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# Revalidation Report

## Shirebrook Academy

<b>Valid from</b>	28 <sup>th</sup> February 2020
<b>Valid until</b>	27 <sup>th</sup> February 2022
<b>Assessed by</b>	Gary Longden
<b>Verified by</b>	Mark Wilkinson

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## Applicant Details

<b>Expiry date of current award</b>	December 2019
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<b>Date of submission</b>	15 January 2020

### Abbreviations used in the report

**RONI – Risk of NEET indicator**

**DCC – Derbyshire County Council**

**DANCOP – Derbyshire and Nottinghamshire Collaborative Outreach project**

# Assessment Schedule

Time	Meeting
08.00	Arrival and initial briefing with Tracy Horton
08.50 – 09.30	8 x Year 11 students
10.00-10.50	8 x Y9 students
10.50-11.30	Feedback preparation
11.30	Preliminary Feedback
12.00	Close

## Introduction to the Organisation

Shirebrook Academy opened its doors to students in September 2010, taking the place of Shirebrook Community School. The Academy moved into purpose built buildings in April 2013. The new site is co-located with Stubbin Wood Special School. In May 2017 the Academy became part of the ACET Multi-Academy Trust.

The school has approximately 850 students from Y7-11. The proportion of students supported through the pupil premium is almost twice the national average. The catchment area of Shirebrook and neighbouring villages are characterised by high levels of social and economic deprivation. Nearly all students are of White British heritage.

In our Ofsted report during March 2019, we were graded Requires Improvement overall, but the Personal Development provision was graded 'Good'. In the summary of strengths in the 2019 report "Leaders provide a comprehensive and well-planned careers programme that raises pupils' aspirations". In 2018 Shirebrook Academy were National Runners Up in the Chamber of Commerce Business Awards (category of Education Business links)

The Careers Education programme is co-ordinated by Tracy Horton, PD co-ordinator, in collaboration with heads of year, SLT and external agencies. Careers Education is delivered during Personal Development days (when the normal timetable is suspended for a year group to work with form tutors), and Personal Development lessons (one lesson per week for Y7-10, delivered by form tutors). The personal development scheme of work incorporates the careers education topics and maps the programme to the latest CDI framework.

Work experience placements take place for the whole of Y10 in July. Preparation work and de-brief activities are planned to help students make the most of this opportunity

The Academy has contracted with Chesterfield College to provide a careers guidance service for two days per week. Students can self-refer for individual guidance via their form tutors, use a drop-in, or are identified for support through a 'future plans questionnaire'. The careers adviser also supports groupwork delivery on Personal Development days and attends parent events. Funding from DANCOP in 2019-20 has enabled an extension of this provision to an additional day per week. This has enabled careers guidance to be offered to Y10 students in DANCOP target postcode areas (approx. 60% of the cohort) with a specific aim of raising aspirations linked to work experience.

In 2019 the Academy took on the leadership of the local Careers Hub for NE Derbyshire and are working closely with Enterprise Co-ordinators from D2N2 to develop provision and support for local schools.

## Career Mark Revalidation – Summary of Arrangements for Managing and Delivering CEIAG

Key areas covered by the award	What you have in place	Evidence
1. Project manager for achievement of Career Mark	Personal Development co-ordinator (T Horton) line managed by Assistant Headteacher (H Wakefield)	Job Description (1)
2. CEIAG strategy/links to school's development plan	<p>Statement of Intent</p> <p>Curriculum statement</p> <p>We have a nominated governor for PSHE and Careers – Sally Wheatley. She has just taken up this role from the previous governor link, and also has oversight of SEN</p>	<p>Statement of intent (2)</p> <p>Curriculum statement (3)</p> <p>Copy of contact with link Governor(4)</p>
3. Measuring impact of CEIAG on progression	<p>Progression data shows consistently low NEET figures</p> <p>Analysis of sustained destinations enables longer term trends to be monitored</p> <p>Good links with Alumni given that all students disperse to different providers at the age of 16</p> <p>Use of Compass + as a tool for collating guidance and destinations data</p>	Curriculum statement (3)
4. Structure and process for leading, managing and delivering CEIAG	<p>PD co-ordinator is also the Careers Leader named in the Curriculum statement on the Academy website. She plans the PD scheme of work with input from SLT and Heads of Year. Topics are then planned in detail by the PD Co-ordinator and form tutors, with planning days once a year. The programme is delivered by form tutors and visiting agencies. A mapping exercise is used to ensure the programme is co-ordinated with other subject areas.</p> <p>An annual Development plan for PD is aligned with the School Improvement plan, reviewed on a termly basis. The PD co-ordinator is responsible for termly review of Gatsby benchmarks and working across the school to develop cross curricular careers and employability activities.</p> <p>Differentiation is planned by tutors, and some targeted delivery is planned to meet specific needs e.g. Raising Aspirations projects with local Universities</p>	<p>Personal Development policy (5)</p> <p>Curriculum Statement (3)</p> <p>PD Scheme of Work (6)</p> <p>Compass report (7)</p> <p>DANCOP funding agreement (8)</p>

