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The Mark of Quality
for Careers Education
and Guidance

Career Mark 6 Revalidation for

St Joseph's Catholic School

Valid from	5 th July 2016
Valid until	5 th July 2018
Assessed by	Jo Brown
Verified by	Mark Wilkinson

CAREER MARK 6 – ASSESSMENT REPORT

CONTENTS

	Page
Applicant Details	3
Description of the Assessment Process	4
Assessment Schedule	5
Introduction to the organisation	6
Self Assessment Checklist	8
Action taken on recommendations from previous assessment	17
Developments since previous assessment	19
Summary of evaluations and action taken	23
Policy updates	25
Response to legislative change	27
Changes in personnel	29
Changes to curriculum or delivery model	30
Other developments relevant to Career Mark	32
Standard 'O' – Learner outcomes	33
Judgement	35
Recommendations	35

CAREER MARK 6 – ASSESSMENT REPORT

Applicant details

Expiry date of current award: 13 July 2016

Report compiled by: Karen Welfare/Susie Fenwick/Sue Glover

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Date of submission: 14 June 2016

Description of the assessment process

General remarks

The Revalidation Report and plan of day were forwarded by Susie Fenwick, via email, on 14.6.2016. Requested items of evidence were forwarded by email a week later.

Also as requested, a range of further evidence was made available as hard copies on the day of assessment (examples of evaluation of events, some student career work books, and some sample careers lesson plans).

How the on-site assessment was conducted

The day began with a meeting with Susie Fenwick, Fran Nobis and Sue Glover. Discussion focused on the school's approach and student needs particular to the school.

Discussion groups followed with students from years 8 – 11. There were at least 8 students in each group.

Abbreviations used in the report

CEIAG – Careers Education, Information, Advice and Guidance

IAG – Information, Advice and Guidance

NEET – Not in Education, Employment or Training

CDI – Career Development Institute

PSHE – Personal, Social and Health Education

CAREER MARK 6 – ASSESSMENT REPORT

Assessment Schedule	
Time	Meeting
9.05 – 9.55am	Meeting with Fran Nobis (Assistant Head), Sue Glover (Careers Adviser) and Susie Fenwick (Careers Coordinator)
9.55 – 10.45am	Year 8 students
10.45 – 11.05am	Break
11.05 – 11.55am	Year 11 students
11.55 – 12.45pm	Year 9 students
12.45 – 1.55pm	Lunch
1.55 – 2.45pm	Year 10 students
2.45pm	Assessment feedback

Introduction to the organisation

Salisbury is a rural Cathedral City in south-east Wiltshire, its magnificent cathedral is a world heritage site which boasts the tallest spire in England and is just some 8 miles away from the world famous Stonehenge. It is the second largest settlement in the county after Swindon, with a population of some 45000. The city is located on the edge of Salisbury Plain and sits at the confluence of the rivers Nadder, Ebble, Wylye, Bourne and Avon. Salisbury railway station serves the city with a direct line to London; it is also the main crossing point between the West of England Main Line and the Wessex Main Line, making it a regional interchange.

Salisbury holds a market on Tuesdays and Saturdays and has held markets regularly since 1227. Major employers for the city include DSTL, QinetiQ, the National Health Service and Public Health England. Salisbury City is surrounded by military establishments which employs a substantial amount of civilian staff. Local army bases are due to receive an influx of military personal returning to the UK from overseas. This will have a huge impact on local schools and employment opportunities.

Salisbury operates a selective education system and consequently the town has a mixture of grammar and secondary modern schools. It also boasts a larger than average number of private schools. Technically St Joseph's is a secondary modern school although a significant number of students enrol without taking the 11+ exam which, in practise, makes the school comprehensive. It is a voluntary aided, non-selective catholic school which has expanded to meet demand to 4 form entry as of September 2012.

St Joseph's has 464 pupils on roll. The school caters for pupils aged 11-16. Vast majority of pupils are of White British heritage and the proportion of pupils known to be eligible for free school meals is lower than average. The percentage of pupils identified as having special educational needs and/or disabilities are about the same as the national average. Pupil requirements include specific learning difficulties and behavioural, emotional and social issues.

The school shares the site with two single-sexes Church of England Secondary schools and comprises of a range of buildings constructed between the 1960's to the present day. It has expanded considerably over the past 10 years but is looking to expand further to include a sports hall and additional teaching spaces, planning permission and funding permitting. The school is well equipped with sporting and cultural facilities and has a high standard IT infrastructure which is well used to support the careers curriculum.

St Joseph's was last inspected by Ofsted in November 2013 and the findings were:

'St Joseph's is a good school with some outstanding features. Students enter the school with levels of attainment that are below national average. They make good progress and leave Year 11 having reached slightly above average attainment. This means their achievement is good. The proportion of students achieving expected, or more than expected, progress in both English and Mathematics compares favourably to the national proportion. Those who receive extra pupil premium funding also make good progress and most achieve well. Every student has access to all activities and this comprehensive approach to inclusion means there is no discrimination and everyone has an equal opportunity to enjoy and achieve. Students' outstanding behaviour and attitudes to learning aid their progress considerably. They understand what good learning feels like and naturally strive for it themselves. The positive atmosphere the school creates is obvious in lessons, in conversations and prayers. The expertise of staff at St Joseph's in careers guidance and next steps choices has been generously shared with others. This also helps the school's own students as they make their choices for where they will go after Year 11' *Ofsted 2013*

CAREER MARK 6 – ASSESSMENT REPORT

The school places great importance on impartial and accessible careers education and guidance, considering it integral to its overall philosophy. The school prospectus states;

St Joseph's is an ambitious and forward-thinking school looking to provide an education that reflects the way the world is now and in the future. This drive for improvement means that our curriculum is innovative and our pastoral care system serves as a platform for learning. We pride ourselves on having a highly qualified, dynamic and enthusiastic staff. They challenge and motivate pupils to succeed. Learning pathways are tailored to personalise each pupil's education and great care is taken to meet the needs of all children. We provide guided subject choices and 1:1 tuition which ultimately, leads to very successful examination performance.

At St Joseph's we are proud of all our pupils' achievements. We encourage our pupils to learn together, support each other and develop their own strengths. We believe it is our responsibility to help the young people of today to realise their dreams, fulfil their potential and go on to succeed in the workplace and the wider world. It is because of this that St Joseph's enjoys a first class reputation within the community.

There is a strong management structure supporting the careers programme with the Head Teacher taking strategic oversight of managing the function. The programme is led by an Assistant Head who is responsible for PSHE. Careers lessons are currently delivered through the PSHE curriculum which is supported by a dedicated careers coordinator. The school has secured the services of an independent careers professional for 2 days per week to provide those wider aspects of careers guidance and support which are outside the range of knowledge and expertise of school staff. The careers professional is fully integrated into the school and delivers careers related topics through both form group and assembly type sessions. She also supports both parents and teaching staff through 1-1 meetings and group sessions.

CAREER MARK 6 – ASSESSMENT REPORT

CAREER MARK Revalidation – Self-assessment checklist

This checklist helps you to review your careers provision against the Career Mark 6 standards as part of your preparation for the revalidation assessment. You can purchase support from the Career Mark team to carry this out or do it on your own.

Use the checklist to briefly note what you have in place. Only when you are happy that everything is in place should you submit for revalidation.

