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in Careers, Employability  
and Enterprise

## Revalidation Report

# St Joseph's Catholic School

|                    |                            |
|--------------------|----------------------------|
| <b>Valid from</b>  | 28 <sup>th</sup> June 2019 |
| <b>Valid until</b> | 27 <sup>th</sup> June 2021 |
| <b>Assessed by</b> | A Midwinter                |
| <b>Verified by</b> | M Wilkinson                |

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## Applicant Details

|                                     |  |
|-------------------------------------|--|
| <b>Expiry date of current award</b> | <b>5<sup>th</sup> July 2018</b>  |
| <b>Report compiled by</b>           | <b>Susie Fenwick/Sue Glover/Fran Nobis</b>   |
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| <b>Date of submission</b>           | <b>16 May 2019</b>   |

### Abbreviations used in the report

ASK – Apprenticeship Support & Knowledge  
 CDI – Careers Development Institute  
 CEIAG – Careers Education, Information, Advice and Guidance  
 CPD – Continuing Professional Development  
 CSW – Careers South West Enterprise  
 DoE – Department of Education  
 DTSL – Defence Science Technology Laboratory  
 DWP – Department of Work and Pensions  
 FE - Further Education  
 FNO– Fran Nobis, Careers Leader, Assistant Headteacher  
 GDPR – General Data Protection Register  
 HA – Higher Achievers  
 HE – Higher Education  
 IAG – Information, Advice and Guidance  
 KS3 – Key Stage 3  
 KS4 – Key Stage 4  
 NEET – Not in Education, Employment or Training  
 PP – Pupil Premium  
 PPT – PowerPoint Presentation  
 PSHE – Personal Social Health Education  
 PSHE – Personal, Social and Health Education  
 SDP – School Development Plan  
 SEN – Special Educational Needs  
 SENCo – Special Educational Needs Co-ordinator  
 SLT – Senior Leadership Team  
 STEM – Science, Technology, Engineering & Maths  
 WEX – Work Experience

## Assessment Schedule

| Time          | Meeting   |
|---------------|---|
| 09.15 – 10.15 | Meeting with Careers Lead, Line Manager, Careers Adviser              |
| 10.15 – 11.00 | Meeting with Year 9 Learners  |
| 11.00 – 11.15 | Break to review evidence  |
| 11.15 – 12.15 | Meeting with Year 11 Learners   |
| 12.15 – 13.15 | Meet with Careers Leader and Line Manager for summary and conclusions |

# Introduction to the Organisation

Salisbury is a rural cathedral city in south-east Wiltshire with a population of 46,309. The city is located on the edge of Salisbury Plain with major employers including Salisbury NHS Trust, TJ Morris, DSTL, Public Health England, James Hay and Heritage Automotive. Salisbury is surrounded by military establishments which employ a substantial amount of civilian staff. Local army bases are due to receive an influx of military personnel returning to the UK from overseas. This will have a huge impact on local schools and employment opportunities.

St Joseph's Catholic School is a voluntary aided, non-selective, Catholic school catering for pupils aged 11-16. There is a variety of Post 16 provision within Salisbury and some students travel to institutions in Hampshire. The majority of pupils progress onto further education and the school has achieved zero number of pupils becoming NEET in the past two years.

St Joseph's Catholic School has 547 pupils (an increase of 18% since our last assessment) due to continued academic improvement and its caring ethos. It is smaller than the average-sized secondary school. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 11. More than 9 out of 10 pupils are of White British heritage. There are a few from minority ethnic groups who speak English as an additional language. 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 is above average and the proportion supported by an education, health and care plan is above average. The proportion of pupils supported by pupil premium funding is above average. A small number of pupils are educated on an alternative site, The Wasp Centre.

St. Joseph's Catholic School has expanded considerably over the past 10 years with the recent addition of the St. Isidore Building which is a new Technology Block housing Computer Science, ICT, Product Design and Food Technology which has enabled the introduction of Music, Product Design and Computer Science into the curriculum for KS3/KS4.

The school was last inspected by Ofsted on 16<sup>th</sup> January 2018 and rated as 'Good'. It mentioned the excellent careers provision that is in place:

*"The independent careers advice and guidance provided by the school are a strength. As a result, pupils are well prepared for the next stage of education and training. Pupils spoke highly about the advice they received from tutors, teachers and the independent careers adviser in preparing them for the future."*

There is a strong management structure supporting the careers programme with the Headteacher and Governor for Careers having strategic oversight. The programme is led by an Assistant Head (Careers Leader) 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 1:1 guidance.

