

## Quality in Careers Standard Awarded by Humber LEP External Assessment Visit

Name of School/College/Training Provider: The Market Weighton School (TMWS).....

<b>School/College/Training Provider</b>	The Market Weighton School	
<b>Assessor</b>	<b>Name</b>	Louise Harding
	<b>Position/Role</b>	Quality Standards Consultant
	<b>Organisation</b>	C&K Careers
<b>Date of EA Visit</b>	12 <sup>th</sup> June 2018	
<b>Assessment Process</b>		
<ul style="list-style-type: none"> <li>Interviews/discussions with: <i>Please list</i></li> </ul>	Paul Ollett (Assistant Headteacher – Careers Leader) Richard Harrison (Headteacher) Mamta Joshi (Learning Mentor) Claire McCall (Learning Mentor) Tracey Brice (Head of Year 8 & 11) Jason Poulston (Assistant Headteacher – PD Days, PP/Disadvantaged Champion) Kirsty Gemmell (SENCO) Andy Yeadon (Head of Year/Transition Manager) Sue Tunstall (Purple Patch Careers Adviser) Phone calls with: Kerrie Jaquest – Enterprise Link (Careers and Enterprise company) Rachel Davies (Chair of Governors and Link Governor) Melanie Brown (East Riding College) Brendon Smurthwaite (KCOM) Year 11 and Year 10 parents	
<ul style="list-style-type: none"> <li>Focus group discussions with: <i>Please list</i></li> </ul>	Year 10 students (4 students)	
<ul style="list-style-type: none"> <li>Observation of careers library/area and interview facilities</li> </ul>	Private interview rooms – good size with telephone, computer and internet facilities. Careers section in the main library – small section containing up to date prospectuses.	
<ul style="list-style-type: none"> <li>Review of evidence (portfolio / electronic) and any other supporting materials</li> </ul>	Reviewed comprehensive evidence provided prior to the assessment visit.	

This investment forms part of the Humber LEP's European Structural and Investment Funds (ESIF) allocation

<ul style="list-style-type: none"> <li>• Other</li> </ul> <p>Please list</p>	<p>Ofsted Inspection Report May 2016</p> <p>TMWS Website</p>
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## External Assessment Form

### A: Effective Leadership and Management of CEIAG

<b>Rating</b>	<input type="radio"/> Fully Met
<b>Evidence Statement / Description</b>	
<p>There has been considerable change at The Market Weighton School since 2012 including a new Headteacher and changes to the Senior Leadership Team.</p> <p>The Ofsted Report (May 2016) included the following comment:  <i>“Careers advice and guidance is given to all year groups. Pupils in Year 11 are very positive about the advice and the external support they are given. Visits from local colleges, employers and a range of universities successfully promote pupils’ continuity in education or employment with training.”</i></p> <p>It is a small school, with only 75 students in the current Year 11.</p> <p>There is a clear commitment to Careers Education, Information, Advice and Guidance (CEIAG) from the Headteacher, Richard Harrison. In the three years he has been at the school, he has been keen to give CEIAG a higher profile.</p> <p>In the mission statement, aims include:  <i>“Students to have the skills and confidence to thrive in a changing world and to have unlimited aspirations”.</i></p> <p>CEIAG is part of the school development plan and is reviewed regularly as part of the SLT/Governors milestones reviews. The Careers Education Policy has been written in conjunction with the Headteacher and Governors, seeking to incorporate all Gatsby benchmarks. The policy reflects current best practice and reflects the revised Ofsted guidance and has been ratified by Governors in April 2018 and will be reviewed in April 2019 and is available on the school website. There is also a careers education plan (outlining how careers education is delivered), a careers education development plan which has identified key areas for development and more recently a Careers Strategy paper.</p> <p>A link governor, Rachel Davies (Chair of Governors) links with Paul Ollett, Assistant Headteacher and Careers Leader. They meet termly to discuss the different aspects that he has responsibility for, including careers. The school governor felt that Paul had “formalised and professionalised” the careers curriculum. The Governors are also involved with activities as part of the PD days, for example Mock interviews. The plan is that all the Governing Body committee meetings will have an item relating to careers.</p> <p>Paul has presented to the Governing Body about the careers strategy and what this means for the school.</p> <p>There is a CEIAG entitlement statement which is published on the careers section of the school website, with a link from the front page.</p> <p>The Assistant Headteacher has the responsibility for raising the profile of careers across the School, and this is communicated publicly through the School website and Newsletters home to parents/guardians. He has Performance Management targets linked to developing Careers provision and opportunities which are reviewed annually by his line manager, the Headteacher. In addition to this he coordinates, plans and monitors careers provision and provides regular feedback within SLT meetings.</p> <p>Within the School there is a clear ethos and emphasis on raising students’ aspirations. Roles and responsibilities for staff are clear. The Assistant Head Teacher leads on CEIAG and works with 2 Learning Mentors and the Assistant Headteacher for curriculum/ personal development days. The Assistant Headteacher has the autonomy and flexibility to develop careers, along with a budget.</p> <p><b>Evidence:</b>  <i>Purple Patch Careers Contract – new Careers Adviser</i></p>	

