

Careers and enterprise provision in
England's secondary schools and colleges:

State of the Nation

2018

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Executive summary

This report describes careers provision in England's schools and colleges at the end of the academic year 2017/18.

It draws on data that has been collected through the Compass self-assessment tool from over 3,000 schools and colleges which represents over two-thirds of all eligible institutions across England. This provides us with the most robust description of careers work in England's schools and colleges ever assembled. It builds on last year's State of the Nation 2017 report but has the additional advantage of a much larger sample and a greater ability to look at developments over time.

The Compass tool measures schools and colleges' careers programmes in relation to the eight Gatsby Benchmarks of Good Career Guidance.

The eight Gatsby Benchmarks of Good Career Guidance



1| A stable careers programme



5| Encounters with employers and employees



2| Learning from career and labour market information



6| Experiences of workplaces



3| Addressing the needs of each pupil



7| Encounters with further and higher education



4| Linking curriculum learning to careers



8| Personal guidance

During the last year the publication of the Government’s Careers Strategy has raised the profile of the Gatsby Benchmarks and resulted in a fantastic response from schools and colleges. The number of institutions using the Compass tool has risen from 578 to 3,092 and shows that the majority of schools and colleges in the country (over two-thirds) are now engaged with the benchmarks and working towards meeting them. There is a good reason to expect that this engagement will continue to increase over the next year as the Careers Strategy is implemented.

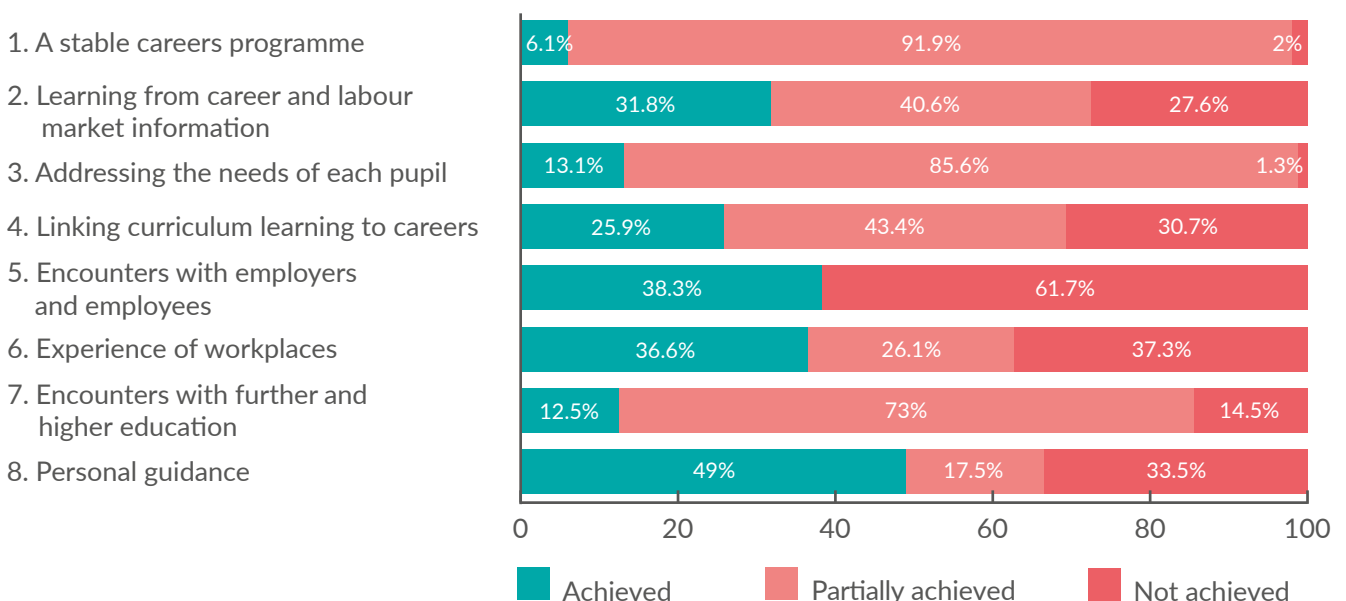
Performance against the Gatsby Benchmarks

We now have a comprehensive baseline of schools and colleges in England which can be used to measure progress as the new Careers Strategy is implemented. The results have been revealed as follows:

Current national picture

- On average schools and colleges are achieving 2.13 of the eight Gatsby Benchmarks compared to 1.87 last year and 1.34 in 2014. When we look at sub-benchmarks (the components that make up each of the benchmarks), on average schools and colleges are 51% of the way to achieving all eight benchmarks. This means that the average school is now doing half of the things that they need to do to meet the benchmarks.
- The proportion of schools and colleges not achieving any benchmarks has fallen to 18.1%, the proportion achieving half has increased to 19.8%, and 11.0% of all schools and colleges are now achieving the majority of the benchmarks. 21 schools and colleges are now achieving all eight Gatsby Benchmarks.

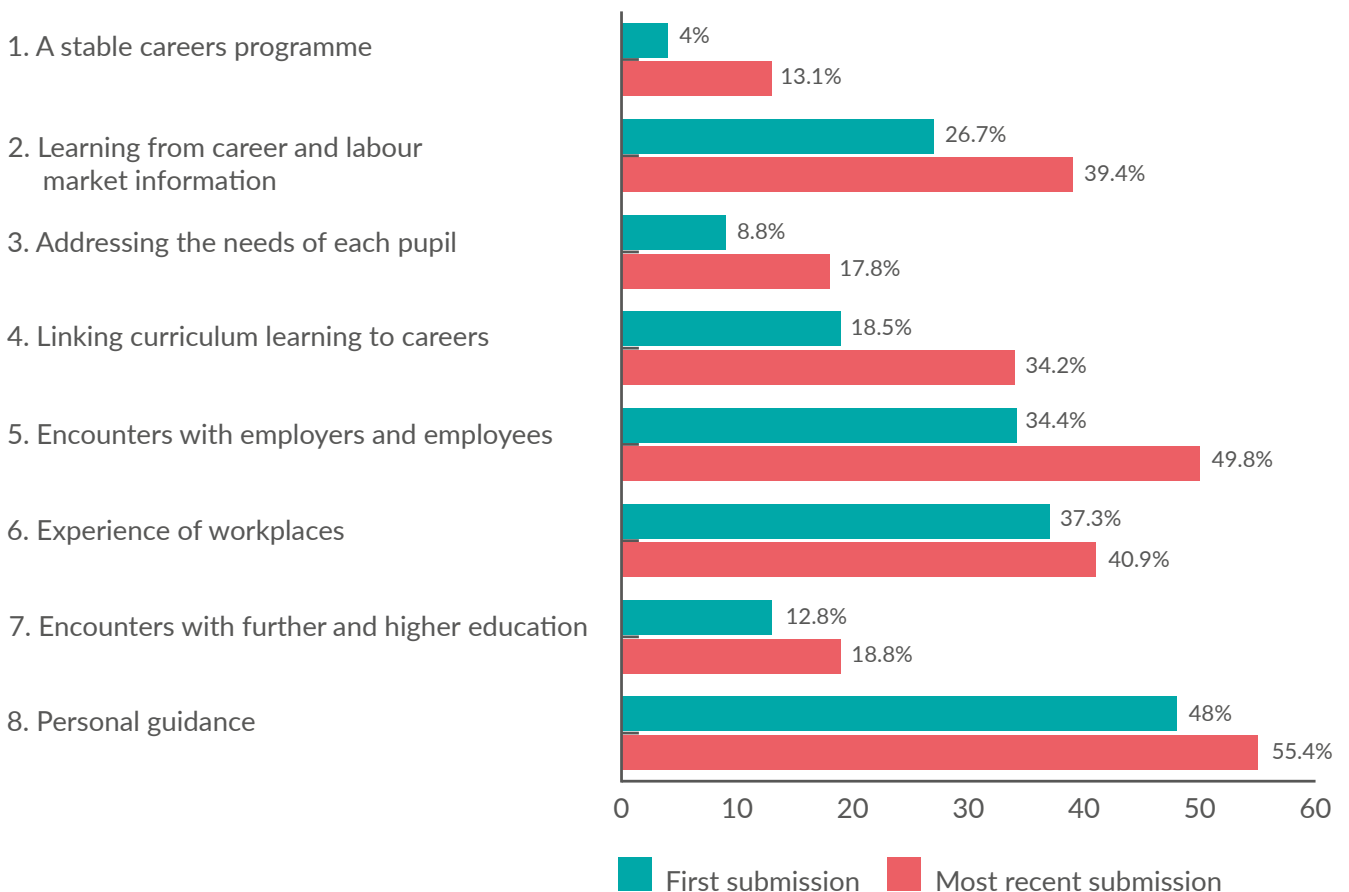
Performance against the Gatsby Benchmarks by LEP (presented in quartiles)



Progress among repeat submissions

- Among the 944 schools and colleges that have completed Compass twice with at least a month between completions, we are able to see that they are making steady progress, achieving an average improvement of 0.79 benchmarks.
- These schools and colleges have a significantly higher achievement rate by number of benchmarks in their most recent data than the other schools and colleges in the sample, an average of 2.70 compared to 1.89.
- Among the cohort of schools and colleges that have repeated Compass, the progress has been strongest on Benchmark 4 (Linking curriculum learning to careers) and Benchmark 5 (Encounters with employers and employees). For both of these benchmarks there has been around a 15 percentage points increase in the number of institutions meeting these benchmarks. Strong progress has also been made in Benchmarks 1, 2, and 3 (A stable careers programme, Learning from career and labour market information, Addressing the needs of each pupil). These have improved by around 10 percentage points each.

Change in the proportion of schools and colleges fully achieving each benchmark among repeat submissions (n=944)



Performance by benchmark

There is a variation in the speed with which schools and colleges are achieving all eight Gatsby Benchmarks. While each of the benchmarks offers different challenges, some schools and colleges have successfully met each of the benchmarks, showing that it can be done.

Almost half of schools and colleges that have used Compass are meeting Benchmark 8, with around a third of schools and colleges meeting Benchmarks 2, 3 and 6. Benchmarks 1, 3 and 7 proved to be the most challenging. In this report, we present a detailed analysis of each of the benchmarks and draw out some key areas that schools and colleges typically need to focus on in order to improve their performance.

Variations by Local Enterprise Partnerships (LEPs)

There is a range of almost two benchmarks between the average scores of schools and colleges in different LEPs. It may be that local factors related to either geography or local policy are driving some of this difference. This is discussed in more detail in chapter 5.

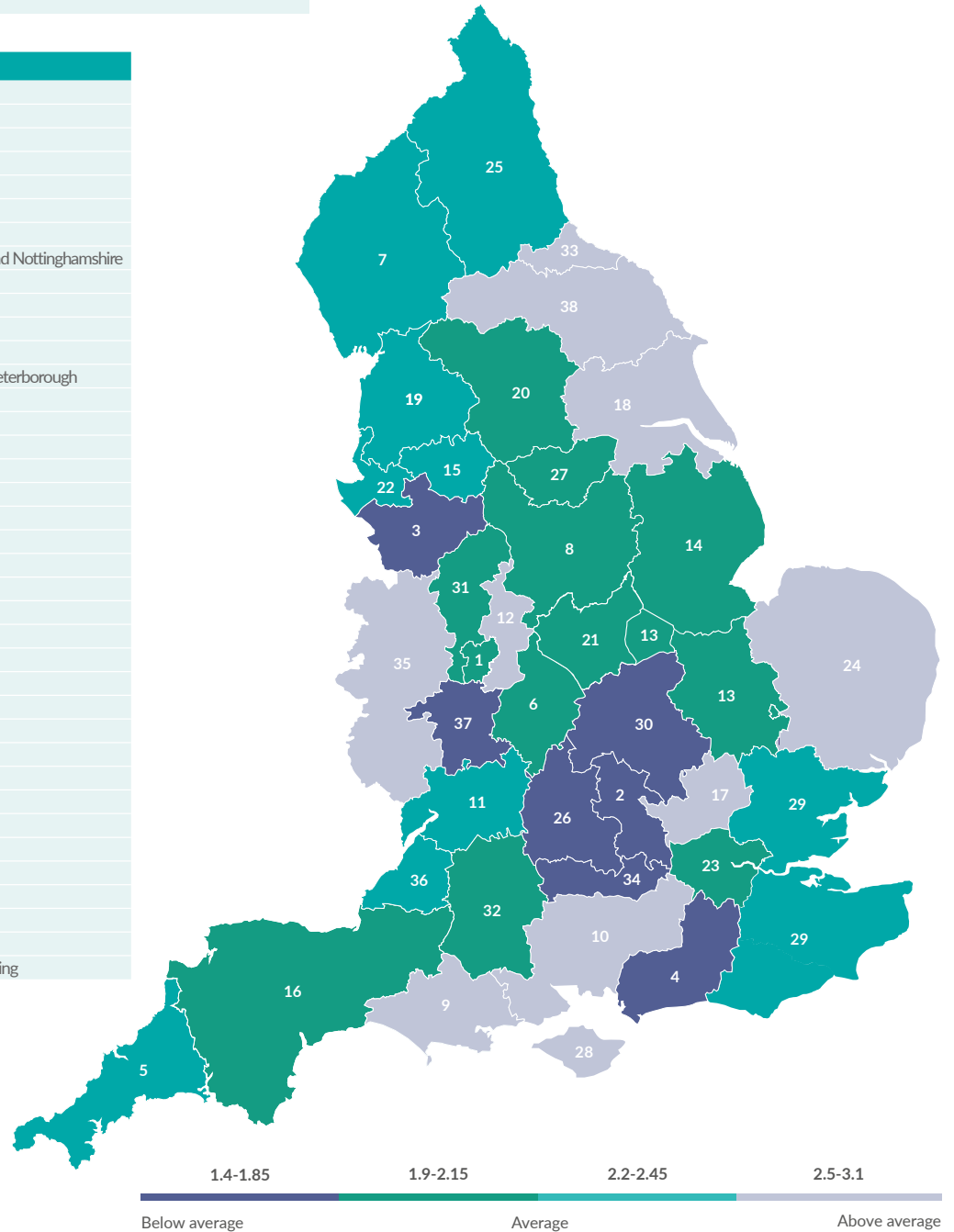


Benchmark	It would most improve performance on this benchmark if all institutions...
1	provided clear information about the careers programme on their website.
2	ensured that all of their students engaged with labour market information prior to key decision points.
3	made sure that students are able to access records that are kept on their participation in the careers programme.
4	integrated careers provision into English and maths lessons.
5	started employer engagement activities earlier, ideally in Year 7.
6	ensured that all students have an experience of the workplace before they are 16.
7	ensured that all students have an encounter with a training provider and at least two visits to a university.
8	ensured that all students have a personal guidance interview in Year 12 or 13.

Performance against the benchmarks by LEP (presented in quartiles)¹

The map is a visual representation of the performance across the 38 Local Enterprise Partnership areas. This was calculated using quartiles; the median value was 2.15, the lower quartile was 1.9 and the upper quartile was 2.5.

No	Local Enterprise Partnership
1	Black Country
2	Buckinghamshire Thames Valley
3	Cheshire and Warrington
4	Coast to Capital
5	Cornwall and Isles of Scilly
6	Coventry and Warwickshire
7	Cumbria
8	Derby, Derbyshire, Nottingham and Nottinghamshire
9	Dorset
10	Enterprise M3
11	Gloucestershire
12	Greater Birmingham and Solihull
13	Greater Cambridge and Greater Peterborough
14	Greater Lincolnshire
15	Greater Manchester
16	Heart of the South West
17	Hertfordshire
18	Humber
19	Lancashire
20	Leeds City Region
21	Leicester and Leicestershire
22	Liverpool City Region
23	London
24	New Anglia
25	North East
26	Oxfordshire
27	Sheffield City Region
28	Solent
29	South East
30	South East Midlands
31	Stoke-on-Trent and Staffordshire
32	Swindon and Wiltshire
33	Tees Valley
34	Thames Valley Berkshire
35	The Marches
36	West of England
37	Worcestershire
38	York, North Yorkshire and East Riding



¹ The key to the numbers in the map can be found on page 48 in the Variations by Local Enterprise Partnerships (LEPs) chapter.

What makes a difference?

