



**The Quality in Careers Standard National Quality Award for Careers Education,
Information, Advice and Guidance Provision Assessor Report.**

Learning Provider: Woodchurch High School

Named Contacts: Rev. Lyndon Bannon, SLT Strategic Lead and Ann Smith, Careers Lead.

Assessor: Kath Wyke, Career Connect.

Gatsby Benchmark 1: A Stable Careers Programme Evidence:

Woodchurch High School, Church of England Academy, has a comprehensive, fully planned and integrated Careers Education and Work-Related Learning programme, which is coordinated by Ann Smith, Careers Lead and overseen by Rev. Lyndon Bannon, the SLT Strategic Lead for Careers. The programme includes:

- Careers presentations
- Talks by sixth form colleges and school sixth forms
- Presentations by higher education providers
- Visits to further and higher education providers and post-16 providers
- Apprenticeship talks
- Careers (Guidance) Interviews
- Work Experience
- Enterprise Education
- Careers Education
- Careers Fair / Convention

The school have an up-to date Careers Policy, Equality and Diversity Policy and Provider Access statement.

The Careers programme is mapped against Gatsby benchmarks and the CDI Framework. The latest COMPASS report, dated 11th March 2025, meets 7 of the 8 BMs. BM3 score is currently at 90%: the school are working hard on collecting and maintaining destination data for 3 years (the CEC will reduce this to 2 years in the future). Record keeping processes at the school are excellent.

Ann and Lyndon have audited curriculum subject delivery to inform the programme and will repeat this process on an annual basis in the summer term to further inform planning. The programme provides details of subject specific careers delivery (BM4). Ann and Lyndon arrange a well planned and executed Careers Fair each year and the Academy hosts a range of employers visit which provide Pupils with an insight into various pathways, qualifications and entry routes, including Work Experience in Year 10. Work Experience is organised by M'Ploy Solutions and accurate records are kept.

There is unambiguous evidence that the Careers programme, follows a cycle of monitoring and review, taking account of stakeholder evaluations to ensure all needs are met. This enables the wider team to reflect on what went well and what requires further planning. Lyndon ensures that members of staff are kept up to date with Careers legislation and delivery via CPD sessions and has provided training on Gatsby Benchmarks with a focus on BM4 Linking Careers in the Curriculum.

Woodchurch High School commission M'PloySolutions to provide the independent and impartial Careers Guidance, and the Careers Adviser, Joanne Tomlinson, is a level 6 qualified Careers Guidance Adviser. The Guidance Adviser, Lyndon and Ann have all provided proof and copies of their qualifications. The portfolio of evidence includes the SLA with M'Ploy and includes an agreed delivery plan which is reviewed annually to ensure that the school is getting value for money and the delivery is targeted to student needs.

Ann and Lyndon have recently created a dedicated Careers and Work -Related Learning space on the school website; this includes information on a wide range of visits and enterprise activities to promote the business acumen of students, programmes of study to promote positive pathways and option choices. There are links to LCRCA BeMore and the

National Careers Service as well as other useful websites.

Lyndon and Ann have provided a Careers Management Chart which includes the key members of the Team. The management chart illustrates clear lines of communication both operationally and strategically. Ann and Lyndon meet with the Ian McCardle, the Careers Link Governor each term to discuss the links between Careers delivery and the School Development Plan and Lyndon takes agenda items forward for discussion at Governor Meetings. Careers is a standing agenda item at Governor meetings.

The school are also supported by Kath Wyke, the dedicated Enterprise Coordinator from the LCR Careers Hub.

Woodchurch High School is committed to the delivery of their Careers strategy, which reflects the direction of the school and the needs of its learners. A strong element of the strategy is the drive to embed careers throughout the curriculum. The evidence provided demonstrates a strong commitment to collaborating with subject leaders to encourage and provide high-quality work-related contexts across the curriculum. Careers staff work closely with PSHE teachers, Heads of Year and Form Tutors.

