



Re- Accreditation Full Award Assessment Report

Organisation: Brownhill Learning Community

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Mentor:

Units Assessed:

- Unit 1: Management and Leadership
- Unit 2: Design and Delivery of CEIAG
- Unit 3: Working with Partners
- Unit 4: Information and Communication
- Unit 5: Outcomes for Young People
- Unit 6: Supporting Parents and Carers

Assessor: Elaine Newell

Date of Assessment: 24.4.18



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Brownhill Learning Community comprises of 3 main centres. Brownhill School is the Rochdale borough provision for students with a statement of special educational needs who have behavioural problems from Primary to KS4. This centre is referred to in the report as Heights Lane. Two other centres cater for a range of students; one centre which is based in Heywood (Darnhill) educates students from Primary to KS3 and also has a vulnerable unit which educates pregnant girls, school phobics and other vulnerable young people. It also has provision for students who are on the Autistic Spectrum. The remaining centre is in Rochdale. This is the KS4 base, or Year 11 Centre and deals mainly with excluded pupils and those who are hard to place. These students usually end their education at the centre and the focus is on successful transition to post-16 provision or employment. Students are placed where best suited, rather than streamed by SEN, ability etc. The majority of students are white British males.

The service is also responsible for managed moved provision and short stay respite placements. There is also a Home Tuition Service for those students who are unable to access centres or are out of school with severe medical problems. For the Students who are unable to sustain a placement in any of the centres due to, for example, conflicts with other students or unable to maintain adequate behaviour in a classroom and for those who are refusing to attend a centre and referred by Rochdale Inclusion panel, there is a variety of offsite provisions such as NISAI, ACE Training and other provision such as extended work placements.

Meeting/interviews conducted with

Stella Oldham (SO), Learning Support Manager and SLT lead
 Diane Wilkinson (DW), Progression Officer
 Peter Tupman (PT), Careers Adviser, Positive Steps
 Nicky Sweet, HTLA and PFWL Teacher
 Liz Spencer, PSHE Lead
 Linda and Ian Thompson, Parents
 4 KS4 Students
 Nicola Metcalfe, Student Support Manager, Hopwood Hall College
 Mike and Andrew, Centre Manager and Tutor, Skills Centre

Unit 1. Management and Leadership

The assessor's judgement of Unit 1 review:

Criteria for unit 1 continue to be met.



	Assessor comments if applicable
<p>1A. Formal arrangements are in place to provide impartial, independent careers advice and guidance from an accredited provider (including 1:1 guidance) which meet young peoples' needs and is delivered by professionally qualified careers advisers, as determined by the CDI. Arrangements should be reviewed at least annually</p>	<p>BLC continues to contract with Positive Steps to provide universal and targeted CEAIG to all pupils who are registered with BLC. The targeted provision provided by the local authority has been cut this year and the school has now bought in additional time from Positive Steps to maintain the provision at the previous level. Positive Steps is matrix accredited and all Advisers are level 6 qualified. Two school staff (SO and DW) are also L6 qualified which enhances the CIAG knowledge and skills in school.</p> <p><u>Development point</u> <i>To continue to use the Compass tool and map your provision against the Gatsby Benchmarks</i></p>
<p>1B There is a member of the senior leadership team (SLT) with responsibility for CEIAG (including commissioning) There are key staff who understand their roles and the roles of others in relation to CEIAG</p>	<p>Stella Oldham (SO) has overall responsibility for CEIAG in the school and is also a member of the Senior Leadership Team and on the board of Governors. Diane Wilkinson (DW) is the Progression Officer with day to day responsibility for ensuring students are able to make well informed timely choices towards moving on to EET. She is also responsible for monitoring destinations and works closely in partnership with the Positive Steps Adviser, Peter Tupman (PT). Careers education (see 2A) is taught by teaching staff and/or Teaching Assistants; PHSE and Preparation for Working Life (PFWL) are monitored by Liz Spencer with the help of DW. All have access to meetings and support to help them in this role. As students are spread over different centres and provision, there are two designated staff, one at the Height's Lane site and one at the Darnhill site for CEIAG issues.</p>



