



Progression for Success: Evaluating North Yorkshire's innovative careers guidance project

Executive summary

October 2017

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A history of the Centre is available in the book.

Hyde, C. (2014). *A Beacon for Guidance*. Derby: International Centre for Guidance Studies, University of Derby.

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Recent iCeGS publications

Ambrose, J., Wilkinson, M., Andrews, D. and Moore, N. (2016). *#Digitisemycareer: Resources to support the development of digital career literacy skills*. Derby. International Centre for Guidance Studies, University of Derby.

Andrews, D. (2016). *A New Strategy to Transform the Quality of Careers Education, Advice and Guidance for Young People*. Derby: International Centre for Guidance Studies, University of Derby.

Artes, J. (2016). *Evaluation of Careers Yorkshire and the Humber: inspiration activity and good practice guide*. Derby: International Centre for Guidance Studies, University of Derby. <http://hdl.handle.net/10545/609129>

Dodd, V. and Hooley, T. (2016). *Evaluation of the Legacy Careers Project*. Derby: International Centre for Guidance Studies, University of Derby.

Hooley, T., Dodd, V. and Shepherd, C. (2016). *Developing a New Generation of Careers Leaders: An Evaluation of the Teach First Careers and Employability Initiative*. Derby: International Centre for Guidance Studies, University of Derby. (Also see the executive summary)

Hooley, T. (2015). *The Kent Model of Career Education and Guidance*. Maidstone: Kent County Council.

Hooley, T., Watts, A.G., Andrews, D. (2015). *Teachers and Careers: The Role of School Teachers in Delivering Career and Employability Learning*. Derby: International Centre for Guidance Studies, University of Derby.

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Preface

The North Yorkshire County Council (NYCC) Careers Guidance Project, 'Putting the learner first – progression for success' was established as a two-year project in June 2015 and has been a crucially important strand of our joint working with key partners to improve the quality of career guidance in our schools.

In formulating the project, we listened and responded to the voice of young people through the North Yorkshire Youth Council campaign 'Curriculum for life', and our influential '*Growing up in North Yorkshire*' (SHEU, 2014) biennial survey that told us that career guidance in many of our schools was not meeting needs. At the same time, the NYCC skills agenda provided a drive for improved delivery and outcomes for employment, skills, qualifications, enterprise and employability. Business leaders through the City of York, North Yorkshire and East Riding partnership echoed the need for improved Careers Guidance. National government raised the profile of career guidance through statutory guidance in March 2015 (DfE, 2015).

Whilst the educational outcomes for North Yorkshire pupils are some of the best in the country, and many of our young people have secure progression pathways with sustained destinations, we recognised that this was not true for all of our schools and all of our young people. In 2014, The Sutton Trust produced research (Hooley, Matheson and Watts, 2014) which provided our research evidence base with findings consistent with previous research that career guidance can impact on attainment at school, engagement, successful transition to further learning and work, and longer-term life success.

Two years later the project has now reached its conclusion and we commend this report to you: to recognise the improvements that have been made in the quality of career guidance in our project schools but to also address the ongoing challenges by implementing the recommendations to sustain and further improve career guidance across all of our schools.

We would like to thank the North Yorkshire and City of York schools for their involvement in the project and to recognise the significant improvements in careers guidance provision that have been brought about through the hard work and commitment of the senior and middle leaders, teachers and careers advisers. You will find this exemplified throughout the project report. We can safely say we are now much more familiar with the Gatsby Benchmarks that are fundamental in identifying and delivering against the components of a high-quality career guidance provision and the strategies that align to these.

The project has been challenged and supported in many ways and we particularly appreciate the interest of NYCC elected members and commitment of key partners which has enabled us to provide high quality training, and align resources. Finally, we would like to thank NYCC and The York, North Yorkshire and East Riding Local Enterprise partnership for the funding which enabled us to move forward with the project, and staff at the International Centre for Guidance Studies at The University of Derby, who provided the evaluation framework of which this report is integral and who have provided guidance and support throughout the project.

Paul Brennan: Assistant Director, Education and Skills

Katharine Bruce: Lead for North Yorkshire Careers Guidance Project 'Putting the learner first – progression for success'

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Introduction

We live in a complex world in which many of the assumptions about how education and employment work are changing all the time. Government seeks to address this at the national level, but young people's career transitions are played out in the communities in which they live. North Yorkshire is a distinctive context for young people's transitions from school to work and as such it presents schools and colleges with challenges and opportunities in providing help and support.

The York, North Yorkshire and East Riding Enterprise Partnership (YNYEREP) has identified the development of 'inspired people' as one of its main goals (YNYEREP, 2014). To achieve this, it has identified a range of actions including the following: 'increasing employability by connecting business to education'; and to 'build skills, attitudes and ambition to help people access jobs and progress in them'. The *Progression for Success* project used an investment (of £2,745 per school) to leverage schools' involvement in career and enterprise activities to achieve these aims. Twenty schools across North Yorkshire and the City of York, which are representative of all types of schools and geographical locations, were involved in the project with the aim of transforming their career and enterprise provision. The list of participating schools which embarked on the project were:

NYCC schools

- Boroughbridge High School
- Ermysted's Grammar School
- Graham School
- Harrogate High School
- Harrogate Grammar School
- King James School
- Northallerton School and Sixth Form College
- Outwood Academy, Ripon
- Richmond School and Sixth Form College
- Ripon Grammar School
- Risedale Sports and Community College
- Selby High School
- St Aidan's C of E School*
- St John Fisher Catholic High School*
- Tadcaster Grammar School
- Thirsk School and Sixth Form College
- The Virtual School

* These two schools share a sixth form. For this reason the schools have been dealt with together as one unit in terms of the collection of qualitative and quantitative data.

City of York schools

- Archbishop Holgate School
- Joseph Rowntree School
- Millthorpe School

This summary sets out the findings of the project evaluation. It seeks to shed light on how an investment in schools' career guidance provision can act as a catalyst for change.