- There is a dedicated budget for Careers activity.
- PSHE planning frameworks are progressive from year to year. Key outcomes and objectives are identified. Resources are shared and show individual student progression.
- Pupils in each year group receive Enterprise Drop Down Days throughout the year. These are relevant to the year group and led both internally and by external providers.
- **Year 7**
 - World of Work skills led by Wirral Chamber of Commerce or Financial Capability, led by HSBC.
- **Year 8**
 - Jobs for Tomorrow events, led by Careers Connect, or Financial Capability, led by HSBC.
- **Year 9**
 - Money and Finance Skills, led by HSBC or Work Skills, led by M'Ploy Solutions.
- **Year 10**
 - Mock Interview Day(s). often led internally. with the support of a range of employers and post-sixteen providers.
 - Work Experience Preparation Day led internally, by the Careers Team.
 - M'Ploy Enterprise Challenge led by M'PloySolutions.
- **Year 11**
 - Application and CV Writing Day, led internally by the Careers Team.
 - Post-16 Destinations and Options Day, led internally by the Careers Team.

The effective delivery of the Careers Programme has an impact on raising aspirations and helping each student to make challenging but realistic plans for their future. Information on CEIAG, pathways available, events/visits is available to all stakeholders. There are also subject related CEIAG noticeboards for students, alongside a range of Career related display boards. The school also benefits from a Whole School Calendar which details all Careers activity across the year groups.

Strengths:

- There is evidence of the whole school's commitment towards high quality CEIAG, this is supported by SLT and Governors.
- The school benefits from an experienced Careers Team who work effectively to embed Careers across the

school. This is reflected by the wider team's commitment and the strong ethos of pastoral support and inclusion.

- The monitoring and review processes Ann and Lyndon has introduced linked to the Careers programme is exceptional, providing evidence for positive change.

Suggested areas for Development:

- As outlined in the current Gatsby benchmarks, add to the Careers section of the school website a short paragraph for each stakeholder group: students, employers, teachers, parents, and carers.
- Seek employer feedback on the Career section of the school website.
- The updated Statutory Guidance on Careers Guidance is due to be published by the DfE in May 2025.

From the evidence provided in the Quality in Careers Standard portfolio and the latest Compass SEF (Spring term 2025) the Assessor is confident that Woodchurch High School has fully achieved Gatsby benchmark 1.

Gatsby Benchmark 2: Learning from Careers and the Labour Market Evidence:

There is comprehensive and up to date Labour Market Information provided to encourage pupils to research their own pathway plans. LMI is part of the CEIAG programme with learning objectives and outcomes mapped against the Gatsby benchmarks. The BeMore portal and Start platform are used by pupils to research their own careers ideas. Examples of LMI presentations and activities are available in the electronic evidence portfolio; there is also information available on the Careers area of the website for young people and parents/carers to access.

Pupils explore LMI through the careers board and online programmes such as KUDOS, purchased by the school. Parents, from Year 7+, receive regular communications re: careers and KUDOS, via newsletters and specific letters home, pertaining to the CEIAG provision.

Pupils focus on transferable skills which is part of the teaching and learning policy of the school. These are employability skills such as personal learning and thinking skills, Enterprise Skills for Work etc. Additionally, schemes of work for PSHE have also reflected these.

All staff receive scheduled CPD to ensure high quality standards are maintained and there are opportunities to improve their understanding of Careers and the Labour Market and how they can contribute to the Careers programme. This is monitored, evaluated, and reviewed (and evidenced in the electronic portfolio).

Strengths:

- The Careers area of the website provides easy access to information for pupils and parents, including links to pathway routes and opportunities, including up to date LMI.

From the evidence provided in the Quality in Careers Standard portfolio and the latest Compass SEF (Spring term 2025) the Assessor is confident that Woodchurch High School has fully achieved Gatsby benchmark 2.

Gatsby Benchmark 3: Addressing the needs of each student Evidence:

The Careers Programme includes activities relating to equality, raising aspirations and challenging stereotypes. Equality and Diversity is promoted throughout the curriculum and stereotypical thinking; equality and diversity are challenged if comments/behaviours require this. There is a comprehensive programme of activities, visits, talks aimed at raising aspiration. Individual pupils are provided with additional support; examples of evidence include records of EHCPs and off-site learner support.

Pupil Premium pupils receive additional support through the Aspirational Careers Workshop, visits to universities and supported programmes through their mentors. Woodchurch High School ensure that every Pupil Premium pupil visits a university, or as an absolute minimum, and has access to a HEI provider in school.

