

THE QUALITY IN CAREERS STANDARD SCHOOL STAGE 3 REPORT FOR FULL AWARD

Name of iC Licence holder:	CSW
School name and address:	The Norwood School, Crown Dale, London SE19 3NY
Date of Stage 3 assessment:	17 th July 2018
Organisation contact:	Jessica Nicholas – Careers Lead Nicholas.J@TheNorwoodSchool.org
Full list of staff seen:	Mrs. Denise Webster – Headteacher Jessie Nicholas SLT Careers Lead/Specialism/Sixth Form Ros Millam Governor for Careers and Vocational, and Parent of Year 9 Alix Boyle – Independent IAG Advisor Juliet Williams – Local Authority Careers Cluster Project Manager Shelley Dennis – Head of Year 9 and PE and H&SC Teacher Jeffrey Oxford Head of Year 11 and Jeremy Cox – Head of Sixth Form Rebecca Johnson– English Teacher Alex Halnan– English Teacher Theresa Corcoran – SENCO and HLSA
Full list of students seen:	Keran- Year 13 Timar – Year 13 6 th Form 9 Just left and Russel Group Year 10- 10 Students Year 9 – 9 Students Year 8 – 6 Students Year 7 – 6 Students (No Year 11 Students (post GCSE's) or Year 12 (Work Experience week) were on site. However, Year 11 questions were directed at the Year 13 students inviting recollections of their experiences.)

<ul style="list-style-type: none"> • Overview: The Norwood School (TNS) is an inner London Community non selective state school in the borough of Lambeth. Ofsted for 2017 is Good (Short report) • It is a culturally diverse school, the main four groups of ethnicities on roll are 25%Black African, 25% Black Caribbean, 18% White British and 13% White 'other'. Free School Meal or Pupil Premium entitlement is currently (2017-18) 32%. 2% of students on roll have EHC plans with a much larger number expected in Sept 2019 year with new Yr 7 intake. • 2017 Progress 8 from data checking was 0.25 which is higher than average overall and place the school in the top 5% of school's nationally. Progress for all the elements of progress 8 (2017) was positive and therefore higher than national. Attainment at GCSE for 2017 67% 9-4 Maths, 74% 9-4 in English • TNS is a forward thinking school; optimistic and ambitious for all. It is child centred, dedicated to ensuring that pupils are happy, secure and achieve their potential and beyond. It aims to nurture and encourage the interests, abilities and unique talents of all pupils through a curriculum that is broad, bespoke and with personalised pathways, ensuring that pupils experience learning that is challenging, stimulating and well suited to individual needs. Specialist status in the Performing and Visual Arts enhances teaching and learning across the curriculum and provides exciting, innovative and engaging learning opportunities aimed to convince pupils that learning can be fun and memorable and lead to fulfilling and relevant career choices.
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Actions/Areas for Development from Stage 2 (Spring 2017) with the actions and progress taken to meet these areas for development

“A systematic approach to capturing the feedback of students, staff, parents/carers and partners in the review and evaluation of CEIAG.”

- Annual questionnaires - Parent Voice, Student Voice have been instituted for each year group with questions on careers provision. Feedback letters to parents and presentations. Articles in Newsletters .
- There is a recognition from the Head teacher and SLT that to effect systematic monitoring and effective evaluation so that delivery and outcomes can be matched that there is a resourcing requirement. The Head teacher advised the Assessor and JN that in September 2018 there will a resource for this measure of 3 days per week.

“She (JN) will also be working with Alix Boyle further on student tracking.”

- Currently information is still kept on SIMS and other internal systems. However, Sixth Form are uploading individual information onto ULAS in Year 12 – (there is a dedicated week at the start of Year 12 for this to happen.)
- Year 10s are to start uploading onto ULAS and there is also the intention to roll this down into lower school.
- Lambeth Career Cluster will be offering workshop support on this in the Autumn of 2018.

“It is important to ensure that recruitment to the sixth form ensures impartiality and acting in the best interests of the students.”

- For instance the PowerPoint presented on 6th form pathways does not currently present alternatives with other providers – this, and the website is being changed to include other local training providers and will be ready for Autumn 2018.
- ILPS recommendations demonstrate that some students are better suited to other places – Apprenticeships, technical college, Level 2 Training opportunities etc. (see more on 6.2).

“There has been a huge level of development over quite a short period and it will be important to assess the impact of the different strands and best way forward to sustain on-going improvement.”

