

## THE QUALITY IN CAREERS STANDARD SCHOOL STAGE 3 REPORT FOR FULL AWARD

<b>Name of liC Licence holder:</b>	CSW Group – Investor in Careers
<b>School name and address:</b>	Park High School Thistlecroft Gardens Stanmore Middlesex HA7 1PL
<b>Date of Stage 3 assessment:</b>	13/12/2018
	<b>Donna Foster</b> – Careers & Employability Coordinator/ Careers Leader
<b>Full list of staff seen:</b>	<b>Donna Foster</b> – Careers & Employability Coordinator <b>Emlyn Lumley</b> – Head Teacher <b>Hayley Perren</b> – Head of Year 8 <b>Pooja Bhadresa</b> – Pastoral Assistant Year 8 <b>Shaun Barrett</b> – Head of 6 <sup>th</sup> Form/Assistant Head Teacher <b>Hannah Wakeman</b> – Year 8 Tutor <b>Bhavna Kapur</b> – KS5 Economics Teacher <b>Sam Browne</b> – Student Support Manager <b>Gaye Kassir</b> – SENCO <b>Clair Fletcher</b> – Careers Adviser (Prospects) <b>Bhupendra Hirani</b> – Link Governor for Careers/Parent
<b>Full list of students seen:</b>	6 <sup>th</sup> Form Students X 6 Year 11 Students X 5 Year 10 Students X 4 Year 9 Students X 3 Year 8 Students X 5 Year 7 Students X 2

### Actions/Areas for Development from Stage 2

- *Continue the progress towards linking the CDI Framework learning outcomes clearly with the lesson plans:*

The Assessor saw evidence that this is happening. A cross-curricular audit has been carried out, using the framework.

- *Extend the Park High Promise to Years 9-11 as planned:*

Plans for this are now in place.

- *Continue to engage parents and challenge stereotyped careers views:*

Parents are invited to attend careers guidance interviews. Stereotyping is included within the CEIAG programme.

- *Plan towards fully meeting Revised Quality in Careers Standard requirements with regard to Gatsby Benchmarks:*

The Careers Leader is working well to achieve all the Gatsby Benchmarks within the given timescale.

### Strengths

- A whole school approach to CEIAG, with strong Senior Manager and Governor support and a commitment to the achievement of the Gatsby Benchmarks.
- An enthusiastic and well-organised Careers Leader, in a non-teaching role, who has made a real impact on the careers programme in the two years she has been in post. Students and staff speak very highly of her and she always 'goes the extra mile' when supporting students.
- The school has invested in a comprehensive careers guidance programme from the external provider of IAG (Prospects). The Careers Adviser spends two days a week in school to deliver 1:1 guidance interviews, group work and a drop facility.
- A well-run work-related learning programme, involving an extensive range of business partners.

### Areas for Development

- Although there is evidence that staff are supported with their involvement in the delivery of CEIAG through meetings, twilight training sessions and help from the Careers Leader, it would be useful to carry out a more formalised training needs analysis. A template is provided within the Investor in Careers handbook.
- Continue to build on the good work done so far in linking careers with individual subject areas, which can help to increase student motivation.
- Provide opportunities for students to undertake a work experience placement in Year 12, which will help to address Gatsby Benchmark 6: Experiences of Workplaces.
- Start to work towards the revised Quality in Careers Standard, ready for reassessment in 3 years' time.

**Assessor's comments and recommendation**

The school has achieved a great deal since the Careers Leader was appointed two years ago and has established a very effective CEIAG programme which meets the needs of all students. All staff, students and external partners should be congratulated on the contribution they make to its success.

**I recommend that Park High School be presented with The Quality in Careers Standard.**

Signature of registered *Investor in Careers* assessor

*Sue Whittaker*

**Outcome 6: School monitors and records students' achievements and progress, working with partners, external IAG provider, parents and carers to ensure that all students make informed choices and transitions.**

