ASSESSMENT REPORT: SALENDINE NOOK HIGH SCHOOL ACADEMY

Date of Assessment Visit; June 7th 2023

Initial Assessment

INTRODUCTION

Salendine Nook is a larger than average 11-16 school, currently with over 1400 pupils on roll. The school serves north-west Huddersfield centre with a mixed demographic catchment – a truly comprehensive school and being located next to Huddersfield New College, is naturally a feeder school for that provider. It predominantly has White British pupils, with just over a quarter BAME which has grown over the last few years. It is rated "good" in its latest Ofsted report (2019). A statement from the Principal on the school website says;

"We value aspiration, unity and achievement…. By celebrating diversity, fostering teamwork and participation, we create the preconditions for success."

This report is based upon:

1. A completed Self Evaluation Form (SEF) submitted by the school.
2. Examination of selected evidence, uploaded to online portfolio, plus additional evidence seen during the face-to-face assessment.
3. An assessment visit undertaken by Ruth Evans, where key stakeholders for CEIAG at the school were interviewed:

Principal: Darren Christian

Careers Leader (Assistant Principal / DSL): Sam Johnson

PME Teachers (Philosophy Morality and Ethics): Lucy Dellow, Aelish Hodson, and Saima Raje

Careers Adviser (C+K Careers): Sara Cookney

A discussion with a panel of pupils 9 from year groups 8-11, plus an additional discussion with a Y11.

Director or English: Jess White

Head of MFL: Maud Muzeau.

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

Rating – Meeting the Assessment Criteria of this principle:

❍ **Fully meets**

- The careers delivery is clearly backed by the Head and SLT. Clear funding structures with a designated CEIAG budget to maintain adequate support from a range of sources including external IAG provision through C+K, which demonstrates good commitment. The budget was also used to purchase some weekly LMI newsletters.

- The school's website meets all statutory requirements including Provider Access Policy, CEIAG Policy and a Learner Entitlement Statement. The Careers Lead (SLT), Careers Adviser, and Transition Co-ordinator details, with photos, are displayed. There is also good and relevant information, and LMI from a range of sources including MyDirections. The "Careers Education & Guidance" section is easy to find under the Parent Info tab. The Careers Programme is also accessible on the careers area of the website. Under the Careers section, there are separate tabs featured, aimed at parents, students, staff, and a documents tab. There is a "Careers Offer" statement on the website separate from the brief Entitlement Statement.

- There is a recently appointed link governor, Emma Eastwood. The Principal commented that the governors are committed to supporting the school with CEIAG issues and meet a few times over the year.

- There is a designated Enterprise Adviser, Ian Agnew – one of 3 company directors at Dark woods coffee, who has been involved in supporting the school, but is unfortunately not always available due to other work commitments which often takes him out of the country. Helen Mahoney is the enterprise coordinator and has been involved with supporting the school.

- The Careers Leader is a member of SLT, which is excellent in terms of driving new developments forward, and ensuring CEIAG has a high profile across the school and amongst various departments.

- The detailed careers plan outlines various activities planned across the year groups and is mapped to the outcomes from the most recent CDI framework for Careers. The PSHE taught programme is also mapped against the PSHE Association Guidelines, the school calls this "PME – Philosophy, Morality and Ethics". The careers vision is relevant and covers various pathways including apprenticeships.

- The Careers Leader has started to use Tracker (on Compass+) to keep a record of activities attended across the school and commented that its use is increasing.

- The school also uses Edu-Link (alongside SIMS) which is a very useful tool for communication with both staff and parents, there is an app which makes it easy to use on a mobile phone. (https://www.edulinkone.com/).

- The school's NEET figures are very low, which is excellent to see, especially in an area of some deprivation. The Careers Lead was able to say how their approach is working successfully to support students in their transitions.

- The school has started to collect 3rd year destinations information and there are plans to enhance this further. The assessor saw evidence of last year's leavers' destinations from Huddersfield New College where a large percentage of the school's leavers go.

