

State of the Nation 2017

Careers and enterprise provision
in England's schools



Publication information

This paper is published by The Careers & Enterprise Company. It should be cited as follows.

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

Acknowledgements

Thank you to our partners the Local Enterprise Partnerships without whom the Network which supports schools to evaluate their activity through Compass would not be possible, and to all the local partners who support us and them in delivering this Network.

Thank you to all of the schools that have taken part in this research. A particular thanks is due to the four schools who provided case studies and to David Andrews for conducting interviews with these schools.

Thank you to Beth Jones, Brian Lightman, Chris Percy, Clare Worsdale, David Andrews, John Holman, Kathleen Gristock, Lorna Robinson, Mark Winterbotham, Paul Chubb and Rachel Barker for helpful comments received on an earlier draft of this paper.

Analysis and text by Jonathan Boys and Tristram Hooley.

Powered by

The Local Enterprise Partnerships



Compass

Most of the data presented in this report has been drawn from Compass.

The development and delivery of Compass is supported by an advisory board drawn from the sector. Thank you to all of the members of the Compass advisory board for the support that they have given to the Company in creating and disseminating the tool.

Compass is a self-evaluation tool for schools to measure themselves anonymously against the Gatsby benchmarks. It was developed jointly by The Careers & Enterprise Company and the Gatsby Charitable Foundation and has received ongoing funding and advisory support from Gatsby.

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Executive summary

This report describes the careers and enterprise provision in secondary schools in England in the academic year 2016/2017. It is based on responses from 578 secondary schools gathered through the Compass self-assessment tool. It provides the most comprehensive picture of schools' careers and enterprise provision ever collected and allows us to see how schools are performing in relation to the standard set by the Gatsby Benchmarks. The scope of the data is broadly comparable with data collected as part of the original Gatsby *Good Career Guidance* research in 2014 allowing us to see how provision has changed over time.

Key findings

1. The Gatsby Benchmarks offer a demanding but achievable standard for schools' careers and enterprise provision. The overwhelming majority of schools (79.4%) achieve at least one Benchmark and most (51.0%) achieve at least two.
2. Some Benchmarks are easier to achieve than others. The range of achievement is between 4.2% of schools fully achieving Benchmark 1 (a stable careers programme) to 45.9% fully achieving Benchmark 8 (personal guidance).
3. Current provision in schools typically falls short of the standard set by the Gatsby Benchmarks. 20.6% of schools are not achieving any Benchmarks and on average schools are only meeting 1.87 (out of 8) of the Benchmarks.
4. A more detailed look reveals that many schools are partially meeting the Benchmarks. On average schools are meeting around 50% of the indicators that make up the Benchmarks and manage to achieve or partially achieve 6.4 out of 8 Benchmarks. In many cases there are a small number of things that schools could do to boost the number of Benchmarks that they are achieving.
5. There is evidence of improvement since the original Gatsby survey in 2014. Schools in 2016/2017 are achieving an average of half a Benchmark more than they were in 2014/2015 (1.87 versus 1.34). The proportion of schools not achieving any Benchmarks has fallen by one third from 31% to 21%. The proportion of schools achieving half the Benchmarks has more than doubled from 6% to 16%. There were also some schools achieving six, seven or eight of the Benchmarks in 2016/2017 while the best schools in 2014/2015 were only achieving five Benchmarks.

6. There is no statistically significant relationship between the characteristics of the school or the labour market in which it is situated and the number of Benchmarks achieved. This is encouraging as it suggests that schools that want to meet the Benchmarks can do so regardless of their pupil intake or local labour market conditions.
7. There is a relationship between the number of Benchmarks achieved and the region in which the school is located. It is not clear what accounts for this relationship and this may merit further research.
8. There is a statistically significant relationship between schools' performance against the Benchmarks and whether they have a sixth form or not with schools without 6th forms performing better against the Benchmarks. This is accounted for by the fact that schools with a sixth form are less likely to provide students with an opportunity to encounter further education. This finding confirms the concerns of the further education sector and advocates for technical education.
9. There is a statistically significant relationship between getting a higher Ofsted grade and meeting more indicators that make up the Benchmarks. Outstanding schools typically achieved 60.1% of the sub-Benchmarks while other schools only achieve 53.1% of the sub-Benchmarks.
10. There is a statistically significant relationship between schools which hold the Quality in Careers Standard and those which meet more Benchmarks and sub-Benchmarks. On average schools with the Quality in Careers Standard are meeting more than one additional Benchmark than those that do not hold it.

Lessons for schools

The research highlights a need to build schools' capacity to deliver high quality careers provision. The case studies of schools that perform well against the Benchmarks suggest that careers leadership, clear strategy and resourcing are all key to achieving the Benchmarks.

Achieving a high standard of careers and enterprise provision is not just a question of providing lots of activities, but rather something that requires careful planning, consistent delivery and ongoing monitoring and evaluation. Schools need to ensure that they have this framework in place if they are going to meet all of the Benchmarks.

While leadership, clear strategy and the allocation of appropriate resources to the schools' career and enterprise programme are critical in the long term, there are a number of quick wins for schools that want to move forwards. There are also a number of key areas that schools could work on which would have a big impact on the number of Benchmarks that are being met.

5 ways to get your school moving in the right direction

1. Start early (e.g. year 7).
2. Engage all stakeholders, including parents and employers.
3. Update your website with information about your careers programme.
4. Join the Enterprise Adviser Network.
5. Complete Compass every year.

5 substantial initiatives to improve your programme

1. Develop careers content in all subjects, not just PSHE.
2. Take advantage of labour market resources and make them available to all students and their parents.
3. Provide ALL students with information on ALL routes.
4. Provide experiences of workplaces for all students.
5. Adapt existing systems to track destinations and careers and enterprise activities.

Foreword from Claudia Harris

Chief Executive Officer, The Careers & Enterprise Company



I am delighted to introduce the State of the Nation report 2017.

In 2014, the Gatsby Foundation published *Good Career Guidance* based on research conducted by Sir John Holman. The report laid out an approach to careers provision in schools which has been accepted widely as best practice (the Gatsby Benchmarks). Since then many hundreds of schools across the country have started working towards the Benchmarks.

In 2016 we were delighted to collaborate with the Gatsby Foundation to launch the *Compass* tool which allows schools to measure how they are performing against the Benchmarks. It also allows us to collect aggregated, anonymised data to understand how schools are doing across the country.

For schools this data allows them to track their performance over time, pinpoint areas of need and improve careers support to young people. We are continuing to develop *Compass* and will soon launch new functionality to provide schools with more resources, tools and the ability to plan and track their careers and enterprise programme.

For The Careers & Enterprise Company, this data allows us to set a baseline and track improvement over time. It will help us to identify national areas of need. It will allow us to understand drivers of best practice. Finally it will allow us to understand the relationship with improved outcomes - which will in turn allow us to refine and improve best practice over time.

This paper sets out the 'State of Nation' at the start of the academic year 2017/2018. It shows that there is much to do, but also some cause for optimism. We intend to repeat this publication annually to show how careers and enterprise provision in England's schools evolves over time.

We look forward to working with you on this national project to improve careers support in England. Together we can help young people have flourishing futures and strengthen the foundations of our economy.

Foreword from Sir John Holman

Advisor to Gatsby Charitable Foundation



It was when I was a headteacher that I first realised just how important good career guidance is. Looking at the students in my secondary school, I could see that some of them were already getting good career guidance from parents, family and friends. But for students whose families had little experience of study or training for skilled jobs, it was the school they relied on for career guidance.

The Career Benchmarks that we at Gatsby developed with the University of Derby and published in 2014 are based on the best practice in this country and overseas. We wanted the Benchmarks to show schools on how to do better with career guidance – in a way that would also be clearly understood by parents, students and employers. Not long after they were published, we began to hear from schools who were using the Benchmarks and who wanted to know how they measured up against them, compared with other schools.

This is how the idea of Compass was born – a self-evaluation tool for schools to measure themselves anonymously against The Gatsby Benchmarks. At Gatsby, we have been pleased to work with the Career and Enterprise Company to develop Compass.

This 'State of the Nation' report shows how schools who used Compass measured up in 2016/17, and how they compare with our original survey sample in 2014.

We are encouraged by the results. The Gatsby Benchmarks set world-class standards, and it's not surprising that very few schools meet them all, but the 578 schools who used Compass in 2016/17 show improvement on the original sample.

For me, the most encouraging finding of all is that *there is no statistically significant relationship between the characteristics of the school or the labour market in which it is situated and the number of Benchmarks achieved*. In other words, schools in the most challenging circumstances are on a level playing field with more advantaged schools when it comes to achieving good career guidance. Schools whose students need good career guidance most can give it to them if they use the Gatsby Benchmarks and measure their progress against them. This is what we found in the pilot of the Gatsby Benchmarks in the North East of England, where we saw improvement across a range of schools, including schools in deprived or remote areas and across a range of Ofsted ratings.

But there is still a long way to go. The data in this report shows that most schools are not reaching all the elements of the Benchmarks, but there are clear pointers to what they can do to improve. There are wide regional variations, but the data shows where effort needs to be targeted. The challenges will be all the more acute with the changes that Brexit will bring to the employment market.

So what next? The Gatsby Benchmarks show schools what they need to do, and they can measure their progress using Compass. The pilot of the benchmarks in the North East of England showed that alongside this self-evaluation what is needed above all is leadership. Every school needs a focused and energetic Career Leader with strong backing from the top, to bring to life the careers programme with teachers, parents, students and employers across all 8 benchmarks. By using Compass and securing high-quality Career Leaders, schools can be well on their way to world-class career guidance.

Foreword from Peter Cheese

Chief Executive Officer, Chartered Institute of Personnel and Development



In today's competitive and rapidly evolving world, the skills and capabilities of the workforce are vital to economic sustainability and growth. With all the predictions of a changing world of work and the nature of jobs we do alongside increasing automation, our ability to prepare future generations for work and life needs a much stronger focus. In the face of this uncertain future, it is absolutely essential that young people are equipped with the knowledge, skills and experiences they need to make informed choices and to navigate today's complex labour market.

This report provides an important stock take on the current state of careers and enterprise provision in England, and highlights the critical role schools play helping to prepare young people for life and work. Yet, it also demonstrates that this cannot be achieved by schools alone and shows that it is only through working in partnership with employers, parents, and civil society institutions that we can ensure that future generations have the tools they need to fulfil their potential. This report shows us not only what schools need to do, but what all of us with an interest in future of young people and the nation's skills need to do.

Employers are increasingly looking to recruit on behaviours and strengths, rather than just on technical and job specific skills, and it is critical that young people are able to demonstrate these when entering the workplace. These skills include 'employability' skills such as communication skills, literacy and numeracy, resilience and learning skills, empathy and collaboration. But also what we have termed 'core' skills, including digital skills, financial understanding, project and people management, career management, and critical thinking and problem solving. While it is possible to teach many of these skills, many can only be learned

through experience of the world of work. This is why we need to ensure that young people have as many, and as varied, opportunities as possible to engage with employers whilst still in education.

It is important that schools take preparing young people for the world of work seriously. Far too often we hear about young people who leave school unprepared for the challenges of working life or unaware of the opportunities available. We know that one way to overcome these barriers, and help bridge the gap between education and work, is to increase the number of interactions between young people and employers. To this end, it's encouraging to see that the vast majority of schools are offering young people the opportunity to interact with employers. Yet, it is clear from this report that there is some way to go to achieving the demanding benchmarks set by Gatsby in 2014.

