

A close-up photograph of a person's hands, cupped together, holding a small amount of dark, rich soil. A tiny green seedling with several leaves is growing out of the soil. The background is a soft-focus outdoor scene with trees and sunlight filtering through the leaves, creating a bokeh effect. The overall color palette is dominated by blues and greens, with a warm, natural light source.

Brannel School: Fantastic Futures

Careers & Enterprise Strategy

Review of Year One

The best time to plant a tree was 20 years ago

The second best time is now - Chinese Proverb



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Foreword

**I want to prepare
Brannel students
to be the next
generation of
entrepreneurs**



Andy Edmonds
Headteacher

Britain has a deep social mobility problem. This not only limits the contribution that individuals can make to society and the economy, it is also fundamentally unfair. Although there are some signs of social progress, there is evidence too that the problem may be getting worse with only one in eight children from a low-income background likely to become a high earner as an adult. At Brannel School, we believe that things do not have to be this way.

Nelson Mandela called education “the most powerful weapon which you can use to change the world.” I firmly believe that a good education can enable every child to be successful, regardless of their background or starting point in life.

When I was appointed Headteacher of Brannel School in 2013, my aim was for Brannel to become the best school it can be. I want to prepare our students to be the next generation of entrepreneurs. I want to inspire our students to aspire to be their own boss; to start their own company; to make a living from a personal passion. I want our students to leave Brannel as self-motivated learners who understand that in order to succeed in an ever-changing world, they must always be learning, evolving and improving.

Let’s face it, the future can be pretty terrifying for young people today. We live in a highly competitive world where rapid technological change continues to have a massive impact on the labour market.

Many young people are overwhelmed by the choices in front of them. They have career goals and ambitions – but worry about how they will achieve them.

This is why, at Brannel, we have developed our Fantastic Futures careers and enterprise programme. It is designed to inspire and help our students prepare for the fast-changing world of work.

With a wide range of ‘real life’ partners from business and industry, we deliver project-based learning. Real-world learning beyond the classroom helps to unlock the potential of every one of our students. It helps to bring young people’s futures to life in a dynamic way by giving them the opportunity to see, experience and do. Our partners are inspirational role models who show our students that everyone can succeed.

At the core of our work here at Brannel is the determination to ensure that no young person’s future is ever limited by their background.

Purpose of this Document: Review

Analyse

In December 2015 we completed a detailed analysis of need in order to inform our approach to careers and enterprise education. The starting point for this was the Careers & Enterprise Company's Prioritisation Indicators report (October 2015) which collates the most recent existing and publicly available open data from the UK Commission for Employment and Skills (UKCES) and gov.uk.

Plan

Our **Fantastic Futures Strategy and Action Plan** was developed based on a study of best practice and recommendations set out in the Gatsby Foundation Report, the Lord Young Report, the LEP Economic Growth Strategy for CIOS, and Cornwall Council's Raising Aspiration and Achievement Strategy (RAAS). More recently, Cornwall Council has issued its Careers Offer 2016-20 in order to provide a framework to improve the quality and consistency of careers education and advice in the region.

Do

Our **Fantastic Futures Programme** was formally rolled out in the summer term 2016. In order to overcome resourcing issues a delivery model was designed based on distributed leadership. Instead of one member of staff "doing careers", every teacher without an existing leadership responsibility was assigned the role of Sector Lead for one of the economic growth sectors.

Review

This document is intended as a formative evaluation summary of our Fantastic Futures programme in its first full year of delivery. The purpose is to make judgments about the programme in order to improve its effectiveness and to inform future programming decisions.



YOU ARE A LEARNING MACHINE • RAISE YOUR EXPECTATIONS OF WHAT IS POSSIBLE • BELIEVE IN YOURSELF • WORK HARD • WHERE YOU END UP IS NOT DETERMINED BY WHERE YOU STARTED • BREAK THE CYCLE • DEVELOP RESILIENCE • BREAK BARRIERS • BECOME AN APPRENTICE • GO TO UNIVERSITY • EXPAND YOUR LIFE CHOICES • BE SOCIALLY MOBILE • DO BETTER THAN YOUR PARENTS • SEE THE WORLD • STAY AT HOME • HAVE A CAREER • FULFIL YOUR POTENTIAL • HAVE A FAMILY • CONTROL YOUR DESTINY • IMPROVE YOUR LIFE CHANCES • DO SOMETHING YOU LOVE • HAVE AMBITION • SPEAK UP • TAKE RISKS • LEVEL THE PLAYING FIELD • KNOW THAT SKILLS ARE BUILT NOT BORN • TRY NEW THINGS • MESS UP • FALL DOWN • BUST OUT OF YOUR COMFORT ZONE • RAISE YOUR HAND • FEEL THE FEAR BUT DARE GREATLY • ENJOY THE PRESSURE • SEEK OUT CHALLENGES • FIND YOUR PASSION • ENJOY EVERY MINUTE OF IT • ITS YOUR CHOICE...

OUR ETHOS



Fantastic Futures Programme Goals

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

Goal One **BRIDGING THE GAP** *inspiring young people to aspire*

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

Goal Two **REAL PROJECTS** *a sector-focused community connected curriculum*

In order to be motivated to excel in their education, young people need to see the "relevance" of their studies. Our goal is to develop a sector-relevant, project-based approach which involves "real world" challenges, linking curriculum coverage and working in a meaningful way with partners from business and industry and the local community.

Goal Three **MY FUTURE PATHWAY** *careers information, advice and guidance*

Our goal is to develop a student guidance model founded on strong interpersonal relationships between students and teachers, and the development of a bespoke career pathway plan tailored to each student. We will also focus on achieving more effective engagement with parents in order to broaden horizons and challenging stereotypical thinking.

Goal Four **MY FANTASTIC TEACHER** *inspired to inspire*

Our goal is to get teachers out of the classroom and directly engaged with business and industry in order to bring relevant and inspiring content back to students. If our teachers are not inspired, how can we expect them to inspire our students?

Linked School Improvement Goals **BASIC SKILLS TOOLBOX** *literacy, numeracy and digital literacy strategies*

Whole school goals are to improve proficiency in literacy and numeracy. In addition, we will focus on improving employability skills which include digital literacy, communication skills and critical thinking.



Cornwall is valued for its unique environment and culture together with its strong sense of community and identity. Building on the region's traditional strengths, Cornwall has become a leader in innovative business and low carbon technologies and now provides a diverse, strong and sustainable economic platform across the major economic growth sectors.

We want our young people to be aware of all the opportunities on their doorstep; and we want this awareness to "inspire young people to aspire".

Review of Programme Resourcing: Towards a Holacratic Delivery Model

“If everyone had to think outside the box, maybe it was the box that needed fixing”

Malcolm Gladwell
What the Dog Saw

Holacracy replaces the top-down, predict-and-control paradigm with a new way of delivering results through distributed leadership. Holacracy involves a peer-to-peer operating system that increases transparency, accountability, and organisational agility. The outcome is rapid evolution in the core processes of an organisation.

Delivery model drivers BUDGET PRESSURES

The education system is currently facing intense budget pressures. There are no signs of this abating. The funding system for schools is complex but the problem is simple: schools face rising costs without any additional money to meet them.

Within this context, in September 2012 schools were faced with the biggest change to the provision of careers guidance for almost 40 years. The Government transferred the statutory duty for careers guidance from local authorities to schools, alongside a reduction in the funding for local authorities. This resulted in substantial cuts to the Connexions service and related local authority youth and careers support. After four decades of having available a publicly funded service, schools were given a statutory duty to secure access for their students to “independent and impartial careers guidance”, with no dedicated government funding to commission external services.

In order to alleviate budget pressure across the board, school leaders are looking at innovative ways of both increasing school-generated income and reducing inefficiencies. The funding context is forcing schools as organisations to think outside the box in order to deliver more for less.

We know that inefficiencies can stem from a top-heavy management model that is both cumbersome and costly. That is why, as national budget pressures increase, as a school we are consciously moving towards a ‘flatter’ organisational hierarchy and promoting distributed leadership. Our initial aim was to reduce ongoing staff costs whilst retaining delivery capacity. This process has evolved organically and positively.

Across the school, leadership has now started to become everyone’s business – and it is seen as a *process*, rather than a *position*, of authority. We are actively fostering a management system of self-directed working groups with responsibility for delivering whole school improvement projects. Teams decide for themselves how this work should be done. They are not given directions, they are given goals and asked to deliver outcomes. The principle is simple: we trust that the people closest to delivering projects for our students know best how to do it.

Within this context, we were opposed to the traditional model of “doing careers” in isolation. We felt this was likely to lead to CEIAG either being largely ignored or seen as the province of an external organisation or a non-teacher. We wanted to develop a coherent and developmental programme which was well integrated across the school and strongly connected to our mission.

Delivery model drivers

RETHINKING THE ROLE OF TEACHER

Much of the recent policy debate about careers and employability has focused on the respective roles of careers guidance professionals and employers. The role of teachers has often been lost in this discussion. This needs to change. The role of teachers in raising aspirations for both students and parents should not be underestimated.

We know that young people often turn to their teachers for advice and that the curriculum provides a fertile space for developing the skills that employers need. We believe that teachers should be at the heart of a holistic, long-term approach to enhancing careers and employability learning.

To deliver the Fantastic Futures programme, we wanted to rethink the role of teacher. Teachers need to continually make connections between their subjects, build employability skills through the curriculum and support students to consider what the implications of curriculum learning might be for their own lives and career pathways.

At Brannel, every teacher has therefore been assigned the role of Sector Lead with accountability for delivering a careers and enterprise programme based around one of Cornwall's key employment sectors. Sector Lead roles are defined around the work, not around people or faculties.