Pupil Premium pupils are also offered a focus group for the Taster Session at Weatherhead High School for pupils interested in A Levels. There are also many college trips to places such as Reaseheath, and Coleg Cambria for targeted AEN and PP pupils.

In addition to this Woodchurch offer trips to Weatherhead, Cheshire College, Wirral Met and Coleg Cambria for taster days, to ensure pupils make informed decisions regarding their futures.

Pupils are also able to meet College Advisors during our lunchtime sessions, whereby providers are present for Q&A sessions and to deliver key information about their colleges.

Woodchurch High School also have several online programmes that pupils can access which provide up to date option choices with qualification requirements.

Evidence is provided to show that Destination Data is presented to the Governing Board annually showing year on year comparisons. This data is analysed and is used to inform the school's wider strategy. Destination data is analysed and published and shows an even spread of pathway destinations.

Destination data is sent to the LA and the school supports pupils that may be at risk of NEET/NEET. Vulnerable learners are well supported by the school, those pupils (including those with EHCP's) are prioritised for guidance interviews.

The Careers Team keep accurate records of pupils intended destinations and progress with applications to post 16 provision as appropriate. This includes completing half-termly target setting with pupils, helping ensure that they achieve their goals to achieve their required grades. The whole-school Year 11 Mentoring Scheme supports this.

Strengths:

- The CEIAG programme is differentiated to meet the needs of all pupils. The pastoral support provided to pupils is exceptional; there is a clear commitment from all staff to ensure the best outcomes for each student.
- Every pupil has three reports each year which are sent home to parents and carers and two parents evening.
- Pupil Progress Leaders and Assistant Pupil Progress Leaders also monitor pupils progress and wellbeing through their time at school and intervene where best to help to ensure all pupils achieve their potential.
- M'Ploy staff have dedicated days for SEND reviews in Year 11, and Year 10 where possible, where they often meet with parents to discuss CEIAG.
- Many pupils who are Pupil Premium have agreed Pupil Profiles, where they set themselves targets, are assigned a mentor and then guided through whatever their targets are.
- Pupils with EHCP have agreed targets with their parents/carers, pupils, and staff, and these are reviewed on at least an annual basis, with meetings with parents.
- The school tracking system has reduced the danger of NEETs, and there are dedicated days M'Ploy, and staff dedicate to reduce NEET figures at the end of each academic year.
- Pupils who find themselves NEET after leaving are welcome to come to school and receive additional support, despite the fact they have left. This support includes an extended period of access to KUDOS.
- Once again, it is worth pointing out in this report, the excellent record keeping processes which serve to support individual pupils with transition and the support this provides to the LA and September Guarantee process.

- The main events which are run in school for CEIAG (i.e. Enterprise Days, Careers Convention, and Aspirational Careers Workshop) encourage pupils to be aspirational and to avoid stereotypical thinking.
- While all the options are being discussed pupils are aware of alternatives i.e. Apprenticeships, as well as having information about projected earnings through A Levels, T Levels or University routes.
- Further work, to challenge stereotypes, is conducted as part of the Work Experience programme, where pupils are encouraged to explore a range of options for placements, and not just those which may be perceived as 'for boys,' 'for girls' etc.

Suggested area for development:

- Seek further opportunities for parents and carers to give their opinions and feedback on provision.

Please note: The External Assessor will meet with a wide range of pupils of varying ability levels and need across the year groups at the External Assessment visit.

From the evidence provided in the Quality in Careers Standard portfolio and the latest Compass SEF (Spring term 2025) the Assessor is confident that Woodchurch High School has fully achieved Gatsby benchmark 3.

Gatsby Benchmark 4: Linking curriculum learning to careers Evidence:

All schemes of work in curriculum areas are mapped out to include careers and labour market elements as part of the learning, and staff are all aware of the importance of Gatsby benchmarks and the CDI framework. There is further evidence above.

Display boards across the school provide pupils with further information and career ideas. Pupils prepare for the Careers Fair with signposted to websites and guidance from tutors. The Careers Team ensures that teaching staff are supported in their knowledge base by requesting formal feedback and taking account/actioning their ideas and suggestions for further training.

Woodchurch High School Y8 pupils have also benefitted from their engagement with Elevate EBP's Enrichment pilot, The Etc. Programme captures what they do beyond the classroom and highlights how they develop skills and values. The Programme asks pupils to record activities on a dedicated portal which provides them with a directory of enrichment activities in the area.

