
The quality of education and training for young people engaged with youth offending teams

September 2018



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Introduction

This report is in response to a request in the Cabinet Secretary's annual remit letter to Estyn for 2017-2018. It reports on the quality of the education and training provision available for young people involved with youth offending teams (YOTs) in Wales. The report also evaluates how effectively YOTs plan the education and training provision for young people at a strategic and operational level. It looks in particular at how well the work of the YOT supports young people's progression. The intended audience for this report is the Welsh Government, the Youth Justice Board (YJB) Cymru, staff in YOTs and other officers in local authorities and regional consortia. For details of the evidence base of this report, see Appendix 1.

Background

The Crime and Disorder Act 1998 (Great Britain, 1998) required the Chief Executive in each local authority in England and Wales to establish a multi-disciplinary youth offending team (YOT). YOTs work with young people that get into trouble with the law and are referred to them by the courts. They look into the background of a young person and try to help them stay away from crime. An important role of the YOT is to advocate and broker access to education, training and employment education, employment or training, both strategically and on behalf of individual young people. There are 15 YOTs in Wales and these YOTs are sometimes called youth offending services or youth justice services.

The statutory partners in the YOT are:

- social services
- local authority education services
- the police service
- the probation service
- the health service

The oversight and co-ordination of the provision of youth justice services are the duty of local authorities, together with these statutory partners. They are required to form a YOT management board to provide direction to the YOT and hold partners to account for delivery against local and national priorities and performance measures. Additional non-statutory partners can be recruited onto the management board based on local needs and priorities.

The work of YOTs across England and Wales is overseen by the Youth Justice Board (YJB). In Wales, YJB Cymru works closely with the Welsh Government to ensure that the youth justice system works effectively and that devolved and non-devolved policies support the prevention of offending and reoffending by children and young people in Wales. The work in Wales is guided by the Welsh Government and the YJB's joint youth justice strategy 'Children and young people first' (Welsh Government & Youth Justice Board, 2014).

Since the introduction of YOTs in 1998, there have been significant and sustained reductions in the number of young people entering the youth justice system. The YJB annual report (Youth Justice Board, 2017, p11-12) demonstrates a continued decline in the number of young people entering the justice system. At the same time, the numbers of young people being remanded or sentenced to custody have dropped to levels far lower than before the introduction of the Crime and Disorder Act 1998 (Great Britain, 1998). The government has since widened the remit of many YOTs to include an extension of prevention and diversion activities. This means that many YOTs work with young people at risk of offending to try to support them and prevent them from committing an offence.

Main findings

- 1 Most YOTs are now working with fewer young people who have been referred to them by the courts, though these young people still represent around half of the YOT cases across Wales. The other young people that YOTs work with are those in danger of offending. Most of those young people have complex needs, such as speech and language difficulties, mental health issues and involvement with social services due to factors within their families.
- 2 For young people of school age, most YOTs have good arrangements with local authorities and schools to gain education assessment information. Generally, the YOT supports school staff well to help minimise the disruption to young people's education. However, in a few areas, schools do not notify the YOT quickly enough when they exclude young people from education.
- 3 Young people of school age engaged with the YOT improve their engagement in education, although generally the amount of time they spend in education or training is too little.
- 4 Too many young people above school age who are engaged with YOTs are not in education, employment or training. YOTs face a range of challenges in finding suitable opportunities for these young people and do not plan strategically to improve the range of opportunities.
- 5 Nearly all YOTs aim to develop soft skills, such as confidence, social skills and self-esteem, in which many learners need to make progress. However, YOTs do not have clear methods of tracking the progress young people make in developing these skills.
- 6 Most YOTs have a dedicated worker to secure education, employment or training opportunities for their young people. A very few services do not employ education, employment or training co-ordinators, and in these cases staff do not always have the effective links with the local 'opportunity providers'¹ needed to enable young people to make progress.
- 7 Engagement in education, employment or training is one of the most important factors in reducing reoffending. However, YOT services do not routinely record, monitor or report to their management boards the length of time that it takes for their young people to access education, employment or training, particularly if the young people are not in education, employment or training.
- 8 Literacy and numeracy are key enablers for young people to progress into and within education, employment or training. However, across Wales YOTs do not have a consistent or effective strategy to ensure appropriate support for young people whose literacy and numeracy skills need to be further developed.

