**Quality in Careers Standard Assessment Report**

This report details the findings of your recent Quality in Careers Standard assessment. It contains the **Objectives and quality measures** used by the Quality in Careers Standard Assessors to make their judgements and any **Actions** required to meet the Standard. Assessors may also make **Recommendations** to help you further enhance existing good practice.

**Institution Details**

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| **Organisation Details** |
| **Institution Name** | **Address** |
| Walton High School | The Rise, Stafford. ST17 0LJ |
| **Main Contact**  | **Email Address** |
| Mr Andrew Stokes | a.stokes@walton.staffs.sch.uk |
| **Land line Telephone Number** | **Mobile Number** |
| 01785 334917 | N/A |

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| **Name of Assessor/s** | **Date of the assessment** |
| Alexandra Kenneth and Clare Atkinson | 15th July 2022 |

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| **Quality Award Obtained** | **Fully meeting the Standard** |

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| **Actions** | None required |

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| **Recommendations** | * With GK, explore how school might engage more (younger) alumni to inspire current students.
* Work with your Enterprise Adviser to explore how to best utilise the school website and newsletter to promote and celebrate CEIAG to better inform parents.
* Explore how to get the best out of Unifrog for students and teachers.
* Develop links with parents and strengthen how you can utilise them in the careers programme (parents forum, mini workshops delivered by parents from specific industry sectors).
* Implement plans to include gifted and talented Y11 students in the Aspire Oxbridge programme and the Mock Medicine Interviews.
* Consider how to develop other opportunities for gifted and talented KS4 students.
* Implement plans for the Y10 and Y11 taster day at Oxford.
* Explore how school can obtain explicit written consent from students to track their destinations for up to three years in line with GDPR.
* Collaborate with your Enterprise Adviser and Head of Sixth (and students) to explore ways of improving the popularity of Humanities subjects in the sixth form.
* Work with your CEIAG Governor, Enterprise Adviser and Careers Adviser to explore ways of building connections with local businesses.
* Implement plans for the Y10 work experience week in Summer 2023.
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**Required Assessment Summary Grid (this must form part of all assessment reports by all Awarding Bodies)**

Name of Learning Provider: Walton High School Date: 15th July 2022 Assessors: Alexandra Kenneth and Clare Atkinson

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| **National criteria section headings for the Quality in Careers Standard**  | **Insufficient progress towards fully meeting the Standard**(✓) | **Making good progress towards fully meeting the Standard**(✓) | **Fully meeting the Standard**(✓) |
| 1. **A stable careers programme**
 |  |  | ✓ |
| 1. **Learning from career and labour market information**
 |  |  | ✓ |
| 1. **Addressing the needs of each student**
 |  |  | ✓ |
| 1. **Linking curriculum learning to careers**
 |  |  | ✓ |
| 1. **Encounters with employers and employees**
 |  |  | ✓ |
| 1. **Experiences of workplaces**
 |  |  | ✓ |
| 1. **Encounters with further and higher education**
 |  |  | ✓ |
| 1. **Personal guidance**
 |  |  | ✓ |

The Quality in Careers Standard follows the sequence of the 8 Gatsby Benchmarks but goes beyond these criteria in relation to:

* the underpinning careers education curriculum and
* evidence of career-related learning outcomes for young people

**All learning providers must supply evidence showing how their curriculum covers and supports:**

* The delivery of high-quality career guidance adhering to the government Careers Strategy (2018) and its adoption of the Gatsby Career Benchmarks.
* Compliance with their statutory duty under the Baker Clause (2018) in allowing further education and training providers access to every pupil in Years 8 – 13 so they can find out about non-academic training routes.
* The promotion by learning providers of the Quality in Careers Standard within the curriculum.

**Assessment gradings are as follows:**

**Insufficient progress towards fully meeting the Standard**

*Inadequate inputs, unreliable processes and unclear outcomes/impact in this section of the Standard. No robust plan in place to fully meet this section of the Standard nor the expectations of the relevant Gatsby benchmark indicators.*

**Making good progress towards fully meeting the Standard**

*Evidence of good progress in this section of the Standard and robust plans in place to fully meet this section of the Standard within two-three years. Has met or partially met the expectations of the relevant Gatsby benchmark indicators.*

**Fully meeting the Standard**

*Has met all the criteria in this section of the Standard including the relevant Gatsby benchmark indicators.*

All criteria within an Objective must be assessed as ‘Fully meeting the Standard’ for that Objective to be graded as ‘Fully meeting the Standard’. Schools are required to ‘Fully meet the Standard’ in all 8 Objectives before they can be awarded this as their overall Quality in Careers Standard grade. Where schools ‘Fully meet the Standard’ in at least 5 Objectives, they will be awarded an overall assessment grade of ‘Making good progress towards fully meeting the Standard’. Where schools ‘Fully meet the Standard’ in less than 5 Objectives, the overall assessment grade will be ‘Insufficient progress towards fully meeting the Standard’.