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	<p>The school is an 'Extended school' and, as such, an 'Extended School team' includes professionals specialising in other areas such as youth work, welfare work, family engagement, mentors and specialists in anger management.</p>
<p>1C. There is an up to date written CEIAG Policy/Plan in place that reflects the organisation's aims, commitment to good CEIAG and the IAG Code of Practice and which is shared with all relevant staff</p>	<p>The CEIAG Policy is available on the school website and is easily accessible to all stakeholders. In addition, it is on the VLE Staff Handbook.</p> <p>The policy available was written in January 2017 and reviewed, amended and ratified in November 2017. It is detailed, reflects the school's ethos and values, links to other policies and references Inspiring IAG. The policy does not make reference to statutory guidance.</p> <p><i>Development points</i></p> <ul style="list-style-type: none"> • <i>Review policy at earliest convenience to include and reference the most recent statutory guidance.</i> • <i>At review, change reference from 'Inspiring IAG' to 'Quality in Careers Standard'.</i>
<p>1D. Staff access relevant CPD to fulfil their CEIAG responsibilities and there is a training needs analysis conducted at least annually.</p>	<p>All staff have an annual review which includes identification of CPS and all staff have access to a range of appropriate CPD to support them in their CEIAG roles. Staff may also request access to training at any time and it is allocated, subject to budget and meeting the need of the role.</p> <p>I was able to see an audit of support staff qualifications carried out in March 2018 which included a wide range of qualifications and skills relevant to the needs of the students (e.g. autism, classroom management, safeguarding).</p> <p>Most staff are qualified by specialist role e.g. TA, Youth Worker.</p>



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Negotiations are currently under way with Careers and Enterprise Advisory Network to provide twilight LMI training to all staff in the new academic year and teachers confirmed that they are supported and updated via DW and PT and are able to attend visits to post-16 providers and related careers events.

SO and DW have completed their level 6 in Career Guidance and Development since the last reaccreditation. This is very positive and provides evidence of commitment to the knowledge and skills of career guidance. There is evidence of some CEIAG related CPD for SO and DI (eg attendance at CEC launch event and lots of contact with post-16 provision) however, membership of the CDI has not been accessed. This would help to maintain *professional* status and I would recommend that. As a minimum, utilise the CDI website for professional updates. I was able to see the most recent annual review for DW (dated Oct 2017) which showed performance against set targets but did not provide evidence of discussion of CPD needs.

PW's CPD is arranged and monitored via Positive Steps. PW was able to provide some examples of recent CPD that he has undertaken - Domestic violence, Data Protection update, Safeguarding update, Self-harm. He also confirmed that he has an annual review which identification of CPD and has regular Support and Supervision meetings.

Development point
Identify CPD opportunities linked to professional status as a level 6 career development practitioner. I recommend membership of CDI or, at least, accessing their free resources via their website, e.g. the bi-monthly focused CPD updates.



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<p>1E. There is a process in place through which staff demonstrate their competence in delivering CEIAG</p>	<p>The Head Teacher or Assistant Head Teacher carries out learning walks in conjunction with centre managers and PSHE and PFWL subjects, including careers education are included as any other curriculum subject. I was able to see several examples of 'Work scrutiny monitoring forms' related to the PFWL programme dated 6/10/17, 18/12/17 and 9/2/18.</p> <p>A recommendation is that a quality observation of a careers advice and guidance session by the level 6 qualified staff is carried out annually to maintain professional standards as a Careers Development Professional (similar to the one that Positive Steps do for their own staff). <i>This was also recommended at the previous reaccreditation.</i></p> <p>Quality Assurance for the Positive Steps Adviser is covered by Positive Steps and PT confirmed that he had a Key Steps assessment within the last 6 weeks.</p> <p><i>Development point</i> <i>Recommend that an observation of a careers advice and guidance session by the level 6 qualified staff is carried out annually to maintain professional standards as a Careers Development Professional (similar to the one that Positive Steps do for their own staff). This was also recommended at the previous reaccreditation.</i></p>
<p>1F. Arrangements are in place for data sharing protocols and processes, both internally with relevant staff and with external partners and which are reviewed annually</p>	<p>There is an Information Sharing Protocol in place with Positive Steps which is very clearly recorded in the SLA. In terms of other organisations (eg colleges), arrangements are in place although not necessarily formally documented.</p>



