

ASSESSMENT REPORT FOR NORTH HALIFAX GRAMMAR SCHOOL

Date of Assessment Visit: 8th July 2022

3 Yearly re-assessment

INTRODUCTION

North Halifax Grammar School (NHGS) is an academically selective secondary school and sixth form located on the Northern boundary of Halifax. The proportion of students attending the school known to be eligible for free school meals is much lower than the national average. The proportion of students with special educational needs and/or disabilities is also much lower than the national average. A small proportion of students are from minority ethnic backgrounds. The school was designated a high-performing specialist school in 2009, with a main specialism in science and a second specialism in modern languages. The last Ofsted report (2011) rated the school as outstanding.

The school's ethos is 'Living to Learn, Learning to Live.' The website states that the school focuses on 'developing the personal attitudes, skills and attributes that allow our students to navigate life with confidence and set a course of their own choosing.' which is central to the aims of Careers Education Information Advice and Guidance. (CEIAG).

The school has held the Quality in Careers Standard since 2007 so this is the school's fifth 3-yearly review.

The report which follows is based upon:

- A self-evaluation form completed and submitted by the school.
- Examination of extensive selected evidence based on the above.
- An assessment visit undertaken by Ruth Evans on 8th July 2022 when the key players involved in CEIAG were interviewed, including the careers leader, the Head, Head of 6th form, link governor, and a focus group of students from years 7 to 10.
- An observation of a charity event taking place during lunch time, organized by students
- A tour of the school to assess the displays, careers information and facilities for confidential careers guidance.
- A discussion with the external Careers Adviser from C+K Careers, Lindsay Walker.

RECOMMENDATIONS FROM LAST ASSESSMENT REPORT

- Undertake an audit of staff training needs and offer opportunities for further development and updating of knowledge, particularly around apprenticeships. (This is in progress, will be completed on or around CPD sessions in October / November 2022).
- When the CEIAG policy is next reviewed amend this and ensure it references most recent statutory guidance and the Gatsby Benchmarks. (The Policy was updated in November 2019 after the last QiCS assessment and will be reviewed again Autumn 2022).

- Consider options for developing a more structured programme for those sixth formers who aren't applying to university; perhaps using employer projects or self-awareness/career planning resources. (Completed – excellent examples of this).
- Look at more formal mechanisms for collecting feedback from employers and external agencies. (In progress due to disruption from Covid).
- Consider further developing your processes for recording CEIAG activity for students, possibly using an online tool. (Completed – CompassPlus and Tracker plus SIMs).

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

Rating – Meeting the Assessment Criteria of this principle

○ Fully Meets

Strengths

It was evident there was a strong commitment amongst the careers team to getting “back on track” with CEIAG activities post-pandemic, such as more strategic evaluation and feedback, meaningful CPD for staff, and further embedding careers into the curriculum. The Link governor has been involved with supporting the school with these plans.

- The careers programme is well-embedded with proactive support from the Governing body and the senior leadership team. It is clear that this school are advocating for a purposeful and meaningful careers programme and avoiding a tick-box style approach to all they do.
- Key staff roles and responsibilities within the Careers Team are clearly defined. There is an identified Careers Leader, Daniel Kennedy, who is a member of the senior leadership team and has been in post since September 2018. It came through clearly during the assessment process that the CEIAG programme is in a process of being developed since the pandemic lockdowns, and there are clear plans in place particularly with regard to CPD for staff, meaningful engagement with employers and alumni contacts. Virtual work was being done during lockdowns, however NHGS strongly acknowledge a keenness to recreate more in-person activities for both staff and students, that again are “meaningful” to participants.
- The website contains information about the provision of careers at NHGS with a clear outline of the programme for each year group. It includes the contact details for the careers team including the Careers Leader and Careers Adviser. The CEIAG Policy is current and sits with the Provider Access Policy and Entitlement Statement. There are dedicated sections of the website which can be accessed by both pupils and parents which is excellent.
- There is a clear Career Development Audit linked to the most recent version of the CDI Careers Framework containing thorough improvement plans per key-stage, for example, subject-based careers visits, Tenner Challenge and Money Matters activity.

