

**Draft Scrutiny Inquiry Final report  
Increasing the Number of Young  
People in Employment, Education or  
Training  
March 2013**

DRAFT



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# Introduction and Scope

## Introduction

- 1 Leeds has an ambition to be a child friendly city by 2030. The methodology for delivering this vision is outlined in The Children and Young Peoples Plan which details five headline outcomes one of which is to ensure Children and Young People do well at all levels of learning and have the skills for life.
- 2 The Scrutiny Board (Children and Families) was tasked by Full Council to carry out a piece of work on each of the three Children and Young People's Plan (CYPP) obsessions. The third of these relates to reducing the number of young people not in education, employment or training, also referred to as NEET.
- 3 NEET was selected as one of the obsessions as it is an indicator of success or failure in educating and supporting young people. If young people fail to make a successful transition to further learning or employment it is likely to have major consequences for economic wellbeing in their adult life.
- 4 Terms of reference for this inquiry were agreed at our Board meeting on the 10 November 2011 when we concluded that the purpose of the inquiry would be to look at the support available in Leeds in order to reduce the risk of young people becoming NEET and help them access appropriate employment, education or training.
- 5 Our focus included the group identified in the Audit Commission's July 2010 report "Against the Odds" as sustained NEET. These young people often face multiple barriers to progressing to employment, education or training (EET) and require specific targeted support. Investment which the Audit Commission suggests will ensure long term economic savings. We also referred to 'A Guide for Council's overview and scrutiny function' produced by the Audit Commission<sup>1</sup> which recommends key themes for Scrutiny.
- 6 The Board conducted its inquiry over three sessions commencing on the 9<sup>th</sup> February 2012 and concluding on the 26<sup>th</sup> April 2012. The Board also conducted two visits to speak to young people undertaking courses provided by Igen and Leeds City College.
- 7 Recognising the range of stakeholders involved and responsible for increasing the number of young people in employment, education or training, we received a range of evidence both written and verbal. We are very grateful to everyone who gave their time to participate in this inquiry. A full list of those who participated is detailed at the end of this report.

## Scope of the Inquiry

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- 5 Our focus included the group identified in the Audit Commission's July 2010 report "Against the Odds" as sustained NEET. These young people often face

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<sup>1</sup> Against the odds, re-engaging young people in education employment and training, a guide for councils' overview and scrutiny function. Audit Commission July 2010.



# Introduction and Scope

## Anticipated Service Impact

- 8 Our recommendations require a number of improvement measures. Such measures could require additional resources, the cost of which may be required from existing budgets.
- 9 We hope that our findings will contribute to providing better outcomes for children and young people and to achieving the aspiration of becoming a NEET free City.

agreed, the individual, organisation or group responsible for implementation or delivery should give due regard to equality and diversity and where appropriate an equality impact assessment will be carried out

## Equality and Diversity

- 10 The Equality Improvement Priorities 2011 to 2015 have been developed to ensure that the council meets its legal duties under the Equality Act 2010. The priorities will help the council to identify work and activities that help to reduce disadvantage, discrimination and inequalities of opportunity to achieve its ambition to be the best city in the UK.
- 11 Equality and diversity issues have been considered throughout this Scrutiny Inquiry. The evidence submitted and the topics debated in this inquiry have highlighted that:
  - certain groups have a greater risk of becoming NEET.
  - certain groups will require greater targeted support
  - certain groups are harder to reach and engage with.

Further specific information is detailed later in the report.

- 12 Where a Scrutiny Board has made recommendations and these are



# Conclusions and Recommendations

## NEET – the National Position

13 The term not in Education, Employment or Training (NEET) has been in use since the 1990's, when the Social Exclusion Unit referred to the term NEET in their report 'Bridging the Gap'.<sup>2</sup> The term can be perceived as negative and stigmatising to young people. Although this perception was recognised in the report 'Young People not in Education, Employment or Training'<sup>3</sup> it stated that the term would continue to be used in absence of an appropriate alternative.

14 We recognise that nationally work to reduce NEET sits across a number of Government Departments, as reflected in the cross Government strategy for 16 – 24 year olds, Building Engagement Building Futures.<sup>4</sup> This document sets out plans for achieving full participation of 16-24 year olds in education, training and work so that young people have the opportunity to build the experience and qualifications they need for successful employment and adult life by:

- *Raising the participation age to 17 in 2013 and 18 in 2015*
- *Targeting greater investment of apprenticeships for young people so that they can gain skills and*

<sup>2</sup> Bridging the Gap: New opportunities for 16-18 year olds not in Education, Employment or Training. Social Exclusion Unit. July 1999.

<sup>3</sup> Report of the Children Schools and Families Committee, 24<sup>th</sup> March 2010.

<sup>4</sup> Building Engagements Building Futures: Our Strategy to maximise the Participation of 16 – 24 Year Olds in Education, Training and Work, HM Government December 2011

*qualifications through a real paid job, while making it quicker and easier to take on an apprentice, and ensuring every apprenticeship consistently delivers high quality training.*

- *Reforming vocational education through 16-19 programmes of study, including work experience*
- *Enabling local authorities to fulfil their statutory duties to support young people to participate, including disadvantaged young people, by implementing the proposals in the Special Educational Needs Green Paper*
- *Addressing financial barriers to participation through better targeted support, including the new £180 million 16 – 19 Bursaries Fund and*
- *Introducing a new programme as part of the Youth Contract, to support disengaged 16-17 year olds to participate in education, an apprenticeship or a job with training.*

15 As stated in 'Building Engagement Building Futures' the Government has changed the law so that all young people will be required to continue in education or training, this is referred to as raising the participation age (RPA). Young people will be required to continue to study or train in the following ways:

- Study full-time in a school, college or with a training provider.
- Full-time work or volunteering combined with part-time education or training.
- An Apprenticeship

16. The Government recognises that the vast majority of 16 and 17 year olds already continue in some form of education or training. However the



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group of young people not participating includes some of the most vulnerable therefore RPA was introduced with the intention of giving all young people the opportunity to develop the skills they need for adult life and to achieve their full potential, thereby reducing the risk of young people becoming NEET.

17 The Education and Skills Act 2008 places duties on local authorities in relation to RPA:

- Promoting the effective participation of all 16 and 17 year old residents in the Local Authority area; and
- Making arrangements to identify young people resident in the Local Authority area who are not participating.

18 In November 2011, the Deputy Prime Minister announced a £1 billion Youth Contract to help young unemployed people get a job over a 3 year period. This help should include an offer of a work experience or sector-based work academy place for every unemployed 18-24 year old who wants one. The Youth Contract should also help to support the growth of 16 – 24 apprenticeships.

