Quality in Careers Standard Assessment Report

Institution Details

Organisation Details	
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The Quality in Careers Standard follows the sequence of the 8 Gatsby Benchmarks but goes beyond these criteria in relation to:

- the underpinning careers education curriculum and
- evidence of career-related learning outcomes for young people

All learning providers must supply evidence showing how their curriculum covers and supports:

- The delivery of high-quality career guidance adhering to the government Careers Strategy (2018) and its adoption of the Gatsby Career Benchmarks.
- Compliance with their statutory duty under the Baker Clause (2018) in allowing further education and training providers access to every pupil in Years 8 – 13 so they can find out about non-academic training routes.
- The promotion by learning providers of the Quality in Careers Standard within the curriculum.

Assessment gradings are as follows:

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.

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.

Fully meeting the Standard
Has met all the criteria in this section of the Standard including the relevant Gatsby benchmark indicators.

Where all Objective criteria has been assessed as 'Fully meeting the Standard' schools will achieve the Quality in Careers Standard grade of Fully meeting the Standard. Schools 'Fully meeting the Standard' in at least 5 Objectives, will be awarded an overall assessment grade of 'Making good progress towards fully meeting the Standard'. Schools 'Fully meeting the Standard' in less than 5 Objectives are graded as 'Insufficient progress towards fully meeting the Standard'.

Staffordshire County Council

Required Assessment Summary Grid (this must form part of all assessment reports by all Awarding Bodies)

Name of Learning Provider: The Lancaster Academy Date: 5th July 2024 Assessors: Alexandra Kenneth and Shaun Riley

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			✓

Quality Award Objective 1: A stable careers programme

Judgement	**Fully meeting the Standard**

Action	None required

Recommendation	• Consider introducing an annual school leaver survey that includes the NEET figures for the governors to deliberate and explore ways to reduce numbers.

Criteria	Description	Insufficient progress	Good progress	Fully meets	Key evidence
1.1	Ensuring that the learning provider's governing body provides clear strategic advice and challenge so that the senior leadership team have a clear and effective strategy for developing and implementing the careers programme (taking full account of current statutory duties).			✓	• Link governor for careers (HS) reports working closely with the Careers Leaders (CH and CW) and meets with the Head (AF) fortnightly. • Governors have been included in the planning discussions and the development of the CEIAG programme and believe it's creative and thoughtful approach to career-related learning fits the needs of all students. • The careers policy is ratified by the governors on a three-yearly rotation. Next review will be in 2026. • Governors support the six annual READY days in person which they believe are fully embedded in the careers programme. • HS and the chair of governors give regular positive feedback.

1.2	Securing effective day-to-day leadership, management, and delivery of the careers programme by all relevant staff. This includes giving full support to a named individual in the role of Careers Leader.				• Careers Lead (CH) is trained to level 6 in Careers Leadership. • CH is named, and contact details are listed on the Academy website. • CH is line managed by CW who takes the strategic lead on CEIAG.
1.3	Ensuring that all staff involved in the careers programme demonstrate their competence in delivering CEIAG and are knowledgeable, skilled, and confident in preparing learners for choices, decisions and transitions (through appropriate induction training, continuous professional development and professional learning). (*see also QC 8.1).*			✓	• Careers Lead (CH) is trained to level 6 in CEIAG. • The Academy commissions CEIAG from the Connexions Service. A level 6 professionally qualified adviser delivers impartial 1-1 CEIAG with Y11 students. • LEBC will be delivering Y11 1-1 CEIAG interviews from September 2024. • CH and Connexions adviser abide by the CDI Code of Conduct. • CPD opportunities are taken through the Middle Leader Group (MLG) network within the academy. • Careers curriculum CPD delivered by external providers to staff on training days.
1.4	Securing clearly identified, appropriate and progressive learning and behavioural outcomes for young people – referenced to a recognised national framework of careers, employability, and enterprise education – with a range of delivery methods to suit the Key Stage (KS) and ability of learners. (*see also QC 3.1 and QC 4.).*			✓	• READY values (Respect, Employability, Accountability, Diversity, Young Ambassadorship) is woven through the careers programme and wider, whole school ethos. • The careers programme and READY day content is designed and mapped out against the CDI framework and Gatsby benchmarks. • 12 careers lessons delivered throughout the academic year (two per half term). • CEIAG content is incremental over KS3 and 4 and builds on knowledge built in the previous lesson.

