

State of the Nation 2019

Careers and enterprise provision in England's
secondary schools and colleges



Publication information

The Careers & Enterprise Company (2019). State of the Nation 2019: Careers and enterprise provision in England's secondary schools and colleges. London: The Careers & Enterprise Company.

Acknowledgements

The research, analysis and text in this report were provided by Emily Tanner and Chris Percy. Neil Randerson, Roy Margolis and Hannah Williams prepared the data. The report builds on the structure established by the authors of the previous State of the Nation reports.

We are grateful to colleagues at the Gatsby Charitable Foundation and the Department for Education for helpful comments on earlier drafts.

Our thanks go to all the schools and colleges that have completed Compass and are improving career guidance for young people.

Content

About this report	4
Executive Summary	5
1. Introduction	8
Good career guidance	8
The Compass tool	8
Implementation of the Careers Strategy	10
The State of the Nation series	10
This report	11
2. About the schools and colleges	12
3. Performance against the Gatsby Benchmarks	16
The national picture	16
Evidence of progress	18
Performance by Local Enterprise Partnership	20
Performance of special and mainstream schools	24
4. Conclusions	25
5. References	26

About this report

State of the Nation 2019 describes careers provision in England's secondary schools and colleges at the end of the academic year 2018/19.

The report draws on data that has been collected through the Compass self-assessment tool from 3,826 state-funded schools and colleges, representing three-quarters of such institutions across England¹. The number of schools and colleges completing Compass has continued to increase during 2018/19 providing us with

a detailed insight into careers work in England's schools and colleges and the ability to look at developments over time. The Compass tool assesses schools' and colleges' careers programmes in relation to the eight Gatsby Benchmarks for Good Career Guidance².

The eight Gatsby Benchmarks for Good Career Guidance

- 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

1. Compass data is confidential to the school or college concerned, and the data in this report has been aggregated, with no individual school or college identifiable.

2. Gatsby Charitable Foundation (2014). *Good career guidance*. London: Gatsby Charitable Foundation.

Executive Summary

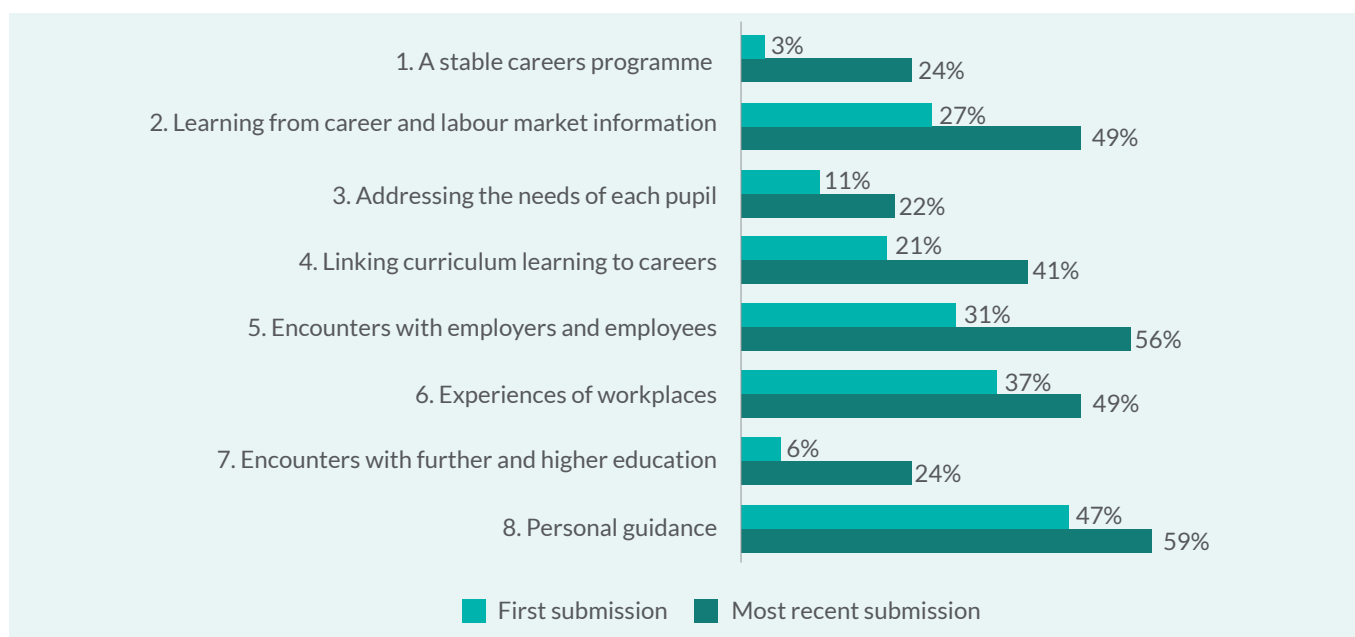
This year's State of the Nation shows that careers education is improving everywhere, as young people are benefitting from a new world-class approach to careers guidance.

1. Over 2,800 schools and colleges have completed Compass twice. They show improvements on every dimension of careers support.
2. At least 2 million young people are now receiving an encounter with an employer every year.
3. Progress can be seen across the country. Schools and colleges serving disadvantaged communities are among the highest performers.
4. In total, over 3,800 schools and colleges have now completed Compass.
5. Over the next year, the impact of the Careers Strategy looks set to continue.

1. Over 2,800 schools and colleges have now completed Compass twice. They show improvements on every dimension of careers support.

- The schools and colleges that have completed Compass twice achieve a mean average of 3.2 out of 8 benchmarks, an increase of over 50% since 2017.
- There has been progress on every benchmark.
- Progress has been particularly strong on 'Encounters with employers and employees', 'Linking curriculum learning to careers', establishing 'A stable careers programme' and 'Encounters with further and higher education'.
- Over half of schools and colleges are achieving benchmarks 'Personal guidance' and 'Encounters with employers and employees'.

Chart 1: Change in the proportion fully achieving each benchmark among repeat submissions (N = 2,880)



2. At least 2 million young people are now receiving an encounter with an employer every year.

- The research shows the number of schools and colleges running regular encounters has increased by 70 per cent, from less than a third two years ago (31%) to more than half this year (52%).
- Approximately two thirds of young people in the schools and colleges that have completed Compass are receiving an employer encounter every year.

3. Progress can be seen across the country. Schools and colleges serving disadvantaged communities are among the highest performers.

- All areas of the country have made progress.
- Almost all Local Enterprise Partnerships (LEPs) have at least one school or college achieving 7 or more benchmarks.
- Some of the highest performing areas serve disadvantaged communities.

4. More than 3,800 state-funded schools and colleges have now completed Compass providing the most comprehensive assessment yet of careers provision in England.

- The majority of schools and colleges are now using Compass to record and track themselves against the Gatsby Benchmarks.
- Over 3,300 schools and colleges completed Compass most recently during 2018/19 giving us an up-to-date picture of progress.
- Engaging with the benchmarks is becoming the norm for schools and colleges.

