

Championing Careers Guidance in Schools: Impact Evaluation

Final Report for the GLA
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GLOSSARY AND DEFINITIONS

The table below provides an explanation of the main abbreviations and key terms used in the report:

AET	Academies Enterprise Trust
AP	Alternative Provision; provision of education arranged by local authorities when exclusion, illness or other reasons prevent a pupil from receiving suitable education
BAME	Black Asian Minority Ethnic groups
Barclay's LifeSkills	Free programme created by Barclay's aiming to help young people prepare for work
BIS	Department for Business, Innovation and Skills
BT's 'My Kind of Crowd'	Work inspiration programme giving young people and adults insight of working at BT
Careers in Aviation Event	Careers event organised by British Airways
CBI	Confederation of British Industry
CCGS	Championing Careers Guidance in Schools
CEIAG	Careers education, information, advice and guidance
CPD	Continuous Professional Development
C2B	Classroom to Boardroom Challenge – programme aimed at schools and colleges delivered by professional business coaches , aimed to develop leadership skills and give experience of working for within a real business setting for a week
DCSF	Department for Children, Schools and Families
DfE	Department for Education
ESOL	English for Speakers of Other Languages
FECs	Further Education Colleges
GLA	Greater London Authority
HEAT	Higher Education Access Tracker program - a collaborative service, where HEIs share the costs of recording, monitoring and evaluating outreach engagement
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institute
IAG	Information Advice and Guidance
InspiresMe Week	Scheme allowing pupils to work for a week within a real business setting, such as retail, TV production , food or mobile applications
LAET	London Academies Enterprise Trust

LDA	London Development Agency
LMI	Labour Market Intelligence/Information
NEET	Not in education, employment or training
NCC	National Careers Council
NCS	National Careers Service
OECD	Organisation for Economic Co-operation and Development
OFFA	Office for Fair Access
OFSTED	Office for Standards in Education, Children's Services and Skills
Outward Bound	Educational charity, provider of bursary assisted outdoor learning
Pupil Premium	Additional funding available for disadvantaged pupils aimed to improve their attainment and close the gap between them and their peers
Skills London Event	Jobs and careers event organised at ExCeL London in 2005, 2008, 2010, 2012, 2013 and 2014
SPARK	Trading name of London based employment skills charity HEBP – Hounslow Education Business Charity
SEN	Special Educational Needs
STEM	Science, Technology, Engineering and Maths
TfL	Transport for London
The 'three-part offer'	In the Mayor's Academies Programme, the 'Three Part Offer' was (1) to raise skills and knowledge, (2) support student progression and (3) promote community learning hubs. The description was subsequently changed from the 'Three Part Offer' to 'Championing Careers Guidance in Schools'.
UCAS	Universities and Colleges Admissions Service
WP	Widening Participation

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EXECUTIVE SUMMARY

This section provides an executive summary of the impact assessment of the GLA initiative: Championing Careers Guidance in Schools.

Background

The London Mayor's 'Time for Action' report¹ (2008) set out a clear vision for the establishment of new academies to improve educational outcomes in London schools and to work more effectively with business partners, the public sector and community organisations to achieve positive pathways for London's young people. In this context, between 2010-11 and 2015-16, the Greater London Authority (GLA) awarded £1,023,840 of funding to four London academies – Nightingale, Aylward, Bexleyheath and Kingsley academies – to deliver the 'Championing Careers Guidance in Schools' (CCGS) programme. The academies were expected to develop new strategies based on a 'whole-school' approach to careers education, information, advice and guidance (CEIAG) and to track the destination outcomes of students at the end of years 11, 12 and 13. Through the GLA investment, each academy developed a personalised approach to developing and delivering their own careers offer to young people, parents/carers and teachers, in partnership with businesses and other agencies. Lessons learned from the CCGS provide valuable insights to what works, in what circumstances and for whom?

In September 2014, GLA commissioned CFE Research to undertake a two-part evaluation of the 'Championing Careers Guidance in Schools' investment (CCGS). We reviewed available programme data, provided by the GLA and the LAET (Director of Pathways and Partnerships) and the individual academies. The formative stage of the evaluation, which reported in December 2014, involved a 'lessons learned exercise' where CFE researchers consulted with a wide range of stakeholders and made field visits to each academy to talk with academy staff and current students about the impact of the CEIAG provision developed with the GLA funding. This culminated in personalised reports for senior leaders in each of the four academies. From January 2015 – January 2016, a second 'impact assessment' phase focused on findings from the lessons learned exercise, along with additional analysis of financial and student pathway review data, primary research with current and previous students and with businesses.

¹ Time for Action. Equipping Young People for the Future and Preventing Violence – the Mayor's proposals and call to partners. Mayor of London, November 2008. Accessed here: <https://www.london.gov.uk/sites/default/files/timeforaction-main.pdf>

The main report highlights key findings alongside some of the main challenges associated with impact assessment. Measuring the full impact of CEIAG is complex. Individuals and their expectations, needs and problems vary widely. The help students receive is often diverse, co-exists with other interventions and influences and can be problematic to track progress. Outcomes, both intended and unintended, behavioural and attitudinal, short-and long-term can also vary widely. Obtaining clear answers about impacts under these circumstances requires large-scale research with complex experimental designs and statistical controls. Nonetheless, the research team examined differing and complementary approaches to CEIAG in these four London academies. Based on the data available from the four academies and GLA, findings are broadly positive in relation to a value for money assessment and key lessons learned from the CCGS investment.

Impact Assessment – Main Findings

The quantitative and qualitative information produced through the research showed a number of positive impacts in relation to CEIAG during the period in which the GLA investment was made. For example, there has been a significant improvement in:

- 1) the systems and processes in place for planning and developing CEIAG provision;
- 2) strengthened partnership arrangements;
- 3) detailed work undertaken on tracking student destinations;
- 4) close working links with employers, employees and local community volunteers;
- 5) added-value benefits gained by students, parents/carers and teachers in widening their networks and exposure to the changing world of work.

However, it should be noted there was some variation in the range and depth of provision.

Taken as a whole, across the four academies there has been an increase in the number of students entering Higher Education (HE). Three academies saw an increase in the number of students going into HE (47 more students in 2015 than when the investment was first made) and one academy showed a decrease (of 10 students) but this may reduce once the number of students for whom no destination is addressed. Simultaneously, there has also been a reduction in the number of young people not in education employment or training (NEET) over the same period. Whilst already relatively low, the number of NEET young people has fallen by 9 from 25 in the first year in which the investment was made in an academy to 16 in 2015.

A key issue that needs further attention is raising awareness of *all* young people on the full range of options available, including apprenticeships. Given the proportion of young people in apprenticeships and jobs with training in London stood at half the England average in 2014 and has fallen in recent years, more needs to be done in raising awareness of these learning and earning pathways, including apprenticeships / higher apprenticeships.

Online survey: Students

Responding to our survey, around half of students said that careers activities at their school had made them more aware of the skills needed at work and more aware of the routes they could take after leaving school. A similar proportion also felt that the quality of advice offered had improved during the time the CCGS investment was made, though those with English as a second language (ESL) were less likely to think careers EAIG had improved. This merits further research.

Students highlighted the need for a range of different CEIAG activities, with most options provided in the survey achieving a relatively high score. They identified practical support needed for: CV preparation and help with applications for FE/HE and jobs, learning more about courses and information on particular career routes, matching individuals skills/interests to careers routes, advice on developing employability skills and practicing interviews. CEIAG across all four academies was reported to have had a positive impact on developing a wide-range of students' skills and attributes. The biggest impact was that students felt more able to think for themselves, developed better team-working skills, felt they had more control over their choices and that they had a greater understanding and tolerance of the views of people from different backgrounds. A high proportion of students indicated that CEIAG had also positively impacted on their subject and career choices.

Around two-thirds of those who were not confident about continuing in education, training or employment (or were not sure) *before* taking part in careers activities were confident *after* doing so. Of those students who went from not feeling confident to feeling confident about continuing in education training or employment just under half thought that this would probably not have happened without the CEIAG activities offered by the school. This suggests that the careers EAIG activities in the four academies, funded by the GLA investment, was having a positive input for those students not confident about continuing in education.

Almost all students (96%) stated that giving young people advice about types of careers was important. Students gave a clear indication that they think CEIAG should be made available across all year groups, but particularly for younger year groups in KS3. During the fieldworks visits to academies, the majority of students currently in KS3 reaffirmed this, including those with special educational needs (SEN) and/or English as a second language (ESOL).

The majority of students indicated schools should also provide CEIAG to students after they have left the school. Those who had left school believed that there were few places which offered careers advice for them as did those with SEN or eligible for free school meals (FSM). Most students (85%) thought that it was important to inform parents/carers about CEIAG in schools and 70% had been given careers advice by their parents. A much smaller proportion thought that their parents were informed about careers (57%) and this proportion decreased with age and when students had left school. Clearly, there are challenges for all four academies in finding ways of bringing parents/carers and teachers up-to-date with the realities of a fast

changing labour market. Making the most of the role of intermediaries, including businesses and careers specialists, is highly relevant in this regard.

Online survey: Businesses

Whilst the number of responses to the business survey was small (n-16), this also provided some very useful feedback relating to how academies engage with business partners and intermediary organisations. The motivation for businesses working with the academies was mainly to help young people in the local area understand training/employment opportunities available to them and to offer careers advice. The vast majority (14 out of 16) were very positive about the students they engaged with, describing them as enthusiastic and fully engaged, with similar feedback for the academies who most (15/16) described as fully engaged and cooperative and easy to communicate with. Ten of the businesses stated that this experience was about the same as previous experience of working with schools, whilst the remaining six said it was better. All businesses respondents stated that they would be interested in continuing their relationship with the academies in the future.

The main impact on the businesses was that the CCGS investment had:

- increased their awareness of the talent pool available in the local area;
- helped ensure they were able to better match local young people to potential job opportunities they could offer;
- raised their knowledge and understanding of the importance of CEIAG; and
- helped the businesses to understand the most effective methods of partnering with schools to help young people find out about careers.

The permitted use of the GLA funding for the salary or part salary of a dedicated careers post contributed to the expansion of activities, particularly forging links with HEIs and extending the networks of employers and participation in projects such as: outward bound events, Transport for London (TfL) activities and Classroom to Boardroom programmes.

All of the (9) businesses who partnered with academies stated that a dedicated liaison officer to facilitate the development of employer-school links was essential, as did 5 out of 7 of the intermediary respondents. Businesses indicated a strong desire for a better co-ordinated approach between businesses, schools and colleges. The London Ambitions portal² and the GLA/Careers and Enterprise Company (CEC) Enterprise Co-ordinator /Volunteer programme across London offers a positive way forward in sustaining and strengthening working relationships with employers.

² https://www.london.gov.uk/what-we-do/education-and-youth/preparing-young-people-workplace/register-your-interest-schools?utm_campaign=Mayor%27s+Education+newsletter&utm_source=emailCampaign&utm_medium=email&utm_content=

Case studies

We found staff highly motivated to achieve the best possible outcomes for their students. Three detailed case studies were developed to further capture good and/or interesting policies and practices. These provide a basis for further dialogue within and outside of the four academies on what works and how best to sustain successful approaches. For example, outward bound activities (though costly) helped to sustain a wide range of trusting relationships. With the involvement of a mentor(s) strong working links were established. In some cases, support activities included, for example, a factory tour for students to see how business operates and/or a matching service connecting students with appropriate employees. Also, creating opportunities for students to see a scientific and/or arts application in the workplace for students with an interest in STE(A)M subjects. In one case, a student with an interest in chemical engineering was struggling to find appropriate work experience opportunities. The company offered to help the student, paying for transport costs and put in place an individualised work experience programme.

Value for money assessment

The two main areas in which it was possible to assess the potential value for money of the CCGS investment were in relation to the number of NEET young people and the number of young people entering higher education (HE). There was a reduction in the number of NEET young people across the four academies with 8 fewer NEET students at the end of the CCGS investment compared to the start. With Government estimating potential savings of £113,158 in resource costs (lost labour market potential), over the working life of each young person who is NEET between the ages of 16 and 18, the reduction in the number of NEET students equates to a (gross) saving of approximately £905,263 in resource costs (lost labour market potential). Given the CCGS investment totalled £1,023,840, this therefore suggests that the benefits did not exceed the costs on this single indicator.

As well as a reduction in NEET young people there was also an increase in the number of students entering HE, up by 49 students across all four academies at end of the investment, compared to the start. With studies showing the average university graduate will earn on average £210,000 more in today's valuation, net of tax, than a similar individual with 2 or more 'A' levels who does not continue into higher education, the increase in the number of students (49) entering higher education (compared to individuals with 2 or more A-Levels) could lead to realisable benefits in excess of £10.29m (gross). Around 84% of these outcomes could have happened in the absence of the CCGS investment as noted from the student survey, meaning additionality could be around 13% (excluding not sure responses). Applying this additionality estimate suggests net benefits is approximately £1,377,000 indicating the benefits of the CCGS investment benefits exceeded the costs (£1,023,840) and generated additional value of £353,160.

Looking at the benefits of a reduction in the number of NEET young people or the increase in young people entering HE (described above) the value for money of the CCGS investment is

mixed. However, CEIAG is not just about reducing NEETs and increasing progression into HE, it is about putting people on the right career path for them. Other benefits linked to the investment – described in the previous sections – will also have a benefit from the CCGS investment but have not been formally recorded and measured. This may include things such as improved team working, communication and other ‘soft skills’. These additional benefits may or may not have a financial or economic benefit but more likely will have a wellbeing benefit instead. Further, it is not possible to combine the benefits of both a reduction in NEETs and an increase in those students entering HE (who otherwise would not) due to the risk of double-counting. There were other aspects of value for money, for example, the academies continued with salaried or part salaried careers co-ordinator posts beyond the CCGS investment. There were a wide range of other benefits identified for the CCGS which will also have a financial benefit but have not been formally recorded and measured and are therefore not quantifiable in monetary terms.

Conclusions

The study concluded that the implementation of the CCGS investment was quite effective. We found evidence of students having access to impartial, independent and personalised careers education, information, advice and guidance but, in some cases, there were perceived gaps in provision for particular groups of students. Working links with employers and Enfield Careers Service were also generally viewed as being positive.

Some academies were more systematic than others when it came to data collection. The GLA and four academies worked closely with one another, but this was not without its challenges. The CCGS investment was used mainly to enhance staffing levels and to implement differing CEIAG programme activities in each academy. Each institution had a dedicated CEIAG co-ordinator with local partnerships in place. Whilst there were examples of good and/or interesting CEIAG policies and practices it was clear that the level of leadership support for this aspect varied significantly between institutions. For example, we did not find an explicit publicised careers policy in every academy therefore this merits further attention by the governing bodies. In doing so, this would help address the needs identified by students for CEIAG support to relate their learning to careers and the world of work from an early age and beyond their time spent at school. We also identified scope for careers co-ordinators to work more closely as a community of practice (or in a cluster) to share effective CEIAG policies and practices.

Five monitoring and evaluation recommendations could inform and support similar initiatives in future, namely, (i) establish a baseline, (ii) consider a randomised control or counterfactual group, (iii) have consistent reporting templates, (iv) link inputs to outcomes and (v) share emerging findings regularly between and across institutions. All of this can produce more systematic and rich evidence to inform impact assessment including cost-benefits to the GLA,

institutions themselves and, most importantly, the educational, social and economic benefits to individuals making investment decisions on future learn and work opportunities.

01. INTRODUCTION

This report is prepared for the Greater London Authority (GLA) by CFE Research and provides findings from our Impact Evaluation of the ‘Championing Careers Guidance in Schools’ investment.

Background to Programme

The London Mayor’s ‘Time for Action’ report³ (2008) set out a clear vision for the establishment of new academies to improve educational outcomes in London schools and to work more effectively with business partners, the public sector and community organisations to achieve positive pathways for London’s young people. In 2008, the Mayor’s Academies Programme was established under the London Development Agency (LDA) and later transferred to the Greater London Authority (GLA) in July 2011. The programme was set up to establish up to 10 academies across London delivering a ‘Three Part Offer’ to⁴:

- 1) **raise skills and knowledge** so that young people are better prepared for the world of work through the delivery of a rich and broad academic programme;
- 2) **support progression** by ensuring all students receive the education and guidance needed to go onto further and higher education, training or jobs, reducing the number of young people that end up not in education, employment and/or training (NEET); and
- 3) **promote community learning hubs** through joined up efforts to improve school performance and to improve adult skills.

The LDA, in collaboration with the Academies Enterprise Trust (AET), established the London Academies Enterprise Trust (LAET) partnership between AET and the Mayor’s Academies Limited⁵. The programme description was later changed from the ‘Three Part Offer’ to ‘Championing Careers Guidance in Schools’ (2014), with the following stated aim:

‘Develop a model of excellence for delivering careers education information, advice and guidance and work related learning activities and opportunities to a diverse range of students within the specific LAET academies’⁶

³ Time for Action. Equipping Young People for the Future and Preventing Violence – the Mayor’s proposals and call to partners. Mayor of London, November 2008. Accessed here: <https://www.london.gov.uk/sites/default/files/timeforaction-main.pdf>

⁴ GLA briefing note: Mayor’s Academies Programme, 10th April 2013

⁵ Quote from Brendan Loughran, Chair of the London Academies Enterprise Trust, “Welcome from the Sponsor”. Accessed here: <http://laet.aetweb.org/page/welcome-sponsor>

⁶ Championing Careers Guidance in Schools: 18 month Strategy and Delivery Plan. GLA (Quarter 1, 2014-15 to Quarter 2, 2015-16)

The GLA planned investment of £1,023,840 was a direct response to the expressed concerns of London employers and employer bodies that too many young people were leaving school without an informed view of the labour market and without the skills and knowledge required to prepare them for the world of work.

The GLA initially awarded funding to two academies in Enfield Borough – Nightingale and Aylward – to deliver the ‘Championing Careers Guidance in Schools’ programme: ‘a high-quality careers guidance and community learning offer’. The Bexleyheath Academy was later awarded funding to deliver the same offer in 2012 and Kingsley Academy received funding in 2013. The funding breakdown is shown in table 1 (below).

Planned	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Total Investment
Enfield Academies	£70,000	£127,128	£195,865	£127,223	£105,621	£36,694	£662,531
Bexleyheath Academy			£102,893	£109,894	£60,764	£18,442	£291,993
Kingsley Academy				£6,990	£47,234	£15,092	£69,316
Total	£70,000	£127,128	£298,758	£244,107	£213,619	£70,228	£1,023,840

Table 1 – Planned investment by academy and financial year for ‘Championing Careers Guidance in Schools’

The funding was intended to enable each academy to take an individual approach to developing and delivering their ‘Championing Careers Guidance offer’ in partnership with employers and other agencies. The GLA provided the vision for the aforementioned three objectives but was intentionally not prescriptive about how each academy should achieve this. The GLA also sought, through this investment, to develop new models of excellence for delivering careers education, guidance and work-related learning activities that could be tested and potentially shared with other London schools and policymakers. Academies were required to develop strategies based on a ‘whole-school’ approach to careers education, information, advice and guidance (EIAG) and to track the destination outcomes of students at the end of years 11, 12 and 13.

Policy Context

The education and skills landscape is changing at a rapid pace. Reforms set out in the Academies Act (2010)⁷ and subsequent Education Act (2011)⁸ have made a significant impact on how schools and colleges are organised and run. Greater freedoms and autonomy have been devolved from the Government to education leaders to run their institutions and to teach lessons, as they deem appropriate, including responsibility for CEIAG. Major reforms in schools (and colleges) necessitate diverse forms of employer engagement, including the need for education to work more closely with business to help develop the skills that businesses

⁷ <http://www.legislation.gov.uk/ukpga/2010/32/contents>

⁸ <http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>

need and to foster enterprise and entrepreneurship. Since the election in May 2015, central government has moved rapidly to reshape the framework for developing skills and equipping young people to take up opportunities:

- *The 2015 Spending Review and Autumn Statement*⁹ announced a cash terms protection of the current national base rate per student for 16 to 19 year olds in school sixth forms, sixth form colleges and further education colleges in England for the rest of the Parliament
- *Recognising apprenticeships are now the cornerstone of the skills system, three million apprenticeships will have started by 2020 (up from 2.3 million in the last Parliament).*¹⁰ *The Chancellor has announced details of the new apprenticeship levy to help fund this expansion. This will contribute towards doubling the level of spending on apprenticeships in cash terms compared with 2010-11*
- *The government is creating five National Colleges and will support a new network of Institutes of Technology across the country. The National Colleges will train an estimated 21,000 students by 2020 in sectors that are crucial to future prosperity such as digital skills, high speed rail, onshore oil and gas, and creative and cultural industries*¹¹
- *A series of area-based reviews of the further education sector has been launched.*¹² *The London area-based review will assess the economic and educational needs of the area, and the implications for post-16 education and training provision, including school sixth forms, sixth form colleges, further education colleges and independent providers. The reviews will then focus on the structure of further education and sixth form colleges to achieve a transition towards fewer, larger, more resilient and efficient providers, and more effective collaboration across institution types.*
- *The currently over-complex system of technical and professional education is being simplified. The government is working in direct partnership with employers to ensure the new system provides the skills most needed for the 21st-century economy.*¹³

In this context, across London youth transitions from schooling to work are being redefined and reconceptualised with employer involvement and labour information pivotal. London schools are getting the best results in the country, from the early years foundation stage all the way through to key stage 4. As part of a drive to better prepare school leavers for work and the capital has brought in several initiatives to raise standards in teaching and academic attainment, but business and political leaders are clear that more must be done to equip young people with the skills to succeed in learning and work. Employers need to be able to recruit the right talent for their businesses, so that they can harness employee potential efficiently.

⁹ Spending Review and Autumn Statement, Cm 9162, November 2015,

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/479749/52229_Blue_Book_PU1865_Web_Accessible.pdf

¹⁰ Fixing the Foundations: Creating a More Prosperous Nation, Cm 9098, July 2015,

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/443898/Productivity_Plan_web.pdf

¹¹ Para 1.178, Spending Review and Autumn Statement, Cm 9162, November 2015

¹² Reviewing Post-16 Education and Training Institutions, BIS, July 2015, <https://www.gov.uk/government/publications/post-16-education-and-training-institutions-review>

¹³ <https://www.gov.uk/government/news/technical-and-professional-education-revolution-continues>

Some examples of the current CEIAG challenges to be addressed in London include, for example:

- *Just under a quarter of Year 12 (level 3) starters ‘dropped out’ of their sixth form before the age of 18, particularly for those on vocational courses¹⁴.*
- *The proportion of young people in apprenticeships and jobs with training in London stood at half the England average in 2014 and has fallen over the last 12 months (IOE, 2014)¹⁵.*
- *Young men are a third less likely than young girls to apply to higher education, and the relationship between participation in higher education and disadvantage is such that the more disadvantaged young men are, the less likely they are to apply to higher education. The opposite is the case for young women.¹⁶*
- *Child poverty in some London Boroughs is between 35-50%¹⁷ and for these young people improving networks and contacts beyond their habitus are essential.*
- *Varying quality in the range and quality of CEIAG made available to young people and their parents/carers.*

The government’s statutory guidance on careers guidance and inspiration for schools governing bodies, school leaders and school staff (DfE, 2015)¹⁸ links strong engagement with employers to the agenda for inspiring young people and highlights a variety of the different types of interventions that could be implemented in practice. Key definitions used within the statutory duty placed on schools and colleges are as follows:

- *‘independent’ is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website and telephone helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.*
- *‘impartial’ is defined as showing no bias or favouritism towards a particular education or work option – for example, not advising students to continuing at same school sixth-form if better opportunities for them exist elsewhere.*
- *‘advice and guidance’ is defined as a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.*

The statutory guidance contains many valuable ideas. The challenge is in ensuring they are applied with the drive and commitment needed to be effective at both a national and local level.

¹⁴ Hodgson, A. & Spours, K. (2014) *17+ Participation, Attainment & Progression in London: Key findings and recommendations*, London: Institute of Education (IOE) on behalf of London Councils.

¹⁵ op.cit. Also, see: London has created about 100,000 apprenticeships since 2012 with a set target of 250,000 by 2016 – London Mayor’s Apprenticeship Offer.

¹⁶ See: http://www.ucu.org.uk/media/pdf/f7/ucu_comres_youngpeoplesperceptionsaboutpost18_dec14.pdf

¹⁷ See: <http://www.endchildpoverty.org.uk/london/child-poverty-in-london-the-facts-4/>

¹⁸ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf

Careers education, information, advice and guidance (CEIAG)

CEIAG for students focuses on differing forms of career learning, teaching and assessment. The challenge is to:

- *keep more young Londoners switched on to learning*
- *encourage them not to close down opportunities too early*
- *broaden horizons and challenge inaccurate assumptions; and*
- *create relevant experiences and exposure to the world of work and techniques for building employability skills, including career adaptability and resilience.*

This enables learners to:

- *better understand themselves, get information, explore opportunities and develop the skills they need to manage their careers; and*
- *accomplish the unique tasks and issues they face in making progress and achieving their aspirations.*

Effective CEIAG programmes rely heavily on collaborative and partnership activities and interventions between a wide range of ‘careers influencers’ including learners themselves, parents and carers, other learning providers, business and/or local community organisations. CEIAG enables students to learn the knowledge, skills and attitudes that will enable them to understand and succeed in the world of work. It makes extensive use of intermediaries to deliver active and experiential learning activities in and beyond the classroom. This can have a positive effect on destinations measures and soft outcomes for young people, such as improved attitudes, self-confidence, aspirations and decision-making skills.¹⁹ Other positive impacts include preparedness for work, developing job and work skills, improving work-based competencies, attitudes and behaviours, enhanced employability and higher initial wage rates.

