



The Quality in Careers Standard >>>>

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Cowes Enterprise College

Reaccreditation Assessment Report

Valid from	31 January 2024
Valid until	30 January 2026
Assessed by	Michelle Taylor
Verified by	Ron James

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“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 meeting the Benchmarks and all of the accreditation criteria, as we comment upon below in the detail of your report, we will continue to review your progress with the Benchmarks, and the additional career-related learning outcomes for students which the national **Standard** requires, through our annual reviews with you.”

Assessment Information

Assessor: Michelle Taylor

Learning Organisation: Cowes Enterprise College

Career leader including email address: David Sanchez-Brown, DSanchez-Brown@cowesec.org

Career Mark Support Adviser (if used or Trust/Project Organisation linked to)

Date of review of Assessment Portfolio (Part 1)

3 January 2024

Date of On-Site Assessment (Part 2)

Remote assessment took place on 31 January 2024, using by Microsoft Teams.

Summary of Process to Achieve the Standard using Career Mark

1. **SUBMIT COMPASS self-assessment:** If possible, organisation submits their latest Compass report at the beginning of their membership to receive a certificate of commitment.
2. **PREPARE EVIDENCE PORTFOLIO:** review Careers Education, Information, Advice and Guidance provision against the four components of Career Mark components which incorporate the national criteria for the Quality in Careers Standard and Gatsby Benchmarks. Write a description and prepare evidence against the criteria detailed in each of these components (evidence can be submitted in a range of formats)
 - **Management** - measures the effectiveness of systems for planning, managing and integrating career education, information, advice and guidance (CEIAG.)
 - **Information** - measures the accessibility, relevance, importance and effectiveness of information and the acquisition of skills to research and evaluate information to be able to make well informed and realistic career decisions.

- **Advice and Guidance** - measures the effectiveness of an integrated programme of advice, guidance and support including provision by a qualified level 6 guidance practitioner.
- **Career Learning** - measures how effectively the curriculum supports the development of learners' knowledge, skills, understanding and attitudes helping them towards being 'work ready'.

The fifth component, **Learning Outcomes**, is assessed on the assessment day via learners.

- 3. ASSESSMENT UNDERTAKEN:** The assessment process is undertaken in two stages:
 - A. Desktop assessment.** The assessor reviews the 'description grids' and **supporting evidence** against the national criteria. Once satisfied the assessor plans with the learning provider for the **live assessment day**.
 - B. Assessment day.** This is for discussions/interviews with learners on the organisation's site. (Normally using virtual platforms though at an additional cost onsite assessment may be arranged). A first assessment takes a full day, but subsequent reaccreditation assessments are shorter. The live assessment day focusses mainly on the fifth component of the Career Mark approach, Learner Outcomes: evaluating learners' knowledge, competence and attitudes towards career management and development.
 - C. ASSESSMENT OUTCOME:** The desktop assessment and live discussions enable the assessor to obtain a clear picture of provision and its impact. An informed professional judgement is then made regarding meeting the national Quality in Careers Standard using the Career Mark approach. A report is written including the assessor judgement and recommendations. The report is then shared with the organisation and once agreed verified by a Complete-Careers Career Mark internal verifier.
- 4. AWARD:** Once verified, learning providers receive their standard certificate, plaque, final verified report and use of both the Quality in Careers Standard and Career Mark logos. The report includes a choice of summary paragraph noting whether the provider meets all eight Gatsby benchmarks or is still making good progress towards them. Deferred providers will receive a comprehensive report outlining the areas for improvement before resubmission.
- 5. REVIEW AND REVALIDATION:** A review of progress against the recommendations is offered by Complete Careers Career Mark staff after a year. This enables the organisation to review progress towards recommendations from their last assessment. After two years, the learning provider is required to seek reaccreditation of the award and to demonstrate continuous improvement.
- 6. LONG TERM COMMITMENT:** Learning providers who successfully achieve a second consecutive revalidation (third assessment) will be awarded with the Complete Careers Career Mark Gold Award. The process for this is identical to a revalidation, but the Gold Award rewards long term commitment to a quality externally validated career programme. Continued long term commitment leads to the Platinum Award after a fifth successful revalidation (sixth successful assessment).