# Career Mark Revalidation – Summary of Arrangements for Managing and Delivering CEIAG

Date:16.5.19

Completed by: Fran Nobis/Susie Fenwick/Sue Glover

Assessor Judgement: Achieved

| Key areas covered by the award                            | What you have in place  | Evidence   |
|---|---|--|
| 1. Project manager for achievement of Career Mark         | Fran Nobis<br>Careers Leader – Assistant Headteacher  | Provider Access Policy 16  |
| 2. CEIAG strategy/links to school's development plan (M1) | The SDP has been strongly focussed on ensuring the best possible outcomes for each individual learner in our school, eradicating any gaps in achievement and overcoming barriers to learning, including vulnerable groups. 2018-19 has seen a whole school focus on both literacy across the curriculum and presentation, led by SLT and promoted by all staff.<br>Our CEIAG strategy is designed to ensure that all learners start developing their understanding of their skills and interests and how to develop them from their start with us in Year 7, receiving individual interviews with the Deputy Head as they choose their GCSE options in Year 8, to tailored and bespoke sessions with our independent Careers Adviser in Year 10 and 11.<br>Our CEIAG strategy is built in order to ensure that 'our pupils have the ability to make good choices in their live and achieve economic wellbeing'.   | Department development plan 1<br><br>School development plan 2   |
| 3. Measuring Impact of CEIAG on progression (M2)          | CEIAG Learning Outcomes are assessed through the marking of CEIAG booklets in PSHE across year groups. Pupil outcomes are also monitored through the school's assessment which takes place termly for all year groups. Pupils are monitored and supported to ensure a smooth transition to post 16 provisions. Pupil Premium and vulnerable pupils are identified on entry and tracked, monitored and supported from Y7. In KS3 year group sessions take place to enable PP pupils to raise aspirations, set realistic goals and start the career planning process.<br>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 and is stored on Shared Resources. Every Y11 pupil has at least one 1-1 interview with the independent Careers Adviser: Action Plans are agreed and follow up sessions booked to ensure all pupils make well informed, appropriate choices post 16. | <a href="https://www.compare-school-performance.service.gov.uk/school/126473/st-joseph's-catholic-school">https://www.compare-school-performance.service.gov.uk/school/126473/st-joseph's-catholic-school</a><br><br>Destinations Data 3 |

|   |  |   |
|---|--|---|
| <p>4. Structure and process for leading, managing and delivering CEIAG (M3)</p> | <p>Our Careers Leader is Fran Nobis – Assistant Headteacher, SLT. FNO also has responsibility for Pupil Premium learners and the co-ordination of the PSHE curriculum across all year groups.<br/>The school addresses the needs of each pupil by careful monitoring of all students, particularly those in vulnerable groups, such as Disadvantaged Learners and those with SEN provision.</p>  | <p>Organisational Chart 4</p>   |
| <p>5. CEIAG provision based on analysis of learner needs (M4)</p>               | <p>St Joseph's School is a small school and we get to know our pupils extremely well, this allows us to identify their individual needs and gauge the level of support each pupil requires. We use various data sources – regular Academic Tracking reports for all year groups, 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 the Most Able to SEN. To compensate for this we have sourced differentiated lessons to meet the needs of every 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>Careers Policy 5</p>   |
| <p>6. Learner entitlement to CEIAG (M5)</p>                                     | <p>The Learner Entitlement Statement and Careers Programme is promoted on the school website. Parents/Carers are also informed about Careers provision at Parents' Evenings and Information Evenings. Every pupil has access to an independent careers Adviser via drop in sessions twice a week. Y8 – 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 Y8 pupils/parents are offered 1-1 meetings with the Deputy Head with regard to choosing the best GCSE options. Y10: vulnerable/targeted pupils have 1-1 interviews in term 2 in preparation for work experience and in term 5/6 for support with 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 are offered at least one 1-1 interview, some having two or more. All year groups have careers lessons through PSHE which are complemented with drop down days, trips, visits, careers fairs and information sessions.</p> | <p>Learner Entitlement Statement 6<br/>Careers Programme KS3 7<br/>Careers Programme KS4 8<br/>Careers Policy 5</p> |
| <p>7. Involving and supporting families and carers in CEIAG provision (M6)</p>  | <p>Parent/Carer Information Evenings offering advice at key transition points (Yr 8 and Yr 11).<br/>Parent/Carer Yr 8 Personal Curriculum meetings with Deputy Head.<br/>Y10 WEX Launch Evening and subsequent briefings to Parent/Carer to help parents engage with the process (see website), understand expectations and signpost where help and support can be found.<br/>Website Information: School Careers Portal offering careers information and advice to Parents/Carers. It also displays evaluations and reports on trips.<br/>Careercompanion (one-stop shop containing information and advice for students, teachers and parents/carers) with access to other resources such as Careerpilot, E-Clips.</p>  | <p>Sample letter to parents/carers Year 11 &amp; WEX Year 9<br/>Careers Calendar 10<br/>Careers Policy 5</p>        |

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|   | <p>Home visits (if required)<br/> Parents/Carers can meet with our Independent Careers Adviser<br/> Independent Careers Adviser also attends Year 8 and 11 Parents Evenings.<br/> Action Plans are given to all pupils which can be shared with parents/carers to monitor progress in career development.</p>  |  |
| 8. CEIAG trained and competent staff (M7) | <p>Staff in KS4 have been trained and introduced to Careerpivot which has been embedded into the Careers Education curriculum in Years 9 and 10.<br/> Tutors in KS4 attend presentations from FE/HE/Apprenticeship Providers<br/> Yr 8 experience Solomon theatre presentation: 'Your Choices'.<br/> Independent Careers Adviser presentations at key transitional points in Year 8 and Year 10.<br/> Careers Leader develops and produces ppt. presentations for the delivery of CEIAG lessons by form tutors in PSHE which supports CPD.<br/> Our fully qualified independent careers Adviser and careers coordinator regularly attend CPD training sessions. Both are members of the 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. She is also about to begin the Careers Leader training.</p> | <p>Careers Policy 5<br/> Agenda for Career Hub<br/> Wessex Partnership Meetings 11<br/> Careerpivot Training 12<br/> CPD – Careers Guidance Adviser 13<br/> Careers Leader Training 14</p>   |
| 9. Partnership arrangements(M8)           | <p>We employ the services of a professional, fully qualified to Level 7 Careers Adviser who is a registered member of the CDI.<br/> Other external providers include FE/HE/ASK/Employers/Training Providers/Careers South West (work experience providers)/Careers &amp; Enterprise Company/DWP/Careers Enterprise Advisers/STEM/Chamber of Commerce/Wiltshire Council/Solomon Theatre Company<br/> The school abides by GDPR, Safeguarding and Data Sharing (see links).<br/> The school values the importance of work experience placements in Y10. The placement plays an integral part of our "World of Work" programme and as supported by the services of CSW Enterprise 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. Wiltshire College also provides opportunities for disadvantaged and vulnerable learners which students could access with appropriate guidance.</p>   | <p>Contract with Careers Guidance Adviser 15<br/> Provider Access Policy 16<br/> Safeguarding Policy 17<br/> Data Sharing Policy 18</p>  |
| 10. Monitoring and review of CEIAG (M9)   | <p>Monitoring, review and evaluation of the KS3 curriculum is done via workbook marking, pupil questionnaires and feedback from staff. The Careers Team adapts the programme throughout the year to ensure the curriculum meets the needs of current learners.<br/> In the KS4 curriculum monitoring, review and evaluation is done in Year 10 with feedback from employers via the "World of Work" programme and mock interviews. Pupils also evaluate their experience and reflect on what they</p>  | <p>Pupil workbooks 19<br/> Evaluations/questionnaires 20<br/> Lesson Plans 21<br/> Schemes of Learning 21<br/> Employer Feedback (Mock Interview Day) 23<br/> Employer Feedback from WEX 24<br/> Parents Evaluation – Yr 11 Options 25</p> |



