# ADVICE AND GUIDANCE IN SCHOOLS

## Report prepared for the National Audit Office

**Marian Morris**

**September 2003**

# Contents

# 1. INTRODUCTION

The launch of the Connexions Strategy in 2000[1] formalised a significant change in the relationship between schools and the providers of professional guidance services for young people. This adjustment had been partly heralded by the introduction of new Planning Guidance for careers services in 1998, which focused the work of careers advisers on young people deemed to be *'most in need'*.[2] These young people included those not in learning or work post-16 (the so-called NEET group)[3] and young people in both compulsory and post-16 education who were 'at risk' of not remaining in learning. The change in careers service focusing also highlighted the more specific role that schools now needed to play in ensuring that all young people had access to appropriate careers education and guidance (as specified in the 1997 Education Act).[4] This role has since been further emphasised with the implementation of the Connexions Service.

The Service was originally conceived as a comprehensive and coherent service for all young people provided by a multi-agency partnership, including the former careers services. However, while there was an explicit expectation that the service would be universal, it was also recognised that an emphasis on the provision of more intensive support for the most needy young people meant that some the strategies previously used to support the wider cohort (including an automatic entitlement to a guidance interview with an adviser from the careers service) were no longer possible. As a result, many of the emerging Connexions Partnerships focused on capacity building in schools and on the introduction of systems such as on-line support and web-based guidance.

The first 12 Connexions Partnerships became operational in April 2001, following a range of different trial initiatives in 13 pilot areas the previous year. The remaining 35 partnerships have been phased in over a period from September 2001 to April 2003. To what extent has their introduction had an impact upon the ongoing provision of advice and guidance services in schools?

---

[1] DEPARTMENT FOR EDUCATION AND EMPLOYMENT (2000). *Connexions: the Best Start in Life for Every Young Person.* London: DfEE.

[2] DEPARTMENT FOR EDUCATION AND EMPLOYMENT (1998). *The Requirements and Guidance for Careers Services 1998.* Sheffield: DfEE.

[3] Following the Planning Guidance issued in spring 1999, this subsequently incorporated Learning Gateway.

[4] GREAT BRITAIN. STATUTES (1997). *Education Act 1997. Chapter 44.* London: The Stationery Office.

This report presents the findings from a research project carried out by the NFER for the National Audit Office (NAO) between February and September 2003. The study was commissioned by the NAO in order to obtain the views of schools on:

◆ whether the availability and accessibility of careers guidance in schools has changed since the implementation of Connexions

◆ the quality and provision of services provided by Connexions.

A survey, to be completed by the coordinator for advice and guidance in sampled schools and focusing primarily on the careers element, was designed by NFER, in consultation with the NAO and the Careers Service National Unit (CSNU) at DfES, and was administered by the NAO in May 2003. Questionnaires were sent to 1000 secondary schools selected from all nine Government Office regions and including all 47 Connexions Service areas. These schools (drawn in a stratified random sample by NFER) reflected the geographical, structural and socio-economic characteristics of the national population of all schools with young people in Years 10 and 11.[5] In total, 580 schools (a 58% response) returned completed questionnaires by the final date agreed for processing the questionnaires.[6] Subsequently, 51 more schools returned completed questionnaires (an overall response rate of 63%), but these arrived too late to be included in the statistical analysis. A table indicating the representativeness of the sample and of the responding schools is included in Table A in Appendix A.

This report provides a detailed analysis of the findings from the survey. Following an overview of current provision in schools and a discussion of the careers-related advice and guidance inputs made by local Connexions Services, the report assesses the perceived quality of provision and explores any variations that exist between different types of schools, between different contractual models and phases of the Connexions Services and between different Government Office regions.

---

[5] It was subsequently discovered that one of these schools had closed since the last update of the NFER's Register of Schools.

[6] A number of schools returned blank questionnaires and two schools returned duplicate questionnaires. These have not been included in the overall response rate.

# 2. ADVICE AND GUIDANCE PROVISION IN SCHOOLS

The research carried out by NFER in 2001 suggested that, while careers education and guidance in some schools was clearly integrated into the curriculum and was linked to students' performance reviews and target setting, there were many schools where '*insufficient time allocations, untrained coordinators and low levels of senior management commitment meant that young people came unprepared to interviews and demonstrated little readiness for guidance'.*[7] The 2003 study focused primarily on the provision of advice and guidance by schools and by Connexions Services and so is not in a position to comment on the direct impact of such provision on young people in schools. Nonetheless, it indicated some notable developments with respect to the strategic management of provision in schools, particularly in terms of the expansion of internal networking strategies and the provision of dedicated time for liaison with Personal Advisers. For other aspects of provision, however, there was only limited evidence of positive change.

## 2.1 Changes in Provision

The findings from the 2003 survey suggest that there has been some recognition of the need for structural support in managing the sharing of information and the coordination of advice and guidance activities in schools. In 98% of the responding schools there was at least one such coordinating post: in one quarter of the cases, one member of staff had overall responsibility for coordinating all aspects of advice and guidance.[8] Elsewhere, this responsibility was shared, with some schools (67% of all respondents) having a designated careers coordinator, sometimes alongside coordinators for (variously) work experience, PSHE, vocational and work-related learning and Citizenship, for example.

However, the level of formally accredited guidance-related expertise was limited. In nearly two thirds of the schools, advice and guidance was being coordinated or delivered by staff without any formal qualifications in the field.[9] While nearly one fifth of schools had at least one member of staff (not always a teacher) qualified to a level that would make them eligible to be a guidance professional and a further quarter had at least one member of staff

---

[7]  MORRIS, M., RICKINSON, M. and DAVIES, D. (2001). *The Delivery of Careers Education and Guidance in Schools* (DfES Research Report 296). London: DfEE.

[8]  See Table 1 in Appendix A

[9]  See Tables 2a and 2b in Appendix A

with relevant advice and guidance certification, the majority of schools had no such suitably qualified personnel. This reflects a slightly less sanguine picture than that identified in 2001, in which just under half of the responding schools had a co-ordinator who had achieved (or was working towards) such a qualification, and is more akin to the picture previously painted by Ofsted in 1998 (when only one third of careers co-ordinators had gained a recognised qualification relating to careers education and guidance).[10] Given the current emphasis on in-school provision of careers education, this lack of guidance trained staff may be a cause for concern, particularly in terms of the capacity of schools to provide appropriate levels of support, advice and guidance for pupils.[11]

Responses to questions about management support and mechanisms for integration highlighted some key issues in relation to the capacity of schools to support Connexions. Two positive developments were evident:

- Strategies that contributed to appropriate internal networking were in place in many schools, with co-ordinators for advice and guidance (or their line managers) having access to curriculum, pastoral and vocational committees and Personal Advisers able to access other teaching staff in a regular forum (see Table 4 in Appendix A). Such structural support was evident in around two thirds of the schools, which showed a marked improvement since 2001, when nearly half the schools lacked such internal networking mechanisms. For one third of the schools, however, a lack of structural integration and coherence is still evident.

- By contrast with 2001, allocated time for coordinators to liaise with Personal Advisers was also much more evident, with increases reported in one quarter of the schools. This is encouraging, given the concern about liaison between schools and other agencies that was expressed by careers service operations managers prior to the introduction of Connexions. However, the majority of respondents (57% of all those who returned a questionnaire) said that, while dedicated time was theoretically available, it was still insufficient and was also subject to the limitations imposed by inadequate time allocations for the Personal Adviser (see Section 3.1). Furthermore, in nearly one fifth of the schools in the survey, such meetings either did not take place or appeared to take place on an *ad hoc* basis only.[12]

There were a number of areas, however, in which there appeared to have been little apparent progress since the introduction of Connexions. While very few schools identified a systematic removal of support or integration mechanisms,

---

[10]    Office for Standards in Education (1998). *National Survey of Careers Education and Guidance.* London: OFSTED

[11]    In unprompted comments, some respondents made reference to the departure of key (trained) staff, with the subsequent re-allocation of sharing of roles amongst other (often untrained) teachers. Others noted that access to a trained Personal Adviser (careers) obviated the need for trained school staff.

[12]    See Tables 18a/18b in Appendix A

it was evident that there were a number of gaps (such as the limited availability of administrative assistance in some schools) and, in a few cases, certain areas were beginning to lose time that had previously been specifically designated for advice and guidance. This included time for careers-related curriculum development, which was said to be insufficient in over half of the schools (55%) in the survey and, as summarised by one respondent, had to compete with other curriculum areas which '*restrict the opportunity for developing careers education...it has to find its place among the PSHE/Civics/form time allocation'.*[13] Others were more forthright, calling for more overt senior manager support and a higher curriculum priority: '*I feel that careers can make an enormous contribution to a young person's life...*[but it is] *like a hidden subject which is placed at the back of the line due to limited time and space on the curriculum'*.

Areas in which there appeared to have been little advance since 2001 were, in summary:

♦ The development of **feedback mechanisms**. While appropriate strategies existed in nearly two fifths of the schools, the sharing of information about the outcome of guidance interviews was still lacking in the majority of cases. Without adequate feedback (and a means whereby curriculum or other changes can be made), a valuable source of evaluative comment on wider advice and guidance input may be missed. Of more concern may be the missed opportunity to assess the effectiveness of the identification and referral process. While the systems and procedures for identifying support needs were generally included in Partnership Agreements (see Chapter 3), most schools either negotiated or decided their own review procedures for the quality of provision.[14]

♦ Advice and guidance-related **professional development** for teachers. Given the limited numbers of teaching staff with appropriate advice and guidance qualifications, the provision of INSET in nearly three fifths of the schools was encouraging, although it was not possible to assess the quality and extent of such provision from the questionnaires. However, there was markedly more limited input in relation to the identification of the NEET group. Given that nearly two fifths of the respondents thought that staff were unable to correctly identify young people who might be in need of specialist careers advice (see Table 17 in Appendix A), this may be of concern. Only 18% of the respondents (about half of those schools that reported Connexions input to such training) felt that Connexions provision in this area was satisfactory (see Table 15 in Appendix A).