Introducing the Report Tables

There are two tables in the report to summarise judgements from the assessment process:

1. Quality in Careers Standard Assessment Summary Grid – based on Compass self-assessment.

This table focuses on the self-assessment data from the learning provider's most recent Compass assessment against the eight Gatsby Benchmarks. The assessor does not alter the information provided by the learning provider even if their judgement is not the same. The self-assessment should be no more than three months old.

2. Quality in Careers Standard Assessor Summary Table – holistic summary of CEIAG provision

The assessment process requires an assessor to review all elements of a learning provider's CEIAG provision. This table allows the assessor to summarise the areas of strength and areas for development, listed in the Career Mark criteria. This may not be the same as the Compass self-assessment.

Ticks against criteria are used to indicate if the learning provider has met the criteria fully or if further developments are required. Further developments will either be recorded as a 'requirement' or 'recommendation' later in the report or will form part of the improvement plan if the assessment outcome is a deferral.

Abbreviations used in the report.

C	Career Learning (Description Grid component)
CDI	Career Development Institute
CEIAG	Career education, information advice and guidance
CM	Career Mark approach
EAL	English as an Additional Language
EHCP	Education, Health Care Plan
FE/HE	Further Education/Higher Education
G	Advice, Guidance and support (Description Grid component)
GB	Gatsby Benchmarks
I	Information (Description Grid component)
LAC	Looked After Child
NEET	Not in Education, Employment or Training
OAT	Ormiston Academies Trust
PSHE	Personal, Social and Health Education
QICs	Quality in Careers Standard (Criteria for the Standard)
R	Recommendations
Req	Requirement
SEN	Special Educational Needs
SLT	Senior Leadership Team

Introduction to the Organisation

Cowes Enterprise College is a secondary school with 1259 pupils currently on roll located in the northern most town on the Isle of Wight. Catering for pupils aged 11-19 the school begins at year 7 with pupils able to stay on until year 13 if they wish to complete post 16 education.

The majority of students reside in the towns of Cowes, East Cowes and Newport, and the villages of Northwood, and Gurnard. Some students in years 7-11 reside in the more rural West Wight area in the areas Freshwater, Totland and Yarmouth. Places are allocated in accordance with the OAT admissions policy giving places to LAC, those with an EHCP, pupils with a sibling currently at the school, and those who live the closest to the school priority. Sixth form students reside in all areas of the Island as they apply directly to the academy.

Key Pastoral Factors

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Current Pupils								
Free School Meals	24.39% 60	20.39% 42	19.51% 40	17.91% 36	18.58% 47	5.88% 5	9.52% 6	18.75% 236
English as Additional Language	3.66% 9	10.68% 22	6.34% 13	5.47% 11	8.70% 22	7.06% 6	12.70% 8	7.23% 91
Pupil Premium	26.83% 66	22.82% 47	23.41% 48	22.89% 46	20.16% 51	7.06% 6		20.97% 264
Medical Condition	36.18% 89	27.18% 56	17.56% 36	23.88% 48	32.81% 83	23.53% 20	33.33% 21	28.04% 353
Service Children	0.81% 2	1.46% 3	1.46% 3	1.99% 4	0.40% 1	1.18% 1		1.11% 14
In Care		1.46% 3	2.44% 5	1.49% 3	0.40% 1	1.18% 1		1.03% 13
Young Carer	0.41% 1	1.46% 3	1.46% 3	1.00% 2	1.58% 4	1.18% 1	3.17% 2	1.27% 16
SEN Needs	19.51% 48	28.64% 59	25.85% 53	29.35% 59	20.95% 53	16.47% 14	11.11% 7	23.27% 293
SEN Status	28.05% 69	27.18% 56	20.49% 42	27.36% 55	15.81% 40	12.94% 11	7.94% 5	22.08% 278

