



ASSESSMENT REPORT FOR JARROW SCHOOL

Date of Assessment Visit: 24th May 2022

Initial Assessment

Introduction

Jarrow School is an 11-16 non-selective secondary school located in South Tyneside, an area of high-income deprivation. There are currently 806 children on roll, of which 50% are eligible for Pupil Premium and 36% are eligible for Free School Meals (FSM). The surrounding areas of the school comprise a significant contrast in income inequality and the school has intake from diverse socioeconomic populations. The proportion of students eligible for Pupil Premium is significantly above the national average. There are 26% SEND students across the school with 9% having an EHCP. The school has a LA resource base for students with autism. Currently there are 52 students in the unit.

The school's values are based on the principles of Achievement, Respect and Transformation. *'Our aspirational culture promotes high levels of achievement and enables our students to accomplish whilst focusing on their learning and progress. This sense of ambition is integral to all we do and is fundamental to our curriculum and holistic approach to education.'*

The report is based upon:

1. A completed Self Evaluation Form (SEF) submitted by the school.
2. Examination of evidence, including additional items requested by the assessor.
3. An online assessment undertaken by Kathryn Lea-Williams on 24th May 2022 where key staff in CEIAG and external professionals supporting the school were interviewed.
4. Focus group with students, and telephone call with a parent governor.
5. Meetings with the Headteacher, Careers Leaders, Career Adviser, Enterprise Adviser, SEN Specialist teacher, and teaching staff including PSHE lead and tutor.

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

- Strategic planning is excellent. The school's strategic aims in relation to careers are: *to develop ownership and responsibility amongst all staff for the development of careers education, to aid students in better planning their educational and career pathways and to improve cultural capital through increased meaningful encounters with external partners.*
- Enterprise Adviser Stuart McGivern, an automotive industry specialist, has supported school with strategy development resulting in what the assessor feels is an example of best practice. There is a clear strategic careers plan which is RAG rated and linked well to detailed analysis of destinations. The strategic aims have clear rationale and are referenced to research.



- Careers education is delivered in SMC, curriculum schemes of work and externally delivered workshops. All subject areas embed 6 employability skills within lessons. Form time is used well to complement and enhance learning from SMC and careers sessions are delivered in form time once a week with bespoke resources for each year group. Evaluation of lessons is good with end of unit tests used to assess and lesson observation taking place.
- There is a clear and progressive programme mapped against the Gatsby Benchmarks and CDI framework and activities for each year group are mapped against framework outcomes/evaluation activities.
- Personal development is branded 'go further' and emphasizes challenge and competition between houses. It incorporates curriculum activity, extra curricular pursuits, leadership roles, trips and competitions. Achievement is linked to a rewards system.
- Some excellent examples of lessons were presented (via Unifrog) along with high quality engaging content across the board (within form time, SMC and curriculum time).
- Governors receive termly updates about careers and have used Unifrog to see how it works and to enable them to gain a better understanding of what is delivered. The assessor spoke to the chair of governors who described how the school is using destination data to shape the careers provision and wider curriculum. Careers is a standing item in the Curriculum sub-committee and main board meetings and communication with the careers team is good.
- The careers Leader (Paul Atkinson) is an Assistant Headteacher with 50% timetable. There is a full time careers adviser (Claire Frater) and a senior teacher (Sean Ord) who work on the careers strategy. All three members of staff have achieved the L6 Careers Leader Award. Staffing has changed from May 2022, with the current Careers Leader leaving and Mr Ord taking over the role. Additional time will be allocated to cover Mr Atkinson's departure.
- CPD is good. Excellent training has been delivered to staff covering the school's careers strategy, LMI, Ofsted focus and embedding careers in the curriculum. Staff also access CPD on options including qualification types and apprenticeships from local colleges. Teams is used well to share information with staff and a needs analysis is completed which also feeds into staff CPD. Teaching staff talked about online careers in the curriculum training that they had found really useful and they were aware of how to access information and support (in person, via a VLE link, and google forms).
- Evaluation is structured and thorough. Student voice is gathered via whole school surveys and questionnaires after specific activities. Feedback is also gathered via the student council and there was good evidence of feedback gathered from staff, providers and employers.
- An aspirations survey is used to track pupil aspirations from years 7-11 and this is being extended down to year 6 as part of the LEPs primary school pilot work.

Areas for Development

-As planned, increase form time to include 30 minute sessions to allow better scope for learning.

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

Jarrow School is fully meeting the performance indicators for Gatsby Benchmark 1.



