

ASSESSMENT REPORT FOR THE MARKET WEIGHTON SCHOOL

Date of Assessment Visit; 15th July 2021

Initial Assessment

INTRODUCTION

The Market Weighton School is a small school with 520 pupils on roll. It caters for students aged from 11 to 16.

The school was first assessed and achieved the Quality Standard in Careers Education Information, Advice and Guidance (CEIAG) in June 2018, (now the Quality in Careers Standard) so this is the first 3 yearly review.

Each review has demonstrated that the school continues to view CEIAG as very important, and provision remains consistently very good. CEIAG is high on the school agenda, and there is a whole school approach with support from the link Governor, senior managers, additional support roles, Year Managers, subject teachers, and external agencies. There is a high level of employer engagement and good links with Careers Enterprise Company, as part of the school's work to meet Gatsby Benchmarks.

Ofsted 2016 rated the school as 'Good' for Personal Development, Behaviour and Welfare "*Year 11 pupils were very positive about advice and external support received, visits to local colleges, employers and universities.*"

The headteacher considers the links with employers as a key strength of the school, and commented on the success and improved quality of the programme and further developments intended through more involvement with lower year groups Years 7 and 8.

School have adapted to Covid restrictions this year to provide the best possible programme of activities for students within Government guidelines and can be complimented on their achievements.

This report is based upon:

1. A completed Self Evaluation Form (SEF) submitted by the school.
2. Examination of selected evidence (evidence list available on SharePoint and self-assessment form).
3. An assessment visit undertaken by Ann Tunstall on 15/7/21 where key players in CEIAG at the school were interviewed:

Headteacher, Richard Harrison

Assistant Headteacher/Careers Leader, Paul Ollett

Assistant Headteacher, Jason Poulston, Personal Development Days, Pupil Premium,

Disadvantaged Champion

Chair of Governors/Parent, Rachel Davies

SENCO, Kirsty Gemmell

Careers Adviser, Sue Tunstall, Purple Patch Careers

Enterprise Co-ordinator Careers Enterprise Company, Kerrie Jaquest,

Enterprise Link, Brendon Smurthwaite PBS Construction

Head of Year/CP Co-ordinator, Tracey Brice

College East Riding/LMI links, Melanie Brown, LMI Humber, Tina Jenkinson

Head Year 8 and Work Experience Co-ordinator, Manta Joshi

4. Feedback gathered through pre-recorded discussion with range of students including those with additional support needs across Years 10 and 11. Specific questions provided in advance for presentation to the students. Recorded session added to SharePoint.

1. Gatsby Benchmark 1- A Stable Careers programme (incorporating Leadership and Management, Quality Assurance, Training and the Planned Programme of Careers Employability and Enterprise Education

Rating – Meeting the Assessment Criteria of this principle

Fully Meets

- The school's website meets all statutory requirements with a link to the Careers Education Access Policy under the statutory information section, updated and approved by Governors in April 2021. There is also a Careers Information Strategy and Entitlement Statement. The details showing the members of the careers team are clearly displayed alongside a wealth of information for students and parents outlining Post 16 options and choices, information about apprenticeships, qualifications, careers programme outline, links to local providers, National Careers Service and the *LogonMoveon (LOMO)* resource. There are good resources for students to support transition from Year 11 to A level study, with support provided by each curriculum subject area. Student feedback verified the use of the website for access to resources available.
- There is information on the website aimed at the local community, parents/carers, students, and also teaching staff and employers.
- There is a stable careers programme which is strongly embedded, careers delivery takes place as part of a varied PSHE programme as well as being embedded in subject areas. The careers related learning relates to a cross section of areas of responsibility and therefore is very much considered a shared responsibility across the curriculum. The programme is delivered in a weekly tutorial time, four days per year there are whole school personal development days, and there are also assemblies, guest speakers and events. From September 2021 there will be additional careers input integrated within the Society and Ethics programme.
- The careers programme is mapped against the new Career Development Framework (CDI) and is published on the school website.
- There is proactive support from Governors and Senior Leadership Team SLT with responsibility shared across a range of roles. From September there will be a new appointment as Associate Assistant Head Teacher with responsibilities for raising aspirations, especially with those who are exceptionally able, plus a focus in lower year groups,
- The Careers Leader is a member of SLT and started Careers Leader training from April 2021.
- The chair of Governors, Rachel Davies described the links with Governors and how the programme has developed, particularly over the previous 2 years, by becoming embedded in the core curriculum. The Careers Leader attends meetings to provide updates on the programme, where Governors ask questions and assess impact. There is a link Governor in place and Governors attend personal development days to experience the input with students.