Terminology

Several terms are used throughout this report which require clarification. The term career guidance is used in this report to describe a range of interventions aimed at supporting individuals to make and implement career decisions. The definition of career guidance is based on that provided by UDACE (1986) which presents a list of seven activities to help define career guidance including: informing; advising; counselling; assessing; enabling; advocating; and feeding back. SCAGES (1993) revisited and expanded this list to include: teaching; networking; managing; and innovating or creating systems change. The Gatsby Foundation differentiate career guidance from personal guidance in a similar way, hence in their report 'Good Career Guidance', Gatsby refers to a range of interventions which support young people to make and implement their career decisions. One of the Gatsby Benchmarks refers to 'Personal Guidance' which is characterised by face to face or other guidance delivered to individuals by a qualified career guidance practitioner. Throughout the report the term personal guidance is therefore used to describe this type of intervention.

About the evaluation

The research has been carried out by researchers at the International Centre for Guidance Studies (iCeGS), part of the College of Education at the University of Derby. The research presented in this report was conducted in two phases. The first in December 2015 and January 2016 and the second in May and June 2017. This summary sets out how the project has had an impact on the career guidance provision in schools and the impact that this has had on the outcomes for young people.

The Gatsby Benchmarks (Gatsby Charitable Foundation, 2014) were chosen as a framework for evaluation. The Benchmarks were developed by the Gatsby Charitable Foundation and have become a recognised set of standards which underpin good career guidance in schools. The research involved a desk review of literature, analysis of data, telephone interviews and visits to 19 schools (19 in year 1 and 16 in year 2). Visits to schools involved interviews or focus groups with a variety of stakeholders including school staff, careers advisers, parents, governors and learners.

Schools experiences of the project

All schools have remained very positive about their involvement in the project and most have achieved their original goals. Schools have found the project a real catalyst for change. The following three quotations exemplify the experience by schools

'The project has allowed us to hold ourselves accountable and the award process has helped us to identify what is going well. It has helped us to evidence our progress'

Careers Coordinator

'The project gave us license to work together to look at provision year by year to examine what we are doing'.

Lead governor for careers work

'When you are pushing yourself, you need to give yourself credit but you also need to understand the boundaries. We are now more mindfully focussed.'

Head of careers

In summary schools have:

- Developed more effective policies with the support of a wider range of stakeholders;
- Strengthened management processes including those of monitoring, review and evaluation;
- Improved the resources for careers work;
- Created more comprehensive programmes including more work-related learning which are embedded and delivered by a wider range of staff;
- Improved the involvement of parents and other stakeholders;
- Widened the range of options which young people are considering;
- Improved the expertise of their delivery staff; and
- Increased the involvement of more school staff across a range of curriculum areas.

Developing, sharing and sustaining good practice

Many participants spoke of the importance of capturing the project's learning and development and sharing it with others both inside and outside the project. This requires vision and leadership and the existing project partnership is well placed to consider how it can pool its resources and expertise to sustain local networking events and regionally produced information for schools and learners. Parents are important stakeholders and can contribute much to careers programmes through their knowledge of the world or work and their own professional contacts and should be drawn into the partnership so that they can influence the coherence of the messages between school and home.

Quality awards

Schools' eligibility for the project was dependent on their willingness to achieve a quality award for career guidance. Five awards were chosen by the participating schools. These were:

- Career Mark (four schools),
- C&K (nine schools),
- Investor in Careers (three schools),
- Inspiring IAG (one school),
- Prospects (one school).

At the end of the project, **ten schools have successfully achieved awards**. They noted their pride in achieving the quality award and have communicated this success to parents, young people, school staff and community stakeholders by including information on the school website, and through newsletters and emails. A further seven schools are partway through the quality award and of these one was waiting for an assessment at the time of the report being written.

In the 2016 Growing Up in North Yorkshire survey, a higher proportion of students in the project schools reported that careers guidance in their schools was at least useful or very useful compared to non-project schools. An unexpected outcome of the project is that it has drawn stakeholders together to focus on a common interest. This has been supported by the YNYER Local Enterprise Partnership 's York North Yorkshire & East Riding LEP ambition for a 'careers offer' to ensure all young people fulfil their potential and benefit from a thriving economy, which has been shared across the region.

Good career guidance: The Gatsby Benchmarks

The evaluation of the *Progression for Success* project used the Gatsby Benchmarks (The Gatsby Foundation, 2014) as a framework for the research. The Benchmarks are:

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 and work-related learning providers
7. Encounters with further and higher education
8. Personal guidance

Schools were asked to reflect on the content of their current careers education programme and then provide a self-assessment against each of the Benchmarks. Schools were asked to grade themselves against each of the Benchmarks using the following levels:

- Not currently addressing this Benchmark
- Some practice in this area
- Fully addressing this Benchmark
- Exceeding the Benchmark

These grades are open to interpretation by schools and this may have led to differences both within schools and across the sample. To mitigate this, researchers with expertise in careers education and guidance facilitated conversations with each school which explored their provision and supported them to identify which grade was most appropriate

Changes in the provision of career guidance during the project

During the 15 months of the project, although there was evidence of substantial improvement across all the Benchmarks, no one school was exceeding all of them. Schools across the

project have made most progress with Benchmark 1 (*A stable careers programme*) with an average increase of 0.9 of a Benchmark. Schools have made least progress with Benchmark 4 (*Linking curriculum to careers*) and Benchmark 8 (*Personal guidance*). Benchmark 8 has the most schools achieving the Benchmark (4). The following sections summarise progress and achievement for each Benchmark with the participating schools.

