Training for school careers leaders

Uses of destinations data

Improved IT solutions

LA and CL follow-up interviews

In-depth case studies

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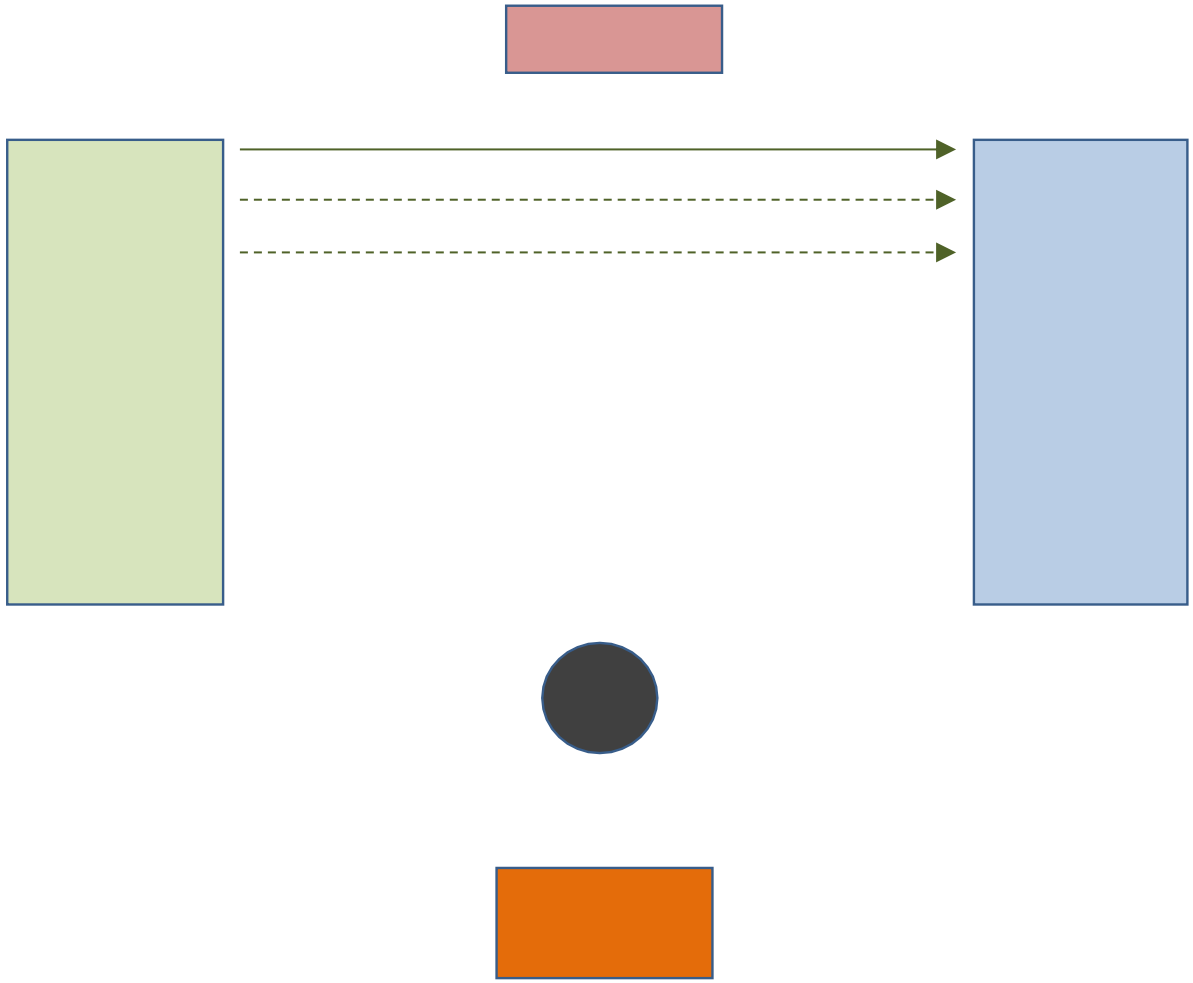
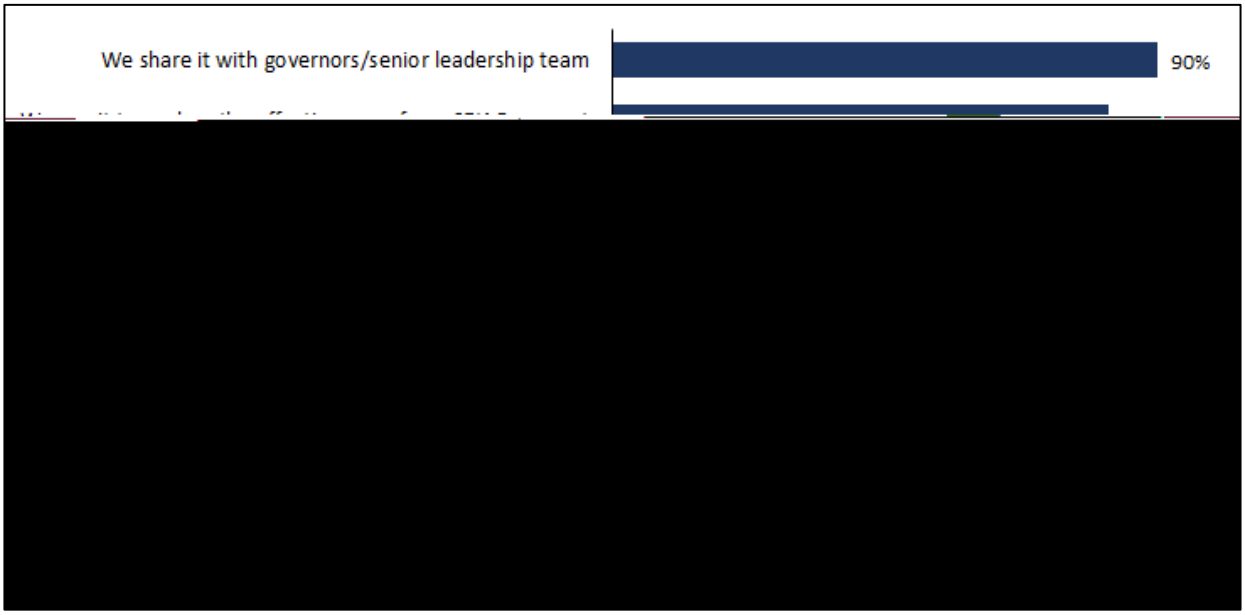
Destinations Measures