♦ The provision of **administrative support**. Ofsted, in 1998, expressed their concern about the inefficient use of professional time spent on organisational and administrative matters rather than on monitoring and evaluating the quality of provision. This picture does not seem to have changed much in the intervening years. As in 2001, the availability of

---

[13]  See Tables 3 and 18a and b in Appendix A
[14]  See Table 9b in Appendix A

time and budgetary support for administration was still lacking in more than one quarter of the schools. While there had clearly been some improvements in the extent of administrative provision in more than one in ten of the schools since the introduction of Connexions, this issue of resources for staff time and administrative assistance was one of the most notable gaps, with nearly half of the schools also identifying it as a key area for future capacity development.[15]

## 2.2 Changes in Resources

Some enhancements to capacity had clearly taken place since the introduction of Connexions, with an apparent net increase in the resources that schools had made available for advice and guidance. A high proportion of schools indicated that they were in direct receipt of funding from the Connexions Service (whether as start-up funds, matched funding or as on-going support) even though such funding is not mandatory under current contractual arrangements.[16] More than three quarters of the schools (77%), for example, said funding had been provided for the purchase of guidance materials, and a similar proportion (75%) reported funding for the purchase of guidance-related software.[17] However, it is not possible, from the information obtained from the survey, to identify the funding sources used to obtain all such resources. Many schools noted improvements to physical resources, with post-Connexions enhancements to their careers libraries or Connexions rooms (38%), to their facilities for guidance interviews (22%) and to their computer hardware (15%), but whether such enhancements were funded by Connexions is not clear.[18] What is clear, however, is that, even with these enhancements, many schools felt that their physical resources, particularly library and interview space (65%) and ICT materials (58%) needed further development: *'access to ICT rooms is oversubscribed'; 'other staff have to vacate areas to allow for interviews to take place.'*

Accessibility to resources appeared to vary little across the year groups from Years 9 to 11, although the availability of information on financial support, housing and volunteering was markedly less evident than for careers-related or health-related materials (see Tables 7a to 7c in Appendix A). However, there were more evident differences in the use made of various computer-based packages, some of which were age-related.[19] Around three quarters of the schools made use of ICT for action planning, Progress File, Records of Achievement and/or post-16 education and employment or learning opportunities databases for young people in Year 11, whereas the use of such

---

[15] See Tables 3 and 18b in Appendix A.
[16] See Table 5 in Appendix A.
[17] This picture reflects that previously noted in 2001, when many schools reported enhancements to their advice and guidance facilities following the 1998 Planning Guidance.
[18] See Table 6 in Appendix A.
[19] See Table 8 in Appendix A.

databases or action planning packages was more limited for pupils in Year 9 (around two fifths of the schools used them with this age group).[20] For both year groups, however, the level of use appeared to be greater than in 2001, when the proportions of schools reporting the use of databases and action planning packages were nearer two thirds (for Year 11) and one third (for Year 9) respectively.

Other differences related more to the type of package: as in 2001, those related to career 'matching' were used far more frequently than those related to decision-making, for example. There appears to have been a marked rise in the number of schools encouraging young people to use email as part of their career development planning, an area that a number of careers companies in 2001 signalled that they had decided to augment as a response to the focusing agenda. However, the percentage of schools using this strategy still falls some way short of those who reported internet access for careers education and guidance in Year 9 (95%), Year 10 (94%) and Year 11 (94%).

---

[20]   The pattern of use of ICT packages with young people in Years 12 and 13 suggested that, while databases were still widely deployed, there was more limited use of ICT for action planning

# 3. ADVICE AND GUIDANCE: THE CONTRIBUTION OF CONNEXIONS

The responses from the participating schools indicate that detailed Partnership Agreements had been established in all but a few areas, primarily those in which the local Connexions Service was still relatively new. In a very few cases, schools indicated that Partnership Agreements existed but had not yet been signed, either because the final details were still under negotiation or, as in one case, '*because of the general nature of the offer'*. The range of areas covered in Partnership Agreements was broad, with some evident splits between what was decided by the service, what was decided by the school and what was more open to negotiation.[21]

The areas where schools appeared to have most leverage were in terms of procedures for review (for the Partnership Agreement and for the quality of school and service provision),[22] the annual activity plans (71% of the schools said they were in a position to negotiate these) and targets specific to the school (see Table 9b in Appendix A). Nearly half of the schools (49% of those with Partnership Agreements) said that they had complete discretion over the size of the budget they would contribute to the provision of advice and guidance, while nearly one fifth maintained a veto over the amount of information they would provide to the Connexions service.[23] Whilst this may suggest an element of school autonomy, it could also be problematic if schools chose to withhold information that might be particularly pertinent to the support or guidance that was provided to a young person.

Schools had less influence, however, over the decisions that were made about the allocation of resources or Personal Adviser case-load. This latter was an issue that was raised repeatedly in unprompted comments throughout the questionnaire. Some 62% of all respondents (and 73% of those who felt that further developments were needed in the Connexions service) said that Personal Advisers were allocated too little time to spend in school, with many commenting on the limitations this now placed on the availability of guidance to '*hard working, high achieving students'*. To what extent is this perception of insufficient input backed up by the raw data?

---

[21] See Table 19b in Appendix A.

[22] It should be noted, however, that Ofsted inspections have, in many areas, criticised this element of Partnership (or service level) Agreements, with comments about the lack of rigour in quality assurance mechanisms.

[23] It should be noted that more than two thirds of these 118 schools were schools with sixth forms.

## 3.1    Time allocations for Personal Advisers

The data from schools on both time and case-load allocations suggest that, in overall terms, time allocations for advisers may be greater than they had been in pre-Connexions days (the mean allocations have increased by about 25%) and that case-loads are smaller (a mean reduction of about five per cent).[24] Moreover, fewer schools have very low time allocations, with only 13% (compared to 20% prior to Connexions) reporting an allocation that amounts to less than one day a week. Indeed, the figures suggest that, at the upper end of Personal Adviser allocations, the amount of time allocated to a school is almost up to the levels that existed prior to the changes that occurred as a result of refocusing following the 1998 Planning Guidance. Overall, this might suggest that there is a greater focus on interventions with young people in Year 11 (rather than those in Year 9 and 10) and that the amount of time spent with individuals so targeted may be greater.

However, this greatly over-simplifies what is a much more complex picture. To begin with, where schools gave information on case-loads both pre- and post-Connexions (63 schools) for example, the mean level of case-load had apparently decreased by only three pupils, but the standard deviation was 61, suggesting that there is a very wide variation in practice.[25] Similarly, where schools gave information on time allocations pre- and post-Connexions (234 schools), the amount of time allocated to each school had apparently increased by a mean of 117 hours per year. The standard deviation here was in the order of 252, suggesting that this ostensible increase should be viewed very cautiously. Moreover, in terms of overall case-load, there now appear to be more schools where fewer pupils are seen by an adviser than was the case in the past, while the number of schools where a high proportion of schools are seen remains more or less the same.[26]

Overall, this suggests that there may have been a significant redistribution in the allocation of resources both between schools and across Connexions areas and it is this redistribution that seems to have prompted many of the comments made by respondents, particularly those who reported a reduction in time allocation.

---

[24]   See Tables 10a, b and c.

[25]   It should be noted that there were some extreme outliers in this dataset that will have affected the calculation of the means (for example, one school with an apparent case-load of 1100, even though the median was 180). These outliers were removed from the further analyses (presented in Section 4) that were carried out on the dataset.

[26]   Less than 20% of the schools reported that fewer than 100 young people were seen by an adviser prior to Connexions, whereas some 32% of the schools indicated that that was the case now.

## 3.2 Young People's Access to Guidance

While only a minority of schools reported that their young people had no access to guidance from the Connexions Service, even by Year 11 (see Table 11 in Appendix A), this lack of access, particularly for more able students, was a significant concern for many. Although many schools made the comment that teachers were, in practice, the '*key Personal Adviser*' for young people, it should be recognised that there are still a high proportion of schools that lack suitably qualified coordinating and delivery staff and that the skills needed to provide such support (particularly that which is vocationally or careers-related) may not be widespread in schools. Of particular concern to many respondents was the lack of guidance interview opportunities available for the more able students:

> *I feel very strongly that our careers adviser* [sic] *has too little time in school and is only able to meet with the NEET group and underachieving students at KS4. There are many Year 11 students who would benefit from a careers interview who are hardworking, high achieving students, but he does not have time to see them individually and, due to timetabling restrictions, it is difficult to arrange a time to meet them as a group.*

Others were more concerned about an apparent reduction in equality of opportunity:

> *I am very concerned that the Connexions Service will be so busy with the disaffected that not all Year 11 pupils will get an individual careers interview which I think is very important. After all, surely all young people should have the equality of opportunity to have a careers interview.*

The proportion of schools in which there was an automatic screening interview for all pupils (whether conducted by the school or the Personal Adviser) appeared to have changed little since 2001: it ranged from less than 10% of the schools saying that this took place for pupils in Year 9 to nearly half with similar arrangements for those in Year 11.[27] Few schools suggested that a process of blanket interviewing took place, however, and it would appear that the proportion of schools in which such practices existed has declined since the introduction of Connexions (some 30% of the schools said that all of their Year 11 pupils were seen, compared with 40% prior to Connexions).[28] This confirms the trend that started with the introduction of the 1998 Planning Guidance, but which some schools still see as a detrimental step: '*pupils need one-to-one guidance*' and '*all students at KS4 and KS5 are entitled to careers guidance – we as a school see the majority – less than 25% are seen by the careers adviser* [sic] *from Connexions*'. Overall, it would

---

[27] See Table 11 in Appendix A

[28] See Tables 12a to 12c in Appendix A.

appear that there has been a mean decrease in the proportion of young people with access to a Personal Adviser in Years 9 and 10, but a mean increase in such access for those in Years 11 and 12 or 13. However, given the high standard deviations around the mean, this is clearly not universally true and the findings should be treated with caution.[29]

The data suggests that young people gain access primarily as a result of being targeted, whether they are identified by the school or by the Connexions Service as a priority for guidance. However, there is significant evidence of self-referral, with nearly four fifths of the schools saying that young people in Year 11 chose to access additional help in this way and many young people in the lower age groups also being seen to adopt this route.[30] This may raise a question about the capacity of the Connexions Service to cope with high levels of self-referral on top of the locally identified priority groups. As one respondent noted, self-referral did not necessarily lead to a one-to-one interview with a Personal Adviser:

> *...the students with the most choices (i.e. those who are not disaffected or liable to fail) actually need and would benefit from guidance. We have to tell such pupils they are not entitled to an interview even if they self refer! Connexions advertising is seriously misleading because it raises the hopes of such students that they will be able to receive the guidance that they want.*

As in 2001, the priority groups for guidance included those students who were seen as disengaged or disaffected (69% of schools), those who with a statement of special needs (67%) or individual learning need (54%), or who were in danger of becoming NEET (56%).[31] Performance-related criteria was mentioned by fewer schools (46%) and tended to be in relation to underachievers rather than those with high expectations. While lack of certainty over post-16 destinations was a prompt in nearly two thirds of the schools, they were only a specific target group in around one third (34%).

This pattern of prioritisation, with a focus on social rather than vocational needs, was very similar to that which emerged in 2001 and the comments noted above reflect the concerns that were also mentioned in the earlier study. The question, echoed by many respondents to this survey, remains as to whether there should be this split in guidance provision – should decisions need to be made as to whether guidance should be for '*those students who present the greatest overt resistance to guidance – or those able students who,*

---

[29] A number of respondents made unprompted comments suggesting that, while the number of hours had increased the number of young people (particularly post-16) who had access to the Personal Advisor had decreased.

[30] While more young people appear to be accessing such guidance 'on demand' through ICT or email provision, the use of such strategies in school is still variable (see Table 8 in Appendix A).

[31] See Table 13b in Appendix A.

