



Annual Review Form Quality in Careers Standard Awarded by C+K Careers

This review of CEIAG provision was undertaken in December 2022

Name of Institution Scalby School

Date awarded the Quality in Careers Standard 19th October 2021

Date 3 year re-assessment due July 2024

Is this a 12month review Yes

Is this a 24 month review No

Please provide a brief overview on the development of CEIAG within your institution since the awarding of the Quality in Careers Standard; in particular please make reference to any particular development points identified in your original assessment report.

Scalby School continues to have a strong focused CEIAG provision for all students which models the following –

- Strong leadership and strategic direction
- Very effective and committed Careers team
- Excellent careers education through Life lessons and careers delivery in the curriculum a particular strength
- Low NEET figures compared to national average with positive progression rates at key stage 4 which indicate that individual students are well supported to make transitions
- Employability skills developed from year 7, with several high-profile events to promote awareness
- Very good opportunities for encounters with employers, through visits and school-based activities, aligned with local LMI
- Careers Adviser is valued highly, and works closely with the Careers Leader, Careers Co-ordinator, and other key staff, as part of the school's 'careers team'
- Aspiration raising a key focus but also with emphasis on keeping it relevant.
- Adjustments made to curriculum in response to local LMI trends
- Grofar diagnostics good tool for managing the careers programme and identifying areas of strength or development
- Maximised use of available funding streams to develop range of programmes on offer such as volunteering opportunities, outreach activities to raise aspirations e.g. Duke of Edinburgh Award, alongside events for more able students
- Strong community links, whole school approach

Since the last review, we have worked diligently on our covid recovery plan. One of the key areas are to develop and links with employers to increase the real-life experiences through employer engagements and work experience opportunities through developing the whole school careers fair where each student has the opportunity to ask meaningful questions to employers to develop their understanding of the world of work. Students are given a postcard to record



answers from one of the many example questions they were provided with. This is then recorded on their Grofar account.

On the back of this we have planned many opportunities for students to work with employers from a range of sectors, for example Scientists from Drax Power Station, Uniformed Services, Engineers, Sport, Health and Cyber Security.

We continue to work on the following by implementing a virtual work experience week for year 10 students, work experience poses safeguarding concerns and therefore the school will focus on this preferred route.

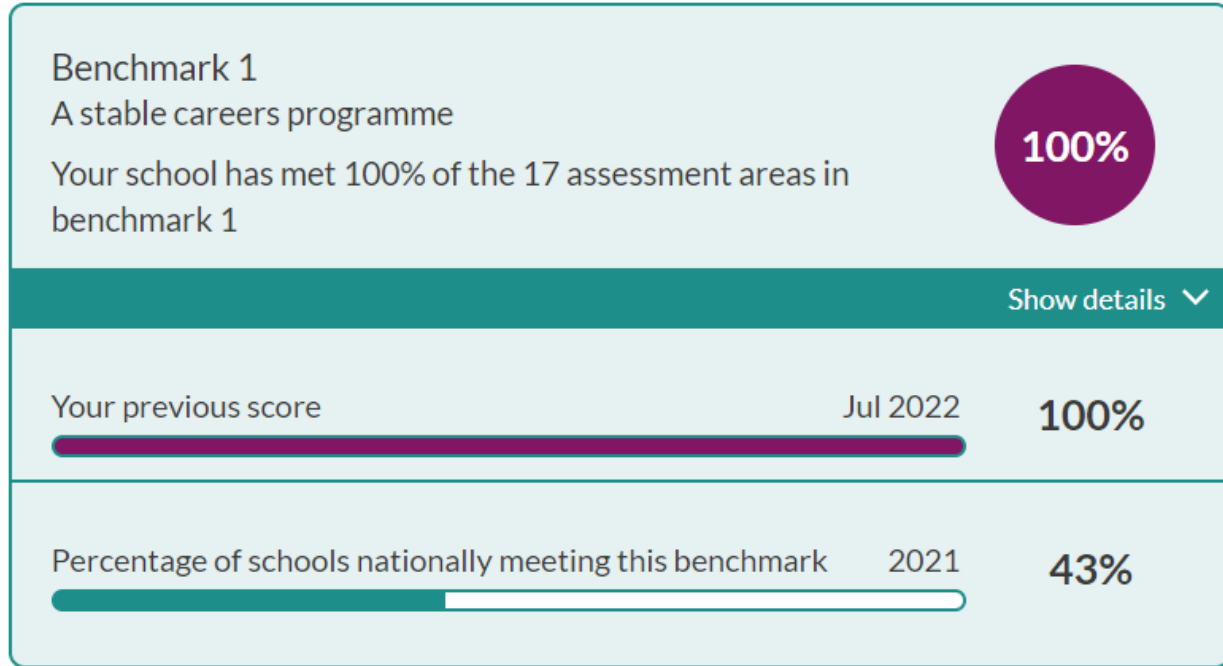
Through Life lessons more emphasis will be placed on the utilisation of Grofar to record CEIAG engagement to support post 16 transition and aspiration of each student.

