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Recognising Excellence
in Careers, Employability
and Enterprise

Revalidation Report

St. Joseph's Catholic School

Valid from	September 20 th 2022
Valid until	September 19 th 2024
Assessed by	Janet Hutchinson
Verified by	Ron James

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Applicant Details

Expiry date of current award	28 June 2021
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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
 DSTL – 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
 MTP – Medium Term Plan
 NEET – Not in Education, Employment or Training
 PP – Pupil Premium
 PPT – PowerPoint Presentation
 PSHE – Personal, Social and Health Education
 SEN – Special Educational Needs
 SENCo – Special Educational Needs Co-ordinator
 SEF – Self Evaluation Form
 SIP – School Improvement Plan
 SLT – Senior Leadership Team
 STEM – Science, Technology, Engineering & Maths
 VWEX – Virtual Work Experience
 WEX – Work Experience

Assessment Schedule

Time	Meeting
09.15 – 10.05	Meeting with Careers Lead, Line Manager, Careers Adviser
10.05 – 10.55	Suggest: Year 8 – 25 mins / Year 10 – 25 mins
10.55 – 11.15	Break
11.15 – 12.05	Year 11
12.05 – 12.55	Lunch – Years 9, 10 & 11
12.55 – 13.45	Year 9
13.45 – 13.55	Registration
13.55 – 14.45	Suggest: Year 10 here if meeting with Careers Team needs longer than 50 mins
14.45 – 15.35	Debrief with Careers Team

Year 11 – GCSE Mock exams: 9.00 – 11.00 and from: 13.00 – 14.30

Introduction to the Organisation

Salisbury Community Area, located in the southeast of Wiltshire, is made up of Salisbury City, and is the only one of Wiltshire’s 20 community areas that it not made up of rural areas surrounding a market town. The city has a population of 46,692 and is the largest single urban settlement in the county and the third most populous community area after Chippenham and Trowbridge.

Geographically, it is the smallest community area in Wiltshire at only 19 kilometres squared.

With its Cathedral and its proximity to the internationally famous World Heritage Site of Stonehenge, Salisbury is a very popular tourist destination. As well as these world-famous landmarks, Salisbury’s attractive medieval town centre, laid out in its original grid system, popular market, plentiful museums and attractions provide a wide range of things for visitors to see.

Salisbury Community Area is an area steeped in history.

Today, Salisbury acts as an important centre of business, leisure, retail and services. It provides a great deal of employment and serves a wide catchment area made up of many of the surrounding smaller towns.

Areas of employment are:

Community Area	Wholesale and retail trade; repair of motor vehicles and motorcycles	Human health and social work activities	Professional, scientific and technical activities	Manufacturing	Education	Accommodation and food service activities	Administrative and support service activities	Construction	Public administration and defence; compulsory social security	Information and communication
Amesbury	8.3%	7.7%	33.4%	5.3%	7.7%	10.8%	5.8%	4.4%	4.9%	2.0%
Bradford on Avon	7.6%	22.9%	9.2%	8.0%	9.4%	15.6%	6.9%	4.1%	0.7%	6.2%
Calne	14.8%	8.2%	5.9%	12.6%	15.8%	6.6%	9.7%	6.6%	0.3%	4.0%
Chippenham	14.6%	14.6%	6.1%	5.9%	7.3%	9.2%	6.2%	7.5%	10.6%	5.5%
Corsham	12.7%	5.7%	11.4%	11.0%	8.1%	10.9%	7.6%	5.5%	3.8%	8.6%
Devizes	15.5%	14.9%	6.0%	14.9%	8.8%	5.0%	3.0%	9.1%	11.1%	1.8%
Malmesbury	45.5%	4.7%	11.2%	3.8%	5.7%	6.5%	4.5%	6.3%	0.3%	4.0%
Marlborough	18.9%	10.1%	9.8%	3.5%	17.4%	11.4%	2.9%	8.2%	1.1%	4.8%
Melksham	17.4%	10.1%	4.6%	24.4%	7.5%	6.6%	9.5%	5.9%	2.6%	1.9%
Mere	15.5%	18.2%	7.0%	15.7%	4.5%	11.9%	3.6%	8.1%	1.6%	2.0%
Pewsey	9.4%	12.3%	13.7%	8.9%	10.4%	7.4%	3.2%	7.2%	7.6%	13.9%
RWB & Cricklade	14.7%	8.8%	8.3%	8.2%	13.4%	8.0%	11.1%	7.5%	0.8%	4.0%
Salisbury	23.3%	12.5%	9.3%	4.9%	9.1%	8.4%	6.5%	2.7%	4.0%	3.2%
Southern Wiltshire	12.8%	43.5%	6.2%	6.2%	7.1%	4.7%	2.1%	4.5%	0.5%	3.4%
Tidworth	9.2%	9.3%	3.3%	3.4%	14.6%	14.9%	5.3%	6.5%	9.4%	1.7%
Tisbury	12.5%	5.6%	10.4%	9.1%	16.5%	16.7%	3.0%	7.1%	1.2%	1.7%
Trowbridge	20.4%	12.3%	4.5%	11.3%	9.5%	8.0%	8.4%	4.0%	11.5%	2.4%
Warminster	10.8%	10.6%	24.7%	8.2%	9.2%	19.4%	1.5%	2.2%	2.9%	1.9%
Westbury	20.4%	9.9%	4.6%	22.2%	7.2%	4.5%	10.5%	6.1%	1.3%	1.5%
Wilton	12.9%	32.1%	5.7%	12.6%	5.9%	6.2%	4.1%	5.7%	0.4%	1.9%
Wiltshire	17.1%	13.3%	10.2%	9.5%	9.2%	9.1%	6.1%	5.5%	4.8%	3.7%

The major employers include Salisbury NHS Trust, QinetiQ, Naim Audio, DSTL, Public Health England, Wiltshire Council, and Wiltshire College and University Centre. Salisbury is surrounded by military establishments which employs a substantial number of civilian staff.