As a Sector Lead for Fantastic Futures, our teachers are expected to:

- Establish a meaningful working relationship with business and industry partners from within their sector.
- Co-ordinate sector-related careers, information and guidance events to ensure that students are well informed about career pathways in this sector.
- Co-ordinate whole school co-curricular events to promote the sector and broker REAL projects to be delivered through the Brannel Challenge.
- Undertake CPD and disseminate awareness of tools that can be used in education and the skills required by business and industry for a career in this sector.
- Attend networking events with the aim of establishing the school's reputation as being outwards facing and forward thinking.

We understand that this is no small ask. However, the benefits - both to our students and to each individual teacher - are huge. Teachers are engaged with real world business and industry and bring relevant and inspiring content back to students. Young people begin to see the real world relevance of their lessons. Aspirations and achievement are raised.

In Traditional Organisations

- **Job descriptions:**
Each person has exactly one job. Job descriptions are imprecise, rarely updated, and often irrelevant.
- **Delegated Authority:**
Managers loosely delegate authority. Ultimately, their decision always trumps others.
- **Big Re-orgs:**
The org structure is rarely revisited, mandated from the top.
- **Office Politics:**
Implicit rules slow down change and favour people "in the know".

With Holacracy

- **Roles:**
Roles are defined around the work, not people, and are updated regularly. People fill several roles.
- **Distributed Authority:**
Authority is truly distributed to teams and roles. Decisions are made locally.
- **Rapid Iterations:**
The org structure is regularly updated via small iterations. Every team self-organises.
- **Transparent Rules:**
Everyone is bound by the same rules, CEO included. Rules are visible to all.

“Enterprise means more than just the ability to become an entrepreneur. It is that quality that gives an individual a positive outlook, an ability to see the glass as half full rather than half empty, and is a valuable attribute for the whole of life.”

The Rt Hon the Lord Young
of Graffham

Our Fantastic Futures Strategic Lead is our School Business & Enterprise Manager. In addition to the traditional functions of School Business Manager, this senior leadership role focuses on developing external networks and identifying opportunities for collaboration in order to bridge the gap between education and Cornwall’s business sector.

Overcoming perceived barriers TEACHER WORKLOAD

When we began to roll out our Fantastic Futures programme, the main barrier faced was from teachers concerned about the impact of additional workload. A few teachers initially felt that a focus on careers was not part of their role, and that they did not have the specialist knowledge - either of their sector, or of careers in general - to support young people’s career development.

The role of CEIAG Lead was critical to winning hearts and minds. Our CEIAG Lead is a teacher with a full timetable and a first-hand understanding of workload pressure on the front line. The remit of the CEIAG Lead was to have conversations of influence with individual Sector Leads in order to maintain delivery momentum.

Barriers were overcome by making the programme as easy as possible for teachers to deliver. One way of doing this was to provide clarity around our expectations.

A holocratic organisation adopts a set of clear ground rules by which the people of a team work together. We used the school’s newly implemented Performance Management framework to promote a set of suggested objectives for Sector Leads – see **Appendix 1**. This meant that staff could “hit two birds with one stone” by using their Fantastic Futures objectives as their whole school performance objective.

What has worked well? A HOLACRATIC DELIVERY STRUCTURE

We recognised at the start that successful delivery of Fantastic Futures would require an integrated, whole-school approach. Effective careers and enterprise work cannot just be a bolt-on, nor a series of disconnected interventions.

When we started to design the delivery structure we envisaged clear and distinct roles for a Strategic and Operational Lead. We were clear that the Strategic Lead needed to be a member of the school’s senior leadership team in order to design and embed the programme at the highest level. The Operational Lead, taking direction from the Strategic Lead, would work “on the front line” co-ordinating and delivering programme activities. The Strategic Lead needed to be a member of the middle leadership team in order to effectively galvanise teaching staff across the whole school.

As teachers began to take on the role of Sector Lead, the programme structure began to expand organically. Organisations embracing holacracy are characterised by overlapping circles, so that teams can come together to complete tasks. Within holacracy everyone is seen as a leader. We began to recognise that teachers, as sector leads, needed to become entrepreneurs in their specialist circles. To achieve this successfully, their circles needed to overlap with external partners from business and industry.

What else has worked well?

DEVELOPMENT OF CAREERS LEADER ROLE

One of the outcomes of Fantastic Futures has been to raise the profile of the CEIAG Lead in order to enable strategic whole-school approaches to be put in place.

Our CEIAG Lead is a member of the school's middle leadership team and is empowered to co-ordinate operational delivery of the programme across the teaching staff. The role therefore offers an important way forward for embedding a strategic, high-impact approach to career and employability learning.

Our Careers Lead is currently working towards the SSAT Lead Practitioner Accreditation. This will enable our Lead to demonstrate expertise in leading, learning and creating collaborative communities of learners in order to enhance our contribution to the careers cluster goal of a self-improving network. Lead Practitioners have an integral role in terms of school improvement. The role as coach to teachers as Sector Leads has been absolutely critical in delivering Fantastic Futures this year.

The idea of a careers leader is not new, but it has not so far become embedded in all schools nor is it necessarily seen widely as a logical rung on the career ladder of teachers who seek leadership positions. Our experience demonstrates that the role of careers leader could be promoted as a good stepping stone to senior leadership.

What could be improved?

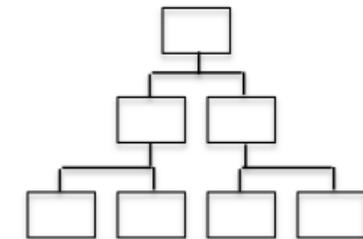
MORE "CONNECTORS" NEED TO BE IN PLACE

Putting the emphasis on distributed leadership means we need to find more creative ways to achieve easy connectivity across the school.

Innovation and a collaborative environment relies to some extent on "creative collisions". Individuals and teams involved in programme delivery need informal opportunities to spark creativity and identify project cross-over and common goals. Successful change management also relies heavily on effective communication. Informal creative collisions are not easily facilitated within the layout of our school building. There is no central staff room. Teachers work in small, faculty-based work bases.

A key next step for us is to establish a regular communication framework across the programme teams. We will also be looking at how we can embed opportunities to provide ongoing feedback to Sector Leads in order to quality assure activities.

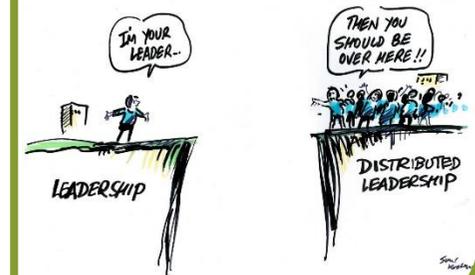
At local and regional level, we have identified a need to join up communication and resources from the various agencies involved in delivering CEIAG-related activity, ideally through a single point of contact. This might involve developing a virtual network for careers clusters in order to facilitate sharing of good practice. We are working with Cornwall's Enterprise Adviser Programme Steering Group to identify potential options.



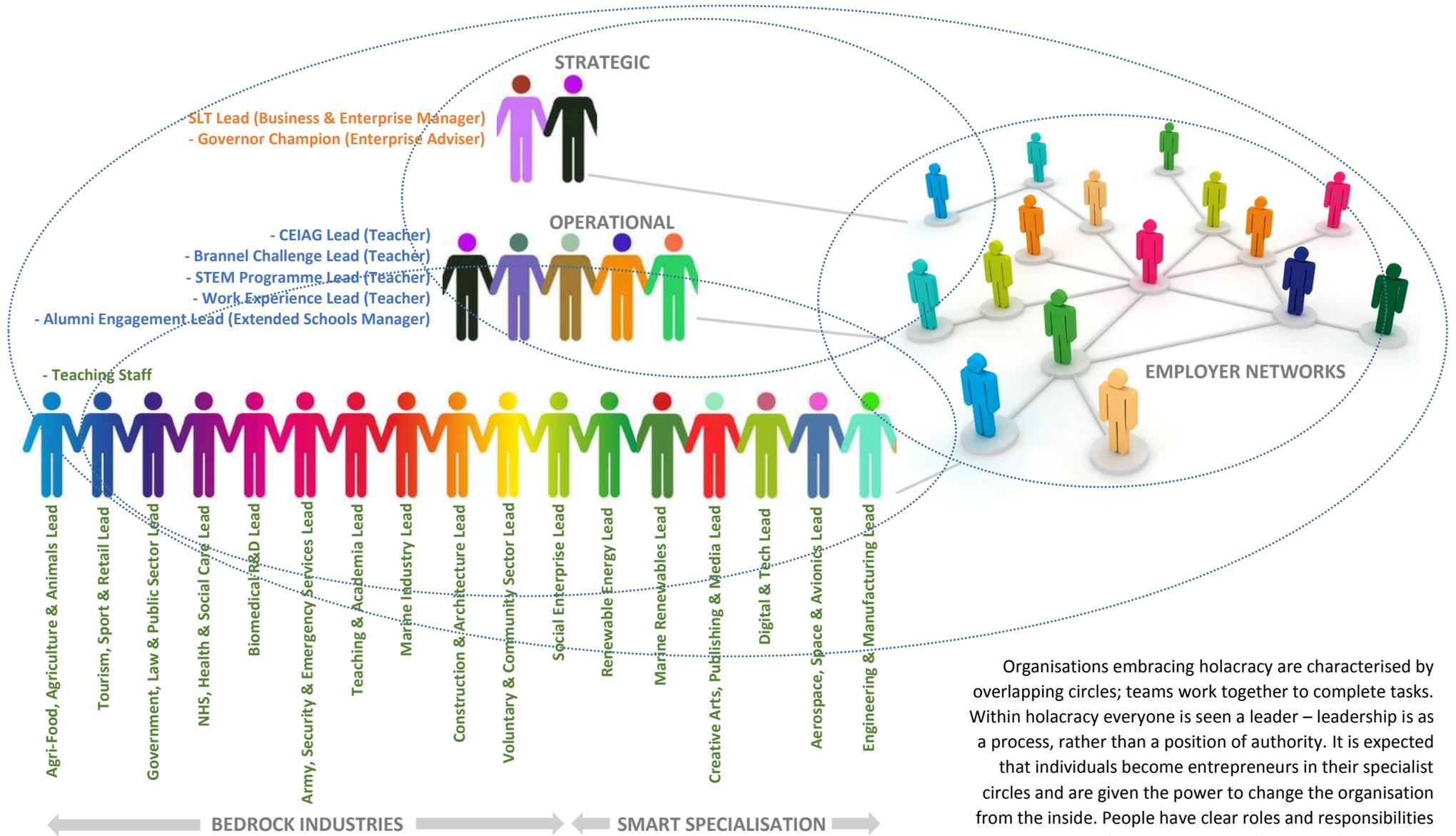
Hierarchy



Holacracy



Fantastic Futures: Organisational Structure



Organisations embracing holacracy are characterised by overlapping circles; teams work together to complete tasks. Within holacracy everyone is seen a leader – leadership is as a process, rather than a position of authority. It is expected that individuals become entrepreneurs in their specialist circles and are given the power to change the organisation from the inside. People have clear roles and responsibilities and organisations tend to expand organically.