Key areas covered by the award	What you have in place	Evidence
1. Project manager for achievement of Career Mark	Fran Nobis	
2. Current CEIAG policy	CEIAG policy was reviewed and updated March 2016	CEIAG policy
3. Evaluation of learner outcomes and destinations	<p>The School uses many different data sources to track and monitor pupil's career progress through both KS3 & KS4. Pupils are monitored and supported to ensure a smooth transition to post 16 provisions. Pupil Premium and vulnerable pupils are identified on entry tracked, monitored and supported from as early as Y7. In KS3 year group sessions take place to enable PP pupils to raise aspirations, set realistic goals and start the career planning process</p> <p>KS4 career progress is monitored and tracked through 1-1 careers interviews, tutor mentoring and intended destination questionnaires. All information is collated and entered into the mentoring record by the Careers Coordinator, Careers Adviser and Form Tutor stored on Shared Resources (a staff only network area) This enables all staff to have an up to date overview of all Y11 pupils at all times. Every Y11 pupil has at least one 1-1 interview with the independent careers Adviser who is employed by the school two full days per week. 1-1 interviews are booked; ILP's agreed and follow up sessions are booked to ensure that all pupils make well informed, appropriate choices post 16. An action plan is produced by the Careers Adviser, one copy is given to the pupil, another emailed to the form tutor and an additional copy sent to the careers coordinator who updates the monitoring sheet with any agreed actions and ensuring that any follow up interviews are booked.</p>	<p>Tracking Reports KS4 Monitoring Sheets Intended Destination Sheets PP Intervention Record Employer Feedback Pupil exit questionnaires</p>
4. Management structure for planning,	KS3 CEIAG is delivered through weekly PSHE lessons in block sessions. The curriculum is created by the Head of PSHE and the Careers Coordinator	<p>Learner Entitlement Statement KS3 Work Books CEIAG Questionnaires</p>

CAREER MARK 6 – ASSESSMENT REPORT

Key areas covered by the award	What you have in place	Evidence
<p>managing and delivering CEIAG</p>	<p>using lessons matched against the ACEG framework. The lessons are delivered by form tutors and pupils have specially prepared work books “What Went Well?” and “Even Better If” with AFL targets to be achieved at the end of each section. Booklets are marked by form tutors to ensure pupils have understood what is expected of them and to encourage them to think about what they need to improve on. The Head of PSHE produces a power point to accompany the lessons to ensure that delivery, expectations and outcomes are consistent. Lessons are well differentiated with supplemented careers activities to meet the needs of all learners. Regular discussions take place with delivering teachers to discuss progress and raise any concerns or issues they may have.</p> <p>KS4 CEIAG is predominantly linked to the “World of Work” and encompasses work related learning through work experience. Pupils in Y10 are prepared for their placement by learning how to create a CV, a letter of application and complete an application form. Pupils have a Mock Interview with an employer linked loosely to their work placement and given complex feedback on what they need to do to be successful in gaining employment. The programme is coordinated by the careers coordinator under the supervision of the Head of PSHE and delivered via weekly PSHE lessons and collapsed timetable days. Form Tutors play an integral part in the delivery and so regular meetings take place with them to ensure the programme meets the needs of all learners, We work closely with local employers to ensure that what we deliver is current and relevant, their comments/feedback help to ensure that the programme we deliver matches the employability skills employers require.</p> <p>Y11 is predominantly about supporting our young people to make a successful transition to their chosen post 16 provision. This too is delivered through PSHE via form tutors, 1-1 guidance and information sessions with support from the SEN department and relevant outside support agencies.</p>	<p>Event/trip evaluations</p>
<p>5. Analysis of learner needs</p>	<p>St Joseph’s is a small school and we get to know our pupils extremely well, this allows us to identify their individual needs and gage the level of support each pupil requires. We use various data sources - the PAT data tracking report, SEN data, Pupil Premium data and our Career Monitoring sheets. All of these used together give a clear indication of individual requirements and ensures that the right support is put in place to enable a successful transition between the Key Stages. The scheme of learning we use for career lessons is delivered by form tutors, who have mixed ability classes with pupils ranging from AG&T to SEN, to compensate for this we have sourced differentiated lessons to meet the needs of every</p>	<p>Career Monitoring Record Career Action Plans Pupil work books RONI report</p>

CAREER MARK 6 – ASSESSMENT REPORT

Key areas covered by the award	What you have in place	Evidence
	<p>learner. Teaching staff feedback to the careers coordinator/head of PSHE at regular intervals to ensure that learner's needs are being met and any curriculum issues addressed.</p>	
<p>6. Learner entitlement for all age groups</p>	<p>Every pupil has access to an independent careers Adviser – Y7- Y8 via drop in sessions twice a week. Y9 – all targeted pupils automatically have a 1-1 session with the independent careers adviser to ensure they are fully supported through the options process. All other Y9 pupils/parents are asked if they require 1-1 support with option choices by way of a feedback questionnaire. All Y9's have access to the twice weekly drop in sessions provided by the careers Adviser. Y10 – vulnerable/targeted pupils have 1-1 interviews in the summer term to start preparing them for post 16 transitions. They are seen again at the start of Y11 and the process is repeated until they have made realistic achievable choices. All Y11 pupils have at least one 1-1 interview, with many having two or more. All year groups have careers lessons which are complimented with drop down days, trips, visits, careers fairs and information sessions. (see learner entitlement statement)</p>	<p>Learner Entitlement Statement CEIAG Policy Career Plans Events Calendar</p>
<p>7. Meeting the Career Mark requirements for delivery of the Careers Statutory Regulations</p>	<p>We employ the services of a professional, fully qualified Independent Careers Adviser two full days per week. Her role is predominantly to provide independent careers guidance to pupils to ensure they make well informed choices post 16. The Independent Careers Adviser conducts 1-1 careers interviews with pupils; every pupil leaves the interview with an action plan outlining the main areas discussed and has a clear indication of what they need to do before the next meeting. She also attends SEN annual reviews, Y9- Y11 parent's evenings and other career related activities. She also runs year and small group sessions both in and out of school for targeted/vulnerable pupils across all key stages and abilities. The main focus of these is on raising aspirations, exploring career pathways, exploring the different qualification pathways, raising the profile of apprenticeships, going to university and choosing KS4 options. The careers coordinator and adviser both regularly attend CPD sessions and localised careers meetings to ensure they are up to date on latest legislations and LMI.</p> <p>We work alongside external providers to enhance our programme and with local employers to ensure that our "world of work" programme is as near to the real life job application process as possible. We also buy in the services of motivational speakers and work with apprenticeship and training providers. Pupils also have access to a careers fair and enterprising type activities offering a broad and varied approach to support them to make well informed choices post 16.</p>	<p>Careers Adviser annual contract Criteria for targeted support Evaluations of events Career Action Plans</p>

CAREER MARK 6 – ASSESSMENT REPORT

Key areas covered by the award	What you have in place	Evidence
8. CEIAG trained and competent staff	The fully qualified independent careers Adviser and careers coordinator regularly attend CPD training sessions, both are also a part of a Wiltshire Careers Collaborative that meet regularly to address both national and local issues, stay abreast of any new legislations and share good practice. Any important information is fed directly back to the Head, Head of PSHE and disseminated down through tutor training sessions and emailed updates to relevant form tutors. The Independent careers adviser also offers tutor training sessions and runs forums to all staff wanting support or guidance.	Tutor training booklets Newsletters Minutes of meetings attended CPD training records
9. CEIAG arrangements with partners	We work closely not only with our independent careers adviser but the Early Help – Operational Children Services Team. They host small targeted group sessions with targeted/vulnerable pupils explaining their services and outlining the support network pupils can access. We also rely on their support to reengage pupils who have not successfully transferred into post 16 learning and are potentially NEET. The school actively encourages all past pupils to keep in touch and is happy to provide careers guidance/support as and when required. The school values the importance of work experience placements in Y10 and continues to fund the costs. The placement plays an integral part of our “World of Work” programme and as backed by the services of SW EBP to ensure that placements are safe and meet the regulatory guidelines. Occasionally we source extended work experience placements for those pupils who struggle with mainstream education.	Service level agreements SARF's
10. Monitoring, review, evaluation and development of CEIAG	Monitoring, review and evaluation of the KS3 curriculum is done via “AFL” comments in pupil work books, pupil questionnaires and feedback from staff delivering the programme. The outcomes of these are evaluated and used to form the bases of the next year’s delivery. The programme is reviewed by the delivering staff and careers coordinator and adapted throughout the year to ensure it meet the needs of the current learners and to ensure it is adequately differentiated KS4 monitoring, review and evaluation is done in Year 10 by employers scrutinizing pupils interview technique and preparation via the “World of Work” programme and mock interviews. Pupils also evaluate how well they performed and reflect on what they need to do to be successful in the future. Work placement providers are encouraged to provide feedback and evaluate pupil’s progress and employability skills. Y11 is mainly about post 16 provision and their progress to successfully making the transition into further education, employment with training or apprenticeships. Pupils are tracked via 1-1 interviews, with form tutors following up progress	Pupil workbooks Evaluations/questionnaires Lesson Plans Schemes of work

