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## Fantastic Futures @ Brannel School

Preparing young people today for the jobs of tomorrow



# Fantastic Futures

Preparing young people today for the jobs of tomorrow

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# Introduction Fantastic Futures @ Brannel



Brannel School's Fantastic Futures Programme is about preparing our young people today for the jobs of tomorrow. It is about motivating young people to learn and excel in their education and to see the 'relevance' of their studies. It is about raising aspirations and nurturing enterprise capability in every student.

## Objective One

### BRIDGING THE GAP *inspiring young people to aspire*

We believe that inspirational and entrepreneurial people with fulfilling careers are the ones who can really show young people what it is like to succeed in the world of work. Fantastic Futures provides a model for bridging the gap between education and the business sector. This involves getting employers in to school, and getting teachers and students out.

## Objective Two

### REAL PROJECTS *a sector-focused community connected curriculum*

In order to be motivated to excel in their education, young people need to see the 'relevance' of their studies. This will be achieved by providing opportunities to work on REAL projects. Our sector-relevant project based approach involves identifying 'real world' challenges, linking curriculum coverage, working in a meaningful way with partners from the business / VCSE sectors, and engaging in 'Creative Disruption' in order to deliver real world outcomes which make a difference.

## Objective Three

### MY FANTASTIC FUTURE *careers information, advice and guidance*

Fantastic Futures proposes a student guidance model founded on strong interpersonal relationships between students and school staff and the development of a bespoke career pathway plan tailored to each individual student from year 6. Fantastic Futures also focuses on 'the parent effect'; we will achieve more effective engagement with parents in order to broaden horizons and challenging stereotypical thinking.

## Objective Four

### MY FANTASTIC TEACHER *inspired to inspire*

We want teachers to get out of the classroom and take advantage of externships and real world opportunities to directly engage with business and industry in order to bring relevant and inspiring content back to students. If our teachers are not inspired, how can we expect them to inspire our students?

## Whole School Objectives

### BASIC SKILLS TOOLBOX *literacy, numeracy and digital literacy strategies*

In school, proficiency in literacy and numeracy is a prerequisite for effective learning across all subject areas. In the workplace there is demand for high levels of literacy, numeracy, digital literacy, communication skills, financial capability and critical thinking.



**Cornwall is Fantastic!** There is so much happening here that is truly inspirational. Building on the region's traditional strengths in bedrock industries, Cornwall now provides a diverse, strong and sustainable economic platform across the major economic growth sectors.

We want our young people to be aware of all the opportunities on their doorstep; and we want this awareness to 'inspire young people to aspire'. It all boils down to broadening life choices – which is critical if we are to successfully regenerate a region where young people are battling from the start to overcome significant disadvantage.

# Fantastic Futures Programme Principles

## MAKE IT RELEVANT

Link learning in school to future prospects through access to relatable and inspiring role models and by connecting the curriculum to REAL projects and future opportunities.

## LEARN BY DOING

Bring the future to life by seeing, experiencing and doing through REAL projects which connect young people in a meaningful and dynamic way to employers and workplaces.

## START YOUNG

Provide access to enterprise and work inspiration from an early age to inform lifelong learning and each child's unique career pathway.

## MAP A JOURNEY

The jobs market is increasingly dynamic; encourage young people to develop a growth mindset and to create and take opportunities that continuously challenge or reframe career direction. There are no jobs for life!

## THINK BEYOND THE GRADE

Employers value more than qualifications; inspire real-world learning beyond the classroom to unlock a young person's potential and enable them to develop employability skills.



The 'right attitude' is linked to aspiration; aspiration drives attainment and achievement. Raising aspirations is therefore a key element of our Fantastic Futures programme

# Programme Outcomes 'To be employed is to be at risk, to be employable is to be secure'<sup>1</sup>

## Young people leave school equipped with Employability Skills

Employability Skills are the set of skills, knowledge and experience that make an individual more likely to succeed and be successful in their chosen occupation to the benefit of themselves, the workforce, the community and the economy. According to recent surveys, businesses do not just look for technical expertise and qualifications (hard skills). Successful candidates also demonstrate generic, transferable 'employability' skills (soft skills).

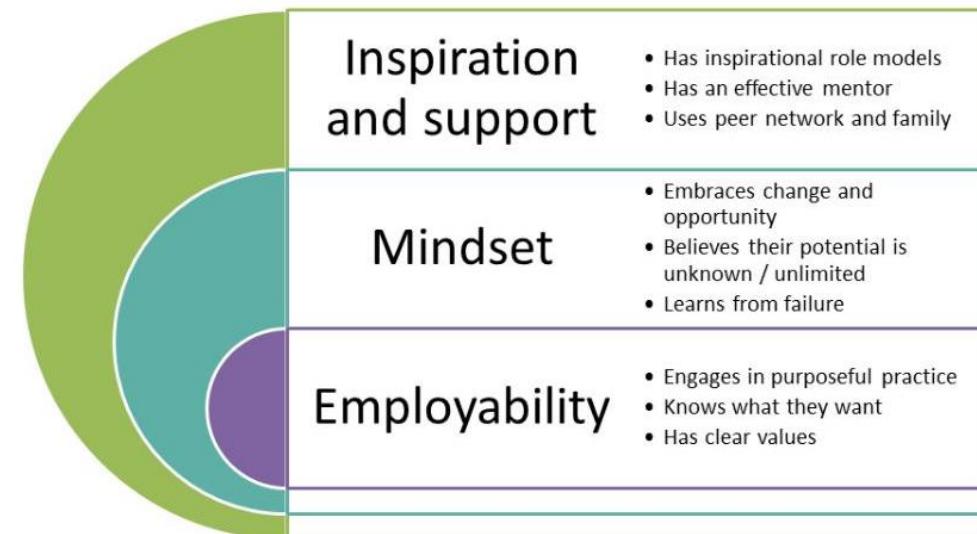
## Young people leave school equipped with a Growth Mindset