- There is an annual careers plan linked to the overall school development plan.
- There is a designated budget for CEIAG. and the Careers Leader has adequate time and resources dedicated to this part of his role.
- Awareness of roles is consistent across all staff; the careers agenda is shared across the school community. A range of representatives were met during assessment day, demonstrating their contribution to the overall plan.
- The Careers Leader, Paul Ollett has overall responsibility, however, other relevant staff members have input. Assistant Headteacher, Jason Poulston organises personal development days. There are a range of other staff members involved in curriculum planning; Heads of respective year groups, SENCO, work experience co-ordinator and Careers Adviser, with involvement from external partners such as local employers, Careers Enterprise Company, Local Authority, college, and university representatives. All work closely to plan, monitor and evaluate the programme.
- Regular meetings take place between the relevant staff members, information is shared through meetings, briefings, and emails. This is a small school, so communication is very open, and information easily shared.
- Comprehensive review and evaluation procedures are in place, which involve young people, school council, parents, teachers, and employers. Examples were provided on SharePoint and verified by those met on the assessment day.
- The following changes have been made in response to feedback since the previous assessment in 2018: CDI audit tool used, Compass self-assessment completed to 100% for each benchmark, careers work embedded into curriculum, improvements to evaluation processes, training needs analysis relating to CEIAG training and activities, 1:1 personal guidance interviews at key transition points, more links to LMI resources, using social media, website and newsletters to communicate to parents and local community and development of employability passport.
- CPD is delivered by the Careers Leader and lesson observations are carried out. Tutors have been trained in LOMO, gained knowledge from involvement in personal development days, and increased awareness of LMI.
- Regular training needs audits are undertaken as part of annual review process. Training is delivered through school training days which previously included an introduction to the Gatsby Benchmarks and LOMO training for tutors.
- Destinations are tracked, analysed, and used to shape provision. Data sharing agreements are in place with local providers for consent to share destinations data. There are good relationships with local colleges, who regularly meet to share information. The Local authority support in collating the destinations data. This has also been raised with the Enterprise Coordinator for targeted support next year. School are taking all necessary steps to gather destinations data and ensure all students have a positive outcome, placed into education, employment, or training. Agreements include all parties to share destinations following college or Higher Education outcomes.
- Procedures are in place to record and assess learning from the programme using LOMO, and Compass Tracker. From September employability passports will be used as a feature on LOMO for Year 10 and Year 11 students.
- Alumni are used to support the programme, this is a small community with parents from many previous generations often having attended the school, who are in local businesses. It is intended to further increase connections with the local network next year, as part of recovery from Covid restrictions.
- The impact of collaborative networks is evaluated by the CEC.

The Compass tool self-assessment for Gatsby Benchmark 1 is 100%.

The Market Weighton School fully meets the Gatsby Benchmark performance Indicators for Gatsby Benchmark 1

Areas for Development/ Action Plan

Associate and Assistant Headteacher, newly appointed from September will focus on exceptionally able / gifted and talented students and to develop activities to raise aspirations in Year 7 and 8.

Continue to develop alumni links within local community to enhance programme.

Continue to develop links and information sharing protocols with local colleges and university providers, CEC, Career Hub for gathering 3-year destinations data.

