



Humber Gold Standard External Assessment Visit

Name of School/College/Training Provider: Headlands School, Bridlington

School/College/Training Provider	Headlands School, Bridlington, East Riding of Yorkshire	
Assessor	Name	John Barber
	Position/Role	Quality Standards Assessor
	Organisation	C&K Careers
Date of EA Visit	10 th May, 2017	
Assessment Process		
<ul style="list-style-type: none"> Interviews/discussions with: <i>Please list</i> 	S. Bone (Headteacher) A. Levitt (Careers Education Manager) D. Stamper (Associate Assistant Headteacher) S. Dixon (Youth & Family Support Careers Adviser) T. Stadler (Learning Support – in lieu of SENCO) E. Philpot (CEIAG Link Governor & Parent) A. Coyne (Pupil Progress Manager) H. Musgrave (Head of Sixth) F. Westcott (Director of Student Services)	
<ul style="list-style-type: none"> Focus group discussions with: <i>Please list</i> 	1) Selected students (Years. 9 - 11) 2) Tutors : D. Fairham (Year 8) L. Caddy (Post-16) K. Robinson (Year 7)	
<ul style="list-style-type: none"> Observation of careers library/area and interview facilities 	Tour of school, resource areas, demonstration of careers touch screen display facilities located around school, departmental displays. Careers Education Manager's office / interview room Adjacent interview room used by Youth and Family Support (YFS) Careers Adviser	

<ul style="list-style-type: none"> Review of evidence (portfolio / electronic) and any other supporting materials 	<p><i>Prior to assessment visit:-</i></p> <p>School website</p> <p>OfSTED reports</p> <p>Comprehensive electronic portfolio of evidence</p> <p><i>During assessment visit:-</i></p> <p>Additional documentation provided</p>
<ul style="list-style-type: none"> Other <p><i>Please list</i></p>	<p>Observation of CEIAG tutor session (Year 10) covering equality in work.</p>

External Assessment Form

A: Effective Leadership and Management of CEIAG

<p>Rating – Meeting the Assessment Criteria of the Module</p> <p><input type="radio"/> Fully Met</p>
<p>Evidence Statement / Description</p> <p>Headlands School demonstrates a strong commitment to high quality, impartial CEIAG. The Head teacher and Governing Body provide committed leadership which extends through the senior management team and Careers Education Manager to all staff involved in the delivery of CEIAG.</p> <p><i>“Arrangements for careers education and guidance are effective. The school uses its links with local and regional employers to help pupils make appropriate option choices and to further their careers” (Ofsted)</i></p> <ul style="list-style-type: none"> The co-ordination, evaluation and development of careers education are the responsibility of the Careers Education Manager (CEM), Andy Levitt, who has many years of experience as both a teacher and careers practitioner. He is employed by the school two days per week to lead careers education. There is a clear chain of command for the management of CEIAG. The CEM reports to the Associate Assistant Head teacher weekly, who in turn meets the Head teacher fortnightly. The CEIAG policy sets out aims, entitlement and current priorities in line with statutory expectations. The Head teacher demonstrates the school’s commitment via termly “Updates to Parents” (e.g. the autumn 2016 issue included two pages devoted to CEIAG provision.) The Governor with responsibility for CEIAG is both a parent and employed by the local Learning and Enterprise Partnership, which has a focus on improving IAG for all age groups. She attends all school careers events, meets the CEM regularly, and is effective at keeping the Governing Body informed of issues related to CEIAG. Three days per week of support from a careers adviser (qualified to Level 6) is commissioned from the Local Authority’s Youth & Family Support Service. The Adviser works with SEND, Pupil Premium, Gifted & Talented and other students identified as needing additional support. There is strong evidence of financial commitment to CEIAG e.g. by the purchase of additional careers adviser time, funding of numerous external visits and activities, and a number of careers resource licences, including KUDOS. <ul style="list-style-type: none"> The school has Associate CDI (Careers Development Institute) membership and the CEM and staff involved in CEIAG have ready access to development opportunities. The school sits at the centre of a strong network of partners including other schools in the area, the LEP, East Riding Council, opportunity providers and employers, all these links being exploited

to enhance CEIAG provision for students at Headlands School. This has included the acquisition of Coastal Communities funding which has financed the CEIAG touch screens pilot.