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

- Pupils are given information and advice on the full range of options available to them with excellent information on the website linking to all local colleges and sixth forms and regular interactive presentations and workshops from various colleges, universities and training providers as well as an annual careers fair.
- There are form time sessions on careers which involve researching job roles and the labour market. These are mapped against the new CDI framework which is excellent practice. Excellent LMI resources from the LEP are also used.
- Unifrog incorporates some excellent careers information and the students interviewed felt this was user friendly.
- The VLE provides a wealth of resources for pupils, staff and parents to access with sector specific information, LMI and links to Unifrog and the CDI framework.
- Education Development Trust have delivered presentations on LMI as part of the SEND pilot project with the LEP.
- The assessor saw a range of displays in subject areas with information on routes, job roles and inspirational figures.
- Parents are introduced to careers and labour market information via social media, attendance at events, the VLE and school website with a newly created parents' section. There is also a termly careers newsletter that is sent out digitally and is also available on the website.

Areas for development

- Utilise employer links, including Enterprise Adviser, to incorporate more LMI relating to local and national industries and future workforce needs.

The Compass tool self-assessment for Gatsby Benchmark 2 is 100%.

Jarrow School is fully meeting the performance indicators for Gatsby Benchmark 2.

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

- Activities are logged on Unifrog and uploaded to Compass+ to chart progress against the Gatsby Benchmarks. The pupils and staff spoken to on the assessment day found Unifrog a useful tool, citing personality quizzes and adaptability for lesson planning as particular highlights.
- Communication with parents is done via letter, text, the school website and Facebook. A comprehensive parent pack is sent out to parents alongside a pupils' careers action plan with information on supporting their child. The parent spoken to as part of the assessment said he found the website and social media information very



useful and user friendly and that he had noticed significant development of careers in the curriculum over the past 3 years.

- Following feedback from parents, the school website has been developed to include a dedicated parent section, and an additional visit to South Tyneside College was organised on request.
- The school is piloting a SEND transition project with The Careers and Enterprise Company. This targets 16 year 10 pupils and will include a parent and carer virtual event, a group session to capture baseline data, 3 careers interviews, 1 work experience opportunity and 1 termly group careers intervention. The school is also part of a pilot working with 5 feeder primary schools to streamline processes across the two phases and allow for wider tracking and measurement of impact.
- Individual pupil needs are analysed and the school wide team including mentors, heads of year, attendance, careers and safeguarding work together to plan and prioritise interventions. The Pupil Premium strategy specifically references CEIAG.
- The careers adviser receives referrals from staff and vulnerable pupils are identified for early intervention. 57 of the most vulnerable PP pupils at risk of NEET have had one to one careers advice and these pupils will also have a follow-up meeting.
- A lot of work has been done to make destination tracking more robust. Consent is gathered at three separate touch points: on leaving school, results day and certificate collection. Local colleges provide data on pupils on roll by feeder school, an activity survey is provided by the local authority, and the school gathers additional destination data via direct follow up using calls, text messages, email, alumni and sibling links, and social media. The assessor viewed a destination collection plan and spreadsheet with destinations information including data on current destinations of 2019 leavers. Destination trends are analysed and used well to adapt the careers programme and curriculum offer.
- Various initiatives are in place to raise aspirations and encourage pupils to consider STEM opportunities. For example, year 9 female students took part in a practical 'girls in engineering' project which aims address the current industry imbalance. This resulted in more girls choosing engineering as an option within key stage 4.
- The STEMettes project, run by South Tyneside Council in partnership with Dogger Wind farm, allows pupils to meet a number of females in the STEM industry, discussing job roles and career journeys. The project also involves creating a website to promote a design idea (a product that incorporates green energy).
- The assessor spoke to Janice Stanton from the 'Post 11' provision in school that works with pupils with autism. Janice explained her role in supporting with transition to key stage 5 and described excellent links with a wide range of external agencies in providing additional support on site. Particular reference was made to the partnership with Connexions. Specialist SEN advisers Joy Stafford and Claire Nemiloff from Connexions work closely with Post 11 pupils providing independent impartial IAG.

Areas for development

-Continue to build on destinations information and analysis of this to improve its robustness year on year.

-Further develop and evaluate use of Unifrog to encourage consistent use and align more closely with school's core skills and competencies.

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

Jarrow School is fully meeting the performance indicators for Gatsby Benchmark 3.



