

THE QUALITY IN CAREERS STANDARD ASSESSMENT REPORT

Investor in Careers License holder:	CSW Group Ltd
Learning Provider name and address:	Lipson Cooperative Academy Bernice Terrace Plymouth Devon PL4 7PG
Date of Assessment:	7 October 2021
Learning Provider contact:	Rebecca Marshall
Full list of staff / stakeholders interviewed	Rebecca Marshall Careers Leader Tracey Ashton, Assistant Head Martin Brook Head Teacher Tom Lavis Training Provider Helen Bartlett Careers Adviser Tim Cook Link Governor 2 Parents (Year 8 and School Leaver from Year 14) Jessica Briggs Next Steps SW
Number of students interviewed by age group / course NB: GDPR compliance - student names should not be included	8 Students from Years 9 to Year 13 ML, RB, IB, BE, JC, LMJ, CF, MH, CH

Overview of Learning Provider:

Lipson Cooperative Academy is an 11 to 18 mixed, smaller than average, community school in the city of Plymouth. There are 1159 students on roll including 232 in the sixth form.

The number of students supported by pupil premium is 42% and the number of students with SEN is 28%. 189 students are from minority ethnic and the proportion of students for whom English is not their first language is 18%. There are 7 students who are LAC.

The School is classed as 'Requiring Improvement' from the previous Ofsted

inspection (2019). Attainment at GCSE was 0.07% Progress 8 GCSE and 47.28 Attainment 8 in 2021. The 2019 OFSTED inspection highlighted careers education saying that work placements and careers advice are well organised so that students are well prepared for the next steps that they take.' In addition, OFSTED's remote monitoring visit in February 2021 identified that the School "have rightly prioritised careers guidance to support pupils in their transition to the next phase of education, training or employment."

The Careers Leader has been in post since 2003 and is Chair of the Plymouth Career Leaders Group, representing Head Teachers at the Plymouth City Council NEETS Taskforce. CEIAG is delivered through PSHE in Years 7 to 11 and through a range of CEIAG and work-related activities held during the year including STEM, Careers Fairs (2019) and work experience in Year 10 and Year 12. The Careers Budget is approximately £18K which funds the IAG contract with CSW Ltd as well as careers resources including Unifrog and work experience. The School has embraced the CDI Framework (April 2021)

Strengths

There is a clear strategic vision, commitment and effective management of the careers programme within Lipson Cooperative Academy led by the Head Teacher and Governing Body for the benefit of their students.

The Careers Leader is highly experienced and is proactive in working with a wide range of key partners for the benefit of her students as well as other schools in the area.

Students are afforded a wide range of career learning opportunities with a range of key stakeholders.

The School has adapted its provision to provide online opportunities for their students to continue with their career learning during the Covid-19 pandemic.

CEIAG evaluation procedures are rigorous and timely and fully integrated into the School's self-evaluation processes (SIP).

Areas for Development

To involve students and key stakeholders more in future CEIAG policy developments. (O1.1)

The work experience information is updated on the School's website. (O1.1)

Update the work experience information on the School's website. (O1.2)

To ensure that a separate Provider Access Statement is clearly identified on the School's website together with the Careers Leader's contact details. (O1.3)

To use the Teach First Careers Leader qualification as CPD with nominated personnel leading on careers within their subject areas. (D4.1) (D8.1)

To continue to provide training opportunities for all staff in all subject areas linked to the impact of the training plan. (E1.2)

To ensure that future formal evaluation contain SMART targets to show distance travelled. (E1.5)

To develop further strategies to increase the rate of participation of parents/carers in contributing to CEIAG developments. (E1.5)

To implement a student voice forum within the Student Parliament to contribute to CEIAG evaluation processes. (E1.5)

Assessment Grading recommendation

Fully meets the Investors in Careers Standard

Assessor Name: Julia Hopkins

Signature of registered *Investor in Careers* assessor

Organisation

A Stable Careers Programme

Organisation includes:

Ensuring that the governing body provides clear strategic advice so that the learning provider's senior leadership team have a clear and effective strategy for developing and implementing the careers programme (taking full account of current statutory duties)

Securing effective day-to-day leadership, management, and delivery of the careers programme by all relevant staff - including giving full support to a named individual in the role of Careers Leader

Promoting awareness and understanding of the careers programme - including via the learning provider's website - by students, teachers, parents/carers and employers/opportunity providers using clear and accessible language.

This will be formalised in a written and published policy for CEIAG. The policy should be clear about what it wants students to achieve from the CEIAG provision. The policy should comply with relevant national frameworks.

