

Careers Education Progress Report



Doubletrees School 2021/2022



Funded by:

THE **CAREERS &
ENTERPRISE**
COMPANY



**CORNWALL &
ISLES OF SCILLY**
LOCAL ENTERPRISE PARTNERSHIP

Contents

| | |
|----------------------------------|---------|
| Overview of the Careers Hub..... | Page 2 |
| Introduction & purpose..... | Page 3 |
| Statutory context..... | Page 4 |
| The Gatsby Benchmarks..... | Page 6 |
| Enterprise Adviser..... | Page 7 |
| Benchmark evaluations..... | Page 8 |
| Sub-benchmark blockers..... | Page 9 |
| Next Steps..... | Page 10 |

Overview of the Careers Hub

Mission:

We work with schools, colleges and employers to help every young person to take their best next step

What we do:

- We aim for a careers system that has measurable impact on young people; now and in the future.
- We include all young people in careers education - working to improve key transitions.
- We build leaders and institutions who can sustain the mission in the long term.

How we do this:

- Amplify technical and vocational routes
- Continuous Improvement through review & support
- Support Young people through transitions
- Remove barriers for disadvantaged young people
- Develop Leaders
- Ensure careers education is part of economic strategies
- Help employers deliver high quality outreach work



Carrie Childs - Hub Lead



hello@careershubcios.co.uk

Introduction

Careers education and guidance are critical to enabling successful progression pathways for all young people.

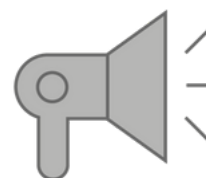
The eight Gatsby Benchmarks link together to deliver the best careers provision in schools, special schools, alternative provision settings and colleges; an overview of the Benchmarks is on page six of this report.

The Gatsby Foundation, in partnership with the Careers & Enterprise Company (CEC), produced the Compass evaluation tool to enable and support schools and colleges in assessing how well they meet each of the Gatsby Benchmarks. To track progress, the school or college Enterprise Coordinator help to evaluate its careers programme three times a year (once each term, as outlined in your signed MOU). Your latest Compass evaluations accompany this report and provide further detail.

Purpose

This 2021 - 2022 report provides Doubletrees School progress for the last three Compass evaluations to provide senior leadership teams with an oversight of the progress made and identifies where future focus needs to be.

The results can be discussed and planned accordingly at senior leadership meetings with the Head Teacher, Careers Governors, Careers and Curriculum Leaders and school/college Enterprise Advisers (EAs).



Text underlined throughout this document provides a link to the website for further information



Statutory Context

The DfE published [*Careers Strategy; making the most of everyone's skills and talents*](#) (Dec, 2017) which supports schools and colleges to deliver the best careers provision to *all* students. The strategy is underpinned with recent guidance by the DfE; [*Careers guidance and access for education and training providers*](#) (July, 2021), and the Ofsted [*Education Inspection Framework*](#) (May, 2019 and updated July, 2022).

Ofsted's Education Inspection Framework has been updated to reflect the fact that careers is a clearly identified element of the 'personal development' judgement. Within these statutory requirements and expectations, it is outlined that every school and college should have an **Enterprise Adviser** and a **Careers-Link Governor**.

The Framework identifies the importance of curriculum planning and development and below is a summary taken from the document that clearly recognises careers education at its heart:

Intent (p. 49)

"Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment."

Impact (Pg. 50)

"Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes."

Grade descriptors for Personal Development – Good (2) (p. 61)

“The curriculum and the school’s wider work support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.”

“Secondary schools prepare pupils for future success in education, employment or training by providing: unbiased information to all about potential next steps and high-quality careers guidance and opportunities for encounters with the world of work.”