4 Gatsby Benchmark 4 - Linking curriculum learning to careers

Rating – Meeting the Assessment Criteria of this principle

○ Fully Meets

- All schemes of work show how career-related learning is developed across subject areas. A variety of approaches are used, with some schemes of work setting up dedicated careers-related units - art through This is Creative Enterprise (TICE) and enterprise through the Eco Project. Some subjects include modules at the beginning or end of courses. Lessons also incorporate LMI and homework is linked to careers with pupils researching different job roles.
- A real strength is the school's use of Career Champions (CC) within departments. The role of the CC is to ensure careers education is embedded and help provide a range of meaningful encounters with external providers for all students.
- There are excellent plans for continuous development and evaluation of careers in the curriculum including staff audits, support from career champions, and CPD as well as sharing good practice across departments.
- Career development activities are progressive. Year 7 and 8 pupils learn about teamwork and effective communication through competitions, business projects, community and charity events and interactive IT quizzes and games to support self awareness and build skills, this is built upon via visits to local and national businesses, mock interviews and work placements to put learning into practice.
- Displays showed teachers' career journeys and the teachers spoken to as part of the assessment described how their own career journeys have sparked interest in pupils.
- Tutors spoke enthusiastically about links within subjects including a trip to a local engineering firm to look at different job roles and speak to apprentices and visits from employers including a pastry chef and a designer.
- Examples of enhanced career learning activities include a three-day residential trip, with a focus on developing geographical skills and their personal, learning and thinking skills through independent enquiry and team working. There was a specific focus on encouraging under-confident students.
- Teachers from science have taken part in externships to build stronger links with employers, spend a day in industry and plan a linked curriculum project.

Areas for development

-Further develop consistency by sharing best practice across departments and explore how teacher externships could extend to all curriculum areas.

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

Jarrow School fully meets the performance indicators for Gatsby Benchmark 4.



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

Rating – Meeting the Assessment Criteria of this principle

☒ Fully Meets

- Meaningful encounters are embedded in each curriculum area and one of the strategic aims for careers links to employer encounters. To this end a lot of work has gone into sourcing additional employer contacts and strengthening links with parents and alumni.
- Employers are involved in various activities including the careers fair, BBC Bitesize Schools Tour, Employer Panel for years 7-10, 'High Performance Talks' from different industry professionals, and an Army Personal Development Day.
- There was evidence that feedback is sought consistently following activities and aims and outcomes are used very well to make activities meaningful.
- Analysis of the army development day in particular shows clear aims and outcomes and very positive feedback from pupils.
- Employers attending the careers fair included Hays Travel, Sunderland Software City, the RAF and Simpson Group (printers). Pupils in the focus group felt there were a wide variety of employers and providers represented.
- Year 8 pupils have been involved with the Flow Project Ambassador Programme where they became ambassadors to the construction industry, gaining experience of what happens on a live site, learning about the roles available within the industry, and the health and safety considerations.
- Pupils are involved in various projects with employers, for example the business quarter entrepreneur day, and a 'day in the life' project working on branding and promotions for a business with assessment from an employer panel. There is also an extra-curricular enterprise club where pupils recently worked with a local street vendor to raise money for charity.
- Small workshops have included careers in the Co-op and creative writing and pupils took part in Q and A sessions with the Body Shop and Balfour Beatty.
- Alumni surveys are used to collect information and alumni stories are shared on Facebook.

Areas for development

- Further develop alumni links to support activities within school now restrictions have eased.
- Further develop employer database for staff.

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

Jarrow School fully meets the performance indicators for Gatsby Benchmark 5.



6. Gatsby Benchmark 6 - Experiences of workplaces

Rating – Meeting the Assessment Criteria of this principle

○ Fully Meets

- During lockdown pupils completed a 5 day online work experience as part of a World of Work week. This included engagement with employers, virtual workplace tours and a task for pupils to complete followed by feedback from employers. Ten employers were involved throughout the week from a variety of industries including the NHS, the police, primary teaching and DXC technology. Pupil feedback indicated the programme should be more interactive.
- All year 10 pupils will undertake work experience placements face to face this year as part of a work experience week (the Monday and Friday will involve workshops with universities and other providers, with the remaining 3 days dedicated to work placements).
- Placements are organised by the careers adviser and supported by Future Work. Sessions are delivered in form time and assemblies on the benefits of work experience, how to contact employers, researching placements and logistics.
- Students will be asked to complete a work experience log sourced from Barclays Life Skills, which includes a skills and values self-assessment, employer assessment, parent/career and teacher comments on the work experience placement.
- Learning objectives and outcomes will be measured by feedback forms, issued to students, parents and employers, then evaluated and reported to the senior leadership team.
- Workplace visits also happen within departments and good examples were cited by the teachers and careers champions spoken to on the assessment day.
- For those pupils who for various reasons cannot complete formal work experience placements, employer challenges will be set up in school.
- As part of the work experience process, employers are asked to nominate pupils for an *outstanding contribution* award, which is a great way to engage both employers and pupils.