Note - You must be delivering everything set out in your policy. If something is likely to happen only in the future, it should be included in your development / improvement plan.

Learning Providers should :

- demonstrate how they are meeting DfE Statutory requirements
- involve students and others in developing the CEIAG policy and show how have they been involved
- ensure the CEIAG policy is supported by other plans and relevant policies e.g. learning support, citizenship/PSHEE, parent engagement, resources, equality and diversity opportunities, accommodation, equipment etc.

- ensure the policy is supported by a dedicated budget and clear staffing allocation responsibilities
- ensure link governor involvement in review and implementation of CEIAG Policy
- publish the CEIAG policy and promote awareness
- review the policy regularly and indicate, within the document, by whom and by when

No	Gatsby Benchmark and Quality in Careers Standard Requirements	Assessor Comments / Key evidence:	Grading
O1.1	<p>The governing body provides clear strategic advice to enable the senior leadership team to have a clear and effective strategy for developing and implementing the careers programme (taking full account of current statutory duties).</p> <p>A Policy for CEIAG is developed and reviewed in consultation with those involved in its delivery (students, staff including senior managers, governors, careers advisers, careers coordinators, tutors etc.) and makes reference to appropriate national frameworks and other guidance.</p> <p>Benchmark 1</p>	<p>The CEG Policy was updated in June 2021 and makes reference to the Gatsby Benchmarks.</p> <p>CEIAG is fully embedded in the School's SIP and there is clear evidence that career learning is valued by SMT for the benefit of their learners.</p> <p>On the School's website the Careers section clearly outlines what students can expect from their careers programme and states the student entitlement for each year group.</p> <p>Remote interviews with Head Teacher, Link Governor and Line Manager for CEIAG established that there has been consultation in policy development.</p> <p>Recommendation</p> <p>To involve students and key stakeholders more in future CEIAG policy developments.</p> <p>The work experience information is updated on the School's website.</p> <p>Fully meets this outcome</p>	

O1.2	<p>Policy clearly states how CEIAG will be managed and coordinated, with defined roles and responsibilities of key staff together with a clear statement about student entitlement and how CEIAG and student entitlement will be monitored, reviewed and evaluated.</p> <p>Benchmark 1</p>	<p>The CEG Policy was updated in June 2021.</p> <p>The CEG Policy is detailed and lists it's aims, practice, IAG, evaluation and monitoring.</p> <p>There is a clear statement about student entitlement and how it will be delivered to all students.</p> <p>Robust procedures in place to monitor review and evaluate CEIAG.</p> <p>Remote interviews with Head Teacher, SMT and Link Governor establish that this is in place.</p> <p>Recommendation</p> <p>Update the work experience information on the School's website.</p> <p>Fully meets this outcome</p>	
O1.3	<p>The careers programme is made available to students, teachers, parents/carers and employers/opportunity providers using clear and accessible language, via the school/college website.</p> <p>Student entitlement is explained to students and is shared with parents/carers and the wider Learning Provider community and their sustained engagement is developed.</p> <p>CEIAG Policy and Provider Access statement is published on website.</p> <p>Benchmark 1</p>	<p>The careers programme is published on the School's website and is accessible to all.</p> <p>Student entitlement is explained clearly to both students and parents/carers.</p> <p>The CEG Policy is available on the website.</p> <p>Remote interviews with SMT, teachers and key stakeholders demonstrate that this is in place.</p> <p>Recommendation</p>	

		<p>To ensure that a separate Provider Access Statement is clearly identified on the School's website together with the Careers Leader's contact details.</p> <p>Fully meets this outcome</p>	
	<p>Organisation</p>	<p>Assessor overall summary and grading recommendation:</p> <p>There are robust procedures in place to ensure that CEIAG policy and strategies for delivery are in place. It is clearly evident that CEIAG has a high profile within the School and is fully integrated into the School's SIP and has the full commitment of the Head Teacher and Governing Body.</p> <p>Fully meets this outcome</p>	

Delivery

A programme of Careers Education is delivered, that addresses the career learning needs of each student

Learning Providers must demonstrate that they:

- *have a planned, organised and differentiated programme of CEIAG to meet individual student learning needs (Gatsby Benchmark 1)*
- *enable learning from career and labour market information (Gatsby Benchmark 2)*
- *address the needs of each student (Gatsby Benchmark 3)*
- *link curriculum learning to careers (Gatsby Benchmark 4)*
- *provide encounters with employers and employees (Gatsby Benchmark 5)*
- *provide experiences of workplaces (Gatsby Benchmark 6)*
- *provide encounters with Further and Higher Education providers (Gatsby Benchmark 7)*
- *provide Personal Guidance (Gatsby Benchmark 8)*