- Evaluation happens in various ways – destinations data, regular meetings, discussions and email contact in between meetings, checking feedback from students and other stakeholders. The PME team meet and communicate on a regular basis and are continually reviewing and adding to content for delivery. The feedback questionnaire that goes out to all staff, students and parents includes careers questions. Some feedback has been collected from employers / organisations – the assessor saw uploaded evidence of this from exhibitors containing positive comments plus some ideas moving forward.

- CPD early September (inset day) delivered, includes some CEIAG content, plus regular information is sent out to staff via the Careers Lead, such as job of the week videos, and weekly newsletters which also go out to parents, and more.

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

Salendine Nook School High School Academy fully meets the performance indicators for Gatsby Benchmark 1.

Areas for Development/Action Points

- The Careers Plan / programme is published on the school website but was quite difficult to find / could be more prominent. There could be 2 versions, 1 aimed at staff and is a more "proposed plan", with a pupil-friendly version published on the website. When the assessor spoke with the student panel, they were not aware of a "careers programme / plan" and some of the staff were also not aware. The Careers Lead confirmed the plan is sent out to staff but could somehow be made more prominent across the whole school including students and parents. The "Learning Journey" is a good idea and could be used to explain the overall careers plan to pupils – as a suggestion.

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**

- Both students and parents are given information and support to make sense of LMI in various ways including careers fairs, GCSE options, Careers Newsletters (by "Careers People", sent on a weekly basis), LMI info and links on the website and parents evenings (with the careers adviser present). Students have further support through PME, and guidance interviews / group sessions.

- There's various links to LMI information on the careers area of the website as previously mentioned, such as LMI For All, MyDirections, and National Careers Service. Pupils and parents can also utilise LMI via MyDirections, which has individual logins accessible from anywhere. A year 11 student said she and her friends are aware of links on the careers page on the website and recalled apprenticeship and college information on there.

- Students and their parents / carers can opt to attend the C+K Careers and Apprenticeship fairs, where several providers including colleges and employers are present to disseminate LMI information.

- There are display boards across the school, again during the student panel questioning, one of the participants said she and her peers are aware of the various careers posters and subject displays around the school and commented that they were useful and eye-catching.

- The school's Twitter feed is used to disseminate information about extra-curricular activities such as sports events (cross-country, rugby and football was seen on Twitter by the assessor).

- Both National Careers Week and Apprenticeships Week are utilised across the year groups.

- The is a School Development Plan which includes CEIAG targets, and the programme is also evaluated via Compass+ and feedback from various stakeholders (destination figures feature into the overall evaluation as well).

The Compass tool self-assessment for Gatsby Benchmark 2 is 80%.

The assessor is satisfied that Salendine Nook High School Academy fully meets the performance indicators for Gatsby Benchmark 2.

Areas for Development/Action Points

- The Compass report showed a gap relating to disseminating current labour market information to students - the Careers Newsletters contain some of this information however it is on a National rather than local basis, (as pointed out by the Careers Lead during the visit). The assessor saw uploaded evidence of regional LMI, plus the Careers Adviser has access to localised LMI / vacancy information which is sent out to students where appropriate. Ensure this practice continues, to fully meet this benchmark in the long term.

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**

- Students record their learning journey mainly via PME sessions. The assessor saw examples of this reflecting on learning, students connect this to the overall Learning Journey for each subject.

- Students are given support with college, and apprenticeship applications. The Transitions Coordinator checks progress and the Careers Adviser keeps records on what students have applied for.

- During Q&A with the student panel, one of the year 11 learners commented that the teachers are generally encouraging and helpful. Another year 11 student echoed this saying he'd had good support during exam stress.

- Diversity and challenging stereotypes are represented in various ways across the school, during curriculum learning, during PME, talks from employers and external visits. The assessor heard about some excellent examples, and the student panel were able to reiterate this and clearly understood what they were learning about.