Evidence

Various PSHE lesson plans
Photographs of events
Annual activity surveys 2018-2020
Careers Education plan
Careers leader job description
Careers Programme
Compass+ Planned events
Compass+ Completed events
CPD Careers leader
Governors presentation
Education and Skills partnership work
Minutes from Achievement and wellbeing meeting
LOMO training
Parents guide to apprenticeships PDF
Staff training document
Pastoral and SEN minutes
Policies
Budget information
CDI audit
Options booklet
Strategic plan

**2. Gatsby Benchmark 2 Learning from Career and Labour Market Information
LMI incorporating Provision of information**

Rating – Meeting the Assessment Criteria of this principle

Fully Meets

-The school website incorporates a range of sources for local and national LMI including information about apprenticeships for parents, a publication available to support making decisions with links to local providers and partners, National Careers Service and a range of resources accessed through LOMO.

- Students have used careers information widely, were confident in how to access information, gave positive feedback about a range of sources, including direct links with employers, access to college prospectuses, emails from Head of Year, presentations on LMI, information evenings, newsletters, and events in school with guest speakers.
- The options process in Year 9 involved a *Steps to Success* theatre production event to explain options, information event provided for parents, booklets distributed describing the courses available, opportunity to share feedback with older students and an offer of appointment with the Careers Adviser to discuss ideas and plans.
- Students know about sources of LMI as evidenced in the focus group; they are supported to use LMI through access to LOMO through tutorial sessions and activities during personal development days.
- The careers programme includes LMI related content in the tutorial sessions. From September this will be included in Society and Ethics lesson provision, examples of lesson plans provided. The personal development days include a range of activities with employers, alongside assemblies which include a range of career related information including STEM related opportunities, sector information from employers, employability skills development, job roles and content. Resources are accessible on LOMO, school website, via newsletters and social media. An LMI video was recently shared with students and parents to refresh students on information relating to jobs, salaries, and employability skills.
- Enterprise activities are incorporated into personal development days.
- The Enterprise Adviser is involved in delivering engineering insight days, competitions, events, and workshop activities e.g., *Building fibre network on google maps activity*.
- Parents are supported to access LMI through information provided on the school website, access to LOMO, social media, and newsletters, and attendance at Careers Fair includes representatives from industry.
- Students use online career programmes during the careers programme such as National Careers Service, Career Box, Prospects, Amazing Apprenticeships, and factsheets. A range of resources are accessible on LOMO and the school website.
- Tina Jenkinson explained the LMI Humber website resource is available to share with parents, teachers, and students and includes local LMI, links to sector specific information, progression pathways, LMI Newsletter, and monthly sector specific activities where key employers highlighted. The CEC also enable access to networking opportunities, and these are regularly attended by staff.

The Compass tool self-assessment for Gatsby Benchmark 2 is 100%.

The Market Weighton School fully meets the Gatsby Benchmark performance Indicators for Gatsby Benchmark 2

Areas for Development/ Action Plan

School plans to further develop sector specific LMI via links with employers

Introduce Employability Passport from September with Year 10 and 11

Evidence

Newsletter

Website

LOMO

Photographs of displays

Interviews with staff, parent and pupils

3. Gatsby Benchmark 3 Addressing the needs of each pupil/student (Incorporating Inclusivity and Engagement of Parents/Carers)

Rating – Meeting the Assessment Criteria of this principle

○ Fully Meets

-SENCO, Kirsty Gemmell described the support provided for SEND and vulnerable students. Bespoke differentiated provision supports Year 6 transition and delivered in school from Year 7 upwards. During personal development days there is focused provision for foundation level learners. A café style environment has been funded by enhanced resource provision to meet the needs of students with autism. A designated member of staff is allocated to support life skills development, and help with researching career related information, there is a focused 1:1 session with each student guided towards appropriate choices, to discuss career ambitions, and facilitate pathway preparations, there are accompanied experience days, and supported transition to college post 16.

-Students with an Education Health Care Plan (EHCP) are supported from Year 7 with preparation for adulthood, key workers support provided on an individual basis, parents and local authority involved in supported transition meetings and sessional workers help support confidence building in the community. Supported work experience placements are organised with local employers or in school.

- An Annual “*Preparation for adulthood*” evening event is organised for students with SEND where a range of external agencies are invited into school. These include local colleges, youth groups, organisations and are supported by the inclusion team from the Local Authority.

