

Careers and enterprise provision in England's secondary schools and special schools in 2019:

Detailed Gatsby Benchmark results



Publication information

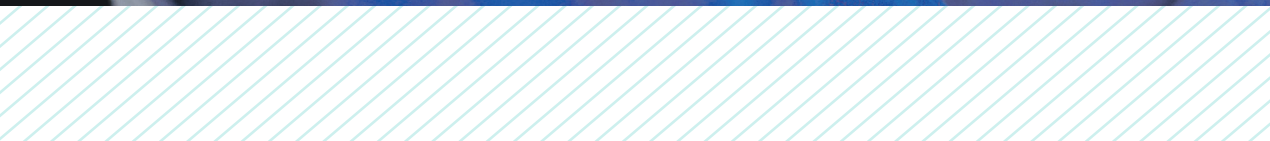
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About this report

State of the Nation 2019 described careers provision in England's schools and colleges at the end of the academic year 2018/19. This report describes the detailed results for secondary schools and special schools.

State of the Nation 2019¹ set out the progress that England's schools and colleges have made towards meeting the eight Gatsby Benchmarks for good career guidance. The report drew on data collected through the Compass self-assessment tool from 3,826 state-funded schools and colleges.

This report builds on the national results with additional analysis of the Compass data for secondary schools specifically, to provide Careers Leaders, headteachers and their external partners with the insights needed to make further progress. The report presents overall benchmark results and the detailed insights into career guidance across the benchmarks for mainstream and special schools.

The eight Gatsby Benchmarks for Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Executive Summary

State of the Nation 2019 set out the progress that England's schools and colleges have made towards meeting the eight Gatsby Benchmarks for good career guidance. Over the past year, progress has been made on every dimension of careers provision and over 3,800 state-funded schools and colleges have now completed Compass. Detailed Compass results for mainstream secondary schools and special schools are presented in this report.

Increasing numbers of schools are using Compass to track their progress towards the Gatsby Benchmarks

- This increase is indicative of increasing engagement by schools in careers education and the growing commitment to improving consistency and standards.
- This report focuses on the 3,065 schools that completed Compass in 2018/19. This is out of a total of approximately 5,000 state-funded secondary and special schools.
- These include 2,550 mainstream secondary schools, 383 special schools and 124 alternative provision and pupil referral unit providers.

Progress can be seen across the country. Schools and colleges serving disadvantaged communities are among the highest performers

- All areas of the country have made progress.
- Almost all Local Enterprise Partnerships (LEPs) have at least one school or college achieving 7 or more benchmarks.
- Some of the highest performing areas serve disadvantaged communities.

Over the next year, the impact of the Careers Strategy looks set to continue as the Careers Leader workforce becomes established and Careers Hubs expand

- The Careers Leader workforce is becoming established, and will continue to be supported by the Careers Leader training bursaries.
- 20 new Careers Hubs got started in September 2019, building on the success of the first 20 Hubs established in September 2018.

Schools have made substantial progress in engaging with employers

- Over half of mainstream schools (55%) offer students employer encounters every year they are at school. This has increased from 37% in 2018.
- Over half of mainstream schools (57%) provide the majority of students with at least one experience of the workplace by the end of Year 11. This has increased from 48% in 2018.

The majority of students are receiving personal guidance

- 74% of mainstream schools are providing the majority of students with interviews with a qualified careers adviser by the end of Year 11. 57% of special schools achieve this.
- Over half of all secondary schools provide a further interview in Years 12-13.

The most challenging benchmarks for schools are Benchmarks 1, 3 and 7

- Benchmark 1 is challenging partly because it has the largest number sub benchmark activities. Achievement of Benchmark 1 would be higher if schools were to target their website to a greater extent at parents/carers, teachers and employers and seek feedback on the careers programme from these stakeholders.
- The most challenging aspects of Benchmark 3 relate to maintaining data on careers and enterprise activities and tracking student destinations. Special schools perform substantially better on these activities.
- Schools without sixth forms are meeting Benchmark 7 to a greater extent. However, schools with sixth forms have made greater progress on Benchmark 7 over the past year, resulting in a narrowing of the gap.



Chart 1: Achievement of the Gatsby Benchmarks by mainstream schools 2018/19 (N=2,550)

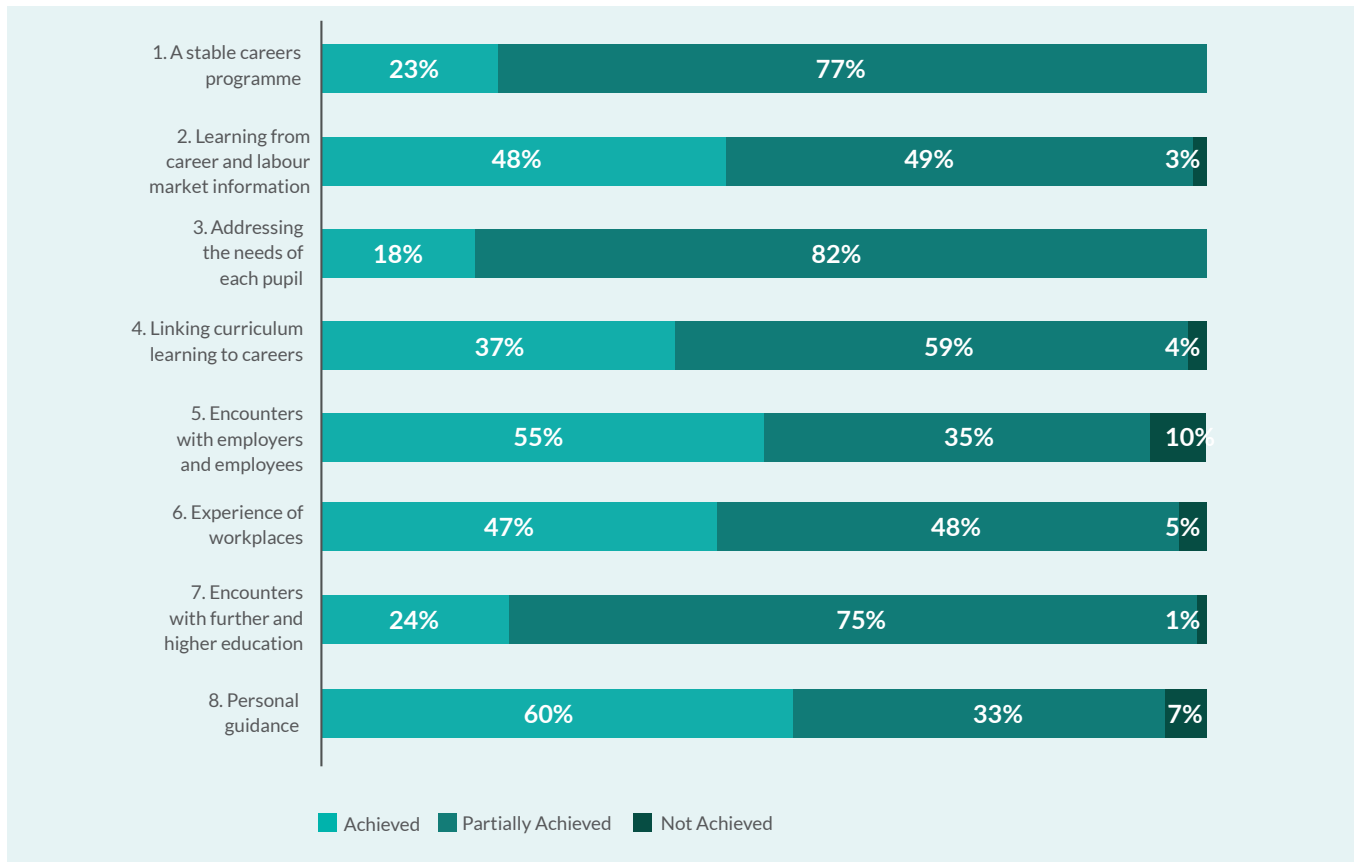
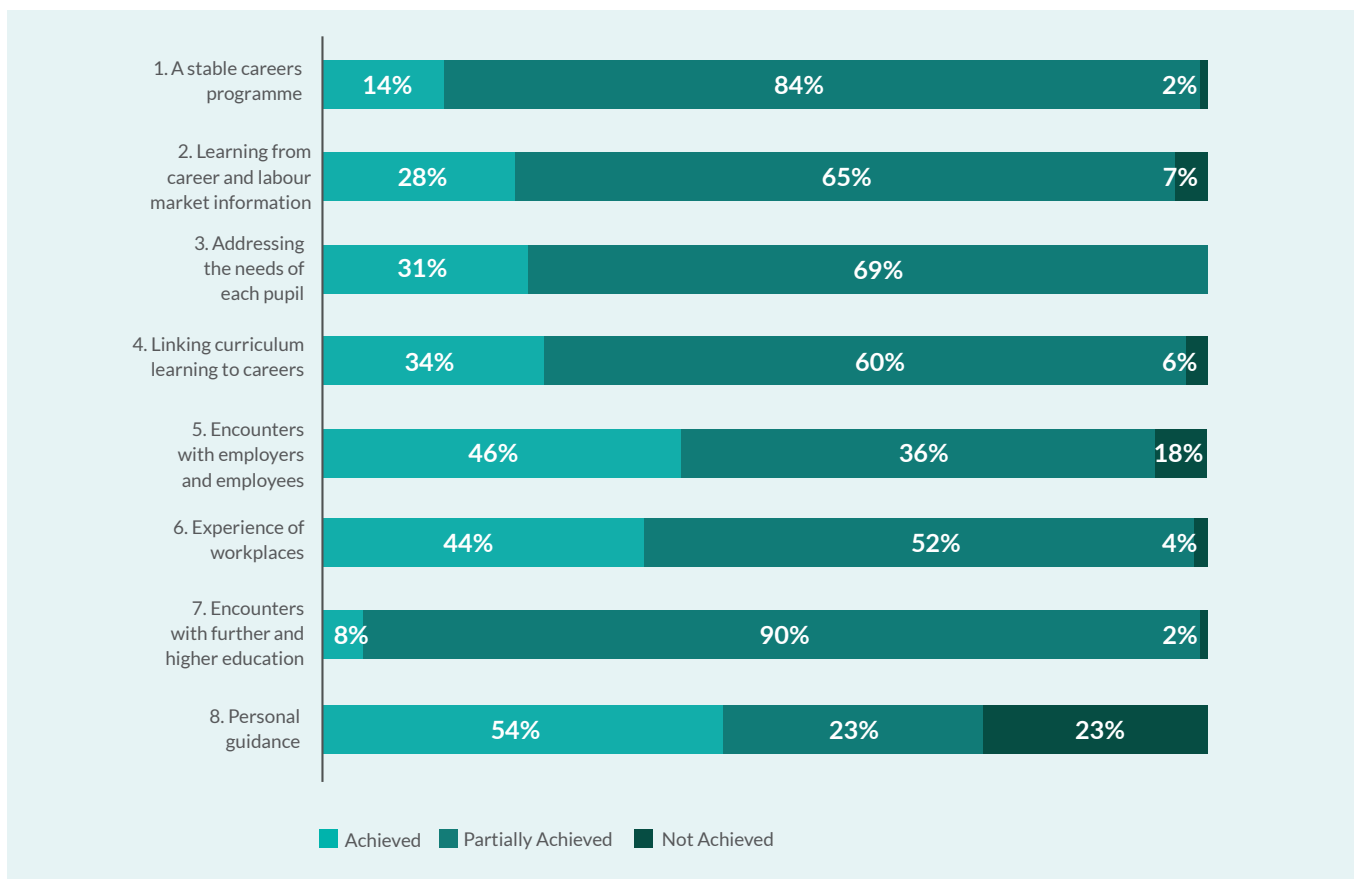