¹ See glossary

- 9 There are good examples of the YOT working with individual opportunity providers to secure provision for young people. However, YOT management boards do not engage strategically with key providers such as further education and work-based learning, to understand and influence the range of opportunities across the local area. No management boards have further education and work-based learning providers as members.
- 10 YOTs obtain views well from young people and their parents or carers, to help improve bespoke support and evaluate progress.
- 11 YOTs manage quality mainly by discussing with young people, their parents or carers and case workers about how effectively young people are progressing. However, there are no consistent methods to enable managers to evaluate the impact of their work on the progress that young people make.
- 12 Overall, quality improvement and strategic planning are underdeveloped.
- 13 YOT management boards do not hold partners to account well enough for the quality of their work or for planning strategically to improve the opportunities available to prevent young people from offending or reoffending. They focus too narrowly on reporting against national performance indicators.

Recommendations

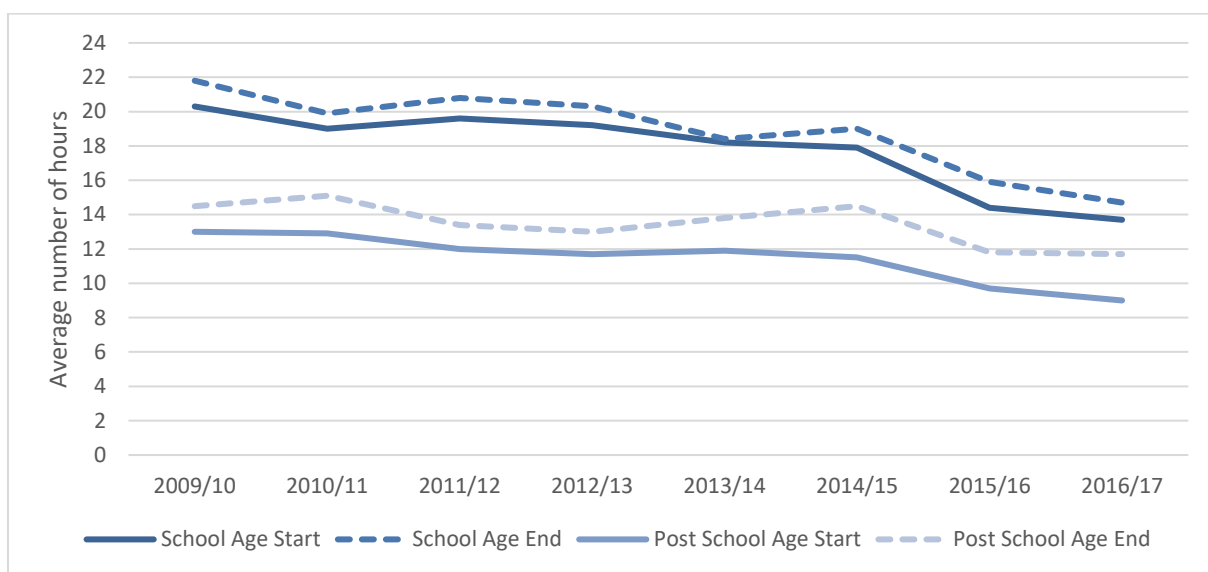
Local authorities and YOTs should:

- R1 Assess the progress that young people make in developing soft skills, such as confidence, social skills, and self-esteem, and in improving their literacy and numeracy skills
- R2 Ensure that all services have a dedicated education, employment or training co-ordinator
- R3 Ensure that young people receive their entitlement to education in a timely manner, and report to management boards the length of time that young people are not in education, employment or training (NEET)
- R4 Develop effective strategies that support young people in developing literacy and numeracy skills
- R5 Evaluate the quality, effectiveness and impact of their service better to improve quality, and inform strategic planning to enhance education, employment or training opportunities for young people
- R6 Extend the range of non-statutory members of the management board to include key local education and training providers

Engaging and supporting young people

- 14 Young people engaged with YOTs spend too little time engaged in education, training or employment. The average number of hours that both school age and above school age young people who are engaged with the YOT spend in education, training or employment has decreased overall between 2013-2014 and 2016-2017 (Youth Justice Board, 2018a). This is illustrated in the following chart provided by YJB Cymru.