- Careers is delivered within RPSE across year groups. This is supplemented by assemblies, trips and visits, STEM activities, enrichment programme, activities week, work experience and enterprise days. Within the sixth form students prepare for transition, including those desiring apprenticeships. This incorporates interview skills training, student finance, mock interviews, motivational speakers and personal statement writing.
- Since the last report, the 6th form programme in particular has been developed as suggested by the previous assessor. Key members of staff are responsible for supporting students with non-university destinations such as apprenticeships or seeking full-time work.
- These members of staff (6th form) identified that due to the pandemic and subsequent lockdowns, students were lacking in social skills, particularly with appropriately presenting themselves to employers or training providers. This gap is being bridged in a strategic way and students can ask for additional support if required. More has been done to promote degree / higher apprenticeships not only to students but explaining this more-recent option to parents as well through emails and parents evening events.
- Louise Manley is responsible for a great deal of the daily co-ordination of the programme and organises events such as Mock Interviews and Work Experience. She also keeps track of careers activities happening across the school via CompassPlus and Tracker. The team work very well together, and this contributes to a smoother running of the programme. The extended team includes Sam Rigby, Sixth Form Enrichment Co-ordinator and Jamie Downing, Head of Year 13 and regular meetings take place informally to review progress.
- There is link governor, Harriet Cannon, who is also a parent governor and has been careers link for 2 years. She has already had some involvement and has met with Mr Kennedy to discuss the CEIAG programme and Gatsby Benchmarks.
- Mr Kennedy and Ms Manley complete regular CPD including attendance at Calderdale Secondary School Improvement Cluster (CSSIC) meetings, regular online training provided by the LEP and work with the Yorkshire area Young Enterprise Board.
- The CEIAG programme is varied and well resourced. The budget includes funding for Young Enterprise, books, transport, work experience and the external Careers Adviser and other C+K support. The Halifax Courier reported in April 2022 how NHGS students, alongside a local academy, took part in trade fairs at the White Rose Centre in Leeds.
- Destinations data is gathered and analysed. The number of pupils who were NEET in December 2021 was 1.29% and all have been supported by C+K Careers Advisers. This is a slightly lower figure than the last QiCS report of 2019.
- The CEIAG programme is evaluated mainly using feedback questionnaires and student focus groups. Parents are invited to give feedback at evening events and via questionnaires. Students complete various feedback questionnaires including on guidance interviews, careers fair, WEX, and activities such as mock interviews. External providers and employers have given excellent verbal and sometimes written feedback

about how well the students conduct themselves during visits, talks and WEX. Pupil 'careers ambassadors' also gather feedback from the wider student body.

The current self-assessment result for Gatsby Benchmark 1 is 100% achieved and North Halifax Grammar School fully meets the Gatsby performance indicators for this benchmark

Areas for Development/ Action Plan

- Undertake an audit of staff training needs and offer opportunities for further development and updating of knowledge, particularly around embedding careers in the curriculum, prior to CPD in October / November. Include a question on what staff are already doing thus far with regard to CEIAG to further capture what is taking place across subjects.
- Update website with latest destination figures.
- Develop more strategic and structured ways of gather feedback from all stakeholders including providers and employers. Include ways of encouraging students' own reflective evaluation on activities they encompass.
- Ensure that governors, especially the more recent addition of the linked governor are offered relevant CPD, to fully grasp the Benchmarks and their role within them.

(Also see other benchmarks where these developments are also relevant).