If you ask employers to rank the 'skill set' or 'mindset' of their employees in order of priority, the evidence would suggest that mindset is the clear winner. The Growth Mindset can be defined as a mental attitude and personal attributes that determine how an individual will interpret and respond to situations. Being entrepreneurial is essentially about thinking and doing something that we have not done before, in order to achieve a desirable goal or outcome. It is about assessing a situation, designing alternatives, and choosing new ways that we hope will lead us to something better.

## Young people are inspired and supported in school

There are patterns to the lives of those who succeed; there are other layers and facets that act as a catalyst to a growth mindset and are essential to overall success. These are:

- **Advice** - effective careers coaching and personal development advice on what your talent is and how to make the most of it (from someone who isn't afraid to have up-front conversations with you about your performance!).
- **Inspiration** - Having someone to inspire you to aspire i.e. excellent role models, coaches and mentors.
- **Support** - Having a good peer and family network to support you when the going gets tough; having access to good quality professional support for your personal development and wellbeing etc.



<sup>1</sup> The Art of Building Windmills, Peter Hawkins (1999)

# Objective One

## BRIDGING THE GAP inspiring young people to aspire



We are committed to bridging the gap between education and the workplace by increasing collaboration between the school and business and industry – at local, national and global level.

Our aim is to create an outwards-focused, aspirational and innovative enterprise culture across the school. By fostering leadership and entrepreneurial skills in our students and exposing them to ‘real life’ business and industry success stories, we will support the future growth of enterprise in Cornwall.

### ‘Getting Teachers and Students Out’

- We will identify teachers across all faculties to take on the role of **‘Futures Champions’** for each of the identified employment sectors. Our Futures Champions will adopt an outwards-facing approach to developing and sustaining a network of education-business partners in order to enrich classroom content and increase opportunities for students.
- We will work with education-business partners to ensure that, from Year 7, every pupil has significant first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

### ‘Getting Employers In’

- We will encourage education-business partners to sponsor and engage with the school by brokering ‘win-win’ agreements e.g. working together on REAL projects and youth entrepreneurial development programmes with mutual tangible benefits for both the school and education-business partner.
- We will develop a school-based programme of aspirational experiences and encounters with education-business partners including, for example, visiting speakers, careers fairs, mentoring by employers and opportunities for targeting specific issues (e.g. ‘Girls’ Day’ focused on the shortage of STEM skills).
- We will collate a local business network database (which includes alumni information and network contacts of school staff) with a view to developing meaningful and sustainable education-business partnerships.

# Teachers as 'Futures Champions'

## An outwards-facing approach to developing education-business partnerships across Cornwall and beyond

Fantastic Futures is about preparing our young people today for the jobs of tomorrow. It is about bridging the gap between education and employment and developing skills through REAL Projects designed around Cornwall's major future economic growth sectors. The programme is therefore closely aligned with the LEP's economic strategy for Cornwall and the Isles of Scilly.

Teachers across all faculties will take on the role of 'Futures Champions' for the economic growth sectors. They will identify future employment prospects across their sector and will recognise opportunities for school alignment with appropriate elements of the LEP Growth Programme. The Futures Champion will also, with guidance from programme leads, investigate and develop a number of education-business partnerships to enhance student engagement with future possibilities.

Each Futures Champion will be expected to devise an event, lasting one week, during one term in each year. This event will be timetabled; each Futures Champion will be responsible for ensuring that their area is fully represented through displays and speakers, addressing all those students who have expressed an interest.

### **Futures Champions: Responsibilities and Duties**

- To have a good understanding of Brannel's Fantastic Futures programme overview, principles and outcomes.
- To research and develop a sound understanding of the opportunities relating to the employment sector they are championing.
- To identify opportunities to engage with 'the bigger picture' across the employment sectors locally, nationally and internationally as appropriate e.g. Cornwall and the Isles of Scilly LEP Programme.
- To be outwards-facing; identifying opportunities to engage business and industry contacts in order to develop meaningful education-business partnerships.
- To work with Fantastic Futures programme leads in setting up a whole-school careers and aspirations week, where opportunities and possibilities across the sectors are fully represented to students



## Brannel School Case Study building on best practice

### Pendennis Shipyard Ltd education-business partnership

In May 2015, Brannel School acquired a dilapidated 32-foot ocean-going sailing yacht - Odyssey. She is at the centre of a two-year project, led by students employing skills across the curriculum, to reinstate her. The project is on offer as part of the Brannel Challenge, which aims to develop the employability skills of our students.

Since acquiring the Odyssey we have established a strong working partnership with Pendennis Shipyard Ltd. Pendennis is a world-class and award winning Custom Build and Refit superyacht yard in Falmouth, specialising in luxury sail and motor yachts. Pendennis is keen to engage more with the local community. Their apprentices have been advising and working alongside our students on the restoration project. Pendennis has also been providing sponsorship for the project in the form of boatbuilding materials.