Chart 2: Achievement of the Gatsby Benchmarks by special schools 2018/19 (N=383)



Introduction

This chapter introduces the Gatsby Benchmarks and the Compass tool and describes the schools in the report.

The Gatsby Benchmarks

The Gatsby Benchmarks were developed in 2014 to provide an evidence informed and practical definition of what constitutes good careers provision in schools and colleges.² Gatsby codified this as eight benchmarks which schools and colleges could follow relating to a stable careers programme, use of career and labour market information, addressing the needs of all their pupils, linking career learning to the curriculum, providing encounters with employers and experiences of the workplace, offering the opportunity to find out about all educational routes and finally providing access to personal career guidance.

The eight Gatsby Benchmarks for Good Career Guidance

1. A stable careers programme
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4. Linking curriculum learning to careers
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6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The Compass tool

To support schools and colleges to improve their careers provision and help them to engage with the Gatsby Benchmarks, The Careers & Enterprise Company worked with the Gatsby Charitable Foundation to develop Compass, a self-assessment tool which allows schools and colleges to track their provision against the Gatsby Benchmarks and to make comparisons with other providers. There are now over 4,000 schools and colleges nationally who have self-assessed themselves against the Gatsby Benchmarks using the Compass tool, of which 3,826 are state-funded.³

As well as driving the improvement of practice in schools and colleges, Compass also provides us with the clearest picture that we have ever had of the strengths and weaknesses of careers provision. The Careers & Enterprise Company uses this data to track progress and to work with the sector to develop the support provided to schools and colleges.⁴

2. Gatsby Charitable Foundation (2014). *Good career guidance*. London: Gatsby Charitable Foundation.

3. These are the schools and colleges that are in scope for the Enterprise Adviser Network in that they are in England, state-funded and catering for students aged 11 and upwards. There are a further 288 independent schools who have completed Compass.

4. Compass data is confidential to the school or college concerned, and the data in this report has been aggregated, with no individual college identifiable.

State of the Nation 2019 headlines

The national report set out the progress made by schools and colleges towards meeting the Gatsby Benchmarks.⁵

- Progress can be seen across the country. Schools and colleges serving disadvantaged communities are among the highest performers.
- Over the next year, the impact of the Careers Strategy looks set to continue as the Careers Leader workforce becomes established and Careers Hubs expand.
- At least 2 million young people are now receiving an encounter with an employer every year.
- Over 2,800 schools and colleges have completed Compass twice. They show improvements on every dimension of careers support.
- More than 3,800 state-funded schools and colleges have now completed Compass providing the most comprehensive assessment yet of careers provision in England.



5. The Careers & Enterprise Company (2019). *State of the Nation 2019: Careers and enterprise provision in England's secondary schools and colleges*. London: The Careers & Enterprise Company.

Table 1: Type of school completing Compass

Provider type	Number	% of all school Compass completions in 2018/19
Mainstream secondary	2,550	83%
Special school	383	13%
Alternative provision / pupil referral unit	124	4%
Other ⁶	8	<1%

This report

This report builds on the national results with additional analysis of the Compass data for secondary schools specifically to provide Careers Leaders, headteachers and their external partners with the insights needed to make further progress. The report presents overall benchmark results for mainstream schools, special schools and alternative provision/pupil referral units followed by the detailed insights for each benchmark for mainstream and special schools.

The majority of the school Compass completions are for mainstream secondary schools. These are predominantly academies, with other types including community schools, voluntary aided, free schools and foundation schools. The special schools cater for students with special educational needs and disabilities and are mostly community special schools, along with academy special schools, foundation special schools and special free schools. Alternative provision and pupil referral units constituted a small proportion of Compass completers. The pupils in these settings have generally been moved out of mainstream provision because of additional needs.

6. These include secure units and post 16 institutions.

A note on scoring and presenting results against the Gatsby Benchmarks

There are eight Gatsby Benchmarks which all schools that use Compass are potentially able to achieve. Each benchmark is made up of a set of indicators (sub-benchmarks). In the Compass tool, respondents receive a percentage score against each benchmark to show them how close they are to achieving it. In order to fully achieve a benchmark, schools must meet all sub-benchmarks. In this report, results are referred to in the following ways:

- Fully achieving a benchmark: schools must meet all sub-benchmarks (a score of 100%) to fully achieve a benchmark.
- Partially achieving a benchmark: schools must meet at least one sub-benchmark (a score of between 1-99%) to partially achieve a benchmark.
- Not achieving a benchmark: schools which do not meet any sub-benchmarks (a score of 0%) are categorised as not achieving the benchmark.

A further point to note on Compass scoring is that it is a self-completion tool. Self-completion is a key aspect of the self-improving system that the Careers Strategy is looking to create. Guidance is provided on how to complete the tool to promote consistency and schools in the Enterprise Adviser Network are supported by Enterprise Coordinators and Enterprise Advisers.^{7,8}



7. The Careers & Enterprise Company and Career Development Institute (2019). *The Gatsby Benchmark Toolkit: Practical signposting for schools*. London: The Careers & Enterprise Company.

8. The Careers & Enterprise Company, Career Development Institute and Talentino (2019). *The SEND Gatsby Benchmark toolkit: Practical information and guidance for schools and colleges*. London: The Careers & Enterprise Company.

1 | Benchmark 1 – A stable careers programme

Schools and colleges should have an established programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.

Key findings

- Benchmark 1 is fully achieved by 23% of mainstream schools and a lower proportion of SEND and AP/PRU schools.
- One of the reasons that Benchmark 1 is hard to fully achieve is because it has 17 sub-benchmark requirements, more than other benchmarks.
- Mainstream schools are more likely to achieve each of the sub-benchmarks than special schools.
- The vast majority of mainstream schools have a Careers Leader in place and have a careers programme that is written down, backed by senior leaders, resourced and monitored.
- Mainstream schools are more likely to aim website information at students and parents/carers than at teachers and employers.
- The majority of schools evaluate their careers programme. Schools are more likely to seek feedback from students than from teachers, employers and parents/carers.