- A recognition (as above) that sustainability of a robust and stable programme relies on rigorous evaluation of provision and ensuing improvements. Resources of 3 days p.w. in Sept 2018 are being made available to support this.
- AB (External AIG) Agreement for services – no. of hours and budget allocation has been increased – reflecting continued commitment to resourcing in order to sustain, develop and monitor the provision – especially with regard to tracking and evaluation systems that can produce timely and meaningful reports for SLT.
- Compass Tool assessing careers provision benchmarking against the 8 Gatsby outcomes has been and will be used annually. The second set of results in Nov 2017 showed significant improvements.
- The SDP and progress in the SEF has resulted in the following: in the publishing of the comprehensive career programme on the website with information tailored for students, parents/carers, teachers and employers.

Strengths:

Commitment: There is a strong commitment and support from all members of the SLT and Governors on the contribution and value of CEIAG to the Schools Objective. “Vocational and Careers” has been added as a specific item in the updated 2018 version of the 2017-19 Strategic Plan within the 4 priority categories of Achievement, Quality, Capacity and Creativity. Resourcing for school and CEIAG provision, monitoring and tracking is being raised to support this commitment.

Organisation: The Careers Lead (JN) is part of the SLT and reports to the Head Teacher. There is a Link Governor for Careers who is interested and involved and a qualified external AIG consultant who has a stable and ongoing relationship with TNS. Careers information and activities are well communicated through to staff, students, parents and partners through a variety of means: newsletters,

website, letters, and meetings and regular reports. There is a strong feeling of community and purposeful collaboration alongside refreshingly positive encouragement amongst staff and to students.

Delivery: TNS delivers a broad ranging, timely and effective CEIAG programme across the whole school. Further Industry and Employer links and career enhancing opportunities for students are constantly being sought by TNS, its staff and partners. The number and range of delivered provisions enable meaningful opportunities and an individualised, child-centered approach. Communication throughout the school is a significant strength – the newsletters, posters, wall displays, noticeboards, bulletins, information leaflets and internal communications amongst staff all contribute to an ethos of well-informed, collaborative co-operation.

Evaluation: TNS evaluates its CEIAG activities with stakeholders and uses Compass, CDI New Framework and The Quality in Careers Standard to measure and evaluate careers provision. Regular informative and evaluative reports to Governors, TNS SEF and TNS Strategic Plan (SSP) detail standards, progress and improvement opportunities.

Areas for Development:

The Careers Lead and SSP has already identified continued targets and activities for 2018-19. These include:

1. Develop electronic individual careers plans for the lower school by rolling out ULAS into KS3
2. Increase the range of extension activities for high achieving(HA) students
3. Encourage KS5 students with high GCSE scores to study and achieve in facilitating subjects
4. Continue to raise the profile of apprenticeships
5. Improve the opportunity awareness of Year 9 students
6. Ensure 6th Form provision includes a vocational option for Level 2 Year 12 cohort.
7. Increase the work with and engagement of all parents
8. Assess the value of Year 10 work experience
9. Further develop employment contacts and broaden pupil knowledge of the range of employment sectors to address BM5.
10. Ensure additional targeted Careers Provision is in place to support vulnerable/possible NEETs
11. Continue to embed pupils understanding of subject specific pathways and ensure CIAG is built into SOW across all Key Stages.

The assessor considers these targets and activities above to be realistic, measurable and achievable. It is recommended, in order to evidence further ongoing improvement on the above provision, that systematic monitoring evaluation and outcomes towards measurable stated objectives be continued. This will contribute towards successful Reassessment for Quality in Careers Award in 3 years time. (See below also)

Recommendations for consideration : In line with the rigors of Stage 3 assessment and for consideration to assist with ensuring stability of the continuously evolving and rigorously assessed CEIAG programme, the assessor recommends the following for consideration:

- Create a document identifying the systematic monitoring, recording systems that embrace information from all pupil recording methods currently in place – eg ULAS, Google for AB interviews, email records, SIMs, UniFrog etc. to enable other staff, should the need arise, to know where to find and understand the systems and processes in use for the provision and monitoring of the CEIAG programme.
- institute an identifiable part of the school TNA system for staff CEIAG training and experience opportunities with appropriate evaluation, feedback and outcomes.
- Dating and titling/heading/author referencing etc. all documents: this would facilitate the document relevance as evidence pertaining to a particular improvement area/objective and the tracking of future activity Egs: Action Plans, print outs from Compass. (See Outcome 6.1 and 6.3)

Assessor's comments and recommendation

The commitment, provision and execution of a broad ranging CEIAG programme that embraces all learners (both students and staff) is abundantly apparent and encouraging to see. It is very well communicated and received.