- The Careers Adviser prioritises pupils on a needs basis, providing early careers meetings before reviews for SEND young people for example LAC students have the opportunity to work with a key worker and the Pathway Team to support with developing independent living skills such as safe use of transport.

- There are a number of activities designed to raise aspirations and challenge stereotypes e.g., Year 10 industry visits for all students, Year 9 visit to university, encouraging girls to learn about careers in construction, Oxbridge visits. Stereotyping and equal opportunities are addressed in the PSHE programme through the content delivered – this was verified by the students.

- Information sharing protocols are in place for supporting students accessing external agencies and specialist support provision.

- A National Careers Week example was provided where female role models visited school eg. an IT Manager from KCOM. Students also are activity encouraged to attend Women in manufacturing WiME events.

- Destinations are tracked for transition following Year 11. Information sharing protocols are in place with local colleges and providers, the CEC and Careers Hub supports the tracking of information on leaving college and Higher Education. (up to 3 years)

- Compass Tracker is used to log and track career-related activities

- Communication and links with parents are strong through the Head of Year role, activities, and events in school and other methods of communication. Online tools are used for monitoring and providing feedback on performance. Parents events provide opportunity to discuss with parents their child’s progress, but also local training and college providers are invited to discuss potential next steps at these events.

- Students record career learning and planning using LOMO and events attended are recorded on Compass Plus. The facility to use the Employability passport will be used more extensively from September with Year 10 and 11.

- Pupil Premium funding is used to support activities delivered through personal development days, and is also used for events towards raising aspirations. This is offered to all students to ensure all students have the same learning experience and opportunities.
- Further plans are intended for developing activities for exceptionally able students including visits to Oxbridge and a broader range of industry and educational partners. A closer working relationship is developing with local school for preparation for more competitive university courses such as Medicine, and Sports Science.
- Social media is used to showcase events and activities are arranged in school to educate and share with parents and the local community.

The Compass tool self-assessment for Gatsby Benchmark 3 is 100%.

The Market Weighton School fully meets the Gatsby Benchmark performance Indicators for Gatsby Benchmark 3

Areas for Development/ Action Plan

***Continue to develop opportunities for raising aspirations with younger year groups
Use destinations data to analyse outcomes in detail (eg looking at widening participation criteria, vulnerable groups) and shape your careers programme accordingly***

Evidence

Data sharing agreement with Bishop Burton college

Employability passport

Parents letter

Surveys

Destinations information

Destination tracking plan

Data consent form

National careers week information

Annual activity surveys

4 Gatsby Benchmark 4 Linking curriculum learning to careers

Rating – Meeting the Assessment Criteria of this principle

Fully Meets

- The school links subject areas to careers by incorporating into lesson plan activities across subject areas, by advertising posters around school, and providing information on the website on how to prepare for transition to A level. A career framework demonstrated the links of curriculum subjects, and each curriculum area was mapped to the subject.
- Specific schemes of work were provided in the evidence e.g., BAME in science demonstrating under-represented groups featuring black scientists.
- There are tutor time delivered sessions around adopting an employability mindset eg.LSV
- A CDI audit has been completed across all departments.
- School staff make use of their experiences prior to teaching to discuss career opportunities.
- Links within STEM subjects are provided through employer visits e.g., Drax for Year 10.

- Enterprise Adviser Brendon Smurthwaite (PBS Construction) described during the visit how they supported personal development day events, Careers Fair, employability related activities, embedding employability and enterprise in the curriculum.

The Compass tool self-assessment for Gatsby Benchmark 4 is 100%.

The Market Weighton School fully meets the Gatsby Benchmark performance Indicators for Gatsby Benchmark 4

Areas for Development/ Action Plan

Continue to build on the development of the careers related aspect of the Society and Ethics programme, from September.