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

Rating – Meeting the Assessment Criteria of this principle

☒ Fully Meets

Strengths

- There is a range of suitable and up to date sources of national and local careers labour market information available. The school has a well-resourced careers information room. The assessor confirmed that the information is relevant and up to date. Examples included copies of prospectuses from local colleges such as Calderdale and Greenhead, posters for Bradford College and open day events, and information about New College, Job FAQs, Uni FAQs and various other labour market information resources.
- There is IT access for students in the careers room and useful websites are displayed for general and sector-specific information on jobs and courses. The room is also suitable for any small group work activities.
- There are also links on the website to inform parents/carers about labour market information. Website careers and enterprise pages are for both parents and students. It includes useful links, for example – LMI for all website, apprenticeships information etc.

- The assessor viewed numerous excellent displays around school, including portraits of alumni career journeys, displays in corridors of all subject areas, posters informing students of where subjects can lead them, many of which held examples of challenging stereotypes. Each department area has at least one classroom displaying career paths with their specific subject.
- Students interviewed as part of the assessment had a fairly good grasp of careers and labour market information. They talked about a variety of sources they were exposed to including talks, visits, enterprise activities, assemblies, form-time activities, careers interviews, and WEX. One student informed me they had learned about the differences between different courses such as BTEC Diplomas and A-levels.
- The Careers Adviser conducts various workshops / small group work including apprenticeship information and post-16 options for year 10s.
- There was clear evidence of embedding LMI into RPSE lessons.
- Students also talked of being emailed information on a regular basis, every few weeks, about opportunities within the school as well as externally. For example, one talked about being informed of a Pilot Training work-related experience which had 3 places available via an application, and he was supported and encouraged by teachers to apply. This demonstrates tailored support for students on an individual basis where appropriate, rather than a one-size-fits-all approach.
- The external Careers Adviser (from C+K Careers) attends parents' evenings, so parents are able to talk about progression routes and the labour market with an expert. She also has access to all year groups and supports them with decision-making for GCSE options.
- Assemblies take place outlining the various progression routes and draw on expertise from local employers/partners. There have been assemblies around careers labour market information for every year group. Students were able to talk about this during the student panel on the assessment day.
- Students now have access to the MyDirections portal, which is open to all year groups, where they can obtain relevant and accurate information on a range of LMI including options at 16 and 18, apprenticeships, different types of courses and colleges, university, student finance, careers information such as job sectors and roles, and more. During the student panel on the assessment day, students were clearly familiar with MyDirections, and talked keenly about what they had learned on there, including a careers quiz informing them of what different careers may suit their skills, interests and abilities; content is also tailored to their answers to this quiz.
- A website called SpringPod has been made available to students. This is aimed primarily at Sixth Formers and offers work experience activities, courses to prepare for university, and access to virtual open days. It is possible to track engagement with this website and NHGS currently has the highest percentage uptake in Calderdale (as of December 2021).

The current self-assessment result for Gatsby Benchmark 2 is 100% achieved and North Halifax Grammar School fully meets the Gatsby performance indicators for this benchmark

Areas for Development/ Action Plan

- Update website with latest LMI from LEP, the one currently showing is from 2019.
- Include more information/careers links specifically aimed at parents on the website.