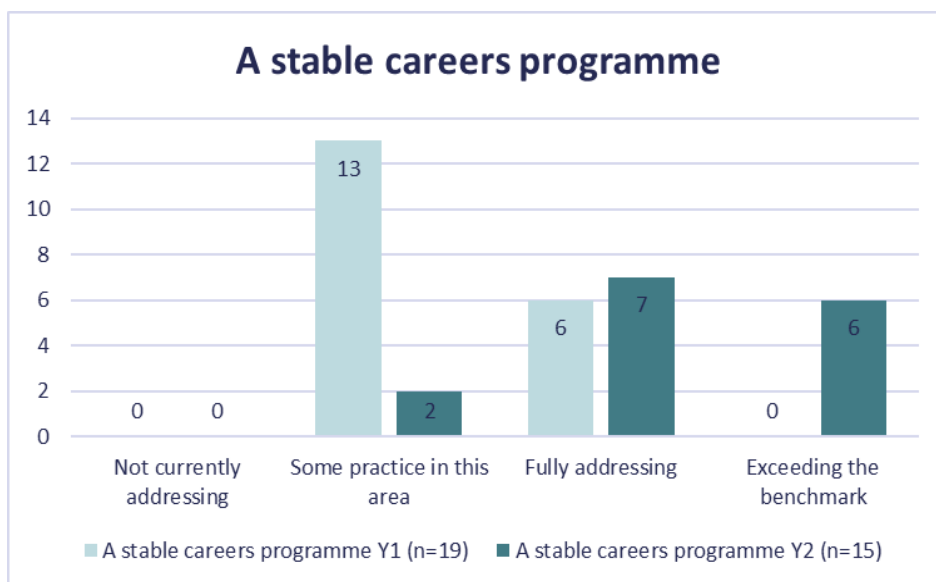
Benchmark 1: A stable careers programme

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.

Overall progress

As shown in Figure 1 below, much progress was achieved against this Benchmark by the end of the project. In Year 1 only 6 out of 19 schools were fully addressing the Benchmark and 0 out of 19 were exceeding it. In Year 2 this had increased to 7 out of 15 schools fully addressing the Benchmark and 6 out of 15 exceeding it.

Figure 1: A comparison of schools' progress against Gatsby Benchmark 1: 'A stable careers programme'



Outcomes against this Benchmark

- Most schools now have at least one governor who has an overview of careers work and the policy for careers work
- Meetings between governors and careers staff have increased in number and regularity
- Policies for careers education and guidance are now more accessible to all stakeholders
- A growing awareness of apprenticeship provision and a corresponding attention to promoting these as a post-16 option.

- Most young people from year 9 now receive opportunities for career learning and development as part of the curriculum.
- Communication between schools and students and their parents has improved.
- More effective monitoring, review and evaluation of careers education and guidance practices.

Case studies

Harrogate Grammar School created a careers team and a new faculty structure ensures that curriculum and pastoral provision is more joined up. There is a new, wider focus to explicitly discuss what career students will pursue. Each faculty will have a careers ambassador. School standards of behaviours will be linked to employability.

Ermysted's Grammar School uses multiple approaches to monitor, review and evaluate the careers programme. The school gathers information about the programme systematically and these are mapped to the Gatsby Benchmarks to highlight areas of success and where improvements are needed.

King James School have found that parental engagement has been a key area of development. The school is very traditional and has a good reputation for delivering excellent quality education particularly in the sixth form. Parents often hope that their children will stay in the sixth form and not move in to vocational programmes at local colleges. This is a mind-set which the school is working to develop. They feel that it is important that parents are fully informed, with all the options and pathways explained, to help them help their son or daughter make an informed choice.

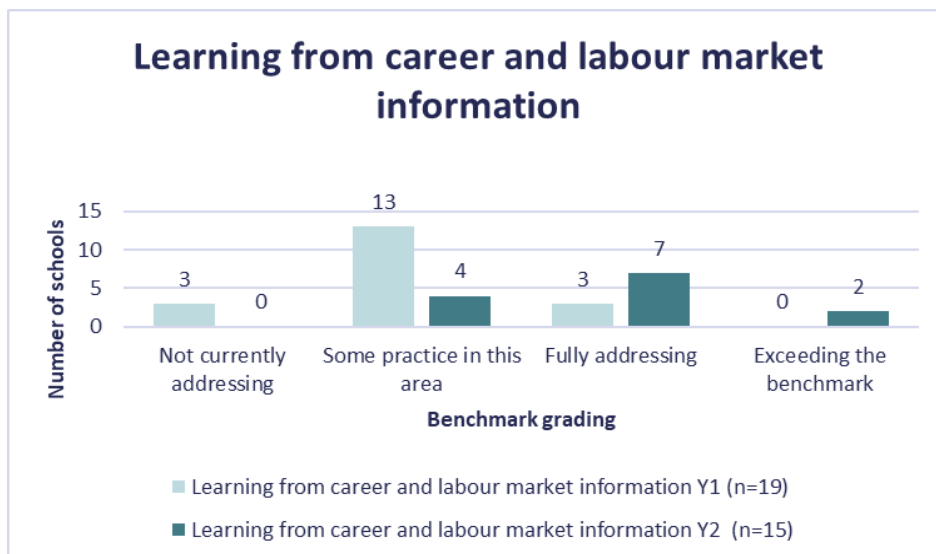
Benchmark 2: Learning about career and Labour Market Information

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.

Overall progress

Figure 2 below shows in Year 1 only 3 out of 19 schools were fully addressing the Benchmark and none were exceeding it. In Year 2, 7 out of 15 were fully addressing it and 2 out of 15 were exceeding it.

Figure 2: A comparison of schools' progress against Gatsby Benchmark 2: 'Learning from career and labour market information'



Outcomes against this Benchmark

- There are increased opportunities for young people and their parents to access career and labour market information.
- Schools have increased the information which they provide about apprenticeships.
- The resource 'Shape Your Future' produced by Careers Yorkshire and Humberside has been well received and is being widely used.
- Schools are collaborating to develop and provide career and labour market information which is relevant to their localities. This includes very specific information for young people with special educational needs.
- Networking with partners including employers and educational providers has increased.
- Many young people from year 7 now receive career and labour market information as part of their careers education programmes.
- There is a growing awareness amongst young people of the skills needed to manage their careers, including digital career management skills.
- There are more opportunities for careers leaders and coordinators to come together to develop the knowledge and skills needed to integrate career and labour market information into guidance processes.
- The active management of alumni networks has improved.