Programme Delivery Mechanism: The Brannel Challenge

We introduced the Brannel Challenge in September 2015. The concept was inspired by the Headteacher's experience of the Montessori Lyceum Amsterdam in Amsterdam Zuid, the first Montessori secondary school in the Netherlands. One of the key concerns of the Montessori Lyceum is to make learning active, make it relevant and make it worthwhile. Part of the timetable is taught through project-based learning. This is a teaching method in which students gain more in-depth knowledge and universal employability skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Projects, for example, may be based around design, STEM, outdoor learning or the expressive arts.

In this country, the National Curriculum is ever-changing and there are on-going limitations to the provision of creative subjects and a REAL project approach. One option we initially explored at Brannel was to introduce a more comprehensive extra-curricular programme after school hours. We felt this would not work for us, predicting that the take-up would be sporadic given the demographic and socio-economic profile of the community and the lack of additional funding to commission or staff extra-curricular activities. In order to ensure that every student could benefit from deep learning opportunities we therefore made the decision to dedicate one timetabled lesson each week to project-based learning.

The Brannel Challenge runs as Lesson 4 every Wednesday afternoon. Every member of the teaching staff is expected to deliver a project. The Brannel Challenge effectively provides a ready-made delivery mechanism for Fantastic Futures. Teachers who are Fantastic Futures Sector Leads make use of this timetabled opportunity to deliver programme activities. The Brannel Challenge also includes Challenge Week in the summer term. This coincides with Work Experience week for Year 10s. Students are given their own Brannel Challenge folder in Year 7. This is intended as a personalised portfolio and students are encouraged to take responsibility for updating it regularly to reflect their WRL activity, skills, experiences and employability journey until they leave Brannel in Year 11.



rigorous. engaging. authentic. learning.

REAL Projects are designs for learning that connect deep subject content with real world problem solving. They enable all students to create extraordinary work that matters.



Case Study: Greenpower Car Project



The Greenpower Project in Cornwall has been successfully running for 11 years, with over 45,000 local pupils actively engaged in the project. The Greenpower annual regional heats take place at Newquay airport.

www.greenpower.uk



Our Greenpower car build and race project is led by the Fantastic Futures Engineering and Manufacturing Sector Lead and is part of our STEM and Brannel Challenge programmes.

Cornwall Manufacturers Group (CMG) has sponsored us this year to take part in Cornwall's Greenpower races. Our students, as part a Brannel Challenge project, will work in partnership with industry experts to build a 'green' IET Formula 24 kit car. The car will be entered to race at Newquay Cornwall Airport in the annual regional heat of the national GreenPower electric car races. It is estimated that the project will take approximately 30 weeks of term time to complete.

CMG has provided us with a grant for a Greenpower car kit. In addition, they have connected us with an industry contact willing to provide technical support for our students throughout the build project. We are also working with the project coordinator for the Greenpower Education Trust.

The delivery of a collaborative REAL project with experts from industry will provide students with an opportunity to gain valuable employability skills through hands-on experience of the kit car build process. The goal is to inspire the next generation of engineers.

The Sector Lead is currently planning the Greenpower project with a cross-sector focus. This will provide students with experience of the broad range of skills and very diverse career opportunities involved in engineering, technology, manufacturing and the renewable energy sector. A cross-sector focus will also bring in opportunities for students to demonstrate project management, marketing, promotion and events management skills. In addition, we will be using the project to leverage work experience placements and potential apprenticeships for our students with some of the UK's most successful and progressive engineering companies. Ultimately the project enables students to develop workplace skills such as team working, resilience and creativity in a way which is difficult to achieve through traditional curriculum delivery.

What our Students Say



"After I learnt more about the marine industry in Cornwall I'm now really interested in this area."

- Elsie, Year 8

"As part of Brannel Challenge I was given the opportunity to plan and lead a series of dance sessions with younger students. This has given me much more confidence to try new things."

- Erin, Year 9

"I wish we had this a few years ago. I would have chosen all my options differently. I definitely want a career in the digital and tech industry...possibly an apprenticeship. I hadn't really thought about that before."

- Jordan, Year 11

"After I attended the Celebrating Women in Business event, I would now consider working for myself in the future rather than for other people."

- Hannah, Year 10

"I want to study Psychology at university. The uni visit has really made me more determined to achieve the grades I need to get there."

- Jess, Year 10

"I've been learning about Particle Physics in Science and during my trip to Oxford University we were given a 'mini lecture' on Astrophysics. I will definitely now study A-Level Physics."

- Shannon, Year 10

"My teachers have inspired me to look at a career involving Maths. I've represented the school in Maths Challenges and visited local colleges to learn about the options available to me. I want a career in the Armed Forces that enables me to use Maths whilst travelling the world."

- Zac, Year 10

"During Fantastic Futures sessions I've learnt about the Aerospace industry. I was surprised to find out how many businesses in Cornwall are involved and that there is a Space Tourism programme."

- Tom, Year 10

"I've learnt loads of new skills as part of the Brannel Challenge...like first aid, cookery, presentation skills. I wouldn't normally have tried these. I was also on the committee for the Summer Fayre and I helped to plan and organise the whole event"

- Ria, Year 9



What our Teachers Say



“Fantastic Futures is a really dynamic way to engage with students as individuals. STEM is talked about frequently now and the idea of STEM capital is beginning to be accepted by the students. We are working with industry partners to build a Greenpower car. The project is really engaging students.”

- Teacher of Maths

“This is a great way to get to know individual students better, which helps across the board. It’s so much easier to motivate students when you understand their aspirations. There’s a ‘light bulb’ moment when it all clicks and they begin to really get the point of what science is all about. We need to get that light bulb moment clicking earlier.”

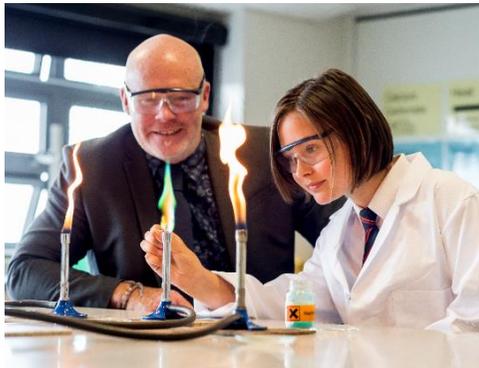
- Teacher of Science

“I’ve been looking outside education for projects which will help me make lessons more dynamic and relevant. Next year I’m looking forward to working with more partners from business and industry.”

- Teacher of ADT

“The alumni involvement has worked well. Students really responded to the ‘people like you and me can achieve’ approach...and we got to meet an Olympian!”

- Teacher of PE



“When I was at school I had no idea what jobs were out there. Fantastic Futures is a really exciting opportunity to show our students the enormous range of opportunities they have. I never knew there was quite so much innovation going on in Cornwall.”

- Teacher of Drama

“We would love to provide even more opportunities for students to find out about future pathways before they choose their options. Year 9 feels almost too late.”

- Teacher of Humanities

“The focus on politics has been great in the run up to the election. The students in the debate group have really run with this. Their confidence and public speaking skills have improved enormously. They were excited about the opportunity to debate ‘real’ issues with ‘real’ politicians at an event chaired by a ‘real’ university professor!”

-Teacher of English

“Getting the students out of school actually motivated them to engage more with lessons when we got back.”

- Teacher of Humanities



My Fantastic Future

I am not a product of my circumstances

I am a product of my decisions

- Stephen R. Covey



My Fantastic Future: Bridging the Gap & Delivering REAL Projects

What has worked well? A SECTOR-LED APPROACH

Our aim is not just to raise the aspirations of young people, but to raise aspirations in line with real workforce demand in order to address key skills shortages in priority sectors for Cornwall's economic growth.

The leading sources of employment growth in CloS (in absolute terms) are forecast to be health and social work, construction, wholesale and retail trades and professional services. Furthermore, a number of 'smart specialisation' sectors for CloS are identified which are expected to build on local strengths, competitive advantages and potential for excellence, in addition to supporting technological and practice-based innovation and stimulating private sector investment.

We have taken this information and used it to shape the delivery of Fantastic Futures. For example, we are joining up STEM and futureworks programmes, working with local businesses and Cornwall Manufacturing Group to develop projects which demonstrate the diversity of career opportunities available to students pursuing STEM subjects.