### Quality Award Objective 1: A stable careers programme

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| **Judgement** | **Fully meeting the Standard** |

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| **Action**  | None required |

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| **Recommendation** | * With GK, explore how school might engage more (younger) alumni to inspire current students.
* Work with your Enterprise Adviser to explore how to best utilise the school website and newsletter to promote and celebrate CEIAG to better inform parents.
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| Criteria | Description | Insufficient progress | Good progress | Fully meets | Key evidence |
| 1.1 (i) | Ensuring that the learning provider’s governing body provides clear strategic advice so that the senior leadership team have a clear and effective strategy for developing and implementing the careers programme (taking full account ofcurrent statutory duties). |  |  | **✓** | * There is a named CEIAG governor link (GK) for Walton High School.
* The Careers Lead (AS) shares information on CEIAG with the Governors. There is ongoing interaction between GK and AS to explore ongoing improvements and developments.
* CEIAG is a regular agenda item at Governor meetings and GK sees a strong, clear plan for CEIAG across all year groups. Objectives are discussed and checked to ensure they are in line with learning outcomes. The Governors also offer advice on additional activities.
* GK has brought in employer contacts to support CEIAG activities including STEM and the Armed Forces.
* There is a coherent relationship between the Governors and SLT which is supportive and engaging.
 |
| 1.1 (ii) | Securing effective day-to-day leadership, management, and delivery of the careers programme by all relevant staff. This includes giving full support to a named individual in the role of Careers Leader. |  |  | **✓** | * CEIAG Policy established in January 2021 and will be reviewed in September 2022.
* Named Careers Lead (AS).
* AS has completed the non-accredited level 6 Careers Leaders training programme with NTU.
* AS has the full support of the Headteacher (NF) and is allowed to explore and develop creative CEIAG strategies.
* Visual outline of the careers programme through the Career Roadmap, Career Strands Roadmap and Career Fundamentals.
* Walton Careers Pathway (CEIAG programme) with key steps, interventions, milestones and progress reports.
* All staff have access to Unifrog and subject specific SoW linking the curriculum to CEIAG learning.
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| 1.1 (iii) | Ensuring that all staff involved in the careers programme demonstrate their competence in delivering CEIAG and are knowledgeable, skilled and confident in preparing learners for choices, decisions and transitions (through appropriate induction training, continuous professional development and professional learning). {see also Objective 8.1(i)} |  |  | **✓** | * Careers Lead (AS) delivers the careers induction programme to all staff in school.
* AS provides appropriate PSHE and Careers resources to staff to deliver in the six drop-down days per year.
* AS supports all staff in delivering CEIAG activities through in-house training and mentoring to explore any issues.
* Staff will receive updated training on Unifrog in Autumn 2022.
* Externally commissioned Careers Adviser (NL) is level 6 qualified and is a member of the CDI. NL maintains CPD through a variety of activities including FE/HE provider update sessions, professional reading and research from the CEC and Quality in Careers Consortium and employer-led opportunities.
 |
|  1.1 (iv) | Securing clearly identified, appropriate and progressive learning and behavioural outcomes for young people - referenced to a recognised national framework of careers, employability, and enterprise education **-** with a range of delivery methods to suit the Key Stage (KS) and ability of learners.{*see also QC 3.1 (i) and QC 4.1(iii)}*  |  |  | **✓** | * The careers programme is varied and comprehensive, starting in Y7 through to Y13.
* The careers programme is progressive and provides continuity throughout the school years. It gives students a broad range of advice and opportunities to discover their future path and make well-informed career choices.
* The careers programme resources and events reference the CDI national framework and follow the Gatsby Benchmarks.
 |
| 1.2 (i) | Promoting an awareness and understanding of the careers programme (including via the school’s website) by students, teachers, parents and carers, and employers/opportunity providers using clear and accessible language. |  |  | **✓** | * The careers programme is published on the school website.
* Clear information naming Careers Lead (AS) and Careers Adviser (NL) and how to contact them.
* Links to websites relating to career planning, job profiles, apprenticeships, HE and Post 18 options.
* At assessment, one parent said they would like to see the school website upgraded to share what school are doing well and celebrate the successes of the careers programme. She felt this would allow parents to see and understand the planning and foundations of CEIAG and its importance to career decision-making.
 |
| 1.2 (ii) | Regularly monitoring, reviewing, and evaluating the careers programme in respect of its impact on students’ career-related outcomes, including feedback from a wider range of stakeholders and partners such as the Enterprise Adviser Network, link schools, further and higher education, work-based learning providers, employers, careers guidance services and children’s services. |  |  | **✓** | * School have worked with their Enterprise Adviser (Lianne Alkhaldi) from the Ministry of Defence for approx. 18 months.
* Careers Lead (AS) holds regular meetings with his line manager, Enterprise Adviser (LAK) and Careers Adviser (NL) to monitor, review and evaluate the effectiveness of the careers programme. For example, Future Friday monthly workshops bring in guest speakers to discuss employment and the world of work and is currently being reviewed and reworked as students weren’t engaging effectively.
* AS completes Compass+ (last report seen for June 2022).
* AS collects feedback from students, parents and visitors following careers activities.
* AS encourages Heads of Department to collaborate in developing CEIAG in school.
* SEND and Welfare staff monitor the impact of CEIAG and how it supports their students throughout the year.
* Careers Adviser (NL) provides an end of year review annually in June/July outlining successes, student-related feedback, and considerations for the upcoming year.
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| 1.2 (iii) | Evaluating how the careers programme involves students in assessing and meeting their own needs and those of their peers and evaluating its impact. |  |  | **✓** | * Students are encouraged to complete surveys following CEIAG activities to obtain qualitative and quantitative data. AS shares the findings with the Leadership Group. (Student feedback seen from a broad range of CEIAG activities).
* Sixth Form Youth Parliament topics for change include ‘Transforming Education’ (newsletter produced for students, parents, and staff).
* At final assessment, Student Focus Groups reported how they are always asked to reflect on CEIAG and are encouraged to be honest in their feedback. Students believe school listens to their ideas for CEIAG and implement these wherever possible.
* Feedback is used to evaluate all CEIAG activities to ensure they are meaningful and relevant. Activities are changed or removed from the careers programme if not.
 |
| 1.2 (iv) | Evaluating agreements and contracts with external careers guidance services (where applicable) to ensure that those services remain effective and are aligned with the learning provider’s overall careers strategy. |  |  | **✓** | * Careers Lead (AS) holds regular meetings with the externally commissioned Careers Adviser (NL) to monitor, review and evaluate the effectiveness of the careers programme.
* Careers Adviser (NL) provides an end of year review annually in June/July outlining successes, student-related feedback and considerations for the upcoming year.
 |
| 1.2 (v) | Evaluating the impact of involvement in collaborative networks – such as a careers hub, multi-academy trust and the Enterprise Adviser Network – to improve the quality of the careers programme. |  |  | **✓** | * Careers Lead (AS) holds regular meetings with the Enterprise Adviser (LAK) to monitor, review and evaluate the effectiveness of the careers programme.
* AS attends Careers Hub meetings where possible and plans to continue this as there is a positive impact in hearing what other schools are doing and sharing best practice.
* AS receives Careers Hub emails, newsletters and event invites and uses these resources effectively to improve the quality of the careers programme.
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### Quality Award Objective 2: Learning from career and labour market information

