



## ASSESSMENT REPORT FOR HEADLANDS SCHOOL

**Date of Assessment Visit:**

**3 yearly re-assessment**

### INTRODUCTION

Headlands School is a large comprehensive in the East Yorkshire coastal town of Bridlington. The school has around 1000 students and its own sixth form offering A level and BTEC study (with approximately 135 students). School has a high percentage of pupil premium students. The most recent Ofsted report was very positive about CEIAG stating: *'Careers advice and guidance are a strength of the school. Pupils have access to many innovative and unique projects that help to develop their confidence and well-being.'*

The school was first assessed for the Quality in Careers Standard in 2018 so this is their first 3 yearly review.

The report is based upon:

1. A completed Self Evaluation Form (SEF) submitted by the school.
2. Examination of evidence, including additional items requested by the assessor (available on Sharepoint)
3. A meeting with the careers leader to review the school's self-evaluation and supporting evidence
4. A remote assessment visit undertaken by Kathryn Lea-Williams on 1<sup>st</sup> October 2021 where key players in CEIAG at the school were interviewed
5. Interviews with;  
Headteacher Sarah Bone  
Careers Leader, David Stamper  
Careers Admin Assistant, Sarah Dixon  
Assistant Head Curriculum, Gill Rogers  
Personal Development Coordinator, Jasmine Renard  
Director of 6th Form, Ben Cooke  
Careers Link Governor, Liz Philpott
6. Telephone call with a parent
7. A focus group of students from years 10-13



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

### Rating – Meeting the Assessment Criteria of this principle

○ Fully Meets

- The headteacher is passionate and committed to ensuring high quality CEIAG in school and spoke of the range of methods used to demonstrate impact. The vision 'every child happy' reflects the school's ambition to develop 'the whole person, as well as the examination candidate.'
- The Careers Leader, Mr Stamper, is an Assistant Headteacher with responsibility for community and transition which both link very well with his careers remit. He has undertaken the level 6 careers leader qualification with RGG Associates.
- Mr Stamper is Community of Practice Lead for Humber and East Yorkshire making Headlands the lead school for the Careers Hub. He is also part of the CEC Careers Leader Advisory Panel. The school has been recognised by the CEC for 'Leading the way' in terms of CEIAG practice.
- Mr Stamper is supported by Careers Admin Assistant/Careers Adviser Sarah Dixon in co-ordinating the careers programme. Director of Sixth Form, Mr Cooke, oversees careers for post-16 and works closely with Mr Stamper on strategy as well as providing a significant amount of transition support to Year 12 and 13 students.
- There is strong evidence of evaluation of all aspects of CEIAG provision. That evaluation involves all stakeholders – students, parents, staff and partners – and the findings are used to inform and develop provision. Findings inform the annual development planning process.
- The Governor with responsibility for CEIAG, Liz Philpot, works for the Local Authority on economic development and has used this knowledge to deliver LMI assemblies in school. She has also attended careers hub meetings with Mr Stamper and conducted a detailed analysis of the careers provision to support developments.
- There is comprehensive information on the school website, including a map of CEIAG provision, alumni profiles, a Parents' Guide to Careers and detailed information on the careers programme and Gatsby Benchmarks.
- The careers programme is delivered via PSHE lessons, tutor time, assemblies, events and activities within and outside of the curriculum. This comprehensive programme also extends to sixth form and there is a clear learner journey from year 7 to 13 which is highly personalised.
- There is careful monitoring of destinations statistics, to ensure the impartiality of provision. The school has very low NEET figures (0-1% year on year) both at 16 and 18 and the fact that at the end of Year 11 students pursue a wide range of opportunities including further education and apprenticeships confirms that this impartiality is maintained.
- The careers leader has delivered full staff training on CEIAG including specific input on Gatsby Benchmark 4. There was excellent evidence of consultation with staff on the effectiveness of the careers programme and the support they receive.
- Internal Careers Adviser and Careers Admin Assistant Sarah Dixon is level 6 qualified and there was strong evidence of CPD undertaken by her including recent courses in supporting students with decision making and motivation.



**Areas for Development**

-The school has used innovative approaches in securing funding for CEIAG but there isn't currently a dedicated ring-fenced budget. Consider sustainable funding streams to ensure the school's high quality careers programme is maintained.

**Evidence**

- Alumni posters*
- Headlands Headlines*
- CEC presentation destination data*
- PSHCE overview*
- Careers Policy*
- Provider Access Policy*
- Compass Tool results*
- Mock interview feedback*
- IAG Map*
- Parents events calendar*
- Certificates for Careers CPD*
- Interviews with staff and students*

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

Headlands School is fully meeting the performance indicators for Gatsby Benchmark 1.

