



# **The Thomas Adams School**

## **Policy Statement**

### **Careers Education, Information, Advice and Guidance (Raising Aspirations)**

Updated September 2021

Reviewed by Governors

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## Statutory Duty

“The careers strategy explains that good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance widens pupils’ horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.”

“The statutory framework requires every school to secure independent careers guidance for all year 8 to 13 pupils. This makes sure that all pupils have access to external sources of information on the full range of education and training options.”

(Careers Guidance and access for education and training providers, Jan 2018)

## Ethos

“Strong school leadership is crucial to raising the aspirations of all pupils, encouraging them to overcome barriers to success and to do what it takes to fulfil their potential”

(Careers Guidance and Inspiration in Schools, March 2015)

## Principles of CEIAG

To achieve this aim, Thomas Adams’ careers strategy uses the **Gatsby Charitable Foundation’s** Benchmarks and the **Careers Development Institutes framework** to develop and improve its careers provision. This statutory guidance has been restructured around the Benchmarks and framework with information on what schools need to do to meet each one. These Benchmarks are not a statutory framework but by adopting them, the school is confident that they are fulfilling our legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships.

## **Thomas Adams School Provider Access Policy**

### **Introduction**

This policy statement sets out the school arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### **Student Entitlement**

The school recognises that Careers Education can start in Year 7, in addition to the statutory Year 8-13 entitlement, as such the school provides all students with the following:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies, group discussions and taster events.
- To understand how to make application for the full range of academic and technical courses.
- Independent Careers Information and Guidance on and one to one basis.

### **Management of provider access requests Procedure**

#### **Year 7 - 13**

A provider wishing to request access should contact **James Hargreaves (Assistant Headteacher) / Julie Squire (Key Stage 5 Manager) Kim Weston (Career Advisor)**  
**Telephone 01939 237000**  
**Email; [jd@thomasadams.net](mailto:jd@thomasadams.net) / [jes@thomasadams.net](mailto:jes@thomasadams.net) / [kw@thomasadams.net](mailto:kw@thomasadams.net)**

### **Safeguarding**

The school policy on safeguarding (available on the school website) sets out the school's approach to allowing providers into school as visitors to talk to our students.

### **Premises and Facilities**

The school can offer the following facilities; the main hall, Stanier hall, classrooms (with computer access when available), careers hub or seminar room available for discussions between the provider and students, as appropriate to the activity and agreed with the school. The school will also make available sound and visual equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Careers Leaders or a member of their team. Please be aware that due to the COVID-19 pandemic, we may be unable to allow entry for outside speakers and ask that any sessions be held online via MS Teams.

Providers are welcome to leave a copy of their presentation / prospectus or other relevant course literature. These will be displayed in the Careers Hub / 6<sup>th</sup> Form Library and electronic versions will be placed on the school website.

### **Refusal of Access**

The school has a Careers Programme (See Careers Programme), built upon the CDI and Gatsby Benchmarks. If an organisation is interested in accessing our students, they should contact the school enquiries email ([enquiries@thomasadams.net](mailto:enquiries@thomasadams.net)) or the emails contact above. Please note, we may refuse providers access on the grounds that another provider, with good links with the school has already been invited in to talk about a specific type of qualification or option. It would be felt that to invite a similar provider in, is a duplication of information about the different courses and qualification options available. Students are directed to look at specific providers in other ways, such as college open evenings, taster events, prospectuses freely available for pupils to access in school and through discussion with independent Careers Adviser. As such if we refuse, we are more than happy to have the organisations information to distribute to students.

### Opportunities for Access

A number of events, integrated into the school career programme, will offer providers an opportunity to come into school to speak to pupils and / or their parents. (Gatsby Benchmark) Please note this is not an exhaustive list of all activities provided by the school (for that see Careers Programme, instead this is a list of activities outside organisations may wish to support the school with)

