look to Newcastle, Durham and Gateshead for their post-16 requirements. It is important that there is support for the transition from school into 6<sup>th</sup> form or college, to ensure during the long summer period, young people do not become disengaged. The post-16 transition is paramount and young people need to be equipped with the knowledge and information they need to make informed decisions about their future pathways. The lack of good information, advice or guidance can be a key factor in becoming NEET.
- 8.8 However, pressure may well be exerted on post-16 educational providers, through budgetary pressures and the impact of funding cuts, to look at their operating models, how they deliver services and the overall curriculum provided. It could be that the future shape of post-16 education is of a more limited choice as organisations look to balance their budgets.
- 8.9 Throughout the course of the review one of the biggest issues raised was the intention to remove EMA funding for young people on work based learning courses. From colleges, employers', training providers and young people the message was the same, that the removal of the EMA funding would make going into further education more difficult for some young people, and present a greater risk of some young people becoming NEET. EMA provides a resource for young people to cover expenses such as travel, food and equipment for their studies and training, without this many young people would be unable to continue or begin post-16 education. However the Education Secretary has very recently announced a £180million a year bursary scheme that will replace the Education Maintenance Allowance. There will be a period of transitional protection for those currently claiming EMA. Those who first successfully applied in 2009/10 will be funded at the same level until the end of the 2011/12 academic year while those in their first year of study and in receipt of the maximum grant will be funded at £20 per week until the end of



2011/12. Currently around 86% of Sunderland's claimants are accessing EMA at the maximum grant level.

- 8.10 It should be noted that this new funding scheme is worth less than half of the EMA, which had annual funding totalling £560million, and will only be available to the poorest college age teenagers, predominantly made of those in care, care leavers and those with severe, multiple and profound learning difficulties and disabilities. This leaves around £165 million that will make up the new DLSF scheme which can be used to support access however the allocation of the funds are left to the discretion of the colleges and learning providers who will decide the frequency and scale of the allocation. This still presents a real challenge to learning providers and it is one that will require innovative measures to overcome, this could include the potential to offer paid commercial experience to young people to supplement the removal of EMA funding.
- 8.11 The funding streams for many initiatives, schemes and courses have either ended or will be coming to an end shortly, exerting real pressure on the continuation of many schemes. This will see Working Neighbourhood Funding for programme led apprenticeships ending in March 2011 along with Train to Gain funding and Activity Agreement Pilots. These were aimed at testing the effectiveness of conditional financial incentives along with intensive support and brokerage of tailored activities in re-engaging young people aged 16 -17 who had been NEET for at least 20 weeks immediately prior to starting an Activity Agreement. This along with proposed increase in contributions expected from employers could prevent or slow down many young people from gaining a place on a scheme or apprenticeship, as this issue becomes more economic in nature. It is not all funding cuts though, as through the Comprehensive Spending Review and 2011 Budget announcements there is a commitment to increase apprenticeship and work experience opportunities for young people.
- 8.12 Young people often leave school with little or no real experience of the world beyond the school gates and what responsibility it means to have employment, or how difficult it can be to gain employment. Training providers from across the region felt schools could and should do more to ensure that young people had a rudimentary grasp of just what work was all about. It must be noted that 16 and 17 year olds are often competing in the job market with more experienced older people, and this can put them at a disadvantage, after all employers are looking for the same package regardless of background. Young people are best placed to learn about work at work
- 8.13 Apprenticeships are seen as the proverbial golden egg when it comes to opportunities post-16 and with demand outstripping supply they are fiercely competitive. Young people falling into the NEET category are often lacking in the requisite skills expected and required of an apprenticeship programme. There is an argument that apprenticeships are not the most suitable vehicle for those young people with long term NEET issues. Perhaps it is better to develop their skills sets while at the same time building their confidence and aptitude before looking further at the possibilities of an apprenticeship programme. It is also worth noting that training providers are reluctant to accept young people onto apprenticeships who are NEET and may not be up to the demands of the programme, after all training providers are remunerated on a results basis.

- 8.14 That Sunderland is a poor 'sell' area when it comes to apprenticeships is disappointing but the Economic Masterplan does acknowledge that the city's future depends on educated, enterprising and ambitious people with the skills to contribute to the city's economy and the region's labour market. A key part of this will be the development and realisation of a Skills Strategy that will provide children, young people and adults with the skills required to support the growth and development of current and prospective industries. Also young people in the city will be supported by the city's engagement with schools as part of the skill strategy. This will maximise productive, entrepreneurial opportunities for young people through 'enterprise in schools' support, city champions and the development of industries such as the creative sector.
- 8.15 Employers recognise the value and potential an apprentice can bring to an organisation, but equally recognise the huge commitment and level of investment that is required to take a young person from raw recruit through to qualified employee. Often only the most rounded of individuals are seen as apprenticeship material and taking NEET young people into such schemes requires different approaches, in many cases a greater level of support, understanding and flexibility is required on the part of the employer.
- 8.16 Apprenticeships can be an extremely attractive proposition to businesses, and a good modern apprentice is a great asset to a business. There is no substitute for real-life working experience and many employers working with training providers, Sunderland ITeC and the Connexions service have given opportunities to young people in Sunderland. Whether in the current economic climate this will continue, it is difficult to predict but bringing new ideas, a fresh pair of eyes or a different viewpoint, into an organisation could be the impetus for future opportunities for that business.
- 8.17 Employers are as concerned as any group that young people coming fresh out of school should be equipped with the basic skills and a positive work ethic. There was a real desire to see more work done in schools around the basic skills that can make a person more attractive within the labour market. It was also recognised that links with Children's Services and employers could be strengthened and this would add another facet to the existing boards which look at 14-19 issues.
- 8.18 Often the problem is that young people simply don't know what they want to do when they leave school and this can inhibit their career choices and advancement. The importance of advice and guidance to young people has never been more important not only for providing career advice but also for managing their aspirations and expectations. Young people are often stereotyped, a little unfairly, as those that the committee spoke with were actively looking for work or training opportunities, although they did not realise how hard this would be upon leaving school. Connexions and other training providers have a real role to ensure that young people leaving school are put on the right pathway that will ensure or at least help them achieve the right outcome.
- 8.19 Young people need exposure to employers in school and can benefit from experiencing the work environment from an early age. Young people need to understand what is expected of them from an employer and while work experience is done in schools is it enough? Nothing teaches young people about work more than actually being in work. There are already huge pressures on the school



timetable but for some young people this experience could help shape where they want to be and what they want to do in life.

## **9 Recommendations**

9.1 The Children, Young People and Learning Scrutiny Committee have taken evidence from a variety of sources to assist in the formulation of a balanced range of recommendations. The Committee's key recommendations to the Cabinet and partner organisations (where applicable) are as outlined below:-

- (a) That Children's Services look to explore with schools ways of preparing young people for their post-16 future both for academic and vocational routes with a particular focus on those young people who may not follow an academic pathway;
- (b) That Children's Services work with partners across Sunderland to look at options for a coordinated approach to tackle the issues associated with the removal of the EMA funding from the majority of young people;
- (c) That further utilisation of the Pallion and Harraton Centres be explored in relation to vocational delivery in line with the findings from the Wolf Report;
- (d) Look to develop the 14-19 partnership board to provide a more targeted approach to the issue of NEETs including strengthening the strategic relationship with the Economic Leadership Board, the City's Economic Masterplan and the work of partner organisations;
- (e) Look to engage and develop relationships with employers and seek to have employer representation on the 14-19 NEET Improvement Board;
- (f) That the Council explores the possible options available to help promote and support the benefits of apprenticeships to employers in the area, and;
- (g) That the Connexions Service looks to work with schools and employers in developing and strengthening links to enhance the opportunities available to young people that provide experiences and understanding of work.

## **10. Acknowledgements**

10.1 The Committee is grateful to all those who have presented evidence during the course of our review. We would like to place on record our appreciation, in particular of the willingness and co-operation we have received from the below named:-

- (a) Keith Moore – Executive Director of Children's Services – Sunderland City Council
- (b) Beverley Scanlon – Head of Commissioning and Change Management – Sunderland City Council
- (c) John Rawling – Deputy Director HR & OD – Sunderland City Council
- (d) Suzanne Duncan – Vice-Principal – City of Sunderland College
- (e) John Wood – South Tyneside Manufacturing Forum
- (f) Elaine Murray – Operations Manager – Gentoo Living
- (g) Tyler Moore – Operations Manager – Gentoo Living
- (h) Staff and Pupils from Sandhill View School

- (i) Staff and Pupils from Red House Academy
- (j) Gwyneth Bell - Managing Director - Precision Geomatics Limited
- (k) Neil Hall - Head of HR - Turbo Power Systems
- (l) Gary Robinson - Governor Support Manager - Sunderland City Council
- (m) Christine Robson - Court Manager - Sunderland & Houghton Le Spring Magistrates Courts
- (n) Andrew Carton – Connexions Manager – Sunderland City Council
- (o) Anne Ratcliffe – Controller Training – Nissan Motor Manufacturing (UK) Ltd
- (p) Pat Garrigan – Connexions Area Co-ordinator – Sunderland City Council
- (q) Joanne Mounter – Team Wearside
- (r) Angela Badsey-Doyle – Key Training
- (s) Gillian Laws – Future Strategies Consulting Ltd
- (t) Ian Gardner – Sunderland ITeC
- (u) Liz Nelson – Sunderland ITeC

## 11. Background Papers

11.1 The following background papers were consulted or referred to in the preparation of this report:

- (a) The Audit Commission, 2010. Against the odds: Re-engaging young people in education, employment or training.
- (b) LSN Learning, 2009. Tackling the NEETs Problem: Supporting Local Authorities in reducing young people not in employment, education and training.
- (c) Community Links, 2010. NEETs: What's really going on?
- (d) I&DEA, 2010. Supporting ambition in our young people.
- (e) Department for Education, 2011. Schools White Paper: The Importance of Teaching.
- (f) CBI, 2010. Ready to Grow: business priorities for education and skills.
- (g) Learning and Skills Council, 2009. Apprenticeships: understanding the provider base.
- (h) Department for Education, 2010. Barriers to participation in education and training.
- (i) Department for Education, 2011. Review of Vocational Education – The Wolf Report.

