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The Mark of Quality
for Careers Education
and Guidance
2015-2017

Career Mark 6 Revalidation Report for

Crown Hills Community College

**Confirming that this learning organisation is recognised by
Career Mark for high quality Careers Education,
Information, Advice and Guidance**

Date of award:	23 March 2015	Expiry date:	23 March 2017
Assessed by:	Gary Longden		
Signature:		Date:	30 March 2015
Verified by:	Anna Goodship		
Signature:		Date:	5 May 2015

CAREER MARK 6 – ASSESSMENT REPORT

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Applicant details

Expiry date of current award: 31 December 2014

Report compiled by: Sharon Squires

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Date of submission: 31 January 2015

Description of the assessment process

General remarks

This is the 4th time that Crown Hills Community College has been assessed, having been first assessed in 2006 and thus qualifies for the Gold Award.

The assessment submission was received in good time in electronic format. It used the correct documentation which was comprehensively and clearly populated. The report was very easy to read and appropriately addressed all the revalidation requirements. The evidence was well presented and cross referenced to the narrative.

How the assessment portfolio was used

The Assessor used the report and additional portfolio evidence to establish that there was sufficient provision to be confident to proceed with the on-site assessment. This included attention to the provision of independent and impartial individual guidance for students. The evidence was used to plan the focus for discussion with the student groups.

How the on-site assessment was conducted

The Assessor provided the school with an outline assessment schedule to allow student groups from years 9, 10 and 11 to be organised. Session timings were organised to provide sufficient opportunity to gain a good understanding of the provision from the students' perspective whilst causing minimum disruption to the school timetable.

Students arrived promptly, with an understanding of the purpose of the discussion and all engaged with the process with enthusiasm. Students consisted of a mix of tutor groups and ability levels, providing a representative sample of the student cohort.

The Assessor held introductory meetings with the Assistant Principal with responsibility for Lifeskills and Careers and the Student Support Officer for Careers. The visit concluded with feedback to the Assistant Principal with responsibility for Lifeskills and Careers and the college Principal and, separately, to the Student Support Officer for Careers, concentrating on the findings from student comments, future recommendations and outline of the award process following the assessment.

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Assessment schedule

Time	Session	Cohort Group	No. Students
08.00	Arrive and introductions with the Student Support Officer for Careers and the Assistant Principal		
8.55	Lesson 1	Year 9 students	6 students
9.45	Lesson 2	Year 10 students	7 students
Break	10.35-10.55		
10.55	Lesson 3	Year 11 students	7 students
11.45		Feedback preparation	
12.00		Feedback to Principal and Assistant Principal	
12.30		Feedback to the Student Support Officer for Careers	

Introduction to the organisation

Crown Hills is a larger than average 11-16 urban mixed comprehensive sports college serving 1200 students, with significantly more boys on roll than girls. The school serves a very culturally diverse community where nearly two thirds of students come from Indian backgrounds. Over 26 languages are spoken. Approximately 50% of students speak English as an additional language. 38 students are at an early stage of learning English. Although the college's population is very diverse with 94% from an ethnic minority background, the biggest group is Muslim. Leicester has the lowest percentage of students reaching expected standards at the end of reception (27.7%). On average students enter the college in Year 7 with APS scores significantly below NA. Mobility is high. The proportion of students eligible for free school meals and those with learning difficulties and/or disabilities is above average. Most students live in the Spinney Hill, Coleman and Charnwood wards which feature highly in the Indices of Multiple Deprivation or overcrowded households. The area has a large South Asian and growing Somali population. There are believed to be high rates of untreated diabetes, kidney disease, abnormal cholesterol levels and high blood pressure among South East Asians in the area. It was these facts which contributed to our decision to become a sports college focusing on health and fitness.

Following a recently successful BSF rebuild, the new building opened in October 2013. Within this building the faculties are organized into learning zones; *Discovery* houses Maths, Science and Design, *Exploration* contains Humanities, MFL, ICT and Life Skills and *Expression* is home to Expressive Arts, PE and English. There is also a *Reflection Zone* where other student services such as SEN, EAL Careers and Behavior Support are located. Crown Hills was previously a Specialist Sports College and retains significant sporting links with both local schools and communities through its outreach work. The school sports facilities rebuild was partly funded by the English Cricket Board and so significant links exist within this sporting area. Crown Hills currently employs around 80 teachers and over 200 staff in total.

Crown Hills is a very good school. It currently holds a number of awards including Investors in People, Healthy Schools Award and International Schools Award. The college is a positive and innovative place to learn and develop every student's individual strengths and skills supported by our revised approaches to the KS3 curriculum. The college sets very high standards in all areas and expect the very best from students and staff alike. Through constant quality assurance the college aims to provide the highest quality of education and care for all. By providing the very best opportunities for students both in and beyond the classroom, the college relentlessly pursues its mission statement:

“Empowering tomorrow’s global citizens with the courage to be innovative, independent and responsible and the wisdom to be successful, healthy and happy.”

The school operates a rewards system across both Key Stages. This allows students to collect merits which can be traded for a variety of rewards from access to the GOALS football facilities to payment towards to Y11 celebration event or end of year trips. This encourages students to be enterprising and teaches them about the reward of hard work!

Career Learning is delivered by the Life Skills curriculum team, supplemented by some teachers from other faculties where dictated by the timetable. Contributions from external partners into the curriculum are common such as presentations about possible career areas (NHS) to a visit from Lord Bach promoting the work of the House of Lords. Additional information is often delivered through assemblies and through optional presentations at lunchtimes. All curricular are overseen by the Head of the Life Skills faculty and are regularly

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revised to ensure that they cover the statutory requirements in all areas including careers as well as being adjusted to support the non-statutory needs of our students as appropriate.

All students in Year 11 complete two weeks of work experience, which is organised by the student and the Work Experience coordinator in partnership with LEBC. Health and Safety lessons are delivered prior to work experience in Life Skills lessons and via assemblies.

Aspects of Careers Guidance are also covered across other subject areas, for example via KS4 Assemblies.