No.	Full Award Indicators	Assessor's Comment
6.1.	School monitors and records students' achievements and progress, working with partners, external IAG provider, parents and carers to ensure that all students make informed choices and transitions.	<p>The school has a very effective electronic system (the Provision Map) to monitor and record students' achievements and progress as they move through each year group. Information is collated by the Pastoral Support Assistants (PSAs – one per year group in a non-teaching role) and includes details of, for example:</p> <ul style="list-style-type: none"> <li>• External career-related visits (e.g. Kidzania)</li> <li>• Work experience (in Year 10)</li> <li>• College taster days</li> <li>• 1:1 careers guidance interviews</li> <li>• University visits</li> <li>• Park High Promise (Years 7 and 8) – recording of employability skills</li> <li>• National Citizen Service</li> </ul> <p>Students also complete a record of achievement (the Park High Portfolio) as they move through the school and this is presented to them in Year 11.</p>
6.2	School, its partners and IAG provider work with students and their parent/carer to develop an individual learning plan which encourages and stimulates personal research and future career planning.	<p>The school organises 3 review days every year for all year groups, during which students have the opportunity to talk to tutors on a 1:1 basis. The conversation covers general progress within school subjects but also includes career related topics, especially at the time of key transition points (e.g. Year 8 Option Choice, Year 10/11 Post-16 choices). Students are asked about their next steps and are encouraged to set short and long term targets and to do research.</p> <p>All students in Year 11 receive a 1:1 guidance interview with the Careers Adviser (as well as other students, according to need) during which an action plan is drawn up. A copy is given to the student and the Careers Leader also retains a copy, which she loads on to an electronic system to facilitate wider staff access. Tutors and other staff are then able to work with students on their targets and action points.</p>

6.3	<p>School identifies individual students who need sustained support and guidance to overcome barriers, achieve their potential and to make effective transitions. School ensures they have the help they need and makes referrals to other support services as appropriate.</p>	<p>The school is particularly strong on supporting students who need additional help and sustained guidance. There are 200 students on the SEN register (including 30 with Education and Health Care Plans) and the SENCO leads a large team of staff to support them. She liaises with the Careers Leader on a regular basis and students can benefit from individual programmes to address particular needs (e.g. work experience to increase confidence).</p> <p>The Student Support Manager leads on Safeguarding and Attendance and works with vulnerable students, providing help with transition. Alternative provision is organised for some students, in collaboration with the Careers Leader. For example, an unaccompanied minor, whose first language isn't English, took part in a day release programme to a Skills Centre in Year 10 and went on to achieve a Level 2 qualification in Plumbing.</p> <p>Referrals are made to external support services as appropriate.</p>
6.4	<p>School regularly reviews transition issues with support services and external IAG provider and makes plans for improvements.</p>	<p>There are a range of support services who come in to work with students who have additional needs. These include, for example:</p> <ul style="list-style-type: none"> <li>• Speech and language therapists</li> <li>• Educational psychologist</li> <li>• Young Carers support service</li> <li>• Bereavement agencies</li> </ul> <p>Regular meetings take place with relevant agencies to review transition issues and make plans for improvement.</p> <p>There is an on-going relationship with the Careers Adviser from the external provider of IAG (Prospects), as she shares an office with the Careers Leader when she is in school (two days per week) and any issues re transition can be discussed.</p> <p>Support services and the external provider of IAG attend annual review meetings for students who have Educational and Health Care Plans.</p>

Outcome 7: Staff involved with CEIAG are appropriately trained and developed		
No.	Full Award Indicators	Assessor's Comment
7.1	Evidence of a planned and co-ordinated approach to training needs analysis and staff development activities that supports and improves the ability of <u>all</u> staff and leaders, including the lead governor, to meet their CEIAG responsibilities.	<p>Careers Education is delivered within PSHE by Tutors. They complete an annual questionnaire which asks them to identify any CEIAG training needs they may have. During the assessment process, the Assessor was able to establish that staff were happy to go to the Careers Leader for help, should they need any information or assistance. The Link Governor for Careers meets frequently with the Careers Leader and is able to express any additional training needs. He is also able to feedback requests for information and clarification from the wider Governing Body, relating to the CEIAG programme.</p> <p><b>RECOMMENDATION</b></p> <p><i>Carry out a more formalised whole school CEIAG training needs analysis.</i></p>
7.2	Following the analysis all staff (including governors, personal tutors, ancillary helpers etc.) are offered personal development opportunities identified in their training needs analysis to address their training and development needs.	<p>The Careers Leader and the PSHE Manager provide staff training re CEIAG during twilight meetings. A series of workshops were offered in October 2017, some of which covered aspects of careers work. The Assessor saw a copy of the registration sheet. A presentation about the Quality in Careers Standard and the Gatsby Benchmarks was delivered to all staff on 5/12/2018 by the Careers Leader. The Careers Leader regularly attends Tutor Meetings to provide support re the delivery of the Careers Education programme, Student Portfolios and reference writing.</p> <p>The Careers Leader is in a non-teaching role and is able to attend regional networking groups (e.g. Careers Hub, Careers Clusters) and Conferences on a regular basis. She will shortly be undertaking Careers Leadership training.</p> <p>Staff are also kept up to date with careers work through bulletins and email communication.</p>