There are good records evidencing comprehensive and broad ranging provision, the attendees, their feedback and suggested improvements for all offerings. Through rigorous self-assessment the school has already instituted changes and improvements and are continuously identifying areas and measures for improvement. This is reflective of a systematic, robust and continuous CEIAG programme, maintenance of which is required, and will serve the school well, for reassessment for the Quality in Careers Standard in 3 years time.

It is apparent from the Head teacher that the volume of administration relating to tracking is an administrative barrier to current strategic and CEIAG matters for TNS and it is encouraging that resourcing is being made available for school tracking systems. This will greatly assist the strategic and continuously improving CEIAG programme by facilitating data collection and analysis.

I recommend that The Norwood School be presented with The Quality in Careers Standard.

Signature of registered *Investor in Careers* assessor



18th July 2018

Outcome 6: School monitors and records students' achievements and progress, working with partners, external IAG provider, parents and carers to ensure that all students make informed choices and transitions.		
No.	Full Award Indicators	Assessor's Comment
6.1.	School maintains appropriate arrangements to monitor and record students' achievements and progress, including core career management skills.	<p>The Assessor heard from all interviewees (including 2 x Year 13 students) evidencing a wide ranging structure for recording, monitoring and reviewing all students' progress through:</p> <ul style="list-style-type: none"> • electronic systems, • collaborative and extensive communication systems (both formal and informal) amongst key staff, Form Tutors, HOYs, AB, JN and the SLT. • Regular meetings and sharing of information amongst staff, to students, parents and carers <p>Examples of communications provided evidence of the frequent and collaborative nature of TNS as a team helping identify appropriate activities, actions, pathways, destinations and/or support services for the range of learners across the school.</p> <p>Electronic recording systems being used increasingly include:</p> <p>ULAS -TNS is using ULAS. As of May 2018 there is an improving picture of usage, but more students need to populate their records to ensure the system is contributing to their ILP/Career Plan and has sufficient entries to provide meaningful/valid data for TNS. Students are given teaching on its use and how to populate their records. At the start of Year 12 students are given a week to learn the system and load their data. TNS strategy aims to roll ULAS through Year 10 and down into the lower school.</p> <p><i>A recommendation for consideration: Roll out an all Staff/Teacher/Form Tutor ULAS familiarisation and value sessions so staff can meaningfully and consistently encourage pupils to update their own records and robustly embed teaching about the value of a well populated record with all activities logged.</i></p> <p>SIMS- Russell Group students are given monthly interviews and action plans with the IAG. These records are uploaded on to SIMS</p> <p>Records and tracking from External IAG provider: Google documents – Alix Boyle uses this to summarise career interviews. Currently action plans for Year 9 and 13 are hand written by students at the time and taken away and student interview summaries are centrally recorded and updated. The IAG tracks individual careers interviews with all pupils and shares the feedback with appropriate Year</p>

		<p>teams.</p> <p>Sixth form and Russel Group candidates have good four weekly meetings – plans and commentaries are written together and emailed to student and form tutor.</p> <p><i>Recommendations for consideration:</i></p> <ul style="list-style-type: none"> • <i>Date all action plans with interview and follow up dates so that tracking can take place.</i> • <i>An identified barrier for progress of follow up is students not reading their email so the onus is left on the Form Tutor to pick up relevant action/prompt. Provide education on the aspects of practical self management including the importance of prioritisation e.g. reading communications. Practical importance of this is seen not only in the workplace but also entering the work place in assessment centres with “Inbox Exercises”.</i> <p>UCAS Tracker - UCAS tracker is used for Sixth Form Applications. Progress and recording is reported in Annual Report to Governors.</p> <p>UniFrog - UniFrog to track/evaluate/respond to Sixth Form destination progress and applications. Sixth Form tutors are fully involved in all aspects of progression, which is a regular item on Year Team Pastoral Meetings.</p> <p>Destinations Data Yr. 11 is collected centrally in line with Lambeth BC– the collection and maintenance of accurate data for each pupil on their destination for 3 years after leaving school is proving hard owing to inconsistent or non-existent communication from alumni. TNS high percentage of positive destinations in 2016, 2017 in relation to Lambeth, Inner London and nationally and the low number of NEET students represents a picture of a consistent and successful programme that advises and secures appropriate placements for students. However, whilst monitoring destinations data for a period of 3 further years is present in the Careers Strategic Plan there is a barrier to this of lapsed alumni connection with the school.</p> <p><i>Recommendation for consideration:</i></p> <ul style="list-style-type: none"> • <i>Engage and collaborate with students to identify ways and means of how to increase the number of ongoing connections with alumni to enable meaningful data collection</i> <p>Internal & External communications: Spreadsheets, email lists, memos pertaining to provision and attendance, (Bursary Programme) employer talks, visits, workshops, display boards. The Assessor</p>
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6.2	<p>School, its partners and IAG provider work with students and their parent/carer to develop an individual learning plan which encourages and stimulates personal research and future career planning.</p>	<p>School and partner provision works overtly inclusively with all students and their parent carers to develop an individual learning plan. This ranges from strategic level declarations through to appropriate yearly student Careers Entitlement and on into very specific ILPs. This is evidenced from: TNS website, the TNS Careers Strategy (April 2018), and mapping the extensive range of TNS CEIAG provision against Careers, Employability and Enterprise Audit against the CDI Framework. The assessor found substantial evidence of a vast range of provision that is used for ILPs and motivational career development, research and planning.</p> <p>Individualised advice, guidance and referrals is given from Form Tutors, HOY, subject teachers in class or at parents evenings or 1-1 meetings at a parent/carer or teacher's behest. Evidence was provided in the form of email communications, meeting notes, referrals and follow-up communications.</p> <p>The assessor heard positive feedback from students in Year 9 and above (and especially Year 11 and both Year 13 students interviewed) about the school provision and help they were receiving. The range of input and opportunities to encourage and stimulate personal research and future career planning was evident. Examples included students speaking enthusiastically about the Oracy Programme and the value of the confidence and articulacy skills they gained. Same with Debate Mate feedback.</p> <p>Visiting speakers and assemblies were given a mixed review when discussed with the students who volunteered that the sessions that were interesting were the ones with "exciting speakers" e.g. recently a visiting Reporter.</p> <p>Recommendation for consideration: <i>In order to provide "meaningful" experiences for students</i></p>

