

# Compass Audit Report

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**School: Ernulf Academy**

**Date of Audit: 25/6/2019**

## Summary

The school is performing well against the Gatsby Benchmarks. With three benchmarks already at 100% and two at 80% or over it is close to becoming a high performing school. Only 35% of schools nationally achieve at least three benchmarks with just 11% achieving at least five

It is recommended that the website is developed to ensure that the school complies with all statutory and contractual requirements by undertaking the following changes:-

There is a need to name an individual as a Careers Leader. Currently the site names Brogan Webber as the Careers Coordinator. There should also be an e-mail address and telephone number to make contact with the Careers Leader.

The Careers Programme needs to include the following information:-

- Who to contact in the event of additional information being needed. This is usually the Careers Leader
- How the school measures the impact of the programme
- The date of the next review of the programme

Benchmark	Achievement
A stable careers programme	41%
Learning from career and labour market information	100%
Addressing the needs of each pupil	81%
Linking curriculum learning to careers	25%
Encounters with employers and employees	100%
Experiences of workplaces	100%
Encounters with further and higher education	85%
Personal guidance	0%

## Benchmark 1 - A stable careers programme

41%

This benchmark is a key to the others in the audit and needs to be the initial focus of attention by the school.

Although there is a careers programme there is a need to ensure that it is signed off by both the SMT and Governors. Whilst the Compass Audit makes no specific reference to the content of the operational element of the careers programme the revised statutory guidance does suggest that schools may want to consider accrediting their careers programme through the Quality in Careers Standard Award. There are financial implications with this and so the school may want to consider auditing the content of the programme against the Career Development Institute's Careers Framework to ensure that the content meets the statutory requirement that:-

*"every school should have their own careers programme in place which meets the requirements of the other seven benchmarks"*

The Framework and supporting documentation can be found at:-

<http://www.thecdi.net/Careers-Framework-2018>

The Careers Strategy alongside the operational element of the programme, needs to have the specific endorsement of the senior leadership of the trust and approval by the board of governors to ensure that Section 42A of the Education Act 1997 is met. Best practice suggests that a specific governor be appointed to oversee this area of operation.

The careers programme needs to be published on the schools website along with information aimed specifically at the following groups:-

**Students** - this might include information on how students can best prepare for transition with links to websites that can provide information and advice, including providers of learning. There are a wide range of websites that may be appropriate including the following:-

Post Further Education/Sixth Form

<https://www.notgoingtouni.co.uk/>

<https://www.ucas.com/>

General Careers Information

<https://www.startprofile.com/> - this requires a school sign up

<https://www.careerpilot.org.uk/>

<https://nationalcareersservice.direct.gov.uk/>

### Apprenticeships

<https://www.getingofar.gov.uk/>

<https://www.gov.uk/apply-apprenticeship>

**Teachers** - this may be within the school's internal site and include:-

- Bulletin board on forthcoming events and activities
- Websites that can support their involvement with the delivery of careers within their specific curriculum areas:-
- <http://data-viz.nesta.org.uk/skills-map/index.html> - identifies skills required by occupational groups
- [https://careersyandh.co.uk/Inspiringyandh/iyh\\_pages/careers\\_in\\_the\\_curriculum/5](https://careersyandh.co.uk/Inspiringyandh/iyh_pages/careers_in_the_curriculum/5) - identifies based upon subjects – the skills that are developed, the careers that are linked and additional resources
- Reminder of key dates for students in terms of option choices

**Employers** – this might include information on how the school wish to engage with them including the employer engagement strategy and how they can engage with and contact the school

**Parents/Carers** - this should include basic information on the options and time frames, how parents can support their children with career choices and links to websites that are aimed specifically at parents:-

<http://parentzone.careerpilot.org.uk/parent>

<https://www.careersadviceforparents.org/>

<https://ukcareers.ey.com/schools/career-advice/parental-advice>

<http://www.parentadviser.co.uk/>

### Evaluation

As with any curriculum area a programme of review and development needs to be in place and is a requirement under the revised School Information Regulations. A key element of this review process is securing feedback from the key stakeholders:-

- Students
- Parents/carers
- Employers
- School staff

A systematic process needs to be adopted to capture this feedback using a variety of approaches including on-line surveys, focus groups, feedback opportunities via the website, anecdotal information and paper based feedback forms. Please refer to the provided CEGNET documentation on how to develop a feedback process

## Benchmark 2 - Learning from career and labour market information

100%

This is an area of strength with clear element of the careers programme focused on the development of student's knowledge and understanding of career and labour market information. It is important to appreciate that the LMI to be used should be relevant to the individual students and include information about the options at key transition points and routes that can be taken. Students should understand how to use resources to undertake research into careers of interest to obtain this information.

