

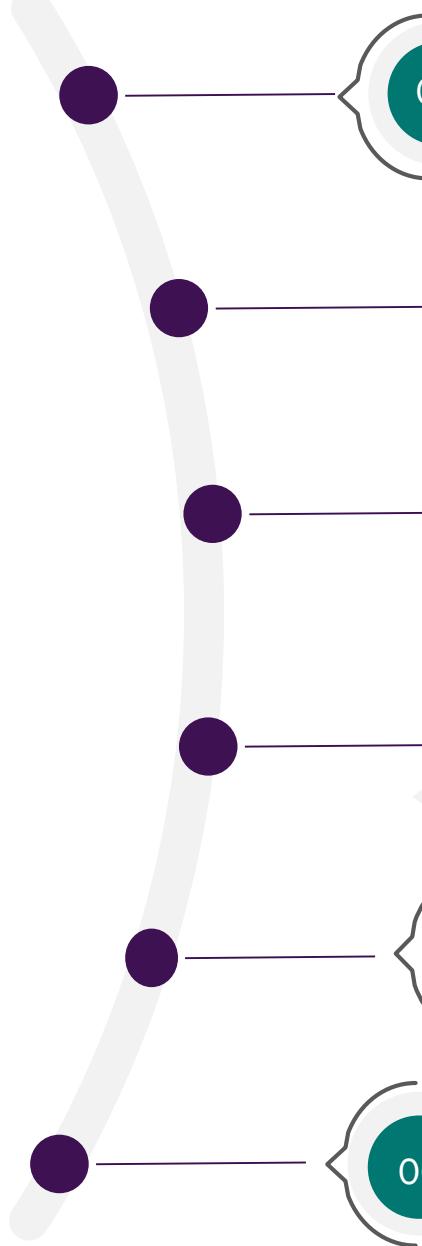


Her Majesty's
Inspectorate of
Probation



**A joint inspection of education, training and
employment services in youth offending teams
in England and Wales**

AGENDA



- 01 **Background to the inspection**
- 02 **Methodology**
- 03 **Findings**
- 04 **Recommendations**
- 05 **Effective Practice**
- 06 **The role of Estyn and Ofsted**