CAREER MARK 6 – ASSESSMENT REPORT

Key areas covered by the award	What you have in place	Evidence
	from the action plan where they identify any further CEIAG intervention and plot their progress via the career monitoring sheets.	
11. Delivery of career education across all age groups, including differentiation to meet the needs of learners	<p>KS3 and KS4 pupils have careers lessons delivered through PSHE one lesson per week. To ensure that pupils are able to differentiate careers lessons they work with specially prepared booklets. All lessons have extension materials and can be differentiated to meet the needs of all learners regardless of ability. Targeted/vulnerable groups have additional lessons delivered by the schools careers adviser, these are specific sessions based on raising aspirations and self-development and usually delivered termly. Pupils also benefit from accessing a careers fair and enterprise/employability events, “Your Choices” a local theatre company, perform to Y8 pupils explaining the importance of making choices and identifying the different career pathways, Bath Spa University run activities in school and then follow up with a visit to the university based on raising aspirations. KS4 careers is currently delivered by form tutors during PSHE lessons and via “drop down” days, information sessions, trips and events both inside and out of school. The main focus being on preparation for post 16 choices and employability skills. Targeted/vulnerable pupils also benefit from small group sessions led by the independent careers adviser, these include sessions on NEET, apprenticeships and support on completing college and 6th Form applications.</p>	<p>Schemes of work/lesson plans Pupil work books Monitoring sheets Evaluations/questionnaires</p>
12. Access to a range of work related learning activities	<p>The school has moved away from hosting its own Careers Fair and Enterprise event, this is because it was getting more and more difficult to fit a full range of exhibitors, KS4 pupils and their parents into our school hall. We tried a different approach this year and took all KS4 to the City Hall to a Careers Fair organised by our independent Careers Adviser in conjunction with Wiltshire Council. This proved to be far more successful. There was a much better range of exhibitors and more space and so the perfect opportunity to explore the local labour market, talk to local employers and explore possible career choices. The event lasted all day and into the evening which meant it was also easier for parents/guardians to attend. Year 9 pupils were taken to Lackham College during the summer term to explore land based, equine, animal management and sport courses to see how they can go on and be used in industry. This was a very hands on interactive day where pupils had the chance to talk to current students and lecturers. This year for the first time we ran an “Employability Day” for Y9 pupils. The main focus for the day was to make it as hands on and interactive as possible and give pupils an opportunity to find out about</p>	<p>Evaluations “Mock Interview” paperwork WEX Contract forms</p>

CAREER MARK 6 – ASSESSMENT REPORT

Key areas covered by the award	What you have in place	Evidence
	<p>apprenticeships, try out assorted creative industries such as Mechanics, hairdressing or carpentry, talk to lecturers to find out about FE, talk to university students to find out more about HE and also learn about employability skills from an employer from a local recruitment agency. We as a school are also very fortunate to have a wide and varied bank of local employers who are willing to support our events, come into school and talk to pupils about their professions, their apprenticeship opportunities and how to apply for them. We still offer work experience to all year 10 pupils and this plays an integral part of our “World of Work” programme, all pupils are expected to find their own work placement and write to the head asking for permission to take part in work experience (the head uses criteria such as behaviour, attendance and maturity to decide if the pupil is deemed suitable or not to do a work placement). Pupils write about why they should be considered for the placement and explain why they chose that particular job role. The main focus is to make the “World of Work” programme as close to a real job search process as possible. The process includes real application forms taken from actual job adverts and interview questions taken from employer’s actual recruitment procedures. All pupils have a “Mock Interview” these are somewhat formal and conducted by employers matched as closely to the pupil’s actual work placement as possible. The evaluation process we use for this is very vigorous; pupils are scored on all aspects - their paperwork, their appearance and interview technique, and then given an overall employability score. We ask employers for feedback and use their comments to adjust, update or rewrite parts of the programme. This then ensures that pupils are given the best chance possible to successfully navigate the job search process and be successful later in life</p>	
<p>13. Identification and referral system for IAG</p>	<p>We use several different methods to monitor and track pupil progress; these include PATs sheets, the RONI, SIMS and the Career Monitoring spreadsheet. Pupils are also identified and referred for additional support via mentors, form tutors, parents or sometimes subject tutors. All Y11 pupils are given 1-1 interviews with our independent careers Adviser and repeatedly seen until they are deemed prepared to make appropriate post 16 choices. Targeted pupils in Y10 are seen by the careers adviser in the summer term and targeted Y9’s are given a “post option choice” health check. For KS4 pupils the form tutor plays an integral part of the referral system, through regular mentor sessions they are able to check not only their academic progress but identify those who require more advice guidance, support, further</p>	<p><i>Careers Adviser Contract Career Action Plans Monitoring Sheets Information sessions Careers Notice board SARFS</i></p>

CAREER MARK 6 – ASSESSMENT REPORT

Key areas covered by the award	What you have in place	Evidence
	<p>information or are struggling with applications. Briefing sessions are provided for those pupils looking for an apprenticeship and support is on hand from local apprenticeship providers to support them with registering with the National Apprenticeship website and online testing. We also complete SARFs and refer any Y11 pupils who we know will struggle with next step transition to the local authority. Y11 leavers are encouraged to keep in touch after leaving us especially if they feel they have made mistakes with their post 16 choices or feel at risk of “dropping out”. This helps with destinations data but reassures pupils that there is a safety net in place should they feel they need it. Our Careers Adviser also offers an IAG drop in clinic post exam results for those pupils who have had a change of heart, not done as well or better in their exams than expected or those who need more information or guidance.</p>	
<p>14. Delivery of impartial IAG across all age groups</p>	<p>KS3 and KS4 pupils have structured careers lessons differentiated to meet the needs of all learners. Pupils also use “Career Companion” an online virtual careers library that is relevant, current and impartial. It is maintained both locally and externally by a team of professionals working in career guidance, education and information. Pupils and parents can access this via the school career portal attached to the school website.</p>	<p>CEIAG Policy Career action plans Career portal Pupil work books</p>
<p>15. Career action planning</p>	<p>Every pupil has at least one 1 – 1 careers interview with the independent careers adviser. Vulnerable/targeted pupils from Y10 are seen in the summer term and then again at the start of Y11. An action plan is drawn up and agreed by both the pupil and the careers Adviser - copies are given to the form tutor and the careers coordinator. The action plan covers the main points of discussion from the interview, details of where to do research, deadlines to work on and if applicable, an agreed review/interview date. Form tutors monitor progress through mentoring sessions and feedback outcomes through the career monitoring sheets all parties update the monitoring sheet regularly.</p> <p>Y10 pupils are encouraged and supported to look for work placements in their chosen career field where and when possible. Pupils who have no future plans are encouraged to revisit psychometric tests such as “Fast Tomato” or the “Buzz Test” by using Career Companion, talk to the independent careers Adviser or try finding a placement linked to a hobby or interest. Work experience is a fantastic opportunity to try out what they think is the perfect job and find out more about routes of entry, what the job involves and more importantly if that type of work is a realistic</p>	<p>Career action plans World of Work Booklet Career portal Transitional review reports Monitoring sheets</p>