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|   | <p>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 focusses on post 16 provision and making the transition into further education, employment with training or apprenticeships. Pupils are tracked via 1-1 interviews, and Action Plans and plot their progress via the career monitoring sheets.</p> <p>We have recently begun to evaluate presentations to parents/carers and received feedback that the delivery about Post 16 option choices should be offered in Year 10 rather than in Year 11. This has now been implemented.</p>  | Parents Evaluation – Yr 10 WEX 25  |
| 11. Curriculum overview /model for CEIAG (CL 1)                                       | <p>See Schemes of work for KS3 &amp; KS4 which are mapped against the CDI Framework.</p> <p>A module of bespoke CEIAG lessons are delivered in PSHE by tutors. In Years 7&amp;8 these are focussed around exploring skills and interests and understanding how these might be served in various jobs and professions. These modules are completed in booklets which are marked by tutors and overseen by the Careers Lead.</p> <p>Year 9 engage with the Chamber of Commerce Schools Challenge and all students take part. Entries are marked by their tutor and the Careers Team. Career pilot sessions are monitored via the system, and Yr 9 evaluate their progress. Career pilot is also used during 1-1 guidance interviews from Yr 10, and learning outcomes for this year group are evidenced by their Interview Prep documents, performance at Mock Interview Day and feedback after WEX.</p> | Schemes of Learning 21<br>Careers Education Programme 7/8<br>Pupil Evaluations 20  |
| 12. Planned programme of careers, employability and enterprise education<br>13. (CL2) | <p>For examples of activities for each year group please see Learner Entitlement, Careers Calendar, KS3/KS4 CDI Framework and Schemes of Learning. We offer impartial access to a range of providers.</p> <p>Methods of delivery are:</p> <ul style="list-style-type: none"> <li>• PSHE Lessons</li> <li>• Assemblies</li> <li>• Parent Evening Information Sessions</li> <li>• Enterprise Days</li> <li>• Careers Fairs</li> <li>• FE/HE Visits</li> <li>• World of Work</li> <li>• Work Experience</li> <li>• Alumni</li> <li>• Apprenticeship Workshops</li> <li>• Solomon Theatre</li> <li>• Generation STEM programme</li> </ul> <p>Pupils complete PSHE Workbooks and evaluations post activities.</p> <p>We pride ourselves on the wide ranging nature of our delivery of CEIAG. The successful and positive futures of our pupils are uppermost in our, and their, minds at all times.</p>     | <p>Learner Entitlement 6</p> <p>Careers Calendar 10</p> <p>KS3 &amp; KS4 Framework mapped against CDI Framework 7 &amp; 8</p> <p>Scheme of Learning 21</p> |
| 14. Coordinating curriculum inputs (subject learning) (CL3)                           | <p>At St Joseph's School we pride ourselves on our open and honest conversations with our young people with regard to teaching and support staffs' lives before they were in education. There was a very successful whole school PSHE lesson about this, to raise awareness of different skill sets, and there is information around the school also. All subject teachers raise awareness of employability and transferable skills in their subject as</p>  | <p>'Before they were famous Teachers' PSHE lesson – PPT 28</p> <p>Linking Careers to the Curriculum 29</p>   |