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 0 – 2 pupils becoming NEET in the past two years.

St Joseph’s Catholic School has 555 pupils (an increase of 2% since our last assessment) due to continued academic improvement and its caring ethos. It is a 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. 88% of pupils

speak English as their first language. There are 12% of pupils who speak English as an additional language, some from minority ethnic groups. The proportion of pupils known to be eligible for free school meals is at national 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 continues to expand its curriculum and are introducing Design Technology with a Design Engineering qualification in the next academic year (2022-23). We also provide the opportunity for our bi-lingual pupils to take GCSEs in their first language. This year we have students sitting: Italian, Greek, Russian, Portuguese, and Polish.

The school was last inspected by Ofsted on 16th 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

Key areas covered by the award	What you have in place	Evidence
1. Project manager for achievement of Career Mark	Fran Nobis Careers Leader – Assistant Headteacher	Provider Access Policy 8
2. CEIAG strategy/links to school's development plan	<p>The SIP 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. 2021-22 has seen a whole school focus on supporting pupils to build on knowledge gained in the last two years, ensuring any gaps in knowledge have been addressed and that pupils are enjoying, achieving and progressing in school. There has been a whole school focus on positive mental health and ensuring support for those who need it.</p> <p>Our CEIAG strategy is designed to ensure all learners start developing their understanding of their skills and interests and how to develop them from their start with us in Year 7. This is then built upon by PSHE modules in Year 8 and 9, alongside activities such as Skills Day which we were able to run in May 2022. By the time our pupils are in Year 10, they receive tailored and bespoke sessions with our independent Careers Adviser, coupled with extensive preparation for Mock Interview Day and Work Experience.</p> <p>Our CEIAG strategy has been designed to ensure that all our pupils have the opportunity to develop their ambitions and surpass their own, and others' expectations.</p>	<p>CEIAG Department development plan 1</p> <p>School Improvement plan 2A</p> <p>Self Evaluation Form 2B</p> <p>Career Tracking Sheet 2C</p> <p>CEAIG Strategic Action Plan 5B</p> <p>CEIAG Policy 5</p>
3. Measuring impact of CEIAG on progression	<p>CEIAG learning outcomes are assessed and monitored through CEIAG booklets, worksheets and evaluations across year groups. Through evaluations, we are able to assess knowledge, understanding and monitor engagement: we are able to adapt the programme accordingly.</p> <p>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.</p> <p>KS4 career progress is monitored and tracked through 1-1 careers interviews, tutor mentoring and intended destination questionnaires. All information is collated and entered into the Careers tracking sheet by the Careers Co-ordinator is stored in Teams. 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.</p>	<p>https://www.compare-school-performance.service.gov.uk/school/126473/st-joseph's-catholic-school</p> <p>CEIAG Department development plan 1</p> <p>Self Evaluation Form 2B</p> <p>Career Tracking Sheet 2C</p> <p>Destinations data 3</p>

Key areas covered by the award	What you have in place	Evidence
4. Structure and process for leading, managing and delivering CEIAG	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. 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.	Organisational Chart 4 CEIAG policy 5 CEIAG Development plan 1
5. CEIAG provision based on analysis of learner needs	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 Tracking 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 MTP 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. Pre Covid, we introduced Career pilots Pathway Planner which highlighted need and enabled us to prioritise guidance interviews.	Careers Policy 5 MTPs – Years 7-11 7 https://careerpilot.org.uk/adviser-zone/pathway-planner-tool-gatsby-benchmark-8#link-1
6. Learner entitlement to CEIAG	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 Y9 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.	Learner Entitlement Statement 5A Career Development Audit KS3 & KS4 6 CEAIG Policy 5
7. Involving and supporting families and carers in CEIAG provision	Parent/Carer Information Evenings offering advice at key transition points (Yr 9 and Yr 11). Parent/Carer Yr 9 Personal Curriculum meetings with Deputy Head. Y10 WEX Launch Evening and subsequent briefings to Parent/Carer to help parents engage with the process	Careers Calendar 10 CEAIG Policy 5 https://sjcs.org.uk/careers-portal/

Key areas covered by the award	What you have in place	Evidence
	<p>(see website), understand expectations and signpost where help and support can be found.</p> <p>Website Information: School Careers Portal offering careers information and advice to Parents/Carers as well as information videos on work experience and post-16 options (this arose due to Covid restrictions to inform parents about these key areas). It also displays evaluations and reports on trips. 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>Home visits (if required)</p> <p>Parents/Carers can meet with our Independent Careers Adviser</p> <p>Independent Careers Adviser also attends Year 8 and 11 Parents Evenings.</p> <p>Action Plans are available on Careerpilot and can be shared with pupils' permission with parents/carers to monitor progress in career development.</p>	
8. CEIAG trained and competent staff	<p>Staff in KS3 & KS4 have been trained and introduced to Careerpilot which has been embedded into the Careers Education curriculum across all year groups. However, due to Covid, we are aware that this needs to be revisited and training updated.</p> <p>Tutors and pupils in KS4 attend presentations from FE/HE/Apprenticeship Providers</p> <p>Independent Careers Adviser presents information at key transitional points in Year 8 and Year 10. Due to Covid, presentations for Year 10 and work experience can now be found on our Careers Portal.</p> <p>The Careers Leader develops and produces ppt. presentations for the delivery of CEIAG lessons by form tutors in PSHE which supports CPD.</p> <p>Our fully qualified independent careers Adviser and careers coordinator regularly attend CPD training sessions. Both are members of the Careers and Enterprise SW Hub 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.</p> <p>The Independent careers adviser also offers tutor training sessions and runs forums to all staff wanting support or guidance.</p>	<p>https://sjcs.org.uk/careers-portal/#workExperience</p> <p>https://sjcs.org.uk/careers-portal/#nextSteps</p> <p>CEAIG Policy 5</p> <p>Tutor Training Evidence 11</p> <p>Careerpilot training 11</p> <p>CPD – Careers Guidance Adviser 12</p>
9. Partnership arrangements	<p>We employ the services of a professional, fully qualified to Level 7 Careers Adviser who is a registered member of the CDI.</p> <p>Other external providers include FE/HE/ASK/Employers/Training Providers/Careers South West (work experience providers)/Careers & Enterprise Company/DWP/Careers Enterprise Advisers/STEM/Chamber of Commerce/Wiltshire Council</p> <p>The school abides by GDPR, Safeguarding and Data Sharing</p>	<p>Contract with Careers Guidance Adviser 14</p> <p>Provider Access Policy 8</p> <p>Safeguarding Policy 15</p> <p>Data Protection and Information handling Policy 16</p>