We also can meet stakeholders in person, which will enable real-time feedback of the current CEIAG plan and assess impact to allow the program to develop greater enrichment for all.



Your current Compass tool self-assessment results against the 8 Gatsby Benchmarks

Gatsby Benchmark 1 A Stable Programme. Incorporating Leadership and Management, Quality Assurance, Training and the Planned Programme of Careers Employability and Enterprise education.)

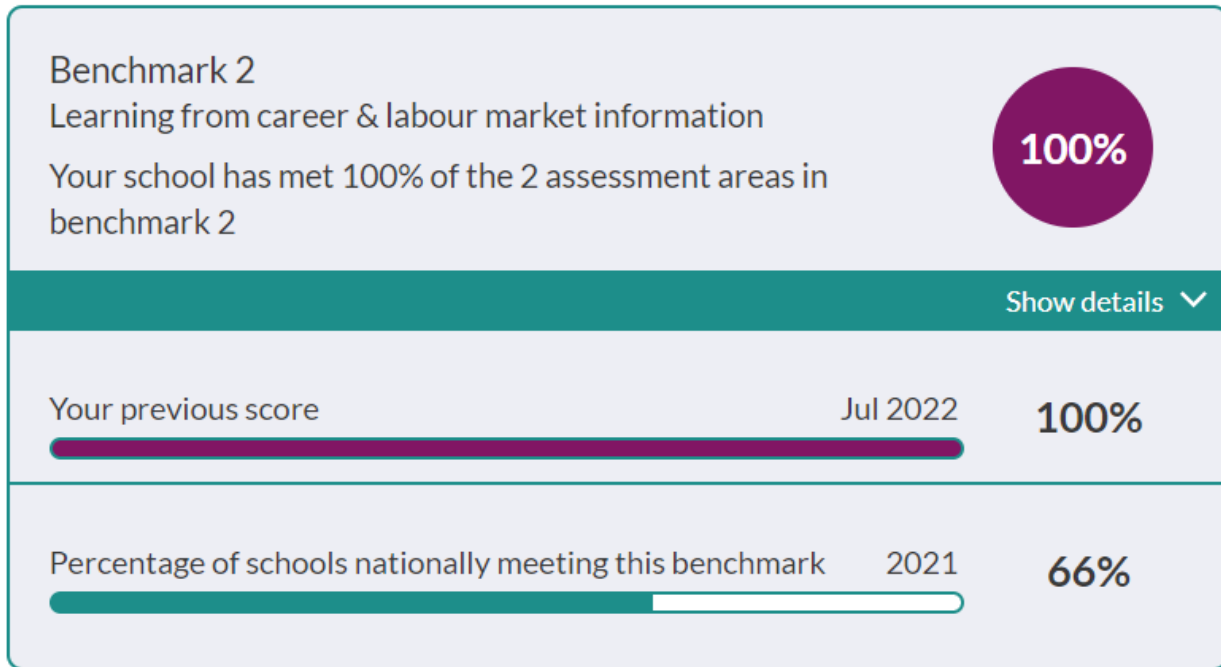


We continue to develop and integrate Grofar across the curriculum to manage the overall CEIAG program.