There is considerable variation in the number of benchmarks that schools and colleges report meeting. Our analysis suggests that the following factors influence this:

- Meeting one benchmark makes it more likely that you will meet the others. We have found statistically significant correlations between all of the benchmarks.
- The schools and colleges that have completed Compass more than once have a significantly higher achievement rate by number of benchmarks in their most recent data than the other schools and colleges in the sample, an average of 2.70 compared to 1.89. This suggests that a sustained engagement with the benchmarks can help to improve your careers programme.
- Schools with a sixth form on average report 3.4 percentage points less on the Overall Benchmark Score than those without a sixth form. This echoes long-standing concerns that 11-18 schools are focused on retaining students into their own sixth form and on the university route for progression rather than on the broader approach to careers encapsulated in the Gatsby Benchmarks.
- Schools and colleges in areas with higher unemployment and lower professional employment provide slightly better careers programmes than those in more advantaged areas.
- Schools and colleges in the Enterprise Adviser Network (EAN) score 6.3 percentage points better on the Overall Benchmark Score than those who are not in the EAN.
- Schools and colleges which hold the Quality in Careers Standard, score 13.1 percentage points better on the Overall Benchmark Score than those which do not hold the award.

1 | Introduction

This chapter introduces the report and provides key background information.

The eight Gatsby Benchmarks of 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

Careers and enterprise provision is critical to young people's futures. Where young people build the skills and knowledge that they need to manage their careers and where they are able to access the support that they need, they have the best chance to go on to build successful lives and make a contribution to society.

In 2014 the Gatsby Charitable Foundation published *Good Career Guidance*.² This provided an evidence-informed and practical definition of what constituted good careers provision for England's schools and colleges. Gatsby codified this as eight benchmarks which schools could follow. Good schools would have a stable careers programme, make use of career and labour market information, address the needs of all their students, link career learning to the curriculum, provide encounters with employers and experiences of the workplace, offer the opportunity to find out about all educational routes and finally provide access to personal career guidance. This is a demanding framework, but as we will see, it is an achievable one. Alongside the publication of the benchmarks, Gatsby also published the results of a survey of 361 English state schools which suggested that most schools were a long way away from delivering 'good career guidance'.

These findings were influential in establishing The Careers & Enterprise Company in 2015. The Careers & Enterprise Company set out to prepare and inspire young people for the fast-changing world of work. It sought to continue to deepen the evidence base around careers provision and clarify 'what works' in a way that schools, colleges, careers providers and employers could respond to.³ All of this evidence pointed back to the Gatsby Benchmarks. The Careers & Enterprise Company was originally tasked by

2. Gatsby Charitable Foundation. (2014). *Good Career Guidance*. London: Gatsby Charitable Foundation.

government to link schools and colleges to employers in order to increase employer engagement for young people, but the Gatsby Benchmarks showed that while it is critical to build connections between education and employment and to offer young people encounters with the world of work, the efficacy of this rests on the existence of a comprehensive and holistic careers programme. Because of this, The Careers & Enterprise Company remit was expanded in the Government's Careers Strategy published in December 2017 and now includes a focus on all of the Gatsby Benchmarks.⁴

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. Compass is a self-assessment tool which allows schools and colleges to compare their provision to both the Gatsby Benchmarks and to the provision in other schools. By the end of the 2016/17 academic year, 578 schools had completed Compass showing that engagement with the Gatsby Benchmarks was growing.

The self-assessments completed by schools and colleges through Compass have an important secondary benefit. 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 what the strengths and weaknesses of careers work in England's schools and colleges are. The Careers & Enterprise Company uses this data to explore what provision looks like and inform the support offered to schools and colleges.

Although the focus of the initial Gatsby research was on schools, it quickly became apparent that further education colleges and other educational establishments were also keen to adopt the Gatsby Benchmarks. From its initial launch, colleges have also been using Compass to self-assess against the benchmarks. This was formalised when Gatsby developed a version of its benchmarks for colleges in early 2018.⁵ This has enabled The Careers & Enterprise Company to develop a new version of Compass aimed at further education colleges. This was launched at the start of the academic year 2018/19 and will improve the experience of using Compass for colleges.

Last year's State of the Nation report presented the data gathered by Compass to describe a steady improvement in the quality of careers provision since Gatsby's original report in 2014.⁶ The Gatsby Benchmarks were an aspiration for 578 schools and colleges but on average they were only hitting 1.87 benchmarks. This was an improvement on the 1.34 average that Gatsby had reported three years earlier, but there was clearly a long way to go.

The State of the Nation report intensified interest in the Gatsby Benchmarks. In September 2017, The Careers & Enterprise Company launched a new version of Compass and gradually saw engagement with the tool and the Gatsby Benchmarks growing. In December 2017, the government published its Careers Strategy which placed the Gatsby Benchmarks at the heart of the nation's approach to careers and enterprise provision.⁴ This was followed in early 2018 with the publication of statutory guidance for schools⁷ and colleges.⁸

3. See the 'what works?' series and other research at www.careersandenterprise.co.uk/research

4. Department for Education. (2017). Careers Strategy: Making the Most of Everyone's Skills and Talents. London: Department for Education.

5. Gatsby Charitable Foundation. (2018). Benchmarks for Young People in Colleges. London: The Gatsby Charitable Foundation.

6. The Careers & Enterprise Company. (2017). State of the Nation 2017: Careers and Enterprise Provision in England's Schools. London: The Careers & Enterprise Company.

7. Department for Education. (2018). Careers Guidance and Access for Education and Training Providers. London: Department for Education.

8. Department for Education. (2018). Careers Guidance. Guidance for Further Education Colleges and Sixth Form Colleges. London: Department for Education.

The new policy focus continued to drive interest in the Gatsby Benchmarks and engagement with Compass. This year's State of the Nation is therefore able to draw on data provided by 3,092 schools and colleges (over two-thirds of the number of eligible institutions) and offer an unprecedented picture of careers and enterprise provision in England's schools during the academic year 2017/18. This level of completion of Compass is a finding in its own right, as it shows the high level of engagement with the Gatsby Benchmarks that now exists across England's schools and colleges.

Almost 1,000 schools and colleges have completed Compass more than once. As well as demonstrating their ongoing engagement with the Gatsby Benchmarks, these multiple completions allow us to track progress over time.

The findings presented in this report show that there is an ongoing improvement in careers provision in England and lots of good signs about schools' and colleges' commitment to providing 'good career guidance'. It also shows that there is much still to be done and points us in the direction of things that schools and colleges should be focusing on.

We are now in the academic year 2018/19. This is the year that the government's Careers Strategy really comes into force. The research presented in this report shows that engagement with the Gatsby

Benchmarks has improved dramatically over the last academic year and that schools and colleges have made steady progress. The Careers Strategy will offer further support to embed this progress, but this academic year will require even greater efforts from schools and colleges as they develop and implement plans to meet all eight benchmarks.

The paper also presents eight case studies of schools to provide examples of what good practice looks like in each of the benchmarks. Data drawn from the Compass Career Benchmark tool were used to identify schools fully achieving seven or more of the benchmarks. All of these schools were contacted and invited to contribute a case study. Ten schools were interviewed using a semi-structured approach focusing on each one of the eight benchmarks. These are then presented as detailed case studies in chapter 4.

This report provides insights from last year. We hope that it will help to light the way towards all schools and colleges meeting all eight Gatsby Benchmarks.

2 | About our sample

This chapter explains how the data in this report was gathered and compares our sample to the national population of all schools and colleges.

The Compass tool is available to all schools and colleges in England. It offers them an opportunity to self-assess their careers provision against the Gatsby Benchmarks and to see how they compare with other schools and colleges across the country. There are now over 3,000 schools and colleges nationally who have self-assessed themselves against the Gatsby Benchmarks using the Compass tool.

This report uses the most recent responses from 3,092 schools and colleges who completed Compass up to the end of the 2017/18 academic year in July 2018. Of the total sample, 2,707 schools and colleges completed Compass for the first time in 2017/18. Responses from 2,148 are baseline surveys from schools and colleges who have engaged with the Compass tool for the first time. The remaining 944 are repeat surveys from schools and colleges who have filled in Compass more than once and are tracking their progress over time. Figures 2.1-2.3 set out the characteristics of the sample in relation to the schools and colleges population in England.

These data show that we can have confidence that the results we present are strongly indicative of the wider picture across the country. This is strongly representative of the population; although our sample are more likely to be academies, local authority (LA) maintained schools, secondary schools, and to have a sixth form than the average institution. We would also anticipate some sample bias although it is not clear how this might influence the results.

As engagement with Compass continues to rise we hope that the sample will become increasingly close to matching the full population of England's schools and colleges.

Figure 2.1: Representation of schools and colleges in the State of the Nation dataset compared to the population in England.¹⁰

School Type	Compass	England
Academies	56.9%	35.6%
Colleges ⁹	4.4%	4.1%
Free schools	4.5%	4.4%
Independent schools	4.2%	24.2%
LA maintained schools	22.5%	15.4%
Special schools	7.5%	16.4%



9. This category includes Further Education Colleges and Sixth Form Colleges.

10. This is based on institutions in the Department for Education's 'Get information about schools' dataset. A range of filters were applied to identify the population eligible to submit a Compass self-evaluation. The final number includes 4,603 institutions. Included are colleges, academies, LA maintained schools, free schools, special schools and independent schools. The 'phase of education' was filtered to include those catering for any pupils in the 11-18 age range including all-through, middle deemed secondary, secondary and 16 plus. Although filters were applied, it does include some institutions which may have a clear reason for not utilising the current iteration of Compass, e.g. some special schools with students with very severe needs.

Figure 2.2: Region of schools and colleges in the State of the Nation dataset compared to the population in England.

Region	Compass	England
East Midlands	8.5%	7.7%
East of England	12.8%	10.7%
London	9.8%	17.2%
North East	5.0%	4.4%
North West	14.6%	13.4%
South East	16.1%	17.6%
South West	10.4%	9.6%
West Midlands	12%	11.4%
Yorkshire and the Humber	10.8%	8.3%

Figure 2.3: Sixth form status of schools and colleges in the State of the Nation dataset compared to the population in England.

Sixth form status	Compass	England
Does not have a sixth form	26%	31.9%
Has a sixth form	62.6%	49.2%
Not applicable ¹¹	11.3%	18.9%

11. This category relates to any institution where the sixth form status is not applicable due to the age range or provision. It is largely made up of colleges and pupil referral units.

A note on scoring and presenting results against the Gatsby Benchmarks

There are eight Gatsby Benchmarks which all schools and colleges who use Compass are potentially able to achieve. Each benchmark is made up of a set of indicators (sub-benchmarks). Schools and colleges only answer questions that are relevant to them based on their population and provision. They are then scored against the indicators that it is possible for them to meet. This means that the maximum possible score in the Compass tool varies depending on the age-range of their pupils. If an institution does not have any learners who are younger than 16 it is not expected to meet the sub-benchmarks concerning pre-16 provision. All figures given in this report take account of these adjustments and analysis presents the results only for schools and colleges who are eligible to answer each sub-benchmark.

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 and colleges must meet all sub-benchmarks. In this report, results are referred to in the following ways:

Fully achieving a benchmark: schools and colleges must meet all sub-benchmarks (a score of 100%) to fully achieve a benchmark.

Partially achieving a benchmark: schools and colleges must meet at least one sub-benchmark (a score of between 1-99%) to partially achieve a benchmark.

Not achieving a benchmark: schools and colleges which do not meet any sub-benchmarks (a score of 0%) are categorised as not achieving the benchmark.

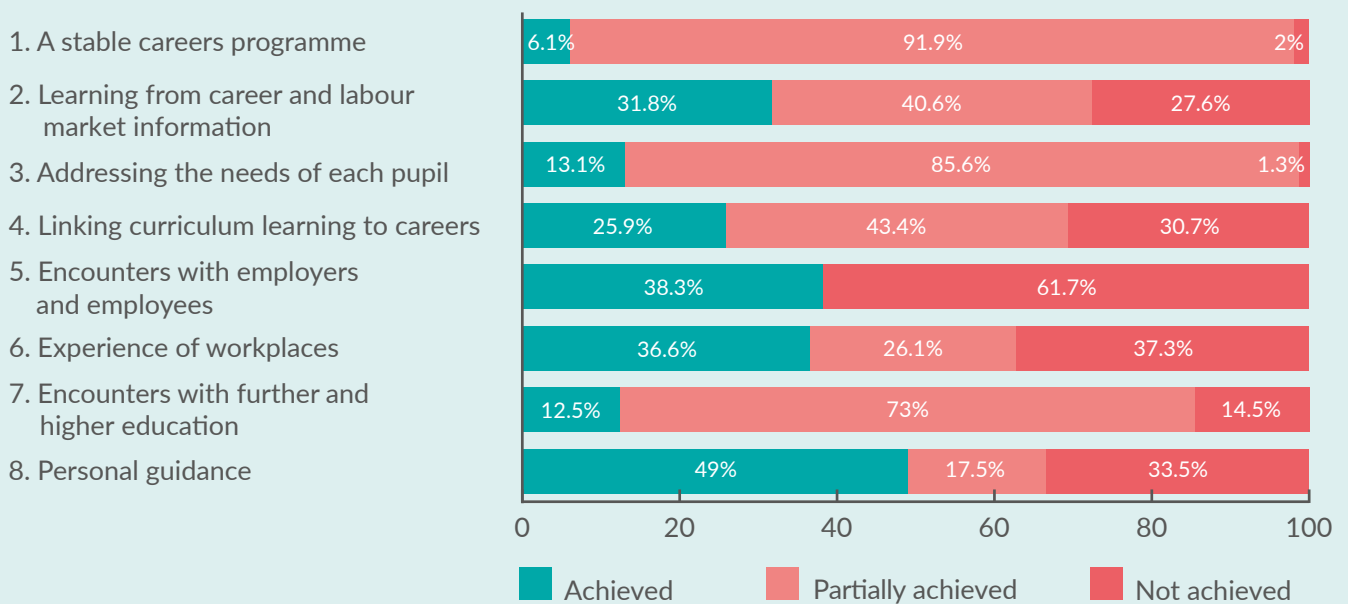
Overall Benchmark Score: this score is calculated by working out the percentage of sub-benchmarks (relevant to them) that each institution is meeting against each benchmark. This means that each benchmark is equally weighted. These scores are then summed and divided by 8 to give the Overall Benchmark Score.

3 | Performance against the Gatsby Benchmarks

This chapter shows the current performance of schools and colleges in relation to the Gatsby Benchmarks, and compares it to the performance in 2016/17 and to the original Gatsby survey administered in 2014.

By the end of the 2017/18 academic year, the average school or college was achieving 2.13 benchmarks. As figure 3.1 shows, there was considerable variation in which benchmarks were most likely to be achieved. Almost half of schools and colleges are meeting Benchmark 8, with around a third of schools and colleges meeting Benchmarks 2, 3 and 6. Benchmarks 1, 3 and 7 proved to be the most challenging.

Proportion of schools and colleges fully, partially and not achieving each benchmark – nationally (n=3,092)¹²



¹² Note. Benchmark 5 is based on a single question and so cannot be partially achieved.

The average of 2.13 benchmarks and the picture provided in Figure 3.1 demonstrate that there is still a long way to go in terms of improving careers provision in England's schools and colleges, and achieving the target of all institutions meeting all eight benchmarks that is set out in the Government's Careers Strategy. However, the support offered in the Careers Strategy did not come into play until the current academic year 2018/19 and so its impact cannot be seen in this data.

If we look at the benchmarks that schools and colleges are partially-achieving, we can see that there is a lot more progress being made, with most schools and colleges being close to meeting many more benchmarks than they have currently met. When we look at the sub-benchmarks (all of the indicators that make up the benchmarks) it is possible to see a greater volume of activity taking place in schools and colleges. On average schools and colleges are meeting 51% of the sub-benchmarks, which means that they are doing around half of the things that they would need to do in order to meet all of the benchmarks. This means that in some cases schools and colleges would only have to make one or two changes to their practice to meet an additional benchmark.

We will explore each of these benchmarks in more detail in the next section of the report to provide some insights into how schools and colleges might best make progress against each of them.

Evolution of the national picture

Since 2014 we have seen a steady improvement in the proportion of the Gatsby Benchmarks that schools and colleges are reporting they are meeting. Each year has been based on a larger sample than the previous year, so we are increasingly confident that these figures are indicative of the national picture. This year also includes institutions that are completing their first (baseline) report as well as others that are reassessing their provision. Figure 3.2 provides a summary of the average number of benchmarks achieved in 2014, 2017 and 2018 and shows that steady progress is being made.

