



Provided by the Licensed Awarded Body Complete-Careers



Sutton High School

Reaccreditation Assessment Report

Valid from	14 March 2024
Valid until	13 March 2026
Assessed by	Joanna Welch
Verified by	Ron James

Contents

	Page
Assessment Information	3
Introduction to the Learning Organisation	6
Self Assessment table	7
Assessment Schedule	8
Assessor summary table	9
Standard O – Learner Outcomes	10
Summary and Judgement	14
Recommendations	15

“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 “making good progress” towards 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: Joanna Welch

Learning Organisation: 55 Cheam Rd, Sutton SM1 2AX

Career leader including email address: Lorraine Lenaghan; L.Lenaghan@sut.gdst.net

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

Date of review of Assessment Portfolio (Part 1): 20 February 2024

Date of On-Site Assessment (Part 2): 14 March 2024 (remote - via the Teams platform)

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)
CEIAG	Career education, information advice and guidance
CM	Career Mark approach
EAL	English as an additional language
FE/HE	Further Education/Higher Education
G	Advice, Guidance and support (Description Grid component)
GB	Gatsby Benchmarks
GDST	Girls' Day School Trust
HEI	Higher Education Institution
HOC	Head of Careers
I	Information (Description Grid component)
M	Management (Description Grid component)
PSR	Personal and Social Responsibility
QiCs	Quality in Careers Standard (Criteria for the Standard)
R	Recommendations
SLT	Senior Leadership Team

Introduction to the Organisation

Sutton High School, founded in 1884, is an independent day school for girls aged 3-18 years, educating and inspiring students for over 135 years. The school is proud to be part of the Girls' Day School Trust (GDST) a family of 25 schools across England and Wales, all committed to helping girls learn without limits. Sutton High School achieves an academically rigorous and challenging education for girls within the framework of a caring and supportive community. Sutton High School's vision and ethos are inspired by its values - with courage, with truth, with joy. The aim is to empower girls to embrace challenge, promote a sense of belonging and foster a love of learning with a real focus on the individual. Sutton High School is a forward-looking and growing school with a new manifesto and strategy launched in 2023, which continues to treasure what the school is proud of, alongside proactive change, to create an unrivalled experience. There are approximately 519 students in the senior school and 100 in the sixth form. Whilst there is an entrance exam for 11+, the school admits a broad academic and socioeconomic range of students. Financial support through bursaries and scholarships is available via the GDST; 5% of pupils receive some form of financial support. Pupils come from a culturally diverse range of backgrounds and wide geographical area; students can join at 3, 7, 11 and 16 years. Several external students join the sixth form each year. Entry at all stages is guaranteed for those already in the school and entry at age 3-7 is non-selective, resulting in a particularly wide ability range within the Sixth Form. Sutton High School has a long history of academic excellence, and its examination results regularly place it in the top 100 independent schools in the country. The ability profile of the senior school is above the national average. 174 students are on the Additional Learning Support Register and 81 students are on the EAL (English as an additional language) register. The school has a diverse community of students including overseas students for whom English is a second language. EAL support is strong, with emphasis placed on the individual and her strengths and talents. Since the last revalidation, building and refurbishment continues throughout the school to give students the best possible learning environment and student numbers have swelled. Careers Education is included within the Personal and Social Responsibility (PSR) programme, and the school employs a dedicated teacher for PSR. The Head of Careers (HOC) continues to review and develop lesson resources for Years 7 – 10. Careers Education is delivered to Year 11 and Sixth Form students via the Enrichment Programme. The Careers Department is committed to implementing a careers programme that ensures students are individually ready for the future. Students are encouraged to keep an open mind and be curious about careers; to aim high (with courage), seize opportunities both inside and outside of school (with truth) and to take plenty of time to explore and reflect (with joy). CEIAG is valued at Sutton High School and HOC attends parents' events and student and parent/guardian guidance meetings for Year 9-12 students. Most students leave Sutton High in Year 13 to take up a place at university but a consistent few go on to do a one-year art and design foundation diploma course, take a gap year or study abroad. A current Year 13 student is applying both via UCAS and for Degree Apprenticeships. Support is extended to Year 14 students either reapplying or applying for the first time after completion of a gap year or art foundation course. Students can seek support at any time.

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

- (i) Achieving the Standard, making good progress towards fully meeting the national criteria = Evidence of good progress in this section of the Standard’s national criteria and robust plans in place to fully meet this section of the national criteria within two-three years. Has met or partially met the expectations of the relevant Gatsby Benchmark indicators.