Key areas covered by the award	What you have in place	Evidence
	A budget for Personal Development provides curriculum resources, additional funding can be accessed, for example for visits to FE and HE providers)	
5. CEIAG provision based on analysis of learner needs	<p>Careers Education lessons as part of the PD programme are delivered to mixed ability tutor groups – tutors know their students well and are able to differentiate materials.</p> <p>Targeted interventions are based on teacher assessment data and tutor referral, for example SEN students in Y10 take part in an alternative programme of work experience based on staff recommendation</p> <p>Careers Guidance is prioritised according to learner need, as identified by student questionnaires, Head of Year referral, and other requests from staff or parents.</p>	<p>Careers Questionnaire (9)</p> <p>Alternative work experience programme (10)</p>
6. Learner entitlement to CEIAG	<p>Poster in all form rooms to make entitlement clear to students</p> <p>Information on Academy website – Student section is practical links etc, Curriculum Statement contains information for parents and other partners</p> <p>Information in Y9 Options booklet</p>	<p>Poster (11)</p> <p>Curriculum Statement (3)</p>
7. Involving and supporting families and carers in CEIAG provision	<p>PD co-ordinator and Careers Adviser attend all Y9, 10 and 11 parent evenings for general advice/guidance</p> <p>Annual Careers Evening for Y10/11</p> <p>Contact with parents for work experience, in particular for SEN students</p> <p>Careers Adviser and PD co-ordinator available to meet with parents, for some parents with ESL there is a member of staff available to provide translation.</p> <p>Labour market information available on the Academy website, and is part of the presentation at Careers Evening</p>	<p>Careers Evening letter (12)</p> <p>Careers Evening presentation (13)</p> <p>Alternative work experience letter (14)</p>
8. CEIAG trained and competent staff	PD Co-ordinator is qualified in Careers Guidance and has MA in Professional Development (careers Guidance). Has	

Key areas covered by the award	What you have in place	Evidence
	<p>contributed to Careers Leader training at Nottingham Trent University</p> <p>Careers Adviser is guidance trained to Level 6 and a qualified teacher.</p> <p>Tutor meetings and planning days allow for other staff to gain skills and knowledge to deliver the CEG programme.</p>	
9. Partnership arrangements	<p>Contract with Chesterfield College for Careers Guidance.</p> <p>Contract with DCC for work experience health and safety checks.</p> <p>PD Co-ordinator attends regular learning community IAG group. Principal Mark Cottingham chairs the learning community Headteachers group and is leading the Careers Hub for the area.</p> <p>Raising Aspirations programmes include Discover US and Achievement Awards with the University of Sheffield, Access Project, and DANCOP funded events</p>	<p>Contract for Guidance provision (15)</p> <p>IAG group minutes (16)</p> <p>DANCOP planning template (17)</p> <p>Careers Hub documentation (18)</p>
10. Monitoring and review of CEIAG	<p>Evaluation report completed on a termly basis by Chesterfield College Careers Adviser</p> <p>Employer feedback from events such as Industry Day</p> <p>Student voice feeds into development of PD programme</p> <p>Feedback sought from tutors after PD activities and passed on to external agencies where appropriate</p>	<p>Termly evaluation (19)</p> <p>Employer feedback (20)</p> <p>Student voice (21)</p> <p>Tutor feedback following PD Day (22)</p>
11. Curriculum overview /model for CEIAG	<p>Careers Education as part of PD programme runs from Y7-11, delivered by form tutors and external agencies (see scheme of work)</p> <p>Differentiation is either in-class planned by form tutors or via targeted interventions – for example High Achievers have specialist interventions from HE, students at risk of NEET have small-group interventions and specialist visits to training providers, and SEN students have specialist work experience provision.</p>	<p>Scheme of Work for PD KS3 and KS4 (6)</p>