Key areas covered by the award	What you have in place	Evidence
	<p>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>10. Monitoring and review of CEIAG</p>	<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 (see evidence 17, adaption to Year 7)</p> <p>In the KS4 curriculum monitoring, review and evaluation is done in Year 10 with feedback from employers from mock interviews. Pupils also evaluate their experience and reflect on what they need to do to be successful in the future. Work placement providers are encouraged to provide feedback and evaluate pupil's progress and employability skills.</p> <p>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 tracking sheets.</p> <p>Parents/Carers have the opportunity to feed back to the Careers team via the Careers portal. This is a new addition to our careers programme in 2021-22.</p>	<p>CEAIG Policy 5</p> <p>Pupil workbooks 17</p> <p>Evaluations/questionnaires 18</p> <p>Teacher Evaluation/Feedback from Skills day 20A</p> <p>Visitor Evaluations/Feedback from Skills day 20A</p> <p>MTPs 7</p> <p>Employer Feedback (Mock Interview Day) 23</p> <p>Employer Feedback from WEX 24 Parent/carer feedback form</p> <p>CEIAG Strategic Action Plan 5B</p>
<p>11. Curriculum overview /model for CEIAG</p>	<p>See MTPs for KS3 & KS4 which are mapped against the CDI Framework.</p> <p>A module of bespoke CEIAG lessons is delivered in PSHE by tutors. In Years 7&8 these are focussed around exploring skills and interests and understanding how these might be served in various jobs and professions. 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.</p> <p>We are increasingly rolling out Careerpilot sessions across all year groups. Careerpilot is also used during 1-1 guidance interviews and pupils' Action Plans are recorded within Careerpilot, ensuring they have access to them from home or anywhere they choose!</p> <p>With regard to Year 10 learning outcomes, they are evidenced by their Interview Prep documents, performance at Mock Interview Day and feedback after WEX.</p>	<p>Careers Education Programme KS3&4 – Career Development Audit against CDI Framework (6)</p> <p>https://sjcs.org.uk/careers-portal/#careersEducation</p> <p>MTPs 7</p> <p>Pupil Evaluations 30 https://sjcs.org.uk/careers-portal/#Evaluations</p> <p>Employer Feedback 23 & 24</p> <p>Pupil Feedback 23</p>
<p>12. Planned programme of careers, employability and enterprise education</p>	<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>Learner Entitlement statement 5A</p> <p>Careers Calendar 10</p>

Key areas covered by the award	What you have in place	Evidence
	<p>Methods of delivery are:</p> <ul style="list-style-type: none"> • PSHE Lessons • Assemblies • Parent Evening Information Sessions • Enterprise Days • Skills Day • FE/HE Visits • World of Work • Work Experience • Alumni • Apprenticeship Workshops • Virtual presentations by EBP • Virtual work experience through Speakers for Schools/Springpod/NHS <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>Careers Education Programme KS3&4 – Career Development Audit against CDI Framework 6</p> <p>MTPs 7</p> <p>Year 7 Example of PSHE delivery 17</p> <p>https://sjcs.org.uk/careers-portal/#workExperience</p>
13. Coordinating curriculum inputs (subject learning)	<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. All staff took part in a Career Path awareness exercise in March 2022, and many students have been surprised by previous careers pathways of some staff.</p> <p>All subject teachers raise awareness of employability and transferable skills in their subject as part of their lessons, and pupils are supported to develop interests further. The Careers portal has recently been updated to include a section on careers in the curriculum.</p> <p>Subject based trips, and extra-curricular activities are another opportunity for young people to enhance their awareness of transferable skills, and Year 10 Women in Engineering trip was a great success. The whole school recently benefitted from 30 providers from education and business were invited in to promote careers across a range of subjects. Year 8 are attending a STEM day at Sparsholt in June. The English department supported Year 10 with letters of application for mock interview day. We had a visit from an athlete from Sports for Champions UK who provided a workshop across all year groups and spoke about subject links for his career pathway. We supported International Women’s Day across the whole school with an inspirational speaker from Buckingham Group Contracting who spoke about her career pathway.</p> <p>See supporting evidence and Careers in the Curriculum link on our school website</p>	<p>Evidence of Teacher career displays 25</p> <p>https://sjcs.org.uk/careers-portal/#CareersInTheCurriculum</p> <p>Email evidence 27 / 28</p>
14. Coordinating curriculum inputs (employer engagement)	<p>Year 7 – Year 7 Stereotypes assembly. 2020 STEM/Tech Event at City Hall – Curriculum Learning – Skills Day - Evaluations</p>	<p>Skills Day programme 20</p> <p>Career Tracking Sheet 2C</p>