| <b>Year Group</b> | <b>Autumn Term</b>   | <b>Spring Term</b>   | <b>Summer Term</b>   |
|-------------------|--|--|--|
| <b>Year 7</b>     | Organisations may offer to support students in PSHE lessons about aspiration and teamwork. | National Careers Week Presentations (Business)<br><br>Assemblies focused on challenging stereotypes in the workplace<br><br>Assemblies on the importance of Maths and English<br><br>Careers Fair (Academic, Technical, Business)                              | Activities Week focused on Employability Skills  |
| <b>Year 8</b>     | Assemblies focused on different pathways into work.  | National Careers Week Presentations (Business)<br><br>Assemblies focused on challenging stereotypes in the workplace<br><br>Enterprise Day (PSHE)<br><br>Assemblies on the importance of Maths and English<br><br>Careers Fair (Academic, Technical, Business) | PSHE Curriculum Days (Kudos Training)<br><br>Activities Week focused on Employability Skills |
| <b>Year 9</b>     | Assemblies focused on Career Pathways  | National Careers Week Presentations (Business / Apprenticeship Pathway)  | Assemblies / Workshops focused on study skills   |

|                   |   |   |  |
|-------------------|---|---|--|
|                   | <p>(pathways from qualifications in Subjects)</p> <p>PSHE Curriculum Days (Kudos Training)</p> <p>Assemblies focused on Career Pathways (pathways from qualifications in Subjects)</p>  | <p>KS4 Options Evenings (focus on pathways to careers)</p> <p>Assemblies focused on Career Pathways (pathways from qualifications in Subjects)</p> <p>Assemblies on the importance of Maths and English</p> <p>PSHE Curriculum Days (Kudos Training)</p> <p>Careers Fair (Academic, Technical, Business)</p>  | <p>National Enterprise Competition (support in delivery)</p> <p>Enterprise Day (PSHE)</p> <p>Activities Week focused on Employability Skills</p>   |
| <b>Year 10</b>    | <p>Works Experience Presentation (Students &amp; Parents Evening) – Business Opportunities</p> <p>Assemblies focused on Employability Skills / Works Experience Placements</p> <p>Assemblies / Workshops focused on revision skills</p>                                 | <p>National Careers Week Presentation (Apprenticeship Information / University Pathway)</p> <p>Assemblies focused on higher education</p> <p>Targeted Workshops with Vocational / Technical providers</p> <p>Assemblies on the importance of Maths and English</p> <p>PSHE Curriculum Days (employability skills / LMI / Careers)</p> <p>Careers Fair (Academic, Technical, Business)</p> | <p>Assemblies focused on Employability Skills</p> <p>Targeted Workshops with Vocational / Technical providers</p> <p>National Enterprise Competition (support in delivery)</p> <p>Preparing for Work Experience Assembly</p> <p>Work Experience Week</p> |
| <b>Year Group</b> | <b>Autumn Term</b>  | <b>Spring Term</b>  | <b>Summer Term</b>   |
| <b>Year 11</b>    | <p>Assembly Presentations focused on Post 18 opportunities</p> <p>Targeted Workshops with Vocational / Technical providers</p> <p>PSHE Curriculum Days (application &amp; interview technique)</p> <p>Assemblies / Workshops focused on revision skills – revisited</p> | <p>National Careers Week Presentation (National Citizen Service / University Pathway)</p> <p>Targeted Workshops with Vocational / Technical providers</p> <p>Assemblies / Workshops focused on revision skills – revisited</p> <p>Careers Fair (Academic, Technical, Business)</p> <p>PSHE Lesson on Customer Service</p>   |  |

|                |  |   |   |
|----------------|--|---|---|
|                | <p>Elevate Education<br/>Revision workshop</p> <p>PSHE Curriculum Days<br/>(Kudos – post 16 options)</p>   |   |   |
| <b>Year 12</b> | <p>Form Time Registration/<br/>PSE Foci- Ongoing</p> <p>Assemblies / Workshops<br/>focused on revision skills –<br/>revisited</p> <p>Ongoing career and<br/>apprenticeships<br/>opportunities notification<br/>on Teams</p>  | <p>Form Time Registration/ PSE Foci-<br/>Ongoing</p> <p>Assemblies / Workshops focused on<br/>revision skills – revisited</p> <p>University related assemblies</p>  | <p>Form Time Registration/<br/>PSE Foci- Ongoing</p> <p>Assemblies / Workshops<br/>focused on revision skills –<br/>revisited</p> <p>Futures Day</p>  |
| <b>Year 13</b> | <p>Form Time Registration/<br/>PSE Foci- Ongoing</p> <p>Assemblies / Workshops<br/>focused on revision skills –<br/>revisited</p> <p>Ongoing career and<br/>apprenticeships<br/>opportunities notification<br/>on Teams</p> <p>Apprenticeship Briefing</p> <p>CV checking service</p> <p>Mock Interview and<br/>Assessment Day</p> | <p>Form Time Registration/ PSE Foci-<br/>Ongoing</p> <p>Careers Conference- 9 providers<br/>focused on apprenticeships and<br/>accessing the Job Market.</p> <p>CV Drop in Sessions and Employment<br/>meetings</p> <p>Ongoing targeted mail group for career<br/>and apprenticeships opportunities</p> <p>Apprenticeship Briefings</p> | <p>Form Time Registration/<br/>PSE Foci- Ongoing</p> <p>CV Drop in Sessions and<br/>Employment meetings</p> <p>Ongoing targeted mail<br/>group for career and<br/>apprenticeships<br/>opportunities</p> <p>Apprenticeship Briefings</p> |