*Post 16 Qualification information for parents:*

*CPD – Careers Leaders event – Careers and Enterprise Company*

*Careers Education Plan 2017-18*

*Careers Education Policy*

*Provider Access Policy*

*CEIAG Entitlement Statement*

*My Next Step After GCSE questionnaire*

*Parent Newsletter May 2018*

*Parents' Guide to Apprenticeships*

*Cascaid – Parents Guide to Careers Guidance*

*Careers Education Development Plan*

*School Development Plan*

*Useful careers website list*

*Minutes from Achievement and Wellbeing Committee (May 18) which includes a section on CEIAG*

*CEIAG Strategy 2018*

## **B: Evaluating and Developing provision**

<b>Rating</b>	<b>○ Fully Met</b>
<b>Evidence Statement / Description</b>	
<p>Priorities have been identified for 2017/2018 as part of the Careers Strategy and careers development plan in line with the School Development Plan.</p> <p>Careers advice and guidance is part of the school development plan with specific actions in place and targets including 100% Year 11 progress to an appropriate pathway, 95% Year 10 on work experience and aim to achieve the Quality in Careers Standard.</p> <p>Evaluation takes place through a number of different strategies including “The Next Steps After GCSE” questionnaire (for year 11) which includes a section for the students to evaluate the careers provision.</p> <p>In addition, feedback of the PD day from different year groups had been discussed at a Student Council meeting and all students complete postcards at the end of the PD days which give feedback on the day. These are displayed on one of the noticeboards in school. Work experience is also evaluated. An example of when the School has acted on the feedback is that the students asked for a broader range of activities at the PD days, which has been put into practice this year.</p> <p>Feedback from post 16 providers and employers is completed at the end of the PD days.</p> <p>Ofsted questionnaires are issued at all Parents Evenings. In addition, several of the governors are also parents so there is also feedback through the Governors meetings.</p> <p>The Assistant Head Teacher, Kerrie Jaquest, Enterprise Link and Rachel Davies, Link Governor, have recently worked together on the Compass Self-Assessment tool and now are planning to meet every 6 weeks to further develop the careers provision.</p> <p>Student attainment and progress is monitored and tracked across the school. Learning Mentors set targets for students when they see them on a 1 to 1 basis.</p> <p>The school ensures that before students leave Year 11, they have applied for at least one option and have post 16 plans in place.</p> <p>NEET figures are excellent, with only 1 student being NEET last year. Destination reports are shared annually and reviewed with staff and governors.</p>	
<b>Evidence</b>	
<p><i>Destination reports for 2014,2015,2016 showing very small number of NEETs</i></p> <p><i>2018 Data return</i></p> <p><i>Application Report</i></p> <p><i>Thanks to employer email – PD day</i></p> <p><i>Beverley J6 evaluation of PD day</i></p> <p><i>Brendon Smurthwaite email, Rachel Reed, britcom email</i></p> <p><i>South Hunsley School 6th form – feedback from PD day</i></p> <p><i>Minutes from Student Council evaluating PD day</i></p>	

Email from Langlands re PD day  
Child Protection Policy  
Next Step after GCSEs evaluation  
Compass Assessment Tool

### C: Competency of the Staff delivering CEIAG

Rating  Fully Met

#### Evidence Statement / Description

Staff INSET has been delivered on CEIAG and how this fits with school priorities plus using the destination reports to consider post 16 options. The Assistant Head Teacher regularly sends out emails to staff and careers is often a part of staff briefings.