	<p><u>Development Point</u> <i>The school might wish to consider having more formal arrangements with external post-16 providers such as colleges or training providers in the context of sharing confidential and personal information about its pupils. This was also an action point from the last accreditation</i></p>
1G. There is an annual report to the Governing Body or equivalent, on CEIAG provision, including young peoples' destinations	<p>SO provides regular reports on CEIAG provision for SLT and the governing body which includes destination data. I could view the most recent report based on the Autumn term 2017 and dated 26.2.18.</p> <p>Students' destinations are followed up at several points during the year (by DW). DW continues to follow the pupils for 12 months after they have left and support and intervention is arranged where needed/requested. I could see evidence of thorough follow up of students and ongoing destination information. This includes all students including those who are 'off site' on Home Tuition.</p>
1H. Suitable, confidential accommodation is available for individual IAG	<p>PT confirmed that he has access to suitable, confidential rooms at all 3 sites. However, PT was keen to point out that students are seen in a location which best suits them and in which they are comfortable. This might include home appointments, community venues etc. if appropriate for the student.</p>
1I. Young peoples' progression plans are tracked and their destinations help inform CEIAG provision	<p>See 1G re DW's follow up of students.</p> <p>Destinations have helped to inform provision e.g. contact with new/alternative training providers.</p>
1J. Adequate financial resources are allocated to ensure comprehensive CEIAG provision for young people	<p>Resources are allocated on an annual basis. The targeted provision provided by the local authority has been cut this year and the community has now bought in additional time from Positive Steps to maintain the provision at the</p>



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	<p>previous level demonstrating commitment to impartial and independent CIAG for students. Staff felt that budget reduction has, however, impacted on purchases of paper and on-line resources.</p>
<p>1K There is a structured approach to evaluating CEIAG provision, using feedback from stakeholders, which informs future planning.</p>	<p>Regular meetings are held with Rochdale local authority RPA Team who provide feedback and development points in relation to a range of areas including CEIAG provision. An ongoing CEIAG action plan is produced by the community. I could see a copy of this which included a review of the previous actions set and further targets for improvement of provision (e.g. parental engagement to increase).</p> <p>A formal annual review takes place with Positive Steps alongside weekly informal meetings between DW and PT. Feedback is sought from all stakeholders. This is sometimes a more formal approach but often is verbal and informal.</p> <p><i>Development point</i> <i>To continue to ensure that the feedback of all stakeholders is collected and used to inform provision e.g. through the feedback form for offsite providers that you are currently developing.</i></p>
Evidence seen prior to and during the assessment visit which supports this unit	Criteria
Autumn term Headteacher's report	1G
SLA with Positive Steps 2017-18	1A
Destination information provided by Rochdale LA	1G, 1I
CEIAG action plan with Rochdale RPA	1K
DW performance review	1D



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Audit of support staff qualifications	1D
Work scrutiny monitoring forms	1E
Detailed destinations list 2017 (Nov), Feb 2018 and April 2018.	1G, 1I
Review of budget 2017/18 and budget plan	1J

Unit 2. Design and Delivery of CEIAG

The assessor's judgement of Unit 2 review:

Criteria for unit 2 continue to be met.

Additional Assessor comments if applicable

2A. All young people have access, to suit their needs, to careers education, information and advice in years 7-11 (and years 12/13/14 where applicable) and to impartial and independent careers guidance from year 8 onwards.

A universal approach to careers provision is not possible at BLC because of the nature of the provision and of the students. For example, many of students are at the school for short periods of time and then move on to other or mainstream provision and many students are 'off site' (i.e. do not attend any of the main 3 centres).