Career Guidance is an integral part of the school and how it thinks about students and their individual progression routes. Training sessions are delivered to Year 9 tutors every year for the KS4 transition to ensure that students are given the correct guidance when making their decisions about which subjects to take. Subject staff talk regularly to students about career progression for their subject areas. Tutors and Progress Managers often start conversations with students about where they feel their next steps lie. The College has held Career Mark since 2006, and recognises its importance in ensuring they regularly revisit and re-evaluate provision in this crucial and rapidly changing aspect of the curriculum.

Career Mark Revalidation – Self-assessment checklist

Key areas	What you have in place	Evidence
1. Project manager for achievement of Career Mark	Sharon Squires is responsible for Career Guidance at CHCC and leads revalidation of Careermark.	Management structure of CEIAG
2. Current CEIAG policy	Careers Policy is reviewed annually. Current policy will be reviewed in May 2015.	Careers Education and Guidance Policy
3. Evaluation of learner outcomes and destinations	Learner outcomes within Life Skills lessons (incorporating Careers education) are monitored through the colleges Quality Assurance process lead by the attached member of SLT. In addition, teaching of careers is monitored through the college's appraisal process. Interviews delivered by the Student Support Officer for careers are also monitored by SLT. Careers education at Crown Hills is inclusive, all students attend work experience placements and access the full KS3 & 4 curricular. All students are also fully supported to access applications to post-16 institutions in line with their learner outcomes. Destinations information is purchased from Connexions and is monitored closely to detect trends in destinations. In addition, student proposed destinations are monitored from an early stage in the academic year and appropriate support and guidance is offered to those who need it. Final destinations are analysed and discussed and any conclusions are drawn and fed into planning and monitoring for the next year.	QA documentation for Life Skills QA documentation for Careers
4. Management structure for planning, managing and delivering CEIAG	The college has a Student Support Officer for Careers who has been in place since September 2013. They are line managed by Jude Mellor, Assistant Principal, who also line manages the Life Skills faculty lead by Nazma Mohammed. There is a clear management structure in place for planning, management and delivery of Career Guidance. In agreement with SLT, the Head of Life Skills determines what percentage of the curriculum time will be dedicated to the	Management structure of CEIAG Curriculum map for Life Skills

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Key areas	What you have in place	Evidence
	<p>delivery of CEIAG and as of September 2011 coordinates, plans and delivers the provision of CEIAG during registration time (20 minutes a week).</p> <p>At KS3 Life Skills receives 2 lessons a week in every year group. Students also receive 1 lesson a week in Y10 and will continue to do so moving forward into Y11. For Y11 students their CEIAG provision is incorporated into their Integrated Humanities provision, however, this is not the case moving forward.</p> <p>The Head of faculty determines the distinct components of their programme of delivery. At present equal limits of 7 weeks are given over to the teaching of each aspect of Life Skills including careers. All Life Skills teachers are expected to deliver the careers modules in KS3 and KS4.</p>	
5. Analysis of learner needs	<p>Learner needs are analysed in many ways. During Life Skills lessons teachers will assess student needs and refer any students they feel need further support. In addition referrals can be made through the colleges PACT system where student needs are identified through discussion with Form Tutors, Progress Managers, SENCO, Careers Adviser, Student Services Officers and Intervention Support staff. Students and parents are able to identify a need for Careers Guidance and refer themselves or their children for one to one guidance both in person or by the dedicated careers@ e-mail address identified in school and on the website.</p> <p>The level of curriculum delivery is guided by data available on student's ability. All students access all aspects of the Careers education though the depth of investigation may be varied according to need.</p>	<p>PACT minutes Record of interviews completed Careers@ e-mail address</p>
6. Learner entitlement for all age groups	<p>Learner entitlement is clear and advertised to all students and parents via the school website. Assemblies are delivered to all year groups at an appropriate time to remind them all of their entitlement. It is also reinforced during Life Skills lessons when applicable.</p>	<p>Website Example of assembly Life Skills Curriculum</p>
7. Meeting the Career Mark requirements	<p>All students in years 7-11 have access to good Careers Education, Information, Advice and Guidance. Students in years 9-</p>	<p>QA documentation Life Skills Curriculum Coverage</p>

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Key areas	What you have in place	Evidence
for Careers Statutory Regulations	11 in particular have access to impartial careers advice and guidance with all Y10 students having a group interview, all Y11 students having an individual interview and all three year groups being able to request support.	Record of careers interviews
8. CEIAG trained and competent staff	<p>The Student Support Officer for Careers, Sharon Squires, is employed directly by the college on a full time term time basis and so is available to students at all times. Sharon is qualified to Level 4 IAG and will commence work on Level 6 in the near future. She keeps herself up to date with developments in Career Guidance by attending the CEIAG hub run by a local secondary school (Beaumont Leys) as well as attending training and information events provided by numerous local organisations and further educations institutions. This contact with such a plethora of providers, coupled with the fact that we do not have a sixth form and therefore have no vested interest in one particular route, works to ensure that the advice given is impartial and unbiased. Sharon also has access to a plethora of data around student's abilities and attributes and as such is able to promote effective and appropriate routes post-16.</p> <p>Her work is supplemented by additional bought in days from Connexions advisor, Mel Grimbley who Diploma In Careers Guidance and is QCF Level 6 qualified. These days are used to support students identified as vulnerable by the local authority and also students who require a higher level of support through a referral process.</p> <p>The Assistant Head has attended a number of hub events and CPD courses and sessions and ensures that the Careers Adviser and the Work Experience Coordinator feed back from the meetings and CPD sessions that they attend.</p> <p>All Life Skills staff have over 6 years of careers experience with the Assistant Principal within the faculty having a Diploma in Careers. Staff are further supported to carry out their particular roles by receiving information about current initiatives by attending a range of inset events. The college is fully supportive of the</p>	<p>Notes from CEIAG hub meetings</p> <p>CPD records for all Careers staff</p> <p>Certificates of qualification</p> <p>Example student data</p>