Case studies

At **Risedale School** members of the Armed Forces are encouraged to help learners make the links between civilian careers and the opportunities for apprenticeships with the Forces through visits and work experience.

At **Harrogate Grammar School**, sixth form students are encouraged to set up and run societies and some of these have been career related. Also, the school's new build has provided an opportunity to involve the builders to provide insights into construction related careers.

At **Harrogate High School**, the schools' new build has provided an opportunity to get the builders involved and this has given new insights into construction related careers. Students learned a lot about health and safety at work during the building, for example, about Asbestos. (Health and safety is always included in the vertical mentor groups).

At **Northallerton School**, one of their ex-students has a Level 4 apprenticeship in aerospace engineering, and has been invited in to school to run workshops for current students.

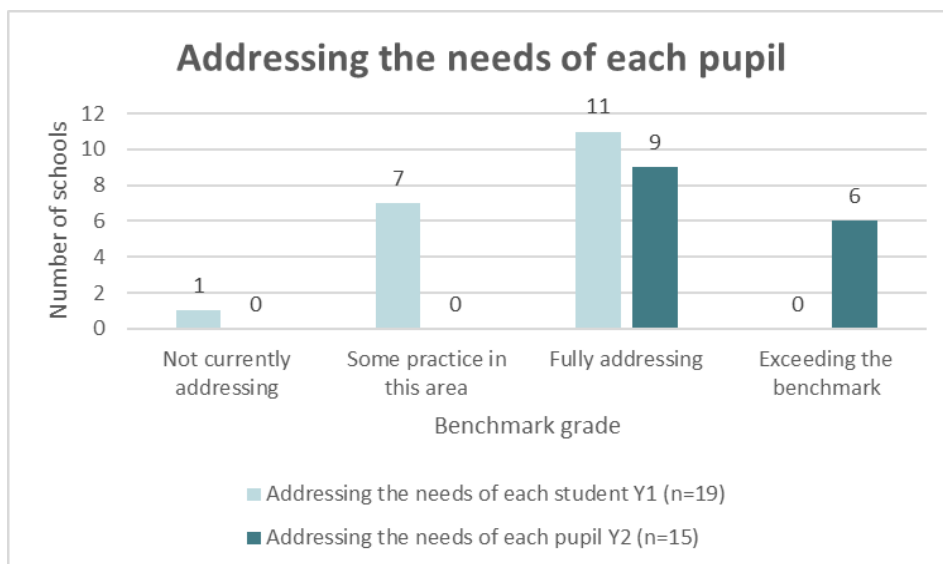
Benchmark 3: Addressing the needs of each pupil

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.

Overall progress

Figure 3 below shows that progress has been made in this Benchmark. Previously none of the 19 schools assessed themselves as exceeding this Benchmark and the final assessment showed that there are now six out of 15. At the start of the pilot, there was one school who indicated that they had no practice in this area and this has been reduced to zero.

Figure 3: A comparison of schools' progress against Gatsby Benchmark 3: 'Addressing the needs of each pupil'



Outcomes against this Benchmark

- There has been an increase in the liaison between staff in schools to identify and meet individual needs.
- New approaches to monitoring individuals' progress have been adopted including commercial and bespoke activities.
- There are new approaches to differentiation and personalisation of the curriculum.

- There has been an increase on the focus given to STEM subject choice and careers.
- There has been an increase in the involvement in internal and external stakeholders in providing support for individuals including through mentoring programmes and programmes to widen participation in higher education.
- Processes of referral have been strengthened.
- Some schools have targeted parents through inspirational speakers at careers events to try and encourage them to raise their children's aspirations and consider a wider range of options.

Case studies

Thirsk School gets students do a self- assessment at each assessment point and reference to career development is included. The school uses a 'Challenge' booklet to record pupil success which provides evidence for student self-assessment. Additionally, the sixth form timetable is designed around pupils' individual needs and interests. The individual attention given to learners' career aspirations, development and progression is highly developed.

At **Tadcaster Grammar School**, the careers manager has a spreadsheet which contains all students and includes information on Pupil Premium, free school meals, SEND, NEET and career activities and progress. This is used to track and monitor pupil progress. The careers manager is linked with the SENCO and communicates with house leaders and development plans are written for each student.

Staff in the **Virtual School** use a process of assessment and action planning called the Rickter Scale to support vulnerable and disaffected students. This process drives discussions with young people about their needs and is useful for recording outcomes and mapping progress. One of the Ricker overlays addresses whether students have the skills in maths and English required by employers.

King James School has a high number of students with EHCP's due to its status as a school with enhanced facilities for young people with Autistic Spectrum Disorder (ASD). Students with SEND who have an EHC plan are subject to a rigorous process of annual review. The careers coordinator interviews all students with SEND and is actively involved in the EHCP review meetings. The meetings are chaired by the SENCO and attended by any member of staff who has some involvement with the learner. Students with SEND without EHCP plans have a mentor/ key worker who works with the heads of year to write a support plan which is shared with the learner and parents. This is reviewed on a yearly basis.

The school also takes the lead to support the development and implementation of a special regional event for young people with SEND and their parents. Recently the school hosted a North Yorkshire careers event for young people with SEND. This was for students from Y8 upwards and their parents and was well attended with a round 100 students attending. The event also provided much needed CPD to school based practitioners and was well received by them. This is an example of how the NYCC project has helped school think creatively about how they could meet their intended aims to improve careers provision to SEND students. This has not been as a result of the pilot project but has certainly grown in importance during the pilot and should be seen as good practice.