**QUESTIONS AND RESPONSES FROM THE E-VOTING**

**(1) Are you male or female?**

Male	69%
Female	31%

**(2) How old are you?**

16	6%
17	31%
18	31%
19	13%
Other	19%

**(3) How long have you been unemployed?**

Less than one month	13%
Less than three months	19%
Less than six months	19%
More than six months	49%

**(4) Have you previously been employed or taken part in training or education course?**

Yes	94%
No	6%

**(5) Have you found it difficult to find work, training or an education course?**

Yes	69%
No	31%

**(6) What do you think about apprenticeships or work-based learning opportunities?**

Good idea	94%
Not good	0%
Not sure	6%

**(7) Do you think we have enough apprenticeship opportunities for young people in Sunderland?**

Yes	25%
No	50%
Don't know	25%

**(8) What qualifications did you get in school?**

None	19%
Some GCSEs F and G	19%
GCSEs E and F	19%
Mainly Cs	24%
A to Cs	19%

**(9) What have you done since leaving school?**

Full time work	18%
Part time work	0%
College course	52%
Work based learning	6%
Something else	6%
Nothing	18%

**(10) Why did you leave your last education, training or employment opportunity?**

Lack of money	13%
Too much travel	18%
Did not like the course	37%
Did not like the tutors	13%
Leading nowhere	13%
Was asked to leave	6%

**(11) How confident are you about finding work?**

Very confident	25%
Confident	50%
Not very confident	19%
Not at all confident	6%

**(12) Would you consider doing training?**

Yes	81%
No	13%
Don't know	6%

**(13) Would you consider going to college?**

Yes	44%
No	25%
Don't know	31%

**(14) Would you consider doing an apprenticeship?**

Yes	81%
No	13%
Don't know	6%

**(15) Do you feel you have been given the advice and support you need?**

Yes definitely	38%
Most of the time	43%
Not really	19%
Not at all	0%

**(16) Do you have an idea of what job you want to do in the future?**

Definitely	56%
Maybe	13%
Not really	25%
Not at all	6%

**(17) Looking to the future where do you see yourself in two years time?**

At college	13%
In a job with training	19%
In a job	62%
Running my own business	0%
Unemployed and still looking for work	6%

**(18) If you have already taken part in training, what did you think about the quality of the training provision?**

Very good	19%
Good	37%
Satisfactory	38%
Bad	6%

**(19) Do you think there are enough opportunities for work in Sunderland?**

Yes	19%
No	68%
Don't know	13%

## KEY TRAINING PROVIDERS IN SUNDERLAND

**Key Training:** Key Training is one of the leading training organisations in the UK, and have been trading since 1965 and are one of the largest in the sector - in the last 10 years they have trained over 200,000 people.

- Young people are often happy to apply online but lose interest when they are invited in for a face to face interview.
- Word of mouth is usually a good way of getting young people through the door.
- Young people expect things to happen quickly and easily and the provider often has to manage these expectations and keep them motivated.
- Young people are often registered with multiple providers.
- All young people are subject to an interview process for each provider.

### 1<sup>st</sup> Degree:

- Some employers (particularly small businesses) can't afford to pay minimum of £95 per week in the current climate. Providers are getting feedback that employers want to take people on but are put off by the cost.
- In a salon setting employers want young people who have learnt on the job rather than in a college setting.
- Provider can take young person through level 2 (hair and beauty) but they must be employed to progress to level 3. Young people are often stuck when they reach that level.
- Sunderland Connexions very well thought of among providers.

**Future Strategies:** Established since 2000, Future Strategies has delivered competency-based programmes to over 70,000 people throughout the UK, making them one of the largest providers in the country.

- Regional work based learning provider.
- No issues in finding employers to take on apprenticeships.
- Young people work 2 days per week in the 'Academy'.
- Young people use qualifications as a stepping stone to college.
- Selection criteria in place. If young people are not right (or not there for the right reasons) for an apprenticeship they are signposted elsewhere.
- Placements are kept close to where young people live where possible.

**Team Wearside:** TEAM (Training Education Achievement and Motivation) Wearside Ltd, is a Sunderland based Training Provider Charity. Since its establishment in 1991 TEAM Wearside has offered training and support to a range of individuals and businesses across the North East.

- Lots of positions in retail, therefore if young people are looking at a certain route they may be encouraged to take another route depending upon levels of available apprenticeships.
- Foundation learning offered. Tutors spend lots of times addressing barriers to learning such as social, behavioural, housing.
- If young people at foundation stage are not ready to go onto an apprenticeship or a job they are signposted to the Princes Trust.

**Zodiac Training:** Zodiac Training have been delivering training and development programmes since 1996 and now employ over 150 skilled and dedicated members of staff in offices throughout north-east England.

- National Apprenticeship Service (NAS) provide lists of NEET.
- Vacancy matching service.
- Schools programme – working with early leavers.
- Mock interviews in schools.
- Employers tend to return to Zodiac for subsequent apprenticeships (they have a marketing team that generates placements).
- Training in interview techniques given to candidates.
- If young people are registered with more than one provider they can become confused as to interview schedules etc.

#### **Go4it:**

- Local Authority funded, voluntary project working with young people at an area level (east).
- Works with young people pre-NEET.
- Combines 'fun' activities with serious learning.
- Works with the BME community.
- Partnership with Springboard to deliver foundation learning.
- Young people with more complex issues need a lot more support in getting to an adequate level for apprenticeship or employment than others.
- Young people go 'through the mill', i.e. they often return to the Go4it project and can be disillusioned. Staff work with young people to raise esteem.
- Best way of engaging young people is talking to them on the street and knocking on doors.

#### **Tyne and Wear Fire and Rescue Service: Princes Trust Programme**

- 12 week full time course offered to young people aged 16-25 who are NEET.
- Referrals come from a range of agencies including police, youth offending service etc. Young people can also self refer.
- Leads to a City and Guilds in Personal Development and Community Skills.
- Works on self esteem, working as part of a team, motivation etc – includes a range of activities including work placements; working in the community and physical activities.

#### **Salvation Army: Connect Course**

- Funded through WNF (ends in March 2011), delivered through Sunderland College.
- Works with NEETs who cant or wont go into mainstream provision.

**Springboard:** Springboard Sunderland Trust started in December 1975 as a joint project between Community Service Volunteers (CSV) and Sunderland Borough Council Social Services Department. Springboard creates opportunities for people to achieve their educational, employment and personal goals. In 2003 more than 2300 people worked and volunteered with Springboard in the north east.

- Offers foundation learning and a range of apprenticeships.
- Difficulty in finding placements for young people, would like assistance to engage with employers.

- Young people often aren't aware of what is involved in work.
- Young people on foundation learning can display challenging behaviours which wouldn't be acceptable in the workplace.
- Open door policy – never turn a young person away.

**PETAL:** PETAL is a new innovative and exciting training organisation established in June 2010 with the support of East Durham Business Services. All of PETAL's employees come from an employment and training background and have a wide range of skills. At PETAL we are committed to providing an inclusive training environment by attracting and supporting a diverse workforce and customer base.

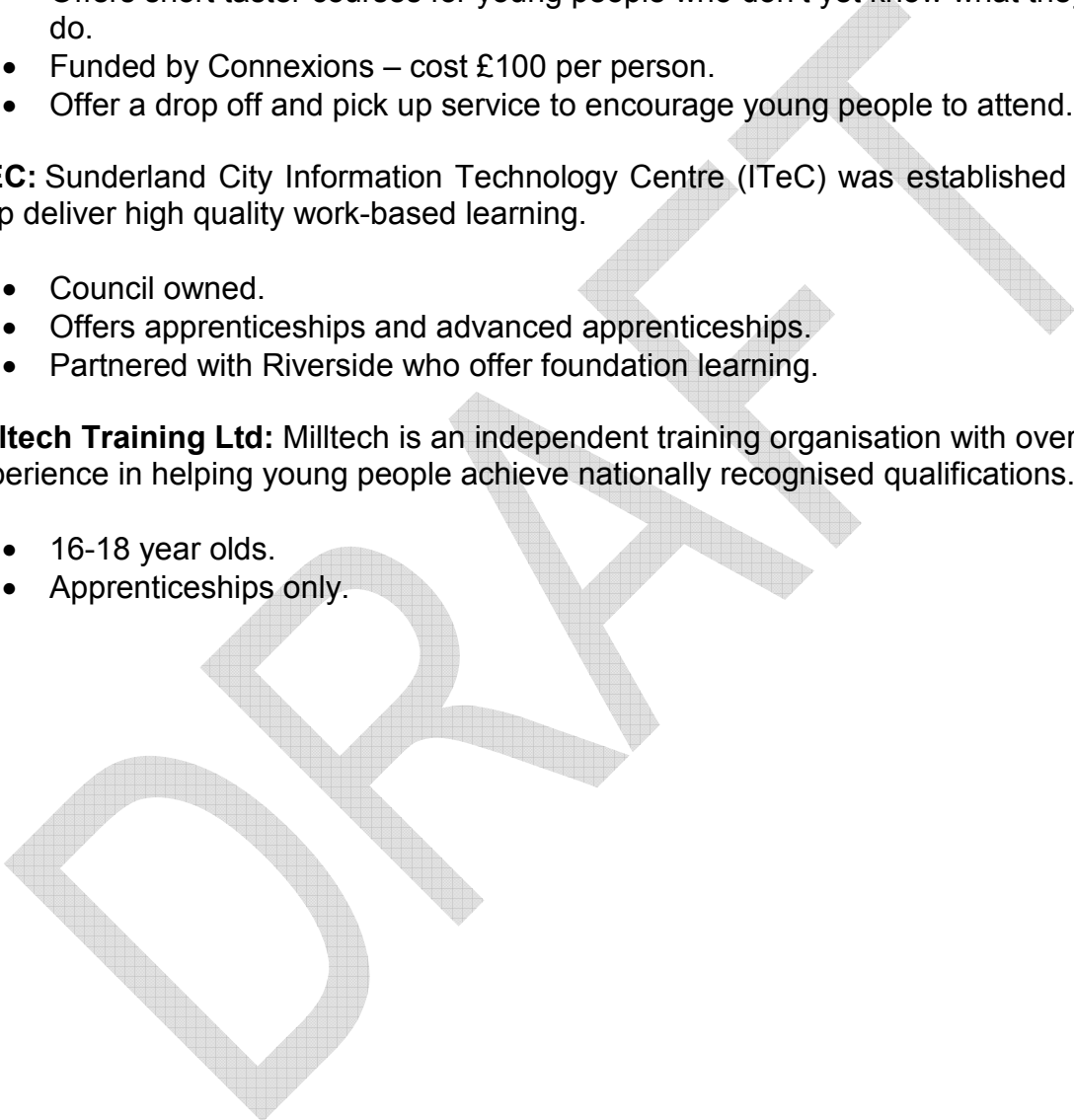
- Offers short taster courses for young people who don't yet know what they want to do.
- Funded by Connexions – cost £100 per person.
- Offer a drop off and pick up service to encourage young people to attend.

