**Named School Destination Report 2019-20**

**The true value of the data!**

As a Careers Leader or staff in school, you will want to know whether your careers programme is really having the impact you think it is…think on….

Are your high attaining, disadvantaged students following similar pathways to their peers who are more advantaged?

What proportion of girls achieving well in STEM GCSEs pursue courses in STEM?

What proportion of girls and boys follow the apprenticeship route?

Are your students going into growth sectors or chasing jobs in declining industries?

**If you can’t answer these questions, then here’s some help**

**Why track destinations:**

**If we deliver high quality CEIAG students develop skills in career management and employability which in turn means students make positive transitions and achieve good destinations.**

**For Leavers:**

* Use the information to determine where students go after leaving Named School
* Track subjects students go into and employment areas of courses and apprenticeships
* Support students to have successful destinations
* Track actual destinations with intended (a useful guide to ascertain if the quality of the programme was successful) or if more needed to be done
* Ensuring that all students in Y11 prior to leaving have completed at least one application to post 16 learning
* Cross-match intended destinations with appropriateness of provision based on our knowledge of the student and tracking of careers aspirations over the five year whilst at school
* Track that we met the September Guarantee (we do each year)
* Ensure students who were identified as being at greater risk of NEET take up their place at post 16
* Offer contact with students once they leave Named School so further support can be provided through the summer or at a later stage to support individuals
* Demonstrate impact of careers education on destinations
* Celebrate the success of your students - success stories to share with staff, parents/carers and local community

**For current students:**

* Raise career aspirations of students currently in school through examples
* Inform careers provision
* What courses and training leavers move to – how does this compare with the local offer in school and post 16
* Identifying courses so CLs are up to date with the changing landscape
* Identify trends in data that may enable earlier identification of such students in similar circumstances and so intervene or adapt programmes to address these gaps
* Presenting a broader offer of opportunities to students
* Compare destination data and trends around LMI and key information from regional LMI data and growth areas, etc.
* Explore destinations figures for key stage four and post-16 students and identify any deficits in take up of pathways, subjects or courses that could be addressed by better tailoring of the careers programme
* Further develop relationships through impartial broad range of opportunities

We have been tracking the destinations of students leaving Named School over many years. However, in the past we had not made as much use of the data as we do now to adapt our programme to address any issues arising from the data. However, with small cohorts, we need to be careful when analysing the data as in small year groups, a shift in one student can lead to a larger percentage rise in data.

**Data Requirements:**

This is two tiered: first, requires the minimum data sharing - destination category such as employment, further study, apprenticeship etc. Second tire is more detailed and usually more likely to get back directly from post 16 providers: name of the course, provider, level 7 length of the course, employer name etc.

Post 16 send LA data by end of September (enrolment data) and then by December each year (leavers)

**Challenge of data collection:**

With 6th forms, tracking data to 18 years of age is an easier task. For 11-16 schools, this becomes increasingly challenging each year as students move into employment and away from post 16 provision. Maintaining contact and chasing responses is the key issue and where partnership agreements with post 16 provision become key. Social media can be used and regular updating of any contact details via this means.

**Finding Destinations Data:**

**Statistics**: destinations of Key stage 4 and 16 to 18 (KS5) students <https://www.gov.uk/government/collections/statistics-destinations>

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

**National Statistics:** [**https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-destination-measures/2018-19**](https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-destination-measures/2018-19)

**How we track destinations:**

Provision mapping from Y7 tracks career aspirations for students. However, as we move towards KS4 this information is then logged on Compass+. This enables us to track during discussions and career provision if a student is considering choices for their future.

All students are given one to one careers guidance interviews beginning from Y9 onwards. Students who are in care or deemed vulnerable are prioritised although we ensure every student has at least one such face to face. Students who are vulnerable or are lacking aspiration have multiple discussions to support them as they progress through school. Additionally as we have very close relationships with our post 16 providers, they also offer careers interviews to help support the choices our students make for post 16. Whilst these are not officially impartial, years of long-standing relationships with these staff mean they do not support inappropriate applications and do not advocate a ‘bums on seats’ philosophy. They, like us are keen that students have successful progression routes and consequently destinations data confirms this.

**How can destinations data be used?**

**Risk of NEET:** are there common characteristics of students who become NEET within the first year. If so, who in school has these characteristics and develop a NEET prevention programme and identify these students earlier.