*ill-prepared and lacking the careers related skills to make the most appropriate choice, drift quietly into the wrong post-16 destinations and subsequently drop out and fail to reach their potential?'*

## 3.3    Levels of Satisfaction with Provision by Connexions

The provision of specialist advice and guidance by Connexions (to both targeted individuals and to targeted groups of young people) and the identification of young people most likely to be in need of such advice, were the areas in which there was the greatest recorded level of satisfaction by schools (see Table 14 in Appendix A).  However, there were a significant number of mentions of the need for further specialist advice (45% of the 496 respondents who identified specific areas for development in Connexions noted this) and many made unprompted comments about the need for much greater development of the '*welfare aspect of Connexions*'; areas in which there was noticeably less provision in schools.[32]  Indeed, some respondents were at pains to distinguish between the perceived '*excellent contributions*' made by the Personal Advisers with responsibility for careers advice and guidance and the specialist Personal Advisers, many of whom were thought to have too little time or to be too little in evidence, as yet, to make a significant contribution to the school.  As one such respondent noted, '[there has been] *no perceived improvement since the Youth Service* [was] *subsumed into Connexions.* [We were] *previously allocated more hours of excellent support from* [the] *Youth Service'.*  Many comments about the perceived helpfulness of individual advisers were made, but most of those who sent written comments said that, while the practice of such advisers was good, they lacked sufficient time in school to address key issues or to train staff.[33]

Indeed, this issue of training was one in which there was the least satisfaction with the work of Connexions amongst respondents.  Few schools reported that Connexions staff were involved in training teachers and other school staff to identify the young people in need of specialist advice and, even where training was given, respondents were divided as to its effectiveness (see Table 15 in Appendix A).  Given that nearly two fifths of the schools said that staff were uncertain how to identify and refer such young people (see Table 17) and that most schools said that they negotiated the systems and procedures for such identification with the Connexions Service (see Table 9b) this may prove problematic if further development does not take place.  However, while respondents were often critical of Connexions support in this area, it should be noted that such criticism is not new.  Many respondents in the earlier study had criticised the contributions of the previous careers services in this area. Yet, at the same time, many of the then chief executives felt they had

---

[32]    See Table 6 in Appendix A.
[33]    It should be noted, however, that a high proportion of schools reported a lack of understanding of the role of Personal Advisers amongst their staff.

encountered resistance from school staff who were unhappy with the concept of targeting certain young people to the exclusion of others whom they felt would benefit from guidance. This feeling has, perhaps, continued. While schools demonstrated confidence in the work that Connexions was doing with the young people deemed most in need of specialist support, less than half were satisfied with the level of response to the needs of other young people.

Respondents were also divided as to the extent that Connexions staff responded flexibly to the needs of their school (a criticism that had been levelled at careers services in 2001) and nearly half reported limited engagement with parents, governors and the wider community. The involvement of Connexions in organising visits to and from institutions of further and higher education was also said to be very limited, although a minority of schools were very satisfied. Schools reported that they were broadly satisfied with the tracking systems that the Connexions Service had in place, although levels of satisfaction with monitoring the career progress of young people was lower. This was a task that, in 2001, many careers services reported as becoming more difficult with the reduction in the level of individual contact with young people outside the then target group.

Schools were reluctant to attribute any improvements in schools solely to Connexions, although its contributory role in increasing post-16 participation and reducing post-16 switching and drop-out was acknowledged by one in five and one in ten schools, respectively (see Table 16 in Appendix A). The work of Connexions staff was also said to have contributed to reducing levels of truancy in over one quarter of the schools which reported such reductions. While Connexions was said to have played a part in raising levels of attainment at key stage 4 in one quarter of the schools where such improvement had been noted, no such attribution (other than in a very few cases) was given for increased attainment at key stage 3.

# 4. ADVICE AND GUIDANCE: THE IMPACT OF CONNEXIONS?

Data from the postal survey of schools was used to construct detailed statistical models that reflected, firstly, the structure and extent of careers advice and guidance in schools, secondly, the perceived input and perceived impact of provision from the Connexions Service and finally, the pattern of school and Connexions provision.[34] This analysis suggests that there is still a significant degree of polarisation in terms of the range and quality of access to professional guidance available to young people and some clear differences in the capacity of individual schools to provide appropriate guidance for all of their students.

## 4.1 School Level Provision

The analysis began with an exploration of school support and provision. Composite variables, relating to items such as the extent of access young people had to information resources, were derived using a variety of scoring techniques and factor analysis. Using principal component analysis, two second-order factors then emerged:

- The first (**structural support in school**) was related to the extent of student access to resources (both information and communications technology – ICT – and other careers-related resources) and the extent of senior management support, expressed in terms of budgetary and administrative support and mechanisms for curriculum integration. This explained 25% of the variance between schools.

- The second (**access to professional guidance**) was linked to the extent of student access to guidance and specialist delivery by trained teachers and careers service staff. This explained a further 23% of the variance.

These two components were used to map the extent of internal provision across the survey schools (Figure 4.1, overleaf, provides a picture of the wide variation observed), and schools were then categorised according to the extent of their structural support and the level of their access to specialist provision.[35] Four major groups were identified. These groups indicated that over two

---

[34] A brief description of the statistical analysis undertaken for this study is included in Appendix B. In order to construct a composite indicator of overall provision, this data needed to be fully comprehensive: in all, sufficient data was obtained from 502 of the 578 surveyed schools (87%).

[35] The survey items used in this analysis are summarised in Appendix B.

thirds of the schools for whom sufficient data was available (70%)[36] displayed some major deficits, whether in terms of structural support or guidance provision or both. Overall, in less than one third of the schools (30% – a slightly smaller proportion to that identified in 2001),[37] provision of careers education and guidance could be said to reflect good practice, with some 11 schools (2%) forming a further sub-set of schools with high levels of both support and provision.

**Figure 4.1  Distribution of schools: by levels of guidance provision and structural support**
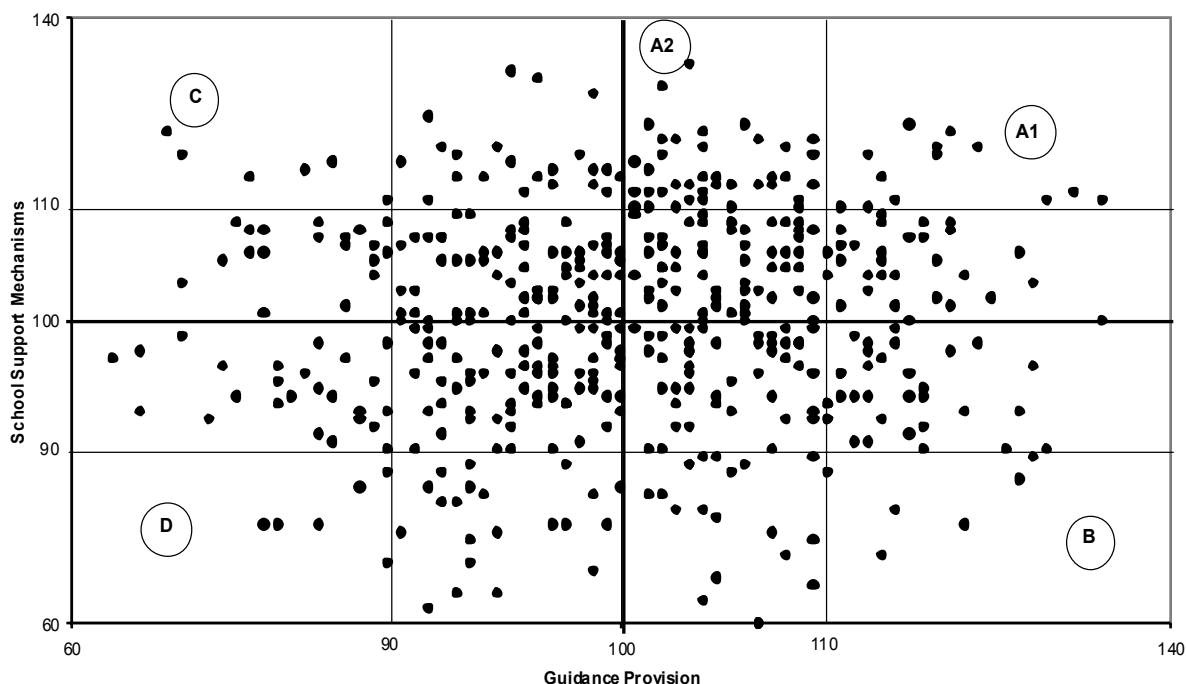


These 11 best practice schools all had:

♦ one or more staff with a nationally recognised careers education and guidance qualification

♦ good facilities for, and easy access to, ICT and other careers-related resources

♦ a high level of senior management support expressed in terms of budgetary, time and resource allocation and in terms of access to decision-making bodies

♦ clear strategies for the integration of careers education and guidance into the wider school curriculum and into the various academic, pastoral and vocational systems in the school

---

[36] Insufficient data was available for some 13% of the schools (76 cases) to make a judgement about their status. Were all schools to be included in the analysis, this figure would represent 62% of all those in the survey.

[37] The 2001 figure was just under one third of all schools (32%).

♦ strategies to ensure access to specialist guidance provision for the target group and for other students outside the target group.

The distribution of all survey schools across the four major groups is indicated in Table 4.1.

**Table 4.1      Patterns of provision: distribution of schools.**

| Category | SCALE OF PROVISION | % | % |
|----------|--------------------|----|----|
| A1 | Very high levels of support and provision | 2 | 2 |
| A2 | High levels of support and provision | 24 | 27 |
| B | Low levels of support but good guidance provision | 21 | 24 |
| C | High levels of support but poor provision | 21 | 24 |
| D | Low levels of support and poor provision | 20 | 23 |
| U | Insufficient data | 13 | - |
| **N =** | | **578** | **502** |

*Outcome of Principal Components Analysis*
*502 schools provided sufficient data to be included in the model*
*Source: NAO survey of schools*

The differences that emerged between schools were evident in relation to both school characteristics and the phase of Connexions (in terms of the year of implementation),[38] with statistically significant differences in terms of:

♦ lower levels of access to guidance for young people in the highest achieving schools at key stage 4[39]

♦ lower levels of internal support mechanisms in the lowest achieving schools at key stage 4, compared to those in the second highest (though not the highest) band[40]

♦ higher levels of access to guidance in Phase 1 Connexions areas compared with those in Phase 2 or 3.[41]

---

[38]  Although Connexions was officially introduced in three phases, a number of services did not become operational until a later date.  For the purposes of this analysis, Phase 1 services are classified here as those coming into operation between April and summer 2001 (32% of the schools were in such areas), Phase 2 services are designated as those that went live between April 2002 and June 2002 (25% of the schools were in such Phase 2 areas) and Phase 3 has been used to describe those that went live between September 2002 and January 2003 (this included 44% of the schools in the survey).

[39]  Significant at $p<0.0001$

[40]  Significant at $p<0.01$

[41]  Significant at $p<0.006$

## 4.2   Input by Connexions

A similar analysis of the perceived provision made by Connexions was then carried out.  Two principal components emerged from this analysis:

- The first (**perceived input from the service**) was related to the extent of support that the school received from the Service, in terms of the extent to which the service provided resources, developed capacity and provided guidance interviews and one-to-one support for a range of young people. This explained 36% of the variance between schools.