Evidence

- STEM career lessons
- BAME role models in science info
- STEM scheme of work
- Food technology audit
- Humanities audit
- Tutor time employability
- Science audit

**5. Gatsby Benchmark 5 Encounters with employers and employees
(Incorporating Work with External Agencies)**

Rating – Meeting the Assessment Criteria of this principle

Fully Meets

- All year groups undertake an enterprise activity or workplace experience.
- Mock interview days are provided with a range of employers. These are usually face to face sessions but were adapted to online interviews whilst Covid restrictions were in place.
- Employers attend personal development days, deliver assemblies, work closely with subject teachers to arrange visits. Good relationships exist with a range of local employer and network groups to ensure employer encounters are embedded in the curriculum.
- The Careers Leader ensures events are well organised and students are prepared well for hosting employer visits, making the events with employers meaningful.
- Employer encounters are evaluated, local network groups share contacts and feedback from successful events.
- Local science and engineering companies support with activities within STEM curriculum areas.
- Alumni are used well to support employer events.
- Enterprise Adviser, Brendan Smurthwaite described how he supported school for 5 years through previous employment and now continues through PBS Construction by linking with The Careers Leader and arranging activities for students.
- Activities are evaluated, examples of feedback provided on SharePoint from questionnaires used, verbal feedback or direct emails.

The Compass tool self-assessment for Gatsby Benchmark 5 is 100%.
The Market Weighton School fully meets the Gatsby Benchmark performance Indicators for Gatsby Benchmark 5

Areas for Development/ Action Plan

Continue to expand range of local employer networks

Alumni links to be further developed to support the careers related programme

Evidence

- Employer feedback*
- DRAX feedback email*
- PD day feedback*
- KCOM link*
- Interview skills sessions*
- Year 10 careers day info*
- PD day planning*
- Mock interviews info*
- Mock interviews preparation and PPT*
- BRITCOM feedback*

6. Gatsby Benchmark 6 Experiences of workplaces

Rating – Meeting the Assessment Criteria of this principle

Fully Meets

- Pre-Covid at least one meaningful experience of the workplace pre 16 was provided in Year 10, the previous two years having 100% successfully placed. During the academic year of Covid a virtual work experience offer was provided.
- STEM visits to employers are usually arranged; this year the employer DRAX visited the school to discuss employment in engineering.
- Mamta Joshi, Work experience Coordinator, described how the students are prepared for making applications for work experience placements, administration is completed, students are encouraged to source their own placements but are also supported by an external company that provides a reliable database of employers and conducts Health and Safety checks prior to the placement. A logbook is completed showing key learning objectives, guidelines, and an opportunity to reflect on a daily diary.
- Students are visited whilst on placement to ensure they are experiencing a productive week of learning and skills development.
- Placements are evaluated on return; Employers provide feedback on the students' performance and the students log their feedback in the logbook.
- Students with additional needs have supported work placements, voluntary work or are placed in school within the enhanced provision (café) or other school departments relating to the student's interests.

- Work experience is highly valued by the school, during Covid opportunities to engage in online work placements was provided.
- Employability skills are embedded into all aspects of the curriculum, and this includes advice on the benefits of part time employment or voluntary opportunities for skills building e.g., DofE award.

The Compass tool self-assessment for Gatsby Benchmark 6 is 100%.

The Market Weighton School fully meets the Gatsby Benchmark performance Indicators for Gatsby Benchmark 6

Areas for Development/ Action Plan

Re-introduce Year 11 work experience placements 2022 for Year 10 students after Covid restrictions lifted.

Evidence

Education to work service level agreement

Placement employer details

Placement booking form

Post WEX review form

Work experience staff visit report

Work experience agreement

Work experience information

Careers education plan

Careers programme

7. Gatsby Benchmark 7 Encounters with Further and Higher Education

Rating – Meeting the Assessment Criteria of this principle

Fully Meets

- Students have a meaningful encounter with a full range of post 16/post 18 options. The annual careers fair invites a range of local FE and HE providers to meet staff, students, and parents.
- All year 11 students undertake FE visits, taster days, experience days and open events. Year 10 and 11 have activities with apprenticeship providers and employers in the personal development days, 4 times per year and through links in their subject areas. Providers also feature in assemblies and supported workshops within tutor time.
- There is an event for SEND students organised by the SENCO to invite a range of external agencies, colleges, and providers, specifically aimed at those requiring additional support.
- There is a Provider Access Policy on the website. School is fully impartial.
- Melanie Brown (School Liaison from East Riding College) described the relationship with school and how the college was invited to attend events including delivery of assemblies outlining Post 16 options. Year 10 have a pathways development day, resources are shared, and taster days and virtual open events are attended.

