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# **Pathways To Success Evaluation**

## **Objective 1 Measure 12**

# **Final Report**

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## **Common Abbreviations**

<b>AERA</b>	<b>American Educational Research Association</b>
<b>AH</b>	<b>Assistant Headteacher</b>
<b>ASDAN</b>	<b>Award Scheme Development and Accreditation Network</b>
<b>BERA</b>	<b>British Educational Research Association</b>
<b>DfES</b>	<b>Department for Education and Skills</b>
<b>DH</b>	<b>Deputy Headteacher</b>
<b>EAZ</b>	<b>Education Action Zone</b>
<b>EC</b>	<b>Enhanced Curriculum</b>
<b>EiC</b>	<b>Excellence in Cities</b>
<b>ESF</b>	<b>European Social Fund</b>
<b>GNVQ</b>	<b>General National Vocational Qualification</b>
<b>IF</b>	<b>Increased Flexibility</b>
<b>KS</b>	<b>Key Skills</b>
<b>LEA</b>	<b>Local Education Authority</b>
<b>LSC</b>	<b>Learning and Skills Council</b>
<b>PW</b>	<b>Pathways to Success</b>
<b>RE</b>	<b>Re-engagement with Learning</b>
<b>SENCO</b>	<b>Special Educational Needs Co-ordinator</b>
<b>SYELP</b>	<b>South Yorkshire E-Learning Project</b>

## Executive Summary

This evaluation focuses on the first three years of a six-year project “Pathways to Success” (PW) currently taking place in South Yorkshire and funded by the European Social Fund (ESF) as part of the Objective 1 programme 2001-2007. Matched funding has been provided by schools, colleges and LEAs. The PW project is concerned with developing innovative work-related curricula to improve motivation, raise achievement and enhance youngsters' employability skills.

Pathways to Success is a partnership programme across four Local Education Authorities - Barnsley, Doncaster, Rotherham and Sheffield. It is also a partnership between the LEAs and a wide range of providers: 76 secondary schools, 15 special schools, six local colleges, over 30 training providers, several voluntary and community organisations, employers and examination boards. This is the first time the four LEAs have worked together on a project of this scale (about £56m, drawing on £28m from ESF through the Objective 1 programme).

The evaluation is based on the evidence gained from

- interviews
- visits to case study schools
- observation of meetings, training events and conferences
- observation of pupils' learning experiences in school and offsite
- analysis of quantitative outcome measures.

About 70 staff have been interviewed (some on several occasions) and these include LEA coordinators, school vocational coordinators, classroom assistants, learning mentors, administrative staff, college 14-19 curriculum managers and training providers. Typically, six visits were made to 13 case study schools where a group of 9 representative pupils, 3 from each strand, were tracked over a period of 2 years. Three visits were also made to 2 special schools where staff and some pupils were interviewed. About 20 training and staff development events such as meetings, whole or half-day training sessions and conferences have been attended and pupils' learning experiences observed both in lessons and offsite with training providers and employers.

This report draws on data collected *in the 2003 to 2004 academic year*. Data collected earlier were presented in some detail in the First and Second Interim Reports. However, the conclusions and recommendations are drawn from the data presented in this final report and from the two previous reports.

Readers are directed towards the conclusions and recommendations sections if they have specific purposes for looking at this report, since these sections are cross-referenced to the text in this report (and the previous interim reports), allowing the reader to examine sections in as much detail as required.

The evaluation team were set five objectives by the Pathways to Success Steering Committee:

1. What are the beneficiary gains relating to pupil participation, achievement and progression?
2. How effective is the management and delivery of the project?
3. What is the impact of the project on the provision for organisations and participants?
4. What is the impact of the project on the professional development and competence of teachers and trainers?
5. What is the impact of the project on the quality of teaching and learning?

These are the main conclusions from the study.

### **Objective 1: Beneficiary gains on pupil participation, achievement and progression**

- Pupil participation generally reached target numbers and exceeded targets in some cases
- Overall targets on pupil achievement were largely attained and often exceeded
- Some case study pupils exceeded expectations in achievement and showed improvement in confidence, self esteem, behaviour and/or attendance; but, overall, there was no significant improvement in actual grades compared with target grades
- Case study pupils largely felt they were given good information on curriculum choices and found the work-related curriculum helpful in making decisions on post-16 plans and future careers
- Case study pupils tended to prefer the assessment practices within the new curricula to those in traditional GCSE courses
- Attainment on vocational courses has contributed significantly to raising the proportion of pupils gaining 5 GCSEs A\*-C in some schools; but this was not true in all schools.

### **Objective 2: Effectiveness of management and delivery**

- The strands of project have been well managed by the LEA Coordinators in the initiation and implementation phases; the model of preparing a delivery plan with each school, careful monitoring and

payment after the event seems to have contributed to the success of the project

- The strands have been well managed in most schools and led by enthusiastic staff
- An effective management model in a school appeared to be one where there is an overall coordinator at senior level and individual coordinators for at least 2 of the 3 strands with dedicated administrative support
- Training opportunities were good, well-received and carefully geared to the skills needed to deliver new programmes and initiatives
- Networking teams and groups have been successfully established across the sub-region to plan curriculum initiatives, new resources and provide stimulus and support to individuals
- Financial management in schools is largely sound and facilitated by the appointment of specific administrative staff or a bursar.

**Objective 3: Impact on the provision for the organisations and participants**

- Vocational courses are taking root in most schools, including those without much previous experience of vocational provision and where there was reluctance
- The project has had an overall positive effect on widening choices for pupils in the KS4 curriculum
- The cost to schools of courses run by colleges and training providers is not consistent across the sub-region
- Colleges and training providers have usually responded to the opportunities of offering relevant courses at an appropriate level.

**Objective 4: Impact on the professional development of teachers and trainers**

- The number of teachers receiving training has usually reached and often exceeded targets
- Many teachers in vocational areas are more involved in collaborative activities, partnerships and networking than before the start of the project and are developing 'learning communities'
- Some teachers are changing their subject orientation to meet new vocational challenges and opportunities

- Some teachers' professional role is changing on gaining newly-found freedom to innovate on release from the constraints of the national curriculum and some are developing entrepreneurial skills
- Some teachers are responding positively to new ways of involving support staff in schools and staff from other agencies in managing and delivering new curricula and learning opportunities.

**Objective 5: Impact on the quality of teaching and learning**

- Case study pupils were almost always appreciative of their new courses, curriculum experiences and their teachers or support staff
- Case study pupils largely enjoyed the variety of learning styles: group activities, individual work, practical real-life experiences, problem solving and work-related learning
- Training providers and colleges provided enhanced learning opportunities not available in schools
- Learning mentors provided a valuable link between schools and other providers and gave effective pastoral support
- Work-related learning was not always sufficiently linked to other work in schools.

## **Section 1: Introduction**

### **1.1 Background to the programme**

Pathways to Success (usually shortened to 'Pathways') is part of a much larger regional regeneration project funded by the European Social Fund (ESF) from 2001-2007. South Yorkshire receives this funding (known as Objective 1 funding) as the gross domestic product for the sub-region is less than 75% of the European average. Around £700 million of European funding is matched by £1.1 billion of other UK public and private funding with the aim of creating 25,000 new jobs, starting over 850 new businesses, training young people in the skills needed for new industries, developing and renewing deprived communities and boosting the economy.

The Pathways programme is concerned with developing innovative curricula for the 14-19 age range in four Local Education Authorities (LEAs) and is taking place in 76 secondary schools and several special schools. A feature of the ESF-funded projects is that they are commissioned and implemented by a partnership of LEAs (who manage the project) with schools, colleges, training providers, Connexions, agencies and employers, with good relationships with the local Learning and Skills Council. It is significant to note that this is the first time that the four LEAs have worked together on a project of this scale (worth around £56 million).

The central government policy initiatives that are guiding the development of Pathways to Success have been published in two consultation documents (DfES, 2002; DfES, 2003). These and the Tomlinson Report on 14/19 Reforms (2004) are informing the next phase of the development of vocational curricula in England and Wales.

Our approach to the evaluation is influenced by the fact that there are three distinctive strands within Pathways operating in each of the four LEAs. The three strands are:

- Key Skills
- Enhanced Curriculum

- Re-engagement with Learning

All three strands are concerned with broadening the school curriculum from the age of 14. The **Key Skills** strand enables pupils to develop a range of skills. Key Skills have been developed at national level and comprise communication, application of number, and information and communication technology (ICT), alongside other broader key skills which are improving own learning, problem solving and working with others. The **Enhanced Curriculum** strand provides opportunities for pupils to take part in vocational courses such as engineering, construction, leisure and tourism and health and social care, either as short or longer accredited courses. These are often held in learning environments outside the school such as in colleges or with work-based training providers. Pupils who are at risk of dropping out of education are targeted by the **Re-engagement with Learning** strand, which provides a wide range of innovative learning opportunities in and out of school, with individual learning programmes designed to suit each pupil. Usually each strand in each LEA is managed by an appointed coordinator.

## 1.2 Research Questions and Methodology

The evaluation team was appointed in June 2002 for a period of just over 2 years. They were asked to consider the following research questions:

- What are the beneficiary gains relating to participation, achievement and progression?
- How effective is the management and delivery of the Pathways to Success programme?
- What is the impact of the project on the provision for organisations and participants?
- What is the impact of the project on the professional development and competence of trainers<sup>1</sup>?
- What is the impact of the project on the quality of teaching and learning?

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<sup>1</sup> Later widened to "What is the impact of the project on the professional development and competence of teachers and trainers".

Each of these was broken down using a number of criteria for each strand (see Appendix 2). The large number of criteria meant that the evaluation team had to rationalise its resource effectively, and to do this the team focussed on three data collection methods. We termed these School Case Studies, Management and Partnership Data and Documentary and Monitoring Data. The broad aims of each element are given below. Each method attempted to examine the value added by the project to the teachers, pupils and other partners and also to partnerships as a whole (through, for example, examining the often unseen benefits of improved networking and closer linkages between previously largely independent organisations).

### ***School Case Studies***

The team established a set of 15 case studies in schools across the authorities (3 secondary schools in each of Barnsley, Rotherham and Doncaster and 4 in Sheffield, with 2 Special Schools). For each secondary school, up to 6 visits took place between September 2002 and July 2004 and for special schools up to 3 visits.

Within each case study, the following data were gathered:

- interviews with school strand and overall coordinators at the beginning and end of the programme
- interviews with teaching, support and administrative staff
- focus groups with around 3 Y10 pupils in each of the strands, followed up in Y11
- observation of lessons and offsite learning experiences.
- documentary evidence

Normally interviews were tape recorded. Notes were written up and usually passed to schools to ensure the validity of the researchers' records. The aim of this work was to gather contextualised information on good practice, interactions between the project and the school, and teacher and pupil data. The interview schedules, trialled and eventually used with coordinators, teaching and support staff and groups of pupils, are available from the evaluation team on request.

### ***Management and Partnership Data***

The team attended around 20 partnership meetings, such as steering groups, conferences and workshops throughout the 2 years of the evaluation. Interviews with LEA coordinators, training providers and college representatives also took place, and documentary evidence on management and partnership issues was also gathered (such as case studies produced by Pathways managers showing good practice). The aim of this element was to enable the team to examine management issues, partnership working and project level work.

### ***Documentary and Monitoring Data***

The team gathered data that were available as part of the monitoring process of Pathways, particularly that on progress towards meeting programme targets, as well as other data held by LEAs. Summaries of progress from strand and overall coordinators within each authority were also collected. Such data were re-analysed to make comparisons across authorities to go some way towards providing impact data.

There are two key strengths in using these three methods. First, they allowed the team to use a range of techniques, qualitative and quantitative, to enable the triangulation of findings and examination through different lenses. Second, they allowed the team to view the project from multiple perspectives, since data were gathered at a number of different levels and from a number of different participants' viewpoints. Pathways to Success is a complex programme. Each of the 3 strands is implemented in a slightly different way in each of the four authorities and participants (pupils, teachers, project teams and other partners) are often involved in multiple elements of the programme, sometimes at the same time, often moving in and out of different projects. Therefore, a complex system of data collection, involving multiple levels, and multiple perspectives was essential to capture this complexity and allow the programme to be evaluated fully.

### **1.3 Summary of previous reports**

Summaries of our findings from our two previous reports are reproduced here to provide a record of changing issues and priorities. The reports were distributed to all secondary schools, discussed widely within the LEAs and made available on the South Yorkshire Key Skills website. Some issues in the reports have since been addressed. Full copies are available from the evaluation team.

#### ***Summary of First Interim Report (December 2002)***

The report used data from interviews with LEA officers, senior managers in case study schools and from attendance at meetings and training events. Some documentary data were also analysed. The emerging findings were:

- There is substantial new activity taking place in all of the LEAs, which is a direct result of Pathways to Success funding
- Almost all secondary schools in South Yorkshire are involved in Pathways to Success and almost all delivery plans are in place
- Collaboration between LEAs, schools, colleges, higher education, training providers, employers and other key players is being enhanced
- LEA Project Co-ordinators are playing a key role in promoting and facilitating activities
- Management of the PW project at senior officer level is good
- Developments in schools match closely the principles outlined in the Green Paper, *14-19 Extending opportunities, raising standards* (2002)
- PW is one of a large number of initiatives - most have overlapping aims
- All schools have involved senior staff - some of whom have responsibilities for a number of related projects
- Early signs are that Re engagement pupils are doing well
- There are a range of non-QTS staff who are supporting pupils including learning mentors
- A wide range of training opportunities has been set up and funding is used to support the release of teachers/support staff from schools
- Key Skills are being developed by schools in a variety of ways

- The increasing use of electronic means of communication is being stimulated by web sites such as the South Yorkshire Key Skills Passport
- Administrative requirements are very bureaucratic and resource intensive, especially for Special Schools
- There is a general feeling of optimism for the future and that the PW funding will have significant impact on the lives of many pupils in South Yorkshire
- The funding is supporting the re-shaping of the KS4 curriculum and many schools are introducing vocational options
- New ways of delivering learning are being introduced to meet the varying needs of individual pupils
- There is evidence of under-spending in some areas though this is being addressed<sup>2</sup>
- There are some problems in the funding mechanisms and the release of money

### ***Summary of Second Interim Report (October 2003)***

This report focussed on data collected between December 2002 and June 2003. During this period members of the Evaluation Team visited almost all the 15 case study schools on 3 occasions, attended training events and conferences, spoke to school coordinators and groups of pupils from each of the three strands, observed lessons and attended off-site visits to training venues. Data sources therefore include interviews with school coordinators, groups of pupils, observation of lessons and visits, staff training events and conferences and quantitative data on beneficiaries, targets and finance.

The emerging findings are as follows, some of which confirm the issues identified in the First Interim Report (December 2002).

- The projects are well managed by the LEA Coordinators

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<sup>2</sup> Underspending was subsequently remedied through virement with the approval of the Objective 1 Directorate.

- Networking teams and groups have been successfully established across the sub-region to plan curriculum initiatives and new resources
- Training opportunities are good, well-received and carefully geared to the skills needed to deliver the new programmes and initiatives
- Conferences successfully enable teachers to meet together from other LEAs and discuss recent national and regional issues
- Management of the strands of the project in schools is largely effective; the most effective models appear to be those where there is an overall coordinator at senior management level and individual coordinators for at least 2 of the 3 strands with dedicated administrative support
- Some teachers are struggling with, and sometimes complain about, the administrative load, particularly where there is little or no dedicated administrative support<sup>3</sup>
- Vocational courses are taking root in most schools, including those without previous experience of vocational provision
- Pupils are largely appreciative of their courses and their teachers and see post-16 education and training opportunities and career possibilities ahead
- Pupils largely enjoy the variety of learning styles: group and individual work, practical 'real-life' experiences and problem-solving
- Pupils prefer the assessment practices within the new curricula to those in traditional GCSE courses and like the completion of portfolios and reports, though recognising the effort involved
- There is some evidence of improvement in pupils' achievement and attendance, though further monitoring is necessary to confirm that trend
- Publicity for the project is effective and has grown with the development of well-visited web sites, conferences, training events, newsletters, press-publicity packs, newspaper reports, and the distribution of promotional items: pens, pencils and key-rings

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<sup>3</sup> Successful strategies have been subsequently introduced in some LEAs to reduce the administrative burden on schools through the deployment of monitoring officers from the central team and the use of interactive discs for returns.

