



SATRO, Spark! and Learning to Work 'hygiene question' analysis

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About the project

The aim of this project was to assess the gaps in employability services in Hounslow, Surrey and the South East and East Berkshire.

Specifically, this project heard from teachers and young people, to identify:

- 1) The demand for employability-related activities locally
- 2) The gaps in provision, including for students with special educational needs and disability (SEND)
- 3) Recommendations for the future.

This project engaged with **48 teachers** and **309 students** from **65 schools**. Participants engaged through an online survey, interviews and focus groups. The sample schools were selected to form a mix of:

- Geographical spread
- Ofsted results
- School type, such as academies, free schools and SEN schools
- Those who had a working relationship with the provider or not.

For this report, we will look to analyse five 'hygiene questions' across all three providers, in order to identify trends across the boroughs. There is some variation in the questions asked and analysed across providers but in this report, we will attempt to find comparative data.

The providers

SATRO:

SATRO is an educational charity and social enterprise which has been working with young people in Surrey and the South East for over 30 years. In that time, they have inspired over 450,000 young people.

SATRO's research engaged with **12 teachers** and **68 students** from **39 schools**.

All 39 schools are current service users of the SATRO programmes. The research was designed to inform the charity's overall strategy, to assess if they are meeting the needs of students, teachers and curriculum leads.

SATRO engaged with 68 students in total, 36 in Year 10 and 32 in Year 11. The students completed paper feedback forms with the help of their teachers. SEND students completed the same forms, although we can't identify their responses because they were anonymous.

SATRO surveyed 39 schools and colleges they are currently working with as well as some colleges they haven't worked with. This data was gathered online and through face-to-face interviews.



Spark!:

Before gaining charitable status in 2010, Spark! was the Hounslow Education Business Partnership and has been helping young people transition into the workforce since 1980. They bring together schools and businesses to help young people develop employability skills and mobilise more than 2,000 business volunteers each year for school events and work experience. They have extensive, long-standing relationships with schools and businesses across London.

Spark!'s research engaged with **21 teachers** and **195 students** from **11 schools**.

Participants predominantly engaged through an online survey and telephone interviews, and a specially selected school participated in focus groups. The sample schools were selected to form a mix of:

- Geographical spread
- Ofsted results
- School type, such as academies, free schools and SEN schools.

MyKindaFuture approached students, teachers and special educational needs coordinators (SENCOs) from some schools that already had a relationship with Spark!, as well as some that do not. This was done to ensure that the data collected was broad and unbiased.

To ensure that the most accurate findings are presented, participants who did not answer more than 25% of the survey questions (34 students) were excluded from the analysis. Incomplete responses, in this case, indicate a lack of engagement with the survey and inclusion of this data may skew results. Consequently, a total of 142 survey responses from students will be analysed, of which 32% are from those with special educational needs and disability (SEND).¹

The research was conducted from March to May 2018 and most of the complete responses received came from year 12 students (55%) and year 10 students (26%). Year 13 students were least likely to engage.

Learning to Work:

Learning to Work (LTW) is an educational charity working for the benefit of local young people, schools, colleges and businesses. Each year, they work with over 18,000 young people on a variety of different activities including: Work Experience, Work Ready Activities, Business Insight Days, Careers & Apprenticeship Events, Enterprise Activities, Inter-School Competitions, STEM, IAG (Information, Advice & Guidance), as well as support for Special Needs and students struggling with mainstream education.

LTW's research aims to clearly identify the current provision for young people most at risk of becoming NEET (Not in Education, Employment or Training), i.e. those that have a school action plan in place. It looks to identify the support within a range of schools and areas. It also aims to bring together the interventions in place, facilitate the sharing of good practice, and gather thoughts and feedback from young people.

LTW research engaged with **15 teachers** and **46 students** from **15 schools**.

¹ Denoted by students saying they were allocated extra time in exams and/or additional lesson support (an LSA).



Schools were identified in three boroughs (Royal Borough of Windsor and Maidenhead, Slough and South Bucks), based on school statistics for students at risk of becoming NEET, and to ensure a good geographic spread and coverage of different types of schools.

Students selected from Years 10 to 13 and data was collected through face-to-face interactions, incorporating group and 1-2-1 meetings with teachers, school support staff and students.

Telephone consultations were also undertaken with some schools where necessary. Students with SEND were included in the student focus sessions as appropriate.

Analysis of student responses

The student 'hygiene question' looked to establish their confidence in understanding what employers are looking for and if they feel the careers activities they have taken part in at school have prepared them for the world of work.

Spark! and LTW asked students to answer the following statement 'thanks to careers activities at my school, I have a good idea of what employers are looking for' and SATRO asked students 'overall, how well prepared do you feel you are to take the next steps after you leave school?'.

Over 70% of Spark! students 'strongly agreed' or 'agreed' and 61% of LTW students 'agreed' that, thanks to careers activities at their schools, they had a good idea of what employers are looking for. Both providers received most answers from students in Years 10 and 12.