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| **Judgement** | **Fully meeting the Standard** |

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| **Action** | None required |

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| **Recommendation** | * Explore how to get the best out of Unifrog for students and teachers.
* Develop links with parents and strengthen how you can utilise them in the careers programme (parents forum, mini workshops delivered by parents from specific industry sectors).
* Work with your Enterprise Adviser to explore how to best utilise the school website and newsletter to promote and celebrate CEIAG to better inform parents.
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| Criteria | Description | Insufficient progress | Good progress | Fully meets | Key evidence |
| 2.1 (i) | Ensuring that all students have access to reliable, relevant, and user-friendly career and labour market information about career pathways covering the full range of opportunities in education, training, and employment - including internships, T levels, school-leaver programmes and apprenticeships - which meets their needs and that they are supported in its use. |  |  | **✓** | * Students sign up for their Unifrog account in Y7 (Autumn term). Unifrog is relaunched every year.
* Careers section on the school website has some useful links to other CEIAG resources.
* Future Friday held monthly (currently being reviewed and reworked as students weren’t engaging effectively).
* There are six drop-down days throughout each cohort pairing PSHE with CEIAG.
* Careers session demonstrating how to use Unifrog effectively with Careers Adviser (NL).
* Live events and guest speakers.
* Annual Careers Fair has a good range of FE and HE exhibitors and attracts 600-900 visitors.
* Sixth Form Team Building Day explores the pros and cons of FE, HE, apprenticeships, Gap Years, and employment.
* ASK Apprenticeships presentation (and student feedback).
 |
| 2.2 (i) | Engaging with and informing parents and carers about ways of accessing and using careers and labour market information for the benefit of their children’s career development. |  |  | **✓** | * Careers section on the school website has useful links to other CEIAG resources.
* Letters sent to parents about Unifrog.
* Careers Lead (AS) collects feedback from parents following CEIAG activities to ensure career interests are covered.
* Parents asked for feedback after attending the annual Careers Fair (evidence seen) which resulted in the time being moved to evening for greater accessibility.
* At assessment, one parent said they would like to see the school website upgraded to share what school are doing well and celebrate the successes of the careers programme. She felt this would allow parents to see and understand the planning and foundations of CEIAG and its importance to career decision-making.
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### Quality Award Objective 3: Addressing the needs of each student

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| **Judgement** | **Fully meeting the Standard** |

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| **Action** | None required |

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| **Recommendation** | * Implement plans to include gifted and talented Y11 students in the Aspire Oxbridge programme and the Mock Medicine Interviews.
* Consider how to develop other opportunities for gifted and talented KS4 students.
* Implement plans for the Y10 and Y11 taster day at Oxford.
* Explore how school can obtain explicit written consent from students to track their destinations for up to three years in line with GDPR.
 |
| Criteria | Description | Insufficient progress | Good progress | Fully meets | Key evidence |
| 3.1 (i) | Actively challenging stereotypical thinking and low aspirations held by students and those who support them and enabling students to develop personal capabilities to counter them. |  |  | **✓** | * Challenging Stereotypes workshop invites students to match guest speakers to an industry. Speakers then explain their role and responsibilities. (Lesson plan seen).
* Future Fridays’ monthly workshops bring in guest speakers to discuss employment and the world of work. (Following student feedback this is currently being reviewed and reworked to ensure speakers are relevant and engaging).
* Diversity and Inclusion in the Workplace session delivered by UK Strategic Command (MoD).
* Sixth Form Team Building Day explores the pros and cons of FE, HE, apprenticeships, Gap Years and employment.
* Inspirational displays around school (STEM, HE, alumni).
* Gardening Well-being Project run by Assistant Head (BF) provides an alternative learning environment for students at risk of exclusion and allows them to build a broad range of hard and soft skills. No students have been excluded.
* Sixth Form VESPA programme.
* STEM teacher (JT) is passionate about her specialism and oversees a broad range of STEM challenges throughout the year to illustrate career options to students and challenge gender stereotypes. This includes Girls Into Engineering (Y9-11 working together to achieve their Bronze Award).
 |