- Almost all targets are expected to be met by December 2003 and many will be exceeded
- Most strands are on target for spending available finance and where there is under-spending (e.g. KS and RE in Barnsley) funds have been reallocated to other LEAs
- There is concern in some schools that money is slow to arrive following claims for finance and some schools feel insecure about retaining staff when finance is not forthcoming.

#### **1.4 Structure of the rest of the report**

The next three sections focus on the main evaluation strands, drawing on data collected *in the 2003 to 2004 academic year*. The data from *previous periods* were presented in some detail in the First and Second Interim Reports, which are available from the authors or on the South Yorkshire Key Skills Passport website at <http://www.sykeyskills.co.uk/index.shtml>.

Following these sections, a range of conclusions are drawn from the data given in this report and in the two previous reports, and finally recommendations for future work in this field are presented.

Readers are directed towards the conclusions and recommendations sections if they have specific purposes for looking at this report, since these sections are cross-referenced to the text in this report (and the previous reports), allowing the reader to examine sections in as much detail as required.

## **Section 2: School Case Studies**

### **2.1 Introduction**

In previous reports, we discussed the initiation and implementation phases of the project, considering management issues and teachers' perspectives. We also considered pupils' voices and barriers to providing effective vocational education. In this section, we move on to discuss staff development issues and look at pupil exemplars in the school case studies.

### **2.2 Staff development and teaching and learning**

The data presented in this section are drawn predominantly from interviews conducted around issues of staff development with staff in the case study schools and LEA coordinators, and from observation of training events.

#### ***The extent of training***

As noted in earlier reports, regular events have been arranged across the sub-region by LEA coordinators and sometimes locally in each of the strands. These have taken the form of training sessions on planning new curricula, developing active teaching methods to motivate pupils and sharing good practice. Curriculum interest groups have been established in all the eight 'new' vocational areas to discuss curriculum schemes, develop resources such as videos and CD ROMs, share good practice and review performance and progress. For example, one group has produced a CD ROM on a local interactive science centre. There are also specific interest groups such as an ASDAN networking group. Regular regional meetings have reported on progress in the implementation of new ideas and finance. Well-attended conferences in each strand, and sometimes across strands, have enabled teachers and support staff to discuss government policy, disseminate good practice and be made aware of other agencies which could help in curriculum development. In addition, sessions have been organised in conjunction with the major examination boards to discuss moderation and new assessment schemes. Training has also been conducted within some schools in small

groups, working with individual departments. Overall, the number of teachers receiving training has usually reached and often exceeded targets.

### ***Reaction to training***

Training has generally been welcomed and well received; it proved essential for schools without a long association with vocational pathways. One senior teacher noted that *'The additional training has expanded the understanding and skill level of staff in relation to new vocational qualifications and assessment regimes'*. Another commented that *'Staff training has been central to the successful delivery of all components of this project'* and one reported that *'key staff have been trained in strategic planning'*.

A personal comment from a teacher who had attended a training session on key skills was *'I am not experienced in key skills, hence it is good to see how they could complement work experience'*. Another teacher found it was helpful *'To see examples of level 1 and 2 portfolios and [get] suggestions for portfolio management'*.

### ***Impact of the project on teachers and trainers***

We note from our interviews and observations four main effects on teachers and trainers as a result of project funding:

- 1. Greater involvement of teachers in collaborative activities**, partnerships and networking, both with like-minded professionals in other schools, or the LEA, or with trainers in training organisations.
- 2. Changes in the subject orientation of teachers** to meet new vocational opportunities.
- 3. Changes in the professional role of teachers** given their newly-found ability to manage and deliver flexible curricula, free from the constraints of the national curriculum.

**4. New ways of involving support staff**, whether classroom assistants, learning mentors, staff from other agencies such as the Youth Service or administrators, in helping to manage and deliver new learning experiences.

**1. Collaborative activities**

Many teachers have discussed with us the 'new' ways in which they are collaborating with other teachers in a similar curriculum area, or with college staff, training providers, other organisations or agencies such as the Youth Service or Connexions. Collaboration takes time and effort, yet many see the need very clearly. It seems that teachers are starting to develop professional learning communities, where teachers work together in collegial teams (in this case across the sub-region and with other professionals) on improving teaching and learning, using evidence and data as a basis for informing classroom improvement. For example, in one area, a consortium of schools and a college are working on a partly shared 14-16 curriculum. In another area, a team of multi-agency managers has been created to develop the 14-19 vocational programme and arrangements established to ensure that they work hand in hand with a small team of senior managers seconded from schools for the same purpose. In another, a school works with a local music business to run an ambitious popular dance event and pupils gain communication skills in taking roles in marketing and planning.

Again, according to Sachs (2003), the framework of new or '*transformative*' professionalism involves (among other attributes) cooperation to '*break down individualism and isolationism*' both internally, where collegiality and discussion provide a means for professional learning and development, and externally, where collaboration provides an opportunity to learn from and with others outside the school (Sachs, 2003: 30). These comments reflect the ones made by David Hargreaves (1994) almost a decade earlier who wrote that '*the new professionalism involves a movement away from the teachers' traditional professional authority and autonomy towards new forms of relationships with colleagues, with students and with parents*' (Hargreaves, 1994, p.424). Writing more recently, Hargreaves has gone on to argue powerfully for a sharing of *intellectual capital* by schools to improve school

effectiveness - *knowledge, skills, capabilities, competences, talents, expertise, practices and routines* - and mobilising a school's *social capital* - the extent and quality of its networks both within the school and with external partners (Hargreaves, 2003, p 25). Again, this seem to be taking place in South Yorkshire as teachers are considering and planning vocational alternatives to the curriculum and coherent vocational routes 14-19 with partners. Without additional funding this process would have been much slower.

## **2. *Changes in subject orientation***

Some teachers have effectively been retrained to meet the demands of delivering a vocational subject with which they were not completely familiar. Among our case studies is one teacher who taught history and geography to GCSE and is now preparing to teach the specialist GCSE Leisure and Tourism. Another teaching GCSE Design and Technology is taking on specialist GCSE Engineering from September 2004 when the college input ends. An English teacher is moving to Performing Arts and a PE teacher to Health and Social Care. Some teachers have adapted their skills to meet new challenges, for example, language teachers now offer language learning in real and simulated business contexts, such that over 150 students in Sheffield are currently studying to gain a minimum NVQ level 1 in reading, listening and speaking in French, German and Spanish. Some of the impetus for change can be attributed to the need to maintain good employment prospects as some subjects, for example modern languages, are no longer part of the core national curriculum.

Developing new skills is not a new phenomenon; teachers have had to adapt their roles since the introduction of GNVQs in schools in the early 1990s. However, the vocational slant is now becoming more widespread and systematic, and is impacting on many more teachers as the range and uptake of vocational qualifications increases.

Some schools have decided to retrain their own staff on the grounds of efficiency (easier to operate entirely within the school than liaise with someone outside the school), effectiveness (some schools feel staff learn

better from colleagues rather than from outsiders) and cost (the charges for delivery of curriculum inputs by colleges and training providers has in some cases doubled over the last 2 years). Elsewhere, schools have recognised that they do not have the expertise to develop vocational qualifications that are largely unrelated to the national curriculum and have, in these cases, relied heavily on staff from colleges and training providers to supply the necessary professional development.

### **3. *Changes in teachers' role in delivering flexible curricula***

Much has been written about the loss of teachers' professional freedom and identity and deskilling since the Education Reform Act of 1988 and the implementation of the prescribed national curriculum. But the professional role of teachers is changing once again as the introduction of a flexible curriculum has provided more opportunities for teachers to claim back some of the autonomy lost by following the national curriculum, widely perceived as not meeting the needs of a significant proportion of learners. We have noted that some teachers are gaining or regaining entrepreneurial skills in arranging interesting alternative experiences for disaffected youngsters to keep them on track. In some schools we have visited up to 20% of the pupils in Y10 and Y11 are not following the national curriculum for up to 3 days of the week. Instead, they are engaging in vocational activities outside the prescribed subjects, attending courses or training at colleges and training provider venues, or undertaking work-based learning with employers.

### **4. *Working in collaboration with support staff***

Para-professionals, other agencies and administrators play a large part in many schools in the delivery of the curriculum. Learning mentors and classroom assistants support individuals or small group of pupils in Learning Centres or their equivalent. They often accompany pupils on trips to offsite providers, engage with other agencies such as the Youth Service in organising activities and visits and relate to some learners almost every day. Consequently they develop strong personal relationships with learners and

are sometimes the first point of contact for a pupil when problems arise, acting as a confidant or advocate.

Some administrators are fully engaged in the management and administration of broad and flexible curriculum arrangements that lie outside the national curriculum. The management and administration go far beyond record keeping and financial management. Administrators may participate in planning meetings for visits; they may contact parents to gain permission for offsite visits and taster days; they ensure that forms are filled in accurately; they check that pupils are informed of their examination timetables and that they turn up to the right tests at the right time. Flexible curriculum arrangements have engendered a significant growth in administrative work; on any one day there could be 20 or more different programmes for individuals and groups operating, with consequent extra demands on monitoring and record keeping, apart from managing the financial arrangements with providers.

All this has meant a release by the teacher of many jobs which were once the teacher's prerogative. The teacher has to accommodate and manage the activities of a wide range of para-professionals as sometimes a school has up to 20 learning mentors or other support workers. Again this is an example of a change in professional role.

This brings us to a final issue. In the future teachers may well be working more closely with another range of public, private and voluntary organisations, e.g. social services, family policy, teenage pregnancy, Children and Family Court Advisory and Support Services, to support children in a 'joined-up' way when the proposals in the Green Paper *Every Child Matters* (DfES, 2003c) are implemented. It is becoming apparent that a key area of professional development is learning to work collaboratively with other support workers in a community much wider than the closed world of the 'traditional' school.

### **2.3 Pupil experiences: case studies and commentary**

The data presented in the next section provide some clues to pupil success. The evaluation team interviewed pupils several times over the course of the

evaluation and examined these interviews to draw out significant messages. In this section, we present key themes in relation to our case study pupils. For each theme, one or more pen pictures are drawn to contextualise the issue by showing how Pathways has impacted on individual pupils. All names are pseudonyms.

### ***Careers and future plans***

One of the key aims of the Pathways programme was to prepare young people for the world of work. For many of our case study pupils, this was an important element in the success of the programme. For Re-engagement and Enhanced Curriculum pupils short taster courses helped them decide either for or against a particular option; visits by and to colleges and other organisations were generally appreciated by many youngsters. One of the most important new opportunities provided by Pathways funding was the availability of new options through the expansion of applied GCSE and GNVQ courses. The case of Jennifer provides an interesting example, as it shows how Pathways has sometimes enabled pupils to overcome gender stereotyping.

#### **Jennifer: Progression into Engineering**

Jennifer was one of a handful of girls in the first GCSE Engineering cohort for the school. Her predicted GCSE grades at the beginning of Year 10 were all C or above and effort grades were good. Part of the course was to be taught at the local FE college, but this didn't run well during the first term due to staffing and accommodation difficulties. Staffing difficulties for Engineering in Year 10 were eventually resolved and in Y11 the group benefited from college staff working with the group in school. The group had most of their lessons in a newly built suite of D and T rooms. The initial idea of a possible career in engineering came from family contacts. She liked the more practical approach to learning, the opportunity to use her own initiative and freedom to engage in design work. Although the portfolio assessment requirements were different from other subjects they were manageable. Jennifer had considered various options post-16, including the new Sixth Form college or a local FE college. Moving to a Sixth Form in a 11-18 school was rejected as it involved two buses. Subject to getting the required GCSE results the next stage would be an Advanced Modern Apprenticeship in Electrical Installation/Engineering. Jennifer's decision about progression has been made in light of her performance in Key Stage 4, mentoring from senior staff and good careers advice from the school.

Sometimes, these new vocational options opened up wider opportunities in a range of careers. A good example of this is provided by the case of Zoë, who - despite her difficult-to-attain ambition - was provided with a useful backup by her Health and Social Care course.

**Zoë: Vocational GCSE supporting career ambition**

Zoë started Y10 with grade C GCSE targets in all subjects including Applied Health and Social Care, a dual award GCSE. At the start of Year 10 she already had a career ambition to be a child psychologist, this coming mainly from family influences. By the end of Year 11 she felt that the demands made on her in the Health and Social Care course were less than in other subjects - but the material covered was more interesting and was thought to provide a good foundation for a variety of careers. Zoë found the trips out of school very interesting and would have liked more of them. Subject to getting good enough GCSE grades, she intends to stay on at school and take psychology and sociology courses at A level. She currently works part time as a waitress. This pupil opted into a vocational GCSE that provided support for her ultimate career ambition. However, this may not be achieved, and the strength of the applied course for Zoë is that it will support her in a wide range of other related occupations.

Many students found they were able to combine vocational and more traditional academic qualifications to help set them on their career path, for example combining Engineering with Mathematics or, in the case of Russell, Music and Performing Arts.

**Russell: Preparation for a career in music**

At the beginning of Year 10, Russell's Yellis predictions were grade D and C for most subjects with a potential strength in music; he already had experience as a drummer in a local brass band. During Y10 and 11 he followed the GCSE music course and the GNVQ in Performing Arts. Although Russell was alone in having the specialism of percussion - others in the GNVQ class were mainly interested in dance and drama - he provided very valuable assistance to the group. He enjoyed the creative elements of the course, especially film making. Ultimately his ambition was to become a professional drummer and find work on cruise ships. To realise his ambitions he was encouraged to begin working towards recognised national music qualifications for the Associated Board in theory and practical. He also undertook work experience with the local authority Music Service. At the end of Y11 he felt that his best option would be to join the Sixth Form and continue studies in music and music technology. The combination of traditional and applied subjects appears to have worked well for Russell.

Re-engagement pupils frequently found that work placements were helpful in looking to the future. Occasionally, this led to pupils feeling that their choices were inappropriate as they became more committed to education, as in the case of Colin.

**Colin: Success at work to realising importance of qualifications**

When first interviewed in March 2003, Colin's work placement was as an electrician as this was what he wanted as a career. He said that being in the Re-engagement group and only doing two days work in school was "100% better" as "school is boring" and he had never liked school work. Colin has spent two years doing two different electrical placements which were generally successful. At the time of the second interview, his view of school had changed slightly and he was beginning to realise that for a successful career as an electrician, he needed qualifications and this meant that he needed some reasonable results at GCSE. By the final interview in May 2004, Colin had been accepted for a Modern Apprenticeship but he and the teachers thought it was not possible for him to achieve the required grades. He now felt bitter about choosing the Re-engagement route; he felt that he should have stayed in school studying for GCSE subjects and that now his chosen career might be jeopardised. However, his teachers felt that if he had not been involved in his chosen work area, then he probably would have dropped out of school in Y10. He is a hard worker, often helping on market stalls and in shops but did not like academic work. It seems that the Pathways Project has been successful in helping this student to realise the importance of qualifications and he is still attending school and even having extra lessons. He may not get a place on a Modern Apprenticeship but will probably continue with his education post -16 and gain vocational qualifications.

***Raising achievement and learning styles***

Alongside helping with future career plans, Pathways has helped some pupils raise their attainment. Three examples are provided below. Some pupils found that their style of learning suited vocational courses, such as Trevor who used this to his advantage in planning his career. Others show a very clearly marked improvement in attainment. In the case of Stephen, attainment raised his aspirations to go to college to undertake a Level 3 award; in the case of Carla, her aspirations changed to such an extent after working through her ICT Key Skills course that she altered her career plans.

**Trevor: From applied courses to Modern Apprenticeship**

Trevor undertook two applied subjects in Key Stage 4, Applied GCSE Business and GNVQ Science. He is quite an able pupil, gaining level 6 across his 3 KS3 tests, and eventually achieved 7 GCSEs at A\* to C (Applied Business Grade D; pass in GNVQ Science). His attendance and behaviour were good. Trevor felt he had benefited from the increased choice available to him in Key Stage 4 compared with pupils in previous years. In particular, he was pleased not to have to take a language. When first interviewed, Trevor was looking into undertaking a Modern Apprenticeship, and by the beginning of Year 11 had applied for and organised one in accounting. He liked the idea of going to work and taking a qualification partly in a local college, following in the footsteps of his sister who had also taken a course there in a related subject. By the time of the final interview, Trevor had a back up plan, also a Modern Apprenticeship with the local council following the advice given in his careers interview. In the long term, Trevor thought he might stay in accounting but could see himself going back to college and going into something else if it didn't suit him. Looking back on his courses, Trevor had enjoyed the applied courses, and particularly appreciated the modular approach. However, he wouldn't recommend them unreservedly: pupils need to be well organised and probably need a bit of extra help from teachers to get used to the differences if they are to succeed in them.

