

THE QUALITY IN CAREERS STANDARD SCHOOL REPORT FOR STAGE 2

Name of liC License holder:	CSW Group – Investor in Careers
School name and address:	Park High School, Thistlecroft Gardens, Stanmore, Middlesex HA7 1PL
Date of Intermediate Stage 2 Assessment:	29/10/2018
Organisation contact:	Donna Foster
Full list of staff/students seen:	<p>Donna Foster – Careers and Employability Coordinator Clair Fletcher – Careers Adviser Emlyn Lumley – Headteacher Bhupendra Hirani – Link Governor Careers Ms S Padamsi– Parent Shaun Barrett – Assistant Head / Head of 6th Form Sangita Patel - Computer Science and ICT teacher, responsibility for work related learning, work experience and enterprise Naomi Barker - Head of PSHCEe and Philosophy & Ethics teacher</p> <p>6th Form Students x 2 Year 11 Students x 2 Year 10 Students x 2 Year 9 Students x 2 Year 8 Students x 2 Year 7 Students x 1</p>

Overview

Park High School achieved Stage 1 Commitment in 04/09/017.

Park High School achieved Academy status in August 2011.
Ofsted recognised Park High as Outstanding in all areas in 2013 and it is a National Teaching School.

Through discussion with the Headteacher, Emlyn Lumley, Park High has 1500 students of which 180-200 are in the 6th Form. The student profile is approximately half from Asian / Indian heritage and there are no NEETs.

The aim is to have strong and sustainable careers provision and the school recruited Donna Foster into a dedicated careers role two years ago to lead the careers programme.

Strengths

- Park High has a strong commitment to ensuring there is a strong and stable careers programme. They engaged Donna as a Careers Leader before this became a requirement.
- An actively engaged link Governor
- The benefit of having a dedicated and committed person in place to co-ordinate and manage the careers provision is evident and there are indications of ongoing development and improvement
- A well structured and thorough CEIAG Policy
- A programme that provided different students with a range of career learning experiences that they said they benefitted from

Areas for Development

Please see the recommendations in the report which are summarised here:

- Continue the progress towards linking the CDI Framework learning outcomes clearly with the lesson plans
- Extend the Park High Promise to Years 9-11 as planned
- Continue to engage parents and challenge stereotyped careers views
- Plan towards fully meeting Revised Quality in Careers Standard requirements with regard to Gatsby Benchmarks

Provisional target date for Stage 3 assessment to achieve full award

December 2018

I recommend that Park High School be presented with Stage 2 of The Quality in Careers Standard.



Signature of registered *Investor in Careers* assessor – Edward Whitefield

Outcome 2: School has a current CEIAG policy which is consistent with statutory guidance and relevant national frameworks, contributes to whole school aims and recognises the value of impartial careers education, information, advice and guidance.

No.	Intermediate Certificate Indicators	Assessor's Comment
2.1	Policy for CEIAG is developed and reviewed in consultation with those involved in its delivery (students, school staff including senior managers, governors, careers advisers, careers coordinators, tutors etc.) and makes reference to appropriate national frameworks and other guidance.	<p>The CEIAG policy has been developed by Donne Foster in consultation and approved by Governors before publishing in June 2018.</p> <p>The policy makes clear reference to legislation and guidance documents and also links to school policies.</p> <p>Provider Access information is included.</p>
2.2	Policy clearly states how CEIAG will be managed and coordinated in the school, with defined roles and responsibilities of key staff together with a clear statement about how CEIAG and student entitlement will be monitored, reviewed and evaluated.	<p>The policy document is clearly structured with relevant and required headings and content.</p> <p>Staffing, student entitlement and monitoring, review and evaluation is explained and supported through appendices.</p>
2.3	CEIAG policy clearly describes student entitlement to CEIAG based on specific learning outcomes (including a differentiated programme to meet the needs of all students) It also describes how students, staff, parent & carers will be made aware of the entitlement.	<p>Rationale, Commitment and Objectives are set out and supported by Entitlement Statements by year group as an appendix.</p> <p>A section detailing Visibility of Careers is included. The Policy is published and on the website.</p>
2.4	Students, staff, parents/carers, governors, partners and careers advisers have access to a full copy of the CEIAG policy.	<p>A section detailing Visibility of Careers is included. The Policy is published and available on the website and there are sections on the website for careers aimed at students and parents / carers.</p> <p>Interviews with staff and students indicated that the careers offer and entitlements within the policy are communicated.</p>

Outcome 3: CEIAG programme is delivered to all students in the institution.