19 The Building Engagement Building Futures report sets out a number of key findings which is relevant to our inquiry:

- *the proportion of 18 – 24 year old NEETS was rising before the recession took hold. It is attributed to longer-term structural and demographic changes to the economy and society, as well as failures in the education system to ensure successful transitions for all young people.*
- *Attainment at 16 and the qualifications achieved by an individual*

*is the most important factors in determining later participation and attainment. By the age of 18 45% of those with no reported qualifications had spent more than a year NEET.*

- *Employers have stated that English and maths are particularly important core criteria when they recruit.*
- *16 year olds who receive free school meals are more than twice as likely to be NEET than those who do not, and they are nearly four times more likely to 'drop out' of education, employment or training by the age of 19.*
- *When they are not participating, young people are at greater risk of protracted unemployment, poor health, depression and a criminal record.<sup>5</sup>*
- *Gaps in the educational attainment of richer and poorer children can open as early as 22 months in age.*
- *Young People from families with multiple problems are often at the greatest risk of not participating.*

20 The focus of the inquiry did not significantly extend to young adults who are NEET (19 – 24 year olds). We consider that there is further scope for scrutiny of this demographic group, particularly those who are graduating from college or university only to become NEET.

21 The Audit Commission Report, Against the Odds, states that the 2008 NEET cohort will cost an estimated £13 billion in public finance costs. The report states that most young people are never NEET and of those who are, the time generally is no longer than six months

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<sup>5</sup> British Birth Cohort Study in Social Exclusion Unit. Bridging the Gap (1999)



# Conclusions and Recommendations

22 National NEET Figures<sup>6</sup> identify that 75% of young people never experience being NEET

Of the 25% that are:

- 2% are NEET for up to one week
- 9% are NEET for one week to a month
- 25% are NEET for one month to three months
- 21% are NEET for three months to six months
- 43% are NEET for six months or more.

23 Young people become NEET for different reasons and require different resources and support to promote re-engagement a) Open to Learning – 41%, these are young people who have made the wrong choice and are likely to be awaiting a start date for a more suitable option. They are likely to re-engage in the short to medium term. Generally they have no or low level support requirements. If further resources were applied then this is unlikely to improve outcomes or savings. b) Undecided – 22%, these are young people who are unsure about what to do or are dissatisfied with available options. 75% are likely to participate in future education or training. 53% start courses but do not complete them. Appropriate and timely guidance and information can prevent drop out and save money. c) Sustained NEET<sup>7</sup> – Unlikely to re-engage in the short term without interventions. Often have negative school experience and low levels of

qualifications and face multiple barriers to progressing to EET.

24 It is identified that it is the 38% in the Sustained NEET group who require high-cost targeted support therefore the Audit Commission recommends that councils focus on this group and provide well targeted early intervention in order to prevent future substantial costs and achieve value for money.

25 Government information also tells us that some young people are statistically more likely to be NEET<sup>8</sup>. They report feeling bored and isolated and have a greater chance of long-term unemployment, ill health and criminality than their peers. If employment is obtained it is more likely to be in low-paid jobs.

26 Local authorities have clear statutory duties to secure sufficient suitable education and training provision and to support young people. This is referred to as the 'September Guarantee' in the Building Engagement Building Futures report. The September Guarantee should help to ensure that every young person has the opportunity to gain skills and qualifications that help them progress to higher education, work and adult life. This is referred to locally as the 'Leeds Guarantee'

27 We were advised that the 'Leeds Guarantee' was in development. Leeds has an aspiration to be a NEET-free city and the guarantee would be a commitment to young people aged 16-

<sup>6</sup> Source – Audit commission, analysis of Connexions data from fieldwork areas (approximately 24,000 young people), 2010.

<sup>7</sup> Young People who have been NEET for longer than 6 months or more.

<sup>8</sup> some Black and Ethnic Minority Groups, those with learning difficulties, care leavers, young offenders, poor school attenders, young parents, young carers, pregnant young women, homeless young people and those living away from their family.



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19 (25) in Leeds to ensure that they have access to a place in employment or further learning. Appropriate support will be provided to enable young people to overcome barriers. This will include pathway planning that supports entry into learning or employment.

28 Education Destination Measures<sup>9</sup> were published for the first time by the Department for Education in July 2012. The measures show the percentage of students continuing their education in school, further education, 6th form college or higher education institution. The measures also provide the percentage training provided through an apprenticeship or work-based learning. The Department for Education is planning on including the more complex employment destination information and aims to publish both education and employment destinations in summer 2013.

29 We consider that the destination measures for Leeds will provide the Scrutiny Board with data about the performance of the local authority and schools in successfully transitioning young people to the next stage. The Scrutiny Board requests that such information be incorporated into performance monitoring information on an annual basis.

**Recommendation 1 – That the Director of Children’s Services incorporates destination measure information for Leeds as part of the performance monitoring information. This information to be provided to the Scrutiny Board (Children and Families) on an annual basis.**

## NEET – the Local Position

30 Reflecting on the wealth of national information available relating to NEET we felt it important to understand the data available about young people in our city. We were particularly interested in identifying how this data is utilised to target services, remove waste and duplication of services and reduce the risk of young people becoming NEET.

31 We were advised that the local authority is responsible for monitoring the number of young people (16-18) who are NEET and for reporting this monthly to the Department for Education. This was done based on information collected by the Connexions service. The position for November 2011 was presented as follows:

	Leeds – Nov 11	Statistical neighbours – Nov 11	England – Nov 11	Leeds – Nov 10
NEET (adjusted)	8.1%	8.1%	6.3%	9.2%
In Learning	78.4%	80.0%	78.2%	75.9%
Not Known	11.4%	6.9%	11.2%	7.8%

32 We were further advised that since this data was compiled the NEET figure had dropped to 7.7% as at February 2012. Current NEET figures for Leeds are detailed page 21 of this report.

<sup>9</sup> Destination Measures provide tracking information on what young people do when they leave school or college.





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- 33 We were pleased to note the positive trend. However the data presented raised two concerns, the first being the seemingly high NEET figure for Leeds when compared to the national figures and the second being the high percentage of young people whose status is not known.<sup>10</sup>
- 34 We were advised that a significant amount of work is being undertaken to identify the status of young people who are currently 'not known'. This includes home visits, telephone canvassing and sharing college leaver information.
- 35 In addition we were advised that Youth Services have a valuable contribution to make in terms of reducing the not known figure as many of those young people may be involved with the Youth Service. Greater focus and targeting of resources in order to address NEET will be reflected in the forthcoming review of Youth Services<sup>11</sup>.
- 36 igen highlighted to us that they have encountered difficulty engaging with schools. Young people tend to disappear at the end of the school academic year becoming 'not known' resulting in igen working to track and engage with them. This can take a few months during which time they are potentially NEET. igen suggested that if both schools and young people understood their provision it would help improve transition to EET, reducing drop out and wasted months and wasted resources.
- 37 In contrast Leeds City College advised us that it has a very well co-ordinated series of activities with schools from secondary level and therefore does not encounter problems to the same extent as igen. We were impressed with the apparent willingness of igen and Leeds City College to work together in order to promote better positive engagement with schools. This discussion highlighted to us a fragmented approach in what is a city wide issue where different organisations are trying to track and engage with the same young people who are NEET. This demonstrates that there is potentially a strong element of duplication of effort. (See Partnerships and Governance p18)
- 38 Ensuring that all young people have the opportunity to progress to training, further study or employment can only be achieved if their status is known. We consider that there is a requirement for a defined strategy for tracking and engaging with young people across the city in order to prevent and minimise the numbers who fall into the 'not known' category.