**Stephen: Improved achievement through applied courses**

Stephen showed average achievement in Y9 with level 5 at KS3. He was advised to choose an intermediate GNVQ in Hospitality and Catering in Y10 along with an Applied GCSE in ICT. Although hard-working and well-adjusted in Y9, Stephen's effort and achievement were rated in his report as 4s rather than 5s, where 1 is poor and 5 is excellent. His attendance improved from Y9 to Y10 (89% to 96%) and so did the ratings in his report for effort and achievement to the extent that almost all ratings were now grade 5. He was awarded the job of Deputy Head Boy which seemed to add to his confidence and self esteem. In Y11 his predicted grades improved to grade Cs and he was also expected to gain a merit in his GNVQ which would give him the equivalent of 4 Bs at GCSE. By the end of the course, it looked as if he would attain 5 GCSE grade Cs and 4 grade Bs. He hopes to proceed to College to undertake a level 3 public services award on leaving school. Pathways funding has helped Stephen to pursue vocational awards which he particularly enjoyed and to which he was particularly suited, and these helped to raise his GCSE profile accordingly. Stephen gained 9 A\*-C including 4Cs in Hospitality and Catering.

**Carla: Academic success to change in career aspirations**

Carla was tracked through the Key Skills route. She was gaining a Key Skill qualification in ICT through religious education and liked the way both subjects were integrated. When first interviewed, her career ambition was to be a hairdresser. She attained level 6 in her KS3 SATs results but there was no history of further or higher education in her family. She had enhanced opportunities in school to take part in visits to universities and completed a junior sports leadership and a first aid qualification. Carla's predicted grades at GCSE are all A to C and teachers comment that she is well motivated, should get 9 or 10 A-C grades, is hard working and a model pupil. At the last interview she had changed her mind about her future career, and decided she would like to be a solicitor. She has applied to college to do A levels in accountancy, mathematics and ICT. Her family support her change of career decision and she is excited about the future. The opportunities given by the school, the encouragement from teachers and Carla's success in and enjoyment of ICT have contributed to her decision.

***Keeping pupils engaged***

Most of the pupils involved with the Re-engagement strand of Pathways in particular took part in a range of activities that had the twin purposes of preparing them for employment and making their experience of education interesting enough to stop them dropping out. In many cases, dropping out was a real risk. Three examples of this are provided below.

Darren and Ben are quite typical in that their stories combine carefully planned work experiences that linked to their career aspirations with a range of support provided in school. This in-school support includes that provided by Connexions Personal Advisors, learning mentors and learning support assistants, in addition to teaching staff. Although Darren provides more of a classic success story, both avoiding exclusion and developing commitment to education reaching into future career plans, Ben is perhaps more typical. In

Ben's case, things in Year 11 did not go smoothly, and it took a lot of hard work, commitment and skill from the key adults involved in his education to produce a positive result: a place in college in an area he was interested in.

Debbie's case highlights a paradox becoming apparent with regard to Re-engagement routes (related to the experience of Colin previously mentioned). Pupils can often make great strides in re-engaging with education, and gaining excellent experience of the workplace, giving them a thirst for education and further training. However, they might sometimes feel short-changed when it emerges that the careers they want to aim for are beyond their reach due to lack of qualifications. However, in one authority, the tender for Re-engagement provision has stipulated the need to ensure that programmes are qualifications based so that the motivation of the student can be maintained and progression routes secured.

**Darren: Individual programme helps prevent exclusion**

Darren followed the Re-engagement strand. During Year 9, he had a record of minimal or poor effort in all subjects except English, and had often been disruptive in lessons. At the beginning of Year 10 he was predicted to get 4 E and 4 D grades at GCSE. When Darren was first interviewed at the beginning of Y10, he expressed many negative views about the school and teachers. He had been banned from the local youth club. A work placement was organised for him in a local garage for 3 days a week, the remaining 2 days being at school working in the Learning Support Base. By the end of Year 11 he had obtained a NVQ level 2 in motor vehicle engineering and was hoping to get a college place in welding and fabrication. Eventually he would like to have his own business. Darren thinks that Year 11 has been an important year for him in that he has kept out of trouble and helped him to grow up - with support from school support assistants, Connexions staff and certain teachers. One of his regrets was that because of timetabling he was only able to attend half the lessons for GNVQ Leisure and Tourism. The Head of Year felt that Darren's needs had been met as he would have been unable to cope with 5 days per week in school and was at high risk of exclusion, which had been avoided.

**Ben: Success in staying in school and making plans**

Ben took part in the Re-engagement strand, following an alternative curriculum, in a group that was mostly involved in part-time long-term work experience. He had achieved level 3 and 4 in his Key Stage 3 tests, and was predicted to achieve 4 GCSE passes at grade E or lower. Ben's favourite subject was art, and he had taken part in an extended work placement in design in Year 10, which he had enjoyed. His experience in school overall was much better in Year 10: his attendance, which had been 54% in Year 9 was 96% in Year 10 and Year 11. Ben related this directly to his Re-engagement course, which he said he would recommend to anyone. With the help of the school learning mentor who he felt he could talk to more easily than teachers, the course had kept him on track. He had planned to do something related to art in college, but had got no further with this by the beginning of Year 11. By the end of Year 11, Ben had got a place at the local college, having been helped to organise it by the Connexions PA in the school. He felt his placement in Y10 had helped. Ben had not enjoyed Year 11 in school as much as Year 10. The alternative curriculum teacher noted that he had been enthusiastic in Year 10, but without being able to get him a placement related to art in Y11, he started to "plummet". Ben's college course was seen by her as very important: it kept him in school, and she felt without the effort put in by the re-engagement team, he would have been lost to the school given his track record of high absence.

**Debbie: Helping a pupil stay in school - but problems with progression**

Debbie had considerable difficulties at Key Stage 3, when she was extremely unhappy in school as a result of bullying and other problems. She finds reading and writing difficult, attaining level 4 at KS3 in maths and English and level 5 in science. Her long term career ambition is to be a motor vehicle mechanic and at KS4 she has been on work placements in garages and at a Community College. She has really enjoyed working in a garage and felt that she had been successful and was treated with respect. She was more confident and felt that she acted in a more mature way. Towards the end of Year 11, she was attending for two days at her placement and was in school for two days. Debbie would like to do a Modern Apprenticeship in motor vehicle mechanics but she has been asked for 4 D grades at GCSE and she may not achieve these. Her teachers are worried about her future as she has proved herself in the work situation, but her GCSE results may be a barrier to progression.

***Gaining confidence***

Many of the young people we met have been helped in their development by a growing confidence in their abilities. This is true of most of the young people whose stories are outlined in this section. We finish with one more such story of a young person who gained self-confidence through an ASDAN programme, which has given her a way into college, an outcome that seemed unlikely in year 10.

**Jill: Gaining confidence through ASDAN awards**

Jill was identified by the school in Y10 as needing special attention and her IEP noted the priorities 'to gain confidence, raise self esteem and maintain the incentive to achieve'. Her particular needs were identified as improving basic literary skills - reading, oracy, handwriting and spelling. There was also a need to improve her concentration and attention skills. She had attendance and a few discipline problems in Y9 and only gained Level 3 at KS3 in English, maths and science. Her report gave her 2s and 3s for effort and achievement in most subjects in Y9, where grade 1 is poor and 5 is excellent. One teacher stated that Jill found difficulty in 'gaining anything from basic education in Y10'. She was advised to follow the ASDAN Youth award scheme as an option at KS4 and to focus on key skills qualifications, particularly Communication and ICT at level 1, rather than GCSEs. The ASDAN scheme and key skills options helped her to achieve certificates of which was proud. Jill claimed that the ASDAN course with its challenges and trips and portfolio completion was one of most enjoyable parts of her school life. She gained her Bronze ASDAN award in Y10 and her Silver in Y11 in a school where the ASDAN awards scheme is particularly well managed. She enjoyed her 3-week work experience as a playgroup assistant and her employer noted that she 'was a pleasant and helpful student. She was enthusiastic and able to interact well with staff and children'. Her report in Y11 was much more positive than those in Y9 and Y10, commenting on her improved attitude to work and good behaviour. She has signed up for an ICT course at a college after she leaves school. Pathways funding to support ASDAN and Key Skills curricula has helped Jill gain confidence, skills and certification and has contributed to her urge to progress to post-16 education. This achievement has been better for her than simply gaining her predicted Es, Fs and Gs at GCSE.

## 2.4 Pupil data: impact

Attainment data for pupils in the case study schools were gathered in September and October 2004, with the intention of investigating whether there was any relationship between actual and predicted pupil performance and to compare performance in vocational and non-vocational courses.

At the time of writing, data had been received from almost all schools, and an analysis conducted. Examination results were gathered in differing ways, depending on how they were recorded in schools. For example, some schools provided Excel spreadsheets containing pupil results, others gave data for each subject separately, while some just provided overall numbers of grades (for example, "pupil A obtained 3 GCSEs at grade D, 2 at grade E and 1 unclassified"), which meant that vocational and non-vocational courses could not be compared. For this reason, it is not helpful to present detailed data in this section. However, anonymised data can be provided by the evaluation team if required. Further analysis of Key Stage 4 results from 2004 PANDAs and the Autumn Package would be desirable at school, LEA and sub-regional levels.

The conclusions that can be drawn from the data are as follows:

Firstly, for those schools where attainment for vocational and non-vocational courses could be distinguished, there was little significant difference overall in the grades obtained for individuals. Individuals who did well in traditional subjects tended to do well in vocational subjects and vice versa. However, this was not the case in all schools. In 2 schools, case study pupils tended to do better in vocational subjects than in non-vocational ones, and in one school case study pupils tended to do worse in vocational subjects although the sample is too small to draw firm judgements. There was evidence in some schools that vocational subjects had contributed significantly to an improvement in the number of pupils gaining 5 GCSE A\*-Cs, although this was not true of all schools.

Secondly, there was no significant improvement or fall in actual grades compared with target grades. For some individuals, actual grades were higher than expected, and for others they were lower; there was no clear pattern overall.

Two final points should be borne in mind regarding attainment. Although the evidence is limited to support the claim that Pathways has improved attainment overall amongst pupils, teachers in most case study schools were clear that many pupils achieved qualifications through funding they would not otherwise have gained, such as ASDAN and other accredited awards. Also, Re-engagement pupils who had been predicted not to complete their compulsory schooling did finish their school year and gain some qualifications.

A further complicating factor in examining impact on attainment is the variety of funding streams and initiatives affecting Key Stage 4 pupils. Schools integrate Pathways projects with other initiatives such as Excellence in Cities and Increased Flexibility into their curricula, thus judgements about the specific impact of Pathways are difficult to make.

## **Section 3: Management and Partnership Data**

### **3.1 Introduction**

Interviews with providers in the final phase of the evaluation provided management and partnership data. In addition, final project coordinator reports for each strand were received, which are included in Appendix 3. These were considered when writing the conclusions and recommendations.

### **3.2 Training provider case studies**

In this section, we draw out the key issues emerging from a number of interviews with representatives of 8 training providers and 3 colleges across South Yorkshire. For simplicity of language, we use the term 'providers' for both colleges and training providers (although as can be seen in the section on working with schools below, the term 'provider' is problematic).

#### ***Pupil selection***

There was a variety of practice regarding how pupils were selected by or for providers. In many cases, providers were prepared to accept pupils with behavioural problems and learning difficulties. This was particularly true of training providers, as opposed to colleges in our sample. Some providers had staff with backgrounds in youth work and social services, who were able to provide skilled support for pupils with behavioural difficulties, and several made a point of stressing their inclusiveness. For example, one provider specifically targeted pupils with learning difficulties on one course. One noted this was a pragmatic decision in some cases: schools needed a place for pupils who were having difficulty in school, and so these were often the 'target group' to begin with though more able children gradually joined: *"Schools have now seen the value of what we do, and are sending better calibre kids"*. Other providers were prepared to take on pupils with difficulties, subject to an interview or discussion to establish the best match to training and to check that the trainee wanted to participate - *"This [the willingness to participate] is the most important thing"*.

Two of the colleges had some selection procedures in place (literacy and numeracy tests), although this applied more often to courses that had higher level qualifications attached (e.g. NVQ Level 2); one had no more capacity to run courses for young people, putting them in a position where they had to use some form of selection. Several providers noted the importance of schools matching pupils carefully to placements, since if a young person was very disruptive in the workplace, this could affect the chances of being able to use that workplace again. Another noted that there was a need for schools to share information on the background of pupils, even if this required parental consent: *"We need to know about it if there is a history of stealing or violent behaviour"*.

### ***Working with schools***

This was one of the most important issues raised by providers. Colleges and Training Providers were clear that for them the best practice was for schools to have in place a named contact or contacts who was available as far as possible, and - when not available - had nominated someone else who could be contacted. This is of very real importance in case of emergency. One provider commented *"Sometimes schools will not allow the provider to contact parents if something goes wrong, but if the school is not able to respond for a few hours, the parents want to know why they were not informed earlier, and we get the blame"*. Learning mentors were seen as being *"the ideal people"* for this kind of role, since they were often more easily contactable. One provider described a school that had a named member of staff (and a named replacement if unavailable) with a dedicated phone line who could be contacted at any time, and saw this as the ideal. The recent DfES guidance on Work-Related Learning and the Law makes it very clear as to the distinct responsibilities of schools and providers and should go a long way to ensuring that these issues are addressed.

Another issue related to communication was that of visits from schools to providers to support young people on placement. Providers saw visits as highly valuable. One said, *"Kids need support from schools, to feel someone is interested in them and what they are doing on placement"*. Another provider

described a system whereby schools nominated a visitor, usually a learning mentor, to monitor what was happening in the college each month. The view expressed by nearly all providers was that the commitment of schools to visit pupils was very mixed. Some schools put systems in place that ensured pupils would be visited, such as making visits part of the role of a learning mentor or a teacher; others did not visit placements at all.

There was little evidence from our interviews that work in school was linked to work on placement, with the clear exception of key skills. In some cases, providers felt that pupils were not prepared properly for their placements, and the provider had to cover basic skills that should, the providers felt, have been learned in school. One example of good practice here was where a training provider was an accredited ASDAN centre (see the section on qualifications below); this allowed young people who were undertaking ASDAN courses in school to make direct links with placement activity. Another example was where college lecturers and school teachers worked together on developing units for new basic skills qualifications; lecturers were able to learn from teachers on how to develop skills in working with a younger age group.

A powerful point made by one provider and picked up by another was the use of the term 'training provider' itself. The notion of an organisation 'providing' something to the school to make use of in their programme of education was seen as problematic, and the term provider does not lend itself well to what should be a genuine shared partnership aimed at giving the best to young people.

### ***Working with other agencies***

There was evidence of increasing collaboration between colleges and training providers in the interviews we conducted. All three college staff interviewed described programmes being developed in conjunction with providers and half of the training providers discussed such links. The relationships mentioned varied. Typically, colleges delivered some parts of a course on site, with offsite activities organised by training providers, such as placement activity or specific elements of the course. One training provider saw this as a significant

move forward: *"Colleges always saw work-based trainers as direct competitors, and vice versa, but there are so many kids going into colleges when it is not the right thing and the LSC have been so strong on collaboration, colleges have had to bring trainers into the fold, so we work with colleges now... there is a recognition that we can help each other"*. Despite this, there were still reports of training providers being frozen out by some colleges. Clearly, some providers were finding it difficult to reconcile the move towards greater collaboration on the one hand with the need to maintain competitive advantage on the other.

In addition to working together, our interviews showed that providers were developing links with other agencies, particularly Connexions personal advisors. These advisors were seen to have an important role in pointing young people to the new choices on offer, although some providers felt that they were not always fully informed about these choices.

### ***Finance***

Several themes emerged with regard to financial issues for providers. First, several felt they were unable to run sustainable programmes with the charges levied. Increasing the numbers of trainees in some cases meant extra work for the same cost if the work was provided per school. If costing was per pupil, courses could run at a loss if only small numbers of pupils chose to take part. Second, there were concerns around schools and local authorities' ability to deal with the complexity of funding issues, which meant payment was often late. One provider noted that this problem was substantially reduced where schools had skilled finance officers or bursars. However, others were happy with their experience so long as they kept checks themselves. The process was helped by developing strong relationships with individual schools or authorities.