Our students have really responded to the hands-on learning environment and the real life work experience. They have gained confidence, have developed an understanding of the need for a strong work ethic, and many now have optimistic plans for the future.





## Objective Two

### REAL PROJECTS a sector-focused community connected curriculum

Employers continue to argue that British youth lack the 'right attitude' to work when they leave school. The 'right attitude' is about fostering a growth mindset.

REAL Projects is a new model of schooling. It combines a challenging academic curriculum with 'real world' project-based learning. Personalisation, adult world connection, common intellectual mission and teacher as designer signal radical departure from conventional school structures and practices.

Service learning projects apply academic skills and knowledge to address real-life issues. We want to develop a community connected curriculum based on the concept of social enterprise.

Social entrepreneurs are individuals with innovative solutions to society's most pressing social problems. Just as entrepreneurs change the face of business, social entrepreneurs act as the change agents for society. They find what is not working and solve the problem by changing the system, spreading the solution, and persuading entire societies to move in different directions.

When designed and taught well, REAL Projects stimulate broader enquiry, encouraging students to work collaboratively, think creatively to solve problems and manage their time. Real Projects aim to promote learning that will develop confident and creative individuals, whose skills transcend subject matter and prepare them for the world outside of school.

Cornwall is Fantastic! There is so much happening here that is truly inspirational. Fantastic Futures in this context is not about using *any* project to organise learning. It is about designing REAL Projects around Cornwall's major future economic growth sectors.

Fantastic Futures is closely aligned with the economic strategy for Cornwall and the Isles of Scilly, which is focused on undertaking activities to drive growth and the creation of local jobs in industries that make the most of the region's special environment.

**Fantastic Futures is about preparing our young people today for the jobs of tomorrow**

## South West Case Study building on best practice

### Plymstock School using social enterprise to enhance the study of foreign languages

Year 10 students from Plymstock School, Plymouth, were challenged with raising the profile and desirability of studying languages in the school and generating investment whilst engaging with the local community. A group of Year 10 students worked with the Real Ideas Organisation (RIO) to find a social enterprise solution.

Their solution was Our Way. The students created a social enterprise agency that takes businesses in the South West, raises their profile in the UK and introduces their products or services to the international market place. The team are truly committed to making an impact through business, both economically and socially in southwest UK and Brittany in northwest France, whilst proving that learning a language is much more than just passing an exam – it's a life skill that will give them the best possible footings for their future.

The students identified businesses based in the South West with a shared vision - to be ethical, local and traceable. The students engaged with local companies such as the Cornish Crisp Company, Sarah Drew, Bloomberry Juice, Traditional Surf Company, Blue Horyzon, International Trade Digest Magazine, The Department for Business, Innovation and Skills, B-NEW, Plymouth City Council, Deputy Lord Mayor of Brest, Cornwall Council, Bureau Information Jeunesse, High School Lycee Le Kreisker, Brittany Ferries, Julie Nuyts, Manager International Mission Exchanges and Cooperation, Social Enterprise Focus and Real Ideas Organisation.

[www.plymstockschoool.org.uk/our-way/](http://www.plymstockschoool.org.uk/our-way/)



## South West Case Study building on best practice

### Nurturing Excellence Programme Duchy College in partnership with employers across Devon and Cornwall

#### Agri-food industry: a sector-based approach is already working well in the region

The food and drink sector is the largest manufacturing sector in the UK, employing 400,000 people directly. In Cornwall, the Agri-food industry is one of the underpinnings of the county's employment base, providing employment for 63,700.

The need for new recruits into the sector is high, and Duchy College is addressing it through its Nurturing Excellence project.

The project is focused on raising the profile of the Agri-food industry and supporting young people into sustainable jobs in the food and farming industry across Devon and Cornwall.

Nurturing Excellence is funded through the Prince's Countryside Fund, Local Food Businesses and Duchy College. It is designed to engage over 1,300 young people in activities designed to lead towards local sustainable jobs within the food and farming industry.

As part of Nurturing Excellence, four industry focused programmes are designed to equip young people with the skills, aptitudes and ambitions to meet local employer needs, contributing to the sustainability of the rural community:

- Apprenticeships - Increasing the number of apprenticeships within the sector through employer engagement. The partners will explore new models of delivery to increase the relevance of apprenticeships for the rural economy.
- STEM Ambassador Programme - Building on an existing programme through recruitment of volunteers from the food and farming sector to inspire young about the possibilities of STEM subjects and careers.
- Internships - Short placements in food and drink companies provide academically gifted students with the opportunity to engage with the industry, and give businesses the chance to identify potential new entrants.
- Level 3 Food Technology & Management Diploma - An industry supported vocational route into the sector.



[www.foodinnovation.co.uk](http://www.foodinnovation.co.uk)

## Objective Three

### MY FANTASTIC FUTURE careers information, advice and guidance



The missing piece of the jigsaw for many young people is having a family network to support them when the going gets tough. For some, this may be down to particular circumstances; because they are in care, or because their parents are simply not in a position to support them emotionally or financially. For others, their parents' knowledge of career pathways is limited to the village in which they have grown up. Even those students with hugely supportive family networks sometimes need someone outside the circle to share with – after all, who doesn't need a life coach?

Fantastic Futures proposes a student guidance model founded on strong interpersonal relationships between students and school staff, a programme of coaching and mentoring and the development of a bespoke career pathway plan tailored to each individual pupil from year 7.