**ITEC:** Sunderland City Information Technology Centre (ITeC) was established in 1982 to help deliver high quality work-based learning.

- Council owned.
- Offers apprenticeships and advanced apprenticeships.
- Partnered with Riverside who offer foundation learning.

**Milltech Training Ltd:** Milltech is an independent training organisation with over 25 years experience in helping young people achieve nationally recognised qualifications.

- 16-18 year olds.
- Apprenticeships only.





# **CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE**

7 April 2011

## **PERFORMANCE REPORT QUARTER 3 (APRIL – DECEMBER 2010)**

### **REPORT OF THE CHIEF EXECUTIVE**

**STRATEGIC PRIORITIES: Safe City, Learning City, Attractive and Inclusive City**

**CORPORATE IMPROVEMENT OBJECTIVES: Delivering Customer Focused  
Services, Efficient and Effective Council**

#### **1.0 Why has this report come to Committee?**

1.1 The purpose of this report is to provide Children, Young People and Learning Scrutiny Committee with a performance update relating to the period April to December 2010. This quarter the report includes:

- Progress in relation to the LAA targets and other national indicators
- Results of the annual budget consultation

#### **2.0 Background**

2.1 Performance against the national indicators, particularly those identified as priorities identified in the LAA and associated improvement targets have been reported to Scrutiny Committee throughout 2010/11 as part of the quarterly performance monitoring arrangements. The LAA priorities have been a key consideration in terms of the extent to which the partnership is improving outcomes for local people. In October 2010 the Government announced that it was putting Local Authorities fully in control of Local Area Agreements. Enabling Authorities and their partners to amend or drop any of the current LAA targets without needing ministerial agreement. Where it is chosen to keep the targets, Government will have no role in monitoring them. Local Authorities will not be required to prepare an LAA from April 2011, once the current regime expires. The Government also announced the replacement of the National Indicator set with a single, comprehensive list of all data that local government will be required to provide.

2.2 As a consequence the performance framework is being reviewed to reflect the requirements of the new government's self regulation and improvement agenda as part of the strategic planning process for 2011/12. The new framework will form the basis of performance reports to members from July 2011. This is the last performance report that will focus on the LAA and national indicator performance

2.3 The annual budget consultation took place during October/November 2010. The consultation took the form of a survey followed by participatory workshops which were held across Sunderland with Community Spirit panel members and

representatives from the voluntary and community sector. The findings helped to inform the Council Revenue Budget for 2011/2012 which was approved on 2 March 2011 at a meeting of the full Council.

### **3.0 Consultation**

- 3.1 The annual budget consultation took place during October / November 2010. It included a survey and workshops, both of which focused on nine areas of priority. These were identified by listening to the views of local people and taking into account other priorities, such as those identified by government or through inspections of council services.
- 3.2 For each of the nine areas of priority, the questionnaire asked whether:
- The priority has got better, worse or stayed the same in the last 12 months
  - It should be a priority for 2011/12
  - There is anything else we can do to address the priority area.
- 3.3 834 Community Spirit panel members took part which represents a response rate of 59%. An additional 32 residents completed the survey online bringing the total to 866.
- 3.4 Below is a summary of the findings from the survey and workshops and how the council is responding to priority areas.
- 3.5 Forty-five percent of respondents who expressed an opinion think that facilities for young people have got better over the last 12 months with a similar proportion believing they have stayed the same (42%) and only 13% thinking they are worse. Respondents with a disability are less inclined to think they have got better (31%) and more inclined to believe they are worse (21%). Residents from the North are also less likely to think they have got better (34%). Whereas respondents aged 18-34 are more positive with 61% believing facilities have got better.
- 3.6 The majority of respondents (78%) agree that facilities for young people should be a priority for the year ahead and only 5% disagree.
- 3.7 Respondents were asked what, if anything else, can be done to improve facilities for young people and 417 gave responses. The greatest number of responses relate to the need for more activities /facilities in general (75 respondents) with a further 32 responses specifically relating to youth clubs and 29 comments about more sports facilities. Other popular responses relate to:
- |   |   |                |
|---|---|----------------|
| The need for more / better promotion of activities / facilities | - | 39 respondents |
| Young people hanging around and anti-social behaviour           | - | 25 respondents |
| Positive comments around keeping up the good work               | - | 23 respondents |
- 3.8 All of these aspects were discussed at the workshops. The importance of training was also raised at the workshops and 12 survey responses relate to the need for job and training opportunities.

- 3.9 Below is a summary of how we are addressing the priority areas and in particular the issues raised in the survey and workshops.
- 3.10 Facilities for young people is an important priority not only in terms of providing young people with things to do but in terms of community safety and community integration.
- 3.11 We are improving the ways in which we deliver services to young people in areas where there is little or no provision through the mobile youth buses and XL village events. The council has invested £450,000 since 2009 in order to purchase and deliver 180 XL Youth Village events and 225 mobile bus sessions across the city each year. These have led to significant reductions in anti-social behaviour (a reduction of 34% was reported during the first year) and there is a significant reduction in police call outs at times when Village events and mobiles are in operation. The events have also attracted national positive interest and have been very well received by young people. Youth Village events and mobile bus sessions will continue to be delivered in 2011/12.
- 3.12 We have also employed the voluntary and community sector to deliver a minimum of 3 youth sessions in every ward across the city. This presents good value for money since they can attract funding from other sources and we are able to make the best use of existing resources such as buildings and staff without duplication. A full programme of positive activities is available at [www.letsgosunderland.com](http://www.letsgosunderland.com) Targeted at young people and their families, the website includes a wide range of information about what's on and where from youth clubs, events, sports facilities and so much more.
- 3.13 2010/11 was the final year of the Youth Opportunity Fund and Youth Capital Fund. During this last year we have been able to invest further in 14 different local youth projects. This has included modernisation and refurbishment of several existing buildings as well as developing new and creative ideas to support some of our most vulnerable young people such as those who may have a disability or a learning difficulty. Over the last 4 years more than 15,000 young people have benefited from improved provision by investment of £2.046million in 128 different youth led schemes, projects and initiatives. Although this scheme is now complete we have been able to improve, modernise and develop new youth facilities across the city, which are sure to have a lasting benefit for young people now and in future years.
- 3.14 From 2008 to 2010, the city has benefited under the Play Pathfinder programme for the redevelopment of 28 play areas across the city, providing natural and traditional play opportunities, including the City Adventure Centre at Silksworth. In addition, opportunities to increase young people's participation in sport and physical activity have been extended, through the opening of facilities at Hetton and Silksworth Community Pools. There is also a Sensory Room at Silksworth where disabled children and adults can explore and develop their senses and skills.
- 3.15 Through Building Schools for the Future and Academy Status, six different community schools and colleges offer community access to a range of different sports facilities including 5-a-side football pitches.

## 4.0 Performance

A full overview of performance can be found at appendix 1. The following section contains an overview of performance.