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|   | <p>part of their lessons, and pupils are supported to develop interests further.</p> <p>Subject based trips, and extra-curricular activities (History HA Club) are another opportunity for young people to enhance their awareness of transferable skills, and Year 10 Women in Engineering trip was a great success. Year 9 have recently enjoyed an Enterprise Day that included workshops with DSTL and Airbus and Year 8 are attending a STEM day at Sparsholt in June.</p>   |   |
| 15. Coordinating curriculum inputs (engaging employers) (CL4)           | <p><b>Year 7</b> – Currently addressing this gap. Year 7/8 Stereotypes assembly planned for 2019/20 and a Careers Enterprise Day – Curriculum Learning - Progress File - Evaluations</p> <p><b>Year 8</b> – STEM day at Sparsholt College – Curriculum Learning - Progress File, Evaluations.</p> <p><b>Year 9</b> – Enterprise Day with Wiltshire College (FE/HE/Apprenticeships/Employers) – Chamber of Commerce Schools Challenge – Curriculum Learning - Progress File - Evaluations</p> <p><b>Year 10</b> – World of Work – Work Experience – Mock Interview Day – Health &amp; Safety Training – Careers Fair – Women in Engineering – Geosciences Day - Reflective Journals - Work Experience – Curriculum Learning - Evaluations – Progress Files – Speakers in Assembly</p> <p><b>Year 11</b> – Careers Fair – Speakers in Assembly – Curriculum Learning - Evaluations – Progress File</p>          | <p>Monitoring Sheets 30</p> <p>Careers Calendar 10</p> <p>Learner Entitlement 6</p> <p>Careers Policy 5</p> <p>Pupil Evaluations 20</p> |
| 16. Coordinating curriculum inputs (FE and HE encounters) (CL5)         | <p>Careers guidance and access for education and training providers DoE October 2018 – Provider Access Policy. Year 7 to Year 11 all pupils have access to FE &amp; HE Providers through the planned Careers Programme. Development of Tracking and Recording to map against the 8 Gatsby Benchmarks planned for 2019/20.</p>   | <p>Monitoring Sheets 30</p> <p>Careers Calendar 10</p> <p>Provider Access Policy 16</p> <p>Learner Entitlement Statement 6</p>          |
| 17. Information – systems, processes and content (I1)                   | <p>St. Joseph's School uses Careercompanion which is impartial, up-to-date and fit for purpose. We also use E-Clips and Careerpilot as excellent and current sources of Careers Information and Advice.</p> <p>We subscribe annually to these services and our Careers Co-ordinator, Susie Fenwick, ensures that additional local information is added to the Careercompanion site. These sites are promoted to Parents/Carers, Pupils and Teaching Staff through Parent Information Evenings, Tutor Training and on the School Careers Portal. During PSHE lessons pupils are made aware of these software information sites and trained how to use them: e.g. Year 9 tutors received training from the Careers Co-ordinator and Independent Careers Adviser on how to use Careerpilot. This was after they had been trained by the University of Bath on how to implement Careerpilot most effectively.</p> | <p>Careers Policy 5</p>   |
| 18. Information – accessibility of and competence to use resources (I2) | <p>Pupils across the year groups are encouraged to use impartial and professional information resources which can be accessed through the Careers portal. We also take our responsibility to inform parents/carers about how to access these sites very seriously.</p> <p>The Buzz Test in Year 8 and Careerpilot in Year 9 are an integral part of the CEIAG modules, in which pupils gain the necessary skills to access quality assured information. Our guidance adviser, through assemblies, 1-1 interviews and availability at Parents Evenings also promotes these key site and research skills.</p>   | <p>Lesson plans 21</p>  |

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|   | <p>The school's learning environment is enhanced by colourful and contemporary posters designed to inspire our young people.</p> <p>External providers also reinforce and encourage research on independent and impartial information sites such as Bath Spa; Amazing Apprenticeships and a number of FE providers who regularly come in to present to our Year 11s in particular.</p>   |  |
| 19. Identification and referral system for advice and guidance (G1) | <p>Pupils are identified and referred for advice and guidance support via form tutors, Heads of Houses, SLT, parents and occasionally subject teachers. Our Careers Adviser meets with our SENCO and Pastoral Team to identify priority students. Interviews at the beginning of the academic year are targeted towards PP, SEN and vulnerable students. Targeted pupils in Y10 are seen by the Careers Adviser in the summer term and targeted Y8's are given a "post option choice" health check, after their Options meeting with the Deputy Head. For KS4 pupils the form tutor plays an integral part of the referral system, through regular mentoring sessions in form they are able to check not only their academic progress but identify those who require more advice guidance, support, further information or are struggling with applications.</p>   | <p>Data Tracking Sheets 26<br/>SEN Register 26<br/>PP Register 26</p>  |
| 20. Independent and impartial advice and guidance (G2)              | <p>Our independent Careers Adviser is professionally qualified to Level 7 and is a member of the CDI's professional register and comes in to St. Joseph's School 2 days a week.</p> <p>Every pupil has access to an independent careers Adviser – Y7- Y8 via drop in sessions twice a week. Y8 – 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 Y8 pupils/parents are asked if they require 1-1 support with option choices by way of a feedback questionnaire. All Y8'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.</p> <p>All Y11 pupils have at least one 1-1 interview, with many having two or more. All year groups have careers lessons which are complemented with drop down days, trips, visits, careers fairs and information sessions. (see Learner Entitlement Statement)</p> | <p>CDI Registration 13<br/>Contract with Careers Guidance Adviser 15</p> <p>PP – Targeted Intervention Monitoring Sheets 27</p> <p>Learner Entitlement Statement 6</p> |
| 21. Advice and guidance - coordination and tracking (G3)            | <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. We work closely with vulnerable and PP pupils providing mentoring and additional support for post 16 options.</p>  | <p>List of external providers 31</p> <p>Monitoring Sheets 30</p> <p>PP Tracking for all year groups 26</p>   |

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|  | <p>Attendance and outcomes for these pupils noticeably have improved.</p> <p>Monitoring will be further developed across the whole school through the creation of a database, highlighting Gatsby Benchmarks achieved in each year group. This is planned to go live in Sept 2019/20.</p>   |   |
| 22. Career action planning and target setting (G4) | <p>Currently, our post guidance interviews are recorded with an Action Plan which is then extracted to create monitoring sheets accessible to form tutors and their tutees. This allows them to add comments about further actions.</p> <p>Through formal meetings with the Deputy Head, underachieving and possible NEET Year 11s were given additional careers intervention. These meetings were recorded and made available to SLT.</p> <p>Progress Files are currently used across the year groups to record significant achievements and WEX feedback. For 2019/20, we plan to develop Careerpilot as a recording system for all interventions. This will be a transparent mechanism for all stakeholders.</p> | <p>Action Plans 32</p> <p>Progress Files 33</p> <p>Mock Interview Feedback 23</p> |
| 23. Advice and guidance – facilities (G5)          | <p>Careers advice and guidance interviews are conducted in the Careers Office which is a designated area providing a confidential space for pupils and parent/carers. Within this space, we have ICT facilities, including internet access. We have a full range of post-16 and 18 prospectuses, apprenticeship information and hard copy resources. The Careers office also has a telephone, printer and shredder for confidential information.</p>  | <p>Photographic Evidence 22</p>   |