		<p><i>organisers could preview speakers and content. Engage the students in finding out what they consider makes an activity “meaningful”.</i></p> <p>Students interviewed by the assessor mentioned SMF input, special individualised help with Personal Statements from Form Tutors and Dulwich College, University trips, Performing Arts offerings and challenges. The programme during Arts Week was also mentioned and appreciated as being valuable.</p> <p>The assessor evidenced a comprehensive Year 10 programme in Arts Week this month (July 2018) looking at 6th form pathways, Work Experience Planning, Employability Skills and Introduction to ULAS.</p> <p>Year 13 students immensely valued their work experience programme - so much so that both thought that Year 10 students be introduced to the idea of starting to think about their Work experience in Year 12 and not leave the thinking to Year 11. This is in now in place for 2018 -19.</p> <p>Year 11 Students were aware of the different pathways they could proceed down and some mentioned that they were more keen on the Apprenticeship route because of their “desire to do rather than study”. This evidenced a real student grasp of the difference between Apprenticeships and HE.</p> <p>Impartial Advice and Guidance provider Alix Boyle (AB)</p> <p>All Year 9 and 11 students and referred students) have individual 1-1 with External AIG Alix Boyle. Individual interviews are documented by AB and are shared with tutors/HOY in regular half-termly meetings highlighting student aspirations and any additional support and expertise they need.</p> <p>Meeting summaries are uploaded onto SIMS. Action Plans with Year 9 and 11 are written and given to the student.</p> <p><i>Area for development (A copy of all action plans should be taken and kept/ scanned into with the student record.</i></p> <p>The Contract for Careers Events Services has been extended to year 2018-19 and the total number of hours raised reflecting an increase in need, value and uptake and a correlating commitment from TNS to resource the careers Advice and Guidance service. AB also attends the LCC meetings.</p> <p>Sixth Form feedback from student was very positive about pathway options, participation in the Russel Group Programme, access to careers fairs, university and college open days, forthcoming ideas to enrich individual applications and consolidate career interest (eg FAD, Institute of Engineering – Day on Engineering and the Railway Industry,) help with seeking days out of school to garner further work experience. Evidence from these students corroborated the evidence given by and discussed with the</p>
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		<p>HOYs.</p> <p>Year 11 post-16 options are made clear to students and parents at parent information evenings, on the website, Careers Fair, and 1-1 meetings. Retention numbers are good. Any fallout is tracked and explained.(Governors Report 2018). In 2017 students left during the year to go to Apprenticeships (Level 3) which was attributed to insufficient coverage on Apprenticeships and training as an alternative Post-16 option in Year 11. TNS has therefore stepped up its Apprenticeship awareness and, through links with CEC and the newly appointed adviser Margaret is now an “Apprenticeship Ambassador School” in the borough with increased numbers of students choosing to follow this as a more suitable route. TNS has incorporated links with employers and current alumni apprentices into all aspects of their Careers Strategy.</p> <p>Personalised career planning, raising awareness of other options and individualised input also resulted in some Year 12s opting to go to Technical College rather than staying at TNS.</p> <p>Further relevant evidence in the e- portfolio includes:</p> <p>BME Project brief – Feb 2017 – letter to parents of schedule and instructions. Take up and follow up evaluation and positive outcome</p> <p>Bursary Club attendance - spreadsheet – period Oct 2017 – March 2018. The assessor noted attendance appears much stronger for Year 7 and progressively deteriorates.</p> <p>Year 11 interview summaries – June 2017 – Nov 2017 summaries showing need for follow up interviews and appropriate individual progression and plans.</p> <p>LAC Intervention: screen shot – email note to careers lead</p>
6.3	<p>School identifies individual students who need sustained support and guidance to overcome barriers, achieve their potential and to make effective transitions. School ensures they have the help they need and makes referrals to other support services as appropriate.</p>	<p>The assessor learned that SEN/Inclusion Department works closely alongside all staff and JN. All EHC plans are reviewed and discussed with SEND faculty. SEN, EHCP students, however, have their own careers advisers and planning external to TNS through the Lambeth SENCO & Network Forum.</p> <p>SENCO and HLSA lead (Theresa Corcoran-TC) is extremely experienced and ensures effective ILPs for students who are disadvantaged, vulnerable (LAC, SEND,EAL,EHCP plan pupils) or who present as needing extra support through early identification and swift intervention and, if appropriate, referral to agencies such as Children’s Services, Safer Schools Policing Officer, and external careers</p>