No	Gatsby Benchmark and Quality in Careers Standard Requirements	Assessor Comments / Key evidence:	Grading
D1.1	<p>The CEIAG programme is formalised in a written plan that shows how it will be delivered for each year group. The plan and lesson materials show links to the learning outcomes from a nationally recognised framework for careers, employability and enterprise. The programme must include a range of appropriate teaching and learning styles and must clearly set out how it is differentiated to meet specific needs and transition points.</p> <p>Recommended: CDI Framework for Careers, Employability & Enterprise Education, 7-19, (Mar. 2018) http://www.thecdi.net/write/BP556-CDI-Framework-web.pdf</p> <p>Colleges / work-based learning providers - Learning providers can be large and complex organisations and so the form of evidence will therefore differ from providers to provider. The programme must however relate to the student entitlement</p>	<p>A written CEIAG programme is in place and referenced to the updated CDi Framework (April 2021)</p> <p>The School uses online resources well to engage students in career learning e.g. Unifrog.</p> <p>Students have access to a wide range of methods of delivery of CEIAG to take account of their key stage.</p> <p>The School has made efforts to adapt it's programme caused by the impact of Covid-19 by working with stakeholders to provide virtual opportunities.</p> <p>CEIAG delivery is recorded for each key stage.</p> <p>An audit has been completed against Gatsby Benchmarks, the School is achieving 100 per cent in each Gatsby Benchmark.</p>	

	<p>specified in the CEIAG policy and be suitable for full and part time students.</p> <p>Benchmark 1</p>	<p>Remote interviews with teachers and key stakeholders demonstrate that a range of CEIAG experiences are offered to students.</p> <p>Fully meets this outcome</p>	
D2.1	<p>Learning from career and labour market information (Benchmark 2)</p> <p>All students have access to reliable, relevant, and user-friendly career and labour market information (LMI) about career pathways covering the full range of opportunities in education, training and employment. Information includes internships, T levels, learning provider-leaver programmes and apprenticeships which meets student needs. Students receive support regarding the use of LMI.</p> <p>Parents and carers are informed about ways of accessing and using career and labour market information, for the benefit of their children's career development.</p>	<p>A range of impartial and up to date LMI resources are available to all students</p> <p>The materials are user friendly and engaging for students to access. The School works well with local providers to promote local training opportunities and career progression routes.</p> <p>Parents/carers are regularly informed about the ways of accessing and using career and labour market information for the benefit of their children.</p> <p>Remote interviews with SMT and teachers demonstrate that this is a dynamic area.</p> <p>Fully meets this outcome</p>	
D3.1	<p>Addressing the needs of each pupil/student (Benchmark 3)</p> <p>Stereotypical thinking and low aspirations are challenged by students and those who support them. Students develop personal capabilities to counter these attitudes.</p>	<p>There is evidence that the School challenges stereotypical thinking with all students.</p> <p>Resources and CEIAG activities demonstrate that this is in place.</p> <p>Remote interviews with teachers, key stakeholders and parents confirm that they are well supported and appropriately challenged</p> <p>Fully meets this outcome</p>	

<p>D3.2</p>	<p>Advice given meets the needs of <u>all</u> students and especially those within targeted groups such as the ‘gifted and talented’/‘most able’, the disadvantaged and those at risk from economic deprivation, students with special educational needs and disabilities (SEND), students with learning difficulties and disabilities (LDD), young carers and looked after children.</p> <p>Effective partnerships are secured with relevant services and agencies that provide additional support for vulnerable and disadvantaged students, such as young carers, looked after children, children living in poverty, and children with learning difficulties and disabilities.</p> <p>Learning provider, 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>Rigorous evidence in place that the advice given to students is appropriate to the individual needs of all students.</p> <p>Clear examples of effective partnership working with the range of appropriate agencies, careers contributions evident in EHCPs.</p> <p>There is effective partnership working with key agencies.</p> <p>Students are monitored and engage in targeted activities to ensure that their individual needs are met.</p> <p>Remote interviews with SMT, teachers and parents confirm that this is achieved to a high standard</p> <p>Fully meets this outcome</p>	
<p>D3.3</p>	<p>Appropriate arrangements are maintained to monitor and record students’ achievements and progress, including core career management skills.</p> <p>Records are accessible to students and include details of formal advice given to all students by teachers, tutors, and careers advisers.</p> <p>Information held builds on previous records of advice wherever possible and supports the implementation of student choices and decisions – including transition planning.</p> <p>Colleges / work-based learning providers – in addition to above, records should be integrated with those given at the</p>	<p>There is evidence that students record their career management skills electronically on Unifrog.</p> <p>Students record their work experience activity in booklets.</p> <p>Remote interviews with SMT, teachers and a parent demonstrate that this is in place.</p> <p>Fully meets this outcome</p>	