- There is comprehensive information on the school website, including a map of CEIAG provision, minutes of the Parents' Forum and Student Council, and detailed information on options and transition opportunities.
- The CEM and YFS careers adviser are both employed part-time but on overlapping days to facilitate close collaboration.

Evidence submitted:

Discussions with CEM,

Discussion with Headteacher and senior leaders

CEIAG resource (e.g. Kudos) invoices

Coastal Conference power point presentation regarding careers touchscreens

Information & Guidance Activities Map

Copy of CEIAG policy (recently updated and scheduled for review May 2019)

School Website

Minutes of meetings: Governing Body, Senior Leadership Team, Parents' Forum

Ofsted report

Updates to Parents

Discussion with Link Governor

Associate CDI membership details

B: Evaluating and Developing provision

Rating – Meeting the Assessment Criteria of the Module

○ Fully Met

There is strong evidence of evaluation of all aspects of CEIAG provision, both in day to day delivery and in the review of special activities and events. That evaluation involves all stakeholders – students, parents, staff and partners – and the findings are used to inform and develop provision.

- The Associate Headteacher is responsible for evaluating all aspects of CEIAG: the quality of teaching, the attainment of targets and stakeholder views. Findings are discussed with the Careers Education Manager in weekly meetings, and inform the annual development planning process. The effectiveness of this process was borne out by discussion with the Head teacher and Senior Leadership Team members.
- The CEM works closely with Heads of Year, the Director of Student Services, other staff and the YFS Careers Adviser who are able to give feedback both formally through scheduled meetings and informally via frequent contact.
- Individual events (e.g. parents' evenings, careers fairs, mock interviews and options events) are well evaluated, with questionnaires respectively to parents, students, employers and opportunity providers. The school website has a parents' evaluation form on which parents can give on-going feedback.
- There is strong evidence that the results of evaluation inform development planning and affect practice. For example, recommendations put forward by the Parents' Forum for more information to be issued prior to events has been acted upon during this academic year.
- There is strong Student Council involvement in evaluation. In 2015, in response to an invitation from the Local Authority's Scrutiny & Monitoring Department, the School Council carried out a survey of IAG in Years 7-13 and presented findings at County Hall, to school staff, and to the LEP's employers' forum. The school responded to the findings, introducing more careers lessons in Years 10 and 11, themed assemblies, Year 9 careers interviews, interactive touchscreens and an IAG twitter page. It also led to the introduction of a "students' careers questions box", which prompts responses sent directly to the students concerned.
- There is careful monitoring of destinations statistics, to ensure the impartiality of provision. Very low NEET figures (only 2 students in 2016) and the fact that at the end of Year 11 more progressed to further education and apprenticeships than remained in Headlands' sixth form confirms that this impartiality is maintained.

- Examination of minutes confirms that the Headteacher, senior leaders and CEIAG Link Governor submit reports and plans to the full Governing Body.
- The CEIAG Forum, comprising the Careers Education Manager, Associate Head teacher, Pupil Premium Co-ordinator, and YFS Careers Adviser meets to assess the programme's effectiveness and feeds into monthly strategic planning meetings.
- The Associate Headteacher conducts observations of taught elements of the CEIAG provision as part of the school's quality assurance strategy.
- The Deputy Headteacher and Heads of Year produce "concern lists" after regular Learner Progress Sessions, which generate referrals to the careers team.
- The Director of Student Services monitors students' attitudes to learning and refers NEET risk students to the CEM and YFS careers adviser for a bespoke support plan.