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Key areas	What you have in place	Evidence
	development of staff in this area. In addition the Student Support Officer for Careers is a regular attendee at the local CEIAG network.	
9. CEIAG arrangements with partners	<p>The school has many partnership agreements.</p> <p>We work closely with Connexions to support our vulnerable students and to buy in extra careers support as necessary. This includes providing support for Y10 annual reviews above the statutory requirement.</p> <p>We work closely with the tertiary education providers in the area and provide events such as lunch time talks for Y11 students, open day information and invite providers to parents evening to ensure students have the knowledge available to make sound decisions about their KS5 education.</p> <p>We have a good working relationship with University of Leicester and De Montfort University and facilitate students to attend events whenever the opportunity arises or invite representatives of these institutions into the college.</p> <p>Outside education, we have good working relationships with local employer organisations such as Leicestershire Cares through which we offer all Y11 students a mock post-16 interview in preparation for college applications. We also send all Y11 students out onto work experiences organised through LEBC, a significant financial investment by the college.</p> <p>In addition the college is always willing to seize opportunities to promote careers whenever they arise. In the past this has included theatre performances by groups promoting jobs in the health services as well as team building days offered by the RAF.</p>	<p>Connexions partnership agreement (paper copy)</p> <p>LEBC work experience agreement(paper copy)</p> <p>Leicestershire cares agreement</p> <p>Programmes of mock interviews</p> <p>Newsletter information</p>
10. Monitoring, review, evaluation and development of CEIAG	<p>The impact of Career Guidance is monitored through student questionnaires, destination data, parental engagement, and feedback from students, the schools QA process and SLT. There is a fortnightly line management meeting with both the Student Support Officer for careers and the head of Life Skills and where appropriate, these meetings are held jointly. There is a Departmental Development Plan for the PSHE/Citizenship/Careers curriculum which</p>	<p>Line Management notes</p> <p>Health check documents</p> <p>Destinations data</p> <p>Student voice QA reports</p> <p>Life Skills Development Plan</p> <p>Careers Development Plan</p> <p>Website and internet</p>

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Key areas	What you have in place	Evidence
	<p>is produced annually as well as a CEIAG Development Plan looking at whole school developments.</p> <p>SLT also discuss issues relating to Career Guidance on a regular basis, for example the continuance of work experience, the support for college interviews held on site, support for a recent Y10 trip to the skills show. Decisions are made based on statutory requirements but also, more importantly, the needs of learners, which are identified at all levels. This is supported by completion of both the inspire education health check and a similar document provided by the local CEIAG hub. These in turn inform the improvement plan for careers.</p> <p>The School Careers Adviser is responsible for auditing the information held in the Careers library. This audit is conducted annually although as useful and relevant information is received it is added to the Careers library. Relevant websites are also signposted from our website and via the intranet.</p> <p>With regard to Key Stage 4 transition, comprehensive information is provided to students and parents about the process and the choices available to students. A booklet is produced for students and parents and an information evening is offered, particularly to support those parents with limited English. This information is also available on the school website.</p> <p>The number of students interviewed by the Student Support Officer for Careers is closely monitored. Students are able to self refer and do so regularly – this information is also recorded.</p>	
<p>11. Delivery of career education across all age groups, including differentiation to meet the needs of learners</p>	<p>A range of delivery methods are used within dedicated Life Skills lessons to engage and challenge learners. This includes the use of ICT the school has a licence for the Cascade package which includes up to date information and is interactive which the students enjoy. Students access simulations such as the Skills Show at the NEC and university visits to get them thinking about careers from KS3. Life Skills also invites visiting speakers to encourage engagement with futures, For example, a local employer has been in to school to talk</p>	<p>Schemes of Work/learning Licence for software Meeting Individual Needs sheets Lesson plans Examples of resources</p>

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Key areas	What you have in place	Evidence
	<p>to the students about the importance of CVs, application forms and how to present themselves at interview.</p> <p>Jobseeker skills are taught, with a particular focus on this in Years 10 and 11 when we teach students how to write a CV, complete an application form, prepare for interviews with local employers and prepare students for work experience in the wider community.</p> <p>Delivery is differentiated where appropriate. All groups are banded at KS3 so delivery can be targeted and supported appropriately. KS4 groups are also arranged by ability so again input around potential future options can be directed appropriately though is never restricted so students can make a full range of appropriate choices.</p> <p>During Year 9, the SENCO identifies students, using data and knowledge of the student gained from their experience in Years 7 and 8, whose progression pathways through school need to be closely monitored and a more flexible programme of provision made. These students complete Foundation learning courses in some or all of their English and Humanities options time. This ensures that they are supported to improve their literacy whilst gaining appropriate accreditation and still being able to access options subjects in other areas like PE, DT and Expressive Arts.</p> <p>Option subjects are encouraged to engage with Careers across both Key Stages but particularly in Years 10 and 11 where STEM days are driven by Science, Technology and Maths and experiences around sports leadership are offered through the school.</p>	
12. Access to a range of work related learning activities	<p>All students in Year 11 are expected to go on work experience in October. This is organised by the Student Support Officer for Careers in conjunction with the Life Skills team and the KS4 pastoral teams and overseen by the Assistant Principal. Students also attend some work related learning events through curriculum areas</p>	<p>Tutor group lists with student work experience information. Careers information from other curriculum areas.</p>

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Key areas	What you have in place	Evidence
	such as food and construction.	
13. Identification and referral system for IAG	<p>The school has promoted face to face independent impartial careers guidance through the employment of the Student Support Officer for Careers, complemented by access to Connexions advisor Mel Grimbly. All students in Y11 receive a careers interview from one of these advisors. In addition, any student who requests a Careers interview receives one in KS4 even if they have already had one interview. All students who request support in KS3 are supported appropriately. Student interviews are also reflective of student's abilities and ideas about what they would like to do post-16. For example, weaker students sometimes have a double interview slot allowing supported completion of their UCAS Progress application whereas more able students are often interviewed earlier in the academic year as they can retain information for longer periods and are more engaged generally with their own future progression. These generalisations are adapted as necessary.</p> <p>All students with a statement are seen as part of their annual review in Y9 & 11 and also prior and post the annual review to ensure they are on track with their pathway decisions. Any member of staff can refer a student for a careers interview if they have identified a need and these usually come through Progress Managers or Student Service Officers. This service is also purchased by the school to support students in Y10.</p> <p>KS4 students are able to self-refer for careers interviews, and students from all year groups can be referred via the PACT process.</p> <p>Students are referred to appropriate websites for further information.</p>	<p>Interview database Annual review reports PACT minutes</p>
14. Delivery of impartial IAG across all age groups	<p>Students in Year 9 have access to impartial advice from the Student Support Officer through assemblies which focus on their transition. They are introduced to the support officer who explains her role in school and provide information on options, and how they access career guidance. Year 9 students and parents also attend an</p>	<p>Lunchtime talk programme Careers survey What can I do after school booklet? Newsletter</p>