Paul regularly attends Careers Network meetings and Enterprise Adviser meetings which provide the opportunity to network and keep up to date with new developments and sharing good practice. The staff who support students attending taster days at local colleges and on other visits also gain an insight into the local provision. In addition, awareness was raised through National Careers Week and the development of the careers noticeboard in each subject area.

Staff felt that they were able to keep up to date with local opportunities through the various activities offered to students. In addition, the Assistant Head Teacher will email staff with details of the events and they also keep up to date with information through assemblies.

CPD is clearly linked to staff appraisal targets and specifically related to an individual's roles and responsibilities. All staff felt that if they requested relevant CPD that the school were keen to support them if possible.

During the assessment visit, one of the Learning Mentors told me that she has completed Level 2 Advice and Guidance through Selby College, although she completed this in her own time.

Also, one of the Learning Mentors had observed careers interviews with the previous Careers Adviser to support her work with individual students.

Claire Grimwood, Inspiration Partnership Coordinator, is due to deliver a session on LMI as part of a CPD session for staff.

Staff are aware of organisational systems and protocols. The Head of Year 11 says she worked closely with the previous Careers Adviser and assumes this will continue with the new adviser.

All resources are on the shared area for staff for example Barclays Lifeskills and information for Personal Development Days.

#### Evidence

*ESP CPD network meeting (21.03.18)*

*Careers Network meeting (May 18)*

*Child Protection Policy*

*Selby College Discovery Day – College programme*

*East Riding College Taster Day*

*Numbers for ER day*

*Presentation to Governor's (April 2018)*

### D: Securing Independent and Impartial Careers Advice and Guidance for Young People

Rating  Fully Met

## **Evidence Statement / Description**

The Assistant Head Teacher has developed strong links with post 16 providers and they come in to school to interview students. There are also visits to taster days, for example at Bishop Burton, Ace days and an Oxbridge event at Pocklington school, so lots of good examples of IAG promoting all the options post 16. Students also attend an apprenticeship event in Harrogate. Learning mentors support disadvantaged students and those at risk of NEET. The SENCO has a separate area at the progression event to support SEND students.

In the past, individual careers interviews were provided by the local authority, but this came to an end in December 2017.

School has recently contracted with Sue Tunstall (Purple Patch Careers) to provide independent and impartial Careers Advice and Guidance. As part of the assessment visit, the assessor saw a copy of Sue's Level 6 certificate and confirmation that she is a member of the CDI and on the professional register. (The day of the assessment visit was the Careers Adviser's second day in school). The Careers Adviser has developed a planning document for students to complete prior to their careers interviews which she is going to discuss further with the AHT.

Sue will offer one to one careers interviews, group activities and attend parents' evenings and offer support with Post 16 applications. The contract has been agreed by the AHT and Purple Patch Careers. The plan is to have an annual review and mid-year review to evaluate the work and plan for the future as well as regular informal discussions.

The Careers Adviser is currently interviewing Year 10 priority students including pupil premium and special needs. She has plans to meet with various members of staff to start to develop networks within the school.

All Year 11 students have individual interviews with the Careers Adviser and a personalised action plan is developed. As part of the assessment visit, the assessor saw copies of the pack provided for each student including their personalised action plan and information on relevant websites. The Careers Adviser has also attended an assembly to provide an overview of post 16 progression routes and application processes. The Learning Mentors use the Careers Action Plan as part of their discussions with students.

Information is displayed on Careers boards in school, and on the Careers section of the school website.

Students can ask for additional appointments with the Careers Adviser if necessary.

Students are also supported after GCSE results to ensure that they have a positive progression route.

Extra support is put into place for more vulnerable students or young people with Special Educational Needs, as the Careers Adviser will hold more meetings regarding progression routes and extra support with college applications.

The Learning Mentors provide individual support for students on all aspects of their career planning including application forms, ensuring students have back up plans and attendance at interviews etc.

One of the Learning Mentors had supported a student who has an EHCP at a taster day and was then able to support the student with their applications and interview preparation. Teaching Assistants have also been deployed during tutor time with SEND students to ensure they obtain an appropriate work experience placement. There have also been additional college transition visits for those students who felt nervous and anxious about moving into further education.

Gifted and talented students have also had the opportunity to visit places such as Hull University to further raise their aspirations. The Learning Mentors accompany students on visits so can support individual students with their applications.