Figure 3.2. Change in average number of benchmarks fully achieved – 2014, 2017 and 2018

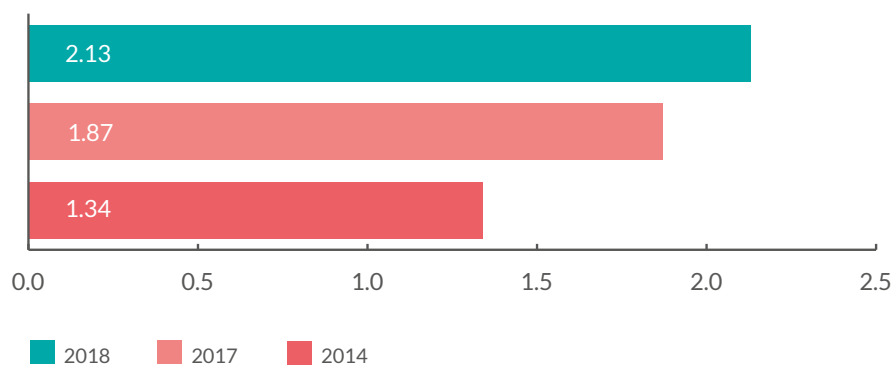


Figure 3.3. Proportion of schools and colleges achieving at least 'n' benchmark – in 2014, 2017 and 2018

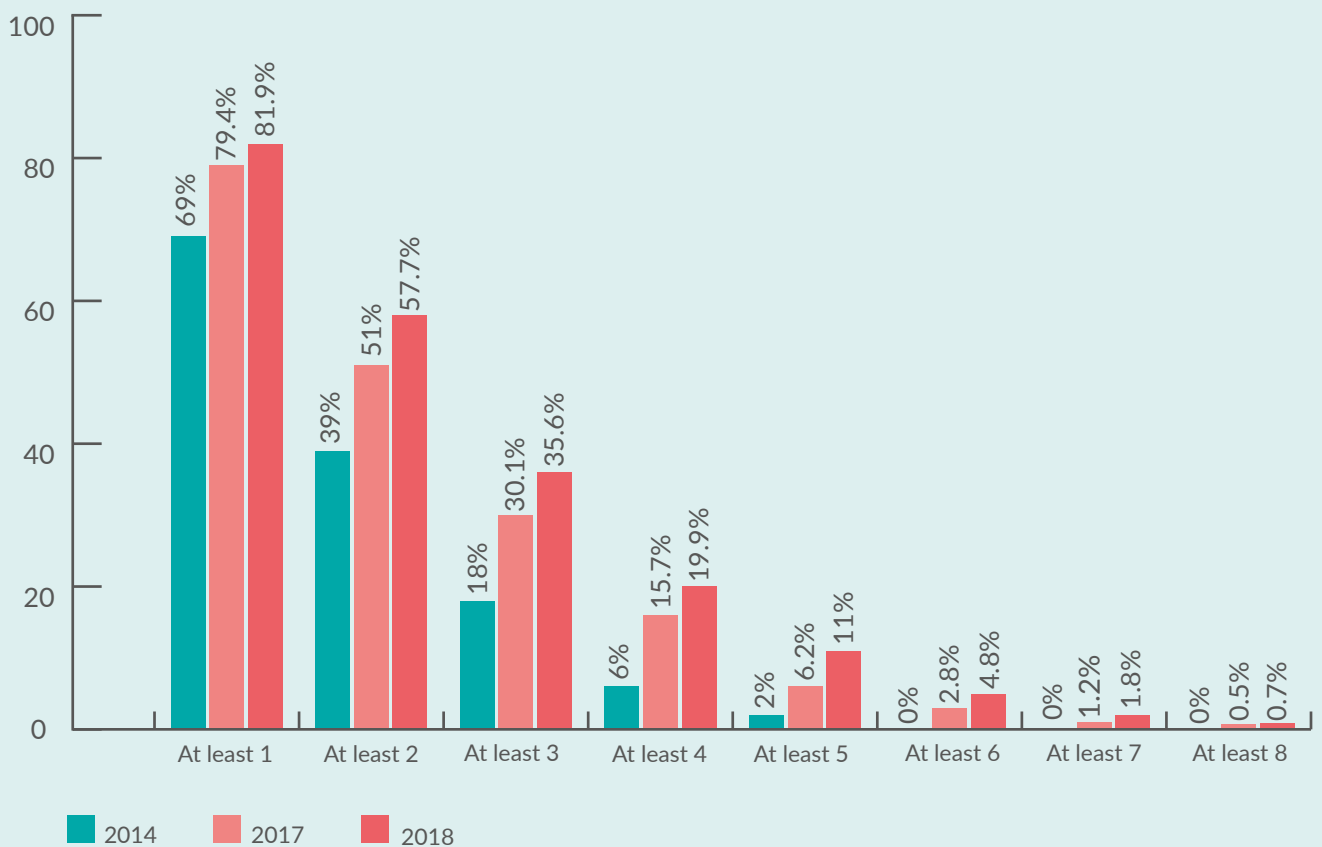


Figure 3.3 breaks down these average figures and shows the proportion of schools and colleges that are meeting at least a certain number of benchmarks. Again, this shows a picture of steady progress.

The proportion of schools and colleges achieving at least one benchmark is now 82%, those achieving at least half is 20% and those achieving more than half is now 11%.

Progress over time

The data discussed above relates to the entire samples that we received in 2014, 2017 and 2018. As we have already discussed the proportion of England's schools and colleges that have provided data has risen dramatically, with almost 10 times more schools and colleges engaged in 2017/18 than were engaged in 2013/14. This raises the possibility that some of the changes discussed above exist because different schools and colleges are responding.

We now have 944 schools and colleges who have completed Compass two or more times, with at least one month between their first and most recent response. This data allows us to measure progress against the Gatsby Benchmarks more precisely.

On average these 944 schools and colleges were 0.79 benchmarks closer to meeting all eight Gatsby Benchmarks in their final Compass submission in comparison to their first, moving from an average of 1.91 to 2.69 benchmarks achieved. This reinforces the finding from the national dataset that schools and colleges have made steady progress over the last year towards meeting the Gatsby Benchmarks.

Schools and colleges who completed the Compass survey more than once (with at least a month in between the first and most recent submission) have a significantly higher achievement rate by number of benchmarks in their most recent data than the other schools and colleges in the sample, an average of 2.70 compared to 1.89. This suggests that a significant share of the progress made against the Gatsby Benchmarks as compared to State of the Nation 2017, which averaged 1.87, is driven by schools and colleges completing Compass more than once.

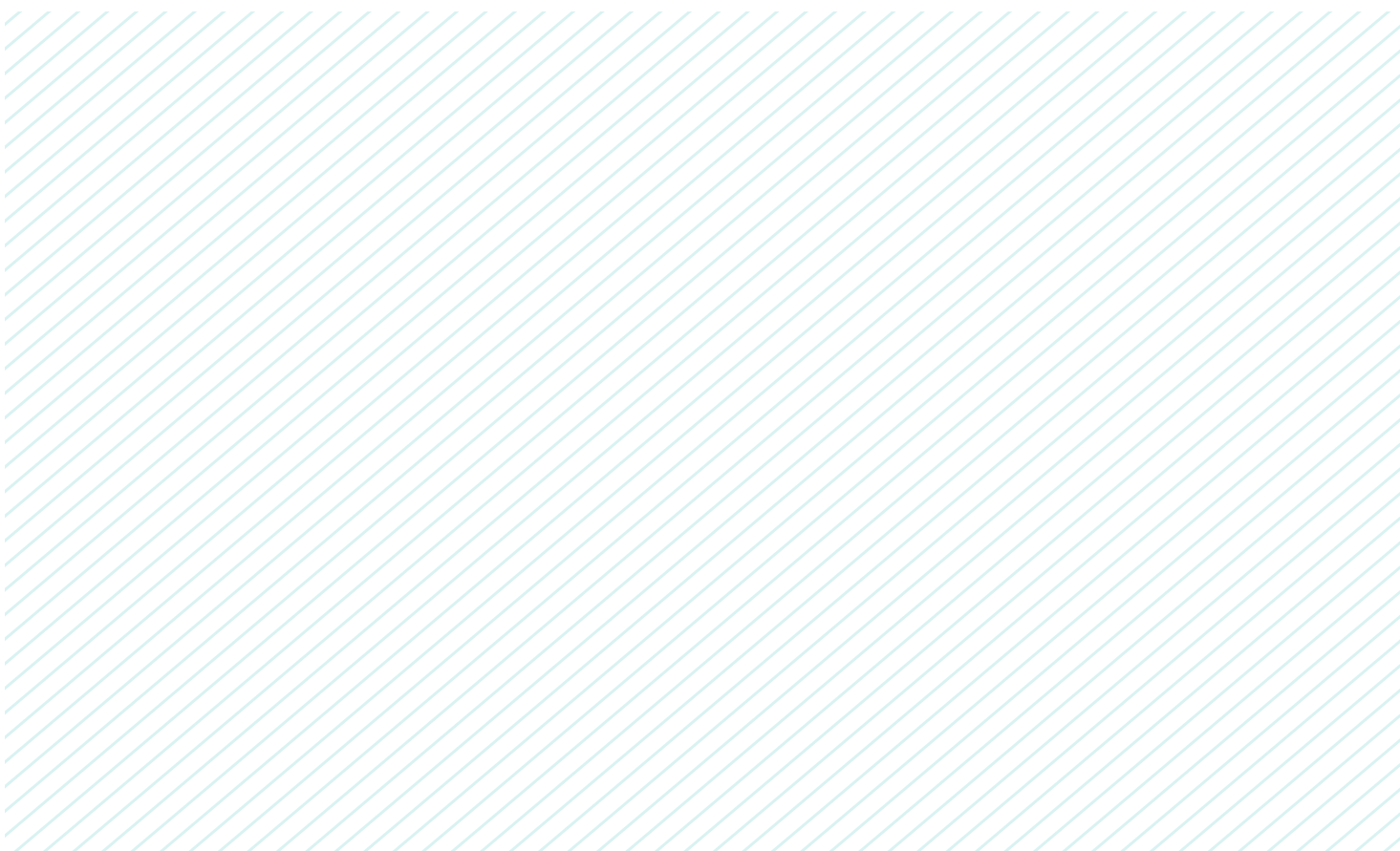
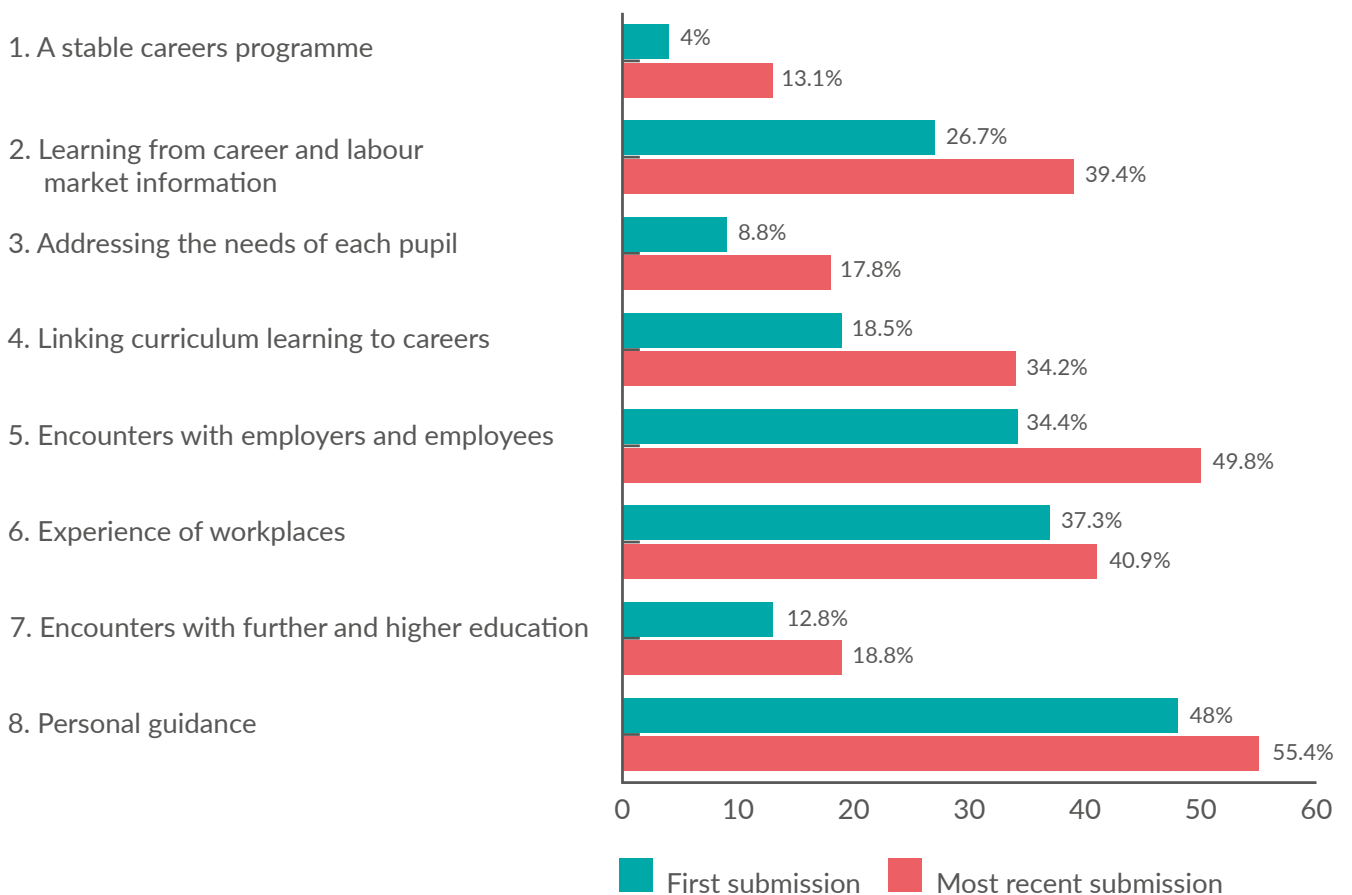


Figure 3.4 shows how this overall change has been reflected in changes against each of the benchmarks. Overall, progress has been made against every benchmark, and against some (notably Benchmarks 2, 4 and 5), schools and colleges have made very

substantial progress. This finding shows that schools and colleges can improve against all of the benchmarks and that there is no single benchmark that is serving as a blockage.

Figure 3.4. Change in the proportion fully achieving each benchmark among repeat submissions



4 | Performance by benchmark

This chapter shows how schools and colleges are performing on each of the Gatsby Benchmarks and provides an illustrative case study to support the development of good practice.

In the last chapter we saw that schools and colleges in England have been making steady progress over the last academic year against the Gatsby Benchmarks. By the end of the 2017/18 academic year the average school or college was achieving 2.13 benchmarks. However, this average masks a lot of the detail about what schools and colleges are finding difficult and what they are doing well. In this chapter we dive into each of the benchmarks in turn and look at the data that underlies the performance.

