



Stowmarket High Whole School Futures Development Plan

Date: Academic Year 2022 - 2023

Strategic Vision

All students will achieve their true potential whilst being fully prepared for their transition into the ever-changing world of work.

The intent of our Inspirational Futures at Stowmarket High School is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work.

We intend to raise their aspirations, improve social mobility, develop LORIC+ employability skills, and enhance knowledge of labour market information whilst providing them with the access to all career pathways. Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounter of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance.

We now need to develop our strategic plan for Inspirational Futures, we need to ensure careers education is embedded into high-quality teaching.

Stowmarket High School has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and it prides itself on achieving the eight Gatsby Benchmarks across its Futures offer.

It is our aim in 2022-23 to begin the process of achieving the Quality in Careers Award

Whole School Programme Development

Strategic Objectives 2022-23 (including Benchmarks)	Details/Justification of Need	Colleagues and Stakeholders involved	Resources needed
Improve student ownership of careers and skills development planning (Gatsby 1 and 3)	Phased embedding of Unifrog into the school careers programme Stronger focus in Futures lessons to develop career plans.	SBO, MMY	Unifrog
To improve Careers in the Curriculum (Gatsby 4)	<p>Establish a careers in the curriculum day: Address themes such as gender inequality, LGBTQ+ careers, new jobs in an ever changing world, Business and Enterprise, AI, Languages.</p> <p>Phased embedding of Unifrog into the school careers programme and curriculum offer.</p> <p>Develop Transferable skills programme - a passport of recognition</p>	<p>CBR, MMY, SBO</p> <p>SBO</p> <p>MMY</p>	
Develop more opportunities for widening participation (Gatsby 7)	<p>University Experiences.</p> <p>Year 7 – Day visit to UOS</p> <p>Year 8 – Workshops with University Champions</p> <p>Year 9 – Campus Visit</p> <p>Year 10 – Subject Conferences</p>	MMY, CBR, Subject leads, TWE	
Establish links with local employers (Gatsby 5)	<p>Re-connect with employers and alumni and develop encounters</p> <p>Establish mentoring programme Year 9 in conjunction with the Mix and Oasis (Pupil Premium focus)</p> <p>Mock interviews as an annual occurrence</p> <p>Suffolk Skills show visits for Year 10.</p>	<p>MMY</p> <p>CBR, The Mix Together project</p>	

Strategic Objectives 2022-23 (including Benchmarks)	Details/Justification of Need	Colleagues and Stakeholders involved	Resources needed
Improve engagement with parents and stakeholders to evaluate and improve careers programme (Gatsby 1)	Parent forum focused on careers/employability skills/university aspiration to be held every year Next Steps events for parents Stakeholder questionnaires and focus groups. Grow Future Fortnightly to self-fund part of the publication	MMY	
Futures Champions (Gatsby 4 and 1)	Each curriculum area will have an appointed Futures Champion who is responsible for disseminating careers information and embedding Gatsby 4 more effectively within their own subject area	CBR Champions (UPR)	
Improve 1:1 Guidance (Gatsby 8)	Bespoke personal guidance to meet needs of individuals and local labour market needs	MMY	
Develop work experience offer across year 9 and 10 (Gatsby 6)	Offer of face-to-face and virtual work experience for Year 10 – new bespoke offer Improve opportunities for volunteer work	MMY, BEA	
Unifrog Development	Consistent use of Unifrog to plan, track, and record careers activity	MMY, BEA, SBO	

SEND FOCUS

Strategic Objectives 2022-23 (including Benchmarks)	Details/ justification of Need	Impact	Colleagues and Stakeholders involved	Resources needed
Careers Guidance: Careers guidance is prioritised and differentiated, if appropriate, and based on high aspirations and a personalised approach. (Gatsby 8)	SEND students receive careers guidance more often than other students as they face more challenges	Identification of appropriate pathways and bespoke support required to achieve effective transition to post 16	MMY	
Pathway guidance is targeted, timely and supported (Gatsby 8)	The careers lead and futures co-ordinator will work closely with the SENDCo and other staff to support learners with understanding different career pathways and how to develop the necessary skills, knowledge, experience, and qualifications to succeed and fulfil their potential	Students will be better informed as to what is available to them post 16 and the routes they can research.	SENDCO, MMY, E4L teachers	
Improved communication with families (Gatsby 1)	Open lines of communication with families to ensure transparency of next steps and the support they are entitled to receive	Families will be better equipped to support the students and feel they have the knowledge required to help transition. No conflict in guidance. Bespoke open evening for parents	CBR, MMY	
Develop links with wider partners specific to SEND workplaces (Gatsby 5 & 6)	The school will build partnerships with businesses and other employers, employment services, disability, and other voluntary organisations. Learners will be prepared for encounters with	Widening participation of SEND students to ensure they gain valuable experiences of the world of work.	MMY, E4L teachers	

	employers and provided with any special support that will allow them to benefit fully from the experience.			
Improve student voice (Gatsby 1 & 3)	Surveys will be conducted to find out individual learners' aspirations. A more bespoke offer of support.	The results of the surveys will create careers guidance and experience that will be tailored to learners needs based on their own aspirations and abilities.	MMY, KFA	
SEND in the wider workplace (Gatsby 6)	Careers guidance will take account of the full range of relevant education, training, and employment opportunities. It will inform learners about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.	Supporting students to make aspirational decisions and enabling them to feel confident that they will be supported in their next steps	MMY	
Inform EHCP's (Gatsby 3 & 8)	Careers guidance will focus on a learners' careers aspirations and the post-16 options which are most likely to give the learner a pathway into employment or HE. The SEND local offer will be utilised; annual reviews for a learners' EHC plan will be informed by good careers guidance.	Continuity of support	MMY	
Improve opportunities for role models (Gatsby 3 & 5)	Learners with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers	Develop high aspirations	MMY	
Developing work experiences (Gatsby 6)	When arranging work experience for learners, the school will work with the employer to determine any additional support that will be needed during the work placement.	An improved relevant experience for the student in the world of work.	MMY, EAR	