Evidence submitted:-

Year 11 intended destination statistics for 2015, 2016, 2017

Questionnaire to Year 11s: asks for information on where they have applied to, intended career, back-up plan

Action plans relating to Years 10, 11 and post-16 students

Year 11 feedback form (summary of queries from students)

Discussion with students and staff focus groups

Examination of school website, and parents' facility to give feedback at any time

CEIAG lesson observation proforma

Feedback from employers following Mock interview event

Minutes of relevant meetings

Examples of parents feedback forms following options evenings and events

C: Competency of the Staff delivering CEIAG

Rating – Meeting the Assessment Criteria of the Module

Fully Met

Evidence Statement / Description

- The Careers Education Manager (CEM) is vastly experienced, with approximately 30 years of experience in teaching and many years of involvement in CEIAG practice and initiatives, including the compilation of the original Humber standards for CEG. He is registered with CDI, has had materials published nationally, and is a leading figure in local CEIAG and Enterprise networks.
 - The YFS Careers Adviser is qualified to Level 6 in IAG, and benefits from being employed by a Matrix assured organisation, with associated training and quality assurance guarantees.
 - The CEM and delivery staff's knowledge is developed and updated by the regular and strong links with opportunity providers.
 - The CEM is released to participate in local Careers Network and authority-wide meetings and events, including the Work Experience Co-ordinators' Network and the Learning & Skills Forum.
 - The CEM holds the IOSH Managing Safely Award (June 2015), which supports the arrangement of safe work experience placements.
 - The range, quality and relevance of the information available to students via the touchscreens around school is testimony to the CEM's knowledge and expertise (he being the person who populated it).
 - Reflecting the Headteacher's commitment to CEIAG staff have access to professional development opportunities whenever needed.
 - All staff involved in the delivery of CEIAG have been trained to use resources confidently: all desktops in school have careers icons, access to the careers portal, Kudos, UCAS etc.
 - The school's workforce development plan includes CEIAG and associated subjects (Work Related Learning, Enterprise, PSICHE).
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- The CEM gives presentations on CEIAG developments to the whole school staff.
 - Tutors receive additional training related to their specific roles (e.g. "Log on, move on" training for

those preparing students for post-18 education)

- Governors are well briefed and therefore able to provide informed support to the development of CEIAG in the school.

Evidence Submitted:-

Discussion with Head teacher, Associate Head teacher, CEM, tutors

Humber EBP Work Experience Co-ordinators' Network agenda

Invitation to National Graduate Careers conference 2017

Bridlington Learning & Skills Forum minutes

Letter from Landscape Institute

Correspondence regarding .INSET: "Education & Skills Partnership Co-ordinators' Network"

Correspondence with East Riding College re post-16 options talk

Email from VI form re support for student struggling with A Level study

Letter to parents regarding engineering workshop visit

Correspondence regarding work experience placement

Correspondence between Careers Education Manager and tutor regarding student's application

Letter inviting group to attend engineering day

Letter inviting applications for sponsorship to East Riding College

Confirmation of Careers Education Manager's IOSH Managing Safely qualification

Evidence of Careers Education Manager attending group visit to AB Graphics

Confirmation of Careers Education Managers' attendance at National Careers Guidance Show

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

Rating – Meeting the Assessment Criteria of the Module

○ Fully Met

Evidence Statement / Description

Headlands School devotes significant resources and energy to ensuring that students at all stages have access to independent, impartial information, advice and guidance.

- The CEM, with over 30 years' experience of CEIAG, is employed for two days per week (term times) and works to CDI standards of impartiality and professionalism.
- Three days of YFS careers adviser support is commissioned weekly, to work with Pupil Premium, Alternative Curriculum, Home Educated, Gifted and Talented and Looked after Children. YFS is Matrix accredited and the adviser is qualified to Level 6.
- The YFS adviser attends quarterly updating meetings with the organisation's other careers advisers and also attends Humber EBP training events.
- There is strong evidence of teamwork and information sharing between the CEM and YFS adviser, ensuring bespoke guidance and support for individual students.
- The school has built up an exceptionally wide range of partners (colleges, universities, training organisations, employers, the LEP) to whom students have access by an impressive programme of visits and events (e.g. mock interviews, Ambitions Days)
- All students considering progression to the Sixth Form are interviewed by the Head of Sixth and referred to the CEM if she has any reservations about their suitability. All students have the opportunity to spend five days in the sixth form ("Move On, Aim High Days")
- Destination figures, with more students moving on to other opportunities than remaining for the Sixth Form, strongly suggest that guidance given is impartial and dedicated to the individual student's best interests.
- There is an excellent range of information on all opportunities available to all students via the careers touch-screen facilities throughout the school. This includes the Kudos programme and CEIAG curriculum support resources.
- There are excellent arrangements in place to support students with special needs. The close liaison between the SENDCO, Director of Student Services, Pupil Premium Co-ordinator and CEM through the weekly Student Services meetings ensures prompt and differentiated support for all students.