The number of students eligible for pupil premium at CEC is 21% and further key pastoral factory are detailed below:

The Isle of Wight Education, Economy and Skills separated from the mainland of England. The Isle of Wight is home to approximately 141,000 residents. The Island covers 147 square miles with most residents living in the predominantly urban east and home to the Island's main employment centres of Newport, Cowes, Ryde and the resort towns of Sandown and Shanklin. Cowes and Fishbourne connect the Island to the ports of Southampton and Portsmouth – with ferries operating as the primary mode of transport to the mainland. Of 317 local authorities in the country the Isle of Wight is the 80th most deprived in the country. There are huge differences in certain areas of the Isle of Wight with 15 lower super output areas falling into the bottom 20% of the country.

The mission of Cowes Enterprise College is 'Educate for Life' as such CEIAG is delivered through the curriculum and a combination of special events, visits, and workshops. There is also a strong emphasis on integrating CEIAG into the curriculum across the board from year 7-13. This is delivered through the Maritime Curriculum in KS3 embracing the rich local heritage and placing demanding academic concepts and techniques into 'real life' settings using close ties with the maritime industry. Pupils develop interconnected, rigorous knowledge across a range of subject areas and have the opportunity to, for instance, see the coastal features in real life through maritime field trips in geography, work on their sailing dinghy prototypes in design technology and visit the Mary Rose in history. The local community and families are invited to regular showcase and careers events such as the Science Festival and Technology Showcase.

The theme of maritime and marine is not a discrete subject but is woven through various subject areas as part of the broader curriculum. Up to 10% of lessons in years 7, 8 and 9 are currently linked to this theme. The Everyone Matters (E1M) and Life Science subject is a personal development programme delivered from year 7-13. Students are helped to learn more about the world and how to keep themselves safe, healthy and positive. This includes many opportunities for CEIAG related learning including CDI Framework employability skills and making informed decisions for the future. This is further supported by the Cowes Charter delivering a universal offer to all students in years 7-13 which encourages exceptional personal development including careers and wellbeing support for every year group. Enrichment at Cowes is not a bolt-on but the informal element of our wider curriculum.

The careers team at Cowes Enterprise College is managed by a member of the Senior Leadership Team David Sanchez-Brown, Assistant Principal, Head of Sixth Form and named Careers Leader. He is supported by the Academy Governors and regularly reports at stakeholder meetings with review and updates on CEIAG, facilitates staff CPD and ensures academy website resources provide support and valuable information for staff, parents, students, employers and other stakeholders. Heads of year, Pastoral leads and subject leads are also integral to the delivery of careers as it is the 'golden thread running through the curriculum' and Cowes Enterprise College currently buy in the services of an independent careers advisor. This is in partnership with the local authority and Wight Futures service who have the statutory responsibility for RPA compliance. The partnership between Cowes Enterprise College and Isle of Wight Council also enables a smooth flow of data and targeted support for vulnerable and high achieving pupils reflected in the consistently low NEET figure and positive destinations of both year 11 and 13 and ensuring the school relentlessly pursue their mission to Educate for Life.

Quality in Careers Standard Assessment Summary Table

Learning Organisation Compass Self-Assessment

National criteria section headings for the Quality in Careers Standard	Insufficient progress towards fully meeting the Standard	Achieving the Standard, making good progress towards fully meeting the national criteria	Achieving the Standard, fully meeting the national criteria
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

Achieving the Standard, fully meeting the national criteria = Has met all the criteria in this section of the Standard's national criteria including the relevant Gatsby Benchmark indicators.