**Recommendation 2 – That the Director of Children’s Services defines and implements a clear cross sector city wide strategy for tracking the destinations of young people and engaging with those who fall into the ‘Not Known’ category to ensure that appropriate support can be provided. A progress report to the Scrutiny Board (Children and Families) is required in October 2013**

<sup>10</sup> The current improved NEET situation is detailed on page 21.

<sup>11</sup> Youth Review Report due to be presented to Executive board March 2013

- 39 It was concerning to note that whilst considerable efforts are being made to reduce the 16 – 19 NEET figures the



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numbers of young people who are NEET in the 19-24 age group is increasing. We were advised that this is in part a legacy of a disconnect between economic activity in the city and the skills required to meet employer requirements.

40 More positively we were advised that there is over £900 million worth of investment planned in the city centre around retail. Leeds has a resilient local economy and employment opportunities will continue to be created as part of the ongoing investment. We sincerely hope that this continues to be the case but appreciate that national economic factors have a very strong influence. Whilst we also welcome the investment in retail, this will not meet the aspirational needs of all young people in a city as diverse as Leeds.

41 We were informed that Leeds, Bradford and Wakefield have been awarded Youth Contract funding to support contracts with providers that support 16 and 17 year olds into education, work, apprenticeships and training. This is part of the Governments 'City Deal' agenda. Leeds will be able to contract with organisations that have a successful track record in delivering support to young people from a variety of backgrounds. The scheme will deliver £5.6 million to help young people who are NEET over a 3 year period, with £2.4 million coming to Leeds.

**Recommendation 3 – That the Director of Children’s Services provides a report to the Scrutiny Board (Children and Families) in October 2013 which explains how Youth Contract Funding has been utilised and the direct impact this funding has had on creating EET opportunities for young people.**

42 Specific data was commissioned at the request of the Scrutiny Board which provided an overview of the NEET population in Leeds. We were particularly interested in sustained NEET information as these are the groups who generally require greater targeted and intensive services and have significant barriers to participating in learning. The data is detailed in appendix 1.

43 The information identified that there is no significant difference between the genders in terms of the percentage of young people who are NEET (there is a slightly higher rate amongst young men than young women).

44 The ethnic group with a significant risk of being NEET are young people from Gypsy, Roma or Irish traveller communities, however the number of young people in this cohort is low. Young people who are white or with a mixed ethnic heritage have high sustained NEET levels.

45 All groups of young people with special educational needs identified during statutory schooling have higher NEET rates than the full cohort of young people. The highest rates are young people who schools identify as requiring School Action Plus level of intervention.<sup>12</sup>

46 The data also identifies that teenage parents, young people supervised by the Youth Offending Service and young

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<sup>12</sup> young people who the schools identify as requiring additional support from external sources but who do not meet the requirements for a statement of special educational needs.



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people experiencing housing difficulties have the highest risk of becoming NEET for a sustained period.

47 As previously stated the Audit Commission recommends that councils should focus on the sustained NEET group due to the overall cost to the economy. It was evident to us that prior to our inquiry little analysis had been undertaken to identify the extent of sustained NEET in the city. We therefore assert that there is considerable scope for utilising data to target resource more effectively to engage with and help young people who are NEET for a sustained period.

48 We were advised that delivery arrangements are being put in place for targeted work with vulnerable young people on an area and cluster basis. Each cluster is carrying out planning sessions in order to identify actions and processes that will reduce the number of young people who are NEET within their area, allowing for actions to be developed which fit with the needs of the local community. Clusters will receive data on NEET to allow them to monitor progress.

49 The demographic make up of Leeds dictates that there will be variances in the sustained NEET groups by area. We consider that each Cluster should receive analytical data which will identify those groups at risk of being NEET, also short, medium term and sustained NEET trends so that specific targeted services can be provided.

**Recommendation 4 – That the Director of Children’s Services works in partnership with the Clusters to ensure that area based NEET data is analysed to identify those that are at risk of being NEET and sustained NEET to facilitate efficient targeting of resources. Progress should be reported to the Scrutiny Board (Children and Families) in October 2013**

## Reducing the Risk of NEET and Raising Aspirations

50 We recognise that the general aspiration of children and young people may be low due to a number of economic and social factors, for example increasing higher education costs and increasing unemployment. We are concerned that young people may have formed a view that life and society has not got a great deal to offer and may become disenfranchised. A view that we hope a Child Friendly City such as Leeds can change.

51 We cannot stress enough the importance we place on supporting children to improve their education outcomes and raise aspirations in their early years. We consider that reducing the risk of young people becoming NEET should not start during secondary education but much earlier.

52 This view was reinforced by both headteachers involved in the inquiry. The secondary headteacher stated that it is easy to identify within days of a child starting school if they are likely to



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become NEET if there is no intervention. The primary headteacher advised us that some children from workless families have no concept of work and employment. Both headteachers highlighted the important role of teaching staff in raising aspirations not only for children and young people but also with the parents of the children attending both schools.

## Information Advice and Guidance (IAG)

53 The Education Act in 2011 has made significant changes to responsibilities around universal careers guidance. From September 2012, schools have been under a duty to secure access to independent and impartial careers guidance for their year 9 – 11 pupils. This includes providing information on all 16 – 18 education or training options including apprenticeships.

54 Prior to September 2012 it was the Local Authority who commissioned information, guidance and advice services, through organisations such as Prospects, igen, and a range of voluntary organisations.

55 We were advised that work was taking place with schools to help prepare them for their new duties to deliver careers guidance to young people. This includes the launch of an approved list of careers guidance providers to help schools procure the careers guidance services they need. Additional support will be provided for schools by Leeds City Council to help them in the procurement and contracting process.

56 Prior to September 2012 schools were advised to undertake preparatory work

including a review of the level of need for careers guidance, the development of a delivery model and the level of commissioning required to provide careers guidance support.

57 We were also advised that professional development for schools has included a series of seminars to help schools to prepare for the new duties. An online resource 'Leeds Pathways' for non-IAG specialists who may be expected to answer questions about progression, transition and career planning was also being developed.

58 A project has also been set up which aims to give basic signposting skills to anyone who comes into contact with young people and families. More in depth training will be provided to those working directly with children and young people such as attendance officers, learning mentors, youth and community workers. Training would also be open to the wider workforce including voluntary sector partners and NHS partners.