What else has worked well? ENTERPRISE ADVISER PROGRAMME

Our Enterprise Adviser (EA) is now a member of our Governing Body with a remit for Business and Enterprise. The connections and entrepreneurial vision we have gained has added momentum to the delivery of Fantastic Futures.

The specialist expertise of our EA has influenced our decision to move towards developing the school as a Digital Futures Innovation Hub, which taps into Cornwall's digital and tech smart specialisation. This will be a programme focus for the coming year.

Our Fantastic Futures Strategic Lead is a member of Cornwall's Enterprise Adviser Steering Group. This has provided a valuable opportunity for us to feed the needs of schools into shaping careers provision for Cornwall.

What else has worked well? SUSTAINABLE ALUMNI PROGRAMME

Being part of the Future First pilot has added resources and capacity to our aim of establishing a thriving alumni community. Having grown up in the same community and sat in the same classrooms, former students are role models who show our students that "people like me" can and do succeed.

Goal One

BRIDGING THE GAP *inspiring young people to aspire*

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

Goal Two

REAL PROJECTS *a sector-focused community connected curriculum*

In order to be motivated to excel in their education, young people need to see the 'relevance' of their studies. Our goal was to develop a sector-relevant, project-based approach involving 'real world' challenges, linking curriculum coverage and working in a meaningful way with partners from business and industry and the local community.

I can.
I will.
End of story.

What have we achieved? A STABLE CAREERS PROGRAMME

A stable careers programme is the first of the eight benchmarks identified by the Gatsby report *Good Career Guidance*.

Good career guidance is about doing a number of things consistently and well; there is no magic bullet. We believe we have achieved, through Fantastic Futures, an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers. The programme is supported at a senior level within the school and embedded within school structures.

What else has worked well? EMBEDDING CAREERS ACROSS THE CURRICULUM

Ofsted's 2013 report, *'Maintaining curiosity: a survey into science education in schools'*, points out that, in order to sustain subject interest and increase the likelihood that students will continue their studies beyond school, the best science teachers set out to "first maintain curiosity" in their students. We believe the principle applies across the curriculum.

Learning through REAL Projects as part of our Brannel Challenge combines the academic curriculum with project based learning. We use student enquiry, feedback and public exhibition of student work to promote deep learning of subject knowledge and learning that has a 'real' impact on the world outside school. Feedback from students evidences that the Brannel Challenge is beginning to have a strong positive impact on student achievement and engagement in learning.

In addition to embedding a careers focus across Key Stages 3&4 we have worked with our cluster primary schools to increase and widen career aspirations at Key Stages 1&2. For example, we have introduced an Aspirations Passport for primary school students and their parents to complete. This helps us to "hit the ground running" at transition to Year 7, and enables us to track the development of each individual student's aspirations from Reception.

Our findings are beginning to show that, where CEIAG is embedded within the curriculum, tailored to students' interests, is varied, creative and engages employers, young people may be in a stronger position when they come to make decisions about their future.

What else has worked well? DEVELOPING A CAREERS CLUSTER

We have worked with Penrice, Poltair and The Roseland schools this year to develop a geographically based careers cluster which provides an effective, replicable and scaleable model for the delivery of CEIAG.

The cluster won the Careers and Enterprise Company's South West Regional Award for our 'Passport to Your Future' careers events carousel during National Careers Week this year. The schools worked together to stage a series of evening events involving more than 50 business representatives leading talks or running activities for 250 young people and their families, with a particular focus on growth sectors in Cornwall's economy. It was the first time that a school-led careers collaboration had been seen on this scale.

The next step is to develop the role of Teaching Schools within the careers cluster. This might include developing Specialist Leaders of Education (SLEs) with specialisms in careers, facilitating regular careers forums for the cluster (schools and VCS groups) and providing specific CPD opportunities.

What else has worked well?

EMBEDDED SUPPORT FOR VULNERABLE GROUPS

We have effective and holistic systems in place which can be utilised to respond to identified barriers to EET. Support for students with Special Educational Needs (SEN) including Learning Difficulties and Disabilities (LDD), for students at risk of NEET (Not in Education, Employment or Training), young people in care, care leavers, young carers and young people at higher risk of experiencing emotional wellbeing and mental health problems is embedded across the school.

- We provide an inclusive and supportive environment for young people with SEN and LDD. We operate an Area Resource Base with placements for up to 14 students. Other specific interventions are in place for mainstream students with identified needs. For example, mentoring and specific intervention is provided by dedicated members of staff as part of our pastoral, tutor and house structures.
- Activities delivered as part of the Brannel Challenge are designed to help vulnerable students - whatever their specific need - relate to the world of work and the next steps of their individual journey, and to see the relevance of their school work. Completing their individual Brannel Challenge programme, for example, enables them to develop social, communication and employability skills.

- We are working with the HeadStart Kernow programme to improve the resilience, emotional wellbeing and self-confidence of vulnerable young people. This improves their ability to access EET opportunities post-16.

What could be improved?

PATHWAYS FOR YOUNG PEOPLE WITH SEND

We want to continue to develop our work with business partners to understand the way in which the Cornwall labour market works and to enable vulnerable young people to gain an understanding of the value of connections, develop network skills and meet new people. We are keen to work as part of Cornwall's Enterpriser Adviser programme, for example, to develop the employability pathway for young people with SEND.

What else could be improved?

CONTINUOUS PROFESSIONAL DEVELOPMENT

We feel there is a need for sector organisations and teaching schools to coordinate a meaningful CPD offer for Cornwall in order to enhance the quality and delivery of the curriculum by linking it to careers. This might include providing teachers with direct experience of business through sector-led programmes of CPD for school staff including industry placements for teaching staff, opportunities to develop curriculum related materials linked to careers, and school and college/industry skills exchange secondments.

FOCUS BELIEVE ACHIEVE

ACCREDITATIONS FOR STUDENTS

Our aim is to develop the Brannel Challenge offer to include opportunities for students to achieve a diverse range of accreditations. This provides recognisable hard evidence of their achievement to colleges, universities and future employers. This will help students to 'sell' their skills, abilities and experience.

We are currently exploring the introduction of specific projects designed to link to the Duke of Edinburgh's Award, Sports Leaders UK and Industrial Cadets.

Year One: Progress on Delivery of Action Plan

Objectives	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
Agri-food, Agriculture & Animals: Sector Lead to deliver a programme involving 'real world' challenges designed to bridge the gap between education and the business sector.	No planned programme either (a) linking careers with curriculum through REAL projects; or (b) proactively engaging and involving employers.	<ul style="list-style-type: none"> • Visit to a local farm for 'hands on' experience of a variety of jobs on a working farm for target students (i.e. those who had expressed an interest in learning about this sector, based on the careers survey). • Lecturer from Bicton College (part of the Cornwall College Group) visited school to discuss various careers and courses in the Agri-food sector. 	Feedback from students demonstrates: (a) clear enthusiasm for engaging with external visitors; (b) practical insight into the broad range of careers in this sector, (c) better understanding of entry routes in this sector, and (d) more engagement with key areas of the curriculum.	<ul style="list-style-type: none"> • Explore opportunities linked to Agri-tech. • Agri-food accounts for a third of Cornwall's economy. Propose joint cross-sector project with Tourism, Sport & Retail Sector Lead. • Work more closely with the Cornwall College Group to explore options for putting in place a full day's experience for each target group student. • Identify one high profile sector partner in Cornwall. Identify opportunities for more diverse work experience.
Tourism, Sport & Retail: As above	As above	<ul style="list-style-type: none"> • Guest speakers came in to discuss real experiences of working in the sector. • Three case studies were looked at with students which included all the jobs involved in running a hotel and running Richard Branson's island. • As part of the Sport programme, a local Olympian visited the school to discuss a variety of careers in sport. The speaker focused on inspiring students to aim high. 	As above. In particular, student feedback demonstrates that aspirations were raised by the Olympian visit.	<ul style="list-style-type: none"> • Identify one high profile partner in Cornwall e.g. Rick Stein, Jamie Oliver etc. Identify opportunities to explore the wide variety of careers and jobs involved across one business. • Promote Heritage & Culture opportunities e.g. with National Trust, English Heritage. • Propose joint Space Tourism project with Aerospace, Space and Avionics Sector Lead to look at opportunities linked to the Cornwall Spaceport at Newquay.
Government, Law & Public Sector: As above	As above	<ul style="list-style-type: none"> • Worked with Careers South West to engage with the sector. Visit to Cornwall Council premises arranged for target students. • Made links with local MPs with a view to inviting them in to school to speak about their roles. • Planned a pre-election Hustings debate with a lecturer from Exeter University, MP candidates and a student panel. • Made links with Mike Bunny, a local councillor and teacher at Treviglas School. 	As above. In particular, target students began to engage with the relevance of politics by preparing for the Hustings debate.	<ul style="list-style-type: none"> • Identify more opportunities for students to be politically active. • Strengthen Civil Service links e.g. Invite immigration & border force officer in to school as guest speaker (CTH husband). Incorporate careers advice about the Civil Service Fast Track apprenticeship, Fast Stream graduate entry, Early Diversity Internship and Movement to Work programmes. • Strengthen Law programme. Link to Oxford Pathways programme. Visit law courts.