Key areas covered by the award	What you have in place	Evidence
12. Planned programme of careers, employability and enterprise education	<p>Careers Education programme through PD progresses through key stages from general insights into labour market and progression routes in KS3, to decision making and self marketing towards the end of KS4. Employers and FE/HE providers contribute to this programme (e.g. Industry Day for Y9). In addition, cross curricular careers and employability links are facilitated by the PD co-ordinator (e.g. Health and Social Care visit to Health provision at Derby University)</p> <p>Compass + will enable further mapping of student access to activities across the curriculum to support Key areas 13, 14 and 15</p>	<p>Industry Day plan (23)</p> <p>Health and Social Care visit (24)</p>
13. Coordinating curriculum inputs (subject learning)	<p>In addition to cross curricular activities mentioned above, Careers Week provides a focus for all departments to discuss progression routes in their subjects. Posters and websites are provided to departments to reinforce this</p>	<p>Careers Week plan (25)</p>
14. Coordinating curriculum inputs (employer engagement)	<p>The PD co-ordinator facilitates and co-ordinates links with curriculum and employers, e.g. STEM talks. Funding for many of these activities requires evidence of monitoring and evaluation e.g. DANCOP</p> <p>The PD programme includes opportunities for employer engagement at least once per year, cross-curricular links and assemblies provide enhancement.</p> <p>All students attend a 2 week work experience placement and time is provided for reflection on skills/experiences</p>	<p>STEM talk bid to DANCOP (8)</p> <p>Scheme of work (6)</p>
15. Coordinating curriculum inputs (FE and HE encounters)	<p>The PD co-ordinator works as a central point of contact for FE and HE providers, and supports departments in taking up offers of support e.g. Computing visit to Chesterfield College Sparks lecture</p> <p>All students have contact with HE and FE providers multiple times during KS3 and KS4</p>	<p>Sparks Lecture letter (27)</p> <p>Scheme of work (6)</p>
16. Information – systems, processes and content	<p>Currently a series of spreadsheets facilitate monitoring of careers activities, guidance and destinations, and work experience. Compass + is anticipated to replace some of these systems</p>	<p>Anonymised Guidance and Destinations spreadsheet (28)</p>
17. Information – accessibility of and competence to use resources	<p>Careers Information is available in the main Academy Library, accessible to all and with a drop-in service with the careers adviser every week for support. Students have access to a range of web-based resources to research ideas – promoted on the Academy website and various handouts. Personal Development</p>	<p>Lesson plan – careers research (29)</p>

Key areas covered by the award	What you have in place	Evidence
	lessons focus on how to research and recognize bias	
18. Identification and referral system for advice and guidance	<p>Y9 students can self refer via Options evening, Careers drop-in services around Options choice time. Additional guidance is provided for disadvantaged students by SLT, with training provided for staff by PD co-ordinator</p> <p>Students identified by Head of Year in Y10 for early referral for Careers Guidance (linked to RONI identification process). DANCOP target students access additional careers guidance provision – small groupwork and 1-1 guidance interviews</p> <p>In Y11 all students have an individual careers interview – priorities determined by student questionnaire, along with self referral and staff identification of need during the year.</p>	<p>Options timeline (30)</p> <p>Y9 Disadvantaged IAG – staff training powerpoint (31)</p>
19. Independent and impartial advice and guidance	<p>The Careers Adviser from Chesterfield College is Level 6 qualified. Not identified as linked to Chesterfield College to students. Action plans and evaluation reports show that guidance is impartial. All students can access guidance via a weekly drop-in service and regular contact between the adviser and form tutors/head of Year</p>	<p>Careers Action plan (32)</p> <p>Termly Evaluation (19)</p>
20. Advice and guidance - coordination and tracking	<p>A central spreadsheet is accessed by school staff and updated by the Careers Adviser with individual guidance outcomes, and completed with post-16 destinations.</p> <p>Staff are asked to save student references centrally to ensure consistency in passing information to post-16 providers</p>	<p>Anonymised Guidance and Destinations spreadsheet (28)</p>
21. Career action planning and target setting	<p>Action plans are completed with all students at the end of a 1-1 guidance meeting. Students have a copy to take away and a copy is held on SIMS for staff access. A copy is also sent to form tutors to support a co-ordinated approach</p> <p>Students also set targets for themselves at various points e.g. Y9 options choices – these activities are led by form tutors who can follow up on actions set</p>	<p>Career Action Plan (32)</p>
22. Advice and Guidance - facilities	<p>Designated private office space for 1-1 guidance interviews</p> <p>Library available for lunchtime drop-in sessions and information/computer access</p>	