St Aidan's School has over 40 young people with SEND and has a careers adviser with a specific remit to work with this group. The Careers officer works closely with the SENCO to help implement the Education Health and Care Plans. Parents are far more involved than they were. An example is that the careers adviser and the SENCO now run a targeted, pre-options open evening for parents and young people specifically targeted at those with SEND. This takes place a month before the main school event.

At **Richmond School**, the careers manager receives referrals from pastoral staff from Key Stage 3 onwards and these students will receive a careers interview. In Year 9 SEND students get careers interviews to help them prepare for their options and their work experience placement that will take place in Year 10. In Year 10 students' individual needs are considered when organising work experience placements. For example, the school ensures that students from disadvantaged backgrounds get their placements allocated first. Referrals to Thirsk Clock ensure that 15 of the schools most disadvantaged students receive additional targeted support. The school also uses Morrisby career assessments for its high achievers to support subject choice and the results of these tests are used during face to face interviews through referral to the external careers advisor.

In **Joseph Rowntree School**, the female science teacher has taken responsibility for a 'woman of the week' in science display. It was noted that there was no gender gap in the results at GCSE for physics and there was no reason why one should exist at A' Level. There is an emphasis in this school in trying to improve the number of girls taking A Level physics.

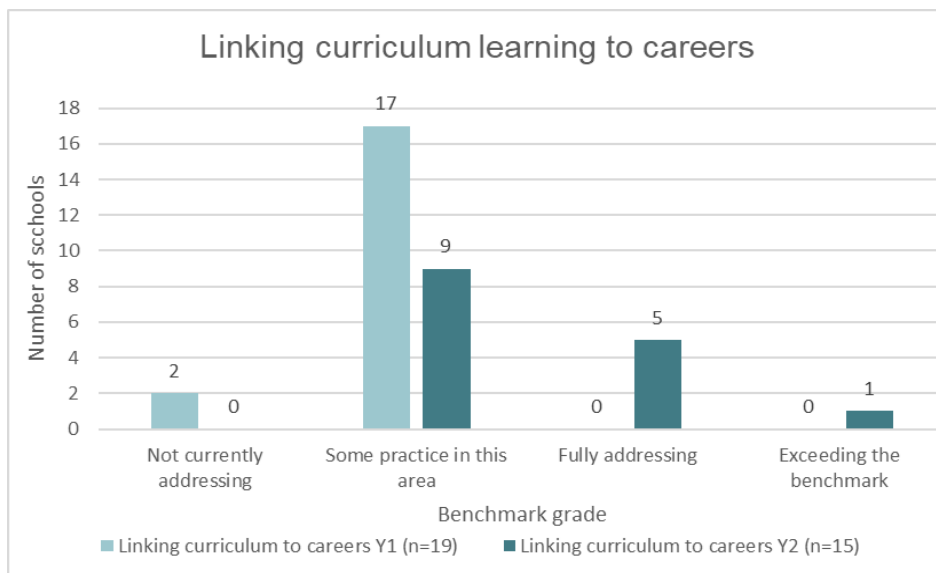
Benchmark 4: Linking curriculum learning to careers

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.

Overall progress

Figure 4 below shows that in Year 1, 2 out of 19 schools were not addressing this Benchmark and 17 out of 190 able to identify some practice in this area. In Year 2, 5 schools out of 15 progressed to fully addressing the Benchmark and 1 was now exceeding the Benchmark.

Figure 4: A comparison of schools' progress against Gatsby Benchmark 4: 'Linking curriculum learning to careers'



Outcomes against this Benchmark

- Senior leadership involvement reinforces strong messages about the needs to link curriculum learning to careers.
- Mapping where career learning occurs in the wider curriculum using national guidance¹ has increased.
- Communication between careers staff and subject staff has improved.
- There has been an increase in the way employers are used to help young people to link curriculum subjects to careers.
- There has been an increased emphasis on career learning in STEM subjects but this is less evident in the Arts and Humanities subjects.
- National changes to the curriculum have limited some schools' capacity to link curriculum areas to career learning.
- Most schools acknowledge that this is an area for further development.

¹ [Framework for Careers and Employability and Enterprise education](#) (Career Development Institutes 2015)

Case studies

At **St Aidan's School**, the reporting system has four themes: Community; Organisation; Determination and Enterprise. Staff have regular conversations with all students about these themes in subjects and these relate to career conversations. Staff are also linking tasks and activities to the world of work more effectively.

At **Boroughbridge High School**, the drama teacher identified a number of local employers who had either studied performing arts or who had employed individuals with performing arts backgrounds. These have been invited into school to talk to students and parents about the relevance of the subject. The impact of this initiative has been to double the number of drama groups being taught at GCSE.

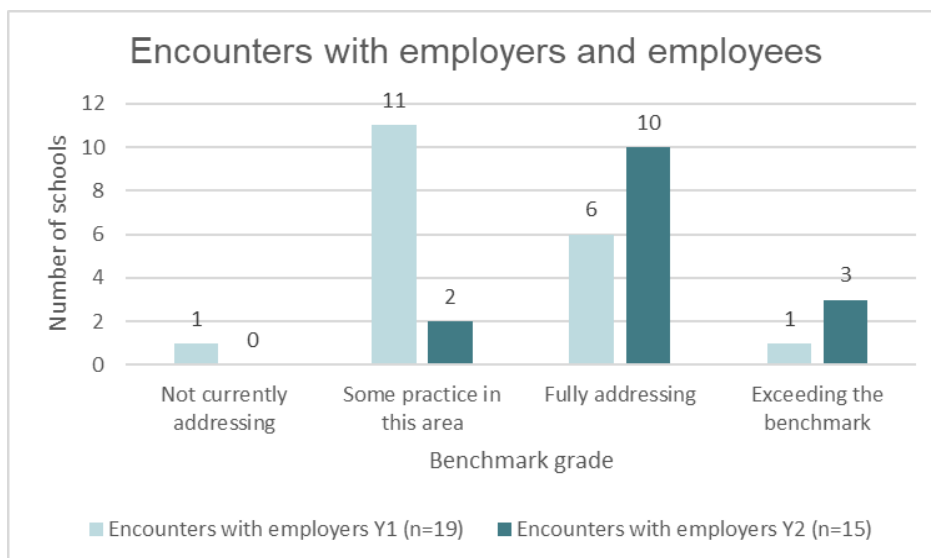
Benchmark 5: Encounters with employers and employees

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.