In June 2015, the Mayor of London and Chairman of the London Enterprise Panel, formally launched The London Careers Offer: Reshaping a careers offer for all young Londoners²⁰ in a continued drive to champion CEIAG and to strengthen the range and quality of careers provision for young people (and their parent/carers) across the capital. The Mayor of London and Chairman of the London Enterprise Panel, Boris Johnson, stated:

“It is absolutely vital that we give young Londoners the right skills to compete in the global marketplace. By providing better careers advice in schools and colleges we will be able to

¹⁹ McCrone, T. and Filmer-Sankey, C. (2012) *A review of careers professionals’ involvement with schools in the UK*. Slough: NFER, 2012.

²⁰

http://www.londoncouncils.gov.uk/sites/default/files/Policy%20themes/Children%20and%20young%20people/Shaping_Report_Interim_19_June_SP.pdf

make sure that young people can make the most of their lives and contribute fully to London's economy and the future of our great city."

Four years into the 'Championing Careers Guidance in Schools' programme, there are real benefits to be gained from reflecting on key lessons learned and the added-value impact of the investment. In the November 2015 London Mayor's Annual Education Conference, CEIAG was highlighted as a key priority area for further development. It is therefore timely to take stock and to identify solutions that schools and colleges may find helpful in driving forward high-quality high-impact careers provision. This is also pertinent given the position of careers in the Ofsted inspection framework has recently been strengthened in section 5 inspections²¹ and the Minister responsible for careers advice, Education and Childcare Minister Sam Gyimah MP has recently announced forthcoming plans to publish a new careers strategy.²²

This Report

In September 2014, GLA commissioned CFE Research to undertake a two part evaluation of the 'Championing Careers Guidance in Schools' investment (CCGS). The formative stage of the evaluation, which reported in December 2014, involved a 'lessons learned exercise' where CFE researchers consulted with a range of stakeholders and made field visits to each academy to talk with academy staff and current students about the impact of the CEIAG provision developed with the GLA funding.

This report is the full Impact Evaluation. It draws on the findings of the lessons learned exercise, along with additional analysis of financial and student pathway review data, primary research with current and previous students and with businesses. Following this introduction, the remainder of the report is structured as follows: Section 2 outlines the methodological approach to the evaluation. Section 3 contains the main findings from the research while section 4 presents detailed case studies involving each of the four participating academies and Section 5 presents our conclusions and recommendations for the future.

²¹ <https://www.gov.uk/guidance/changes-to-education-inspection-from-september-2015#new-inspection-documents>

²² <https://www.gov.uk/government/speeches/sam-gyimah-where-next-for-careers-education-and-guidance>

02. METHODOLOGY

This section gives an overview of the methodology adopted for the evaluation of the Championing Careers Guidance in Schools investment, the data available for analysis and an assessment of data quality.

This evaluation was designed to capture the different approaches to embedding CEIAG into the curriculum and draw conclusions that can support the LAET academies in improving their programmes, and inform future GLA programmes and other London schools and colleges. The aim is to understand the impact which the CCGS investment has had, in particular to explore which interventions work best, for who and in what context in order that these practices can be shared and replicated, where appropriate.

The evaluation was delivered in two stages, the first a formative ‘Lessons Learned’ report was produced in December 2014 (available separately). The second stage ‘Impact Evaluation’ has been summative, building on the lessons learned report which examined the academy context and its culture, to look at the mechanisms through which the CEIAG and business engagement intervention has been implemented.

We adopted a mixed-methods approach, informed by the lessons learned report, conducting secondary analysis of management information – both financial and student pathway reviews – and including new primary research in the form of online surveys with students and businesses, supplemented by semi-structured interviews to develop detailed case studies.

Analysis of secondary data

We reviewed the available programme data, provided by the GLA and the LAET (Director of Pathways and Partnerships) and the individual academies. The two main sources of information were:

- *Analysis of programme budget and expenditure for the period 2013 - 2015*
- *Analysis of student pathways data for the period 2012 – 2015*

Student survey

An online survey was developed and unique web-links were created for each academy. The survey was disseminated by operational leads at each of the four academies to current and former students via email addresses held by the school. A prize draw incentive was included to boost response rates. The survey included questions relating to student perceptions of CEIAG at the academy, how this may have changed over time and the perceived impact CEIAG has had on school attainment, their skills/attributes and their future careers. Other questions

included a focus on the role of parents/carers and potential ways in which the academy CEIAG offer could be improved.

Responses to the survey were analysed to look at overall responses and to test for any significant differences according to the following characteristics/groups:

- *Demographics: age (Key Stage), gender, ethnicity*
- *Current and former students*
- *Students eligible for Free School Meals (FSM)*
- *Students who speak English as a second language (ESL)*
- *Students with special educational needs or disability (SEND)*
- *Differences across the four academies.*

Business survey

An online survey of organisations working with the four academies was conducted in the summer of 2015. A link to the survey was provided to each academy and was circulated by operational leads to relevant contacts via email addresses held by the academies. The survey was disseminated to both businesses that academies partnered with as part of a specific initiative ('partners') and those organisations who they worked with to deliver CEIAG for young people, such as brokering relationships with local businesses or providing independent, impartial IAG ('intermediaries').

The purpose of the survey was to capture the ways in which businesses are working with the four academies. An online survey represented the best option for collecting this information, as other alternatives, such as CATI interviews, would be more expensive and time-consuming. It was also decided by the evaluation steering group that it would be best to focus interviews with businesses on developing specific, detailed case studies rather than replicating a more generic interview similar to that conducted for the Lessons Learned report (published separately in December 2014).

Case studies

Three case studies were produced with a focus on exemplifying good practice and/or interesting policies and practices in relation to academies engagement with businesses, made possible through the CCGS investment. Case studies were based on in-depth interviews with CEIAG leads at academies and with business partners and other intermediaries held in November 2015. They also draw from relevant secondary data collected as part of the collaboration and earlier in-depth interviews with key stakeholders undertaken during the lessons learned stage. The three case studies are as follows:

1. *Kingsley Academy and GSK – Giving Time*
2. *Bexleyheath Academy and AkzoNobel*

3. *Nightingale & Aylward academies and Enfield Borough Council*

Comment on data quality

All four academies recorded financial information regarding how the funding received through the CCGS investment was spent. The academies also provided aggregated student pathway reviews data for the period during in which the investment was made. There were some limitations to how information was recorded and collated which restricted the full impact evaluation. In particular, no baseline measures were taken before the investment was made and no comparator academies (those not receiving CCGS funding) were identified and included in data collection processes. As a result the quality of research and of the evidence it can provide is multi-dimensional but has some obvious limitations.

Whilst financial data and outcome data (student destinations) have been recorded and analysed, there is no link between the financial data and outcomes in relation to specific interventions. We do not know which individual students participated in different CEIAG activities – for example, attending an inspirational talk, visiting universities, going on a residential or taking part in Classroom to Boardroom – and which did not. Thus it is not possible to say which activities are correlated with better student outcomes and what the relative cost of achieving those outcomes might be.

There is a lack of consistency in data recording practices across the full time period of the investment. The format of how financial information was recorded changed throughout this period, including two academies being aggregated together during the early years of investment (the ‘Enfield Academies’ of Nightingale and Aylward), and differences in the categories used to record information (for example, how different academies recorded ‘drop days’ where a day was given over to a specific CEIAG activity).

Academies found the process of administering the GLAs CCGS investment very challenging. This was very evident in the earlier Lessons Learned report – see summary of findings in the following section, below. Responding to this, the GLA worked with the LAET to restructure the programme delivery, introducing the role of the Director of Pathways and Partnerships to provide more in depth support to the academies. The difficulties in the *process* aspect of the CCGS investment undoubtedly impact on data recording and the extent to which it is possible to directly measure the *impact*. Recommendations for how this could be improved are made in Chapter 6 of this report.

Changes to our approach

The evaluation has been overseen by an evaluation steering group, convened by the GLA, which includes the evaluation team from CFE Research along with relevant staff at the GLA and the Director of Pathways and Partnerships from the LAET. The steering group met quarterly to discuss progress on the evaluation, including any issues regarding data collection, access to key stakeholders, methodology and any contextual issues regarding the work of the GLA and wider developments in regards to CEIAG.

The approach to fieldwork for the Lessons Learned report (December 2014) was more comprehensive than that originally planned, which was to consult with 20 students, 15 staff and 10 stakeholders. Instead, all-day fieldwork visits were made to each of the four academies during October/November 2014 during which we consulted with 74 students, 25 staff and 12 stakeholders²³. As a result of this, the evaluation steering group decided that it was not necessary to conduct follow-up interviews with all staff/stakeholders again for the second phase of the evaluation as this would likely duplicate areas already covered. Instead, follow-up interviews would be more targeted with specific staff/stakeholders for the development of the three detailed case studies.

Work on the Lessons Learned report (op.cit) also highlighted a requirement to adjust the methodology for the impact evaluation from qualitative interviews planned with students to be replaced by an online student survey.

We recognise measuring the full impact of CEIAG is complex. Individuals and their expectations, needs and problems vary widely. The help students receive is often diverse, co-exists with other interventions and influences and can be problematic to track progress. Outcomes, both intended and unintended, behavioural and attitudinal, short-and long-term can also vary widely. Obtaining clear answers about impacts under these circumstances requires large-scale research with complex experimental designs and statistical controls.

In summary, two key issues limit the extent to which a robust impact assessment of the CCGS investment can be made. Firstly, there is no baseline measure of the impact of CEIAG across the four academies *prior* to the CCGS investment and no comparator group of academies *not* in receipt of funding. Secondly, individual (student) level data relating to participation in CEIAG activities funded by CCGS is not available, which means it is not possible to link the money sent on different activities with any change in the outcomes of those students who benefit from those activities. Thus, it is limited to what extent it is possible to accurately determine what impact the investment had. It became apparent, for the reasons described above, that it would be very difficult to conduct a robust assessment of cost-benefit and/or cost-effectiveness of the CCGS investment. However, where possible, we have considered the financial implications of the CCGS investment.

²³ 8 of the 12 stakeholders who were consulted at this stage took part in semi-structured phone interviews after the academy visits.

03. FINDINGS: SUMMARY OF LESSONS LEARNED REPORT

This chapter presents a summary of the main findings of the Lessons Learned Report, produced in December 2014.

The first phase of the evaluation focused on reviewing the ‘lessons learned’ from the early phase of the CCGS investment. The GLA worked with the LAET to restructure the programme delivery, introducing the role of the Director of Pathways to provide more in-depth support to the academies. The aim was to review the lessons learned from the first phase of the CCGS investment – i.e. prior to the introduction of the Director of Pathways and Partnerships.

The fieldwork for the lesson learned phase of the evaluation centred around visits to each of the four academies, during which focus groups were held with groups of students and semi-structured interviews were conducted with academy staff and stakeholders. Additional stakeholder interviews were subsequently conducted by phone and other relevant information on the academies was also added – e.g. Ofsted profiles/reports, academy publications. In total, 74 pupils took part in focus groups and 25 staff were interviewed across the four academies, with 8 additional stakeholder interviews conducted by phone.

Findings from the lessons learned report

Employers and careers professionals who took part in fieldwork for the lessons learned report highlighted the variable provision of CEIAG across London schools, with differences in allocated budgets, time and resources made available for careers provision and the extent of partnership working with employers, further/higher education and training providers.

Most stakeholders perceived the four academies sharing common goals, including:

- *reducing the number of young people who leave school NEET;*
- *raising aspirations and educational performance;*
- *increasing and widening participation in apprenticeships, FE and HE;*
- *developing pupils’ skills for exploring and moving into work, i.e. helping young people make the right educational and career choices and supporting them in realising these choices;*
- *offering support to parents and carers to assist in pupils’ behavioural choices; and*
- *contributing to the enterprise and citizenship agendas, i.e. producing effective citizens who can contribute to economic, political, social and civil life.*

Progress against programme expectations

Qualitative information was collated regarding how well the four academies are generally performing against the expected benefits of the programme. Broadly, the GLA expects the investment to have a positive impact on:

- *student choices, behaviours, aspirations and attainment;*
- *academy organisation, management and culture; and*
- *employer practice and the interaction between the education and business sectors.*

STUDENT CHOICES, BEHAVIOURS, ASPIRATIONS AND ATTAINMENT

The students invited by their respective academies to participate in the lessons learned phase of the evaluation gave generally positive feedback regarding the CEIAG provided across all four academies. Students describe the CEIAG and related activity as beneficial in helping them make choices. They highlight that participation in activities, especially off-site, challenges and broadens their skills and confidence, thereby raising aspirations about what might be possible in the future. Many reported a greater self-awareness of their own strengths and weaknesses and greater confidence in deploying the skills needed for life beyond school including teamwork, public speaking, leadership, communication of ideas and confidence working with new people and dealing with new situations.

Discussions during this qualitative phase of the evaluation revealed that experiences outside of the classroom are perceived to be highly influential in terms of improving understanding of careers or higher education, raising aspirations and developing confidence and employability skills: teamwork, public speaking, time-management and presenting themselves in a ‘professional’ way. The actual delivery mechanism by which students gained such experience seemed less important. Whether a student had participated in ‘Classroom to Boardroom’, ‘InspiresMe Week’ or had a successful work experience/placement it was engagement with employers and experience of ‘the real world’ away from school which was important.

When focussing more specifically on courses and future occupations, students value practical support from careers leads, professional advisors, student and employee mentors. The opportunity to explore different options with someone with practical experience of that role is highly valued. The opportunity to talk to student ambassadors from training colleges and universities, including site visits is also valued and helps open up new possibilities. Generally, students felt confident that the support they had received is helping them to move into areas of further study and employment that are right for them and it can be argued that it is the broad and mixed offer, delivered across key stages 3-5 that is contributing to this success.

Students do have expectations around a personalised careers service, particularly around their work experience placement. Nightingale academy has demonstrated a particularly effective personalised work experience programme and invested time to brokering relationships with a wide range of local employers. In addition, the intentions of employers such as Transport for London and AkzoNobel in ensuring that work experience is offered across all their departments and within supply chain organisations, has broadened the work experience offer to the academies. In developing the offer further to fully meet student expectations, further personalisation work could be beneficial.

ACADEMY ORGANISATION, MANAGEMENT AND CULTURE

Academy staff reported that the GLA investment in careers provision has enabled the academies to significantly expand their careers offer, fund dedicated careers posts and develop a more co-ordinated approach to delivery. This has resulted in a greater visibility of careers provision for both staff and students, especially where there is a dedicated careers post.

Academy staff directly attribute an improved and expanded careers offer across all year groups to the GLA investment. A wider range of activities for all year groups alongside procured professional services are now in place compared to before the funding was available. There is a strong consensus across the four academies that the GLA funding has been the primary explanation for the increased scale and scope of careers education and the external IAG support offered by professional careers advisors. Further study of other comparable academies across London would be required to determine the extent to which the LAET academy CEIAG offer differs from that in other local schools and the extent to which this is attributable to the CCGS investment.

The permitted use of the GLA funding for the salary or part salary of a dedicated careers post has also contributed to the expansion of activities, particularly forging links with HEIs and extending the networks of employers and participation in formal programmes supported by employers, e.g. Outward Bound and Classroom to Boardroom. Exposure to these programmes has increased academies' confidence around employer engagement.

Often, those in dedicated careers posts, having built up a programme of careers events and activities, are conscious of their sustainability and work hard to forge and sustain links with organisations that can continue to support in the event of funding uncertainties. Sustainability and future proofing have involved expanding and formalising working relationships with employers. Alyward and Nightingale have become a Tier 1 school within Transport for London's schools liaison programme. Nightingale have built a large network of local employers in an attempt to personalise their work experience offer and looked to invite these employers to support in other ways, such as offering mentoring, supporting challenges and providing inspirational talks. Bexleyheath have linked to a national charity, Outward Bound, to make links with a large regional employer who is now supporting in additional ways. What

is notable and commendable are the efforts of all academies to build on the involvement of employers.

All the academies have involved the Principal and senior management staff in the deployment of the GLA resource and this has fostered fairly strong strategic approaches to planning and delivering activity. Academy staff report a more co-ordinated approach to careers and employability and a renewed focus on generating links with local businesses. When there is a strong operational lead at the school, preferably from a person with a dedicated careers remit, implementation of new ideas and activity has happened relatively quickly. This is especially so if there is a strong opposite number within partner organisations, someone with the time to dedicate to planning activity outside of their day job. It is strong working relationships that often drive activity.

There is recognition that more could be done to embed careers activities within the wider curriculum. Some employers working with the academies are highlighting the need for faculty staff to visit industry so that they can provide real world examples of how maths or chemistry for example is used in the work place to solve problems.

Some academies are extending their reach in the local community, offering parent information evenings and in communities where, for the majority, English is not the first language, ESOL courses help parents improve their understanding of post 16 options open to their children and break down communication barriers between school staff and parents.

Further community impact discussed by stakeholders included volunteering activities carried out by students and employers, such as improving community facilities.

EMPLOYER PRACTICE AND THE INTERACTION BETWEEN THE EDUCATION AND BUSINESS SECTORS

The lessons learned stage of the evaluation revealed that the academies have formed partnerships with a wide range of agencies including employers, work based learning providers, careers professionals, Further Education Colleges and an HEI.

These partnerships are adding value to the careers offer by opening up a wide range of external opportunities for mainstream pupils, those deemed at risk of becoming NEET and those who are currently excluded. Support from external partners is also driving the expansion of activity and creating potential for sustaining activity beyond the period of the CCGS investment. There is evidence of cross agency working between external careers advisers and employers, which has raised staff and pupils' awareness of local labour market opportunities and a broader range of pathways into different careers.

The scale of employer engagement is growing and employer partnerships are evolving, some rapidly. The use of the CCGS investment for operational careers leads at each academy and the Director or Pathways and Partnerships role has made this activity possible. The individuals in these posts spend a significant proportion of their time brokering links with local employers. For example, at Nightingale, the funding has enabled the development of a highly personalised and supported programme of work experience for Year 10 students. At Bexleyheath, there is an emphasis on encouraging employers who have offered work experience to support the academy in additional ways, e.g. providing mentoring, mock interviews and inspirational talks.

There are also some examples of working with partners to facilitate access to Apprenticeships, e.g. links with Further Education Colleges and Work-Based Learning providers, and promotion of entry level employment from employer partners, e.g. TfL. There are also ambitions to create bespoke Apprenticeships, job shadowing and internship opportunities for Bexleyheath students, e.g. across AkzoNobel and its supply chain and customer base.

However, implementing a programme of work shadowing and Apprenticeship offers across a number of company departments or organisations in an employer's supply chain or customer base requires a much more coordinated and strategic response, from both the school and the employer, addressing issues such as:

- *timetabling and planning activity;*
- *predicting demand for certain types of work experience via liaison with curriculum teachers and pupils;*
- *identifying skills shortages within businesses;*
- *gaining the buy-in of suppliers or customers;*
- *providing health and safety and safeguarding checks;*
- *designing meaningful placements;*
- *prepping employers who volunteer to oversee placements;*
- *partnering with further education colleges to identify suitable programmes of learning for Apprenticeships;*
- *introducing more robust systems of monitoring.*

For these ambitions to be achieved, careers posts in the academies need to be protected and employers also need to ring-fence both time, resource and budget to outreach work with schools, possibly funding dedicated schools' liaison posts.

Although the partnerships under review are well established, there are challenges around initial employer engagement and early development of employer partnerships. These include:

- *gaining the attention and commitment of employers using only the academy brand (the GLA brand is perceived as offering more 'financial promise')*

- *encouraging some employers from central London to make links with academies in North London;*
- *securing parental permission for pupils to travel for work experience;*
- *inflexibility around employers' offers to schools;*
- *building relationships where employers have had unsatisfactory experiences of work placements (sometimes within the academies but also with other schools in the area).*

A particularly successful model of working with employers is gaining 'Tier 1' or 'partner school status' with a large regional multi-disciplinary employer, one that is likely to have a dedicated schools liaison team. All four academies are partner schools with TfL. The benefits of this type of partnership are seen as: access to specialist CEIAG; the opportunity to create links for students within a wide range of subject disciplines and careers pathways; the opportunity for CPD for curriculum staff through visits to industry; the opportunity for students to attend external challenges or 'away days' that would be too costly to fund from academy budgets; longer term opportunities for students such as entry level employment, Apprenticeships and training contracts.

The academies are testament to the 'no one size fits all' approach to CEIAG. The evaluation has found evidence that there is considerable specialist support in place for those who are NEET, at risk of becoming NEET or excluded from mainstream curriculum. Local authorities now have a statutory duty to provide services for those 'at risk' including tracking progress and there is some evidence of effective links between the academies and the local authorities around this agenda and in relation to sharing tracking data. The academies supplement the local authority offer by providing additional guidance to the handful of students leaving as NEET.

The involvement of Work-Based Learning providers also add additional dimensions to the careers offer for NEETs, including volunteering opportunities; post 16 work experience; traineeships and apprenticeships; alternative curriculum for Key Stage 4 pupils who have been excluded and opportunities to overcome barriers and re-engage with learning using techniques such as counselling and volunteering. Effective communication and information sharing between the Work-Based Learning providers and the academies has helped keep 'at risk' young people engaged.

The evaluation has highlighted the potential for strategic and policy links between the CEIAG and widening participation agendas. Bexleyheath has a long standing partnership with the University of Greenwich dating back to the time of Aimhigher and Nightingale has arranged visits to a local catering college.

ADMINISTRATION OF THE CCGS INVESTMENT

Whilst academies were positive about the benefits of the CCGS investment the process by which the funding was administered has proved very challenging, particularly in the early years of investment for some this was due to differences in internal systems of reporting, requiring substantial extra work to represent the data. One academy lead commented,

We had a lot of frustrations with the way they [GLA] wanted the information presented and every time you did it and sent it in, no they didn't want it that way, they wanted it the way they had it previously, so you did that, and no they didn't want it that way, and that was very, very difficult.

— Academy Operational Lead

Another key issue raised by academies was the lack of feedback from the GLA in relation to how the information being provided was being used and what learning was being generated from the CCGS investment:

I don't know how it all works and that's the problem you see. We deliver it on the ground and we crawl through all the hoops that are required and then that's it. It all goes off into the ether somewhere and we don't get any feedback. We don't see what goes on.

— Academy Operational Lead

In recognition of this, the GLA and the LAET worked together to restructure the programme delivery, introducing the role of the Director of Pathways and Partnerships from September 2013 to provide more in depth support to the academies; all four academies contributed funding to this post (from the CCGS investment). One individual described the process as:

The GLA put forward a project delivery model, discussed it with the principals and revised the model based on their feedback, which was then signed off by the LAT board [...] We created the Director of Pathways and Partnerships role to deliver the strategy to the academies and really build on the business relationships and the forward strategy

GLA Member of staff

This restructuring of the programme led to the two-stage process of the evaluation, with the initial Lessons Learned report intended to focus primarily on evaluating what took place prior to the creation of the post and the impact evaluation looking across the period of investment as a whole.

What came through very strongly in the lessons learned phase of the evaluation was the importance of this co-ordinating role (Director of Pathways and Partnerships) in overseeing activity across the four academies and ensuring that there was coordination of reporting activity in relation to both student pathway review data and financial information regarding the CCGS investment. This approach also provides insight to how a cluster of schools can work

together in sharing ideas for improvement in CEIAG policies and practices, including destination measures, curriculum and pastoral support activities for students and staff and analysis of investment plans.

What you needed was somebody to basically bridge the relationship [between academies and GLA]. So where we are now, a much, much better working relationship, greater working relationship.

— Director of Pathways and Partnerships

04. FINDINGS: STUDENT AND BUSINESS SURVEYS

This chapter presents the findings of our survey of current and previous students at the four academies and with businesses who have worked with the academies.

The survey included questions relating to self-reported, perceived impact of CEIAG during the period in which the investment was made. The specific **impact questions** are reported in the section which follows, with additional findings – including a profile of respondents and opinions of CEIAG generally – included in Appendix 1.

In total the online survey received 272 responses from students across the four academies with the following split: 34% Aylward; 32% Bexleyheath; 26% Kingsley and 6% Nightingale (1% unknown). It should be noted therefore that the findings in this chapter relate primarily to Aylward, Bexleyheath and Kingsley academies. Just over 8-out-of-10 respondents (84%) were current students with 16% having left the school.

Careers advice at your school

Just under three-quarters of respondents to the survey (72%) had taken part in some form of careers education or activities organised by their school at the time of the CCGS investment. Thus just over a quarter of respondents (28%) believed that they had not taken part in any careers activities. It may be that some elements of CEIAG – for example, developing softer skills such as time-keeping or team work – may not explicitly be considered as careers focused activity by students even if that is at least part of their purpose. However, even taking that issue into account, there is a considerable minority who perceived they did not participate in any careers activities. High quality CEIAG engages and motivates young people, improving participation in education and training, attainment and eventual outcomes (Education and Employers Taskforce, 2010²⁴; Hooley et al, 2011²⁵; and Carey & Dimmitt, 2012²⁶). This is also an important factor in social mobility.