- The second (**perceived impact of the service**) was linked to the extent of satisfactory interaction that the school had with the service, in terms of negotiated Partnership Agreements, levels of satisfaction with service provision and the perceived impact that the service had on young people's outcomes pre- and post-16.  This explained a further 23% of the variance.

Here the significant differences related to perceptions of:

- greater input in the lowest achieving schools at key stage 4 (compared to those in the highest band)

- greater input in Phase 1 Connexions areas, compared to those in Phase 2 and 3

- greater impact in the North West and of least impact in the South East

- greater impact in areas where the service was provided under a direct delivery model than a sub-contract model.

There were also some strong statistical relationships with the level of school provision. Most notably, in the 29% of schools in which there was both strong structural support and good internal access to specialist guidance, perceptions of both the input from Connexions, and the impact of the local service tended to be significantly greater than amongst those 23% of schools with poor internal support and access to specialist guidance.  To what extent is it possible, therefore, to identify a group (or groups) of schools where young people have adequate and appropriate support and groups of schools where this is not the case?  The analysis that was undertaken for Section 4.3 explored this further.

**Figure 4.2   Distribution of schools: by perceived levels of Connexions input and impact**
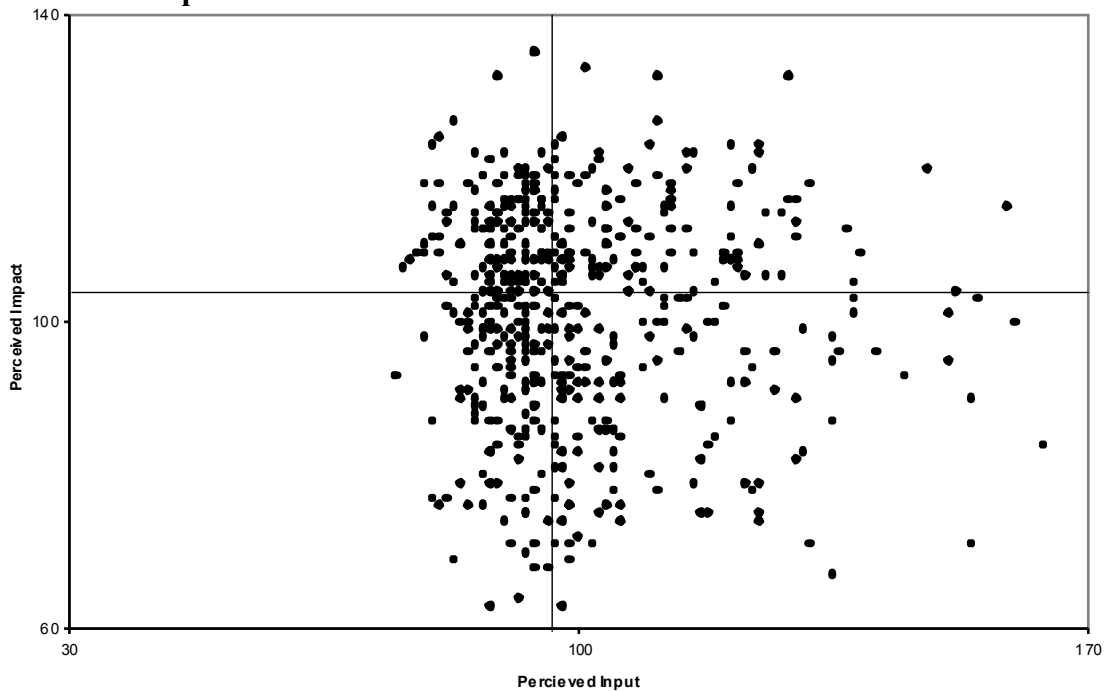


## 4.3   The Relationship between School and Connexions Provision

Second order Principal Component Analysis was used to extract two further factors to explore the relationship between school guidance and the perceived input and impact of Connexions.  The first factor, that of school provision, explained 32% of the variance between schools.  The second, related to perceptions of Connexions, explained some 39% of the variance.

These two components were used to map the extent of provision and impact across the survey schools (see Figure 4.3, overleaf), and schools were then categorised according to the extent of their own provision and the perceived contribution of Connexions.[42]  As Table 4.3 indicates, some two fifths of the schools for whom there was sufficient survey data (and 32% of all schools in the survey) could be said to be providing an appropriate level of support for all of the young people in their school, with around 25 schools (four per cent of the survey cohort) providing a high level of support overall.  However, there were a sizeable proportion of schools in which both school and Connexions Service contributions appeared to be signally lacking.  These schools were significantly associated (at the 95% level) with:

---

[42]   As before, in order to construct a composite indicator of overall provision, this data needed to be fully comprehensive: in all, sufficient data was obtained from 460 of the 578 surveyed schools (80%).

- Higher attaining schools (schools in the highest achievement band at GCSE had lower levels of both school provision[43] and perceived support from Connexions[44] than any other group of schools)
- Schools in sub-contract areas (as compared with direct delivery areas)[45]
- Schools in Phase 3 (compared with Phase 1) of Connexions.[46]

**Table 4.3    Patterns of school provision and perceived Connexions contribution: distribution of schools.**

| Category | SCALE OF PROVISION AND CONTRIBUTION | % | % |
|---|---|---|---|
| A | High levels of school provision and good Connexions contribution | 32 | 40 |
| B | High levels of school provision but poor Connexions contribution | 11 | 14 |
| C | Poor levels of school provision but good Connexions contribution | 12 | 15 |
| D | Low levels of school provision and poor Connexions contribution | 25 | 31 |
| U | Insufficient data | 20 | - |
| **N =** | | **578** | **460** |

*Outcome of Principal Components Analysis*
*460 schools provided sufficient data to be included in the model*
*Source: NAO survey of schools*



---
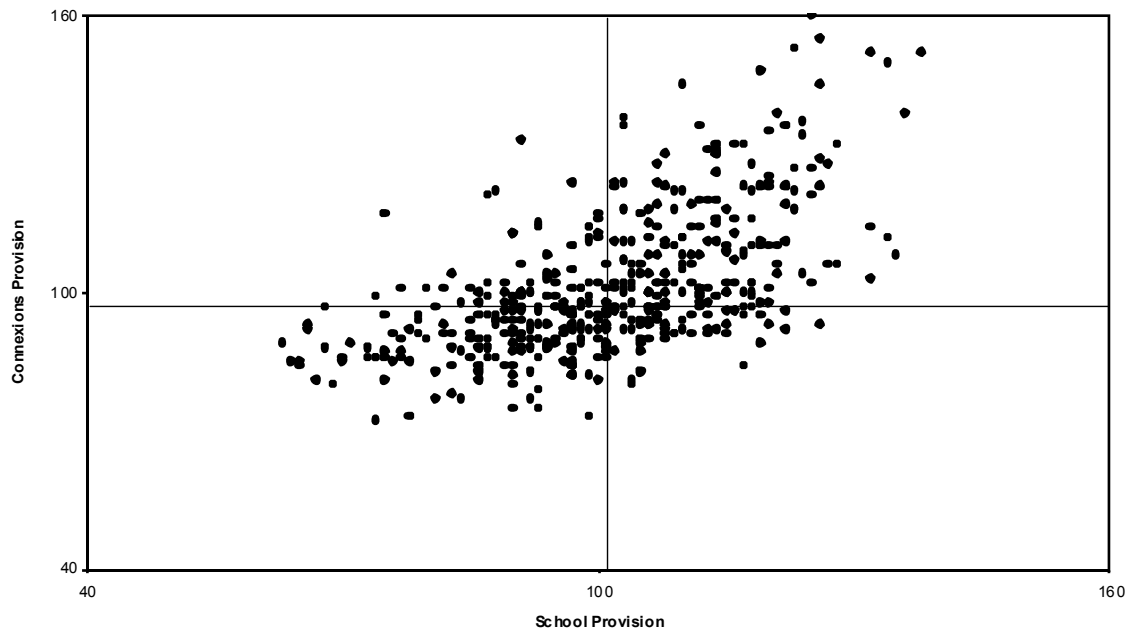
[43]   Significant at $p < 0.04$
[44]   Significant at $p < 0.02$
[45]   Significant at $p < 0.02$ for school provision and at $p < 0.05$ for Connexions' provision
[46]   Significant at $p < 0.03$ for school provision and at $p < 0.0001$ for Connexions' provision

20

In 2001, there had been very clear differences in the type of careers-related developments, both at school and at the then careers service level, that schools in the different categories of provision had sought. Schools in the 'best' category tended to focus on the need for additional administrative support and displayed most concern about young people outside the current target group. By contrast, schools where provision was relatively poor were more likely to seek a comprehensive overhaul of their programme and to look for significant additional support from the careers service.

In terms of the changes that schools felt were necessary in their own provision, these differences were still evident in 2003, particularly in the contrast between those that might be described as those with the 'best' practice and relationships with Connexions and those with relatively poor provision.[47] While more than half of the schools in each category sought additional administrative support, improvements in time allocations for curriculum planning and meetings with Personal Advisers, enhanced physical space and better provision for those inside the target group, schools where both internal provision and relationships with Connexions were good (or excellent) were significantly less likely than those with relatively poor provision to have identified a need for as many school-based improvements. In terms of the individual areas, those with poor provision were more likely to have identified a need for:

- Better or more physical space ($p<0.000$).
- Careers-related paper-based ($p<0.004$) and ICT-based information ($p<0.002$) and guidance materials ($p<0.04$).
- More administrative support ($p<0.03$).
- Better provision for young people inside the target group ($p<0.01$) and outside the target group ($p<0.03$).
- Allocated timetabled time ($p<0.03$) and meeting times with Personal Advisers ($p<0.005$).

In addition, the 'good' schools were significantly less likely than the poor schools to have indicated a need for as many aspects of enhanced Connexions provision. In terms of these enhancements, poor schools were significantly more likely to have identified a wish for:

- Curriculum support ($p<0.0001$).
- Careers-related information ($p<0.0001$).[48]
- Provision for young people inside the target group ($p<0.0001$).

---

[47] This was significant at $p<0.003$.
[48] It should be noted that, in the case of schools where provision was poor, but Connexions provision was deemed to be good, there was no significant difference between these and the good schools on this measure.

- ♦ Provision for young people outside the target group (p<0.001).

- ♦ The amount of time spent in the school by the Personal Adviser (p<0.001).[49]

- ♦ Help with work with employers (p<0.001).

- ♦ Help with work with parents (p<0.0001).