### ***Transition from compulsory education***

Training providers noted that often young people were offered work once they left school, if they had been successful on placement. One provider said *"Employers like having people in to train up when they are young, there is no*

*need for them to try to 'unlearn bad habits' like the older ones". Another commented "Lots of people have been offered jobs. Employers are often not interested in GCSEs, they are interested in whether they get up in a morning on time, whether they can learn". Other providers noted that they saw some progression from their courses to college (for example, a provider doing arts-related courses saw some progressing on to related college programmes). Colleges were trying to build 14-19 pathways from pre-16 courses offered through Pathways and Increased Flexibility, to post-16, through 'curriculum pathways', although systems for tracking this progress needed to be established.*

### ***Qualifications and outcomes***

Providers were able to articulate a range of valuable outcomes to the experience, in addition to the qualifications that young people gained. Several noted that attendance at the training or placement was higher than at school. Young people responded well to being treated "*like an adult*" and enjoyed the difference in environment from the school (matching with findings from pupil interviews reported in the Second Interim Report). Young people were often seen to "blossom" (using the words of one provider) in vocational education compared with the traditional school curriculum, improving in motivation. A key outcome was in the development of life skills - "*Working with others, managing themselves to some extent*", and the broader skills required for the work place - "*Having to work to deadlines, feeling pressure or working together on real projects*".

Providers offered a huge range of opportunities for young people, many of which were accredited. In addition to NVQ awards or units towards them (mainly at level 1) in a range of vocational areas, providers offered OCN qualifications (levels 1 to 3), Key Skills, NCFE qualifications, GNVQs, Health and Safety qualifications and Skills for Working Life. However, some providers found that the numbers of young people gaining qualifications, particularly NVQs, were low. One provider noted "*Schools sometimes give training providers youngsters with low expectations, yet they expect trainers to get a qualification in one day a week, but they can't get qualifications in school from*

*the other four days a week*". This provider also felt under pressure to provide qualifications that they felt were selected for the needs of the schools (e.g. NVQs that could be used to contribute to league tables) rather than pupils. These are not, of course, necessarily mutually exclusive objectives if the motivating principle is to match the qualification at which the pupil is most likely to achieve success with the young person's aspirations.

ASDAN qualifications, however were generally well regarded by providers, and could be fitted into the provision, meeting the needs of pupils and schools.

## Section 4: Documentary and Monitoring Data

Data presented in this Section were supplied by LEAs.

### Key Skills

	South Yorkshire Total Forecast	South Yorkshire Total actual	Comment
Number of key skills and ASDAN awards at pre-entry level	0	12	Additional qualifications have been achieved which were not contracted for.
Number of key skills and ASDAN awards at entry level	0	637	Additional qualifications have been achieved which were not contracted for.
Number of key skills and ASDAN awards at level 1	5,000	4958	Target not reached. However, an additional 356 pupils have achieved a level 2 qualification.
Number of key skills and ASDAN awards at level 2	1,000	1356	Over achieved on target by 356.
Number of key skills and ASDAN awards at level 3	0	1	Additional qualification has been achieved which was not contracted for.
Total qualifications and awards	6,000	6,964	Over achieved on target.
Total part qualifications	0	6,054	There are an additional 5,000 pupils who have achieved a part qualification. E.g a key skills test only. Approx. a third of these may gain a full qualification in 2004.
Number of pupil beneficiaries	10,000	31,661	Over achieved on target.
Number of teacher beneficiaries	1,500	1,101	Target not reached. However many of these teachers trained returned to between 2 and 15 more training events. New teachers continue to be trained in the second phase of Pathways to Success.

### Re-engagement

	Barnsley		Doncaster	
	Target	Actual	Target	Actual
Total number of teachers receiving training	28	168	34	463
Total Number of pupils taking part in the project	1354	1838	1643	2757
Total number of qualifications achieved	789	843	957	5763

#### Breakdown of qualifications

Below NVQ 1		256		169
NVQ 1 or equivalent		421		4426
NVQ 2 or equivalent		166		1168
Other qualifications				
TOTAL		843		5763

	Rotherham		Sheffield		South Yorkshire total	
	Target	Actual	Target	Actual	Target	Actual
Total number of teachers receiving training	34	182	54	54	150	867
Total number of pupils taking part in the project	1643	3430	2610	6133	7250	14158
Total number of qualifications achieved	958	996	1521	2450	4225	10052

Breakdown of qualifications

Below NVQ 1				187		612
NVQ 1 or equivalent				1865		6712
NVQ 2 or equivalent				398		1732
Other qualifications		996				996
TOTAL		996		2450		10052

**Enhanced Curriculum**

	BARNSELEY			DONCASTER		
	Target	Actual	Variance	Target	Actual	Variance
Total number of pupils benefitting from aspects of the project	8,027	5,705	2,322	9,747	10,787	1,040
Total number of pupils taking part in the project	2,707	5,705	2,998	3,287	10,787	7,500
Total number of pupils achieving a vocational qualification	560	670	110	680	637	43
Total number of teachers receiving training	75	193	118	91	99	8

ROTHERHAM			SHEFFIELD		
Target	Actual	Variance	Target	Actual	Variance
9,747	8,810	937	15,479	6,994	8,485
3,287	8,810	5,523	5,219	6,994	1,775
680	720	40	1,080	906	174
91	172	81	143	165	22

	SY COMBINED		
	Target	Actual	Variance
Total number of pupils benefitting from aspects of the project	43,000	32,296	10,704
Total number of pupils taking part in the project	14,500	32,296	17,796
Total number of pupils achieving a vocational qualification	3,000	2,933	67
Total number of teachers receiving training	400	629	229

## **Section 5: Conclusions - the 5 evaluation objectives**

### **5.1 Objective 1: Beneficiary Gains**

#### ***Key Skills***

Evidence is given in Section 2 of the First Interim Report and in this report that awareness of key skills has been very high throughout the project, both within and beyond schools. This is largely due to the work of the overall strand coordinator and coordinators at local authority level.

Evidence from pupil interviews reported in Section 2 of the Second Interim Report and Section 2.3 of this report, alongside the Case Record summaries, shows the variety of ways in which schools have developed key skills at levels one and two.

The data provided in the monitoring data section of both interim reports, as well as Section 4 of this report, show that targets for beneficiary gains have been reached or surpassed in most cases.

Given the timescale of the evaluation, and the lack of available data, it has not been possible to evaluate to what extent key skills are being used post-16, although qualitative data are available from interviews with providers (Section 3.2) showing that providers are attempting to develop progression routes, and that key skills through ASDAN and other certification has the potential to improve skills for the work force.

#### ***Re-engagement***

The data provided in the monitoring data sections of both interim reports, as well as Section 4 of this report, show that targets for beneficiary gains have been met or surpassed.

Case study data reported in Section 2 of this report and in previous reports indicate that Re-engagement has had a positive impact on attainment and attendance for individuals, but data across the sub-region were not available.

At the time of writing destination data were not available.

### ***Enhanced Curriculum***

Targets for numbers of beneficiaries and qualifications have been met in many cases (Section 4), but no data on destinations were available.

Case study pupils tended to prefer the assessment practices within the new curricula to those in traditional GCSE courses (Second Interim Report, Section 2), and attainment on vocational courses has contributed significantly to increasing the proportion of pupils gaining 5 GCSEs A\*-C in some schools (Section 2.3), but not all schools.

### ***Overall***

Pupil participation generally reached target numbers and exceeded targets in some cases, and overall targets on pupil achievement were largely attained and often exceeded (Section 4).

Some case study pupils exceeded expectations in achievement and showed improvement in confidence, self esteem, behaviour and/or attendance (Section 2.2; Second Interim Report Section 2).

Case study pupils largely felt they were given good information on curriculum choices and found the work-related curriculum helpful in making decisions on post-16 plans and future careers (Second Interim Report Section 2).

## **5.2 Objective 2: Management and Delivery**

### ***Key Skills***

Case study data presented in the Section 2 of the Second Interim Report and Section 2.2 of this report provide evidence that awareness and understanding of Key Skills by pupils and teachers were significantly raised by the project, although teachers in a minority of case study schools still felt Key Skills were 'marginalised' in the curriculum, where the strand was not driven by a senior member of staff. Evidence from case study schools (Case Records: First

Interim Report Section 2; Second Interim Report Section 3) provides evidence of good practice in Key Skills co-ordination, particularly but not exclusively where the Key Skills coordinator held a senior position. This was the case in most, but not all of our case study schools. Thumbnail sketches of the variety of provision in case study schools are provided in the School Case Records in Appendix 1.

### ***Re-engagement***

There is some early evidence of effective coordination presented in the First Interim Report at South Yorkshire level, and more evidence in the Second Report of excellent work by coordinators at area level. The Case Records and discussion in the Second Interim Report Section 3 make clear the success of the management of this strand at school level in most case study schools. Support for pupils from learning mentors was a significant factor in the success of the Re-engagement programme in several schools.

### ***Enhanced Curriculum***

Evidence was presented in the Interim Reports of effective coordination at South Yorkshire level, and of clear and effective work at area level. As with the other strands, coordination at school level was particularly effective where, as was common with this strand, senior management support was evident.

### ***Overall***

The strands of project have been well managed by the LEA Coordinators in both the initiation and implementation phases; the model of preparing a delivery plan with each school, careful monitoring and payment after the event seems to have contributed to the success of the project (Case Records; First Interim Report Section 3).

The strands have been well managed in most schools and led by enthusiastic staff. An effective management model in a school appeared to be one where there is an overall coordinator at senior level and individual coordinators for at

least 2 of the 3 strands with dedicated administrative support (First and Second Interim Reports; Case Records).

At school level, Pathways has been well integrated many with other initiatives, including Increased Flexibility, Objective 1 Measure 3.14 (e-learning), Excellence in Cities, Excellence Challenge, Inequality Challenge and Valued Youth, to enable schools to create coherent but flexible post-14 curricula (Case Records; Section 3.4; First and Second Interim Reports).

Training opportunities were good, well-received and carefully geared to the skills needed to deliver new programmes and initiatives, and networking teams and groups have been successfully established across the sub-region to plan curriculum initiatives, new resources and provide stimulus and support to individuals (Second Interim Report Section 3; Section 2.2 this report).

Financial management in schools is largely sound and facilitated by the appointment of specific administrative staff or a bursar (Second Interim Report, Section 3).

### **5.3 Objective 3: Impact on Provision**

#### ***Key Skills***

Evidence is provided in Section 3.2 that Key Skills is being integrated with provision from colleges and training providers successfully in many cases. Case Records and some evidence in the Second Interim Report give a good overview of the range of Key Skills provision in schools.

#### ***Re-engagement***

There is clear evidence from case study interviews (both interim reports and Case Records) that the re-engagement activities have met a need for young people whose needs were not otherwise being met by mainstream Key Stage 4 education. These activities have influenced curriculum planning as the re-engagement models in different schools have been developed.

This strand has been the most successful in developing strong links with colleges, providers and employers. Providers are now tailoring their offer to fit these pupils (Section 3.2).

The Second Interim Report provides ample evidence, also provided in part by Case Records and the First Interim Report, of the development of a range of innovative alternative curriculum models. The pupil sections of the Second Interim Report and this report (Section 2.3) demonstrate the variety of benefits to young people from this kind of work, including impact on attendance, but attendance data are limited and should be treated with caution (see above).

### ***Enhanced Curriculum***

Interim report data show that enhanced curriculum work enabled schools to develop their vocational provision more rapidly and to a greater extent than would have been otherwise without extra funding. Vocational courses are taking root in most schools, including those without much previous experience of vocational provision and where there was initial reluctance to become involved.

The data from pupils in the Interim Reports and that provided in Section 2.2 of this report shows how this provision has benefited young people in a variety of ways. There is some evidence from case study pupil tracking and training provider and teacher interviews that attendance offsite tended to be higher than in school, but such data are limited and should be treated with caution.

### ***Overall***

There is evidence that the project has had an overall positive effect on widening choices for pupils in the KS4 curriculum (Section 2.2; Second Interim Report Section 3).

We have found that colleges and training providers have usually responded to the opportunities of offering relevant courses at an appropriate level (Section 3.2).

## **5.4 Objective 4: Impact on Professional Development**

### ***Key Skills***

Data in the Interim Reports and Section 4 of this report show that targets on training teachers and trainers have not been met (see comment in Table on Key Skills, for an explanation). Data from course evaluations and interviews (interim reports) show that the quality of provision was generally thought to be good.

### ***Re-engagement***

Data in the Interim Reports and Section 4 of this report show that targets on training teachers and trainers have largely been exceeded. Section 2.2 provides evidence that for this strand the networking opportunities formed the most important element of teacher professional development.

### ***Enhanced Curriculum***

Data in the Interim Reports and Section 4 of this report show that targets on training teachers and trainers have been exceeded. The training provision related to this strand was wide and encompassed that provided by the LEA coordinator as well as external training such as that from exam boards. The provision was generally thought to be good (Section 2.2).

### ***Overall***

The standard of training provided has been seen to be good by most teaching staff and has improved over time. Many teachers in vocational areas are more involved in collaborative activities, partnerships and networking than before the start of the project and are developing 'learning communities' (Section 2.2).

Some teachers are changing their subject orientation to meet new vocational challenges and opportunities (Section 2.2).

Some teachers' professional role is changing on gaining newly-found freedom to innovate on release from the constraints of the national curriculum and some are developing entrepreneurial skills (Section 2.2).

Some teachers are responding positively to new ways of involving support staff in schools and staff from other agencies in managing and delivering new curricula and learning opportunities (Section 2.2).

## **5.5 Objective 5: Impact on Teaching and Learning**

### ***Key Skills***

Staff responses in the Second Interim Report and pupil responses in the Second Interim Report and Section 2.3 of this report provide rich data to support the view that in many cases high quality teaching and learning experiences are being provided by Key Skills projects in schools, particularly (in some schools) those leading to ASDAN awards.

### ***Re-engagement***

Positive changes in pupil attitudes to learning are evidenced in the Second Interim Report and Section 2.2, and these are linked to changes in teaching strategies to fit the learning styles of pupils.

There is little evidence of collaborative working between schools on this strand, but there is clear evidence of effective multi-agency working with providers (Section 2.2; Section 3.2), facilitated in many cases by key staff such as learning mentors.

### ***Enhanced Curriculum***

There is some evidence of positive changes in pupil attitudes to learning related to this strand in the Second Interim Report and Section 2.2, and this is very clearly linked in the Second Interim Report to changes in teaching strategies to fit the learning styles of pupils. Collaborative approaches to provision in Key Stage 4 across schools and with providers are beginning to become evident (Section 2.2; Section 3.2), although these are at an early

stage, have not been fully implemented, and have not therefore been examined by the evaluation team.

### ***Overall***

Case study pupils were almost always appreciative of their new courses, curriculum experiences and their teachers or support staff (Second Interim Report; Section 2.3). They also largely enjoyed the variety of learning styles: group activities, individual work, practical real-life experiences, problem solving and work-related learning (Second Interim Report; Section 2.3).

Continuity of learning experiences due to staff absence or turnover was the major learning problem experienced by pupils (Second Interim Report; Case Records).

Training providers and colleges provided enhanced learning opportunities not available in schools (Second Interim Report; Section 2.3; Section 3.2). Learning mentors provided a valuable link between schools and other providers and gave effective pastoral support (Second Interim Report; Section 2.2). However, work-related learning was not always sufficiently linked to other work in schools (Second Interim Report; Section 3.2).

## Section 6: Recommendations

Overall, this report and the two previous reports provide a wealth of evidence that Pathways has been overwhelmingly successful for schools and young people. The recommendations below should be seen in this context.

**Recommendation 1:** Improve the tracking of young people after compulsory education. A prime aim of Objective 1 is to develop the employability skills of the workforce, and although there is much evidence of development of work-related skills, there is no mechanism for examining to what extent this is translated into a more highly skilled workforce after compulsory education. A possible way of overcoming this problem is to work closely with Connexions and the LSC to develop Objective 1 South Yorkshire's capacity to track young people.

**Recommendation 2:** Closely monitor new collaborative provision at Key Stage 4 and beyond. There is potential for greatly improved choice and quality of Key Stage 4 curricula in the new collaborative ventures taking place across the sub-region. These should be monitored to see to what extent this potential translates into improved outcomes.

**Recommendation 3:** Schools and providers need to work together more closely on planning out of school provision. Training providers and colleges are increasingly working with schools to deliver high quality experiences for young people, but in some cases this is developed at a distance, and both providers and schools feel communication and links with school curricula could be improved. Closer working between schools and providers, for example in timetabling, has been shown to help alleviate this problem. Designating wholly or partly dedicated staff in both schools and provider organisations is one way of facilitating collaboration.