Figure 1: Wales – ETA performance



Source: Youth Justice Board, 2018a

- 15 This trend should be viewed within the context of a continued reduction in the numbers of first-time entrants into the justice system in Wales. Across England and Wales, the number of first-time entrants has fallen by 85% between 2007 and 2017, and by 11% in 2016-2017 (Youth Justice Board & Ministry of Justice, 2018b).
- 16 The reduction in first time entrants is not consistent across all areas. For example, data provided by the YJB Cymru shows that Blaenau Gwent Caerphilly Youth Offending Service reported an increase of 27 young people, Cwm Taf 15, Western Bay six, Powys three and the Vale of Glamorgan three since the previous year. These statistics are augmented by the fact that one young person may represent multiple referrals, if they have committed more than one offence. The data, therefore does not provide a clear indication of the extent of offending behaviour within a local authority area.
- 17 The reduction in young people on statutory interventions means that often YOTs are reporting on correspondingly smaller numbers of young people. These are most often young people with the most challenging and complex backgrounds who are difficult to place and sustain in suitable provision. Furthermore, one or two young

people disengaging from education, training and employment provision at the end of their orders can have a dramatic impact on reported percentages, owing to the small numbers of young people to which they refer. As such, the trends in the performance indicators for each local YOT are only helpful when supported by further information about the young people involved.

- 18 In 2016-2017, school age young people were engaged in just under 15 hours of education compared with the recommended 25 hours. Above school age young people were engaged in just under 12 hours compared with the recommended 16 hours. YOTs succeed in slightly increasing the engagement of young people in education, employment or training through the support they provide. On average, school age young people are engaged for an hour more in education, employment or training at the end of their involvement with a YOT, compared with the number of hours in education, employment or training at the start of their involvement. Similarly, the engagement of above school age young people increases by 2.4 hours on average (Youth Justice Board, 2018a).

Engaging young people of statutory school age

- 19 Between 2013-2014 and 2016-2017, the rate at which young people offend has decreased and the rate of reoffending has also decreased (Youth Justice Board, 2017). Most YOTs now engage with a greater range of young people, engaging with many young people earlier, with a view to preventing them from reoffending. The young people with which most services now work have complex needs, and need to overcome a broad range of barriers if they are to make progress within education, training or employment. For example, Western Bay Youth Justice and Early Intervention Service work with many young people who have difficulties in speech, language and communication. Newport Youth Offending Service works with many young people who have poor mental health and chaotic lifestyles that they need support to address before they can access education training or employment. Most services are working with many young people who demonstrate challenging behaviour and do not have the resilience to cope with or overcome the challenges they face.
- 20 The proportion of young people engaging with the YOT who attend mainstream schools varies considerably across Wales, according to data provided to Estyn by YOTs. For example, in Carmarthenshire, at the time of writing this report, 37 of the 48 young people with which the services were engaging attend mainstream school. In Newport, however, only five of their 15 young people attend mainstream school. Many of the other learners attend pupil referral units or education other than at school (EOTAS) provision. In nearly all cases, by the end of their statutory involvement with the YOT, the amount of time that young people attend school or other education and training provision has improved. Despite this, all YOTs report that the average engagement of their young people falls below the recommended 25 hours that the YJB expects.
- 21 Young people who receive home tuition often receive very little education in practice. In many YOTs, the amount of time that young people are offered in EOTAS provision is also low and does not meet the YJB's recommended hours. Estyn's recent report on EOTAS (Estyn, 2016) found that EOTAS provision does not give young people

the same access to their education entitlements as their peers. Many local authorities take too long to find suitable provision for young people working with the YOT who have been excluded from mainstream school. A minority of young people have to wait for more than 15 days to access provision, receive a restricted curriculum, or follow courses that are not challenging enough.