No.	Intermediate Certificate Indicators	Assessor's Comment
3.1	<p>Written plan shows how the CEIAG programme will be delivered for each year group and lesson materials show links to the learning outcomes from a nationally recognised framework. It must clearly set out how it is differentiated to meet specific needs and transition points.</p> <p>CDI Framework for Careers, Employability & Enterprise Education 7-19, Mar. 2018). http://www.the CDI .net/write/BP556-CDI-Framework-web.pdf</p>	<p>The careers programme is included in the Policy as appendix 3 and is set out by year group from 7 to 13 and by term activities.</p> <p>Audit mapping to the CDI framework has been carried out linking to career learning outcomes.</p> <p>The careers programme is delivered through lesson activities in the PSHEe programme. The lessons are supported with plans and resources developed in consultation with the PSHEe team, who have colleagues responsible for focus on KS3,4 and 5, and Donna. The programme and resources are stored and accessible to the 62 staff involved with the delivery of the programme.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Park High Promise Years 7 and 8 • Lesson Plan examples • Year 7 and 11 provision maps <p>Recommendation:</p>

		Continue the work to link the CDI learning outcomes to the lesson plans. The aim should be to enable both staff and students to clearly see how the programme and the specific component lessons within it link to the career learning outcomes.
3.2	CEIAG programme is supported by access to up to date, accurate and impartial IAG that signposts students to other appropriate IAG resources and support services. It must challenge students to review and reappraise their aspirations and plans.	<p>Park High uses a range of resources which are combined with access to qualified, impartial external IAG through Clair Fletcher.</p> <p>Park High has invested in and uses different packages and programmes which are appropriate to the age and user. It was indicated that older students used had viewed Start Profile as being for younger students.</p> <p>Evidence:</p> <p>Through the interview with CF, the examples of action plans and how students are monitored and how IAG is provided both in one to one and group work examples were provided to show how students are supported but also encouraged and challenged.</p>
3.3	<p>Through information resources and the CEIAG programme, students and parents/carers have full access to the impartial presentation of suitable, accurate and up to date information and understand the full range of learning opportunities and pathways for progression 13-19 including:</p> <ul style="list-style-type: none"> • academic pathways • vocational pathways (including Apprenticeships) <p>AND highlights where they can be accessed</p> <ul style="list-style-type: none"> • learning in school • FE Colleges 	<p>A range of formats and mediums for careers and LMI information are available with evidence from interviews that they are used.</p> <p>They include written / printed materials, websites, webinars, talks, presentations, displays, posters and events.</p> <p>Resources are accessed via the Canvas intranet system for the Careers and Employability room. The website also has links to careers information resources with sections for students and parents / carers.</p>

	<ul style="list-style-type: none"> • Training Providers • University • Workplace. 	<p>Email is used as a method to communicate to students but also encourage personal responsibility to use the resources and engage with opportunities.</p> <p>It is recognised that many students want to access HE careers but there has been a push to increase awareness both with students and parents about apprenticeships. This has been supported with more information and also opportunities to hear about alternative pathways.</p> <p>How successful this is will be borne out by changes in the destinations reflecting an increase in alternative pathways chosen.</p> <p>The programme and specific lessons link to learning about research and choices and additional evidence was added to demonstrate Progression Route and Careers Fair events as well as resources and presentations.</p>
3.4	<p>Student entitlement is explained to students as part of the CEIAG programme and is shared with parents/carers and the wider school community and their sustained engagement is developed.</p>	<p>Student Entitlement is displayed on the Careers and employability notice board and in tutor rooms. It is also available electronically on website.</p> <p>Students knew who they could ask for help and where they could access information from. The older students knew what to expect from the careers programme and seemed to have made use of their entitlement.</p> <p>Interestingly many said their tip to new students would be to make the most of all opportunities available. Many had heard about careers programme activities from friends, peers and siblings.</p>