Key areas covered by the award	What you have in place	Evidence
	PD co-ordinator is available to students at break/lunchtimes every day	

**Date:** 15<sup>th</sup> January 2020

**Completed by:** Tracy Horton

### Assessor Judgement:

Shirebrook Academy meets all the requirements of the 22 assessment indicators, providing a comprehensive description and appropriate and detailed supporting evidence.

Worthy of particular note are the following:

1. The school has a robust strategy, policy and implementation structure based on best practice principles from the Department for Education, Gatsby and the Career Development Institute and which aligns with the School Improvement Plan;
2. The school has a structured approach to monitoring review and evaluation, and there is strong evidence that findings are acted upon to improve service. The school makes active use of the Compass toolkit and the D2N2 Framework;
3. The school has implemented a successful strategy for reducing NEET figures and has sustained low levels of NEET over a number of years. It is working with post 16 providers to develop a systematic and comprehensive methodology for providing longitudinal destination data.
4. The school has a well-structured staffing deployment at corporate, strategic, management and delivery levels which embraces a whole school commitment;
5. There is a commitment to the professional training and development of staff with responsibility for the implementation of CEIAG;
6. There is a structured, progressive careers programme for all year groups which is based on the CDI Framework and which is differentiated at classroom level with additional targeted support to meet specific requirements. The school has made a significant commitment to incorporating careers learning throughout the curriculum including the extensive use of Personal Development days for all year groups and targeted activities in individual subject areas;
7. The school has an extensive and informative information base on its website which incorporates entitlement. Social media and web based interactions are used extensively

to promote the careers programme. Regular opportunities are provided for parents to meet with careers staff.

8. There is an extensive and diverse range of opportunities for students from all year groups to interact with employers, including the provision of work experience in Year 10 and with providers of post 16 and post 18 education and training;
9. The school's careers staff are exceptionally well qualified, the Personal Development Coordinator being Level 6 qualified and having an MA in Professional Development. The school also contracts with Chesterfield College to provide Level 6 Careers Advice for 3 days per week;
10. Students have access to independent advice and guidance through face to face interactions with the independent Careers Adviser and the school's Personal Development Coordinator. There is also an extensive range of electronic support resources publicised on the school's website.

## **Action Taken On recommendations from previous assessment**

Actions completed by annual review:

Actions completed by annual review:

1. Our Chesterfield College Careers Adviser has started Level 6 Guidance qualification in September 2018
2. We have adapted our assessment process for Personal development, students now complete a self-assessment at the end of each termly topic which is directly related to skill developments in that topic – for example a careers topic will assess for skills in presentation, research. Also we have started to use Unifrog from Y9 onwards as a method for recording activities and competencies online, to support CV writing in Y11.
3. We have made student entitlement in Personal Development more explicit with stickers on the front of PD exercise books which outline the topics to be covered that year

Actions completed after annual review:

1. Careers Adviser qualified to Level 6
2. Review of Unifrog – no longer funded via DANCOP. Now piloting a Learning Community Employability passport which summarises progress towards GATSBY benchmarks clearly for students. KUDOS to replace Unifrog as the means for students to record skills and activities in more depth to prepare for CV building.

### **Assessor Judgement:**

Shirebrook Academy has successfully addressed all the recommendations from the previous assessment and incorporated developments into its provision.

## **Developments since Previous Assessment to include:**

- **progress made towards achieving the Gatsby Benchmarks**
- **details of most recent Compass Tool Assessment**
- **changes to curriculum/delivery model and personnel.**

Developments at annual review:

No changes to delivery personnel or curriculum model. Some additional activity funded by DANCOP (additional careers guidance time to work with targeted Y10 students)

Our progress towards Gatsby benchmarks is best seen on our Careers Statement which is on our website -

<http://smartfuse.s3.amazonaws.com/shirebrookacademy.org/uploads/2018/11/Curriculum-Statement-for-Careers-Education-and-Guidance-Oct-2018docx.pdf>

Developments after annual review:

Reduction in support from DCC Personal Advisers in supporting students at risk of NEET and SEN students. This has led to greater level of direct input from PD co-ordinator and Careers Adviser with these students in preparing for transition.