Areas for development

-No specific areas were identified.

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

Jarrow School fully meets the performance indicators for Gatsby Benchmark 6.



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

Rating – Meeting the Assessment Criteria of this principle

○ Fully meets

- Pupils experience a wide range of encounters with education and apprenticeship providers and opportunities are promoted via the VLE, Teams, newsletter and social media.
- Activities have clear objectives and outcomes and are linked to the CDI framework, Gatsby Benchmarks which is an example of best practice.
- There is a clear and detailed provider access policy available on the school website.
- Colleges have presented in assemblies virtually and in person and there are a range of interactive workshops from education providers including personality tests, building a boat workshop, study skills, LMI and options.
- The careers fair for year 10 and 11 pupils features various local providers including Newcastle, Gateshead, South Tyneside and Sunderland College, Durham, Newcastle, Northumberland and Sunderland Universities, as well as employers, training and apprenticeship providers.
- 60 year 9 pupils were taken to South Tyneside College for the day to experience a variety of option choices. The trip was so successful that parents questioned why only 60 students were allowed to attend. From this feedback, the remainder of Year 9 were also given the opportunity.
- All Year 10 BTEC Sport students attended Gateshead College to experience a taster of Sport at Post 16 level.
- All of Year 7 attended a talk from Oxford University to raise aspirations and explain the benefits of attending university.
- School is a member of Durham University's Schools Membership Scheme. By partnering with Durham University, the school has access to a package of activity to support student progression to higher education including teacher CPD, priority access to activities and open days, four online or in person sessions, and attendance at the careers fair.
- ASK Apprenticeships delivered a remote presentation to Year 11 students and presentations have also been delivered during National Apprenticeship Week.
- University visits have been disrupted due to Covid restrictions. However, a trip is planned for July 2022 to Sunderland University.

Areas for development

-Continue to promote and develop university visit offer now that restrictions have eased.

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

Jarrow School is fully meeting the performance indicators for Gatsby Benchmark 7.



8. Gatsby Benchmark 8 - Personal Guidance

Rating – Meeting the Assessment Criteria of this principle

○ Fully meets

-Claire Frater is the full time level 6 qualified careers adviser employed by school and registered with the CDI. Claire also delivers some workshops and attends parents and options evenings. In addition, she is responsible for organising careers activities, work experience, quality assurance of year 10 and 11 form time, and supporting with tracking destinations.

-All pupils are seen at least once before the end of year 11 and students are prioritised via a needs analysis which takes place at the start of the academic year with Claire and the Head of Year 11. A new, more formal guidance referral process for staff has now been established and this is working well.

-Comments during the assessment day showed that Claire's contribution is highly valued by pupils and staff.

-Pupils identified as more vulnerable, with additional needs, and those at risk of NEET are seen by advisers from South Tyneside Connexions (Claire and Joy).

-There was good evidence of preparation for guidance interviews including pre interview questions that all students complete before their one-to-one appointment. The careers adviser also delivers assemblies to introduce pupils to the guidance process.

-The careers adviser spoke about a real whole school approach and ownership of careers education and felt that pupils had a good knowledge of options post 16 prior to attending their guidance interviews, thus making the guidance process more time efficient and effective.

-Claire undertakes peer observation with advisers from Education Development Trust and undertakes regular CPD. Recent examples include training on autism and Asperger's.

-Wider staff CPD is also good. A compulsory CPD session was delivered to all staff so that they understood the post 16 options process and to help them offer more bespoke support.

Areas for development

-The majority of pupils receive more than one personal guidance appointment which is good in terms of access. In line with CDI recommendations for effective guidance, ensure appointments have a minimum duration of 30 minutes.

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

Jarrow School is fully meeting the Gatsby Benchmark performance indicators for Gatsby Benchmark 8.



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 career 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

The CEIAG Programme at Jarrow School is excellent, and the commitment of the Careers Team, the Headteacher and other staff to CEIAG is outstanding.

I would like to thank Paul Atkinson for arranging a full and enjoyable assessment day.

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 above 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 June 2023 prior to a full review in June 2025.

Signed: Kathryn Lea-Williams

Dated: 25th May 2022