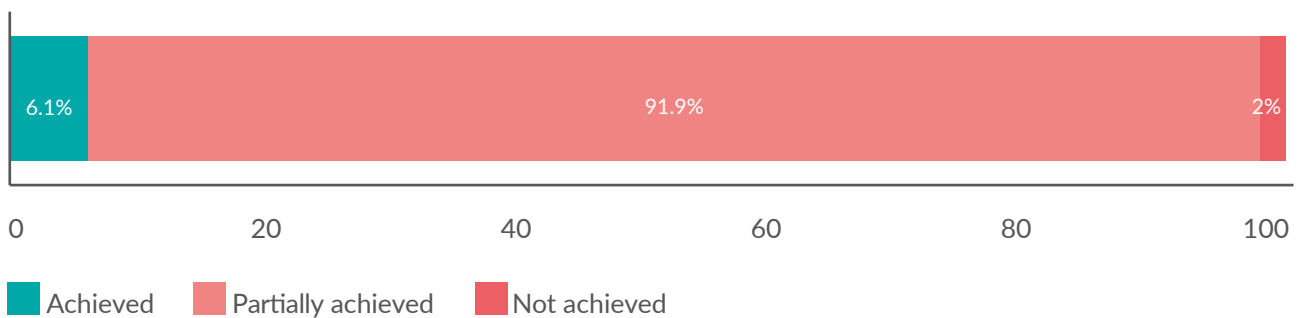
In addition, we selected 10 schools to undertake qualitative case studies with. Each of these schools was selected because they had met seven or eight of the benchmarks. The Careers Leader at the case study schools was contacted and asked to take part in a telephone interview to talk about their school's progress against the benchmarks. Following the interviews, a strong example was selected to provide an illustration of good practice against each of the benchmarks. The Careers & Enterprise Company has also worked closely with the Gatsby Foundation to develop tools and guides, along with practical tips, to help schools and colleges.¹³

¹³ Resources for schools and colleges are available here: www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks

Benchmark 1: A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

Figure 4.1.1. Achievement of Benchmark 1 – A stable careers programme



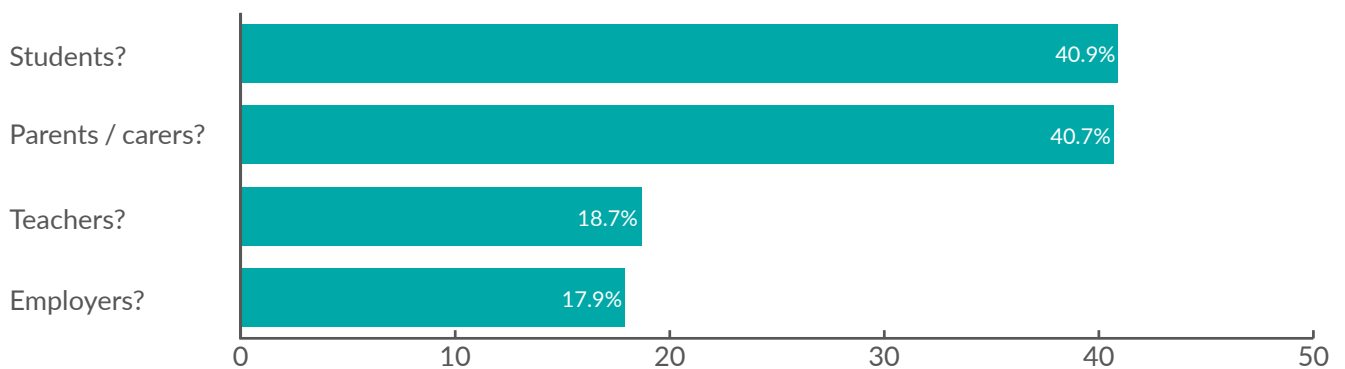
Benchmark 1 is the most demanding of all of the Gatsby Benchmarks and the least likely for schools and colleges to meet. This benchmark contains the highest number of sub-benchmarks which goes some way to explaining why so many schools and colleges are partially achieving it. Only 2% of schools and colleges fail to meet any of these sub-benchmarks. We have seen some overall progress since last year's report which found that only 4.1% of schools were fully meeting Benchmark 1. In the sample of institutions that have completed Compass twice there was an improvement in the number of institutions meeting Benchmark 1 of 9 percentage points in between the first and last assessment, suggesting that schools and colleges are making steady progress on this benchmark over time.

The overwhelming majority (>76%) of schools and colleges reported that their careers programme had the explicit backing of their senior leadership, that they had resources and funding allocated to it, that they had written the programme down and were monitoring it. They were less likely to have had it approved by the board of governors (50.9%) or to have published it on their website (46.3%). Governors for Schools¹⁴ and the National Governors Association¹⁵ have worked with The Careers & Enterprise Company to develop training and resources to ensure that governors have a better understanding of careers education and are able to support their schools and colleges more effectively. As these resources become available, it is anticipated that they will help to increase the engagement of governors in this area.

14. See www.governorsforschools.org.uk

15. See www.nga.org.uk

Figure 4.1.2. Is there information on your website about the careers programme aimed specifically at the following audiences (proportion of whole sample) (n=1,437)



The issue of providing good online information about the school or college's careers programme was one of the main areas where institutions failed to meet the requirements of the Gatsby Benchmarks. The need to provide good online information has recently been reinforced by new requirements from the Department for Education.¹⁶ The Gatsby Benchmarks state that it's important for institutions to provide information for a range of different groups on their websites. Figure 4.1.2 shows online information was available for less than 50% of all of these groups, but was particularly weak for teachers and employers.

Another key area for improvement was the commitment to gather feedback and evaluate the school or college's programme at least every three years. Only 68% were committed to a regular evaluation cycle and while it was common to gather feedback from students (88%), it was far less common to gather feedback from employers (56%) or parents and carers (47%).

16. Department for Education. (2018). What maintained schools must publish online. Available from <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#careers-programme-information> [Accessed 22nd October 2018].

Case Study

Sandwell Academy

Sandwell Academy in the West Midlands is an 11-18 school with over 1,200 students on roll. The school was established 11 years ago and for the past six months it has been part of a multi-academy trust. The student body is diverse with approximately two-thirds of pupils from minority ethnic groups. The level of deprivation is above the national average, and about one quarter are eligible for free school meals. Just under 10% have special educational needs or disabilities.

The school has had a Careers Education and Guidance policy since 2011. This policy has a clear objective and clearly outlines student entitlements and key elements of careers delivery. The annual Careers Education and Guidance programme is summarised in the policy, listed by year and key stage. Systems for policy monitoring and quality assurance are included in the document and the policy is reviewed annually.

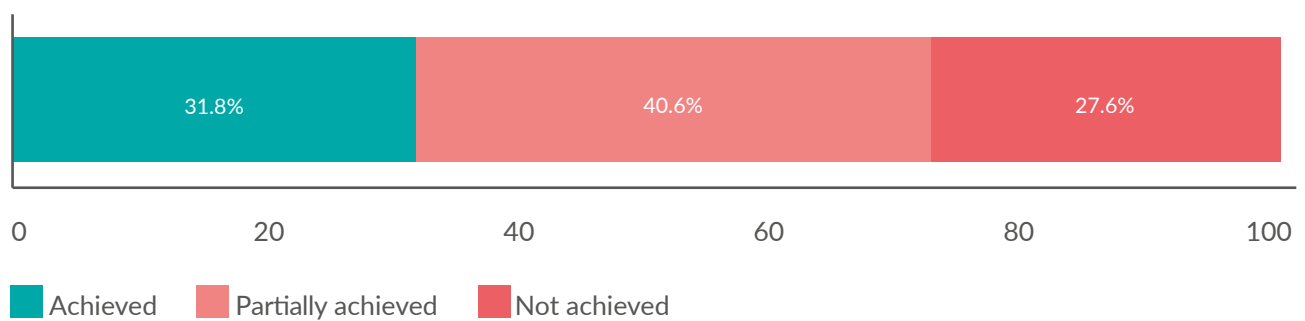
In addition to the policy the school also produces an annual Careers Calendar, which is also available on the school's website. The calendar outlines the specific activities and events planned for each year group, as well as details of careers guidance services and additional activities which are available to all students. As such, the calendar outlines the core universal offer for students and is a key reference point for all stakeholders. Targeted activities that happen throughout the year for specific groups of students are not included in the careers programme (due to their specialised nature) but are communicated to students and parents directly throughout the year. The combination of the policy, calendar and ongoing communications throughout the year ensures that information provided to students, staff, employers, parents and carers is appropriate, clear, concise, and timely.

The responsibility for the Careers Education and Guidance policy lies with the schools' Careers Leader (known as the Director for Careers Education and Guidance) at the school, who manages a small team including an employer engagement officer, an independent careers adviser and two industrial consultants. Implementation of the policy is however, recognised as a whole school responsibility, and is overseen by a Career Development Group. This group meets termly, is chaired by the Headteacher and includes the Deputy Head responsible for careers (who is also Head of Sixth Form). This ensures strong strategic support for the careers programme. A governor is also present on the group and there are representatives from industry and higher education. Alongside implementation of the policy, the group also considers feedback from parents, students, employers and teaching staff and reviews destinations data. This data is used to help shape, plan and revise future careers activities, as well as assisting with the annual review of the careers policy.

Benchmark 2: Learning from career and labour market information

Every pupil, 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 the best use of available information.

Figure 4.2.1: Achievement of Benchmark 2 – Learning from career and labour market information (n=3,092)



Around a third of schools and colleges are now meeting Benchmark 2 with more than two-thirds either achieving or partially achieving the benchmark. There has been a slight improvement in the number of schools and colleges fully meeting this benchmark since last year. In the sample of institutions that have completed Compass twice there was an improvement in the number of institutions meeting Benchmark 2 of 12 percentage points in between the first and last assessment, suggesting that schools and colleges are making steady progress on this benchmark over time.

While the overwhelming majority of schools and colleges make information available to a proportion of their students by the relevant age,¹⁷ only around 40.9% are ensuring that the overwhelming majority or all of their students are accessing it by the relevant point.

Meeting this benchmark also requires schools and colleges to help parents and carers to make use of up-to-date information to support their students. At present only 61.1% of institutions report that they are doing this.

17. The Gatsby Benchmarks require that career and labour market information is provided early enough to inform key decision points. The age specified is 'by 14'. Where institutions do not have students who are 14 or younger, the next decision point is specified (either 16 or 18 depending on the age of the students).

Case Study

Harrogate Grammar School

Harrogate Grammar School is an 11-18 school with a school roll of over 1,850 students. Part of an Academy Trust since 2011, it was among the first Teaching Schools in the UK and it is a lead partner in the Red Kite Teaching School Alliance. The school gained the Quality in Careers Standard Award in 2017.

Career and Labour Market Information (LMI) is a highly valued part of the careers programme at the school. The school has a careers library in the Learning Resource Centre, which includes a full range of information materials, as well as posters and leaflets to engage students. A weekly drop in session is offered by the Careers Adviser for students to ask questions.

Websites and online sources of information are also central to the school's approach to LMI, and the careers section on the school's website includes a dedicated page listing useful resources and websites. Online resources include free to access websites, as well as resources the school subscribes to, such as e-clips¹⁸ and unifrog,¹⁹ and local and national information. Parents, students and staff receive weekly bulletins from the school which include relevant labour market information and updates. Parents also receive an annual careers newsletter, and a PowerPoint presentation with information relevant to the year group of their child.

From Year 7 onwards students are introduced to careers websites and supported to understand how to use them. Opportunities are built into tutorial and lesson times for students to use the available resources to research career areas. The students store evidence of their research online, and over the course of their time at school build up a bespoke set of information that they have researched according to their interests. In addition, the Year 10 world of work curriculum includes three dedicated lessons on career research and three on labour market information.

Alongside dedicated careers and labour market information sessions, the school embeds LMI throughout all activities in its careers programme. This includes using information and statistics in assemblies and careers education classes, as well as encouraging visiting employers to use and present information. The annual careers fair offers opportunities for all students to access careers and labour market information directly from employers and education providers. National Careers Week and Apprenticeship Week also offer opportunities to promote careers and labour market information.

The school has also sought to embed careers and labour market information in the wider curriculum. In particular an online training programme for staff has been developed introducing the careers programme at the school. This is mandatory for all staff to complete and includes a section on careers and labour market information, including the value of LMI and details of key information resources.

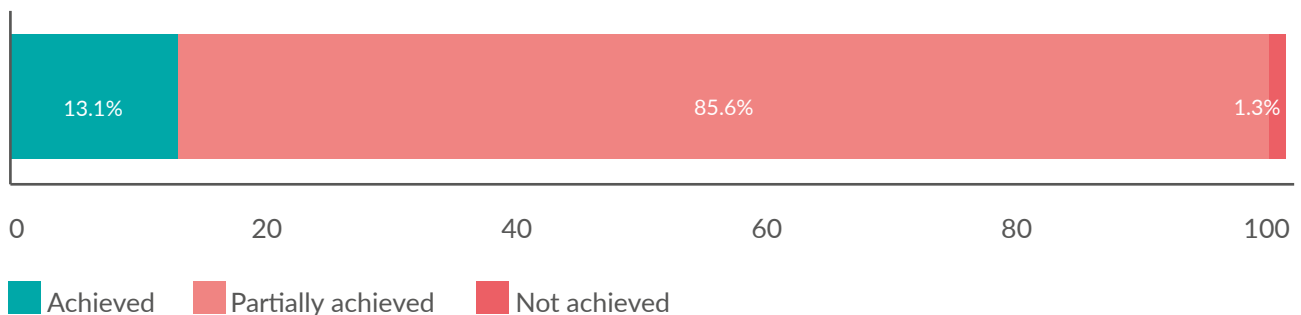
18. See www.eclips-online.co.uk

19. See www.unifrog.org

Benchmark 3: Addressing the needs of each pupil

Pupils have different careers guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

Figure 4.3.1. Achievement of Benchmark 3 – Addressing the needs of each pupil (n=3,092)



Benchmark 3 proved to be one of the more challenging benchmarks to meet with 13.1% of schools and colleges meeting it. However, this was an improvement on last year when only 9.3% of schools and colleges successfully met this benchmark. In the sample of institutions that have completed Compass twice there was an improvement in the number of institutions meeting Benchmark 3 of 9 percentage points in between the first and last assessment, suggesting that schools and colleges are making steady progress on this benchmark over time.

The overwhelming majority of schools and colleges were happy to report that they were actively seeking to raise the aspirations of all students (83.3%) and challenging stereotypical thinking (75.2%). However, it was questions of record keeping and tracking that proved more challenging. Only around half of

institutions reported that they were able to keep accurate records about students' participation in careers and enterprise activities (47.7%), with even fewer able to offer students access to these records (34%). Equally challenging was the requirement to collect and maintain accurate destinations data for three years with only 48.1% of schools and colleges reporting that they had succeeded in meeting this sub-benchmark. The Department for Education has recently released guidance emphasising the importance of collecting such destinations data and setting out good practice.²⁰

The following case study provides some useful illustrations of how one school meets this benchmark, but there would be value in building up some further case studies.

20. Department for Education. (2018). Destination Data: Good Practice Guide For Schools. London: Department for Education.

Case Study

Roundhay School

Roundhay School offers all-through education from ages 4-18. The school is based in Leeds and has about 2,500 students on roll. The school has a very high level of ethnic diversity and has around 65% black and minority ethnic (BME) students. In its last Ofsted inspection, the school was graded as outstanding, and the school also recently gained the Quality in Careers Standard.

The school's careers programme ensures that careers activities for each year group are built up progressively year on year, in order to meet the needs of the pupils. Careers provision is adapted for those with additional need, including, where relevant, adapting materials to ensure accessibility (e.g. using appropriate fonts for partially sighted students) or increasing careers guidance provision for those who require it. In addition, the school is developing bespoke provision for pupil premium students. A member of the SEN department sits on the wider Careers Enrichment & Engagement working party team to advise on student needs.

Understanding and tracking individual student needs, aspirations and career planning takes place through use of data management systems. All student data (including any statements) is available to all relevant staff via SIMS. Student attendance at career events and activities is recorded on a spreadsheet for each year group, and is reviewed regularly throughout the year, enabling staff to identify how pupils are engaging, to identify any gaps and assist future planning. In addition, the school uses the Startdigital platform²¹ which allows each student to develop their own profile covering their strengths, weaknesses, interests, and includes records from any guidance sessions. Access to some elements of a student's Start profile is available to parents and teachers. For teachers, particularly form tutors, this allows them to maintain an oversight of pupil engagement and interests.

Alongside the universal career offering for all pupils, meeting the needs of individual learners requires a range of bespoke and targeted activities for different students. These include activities such as a STEM (science, technology, engineering and maths) workshop for a group of Year 12 students, a 'future job apprenticeship programme' for Year 10 students identified as potential apprentices, and a DWP (Department for Work and Pensions) and JobCentre Plus programme for sixty Year 10 pupils on employability.

