

Careers Education Progress Report

Curnow 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@careershucios.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 Curnow 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)

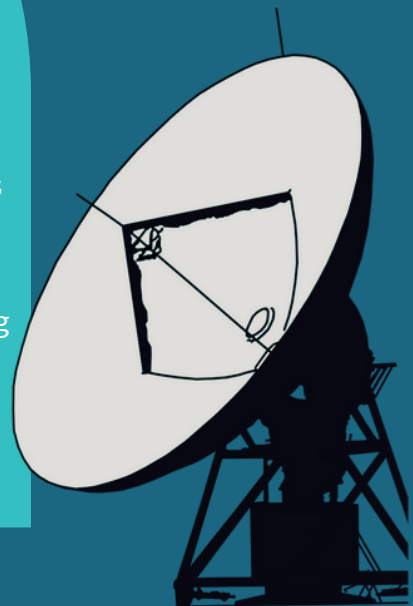
“The extent to which leaders’ and managers’ high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as ‘off-rolling’ do not take place and that the way the school uses the pupil premium is founded on good evidence – whether leaders and those 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.careershucios.co.uk)



The Gatsby Benchmarks

1

A stable Careers Programme



2

Learning from career & labour market information



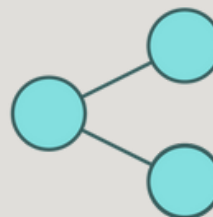
3

Addressing the needs of each pupil



4

Linking curriculum learning to careers



5

Encounters with employers & employees



6

Experience of workplaces



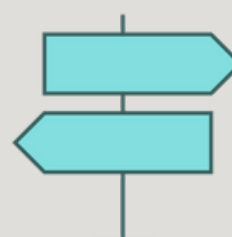
7

Encounters with further & higher education



8

Personal guidance



Enterprise Adviser

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.

Stephen Grantham, Employer Opportunities Coach for Pluss is Curnow School's Enterprise Adviser. Stephen is passionate about networking and establishing relationships with businesses, advocating the importance of empathy and inclusion.



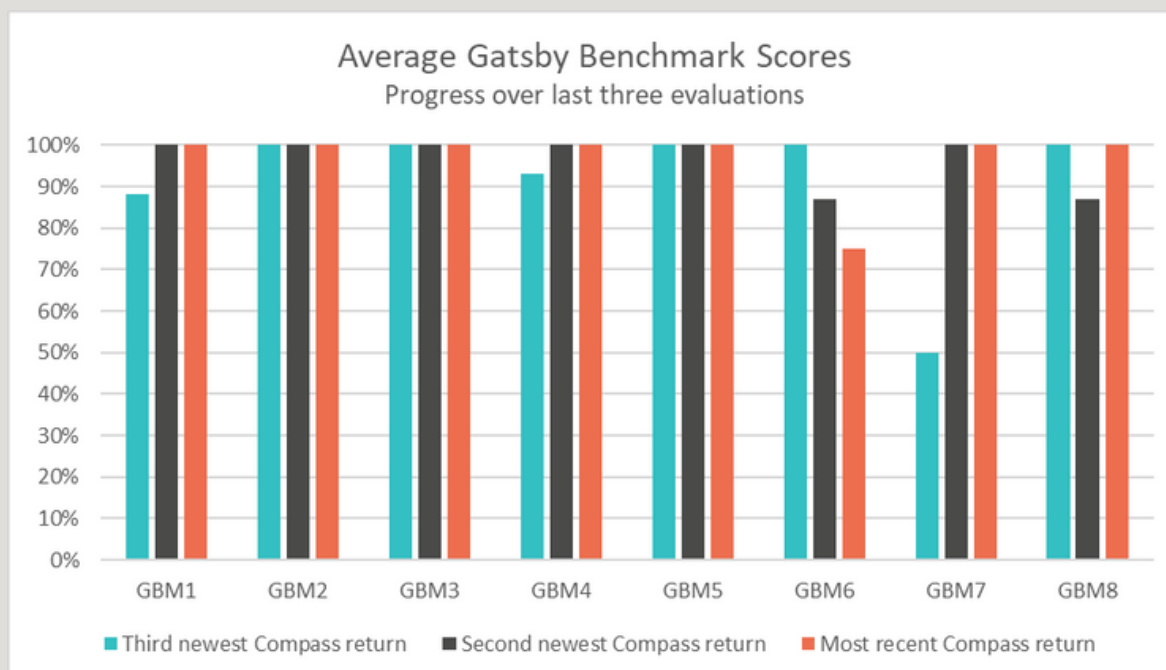
Stephen Grantham

Enterprise Adviser

is not displayed on your college 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](https://www.careershubcios.co.uk)

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 Benchmark 6 is an area for improvement.

Below is information on how Curnow School is performing against the specific Compass evaluation questions for this Benchmark.

The information will support the school to target the specific benchmarks identified as an area for improvement.

Sub-benchmark blockers

The table below shows the Compass evaluation questions concerning **Benchmark 6 - Experiences of Workplaces** and the percentage achievement of them in relation to each sub-benchmark.

BM6 Achievement (%)	75
Proportion of students have had an experience of a workplace by the end of Year 11	75
During Years 12/13, proportion of students have an experience of a workplace	75

The school is performing well despite it being an area for potential improvement. Consider alternative models of experiences of work, which potentially link to Benchmark 4 through project based learning and can link more closely to curriculum and career learning outcomes. Do continue the engagement with your Enterprise Adviser and local business community.

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

- Continue the collaboration with your Enterprise Adviser to expand your work experience offer.
- Develop an approach to business networking, potentially through your staff networks; providing CPD training about the business case for a diversified workforce.
- Fully utilise your [Compass platform](#) to track the impact of the careers programme and strategy.
- Ensure the school is up to date on the new [Provider Access Legislation](#) coming into force this January 2023.



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