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

**Rating – Meeting the Assessment Criteria of this principle**

Fully Meets

-Careers and labour market information is communicated in a variety of ways; the link governor does LMI presentations for all year groups in assemblies, parents and pupils can access Kudos which has integrated LMI. Humber LMI newsletters are also used to inform learners about opportunities locally.

-A careers Google Classroom has been used effectively, with specific 'leavers' classrooms focusing on opportunities and transition. The assessor viewed high-quality information ranging from open events and virtual work experience to competitions and employer residentials. Parents and students can access these resources and commented during the assessment day how useful this was.

-The young people spoken to on the assessment day felt they were supported to access information on the full range of options.

-The school has maintained a varied, high quality programme of activities and speakers despite the barriers presented by Covid. A range of opportunity providers either visit the school or have presented remotely, including ASK Apprenticeships, local colleges, universities and employers.

-Strong evidence was presented on parental engagement and the parent spoken to as part of the assessment felt communication channels including talks, events, newsletters and social media were very effective.



**Areas for development**

No specific areas were identified

**Evidence**

- IAG plan
- Parent letter – KUDOS
- LMI newsletters
- Humber showcase email
- ASK apprenticeships presentation
- Headlands Headlines

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

Headlands School is fully meeting the performance indicators for Gatsby Benchmark 2.

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

**Rating – Meeting the Assessment Criteria of this principle**

Fully Meets

-This area was an example of good practice. There is a real focus on delivering a personalized approach, and the clear message is that it is not *one size to fits all*. Right from the start of a learner’s journey in year 7, aspirations are tracked and activities planned accordingly to make every experience as meaningful as possible. All relevant staff can access a learner’s interests and aspirations and this is applied right throughout school from meetings with senior leaders to conversations with tutors. Teaching staff can access a ‘careers marksheet’ including a student’s intentions and this is used to tailor teaching to individual interests and improve engagement and motivation within lessons.

-Careers Google classrooms are regularly updated and contain a wealth of information on different options and are tailored to different student groups with specific classrooms for years 11 and 13 focusing on opportunities and transition.

- SIMs is used to record and report on careers activities. A careers action plan is produced from this and pupils can access this. The SIMs careers journey allows school to create a bespoke programme of activities based on students’ needs and interests. A report is also sent to parents detailing this career journey.

- Links with parents are very good, and a whole school questionnaire has been used to gather feedback from parents on the careers programme. (94% of respondents felt their child had experienced a range of meaningful careers activities). The Headlands Headlines publication has a specific section on careers and parents commented on how useful this was.

-Parents of learners in years 10-13 were invited to the LEP’s virtual event on decision making and uptake was good.

-School works hard on widening participation and uses the phrase ‘disadvantaged first’ to describe a range of initiatives in place. Extra support is provided for disadvantaged (Pupil Premium) students in accessing events, tasters and activities and these students are supported to access Widening Participation schemes with HE providers.

-Pupils with SEND achieve 100% positive destinations and a number of SEND students



progress onto the school's Sixth form, indicating that learners are well supported to make successful transitions.

-Targeted students from years 9-11 will be taking part in the Shine programme from the university of York which includes campus visits, residentials and academic sessions.

-Destinations are tracked for 3 years using data from local colleges, the school Sixth form, and through manual tracking. Consent is requested from year 11 leavers, and data sharing agreements are in place with local providers. Data was presented to the assessor showing 3<sup>rd</sup> year destinations. The information is used to develop the careers programme and provision offered in Sixth form. For example, a surge in interest in Health Careers and skills shortage in the local area led to the development of the Health Academy.

-Destinations information is used very well to engage alumni. Excellent examples were presented of alumni supporting current students and events and the school website is used well to showcase examples of the range of opportunities students access once leaving.

### **Areas for development**

-Continue to develop destinations tracking and analysis across the three years, particularly focusing on effectiveness of widening participation work and outcomes for vulnerable learners.

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

Headlands School is fully meeting the performance indicators for Gatsby Benchmark 3.