Methodology

**6 weeks
fieldwork (Nov
2021 to Jan 22)**

**6 Youth
Offending
Teams**



Conwy and
Denbighshire





Methodology

181 case
inspections

54 meetings with
staff, partners and
stakeholders

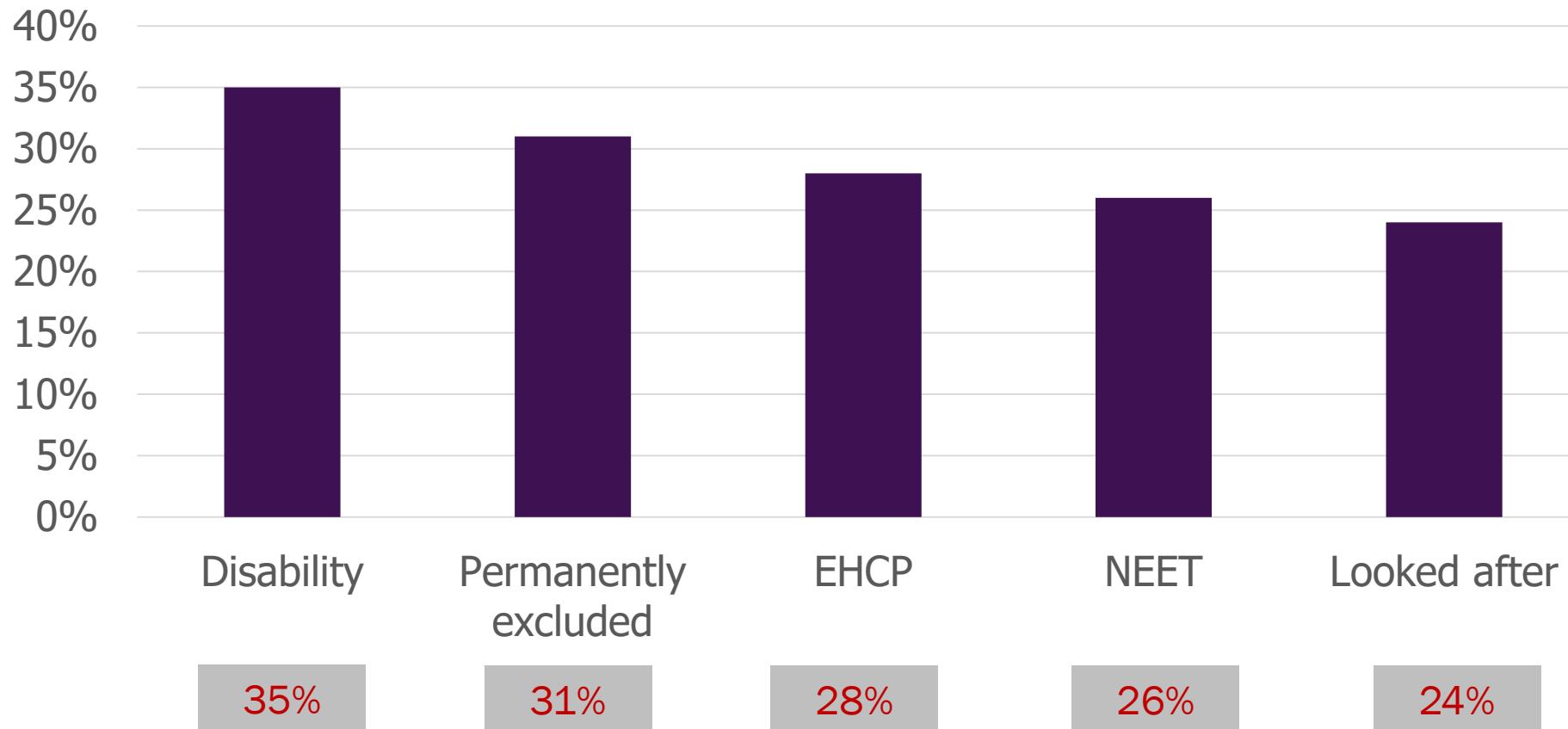
ETE Report

Estyn and Ofsted interviewed
schools, colleges, alternative
provision, pupil referral units
and partnership staff

29 interviews with
children (User Voice)

High levels of need and educational exclusion

Groups in our sample of 181 children
across 6 YOS caseloads:





Background

Disproportionality in YOT rates...

**EHCP/
IDP**

...at least five times that of the general child population

**SEN/
ALN**

...almost twice as high as the general child population

**PRU/AP
attendance**

...over 40 times higher than the general child population

**Children
not in school/
PRU/AP –
England only**

...over 60 times more than that of the general child population

**Children who
are over school
leaving age
who are NEET**

...between almost two (Wales) and over three (England) times that of the general child population

USER VOICE

"They are fine if you are just wanting to do basic education courses such as maths and English, but if you want to do something you can use as a career you are limited."

"I just have to do what they want me to do. No assessment has been made about my ADHD or dyslexia."

"They only do the job for the money, yeah, these YOT and social workers, they don't care. They can help people without money but they're all so bothered about what time they finish. They should do better."



USER VOICE

*"[My YOT worker] helped me a lot.
She was very flexible with appointments
and she is very good at her job".*

"I discuss my progress with my worker and what I am doing and how well I am doing, and is there anything that I could improve with the right support, this is also where they ask me if I need any ongoing support and what with if any."

"Because they are supportive in a sense of when you need them, they stand by you and actually understand and tell you what you are doing wrong and what not to do".



Her Majesty's
Inspectorate of
Probation

Mike Ryan

Her Majesty's Inspector of Probation

Findings

Children with disabilities



The delivery of services too often (**35 per cent of cases**) failed to provide the support needed **to sustain the child in education**.



The most prevalent disabilities identified in the sample were **learning or other cognitive disabilities**.



We estimated that **in half of the cases** where a disability was identified, this would have **a marked effect on the child's functioning**.