All students have access to the Positive Steps Adviser either via drop in (year 7), group sessions (years 8 and 9) followed by individual interviews with DW.

All Year 9 and 10 have options interviews before moving year to enable the right vocational choices to be made. All students in years 10 and 11 receive individual interviews from Positive Steps and are given the opportunity for further appointments as they need them. PT sees students who are off site at locations to suit them. For the (very)



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hard to reach the school, with the support of PT, continually try to engage them.

In terms of careers education, it is delivered through a range of programmes, mainly PSHE and PFWL. Year 7 and Year 8 receive PHSE with careers being kept quite 'low level' and mainly in class with teachers using games such as 'what I would do if'. Years 9 – 11 study PSHE and Preparation for Working Life (PFWL) which is a GCSE subject.

PFWL is taught as a discrete lesson (2 sessions a week) and is taught by a named teacher on each site. Unfortunately, PFWL will be ending shortly but the school has researched other options and have identified a programme which they will adopt when PFWL finishes.

Vocational Curriculum areas and work placements are key for Year 11 students, with Year 10 students accessing if assessed as being mature enough.

Year 9 and above have access to careers activities such as Skills North West, Rochdale Skills and a careers fair takes place at the Year 11 centre when colleges, training providers and other employers are invited.

Peter Tupman, Positive Steps Adviser stated that he found the school very proactive. He confirmed that he meets students, including off site students, where they are comfortable eg in school, at home, café, Sure Start. He confirmed that years 10 and 11 are priority and that they receive intensive support to prepare them for transition. His main contact at the Year 11 centre is DW but he has a named member of staff at each of the other centres as he needs to see students at all sites.



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	<p>He also attends as many EHCPs and Transition meetings as possible and also some CIN meetings. He provides reports for these meetings.</p> <p>In terms of the information he needs to do his job, he has access to SIMS and to student targets etc but feels it's important to liaise closely with relevant staff.</p> <p>He talked about the ongoing support once the student has left BLC and contacts made with local FE provision. He continues to support the students (alongside DW) for 12 months.</p> <p>He also attends the careers fair and parents' evenings.</p>
<p>2B. CEIAG provision takes account of diversity and equality of opportunity, raises aspirations and promotes social mobility</p>	<p>The school is very proactive in providing lots of opportunity for all students to reach their full potential and to raise aspirations.</p> <p>Inspirations guests are invited into the school to talk about their jobs and recent examples have included an air hostess, an engineer, a musician as well as a well-known TV actress.</p> <p>Students on the autistic spectrum have accessed HE visits and 8 students recently attended a Greater Manchester Higher event.</p> <p>Students who are off site are invited to take part in as much of the extra curricula activity as possible including access to the Positive Steps Adviser and work experience. 15 students took part in a fast track initiative to support students to apprenticeships delivered by 'Talent Pool'.</p>
<p>2C. Careers education is impartial, accurate and current and includes all option choices and qualifications</p>	<p>The Scheme of Work (mapping document) for CEIAG at Brownhill Learning Community demonstrated that all options are covered.</p>
<p>2D. There is a curriculum /learning framework in place for all learners, with a planned set of learning outcomes</p>	<p>Curriculum plans are in place for PSHE and PFWL, the latter being a GCSE subject.</p> <p>I could view the PFWL unit overview and lesson plans which stated learning outcomes clearly. I was also able to</p>