					• Six READY days with a career's focus. • Broad range of career-related learning delivery methods.
1.5	Promoting an awareness and understanding of the careers programme, commitments, and contact information (including via the school's website) by students, teachers, parents and carers, and employers/opportunity providers using clear and accessible language.			✓	• Careers Hub easily identified on the Academy's website home page. • The careers policy is published on the Academy website and includes the provider access statement in line with statutory practice. • The careers programme is published on the Academy website. • Specific zones for all stakeholders. • The Careers Hub is regularly updated with new information, including podcasts. • Bulletin/Teams notices. • Emails to students. • Parent letters and/or texts sent. • Strong social media presence, The Academy also shares CEIAG information through Facebook, LinkedIn, X and Instagram.
1.6	Regularly monitoring, reviewing, and evaluating the careers programme in respect of its impact on students' career-related outcomes, including feedback from a wider range of stakeholders and partners such as the Enterprise Adviser Network, link schools, further and higher education, work-based learning providers, employers, careers			✓	• Students and teachers are surveyed after each READY day. • PASS parent surveys containing questions relating to careers provision are completed three times per year. • Connexions reports include destination data which allows CH to spot trends in student leaver outcomes over time. • Students self-assess the impact of HE trips for raising aspirations. • CH uses the Compass+ and Compass Access online platforms to obtain feedback from students, parents/carers, and teachers.

	guidance services and children's services.				• CH has regular meetings with MAT colleagues at Babington Academy resulting in 'to do' plans. Plans are in place to liaise more with South Wigston High School, the other secondary school in the MAT. • LLEP correspondence with focus groups and the Enterprise Co-ordinator.
1.7	Evaluating how the careers programme involves students in assessing and meeting their own needs and those of their peers and evaluating its impact.			✓	• Careers lessons have reflection and self-assessment tasks for students to complete. • SDSA resources have baseline questionnaires where students rank themselves in Y7, Y8 and during KS4. • PASS student surveys completed three times per year. • READY day student feedback completed six times per year.
1.8	Evaluating agreements and contracts with external careers guidance services (where applicable) to ensure that those services remain effective and are aligned with the learning provider's overall careers strategy.			✓	• SLA with Connexions Leicester for commissioned CEIAG (1-1, mock interviews, parents' evenings, and GCSE results day) reviewed annually. • SLA with LEBC already agreed prior to August CEIAG delivery.
1.9	Evaluating the impact of active participation in collaborative networks (such as a multi-academy trust, a careers hub, and professional organisations) on improving the quality of the careers programme.			✓	• CH attends the Leicester CEIAG Hub three times per year. Meeting agendas illustrate where feedback has resulted in changes being made. • LLEP meetings three times per year. • Regular meetings with MAT colleagues and plans to extend this further. • Enterprise Adviser collaborates with the Academy and delivers Y8 design project.

					• CH shares feedback and observations with CW to evaluate the impact of working with collaborative networks.

Quality Award Objective 2: Learning from career and labour market information

Judgement	**Fully meeting the Standard**

Action	None required

Recommendation	None required

Criteria	Description	Insufficient progress	Good progress	Fully meets	Key evidence
2.1	Ensuring that all students have access to reliable, relevant, and user-friendly career and labour market information about career pathways covering the full range of opportunities in education, training, and employment - including internships, T levels, school-leaver programmes and apprenticeships - which meets their needs and that they are supported in its use.			✓	• Careers curriculum covers LMI. • Y7 READY day resources - Game of Life, Top Trumps, and careers research activities. • Y8 READY day resources – Living Library. • Y8 and Y9 LMI sessions during careers lessons. • Pathways workshops for Y8-10 on HE opportunities. • Colourful and informative CEIAG displays and information boards around the school. • FE/HE rolling screen showcases local providers. prospectuses are kept next to this for students to take away.