Assessment Schedule

Time	Meeting
	31 January 2024
9.30 – 10.15	Meet with David Sanchez-Brown, Assistant Principal, Careers Lead, Head of 6 th Form.
10.15 – 10.45	Year 8 Learners (4 students)
10.45– 11.10	Break
11.10 – 11.50	Year 10 Learners (4 students)
11.50 – 12.10	E1M Curriculum Lead, Assistant Principal – Danni Godfrey
12.10 – 12.50	Year 12 Learners (4 students)
	2 February 2024
10.00 – 10.30	Feedback and Judgement with David Sanchez-Brown

The assessor engaged with learners through a remote assessment hosted by the school using Microsoft Teams with microphones and cameras used throughout. A member of staff was nearby throughout.

Quality in Careers Standard Assessor Summary Table

Gatsby QiCs	Career Mark & Quality in Careers Standard Assessment Criteria	Met	Development identified
1.1 1.1i-iv	M1 – National requirements & good practice guidance M7 – CEIAG trained & competent staff	✓	
1.2 1.2i	M5 – Learner entitlement to CEIAG	✓	
1.3 1.1ii	M9 – Monitoring, review and evaluation for continuous development	✓	
2.1 2.1i,3.1i	C2 – Planned programme of careers education I2 – Accessibility of & competence to use resources	✓	R1
2.2 2.2i	M6 – Involving and supporting families and carers in CEIAG provision	✓	
3.1 3.2ii	C2 – Planned programme of careers education M4 – CEIAG provision based on learner needs G1 – Identification and referral systems	✓	
3.2 3.3ii	G3 – Coordinating and tracking	✓	
3.3 3.2i,3.3i	G4 – Career action planning and target setting	✓	
3.4 3.4iv	M2 – Measuring impact of CEIAG on progression	✓	
4.1 4.1i	C3 – Coordinating curriculum inputs – subject links to careers	✓	
5.1 1.2iv,3.2iii, iv 5.1i-iii,6.1i-ii	C4 – Coordinating curriculum inputs – employer engagement M8 Partnership arrangements	✓	
5.2 5.1i-iii,6.1i-ii	C4 – Coordinating curriculum inputs – employer engagement (encounters with employers)	✓	R2 & 3
6.1 5.1i-iii, 6.1i-ii	C4 – Coordinating curriculum inputs – employer engagement (experiences of workplace pre 16)	✓	
6.2 5.1i-iii, 6.1i-ii	C4 – Coordinating curriculum inputs – employer engagement (experiences of workplace pre 18)	✓	
7.1 1.2iv,3.2iii, iv 7.1i-ii, 7.2i-ii	C5 – Coordinating curriculum inputs encounters FE/HE M8 – Partnership arrangements	✓	
7.2 7.1i-ii,7.2i-ii	C5 – Coordinating curriculum inputs – encounters with FE/HE	✓	
8.1 8	G2 – Independent and impartial careers advice and guidance		✓ Req 1
CM + 1.1, 1.2	M3 – Structure and process for leading, managing and delivering CEIAG	✓	
CM + 2,3	C1 – Curriculum overview/model for CEIAG	✓	
CM + 1,3	I1 – Systems, content & processes	✓	
CM +	G5 - Facilities	✓	
CM + 4,5,6,7,8	O – Learner Outcomes	✓	

Recommendations later in this report are linked to the 'Dev. Identified' column of this table using R1, R2 etc. they will not necessarily be statutory requirements.

Standard O – Learning Outcomes

General remarks about learners’ overall capacity to demonstrate skills, knowledge and attitudes to be effective career planners.

The assessor engaged with learners through a remote assessment hosted by the school using Microsoft Teams with microphones and cameras used throughout. A member of staff was nearby during the assessment.

It was clear to the assessor that learners at Cowes Enterprise College are developing some of the appropriate knowledge, skills and attitudes to help them effectively plan, prepare and manage their futures. CEIAG is delivered through the curriculum and a combination of special events, visits and workshops. Currently this includes delivery through the Maritime Curriculum in key stage 3 and Everyone Matters in key stage 4 and 5. This is further supported by the Cowes Charter which is dedicated time for careers and wellbeing for all year groups. All learners graduate with a certificate at the end of the programme outlining all their skills and knowledge.