## **Benchmark 1:- A Stable Careers Programme**

**Summary:-** The school will embed a programme of careers education and guidance that is known and understood by pupils, parent's teachers and employers.

### **Operational**

- Careers provision is tailored to the needs and circumstances of the pupils with the aim of raising aspiration.
- Careers Plan (Access Plan) is published on the school website.
- The programme considers the changing labour market and is based on Gatsby and CDI recommendations.
- A qualified Careers Advisor (supported by Careers Leader) with sufficient status and expertise is in place to support the programme.
- The programme design and delivery is embedded in the school structures.
- The importance of the programme is promoted to the pupils, parents, teachers and employers through a variety of platforms
- Regular evaluations of the programme takes place to inform future development.

### **Measures of Impact**

- The school has a stable, structured careers programme that has the explicit backing of the SLT and has an identified and appropriately trained leads.
- The careers programme is published on the school website in a way that enables pupils, parent's teachers, and employers to access and understand it. The programme is regularly evaluated by all stakeholders to inform future development.

## **Benchmark 2:- Learning From Career and Labour Market Information**

**Summary:-** Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. The school has the support of an informed advisor to make the best use of available information.

### **Operational**

- The school makes good use of resources available through Local Enterprise Partnership, via the Enterprise Advisor Network and through collaboration with Careers leads in the MAT.
- Pupils and parents have access to information and opportunities that cover all possible routes via the school website. (A new Careers website will be introduced during the 2020/21 academic year).
- Pro-active measures are in place to make sure pupils and parents have up to date information on all possible pathways.
- Information Evenings are in place to explain and promote the full range of opportunities in an impartial way (including Technical routes).
- A wide range of media is used to encourage pupil's career exploration. This is further supported by a careers assembly plan that is age appropriate.

### **Measures of Impact**

- By the age of 14, all pupils have accessed and used information about careers paths and the labour market to inform their own decisions on study options by using Kudos software.

- Parents are encouraged to access the use information about labour markets and future study options to inform their support to their child.
- Pupils will be able to monitor their Careers related learning in their Careers Passport, available during form time.

### **Benchmark 3:- Addressing the Needs of each Pupil**

**Summary:-** Pupils have different career guidance needs at different stages. Opportunities for advice and support need is tailored to the needs of each pupil. The school's careers programme embeds equality and diversity considerations throughout.

#### **Operational**

- Compass evaluation tool is used to assess how well existing provision meets the needs of all pupils.
- The school explores destinations figures for Key Stage 4 and Post 16 pupils and highlights any deficits in take up of pathways, subjects or courses.
- The careers programme contains specific plans for groups of pupils who need tailored support to make effective career transitions.
- Work with career programme providers who support and enrich our offer.
- Systems are in place to record individual advice and careers interventions given to each pupil.
- Help pupils to be proactive career managers by maintaining their own records of career development.
- Collect and maintain accurate data for each pupil on their education, training and employment destinations after they leave the school, both through compass + and pupil passports.
- Gather information on ex-pupils to create list of alumni to support careers and enterprise programme.

#### **Measures of Impact**

- The school's programme actively seeks to challenge stereotypical thinking and raise aspiration.
- Systematic records of individual advice and agreed decisions are kept. All pupils have access to these records to support their career development.
- Accurate data on each pupil's education, training or employment destinations are kept for three years and evaluated to assess the careers programme.

