



# Developing the Young Workforce at Williamwood High School

DYW Audit 2019-2020

## CONTENTS

Part A Introduction

Part B Planning

Part C Partnerships

Part D Initiatives

Part E Looking ahead

### Appendices

1. DYW planning
2. 16+ Data sharing
3. SDS 'at risk' data
4. Vocational data
5. Creativity wheel
6. Skills poster
7. Positive destinations
8. DYW summary

## Introduction

Developing the Young Workforce (DYW) is key aspect of the values and vision of the whole school community. The school endeavors to meet the needs of all learners across all contexts of learning, fully supported by the evolution of a *Curriculum for Excellence*. Excellent experiences that enhance skills development have always been a feature of Williamwood and have become increasingly significant since the publication of Education Working for All (2014) and the Youth Employment Strategy (2014) that followed.

This report sets out to evidence the current DYW provision across the school, detailing strengths and suggesting appropriate action points.

### Summary of strengths

- DYW is seen as an important aspect of the curriculum.
- Pupils are well supported in their pathway planning.
- Partnerships are effective and varied across the school.
- DYW initiatives are well planned and evaluated.
- Strong partnership with Skills Development Scotland.
- Commitment of the wider staff drives success.

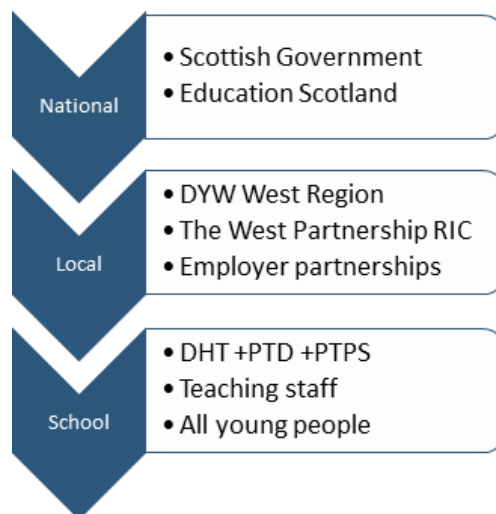
### Summary of action points

- Build on the awareness of the Career Education Standard to embed it across the curriculum.
- Fully integrate Career Management Skills into personal and social education.
- Continue to explore and implement appropriate alternative courses across the curriculum.



# PLANNING

National policy and local priorities drive the planning and implementation of DYW at Williamwood:



Strategic planning and review takes place at regular intervals across each session, involving key staff and partners at all levels.

Williamwood annual DYW strategic plan is written by considering:

- Williamwood High School Improvement Plan
- Development Team Improvement Plan
- Pupil Support Improvement Plan
- DYW in East Renfrewshire – implementation plan 2015-2020
- Employment strategy for east Renfrewshire 2016-2019
- Skills Development Scotland School Partnership Agreement for career information and guidance services (CIAG)

In addition to whole school improvement planning, DYW items are prominent across individual departmental improvement plans and a wide range of school staff have a direct input into the annual Skills Development Scotland (SDS) school-partnership agreement.

The SDS Data Hub is used by a range of Williamwood staff to monitor and support pupil pathway planning, intervention for pre-NEET pupils and to monitor sustained positive destinations. The highly effective use of the Data Hub, by SDS and all levels of council staff, was recognised as excellent practice by a HMI inspection of the East Renfrewshire SDS service carried out in November 2018.

A copy of the most recent DYW plan and SDS school partnership agreement can be found in appendix 1.

# PARTNERSHIPS

Partnerships are key to the successful implementation and improvement of DYW at all levels. Collaborative working drives the evaluation and development of all strands of DYW at Williamwood to ensure the needs of all young people are met.

Key collaboration between SDS, Education council staff and key staff of Williamwood fully support positive pathway planning for all our young people, examples include:

## **Data Hub meetings**

The school utilises regular Data Hub meetings with ERC and SDS staff, where interrogation of Participation Measure statistics has the focus of identifying pupils at risk of not entering a sustained positive destination, along with the tracking and monitoring of pupils who are “unknown” or those identified as not in education, employment or training (NEET). The way in which this 16+ data is shared can be seen in appendix 2. A stringent referral process is in place to target pre-NEET pupils, with authority level support for Positive Pathways.