**Recommendation 4:** Encourage forward planning of re-engagement activities. Re-engagement is the strand of activity most at threat because of its high cost. Schools need to be encouraged to develop strategies for finding

other funding streams for this activity, or to use core funds, to continue to provide opportunities for pupils who may benefit.

**Recommendation 5:** Encourage integration of Pathways activities into the core activities of schools. Some schools are engaging with the need to integrate or exit from strand activity in the coming years. However, all schools need to plan for the end of Objective 1 funding. This can be achieved in a variety of ways including:

- building vocational pathways into Key Stage 4 curriculum models, to embed the programme fully
- developing in-school training and staff development to utilise the skills developed by staff involved in Pathways over the previous years
- examining possible economies of scale, such as using a small number of providers for all re-engagement courses or working with other schools to share resources more effectively.

**Recommendation 6:** LEA managers should consider working with providers towards a common framework for charging schools for curriculum experiences where this is not already taking place. This could involve setting a range of rates, since charges and costs vary across localities and subjects. Currently, costs vary considerably, and this means that some provision is under-used whilst some is over-subscribed, and choice of provision is not always, therefore, able to be made on the basis of need. A charging framework would enable provision to be targeted more effectively.

**Recommendation 7:** Achievement data at 16 should be monitored for a further five years across the sub-region. Many of the initiatives such as applied GCSEs are new. It will take time for teachers, college tutors and training organisations to adjust fully to the new educational provision.

**Recommendation 8:** LEAs should continue to support and nourish the highly successful networks created across the sub-region by Pathways. The development of linkages and shared expertise across the authorities is a key

outcome for the programme and these collaborative gains should be maintained.

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## Appendix 1: School Case Records

<b>Case Record: School A, 11-18 comprehensive, 1800 pupils</b>
<b>Introduction/background</b>  Interviews with two DHs, October 2002. Teachers interviews Feb 2003 Y9 Careers day Feb 2003 Student interviews June 2003, Nov 2003, May 2003 Head of Staff Development May 2003 Interviews with Head of Y11, Form Tutors Y11, Deputy Head School involved in all three strands prior to PW funding. Extensive tasters in college for Y10 including construction, catering, media arts and child care. Some residential. Some pupils disapplied from technology. GNVQs in H and Sc, L and T, Bus, ICT, Performing Arts run for several years. Pupils following these courses are often the most difficult to teach when together. By May 2003 over 150 pupils taking a vocational course. Recruitment to Sixth Form increasing - positive influence of PW, but also specialist status factors (maths and computing). DH thinks PW is increasing attendance in Y10 and Y11. School achieving 99% 1 A*-C, which is 3% above nat.average.
<b>Management structure</b>  DHs manage projects. One involved with RE, other KS and RE. Learning mentor involved with RE students. New appointment, manager of learning base expected to become involved with RE. Key Skills co-ordinator, and 15 or 16 staff involved in delivery of vocational GCSEs. Learning mentor been to other school ref good practice. Most PW CPD taken place in school - staff happy with quality. PW supporting middle management training. Training helping to develop roles - KS co ord and mentors and keeping longer serving staff refreshed
<b>Key Skills</b>  Communication - covered in English. ICT in option system leading to GNVQ part 1. Group of about 16 able students in Y10 being prepared for AS in general studies. Pupils interviewed liking it. Course involves visits to Bradford mosque/art appreciation - Sci. Ma area to be covered in Y11. Some links with SHU for study skills. Teacher I/C History co-ordinates. Linked to G and T initiative. May 04 - pockets of KS have become embedded - in AS gen studies.
<b>Re-engagement with Learning</b>  Better contact with training providers. Geographical position of school make access to some placements difficult. Pupil retention money used to support employment of a Learning Mentor to support RE. Funding for retention, E in Cities and PW put together. Entry into RE depends on individual needs identified in Y9 - followed by termly monitoring - and involvement of parents. Catch up lessons in E, Ma SCi, ICT. Links with training providers not extensive enough. Perception that RE is going well as it designed to meet needs of individual students. Attendance for RE improving - but might be a result of tighter monitoring by form tutors. May 04 - helping pupils to grow up, would like to increase no of RE students, now static at 25 per year. School has 30 pupils on individual programmes and 20 following college courses. Parents have become more involved than in past and school has successes to report back to parents.
<b>Enhanced Curriculum</b>  GNVQ performing arts popular, PW has funded film making, visits to theatres, assessment develops key skills. Pupils using SYKS booklet during work experience. Staff very positive about new developments. Uptake into 6 Form increasing. Pupils benefit by having a wider range of teaching and learning styles.

<p><b>Case Record: School B      14 - 18 MLD school,    120 pupils</b></p>
<p><b>Introduction/background</b></p> <p>1<sup>st</sup> visit 22/10/02  2<sup>nd</sup> visit 2/10/03  telephone interview with HT and DH 1/7/04  Interviews with Headteacher and Deputy Headteacher.  The school already had a strong base of key skills and vocational work.</p>
<p><b>Management structure</b></p> <p>3 senior staff manage and teach on the programme The HT manages EC, the DH manages KS, and the Y11 tutor manages RE.  A Learning Support Assistant helps with portfolios.  The school secretary deals with salaries related to Objective 1. Additional support 2003/4 from funding officer, one half day per week but not funded from Pathways.</p>
<p><b>Key Skills</b></p> <p>2002/3 all 12 Y11 pupils achieved Entry Level in all 6 Key Skills.  2003/4 All 11 Y11 pupils achieved entry level in all KS. 1 pupil achieved level 1 in maths, 4 achieved level 1 in 3 wider KS and 3 got portfolio in ICT &amp; communication. 5 achieved ASDAN Personal Effectiveness I1 equivalent to E at GCSE. Best qualified group of pupils ever. AQA entry level and ASDAN Bronze &amp; Silver awards are used for certification. All pupils leave with national accreditation, all leave with an award and some with an award and a qualification. (Only art GCSEs are taken.)</p>
<p><b>Re-engagement with Learning</b></p> <p>Pathways provides funding for additional activities. e.g joint activities (music &amp; drama) held with other MLD schools. Work experience is provided for all KS4 pupils according to needs and varies from ½ day to 3 days a week. Accelerated Learning and Brain Gym techniques are used. Some pupils take part in the MOVE project. Each pupil has a career plan.</p>
<p><b>Enhanced Curriculum</b></p> <p>Y10 pupils attend for one half day a week at College (Dearne Valley 2002/3 and Doncaster College 2003/4) and Y11 pupils for up to one day a week at Doncaster College. 2004/5 plan to send pupils to both Dearne and Doncaster. Leisure &amp; Tourism v GCSE started 2003. 2004/5 will continue with half Y11 next year and new Y10 group. Other half of Y11 will start Young Enterprise.  Activity weeks have been held with the army. The school is a national pilot school for the Progress Files.</p>
<p><b>Other issues</b></p> <p>This is a small school and did not have resources to cope with Objective 1 returns but additional support was obtained. As funding is available from other sources, the school initially questioned whether Objective 1 funding is of overall benefit. Used for all 3 strands 2002/3 &amp; for work related in 2003/4.</p> <p>Connexions advisor visits 1 day per week and sees all pupils in Ys 9, 10 &amp; 11.  The OFSTED report commented favourably on KS4 curriculum Jan 04. "diverse and exciting".  The school considers it to be positive for SEN schools to be taking part in projects with mainstream schools. Pupils are involved in local EAZ activities with mainstream pupils. The Headteacher is involved in local initiatives such as the Dearne Valley Partnership.  With reduced funding, the cost of college and work placements is problematic.</p>

<b>Case Record: School C</b>	<b>11-18 comprehensive</b>	<b>1450 pupils</b>
<b>Introduction/background</b>		
<p>First interview in October with AH with responsibility for Pathways. Second interviews in December with overall coordinator and other coordinators. Third visit took place the following autumn with the new overall coordinator, DH i/c staff development and pupils. Final visit in Spring term 2004 with overall coordinator, pupils and KS coordinator.</p>		
<b>Management structure</b>		
<p>Initially, the AH was responsible for Pathways overall and the Enhanced Curriculum strand. There was a coordinator with responsibility for Key Skills and one for Re-engagement. There were several administrators working with the overall coordinator, and many teachers working on the strands. By the second year, the overall EC coordinator had been replaced by the RE coordinator (who was promoted to AH), and she took over responsibility for all three strands. EC was coordinated through ordinary curriculum mechanisms in the second year.</p>		
<b>Key Skills</b>		
<p>All KS4 pupils are involved: ICT is delivered across the curriculum, and departments have put in place Key Skills units in AoN, Communication and ICT. ICT across the curriculum is seen as the major output for the PW KS strand. There is a small but committed group, under the auspices of the Key Skills coordinator, working towards expanding and raising commitment to Key Skills. This would involve moving the school from developing its thriving post-16 Key Skills work in the 6<sup>th</sup> form lower down the school. An awarding-winning Key Skills project was developed as part of the programme in Business Studies classes. However, the KS coordinator recognises that there is not yet the staff support for Key Skills to be seen as a success across the school. Despite hard work, this was still the case at the end of the programme.</p>		
<b>Re-engagement with Learning</b>		
<p>Pupils are selected and become involved in Y9 and move into Y10. Individual programmes are provided using placements. Pupils are monitored, and some continue into Y11, depending on the outcomes in Y10. Tracking and monitoring of these pupils is vital in the school, due to the complexity of the programme. There is some involvement with work on learning styles, which makes the work relevant to young people. There is a core group involved in Year 10 and Year 11, and many options for working in college and on work placements are available - very flexible options, but all with one provider, providing a firm base. The co-ordinator sees support within school equally important, and use of study support and ICT are provided. This was a key area for the school, by the end of the programme, and seen as highly successful.</p>		
<b>Enhanced Curriculum</b>		
<p>GNVQs delivered in a range of subjects - Business, Health and Social Care, Leisure and Tourism. They are seen as integral to the KS4 strategy of the school, but the co-ordinator did not support the division of subjects into narrowly vocational subjects and broad academic ones: the co-ordinator would like to see a broader definition of vocational subjects to include drama, music, science, for example. By the end of the programme, EC had been fully integrated into the Key Stage 4 curriculum.</p>		
<b>Other issues</b>		
<p>The school has found it hard to manage the administrative aspects of the work, and in particular the differing calendars, which results in constant deadlines. Strong links with College, involved in a post-16 'Learning City' project involving some shared post-16 options between several schools and the college. School vision is as a community education centre, but there is a long way to go, since the school's vision and the authority's vision need to be meshed together coherently.</p>		

## **Case Record: School D, 11-16 comprehensive, 1000 pupils**

### **Introduction/background**

First visit Oct 2002 - interviews with two AHs.  
Teacher interviews/ voc classes visited Feb 2003  
Student interviews/further staff interviews June 2003  
Interview with DH staff Development Nov04. Student interviews Nov 04  
Interviews with two AHs and students May 04

### **Management structure**

Two AHs, one looks after EC and KS, other RE. New Keys skills co-ordinator about to be appointed. Learning mentor+form teachers oversee Re-engagement. Also teachers i/c voc GCSEs in engineering and health and social care. One AH on secondment for part of second year. 2x LSA for RE students - one for placement visits, other to monitor most vulnerable students

### **Key Skills**

Pre Sept 2002 1 hour separate KS lesson for all Y11. KS now taught in Ma, En, Sc and IT. KS is incorporated into coursework and is monitored by a large number of teachers. AH feels that there have been motivational and achievement attributed to involvement of KS4. For some pupils their only qualification. Entry and invigilation costs for assessment are high. Good progress in KS area recognised by LSDA.

### **Re-engagement with Learning**

Pilot run in Summer 2002. Learning mentor for KS4 appointed. Group of 30 pupils identified in Y9 for pilot - visits to training providers. Parents supportive and signed a contract. From Sept 2002 pupils attend school Mon and Fri and have an individual programme T,W Th. Connexions staff providing inputs on Fridays - including college/visits to employers. Riverside training used for construction crafts. Pupils like going and seriously thinking about a career in construction. Monitoring of placement students by LSA to be strengthened by some senior staff visits- with focus on improving learning opportunities. Y10 attendance (second cohort) is excellent. Second cohort smaller than first - more careful selection. Connexions sessions at local Youth Club being well attended. Signs that attitudes of Y11 have become more positive. Expecting to reach or exceed targets. Having to reducing cohort 2004-5 as funding lower.

### **Enhanced Curriculum**

25 pupils taking engineering and 23/24 taking H and S Care. Engineering has to be divided into 2 groups at College. EC project directed at higher attainers. Reporting by progress days 3 times a year. Lots of trips out in H and SC. New DT rooms from Jan 2003. Several temp teachers for Eng group. H and Sc teacher moved to another school. Group taken on by science staff.  
New staff for Y11 Engineering GCSE.

### **Other issues**

Bidding for specialist school status- Business and Enterprise. New build in progress. Very few progress to HE. New post 16 arrangements in north of city expected to improve progression. Involved in all strands of EiC. Some pupils involved in engineering also involved in Excellence Challenge and G and T.

PW money allowing more staff to do out of school training. AH has been involved in DfES work on behaviour management and provides external INSET/conference presentations. Some value for money issues with external courses. PW money is being used to support co ordination roles for projects - eg AHs role /co ordination of GNVQ.

<b>Case Record: School E</b>	<b>11 - 16 comprehensive, 1300 pupils</b>
<b>Introduction/background</b>	
<p>School first visit took place in October; discussion with overall coordinator in first instance (AH). Following Autumn pupils visited, discussions held with new overall coordinator, RE coordinator, DH i/c staff development and lessons observed. Final visit involved discussion with overall coordinator, data analyst, pupils form tutors and Head of Y11.</p>	
<b>Management structure</b>	
<p>One Assistant Head oversaw external projects in general, and all aspects of Objective 1 (Measure 3.12 and 3.14) in terms of organisation and finance initially. GNVQ curriculum managers lead Enhanced Curriculum work, with GNVQ assessors/verifiers working with them. There is a curriculum manager with many responsibilities, one of which is the schools Key Skills involvement. There is a co-ordinator dealing with Re-engagement. Many staff are involved with delivery. The Finance Manager works with the AH on finance and claims. By the second year, an acting AH took overall responsibility, although who would continue in 2004/5 was not yet clear.</p>	
<b>Key Skills</b>	
<p>Key Skills centred on ICT in the school, and developed alongside other ICT curriculum routes.</p>	
<b>Re-engagement with Learning</b>	
<p>This is seen as an integral part of the school KS4 curriculum, and an extension of previous work. A specific group is involved with this strand, in contrast with the others which encompass a wider range of pupils. The initial group was not chosen by the RE coordinator and did not do as well as she had hoped. The second year group were chosen by the RE coordinator, and appeared to work much better. Based on a range of placements, which were generally successful.</p>	
<b>Enhanced Curriculum</b>	
<p>As with RE, the extension of GNVQs and Applied GCSEs in the school is a move that fits with the KS4 curriculum, and has allowed the introduction of such courses to be expanded. Applied Business and Leisure and Tourism were very successful; Applied Science less so. Some problems encountered with staff turnover and absence.</p>	
<b>Other issues</b>	
<p>The school has a vision for its curriculum, and the Pathways funding has been fitted into this vision. The school approach is to make sure that nothing is 'bolt-on', so any Objective 1 activity is carefully fitted into the core curriculum.</p>	
<p>The school is involved with many other initiatives, including the SYELP and its role as a CLC.</p>	