Assessment Schedule

Remote via Teams

Time	Meeting
09:00	Welcome and tech check
09:10 – 09:50	Focus group with Year 9 students
09:50 – 10:30	Focus group with Year 11 learners
10:30 – 10:50	Break
10:50 – 11:30	Focus group with Year 13 students
11:30 – 11:50	Assessor reflection time
11:50 – 13:00	Meeting with Lorraine Lenaghan, Head of Careers
13:00	End of assessment

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/R2
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		✓ R1/R2
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		✓ R3
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)	✓	
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	✓	
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.

Learners at Sutton High School are being well supported to develop the skills, knowledge and attitudes to be effective career planners. They receive a broad range of career interventions through a careers education programme and are well supported by the Head of Careers (HOC) and external partners so that they are able to make well informed realistic decisions at the end of Years 11 and 13.

On the assessment day, the assessor met with learners from Year 9,11 and 13. Learners engaged very well with the assessor using the Teams platform. Learners were extremely articulate and able to express themselves with confidence, displaying high levels of maturity and respect for each other.

Throughout their time at Sutton High School, learners benefit from a wide range of activities and opportunities including guest speakers, university trips and visits, work experience, interview preparation and CV writing, large scale annual careers fair, links with alumni and a range of enrichment activities. These activities are supported by a programme of Personal Social Responsibility (PSR) which extends across KS3 and into Year 10. Year 11, 12 and 13 learners receive careers education through a dedicated enrichment programme. Building career education into the PSR curriculum raises the profile of career learning, ensuring that it is not a 'bolt-on'. The careers programme is progressive allowing learners to develop the skills, knowledge and attitudes required for their next steps in education or training.

Many learners have ambitious career ideas some aiming for highly aspirational career pathways including medicine, dentistry and law. They feel well supported by the HOC and their teachers to make their own decisions about the future.

CDI Career Development Framework outcomes headings for 2020 version are shown in black, and for 2021 version in the corresponding colours of the chart below:

The six learning areas



O.1 – Learners understand themselves and the influences on them (self-development)

Grow throughout life

Balance life and work

Learners at Sutton High School have good levels of self-awareness and can identify the influences on them either through a subject they enjoy, an extra-curricular activity or their chosen career pathway.

Learners are positive about their future and have high career aspirations. Year 9 learners are developing career aims based on their interests and preferences; they are learning about themselves and can identify personal skills and how these might fit into the world of work. One year 9 learner commented ***“I want a job where I can interact with others so thought about marketing and advertising”*** and another saying ***“a therapist would be a good job for me as I’m a good listener”***.

Learners can identify a range of personal skills and qualities and those sought by employers. When asked about employability skills learners were able to identify communication, teamwork, leadership, organisation, leadership, problem solving and creativity. They cited qualities such as efficiency, adaptability, empathy, confidence and resilience as particularly important in the world of work. One year 9 learner commented ***“it’s important to think outside the box and come into a job with creativity”*** another said ***“you need to be open minded and listen to everyone’s ideas”***.

Learners are aware of the support they can access in school. They know they can freely access support from the HOC who advocates an ***“open door policy”***.

O.2 – Learners can research opportunities for training, work and personal development (career exploration)

Explore possibilities

Create opportunities

In Year 9 learners are introduced to Unifrog and Morrisby. They commented on the benefits of Unifrog in terms of the tools (personality quiz) and research opportunities it provides in finding out about numerous career pathways. A Year 11 student commented ***“in PSR we signed up to Unifrog and Morrisby and did a personality test which helped us look into possibilities in the future – I found out about jobs I didn’t know existed!”***

Year 11 learners spoke enthusiastically about the annual careers fair. When reflecting on the event they commented:

- ***“It gave me an insight into what people actually do in their daily jobs”***
- ***“I was interested in being a physio but when I talked to one, I worked out that it wasn’t something I was interested in”***
- ***“I spoke to someone about languages and being an interpreter/translator – I hadn’t thought about languages before but now I’m thinking along those lines”***
- ***“I thought I wanted to go into engineering but I realised it wasn’t right for me”***
- ***“A gap year is good to take”***
- ***“It opened my eyes to other jobs and encouraged us to widen our options”***
- ***“I found out about apprenticeships”***

Year 8 learners are introduced to the world of work through the ‘Take Our Daughter to Work Day’. Learners are exposed to a wide range of job roles – one learner commented ***“I had an interview with the CEO of my mum’s company and he told my why he liked his job”***.

All learners are expected to undertake a short period of work experience after their GCSE exams. Sometimes placements are generated via friends and family networks and others through creating opportunities such as making connections at the annual careers fair, resulting in offers of work experience.