There is also a Local Authority SEND specialist Careers Adviser who meets with SEN students as part of the EHCP process.

One of the students I saw had had an interview with the new Careers Adviser and had found it very useful. The students also mentioned a careers questionnaire they completed prior to the careers interview.

## **Evidence**

*Letter to parents - Ace Day – University of Hull (year 9)*

*Letter to parents - Apprenticeship pathways event (year 11)*

*Letter to parents – Selby College/East Riding College taster days (year 10)*

*East Riding Apprenticeship vacancy reports*  
*Langlands Mock Interview evaluation*  
*Letter to parents – National Apprenticeship Show (year 11)*  
*PD day list of organisations attending – 9 colleges, 6 companies (mock interviews)*  
*Selby College taster day letter and choices*  
*Report for education, health and care needs assessment (by Special Needs Careers Adviser)*  
*Contact details for post 16 providers*  
*Mock interview summary for student*  
*Year 11 interviews spreadsheet*  
*PE careers display*  
*Vacancy List – apprenticeship lists*  
*Year 9 and 10 Pupil Premium list*  
*Notes from meeting with AHT/Purple Patch Careers*

## **E: CEIAG and a Curriculum for Careers Education and Work Related Learning**

Rating	○ Fully Met
<p><b>Evidence Statement / Description</b></p> <p>There is a CEIAG programme which runs across the school from Year 7-11. It is delivered via Personal Development days and events, visits to external provision and work experience. Support with completing applications and CVs etc is also offered during form time as well as through PD days. Assemblies are used to provide information, including presentations by colleges, information on open days, apprenticeships etc. In addition, alumni have delivered assemblies on their route into their careers eg James Clark (Chief Executive, Hull FC).</p> <p>Considerable work has taken place over the last 18 months which has seen the provision grow and take shape to ensure all statutory requirements are being met for all students.</p> <p>The school works with a broad range of Post-16 providers including Hull College, Wyke College, York College, Bishop Burton College, Beverley J6, South Hunsley 6<sup>th</sup> Form, Selby College, East Riding College, Army, Navy, RAF, Access to Music, HETA Apprenticeship, University of Hull (ACE day) Apprenticeship Pathways event. A couple of the colleges interview students in school, which helps to break down barriers.</p> <p>In year 9, there is an options evening and taster sessions in each subject area. The students also attend a theatre presentation, “Steps to success” which focuses on how to make decisions.</p> <p>The school is developing an enhanced resource for students with autism and are offering a foundation programme which includes Skills for Working Life depending on the needs and interests of the students eg cookery and nutrition, textile and design. Students in year 7, 8 and 9 are currently accessing the provision and links are being developed with East Riding College to increase the Post 16 options for this group of students. The SENCO has a stand at the Progressions Event and East Riding College are going to attend the Progression Event to support SEN pupils with potential progression routes.</p> <p>Work is differentiated for identified students eg working in a small group rather than the whole year group. Materials are available in school for visually impaired students. Additional sessions are offered to students with special needs to discuss the PD days and help them to “make sense” of the sessions.</p> <p>The school is committed to work experience and strive for all students in year 10 to get a placement. The students are encouraged to find their own placements and school contract with e2w to manage the employer checks. The students are prepared for work experience including a presentation on Health and Safety and talking through the work experience journal which they are expected to complete throughout their placement. Staff visit students on placement. There have been students who have obtained part time jobs through their work experience placement and a small number have been successful in obtaining an apprenticeship.</p> <p>Another highlight in Year 10 is the Mock Interview Day with a range of employers involved. Students, parents, staff and employers all spoke enthusiastically about the day and how beneficial it had been.</p> <p>There are also developing links and activities with the Enterprise Adviser, Kerrie Jaquest, who has linked the school with a local company. Paul has met with Kerrie and the Link Governor to work</p>	

through the Compass Assessment Tool.

The Headteacher interviews every Year 11 to go through grades, expectations and plans.

As part of the assessment visit I spoke to a group of Year 10 students. They had recently taken part in mock interviews with employers and had found the experience extremely useful and the individual feedback helpful. They talked about a range of activities including the visit in year 9 to University of Hull, work experience, various trips, Oxbridge event, the taster days at colleges. They also mentioned trips to do with their subjects including a computer science trip, Aunt Bessie's and University of Leeds Food Technology trip and a drama presentation about choosing options.