Objectives	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
NHS, Health & Social Care: As above	As above	<ul style="list-style-type: none"> • Contacted various NHS employees from our growing alumni database (part of Future First sustainable alumni programme) and invited them in to school to speak. • Contacted Dynamo health care for a guest speaker and to start developing links. • School Nurse delivered a 'My Story' session to target students about her career. 	As above. In particular, students understand there are more choices across health care than just doctors and nurses.	<ul style="list-style-type: none"> • Arrange student visit to Dynamo health care so they can see careers in action in the workplace. • Work with partners to identify opportunities for more diverse work experience places. • Explore links to the school's Digital Futures Hub proposal e.g. NHS has adopted smart Internet of Things technology. Identify target group of digital & tech students.
Biomedical Research & Development: As above	As above	<ul style="list-style-type: none"> • Full day of biomedical sciences delivered for Year 9 students via Bristol University School Outreach. • Began to engage with Plymouth University biomedical science department. • Began to engage with the European Centre for Environmental and Human Health based at the Knowledge Spa in Truro. 	As above. In particular, Year 9 students developed a deeper understanding of the variety of careers available in a sector of work that was previously unknown to them.	<ul style="list-style-type: none"> • Deliver a Brannel Challenge practical session on biomedical R&D. • Take a group of target students to visit a research centre e.g. University, Knowledge Spa. • Identify a target group of Most Able students and focus on degree opportunities at highly selective universities. • Work with partners to identify opportunities for more diverse work experience places.
Army, Security & Emergency Services: As above	As above	<ul style="list-style-type: none"> • Comprehensive sector-themed Brannel Challenge rotation delivered to target students by Marines, Navy and Army. • STEM day project delivered to target students focused on engineering in the armed forces. 	As above. In particular, students really got to grips with a variety of jobs in the forces rather than thinking of the sector as just front line duty work.	<ul style="list-style-type: none"> • Offer target students a site visit e.g. RNAS Culdrose Royal Naval Air Station, new Devon & Cornwall Police Hub (Bodmin). • Explore the potential of establishing Sea Cadet/ Royal Marines/ Army Cadet corps on site during Brannel Challenge. • Propose joint cross-sector project with Government, Law & Public Sector Lead focused on the work of the Ministry of Defence and career opportunities for civil servants – including in the wider MOD such as Trading Funds and Executive Agencies.

Objectives	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
Teaching & Academia: As above	As above. Student Takeover Day is an established event.	<ul style="list-style-type: none"> • Sector Lead delivered 'My Story' workshop sessions based on an introduction to teaching as a career. Discussed grade requirements for university. • Spanish and Music departments brought in students from the cluster primary schools to experience life as a teacher. • Student Takeover Day allowed students to experience a day in the life of a member of the school staff. Students applied for roles and shadowed staff, taking on their workload and responsibilities for the day. 	As above. In particular, Student Takeover Day provides a really useful opportunity for students to have hands-on experience of a variety of jobs in a school.	<ul style="list-style-type: none"> • Engage external partners from FE and HE sector. • Consider potential cross-sector opportunities to deliver REAL projects e.g. working with Government, Law & Public Sector Lead to look at education policy at national level. • Co-ordination of Student Takeover Day to transfer to Sector Lead (currently with PE teacher).
Voluntary & Community Sectors: As above	As above.	<ul style="list-style-type: none"> • Volunteer Cornwall for Young People presented the types of careers available in the sector, focusing on salaries and how the sector is funded as a whole. • Students were shown how to access various forms of community service and volunteering posts in order to build a CV and employability skills. 	As above. In particular, students gained a greater awareness of the importance of the third sector to the delivery of front line services in Cornwall.	<ul style="list-style-type: none"> • Identify curriculum links to morals & ethics and PSHE. Discuss the Big Society with students. • Explore with students the importance of project management and communication skills in this sector. Identify opportunities to participate in community projects. • Engage with the RNLI, Cornwall Air Ambulance and other key local voluntary service providers. • Identify more potential partners – e.g. through Cornwall Voluntary Sector Forum - and invite guest speakers in for a 'Voluntary Sector Day' (possibly as part of wider PSHE programme). • Design a cross-sector REAL project with other Sector Leads e.g. mock disaster to explore the work of the voluntary response services etc. • Identify a local charity as our beneficiary of fundraising activity this year. Arrange a site visit to demonstrate the wide range of jobs and activities involved in running a charity. • Research potential accreditations for students.

Objectives	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
Social Enterprise: As above	As above	<ul style="list-style-type: none"> • Programme slipped to Year 2. 	No impact this year.	<ul style="list-style-type: none"> • Sector Lead to be engaged and to have sound understanding of Cornwall's social enterprise agenda – including Social Enterprise Zone Strategy. • Identify potential partners and invite guest speakers in to school. Explore opportunities to engage with Cornwall Enterprise Zone, School for Social Entrepreneurs, the Engine Room etc. • Develop a REAL social enterprise project with an industry partner as part of Brannel Challenge. • Involve students in school fundraising activity e.g. events planning and delivery, social media campaign etc. Money raised will fund Brannel Challenge wish list. • Look at Cornish success stories in this sector e.g. work with Tourism, Sport & Retail Sector Lead on joint project to explore why Fifteen Cornwall is a social enterprise success.
Marine Industry: As above	As above	<ul style="list-style-type: none"> • An expert from the industry led a workshop to promote awareness of the different roles within this large and varied sector. • Target students worked on a practical boatbuilding renovation project as part of the Brannel Challenge. The school has continued to build on its partnership with Pendennis Shipyard and students worked with apprentices from Pendennis. • Target students offered practical sailing experience by Carnelian Coaching and Royal Cornwall Yacht Club. Visit includes tour of the Pendennis Shipyard to look at the restoration of the super yachts. 	As above. In particular, students gained an understanding of the different approaches into this sector including apprenticeships.	<ul style="list-style-type: none"> • Engage with Cornwall Marine Network. • Explore potential REAL projects based on major investment projects e.g. Marine-i (focuses on marine energy, marine manufacturing, maritime operations and marine environmental technologies). • Work with partners to identify opportunities for more work experience places. • Continue to work with Pendennis to explore links and opportunities.

Objectives	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
Construction & Architecture: As above	As above	<ul style="list-style-type: none"> • A construction specialist came in to school to run a carousel of activities. Target students put to use their employability and construction skills. • Planned a visit for target students to Cornwall College for a Construction in Industry day. 	As above. In particular, students were able to see how many different jobs - both skilled and unskilled - are available across the sector.	<ul style="list-style-type: none"> • Promote apprenticeships. Invite alumni in to speak to students. • Work with partners in the local housing construction industry (e.g. Linden, Ocean) to identify opportunities for more work experience places and apprenticeships. • Promote careers in architecture.
Renewable Energy: As above	As above	<ul style="list-style-type: none"> • Visit to a turbine for target students. • Discussion of relevant degree subjects, university life and opportunities in the sector. • Worked with partner to deliver a project designed to provide practical knowledge of engineering in this sector. 	As above. In particular, student feedback reported that their knowledge of opportunities in this sector in Cornwall was increased considerably.	<ul style="list-style-type: none"> • Engage with the Duchy of Cornwall which makes considerable investments in renewable energy including biomass, ground source and solar photovoltaic projects. • Explore with students Cornwall's agenda for sustainable energy including Green Communities and the Green Economy. • Design a cross-sector REAL project with the Marine Renewables Sector Lead.
Marine Renewables: As above	As above	<ul style="list-style-type: none"> • Research graduate students came in to talk to students. Discussed variety of careers. • Premier of the film 'Plastic Ocean' at the school's community cinema. Students were involved in events promotion. 	As above. In particular, student feedback reported that their knowledge of opportunities in this sector in Cornwall was increased enormously. The film about plastic pollution had a big impact.	<ul style="list-style-type: none"> • Engage with local MP George Eustice - appointed DEFRA Minister of State in 2015 - who is a supporter of the marine renewables industry in Cornwall. • Engage with partners linked to development of Cornwall's Wave Hub and the Hayle Marine Renewables Business Park. • Develop REAL project e.g. linked to Cornwall's Marine Renewable Energy (MRE) Roadmap.
Creative Arts, Publishing & Media: As above	As above	<ul style="list-style-type: none"> • Workshops delivered on the many different Theatre roles – not just acting. Students were asked to write job applications for each role. • Emphasised the usefulness of A-level Drama or Languages for a career in Law. This are skills which are useful across all sectors. 	As above. In particular, students understood the versatility of skills in the performing art across many different careers.	<ul style="list-style-type: none"> • Engage with Kernow Education Arts Partnership (KEAP) and Creative Kernow. • Engage with TJ International – book manufacturers based in Cornwall. Identify potential projects and opportunities for work experience. • Arrange a site visit to FE/HE college or university for arts degree target students.

Objectives	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
Digital & Tech: As above	As above	<ul style="list-style-type: none"> • Students took part in a self-led coding challenge as part of a REAL project. • Digital Futures event co-ordinated with cluster schools as part of National Careers Week. Students engaged with specific programming from a variety of industries so they could see the scope of coding careers. • One target student attended the Internet of Things Project workshop (autumn half term) run by Software Cornwall, Cornwall College and the Eden Project. Student is now actively seeking an industry apprenticeship. 	As above. In particular, students informed of the wide range of opportunities available in this sector.	<ul style="list-style-type: none"> • Develop a working partnership with Software Cornwall and promote projects and activities to students e.g. Tech Jam etc. • Work with our Enterprise Adviser to develop our Digital Futures Innovation Hub - tapping into growing expertise in data management and analytics, hardware and devices, Edtech, and App and software development. • Identify a group of students to work on a 'real life' industry commission. • Identify opportunities to explore careers developing Artificial Intelligence – e.g. engage with Engineered Arts in Penryn.
Aerospace, Space and Avionics: As above	As above	<ul style="list-style-type: none"> • Target students taken to Newquay airport to see the various jobs in the workplace. • The RAF was invited in to talk about avionics and the scope of careers available in the RAF. • Students engaged with lessons designed around the new Spaceport, due to be built in Newquay. 	As above In particular, students demonstrated understanding of a variety of entry routes in to this sector. Reaffirmation that English, maths and science are required for most of these roles motivated students to want to try more in their academic studies at school.	<ul style="list-style-type: none"> • Engage with the satellite companies that are starting to grow as a result of the Newquay space hub. • Propose joint Space Tourism project with Tourism and Retail Sector Lead around career opportunities linked to the new Cornwall Spaceport at Newquay. • Engage with Goonhilly Satellite Earth Station. • Deliver 'Build a Drone' project as part of the Brannel Challenge with grant funding received from Cornwall Manufacturer's Group.