The focus this year is developing the alumni networks to support the whole school CEIAG initiatives.



**Gatsby Benchmark 2 Learning from Career and Labour Market Information
(Incorporating Provision of information)**



One of the schools' strategic objectives to address the labour market requirements along the Yorkshire Coast by building links with employers in the following sector -

Health Care

Tourism

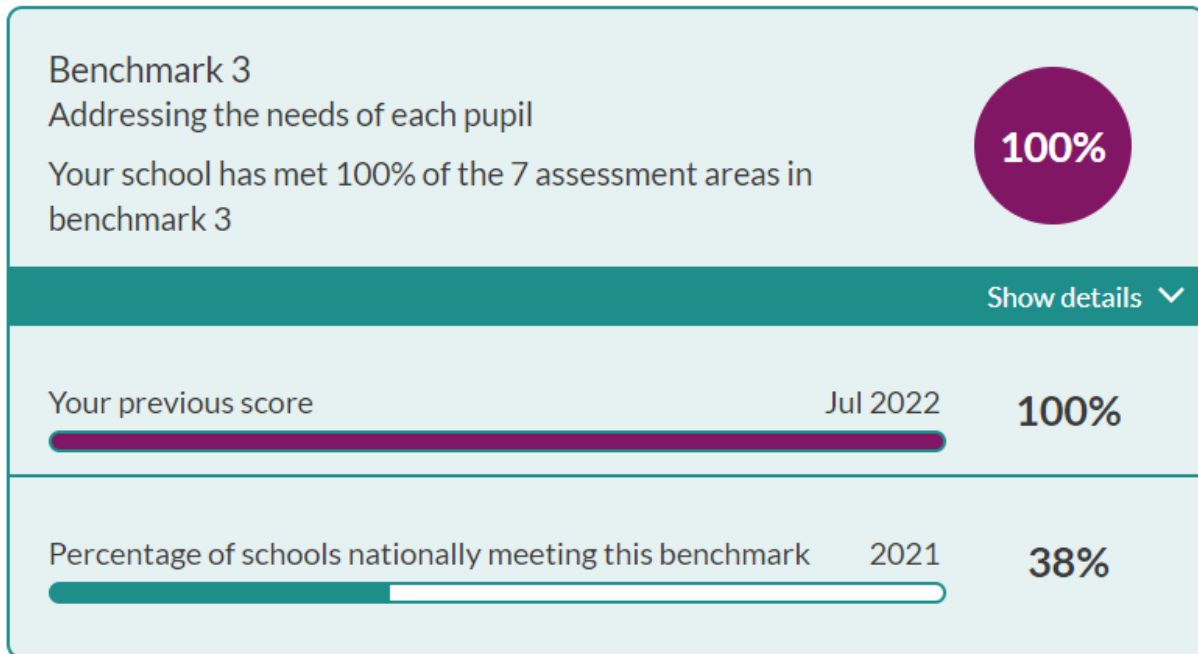
Engineering

Cyber

Through the CEIAG events this year we will work with employers to provide enrichment and careers awareness to our students.