**Vulnerable Students:** Disadvantaged/SEND/EAL/CIC….consider what support has been given against the success for these groups…what has worked. Can this work feed into the school improvement to ensure outcomes of future students. Identify success stories for future inspiration for others 9alumni and good role models or possible mentor programmes)

**Under-represented pathways:** which are these typically year on year and develop more opportunity to promote these pathways. Consider if these are local growth areas too which offer opportunity to students.

**Lack of sustained destinations:** what does your drop out rate show you? Is there a pattern which suggests more work is needed around building resilience, personal guidance, etc.

**How could tracking intended destinations with current students help?**

Do intended destination match the aspirations you have for students (may relate to value of work experience, personal guidance etc)

Use to inform early intervention with personal guidance

How many follow through the intended pathway and sustain this over time

**Appropriate Destination:**

It is a complex issue to determine the appropriateness of any one student’s destination. This can be due to their attainment, aptitude, hobbies, interests, career aspirations, skills and talents and the local labour market. Comparing us to LA shows we typically perform above the average year on year and we regard this as a measure of the impact of our careers provision and the appropriateness of our curriculum.

**Destination data for Leavers 2019**

Below is the data for an example School. This shows the numbers and percentages in each category for both males and females and also gives the LA average in 2019 for comparison alongside your school’s performance for the previous year 2018.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Number Surveyed** | **6th Form School** | **6th Form College** | **Further Education** | **Employed with Training** | **Training** | **Other Education** | **Part-time Education** | **Employed without Training** | **Unemployed** | **Not Known** | **Other** | **TOTAL INTO LEARNING** |
|  | (a) | (b) | (c) | (d) | (e) | (f) | (g) | (h) | (i) | (j) | (k) | (a to f) |
| **Males** | **37** |  | 16 | 20 |  | 1 |  |  |  |  |  |  | **37** |
| % Year Group | 0.0% | 43.2% | 54.1% | 0.0% | 2.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | **100.0%** |
| **Females** | **37** | 1 | 16 | 16 | 3 |  |  |  |  | 1 |  |  | **36** |
| % Year Group | 2.7% | 43.2% | 43.2% | 8.1% | 0.0% | 0.0% | 0.0% | 0.0% | 2.7% | 0.0% | 0.0% | **97.3%** |
| **Total 2018** | **74** | **1** | **32** | **36** | **3** | **1** | **0** | **0** | **0** | **1** | **0** | **0** | **73** |
| **% Year Group**  **2018** | **1.4%** | **43.2%** | **48.6%** | **4.1%** | **1.4%** | **0.0%** | **0.0%** | **0.0%** | **1.4%** | **0.0%** | **0.0%** | **98.6%** |
| *School 2017* | **114** | 2 | 41 | 52 | 7 | 5 | 0 | 0 | 4 | 1 | 0 | 2 | **107** |
| *% 2017* | 1.8% | 36.0% | 45.6% | 6.1% | 4.4% | 0.0% | 0.0% | 3.5% | 0.9% | 0.0% | 1.8% | **93.9%** |
| *LA 2018* | *1717* | *143* | *637* | *800* | *87* | *9* | *10* | *0* | *11* | *17* | *1* | *2* | *1686* |
| *% LA*  *2018* | *8.3%* | *37.1%* | *46.6%* | *5.1%* | *0.5%* | *0.6%* | *0.0%* | *0.6%* | *1.0%* | *0.1%* | *0.1%* | *98.2%* |

Key headlines:

* The percentage into learning remains higher than the LA average despite a slight fall this year
* More students progressed into apprenticeships and jobs with training and this is higher than the area average
* Just one person was NEET, the same as last year, but with one person in job without training the percentage into learning fell slightly

**Five Year Trend**

Below is the trend data over 5 years showing progression into learning and those not engaged (part-time activities, NEET and not known). This shows the LA average in grey above school data.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Comparison with LA Destinations 2015 to 2019** | | | | | | | | | | | | | | | |
| **2015** | | | **2016** | | | **2017** | | | **2018** | | | **2019** | | |  |
| **Cohort** | | **Total Into Learning** | **Not engaged** | **Cohort** | **Total Into Learning** | **Not engaged** | **Cohort** | **Total Into Learning** | **Not engaged** | **Cohort** | **Total Into Learning** | **Not engaged** | **Cohort** | **Total Into Learning** | **Not engaged** | **Comparison 2018 - 2019** |
| **1842** | | **1783** | **44** | **1889** | **1856** | **32** | **1820** | **1763** | **42** | **1717** | **1686** | **20** | **1715** | **1675** | **31** | **-0.5 ppt** |
| **97.0%** | **2.4%** | **98.3%** | **1.7%** | **96.9%** | **2.3%** | **98.2%** | **1.2%** | **97.6%** | **1.8%** |
| **116** | | 114 | 1 | **132** | 130 | 2 | **114** | 107 | 3 | **74** | 73 | 1 | **86** | 84 | 1 | **-1.0%** |
| 98.3% | 0.9% | 98.5% | 1.5% | 93.9% | 2.6% | 98.6% | 1.4% | 97.7% | 1.2% |

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Over the past 5 years the percentage into learning across the LA has remained at broadly similar levels (around 97%– 98%). It is also possible to compare us with the LA average in chart form.