		<p>advisers.</p> <p>The Assessor learned from TC that TNS methods of identifying students include: Behaviour Watch, subject leaders/teachers/pastoral feedback. It is evident to the assessor that all identified pupils have access to a balanced and appropriately integrated or differentiated curriculum that results in the highest possible outcome for each individual pupil.</p> <p>The Assessor further understood from TC that parents of SEN pupils are kept fully informed by meetings and reports of their son/daughter's progress and attainment and where possible (and practical) SEN pupils are involved in decisions affecting their future. E.g. Year 10 pupil without a plan but who needed significant support from TNS was found a place at a local college where he could get increased support and a Level 2 qualification.</p> <p>TC reported that there is increasing awareness in Year 10 of Apprenticeships for SEN students but the focus has tended to be on continued education.</p> <p>The Assessor learned from TC that Level 2 provision is not provided in Sixth form but the small numbers identified in this data were treated as a small group of learners receiving individualised, expert support with tailored programmes of study including work experience, functional and employability skills, and links to outside agencies who specialise in placing lower ability and SEN learners in FT employment and education.</p> <p>In discussion with Teresa Corcoran the assessor learned that owing to gap in level 2 provision in the Sixth Form TNS has actively sought and established links with vocational providers. Trips to these are arranged for targeted individuals and their parents or the providers are invited to give talks, attend assemblies and have stands at careers events. Examples of Links with new providers are: Roots and Shoots/Capel Manor/ other local Vocational Colleges. TNS SENCO Staff liaise with specialist providers to ensure that appropriate pathways are offered to individual learners and support targeted activities for LAC/BME/Kia Oval Apprenticeship Conference learners.</p> <p>Parents are involved and are invited to attend meetings with Alix Boyle, Level 2 Providers/Russell Group HA Group Meetings/ Careers events.</p> <p>The assessor learned that TNS retains communications with vulnerable individuals after they have left the school and maintain or offer on-going support to place the young person on an appropriate pathway and supports them with applications and provides practical assistance such as escorting them to interviews etc.</p> <p>If and when students are asked to leave the Sixth Form - they are offered on going support and one to one guidance with their parents with appropriate TNS staff/ Alix Boyle or relevant outside agencies.</p>
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6.4	<p>School regularly reviews transition issues with support services and external IAG providers and makes plans for improvements.</p>	<p>The Assessor learned from JN and AB that they regularly meet together to review and improve transition issues. Feedback from Staff alongside Parent Voice and Student Voice annual questionnaires is reviewed and improvements introduced. Where there is a significant issue highlighted a Deep Dive review has taken place. The assessor learned that TNS made the internal Sixth Form a subject for a DEEP Dive in which a PiXL 6th consultant would attend and provide advice.</p> <p>Examples of transition issues: from Year 11 to Year 12 re student independence and work ethic that has resulted in increased support and supervision and increased pastoral support as well as the potential introduction of an extra Deputy Head in years 12-13 for 2018.</p> <p>The Strategic Plan 2017-19 includes the need to improve transition assessments at KS2/3 and Sixth Form and beyond to university/Apprenticeships/work as an on-going matter. Improvements have included a “fresher style” induction week for Year 12.</p> <p>Further Example included: A greater need of awareness of apprenticeships as a Level 3 option or alternative to University – Apprenticeship Awareness week introduced a programme of information for Year 10-13 students that was preceded by comprehensive staff training and information.</p> <p>JN routinely presents and updates at Senior Team meetings and participates fully in Lambeth Careers Cluster activities to review additional support services that can help with transition issues.</p> <p>The assessor heard from JN that TNS has established new links with CEC Enterprise Advisor (Margaret Adjaye - MA) – who is collaborating with local businesses and vocational providers/faculties in school. The Enterprise Adviser is now engaged to enrich provision and experience opportunities - and embed links with local community businesses.</p> <p>Monitoring, feedback and evaluation of students and business links revealed that students are reluctant to travel far from home so MA is focussing on local businesses and especially sectors that have growth opportunities – construction, health and social care, catering .</p> <p>Evidence endorses that JN routinely presents and updates at Senior Team meetings and Governors meetings with review and improvement suggestions minuted.</p> <p>The Assessor met with Juliet Williams from LACC and evidenced rigorous quarterly monitoring of Cluster Activities by Lambeth Career Cluster and minutes detailing projects for improvement and development, stated actions and correlating RAG status. Eg Big Apprenticeship Day 4th July – an</p>
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Outcome 7: Staff involved with CEIAG are appropriately trained and developed		
No.	Full Award Indicators	Assessor's Comment
7.1	<p>Evidence of a planned and co-ordinated approach to training needs analysis and staff development activities that supports and improves the ability of <u>all</u> staff and leaders, including the lead governor, to meet their CEIAG responsibilities.</p>	<p>The Assessor learned from JN, AB and Head of Sixth Form that IOC (SMT responsibility for CPD) holds a school wide Training Needs plan with individually identified training needs for all staff that feeds directly into their professional CPD. These are updated, monitored and reviewed in line with whole school priorities yearly. Detailed review processes such as Deep Dive and Stepping Up and the CPD programme retain a rigorous focus on the quality of teaching, learning and assessment and the continued need for constant monitoring and review of effectiveness.</p> <p>The assessor also learned from the English teachers and the HOYs that were interviewed and the Link Governor that, as Part of the School Strategic plan, TNS ensures that CIAG is built into all SOW across all key stages. Staff and pupils are kept informed of current labour market trends and opportunities are given to staff to accompany students on trips, visit other providers, universities, employers, to invited subject relevant speakers in etc.</p> <p>External training has been provided for HOF to embed careers into the curriculum. (Careers across the Curriculum) in 2017. The Assessor heard from pupils that in some subjects (English and Science) teachers talk about jobs that require some of the knowledge or skills that they are learning at that time. Egs were writing skills and oracy to be a reporter and in science the need to be able to understand the human body if you wanted to be a nurse or a doctor.</p>