		<p>The parent interviewed had accessed careers information on the website and received regular emails and communication about careers.</p> <p>The Park High Promise which was introduced in 2017 for years 7&8 which was raised at the assessment and an example linked to outcome 4.5 is a good example of actively promoting and encouraging students to engage and gain from the programme.</p> <p>Recommendation:</p> <p>To progress the plan to extend this to years 9-11</p>
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Outcome 4: CEIAG programme includes finding out about and preparing for the world of work		
No.	Intermediate Certificate Indicators	Assessor's Comment
4.1	CEIAG programme provides opportunities for students and parents/carers to explore and understand local, regional, national and international labour market information and trends.	<p>Start Profile is used for years 8-11 and 7 are about to start using it too.</p> <p>Evidence provided shows LMI resources via Start but also linked to employability workshop by Careers Cluster.</p> <p>Students from year 9 and 10 talked about using LMI resources from Start and investigating.</p> <p>Recommendation:</p> <p>Challenging stereotypical views held by parents was discussed and has been identified as an area for ongoing work. Using LMI effectively to demonstrate wider career</p>

		<p>pathway and opportunities is a way to approach this.</p> <p>It was also noted that encouraging both students and parents to look beyond the local area is an aim and again use of regional, national and international LMI is a way to do this.</p> <p>Developing research skills and supporting students and parents to be able to use sources of LMI effectively to make informed choices should be the continued aim.</p>
4.2	CEIAG programme includes opportunities to analyse and discuss the destinations of former school students using data produced by the school, and/or external IAG provider.	<p>Destinations data for year 11 and 13 students was provided indicating 68% of students enrolled at a top 50 Uni.</p> <p>DF indicated that “I do an assembly to our current year 11 showing the destinations of the previous year cohort. I also use the destination data when inviting Colleges and Universities to the Careers Fair.</p> <p>The destination data is also used in a tutor time activity with all year groups during National Careers Week.”</p> <p>Alumni involvement was described with an example of “Pritti an ex student who went to Cambridge launched the Year 8 Entrepreneurship day and we had ex-students involved in the Year 10 Preparing for Future Opportunities Day in the Speed Networking workshop.”</p> <p>A planned development with alumni is to involve ex Year 13 students who have just commenced University to come in and talk to current year 13’s about how their first term has gone and to give them tips on how to prepare.</p>
4.3	School offers a range of work-related and enterprise learning experiences which are planned, managed, monitored and reviewed.	<p>Park High has a strong work experience programme that they plan, manage and deliver themselves. There is also</p>

		<p>strong evidence to demonstrate the preparation through work experience lessons, links with employers and the monitoring and review which was explained through discussion with Sangita Patel.</p> <p>Students talked positively about their work experience and recognised what they had gained from it. Younger students knew about the programme and had heard good things about it.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Letter to parent / parents' guide • Company database • Employer guidance • Work experience lesson plans • Autumn term delivery plan • Student booklets • Student diary / debrief
4.4	<p>Students can identify how work-related, experiential learning contributes to building skills valued by employers and making effective career decisions. Have access to third party guidance, mentoring or counselling in order to challenge them to review ambitions and reappraise goals.</p> <p>An opportunity is required for assessors to talk to a range of students from different year groups reflecting the diversity within the institution.</p>	<p>Students talked positively about the range of experiences they had engaged in and what they had gained from them in terms of understanding about the work place and recognised the skills valued by employers.</p> <p>Donna explained how there is an emphasis at Park High on encouraging students to take personal responsibility and becoming self-sufficient as well as linking to skills and personal qualities valued by employers.</p> <p>A mock interview event using external employers has been introduced for all students as part of the Preparing for</p>