Ongoing review of Gatsby benchmarks, updating Compass on a termly basis. Curriculum statement on the Academy website is up to date

Latest Compass results and Action plan – see Evidence 7

### **Assessor Judgement:**

Shirebrook Academy has worked systematically to achieve the Gatsby Benchmarks, incorporating the latest developments in careers thinking and responding to service changes in partner organisations.

## Summary of Evaluations and Action Taken

Evaluation of Careers Guidance provision (consistently high levels of satisfaction with students and staff, and high quality action planning and engagement with wider CEIAG programme) – gave us confidence in the quality of service when extending the provision with DANCOP funding

Evaluation of new provision enables continuous improvement. For example Y11 had a Careers Day located at Sports Direct Headquarters for the first time in 2018. This was reviewed by staff, students and employer contacts, and changes made for the second visit in 2019.

Destination data – sustained destinations are not as positive as immediate low NEET figures. We are trying to establish processes with local colleges to provide more in depth data to enable analysis of this trend.

### **Assessor Judgement:**

Shirebrook Academy adopts a systematic and robust approach to monitoring, review and evaluation incorporating a critical and systematic approach to analysing feedback data to improve the careers offer. The school recognises that immediate destination forms only part of the success measure and is working with partners to further improve longitudinal tracking.

## **Policy updates and responses to legislative change**

The Personal Development policy incorporates Careers Education and Guidance – this decision was taken as part of a general streamlining of policies across the Academy, and fits with the co-ordinated approach of our personal development programme.

The most recent policy update took reference from recent safeguarding guidance from Derbyshire County Council, which advised schools to explain how they safeguard students whilst on work experience placements.

The Curriculum Statement for Careers Education (on the Academy website) is a response to the new Statutory Guidance, and aims to keep all the key required information in one easy to access document, including key personnel, access arrangements, progress towards Gatsby Benchmarks.

### **Assessor Judgement:**

Shirebrook Academy has taken steps to ensure that its careers related policies actively reflect legislative and best practice requirements. The school also recognises that careers learning is an integral part of academic and lifestyle development and has taken steps to ensure that it is embedded throughout the curriculum.

## **Other Developments Relevant to Career Mark**

Shirebrook Academy is the lead school in the local Careers Hub for NE Derbyshire, this will involve a key role for the school in working with Enterprise Co-ordinators to develop good practice and use funding effectively across the partnership.

### **Assessor Judgement:**

This appointment recognises the long standing, high profile and innovative approach to careers learning adopted by Shirebrook Academy.

<b>Gatsby</b>	<b>Career Mark &amp; Quality in Careers Standard Assessment Criteria</b>	<b>Making Progress</b>	<b>Met</b>	<b>Dev. required</b>
1.1	M1 – National requirements & good practice guidance M7 – CEIAG trained and competent staff		/	
1.2	M5 – Learner entitlement to CEIAG		/	
1.3	M9 – Monitoring, review & evaluation for continuous development		/	
2.1	C2 – Planned programme of careers education I2 – Accessibility of & competence to use resources		/	
2.2	M6 – Involving and supporting families & carers in CEIAG provision		/	
3.1	C2 – Planned programme of careers education M4 – CEIAG provision based on learner needs		/	
3.2	G3 – Coordinating and tracking		/	
3.3	G4 – Career action planning & target setting		/	
3.4	M2 – Measuring impact of CEIAG on progression		/	
4.1	C3 – Coordinating curriculum inputs – subject links to careers		/	
5.1	C4 – Coordinating curriculum inputs – employer engagement M8 Partnership arrangements		/	
5.2	C4 – Coordinating curriculum inputs – employer engagement		/	
6.1	C4 – Coordinating curriculum inputs – employer engagement		/	
6.2	C4 – Coordinating curriculum inputs – employer engagement		/	
7.1	C5 – Coordinating curriculum inputs – FE/HE encounters M8 – Partnership arrangements		/	
7.2	C5 – Coordinating curriculum inputs – FE/HE encounters		/	
8.1	G2 – Independent & impartial careers advice and guidance		/	
CM Plus	M3 – Structure and process for leading, managing and delivering CEIAG		/	