		<p>Whole staff training, including the Link Governor RM, was provided to raise awareness of Apprenticeship Routes undertaken - as part of Apprenticeship Awareness Week 2018. The Assessor heard that this was well received and extremely useful for Form Tutors with positive impact when talking with students.</p> <p>A rollout of a programme about promoting “A level Growth Mindset” was evidenced that was in response to the Sixth Form Deep Dive about Sixth Formers commitment and work ethic earlier in the year.</p> <p>JN reported that Key Stage 4 and 5 Co-ordinators are involved in raising profile of careers across subjects – school boards and displays/Careers events/visiting professionals etc. corroborated this.</p> <p>Careers lead JN and IAG AB attend regular training for professional CPD</p> <p>Further evidence supporting the provision of relevant training included:</p> <ul style="list-style-type: none"> • CPD Pathways and Training support programme (due for review June 2018 and currently being updated.) • Evaluating your careers work – 2 separate training days given by external consultants days • National Careers Week – March 2018 – notification to staff and daily activities for the week with students • Inset Day featured careers and curriculum • Subject teacher and career learning – Twilight course session
7.2	<p>Following the analysis all staff (including governors, personal tutors, ancillary helpers etc.) are offered personal development opportunities identified in their training needs analysis to address their training and development needs.</p>	<p>JN reported that she is liaising with Careers Events/Lambeth Careers Cluster to offer individualised support and training – Autumn 2018</p> <p>Alex Boyle – CDI qualifications undertaken as required by Statutory Guidance 2018-.</p> <p>The assessor heard from JN that teachers are encouraged to increase their knowledge about careers in relevant subjects from the numerous employers and providers who visit the school. This happens across all year groups and enhances subject specialist knowledge/understanding of the job market and current trends. HoY and teachers interviewed expressed enjoyment and relevant edification on this and also benefit from accompanying pupils on trips and visits to employers/universities/work experience placements.</p>