Enterprise is delivered to all Year 7 & 8 students via PD days. The overriding theme for both year groups is to develop Key Employability Skills and this is delivered through a variety of projects over the two years. For example, in Year 8 the students run a business challenge and run a business for the day in teams producing origami shapes.

STEM activities have included a Women in Engineering event at the Guild Hall in Hull, a STEM trip to BAE systems and the Green Car Project to build and race a car. The Head of IT from KCom (who is female) gave a presentation to year 7 to 9 girls as a female role model during National Careers Week.

### **Evidence**

*PD day planning document*

*Work experience placement information- AH*

*Work experience parent letter*

*Work experience employer letter*

*Work experience placements list*

*Work experience employers form*

*Work experience thank you letter*

*Work experience staff visiting form*

*Work experience assembly – PowerPoint*

*Work experience information sheet*

*Work experience agreement*

*Lifeskills work experience log*

*Feedback from Beverley 6<sup>th</sup> form re PD day*

*Apprenticeship trip – letter to parents*

*Careers Education plan*

*Work experience H&S video*

*Hull FC – National Careers Week presentation photo*

*KCOM National Careers Week presentation photo*

*National Apprenticeship Show letter to parents*

*Year 9 Options evening presentation – includes DofE info*

*Spreadsheet – year 11 progression routes*

*Year 9 & 10 pupil premium spreadsheet*

*Year 9 parents evening letter*

## F: CEIAG – Individual Access, Resources and facilities

Rating	○ Fully Met
<b>Evidence Statement / Description</b>	
<p>There is a comprehensive careers section on the school website which has a high-profile link on the home page. Information includes a summary of Post progression routes and qualifications, a summary of the careers education programme, the Careers Team in school, links to the Careers Education Policy, Careers Entitlement Statement, Post 16 provider access policy, details of industry partners as well as links to careers websites and local colleges.</p> <p>All subject areas have a careers noticeboard making explicit links between their subject and related careers and pathways. One member of staff talked about the career discussions he has with his GCSE groups and helping them to identify the employability skills being developed through PE.</p> <p>In the library, there are copies of prospectuses for local providers and a display covering labour market information.</p> <p>The school works closely with Catherine Bourne, IAG Adviser from the Local Authority SEN team. Catherine interviews the students prior to their EHCP review and identifies career focussed targets which form part of the review process. Catherine is able to identify support that will be required to facilitate a successful transition and attends annual reviews.</p> <p>The Careers Adviser has individual appointments with some of the more vulnerable students within years 9 and 10 who may need more bespoke and targeted support at an earlier stage. In addition, the Learning Mentors provide support for all students on an ongoing basis and all SEN students in KS4 will have a specific TA key worker. The Careers Adviser is based in an office providing a confidential space and has access to a computer and telephone. At the moment she doesn't use SIMS and asks students for their predicted grades, however it would be useful to use student information to inform the guidance process.</p> <p>The SENCO has a weekly briefing with the members of her team and will include discussion about individual students and their progress relating to applying for Post 16 provision. She also attends Intervention meetings with the Learning Mentor, AHT and Head of Year and individual students are identified who may require additional support.</p> <p>All students receive a personalised action plan after their individual Careers appointment with the Careers Adviser. This details what was discussed, links to relevant websites, and actions from both the student, and others that need to be taken in the future.</p> <p>The Learning Mentors have offered drop in sessions to students in Year 11 to offer support with application forms etc. Staff and students felt that they knew who they could ask for help and support..</p>	
<b>Evidence</b>	
<p><i>Work experience placement form</i></p> <p><i>Careers Education Plan</i></p> <p><i>College Taster day letter</i></p> <p><i>H&amp;S video link</i></p> <p><i>Parents letter work experience placement details</i></p> <p><i>Letter to parents – work experience</i></p> <p><i>Work experience – placement info</i></p> <p><i>Work experience log</i></p> <p><i>Work experience placements spreadsheet</i></p> <p><i>Work experience employer form</i></p> <p><i>National Apprenticeship show letter</i></p> <p><i>Year 9 options evening presentation</i></p> <p><i>Work experience review form</i></p> <p><i>Work experience – thank you letter</i></p> <p><i>Work experience- staff visiting form</i></p> <p><i>Careers Education Development Plan</i></p> <p><i>Spreadsheet with student potential destinations</i></p> <p><i>Work experience assembly PowerPoint</i></p> <p><i>Work experience student agreement</i></p>	

*Work experience information*  
*Year 10 taster day – East Riding College*  
*Pupil premium spreadsheet*

## **G: Working with External Partners**

**Rating**

**Fully Met**

### **Evidence Statement / Description**

There are strong links with external partners, post 16 institutions and apprenticeship providers. The mock interviews involve a range of employers and work experience helps to develop links. The Headteacher commented that both regional and local employers have been very forthcoming and keen to be involved with activities including work experience and mock interviews. In addition, through the Enterprise Adviser, links are developing with KCom.