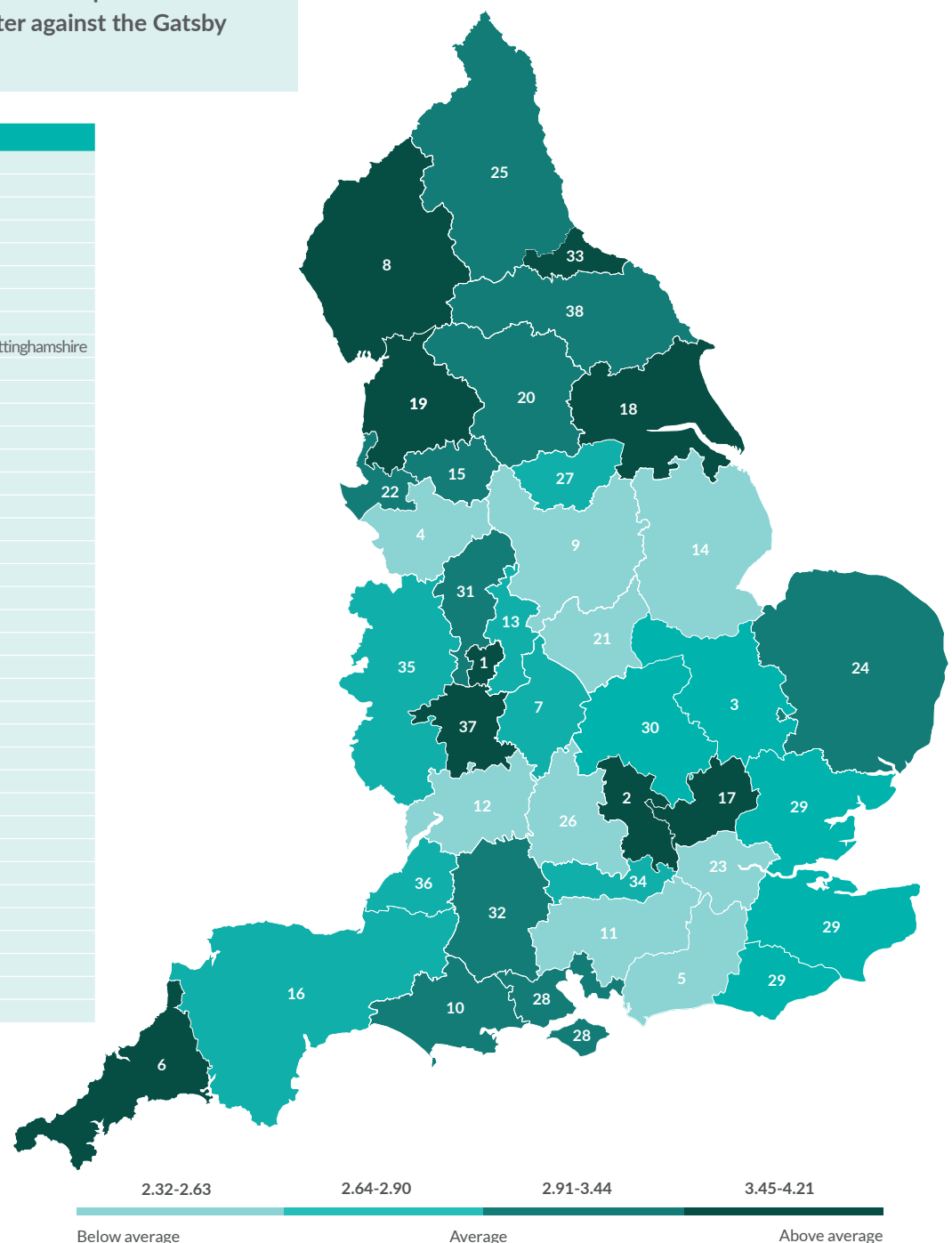
5. Over the next year, the impact of the Careers Strategy looks set to continue.

- The Careers Leader workforce is becoming established, and will continue to be supported by the Careers Leader training bursaries in 2019/20.
- 20 new Careers Hubs are getting started in September 2019, continuing the success of the first 20 Hubs established in September 2018.

Figure 1: Performance against the Gatsby Benchmarks among schools and colleges in Local Enterprise Partnership areas

The map is a visual representation of the performance by schools and colleges across the 38 Local Enterprise Partnership areas. The darker areas perform better against the Gatsby Benchmarks.

No	Local Enterprise Partnership
1	Black Country Consortium
2	Buckinghamshire
3	Cambridgeshire and Peterborough
4	Cheshire and Warrington
5	Coast to Capital
6	Cornwall and the Isles of Scilly
7	Coventry and Warwickshire
8	Cumbria
9	Derby, Derbyshire, Nottingham and Nottinghamshire
10	Dorset
11	Enterprise M3
12	GFirst
13	Greater Birmingham and Solihull
14	Greater Lincolnshire
15	Greater Manchester
16	Heart of the South West
17	Hertfordshire
18	Humber
19	Lancashire
20	Leeds City Region
21	Leicester and Leicestershire
22	Liverpool City Region
23	London
24	New Anglia
25	North East
26	Oxfordshire
27	Sheffield City Region
28	Solent
29	South East LEP
30	South East Midlands
31	Stoke-on-Trent and Staffordshire
32	Swindon and Wiltshire
33	Tees Valley Unlimited
34	Thames Valley Berkshire
35	The Marches
36	West of England
37	Worcestershire
38	York, North Yorkshire and East Riding



1 | Introduction

This chapter introduces the Gatsby Benchmarks and the Compass tool and describes the context for the State of the Nation.

Good career guidance

Careers and enterprise provision is critical to young people's futures. Where young people build the skills and knowledge that they need to manage their careers and where they are able to access the support that they need, they have the best chance to go on to build successful lives and make a contribution to society.

In 2014 the Gatsby Charitable Foundation published *Good Career Guidance*³. This provided an evidence informed and practical definition of what constituted good careers provision in schools and colleges. Gatsby codified this as eight benchmarks which schools and colleges could follow relating to a stable careers programme, use of career and labour market information, addressing the needs of all their students, linking career learning to the curriculum, providing encounters with employers and experiences of the workplace, offering the opportunity to find out about all educational routes and finally providing access to personal career guidance. Alongside the publication of the benchmarks, Gatsby also published the results of a survey of 361 English state schools which suggested that in 2014 most schools were a long way away from delivering 'good career guidance'. This is a demanding framework, but as we are now starting to see, it is an achievable one.

The Compass tool

To support schools and colleges to improve their careers provision and help them to engage with the Gatsby Benchmarks, The Careers & Enterprise Company worked with the Gatsby Charitable Foundation to develop Compass. Compass is a self-assessment tool which allows schools and colleges to compare their provision to both the Gatsby Benchmarks and to other providers.

The self-assessments completed by schools and colleges through Compass have an important secondary benefit. As well as driving the improvement of practice in schools and colleges, Compass also provides us with the clearest picture that we have ever had of what the strengths and weaknesses of careers work in England's schools and colleges are. The Careers & Enterprise Company uses this data to explore what provision looks like and inform the support offered to schools and colleges. Compass data is confidential to the school or college concerned, and the data in this report has been aggregated, with no individual school or college identifiable.

Following the publication, in early 2018, of the Gatsby Benchmarks tailored for colleges⁴, The Careers & Enterprise Company launched a new version of Compass for further education colleges in September 2018. During the 2018/19 academic year, 286 colleges completed this version meaning that we are able to present a clearer picture of provision for further education students in this year's State of the Nation.