- 22 For young people of school age, most YOTs have good arrangements with local authorities and schools to receive education assessment information on the young people referred to them. Nearly all have an education, employment or training co-ordinator and in nearly all areas, YOT staff work closely with schools and local authorities to collate this assessment information. They gain useful data from school management information systems about young people's statements of educational need, and about their educational performance. These arrangements support the YOT to plan appropriate support and help to identify how case workers can best advocate on behalf of young people.
- 23 YOT staff also work effectively with schools to support school staff in dealing with young people's behaviour and to minimise any disruption to young people's education. For example, in one area, an education, employment or training co-ordinator worked with a school to discuss a young person's difficult behaviour. The education, employment or training worker suggested ways in which the school could engage the young person, and agreed an action plan to avoid the young person being excluded.
- 24 In several YOTs, the skills and experience of the education, employment or training co-ordinators support them well in developing links with and supporting schools. For example, the Flintshire education, employment or training co-ordinators have helpful previous experience of working for a local authority education welfare service. A few co-ordinators, such as in Conwy and Denbighshire, are qualified teachers. This provides them with a good understanding of education provision and of how to access educational assessment information, to inform case workers who work with the young people.
- 25 In many areas, young people referred to the YOT have multiple complex needs. These often include speech, language and communication needs, behavioural issues, additional learning needs, experience of trauma, or lack of appropriate support at home to engage with educational provision. These needs often inhibit the young person's ability to remain in mainstream school. A lack of suitable provision, which is able to cater for these complex needs, results in difficulties, and therefore delays, in placing young people into education, employment or training. These delays make their re-engagement more difficult.
- 26 A minority of areas, such as the Vale of Glamorgan, link with key professionals across the local authority through regular meetings to improve the co-ordination of young people's provision. This improves the likelihood of young people receiving an education placement that takes effective account of their needs. In Newport, the YOT education, employment or training worker sits on the local authority's weekly 'managed moves panel' where local schools and local authority managers discuss any young person whose education placement is at risk of breaking down and jointly agree plans to support the individual pupils. These collaborative approaches are

helpful, particularly when all agencies work together in the interests of the young people who need alternative education placements. They reduce the risk of young people disengaging from education.

- 27 In a minority of areas, there are still a few schools that fail to notify the YOT immediately when they exclude young people, either for brief or longer periods. In these instances, case workers often learn of exclusions through discussions with young people and parents/carers. All YOTs respond promptly to these cases and refer them to the relevant local authority so that they can take further action. In Cwm Taf Youth Offending Services, there are several cases of young people's behaviours leading to fixed-term exclusions, which were not reported to the YOT. Caseworkers are therefore unable to support young people quickly enough. This results in a few young people being unoccupied and the risk of them becoming involved in offending increases.
- 28 Where young people engaging with YOTs are excluded from school, there are often lengthy gaps in the young person's attendance in education. This increases the risk of them engaging in reoffending behaviour. It also results in a significant reduction in the amount of time that these young people attend education during their involvement with YOTs, impacting adversely on their ability to engage and make progress.

Engaging young people above statutory school age

- 29 Most YOTs have a dedicated worker responsible for securing opportunities for those young people above statutory school age. Many of these have a good background in liaising with opportunity providers, such as employers. In a few cases, such as in Gwynedd and Môn, Conwy and Cardiff, these education, employment or training co-ordinators are seconded careers advisers. This is helpful as it enables these co-ordinators to directly access continuous professional development, employer information, and vacancies from Careers Wales. In Gwynedd and Môn, the YOT makes good use of the Careers Wales evaluation system to quality check the provision of careers guidance and to measure any distance travelled in young people's career planning.
- 30 A very few services do not employ education, employment or training co ordinators. In these areas, case workers find opportunities for their individual clients, based on their knowledge of local opportunity providers. However, case workers do not always understand the value of qualifications, such as Agored credits, in the labour market and what options are available for young people to progress further into education, employment or training. Furthermore, individual case workers do not always have a sufficient breadth of knowledge of the local labour market. As a result, they are not able to support young people into the most appropriate opportunities for them.
- 31 The proportion of young people above statutory school age who are engaged in education, employment or training varies considerable between local authority areas. For example, the data provided to Estyn by YOTs shows that in the Blaenau Gwent and Caerphilly service, 16% of young people above statutory school age who are engaged with the YOT were not in education, employment or training (NEET), whereas in Newport, 55% are NEET. However, the complex range of barriers that many young people have to overcome, may make immediate, sustainable access to

education, employment or training unrealistic. Many are without stable accommodation, may have poor social or basic skills, or may have unresolved mental health issues. While these young people are out of education, employment or training, case workers work individually with them to help them prepare to overcome these barriers and develop their soft skills.