Progression Events, PD Days and Parents Evenings have been attended by all the local college and post 16 providers. During the assessment visit, the feedback from one of the colleges was extremely positive who highlighted that the school is very organised and responds to emails promptly and plans ahead.

As part of the assessment visit I spoke to Brendan Smurthwaite from KCom. KCom have been involved with PD days and mock interviews. He felt that the days were excellent opportunities to inspire the students. The mock interview day had been very well organised. Other members of staff from the company have been involved including the Head of IT, who as a woman, is an excellent role model. The company have hosted visits from students and staff from other colleges and this could be an area for development.

Teresa Ellerington, S4S Employment Adviser, is delivering apprenticeship workshops for individuals interested in the apprenticeship route.

Employers involved in the next PD day include Northern Gas, McDonalds, KCOM, Tesco, Langlands, BRITCOM, 360 Chartered Accountants, Recognition Express and Drakes Garage.

Destinations over the last few years are very positive and 100% have applied and received offers for 2018. All destinations information is provided to the Local Authority.

Paul is currently planning a Careers Fair to future enhance employer involvement.

As mentioned in other parts of the report, there have been visits to a range of different post 16 providers, apprenticeship fair, universities and visits to industry.

### **Evidence:**

*Bev J6 tweet*

*Bev J6 feedback*

*Brendon Smurthwaite feedback*

*Careers Education Plan*

*Notes from meeting with Claire Grimwood, Inspiration Partnership Coordinator*

*College taster day letter*

*East Riding College feedback re PD day*

*Formation of KCOM link – couldn't open*

*Hull FC – National Careers Week*

*National Apprenticeship Show letter to parents*

*Employer's day – invite – tell me more about what's planned*

*Britcom feedback*

*Selby College taster day letter and options*

*South Hunsley feedback*

*Thanks to colleges and employers emails*

*2017 Destinations information*

*Mock interview employer to student feedback form*

*KCOM planning document*

*LMI Health Humber day – information*

## H: Involving and Supporting Families (Parents) and Carers (Age appropriate involvement)

<b>Rating</b>	<input type="radio"/> Fully Met
<b>Evidence Statement / Description</b>	
<p>Within the School Development Plan, one of the objectives and priority areas focuses on a strategic plan to enrich and embrace the community through Careers provision and opportunities. There is a comprehensive section on the school website relating to Careers and information is communicated to parents via newsletters, e-mails, letters, tweets etc</p> <p>For example, the Parent Newsletter in May 2018 provided information about employers providing one to one interviews for Year 10 students along with many local post 16 providers showcasing their courses. Information about CEIAG and the Careers Adviser was provided plus the information available on the website was highlighted.</p> <p>Parents are provided with information about individual activities/events through comprehensive letters eg work experience, taster days, parents' evenings, progressions event etc.</p> <p>The Progressions event in Year 11 is well attended by parents and students and the Careers Adviser will also be available as well as school staff.</p> <p>The Head of Year 11 mentioned that she has met with parents to discuss Post 16 options and she is also aware that the Careers Adviser in the past has contacted parents regarding individual students. In addition, the SENCO links with parents to discuss the different options and explain how students apply for different courses.</p> <p>As part of the assessment visit, I spoke to a parent of a year 11 student who was aware that careers provision in school starts in year 7 and the PD days build on each other. She mentioned the Mock interview session with employers and her son had been "buzzing" after the event. The progressions evening had provided access to a broad range of opportunities and this had led to her son applying for the provider that he hopes to attend. The work experience was a fantastic opportunity which had helped to develop her son's confidence and enabled him to have the confidence to apply for a part-time job</p> <p>Another parent mentioned the broad range of visits and activities that her son had had access to and the excellent preparation that helped students to get as much from events as possible.</p> <p>One parent mentioned that she felt that the careers provision had met her son's needs so far. She felt that career related trips had increased over the last few years.</p> <p>Feedback is sought at parents' evenings through the Ofsted form and via parent governors. However, Paul is considering a questionnaire to parents/pupils via survey monkey.</p>	
<b>Evidence</b>	
<p><i>PD days – planning documents</i></p> <p><i>Careers Education Plan</i></p> <p><i>Careers Network meeting</i></p> <p><i>KCOM link email</i></p> <p><i>Master letter progressions event – includes information on providers attending and CA, Learning Mentors</i></p> <p><i>Year 9 Options evening presentation</i></p> <p><i>Year 11 Parents evening questionnaire analysis – included question on Post 16 progression</i></p> <p><i>KCOM planning document</i></p> <p><i>Year5/6 parents presentation included slide on post 16 transition and PD days</i></p> <p><i>Year 6 transition arrangements</i></p> <p><i>Oxbridge session</i></p>	