The main reason provided by students who had not taken part in careers education or activities (n=68):

²⁴ <http://www.educationandemployers.org/wp-content/uploads/2014/06/deloitte-eet-young-people-succeed-report-final.pdf>

²⁵ Hooley, T., Marriott, J. & Sampson, J.P. (2011). *Fostering College and Career Readiness: How career development activities in schools impact on graduation rates and students' life success*. Derby: International Centre for Guidance Studies, University of Derby.

²⁶ Carey, J. & Dimmitt, C. (2012). School counseling and student outcomes: summary of six statewide studies. *Professional School Counseling*, 16(2): 146-153.

- they were unaware that their school offered careers advice to its students; cited by around half of respondents (49%).

Others stated that they had:

- already decided what subjects and career path they wanted to take (31%)
- felt that the careers advice offered at school would not be helpful (10%)
- they obtained careers advice from elsewhere (3%).

Having access to good CEIAG is particularly important in London given the complexity of the labour market and the level of competition for jobs.²⁷

As shown in Figure 1 below, over half of respondents said that:

- careers activities at school made them more aware of the skills needed at work (56%).

Slightly fewer felt that:

- the quality of advice offered had improved (51%) and that it had made them more aware of the routes they could take after leaving school (50%).

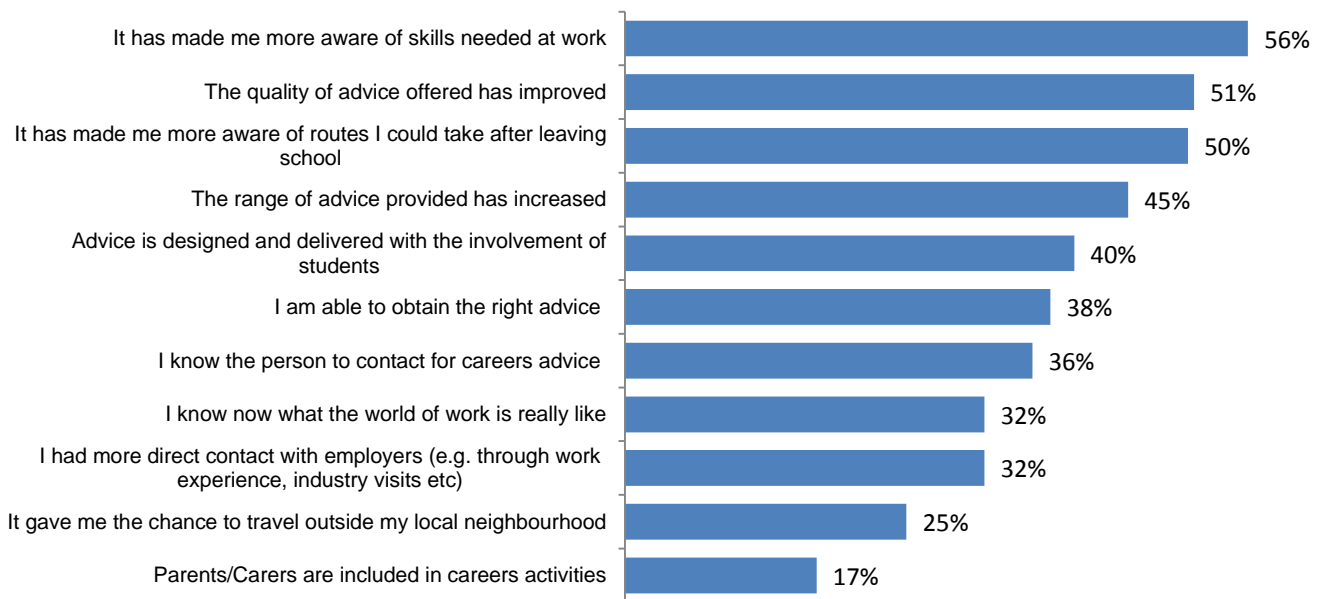


Figure 1 – Statements which best describe careers activities at the school (n=187)

²⁷ Balaram, B. & Crowley, L. (2012) Raising aspirations and smoothing transitions: the role of careers education and Careers Guidance in tackling youth unemployment, The Work Foundation

Some students (45%) reported the range of advice has increased and this has occurred during the period of the CCGS investment, though it is not possible to attribute it directly to this investment; however, it can be assumed the investment has had some positive effect.

Around a third of students said that they knew the person to contact for careers advice (36%), that they knew what the world of work was really like (32%) and that they had more direct contact with employers (32%). Earlier research findings also indicate that a higher level of employer contacts for older school pupils does, on average, give them advantages in early adulthood in relation to employment outcomes and earnings over their broadly matched peers without such engagement with employers (Percy & Mann, 2013).²⁸

Around a quarter (25%) said that careers activities at their school gave them the chance to travel outside their local neighbourhood.²⁹

Clearly there is considerable scope for the four academies to improve on these measures. It may be useful to monitor the impact of the careers offer on these four dimensions in future student surveys.

There were no statistically significant differences in responses to these statements by gender or for those eligible for Free School Meals (FSM). There were two statements for which the responses were significantly different: for those who did not have English as a first language, who were *less* likely to think that ‘the quality of advice offered has improved’ (41% compared to 59%) and *more* likely to state that taking part in careers activities meant they ‘now know what the world of work is really like’ (42% compared to 26%).

Education, training and employment

Prior to taking part in careers activities most respondents stated that they were already very (44%) or quite (40%) confident that they would continue in education, training or employment after finishing school (84% in total). Around 13% of respondents were ‘not very’ or ‘not at all’ confident about continuing in education, employment or training and 3% were not sure.

Those who stated they were not very confident or not at all confident that they would continue in education (or were not sure) were asked whether they felt confident after taking part in

²⁸ Mann, A. and Percy, C. (2013). Employer engagement in British secondary education: wage earning outcomes experienced by young adults. *Journal of Education and Work*. Available from: <http://dx.doi.org/10.1080/13639080.2013.769671>

²⁹ Limited travel horizons and career aspirations are often identified as barriers that young people face in finding employment - Green, A. & White, O. (2007) Attachment to place: social networks, mobility and prospects of young people, Joseph Rowntree Foundation

careers activities (n=30). Around two-thirds (67%) of students who were not confident about continuing in education, training or employment before taking part in careers activities were very or quite confident after doing so. Just under a quarter (24%) were still not very or not at all confident, whilst 10% were not sure.

Those students who went from not feeling confident to feeling confident about continuing in education training or employment (n=20) were also asked whether they thought this would have been the case without the careers activities offered by the school. Just under half (45%) thought that this would probably not have happened without the careers activities offered by the school, with 5% saying it definitely would have happened anyway and 50% saying it would probably have happened anyway. This indicates that CEIAG in the four academies funded by the GLA investment was having a positive impact for those students not confident about continuing in education, training or employment. [Note this is based on a low base of 20 respondents.]

In summary, around two-thirds of those not previously confident about continuing in education were confident after taking part in CEIAG activities. Further, around half attributed this directly to the careers activities provided by the academy. Overall, it is worth noting London has more options and opportunities for young people seeking learning and work than ever before, but they also face harder decisions and an incredibly tough labour market. Being aware of the full range of education, training and employment routes available is crucial for all students. The proportion of young people in apprenticeships and jobs with training in London stood at half the England average in 2014 and has fallen over the last 12 months (IOE, 2014)³⁰.

Skills and attributes

Impact of careers activities on skills and attributes

Figure 2 below shows the average score for a range of impact statements relating to skills and attributes which may have been affected by CEIAG activities undertaken by schools (where 1= strongly disagree and 5 = strongly agree).

³⁰ op.cit. Also, see: London has created about 100,000 apprenticeships since 2012 with a set target of 250,000 by 2016 – London Mayor’s Apprenticeship Offer.

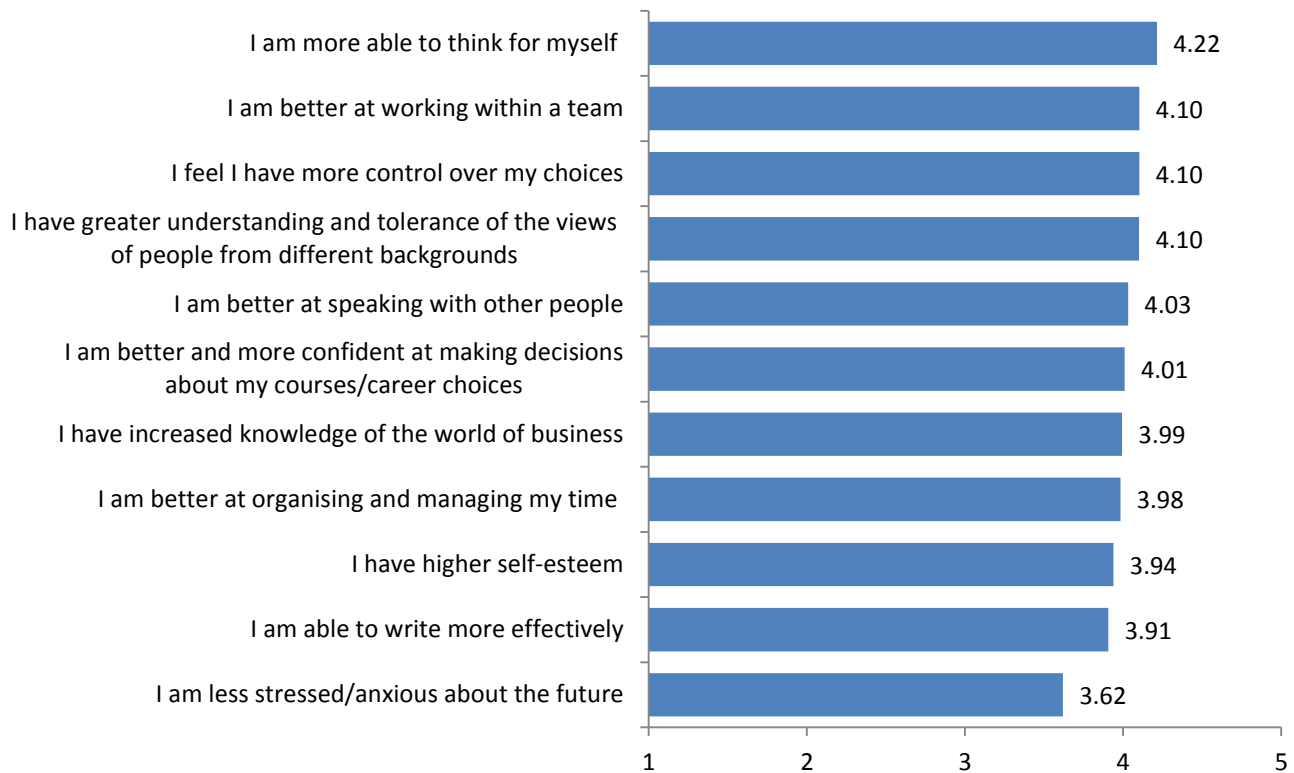


Figure 2 – Agreement with statements about the impact on skills and attributes of careers activities undertaken at school (bases vary 181 – 187)

As Figure 2 shows, most of the impact statements received a much higher than average score, indicating that CEIAG activities funded by the CCGS investment have had a substantial impact on a wide-range of students’ skills and attributes. The biggest impact of CEIAG activities on skills and attributes was that students felt more able to think for themselves (average score of 4.22 out of 5). This was followed by better team-working skills, feeling they had more control over their choices and a greater understanding and tolerance of the views of people from different backgrounds (all 4.10 out of 5). CEIAG is often concerned with helping individuals to think through their circumstances, identify how this might influence their relationship with learning and work, and consider how any barriers can be overcome.

Impact of careers activities on subject and career choices

Figure 3 below shows that a high proportion of students indicated that taking part in CEIAG activities funded by the CCGS investment had positively impacted on their subject and career choices. Two-thirds of students (66%) said that careers advice at school has helped them to match what they like doing with possible subject/career choices. Over half of students reported that, after taking part in CEIAG activities at school, they became more aware of the importance of their grades in helping them achieve the career pathway they want (57%) and that it increased their knowledge of the types of employers offering careers suitable for them (51%). After taking part in careers activities, just under half of respondents felt more confident about the career direction they wanted to take (49%), with a similar proportion feeling more confident about their ability to make decision about higher education (47%). The perceived

positive impacts on confidence of decision making regarding careers could be expected to reduce dropout or poor choices made by students, potentially reducing the likelihood of students ending up NEET and increasing the numbers considering entering higher education, apprenticeships and/or other routes to success (ELGPN, 2014)³¹ The confidence of students has been developed through various CEIAG activities and pedagogical approaches to learning (See also: individual academy reports).

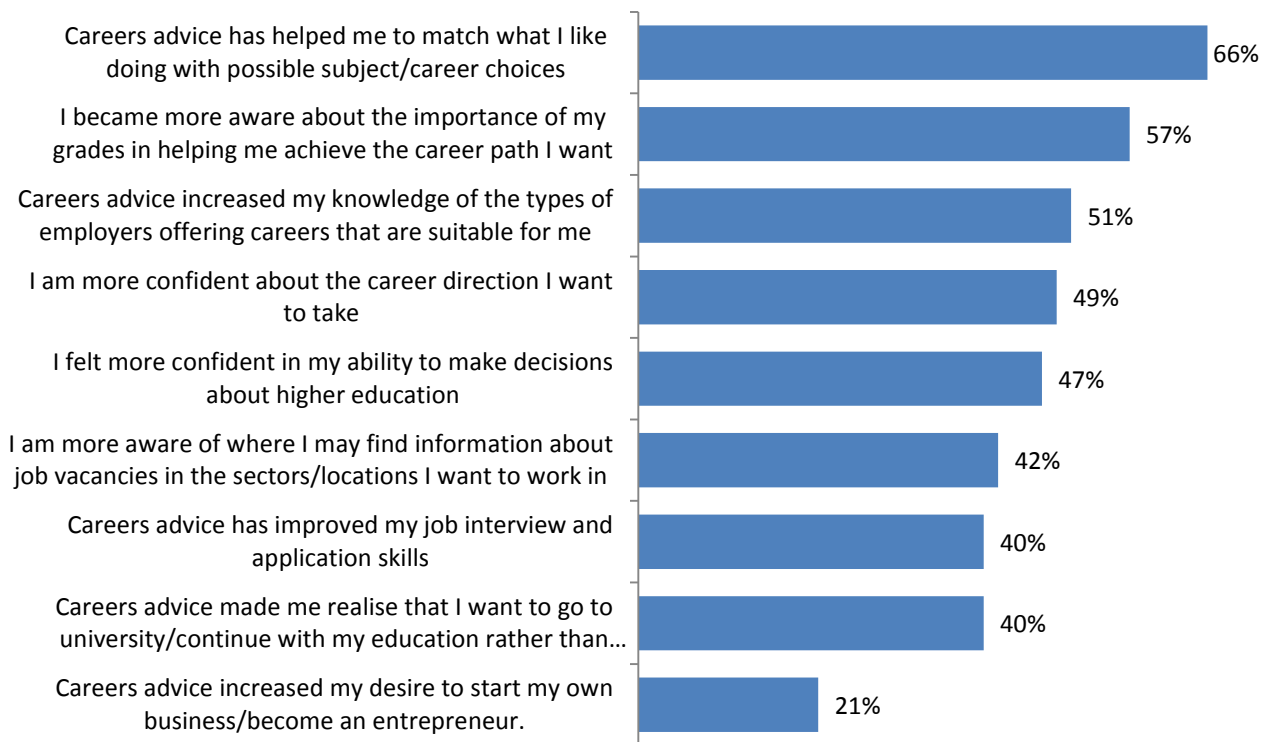


Figure 3 – Impact of taking part in careers activities on subjects and careers (n=176)

Looking at the responses by different demographics in Table 4 below shows that White British, male, or SEN students were all more likely to rate the top response highest (that careers advice has helped match what they like doing to possible subject/career choices). Other notable observations show that those with English as a first language were much more likely to state that careers advice had helped job interview and application skills (51% versus 29%), as were those with SEN (61% versus 39%). Those students who had left gave noticeably higher responses to most statements here, and students eligible for free school meals (FSM) were less positive across the board in their responses.

Finally of note is the observation that of those who stated that careers advice increased their desire to start their own business or become an entrepreneur, the response was noticeably higher from those who were not of White British ethnicity, or those for whom English was not

³¹ http://www.eucen.eu/images/posts/elgpn_resource_kit_2011-12_web.pdf

their first language. Clearly enterprise and entrepreneurship is a theme embedded within the academies and wider policy agenda³²; there is evidence of all four institutions focusing on this to a greater and/or lesser extent.

³² Young (2014) *Enterprise for All: The relevance of enterprise in education* Department for Business, Innovation & Skills

	Ethnicity		Gender		FSM		SEN		EFL		Student	
	White British	Other	Male	Female	Yes	No	Yes	No	Yes	No	Current	Left
Careers advice has helped me to match what I like doing with possible subject/career choices	78%	61%	72%	62%	67%	67%	83%	66%	67%	68%	65%	73%
I became more aware about the importance of my grades in helping me achieve the career path I want	53%	61%	63%	52%	45%	62%	44%	60%	58%	59%	54%	73%
Careers advice increased my knowledge of the types of employers offering careers that are suitable for me	47%	57%	56%	45%	50%	51%	56%	53%	52%	53%	51%	50%
I am more confident about the career direction I want to take	45%	53%	51%	49%	38%	59%	50%	51%	51%	50%	45%	70%
I felt more confident in my ability to make decisions about higher education	51%	45%	51%	44%	37%	54%	50%	50%	52%	42%	43%	67%
I am more aware of where I may find information about job vacancies in the sectors/locations I want to work in	49%	42%	45%	40%	33%	46%	33%	40%	40%	45%	42%	43%
Careers advice has improved my job interview and application skills	49%	40%	43%	39%	35%	43%	61%	39%	51%	29%	40%	40%
Careers advice made me realise that I want to go to university/continue with my education rather than leave education at age 17/18.	37%	41%	39%	42%	38%	43%	39%	41%	37%	45%	38%	53%
Careers advice increased my desire to start my own business/become an entrepreneur.	14%	25%	24%	19%	22%	22%	33%	20%	18%	26%	21%	23%

Table 4 - Impact of taking part in careers activities on subjects and careers by demographic groups (n=176)

Wider impacts of careers activities provided by schools

In addition to the direct impact on skills and attributes, students were also asked about some of the wider impacts which participating in CEIAG activities may have had on them. Figure 15 below shows that there was a high level of agreement that participation in CEIAG activities had a positive impact on wider aspects of students' lives. In particular respondents perceived that taking part in CEIAG activities meant that they became:

- more motivated to do well at school
- more focused on the tasks/courses they were completing
- more confidence in their academic ability.

Whilst not directly quantifiable, these positive impacts again would likely be 'protective' factors conducive with students achieving better outcomes as a result of their participation in CEIAG activities.

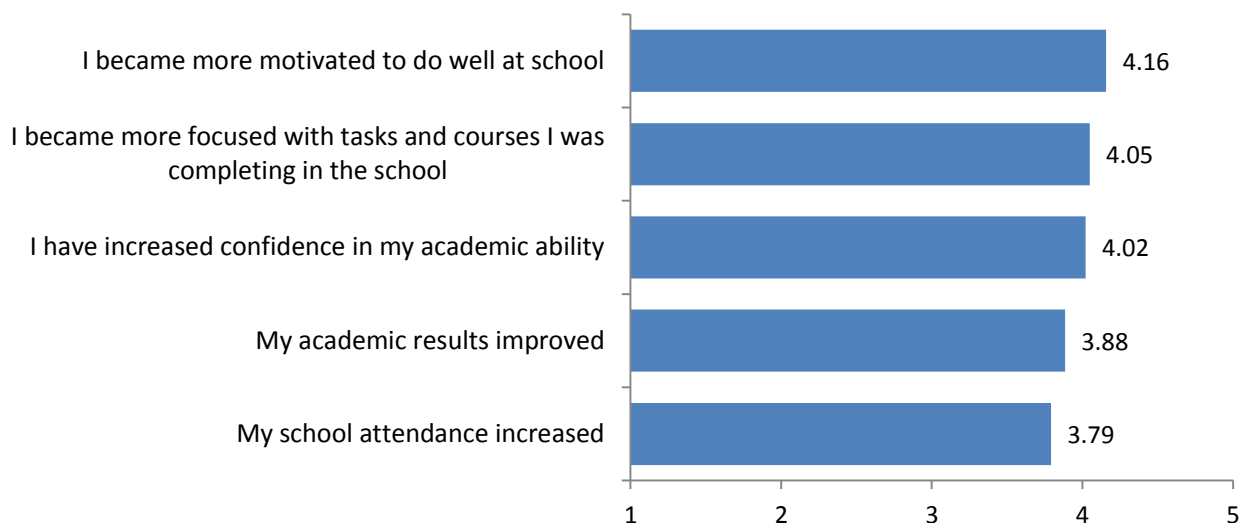


Figure 15 – Average score of wider impacts of taking part in careers activities, where 1 = strongly disagree and 5 = strongly agree. (Bases vary 182 – 186)

Females were found to be more motivated to do well at school as a result of participating in CEIAG activities, with 87% agreeing or agreeing strongly, as opposed to 74% of males. Also notable was that a higher proportion of those who do not use English as a first language became more focused with tasks and courses as a result of their participation in CEIAG activities (84% versus 74%). However, the differences here are indicative and were not statistically significant (at the 95% confidence level).

	Key Stage			Gender		FSM		EFL	
	KS3	KS4	KS5	Male	Female	Yes	No	Yes	No
I became more motivated to do well at school	73%	84%	82%	74%	87%	78%	83%	81%	80%
I became more focused with tasks and courses I was completing in the school	76%	79%	77%	79%	77%	75%	82%	74%	84%
I have increased confidence in my academic ability	71%	80%	77%	76%	77%	77%	73%	75%	75%
My academic results improved	69%	71%	68%	69%	67%	73%	62%	67%	69%
My school attendance increased	63%	58%	63%	61%	61%	68%	54%	60%	60%

Table 16 – Percent who strongly agree or agree with statements about wider impacts of taking part of careers activities. (Bases vary 182 - 186)

Improving careers advice at your school

There was good feedback from students about how careers advice could be improved at their school which may help to inform how CEIAG activities evolve at the four academies, and beyond, post the CCGS investment. The area for improving CEIAG activities with the strongest agreement from respondents was for schools to:

- organise more activities within the workplace to give ‘real world’ experience (average score of 4.37 out of 5).

Two thirds of employers say work experience is a critical or significant factor in their recruitment. But just 19 per cent of London employers offer work experience placements to young people in schools and 12 per cent to college students³³.

³³ UKCES (2015) Catch 16-24: *Youth Employment Challenge*

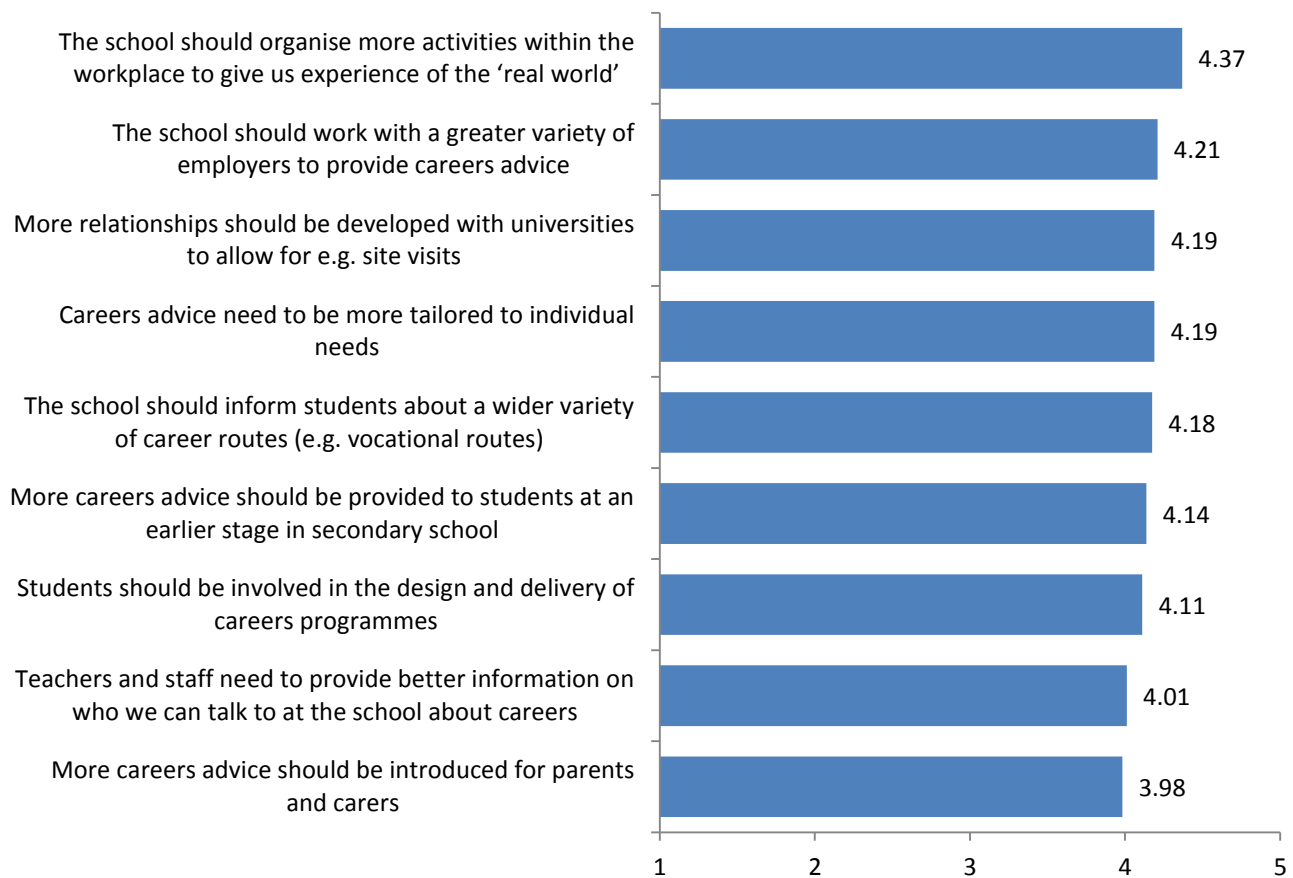


Figure 16 – Average scores for agreement with statements about how to improve careers provision within schools, where 1 = strongly disagree and 5 = strongly agree. (Bases vary 170 – 175)

Clearly, CEIAG has to also connect with universities, be relevant and readily understood by businesses, teachers, advisers and – above all – by young people themselves.