However, there is much in this report to be optimistic about. Schools have demonstrated notable improvements since 2014 and employers have shown that they stand ready to work with schools. The CIPD has been proud to partner with The Careers & Enterprise Company to join the dots by asking its members to step up as Enterprise Advisers to schools in England. We are now meaningfully able to measure and benchmark how well our schools are doing. This is a great start to building the progress we need to really boost, foster and inspire the future world of work.

1. Introduction

Young people face an increasingly complex labour market, growing competition for entry level positions and changing demands from employers.¹ They are spending longer than ever in education and emerging increasingly well qualified academically but this success does not always translate into the labour market.

Our research shows that young people are frequently overwhelmed by the career decisions that are open to them and often try to avoid making decisions or simply take the path of least resistance.² These career challenges pose major problems for young people, but they also create huge issues for a nation where it is critical that the next generation maximise their potential and align their skills with economic and societal needs.

The eight Gatsby Benchmarks have become highly influential with policy makers and opinion formers in the field. More importantly, they were also embraced by schools as a framework for auditing and developing their careers practice. This prompted a collaboration between The Careers & Enterprise Company and the Gatsby Charitable Foundation to create a tool (based on the survey from the original Gatsby research in 2014) that schools could use to audit their provision. Although The Careers & Enterprise Company's work is focused on benchmarks 5 and 6 (employer engagement in schools) the Company recognised the importance of schools being able to diagnose their performance against the benchmarks. This tool was launched as Compass in the 2016/17 academic year.

Since 2014 when the Gatsby Charitable Foundation published *Good Career Guidance* a strong evidence-based consensus has emerged about what schools should be

doing to support the career development of young people.³ The report drew together evidence from six international country reviews, practice in both state and independent schools in England and a literature review. The evidence was codified into eight Benchmarks (commonly known as the Gatsby Benchmarks) designed to guide school practice. The report said that schools should offer pupils the following elements.

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

The Gatsby Charitable Foundation then conducted a baseline audit of where state schools in England were in relation to these Benchmarks in the academic year 2014/2015 (based on a sample of 361 schools). This paper sets out new data showing where practice was in the academic year 2016/2017 and allows us to explore how provision has changed over time.

1. Mann, A. and Huddleston, P. (2017). Schools the twenty-first century labour market: perspectives on structural change. *British Journal of Guidance and Counselling*, 45(2), 208-218.

2. The Careers & Enterprise Company. (2016). *Moments of Choice*. London: The Careers & Enterprise Company.

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

Compass

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Compass is a self-evaluation tool for schools and sixth forms in England to use to gain a greater understanding of their careers and enterprise provision and to compare their provision to the Gatsby Benchmarks and to the national average. Compass works by asking schools to answer a series of questions about what careers and enterprise provision they offer. On completing the questions, schools receive a confidential report

showing how they compare to the Gatsby Benchmarks for Good Career Guidance. Over time a school can return to the tool, see their previous results and repeat the assessment if their provision has changed. This report is confidential, but schools may choose to share it with governors, parents, colleagues, and Ofsted.

Data gathered through the tool forms the basis of this report and is used on an anonymised and aggregated basis by The Careers & Enterprise Company to gain an overview of careers provision in schools across the country and to develop support for schools. In the 2016/2017 academic year 578 schools completed the Compass tool. The data that these schools submitted has been analysed in this report to find out more about careers and enterprise provision in English schools. A small number of schools achieved all or most of the Benchmarks and some of these schools have given us permission to share their experiences through case studies in the report.

Research questions

This report will answer the following questions:

- How does schools' practice compare to the Gatsby Benchmarks?
- Has careers and enterprise provision improved between the 2014/2015 and the 2016/2017 academic years?
- Which Benchmarks are easier to achieve and which Benchmarks present more difficulty?
- What are the lessons for practice?
- What factors influence schools' capacity to meet the Benchmarks?

4. Compass can be accessed at <http://compass-careers.org.uk/>.

2. Approach to analysis

The Compass tool is available to all schools in England. In the first academic year that the tool was available 578 schools completed it. Table 1-Table 3 set out the characteristics of our sample and compare them with the school population in England. Table 1 shows that the sample is broadly representative in terms of school type.⁵ Table 2 shows that schools in the sample are more likely to have a sixth form than schools in the population. Table 3 shows that the regional distribution of schools in the sample broadly matches the population, although Yorkshire and the Humber is a little under-represented.

These comparisons give us confidence that the sample is indicative of the general population. There is likely to be some sample bias as the schools that complete Compass may be different in their engagement with careers and enterprise provision to those that did not complete the tool. However, it is not clear what direction this sample bias would operate in as the results suggest that we have schools at all levels of engagement completing the tool. We have therefore not attempted to adjust for this.

The 2014 Gatsby survey on which Compass is based used a stratified sample and weighted the data to ensure that the results were broadly representative of school type in England. Like the current sample it was vulnerable to sample bias, although the active recruitment of

schools through telephone interviewing may have reduced this. There are some differences in questions and thresholds that mean that the two surveys are not directly comparable. However, as we discuss in section 5 the two datasets are similar enough to draw some conclusions about the relative likelihood of schools meeting the Benchmarks in 2014/2015 and 2016/2017. We have taken the decision not to weight the current data as: (1) we believe that the sample is representative of the population; (2) our analysis suggests that school type is not a key factor in determining careers and enterprise provision; and (3) we are keen to increase the sample in future years and intend to report the data in a standardised way over time.

5. The sample includes a small number of sixth form colleges. The tool in its current form is not intended for General Further Education Colleges.

Table 1: Composition of schools in Compass and schools in England⁶

School type	Compass	England
Academies	55.2%	56.8%
Colleges	1.7%	8.0%
Free Schools	4.0%	6.2%
Independent schools	6.6%	7.0%
LA maintained schools	28.7%	26.9%
Special schools	3.8%	6.5%

Table 2: 6th form status of schools in Compass and in England

School type	Compass	England
Does not have a sixth form	25.6%	31.6%
Has a sixth form	68.0%	56.9%
Not applicable	6.4%	11.4%

Table 3: Region of schools in Compass and England

School type	Compass	England
East Midlands	10.9%	8.2%
East of England	13.3%	11.2%
London	15.1%	14.4%
North East	4.5%	5.5%
North West	11.4%	13.9%
South East	14.9%	14.9%
South West	10.2%	10.2%
West Midlands	13.8%	12.2%
Yorkshire and the Humber	5.9%	9.4%

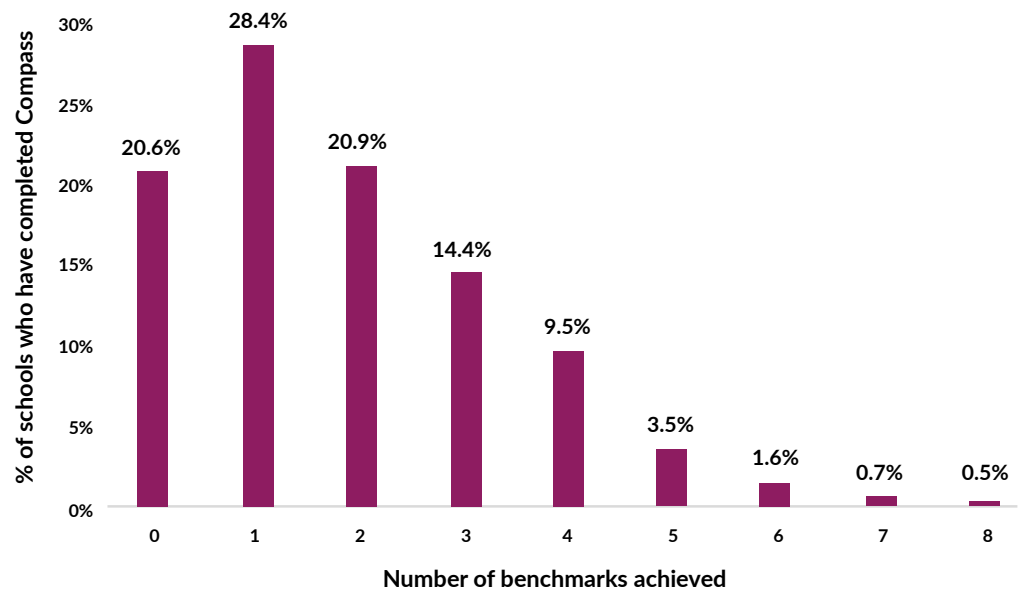
6. These figures were obtained from edubase. These figures may vary depending on the filters applied and denominator used.

3. Achieving the Gatsby Benchmarks

The Gatsby Benchmarks offer a demanding but achievable standard for schools' careers and enterprise provision.

The overwhelming majority (79.4%) of schools achieve at least one Benchmark and around half of schools (51.0%) achieved two or more Benchmarks. Benchmark 8 (personal guidance) is the most commonly achieved with 45.9% of schools achieving it. However, our results endorse previous studies which have noted the patchiness of careers and enterprise provision across the country and raised concerns about the overall level of quality.^{7,8} Figure 1 shows that while a small number of schools report excellent provision, around 1 in 5 schools are achieving none of the Benchmarks, and only 6.2% are achieving more than half.

Figure 1: Number of benchmarks achieved by schools

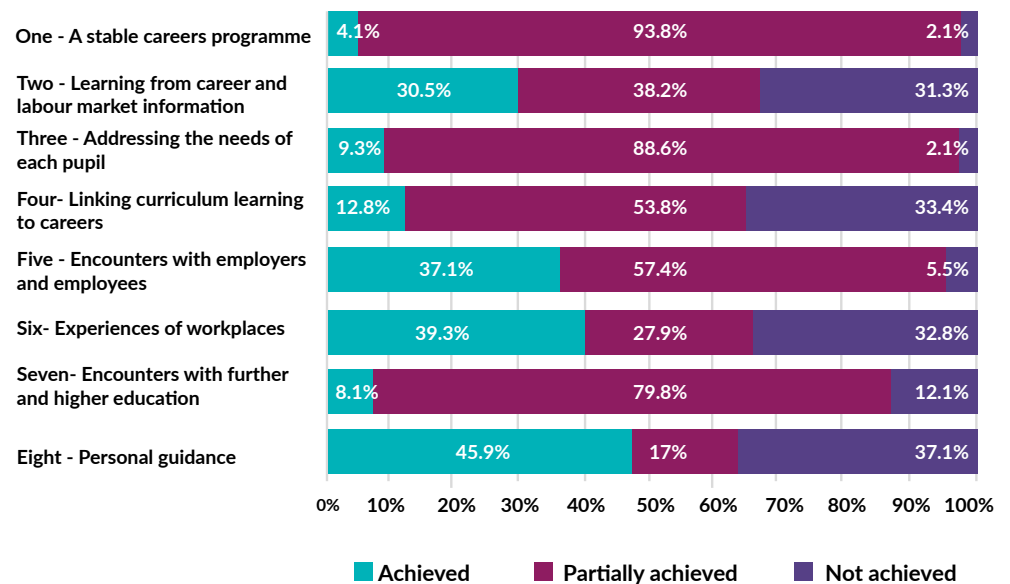


7. Langley, E., Hooley, T. and Bertuchi, D. (2014). *A Career Postcode Lottery? Local Authority Provision of Youth and Career Support Following the 2011 Education Act*. Derby: International Centre for Guidance Studies, University of Derby.

8. Archer, L. and Moote, J. (2016). *ASPIRES 2 Project Spotlight: Year 11 Students Views of Career Education and Work Experience*. London: Kings College.