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Key areas	What you have in place	Evidence
	<p>Options evening at which Life Skills and careers staff are present. In addition, all Key Stage leaders and tutors identify students they feel will benefit for early careers interviews, through PACT which the Student Support Officer for Careers attends. Key Stage leaders also support a range of assemblies for all year groups delivered by employers who explained their job roles/ careers paths and what their particular industry is looking for from school leavers.</p> <p>At Key Stage 4, tutors have a yearly update and training on post 16 options, UCAS progress, and work experience. This allows them to be supportive of the work experience application process and UCAS progress applications to college as well as knowing where to direct students if they have questions that as tutors they cannot answer. These year groups are also supported through the provision of regular visits from the local colleges and universities who are available for assemblies, lunch time talks and parent evenings. Trips are also arranged for all age groups to have access to university experience days, The Skill Show, Progression Day at the local colleges as well as trips arranged within individual faculties.</p> <p>In Year 10, students complete a simple career survey before being grouped together with students of similar career ideas to discuss post 16 options that are available for their career path. Students have access to an individual careers guidance interview if they wish and careers advice is purchased to support statemented students. All Year 11 students have 1-1 career guidance interviews in the autumn term before completing college applications.</p>	
15. Career action planning	Careers education is a feature of the life skills curriculum for every year group and, as a result of this, students are engaged with potential career choices from an early age. The focus is intensified during Y10 when students apply for work experience	Life Skills curriculum Y10 Questionnaire Y10 group interview packs Examples of completed student action plans

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Key areas	What you have in place	Evidence
	placements and complete questionnaires around broad careers choices. From this information, students are grouped into like areas for their initial careers group interviews. These are followed up in Y11 by individual interviews which are supported by the production of action plans for each student.	
16. Appropriate environment for one to one work	All one to one work is carried out in the Careers Interview Room, which comfortably houses a computer with internet access, telephone, a filing cabinet for storage of useful material and chairs.	Photos
17. Age-appropriate involvement of parents and carers	Parents are actively encouraged to be involved in all stages of their son/daughter's education and Career Guidance is no exception. Information is available on the school website and a page on careers is available where they can access basic information and contact details of the team, should they have any questions. Careers information is available at parents evenings from Y9 and at KS4, transition evening where post-16 providers are in attendance as well. Parents are fully involved in the work experience applications and the outcomes of work experience are incorporated into references which are available to parents.	Website Programme of transition events
18. Comprehensive, accessible, accurate & impartial range of career information	The main school library has a section on careers, which is audited annually by the Careers Adviser; this is supplemented by information available in the careers interview room and presented on the careers noticeboard. A budget is available to update information if necessary. The main source of career information is through the careers page on the school website. This is reviewed and updated annually by the Career Guidance team in school.	School website Photo of career library/noticeboard Budget/purchase information(hard copy)
19. System for managing the provision of impartial career information	The Student Support Officer for Careers works hard to ensure impartiality by maintaining contact with, and attending training events at, a variety of post-16 institutions. Her impartiality is supported by the fact that, without a sixth form of our own, there is no bias towards any particular	Website, careers portal Careers library

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Key areas	What you have in place	Evidence
	route or provider. The school also has a contract with an independent careers adviser, who provides impartial careers guidance for vulnerable students and for other students which is purchased as required (normally around 10 days a year). Impartiality is monitored through regular informal conversations with students and by checking career action plans regularly. The careers adviser audits the careers library annually and new information is added as it is received.	
20. Learners able to use information sources	Learners are taught the skills to search for appropriate and current, unbiased information about careers during PSD lessons to support their successful transitions through learning and in to work. They are introduced to sources of careers information in Year 7 and this is revisited throughout the school. There are posters of useful websites that the school subscribe to and/or recommend on the careers notice board.	Life Skills curriculum Posters with website information

Date: 31 January 2015 **Completed by:** Jude Mellor

Assessor judgement

The school meets the minimum organisational requirements required to meet the Career Mark Standards for Management, Curriculum, Information and Advice and Guidance.

1. The school has in place a robust management and delivery structure which combines the careers and lifeskills faculties in a symbiotic planning and delivery relationship.
2. The school has the full support of the Principal and Senior Leadership Team for the provision of a high quality careers programme and uses the Career Mark process to provide a bi-annual external assessment and review.
3. The school has in place a comprehensive Careers Policy which is due for renewal in May 2015. The new policy should be informed by the 2015 Statutory Guidance and the ACEG/CDI Framework for Careers and Work Related Learning.
4. The school has in place a robust process for analysing learner need and for evaluating the extent to which the school has met learner needs.
5. The school meets the statutory requirements of the 2011 Education Act and subsequent supporting guidance documents by providing extensive internal and external guidance and support arrangements by appropriately trained and qualified staff, by providing a full and diverse careers curriculum from Years 7-11 and by providing a wide range of work related learning activities including work experience.
6. The school takes steps to ensure that all staff are appropriately trained to deliver the careers programme and their delivery is monitored.
7. There is an expectation that all staff contribute to career development advice and guidance through their pastoral and academic curriculum roles.

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8. The school actively encourages parents to contribute to their children's career development by making careers information available on the school website, by hosting various parents' events and by inviting parents to attend careers interviews.
9. The main source of careers related information is the school website which is regularly updated by the schools careers team. The school also maintains a Careers Library which is annually audited and a Careers notice board.
10. Learners are introduced to generic independent research skills in PSD lessons and are introduced to careers related information in Year 7. This is systematically re-enforced and developed through Years 8-11.