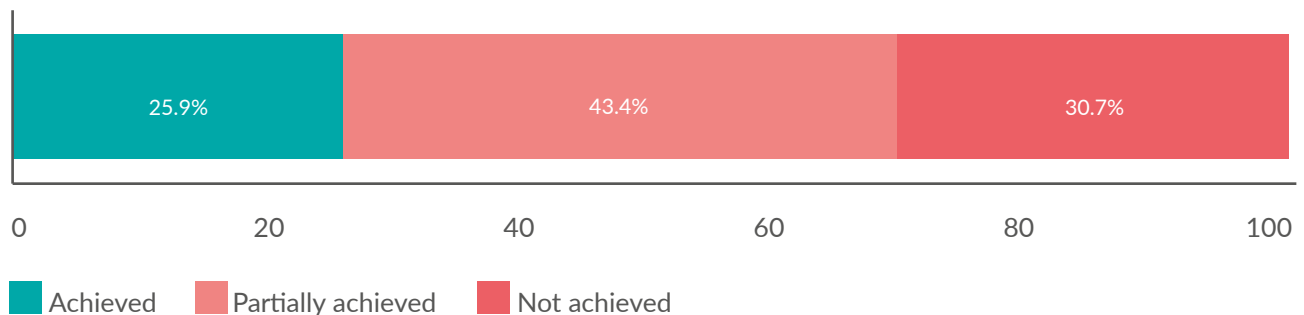
Monitoring student interests and engagement and reviewing student destination statistics allows the school to understand and target interventions for particular groups of students. So, for example, when the school identified that the parents of some girls, particularly from Muslim backgrounds, were unhappy about sending their children on an off-site residential programme offered to all Year 8 pupils, and therefore kept their children back in school, the school developed a 'realising your potential' programme for Year 8 Asian girls. This is a dedicated week-long programme on identity and aspirations for this cohort, which includes a range of activities including off-site visits, but does not have the same residential requirement.

Working closely with other providers has also enabled the school to promote and access a range of opportunities for other specific groups of students, including a residential summer school for Black Caribbean boys, and a similar programme for Asian heritage girls offered through Leeds Beckett University. Challenging gender stereotypes is also embedded through the school's work, both through an internal programme of employer engagement around STEM careers targeted at girls, and a 'boys into health' programme designed and delivered in conjunction with Leeds Beckett University.

Benchmark 4: Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.

Figure 4.4.1 Achievement of Benchmark 4 - Linking curriculum learning to careers (n=3,092)



Around a quarter of schools and colleges report that they are successfully embedding careers into the curriculum. This was a big improvement on last year when only 12.8% of schools and colleges reported that they met this benchmark. In the sample of institutions that have completed Compass twice there was an improvement in the number of institutions meeting Benchmark 4 of 15 percentage points in between the first and last assessment, suggesting that schools and colleges are making good progress on this benchmark over time.

This question asks them to reflect on the proportion of students that will encounter careers through four subjects (English, maths, science and PSHE). These subjects have been chosen because they are critical places for careers education to take place, but the ambition is to embed careers in all subjects across

the curriculum. It may be useful for future research to explore whether careers is also being embedded in the wider curriculum.

The proportion of institutions delivering careers education varies across these four subjects with 62% reporting that the overwhelming majority (>76%) or all of their students have engaged with careers through the PSHE curriculum. However, the proportions are far lower for English (35.7%), maths (36.2%) and science (38.6%).

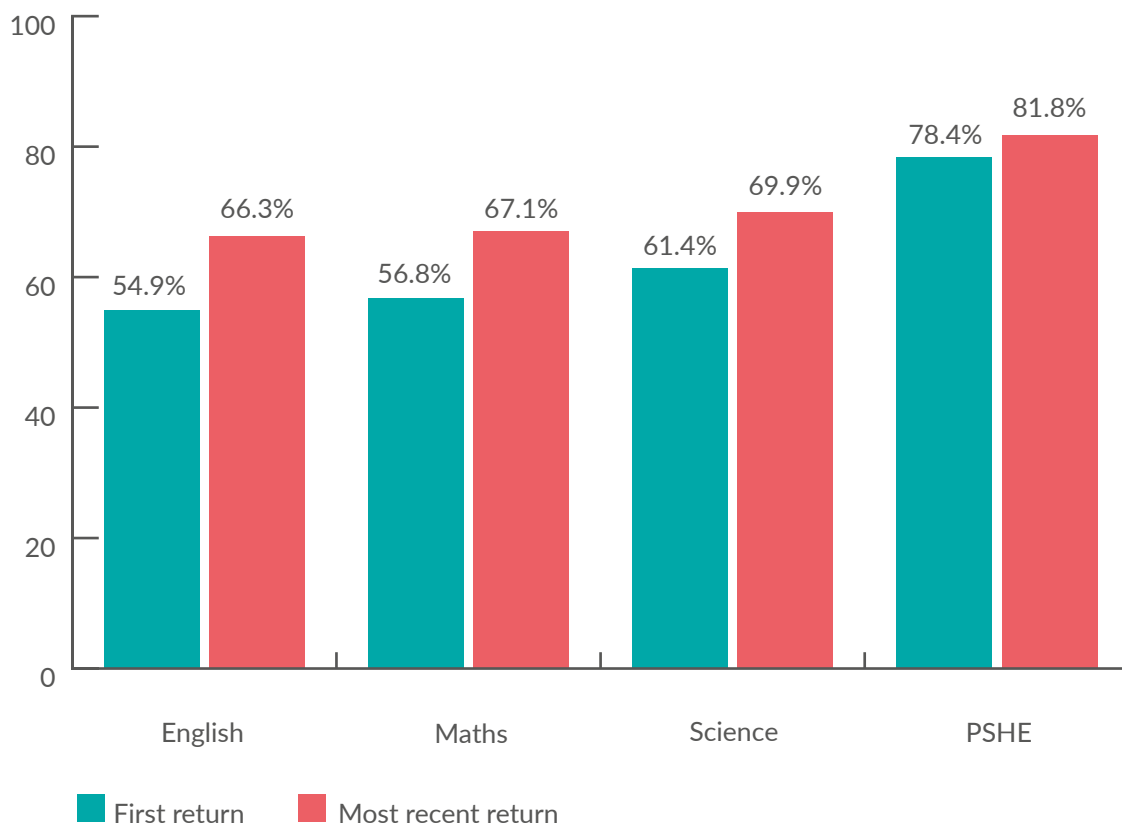
The relatively strong finding of embedding careers in PSHE is most likely because this subject has historically been where careers education is located.²² However, schools and colleges are clearly finding it more challenging to move beyond this and successfully embed careers into other subjects.

22. Andrews, D. (2011). Careers Education in Schools. Stafford: Highflyers.

Among the 944 schools and colleges who made repeat Compass submissions within the period, with at least one month between submissions, we can see that progress was made most in the subjects that started from a lower point. Figure 4.4.2 shows that while PSHE has the highest average success for embedding careers, at 81.8% among the most recent submissions,

it progressed the least since the first submissions, by only 3.5 percentage points, whereas English improved the most (11.4 percentage points) from the lowest starting point (54.9%). This shows that schools and colleges can make progress on this benchmark over time in each of the key subjects.

Figure 4.4.2: Progress in Benchmark 4 by subject among schools with repeat Compass submissions (n=944)²³



²³ In response to the question "By the time they leave school, approximately what proportion of students have experienced curriculum learning that highlights the relevance of their subject to future career paths?". We have excluded "Don't Know" or similar responses and taken the mid-point in the range that schools and colleges have selected to create an average (e.g. "Most" (51%-75%) is treated as 63% for the purposes of taking an average).

Case Study

Castle View Enterprise Academy

Castle View Enterprise Academy is based in Sunderland and opened in 2009. It has approximately 750 pupils between the ages of 11-16 and serves a relatively deprived urban area with over 45% of the students being pupil premium.

The Academy adopts a whole-school approach to careers provision. Although led and supported by a small central team, the careers plan clearly identifies the responsibilities of all staff in terms of careers, including their responsibility to link curriculum learning to careers.

The Careers Leader has supported a whole school approach including implementing an employer-led project in every curriculum area within the school. This approach was developed following an audit which showed that careers education in the curriculum was ad hoc and patchy. Therefore, a framework for developing careers education within the curriculum was designed, which involved identifying a careers champion in each department, and then working with this person to identify areas of the curriculum that were challenging to deliver and could be 'brought to life' through an employer project. Taking the existing curriculum materials and scheme of work, the Careers Leader then identified and liaised with a local employer to design a project that could be delivered in the curriculum.

Projects have included a website design and build project in Year 8 ICT lessons, writing a press release on an engineering project in Year 7 English, and a project on motorsport and the importance of mental arithmetic in Year 7 maths. These projects are differentiated for different student abilities and have been designed to be sustainable, with projects and materials able to be reused in future years.

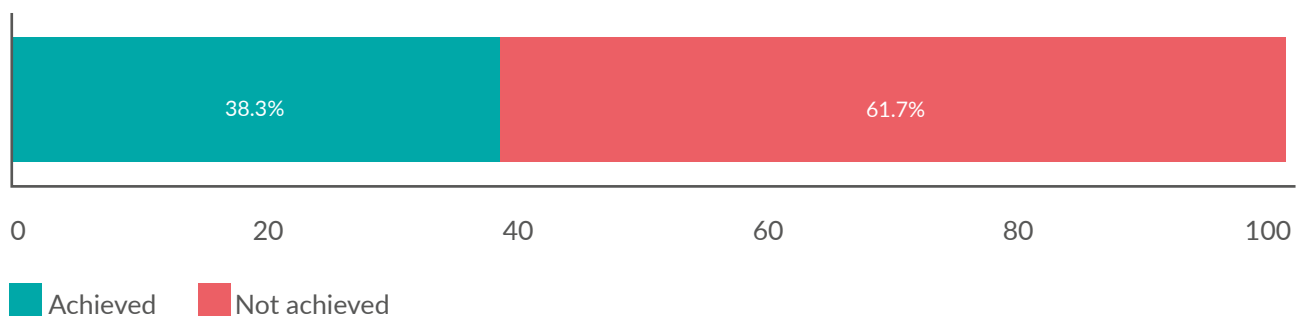
Feedback from the projects has been strong from staff, students and employers, with a significant benefit in terms of student engagement both in terms of engagement with employers, and engagement with areas of the curriculum that had proved challenging in the past. Employers have benefitted from a structured approach, which has enabled interactions to be planned for maximum benefit. This has included complementing employer visits with the use of other materials including online video clips to increase the ongoing impact of their engagements. Staff have also reported greater confidence in working with employers, and greater knowledge of careers and employment options. The school is seeking to build on this approach in future years by using these employer 'buddies' to deliver departmental staff CPD (continuing professional development) sessions. The success of the project means that the school is now looking to embed this approach further, seeking to implement an employer project in every subject area for every year group.

Alongside employer projects, additional approaches used by the school to embed careers in curriculum areas have involved working with departmental careers champions to facilitate employer visits. The academy is sponsored by Northumbrian Water, and so has regular guest speakers from the company including female role models to challenge stereotypes and encourage girls to consider STEM subjects at GCSE and A levels. The school has a school-wide careers week and careers day where all subject areas and teachers are expected to engage with careers and link to the world of work.

Benchmark 5: Encounters with employers and employees

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

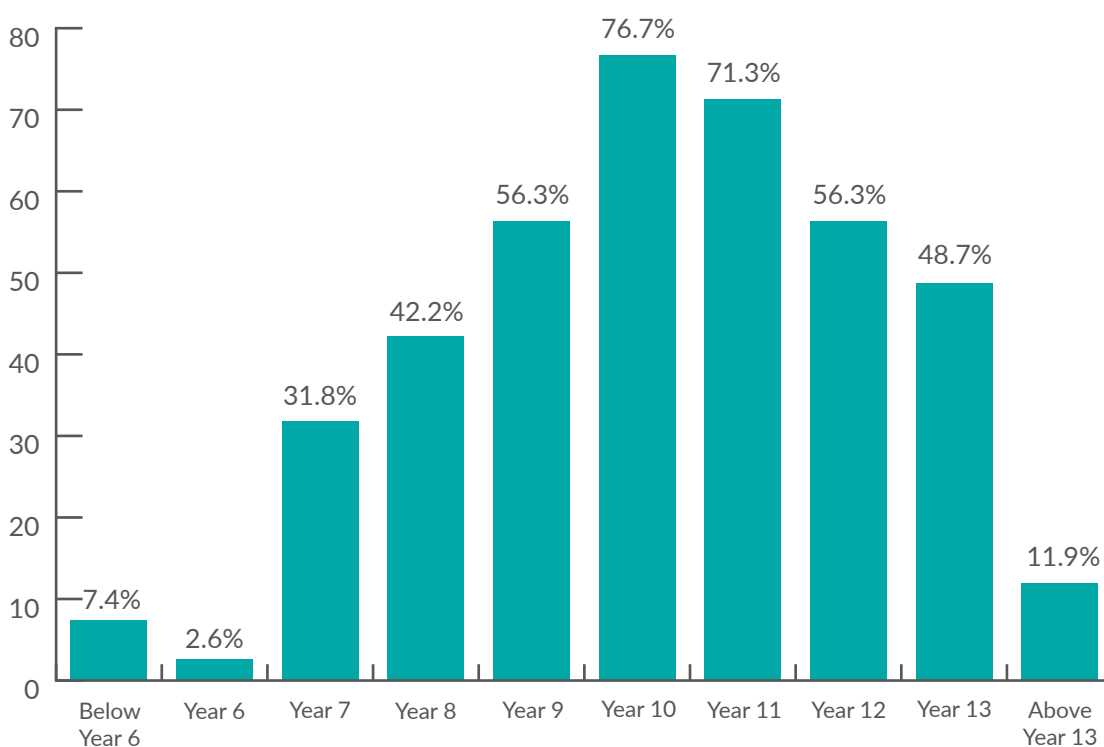
Figure 4.5.1. Achievement of Benchmark 5 – Encounters with employers and employees (n=3,092)



As figure 4.5.1 shows, Benchmark 5 is more binary than the other benchmarks. Schools and colleges are either providing enough encounters with employers (at least one per year) or they are not. At the moment, less than 4 in 10 institutions are meeting this benchmark. This is a slight improvement on last year.

In the sample of institutions that have completed Compass twice there was an improvement in the number of institutions meeting Benchmark 5, of 16 percentage points in between the first and last assessment, suggesting that schools and colleges are making good progress on this benchmark over time.

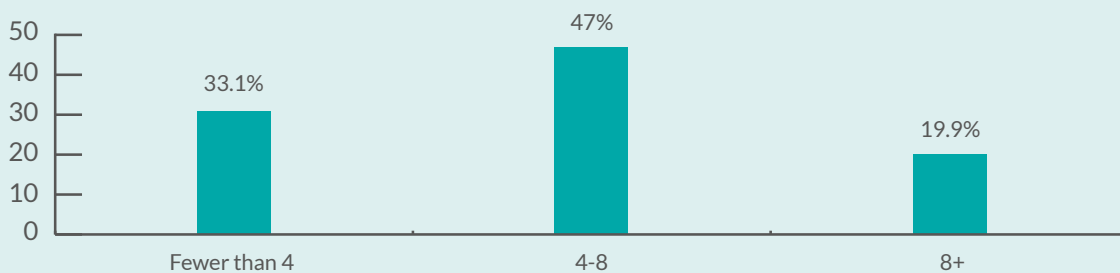
Figure 4.5.2 Percentage of year groups in which the overwhelming majority of students have at least one meaningful encounter with an employer or employee (n=3,091)



Compass asks some additional questions to help us to understand further what the pattern of employer engagement is. Figure 4.5.2 shows in what years schools and colleges are providing the overwhelming majority of their students with employer encounters. It demonstrates a clear pattern with employer

encounters peaking in Year 10. This provides a clear steer for the future of both schools and colleges, in focusing on the younger and older years, and for careers providers and Enterprise Coordinators in helping to clarify what kinds of employer encounters are appropriate for these year groups.

Figure 4.5.3 On average, how many encounters with an employer will your students have had by the time they leave school? (n=2,927)



Compass also asks schools and colleges to report how many encounters with an employer a typical student will have had before they leave school. This is important because research highlights that the volume of employer encounters a young person receives makes a big difference to the impact that the school or colleges careers programme has.²⁴ Figure 4.5.3 shows this and finds that around a third of schools and colleges are offering less than 4 encounters.

The rest of the schools and colleges are delivering more than four employer encounters and almost a fifth of institutions are exceeding the level required by the Gatsby Benchmarks. Research shows that increased levels of employer engagement are associated with increased impacts on young people and so it is important to continue to increase the level of employer engagement that is taking place.²⁵

24. Kashefpakdel, E. T. and Percy, C. (2017). Career education that works: An economic analysis using the British Cohort Study. *Journal of Education and Work*, 30(3), 217-234.