	<p>previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</p>		
D3.4	<p>CEIAG programme includes opportunities to analyse and discuss the destinations, performance and progression routes of former Learning Provider students using data produced by the Learning Provider and/or external IAG provider.</p> <p>Destinations data is collected and shared with the appropriate authorities and agencies as required by Statutory Guidance requirements appropriate to the Learning Provider including monitoring the extent to which such data sharing agreements and processes benefit the students concerned.</p> <p>Learning Provider uses destinations data to assess the impact of their careers programme and identifies new targets and objectives for improving the careers programme as a result of the evaluation.</p> <p>Colleges / work-based learning providers – should collect and maintain accurate destinations data for each student.</p>	<p>There is strong evidence to show that systems in place to analyse and discuss former student destinations and progression routes.</p> <p>There are strong relationships with local providers, once students leave the School, contact is maintained and to ensure that progression routes are secure.</p> <p>The School uses social media well to promote awareness of the alumni.</p> <p>Destinations data is collected and shared in accordance with data sharing requirements.</p> <p>Destinations data is used to enhance CEIAG programme on an annual basis.</p> <p>Data collection meets GDPR requirements.</p> <p>Remote interviews with SMT and teachers demonstrate that this is in place.</p> <p>Fully meets this outcome</p>	
D4.1	<p>Linking curriculum learning to careers (Benchmark 4)</p> <p>Students are made aware of the employability skills and range of careers that can be achieved through the subjects and courses they are studying. This should include English, Maths and STEM</p>	<p>Students are made aware of the employability skills and a range of careers across a range of subjects. There is evidence that this is a dynamic area within the School.</p> <p>Careers education is embedded across the curriculum and is detailed</p>	

	<p>subjects and make use of resources and examples from the world of work.</p> <p>Careers education is embedded in curriculum learning so that every student has the opportunity to benefit from career-related learning and preparation for the future, within stand-alone subjects and planned co-curricular and enrichment activities.</p>	<p>in all departmental schemes of learning as well as the School's SIP.</p> <p>The Careers Leader is very proactive in working with departments to ensure that they are well resourced.</p> <p>All early year teachers at the School get appropriate training in careers education.</p> <p>Remote interviews with SMT and teachers demonstrate that this is in place.</p> <p>Recommendation</p> <p>To use the Teach First Careers Leader qualification as CPD with nominated personnel leading on careers within their subject areas.</p> <p><i>Fully meets this outcome</i></p>	
D5.1	<p>Encounters with employers and employees (Benchmark 5)</p> <p>Every student has at least one meaningful encounter with an employer or employee in every year of their education from KS3, using local networks of support, such as Enterprise Advisers, Jobcentre Plus, family and alumni/ae.</p> <p>Colleges / work-based learning providers - securing at least two meaningful encounters with employers / employees during their study programme.</p> <p>Employers and employees contribute effectively to the careers programme.</p> <p>All such activities and encounters with employers and employees are embedded in the careers curriculum as part of a</p>	<p>Each student from Key Stage 3 has at least one meaningful encounter with an employer in every year of their education through a wide variety of planned activities including PSHE, the Careers Fair, enterprise activities, apprenticeship opportunities, work experience and STEM delivery.</p> <p>The School works with a wide range of key stakeholders including employers, training providers and HE establishments for targeted activities.</p> <p>All partners, including employers and students are involved in evaluating the activities to ensure that the students gain meaningful experiences.</p> <p>Remote interviews with teachers, key stakeholders and parents confirm that this takes place and is of a high standard.</p>	