Children with an EHCP

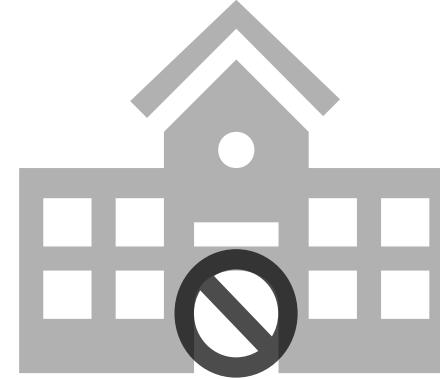
Of the 181 cases inspected 50 were identified as having an Education, Health and Care Plan or Individual Development Plan.

For these children we found insufficient work, as follows:

| | Assessment | Planning | Delivery | Review |
|---|------------|------------|------------|------------|
| Meaningful involvement of the child | 20% | 28% | - | 33% |
| Does the delivery of services meet the ETE needs of the child? | - | - | 46% | - |
| Is the education provision of sufficient quality to effectively support the ETE needs of the child? | - | - | 48% | - |

Findings

Excluded children



In our case sample, **65 per cent** of the children had been **excluded from school at some point**.



In our inspection, we found cases where children seemed to have **disappeared from the education system**, such as those who were taken off roll in the further education system, or those who were registered at a school or college but who never attended.



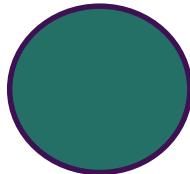
Where school exclusion had occurred, **assessment work was not consistently good enough**; yet, it is with exactly these children that high-quality ETE work is especially critical.



Findings



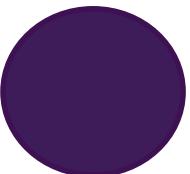
Differences in the quality of work which are associated with ethnicity



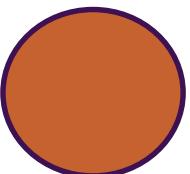
There were differences in the quality of work between **children identified as of mixed ethnic heritage** and the others.

In assessment work, there was a **poorer focus on how to support their desistance** from further offending through the offer of ETE, and this was also the case with planning.

Consequently, ETE provision was **less likely to meet the child's needs**.



There were no discernible differences between the quality of work being delivered to **black African/Caribbean/black British children** and the others.



For the small sub-group identified as **Asian/Asian British**, the work was of better quality across all aspects of case management.



Findings

Out-of-court disposal cases



We found examples of exceptional work; **comprehensive assessments** based on the appropriate identification and use of information about the child's educational history.



However, the **planning and reviewing** of ETE needs for this cohort were too frequently of a poor standard.