Evidence Submitted:-

Schedule of school assemblies and themes covered

Lesson observation form

Link governor report on various CEIAG activities

List of employers attending Ambitions Day (8/7/16)

Example of apprenticeship vacancy circulated to tutor groups

CEIAG Link Governor report on Yr.11 Pathways Evening 25/1/17

List of 2017 Yr.11 leavers' intended destinations

List of employers and college representatives delivering mock interviews (46 in all)

Lists of 2015 and 2016 Yr.11 destinations

Letter from E.R .College regarding delivery of talk in school

E-mail from Headteacher to Careers Education Manager re work experience

Letter from employer praising the mock interview arrangements

E: CEIAG and a Curriculum for Careers Education and Work Related Learning**Rating – Meeting the Assessment Criteria of the Module**

Fully Met

Evidence Statement / Description

Headlands School students have access to a comprehensive and high quality programme of CEIAG, varied to meet individual needs.

- The website gives very detailed information on the programme, including a clear map of events and activities throughout the year.
- The website also gives a very good description of Sixth Form provision.
- CEIAG is delivered as part of a comprehensive programme which also includes enterprise, work-related learning, financial considerations, employability, citizenship and healthy living.
- CEIAG is delivered in PD (Positive Discipline) and tutor time but is observed and assessed by the Associate Assistant Headteacher in the same way as lessons via the quality assurance process.
- The PSCHE curriculum gives students the opportunity to produce careers action plans, and a series of CVs recording their increasing extra-curricular and enrichment experiences. Similarly, sixth formers are given time and personal support to produce their personal statements in support of higher education applications.
- Entrepreneurial and employability skills are also delivered through PSCHE, science, technology, business, ICT and geography.
- An alternative curriculum is available to appropriate students, and currently followed by seven students.
- All students from year 8 onwards have access to individual careers guidance interviews, either by self or tutor referral
- The programme has very strong employer participation, via the mock interview day, ambitions day, careers fair, options assemblies at key transition points, visits etc.
- Similarly, colleges and training providers play an active role through the same events and through lunchtime sessions on different subject areas.
- An enterprise programme ("The Big Deal") is run in association with York University.
- Pathways evenings are held for years 8 and 11 and their parents. During these all school subject areas have a stall, along with all local colleges of further education, YH Training, higher education institutions, HM Forces and local employers.
- The "Log on, move on" process supports students progressing from years 11 to 12.
- All year 10 and year 12 students have access to work experience, and additional placements can be arranged for those at risk of disengagement.
- Students have the opportunity to attend the annual Scarborough Engineering Fair.
- A Russell Group evening is held for post-16 students and their parents

- All students have termly target setting meetings with tutors, and these provide the opportunity to review their careers learning and skills development and help to identify any additional support needs.
- Students with identified additional needs are offered taster sessions with the providers most appropriate to their needs, supported by the YFS adviser.
- Touchscreens throughout the school give a wealth of information to support students' careers learning. Similarly, all PCs in school have a careers icon through which the full range of information, including that on the labour market, is accessible. All students attend workshops to ensure that they have the skills to use the on-line resources, and are encouraged to develop their own research and analytical skills. Further support is available from peer mentors and the CEIAG team.
- Stereotyping is targeted through a programme of STEM activities and the support of HETA (Humbly Grove Engineering Training Association), the Royal Engineers and Heads into Engineering programme to promote female-specific training opportunities.

Evidence Submitted:-

Example of application to attend school sixth form

Schedule of assembly themes

Lesson observation /MRE form (blank)

Letter from ER College re talk to Yr.11 pupils

Letter to parents re engineering visit arrangements

Letter from parent to headteacher praising mock interview

Letter to parents re trip to 2016 Scarborough Engineering Exhibition

Letter to parents re visit to "Interactive Careers Event" in Hull

Mock interview application form

Instructions to pupils re mock interview process

Information & Guidance Activities 2016-7 map – covering all years

Observation of students using touchscreen facilities

Discussion with parent governor

Discussion with student focus group

Discussion with CEM and Assistant Headteacher

F: CEIAG – Individual Access, Resources and facilities

Rating – Meeting the Assessment Criteria of the Module

○ Fully met

Evidence Statement / Description

It is evident that students of Headlands School and their parents/carers have ready access to comprehensive and high quality guidance, information and facilities.