| 3.2 (i) | Ensuring that CEIAG records are accessible to students and include formal advice given to all students by teachers and tutors, as well as careers advisers, so that it builds on previous records of advice given wherever possible.  |  |  | **✓** | * Students are encouraged to record all CEIAG on their personal Unifrog account which they can access at school and from home.
* All teachers and the Careers Adviser (NL) have access to Unifrog to record the advice and guidance they have provided.
* Sixth Form Unifrog action plans seen.
* Sixth Form VESPA programme is kept in student study folders. Students are allowed to take these home to help them with careers research and planning.
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| 3.2 (ii) | Ensuring that advice given is effective in meeting the needs of all students and especially those of targeted groups (such as the ‘Gifted and Talented’, the disadvantaged and those at risk from economic deprivation, young carers, looked after children and children with special educational needs and disabilities (SEND). |  |  | **✓** | * Careers Adviser (NL) provides 1-1 interventions with all students at key transition points throughout their education.
* Positive student feedback questionnaires from CEIAG activities.
* SEND department (CM/ES) provide specific CEIAG support and learning tailored to student needs.
* CM/ES liaise with outside agencies to support disadvantaged students.
* World of Work SoW evidences a broad range of group and 1-1 activities.
* Planning to run a university taster day experience at Oxford for targeted Y10 and Y11 students.
* Sixth Form Festival of Futures.
* Aspire Oxbridge Group for Y12 students.
* Medicine mock interviews for Y12 students.
* At final assessment one parent said the school had really supported all her children at key transition points and school manage CEIAG as well as they possibly can (including during Covid).
* Student Focus Group agreed that the careers programme build every year and is appropriate for each year group. They can see how CEIAG activities develop their skills and confidence and how this can be used in other roles.
 |
| 3.2 (iii) | Ensuring that effective partnerships are secured with relevant services and agencies that provide additional support for vulnerable and disadvantaged students such as young carers, looked after children, children living in poverty, and children with special educational needs and disabilities (SEND).. |  |  | **✓** | * CM/ES liaise with outside agencies to support disadvantaged students. Agencies include the Virtual School for Looked After Children, Autism Outreach and local colleges.
* The Careers Adviser (NL) works closely with the SENCO and SEND team to ensure additional CEIAG support is offered to those students who need it.
* School have arranged visits to local colleges for lower academic ability students interested in vocational courses.
* External speakers are invited into attend PSHE sessions on knife crime, CSE and staying safe.
* Students can access the school counsellor (Wendy).
 |
| 3.2 (iv) | Sharing school data with the appropriate authorities and agencies, including monitoring the extent to which such data sharing agreements and processes benefit the students concerned. |  |  | **✓** | * School share September Guarantee, Activity Survey and RONI data annually with Entrust (who act on behalf on the local authority).
* School share data with the Careers Adviser (NL) to enable appropriate referrals to the Positive Directions programme.
* School share data with the Virtual School and invite NL to Y11 LAC reviews.
 |
| 3.3 (i) | Ensuring that learners have access to their CEIAG records to support their career development and the implementation of their choices and decisions, including transition planning. |  |  | **✓** | * Students are encouraged to record all CEIAG on their personal Unifrog account which they can access at school and from home.
* Sixth Form VESPA programme is kept in student study folders.
 |
| 3.3 (ii) | Ensuring information for intended and actual destinations enables students to strengthen their career-related learning, educational attainment, and make progress towards achieving preferred destinations, including presenting themselves well to opportunity providers.  |  |  | **✓** | * Careers Adviser (NL) provides CEIAG to 6th Form students to build confidence, support job/apprenticeship applications and clarify intended destinations.
* NL liaises with key staff and stakeholders in school to analyse September Guarantee and Activity Survey data to ensure the careers programme is relevant and meaningful to students in all year groups.
 |
| 3.4 (i) | Making best efforts to track KS4 and KS5 students for three years after leaving and evaluating data on performance, destination and progression to set targets and objectives for improving the careers programme. Providers will need to demonstrate they have obtained GDPR consent from students to do this. |  |  | **✓** | * School gather Y11 intended destination data.
* 6th Form staff gather Post 18 intended destination data from students.
* Approx. 70% of Y11 students progress into the school sixth form.
* NL provides actual destination data for Y11 RONI students.
* School contact parents for Y11 actual destination data.
* School obtain verbal consent from Y12 and Y13 to track actual destinations.
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### Quality Award Objective 4: Linking curriculum learning to careers