Leadership and Management (p. 62)

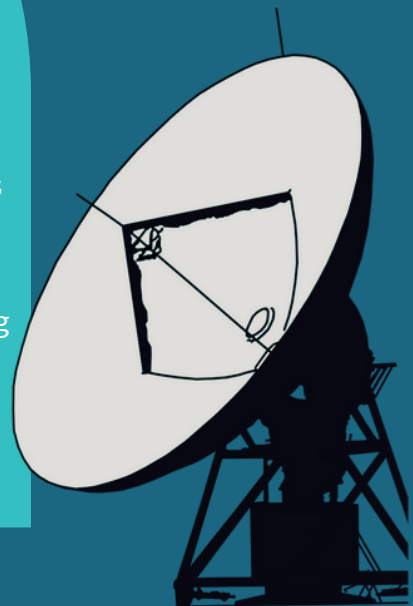
“The extent to which leaders’ and managers’ high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as ‘off-rolling’ do not take place and that the way the school uses the pupil premium is founded on good evidence – whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.”

Evaluating sixth-form provision (p. 79)

“How high-quality impartial careers guidance enables all young people to make progress and move on to a higher level of qualification, employment or further training when they are ready to do so.

Students’ conduct and attitudes, including in non-qualification or enrichment activities and/or work experience, prepare them for employment or progress to higher levels of study.”

For more guidance and access to free templates and examples to support the Careers Strategy and meeting the statutory requirements [visit the website.](http://www.careershubs.co.uk)



The Gatsby Benchmarks

1

A stable Careers Programme



2

Learning from career & labour market information



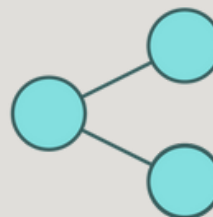
3

Addressing the needs of each pupil



4

Linking curriculum learning to careers



5

Encounters with employers & employees



6

Experience of workplaces



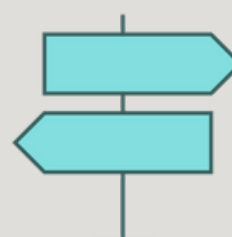
7

Encounters with further & higher education



8

Personal guidance



GATSBY

Enterprise Adviser (EAs)

An Enterprise Adviser is business partner to support the Careers Leader to develop and implement their careers strategy. This is a voluntary role thus the EA is passionate about good careers education and skills development for life after school.

Sarah Anthony, Education Manager at Urban Biodiversity and Helen Wray, Employment Coach at Pluss are the EAs matched to Doubletrees School. Helen comes with a wealth of experience in employability training and CEIAG, whilst Sarah has been organising and running land based learning offers for nearly two decades!