Fantastic Futures also targets the 'Parent Effect'. Our aim is to achieve more effective engagement with parents in order to broaden horizons and challenging stereotypical thinking. When parents are informed about the kind of careers to which their child might aspire, they are better able to support their child begin to identify their own unique career pathway.

Our model broadens the scope of the traditional student support service from focusing solely on dealing with acute problems to supporting the critical process of choice making.

The model is embedded in the school pastoral structure; key members of staff will be trained as student guidance coaches with specific responsibilities for ('pre-options') students in years 7, 8 and 9. The role will involve guidance across three main activities:

- The provision of pastoral support, personal counselling, career/life coaching and mentoring for students.
- The provision of support for students' educational choice making. The counsellor supports the individual student in these choices, but also supports the school to manage its response to student demand. This essentially means that the counsellor has a role in building the timetable, which in turn has implications for staffing and the general ethos of the school.
- The provision of career and transition support. The links between educational choice making and career are very close.

## Objective Four

### MY FANTASTIC TEACHER inspired to inspire



“First, Maintain Curiosity”. Analogous to the Hippocratic oath, we believe that this simple statement should be at the heart of teaching. Good teaching involves:

- Challenging preconceptions
- Challenging stereotypes
- Introducing creativity
- Providing experiential rather than passive learning
- Placing speaking and listening at the heart of teaching practice
- Inclusion and learning styles
- The use of modelling and exemplification
- The primacy of strong relationships between teachers and students

At Brannel, we seek to develop inspirational teaching through a programme of coordinated CPD and collaborative events to share best practice. Events include shared Inset days and collaborative meetings, inspirational speakers and workshops.

#### ‘Teachers in Industry’

Externships are experiential learning opportunities, similar to internships, which provide students with short practical experiences in their field of study.

Through Fantastic Futures we will work with education-business partners to develop industry externship offers in the school summer holiday to provide our teachers with the opportunity to experience first-hand the work environment for which they are preparing their students. The capstone of the externship will be the development of educational transfer plans. Working with content area peers, teachers will identify the key knowledge, skills, and competencies they experienced in their externships and determine how to incorporate this into their classrooms.

The programme goal is to bridge the gap between ‘academic’ preparation (what is taught) and ‘professional’ development (what is needed) for participation in the workforce of the future. Teachers will be better able to highlight the knowledge, skills, and core competencies needed to be successful in the 21st century work environment.

# Whole School Objectives

## Basic Skills Toolbox literacy, numeracy and digital literacy strategies



We regard these basic skills as essential in empowering students to reach their maximum potential.

Proficiency in literacy and numeracy is a prerequisite for effective learning across all subject areas. The ability to read and write, and to process information, is essential for young people to achieve their educational and employment aspirations.

- Literacy is the ability to read and write, but also includes skills like critical thinking, listening, speaking, viewing and presenting.
- Numeracy is being at home with numbers, and knowing the smartest way to solve mathematical problems.
- Digital Literacy is being able to use information and communication technology at a level suitable for the future workplace and as an active participant in a digital world.

Changes have occurred in workplaces that sees greater demand for higher levels of literacy, numeracy, digital literacy, communication skills, financial capability and critical thinking.

### 'Basic Skills Toolbox'

At Brannel we are developing whole school literacy, numeracy and digital literacy strategies to support students to develop the skills necessary to cope with the demands of further education and future employment.

At Brannel we are:

- Ensuring that students who enter Year 7 with levels below level 4 in English and/or maths have an intervention plan in place to ensure they catch up.
- Providing intervention programmes to target students who are not making three levels of progress.
- Providing targeted intervention to reduce the within school attainment gap for pupil premium students.
- Offering CPD opportunities on literacy, numeracy and digital literacy issues to support whole school strategic aims.
- Developing effective home-school partnerships to build on and extend the strategies.