# Action Taken On recommendations from previous assessment

Actions completed by annual review:

Recommendations from previous Career Mark Assessment in 2016

## 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).

Actions completed after annual review:

## Recommendations

1. It was decided that speakers/information sessions delivered at lunchtimes were less effective than those delivered during a PSHE whole assembly delivery. All year 11 students now access information sessions regarding post 16 option choices during PSHE. Year 10 and 11 also access apprenticeship delivery sessions. Year 10 and 11 attend What Next? Future Choices a Careers Fair, annually. This event covers Post 16 and 18 Provision together with employers, training providers, voluntary sector, Chamber of Commerce, Careers & Enterprise Company.  
In Year 9 we made the decision to introduce a Year 9 Enterprise Day at Wiltshire College (Salisbury). We worked in collaboration and all students experienced and gained knowledge from FE/HE/Apprenticeship talks/Employers (DSTL, Airbus) with practical engaging subject taster sessions.  
We introduced Careerpilot as a resource to Years 9 in 2018. In September 2018 Year 10 were re-familiarised with Careerpilot and in February 2019 we introduced Careerpilot to Year 9. We plan to introduce Careerpilot to Year 8 in September 2019.  
[Evidence: Pupil Evaluations \(20\)](#)
2. Staff were introduced to Careerpilot with a Training Session delivered to Form Tutors in Years 9 and 10. This was to introduce them to Careerpilot as a resource and information site with the capacity to also support teaching staff offering advice and information to pupils. Tutors were then required to deliver lesson plans using Careerpilot. We decided that delivering a session that gave practical support (i.e. they were able to access the site) would be better preparation for delivery to pupils.  
[Evidence : PowerPoint Presentations given to form tutors prior to delivery with support and instruction from our independent Careers Guidance Adviser.](#)

3. PSHE lessons have been allocated across all years to support pupils with their Progress Files which offers a place to record their achievements by way of certificates, letters of congratulations, Interview Preparation Day and Work Experience paperwork, As pupils progress through St. Joseph's they can build a portfolio of their achievements. As they enter Year 10/11 this folder becomes more important as it forms part of their preparation for college/6<sup>th</sup> form or applications for apprenticeships. It also offers a place for reflection for Mock Interview Day and Work Experience feedback.  
[Evidence: Progress Folders available on the day.](#)

**Assessor Judgement:**

**The school has achieved all these recommendations**

## Developments since Previous Assessment to include:

- progress made towards achieving the Gatsby Benchmarks
- details of most recent Compass Tool Assessment
- changes to curriculum/delivery model and personnel.

Developments at annual review:

N/A

Developments after annual review:

- **Progress made towards achieving the Gatsby Benchmarks**

### Progress towards Gatsby Benchmarks & Details of the Most Recent Compass Tool Assessment

|                    | <u>2018</u> | <u>2019</u> |
|--------------------|-------------|-------------|
| Gatsby Benchmark 1 | 82%         | 94%         |
| Gatsby Benchmark 2 | 100%        | 100%        |
| Gatsby Benchmark 3 | 85%         | 72%         |
| Gatsby Benchmark 4 | 25%         | 62%         |
| Gatsby Benchmark 5 | 0%          | 25%         |
| Gatsby Benchmark 6 | 66%         | 100%        |
| Gatsby Benchmark 7 | 100%        | 100%        |
| Gatsby Benchmark 8 | 100%        | 100%        |
|                    |             |             |

Gatsby Benchmark 1 – Improvements made in 2019 involved approval of the Careers Programme by the Board of Governors and Parents/Carers providing feedback evaluations regarding Information Sessions

Gatsby Benchmark 3 – Due to restructuring of monitoring we are now devising a new method of recording careers and enterprise activities that pupils experience between years 7 to 11.

Gatsby Benchmark 4 – Improvements with linking curriculum to learning has improved in English and Science and we are in the process of auditing individual curriculum departments to monitor this more closely.

Gatsby Benchmark 5 - Although we are particularly strong with encounters with employers in Years 9, 10 & 11 we have acknowledged that we need to work more closely with our KS3 cohort.

Gatsby Benchmark 6 – This has been achieved by taking all pupils in Year 10 & 11 to a Careers event at the City Hall in Salisbury which has HE/FE/Apprenticeship Providers/Employers/Voluntary Sector/Chamber of Commerce members all in attendance where students can engage in a meaningful way.

- **Changes to curriculum/delivery model and personnel**

Since our last assessment, PSHE has become a fortnightly lesson and from September 2019, we will also have access to drop down days to further key aspects of the PSHE curriculum, thus giving us the opportunity to offer more employer experiences to the whole school. Pupils value their PSHE lessons, and their tutors regularly check their work, and KS3 CEIAG booklets are also marked.

We have successfully introduced Careerpivot, after training for our Careers Co-ordinator and independent careers advisor. They were then able to train Year 9 and 10 tutors on how to best use it with their forms. It has been very successful and we plan to develop the use of Careerpivot further across the school.

