



Progress Report 2022/23 Autumn Term

Institution: Oldbury Wells School

Careers Lead: April Bishell

Enterprise Coordinator: Camille Mortimer

Link Governor: TBC once appointed

Enterprise Adviser: Jane Yardley

Current Compass Data

	Previous Term	Current Term			(LA Area %)	The Marches (%)	
Gatsby Benchmark	(School %)	(School %)	↑	↔	↓		
1. A stable Careers Programme	100%	100%		↔		95%	84%
2. Learning from Career & labour market information	40%	80%		↑		93%	83%
3. Addressing the needs of each pupil	90%	100%		↑		95%	84%
4. Linking curriculum learning to careers	50%	100%		↑		99%	87%
5. Encounters with employers & employees	75%	50%		↓		92%	80%
6. Experiences of workplaces	100%	100%		↔		88%	74%
7. Encounters with further & higher education	87%	95%		↑		97%	83%
8. Personal Guidance	100%	100%		↔		96%	80%

Summary of Progress – Summer Term 22

Two Careers Strategy meetings were held this term with April, Jane and Camille attending both, and Tom Williams was able to join us part of the first meeting. The Compass assessment/careers audit was completed during the second meeting using the Benchmark standards.

April formally took over the Careers Leader role in September 2022. During this term there has been some movement in the Benchmark standards with a decrease in intended employer engagement (BM5), however, an increase in learning from careers and LMI (BM2), addressing the needs of each pupil (BM3), linking careers to curriculum (BM4) and encounters with HE/FE providers (BM7) which demonstrates the continued progress that is being made, and as such, Benchmark 2 and 3 have now been met.

April has a schedule of Careers speakers/assemblies arranged for Year 11 but has asked for support in identifying more employers for dates from January 2023. Camille and Jane have both been forwarding employer contact referrals and other careers-related ideas. Jane has also offered to support a school visit to the University Centre in Shrewsbury to help increase encounters with FE/HE.

Time and resource are always a barrier for Careers Leads, especially when they hold multiple roles on top of their teaching commitments. With April being Head of Sixth form, she is required to visit other schools to promote Bridgnorth Sixth Form as a post-16 option, this impacts the amount of time she can dedicate to progressing the careers provision. April has mentioned that the school are considering joining up with The 3-18 Education Trust which would benefit them with a Careers Support Specialist. Other schools in Shropshire have utilised their budget to employ a part time careers administrator to support the Careers Lead.

A new Careers-link Governor/Board of Trustee is yet to be appointed.

This Progress Report is based on the latest Compass Assessment and discussions at this term's Careers Strategy meetings. This is a true and accurate reflection of the current programme in place and identified areas for further development, to ensure the School are achieving the [Gatsby benchmarks](#), as well as meeting the needs of all students to provide potential pathway opportunities.

Targets & Actions

Target	Date Set	Agreed Action	Responsibility	Resources	Progress	Status New Ongoing Completed No Progress
Increase in the proportion of students that have accessed and used up to date LMI and career paths by age 14 to above 75% (BM2)	Jul 22	<ul style="list-style-type: none"> All Yrs. to use Unifrog LMI/careers info on website and displayed around the school. Students and parents informed about START profile careers sector broadcasts /resources 	Careers Leader	<ul style="list-style-type: none"> Unifrog LMI posters Marches Careers Hub website START profile resources 	BM2 at 80% (was 40%) Pupils log activities inputted onto Unifrog. All activities recorded but different systems (eg. some paper registers). Unifrog access is given at year 7. Planned in for Yr. 8-10 for Careers/PHSE session on Unifrog	Ongoing
Your school provides a career programme that enables pupils to access accurate records about their careers and enterprise experiences (BM3)	Jul 22	Identify the best route for the school to enable pupils to access their careers and enterprise records	Careers Leader	<ul style="list-style-type: none"> Unifrog Future Skills Questionnaire 	BM3 at 100%	Completed
Linking Careers to Curriculum for Maths, English, Science, PSHE lessons (BM4)	Jul 22	<ul style="list-style-type: none"> Complete careers audit Careers posters and noticeboards in department. Subject related careers assemblies in each linked subject. Teachers make careers links in their lessons, recorded on lesson plans and SOW. 	Careers Leader	<ul style="list-style-type: none"> Careers audit LMI/careers posters Resources on CEC website 	BM5 at 100%	Completed