Overall progress

Figure 5 below shows that in Year 1, more schools were evidencing some practice in this area than the other categories. In Year 2, this changed to more schools evidencing that they were fully addressing the Benchmark than the other Benchmark categories. It is also worth noting that 3 schools out of 15 were exceeding the Benchmark in Year 2.

Figure 5: A comparison of schools' progress against Gatsby Benchmark 5: 'Encounters of employers and employees'



Outcomes against this Benchmark

- Schools are now adopting a more strategic approach to managing employer engagement.
- Some schools have employed staff with a specific remit to support employer engagement.
- Parents are now more engaged in employer engagement activities either as employers providing activities or in providing resources into schools to support careers education and guidance.
- One Academy Trust is now taking a Trust wide approach to employer engagement.
- Employer engagement activities are often targeted at young people with specific career or learning needs.

Case studies

At **Ripon Grammar School** there has been an expansion in the number of companies attending the careers and HE evening. In Year 12 employers are invited in to provide practice interviews linked to work experience and practice medical interviews. The school now has an enterprise advisor from Green-Tech as part of the CEC/LEP enterprise advisor scheme. The careers club has given the students access to a wide range of employers/employees. Students can take part in the Young Enterprise Company programme which involves meeting with a business mentor.

At **Outwood Academy** links have been developed with Ripon Grammar School across the road to provide access to a wider range of employer engagement activities.

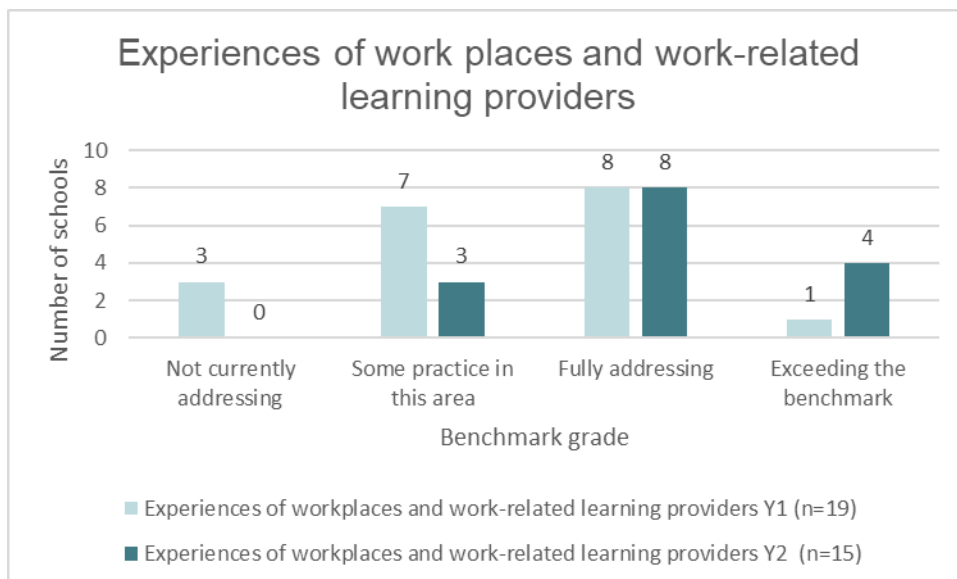
Benchmark 6: Experiences of workplaces and work-related learning providers

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.

Overall progress

Figure 6 below shows that progress has been made in this Benchmark. Previously there were three schools out of 19 which assessed themselves as not currently addressing the Benchmark and one school who identified themselves as exceeding the Benchmark. The final assessment showed that all 15 schools have now provided some opportunities and four out of 15 are now exceeding the Benchmark.

Figure 6: A comparison of schools' progress against Gatsby Benchmark 6: 'Experiences of work places and work-related learning providers'



Outcomes against this Benchmark

- Processes for monitoring, review and evaluation of work experience have improved
- One school has reintroduced work experience in year 10.
- There is some targeting of work experience particularly for those considering careers in medicine or the caring professions.
- Schools use organisations such as The North Yorkshire Business and Education Partnership to broker work experience.
- There has been an increase in the time given to careers staff to develop and manage work experience activities.
- There is more work experience provided as part of the curriculum.
- The links between personal guidance and choosing work experience have been strengthened.

Case studies

Richmond School recently provided a trip for a group of Year 11 which was designed as a joint Careers and Resistant Materials trip. The careers team are now arranging more of these where careers are delivered in conjunction with the curriculum.

At Archbishop Holgate School, there has been an increase in the range of visits to workplaces for example there have been visits to factories to develop an understanding of manufacturing processes but also recruitment and selection processes from an employer's perspective.

At **Ripon Grammar School**, students take part in the process of deciding where to go on placement. Students make telephone calls to find their placements, write a CV and covering letter and attend an interview.