CAREER MARK 6 – ASSESSMENT REPORT

Key areas covered by the award	What you have in place	Evidence
	<p>career path for them. As part of the “World of Work” programme Y10 pupils are taught how to create CV’s, write a letter of application and complete application forms. They are also given feedback from employers based on outcomes from their job prep paperwork and Mock Interviews. Pupils are given time during PSHE sessions to reflect on what they need to improve on in order to be successful with future job applications.</p> <p>Pupils who have special education needs benefit from annual reviews attended by the independent careers adviser and where appropriate the SEN team and relevant outside agencies. Targeted Y9 pupils also benefit from a 1-1 transition review with the careers adviser.</p>	
16. Appropriate environment for one to one work	Interviews are conducted by the careers adviser in the designated 1-1 area, if this is not available a private office is made available	
17. Age-appropriate involvement of parents and carers	<p>Parent/guardians are kept informed of all careers activities via the school career portal, newsletter brochures letters, emails, parent’s evenings and text messages.</p> <p>Parent/Guardians are informed about the career portal via trip/event letters and encouraged to read the evaluations and reports published on there.</p> <p>Parent/Guardians are also invited and actively encouraged to attend the Y9 Personal Curriculum meetings with the Deputy Head and Y10 WEX briefings to maximise their understanding of what is expected of them. Work Experience and Options information booklets are created to help parents engage with the processes, understand expectations and signpost where help and support can be found.</p> <p>The careers Adviser attends Y9 – Y11 parent/guardians evenings and actively encourages them to play an active role in supporting their children to make well informed choices.</p>	<p>Career action plans</p> <p>“World of Work “ Booklets</p> <p>Personalised curriculum booklet</p>
18. Comprehensive, accessible, accurate & impartial range of career information	The school operates a virtual careers library – “Career Companion”. It is accessible via the school network and from home via the career portal There are a small amount of paper based materials in the careers 1-1 area alongside a full range of FE and HE prospectuses. The school library also houses a full selection of prospectuses from post 16 providers within a 25 mile radius. All pupils across all year groups are taught how to access Career Companion and leaflets are produced to remind pupils/staff of the login details. Leaflets are made available at all Parent/Guardian career related events including parents/option evenings.	<p>Career Companion info leaflets</p> <p>Prospectuses</p> <p>Career Portal</p>
19. System for managing the provision of impartial career	The careers coordinator and the careers adviser take responsibility for maintaining and updating both the virtual and paper based careers library. Career	<p>Career Portal Link</p> <p>Careers Policy</p>

CAREER MARK 6 – ASSESSMENT REPORT

Key areas covered by the award	What you have in place	Evidence	
information	Companion is also updated externally by the creators with any national/regional information as and when required. The career portal is updated by the careers coordinator with termly news items and amendments.		
20. Learners able to use information sources	Pupils are introduced to Career Companion and career resources through PSHE during careers lessons. This is then explored further through tutor time, or for targeted pupils, through sessions with the careers Adviser. Pupils are regularly reminded to place hard copy certificates, awards etc. in their progress files which are kept in form rooms.	Lesson plans Progress files	
Date:	14 Jun 16	Completed by:	Karen Welfare, Sue Glover, Susie Fenwick

Assessor Judgement

St Joseph's give a thorough account of their commitment, rationale and provision. This has been linked to appropriate evidence.

Action taken on recommendations from previous assessment

Recommendation 1

Update the careers section of the school website to include rewriting the learner entitlement statements

Recommendations 2

Consider involving former students as sources of information and inspiration (as promoted in the government's vision statement)

Action taken

Recommendation 1)

Following the CareerMark assessment in July 2014 the school website has been revamped and the career portal is now, more informative, attractive, relevant and much more user friendly. It is easy to navigate, is regularly updated with details of upcoming events and any changes in legislation, there is now a direct link to Career Companion our virtual careers resource which allows both parents/guardians and pupils to access impartial and current careers information from home. The aim is that both parents/guardians and pupils will now use Career Companion as a the major source for information when looking for support with the Options process in Year 9, potential Work Experience ideas in Year 10 and post 16 choices in Year 11.

The learner entitlement statement has been re written since the last inspection, it now clearly outlines the rationale and learning objectives for each year group. Parents/Guardians and pupils can now see at a glance what our careers education programme offers and how it sets milestones for our learners to reach as they move across the key stages. The main aim for our careers programme is to ensure that all learners are able to make well informed choices post 16 and have learnt the skills required to be successful in gaining employment.

Recommendation 2)

Following our last assessment we have created an Alumni page for our school website. It is still early days but we are hoping to build on this over the next year by encouraging past pupils to share their success stories with us. The school has embraced social media and will be using Twitter to raise the profile of our Alumni page. This year we have produced a "Celebration of Year 11" board which shows the intended destinations of our current Year 11 students and students that have left us. We hope that this will inspire and encourage students lower down the school about the great outcomes students at St. Joseph's School progress to.

Last year's prize giving speaker was an ex pupil who has gone on to study English at Oxford. Charles is in his first year and was the school's first ever pupil to achieve a place at such a prestigious University – We are very proud of his achievement and have requested that he come back in the summer term to talk again at an assembly about his experience. Pupils like Charles are fabulous role models for their peers and his link to the school will hopefully help raise aspirations and encourage others to follow in his footsteps.

Over the last two years we have worked extremely hard on ensuring pupils are given enough advice and guidance to make well informed choices with their post 16 options. Although we offer a substantial amount of support and guidance we noticed that, after leaving us, a fair amount of pupils realised that they had underestimated how difficult A Levels can be and in some cases, how much course work is involved with vocational courses. To address this issue we contacted a popular vocational provider and a 6th Form to help us raise the profile of this. We asked them both to deliver a session using our past pupils to talk to the current Y11's about their experiences and to explain how they had coped with the change. The sessions lasted for 50 mins, were led by past pupils who had had mixed success, some coped extremely well, others

CAREER MARK 6 – ASSESSMENT REPORT

had made course/subject changes and some had struggled so much they had, had to drop a subject – Current pupils were asked to write down any questions/concerns/issues on a card at the start of each session, these were handed to the facilitator who then ensured that all of them were answered at some point during the talk. This was a fantastic opportunity for pupils to witness first-hand the reality of further education from peers who were in exactly the same position just the year before. It was also an opportunity to get answers to questions they may never have asked and hopefully gain a better understanding of what FE is like.

Assessor judgement

Recommendation 1

The 'careers portal' has undergone a complete rewrite and design. The text is clear, engaging and the links easy to use. It also includes school contact details and reports of recent activities. The inclusion of key guidance documents for parents is a thoughtful way to encourage continued use.

Recommendation 2

St Joseph's have a clear commitment to providing both information and inspiration. Their IAG 'community' is wide – many individuals and organisations contribute to their programme, in addition to software.

The school recognise that as a 7-11 school they have no on-site role models in terms of progression and so need to actively build this in. They have used former students in a considered way, to include prompting discussion of some of the more challenging aspects of moving on (for example the difference between GCSE and A levels). This approach is typical of their programme generally; it does not shy from covering some of the more difficult to explore themes of CEIAG.

Describing Salisbury as offering a "hotch potch" of post-16 options St Joseph's have sought to reflect this breadth of progression. Year 11 students in the discussion group had a clear sense that all post-16 options were valued equally by the school. Comments included: "**Past students coming back has been very inspirational**"; "**Our school is quite special in that it supports all students with their plans, and that gives us all confidence**". They mentioned the 'celebration of year 11' display, and appreciated that through this the school were aiming to help them as individuals: "**Seeing other students end goals is all about helping me**".

Developments since previous assessment

1. Curriculum Redevelopment

The KS3 and KS4 curriculum is evaluated at the end of each academic year and the results from last year showed noticeable differences in quality of completion of work books from across the groups. Many pupils had clearly benefited from the lessons but some lower ability pupil books were incomplete and the end reflection lacked substance and understanding. At the time careers lessons were delivered through RE in block lessons by RE specialist staff. All RE lessons were turned over to Careers lessons for a set 6 week period, each year group delivered at a different time in the year. RE lessons were delivered to pupils grouped by ability and it was clear that the bottom sets had not had enough time to grasp all aspects of the programme and for all differentiated lessons to be delivered. At the end of the summer term an evaluation of the programme took place – this highlighted the issue and a meeting between the Head of RE, the Careers Coordinator and the Head was arranged to evaluate the programme and review what could be done to improve delivery and ensure that all pupils were able to effectively access all aspects of the curriculum. It was decided that the school would reinstate PSHE for all pupils and careers would play an integral part of that programme. A newly appointed Assistant Head was given autonomy for the PSHE programme which is now delivered once a week to KS3 and KS4 by form tutors in form rooms. All teaching materials are given to Form Tutors in advance with a power point presentation clearly highlighting the aims, rationale and expected learning outcomes. Pupils still use career workbooks and the AFL assessment still takes place at the end of each unit. The curriculum is now regularly evaluated by both pupils and form tutors and the results fed back to the Head of PSHE to ensure effective delivery and monitor progress.