Strengths: There are excellent examples of pathway plans. The Careers Team continue to monitor the delivery of Careers and the Labour Market within subject areas. This captures areas of good practice and identifies any gaps in delivery/knowledge.

From the evidence provided in the Quality in Careers Standard portfolio and the latest Compass SEF (Spring term 2025) the Assessor is confident that Woodchurch High School has fully achieved Gatsby benchmark 4.

Gatsby Benchmark 5: Encounters with Employers and Employees Evidence:

Woodchurch High School is a long-standing member of the LCR Career Hub and the Careers Lead, Ann Smith has completed the level 6 Careers Leader Training funded by the CEC. Ann attends conferences and network meetings offered via the LCR Careers Hub. The school takes advantage of the CEC LCR Careers Hub support to further develop employer encounters and other careers related activities, utilising the support of their Enterprise Coordinator, Kath Wyke.

The school ensures a range of employer encounters take place with each year group.

Bespoke Careers for Y10 started last academic year. Pupils each use a Careers workbook and in the summer term they

meet with their form tutor to on applications in Year 11. This follows on from WEX reflection where pupils can consider realistic routes suitable for them. The Careers Adviser from M'PloySolutions is provided with a copy of this information and sees all pupils. Pathways information is extremely comprehensive.

Examples include:

- Careers Fair: this includes a Careers booklet for learners so that they can prepare and record interactions.
- Apprenticeship activities.
- Evidence of direct communications with a wide range of employers/partners who have provided support to school activities and events.
- The Careers Team have developed a great relationship with employer volunteers.

Strengths:

A positive, sustained, and beneficial relationship with a wide range of employers.

From the evidence provided in the Quality in Careers Standard portfolio and the latest Compass SEF (Spring term 2025) the Assessor is confident that Woodchurch High School has fully achieved Gatsby benchmark 5.

Gatsby Benchmark 6: Experiences of the Workplace Evidence:

Woodchurch High School offer a variety of opportunities for pupils to undertake workplace visits link to careers or subject areas. These include:

- Mock Interviews
- Employer visits
- FE campus visits – evidence is provided on the Careers area of the school website
- Careers Fair
- BBC Bite Size
- Individual work experience placements in Y10
- Apprenticeship presentations

The Work Experience programme is evaluated, and a report is generated for key stakeholders and school governors evaluating how successful the work experience placement project is. It includes positive stories and accounts for any disappointing individual reports.

The 'named governor' holds the Careers Team to account for outcomes, as does the Headteacher, who both regularly review provision.

Pupils reflect during drop down days on the personalised outcomes they wish to achieve from their Work Experience placements prior to attending, as well as reflect upon learning when they return.

Each pupil receives an individual report grading the pupil on key areas such as punctuality, showing initiative, communication skills etc. This demonstrates the clear objectives to the pupils which are then measured and agreed with pupils.

In addition to this direct experience, pupils are encouraged to participate in a virtual 'my week at work,' led by the Liverpool City Region during the summer term, as well as to access 'employer encounter' videos produced by the LCR.

Pupils with SEND and/or other needs receive an extended induction to work experience and undertake numerous familiarisation visits.

Ann has also completed the LCR Careers Hub Give an Hour form so that LCR Careers Hub can also source employer volunteers.

Suggested area for development:

The Link Governor provides support but there is potential to make greater use of the contacts available to the school via the Governing body.

From the evidence provided in the Quality in Careers Standard portfolio and the latest Compass SEF (Spring term 2025) the Assessor is confident that Woodchurch High School has fully achieved Gatsby benchmark 6.

Gatsby Benchmark 7: Encounters with Further and Higher Education:

The Careers Team has provided a copy of the Provider Access Statement – this is also published on the school website. There is strong evidence of effective partnership links with local post-16 providers.

There are excellent examples of how the school involves pupils in a range of activities: Events evidence in the electronic portfolio including external visits to learning providers, including, Careers Fair, a wide range of sessions with local colleges, HEI's visits and taster sessions. In addition, there are case studies on the Careers area of the school website.

The Provider Access Policy confirms this commitment to raise awareness of all available pathways; this is also highlighted in the wider Careers strategy.