### **Evidence**

*Action plans*

*6<sup>th</sup> form PSHCE calendar*

*Amazing apprenticeships parent pack*

*Counselling referral*

*HOP interview notes*

*Parent letter careers appointment*

*Next Step York information*

*The Shine Programme*

*WIME event information*

*CEC destinations training*

*Consent form*

*Destinations evidence*

*International Women's Day poster*

*KUDOS parents' guide*

*East Riding College taster information*

*Leavers offers*

*Resilience training*



#### 4 Gatsby Benchmark 4 - Linking curriculum learning to careers

##### Rating – Meeting the Assessment Criteria of this principle

Fully Meets

- Subject departments submit regular updates on what CEIAG activities are taking place within the curriculum and this also forms part of annual departmental reviews.
- A Careers in the curriculum google drive was created for National Careers Week and this has been used by the Careers Team to share useful resources with departments and to see the work that is taking place.
- Departments with outstanding practice have been paired with others to share ideas and provide support. For example, the Geography department have provided significant input on sustainable energy, related job roles and future opportunities and have used employer input in lessons (eg town planners).
- Alumni videos are used well in departments to highlight different opportunities and the students spoken to as part of the assessment felt these had inspired them.
- STEM subjects have linked particularly well to opportunities in industry and use visits effectively to complement the curriculum. Strong links are in place with local manufacturers AB Graphics and Allsigns who fund and participate in project work.
- Visits are undertaken to local engineering career events including Scarborough engineering fair, students have participated in regional competitions such as Greenpower car, closely related to the HullGreenPort encouraging an understanding of sustainable transport/energy. One student in the focus group commented on how much he valued this experience. Students have also participated in other competitions such as the North Yorks Rotary STEM design/build day. Year 8 students took part in the Faraday STEM challenge from the Institute of Engineering and Technology.
- Displays are used throughout school to demonstrate the potential careers linked to different subject areas (in classrooms and on noticeboards).
- Staff are regularly consulted on how effectively they feel careers is embedded in their departments and on what support or resources they need. A staff career journey has recently been launched to demonstrate to learners the range of jobs teachers have undertaken and their tips on career planning.
- Enrichment within sixth form is extensive and includes Tomorrow's Teachers, Health Academy, MOOCs, work experience and working with the school's social media team.

##### Areas for development

-Consider a CDI audit across departments to ensure a clearer overview of activities.

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

Headlands School fully meets the performance indicators for Gatsby Benchmark 4.

##### Evidence

*Work experience spreadsheet*

*ERYC lesson plan*

*Google classroom documents*

*WiME information*

*Careers leader email to curriculum leaders*



*Documents on school shared drive detailing careers in the curriculum activities within each department  
Interviews with staff and students*

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

### Rating – Meeting the Assessment Criteria of this principle

○ Fully Meets

- The school has really embraced online/virtual opportunities during the pandemic, resulting in a varied and impressive programme of activities. In terms of employer contacts, this has included the year 9 aspirations event, year 10 work experience, year 11 mock interviews and annual careers fair. Feedback has been very positive from partner organisations and students. Some students have been offered apprenticeships as a result of the mock interview days which featured a range of employers, universities and colleges.
- With its relatively remote coastal location, there are potential barriers to engagement with opportunity providers. However, Headlands have worked creatively to foster relationships with employers and education providers nationally and internationally. Work with the school's alumni for example, has led to speakers 'zooming in' from Thailand.
- Notable employer presentations and workshops include Hire Me, workshops from the council, construction industry employers, and dedicated Health and Teaching academies in Sixth Form.
- The virtual careers fair involved input from a range of employers including RB, KCOM, Cranswick, GCHQ, Siemens, BAE systems, Engie, Orsted, Phillips66, OSL, Laing O'Rourke, Sauce, Robertson Group, Royal Airforce, Royal Marines, The British Army, and Wilkin Chapman and students used the chat function to interact with them live.
- Students have also attended a range of external virtual events this year including the Humber Apprenticeship showcase and WiME live events.
- There was evidence of thorough preparation for and evaluation of activities and this was reflected in positive feedback from employers. For example, concerning pupils' preparedness for mock interviews.

### Areas for development

No specific areas were identified

The Compass tool self-assessment for Gatsby Benchmark 5 is 100%.

Headlands School fully meets the performance indicators for Gatsby Benchmark 5.

### Evidence

*Aspirations day 2021*

*Ambitions day 2019*

*Careers fair information*

*Exhibitors list*

*Careers fair parent letter*

*Mock interview day 2020*

*Apprenticeships presentation*

*Mock interview day information and numerous examples of feedback*



## 6. Gatsby Benchmark 6 - Experiences of workplaces

### Rating – Meeting the Assessment Criteria of this principle

Fully Meets

- Year 10 and 12 students have taken part in work experience throughout the pandemic, some going into the workplace and others taking part in virtual experiences via Reed employment or Springpod. Feedback from students indicated that both virtual and face to face work experience had been valuable, but the majority indicate they prefer face to face experiences so the school is focusing on reinstating more of this for the forthcoming year. One student in the focus group had taken part in four different virtual work placements and had loved the flexibility of accessing online opportunities so this will be used to complement in-person approaches.
- Aspirations information is used to tailor placements to interests wherever possible.
- There is evidence of excellent preparation and debrief activities. Preparation is done within PSHE lessons and assemblies and Google forms are used to evaluate.
- Workplace visits also take place within subject areas and this is an area that the school is developing further via their new Enterprise Adviser from Keepmoat.
- Within Sixth form a more flexible approach to work experience has been adopted, with placements taking place between May and October, rather than during a prescribed week or weeks. This has resulted in better scope for tailoring to individual needs.
- Volunteering is encouraged, particularly within sixth form, and vInspired are used to source placements. This will resume now restrictions are lifted.