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

Rating – Meeting the Assessment Criteria of this principle

○ Fully Meets

Strengths

- There was evidence of addressing stereotypes in different ways. During the student panel discussion, students spoke of learning about stereotypes, diversity and equal rights in various lessons including English, Business, PRSE and form-time. They also spoke of it in the form of talks and visits. They could reiterate their learning of gender-neutral language such as “Firefighter” as opposed to “Fireman”, women in STEM (such as Construction, Engineering and Finance careers), and diversity being applied by Jaguar as a tool for better-business, including different racial backgrounds, gender and so-on. As mentioned above, the careers and subject-based posters around the school corridors and classrooms clearly support challenging stereotypes and promoting equality and diversity. Students clearly did not feel held-back by their race or gender (the student panel represented variety both these aspects).
- In tutorial time, twice a year, there will be a discussion with students around career aspirations and extra- curricular activities and SPTs (Student Progress Tutors) are experienced and very aware of the importance of providing impartial advice.
- The school works closely with both primary and post 16 settings to ensure a smooth transition. Details around a student’s special needs are discussed in depth and additional transition visits and meetings are put in place to support the student and parents. A specialist Careers Adviser is available for students with SEND to support transition to post 16 settings.
- The assessor spoke to a group of students from Years 7 to 10 who spoke confidently about raising aspirations, RPSE, personal guidance, careers activities including meeting employers, presentations, assemblies, challenging stereotypes, STEM activities (including employer engagement) and more.
- Destinations data is collected and analysed; a report is then produced at the end of the autumn term. This includes details about how the careers adviser has supported students into their destinations and those requiring additional support. As there are more students going into apprenticeships, with a marked difference over the last 6 years, 6th form staff are doing more to inform students and parents of this option.
- STEM activity is good with events and activities across engineering, construction, finance and economics. Much of these challenged stereotypes about gender.

- There is a regular school newsletter featuring excellent information on CEIAG including career journeys of staff.
- CEIAG information is recorded on SIMs and accurate records are kept by the external Careers Adviser on the advice and guidance provided. Also tracked against Compass Plus / Tracker. Excellent processes are in place for transition and pertinent information is shared with post-16 providers, particularly in relation to SEND.
- Students record their reflections on their experiences via a review form tri-annually, the final one includes more detail about careers and enterprise activities and students reflect on these. Some examples include a year 7 saying he had enjoyed careers club, careers assemblies and tenner challenge, and a year 9 saying she had enjoyed the women in engineering day and an NHS event. Year 7 complete a questionnaire early on in the year about their career aspirations and knowledge, and this is monitored throughout their following years at the school to ensure their aspirations are supported and they are developed in terms of CEIAG. This is an excellent idea.

The current self-assessment result for Gatsby Benchmark 3 is 100% achieved and North Halifax Grammar School fully meets the Gatsby performance indicators for this benchmark

Areas for Development/ Action Plan

- The last destinations data on the website was from 2019-2020, this will need to be updated to the latest figures.
- Ensure that the careers adviser and careers leader's details are clearly visible on the careers and enterprise area of the website.
- Students had an excellent understanding of gender stereotyping; consider in-depth coverage of other aspects such as race, religion, LGBT, disability etc.
- Find more thorough / regular ways of students reflecting on CEIAG experiences – capturing it closer to the time the activities happen.

4 Gatsby Benchmark 4 Linking curriculum learning to careers

Rating – Meeting the Assessment Criteria of this principle

☒ Fully Meets

Strengths

- The careers programme is embedded throughout school and is delivered through RPSE, Enterprise and subject areas. NHGS uses a range of approaches to highlight to students the relevance of the content, skills and values of the courses they are taking to their future careers. Examples include classroom and corridor displays, enterprise days, visits to and from providers and employers. Students also have access to MyDirections, a

careers website which provides them with a range of LMI information. They can utilize this from home but also explore it during some RPSE lessons.