We have introduced a Year 9 Enterprise Day with Wiltshire College and University Centre (Salisbury) to allow our Year 9 pupils to experience a wider range of post-16 choices and STEM related activities. This has been achieved through hands on workshops and presentations. This year, Year 10 pupils have also had the opportunity to take part in the GeoScience Day and Fair at Salisbury Sixth Form, which was attended by over 50 different employers and institutions. It was a great success, and we are delighted to have been invited back next year also. Wiltshire College Chippenham have introduced a Women In Engineering Day which we enjoyed attending with Year 10 girls, and we look forward to returning next year.

Through the Careers and Enterprise Company, our link Careers and Enterprise Adviser is Spire FM, who have delivered an interview techniques assembly to Yr 10, and we look forward to developing further initiatives with them through the English and Music departments.

- **CPD/ Career Leader training attended.**

Sue Glover, our independent Careers Adviser, will be attending the CDI Training Programme for Careers Leaders in Schools. She will begin the programme on 26 June 2019 with completion in January 2020.

### **Assessor Judgement:**

**The school has achieved all these developments**



## Summary of Evaluations and Action Taken

Since our last assessment, St Joseph's has continued to research, reflect and evaluate with regard to CEIAG and how we can further improve the careers opportunities we give our pupils, and continue to raise aspirations. This has always been in conjunction with the School Development Plan. Due to the changing and content heavy nature of the GCSEs examined from 2018, St Joseph's has taken the decision to offer a three year GCSE course for all pupils, with additional drop down KS3 curriculum days from September 2019.

It is reasonable to suggest that we have benefitted greatly from the whole school curriculum changes which have meant that pupils now take their GCSE options in Year 8, and start their KS4 courses in Year 9. Pupils are now even more engaged with the CEIAG curriculum offered to them in Year 7, and take the Buzz Test, now part of the Year 8 curriculum, very seriously. They use this, and other independent impartial advice to further research potential careers, and link this to their options discussions with family, friends, their tutor and the Deputy Head. Our independent careers adviser has been invaluable and offers 1-1 guidance, and also meetings with parents/carers and pupils to discuss choices further.

Over the past two years, we have found that Year 9 are more engaged with our CEIAG curriculum: we have adapted it in light of feedback from pupils. We now have an Enterprise Day based at Salisbury College and also have introduced both Year 9 and Year 10 to Careerpivot, which they have enjoyed through exploring activities offered for their year group. Evaluations were completed.

Year 10's curriculum has been updated and focusses not only on their aspirations post 16 and 18 using Careerpivot, but also on building skills that will be helpful and relevant for their daily lives. Our Careers Co-ordinator has organised Interview Prep Day and Mock Interview Day once again to an excellent standard, and the quality of our pupils' work has improved. In 2018, an outside agency was used to deliver this programme and we found the experience for both pupils and employers supporting the school was less successful. Work Experience continues to be a great source of inspiration for our pupils and helps them understand the importance of finding positions that will provide interest and lifelong learning opportunities.

We have also worked hard to provide our pupils with further opportunities to engage with apprenticeships and those offering them, through ASK's assemblies and workshops for Years 10 and 11 and Wiltshire College's presentation to Year 9. We feel that this is important as apprenticeships offer a valuable pathway for several of our pupils.

Due to the determination and persistence of our independent careers adviser and our Careers Co-ordinator, we have recently had it confirmed that in 2018 we have no NEETs. This is because the independent careers adviser has worked tirelessly with our pupils, ex-pupils and families in order to ensure that they are all enabled to work towards a future they have chosen.

As Careers Lead, I feel exceptionally lucky to work with such a dedicated team and other professionals who consider it imperative that all our pupils realise that education is freedom and they have every right to choose their future and be supported in realising it.

### **Assessor Judgement:**

**Achieved**

## Policy updates and responses to legislative change

In December 2017 the Careers Strategy gave clear guidance to schools and colleges about what they should be covering in their careers programme and introduced the Gatsby Benchmarks shortly followed by the Statutory Guidance January 2018.

In October 2018 the Statutory Guidance was updated published and one of the statutory duties was the Provider Access Policy. St. Joseph's School provides access to a number of colleges/6<sup>th</sup> forms, Universities, Employers, Training Providers, Solomon Theatre, Chamber of Commerce, Careers & Enterprise Company, ASK, JobCentre Plus.

Careers Guidance is provided by our independent professionally qualified Careers Adviser. All students have access to her support through either 1:1 guidance sessions or a lunchtime drop-in.

We are working towards the Gatsby Benchmarks – and currently match against 4 benchmarks to 100% (2, 6, 7 & 8). We plan to implement the 5 encounters with employers by 2020.

Our named person for Careers Lead is Fran Nobis, Assistant Head.

Our Careers Programme is published on our school website.