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

4. Gatsby Charitable Foundation. (2018). *Benchmarks for young people in colleges*. London: The Gatsby Charitable Foundation.

The eight Gatsby Benchmarks for Good Career Guidance

1.	A stable careers programme	Schools and colleges should have an embedded programme of careers education and guidance that is known and understood by students/learners, parents, teachers/college staff, governors, employers and other agencies.
2.	Learning from career and labour market information	Every student/learner in schools and colleges, and their parents (where appropriate for learners), 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.
3.	Addressing the needs of each student	Opportunities for advice and support need to be tailored to the needs of each student/learner. A school or college careers programme should embed equality and diversity considerations throughout.
4.	Linking curriculum learning to careers	<p>In schools, 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.</p> <p>In colleges, all subject staff should link curriculum learning with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Programmes of study should also reflect the importance of Maths and English as a key expectation from employers.</p>
5.	Encounters with employers and employees	<p>Every school student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through activities including visiting speakers, mentoring and enterprise schemes.</p> <p>Every college learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through activities including visiting speakers, mentoring and enterprise schemes, and should include learners' own part-time employment where it exists.</p>
6.	Experiences of workplaces	Every student/learner 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.
7.	Encounters with further and higher education	All students/learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning.
8.	Personal guidance	Every student/learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school/college 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 students but should be timed to meet their individual needs.

Implementation of the Careers Strategy

With the implementation of the Government's Careers Strategy⁵, the past year has seen some significant developments in the careers landscape. Careers leadership is becoming established in schools and colleges following the expectations set out in the strategy and subsequent guidance^{6,7}. Recent research led by the Gatsby Charitable Foundation and The Careers & Enterprise Company in 2019 identified significant progress in establishing the Careers Leader role within secondary schools⁸. New training programmes for Careers Leaders have been introduced in 2018/19, supported by funding for 1,300 bursaries to enable their participation.

In September 2018, 20 Careers Hubs were launched across the country, each with a dedicated Hub Lead bringing together between 20 and 40 secondary schools and colleges with partners in the business, public, education and voluntary sectors to deliver the Gatsby Benchmarks. A second wave of Careers Hubs was established in September 2019 to extend the support to other parts of the country.

Ofsted launched a new inspection framework in 2019 which sets out the expectation that schools provide an 'effective careers programme' that offers pupils unbiased careers advice, experience of work and contact with employers to promote aspiration, good choices and understanding of how to succeed⁹. The framework articulates careers and enterprise education as a core part of personal development.

The raised profile of careers is reflected in the choice of increasing numbers of schools and colleges to use the Compass tool to assess their careers work and track their improvements. 4,114 schools and colleges have now completed the Compass tool at least once, of which 3,826 are state-funded providers. This marks a substantial increase from the total of 3,092 completions in 2017/18 and 578 the year before.

The State of the Nation series

This report is the third annual publication presenting the data gathered by the Compass tool and revealing how career guidance is developing in England's schools and colleges¹⁰. From a starting point of 578 Compass completions in 2016/17, we now have a dataset of 3,826 state-funded schools and colleges of which 3,351 completed the tool most recently in the 2018/19 academic year. This constitutes a high level of coverage of England's schools and colleges indicating a commitment to careers and enterprise education. It also means that we have an increasingly detailed insight into careers provision for students across the country.

The State of the Nation reports chart steady progress from a low starting point of 1.34 average benchmarks achieved in Gatsby's initial research in 2014. In 2018/19 schools and colleges are now achieving an average of 3 benchmarks with signs of progress accelerating. The proportion of schools and colleges achieving individual benchmarks demonstrates considerable progress and the 99 schools and colleges achieving all eight benchmarks shows that such success is achievable for a range of providers.

5. Department for Education (2017). *Careers strategy: making the most of everyone's skills and talents*.

6. Department for Education (2018). *Careers guidance and access for training and education providers: Statutory guidance for governing bodies, school leaders and school staff*.

7. The Careers & Enterprise Company & Gatsby Charitable Foundation (2018). *Understanding the role of the careers leader: a guide for secondary schools*. London: The Careers & Enterprise Company.

8. Tanner, E., Percy, C. and Andrews, D. (2019). *Careers Leaders in Secondary Schools: The first year*. London: The Careers & Enterprise Company.

9. Ofsted (2019). *School inspection handbook*. Manchester: Ofsted.

10. The Careers & Enterprise Company (2018). *Careers and Enterprise Provision in England's Secondary Schools and Colleges: State of the Nation 2018*. London: The Careers & Enterprise Company.

It remains the case that there is still much to do. The workforce of Careers Leaders needs to become more embedded to achieve the step-change needed within schools and colleges. Schools and colleges will continue to need support through resources, training and networks to achieve across the benchmarks. This report highlights particular areas where changes have been greatest and where further improvements could make the most difference. We hope that it will help all schools and colleges make progress towards meeting all the Gatsby Benchmarks.

This report

This report presents the national picture of progress towards achieving the Gatsby Benchmarks for schools and colleges. Subsequent publications will present the detailed results for each benchmark and for schools and colleges separately. Results for each Local Enterprise Partnership will also be published.



2 | About the schools and colleges

This chapter explains how the Compass data was gathered and compares the profile of the schools and colleges completing Compass to all schools and colleges in England.

The Compass tool is available to all schools and colleges in England. It offers them an opportunity to self-assess their careers provision against the Gatsby Benchmarks and to see how they compare with other schools and colleges across the country. There are now over 4,000 schools and colleges nationally who have self-assessed themselves against the Gatsby Benchmarks using the Compass tool of which 3,826 are state-funded¹¹.

This report is based primarily on the most recent responses from 3,351 schools and colleges who completed Compass during the 2018/19 academic year¹². In previous years, State of the Nation has drawn on all latest responses from across academic years, but now that we have a larger volume of data, we can focus on the most up-to-date data.

This year, State of the Nation excludes the 288 independent and non-maintained schools who have completed Compass on the basis that our main focus is on the progress of state-funded schools¹³.

The report also includes analysis of the 2,880 schools and colleges that have completed Compass two or more times since 2016/17 with at least a month between the first and last completion to assess progress with greater clarity.

The core sample of 3,351 schools and colleges broadly reflects the profile of schools and colleges in England. Mainstream secondary schools are a little over-represented among Compass completers with special schools and alternative provision establishments being less likely to complete Compass. The distribution of Compass completers matches the national picture apart from London where engagement with Compass is lower. Schools completing Compass are a little more likely to have a sixth form than those without. As engagement with Compass continues to rise, we hope that the sample will become increasingly close to matching the profile of England's schools and colleges.

11. These are the schools and colleges that are in scope for the Enterprise Adviser Network in that they are in England, state-funded and catering for students aged 11 and upwards. There are a further 288 independent schools who have completed Compass.

12. Since the State of the Nation 2018 reported on Compass completions up to 31st July 2018, this year's report takes Compass completions from 1st August 2018 to 31st July 2019.