The need for more careers advice for parents and carers was strongly endorsed by SEN respondents³⁴, with 89% strongly agreeing or agreeing (and none at all disagreeing), versus 70% of other respondents. SEN respondents, as well as Key Stage 5 pupils, most strongly endorsed the suggestion that the school should organise more activities within the workplace. Many of the suggestions were more strongly endorsed by non-White British ethnicity respondents as can be seen in Table 17 below.

³⁴ Earlier research in London at Key Stage 2, found that parents of young people with special educational needs and disabilities' expectations about work as a realistic outcome for their children rose from 48 per cent to 74 cent at the end of the 'Inspired to Work' project. - Hayes, S. and Cassen, R. (2015) *The transformational shift in educational outcomes in London 2003 -2013: the contribution of local authorities*. British Educational Research Association Annual Conference, Institute of Education (23-25 September 2014).

	Key Stage			Ethnicity		FSM		SEN	
	KS3	KS4	KS5	White British	Other	Yes	No	Yes	No
The school should organise more activities within the workplace to give us experience of the 'real world'	82%	77%	90%	76%	85%	85%	83%	94%	83%
The school should work with a greater variety of employers to provide careers advice	76%	73%	86%	76%	80%	77%	83%	87%	82%
More relationships should be developed with universities to allow for e.g. site visits	85%	64%	84%	73%	81%	84%	78%	88%	81%
Careers advice need to be more tailored to individual needs	76%	71%	85%	69%	82%	83%	77%	76%	81%
The school should inform students about a wider variety of career routes (e.g. vocational routes)	78%	73%	84%	72%	82%	77%	81%	76%	80%
More careers advice should be provided to students at an earlier stage in secondary school	82%	64%	82%	80%	77%	71%	84%	71%	82%
Students should be involved in the design and delivery of careers programmes	82%	77%	78%	73%	81%	77%	80%	83%	80%
Teachers and staff need to provide better information on who we can talk to at the school about careers	73%	64%	74%	57%	75%	78%	66%	56%	74%

Table 17 – Percentage who agree strongly or agree with statements about how to improve careers provision within schools. (Bases vary 170 – 175)

Business involvement in CEIAG activities

In total the survey received responses from 16 unique businesses involved with the programme across the four academies, with just over half (9) being classified as a partner business, and the rest as an intermediary business (7).

London businesses want to feel confident there will be a reliable talent pipeline to supply the high-skill, high-value workforce they need as they grow now and in the future. Small firms play a major role in London's economy, representing approximately 97 per cent of all businesses in the capital and providing around half of all jobs. Businesses were asked what activities they had offered to one of the four academies receiving funding through CCGS. Overall, over two-fifths (10 out of 16) had provided career talks within schools or colleges, with a quarter of businesses offering short-term internships. Further to this, two businesses were involved in promoting the study of particular subjects, and one provided a student mentor within schools. Six out of the sixteen businesses mentioned other activities which did not fall into the above categories.

The proportion of businesses providing careers talks was higher among intermediary businesses, at 85% (6 out of 7), compared to the number providing careers talks among partner businesses, which was 44% (4 out of 9).

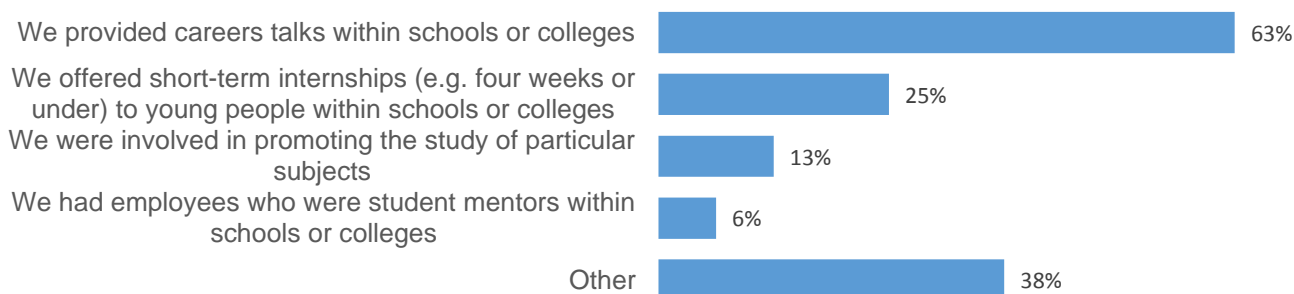


Figure 17 – Careers activities offered (n=16)

Businesses were asked why they became involved in the programme – the main reason among both partner and intermediary businesses was two-fold:

- help young people in the local area understand the training and employment opportunities available to them (mentioned by 11 out of 15)
- offer careers guidance to schools and colleges in the local area (8 out of 15).

Seven out of fifteen gave other unspecified reasons, with just one business commenting that the company struggles to find skilled people and they wanted to work with schools to

address this. No companies were seeking to recruit interns for current positions at this time.

Responses were again slightly more positive among intermediary businesses, with 6 out of 7 wanting to help young people understand training and employment opportunities, and 5 out of 7 wanting to offer careers guidance to schools and colleges in the local area.

When asked about the schools and young people who took part in the initiative, responses were overwhelmingly positive. 14 out of 16 agreed or agreed strongly that the young people taking part were enthusiastic and fully engaged, and the same number agreed that the schools were fully engaged and co-operative throughout. 15 out of 16 agreed or agreed strongly that the schools were easy to communicate with. This was reported across both partner and intermediary businesses, with no disagreements to any of the three statements.

Businesses were also asked about how the academy's CEIAG would impact on their business. Again, here, there was a positive response, with no disagreement with any of the statements, although between three and seven businesses felt that each attribute was not applicable. Businesses therefore generally agreed that: it had increased their awareness of the talent pool available in the local area; it would help ensure they were able to better match young people to potential job opportunities they could offer; it had raised their knowledge and understanding of the importance of careers guidance and advice; the businesses understood the most effective methods of partnering with schools to help young people find out about careers.

When asked whether they would be interested in continuing their relationship with the schools they had worked with in the future, all sixteen of the business responded that they would. Figure 18 shows the careers activities they would like to take part in in the future.

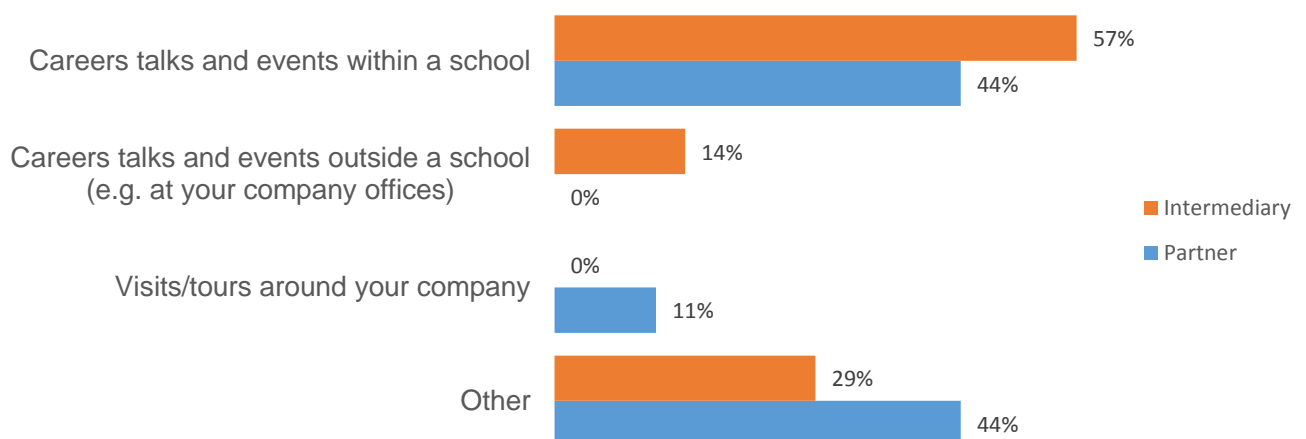


Figure 18 – Careers activities would take part in in the future (n=16)

All sixteen businesses confirmed that they had worked with other schools and academies in the past to provide careers activities, and were asked to rate the experience of working with one of the four GLA funded academies in comparison with their previous experience. The majority (10 out of 16) stated that the experience was about the same, with the remainder rating the experience as better (4 out of 16) or much better (2 out of 16). None rated the experience as worse or much worse. Of the two that rated the experience as much better, both were partner businesses.

Businesses were also invited to rate the students based on placements run as part of the initiative, however response figures were very low, given that those responding often felt that they weren't able to rate the students or that it wasn't applicable. However there were encouraging results across the board when the businesses were then asked to rate any changes observed in skills of young people involved in work placement in their organisation, as shown in Figure 5 below. There were no negative changes reported in any skill.

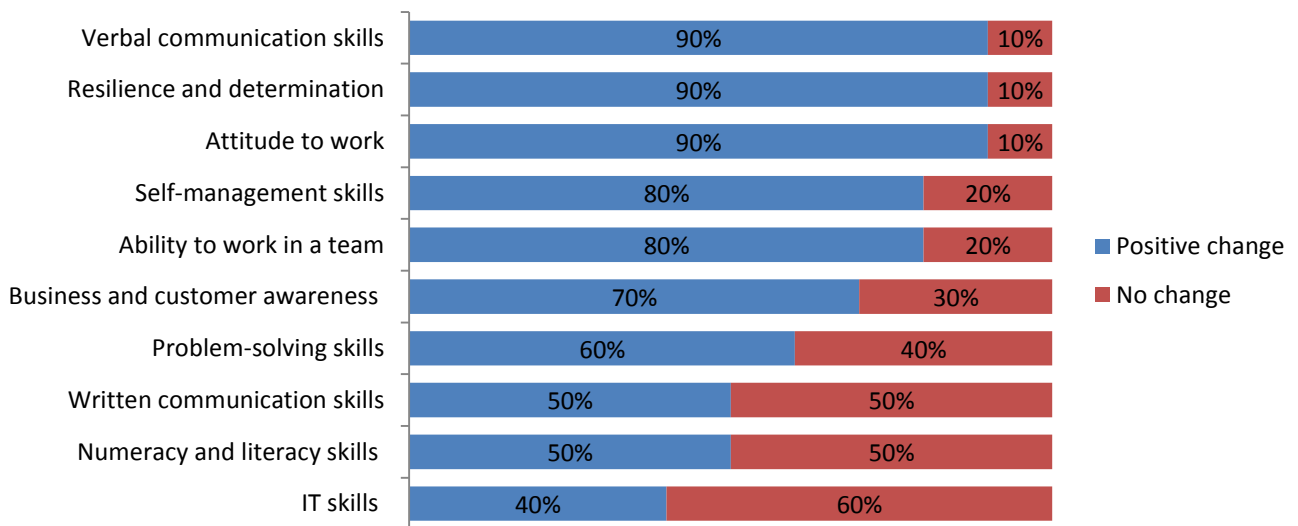


Figure 20 - Change in skills observed in young people over course of work placement (n=10)

Businesses were asked if they currently offer programmes for school leavers, with over sixty percent (10 out of 16) currently doing so. They then rated a series of impact statements as a result of working with the academies through the CCGS investment. Figure 21 below shows those who agree or agree strongly, following exclusion of those who felt the statement was not applicable. [There were no respondents who disagreed or disagreed strongly.]

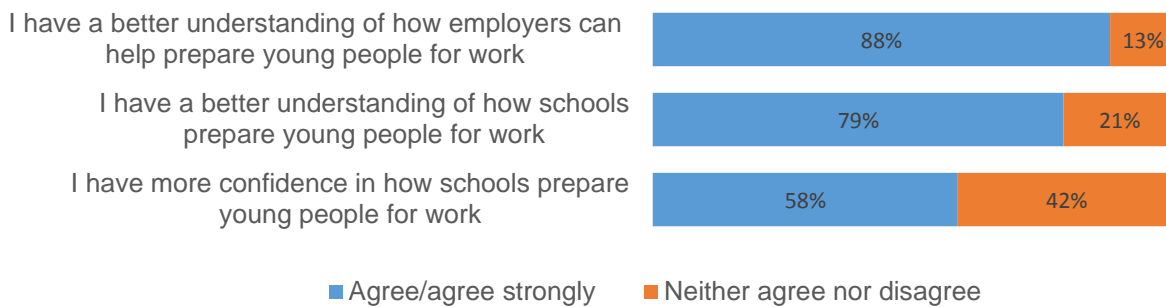


Figure 21 – Agreement with statements (excluding Not applicable – bases vary: 11-14)

Furthermore, businesses were asked key questions which could help inform how the CELAG offer evolves in the future (post CCGS investment). They were asked to consider how important it was that they offer different types of careers guidance and support within schools and colleges. Although there was general consensus of the importance of all measures, those rating each aspect as essential varied between partner and intermediary businesses, with partner businesses focussing on the essential nature of schemes to promote study of particular subjects or visits to organisation offices, whereas the intermediary businesses highlighted the importance of careers talks and events, work placements and internships.

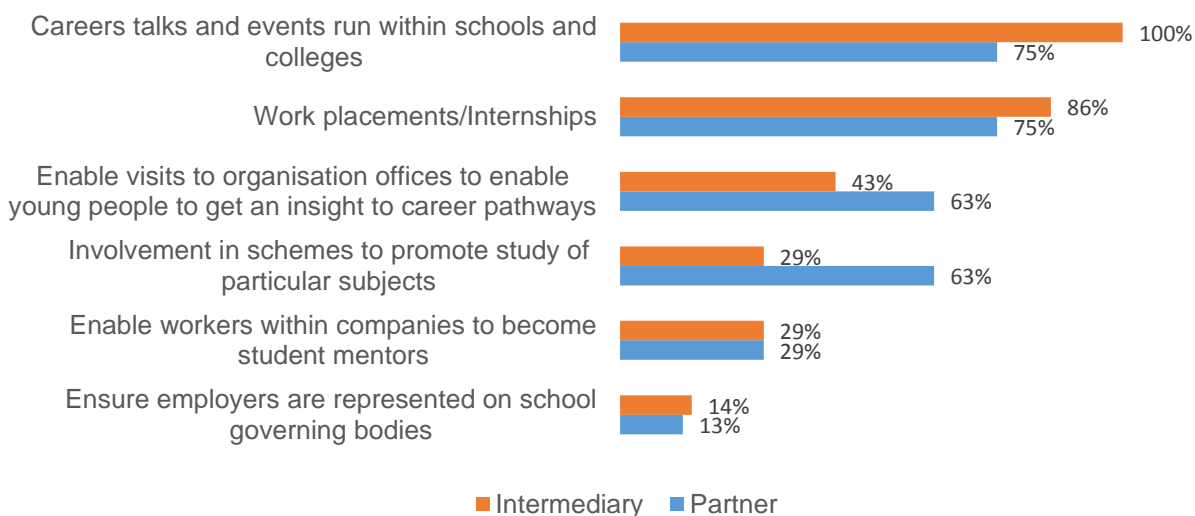


Figure 22 - Essential rating of types of careers guidance and support within schools and colleges (n=15)

Finally, employers were invited to reflect on the importance of different elements in ensuring that successful relationships can be developed between employers and schools in the future in order to deliver careers guidance to young people. Once again, there were high scores for each of the attributes, with a notable exception being that increased flexibility from employers was only rated as essential by 29% of intermediary businesses (2 out of 7) as opposed to 78% of partner businesses (7 out of 9). Also, 100% of partner

businesses thought that a dedicated liaison officer to facilitate the development of employer-school links was essential.

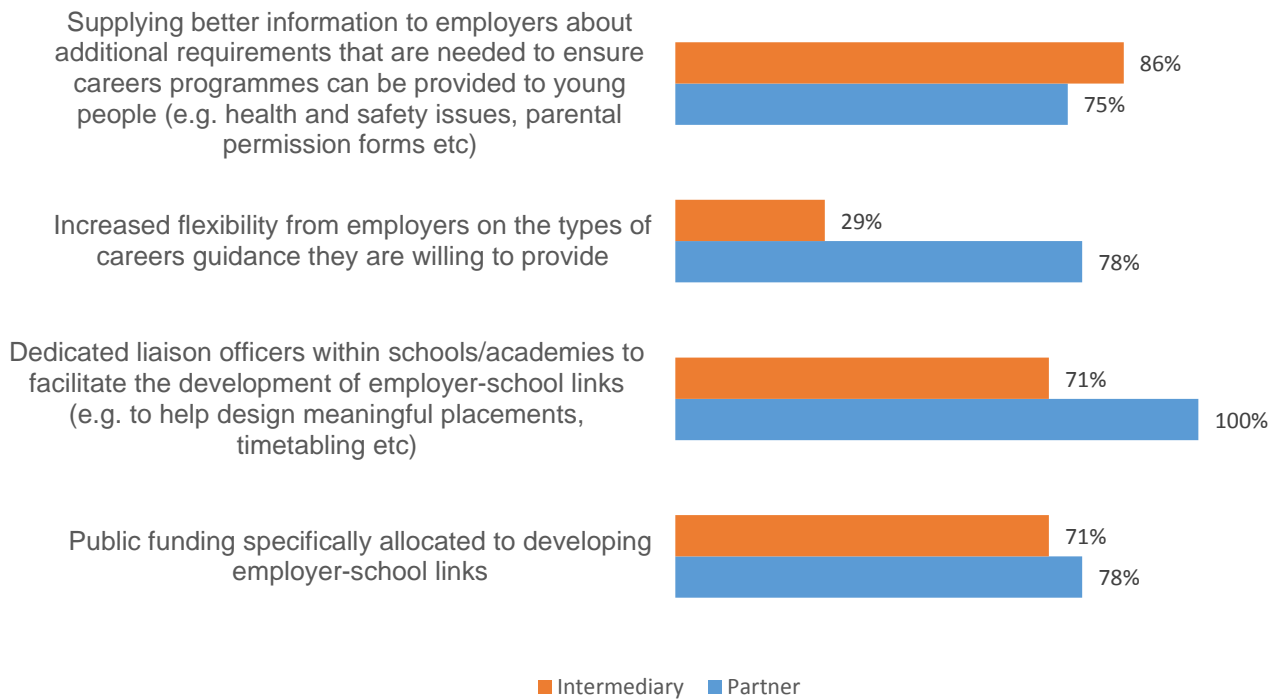


Figure 23 – Essential rating of elements to ensuring that successful relationships can be developed between employers and schools in the future (Bases vary: 15-16)

Gaps in skills are one of the biggest constraints for businesses, with a direct impact on the bottom line. The ‘Business Backs Education’ Summit (October 2014) set out five ‘London Asks’ of businesses that also feature as part of the London Ambitions Careers Offer to young people, including:

- promotion of careers education programmes,
- providing work experience for young people in years 10 to 13;
- supporting schools and colleges in designing their careers education;
- exhibiting at Skills London; and
- creating and promoting apprenticeships to London schools and colleges.

The respondents to this survey were very positive in their working links with the academies.

05. FINDINGS: ANALYSIS OF MANAGEMENT INFORMATION

This chapter presents the findings of our analysis of management information for the CCGS investment including financial information and student pathway review data.

Budget monitoring

Budget monitoring information has been collated from the four academies in receipt of CCGS funding. Different monitoring systems have been used over the lifetime of the investment (2010-11 to 2015-16) meaning that there is not one consistent way or recording budget information across all academies and all years of the investment. For example, budget data for the Enfield Academies was initially grouped together but later separated out for Nightingale and Aylward academies.

As shown in Table 18, below, the budgets submitted for monitoring of the CCGS investment show some variations in spend across different academies/years compared to the planned budget (see Table 1 in Chapter 1) but the overall spend is very similar to that originally planned.

Planned	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Total Investment
Enfield Academies	£70,000	£127,128	£195,865	£127,223	£105,621	£36,694	£662,531
Bexleyheath Academy			£102,893	£109,894	£60,764	£18,442	£291,993
Kingsley Academy				£6,990	£47,234	£15,092	£69,316
Total	£70,000	£127,128	£298,758	£244,107	£213,619	£70,228	£1,023,840

Table 18- Budget information for CCGS investment across the four academies

Where there is greater consistency in more recent reporting, it is possible to compare broad areas of spend across the four academies for a full financial year. As shown in Table , below, CCGS interventions is used to group together those interventions which all academies bought into, such as Classroom to Boardroom and InspireMe Week. All academies spend on ‘drop days’ which focuses on specific targeted careers activities and all invested in independent careers IAG and in some form of online resource (e.g. Fast Tomato). ‘Academy specific’ refers to a broad range of different interventions tailored to meet identified academy-specific needs. For example, there were more cultural activities for the more diverse student population at Kingsley Academy.

2014/15	Aylward Academy		Nightingale Academy		Bexleyheath Academy		Kingsley Academy	
	£	%	£	%	£	%	£	%
Staff costs	21,937	40%	20,884	41%	20,884	34%	20,884	44%
Academy specific	6,700	12%	14,250	28%	16,800	28%	8,900	19%
CCGS intervention	4,300	8%	4,200	8%	3,050	5%	3,050	6%
Drop days	9,200	17%	2,000	4%	8,800	14%	5,550	12%
Independent CIAG	12,250	22%	8,700	17%	10,800	18%	8,250	17%
Online CEIAG	600	1%	600	1%	400	1%	600	1%
Sub-total (all interventions)	33,050	60%	29,750	59%	39,850	66%	26,350	56%
Total	54,987	100%	50,634	100%	60,734	100%	47,234	100%

Table 19 –Breakdown of budget spend by broad categories for 2014/15

As Table 19 shows, staff costs were shared equally across the four academies for the Director of Pathways and Partnerships posts (Aylward showing slightly higher figures here due to additional staff cover at that academy). However, due to the different amounts of funding in each academy, this represented a relatively higher proportion of the budget for Kingsley (44%) compared to Bexleyheath (34%). The amount invested in independent IAG ranged from £8,250 (17%) at Kingsley Academy to £12,250 (22%) at Bexleyheath Academy. Nightingale Academy spent relatively less of their budget on academy ‘drop days’ and more on other academy-specific interventions.

Student Pathway Review Data

Information has been recorded and collated for student pathways across the four academies as indicated in Table 20 below.

Academy	July 2011 Leavers (final pathway review)	July 2012 Leavers (final pathway review)	July 2013 Leavers (final pathway review)	July 2014 Leavers (6mth pathway review)	July 2015 Leavers
Nightingale Academy	No	Yes	Yes	Yes	Yes
Aylward Academy	No	Yes	Yes	Yes	Yes
Bexleyheath Academy	No	No	Yes	Yes	Yes
Kingsley Academy	No	No	Yes*	Yes	Yes

Table 20 – Summary of available pathway review data by academy

* data from March 2014 pathway review as data for final pathway review not available

In the following sections we summarise the information to show the pathways taken by students at each academy during the period in which the CCGS investment was made.

Nightingale Academy

As shown in Table 21, below, there is four years of pathway review data for student leavers from years 11, 12 and 13 at Nightingale Academy. Although data for 2015 Leavers is included this is not directly comparable to the three previous year for which final destination data is shown 12months after leaving the academy. The most common pathway for students is entering further education (FE) either through enrolling (or re-enrolling) at the Academy 6th Form or enrolling at other colleges or 6th Forms. This accounted for between 78.1% of 2012 leavers, 78.6% for 2013, dropping slightly to 75.3% in 2014. The figures drops to 68.3% for July 2015 leavers but this will likely increase when the 12month (academic year sustained) data is available as there is still a relatively high proportion of students whose destination is currently not known (28 students or 15.3%).