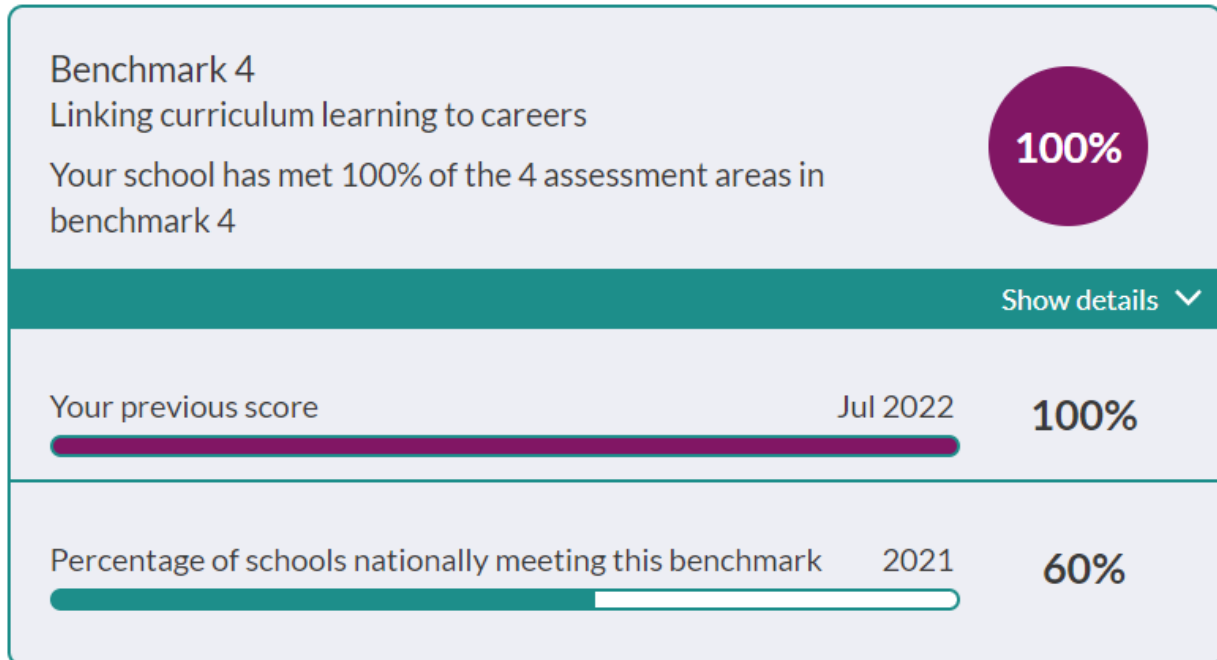
**Gatsby Benchmark 3 - Addressing the needs of each pupil/student
(Incorporating inclusivity and engagement of parents/carers)**



Focus on the increased NEET figures and vulnerable learners in school because of COVID are being addressed in school through additional support through the pastoral system, working with external providers such as Emotion Switch and NYBEP team to improve engagement and long term aspirations.



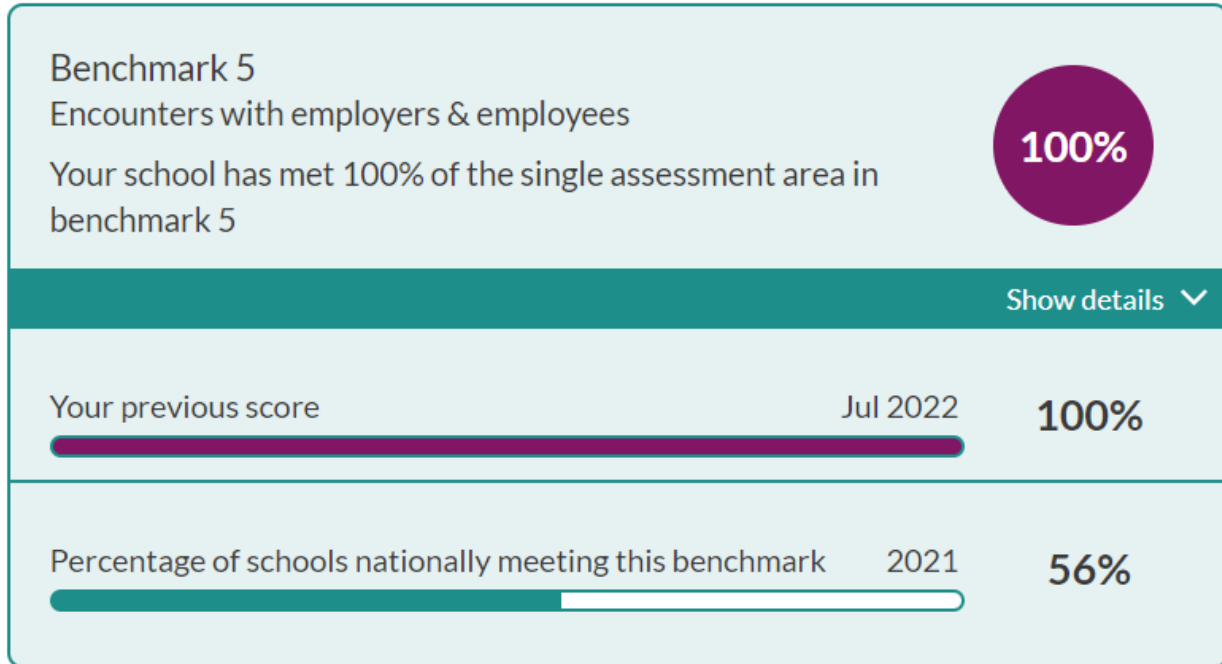
Gatsby Benchmark 4 - Linking curriculum learning to careers