- A comprehensive audit has been carried out mapping curriculum activity against the most up-to-date CDI framework. There are some good examples of meaningful learning taking place linked to careers. For example, students spoke of learning about employment law, salaries and finances, mock interviews, tutor-time activities, meeting with and engaging with various employers from different sectors and learning about apprenticeships.
- Subject audits across the curriculum showed strong evidence of mapping subjects to the CDI framework. Adhering to the benchmarks, subjects showed evidence of embedding careers in the curriculum, including 6th form, and this included meeting with employees and employers and learning about roles linked to those subjects. The assessor saw various subject audits including English, Art & Design, Biology, Chemistry, Physics, Computer Science, Business & Economics, DT, History, Maths, Music, PE and MFL.
- Subject audits for 6th form mentioned acquiring important skills such as; vital communication skills, linked careers, transferrable skills favoured by employers, where subjects can lead to in the future (including degree-level study), use of alumni contacts, mentoring younger students, and promoting apprenticeship opportunities.
- Students in 6th form reflect on their experiences and progress and set future targets. This is done in student subject folders and is checked by teachers.
- There are plans to carry out staff CPD sessions relating to careers in the curriculum to support staff in this benchmark. At the end of the CPD session, the careers leader will ask participants to give their ideas on how they will input this into their lessons. Schemes of work will be updated to include CEIAG material. Staff can also access lesson plans on MyDirections and utilise other information provided on this portal. This CPD is planned for October-November 2022. The careers leader is also keen to raise the profile of careers across all curriculum areas, disseminating information via Heads of Departments and via emails to all staff.
- Linda Beever from ASK apprenticeships covers sessions for both staff and students, so that staff can answer any questions students may have about that route into work.
- Careers week, national apprenticeship week, activities week and the enrichment programme are all utilised for engaging students in CEIAG.

The current self-assessment result for Gatsby Benchmark 4 is 100% achieved and North Halifax Grammar School fully meets the Gatsby performance indicators for this benchmark

Areas for Development/ Action Plan

- Undertake an audit of staff training needs and offer opportunities for further development and updating of knowledge, particularly around embedding careers in the curriculum, prior to CPD in October / November. Include a question on what staff are already doing thus far regarding CEIAG to further capture what is taking place across subjects.
- As subject knowledge amongst staff is excellent, further embedding of careers info into this could be very powerful. We will look forward to seeing how this is progressing following on from CPD sessions.

- Although students are clearly provided with many CEIAG learning opportunities, it didn't appear that they could clearly identify and articulate their employability skills and those required by employers for certain roles – this could be an area for development, where skills are learned about. MyDirections would provide information on this, as well as the National Careers Service website - "explore careers" and Prospects – Job Profiles. SkillsBuilder is another source of support.

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

Rating – Meeting the Assessment Criteria of this principle

○ Fully Meets

Strengths

NHGS are very committed to building this section of the careers programme back up to where it was and beyond, following the previous Covid-19 lockdowns which had prevented in-person encounters. The assessor is confident that this is now happening again across all year groups.

- Students have multiple opportunities to participate in and benefit from a range of learning activities facilitated by employers and employees which contribute to the intended outcomes of the careers programme.
- There was evidence that pupils experience at least one employer encounter per year. Examples of employer encounters across all year groups include:
 - Dentistry careers talk, Wilmott Dixon (construction), SISK (construction and civil engineering), Careers in Health event (NHS), Jaguar, Mercedes-Benz (engineering and sales), Boarder to Coast Pensions Partnership, and others from the finance sector including alumni contacts. Activities include Tycoon Enterprise competitions, Make it in Manufacturing and more.
- There is an abundance of extra-curricular opportunities available to students to complement provision including STEM subject employer visits, Young Enterprise and the Tenner Challenge.
- Very good use is made of alumni, with ex-pupils coming in to deliver assemblies, workshops and talks within subject areas. In addition, posters are displayed around school with career paths of alumni.
- SIMS allows for systematic recording of CEIAG activity and subsequent tracking of this, linked to Compass Plus / Tracker.

The current self-assessment result for Gatsby Benchmark 5 is 100% achieved and North Halifax Grammar School fully meets the Gatsby performance indicators for this benchmark

Areas for Development/ Action Plan

- Ensure that you are preparing students for encounters (e.g. do they understand what the aims and objectives are of these encounters) and gathering their feedback for as many activities as possible, soon after the events. This will make evaluation more consistent and structured.