- Feedback is obtained about these encounters from students using response cards to PD activities delivered on personal development days. Direct feedback is gathered from employers and students using questionnaires. Feedback from SLT and Governors helps to drive future plans and ensures the quality of future provision.
- All Year 9 complete a visit to local university, and universities are involved within the careers programme or attend events in school.
- Resources and links are provided on LOMO and school website to provide information.
- Funding for trips and visits is allocated from Pupil Premium funding, with support from Humber Outreach Programme (HOP), and occasionally trips are funded by school.
- Specific subject areas have links with universities e.g., Science department visited York University laboratories with a group of students
- SEND students, vulnerable, those at risk of NEET have additional support for decisions towards next destinations through the careers programme in school, allocation of key workers to accompany college visits, extra experience days in college/ apprenticeship events. The Careers Adviser interviews all students but with those at risk have opportunity to be seen more than once or attend the drop-in service. Multi-agency meetings take place to discuss individual students so specialist teams in college can liaise with school and support students, particularly if EHCP applies.
- Head of Year 11 Tracie Brice described the support provided towards next transition with examples of information provided about the full range of options, including college course information and T levels. Staff will signpost links to college open days, and prospectuses, and share links with parents and students for virtual events online.
- Social media, newsletters, the website and LOMO are used to communicate events that are taking place.

The Compass tool self-assessment for Gatsby Benchmark 7 is 100%.

The Market Weighton School fully meets the Gatsby Benchmark performance Indicators for Gatsby Benchmark 7

Areas for Development/ Action Plan

Consider the opportunities for linking with outreach teams at a range of Higher Education providers to further support the programme.

Evidence

Hull uni letter

Careers Yorkshire and Humber contacts

East Riding College feedback

LOMO training for staff

Invite to employer PD day

East Riding presentation recording

Beverly High feedback

Interviews with college and school staff

8. Gatsby Benchmark 8 Personal Guidance

Rating – Meeting the Assessment Criteria of this principle

○ Fully Meets

- Independent and impartial IAG is delivered by a Level 6 adviser, one day per week who is registered with the CDI and completes in excess of 25 hours per year CPD.
- The Careers Adviser is quality assured through the observation process operated in school. Also, by accessing links with local network groups, peer discussion, attending workshop activities, sharing best practice and gaining feedback on the professional approach taken.
- Observation of guidance interviews is conducted by the Careers Leader, currently working towards Level 6 Certificate in Careers Leadership Units 21,22,23.
- The Careers Adviser attended a range of CPD activities and events which is logged on the CDI Professional Development tool.
- Staff delivering the careers programme have undertaken CPD in range of topics relating to the content delivered through Personal Development days or tutorial programme e.g., LOMO.
- All pupils seen at key transition points, are prioritised on need, with opportunity for an interview in Year 9,10 and at least one interview conducted by the end of year 11. Open access is available through weekly drop- in service provided.
- A questionnaire/survey is used to establish needs and interventions are prioritised accordingly. Referrals are received from Tutors, Head of Year, SENCO, mentors, and key workers.
- The Careers Adviser attends open events, and establishes links with parents through email or referral from Head of Year.
- A broad range of resources are used to support career related research, both online links, LOMO and factsheets. College prospectuses are also provided in the library.
- Confidential space is available for conducting interviews on a face-to-face basis, safeguarding policies followed with respect to online guidance interviews, delivered using Microsoft Teams during Covid.
- The action planning process uses topics for self-development, career exploration and career management, next steps are agreed with students focusing on three points from the discussion; a copy is sent to the Head of Year and followed up with the student.
- The impact of guidance is evaluated through obtaining verbal feedback form the student at the end of the interview, and measured by the student obtaining successful transition with exit surveys completed annually.