<b>Gatsby</b>	<b>Career Mark &amp; Quality in Careers Standard Assessment Criteria</b>	<b>Making Progress</b>	<b>Met</b>	<b>Dev. required</b>
CM Plus	C1 – Curriculum overview/model for CEIAG		/	
CM Plus	I1 – Systems, content and processes		/	
CM Plus	G5 - Facilities		/	
CM Plus	O – Learner Outcomes		/	

# Meeting the Criteria

## Quality in Careers Standard Assessment Summary Grid

National criteria section headings for the Quality in Careers Standard	Insufficient progress towards fully meeting the Standard (✓)	Making good progress towards fully meeting the Standard (✓)	Fully meeting the Standard (✓)
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) **Insufficient progress towards fully meeting the Standard** = Inadequate inputs, unreliable processes and unclear outcomes/impact in this section of the Standard. No robust plan in place to fully meet this section of the Standard nor the expectations of the relevant Gatsby benchmark indicators.
- (ii) **Making good progress towards fully meeting the Standard** = Evidence of good progress in this section of the Standard and robust plans in place to fully meet this section of the Standard within two-three years. Has met or partially met the expectations of the relevant Gatsby benchmark indicators.
- (iii) **Fully meeting the Standard** = Has met all the criteria in this section of the Standard including the relevant Gatsby benchmark indicators

# Standard O – Learning Outcomes

## Assessor Judgement

### ***General remarks about learners' overall capacity to demonstrate skills, knowledge and attitudes to be effective career planners***

Students were seen in separate year group groups from Years 9 and 11. Each group comprised a representative sample of students of different backgrounds and representing different educational and career aspirations.

Students were very positive about the importance of and their need for career learning. One student observed;

*'I have found the Personal Development programme really useful. It's helped me to narrow down my choices, to ask the right questions and to make the decisions about what I want to do and where I want to go.'*

Without exception the students were aspirational and recognised the need to think about and plan for their future careers. All students had some ideas about their long term career ambitions and the steps they might need to take to achieve them. All the Year 11 students had a clear next destination plan and most had provisional offers.

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

Students were questioned about any support they had received to develop, understand and articulate their personality characteristics and to match these against specific job requirements and generic work expectations. They spoke about 'KUDOS' and 'Unifrog' computer based programmes, personal development lessons and the various personal development days. One Y9 student spoke about being involved in interviewing for new staff and how this had helped her to develop.

All students were able to explain how parents, friends, teachers etc. were influential and they were able to discuss the impact and importance of these influences.

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

Students were asked about their aspirations for training, work and lifestyle, both short term and longer term. They were able to talk knowledgeably about their own specific plans. All Year 11 students had made plans for post 16 activities and most had post 18 aspirations too. They were able to explain how they had made their choices and how their post 16 choice would help them to achieve their long term ambitions. One Year 9 student explained that she was intending taking triple science at GCSE, then A Levels in Maths, Geography and Biology in preparation for eventually becoming an environmental scientist working in conservation in Central America. Another student described the processes involved for her to become a vet. Two students, one intending to train as a mechanic and the other to train as a mechanical engineer, were able to discuss the differences between the 2 jobs and why each had made their respective decision. One student, however, wanted to join the Royal Navy but had no idea what that involved or what training he might get. He was in the minority, however, all the other students had a clear understanding of what they wanted to do, what it involved and what they needed to do to achieve their aims.

When asked about specific sources of information, Mrs Horton and the schools external careers adviser were the most commonly cited sources. Both are viewed very positively by students. Subject teachers were also cited as useful sources of information. Several Year 9 students commented that they had been given the opportunity to sample lessons in subjects they had not studied before and that as a result they had chosen that subject for GCSE.

Year 9 students cited the opportunity in Personal Development lessons to undertake individual research. Most students in both Year 9 and Year 11 cited 'Google' as a starting point. Given that the school has extensive on-line resources on its website it was interesting that this was not cited by students as a point of reference. The school should take steps to address this.

Year 9 students were positive about the use of KUDOS but gave no evidence of being able to use its full range of career learning resources.

Students commented positively on the range of external contributors to the careers programme and the opportunities provided to ask questions. All the students had participated a range of personal development and widening participation programmes operating in the school. There was universal approval for these as learning and developing experiences. Many students spoke of the benefits of off-site learning opportunities and said that they would welcome more.