The average number of benchmarks achieved was 1.8. Although this figure suggests that provision is a long way from meeting the Gatsby Benchmarks, a detailed look at schools' practices provides more reasons to be optimistic. On average schools are achieving around 50% of the questions that contribute to the Benchmarks and manage to achieve or partially achieve 6.4 benchmarks out of 8. This more nuanced assessment of schools' performance can be seen in Figure 2.

Figure 2: Benchmarks achieved, partially achieved and not achieved - nationally, n=578

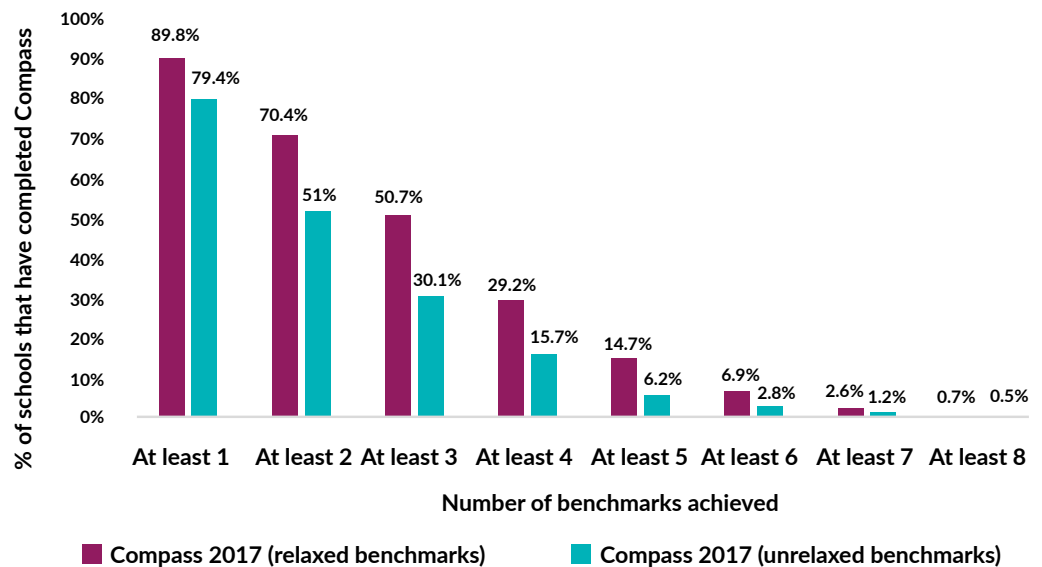


It is clear from Figure 2 that some Benchmarks are easier to achieve than others. While slightly less than half of schools fully achieved Benchmark eight, less than 1 in 20 fully achieved Benchmark one. We will look at this issue in more detail in section 6.

In many cases there are a number of things that schools could do to boost the number of Benchmarks achieved. We will discuss these further in sections 6 and 8. As Compass provides feedback to schools on where they are falling short of the Benchmarks it is likely that they are already addressing some of these shortcomings.

The original Gatsby report used the category of the 'relaxed' Benchmark'. The relaxed Benchmark allows schools to meet the Benchmark if they are providing any element of the Benchmark for over half of their students. In many cases schools are doing the right things but are not reaching all of their students. The idea of universal provision is at the heart of the Gatsby Benchmarks. The Benchmarks set out an approach designed to ensure that all young people can access good career and enterprise provision. However, providing high quality provision for all young people rather than targeted sub-groups is one of the things that schools find difficult. In Figure 3 we show what happens to schools' ability to meet the Benchmarks if we relax them in this way. The number of schools achieving 2 Benchmarks jumps from 51.0% to 70.4%. Using the relaxed thresholds, the average number of Benchmarks achieved goes from 1.87 out of 8 to 2.7 out of 8.

Figure 3: Number of benchmarks achieved - relaxed and unrelaxed thresholds



Our analysis of schools' performance against the Gatsby Benchmarks highlights the fact that there is a lot of work still to be done. Schools are a long way from meeting the Benchmarks but many have made some important inroads to meeting them. We believe that this offers some reasons for optimism and we will go on to look at how things have improved since 2014 (section 5) and what schools' should focus on doing next (section 6).

4. Case studies of excellent schools

Meeting all eight of the Compass Benchmarks is very demanding. However, unlike in 2014 (when the best schools were only meeting five Benchmarks³) we found a small number of schools meeting six, seven or even eight of the Benchmarks. To better understand how they managed to do this we talked to four of the schools that achieved seven or eight Benchmarks.

The key learning point that emerges from these case studies is the importance of leadership. All four of these schools have a dedicated careers leader who has the time, expertise and support from senior leadership in the school to drive forwards an excellent careers and enterprise programme.

Simon Langton Girls' Grammar School, Canterbury, Kent

Simon Langton Girls' Grammar School is a local authority girls' school, with approximately 1,100 pupils, including a mixed sixth form of around 300 students. The school achieved the Quality in Careers Standard in 2010, and was successfully re-accredited in 2013 and 2016.⁹

A detailed statement of the careers programme is accessible on the school's website, together with downloadable copies of the careers and enterprise policy, the scheme of work, guidance for parents and destination data.¹⁰ The school's career provision is built on four pillars:

- A careers and enterprise programme that starts in Year 7 and continues to Year 13. This is delivered through a multi-pronged approach using: PSHE lessons; the enrichment programme; work in each subject, in form time and assemblies; and special events.
- A wide range of employer engagement activities with over 500 employers, including: weekly careers talks; an annual careers fair; a work shadowing day in Year 9; a two-day employability programme in Year 10; a week's work experience in Year 11; more tailored work

experience or work shadowing in the sixth form. Every pupil has a minimum of eight different encounters with employers as they progress from Year 7 to Year 13.

- Access to an extensive range of careers information, in both paper and electronic formats, in the careers resource centre, plus several opportunities to meet with representatives from universities, colleges and apprenticeship providers.
- Personal guidance from the head of careers or students from Canterbury Christ Church University's Masters course in career guidance. All pupils have access to individual guidance and many have several interviews.

Key to the success of the school's careers programme has been the appointment four years ago of a full-time head of careers, to lead the development of the programme and to provide personal guidance. With support and encouragement from the school's senior leadership, she has driven the schools' careers provision to the point where it is possible to meet all eight Benchmarks.

9. The *Quality in Careers Standard* is the national quality mark for careers provision (<http://www.qualityincareers.org.uk/>). It was awarded to Simon Langton Girls' School and Friern Barnet School under its previous brand of *Investor in Careers*.

10. <http://www.langton.kent.sch.uk/225/careers-advice-guidance>.

The Bourne Academy, Bournemouth

The Bourne Academy is a stand-alone 11-18 mixed academy, with approximately 900 students, including about 90 in the sixth form. It serves a deprived area of Bournemouth. In July 2017 the academy achieved the *Quality in Careers Standard* full award.⁹

A significant element of the careers education programme is delivered through subject departments. In Year 8, for example, pupils are helped to develop their career research skills through the use of Kudos (a career planning computer programme) in computer science lessons. In Year 9 the English department teaches pupils how to write formal letters and emails, in preparation for work experience, and in Years 10 and 11 the English department delivers lessons on CVs and preparing for interviews. These subject-based careers lessons are complemented by other elements of careers education delivered in tutor time and in the three, off-timetable 'Aspire' days each year.

All pupils have a one-week work experience placement in Year 10 and a further two weeks in Year 12. Other activities with employers include a programme of talks from guest speakers which are open to pupils from all year groups, subject-related visits to workplaces organised by the different departments and a 'Bourne ambassador' programme through which all sixth form students have a link with an employer.

Pupils have opportunities to meet with representatives from colleges, universities, apprenticeship, and training providers, through the biennial careers fair, assemblies and parents' evenings. The school places a lot of emphasis on ensuring that all pupils are fully aware of the opportunity to go on to higher education. All pupils in Year 9 are taken to Bournemouth University and the subject departments arrange visits to a range of universities.

All pupils have access to impartial careers guidance from advisers qualified to Level 6. The school's Careers Leader is a qualified careers adviser and pupils can also see careers advisers from the two local universities.

The success of the careers programme can be attributed to the investment the school makes and the energy and commitment of the careers leader. The school employs a fully qualified careers adviser to lead its careers strategy. The careers leader is full-time, with just three periods a week of other duties, and is paid a reasonably high associate staff salary. They are valued by the senior leadership and the governors, respected by her teaching colleagues and has administrative support to assist her work. Both their commitment to continuous improvement, and the school's commitment to supporting them, are demonstrated by the careers leader participating in Teach First's Careers and Employability Leaders Programme.¹¹

Friern Barnet School, Barnet

Friern Barnet School is a mixed 11-16, local authority community school, with approximately 800 pupils representing 57 different nationalities. The school has above average numbers of pupils with English as an additional language and pupils with special educational needs, but the proportion progressing on to university is higher than the national average and it has zero NEETS. The pupils progress on to 50 different sixth forms or FE colleges. The school achieved the Investor in Careers award (now rebranded as the *Quality in Careers Standard*) some time ago.⁹

The schools' careers programme is organised around personal guidance interviews from Year 8 to Year 11, provided by the school's head of careers, who is a teacher

with a Masters level qualification in career guidance. All students are provided with personal guidance at least twice, with those who need it being offered more regular support.

Pupils are made aware of the full range of opportunities available to them through a careers fair involving over 25 employers in Year 9, a universities fair in Year 10 and a sixth form and FE colleges fair in Year 11. The school is introducing an additional apprenticeships fair in Year 11 this year.

Much of the school's programme of careers education is organised through subject departments. This is supplemented by modules of work in tutorial time and talks from visiting speakers. Employer engagement activities start

11. Hooley, T., Dodd, V. and Shepherd, C. (2016). *Developing a New Generation of Careers Leaders*. Derby: International Centre for Guidance Studies, University of Derby.

in Year 9 when, at the careers fair, each pupil is required to speak to three different employers. All pupils have a week's work experience placement in Year 10 and the school also makes good use of its network of over 780 alumni.

Churchill Community College, Wallsend, Tyne and Wear

Churchill Community College is a mixed, 11-18 local authority maintained school, with approximately 900 students, including 100 in the sixth form. It serves an urban area with high levels of social deprivation in North Tyneside. The school is one of 16 schools and colleges taking part in the national pilot for the Gatsby benchmarks in the North East LEP. In the most recent audit for the pilot, Churchill was judged to have met all eight benchmarks. The careers leader, who is a non-teaching member of the senior leadership team, identifies three principal factors that have combined to contribute to this success.

Firstly, the careers programme is fully embedded within the school and firmly linked to the school's aims of raising aspirations and levels of achievement. The school has appointed a senior leader, who is not a teacher, to lead on careers. She benefits from the headteacher's full support and reports once every half term to the senior leadership team and once a term to the governors' achievement sub-committee. This committee holds the careers leader to account with appropriate levels of challenge and support. Links with the governing body are strengthened further by governors being involved in many of the careers and enterprise events and having a nominated link governor for careers with whom the careers leader meets regularly.

Secondly, the school is committed to working within local clusters of education and training providers, including universities, colleges and apprenticeship providers, to present pupils with the full range of opportunities in further study, training and work and to keep the number of young people who become NEET to an absolute minimum. It also continues to commission career guidance from the local authority's Connexions service.

Thirdly, the school has established a broad and progressive programme of employer engagement activities, each with a clear focus and where the learning from each

The head of careers took on responsibility for careers 18 years ago. Key to achieving highly on the Benchmarks has been the school's investment in this dedicated careers post. The head of careers no longer has a teaching timetable and is in school four days a week, working solely on careers.

one builds on the previous experiences. This has been established through the school's active involvement in the local networks of employers. The Enterprise Adviser has provided helpful support with strategic planning as well as operational assistance. Many of these activities are located within subject teaching and the school plans to develop further its relationships with employers as a means of enhancing the careers aspects of subject lessons.