Key areas covered by the award	What you have in place	Evidence
	<p>Year 8 – STEM day at Sparsholt College – Curriculum Learning – Skills Day – Evaluations</p> <p>Year 9 – Chamber of Commerce Schools Challenge – Curriculum Learning – Virtual Work Experience - Salisbury Museum - Skills Day - Evaluations</p> <p>Year 10 – World of Work – Work Experience – Mock Interview Day – Women in Engineering – Work Experience – Curriculum Learning - Evaluations – Progress Files – Speakers in Assembly – Virtual Work experience – Employer delivered Career Workshops - Skills Day</p> <p>Year 11 – Careers Fair – Speakers in Assembly – Curriculum Learning – Virtual Work Experience - Employer delivered Finance Workshops, Evaluations – Progress File – Skills Day</p> <p>Job of the Week - Every week we share a Job of the Week with forms groups. These are short films (generally 2-3 minutes) about a huge range of different careers.</p>	<p>Careers Calendar 10</p> <p>Learner Entitlement statement 5A</p> <p>CEAIG Policy 5</p> <p>Pupil Evaluations 30</p> <p>Virtual WEX 9 & 19</p> <p>Job of the Week - MYPATH</p>
15. Coordinating curriculum inputs (FE and HE encounters)	<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 & HE Providers through the planned Careers Programme. Development of Tracking and Recording to map against the 8 Gatsby Benchmarks has been implemented since 2019/20.</p>	<p>Career Tracking Sheets 2C</p> <p>Careers Calendar 10</p> <p>Provider Access Policy 8</p> <p>Learner Entitlement Statement 5A</p> <p>Communication KS4 9</p>
16. Information – systems, processes and content	<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. These are all accessible on the school Careers Portal. 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.</p>	<p>CEAIG Policy 5</p> <p>https://sjcs.org.uk/careers-portal/</p>
17. Information – accessibility of and competence to use resources	<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. 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. The school's learning environment is enhanced by colourful and contemporary posters designed to inspire our young people. External providers also reinforce and encourage research on independent and impartial information sites such as</p>	<p>Year 8 PSHE lesson plan/booklet 17</p> <p>Year 9 PSHE lesson plan/booklet/prospectus 17</p> <p>Year 10: World of Work Programme 17</p>

Key areas covered by the award	What you have in place	Evidence
	Bath Spa; Amazing Apprenticeships and a number of FE providers who regularly come in to present to our Year 11s in particular.	
18. Identification and referral system for advice and guidance	<p>Pupils are identified and referred for advice and guidance support via form tutors, Directors of Learning, 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 Y9'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>Implementation of Careerpilot Pathway Planner in 2020. Due to Covid restrictions to be re-introduced for Year 10 in June/July 2022</p>	<p>Career Tracking Sheets 2C</p> <p>Pathway Planner 26</p>
19. Independent and impartial advice and guidance	<p>Our independent Careers Adviser is professionally qualified to Level 7 and is a member of the CDI's professional register and comes into 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. Y9 – all targeted pupils automatically have a 1-1 session with the independent careers adviser to ensure they are fully supported through the options process. All other Y9 pupils/parents are asked if they require 1-1 support with option choices by way of a feedback questionnaire. All Y9's have access to the twice weekly drop in sessions provided by the careers Adviser. Y10 – vulnerable/targeted pupils have 1-1 interviews in the summer term to start preparing them for post 16 transitions. They are seen again at the start of Y11 and the process is repeated until they have made realistic achievable choices.</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 12 Contract with Careers Guidance Adviser 14</p> <p>Learner Entitlement Statement 5A</p>
20. Advice and guidance - coordination and tracking	<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 is stored on Careerpilot which pupils have access to. With the young persons' permission, this can be accessible to parents/carers. 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 are</p>	<p>List of external providers 5C</p> <p>Career Tracking Sheets 2C</p>

Key areas covered by the award	What you have in place	Evidence
	encouraged to monitor progress through mentoring sessions and feedback through Careerpilot. The career tracking sheet is updated with interview dates and monitored regularly. We work closely with vulnerable and PP pupils providing mentoring and additional support for post 16 options. Attendance and outcomes for these pupils noticeably have improved.	
21. Career action planning and target setting	<p>Currently, our post guidance interviews are recorded with an Action Plan on Careerpilot and the date of the interview is recorded by the Careers coordinator on the career tracking sheet. Form tutors follow up Action points. We identify that this is a training need and we hope to have this in place for 2022/23.</p> <p>Through formal meetings with tutors any underachieving and possible NEET Year 11s are given additional careers intervention. These meetings are recorded and fed back to tutors and Year group Directors of Learning.</p> <p>Progress Files are currently used across the year groups 10 and 11 to record significant achievements and WEX feedback. For 2022/23, we plan to develop the use of Careerpilot as a recording system for all interventions using Pathway Planner. This will be a transparent mechanism for all stakeholders.</p>	<p>Action plan from Careerpilot 29 Mock Interview Feedback 23</p> <p>Pathway Planner 26</p>
22. Advice and Guidance - facilities	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.	Photographic Evidence 22

This table is completed by the school to help the assessor in their final judgement that school has maintained good practice since their previous assessment

Date: 7 Jun 2022

Completed by: Fran Nobis – Careers Lead
Susie Fenwick – Careers Coordinator
Sue Glover – Independent Careers Adviser

Action Taken On recommendations from previous assessment

Actions completed by annual review:

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.