* School experienced a similar slight fall to the area average
* The percentage into learning remains above the area average

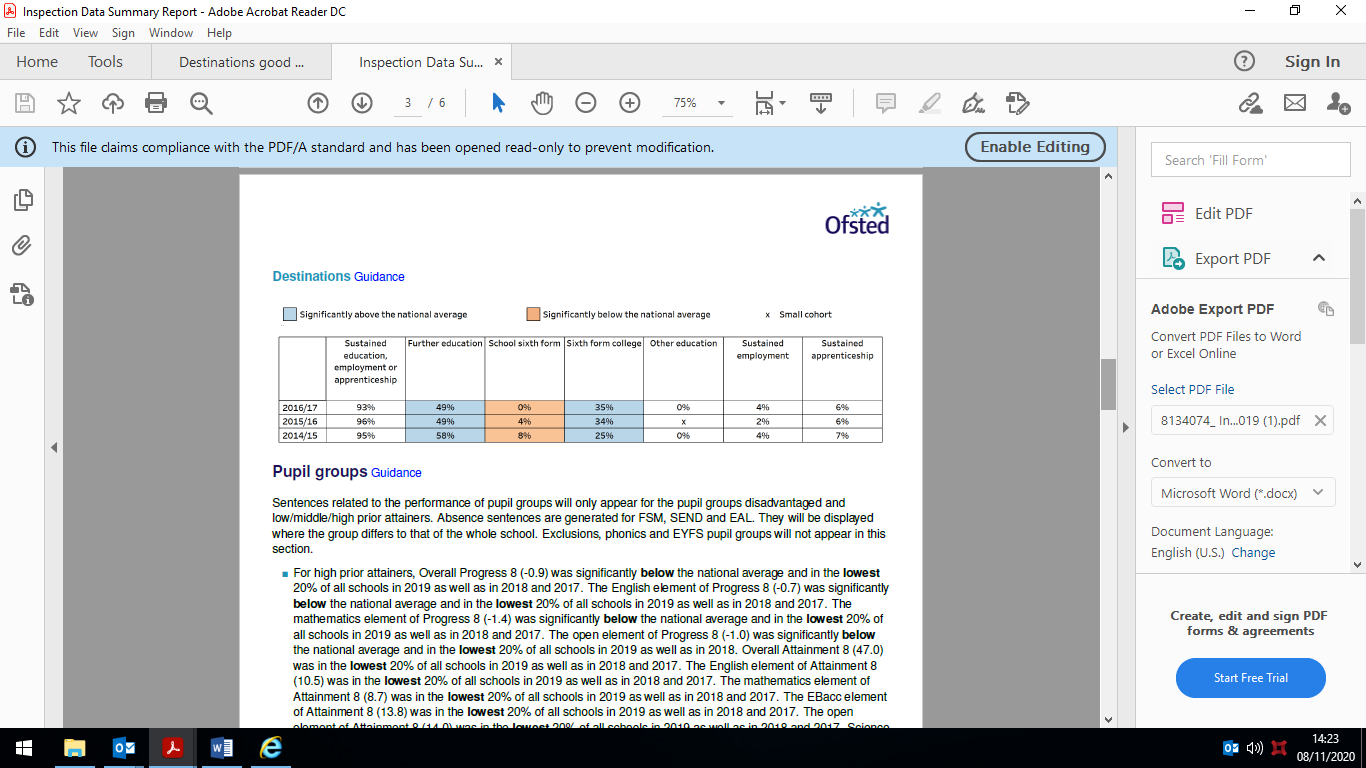
**Not engaged:**

Two students were “not engaged in learning” on the census count of 1st November 2019.