59 We spoke to a number of young people involved in igen programmes who provided an insight into their recent experience of the IAG they had received whilst at school. The majority advised us that they had received very limited information. All confirmed that whilst at school none had been advised about organisations such as igen (which they later became aware of via Connexions). It was only when they became NEET that they were advised of alternative learning providers.

60 In the terms of IAG, we raised a number of concerns:

- the risk of schools not building relationships and fully engaging with



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the voluntary sector therefore limiting the options that would be available to young people.

- Schools would not be provided with any additional Government funding to support their new IAG responsibilities and this may limit the amount of IAG services they are prepared to commission.
- Where schools have 6<sup>th</sup> form facilities they may not have an interest in presenting a full range of alternatives to their students.
- The provision of Information Advice and Guidance should commence much earlier than year 9. We were advised that this view is shared by young people who feel that the provision of information and careers education should start at least from year 7

**Recommendation 5 – That the Director of Children’s Services undertakes a review of the IAG support provided by Schools since September 2012 and reports the outcomes to the Scrutiny Board (Children and Families) in October 2013**

61 See postscript on page 21 which provides the outcome of the Parliamentary Education Committee report ‘Careers guidance for young people: The impact of the new duty on schools.’

## Learning – Foundation and Years 1 – 6

62 We strongly believe that becoming a NEET free city cannot be resolved by the provision of support at the latter end

of a young person’s education. There are other influences in family life, during a child’s early years and during their early education that strongly influence their attitude towards education and employment. We feel the greater part of the solution lies in the courses of action taken early in a child’s life, breaking the cycle of worklessness in families and raising the aspirations of children and their parents.

63 We were advised that during primary education teachers can predict which children are going to require additional support in order to prevent them from becoming NEET in later life.

64 We were informed that some preventative work is starting in primary schools as many headteachers are identifying behaviours and family circumstances that indicate a risk of the child disengaging from learning. A range of engagement and support activities are being undertaken with the identified young people and their parent/carers which continue after their transition into secondary school to help prevent them becoming NEET in the future. It was clarified to us that there is scope for good preventative practices to be shared across clusters in order to ensure good consistent support city wide.

65 We heard that Little London School have successfully increased family involvement in the school from 13% to over 95%, running workshops for families who have been in receipt of benefits all their lives, providing information about how they can break the cycle of worklessness. This in return changes the attitudes of children when they see their parents going to work.



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- 66 To promote the concept of employment and to motivate children to think about their future career paths we were advised about 'world of work Wednesdays'. This is a 20 minute assembly held for the children at Little London School. This facilitates businesses visiting the primary school and giving assemblies, explaining their job and the skills learnt when they were at school that they now use in their job. A simple message but a hook for children who may now have aspirations to go onto apprenticeships or become a midwife or an engineer.
- 67 In addition year 6 children are also being taken to visit places of employment such as offices to discuss the types of jobs undertaken in those settings. This gives children the opportunity to see people at work and an aspiration of a potential career path.
- 68 We were pleased to note that the practice of educating children about the world of work is undertaken across the Cluster and we consider that this practice is something that we should aspire to provide for all children across the city.

**Recommendation 6 – That the Director of Children’s Services works with Clusters across the City to share good practice and establish programmes in primary schools which reduce the risk of NEET, such as the concept of ‘World of work Wednesdays’. Such programmes should also be adapted to suit the needs of young people in secondary education. The Director is required to provide a progress report to the Scrutiny Board (Children and Families) in October 2013.**

## Learning Years 7 – 13 and beyond

- 69 Young people must have the skills required for the modern employment market. We were advised that employers feel it is important that young people are equipped with an attitude and readiness for work. We also know that maths and english attainment is key criteria employers are looking for when they recruit.
- 70 As referred to earlier in this report we were advised the number of young people who are NEET in the 19-24 age group is increasing. We were advised that this is in part a legacy of a disconnect between economic activity in the city and the skills required to meet employer requirements. We feel it is essential that a modern school curriculum should encompass the opportunity to prepare young people for current and future employment opportunities in the City. This requires the education authority to completely understand the local employment market now and the potential market in the future. We believe that this can be achieved by forging strong links between employers and education providers.

**Recommendation 7 – That the Director of Children’s Services investigates with secondary schools and employers how the curriculum/education system in Leeds can be enhanced in order to better prepare and equip young people with the skills they need for the work opportunities that are here today and will exist in the future. A progress update is required by the Scrutiny Board (Children and Families) in October 2013.**



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71 Both headteachers stated that business involvement with schools is instrumental to improving the awareness and aspirations of children. It was evident however that businesses are less willing to engage with schools that face a higher proportion of problems due to social and economic factors. The headteacher of the City of Leeds High School highlighted to us the problems she had encountered in engaging with businesses.

72 We were advised by the Deputy Director, Learning Skills and Universal Services that the educational partnership teams will be ensuring over the next 12 months that every school has a key business partner. Given the strong links in place between Leeds City Council and local business we consider that further effort could be made to broker relationships between schools and businesses.

**Recommendation 8 – That the Director of Children’s Services investigates how opportunities can be brokered between all schools and businesses to provide opportunities for young people to meet inspirational role models, raise awareness about career prospects and raise aspirations. A progress update is required by the Scrutiny Board (Children and Families) in October 2013.**

## Work of igen

73 igen works with a number of agencies including Leeds City Council providing careers and personal development advice, information and guidance

including Connexions and Foundation Learning. igen provide a number of training programmes, endeavouring to engage with those young people hardest to reach by engaging with communities and schools.

74 igen advised us that the majority of learners start on the foundation learning programme. A large proportion of participants were NEET with no qualifications, some from very disadvantaged backgrounds. We were told that equipping those young people to a skill level where they are capable of progressing into an apprenticeship is very challenging. Almost 70% of young people, on the foundation programme are from the eight most deprived wards in the city. 19% of those young people have a disability, whether it’s a learning disability or a physical disability and 16% are from BME backgrounds.

75 igen also advised us of the additional support provided to young people in order to promote their continued attendance and completion of the course. This includes the provision of financial support in the form of bursaries or hardship grants. We were informed that a number of young people coming into igen are living in challenging circumstances, who have not eaten properly for several days or are under threat of becoming homeless.

76 The visit to igen provided us with the opportunity to speak directly to young people participating in the programmes provided. Their experiences of IAG during their time at school are reflected earlier in this report. The majority of young people were keen to have the opportunity to undertake work experience as they felt that they could



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gain skills that would secure permanent and longer term employment in the future. A number were aspiring to start apprenticeships. They clearly valued the support provided by igen particularly in preparing them for interview (including in some cases financial support to purchase appropriate clothing.)

- 77 Unfortunately it was clear that the young people we spoke to felt that finding employment opportunities would not be easy, believing that there are 'no jobs and no apprenticeships'. A certain amount of demotivation was already compounded by the perception that the school they attended was not interested in helping them to understand their options for the future because they were not high achievers. They felt that they were 'left behind'.