Helen Wray

Enterprise Adviser



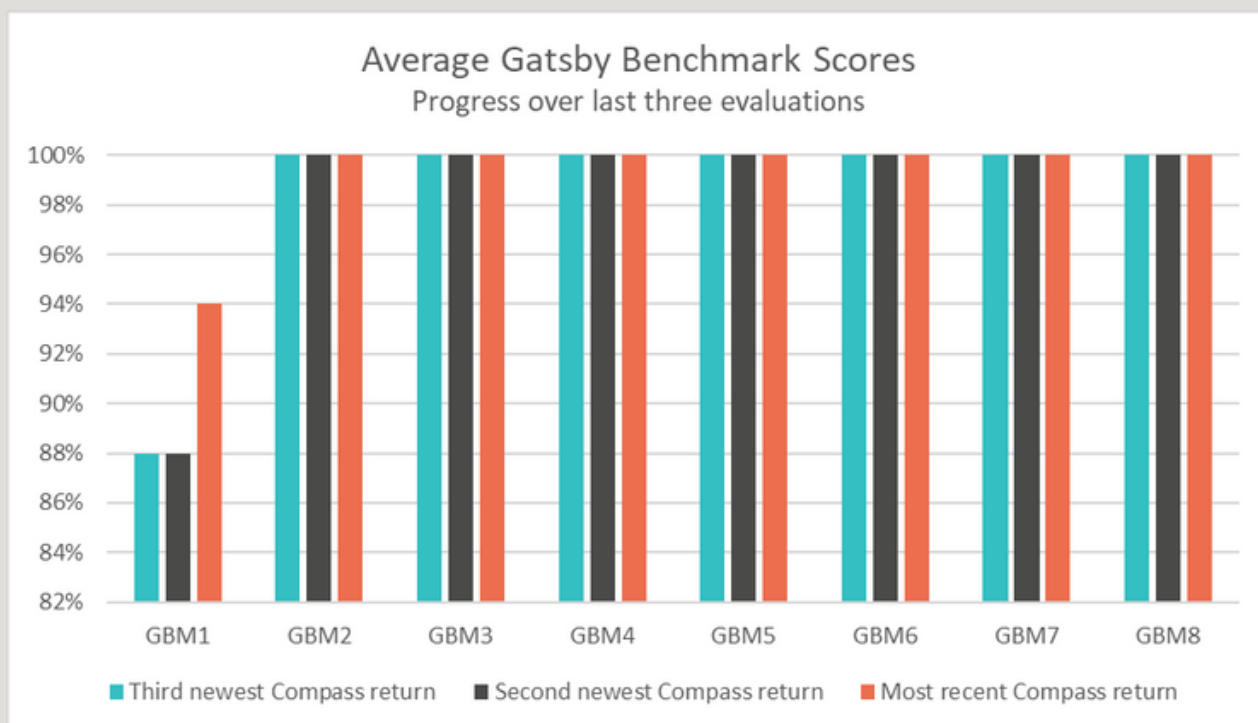
Sarah Anthony

Enterprise Adviser

Your EAs are not displayed on your website. For further support in developing the content of a careers website please refer to the [example.careers.website](https://www.example.careers.website) and utilise resources on the **Careers Hub Website**

Benchmark evaluations

The table below compares the progress on the last three Gatsby Benchmark scores achieved during the Compass evaluations.



The above chart shows that the school is performing well against the Gatsby Benchmarks, with overall scores above the local and national average.

Well done on achieving this.

Sub-benchmark blockers

The table below shows the Compass evaluation questions concerning **Benchmark 1 - A Stable Careers Programme** and the percentage achievement of them in relation to each sub-benchmark.

| | |
|--|-----------|
| BM1 Achievement (%) | 94 |
| Careers programme that is written down | 100 |
| Careers programme that is approved by the board of governors | 100 |
| Careers programme that has the explicit backing of senior leadership | 100 |
| Careers programme that has resources/funding allocated to it | 100 |
| Careers programme that is regularly monitored | 100 |
| Careers programme that has both strategic and operational elements | 100 |
| Publish its careers programme on its website | 100 |
| Information on website about careers aimed specifically at students | 0 |
| Information on website about careers aimed specifically at teachers | 100 |
| Information on website about careers aimed specifically at employers | 100 |
| Information on website about careers aimed specifically at parents/carers | 100 |
| Evaluate the effectiveness of its careers programme at least every three years | 100 |
| Careers programme take into account feedback from students | 100 |
| Careers programme take into account feedback from teachers | 100 |
| Careers programme take into account feedback from employers | 100 |
| Careers programme take into account feedback from parents/carers | 100 |
| Lead person with strategic responsibility for school's careers programme | 100 |

Next steps

The Compass evaluation is one form of impact measurement that helps to identify progress and gaps in careers provision, which is valuable for engaging colleagues and making improvements. However, stakeholder feedback and mapping progress against your school/college career strategy's aims and objectives delve deeper and further.

Recommendations

- Update your website to include information aimed at students. Utilise the example careers website hosted on the [Careers Hub website](#).
- Collaborate with your Enterprise Advisers to expand your internal and external Work Experience offer.
- Use and expand on the projects suggested in the My Skills My Future toolkit to support experiences of the workplace.
- Yearly, invite your Enterpriser Adviser into school, to meet with SLT, thank her for her support, and discuss the challenges and opportunities that face the school and the students in the year ahead.
- Fully utilise your [Compass platform](#) to track the impact of the careers programme and strategy.
- Join the dots between your Duke of Edinburgh approach to life skills development and work related learning/career/PfA.



Thank You

The Careers Hub CloS supports schools and colleges with impartial and strategic guidance to embed careers education information advice and guidance in all institutions. For further support and guidance on any aspects of careers education please contact us.

Any feedback or recommendations for future reports are welcomed by the Hub team.



 www.careershubcios.co.uk

   @careershubcios

 hello@careershubcios.co.uk



CORNWALL &
ISLES OF SCILLY
LOCAL ENTERPRISE PARTNERSHIP



CORNWALL
COUNCIL
one and all • onen hag oll

THE CAREERS &
ENTERPRISE
COMPANY