Actions completed after annual review:

1. Training provided by our Careers Adviser and Careers Coordinator has now been introduced prior to the start of year group PSHE CEIAG lessons. This training started with Year 7 form tutors being introduced to the careers programme on What is CEIAG, Challenging Stereotypes, and looking at how to search different jobs using one of our career platforms, Careerpilot. Tutors were shown how to explore Careerpilot and research the different areas within it, so they had a better understanding of delivering CEIAG so are better able to support the programme and the pupils. Year 8 Tutors have been given tutor training prior to CEIAG lessons which start in June 2022. This will allow tutors to have a better understanding of using our career platforms, Resource Companion and Careerpilot, so they are able to support pupils and explore resources available to support the careers programme. This training will continue across all year group form tutors prior to CEIAG. We believe this training will allow tutors to support pupils throughout their time at St Joseph's as teachers develop their skills and the need to support pupils with post-16 options.
2. Not achieved due to Covid restrictions.
3. To increase and widen the range of student exposure to employers in all year groups, the introduction of a whole school Skills Day to the careers programme has been introduced. This has included support from employers/HE/FE and training providers across a broad spectrum of careers areas. Further exposure to employer engagement has been introduced across all year groups by inviting guest speakers into school to run assemblies/workshops and through virtual delivery. We have an area within our Careers portal which links Careers in the Curriculum and we have

also introduced our Enterprise Adviser from Babcock International to all teachers so they can get support in their specialist area. He also supports our World of Work Programme within Year 10.

Virtual Work experience has been introduced across years 9, 10 & 11 (age restrictions apply to some placements) by using [Speakers for Schools](#), Springpod, and [Premed Projects](#). This has allowed pupils to apply for placements across a range of areas enabling them to learn about the world or work in their area of interest.

4. Due to Covid we have been unable to host parents/carer information evenings in school to introduce them to Career companion/Careerpilot or the World of Work programme. However to overcome this, we have prepared information videos within the [Careers portal](#) to introduce parents/carers to Careerpilot alongside the [post-16 options](#) and [work experience](#) information videos. To get feedback from parents/carers we have also introduced a Parent/carer [Feedback form](#) which sits within the Careers portal so that we can evaluate any feedback of the careers portal/information videos/programme.

Assessor Judgement: Achieved within the limitations of COVID the school should revisit these recommendations during 2022-23 academic year

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
- details of most recent Compass Tool Assessment

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

	<u>2020</u>	<u>2021</u>	<u>2022</u>
Gatsby Benchmark 1	100%	100%	100%
Gatsby Benchmark 2	100%	100%	100%
Gatsby Benchmark 3	90%	90%	90%
Gatsby Benchmark 4	100%	100%	100%
Gatsby Benchmark 5	100%	100%	100%
Gatsby Benchmark 6	100%	100%	100%
Gatsby Benchmark 7	80%	100%	100%
Gatsby Benchmark 8	100%	100%	100%

- Gatsby Benchmark 1 – Improvements to the Careers Programme are regularly monitored and supported by the Board of Governors with pupils/parents/carers providing feedback evaluations.
- Gatsby Benchmark 3 – Whilst being able to achieve most of the criteria GBM3 supports, as we don't have a 6th form and with GDPR, we are unable to track pupil destinations for 3 years after they leave school.
- Gatsby Benchmark 4 – We have recently added a section in our Careers Portal [Careers in the Curriculum](#) which links individual subject areas with where that subject could take them, accessible by both teachers and parents/carers.
- Gatsby Benchmark 7 – With the introduction of the Skills Day across the whole school/guest speakers (both virtually and in person) all pupils have had encounters with FE/HE/Employers and training providers.
- Evidence: St Joseph's Catholic School Careers Education Progress Report – Summer Term 2022

- **changes to curriculum/delivery model and personnel.**

Since our last assessment lockdown changed the way in which careers was delivered. Throughout this period of change, careers information was sent out via School Comms to pupils/parents/carers and also displayed in our [Careers Portal](#) so that all information was made available.

Year 11 pupils/parents/carers were informed and supported with their post-16 options through an information video recorded by our independent Careers Adviser. Personal 1-1 career interviews took place over Teams for both pupils and parents/carers. A Next Steps Post-16 Options section was added to the Careers Portal which supported pupils with how to write a personal statement. It also gave links to local colleges/6th forms and information on Open Days, virtual tours and information videos to keep them informed of their choices. This is now an essential part of our Careers Portal.

During lockdown, the Careers Portal was given a huge overhaul to include information to support virtual work experience giving links to various VWEX platforms. Latest opportunities were introduced, and this is constantly updated to support pupils/parents/carers. VWEX was a great opportunity for lots of our pupils who applied for placements and attended webinars to experience the world of work virtually.

St Joseph's has evaluated the decision to offer a KS4 programme commencing in the January of Year 9. The outcome of this evaluation is that all Year 9 pupils will now take their options in Term 2 and start their KS4 Option choices at the start of Term 3. This allows pupils to study all subject areas at the start of Year 9 allowing them more time to consider their Option choices.

We have found that current Year 9 pupils have been most affected by lockdown with regards to CEIAG. This has been addressed by starting the CEIAG programme at the start of Year 9 giving them a chance to look at Careerpivot to research jobs, looking at their skills and qualities and also looking at college/6th form prospectus in preparation for taking their Option choices prior to Christmas. They were also given a presentation by Careers Collective on "What is Career Development" which was supported by the Careers and Enterprise Company. Having evaluated Year 9 CEIAG lessons, we are going to extend their CEIAG lessons into the summer term so they can explore Careerpivot a bit more.

Through the Careers and Enterprise Company, our link Enterprise Adviser is Babcock International. Adam Macmillan-Scott has supported the school by delivering interview techniques (virtually through lockdown) to Year 10, supporting Mock Interview Day with a team of support from Babcock employees both virtually and in person and also giving a talk to teaching staff about the support Babcock can offer to departments linking careers to the curriculum.

