



INVESTOR
CAREERS

INVESTOR IN CAREERS REPORT FOR FULL AWARD

On behalf of IiC Licence holder	Prospects (Connexions Hounslow)
School/college/organisation name and address	Cranford Community College High Street, Cranford, Hounslow, Middlesex, TW5 9PD Tel: 020 8897 2001
Date of visit	Tuesday 11 January 2011
Organisation contact	Rita Berndt
Full list of staff/students seen	Kevin Prunty, Headteacher Veronique Gerber, Deputy Headteacher Rita Berndt, Assistant Headteacher Cath Goold, PSHCE and Careers Education Coordinator Jessica Joyce – Assistant Headteacher Katherine Mullins - Connexions personal advisor Shawn D'Souza – Joint Head of Year 13 and in charge of UCAS Simon Watkins, Year 9 tutor Kiranjit Dhillon, Year 10 tutor Gurpreet Ralmill, Year 11 tutor Narinder Kaur, Year 12 level 2 form tutor Year 10 students: Jaga, Hardip, Vishnu, Harjita, Fatima, Gayatri, Sara, George Year 11 students: Sanjanye, Afia, Deep, Jasdeep, Amer, Danielle, Kirandeep Year 12 students: Amritpal, Shabab, Maninder, Nima, Pashtana Year 13 student: Chrystalle

Strengths

1. Superb documentation of evidence to support CEIAG
2. Follow up of Stage 2 recommendations on input from employers (indicator 4.4 in stage 2)
3. Individualised support for students (see outcome 6)
4. Enthusiasm and dedication of staff
5. Commitment to staff training (outcome 7)
6. Use of VLE materials and web links to support CEG
7. Approach to using labour market information in CEG
8. Use of evaluation to inform the process and ensure continuous improvement

Areas for Development

1. Earlier support for the lead in to work experience and ensuring a consistency of approach by Year 10 tutors delivering materials to enable this
2. Ensuring continuing review meetings with relevant staff including the Connexions PA
3. Continuing to develop external links to support CEG including more input from employers

4. Make sure all students know where the careers library is (anecdotal evidence from six year 11 students)

Assessor's comments and recommendation

I have been very impressed by the approach that Cranford Community School has taken to achieving Investor in Careers. It is clear that there is a whole school commitment to CEG and similarly to achieving the Investor in Careers Award with lots of areas of good practice. I feel confident that the minor areas for development will be addressed and achieved successfully. I therefore recommend to the panel that Cranford receive the full award.

Provisional target date for presentation to *Investor in Careers* panel
Last week in January 2011

Signature of registered *Investor in Careers* assessor

LMKelly@sky.com

No.	Full Award Indicators	Assessor's Comment
6.1.	School maintains appropriate arrangements to monitor and record students' achievements and progress, including core career management skills.	There was a wide range of evidence to support this indicator. The school's standards committee meets with the SLT once a term to discuss student progression; action plans are put in place to support this. There is a Student Support Referral Panel (SSRP), which meets every week. This focuses on the student's progress including career management skills. The Connexions PA attends this meeting.
6.2	School, its partners and Connexions/IAG provider work with each student and their parent/carer to develop an individual learning plan which encourages and stimulates personal research and future career planning.	Examples of Year 9 and 10 individual learning plans were included in the portfolio and Year 11 Connexions action plans were also included. Detailed commentary of how these are currently used and plans for future reviews and sharing with parents was also included. Connexions see the majority of Year 11 students. The school holds engagement evenings for parents and the Connexions PA attends these.
6.3	School identifies individual students who need sustained support and guidance to overcome barriers, achieve their potential and to make effective transitions. School ensures they have the help they need and makes referrals to other support services as appropriate.	There was a range of detailed evidence to show how the school support individual students to overcome barriers. Evidence included weekly meetings of the SSRP, SEN support and guidance for students requiring alternative pathways, for example, extended work placements. Anecdotal evidence from students also supported this indicator, for example students who had recently arrived in the UK talked about the support they had received. Another example was of a boy who had academic mentoring by a post- graduate student to help him achieve his goal of going to Imperial College.
6.4	School regularly reviews transition issues with support services and Connexions/IAG provider and makes plans for improvements.	The school uses a range of methods to review transition issues. For example there is an HE day involving the University of Bedfordshire to help year 12 students plan their transition to Year 13, Year 11 presentation by Connexions for targeted students, a year11 careers event is planned for this month, the review of the partnership agreement also helps the school to focus on the most vulnerable students and plan the support they need.