### 4.1 Being Healthy

- 4.1.1 The outcomes of the annual National Child Measurement Programme were published in Quarter 3 and show a slight increase in obesity from 11.0% to 11.2% for Reception age pupils and from 20.2% to 21% for Year 6 pupils. 23 primary schools have signed up to school enhancement work with a focus on Healthy Weight and are planning school based interventions, with links being made to the Lifestyle and Activity Food (LAF) programme. LAF supports physical activity levels, improving understanding of healthy eating and weight maintenance. The Child Weight Management Programme and training providers framework has been commissioned to 2013 which supports local commissioning of weight management services for children and young people, offering training and support in the delivery of specific approaches to weight management for at risk, overweight and obese children and young people.
- 4.1.2 93% of schools have a whole school food policy, the same as was recorded the previous year. The implementation and monitoring of policies is now linked to the achievement of Healthy Schools status. In future, the Healthy Schools programme is changing to a “schools led” outcomes focused enhancement model, therefore the onus will be on schools to manage and monitor performance in relation to Healthy Schools status as there will be no central funding for the Healthy Schools Programme. All support available to schools will be through a toolkit which is currently being developed by the central Healthy Schools team, to be shared with schools by this spring term. Efforts are taking place to ensure that as many schools as possible achieve Healthy Schools Standard, which demonstrates that schools are maintaining a level of wellbeing.
- 4.1.3 The percentage take up of primary school lunches continues to improve - from 49.70% at the end of December 2009 to 53% at the end of December 2010. Based on current performance it is anticipated that the target of 51% will be achieved. Improvements in performance are due to better partnership arrangements with individual schools, an increase in the number of theme days, improved user consultation (whether through the School Meals Investigator’s programme or school meals staff attending parent evenings and student councils – all of have informed school specific service improvements), and ongoing menu and product development. The improvements in performance have occurred despite outcomes for December, which are traditionally enhanced by Christmas lunches, being negatively affected by school closures due to severe weather conditions.
- 4.1.4 The percentage take up of secondary school lunches also continues to improve - from 41% at the end of December 2009 to 49.06% at the end of December 2010. Based on current performance it is anticipated that the target of 37% will be exceeded. Improvements in performance can be attributed to better partnership arrangements with individual schools, ongoing menu and product development

based on pupil consultation, specific service developments such as grab'n'go and satellite service points, lunchtime closed gate policies, and reduced length of lunch hours restricting pupils' ability to go off-site. As with primary school the outcomes for December, which are traditionally enhanced by Christmas lunches, were negatively affected by school closures due to severe weather conditions.

- 4.1.5 Under 18 conceptions remain relatively high; the latest published annual data for 2009 shows no significant change from 2008, representing 288 actual conceptions in 2009 compared to 290 in 2008. NST visit recommendations have been disseminated and a Teenage Pregnancy Recovery Group with monthly meetings has been established. A group has also been established on a time limited basis to look specifically at the C-Card, college provision and SRE. A visioning event for Teenage Pregnancy was held on 15th March 2011 including representation from practitioners, partners, young people and parents; an action plan is being developed. CASH (Contraception and Sexual Health) provision has been reviewed and extended from 2 dedicated sites to 5 (phased programme of implementation). Funding has been secured to implement the electronic c-card system and this is on schedule for implementation 1st April. The c-card will be implemented with a revised protocol and electronic system which will improve monitoring, reporting and stock control. Visits have been held with secondary school head teachers to discuss teenage pregnancy / SRE (Sex and Relationships Education). Funding has been agreed with the PCT for an options counsellor within the CaSH services.

## **4.2 Staying Safe**

- 4.2.1 The number of Looked After Children has remained stable Quarter 3 at 388, compared to 392 at end of 2009/10. The number of children subject of a Child Protection Plan increased during the Quarter 2 months to a peak of 413 at end of September, but during Quarter 3 there has been a sustained reduction each month to 357 at end of December 2010.
- 4.2.2 The proportion of initial assessments completed within timescale is at 81% at Quarter 3, which is significantly above 2009/10 performance and above year end target. The proportion of core assessments completed within timescale is currently below target but above December 2009 performance. Since September, core assessment completion has been transferred from the localities to the newly established CIN / Core team, which has had an impact on performance during this transition period.
- 4.2.3 Challenges to recruitment and retention of experienced qualified social workers continues to be an issue. The overseas recruitment drive has resulted in the appointment and commencement of new social worker recruits from the USA in February 2011.
- 4.2.4 The Safeguarding Service Improvement Board is reviewing the business processes in children's social care and will ensure that systems and processes are effective and efficient, resources are optimally deployed, and that performance is improved. In line with this, Quarter 2 commenced the re-alignment of case management teams. The action is to complete the re-alignment in order to release quality and

performance improvement benefits.

- 4.2.5 The proportion of care leavers in suitable accommodation at Quarter 2 was below the same period in 2009 but has improved in Quarter 3; from a cohort of 35, 28 (80%) were in suitable accommodation at December. The reasons for the remaining seven young people not in suitable accommodation shows that four have since become classed as living independently and so in suitable accommodation, but care leavers in custody or refusing contact with the leaving care service are resulting in the indicator currently remaining below 100%.

### **4.3 Enjoying and Achieving**

- 4.3.1 The attainment indicators for Early Years Foundation Stage Profile, Key Stage 2, 4 and 5 are annual indicators and unchanged from those reported at Quarter 2. Achievement of 19 year olds at level 2 and 3 will be available from DfE in Quarter 4.
- 4.3.2 The persistent absence rate at primary school has remained at the same rate for the last two academic years at 1.4%, while secondary persistent absence rate has increased from 4.7% to 5.3%, although not all schools and academies were reported across the two years due to closures, so comparisons across the two years do not reflect the same school cohort. Actions to address absence include implementation of the Behaviour and Attendance strategy, to ensure that services within Sunderland are focused on identifying and meeting the needs of those pupils who are persistently absent or are at risk of becoming so. There is differentiated support for individual schools based on PA pupil and identified universal support service for all schools. Individual School Action Plans have been formulated and are reviewed on a termly basis, to outline specific targeted support and to ensure effective use of resources within schools, the locality and the City. Schools are supported to engage with parents and promote strong messages about the importance of their child's good attendance; attendance incentives are utilised with schools and localised campaigns have been devised in partnership with schools which will meet their individual needs. The campaigns will be evaluated to measure effectiveness. The Non Attendance Procedure is utilised across the City to identify parents who are failing to secure their child's attendance. Parental responsibility measures are utilised such as parenting contracts to support parents who need additional help. Statutory powers are used where appropriate to enforce attendance in suitable cases where parents are failing in their legal duty to support children to attend school and monitored through the non-attendance procedure.

### **4.4 Making a Positive Contribution / Achieving Economic Wellbeing**

- 4.4.1 Performance indicators for the Youth Offending Service continue to perform well and make good progress. First time entrants to the Youth Justice System aged 10 – 17 has been a key improvement indicator this year. In 2008/09, Sunderland was ranked within the bottom quartile nationally, but has made significant improvement, improving the rate per 100,000 of the population from 3180 to 2650 to 1807 over the past three years (representing a reduction in actual numbers from 908 to 770 to 501). In the period April – December 2010, 201 young people entered the Youth Justice System for the first time, which equates to a percentage reduction of 50% (404 to 201) against a target of 1.9% year on year. The rate of FTE's is also

showing further reductions and after 9 months stands at 750 per 100,000 of the population and indications are that the rate after 12 months will be substantially lower than that of 2009/10.

- 4.4.2 Triage and the Youth Custody Support Scheme have been key in diverting young people away from the Criminal Justice System, whilst ensuring any individual needs are met through the referral to specialist services and one to one case work.
- 4.4.3 Wear Kids prevention team continue to educate and work closely with partners to ensure young people who are identified as at risk of future offending/anti-social behaviour are referred into the service in order for them to be assessed for prevention intervention. Quarterly analysis tracks referral sources both in terms of location and agency to identify areas where referral rates are low, in order to improve links therefore ensuring all young people have access to services.
- 4.4.4 The percentage of young people (aged 10-17) sentenced to custody out of all those receiving a conviction in court continues to improve, from 3% at the end of December 2009 to 1.90% at the end of December 2010. Analysis of the Court Satisfaction Survey in 2010 highlighted sustained confidence of the court in YOT sentencing proposals. Sunderland YOS has in place a stringent QA/Gate keeping process for all Pre-Sentence reports to ensure proposed sentences are appropriate to level of risk and vulnerability. Sunderland YOS review all cases sentenced to custody on a monthly basis, with any lessons learnt shared with practitioners. Sunderland YOS delivers regular training to Magistrates to raise awareness of YOT disposals, including alternatives to custody. Upon funding confirmation Sunderland will consider the best delivery model to achieve the best outcomes based on available funding.
- 4.4.5 The percentage of 16 – 18 year olds Not in Education, Employment or Training (NEET) has significantly improved this year. The official reporting period and target represents November to January average, which is 8.4% for 2010/11, improving from 9.5% in 2009/10 and 13.2% in 2008/09. A positive impact has been through learning providers bringing forward their January recruitment to December so that young people could still apply for EMA and receive until June 2011. Connexions NEET plan between September and February has involved a full review of all NEET clients to ensure they are given the most appropriate support. The records of all those who have been NEET for more than 9 months are formally reviewed to ensure all actions are being taken to move the young person on, and all joiners to the NEET group are reviewed to ensure that NEET is the most appropriate destination.

## **4.5 Libraries**

- 4.5.1 There has been a slight decline in the number of active borrowers per 1,000 population. From 178 per 1,000 population to 170 per 1,000 population at the end of December 2010. The indicator is below target at end of Quarter 3 but overall the indicator is measured annually as quarterly figures can reflect seasonal variations and impact of service changes.

4.5.2 The number of physical visits to per 1,000 population to public library premises slightly declined when compared to the same period the previous year. From 3,673 per 1,000 population to 3,620 per 1,000 population. The indicator is below target at end of quarter 3 - overall the indicator is measured annually. First visitor count sample is always lowest of 4 taken during year. 2<sup>nd</sup> visitor count for 2010/11 returned an increase on 2009/10. 3rd visitor count returned decrease. 4th count planned for February with additional programme planned across libraries.

## **5.0 Recommendation**

5.1 That the committee considers the continued good progress made by the council and the Sunderland Partnership and those areas requiring further development to ensure that performance is actively managed.