Pupils in ALL year groups receive an assembly from an HEI provider to raise aspirations and better inform pupils of HEI and how it can be accessed.

Pupils in Year 10 can opt in to any post-sixteen visits. These have been extremely well attended. Over seventy pupils to each. Pupils are encouraged to look at courses they are enthusiastic about, regardless of stereotypical thinking, and look at a variety of different skill sectors in which they are interested.

During Drop down days, pupils are encouraged to share roles, work as teams, think imaginatively and work towards achieving a common goal. Here, pupils can think in aspirational ways about outcomes with the hope they apply this to their future choices.

Externally led days have a strong emphasis on financial life skills, and how this can be applied after they leave school. In addition to this, one of the internally led Drop-Down Days to Year 11, explains the financial implications of post-sixteen and post-eighteen learning, making pupils aware of how accessible HE can be.

Several Aspirational Evenings are conducted for Year 9, 10 and 11. Here, it is the aim that both pupils and parents' aspirations are raised, and more information is delivered on how this can be achieved.

Strengths:

The portfolio evidence is backed up by the range of pathway choices that demonstrate how individual learners engage with and experience a wide range of activities; there is a true commitment to raise aspirations and encourage pupils to look at further and higher education options.

From the evidence provided in the Quality in Careers Standard portfolio and the latest Compass SEF (Spring term 2025) the Assessor is confident that Woodchurch High School has fully achieved Gatsby benchmark 7.

Gatsby Benchmark 8: Personal Guidance Evidence:

Woodchurch High School commissions M'PloySolutions to provide independent and impartial Careers Information, Advice and Guidance. The Adviser records individual interviews with each student via a spreadsheet and each student receives an Action Plan; pupils agree to the actions.

The Careers Adviser delivers 1:1 interviews with pupils, along with group sessions. That means the role is not shared and so gives consistency and continuity for pupils. This academic year, Mrs Tomlinson is based in school for 77 days. Each year the school allocates a budget for CEIAG which is above that needed to contract M'Ploy Solutions, leading to other resources being able to be purchased and made available for pupils to enhance provision.

M'PloySolutions are Matrix Accredited, and all 'external' / impartial advisors are provided with up-to-date CPD appropriate to their role.

In addition, the Careers Team hold the following qualifications:

- Rev L Bannon: SLT, who holds a Diploma in Careers Education, awarded by Nottingham Trent University
- Mrs Ann Smith: Careers Coordinator, who holds a Career Guidance and Development Level 6 Diploma
- Miss Lauren Quigley: Careers Teacher, who holds a Career Guidance and Development Level 6 Diploma

Meetings take place between the Careers Leader, SLT CEIAG Lead, The Careers Guidance Adviser and pastoral staff supporting the transition of the pupils through to post-16. Vulnerable groups are prioritised by the Careers Guidance Adviser for guidance interviews and can be seen as many times as is necessary. The Careers Adviser also contributes to EHCP reviews for Pupils with SEND and those that who are identified as most vulnerable/at risk of NEET.

For those children on alternative provision, Woodchurch High School have provided support by directing M'PloySolutions to visit these pupils with school staff. This provides the opportunity to provide individual independent career guidance. Additional support is also given remotely.

The school also offer 1:1 post-sixteen destination route visits with vulnerable pupils.

M'PloySolutions also provide home visits to pupils who are educated off-site having obtained this information from the excellent tracker sheets to ensure that they had suitable independent career guidance.

The Careers calendar includes specific support days for pupils with SEND and who are LAC (these pupils can also access support on other days too). Potential NEET pupils and targeted for 1:1 interviews. They receive more than one over the year.

Strengths:

- The strong partnership and professional practice between staff and the coordinated recording systems for referral/support of all pupils is excellent.
- Relevant members of the Careers Team have been on various CPD opportunities this academic year to help stay up to date with the developments in CEIAG. This CPD, also consisted of networking events, was invariably led by the Liverpool City Region. Additional training has been provided by NEON and via online sessions, run by the National College.
- Many CPD sessions relate to skills shortages in the sectors across the city, and how to plug this gap at school level. This better informs the Teams further careers planning.