6. Gatsby Benchmark 6 Experiences of workplaces

Rating – Meeting the Assessment Criteria of this principle

☒ Fully Meets

Strengths

- Students benefit from a range of experiences of workplaces pre-16 and post-16 and are enabled to develop a range of employability and career management skills from these experiences.
- All pupils in year 11 take part in a one-week work experience placement. Post-pandemic WEX is planned for 17th - 21st October 2022. Students have a presentation workshop to prepare them for this. There are a range of useful documents to support students in making their initial work experience enquiries and, in turn, learning more about valuable employability skills. During the pandemic, students did virtual WEX.
- Detailed and reflective feedback is gained from both the employer and student and comprehensive records are kept by students. Employers typically give very notable positive feedback about students from NHGS.
- Students in the sixth form have the opportunity to complete one week of work experience during Activities Week. In addition to this all students can choose a work experience option as part of their enrichment offer. Preparation and evaluation of the experience is excellent; sixth formers receive assemblies covering the work experience process and detailed feedback is given to the placement provider.
- Students get experiences of the workplace in addition to these core activities; some take place within subject areas and others are open to all such as the 'Make it in Manufacturing' event.
- Activities week and enterprise days also enable students to talk to employers and employees about their jobs. For example, the Year 12 employability day which features hands-on activities with external companies.

- Sixth form students can also experience volunteering as part of their enrichment, some take part in organizing charity events, as the assessor observed during the assessment day.

The current self-assessment result for Gatsby Benchmark 6 is 100% achieved and North Halifax Grammar School fully meets the Gatsby performance indicators for this benchmark

Areas for Development/ Action Plan

- No specific areas were identified.

7. Gatsby Benchmark 7 Encounters with Further and Higher Education

Rating – Meeting the Assessment Criteria of this principle

☒ Fully Meets

Strengths

- Fully compliant with the requirement on provider access and the policy is clearly available on the school website.
- North Halifax Grammar has a sixth form, but students are informed about the full range of options via interactions with apprenticeship providers, college open days, Careers Adviser interviews and MyDirections.
- Students are invited to the Get Organised event at the Shay where they can meet other learning providers – colleges and sixth forms. They are also invited to the Apprenticeship event at the Shay. A large percentage stay on into the sixth form – between 60 and 80% - but NHGS is very open to other providers presenting to students about what they can offer - quite a few students go to Greenhead and Huddersfield New College.
- Students are supported with regards to their chosen destination, regardless of where it is, and are encouraged to apply, especially if NHGS doesn't offer their chosen pathways.
- Linda Beever from ASK apprenticeships has delivers apprenticeship evenings and talks in school, featuring alumni contacts. This was well received. She also gives training to form tutors on apprenticeships to enable staff to discuss these options with students.
- All year 9 pupils take part in a university visit either to Leeds University or the University of Huddersfield. Some year 9 pupils also attend the Medicine and Health Taster Day and Pupil Premium students are prioritised.

- Pupils also attend external university fairs and Bradford University come into school to give a talk. Students are also offered meaningful encounters before they make their choices post 18. They can also independently arrange to attend university open days of their choice – at least 2 visits.
- Students opting for university arrange their own independent visits to open days. They also get support with UCAS applications, personal statements and information on student finance.
- There is a well-planned RPSE programme for Sixth form which allows time for employability skills development, university and apprenticeship applications and access to information on all pathways. It also covers mock interviews and one-to-one support where required or requested.

The current self-assessment result for Gatsby Benchmark 7 is 100% achieved and North Halifax Grammar School fully meets the Gatsby performance indicators for this benchmark

Areas for Development/ Action Plan

No specific areas were identified

8. Gatsby Benchmark 8 Personal Guidance

Rating – Meeting the Assessment Criteria of this principle

☒ Fully Meets

Strengths

- Fully compliant with the requirement to secure access to independent careers guidance. This is commissioned from C+K Careers who are matrix accredited.
- The Careers Adviser, Lindsay Walker is level 6 qualified, and the assessor viewed her qualification certificates.
- The adviser feels there is enough capacity to adequately complete her duties, and all year groups have access to support.
- Students have the opportunity to have an impartial career guidance interview pre-16 via group guidance sessions (mainly in year 10) and individual appointments (mainly in year 11). Students are prioritised on a needs-basis, so that PP and SEND students can be seen earlier on in the year. Students can also contact the careers adviser by email or visiting the careers office to ask quick questions. She informs students of open days, application deadlines and entry requirements for courses.
- Sixth form students are seen on a self or tutor referral basis.