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	view examples of PSHE sessions and lesson plan which also had clear learning outcomes.
2E. The careers education programme includes: <ul style="list-style-type: none"> ✓ Decision Making ✓ Self Awareness ✓ Career Exploration (including LMI) ✓ Employability Skills and Career Management and which is reflected in the learning outcome	PHSE and PFWL are mapped to ensure that all areas are covered.
2F. Coherent links exist between careers education and work-related learning and the wider curriculum/programme and these links are understood by appropriate staff	<p>Six different vocational options are available for students – 4 in house – Sport, Hair and Beauty, Building Crafts, Painting and Decorating, Motor Vehicle and Art – and some by external provision. Students based off site are included in the work experience offer. Years 10 and 11 are offered industrial/work based placement (if their maturity allows). Placements are linked, as far as possible, to their chosen vocational study areas.</p> <p>The local Skills Solutions skill centre also offers tasters and areas such as construction and business admin and some students move onto there post-16 to continue with their work based learning.</p> <p>Within the curriculum, staff are encouraged to include careers related activities within their subject areas. I saw evidence of staff's including specific activities during National Careers Week 2017. For example, in English, they covered the importance of reading and writing in every job.</p> <p>The school also has a good working relationship with 'Our Futures' who provide advice and guidance on how to</p>



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	implement the vocational aspect of work placements into the curriculum.
2G. The careers education programme is differentiated to meet the needs of young people with additional needs	<p>Because of the nature of the school and the students, all subjects have differentiation built in to suit learners of every level, those with ASC and other vulnerable students and this includes CEIAG provision.</p> <p>Students have Individualised Support Plans (ISP) which record their support needs. EHCP and Transition reviews also record individual needs.</p> <p>For further examples see 2B.</p>
2H. Regular monitoring and evaluation processes sample the views of staff; young people, parents/carers; guidance professionals, external partners and inform the CEIAG provided	<p>See 1K</p> <p>Views of staff are gained at briefings, training sessions etc. Teachers I spoke to confirmed that they meet with other teachers to swap ideas and share good practice around PSHE and PFWL.</p> <p>Students give regular feedback on events held through questionnaires and 1:1 discussions with support and teaching staff. Students I spoke to confirmed this.</p> <p>DW completes detailed notes of students' experiences e.g. work placement. She also provides reports on other events/activities which always contain reflection and recommendation on the activity. For example, I saw reports for a visit to Manchester College in June 2017 and a Performance Arts workshop at Oldham Coliseum.</p> <p>The website is being developed further to facilitate feedback – some sections are already in place (e.g. for parents).</p> <p><u>Development point</u> <i>To continue to ensure that the feedback of all stakeholders is collected and used to inform provision e.g. through the feedback form for off site providers that you are currently developing.</i></p>



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Evidence seen prior to and during the assessment visit which supports this unit	Criteria
Template – detail of work experience placements	2A, 2F
Scheme of Work (mapping document) for CEIAG at Brownhill Learning Community	2A, 2C, 2E
Examples of DW notes (follow up of work experience)	2A, 2B, 2H
Flyer – careers fair	2A, 2F
College open day flyer	2A
Report - visit to Manchester College	2H
Report – visit to Performance Arts workshop at Oldham Coliseum	2H
Key Stage 4 options leaflet	2A
PFWL unit overview and lesson plans	2A, 2D
PSHE sessions and lesson plans	2A, 2D
EHCP example	2G

Unit 3. Working with Partners	Judgements against Criteria:
The assessor’s judgement of Unit 3 review: Criteria for unit 3 continue to be met.	
3A. The learning provider works with an appropriate range of internal staff and external partners to contribute to the delivery and development of CEIAG provision	See 1B for details of key internal staff including references to Extended School. See 1A and 2A re relationship with Positive Steps. Vocational curriculum areas and work placements are key for students in KS4 and a range of employers and training