<b>Case Record: School F</b>	<b>11 - 16 comprehensive, 1200 pupils</b>
<b>Introduction/background</b>	
<p>1st visit with Guidance Coordinator, 28 Oct 2002          Started as part of South Yorks Key Skills Passport project. Started links with RCAT for GNVQ in Leisure and Tourism and Performing Arts.          2<sup>nd</sup> visit 2 Dec, accompanied RE pupils to off-site venue; interviewed EC coordinator and learning mentors 11 June. 3<sup>rd</sup> visit 9 and 15 July, interviewed 9 pupils from 3 strands. 4th visit 5 Nov interviewed EC coord and pupils. 5<sup>th</sup> visit 5 May 2004, int Coordinator and pupils.</p>	
<b>Management structure</b>	
<p>Guidance Coord coordinates overall, responsible to AH          Enhanced Curriculum coordinator and extra learning mentor. Guid Coord covers KS and re-engagement with support from other staff. 9 learning mentors in school.</p>	
<b>Key Skills</b>	
<p>All Y10 and Y11 involved in KS through PHSE 1 hour a week, 240 in each year group doing level 1 Communication (AQA) and level 1 ICT. GNVQ gain proxy for level 2 ICT. ASDAN used. Tracking of KS difficult. Will change Boards for ICT and Communication.</p>	
<b>Re-engagement with Learning</b>	
<p>Origin in transitions project started with 5 most challenging pupils, disappled for science and languages. A good bank of activities eg driving skills. Use of reward system. Result: reduction in short term exclusion and attendance has improved. Started link with College for CITB Foundation Construction, now 25 pupils in one year group. Works with Tidy Education in Music Factory.</p>	
<b>Enhanced Curriculum</b>	
<p>Applied GCSE in Leisure and Tourism (shared delivery with college), Intermediate GNVQ Performing Arts (shared). Engineering POE solely at college. 17 pupils in each year (Y10 and Y11) in Leisure and Tourism, Performing Arts has 17 and Y11 has 5, Engineering has 12. From Sep 03 specialist GSCE Art and Design; from Sep 04 Specialist GCSE Eng and Construction (shared delivery with college) and Nat Dip Performing Arts. Moving towards all school delivery where possible. Taster sessions with College.</p>	
<b>Other issues</b>	
<p>30 % ethnic minority, degree of uncertainty among Asian pupils in joining GNVQ. Significant numbers of Asian pupils are gifted and talented.          Achievement in school high for high FSM rate. Unemployment high, the area has lost steel and mining industries. 10 refugees from Kosova. OFSTED Inspection Spring 2004. Aim in school improvement plan - every child will join a vocational course. Need to re-educate parents Success in voc quals inc percentage of A*-C passes.</p> <p>Other projects: EAZ school - has business education group which meets occasionally, includes representatives from industry and armed services and LSC: Regular visitors from NHS, engineering Open Industry Yorkshire (based in Sheffield) an Industrial Trust Charity. Relationships with training providers good but some providers have folded because of lack of funding.</p> <p>Excellence in Cities - Gifted and Talented, particularly talented, eg in performing arts and sport. Excellence Challenge in enhanced curriculum, High progression to post-16, 73%, monitored by the Coordinator and Connexions. But not always accurate figures from Connexions.</p> <p>School gained Specialist School status in Performing Arts 2004 and moved to new building and single site Sep 2004. Head leaving.</p>	

## **Case Record: School G, 11-18 comprehensive, 1800 pupils**

### **Introduction/background**

First interview Oct 2002 with DH who is I/C Pathways to Success and oversees EC.  
Second visit Jan 2003, interviews with Key Skills Co ord, Business Manager, 14-19 Co ord, Teachers i/c vocational Y10 subjects SENCO (upper site). Visits to classes.  
Third visit June 2003 interviews with pairs of Y10 pupils taking vocational subjects in Y10. Visit to see pupils working in L and T class. Interview with pupils taking Re Engagement  
Visits to students and interview with DH Nov 03, visits to students and interview with Head of Y11 May 04

### **Management structure**

DH manages overall. KS4 SENCO manages Re Engagement, teachers i/c vocational GCSEs. Co ordinator for KS in KS4. Business manager - spreadsheets used for pupil tracking HoY 10 and 11 involved in tracking. Good training for admin staff by LEA, and LEA monitoring officers' visits to school reported to be very useful. Procedures - "a long slow haul".

### **Key Skills**

Reported to be enhancing work in other subjects. KS mapping exercise across subjects. All pupils have 1 or more lessons in IT per week. Portfolio work leading to Edexcel tests in May (all take it). IT developments seen as essential by local employers. All students have e mail address (an issue concerning misuse by some pupils at time of second visit). Currently 4 staff involved in delivery of IT. Students (8 interviewed) said many had internet access at home - useful for homework, mentioned use of role play in customer care topic (Land T), teamwork being developed in Manufacturing, lots of research skills being used. Most of the group admitted to not doing much self initiated reading - some said they would like more textbooks to take home. Communication- PowerPoint presentations given by students in some subjects.

### **Re-engagement with Learning**

School was in pilot so now in 3<sup>rd</sup> year delivery. Pupils reported to have improved attendance, many have improved attitudes towards school, excellent Learning Support Centre. Students (25-32 per year) identified in Y9 from varied data sources. Expecting to timetable a specific band next year - with own Core NC groups + ICT. V. good LEA support. RE group popular with KS4 who find it difficult to meet pupil needs in mainstream groups. Links with College improved since start of RE. Visits made to students on placements. Good staff training/networking with other schools very useful. Connexions involvement regarded as good. Success July 2002 - 2/3 of Y11 group continued at school. Out of current Y11 only 2 not expected to get any GCSEs (non attendees). Y11 students increasing in confidence / some forming better social relationships with peers (H of Y judgement)

### **Enhanced Curriculum**

Vocational GCSEs in Art and Design, Health and Social Care, Leisure and Tourism, ICT, Manufacturing. From Sept 2003 expecting to offer others, expected to boost recruitment to 6<sup>th</sup> Form, both from own students and from other schools. LSDA money being used for SD about vocational curric. Staff positive towards voc curric. Parents supportive of vocational subjects. Students in Y10 interviewed liked the closer links with industry/workplace - visits /and talking to employees. Influences on choice of subject are various, liked talks by older students. All been on work experience -about half said they would have liked it linked to a voc subject (comment by one teacher was that some are too young in Y10 to benefit from specialist placements). Students like content of course and say they have need more initiative than in other subjects. Many tasks individual/group involving research skills. All have ambitions to continue in educ/training post 16. Report different style of learning in voc subjects. V good links established with College and YMCA training. Nearly all students positive about increase in voc opportunities.

### **Other issues**

Range of other activity that compliments PW - Accelerated Learning group, Pyramid involved in thinking skills Inset. Large school - 2000. Around 20 new staff a year. School involved in LSDA post 16 vocational support project. LEA not yet involved in Excellence Challenge. Good industry links.

**Case Record: School H 11-16 comprehensive, 1770 pupils**

### **Visits**

1<sup>st</sup> visit 21/10/02 interview DH curriculum  
2<sup>nd</sup> visit 27/11/02. interview RE/KS co-ordinator. Admin/finance staff. AH curriculum  
3<sup>rd</sup> visit 07/04/03 interview co-ordinator EC and see work in progress.  
4<sup>th</sup> visit 19.06.03 focus groups 1. EC. KS. Re. see students on work placements  
5<sup>th</sup> visit 10/11/03 interview DH curriculum staff dev issues. Foc gp 2  
6<sup>th</sup> visit 22/4/04 foc groups 3. Interviews DH curriculum, Co-ordinators KS, RE, EC. Voc Course co-ord.

### **Introduction/background**

The school is developing the vocational curriculum and was relatively new to this kind of work. 01/02 8 pupils were offered an alternative curriculum.  
From Sept 2002, the 3 strands were introduced. GCSE, Vocational/ GCSE mix and work related.  
All Y10 pupils do the core curriculum.

### **Management structure**

The Team is lead by an DH. There is a vocational education co-ordinator and one KS/RE co-ordinator. 5 experienced teachers work with RE pupils. Learning mentors work on programmes.  
The Bursar is the financial manager. A Senior Admin Assistant does 1 day per week Objective 1 work.

### **Key Skills**

KS are Integrated. All Y9 & 10 pupils do ICT level 1 or 2. Work Experience is used to collect evidence and PSHE for collating the evidence.

### **Re-engagement with Learning**

Students do tasters in 3 x 10 week blocks and have two half days' experience. The weakest 20% follow this strand.  
Training is provided by the Employment Unit and Chapel Green Project.

### **Enhanced Curriculum**

About 35% of cohort follow this strand. Pupils do the core curriculum and in-house Applied GCSEs. Has given pupils higher aspirations & opportunities.  
2002/3 Applied Business Studies. 40 pupils. Health & Social Care GCSE 22 pupils. Leisure and tourism Applied GCSE. 22 pupils. Hair & Beauty NVQ. The school wants to extend vocational provision and would like all students to take a voc option. ICT & Pre NVQ Horticulture & Landscape in 2003/4, Links with College for Horticulture and Hair and Beauty 03/4 but will drop H & B and continue Hor.t on own 2004/5. Like to consider office skills and BTEC catering. The AH feels there is a need to assess the local job market.

### **Other issues**

The school is the biggest 11-16 school in the country. It can therefore offer a large range of subjects. The development of the vocational curriculum is a major initiative.  
Some problems with liaison with college. Much greater voc awareness in pupils/staff/parents. More interest in HE and better awareness of progression.  
The AH has completed Masters degree - curric dev and Objective 1.  
The school is part of Excellence in Cities and Excellence Challenge. It will be an E Learning school in 2003 with improved ICT facilities.  
Concerns about sustaining work with reduced funding.

<b>Case Record: School I</b>	<b>11-16 comprehensive</b>	<b>800 pupils</b>
<b>Introduction/background</b>		
<p>Interview with RE co-ordinator in November, and EC coordinator and teacher in January. Following Autumn interviews held with pupils, EC [now overall] coordinator, RE coordinator. Final visit with overall coordinator and pupils.</p>		
<b>Management structure</b>		
<p>Two members of SMT shared overall management responsibility, with support from whole SMT initially. One responsible for RE, one for EC and another staff member is responsible for KS. Several other teachers involved including Head of ICT (Key Skills), GNVQ teachers and a RE co-ordinator, who works closely with a Learning Mentor. By end of Year 2, EC coordinator was in overall charge, with RE coordinator and little KS work other than some ICT.</p>		
<b>Key Skills</b>		
<p>ICT is a major Key Skill, there is some commitment to others. The coordinator was to be involved in expanding this work. However, this had not occurred by the end of Year 2 and problems with ICT issues overall meant that KS had ceased to be a major priority in the school at this point, although expansion was not ruled out for the future.</p>		
<b>Re-engagement with Learning</b>		
<p>This work is based on previous projects within the school, which have always been integrated with ASDAN. This project involves many placements, and is well-established and supported within the school. The organisation and management is a major task within the school, as with other schools involved with what is the most complex of the strands in the opinion of the coordinator. But the school feels there are major benefits already, with clear improvements in motivation of students. The fact that opportunities are spread across three years, rather than stopping mid way through Year 11 should help reduce the problems found with the predecessor projects. This school was a key player in development of forerunners of this project, so RE has a long history in the school. It continued to be highly successful throughout the course of the programme.</p>		
<b>Enhanced Curriculum</b>		
<p>School has had a major improvement in results in the first year, largely related to the introduction of GNVQs. These are seen to fit well with the pupils' learning styles. Overall, the school is very positive about the strand. In H and SC, Science and, since this year, Leisure and Tourism the school has developed its stable of vocational qualifications. It provided a major boost towards the impressive improvement in the school's league table position through the expansion. The teacher of H and SC interviewed felt that the pupils were responding very well to the differing styles involved in the vocational qualifications, and the school was committed to expanding and supporting these qualifications. This commitment expanded in the second year, and the school was recognised locally and more widely (e.g. by LSDA) for its success in developing vocational qualifications.</p>		
<b>Other issues</b>		
<p>Excellent links with College, developing links with employers. The coordinators interviewed stressed the importance of the project not being bolt-on and having clear support and management from SMT, which was a key element of the development of Pathways within the school.</p>		

<b>Case Record: School J</b>	<b>11 - 18 comprehensive</b>	<b>1200 pupils</b>
<b>Introduction/background</b>		
<p>1st visit with AH, responsible for coordination of Pathways 7 Nov 2002  2<sup>nd</sup> visit 20 Jan 2003: interviewed KS co-ord and CL app GCSE Food Manufacturing and H of Bus. Observed ICT class.  3<sup>rd</sup> visit 14 July 2003: interviewed 9 pupils from 3 strands. 4<sup>th</sup> visit 27 Nov 2003 and 5<sup>th</sup> May 2004 to interview pupils and talk to coordinators.  PW started following a visit from LEA and presentations at 11-18 meetings of Heads on Objective 1. Not much voc. ed at KS 4 before Objective 1, but school runs GNVQs at Intermediate and Advanced level in science and business studies post-16 and KS at post-16 for Curriculum 2000.</p>		
<b>Management structure</b>		
<p>Assistant Head for 3 years, appointed Deputy Head from Jan. 2003. AH post created to manage a raft of initiatives, eg Excellence in Cities, Objective 1 etc. KS coordinator (new to post) (KS is the most problematic and difficult to coordinate.) School has a voc coord. No separate coordinators in re-engagement and enhancement, work done by AH with delegation to other staff.</p>		
<b>Key Skills</b>		
<p>100 pupils started KS in 2001-2 in Y10 and the school hopes that all will gain at least one KS qualification at levels 1 and 2 after 2 years. KS is mainly communication, taught within GCSE English with some additional sessions on group discussion and presentations. 190 pupils per year group. KS is targeted at average to lower achievers. ASDAN Bronze and Silver, 2 groups in Y10 and in Y11, 10 in each. Award aimed at lower achievers and more challenging pupils. 2001-2 was the school's first experience of KS at KS 4, doing 3 core skills at levels 1 and 2. KS may be dropped in future - hard to keep track.</p>		
<b>Re-engagement with Learning</b>		
<p>Work Start particularly valuable, maximum about 6 pupils per year, 12 in total, all disappled. Pupils remain on school roll but are at college 2/3 days a week and have a work placement. Also school has own learning support unit for disaffected pupils: Pupil Support Base with about 5 pupils, but involves many more during the year; time out of mainstream ranges from one to 10 weeks.</p>		
<b>Enhanced Curriculum</b>		
<p>GNVQ Business, ICT and Food Manufacturing, Food Manufacturing is an applied GCSE. 2 groups in Y10 for Business and ICT (15-20 pupils in each) and also in Y11. Food Management run jointly with College, about 15 pupils. More applied GCSE courses from 2005 as voc courses become more popular. May replace GNVQ courses with BTEC courses.</p>		
<b>Other issues</b>		
<p>33 % ethnic minority, predominantly Pakistani. Children come from all parts of the city. Relatively high achieving school, popular. Moving to new buildings 2004. Staying on rate high - c. 90%. Developing links with training providers and employers. BESY helpful. Links with college.  Good OFSTED Report in 2004, improved proportion of A*-C passes 2004.  1.5 Learning mentors through Excellence in Cities.  School has specialist status: Technology College, since 1997, the first Specialist School in the city.</p>		

<b>Case Record: School K</b>	<b>11 - 16 comprehensive, 880 pupils</b>
<b>Visits</b>	
<p>1<sup>st</sup> meeting 22/10/02. with KS and EC co-ordinator  2<sup>nd</sup> meeting 5/12/02. coordinator for RE. finance staff. DH curriculum. RE pupils  3<sup>rd</sup> meeting 1/03/03 focus gp meeting1. EC. KS. RE  4<sup>th</sup> meeting 17/11/03 focus gp meeting 2 EC. KS. RE. staff dev interview DH and update  5<sup>th</sup> meeting 28/4/04 foc gp meeting 3 EC. KS. RE. interviews DH, KS, RE, EC&amp; ICT co-ords</p>	
<b>Introduction/background</b>	
<p>Quite new to Pathways work. KS in ICT was piloted last year within the RE curriculum. GNVQ in IT was already running.  RE started in 2001. 2 Learning mentors support the project. Tasters are organised at College.</p>	
<b>Management structure</b>	
<p>There is a DH for Curriculum who was new to post at start of project. She manages KS &amp; EC. There is one co-ordinator for KS and EC. AH manages RE &amp; a Learning Mentor is the RE co-ordinator.  An Administrative assistant deals with Objective1 funding. Admin &amp; curric support for ICT KS appointed for 2003/4</p>	
<b>Key Skills</b>	
<p>All Y10 &amp; 11 pupils are working on KS in ICT within RE. (full implementation) Results good &amp; improving. Course work demanding, tracking complex. The school is piloting Communication through the medium of work experience in Y11 &amp; in Y10 thro' English. A pilot is examining the possibility of accrediting Working With Others &amp; Improving Own Learning through work experience.</p>	
<b>Re-engagement with Learning</b>	
<p>Originally, only Individual Needs pupils could access the alternative curriculum. For 02/03 criteria were more widely applied and about 63 pupils were selected. All have individual programmes. Programme used as incentive for some pupils. Pupils took part in a 3 day course at the Earth Centre. Pupils are involved in work placements and taster courses. There is provision for prolonged work experience according to individual need. The Outward Bound course 03 was cancelled but residential at Earth Centre. Pupils have increased in confidence &amp; self esteem, and there is better attendance and motivation. Pupils who would not have coped with school still attending. Gaining nationally recognised qualifications. More aware of post16 opportunities.</p>	
<b>Enhanced Curriculum</b>	
<p>Two groups in Y10 are studying Applied GCSEs in Business and ICT. Results excellent with 92% pupils achieving A-C in ICT. Pilot gp attending College for hairdressing, motor vehicle &amp; construction NVQ1. The school considered Leisure and Tourism, Health &amp; Social Care and Manufacturing but decided not to implement but started GCSE Media 2002 Visits to universities of Durham, Cambridge &amp; Sheffield. Aim Higher sessions at College. Homework club, Outdoor pursuits, D of E Junior sports Leadership. Visits e.g. Bridlington sea fishing. Enterprise group Y9 - 10. Technology after school club.</p>	
<b>Other issues</b>	
<p>Pathways is seen as having major benefits for students as it opens up wider opportunities. Sports College status helps to provide additional facilities and extra-curricular activities. ICT facilities have improved each year of the project. School part of SY e-learning project and has received data projectors &amp; wireless laptops. The server has been updated and technician support expanded by 100%. ICT support is bookable by staff.  There is a very low staying on rate and the school would like to be able to offer some Post 16 education. There is stable staffing and expanding pupil numbers. There is a marked degree of social deprivation in the catchment area. (index 6/7)  Major curriculum review for KS3 &amp; 4 to be implemented in 2003  Finance - amount of paper work is overwhelming. Money for KS &amp; EC slow in coming back into school.  Pupil numbers increased 03/4 to 8 form entry (200 pupils)</p>	

## **Case Record: School L 11-18 comprehensive, 810 pupils**

### **Visits**

1<sup>st</sup> interview 9/10/02 with DH and the Curriculum Development and Implementation Officer.  
2nd interview 9.10.02. with Curric Dev & implementation officer. Meet vocational teacher.  
See RE work in progress.  
3<sup>rd</sup> visit 31.03.03. focus group 1 interviews. EC, KS, RE.  
4<sup>th</sup> visit 27. 11.03 focus group 2 interviews EC. KS. RE Training & staff dev interview with DH  
visit to Voc Taster session H & soc Care. Interview curriculum implementation officer.  
5<sup>th</sup> visit 10. 05.04 foc group 3. Interviews with DH Curric, Curric Dev & implementation officer,  
and CD&I support officer.