25. Mann, A. and Percy, C. (2014). Employer engagement in British secondary education: wage earning outcomes experienced by young adults. *Journal of education and work*, 27(5), 496-523.

Case Study

Bourne Academy

The Bourne Academy is based in an area of Bournemouth which is in the top 10% of deprived areas in the UK. The school opened in 2010 and is sponsored by Canford School (a local independent school). The proportion of students who are eligible for free school meals is well above average (currently about 50%); the school also has high levels of young carers and students with special educational needs. The school achieved the Investors in Careers Award (now the Quality in Careers Standard) in July 2017.

Encounters with employers and employees are built into the school's careers programme from Year 7 upwards. These encounters comprise a range of activities including employer talks in assemblies, classroom visits, and activities during drop down days, as well as enterprise activities, workplace visits and visits to careers fairs and other events. Some activities take place annually in order to ensure a degree of stability in the programme, and to ensure all students are reached. Other opportunities are taken as they arise, allowing the programme to remain responsive and flexible. Examples of activities undertaken at the school include a business and subject taster day in Year 7, the Green Power challenge and RAF roadshow for Year 9, and CV presentations from HR professionals and a careers fair in Year 10. In Year 12 all students take part in the school's dedicated employer mentoring scheme: The Bourne Ambassador Programme.

The Careers Leader maintains oversight of all employer encounters taking place in the school. Some of these are organised centrally, but others are organised by academic departments themselves. Liaison between the Careers Leader and a careers champion in each department ensures effective planning and organisation. Events and experiences taking place are communicated throughout the school via staff briefings and bulletins.

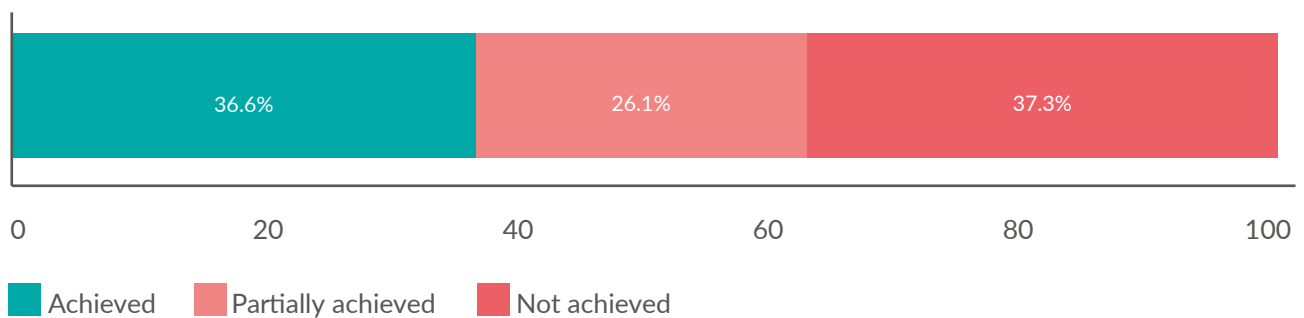
Effective management of employer relationships has been core to the school's success. The school has formal partnership agreements with a number of employers and maintains a database of employers they have worked with, as well as sourcing contacts through their Enterprise Adviser. Employers are regularly sent newsletters and invited to events such as school plays in order to sustain engagement. Speakers for careers talks are sourced through 'Speakers for Schools' as well as the school's own contacts, and in sixth form assemblies, teaching staff themselves share their own career journeys with students.

Adding value and building on relationships is important to the school's approach and a good example of this is the annual business breakfast. All employers who have offered work experience placements to students during the year are invited to this breakfast, as well as all Year 12 students. The session therefore offers the opportunity to celebrate the work experience programme and thank employers, as well as offering further opportunities for networking with students.

Benchmark 6: Experiences of workplaces

Every pupil 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.

Figure 4.6.1: Achievement of Benchmark 6 – Experiences of workplaces (n=3,092)



Benchmark 6 is concerned with giving students experiences of workplaces. This includes one or two-week blocks of work experience but also a wide range of other opportunities to interact with workplaces e.g. job shadowing, workplace visits and part-time work.

Less than 4 in 10 schools and colleges were able to meet Benchmark 6. However, when we drill into the sub-questions we find that the picture is more positive. 62.7% of institutions are delivering experiences of the workplace for the overwhelming majority of their students either pre- or post-16. This breaks down to 47.0% offering experiences of the workplace pre-16 and 53.3% offering experiences of the workplace post-16. One conclusion of this is that we need to consider how better to make the case for multiple experiences of the workplace throughout school.

Experiences of the workplace is the one benchmark which has shown an overall decline since last year (of slightly under 3 percentage points). However, when we compare this year's figures with last year's a clearer

picture emerges. While the proportion of schools delivering pre-16 work experience has declined, post 16 work experience has improved. It is important to do something to address this decline in pre-16 work experience if schools are to deliver on the Gatsby Benchmarks. If we then look at our sample of schools and colleges who made repeat submissions more than one month apart, we can see that these schools and colleges are making progress on both pre-16 and post-16 experiences of the workplace. However, this progress was more rapid in post-16 provision. The average percentage of students having an experience of the workplace by the end of Year 11 increased from 60.3% to 61.3% across our sample of schools and colleges, whereas the average number having an experience in Year 12 or Year 13 increased from 67.3% to 70.9%. This may mean that there has not been a real decline in the amount of experiences of the workplace offered, but rather that the institutions that are engaging with Compass for the first time are less likely to be meeting this benchmark.

Case Study

St Peter's Catholic School

St Peter's Catholic School is based in Guildford, Surrey. The school is a co-educational school with approximately 1,200 pupils aged between 11-18, and 270 pupils in the sixth form. The school was outstanding in its last Ofsted inspection and it holds the Investor in Careers Award.

Until 2011, St Peter's Catholic School offered a week's work experience to all Year 10 and Year 12 pupils. Following a review of Year 10 work placements the school identified that 40% of students undertook placements in school or retail settings, a proportion which was not representative of the actual post-school destinations of students. Therefore, the school sought to initiate an alternative programme which would allow students to gain experience of workplaces more in line with their ideas and aspirations, and which would offer a structured programme to maximise the learning potential of workplace experience and increase the value of these experiences to employers as well as students.

The Year 10 Careers and Employability Programme developed by the school takes place over a full week off-timetable, and embeds two structured workplace visits for each student, alongside a programme of multiple encounters with employers and training providers and a range of skill-building opportunities. Prior to the week the Careers Leader surveys all Year 10 pupils to check their career ideas and aspirations which enables the programme to be tailored appropriately. Approximately 36 businesses are involved with the workplace visits, with students choosing the workplaces they wish to visit. Each visit lasts approximately two hours, and the school works with the employer to ensure each visit includes a tour, information about entry routes and careers progression, transferrable skills the business or organisation particularly looks for, and exposure to a full range of business functions. Each visit also includes an activity to help students engage with the workplace for example, dressing mannequins in a shop, undertaking non-armed combat with the police, making structures at a quantity surveyor's or preparing food in a restaurant.

Students prepare for their workplace visits by researching these companies/organisations with their tutors and completing a preparatory booklet. They also prepare questions to ask the employers. Students attend the workplaces in full business wear. After the workplace visits students are encouraged to reflect on their visits with their parents and complete an evaluation of how useful their experiences have been. In their Year 11 one-to-one careers guidance interviews they continue to reflect on these experiences and how they have confirmed/changed their aspirations.

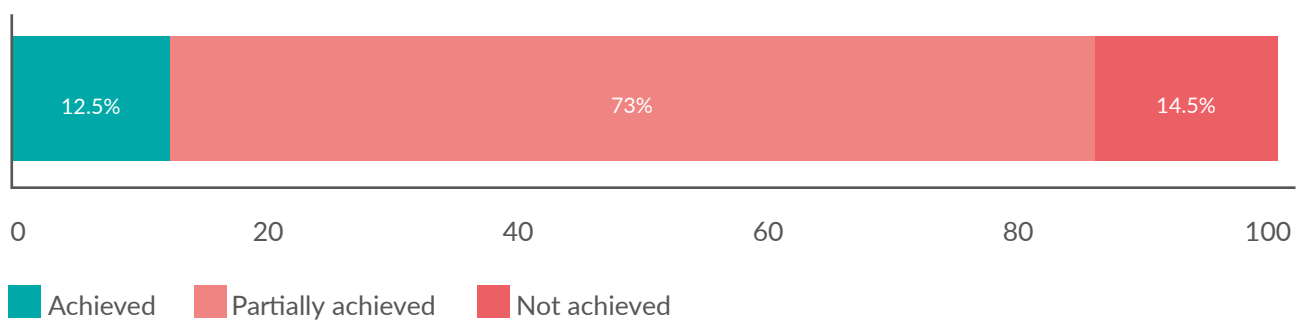
Other activities included in the week-long programme help students to prepare for and reflect on their activities. In the first days prior to the visit they undertake personal and career development activities, including sessions on team-building, interviews, LinkedIn, finance, job websites and volunteering. Another day provides opportunities for them to speak to employers from different sectors (choosing 5 sectors from a range of 25), and to learn about different college, university and other training routes. Many school alumni take part in these activities including students who recently left and those who left some years ago. In the days after the workplace visit students work together on a business game, which gives them practical experience of different company roles (e.g. managing director, accountant, marketing manager), and they undertake college or sixth form taster sessions.

The structured Year 10 programme is followed by a more traditional work experience programme in Year 12 where students identify, find and undertake a placement, building on their learning and experience from the Year 10 programme.

Benchmark 7: Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Figure 4.7.1 Achievement of Benchmark 7 – Encounters with further and higher education (n=3,092)



Benchmark 7 requires schools and colleges to provide a broad range of information and experiences with Further Education (FE) and Higher Education (HE). While the overwhelming majority of schools and colleges are providing some of these opportunities, very few are meeting all of them. There has been a slight increase in the proportion of schools and

colleges meeting this benchmark from last year. In the sample of institutions that have completed Compass twice there was an improvement in the number of institutions meeting Benchmark 7 of 6 percentage points in between the first and last assessment, suggesting that schools and colleges are making steady progress on this benchmark over time.

Figure 4.7.2: Proportion of schools and colleges in which most students have received the following encounters with further and higher education (n=3,092)

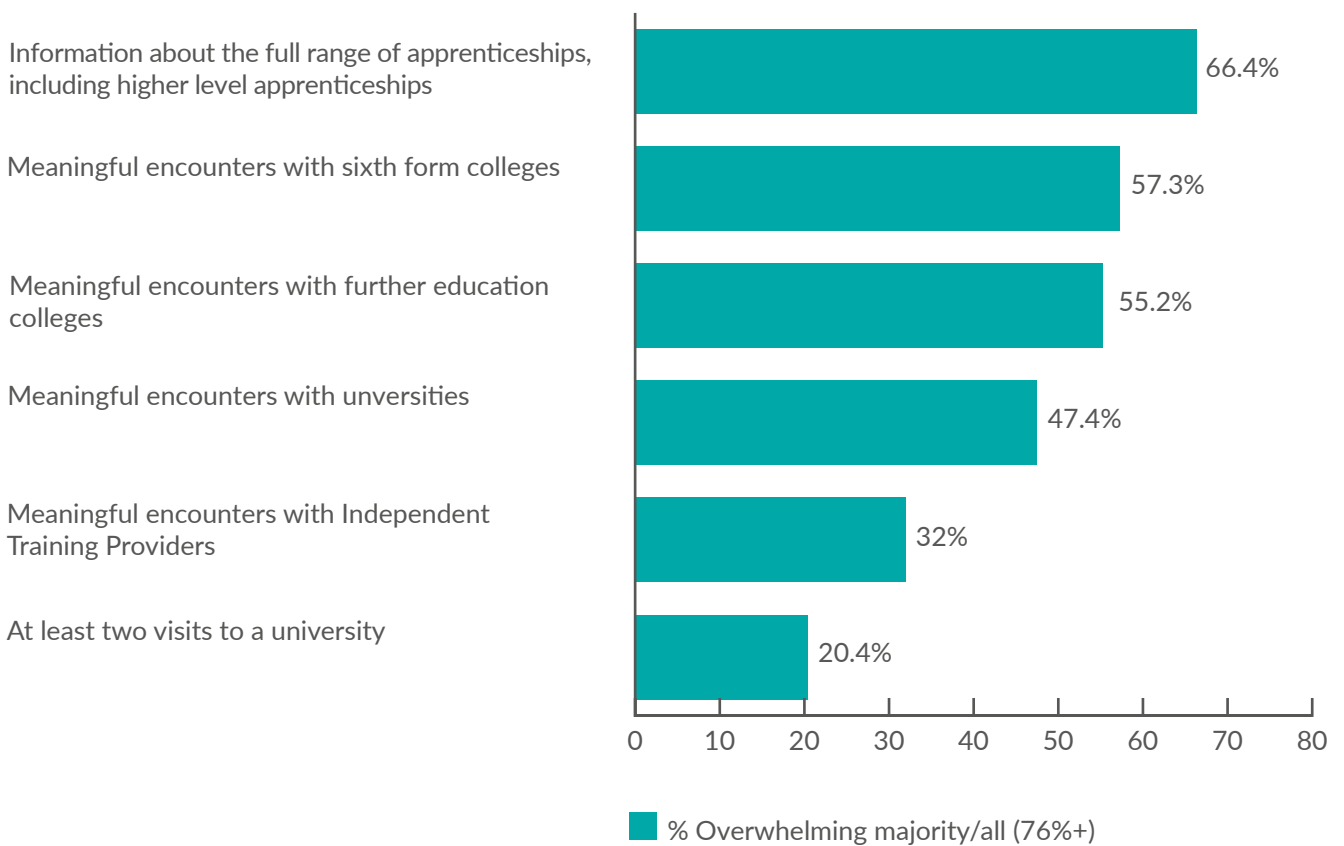


Figure 4.7.2 shows how the sub-benchmark elements break down. There is room for improvement in all of these elements, with even the most commonly met (providing information about apprenticeships) only being successfully done by two-thirds of schools and colleges. More than half provide information about sixth form colleges and general FE, but less than half are exposing all of their students to universities

(and only a fifth to two universities) and only a third are exposing them to training providers. The Government has introduced new legislation to increase the flow of information about vocational education into schools.²⁶ It is hoped that as this becomes further embedded it will support schools' performance on Benchmark 7.

26. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force in January 2018.

Case Study

Adelaide School

Adelaide School is a school for pupils with social, emotional or mental health difficulties based in Crewe. The school has approximately 90 pupils on roll from Years 3-11 and offers sixth form provision when there is demand.

The school has a strong commitment to ensuring pupils have exposure to a full range of post 16 learning opportunities including apprenticeships, further and higher education. The key to the school's approach is focusing on encounters which are meaningful and accessible for students and avoiding anything which may be adversely stressful. This includes bolting on other engaging activities to learning provider encounters – for example a college trip which also involves eating out, a trip to a higher education campus which is based in a football stadium (the University Campus of Football Business (UCFB) based in the Etihad football stadium), a planned trip to the School of Nursing in Chester which also includes visiting a museum. The school also holds an annual trip to the Liverpool Institute of Performing Arts (LIPA), which, because it offers entry routes based on talent and not just qualifications, is particularly appropriate for the student group.

The nature of the pupil cohort at the school is that many will go on to courses at local colleges. Throughout Year 9 the pupils go one morning a week to a local college and undertake taster sessions in a full range of curriculum areas. Subsequently in Year 10, students attend college one day a week, to undertake a college course. A staff member accompanies students on these visits, allowing for student engagement to be observed, and students to be supported in identifying suitable post-16 routes. In addition, every year the school attends a Careers Live event, aiming to take all Year 10s, 11s, and sixth form, enabling students to meet a range of learning and training providers.

Alongside activities focused on education opportunities, the school also seeks to embed information about education routes into other events – for example providing information about apprenticeships through employer visits, or utilising visiting speakers including higher education students, and ex-students from the school to talk about their educational routes.