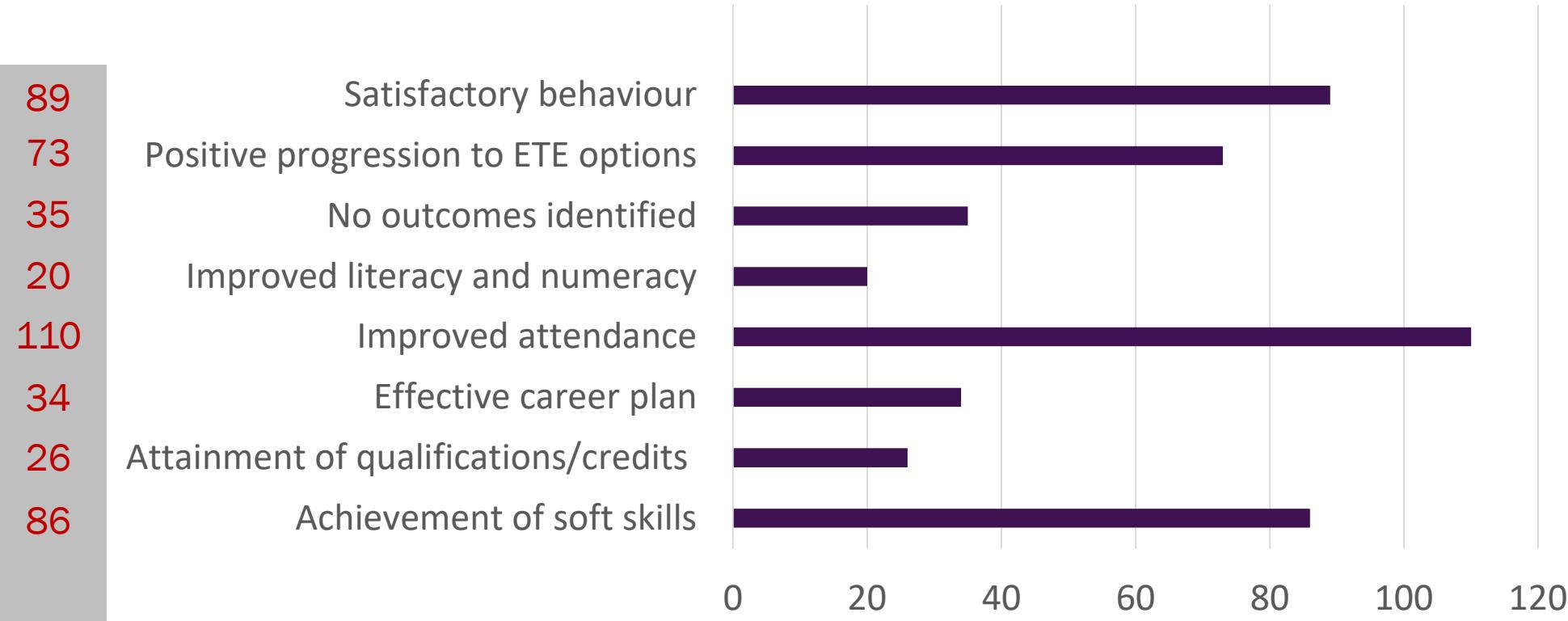


The children had **multiple and complex needs**, and YOTs should ensure that planning and reviewing are of a high quality, in order to meet these needs.



Findings

Outcomes



There remains, however, a level of acceptance of relatively poor outcomes for too many of the children working with YOTs. Given that level 2 in English and mathematics is the standard for entry into the workplace, it is noteworthy that **the improvement in literacy and numeracy levels that we identified remains very low when set against children who are not working with the YOT.**



Findings

Information

Critically, and in addition to excluding out-of-court disposals, the information monitored by boards does not address:

- **school exclusion rates** of children working with the YOT
- **part-time timetables**, their review and the actual number of hours of attendance being achieved
- the lack of a clear **process of review** for children with an **EHCP/ILP**, whether the child was of school age or older
- **attendance levels** at college or training provision.



Findings

Information: Using Power BI

98 Students are on a school roll
of which:
74 Persistant absent (Where attendance data available)
19 Partial timetable
0 Currently Excluded

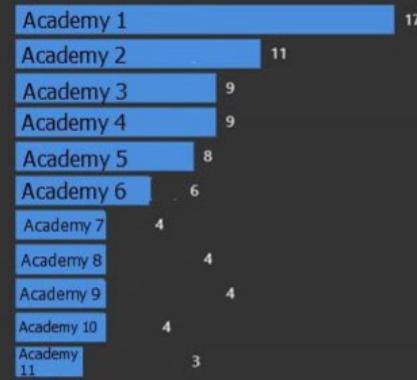
Current open to YJS:

6 Students are not on a school roll
of which:
4 Awaiting Placement
0 CME
1 No current registered base
1 Home Educated

98 Students are on a school roll
of which:
74 Persistant absent (Where attendance data available)
19 Partial timetable
0 Currently Excluded

Pre 16

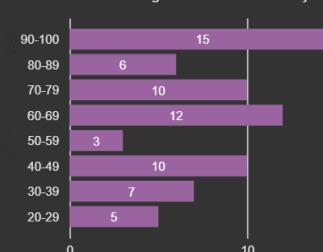
104 young people



PA ● F ● T ● % Attendance

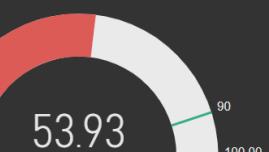


% Attendance range for current academic year



Current Academic Year

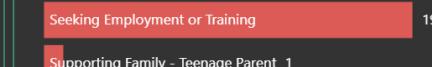
% attendance for Year 11 and below for 89 Young People
who have attended Newcastle Schools in 21-22.



