

NORTH YORKSHIRE COUNTY COUNCIL

YOUNG PEOPLES' OVERVIEW and SCRUTINY COMMITTEE

BRIEFING PAPER

24TH APRIL 2009

KEY STAGE 4 ENGAGEMENT PROGRAMME

PURPOSE OF REPORT

To update Committee Members of the current position regarding the Key Stage 4 Engagement Programme within North Yorkshire.

1. Outline of the Key Stage 4 Engagement Programme

The programme is designed to meet the needs of c286 learners who are at risk of disengagement and under achievement; positively targeting girls for the programme in 2009-10. It is envisaged that students will spend up to 2 days per week working on an individually tailored alternative learning programme, which may include time off-site in a range of possible environments. Students will be given the opportunity in this time to access a range of vocational awards and qualifications; these will complement and contribute to overall attainment and achievement of the learner's potential by the end of KS4. Schools will ensure that students have access to the statutory curriculum. It will complement the programmes currently run by the broader Pupil Referral Service and those vocational programmes developed by individual schools – or, increasingly, groups of schools with local colleges

2. The key aims of the KS4 engagement programme are:

- To work on reducing an area's NEET level
- To increase the outcomes and positive progression of learners across the sub-region – again setting benchmarks and targets for each PRU area
- At an institutional level, working to ensure achievement is raised and more learners are retained throughout KS4, exclusions are reduced, and intervention measures are reduced in the longer term as a result of continuing professional development and more effective use of available support/resources

3. Additional Objectives.

- To develop further a school level understanding of NEET support and management; developing a wider understanding of the Foundation Learning Tier and a school's contribution to supporting all learners in order to reach their potential
- To help young people recognise and overcome their barriers to learning through diversifying their exposure and confidence in new learning environments; to offer a flexible, personalised programme of learning and skills development, tailored to the needs of every young person, using a range of partners and delivery mechanisms
- To ensure that 'work-readiness' and personal skills are developed within those young people identified for inclusion; working to develop interventions that raise self-esteem, confidence, aspiration and maturity and to improve motivation, attitude and behaviour
- To ensure young people have easier and better-informed transitions and progress into positive destinations
- To provide a range of flexible, vocational learning opportunities for students at risk of exclusion, by engaging a variety of employers, colleges, training providers, voluntary sector organisations, peripatetic trainers, mentors and community/youth co-ordinators
- To contribute evidence (and an opportunity to 'explore' skills development) within accreditation of basic skills, including functional literacy and numeracy, linked to the statutory curriculum as appropriate

- To ensure that the support of the virtual school resources are used effectively to help monitor and review progress.

4. Key Roles and Responsibilities

At the most senior level the programme will be managed by the Behaviour and Attendance Network Co-ordinator accessing the operational management support of the four PRU heads.

The programme will be quality assured by North Yorkshire Local Authority Quality and Improvement Service. Four PRU heads will tightly monitor and manage progress and plans. The Heads are integral to the 14-19 Consortia in each area - this will ensure that plans and progress are regularly reviewed and considered within the wider context of 14-19 developments; this programme will be a key contributor to the emerging Foundation Learning Tier strategy and the county-wide NEET strategy, within the central 14-19 development plan.

Engagement Co-ordinators

For 2009/2010 the programme will be built upon the creation of four dedicated Engagement Co-ordinator posts, one in each PRU area - They will work closely with schools to devise action plans for individual students, liaise with other institutions/agencies and employers to create learning packages, and monitor progress and impact.

The Key Stage 4 Engagement Programme will be overseen by an executive steering group

Executive Steering Group Core membership

Network Co-ordinator BESD	Access and Inclusion
Principal Adviser (secondary)	Quality and Improvement Service
Senior Advisers Inclusion team	Quality and Improvement Service
Senior Advisers 14-19 team	Quality and Improvement Service
Work Related Learning Adviser	Quality and Improvement Service
Principal Education Social Worker	Access and Inclusion
Lead for out of school provision	Access and Inclusion
Principal Officer	Integrated Youth Support
Senior Representative	LSC
Senior Representative	NYBEP
Senior Representative	IGEN
Senior Manager	Youth Offending Team
Employer representative	
Head of Virtual School (rep YOT, LAC)	
Headteacher PRU representatives	
Headteacher Secondary representatives	

Purpose of the executive steering group

- To provide strategic direction for the KS4 Engagement programme
- To ensure that planning and implementation of the KS4 Engagement Programme is consistent with the aims of the programme as identified in the 2009-10 proposal submitted to, and accepted by the DCSF in March 2009
- To ensure that organisational arrangements are in place to secure delivery of the programme
- To provide a strategic response to any quality assurance issues arising through planning and implementation and ongoing evaluation of the programme
- To identify any gaps in provision and respond strategically
- To support and challenge partners in the effective planning and delivery of the programme
- To receive progress reports and management information to inform strategic direction and evaluation against benchmarks and targets for each PRU area
- To be responsible for ensuring that expenditure is aligned to delivery of the programme with clear lines of accountability.

5. Principles

- Effective communication and engagement with learners, parents and carers, schools, PRUs, employers
- Clear selection criteria are shared between the schools and Engagement Co-ordinators
- Provision is designed specifically for the needs of the learners
- Learners are well supported by high quality impartial Information Advice and Guidance to include local LMI (Labour market information), entry requirements and progression routes
- Work placements are safe and provided to the highest quality in line with North Yorkshire 14-19 Work Related Learning Guidance
- Reasonable adjustments are made and positive actions are taken to ensure disability, gender, or racial discrimination and stereotyping does not take place and equality and diversity are promoted

6. Accountability and reporting arrangements.

Annually a summative review report will be created by the Engagement Co-ordinators and shared with NY Senior Leadership team, the 14-19 implementation group (LSC) the executive steering group and other key partners.

The programme evaluation will seek evidence of attributable impact based on the following success criteria.

Learner benefits – students will have:

- Progressed towards achieving their potential
- Obtained a wider range of qualifications
- Gained the functional skills and knowledge relevant to the world of work
- Increased motivation, self esteem and interest in learning through more choice and opportunities being made available to match student ambition and aptitude
- More daily engagement in learning supported by the key partners
- Improved timekeeping, attendance and personal well being

School benefits:

- Reduced exclusions and increased attendance
- Improved performance at key stage 4
- Improved student retention, progression and participation post 16
- Increased capacity to generate alternative provision and personal pathways for students
- Increased contextual added value

PRU benefits:

- Reduction in NEET for the PRU area
- Wider range of responses and strategies for managing re-engagement
- Sustainable relationships with their local institutions

7. Financial arrangements.

Each PRU will be offered a KS4 Engagement grant –approx £45000

- Local management of the programme
- Additional staffing (equivalent of 1 fte Engagement Co-ordinator)
- A development pot for supporting additional provision/logistical programme expenses

Central funding approx £10000 - to support the central administration and management of the programme

Prepared by Katharine Bruce, Quality and Improvement Service, Acting Senior Adviser Inclusion
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Background documents: None