- 32 There are good examples of services using voluntary work to enable young people to gain experience and to develop their skills. However, while on voluntary placements, young people are still regarded as NEET and the small numbers of young people that this data represents means that the data may be skewed by a very few young people who may take longer to access education, employment or training.
- 33 There are good examples of services using voluntary work to enable young people to gain experience and to develop their skills.

Case study 1

'Andy' was a very shy individual, with low esteem, who received a court order to undertake six hours reparation for criminal damage at his home address. Andy lived on an estate in the west end of a large community, noted as being particularly deprived. He had previously attended and played at the local adventure playground. Andy had never worked or helped out at an outside agency. YOT staff arranged that he could help out in the kitchen at the local adventure playground preparing and serving basic snacks during his allocated hours. At the end of his hours, a YOT worker visited Andy, who appeared happy about actually doing something helping others who lived on the same estate. The manager of the playground also commended him for his diligence and hard work. Andy now hopes that sometime in the future he could attend college and undertake to follow a catering course.

- 34 Nearly all services have good links with local fora for reviewing young people who are NEET. For example, in Newport, the YOT education, employment or training worker sits on a multi-agency panel that tracks young people who are NEET. This panel is effective in bringing together key agencies that provide individual progression planning for the YOT's young people and matching them to existing local opportunities. Most areas have similar arrangements and these fora help YOT staff to support the young people who are ready to access education, employment or training.
- 35 YOTs do not routinely record, monitor or report to their management boards, the length of time that it takes for their young people to access education, employment or training or the intelligence they gather about gaps in opportunities. This information is not analysed or reported to management boards systematically in a manner that enables them to focus on planning support or widening the opportunities that would improve young people's access to education, employment or training.

Case study 2

'Dan' was educated via a project to provide a bespoke engagement and learning programme for young people at risk of becoming NEET. Dan lived in a rural area, and was from a deprived household with parents who had been previously supported by Integrated Family Support Services team. Dan had been offered an apprenticeship with a local stonemason, which required he attend college. Dan left college at lunch time on the first day because he did not like college and lost his apprenticeship. After becoming NEET, Dan refused to go to college, preferring to try to find work for himself. The YOT organised transport for him and funded Dan to undertake preparatory training to gain a Construction Skills Certification Scheme (CSCS) card. He completed a Health and Safety awareness course, and passed the CSCS test. However, Dan did not find work. He was claiming Job Seekers' Allowance, and Jobcentre Plus required that he had to visit their centre in a local town twice weekly to undertake job search, due to having no internet access at home. This often required him having to hitch hike into town.

The YOT worker arranged for Dan to visit college and be interviewed for a place in work-based learning opportunity. The YOT worker contacted the stonemason where Dan had previously started an apprenticeship, who agreed to take him on via an Engagement training route. The YOT worker took Dan for a further interview at the college, and arranged support for the college to provide Dan with bus fare while he was undertaking training. As a result of the support provided by the YOT, Dan completed his court order with a CV, a CSCS card, a birth certificate (paid for by the YOT), a motorcycle licence application, a college place and an offer of employment. The YOT worker continued to monitor Dan's progress.

Developing young people's soft skills

- 36 In nearly all YOTs, much of the work with young people is aimed at developing soft skills. These include social skills, confidence, self-esteem, communication and resilience. Most YOTs prioritise these as important factors that need to be addressed to improve young people's ability to engage in education, reform their behaviours and to make progress. Often this development work is done during informal activities, such as accompanied day-trips when the case worker will engage young people in reflective discussion to explore their feelings, emotions and learning. Case workers record these activities, and the progress that young people make, in case files. However, this recording is not in a format that supports wider analysis and reporting.
- 37 Most YOTs work well to engage young people in 'restorative practice', which helps them to develop insight into the effect that their offending has had on others.

Case study 3

A young person referred to a YOT's Restorative Justice Team had assaulted a fellow pupil on the way home from school. The victim was left badly hurt. The assault happened as the offender had heard that the victim had said something about his girlfriend during a lesson in school. Both the victim and his mother were affected by the offence, as was the offender's mother. All parties agreed to take part in a Restorative Conference.