- During PME – discussions took place about women in the workplace and stereotyped job roles – including males doing roles usually associated with females such as care work - (reiterated by PME teachers plus students on the panel). A student on the panel also said they had learned about the gender pay-differences. English Literature often explores stereotypes and gender-based language, as mentioned by another student on the panel. Many examples of challenging stereotypes were given by both staff and students.

- The school promotes and launches the D of E of Award and quite a large number of students are involved in this as an extra-curricular activity.

- Many of the students on the panel said they had felt more confident about making decisions and facing their future than they did a year ago as a result of a CEIAG activity they engaged in which shows the impact and meaningfulness of the planned opportunities offered.

- The school has Student and Year-group Councils that has various members via a democratic vote system. This can give students a voice to various topics including CEIAG. School commented that this is not usually utilised by students for career matters, but it potentially could be, as it is student-led and gives opportunity to express their concerns or interests.

- Destinations data has been previously collected for 3 years after students leave the school and the assessor saw clear evidence of this via the C+K Destinations Reports. There are processes in place for the school to gather 3rd year destinations via links with local colleges plus increased alumni contact. The assessor has seen evidence of last year's leavers' data collected by the Careers Lead via Huddersfield New College, (awaiting data from other colleges – evidence of attempt to track was seen). C+K will continue to provide 2-year destinations tracking.

- The data confirms that good practice and successful approaches are already in place at the school. The Careers Lead was very clear about what is working well, to continue this support and keep destinations data very positive. There is a Transitions Co-ordinator who regularly meets with the Careers Lead, to ensure students don't slip through the net.

- A careers timeline is shown to students, demonstrating how they can plan what to do and when, the Careers Lead felt this contributed to very low NEET figures, amongst the other strategies in place including guidance and transition support.

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

Salendine Nook High School Academy fully meets the performance Indicators for Gatsby Benchmark 3.

Areas for Development/Action Points

- Continue with the plans to track the 3rd year of destinations, via discussions with the main local colleges, and talking to other Careers Leaders who are fully achieving this aspect - they may be able to offer some other useful tips.
- Currently, students reflect on learning in lessons. Further enhance learning from specific careers activities and events ensuring regular formal reflection. Also enable students to access their careers records, which can be on-request.

Gatsby Benchmark 4; Linking curriculum learning to careers

Rating – Meeting the Assessment Criteria of this principle:

❍ **Fully meets**

- Careers in the curriculum is well-embedded, including both in PME content and clearly covered across the main subjects as well.
- Every subject has careers content embedded, and a bespoke careers-based lesson every term. Every subject has a scheme of work layout / standard template to adapt and tailor to the subject, and this template includes careers content. Assessor saw many examples of these across a variety of subjects and spoke to some of the teachers involved such as French, English, Sociology, Health and Social Care, etc.
- There are opportunities for careers-based learning during each academic subject, including talks, external visits / trips, learning about skills relevant for employment, and more. In addition to this, the school includes careers content into PME.
- PME takes place three times a fortnight for years 7-8, twice fortnightly for 9-10s, and once every 2 weeks in year 11. The content meets the PSHE standards and essential content, and the 4 PME team members adapt various resources plus design their own content. They meet regularly at least once per half term and sometimes more often plus email communication, to review and plan future content to meet the needs of students in an always developing and changing world. It appeared to the assessor that the content delivered is up-to-date with current topics and debates, kept relevant, informative, and engaging.
- Also during PME lessons, students are encouraged to reflect on their learning both verbally and in written form as mentioned in previous section.
- Each subject area includes careers content. The assessor saw excellent and thorough evidence of examples in the subjects of English and MFL.

- An audit was completed by subject leads, to gather information on how subjects are linked to the Gatsby Benchmarks, and what is or is not being covered, including employer encounters for learners. This is also checked against the up-to-date version of the CDI Careers Framework. Any gaps are taken note of and addressed – for example lack of employer/employee encounters across year groups resulting in a planned week of industry encounters led by the English department. Audit was based on the CDI template provided on their website.