## Work of Leeds City College

78 Leeds City College is the UK's third largest further education establishment which provides a large number of courses aimed to support young people who are NEET. Courses are delivered on campuses and in community settings.

79 We were advised about the range of courses available from short courses of two hours a week for five weeks to full time courses. A number of those courses are now targeted at the 19-24 year old age group.

80 The foundation learning provision facilitates study for students who are NEET and for those who have learning disabilities. The College also has a comprehensive NEET strategy which has been developed to align with

national and local (Leeds and Bradford) NEET strategies.

81 Similarly to igen, Leeds City College has students who have very chaotic home lives due to a range of circumstances. The College has a specialist learning support team who are working with families as well as young people to provide a range of support and talk to the family about the benefits of having a young person on a course. A bursary scheme is available for students who are suffering financial hardship. The college runs a breakfast club and in some circumstances will take a student shopping to buy them clothing to wear for interview.

82 Where a student comes to the college they are assessed to identify any additional support they may need. This could be support for a learning difficulty, substance abuse or financial support. The college also plans the destination for that student which could be straight into employment, access to an apprenticeship course, another course within Leeds City College or a course with another provider if that's more appropriate.

83 The college works in partnership with care organisations that are already working with very hard to reach young people and has a team of specialist workers referred to as NEET caseworkers who work with those organisations. The caseworkers then endeavour to ensure that those very hard to reach young people have the opportunity to access the support and educational programmes available at the college.

84 We spoke to young people undertaking a kick start course at Powergyms which





# Conclusions and Recommendations

is a very short term starter course that usually leads onto a physical training course. The students attending had a range of academic abilities, this group included a young person with a learning disability and a university graduate.

issues and we suggest that the Director of Children's services consults with young people and alternative learning providers when reviewing the IAG support provided in schools as stated in recommendation 5.

85 We were told that the kick start courses are ideal for young people to spark development in something that interests them such as physical exercise. Many of the students also attend a short course which focuses on raising their aspirations. The wider benefits of these courses include the formation of friendship groups who motivate each other and the opportunity to come back and mentor others embarking on a course they have completed.

86 Course leaders advised us that in their opinion many of the students attending the kick start courses became NEET because they had been signposted badly when leaving school which resulted in them dropping out of the system. They also advised us that many of the students they work with have left school without the necessary life skills.

87 Speaking to young people and staff during our visit to igen and Powergyms has specifically highlighted to us that there are some fundamental challenges in motivating and preparing all young people for the next stage, be it in education, employment or training. We heard that young people felt left behind, received little or no information about alternative learning provisions, had been badly signposted on leaving school and were ill equipped with the skills to cope with life after school.

88 We sincerely hope that the revised IAG framework will seek to resolve these

## Parental Influence

89 Young people have stated that the first person they talk to about their plans is somebody at home closely followed by a teacher or a trusted adult in schools. We were advised that parents have a massive influence on the decisions made by young people at secondary level. The parent gives justification to actions, behaviour and decisions, raising their children's self-esteem and motivating them to achieve their ambitions.

90 All the witnesses involved in the education of children and young people were united in the view that positive parental support is a strong factor in reducing the risk of children and young people becoming NEET in the future.

91 We were advised about the extensive work undertaken by City of Leeds High School and Leeds City College with parents to promote the positive aspects of a good education for their children. It was explained to us that this is not always a straight forward process as it can be perceived as criticism, an attack on their cultural values or their ability as a parent to care for and provide the best for their children.

92 We were told that engaging parents on short term courses of study often has benefits as it raises their aspirations and provides an understanding of the types of support they can offer their children.



# Conclusions and Recommendations

93 The Employment and Skills Service have been working with Children's Services and have developed a proposal to pilot a programme of learning for the parents and carers of young people who are at risk of becoming NEET. This will enable them to help their children make informed choices which will support their progression after the age of 16 and develop a better understanding of their child's behaviour at home and at school.

94 The programme also aims to raise the aspirations, skills and chances of sustaining employment for the parents/carers. The programme comprises a 30 hour, non-accredited course.

95 Considering the importance placed on the influence of parents and carers in helping young people achieve their aims the Scrutiny Board require an update on the success of this pilot scheme. We also feel that such a scheme would be beneficial for parents of younger children to facilitate their supportive role from a younger age.

**Recommendation 9 – That the Director of Children's Services reports back to the Scrutiny Board in October 2013 on the success of the Learning for Parents pilot and the future provision of this support across the city.**

**Recommendation 10 – That the Director of Children's Services investigates how support can be expanded to raise the aspirations of parents and equip them with the skills to support their children to achieve from foundation years onwards. A progress update is required by in October 2013.**

96 There was consensus within the Scrutiny Board that it would be beneficial for parents or carers to have a full knowledge of the options and services available for their children upon leaving school which would aid their capacity to support and advise their children appropriately. We were advised that this information is not always easy to obtain.

97 This view was acknowledged by officers from Children's Services who added that during visits to schools there was not much evidence of apprenticeship information and a whole range of other options. We were advised that an effort would be made to improve the provision of information.

**Recommendation 11 – That the Director of Children's Services investigates how improvements can be made to ensure parents/carers are equipped with sufficient information to help their young people to make the right education, employment or training choices. A progress update is required by the Scrutiny Board (Children and Families) in October 2013.**

## Partnerships and Governance

98 We were advised that the 11-19 (25) Education Partnership is the sub group of the Children's Trust Board that brings together organisations involved in the commissioning and delivery of services aimed at increasing participation and achievement. The partnership aims to



# Conclusions and Recommendations

reduce the number of young people who are NEET/Not Known and raise participation in learning through the monitoring of performance, identification of key priorities, commissioning and coordination of specific activities/actions and the sharing of good practice. The group includes senior representatives of Leeds City Council, schools, further education colleges and other key providers and agencies.

young people with a great deal of knowledge and expertise. We were left with a clear impression however that there is a need for greater collaborative work between organisations. Discussion with Leeds City College and igen also identified that there is scope for organisations to understand each other's successes, share good practice and assist each other as detailed in paragraph 36.

99 We were informed that Leeds City College also engages with agencies to provide specialist support. Their aim as defined in their NEET strategy is to strengthen the partnership arrangements with integrated youth support services, the voluntary and community sector, igen, the youth offending team and Job Centre Plus.

103 It was particularly pleasing to hear that there are apprenticeship opportunities for young people in Leeds. It is of concern however to hear that sometimes it is a struggle to find able young people to fill those vacancies. Particularly as we had been advised by a learning provider that they experienced difficulties in identifying places for people wanting to do apprenticeships and work experience. This demonstrates that there is a need for clear communication and a co-ordinated approach with learning providers to matching those seeking an apprenticeship with opportunities.

100 The Government has pledged to strengthen partnerships between jobcentre plus, colleges, training organisations and employers to offer young people coordinated support.