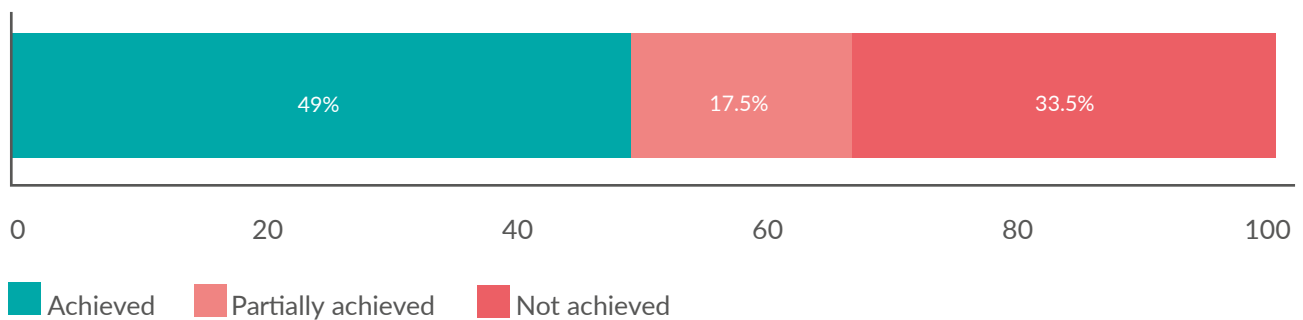
Student attendance at all activities is tracked and monitored, and feedback is gathered from students and staff. Staff across the school are encouraged to be involved, and staff engagement is also tracked. Larger events are managed by an events committee. After trips and events, a report is written up to be circulated in the newsletter and on social media accompanied by images and photos from the event. This acts as a way of engaging parents and staff and continuing to engage students and embed the learning from the events.

Working with parents is further embedded through running a 'parent partners' session every week, which offers support to parents and carers in supporting their pupils with their transitions. It also includes support for parents' and carers' own personal, career and educational development. As a result of these sessions a number of parents and carers have studied subjects such as English, maths, and ICT with the school. This has both assisted with building up the confidence of parents and carers and has also offered strong role models of lifelong learning for the pupils.

Benchmark 8: Personal guidance

Every pupil should have opportunities for guidance interviews with a Careers 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 pupils but should be timed to meet their individual needs.

Figure 4.8.1 Achievement of Benchmark 8 – Personal guidance (n=3,092)



Benchmark 8 was the benchmark that schools and colleges were most likely to meet. There has been a slight increase in the proportion of institutions meeting this benchmark since last year which means that now almost half of schools and colleges are offering good personal guidance. In the sample of institutions that have completed Compass twice there was an improvement in the number of institutions meeting Benchmark 8 of 7 percentage points in

between the first and last assessment, suggesting that schools and colleges are making steady progress on this benchmark over time.

A clear majority of schools and colleges (67.1%) were offering pupils a personal guidance interview by the time that they finish Year 11. However, schools and colleges are less likely (49.8%) to ensure that the overwhelming majority of their students receive personal guidance during Year 12 and 13.

Case Study

Malmesbury School

Malmesbury School is an 11-18 comprehensive school with approximately 1,200 students on roll serving a largely rural community. The school was outstanding in its last Ofsted inspection and it holds the Career Mark Gold for its careers provision.

The school's approach to careers provision is outlined in its Careers Education Information Advice and Guidance policy. Access to a careers adviser is written into the policy as a core objective, and a learner entitlement statement clearly identifies that 'all students have access to impartial careers advice from a qualified in-house careers adviser'. The policy also clearly establishes the importance of professionally delivered services which are student-centred and impartial.

In practice the school delivers these objectives by employing a careers adviser for 2-3 days per week, working three days a week at peak times. The adviser holds a level 7 postgraduate diploma in careers guidance and follows the Career Development Institute's code of ethics. The independence and impartiality of the careers adviser is supported by the fact that she is not employed by the school directly but by the Athelstan Trust (of which the school is part).

The adviser provides guidance to pupils from Year 8 upwards on request. Pastoral heads, the special educational needs coordinator, learning support team, tutors, parents (and students themselves) can all make referrals. All Year 11 pupils are given an interview with the careers adviser, records of guidance sessions are maintained by the careers adviser and are stored on the school system so that tutors can access them, as well as being given to pupils themselves. With students' permission the records are also sent home to parents. The adviser attends all annual reviews for students with a statement of educational need, and students with additional needs are offered additional intensive support to assist them into work experience and post-school destinations. The adviser is also available to parents and attends all parents' evenings (for Year 9 and above), as well as the options evenings for Years 9 and 11 and sixth form, and the Year 10 work experience evening.

Personal guidance provided by the school's careers adviser is supported by a wider school approach to support and guidance whereby one-to-one advice and support is also offered through other agencies as and when appropriate, and through the tutor system and academic mentoring. Academic tutors have a core role in supporting students with career planning, particularly in Years 12 and 13 where every fortnight students have a one to one discussion with their tutor which covers their plans and careers ideas. The school has also recently recruited additional careers support to offer group guidance to sixth form students. Regular employer visits and alumni engagement also assist students with information and advice about careers pathways. Providing a range of sources of information and advice assists with student engagement and helps to ensure students receive support in line with their needs.

5 | Variations by Local Enterprise Partnership (LEP)

This chapter looks at how engagement varies with the benchmarks across the country. It summarises performance by LEP.

Just as performance varies by benchmark, it also varies by school, college and locality. In this chapter we provide a summary of the average performance of each of the schools and colleges in the Local Enterprise Partnerships.

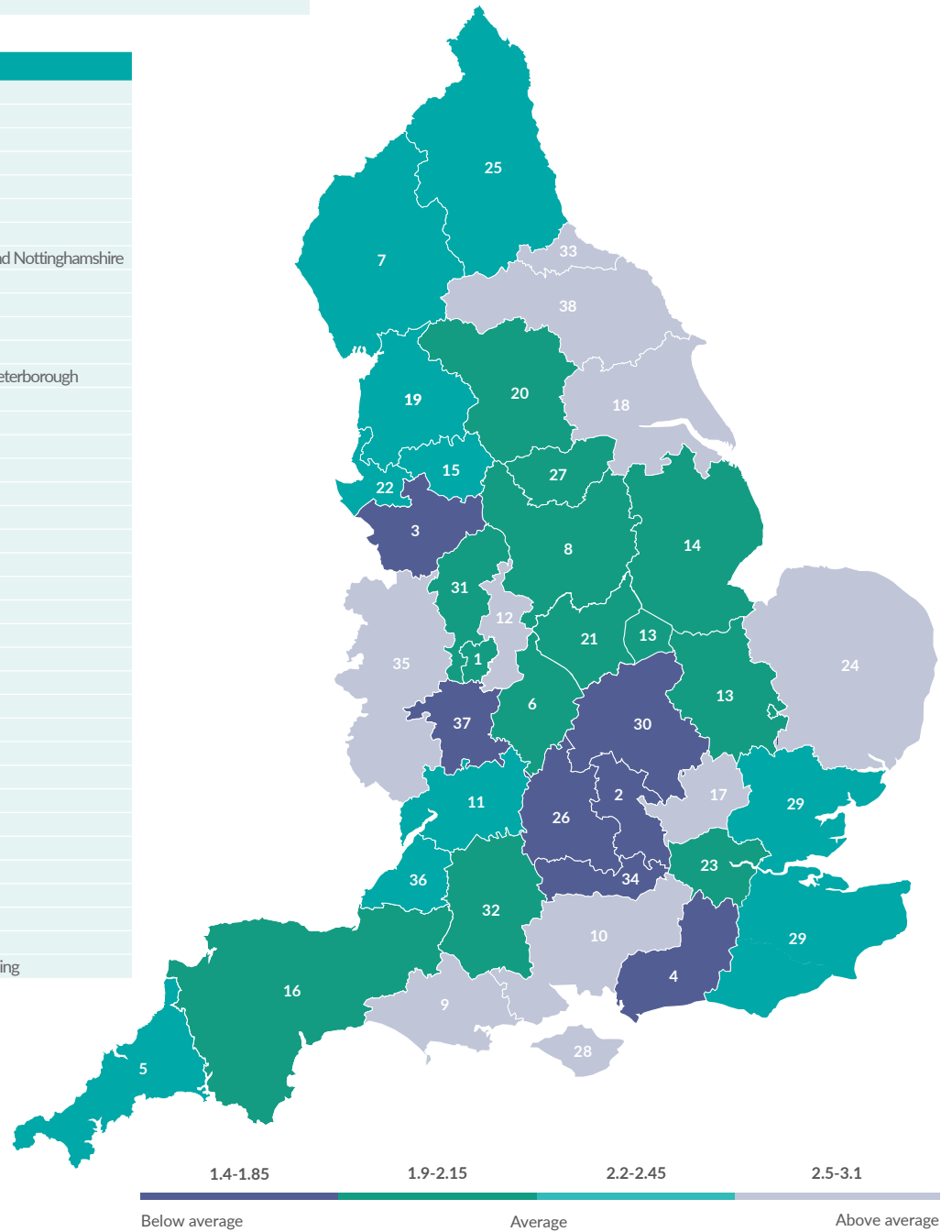
All of the 38 LEPs report a range of performance. Every area has some schools and colleges which are meeting none of the benchmarks and every area has some institutions that are performing well (5 or more benchmarks). However, there is also some variation between the LEPs. There is a range of almost two benchmarks between the average scores of schools and colleges in different LEPs. Figure 5.1 groups the LEPs into quartiles to show the patterns in performance between the LEPs. The average number of benchmarks achieved in the LEPs varies between 1.4 in the Coast to Capital LEP (area 4 on the figure 5.1) and 3.1 in Solent LEP (area 28).

The reason for variation between the LEPs is unclear and we should be careful about drawing too many conclusions based on what are subtle variations in performance between very different areas. The performance of the LEPs appears to be stronger in coastal and peripheral areas of the country. It may be that these differences intersect with some of the wider factors that we discuss in chapter 6 or that local factors related to either geography or local policy are driving some of this difference. It will be important to see how stable these differences are over time and to explore further what might be causing them.

Performance against the benchmarks by LEP (presented in quartiles)²⁷

The map is a visual representation of the performance across the 38 Local Enterprise Partnership areas. This was calculated using quartiles; the median value was 2.15, the lower quartile was 1.9 and the upper quartile was 2.5.

No	Local Enterprise Partnership
1	Black Country
2	Buckinghamshire Thames Valley
3	Cheshire and Warrington
4	Coast to Capital
5	Cornwall and Isles of Scilly
6	Coventry and Warwickshire
7	Cumbria
8	Derby, Derbyshire, Nottingham and Nottinghamshire
9	Dorset
10	Enterprise M3
11	Gloucestershire
12	Greater Birmingham and Solihull
13	Greater Cambridge and Greater Peterborough
14	Greater Lincolnshire
15	Greater Manchester
16	Heart of the South West
17	Hertfordshire
18	Humber
19	Lancashire
20	Leeds City Region
21	Leicester and Leicestershire
22	Liverpool City Region
23	London
24	New Anglia
25	North East
26	Oxfordshire
27	Sheffield City Region
28	Solent
29	South East
30	South East Midlands
31	Stoke-on-Trent and Staffordshire
32	Swindon and Wiltshire
33	Tees Valley
34	Thames Valley Berkshire
35	The Marches
36	West of England
37	Worcestershire
38	York, North Yorkshire and East Riding



27. The key to the numbers in the map can be found on page 48 in the Variations by Local Enterprise Partnerships (LEPs) chapter.

Figure 5.2 Average performance of schools and colleges in each LEP (n=2,907)

No.	Local Enterprise Partnership	Average number of benchmarks achieved	Number of responses	Lowest number of benchmarks achieved	Highest number of benchmarks achieved
1	Black Country	2.1	73	0	6
2	Buckinghamshire Thames Valley	1.7	35	0	5
3	Cheshire and Warrington	1.8	46	0	8
4	Coast to Capital	1.4	88	0	6
5	Cornwall and Isles of Scilly	2.4	36	0	7
6	Coventry and Warwickshire	2	38	0	5
7	Cumbria	2.2	37	0	5
8	Derby, Derbyshire, Nottingham and Nottinghamshire	2	100	0	7
9	Dorset	2.5	46	0	8
10	Enterprise M3	2.5	60	0	8
11	Gloucestershire	2.2	35	0	8
12	Greater Birmingham and Solihull	2.5	77	0	7
13	Greater Cambridge and Greater Peterborough	2.1	74	0	6
14	Greater Lincolnshire	1.9	27	0	5
15	Greater Manchester	2.2	135	0	8
16	Heart of the South West	2.1	84	0	7
17	Hertfordshire	2.5	89	0	7
18	Humber	3	46	0	7
19	Lancashire	2.3	120	0	8
20	Leeds City Region	2.1	137	0	7
21	Leicester and Leicestershire	2.1	65	0	6
22	Liverpool City Region	2.4	92	0	7
23	London	2	265	0	8
24	New Anglia	2.6	100	0	8
25	North East	2.3	95	0	8
26	Oxfordshire	1.6	38	0	6
27	Sheffield City Region	2.1	85	0	8
28	Solent	3.1	49	0	7
29	South East	2.2	205	0	8
30	South East Midlands	1.8	102	0	8
31	Stoke-on-Trent and Staffordshire	1.9	71	0	6
32	Swindon and Wiltshire	1.9	48	0	8
33	Tees Valley	2.5	55	0	8
34	Thames Valley Berkshire	1.5	58	0	6
35	The Marches	2.6	44	0	7
36	West of England	2.4	55	0	7
37	Worcestershire	1.8	51	0	7
38	York, North Yorkshire and East Riding	2.6	46	0	8

6 | What makes a difference?

This chapter explores the range of issues for schools and colleges that impact the likelihood of schools and colleges meeting the Gatsby Benchmarks and uses this to draw out some further lessons that can help to drive improvements.

So far, we have examined the overall standard of schools and colleges' careers provision and looked at the progress that has been made since 2014. We have also examined the current picture in more detail by focusing in on each of the benchmarks in turn. Throughout this we have seen that although the average number of benchmarks being met is still relatively low (2.13), there is considerable variation. At one end of the spectrum there are still 18.1% of schools and colleges that are not meeting any of the benchmarks, while at the other end of the spectrum there are 19.9% of schools and colleges that are meeting four or more of the benchmarks. There are now 21 institutions that are meeting all eight benchmarks.

This variation begs the question: what influences a school or college to be good and to meet a greater number of the benchmarks? In this chapter we share analysis that helps to explain why schools and colleges differ and to draw out some key learning from this.

In earlier chapters, we have typically used a scale from 1 to 8 to describe the school or college's performance against the benchmarks. That scale measured the number of benchmarks fully achieved. In this chapter we will often be using a more detailed measure that also takes into consideration whether the school or college has achieved a partial proportion of each benchmark. The schools are given a percentage score from 0-100, in which their relative benchmark performances are assessed.²⁸ We refer to this as the Overall Benchmark Score. A higher score indicates better benchmarks performance. The average school or college achieved 51% in the Overall Benchmark Score.

28. This score is calculated by working out the percentage of sub-Benchmarks that each institution is meeting against each Benchmark. This means that each Benchmark is equally weighted. These scores are then summed and divided by 8 to give the Overall Benchmark Score.