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	<p>providers are utilised. Transition arrangements with local colleges involve networking closely with named contacts. Regular reviews with colleges and trainers regarding students' achievement take place.</p> <p>The school works closely with the Rochdale RPA team to review provision and plan developments.</p> <p>DW is currently working with the National Citizenship Service Challenge (third cohort) to do the NCS summer programme. This helps with confidence, self – awareness, decision making, personal development and learning new skills.</p>
<p>3B. Internal staff and external partners understand their roles and there are agreed systems for assessment, referral and information sharing that are being used to ensure that young people receive appropriate support. These are monitored and reviewed at least annually</p>	<p>Referral forms are completed for all off site providers and staff I spoke to understood this process. Staff also understood the process for referral to the Positive Steps Adviser. Although there is a referral form in place for referral to PT, because of the size and nature of the school, PT has close liaison with all key staff so referral and exchange of information is usually done in a more informal way. This helps PT to prioritise students. Ongoing review with DW helps to keep the focus throughout the year. As an extended school, referrals are also made to, or example, the youth team or the welfare team.</p>
<p>3C. Appropriate systems are in place if a young person disengages or is at risk of disengaging from learning, to enable partners/agencies to work collaboratively to re-engage young people to prevent long term disengagement.</p>	<p>The nature of the school is such that students are often part of the school for short periods, other students may be educated 'off site' (in a number of different scenarios) and many students will have behavioural issues that impact on attendance. Identified school staff with a social work background work in partnership with the CME (Child missing in education) workers from the local authority to support those students who are on the role of a school but who fail to attend.</p>



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	The welfare team is now well established and integrated into the ethos of the school. They support difficulties within the family which might lead to disengagement and work in partnership with the other agencies. DW tracks students for a year after leaving BLC and works with Positive Steps to continue to offer help.
3D The contribution of partners is evaluated and used to develop future provision	See 1K and 2H
Evidence seen prior to and during the assessment visit which supports this unit	Criteria
Audit of current activity – encounters with employers by year group.	3A
Referral form to Positive Steps Adviser	3B
Report – June 17 – visit to Openshaw (Manchester College)	3D
Examples of Individual attendance support plans	3C
Referral form for welfare team intervention	3B
Updated partner contribution template	3A

Unit 4. Information and Communication	Judgements against Criteria:
The assessor's judgement of Unit 4 review: Criteria for unit 4 continue to be met.	
4A. All young people are informed of and have access to current, careers information resources in formats suitable to their needs and requirements	Each centre has a small careers area with some of the resources being in the room used by the adviser and, in the Year 11 centre it is based in the 'Chill Out Zone'. Because of the behavioural issues of some of the student's resources may not always be freely accessible to students but will be made available to them under supervision. Careers Explorer is used successfully and activities within careers education help students to use resources and



	research including LMI. Resources are reviewed as part of the ongoing review of evaluation of provision.
4B. All young people gain skills and knowledge to be able to access impartial up to date careers and labour market information resources at appropriate times	See 4A All students are made aware of the Positive Steps Adviser on admittance, as are their parents. I spoke to a selection of year 11 students all of whom could talk about how they had reached their career decisions post-16 and the resources and people they had used for information, advice and guidance. They talked about, for example, the Careers Adviser, staff in school, talks by visitors in school, college and training adviser visits and websites.
4C. Guidance professionals can access appropriate resources to support their activities	PT confirmed that he has access to SIMs and other information he needs. He has access to suitable space including ICT, phone and other resources.
4D Information resources are managed, reviewed and evaluated (including feedback from users) and is updated as required.	A HLTA in each centre is tasked with the day to day management of the resources on their site. PFWL and other meetings discuss use and usefulness of resources and any resources required can be ordered through Curriculum Manager, budget allowing.
Evidence seen prior to and during the assessment visit which supports this unit	Criteria
Careers resources in library	4A
CEIAG action plan with Rochdale RPA	4A
PFWL unit overview and lesson plans	4A, 4B

Unit 5: Outcomes for Young People:	Judgements against Criteria:
The assessor's judgement of Unit 5 review: Criteria for unit 5 continue to be met.	