		<p>The assessor heard from JN that staff regularly receive UCAS/ULAS training and the Assessor further heard from Jeffrey Oxford (HOY) 11 about a rolling programme of training for ULAS/Uni Frog. As ULAS is rolled out through Year 10 with the intention of bringing it further down the school (Careers Strategy 2018) there will be increased focus on staff familiarity with the system. This is work in progress and contributes to the TNS Strategic Plan. A well populated and effectively utilised system feeds directly into the Quality in Careers Standard.</p> <p>JN and TC endorsed that meetings with specialist staff are arranged with specialist providers - eg Capel Manor/Roots and Shoots with SENCO to deepen teacher learning. Additionally JN stated that more able co coordinators accompany trips/ visits to Oxbridge Conference/Insight days at St John College Cambridge,/Sussex University/Dulwich College Personal Statement/reference writing training sessions to enhance and embed their CAIG knowledge.</p> <p>Further evidence of efforts to embed Careers learning into professional development of staff included presentation slides of “Every Subject Teacher is a Careers Teacher ”.</p>
7.3	<p>The impact of training provided is evaluated and CPD activities secure the competence required of all staff in the learning provider’s CEIAG provision.</p>	<p>Evaluations and feedback on all training opportunities are gathered routinely and used to inform updates/changes to provision. TNA and the impact of training is monitored and furthermore the assessor learned about TNS robust appraisal system that links directly into individual teacher training needs and personal CPD. Following national guidance, TNS Teaching and Learning Policy ensures knowledge that goes beyond own subject provision. TNS Strategic Plan, (Priority 2) evidences rigorous ongoing review, evaluation and provision for staff training.</p> <p>JN is a qualified CEIAG professional with ongoing CPD that is maintained and AB confirmed the same having achieved her QCG and Pg.Dip. qualification in line with Statutory Guidance.</p>

Outcome 8: The CEIAG programme is systematically monitored, reviewed and evaluated to ensure that CEIAG delivered is effective in meeting the needs of all students.		
No.	Full Award Indicators	Assessor's Comment
8.1	<p>CEIAG programme is mapped against a robust, evaluative framework with measurable outcomes and key performance indicators.</p> <p>http://www.thecdi.net/New-Careers-Framework-2015</p>	<p>The assessor evidenced extensive evaluation of CEIAG provision against nationally established frameworks, including:</p> <p>Compass Framework - progress towards <i>all</i> targets over the last 18 months - considerable distance travelled and good practice embedded. Second Compass report was end of November 2017 and evidenced improvement in "red" areas from previous year – eg Linking curriculum to careers. JN intends to repeat the process in November 2018.</p> <p>The entire CEIAG Provision has been reviewed and documented in the light of new CDI framework (a completed matrix was provided in portfolio evidence)</p> <p>The Assessor saw Comprehensive Strategy documentation that is regularly updated and monitored. It is shared with Governors and SMT and relevant results/ideas/improvements are posted on website and in the Newsletter.</p> <p>TNS Careers Strategy(website and portfolio) is annually updated in light of new destinations data, parent feedback, staff training needs analysis with focussed development areas highlighted : eg Apprenticeship Awareness, Level 2 Provision opportunities, creating more links with employers locally for work .</p> <p>Students reported to the assessor that they can see work being continually done across whole school to raise the profile of CIAG Provision - for example – AB's regular attendance at Parents Evenings/Options Evenings/ specialist meetings with parents. Newsletters with reports of trips, activities, work experience and alumni news are well received, motivational and inspire students. Students enjoy the amount of pictures and colour of the Newsletter.</p> <p>TNS strategy to secure the Quality in Careers Award provides further evidence of CEIAG provision being mapped against measurable outcomes and performance indicators.</p>