Unifrog has recently been rolled out to 6th form learners who spoke positively about its benefits. The school are now currently introducing it to key stage 4 this term, with a key stage 3 roll out planned after Easter. Whilst the transfer is taking place, many younger learners are still using the Charter booklets to record their careers learning.

The assessor found that learners were aware of their progression pathways and that the school provided them with the appropriate level of knowledge to prepare for their next transition.

CDI Career Development Framework outcomes headings for 2021 version in the corresponding colours of the chart below:



Grow throughout life

Learners were able to speak confidently about their future ideas and had high aspirations. They were able to demonstrate their interpersonal and communication skills through a range of CEIAG activities, for example through Cowes Charter and workplace visits.

Year 8 were able to convey their favourite subjects and could easily link jobs related to each subject. They spoke about how they watch videos every week in a different subject area related to careers. For example, they told the assessor that in maths the video was linked to jobs like games design and engineering. When asked why the school was showing them these videos they answered, "**it helps us to understand what jobs we might be interested in.**"

When asked about the relevancy of skills learnt through extra-curricular activities virtually all learners could explain the link to developing transferable skills to the world of work.

A Year 10 learner told of how in English they are asked to reflect on the question, "**What do you do in English lessons that is going to benefit you outside the learning environment...**" and the learner explained, "**...it could help with job and college applications.**"

On describing the Cowes Charter, a Year 8 learner mentioned how the charter booklet encouraged them to learn new skills, for example, taking part in a class event and write about it. She chose to reflect on and write about debating and when asked about the importance of the charter, she replied, "**[the school] try to get us to try new things out, learn new skills, and open up even more job opportunities that we might not have thought of before.**"

As a coastal island the careers leader is keen learners understand the local labour market so they can make informed decisions. This was reflected in student responses throughout the assessment. He informed the assessor that many learners and their parents had never visited the mainland. This was the fundamental reason for having a maritime curriculum through which careers education was delivered in key stage 3 which included workplace visits to coastal employers.

A Year 8 student told the assessor about the "**equality club**" explaining "**...we make people in school better aware of equality and run assemblies on equality...**" Learners understood that they could be whatever they wanted to be and said this message was reinforced in school values – Resilience, Responsibility and Respect with one Year 8 learner saying, "**one of the school's values is inclusivity...there are positive messages posted around school in the corridors**".

Balance life and work

There was evidence of learners balancing study with extra-curricular or after school activities. When asked about the importance of work life balance a Year 8 learner replied,

“trying hard with your work but not so hard it takes over your life...you still have to have a life outside work to keep happy and look after your wellbeing.”

Learners were able to describe their own personal strengths with one Year 8 explaining how ballet dancing outside school had helped develop focus and confidence in performing in front of others, whilst another spoke about how his interest in magic had led to him being asked by the school to run an afterschool magic club and he was excited about sharing his knowledge with others.

A Year 10 learner was able to explain her interest in becoming a marine engineer in the Royal Navy. When asked why she thought she would be good at this she commented, ***“I have experience being a sea cadet so started to get some basic qualifications through this already...I managed to achieve Marine Engineering Basic and Intermediate and hoping to get Advanced later this year...I’ve also done navigation...it opens a lot of opportunities to me”***.

Year 10 learners were able to explain how the school discuss having a good school/life balance, ***“they talk about managing revision and home life balance, but we can apply these skills in work.”*** These learners also spoke about how useful the finance session had been in helping them in the future.

Year 12 learners explained how during their Cowes Charter time (up to 5 hours of dedicated careers and wellbeing time each week) the student leadership team were involved in leading assemblies on a range of issues such as, ***“how to deal with someone who is drunk and how to help them if they become unconscious...lessons on doing CPR and saving lives, learning how to use a defibrillator, ...to tips on how to do your personal statement and even help with driving theory test.”***

Explore possibilities

Learners across Year 10 had no problem identifying the skills that employers might want. Examples included: trust, positive attitude, loyalty, healthy work/life balance, hardworking, and punctual. Learners said they were given a range of opportunities in school to learn and acquire these skills, either through Cowes Charter or CEIAG activities.