13. The excluded institutions were 'other independent schools', 'other independent special schools', 'non-maintained special schools' and 'miscellaneous' according to the variable 'EstablishmentType' in Get Information About Schools as of 31st July 2019. These schools accounted for 6% of Compass completers in 2018/19. <https://get-information-schools.service.gov.uk/>

Table 1: Representation of schools and colleges in the State of the Nation dataset (N=3,351) compared to the total in England (5,191) - Type

School type	Compass	England
Mainstream secondary schools	77%	65%
Further Education colleges	7%	6%
Special schools	12%	21%
Alternative Provision	4%	7%

Table 2: Representation of schools and colleges in the State of the Nation dataset (N=3,351) compared to the total in England (5,191) - Region

Region	Compass	England
East Midlands	8%	8%
East of England	11%	11%
London	10%	15%
North East	6%	5%
North West	15%	14%
South East	15%	15%
South West	11%	10%
West Midlands	13%	12%
Yorkshire and the Humber	11%	9%

Table 3: Representation of schools and colleges in the State of the Nation dataset (N=3,351) compared to the total in England (5,191) – Sixth form

Sixth form status	Compass	England
Does not have a sixth form	28%	25%
Has a sixth form	58%	53%
Not applicable	14%	22%

A note on scoring and presenting results against the Gatsby Benchmarks

There are eight Gatsby Benchmarks which all schools and colleges who use Compass are potentially able to achieve. Each benchmark is made up of a set of indicators (sub-benchmarks). Schools and colleges only answer questions that are relevant to them based on their pupil profile and provision. They are then scored against the indicators that it is possible for them to meet. This means that the maximum possible score in the Compass tool varies depending on the age-range of their pupils. If an institution does not have any learners who are younger than 16 it is not expected to meet the sub-benchmarks concerning pre-16 provision. All figures given in this report take account of these adjustments and analysis presents the results only for schools and colleges who are eligible to answer each sub-benchmark.

In the Compass tool, respondents receive a percentage score against each benchmark to show them how close they are to achieving it. In order to fully achieve a benchmark, schools and colleges must meet all sub-benchmarks. In this report, results are referred to in the following ways:

- Fully achieving a benchmark: schools and colleges must meet all sub-benchmarks (a score of 100%) to fully achieve a benchmark.
- Partially achieving a benchmark: schools and colleges must meet at least one sub-benchmark (a score of between 1-99%) to partially achieve a benchmark.
- Not achieving a benchmark: schools and colleges which do not meet any sub-benchmarks (a score of 0%) are categorised as not achieving the benchmark.

During 2018/19, there was an alteration in the scoring of the sub-benchmarks to provide more granularity that schools and colleges can use to observe their progress. Questions that refer to the proportions of students (for example accessing and using labour market information, experiencing curriculum learning, and having employer encounters) are now scored on a scale from 0 (no students) to 4 (for 76% to 100% of students) rather than as a binary measure of 0 (up to 74% of students) or 1 (75% to 100% of students). As a result of this scoring change, it has become easier to move from not achieving a benchmark to partial achievement. Consequently, while the percentages fully achieving a benchmark are comparable year on year, it is not appropriate to compare results for partial and no achievement.

A further point to note on Compass scoring is that it is a self-completion tool. Self-completion is a key aspect of the self-improving system that the Careers Strategy is looking to create. Guidance is provided on how to complete the tool to promote consistency. Although some variation in interpretation may be possible, the evidence does not suggest that schools and colleges are unduly generous in their scoring.



3 | Performance against the Gatsby Benchmarks

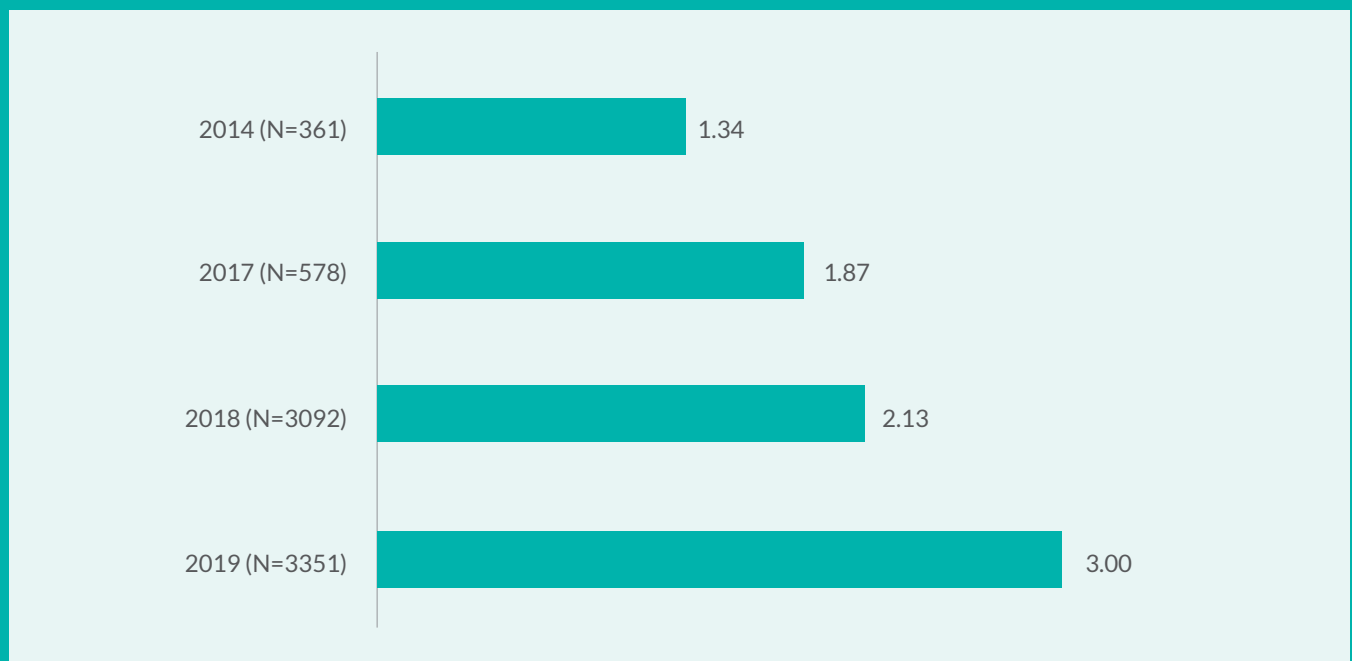
This chapter shows the current performance of schools and colleges in relation to the Gatsby Benchmarks and details the progress made since the Compass tool was launched.

The national picture

By the end of the 2018/19 academic year, schools and colleges were achieving an average of 3.0 benchmarks¹⁴. Progress is accelerating. Over the past year, there has been an increase of 0.9 benchmarks compared to 0.26 over the previous year.

There is still some way to go before all England's schools and colleges provide career guidance that is fully in line with Gatsby Benchmarks. Schools and colleges continue to need support through resources, training and networks to achieve the benchmarks. However, at the end of the first year of implementing the Careers Strategy, the signs of progress are encouraging.