Chart 3: Achievement of Benchmark 1 in 2018/19 by schools (n=3,057)

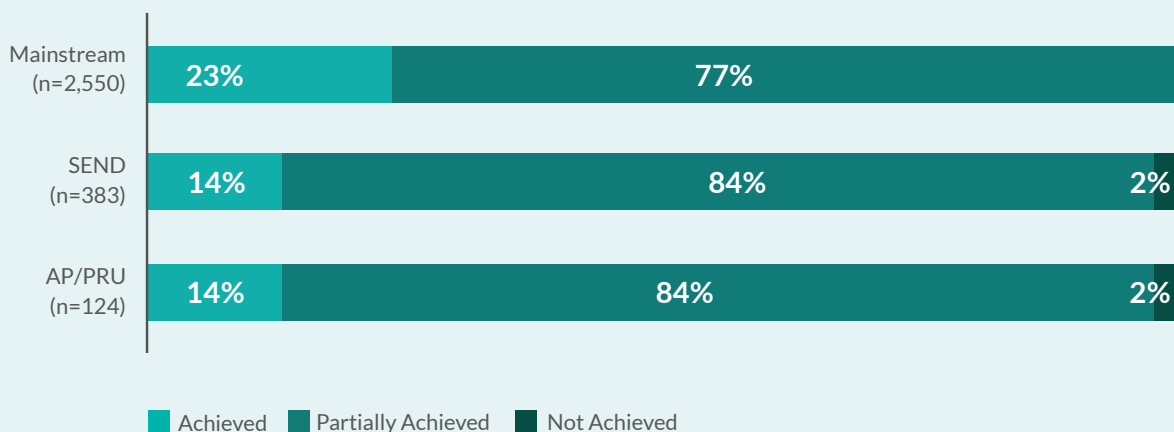
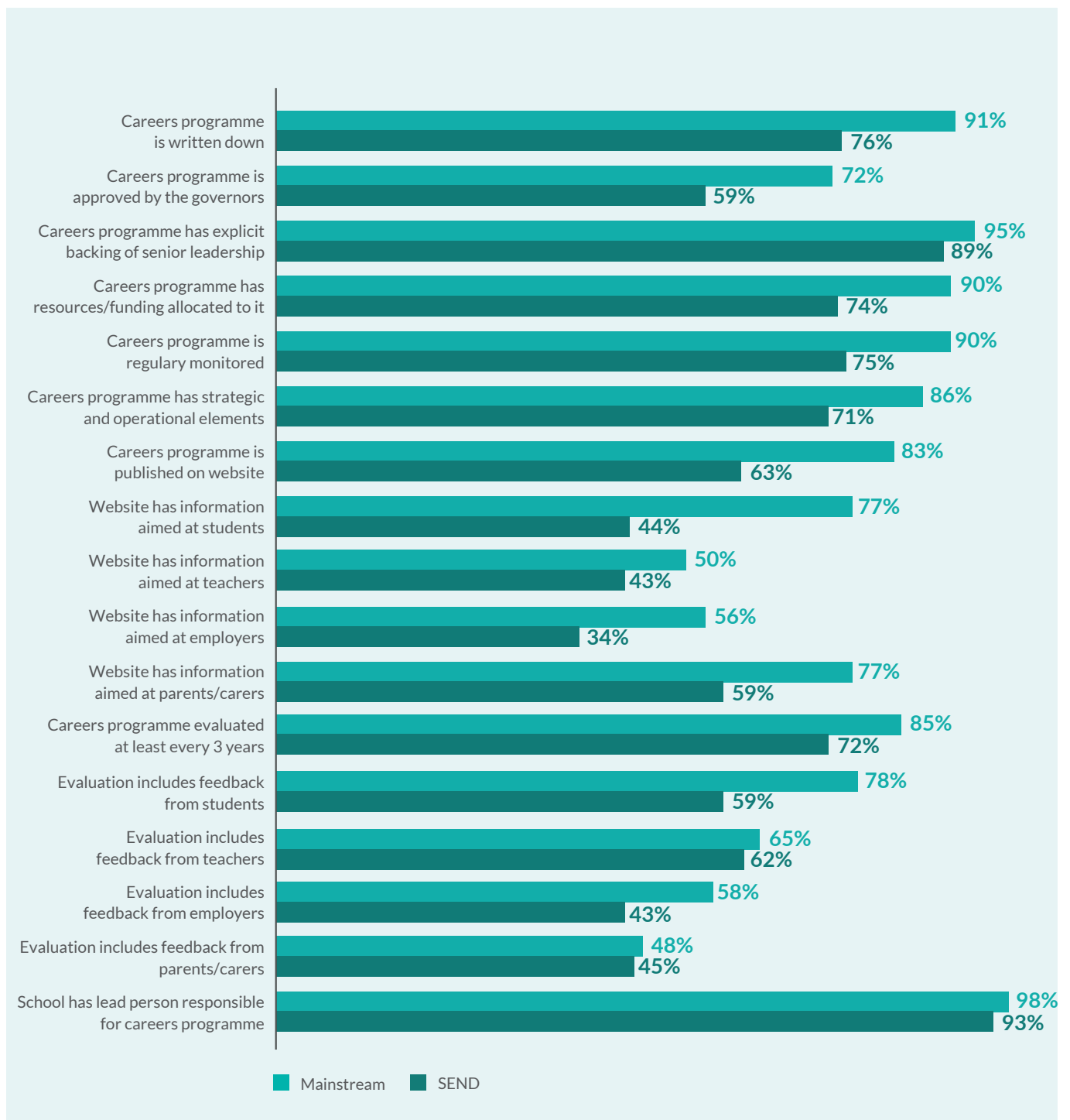


Chart 4: Full achievement of Benchmark 1 sub-benchmarks by mainstream schools (N=2,550) and special schools (N=383)



2 | Benchmark 2 – Learning from career and labour market information

Every student, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

Key findings

- Nearly half of mainstream schools are full achieving Benchmark 2. Achievement is somewhat lower among SEND and AP/PRU schools.
- In 59% of mainstream schools, students access and use up-to-date information about career paths and the labour market. For special schools, this proportion is considerably lower at 34%.
- A higher proportion of schools (71%) encourage parents and carers to access labour market information to inform the support that they give to their sons and daughters. This proportion is the same for mainstream and special schools.

Chart 5: Achievement of Benchmark 2 in 2018/19 by schools (n=3,057)

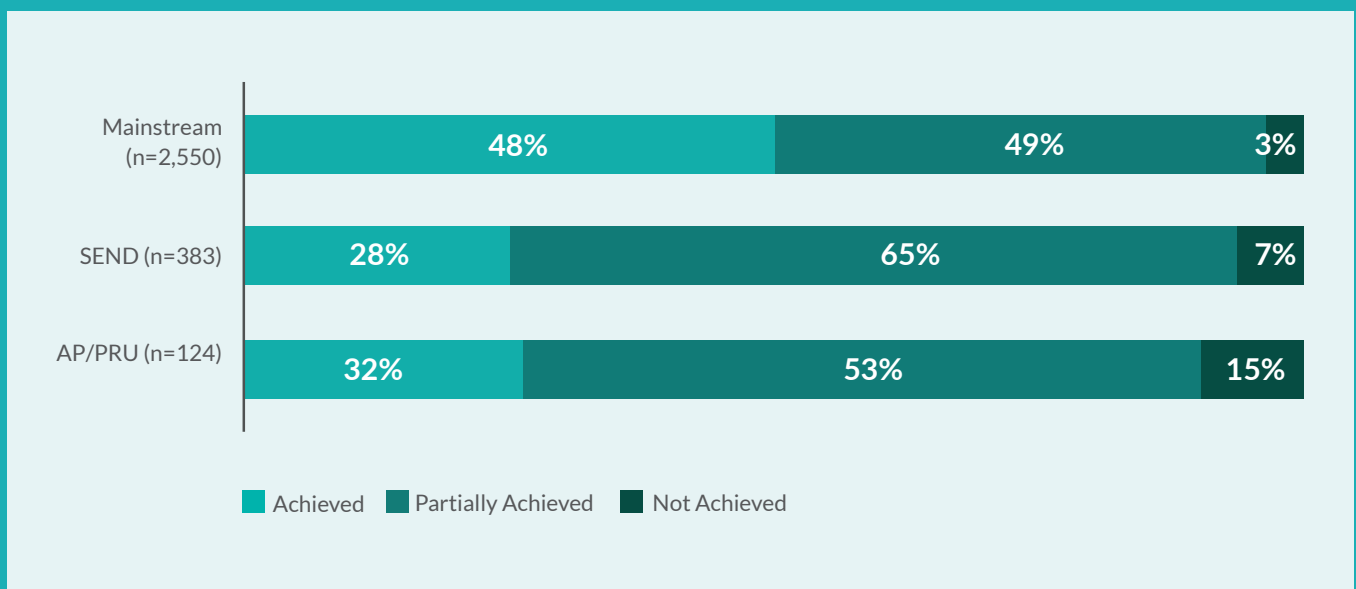
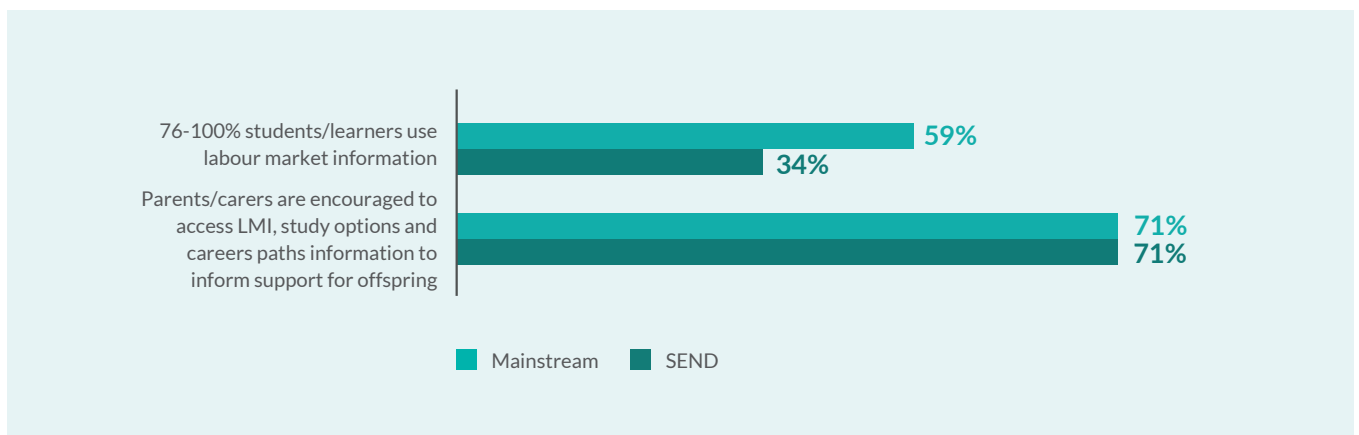


Chart 6: Full achievement of Benchmark 2 sub-benchmarks by mainstream schools (N=2,550) and special schools (N=383)



3 | Benchmark 3 – Addressing the needs of each learner

Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

Key findings

- SEND and AP/PRU schools are more likely than mainstream schools to fully achieve Benchmark 3. This reflects their focus on pupils with additional needs and the smaller size of their schools.
- There are three areas where special schools are notably stronger than mainstream schools: keeping records of careers and enterprise activity, enabling pupils to access these records and maintaining destinations data for three years.
- The other sub-benchmarks are achieved by the majority of all secondary schools. Over 90% of schools share data with the local authority on pupil transitions and destinations and collaborate over career guidance for vulnerable and SEND pupils.