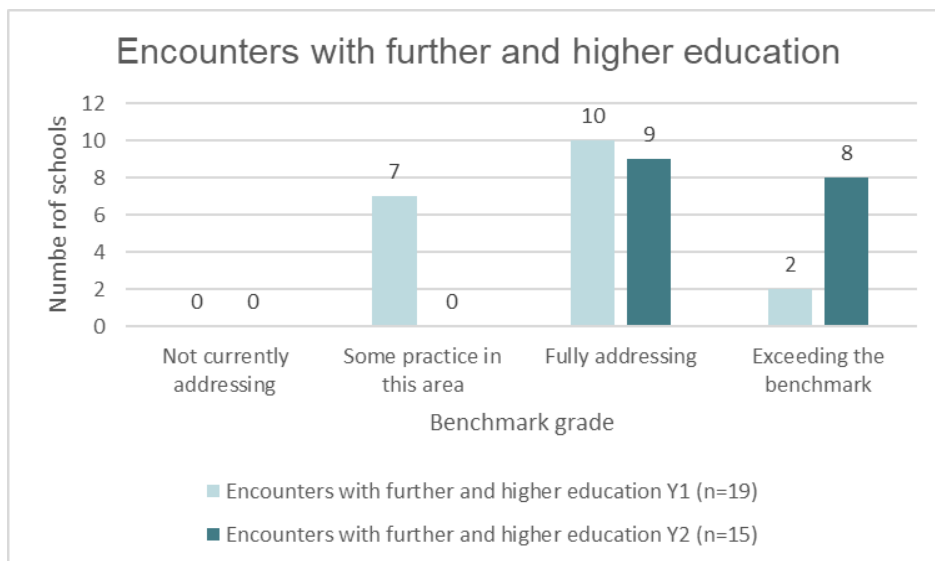
Encounters with further and higher education

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.

Overall progress

Figure 9 below shows that previously there were seven out of 19 schools who assessed themselves as only having some practice in this area. In Year 2, all fifteen schools were either fully addressing or exceeding the Benchmark.

Figure 9: A comparison of schools' progress against Gatsby Benchmark 7: 'Encounters with further and higher education'



Outcomes against this Benchmark

- Young people now receive more opportunities to have experiences of further and higher education providers.
- Encounters with further and higher education providers begin at an earlier age.
- Schools are receiving more approaches from colleges to engage in careers education and guidance activities.
- There has been an increase in information on further and higher education options for young people and their parents.
- Processes for monitoring and review of young peoples' experiences of further and higher education have improved.

Case studies

Students at **Selby High School** have a variety of experiences of FE and HE providers from year 8 onwards. The school has links with York and Hull Universities and in some cases, the universities visit the school and run workshops. Tasters days are provided at colleges of FE in Selby and Pontefract for year 10 students and college providers are encouraged to provide Y11 assemblies. Selby College representatives attend parents' evenings and careers fairs.

Millthorpe School organises visits to a number of FE institutions and the Year 10 and 11 survey data is used to target the most popular institutions. Staff support small groups to attend. There are also two protected off-timetable days for year 11's to visit college/sixth forms for example they can attend taster days at York college where they can test out different courses/subjects that they are interested in.

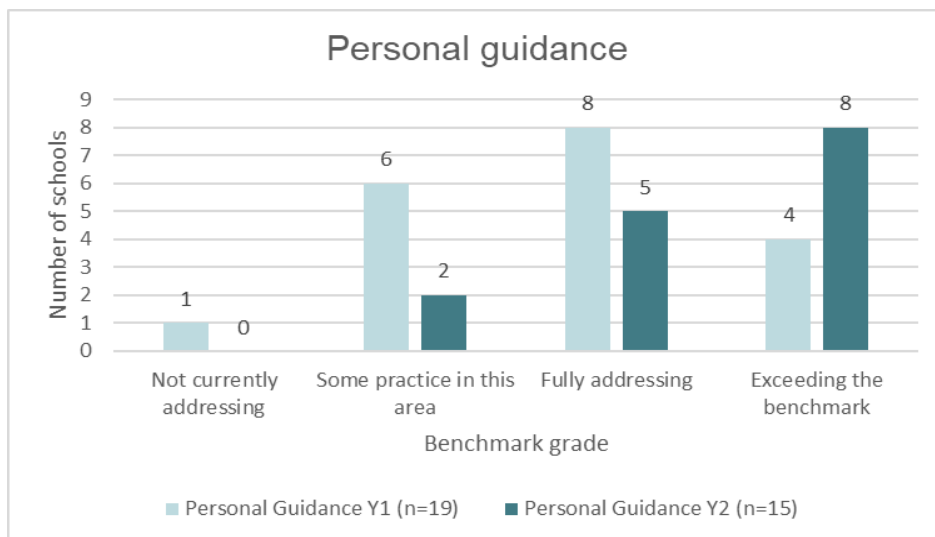
Personal guidance

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.

Overall progress

Figure 10 below shows that in Year 1 this Benchmark was an area of strength with four schools out of 19 already exceeding the Benchmark and only one indicating that they were not addressing the Benchmark at all. The data collected during Year 2 shows that progress has still been made with all fifteen schools demonstrating at least some practice and eight schools now exceeding the Benchmark.

Figure 10: A comparison of schools' progress against Gatsby Benchmark 8: 'Personal guidance'



Outcomes against this Benchmark

- Young people have more opportunities to receive personal guidance.
- Young people receive personal career guidance from a younger age in some schools (e.g. Year 8).
- Personal guidance is integrated into work experience choice in some schools.
- There has been an increase in the opportunities for parents to attend career guidance interviews.
- Schools have found a variety of ways to support curriculum and pastoral staff to provide career guidance including through CPD and regular bulletins providing information about open evenings and other information events.
- A range of costed and free services are commissioned to provide personal career guidance.
- There has been an increase in the number of qualified staff delivering personal guidance however there is no consistency in the level of qualifications which staff have.
- The local authorities and other stakeholders should develop a regional vision and strategy about the quality of the personal career guidance provision which students receive in the area. The Career Development Institute can offer support to identify the most relevant programmes of training support to ensure that all young people.

Case studies

Personal career guidance starts very early in **Harrogate High School**, students from year 8 receive guidance interviews. In this school, personal career guidance is integrated into an overall programme of personal support which includes mentoring, confidence building and strengths identification. Parents are also informed about career guidance interviews and this has been seen as a growing strength of the schools provision.