**Assessor Judgement:**

**Achieved**

## Other Developments Relevant to Career Mark

N/A

**Assessor Judgement: N/A**

## Meeting the Criteria

| Gatsby  | Career Mark & Quality in Careers Standard Assessment Criteria                                      | Making Progress | Met | Dev. required |
|---------|--|-----------------|-----|---------------|
| 1.1     | M1 – National requirements & good practice guidance<br>M7 – CEIAG trained and competent staff      |                 | ✓   |               |
| 1.2     | M5 – Learner entitlement to CEIAG  |                 | ✓   |               |
| 1.3     | M9 – Monitoring, review & evaluation for continuous development                                    |                 | ✓   |               |
| 2.1     | C2 – Planned programme of careers education<br>I2 – Accessibility of & competence to use resources |                 | ✓   |               |
| 2.2     | M6 – Involving and supporting families & carers in CEIAG provision                                 |                 | ✓   |               |
| 3.1     | C2 – Planned programme of careers education<br>M4 – CEIAG provision based on learner needs         |                 | ✓   |               |
| 3.2     | G3 – Coordinating and tracking   |                 | ✓   |               |
| 3.3     | G4 – Career action planning & target setting   |                 | ✓   |               |
| 3.4     | M2 – Measuring impact of on progression  |                 | ✓   |               |
| 4.1     | C3 – Coordinating curriculum inputs – subject links to careers                                     |                 | ✓   |               |
| 5.1     | C4 – Coordinating curriculum inputs – employer engagement<br>M8 Partnership arrangements           | ✓               |     |               |
| 5.2     | C4 – Coordinating curriculum inputs – employer engagement  |                 | ✓   |               |
| 6.1     | C4 – Coordinating curriculum inputs – employer engagement  |                 | ✓   |               |
| 6.2     | C4 – Coordinating curriculum inputs – employer engagement  | ✓               |     |               |
| 7.1     | C5 – Coordinating curriculum inputs – FE/HE encounters<br>M8 – Partnership arrangements            |                 | ✓   |               |
| 7.2     | C5 – Coordinating curriculum inputs – FE/HE encounters   |                 | ✓   |               |
| 8.1     | G2 – Independent & impartial careers advice and guidance   |                 | ✓   |               |
| CM Plus | M3 – Structure and process for leading, managing and delivering CEIAG                              |                 | ✓   |               |
| CM Plus | C1 – Curriculum overview/model for CEIAG   |                 | ✓   |               |
| CM Plus | I1 – Systems, content and processes  |                 | ✓   |               |
| CM Plus | G5 - Facilities  |                 | ✓   |               |
| CM Plus | O – Learner Outcomes   |                 | ✓   |               |

## Quality in Careers Standard Assessment Summary Grid

| 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  |  |   |    |
| 2. Learning from career and labour market information                  |  |   |    |
| 3. Addressing the needs of each student                                |  |   |    |
| 4. Linking curriculum learning to careers                              |  |   |    |
| 5. Encounters with employers and employees                             |  |   |   |
| 6. Experiences of workplaces   |  |   |  |
| 7. Encounters with further and higher education                        |  |   |  |
| 8. Personal guidance   |  |   |  |

### Notes

- (i) **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.
- (ii) **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.
- (iii) **Fully meeting the Standard** = Has met all the criteria in this section of the Standard including the relevant Gatsby benchmark indicators

# Standard O – Learning Outcomes

## Assessor Judgement: Achieved

### ***General remarks about learners' overall capacity to demonstrate skills, knowledge and attitudes to be effective career planners***

This is a school which understands and values the importance of effective career learning in developing independent learning and raising aspiration amongst its students. This comes directly from the headteacher and her assistant headteacher, who are passionate about enabling their students to become the best they can. They both see careers as integral part in achieving this. They both are prepared to invest time and resources into the area. They are assisted in achieving this outstanding provision through the dedicated, determined and passionate work of their careers coordinator and a highly experienced and effective careers adviser. It was noticeable that this is a school which wants to provide the best provision possible for all its students. Second best is not an option. To achieve this they regularly self- evaluate the provision and make the necessary changes based on this evidence.

Students were confident and articulate during discussions. They were enthusiastic advocates of the school in general and in the CEIAG provision in particular. They felt that the school had provided them with important information about the range of progression routes which were open to them. They were able to articulate why they should consider these different routes. The provision is audited to ensure it is balanced and developmental.

Career Learning provision starts in year 7 and continues through to year 11. Pupils record their work in careers in CEIAG booklets which are marked by staff, which helps assess understanding and aids future planning.

While fully supporting vulnerable students and those with SEND, the school understood that they needed to develop student confidence and encourage them to take responsibility for their own choices and career planners. It was refreshing to see this in practice. Students said, *"The school supports us when we need it, but they always encourage us to do things on our own, but they are always there if we need it. I appreciate that; after all it is our future."* Another agreed, *"It's like they give us a safety net to ensure we don't make bad choices, but in the end leave it up to us."*

Students are appreciative of the commitment of the staff. They were extremely complimentary about the careers staff in particular, who they say, *"are always there to help us if we need it."* One disaffected boy wrote to the staff this year to express his gratitude, saying, *"...you gave me a different perspective and have encouraged me to try in my exams and get where I want to be....I don't think I would be where I am now if it weren't for you."* His sentiments in this unsolicited letter, typifies the level of appreciation expressed in student focus groups by all the students."

The senior management and career staff at the school understand that the expectation for students to take responsibility for their own career planning is central to career learning and is the cornerstone of independent learning. The schools' career programme ensures that students have the knowledge, understanding and skills to manoeuvre through the choices they have to make. Students said they were often challenged to explain their reasoning behind the choices they had made. One student admitted that it wasn't until her tutor quizzed her about her choices that she realised she was making an option choice for the "wrong reasons".

### ***O.1 – Learners understand themselves and the influences on them (self-development)***

Students were able to reflect and understand the influences on themselves. The career learning programme had effectively helped students become aware of a range of influences, both positive and negative, which might affect their career decisions. Barriers, which we know are prevalent in student decision making, such as gender and socio-economic stereotyping, the media representation of careers and peer group pressure have been actively and effectively challenged at St Joseph's School.

As well as a career learning programme which is delivered through PSHE, and mapped against the CDI outcomes, the school has put on a number of events which challenge gender stereotyping, which can be so damaging to career choices. For example 'Women in Engineering Day' in March 2019 and ensuring that professions which contain gender bias do not reinforce this bias through their representation, (e.g. the army is represented by women).