		<p>Future Opportunities day. This was supported by examples of the assessment and feedback forms used for Presentation, Academic, Social skills and overall evaluation.</p> <p>A mock interview booklet is also provided for employers taking part.</p> <p>The work experience programme evidence demonstrates the work book and debrief.</p> <p>The opportunity to review and re assess supported by the tutors became evident through the conversations held on the assessment day.</p> <p>It will be interesting to talk to a wider range of tutors at Stage 3 as this links to outcome 6 and the tracking, monitoring and review of student progress.</p>
4.5	<p>Student learning is enhanced and networks expanded by direct engagement with a range of external partners and agencies to enhance and extend the CEIAG programme including employers, work-based learning providers, FE providers, DWP and parents/carers.</p>	<p>A range of experiences and planned and co-ordinated activities were presented.</p> <ul style="list-style-type: none"> • PFO day for year 10s – 6 workshops on future pathway options and opportunity to talk to 6th form and alumni • Year 8 Enterprise Day examples • Year 8 Speed Networking • Park High Promise • Mock interview booklet for employers <p>The programme and entitlements set out the range by year group.</p> <p>The employer’s preparation booklet shows and focus on</p>

		<p>supporting both students and employers.</p> <p>There is a strong network of employers and providers engaged.</p> <p>On the day of the assessment a University trip was taking place.</p>
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Outcome 5: The school demonstrates a commitment to meet the statutory duty by ensuring all students from year 8 have access to independent careers guidance.		
No.	Intermediate Certificate Indicators	Assessor's Comment
5.1.	<p>A clear strategy is in place for commissioning external, impartial IAG which includes identification of client groups, intervention and timing requirements and impact measurements.</p> <p>Ensuring that all internally appointed CEIAG staff are able to act with impartiality and always in the best interests of the young person, and that they subscribe to a relevant code of professional practice.</p> <p>Commissioning and securing access to independent and impartial careers advice and guidance delivered by professionally qualified careers advisers (QCF Level 6 or working towards with a defined completion date) that is effective in meeting the needs of all young people - including targeted groups such as the 'Gifted and Talented', the disadvantaged and at risk, and students with special educational needs and disabilities (SEND)/learning difficulties and disabilities (LDD), young carers, and looked after children</p> <p>Where the school employs their own Adviser they demonstrate how client</p>	<p>There is a 3 year partnership agreement in place with Prospects to deliver IAG services which include 1:1 personal guidance to ensure all Year 11 students receive this. Group works are also delivered to years 8&9 with the plan to extend this to year 7.</p> <p>This commitment was supported with evidence of the budget allocation.</p> <p>Clair is professionally qualified and this was supported by a statement from Prospects. Clair has been linked to Park High for 2 years and there was evidence of the close working partnership between her and Donna.</p> <p>The strategy for making the most effective use of the allocated IAG was explained and included as a statement in the portfolio of evidence and the assessor is confident that this is the case on a daily basis.</p>

	<p>groups are identified, intervention and timing requirements and impact measurements.</p>	<p>There was evidence from the interviews with staff at Park High that there is an awareness of the importance of impartiality, identification of need and a commitment to ensuring student needs are met.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Preparation for interviews • letter to parents • email to tutors about guidance interviews • Action plan examples • Document tracking interview and providing information for tutor led reviews <p>Recommendation:</p> <p>Gatsby Benchmark 8 will also require KS5 commitment and demonstrating how this is met will be required for the revised Standard in the future</p>
5.2	<p>Senior Managers from school and the external IAG provider(s) are involved in drawing up any formal agreements that shows the contribution of both partners to the achievement of student learning outcomes and has clear objectives. Agreements are reviewed annually.</p>	<p>The assessor is satisfied that the school and Prospects have formalised the arrangements and also make them work.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Contract • Partnership agreement 2017/18 • Email communication leading to agreement
5.3	<p>Content of future agreements develop from the annual review and evaluation process and the identified needs of students.</p>	<p>There is regular and ongoing communication between Donna and Clair to ensure that the agreed arrangements work effectively on a day to day basis.</p> <p>This is formalised in a termly review and the Autumn Term example was provided which includes the delivered activities</p>

		<p>and review and recommendations.</p> <p>There are development and plans to extend the group works to year 7.</p> <p>There is a formal SLA review which took place in April 2018.</p>
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