2. Employability Day for Y9's

We constantly review our careers provision and are always looking at new ways to improve it. Pupils make their first major decision when choosing options in Y9 and so our aim is to ensure that they are fully supported through this process and are fully aware of all the career options available to them. We had noticed that very few of our pupils applied for apprenticeships so as part of the Y11 leaver's questionnaire we questioned this and were somewhat surprised by the results. Pupils perception of apprenticeships was that they were "for pupils who were unable to access further education" We decided to address this with our Y9 pupils by raising the profile and selling them alongside A level's and vocational courses. In July 2015 we ran our first ever "Employability day", we took all Y9 off timetable for the day, invited 30+ employers, FE and HE providers in to school to teach them about post 16 options in a very hands on interactive way. The year group were prepared for the event during a PSHE lesson to ensure they had clear expectations of what they were to achieve during the day. The year group were then divided into three groups and given an individual timetable to follow. Every pupil spent a session either on exploring vocational activities, finding out about courses and where they might lead, or A levels, looking at course content, how to choose a subject and entry requirements. They all had a session with a University, finding out about fees and funding, looking at entry routes and talking to students about their courses and how they intend to use them. They spent two sessions doing apprenticeship speed dating; this involved the group being divided again into groups of three and rotating around all 15 apprenticeship providers. They were expected to gather information from each of the employers about their offer etc. and then use this information at the end of the session to answer questions asked by employers to win a prize. The final session was led by a local recruitment agency based on employability skills. They used a "Dragons Den" type activity to get pupils to work in teams, against each other to create, market and sell a product to a panel of judges. The session aims were to teach them team building skills, time management, leadership qualities alongside public speaking and negotiation skills. The day proved to be a huge success with pupils and employers alike. One employer who took part in

CAREER MARK 6 – ASSESSMENT REPORT

the Apprenticeship Speed dating said “As I was driving here this morning I couldn’t picture what you were trying to achieve, I was convinced that today was going to be a complete waste of time.....thank you for proving me wrong, I absolutely loved it. In fact it is probably the best event I have ever attended” – JP Morgan

3. Increased employer links

We are constantly working on building our employer links to ensure that are pupils are given the best employment knowledge and opportunities possible. The current “World of Work” programme is constantly changing and through this we have won the respect of many local influential employers. However to maximise pupils chances of employment we realise that we need to encourage our learners to look outside of Salisbury for both work placements and employment, to do this we actively encourage employers from further afield to forge links and work with us. We regularly use Inspire the Future and their contacts to source employers to bridge gaps for employer link activities such as Mock Interview and Employability Days. We have also been working on improving links and raising awareness of Apprenticeships with all KS4 pupils. We actively promote local apprenticeship opportunities disseminated from the local authority and employer links direct to Y11 pupils and by advertising them on the school careers notice board. We work closely with Alert Training a local training provider who offers Catering, Hairdressing and Admin apprenticeships they also hold small breakout sessions in school where pupils can obtain more information get help with applications and can be interviewed in a familiar environment. We also have excellent links with Wiltshire College (Salisbury) that also support students who are looking at apprenticeships. We have also met recently with the Development Officer from the Swindon & Wiltshire Enterprise Pilot about working together to engage further with local and national employers for the benefit of our students.

4. Destinations Data

We work extremely hard to ensure that all of our young people are fully supported and are able to make well informed choices post 16. We have also tracked our pupils both before and after leaving us to ensure that the transition between the Key Stages remains successful. We now also actively encourage pupils to keep in touch and let us know if they require addition support. All Y11 pupils are given clear expectations at the start of the year and it is recommended that they secure their post 16 choices by Christmas. We write home explaining these expectations and provide parents/guardians with a list of all local college/6th form open evening dates and times, this is also posted on the Career Portal. We also now put out an intentions questionnaire to Y11 pupils early in term 2 of the academic year, this allows us to determine state of play and establish who needs more support. The details of the questionnaire are added to the monitoring sheet to keep form tutors/careers adviser and careers coordinator in the loop to ensure they are aware of who they need to monitor more closely (See evidence added to the Careermark Folder) The monitoring sheet is now accessed and updated by not only the Careers Coordinator, but Form Tutors, Mentors, Heads of Houses and the Careers Adviser. This new initiative allows all staff to see at a glance state of play for all pupils. It also allows us to monitor progress, put in place additional support, offer more advice and guidance, contact parents to see if they require support and if potentially NEET, inform the local authority.

We repeat the intentions questionnaire just before Y11 pupils take their first exam, this time we request their 1st, 2nd choice post 16 providers and ask for personal contact details. By completing this questionnaire we collect the data we need to report to the local authority, determine state of play and have the details we require to remain in contact once they leave us.

5. Finance

We have always found teaching/delivering personal finance somewhat challenging! Over the years we have tried many different types of delivery, with different finance packages across both Key Stages. None seemed to have the desired effect and Y11 exit questionnaire results indicated that pupils didn’t find it useful, some found it confused matters and others had completely forgotten they had even accessed it. This year we adopted a new tactic by employing the services of a motivational speaker for the afternoon – We have used Keith Warren from the Big

CAREER MARK 6 – ASSESSMENT REPORT

Picture on numerous occasions to motivate and inspire pupils with fantastic results, he always proves to be a very popular character with the school and he didn't let us down! He covered the importance of budgeting, loans, planning and saving for the future, investments and touched briefly on bank accounts. The event was trialled with Year 9 & 10 pupils and results from the post event evaluation proved to be somewhat reassuring. The plan is to now keep the finance ball rolling by revisiting it during PSHE lessons. We are using our own bespoke package and Barclays LifeSkills. Pupils will be asked to evaluate these sessions to check understanding and identify areas that need to be explained further.

6. Summer School

This year we trialled our first ever transition summer school, for new Year 7 pupils. The rationale was to better prepare our new vulnerable/ targeted pupils for secondary school, help raise aspirations and alleviate any fears they may have. The summer school was run through the "Big Picture" company but hosted on school premises during the first week of the summer holidays. This was a perfect opportunity for these young people to make new friends, learn to navigate the school buildings and most importantly gain confidence in others and themselves. The sessions were both academic and fun with many team based activities. The final day culminated with a performance/celebration of their new found skills to family and friends. Feedback from both pupils and parents was extremely positive and it was plain to see that this group have integrated well into school life and have benefitted no end from their experience.

7. Achievement for All

The school has recently introduced a new mentoring programme for KS4 pupils. Pupils in KS4 who are vulnerable/targeted are monitored to ensure they are making the correct level progress academically, have 94.2% attendance and behaviour remains consistently good. It has been proven nationally that there is an achievement gap between children deemed vulnerable (SEN, FSM and looked after pupils) to their peers and the school wanted to address and improve on this. The school has trained a cross section of staff to become Achievement Coaches. These coaches are assigned a pupil/pupils and work with them and their parents/guardians to identify areas to improve on. All parties agree on an action plan with the Coach providing strategies/advice on how this can be achieved. Regular meetings take place between the coach, pupil and parent/guardian to measure progress and where required set new milestones. The Coaches have access to the career monitoring sheets and use them to ensure that Y11 pupils are on track with making post 16 choices. This is still a relatively new initiative but regular meetings take place between the Head of PSHE and the coaches to compare notes and work through any concerns or issues they may have. A full evaluation will be completed at the end of the academic year.

Assessor judgement

St Joseph's continue to adjust and experiment, most notably with their curriculum and event activities.

The move of careers to PSHE seems a good one; the school value the key role of PSHE in giving students the chance to explore career issues, particularly around taking responsibility, motivation, self-understanding. They also recognise PSHE affords a chance to incrementally prepare students for future pathways, and this long 'run up' is important (a view interestingly echoed by a year 11 student who explained: **"It is good the school start early, it means they can build on things, and what we need to think about does get more complex"**). The programme continues to produce workbooks to accompany lessons, which appear an effective method of

CAREER MARK 6 – ASSESSMENT REPORT

enabling students to reflect on what the themes covered mean to them personally. The workbooks are marked by teachers.

Year 8 reflected (with confidence) on some fairly complex issues related to career development, which give an indication of the impact of the new style PSHE; **“The school show you different ways to think about the future”**; **“We were asked to work with people we didn’t know so well in PSHE, this was good as it showed us in real life this was what we will need to do as well”**; **“You have to find the solution to your career yourself”**; **“I want to be resilient – not give up on what I want to do”**.