		<p>Further evidence included:</p> <ul style="list-style-type: none"> • Lambeth Borough Wide cluster meeting March 2018 – Minutes/notes – • Agreement with Careers events –showing increased hours and budget allocation from 2017/18 – going into 18/19 • Cluster newsletter – Spring 2017 • Enterprise Adviser (MA) – minutes and suggested items - good list of areas needing help • Visual arts faculty meeting agenda - shows updating on curriculum mapping Sept 2016 for year ahead - • Evaluating the quality of planning and its impact – date and flow up sessions • Link Governor notes – July 2017 and December 2017 and May 2018 providing good evidence of improvement areas such as links with local businesses, ULAS roll out,; results of Btecs • TNS performance against cluster objectives Lambeth career cluster performance management matrix – October 2017 (one for this year – date scheduled? On-going /sustained...) • Middle leaders SEF for sixth form – Feb 2018 • Careers strategy shown on website – shared with all • Strategy documentation updates – showing evolution of careers strategy April 2018 in red • Activities on strategy mapped out for readers Ofsted SEN Report
8.2	<p>School monitors CEIAG provision and reviews its success in meeting students’ needs at key transition points throughout the year.</p>	<p>The assessor understood from the Head teacher and careers lead JN that CEIAG provision as a whole is monitored as part of regular SMT monitoring of whole school priorities and there is feedback on progression towards ongoing targets shared with Governors at termly meetings. This was also evidenced in the Strategic Plan and Priorities for 2017-19</p> <p>JN submits detailed overview of CIAG activities and impact in termly Governors report.</p> <p>The assessor evidenced a systematic process of Student voice and Parent voice questionnaires at yearly Parents evenings for each year group. Data is gathered and monitored and TNS responds fully with feedback and/or improvements suggested. Evaluation sheets from parents/staff/pupils are shared across the Year groups and faculties to inform provision.</p> <p>Yearly questionnaires at Parents evenings (as above) had appropriate CEIAG questions for the year group: eg Year 7 – Parents have picked up a copy of the Careers strategy (and thereby their</p>

		<p>child's CEIAG entitlement) or have at least accessed it on the school website. This data can be tracked year on year and improvement actions taken.</p> <p>Further corroborating evidence included:</p> <ul style="list-style-type: none"> • Year 7, transition feedback showing a good list of concerns and improvement suggestions and positive feedback "Helpful with careers and bigger world picture" • Letter to parents in Nov 17 following questionnaire – • e.g. of careers evaluation – feedback and improvement – • Year 8 feedback October 2017 – responses and suggestions • Year 8 pupil questionnaire and expansive feedback letter to parents (JN stated that parents were also invited to a presentation of findings as she was aware the letter was so long it may not have attracted readership) • Year 10 student voice feedback • Year 11 feedback – results and improvement suggestions • Russel group feedback – • Bursary improvements following questionnaire – document – title and date for evidence – easier then to follow through • Link Governor reports • Governors report July 2018
8.3	<p>An annual evaluation is undertaken which invites contributions from staff, students, parents/carers, governors, IAG provider and other relevant external organisations and includes the impact of staff training.</p>	<p>The assessor learned from JN and evidenced that the Compass report has been completed twice over the course of the last two years. Second assessment made Feb 18. Initial findings from the first report continue to be embedded and shortfalls in provision were addressed. The second report evidences significant overall progress. All benchmarks are met significantly above national average. Benchmarks 1, 2, 4, 5 and 8 are all 100%.</p> <p>JN confirmed that areas for development - will be included in next Autumn's Development Plan and has already been part of discussions with Governorss/Careers Adviser etc . Teacher feedback, student and parent voice data is included and discussions with external organisations and providers also included.</p>

8.4	<p>New targets, activities and delivery methods are set as a result of the formal evaluation, and feedback is given to students, parents/carers and others on action taken in response to their contribution.</p>	<p>The assessor noted that both The Norwood School 2017-19 Strategic Plan and Priorities and the Careers Strategy 2017 and 2018 both identify specific and relevant areas for improvement (as above). Measures for improvement or provision that addresses issues/shortfalls are communicated to appropriate audiences through the extensive offerings of the School Newsletter, Bulletins, Year group publications, Assemblies (e.g. FAQs on Yr. 9 Pathways) school meetings, Inset days etc.</p> <p>Evidence of new initiatives/follow up on improvement included notes and letter re Planning for maritime opportunities. LCC minutes and Performance Management notes.</p> <p>The assessor noted the 2017 and 2018 Governor's Reports as is highly readable, informative and comprehensive in its coverage of CEIAG provision, improvements made and further targeted areas for development. Relevant sections and information appropriate for further dissemination are placed onto the website via the Careers Policy and Strategy documents.</p> <p>The assessor considered the provision to be extensive, well evaluated and transparent in development areas.</p> <p>Portfolio Evidence further included, but not limited to:</p> <ul style="list-style-type: none"> • Governors Report July 2018 • CEIAG priorities for 2018-19 • Careers Strategy for TNS 2018-07-21 • Artsweek publication 2018-07-21 • LCC Performance Management and Minutes