- NEON meetings attended have equipped staff to implement and improve the HEI contact time throughout the year for each year group. Each year group now has an assembly with a HEI provider, so they think 'beyond' post-sixteen.
- M'PloySolutions ensure that their staff have ongoing CPD in relation to their roles. M'PloySolutions advised that all staff attend training events every 6 months – with careers advisors having extra training and monthly updates from each other and the networks they link with.

Suggested area for Development:

- Continue to seek developmental opportunities for the Ann Smith, the Careers Lead, who is relatively new to role.
- Closer liaison with the attendance team for hard-to-reach pupils (attendance issues).

From the evidence provided in the Quality in Careers Standard portfolio and the latest Compass SEF (Spring term 2025) the Assessor is confident that Woodchurch High School has fully achieved Gatsby benchmark 8.

Further Comments from Career Connect as a Licensed Awarding Body for the Quality in Careers Standard.

The Assessor has identified several strengths in both the strategic planning and delivery of Careers at Woodchurch High School. The Careers Team work effectively together and are fully committed to providing the best possible support for pupils. This is reinforced in the cross curricular careers support offered throughout the school via BM4. All staff are focused on raising the aspirations of the pupils to enable them to make well informed and realistic decisions for their futures. Ann and Lyndon's process of monitoring, evaluation and review is effective and truly beneficial to continuing to make improvements to this high-quality programme, keeping pupils at the centre.

Woodchurch High School has made a significant commitment to delivering a well-planned, strategically aligned, and impactful careers programme. From discussions with school senior leaders and school staff it is clear there is a culture across the school that values the careers programme and provides a demonstrable focus on raising the aspirations of each student whilst preparing them for their futures. The school is meeting its statutory requirements and Gatsby Benchmarks. The school annually reviews the careers programme's impact and KPI's, this is reported to the Head Teacher and Trustees. The school analyses both cohort data and destination data where possible to ensure the careers programme is meeting student need and as many leavers as possible maintain their post 16 destinations. Woodchurch High School has a diverse cohort and therefore the careers programme offers a range of both universal and targeted CEIAG opportunities for students to take part in these are planned for each key stage and where possible the needs and interests of each student are considered. School staff have a clear understanding of the needs of their cohort and recognise that to be effective their career programme must offer multiple and a broad range of CEIAG interventions.

Throughout the assessment the commitment to providing quality CEIAG activities is evidenced all staff are passionate about engaging with the CEIAG programme such as, delivering drop down days, using Alumni, accessing employers and the local community to inspire their students, supporting work experience, using career related content in their curriculum subjects and more broadly raising aspirations of both students and parents.

Governance of the careers programme is provided by the school's strategic careers lead who reports to the Head Teacher and Trustees. The linked Trustee (for the Careers Programme) meets regularly with the careers team in school and is provided with updates on performance, engagement and feedback on the CEIAG activities delivered each term. As part of the assessment process the Trustee explained that it is clear from their involvement and understanding of the careers programme the importance the school places on providing a flexible and responsive career offer to students. The Trustee explained that they were impressed with the approach to careers delivery and the commitment to providing a quality offer that meets student need, especially with the reality of the challenges faced by schools in terms of staff resources and other financial pressures. The Trustee was aware that the school is looking to further develop the range of employer contacts to enhance the careers offer and was keen to support this. The Trustee mentioned that many employers are looking to improve their outreach strategies for schools that serve cohorts similar to Woodchurch and

would therefore be able to offer further insight and support to the careers team in school.

Vulnerable students and those with SEND have differentiated and targeted support in which the Careers Lead, SENCO, pastoral staff and careers adviser work together to ensure students (and their families) receive the appropriate support. Transition is well planned and those who need to be further engaged and motivated can access tailored support based on their interests. SEND students in Year 10 access work experience in a positive and supportive environment, this includes giving students and their families notice of work experience in Year 9, arranging pre work experience placement visits, additional support for parents/carers who may also have concerns regarding any placement, and school sensitively sharing information with employers to discuss any support needs.

Students are positive about their experience of CEIAG at Woodchurch High School they were clear about the Careers offer in school, how, when and where they can access help. Students were also positive about the support offered by the school's staff. All the students who were involved in the assessment also discussed how important they felt it was having access to meaningful work experience opportunities, for those who had taken part in work experience they were able to articulate how much confidence they had gained from have the opportunity alongside a range of other career activities delivered in school.