We share it with governors/senior leadership team
90%

"as a carrot

"What does work well is passing the data to governors who see it as important in assessing the school's importance. It helps them be critical, which is a good thing. It is also important for Ofsted. This is the way the LAs need to approach schools for the destinations data work. They would buy in more if it was framed as something that can help with Ofsted."

"With some schools, there is a clear assumption that young people have to go on to 6th form and University to be successful. It's not the case. Some see their families and think, "they're doing alright, that's good enough". We want to make sure we've challenged and stretched them. We want to raise ambitions but need to recognise academia is not for everyone and we need to present all the options and opportunities available." (School).

“Primarily we collect it to support, encourage and guide young people
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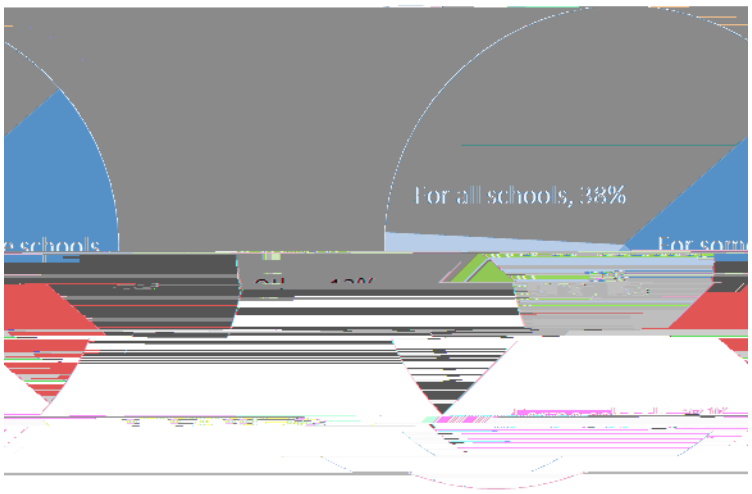
“often make later and

"All LA schools and academies should publish their own careers statement on their website. We support them to deliver this through our CEIG network and support to careers leaders."