At the time of speaking with Year 10 they appeared to be unaware of any opportunities to engage with employers, but they had a feeling that work experience may be coming up but didn't know when and that no-one had yet spoken to them about it. The assessor subsequently found out that there are plans for learners in Year 11 to have workplace visits and that the school is wanting to grow the number of employer encounters across all year groups. Learners in key stage 3 and 4 recalled a workplace visit to an employer eg marine engineering during key stage 3 but couldn't recall any employer encounters since. By comparison, Year 12 learners did seem to be participating in work experience organised themselves and learners really valued this.

There were opportunities for learners to find out about a range of different progression opportunities, for example the school careers website or using the careers hub during lunchtime, breaks or after school. Learners mentioned leaflets being available in the careers

hub on different industries and on colleges (including T Levels) and universities. However, one Year 10 learner observed, “**Although there are many jobs on the school website, they are very closely linked to maritime, there are not many jobs...that branch out to any non-maritime careers.**” She mentioned wanting to see more jobs linked to her interest in art-based careers using her creative skills. Other learners were keen to explain how good the school was in, “**showing us what jobs are linked to the island so that if you want to work as close to home as possible, this is what is available here...**” and went to say they feel encouraged to look for other types of work outside maritime and realise that for some jobs, they made need to look beyond the island.

Learners showed they had high aspirations by sharing their plans and were starting to form ideas about possible jobs that might interest them in the future. The assessor noted some learners showed signs of researching the careers that interest them.

A Year 10 learner spoke about her interest in early years teaching, explaining that on a non-school day she had had an opportunity to go into work with her mum who was a teaching assistant and enjoyed it. When asked about the skills needed for this type of work, she was able to relay, “**good communication skills that are age appropriate, stay calm and keep your cool under pressure...I’m quite patient and can remain calm in stressful situations.**” Therefore, showing that she understood the skills required and could apply them to herself and her own strengths.

There were signs that teachers were linking their subject to the world of work through videos. This was a prominent feature and consequently learners were able to link jobs to their subject area. Year 12 mentioned that in English they had talked about journalism and specifically remembered a news company coming into the school. One student remembered the maths teacher speaking about how statistics is used in data analysis and remarked, “**just because a lot of maths A Level students are pursuing engineering or medicine, there are others jobs related to maths like data analyst.**”

Y10 mentioned that the GCSE options booklet produced by the school was useful outlining what you would learn in each subject with opportunities to speak with individual subject teachers. Year 12 learners had recently been introduced to Unifrog which has been positively received, with learners recounting how it supports with personal statements and helping to shortlist potential degree courses which they found helpful.

Create opportunities

Year 12 spoke about how the school was setting up a medical society club (Aspire Medicine) which is supported by former alumni and that students have a GP as a mentor. The assessor was informed that a similar club for students interested in law was being set up with opportunities for a mock trial and relevant work experience. Learners understood the basics of higher and degree apprenticeships and said they would like to hear from students who have gone down this particular route.

Learners were considering a broad range of career opportunities with one key stage 5 learner explaining their interest studying civil engineering and that had already visited Cambridge University. Another spoke of her interest in studying a 5-year medical course as

she wanted to become a heart surgeon, informing the assessor that she had already undertaken work experience in a hospital to work shadow a junior doctor and was in the midst of planning further work experience with a GP. There was a significant number of 6th formers entering Russell Group universities which was in line with the high aspirations witnessed during the assessment.

Year 12 mentioned during charter lessons they had heard from a number of guest speakers such as BAE Systems, Mountbatten Hospice as well as the Oxbridge Mentoring Scheme for students interested in applying to Oxbridge.

The assessment demonstrated that employer interactions with key stage 3 and 5 learners was strong, whereas further development was needed in key stage 4. There are however opportunities for all learners to engage in school extracurricular activities or through the Cowes Charter to be proactive and build positive relationships with others as highlighted in headings above.