Target	Date Set	Agreed Action	Responsibility	Resources	Progress	Status New Ongoing Completed No Progress
Increase in no. of students that have at least 1 encounter with an employer every year they are at school to more than 50% (BM5)	Dec 22	Activities to be added to the Careers events calendar for 2022/23 so that each year group has a main 'meaningful employer encounter'	Careers Leader	<ul style="list-style-type: none"> Employer contacts (EC/EA) 	BM5 at 50% (was 75%)	New
Increase in no. of students who have had at least two visits to a Higher Education Provider by the time they leave school to above 75% (BM7)	Jul 22	Visits arranged to at least 2 contrasting Universities (likely to be summer term 2022/23)	Careers Leader	<ul style="list-style-type: none"> EC if struggling to get hold of Universities EA if wanting to arrange a visit to University Centre Shrewsbury 	BM7 at 95% (was 87%)	Ongoing
Website update	Jul 22	<ul style="list-style-type: none"> Update Careers programme (showing as 2020/21). Add links to the Benchmarks for the Yrs./terms. Add case studies of careers events Add April Bishell as Careers Lead (*Statutory requirement) Add name of Careers Link Governor (or Board of Trustees member responsible for Careers) to the careers page (and include within School Governance). Add bio for Jane Yardley as Enterprise Advisor. 	Careers Leader	<ul style="list-style-type: none"> Careers Audits (Apr 22/Oct 22) See 'Examples of Good practice' on the next page 	EA completed an additional website audit in October (EC audit complete in April 2022)	No Progress

Examples of Good Practice

- ❖ **Good examples of Careers webpages** - Charlton School in Telford and Hadley Learning Community, they are clear, concise, and very visual, easy for parents/pupils/employers to navigate around, not excessively text-heavy and without unnecessary downloads of documents.

Benchmark	Benchmark Requirement	MEETING	GOOD	OUTSTANDING
BM2	Your school ensures the majority of students have used up-to-date career and labour market information to help inform study/career decisions.	Use of platforms, information on website and displayed around the school. Students are provided with LMI.	Labour market information provided regularly to staff & students and is up to date. Students actively receive interactive LMI sessions.	LMI is a formal and regular part of the process which students get involved in, e.g. research companies and put on 'Show my Homework' to ensure they are engaging. LMI is embedded in the careers programme in a spiral curriculum, ensuring that students are aware of what it is, how to use it and the impact.
BM5	All/the overwhelming majority of pupils have had a meaningful experience with an employer/employee in each year group by the end of Year 13.	Each year group has a main 'meaningful employer encounter' that the whole cohort experiences, making up a rich and varied employer engagement programme from year 7 - 11. Different types of encounters in each year group. When career assemblies are used, then at least 3 encounters to count to the BM. If an encounter covers multiple year groups, then it can only be counted for one year group. Particularly in KS4, encounters are tailored to students' interests. Encounters to cover career stories, employability skills and different types of employment.	Meaningful encounters mapped in each term with clear aims. Tailored encounters for disadvantaged / vulnerable groups. Attention paid to making encounters interactive, meaningful, having the most impact - programme reviewed annually. School develops employer database on Compass+ or similar. School pays attention to developing long-term, sustainable relationships with employers. Individual pupil records kept of attendance at encounters.- reflects LMI	In addition: Meaningful encounters mapped to meet the aims of the careers programme, developing knowledge and skills. Multiple encounters each academic year paying attention to LMI, and key sectors identified by the LEP. Full record of each encounter on Compass+ or similar, with evaluation and feedback, intent shown.
BM7	- Have had at least 2 meaningful visits to Universities to meet staff and students.	Visit to two contrasting universities	In addition: Visit What Uni Live, participation in University summer schools and faculty workshops	Students given time to visit university open days