Parents are encouraged to support their children in using career and labour market information especially at key transition points. You may want to review any existing parental communications to ensure that this encouragement directs them to the careers element of the school website detailing the choices that their children will need to make with links to appropriate websites.

A good careers section of your school website can support this area. I have included advice on how the school may want to approach this element.

## Benchmark 3 - Addressing the needs of each pupil

81%

### **Providing students with access to information on their careers and enterprise activities.**

It is difficult for schools to evidence achievement of the Gatsby Benchmarks without a system to record the individual careers and enterprise experiences of each student. Equally important is the opportunity for students to access this information which can play a vital part in completing applications for further learning opportunities. As a school you record experiences within SIMS but this does require the school to develop a system to allow students to access their own records. Whilst Fast Tomato does not currently provide this facility they are updating the platform over the summer break and you may want to check on the capacity of it to support you with this aspect of this benchmark.

Maintaining accurate data on student destinations after they leave school can be a challenge to schools but is important to allow the school to review the effectiveness of their career programmes in preparing students for their next steps. Current legislation requires local authorities to follow up young people in years 12 and 13 to identify their current situation but they may not share student level data. Where they do so it is likely to be the initial destination after leaving the school which will not satisfy this benchmark.

Recent guidance from the DfE on gathering and using destination data has been published and can be found at:-

<https://www.gov.uk/government/publications/how-to-use-destinations-data>

It is reasonable to ask schools to try and capture destination information using approaches less intensive than those deployed by local authorities:-

- Regular e-mails to former students asking them to update the school on their situation.
- The use of an Alumni association which can support other benchmarks

#### **Benchmark 4 - Linking curriculum learning to careers**

25%

Experience has shown that this will require a significant level of engagement at SLT level to encourage curriculum leaders to review their subject content to include careers and enterprise learning.

It is recommended that a review across all curriculum areas is undertaken to determine the current levels of linking. Having concluded this I would suggest that you prioritise English, Maths and Science working with the curriculum teams to develop this aspect of the curriculum.

You may want to consider a focused approach asking each curriculum area to present careers in the curriculum during the National Careers Week held annually in March.

Approaches to delivery:-

- A STEM policy that is integrated within the Science Curriculums can go a long way to achieving this Benchmark
- Developing links with employers associated with the key curriculum areas will support both this and the next benchmark. This can lead to employers supporting the delivery of the curriculum using real work situations to emphasise the subject's relevance to the world of work.
- Each curriculum area could be encouraged to identify a specified number of careers that utilise the skills developed by the subject and promote these to students. Helpful websites for this are:-

<https://www.myworldofwork.co.uk/my-career-options/choosing-my-subjects>

[https://careersyandh.co.uk/Inspiringyandh/iyh\\_pages/careers\\_in\\_the\\_curriculum/5](https://careersyandh.co.uk/Inspiringyandh/iyh_pages/careers_in_the_curriculum/5)

<https://icould.com/teachersresources/>

#### **Benchmark 5 - Encounters with employers and employees**

100%

This is a real area of strength for the school with three of the five years having at least two encounters.

Support with maintaining this level of performance can be provided by the Skills Service and other agencies including these detailed below:-

## General

<https://www.speakers4schools.org/>

<https://www.educationandemployers.org/>

<https://www.founders4schools.org.uk/>

<https://www.careerslab.co.uk/>

<https://www.bitc.org.uk/campaigns-programmes/education/business-class>

## Specific Occupations or Curriculum Areas

<https://www.tomorrowseengineers.org.uk/about-us/overview-for-educators/>

<http://www.totalprofessions.com/profession-finder>

<https://www.stem.org.uk/stem-ambassadors>

By agreeing to join the Enterprise Network, facilitated by the Careers and Enterprise Company, the school can access an Enterprise Adviser who can support the school in developing links with employers.

## Benchmark 6 - Experiences of workplaces

100%

This is another strength for the school with the requirement that all students should have had at least one experience by the end of Year 11. The experience can include any of the following:-

- Traditional work experience of a week or more
- Work shadowing
- Workplace visits

and can involve voluntary activities and activities undertaken out of term time.