## ANNEXE One | Sector 'fit' with Cornwall & Isles of Scilly economic growth sectors

Bedrock industries				Smart specialisation		
Agri-food, Tourism and Retail	Public Service	Marine Industry & Construction	Voluntary, Community & Social Enterprise	'Green and Marine'	Creative & Digital	Aerospace, Space & Engineering
<p><b>Agri-food</b> Cornwall's Agri-food sector covers a whole range of activities, including production, processing, retailing and hospitality. It employs around 11% of Cornwall's population, and if wider retail and accommodation business is included the figure rises to around 30% - which makes it a vital element of the local economy.</p> <p><b>Tourism and Retail</b> Cornwall is a unique holiday destination. Tourism is one of Cornwall's biggest assets, income generators and employment sectors. The industry incorporates restaurants, holiday accommodation, some unique attractions and thousands of small businesses providing other products, events and services. The National Trust and English Heritage look after many of Cornwall's exotic gardens, heritage houses, mining history and coastline.</p>	<p><b>Civil Service and Local Government</b> The Civil Service currently employs 498,000 full-time staff across over 170 departments with jobs ranging from administrative support to departmental managers to senior civil servants.</p> <p><b>NHS, Health and Social Care</b> This is a strong employment sector in Cornwall which is struggling to recruit and develop new talent from entry to management level. There is an increasing level of interest and expertise in the use of technology to provide tele-health, tele-care and e-wellbeing services.</p> <p><b>Biomedical R&amp;D</b> Cornwall is renowned for its medical research and development (R&amp;D) status which has been further strengthened by the creation of the new European Centre for Environment and Human Health in Truro.</p> <p><b>Police, Fire &amp; Armed Forces</b> RNAS Culdrose (Royal Naval Air Station at Helston) and HMS Raleigh (Royal Navy's training facility at Torpoint) are based in Cornwall.</p> <p><b>Teaching</b> There is a need for more of the best graduates and professionals to go into teaching. Teaching is about giving something back – by making sure every pupil gets access to a quality education.</p>	<p><b>Marine Industry</b> The leisure marine industry is very diverse. From shipping, fishing and boatbuilding to marine engineering and water sports, this diverse and dynamic sector is estimated to be worth more than £400m a year. Job types include welders, boatbuilders, yacht designers, plumbers, watersports, instructors, marina managers, electricians.</p> <p><b>Construction</b> Construction has long been one of the UK's most vital sectors. Construction and Real Estate are significant sectors for Cornwall – employing approx. 8.6% of the region's workforce. The Government's <i>Construction 2025</i> strategy predicts that the global construction sector will see 70% growth by 2025. The European Union Structural &amp; Investment Fund and Local Growth Fund investments provide opportunities for the sector in Cornwall and the Isles of Scilly e.g. through smart specialisation, investment in infrastructure and innovation in construction technology.</p>	<p><b>Voluntary and Community Sectors</b> There is a plan to develop the ability of these sectors to fill gaps in local services in a sustainable manner. This is a strong sector in Cornwall and provides access to employment for many vulnerable individuals, but skills are needed to increase the sustainability of the smaller organisations typical in the sector.</p> <p><b>Social Enterprise</b> Cornwall has a dynamic enterprise culture that is driving the social enterprise movement by creating sustainable social enterprises based on people, planet and profit. Cornwall's unique economic and geographic landscape lends itself to partnership and collaborative working, bringing added benefits across the public, private and social enterprise sectors.</p>	<p><b>Renewable Energy</b> The existing sectors of wind and solar are established technologies that require installation and maintenance technician skills. Currently these are imported, therefore there is a need to develop the local skills base. There is a need for higher level skills as the offshore, marine, and geothermal sectors start up and expand.</p> <p><b>Marine Renewables</b> There is an increasing demand for undersea exploration, cable-laying and the development of marine renewables – Cornwall already has a lead in this sector.</p>	<p><b>Arts, Media and Performing Arts</b> Cornwall's innovative creative industries growth sector includes gaming, art and design, fashion, media production, music and dance.</p> <p><b>Digital and Tech</b> Cornwall has established, leading edge, niche businesses. There is a need for higher level computing, IT and systems skills to enable existing companies to continue to innovate. Business management and business growth skills also need to be developed (which means taking small innovative companies to larger, innovative companies).</p>	<p><b>Aerospace, Space and Avionics</b> To support development of the Newquay Aerohub Enterprise Zone, there is a need to increase the level of aerospace expertise from technician to senior engineer. Alongside this, there is the intention to encourage cross-sector skills development to support the emerging space technology sector and further advances in the strong marine sector (particularly in materials and composite, electronic engineering etc.).</p> <p><b>Engineering and Advanced Engineering</b> The existing engineering base is strong in company numbers but not supported by numbers of young people moving into the sector. There is a need to tackle the ageing workforce issue and to help people move into more specific areas such as aerospace, marine engineering, space, and renewable.</p>

## ANNEXE Two | Needs Analysis

### Key Prioritisation Indicators

The Careers & Enterprise Company report *Prioritisation Indicators* (October 2015) collates the most recent existing and publicly available open data from the UK Commission for Employment and Skills (UKCES) and gov.uk in order to prioritise geographic areas. Figure 1, below, presents a picture of the country showing each LEP on the basis of the total number of indicators in that LEP identified as being in the “bottom third” of the range for that indicator. The variation in the combination of indicators that are in the “bottom third” range for each LEP supports the approach of taking local differences into account when addressing the needs of young people in different parts of the country.

No.	Local Enterprise Partnership	No. Indicators in "Bottom Third" Range
1	Black Country	6
2	Buckinghamshire Thames Valley	3
3	Cheshire and Warrington	4
4	Coast to Capital	5
5	Cornwall and the Isles of Scilly	6
6	Coventry and Warwickshire	1
7	Cumbria	2
8	Derby, Derbyshire, Nottingham and Nottinghamshire	2
9	Dorset	3
10	Enterprise M3	3
11	Gloucestershire	2
12	Greater Birmingham and Solihull	4
13	Greater Cambridge & Greater Peterborough	5
14	Greater Lincolnshire	3
15	Greater Manchester	4
16	Heart of the South West	3
17	Hertfordshire	2
18	Humber	4
19	Lancashire	4
20	Leeds City Region	3
21	Leicester and Leicestershire	4
22	Liverpool City Region	5
23	London	3
24	New Anglia	5
25	North Eastern	2
26	Northamptonshire	5
27	Oxfordshire	2
28	Sheffield City Region	3
29	Solent	2
30	South East	5
31	South East Midlands	3
32	Stoke-on-Trent and Staffordshire	4
33	Swindon and Wiltshire	3
34	Tees Valley	5
35	Thames Valley Berkshire	1
36	The Marches	4
37	West of England	2
38	Worcestershire	5
39	York and North Yorkshire	4