Summary

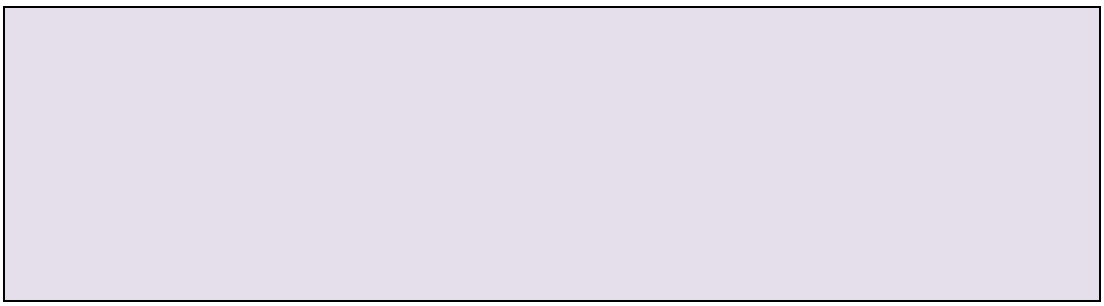


some schools

no schools

other

Gaining pupil consent



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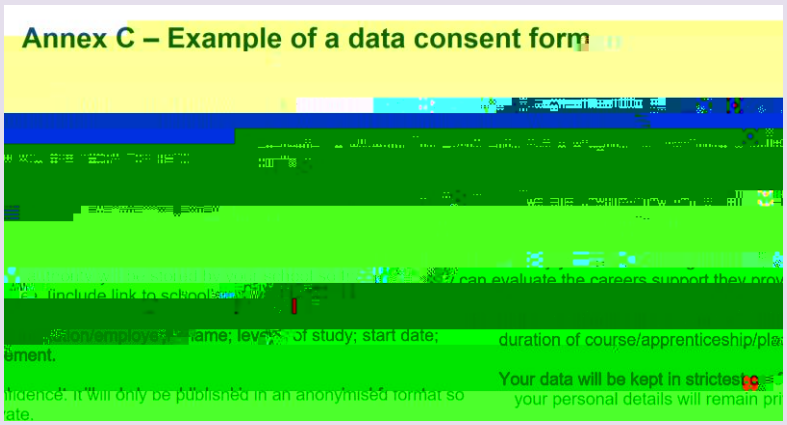
Annex C – Example of a data consent form
include link to school
duration of course/apprenticeship/pla
Your data will be kept in strictest c
your personal details will remain pri

"Used to when Connexions was around (who did it for the county) but nobody seems to ask for it now."

"As an academy, we do not liaise with the local authority in this context."

Pupil consent not required

happens to students and ensure they have a place, but helps support the young person." (Careers Adviser)

'Risk of NEET' data

“the information any way it is sent. We’re just happy to get it” (LA)

“The sixth form provides the data monthly. Another of our colleges has a student engagement team that notifies us in real time.” (LA)

“We ask for leavers data as it occurs and, ideally, monthly. AIthough the reality doesn’t always match the aspiration.” (LA)

“Colleges are very bad at providing data on those that drop out. For learners that left at the end of the last school year, all colleges will provide a list, though 90% is now known.” (LA)

“which the LA can access”

Summary

"It takes a lot of different methods to track some people down. Phone calls, emails, and a lot of knocking on doors. It can be a complex picture, there can be different agencies involved – it's like a jigsaw so the approach to finding them can be quite fragmented." (LA)

"We have just gained the Investor in Careers full award, but we had to fight for it as we can't meet Gatsby Benchmark 3 because of the tracking requirement. I had to put evidence together for the assessor, explaining why we can only track for two years…[the LA] don't track for the third year, and they can only share individual data with us before then if we have the young person's consent…We just don't have the time to track these young people for that third year – two years yes, three years no." (School CL)

Summary

"We receive a basic Word document, no more than a side or two of A4. It's not meaningful at all and doesn't go anywhere in school. The data also seems inaccurate in any case from what we know anecdotally or through relationships with ex-pupils. For example, the LA data shows lower NEETs and we know this is much higher in reality through our ongoing contact/support." (School).

"Support from organisations like CEC would be go' an þ M

"By providing detailed destinations and pathway data, the LA can inform schools of likely outcomes for young people in the area and get the right bums on the right seats." (LA)

"The LA often has a meeting with schools to review their NEET and vulnerable group data. Some schools are highly invested in reducing NEETs and take on the challenges brought forward by the data review. They're keen to work to improve their provision. Other schools care less because the young person has now left and is therefore not their responsibility. This is often due to a lack of resource to follow things up further." (LA)

Summary

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