Chart 7: Achievement of Benchmark 3 in 2018/19 by schools (n=3,057)

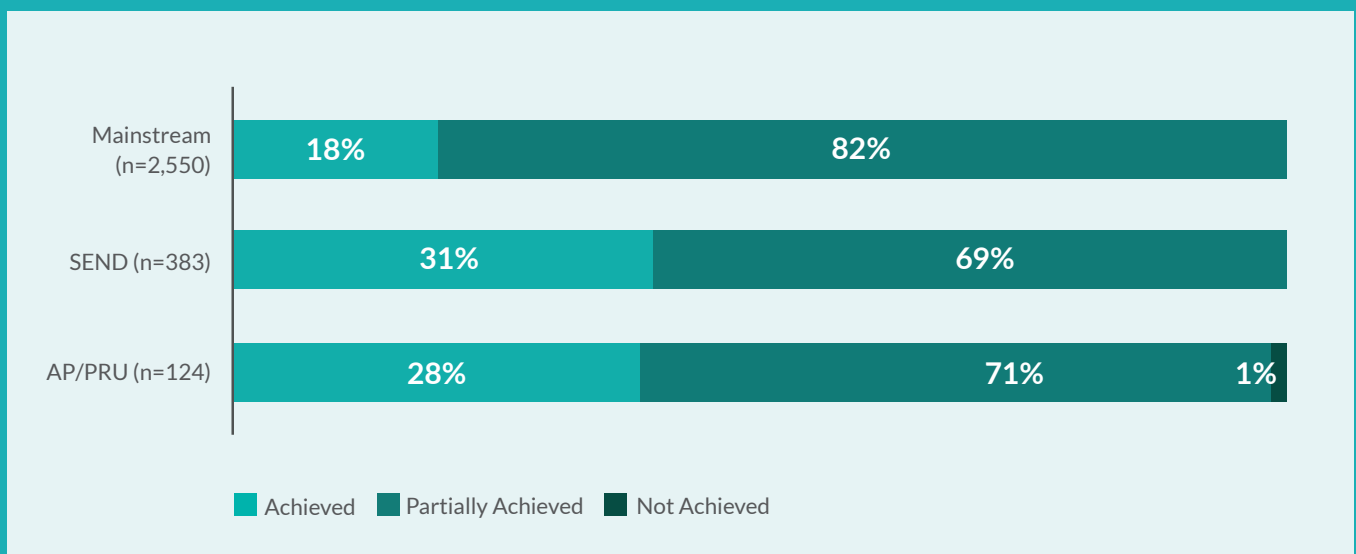
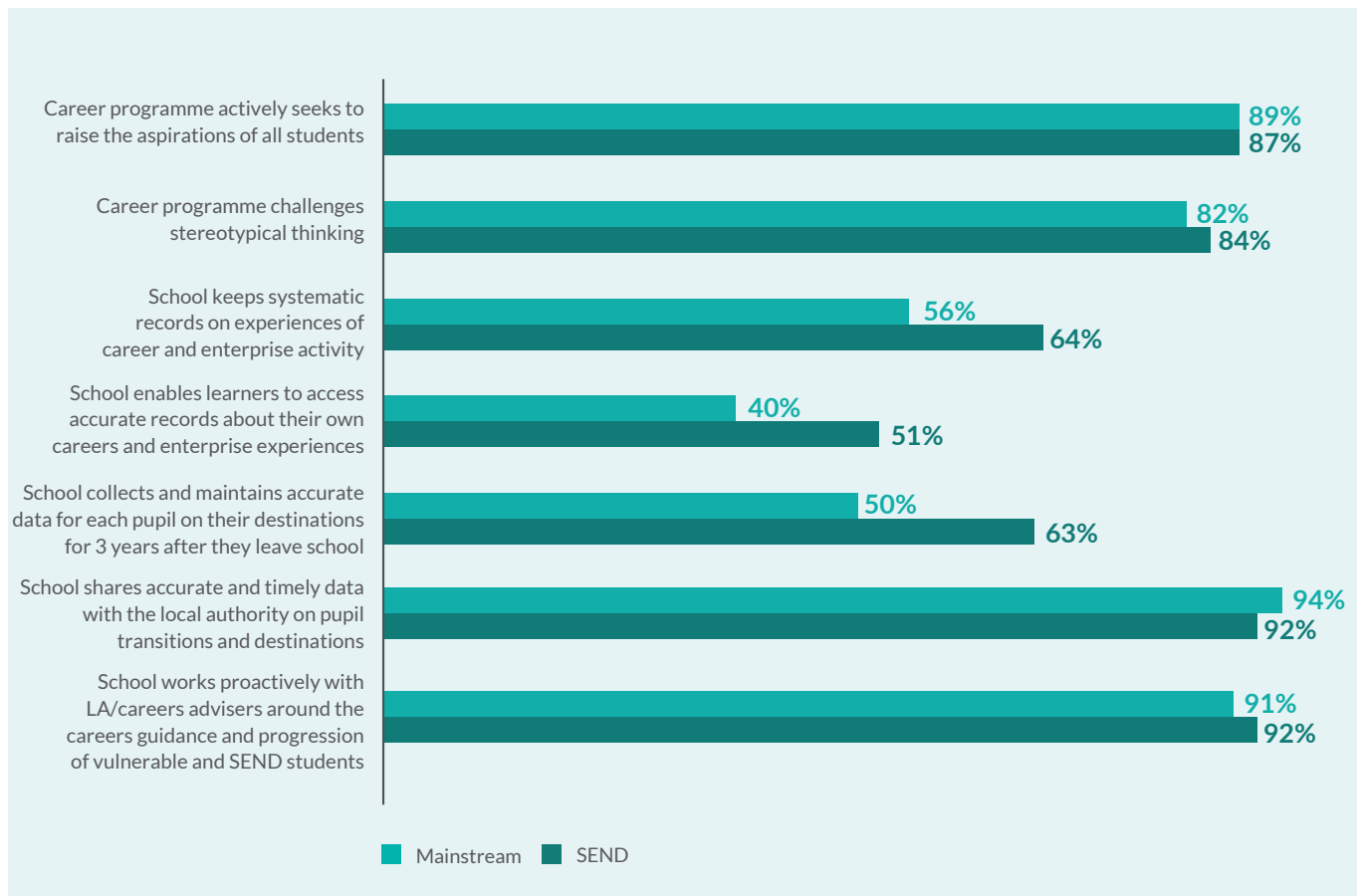


Chart 8: Full achievement of Benchmark 3 sub-benchmarks by mainstream schools (N=2,550) and special schools (N=383)



4 | Benchmark 4 – Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Key findings

- Over one-third of schools fully achieve Benchmark 4 meaning that the majority of students experience curriculum learning across a range of subjects.
- The results for SEND and AP/PRU schools are similar to mainstream schools.
- Schools are more likely to offer curriculum learning that highlights the relevance of Personal, Social and Health Education to future career paths than to link Science, Maths and English to careers.

Chart 9: Achievement of Benchmark 4 in 2018/19 by schools (n=3,057)