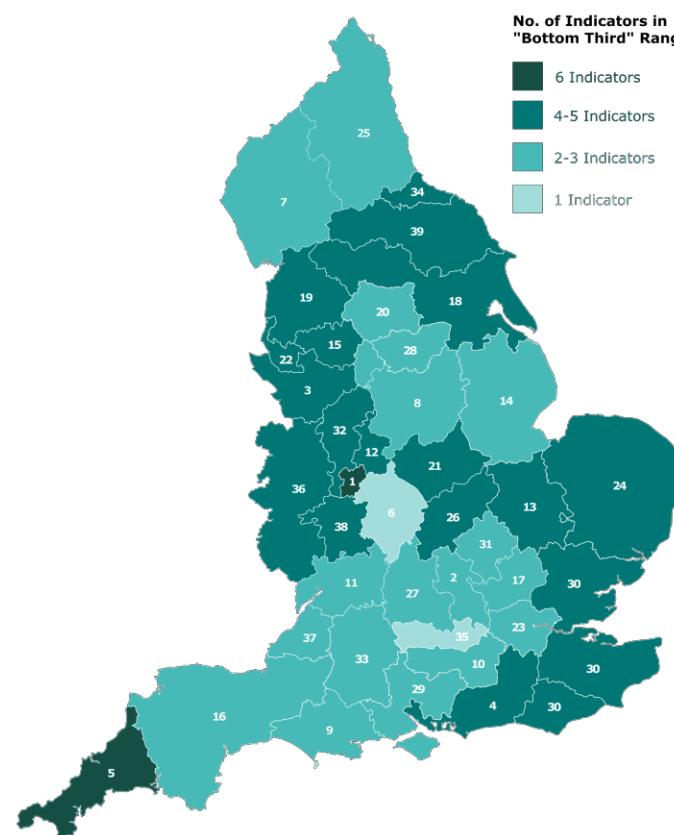


Fig.1 Total number of indicators in each LEP identified as being in the “bottom third” of the range for that indicator

## Target Indicators for Cornwall and the Isles of Scilly

The region has a total of six indicators identified as being in the “bottom third” of the range for that national indicator. Nationally there is only one other LEP (Black Country) with six indicators in the “bottom third” range, which identifies Cornwall and the Isles of Scilly LEP as having the highest need of additional support.

In terms of preparing and inspiring young people for the world of work, Cornwall’s schools and educational establishments are facing a number of core problems in common with the rest of the country:

- Although proven, high-quality programmes are starting to bridge the gap, coverage is patchy and inconsistent.
- There is a weak knowledge base about “what works”, undermining serious investment in the sector.
- It remains difficult to connect different working patterns and cultures between schools and employers.

Table 1: Total number of indicators for Cornwall & Isles of Scilly LEP identified as being in the “bottom third” of the range for that indicator

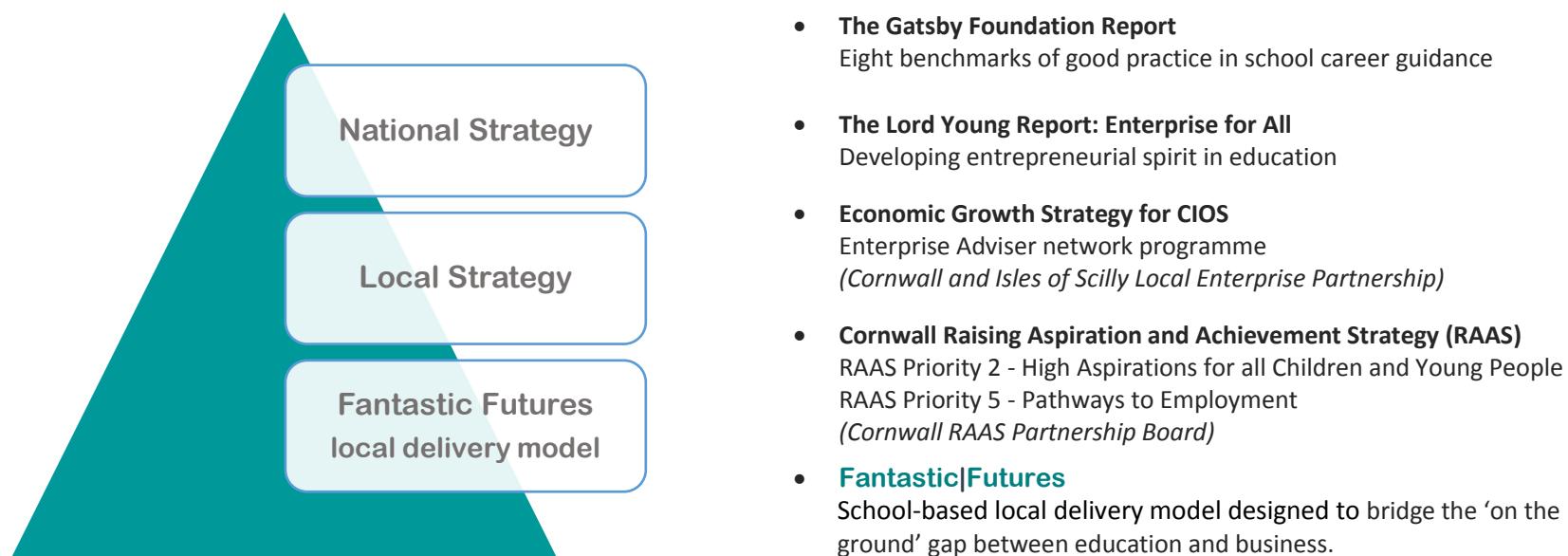
	England	Cornwall & Isles of Scilly
<b>Deprivation indicator</b>		
- % Pupils known to be eligible for and claiming free school meals (FSM) 2013/14	15%	<b>12%</b>
<b>Employer engagement indicators i.e. “cold spots”</b>		
- % Employer establishments who had anyone in on work experience in the last 12 months	38%	<b>31%</b>
- % Employer establishments who offered any work inspiration in the last 12 months	18%	<b>14%</b>
<b>Outcome indicators</b>		
- % Pupils attaining 5A*-C GCSE results in England 2013-14	57%	<b>55%</b>
- % A-levels entered that are STEM 2013-14	30%	<b>32%</b>
- % STEM A-levels that are entered by girls 2013-14	43%	<b>41%</b>
- % In sustained apprenticeship destinations post key stage 4 (KS4) 2012/13	5.0%	<b>5.0%</b>
- % 16-17 year olds NEET (not in education, employment and training), as reported by LA in June 2015	6.1%	<b>5.6%</b>
- % Employers answering: 16 year old school leavers are “poorly” or “very poorly prepared” for work	36%	<b>40%</b>
- % Employers answering: 17-18 year olds recruited to first time job from school are “poorly” or “very poorly prepared” for work	29%	<b>37%</b>