Action taken on recommendations from previous assessment

Standard M Recommendations:

- The CEIAG Policy is reviewed annually, but needs to ensure that it is updated to clearly reflect the changes to national statutory requirements for information, advice and guidance.
- A student version of their entitlement to CEIAG should be made more explicit and available on the College VLE, and/or in student planners.

Response

- The CEIAG policy is updated yearly by the Assistant Principal in charge of Careers working with the Student Support Officer for Careers and the Head of Life Skills. This reflects statutory changes and the changing needs to our students. Support for this process is obtained from exemplar policies from the Local Authority and the work of the CEIAG hub.
- Information reflecting the policy is incorporated into the Careers webpage. The policy in its entirety is also available on the college website.

Standard C Recommendations:

- Due to the changes to statutory requirements for CEIAG provision it would be good practice to review curriculum delivery against the ACEG framework.
- Due to the timing of the assessment during the Autumn Term, and some modifications to the delivery of the programme in Year 10, some students expressed a desire for more careers to be delivered earlier in the term, and greater flexibility over topics to be covered. Some students felt they would like to have more information earlier about the work experience and the world of work. The school should explore these findings in more detail and take any necessary action.

Response

- Curriculum delivery is reviewed annually against the statutory requirements and against the needs of our students by the Head of Life Skills. In light of this, significant adaptations to the KS4 programmes of study have been made such as bringing forward work experience applications earlier into Y10 to ensure engagement with possible career paths at the start of this vital key stage.

Standard I Recommendations:

- Due to the national changes from this academic year affecting the statutory provision of CEIAG, it is essential that a review is conducted of the content and currency of information provision; especially that previously sourced via Connexions. An annual review of information provision needs to be carried out during this period of change.
- Links need to be provided to the National Careers Service: <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx> and a hard copy of Job File made available, which is still currently in publication.
- Carry out a review of the careers section on the VLE, to ensure that it is structured and designed to allow students to access careers information in a way which supports informed decision making. This could be displayed in either a yearly format or KS, and used to support and integrate the careers modules delivered via the careers curriculum.

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Response

- Following the withdrawal of funded Connexions services the college spent considerable time exploring ways forward that both supported our students yet were also financially viable. It was decided that a mixed approach involving the provision of CEIAG provided by a member of our own staff coupled with the purchase of Connexions services would be an appropriate blend. This allows the school to provide all Y11 students with an individual careers interview as well as providing targeted group interviews for Y10 students via in school provision. Should there be students who require a higher level of assistance the school provides that by drawing on the Connexions links. The school continues to access vulnerable student support and destinations information from Connexions as they operate across the city in these areas.
- Following the move to the new school building, the careers pages of the website were significantly overhauled, whilst also considering that website reflection is an on-going task. In addition to information provided to students and parents via the website, students are also able to access the school shared files via home access and are able to therefore access information about careers and support at any point in time.

Standard G Recommendations:

- It is essential that the arrangements for independent, specialist careers guidance, which are for this academic year, are reviewed at the end of the year.
- With the continuing change which is taking place locally an interim review must be conducted by the Spring ½ term to ensure that the current arrangements remain adequate.
- The review outcomes must be incorporated into the updated CEIAG Policy document.

Response

- Arrangements to provide independent, specialist careers guidance are in place. The Student Support Officer for Careers has been supported to complete both the Level 3 and Level 4 IAG qualification and will be supported to complete a Level 6 qualification when time and finance allow. The Level 6 provision is accessed via the service level agreement with Connexions and through the school investment of purchasing extra days as necessary.

Assessor judgement

The school has systematically and methodically addressed the recommendations from the previous report and implemented a number of changes. This has been done comprehensively and without bias. Perhaps worthy of particular note is the schools response to the 2011 Education Act and its requirements in relation to independent and impartial careers advice and guidance where the school has deployed a three phase approach of upskilling an existing member of staff, using the Connexions Service for targeted support and purchasing the services of a Level 6 qualified careers adviser.

Developments since previous assessment

Since the last assessment the school has moved to a new school building which has had significant impacts on all areas of college life. This includes careers education where:

- The Student Support Officer for Careers is able to work in an office accessible to students alongside other student support personnel;
- The facilities for careers interviewing are much improved and two careers advisors can work simultaneously in different areas of the building which was not previously possible;
- A notice board for careers is strategically placed in the building and accessible to students;
- An improved website and home access has meant that students are more reliably able to access Careers information. This has also facilitated the careers@ e-mail address;
- The introduction of cross-curricular enquiry learning at KS3 has firmly placed the development of employability skills at the heart of the curriculum;

Due to the withdrawal of funded Connexions services there have been changes in the provision of IAG in school. The school has employed a Student Support Officer for Careers, who currently holds a QCG Level 4 Guidance qualification but who is shortly due to commence Level 6 training. It also buys in services from a Level 6 qualified Connexions adviser to complement this provision where appropriate.

The Life Skills curriculum has seen significant overhaul and improvements in reflection of the changes at a national level, the structure of KS3 within the college and due to a reduction in teaching personal. Whilst more of the curriculum at KS3 is now delivered by non-specialists, the clarity and provision of appropriate resources has improved as a consequence. Examples of changes to the curriculum include:

- This scheme builds on previous PSHEE modules taught in KS2, and feeds into future schemes relating to WRL and PSHEE
- The Economic Wellbeing and Financial Capability programme of study covers:
 - careers education;
 - financial capability and
 - work-related learning.
- Students will undertake some group work to produce a product. They will work in collaboration, communicate, create, construct and show care. Pupils will develop SMSC and ECM by developing confidence and responsibility and making the most of their abilities, pupils should be taught:
 - to reflect on and assess their strengths in relation to personality, work and leisure
 - to respect the differences between people as they develop their own sense of identity
 - to recognise how others see them, and be able to give and receive constructive feedback and praise
 - how to deal positively with the strength of their feelings in different situations
 - to relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work
 - to plan realistic targets for key stage 4, seeking out information and asking for help with career plans
- Develop children's understanding on managing their feelings, working co-operatively in groups, motivating themselves and demonstrating resilience in the face of setbacks. It

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focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

Assessor judgement

It is 3 years since the school's last assessment. The school has used this time to introduce a number of improvements to its CEIAG provision across all year groups and covering a range of different delivery areas. These include a revised Life Skills curriculum offering more flexibility, a wider range of delivery staff, thus making CEIAG a whole school responsibility, the active management of IAG including the appointment and development of their own adviser and the move to a new school building which has resulted in a significantly improved physical and virtual environment.