We continue to deliver a broad and balanced curriculum where careers in each curriculum area are highlighted frequently. This is measured through feedback, leadership development meetings and the school pastoral system. Students participate in a range of careers interactions throughout the year.



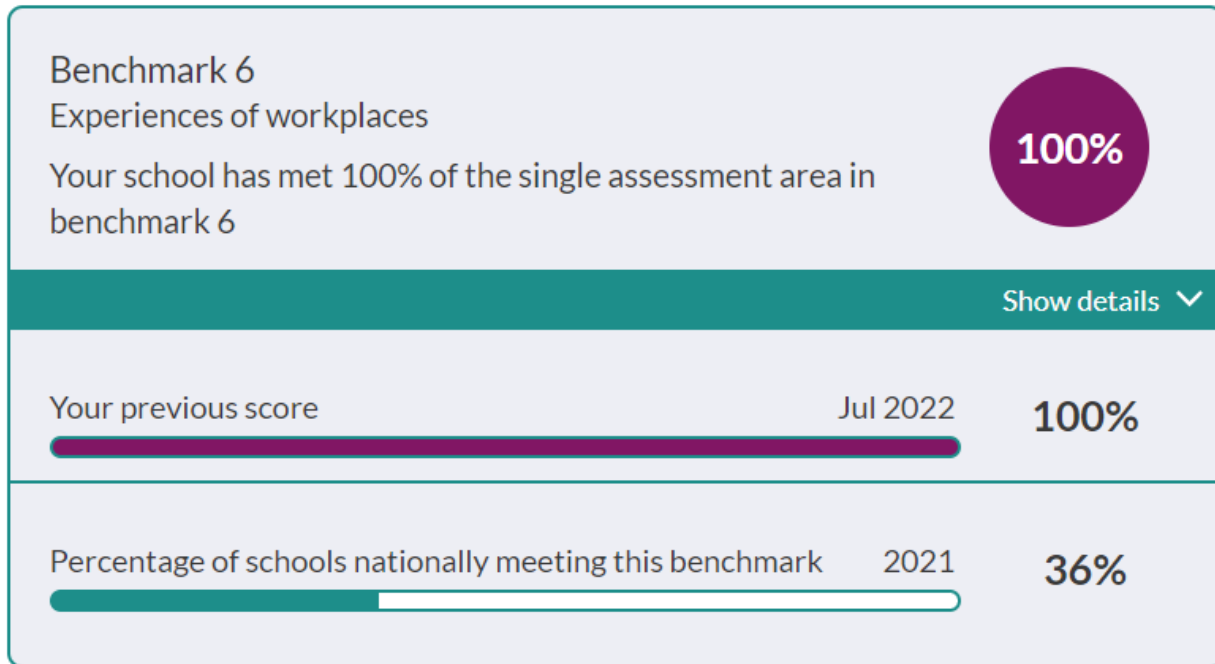
**Gatsby Benchmark 5- Encounters with employers and employees
(Incorporating work with external agencies)**



We continue to use our strong links with local employers in the area to support CEIAG events in school such as the yearly Careers Fair for all students. We also support CEIAG events in the area by attending the Scarborough Science and Engineering Fair, Health Day at Coventry University, Scarborough Campus and Cyber Events hosted by Anglo American. We are also proactive and take students to employers such as Drax Power Station.