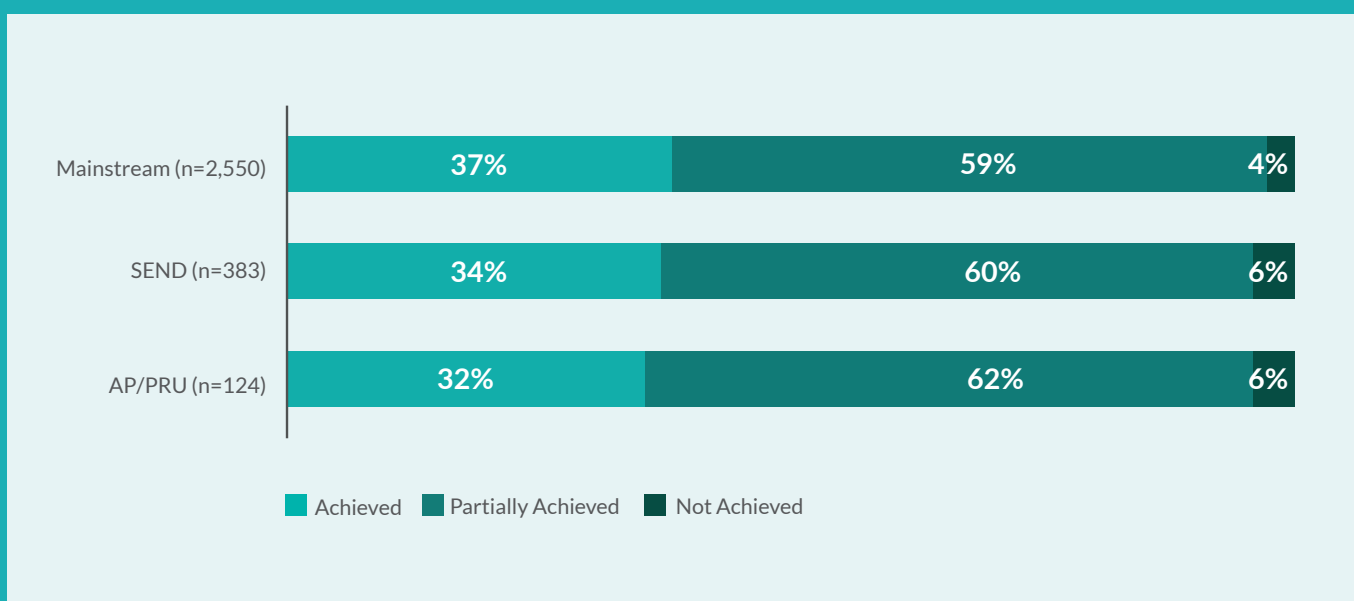
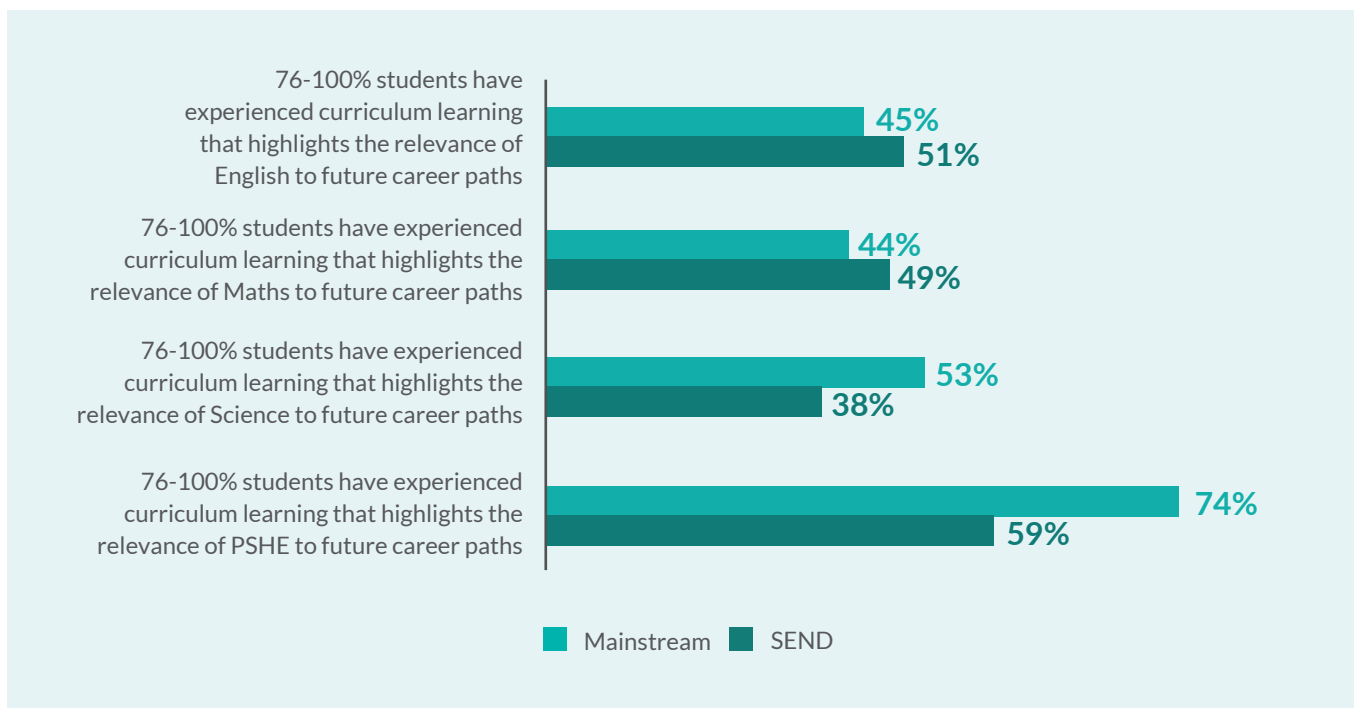


Chart 10: Full achievement of Benchmark 4 sub-benchmarks by mainstream schools (N=2,550) and special schools (N=383)



5 | Benchmark 5 – Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through activities including visiting speakers, mentoring and enterprise schemes.

Key findings

- In more than half of mainstream schools, the majority of students have at least one encounter with an employer or employee each year.
- SEND and AP/PRU schools are a little less likely to fully achieve this benchmark. In 18% of SEND schools, none of the students have yearly encounters.
- Schools are most likely to facilitate employer encounters for students in Key Stages 4 and 5 and in particular in Years 10 and 12 when public examinations don't tend to take place.
- In Key Stage 3, students are less likely to have employer encounters.

Chart 11: Achievement of Benchmark 5 in 2018/19 by schools (n=3,057)

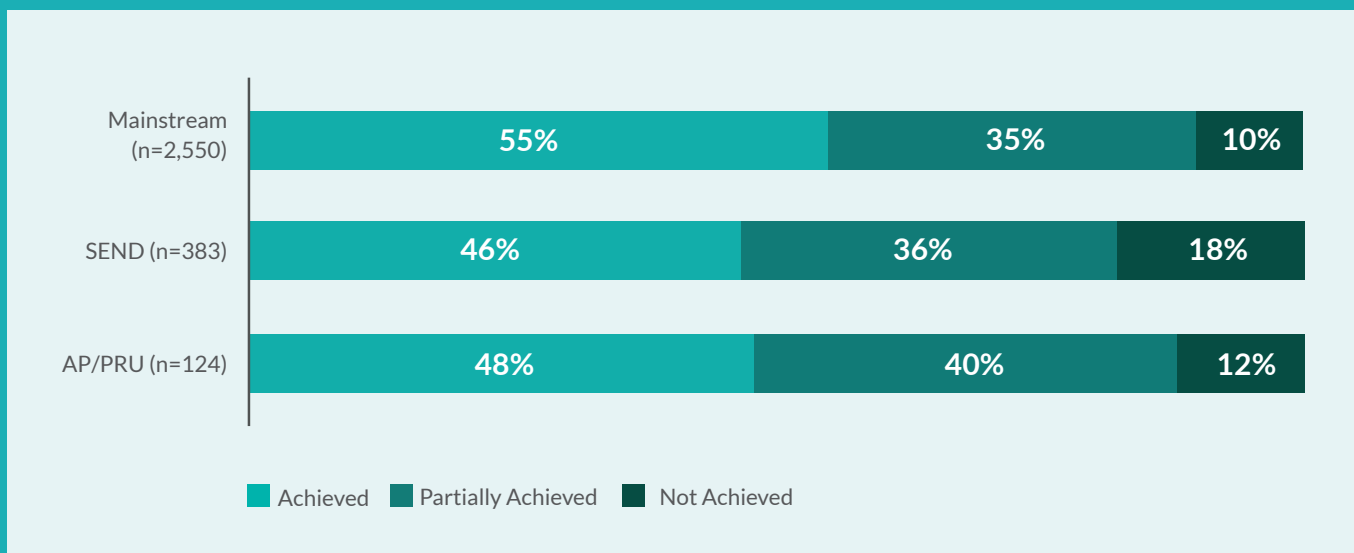


Chart 12: Full achievement of Benchmark 5 sub-benchmark by mainstream schools (N=2,550) and special schools (N=383)