Nightingale Academy	2012		2013		2014		2015	
	n	%	n	%	n	%	n	%
Total number of Year 11 leavers	154	55.2%	164	58.4%	151	60.2%	146	79.8%
Total number of Year 12 leavers	63	22.6%	53	18.9%	53	21.1%	16	8.7%
Total number of Year 13 leavers	62	22.2%	64	22.8%	47	18.7%	21	11.5%
Total number of leavers	279	100%	281	100%	251	100%	183	100%
All leavers who have entered further education (colleges or other 6th forms)	107	38.4%	119	42.3%	152	60.6%	114	62.3%
All leavers who have enrolled in the Academy 6th Form	111	39.8%	102	36.3%	37	14.7%	11	6.0%
All leavers who have entered employment with training	21	7.5%	19	6.8%	10	4.0%	12	6.6%
Year 13 leavers who have entered Higher Education	14	5.0%	16	5.7%	19	7.6%	4	2.2%
All leavers who have entered other appropriate EET	17	6.1%	6	2.1%	8	3.2%	4	2.2%
All leavers who have started/gained an apprenticeship	5	1.8%	10	3.6%	19	7.6%	6	3.3%
All leavers whose destination is to be confirmed (not identified as 'high risk')	1	0.4%	5	1.8%	4	1.6%	28	15.3%
All leavers currently identified as NEET	3	1.1%	4	1.4%	4	1.6%	4	2.2%
Total Number of Leavers	279		281		251		183	
Total number of students in sustained EET	276		277		247		179	
% NEET (not yet on appropriate EET but tracked and supported)		1.1%		1.4%		1.2%		2.2%

Table 21 – Summary of student pathway review data for Nightingale Academy. Data for 2012, 2013 and 2014 is 12months review data, 2015 is for July 2015.

What is interesting to note is the shift in FE destinations from the Academy 6th Form to other 6th Forms or colleges, as shown in Figure 1 below. For July 2012 leavers there was a slightly higher proportion of leavers enrolling at the Academy 6th Form (39.8%) rather than other 6th Forms/Colleges (38.4%). This split then reversed the following year and in the year after, July 2014 leavers, a much higher proportion entered FE at other 6th Forms/Colleges (56.6%) than enrolled at the Academy 6th Form (15.1%). This trend looks likely to be maintained for July 2015 leavers, despite those whose destination is not yet known.

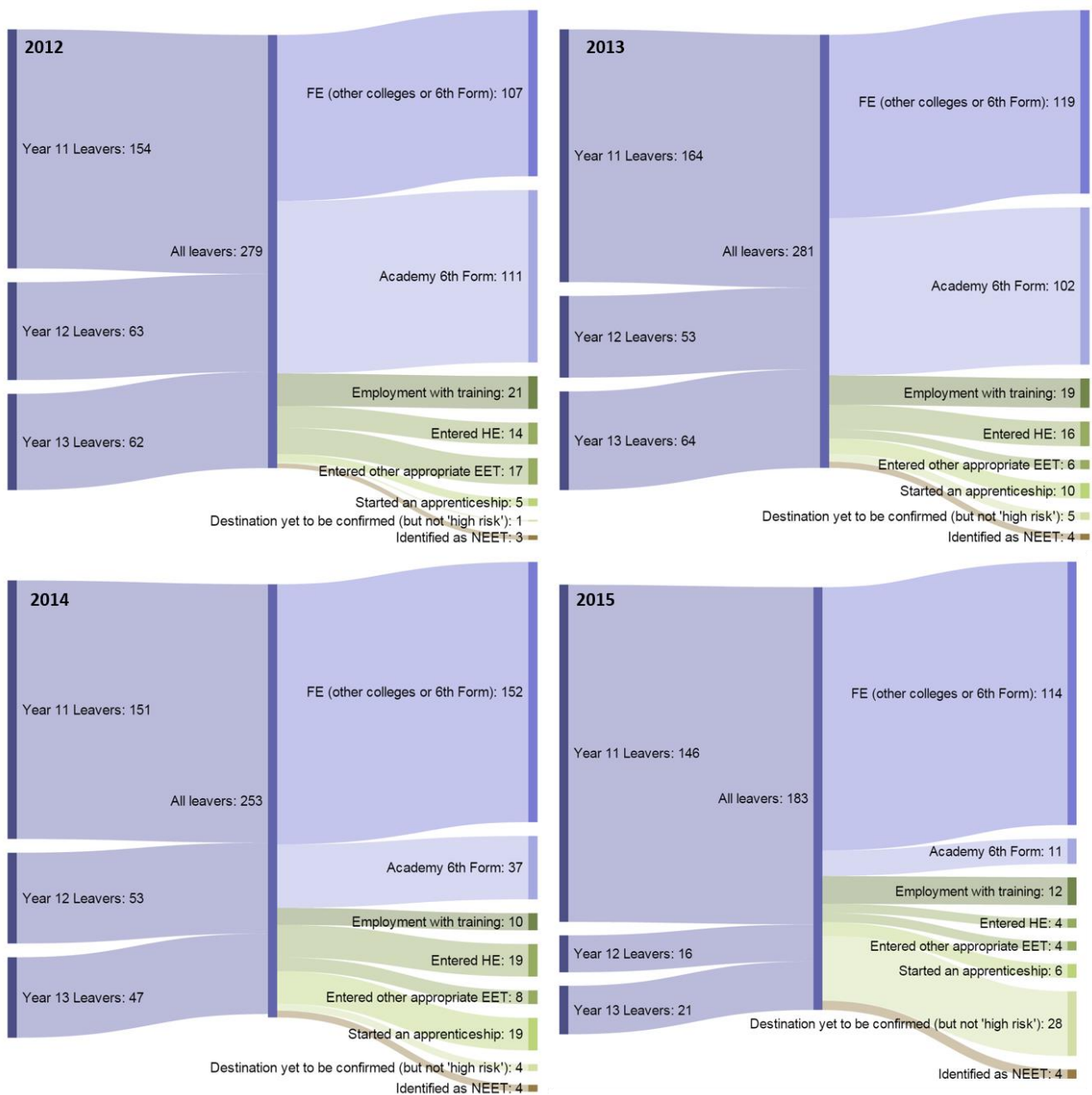


Figure 24 - Pathway review data for all student leavers at Nightingale Academy (years 11, 12 and 13). Data for 2012, 2013 and 2014 is 12months review data, 2015 is for July 2015.

Relatively lower proportions of students chose other pathways, outside of FE. The percentage of students entering employment with training has fallen slightly from 7.5% in 2012 to 4% in 2014 but will increase again to at least 6% in 2015. Around 1-in-20 Year 13 students enter Higher Education (HE) and this has increased slightly over the first three years from 14 students (5%) in 2012 to 19 students (7.6% in 2014). The number and percentage of students who have started an apprenticeship has gone up over the same period from just 5 (1.8%) in 2012 to 19 (7.6%) in 2014. The number of NEET student leavers (not yet on appropriate EET but are being tracked and supported) is very low and has stayed around a fairly similar level with between 1% and 2% of student leavers recorded as such between 2012 and 2014. Figure 1, above, shows the pathway review data

for all students at Nightingale Academy across the four years for which data is available (2012-2015).

Aylward Academy

Aylward Academy is located in the same borough as Nightingale Academy (Enfield) and shows a similar pattern of student pathways over the last four years. There is four years of pathway review data for student leavers from years 11, 12 and 13 at the Academy.

The most common pathway for students is entering FE either at the Academy 6th Form or at other colleges or 6th Forms. As Table 22 shows the proportion of all students taking the FE route decreased from 86.2% in 2012 to 75.6% in 2013 before going back up to 79.6% in 2014. Whilst this proportion is currently at the same level for 2015 leavers (79.6%) this will likely increase for the equivalent 12 month review data as there are still a proportion of students for whom destinations have not yet been confirmed (based on July 2015 data). Within this group, the proportion of students remaining at the Academy 6th form dipped from 53% in 2012 to 44% in 2013 then back up slightly to 49% for 2014.

As Table 22 below shows, the numbers of students leaving from Year 13 increased substantially from 2012 (34 students) to 2013 (78) and 2014 (127), although the actual number of leavers from Years 11 and 12 remained fairly similar.

Aylward Academy	2012		2013		2014		2015	
	n	%	n	%	n	%	n	%
Total number of Year 11 leavers	238	59.4%	248	53.9%	238	47.4%	234	48.0%
Total number of Year 12 leavers	129	32.2%	134	29.1%	137	27.3%	185	37.9%
Total number of Year 13 leavers	34	8.5%	78	17.0%	127	25.3%	69	14.1%
Total number of leavers	401	100%	460	100%	502	100%	488	100%
All leavers who have entered further education (colleges or other 6th forms)	132	32.9%	144	31.3%	156	31.0%	119	24.3%
All leavers who have enrolled in the Academy 6th Form	214	53.3%	204	44.3%	244	48.6%	270	55.3%
All leavers who have entered employment with training	9	2.2%	6	1.3%	2	0.4%	5	1.0%
Year 13 leavers who have entered Higher Education	27	6.7%	44	9.6%	67	13.3%	51	10.4%
All leavers who have entered other appropriate EET	8	1.9%	20	4.3%	9	1.7%	9	1.8%
All leavers who have started/gained an apprenticeship	1	0.2%	23	5.0%	11	2.1%	11	2.2%
All leavers whose destination is to be confirmed (not identified as 'high risk')	0	0.0%	16	3.5%	6	1.4%	21	4.3%
All leavers currently identified as NEET	10	2.4%	9	2.0%	7	1.2%	5	1.0%
Total Number of Leavers	401		460		502		488	
Total number of students in sustained EET	391		451		493		483	
% NEET (not yet on appropriate EET but tracked and supported)		2.5%		2.0%		1.8%		1.1%

Table 22 – Summary of student pathway review data for Aylward Academy. Data for 2012, 2013 and 2014 is 12months review data, 2015 is for July 2015.

Figure 25 below, shows the pathway review data for all students at Aylward Academy across the four years for which data is available (2012-2014). Relatively low numbers of

students have opted for pathways outside of FE. It is worth noting (as Figure 2 shows) that NEET figures for Aylward were initially higher for Aylward, compared to the other three academies receiving CCGS funding, but the numbers have fallen from 10 NEETs amongst 2012 leavers to 7 for 2014 and July 2015 indicate just 5 NEETs. Over the same period the proportion of leavers entering HE has increased substantially. Excluding the last year (2015), where we do not yet have 12months sustained data and there is still a number of students whose destination is still to be confirmed (but who are not at risk), there were 67 students entering HE in 2014 (13.3% of all students), up from just 27 (6.7%) in 2012. Given the known impact of HE on better student outcomes, this indicates a very positive change during the period in which the CCGS investment was made at Aylward Academy.

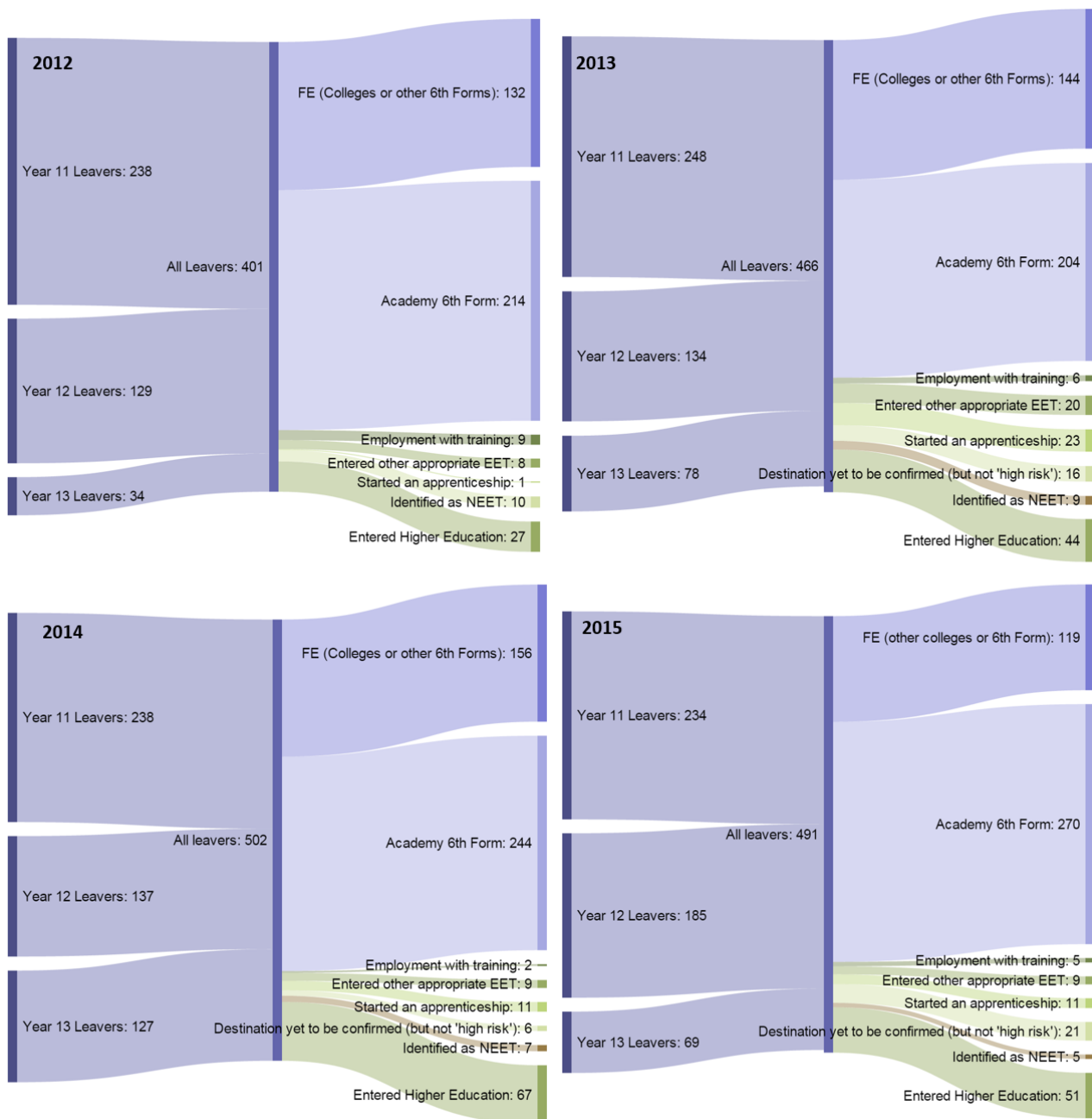


Figure 25 – Pathway review data for all student leavers at Aylward Academy (Years 11, 12 and 13). Data for 2012, 2013 and 2014 is 12months review data, 2015 is for July 2015.

Bexleyheath Academy

There is three years of pathway review data for student leavers from years 11, 12 and 13 at Bexleyheath Academy. The most common pathway for students is entering FE at the Academy 6th Form or at other colleges or 6th Forms. This accounts for 74.4% of student destinations in 2013 and 71.8% for 2014. This represents a decline in absolute and relative numbers of students going into FE. A slightly higher proportion of students go into the Academy 6th Form than go to other colleges or 6th Forms in 2013 and 2014. With a decline in student leavers for 2015, early data for 2015 leavers (July 2015) suggests that the number of students enrolling for FE at the academy 6th Form will be maintained and possibly increase slightly, there is likely to be a fall in the number of students going to other colleges/6th Forms.

Bexleyheath Academy	2013		2014		2015	
	n	%	n	%	n	%
Total number of Year 11 leavers	314	51.6%	267	47.7%	270	51.9%
Total number of Year 12 leavers	166	27.3%	165	29.5%	108	20.8%
Total number of Year 13 leavers	129	21.2%	128	22.9%	142	27.3%
Total number of leavers	609	100%	560	100%	520	100%
All leavers who have entered further education (colleges or other 6th forms)	174	28.5%	173	30.8%	181	34.8%
All leavers who have enrolled in the Academy 6th Form	279	45.8%	229	40.8%	174	33.4%
All leavers who have entered employment with training	37	6.1%	39	7.0%	4	0.8%
Year 13 leavers who have entered Higher Education	87	14.2%	77	13.7%	94	18.0%
All leavers who have entered other appropriate EET	0	0.0%	5	0.9%	14	2.7%
All leavers who have started/gained an apprenticeship	19	3.1%	28	5.0%	38	7.3%
All leavers whose destination is to be confirmed (not identified as 'high risk')	0	0.0%	3	0.5%	6	1.2%
All leavers currently identified as NEET	8	1.3%	5	0.9%	4	0.8%
Total Number of Leavers	609		560		520	
Total number of students in sustained EET	607		555		510	
% NEET (not yet on appropriate EET but tracked and supported)		0.3%		0.9%		1.9%

Table 23 – Summary of student pathway review data for Bexleyheath Academy. Data for 2013 and 2014 is 12months review data, 2015 is for July 2015.

For destinations other than FE, there is a varied picture in terms of trends over the last three years, as shown in Figure 26, below. Around 14% (1-in-7) students enter HE when leaving Bexleyheath Academy and early data for 2015 (July) leavers suggests this may increase. There has been an increase in the number of students starting an apprenticeship, up from 19 in 2013 to 28 in 2014 and, based on early 2015 data, 38 students in 2015. Employment with training remained around the same level for 2013 and 2014 (6-7%) but may decrease in 2015. No students went into 'other appropriate EET' in 2013 but 5 leavers in 2014 did (0.9%), and early 2015 data suggests this may go up (currently 14 students, or 2.7%). Although relatively small proportions of the overall student cohort, the increase in going into other appropriate EET may represent improvements made in students independent and impartial CEIAG and students being more aware of a broader range of opportunities available to them.

The number of NEET young people fell from 8 in 2013 to 5 in 2014 and there are currently (July 2015) 4 young people identified as NEET who left in 2015.



Figure 26 – Pathway review data for all student leavers at Bexleyheath Academy (Years 11, 12 and 13). Data for 2013 and 2014 is 12months review data, 2015 is for July 2015.

Kingsley Academy

Kingsley Academy received the CCGS investment for a shorter period of time than the other three academies and student 12month pathway review data is available for 2013 and 2014, with early data for 2015 (July). The total number of leavers over the period has fluctuated – 316 in 2013, 264 in 2014 and 348 in 2015. The biggest change from 2013 to 2014 (when comparable 12month review data is available) is the reduction in the number of students for whom a destination is unknown (yet to be confirmed but not identified as ‘high risk’). This represented over 1-in-10 students in 2013 (37 students or 11.7%) but just 3 students (1.1%) for 2014 leavers. Whilst this limits how much can be read into apparent changes across other destination categories, it does represent a very positive impact during the time in which the CCGS investment was made. Improving the tracking of students and the data monitoring systems in place for this is a vital part of offering a good CEIAG and being able to demonstrate this.

The most common pathway taken is entering FE at the Academy 6th Form or at other colleges or 6th Forms which accounted for between 78.1and 79% of all leavers (2013 and 2014). Where there is 12 month review data available (2013 and 2014) there has been a reduction in the absolute number and proportion of students enrolling at the Academy 6th Form and an increase in students choosing all other destination (including other Colleges/6th Forms). This diversification of destinations may suggest an improvement in the provision of CEIAG during the period in which the investment was made in which students may have become more aware of a wider range of options available to them, which may also lead to better choices being made.

Kingsley Academy	2013		2014		2015	
	n	%	n	%	n	%
Total number of Year 11 leavers	208	65.8%	207	78.4%	154	44.3%
Total number of Year 12 leavers	80	25.3%	16	6.1%	139	39.9%
Total number of Year 13 leavers	28	8.9%	41	15.5%	55	15.8%
Total number of leavers	316	100%	264	100%	348	100%
All leavers who have entered further education (colleges or other 6th forms)	75	23.7%	114	43.1%	124	35.6%
All leavers who have enrolled in the Academy 6th Form	172	54.4%	95	35.9%	149	42.8%
All leavers who have entered employment with training	1	0.3%	6	2.3%	7	2.0%
Year 13 leavers who have entered Higher Education	19	6.0%	33	12.5%	35	10.0%
All leavers who have entered other appropriate EET	6	1.9%	4	1.5%	4	1.1%
All leavers who have started/gained an apprenticeship	2	0.6%	9	3.4%	3	0.9%
All leavers whose destination is to be confirmed (not identified as ‘high risk’)	37	11.7%	3	1.1%	23	6.6%
All leavers currently identified as NEET	4	1.3%	1	0.4%	3	0.9%
Total Number of Leavers	316		264		348	
Total number of students in sustained EET	312		263		345	
% NEET (not yet on appropriate EET but tracked and supported)		1.3%		0.4%		0.8%

Table 24 – Summary of student pathway review data for Kingsley Academy. Data for 2013 and 2014 is 12months review data; 2015 is from July 2015.

Kingsley Academy has relatively low levels of leavers currently identified as NEET, with 4 in 2013 and just 1 in 2014 (12 month review data). There are currently 3 identified as NEET in the July 2015 data. Figure 4 shows that the number of leavers from Year 13 opting for HE has increased rising from 19 in 2013 to 33 in 2014, which July 2015 data indicates may be sustained in 2015 (currently 35 students). The reduction in NEETs and the increase in those students going into HE represent a considerable improvement in outcomes during the period of the CCGS investment.

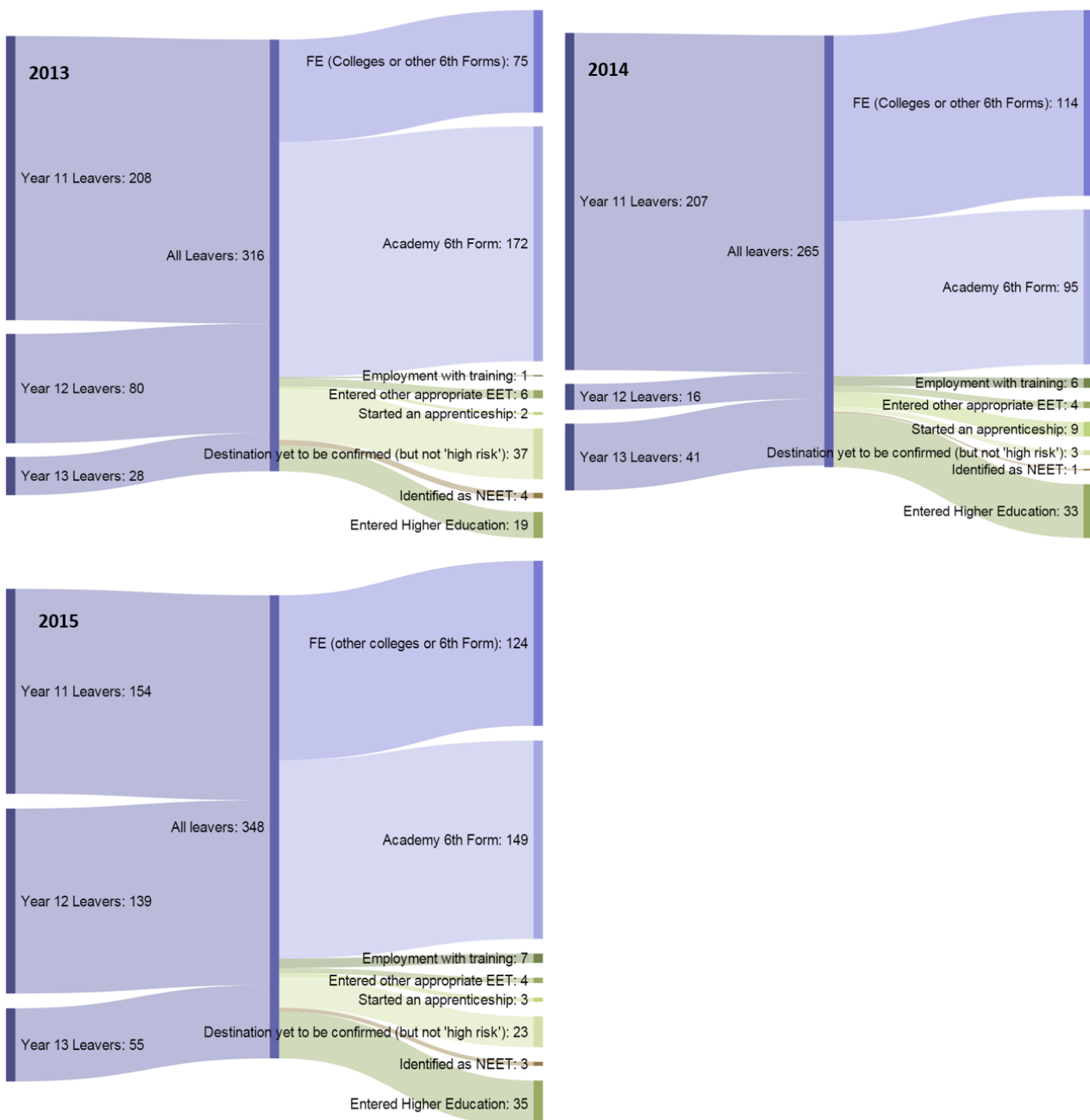


Figure 27 – Pathway review data for all student leavers at Kingsley Academy (Years 11, 12 and 13). Data for 2013 and 2014 is 12months review data; 2015 is from July 2015.

National data on destinations for key stage 4 and key stage 5

The Department for Education publishes education, employment and training destinations of key stage 4 (KS4) and key stage 5 (KS5) students by institution and by local authority. Table below, shows the percentage of students whose destination is not sustained, recorded as NEET or not captured in the data for the four academies, though some gaps exist in the data available. Data is shown for each academy alongside the comparative figure for the local authority (London Borough) in which the academy is located.