One student explained that work experience had really helped their self confidence ***'it made me realise that I was much more independent than I thought I was'*** another student explained ***'I had a chance to give something a go I never thought I would do, and that helped me'***

Students did mention that they felt that had a good understanding of local opportunities for work and training, however they also explained they would like to explore more creative careers and especially apprenticeship opportunities within creative industries.

Two parents were also spoken to as part of the assessment who were both very positive in the support their child had been offered.

One parent explained ***'I am really happy with the help (child) has received so far, we have been supported to make decisions and (child) is going to college, we are all clear on the plan and what will happen. I am also really pleased the school has arranged travel training it's one less thing for me to worry about'***

Another parent was particularly happy with the support their child has received to access work experience ***'(Child) has additional needs and we were very worried it could all go wrong, but it wasn't like that at all, it was well planned and, in the end, gave him a real confidence boost, we are so proud'***

Woodchurch High School engages with a range of employers and external organisations to support student's career development and aspirations. Alongside drop-down days and targeted CEIAG activity, the school hosts an annual careers fair in which over 50 organisations are invited to exhibit and also offers Year 10 students work experience, which is supported by an external organisation. The school also has an Enterprise Adviser via Liverpool City Region Careers Hub, however contact with the employer has not been consistent.

One employer spoken to during the assessment mentioned that they were always happy to have students attend their workplace from Woodchurch High School, they felt that students were well prepared, polite and keen to learn. The employer explained that they were keen to continue to support the school and students. Woodchurch High School is keen to develop further links with employers and are looking to develop breakfast networking sessions in the future.

Suggested Development Points:

***Further develop employer and HE links** - consider lunch time networking sessions as these may be more accessible to some, and also the use of technology as online sessions could be more convenient for employers. Useful websites to support this could be the STEM Ambassadors Website [STEM Ambassadors](#) as you can post a session on their system and it will send the request to multiple ambassadors, it is also worth using LinkedIn to publicly request support and help as this also often gets a good response. Construction, Engineering and Global Consulting Firms also often have significant

corporate social responsibility targets, and it is always worth prioritising those companies first as they are more likely to have teams of staff who will engage with schools. Uni Taster Days could also be a useful resource as this site will enable you to contact 10 Universities at a time who can offer bespoke sessions or visits [University events for schools and outreach opportunities | UniTasterDays](#) this could be a useful resource to offer sessions for students in form times, or lunch time drop ins to raise aspirations and understanding of other Higher Education opportunities across the UK.

***Destination Data** – develop a school led process for collating leavers destination data, agree within the Careers Team – how often leavers will be contacted (suggested 2 times per year) method of contact (suggested text or email) how many attempts at contact should be made (suggested no more than 3) agree minimum level of return that is acceptable, agree data to be collected (suggested - place of study, level of and name of course, name of employer and training details) Also consider having a LinkedIn page for alumni to follow which will help with gathering data but also inviting alumni to get involved in the school's careers programme.

***Consider the digital careers tools available for students** - at the moment school are happy with access to free digital resources that are available within the Liverpool City Region, there are a range of digital CEIAG tools that exist that offer a solution for students and schools to monitor the careers programme and analyse impact, due to the level of digital literacy that students will need in the future it is always useful review and consider what is available to schools to support students to feel confident to access reliable and accurate careers information, but also interact digitally to start building on those skills that will be needed for the modern work place.

***Consider any updates to the careers programme** that may be required to continue to meet the updated Gatsby Benchmarks, newly released Statutory Guidance, and Ofsted's inspection updates (due Autumn 2025)

Woodchurch High School have provided a range of evidence that confirms their commitment to delivering a quality careers programme that improves the outcomes for all students. The school should be proud of their achievement and celebrate the enthusiastic and knowledgeable careers team who work effectively to ensure the careers programme meets its objectives.

The school may now use the following words to describe their achievement of the ward in all publicity materials.

Woodchurch High School is nationally accredited by the Quality in Careers Standard as fully meeting all the accreditation criteria incorporating the Gatsby Benchmarks

Signed: Kath Wyke, Assessor, Career Connect. **Date:** 7th May 2025.

Chloe Elliott, External Assessor, Career Connect Date 22nd May 2025