The school has recently achieved the *Quality in Careers Standard*, awarded by Inspiring IAG. The careers leader highlighted the value of the benchmarks in challenging practice to ensure that all elements of the careers programme address the needs of each and every pupil.

The careers leader has completed both the Certificate in Careers Leadership and the National Professional Qualification in Senior Leadership. She plans to further her professional development by completing the full Level 6 Diploma in Career Guidance and Development, with funding secured from the North Tyneside Learning Trust, a soft federation of the schools in the local authority. When the careers leader was originally appointed to her role she combined responsibility for careers with being head of sixth form and, for two days a week, a role in behaviour management. Her role has recently been changed: she no longer has responsibility for the sixth form but works full-time on careers and on behaviour and attendance. This allows her to work across the whole school. She identifies the only limitation as the lack of time to achieve all she wants to do, as a significant amount of time is taken up with the more routine operational aspects of the role.

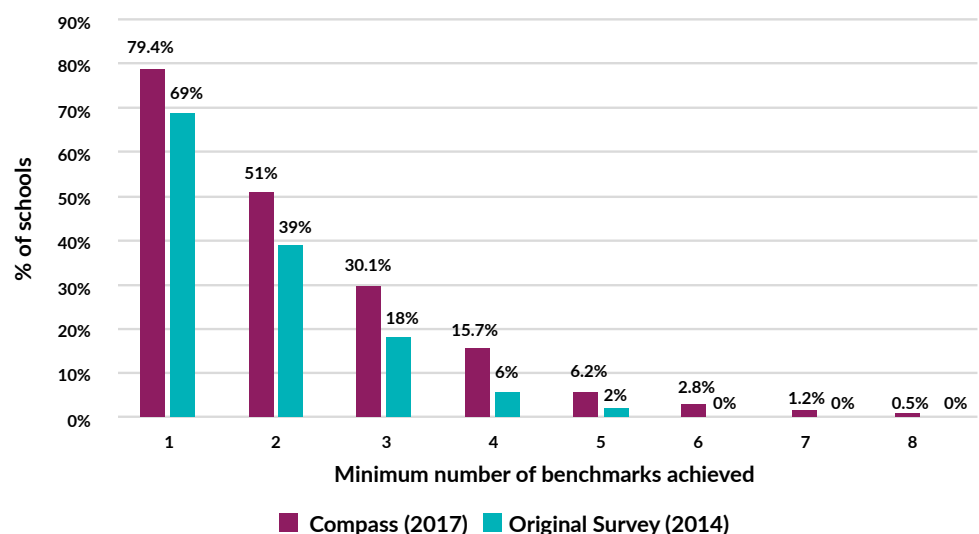
Finally, the careers leader emphasised that, while the funding available for the Gatsby pilot schools has been very helpful, it is most effective when deployed on developing the staff to become more involved in the careers programme.

5. Has there been any progress since 2014?

The *Good Career Guidance* report featured a survey of 361 schools collected in the academic year 2014/2015. This survey became the prototype for the Compass tool and provides us with a point of comparison. Although there have been some minor changes in questions and thresholds, we are still able to look at how the overall picture has changed in the two academic years following the publication of the Gatsby Benchmarks.

In the original 2014 survey the average number of benchmarks achieved by schools was 1.34 out of 8 (compared to 1.87 in 2016/17).¹² The report noted that that *'fulfilling all the components of all the benchmarks is very demanding'*. On average schools have improved slightly since 2014 and we are also seeing some schools at the top end achieving six, seven and even eight of the Benchmarks which is something that no schools achieved in the original 2014 survey. Figure 4 shows graphically that a greater proportion of schools are achieving more of the benchmarks.

Figure 4: Proportion of schools achieving at least n Benchmarks – in 2014-2015 and 2016-2017



12. An independent samples t test confirms that the difference between 2014 and 2017 is significant: $p=1.21E-08$. NB. There are some differences in sampling, questions and analysis between the data from the two periods.

In 2014, 31% of schools hit no Benchmarks. This has fallen by a third to 21%. The proportion hitting at least half the Benchmarks has almost tripled (previously 6%, now 16%) showing that moderate practice is increasing. In 2014 no schools hit more than 5 benchmarks. Now 4% do showing that outstanding practice is emerging. Of all schools 0.5% achieved all 8 benchmarks.

Based on these results we can be confident that there has been some improvement in careers provision in schools since the publication of the Gatsby Benchmarks. The decision to research and publish the original Gatsby report was itself a recognition of the need to boost careers provision in England and it is encouraging to be able to demonstrate progress from that baseline. Today, the points made in the original report still apply. The Benchmarks are demanding but achievable. A finer analysis reveals that many schools have made significant progress towards achieving the Benchmarks. The next section will look in more detail at each of the Benchmarks.

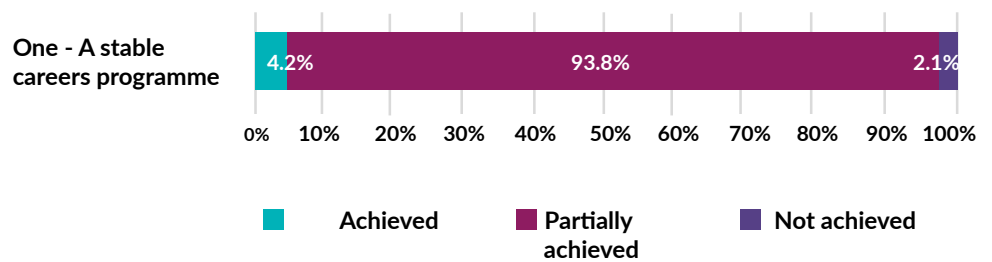
6. A closer look at schools' progress

In this section we work through each of the Benchmarks in turn, looking at what they are, how schools are doing against them and what some of the challenges are in meeting them.

Benchmark 1 – A stable careers programme

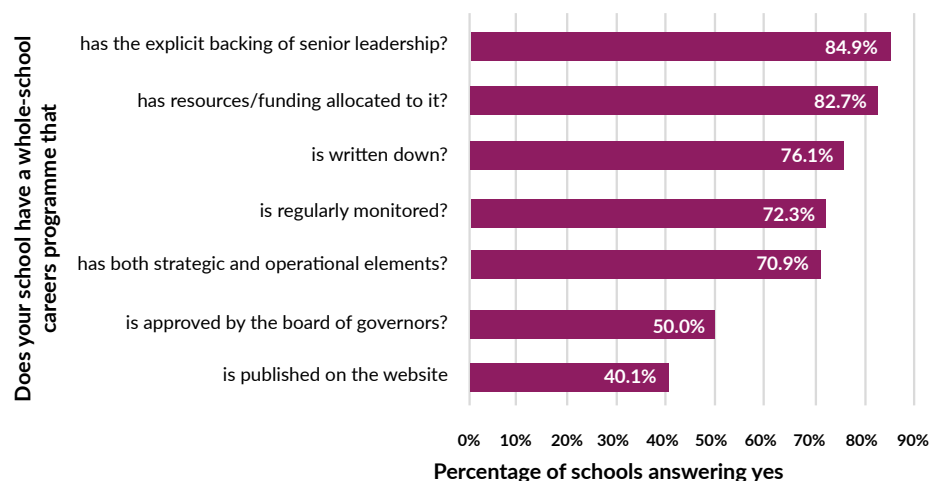
Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

Figure 5: Achievement of Benchmark 1 - A stable careers programme



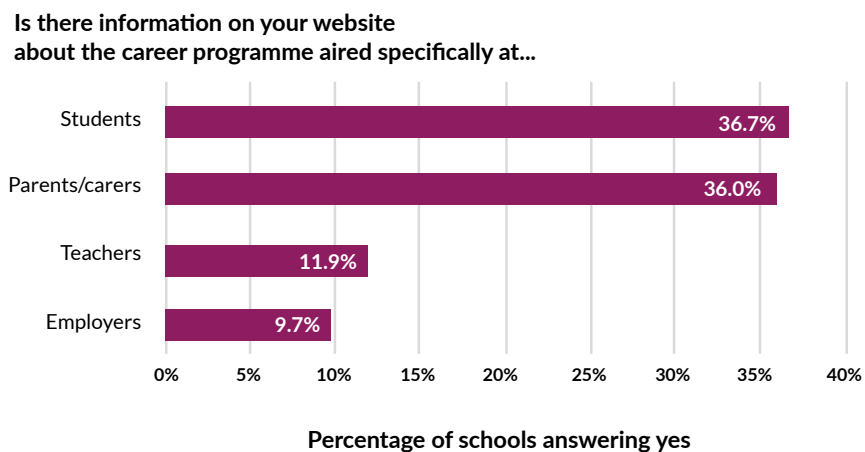
Benchmark 1 is by far the most demanding Benchmark to achieve in full. This is partly because it has 17 separate constituent questions, whilst some other Benchmarks have a more modest 2. This also means that a very high proportion of schools partially achieved this benchmark and a lot can be done to make progress quite quickly. Figure 6 examines some of the elements of Benchmark 1 in turn to identify what areas schools find easy and which areas are bottlenecks against achieving a stable careers programme.

Figure 6: Selected questions from Benchmark 1 - Does your school have a whole-school careers programme that...



The range of responses to the questions in Benchmark 1 demonstrate that some elements are achieved more easily than others. The vast majority of schools (84.9%) have a careers programme that has the explicit backing of senior leaders, whilst the question about provision of information on the school website is a particular bottleneck with only 40.1% of schools publishing the career programme online. Figure 7 shows which schools provide this information for four key stakeholders. Remembering that only 40.1% of schools have information on their website, the majority of these catered for students (36.7% of all schools) and parents/careers (36.0%) but teachers and employers were often overlooked in terms of online information provision with 11.9% and 9.7% of schools providing this respectively.

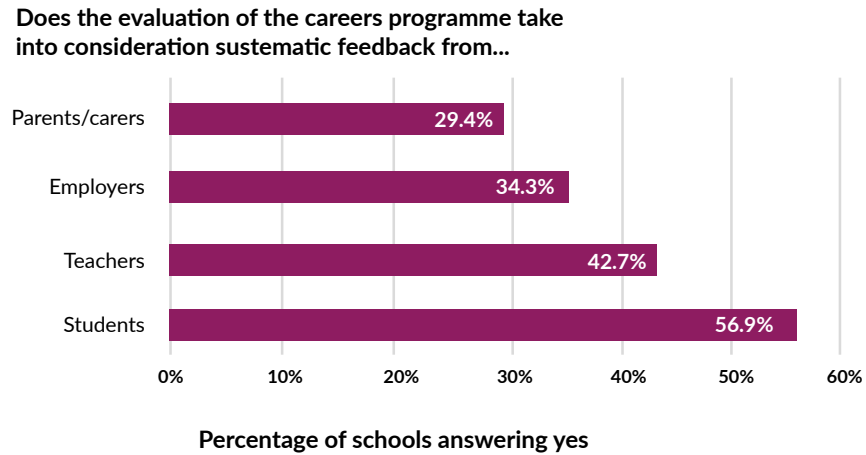
Figure 7: Provision of information about the career programme by stakeholder group



A key message from the original Gatsby research is that there is no magic bullet for careers guidance: Just a number of things done consistently well. This Benchmark is a case in point. The individual things needed to achieve the Benchmarks are in many cases quite modest asks. For 60% of schools' progress towards this Benchmark can be made by simply providing information about the schools' careers programme on the schools' website.