					• Student Zone (Careers Hub) contains helpful information on Post 16 options, different types of courses, and links to local colleges. • Careers Bulletin can be accessed through students' homework site and hard copies are also available. • Apprenticeships Fair during National Apprenticeships Week for KS3 and KS4 students. Timetabled sessions for Y9 and Y11 and lesson plans for all students. • Student focus groups were very happy with the quality and amount of CEIAG information they receive in school and couldn't think of anything that needs to be improved.
2.2	Engaging with and informing parents and carers about ways of accessing and using careers and labour market information for the benefit of their children's career development.			✓	• Parent Zone in the Careers Hub (Academy website). • Parent letters and/or text alerts sent. • READY day newsletters. • Strong social media presence, The Academy also tshares CEIAG information through Facebook, LinkedIn, X and Instagram. • Connexions adviser present at parents' evenings. • Parents reported how well-prepared their children are to explore GCSE and Post 16 options. Lots of useful information on the school website as well as letters, emails, and texts home to keep parents informed.

Quality Award Objective 3: Addressing the needs of each student

Judgement	**Fully meeting the Standard**

Action	None required

Recommendation	• Continue work with the CEIAG focus group to develop more effective ways to collect and share leaver destination data. • Consider including a copy of the GDPR data collection form in students Careers Portfolio's.

Criteria	Description	Insufficient progress	Good progress	Fully meets	Key evidence
3.1	Actively challenging stereotypical thinking and low aspirations held by students and those who support them.			✓	• Y8 stereotyping lesson is part of the careers curriculum. • Y10 FE/HE trips take place every January to raise aspirations. (Loughborough, Leicester, and De Montford). • Widening Participation workshops, including a Law trip to DMU in December 2023. • 'Girls Who Can' weekly interventions, projects and trips. • Lessons on resilience, confidence, work-life balance, and wellbeing embedded in the careers programme. • Caterpillar programme for encouraging girls into STEM in planning.
3.2	Ensuring that CEIAG records are accessible to students to support their career planning. Records should include formal advice given to all students by teachers, tutors, and careers advisers, and previous records of advice given wherever possible.			✓	• All students have their own Careers Portfolio. This is kept in form rooms and stays in school for Y7-Y10 students. Y11 students can take their folder home. • Careers conversation action plans. • Connexions career action plans. • Careers lessons booklets. • Compass+ record of events is printed for Y11 students to save in their individual Careers Portfolio in the summer term.

3.3	Enabling learners to maintain records of their experiences and achievements and use these for a range of purposes including presenting themselves well to opportunity providers.			✓	• Student focus groups report using their Careers Portfolio to record all career-related learning. Students access lots of activities delivered by school and externally and save information including their CVs, application forms and feedback for internal opportunities (such as Careers Ambassadors, Business Breakfast, mock interviews), and external applications to college courses, apprenticeships and employment. • Student focus groups were all confident that their Careers Portfolio had developed their confidence and skills in presenting themselves well to opportunity providers.
3.4	Analysing student destinations data for KS4 and KS5 and using the results of the analysis to make improvements to the careers programme.			✓	• CH has analysed destination data to produce a table illustrating how the choice of Post-16 level 2 and 3 courses chosen by students has changed over time. This has been used to ensure relevant education providers are invited to the Careers Fair, plan guest speakers, and arrange appropriate visits. • CH analyses all destination data to adapt/tweak the careers programme with full autonomy.
3.5	Ensuring that advice given is effective in meeting the needs of all learners, particularly those who are under-achieving and disadvantaged, and those of groups targeted for specific support such as the 'Gifted and Talented'/'most able', learners with special educational needs and disabilities (SEND)/learning difficulties and disabilities (LDD),			✓	• The Academy completes the FSQ from Compass+ to gather information from all year groups. CH is considering how this information will be shared with students and the aim of doing so. • Specific/bespoke CEIAG activities for SEND, disadvantaged, and vulnerable students. • Extra transition support and additional post-16 provider visits are arranged for SEND and potential NEET students. • Parents are invited to attend their child's careers meetings. • Student focus groups stated they have access to lots of career-related learning opportunities and believe there is