Key Stage	Academy	Destination not sustained ³⁵			Recorded NEET ³⁶			Activity not captured in data ³⁷		
		2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
KS4	Aylward Academy	6%	4%	7%	4%		2%	3%	3%	2%
	Nightingale Academy	9%	9%	8%	2%		2%	6%	5%	5%
	<i>London Borough of Enfield</i>	5%	4%	4%	1%	1%	1%	2%	2%	2%
	Bexleyheath Academy	6%	5%	3%	2%		0%	3%	3%	
	<i>London Borough of Bexley</i>	5%	4%	4%	1%	1%	1%	2%	2%	1%
	Kingsley Academy	8%	4%	2%				2%		2%
	<i>London Borough of Hounslow</i>	4%	3%	4%	2%	1%	1%	2%	1%	2%
KS5	Aylward Academy	15%	9%	9%	0%		5%	20%	12%	8%
	Nightingale Academy			12%		0%	0%		28%	15%
	<i>London Borough of Enfield</i>	4%	7%	5%	1%	2%	3%	10%	13%	10%
	Bexleyheath Academy		4%	6%	0%			17%	9%	4%
	<i>London Borough of Bexley</i>	11%	6%	5%	1%	1%	1%	9%	12%	8%
	Kingsley Academy	15%	13%		0%		0%	25%	17%	
	<i>London Borough of Hounslow</i>	7%	8%	6%	1%	1%	2%	12%	17%	15%

Table 25 – Destination data for the four academies with a comparator figure for the local authority where the academy is located.

Source: Department for Education. Please note 2013-14 data is provisional only (October 2015)

As Table 25 above shows, the proportion of students whose destination was not sustained is higher than the comparative figure for Enfield Borough at both KS4 and KS5. For Aylward Academy this proportion has fluctuated over the last three years at KS4 – 6% in 2011-12 and 7% in 2013-14 – but has seen a decline at KS5 from 15% in 2011-12 to 9% in 2012-13, maintained into 2013-14. Also in Enfield Borough, Nightingale Academy has seen

³⁵ 'Destination not sustained' means the student was recorded as having education or employment participation in the year September to August but did not have continuous participation from October to March. The student may have had a maximum of 2 months recorded NEET in the participation period October to March.

³⁶ Destination not sustained/recorded NEET' means the student was recorded as having education or employment participation in the year September to August but did not have continuous participation from October to March. The student had between 3 and 6 months (inclusive) recorded NEET in the participation period October to March. OR the student had no record of education, employment or training but was recorded as NEET at some point in the year September to August.

³⁷ Activity not captured in data' means the young person was not found in an education, employment or a recorded NEET destination. Possible reasons for this could be that the young person was attending an independent college or school that was not captured in the awarding body data, a Scottish or Welsh college or school, they have left the country, are in custody or their whereabouts are not known.

a slight fall in KS4 students whose destination is not sustained (from 9% in 2011-12 and 2012-13 to 8% in 2013-14).

For KS5 students whose destination is not sustained data is only available for the latest year (2013-14) with a figure of 12% of students, compared to 5% for Enfield Borough as a whole. At Bexleyheath Academy KS4 students whose destination was not sustained has fallen year on year and is now below the equivalent figure for the Borough of Bexley as a whole (3% compared to 4%). The equivalent figures for KS5 students has gone up in the last year and is now slightly higher than for the Borough as a whole (6% compared to 5% respectively). For Kingsley Academy there has been a large reduction in the number of students whose destination was not sustained at both KS4 and KS5: down from 8% (2011-12) to 2% (2013-14) at KS4 and down from 15% (2011-12) to 13% (2012-13) at KS5.

The proportion of young people recorded as NEET at KS4, according to DfE figures, has fallen from 4% (2011-12) to 2% (2013-14) for Aylward Academy, whilst it has stayed at the same level for Nightingale Academy (2%) over the same period. This is higher than the average for Enfield Borough as whole (1% NEET). At Bexleyheath Academy the NEET figure at KS4 has fallen from 2% (2011-12) to 0% (2013-14). At KS5 all four academies record 0% young people as NEET, where data is available, with the exception of Aylward Academy where there is a NEET figure of 5% for 2013-14 (provisional data).

An important area of consideration regarding KS4 and KS5 destination data is the proportion of young people for whom activity is not captured in the data – i.e. their destination is not known. Without comprehensive information on *all* students the extent to which analysis of specific groups – such as those described above – is useful is open to debate. As such, Ofsted has recommended ³⁸that Government should:

ensure that information on students' destinations at the ages of 16, 17, and 18 is complete and accurate, so that schools can evaluate the impact of the support and advice they give their students.

All four academies in receipt of the CCGS investment have improved their destination data by reducing the proportion of students for whom activity is not captured (unknown). At KS4 there has been a reduction of one percentage point at the two Enfield academies – down from 3% to 2% at Aylward and from 6% to 5% at Nightingale. However, the improvement is more pronounced at KS5 where the proportion of students whose destination was unknown has fallen dramatically across all academies: down from 20% to 8% at Aylward, from 28% to 15% at Nightingale, from 17% to 4% at Bexleyheath and down from 25% to 17% at Kingsley. This reflects an improvement in the systems and processes in

³⁸ Going in the right direction? Careers guidance in schools from September 2012. September 2013. Ofsted. (pg 7)

place for planning CEIAG and represents an important positive change brought about while the CCGS investment has been in place.

There is an urgent imperative to make greater use of destination data and statistical modelling, as described above, to help analyse the destinations and career trajectories of young people over time. Within the academies, as fiscal arrangements tighten in the coming year(s) there will be even greater pressure from governing boards to capture expenditure on CEIAG services in relation to assessing and responding to competing demands.

Cost benefits

Students not in education, employment or training (NEET)

There is no pre-investment pathway review data available for before the investment of CCGS was made across the four academies. Looking at the data for the period covered by the CCGS investment shows that there is some variation in destinations for students and this would undoubtedly have been impacted on by the investment made by GLA and the activity which this has funded. However, the lack of baseline data, and no comparator group (e.g. similar academies *not* in receipt of the investment) means that any assessment of impact is not as robust as it could be.

The area where the biggest impact can be achieved in terms of cost effectiveness is in relation to the number of young people who are not in education, employment or training (NEET); the potential savings for each person who is diverted from being NEET are considerable. The Government estimates that:

The cost of being NEET between the ages of 16 to 18 is estimated to be around £56,000 in public finance costs and £104,000 in resource costs (lost labour market potential), over the working lifetime of each person who has been NEET at this age.³⁹

Given that these figures are based on 2010 prices it is necessary to update these using the GDP deflator, which is a measure of price inflation/deflation with respect to the specific base year. The GDP Deflator for 2010 = 92.918 and for 2015 = 101.2. Thus applying this to the government's estimated figures in 2010 give potential savings of around £60,931 in public finance costs and £113,158 in resource costs for 2015 over the working lifetime of each person who has been NEET.

³⁹ Radical scheme to rescue NEETs. Government Press Release, 20 July 2012. Available here:

<https://www.gov.uk/government/news/radical-scheme-to-rescue-neets> last accessed November 2015. The figure of £56,000 is taken from:

Coles, B., Godfrey, C., Keung, A., Parrott, S. and Bradshaw, J. (2010) Estimating the life-time cost of NEET: 16-18 year olds in Education, Employment or Training: research undertaken for the Audit Commission, University of York.

NEET data provided by the academies is a more accurate measure than that which is published by DfE as it gives specific numbers of young people and is more up-to-date. As shown in Table 10, below, during the period of CCGS investment there has been a reduction of 8 NEET students across the four academies over the period in which the investment was made (based on 12month review data – not available yet for 2015 leavers). The reduction in the number of NEET students equates to a (gross) saving of approximately £905,263 in resource costs (lost labour market potential). Given the CCGS investment totalled £1,023,840, this therefore suggests that the benefits did not exceed the costs. However, this does not take into consideration other benefits, such as higher attainment, of which is discussed in the next section.

	2012 Leavers	2013 Leavers	2014 Leavers	Change in NEET students
Nightingale Academy	3	4	4	+1
Aylward Academy	10	9	7	-3
Bexleyheath Academy	n/a	8	5	-3
Kingsley Academy	n/a	4	1	-3
Total change				-8

Table 26 – Summary of students identified as NEET across the four academies (12 month pathway review data).

Students entering higher education (HE)

As shown in Table 27, below, there has been an overall increase in the number of students entering Higher Education (HE) across all four academies during the period in which the CCGS investment was made. There were 49 more students entering HE in the last year in which the CCGS investment was made, compared to the first year. Only one of the four academies saw a decline in the number of students going into HE with 10 fewer students from Bexleyheath doing so in 2014 compared to 2013. All three other academies funded by CCGS saw an increase of 5, 40 and 14 students respectively going into HE.

	2012	2013	2014	Overall change
Nightingale Academy	14	16	19	+ 5
Aylward Academy	27	44	67	+ 40
Bexleyheath Academy	n/a	87	77	-10
Kingsley Academy	n/a	19	33	+14
Total				+ 49

Table 27 – Summary of change in the number of students entering Higher Education

There are well-established economic benefits for students entering HE. For example, it is often reported that over their working life, the average university graduate will earn comfortably over £150,000 more in today's valuation, net of tax, than a similar individual with 2 or more 'A' levels who does not continue into higher education. The most recent

study estimates that the lifetime premium for men is £168,000 and for women £252,000.⁴⁰ For males, this figure is higher for people from lower income backgrounds. This figure is an average and varies significantly based on degree subject – from £52,000 for a humanities degree through to £340,000 for medicine and dentistry. These figures are however based on historical data therefore some caution is required in the overall interpretation.

The increase in the number of students (49) entering higher education (compared to individuals with 2 or more A-Levels) could lead to realisable benefits in excess of £10.29m (gross) given the higher value (+£210,000[the average lifetime premium for men and women]) of degrees over A Levels. Around 84% of these outcomes could have happened in the absence of the CCGS investment as noted from the student survey, meaning additionality could be around 13% (excluding ‘not sure’ responses). Applying this additionality estimate suggests net benefits is approximately £1,377,000 indicating the benefits of the CCGS investment benefits did exceed the costs (£1,023,840) and generate an additional benefit of £353,160.

Other studies have shown employers value graduates mainly because they challenge how things are done and come at things from a different perspective; they use their initiative and act without waiting for instruction; are more able to problem solve and be flexible; and assimilate knowledge quickly and bring new ideas and energy⁴¹. Research also shows that individuals with higher levels of education have higher levels of entrepreneurial activity.⁴²

All four academies can use the available data to communicate with staff and students on the added-value returns on investment in learning and work. CEIAG processes and interventions can promote the potential cost benefits of different progression routes and smooth transitions that could otherwise be neglected or costly, such as school/college to work, switching jobs, or career changes. They can make learning provision more effective by ensuring that individuals are and remain motivated to learn because their chosen pathways are firmly in line with their aspirations and personal development plans.

Students in vocational education and training

The lifetime benefits associated with the acquisition of Apprenticeships at Level 2 and 3 are significant, standing at between £48,000 and £74,000 for Level 2 and between £77,000 and £117,000 for Level 3 Apprenticeships.⁴³ Higher apprentices could earn £150,000 more on average over their lifetime compared to those with Level 3 vocational

⁴⁰ Walker, Zhu, (2013) The impact of university degrees on the lifecycle of earning: some further analysis BIS

⁴¹ Hogarth T et al., (2007) Employer and University Engagement in the Use and Development of Graduate Level Skills (2007)

⁴² Bloom, D., Hartley, M. and Rosovsky, R. (2006) Beyond private gain: the public benefits of higher education. International Handbook of Higher Education: Global Themes and Contemporary Challenge Pt. 1, New York: Springer

⁴³ London Economics (2011) – [BIS Research Paper Number 53, Returns to Intermediate and Low Level Vocational Qualifications, September 2011](#)

qualifications.⁴⁴

Patterns emerging from the data show fairly low numbers of young people progressing into employment with training, other appropriate education, employment and/or training (EET) or having started/gained an apprenticeship. The premium for an Apprenticeship at Level 3 has been found to attract a wage premium of 7% over an employee whose highest qualification remained at level 2, with a further 10% premium for completing both an Apprenticeship and NVQ Level 3 qualification.⁴⁵ In the early years of employment (i.e. for employees under 26 years of age), the premia are inflated further. In 2011, the Department for Business Innovation and Skills (BIS) published findings of the wage premia associated with vocational qualifications at Levels 2 and 3 range from 4% for a provider-based NVQ Level 2 to 16% an Apprenticeship Level 2 and 18% for an Apprenticeship Level 3⁴⁶. A 2014 apprenticeship evaluation: learner survey suggests 89% of apprentices are satisfied with their apprenticeship; 85% of apprentices said their ability to do the job had improved, and 83% of apprentices said their career prospects had improved.⁴⁷

Summary of value for money assessment

It is clear that the value for money assessment has produced mixed results. While taking the benefits of a reduction in the number of NEET young people has found that the benefits of the CCGS investment to not exceed the costs, increase in young people entering HE (described above) has shown that the value of the CCGS investment has exceeded the costs. However, CEIAG is not just about reducing NEETs and increasing progression into HE, it is about putting people on the right career path for them. Other benefits linked to the investment – described in the previous sections – will also have a benefit from the CCGS investment but have not been formally recorded and measured. This may include things such as improved team working, communication and other ‘soft skills’. These additional benefits may or may not have a financial or economic benefit but more likely will have a wellbeing benefit instead. Further, it is not possible to combine the benefits of both a reduction in NEETs and an increase in those students entering HE (who otherwise would not) due to the risk of double-counting.

⁴⁴ AAT and CEBR - [Is a university degree the best route into employment?](#)

⁴⁵ McIntosh, S. (2007), *A Cost-Benefit Analysis of Apprenticeships and Other Vocational Qualifications*, London, Department for Education and Skills

⁴⁶ Beaven, R., May-Gillings, M., Wilson, R., Bosworth, D. (2011) *Measuring the Economic Impact of Further Education*, London, Department for Business Innovation and Skills.

⁴⁷ <https://www.gov.uk/government/publications/apprenticeships-evaluation-learner-survey-2014>

06. CONCLUSIONS AND RECOMMENDATIONS

This section summarises the main conclusions from our evaluation of the CCGS investment and sets out recommendations for CEIAG in schools.

Conclusions

The impact assessment of the CCGS investment identified several key outcomes:

1. ***A reduction in the number of NEET young people (not in employment, education or training).*** There were 8 fewer NEET young people at the end of the CCGS investment, compared to the first year (baseline n=25).
2. ***An increase in the number of young people entering higher education (HE).*** There were 49 more young people going into HE at the end of the CCGS investment compared to the first year (baseline n=147).
3. Overall, ***the estimated value for money assessment of the investment is mixed.***
4. Case studies identified many benefits which were not formally recorded or costed. These include:
 - a. ***improved partnership working between academies and employers;***
 - b. student-reported ***improvements in the quality of CEIAG*** over the period of the investment and greater awareness of the skills needed at work and the routes they could take after school;
 - c. student-reported ***positive impact on their skills and attributes,*** including thinking for themselves and team-working;
 - d. student –reported ***a positive impact on their subject and careers choices;***
 - e. employers report increased awareness of the talent available in their local area, improved knowledge and understanding of the importance on CEIAG, ***improved knowledge of how to partner with schools*** and their ability ***to better match local young people to potential job opportunities.***

The study concluded that the implementation of the CCGS investment was quite effective. We found evidence of students having access to impartial, independent and personalised careers education, information, advice and guidance but, in some cases, there were gaps in provision for particular groups of students. Working links with employers and Enfield Careers Service participating in the research were generally viewed as being positive.

Some academies were more systematic than others when it came to data collection. The GLA and four academies worked closely with one another, but this was not without its challenges. The CCGS investment was used mainly to enhance staffing levels and to implement differing CEIAG programme activities in each academy. Each institution had a dedicated CEIAG co-ordinator with local partnerships in place. Whilst there were examples of good and/or interesting CEIAG policies and practices it was clear that the level of leadership support for this aspect work varied significantly between institutions. For example, we did not find an explicit publicised careers policy in every academy therefore this merits further attention by the governing bodies. In doing so, this would help address the needs identified by students for CEIAG support to relate their learning to careers and the world of work from an early age and beyond their time spent at school. We also identified scope for careers co-ordinators to work more closely as a community of practice (or in a cluster) to share effective CEIAG policies and practices.

We recommend five monitoring and evaluation recommendations which could inform and support similar initiatives in future, namely:

1. **Establish a baseline.** For any type of evaluation – before and after, Randomised Control Trial or counterfactual – establish a baseline of what the situation is prior to, or at least at the point of, intervention. This then forms the basis of measuring change and all other areas of evaluation.
2. **Consider a randomised control or counterfactual group.** The accepted ‘Gold Standard’ of evaluation is to include a Randomised Control Group as part of implementing an intervention. This would allow for a robust assessment of what change is directly attributable to the intervention, compared to what would have happened anyway (without it). In practice, it is often very difficult to implement an RCT due to a range of issues including ethical concerns and practical factors relating to how an intervention is rolled out. In such case, an alternative is to identify a ‘counterfactual’ group of people which are similar in characteristics to those who are receiving the intervention (the ‘treatment’ group) but do not directly benefit from it. For example, in the case of the CCGS investment the same baseline and progress data could have been collected for other academies not receiving the funding but who were similar to those that were.
3. **Consistent reporting templates.** For evaluation of longitudinal interventions, it is important that key information is recorded consistently over time and place (e.g. different academies, institutions or projects). Where this does not happen and categories are changed or merged at different points without an accurate record of this in time it becomes very difficult to build a coherent picture for the intervention as a whole.
4. **Linking inputs to outcomes.** For example, whilst information on the budget spend and on aggregated student outcomes was recorded for CCGS, there was no way of identifying which students participated in, or benefited from, which CEIAG activities. Thus it was not possible to determine whether there was a link between specific activities or types of activities and better outcomes.
5. **Reporting formative evaluation.** The best way of improving data quality and getting participant/stakeholder ‘buy-in’ to impact assessment is to share emerging findings on a regular basis. This can drive up data quality, improves analysis and

interpretation and engenders buy-in to any recommendations or subsequent changes in policy and practice.

All of this can produce more systematic and rich evidence to inform cost-benefits to the GLA, institutions themselves and, most importantly, the cost benefits to individuals making investment decisions on future learn and work opportunities.

Where next?

Following on from this, the four academies face similar, as well as differing local challenges in moving forward with the implementation of the CCGS investment. Having a dedicated Director of Pathways and Partnership overseeing the investment, reporting directly to the academies head teachers and governing boards, works well. The Academies Trust plans to continue with this post. Clearly, senior leaders in the academies recognise the merits of keeping the spotlight on CEIAG, whilst noting further work is needed.

In going forward, the lessons learned from capturing the views and experiences of young people and businesses should be built upon as part of the Academies Enterprise Trust's continuing improvement process with staff, students, parent/carers and employers. At this stage, each of the four academies are well placed to make a substantial contribution in achieving the key elements outlined in the London Ambitions report. For example, "Every good institution will have a *governor with oversight for ensuring the organisation supports all students to relate their learning to careers and the world of work from an early age*".

Since September 2015, the position of careers in the Ofsted inspection framework has been strengthened in section 5 inspections (See Note 2)⁴⁸. Inspectors will judge the effectiveness of leadership and management by examining the impact of the curriculum including careers advice and support on pupils' outcomes. Schools, for example, can only be judged outstanding for 'personal development, behaviour and welfare' if:

"In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.

Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life." (p.52-3)

⁴⁸ <https://www.gov.uk/guidance/changes-to-education-inspection-from-september-2015#new-inspection-documents>

They can only be judged outstanding for ‘pupils’ outcomes’ if:

‘Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans’. (p.57-8)

Schools offering 16-19 study programmes can only be judged outstanding if:

‘Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.

High quality impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.

Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high. Almost all learners progress swiftly to higher levels during their study programme.

Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship’. (p. 66)

We found staff highly motivated to achieve the best possible outcomes for their students and nearly all recognised that more work is needed to develop high-quality high-impact careers EAIG for all students. Building better CEIAG provision at a local level must be a key consideration. During the next 12 months, and beyond, the LAET and individual academies should seek to sustain the approach to CEIAG enabled through the CCGS investment by GLA. This should build on the successes of developing new partnerships with businesses, reducing NEETs, increasing progression into higher education and putting people on the right career path for them.

APPENDIX 1 – CASE STUDY 1: KINGSLEY ACADEMY ‘GIVING TIME’

This case study focuses on Kingsley Academy’s relationship with the ‘Giving Time’ Project, a coaching project established through a relationship with GSK.

Project Description

Giving Time’s purpose is to support young people to start to make the transition from education into the workplace with confidence and a clear sense of who they are and what matters to them. The pilot initiative was created by Chris Patterson, Project Manager at GSK. Chris is also a Job Class Coach, one of over 700 trained coaches in GSK who in addition to their day job spent time coaching other people within the company. The project was created to expose young people to coaching, so that it would help them make the transition from education, which is seen as ‘leader led’ and based on ‘what?’ into a workplace which expects learning to be ‘self-led’ and predominantly based on ‘how?’

The pilot programme had four main aims for young people:

- *Experience the personal benefits of life coaching*
- *Increased confidence and self-esteem*
- *Improved self-awareness and learning*
- *Connecting with and contributing to others*

The project worked with Spark! A charity founded in 1980 that works with education and business to prepare people for working life and enhance their employability through work-related experiences. GSK, through its corporate social responsibility programme, provides funding and free office space to the charity. Spark! provides advice, and helped to provide liability insurance for the coaches.

What happened?

Spark! Produced flyers and adverts which were circulated electronically through the charity’s networks to schools and universities in and around Hounslow. In total, 20 young people aged between 14 and 24 received coaching over a six week period during June and July 2015. The young people were selected from schools and universities. Seven of these young people came from Kingsley Academy. For the school students, Giving Time took place during the last six weeks of the summer term, with each coaching session taking place immediately after the end of the school day. Initially 24 students expressed an interest in participating in the programme in Kingsley. The final seven students were a mixed ability group and included pupils who did not have a history of people going to university in the family and were in receipt of Pupil Premium.

Up to four hours of coaching was delivered by GSK coaches that had been trained in ICF competency based coach training and who gave their time for free. GSK employees are given an ‘orange day’ – one day a year to volunteer. The organisation is very keen that employees are given the opportunity to participate in skills based volunteering. The coaches involved in this project each give eight hours of coaching (which equates to an ‘orange day’). The coaching took place in GSK Corporate Headquarters in Brentford and was delivered through Spark! This was a deliberate decision to give young people an experience of being in a corporate environment. All students received a learning log that they were encouraged to use to record their reflections from the sessions.

Motivation for schools sending students on the course

Kingsley Academy was one of the fastest schools to apply to participate on the programme. They were also able to fill extra spaces when a university dropped out of the programme.

‘There were a very limited number of places and I basically jumped on it because I wanted to build relationships between the school and GSK who are literally about a mile away from us, but we didn’t have a working relationship with them’

— Kingsley Academy member of staff

Kingsley Academy is in an economically deprived area of London with a high number of students that are in receipt of Pupil Premium. The academy therefore places a high value on any links established with large businesses that help to raise the aspiration of students within their academy.

‘It raises aspiration which is good because obviously it encourages students to try and obtain the best possible GCSEs that they can. But you know if you can raise aspiration you’re often in the right direction for raising attainment, because they go hand in hand’.

— Kingsley Academy member of staff

Other motivations for participating in the programme are about skill development. The academy felt that student would be able to develop their confidence and related soft skills – skills gained in a working environment.

Impact

A total of 69 hours of coaching was delivered to 12 Year 10 students and 8 university students. Of these, 14 young people completed all four coaching sessions, two completed three sessions, three completed two sessions and one student only completed one session. The average number of hours of coaching received was 3.45, and interestingly this was 17 per cent higher for school students than university students.

In return for benefitting from being coached, the young people were expected to contribute a similar amount of time (4 hours) to volunteer for a cause of their choosing. During the lifetime of the project, 139 hours of volunteering were recorded, considerably higher than

the minimum required and £350 has been raised for various charities. The volunteering included a range of activities including working in the local library as part of the Hounslow Summer Reading Challenge and working for a week at a Sikh Centre helping young children.

All 20 students completed questionnaires during the first coaching session, and 15 students completed the same exercise after the coaching was completed. All questions were scored on a 1 – 4 scale (where 1 is strongly disagree and 4 is strongly agree) and were structured using the project aims. Table 18 below shows the average rate of improvement that the students made.

	Before	After	Improvement
Aim 1: Experiencing the personal benefits of coaching	2.7	3.7	1.0
Aim 2: Increased confidence and self esteem	3.4	3.8	0.4
Aim 3: Improved self-awareness and learning	3.0	3.7	0.7
Aim 4: Connecting with and contributing to others	3.2	3.4	0.2
Average scores	3.0	3.6	0.6

Table 28: average rate of improvement students reported

The student feedback to the academy has been very positive. Most indicating that they felt that the participation in the programme has been positive and worthwhile. One student said,

It made me feel better about myself. Also I have become more confident and motivated. This programme has really helped me to plan my future better with using my skills. I think this programme should be worldwide as it will help lots of young people as it helped me

— Kingsley Academy student

Another student said,

I really like a couple of things about Giving Time that should be kept in the programme. Firstly asking me questions which allowed me to think deeply about different issues (Academic and personal life). Secondly introducing the skill of self-reflecting after each session. This enabled me reflect independently in my day-to-day life.

— Kingsley Academy student

Academy staff feedback has also been positive, singling out in particular the added value that engaging with business brings.

Although other organisations offer business mentoring (rather than coaching), this is often school based. The added value in this project is that it takes place in GSK offices.

— Kingsley Academy member of staff

They [the students] all benefitted immensely in soft skills from working with a coach from a large commercial organisation’.