- The effectiveness of personal guidance interviews is evaluated. C+K managers observe professional practice and ensure the Careers Adviser's CPD is up to date. Additionally, feedback from students is collected after interventions via a Year 11 survey and an impact of guidance survey for year 10-11 and 6th form students. This data is gathered resulting in an extensive report sent to the school.
- The Careers Adviser attends parents' evenings and invites parents to careers appointments. Students interviewed as part of the assessment talked about their careers interviews (those that have had one) saying how it had helped, and receiving help to choose a suitable pathway, and learning about entry requirements.
- NEET figures demonstrate the impact of guidance as these are very low.
- Regular meetings take place between the external Careers Adviser and the Careers Leader to review provision. There is an annual service delivery agreement which is mapped against the Gatsby Benchmarks and outlines in detail the activities that the Careers Adviser will deliver.
- There is a designated careers room in school which provides confidential space for interviews. This is adjacent to the school library demonstrating easy access. There is room in there for small groups to gather, and they can use the computers for internet access.

The current self-assessment result for Gatsby Benchmark 8 is 100% achieved and North Halifax Grammar School fully meets the Gatsby performance indicators for this benchmark

Areas for Development/ Action Plan

- No specific areas were identified.

Assessment Grid

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

Notes

- 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.

Conclusion

CEIAG provision at North Halifax Grammar is very good and responsive to the needs of the students and their parents / carers. The CEIAG programme has become more refined and meaningful for students and there are good plans for an even more focused, whole-school approach to employability.

It is acknowledged that following the Pandemic lockdowns of 2020-21, the school are very committed to re-building some of what was “lost” during that time and the progress with this is very good. It has made excellent progress with getting in-person WEX back on track, supporting students into various destinations, and it has developed a strong network of employers via staff contacts, existing contacts from previous activities and is aiming to forge new business contacts in addition to this.

On the whole, it still remains a robust programme with a whole-school approach, strongly backed by SLT, led by an active and committed Careers Leader. The school also makes very good use of the Careers Adviser and other services provided by C+K Careers such as MyDirections website.

In terms of areas for development, the school is encouraged to do the following:

- Carry out a training needs audit for staff and source opportunities to meet any knowledge gaps. The audit can include what staff are doing so far with regard to CEIAG in order to find out what else is happening that hasn't yet formally been recorded. You can also utilise this information to share good practice amongst staff and build on these good examples.
- Keep website information up to date, particularly regarding destinations data and the LMI report from the LEP.
- Consider further developing your processes for enabling students to reflect on their experiences in a deeper way, capturing specific learning. They are reflecting; however, this could be done in a more timely manner rather than just once at the end of the academic year.
- Continue to maintain strong links with employers in line with an evolving labour market. Consider nominating department leads for employer engagement.

I would like to take this opportunity to particularly thank Daniel Kennedy and Louise Manley for organising a very comprehensive and informative assessment visit and to thank all members of staff, parents and students who gave their time to speak to me. The pupils interviewed were a credit to the school.

Congratulations on achieving the Quality in Careers Standard which fully incorporates the Gatsby Benchmarks. This is an excellent achievement and recognises the quality and breadth of your careers provision.

As you are fully meeting the Benchmarks and all of the accreditation criteria, as we comment upon in the detail of your report, we will continue to review your progress in maintaining meeting the Benchmarks, and the additional career-related learning outcomes for students which the national Standard requires, through our annual reviews with you.
The award will be subject to an annual review in or before August 2023 prior to a full review in August 2025.

Signed: Ruth Evans

Dated: 3rd August 2022