### **Benchmark 4:- Linking Curriculum Learning to Careers**

**Summary:-** All teachers should link curriculum learning with careers.

#### **Operational**

- Enterprise Advisers are used to support Subjects to embed career opportunities into programme of studies.
- Encourage teachers who have moved into teaching from other jobs to make their previous experience and expertise available to pupils.
- Subject Areas are encouraged to scan programmes of studies to identify potential career-related opportunities.
- Careers Leader support for integrating further opportunities and monitoring of departments.



### **Measures of Impact**

- By the age of 14, every pupil have had the opportunity to learn how different STEM subjects help people gain entry to, and be more effective workers within, a wide range of careers.

### **Benchmark 5:- Encounters with Employers and Employees**

**Summary:-** Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

#### **Operational**

- Each pupil has seven encounters (or more) with employers and training providers during their time at the school.
- A list of "Aspiration Partners" are kept and reviewed to match with the needs of individual pupils.
- Gain feedback from pupils about their experiences with employers. This will inform future planning.
- A collaborative development plan is in place to support policy.
- Support the continued professional development of key staff members and attend external events that allow exposure to employers.
- Celebrating success by bringing in alumni.
- A comprehensive Careers Fair is in place.

### **Measures of Impact**

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer or training provider.
- Meaningful encounters take place during assemblies and careers fair, with years exposed to employers, further education providers (apprenticeship and vocational) and Higher Education.

### **Benchmark 6:- Experience of Workplaces**

**Summary:-** Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

#### **Operational**

- Strong and sustainable relationships with local contacts / employers are in place.
- It is made clear to pupils the expectations and standards in the workplace.
- Employers are given the opportunity to feedback to the school on individual pupil progress.
- Record and reflection mechanisms are in place to allow pupils to identify learning outcomes.
- Work placements are supported by staff visits / contacts during the experience.
- Monitoring systems are in place to assess and challenge pupil engagement.
- Assessments are in place to measure the school's works experiences provision in terms of equality, diversity and inclusion.

### **Measures of Impact**

- By the age of 16, every pupil has had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every pupil has had one further such experience, additional to any part-time jobs they may have.

## **Benchmark 7:- Encounters with Further and Higher Education**

**Summary:-** All pupils have the understanding of the full range of learning opportunities that are available to them. This includes both academic and vocational routes.

### **Operational**

- The careers programme is accessible to all students at the school.
- Pupils have the opportunities/are targeted/or advised to attend further and higher education outreach opportunities.
- Pupils are exposed to these pathways within internal events at the school i.e. Careers Fair, Assemblies etc.
- Funding is used effectively to support disadvantaged pupils in accessing these opportunities.
- Tracking destinations of ex pupils is used to identify trends and possible gaps in the programmes offer.

### **Measures of Impact**

- By the age of 16, every pupil should have had a meaningful encounter with a providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeships.
- By the age of 18, all pupils who are considering applying for university have had at least two visits to universities to meet staff and pupils.

## **Benchmark 8:- Personal Guidance**

**Summary:-** Every pupil has the opportunity for guidance interviews with a Careers Advisor. These opportunities should be available whenever significant study or career choices are being made.

### **Operational**

- A systematic programme is in place to support the guidance interviews with the qualified Careers Advisor (Level 6+) including targeted intervention with disadvantaged pupils.
- The careers programme is evaluated systematically to ensure it meets the statutory requirements laid out by the DfE.
- Clear accountability and sustainable funding is in place to support the programme.
- All services offered are reviewed by stakeholders involved.
- Information (when compliant with GDPR / Safeguarding) is shared with relevant parties to inform reporting and ongoing career plans.

### **Measures of Impact**

- Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

## **Additional Needs**

### **Preventing Young People becoming NEET**

- The school aims to work with local authority and multi-agencies in supporting those pupils at risk of becoming "NEET" by offering targeted intervention.
- The school seeks to identify the multiple barriers (including low attainment, truancy, exclusions, attendance etc.) that is hindering pupil progress and use effective CE/AIG (along with other strategies) to tackle disengagement.
- The "Increased Flexibility Programme" will be targeted at specific groups of students as strategy to re-engage and provide clear pathways to future education and training opportunities.
- Effective use of Pupil Premium Grant to support these interventions will be prioritized in its spending.
- Regular updating, reflecting, planning, implementing and monitoring of the various interventions targeted at this group will take place to evaluate impact and cost effectiveness.