101 We have already stressed the importance of taking measures to reduce the risk of NEET, working with the families of children from an early age. The 0–11 Education Partnership certainly have a key role in ensuring that this happens. Evidence was not presented which highlighted that reducing the risk of NEET was a key priority for this partnership.

104 Acknowledging the remit of the 11–19 (25) Education Partnership, we determine that there is an additional requirement to ensure a city wide strategic approach is in place which improves communication and co-ordination, reduces fragmentation and duplication and brings together organisations to share good practice and opportunities. The focus should be from early years until a young person has successfully reached their education, employment or training destination. We feel that implementing a model that facilitates this will be a substantial challenge but one that

102 Evidence also identified some duplication of effort in tracking, identifying and engaging with those young people whose status is 'not known'. It is apparent that Leeds is fortunate to have organisations who are working extremely hard to support



# Conclusions and Recommendations

should successfully drive forward the aim to be a NEET free city.

**Recommendation 12 – That the Director of Children’s Services works in partnership with other Council departments, schools, voluntary organisations, businesses and partners to determine a model and strategy which will mobilise the city to reduce the number of young people who are NEET or at risk of becoming NEET. A progress update is required by the Scrutiny Board (Children and Families) in October 2013.**

## Data Sharing

105 The Audit Commission and the Government advocate Local Authorities having robust and timely arrangements with partners for tracking young people’s participation in education, employment and training by using caseload information to record and identify those at risk of disengaging.

106 Those giving evidence were united in their frustration with the restriction on data, which if made available to them would facilitate faster engagement with young people whose NEET status is ‘not known’. We were advised that the barriers in providing data are resulting in organisations wasting resources trying to identify the location of the individuals they are trying to help. Instead they would rather focus their energies on providing support.

107 Clarification was sought about the level of information that could be shared with our partners and commissioned services. We were advised that there is an overarching duty to safeguard

children which may result in restrictive practice on sharing information. However there is also a duty to promote the welfare of the child and therefore there is a rationale to share data if there is an agreement across all agencies. If sharing data helps to promote the safeguarding and welfare of a child then Leeds City Council should be proactive in doing this.

108 It was suggested to us that the collective intelligence in the Clusters could greatly assist in identifying the current situation of young people whose current status is ‘not known’ if data was made available.

109 We consider that the restrictions on data provision are actually hindering the effectiveness of schools and organisations to provide support to young people who are NEET or at risk of becoming NEET. We were reassured to hear that some work is being undertaken to get information sharing agreements in place with Clusters. We feel however that the sharing of data where appropriate needs to be expanded in order to ensure we are not creating unnecessary barriers for the young people we are trying to assist.

**Recommendation 13 – That the Director of Children’s Services facilitates the provision of data and information for organisations to rapidly identify those whose NEET status is ‘not known’ or those who are at risk of becoming NEET in order to secure appropriate education employment or training destinations for young people. A progress update is required by the Scrutiny Board (Children and Families) in October 2013.**



# Conclusions and Recommendations

*them meet the challenges of today's world of work.'*

## Postscript

### Information Advice and Guidance Update

110 On the 23<sup>rd</sup> of January 2013 the Parliamentary Education Committee published its report on their review on 'Careers guidance for young people: The impact of the new duty on schools'<sup>13</sup>.

111 When concluding the report states that *'The evidence submitted to us suggests that the careers advice and guidance service to young people is deteriorating. Our inquiry has highlighted grave shortcomings in the implementation of the Government's policy of transferring responsibility for careers guidance to schools, not least the inadequacy of the means by which schools can be held accountable for their fulfilment of this duty. These issues must be addressed as a matter of urgency, drawing on the existing resource of the National Careers Service where at all possible and giving schools the direct guidance they need without encroaching on their ability to respond flexibly to their own circumstances and priorities. Young people deserve better than the service they are likely to receive under current arrangements, and schools must be enabled and empowered to, and held accountable for, the provision of the high quality, focused careers guidance required by all their students to help*

112 Although the findings are concerning, the report also makes a series of recommendations for improving the system of IAG provided nationally which we welcome.

### NEET figures

113 Evidence gathering for this inquiry concluded in April 2012. Since then work has continued on a number of fronts to improve outcomes for young people who are NEET or at risk of being NEET.

114 The tables below demonstrate a more current position. Table 1 provides data for August 2012 which reflects the most recent national data available. Table 2 details current January 2012 data for Leeds and our statistical neighbour.

**Table 1**

	Leeds – Aug 12	Statistical neighbours – Aug 12	England – Aug 12
NEET (adjusted)	7.5% (1714)	10.2%	6.62%
In Learning	79.2% (19,180)	69.6%	76.2%
Not Known	7.8% (1878)	15.8%	11.9%

**Table 2**

	Leeds – Dec 12	Statistical neighbours – Dec 12	England – Dec 12
NEET (adjusted)	6.0% (1374)	6.7%	N/A
In Learning	81.7% (19,245)	73.0%	N/A
Not Known	10.6% (2506)	6.7%	N/A

<sup>13</sup>

<http://www.publications.parliament.uk/pa/cm201213/cmselect/cmeduc/632/63202.htm>



# Conclusions and Recommendations

115 It is evident that there has been a considerable improvement in the number of young people who are currently NEET and those who are in learning which demonstrates to us the commitment and hard work undertaken by all sectors towards achieving the aim of becoming a NEET free city.

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# Desired Outcomes and Recommendation Summary

**Desired Outcome** – To monitor performance of the Local Authority in improving destinations for young people.

**Recommendation 1** – That the Director of Children’s Services incorporates destination measure information for Leeds as part of the performance monitoring information. This information to be provided to the Scrutiny Board (Children and Families) on an annual basis.

**Desired Outcome** – To reduce the number of young people who fall into the ‘not known’ category to enable appropriate and timely support to be provided.

**Recommendation 2** – That the Director of Children’s Services defines and implements a clear cross sector city wide strategy for tracking the destinations of young people and engaging with those who fall into the ‘Not Known’ category to ensure that appropriate support can be provided. A progress report to the Scrutiny Board (Children and Families) is required in October 2013

**Desired Outcome** – To identify that the funding obtained has been utilised to directly benefit young people who are NEET or are at risk of being NEET.

**Recommendation 3** – That the Director of Children’s Services provides a report to the Scrutiny Board (Children and Families) in October 2013 which explains how Youth Contract Funding has been utilised and the direct impact this funding has had on creating EET opportunities for young people.

**Desired Outcome** – To ensure that resources are targeted effectively based on local need.

**Recommendation 4** – That the Director of Children’s Services works in partnership with the Clusters to ensure that area based NEET data is analysed to identify those that are at risk of being NEET and sustained NEET to facilitate efficient targeting of resources. Progress should be reported to the Scrutiny Board (Children and Families) in October 2013.