Assessor Judgement: Achieved

Summary of Evaluations and Action Taken

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 Improvement Plan (SIP). Within the SIP the Careers Tracking Sheet has been a focus of careers as this is a record of all the careers activities that have taken place for all pupils from Year 7 – Year 11 tracking activities from the start of their school journey to the end. These activities are matched against the Gatsby Benchmark criteria.

St Joseph's has evaluated the decision to offer a KS4 programme commencing in the January of Year 9. The outcome of this evaluation is that all Year 9 pupils will now take their options in Term 2 and start their KS4 Option choices at the start of Term 3. This allows pupils to study all subject areas at the start of Year 9 allowing them more time to consider their Option choices.

Year 7 & 8 tutor training: This training proved popular by the Year 7 and 8 form tutors who felt more confident and better informed to be able to deliver CEIAG within PSHE and support any pupil questions as they had a better knowledge of where to look for the information. As a result of this tutor training and their knowledge of Careerpilot, during delivery of Year 7 CEIAG sessions pupils expressed their wishes to explore Careerpilot for themselves which has resulted in adding an extra CEIAG session to the PSHE Year 7 curriculum so that pupils could explore the website more and research jobs they were interested in. We will continue this training across all year group form tutors, so they are better informed prior to CEIAG delivery.

We continue 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 through sharing information supported by the Chamber of Commerce and their Apprenticeships in Salisbury database which is shared through the Careers Portal <https://apprenticeshipsinsalisbury.co.uk/apprenticeships/>. Through our Skills Day we have also exposed all pupils to training providers allowing them to be well informed across a range of opportunities.

Exposure to employers/FE/HE and training providers across all year groups has been achieved by running a whole school Skills Day. This was accomplished by inviting 30 different employers/FE/HE and training providers into school to run activity workshops throughout the day. This allowed all pupils to take part in 6 different activities throughout the day and experience future career areas they might not have considered looking at.

As well as Skills Day, further employer engagement has been delivered across the whole school with our guests either coming into school and working with our pupils or by delivery virtually. Sports for Champions UK (CIC) athlete Robert Mitchell worked with every year group and gave an assembly and challenged pupils to sporting challenges to raise sponsorship money for Olympic stars of the future as well as our own PE Department. On International Women's Day we had a guest speaker from Buckingham Group talk (virtually) to the whole school about her career in Civil Engineering – this was very inspiring. We have invited an author into school, Kirsty Applebaum, to talk about her career and what inspired her to write her novels. We invited pupils from 6 other schools to attend, alongside the whole

of our year 7 pupils/ We are in the early stages of planning for Salisbury Museum to work alongside our history pupils on a project.

Year 10 continue to have the opportunity to look to the future and experience the world of work through Interview Prep Day and Mock Interview Day. This has been another successful year as employers were able to come into school to conduct interviews. Last year, due to Covid, mock interviews were conducted over Teams, but again was very 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 worked with the Education Business Partnership to support our World of Work Programme with an interview prep workshop. Over the lockdown period, pupils were encouraged to take part in a virtual work experience programme, which work really well.

Due to the determination and persistence of our independent Careers Adviser and our Careers Co-ordinator, we continue to have 0-2 NEETs per year. Due to Covid pupils have suffered with anxiety, but with the support and guidance of our Careers Adviser pupils have been able to apply for a college/6th form place and gain the confidence to attend. 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.

Assessor Judgement: Achieved

Policy updates and responses to legislative change

The July 2021 Statutory Guidance <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools> has made it very clear that 'High quality careers education and guidance in school or college is critical to young people's futures'¹ and that all schools and colleges have a responsibility to their students to provide careers programme that increase opportunities for all. The statutory guidance ensures that all stakeholders understand that the department expects that all schools and colleges will develop a CEIAG programme based around the Gatsby Benchmarks.

The continued importance of providing access so that our learners can benefit from everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities is something that St Joseph's works very hard to ensure. St. Joseph's School continues to provide access to a number of colleges/6th forms, universities, employers, training providers, Chamber of Commerce, Careers & Enterprise Company and ASK.

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 follow that Gatsby Benchmarks – and currently match against 7 Benchmarks to 100%. We cannot complete Benchmark 3 as it requires destinations data that we do not hold (i.e., post Sixth Form choices.)

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

Our Careers Programme is published on our school website.

Assessor Judgement: Achieved

¹ *Careers guidance and access for education and training providers*, Department for Education, July 2021

Other Developments Relevant to Career Mark

Looking back over the last couple of years the Covid-19 pandemic has changed our lives in ways that we could never have imagined. The impact on our Careers Programme has been enormous and we are aware that many pupils have gaps within their career learning. The move to virtual delivery, although invaluable at the time, cannot fully replace an in-person experience, especially considering inequalities in digital access. Social distancing, closures of schools, colleges and 6th forms have impacted on our pupils, creating anxiety about option choices and whether they have made the right decision. The reduction in apprenticeships on offer, due to the pandemic, has also impacted on those pupils wishing to enter the world of work at 16. The importance of offering high quality careers guidance has been a high priority for us this year.