# Appendix 1 Report Key

These columns show the level of performance for the latest reporting period and the same period in the previous year. A question mark means that information is not available

The target is what we want to achieve. A question mark means that a target has not been set

	2008/09 Outturn	2009/10 Outturn	Are we improving?	Target	Have we achieved the target?	Commentary
The net increase in additional homes provided (NI154).	299.00	384.00	✓	90.00	★	
The number of affordable homes delivered (supply of social rent housing and intermediate housing) (NI155)	230.00	191.00	✗	133.00	★	<ul style="list-style-type: none"> <li>The 2008/9 outturn was greater due to a large number of extra care units being created. The outturn figure for 2009/10 was above the projected target.</li> </ul>
The number of homeless households living in temporary accommodation (NI156).	9.00	9.00	→	5.00	▲	<ul style="list-style-type: none"> <li>Overall temporary accommodation use has not changed from the previous year due to the relatively low number of households who require temporary accommodation provision.</li> </ul>

This is a comparison of the latest outturn against the same period the previous year. The symbols mean

- performance has improved
- performance is stable
- performance has declined
- Information is not available

This traffic light is a comparison of performance against the target set for the year

- The target has been achieved
- Performance is within 10% of the target
- The target has not been achieved
- Not applicable due to no target being set

## Being Healthy

Performance Indicator	Dec 2009 Position	Latest Position Dec 2010	Are we improvi...	Target	Have we achieved the target?	Commentary
The self assessed score (level 1 to 4) for the effectiveness of child and adolescent health (NI051)	16.00	16.00	➡	16.00	★	<ul style="list-style-type: none"> <li>Indicator at maximum self assessment score (16/16)</li> </ul>
The % take up of school lunches (primary schools) (NI052i)	49.70 %	53.00 %	👉	51.00 %	★	<ul style="list-style-type: none"> <li>Improvements in performance are due to better partnership arrangements with individual schools, an increase in the number of theme days, improved user consultation through school meals staff attending parent evenings and student councils leading to school specific service developments and ongoing menu and product development.</li> <li>The outcomes for December, which are traditionally enhanced by Xmas lunches were negatively affected by school closures due to severe weather conditions.</li> </ul>
The % take up of school lunches (secondary) (NI052ii)	41.00 %	49.06 %	👉	37.00 %	★	<ul style="list-style-type: none"> <li>Improvements in performance are due to better partnership arrangements with individual schools, ongoing menu and product development based on pupil consultation, specific service developments such as grab'n'go and satellite service points, lunchtime closed gate policies, and reduced length of lunch hours restricting pupils' ability to go off-site.</li> <li>The outcomes for December, which are traditionally enhanced by Xmas lunches were negatively affected by school closures due to severe weather conditions.</li> </ul>
The % of infants being breastfed at 6-8 weeks (breastfeeding prevalence) (NI053i)	22.50 %	21.50 %	👎	28.20 %	▲	<ul style="list-style-type: none"> <li>Breastfeeding has reduced from 27% Q2 to 21.5% Q3. There has been reduced post-natal visiting over weekend period and changes to post natal delivery model to a mixture of domiciliary and clinics. An audit programme has been developed to look at areas for action (initiation to discharge; discharge to primary visit; primary visit to 6/8 week check). Training needs have been identified around breastfeeding and night feeding for health visiting service and training is under development.</li> </ul>
Percentage of infants for whom breastfeeding status is recorded (breastfeeding coverage) (NI053ii)	94.80 %	95.20 %	👉	95.00 %	★	<ul style="list-style-type: none"> <li>Coverage is at 95.2% and on target</li> </ul>
% children in reception with height and weight recorded who are obese (NI055iii)	11.00 %	11.20 %	👎	-	🟡	<ul style="list-style-type: none"> <li>Percentage of Reception children defined as obese has increased slightly from 11% to 11.2% compared to 9.8% nationally.</li> </ul>
Percentage of children in Year 6 with height and weight recorded who are obese (NI056iiii)	20.20 %	21.10 %	👎	21.00 %	🟡	<ul style="list-style-type: none"> <li>Percentage of Year 6 children defined as obese has increased slightly from 20.2% to 21.1% compared to 18.7% nationally.</li> </ul>
The % of 5-16 year olds who do 5 hours of high quality Physical Education (PE) and Sport per week (NI057)	78.00 %	86.00 %	👉	-	⚠️	<ul style="list-style-type: none"> <li>Indicator continues to improve from 78% in 2010 to 86% in 2011 participating in at least 5 hours of high quality PE / sport</li> </ul>
The rate of finished in-year emergency admissions of children and young people to hospital as a result of unintentional and deliberate injury, per 10,000 population of children and young people (NI070)	?	?	👉	-	★	<ul style="list-style-type: none"> <li>Q3 data currently unavailable</li> </ul>

Performance Indicator	Dec 2009 Position	Latest Position Dec 2010	Are we improvi...	Target	Have we achieved the target?	Commentary
The change in rate of under-18 conceptions per 1,000 girls aged 15-17 years resident in the area for the current calendar year, as compared with the 1998 baseline, shown as a percentage of the 1998 rate (NI112)	-16.40 %	-16.30 %	✖	-55.00 %	▲	<ul style="list-style-type: none"> <li>Latest published data (Dec09) shows 16.3% reduction since 1998. this represents 52.9 per 1,000 15-17 population and an actual number of 290 conceptions in 2009 compared to 288 in 2008. A visioning event for Teenage Pregnancy is scheduled for 15<sup>th</sup> March 2011 and will develop an action plan.</li> </ul>
The % of schools with a whole school food policy (LPI020)	93.00 %	93.00 %	→	100.00 %	▲	<ul style="list-style-type: none"> <li>The implementation and monitoring of policies is now linked to the achievement of Healthy Schools status. Uncertainty over the funding of local Healthy Schools coordination may impact on future achievement of this indicator.</li> <li>Although schools will have access to web-based materials there will be difficulties in monitoring individual school progress.</li> </ul>
The % of all Schools: Working Towards NHSS (National Healthy Schools Standard) (LPI026)	99.00 %	100.00 %	✔	100.00 %	★	<ul style="list-style-type: none"> <li>Participation has now reached 100%</li> </ul>
The % of all Schools that have achieved NHSS (National Healthy Schools Standard) (LPI027)	75.00 %	90.00 %	✔	76.00 %	★	<ul style="list-style-type: none"> <li>Focused work will continue with those schools without status, including consultant support, SIP briefings, multi agency approach through partnership meetings.</li> </ul>

## Staying Safe

	Dec 2009 Position	Latest Position Dec 2010	Are we improvi...	Target	Have we achieved the target?	Commentary
The emotional and behavioural health of looked after children (assessed by the 'primary carer' Strengths and Difficulties Questionnaire) (NI058)	14.30	13.12	↓	13.40	★	Performance at the end of Quarter 3 remained relatively stable at 13.12, indicating low mental health needs of CLA on average (72.25% had low mental health needs scoring 0-16, 12.04% had borderline mental health needs scoring 17-20 and 15.71% had higher than average mental health needs scoring 21+). Those scoring 17+ (borderline mental health needs) are offered a mental health appointment. The score is derived from an average of completed questionnaires, each containing 25 questions rated relating to Emotions, Conduct, Hyperactivity, Peer Problems and Pro-social Behaviour - the total of which gives a score of 0-40.
The percentage of initial assessments for childrens social care carried out within 7 working days of referral (NI059)	63.40 %	80.91 %	↓	76.00 %	★	Monthly Cumulative (Apr-Dec)
The percentage of core assessments for childrens social care that were carried out within 35 working days of their commencement (NI060)	67.90 %	73.67 %	↓	82.50 %	▲	It is likely that this measure continues to be affected by the transfer of Core Assessments out of the Locality Teams and into the newly established CIN/Core Team. The transfer process has been ongoing since September 2010. Monthly Cumulative (Apr-Dec)
The percentage of looked after children who were placed for adoption within 12 months of the decision and who remained in that placement on adoption (NI061)	76.00 %	52.17 %	✗	82.00 %	▲	Ten of the 11 not placed in timescale between April and December were aged-5 and over at the time of the adoption (seven were aged-7 and over) - all ten were placed with external agency families and required extensive family finding which took longer than a year. With more than half of all children currently placed for adoption aged-5 and over, a continued performance under target could be experienced. However, it is predicated that more children aged under-one will enter the cohort before the end of the financial year. Monthly Cumulative (Apr-Dec)
The percentage of children looked after at 31 March with three or more placements during the year (NI062)	9.30 %	8.51 %	↓	10.00 %	★	The proportion of children experiencing three or more placements has been deteriorating (increasing percentage) since July, with the first improvement experienced during November to 8.01%. Latest December data shows that a further two children have experienced three or more moves, taking the percentage to 8.51%. This reflects the high demand for placements and under-capacity within the system - the Foster Carer Recruitment Strategy is being developed to counteract the impact on this indicator. Snapshot at end of December
The percentage of looked after children aged who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years (NI063)	67.10 %	64.89 %	✗	75.00 %	▲	For those children aged under-16 in long-term placements, 64.89% (85) continue to retain a stable long-term placement, which is a deterioration on the previous month and therefore remains under the 75% target. This reflects the high demand for placements and under-capacity within the system - the Foster Carer Recruitment Strategy is being developed to counteract the impact on this indicator. In Sunderland, a decision to move a child is taken on a case-by-case basis, and is made in line with the child's best interests (i.e. to bring siblings together) - such positive moves however do have a negative impact on this particular indicator, making it one of the most challenging indicators in the set. Snapshot at end of December