No.	Full Award Indicators	Assessor's Comment
7.1	A training needs analysis is carried out with all staff involved with CEIAG.	The performance management process is used here to identify training needs. External specialists are also invited to the school to review specific areas. A PSCHE review took place with the head of another school making recommendations for improvements. Following tutor evaluation of CEIAG in June 2010, training was planned for September 2010.
7.2	Relevant training is identified and provided for all staff involved in the delivery of CEIAG.	It is evident that training has taken place as a result of the needs analysis. There was a wide range of evidence to support this including inset to support CEIAG and training by the Connexions PA to support relevant staff. The PSHCE/Careers Coordinator is currently enrolled on 2 units of LSBU's Certificate of Careers Education programme.
7.3	Wider staff body (including governors, personal tutors, ancillary helpers etc) are offered personal development opportunities once above priority satisfied.	These needs are identified via the performance management process and are dealt with by the CPD trio. 'Understanding the 14-19 Pathways was delivered by Hounslow Connexions to staff in the school. Staff were trained on how to identify progression routes and know how and where to signpost students
7.4	The impact of training provided is evaluated.	There was a range of evidence to support this indicator. These included feedback from tutors in years 9, 10 and 11 and student evaluation of the impact o training.

No.	Full Award Indicators	Assessor's Comment
8.1	CEIAG programme includes opportunities to analyse and discuss the destinations of former school students using data produced by the school, Connexions and/or external IAG provider.	Post 16 destinations are used in lessons and in the Post 16 prospectus. Year 11 lessons include information on the previous destinations of year 11 students. An HE day for year 12 students included presentations from previous students.
8.2	CEIAG programme provides opportunities for students to understand local, regional, national and international labour market trends.	Schemes of work include LMI and example of lesson plans (PowerPoint presentations) for each year group were available to support this. The VLE Fronter page is available to staff and students to view labour market information. Up to date information on this was available in the portfolio.

No.	Full Award Indicators	Assessor's Comment
9.1	CEIAG programme is mapped against a robust, evaluative framework with measurable outcomes and key performance indicators	The school had already undertaken mapping of CEIAG provision against the National Framework for the Stage 2 IIC assessment last year. They acknowledge that this needs updating. I would advise doing this against the Statutory Framework, although there is current speculation about whether this will be government policy, it is a relevant framework in terms of good practice. The school should seek advice on this from Connexions during the coming months.
9.2	School monitors CEIAG provision and reviews its' success in meeting students' needs at key transition points throughout the year.	A range of evaluative evidence was made available in the portfolio including summaries from staff and students. Students' review of CEIAG is used to inform the programme for the following year. Parents' evaluation of the Year 9 engagement evening is used to inform future planning. Connexions meet with the school including a member of the SLT and the careers coordinator to ensure the programme meets the students' needs. Student focus groups also review CEIAG and evidence for this was provided in the Stage 2 assessment.
9.3	An annual evaluation is undertaken which invites contributions from staff, students, parents/carers, governors, Connexions/IAG provider and relevant external organisations.	There is a Connexions review in the summer term and contributions from other groups identified here are taken into consideration. These include focus groups, staff and students.
9.4	New targets, activities and delivery methods are set as a result of the formal evaluation, and feedback is given to students, parents/carers and others on action taken in response to their contribution.	A range of Careers Information Advice and Guidance Action Plans and IIC Action plans from 2008 up until the present identified new targets, action to be taken and success criteria. A CEIAG action plan for 2010-2011 has been created in partnership with Connexions. This was available in the portfolio and is also on the school website.