Just over 41% of students that SATRO surveyed said they feel 'very well prepared' or 'well prepared' about their next steps after leaving school. It's difficult to establish if they were referring to next steps into the world of work as all respondents were in Years 10 and 11. They could have been referring to sixth form, college, an apprenticeship or other education or training opportunity.

SATRO also asked students 'how confident they felt about potential employers', of which 43% responded 'very confident' or 'somewhat confident'.

Analysis of teacher responses

The four 'hygiene questions' directed at teachers aimed to establish who delivered careers advice in schools, how they delivered it (including if they tailored this insight) and how well they feel their schools are implementing the eight Gatsby Benchmarks.

1) Who is the most common provider of careers advice for students in your school?

Spark!:

Approximately 40% of teachers and careers leads that responded to the Spark! survey said they most commonly use external providers to deliver careers advice to students in their school. The second most popular choice was a mixture of internal staff, with 30% saying 'all teachers' provided careers advice and guidance.

LTW:

All but one of the Learning to Work respondents chose multiple options, the most popular option, as with Spark!'s findings, was external providers (29%) followed by 'form tutors' and 'teachers with teaching and learning responsibilities' (both 20%).

Although there is a ten-percentage points difference in the teachers that chose the option 'external providers', it was the most popular option for both Spark! and LTW respondents.

SATRO:

SATRO included different responses to their CIAG (Careers Information, Advice and Guidance) delivery-related question, 'who delivers career advice to these students?' and they didn't offer 'external provider' as an option, all the choices were in-house. The most popular was 'form tutors' (42%) followed by 'dedicated careers advisory team within the school'.

2) How does your school most commonly tailor careers advice and activities to different students?

We know from The Careers and Enterprise Company's 'The Gatsby Benchmark Toolkit' that tailoring content is an essential part of delivering a 'good careers and enterprise provision', particularly for students with special educational needs.

Spark!:

Just over 55% of respondents answered, 'by year group' followed by 'at risk NEET students'.

LTW:

Again, LTW allowed respondents to choose multiple options, the most common answer for this set of teachers was 'by year group', then 'by educational need', with 20% saying by 'at risk NEET'.

Unfortunately, there was no comparable statement measure in the SATRO survey.

3) How is careers provision most commonly delivered to students in your school?

Spark!:

Approximately 63% of teachers answered 'on specifically designated days'.

LTW:

LTW allowed respondents to choose multiple options, in line with Spark!'s findings, the most common answer for this set of teachers was 'on a specially designated day or event' (34%), followed by 'on a careers/parents evening' (29%).

Unfortunately, there was no comparable statement measure in the SATRO survey.

4) How well is your school implementing the following when planning for careers provision? (Order from 1–8, 1 being outstanding, 8 requiring improvement)

- a. A stable careers programme
- b. Learning from career and labour market information
- c. Addressing the needs of each pupil
- d. Linking curriculum learning to careers
- e. Encounters with employers and employees
- f. Experiences of workplaces
- g. Encounters with further and higher education
- h. Personal guidance

Spark!:

Across all eight statements, Spark! respondents gave an average ranking of 2. The highest-rated benchmark was 'encounters with further and higher education' with an average ranking of 1.57. **The lowest-ranked benchmark was 'experience of workplaces' with an average of 3.43.**

Other statements that received low ratings by Spark! Respondents were:

- 'Learning from career and labour market information' (3.29)
- 'Linking curriculum learning to careers' (2.71)
- 'Encounters with employers and employees' (2.43)

LTW:

Across all eight statements, LTW respondents gave an average of 3.53. The highest rated were: 'a stable careers programme' and 'personal guidance' both with an average of 2.71. **The lowest-ranked benchmark was 'learnings from career and labour market information' with an average of 5.**

Other statements that received low ratings were:

- 'Linking curriculum learning to careers' (3.71)
- 'Experience of workplaces' (3.71)
- 'Encounters with employers and employees' (3.50)

SATRO:

SATRO didn't ask teachers to rate how well their school was performing against the eight Gatsby Benchmarks but they did ask teachers what their careers advice included.

Similar to Spark!'s findings 'encounters with further and higher education performed best', with 83% of respondents saying it was included in their CIAG. **The lowest performing was 'encounters with employers and employees' with only 58% of respondents answering 'yes'.**

Conclusion

The students' responses to the questions – gauging their confidence in, and understanding of, what employers are looking for and how they feel the careers activities they have taken part in have prepared them for the world of work – vary quite significantly across all three providers.

When looking at who delivered careers insight, Spark! and LTW's teachers said that external providers most commonly delivered careers advice in their school. SATRO's questions were phrased differently and didn't offer this as an option; SATRO's survey indicated that the most common provider was form tutors, this aligns with the second most popular response from LTW.

When looking at how teachers most commonly tailor careers advice and activities to different students, the majority of teachers said by year group and this insight was most likely to be delivered on specifically designated days or events.

When looking at how teachers felt their school was implementing the eight Gatsby Benchmarks, Spark! respondents ranked their implementation of provision highest (giving an average ranking across all benchmarks of 2.43), with LTW respondents giving an average ranking across all benchmarks of 3.53. All of the research found that there were improvements to be made in providing more encounters with employers and employees.