## **Tracking, monitoring and intervention – designation of key staff**

To complement the ongoing work of pupil support and SDS staff in supporting pupil pathway planning, a designated promoted member of staff plays an integral role in the tracking and monitoring of sustained positive destinations. This member of staff works closely with SDS in identifying pupils at risk of falling into the NEET category and works in partnership with pupil support and the principal teacher of development (DYW) in working with identified pupils. This role has proved pivotal in ensuring there is an accurate Participation Measure picture from Data Hub snapshots, along with enhancing the communication between SDS and school leavers. See appendix 3 for key ‘at risk’ data.

## **Collaborative working - pupil support and SDS**

The joined-up approach of the work of pupil support and the SDS advisors is the backbone of supporting pupils at risk of not entering a sustained positive destination (pre-NEET). Pupil support staff are pro-active of identifying pupils at risk and referring to the appropriate level of service from SDS or local authority. SDS and pupil support staff regularly negotiate the level of need of service as identified by the Data Hub, offering a personalised approach to the support of every young person. The level of support is appropriate to the individual pupil with all criteria carefully considered, drawing in lead partners where appropriate for those identified as ‘not ready’.

## **Referrals to SDS**

Pupils highlighted in the Data Hub as from an identified group (such as ASN, winter leavers, care experienced, equity groups) are assessed for their level of need of service and support from partners is sought where appropriate. All pupils are encouraged to self-refer to SDS and referrals regularly come from a head of year. Transition support is in place for pupils in the Communication Support Service, with SDS working closely with key staff from the service and parent/carers.

# PARTNERSHIPS

## School leavers

Pupil pathway planning is carefully monitored and those highlighted as not applying through UCAS for Further or Higher Education are offered an appropriate level of support in planning for a positive destination. A planned leaving date other than the end of S6 is also an indicator of pupils needing an intervention in pathway planning.

UCAS Tracker is a vital tool to aid the tracking and monitoring of school leavers, those with rejections and not meeting conditional offers post-results are quickly highlighted and appropriate interventions are planned and offered.

## Other support

Pupils identified as needing an increased level of support are offered guidance that is tailored to their needs. Pupils are supported in developing their Career Management Skills, with the view to ensuring positive destinations are sustainable and young people are appropriately signposted. Key staff offer a regular CV drop-in service to all senior phase pupils and My World of Work is well advertised and utilised across the school community.

A wide range of opportunities for work experience, taster days, training and apprenticeships at all levels are advertised regularly in school and online. It is a priority of the school to promote a wide range of pathways to all pupils, ensuring we meet the needs of all young people.

## Partners across the curriculum

The effective use of partners across all contexts of learning are a key strength of Williamwood. There are in excess of 120 partners that have supported school events or have had input into the delivery of the curriculum over the past five years.

Some examples include:

- Guest speakers supporting the curriculum with links to the world of work to course content in biology, chemistry, English and modern languages.
- A wide range of external partners supporting the annual Careers Fair, biennial STE[A]M fair and large range of school events.
- Partners, such as STEM Ambassadors and local employers, supporting the delivery of extracurricular clubs.
- EDT supporting placement schemes such as Engineering in Education and Go4Set initiative.
- Looking outwards to college partners and local schools to support the development and implementation of Skills for Work courses; N5 Health Sector and N5 Travel and Tourism.

## Vocational and work-based Learning

Williamwood make effective use of the extensive authority vocational program and college partners. Pupils have engaged in a wide range of courses, from SCQF Level 1 Grow, Cook, Eat to SCQF Level 8 Human Body Structure and Function. Course completion increased by 90% (33 pupils to 63) from 2017/18 to 2018/19 with numbers of not passing decreasing from six to just one pupil in 2018/19. Three pupils were successful in completing year one of their Foundation Apprenticeship from the 2018/19 cohort, progressing onto year 2.

Data can be found in appendix 4.

# INITIATIVES

## **Career Education Standard (CES) staff CLPL**

The CES has been introduced to all teaching staff at Williamwood, highlighting the entitlements and expectations of all pupils and practitioners. Almost all departmental improvement plans have action points with a DYW focus.

The suite of learning and reflection resources developed by Education Scotland have been offered to all teaching staff across the Williamwood cluster. Staff from all stages engaged with the modules on offer and highly evaluated the time to reflect and share practice. My World of Work (WoW) pupil ambassadors delivered training on My WoW website to staff, as well as their peers and cluster primary schools.