Chart 2: Average number of benchmarks achieved 2014¹⁵-2019

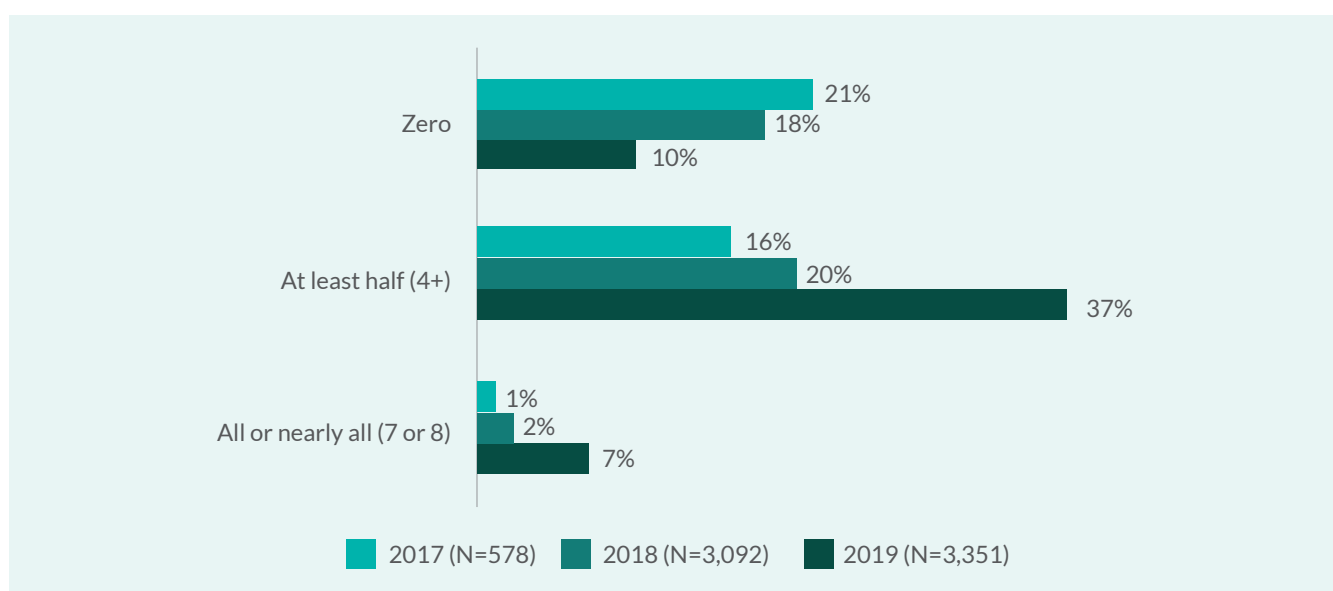


14. This figure is based on the schools and colleges that last completed Compass during the 2018/19 academic year (1st August 2018 to 31st July 2019). If we include the latest completions from 2017/18 as well, the average number of benchmarks is 2.91.

15. The data from 2014 is based on the survey carried out by the Gatsby Charitable Foundation.

The proportion of schools and colleges achieving at least half of the Gatsby Benchmarks almost doubled between 2018 and 2019 (19.9% to 37.3%) and there was an increase in the proportion achieving 7 or 8 Benchmarks. The proportion not fully achieving any Benchmarks fell from 18% in 2018 to 10% in 2019. 99 schools and colleges have achieved all 8 benchmarks, compared to 21 in 2018. Among the 99 are all types of establishment, demonstrating that it is achievable for a range of providers.

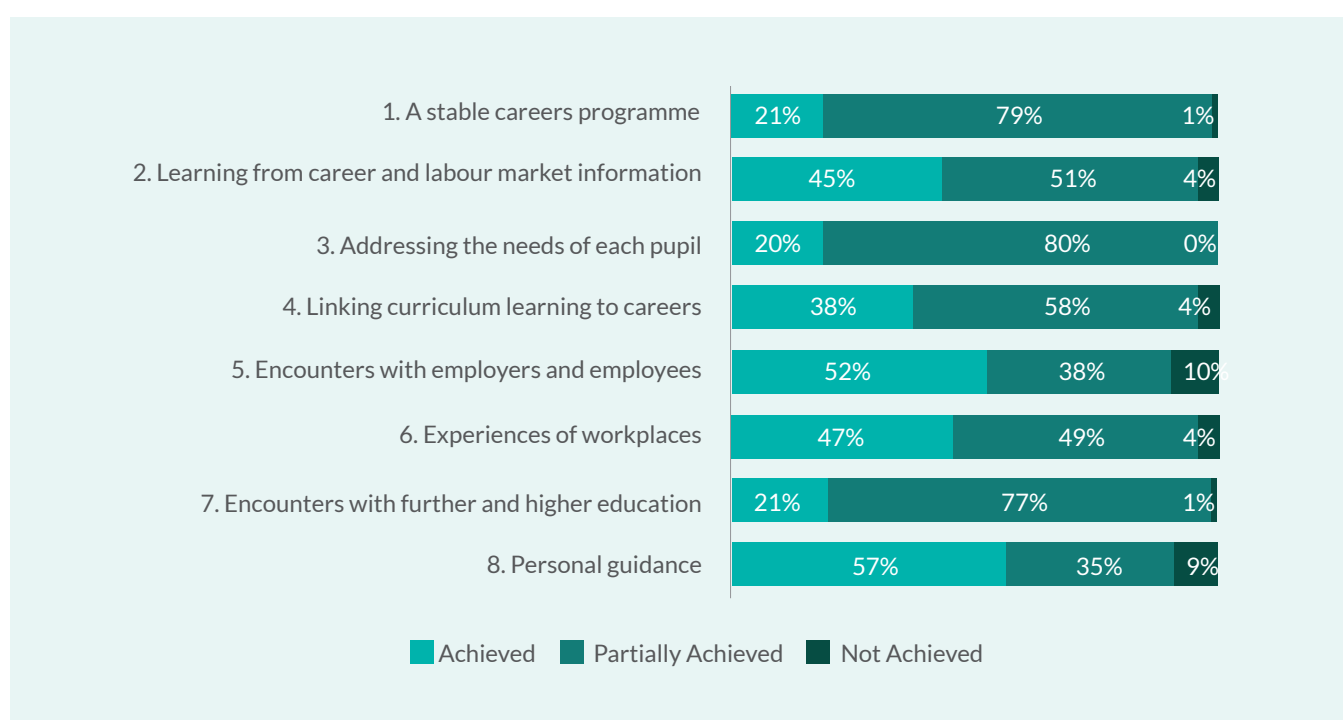
Chart 3: Proportion achieving zero, half and all benchmarks 2017-2019



Over the past year, every benchmark has seen a substantial increase in the proportion of schools and colleges reaching full achievement. More than half of schools and colleges that have used Compass are ensuring that all or the majority of their students are having encounters with employers and employees (Benchmark 5) and receiving personal guidance (Benchmark 8). Between a third and a half of schools and colleges are helping their students to access and use labour market information (Benchmark 2), experience careers through the curriculum (Benchmark 4) and have experiences of workplaces (Benchmark 6). As was the case last year, Benchmarks 1, 3 and 7 are proving to be the most challenging but even so, there has been

substantial progress with approximately one-fifth of schools and colleges now achieving each of them.

Most of the schools and colleges that have not yet fully achieved each benchmark have made some progress, achieving at least one of the sub-benchmarks or ensuring encounters, workplace experiences or personal guidance for at least some students. The highest proportion of non-achievement was for Benchmark 5 – for 10% of schools and colleges completing Compass, none of their students have an employer encounter every year that they are at school or college. Similarly, for 9% of schools and colleges, none of their students are receiving an interview with a qualified careers adviser.