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| **Judgement** | **Fully meeting the Standard** |

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| **Action**  | None required |

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| **Recommendation** | * Collaborate with your Enterprise Adviser and Head of Sixth (and students) to explore ways of improving the popularity of Humanities subjects in the sixth form.
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| Criteria | Description | Insufficient progress | Good progress | Fully meets | Key evidence |
| 4.1 (i) | Raising student awareness of the employability skills and wide range of careers that can be achieved through the subjects and courses they are studying (including through the study of English and STEM subjects) by utilising resources from the world of work. |  |  | **✓** | * JT runs STEM activities and competitions throughout the year to illustrate career options to students. This includes KS4 and KS5 Stem clubs, Girls Get Set (industrial cadets), Big Bang Fair (student competitors made the 2021 final and CT won Runner Up in the Senior Engineering Award), and Girls Into Engineering (Y9-11 working together to achieve their Bronze Award).
* JT has overseen the development of ‘expert’ science lectures covering topics outside the curriculum to promote STEM careers.
* STEM work experience opportunities.
* Y9 and Sixth Form guest speaker workshop linking Art to career opportunities.
* Classroom displays and information boards (inspirational scientists and student alumni).
* Annual Careers Fair open to all students, parents, and carers.
* Alumni guest speaker to talk to Y10, 11 and 12 about Engineering.
* STEM teacher Witness Testimony.
* Student Focus Group said there are lots of STEM-related activities and they would like to see more Humanities-based talks and presentations in school.
 |
| 4.1 (ii) | Embedding careers education in curriculum learning including stand-alone, subject-based and planned curricular and enrichment activities so that every student has the opportunity to benefit from career-related learning in preparation for the future.  |  |  | **✓** | * Careers programme.
* Subject-specific SoW.
* Career Lead (AS) supports Heads of Department to meet Gatsby Benchmark 4 by updating SoWs and Career displays linking their subject to learning and work opportunities (through emails and staff meetings).
* AS encourages staff to collaborate and offer suggestions to improve CEIAG in school (emails seen).
* Annual Careers Fair.
* Work experience opportunities for Y10 and Y12.
* Sixth Form Team Building Day explores FE, HE, apprenticeships, Gap Years, and employment.
 |
| 4.1 (iii) | Developing effective approaches to the teaching and assessment of careers, employability and enterprise education that facilitate the career development of students and their transitions from KS4 and KS5. |  |  | **✓** | * Sixth Form Team Building Day explores FE, HE, apprenticeships, Gap Years, and employment.
* ASK Apprenticeships presentation.
* Engineering mentors to inspire girls to consider a career in what is perceived to be a ‘man’s’ job.
* Sixth Form Youth Parliament topics for change include ‘Transforming Education’ (newsletter produced for students, parents, and staff).
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### Quality Award Objective 5: Encounters with employers and employees