### **SEN Provision**

- The school will look to support SEN pupils as part of their Education, Health and Care (EHC) Plans with effective CE/IAG that maps out possible traineeships, apprenticeships and higher education options.
- We will seek to use the local offer published by local authorities for SEN providers and liaise with employment services, businesses and relevant agencies to allow informed choices to be made.
- Where a pupil has an EHC or "Statement", all reviews from Year 9 onwards will have a focus on preparing for adulthood, including employment, independent living and participation in society. This review will be attended by a qualified CE/IAG provider (Shropshire Youth).
- This will allow us to meet the new statutory guidance for 0-25 Special Education Needs Code of Practice.

**This policy statement is further supported by the Access Policy Statement and Careers Programme, both published on the School Website.**

# **Evaluating and Monitoring of Overall CEIAG Provision**

## **Measurement of Impact**

### **Success Criteria**

- An effective and imaginative programme of CEG in place.
- 'NEET' % below 5% for Year 11
- Close links with external careers support in place.
- Imaginative and stimulating CEG schemes of work in place within the PSHE course.
- At least three whole school work related learning and enterprise education activities taking place which evaluations show to be successful with the students.
- Schemes of work in other subject areas include work related learning and enterprise education elements as per schedule.
- Close and smooth liaison for our students transferring to Post 16 providers.
- All appropriate students involved in liaison activities with higher education and getting an understanding of the possibilities offered by higher education.
- All Year 10 on work experience placements that match their interests.
- Work experience built into the Year 10/11 vocational courses.
- All leaving students have a leaving profile of a good standard.

### **Monitoring**

- Evaluation of each activity as organised.
- Evaluation of Schemes of work as part of the overall evaluation of the new PSHE course.
- Monitoring and evaluation of the Schemes of work in other subject areas via checking of schemes of work: lesson observations: scrutiny of students' work.
- Survey of students' views as regards CEG provided.
- Annual Review of success of the Careers Partnership.
- Annual meeting with Post 16 providers to review the year.
- Work experience reports on students and students' own report on their work experience.
- Students' and Parents' views on the support that they have received
- Securitise Destination Measures data
- Use of Local Authority Data
- Use of "Compass Tool" to evaluate CEIAG programme.

## **Destination Data Collection System**

### **Rationale**

As part of Gatsby Benchmark 3, the school has a duty to 'Collect and maintain accurate data for each pupil on their destinations after they leave school.' The reasons are twofold, firstly to track the destination of students who leave Year 11 to provide the data to Shropshire Council and secondly to monitor the success of our Careers Programme. This system will focus on the latter point, as the former is a pre-requisite so its completion is assumed.

### **System**

#### **Data Collected**

The Benchmark requires us to track student data for three years after Year 11. There are four sets of data that the school requires and the responsibility for the different data rests with different organisations and people:

1. Year 11 Desired Destination Data – Responsibility of Careers Adviser, Lead and SLT Link. Collected throughout Year 11 interviews and mock exam results day.
2. Year 11 (Actual) Destination Data – Responsibility of Careers Lead and SLT. Collected from students Shropshire Council and other organisations.
3. Year 13 Desired Destination Data – Responsibility of Careers Adviser, KS5 Manager and Exams Officer. Collected throughout Year 13.
4. Year 13 (Actual) Destination Data – Responsibility KS5 Manager, Exams Officer and SLT. Collected following clearing process by Sixth Form Administrative Assistant. Careers Lead to arrange sharing and collection of data with local organisations and establishments.

If data for students is missing or unable to be completed, it will be the responsibility of the Careers Leader to obtain the destinations.

### **Process**

Once the Year 11 (Actual) Destination Data is collected, it will be shared with Shropshire Council, thereby completing our requirement to provide the council with destination data. Once the Council send the official figures, we will verify them and deal with any missing data for former students.

To evaluate our Careers Programme for that Year group, we will evaluate at a number of points. Our first evaluation of the programme will take place once we have received the council's data. An example of this is shown below.

The data will be collected in the following ways:

1. Shropshire Council
2. Other establishments through Service Partnership agreements
3. Direct contact with the child/parent
4. Worst case scenario, through their acquaintances still in Sixth Form.