Chart 4: Achievement of each benchmark for schools and colleges (N=3,351)

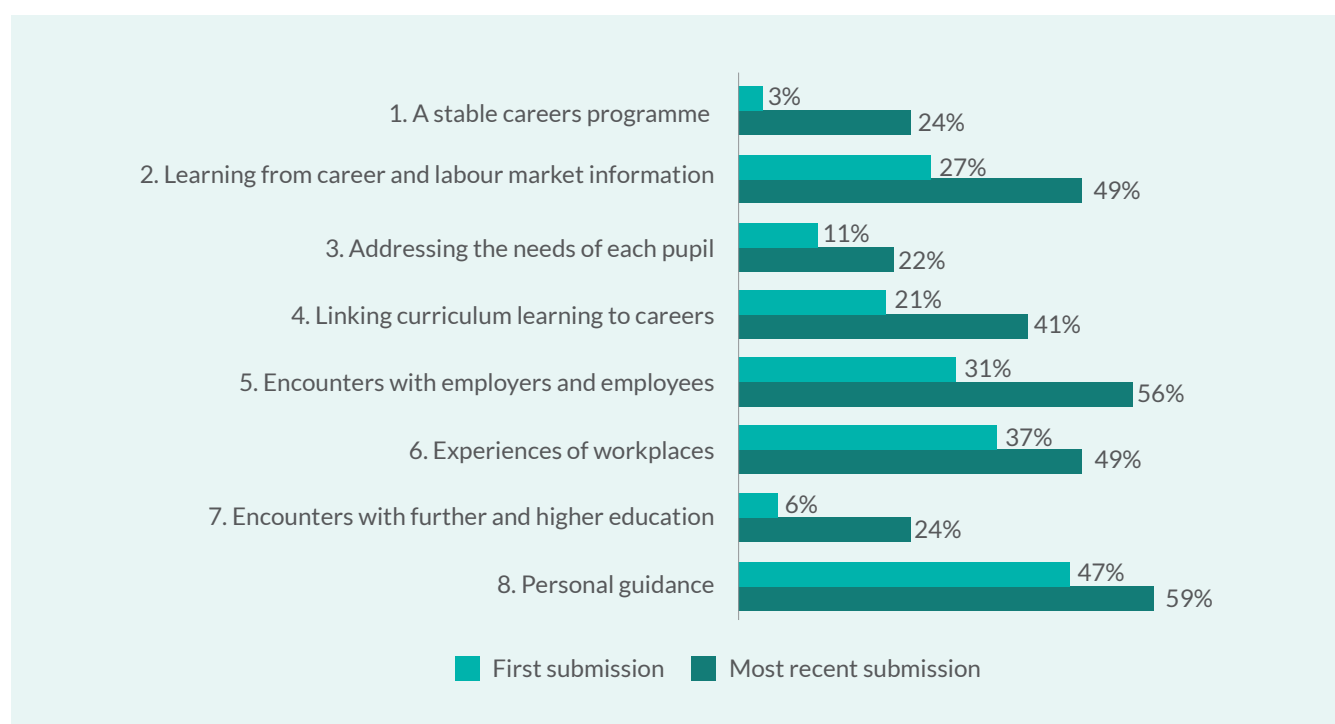
Evidence of progress

Looking at the Compass results for the schools and colleges that have completed Compass more than once allows us to assess progress. Among the 2,880 schools and colleges that have completed Compass two or more times with at least a month between first and last completion, we can see steady progress with an improvement of 1.4 benchmarks on average.

These schools and colleges have a significantly higher achievement rate of benchmarks in their most recent data with an average of 3.2 compared to 3.0 for the sample as a whole.

Among the schools and colleges that have repeated Compass, progress has been strongest on Benchmarks 5, followed by Benchmarks 2, 1 and 4. Across these benchmarks, more than 20 percentage points of progress was made. The remaining four benchmarks all progressed by more than 10 percentage points.

Chart 5: Change in the proportion of schools and colleges fully achieving each benchmark among repeat submissions (N=2,880)¹⁶



Comparing the results of first submissions in 2017/18 and 2018/19, there is consistency in the average number of benchmarks achieved (1.82 in 2017/18 and 1.86 in 2018/19). There is therefore no evidence that the schools and colleges engaging with Compass for the first time more recently have a different baseline standard of careers provision.

The analysis also suggests the majority of progress identified in national average progress as described in State of the Nation reports is accounted for by schools and colleges who complete Compass more than once, rather than by new schools engaging with Compass who are high quality or are making significant progress prior to completing the tool.

16. The school's earliest Compass report in the period is either their first use of the tool if they started using it from August 2017 onwards or the latest one they completed prior to July 2017 (if they were using the tool prior to August 2017). The most recent Compass report is the most recent available up to 31 July 2019.

Performance by schools and colleges in Local Enterprise Partnership areas

As was the case in State of the Nation 2018, benchmark performance in 2019 varied considerably by locality. This section shows the average performance across the schools and colleges in each of the 38 Local Enterprise Partnerships. All 38 LEPs report a range of performance. Almost every area has some schools and colleges which are meeting none of the benchmarks and every area has some institutions that are performing well. Almost all the LEPs have at least one school or college achieving 7 or more benchmarks. However, there is also some variation between the LEPs. There is a range of almost two benchmarks between the average scores of schools and colleges in different LEPs.

The map groups the LEPs into quartiles to show the patterns in performance between the LEPs. The average number of benchmarks achieved in the LEPs varies between 2.3 in Cheshire and Warrington LEP (area 4 on

the map) and 4.2 in both Tees Valley LEP (area 33) and Buckinghamshire LEP (area 2). The reason for variation between the LEPs is unclear and we should be careful about drawing too many conclusions based on what are subtle variations in average performance between very different areas. There was only partial consistency in the relative performance of LEPs between 2017/18 and 2018/19. Three LEPs were among the highest achieving in both years: Hertfordshire, Humber and Tees Valley. The detailed results for each LEP will be published separately.

The size of LEPs varies considerably and so does the level of engagement with the Gatsby Benchmarks. In eight LEPs, 80% or more of the state-funded schools and colleges in the area completed Compass in 2018/19. Engagement was highest in Worcestershire where 92% of schools and colleges completed Compass. In four LEPs, under half of the schools and colleges completed Compass in 2018/19.

Figure 2: Performance against the Gatsby Benchmarks among schools and colleges in Local Enterprise Partnership areas

The map is a visual representation of the performance by schools and colleges across the 38 Local Enterprise Partnership areas. The darker areas perform better against the Gatsby Benchmarks.

