



Quality in Careers >>>>

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CEIAG Case Study:

Ryburn Valley High School, West Yorkshire

The School

Ryburn Valley High School is an academy with a sixth form in Sowerby Bridge, West Yorkshire with approximately 1600 students on roll.

The ethos of *'everyone matters, and every dream counts'* is firmly embedded. This precept together with the traditional values of kindness, endeavour and respect are at the heart of everything they do.

'Our core purpose is to inspire young people with a love of learning, a zest for life and a genuine confidence to excel in a colourful world.' These sentiments were echoed very strongly during the latest Quality in Careers assessment process.

The school holds the **Quality in Careers Standard** (first awarded in 2019 by the Licensed Awarding Body "C+K Careers" and reaccredited in 2022) having been successful in **fully meeting** all 8 Gatsby Benchmarks and the impact criteria required by Quality in Careers. The 2022 assessment confirmed that the school continues to maintain a high-quality programme.

Career Education, Information, Advice and Guidance (CEIAG)

The careers programme at Ryburn is well resourced with strong SLT support and this allows it to be responsive and flexible to the changing needs of its pupils and the economy. The programme is delivered through innovative *"iGen"* lessons which cover PSHE topics and careers learning outcomes through the shared exploration of literature. In addition there are *"iD"* (Identity) days which provide the opportunity for visitors to talk about their experiences so students can try new things and develop resilience and ambition. Examples include learning CPR and sign language and self-defence sessions.

The Careers lead is also responsible for the school's marketing and community engagement and has used this effectively to promote the CEIAG programme and engage with students, parents and other stakeholders. The use of short videos showcasing people talking about their job, whether it be alumni or other visitors to the school, is considered by the Quality in Careers assessor to be "impressive" and the school website "an example of good practice."

The school's learning mindset approach encourages employability skills across the curriculum including ambition, resilience, risk taking, collaboration and self-management.

Students have access to a wide range of extra-curricular and enrichment activities. Creative Arts is a real strength of the school and students have been involved in the filming of various TV dramas including *Our School*, *Ackley Bridge* and *Happy Valley*.

The school has careers weeks scheduled throughout the academic year. During these weeks external employers and organisations are invited into school to talk to students about different employment opportunities and career pathways, and also carry out interactive workshops. Teachers ensure their lessons have a clear careers/employability skills focus, and digital media is used to highlight different career pathways.

The school contracts with an external careers guidance service. Their Careers Advisers are highly valued and are actively involved with planning and organising events and other aspects of the programme. All students access at least one careers interview pre-16 and also have access to impartial guidance in the Sixth Form.

There is a real focus in school on activities being student led - open evenings, presentations, staff interviews and assemblies. For example, one sixth form student has set up a group to support lower school students with information on applications for medicine, dentistry and vet science. New student 'Careers Leaders' roles have also been created to help plan Careers Weeks and ensure they are engaging for all learners.

Measuring the impact

The local LEP Enterprise Coordinator has supported the school in working towards meeting the Gatsby Benchmarks and the Compass self-assessment tool has been used to evaluate and develop provision. The Ryburn strategic plan clearly shows how CEIAG is embedded and also serves as an effective tool for continuous improvement.

Destinations data is collected and analysed to meet the needs of individuals and groups. The external Careers Advisers provide comprehensive end of term reports detailing how students have been supported and their destinations.

Progression is considered to be "excellent" with the numbers Not in Education, Employment or Training below the Calderdale average.

CEIAG Quality

The Annual Service Delivery Agreement with the external careers company provides further scope for impact measurement and evaluation and is mapped against the Gatsby Benchmarks.

Student feedback mechanisms are in place to assess the quality of guidance provided and results have been overwhelmingly positive. Evaluation takes place throughout the careers programme and students reflect on their varied experiences (employer encounters, further and higher education visits) using an Employability Passport, in order to take stock of learning and ensure encounters are meaningful.

CEIAG is strongly embedded in subject teaching. The Quality in Careers assessor also observed a lesson in Maths where real work situation problems were used to demonstrate Mathematical skills.

The assessor was impressed with the enthusiastic and passionate approach adopted by all staff and the varied and range of interesting opportunities that students experienced, enabling them to learn about future options and increase self-awareness.

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(p) 2022

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