One of the learning objectives in the CDI’s framework for Careers, Employability and Enterprise Education is ‘self-improvement as a learner’ (*self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection... enables individuals to develop their potential*). This topic is covered as early as year 7 at St Joseph’s when an understanding of skills and qualities is developed. Students are asked to consider ‘*what skills will help us make the most progress in the classroom?*’ and ‘*what kind of pupil do we want at St Joseph’s?*’; the concepts ‘resilient’ and ‘aspirational’ (one year 8 student explaining **“aspiration - this is someone who wants to do well”**) seem to be effectively grasped, even at this early stage.

One of the consequences of this curriculum move is that tutors now form the careers teaching team. Teachers have a careers role within the school more generally, as subject specialists giving advice or as ‘mentors’ (this role was perceived by students as having a clear link to their future: **“My mentor has helped me with my career and got me to think about the cadets as a way forward”**; **“My mentor is helping me with my confidence, and this will help me in my career as I need good communication skills”**). Students in all of the discussion groups highlighted support from teachers, one year 11 student expressing this sense of trust as: **“Teachers have a lifetime of knowledge on the working world. They are encyclopaedic in their knowledge”**.

The school has already considered the training needs of teachers and a recommendation of this report is that they continue to do so, to ensure staff remain well informed about options, and the sources of specialist help and information offered by the school.

Summary evaluations and action taken

Since our last assessment there have been many changes to both the curriculum and the delivery of our careers programme. The CEIAG we offer is constantly changing to ensure we meet the needs of each individual learner. We are a non-selective school and the needs of those learners vary from year to year. Many aspects of the programme can and is, tweaked or differentiated however frequently we are tasked to rethink what we offer and source new materials/ideas – the finance package we talked about in the previous section is a prime example of this.

The evaluation process we use is extremely vigorous in that we aim to ensure that we are not just meeting pupil needs but strive to continually offer excellent careers education. Evaluations take place after every event; the results of these allow us to monitor our current provision and plan for future events. (Please see Careers Calendar). Regular meetings take place between the Careers Coordinator and the head of PSHE to monitor the programme and address any issues/concerns flagged up by the Form Tutors etc. delivering the programme.

Key Stage Careers Education Audits

We still ask pupils to do an end of year evaluation to measure impact and establish the quality of the current careers programme. This is completed in the summer term by KS3 pupils and just before the start of the exam season for KS4. The questionnaires are complex and cover all aspects of the current provision (example in the evidence folder), for KS4 we ask them to state their top three most valued/useful events/activities – for the last two years pupils have selected Work Experience placements and Mock Interviews as their top two, with the Careers Fair a very close third. At the end of the last academic year we wrote to all the employers and training providers who had contributed in some way to the programme, to thank them for their support and we included a copy of the KS4 evaluation. The feedback we received from this was extremely positive and will hopefully ensure that they continue to work with us on other projects.

Y9 Personalised Curriculum

The Y9 personalised/options process was changed/improved in time for the last inspection – this has now proved to be a slick and polished process with all pupils now having a 1-1 meeting with the Deputy Head to establish a suitable, realistic and achievable set of Options. Parents/Guardians are actively encouraged to attend the meeting so as any issues/concerns and questions can be addressed ahead of pupils starting the programme at the start of year 10. We now have very few pupils swapping subject choices and almost all go on to achieve their predicted grade. The programme is still evaluated on an annual basis and tweaked each year to meet the individual needs of the learners.

Y10 “World of Work” Programme

The “World of Work” is a rolling year long programme which runs from September to July and is evaluated section by section with an overall questionnaire completed at the end of the summer term. We are constantly monitoring and tweaking this programme as we strive to ensure that it is as close to a real job search and application process as possible. The programme is monitored and repeatedly assessed to ensure that pupils are given the most up to date job search criteria to work from. We work closely with employers and training providers to keep a head of the game and for some aspects of the Mock Interview process we use actual parts of their recruitment criteria i.e. interview questions and suggested responses.

CAREER MARK 6 – ASSESSMENT REPORT

Once pupils have secured a work placement the careers coordinator creates a job profile to match it. The profile is based on employment criteria taken from actual job adverts, when these cannot be sourced the Coordinator will contact the actual employer and ask for their input. Pupils are taken off timetable for the day in February to create a CV, letter of application and complete an application form based on the specially prepared job profile. This paperwork is sent direct to the employer who will interview them the following month. The employer scrutinises and evaluates pupil's application paperwork, giving them hints and tips on how to improve it and in some cases, indicators on what they would expect to see on the forms. After the Mock Interviews in March, employers score the pupils on their overall employability, giving them constructive criticism based on what they need to do to improve. Pupils are also given the opportunity to reflect on the process and evaluate how well they think they personally performed; by using this in conjunction with the employer feedback they can then see at a glance what they need to achieve in order to be successful in the future.

We always ask our employers to feedback on this process and we then use their suggestions to shape and form the programme we deliver. Based on employer and pupil feedback we realise just how important a work placement can be. Our programme is clearly respected by both pupils and employers alike and we strive to ensure that it remains current relevant and fit for purpose.

Destinations

The school now has a very structured tracking system in place to monitor pupils through KS4 and on to their post 16 choices. The Monitoring Sheets alongside Tutor mentoring allow us to keep up to date with pupil choices, question capability and put further guidance/support in place as and when required. We have always had a relatively low NEET figure with just a few pupils dropping out and not sustaining FE, employment or training and we intend to maintain this. Y11 pupils are actively encouraged to talk about and question their choices with their Form Tutor or the Careers Adviser who regularly drops into tutor sessions. We suggest that pupils have a strong and realistic back up plan and we even talk to them about where they can seek help if they find themselves NEET. Before our Y11 students sit their first exam they are reminded that help is available even after they have left us. The Careers Adviser is also on hand on results day to offer support and guidance to those pupils who have not achieved the required grades or for those who have done better and need help to look at alternative options. Even after pupils have left they are encouraged to keep in touch with us re their progress and contact us if they find that their subject or college choice is no longer acceptable. In these instances pupils are booked in to see the Careers Adviser and alternative options are sought.

At the start of each academic year the careers coordinator contacts FE providers to make sure pupils have actually enrolled with them, check on subject choices and that they are attending. Any that have not made the transition are contacted direct, further guidance and support offered and where necessary the local authority informed.

Assessor judgement

Evaluation remains strong at St Joseph's and the assessment evidenced an impressive quantity of data. The school combine the evaluation of individual events with an evaluation of broader aims, over a year group/key stage. The submission evidenced many examples where the school has sought to act on feedback and changed (often radically) their provision.

CEAIG has developed at pace over the last 5 years. The new Careers Coordinator feels at this point it might be beneficial if time is taken to imbed recent additions and analyse evaluation data in more depth. She described examples of feedback that was not fully understood, so this more careful review will be a priority over the next year.

Policy Updates

The Careers Policy has been updated to reflect the changes in the new statutory guidance - Careers guidance and inspiration in schools - Statutory guidance for governing bodies, school leaders and school staff – March 2015.

These changes link to:

- Governing bodies must now ensure that all registered pupils at the school are provided with independent careers guidance from years 8 to 11 (to 13 if the school has a 6th form). Independent careers guidance should be presented in an impartial manner and should include information on a range of education and training options, including apprenticeships and other vocational pathways”.
- This policy document is in line with the guidance issued by the DfE, which relates to Sections 42A and 45A of the Education Act 1997. St. Joseph’s School also follows the Association of Careers Education and Guidance (ACEG) Framework 11-19 (April 2012). This was a recommendation from the Career Mark Assessment Report which was given to the school after successful completion of Career Mark in 2012
- The policy also needed to reflect that Connexions no longer is part of the delivery team and this has been removed from the section Implementation to show that this responsibility now also sits with the newly appointed independent Careers Adviser who attends St. Joseph’s School two days a week. St. Joseph’s School has been able to secure the ongoing support of a Careers Adviser for an additional day by using Pupil Premium funding. The amount of delivery time has therefore increased.
- Tutor training needs are identified and form tutors are kept updated via small group sessions with our independent Careers Adviser. The school endeavours to meet training needs to ensure that staff is up to date with the latest requirements. Any external training is disseminated back to relevant staff. A tutor training pack has been developed and delivered by our Careers Adviser to staff in KS4.
- Additional careers tools have been accessed to support out students. Passportfolio acted as a progress file to record information for our students from year 7 to 11. However this package, which originally was free, began to incur charges and it was decided that the school could no longer finance its use within the designated careers budget. Although this had been a recommendation from Career Mark it was decided that students could record progress using their Progress Files. St. Joseph’s School has also recently purchased Fast Tomato to support young people in generating career ideas.