7.3	The impact of training provided is evaluated and CPD activities secure the competence required of all staff in the learning provider's CEIAG provision.	<p>The Assessor was able to see a copy of a staff training evaluation sheet.</p> <p>Through discussions with staff, the Assessor was satisfied that they had benefitted and were more informed about CEIAG as a result of twilight training sessions, tutor meetings and staff briefings, and that this had impacted on their interactions with students. They were also aware of the importance of integrating careers into their subject teaching (<i>to address Gatsby Benchmark 4: Linking Curriculum Learning to Careers</i>).</p> <p>There was evidence that students had been asked the question: 'Are you made aware of relevant links to the world of work and potential career paths open to you?' within all of their subject areas.</p>

<b>Outcome 8: The CEIAG programme is systematically monitored, reviewed and evaluated to ensure that CEIAG delivered is effective in meeting the needs of all students.</b>		
No.	Full Award Indicators	Assessor's Comment
8.1	CEIAG programme is mapped against a robust, evaluative framework with measurable outcomes and key performance indicators. <a href="http://www.thecdi.net/New-Careers-Framework-2018">http://www.thecdi.net/New-Careers-Framework-2018</a>	<p>The Compass tool has been used effectively to measure progress against the 8 Gatsby Benchmarks for Good Careers Guidance. The Assessor saw evidence relating to the most recent use of Compass (19.11.2018) which showed considerable improvement.</p> <p>The Assessor saw a copy of the CEIAG programme, which has been mapped against the most up to date national 'framework for careers, employability and enterprise' (CDI March 2018). The framework has also been used to carry out an audit of careers work in other areas of the curriculum, using the KS3, KS4 and 16 - 19 learning outcomes.</p>

8.2	School monitors CEIAG provision and reviews its success in meeting students' needs at key transition points throughout the year.	<p>Key transition points at the school occur at the following times:  <b>Year 8:</b> Option Choice; <b>Year 11:</b> Post-16 progression routes;  <b>Year 12/13:</b> Post-18 choices</p> <p>The school makes use of Survey Monkey with students, to determine if their needs have been fully met in all areas of school life. The Assessor saw a full copy of the Stakeholder Student Voice survey June 2018. Pages 137 – 154 referred specifically to careers work and included such questions as:</p> <ul style="list-style-type: none"> <li>• 'I know who to ask and where to go to for careers support'</li> <li>• 'What kind of careers activities have you experienced?'</li> </ul> <p>A Year 10 Parents' Evening was held in June 2018 to outline student Progression Routes after Year 11. Parents were asked to complete a questionnaire (9 questions) to gauge what they had learnt and what they thought about the CEIAG programme. The Assessor saw an electronic copy of the results.</p> <p>As part of the assessment, the Assessor spoke with a number of students from Years 7 – 13, who stated that they were happy with the support they had received within CEIAG. This included a detailed discussion about the Option Choice process from Year 8 to Year 9.</p>
8.3	An annual evaluation is undertaken which invites contributions from staff, students, parents/carers, governors, IAG provider and other relevant external organisations and includes the impact of staff training.	<p>On-line surveys are used with all stakeholders to evaluate the CEIAG programme on an annual basis.</p> <p>In addition, individual events and activities are evaluated as they occur (e.g work experience).</p> <p>The Careers Education programme (within PSHE) is discussed at Tutor meetings and amendments are made accordingly.</p> <p>Evaluation of the overall CEIAG programme also takes place through ongoing meetings between key members of staff (e.g. the Careers Leader and her line</p>

		<p>manager; the Careers Leader and the Careers Adviser; the Careers Leader and the Careers Link Governor).</p>
<p>8.4</p>	<p>New targets, activities and delivery methods are set as a result of the formal evaluation, and feedback is given to students, parents/carers and others on action taken in response to their contribution.</p>	<p>There was a comprehensive section within the CEIAG policy outlining how careers work is monitored, reviewed and evaluated. After the evaluation processes have taken place, there was evidence that new targets are set and activities planned to take account of findings. These are included within the School Development Plan. The Park High Action Plan for the Quality in Careers Standard was also included as evidence and the Careers Leader is addressing specific points. She is also working towards the full achievement of the Gatsby Benchmarks.</p> <p>There is a Service Level Agreement with Prospects, the external provider of IAG, and this is used to evaluate the previous year's work with the Careers Adviser and to set targets for the following year.</p> <p>Feedback is given to students via Assemblies, which the Careers Leader frequently attends. Staff are kept informed of progress within CEIAG at regular meetings. Parents/carers receive feedback at Parents' Evenings and through newsletters. CEIAG is a regular item on the agenda at Governor meetings and the Assessor saw a recent presentation (25/09/2018) outlining progress.</p>