This provides good evidence that the school is continuously improving its CEIAG provision. The school is to be commended for its determination to innovate and introduce new opportunities in career related learning.

Summary evaluations and action taken

Line management of Careers continues to be strategically allocated to one Assistant Principal at Crown Hills, due to a consistency of links of both curriculum and student support. This ensures that a range of events and opportunities can be maximised within the college effectively and with a clear message for students.

QA for careers activities – within and beyond the curriculum

Quality Assurance work has been undertaken by the Assistant Principal, the Head of Life Skills and the Student Support Officer for careers to continually evaluate the quality of CEIAG provision across the curriculum and extended provision. Information from this has been used to inform the Careers Action Plan and identify any areas for training required. This is supplemented by feedback from partners and parents which is always listened to and responded to as appropriate.

Enquiry learning focus on skills development.

The development of enquiry learning with Crown Hills has placed employability skills at the heart of the Key Stage 3 curriculum as a precursor to students being more independent learners at KS4. This work is then built upon by the dedication of curriculum time to Life Skills delivered by subject specialists across all 5 years,

Feedback from work experience

Feedback has been gathered from staff and students around Y11 work experience and it is a reflection of these positive findings that work experience for all is maintained against tightening financial constraints.

Destinations

Destination data is requested from Connexions so that the school knows where its students are going. This analysis of trends helps inform future planning around Careers delivery, particularly in the transition to KS5. In addition, students are asked about their intended destinations at results day and staff are on hand to support students who are still unsure about transition or have not been able to access places as anticipated.

Assessor Judgement

The school has maintained and refined the structure for monitoring, review and evaluation of its CEIAG provision. It is particularly impressive that this process is managed by a member of the senior leadership team, thus ensuring that results are fed back promptly to the SLT forum. There is evidence that the findings from the monitoring process do translate into improvements in delivery. The school is also to be commended for the value it places on student feedback.

Policy Updates

The CEIAG policy has been updated in line with new legislation and has been written with reference to the Local Authority Guidance on Careers Education and provision.

The PSHE policy has also been reviewed and continues to include reference to Careers Guidance. Careers also draws heavily of the trips policy with numerous visits being arranged for the benefit of Careers education.

Assessor judgement

The school has taken appropriate steps to ensure that the careers policy and policies related to careers are appropriately updated. The current policy references the 2003 Framework on CEIAG. Although published some 12 years ago this remains a valuable and relevant document with considerable currency. However the school should also take the opportunity to reference the more recent CDI/ACEG Framework which is commonly accepted as the current benchmark.

As the Careers Inspiration function within the National Careers Service develops the school will need to consider how to take advantage of the opportunities which become available.

Responses to legislative change

The recent legislative changes have been absorbed into the current practices of Crown Hills with limited impact due to the previous high levels of provision. Changes in personnel resulting from the closure of the Connexions Service have had the greatest impact, but in the first instance the school was fortunate in being able to continue to work with advisors who were known to them and subsequently have built good relationships with more recent advisors contracted to the school. The continuity provided by Leicester City Council in this area has been much appreciated. The raising of the participation age has increased the focus even further on students who would potentially become NEETs, however, the school's NEET figures always have been, and continue to be, exceptionally low.

The school remains committed to providing high quality PSHEE provision through the existence of a Life Skills faculty with three full time and one part time teaching staff employed in this area. This allows the school to assure the quality of delivery across all 5 year groups.

The work experience offer has not changed making Crown Hills one of only two Leicester city schools offering funded work experience for all KS4 students. This commitment is already in the budget for next financial year and is a principle the school strongly maintains for the benefit of its students.

Assessor judgement

The school has responded positively to the requirements of the 2011 Education Act, by contracting independent careers advice through a recognised provider, by strengthening its internal support arrangements and by engaging with a wide range of external specialists, to ensure that it meets its new responsibilities for independent IAG as defined within the Act and by subsequent statutory and non statutory guidance.

The school has responded to the requirements of the RPA directive by developing strong links with a wide range of post 16 providers.

The school has retained a commitment to supporting work experience for all its students.

Supported by other initiatives within the school it is able to boast exceptionally low NEET figures and thus complying with legislative and Ofsted expectations.

Changes in Personnel

The careers provision continues to be overseen by an Assistant Principal; there has also been a continuity in this personnel since September 2011. Leadership within the Life Skills faculty has also remained constant; however, there has been a reduction in personnel within the faculty due to the retirement of two part-time teachers working in this area.

Following the withdrawal of funded Connexions provision, the Careers Officer in school, formerly responsible for Work Experience, arranging Connexion interviews, LINK placements and application to post-16, has been supported to train to IAG L4 and is now employed as a Student Support Officer for Careers completing interviews and arranging and attending trips as appropriate whilst also continuing to be a key co-ordinator for programmes such as work experience. The school has authorised the further training of the postholder to QCF Level 6 in Advice and Guidance.

Assessor Judgement

The school has in place an effective structure for managing CEIAG and has managed staff turnover effectively to ensure that CEIAG provision continues to be appropriately managed and delivered. The school is to be commended for committing to the retraining of an existing member of staff to cover the internal IAG requirements. In so doing the school now needs to enshrine the impartiality and independence of action of her work, through, for instance, membership of the CDI, performance management targets, job description requirement, Governor scrutiny etc.

Changes to curriculum or delivery model

Since the last assessment there has been a major review of the KS3 curriculum with the inclusion of cross-curricular enquiry learning projects focussed around the development of employability skills. This has placed an awareness of career planning at the heart of the KS3 curriculum. The focus on skills has been beneficial in terms of careers education in that many of the skills required at school are also employability skills and, as the students are expected to use these skills in different contexts, it has meant that students are more aware of how well they are developing in these areas. It has also meant that departments have been more involved in explicitly developing skills.