O.3 – Learners can make and adjust plans to manage change and transition (career management)

Manage career

See the big picture

The HOC ensures that learners are presented with all the options available to them post-16 and post-18. Learners have a wide range of career plans; students spoken to expressed an interest in areas such as engineering, medicine, dentistry, performing arts, law, sports, software engineering, journalism, film directing, music and art and design. Year 11 learners are well prepared for their next steps and have chosen these based on their strengths, career aspirations and the subjects they enjoy the most at GCSE level commenting ***“I have applied to do A Level biology, chemistry and maths because I***

want to work in biochemistry” and “I chose history, english and politics because these subjects lead well into a career in law”. Year 11s who had no specific career plans said they were choosing particular A Level subjects based on their interests and abilities. Of the seven year 11 students spoken to, four have chosen to study A Levels at Sutton High sixth form and three will be studying A Levels at other local sixth forms. When asked, learners seemed a little unsure of language around other post-16 qualifications such as T Levels and BTECs.

Year 9 learners feel well supported throughout the GCSE options process. One learner reflected on how the HOC had supported her with making a difficult decision between two subjects. She explained **“I told her what I wanted to do for a job and she helped me choose the right subjects”.**

Of the seven year 13 learners spoken to, 5 are holding offers from their chosen universities, one is taking a gap year to gather additional work experience, and one has successfully secured a Degree Apprenticeship with Jaguar Landrover. Learners reported feeling very well supported throughout the application process for their next steps. The HOC provides a personalised service helping learners with CVs, personal statements, UCAS applications, interview preparation, sessions for those applying for medicine and dentistry, signposting to helpful resources and preparation for assessment centres.

Summary and Judgement

CEIAG provision at Sutton High School is informed by the Gatsby framework, the CDI framework and current statutory guidance. The CEIAG policy appears on the school website, it is appropriately worded, annually reviewed and supported by the Board of Governors. The Provider Access Policy is currently being revised to ensure the school is compliant with Provider Access Legislation. CEIAG provision is linked to the School Development plan. CEIAG at Sutton High School is driven forward by the experienced Level 7 guidance-qualified HOC who is well supported by a wider team including the PSR Manager (who oversees the delivery of the taught careers education programme), the Director of Pastoral Care and now Head of Sixth Form, and a dedicated governor with responsibility for careers. There is additional support and opportunities for sharing good practice in relation to CEIAG from other schools within GDST which was evidenced.

From year 9, learners attend regular careers meeting where post-16 options are presented, however, the year 11 learners who spoke to the assessor lacked knowledge of technical and vocational alternatives to A Levels, including T Levels and BTEC qualifications (**see recommendation 1**). Many post-16 learners have highly aspirational career ideas and the majority of Year 13 learners progress to full time university study, some to highly selective HEIs. The number of learners who consider and progress to alternative pathways, e.g. degree apprenticeships is small (one learner from Year 13 this year). The assessor hopes that a gradual culture shift where alternative options are embraced will continue (**see recommendation 2**).

Some subject teachers successfully embed career education into their teaching and learning. Students mentioned that the history, languages, art and drama departments do this well by highlighting employability skills linked to their subject as well as relevant education and career pathways. The assessor hopes that this will become consistent across all faculties over time (**see recommendation 3**).

There is a high level of satisfaction from the learners with the careers support evident in student feedback and in the focus groups led by the external assessor. Learners were keen to praise the careers fair for raising their awareness of the broad range of jobs there are and some external speakers were identified as particularly effective including an ex-pupil who undertook an apprenticeship with the BBC. Learners at Sutton High School truly value the personalised support they receive from the HOC and wider team.

Sutton High School 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 are “making good progress” towards meeting the Benchmarks and the accreditation criteria, as detailed in this report. We will review your progress towards the Benchmarks, and the career-related learning outcomes for learners which the national Quality in Careers Standard requires, through annual reviews.

Recommendations

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

By your annual review:

- 1) Review the PSR curriculum to include a session that raises learners' awareness of post-16 options to ensure that all pathways are equally represented and that learners understand all the options open to them including T Levels and vocational routes.
- 2) Review strategies to ensure that learners are aware of all post-18 pathways including alternatives to full time university study such as Higher and Degree Apprenticeships, higher level technical qualifications. This will include working closely with parents to raise awareness of world class apprenticeship and technical education pathways as credible alternatives to traditional university study.

By your next reaccreditation:

- 3) Work with Heads of Department to embed career learning across all curriculum subjects. Assess the results of your recent audit of 'careers in the curriculum' and assess staff needs for further CPD so that they fully understand their role within your CEIAG provision. Consider identifying Career Champions in each faculty.