The YOT carried out work with the offender prior to the Conference, focusing on building the client's victim empathy, consequential thinking and emotional regulation. The offender told the YOT that this work helped him to understand the victim's perspective as well as helping him to gain insight into how the victim must have felt prior to, during and after the assault. During the Conference the offender reassured the victim that this would not happen again and that he recognised that his behaviour was unacceptable. He informed the victim that he felt "bad" that the victim felt scared of him.

Following the Conference the offender told the YOT that meeting the victim face-to-face allowed him to see how what had happened had affected the victim, and he didn't want him to feel like that. He said that meeting the victim face-to-face was the hardest part of what happened, but was also the most positive.

The victim told the YOT that the Restorative Conference had allowed him to deal with all of the emotions he experienced after what had happened. It gave him the opportunity to move forward. It also gave him the confidence to walk to and from school without feeling scared.

As a result of the Restorative Conference, both the victim and the offender are now on friendly terms. They see each other regularly around town and say hello to each other. The process has benefited both parties and has shown how the Restorative Justice process brought these two people together to repair the damage done on that particular day.

- 38 YOTs across Wales have not yet developed a clear system to track the progress that young people make in developing their soft skills. The management information systems that services use do not enable effective assessment and reporting of young people's progress in developing these softer skills. This makes it difficult for YOTs to analyse over time the impact that interventions have for each individual or their overall effectiveness in improving the social skills of young people.

Developing young people's literacy and numeracy skills

- 39 The YJB identifies that engagement in education, employment and training is one of the most important factors in reducing reoffending and that low attainment, especially in literacy and numeracy, is an important factor to address in enabling young people to access opportunities (Youth Justice Board, 2006). However, across Wales, YOTs do not have a consistent strategy to support young people whose literacy and numeracy skills need to be further developed.
- 40 For young people of school age, YOTs use assessment information from schools or the local authority to inform their work. However, services do not always know whether assessment information is up-to-date. Assessment data is noted on individual young people's records, but the system used for this does not lend itself to analysing information at a strategic level. The Blaenau Gwent and Caerphilly service and the Newport services use baseline assessments to provide data on the literacy and numeracy levels of their young people. None of the other services were able to provide this information. This makes it difficult for service managers to identify, analyse and report on the proportion of young people requiring additional literacy and numeracy support or to ensure that staff have appropriate expertise to support young people in developing their skills.
- 41 There are, however, good examples of services identifying and responding to young people's individual literacy and numeracy needs. Blaenau Gwent and Caerphilly combined resources with Newport and Cwm Taf to employ the services of a speech and language therapist. As part of the introduction of Cwm Taf's new assessment framework, Cardiff and Vale University Health Board delivered training to YOT practitioners to help improve their recognition of speech, language and communication needs and provided assessment and intervention tools for practitioners' use.
- 42 A few YOTs, such as Carmarthenshire, enable young people to make use of an online literacy and numeracy resource. However, it is not yet clear what the impact of Carmarthenshire's use of this has been on young people's skills improvement.
- 43 No service has an effective method to measure how well young people's literacy and numeracy improve as a result of engagement with YOT workers or interventions.

Strategic planning

Improving progression opportunities

- 44 The 'Review of the Youth Justice System in England and Wales' (Taylor, 2016) points out that "making sure that children are in full-time education or employment can be one of the most effective ways to prevent youth crime" (Taylor, 2016, p.38). It identifies that suitable and well-supported education, training or employment provides young people with structure, knowledge, daily routine and a sense of purpose and self-worth, and enhances choices for the future.
- 45 Although all services recognise the importance of education, employment or training as a way of helping young people to avoid further offending behaviour, they face common challenges in placing young people in suitable education, training or employment. These challenges include:
- insufficient education, employment or training opportunities
 - perceptions of opportunity providers about the risk young people may present, and of their own abilities to manage the risks
 - location of opportunities and poor transport facilities
- 46 These challenges particularly impact on the opportunities for young people above statutory school age. For example, in Wrexham, staff had difficulties in placing young people who were prolific offenders, or who were identified as being a high risk of harm to others. Disclosure of risks often results in placement offers being withdrawn. In Western Bay, staff found difficulty in accessing bespoke training provision that met the needs of young people. In Powys, the Vale of Glamorgan and Cwm Taf, services found the location of opportunities and poor transport facilities to be a barrier to young people being able to access opportunities.
- 47 In a few areas, there is good partnership working to enable young people to access education, employment or training opportunities. For example, in Cardiff the education, employment or training worker has developed an agreement with Cardiff and Vale College that young people who are due to be released from a local young offender institution will be guaranteed an interview on their release, and the college has clear protocols to manage this so that young people are not excluded from opportunities. Other YOTs have similar arrangements, although often more informal partnerships. In Cwm Taf, the YOT has trained staff in EOTAS providers in restorative practices, which has helped them feel better prepared to respond to the behaviours of the YOT's young people.
- 48 However, no YOTs have a strategic plan that audits current provision and prioritises improvements that will address the challenge of the limited opportunities available to their clients.