	young carers, and looked after children.				something suitable for all interests and abilities. They said CH is always sending email alerts about general and specific events tailored to individual student interests.
3.6	Ensuring that effective partnerships are secured with relevant services and agencies to provide additional support for vulnerable and disadvantaged students (in line with the DfE's expectations on the co-operation between schools and local authorities).			✓	• The Academy has secured effective partnerships with a broad range of local services. Ongoing additional support is available for students as required from many agencies. These include Service Six (mental health and wellbeing therapeutic service), SES (Special Education Services). The Hearing Impaired team, a Psychology service, the Visually Impaired team, and Mosaic (disability charity).
3.7	Sharing school data in line with the DfE's expectations with the appropriate local authorities and agencies including monitoring the extent to which such data sharing agreements and processes benefit the learners concerned.			✓	• Connexions information sharing agreement is in place. • Data sharing agreement is in place for PS16, an online prospectus and application system for young people to apply to school sixth forms, colleges, and training providers. • Data is shared with individual agencies (see 3.6) with student/parent consent.
3.8	Making best efforts to collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school. Providers will need to demonstrate they have obtained			✓	• Leicester Connexions provide Y11 and Y12 activity survey data. • Some FE providers share Y11 leaver destination data with CH. • High levels of student mobility make collecting and maintaining destination data challenging.

	GDPR consent from students to do this.				

Quality Award Objective 4: Linking curriculum learning to careers

Judgement	**Fully meeting the Standard**

Action	None required

Recommendation	None required

Criteria	Description	Insufficient progress	Good progress	Fully meets	Key evidence
4.1	Utilising resources from the world of work to raise student awareness of the employability and enterprise skills they are developing and wide range of careers that can be accessed through the subjects and courses they are studying (particularly through the study of English and STEM subjects).			✓	• Curriculum links section in the Careers Hub on the Academy's website links curriculum learning to skills and specific careers. • MYPATH videos are in the school bulletin. • 'I'm going places' curriculum trips on READY days are linked to subject areas. • 'I want to be a…'READY days where students complete tasks about specific career pathways directly linked to a subject area. • January READY day NWSLC pilot visit for vulnerable Y10 students likely to need additional transition support.

					• Staff focus group reported feeling fully supported by CH and were confident delivering CEIAG as part of the curriculum.
4.2	Embedding careers-related learning in the curriculum, including stand-alone, cross-curricular provision in subjects and courses, and co-curricular and enrichment activities.			✓	• All teaching PPTs have a slide stating READY values, employability skills and career links. • Careers wheels are subject linked on exercise books. • Staff reference curriculum-related careers during lessons. • READY days (six per year). • Student focus groups reported learning more about the world of work and employability skills through the READY days. READY days are appropriate to the year group and provide progressive career-related learning. • Staff focus group report starting every lesson by explaining the learning objectives and careers links. CEIAG is transparent in lessons and teachers are confident to explore direct career links and also soft/transferable skills needed to succeed in the world of work. Staff believe CEIAG is embedded and intertwined across all aspects of the curriculum.
4.3	Implementing effective methods of teaching, learning, and assessing careers-related learning of students.			✓	• CPD delivered on whole school training days focusing on the teaching the links between careers and the curriculum. • Teacher zone area on the Academy website with tips, resources, and advice on effective approaches to the teaching and assessment of careers. • BUZZ moments from the LLEP resources.