It should be noted that concerns about young people in the target group did not emerge in the 2001 survey. At the time that survey was conducted (early spring, 2001), few Connexions services were in operation and concerns tended to focus on the need for guidance for young people outside the then target group for careers services under the terms of the 1998 Planning Guidance. By 2003, the majority of schools (52%) noted that they were satisfied (or very satisfied) with the work of Connexions in providing mentoring, assessment, advocacy and brokering services with young people in need of specialist support,[50] yet there were clearly some concerns with the extent of this work. This was most evident in the schools where provision appeared weakest, with 60% of such schools identifying the need for Connexions' improvement in this area (and 58% saying that their own practice needed to be enhanced). In unprompted responses, a number of respondents, across all categories of schools, distinguished between their satisfaction with careers-related input (most of which was regarded favourably) and other support (to which respondents had a mixed response). One such respondent summarised the situation as: '*the careers guidance work is satisfactory – the work on disaffected students and alternative curriculum and counselling needs to be developed*'. Others identified specific areas of perceived weakness in terms of the guidance given to students to reduce problems of truancy (though some 13% of schools suggested that Connexions had indeed made some contribution in this area) and to address problems related to students' social integration, home circumstances and health problems (including drug-related issues).

The picture that emerges, therefore, is one in which there are some clear differences between schools, both in terms of the extent and nature of their own provision and in their perceptions of Connexions' input and impact. As the previous discussion has indicated, some differences emerged during the analysis (at both school and Connexions level) in terms of the characteristics of schools where either internal provision was good *or* where relationships with Connexions were positive. The question arises as to whether there are any distinguishing characteristics shared by the schools in which both internal 'best' practice *and* relationships with the Connexions service were evident, or

---

[49]  It should be noted that, in the case of schools where provision was poor, but Connexions provision was deemed to be good, there was no significant difference between these and the good schools on this measure.

[50]  Note, however, that there was marginally less satisfaction with Connexions' identification of the young people likely to become NEET.

by those in which both provision and support appeared poor? And were these schools associated with any particular contractual models of Connexions, phase of implementation or regional location?

## 4.4    Differences in Practice between Schools

At school level, and as in 2001, the survey suggests that there were no significant differences between the reported quality of, and support for, careers education and guidance provision in schools with or without sixth forms. The socio-economic differences noted in 2001 (in which the reported quality of careers education and guidance provision was significantly higher in areas of higher socio-economic deprivation) were no longer evident at a statistical level, although whether this is an indication of enhanced provision in less deprived areas, or reduced provision in more deprived areas, cannot be assessed from this survey.

However, the differences that had previously been noted in relation to levels of student ability and attainment were still clearly evident. Both school provision and perceived levels of Connexions input and impact were *significantly lower* in schools in which GCSE attainment was highest. Given the concerns expressed by many about the extent of access to guidance provision amongst more able young people (see Section 3.2) this may be a cause for some unease.

## 4.5    Differences in Practice between Connexions Services

Variations in the perceived provision by Connexions Services were also evident. Schools in areas in which the Connexions contract was that of direct delivery[51] were significantly more likely to have better school provision (p<0.02) and to believe that their local Connexions service had high levels of input and impact, though the evidence for this latter was not strong (p<0.052).[52] This difference was also evident in relation to the **phase** of Connexions, with schools in Phase 1 areas[53] reporting better school[54] and Connexions' provision[55] than those in Phase 3 areas. Further analysis suggests that there may also be some interaction between phase and model, with schools in direct delivery areas in Phase 1 and 2 areas reporting higher levels

---

[51]   Of the 502 schools that provided enough information to be classified according to their overall provision, 213 were in areas in which there was a Direct Delivery contract.

[52]   Of the 519 schools that provided enough information to be classified according to their overall provision, 226 were in areas in which there was a Direct Delivery contract.

[53]   Note that Phase is used here to indicate year of implementation, not year of awarded contract (see page 16).

[54]   Significant at p<0.03)

[55]   Significant at p<0.0001)

of school provision than those in Phase 2 sub-contract areas. No such interaction was evident in relation to provision by Connexions, however.

The regional differences noted in Section 4.2 were less overt here, although a difference between London and the North West was evident (though not statistically significant) in terms of the perceived input and impact of Connexions.

# APPENDIX A:  TABLES

This appendix presents a summary of the basic frequency data obtained from the national survey of schools that took place between the 19th of May and the 23rd of June 2003.  A total of 1000 schools were drawn in an initial sample, reflecting the geographical, structural and socio-economic characteristics of the national population of all schools with young people in Years 10 and 11.[56] In total, **580** schools (a 58% response) returned completed questionnaires by the final date agreed for processing the questionnaires.[57]  Subsequently, 51 more schools returned completed questionnaires (an overall response rate of 63%), but these arrived too late to be included in the analysis.

A comparative breakdown of the respondents against the survey sample and national population is attached at the end of this appendix as Table A.  This indicates that the characteristics of respondents and non-respondents are the same across all of the identified criteria, and that the respondents to the survey may therefore be regarded as fully representative of both the drawn sample and of the national population.

---

[56]  It was subsequently discovered that one of these schools had closed since the last update of the Register of Schools.

[57]  A number of schools returned blank questionnaires.  These have not been included in the overall response rate.

## BASIC FREQUENCY TABLES AND COMMENTARY

### Table A: Respondents' posts in school

| Respondent is the: | % |
|---|---|
| Coordinator for advice and guidance | 79 |
| Other | 18 |
| No response | 4 |
| **N =** | **580** |

*More than one answer could be given so percentages do not sum to 100*
*A total of 558 respondents answered at least one item in this question.*

**Respondents** were asked to identify the additional posts or responsibilities (if any) they had. These were, variously:

| Post | N |
|---|---|
| Member of Senior Management Team | 31 |
| Head of careers/careers coordinator | 28 |
| Work experience coordinator | 14 |
| PSE/PSHE coordinator | 11 |
| Headteacher | 9 |
| Head of Department | 9 |
| Vocational education/work-related learning coordinator | 6 |
| Head of Key Stage | 6 |
| Connexions coordinator | 5 |
| Citizenship coordinator | 5 |
| Responsibility for student support | 5 |
| Head of Year | 5 |
| Responsibility for student services | 4 |
| 14-19 coordinator | 1 |
| Widening participation coordinator | 1 |
| Gifted and talented coordinator | <1 |
| Key skills coordinator | 1 |
| Responsibility for continuing professional development | 1 |
| Head of faculty | <1 |
| Subject teacher | 13 |
| Other responsibility | 17 |
| No additional post given | 7 |
| **N=** | **580** |

*More than one answer could be given so percentages do not sum to 100*
*A total of 517 respondents identified one or more additional posts.*

**Table 1.** **Provision of advice and guidance coordinated in your school**

| Coordination of advice and guidance | % |
|---|---|
| One member of staff coordinates *all* advice and guidance provision in the school | 24 |
| There are a number of different staff with responsibility for coordinating different aspects of advice and guidance | 55 |
| There is a member of staff with specific responsibility for coordinating careers education, advice and guidance | 67 |
| No member of staff has responsibility for coordinating advice and guidance provision in the school | 1 |
| No response | 1 |
| **N =** | **580** |

*More than one answer could be given so percentages do not sum to 100*
*A total of 572 respondents answered at least one item in this question.*

**Table 2a.** **Members of school staff with nationally recognised guidance qualification**

| Qualifications | One teacher has this % | A number of teachers have this % | All teachers have this % | No teachers have this % | Don't know % | No response % |
|---|---|---|---|---|---|---|
| Further Professional Certificate in Careers Education and Guidance | 10 | 2 | 0 | 58 | 10 | 20 |
| Advanced Professional Certificate in Careers Education and Guidance | 5 | <1 | 0 | 60 | 11 | 24 |
| Diploma in Careers Guidance/Qualification in Career Guidance | 14 | 1 | 0 | 57 | 10 | 18 |
| NVQ Level III in Guidance/Advice and Guidance | <1 | 1 | 0 | 59 | 12 | 28 |
| NVQ Level IV in Guidance/Advice and Guidance | <1 | <1 | 0 | 58 | 13 | 28 |
| MA/MEd in guidance | 2 | 1 | 0 | 58 | 12 | 27 |
| Other | 6 | 1 | 0 | 17 | 6 | 70 |
| **N = 580** | | | | | | |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 549 respondents answered at lease one item in this question*

**Table 2b.** **Proportion of schools with staff with nationally recognised guidance qualifications**

| Qualification | % |
|---|---|
| Further Professional Certificate in Careers Education and Guidance | 11 |
| Advanced Professional Certificate in Careers Education and Guidance | 5 |
| Diploma in Careers Guidance/Qualification in Career Guidance | 15 |
| NVQ Level III in Guidance/Advice and Guidance | 1 |
| NVQ Level IV in Guidance/Advice and Guidance | <1 |
| MA/MEd in guidance | 3 |
| Other | 7 |
| No staff qualified | 65 |
| **N =** | **580** |

*Summary table based on data from question 2*

**Table 3.** **Changes schools have made to the support available for advice and guidance since the introduction of Connexions**

| The school makes available: | New/ Enhanced % | Exists – no change % | Has been taken away % | Never existed % | No response % |
|---|---|---|---|---|---|
| A designated budget for: | | | | | |
| ➢ careers education and guidance materials | 10 | 87 | <1 | 2 | 1 |
| ➢ other guidance materials | 13 | 65 | <1 | 9 | 12 |
| ➢ administrative assistance | 13 | 50 | 1 | 27 | 8 |
| ➢ responsibility points for the coordinator | 6 | 79 | 2 | 9 | 4 |
| Time allocation for: | | | | | |
| ➢ careers curriculum development | 8 | 68 | 3 | 17 | 5 |
| ➢ meetings with the Connexions Personal Adviser(s) | 25 | 54 | 1 | 17 | 4 |
| ➢ administration for careers education and guidance | 7 | 68 | 2 | 20 | 4 |
| ➢ administration for other advice and guidance | 8 | 53 | 1 | 28 | 9 |
| Dedicated ICT guidance facilities | 18 | 61 | 1 | 12 | 8 |
| INSET/CPD provision for all staff on identifying potential NEET group | 6 | 29 | 1 | 50 | 14 |
| INSET/CPD provision for all staff on delivering careers education and guidance | 7 | 51 | 1 | 33 | 7 |
| **N = 580** | | | | | |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 578 respondents answered at lease one item in this question*

**Table 4.** **Changes made by schools to the mechanisms for integrating advice and guidance into the wider school curriculum since the introduction of Connexions**

| Changes to mechanisms for integrating advice and guidance… | New/ Enhanced % | Exists – no change % | Has been taken away % | Never existed % | No response % |
|---|---|---|---|---|---|
| The coordinator for advice and guidance (or their line manager) attends: | | | | | |
| ➢ academic curriculum review meetings | 8 | 70 | <1 | 18 | 4 |
| ➢ pastoral review meetings | 12 | 66 | <1 | 16 | 5 |
| ➢ vocational curriculum review meetings | 10 | 48 | <1 | 33 | 8 |
| There is a forum for regular meetings between the Connexions Personal Adviser(s) and teaching staff | 24 | 38 | 1 | 31 | 6 |
| The outcomes of careers guidance interviews are fed back to curriculum areas | 6 | 33 | 1 | 55 | 5 |
| Employers and the community are involved in the wider school curriculum | 10 | 75 | <1 | 10 | 5 |
| Other | 3 | 2 | <1 | 1 | 95 |
| N = 580 | | | | | |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 577 respondents answered at lease one item in this question*