	Dec 2009 Position	Latest Position Dec 2010	Are we improvi...	Target	Have we achieved the target?	Commentary
The percentage of children ceasing to be the subject of a Child Protection Plan lasting 2 years or more (NI064)	4.10 %	6.33 %		6.50 %	★	Performance is within target but higher than 4.1% reported in the same period last year. Performance declined between quarter 2 and quarter 3 this year and this can be attributed to increased pressure on the child protection plan review process, a decrease in the proportion of plans being ceased at review conference and an increase in the length of child protection plans. Monthly Cumulative (Apr-Dec)
The percentage of children who became subject to a Child Protection Plan for a second or subsequent time (NI065)	13.00 %	15.30 %	n/a	12.50 %	▲	So far, since April, 43 children becoming subject to a CP Plan have done so for the second or subsequent time - with one additional child entering these figures since November. Current performance therefore remains outside of target at 15.30%. Monthly Cumulative (Apr-Dec)
The percentage of children looked after cases that were reviewed within required timescales (NI066)	97.50 %	97.71 %		75.00 %	★	As this is a cumulative measure, performance has been improving monthly as more children enter the denominator. Now approaching the end of the financial year, performance has been stable for the last two-months at 97.71% (341 of 349). Monthly Cumulative (Apr-Dec)
The percentage of children with a Child Protection Plan whose case was reviewed within the required timescales (NI067)	99.00 %	99.89 %		100.00 %	●	A CP Review which took place out of timescale in October, continues to prevent 100% performance for this measure, currently standing at 99.89%. The drop from 100% represents one case where the date scheduled on the system had been calculated in error after the previous conference. Monthly Cumulative (Apr-Dec)
The percentage of children referred to children's social services department whose cases go on to initial assessments (NI068)	97.10 %	94.71 %	n/a	90.00 %	▲	For the seventh-consecutive month, the percentage of referrals going on to initial assessment has increased, currently at 94.71%. Current performance exceeds target for the fifth consecutive month. Monthly Cumulative (Apr-Dec)
The number of young children who have run away from home/care (NI071)	12.00	12.00	➡	15.00	▲	The self-assessment at the end of December 2010 remains at 12 from a possible 15. To raise the rating, further work is needed in the areas of (i) Local procedures to meet the needs of runaways, (ii) Protocols for responding to urgent/out of hours referrals, and (iii) Local procedures including effective needs assessment protocols. Work is ongoing to track those missing in order to offer them services.
The percentage of care leavers aged 19 who were in suitable accommodation (NI147)	90.00 %	80.00 %		86.00 %	▲	The current performance level of 80% is lower than 90% reported at the same period last year and also lower than our annual target of 86%. This decline in performance can be attributed to: i. Difficulty in engaging with some individuals who refuse contact, which can have a dramatic impact on this measure due to a small cohort. ii. The number of care leavers aged 18 and over who are offered a 'Leaving Care Service' but refuse the offer and break contact.
The percentage of former care leavers aged 19 who were in education, employment or training (NI148)	75.00 %	48.57 %		67.00 %	▲	Performance has declined from 75% reported in the same period last year and is also lower than our annual target of 67%. This decline in performance can be attributed to: i. Difficulty in engaging with some individuals who refuse contact, which can have a dramatic impact on this measure due to a small cohort. ii. The number of care leavers aged 18 and over who are offered a 'Leaving Care Service' but refuse the offer and break contact. iii. The 'window' closing and some positive outcomes associated with young people not in education, employment & training (NEET) not being highlighted.

## Enjoying & Achieving

Performance Indicator	Dec 2009 Position	Latest Position Dec 2010	Are we improvi...	Target	Have we achieved the target?	Commentary
The percentage of children in the Early Years Foundation Stage Profile achieving 78 points across all 13 EYFSP scales with at least 6 points or more in each of the PSED and CLL scales (NI072)	53.40 %	58.00 %	👍	49.50 %	★	2010 improvement across all the main performance measures at FSP. 2010 statutory targets have been exceeded and performance above national. NI 72 has improved by 4.6% points this year, exceeding target by 9.1% points. Improvements in both CLL and PSE at 6+ with strong improvement over the last three years. Good progress by both boys and girls; the gender gap has narrowed at PSE.
The percentage of pupils achieving Level 4+ in both English and Maths at KS2 (NI073)	70.00 %	71.00 %	👍	75.00 %	▲	Citywide results at Key Stage 2 this year are incomplete. Following industrial action by the NAHT and NUT teaching unions regarding administering the Key Stage 2 tests, only 49 schools took SATS this year, representing 1976 (66%) of pupils taking SATS.
The percentage of pupils achieving 5 or more A*-C or equivalent including English and Maths at KS4 (NI075)	45.10 %	52.60 %	👍	53.00 %	●	The % of pupils achieving 5 A*-C including English and maths has improved by 7% - the largest year on year improvement for this measure in Sunderland and inline with national results. Girls performance has improved by 9 percentage points in 2010. Boys have shown a more steady improvement. The percentage of pupils gaining A*-C in English has improved by 7 percentage points. The percentage of pupils gaining A*-C in maths has improved by 9 percentage point.
The number of schools in the local education authority where the percentage of pupils achieving Level 4+ in both English and Maths at KS2 is less than 65% (NI076)	13.00	5.00	👍	6.00	★	Indicator misleading due to 2010 SATs boycott.
The number of schools in the local education authority where the percentage of pupils achieving 5 or more A*-C grades or equivalent including English and Maths at the end of KS4 is less than 30% (NI078)	1.00	1.00	➡	0.00	▲	One school below 30%
The percentage of young people who have achieved a Level 2 qualification by the age of 19 (NI079)	73.90 %	?	?	76.00 %	?	Data not available until April 2011
The percentage of young people who have achieved a Level 3 qualification by the age of 19 (NI080)	39.10 %	?	?	45.00 %	?	Data not available until April 2011
The gap in attainment of level 3 qualifications at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not (NI081)	22.30	?	?	20.50	?	Data not available until April 2011
The gap in attainment of level 2 qualifications at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not (NI082)	55.50	?	?	60.00	?	Data not available until April 2011
The percentage of pupils in a school at the end of KS4 who have achieved 2 or more science GCSEs (NI084)	49.20 %	59.00 %	👍	52.00 %	★	Indicator improved by 10% points and is above target
The number of entries for pupils that are aged 16-18 year olds in schools and colleges for - A level Physics (NI085i)	47.00	66.00	👍	47.00	★	Increase in number of entries in 2010
The number of entries for pupils that are aged 16-18 year olds in schools and colleges for A level Chemistry (NI085ii)	74.00	91.00	👍	74.00	★	Increase in number of entries in 2010
The number of entries for pupils that are aged 16-18 year olds in schools and colleges for - A level Maths (NI085iii)	129.00	167.00	👍	150.00	★	Increase in number of entries in 2010
The percentage of secondary schools graded 1 or 2 for behaviour by OFSTED (grade 1 - outstanding; grade 2 - good; grade 3 - satisfactory; grade 4 - inadequate) (NI086)	93.00 %	86.08 %	👎	94.00 %	▲	Venerable Bede and Washington are classed as Satisfactory. No secondary schools in Sunderland that are judged as Unsatisfactory for behaviour.
The percentage of persistent absentee secondary pupils (those missing 20% or more of the school year) (NI087)	4.70 %	5.30 %	👎	5.20 %	●	

Performance Indicator	Dec 2009 Position	Latest Position Dec 2010	Are we improvi...	Target	Have we achieved the target?	Commentary
The percentage of schools providing access to the full core offer of extended services (NI088)	100.00 %	100.00 %	➡	100.00 %	★	Indicator deleted.
The number of schools which are in special measures (NI089a)	1.00	1.00	➡	0.00	▲	Washington secondary
The average amount of time spent by schools in special measures (months) (NI089b)	0.00	24.00	✖	0.00	▲	
The number of learners taking up 14-19 learning diplomas (NI090)	332.00	437.00	✔	695.00	▲	Awaiting further government policy re. future of diplomas offer
The percentage of 17 year olds in full or part time education or Work Based Learning in a Local Authority (NI091)	83.60 %	89.30 %	✔	75.00 %	★	Target exceeded and improvement on 2009. Connexions NEET plan has involved a full review of NEET clients to ensure they are given the most appropriate support. Learning providers brought forward their January recruitment to December so that young people could still apply for Education Maintenance Allowance (EMA) and receive until June 2011.
The percentage gap between the median Foundation Stage Profile score of all children locally and the mean score of the lowest achieving 20% of children locally (NI092)	37.10 %	32.90 %	✔	36.70 %	★	(% gap between median & lowest 20%) has closed by 4.2% points and the target has been exceeded by 3.8%. This is alongside continued improvement of the lowest performing 20% of pupils.
The percentage of pupils at the end of KS2 making 2 levels progress in English between KS1 and KS2 (NI093)	83.50 %	85.00 %	✔	82.00 %	★	Results improved from 83.5% to 85% and above national figure of 84%. Indicator affected by SATs boycott.
The percentage of pupils at the end of KS2 making 2 levels progress in Maths between KS1 and KS2 (NI094)	82.40 %	82.00 %	✖	88.00 %	▲	Results static at 82% and 1% point below national. Indicator affected by SATs boycott.
The percentage of looked after children who have been in care for at least one year who were in year 6 (Key Stage 2) and who achieved at least level 4 in English (NI099)	42.10 %	64.00 %	✔	45.00 %	★	Results have improved on previous year and target met
The percentage of looked after children who have been in care for at least one year who were in year 6 (Key Stage 2) and who achieved at least level 4 in mathematics (NI100)	47.40 %	64.00 %	✔	45.00 %	★	Results have improved on previous year and target met
The percentage of looked after children who were in care for at least one year who were in year 11 and achieved the equivalent of at least 5 A*-C GCSEs, including English and Maths (or equivalent) (NI101)	10.00 %	6.50 %	✖	26.00 %	▲	
The percentage point gap between pupils eligible for free schools meals (FSM) achieving at least Level 4 in English and Maths at Key Stage (KS) 2 and pupils ineligible for FSM achieving the same outcome (NI102i)	25.70 %	21.00 %	✔	22.00 %	★	Gap has narrowed by 4.5% points and exceeded target.
The percentage point gap between pupils eligible for FSM achieving 5A*-C grades at GCSE (and equivalent), including GCSE English and Maths, at KS4 and pupils ineligible for FSM achieving the same outcome (NI102ii)	27.80 %	32.00 %	✖	26.00 %	▲	Gap has widened in 2010. Both FSM and non-FSM cohorts have improved this year but with greater rate of progress by non-FSM cohort.
Percentage of final statements of special education need issued within 26 weeks excluding exception cases (NI103a)	100.00 %	100.00 %	➡	100.00 %	★	Indicator continuing at 100%.
Percentage of final statements of special education need issued within 26 weeks as a proportion of all such statements issued in the year (NI103b)	97.00 %	100.00 %	✔	100.00 %	★	Indicator continuing at 100%.
The percentage point gap between pupils having special educational needs who achieve level 4 or above in both English and Maths at Key Stage (KS) 2 and pupils without special educational needs (NI104)	53.50 %	54.00 %	✖	50.00 %	▲	Gap has remained static in 2010. Both SEN and non-SEN cohorts have improved this year.
The percentage point gap between pupils having special educational needs who achieve 5 A*-C GCSE grades or equivalent including English and Maths at Key Stage (KS) 4 and pupils without special educational needs (NI105)	48.00 %	55.20 %	✖	46.00 %	▲	Gap has widened in 2010. Both SEN and non-SEN cohorts have improved this year but with greater rate of progress by non-SEN cohort.