Students spoke positively of the Careers Fair and felt that as a result their parents had a better understanding of what was on offer and were better able to support their children. Year 11 students were universally positive about work experience. Two boys said that they had become a lot more confident as a result of their work experience because they had had to interact with so many customers during their 2 weeks placement. One girl said that it was '*enlightening*' having to work normal working hours.

Several students had been on university visits and had found these to be very helpful, particularly so for those who had no family experience of university.

Year 11 students spoke positively about the mock interview activities they had participated in. They would welcome the opportunity for more interview practice.

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

All students seen were at key transition points. They were asked about the plans they had made and the processes undertaken.

The Year 9 students had recently completed the GCSE options process. They summarised the general process and students were able to describe how the school had helped them to overcome difficulties or decide between different options. Overall students were very happy with the information they had received about all subjects and made particular comment about information provided about new subjects not studied in Key Stage 3. The one exception to this was Media Studies where students felt that they were not given a full understanding of what is involved. The school may wish to explore this in more detail.

The Year 11 students described the post 16 decision making process. All students knew of the post 16 options and all felt that these options had been fairly and comprehensively presented. Given that Shirebrook Academy does not offer its own Sixth Form option the students felt that significant time was devoted to helping them to understand what is available in all post 16 options and what the differences are between them. The school has

an open door policy to all post 16 providers and the wide range of destinations chosen by Year 11 students is testament to the fair balance given by the school. Given the geographical location of the school the vast majority of students progress to learning opportunities in the neighbouring county of Nottinghamshire.

## Summary and Judgement

Shirebrook Academy has shown determination over many years to create and expand an exciting work related learning curriculum. It has responded with confidence and determination to changing national priorities, has successfully placed career learning as a central theme of its curriculum offer and has, over time, devoted more time and resource to career learning. There is high level strategic commitment and evidence that strategic leaders not only take an active and supportive interest in this curriculum area but see it as central to the school's ethos and development.

In Mrs Horton, the school has a dynamic and creative Personal Development Coordinator who has time and authority to oversee the careers curriculum. She is supported at the strategic level by a link Governor who takes an active interest in the careers curriculum, and an enthusiastic and knowledgeable Assistant Head. At the delivery level the school is actively working to ensure that all curriculum areas contribute to career learning and through numerous Personal Development days and through the Tutor led Personal Development curriculum, many staff are actively involved in delivery of career learning.

The school contracts with a Level 6 qualified Careers Adviser employed through Chesterfield College, to provide independent guidance support for 2 days per week.

The careers curriculum, mapped against the CDI Framework, is delivered through a variety of methods, some parts to the whole cohort and others to selected sub sets within any year group. The programme is well received by the student cohort, the large set piece activities being very popular, as are the university linked activities and all off-site visits, including work experience.

The school takes steps to ensure that all pupils have a full understanding of their post 16 options and has an open door policy to all post 16 providers. The school provides work experience for all Year 10 students and employer representatives are regular visitors to the school. Although the school does not have a Sixth Form it does provide opportunities for students to experience post 18 options, particularly university offers.

In summary, Shirebrook Academy strives to provide the very best learning environment for its students and to provide them with best qualifications, skills and competencies to make a successful transition to the next stage of their learning and to be successful in the adult working world.

**Shirebrook Academy has fully met the Quality in Careers Standard national criteria incorporating the eight Gatsby Benchmarks. The assessor recommends Shirebrook Academy is awarded the Quality in Careers Standard provided by the Licensed Awarding Body, Career Mark.**

## Recommendations

1. The school has been successful over a number of years in achieving a very low NEET figure. It has not been so successful, however in achieving a zero 'not known' figure. The school should review its information gathering processes in order to approach a 100% 'known' analysis for its Year 11 leaver cohort.
2. The school should further formalise its relationship with post 16 providers to receive annual updates from them of ex-student progress. This will help to streamline the acquisition of longitudinal tracking data.
3. Students valued the opportunity to participate in mock interview activities and would welcome more. The school should explore ways in which the mock interview experience can be expanded, for example by having 'speed interviews' or opportunities for full interviews by more than one employer.
4. The world of work is changing fast. The school should provide some opportunity within the Personal Development curriculum for students to consider how the world of work is changing and the characteristics they will need to be successful in it.
5. Given that the school has provided a wide range of resources on-line it should take steps to promote these resources further to ensure that students (and tutorial staff) are aware of them and have the opportunity to use them.