Another important element of Benchmark 1 looks at the evaluation of the programme. Questions ask which stakeholders' feedback is taken into consideration in the evaluation of the careers programme (see Figure 8). Encouragingly feedback is sought from students in 56.9% of schools. As with the provision of website information, employers rank low on this question with just 34.3% of schools considering their feedback.

Figure 8: Stakeholder feedback in evaluation n=373 (only those schools that evaluate their careers programme were eligible to answer this question)

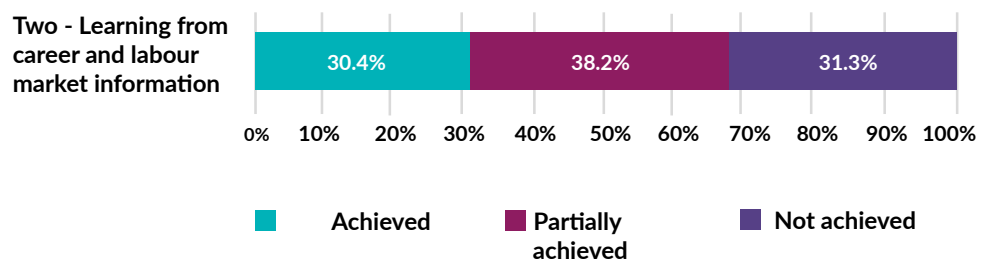


The results of this Benchmark show that some important stakeholders are overlooked in terms of input to the careers programme and in the provision of information. However, again this could be easily fixed by schools simply seeking feedback from each of these key groups.

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 best use of available information.

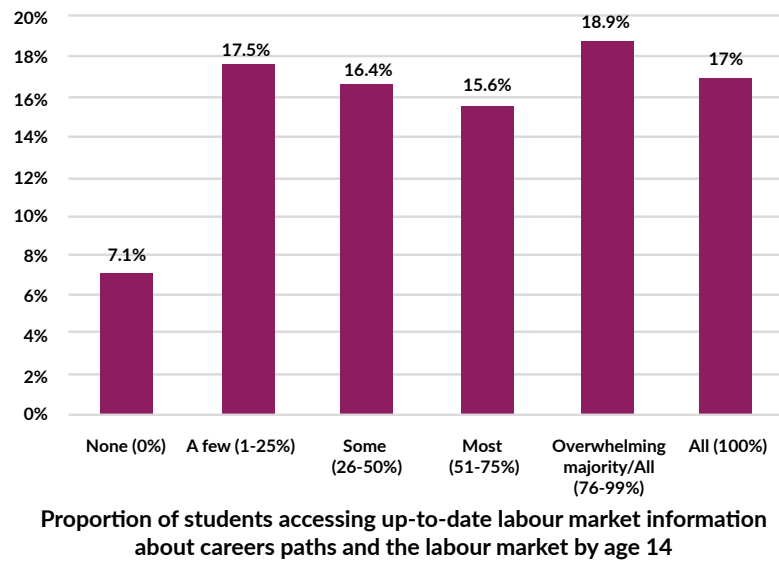
Figure 9: Achievement of Benchmark 2 - Learning from career and labour market information



Most schools are either meeting or partially meeting Benchmark 2. However, Figure 10 shows that the schools are struggling to ensure that all of their pupils have engaged with career and labour market information before they are 14. There are only 51.4% of schools where more than half of students access labour market information by age 14. This is concerning as 14 is a key moment when young people make GCSE choices that may affect future career options.

More positively 61.8% of schools who completed Compass reported that they encourage parents and carers to access and use up-to-date information about the labour market, future study options and career paths to inform the support they give to their children.

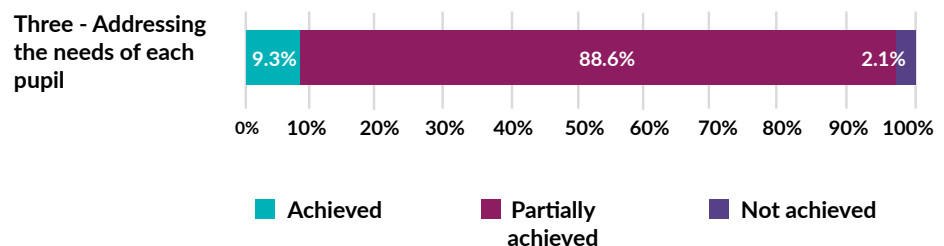
Figure 10: Proportion of students accessing labour market information by age 14



Benchmark 3 - Addressing the needs of each pupil

Pupils have different career 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 11: Achievement of Benchmark 3 - Addressing the needs of each pupil



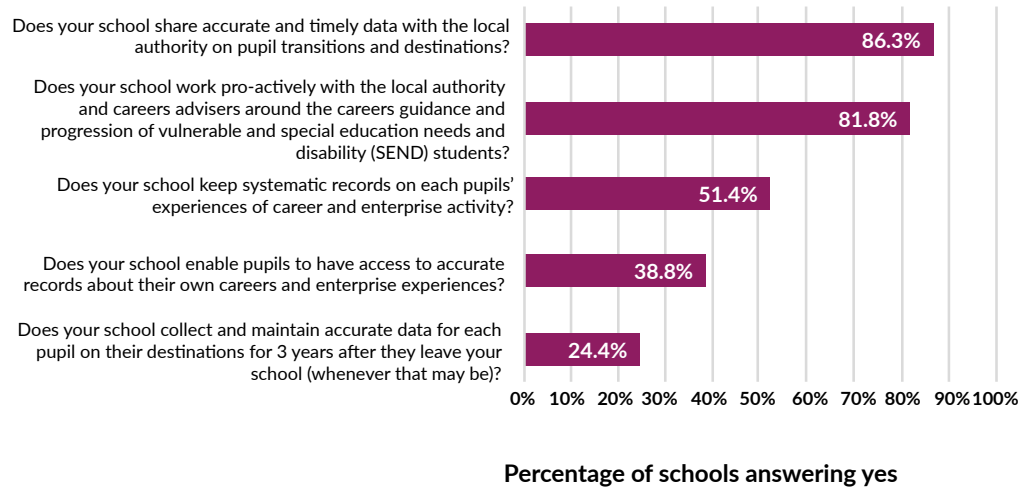
This Benchmark recognises that all pupils are different and that schools' careers and enterprise provision needs to be tailored to their individual needs. It requires schools to guard against stereotyping and unconscious bias and ensure that they keep good records on young people's career aspirations.

83.6% of schools agree or strongly agree that their career programme actively seeks to raise the aspirations of all students and 73.2% of schools agree or strongly agree that they challenge stereotypical thinking (in terms of gender etc.).

This Benchmark also considers record keeping on participation in the careers programme and destinations as this underpins schools' ability to provide tailored provision for young people. Schools responses to these questions are shown in Figure 12 and reveal that the majority of schools share data on pupil destinations with local authorities (86.3%) and work with local authorities to provide careers guidance to vulnerable and SEND students (81.8%). Only half of schools (51.4%) keep systematic records on each pupil's experience of careers and enterprise activity. Less than half of schools (38.8%) enable students to access

records about their own careers and enterprise experiences and less than a quarter (24.4%) maintain accurate data on pupil destinations for three years after they leave the school. Data collection is an area in which schools have substantial experience as they are regularly required to submit returns to the Department for Education and careful record keeping is key to most school improvement strategies. However, it is likely that existing school record keeping approaches have not been designed with careers and enterprise provision in mind.

Figure 12: Elements of Benchmark 3 related to data and record keeping



Benchmark 4 - Linking curriculum learning to careers

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

Figure 13: Achievement of Benchmark 4 - Linking curriculum learning to careers

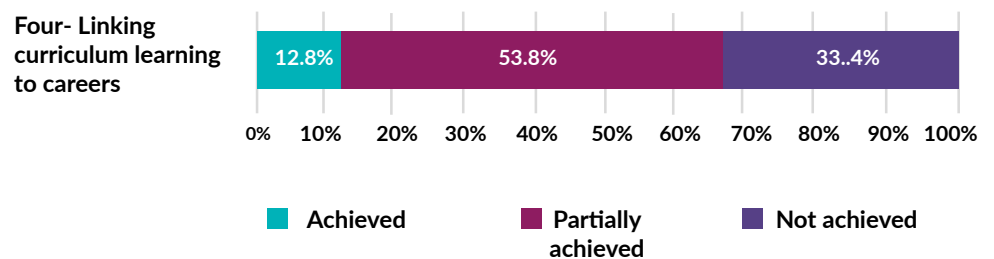


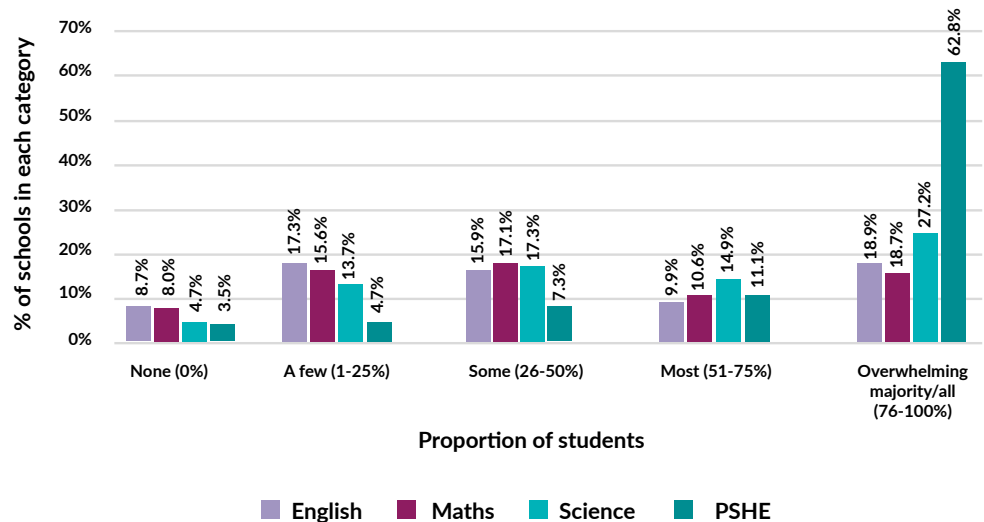
Figure 14 shows the proportion of students who have experienced career learning as part of the curriculum in four subjects: English; Maths; Science and PSHE. Perhaps unsurprisingly PSHE is the subject in which most students receive career learning. Science comes second as the subject most likely to embed career learning. This may be because as a subject it lends itself to case studies as processes described in class sometimes have obvious industrial applications. In addition, there has been a longstanding range of support for schools to engage with STEM careers.¹³

English and Maths are subjects in which students are least likely to have a meaningful career learning experience - Figure 14. This is concerning as employers place a premium on literacy and numeracy skills and the latest CBI/Pearson Education and Skills Survey notes that 'close to a third of firms, for example, are not satisfied with the literacy/use of English (32%)

13. Watermeyer, R., Morton, P. and Collins, J. (2016). Rationalising for and against a policy of school-led careers guidance in STEM in the UK: a teacher perspective. *International Journal of Science Education*, 38(9), 1441-1458.

and basic numeracy (29%) of young people entering the world of work' after school or college.¹⁴ The integration of career learning into these key subject curricula therefore offers an opportunity to increase the relevance of these subjects, to explain their importance to young people's future careers and to meet employers' skills needs.

Figure 14: Proportion of students who have experienced career learning as part of the curriculum by the time they leave school, by subject



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 activities including visiting speakers, mentoring and enterprise schemes.