- The week of festivity / industry as mentioned (scheduled for later in June) has accepted invitations from a range of professionals in different roles such as authors, poets, publishers, translators, and more. All year groups will be offered encounters throughout the week, with year 11 students able to volunteer their support in organizing and running these events. (Also mentioned in section 5).

- During the student panel, an Engineering lesson was mentioned where students learned about apprenticeships and different types of engineering, and he gave civil and software engineering as examples.

- It is evident that all pupils learn about STEM related sectors and roles within lessons such as Science and Maths. A Y8 student could say what STEM stands for and others on the panel described various things they have learned including the careers and roles linked to STEM and the skills / qualifications involved.

- Y9 students had an assembly on STEM and it included women in various STEM roles.

- Y7-9 have one-off lessons focussing on career opportunities, once per half term.

- When subject teachers are talking about job roles, they mention the skills and qualifications required and various routes in, including apprenticeships. The information comes in the form of a one-page profile. English in particular said they like to keep it interactive, so they include role-play and tasks.

- The Careers Leader regularly sends out “Job of the week” to staff, which includes a snapshot video of someone in a particular role and relevant information such as tasks, skills and qualifications. Some examples were seen by the assessor, such as Choreographer. The assessor also saw a large list of job of the week files.

- Students connect their learning experiences with the learning journey they have for each subject and it covers reflecting on the related skills they have learned and used including transferable skills. The assessor saw examples of these completed by students. There are standard exercise books with specific pages that remind teachers and students to include these as part of overall learning – assessor saw examples.

- Teachers talked to students about their past jobs before their teaching role – this was mentioned by students on the panel.

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

Salendine Nook High School Academy fully meets the performance Indicators for Gatsby Benchmark 4.

Areas for Development/Action Points

None identified.

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

Rating – Meeting the Assessment Criteria of this principle:

❍ Fully Meets

- All year groups have at least one meaningful encounter with an employer. There are other activities in addition to this, such as careers fairs and events, talks from various employers, employees and self-employed professionals, extracurricular activities, and visits.

- There is current correspondence with HSBC to plan a visit from them to the school to speak with the year 9 cohort. Year 8 students had a visit from Network Rail, which was interactive and year 11 mainly have access to employer encounters via careers fairs, one of which is described below.

- In March there was a KS3 and 4 careers fair (years 9-11). It included a wide range of employers, organisations and providers including CITB, ESPFA, Greenhead College, Creative & Media Studio School, Local NHS partnerships, Kirklees College, Kirklees Council, RAF, White Rose Beauty College, Leeds Beckett, Woodcock & Wilson Ltd, VINCI Construction, Woodspeen, WYLP (apprenticeship hub), University of Huddersfield, and more. A leaflet was given to students and included who would be present, what questions to ask these providers, and the overall purpose of the event, as a good preparation guide.

- Students connect their learning experiences with the learning journey they have for each subject and are told about the visitors coming in or trips they are going on and how it links to their overall learning journey. This is one of the ways in which they are prepared, it is also discussed in assemblies to inform them of various talks and visits. It is suggested that they think about specific things they may want to ask of certain representatives of interest to them.

- As mentioned in section 4, there was a week of festivity led by the English department. There was a gap across year groups of encounters with people in industry, so it was ensured this was provided. The week of festivity planned for later in June, is about celebrating literacy, where various professionals come in such as writers, authors, translators, poets, animators, and novelists. Some of these professionals are self-employed, and others are from various organisations and publishing bodies – they will have various timeslots across the week for all year groups to attend at specific times throughout the week. Huddersfield University is also coming in during that week. Although English lead on this, other subjects may get involved also. Year 11 can help with the activity to learn leadership and organisation skills which is an excellent idea to encourage gaining new experiences. The aim is to be as diverse as possible, however this proved a challenge given the nature of the industry which appears to be predominantly white, despite this the school have done well to find representatives of other races, cultures and backgrounds other than white middle-class.