Manage career

When asked by the assessor whether it was important to start thinking of potential careers in Year 8, learners all agreed, with one learner explaining, ***“it’s good to start thinking about careers in Year 8 as you have to select your options in Year 9...”*** and another remarked, ***“It’s good to think about it now as it will come around quickly and once you’re there we don’t want to feel flustered and worry about what career we want to pick.”***

When asked to describe the difference between a career and a job, Year 8 were able to explain, ***“ a career looks into the industry or type of job you are doing, whereas a job is the actual activity that you are doing.”***

Learners in key stage 4 and 5 have access to personal guidance from a self-employed Level 7 guidance practitioner, who is a CDI member but not currently on the UK Register of Guidance Professionals held by the CDI. Learners were aware through assembly they were entitled to a careers meeting with a careers adviser during Year 11. The assessor was informed by Year 10 this would be done alphabetically and that if they needed an earlier appointment, they could request one. A Year 12 learner spoke how they were unsure what to do in the future and so their teacher organised a meeting for them with the careers adviser, with the learner saying ***“[the adviser} talked me through the university options and degree subjects...this helped me a lot.”*** Whilst another Year 12 recalled, ***“I knew I was interested in medicine and the careers adviser showed me where I could look for work experience and that’s how I got set up with my hospital volunteering which has furthered by understanding and knowledge of the career I want to do.”***

The school use the student voice surveys to gain feedback from learners about a range of topics from asking what enrichment activities they want, to giving feedback on careers activities which then inform career development provision.

See the big picture

Learners have high aspirations, with many having some ideas of what they would like to do in the future. Those who didn't, could share their personal strengths and knew where to look for careers information and could access personal guidance when needed.

All learners were able to express how CEAIG activities and the charter help them to build and develop skills for work and how, with the career advice that is available, the school help them to choose the right course and their next steps. All learners had a good understanding of local labour market information based around the Isle of Wight however, evidence suggests learners would like this to be developed further beyond the island. There was evidence that teachers were talking to learners about the world of work and sharing their own experiences which learners valued and often led to discussions at home with parents.

All learners seen during the assessment were able to see the big picture in terms of understanding longer-term goals and any support needed to put their plans into action. As one Year 8 learner put it, "**success is achieving your goals...so trying something new is a success.**"

Summary and Judgement

The careers team at Cowes Enterprise College is managed by the Assistant Principal who is also Head of Sixth Form and named Careers Leader. CEIAG is delivered through the Maritime Curriculum in key stage 3 embracing their coastal heritage with close ties with the maritime industry. Careers is embedded into the broader curriculum for example learners work on their sailing dinghy prototypes in design technology and visit the Mary Rose in history. The assessor was less certain that learners are making the connections between these activities and transferable skills into the workplace, and this is something the school could review. For instance, learners view it as a trip to an historical site not necessarily an employer encounter, however, with a bit of extra planning this could be remedied as discussed with the Careers Leader during feedback.

The Everyone Matters (E1M) and Life Science subject is a one hour per week personal development programme delivered from 7 – 13 and includes many opportunities for careers related learning with activities mapped to the CDI Framework and Gatsby Benchmarks. This is further supported by the Cowes Charter delivering a universal offer of up to 5 hours dedicated time each week on personal development, including careers and wellbeing support for every year group. The Careers Leader explaining the charter is, ***“levelling the playing field for every student with a set of experiences, no matter what background, particularly for disadvantaged students who can also go through the charter to learn to ride a bike, swim and attend a theatre production.”***

Tutors monitor and manage take up of charter activities, with a formal graduation on completion at the school. The charter allows for skills development with learners encouraged to stretch and challenge themselves, equipping them with skills and experiences to take into their future.