— Kingsley Academy member of staff

The coaches found the experience both rewarding and frustrating at the same time. The actual coaching process and enthusiasm of the young people were all seen very positively. However the poor timekeeping/communication of some of the students sometimes got in the way of the coaching. Coaches also felt that students were lacking in understanding of what to expect from coaching at the outset which meant that more coaching time was used to explain the concept than previously thought.

Key learning points:

- *Young people and coaches enjoyed participating in Giving Time. Young people felt that they gained something from being coached and the coaches found the experience to be rewarding and good development opportunity for themselves.*
- *Bringing the students to an office location was highly valued by the schools.*
- *There was a low understanding by students of what coaching is.*
- *Extent of student volunteering was positive though general uptake variable and challenging due to the short timescale.*
- *The learning log provided some structure and an opportunity to record their reflections from the coaching.*
- *Communication around scheduling of coaching sessions with young people was at times challenging with some ‘no-shows’ or last minute cancellations.*

Plans for the future

Giving Time was a pilot initiative. There are now plans to run the programme again. The project is reaching out to schools in Hounslow to gauge the level of interest for doing this again – for both the schools already involved as well as reaching out to other schools, including schools also located in the Stevenage area. Taking on board lessons learned from the pilot, programme staff indicate that they will:

- *be clearer at the outset to the students/educational establishment what coaching is and what to expect. This might include school visits by coaches to conduct coaching demonstrations with pupils, so that they would have a greater understanding of coaching.*
- *improve communication around scheduling of coaching sessions to decrease the number of last minute cancellations and no-shows. This will include engaging teaching staff to ensure students attend sessions and sending reminders to young people.*
- *introduce a Tripartite meeting – where coach, student and teacher has a three-way conversation about coaching objectives to make sure that the alignment between what the organisation wants and what the individual wants.*

APPENDIX 2 – CASE STUDY 2: BEXLEYHEATH ACADEMY AND AKZONOBEL

This case study focuses on Bexleyheath Academy's relationship with AkzoNobel, a Dutch multinational company active in the fields of decorative paints, performance coatings and speciality chemicals. AkzoNobel has provided sponsorship and fundraising for the Outward Bound Trust.

Project description

Bexleyheath Academy offers students the opportunity to attend a week long Outward Bound course in the Lake District. Activities included in the week include, camping, canoeing, rock climbing and Gorge walking. The programme is run by the Outward Bound Trust, an educational charity that inspires young people to fulfil their potential through challenging outdoor experiences, raising self-esteem and preparing them to face the future with confidence.

The course has been offered by the academy for the last four years, and is primarily open to Year 12 students, although a few Year 13 students also typically attend. It is offered to students early in Year 12, with students learning about the programme during 'taster day' during the period in which they are applying for sixth form. There is a considerable financial cost to the course.

For many years AkzoNobel Decorative UK worked with a large number of charities – however, following an internal decision the business decided to focus on one charity – the Outward Bound Trust, an educational charity that uses the outdoors to develop young people. The charity provides financial assistance to almost 70 per cent of participants. AkzoNobel involvement with the charity has included fundraising and sponsorship. It also introduced a mentor scheme for 12 schools across the UK that attend the Outward Bound courses. This includes sending a mentor each year to attend the course alongside the students and teachers. Employees who become mentors see their involvement very much as 'How can I as an individual, help the academy achieve what they want to achieve?'

How was the relationship established?

The academy plans careers related activity for each school year by individual year group. It initially sets out what activities that it want to put in place and the outcomes expected. Staff then meet with employers and set out the activities and ask how the employer can get involved Staff report that this approach is preferable [to employers] rather than giving them a 'blank piece of paper'. It then becomes the basis of a very two-way planning meeting with the employer able to suggest other ways in which they may wish to be involved.

For both parties it has proved to be important to begin planning at an early stage so as both employer and academy need to plan for the year ahead and typically require substantial lead-in time. Academy staff feel that the relationship with AkzoNobel has grown to the point that the academy feels that it can ‘ask for things’ whilst the employer can quite openly say ‘well we can’t do this but we can do that’. AkzoNobel likewise highlights the strength of the relationship with the academy. One employee stated that,

My relationship with them [Bexleyheath Academy] was absolutely fantastic. It makes such a difference, that you’ve got somebody so positively engaged, and wanting to drive the relationship. Some of my fellow mentors couldn’t even get to see the school. ... They were clear in what they wanted to do. That made such a difference. The mentors are doing things that for me it was outside of my day job. So I was trying to fit it in, in my spare time. I know some of the others felt like they were pushing against a closed door.

— AkzoNobel employee and mentor

Added benefits of the relationship

Visits and work experience

The relationship lasts longer than just the outward bound week. From the initial involvement of the individual mentor the academy has developed strong working relationships with the company. The mentors are from different areas of the company and have different personal interests. This has provided students with opportunities to access different areas of the business. This has included for example a tour round a factory so that they can see how paint is made. The company also asks students if they have a particular interest in a specific aspect of business and attempts to match up students with appropriate employees. This has included for example an opportunity to see a scientific application in the workplace for students that indicated that they had an interest in STEM subjects.

The academy has been able to offer work experience placements with the company. In one instance a student with an interest in chemical engineering was struggling to find appropriate work experience opportunities. The company offered to help the student, paying for transport costs to Slough and put in place an individualised work experience programme for him.

Interviews

Employees have also volunteered their time in other ways including mentoring individual students and conducting mock telephone interviews with students. In January employees interviewed 22 Year 13 students. Interviews were carried out at an agreed time, with the student expected to be in a quiet place at the right time, and to have their phones charged. After interviews are conducted, volunteers provide feedback via academy staff which is fed

back to each student. The academy has found this invaluable as they are finding that more and more companies are including telephone interviews within the recruitment process but staff report that students do not always feel comfortable with this approach. Young people have told staff that they often find conducting interviews in this way is difficult because they are not able to pick out visual cues, body language et al.

One student found it [telephone mock interview] really useful. She said that before she had deliberately chosen things where she knew she didn't have to have a telephone interview for the positions she was applying for, but now she [has] applied for things and she wasn't so scared

— Bexleyheath member of staff

This approach also works well for AkzoNobel as employees are not required to take time out for a face-to-face meeting, and can be more flexible about fitting in the interviews.

Curriculum development

Another benefit that the relationship has brought is that the school has been able to embed the company within the sixth form 'A' level chemistry programme. One mentor with a science role within AkzoNobel (after attending the outward bound course) met with the academy science department to look at how the company could support the curriculum. Instances of this collaboration have included a school visit to a factory. There has also been discussion as to whether some of the practical experiments required to meet the chemistry 'A' level syllabus could be done in the company's labs in Slough as the Academy so that students can gain experience using state of the art equipment that they would not otherwise be able to access. The academy also reports that it is in discussion with the company to broaden its 'science offer' to GCSE students as well.

Benefits to the Academy

Alongside the specific opportunities for students that the relationship brings, the academy reports a number of organisational benefits.

It is beneficial to the academy to be associated with a large multinational corporation. Academy staff report that science in the local area is not a high priority within local employers, so having this relationship allows the school to show that there is a viable pathway into STEM careers which they would be unlikely to have been aware of otherwise.

The ability to be in a position to offer a heavily subsidised opportunity to attend an outward bound course in the sixth form serves as an added draw for prospective students and their parents when the school runs open evenings to promote its sixth form.

Benefits to employees

Employees report that engaging with the school is highly satisfying, and seen as a very positive development opportunity for them. Feedback suggests that the mentors get a sense of satisfaction at seeing the students develop over the course. One member of staff indicated that ‘I think it has restored some of the employees’ faith in young people as well’.

Benefits to students

The benefits to students are numerous. After attending the course academy staff report that students are more motivated, more resilient, establish friendships with people they wouldn’t otherwise have engaged with. Attending the course gives them an enormous amount of confidence and they draw from the learning for their personal statements for university or application forms for jobs and it helps develop employability skills. Academy staff stated that;

One student in particular who got onto the Barclay’s Retail Development Programme, which is a school leavers programme as a direct result of attending the outward bound week. It was the strength of her application and the answers that she gave with her experiences on the trip that got her onto the programme.

— Bexleyheath member of staff

Students develop leadership skills. On each course the Head Boy and Head Girl in Year 13 attend as do a small number of students that attended in Year 12. These students then act as mentors for the younger, current Year 12 students. Students have given presentations to senior AkzoNobel staff about the benefits of the outward bound week and the importance of the company’s fundraising and financial contribution to the programme.

Value from the GLA investment

The Academy has used the investment in a number of ways. Of particular benefit to the relationship with employers has been that it has funded dedicated staff time. This has meant that there has been someone to manage the relationship. The academy reports that one of the reasons that AkzoNobel have such a positive relationship with them is that ‘we get back to them’. The company reports that though they work with other schools in the outward bound programme they find it difficult to build on those relationships because they do not have somebody responsible for the relationship in the way that Bexleyheath does. It has also allowed the academy to be more proactive in its approach in seeking new opportunities to work together.

The funding has also allowed the academy to pay for an external career advisor (three days a week). It reports that having three careers focused team members has allowed them to build a solid careers programme that examines progression and pathways and help to ensure that NEET figures are as low as possible. One member of team stated that;

It's a huge shame that other schools didn't have access to that resource because every young person in any school they go to deserve to have that... it should be the core of education really

— Bexleyheath member of staff

While staff reported that while they feel that careers education has always been well supported by the Principal(s), it has given the team a higher profile within the schools and the senior leadership team are more inclined to support the work of the team.

Challenges to the relationship

From the academy's perspective, they felt that there had not been any notable barriers in the four year relationship. The only one of note mentioned by both academy staff and employees has been related to the actual distance between the academy and AkzoNobel (which is based in Slough).

The future

Academy staff are very positive about the relationship with AkzoNobel going forward. They believe that as it builds and keeps on growing through the outward bound programme and more mentors get involved students will benefit from a wider expertise of different employees. The biggest issue for the academy will be the funding for the outward bound programme. At present the Outward Bound Trust subsidises the student places considerably so the actual amount students have to contribute and the amount that the school has to invest is smaller than it is for other schools, however if this were to change this would have an impact.

From AkzoNobel's point of view they see the relationship broadening and continuing. One employee stating that,

As long as the relationship between our business and Bexleyheath stays positive, then I can see it just going from strength to strength

— AkzoNobel employee

APPENDIX 3 – CASE STUDY 3: NIGHTINGALE AND AYLWARD ACADEMIES AND THE ENFIELD CAREERS SERVICE

This case study focuses on Nightingale and Aylward Academy’s work with Enfield Careers Service. It highlights the offer that both academies receive from the Enfield Careers Service as well as internal careers activity offered during the lifetime of the GLA investment.

Description of offer

Enfield Careers Service is part of the London borough of Enfield. It is part of a wider service called Skills for Work. Other services working as part of the Skills for Work service include the Education business Partnership, Enfield Training Services and Community Learning. In 2012 Enfield Careers Service was restructured into three distinct teams.

- *Traded Services Team – provides advice and guidance services to schools in Enfield*
- *Learning and Difficulty and Disability Advisors - provide advice and guidance to young people with support needs and their parents/carers.*
- *Learner Progression Team – delivers intensive support with young people that are potentially at risk of disengaging and dropping out.*

The Careers Service has been delivering a contract with Aylward and Nightingale schools since 2012. A service level agreement is in place for each school outlining the agreed offer for each of the student years. While the actual careers offer is a flexible one, one that is agreed as part of a two way process between the Enfield Careers Service and the academy, for Aylward and Nightingale, the bulk of the advisor time is spent providing independent careers advice for students and in both, the external advisor working with staff prioritise careers interviews for those that they feel may benefit most from it.

There’s a big emphasis on things like business, industry, commerce, bringing them in to inspire and motivate. I’m all for that but you still need the structures, the ongoing help and the progress checking that needs to go on to ensure that young people are actually moving on rather than being on the receiving end of lots of inspiring events, but there’s no infrastructure to pick that up and move it forward.

— Academy staff member

Nightingale Academy

The school receives two days support from the Careers Service. The primary focus is for students from Years 10 to 13, though for the most part it is Year 11 students in order to provide support when they are making post sixteen choices. All students are able to access a one-to-one session, but in practice not all do. The school prioritises those students who are not likely to join the school sixth form or are unsure about what pathway they wish to

take. It also prioritises those in the sixth form that are not necessarily achieving their potential, where necessary meeting the young person as well as the parent.

For those students identified at risk of becoming NEET, the service actively engages with the individuals on a very regular basis throughout the summer to help ensure that they do move on to a positive outcome. Typically this will include phone calls, text messages and social media.

One of the biggest challenges for the service and school is ensuring that students attend the careers interviews. Staff and advisors report that that the programme can at times appear ‘ad-hoc’. Another reported challenge for the school is the high number of students with English as a second language. One individual stated that,

They [students with English as a second language] are at a disadvantage and it is how you support them – they are coming in totally unaware of the system... they are really unequipped for just doing things like application forms and presenting themselves on paper.

— Enfield Council employee

Other activities

Nightingale Academy involves businesses and employers in a number of ways. The school has worked with MyKindaFuture, an organisation that helps students explore their career options post-education and provides face-to-face contact with a range of employers to experience the different career routes and opportunities on offer. The organisation has come into the school and delivered workshops on behalf of one of the companies it represents. Students have then had the opportunity to experience a day at a company to gain workplace experience. The school has also run a number of enterprise and business challenges for students. The school values the activities that this offers. One member of staff stated that,

Watching the students and how they benefit is the biggest reward. It actually allows them to take what they learn in the classroom and apply it in the real world and understand how the skills that they learn in different subjects would be used in various job roles or in day-to-day life.

— Nightingale staff member

Aylward Academy

The three day a week careers service offer was part funded through the GLA investment. This includes one day a week from an LPT advisor, something no other school in the borough receives. This is due to the perceived need and the numbers of young people at

risk of disengaging. Throughout the academic year the school typically has between 30 and 40 students at risk of becoming NEET. The relatively low numbers of Aylward Academy that eventually do become NEET is testament to the prevention activities that are put in place by the careers service and the school.

The service provides individualised support to this cohort, particularly between the summer and November, making contact every two weeks offering support and advice. This follow up helps the staff to ensure that across the Borough, the numbers of young people that are reported as ‘destination not known’ is very small, averaging four per cent over the last two years, considerably lower than neighbouring boroughs.

Part of the reason for this success is that the Careers Service offers sufficient flexibility in order to amend the offer as/when required. In one instance for example there were issues regarding students attending one-to-one careers interviews during maths and English lessons. As a solution the advisor held group interviews with students. Groups were established based around student interests and student attainment levels to ensure that the session was as productive for all students as it could be. This was a direct response to meeting the requirements of the school and showed the flexibility that the Careers Service could offer to the school.

The Careers Service is also involved in delivery of careers related activity during ‘Academy Days’ where students from Year 7 to Year 13 focus on non-timetabled subjects. This has included providing an employability club to develop practical employability skills. Advisors have also produced teaching materials for tutors, including a presentation shown during tutorial time to ensure that all students are able to gain an understanding of pathways that may be of interest to them.

Other activities

The academy has strong links with a large number of businesses. These include many large national employers including Barclays, BT, DHL and Reed Recruitment. Many of these relationships have initially come through Enterprise in Education which is an organisation that works with businesses to offer a variety of programmes to improve employability. The school highly values the role that employers have played within the school. Staff suggest that students benefit increasing their confidence and skill levels, particularly for softer skills as well their ability to communicate and articulate their ideas.

They are the employers of the future. They set our young people on the right path... Yes qualifications get you through the door but you also need employability skills

— Aylward Academy staff member

Relationship between the academies and the service

For both academies, the relationship between them and Enfield Careers Service has been good. This is due to the good communication between the two. Internally, the Careers

Service has informal and formal meetings known as partnership review meetings to discuss the work with the schools. These occur at the end of each team where the advisors look at how the contract has been delivered, and ways to develop the offer going forward. Between school and service there are also formal meetings – this typically is between the careers advisor and the school careers co-ordinator.

Flexibility of offer is cited by academies as being a strength of the relationship they have with the Careers Service. One example cited was over the timing of careers interviews. In one academy take up of careers interviews offered after school had been low consequently the Enfield Careers Service contract included sufficient flexibility to change the timing of the interviews to during lunch breaks which has proved more popular.

There is absolute flexibility... It is pointless us trying to say, 'this is a standard service, we can't be adapting it, fitting it with the needs of the school as it would be a disaster... so 100% we want to align our service to the priorities and the needs of the school

— Enfield advisor

Benefits of the service

Both academies benefit from the fact that the careers support they commission is part of the local authority. This means that the service is much more closely aligned with related departments within not just the Skills for Work department but within the authority as a whole. The service is therefore able to provide a more up-to-date understanding at the borough level of new policy developments. Being part of the local authority also means that the service can draw from additional benefits including opportunities for continuing professional development which may not necessarily be offered to other organisations.

An additional benefit from working with the Enfield Careers Service is the fact that there is better continuity of support. The three arms of the careers service are all part of one service which means that support needs identified by any one arm of the service or by the school can be picked up by another arm.

Impact of GLA investment

Nightingale Academy considers the impact of the GLA investment has been huge, for students, staff and the academy. For students, interviewees report that it has helped to expose them to the 'world of work', and helping to get them 'work ready'. One staff member reported that a Nightingale student with special educational needs had managed to secure an apprenticeship with BMW after undertaking work experience with the company. It has allowed the school to provide activities for students that have had a fee attached.

I think where there has been a fee involved we wouldn't have had that budget there to do it, had we not had the GLA funding. So I do think it has created more opportunities

and allowed us to establish those links in the first place, to then be able to continue that in whatever way we can.

— Nightingale staff member

The benefits to staff have been around capacity. The funding has paid for staff time and added capacity to the school. Staff report that they were able to secure external services to delivery training, something that, without the funding, would have been delivered internally with the support of volunteers.

We pretty much had very little in the way of careers going on before this. .. It was just work experience but there was no preparation for that work experience. There was a careers interview, but it was a careers interview and that was all.

— Nightingale staff member

For the academy as a whole, the benefits have been around the recognition of the role of the careers team, and careers education in general.

It has really raised the profile of careers within this academy. I would say that beforehand it was there but no one really know about it. I think if you went around to anybody in the school now they would know what goes on in terms of careers.

— Nightingale staff member

Success factors

A number of factors found in both academies have emerged that can be considered success factors. These include:

- *A careers offer should be tailored to the individual school and its own particular challenges. It needs to be a contextualised response rather than a one-off intervention which is holistic and embedded within the curriculum.*
- *Part of the senior leadership of a school has to have clear responsibility for careers advice and guidance. There also must be a commitment towards actual careers education. It should be seen as an integral part of the experience of that young person within the school.*
- *It is important to form wider partnerships with employers and associations. To do this be prepared to invest time and effort in this. It is important to be able to show businesses that the school can provide whatever support the business needs to become involved.*
- *Key drivers of success is the ongoing communication, the relationship between the Enfield Careers Service, the service advisors and the schools – and being able to be flexible and responsive.*

APPENDIX 4 – STUDENT SURVEY – ADDITIONAL FINDINGS

Profile of respondents

In total the survey received 272 responses from students across the four academies with the following split: 34% Aylward; 32% Bexleyheath; 26% Kingsley and 6% Nightingale (1% unknown). Just over 8-out-of-10 respondents (84%) were current students with 16% having left the school. Figure 5 shows the distribution of respondents across year groups from Year 7 through to Year 13.

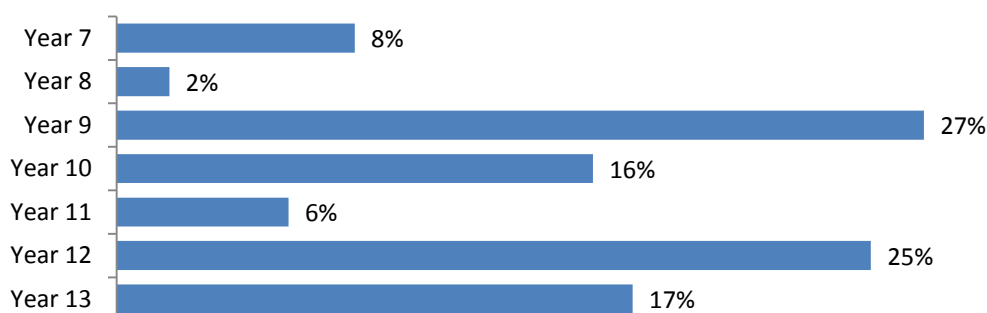


Figure 28 – Survey responses by year group

Of those respondents who had left school (n=44) most had left last year (50% in 2014) or the year before (34% in 2013) with 14% having left in 2015. Most (82%) were in year 13 when they left school. As Figure 6 shows the current activity of students who had left school with the highest proportion (43%) going on to university, 25% doing an apprenticeship and 14% (around 1-in-7) in full-time work.

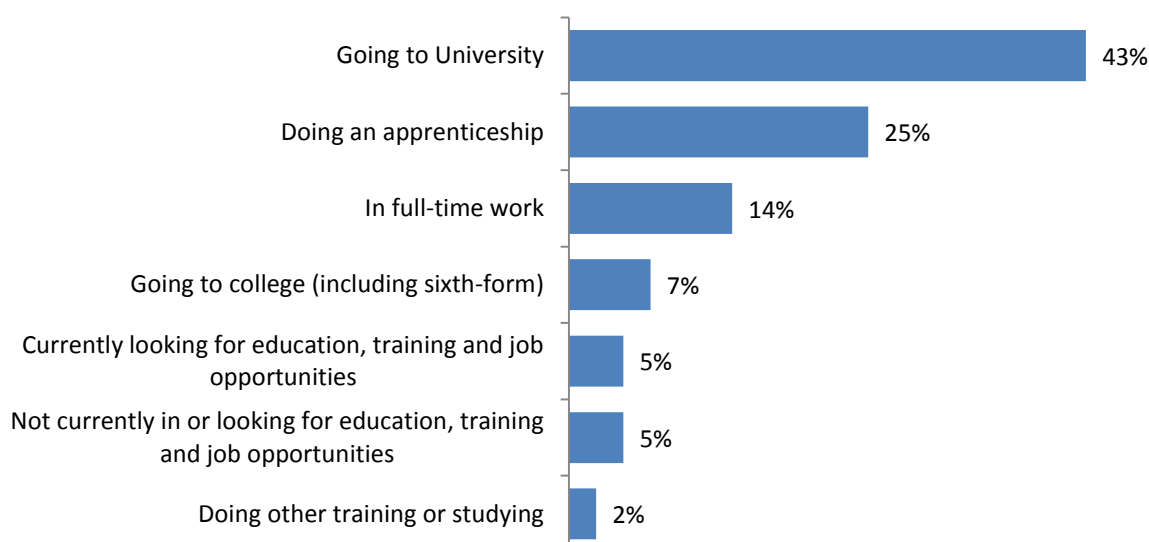


Figure 29 – Destination of survey respondents who had already left school (n=44)

Views on careers education

Students were asked when they thought careers education should be made available to young people in schools. Responses indicate that students felt that it was important for careers advice to be made available to young people across different year groups and for this to be available to them at a relatively early age. Just over a quarter of respondents (27%) said that careers education should be available in years 7 and 8, whilst Year 9 and Year 10 were the year groups where most student said careers education should be made available.

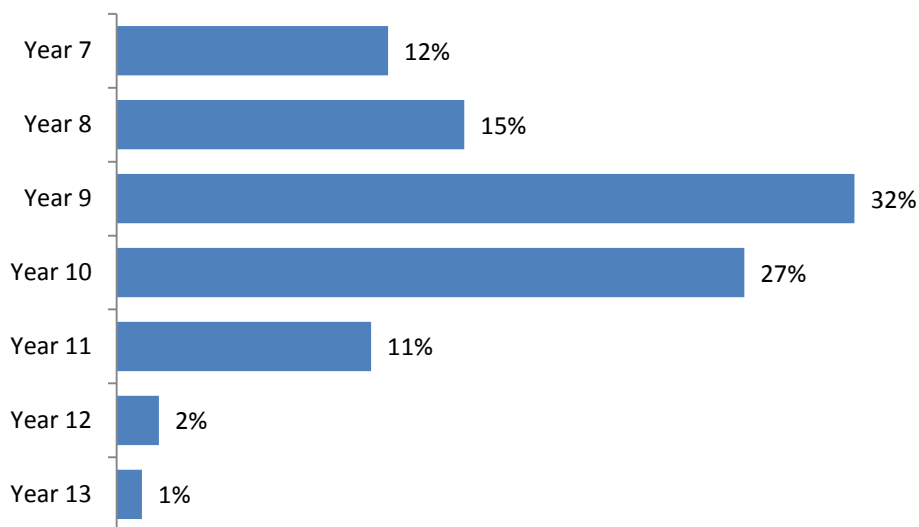


Figure 30– Year Group at which careers education should be made available (n=272)

There was a marked difference in opinion between pupils within age groups; with over three-quarters of those pupils currently in Key Stage 3 (78%) expressing the opinion that careers advice should be made available within Key Stage 3. Here, and throughout our analysis, we have combined Years 7-9 as Key Stage 3, Year 10-11 as Key Stage 4, and Years 12-13 as Key Stage 5.

		Pupils' current year group		
		KS3	KS4	KS5
Stage at which pupils think CEIAG should be provided	Key Stage 3	78%	49%	46%
	Key Stage 4	22%	51%	46%
	Key Stage 5	0%	0%	8%

Table 28 – Key Stage at which careers education should be made available (n=272)
 [Note: darker shading highlights higher values.]