Archbishop Holgate School has made a considerable investment in the delivery of professional career guidance. The Head of Careers is a teacher who has a level 6 career guidance qualification. She has used this programme of study to develop her own approach to supporting young people in their career decisions. She has also used the learning from the programme to develop the careers curriculum across school. One outcome of the training has been the development of an observation framework which is being used to review a range of practice in school including the observation of other staff including senior leaders providing guidance. She also observes careers lessons. This service has been valued by all staff who feel that this has contributed to a better service and better outcomes for learners.

Impacts on the outcomes for young people

As the research has demonstrated, schools in the pilot have made good progress in developing their careers education and guidance provision. However, the investment made by North Yorkshire County Council and their partners was predicated on the need to improve outcomes for young people. The qualitative aspects of this research have indicated that young people value careers education and guidance and understand their relevance to their own career thinking and decision making.

Analysis of publicly available data on attainment, attendance and progression does not allow any conclusive links to be made the inputs to the project because there are various external factors which could not be controlled in the project, for example, socio-economic influences. Overall, the picture which has emerged is that attainment has improved substantially when seen across the lifetime of the project.

Table 1: A comparison of the outcomes for young people in the projects schools with England and North Yorkshire

	England Average	North Yorkshire Average	Project Schools Average			Difference from 2014 - 2017
			2014	2016	2017	
Attainment (%)						
English (A*-C/9-4)	74.8	79.8	74.31	76.72	81.47	7.16
Maths (A*-C/9-4)	68.9	76	75.94	77.52	77.55	1.61
Attendance (%)						
Overall Absence*	5	4.4	4.64	5	N/A	N/A
Destinations (Pupil Numbers)						
NEETs 16*	5 (%)	4 (%)	0.69 (n=11)	1.25 (n=20)	0.93 (n=15)	0.24

*National Average and North Yorkshire Average data was calculated using the 2014/16 Government statistics because this was the latest available data at the time of writing the report.

The data for attendance and progression is less conclusive but it should be noted that the attendance data for the final year of the project was not yet available for analysis and so it is not possible to draw any conclusions for this data. What's more, this project has been in part about creating a culture change and although two years is a substantial period of time to embed a project it is possible to speculate that it will not be possible to understand the full impact of the Progression for Success project on learner outcomes until data for cohorts who have received the newly revised provision during the full span of their education (years 7-11) can be compared to that from cohorts who did not have the enhanced provision.

Recommendations

The Progression for Success project has been innovative in drawing stakeholders together and providing funding to schools together with a programme of continuing professional development to support the development of Careers Guidance. North Yorkshire County Council has created a culture change which has resulted in improved career development provision for young people in pilot schools. This in turn has improved the experiences of learners and whilst it is still early in the life of this project culture change appears to have had a positive impact on learner attainment. An overarching recommendation for all concerned is to continue to maintain the focus on career development across the region and to monitor the developments in the outcomes for young people as this culture change becomes thoroughly embedded across the

county. That said, there are recommendations which schools and stakeholders can adopt which will continue the improvements in provision and these are set out below.

Recommendations for schools

- Continuity and succession planning should be reviewed by all schools to ensure that momentum is not lost when there is a change in leadership and management of careers work.
- Schools and colleges should investigate the options for developing and managing their alumni network. This is an important and effective resource for career learning and guidance and when managed effectively enhance the experiences of young people.
- Schools should explore the range of options for developing tracking systems for employer engagement activities to ensure that they are providing students with at least one meaningful experience of employers and employees before the end of year 11.
- Schools should develop a more strategic approach to evaluating employer engagement. This should include an analysis of both the short term and long-term impacts of these activities. The results of evaluation should be integrated in to the school planning cycle.
- Schools should develop systems and processes for monitoring all of the experiences of work places which students have during their learning journey. This will ensure fairness in the system and allow schools to identify where gaps in provision exist for some learners. This will be essential if schools are going to meet the requirements set out in existing guidance to provide all young people in Key Stages 4 and 5 with meaningful experiences of work places.
- Schools should explore ways in which work experience can be effectively evaluated so that they can ensure that their limited resources are used to gain maximum impact. This should include an exploration on the impact of young peoples' learning and development, progression and attainment.
- Schools should re-visit their policies on careers education and guidance to ensure that the statutory duty to provide impartial careers education and guidance is evident and communicated.
- School senior leaders should consider ways of measuring the impact of their developing career guidance provision. This should go beyond monitoring destination information and should explore the extent that personal guidance has on young peoples' aspirations, achievement, attendance and progression.

Recommendations for local authorities and stakeholders

- Support to develop coherent, consistent approaches to monitoring, review and evaluation which links career guidance to schools' strategic aims will inevitably lead to improvement in provision. The project offers a unique opportunity to bring schools together to work on this area and to learn from schools where good or excellent practice is evident. This could result in a more effective process of gathering and sharing monitoring, review and evaluation data across the North Yorkshire area and lead to more effective reporting and allocation of resources.
- Centrally produced information on the local and regional career and labour market are a valued curriculum resource however these need to be regularly maintained and updated. The local authorities and their partners should explore ways of maintaining the resources necessary for this.

- The local authorities should ensure that resources continue to be made available for careers staff to come together to share information and good practice. This is a valued and effective resource and needs to be co-ordinated centrally to be most effective.
- Key stakeholders including the Local Authorities and the Local Enterprise Partnerships should consider further research into the specific career aspirations and development needs of young people in rural and isolated areas. This will help inform a more strategic approach across the region to supporting the needs of this group.
- Local authorities and their partners should explore how support can be provided through centrally organised training events. These are particularly valued and have had an impact on schools' approaches in this Benchmark.
- The local authorities and other stakeholders should develop a regional vision and strategy about the quality of the personal career guidance provision which students receive in the area. The Career Development Institute can offer support to identify the most relevant programmes of training support to ensure that all young people.

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