

Destinations Data: the why and the how

The process of maintaining up to date destinations data is an important task that requires time and effort. It helps give an accurate picture of each cohort and the wider trends for your students. But why is this information important and how can it help you to develop and enhance your provision? We have spoken to Careers Leaders around the country about the how and the why. For further ideas, take a look at the DfE's [Destinations Data Good Practice Guide](#).

Destinations Data - Why?

Destinations Data is a key indicator of whether your progressive careers programme works - what can analysis of the data tell you? Make sure you set aside time to effectively analyse the data and use the results. Perhaps, set yourself a clear list of what you want to achieve from the analysis or discuss with your Link Governor what they would want to explore in this data.

Quality Assurance

Review destinations data and trends to quality assure effectiveness of your strategic plan and progressive programme.

- Are there particular pathways that are not being followed? Why is this and are you sure you are covering sufficiently, all the potential pathways for young people?
- How strong are the links between destinations and regional labour market information, economic plans etc.?
- Did the programme help to support young people at risk of NEET? Did those students identified as young people at risk of NEET at the start of year 11 gain a positive and sustained destination? What was it about your programme that supported them and how could this be built upon?
- Has there been movement in any of your identified key strategic priorities linked to destinations?

Inform Development

Analyse data to consider how your programme may be tailored to better meet the needs of students.

- Explore destinations figures for key stage four and post-16 students and identify any deficits in take up of pathways such as Apprenticeships, subjects or courses that could be addressed by better tailoring of the careers programme
- Compare destination data and trends around LMI and key information from regional LMI data and growth areas, etc.
- Reflect on the efficacy of any challenging stereotypes work - are you seeing an increased number of, for example, girls into STEM?

- Review trend data over time to identify patterns, particularly for vulnerable groups such as Disadvantaged students or SEND. How can you use this information to elevate your practice? Is your work closing the gap for these students? What is your gap and how could you develop your programme to narrow it?
- Are the progression routes the right ones for all students? Are they sustained? Are they sufficiently aspirational? Broad and varied? If not, is this the case for specific groups? How can this be addressed?

Celebrate Success

Celebrate student success and the range of destinations and build an alumni network.

- Where are the key successes/narratives and how can these be shared with the community to increase awareness of the range of pathways open to young people?
- Where there are opportunities to enhance provision, can you identify key alumni to support your programme, provide aspirational stories for younger students, showcase specific pathways, challenge stereotypes etc.
- How is Destination Data shared with staff and community? Do individual departments know who their 'ambassadors' are – are parents aware of positive destination trends.
- How is the data shared with SLT? How can it help to elevate and promote the impact of your work?
- Are staff aware of all routes at 16-18 – can destination data and success stories support this CPD?

How can you use this data to shape your programme and improve outcomes for young people?

Young people at risk of NEET

Look at the characteristics of those students who became NEET either immediately on leaving you or within the first year. Use this information to help you identify young people at risk of NEET with similar characteristics, much earlier and develop a NEET prevention programme of support.

Vulnerable Groups

Analyse specific groups such as SEND, Disadvantaged students, disengaged, EAL etc. Consider what has been done to support these groups and what had the greatest impact on these individuals previously. How can this provision be built upon this year and potentially support other areas on the school/college improvement plan or priorities? Are there any potential students that could become valuable future alumni that could be used to support similar groups in future?

Under-represented pathways

Ensure that under-represented pathways from historic data trends are featured more predominantly, particularly those that are linked to growth areas.

Lack of sustained destinations

Look at the longer-term tracking of young people to explore whether destinations are sustained. Is more work needed on guidance or resilience etc. to help students make the right choice or explore their options fully before dropping out?

How could tracking intended destinations help?

Tracking intended destinations allows Careers Leaders to:

- Review intended destinations against raising aspiration agenda.
- Target bespoke personal guidance with a qualified careers advisor where there is a need.
- Compare against actual destination data for quality assurance of provision.

What kinds of questions could you be asking of your data?

- What proportion went on to one of their intended destinations?
- What proportion have sustained their destination for 6 months?
- What proportion of Yr11 went on to A-Levels, T-Levels, L3 Apprenticeships or other L3 destinations?
- What are patterns/trends in terms of regional LMI? Do student choices align?

Destinations Data - How?

- Look at the DfE Destinations Guide to help you create a form to gain permission from students.
- Discuss this and potentially gain permission in Year 10 before the pressures of Year 11 take over.
- Explore establishing data sharing agreements locally with post 16 providers and local authorities.
- Build the collection of this data into formal school processes - take a look at this timeline from [Shuttleworth School](#).
- Think about a whole institution approach - who can play what part in this important activity? See Mandy Green's blog on how their school's careers advisor has found this an invaluable part of his role.
- Develop relationships to help create an alumni network and parents/siblings still in school or college to help keep in touch.

- Use social media - perhaps set up a page on LinkedIn or similar, that they can join after leaving to share their stories.
- Offer ex-students opportunities to come back with placements or to support with mock interviews to glean further information.
- Make use of events such as results days, awards days and even proms to collect further information. Always have that pen and paper ready!

We have been reviewing approaches to collecting, sharing and using destinations data to support young people's outcomes and will be sharing updates and resources over the coming months.