Despite these curriculum changes, the school continues to invest in a dedicated Life Skills faculty, again emphasising its commitment to the life chances of its students. Curriculum time for these subjects has been maintained in a time of increasing pressure on lesson allocations.

The school has also significantly increased its engagement with external agencies either through hosting visitors within school or offering opportunities for students to visit events such as the Skills Show or attend raising aspirations events at local universities.

Assessor judgement

The school has taken steps to ensure that both hard and soft careers skills are nurtured and embedded in its students. It has used the opportunity of a curriculum overhaul to ensure that the lifeskills provision is embedded throughout the curriculum and has thus spread the responsibility for delivery to the whole teaching establishment.

The decision to extend student exposure to a wider range of external visitors, both in terms of aspiration raising and in meeting best practice guidance, is to be welcomed.

STANDARD O – Learner Outcomes

(assessor judgement resulting from onsite assessment)

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

The assessor undertook small group sessions with students from Years 9, 10 and 11. The students in each group were from different tutor groups.

Students in Years 9 and 10 were articulate and polite but not very talkative. They were vague about the context and content of the Careers programme and were not confident in articulating the links between life skill development and career development. Both groups commented that the curriculum had concentrated too heavily on government and politics and not enough on issues relating to their own development. The Year 10 year group were positive about work experience and the preparations to date in planning for it but the Year 9 group were not complementary about the Options choice process. Overall, the Year 9 and 10 groups were positive about the support being provided by the school but were muted and not able to fully express how the careers programme was benefiting them.

The students in Year 11 were also articulate and polite and they were also happy to share experiences. The Year 11 group was overwhelmingly positive about the programme and the impact it has had on their individual career development and career planning.

At the end of each session the students were invited to record any written observations about the support on offer from the school and any suggestions they had for improvements. These are recorded in the narrative below and in the appendix.

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

Students are enabled to effectively reflect on themselves and the influences on them.

1. Students in all 3 year groups described Careers and Lifeskills lessons and software that had helped them think about themselves. Students in Years 9 and 10 needed to be helped and encouraged in this discussion whilst students in Year 11 understood immediately and were able to articulate with considerable clarity the activities they have participated in which had helped them to understand themselves and how this might impact on career planning. Several recalled having used CareerScape. Although not many could remember the name of the programme, they were able to recall that it helped them to match their own personal qualities against those required by different jobs. Students clearly found these interventions motivating as indicated by the quote below:
 - *'The resources we used, such as Careerscape, were really useful because they helped us to learn about different career options that were new to us and helped us to see what jobs need and then compare them to our interests.'*
2. Students in Year 11 commented positively on a wide range of activities they had participated in including work experience, mock interviews, visiting speakers, visits etc. They value the opportunity to talk with representatives from a wide variety of different organisations and to attend presentations. They felt that such events helped them to match their own personalities and characteristics against those required by different jobs. The Year 11 students felt that the school could provide more opportunities for small groups of students with similar occupational interests to talk in detail with an expert from that sector. The following quotes represent the views of the Year 11 group:
 - *'It would be good to find out more about local universities.'*

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- *'It was good that all the local colleges came to talk to us.'*
 - *'I would like more employer contacts, especially employers coming to talk to us about different areas of work.'*
 - *'We learned about opportunities to work abroad. That was very helpful.'*
3. Students in Years 9 and 10 were less forthcoming. One student in Year 9 observed that
- *'we learned more in primary school than we have done here.'*

Another Year 9 student observed:

- *'We would like to have more lessons in Careers.'*

Year 10 students were more positive as the following observations indicate:

- *'School has done a great job in helping us to sort out our futures. The teachers are always happy to give up their time to help.'*
 - *'Our teachers are really supportive and easy to approach.'*
 - *'The Lifeskills lessons have been helpful in planning my future.'*
 - *'School trips and Open Days have been good at showing us more about what we can do.'*
4. All students from each year group were asked to describe any plans they had for what they wanted to do once they leave Crown Hills at the end of Year 11. They were also asked if they had any views on what they would be doing when they were 30. Students in Year 11 articulated with clarity and confidence, the choices they were making, how they had reached those choices, who had helped them to make the choices and how the choices would impact on their future lives. They were also able to express with some clarity but with help from the assessor, what they thought they might be doing at age 30. The Year 9 and 10 students also had a sound understanding of the range of post 16 options and their current preferred post 16 routes. They were not clear about their longer term progression pathways, although all did know of the potential for university progression.
5. Students in Year 9 were critical of the Options support process, which, they said, had been confusing and had contained contradictory and inaccurate information.
6. The Year 11 students felt that work experience had helped them to realise that work is different to school and that planning for a working life was an important process that they would need to undertake. The following quote is typical:
- *'Work experience was good because it told us about the real world of work.'*
- One student declared his work experience to have been *'fantastic'*.

The Year 11 students noted however that there had been no formal feedback or de-brief about work experience although two of the group did recall a discussion having taken place in English. The school should consider the potential for a more formal de-brief process as a way of embedding the work experience learning which all the students had found so positive.

The Year 10 students had just started the preparation process for work experience. They were clearly enjoying the process and were looking forward to their work experience in Year 11.

7. Students across all year groups made repeated reference to the support offered by school staff and the schools externally contracted Careers Adviser. It was clear that these are valued and trusted resources in whom the students have full confidence as the following quotes indicate:
- *'School has done a great job in helping us to sort out our futures. The teachers are always happy to give up their time to help.'*
 - *'Our teachers are really supportive and easy to approach.'*
 - *'I found the 1:1 interviews helped me to decide on different career options.'*

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

Learners at Crown Hills can research opportunities for training, work and personal development.