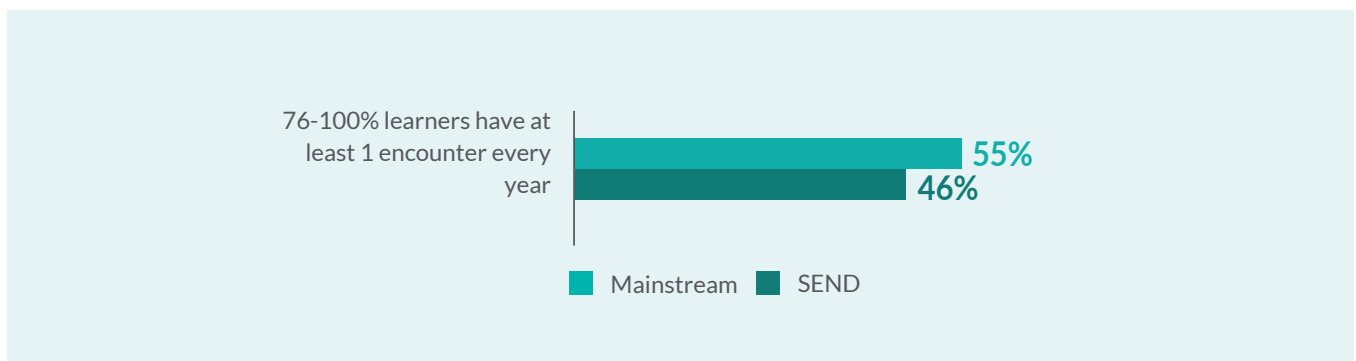
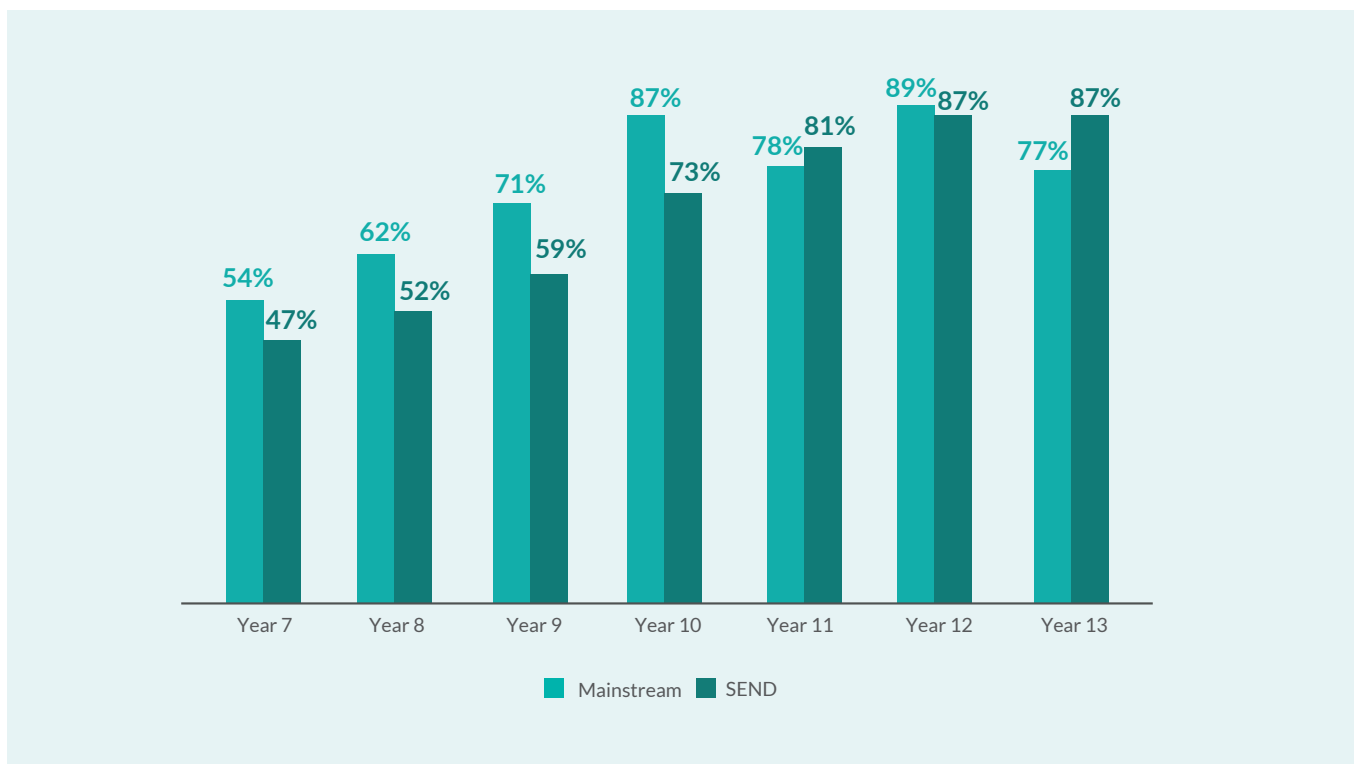


Chart 13: Percentage of schools in which the majority of students have at least one encounter with an employer or employee (Mainstream: N=2,550 Year 7-11, N=1,508 Year 12-13. Special: N=380 Year 7-11, N=268 Year 12-13)



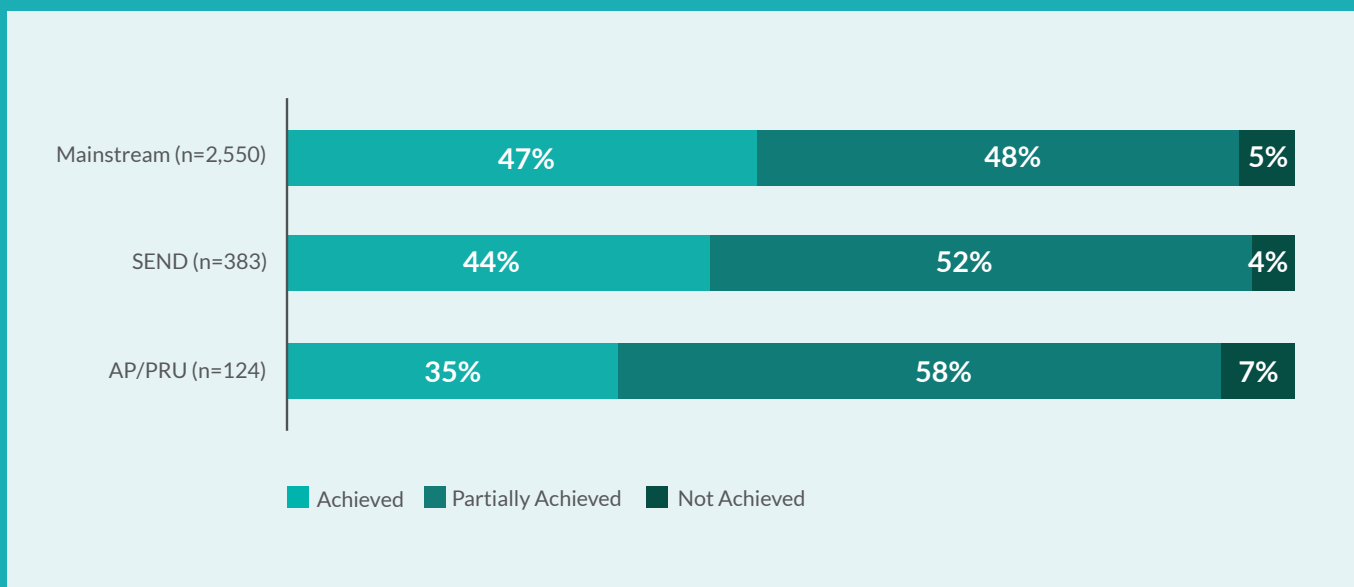
6 | Benchmark 6 – Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

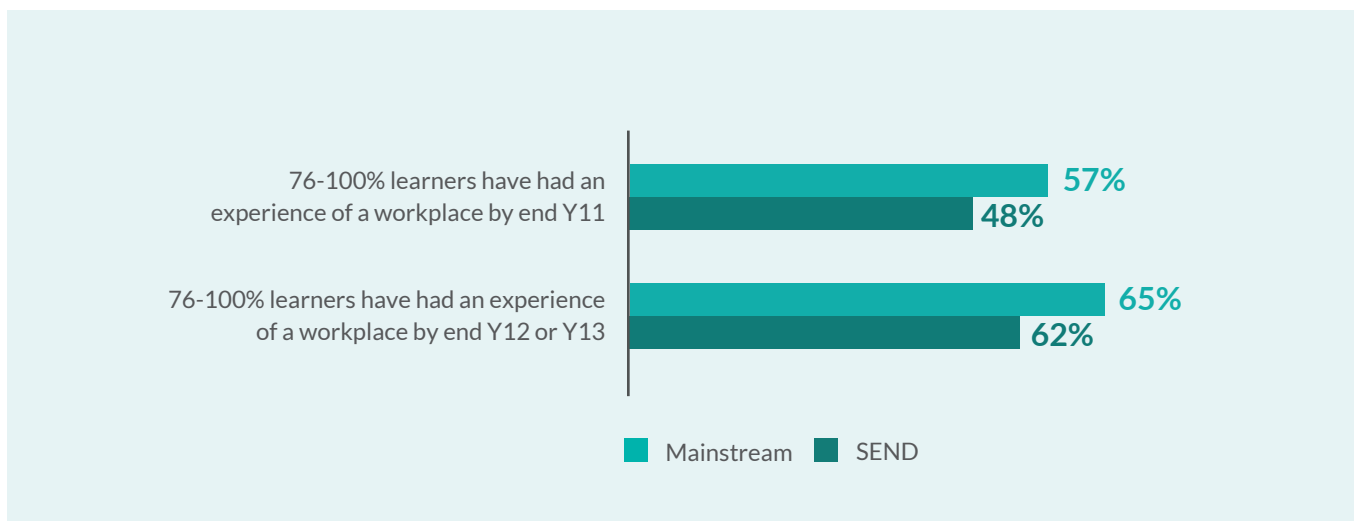
Key findings

- Nearly half of mainstream schools are fully achieving Benchmark 6, meaning that the majority of students have a workplace experience by the end of Year 11 and another during Years 12 to 13 if they have a sixth form.
- SEND and AP/PRU schools are less likely to fully achieve the benchmark.
- In mainstream schools, 57% offer a workplace experience to the majority of students by the end of Year 11. In schools with sixth form provision, 65% offer a workplace experience during Years 12 to 13.

Chart 14: Achievement of Benchmark 6 in 2018/19 by schools (n=3,057)



**Chart 15: Full achievement of Benchmark 5 sub-benchmark by mainstream schools and special schools
(Mainstream: N=2,550 Year 7-11, N=1,508 Year 12-13. Special: N=380 Year 7-11, N=268 Year 12-13)**



7 | Benchmark 7 – Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning.

Key findings

- 24% of mainstream schools are fully meeting Benchmark 7 with the majority of their students having meaningful encounters with a range of post-16 learning providers.
- SEND and AP/PRU schools were less likely to fully achieve this benchmark, reflecting the additional needs of their students.
- Schools without sixth forms are more likely to ensure that their students encounter different sixth form colleges, apprenticeship providers, FE colleges and Independent Training Providers. Schools with sixth forms are more likely to enable encounters with Higher Education providers.
- Although schools without sixth forms are meeting Benchmark 7 to a greater extent, schools with sixth forms have made greater progress across the sub-benchmarks over the past year, resulting in a narrowing of the gap.
- Special schools are more likely to enable encounters with FE colleges and sixth form colleges than other types of provider.