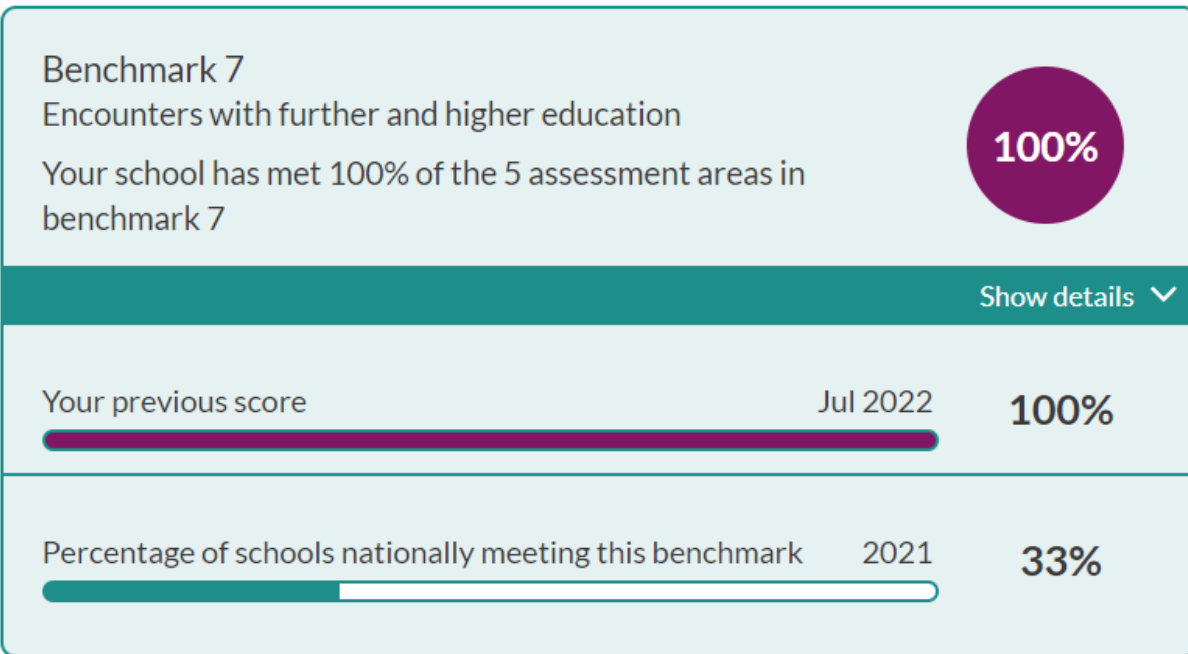
Gatsby Benchmark 6 – Experiences of workplaces



We will continue to use virtual work experience to support the experience of the workplace. We do, however, encourage students to participate in the Duke of Edinburgh Award Scheme and World Challenge to volunteer. Students are encouraged to experience the world of work through events in school and during school holidays. We promote how this work experience supports the writing of personal statements in preparation for post 16 opportunities. This is supported by a range of employers/FE/HE providers who speak to students in assemblies or during workshops.