**Desired Outcome** – To identify how robust and effective IAG has been since September 2012 to ensure that all young people receive appropriate and timely support which will help them to choose the most appropriate destination.

**Recommendation 5** – That the Director of Children’s Services undertakes a review of the IAG support provided by Schools since September 2012 and reports the outcomes to the Scrutiny Board (Children and Families) in October 2013.

**Desired Outcome** – To ensure that children and young people across the city benefit from the good practice employed in some Clusters.

**Recommendation 6** – That the Director of Children’s Services works with Clusters across the City to share good practice and establish programmes in primary schools which reduce the risk of NEET, such as the concept of ‘World of work Wednesdays’. Such programmes should also be adapted to suit the needs of young people in secondary education. The Director is required to provide a progress report to the Scrutiny Board (Children and Families) in October 2013.



# Desired Outcomes and Recommendation Summary

**Desired Outcome** – To prepare young people appropriately for employment ensuring that they have the skills required by employers.

**Recommendation 7** – That the Director of Children’s Services investigates with secondary schools and employers how the curriculum/education system in Leeds can be enhanced in order to better prepare and equip young people with the skills they need for the work opportunities that are here today and will exist in the future. A progress update is required by the Scrutiny Board (Children and Families) in October 2013.

**Desired Outcome** – To raise awareness of the employment opportunities that are available in Leeds, raise aspirations and provide positive role models for children and young people.

**Recommendation 8** – That the Director of Children’s Services investigates how opportunities can be brokered between all schools and businesses to provide opportunities for young people to meet inspirational role models, raise awareness about career prospects and raise aspirations. A progress update is required by the Scrutiny Board (Children and Families) in October 2013.

**Desired Outcome** – To ensure that parents and carers are equipped to adequately support their children in making educational, employment or training choices.

**Recommendation 9** – That the Director of Children’s Services reports back to the Scrutiny Board in October 2013 on the success of the Learning for Parents pilot and the future provision of this support across the city.

**Desired Outcome** – To ensure that parents and carers are equipped to adequately support their children in making educational, employment or training choices.

**Recommendation 10** – That the Director of Children’s Services investigates how support can be expanded to raise the aspirations of parents and equip them with the skills to support their children to achieve from foundation years onwards. A progress report is required in October 2013.

**Desired Outcome** – To ensure that parents and carers are equipped to adequately support their children in making educational, employment or training choices.

**Recommendation 11** – That the Director of Children’s Services investigates how improvements can be made to ensure parents/carers are equipped with sufficient information to help their young people to make the right education, employment or training choices. A progress update is required by the Scrutiny Board (Children and Families) in October 2013.

**Desired Outcome** – To provide a coherent and effective whole city approach to reducing NEET and the risk of becoming NEET.

**Recommendation 12** – That the Director of Children’s Services works in partnership with other Council departments, schools, voluntary organisations, businesses and partners to determine a model and strategy which will mobilise the city to reduce the number of young people who are NEET or at risk of becoming NEET. A progress update is required by the Scrutiny Board (Children and Families) in October 2013.





# Desired Outcomes and Recommendation Summary

**Desired Outcome** – To reduce the number of young people who fall into the ‘not known’ category to enable appropriate and timely support to be provided.

**Recommendation 13** – That the Director of Children’s Services facilitates the provision of data and information for organisations to rapidly identify those whose NEET status is ‘not known’ or those who are at risk of becoming NEET in order to secure appropriate education employment or training destinations for young people. A progress update is required by the Scrutiny Board (Children and Families) in October 2013.

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## Monitoring arrangements

Standard arrangements for monitoring the outcome of the Board's recommendations will apply.

The decision-makers to whom the recommendations are addressed will be asked to submit a formal response to the recommendations, including an action plan and timetable, normally within two months.

Following this the Scrutiny Board will determine any further detailed monitoring, over and above the standard quarterly monitoring of all scrutiny recommendations.

## Reports and Publications Submitted

- Range of Services Available to Support Young People who are NEET to move to EET – Director of Children's Services, 9<sup>th</sup> February 2012
- Against the Odds, Re-engaging young people in education, employment or training. A Summary of our report published in July 2010 – The Audit Commission
- Against the Odds, Re-engaging young people in education, employment or training. A guide for councils' overview and scrutiny function – The Audit Commission July 2010
- Children and Young People's Plan Report Cards – Childrens Trust, January 2012
- Draft Raising the Participation Age (RPA) Action Plan for Leeds – February 2012
- Building Engagement, Building Futures: Our Strategy to Maximise the Participation of 16-24 Year Olds in Education, Training and Work – HM Government December 2011
- Increasing the number of young People in Employment, Education or Training (EET) – Head of Scrutiny and Member Development – 15<sup>th</sup> March 2012
- NEET Strategy – Leeds City College
- Increasing the number of young people in Employment, Education or Training – Director of Children's Services – 15<sup>th</sup> March 2012
- Increasing the number of young people in Employment, Education or Training, schools duties with regard to the delivery of information, advice and guidance. – Director of Children's Services , 26<sup>th</sup> of April 2012
- The Education Act 2011, The Duty To Secure Independent and Impartial Careers Guidance for Young People in Schools. Statutory Guidance for Head Teachers, School Staff, Governing Bodies and Local Authorities. - Participation Division, Department for Education, March 2012
- Seacroft Manston Cluster NEET Action Plan April 2012 (DRAFT)
- 11 – 19 (25) Learning and Support Partnership Terms of Reference – Leeds Childrens Trust, 22 October 2010
- Minutes of 11-19 (25) Learning and Support Partnership Meeting 20 January 2012
- Minutes of 11-19 (25) Learning and Support Partnership Meeting 03 March 2012
- Leeds 11-19 (25) Learning & Support Plan 2011 – 2015 (Updated September 2011)



### **Witnesses Heard**

**Councillor Judith Blake – Executive Member, Children and Families**  
**Councillor Jane Dowson – Chair of 11- 19 Learning and Support Partnership**  
**Nigel Richardson – Director of Children’s Services**  
**Gary Milner – Head of 14 – 19 Strategy, Children’s Services**  
**Ken Morton – Head of Young People and Skills, Children’s Services**  
**Sue Wynne – Chief Officer- Employment Skills, Environment and Neighbourhoods**  
**Paul Brennan – Deputy Director, Learning Skills and Universal Services**  
**Mary Brittle - NEET Performance Manager**  
**Andrea Cowens – 14 – 19 Learner Support Manager**  
**Mark Smith – Cluster Manager, Seacroft and Manston**  
**Karen Roberts, Operations Director IGEN**  
**Diane Wilson, Head of Faculty (Foundation Learning) Leeds City College**  
**Georgina Sale, Headteacher – City of Leeds High School**  
**Jill Wood, Headteacher – Little London Primary School**  
**Michelle Morris - Curriculum Leader - NEET Engagement Programme (Leeds City College)**  
**Bernard Gavins – NEET Caseworker (Leeds City College)**  
**Young People at Powergyms**  
**Judy Dixon – Service Delivery Manager (IGEN)**  
**Rachel Childs – Lecturer (IGEN)**  
**Young People at IGEN (8)**

### **Dates of Scrutiny**

9<sup>th</sup> February 2012

15<sup>th</sup> March 2012

26<sup>th</sup> April 2012

Visits to IGEN – 14<sup>th</sup> March 2012

Powergyms – 20<sup>th</sup> March 2012



# Appendix 1

Provided April 2012

The analysis is of young people who completed Year 11 in 2008, and shows their status between September 2008 and September 2011. This gives a longer term picture of what happens to young people between age 16 and age 19.