Assessor Judgement: Achieved

Meeting the Criteria – Assessors Assessment

Gatsby	Career Mark & Quality in Careers Standard Assessment Criteria	Making Progress	Met	Dev. required
1.1	M1 – National requirements & good practice guidance M7 – CEIAG trained and competent staff			✓ R1, R2
1.2	M5 – Learner entitlement to CEIAG		✓	
1.3	M9 – Monitoring, review & evaluation for continuous development	✓ R1		
2.1	C2 – Planned programme of careers education 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 M4 – CEIAG provision based on learner needs		✓	
3.2	G3 – Coordinating and tracking		✓	
3.3	G4 – Career action planning & target setting			✓ R3
3.4	M2 – Measuring impact of on progression		✓	
4.1	C3 – Coordinating curriculum inputs – subject links to careers	✓ R2		
5.1	C4 – Coordinating curriculum inputs – employer engagement M8 Partnership arrangements	✓ R5		
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 M8 – Partnership arrangements		✓	
7.2	C5 – Coordinating curriculum inputs – FE/HE encounters		✓	
8.1	G2 – Independent & impartial careers advice and guidance		✓ R6	
CM Plus	M3 – Structure and process for leading, managing and delivering CEIAG			✓ R2
CM Plus	C1 – Curriculum overview/model for CEIAG			✓ R1 R4
CM Plus	I1 – Systems, content and processes		✓	
CM Plus	G5 – Facilities		✓	
CM Plus	O – Learner Outcomes		✓ R4 R5	

Quality in Careers Standard Summary Grid

Gatsby benchmarks School self assessment

National criteria section headings for the Quality in Careers Standard	Making good progress towards 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) **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.

Assessor Judgement: Achieved

Standard O – Learning Outcomes

CDI Career Development Framework outcomes headings for 2020 version are shown in black, and for 2021 version in the corresponding colours of the chart below:



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

St Joseph's learners continue to develop the skills, knowledge and attitudes to be effective career planners. By year 11 learners at St. Joseph's are clear about the options open to them and have learnt from a range of inputs including skills days, mock interviews, experience of the workplace, college taster days and inputs around sixth form and apprenticeships. They are generally accessing a one to one guidance interview in year 11 though some are conducted before this. Learners in year 11 told the assessor how the careers adviser helps them to make decisions about their next steps post year 11 and they make good use of this, they are also provided with an action plan following interview. Learners write a CV and practice letters of application in year 10 as well as interviewing skills with external partners. They can explain the reasons for their option choices and have made appropriate choices. Year 8 learners talked to the assessor about the skills different subjects are providing them with for example '*sport requires perseverance,*' and '*Art teaches you attention to detail.*' Year 9 learners are thinking positively about their possible career pathways and have learnt about their personality type and its link to possible careers and pathways and have visited some local post 16 providers.

Following policy changes and to improve the programme it would be beneficial to introduce learners and their parent/carers to the full range of apprenticeships from the beginning of their journey at the school in year 7. This will give them more time to investigate this option route as well as to gain an understanding of the broadening range of qualifications available including T levels and degree apprenticeships increasing their familiarity with the full range of options post 16 and post 18 from an earlier age. It would also be beneficial to the

programme to start encouraging learners to record career learning and begin building simple CV's, personal statements and career action plans during key stage three. These should ideally be created so that they can easily be reviewed and revised using ICT.

Using more detailed needs analysis from key stage three it may also benefit more learners to have one to one career interventions with a level 6 professional before key stage 4. Year ten learners told the assessor about employability skills they are gaining for example *'problem solving' 'people skills' and 'flexibility.* Knowledge of the labour market is being developed in key stage four and it may be beneficial to consider ways to use social media to help learners link with employers through appropriate social media platforms as well as encouraging them and other key stakeholders to become part of a group on social media that is directly related to the school to help them link with past learners and to aid tracking of learning pathways accessed post 16 and 18.

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

Grow throughout life

Learners in year 8 told the assessor how different subjects are helping them to grow in different ways. One said, *'RE and History help us to research and interpret information.'* Another said, *'maths helps you to become a good problem solver.'* *'Art helps my creativity develop'* A year 9 learner told the assessor. Another said, *'taking a language at GCSE will help me learn more about the world and can be useful for different jobs.'*

Year 10 learners have learnt about what interests them and one told the assessor, *'It is important to stick at things and not give up so that we can grow better at things.'*

A year 11 learner told the assessor *'I have always enjoyed finding out how things work and seeing if I can improve them so I'm going to do an engineering apprenticeship.'* Other year 11 learners told the assessors how work experience had helped them to grow. Comments included, *'Helping with primary one increased my patience and improved my communication skills.'* *'I've learned I'm a natural leader.'* *'Working at a solicitors helped my confidence grow and my communication skills.'*

Balance life and work

Year 8 learners know that it is important to join clubs and get involved with sport as this helps them to balance life and work.

Learners in year 9 told the assessor, *'It's important to choose subjects in key stage four that you enjoy and are good at.'*

'Having a mock interview and preparing a CV has shown me the importance of doing things in my spare time.' A year 10 learner told the assessor. They have also learnt what might be required in different jobs by learning from different visitors and finding out about different working patterns and jobs. *'We can go and ask about different things at careers drop-in sessions we can attend'*

'Staff at St. Joseph's and especially the career team help us to understand that preparing for exams is also preparing us for adult life.' One Year 11 told the assessor. *'The speakers, activities, visits and lessons we have to do with careers and the world of work have helped us develop.'* *'Being able to have a career interview and use careers resources and tools have helped me learn what I want to do after year 11.'*

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

Explore possibilities,

Learners in key stage three told the assessor about a range of careers they knew about these included, *'neurologist, firefighter, architectural engineer, architect, forces, dance teacher, photographer.'*

'Visiting Sparsholt College helped me understand that there are a variety of jobs working with different animals like horses.' Said a year 9 learner.

'Resources provided via the school website and visiting a university has helped me explore a range of possibilities for my future.' A year 10 learner told the assessor. *'I know there are jobs in retail and in the NHS locally so I could work in one of those areas.'* Another learner said.

Year 11 learners are very positive about the access they have to a careers adviser and told the assessor how talking to her has helped them to understand and explore a range of possibilities for their future.