- Voice 21, an Oracy Charity who work with schools, came in last year to do an interactive activity with students.

- An example of an employer encounter in MFL was a visit from David Binns of Sanako, a Technology Solutions company aimed at teachers and interpreters based in Huddersfield. He spoke to students about how languages can be useful in a variety of roles including those less typically thought of in relation to languages. There was also a trip to a bakery in France for language students. In MFL lessons, (the assessor spoke with one of the teachers of French), they also explore related careers and the skills required for those roles. Another visitor came to the school, a French chef called Paul Bocuse.

- The Principal commented during the assessment day that he would like to see more employer encounters across the year groups, especially more careers content for the younger year groups. He and the Careers Lead are keen to move this forward into the future.

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

Salendine Nook High School Academy fully meets the performance Indicators for Gatsby Benchmark 5.

Areas for Development/Action Points

- Continue to develop existing links with external providers to ensure this good practice continues. It was mentioned that the school wants to develop more alumni contacts which could help BM5.

- Consider using "Careers Champions" from subjects where practice is particularly good, to support teachers of other subjects and encourage consistency – this can relate to both BM4 and 5.

6. Gatsby Benchmark 6; Experiences of workplaces

Rating – Meeting the Assessment Criteria of this principle:

❍ **Fully meets**

- Most of the year 10 cohort take part in physical work experience. They are clearly prepared beforehand and reflect on their learning at the end (Barclays Lifeskills booklets are used for this). Bradford Xperience is used, plus students encouraged to find workplace engagement through friends and family, community contacts, teachers' social networks, etc.

- Those who do not participate in WEX take part in a school-based activity called the World of Work (not the C+K version). Speakers for Schools virtual work experience are utilised for part of this week-long programme, so that students get at least online encounters and tasks with employers / employees. The week also involves an enterprise day with My Path and interactions with various different employers and providers in person.

- The Careers Leader commented on the reasons for lack of WEX attendance amongst students, which included sickness, lack of interest (although all are encouraged to engage), lack of

employer availability - especially since Covid lockdowns, and specific needs of students making it too risky for them to attend.

- WEX is also introduced and encouraged during assembly to help them think about the benefits of this opportunity.

- A wide range of trips and visits take place within departments including the trip to the bakery in France as described in GB4, workplace visits in performing arts, science, textiles and food, among others and these are linked to job roles.

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

Salendine Nook High School Academy fully meets the performance Indicators for Gatsby Benchmark 6.

Areas for Development/Action Points

- Continue to explore ways of complementing your offer and to further expand on links with the world of work via other employer experiences and trips within departments.

7. Gatsby Benchmark 7; Encounters with Further and Higher Education

Rating – Meeting the Assessment Criteria of this principle:

❍ Fully Meets

- The year 9-11 Careers Fair included various learning institutions including apprenticeship providers and universities (Leeds Beckett and Huddersfield) – see section 5 for details. A wide variety of providers were present, and students were well prepared for the activity.

- The assessor saw feedback about the careers fair given by students, providers and exhibitors plus internal staff.

- Various Colleges also come into assemblies to talk to students across all year groups, which was said by the students during the panel on assessment visit. The assessor saw the Assembly Planner uploaded to the portfolio, featuring Kirklees college, Huddersfield New College and Greenhead.

- In addition to these, Huddersfield University are coming in as part of the English Literature week of festivity (across all year groups).

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

Salendine Nook High School Academy fully meets the performance Indicators for Gatsby Benchmark 7.

Areas for Development/Action Points

- None identified.

8. Gatsby Benchmark 8; Personal Guidance

Rating – Meeting the Assessment Criteria of this principle:

❍ Fully Meets

- Students receive independent and impartial IAG from the C+K Careers Adviser, Sara, who is level 6 qualified and very experienced. There is a Service Delivery agreement in place between the school and C+K.