Quality Award Objective 5: Encounters with employers and employees

Judgement	**Fully meeting the Standard**

Action	None required

Recommendation	None required

Criteria	Description	Insufficient progress	Good progress	Fully meets	Key evidence
5.1	Securing meaningful encounters with employers and employees for each student, being fully inclusive of SEND students, in every year of their education from KS3.			✓	• Y7 work with Pick Everard (READY days, three times a year). • Y8 Living Library (March READY day). • Y8 design project with Blueprint Interiors. • Initial Medic Mentoring webinar delivered to Y9-11 students after school in January 2024. Aim is for six session programme with the potential to deliver individualised mentoring in the future. • Y10 'taster' workshops (May READY day) in different industry sectors. • Annual Careers Fair for Y10 and Y11 students. • Y11 mock interviews followed up by self-reflection activities in READY day (January).
5.2	Ensuring that encounters with employers and employees are embedded in the careers' curriculum as part of a planned and progressive programme with			✓	• The careers programme is incremental, building on the previous year's career-related learning from KS3 to KS4 through embedded READY days. • Preparation resources.

	effective preparation and follow up.				• Employers are invited into school to work with students on projects and workshops. • The Enterprise Adviser is a local business owner (Blueprint Interiors) and delivers Y8 groupwork projects annually. • Newsletters. • Student feedback is obtained following all encounters.
5.3	Enabling employers and employees to contribute effectively to the careers programme through effective planning and review.			✓	• Employers can have a direct impact on student aspirations and post 16 decision making by delivering 'Taster' workshops highlighting industry sectors and pathways into them. • Employer feedback following all encounters and activities. • Feedback is shared (anonymously) with students.

Quality Award Objective 6: Experiences of workplaces

Judgement	**Fully meeting the Standard**

Action	None required

Recommendation	• Implement plans to evaluate the WEX programme (Is it working? Is it manageable? Is it budget-able?) • Implement plans to work with staff on evaluating and redesigning the Y10 WEX READY day.

Criteria	Description	Insufficient progress	Good progress	Fully meets	Key evidence
6.1	Securing at least one first-hand experience of a workplace visit, job-shadowing, or work experience by the end of KS4, additional to any part-time jobs students may have.			✓	• KS3 and KS4 'I'm Going Places' visits to different places of employment during READY days. • Y10 students undertake one week of WEX in June. • The Academy works with Leicester Education Business Company (LEBC) to source WEX opportunities. • Virtual WEX opportunities through Speakers for Schools and Springpod (mainly for Y9-11 due to age eligibility). • 'Startup Sherpas' paid virtual WEX opportunities is offered to all eligible students.
6.2	Ensuring that evidence affirms that experiences have clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders.			✓	• Y10 students attend an assembly introducing them to WEX aims and learning objectives. • Y10 READY, PSHE lessons and WEX booklet activities prepare students for WEX. • Student focus groups reported starting their WEX preparations in Y9 when they start building their CV. • Y10 students maintain a WEX diary. • Newsletter articles. • Visit itineraries. • Student feedback following 'I'm Going Places' trips. • LEBC forms and feedback.

Quality Award Objective 7: Encounters with further and higher education

Judgement	**Fully meeting the Standard**

Action	None required

Recommendation	None required

Criteria	Description	Insufficient progress	Good progress	Fully meets	Key evidence
7.1	Securing a meaningful encounter for all students by the end of KS4 with the full range of providers of learning and training that may form the next stage of their career.			✓	• Y10 assembly about HE delivered annually during the autumn term by Leicester University. • Annual Y10 visits to local FE colleges and universities during the January READY day. • Smaller group size and different FE experiences at a local college for vulnerable Y10 students. • Annual Careers Fair has representatives from the main FE colleges, apprenticeship providers, and universities in the local area. Students are provided with CEIAG on study pathways, qualifications, and the benefits of continuing in education. • Widening Participation trips for students in all year groups as opportunities arise. One example is the Y7/8 Santa Claus Law experience to DMU. • The Academy plans to invite learning providers in to deliver assemblies on technical pathways to KS3 students.