## Benchmark 7 - Encounters with further and higher education

85%

This element is closely linked with the new statutory duty imposed on schools under the Technical and Further Education Act 2017/ Section 42B into the Education Act 1997. See below for details.

In order to meet this statutory duty the school must provide access to their learners by other providers of learning at various key decision points especially as part of the transition from Key Stage 4. The school must publish on their website their policy for this duty with details of how other providers of learning can access opportunities and who they need to contact.

It is not sufficient however to post a Provider Access Statement. It is crucial to support student choice that all students are able to have a meaningful encounter with further and higher education providers. This can be provided through:-

- Visits
- Speakers
- Post 16/18 Option events

Whilst the audit requires two visits to university this is a requirement that only applies to those students who are interested (or you feel should be interested in HE). For 11-16 schools it is sufficient for this to be one visit with the expectation that the student's next provider of learning will offer a further visit. I understand that NEACO are helping with the organisation of visits for the coming academic year.

The key to the achievement of this Benchmark as with many of the others is capturing the information required as part of Benchmark 3.

### **Benchmark 8 - Personal guidance**

0%

To achieve this benchmark the school will need to ensure that the overwhelming majority of students have had an interview with a professional and impartial careers adviser.

Although the guidance does not state a specific qualification level reference is made to the CDI Register of Practitioners and the requirement that members should be qualified to Level 6. This duty can be met by a number of ways. As Brogan Webber is undertaking the Level 6 qualification there will be the opportunity to meet this benchmark post qualification providing sufficient time is made available for her to deliver 1:1 careers interviews to all students at least once in KS4.

## **Meeting the Statutory Guidance (2018)**

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

### **Statutory Duties:-**

#### **Section 42A of the Education Act 1999**

The governing body must ensure that all students are provided with independent careers guidance from Year 8 and that this:-

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

This means that from Year 8 all students must be provided with careers support that ensures that they are fully aware of all their options at all transition points and that this is presented in an

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impartial and independent manner. Independent is defined as external to the school which could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school. Personal guidance does not have to be external – it can be delivered by school staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.

### **The Technical and Further Education Act 2017/ Section 42B into the Education Act 1997**

This came into force on 2 January 2018. All schools and academies must ensure that there is an opportunity for a range of external education and training providers to access all pupils in year 8 to year 13.

The school must publish a policy statement setting out the circumstances in which education and training providers will be given access to pupils and must include:

- any procedural requirement in relation to requests for access;
- grounds for granting and refusing requests for access;
- details of premises or facilities to be provided to a person who is given access.

It is clear that this requires schools to do more than attending an external careers fair or arranging only for access to specific groups of students.

### **Amendment to the School Information Regulations:**

The government has published an amendment to the School Information Regulations which will come into force from 1st September 2018. From this date schools are required to publish the following information about their careers programme:

- The name, email address and telephone number of the school's Career Leader
- A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
- How the school measures and assesses the impact of the careers programme on pupils
- The date of the school's next review of the information published

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

## **What schools should do:-**

The range of non-statutory duties which are generally covered by “should” are grouped under the eight Gatsby Benchmarks and covered by the government's expectation that schools should achieve all Benchmarks by the end of 2020. The Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties.

The government has stated that the DfE will engage with Ofsted over their new Framework which will take effect in September 2019. They have stated that Ofsted will take into account the revised guidance and the Gatsby Benchmarks. They further comment that the outcome of the Compass Audit may be shared with Ofsted. This suggests that from September 2019 Ofsted may use the

Gatsby Benchmarks to measure compliance with the Statutory Guidance and may ask for the Compass Audit as part of the documentary analysis of school performance.

Please see the above for actions needed to achieve each Benchmark.

## Specific activities for schools

1. From January 2018 the school will need to publish on your website a policy statement setting out the arrangement for provider access to students – **Statutory Duty**
2. From September 2018 the school needs to have appointed a member of staff as the “Careers Leader”. This person should have influence across the school and buy-in from the Governors and Senior Leadership team
3. From September 2018 the following information must be published on the school’s website
  - The name, email address and telephone number of the school’s Career Leader
  - A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
  - How the school measures and assesses the impact of the careers programme on pupils
  - The date of the school’s next review of the information published
4. By 2020 the school should have achieved all eight of the Gatsby Benchmarks