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<p>5A. Young people understand the relevance of CEIAG and use this understanding to help manage their own personal and career development</p>	<p>See 4B</p> <p>SO, and DW emphasised the school's aim to make students (socially) ready for EET. CEIAG is integrated throughout most of the curriculum and is obviously particularly emphasised through PFWL which is two periods a week. Vocational education and work placements are available to all KS4 (within practical limits) so students have the opportunity to 'taste' career areas.</p>
<p>5B. Young people are involved in individual reviews with teachers and tutors at key times which assist with their transition plans and continuing development needs.</p>	<p>Assessment and review is frequent because of the nature of the school and the students. The school has regular assessment weeks where tutors carry out and assess students and discuss with them and their parents at half termly review. EHCPs and Transition Plans are ongoing. Career goals and plans are an integrated part of these reviews.</p>
<p>5C. Young people have clear, reasoned goals and can recognise barriers to achieving them</p>	<p>See 4B and 5B.</p>
<p>5D. Young people are able to take responsibility for accessing impartial and independent IAG</p>	<p>See 4A and 5B</p> <p>Most of the students I spoke to had seen the Careers Adviser several times and knew how to access his help if they needed it. They could talk about how they had made their career decisions and the information resources they had accessed.</p> <p>The Careers Adviser makes every effort to contact every student including the hardest to engage.</p>
<p>5E. Young people are aware of financial implications of post 16 (including post 18) learning</p>	<p>There are lots of opportunity through careers education and via the curriculum for students to get financial awareness. Finance and ongoing support financially is discussed during PHSE and PFWL and also with PT and DW. The welfare team also supports parents with any financial issues/concerns.</p>



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	<p>SOWs showed examples of, for example, 'Money management', 'What does a payslip mean?', 'Budgeting'. These occurred from year 7 onwards.</p> <p>'My Money Week' is celebrated each year with classes coming up with their own initiatives and displays such as budgeting for a purchase of a holiday or an item of their choice.</p> <p>Students I spoke to were able to cite examples, for example, they told me that they had looked at P45/P60s and discussed the minimum wage.</p>
5F. Young people are involved in the evaluation of CEIAG provision and feedback is used to inform future planning	<p>See 1K and 2H.</p> <p>Due to the nature of the student cohort and the turnover of students it is a challenge to involve students in evaluation of the whole careers provision. Practical solutions are found as far as possible, for example, evaluations are given out after each activity. Formal reviews at the end of term with parents and students allows them to air their views as to what they feel they need or may have needed to achieve.</p>
Evidence seen prior to and during the assessment visit which supports this unit	Criteria
EHCP example	5B
PFWL unit overview and lesson plans	5E

Unit 6: Supporting parents and carers	Judgements against Criteria
The assessor's judgement of Unit 6 review: Criteria for unit 5 continue to be met.	
6A. Parents and carers are informed of the range of careers information, advice and guidance	At admission, an overview of CEIAG provision is given to parents verbally. They are, wherever possible, introduced to



<p>support available for young people by the learning provider</p>	<p>the Careers Adviser or, at least, informed of how they or the child are able to access him.</p> <p>The school website contains a very accessible careers section which includes details of the careers provision and links to other resources. Details of the PSHE and PFWL are also included in other parts of the website. However, the careers section is under the 'students' section of the website and may not be immediately obvious to parents.</p> <p><u>Development point</u> <i>Consider including a link to the careers section on the parent's section.</i></p>
<p>6B. Parents/carers receive information in a suitable formats, including information about pathways and progression routes for their son/daughter</p>	<p>The school uses a plethora of methods to try to engage with parents/carers. Because of the nature of the family background of many students, this is a challenge for the school. As well as letters, emails and telephone, home visit are conducted and there is a range of meetings in school, not only EHCPs and Transition meetings but also CAF, CIN and LAC meetings.</p>
<p>6C. The learning provider helps parents and carers to support their children to implement career and learning decisions</p>	<p>See 6A and 6B.</p> <p>Parents are also invited to the careers fair. The Careers Adviser confirmed that he is available at these events as well as parents' evenings and most review meetings. He confirmed that he worked a lot with parents to support their child.</p> <p>I was able to speak to parents who confirmed that they had attended the careers fair and other meetings. One parent could not confirm speaking to the Careers Adviser (although this might have been a misunderstanding about who was who).</p>
<p>6D. Parents and carers are given the opportunity to provide feedback on the learning provider's CEIAG provision</p>	<p>See 1K and 2H.</p> <p>The school feel that they obtain lots of feedback from parents because of the frequent contact and meetings (over</p>