7.2	Ensuring that evidence affirms that the encounters have clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders.			✓	• Students are prepared for encounters with FE and HE providers through PSHE lessons and form time. Learning objectives are recorded in the students' Careers Portfolios. • PowerPoint resources are shared with the Academy by Leicester University. • Feedback is obtained from students, staff, FE colleges and universities following CEIAG encounters. • Student focus groups reported that they felt the activities undertaken in school prior to encounters with FE and HE providers provided them with the knowledge and confidence to fully participate in events and maximise their learning.

Quality Award Objective 8: Personal guidance

Judgement	**Fully meeting the Standard**

Action	None required

Recommendation	• Plan professional discussions with the Careers Leaders in the MAT high schools to share ideas and best practice. • Consider planning routine peer observations with other careers advisers within the MAT, Connexions and/or LEBC for quality assurance purposes.

Criteria	Description	Insufficient progress	Good progress	Fully meets	Key evidence
8.1	Ensuring that all students have access to advice and support from teachers and other relevant staff who have been trained and prepared for their role *(see also QC 1.3)*.			✓	• Careers Lead (CH) is trained to level 6 in CEIAG. • The Connexions careers adviser is professionally qualified to level 6. • CPD opportunities are taken through the MLG network (middle leaders within the academy). • Careers curriculum CPD delivered by external providers to staff on training days. • CEIAG is delivered by all staff. CH provides resources and CPD/staff training including Friday briefings on CEIAG.
8.2	Ensuring that all students from KS3 have equity of access to independent, impartial, and timely careers information, advice and guidance from external as well as internal sources which includes at least one appropriate interview by the end of KS3 and KS4, and the opportunity for a further interview during KS5.			✓	• All Y11 students have at least one 1-1 interview with the level 6 qualified Connexions careers adviser. • From September 2024, CH would ideally like to see all Y9 and Y10 students in group sessions. CH will also offer 1-1 careers meetings to Y10 and Y11 students if there is a need to do so. Connexions will see all Y11 students identified as 'RONI', and the careers adviser from LEBC will see all other Y11 students. • Targeted Y8 and Y9 students participate in Pathways workshops. • All students can request a careers meeting. • Students can self-refer for careers interviews or ask any of their teachers to request a meeting for them. Teachers also refer students for careers meetings where they have identified need. • No KS5 students at The Lancaster Academy.

8.3	Ensuring that all internally appointed careers staff, including internally appointed level 6 professionally qualified careers advisers, are trained to appropriate levels and can act with impartiality in the best interests of students. Staff must subscribe to relevant codes of professional practice, and quality assurance mechanisms must be in place to ensure their professional practice is appropriately assessed by someone occupationally competent to do so.			✓	• Careers Lead (CH) is trained to level 6 in Careers Leadership and is a level 6 professionally qualified careers adviser. • CH adheres to the professional standards of the CDI Code of Conduct. • CH accesses CPD through the Leicester CEIAG Hub three times per year. • CH utilises local training sessions and updates from education providers. • CH ensures LMI knowledge is accurate through her work with local employers and training providers. • Meetings with MAT careers colleagues with plans to extend this further. • CH quality assures the CEIAG planning and delivery of colleagues within school.
8.4	Where externally provided careers advice and guidance is secured from level 6 professionally qualified careers advisers, ensuring that the organisation providing such services meets the agreed sector standard (i.e. the ***matrix*** Standard) and that account is taken of the professional standards and qualifications determined by the Career Development Institute.			✓	• The Academy commissions CEIAG from the Connexions Service. A level 6 professionally qualified careers adviser (RS) delivers impartial 1-1 CEIAG with Y11 students. • Connexions Leicester's careers services meet the agreed sector standard of Matrix and their careers advisers follow the CDI's professional Code of Conduct.