### Areas for development

-Reinstate face to face experiences as restrictions continue to ease.

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

Headlands School fully meets the performance indicators for Gatsby Benchmark 6.

### Evidence

*Headlands Headlines*

*Work experience presentation*

*6<sup>th</sup> form PSHCE calendar*

*Google classroom*

*Virtual Work experience information*

*Health Academy information*

*Work experience spreadsheet*

*Work experience examples*

*Interviews with staff, students and parents*





## 7. Gatsby Benchmark 7 - Encounters with Further and Higher Education

### Rating – Meeting the Assessment Criteria of this principle

Fully Meets

- The annual careers fair hosts a range of colleges, training providers, universities and employers. Information is shared with students and parents well in advance in order to help them prepare and providers have offered incentives such as prizes for the best questions which has helped to encourage research and engagement.
- This year's virtual fair was complemented by signposting to additional virtual opportunities and fairs including the UK University and Apprenticeship search virtual fair.
- Planning meetings take place with ASK Apprenticeships to provide a range of activities tailored to pupil needs.
- Sixth formers experience a wide range of talks from HE providers including on personal statements, university life, Russell Group, Oxbridge, plus input about apprenticeships and the armed forces. (in partnership with the Humber Outreach Programme). Students work on their personal statements and UCAS applications during dedicated PSHCE lessons.
- HOP also support with university visits, some which have taken place in person and others virtually. There are particularly good links with Leeds, Hull and York Universities.
- Students have attended some tasters and fairs in person and others virtually, for example the Humber virtual apprenticeship event via HEY LEP and taster days including East Riding College.
- A wide range of opportunities are advertised on Google Classroom including from local colleges; Bishop Burton, Wyke College and Scarborough TEC and various providers also deliver virtual and face to face talks.
- The mock interview day provided meaningful interactions with universities with very detailed feedback for students.
- Universities also engage with students in more sustained ways such as via GCSE mentoring from the university of Hull.
- The Health Academy for sixth formers provides mentoring, seminars, work experience and 'next steps' advice about careers in the health sector as well as input from universities to support the application process. Last year 4 out of the 5 year 13 students went on to study medicine at university.

### Areas for development

No specific areas were identified

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

Headlands School is fully meeting the performance indicators for Gatsby Benchmark 7.

### Evidence

Careers fair information

Mock interview day information and feedback forms

ASK Apprenticeship planning meeting



University PPTs  
 HOP Activities  
 Apprenticeships presentation  
 HOP Virtual careers fair  
 East Riding College recording  
 Shine Programme  
 HETA competition

## 8. Gatsby Benchmark 8 - Personal Guidance

### Rating – Meeting the Assessment Criteria of this principle

○ Fully Meets

- Level 6 adviser Graeme Peart, owner of GP Associates, is commissioned to provide independent and impartial IAG within lower school and sixth form. This is supplemented by interviews for selected year 10 students with the HOP adviser and the in-house careers adviser Sarah Dixon. Ms Dixon works mainly with Sixth form students but also supports SEND and vulnerable learners in lower school. This results in all pupils being seen by a level 6 adviser in years 9, 11 and 12.
- In addition, the East Riding of Yorkshire Council provide interviews for year 11 SEND students.
- Ms Dixon supports Mr Stamper with the overall co-ordination and administration of the careers programme including tracking and planning activities.
- GP Associates are registered with the CDI and interviews are a minimum of 30 minutes in length. Mr Peart's interviews are quality assured by an external party.
- The relationship with the external careers adviser works well and allows for sharing of good practice.
- Google sheets are used to gather feedback on guidance interviews and this feeds back into planning.

### Areas for development

-Consider peer observation for Ms Dixon with a Level 6 adviser.

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

Headlands School is fully meeting the Gatsby Benchmark performance indicators for Gatsby Benchmark 8.

### Evidence

Action plans  
 Service Level Agreement GP Associates  
 HOP action plans  
 Parent letter careers appt  
 Interview list vulnerable/SEND  
 CDI registration  
 Qualifications  
 Interviews with staff and students



### Assessment Grid

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

**Notes**

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



## Conclusion

The careers programme at Headlands School is outstanding with a meticulous and tailored approach applied to all aspects.

I would like to thank David Stamper for arranging a full and enjoyable assessment day.

In the Compass self-assessment Headlands School is assessed as fully meeting all 8 Gatsby Benchmarks.

The assessor would recommend that they be awarded the Quality in Careers Standard, including fully meeting the Gatsby Benchmarks. The award will be subject to an annual review in October 2022 prior to a full review in October 2024.

Signed: Kathryn Lea-Williams

Dated: 7<sup>th</sup> October 2021