### **Management structure**

DH in charge of curric supported by Curric Dev Officer. Admin assistant and 2 LSA's. 3 Learning mentors involved with the three strands.

### **Key Skills**

Aim to integrate KS into curriculum. At KS4 all groups have 1 core lesson for ICT and pupils can do additional IT. The school feels that there is now more emphasis on KS's at KS5.  
1 Group is doing application of number. Aim to accredit wider KS through Work Experience, PHSE & Citizenship.

### **Re-engagement with Learning**

The school is heavily involved in this strand. Innovative use of staffing. Curriculum development and implementation officer to bridge admin, management and pupil support. RE pupils work together as a separate group of Y10 & 11 pupils. All have the same 3 day placement with their own TT on the other 2 days. This group has most lessons together but Y10's and 11's separate for PE and PHSE. They are taught by senior staff. LSA's and Learning mentors assist.

The school would like to develop better facilities. DH hopes to start a motor bike workshop. Pupils went on an Outward Bound course in October.

Separation of these pupils has had beneficial effect on whole school. These pupils have improved in self esteem and attendance and those at risk of exclusion are now benefitting from the National Curriculum.

Pupils who were on work experience, obtained better results than predicted.

### **Enhanced Curriculum**

The school is starting from relatively low base line. They are hoping to develop Leisure and Tourism and Health & Social Care. Considering GNVQ's in Art and Industrial Science.

### **Other issues**

E Learning School. Specialist status - Sports College and Church School.

6<sup>th</sup> form Consortium. Post 16 staff can lead vocational initiatives.

School increasing in size and A-C GCSE results improving year on year

New building programme planned. Traditional social background of pupils changing as new estates are being built.

**Case Record: School M 11 - 16 comprehensive 700 pupils****Introduction/background**

1st visit with AH, responsible for coordination of Pathways, 4 Nov 2002.  
2<sup>nd</sup> visit 5 Dec : interviewed RE & KS Coordinator and Administrator; interviewed 2 RE pupils and observed GNVQ ICT class.  
3<sup>rd</sup> visit 24 June 2003 : interviewed EC co-ord. & 9 pupils from 3 strands.  
4<sup>th</sup> visit 11 Nov 2003 to interview pupils and DH coordinator.  
5<sup>th</sup> visit 10 May 2004 to interview pupils and coordinators.  
Long history of vocational education in the school. Started with GNVQs in Health and Social care for lower ability children and Hospitality and Catering - (Foundation level) in partnership with College.

**Management structure**

3 coordinators and an admin person appointed. Each coordinator has an extra management point which is paid for from Objective 1, Admin person paid from Objective 1. All line managed by AH promoted to DH.

**Key Skills**

Some KS started in Y9 (otherwise Y10 and Y11). Introduced GNVQ Part 1 in IT to 75 % of pupils, so high emphasis on IT - compulsory for most pupils.  
KS Communication and Numeracy started, pupils now taking the tests.  
ASDAN Awards at Bronze and Silver are important achievement for less able. Cert in Personal Effectiveness trialled.

**Re-engagement with Learning**

25 pupils involved in each of Y10 and Y11 years. Some other pupils also take advantage of visits and experiences.

**Enhanced Curriculum**

3 new applied GCSEs started: IT, Health and Social Care and Hospitality and Catering. Intermed. GNVQ Hosp and Catering imp for boosting A\*-C passes. Accredited baby sitting course successful and popular.

**Other issues**

GNVQ now opened to full range of ability since results now count in league tables. GNVQs are popular and success in GNVQ contributed to increase in attainment (GNVQ and 5 GCSE passes). Passes risen from 12% - 35.8% in 4 years - now higher than LEA average. GNVQ exam fees are more expensive than GCSE, need Obj 1 funding. School in deprived rural area - 80% of children travel by bus to school. Part of EAZ with other schools. Problems with record keeping for Obj 1, paper work seems excessive. Objective 1 funding not coming through fast enough - hard to plan ahead.

Recent OFSTED report (2002) good. Other funded projects include Excellence in Cities - Gifted and Talented, Excellence Challenge. Summer school uses Sheffield University, SHU approached as well.

Plans to offer NVQs in hairdressing, construction and mech eng and exploring opportunities in Leisure and Tourism and Business Studies by working with training agency. ASDAN entries inc - national interest in ASDAN work. ASDAN is significant qual for less able. School applying for Technology School status. DH to retire in 2005.

## **Case Record: School N , 11-19, Special, 120 pupils**

### **Introduction/background**

Interview with HT and DH October 2003

School has same agenda as mainstream secondary schools.

Priority for school was to make progress in assessment, target setting and accreditation. PW funding has contributed to developments through providing staff time. Most activity centred around progress files and Key Skills. Funding from ESF not large but has significant impact.

Interview with HT, DH+AH. June2004

Visit March 04 Interview students, see KS files, discussion with AH.

### **Management structure**

DH runs project - linked into work for NQPH course

Teacher now has a management point for Key Skills.

New AH appointed Jan 2003 having responsibility for KS

### **Key Skills**

All year groups involved - students now have accessible and owned progress files - different types - not all paper based.

Parents supportive. Many progress files are boxes of evidence. Cost of awards/whole school certification. Key Skills taught within a subject based curriculum and IEP targets delivered through NC subjects. KS development has broadened horizons of staff- sharing of target setting - explaining targets to students - leading to annual review of achievement against targets. In Jan2003, school presented their KS project at S Yorks conference, main recent development has been in employability skills, link to Sainsburys. Connexions staff now involved in seeking placements. Very good links beginning to be established with Norton College - students getting a better deal at college, and college students also helping in school. Looking to provide off site work experience as a block in future. Staff very positive about future developments. Students in Re engagement group at local comprehensive now doing placement at school, and doing well. Students making good progress in recording KS related work in files - LSA heavily involved in supporting students.

### **Re-engagement with Learning**

Not formally involved - work experience reintroduced post 16, 1 day a week for part of the year with small blocks.

### **Enhanced Curriculum**

Not receiving money for this strand. Some college links with Y14, at Norton site. College redesigning course to meet needs of students with SLD

### **Other issues**

School has 120 students, with 45 in KS3, 24 in KS4 and 48 in KS5. Likely to increase in Sept 2003

Nearly 80 staff, about 35 teachers and 40 support staff. - not all FT.

Not in EAZ or receiving money from E in Cities. Some funding from EMAG. Main funding for developments is from the Standards Fund.

<b>Case Record: School O</b>	<b>11-18 comprehensive</b>	<b>1100 pupils</b>
<b>Introduction/background</b>		
Interview with all three coordinators in December, and follow ups with EC and RE coordinators in January. Meetings with all three coordinators again in following Autumn and finally with overall coordinator, RE coordinator and administrator.		
<b>Management structure</b>		
Three separate coordinators for each project, with no overall coordinator initially. Several other teaching and non-teaching staff involved with delivery, including administrative support. By the second year, EC coordinator was in overall charge (fitted with his role as DH i/c curriculum).		
<b>Key Skills</b>		
Variety of delivery - all Y10 students do ICT (variety of ICT work, run by KS coordinator, since his role involves being Head of ICT), most able Y9 do AoN, communication delivered departments. Some difficulties organising communication and AoN through relevant departments, and the overall coordinator felt that this needed to be situated within those departments for the Key Skills element to be run most effectively within the school. KS coordinator left at Christmas in the second year, and although KS did continue the developments were a lower priority for the school.		
<b>Re-engagement with Learning</b>		
Developed by the coordinator initially plus an assistant, in addition to heavy involvement of the alternative curriculum off site manager, since the project involves off-site work intimately. There was a wide range of provision both on and off-site, including some external providers working on site. There was positive backing from governors, in all regards. By the second year, Head of RE had moved to a less hands-on role, and the teaching staff took on day to day management; this was seen as a positive move, showing it was embedded in school.		
<b>Enhanced Curriculum</b>		
Curriculum development of variety of routes in all areas. This was successfully integrated into the main KS4 curriculum planning by the DH with responsibility for EC, who was moving towards a heavily vocationalised curriculum involving working with other local schools and college to deliver shared curricula in some areas. Strong commitment to future growth in vocational courses.		
<b>Other issues</b>		
Major problems with developing claims and funding before Christmas 2002 - there had been a feeling of the goalposts constantly changing. Gradually getting used to it, but there were still administrative issues by the end, although the school had managed to develop administrative systems to help with this.		

## Appendix 2: Evaluation Objectives

### 1. WHAT ARE THE BENEFICIARY GAINS RELATING TO PARTICIPATION, ACHIEVEMENT AND PROGRESSION?

#### CRITERIA

##### KEY SKILLS

- ✧ Raise Key Skills awareness and raise the profile of Key Skills
- ✧ Develop Key Skills (at level 1 and 2)
- ✧ Record and certificate (internal scheme and externally with awarding bodies over the next 4 years)
- ✧ Prepare for and improve progression routes in education, training, work and career development
- ✧ Support the regeneration of South Yorkshire by improving the skills of the workforce

##### RE-ENGAGEMENT WITH LEARNING

- ✧ Number of students participating in re-engagement activity
- ✧ Number of students gaining qualifications at Entry Level, Level 1 and Level 2
- ✧ Number of students working towards an Entry Level qualification
- ✧ Number of students significantly improving their attendance
- ✧ Destination of students at age 16

##### ENHANCED CURRICULUM

- ✧ Number of students studying a vocational course
- ✧ Number of students participating in enhanced curriculum provision
- ✧ Number of students gaining a vocational qualification
- ✧ Destinations of students at age 16

### 2. HOW EFFECTIVE IS THE MANAGEMENT AND DELIVERY OF THE PATHWAYS TO SUCCESS PROGRAMME?

#### CRITERIA

##### KEY SKILLS

- ✧ Awareness and understanding of Key Skills by both teacher and pupil
- ✧ Effective Key Skills Co-ordination in schools
- ✧ Senior management involvement
- ✧ Alternative curriculum models

##### RE-ENGAGEMENT WITH LEARNING

- ✧ Effectiveness of management of project at South Yorkshire level
- ✧ Effectiveness of area management of project
- ✧ Effectiveness of school management and delivery of project, including support for staff and students

##### ENHANCED CURRICULUM

- ✧ Effectiveness of management at South Yorkshire level
- ✧ Effectiveness of area management
  
- ✧ Effectiveness of school management and delivery

### 3. WHAT IS THE IMPACT OF THE PROJECT ON THE PROVISION FOR ORGANISATIONS AND PARTICIPANTS?

#### CRITERIA

##### KEY SKILLS

- ✧ Added value for schools introducing Key Skills pre-16
- ✧ Integration of Key Skills with other initiatives to prepare pupils for adult and working life

##### RE-ENGAGEMENT WITH LEARNING

- ✧ Impact of the project upon curriculum planning in schools
- ✧ Impact of the project upon planning by other service providers
- ✧ Development of new/alternative provision
- ✧ Benefits for students from new/alternative provision

- ✧ Impact on attendance rates
- ✧ Impact on attitudes to learning

**ENHANCED CURRICULUM**

- ✧ Changes brought about, as a result of the project, in terms of whole school provision
- ✧ Development of new or enhanced provision to benefit students
- ✧ How far the project has led to the development of new provision as described in section 4.1 of the Project Application Form
- ✧ Impact of the project on attendance rates

**4. WHAT IS THE IMPACT OF THE PROJECT ON THE PROFESSIONAL DEVELOPMENT AND COMPETENCE OF TRAINERS?**

CRITERIA

**KEY SKILLS**

Training of teachers to effectively deliver and assess Key Skills  
 Awareness of individual competence levels in order to effectively deliver and assess Key Skills

**RE-ENGAGEMENT WITH LEARNING**

Number of teachers and other adults receiving training through the project  
 Indication of the range and effectiveness of the training provided/received  
 Links between the training provided and the wider professional development of teachers and other adults trained

**ENHANCED CURRICULUM**

Number of teachers receiving training through the project or as a result of the project  
 Links between the training provided and the wider professional development of teachers  
 Indication of the range and effectiveness of the training provided/received

**5. WHAT IS THE IMPACT OF THE PROJECT ON THE QUALITY OF TEACHING AND LEARNING?**

CRITERIA

**KEY SKILLS**

- ✧ Development of quality teaching and learning to support Key Skills across the curriculum

**RE-ENGAGEMENT WITH LEARNING**

- ✧ Evidence of changes in attitudes to learning
- ✧ Evidence of changes in teaching strategies
- ✧ Evidence of collaborative working in school
- ✧ Evidence of effective multi-agency working with a range of providers

**ENHANCED CURRICULUM**

- ✧ Evidence of changes in learning styles
- ✧ Evidence of changes in teaching methods
- ✧ Evidence of collaborative approaches being employed within the school and through partnership with external providers

## **Appendix 3: Strand Reports**

### **Key Skills**

#### **ESF PROJECT CLOSURE REPORT**

##### **2.1 Give a description of the project and how it ran.**

The Project was designed to take forward development of the South Yorkshire Key Skills Passport. It is a scheme to help young people between the age of 13 and 16 to develop their key skill capability, and work towards the key skills qualification. It provides a framework to train teachers and to map, deliver, track and assess key skills using appropriate resources.

This project was rolled out to all of South Yorkshire's 76 secondary schools (80 organisations were involved by 2003) and FE Colleges and significantly contributed to the regeneration of the sub-region by equipping the future workforce with the key skills necessary for market competitiveness in the 21st century.

Pupils between the ages of 13 and 16 were involved in the scheme to develop and record their key skills. Many used a logbook, which enabled pupils to build a portfolio of key skill achievement and this along with the successful completion of a multi-choice test has led to the new key skills qualification at Level 1 and/or Level 2. Schools were encouraged to make use of the logbook but where appropriate alternative methods were used. (e.g. ASDAN scheme or exam board documentation).

Timescale: Phase 1 - 1st September 2000 to 31st August 2003.