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| **Judgement** | **Fully meeting the Standard** |

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| **Action**  | None required |

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| **Recommendation** | * Work with your CEIAG Governor, Enterprise Adviser and Careers Adviser to explore ways of building connections with local businesses.
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| Criteria | Description | Insufficient progress | Good progress | Fully meets | Key evidence |
| 5.1 (i) | Securing at least one meaningful encounter with an employer or employee for each student in every year of their education from KS3 through a variety of methods using local networks of support – such as Enterprise Advisers, Jobcentre Plus, family and alumni/ae. |  |  | **✓** | * Challenging Stereotypes workshop invites students to match guest speakers to an industry. Speakers then explain their role and responsibilities.
* Future Friday monthly workshops bring in guest speakers to discuss employment and the world of work. (This is currently being reviewed and reworked as students weren’t engaging effectively).
* Diversity and Inclusion in the Workplace session delivered by UK Strategic Command (MoD).
* World of Work SoW indicates students are set a challenge to invite and/or interview employers about their role. Students have to prepare at least three questions to ask the employer.
* Army careers session.
* Alumni careers session on Engineering for Y10, 11 and 12.
* MittenClarke (including alumni) careers session for Y12 and Y13 on Accountancy apprenticeships.
* Engineering mentors to inspire girls to consider a career in what is perceived to be a ‘man’s’ job.
* One student stated that RAF activities in school encouraged her to join the RAF Cadets programme.
 |
| 5.1 (ii) | Ensuring that all encounters with employers and employees are embedded in the careers curriculumas part of a planned and progressive programme, meeting the needs of each student, and contributing to their career-related learning outcomes.  |  |  | **✓** | * Careers programme.
* SoW.
* Y10 Business Enterprise Day.
* Student feedback and evaluation surveys seen from sessions with Entrust, Army and ASK Apprenticeships. This is used to develop CEIAG activities where necessary.
* Student Focus Group felt it would help their career-related learning outcomes to have better connections with local businesses.
 |
| 5.1 (iii) | Enabling employers and employees to contribute effectively to the careers programme, including by enhancing students’ understanding of progression pathways in learning and work, employability skills, working life and career development at work. |  |  | **✓** | * Entrust, Army and ASK Apprenticeships all gather student feedback following activities (results seen) and share this with school. Feedback is used to offer suggestions on CEIAG programme development.
* Careers Lead (AS) liaises with employers to agree provision and allow them to contribute effectively to the careers programme (emails seen).
* All stall holders at the annual Careers Fair are encouraged to complete an evaluation after the event.
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### Quality Award Objective 6: Experiences of workplaces

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| **Judgement** | **Fully meeting the Standard** |

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| **Action**  | None required |