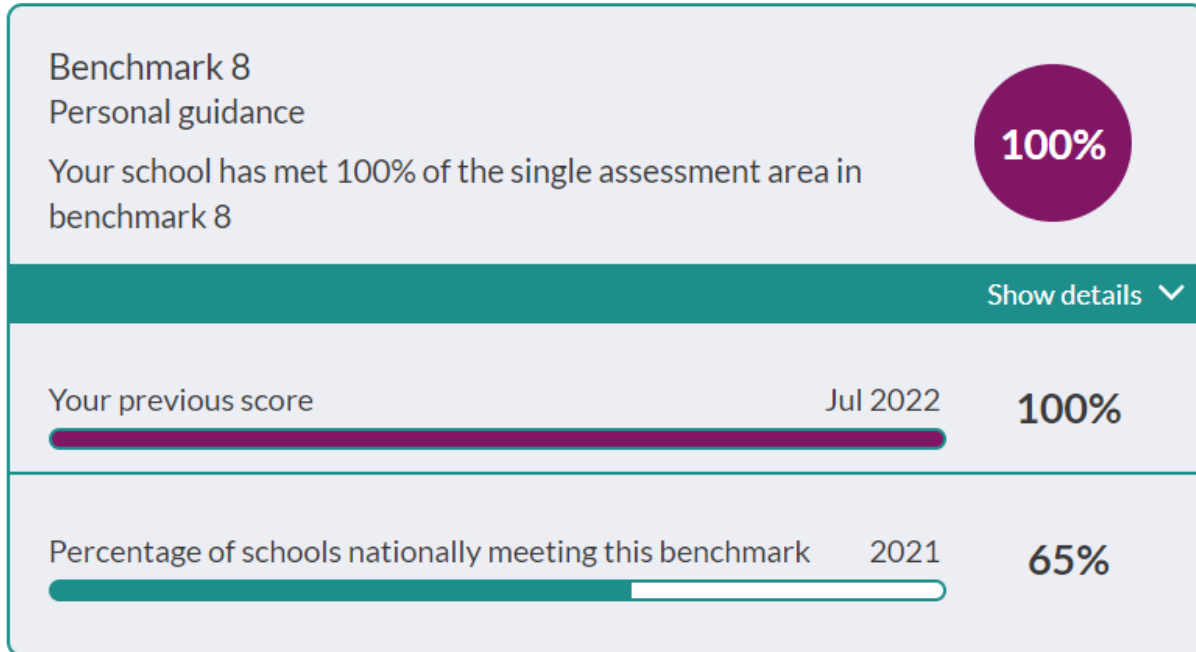
Gatsby Benchmark 7- Encounters with further and higher education



This continues to be a strength through the good relationships we have built up in the local area over the years with post 16 providers.



Gatsby Benchmark 8 – Personal Guidance



Our Careers Advisor Ruth Green, level 6 qualified, continues to provide outstanding personal guidance to all students. Students in years 7-11 have careers appointments and we also have a drop-in session to provide additional support to those who want it. Referrals can be made by any member of staff, parent, and carer. We recognise the importance of our CDI (Career Development Institute) membership and CPD (Continuous Professional Development) to ensure our students get access to up to date information to support life choices.

Examples of how holding the Quality in Careers Standard has impacted on CEIAG provision over the previous 12 months

Achieving QICS is the highest accolade that a school can seek to evidence their outstanding careers provision. We continue to showcase all the careers support we provide from Year 7 to 11 and highlighting the partnerships we have with businesses, FE providers and universities, to ensure our students are aware of opportunities, raise their aspirations and work with them to ensure they achieve their full potential to make well informed plans and decisions about their futures.

Maintaining this standard shows our stakeholders that we understand the importance of careers education across the curriculum and the important part all stakeholders hold in providing enrichment opportunities for every student at Scalby School. We pride ourselves on giving impartial opportunities to all our students using as many resources as possible.



Assessor Comments: Great to see Grofar is being further embedded and that pupils continue to access a wide range of experiences both virtual and face to face. The use of LMI to identify labour market requirements is good, and engaging with employers in these sectors will help support young people to understand the opportunities locally and hopefully address skills shortages. It would be good to use or adapt the CEC's Future Skills Questionnaire (if you aren't already doing so) to monitor trends in knowledge and skills and changes in aspirations across the student journey.

Date of completion

Completed by: Victoria Leat-Smith (Careers Leader Scalby School) 9.12.22