##### **2.2 Did this project have any direct links with any Government programmes (excluding New Deal)?**

The Key Skills project in South Yorkshire links to:

- 14-19 green paper - 14-19: Extending opportunities, raising standards.
- Literacy and Numeracy strategy
- Lifelong Learning
- Standards Fund
- EAZ
- South Yorkshire e-learning project
- Enhanced Curriculum and Re-engagement projects
- LSDA and the key skills support programme
- Progress File
- Connexions
- EiC (Excellence in Cities)
- DfES action research projects
- DfES Demonstration Projects
- Citizenship, Careers and PHSE in schools

### **2.3 Did this project include any element of New Deal**

No, this project focussed on 13-16 year olds and therefore was not linked to New Deal.

### **2.4 Did this project run as stated in the application?**

Yes

### **2.5 How did this project meet added value requirements?**

Yes to first 3 boxes on form

### **2.6 Describe how you publicised that ESF was involved, and how beneficiaries knew that ESF was part funding the project**

Publicity included:

- An ESF plaque and poster was developed for each school taking part in the project. These were displayed in schools and LEAs;
- Pens, key rings, pencils and bookmarks for beneficiaries with the appropriate statement and logos;
- Pupil logbooks, posters, leaflets and all documentation relating to the project included an ESF logo;
- A project website displaying the logo and details of the Objective 1 funding route was developed [www.sykeyskills.co.uk](http://www.sykeyskills.co.uk)
- A further website was developed [www.syobjective1.co.uk](http://www.syobjective1.co.uk);
- The ESF funding route was mentioned at all training events relating to the project;
- The project was publicised in local and national newspapers and on the radio;
- Newsletters and press releases were developed and distributed;
- Display stands and publicity materials about the key skills and "Pathways to Success" Project were created and used at a variety of events;
- A paper about the project and Pathways to Success as a whole was presented at the AERA conference in Chicago (Easter 2003) and the BERA British Educational Research Association conference in Edinburgh (September 2003);
- A publicity pack about key skills and the Pathways to Success project was developed and distributed widely in South Yorkshire and beyond.

### **2.7 Describe what method you used to evaluate how the project was carried out:**

Sheffield Hallam University won the contract to provide an external evaluation of the Pathways to Success programme. A clear reporting schedule, which runs alongside the project, allowing the project to respond to suggestions and findings has been established. The First Interim Evaluation Report has been

published. The second Interim Report was published in Autumn 2003. The final report is due in October 2004.

The evaluation was designed to meet the detailed objectives and criteria drawn up by the LEA project managers. This means that the evaluation provided information that was directly relevant to the development of the project.

The five objectives for investigation were:

1. Beneficiary gains
2. Management and delivery
3. Impact on provision
4. Professional development of teachers and trainers
5. Impact on quality of teaching and learning

To meet these objectives, the evaluation used three methods of data collection:

#### School Case Studies

A small number of schools were approached to act as case studies for more detailed examination. In each case, data from teachers, pupils and documentary evidence was used to examine the management of the project, provision, impact on pupils and teaching and learning (main objectives: 1, 3 and 5). Care was taken not to overburden schools, and the aim is to be supportive and collaborative.

#### Management and Partnership Data

Steering group meetings, training sessions and workshops were observed, and some focus groups and interviews took place with trainers, coordinators and others (main objectives: 2 and 4).

#### Documentary and Monitoring Data

To complement the more qualitative and in-depth data from the case studies, broader data was collected for all schools to make comparisons in terms of impact on qualifications and progression and other programme targets (main objectives: 1 and 3).

Case study schools have been identified and initial visits took place in October.

Report dates were set for December 2002 and June 2003, which will aim to support developments in the project, and a summative, final report will be produced in March 2004.

A final "Pathways to Success" Conference has been planned for July 2004 at Sheffield Hallam to celebrate the success of all three strands of Measure 12.

As well as the project was rigorously monitored throughout the three years by each LEA. Additional case studies were produced in each LEA based on findings at individual school level.

### **3.1 How did your project support and promote equal opportunities?**

- The key stage 4(both boys and girls) cohort across 80 South Yorkshire secondary and special schools have been involved in the key skills project since 2000. These 13-16 year olds irrespective of gender,

ethnic group or physical/mental disability. Indeed, particular attention has been paid to those at risk or in danger of disengagement.

- A vast number of South Yorkshire teachers have been trained during the key skills project.
- The ethnic minority groups covered by the project include (both staff and pupils): white/black Caribbean, white/black African, White/Pakistani, White/other Asian background, British, Irish, Chinese, Indian, Pakistani, Bangladeshi, Caribbean, Somali, Other black African, Yemeni and any other white background.
- A significant number of SEN schools have also been involved in the project. These schools include pupils with mental or physical disabilities and/or emotional and behavioural disorders. Many of these pupils have worked on Transition Challenge and the ASDAN Bronze/Silver Award scheme, alongside other entry-level qualifications.
- Pupils have also been involved in the project who are at risk of exclusion.

The project promoted and encouraged equal opportunities by:

- Including an equal opportunities statement on the project website;
- All schools involved in the project have equal opportunities policies as standard as did the LEAs;
- Schools and organisations dealing with disaffected and marginalised youngsters were actively encouraged to get involved in the project;
- The importance of equal opportunity of provision was emphasised in meetings with schools
- Any issues relating to equal opportunities were discussed and resolved at Steering Group meetings.

### **3.2 How did your project support regional approaches to sustainable development?**

Progress which recognises the needs of everyone;

- The Key Skills project has contributed to the employability skills of the target group, via the development of the key skills qualification. It has also contributed to the social inclusion of 13-16 year olds through the recognition of progress and celebration of success in the acquisition of key skills and ASDAN awards.
- There is evidence from the case studies and evaluation that key skills can significantly improve a student's: motivation, attainment, attendance, employability and progression routes.
- As a result of involvement in the scheme young people have experienced a smoother transition to college and training providers post 16 as they are now familiar with key skills and can move up to the next level during their college/training programmes.

Careful use of natural resources:

- Paper work was kept down via the use of a dedicated website which contained information, newsletters, lesson plans, training schedule etc so avoiding excessive duplication
- Several schools are moving towards the online testing of key skills – again reducing paperwork.

Maintaining high and steady levels of economic growth and employment:

- The project has addressed this statement and the SPD imperative by ensuring that the employability skills base of the future workforce is significantly enhanced with the effect that new companies will be able to successfully identify appropriately skilled workers to meet their needs. All of this will contribute to sustainable development.
- The project has encouraged lifelong learning via by the key skills qualification, ASDAN awards and Progress File, so impacting on steady levels of economic growth in the sub-region.

The sustainability of the project has been enhanced by the partnership work and sharing of good practice across the sub-region

### **3.3 How did you involve the Information Society and Information Communication Technologies in your project?**

What ICT has the project used:

- The project made use of networked applications within schools and Colleges consistent with enhanced 14-19 curriculum development. The project linked with its sister themes of enhancing the curriculum and re-engaging with the learning process as part of the Pathways to Success initiative, as well as the e-learning project from Priority 3, Measure 14. All pupils who had access to a computer application at home were encouraged to make full use of the facilities offered, including access to the Internet.
- The schools involved in the project made use of their own networked systems and software applications and approximately 20% made use of lap top computers.
- The World Wide Web and email
- the 4 LEAs networked computer systems
- Software applications used within the LEAs (some of which will be purchased) during the project included: Word, Access, Excel, Dream weaver, FTP, Photoshop, PowerPoint, Internet browsers and email functions etc.
- Schools had access to the online key skills tracking and monitoring software developed by keyportal and the exam board EDEXCEL. They also had access to an online assessment tool.

How has the project used ICT:

- the established website: <http://www.sykeyskills.co.uk> was a method of providing information, resources and support to all schools and organisations involved in the project;
- CD ROMs were developed which featured resources to support the project;
- for teaching - teachers and pupils used school networked computers especially for teaching and learning of the IT key skill at levels 1 and 2;
- training - training materials and notes were placed on the website;
- communication - all levels of staff involved in the project will use IT as a communication tool;
- access to information - detailed and updated information was available on the website;
- recruitment - details of related posts will be advertised on the council websites.

What were the benefits of using ICT?

- fast communication via email for scheme managers, school co-ordinators and LEA advisers;
- easy access to up to date documents, newsletters, project information, feedback opportunities, via the dedicated website;
- The project has tackled the root causes of attitudinal apathy by bringing to bear the skills and motivational influence of appropriately trained teaching staff, and will lead the drive towards a more ICT skilled pupil population evidenced by appropriate accreditation;
- The project will encourage use of the Internet as a teaching and learning tool through the ICT key skills unit;
- Promote social inclusion in that empirical research has shown that uneven access to ICT may cause social exclusion and a "technology underclass";
- Raise ICT and key skill awareness amongst target groups of pupils and teachers.

### **3.4 How did your project fit in with local initiatives?**

**The Key Skills project in South Yorkshire links to the following local initiatives:**

- Progress File Demonstration Project in Doncaster
- M14 South Yorkshire e-learning initiative
- Not school project
- Enhanced Curriculum and Re-engagement projects
- Regional key skills and ASDAN consortia
- Sheffield Apprenticeship scheme
- Regional exam board networks
- South Yorkshire Work Related Learning – LEA steering groups
- South Yorkshire Colleges network

How flexible was the project be in responding to local needs:

- The key skills qualification itself is designed to be flexible. It is possible to work at different levels, across all 6 key skills, at the same time. It is also possible to complete only one out of the 6 key skill units at a time (e.g. a pupil/school could focus only on Information Technology at level 1 to start with)
- Schools were encouraged to use the logbook for key skill recordings, but the project was flexible enough to allow alternative methods of recording where appropriate.
- Through regular meetings and discussions teachers had the opportunity to influence the development of the logbooks and other materials, so building commitment and a sense of project ownership. The continual development of the early ideas from the pilot project ensured flexibility and that the project has its own life.
- Schools linked the project to their development planning. Schools ensured that the curriculum was designed to effectively respond to the particular needs of the target group in that school and in the community. This approach created a suitably flexible response to pupils' individual needs.

Regular review/progress meetings at all levels of the project continually discussed local needs and adapted the project accordingly.

### **3.5 Please refer to the criteria for measure 12- Enhancing the curriculum for the world of work, as described in the Programme Complement and Objective 1 guidance.**

The aim of Measure 12 as stated in the Programme Complement is: *To strengthen vocational achievements at all levels, in particular in terms of ICT skills and equip the future workforce to meet the needs of a "skills rich" area.* The key skills project has developed the following skills of 13-16 year olds in the sub-region: Communication, Application of Number, Information Technology, Working with Others, Problem solving and Improving Own Learning and performance.

The rationale of the Programme Complement also states that: *"Young people will need a good grounding in key Skills to meet demand for flexibility in the labour markets of the future.... Demand is increasing for communication and interpersonal skills...improved standards of literacy, numeracy and ICT skills for young people are important and skills in flexibility, teamwork, problem solving. Will also be requires"* It is clear that the key skills project has supported such a rationale through the development of the key skills qualifications and ASDAN awards at Key Stage 4. Teachers as well as pupils have benefited from the training opportunities afforded by this project.

The eligible actions stated in the PC which the key skills project have developed are:

- Production of ICT based learning and guidance materials as shown on [www.sykeyskills.co.uk](http://www.sykeyskills.co.uk)
- Technical training and support in ICT based learning – through an extensive teacher training programme
- Learning opportunities for disadvantaged and disaffected pupils – particularly through groups accessing the ASDAN Bronze/Silver award in South Yorkshire schools
- Key Skills in preparing young people for the transition to the world of work – This has been the main focus of this project
- Alternative accreditation routes for learning for pupils at risk – The project has provided an opportunity for pupils at all ability levels to gain an additional qualification. Some of these youngsters may not have achieved any other qualifications.
- Releasing teachers to pilot innovative projects – Teachers were given additional time to co-ordinate this project in school
- Teacher/ mentor training programme- an extensive training programme for teachers was established to support the key skills project. Indeed, as many as 80 events a year were organised.
- Learning Opportunities for Gifted and Talented – G and T pupils were encouraged to tackle key skills at level 3 and the ASDAN university award.
- Progression routes to further training and employment – Pupils progression routes to post 16 education and training have been enhanced.

This project supported individuals

### **Enhanced Curriculum**

The project has seen schools across the sub-region embedding the principles of work-related learning within the curriculum, with all schools viewing this as an opportunity to expand provision and build capacity.

At the end of the project, the number of teachers trained has surpassed the target figure set by 50%. This will ensure that a firm foundation for the continuing development of curriculum innovation is in place.

The number of pupils gaining a qualification during the lifetime of the project is also 12.9% above the target for the period. The number of pupils taking part in the project is more than double the targeted figure.

As well as broadening the provision available to young people in Key Stage 4, the schools have also taken the opportunity to work more collaboratively with their partners. The range of activities has included joint-delivery of the curriculum, development of classroom materials, speakers and visits. All have enhanced the experience gained by Key Stage 4 pupils.

There is also clear evidence of links with other initiatives such as Excellence in Cities, Excellence Challenge and Inequality Challenge for South Yorkshire Schools.

The success of the project is to be celebrated in a two-day national conference during July. The main focus of both days is a showcase for schools and the opportunity for all to share good practice and experiences gained in the last three years.

On the whole this has been a successful project although there were difficulties in the initial stages due to the late appointment of project managers. Once the managers were in place, the schools were quickly brought up to speed and the project progressed well.

The project has now completed its final phase and schools have made a smooth transition. Schools are now in a better position to meet the challenges facing them in the 14-19 phase. They are intending to continue the practice of sharing ideas, knowledge and experiences by maintaining curriculum links. A sub-regional approach to both training and collaborative projects will also continue, with all four Local Education Authorities committed to working together to raise achievements.

## **Re-engagement with Learning (Rotherham)**

### **Most Successful Aspects**

The most successful aspect of the Re-engagement with Learning programme in Rotherham is that it has enabled us to develop an infrastructure of support for young people with barriers to learning.

The European Social Fund has allowed schools to appoint dedicated staff to work with re-engagement students in a personal support and co-ordination capacity. Initially, staff were appointed to the programme but, in many cases, the posts have been mainstreamed and staff made permanent. Staff come from a wide range of backgrounds including teaching, youth work, Connexions and business.

We have developed a strong network of staff involved with 'Re-engagement'; this includes colleagues from schools, colleges, training providers and Connexions and despite the fact that funding has been dramatically reduced in phase 2, the network continues to thrive and attendance at meetings is excellent. The network provides a forum to share good practice, discuss new ideas and develop provision.

Now that the programme is embedded in the schools there are signs of further innovation. Schools are beginning to share staff and provision, work together to build training capacity and are beginning to seek creative solutions to shared problems such as time-tabling and core curriculum. There are strong indications that alternative strategies to combat disaffection are being cascaded, where possible, into key stage three and discussions that take place in the re-engagement network meetings offer a strong contribution, not only to debate but action.

Throughout phase one of the programme Re-engagement has served as a vehicle for collaboration. Shared training experiences have been offered to a

range of people, including Re-engagement Co-ordinators, Learning Mentors, Youth Workers and Connexions PAs. Joint working serves to enhance the service that staff can offer to students, not only through the training provided but because relationships and structures are strengthened.

## Appendix 4: Organisations consulted

A total of around 100 interviews have been conducted with individuals and groups from many organisations. Some individuals have been interviewed several times in the course of the evaluation. Below, we list the organisations and schools that have been consulted. In addition, we have spoken informally to representatives from many other schools across and beyond South Yorkshire at steering group visits, conferences and workshops. Several of the organisations below, together with many others, participated in a well-attended national conference (about 300 delegates) on the Pathways to Success project, held at Sheffield Hallam University in July 2004. The outcomes from this conference have also informed our evaluation.

We gratefully acknowledge all those who have given up their time to help us in this evaluation. Apologies to anyone we may have inadvertently omitted.

Aston Comprehensive School  
Athelstane School  
Balby Carr Sports College  
Barnsley College  
Barnsley LEA  
Barnsley Met Training  
Chapel Green Community College  
Chaucer School  
City School  
Clifton School  
Connexions South Yorkshire  
Danum School  
Dearne Valley College  
Doncaster College  
Doncaster LEA  
Ecclesfield School  
Edward Sheerien School  
Employment Unit, Sheffield City Council  
Get Sorted Academy of Music  
Independent Training Services  
King Ecgbert School  
Lifetime Careers  
Objective 1 South Yorkshire  
Priory Sports College  
Roger Worth Training  
Rossington School  
Rotherham College of Arts and Technology  
Rotherham LEA  
Sheffield City Council  
Sheffield College  
Sheffield LEA  
South Yorkshire Learning and Skills Council  
Swinton Community School  
Talbot School  
Willowgarth High School  
YMCA  
Youth Esteem UK