1. Year 11 students are able to articulate the lessons they had received and the opportunities they had been given to develop research techniques through the Careers and Lifeskills programmes. Students from Years 9 and 10 were less confident in their responses. Many felt that there was too much emphasis on government and politics and the Year 9 students were concerned about the Options choice process. Students in all year groups talked about how research skills are introduced, reinforced and expected and all spoke of the careers related resources available in the library and on line.
2. The school has an extensively stocked careers section in the main library, an on line resource and a Careers Noticeboard. Also the Student Support Officer provides students with a list of recommended on line resources. These resources are universally known about, used and all students commented positively about the schools provision of careers resources and the availability of these at any time.
3. However the students were less clear about independent research, with some students claiming that they had not received any training in independent research skills. Other students said that some training had been given.
4. Students across all year groups made repeated reference to Mrs Squires and in discussion it was clear that many students had made use of her expertise on more than one occasion. Similarly students were also consistently complimentary about their Form Tutors.
5. Year 11 students were able to show how they had individually researched opportunities specific to their own career and learning aspirations.
6. There was comprehensive evidence that the school is evenly balanced in promoting all career development opportunities. All students knew about the full range of post 16 opportunities and many students had a good grasp of post 18 opportunities. Students from all year groups were able to articulate a wide range of individual destination aspirations and to outline in general terms, their plans for achieving them.

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

Students at Crown Hills Community College are able to make and adjust plans to manage change and make a positive transition.

1. Students are encouraged to think and plan long term. This was evidenced by the many observations from students from all year groups who were able to describe their long term education and work ambitions which included such diverse occupations as medicine, theatre design and catering.
2. Students were readily able to identify the next stage of their progression. All students leave Crown Hills at the end of Year 11 and all students seen were aware of the full range of post 16 options available to them. All the Year 11 students had already made their choices and were able to fully articulate the reasoning behind their choices. Similarly the Year 10 students had a clear idea of their preferred progression route. Year 9 students were understandably less confident.
3. Many Year 9 and Year 10 students, including those with a specific career ambition, were less clear about post 18 options. Most spoke in only general terms about available routes. However all Year 11 students spoke confidently about post 18 progression routes and many could articulate with some clarity what they expected their preferred route to be and how it would help them to achieve their ambitions.

JUDGEMENT

It is without reservation that Crown Hills Community College is awarded the Career Mark 6 quality award.

Summary and recommendations

Crown Hills Community College is to be commended for its consistent commitment to the provision of high quality careers education and guidance over many years. This is the fourth assessment for the school, it being first assessed in 2006. It will therefore be re-awarded the Career Mark Gold Award.

The school delivers a high quality career development programme, ably managed by the Student Support Officer for Careers and which is fully supported by the Senior Leadership Team and the Governing Body. The school devotes considerable resource to this work area in both curriculum time and personnel and takes steps to link it to the wider Lifeskills curriculum.

Students have a developing understanding of the inter-relationship between lifestyle and career decision making. Year 11 students repeatedly cited the Careers and Lifeskills programmes as contributing to this. Within the 3 year groups of students seen there was a noticeable difference as evidenced by the quotes listed in the appendix. A developing maturity through the year groups is to be expected and the Year 11 students displayed levels of career maturity commensurate with students from any school. However, students in Years 9 and 10 did not articulate similar levels of career maturity and the school should take steps to address this.

Overall, the students value the careers programme highly. They fully appreciate its importance to their own career development planning and they made suggestions as to how it could be improved.

Based on this assessment and in order to ensure that it continues to provide the highest quality careers programme, the school should act upon on the following recommendations.

1. The schools CEIAG policy is due for renewal in May 2015. This should be informed by the 2011 Education Act, the 2015 Statutory Guidance and the ACEG/CDI Framework.
2. The school is to be commended for committing to the retraining of an existing member of staff to cover the internal IAG requirements. However, it is a Career Mark requirement (as defined by the Quality in Careers Standard) that schools employing their own careers adviser must ensure that the adviser is:
 - a. qualified to QCF Level 6 in Advice and Guidance
 - b. a member of the Career Development Institute and complies with its Code of Practice.
 - c. enshrines their impartiality and independence of action through, for instance, performance management targets, job description requirement, Governor scrutiny etc.

It is therefore necessary that these requirements are implemented in readiness for the next revalidation in 2017.

3. The school should monitor emerging developments in the National Careers Service.
 - a. The NCS website for young people is improving and should prove of some value to students.
 - b. More particularly, the 'Careers Inspiration' programme may provide some practical opportunities which are relevant to the school. To explore this further, contact louise.thompson@futuresadvice.co.uk
4. Feedback from Year 9 students on the Options process was mixed. The school should take the opportunity for a more thorough evaluation of the 2015 Options process and make adjustments as appropriate.

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5. Year 9 students and to a lesser extent, Year 10 students did not recognise the careers education programme being delivered, nor did they fully establish the link between the Lifeskills curriculum and the Careers curriculum. The school should explore ways of highlighting the close link between lifeskills and careers.
6. Students observed that the link between classroom teaching and its application to their own life and career planning was not fully developed. The school should consider ways in which to make the careers curriculum more experiential and directly relevant to students own learning and ambitions.
7. The school devotes considerable resources to offering universal work experience. However there is no systematic way for students to reflect on their work experience. The school should consider the possibility of including an opportunity for collective feedback and reflection in a Careers or Lifeskills lesson or in Tutor time.
8. There was inconclusive evidence from students that they had been taught the necessary skills to be effective independent researchers. Given the importance of independent research across all curriculum areas the school should take the opportunity to review what it teaches and how.

Appendix

Year 9

- We would like to have more lessons in Careers
- I did more careers work in primary school than I have done here.
- We would like to focus on more than just option choice.
- We need more time to practice what we have been told in careers lessons. We need to learn how to use what we have been taught.

Year 10

- School has done a great job in helping us to sort out our futures. The teachers are always happy to give up their time to help.
- Our teachers are really supportive and easy to approach.
- The Lifeskills lessons have been helpful in planning my future.
- School trips and Open Days have been good at showing us more about what we can do.

Year 11

- Support for career planning comes from every subject not just Lifeskills
- It would be good to find out more about local universities
- It was good that all the local colleges came to talk to us.
- Work experience was good because it told us about the real world of work
- The resources we used, such as Careerscape, were really useful because they helped us to learn about different career options that were new to us and helped us to see what jobs need and then compare them to our interests.
- I found the 1:1 interviews helped me to decide on different career options.
- I would like more employer contacts, especially employers coming to talk to us about different areas of work.
- We learned about opportunities to work abroad. That was very helpful.
- I found it useful that we did Careers in Year 10. It gave me longer to prepare for deciding what to do at the end of Year 11