Chart 16: Achievement of Benchmark 7 in 2018/19 by schools (n=3,057)

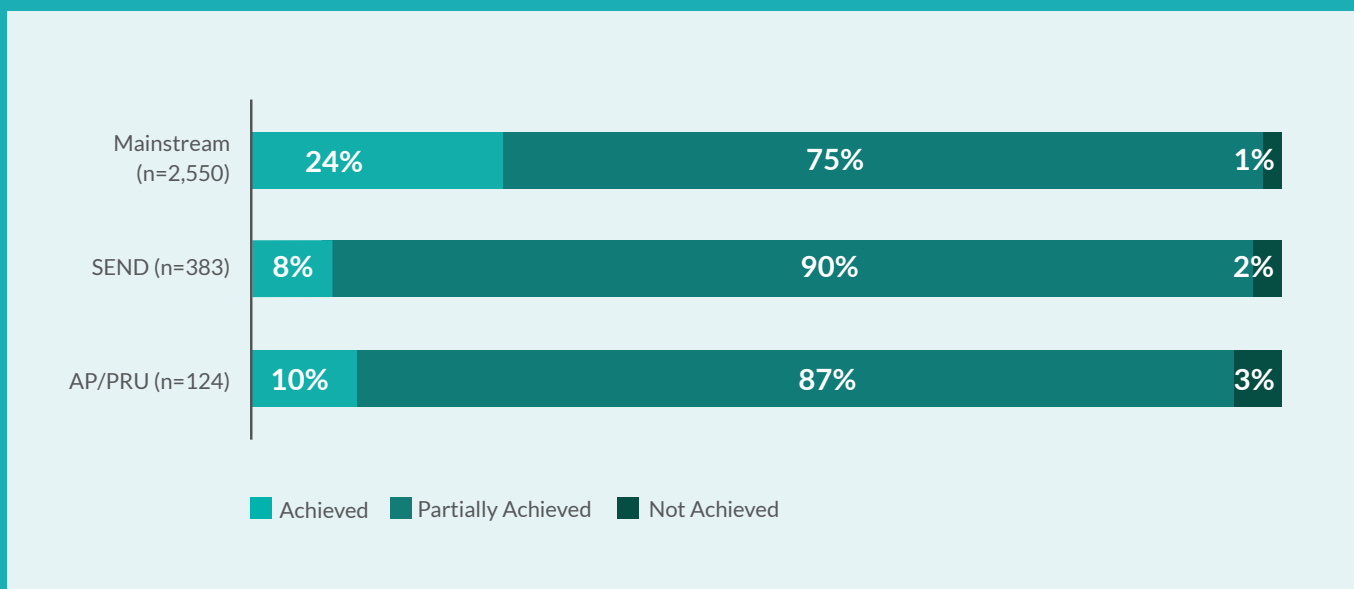


Chart 17: Full achievement of Benchmark 7 sub-benchmark by mainstream schools with a sixth form in 2018 and 2019 (2018: N=1,576. 2019: N=1,625)

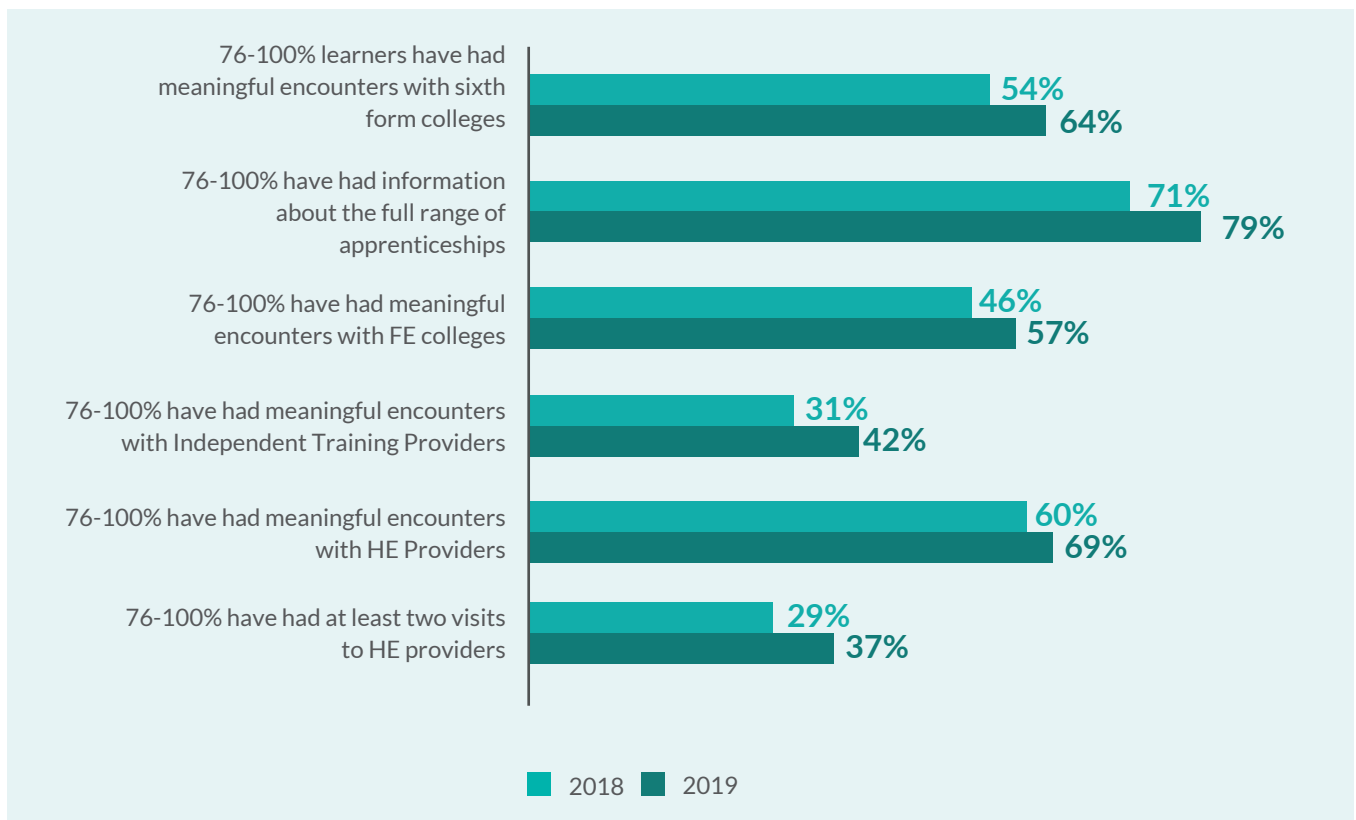


Chart 18: Full achievement of Benchmark 7 sub-benchmark by mainstream schools without a sixth form in 2018 and 2019 (N=860 for 2019, N=738 in 2018)