Objectives	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
Engineering & Manufacturing: As above	As above	<ul style="list-style-type: none"> • Electronic engineer invited to speak about the industry as a whole and provide some examples of what they do. • STEM Challenge homework set for all of KS3. 	As above In particular, target students demonstrated more motivation to succeed in school so they could use their skills in this area, in the future. Raised the profile of engineering through parental engagement with the KS3 homework.	<ul style="list-style-type: none"> • Deliver the cross-sector Greenpower Car project as part of the Brannel Challenge with grant funding received from Cornwall Manufacturer’s Group. Enter Greenpower races at Newquay in 2018. • Work with partners to identify opportunities for more work experience places.
Year 10 Work Experience	Established event - Year 10 students are asked to find a week’s work experience placement during Challenge Week.	<ul style="list-style-type: none"> • Work Experience Lead worked with Cornwall Education Business Partnership (EBP). • A more careers-focused approach delivered in years 7-9 better prepares students for work experience. Evidenced by student voice. • Work Experience Lead aimed to support individual students to find placements which match their interests and aspirations. Support provided to help young people and parents plan and prepare for work and follow up activity. • We are beginning to develop a framework to measure the impact of students’ work experience placements, destinations. 	Contributes to our commitment that every student should have completed at least 100 hours of WRL by the time they reach 16. A more careers focused approach which links to students’ interest and aptitudes better prepares students for their experience in the workplace.	<ul style="list-style-type: none"> • Review the impact and design of the work experience programme. How can we better link this with the ethos of Fantastic Futures? E.g. explore links with Cornwall’s Smart Specialisation Sectors, look at the potential for ‘holiday camps’, building on best practice such as Software Cornwall coding camps. • Work with Fantastic Futures Sector Leads and business and industry partners to add to the placements offer. • Explore the potential for linking work experience directly to apprenticeships for target students. • Undertake a specific and detailed impact assessment of the programme to date on vulnerable groups e.g. SEND, pupil premium. • Provide additional support for vulnerable groups in their planning and preparation for work experience and follow up activity including monitoring participation and outcomes.

Objectives	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
STEM Programme	<p>No co-ordinated STEM strategy.</p> <p>STEM Enthuse grant successfully applied for at the beginning of the year.</p>	<ul style="list-style-type: none"> Reviewed and planned a co-ordinated approach to STEM provision, using the STEN Enthuse grant to commission consultant support. Used the STEM Enthuse grant for CPD for a science teacher to attend the NSLC. Focused on developing projects with the specific aim of creating Science capital for our students. Six REAL projects have been delivered as part of Brannel Challenge. The STEM Capital planning guide is now in draft form and needs refining once the science, maths and ADT faculties have reviewed the document within department meetings. Focused in particular on ways of increasing STEM capital for Year 9 middle ability students (the 'invisible middle'). Year 9 STEM ambassadors have been appointed and they are beginning to take on more responsibility for projects across the school. Promoted an understanding of the broad range of STEM careers. 	<p>Raised understanding of the importance of STEM capital across the school.</p> <p>Students have been surprised by the range of STEM related careers that are achievable for them and they are beginning to discuss the idea of STEM amongst themselves.</p>	<ul style="list-style-type: none"> Continue to ensure effective collaboration across the science, maths and ADT faculties. Extend the focus from STEM to STEAM (science, technology, engineering, arts and mathematics). Work with partners to identify opportunities for a maximum of three STEM teachers to experience externships. Our goal is to get teachers out of the classroom and directly engaged with business and industry in order to bring relevant and inspiring content back to students.
Enterprise Adviser Programme: Facilitating Employer Engagement	Part of the Cornwall pilot programme.	<ul style="list-style-type: none"> Enterprise Adviser is now appointed to the Governing Body as a Business Governor with a remit to develop stronger links between business and education. Fantastic Futures Strategic Lead sits on the CloS Enterprise Adviser Programme steering group. CEIAG Lead is a member of the local careers cluster. 	<p>Adds significant capacity to our ability to engage employers.</p> <p>Specific expertise of our Enterprise Adviser adds value to the programme as a whole – and in particular our proposed Digital Futures specialisation.</p>	<ul style="list-style-type: none"> Utilising the experience and expertise of our Enterprise Adviser to develop the Digital Futures Innovation Hub project. Working with the Enterprise Adviser to engage more local business and industry partners.

Objectives	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
Alumni Engagement: Future First Sustainable Alumni Project	No alumni community.	<ul style="list-style-type: none"> Extended Schools Project Manager confirmed as operational project lead. Begun to populate our Future First database. Target was to get 140 alumni signed up this year. We have exceeded the target – we are on track for 320 to sign up by the end of July 2017. Project Lead, working with Future First, promoted the alumni network to all staff focusing in particular how contacts can support the Sector Leads. Contacts have been brought in to school to help deliver activities and engage students as part of Fantastic Futures. More than 500 students have been reached with a broad variety of alumni visits. Example alumni visit: Nurse visited to speak about career pathways in the NHS as part of our careers curriculum. She also helped deliver a science lesson as part of a British Science Week project. Example project: Delivered a ‘My Story’ event focused on raising the aspiration of working class boys. This involved 3 alumni working in the Police and Fire services who reported struggling to engage when they were at school. The message was that achievement comes through persistence. We are following this up as part of a national study of the impact of role models on improving academic outcomes for white working-class boys (University College London and the Behavioural Insights Team) 	<p>Feedback from students suggests effective engagement with more relatable role models (‘people like me’).</p> <p>Alumni community provides additional capacity and resources for the school e.g. not only for delivery of Fantastic Futures – in addition, 63 alumni have expressed an interest in mentoring students (either e-mentoring or face-to-face), 10 have expressed an interest in joining the school’s governing body.</p>	<ul style="list-style-type: none"> Continue to build the database, signing up Year 11 leavers each year and promoting sign up across the community. Identify a programme of follow-up engagement to maintain momentum with alumni who have signed up already. Track student destinations – part of the school’s wider, long-term objective.



My Future Pathway

Prepare the child for the path

Not the path for the child

- Anon

My Future Pathway: Careers Education, Information, Advice and Guidance

The statutory duty for careers guidance in schools requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8. The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner;
- includes information on the range of education or training options, including apprenticeships and other vocational pathways; and
- promotes the best interests of the pupils to whom it is given.

What has worked well?

COLLABORATION WITH FE AND HE PROVIDERS

As this document demonstrates, we are working with a wide range of external providers to fulfil our statutory duty for careers guidance. Taken together, we are confident the external sources provide information on the full range of post-16 options.

We are working closely with Next Steps South West. This is a new partnership project working with university and college institutions in Cornwall, Devon and Somerset to help provide information and increase Higher Education (HE) participation from disadvantaged backgrounds. The project is helping our students to choose their next steps in education, find out about funding and generally find out what it is like to study at a higher level.

We are developing links with a range of universities and delivering a programme of visits in order to provide students with the opportunity to experience university life and talk to undergraduates.

Brannel has no history of student progression to Oxford or Cambridge Universities. For the first time this year, as part of the Oxford Pathways Programme, we took two groups of 10 students - our Most Able from Years 10 and 11 - to visit a number of Oxford Colleges with the aim of raising their aspirations. The Year 10 Taster Day gave students a chance to participate in interactive sessions with undergraduates, attend 'mini lectures' and have lunch in a college dining hall. The Year 11 Investigating Options Day focused on the importance of GCSE results and post-16 choices.

We are working with a number of external partners to ensure students are fully informed about apprenticeships and apprenticeship opportunities. We currently employ three young people as apprentices across our school support staff; they act as role models for our students.

Our students are actively encouraged to undertake independent research to further explore their individual interests in post-16 options and opportunities.

Goal Three

MY FUTURE PATHWAY careers education, information, advice and guidance

Our goal was to develop a student guidance model founded on strong interpersonal relationships between students and school staff and the development of a bespoke career pathway plan tailored to each student.

Our goal was also to focus on achieving more effective engagement with parents in order to broaden horizons and challenging stereotypical thinking.

Labour Market Intelligence has influenced our decision as a school to move towards developing a Digital Futures Innovation Hub, which taps into Cornwall's digital and tech smart specialisation.

What else has worked well? USING LABOUR MARKET INTELLIGENCE

Fantastic Futures is informed by up-to-date Labour Market Intelligence (LMI) with the aim of reducing the information gap between what young people know about the careers and opportunities open to them and the actual jobs that exist. We want fewer students aiming for careers where jobs are in short supply.

For example, software engineering and programming is identified as a big skills gap in CloS. While Truro, Redruth and Camborne is an early stage cluster, between 2010 and 2014 overall digital turnover rose by 153%. Early analysis indicates a growing expertise in data management and analytics, hardware and devices, Edtech, and App and software development. This has influenced our decision to develop as a Digital Futures Innovation Hub.

What could be improved? DEVELOPMENT OF QUALITY ASSURANCE FRAMEWORK

Our next step is to make quality assurance of careers guidance within the school routine. Successful quality assurance approaches might, for example, include observation of careers guidance interviews by a senior member of staff, continuing to collect students' views regularly through a range of formal and informal mechanisms, regularly seeking parents' views at consultation evenings and through surveys, and thorough monitoring of destinations data - with particular reference to vulnerable students and those who do not enter employment, education or training.

We are mindful of the Career Development Institute's (CDI) recommendation that all schools and colleges should work towards a Quality in Careers Standard (QiCS) validated award. Our next step as part of a local careers cluster is to work towards a quality award. Achieving this as a cluster should help alleviate financial constraints and capacity implications.