**Table 5.** **Funding available from the local Connexions Service**

| Funding provided for the following resources | Yes % | No % | Don't know % | No response % |
|---|---|---|---|---|
| the purchase of guidance materials? | 77 | 14 | 6 | 3 |
| the purchase of guidance-related software? | 75 | 15 | 7 | 3 |
| technical Information and Communication Technology (ICT) support? | 31 | 48 | 15 | 6 |
| staff training? | 65 | 21 | 9 | 6 |
| other | 4 | 2 | 1 | 93 |
| N = 580 | | | | |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 574 respondents answered at lease one item in this question*

**Table 6.** **Overall changes made to the resources available for advice and guidance since the introduction of the Connexions Service**

| Changes made … | New/ Enhanced % | Exists – no change % | Has been taken away % | Never existed % | No response % |
|---|---|---|---|---|---|
| Careers library/Connexions Room | 38 | 59 | 1 | 1 | 1 |
| A dedicated room for guidance interviews | 22 | 70 | 1 | 6 | 1 |
| Up-to-date **careers-related** information | 19 | 79 | <1 | 1 | 1 |
| Up-to-date information on **health** issues (e.g. drugs, sex, bullying) | 28 | 64 | 5 | 0 | 3 |
| Up-to-date information on **financial support** for students (e.g. EMAs, Learner Support Funds, OBs) | 20 | 57 | <1 | 18 | 5 |
| Up-to-date information on **housing** issues | 21 | 29 | 0 | 44 | 6 |
| Up to date information on **volunteering** and **community activities** | 20 | 54 | <1 | 21 | 5 |
| Extra resources for staff time | 12 | 40 | 3 | 39 | 6 |
| Extra administrative assistance | 12 | 37 | 2 | 42 | 7 |
| Networked computers | 15 | 72 | 1 | 9 | 3 |
| CD ROMs | 13 | 73 | 1 | 6 | 7 |
| Internet access | 15 | 78 | <1 | 4 | 3 |
| Computer-based careers education and guidance materials | 16 | 78 | <1 | 3 | 3 |
| Other | 1 | 1 | <1 | 1 | 97 |
| **N = 580** | | | | | |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 577 respondents answered at lease one item in this question*

**Table 7a.**     **Level of Year 9 students' access to resources**

| Access to careers resources | Year 9 | | | |
|---|---|---|---|---|
| | Any time %| Specific lessons only % | No access % | No response % |
| Careers library/ Connexions Room | 71 | 24 | 3 | 3 |
| Careers materials and information | 76 | 21 | 1 | 2 |
| Health-related materials and information (e.g. drugs, sex, bullying) | 47 | 46 | 3 | 4 |
| Information on financial support | 39 | 28 | 24 | 9 |
| Information on housing | 28 | 16 | 44 | 12 |
| Information on volunteering | 44 | 22 | 23 | 10 |
| Networked computers | 65 | 30 | 2 | 3 |
| Stand-alone computers | 40 | 28 | 20 | 13 |
| CD ROMs | 58 | 31 | 5 | 6 |
| Internet access | 66 | 28 | 2 | 3 |
| **N = 580** | | | | |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 572 respondents answered at least one item in this question*

**Table 7b.**     **Level of Year 10 students' access to resources**

| Access to careers resources | Year 10 | | | |
|---|---|---|---|---|
| | Any time %| Specific lessons only % | No access % | No response % |
| Careers library/ Connexions Room | 75 | 20 | 1 | <1 |
| Careers materials and information | 79 | 17 | <1 | 3 |
| Health-related materials and information (e.g. drugs, sex, bullying) | 50 | 42 | 3 | 6 |
| Information on financial support | 42 | 29 | 20 | 10 |
| Information on housing | 29 | 18 | 39 | 14 |
| Information on volunteering | 46 | 22 | 20 | 12 |
| Networked computers | 65 | 27 | 2 | 5 |
| Stand-alone computers | 39 | 27 | 19 | 14 |
| CD ROMs | 58 | 30 | 5 | 8 |
| Internet access | 67 | 26 | 1 | 5 |
| **N = 580** | | | | |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 563 respondents answered at least one item in this question*

**Table 7c.    Level of Year 11 students' access to resources**

| Access to careers resources | Year 11 | | | |
|---|---|---|---|---|
| | Any time | Specific lessons only | No access | No response |
| | % | % | % | % |
| Careers library/ Connexions Room | 78 | 17 | 1 | 4 |
| Careers materials and information | 82 | 14 | <1 | 4 |
| Health-related materials and information (e.g. drugs, sex, bullying) | 51 | 41 | 2 | 6 |
| Information on financial support | 46 | 30 | 15 | 9 |
| Information on housing | 33 | 19 | 36 | 11 |
| Information on volunteering | 48 | 23 | 18 | 10 |
| Networked computers | 66 | 27 | 2 | 5 |
| Stand-alone computers | 42 | 27 | 19 | 12 |
| CD ROMs | 60 | 28 | 5 | 7 |
| Internet access | 69 | 25 | 1 | 5 |
| **N = 580** | | | | |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 563 respondents answered at least one item in this question*

**Table 8.      Use of ICT packages by young people**

| Computer-based packages to help young people: | Year 9 % | Year 10 % | Year 11 % | Years 12 and 13* % |
|---|---|---|---|---|
| The Real Game (and/or Get Real, Be Real)[58] | 27 | 14 | 9 | 3 |
| Explore databases of learning or employment opportunities (e.g. for HE courses or training courses) | 41 | 61 | 75 | 72 |
| Match themselves with appropriate career/job ideas (e.g. CID) | 71 | 83 | 82 | 58 |
| Explore self-awareness (i.e. what are my abilities, values or skills?) | 61 | 65 | 61 | 44 |
| Explore how they make decisions | 49 | 48 | 47 | 34 |
| Work towards action plans, Progress File or Records of Achievement | 42 | 58 | 71 | 41 |
| e-mail (for example, to arrange interviews with a Connexions Personal Adviser or to contact HEIs) | 22 | 27 | 32 | 36 |
| None ticked | 11 | 6 | 4 | 23 |
| **N =** | **580** | **580** | **580** | **382** |

*More than one answer could be given so percentages do not sum to 100*
*The number of respondents who gave a response to at least one item for each year group differed. Percentages are calculated on the basis of the number of actual*
*\* Note that Year 12/13 has been filtered by whether or not a school has a sixth form*

**Table 9a.      Schools with Partnership/Service Level Agreement with the Connexions Service**

| | % |
|---|---|
| Yes | 92 |
| No | 6 |
| Don't know | 2 |
| No response | <1 |
| **N =** | **580** |

*More than one answer could be given so percentages do not sum to 100*
*A total of 579 respondents answered at least one item in this question.*

---

[58]    Note that the Real Game ((and/or Get Real, Be Real) are not ICT packages, although

**Table 9b.    Partnership Agreement coverage**

| Partnership agreement covers: | We are given this information % | We negotiate this with the Connexions Service % | We decide this % | This is not included % | No response % |
|---|---|---|---|---|---|
| An outline of what young people can expect from the Connexions Service | 47 | 49 | 1 | <1 | 3 |
| General local area targets | 50 | 23 | 1 | 17 | 9 |
| School specific targets | 7 | 64 | 16 | 7 | 7 |
| The level of resources (funds and/or staffing) to be put in place by the Connexions Service | 63 | 23 | 1 | 7 | 6 |
| The level of resources (funds and/or staffing) to be put in place by the local authority | 49 | 10 | 3 | 29 | 9 |
| The level of resources (funds and/or staffing) to be put in place by the school | 11 | 23 | 49 | 11 | 6 |
| The Personal Adviser case-load/number of hours allocated to the school | 65 | 27 | <1 | 5 | 3 |
| A summary of the information on young people to be made available to the Personal Adviser | 16 | 52 | 22 | 5 | 5 |
| Systems and procedures for identifying the support needs of young people | 8 | 65 | 18 | 4 | 5 |
| Annual activity plans | 9 | 71 | 4 | 9 | 7 |
| A procedure for reviewing the quality of school advice and guidance provision | 7 | 63 | 13 | 11 | 6 |
| A procedure for reviewing the quality of Connexions Service advice and guidance provision | 11 | 64 | 5 | 15 | 6 |
| A procedure for reviewing the Partnership Agreement | 12 | 78 | 2 | 5 | 4 |
| **N = 534** | | | | | |

*Filter question (by Q9a)*
*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 526 respondents answered at least one item in this question*

**Table 10a.    Allocation by case-load pre- and post-Connexions: data given**

| Allocation by case load: data given | Pre-Connexions | Now |
|---|---|---|
| Full data given | 14 | 14 |
| Respondent unsure of allocation | 33 | 29 |
| Response not clear | 4 | 3 |
| No response | 49 | 55 |
| **N = 580** | | |

**Table 10b.    Allocation by case-load pre- and post-Connexions: data given**

| Allocation by hours: data given | Pre-Connexions | Now |
|---|---|---|
| Full data given | 48 | 51 |
| Respondent unsure of allocation | 35 | 33 |
| Response not clear | 5 | 4 |
| No response | 12 | 11 |
| **N = 580** | | |

**Note:** Data on allocation by hours was more readily available from schools than data on provision by case-load, although both systems were in operation. However, the level of uncertainty amongst respondents was high for both methods of operation, both before the implementation of Connexions and now. Given that this data was said to be part of the Partnership Agreement by 92% of the schools, this level of uncertainty might be of some concern. It may, of course, simply mean that the respondent did not have the data to hand, but it might also mean that the system was not entirely transparent.