	Total in Cohort	Total never NEET	% never NEET	Total ever NEET	% ever NEET	Total NEET for less than 6 months	% NEET for less than 6 months	Total NEET for 6-12 months	% NEET for 6-12 months	Total NEET for more than 12 months	% NEET for more than 12 months
<b>All young people</b>	8938	6334	70.9	2604	29.1	825	9.2	776	8.7	1003	11.2

Y14 2011 Cohort	Total in Cohort	Total never NEET	% never NEET	Total ever NEET	% ever NEET	Total NEET for less than 6 months	% NEET for less than 6 months	Total NEET for 6-12 months	% NEET for 6-12 months	Total NEET for more than 12 months	% NEET for more than 12 months
<b>Full Cohort</b>	8938	6334	70.9	2604	29.1	825	9.2	776	8.7	1003	11.2
<b>Gender</b>											
Male	4537	3136	69.1	1401	30.9	454	10.0	429	9.5	518	11.4
Female	4372	3169	72.5	1203	27.5	371	8.5	347	7.9	485	11.1
<b>Ethnicity</b>											
Asian	636	490	77.0	146	23.0	56	8.8	45	7.1	45	7.1
Black	310	215	69.4	95	30.6	42	13.5	28	9.0	25	8.1
Chinese	44	38	86.4	6	13.6	3	6.8	2	4.5	1	2.3
Mixed	254	166	65.4	88	34.6	26	10.2	26	10.2	36	14.2
White	7359	5137	69.8	2222	30.2	679	9.2	661	9.0	882	12.0
Gypsy Roma	21	7	33.3	14	66.7	4	19.0	4	19.0	6	28.6



# Appendix 1

Y14 2011 Cohort	Total in Cohort	Total never NEET	% never NEET	Total ever NEET	% ever NEET	Total NEET for less than 6 months	% NEET for less than 6 months	Total NEET for 6-12 months	% NEET for 6-12 months	Total NEET for more than 12 months	% NEET for more than 12 months
<b>Special Educational Needs</b>											
School Action	307	156	50.8	151	49.2	27	8.8	49	16.0	75	24.4
School Action +	348	124	35.6	224	64.4	58	16.7	50	14.4	116	33.3
Statemented	284	166	58.5	118	41.5	27	9.5	26	9.2	65	22.9
<b>Self reported / recorded categories</b>											
Looked After or Care Leaver	177	81	45.8	96	54.2	23	13.0	17	9.6	56	31.6
Parent or pregnant	358	26	7.3	332	92.7	25	7.0	70	19.6	237	66.2
Supervised by YOT	310	55	17.7	255	82.3	60	19.4	63	20.3	132	42.6
Young Carer	34	12	35.3	22	64.7	4	11.8	6	17.6	12	35.3
Attendance at 20%-80%	222	140	63.1	82	36.9	23	10.4	25	11.3	34	15.3
Attendance below 20%	408	149	36.5	259	63.5	53	13.0	66	16.2	140	34.3
"Suspended" or excluded from pre 16 education	157	55	35.0	102	65.0	13	8.3	36	22.9	53	33.8
English as a 2nd Language	71	46	64.8	25	35.2	14	19.7	4	5.6	7	9.9
Refugee / Asylum Seeker	23	16	69.6	7	30.4	6	26.1	0	0.0	1	4.3
Identified as homeless, in temporary accommodation or living independently	151	27	17.9	124	82.1	19	12.6	28	18.5	77	51.0



# Appendix 1

Ward	Ward Wedge	NEET		Not Known		Total number of young people
		Count	%	Count	%	
No Postcode Ward	No Wedge	5	9.62%	3	5.77%	52
Adel and Wharfedale	West North West	17	3.00%	43	7.58%	567
Alwoodley	East North East	25	3.71%	48	7.13%	673
Ardsley and Robin Hood	South East	29	3.75%	64	8.27%	774
Armley	West North West	79	9.15%	114	13.21%	863
Beeston and Holbeck	South East	75	9.25%	100	12.33%	811
Bramley and Stanningley	West North West	86	10.34%	100	12.02%	832
Burmantofts and Richmond	East North East	99	11.66%	91	10.72%	849
Calverley and Farsley	West North West	19	2.78%	61	8.93%	683
Chapel Allerton	East North East	64	7.03%	65	7.14%	910
City and Hunslet	South East	104	11.32%	221	24.05%	919
Crossgates and Whinmoor	South East	44	5.45%	71	8.79%	808
Farnley and Wortley	West North West	82	8.94%	103	11.23%	917
Garforth and Swillington	South East	23	2.96%	61	7.86%	776
Gipton and Harehills	East North East	127	10.85%	126	10.76%	1171
Guiseley and Rawdon	West North West	22	3.03%	73	10.04%	727
Harewood	East North East	9	2.03%	31	7.00%	443
Headingley	West North West	7	6.09%	6	5.22%	115
Horsforth	West North West	18	2.74%	34	5.18%	657
Hyde Park and Woodhouse	West North West	48	11.27%	33	7.75%	426
Killingbeck and Seacroft	East North East	125	11.63%	102	9.49%	1075
Kippax and Methley	South East	38	5.31%	65	9.09%	715
Kirkstall	West North West	48	8.47%	45	7.94%	567
Middleton Park	South East	120	11.31%	139	13.10%	1061
Moortown	East North East	21	2.90%	25	3.46%	723
Morley North	South East	22	3.19%	77	11.18%	689
Morley South	South East	37	5.56%	84	12.63%	665
Otley and Yeadon	West North West	27	3.68%	68	9.28%	733
Pudsey	West North West	25	3.69%	63	9.31%	677
Rothwell	South East	36	5.51%	57	8.73%	653
Roundhay	East North East	34	4.17%	31	3.80%	815
Temple Newsam	South East	44	5.12%	85	9.88%	860
Weetwood	West North West	27	4.43%	48	7.87%	610
Wetherby	East North East	6	1.20%	29	5.80%	500

Provided February 2012

DRAFT

**Scrutiny Board (Children and Families)**  
**Increasing the Number of Young People in Employment, Education or Training**  
**14<sup>th</sup> March 2013**

**Report author: Sandra Pentelow**



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