

Practical 1

Understanding young people's experiences of secondary school: Disengagement and the impact on post-16 destinations

Executive summary

Chapter 1 – Introduction and background

- Research and policy background
- Study aims and objectives
- Study design
- Methodology
 - Quantitative
 - Qualitative
- Report outline

Chapter A – School experiences and the impact on post-16 destinations

- Overview of destinations of YPs from matched administrative databases including numbers NEET. Comparing whole cohort, to “*disengaged*” cohort. (QUANT)
- Mapping pathways of YPs in qual study
 - Range of destinations and diversity of experiences within these – 6th Form, WBL, NEET, Further Education
- Post-16 decision making and pathways
 - Impact of school experiences and attainment on pathways
 - Impact of factors external to school – financial, family context, caring responsibilities, aspirations
 - Exploration of differences between groups (if any) e.g between “gradual” and “event based” disengagers pathways etc
 - NEETS: nature of this group, protective factors against becoming NEET
 - Perceptions of post-16 destinations e.g level of satisfaction with pathway
 - Future aspirations: range of future aspirations and YPs/Parents views of barriers and facilitators to achieving aspirations
- Role of support and guidance
 - Range of support accessed by young people post-16 and impact
 - Unmet needs
 - Recommendations

Chapter B – Causes of disengagement

NatCen LEARNING

Social Research that works for society

- School related factors: causes of disengagement relating to school: curriculum, peer group, bullying, learning styles, classroom environment.
 - Which YPs effected by which factors. Which factors have greater impact and why. Which factors cause gradual vs. event based disengagement. How factors interact and the impact of multiple factors on YPs.
- Factors external to school: family context, aspirations, home/school relationships, social life.
 - Which YPs effected by which factors. Which factors have greater impact and why. Which factors cause gradual vs. event based disengagement. How factors interact and the impact of multiple factors on YPs.

Chapter C – Identifying and tackling disengagement

- Identifying disengagement
 - Mechanisms for identifying disengagement
 - Barriers and facilitators to effective identification e.g what stage can disengagement be identified
- Tackling disengagement
 - Overview of ways schools are tackling disengagement
 - Range of methods e.g curriculum and learning based, social, career advice
 - Importance of home / school relationships
 - Engagement with support
 - Universal vs. targeted support
 - Barrier and facilitators to engaging YPs
 - Efficacy of different measures –
 - Views of teachers/parents/schools
 - Extent to which different measures work for different groups
 - Nature of protective factors that mitigate against disengagement
 - Barriers and facilitators to effective measures
 - Recommendations

Chapter D – Who are the young people who disengage at KS4?

- Key characteristics of YPs that disengage at KS4. Any possibility of including data pre-KS3 to tease out whether KS3 was a blip? (QUANT)
- Perceptions of achievement and factors influencing perceptions (QUAL)
- Extent to which underachievement = disengagement (QUAL)
 - Map range of ways YPs disengaged e.g truancy, disruption, “switching off”
- Profiles of disengagement – gradual & crisis/event based (QUAL)

Chapter 6 – Conclusions and policy implications