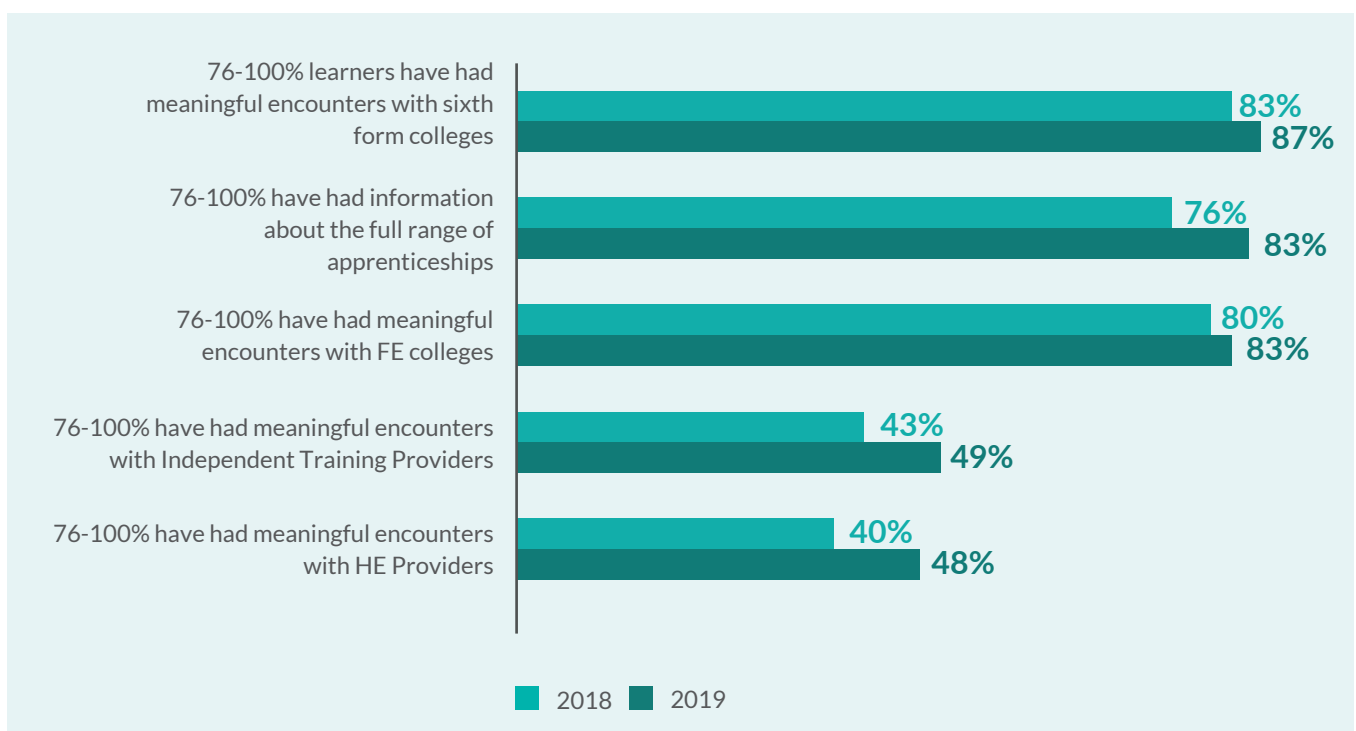
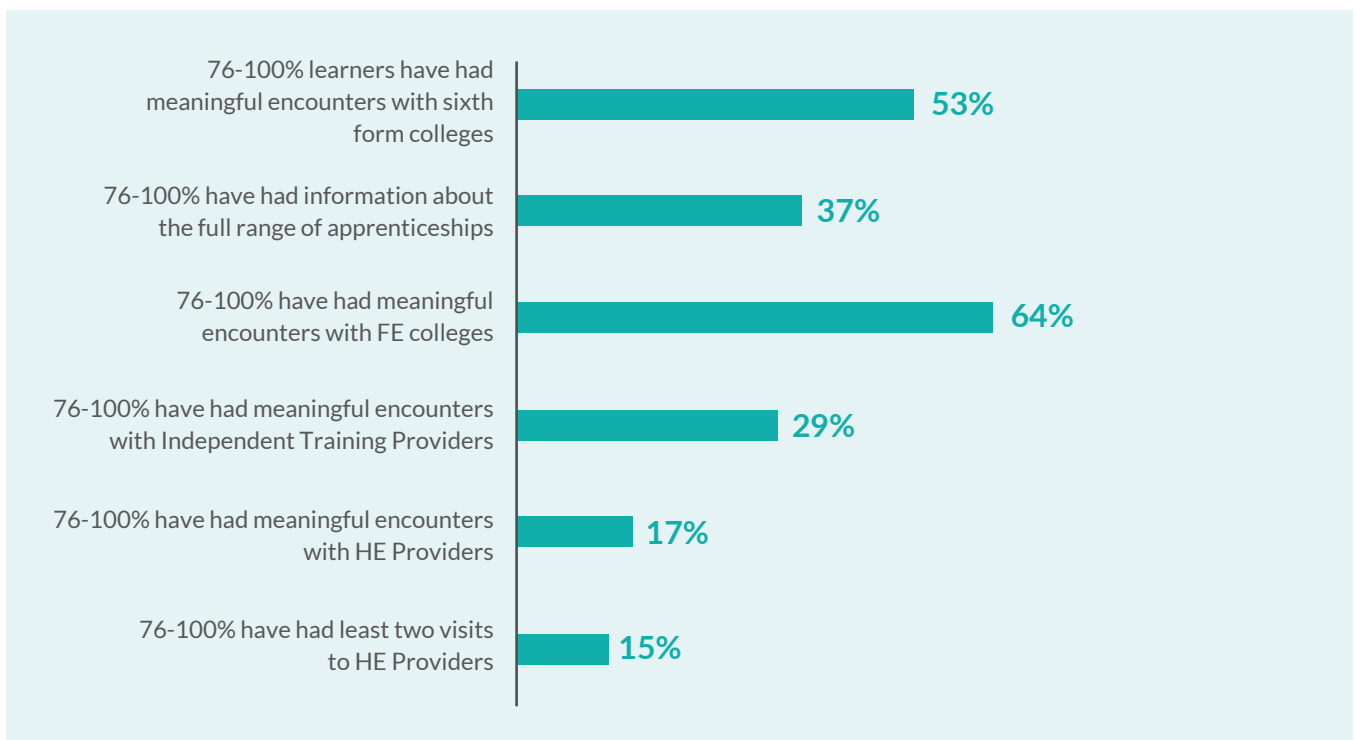


Chart 19: Full achievement of Benchmark 7 sub-benchmark by special schools (N=383 and 268 for last question)



8 | Benchmark 8 – Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Key findings

- 60% of mainstream schools are fully achieving Benchmark 8 with the majority of students having an interview with a qualified careers adviser by the end of Year 11 and another by the end of Year 13 (if the school has a sixth form).
- Special schools were a little less likely to fully achieve the benchmark and AP/PRU schools were more likely, with three-quarters of students accessing personal guidance.
- Personal guidance interviews are more likely to take place in Key Stage 4 than in Key Stage 5 in mainstream schools. The difference is small in special schools.

Chart 20: Achievement of Benchmark 8 in 2018/19 by schools (n=3,057)

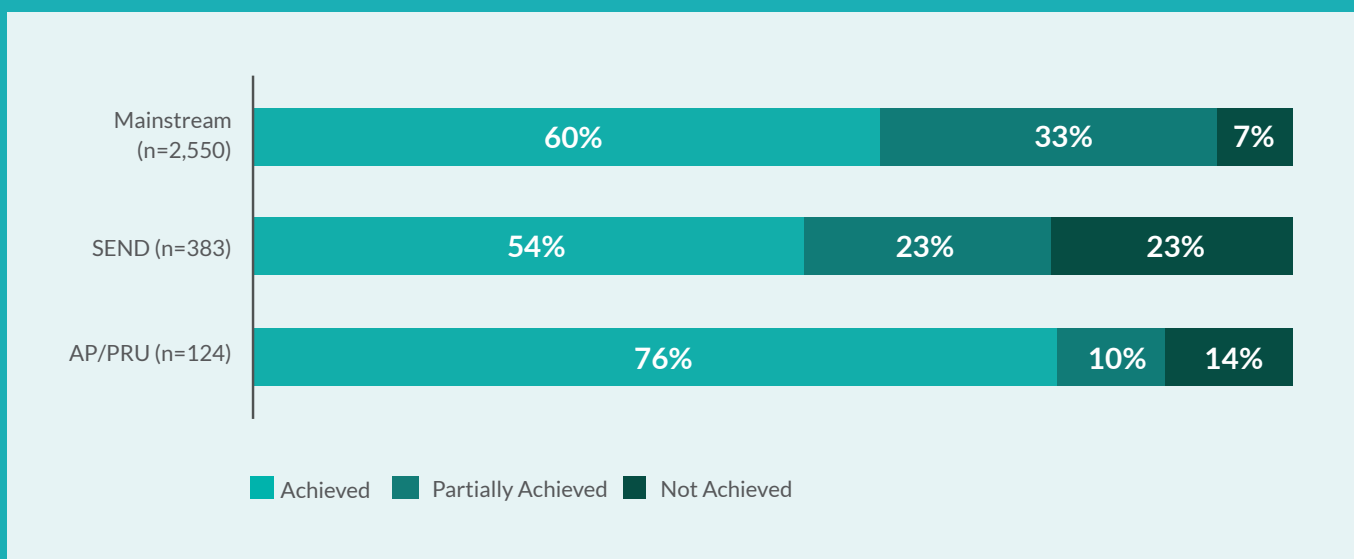
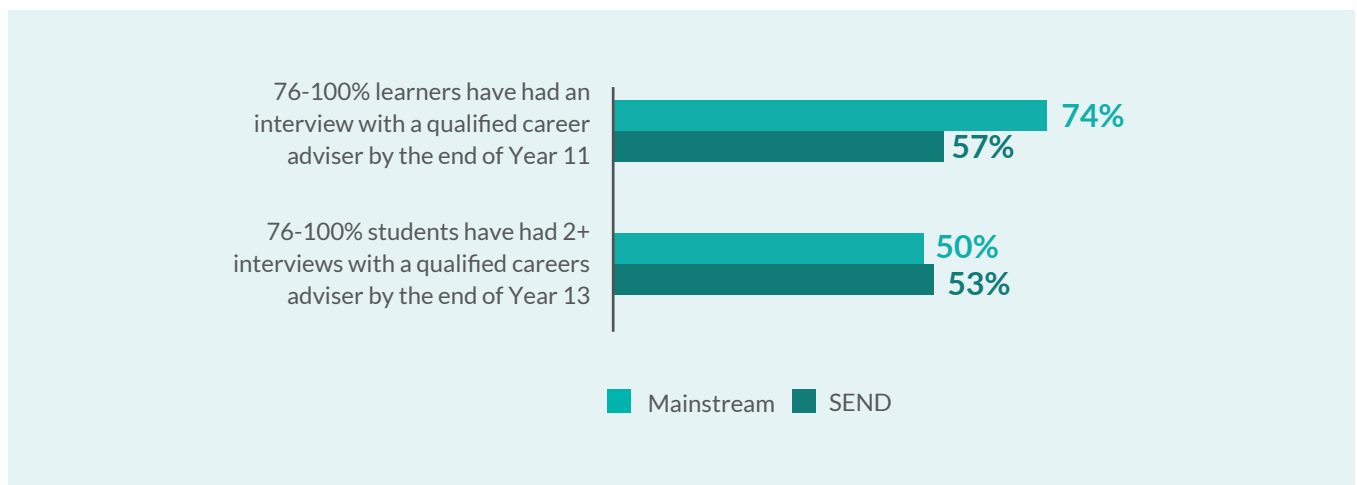


Chart 21: Full achievement of Benchmark 8 sub-benchmarks by mainstream schools and special schools (Mainstream: N=1,508-2,550. Special: N=268-380)



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