No	Local Enterprise Partnership
1	Black Country Consortium
2	Buckinghamshire
3	Cambridgeshire and Peterborough
4	Cheshire and Warrington
5	Coast to Capital
6	Cornwall and the Isles of Scilly
7	Coventry and Warwickshire
8	Cumbria
9	Derby, Derbyshire, Nottingham and Nottinghamshire
10	Dorset
11	Enterprise M3
12	GFirst
13	Greater Birmingham and Solihull
14	Greater Lincolnshire
15	Greater Manchester
16	Heart of the South West
17	Hertfordshire
18	Humber
19	Lancashire
20	Leeds City Region
21	Leicester and Leicestershire
22	Liverpool City Region
23	London
24	New Anglia
25	North East
26	Oxfordshire
27	Sheffield City Region
28	Solent
29	South East LEP
30	South East Midlands
31	Stoke-on-Trent and Staffordshire
32	Swindon and Wiltshire
33	Tees Valley Unlimited
34	Thames Valley Berkshire
35	The Marches
36	West of England
37	Worcestershire
38	York, North Yorkshire and East Riding

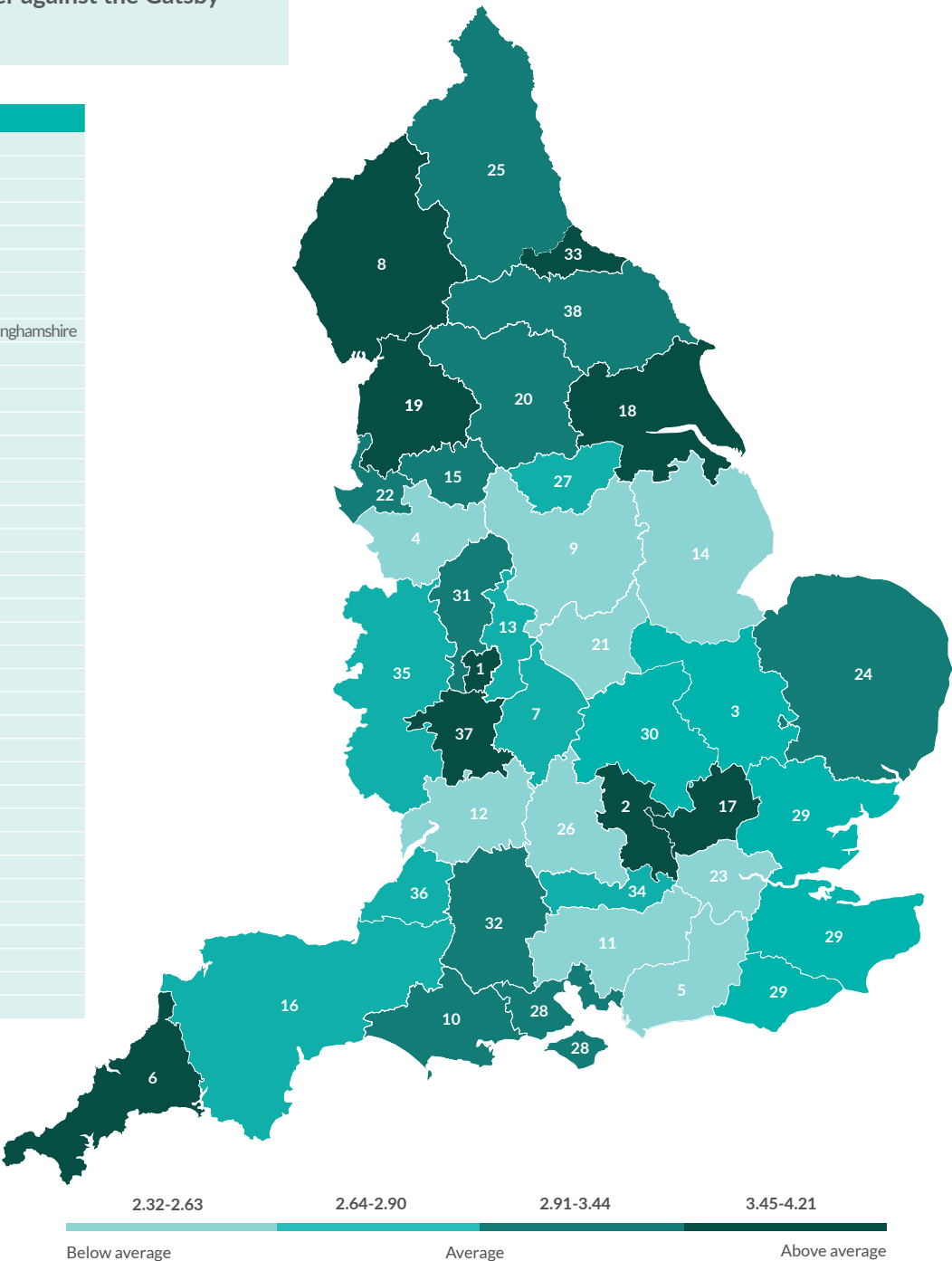


Table 4: Performance of schools and colleges in each LEP

No.	Local Enterprise Partnership	Average number of benchmarks achieved	Number of Compass responses in 2018/19	Proportion of all state-funded institutions completing Compass	Lowest number of benchmarks achieved	Highest number of benchmarks achieved
1	Black Country Consortium	3.7	87	72%	0	8
2	Buckinghamshire	4.2	43	84%	0	8
3	Cambridgeshire and Peterborough	2.6	44	56%	0	8
4	Cheshire and Warrington	2.3	50	58%	0	8
5	Coast to Capital	2.6	86	79%	0	8
6	Cornwall and the Isles of Scilly	3.7	38	81%	0	8
7	Coventry and Warwickshire	2.8	46	55%	0	8
8	Cumbria	3.7	44	88%	1	8
9	Derby, Derbyshire, Nottingham and Nottinghamshire	2.4	126	72%	0	7
10	Dorset	3.2	57	74%	0	8
11	Enterprise M3	2.5	64	49%	0	8
12	GFirst	2.6	28	45%	0	5
13	Greater Birmingham and Solihull	2.7	104	66%	0	7
14	Greater Lincolnshire	2.5	38	43%	0	7
15	Greater Manchester	3.0	192	68%	0	8
16	Heart of the South West	2.7	108	65%	0	8
17	Hertfordshire	3.6	100	83%	0	8

No.	Local Enterprise Partnership	Average number of benchmarks achieved	Number of Compass responses in 2018/19	Proportion of all state-funded institutions completing Compass	Lowest number of benchmarks achieved	Highest number of benchmarks achieved
18	Humber	3.5	59	68%	0	8
19	Lancashire	4.1	131	79%	0	8
20	Leeds City Region	3.3	166	77%	0	8
21	Leicester and Leicestershire	2.6	71	76%	0	7
22	Liverpool City Region	3.4	101	65%	0	8
23	London	2.4	338	44%	0	8
24	New Anglia	3.1	105	71%	0	7
25	North East	3.2	125	60%	0	8
26	Oxfordshire	2.6	45	74%	0	8
27	Sheffield City Region	2.9	76	64%	0	8
28	Solent	3.0	73	68%	0	7
29	South East LEP	2.8	204	57%	0	8
30	South East Midlands	2.9	117	74%	0	8
31	Stoke-on-Trent and Staffordshire	2.9	71	54%	0	8
32	Swindon and Wiltshire	2.9	52	79%	0	8
33	Tees Valley Unlimited	4.2	62	84%	0	8
34	Thames Valley Berkshire	2.7	54	61%	0	8
35	The Marches	2.8	53	77%	0	8
36	West of England	2.7	79	80%	0	8
37	Worcestershire	4.0	60	92%	0	8
38	York, North Yorkshire and East Riding	3.4	54	87%	0	8