* **Child A – Employment no training:** X applied to college and had an offer under the September Guarantee. Information gained after he had left school indicated he had left the country and was working with his father, but it was not possible to ascertain if this included education or training. This student as of October 2020 is working as an apprentice vehicle mechanic overseas so we deem this a very positive outcome.
* **Child B – Not in employment, education or training (NEET):** X applied to college and had an offer under the September Guarantee. Information gained after he had left school indicated he had left the area and was NEET. Sadly this was a child in care with complex needs who lost his way during the build up to exams and left our **area.**

**Destinations data from Summary Report Published 25th January 2020 shows Named School continues to perform significantly above the national average**

**This can be published on the school website.**



**Data sharing agreements to measure longer-term outcomes:**

We pay an SLA with the Local Authority to obtain the data they track over five years. However, until this year, this information has been provided as a cohort and not broken down at individual level. From 2020 this will be provided under the terms and conditions of our SLA. Permissions under GDPR have been sought and agreed.

We have data sharing agreements in place with all our local colleges in addition to permissions from individual students to track their destinations. This enables us to track not just the colleges students attend but also the course they embark upon. We can use this information with current students to show them what courses students go on to do at college and then where it leads on completion.

We are also able to break down college by college the information which can be shared with younger students so they can see the courses students go on to study at different institutions.

**North Lindsey College:**

In the last few years a total of 61 students have enrolled on courses with NLC.

|  |  |  |
| --- | --- | --- |
| Types of Qualifications (NVQ Level) | Types of Subjects | Comment |
| Level 1 (7 students) | 444 | These are students who had significant learning difficulties and low prior attainment |
| Level 2 (26 students) | 6 certificate/diploma in beauty therapy/Hairdressing  3 technical certificate in Engineering  1 technical certificate in IT  2 extended diploma child care or health care setting  1 Diploma in Air cabin crew  11 technical certificates in trades – plumbing, plastering and brickwork  2 diplomas in vehicle fitting | These are courses where students may have been lower ability but achieved a L4 in English or Maths. Some of these courses begin at Level 2 regardless of passing English and Maths as they are vocational or technical qualifications which require you to begin at the lower level first |
| Level 3 (25 students) | 7 Policing/Uniformed services  2 Business  7 Child care, early years education, health & social care or health professions  2 diploma for Travel & Tourism  1 diploma in Cookery  1 diploma applied art & design  3 diploma sport & physical activity  1 Teaching Assistant  1 Business Administrator | These students achieved 4+ in English and Maths |
| Level 4 (3 students) | 1 HNC in Electrical and electronic engineering  1 HND in Business & management  1 Sport, exercise and coaching science | These students achieved 4+ in English & Maths |

**Lincoln College:**

Each year typically only @ four students go to Lincoln, but here are the types of courses they participate in over the last 5 years:

|  |  |  |
| --- | --- | --- |
| Types of Qualifications | Types of Subjects | Comment |
| Level 1 (5 students) | BTEC Business  Construction (Carpentry and bricklaying) (2)  Professional Cookery  Diploma in travel & Tourism | All incredibly varied and very individualised qualifications for students. Fantastic also to see a female doing engineering and a male doing cookery and another travel & tourism. |
| Level 2 (8 students) | Apprenticeship Carpentry & Joinery (2)  Early Year practitioner  Engineering Operations  Aerospace & Aviation  Health & Social care  Diploma Creative Media Production  Certificate in Sport |
| Level 3 (9 students) | Extended Certificate in Sport & Exercise Science (3)  Diploma in PA Production Arts  Diploma in Engineering (female)  Diploma Animal Management  Diploma in Business  Diploma in Art & Design  English Language |

**John Leggott College leavers 2020:**

32 students completed courses with JLC; 4 have completed a third year following an Art Foundation course. All four have progressed to university: 2 to do Photography, 1 History and 1 Make up and prosthetics for performance. Of the 28 an impressive array of positive destinations.

|  |  |  |
| --- | --- | --- |
| Destinations of students with average GCSE points below 4 (12students) | Number of students | Comment |
| Gap year | 2 |  |
| Looking for work | 1 | Computer based |
| Stayed into y14 at JLC | 1 |  |
| Apprenticeship | 1 | TA Level 3 |
| Stayed into Y14 other | 1 | Child support & education |
| University | 6 | (Business & management); (Operating Practice); (Drama & Theatre); (Law & Criminology); (Film Production; (unsure of final course) |

|  |  |  |
| --- | --- | --- |
| Destinations of students with average GCSE points between 4 and 5 (8 students) | Number of students | Comment |
| Apprenticeship | 2 | Accounting; Business Administration |
| University | 5 | (Business & management); (Chemical Engineering); (Computer Science); (Criminology); (Games Computing) |
| Unknown | 1 | Interior design/architecture |

|  |  |  |
| --- | --- | --- |
| Destinations of students with average GCSE points above 5 (8 students) | Number of students | Comment |
| University | 8 | (Criminology); (Economics & Business); (English 7 Creative Writing); (History) (Journalism); (Medicine); (Nursing); (Social Science) |