**Overall Judgement:**

## Overall Rating: Quality in Careers Standard Assessment Criteria

○ Fully Met

### Main Strengths

- There is a clear commitment at The Market Weighton School to providing excellent Careers Education, Information Advice and Guidance (CEIAG) for their students. There is a strong commitment to CEIAG from the Headteacher, Senior Leadership Team and the Governing Body.
- The Assistant Headteacher/Career Leader over the last 18 months has ensured that the provision meets the Statutory Guidance and is driving CEIAG provision forward within the school. He has put in place the structure, policies, revamped the careers section on the website, appointed an impartial Careers Adviser and developed an action plan to strengthen any weaker areas.
- There are excellent links with external providers and employers and these are being developed further. The provision of work experience for all Year 10 students is excellent practice.
- A key aspect of the provision is that all Year 11 students have access to an impartial one to one careers guidance interview and this is used as a basis for student support. The small nature of the school ensures that students receive individual support with their career decision making.
- The AHT mentioned a number of ideas for developing the provision, including offering discreet careers lessons, developing a twitter feed and texting parents after a careers interview so they are aware that their son/daughter will have an action plan.

### Areas for Development

There are some areas for development:

- You have used the CDI Framework for Careers, Enterprise and Work-related Learning and you could now use the audit tool to identify what other curriculum subject areas are doing linked to CEIAG.
- Continue to develop evaluation processes to ensure all aspects of the curriculum are evaluated eg include lessons relating to careers, the developing cross-curricular work and observation of the careers interviews. In addition, liaise with the Careers Adviser about evaluating the impact of the careers interviews. Evaluation could take place at the end of each year with each year group, with parents as part of a Parent Forum, a survey using survey monkey etc
- It is standard practice to minute relevant meetings. RV's should be completed for meetings with the link governor.
- Consider a training needs analysis for all staff involved with delivering CEIAG activities.
- Consider offering more opportunities for one to one guidance interviews at key transition points eg Year 9 options.
- Consider developing a recording system for CEIAG activities for students to enable them to assess and review their own career related learning eg employability passport.
- Consider how to introduce students to careers and labour market information and encourage them to use the resources on the website. It will be important to highlight the information available to students and parents at regular intervals. It may also be useful to include a link for Labour Market Information.
- Continue to embed all the excellent careers work and activities within the school.
- Complete the Compass self-assessment tool regularly to monitor progress towards meeting the 8 Gatsby Benchmarks.

These areas for development will be reviewed at the annual review of the standard.

**Comments / Recommendations / Action Required**

I would like to thank the Paul Ollett, Assistant Headteacher/Career Lead and Richard Harrison, Headteacher and their colleagues for organising an inspiring comprehensive and informative assessment visit.

The students I met were open, clear, well-informed and a credit to the school. I would also like to thank Ruth Davies (Governor), Sue Tunstall (Careers Adviser), Brendon Smurthwaite (KCom), Kerrie Jaquest, Enterprise Link, Melanie Brown, East Riding College and parents who gave up their time to speak to me.

It will be important to continue to embed all the excellent careers work and activities within the School and continue to evaluate and develop the provision.

In the light of the evidence presented, I have no hesitation in recommending that The Market Weighton School are awarded the Quality in Careers Standard.

The Award will be subject to annual reviews and a three-yearly review in July 2021.

**Outcome:**

Yes / No

**Signed:****Date:**