Using a RAG rating system, the student will be assessed into the following categories:

| Colour | Description   |
|--------|---|
| Green  | Student achieved desired destination.   |
| Amber  | Student achieved a destination, but is different from that stated as their desired destination. |
| Red    | Student is NEET.  |
| Grey   | Information regarding student is unavailable.   |

It is important to note that the school will not use a change in destination as a negative indictment of our Careers Programme. Depending on a number of factors related to the Systems Theory [Patton and MacMahon's (2014)] which recognises the influence of many factors that may change a student's decision between the desired destination data collection and final destination. As such, a green rating will be considered as a highly successful CEIAG provision for that student and orange will be considered a success. Whereas red will be considered a negative result as our provision has failed to support the student.

## Red Results

Following a red result, the Careers Lead will need to do an enquiry into what happened with this student. Grades, attendance and attitude will all need to be considered. The school will notify the council who will support the student where possible to find training/course.

## Destination 3 Years after student leaves school

Compiling destination data after the initial year is a more difficult task. For students who continue into Thomas Adams Sixth Form, we can collect both the desired data and the actual data for Year 13. This accounts for between 40-50% of the Year 11 cohorts. This data allows us to map out a full picture of the effectiveness of our Careers Programme, without the influence of other College and training providers own careers programmes. For a complete picture, we shall attempt to track the data of students who attended a different educational establishment. The RAG Rating is similar to that of Year 11.

The data will be collected in the following ways:

1. Other establishments through Service Partnership agreements
2. Direct contact with the child/parent
3. Worst case scenario, through their acquaintances still in Sixth Form.

| Colour | Description   |
|--------|---|
| Green  | Student achieved desired destination.   |
| Amber  | Student achieved a destination, but is different from that stated as their desired destination. |
| Red    | Student is NEET.  |
| Grey   | Information regarding student is unavailable.   |

This data will be looked at to give a view of the success of our Careers Programme during the student's time at Sixth Form. Again, relating to the System's Theory, it needs to be seen that a change in destination, whether university destination, training provider or employment, should not be considered a failure, but rather a change in direction which may have been supported by the school's programme, achieved grades or other influencing personal factors.

## Red Results

Following a red result, the Careers Lead will need to do an enquiry into what happened with this student. Grades, attendance and attitude will all need to be considered.

## Overall RAG Rating

The final evaluation can take place following the Year 13 final destination data. This data can be used to evaluate the success of the 11-16 school's careers provision and that of the sixth form (17-18).

| Colour | Description  |
|--------|--|
| Purple | The student achieved their desired destination on both occasions. This would be considered a significant success.  |
| Green  | Student achieved desired destination on one occasion, out of both events but still ended post 18 education with further education, apprenticeship or employment. |
| Amber  | Student achieved a destination, but is different from that stated as their desired destination on both occasions.  |
| Red    | Student is NEET at 18, even if they achieved their desired destination at 16.  |

|      |   |
|------|---|
| Grey | Information regarding student is unavailable for one or two fields. This may often happen with apprenticeships started at 16. |
|------|---|

### **Final Evaluation**

The goal of collecting the destination data, is to evaluate the programme. By using the RAG system, the Careers Leader will be able to assess the success of the programme, comparing students who achieve the different colour codes. As previously stated, orange and above should be considered as a success for the long term impact of the Career's Programme. Ultimately, the data will allow the school to intervene with former students who become NEET in order to support them in their future.

Some factors to consider are:

1. The success of our students who stay on in Sixth Form will demonstrate the effectiveness of the Sixth Form's Careers Provision. In the unlikely case that we see more NEETs post 18, we would review the post 18 programme. If we saw more NEETs at 16, we would look at the differences between the 2 Key Stage's provisions.
2. If we saw an increase in NEETs post 18 from students who do not attend Thomas Adams Sixth Form, we will need to revise encounters with Universities and increase the information about apprenticeships at 18.

Obviously depending on patterns of results, there may be other conclusions.

### **Review**

A review of the system will take place annually once year 13 data has been collected.

### **Data used**

The data used in this internal document is correct for the Year 11 destination data, but the Year 13 is populated for the demonstration of the document. It is not a reflection of these students.