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	<p>and above what would be experienced at a mainstream school). Parent engagement events are also arranged to provide information on, for example, apprenticeships, although turnout can be low.</p> <p><i>Development point</i> <i>To continue to ensure that the feedback of all stakeholders is collected in a methodical manner and used to inform provision.</i></p>
Evidence seen prior to and during the assessment visit which supports this unit	Criteria
Letter - 'Which way forward' – parent workshop Feb 2017	6A, 6B, 6C
Flyer/letter – year 9, 10 options	6A, 6B, 6C
Letter - Invite to parents to careers fair	6A, 6B, 6C
Lots of examples of emails to and from parents	6A, 6B, 6C

Final Review of Action Plan:

Most areas of development from the last reaccreditation have been actioned and have contributed to this assessment. There are a couple of action which have not been actioned and are carried forward.

Strengths:

- Differentiated and personalised transition programmes for every student to meet their individual needs based on a good understanding of each student.
- Commitment to providing impartial and independent CIAG for all students despite the challenges because of the nature of the school and students. This is also shown by increasing the bought in provision to ensure that the provision is maintained for the benefit of the students.



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- Sound working partnership with Connexions making the most use of each party's expertise and skills.
- Commitment to working with a range of providers, again despite the challenges of this, to enhance the preparedness of each student for further education, training or employment.
- Commitment to ongoing support to students after they leave the school to a successful transition to EET.

Areas for improvement or development:

- *To continue to use the Compass tool and map your provision against the Gatsby Benchmarks (1A)*
- *Review the careers policy at the earliest convenient time to include and reference the most recent statutory guidance. (1C), (2A)*
- *At review, change reference from 'Inspiring IAG' to 'Quality in Careers Standard'. (1C)*
- *Identify CPD opportunities linked to professional status as a level 6 career development practitioner for the members of staff qualified to level 6. I recommend membership of CDI or, at least, accessing their free resources via their website, e.g. the bi-monthly focused CPD updates.*
- *Recommend that an observation of a careers advice and guidance session by the level 6 qualified staff is carried out annually to maintain professional standards as a Careers Development Professional (similar to the one that Positive Steps do for their own staff). **This was also recommended at the previous reaccreditation.** (1E)*
- *The school might wish to consider having more formal arrangements with external post-16 providers such as colleges or training providers in the context of sharing confidential and personal information about its pupils. **This was also an action point from the last reaccreditation.** (1F)*
- *To continue to ensure that the feedback of all stakeholders is collected in a methodical manner and used to inform provision e.g. through the feedback form for offsite providers that you are currently developing. (1K), (2H), (6D)*
- *To continue to bring a robust, varied and good quality range of partners on board – particularly employers Gatsby Benchmarks references "meaningful" employer opportunities. (3A)*
- *Consider including a link to the careers section on the parent's section. (6A)*

GENERAL:



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With the Careers Strategy (Dec 17) and Statutory Guidance (Jan 18) there is a clear expectation for schools to be aiming to meet the Gatsby Benchmarks by 2020. The Quality in Careers Standard will be introducing the following requirements as part of the license requirements from September 2018 that you will need to plan for and adhere to:

- a) You will need to have an annual review as condition of your award (this is a charged service);
- b) You will need to submit your COMPASS tool as part of this review. This should be updated annually;
- c) You will need to demonstrate that you have a plan in place as to how you plan to meet the 8 Gatsby Benchmarks by 2020 and be able to review progress towards this plan.
- d)

Summary and Recommendation:

It is clear that the school has a commitment to good quality CEIAG provision as a mechanism to supporting students to a successful transition to education, training or employment.

I am pleased to confirm that Brownhill Learning Community is recommended for reaccreditation for the Quality in Careers Standards.

Signed:  (Assessor)

Date: 24.4.18

Validation panel outcome: The panel agrees with the recommendation made. Congratulations!

Signed:  (Project Manager)

Date: 5.6.18



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The Quality in Careers Standard >>>>



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