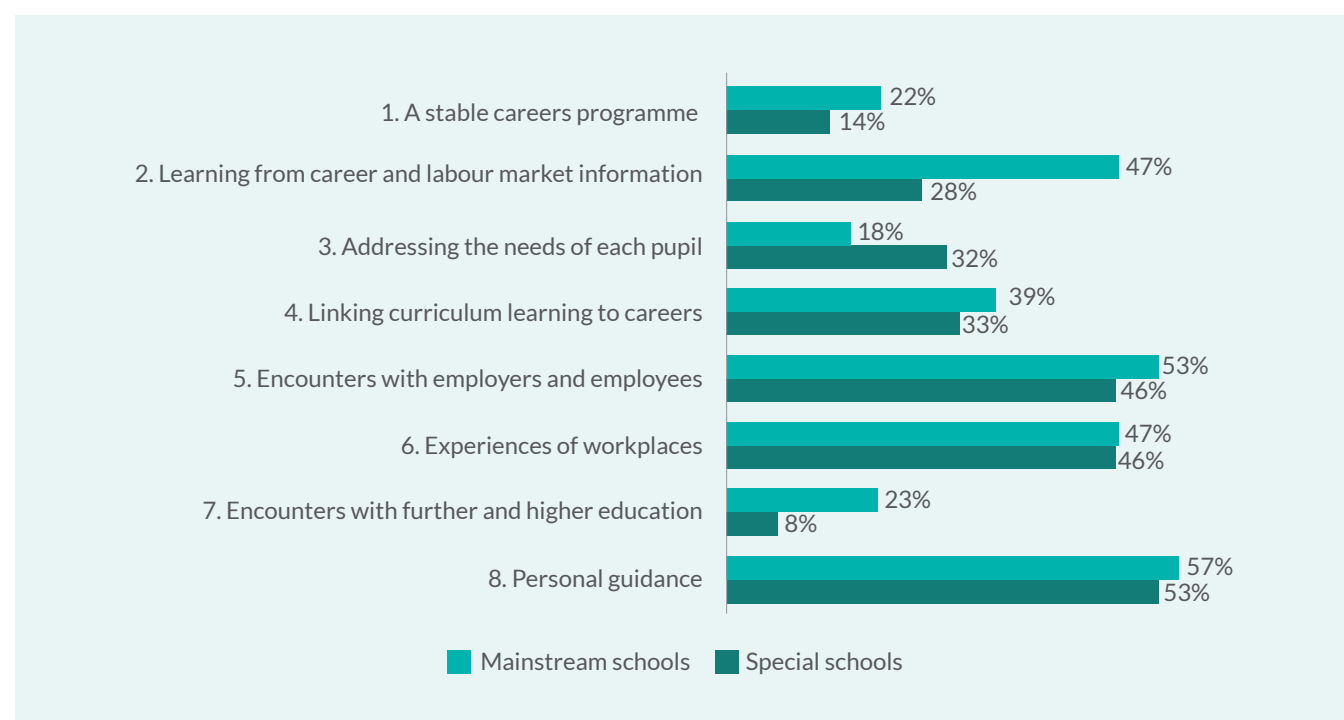
Performance of special and mainstream schools

Earlier this year, guidance was published to support special schools to complete the Compass tool¹⁷. During 2018/19, 408 special schools¹⁸ completed the Compass tool. On average, special schools achieved slightly fewer Benchmarks than mainstream schools and colleges (2.6 compared to 3.1).

On Benchmark 6, special schools were similar in their performance to mainstream schools. The main area where special schools were stronger than

mainstream was in addressing the needs of each pupil (Benchmark 3). 31% of special schools achieved this benchmark compared to 19% of mainstream schools. Special schools were substantially less likely than mainstream providers to ensure learning from career and labour market information (Benchmark 2) and provide encounters with further and higher education (Benchmark 7). We should take into consideration that some special schools support students with profound and complex needs, for whom accessing higher education may not be realistic.

Chart 6: Achievement of each benchmark for special schools (N=408) compared to mainstream schools and colleges (N=2,943)



17. The Careers & Enterprise Company (2019). *The SEND Gatsby Benchmark toolkit: Practical information and guidance for schools and colleges*. London: The Careers & Enterprise Company.

18. Using DfE's categorisation of institution type (EstablishmentTypeGroup(name)) 'special schools' includes community special schools, foundation special schools, academy special converter, academy special sponsor led, free schools special and special post 16 institution.

4 | Conclusions

2018/19 has been a pivotal year for careers education in England's schools and colleges as key elements of the Government's Careers Strategy have been implemented.

The investment in the Careers Leader workforce, the building of the Enterprise Adviser Network and the establishment of the first 20 Careers Hubs has enabled improvements in the standard of careers education which is reflected in the accelerated achievement of the Gatsby Benchmarks. Equally important is the ongoing level of engagement with the Compass tool, both because it reflects the commitment of schools and colleges to provide world-class careers education but also because we know from the data that repeated completion of Compass is linked to ongoing improvement. The closer we get to all schools and colleges completing Compass regularly, the more we would expect results to improve.

Looking ahead to 2019/20, 20 new Careers Hubs will extend the model further throughout the country building on the learning of the first wave of Hubs. With the strengthening of networks in these areas, training for Careers Leaders and support from the Hub Lead, we expect to see continued progress. It will also be the year when Careers Leaders, who are largely new to the role¹⁹, will become established within their schools and colleges and continue to benefit from training.

There is still a long way to go before all England's schools and colleges provide career guidance that is fully in line with Gatsby Benchmarks. Schools and colleges continue to need support through resources, training and networks to achieve the benchmarks. However, at the end of the first year of implementing the Careers Strategy, the signs of progress are encouraging and look set to continue. The Careers & Enterprise Company will be working in partnership with schools, colleges, employers, careers providers, the National Careers Service and the Department for Education to ensure the best possible opportunities for all young people²⁰.

19. Tanner, E., Percy, C. and Andrews, D. (2019). *Careers Leaders in Secondary Schools: The first year*. London: The Careers & Enterprise Company.

20. For more information on support available for schools, colleges and employers, visit: www.careersandenterprise.co.uk

4 | References

Department for Education (2017). Careers strategy: making the most of everyone's skills and talents. DFE-00310-2017.

Department for Education (2018). Careers guidance and access for training and education providers: Statutory guidance for governing bodies, school leaders and school staff. DFE-00002-2018.

Gatsby Charitable Foundation (2014). Good career guidance. London: Gatsby Charitable Foundation.

Gatsby Charitable Foundation (2018). Benchmarks for Young People in Colleges. London: The Gatsby Charitable Foundation.

Ofsted (2019). School inspection handbook. Manchester: Ofsted.

Tanner, E., Percy, C. and Andrews, D. (2019). Careers Leaders in Secondary Schools: The first year. London: The Careers & Enterprise Company.

The Careers & Enterprise Company (2018). Careers and Enterprise Provision in England's Secondary Schools and Colleges: State of the Nation 2018. London: The Careers & Enterprise Company.

The Careers & Enterprise Company & Gatsby Charitable Foundation (2018). Understanding the role of the careers leader: a guide for secondary schools. London: The Careers & Enterprise Company.

The Careers & Enterprise Company, Career Development Institute and Talentino (2019). The SEND Gatsby Benchmark toolkit: Practical information and guidance for schools and colleges. London: The Careers & Enterprise Company.