## **Departmental Careers Coach**

To complement the work of SDS and pupil support in meeting the expectations and entitlements set out in the Career Education Standard the initiative of a Departmental Careers Coach was introduced in session 2018/19. This was seen as a development of the established DYW steering group, comprising of a small number of key members of staff. Staff representing each department have taken up the opportunity to

- identify parts of departmental curriculum which develop Career Management Skills;
- be available to students to discuss careers in this area;
- work closely with SDS to arrange lesson inserts/class visits if required;
- engage in CLPL in the Career Education Standard and My World of Work website;
- research Labour Market Trends and communicate to students;
- help with work experience placements;
- arrange external speakers from industry, and
- liaise with link PTD and PTPS.

## **Supporting transitions**

Key option choices are well supported by SDS interviews, pupil support staff and departmental offerings.

Pupils in S2 are signposted through career management skills when making subject option choices and S4 pupils are all given the opportunity for work-based learning through work experience placements and all senior phase pupils are fully supported with sourcing and engaging in ad hoc work placements.

The S6 experience was well supported by the new addition of an S6 conference for session 2019/20, where all pupils explored the importance of appropriate pathway planning, volunteering, and skills development.

## **Sustained positive destinations**

The driving force of DYW is to lower the youth unemployment rate by 40% in 2021, with the Participation Measure data as a key indicator. Williamwood has made great strides in this area over recent years, with a three-year average of 97.8% of school leavers in a positive destination. This sits comfortably in comparison to the East Renfrewshire average of 97% across the same period. Looking closely at 2018-2019 data, it can be seen that Williamwood is outperforming the virtual comparator at 98.2% and 97.7% respectively. Supporting data, across all seven East Renfrewshire high schools can be seen in Appendix 7.

# INITIATIVES

## DYW across the curriculum

Supporting employability skills and careers awareness across the curriculum is evident across almost all departments and appears in all departmental improvement plans. Examples of good practice include:

**Art and Design:** the department has a strong alumni network, raising aspirations in future careers and there is a clear focus on creativity and skills development as important employability skills across the curriculum.

**Science:** Developing the Young Scientific Workforce. Pupils choose from careers themed units of work encompassing each of the scientific fields. On offer are engineering, forensics and life sciences. These add breadth and depth to the experiences and outcomes of the BGE science course, and allow pupils the chance to engage in practical and theoretical work directly linked to world of work. These units of work help shape the S2 option choices across the sciences. Skills for Work Health Sector is a popular course and has been running successfully for three years, with many schools looking outwards to the biology department for support.

**Food and Textile Technology:** the department organise work placements in industry, and have strong links with Further Education establishments - work experience placements with Glasgow City College, City of Glasgow Spring

**Modern Languages:** An employability module is taught in N4/5, Higher and Advanced Higher; Business Brunch events at local university for senior pupils; language related work experience options; Modern Languages trips to France and Spain to allow pupils to use the language abroad; talking exams which allow pupils to understand how to prepare for an interview-based situation. Modern languages careers day with visiting speakers from a range of sectors using languages in their day to day working lives.

**Religious, Moral and Philosophical Studies:** Short course focusing on skills and employment. Regular discussions with pupils and parents about the value of our subject in work contexts.

**Pupils Support (Behaviour)** Career Education Standard and Career Management Skills are used in individual conversations with young people at all stages and pupils have reported benefitting from career education.

**Communication Support Service:** Tailored work experience and in school volunteering placements for senior pupils (where appropriate); curricular led DYW lessons: Progression Award, ASDAN and Employability Skills are all key aspects of the curriculum. The service planned and hosted a careers fair for ASN pupils, inviting parents and carers to attend with plans to roll it out to the wider authority.

**Design and Technology:** STEM day for S2 pupils, numerous STEM related extra-curricular clubs and activities, promoting BAE Women in Engineering and encouraging STEM pathways and careers.

**English:** Writing as an employability skill has been well promoted by the English and literacy department. Guest speakers from a variety of sectors have visited to speak to senior pupils about the importance of writing in their day to day roles in the workplace.

**Pupil Support:** Career Management Skills are key to pupil discussions and pathway planning. My World of Work lessons are a feature of PSE lessons, with My WoW ambassadors delivering training to some of their peers. Pupils have ample opportunity for the reflection on skills development through regular profiling throughout S1 to S3.