Figure 15: Achievement of benchmark 5 - Encounters with employers and employees

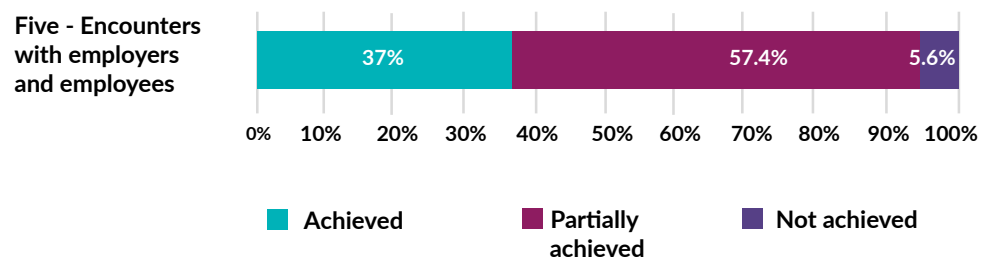
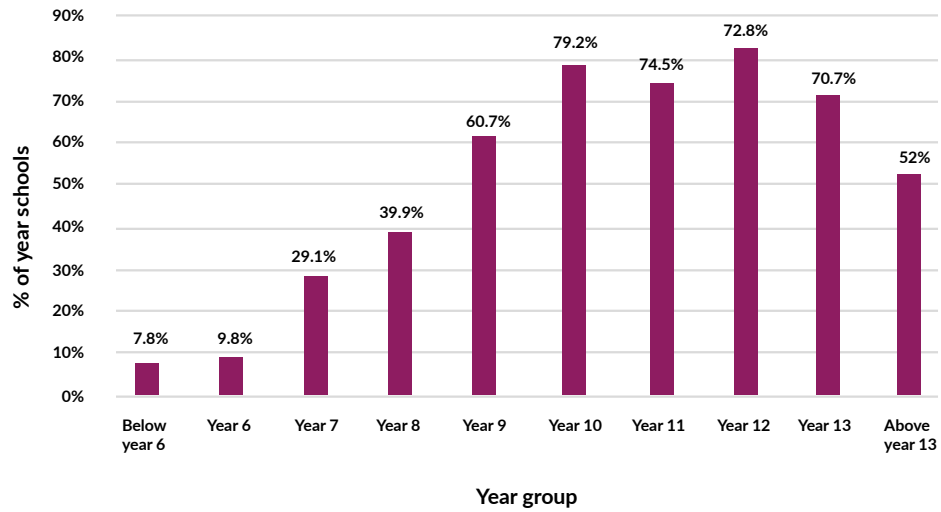


Figure 16 shows in how many schools the overwhelming majority of a year group received a meaningful encounter with an employer or employee. There is an obvious pattern as students are more likely to have an encounter at later stages of their education. There is a peak in year 10 which is where much work-related learning has traditionally been situated in English schools. The slight dips in year 11 and 13 may reflect the demands of the examination years.

14. Confederation of British Industry (CBI). *The Right Combination*. CBI/Pearson Education and Skills Survey 2016. London: Pearson.

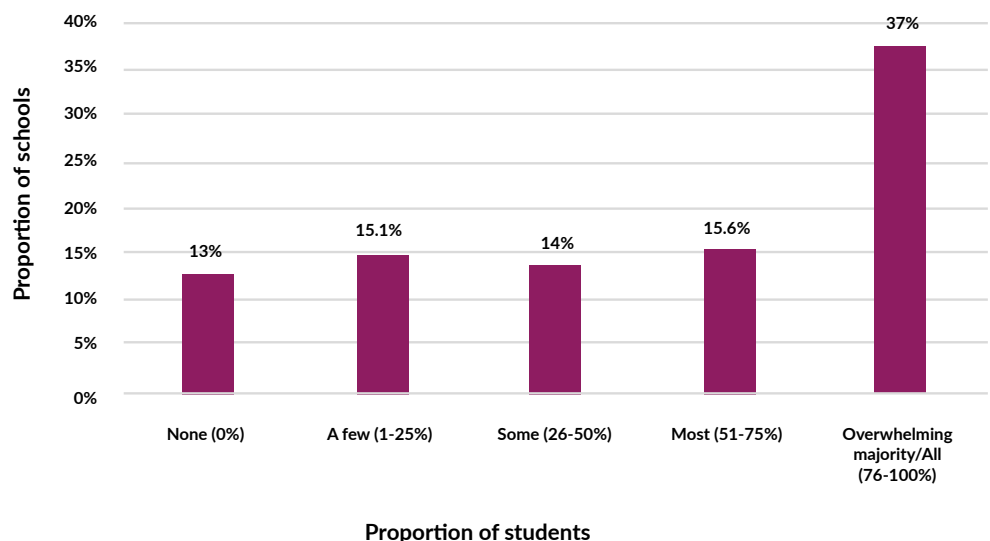
Figure 16: % of each year group in which the overwhelming majority of students have at least one meaningful encounter with an employer or employee



In addition to reporting on employer engagement in each year, schools were also asked to make an overall judgement about what proportion of their student have received at least one encounter every year that they are at schools. Figure 17 shows that 37% of schools report that the overwhelming majority or all of their students have at least one meaningful encounter every year that they are at school.

So while it is clear that the overwhelming majority of schools in our sample are offering some employer engagement it is less common for these interactions to be regular and sustained throughout schooling. This is an important area for development because, whilst having an interaction every year is a high bar to set, the evidence suggests that more encounters are more impactful. Research shows that young adults who have greater levels of contact with employers whilst at school are significantly less likely to become NEET (not in education, employment, or training) and can expect, when in full-time employment, to earn up to 18% more than peers who had no such workplace exposure.¹⁵

Figure 17: Proportion of students that have at least one meaningful encounter with an employer every year that they are at school

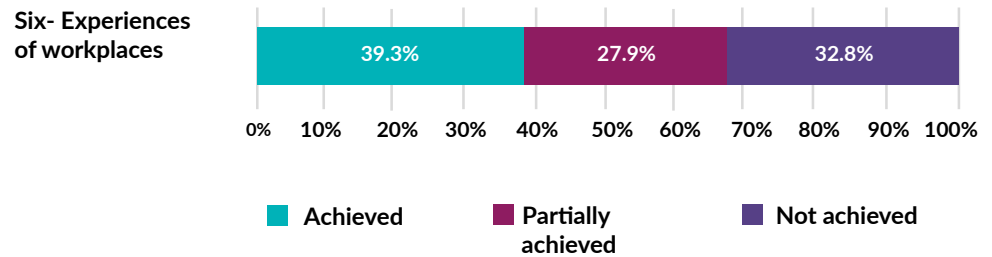


15. Percy, C. and Mann, A. 2014. School-mediated employer engagement and labour market outcomes for young adults Wage premia, NEET outcomes and career confidence. In Mann, A., Stanley, J. and Archer, L. (Eds.), *Understanding Employer Engagement in Education*. London & New York: Routledge, pp.205-220.

Benchmark 6 - Experiences of workplaces

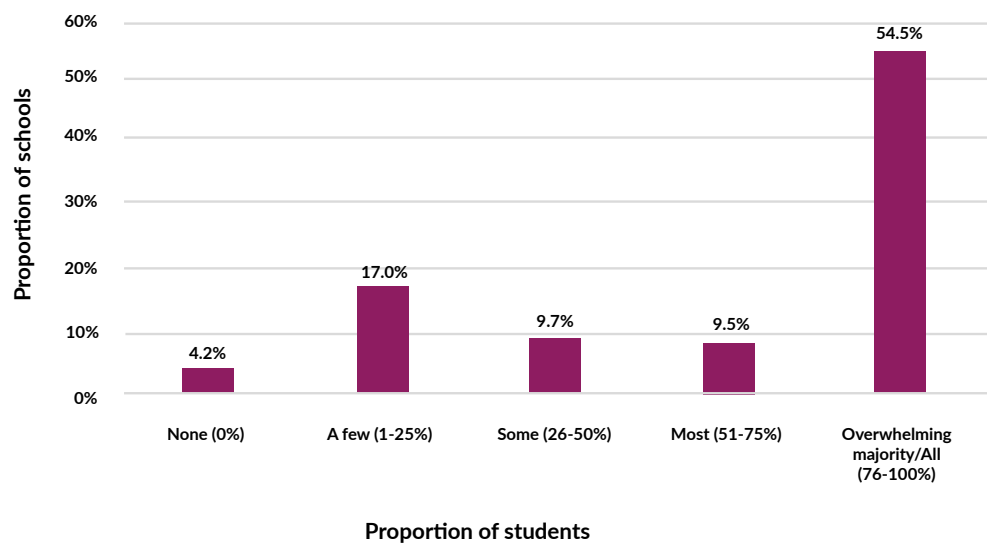
Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

Figure 18: Achievement of Benchmark 6 - Experiences of workplaces



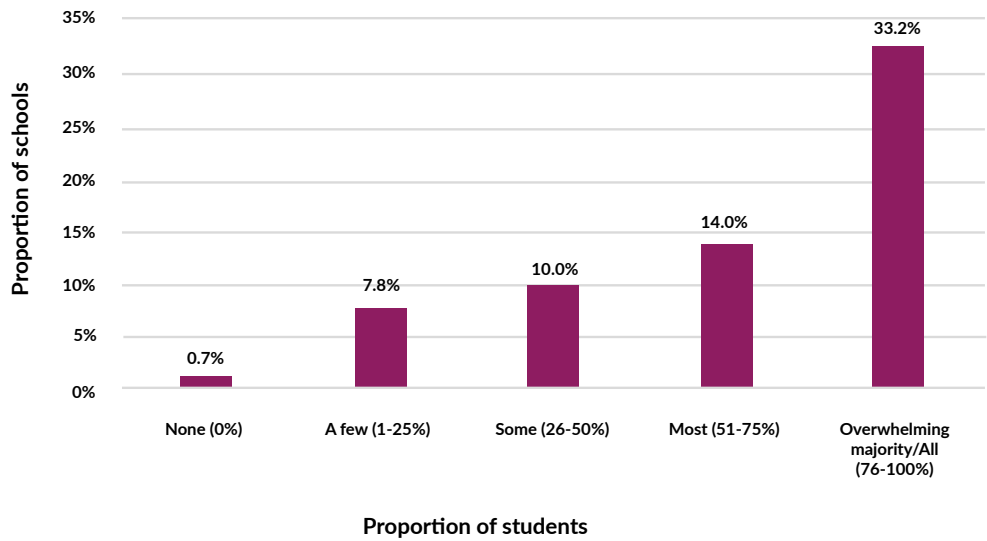
In over half of schools (54.5%) the overwhelming majority of students had had a meaningful experience of the workplace by the end of year 11 (age 16) see Figure 19. However, the proportion of students who experienced the workplace during years 12 and 13 was much lower with only a third (33.2%) of schools reporting that the overwhelming majority students experienced a meaningful encounter of a workplace during these years – see Figure 20. In her review of vocational education Alison Wolf wrote that ‘helping young people to obtain genuine work experience should be one of the highest priorities for 16-18 education policy’.¹⁶ However, despite her report being endorsed by government, these figures would suggest that we are still some way from this aspiration. This is concerning as years 12 and 13 are a critical period in young people’s lives when they are solidifying their ideas about their careers and making key decisions about post-18 options.