Among other demographic groups, those with Special Education Needs (SEN) were also noticeably more likely (71%) to suggest that careers advice be made available within Key Stage 3.

The majority of students stated that it was important for schools to offer young people that have left the school, advice on careers when they need it. Over half of all students said this was very important and a further third thought it was quite important (86% in total). This was mainly because students thought that it can take a long time for young people to get the job that they want (54%) and because there are many careers options out there that young people are not aware of (50%). A lower proportion of students thought this was important because there are few places that offer careers advice once you have left school (23%) and because there are not many jobs available (21%).

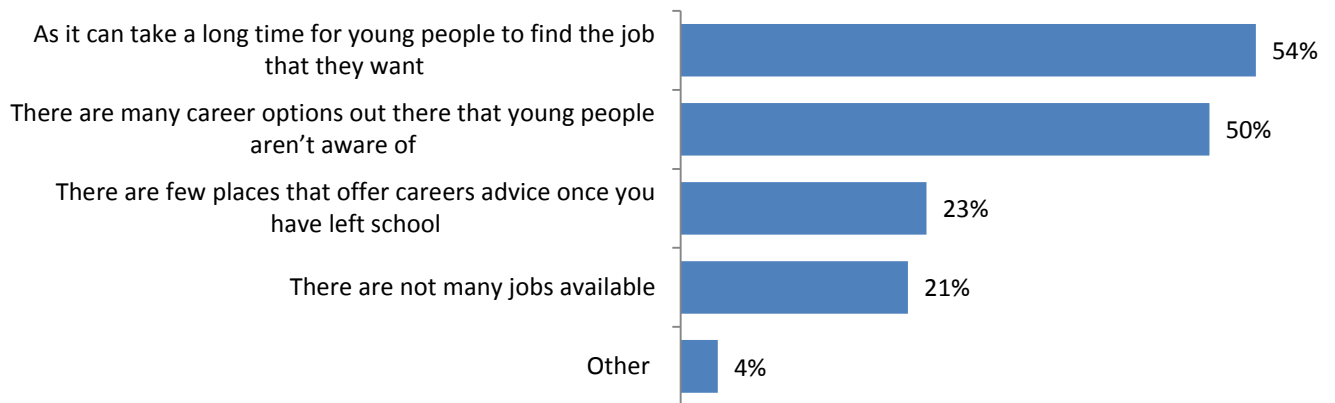


Figure 31 – Reasons why it is important that schools provide advice on careers after students have left school (n=296)

As shown in Table 13 below, the proportion expressing concern that it can take a long time for young people to find the job they want was higher among those with Special Educational Needs (SEN) or Free School Meals (FSM). There was also a marked, and statistically significant, higher proportion of students who have left school who believe that there are few places that offer careers advice once you have left school, with over two-fifths (43%) believing this to be the case compared to less than one fifth of those who were still in school (19%).

	FSM		SEN		Student	
	Yes	No	Yes	No	Current	Left
As it can take a long time for young people to find the job that they want	65%	48%	64%	53%	55%	50%
There are not many jobs available	25%	19%	16%	21%	22%	20%
There are many career options out there that young people aren't aware of	48%	49%	40%	53%	49%	55%

	FSM		SEN		Student	
	Yes	No	Yes	No	Current	Left
There are few places that offer careers advice once you have left school	17%	27%	36%	21%	19%	43%
Other	1%	6%	12%	2%	4%	0%

Table 29 - Reasons why it is important that schools provide advice on careers after students have left school (n=296)

Parental involvement in school careers activities

Over three-quarters of students (76%) stated that giving young people advice about types of career was very important and a further 20% said it was quite important. Students also felt that it was important for their parents/carers to know what careers advice they are given at school; 85% of students thought it was very (46%) or quite (39%) important to do this.

Respondents were asked how knowledgeable their parents were about the jobs, training and education available to young people today. As shown in Figure 9, 21% of respondents thought their parents were very well informed, 37% fairly well informed, whilst just over one-third (36%) thought that their parents were not very well informed or not at all informed.

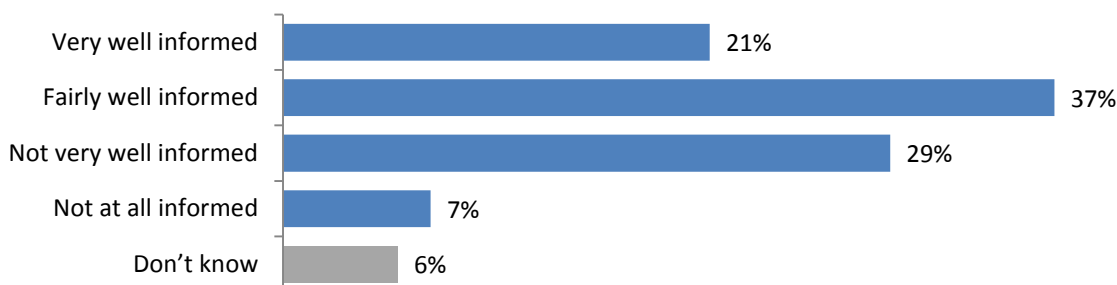


Figure 32 – Students perception of parental knowledge about jobs, education and training available to young people today (n=262)

The respondent group who thought their parents were best informed were those in Key Stage 3, with 68% of respondents thinking their parents were ‘well informed’, in comparison with 55% of other respondents still in school. Conversely of those who had left school, 48% thought that their parents were ‘well informed’ but 50% felt their parents were ‘not well informed’.

Parents knowledge about jobs, education and training available to young people today:		Key Stage			Student	
		KS3	KS4	KS5	Current	Left
	Well Informed ¹	68%	55%	55%	60%	48%
	Not well informed ²	24%	41%	39%	34%	50%
	Don't know	8%	5%	5%	6%	3%

Table 30 – Whether students perceived their parents as ‘well informed’ or ‘not well informed’ about jobs, education and training available to young people today (n=62)

[Note: ¹ ‘well informed’ is an amalgamation of ‘very well informed’ and ‘fairly well informed’;
² ‘not well informed’ is an amalgamation of ‘not very well informed’ and ‘not at all informed’]

Students were then asked whether their parents had ever offered careers advice to them, with 70% responding that they had and 30% that they had not. For those students who indicated that their parents had offered them careers advice, most (92%) found the advice very or fairly useful.

This indicates that students clearly think it is important that academies involve parents in careers activities. Students value the careers advice given by their parents and generally find it useful. However, a little under a third of students do not get any careers advice from their parents and around a third of those who do get parental advice on careers think that their parents are not well informed about jobs, education and training available to young people today. Academies could review how they engage parents in careers activities to enable them to provide informed support to their children with regards to the choices they make around future careers.

Importance for school to offer a range of careers activities

Students rated the importance of different elements of careers activities from 1 ‘of no importance’ to 4 ‘essential’. Overall, all the options were ranked quite highly, averaging over 3 out of 4 on this scale. This suggests that students want a broad careers offer which provides guidance across a varied range of different aspects of careers activities. The highest average score was for CV preparation (3.82), followed by help with applications into further/higher education (3.64) and learning more about courses that suit their skills and interests.

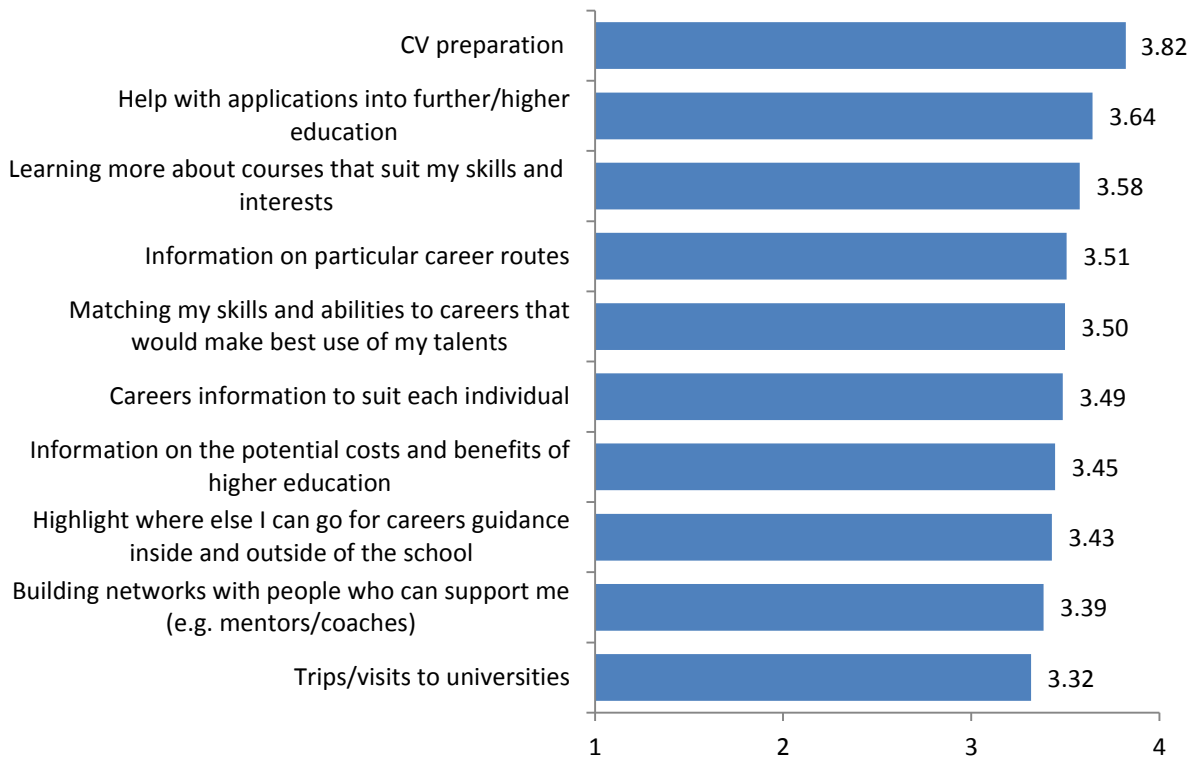


Figure 33 – Average rating for careers activities offer by schools where 1 = ‘of no importance’ and 4 =‘essential’. ‘Don’t know’ excluded from analysis.

The perceived importance of CV preparation was also shown to increase with age: 75% of respondents in Key stage 3 considered it ‘essential’ compared to 83% in Key Stage 4 and 86% in Key Stage 5. There was also a significant difference by Key Stage (KS) for ‘information on the possible costs and benefits of apprenticeships/traineeships’ with 39% of those in KS3 considering this to be an essential career activity for schools, compared to 66% at KS4 and 63% at KS5. Although not significant, those who had left school already gave noticeably higher ratings for the following: highlighting careers guidance inside and outside of the school; information on the costs and benefits of higher education, and building networks with mentors and coaches than those students still currently in school.

Importance for schools to offer careers activities around jobs and employment

Students were asked to rate how important it was for their school to offer different careers activities around jobs and employment, where 1= not at all important and 4 = essential. Again, all the options received high scores, averaging over 3.4 (out of 4) which suggests that students see a broad range of activities important in the careers activities that they receive at school. The activity perceived to be of most importance (with the highest average score) was for writing job applications (3.68) followed by learning about different jobs and career opportunities (3.67) and advice on ways to develop employability skills (3.63). Given the high average ratings, there were no noticeable differences among demographics of students, but high ratings across the range of options.

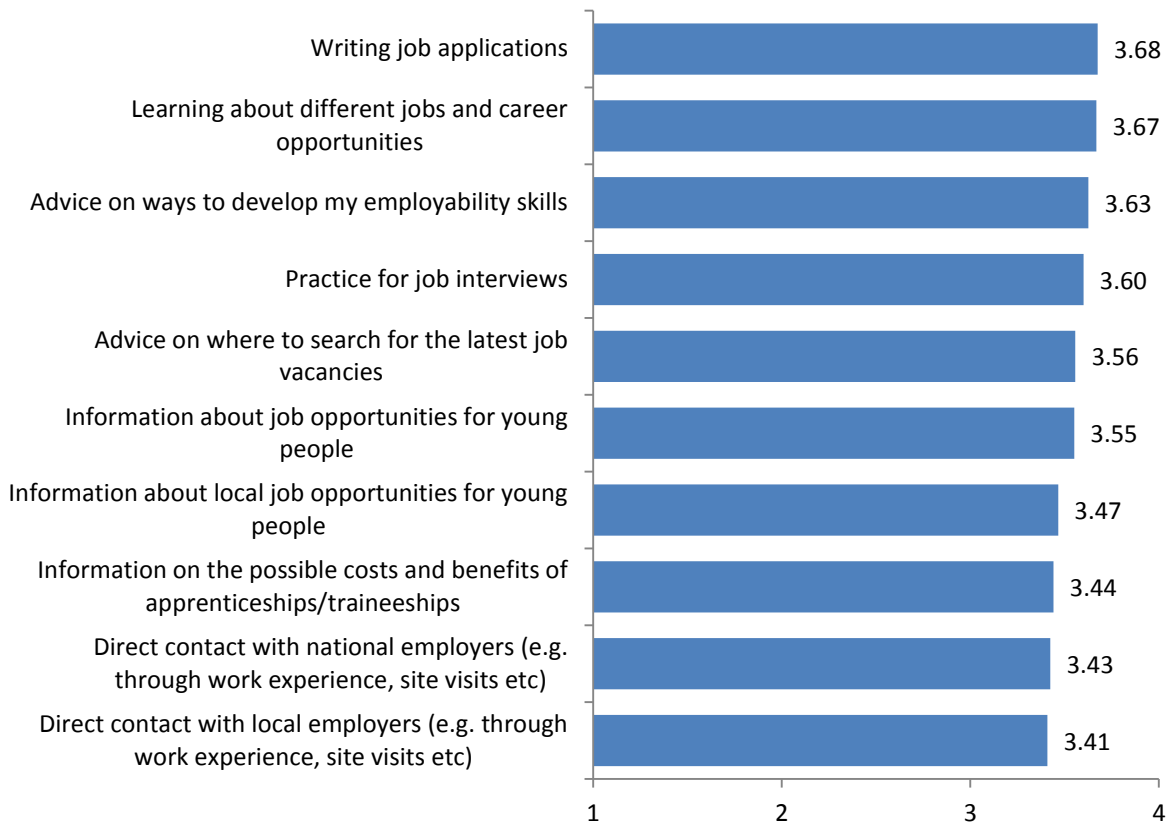
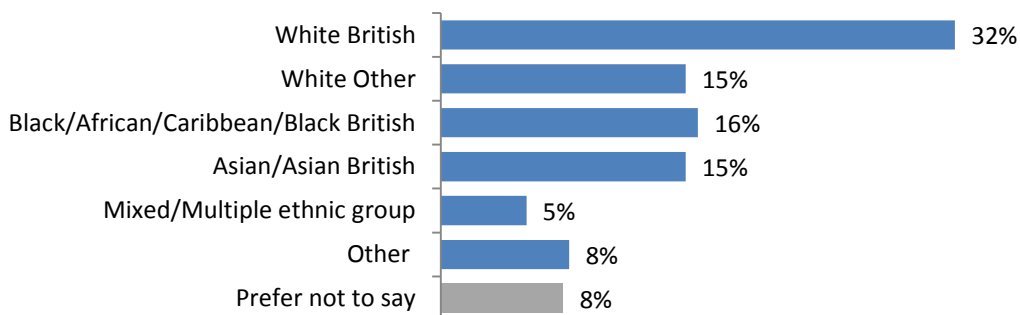


Figure 34 – Average rating for importance of careers activities around jobs and employment where 1 = ‘not at all important’ and 4 = ‘essential’. Bases vary (249 – 260).

Profile of individual respondents

Q27: Ethnicity

Single response. Base = 261



18 ‘Other’ responses:

Arab (x2), British East African Asian, European, Indian, Indonesian, Kurdish (x3), Mauritian, Persian, Somali, Turkish (x5), Turkish British

Q28: Disability

Single response. Base = 261



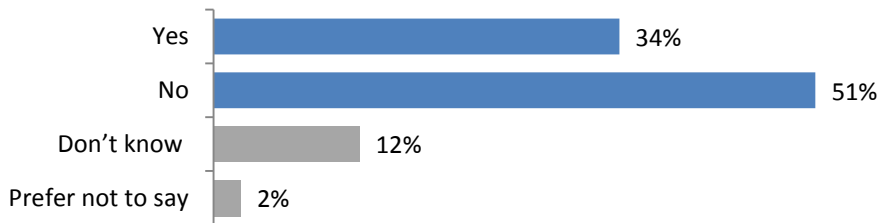
Q29: Gender

Single response. Base = 261



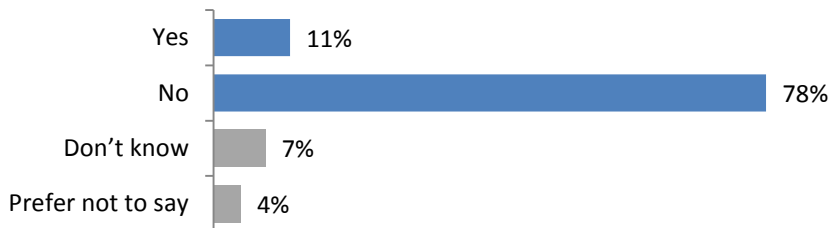
Q30: Free School Meals

Single response. Base = 259



Q31: Special Educational Needs

Single response. Base = 259



Q32: English language

Is English your first language?

Single response. Base = 259

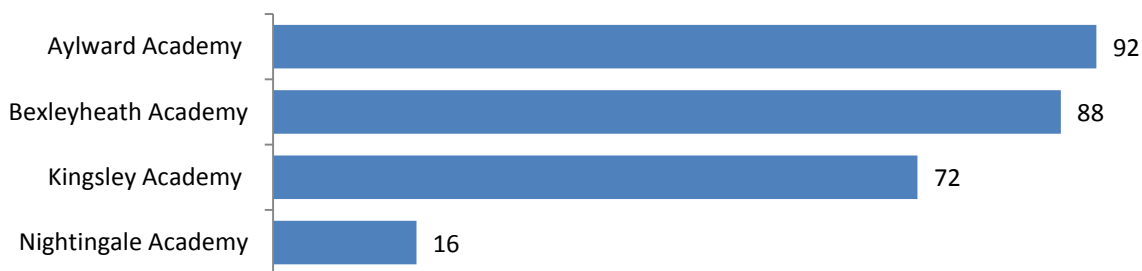


Academy Profile

Q1: School

Hidden Q, seeded in to survey.

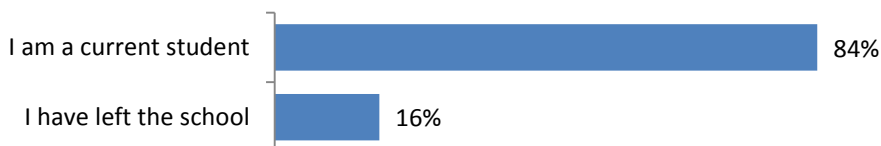
Base = 268 (4 missing). Chart shows actual numbers, not percentages:



Q2: Student status

Are you a current student or have you left the school?

Single response. Base = 272.

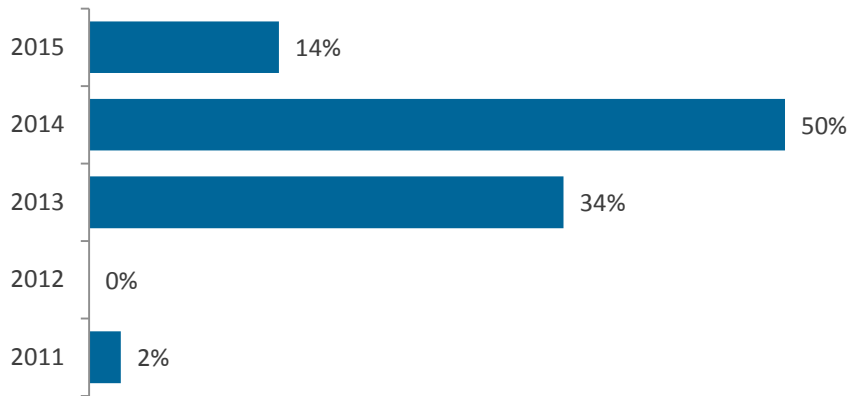


Q4 + Q5 + Q6

In which of the following years did you leave the school?

Qs 5 and 6 asked the same thing, but are routed differently, and offer different ranges of responses.

Base = 44



Q7: Year group when left school

What year group were you in when you left the school?

Single response. Base = 44



APPENDIX 5 – BUSINESS SURVEY – ADDITIONAL FINDINGS

Profile of businesses

In total the survey received responses from 16 unique businesses involved with the programme across the four academies, with just over half (9) being classified as a partner business, and the rest as an intermediary business (7).

The skills and abilities of young people

Businesses were asked about the importance of a list of skills for young people joining their organisation in an entry-level position. Whereas almost all (apart from foreign language skills) were rated at least important, if not essential, the breakdown of those skills rated as essential among intermediary and partner businesses can be seen below.

Many skills were rated as essential by a higher proportion of partner businesses compared to intermediary businesses: all of the partner businesses stressed that ability to work in a team and a positive attitude to work were essential, against 71% of intermediary businesses giving the same response. Similarly, strong verbal communication skills were rated essential by 89% of partner businesses against 57% of intermediary businesses, and good problem-solving skills rated essential by over two-thirds of partner businesses (67%) against less than one third (29%) of intermediary businesses.

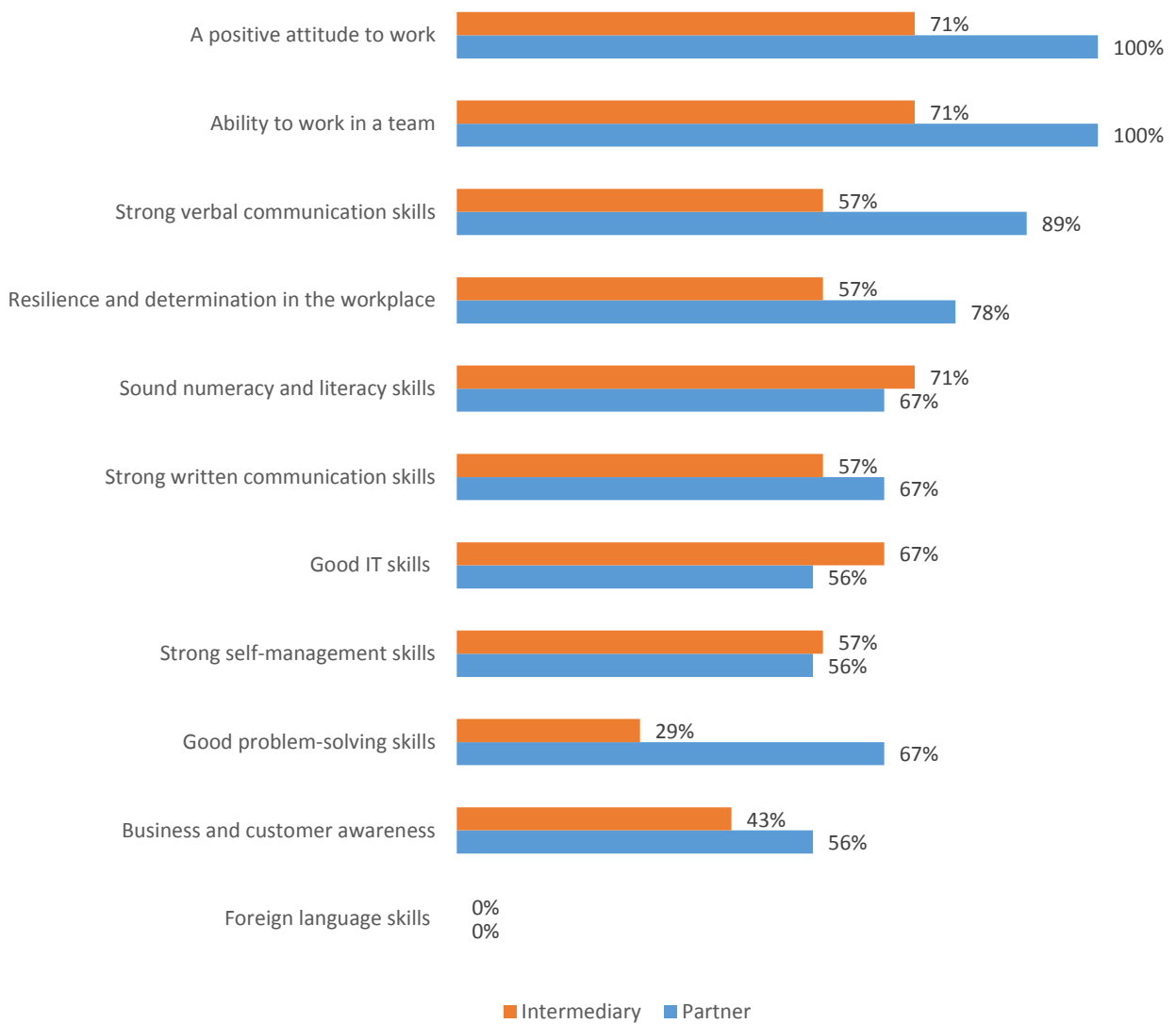


Figure 34 – Essential rating of skills in young people to join organisation in an entry level position (n=16)