	<p>planned and progressive programme, meet the needs of each student and contribute to their career-related learning outcomes.</p> <p><i>A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</i></p> <p>Special Learning Providers - Employers and Opportunity Providers: wherever the term 'employer' is used, so that these criteria are inclusive of SEND students and learning providers, these will include providers of meaningful post KS5 activities including:</p> <ul style="list-style-type: none"> • supported internships • social enterprises (and other providers often funded by Local Authority Social Services) • Children's Resource Centres • and Respite care facilities 	<p>Fully meets this outcome</p>	
D6.1	<p>Experiences of Workplaces (Benchmark 6)</p> <p>Every student takes part in at least one meaningful experience of a workplace by the end of KS4, additional to any part-time jobs they may have.</p> <p>Every student takes part in at least one further meaningful experience of a workplace by the end of KS5, additional to any part-time jobs they may have.</p> <p>Colleges / work-based learning providers – Every student takes part in at least one meaningful experience of a workplace by the end of their study programme.</p> <p>The experience(s) has clear learning objectives and career-</p>	<p>All Year 7 students are offered the opportunity to become an Office Monitor for one day.</p> <p>All students undertake work experience in Year 10 and Year 12 arranged via a contract with CSW Ltd.</p> <p>Virtual work experience was offered to students during the pandemic.</p> <p>Students in Year 12 and Year 13 are offered extended work placements on some programmes.</p> <p>Remote interviews with teachers and key stakeholders demonstrates that this takes place.</p> <p>Fully meets this outcome</p>	

	<p>related learning outcomes are measured and understood by students and key stakeholders.</p> <p><i>A meaningful experience involves first-hand experiences of either workplace visits, work-shadowing and/or work-experience. Students must demonstrate career-related learning from reflecting upon these experiences.</i></p>		
D7.1	<p>Encounters with further and higher education Benchmark 7</p> <p>Every student has a meaningful encounter with providers of the full range of post-16 and post-18 learning opportunities (including technical education, supported internships and apprenticeships – complying with legislation on meaningful access for education and training providers) during KS3 and KS4.</p> <p>All students considering HE have at least two visits to higher education institutions to meet staff and students by the end of KS5.</p> <p>Colleges / work-based learning providers - Facilitating a meaningful encounter for all students with a range of appropriate further learning providers by the end of their programme of study. This should include the opportunity to meet both staff and learners.</p> <p>Ensuring that evidence affirms that the encounter(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders including using feedback to inform future planning of encounters.</p> <p><i>A 'meaningful encounter' is one in which the student has an</i></p>	<p>Students at each key stage are given a wide range of opportunities to have meaningful encounters with post 16 and post 18 providers, including internships and apprenticeships.</p> <p>The Year 10 and Year 12 careers fair provides opportunities for students to access information about options post 16 in the area locally.</p> <p>A virtual careers fair was arranged during the Covid-19 pandemic.</p> <p>The School works closely with a range of providers to promote options for their students e.g. Next Steps SW and ASK.</p> <p>Students record their career-related learning on Unifrog.</p> <p>Remote interviews with SMT, teachers and key stakeholders confirm that this is in place, is targeted and well organised.</p> <p>Fully meets this outcome</p>	

	<p><i>opportunity to explore what it is like to learn in that environment.</i></p> <p>Special Learning Providers: Whereas encounters with Universities may not be appropriate for many SEND students, so that these criteria are inclusive of SEND students and learning providers, these will include providers of meaningful post KS5 activities including:</p> <ul style="list-style-type: none"> • supported internships • social enterprises (and other providers often funded by Local Authority Social Services) • Children’s Resource Centres • and Respite care facilities 		
D8.1	<p>Personal Guidance (Benchmark 8)</p> <p>All students should have equal access to independent, impartial, and timely careers advice and guidance, from external as well as internal sources, which includes at least one appropriate interview by the age of 16, and the opportunity for a further interview by the age of 18.</p> <p>Colleges / work-based learning providers - all students should have at least one appropriate interview by the end of their study programme. The college should ensure that all <i>guidance</i> interviews are by professionally qualified level 6 advisers and access to a level 6 adviser is available when needed.</p> <p>All internally-appointed careers staff - including internally-appointed professionally qualified careers advisers – are trained to appropriate levels and are able to act with impartiality in the best interests of students. Staff must subscribe to relevant codes</p>	<p>All students have access to an appropriately qualified CSW Ltd Careers Advisor who has an L6 Careers qualification and is a member of the CDi.</p> <p>The Careers Leader is appropriately qualified and is also is a member of CDi.</p> <p>All students have at least one IAG interview by the age of 16.</p> <p>The Careers Leader is a lead member of the City of Plymouth Careers Leaders Group.</p> <p>Remote interviews with SMT and teaching staff confirms that this is in place and is of an appropriate standard.</p>	

