

## Monitoring and Evaluation

At RGS we believe it is very important to assess the impact of our careers programme. We do this in a number of ways:

Destination Data: we identify and analyse the destinations of our Year 11 and Year 13 pupils, taking into consideration their prior attainment and noting any new trends that emerge.

Audit/Survey: we are keen to get the views of pupils regarding the CEIAG activities they have received. In the summer term we ask all year groups to complete an online audit/survey to give their overall feedback and assessment on the programme that year.

Student Careers Leaders: we have a number of Careers Prefects (Year 13) and Careers Champions (Year 7 to Year 12) that serve as the “student voice” for all things careers. The Careers Lead meets with them on a frequent basis using them as focus group, listening to their feedback, making sure recalibration of the programme occurs where needed. These pupils also join county meetings with other schools in Buckinghamshire along with the Careers Lead, sharing good practice and opportunities that allow cross-pollination.

Parent/Carers: we value feedback on how impactful they feel the careers activities of their children have been and how supported they have felt in aiding their children in career decisions. This information is received through audit/surveys sent to them.

Employers: after each event employers support us on, they are asked for feedback that helps us understand the value of our programme with our key stakeholders and general assessments of the events themselves. These include talks, workshops, competitions, work experience programmes, mock interviews, amongst others.

Event Feedback: after key careers activities, pupils are asked to provide feedback via forms.

Future Skills Questionnaire (FSQ): We utilise the Future Skills Questionnaire (DfE Careers and Enterprise Company) for new Year 7 students to establish a baseline of their skills, aspirations, and knowledge of careers and pathways. This enables us to measure the impact of the careers provision and track their progress throughout their school journey.

### 2023-24 Impact Assessment and Evaluation:

Introduction: We are delighted to present our annual report showcasing the remarkable achievements of The Royal Grammar School High Wycombe’s Careers Department in the past year. Through dedication, hard work, and collaboration, we have reached significant milestones that have positively impacted our school community.

Key Achievements: This academic year, our Careers Department has provided outstanding support by offering career guidance, hosting engaging career assemblies, weekly 'Tuesday Talks' across various industries and pathways, Enterprise Days, and skills-building events. Additionally, students have benefited from mock interview practice and extensive work experience opportunities, all contributing to their real-world readiness and essential skill development.

National Centre of Excellence in Careers: We are thrilled that RGS HW has been awarded the prestigious status of “National Centre of Excellence in Careers” by Challenge Partners. This recognition

reflects our unwavering commitment to providing exceptional career guidance and support to our students. The webinar delivered to a national audience of CP Schools by our Careers Lead, Sweta Thakrar, has received high praise and thanks.

**Community Impact:** Our commitment to fostering meaningful connections within our school community extends beyond our immediate school. RGS HW takes pride in its leadership role within the wider educational community. We lead the Careers Leaders Network for Buckinghamshire Grammar and Independent Schools, co-lead the Buckinghamshire Estate Schools' Networks, and actively contribute to initiatives that promote collaboration and excellence across educational institutions. Furthermore, within our school, we empower students to take on leadership roles in career development. Our RGS HW prefects lead the Careers Student Leaders Network, supported by the Y7-Y12 Careers Champions, which is a new initiative at our school. These student-led networks play a crucial role in shaping the career guidance through student voice and support, fostering a culture of peer mentorship and empowerment. The DfE showcased us an example of leveraging Student Leadership in Careers during National Careers Week March 2024, inviting other schools to follow our lead.

**Support for Disadvantaged Students:** We are dedicated to ensuring that all students have equal access to opportunities and resources. Our support for disadvantaged students includes tailored programs and initiatives aimed at addressing barriers to learning and promoting inclusivity. Key aspects of our support include:

- **SEND Students Prioritised for Careers Guidance:** Students with Special Educational Needs and Disabilities (SEND) are given priority for careers guidance sessions with our external careers adviser, ensuring they receive the personalised support they need.
- **Bursaries and Scholarships:** We provide bursaries and scholarships to Pupil Premium (PP) students, which include opportunities for paid work experience through providers like InvestIN ([www.investin.org](http://www.investin.org)).
- **Work Experience Support:** We offer dedicated support to help students find work experience placements, recognising that they may lack the necessary network connections.
- **Paid Educational Trips:** We cover the costs for relevant trips, such as visits to UCAS and Apprenticeships Fairs, to ensure all students can participate.
- **Psychometric Testing:** Where applicable, we pay for Morrisby Psychometric Testing to help students better understand their strengths and career interests.
- **Partnerships with Prestigious Organisations:** We partner with esteemed organisations such as the Sutton Trust and Eton College to provide additional opportunities and resources for our students.
- **Mentoring with Role Models:** Students are paired with relatable role models, such as Enterprise Advisers, for mentoring and guidance.
- **Encouraging Extra-Curricular Activities:** We encourage participation in extra-curricular activities and leadership-building opportunities, such as leading a society, to develop well-rounded individuals.
- **Careers Champions:** We provide relatable in-class support through careers champions who offer guidance and encouragement directly within the classroom.

**Quotes and Feedback** (Extracts from Audit with Parents, Staff, Students, Guests, Employers, Guests and Alumni)

The following quotes and feedback are extracts from an audit launched with parents, staff, and students to gather insights and perspectives on the initiatives and activities at RGS:

Students:

- “The careers activities have inspired me to do well, so that I can work towards a good university.” (Year 10);

- “I have learnt about teamwork and communication, which are important in school but widely used as well.” (Year 9)
- “My trip to the UCAS fair helped me to begin thinking about Universities and which ones I would like to attend, and I also found the careers department to be highly useful in helping me to prepare my personal statement and UCAS application.” (Year 12)
- “The sharing of competitions has been really helpful for me to go beyond my A Level subjects.” (Year 13)
- “I have attended multiple careers talks, which were very helpful. I also had a 1 on 1 meeting with Mrs Thakrar when I was considering apprenticeships and she helped a lot with identifying my options.” (Year 13)
- “The Young Enterprise day was really fun and it helped me understand what a business feels like.” (Year 7)
- “In the Careers assemblies, I have realised that if I do well in school I can make my dreams easier.” (Year 8)
- “Work shadowing has been VERY influential in my understanding and theories behind many studies.” (Year 9)
- “Having a range of talks from different jobs has been brilliant. I was able to gain some fantastic work experience as a result of a doctor coming to RGS to give a small talk. Also, the UCAS fair was very helpful in terms of providing me with university information as I now have an idea of what sort of universities I should consider as well as what sort of questions I must have in mind. Mrs Thakrar has genuinely been awesome in organising so much for us. Also, the opportunities on the Careers Teams have been fantastic as well as it gives us some really valuable opportunities which I try to capitalise on (whether they are work experience opportunities or webinars).” Year 12

#### Staff:

- “The impact that the careers department has had in recent years has been exceptional.”
- “The Careers Department is an absolute joy, always thoughtful and considered in their response/approach, and far more in touch with the world of work as it is than the majority of the teaching staff. It makes students feel that they are taken seriously and what they need to do to reach their goals is realistically assessed.”
- “My form is always very complimentary of the Careers Provision. They have found info/advice very clear and the staff very helpful.”
- “Students have had great meetings with the external Careers Advisor, very detailed and useful.”
- “Our provision is second to none! Feedback from those who have used the Careers Department is very positive. Amazing team.”

#### Parents:

- “My son has greatly benefitted from the lunchtime talks - they have broadened his career ideas.”
- “My Year 10 son has had a lot more info regarding Careers than my current Year 12 did at his age”.
- “Would like to thank RGS for advertising the Visa opportunity on the RGS Careers group. My Year 8 son applied and was selected. He had a fantastic day.”

#### Employers / Alumni / Guests:

- “Very welcoming students and a great turnout with students giving up their lunch hour!”
- “The MMI Interview Evening was very well organised. I would be happy to help again!”

- “The event went really smoothly. Well done, team. The boys were so polite and lovely, it was a pleasure.”
- “The careers champions were professional and friendly. They were great and helped me with my box of leaflets. They also gave me an informative tour before I left.”
- “Very much a pleasure to come to the RGS and the boys made me proud as a previous alumnus! Keep up the good work and let me know if I can help in the future.”
- “Lots of detail about the event beforehand and love the fact you are greeted and met by current 6th formers.”

#### Call to Action

As we celebrate our successes, let us also look ahead with optimism and determination. Some areas which were highlighted in our audit feedback, which we will recalibrate for the new academic year, in addition to maintaining Excellence status include:

- Even more communication with parents
- Inviting more Humanities speakers
- Making the talks programme more visible