- The school employs its own extremely experienced Careers Education Manager and commissions further support from a YFS careers adviser, who between them provide bespoke careers guidance in response to individual needs. The latter provides specialist support to SEND, Pupil Premium, Looked After and Gifted and Talented students. Both advisers offer advertised drop-in guidance sessions.
- As described in Section G: Working With External Partners, students have access to information and advice from an extensive range of external partners, including universities, colleges, support networks, training providers, employers, and the Local Enterprise Partnership.
- The website gives an excellent overview of CEIAG provision, both pre-16 and in the Sixth Form, with particularly clear and accessible information for parents.
- Facilities in which individual guidance takes place are accessible to all and conducive with privacy and confidentiality.
- The touchscreen facilities, and arrangements for supporting their use (including via peer mentors), are excellent, and the resources accessible through them are first class and include CEIAG curriculum support material.
- Whilst printed careers information might be limited, all PCs throughout the school have a careers portal giving access to all careers resources available in school.
- All students create careers action plans and a sequence of CVs, updated as they progress through the school.
- Subject related careers displays are mounted around the school.
- All students attend workshops introducing explaining use of the touchscreens and careers portal.
- In addition to the considerable budget allotted to the employment of CEIAG personnel the school makes finance available to support a range of guidance resources, including Kudos, Plotr, Careerbox and NCR.
- The school provides a wide range of in-house activities, and supports students' attendance at events across the region.
- All students have access to individual guidance from year 8 upwards, both on a self-referral basis and in response to need identified by tutors through the thorough monitoring of students' progress e.g. through the PSP (Personal Support Planning) and progress review processes.
- Where appropriate, arrangements are in place to refer students promptly to external support services such as the local authority's SEND specialists.
- Detailed options material is available at 14, post 16 and post-18 transition points, and is backed by an impressive programme of events both for students and parents/carers.
- All students have access to work experience in yr.10, with many having further opportunities in yr.12.
- Students with additional support needs or at risk of disengagement have access to additional taster days or work experience. Seven students are following an alternative curriculum designed to re-engage them in learning and gain skills to aid their decision making and employability
- The extensive network of external links ensures that guidance staff within the school are kept fully up-to-date and able to provide guidance that is accurate, comprehensive and current.
- Stereotyping is challenged and equal opportunities promoted through STEM activities and promotion of female-specific training opportunities available through the HEADS into engineering programme.

Evidence Submitted:-

Notice advertising availability of drop-in and booked careers appointments

Discussion with CEM and YFS Careers Adviser

"Planning for your future" leaflet – steps after Yr.11

List of Yr.10 students and taster days attended

Arrangements for appointments with YFS careers adviser

Letter to parents re "Your Future" event at KCOM Stadium

Power point presentation re Careers Portal (touch-screen careers information & digital noticeboards)

Headlands School Twitter notices

G: Working with External Partners

Rating – Meeting the Assessment Criteria of the Module

○ Fully Met

Evidence Statement / Description

Headlands School's links with external partners, and exploitation of those links in the support of CEIAG, are a major strength. All events in school involve the participation of appropriate external partners, and students have access to a wide range of visits to opportunity providers, trips to regional events. The credit for this must be given to the CEM with his many years of active involvement in local networks, and to the outward-looking attitude of the Headteacher and senior management.