**Table 10c.    Allocation by caseload pre- and post Connexions**

| Case-load | Pre-Connexions | Now |
|---|---|---|
| Average size of case-load | 216 | 205 |
| Median case-load | 200 | 180 |
| **N =** | **83** | **79** |

*Numerical data: calculated from more than one item*

**Table 10d.    Allocation by caseload pre- and post Connexions**

| Hours | Pre-Connexions | Now |
|---|---|---|
| Average number of hours | 335 | 446 |
| Median hours | 284 | 350 |
| **N =** | **280** | **300** |

*Numerical data: calculated from more than one item*

**Table 10e.** **Range of allocation by caseload pre- and post Connexions**

| | Value of quintile: size of case-load | |
| --- | --- | --- |
| | **Pre 1998** | **Now** |
| Low er quintile | < 104 | 60 |
| 4<sup>th</sup> quintile | 104 to 169 | 61 to 150 |
| Middle quintile | 170 to 220 | 151 to 200 |
| 2<sup>nd</sup> quintile | 221 to 300 | 200 to 300 |
| Top quintile | > 300 | > 300 |
| **N =** | **83** | **79** |

*Numerical data: calculated from more than one item*

**Table 10f.** **Range of allocation by hours pre- and post Connexions**

| | Value of quintile: num ber of hours | |
| --- | --- | --- |
| | **Pre-Connexions** | **Now** |
| Low er quintile | < 181 | 205 |
| 4<sup>th</sup> quintile | 182 to 246 | 206 to 300 |
| Middle quintile | 247 to 328 | 300 to 410 |
| 2<sup>nd</sup> quintile | 329 to 450 | 410 to 655 |
| Top quintile | > 450 | > 655 |
| **N =** | **280** | **300** |

*Numerical data: calculated from more than one item*

**Table 11.    Young People's Access to Guidance**

|  | Year 9 % | Year 10 % | Year 11 % | Years 12 and 13* % |
|---|---|---|---|---|
| Not available for this year group | 11 | 5 | 5 | 4 |
| Automatic screening interview for all students | 7 | 17 | 45 | 15 |
| Identified by the school as a priority for guidance | 74 | 83 | 79 | 60 |
| Identified by the Connexions Service as a priority for guidance | 35 | 44 | 55 | 30 |
| Self-referral by student | 50 | 63 | 81 | 68 |
| Interview requested by parent/carer | 55 | 66 | 76 | 57 |
| Informal drop-in system | 51 | 57 | 67 | 57 |
| Other | 7 | 7 | 7 | 5 |
| No response | 5 | 4 | 2 | 19 |
| **N =** | **580** | **580** | **580** | **382** |

*More than one answer could be given so percentages do not sum to 100*
*A total of ...respondents answered at least one item in this question.*
*A total of 293 respondents in schools with sixth forms answered at least one item in this question.*
*\* Note that Year 12/13 has been filtered by whether or not the school has a sixth form*

**Table 12a.    Proportion of all Year 9 students seen one-to-one by the Connexions Personal Adviser**

| Proportion of students seen: | Year 9 | |
|---|---|---|
|  | Pre-Connexions % | Now % |
| All of them (100%) | 2 | 2 |
| More than 90% | 1 | 1 |
| Between 75% and 90% | <1 | 0 |
| Between 50% and 74% | 3 | 2 |
| Between 25% and 49% | 4 | 7 |
| Between 10% and 24% | 16 | 23 |
| Less than 10% | 38 | 38 |
| None | 15 | 11 |
| Don't know | 6 | 5 |
| No response | 14 | 12 |
| **N =** | **580** | **580** |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 497 respondents answered at least one item in this question for pre-Connexions*
*A total of 512 respondents answered at least one item in this question for now*

**12b.** **Proportion of all Year 10 students seen one-to-one by the Connexions Personal Adviser**

| Proportion of students seen: | Year 10 | |
|---|---|---|
| | Pre-Connexions % | Now % |
| All of them (100%) | 6 | 7 |
| More than 90% | 3 | 3 |
| Between 75% and 90% | 3 | 3 |
| Between 50% and 74% | 5 | 6 |
| Between 25% and 49% | 12 | 15 |
| Between 10% and 24% | 27 | 29 |
| Less than 10% | 20 | 20 |
| None | 8 | 5 |
| Don't know | 5 | 4 |
| No response | 12 | 9 |
| **N = 580** | **580** | **580** |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 508 respondents answered at least one item in this question for pre-Connexions*
*A total of 527 respondents answered at least one item in this question for now*

**12c.** **Proportion of all Year 11 students seen one-to-one by the Connexions Personal Adviser**

| Proportion of students seen: | Year 10 | |
|---|---|---|
| | Pre-Connexions % | Now % |
| All of them (100%) | 40 | 30 |
| More than 90% | 15 | 13 |
| Between 75% and 90% | 12 | 16 |
| Between 50% and 74% | 7 | 13 |
| Between 25% and 49% | 7 | 8 |
| Between 10% and 24% | 3 | 4 |
| Less than 10% | 2 | 3 |
| None | 2 | 2 |
| Don't know | 4 | 4 |
| No response | 9 | 7 |
| **N =** | **580** | **580** |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 526 respondents answered at least one item in this question for pre-Connexions*
*A total of 538 respondents answered at least one item in this question for now*

**12d.** **Proportion of all Year 12/13 students seen one-to-one by the Connexions Personal Adviser***

| Proportion of students seen: | Pre-Connexions % | Now % |
|---|---|---|
| All of them (100%) | 9 | 7 |
| More than 90% | 6 | 6 |
| Between 75% and 90% | 6 | 9 |
| Between 50% and 74% | 13 | 10 |
| Between 25% and 49% | 18 | 13 |
| Between 10% and 24% | 16 | 15 |
| Less than 10% | 8 | 11 |
| None | 3 | 2 |
| Don't know | 6 | 6 |
| No response | 27 | 25 |
| **N =** | **382** | **382** |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 282 respondents answered at least one item in this question for pre-Connexions*
*A total of 292 respondents answered at least one item in this question for now*
*Note that this data has been filtered by whether or not the school has a sixth form*

**Table 13a.** **Types of students targeted by the Connexions Personal Adviser**

| | % | N |
|---|---|---|
| All students are targeted | 17 | 96 |
| **N =** | **580** | |

**Table 13b.  Types of students targeted by the Connexions Personal Adviser**

| The Connexions Adviser targets: | These are a priority group % | Seen individually but not a priority group % | Usually seen in a group but not a priority group % | Not targeted % | No response % |
|---|---|---|---|---|---|
| Young people who have not made a definite career decision | 34 | 31 | 9 | 4 | 22 |
| Young people who are underachieving | 46 | 24 | 3 | 7 | 20 |
| Young people who are disengaged/disaffected | 69 | 10 | 1 | 2 | 17 |
| Young people in the Excellence Challenge widening participation cohort | 6 | 11 | 7 | 33 | 42 |
| Young people in the gifted and talented cohort | 6 | 18 | 12 | 35 | 29 |
| Young people with statements of educational needs | 67 | 11 | <1 | 4 | 18 |
| Young people with other individual learning needs | 54 | 20 | 1 | 3 | 21 |
| Young people in danger of becoming NEET | 56 | 8 | 1 | 6 | 30 |
| **N = 580** | | | | | |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 499 respondents answered at least one item in this question*

**Table 14.**  **Satisfaction with the contribution of the Connexions Service to work with young people**

| Satisfied with … | Very satisfied % | Satisfied % | Not very satisfied % | Not done % | Don't know % | No response % |
|---|---|---|---|---|---|---|
| Identifying the students most in need of specialist advice | 25 | 43 | 15 | 12 | 3 | 3 |
| Identifying the students most likely to become NEET | 19 | 37 | 9 | 14 | 10 | 10 |
| Providing specialist advice and guidance to *groups* of young people | 26 | 43 | 15 | 10 | 3 | 3 |
| Providing specialist advice and guidance to *individual* young people | 41 | 41 | 12 | 3 | 1 | 2 |
| Monitoring the career progress of young people | 19 | 38 | 19 | 12 | 10 | 3 |
| Providing mentoring, assessment, advocacy and brokering services for young people in need of specialist support | 18 | 34 | 19 | 17 | 9 | 3 |
| Responding to the needs of other young people | 15 | 34 | 20 | 13 | 14 | 4 |
| Involving young people in decision-making in the Connexions Service | 11 | 29 | 16 | 21 | 19 | 4 |
| **N = 580** | | | | | | |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 571 respondents answered at least one item in this question*

**Table 15.    Satisfaction with the contribution of the Connexions Service**

| | Very satisfied % | Satisfied % | Not very satisfied % | Not done % | No response % |
|---|---|---|---|---|---|
| Training teachers to identify young people in need of specialist advice | 4 | 14 | 19 | 60 | 4 |
| Responding flexibly to changing needs in the school | 18 | 42 | 24 | 13 | 3 |
| Providing general feedback to the school | 22 | 50 | 19 | 7 | 3 |
| Providing information on the destinations of young people who leave the school at 16 | 28 | 43 | 16 | 9 | 3 |
| Work with parents, governors and the community | 10 | 36 | 21 | 27 | 6 |
| Organising visits to/from further education colleges/HEIs | 9 | 22 | 14 | 51 | 4 |
| **N = 580** | | | | | |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 570 respondents answered at least one item in this question*

**Table 16a.  The impact of Connexions (all respondents)**

| Connexions has had a positive impact on: | This has happened entirely as a result of Connexions % | This has happened partly as a result of Connexions % | This has happened but not due to Connexions % | There is no evidence that this has happened % | I am not sure whether this has happened or not % | Not applicable % | No response % |
|---|---|---|---|---|---|---|---|
| Reducing the level of truancy in the school | 0 | 13 | 27 | 38 | 7 | 13 | 2 |
| Increasing the proportion of young people staying on in education post-16 | <1 | 20 | 29 | 31 | 7 | 8 | 3 |
| Increasing the levels of attainment at key stage 3 | 0 | 2 | 40 | 40 | 9 | 11 | 2 |
| Increasing the levels of attainment at key stage 4 | 0 | 11 | 34 | 36 | 8 | 8 | 3 |
| Increasing the levels of attainment at key stage 5 | 0 | 3 | 20 | 25 | 6 | 30 | 16 |
| Reducing switching at 16 | <1 | 10 | 11 | 33 | 15 | 20 | 11 |
| Improving retention post-16 | <1 | 12 | 18 | 30 | 10 | 21 | 9 |
| **N = 580** | | | | | | | |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 569 respondents answered at least one item in this question*

**Table 16b.    The impact of Connexions (responding schools with sixth forms)**

| Connexions has had a positive impact on: | This has happened entirely as a result of Connexions % | This has happened partly as a result of Connexions % | This has happened but not due to Connexions % | There is no evidence that this has happened % | I am not sure whether this has happened or not % | Not applicable* % | No response % |
|---|---|---|---|---|---|---|---|
| Increasing the proportion of young people staying on in education post-16 | 0 | 18 | 31 | 34 | 7 | 8 | 2 |
| Increasing the levels of attainment at key stage 5 | 0 | 5 | 30 | 36 | 8 | 17 | 6 |
| Reducing switching at 16 | <1 | 12 | 15 | 40 | 15 | 12 | 5 |
| Improving retention post-16 | <1 | 15 | 24 | 38 | 9 | 10 | 3 |
| **N = 382** | | | | | | | |

*A series of single response items*

*Due to rounding, percentages may not always sum to 100*

*A total of 378 respondents answered at least one item in this question*

*    Although some respondents indicated that some items in the question were not applicable to them, responses to other questions, data on the NFER's Register of Schools and data on the DfES web-site indicated that these schools had young people aged 17 and 18 on roll.*

**Table 17.**     **Careers education and guidance in school**

| School systems and strategies | Strongly agree % | Agree % | Disagree % | Strongly disagree % | Don't know % | No response % |
|---|---|---|---|---|---|---|
| The school has increased its input to careers education for young people since the introduction of the Connexions Service | 6 | 27 | 46 | 17 | 2 | 2 |
| The school has a system for tracking young people into their post-16 destination | 23 | 57 | 11 | 3 | 1 | 4 |
| All school staff understand the role of the Connexions Service Personal Adviser(s) | 3 | 28 | 43 | 20 | 5 | 2 |
| All staff know how to identify and refer young people who need specialist careers advice | 9 | 49 | 30 | 8 | 3 | 1 |
| Young people are encouraged to make direct contact with the Connexions Service | 14 | 56 | 19 | 7 | 2 | 2 |
| Careers education and guidance is only important for young people who will not be going on to further or higher education | 1 | 2 | 18 | 77 | 1 | 1 |
| N = 580 | | | | | | |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 575 respondents answered at least one item in this question*