Evidence Provided – Careers Policy – Tutor Training Packs – Careers Education Programme KS3 & KS4

Assessor judgement

The school has a detailed policy clarifying aims and statutory requirements and outlining suggested success criteria. The Assistant Head with oversight of CEIAG reports directly to the whole governing body and explains she feels this area is well understood by governors.

CAREER MARK 6 – ASSESSMENT REPORT

St Joseph’s continue to resource CEIAG well, and this commitment seems to be a considered one (as an example the work experience programme in year 11 has recently been reviewed, resulting in a strong consensus that it should remain in place as it is so beneficial to students).

Responses to legislative change

The school remains committed to CEIAG and to providing impartial and independent guidance to every pupil at whatever stage they require it. Both the careers coordinator and the independent careers adviser are committed to ensuring they are kept up to date with changes to legislation and tailor the careers programme accordingly. Both attend regular training sessions, courses and network meetings to ensure they stay ahead of any new initiatives.

Statutory Careers Guidance - March 2015

The new statutory guidelines state that – “Every child should leave school prepared for life in modern Britain. This means ensuring academic rigor supported by excellent teaching and developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra- curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions”

The school quickly responded to the new changes in legislation and believes that the current programme delivers all of this and more. We also offer improved employer links with a substantial bank of employers who are willing to support our programme and regularly contribute to events and activities both in and around school. They enable our pupils to learn important employability skills, find out about the world of work and in some cases offer actual employment.

The school still employs the services of an Independent Careers Adviser two days per week. Priority remains with Y11 for 1-1 interviews and guidance sessions. All pupils across the school have access to a careers drop in session during lunch and break times - these have become popular especially with year 9's looking for Options support and Y10's looking for guidance with work experience placements. We have also raised the profile of our Careers adviser by getting her to deliver career related sessions during PSHE lessons. During the last year she has delivered aspiration raising tutorials and run personal statement writing lessons for all Y11 pupils, creating a CV session with all Year 10's and delivered sessions to pupils and parents on accessing and applying for private scholarships. She regularly attends annual reviews for SEN pupils, supports parents evenings for Y9 – 11 and co runs sessions for targeted/vulnerable pupils from Years 7 - 9 on raising aspirations and accessing university.

End of year pupil evaluations allow us to review our programme and give us a clear indication on how well it has been received. Pupils are honest and at times very critical with their interpretation of the programme. Their views and opinions play an integral part in the evaluation and future planning for the program

Assessor judgement

The school have fully embraced the thinking expressed in ‘Careers Guidance and Inspiration’, (DfE statutory guidance, 2015). The independent Careers Adviser continues to be employed 2 days a week, and her skills and expertise are effectively used (and appreciated) beyond her main remit of 1:1 guidance; she contributes to the curriculum delivery and to planning events. Within group sessions she uses her understanding of opportunities to widen horizons which is clearly motivational. The resourcing of her interviews also enables effective use of her knowledge base and students reported many instances of being helped to find a placement, get in contact with someone useful, or set up an activity. Students were very grateful for this practical support.

CAREER MARK 6 – ASSESSMENT REPORT

The school makes excellent use of opportunities for all their students to learn via experience, in many cases initiating activities not simply responding to offers. Good resourcing again enables the Careers Coordinator to organise a wide range of visits and speakers.

Mention has already been made of the ambition of PSHE to enable students interpret concepts such as resilience and aspiration.

The school remains committed to the statutory concept of impartiality, and students in years 9 to 11 recognised this. The year 9 option choice process, for example, was perceived as being very much centred on the individual (“**There is no pressure from teachers**”).

Changes in Personnel

Since the last assessment there has been a major structural change to the senior leadership team and one of the Assistant Heads now oversees both the PSHE and CEIAG programmes. The careers team work in unison in order to ensure every pupil has careers education and access to impartial information and advice which promotes the best interests of pupils.

CEIAG remains an integral of the school development plan. Every teaching department completes a self-evaluation (SEF) for their department highlighting aspects on how they help pupils with personal development and well-being and how each individual subject supports the careers programme. These together form the whole school SEF which is regularly reviewed and updated in line with the schools vision statement

Evidence provided – SEF, Monitoring, Destinations Data

The careers curriculum is now delivered through PSHE and is delivered weekly for KS3 and KS4 by Form Tutors. All staff delivering the curriculum have support from the careers coordinator and the Independent Careers Adviser as and when required. Staff have also benefitted from tutor training and 15 minute forum sessions led by the Independent Careers Adviser. Additional materials to meet the needs of the learners have been sourced and provided by the careers coordinator to ensure all pupils regardless of ability, can access the curriculum effectively.

Evidence provided – Pupil & Staff Workbooks, condensed careers curriculum.

Assessor judgement

The development plan for CEIAG is detailed and arises out of partnership working involving Assistant Head Teacher, Career Coordinator and the Careers Adviser. Two of these post-holders are new in role but joint working is established (and changes to programme already evidenced).

Changes to curriculum or delivery model

Since the last assessment there have been significant changes to both the careers delivery and the curriculum. The school took the decision to re-instate PSHE for all pupils and encompass careers education lessons for KS3 within it. The changes were made as a direct result of an annual review of our current provision with a view to improve on delivery and ensure all aspects of the programme were easily accessible to all pupils regardless of ability.

1. KS3 Curriculum

A new scheme of learning for KS3 evolved using lessons matched against the new ACEG framework. Lessons were sourced from a recently developed curriculum and special career work books with AFL targets were created to differentiate from the rest of the PSHE curriculum. PSHE lessons take place for one lesson per week and are delivered by Form Tutors. Careers lessons happen in blocks, for each year group at different times across the year.

2. KS4 Careers

The KS4 curriculum is also delivered by form tutors through PSHE lessons, supported by the careers coordinator and the Independent Careers Adviser. They also benefit from themed collapsed timetable days and external visits.

Y10 is predominantly based around the “World of Work” programme. Through this pupils explore the world of work by completing a work experience placement. They also benefit from visiting careers fair and other employer related events, such as talks by apprenticeship providers and subject specific sessions led by professionals.

The year is kick started in September with an evening launch of “The world of Work” programme for pupils and parent/guardians. During the event expectations are explained, the Careers Adviser explained the role she will play over the coming years and most importantly, last year’s WEX pupils talk about their placements. We also provide WEX information and guidance booklets to support pupils through the process. A representative from our WEX provider SW-EBP is also on hand to answer any questions about their service.

Work Experience is not compulsory and although we actively encourage and support all pupils to take part; some still prefer to stay in school. Last year, regrettably, we had several pupils who chose to do this, so to avoid this happening this again, this year we created an alternative. The “Business of Business” programme was run offsite by a trainer connected to a local recruitment agency. The focus being on gaining employability skills, improving self-esteem and confidence through team building activities. The benefits of WEX are massive, however not all young people appreciate this, for some the thought of a work placement with people they don’t know in an unfamiliar environment is just too scary - Whilst working 1-1 with a Pupil Premium pupil just before the placement deadline he announced “I have no intentions of finding a placement, I just can’t go somewhere where I will know no one and anyway my parents don’t work so why should I?” – Hopefully this purpose built “Business of Business” programme (which is compulsory) will help him overcome his fears, gain in confidence and realise that working for a living can be a very rewarding and life changing experience.

The programme was accessible to all Y10 pupils with 15 places available, several opted to do this instead of Work Experience and all had to complete formal application forms. All candidates, including those forced to access the programme were interviewed by the facilitator on Mock Interview Day. The rationale behind this was to better prepare the facilitator for the standard of applicants and tailor the programme for the pupils accordingly.