Performance Indicator	Dec 2009 Position	Latest Position Dec 2010	Are we improvi...	Target	Have we achieved the target?	Commentary
The percentage of pupils from a black or minority group achieving KS2 level 4+ English & Maths (NI107)	51.70 %	62.20 %	👍	56.00 %	★	NB: For Bangladeshi pupils only, representing only cohort that the LA has to statutorily set targets (>30 pupils per key stage test). Results improved this year and target exceeded.
The percentage of pupils from a black or minority ethnic group achieving KS4 5 A*-C including English & Maths (NI108)	37.90 %	54.10 %	👍	35.00 %	★	NB: For Bangladeshi pupils only, representing only cohort that the LA has to statutorily set targets (>30 pupils per key stage test). Results improved this year and target exceeded.
Total number of Sure Start Children's Centres designated as a percentage of the total number of centres required to reach all under 5s (NI109)	100.00 %	100.00 %	➡	100.00 %	★	Indicator deleted
The percentage of pupils who are permanently excluded from school in the year (NI114)	0.05 %	0.06 %	👎	0.03 %	⚠	There were 33 pupils permanently excluded in 2010.
The percentage of looked after children (LAC) attending LEA schools achieving 5 or more GCSE's with grades between A* and C (and GNVQ equivalent) (LPI028)	?	?	?	31.10 %	?	Unavailable



## Making a Positive Contribution / Achieving Economic Wellbeing

	Dec 2009 Position	Latest Position Dec 2010	Are we improvi...	Target	Have we achieved the target?	Commentary
The percentage of young people (aged 10-17) sentenced to custody out of all those receiving a conviction in court (total of first-tier disposal, community service, and custodial sentence) (NI043)	3.00 %	1.90 %	✓	5.00 %	★	<ul style="list-style-type: none"> <li>Analysis of the Court Satisfaction Survey in 2010 highlighted sustained confidence of the court in YOT sentencing proposals. There is a risk of custody increasing if Sunderland YOS is unable to offer robust community alternatives to custody due to reduced funding and if Sunderland YOS fails to retain the current levels of confidence in YOS disposals held by Magistrates. Sunderland YOS has in place a stringent QA/Gate keeping process for all Pre-Sentence reports to ensure proposed sentences are appropriate to level of risk and vulnerability. Sunderland YOS review of all cases sentenced to custody on a monthly basis, with any lessons learnt shared with practitioners. Sunderland YOS delivers regular training to Magistrates to raise awareness of YOT disposals, including alternatives to custody. Upon funding confirmation Sunderland will consider the best delivery model to achieve the best outcomes based on available funding.</li> </ul>
The percentage of young offenders who are actively engaged in education, training or employment (NI045)	93.40 %	91.60 %	✗	90.00 %	★	<ul style="list-style-type: none"> <li>There is a risk that the number of young people in suitable ETE will decrease if Sunderland YOS is unable to use specialist initiatives to support young people secure, attend and re-engage with ETE due to reduced funding. Upon funding confirmation Sunderland will consider the best delivery model to achieve the best outcomes based on available funding.</li> </ul>
The rate of first time entrants to the Youth justice system per 100,000 (NI111)	404.00	750.00	✗	1,374.57	★	<ul style="list-style-type: none"> <li>In the period April - December 2010, 201 young people entered the Youth Justice System for the first time. Based on the raw number of FTE's this equates to a percentage reduction of 50.2% (404 to 201) against a target of 1.9% year on year. The rate of FTE's is also showing further reductions and after 9 months stands at 750 per 100,000 of the population. Indications are that the rate after 12 months will be substantially lower than that of 2009/10 (1740). It should be noted however that all final performance figures will be calculated using PNC data, as opposed to YOS data. This could result in a shift either way in the percentage difference between the current reporting year and the baseline, although a significant shift in performance outturn is not expected. Triage and the Youth Custody Support Scheme have been key in diverting young people away from the Criminal Justice System, whilst ensuring any individual needs are met through the referral to specialist services and one to one case work. Wear Kids prevention team continue to educate and work closely with partners to ensure young people who are identified as at risk of future offending/anti-social behaviour are referred into the service in order for them to be assessed for prevention intervention. Quarterly analysis tracks referral sources both in terms of location and agency to identify areas where referral rates are low, in order to improve links therefore ensuring all young people have access to services. There is a risk that the reduction in First Time Entrants will slow if Sunderland YOS is unable to deliver alternative programmes such as the Triage scheme due to reduced funding.</li> </ul>
The percentage of young people aged 16 to 18 years not in education employment or training (NEET) (NI117)	9.70 %	8.20 %	✓	8.80 %	★	<ul style="list-style-type: none"> <li>Target exceeded and improvement on 2009. Connexions NEET plan has involved a full review of NEET clients to ensure they are given the most appropriate support. Learning providers brought forward their January recruitment to December so that young people could still apply for Education Maintenance Allowance (EMA) and receive until June 2011.</li> </ul>
The percentage of known young offenders who have access to suitable accommodation (NI046)	99.80 %	?	?	99.50 %	?	<ul style="list-style-type: none"> <li>Indicator deleted</li> </ul>

## Libraries

	Dec 2009 Position	Latest Position Dec 2010	Are we improvi...	Target	Have we achieved the target?	Commentary
The number of physical visits per 1,000 population to public library premises (BV117).	3,673.00	3,620.00		4,275.00		<ul style="list-style-type: none"> <li>Below target at end of quarter 3 - overall indicator measured annually. First visitor count sample is always lowest of 4 taken during year. 2nd visitor count for 2010/11 returned an increase on 2009/10. 3rd visitor count returned decrease. 4th count planned for February with additional programme planned across libraries.</li> </ul>
Total number of enquiries (libraries) (LPI010)	118,206.00	127,536.00		116,250.00		<ul style="list-style-type: none"> <li>Above target at end of Quarter 3</li> </ul>
Number of active borrowers per 1,000 population (LPI013)	178.00	170.00		180.00		<ul style="list-style-type: none"> <li>Below target at end of Quarter 3 but overall indicator measured annually as quarterly figures can reflect seasonal variations and impact of service changes</li> </ul>
The % of 4-11 year old girls who are library members (LPI014)	72.00 %	?		68.00 %		<ul style="list-style-type: none"> <li>Performance Indicator measured annually</li> </ul>
The % of 4-11 year old boys who are library members (LPI015)	63.00 %	?		60.00 %		<ul style="list-style-type: none"> <li>Performance Indicator measured annually</li> </ul>

# **CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE**

7 April 2011

## **TERMLY SUMMARY REPORT FROM CONCERNS, SHARED INTELLIGENCE AND OFSTED INSPECTIONS**

### **REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES**

**STRATEGIC PRIORITIES:** Learning City

**CORPORATE IMPROVEMENT OBJECTIVES:** Delivering Customer  
Focused Services, Efficient and Effective Council

#### **1. Why has this report come to the Committee?**

- 1.1** Following the presentation to Scrutiny Committee in October 2009 on the Framework for the Inspection of Maintained Schools in England from September 2009, it was agreed that Members would receive a termly summary report.

#### **2. Background**

- 2.1** Concerns Policy: Part 4 of the Education and Inspections Act, 2006 outlines the provisions relating to schools causing concern in England. The section builds on existing statutory powers and good practice to ensure that every pupil is provided with the education and opportunities they deserve. Local authorities can make full use of the powers provided by the Act to tackle school under-performance so that it does not become entrenched and lead to formal school failure, to ensure that effective support and challenge is provided immediately when an unacceptable standard of education is identified, and to secure decisive action if a school in special measures fails to make sufficient improvement. Supporting Success in Schools, 2008 provides Sunderland's guidelines in relation to this responsibility.
- 2.2** Shared Intelligence: This is the means by which Children's Services accumulate information from the Concerns Policy, and from other sources within Children's Services and the wider Council to identify schools in need of support and intervention. These schools are RAG rated.
- 2.3** Ofsted Inspections: The evaluation schedule of judgements for schools inspections under section 5 of the Education Act, 2005 was revised in September 2009. The detail of the new inspection framework was the subject of a presentation to Scrutiny Committee in October 2009.