Figure 19: Proportion of students that have had a meaningful experience of a workplace by the end of year 11



16. Wolf, A. (2011). *Review of Vocational Education - The Wolf Report*. London: Department for Education, p.130.

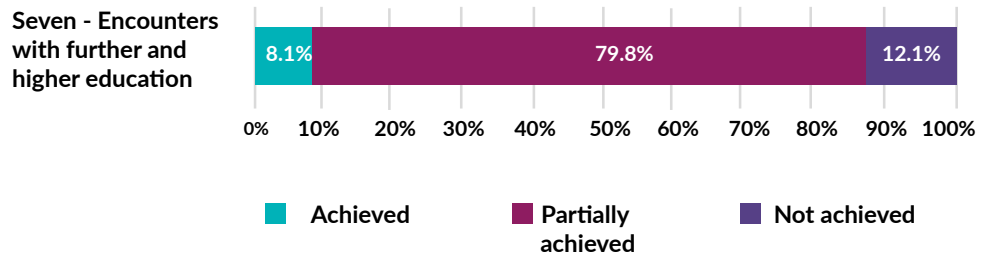
Figure 20: Proportion of students who had a meaningful experience of a workplace during years 12 and 13



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 21: Achievement of Benchmark 7 - Encounters with further and higher education

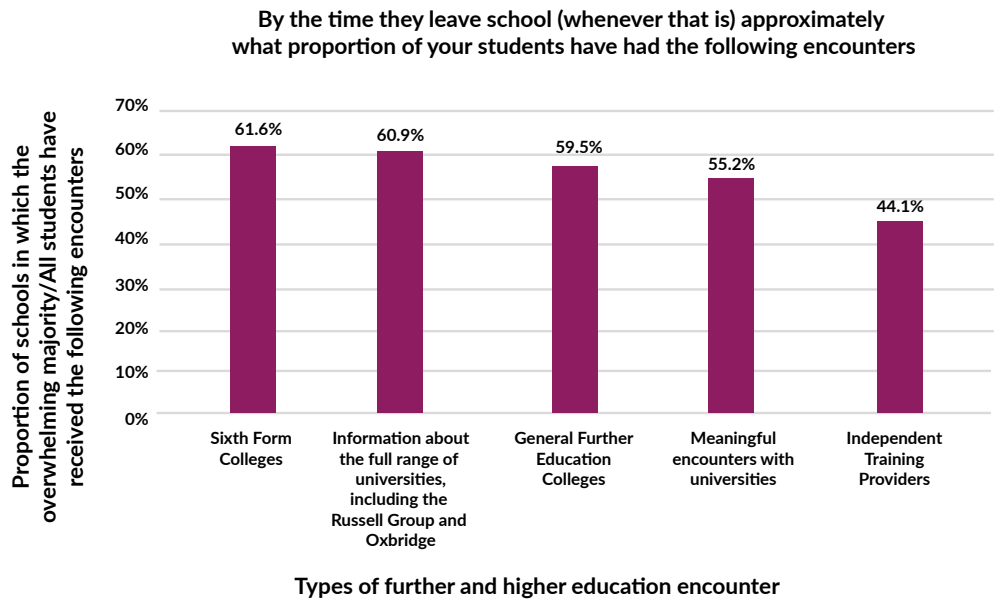


This Benchmark seeks to ensure that all young people have access to information, encounters and experiences that support them to consider and pursue all of the different post-school routes. This is another Benchmark that schools find relatively easy to partially achieve but difficult to achieve in full as they tend to provide more encounters with some routes (e.g. sixth form and university) than others (e.g. further education).

In terms of encounters with further and higher education in 61.6% of schools, the overwhelming majority of students or all students had a meaningful experience of a sixth form college (see Figure 22). This is unsurprising as approximately 68% of the schools who completed Compass had a sixth form. A similar proportion of schools, 60.9% were able to provide information about the full range of universities, including the Russell Group and Oxbridge to the overwhelming majority or all of their students. When it came to a meaningful encounter with a university this figure dropped to 55.2%. Encounters with independent training providers were the least commonly achieved element of this benchmark as in less than half (44.1%) of schools the overwhelming or all students received such an encounter.

In section 7 we look further at encounters with further and higher education and show that some schools are doing more than others to bring their students experiences of different routes.

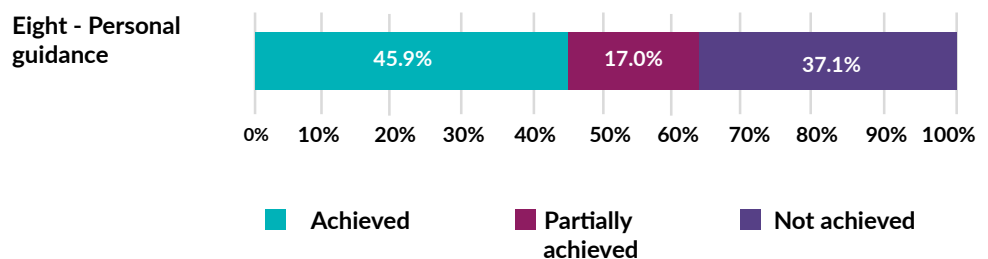
Figure 22: Proportion of schools in which the overwhelming majority/all of students have received the following encounters with further and higher education



Benchmark 8 - Personal guidance

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

Figure 23: Achievement of Benchmark 8 - Personal guidance



This Benchmark seeks to ensure that all young people have the opportunity for an individual discussion about their career with a careers professional. In 62.5% of schools the overwhelming majority/all students had had an interview with a professional and impartial careers adviser by the end of Year 11. The Compass tool also asks those schools with years 12 and 13 what proportion of students had at least two interviews with a professional and impartial careers adviser by the end of Year 13. In 35.2% of schools the overwhelming majority/all of students had had at least two such encounters.

7. What makes a difference?

This section looks at the relationships between schools' ability to meet the Benchmarks and a range of other factors. It sets out a number of insights about what makes it easier or harder for schools to meet the Benchmarks. We consider characteristics of a school such as its Ofsted rating, its location, or whether it has a 6th form. We also consider practices such as whether the school has a quality mark. In addition to characteristics and practices of schools we look at education and employment outcomes and local labour market conditions.

School characteristics

We have investigated a range of factors to do with a school's student intake and the local economic conditions within which it operates. This included looking at local labour market conditions such as the employment rate, unemployment rate, and number of professionals in an area. We also looked at measures of disadvantage including the number of pupils eligible for free school meals and IDACI – an alternative measure of disadvantage to free school meals.¹⁷ In each case we found no significant relationships with school's achievement of the Benchmarks.

From this we might conclude that schools in challenging circumstances, with tough local labour market conditions and a disadvantaged student intake are doing as much as schools in more favourable circumstances to meet the Benchmarks and therefore the career needs of their students. This is encouraging as it suggests that schools that want to meet the Benchmarks can do so regardless of their pupil intake or local labour market conditions.

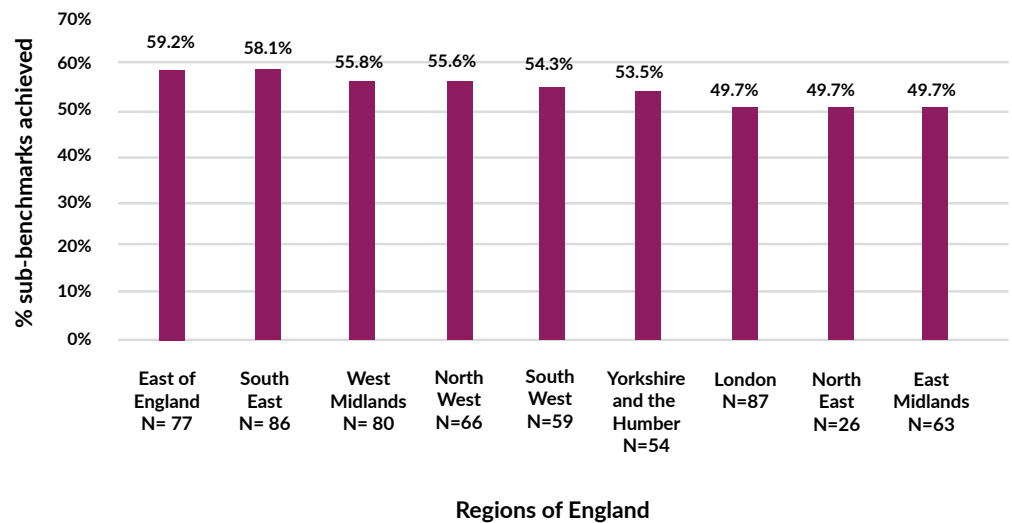
Region

A statistical test confirms that there is a significant difference in performance against the benchmarks between some regions of England in the sample.¹⁸ In this analysis, the number of sub-benchmarks achieved was used as it provides a finer level of detail than overall benchmarks achieved. The best performing regions scored an extra 10% of the sub-benchmarks compared with the worst performing regions -Figure 24. Due to sample size, it was not possible to conduct analysis at smaller levels of geography such as Local Enterprise Partnership or local authority, but with time as the number of schools completing the tool grows we will be able to analyse more precise geographies.

17. Department for Communities and Local Government. (2015). English Indices of deprivation 2015. Available from <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015> (Accessed 21st September 2017).

18. ANOVA, $p=0.028$

Figure 24: Average % of sub-benchmarks achieved by region



It is not clear what accounts for these differences between regions*. Given this, it may be valuable to conduct further research with schools in different regions to explore what is different about the infrastructure, support or internal school characteristics in these different geographies.

Having a sixth form

There have been ongoing political debates about the financial disincentives that exist for schools with sixth forms to tell their students about other educational routes. With many people, notably colleges and those involved in technical education, concerned that schools are denying young people access to information to ensure that they fill their sixth forms.¹⁹ The campaigns around this issue culminated in the passage of an amendment tabled by Lord Baker to the Technical and Further Education Bill 2017.²⁰ This requires schools to provide students with information about all educational routes.

The data provided to us by schools allows us to test concerns about the provision of information in schools with a sixth form. The data shows a statistically significant difference between the number of Benchmarks achieved for schools with, and school without a sixth form. Schools with a sixth form achieve 1.7 benchmarks whilst schools without a sixth form achieve 2.3 - a difference of half a Benchmark.

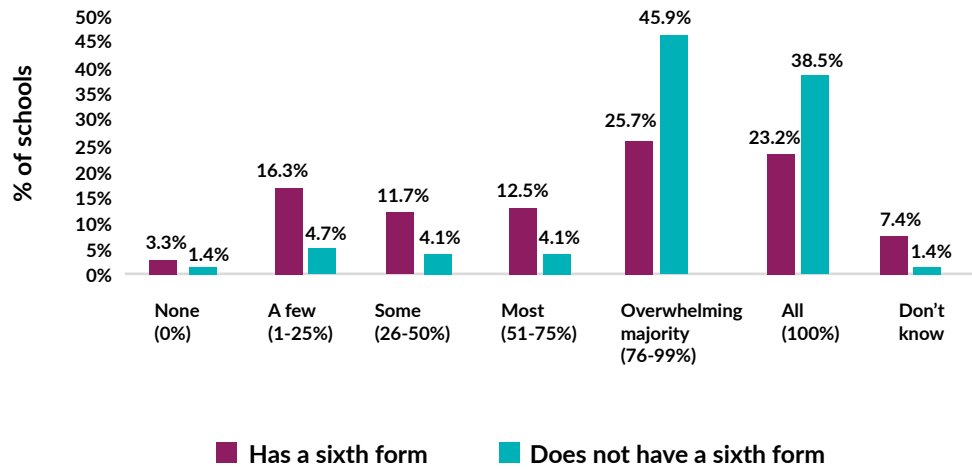
Unsurprisingly the difference in overall Benchmarks is largely accounted for by the fact that students from schools without sixth form are much more likely to experience an encounter with general further education colleges by the time they leave school than those that have a sixth form - Figure 25. It will be important to continue to monitor this as the new law takes effect to see whether this relationship begins to change.