38 young people, of which 20 are NEET (52.6%)



NEET





Recommendations

Department for Education/Welsh Government Skills Higher Education and Lifelong Learning (SHELL) and Education directorates in conjunction with the Ministry of Justice Youth Justice Policy Unit should:

Address how the unidentified and unmet needs of YOT children can be prevented by earlier specialist assessment, intervention and support of vulnerable children (through the Alternative Provision and SAFE schools' programmes in England and equivalent provision in Wales).



Department
for Education



Llywodraeth Cymru
Welsh Government



Ministry of
JUSTICE



Recommendations

The Youth Justice Board should:

Revise their national indicator of ETE engagement to one that provides a more meaningful measure of performance. This should include the levels of educational attainment achieved by children working with the YOT at the end of the period of supervision and should cover out of court as well as court order cases.



Youth Justice Board
Bwrdd Cyflawnder Ieuenctid



Recommendations

YOT Management Boards should:

- Ensure that all children have a **comprehensive ETE assessment**
- **Monitor key aspects of ETE work** for children working with the YOT, alongside the local authority, including:
 - the **extent of school exclusion** in the YOT cohort;
 - the **actual level of attendance** at school, college, work or training placement;
 - the **extent of additional support** provided to children with SEN/ ALN;
 - that **every child with an ECHP or IDP has this reviewed** on an annual basis to meet the statutory requirement.



Recommendations

YOT Management Boards should:

- 1) Develop ambitious aims for ETE work in the YOT, including the achievement of **Level 2 English and Maths by every child.**
- 2) Establish a **greater range of occupational training opportunities** for those children beyond compulsory school age.
- 3) **Monitor and evaluate the levels of educational engagement and attainment** in disproportionately represented groups within the YOT caseload in order to develop improvement, including for:
 - children with an EHCP/ ILP
 - children with SEN/ ALN
 - children permanently excluded from school
 - out of court disposal cases
 - children released under investigation.

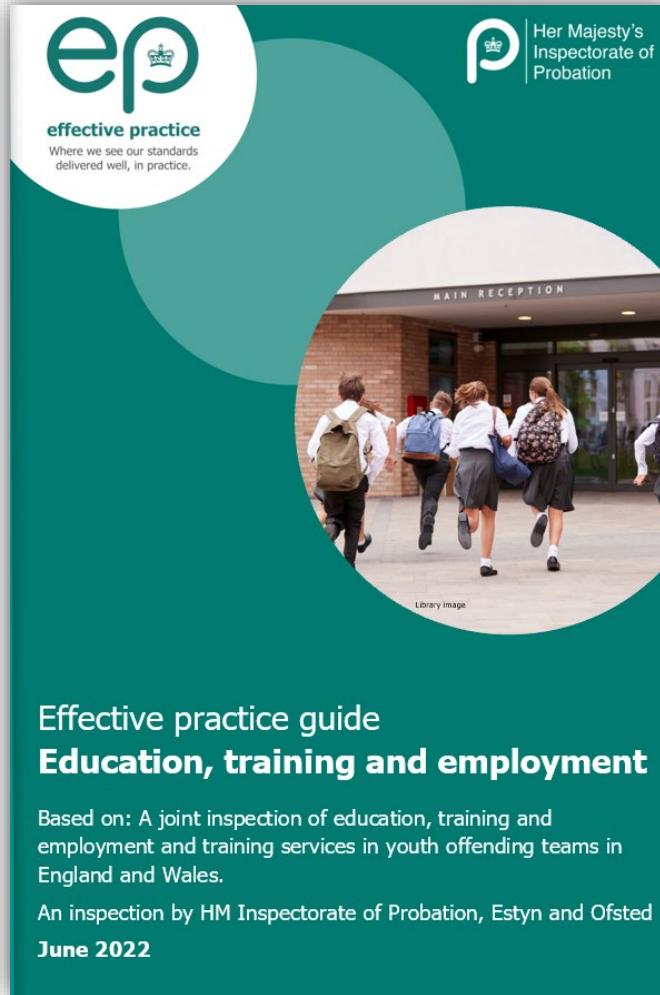


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**Tammie Burroughs,
Effective Practice Lead**