**Tracking Destinations using Compass+:**

Since September 2019 we have been tracking student destinations on Compass+. This will enable us in future years to sustain a much more comprehensive picture of where students progress and not have to rely our alumni information which is incomplete although developing. However, we have been seeking consent to track destinations now for many years and can now receive the individual data from the LA as part of our SLA.

**Alumni**:

We have kept in contact with ex pupils on a regular basis through making contact annually via telephone or email. Students return to participate in work experience and also to support our Step Up days or careers events. Students last year returned to conduct interviews as part of a step up day and several others attended assemblies or careers events as representatives of their colleges. Another as an apprenticeship attended to instruct students on electrical engineering and give a talk on our whole school career day. Several ex-students returned to deliver workshops from a solicitor, to paramedic, to sports coach. So impressed with the student engagement on the day was the solicitor, he has offered us first refusal for an apprenticeship. We are contacted regularly with offers to return to share their experiences with students in assemblies. We also have a small number of videos from students informing students of possible careers e.g. Football at university in the USA, Fashion buyer.

We have just launched an alumni section on our school website and it is hoped from this we can sustain greater contact and further improve our knowledge of the local market and career routes taken.

**Three-Year Destination Data Collection Plan**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Current Cohort**  **Y11** | **September** | **October** | **November** | **December** | **January** | **February** | **March** | **April** | **May** | **June** | **July** |
| Collect intended destinations (college, university, apprenticeship, employment) from Year 11 | Interventions for students who do not know what their intentions are  December Step Up day 2 – all Y11 have a session completing applications on line; consent forms and updated personal details which will be cross-matched with the data on Compass+ | | | Update application data on all students and arrange additional careers guidance for any unsure. | Further interventions for students that are still undecided in their post 16 applications – impartial careers adviser to support  Update Compass+ as students get confirmed places at colleges – courses and intended levels etc | | | Further interventions for students that are still undecided in their post 16 applications  Update Compass+ as students get confirmed places at colleges – courses and intended levels etc | | |
| **Year 11 Students** | Y11 assembly programme with all post 16 providers  1:1 guidance sessions continue from Y10.  SEND 1:1s and EHCPs reviews are ongoing as are ePEPs for CIC. | Step Up day 1 interview preparation in readiness for post 16 provider interviews (virtual this year) | | Application forms are checked on Step Up day and support given from post 16 providers | College interviews begin (these are likely to be virtual for 2021) | Continue Career Adviser support as needed and identified.  Offer bespoke support for transition plans (SENDCO) | | | May Step Up day 5 - Sign students up to alumni groups and check on personal details for Compass+ update;  Future Skills survey completion.  Exit talk by Careers Adviser  Exit survey to be completed | | |
| **Year 11 Parents** | Monthly LMI information to parents as part of preparation for post 16.  Continue to target apprenticeship offers to students | Step Up day 1 report to parents and evaluation after event | Offer bespoke support to parents re applications.  Follow up any Parents’ Evening survey issues re careers.  Step Up day 2 – publish careers programme for the day | | Write to parents re interview process.  Step Up day 3 – publish programme where careers related | Offer support sessions to parents re interview process.  Continue to advise students and parents of apprenticeship opportunities and support as needed | | | Write to parents re financial support for students at college. | Write to parents informing them about student agreement to have their destination tracked. Outlines ways in which you will keep in touch and support available to students once they leave. | |
| **Y12/13** | Results day collection re enrolment  Contact Colleges re Post 16 starters  Careers Adviser continue the support and evidence of September Guarantee | Promote alumni on social media (profiles)  Update records as information comes in | Liaise with colleges for information on student courses for Y12  Begin individual contact to ensure information up to date and to keep contact.  KS4 Awards Evening – complete short update survey and update Compass+ | | Contact via social media and promote alumni opportunities to support step up days etc | Receive destinations data from LA via SLA. Begin further analysis and sharing of information  Continue to liaise with colleges re ex-students and offer further opportunities to engage with us | |  | Promote alumni on social media | Liaise with colleges re information on courses  Contact Y13 re future plans. | |