In this chapter we report the findings of a range of different analyses that we have conducted. At the heart of our analysis was an investigation into the impact of 19 different factors on the number of benchmarks that schools and colleges were achieving. These factors are set out in figure 6.1. We only report statistically significant results.²⁹

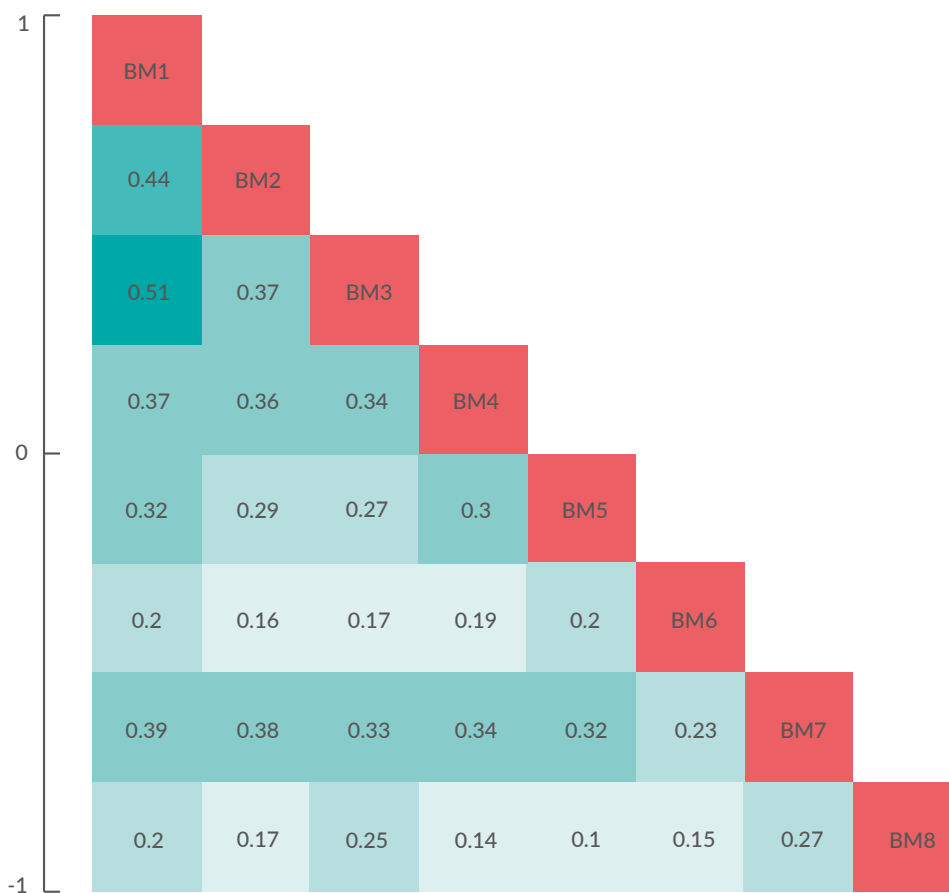
Through this analysis we have identified six main factors that influence a school or colleges influence the likelihood of a school or college achieving a better benchmark score. These are the fact that: achieving one benchmark increases your likelihood of achieving others; those schools and colleges which have used Compass more than once score better than first time users; having a sixth form is associated with a lower score; areas with higher unemployment and lower levels of professional work report better benchmark scores; that being in the Enterprise Adviser Network can improve your score; and that holding the Quality in Careers Standard is associated with an enhanced score. This chapter will discuss each of these findings in turn.

Figure 6.1. List of factors included in our analysis.

1	Phase of Education: Secondary
2	School Type: Academies
3	Has sixth form
4	Mixed gender school
5	Number of pupils
6	Percentage of pupils eligible for free school meals
7	Urban
8	GCSE performance in English and maths
9	Progress 8 performance
10	Percentage students in apprenticeships
11	Percentage students not in education/employment
12	Unemployment rate in District
13	NS-SEC 1-3 in District
14	Total enterprises in District
15	Job density in Local Authority (LA)
16	Has Quality in Careers Standard
17	Ofsted Rating scale
18	In Enterprise Adviser Network (EAN)
19	Is matched to an Enterprise Adviser (EA)

29. Typically, the analytical approach that has been taken is OLS, separate bivariate regressions although we have also used some other analytical approaches which are described in the text in this chapter.

Figure 6.2. Correlations of benchmark achievements (benchmarks measured through percentage completion scores)³⁰



Meeting benchmarks

The first thing that makes a difference to overall performance is fully achieving one benchmark. The Gatsby approach emphasises the idea that career guidance should be seen as a programme rather than as a series of disconnected interventions. The data suggests that schools and colleges have understood this message as each benchmark is positively correlated with all of the others, and all

of the correlations are statistically significant. All of the correlations are positive, which means that as a school increases its score on one of the benchmarks, it becomes more likely to also achieve highly on the other benchmarks. The higher the score listed in figure 6.2 (or the darker the square) the stronger the relationship between the two benchmarks. Benchmark 1 and Benchmark 3 are the most highly correlated. Benchmark 5 and Benchmark 8 are the least correlated among the benchmarks.

30. Bivariate correlations of pairs of Benchmarks. All benchmark correlations were statistically significant on p-level ≤ 0.0001 . Size of correlations are graphed in the upper triangle. Larger circles, and darker shade= higher correlation. Exact correlation estimates are displayed in lower triangle. Positive correlations in blue, negative correlations in red. (All correlations were positive.)

While there is no consistent order in which schools and colleges typically meet the benchmarks the fact that almost half have met Benchmark 8 while only 6.1% have met Benchmark 1 shows the relative difficulty of different benchmarks. Some benchmarks can be quickly addressed if resourcing can be found e.g. a careers adviser can be employed (Benchmark 8). Other benchmarks require more long-term investment and culture change.

If we return to our data on institutions that have completed Compass more than once we find that there is a difference in how quickly each benchmark can be achieved. Benchmarks 5 and 6 were typically those more likely to progress over short time periods, whereas Benchmarks 1, 3, and 4 were harder to progress over short time periods. This may reflect the potential to organise employer engagement activities without having to make other structural changes at school or college, and hence can be done more quickly (or at least planned and decided more quickly) than benchmarks pertaining to an overall embedded programme of careers, personalised services, and curriculum linkages, which typically involve more staff and more complex processes.

Completing Compass more than once

We have already reported that those schools and colleges that completed the Compass survey more than once (with at least a month in-between the first and most recent submission) have a significantly higher achievement rate by number of benchmarks in their most recent data than the other schools in the sample, an average of 2.70 compared to 1.89.

Such a difference is probably due to the fact that the schools and colleges that have self-assessed more than once are working to improve their careers provision and that they are focused on meeting the Gatsby Benchmarks as a way to do this. These schools and colleges are likely to return to Compass a second or a third time because they have made progress or re-planned their approach for the next academic year and want to see how this translates into Gatsby Benchmarks.

Having a sixth form

In last year's report we highlighted that schools with a sixth form were less likely to be meeting the benchmarks than those without a sixth form. This issue has proved to be persistent despite the introduction of the legislation which requires schools to open their doors to providers of vocational education.²⁶ This new law aims to help schools to engage with the further education sector and give young people more information about non-academic options. Our analysis³¹ suggests that those schools which have sixth forms score 3.4 percentage points less on the Overall Benchmark Score than those that do not have a sixth form. Although schools without a sixth form out-perform those with a sixth form on almost all of the benchmarks, this finding is mainly explained by the differences in Benchmarks 7 and 8. This suggests that schools with sixth forms are less likely to provide information about and advice on a wide range of post-16 choices.

31. Using results from OLS bivariate regression analysis.

Type of area

Much educational and social research finds that the area in which people live makes a difference to their life chances.^{32 33} However, in last year's State of the Nation we did not find that schools or colleges in deprived areas were performing any differently than those in better off areas. This year, with a larger sample size, we have been able to explore this issue further. This has revealed some surprising findings which suggest that schools and colleges in worse off areas may be doing better in terms of their careers provision.

We find that as the level of unemployment increases in the district that the school or college is located in, the school or college's Overall Benchmark Score also goes up. For every increase in one percentage point in unemployment, the school or college reports a 0.61 higher Overall Benchmark Score. We also looked at the proportion of people working in professional jobs in the area³⁴ and found that as the proportion of professional jobs gets higher, the quality of the careers programme goes down. For every additional percentage point of professional jobs, schools and colleges report 0.90 less on the Overall Benchmark Score.

It is not clear why this relationship exists. However, it may be attributable either to increased investment in careers interventions in deprived areas or due to an increased focus on careers in schools where school leaders, teachers and careers professionals perceive that young people are disadvantaged.

Enterprise Adviser Network

The Careers & Enterprise Company runs the Enterprise Adviser Network. This intervention links schools and colleges with business volunteers and provides a range of other support. The analysis of the Compass data suggests that this intervention is effective and that it helps schools and colleges to meet the benchmarks, as well as the other benefits associated with the Network.³⁵ Being part of the Enterprise Adviser Network improves schools and colleges Overall Benchmark Score by 6.29 percentage points. Figure 6.3 shows that a higher proportion of schools and colleges in the network meet each benchmark compared with schools and colleges not in the network. This is despite the fact that the Enterprise Adviser Network is aimed at schools and colleges in a given LEP that are most in need of support.

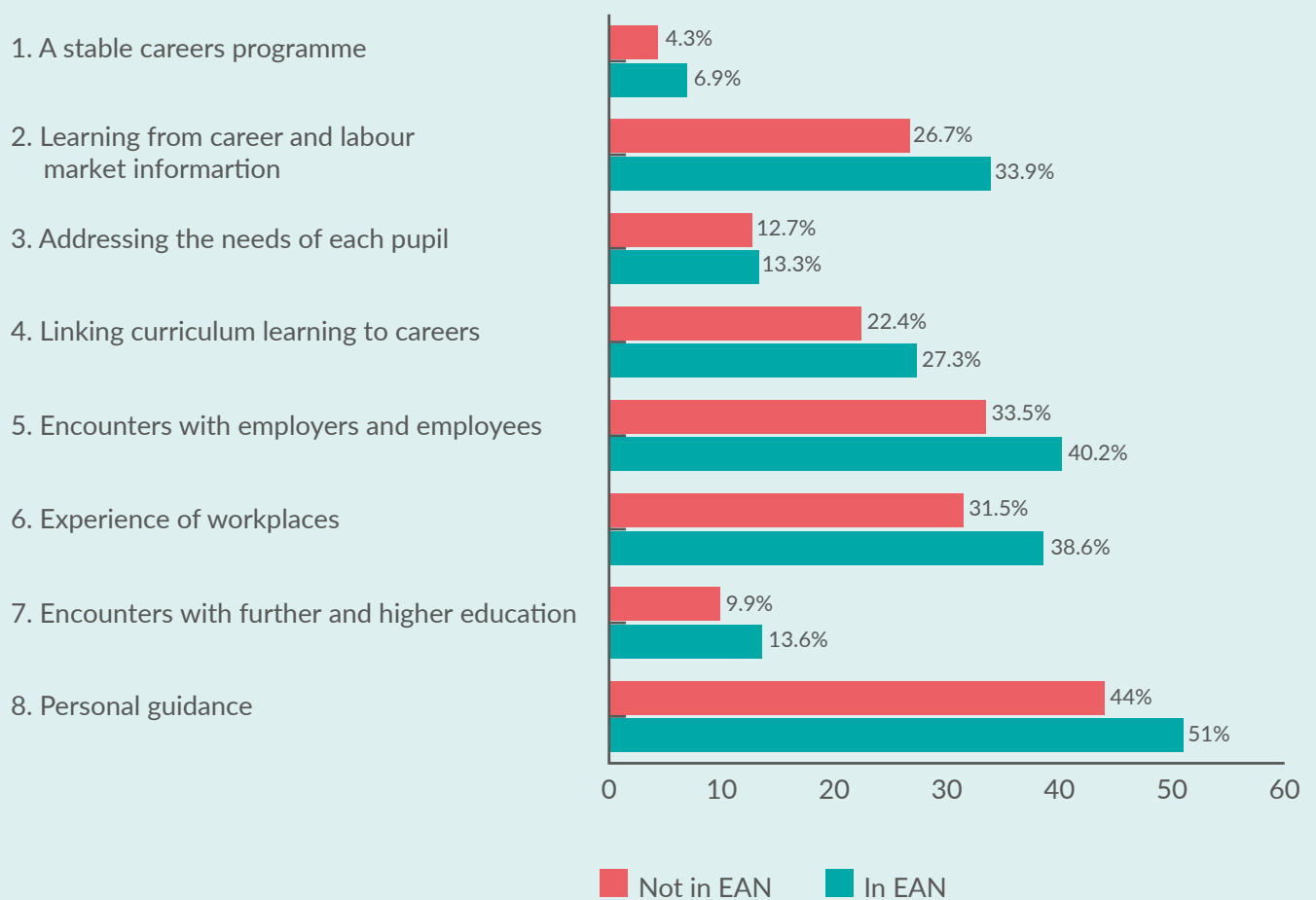
32. Alexander, R. and Hooley, T. (2018). The Places of Careers: The Role of Geography in Career Development. In *New Perspectives on Career Counseling and Guidance in Europe* (pp. 119-130). Cham: Springer.

33. Butler, T. and Hamnett, C. (2007). The geography of education: Introduction. *Urban Studies*, 44(7), 1161-1174.

34. As described by the National Statistics Socio-economic classification groups 1-3. See www.ons.gov.uk/methodology/classificationsandstandards/otherclassifications
thenationalstatisticsocioeconomicclassificationssrebasedonsoc2010 for additional information on this.

35. Pye Tait Consulting. (2017). *Fuelling Young People's Futures: An Evaluation of The Careers & Enterprise Company's Enterprise Adviser Network*. London: The Careers & Enterprise Company.

Figure 6.3: Percentage of schools and colleges in and out of the network fully achieving each benchmark (n=3,092).



It is encouraging that schools and colleges in the Enterprise Adviser Network are doing better on all benchmarks, but important to recognise that the network was not explicitly working on all of the benchmarks. Unsurprisingly the EAN seems to have the biggest effect on the benchmarks which are related to links to the labour market (Benchmarks 2, 5 and 6) as it was primarily focused on bringing education and employment together. There is also a similar sized difference on Benchmark 8 which may

be a side effect of the EAN or something that co-occurs in those schools and colleges that are prioritising their careers programmes.

In our sample of schools that have completed Compass more than once, those schools that had been in the EAN longer were more likely to report progress. The effect is small but statistically significant at the 10% level, at an average of 2.2 percentage points progress for each year they have been in the EAN.

Quality in Careers Standard

The strongest correlation with a higher Overall Benchmark Score was schools and colleges that had sought and achieved a Quality in Careers Standard.³⁶ The Quality in Careers Standard is an independently assessed award which schools and colleges can seek for their careers provision. The institutions that have achieved the Quality in Careers Standard achieve 13.1 percentage points better on the Overall Benchmark Score than those schools and colleges that do not have a Quality in Careers Standard. We tested this effect by controlling for all of the other factors listed in table A2 and it becomes slightly stronger (13.34%).³⁷ This provides a strong indication that the impact of the Quality in Careers Standard is a real one and cannot be explained through chance or by any other factors. However it is worth noting that the schools and colleges who have achieved the Quality in Careers Standard are still only meeting 2.9 benchmarks on average.

It is unsurprising that the Quality in Careers Standard is strongly correlated with performance on the benchmarks as it is a measure of the quality of careers provision. During the last academic year, it was assessing schools and colleges to a different, albeit related, standard to the one set out by the Gatsby Benchmarks. It has recently been aligned to the Gatsby Benchmarks and so we would expect the correlation to get stronger in future years.³⁸ A key question is how much the Standard is actually driving increases in performance rather than simply measuring them. This would be a useful area for further research and analysis.

36. For further information on the Quality in Careers Standard see www.qualityincareers.org.uk

37. Using OLS, multivariate regression, controlling for all variables listed in table A.

38. Quality in Careers Standard. (2018). Revised national criteria for the Quality in Careers Standard – Fully aligned with the Gatsby Benchmarks.

Available from www.qualityincareers.org.uk/documents/NEWS-STATEMENT-May-2018-Revised-National-Criteria.pdf [Accessed 2nd November 2018].

7 | Conclusion

The academic year 2017/18 was a critical moment in the development of career guidance in England's schools and colleges.

The publication of the Careers Strategy provided a strong signal that government was prioritising this area and placing the Gatsby Benchmarks at the heart of the approach. During this year we saw a steady improvement in the quality of the provision available to young people. However, perhaps more importantly we also saw a dramatic increase in the level of engagement with the Gatsby Benchmarks. Many schools and colleges have a long way to travel, but, judging by their engagement with Compass, they are clearly on the right road.

The academic year 2018/19 will see the initiatives unveiled in the Careers Strategy coming into force. These include training for Careers Leaders, new funding for careers and enterprise activities and the launch of new Careers Hubs. The Careers Hubs are modelled on the successful Gatsby careers hub pilot in the North East region and are designed to drive forward engagement with the Gatsby Benchmarks. The launch of the Careers Hubs has already started to accelerate the progress that was made last year.

The progress that is being made against the Gatsby Benchmarks is a testament to the efforts of schools and colleges across the country and their commitment to preparing young people for the future. We are confident that the next few years will see careers provision in England going from strength to strength. The Careers & Enterprise Company will be working in partnership with schools, colleges, employers, careers providers, the National Careers Service and the Department for Education to bring this about and to ensure the best possible opportunities for all young people.³⁹

³⁹ For more information on support available for schools, colleges and employers, visit: www.careersandenterprise.co.uk

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