Head of year, pastoral leads and subject leads are also integral to the delivery of careers and is referred to by the school as ***“the golden thread running through our curriculum”***. Senior and middle leaders work together on curriculum areas to decide on content and the Careers Leader initially maps to ensure all careers elements are mapped across the entire academy. INSET time is set aside at the beginning of each academic year to discuss careers provision.

There was evidence during assessment of subject teachers linking curriculum areas to careers. This will enable learners to better recognise, value and enjoy the links to careers that different subject areas can make and use this information to manage and develop their careers. Every subject each week has a focus on careers which is done mainly by using employer videos put together by OAT. This was evidenced when learners were talking to the assessor during the remote assessment. However, this appears to be used as an employer encounter which strictly speaking it isn't as there is no interaction or opportunities for learners to ask their own questions. In addition to the videos, the school should consider bringing in more employers and representatives from HE and FE into the school curriculum.

Recommendation 2.

There is commitment and support from other key players, notably the Island Careers Partnership which shares good practice, Solent LEP, Wight Futures, and Ormiston Academies Trust. There are various documents regarding the overall strategy in the written evidence.

Independent personal guidance is provided by a Level 7 guidance practitioner whose services the school employ on a private self-employed basis. This ensures that learners are aware of the full range of options available to them. At the time of the assessment the practitioner was not on the UK Register of Guidance Professionals held by the CDI.

Requirement 1.

The school has recently introduced Unifrog to strengthen their monitoring, review and evaluation practices. This has been rolled out to key stage 5 and is now being rolled out to key stage 4, with all year groups fully utilising it by the end of the current academic year. The Careers Leader is working on finding a way to further interact with parents and he thinks Unifrog will be a vehicle for doing this. The assessor mentioned how the school could increase access to different work sectors by introducing a Parent Pledge whereby parents offer workplace visits, support the curriculum or act as guest speakers. The school has a good maritime database of employers and want to explore and expand other sectors.

Recommendation 1 - 3.

A recent student survey undertaken by the school identified that learners were asking for further labour market information and more about courses at Russell Group universities which the Careers Leader is aiming to respond to.

The assessor noted that all learners were looking forward to their future careers and were appreciative of the role the school were making in their futures.

REACCREDITATION

Cowes Enterprise College retains the Quality in Careers Standard fully incorporating the Gatsby Benchmarks provided by the Licensed Awarding Body, Complete-Careers Career Mark, using the Career Mark approach.

This is an excellent achievement and recognises the quality and breadth of your careers provision. You fully meet all Benchmarks and the accreditation criteria, as detailed in this report. We will review your progress in continuing to meet the Benchmarks and the career-related learning outcomes for learners which the national Quality in Careers Standard requires, through annual reviews.

Requirement and Recommendations

To maintain the good practice already in place and to support continuous improvement the assessor **requires** the following:

Requirement:

1. Individual careers professionals working in a school employed on a freelance self-employed basis need to be on the UK register of professional practitioners held by the CDI (Career Development Institute). This was not the case with your current provider, therefore, the requirement is that by the end of current spring term 2024 the school to provide evidence to ensure the professional is on the register. The licensing award body to follow up compliance.

To maintain the good practice already in place and to support continuous improvement the assessor **recommends** the following:

Recommendations:

1. Cowes Enterprise College has recently introduced Unifrog to key stage 5 and this is proving popular with older learners. By September 2024 the school should roll out to the full age range to ensure that maximum value is being extracted from the product and that all staff and learners are using it effectively. Ensure all trips, speakers and activities which have a focus on preparing for the future are well co-ordinated and recorded.
2. Develop ways of including employers across the curriculum with faculty heads and draw up a plan of action to implement September 2024. This will provide opportunities for learners to have a meaningful encounter with employers, in addition to videos shown, and enable an understanding labour market information both on the island as well as the mainland around future skills and working patterns. Careers in the arts and creative industries should have particular focus as well as sectors to support the launch of the school's new Eco-Futures programme.
3. By next assessment Introduce a Parent Pledge to engage parents into supporting employer engagement by offering work placements, supporting CEIAG activities or act as visiting speakers.