The Compass tool self-assessment for Gatsby Benchmark 8 is 100%.

The Market Weighton School fully meets the Gatsby Benchmark performance Indicators for Gatsby Benchmark 8

Areas for Development/ Action Plan

Consider using the CDI Observation Checklist for quality assurance

Evidence

Qualification certificates

Careers interviews

December survey
Observation paperwork
Sue Tunstall CPD record
Service Level Agreement

Assessment Grid

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

Notes

- i. **Insufficient progress towards fully meeting the Standard** = Inadequate inputs, unreliable processes, and unclear outcomes/impact in this section of the Standard. No robust plan in place to fully meet this section of the Standard nor the expectations of the relevant Gatsby benchmark indicators.
- ii. **Making good progress towards fully meeting the Standard** = Evidence of good progress in this section of the Standard and robust plans in place to fully meet this section of the Standard within two-three years. Has met or partially met the expectations of the relevant Gatsby benchmark indicators.

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

Conclusion

CEIAG is very strong in every area, and The Market Weighton School continues to build on its existing very good practice.

Particular strengths to note are:

- Positive “careers “community in school, embedded and integrated across whole school responsibilities, effective and committed team
- Strategic direction led by proactive senior leadership team and governance, constantly looking for improvements to the programme, value placed on importance of careers related activities
- Excellent careers education programme delivered through tutor led sessions, curriculum subjects or personal development days
- Employability skills developed from year 7, with several high-profile events to promote awareness
- Employer engagement events and links with local area network a considerable strength
- Audit of provision by subject demonstrated how careers built into curriculum
- Professional links developed through Careers Leader Training, integration of new CDI framework into school provision
- Networking with external agencies a key strength, positive feedback from representative college, LMI Network, CEC, Employers, local Hub, external agencies, local authority, professional networks
- Very positive feedback on relationship with Careers Leader’s professional approach. Highly organised, responsive, adapted practice through Covid to deliver within restrictions. Constantly evaluates provision and suggests improvements, very supportive of Career Leader network, regularly attending meetings and supports development and sharing of resources.
- LOMO used extensively by students and parents/carers, includes broad range of information for study options information from a range of employers. Good access to provider opportunities demonstrating impartiality and effective method of communicating sources.
- Exceptionally low NEET figures with positive progression rates at key stage 4 which indicate that individual students are well supported to make transitions

- Developed links with local school for supporting more able students with applications for scholarships, meeting aspirations for Oxbridge and highly competitive courses, medical programmes, and access to sports specialist for students studying PE courses.
- Careers Adviser valued highly, and works closely with the Careers Leader and other key staff, as part of the school's 'careers team'

Areas for development include:

- Associate and Assistant Headteacher, newly appointed from September will focus on exceptionally able / gifted and talented students and to develop activities to raise aspirations in Year 7 and 8.
- Continue to develop alumni links within local community to enhance programme.
- Continue to develop links and information sharing protocols with local colleges and university providers, CEC, Career Hub for gathering 3-year destinations data.
- Further develop sector specific LMI, and continue to expand range of local employer networks
- Introduce Employability Passport from September with Year 10 and 11
- Continue to build on the development of the careers related aspect of the Society and Ethics programme, from September.
- Re-introduce Year 11 work experience placements 2022 for Year 10 students after Covid restrictions lifted.
- Consider the opportunities for linking with outreach teams at a range of Higher Education providers to further support programme
- Consider using the CDI Observation Checklist for quality assurance of Careers Interviews

I would like to thank Paul Ollett for arranging a very full and enjoyable online assessment visit.

In the Compass self-assessment, The Market Weighton School are fully meeting all of the 8 Gatsby Benchmarks and are therefore assessed as 'fully meeting the Standard.'
The assessor would recommend that they be awarded the Quality in Careers Standard.
The award will be subject to an annual review in July 2022 prior to a full review in July 2024.

Signed: *Ann Tunstall*
Ann Tunstall

Dated: 18/7/21