<p>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.</p> <p>Where externally-provided careers advice and guidance is secured from 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.</p> <p>Where the learning provider appoints a 'careers adviser' (careers guidance professional) to its staff,</p> <p>(i) the adviser is qualified to a minimum of QCF L6, (ii) is on the UK Register of Career Development Professionals (iii) complies with the Career Development Institute's code of ethics (iv) and the Career Development Institute's CPD requirements (i.e. at least 25 hours of recorded CPD p.a.)</p>	<p>Recommendation</p> <p>To implement the Teach First Careers Leader Qualification with interested staff.</p> <p>Fully meets this outcome</p>	
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Evaluation

Ensuring that all staff involved in the careers programme - preparing all students for choices, decisions, and transitions - are knowledgeable, skilled, and confident in their CEIAG roles.

The CEIAG programme is systematically monitored, reviewed and evaluated to ensure that CEIAG delivered is effective in meeting the needs of all students.

Ensuring that all staff involved in the delivery of CEIAG are adequately and appropriately trained. Tutors, in particular have an important role to play in supporting student's management of their learning, in reviewing achievements and progress, setting targets and planning. Other staff involved may be subject teachers, careers coordinators, mentors, heads of year/key stages, support staff and governors. Training needs should be identified within the staff development plan.

Evaluating careers education, information, advice and guidance in relation to the needs and aspirations of all students. Such an evaluation must include the views of students themselves as well as parents, Learning Provider staff, governors and stakeholders. It considers how the Learning Provider has taken the results from evaluating the systems and structures it has put in place to measure progress and used the findings to ensure continuous improvement.

No	Gatsby Benchmark and Quality in Careers Standard Requirements	Assessor Comments / Key evidence:	Grading
E1.1	<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>Following the analysis, all staff (including governors, Careers Leader, 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>There is a planned approach to inform and improve staff awareness of CEIAG across the curriculum, regular updates are given to staff.</p> <p>The Head Teacher and lead governor are well informed and offer a strategic vision of CEIAG within the School.</p> <p>The School is proactive in providing training opportunities for all staff to meet their CEIAG responsibilities, including early years teachers.</p>	

	Benchmark 1	Remote discussions with SMT, link governor and teachers demonstrate that this is in place. Fully meets this outcome	
E1.2	The impact of training provided is evaluated and CPD activities secure the competence required of all staff in the learning provider's CEIAG provision.	Impact of the audit is being evaluated and progress is being made to secure the competence of all staff in all subject areas. Remote discussions with SMT, link governor and staff confirm that this is taking place. Recommendation To continue to provide training opportunities for all staff in all subject areas linked to the impact of the training plan. Fully meets this outcome	
E1.3	Learning Provider monitors CEIAG provision and reviews its success in meeting students' career related needs at key transition points throughout the year. This also includes using 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 guidance services and children's services.	The monitoring of CEIAG provision and its success in meeting students' careers related needs at key transition points is rigorous and timely. Feedback from a wide range of stakeholders and partners is undertaken. Remote discussions with SMT, link governor, training provider and Next Steps SW demonstrates that this is in place. Fully meets this outcome	
E1.4	An annual CEIAG evaluation is undertaken based on contributions from staff, students, parents/carers, governors, IAG provider and	The Annual evaluation has been robust and identified areas that the School needs to address in order to achieve all the Gatsby	

	<p>other relevant external organisations and includes the impact of staff training.</p> <p>An updated Compass self- assessment is completed at least annually.</p>	<p>Benchmarks fully.</p> <p>The Compass + self-assessment tool has been completed and links have been made with Unifrog to provide comprehensive data.</p> <p>The resulting audit has involved a strategic push on successfully embedding careers across the curriculum.</p> <p>Remote discussions with Head Teacher, SMT and link governor confirm that this is in place.</p> <p>Fully meets this outcome</p>	
E1.5	<p>New targets, activities and delivery methods are set as a result of the formal evaluation.</p> <p>Feedback is given to students, parents/carers and other stakeholders on action taken in response to their contribution.</p>	<p>Evaluation procedures are in place.</p> <p>There is full commitment from the Head Teacher and governing body to continuous improvement of the CEIAG programme for the benefit of the students.</p> <p>Remote discussions with Head Teacher, SMT, link governor, and teachers demonstrate that this is in place.</p> <p>Recommendation</p> <p>To ensure that future formal evaluation contain SMART targets to show distance travelled. To develop further strategies to increase the rate of participation of parents/carers in contributing to CEIAG developments. To implement a student voice forum within the Student Parliament to contribute to CEIAG evaluation processes.</p>	

		Fully meets this outcome	
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