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| **Recommendation** | * Implement plans for the Y10 work experience week in Summer 2023.
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| Criteria | Description | Insufficient progress | Good progress | Fully meets | Key evidence |
| 6.1 (i) | Securing at least one meaningful experience\*\* of a workplace for every student by the end of KS4, additional to any part-time jobs they may have.\*\*A meaningful experience involves first-hand experiences of either workplace visits, job-shadowing and/or work experience. Students must demonstrate career-related learning from reflecting upon these experiences. |  |  | **✓** | * During Covid, a full week of virtual WEX was incorporated into the virtual careers week. The Careers Adviser (NL) emailed all students in Y10 and Y11 with links to SpringPod, FutureLearn and other paid providers including InvestIN.
* Virtual court room WEX for students interested in a career in Law.
* Virtual workshops during National Apprenticeship Week.
* Virtual job shadowing of parliamentary/Westminster meetings with access to recordings following the event.
* Visit to Staffordshire University for Forensic Science students to undertake crime scene processing.
* HE visits and workshops for Physics and Forensic Science students to explore laboratory-based careers.
* School will be sharing a link for students to gain virtual WEX throughout the summer via Speakers for Schools ([www.speakersforschools.org/experience-2/work-experience/](http://www.speakersforschools.org/experience-2/work-experience/))
* Plan for Y10 WEX week 2023 is to complete four days in a WEX placement and attend Enterprise Day in school on the final day.
 |
| 6.1 (ii) | Ensuring that evidence affirms that the experience(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders. |  |  | **✓** | * World of Work SoW demonstrates work experience preparation with a focus on health and safety.
* Students are prepared for WEX in PSHE sessions.
* Students who participated in the virtual WEX experiences emailed the Careers Adviser (NL) with feedback.
* Following WEX students reflect on their experiences and record their learning on Unifrog.
 |
| 6.2 (i) | Securing at least one further meaningful experience of a workplace for every student by the end of KS5, additional to any part-time jobs they may have. |  |  | **✓** | * During covid, sixth form WEX moved to a two-day Festival of Futures event. This included virtual sessions and presentations from providers including ASK apprenticeships, UCAS and Unifrog.
* Also during Covid, a full week of virtual WEX was incorporated into the virtual careers week. The Careers Adviser (NL) emailed all students in Y12 and Y13 with links to SpringPod, FutureLearn and other paid providers including InvestIN.
* Virtual courtroom WEX for students interested in a career in Law.
* Visit to Staffordshire University for Forensic Science students to undertake crime scene processing.
* HE visits and workshops for Physics and Forensic Science students to explore laboratory-based careers.
* 2022 has seen the return of in-person WEX for Y12 in June.
* Student Focus group stated they can access all the help and information they need from tutors to plan and secure meaningful WEX encounters.
 |
| 6.2 (ii) | Ensuring that evidence affirms that the experience(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders. |  |  | **✓** | * Students use PSHE morning in May to search for potential careers, apprenticeships or HE courses to look at linked WEX placements.
* Students who participated in the virtual WEX experiences emailed the Careers Adviser (NL) with feedback.
* Festival of Futures and Preparing for the World of Work speaker sessions help students plan and prepare for their WEX week.
* Two Y12 assemblies on WEX and how to use the Unifrog placement tool.
* Review week following WEX placement. Learning is recorded on Unifrog.
 |

### Quality Award Objective 7: Encounters with further and higher education

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| **Judgement** | **Fully meeting the Standard** |

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| **Action**  | None required |

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| **Recommendation** | None required |