Current State

Compass - Current Compass Score:	100%
Compass - Priority Benchmarks:	Benchmark 4, 6,7
Destination Data:	As Below
LMI - Local and Regional Context:	Care, manufacturing, construction, hospitality, performing arts, travel, and tourism sectors Continued growth of engineering and energy sectors, science research and technology sectors Working from home, work/life balance
Vulnerable Cohorts/Gaps in outcomes	SEND focus SEMH support for Post 16 Transition in conjunction with Oasis Aspirations for PP students Careers coordinator completes PAF forms from Year 9 – 11 and attend ECHP review meetings with SENCo

Current Position Summary – Updated June 2022

The evaluation of our current summary is based on mapping our provision against the Gatsby Benchmarks by using the Careers & Enterprise Company’s COMPASS tool.

Areas of Strength

The school has performed very well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company’s COMPASS tool.

Benchmark	% of the assessment areas in Benchmark achieved (March 2021)	% of the assessment areas in Benchmark achieved (January 2022)	% of schools nationally meeting this Benchmark (2019)
1: A stable careers programme	100%	100%	21%
2: Learning from career & labour market information	100%	100%	45%
3: Addressing the needs of each student	100%	100%	20%
4: Linking curriculum learning to careers	81%	90%	38%
5: Encounters with employers and employees	100%	100%	52%
6: Encounters of workplace	50%	100%	47%
7: Encounters with further & higher education	87%	95%	21%
8: Personal Guidance	100%	100%	57%

- Careers Leader has completed OCR Careers Lead Level 6 Diploma
- Stowmarket High School is a School member of the CDI (Career Development Institute). This provides us with regular careers news and updates, training opportunities and national representation
- In terms of staffing, the careers team consists of the Careers Lead who is also a member of the SLT, a futures coordinator, a futures curriculum lead and independent careers advisors.
- We are working with Unifrog to:
 - Incorporate Employability Skills across the Curriculum
 - Track students’ interactions and create a digital CV
 - Provide resources for lessons and the tutor programme
- Excellent encounters with employers through the advice and a slice programme
- Pockets of excellent practise in curriculum subjects – visiting career experts, transferable skills projects, careers-based homework.
- Typically, the school has maintained low NEET (Not in Education, Employment or Training) figures with the majority of students moving on to Further Education

Destination Data

Cohort Size	2022 Leavers	2021 Leavers	2020 Leavers	2019 Leavers
		157	152	141
College/Sixth Form		149	144	125
Apprenticeship		5	2	8
Neet		2*	3	4
Employed without Training		1	1	0
Armed Forces		0	0	1
Unknown		0	2	2
Moved Overseas		0	0	1
*Back in education				

- Our destination data shows consistently low number of learners become NEET (Not in Employment, Education or Training).
- We work closely with the Suffolk Local Authority NEET team to target those learners we feel are most at risk of becoming NEET.
- This team also shares information with us on a regular basis to help us keep in touch with learners who have left the school and continue to offer them support and advice

Areas for Development

Objectives	Actions and Timescales	Success Criteria
Further development of Inspirational Futures programme will improve the quality of provision and improve aspirations and quality of destination	Ensure that schemes of work have embedded Careers within them to ensure that learners have high aspirations.	Scheme of work identifies age-appropriate opportunities for delivering work related learning.
	Widening participation – University trips	Annual trips across year 7-9 Year 7 – day visit to UEA Year 9 campus visit
	Enhance support for More Able Provision	Oxbridge Visits, small group work, reading
	Improved communication so all staff will understand CIAEG process and how these impact on learner outcomes	All teachers understand the aspirations of individual pupils more fully which will enhance personalised learning opportunities and provide for greater progress
	School to develop the involvement of the Careers Advisor to ensure Guidance is offered to students lower down the school to provide the opportunity for more bespoke support.	All learners are well informed of career pathways and choices through partnerships with FE/HE institutions, local businesses, and industry. All pupils receive quality age-appropriate careers advice and guidance in line with careers policy and Gatsby Foundation Benchmarks.
	Further development of the Work experiences programme	More opportunities for volunteer work Opening up our offer of widespread work experiences in a one-day multi visit Re-introducing Work experience as an own set up model. Continue to assess the take your child to work day in year 9
To support the sustained transition of Year 11 learners into post-16 pathways.	To ensure that all current Year 11 have identified and applied for a Post -16 pathway. To support the Autumn Term transition into Post 16 pathways	All Year 11 pupils have identified a Post 16 destination and secured a pre-exam result offer. MMY to enter all Year 11 destination data/commentary on Tracker Tutors and teachers to be proficient in using Unifrog as a tool to record Year 11 transition activities.