- “Bottom third” indicator
- “Middle third” indicator
- “Top third” indicator

## ANNEXE Three | Strategic Alignment

Brannel School's Fantastic Futures Programme is founded on recommendations for careers and enterprise put forward in both the Gatsby Foundation Report and the Lord Young Report and by the Careers and Enterprise Company. Our approach is designed to build on 'what works'; it is grounded in the four elements recommended as being critical to any strategy developed to prepare and inspire young people for the world of work. In addition, we have added a fifth element which draws in current understanding and best practice in schools with regard to character education and the development of employability skills:

- Encounters - with employers, with workplaces and with further education.
- Information - knowledge of local jobs, and awareness of how the curriculum connects to work.
- A clear careers advice plan tailored to each individual pupil and supported by experts.
- All backed up by a stable programme of career guidance known and understood by pupils, teachers and employers.
- Character education - designed to develop employability skills.



## Alignment with national strategy: The Gatsby Foundation Report

Responsibility for providing independent careers information, advice and guidance now rests with schools. Good career guidance has never been more important. Changes in technology and in the labour market mean that increasing numbers of jobs require specific education and training. This has produced new vocational options which, at present, are not well understood by many young people or their teachers. Furthermore, the decision to go to university now means a major financial commitment, rather than being a safe default choice. Yet, despite its importance, career guidance in English schools is often criticised for being inadequate and patchy – most recently by Ofsted in their September 2013 report. We need this generation of young people to be able to look back and say their careers advice and guidance was relevant and gave them informed options.

Against this background, in 2013 Gatsby commissioned Sir John Holman - Emeritus Professor of Chemistry at the University of York, senior education adviser and former headteacher - with setting out what career guidance in England would be like were it good. Sir John's report sets out the 'push' and 'pull' factors that influence career guidance: 'push' factors are school-based while 'pull' factors come from employers. Push and pull complement each other, and the report concludes that employer-pull is as important as school-push. Sir John made ten recommendations on how to improve the career guidance system.

It is clear that there is no single 'magic bullet' for good career guidance: it is about doing a number of things, identified in the benchmarks, consistently and well. In order to do things consistently and well, the ten recommendations call upon schools, employers, the government and other bodies to collaborate so that pupils are provided with career guidance to the level of the benchmarks. Our approach is based on an understanding that there is value in organising around a single framework in this sector in order to enable coalition working.

Fig.4 Overview of Impact Pathway



Benefits of good career guidance include better motivation of pupils once they have clear goals for future study and careers, leading to higher self-esteem, higher attainment and reduced drop-out rates. The long term benefits of good career guidance are seen in lower unemployment, social mobility and benefits to the Exchequer.

## Eight benchmarks of good practice in school career guidance

Table 5: Gatsby Foundation Report: Eight benchmarks

A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
EXPERIENCES OF WORKPLACES	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

## Alignment with national strategy: The Lord Young Report

Rebalancing the economy is at the heart of the government's economic development agenda, and clear emphasis has been placed on strengthening the links between education and industry. The existence of Local Enterprise Partnerships (LEPs) presents an opportunity to provide tailored and integrated responses to skills and employment issues at a sub-regional level; LEPs will provide a strategic role and facilitate relationships between local stakeholders.

Preparing young people to succeed in life and work is fundamental to what is demanded of schools. Lord Young's report, *Enterprise for All: The relevance of enterprise in education* (June 2014), demonstrates the government's commitment to seeing enterprise become a prominent feature of the UK education system and recognises the growing social entrepreneurship movement. Delivery of the recommendations requires a close working partnership involving the business and education communities.

Lord Young's recommendations seek to ensure that all pupils in primary and secondary schools have access to a range of vocational and entrepreneurial experiences - from workplace training, to understanding and running a business. However, it is recognised that encouraging enterprise and entrepreneurship in our education system is about more than simply the creation of entrepreneurs; it is about equipping young people with the confidence and positive can-do attitude to enable and prepare them to develop meaningful and purposeful careers and vocational interests.