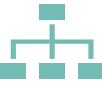
Effective practice guide



Guide contents:

- Introduction
- Background
- Our themes: what we looked for and our expectations
- Organisational delivery effective practice illustrations
- Case management effective practice illustrations: school age children and post school age.
- The last word: what the children said about ETE provision
- Conclusion
- Further reading and resources
- References

Organisational delivery to deliver effective ETE requires:

-  Strong and active representation from all key partners
-  Leadership that provides clarity and strong communication loops
-  Ambitious aims for ETE, including that every child will achieve at least Level two English and maths
-  Highly motivated and tenacious staff across the YOT and partnerships
-  A broad range of support and access to a range of facilities
-  Well-coordinated work across the partnerships
-  Close links with speech and language therapists to address barriers to ETE
-  Strong and accessible profile information on demographics, levels of educational engagement and attainment, and needs



Case supervision to support effective ETE requires:



Meaningful involvement of the child and parent/carer



Case managers to be responsive



Cultural competence



Practitioners to identify barriers to ETE and work collaboratively to plan for and mitigate these.



A tenacious approach



The case manager to coordinate services appropriately



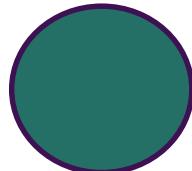


**Chris Pollitt, Her Majesty's Inspector
Specialist Lead: SEND**

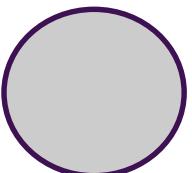


Findings

Headlines from Ofsted's perspective



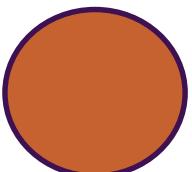
Too many children and young people known to the youth justice system still do not access high-quality education, employment and training (ETE).



Essential services from youth offending teams, schools, colleges and specialist support services are working hard to address this reality, but for many positive outcomes and desistance remain some way off. This is because education for these young people remains variable and inconsistent.



Poor identification of SEND, the prevalence of long-term part-time timetables, poor unchallenged attendance and high rates of both formal and informal exclusions fragment the potential for the real difference.



Youth offending partnerships know the weaknesses in all areas visited and have established strong initiatives to correct this. Still, the impact ranges from early-stage implementation to only impacting some young people.

Recommendations

Monitoring of Part-Time timetables

- Too many cases of young people subject to long-term part-time timetables, with no evidence of a clear endpoint.

High levels of unchallenged absence

- Too many cases of attendance ranging from 8-50% of the planned placement.
- When placement less than 25 hrs, these vulnerable young people were unsupervised for even higher periods.
- For example, cases of young people only allowed into their provision for 10 hrs each week, and only attended five.

Off-rolling

- Some young people moved to several different schools without evidence of permanent exclusion.
- In these cases, sites felt this was down to parental preference but could not rule out that some parents could have been persuaded to change schools.
- Also, high prevalence of managed moves between schools in same academy chains is often seen as a forced alternative to permanent exclusion.

Low retention rates for FES for those with EHCPs

- Too many students with SEND do not seem to finish their FES courses.
- In some cases, attendance was poor and often limited to September and October of the first year of enrolment, before they withdrew or were asked to withdraw.

Unofficial Exclusions

- Parents and local areas identified that young people often sent home without paperwork or notification that formally excluded.
- Some children sent home and had to wait days before being invited to a meeting to return.