We are also mindful of the recommendation that everyone employed or contracted to provide careers guidance to young people should hold an appropriate professional qualification in career development and be registered on the UK Register of Career Development Professionals. All practitioners should hold a minimum qualification of level 4 in Careers Information and Advice and demonstrate a movement towards level 6.

Digital Futures Innovation Hub



Year One: Progress on Delivery of Action Plan

Objective	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
Provision of high quality, independent and impartial CEIAG (Careers education, information, advice and guidance).	Careers policy requires updating.	<ul style="list-style-type: none"> • Focused this year on developing the Fantastic Futures Strategy and action plan. This is led strategically by a member of the Senior Leadership Team and embedded within the school structure. • Continued to develop external sources of careers guidance to supplement the programme delivered in-house. Taken together, the external sources provide information on the full range of post-16 options and access to face-to-face support where needed. • Regular meetings held between the SLT strategic lead and operational lead to monitor progress against the targets in the action plan. • Students' views collected through a range of mechanisms; e.g. careers lessons, tutor group sessions, informally from individuals. 	<p>Compliance with statutory duty to secure independent careers guidance from Year 8.</p> <p>High quality, impartial careers guidance helps our students to make informed choices about which courses suit their academic needs and aspirations.</p> <p>Pupils understand how their education and connections equip them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</p> <p>Students are able to make informed choices because they have a better idea of what learning options are available, how they lead to different job prospects and ways of finding work.</p>	<ul style="list-style-type: none"> • Continue to embed a programme of career education and guidance and ensure that it is that is known and understood by pupils, parents, teachers, Governors and employers. • Put in place an explicit and publicised careers policy and Careers Curriculum. • Continue to improve the quality and consistency of advice, to enable students to make informed decisions on the full range of options available to them. • Consider how better use of data can contribute to the development of CEIAG delivery and supporting quality standards. • Provide every student by the age of 16 with opportunities for guidance interviews with an internal/external careers adviser. Observation of the careers guidance interviews by a senior member of staff.
	CEIAG Operational Lead is a full time teacher: CPD requirements to be agreed.	<ul style="list-style-type: none"> • CEIAG Operational Lead has proposed a personal CPD programme. The first step is to work towards SSAT Lead Practitioner Accreditation in order to develop the middle leadership role. 	Contributes to quality assurance of careers guidance within the school.	CEIAG Operational Lead will complete the SSAT Lead Practitioner Accreditation before considering a level 6 qualification in Careers Information and Advice.

Provision of high quality, independent and impartial CEIAG (Careers education, information, advice and guidance).	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
	No CEIAG strategy - information not communicated to the whole school.	<ul style="list-style-type: none"> • Inset introductory session delivered to staff. • CEIAG Lead has worked to ensure that Sector Leads are comfortable with their roles, know what they will be delivering and when. • Students attend a theatre production (funded by Next Steps South West) which addresses the various route to a career. • Digital posters produced for identifying sectors and in-school Sector Leads. • Whole school introductory assembly delivered. • ‘Celebration’ planned for end of summer term to thank all those involved in delivering Fantastic Futures. 	<p>Students are aware who each Sector Lead is and what they are responsible for.</p> <p>Sector Leads are clear about delivery expectations.</p> <p>Profile of Fantastic Futures is raised across the school.</p>	<ul style="list-style-type: none"> • Continue to communicate development of the strategy – and key outcomes – to the whole school. • Introduce termly Sector Lead working group meetings to better co-ordinate delivery and ensure consistency. • Focus on developing a quality assurance framework.
	No session.	<ul style="list-style-type: none"> • Next Steps South West visits – careers specific lessons and support provided for Year 8-10 students and parents on how to use Career Pilot. 	<p>Students are taught how to access Career Pilot which is our ‘go to’ programme of choice for Careers guidance.</p>	<ul style="list-style-type: none"> • Develop a back end database which students/teachers can access, and which will inform any mentor of a student’s particular careers aspirations.
	No sessions.	<ul style="list-style-type: none"> • Worked with Future First, Apprenticeship liaison and Next Steps South West officers to co-ordinate a programme of visits from business and industry delivering lessons and information sessions to Year 9 regarding career options and ‘real’ working life. 	<p>Students gain insights into careers via current ambassadors of industry.</p>	<p>Co-ordinate a whole school calendar of visits at the start of the academic year – or the start of each term.</p>

Provision of high quality, independent and impartial CEIAG (Careers education, information, advice and guidance).	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
	This is an established annual event.	<ul style="list-style-type: none"> Year 10 and 11 visit to Cornwall Careers Fair. 	Starts students thinking about their futures and allows them to research what they need to achieve in school for their next steps.	<ul style="list-style-type: none"> Plan to attend in 2017-18. Ensure visits are evaluated and collate feedback. Students to record whether the event has had an impact and what they are now considering as a future career. No certainty whether the Careers Fair will continue due to funding. Need to consider a Plan B.
	These are established events.	<ul style="list-style-type: none"> Year 10 visit two FE college campuses for taster days. 	Students feel more confident about the next stage of their education and are more likely to apply to college. Reduced risk of NEET.	<ul style="list-style-type: none"> Continue to offer visits in 2017-18. Ensure visits are evaluated and student feedback collated.
	Assemblies from two local FE providers.	<ul style="list-style-type: none"> Visits from three local FE providers in the form of assemblies and exhibitions during parents' evenings and Year 9 options evening. 	Students form good relationships with local colleges and will contact them for their next steps after school.	<ul style="list-style-type: none"> Identify ways of better engaging parents with the colleges via whole school events, social media etc.
	No data gathered.	<ul style="list-style-type: none"> Every student has participated in an individual survey to find their current career aspirations. They have then been targeted for specific sector specialisations, delivered by the Sector Leads. Students are provided with an individual folder in which to keep evidence for their programme engagement. A shared online area has been set up for teachers to keep any associated documentation relating to the programme. 	Sector leads and e-mentors beginning to work with individual students to design bespoke careers programmes.	<ul style="list-style-type: none"> Re-run the survey at the end of each year (not just the start) to identify programme impact and inform planning for the following year. Ensure students continue to keep track of activity in their individual folders. Ensure teachers are using the shared online area to inform day-to-day careers activities.

Objective	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
Ensure that up-to-date LMI on the full range of education and training pathways is readily accessible and embedded in delivery.	Significant information gap between what young people know about the careers and opportunities open to them and the actual jobs that exist. Too many students are aiming for careers where jobs are in short supply.	<ul style="list-style-type: none"> LMI used to help students make the important decisions about their careers and the routes to getting there. LMI informs our decision to focus on developing a Digital Futures hub. 	<p>Reducing the information gap between what young people know about the careers and opportunities open to them and the actual jobs that exist.</p> <p>Fewer young people aiming for careers where jobs are in short supply.</p>	<ul style="list-style-type: none"> Further embed use of LMI in helping students make decisions about their careers and the routes to getting there. Work with Enterprise Adviser to develop the concept of a Digital Futures hub.
Develop collaboration and partnership: Formation of a geographical careers cluster.	Mid Cornwall secondary schools work together sporadically on an ad hoc basis.	<ul style="list-style-type: none"> Working group established for CEIAG Leads of Brannel, Penrice, Poltair and The Roseland secondary schools. Meetings are termly. Careers carousel event delivered for National Careers Week. Continued to work with our primary school cluster to ensure effective transition. Primary schools use the Aspirations Passport to gain an understanding of the individual aspirations of students and their parents from Reception. 	Improving the impact of national careers campaigns (e.g. National Careers Week, National Apprenticeship Week and National Science Week etc) through a more planned and coordinated local approach. Potential to achieve economies of scale.	<ul style="list-style-type: none"> As part of a multi-academy trust, work through the school-to-school improvement infrastructure and teaching school alliances in Cornwall to promote, develop and further improve CEIAG delivery and impact. As the mid-Cornwall careers cluster, work towards a Quality in Careers Standard (QiCS) validated award. Continue to develop a collaborative approach with cluster primary schools. Evaluate the impact of the Aspirations Passport and continue to track the development of individual student aspirations.
Develop collaboration and partnership: FE, HE and Apprenticeship opportunities for students	School serves a recognised area of low participation ('cold spot') for HE.	<ul style="list-style-type: none"> Student voice used to identify barriers to HE take-up. Barriers are generally financial – students want to start earning a salary as soon as possible. 	Every student by the age of 16 has a meaningful encounter with providers of the full range of learning opportunities including both academic and vocational routes.	<ul style="list-style-type: none"> Quality assure framework for routine and thorough monitoring of destinations data, with particular reference to vulnerable students and those who do not enter employment, education or training.

Objective	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
		<ul style="list-style-type: none"> • Worked with Next Steps South West to deliver a suite of HE engagement activities for students with key target groups (years 9-11) identified from postcode data. • Whole school articulatory focus introduced to help students become more confident self-promoters. • Year 10 students begin to focus on either the university or apprenticeship pathway - offered the opportunity to visit a university or attend an apprenticeships fair. An assembly and personal advice based on their academic progress is used to help inform their focus. • Successful application for Oxford Pathways visits for ten Most Able students from Years 10 and 11. • E-mentoring arranged for Year 9 and 10 students. • Arrangements made for students to contact colleges on results day. • Teachers have focused on raising the self-esteem, confidence and aspirations of students as well as enhancing their understanding of how to achieve their aspirations in the next stage of their education or training. • Worked with the Rotary Club to deliver individual mock interviews for students. 		<ul style="list-style-type: none"> • Develop a scheme to work to educate students about HE, finance and impact of a University degree on earning potential and salaries.