**BICT:** The department has facilitated the Young Enterprise initiative and most recently a Summer Sports Day Challenge; with S3 pupils creating and selling products during sports day.



# INITIATIVES

## **STEAM fair**

P6, P7, S1 and S2 pupils are afforded the opportunity to engage with hands-on stalls from fields of work they may not have had the experience of yet. As well as updating the STEM fair to incorporate art and design, the transition STEM passports have been updated to encourage pupil engagement and curiosity in STEAM role models and careers.

## **Enhancing Digital Skills**

Promotion and incorporation of Microsoft Teams and Google Classrooms to every subject in the school this session has enhanced pupils' abilities and confidence in digital literacy.

## **Identifying and Supporting Creativity Across the Curriculum**

Each subject area has a 'creativity wheel' highlighting the key transferable skills, this is supported by the pupil, staff and classroom resource: 'Creativity Skills for Learning, Life and Work' poster which was created in collaboration with pupils, staff and parents/carers. See appendix 5 and 6.

## **DYW Events**

**Careers Fair:** The hugely popular annual careers fair is hosted by pupil support in partnership with the Parent Council, inviting pupils from S2 and all the senior phase. A wide variety of vendors support us every year, from a range of colleges and universities and vocational pathways. A bespoke careers fair for pupils in need of learning support and those attending the communication support service is delivered for pupils, parents and carers.

**S1 DYW Day:** All pupils in S1 engage in a designated DYW experience as a full year group, events have ranged from pupils hearing from over 35 visitors in a speed dating exercise, developing their communication skills by interviewing a range of visitors about their work-based skills and most recently working collegiately on a creativity and enterprise challenge.

**Early Years:** Williamwood is a proud supporter of the Early Years (EYs) and Childcare recruitment drive, working closely with the authority EYs Ambassadors. The school hosted a national Scottish Government EYs Roadshow, inviting all senior pupils from across the authority.

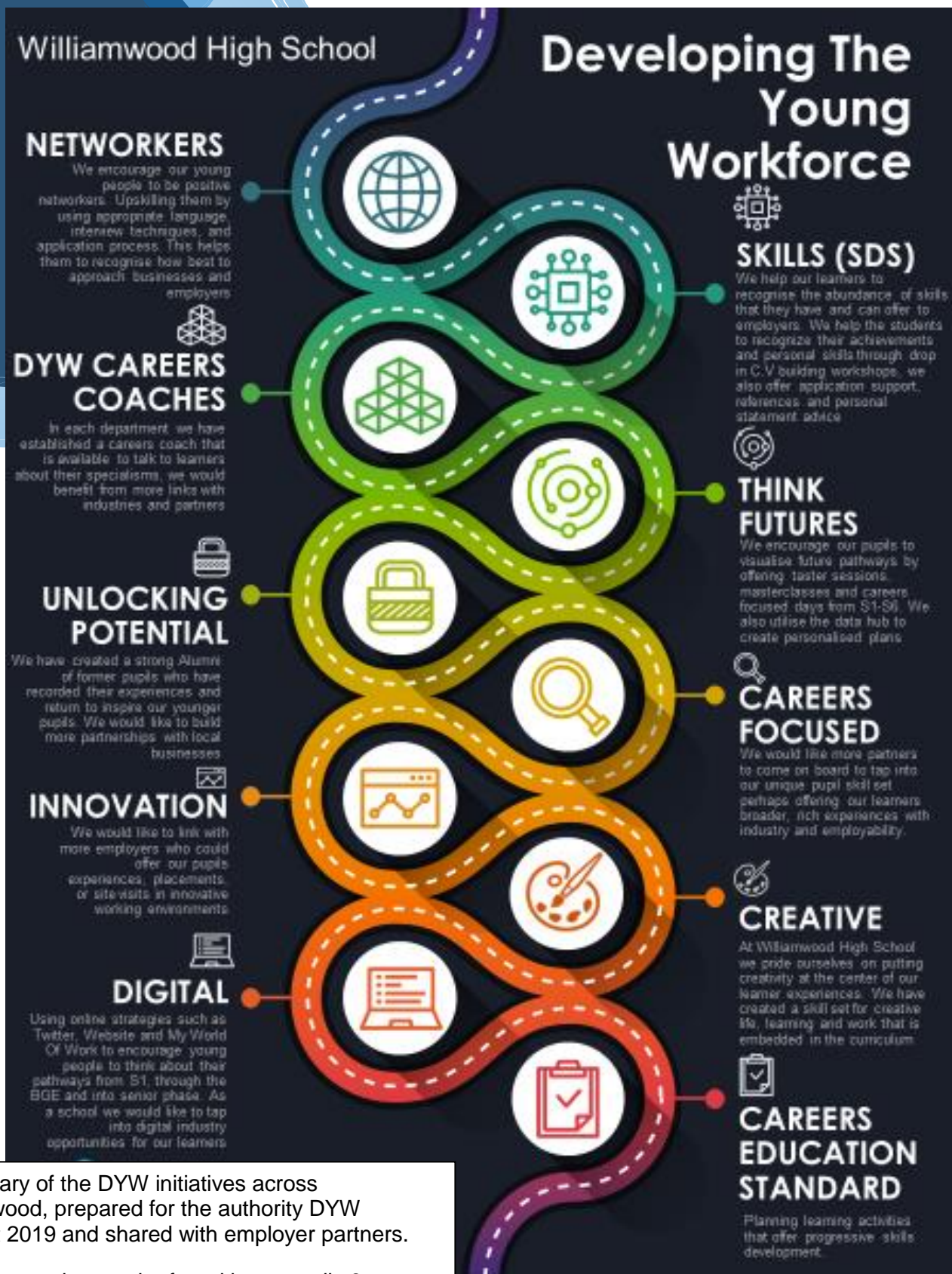
**Girls into STEM:** Past events have included an authority-wide 'Girls into STEM' event, co-planned and hosted by Williamwood in partnership with representatives from the construction industry through the East Renfrewshire community benefits team.