Create opportunities

Year 8 learners told the assessor about opportunities they have had by from visitors to *'ask questions to help us understand the skills and qualities required for different careers.'*

One learner in year 9 told the assessor *'I have good communication skills, talking and listening and I've learnt that these will help me more in some careers like working with and helping people.'*

A year 10 learner told the assessor. *'Having the opportunity to listen to and ask questions of visitors like authors, people working in finance and taking advantage of opportunities like virtual work experience have given me opportunities to think about what I want to do in the future.'*

From conversation and discussion with the year 11 learners the assessor is clear that they are creating the appropriate opportunities for themselves as they plan to move on to a range of different post 16 destinations at the end of this academic year.

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

Manage career

'Choosing options and finding out about learning pathways and possible careers' the learners in key stage three told the assessor help them to manage their career. Key stage 4 learners also told the assessor. *'College taster days and finding out about apprenticeships helps us to manage our career pathways.'*

Year 9 learners have taken the Buzz Test. *'This helped me to find out the sort of person I am currently and the types of jobs and careers that might suit me.'*

Learners in year 10 told the assessor about *'workshops to help me identify who can help me in my learning and towards a career and being able to talk to the career adviser if I want to is helpful too.'*

Year 11 learners the assessor spoke to have managed their journey through the school effectively and are positive about next steps. They are also aware as one said, *'I hope to get the grades to study A levels at South Wiltshire Grammar school, but I know that if I don't make the grades, I have other options.'*

See the big picture

From year 8 learners told the assessor, *'Learning about transferable skills and how they can help us in the workplace helps us to understand a bigger picture than qualifications on their own.'*

'Having job of the week and skills days helps me see beyond my education here to what I might choose to do next.' Said a year 9 learner.

Learners in year 10 told the assessor that *'PSHE lessons help us to think about lots of different things that might affect our futures.'*

Learners in year 11 are aware of some of the impact the pandemic has had on the world of work for example more remote working and know that this may increase their employment options. They are also aware of the range of skills they have developed that will be useful to them in the workplace. These include, *'being hardworking, reliable, able to work independently and as part of a team.'* *'Using communication skills to listen but also to potentially challenge stereotypes and prejudice.'* *'Being presentable, meeting deadlines.'*

Year 11 learners made it clear to the assessor that they think careers learning is very important and could have a higher priority. They would have liked more time dedicated to it throughout their time at the school. One said, *'learning about ourselves and the world of work and options open to us matters so much.'* They also told the assessor that Sue the Careers adviser was *'really good'* and specifically mentioned the usefulness of skills/career days, online interviews and for one learner a trip to Oxford University.

Summary and Judgement

St. Joseph's continues to maintain and develop its good practice and ensure career learning is central to the learners' experience during their five years at the school and there is a committed careers team in place. There is significant good practice in place with a range of external visitors, employer events, visits, and trips. Learners develop and grow in the school in a range of ways identifying transferable and employability skills as well as identifying their strengths and areas of interest.

From Year 7 learners have a range of opportunities provided for them across the years as well as a programme of extracurricular activities to help them explore possibilities for themselves in school and in their future. Learners are beginning to manage their career though it would be useful to implement a system to help them more proactively record and review their career learning and career ideas and plans from key stage 3. The school supports learners to create and learn from opportunities provided to them however they may be able to enhance the way learners create opportunities for themselves by implementing greater use of student voice, ICT and social media.

Learning about different jobs and careers and balancing academic and other interests and activities implicitly helps learners to begin to balance life and work however this could be addressed more explicitly in the future as could seeing the big picture. Learners have some idea of local employment, this could be developed to ensure they have a better understanding of local, regional, national and global employment trends as well as an earlier understanding of all learning and employment routes post 14, 16 and 18.

Learners made it clear to assessor that they value the school's career programme and would have appreciated more time being allocated to it.

It is without reservation that St. Joseph's is revalidated as 'making good progress' towards the revised national Quality in Career Standard award provided by the Licensed Awarding Body Complete Careers using the Career Mark approach

Recommendations

To maintain the good practice already in place and to support continuous improvement the assessor recommends the following:

1. The school needs to undertake a review of PSHE provision by December '23. The review should consider models of delivery and resource allocation and consider approaches which could enable a specialist team of teachers to deliver the subject at least in key stage 3, as this is considered by Ofsted in its thematic report, to be the most effective way to deliver PSHE across the school.
2. By December 2023 ensure all staff are familiar with the six learning areas of the 2021 CDI Career Development Framework and that these along with transferable and employability skills are linked to curriculum learning as appropriate. It may be appropriate to identify career champions within departments/curriculum areas. It may also be appropriate to identify a member of staff to undertake career leader training.
3. By July 23 ensure all year groups and other key stakeholders are aware of all learning pathways at 16 and 18. This should include a clear understanding of the full range of apprenticeships currently available including degree apprenticeships. Learners should also be made aware of the full range of qualifications they can obtain including any T levels being delivered locally at key stage 4 and post 16.
4. By September 2023 identify an ICT platform where learners from year 7 can record, review and update career learning, including identifying personal skills and qualities as well as career aims and plans, potential learning pathways, learning about the workplace and labour market information. All learners should be using the platform by December 2023. Explore the possibility of learners accessing this platform using personal devices like smart phones.
5. To help encourage learners to stay connected with the school as they continue their career journey identify a social media platform to create a St Joseph's past/present learners'/supporters' group. This should also allow current learners access to a wide range of alumni/stakeholder career journeys and help the tracking of previous learners. Work with key stage 4 learners, staff parents and other key stakeholders to have this in place by Easter 2024. Also, by Easter 2023 encourage learners to use ICT to find out about local and regional employers.
6. Review learner needs analysis to help make more effective use of the Career Guidance Professional before Y11 and aim to reduce the number of learners who need one to one guidance multiple times.