Improving quality

- 49 YOTs are often working on individualised solutions to support young people with complex needs. As such, much of the focus on managing quality relates to discussion with young people, their parents or carers, and case workers to identify how effectively young people are progressing. Much evaluation of the quality of interventions is undertaken through case studies. This is useful to highlight individual achievements, particularly as illustrations when young people have overcome barriers to progression.
- 50 All services record effectively young people's level of engagement and the attainments and awards that young people gain while in education, employment or training. This helps them to support individuals, but the information is not used more widely to reflect on practice or to celebrate achievements.
- 51 YOT staff often consult with young people and record their perception of provision within case files. However, there are no consistent methods to enable this to be analysed or reported at a strategic level in order to inform service improvement planning.
- 52 No YOT has an effective strategy to evaluate the impact of its interventions on the progress that young people make, in order to enable the effective sharing of good practices across other services. Nor do services undertake regular self-assessments of the quality, effectiveness and impact of their service to inform and prioritise quality improvement and strategic planning. This limits the capacity of the management board to support services to improve.

Management boards

- 53 In all areas, management boards regularly monitor the YOT's performance against the key performance indicators set by the Youth Justice Board. They provide appropriate challenge if a service is underperforming against these indicators.
- 54 However, the focus of management boards on these key performance indicators is often too narrow to enable them to maintain an effective oversight and challenge of the quality of service provision. Their work does not focus well enough on holding partners to account for the quality of their work or on planning strategically to improve the education, training and employment opportunities available to prevent young people from offending and reoffending.
- 55 Nearly all management boards have a good representation of the key statutory partners. All include senior local authority education managers. Many include representatives of local authority housing services. A minority have representatives of Careers Wales and local authority youth services. A few include representatives of local voluntary organisations. However, no services contain representatives from the further education institutions or work-based learning providers, key organisations that can support services to extend the range of opportunities to improve young people's skills development and progression.

Appendix 1: Evidence base

Estyn sent questionnaires to each YOT in Wales, and used the completed responses to undertake follow up interviews with managers of nearly all services.

Estyn undertook interviews with staff or managers in the following services:

- Caerphilly and Blaenau Gwent
- Cardiff
- Carmarthenshire
- Ceredigion
- Conwy and Denbighshire
- Cwm Taf
- Flintshire
- Gwynedd and Ynys Môn
- Newport
- Powys
- Torfaen and Monmouthshire
- Vale of Glamorgan
- Western Bay
- Wrexham

Pembrokeshire YOS was not followed up as service managers were involved in other Estyn surveys at the time.

Estyn also referred to recent inspection reports led by HMI Probation, in which Estyn inspectors participated.

Estyn also considered the findings of the 'Review of the Youth Justice System in England and Wales' (C Taylor, 2016).

Glossary

EOTAS	Educated other than at school
FE	Further education
NEET	Young people who are not in education, employment or training
Opportunity providers	organisations such as colleges, employers or work-based learning providers that offer opportunities for young people to progress in employment
Restorative practice	Restorative practice is an approach to resolving conflict and preventing harm, enabling those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right
Soft skills	A term used by providers and services to refer to social skills such as: self-confidence; self- esteem; or resilience
WBL	Work-based learning
YJB	The Youth Justice Board is a non-departmental public body responsible for overseeing the youth justice system in England and Wales and is sponsored by the Ministry of Justice.
YOT	Youth Offending Team

Numbers – quantities and proportions

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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