*Note that the North East region data should be interpreted with caution. Since 2015 they have worked with the Gatsby Foundation to pilot the benchmarks in schools and colleges across the region. As part of the pilot they developed an audit tool which informed the development of Compass. The low sample size in this region, and its comparatively low result, is due to a large number of schools in the region using an offline audit document that supersedes Compass.

19. See for example the Career Guidance Guaranteed campaign run by the Association of Colleges (<https://www.aoc.co.uk/media-and-parliament/campaigns/careers-guidance-guaranteed-0>)

20. Long, R. and Hubble, S. (2017). *Career Guidance in Schools, Colleges and Universities*. London: House of Commons Library.

Figure 25: % students receiving a meaningful encounter with General Further Education Colleges by the time they leave school



Ofsted

As in the original survey conducted in 2014 there is a statistically significant relationship between a schools' Ofsted rating and its performance against the Benchmarks. Schools with an outstanding rating performed significantly better than schools without. In 2016/2017 outstanding schools achieved 60.1% of the sub-benchmarks compared to 53.1% for other schools. As was noted in the 2014 survey, having an outstanding Ofsted rating is associated with a number of positive practices such as; having a structured programme that is written down, evaluating the careers plan every three years, and having lead individual responsible for careers work.

Quality in Careers Standard

The original 2014 survey also found a strong relationship between the Benchmarks and schools which had one of the careers quality marks. Since the original report all of the careers quality marks have been drawn together into a single brand (the Quality in Careers Standard).⁹ The Quality in Careers Standard is an external assessment of schools' careers provision and so is distinct from the Compass self-assessment. The Standard has begun to be mapped to the Gatsby Benchmarks and the Standard's Board is committed to fully aligning the Standard to the Benchmarks and formally incorporating Compass in its processes by May 2018.²¹ However, at present it is assessing schools against a different framework to that enshrined in the Benchmarks.

The data shows that schools that hold the Quality in Careers Standard performed significantly better than schools without one achieving 67.3% of the sub-Benchmarks compared with 50.8% respectively.²² In terms of the number of Benchmarks achieved this is equivalent to those schools with the Standard achieving 2.63 Benchmarks, and those without an award achieving 1.43. However, it is important to note that while the Quality in Careers Standard is associated with better performance against the Benchmarks, holding the Standard is not currently equivalent to meeting the Benchmarks. As the Quality in Careers Standard works towards aligning fully with the Benchmarks we would expect to see schools achieving the Quality in Careers Standard reaching all eight Benchmarks.

21. Quality in Careers Standard. (2017). Good Career Guidance and how this relates to the Quality in Careers Standard. Available from <http://www.qualityincareers.org.uk/documents/good-career-guidance-and-the-quality-in-careers-standard.pdf> [Accessed 30th September 2017].

22. T test, p=0.000

Attainment and progression outcomes

When looking at relationships between schools and the Benchmarks we tested for a wide variety of school-level average attainment and progression outcomes. Instances where no significant relationship could be found were often just as interesting as when a relationship could be found. For example, there was only a weak relationship between average progress scores and performance against the Benchmarks.²³ The same could be said of A level performance or NEET outcomes where no relationships were found.

One limitation of attainment and progression data is that it is backward looking and thus if we look for relationships between the Compass data and outcomes, we are comparing one cohort's career provision with another cohort's outcomes. We may find stronger relationships emerge over time as we are able to see what schools have consistently delivered against the Benchmarks and how this relates to pupil outcomes who were in the school during this consistent delivery.

During this analysis we used school level attainment and destinations data. This data is not sufficiently granular for us to be confident about any relationship between school-based provision and post-school outcomes as it masks a lot of diversity and subtlety which would be available if we were able to look at pupil level data. Previous research which explored the relationship between careers provision and attainment and progression recommended that pupil level data should be used for this purpose.²⁴ This is something that could be considered in future research and analysis of the Compass data.

Furthermore, existing destination data report outcomes over a fairly short timescale. The Longitudinal Educational Outcome (LEO) data may allow us to explore some of these issues over longer time periods.²⁵

Careers and enterprise provision offered within the schools is critical but is also just one part of the transition process. In addition to all the career activity that takes place within schools – activity which comes under the purview of the Gatsby Benchmarks – there are all the activities that take place outside of the school. A young person might for example benefit from an informal mentor or a Saturday job. Then there are larger macro-economic factors that will affect transitions for school to work such as the local economy and infrastructure. As part of our 'understanding the environment' research strand at The Careers & Enterprise Company, we will continue to look at these issues around the system level functioning of careers guidance in England and their relationship with school-based provision.

23. Average Progress 8 score against sub-benchmarks achieved, $r=0.13$; a weak positive correlation

24. Hooley, T., Matheson, J. and Watts, A.G. (2014). *Advancing Ambitions: The Role of Career Guidance in Supporting Social Mobility*. London: Sutton Trust.

25. See Department for Education. (2016). Graduate outcomes: longitudinal educational outcomes (LEO) data. Available from <https://www.gov.uk/government/statistics/graduate-outcomes-longitudinal-education-outcomes-leo-data> (Accessed 25th September 2017).

8. Conclusions

The insights gleaned from the first year of Compass data are enlightening and encouraging. Notably there is a strong finding that careers provision in schools has improved since 2014. In 2016/2017 some schools achieved most if not all of the Benchmarks and we are grateful to the four case study schools for sharing their experience in this report.

While the data presented in this paper suggest that there is a lot of work to be done, there is also reason for optimism. Although schools are achieving just shy of two of the Benchmarks, when we look at the finer detail we can see that schools are achieving about half of the elements that make up the Benchmarks. What's more, if they can carry on doing the activities they are doing but reach more of their students, their performance will be boosted further. The data and the case studies also suggest that schools with a disadvantaged intake are doing as much as schools in more favourable circumstances to provide their students with quality career guidance.

Schools that complete Compass receive a tailored plan to help them to move their provision forwards. This will be different for each school, but below we pull out some of the common areas where schools could make rapid progress.

5 ways to get your school moving in the right direction

- 1. Start early (e.g. in year 7).** When it comes to employer encounters more is better. The younger a student is when they receive their first encounter the bigger the chances of receiving four or more encounters by the time they leave school.
- 2. Engage all stakeholders.** The Benchmarks require schools to establish networks to deliver excellent careers and enterprise provision. This is only possible through sustained dialogue with all relevant stakeholders including employers, further and higher education providers and parents.
- 3. Update your website with information about your careers programme.** 60% of schools do not publish their careers programme on their websites. Providing information in this way is far from trivial. It communicates the schools' intentions to key stakeholders providing employers with a way to engage with the school and parents and young people vital information on what they should expect from the school.
- 4. Join the Enterprise Adviser Network.** The Careers & Enterprise Company can match your school to a local business person who will help you to drive forward your school's programme.
- 5. Complete Compass every year.** Compass will give you a regular check in for how you are doing and how it matches up to the Gatsby Benchmarks. It will also direct you to a range of resources and sources of support.

5 substantial initiatives to improve your programme

- 1. Develop careers content in all subjects.** Careers and enterprise provision shouldn't just happen in PSHE. Subject teachers should be encouraged to consider how to bring careers content into the curriculum. This brings the subject to life and makes connections between classroom learning and young people's aspirations.
- 2. Take advantage of labour market resources and make them available to all students and their parents.** The labour market and young people's transitions into it are changing rapidly and they can be expected to take very different paths to that of previous generations. Labour market information based on real world data can provide young people with a more accurate idea of what awaits them. Although we are awash with data, it is not always easy for young people to use. There are lots of free resources available at a local and national level to support pupils and their parents to understand what is happening in the labour market. Schools can help by signposting to this data and providing young people with the skills and opportunity to interpret it.
- 3. Provide ALL students with information on ALL routes.** Half of young people can be expected to go to university which means that half will not. The range of both academic and vocational options is growing all the time with both routes offering some fantastic opportunities. Students should be provided with all of the information that they need to make an informed choice about which is the best route for them and how they can pursue it.
- 4. Provide experiences of workplaces for all students.** Too few schools are offering work experience for all students. The provision of work experience in the sixth form is particularly weak. Improving your work experience offer will help bring the world of work to life more students.
- 5. Adapt existing systems to track destinations and careers and enterprise activities.** Schools track lots of data and should consider the value of capturing careers activity too. Clarity about what careers support a young person has received can help to ensure that they get what they need. In the long run understanding more about career support and where young people go after they leave school can aid evaluation of provision and provide a tool for re-engaging alumni in future years.

While there are some quick wins and discrete areas that can be focused on it is also important to build schools' capacity to deliver the Benchmarks. The four case studies shared some common themes, namely the high standing of career guidance within the schools and the commitment of the careers leaders to the students. The existence of clear leadership and high level buy in within the school is likely to be critical for moving forwards the elements of the Benchmarks that come with a price tag (e.g. providing experiences of workplaces or personal guidance) or which require whole school buy in or change (e.g. around record keeping or the training of teachers to deliver careers in the curriculum).

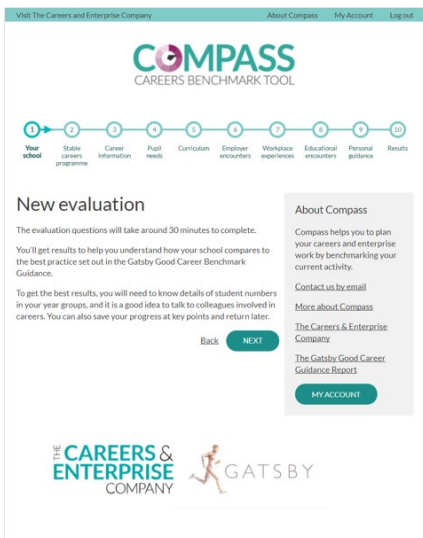
Achieving a high standard of careers and enterprise provision is not just a question of providing lots of activities, but rather something that requires careful planning, consistent delivery and ongoing monitoring and evaluation. Schools need to ensure that they have this framework in place if they are going to meet all of the Benchmarks.

As the Gatsby Charitable Foundation put it in the original report. *'There is no single "magic bullet" for good career guidance: it is about doing a number of things, identified in our benchmarks, consistently and well'*. We believe that the data from 2016/2017 shows that schools are taking this point seriously. Compass is a powerful tool to support them in this journey. We look forward to reporting on further progress next year.

Completing Compass

You can join the 578 schools who have already audited their careers programme against the Gatsby Benchmarks by creating an account with our new Compass tool. The tool has undergone development and extensive user testing and feedback with schools to create a slick and intuitive experience. You only need to fully complete the audit once, as the tool then allows you to update an existing entry when recording activities in the future. It takes approximately half an hour to do and on completion of the tool provides a plan for how to achieve the benchmarks. All data given to Compass by schools is treated anonymously and in confidence although you have the opportunity to share it with your stakeholders where you choose to do so.

Figure 26: The new Compass tool



Other resources

The Careers & Enterprise Company has developed a suite of resources that illustrate what 'good' looks like across the Gatsby benchmarks. These take the form of eight downloadable documents, one for each of the benchmarks. Each document includes example case studies of best practice, useful tips and practical resources. The documents are available to schools through the Compass tool. Members of the Enterprise Advisor Network will also have access to these tools through The Careers & Enterprise Company website.

We will also be launching *Tracker* as a tool to complement and extend Compass. Tracker will provide schools with a tool to plan and manage their careers and enterprise provision and direct them to further resources and support.

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