Indeed, some of the year 11 students went even further and suggested that the news media cultivated bias which could have an adverse effect upon career choice. For example, year 11 students explained that media reports of 'underfunding in the NHS' or 'reports of strikes on the railway' may put students off considering careers in these areas. This is sophisticated and reflective thinking for 16-year olds.

Another student talked about the 'vocational versus academic' bias and the extent to which this was affecting her choice of career. She understood that as an able student some people were expecting her to adopt an academic route. It is to the school's credit that they have supported her in her vocational choice and she is extremely appreciative. It was clear that the school had, as with all their students, challenged their choices and made sure she had researched and thought through her choices carefully.

The year 9 students were also keenly aware of the pressures parents can have on their career choices and that these are not always positive. A number of students felt pressured into taking some subjects because it would help them achieve the E Bacc. This pressure came from the parents, not the school. Students said that the school made it clear that the decisions had to be their own. "The school always tell us its our lives, its our decisions." The school works hard to support parents in making choices through career events and evenings, knowing that parents have the greatest influence on choices, but are sometimes not the best to advise. The school regularly invites parents to join careers interviews and the careers adviser even visits the homes of some students.

The students understood the importance of reflecting on themselves, when considering their future career path. They were able to articulate how and why this was important.

All the students felt that careers education was important and wanted more curriculum time devoted to it. One said, "It's about getting you ready for your future." All agreed however that think they would like more career learning. While none doubted the commitment of the tutors who delivered careers, they knew that some of the teachers were "out of their comfort zone" (as one year 11 put it). Depending on subject specialism of the member of the teacher, the quality of lessons and level of student engagement achieved, varied.

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

As part of their career learning programme students are taught about the ways in which they need to put their aspirations into practice. They are taught the importance of part time jobs and the skills they will be developing which future employers will value. They also learn, through the example and experience of others, about how they can enhance their CV by taking on part time paid and unpaid work which is linked to their chosen career path.

Tutors have been trained to use Career Pilot and students have access to e-clips through the Career Companion portal. The students have found the Career Pilot and e-clips useful tools and use them when doing their own research. As part of their career learning programme, students do the Buzz Test, which helps them to reflect on their personal strengths.

Having paid for the licence for Career Companion, the school could introduce students to the potential of the resource in a more systematic way. The resource has some powerful and useful resources which are not yet being fully utilised.

Students also have lots of opportunities to meet employers. The school offers Work Experience to all students. All those present in the focus groups said they valued work experience and felt they had gained a lot from the experience. Students are made to reflect on their experience so that learning is made explicit. The school also runs employer interviews with all students. This is very successful and students praised how well it was organised and how much they had learnt from the experience. In a twist to the usual 'interview day', some students got the opportunity to interview others and see for themselves "how people come across in interviews".

Students also valued the work the school does on developing CVs. Not only did students realise this was an important skill in its own right, but they also used the generation of their own CV as a way to reflect on their own employability potential. One student said she had, "Got a part time job because I realised that part of my CV was weak". Once again the school is to be commended for encouraging their students to think ahead to a time when they are looking for employment.

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

St Joseph's places the highest priority on independent learning and they know that career learning is central in this development. They know that through career learning, students take ownership of their education; it is something they need to value and do for themselves.

The school is in the catchment area of two prominent grammar schools, and has to spend a lot of time building the self-esteem and developing positive self-efficacy of their students. The school is to be commended for the effective way they instil in their students a sense of self belief and seeks to raise the aspirations of all learners at the school. This is not lost on the students. One student said that when she arrived she felt like "one of the 'dim kids' who didn't get into grammar school. Now I look back and am glad I didn't go." Another agreed, "This school just keeps pushing you (to believe in yourself), and become the best you can be." Another said, "I have so much to be grateful to this school for." Yet another said, "Teachers give you such confidence. I feel privileged to have come here."



It was clear that the high aspirations the school has for all its students is in its DNA. Second best is not an option for students at this school. Perhaps this is best summed up by the case study of a student who has SEND, who started at the local college. Despite no longer being at the school, and no longer being responsible for the student, on hearing that he had dropped out his course, the careers adviser visited him at home and supported him to successfully apply for a course on Prince's Trust, in which he excelled.

Many of the students were able to explain not just their next steps but also where their decisions would eventually lead. For students this was a natural consequence of taking responsibility of their career management which the school had instilled in them. Most students were confident about the range of skills they were developing in the subjects they had chosen and why it was applicable to their future employment plans.

# Summary and Judgement

**St Joseph's School has fully met the Quality in Careers Standard national criteria incorporating the eight Gatsby Benchmarks. The assessor recommends that St Joseph's School is awarded the Quality in Careers Standard provided by the Licensed Awarding Body. Career Mark**

# Recommendations

1. Provide training for tutors to enable them to become the first line of career advice. This training should explore the rationale of careers advice and explore the basic skills involved.
2. While the school provides a developmental PSHE curriculum which is valued by students, and is mapped against the CDI framework, recent changes have been unpopular. While they acknowledged the value of drop-down days, regular weekly time-tabled lessons were desirable. The school needs to undertake a review of PSHE provision by April 2020. The review should consider models of delivery and consider approaches which would enable a specialist team of teachers to deliver the subject, which is considered by Ofsted in its thematic report, to be the most effective way to deliver PSHE across the school.
3. Increase and widen the range of student exposure to employers' in all years. The school could explore linking employers with departments, which would encourage faculties to provide context for the content and skills being developed in subjects.
4. Explicitly introduce parents and students to career companion.