Objective	Baseline Sept 2016	What have we done this year?	What difference has this made?	Where do we plan to go next?
<p>Inspiring Parents: Broadening horizons and challenging stereotypes.</p>	<p>Historically, very low baseline for parental engagement. The community served by the school is characterised by insularity, socio-economic issues and entrenched low aspiration.</p>	<ul style="list-style-type: none"> • Sought parents’ views at consultation evenings and through surveys. • Provided opportunities for parents to meet with FE providers during parents’ evenings and options evening. • Organised and promoted a Parents’ Expo – which had to be cancelled due to low take-up. • Promoted formation of a PTA. Small number of initial volunteers identified. Parent Governor identified to champion the PTA. 	<p>As a school, we have identified some key barriers to parental engagement. This will help inform the work of the school as a whole as we move forward. For example, when considering HE as an option for their child we know that finance is a barrier for some parents.</p>	<ul style="list-style-type: none"> • Begin working with the small group of PTA volunteers and Parent Governor on how we better engage parents in order to raise aspirations. • Plan more informal opportunities to engage parents. • Plan opportunities (online or event) to “bust the financial myth” of University.



My Fantastic Teacher

Education is the most powerful weapon
which you can use to change the world

- Nelson Mandela

My Fantastic Teacher: Authentic Teaching from Authentic Experiences

What did we want to do?

INTRODUCE WORK-BASED LEARNING

We wanted to develop a programme of teacher externships. Placements might range from a workplace visit lasting several days to a week, to an intensive five-to eight-week summer work experience in which individual teachers typically carry out a project for an employer onsite.

Whilst most teachers have deep knowledge of their content areas, few have experience applying the content to address real world challenges. By being exposed to the many ways in which the content they are teaching might be used outside the classroom, teachers' experiences invariably allow them to improve and inspire the learning of their students and lead a greater number of students to contemplate related careers.

Barriers Faced

AVAILABILITY OF EXTERNSHIPS

Our teachers have struggled to identify ready-made, "off the shelf" opportunities to participate in externships and other forms of work-based learning. In addition, it must be said that the distance of Cornwall from major employment centres means that travel remains a limiting factor - both financially and logistically.

In the US, externship opportunities for teachers appear to be widespread. For example, Teachers21 runs the LIFT2 program, now in its 14th year, which places committed teachers into paid externships in companies in STEM fields so they can experience first-hand what careers might look like for their students.

In the UK, our experience has been that opportunities are few and far between. Earlier this year, one of our teachers applied and was accepted for an industry placement through STEM Learning. Unfortunately, the placement fell through at the employers end after an extremely slow decision-making process. A more strategic national approach may be needed.

Overcoming Barriers: Next Steps

EXPANDING LOCAL NETWORKS

Work-based learning requires a significant initial investment in time and effort to forge connections with employers. Over the coming year we will be expanding our outwards facing networks.

We are already in discussion with Cornwall's Education Business Partnership (EBP). We are developing our sustainable alumni network through participation in Future First's Sustainable Alumni Programme. We are also expanding our business and industry partners as part of the CEC/LEP Enterprise Adviser Programme.

Delivery slipped to Year 2

Goal Four

MY FANTASTIC TEACHER

inspired to inspire

Our goal was to get teachers out of the classroom and directly engaged with business and industry in order to bring relevant and inspiring content back to students. If our teachers are not inspired, how can we expect them to inspire our students?

Appendix 1: Fantastic Futures Sector-Focused Project Planning Template

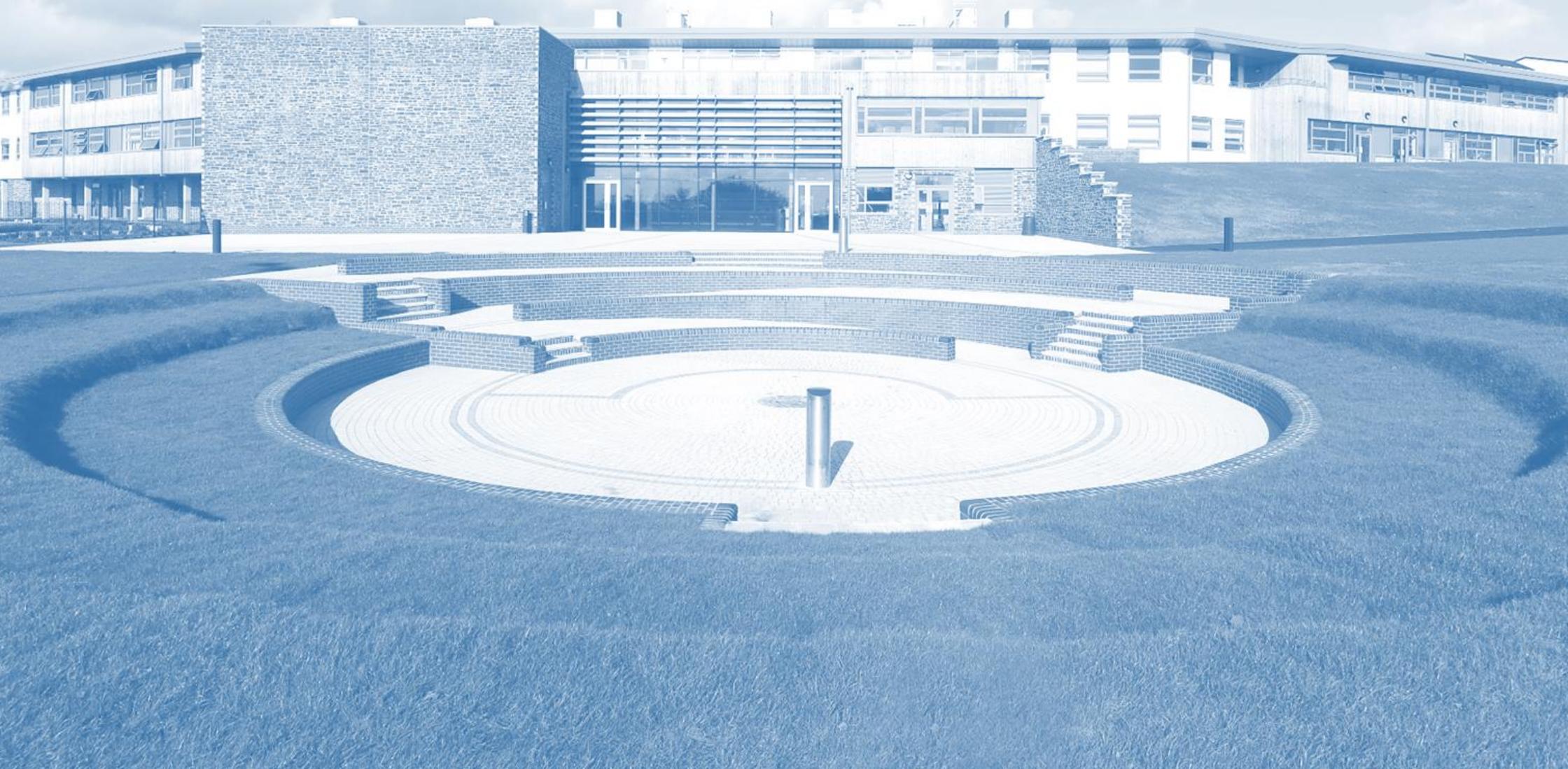
SECTOR LEAD: <i>See Table Below</i>				
Objectives	Deliverables - Autumn Term	Deliverables - Spring Term	Deliverables - Summer Term	Measurables
<p>Connect and Collaborate As a school, we need to be outwards facing. Who are the biggest names in this sector in Cornwall? Who will work with us to develop inspirational projects and spot young talent?</p>				<ol style="list-style-type: none"> 1. Sector Lead establishes a meaningful working relationship with at least 1 x influential industry partner. 2. Sector Lead attends at least 1 x high profile industry networking event per academic year with the aim of establishing the School's reputation as being outwards facing and forward thinking. 3. Sector Lead engages in a meaningful way with a STEM ambassador, working with the ambassador to identify specific areas of focus and actions.
<p>Upskill and Excel CPD opportunities ensure that teachers are aware of tools that can be used in education, and the skills required by industry for a career in this sector.</p>				<ol style="list-style-type: none"> 4. Sector Lead attends at least 1 x external CPD event per academic year. Disseminates awareness of tools that can be used in education and the skills required by industry for a career in this sector.
<p>Upskill and Excel REAL Projects and immersive co-curricular opportunities are provided to inspire students to consider careers in the sector and to see the relevance of their learning.</p>				<ol style="list-style-type: none"> 5. Sector Lead brokers at least 1 x REAL Project per academic year for Brannel Challenge. 6. Sector Lead co-ordinates at least 1 x whole school co-curricular event per academic year to promote the sector.
<p>Inform and Support In a world where the jobs of tomorrow have not yet been invented, providing careers guidance can be challenging. How do you advise on a pathway where the end is unknown?</p>				<ol style="list-style-type: none"> 7. Sector Lead co-ordinates at least 1 x sector-related visit to HE/FE campus for students and parents per academic year. 8. Sector Lead co-ordinates at least 1 x sector-related careers, information and guidance event per academic year (either in or out of school) to ensure that students are well informed about career pathways in this sector.

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

“I would like to express a huge thank you to all those involved in yesterday's field trip to Falmouth University. My daughter had an amazing time. In fact, she said she experienced a rush of energy all day. What she saw and heard during the tour reached her on a whole new level. She returned home truly inspired and motivated. She now has a sharp focus on what she needs to achieve to attend the University as an undergraduate. It is moments like this that warm the heart, for we all love to see our children buzzing with excitement and exhilarated by what lays ahead.

Please also extend our sincere gratitude to Falmouth University for taking the time and energy to exhibit their wonderful facilities.”

- *email to the Headteacher from parent of Year 9 student, June 2017*





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