Every pupil completes a Health and Safety for WEX course which is delivered by a health and safety executive during a collapsed timetable day at the start of Year 10.

The Y11 careers education programme is focused around post 16 choices and preparing them for the transition. The programme is based and formed around the results of previous leaver’s questionnaires. It is delivered through weekly PSHE lessons by Form tutors and specialist facilitators. All KS4 form tutors have benefited from basic guidance training and 15 minute forum

CAREER MARK 6 – ASSESSMENT REPORT

sessions led by the independent careers adviser. Our Y11 pupils also access a local careers fair, apprenticeship information sessions and 1-1 interviews with the independent careers adviser. Local FE providers are invited in to school to run sessions on FE, bringing with them past pupils to talk to their peers about their experiences and share their stories.

The Careers Adviser delivers sessions on creating personal statements and the apprenticeship team from the local college runs sessions on sourcing and applying for an apprenticeship. We are also fortunate to have a local employer who comes in to help pupils update their CV's. Pupils still create a Progress File, built from achievements during their time at St Joseph's. The folder is used as supporting evidence for post 16 or job interviews. Many FE providers expect to see the record of achievement when interviewing one of our pupils; it has become the trade mark for our school. (See example progress file in the evidence folder)

Assessor judgement

The curriculum review started in the autumn of 2015 (with years 7 and 8) and is still continuing. The discussion groups suggested that there are gaps in the year 9 programme (see outcomes) but this is due to be revised.

The inclusion within the programme of experiential learning and outside expert contributors is very much appreciated by students (messages seem to have a strong impact). Comments included:

- **“Work experience was the best part of careers for me”** (year 11 student)
- **“Bath Spa has been a fun way to learn about choices. Because you are outside of school it is different and interesting”** (year 10 student)
- Re feedback from an employer on the mock interview day: **“This was really great. It told me what employers look for and it gave me confidence”**; **“The mock interview was a real test, this gave me a lot of confidence”** (year 11 students)
- **“Speakers give real stories which are interesting. It doesn't matter if you are not interested in their job because they talk about general things as well”** (year 10 student)

The school work closely with outside contributors to plan events and are clear about the learning objectives they wish their students to achieve. Students too are well prepared to make the most of events.

Other Developments relevant to Career Mark

N/A

Assessor judgement

N/A

STANDARD O – Learner Outcomes

(assessor judgement resulting from onsite assessment)

<p>General remarks about learners’ overall capacity to demonstrate skills, knowledge and attitudes to be effective career planners</p>
<p>Students were confident and articulate during discussions and all students made at least one comment. Questions focused on the outcomes below, although a few students led the discussion into other areas of the career programme and how this had impacted on them. One student stayed behind to describe a strong personal gratitude for the help of Sue Glover.</p>
<p>O.1 – Learners understand themselves and the influences on them (self-development)</p>
<p>Year 8 described understanding that their attributes could be described as skills and personal qualities – and that they had had been asked to write these down. Students saw this kind of learning as “getting us ready for the world, so we can think about what is best for us”. They described having done the Buzz test twice, but saw the benefit: “Doing the Buzz test Twice (year 7 and 8) shows us how we are changing”. Interestingly they felt at home with the ‘Buzz Test’ concept: “It was pretty accurate, the questions were easy”.</p> <p>PSHE had also given students an insight into employment related skills, and moreover how these link to their behaviours and success at school. One year 8 described how an employer might look for: “Good attendance at school, that you can stay on track, always focused, someone who doesn’t cause arguments”. Another added: “It would be important to be able to work with people you don’t know and so you need to be charismatic and a friendly person”.</p> <p>Year 9 described how being given predicted grades prior to their option choice helped them reflect: “Gave me a chance to think about what I am best at”.</p> <p>This early emphasis on self-reflection is clearly empowering, and enables students to make the best possible use of potentially challenging key stage 4 events like ‘World of Work’. Year 10 talked about the benefits of work experience including “self-evaluation” and “I learnt what I am good at”. They were additionally able to take on board employer feedback. The opportunities given for self-reflection also have a clear link to confidence for some students. A year 10 student commented “The school celebrate my success; the school want to make us confident about ourselves”.</p> <p>The theatre group had a strong impact on year 8 who were able to reflect on influences: “Don’t follow your friends, be aware of the influence of your parents, do what is right for you”. Year 9 gave a confident account of good and not so good reasons to choose particular GCSEs. And one year 11 student described the support she had received in terms of her independence: “The school has helped me in being the polar opposite of pushy. If you want to go out of your comfort zone they will support you, but everything is your choice, they tailor it to you”.</p> <p>Reflecting on self-awareness year 11 wondered why they hadn’t thought to use their Progress Files as part of the CV writing session.</p>

CAREER MARK 6 – ASSESSMENT REPORT

O.2 – Learners can research opportunities for training, work and personal development (career exploration)

Year 10 and 11 recognised the benefit of research, asking questions, and had a good awareness of the software the school purchases. They also saw the value of 1:1 guidance in exploration: **“Sue Glover helped me explore all my options”**; **“She helped me see the value of all qualification routes”**; **“She suggested other routes, other ideas, which was very helpful”**.

One year 11 student reflected on the cumulative impact of careers information: **“The school have helped me build my awareness of what I can go onto. They have helped me choose courses. Starting this research early is good because you might need to change courses, you can work out compromises”**.

Only year 9 expressed a lack of confidence in research. They felt unsure how to find out about jobs and requested more speakers to help. This perceived gap is under review.

O.3 – Learners can make and adjust plans to manage change and transition (career management)

Students at St Joseph’s are adept career planners. All year 11 felt confident about their next steps and all had been encouraged to have a second choice (and these back-up plans are recorded in the schools tracking).

The importance of a good CV was referred to by many students and they had a strong sense of the value of extending their experiences and building up their skills over time. Students didn’t just report being helped with the mechanics of a CV: **“Teachers helped me with CV advice, and how to build my social skills and confidence”**. Sue Glover also had a role: **“She has helped me see the benefit of all my experience, so I can build my CV to help me do the best I can”**; **“My CV is very important as it is about showing my ability and the school have given me this chance”**; **“School is a chance to build academic qualifications but also what employers look for”** (all comments year 11 students).

Students are prepared early in terms of knowledge – and the year 8 group described knowing about BTECs and apprenticeships. More detail follows in later years.

Students are also encouraged to think ahead in terms of challenges and potential changes of plan, and this was welcomed. Year 8 recollected a PSHE lesson in which they explored why someone hadn’t got to where they wanted to be: **“Things might happen to you, and you need to think again”**. Another student explained: **“It is drilled into our heads that options are coming up. This gives us a chance to change our mind”**.

Students also develop an attitude of taking responsibility for their planning (clearly endorsed by some tutors). One year 8 student explained that: **“I don’t want to wait for the job to come to me – I want to be the active person”**. By year 11 this sense of personal agency was summarised as: **“The school give us loads of options, loads of support, but they let us choose ourselves”**.

JUDGEMENT

It is without reservation that this Assessor recommends that St Joseph’s Catholic School is awarded the Career Mark 6 quality award.

St Joseph’s believe in the potential of CEIAG to meet ambitious long term aims for their students and their programme is correspondingly rich in support and opportunities. Students clearly appreciate this “pro-active” approach on their behalf and many students made a link between the input of the school and self-belief in their own potential. All areas of the programme - the curriculum, guidance and information - contribute, and there is whole school commitment and involvement. The programme is also very modern in the sense that it is informed by an excellent understanding of future opportunities/pathways.

RECOMMENDATIONS

1. Year 9 and 10 students requested more speakers (although year 10 reflected on the challenges for the school in doing this; that you can only fit so many into a PSHE slot and if they are scheduled at lunchtime “we may not attend”). So in addition to speakers it may be useful to consider how resources for research are introduced and re-visited as a vehicle for career exploration.
2. Continue to review the training needs of teachers, as they have such a prominent role in careers at St Joseph’s.
3. The CEIAG programme is rich in experiences. The Progress File is clearly valued by students but not included in the CV session. Consider whether Progress File has any potential to be integrated at any point in the CEIAG programme (to inform activities or record career thinking).