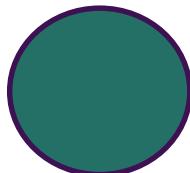


Alun Connick, Her Majesty's Inspector

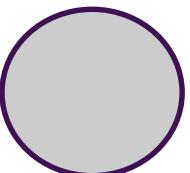
**Her Majesty's Inspectorate for
Education and Training in Wales**

Findings

Estyn's findings in Conwy and Denbigshire



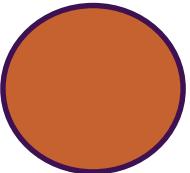
Case managers work with manageable caseloads of young people, many of whom have complex needs, such as speech and language difficulties, mental health issues and involvement with social services due to factors within their families.



Many young people of school age engaged with the YOS improve their engagement in education. Many clients who have had to move schools within the local authorities have been supported well by case managers to enable them to settle into their new placements.



There are several good examples of case workers addressing clients' needs holistically to prioritise appropriate, bespoke support aimed at reducing the risk of reoffending behaviour and improving their ongoing attendance in ETE.



Most case workers recognise the importance of literacy and numeracy skills to enable young people to make effective progress in and transitions into education, employment or training. However, the service does not have a clear strategy to ensure appropriate, targeted support for those young people who most need to develop these skills.

Recommendations

Educational Assessment

- For school-age children, good arrangements with LAs and schools to gain assessment information

Soft skills

- The service does not have clear systems to track progress.
- There is a tool offering potential to evaluate the impact of case workers interventions in this aspect of clients' behaviour.

ETE coordinator

- Plays a valuable role in liaising with schools and opportunity providers
- Effective links with the Working Wales team within Careers Wales
- The flexible approach taken by the linked careers adviser enables the service to access hard to reach young people.

Post-16 opportunities

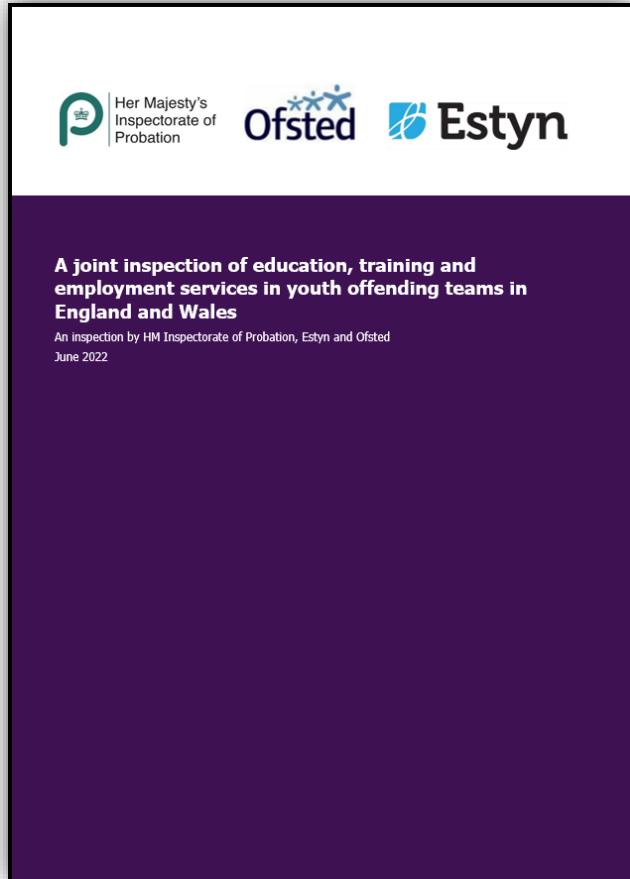
- The service does not analyse well enough young people's abilities to succeed when progressing.
- This limits evaluation of effectiveness and impact on desistance.

Data analysis

- No systematic analysis of data regarding how long young people remain on the NEET register.
- Not enough analysis of data to monitor what happens to young people who complete work-based learning engagement programmes and return to unemployment.



Next Steps:



Links to reports and supporting documents:

The thematic review of 'A joint inspection of education, training and employment services in youth offending teams in England and Wales' and the Effective Practice (EP) guide 'Education, training and employment' are both available on HM Inspectorate of Probation's website.

<https://www.justiceinspectories.gov.uk/hmiprobation/inspections/ete-thematic/>