- There is strong support from the CEIAG Link Governor, who is employed by the LEP (Local Enterprise Partnership) and ensures that Headlands participates in all projects and initiatives.
- The CEM has a strong link with the local Business Forum, which has 50 employers and provides strong support with work experience placements and opportunities for leavers.
- A local firm within the forum (AB Graphics) has worked with the school in the identification of skills lacking in school leavers.
- The Touchscreen Project resulted from external funding won by the Student Council, which surveyed the CEIAG needs of yrs. 7 – 9 students and then presented its findings to the Local Authority.
- All yr.10 and many yr.12 students benefit from work experience. The year 12 programme is launched with an employability skills day with input from local employers.
- Several alumni are both governors and local employers. This link has led to the HEAD into Engineering programme which has become a GCSE option choice for students, leading to an NCFE qualification which in turn can lead to Level 3/4/ studies. The programme is led by a four-way partnership comprising the school, an employer, a training provider and college.
- Alumni who are also employers also participate in the Apprenticeships Day.
- This year's careers fair complementing the Pathways Evening (yrs.8 and 11) was attended by over thirty training providers, employers, colleges and universities.
- Additional taster sessions and/or work experience can be arranged for students needing extra support or confidence building prior to transition points.
- There is a very well supported mock interview programme involving many local opportunity providers.
- There is a programme of lunchtime talks given by employers and the full range of opportunity providers.
- The working relationship with YFSS (Youth & Family Support Service) is strong and mutually supportive, backed by a formal agreement and close day-to-day working, Similar formal and informal links exist between the school's SENCO and Local Authority's SEND Support Service
- Post-16 students have the opportunity to attend the annual UCAS Higher Education Convention in Hull.

Evidence Submitted:-

Link Governor visit report

Discussion with Link Governor

Discussion with CEM

Feedback from Students' Focus Group

List of employers and other representatives attending Ambitions Day (8/7/16)

Assembly themes schedule

Flyer from Coastal Community Team re careers portal touch screens

Chart showing 97.5% of 2016 Yr.11 leavers continuing in learning

Letter from ER College re Yr.11 talk

Press article re launch of careers portal

Email from YFSS manager confirming 2015 leaver destinations and meeting of Government target

Email from Careers Education Manager to tutors re latest apprenticeship vacancies

PUSH presentations information

Feedback from Pathways Evening and Careers / Higher Education Fair (25/1/17)

Correspondence between school and employer re mock interview day

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

Rating – Meeting the Assessment Criteria of the Module

○ Fully Met

Evidence Statement / Description

Headlands School has excellent arrangements for involving parents and carers, both through the provision of information and through inviting their participation in the evaluation of CEIAG provision. There is strong evidence that parental evaluation does inform development planning.

- The school holds the SSAT Parental Engagement Quality Gold Standard award.
- There is excellent information for parents on the school website and in the school prospectus e.g. the IAG map covering years 7 – 13 is a model of clarity. Website also contains information to support parents at all transition stages and to back all parents' events.
- Specific events for parents include a GCSE information evening, Pathways evenings at key transition points, seminars on Oxbridge applications, degrees in medicine, and student finance.
- Parents are surveyed after all events and are invited to comment at all times via the school website.
- Parents are invited to careers interviews if there are particular issues relating to the student (e.g. special needs or attitude to learning), and any parent can request an interview at any time.
- The Link Governor (who is also a parent governor and takes a very active role within the school) confirms that parents do feel informed and engaged in CEIAG in the school.
- Parents are kept involved of CEIAG developments through the termly "Headteacher's Update" newsletters.
- The student focus group confirmed that their parents appreciated the openness of the school and the regularity of information.
- The Parents' Forum meets half termly and minutes confirm that CEIAG themes are often on the agenda e.g. in November 2016 parents' information needs prior to events was discussed (and has led to action), and the May 2016 meeting looked at year 8 option choice.
- The YFS careers adviser and CEM maintain close contact with parents of students requiring additional support.

Evidence Submitted:-

School prospectus

School's Parental Engagement Gold Standard Quality Award examined during visit

Governor visit report on Pathways Evening (25/1/17)

Email from Director of Post-16 re parent's approach for careers interview for son

Yr.10 pupil's careers action plan

Examples of parents' feedback questionnaires

Letter to parents re "Your Future" event at KCOM Stadium, Hull

Email re National Citizenship Service assembly sessions (7/2/17 & 1/3/17)

Minutes of Parents' Forum meetings

Programmes of range of events in school

Discussion with Link Governor (also a parent)

Feedback from student focus group

Examination of school website

School prospectus

Examination of "Headteacher's Update" newsletter

Overall Judgment:

Overall Rating: Gold Standard Assessment Criteria

○ Fully Met

Main Strengths

There is evidence of very strong commitment to providing comprehensive CEIAG to students at Headlands School

- The Headteacher and senior leadership clearly see CEIAG as a priority and are prepared to devote considerable resources to it.
- The Careers Education Manager is vastly experienced and has developed a strong network of external links to support and enhance CEIAG provision, and plays a leading role in local networks.
- The working relationship between the CEM and YFS Careers Adviser is excellent, and ensures that students have access to the support most appropriate to their needs.
- All staff interviewed shared the same common purpose and commitment to CEIAG.
- The Link Governor is a staunch ally of CEIAG within the school, and as an employee of the LEP is strategically placed to give informed support.
- There is extensive quality assurance not just of the day-to-day programme, but after all events and activities. This involves students, parents, staff and partners.
- There is strong evidence that the findings of evaluation are acted upon and inform development planning.
- Accessibility is excellent: not only is provision appropriately differentiated, but also individual guidance is freely available whenever students (or their parents) require it.
- There is a strong curriculum delivered through a number of methods, with a wide range of supporting events and activities to meet the needs of all students
- The impartiality of the programme and guidance is exemplary, and reflects commitment to CDI standards.
- There is excellent tracking of students' progress and identification of when intervention is needed. Facilities exist to ensure that that intervention is swift and appropriate.
- Provision of information is excellent. The website contains much valuable information for parents, and the touchscreens located around school (plus links available on every PC) ensure that students have ready and supported access to an impressive and comprehensive range of information.
- Arrangements for work experience are strong, with all year 10 and a number of year 12 students being able to take up placements.
- It is clear the school takes a lead role in the area through local networks and through innovation in the curriculum - e.g. the HEAD into Engineering is an excellent example of partnership working influencing the curriculum and responding to local need.
- Parents and students clearly recognise and value the excellent CEIAG provision in Headlands School, and appreciate the quality and accessibility of information
- The school's number of external partners, covering the full range of opportunities, is impressive, and facilitates the extensive range of events and activities arranged for students and parents. It has also resulted in the innovative HEAD into Engineering Programme, now established as an option within the curriculum

Areas for Development

The following are offered as suggestions to complement the excellent CEIAG provision that already exists within Headlands School:

- Although there is clearly very close co-operation between the Careers Education Manager and the YFS Careers Adviser, with regular meetings that are undoubtedly productive, those meetings are not minuted. Whilst not wishing to recommend anything excessively formal it would at least be beneficial to record action points.
- It is good that CEIAG learning conducted as part of PD or tutor time are now observed and assessed in the same way as timetabled lessons, but quality assurance processes do not appear to cover individual careers guidance interviews (other than any observed by the YFS Service as part of its own programme of performance reviews). Introducing observation of a sample of guidance interviews would complete the circle of review.
- The school has expressed a wish to develop touchscreens further, and this is to be encouraged. At the moment these are a pilot but are clearly of enormous potential both for the development of CEIAG in Headlands and in other schools in the authority.
- It was suggested in the students' focus group that the timing of PSCHE themes and related events

does not always match. Whilst appreciating that timetabling constraints can make this impossible to achieve for every group it is something that might be considered.

- The CEIAG policy is current and easily accessible, along with the school's other policies, on the Headlands website, and gives a good explanation of current priorities. At its next review I would suggest giving more detail of the staff reporting structure, student learning outcomes, and arrangements for monitoring, review and evaluation.

Comments / Recommendations / Action Required

I am indebted to the Careers Education Manager for providing so much evidence in advance of the assessment visit, and for organising such a full and enjoyable programme of meetings and activities on the day. Comments from students, staff and partners confirmed that young people at Headlands School receive careers education and guidance of a very high standard, and appreciate the support given to them. The quality of provision in the school is in no small part due to the commitment of Senior Leadership and the Governing Body, to the experience and expertise of the Careers Education Manager, and to the dedication and skill of all other staff working directly with the students.

The award will be subject to a three yearly review in May 2020.

Outcome:

Signed: J.C.Barber

Date: 15th May 2017