- The C+K external careers adviser has regular observations as part of the company's performance management system and has access to CPD activities such as local college taster days and attending via regular education team meetings.

- Year 10 students are interviewed in small groups. Drop-in is also offered and referrals come from parents and teachers. The year 10 group work includes logging into the My Directions platform. Additional time has also been bought in to allow for all year 11s to access a guidance interview in the autumn term, prior to college application deadlines.

- Interventions are well timed to coincide with crucial decision points and applications. The adviser is aware of information on students such as those with EHCP, other SEND, pupil premium and other vulnerable learners which is used to set priorities.

- Year 8 have access to guidance during choosing options and also have sessions delivered by the Careers Coordinator / Adviser.

- Examples of impartiality – a high achieving learner decided against Greenhead College and opted for the RAF instead. During the 1-to-1 discussion the assessor had with a year 11 student, he reiterated that the information given to them was impartial and they are not pressured into certain options, although staff may make recommendations or suggestions and encourage the students to aim high and meet their potential.

- This same student also told the assessor that his IAG interview was useful and the pros and cons of his options were discussed, helping him to decide what was right for him.

- C+K provide termly reports, 3 times a year which covers destination figures in detail, the impact of guidance plus satisfaction surveys. The assessor saw evidence of these reports which are very positive.

- Interviews are timely and learners are prioritised based on need. Referrals from teachers and students also feed into this. This shows the impact of IAG, as the demand is there and the service clearly valued.

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

Salendine Nook High School Academy is fully meeting the performance Indicators for Gatsby Benchmark 8.

Areas for Development/Action Points

- 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

i. ***Insufficient progress towards fully meeting the Standard*** *= Inadequate inputs, unreliable processes and unclear outcomes/impact in this section of the Standard. No robust plan in place to fully meet this section of the Standard nor the expectations of the relevant Gatsby benchmark indicators.*

ii. ***Making good progress towards fully meeting the Standard*** *= Evidence of good progress in this section of the Standard and robust plans in place to fully meet this section of the Standard within two-three years. Has met or partially met the expectations of the relevant Gatsby benchmark indicators.*

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

Conclusion

There are some excellent examples of CEIAG practice in place at Salendine Nook School.
Particular strengths are:

- ✓ A committed CEIAG team who have developed the grounding for a quality, detailed careers programme and development plan.
- ✓ Good strategic direction and overview with sound backing from the Head and SLT including an accessible careers budget.

- ✓ Excellent NEET figures indicate that the school has a solid approach to supporting students to make decisions and transitions.
- ✓ Good use of careers resources and activities which are engaging, and subjects seem well-embedded including employer engagement.
- ✓ Flexible, well-planned PME (PSHE) delivery, where the team meets regularly to evaluate and discuss future lessons.
- ✓ Excellent examples of effectively challenging stereotypes which students were able to reiterate and explain.
- ✓ The Careers Adviser is valued highly and has developed solid working relationships with key staff in the school.
- ✓ It was clear that developments plans are in place, and the school is keen to meet the career-based needs of the students across all year groups.

Areas for development include:

- Aim to make the Careers Programme more prominent across the school, as staff and students spoken to by assessor didn't seem to be fully aware of this. Promoting the careers pages on the website a little more could also help with this.
- Consider a "Career Champion" teaching initiative to ensure consistency across subjects, to continue and build on good practice already in place.
- Continue to explore ways of ensuring higher percentages of year 10 students engaging in work experience placements.
- It was acknowledged that the school wants to build on alumni contacts.
- Continue to enhance destination figures for the 3 years for leavers.

I would like to thank Sam Johnson, Darren Christian and their colleagues for arranging a very full and enjoyable assessment visit.

As you are fully meeting the Benchmarks and all the accreditation criteria, as commented upon in the detail of the report, we will continue to review your progress with the Benchmarks, and the additional career-related learning outcomes which the national Standard requires.

The award will be subject to an annual review prior to another full review in July 2026.

Signed: Ruth Evans.

Dated: 26th June 2023