Key proposals in the report include:

- a critical role for extra-curricular activities across the entire education pathway;
- strengthening the work of student-led enterprise societies;
- the introduction of a new Enterprise Passport - a digital record of all extra-curricular and enterprise-related activities that students take part in throughout their education and which will help ensure the knowledge and skills developed away from exams are understood outside the school gates;
- a new national volunteer network of Enterprise Advisers co-ordinated by LEPs, working closely with Headteachers.

Our approach, which builds on the Lord Young Report recommendations, is based on an understanding that young people need to be aware of all the different work opportunities and routes to success available and better advice, and that more business involvement will be key to achieving this. We also understand that there is a critical need to look at how best to help teachers build their experience outside school.

Every school should have high expectations of all pupils. Facilitating access to a range of inspirational role models and creating a learning culture which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving skills can instil resilience, goal setting, hard work and social confidence in pupils - enabling them to overcome barriers to success. This approach can particularly benefit pupils from disadvantaged backgrounds who may get less support from family and social networks. Our model, based on STEMNET research on employability skills, develops further the particular recommendation that extra-curricular activities have a critical role to play across the entire education pathway.

## **Alignment with local strategy: Cornwall's Raising Aspiration & Achievement Strategy (RAAS)**

One of the primary aims of Cornwall Council is to raise the aspiration and achievement of our children and young people. The Raising Aspiration and Achievement Strategy (RAAS) has been designed to ensure that high aspirations for all children and young people are shared with families, common across all strands of education from Early Years to Primary Schools, Secondary Schools, Further and Higher Education institutions, and – supported by high quality and impartial Information, Advice and Guidance (IAG) – to enable young people to access appropriate careers which stimulate, enthuse and engage them. This will not only allow them to achieve personal goals but also to contribute effectively to their communities and the wider economy of Cornwall.

The RAAS focuses on a number of specific priority areas where Cornwall is underperforming:

- High aspiration for all children and young people, particularly the most able.
- Attainment and progress of boys particularly in the secondary phase.
- Closing the gap for vulnerable groups.
- School organisation and sustainability for schools.

The Raising Aspiration and Achievement (RAAS) Partnership is keen to engage schools with the RAAS agenda and, in particular, to encourage more ambition across schools.

### **RAAS Priority 2 - High Aspirations for all Children and Young People**

Improving the quality and consistency of Careers Education Information, Advice and Guidance (CEIAG) is a priority. The Pathways to Employment sub group of the RAAS Board is currently looking at opportunities to improve CEIAG for children and young people in the county. These include the 2014-20 European Strategic Investment Fund, the Local Growth Deal and opportunities with Plymouth and Heart of the South West Local Enterprise Partnership through the Plymouth City Deal. In addition to CEIAG the group will have a remit for focusing on the Raising of the Participation Age agenda more widely.

### **RAAS Priority 5 - Pathways to Employment**

Pathways to employment is the 5th priority of Cornwall's RAAS strategy (2014/15). It encompasses the key factors that impact upon the Raising the Participation Age (RPA) agenda in addition to contributing to the Employment and Skills Strategy for Cornwall and the Isles of Scilly. It aims to ensure that all young people in Cornwall learn and excel in their education, see the relevance of their studies and make successful transitions to adulthood and employment. All young people should know what options are available to them, how they can access them and have the confidence and skills to develop their career.

## Alignment with local strategy: Enterprise Adviser network

The Cornwall and Isles of Scilly Local Enterprise Partnership (LEP) was launched in May 2011. Private sector-led, the LEP is a business-driven partnership between the private and public sectors and is driving the economic strategy for the area, determining local priorities and undertaking activities to drive growth and the creation of local jobs. The LEP aims to build on CIOS's traditional strengths in bedrock industries such as tourism, agriculture, food and marine and pioneer new industries that make the most of our special environment.

In light of Lord Young's review, in July 2014 the Government announced a round of Growth Deals, an aim of which was to give local areas powers and flexibilities to design and deliver local services. As part of this process, six Local Enterprise Partnerships (LEPs) - of which CIOS was one - received £100,000 each to deliver Enterprise Adviser pilots throughout the 2014/15 academic year.

The Cornwall & Isles of Scilly (CIOS) Local Enterprise Partnership recognise that they have a key role to play in creating closer links between education and the world of work and business. The rationale for this activity is that business employees are willing to volunteer to inspire and advise young people, and schools are keen to receive this support from local employees; but too often these two parties are not well coordinated. Enterprise Advisers would tackle this issue by advising school leaders on how to develop strategies to create long-term partnerships with local businesses and attract local employees to deliver inspirational activity. The core model includes a full time Enterprise Coordinator with experience of both business and education who would be employed by the LEP, and would be tasked with recruiting and coordinating the Enterprise Adviser network.

Because of different local circumstances and pre-existing complementary schemes, the pilots have been designed differently in each LEP. Cornwall & Isles of Scilly focused on developing a system of accreditation to raise match funding and recruit volunteers from local businesses. The pilot project was coordinated by Enterprise Foundation South West and the offer to schools was as follows:

- Enterprise Adviser to help schools to shape an Enterprise Strategy.
- A resource tool to help schools to embed enterprise into the curriculum helping to make learning relevant.
- Support from the business community to support enterprise within school.
- Invitations to Networks to feedback what has and what has not worked and help to shape future support.
- An offer to host BEST Networks with keynote speakers once a month, inviting teaching staff, parents, young people and the business community, providing advice and guidance of future opportunities and forming strong links with the local business community.