### **3. Current position**

#### **3.1 Concerns Policy**

At the time of writing this report, eleven schools were designated with LA Concerns. Of these, 10 were primary schools and one was a secondary school.

Date Joined Concerns: of the ten primary schools on the concerns register currently, they were identified as causing concern in academic years:

2005-06	two schools
2007/08	three schools
2008/09	one school
2009/10	two schools
2010/11	two schools

The secondary school on the concerns register was identified as causing concern in 2008 and was placed in Special Measures in 2010.

Current levels: in relation to current levels of concerns three schools are at Level 1, three schools are at Level 2 and two at Level 3. There is currently one Notice to Improve and there are two schools in Special Measures.

Reasons for escalation: The predominant causes of these schools becoming a concern are declining standards and leadership and management. Other factors include teaching and learning, assessment, staffing and safeguarding. For current schools, concerns were declared for the following reasons:

Declining achievement (attainment and/or progress) - one school

Declining achievement and leadership and management – eight schools

Support for leadership and management - one school

Exclusions and pupils' behaviour – one school

Anticipated Exit from concerns: For some schools a satisfactory Ofsted will signal an exit from concerns whilst other schools may remain in concerns despite satisfactory Ofsted. For schools in categories, the timescale for the exit from that category is dependent upon Ofsted. For other schools, an improvement in standards that is deemed to be sustainable will result in an exit from concerns.

The two schools in Special Measures have only recently entered this category and it is expected that they will emerge no later than the autumn term of 2012.

The school with a Notice to Improve has only recently entered this category and it is expected that it will emerge within the required timescale toward the end of December 2011.

The concern in two schools has now reduced to Level 1 as a result of improvements made. These schools are expected to be removed from a level of concern within this academic year when their remaining issues are resolved. A third school at Level 1 should be removed from a level of concern once ongoing HR issues are resolved.

The level of concern in two schools should reduce once the partnership working within their federation arrangements brings about an upward trajectory in the school's results. The level of concern in the remaining three schools should reduce once the new substantive Headteachers bring about sustainable improvements.

Two of the schools at Level 3 Concern remain in a vulnerable position due to the scale of improvement needed.

### **3.2 Shared Intelligence**

	Red	Amber	Green
Nursery	0	1	8
Special	0	2	8
Primary	11	22	49
Secondary	1	1	12

The reason for a school to be identified on the shared intelligence matrix may reflect any issue that is impacting upon the school, and so is not necessarily a matter relating to quality of leadership and management or pupil performance.

### **3.3 Ofsted Inspections:**

There have been ten Ofsted Inspections carried out since the last report to Committee on 10<sup>th</sup> December 2010 (9 primary and 1 nursery). Three of these schools were judged to be good, six satisfactory and one primary school was given a Notice to Improve.

## **4. Recommendations**

- 4.1** Members of Scrutiny Committee are asked to note the content of this report and provide comment on content for future termly reports.

## **5 Background Papers**

Part 4 of the Education and Inspections Act, 2006

Supporting Success in Schools, 2008

Framework for the Inspection of Maintained Schools In England, 2009

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# **CHILDREN, YOUNG PEOPLE & 7 APRIL 2011 LEARNING SCRUTINY COMMITTEE**

## **WORK PROGRAMME 2010-11**

### **REPORT OF THE CHIEF EXECUTIVE**

**STRATEGIC PRIORITIES: SP1: Prosperous City; SP 4: Learning City**

**CORPORATE PRIORITIES: CIO1: Delivering Customer Focused Services, CIO2: Being 'One Council', CIO3: Efficient and Effective Council, CIO4: Improving Partnership Working to Deliver 'One City'.**

#### **1. Why has this report come to the Committee?**

- 1.1 The report attaches, for Members' information, the current work programme for the Committee's work during the 2010-11 Council year.
- 1.2 The work of the Committee in delivering its work programme will support the Council in achieving its Strategic Priorities of a Prosperous City and a Learning City as well as helping the Council achieve Corporate Improvement Objectives CIO1 (Delivering customer focussed services), CIO2 (Being 'One Council'), CIO3 (Efficient and Effective Council) and C104 (Improving partnership working to deliver 'One City').

#### **2. Background**

- 2.1 The work programme is a working document which the Committee can develop throughout the year. As a living document the work programme allows Members and Officers to maintain an overview of work planned and undertaken during the Council year.

#### **3. Current position**

- 3.1 The work programme reflects discussions that have taken place at the 14 March 2011 Scrutiny Committee meeting. It is the final work programme for the current municipal year and as such any suggestions for future items will be fed in to the work planning process for the new municipal year.

#### **4. Conclusion**

- 4.1 The work programme developed from the meeting will form a flexible mechanism for managing the work of the Committee in 2010-11.

## **5 Recommendation**

- 5.1 That Members note the information contained in the work programme and consider the inclusion of proposals for the Committee into the work programme for 2011/12.

## **6. Glossary**

n/a

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CHILDREN, YOUNG PEOPLE & LEARNING SCRUTINY COMMITTEE WORK PROGRAMME 2010-11

	7 JUNE	8 JULY	16 SEPTEMBER	14 OCTOBER	11 NOVEMBER	9 DECEMBER	17 DECEMBER	13 JANUARY	10 FEBRUARY	14 MARCH	7 APRIL	
<b>Cabinet Referrals and Responses</b>		Article 4: Youth Justice Plan 2010/11 (JH/GK)		Response to the Managing 16-19 Transfer Policy Review			Evidence Gathering Meeting			Article 4: CYPP Update		
<b>Policy Review</b>	Proposals for policy reviews (NC)	Scope of review – 'Learning at Work' (NC)	Approach to the Review - 'Learning at Work' (NC)	Update on Policy Review – 'Learning at Work' (NC)	Policy Review – 'Learning at Work' – Apprenticeship Info  Policy Review – Expert Jury Plan	Policy Review – 'Learning at Work' Update		Policy Review – 'Learning at Work' Update  Gentoo Apprentices Report	Policy Review – 'Learning at Work' Update	Policy Review – 'Learning at Work' Update	Policy Review – 'Learning at Work' Draft Report	Final Report
<b>Performance</b>	NEET (JH)	Schools Performance (LB)	Provisional KS Results (MF/AB)  Performance & VfM Annual Report (SM)	Complaints Annual Report 10/11 (SM)		Schools Performance - Termly Report(LB)  Performance Q2 April – Sept				Attainment of C&YP (LB)  Outcomes of Annual Inspection of Children's Services (ofsted)		Performance Framework Q3  Schools Performance (LB)
<b>Scrutiny</b>	Child Poverty Strategy (RS)  IRT visits (MB)  Work Programme 2010/11 (NC)  Forward plan (NC)	Work Programme 2010/11 (NC)  Forward plan (NC)	Excluded Pupils – full year data  Unannounced Visits  Washington School - Ofsted  Work Programme 2010/11 (NC)  Forward plan (NC)	Work Programme 2010/11 (NC)  Forward plan (NC)	Child Poverty Strategy – Update (RS)  Work Programme 2010/11 (NC)  Forward plan (NC)	Education White Paper (MF)  School Admissions (BS)  Work Programme 2010/11 (NC)  Forward plan (NC)			Library Plan (JH)  Work Programme 2010/11 (NC)  Forward plan (NC)	Corporate Parenting Annual Report (MB)  Work Programme 2010/11 (NC)  Forward plan (NC)	Youth Provision (SM)  Scrutiny Annual Report (NC)  Work Programme 2010/11 (NC)  Forward plan (NC)  Annual Report (NC)	Work Programme 2010/11 (NC)  Forward plan (NC)
<b>CCFA/Members Items/Petitions</b>												

To be scheduled: Behaviour & Attendance Strategy  
 School Place Planning  
 Young People's Housing Options  
 Contact, Referral and Assessment Arrangements – Action Plan  
 Teenage Pregnancy

# CHILDREN, YOUNG PEOPLE & LEARNING SCRUTINY COMMITTEE

## FORWARD PLAN – KEY DECISIONS FOR THE PERIOD 1 APRIL 2011 – 31 JULY 2011

REPORT OF THE CHIEF EXECUTIVE

7 APRIL 2011

### 1. Purpose of the Report

- 1.1 To provide Members with an opportunity to consider those items on the Executive's Forward Plan for the period 1 April 2011 – 31 July 2011 which relate to the Children, Young People and Learning Scrutiny Committee.

### 2. Background Information

- 2.1 Holding the Executive to account is one of the main functions of Scrutiny. One of the ways that this can be achieved is by considering the forthcoming decisions of the Executive (as outlined in the Forward Plan) and deciding whether Scrutiny can add value in advance of the decision being made. This does not negate Non-Executive Members ability to call-in a decision after it has been made.
- 2.3 To this end, it has been agreed that the most recent version of the Executive's Forward Plan should be included on the agenda of this Committee. The Forward Plan for the period 1 April 2011 – 31 July 2011 is attached marked **Appendix 1**.

### 3. Current Position

- 3.1 In considering the Forward Plan, Members are asked to consider only those issues which are under the remit of the Children, Young People and Learning Scrutiny Committee. These are as follows:-

*Children & Young People's Plan Outcomes: Be Healthy; Stay Safe; Enjoy and Achieve; Positive Contribution; Achieve Well-Being and Adult Learning, Libraries, Youth Justice and Economic Well-Being*

- 3.3 In the event of Members having any queries that cannot be dealt with directly in the meeting, a response will be sought from the relevant Directorate.

### 4. Recommendations

- 4.1 To consider the Executive's Forward Plan for the period 1 April 2011 – 31 July 2011.

## 5. Background Papers

There were no background papers used in the preparation of this report.

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