**S3 Masterclasses:** An annual event which sees S3 engaging in a wide variety of workshops out with the normal curriculum timetable. Masterclasses include 3-D printing, make-up artistry, F1 car design and the physiology of fitness. Pupils benefit from a breadth of experience not normally afforded during the school day, whilst developing key transferable skills.

**Intergenerational work:** This is a prominent feature of the Williamwood community. A key project 'Tea in The Street' seeing S5 pupils working with local dementia sufferers in partnership with The Richmond Fellowship Scotland. Pupils develop many skills for learning, life and work through engagement in this popular project.

**Apprenticeships:** Regular promotion of appropriate vacancies, training schemes and events through a variety of forums is a key feature of pupil pathway planning. The data hub and pupil support staff are utilised to support target pupils. National Apprenticeship Week in March is always promoted, recently with apprentices from the local area visiting the school at lunchtime to informally chat to pupils about this career pathway.

# INITIATIVES



A summary of the DYW initiatives across Williamwood, prepared for the authority DYW Banquet 2019 and shared with employer partners.

Further examples can be found in appendix 8.



# LOOKING AHEAD

Suggested action points from this audit include:

## **DYW Support**

The promotion of Medic Mentor peer support group (S4 and S5) will continue and investigate more accessible support online.

## **Partnerships**

The central database of school partnerships will be reviewed and evaluated. Use of East Renfrewshire community benefits, SDS Marketplace and Founders4Schools will be utilised further to incorporate new and sustainable partnerships across the curriculum. Employer partnerships to be logged with Gateway with full contact details (GDPR pending).

## **Work-Based Learning and Skills Development**

Investigate SQA accreditation from work experience (National Progression Award).

Continue to source and support ad hoc work-based learning for senior phase pupils and develop employability skills with appropriate partners.

Continue to work with DYW West in seeking an appropriate Skills Ambassador for the school.

## **Career Education Standard**

To build on the awareness of the Career Education Standard, to embed it across the curriculum.

Fully integrate Career Management Skills into personal and social education.

## **Pupil pathways**

Continue to explore and implement appropriate alternative courses across the curriculum.

Utilise the Data Hub in more creative ways to interrogate the data on pupil pathway planning and plan appropriate interventions for pupils in danger of not securing a sustained positive destination.

## **Digital tools**

Utilise the 'digital revolution' across the school community following the COVID-19 pandemic of 2020. Investigate the role of Google Classroom in supporting pupil pathway planning, profiling, targeted support for school leavers for employability skills, linking to My World of Work and CV building.