**Table 18.**     **Additional developments needed in careers education and guidance in school?**

| | % |
|---|---|
| A great deal of development is needed | 13 |
| Some development is needed | 81 |
| No development is needed | 3 |
| No response | 3 |
| N = | 580 |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 565 respondents answered at least one item in this question*

**Table 18b.     Developments needed**

| Developments are needed in: | Exists but could be better % | Does not exist at present % |
|---|---|---|
| Physical space (library/meeting room/interview room) | 65 | 3 |
| Paper-based careers information | 45 | <1 |
| ICT materials (information-related) | 58 | <1 |
| ICT materials (guidance-related) | 58 | 2 |
| Provision of administrative support | 45 | 26 |
| Provision for young people in the target group/potential NEET group | 49 | 8 |
| Provision for young people outside the target group/potential NEET group | 48 | 8 |
| Amount of time allocated to careers education and guidance on timetable | 57 | 4 |
| The curriculum provision of careers education | 53 | 4 |
| Dedicated time for curriculum planning | 55 | 13 |
| Dedicated time for meetings with the Personal Adviser(s) | 61 | 15 |
| Other | 4 | 2 |
| No response | 2 | 56 |
| **N =** | **546** | **546** |

*Filtered by Question 18a*
*More than one answer could be given so percentages do not sum to 100*
*A total of 546 respondents were eligible to respond to this question answered at least one item.*

**Table 19a.  Additional developments needed in terms of input from the Connexions Service**

|  | % |
|---|---|
| A great deal of development is needed | 26 |
| Some development is needed | 60 |
| No development is needed | 5 |
| No response | 10 |
| **N =** | **580** |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 523 respondents answered at least one item in this question*

**Table 19b.  Developments needed**

| Improvements needed in: | Exists but could be better % | Does not exist at present % |
|---|---|---|
| Provision of curriculum support | 48 | 23 |
| Provision of careers information | 50 | 2 |
| Provision for young people in the target group/potential NEET group | 45 | 10 |
| Provision for young people outside the target group/potential NEET group | 46 | 11 |
| Time spent by Personal Adviser in school | 73 | 5 |
| Input to work with employers | 49 | 20 |
| Input to work with parents | 50 | 22 |
| No response | 5 | 53 |
| **N =** | **496** | **496** |

*Filtered by question 19a*
*More than one answer could be given so percentages do not sum to 100*
*A total of 496 respondents were eligible to respond to this question and answered at least one item.*

**Table 20.    Overall, how satisfied are you with the contribution of the Connexions Service in your school?**

|                                      | %   |
|--------------------------------------|-----|
| Very satisfied                       | 17  |
| Satisfied                            | 37  |
| Neither satisfied nor dissatisfied   | 21  |
| Dissatisfied                         | 15  |
| Very dissatisfied                    | 6   |
| No response                          | 4   |
| **N =**                              | **580** |

*A series of single response items*
*Due to rounding, percentages may not always sum to 100*
*A total of 556 respondents answered at least one item in this question*

**Table A.**  **Comparison of respondents with national population of secondary schools and with the survey sample (selected for maintained schools with young people in Years 10 and 11)**

| Category | National Population | | Survey sample | | Respondents | |
|---|---|---|---|---|---|---|
| | Number | Percentage | Number | Percentage | Number | Percentage |
| **Region** | | | | | | |
| North East | 154 | 5 | 44 | 4 | 27 | 5 |
| Yorkshire and the Humber | 288 | 9 | 100 | 10 | 62 | 11 |
| North West | 471 | 15 | 141 | 14 | 78 | 13 |
| East Midlands | 312 | 10 | 101 | 10 | 58 | 10 |
| West Midlands | 374 | 12 | 117 | 12 | 74 | 13 |
| Eastern | 337 | 11 | 105 | 11 | 50 | 9 |
| Greater London | 401 | 13 | 133 | 13 | 76 | 13 |
| South East | 472 | 15 | 158 | 16 | 87 | 15 |
| South West | 298 | 10 | 100 | 10 | 66 | 11 |
| Missing data | 0 | 0 | 0 | 0 | 2 | <1 |
| **LEA type** | | | | | | |
| London borough | 401 | 13 | 133 | 13 | 76 | 13 |
| Metropolitan authorities | 712 | 23 | 234 | 23 | 136 | 23 |
| Unitary authority | 517 | 17 | 169 | 17 | 107 | 18 |
| Counties | 1477 | 48 | 463 | 46 | 259 | 45 |
| Missing data | 0 | 0 | 0 | 0 | 2 | <1 |
| **Management Type** | | | | | | |
| City Technology College | 14 | <1 | 5 | 1 | 5 | 1 |
| Community school | 2005 | 65 | 646 | 65 | 383 | 66 |
| Foundation school | 496 | 16 | 163 | 16 | 86 | 15 |
| Voluntary aided | 499 | 16 | 159 | 16 | 86 | 15 |
| Voluntary controlled | 93 | 3 | 26 | 3 | 18 | 3 |
| Missing data | 0 | 0 | 0 | 0 | 2 | <1 |
| **School type** | | | | | | |
| Comprehensive to 16 | 1218 | 39 | 402 | 40 | 237 | 41 |
| Comprehensive to 18 | 1530 | 49 | 479 | 48 | 270 | 47 |
| Grammar | 159 | 5 | 53 | 5 | 38 | 7 |
| Other (secondary modern) | 190 | 6 | 62 | 6 | 32 | 6 |
| Other (middle deemed secondary) | 10 | <1 | 3 | <1 | 1 | <1 |
| Missing data | 0 | | 0 | | 2 | <1 |
| **Size** | | | | | | |
| Small (up to 694) | 626 | 20 | 206 | 21 | 112 | 19 |
| Small-medium (695-875) | 617 | 20 | 194 | 19 | 118 | 20 |
| Medium (876-1044) | 624 | 20 | 196 | 20 | 108 | 20 |
| Medium-large (1045-1272) | 622 | 20 | 209 | 21 | 114 | 20 |
| Large (more than 1273) | 618 | 20 | 194 | 19 | 126 | 22 |
| Missing data | 0 | | 0 | | 2 | <1 |
| **Total** | 3107 | 100 | 999 | 100 | 580 | 100 |

**Table A cont.**

| Category | National Population | | Survey sample | | Respondents | |
|---|---|---|---|---|---|---|
| | Number | Percentage | Number | Percentage | Number | Percentage |
| **Free school meals** | | | | | | |
| Bottom quintile | 201 | 6 | 68 | 7 | 47 | 8 |
| 4th quintile | 738 | 24 | 234 | 23 | 141 | 24 |
| Middle quintile | 813 | 26 | 243 | 24 | 140 | 24 |
| 2nd quintile | 764 | 25 | 257 | 26 | 144 | 25 |
| Highest quintile | 591 | 19 | 197 | 20 | 106 | 18 |
| Missing data | 0 | | 0 | | 2 | <1 |
| **Overall KS3 attainment (achievement band)** | | | | | | |
| Lowest band | 684 | 22 | 224 | 22 | 125 | 22 |
| 2nd lowest band | 639 | 21 | 226 | 23 | 115 | 20 |
| Middle band | 591 | 19 | 177 | 18 | 101 | 17 |
| 2nd highest band | 580 | 19 | 171 | 17 | 107 | 18 |
| Highest band | 608 | 20 | 200 | 20 | 130 | 22 |
| Missing data | 5 | <1 | 1 | <1 | 2 | <1 |
| **GCSE attainment (total point score)** | | | | | | |
| Lowest band | 678 | 22 | 216 | 22 | 124 | 21 |
| 2nd lowest band | 651 | 21 | 231 | 23 | 104 | 18 |
| Middle band | 616 | 20 | 183 | 18 | 120 | 21 |
| 2nd highest band | 603 | 19 | 183 | 18 | 112 | 19 |
| Highest band | 508 | 16 | 169 | 17 | 109 | 19 |
| Missing data | 51 | 2 | 17 | 2 | 11 | 2 |
| **Total** | 3107 | 100 | 999 | 100 | 580 | 100 |

# APPENDIX B:   THE POSTAL SURVEY

The survey sought information on the range and quality of links with the Connexions Service, the level and quality of young people's access to guidance, the extent of negotiation between the service and the school and teachers' perceptions of and satisfaction with the work of Connexions. It also sought information on the organisation of advice and guidance in schools, in terms of budgetary and structural support, the quality of, and access to, resources and the extent to which the guidance coordinator and other staff had achieved nationally recognised guidance-related qualifications. Finally, it explored teachers' levels of satisfaction with the schools' provision of advice and guidance.

Data from the survey was used to construct a series of composite variables, derived through a process of different scoring techniques and factor analyses, which represented a range of different facets of provision, delivery and support. The first set of variables related to the extent of school level support, including the extent and quality of specialist provision; access to, ITC and other resources; access to guidance provision and the level of senior management and structural support. These composite variables were subsequently normalised and entered into a second order principal components analysis in order to derive further composites: two, explaining 48% of the variance emerged. In 78 cases, there was insufficient data from schools to derive the second order factor score (data for one or more of the original composite variables was incomplete) and these schools were removed from the final stage of analysis.

The second order factors were used to provide the axes for a scatterplot within which the normalised composite scores from each individual school were then recorded. Five clusters of schools, distributed around the mean normalised scores, were subsequently identified. These clusters were entered into the next stage of analyses (using, for example, analysis of variance or Chi-square, as appropriate) in order to identify the characteristics of the schools within which each set of practices were observed. It should be noted that one of these five clusters (in which high levels of structural and managerial support and very good quality careers education and guidance programmes were noted) was very small, with only 11 schools. Since a number of the statistical tests that were applied were case dependent, this cluster was generally grouped with the next level of schools in order to test for significance and to make any definitive statements about differences. However, the tests were also applied across the five clusters in order to identify any potential differences between the groups. Data from this set of tests was used primarily for purposes of illumination rather than to make definitive statistical statements.

The second set of variables related to the extent of operational (and financial) support from Connexions, the extent to which there appeared to be a

partnership between the school and the service and satisfaction with the guidance provision that was made. As with the school variables, these were normalised and entered into a second order principal components analysis in order to derive further composites: two, explaining 59% of the variance between schools, emerged. In 62 cases, there was insufficient data from schools to derive the second order factor score (data for one or more of the original composite variables was incomplete) and these schools were removed from the final stage of analysis. As with the school level variables, the data was used to create a scatterplot and to identify clusters of schools, within which the normalised composite scores from each individual school were recorded, before testing the data for statistical significance.

The final stage of analysis included the creation of third order variables, one related to school level provision (which explained 32% of the total variance between schools) and one which related to perceived Connexions' provision (which explained 39% of the variance).