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| --- | --- | --- | --- | --- | --- |
| Criteria | Description | Insufficient progress | Good progress | Fully meets | Key evidence |
| 7.1 (i) | Securing a meaningful encounter with providers of the full range of post-16 and post-18 learning opportunities including technical education, supported internships and apprenticeships, complying with legislation on meaningful access for education and training providers for every student in KS4. |  |  | **✓** | * School promote National Apprenticeship Week, sharing information with students and guest speaker presentations via MS Teams.
* University Connections.
* Annual Careers Fair open to all year groups and parents.
* Visiting speakers (including ASK Apprenticeships).
* HE visits.
* Y11 can attend Walton 6th Form taster sessions.
* Planning to run a university taster day experience at Oxford for targeted Y10 and Y11 students.
* Visit to Staffordshire University for Forensic Science students to undertake crime scene processing.
* HE visits and workshops for Physics and Forensic Science students to explore laboratory-based careers.
 |
| 7.1 (ii) | Ensuring that evidence affirms that the encounter(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders, including using feedback to inform future planning of encounters. |  |  | **✓** | * ASK Apprenticeships presentation, student evaluation and feedback.
* World of Work SoW indicates students are set challenges to visit a 6th Form or FE college.
* PSHE sessions and tutor time are used to ensure students understand the career-related learning objectives of encounters with education providers. Students are encouraged to research their interests and prepare questions to ask external speakers.
 |
| 7.2 (i) | Securing a meaningful encounter for all students with a range of learning and training providers that may form the next stage of their career in order to meet the relevant learning outcomes for each student (this should include at least two visits to higher education institutions to meet staff and students for those who are considering this choice by the end of KS5). |  |  | **✓** | * Sixth Form Festival of Futures event. This includes sessions and presentations from ASK apprenticeships, UCAS and Unifrog.
* Annual Careers Fair open to all year groups and parents.
* Targeted Y12 virtual Oxbridge application workshop (May 2022).
* Sixth Form VESPA programme encourages students to research learning and training providers for the next stage of their career through clear goals and activities.
* Visit to Staffordshire University for Forensic Science students to undertake crime scene processing.
* HE visits and workshops for Physics and Forensic Science students to explore laboratory-based careers.
* Visits to Keele (Sociology) and Derby (Psychology) Universities.
* Head of Sixth (KC) believes that school better caters for the whole cohort now, not just those aiming for university.
 |
| 7.2 (ii) | Ensuring that evidence affirms that the encounter(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders, including using feedback to inform future planning of encounters. |  |  | **✓** | * Y12 students use PSHE morning in May to research potential careers, apprenticeships or HE courses.
* Festival of Futures assembly ‘launch’ and booklet provides clear learning outcomes.
* Sixth Form VESPA programme encourages students to research learning and training providers for the next stage of their career through clear goals and activities.
* Sixth Form Student Action Plan sets clear tasks, rationale and learning outcomes. It encourages students record and reflect on what they’ve learned and why that learning is important.
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### Quality Award Objective 8: Personal guidance

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| **Judgement** | **Fully meeting the Standard** |

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| **Action**  | None required |

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| **Recommendation** | None required |

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| Criteria | Description | Insufficient progress | Good progress | Fully meets | Key evidence |
| 8.1 (i) | Ensuring that all students have access to advice and support from teachers and other relevant staff who have been trained and prepared for their role {*see also QC 1.1 (iii)}* |  |  | **✓** | * Careers Lead (AS has completed the non-accredited level 6 Careers Leaders training programme with NTU.
* AS delivers the careers induction programme to all staff in school.
* AS provides appropriate PSHE and Careers resources to staff to deliver in the six drop-down days per year.
 |
| 8.1 (ii) | Ensuring that all students from KS3 have equity of access to independent, impartial, and timely careers information, advice and guidance from external as well as internal sources which includes at least one appropriate interview by the end of KS3 and KS4, and the opportunity for a further interview during KS5. |  |  | **✓** | * Students are encouraged to self-refer for an appointment with the Careers Adviser (NL).
* Y11 students complete a diagnostic survey at the start of the academic year which produces a priority list for careers guidance appointments with NL.
* Targeted Y10 and Y11 RONI students have 1-1 careers meetings with NL.
* NL liaises with the SENCO and SEND team to ensure additional support is offered for those students requiring it.
* School identify Sixth Form students for full guidance interviews with NL. All receive a bespoke careers action plan.
* All careers work undertaken with NL is recorded on individual student Unifrog accounts.
 |
| 8.1 (iii) | Ensuring that all internally-appointed careers staff, including internally-appointed professionally qualified careers advisers, are trained to appropriate levels and can act with impartiality in the best interests of students. Staff must subscribe to relevant codes of professional practice,and quality assurance mechanisms must be in place to ensure their professional practice is appropriately assessed by someone occupationally-competent to do so. |  |  | **✓** | * Walton High School does not have an internally-appointed Careers Adviser.
* The Careers Lead (AS) has completed the Careers Leaders training with NTU.
* AS liaises regularly with the Careers Adviser (NL) to monitor and evaluate the school’s CEIAG activities.
 |
| 8.1 (iv) | Where externally-provided careers advice and guidance is secured from professionally qualified careers advisers, ensuring that the organisation providing such services meets the agreed sector standard (i.e. the ***matrix*** Standard) and that account is taken of the professional standards and qualifications determined by the Career Development Institute. |  |  | **✓** | * Walton High School commission CEIAG services from Entrust who hold the Matrix Standard and are associate members of the Career Development Institute.
* Externally commissioned Careers Adviser (NL) is level 6 qualified and is a member of the CDI. NL maintains CPD through a variety of activities including FE/HE provider update sessions, professional reading and research from the CEC and Quality in Careers Consortium and employer-led opportunities.
* NL’s work is quality assured by her line manager at Entrust and she abides by the CDI Code of Ethics.
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