

Commercial in confidence



Career Mark 6 Assessment Report for

Ashfield School

**Confirming that this learning organisation is recognised by
Career Mark for high quality Careers Education,
Information, Advice and Guidance**

Date of award:	<input type="text" value="2<sup>nd</sup> May 2014"/>	Expiry date:	<input type="text" value="2<sup>nd</sup> May 2016"/>
Assessed by:	<input type="text" value="Mark Wilkinson"/>		
Signature:	<input type="text" value="Mark Wilkinson"/>	Date:	<input type="text" value="20<sup>th</sup> May 2014"/>
Verified by:	<input type="text" value="Gary Longden"/>		
Signature:	<input type="text" value="Handwritten signature"/>	Date:	<input type="text" value="6<sup>th</sup> June 2014"/>

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CAREER MARK 6 – ASSESSMENT REPORT

ASSESSMENT IDENTIFICATION INFORMATION

Assessor	Mark Wilkinson
Assessor's registration centre	Lincolnshire County Council
Learning organisation	Ashfield School
Contact	Samantha Fryer
Career Mark Support Adviser (if used)	Caroline Diss
Date of review of Assessment Portfolio (Part One)	4 th April 2014
Date of on-site assessment (Part Two)	2 nd May 2014

INTRODUCTION TO THE ORGANISATION

Ashfield School is a very large mixed 11-18 Comprehensive. There are in excess of 2400 students on roll at present including over 500 in the Sixth Form. The majority of students are White British and the remainder come from a small range of different ethnic heritages.

The proportion of disabled students and those who have special educational needs is below average and the proportion of students known to be eligible for free school meals is broadly average.

The proportion of students gaining five A* to C GCSE grades, including English and Mathematics is in line with national averages. There is a high rate of progression into Sixth Form and the majority of these students then go on to Higher Education

The school has specialisms in technology, languages and vocational studies and is also a designated Training School. In 2007 it opened the nationally recognised Ashfield Skills Centre which contains business units for business/industrial partners who make valuable contributions to the curriculum on offer in the school

These developments have enabled the school to offer extensive post-16 provision called Pathways. This contains many vocational options including motor vehicle, child care and catering. This emphasis on vocational and academic learning is reflected through the KS4 curriculum and the well planned and delivered work experience programme enhances this aspect for the students.

The school's vision is to make each student ASPIRE. The delivery of CEIAG is encompassed within this vision, supporting students to raise their expectations and achieve careers suitable for them as individuals.

DESCRIPTION OF ASSESSMENT PROCESS

General Remarks

The portfolio was delivered by hand and this allowed for a good discussion to take place about the CEIAG delivery in the school prior to the portfolio being reviewed. It was an appropriate submission of evidence and contained the majority of information required for a desktop assessment. Items missing were requested and supplied to the assessor.

How the Assessment Portfolio was used

The assessor read through all the storyboards and focussed on key pieces of evidence within the portfolio. These were then used to inform judgements and help to plan and prepare for the onsite visit.

How the on-site assessment was conducted

The assessor focused the assessment on the outcomes for students. All year groups from Year 7 to Year 13 were seen during the visit. A mix of Year 12 and 13 students were seen as one group. The small groups contained a good gender mix. Each group (except year 8) took part in a careers related activity and a discussion about what they had learnt from their careers input. Students were encouraged to bring with them examples of their careers work. In addition the assessor also talked to a member of the SLT and the head teacher.

Abbreviations used in the report:

CEIAG Careers Education, Information, Advice and Guidance
PSD Personal, Social Development
SLT Senior Leadership Team

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ASSESSMENT SCHEDULE

Time	Year group	Numbers	Activity
8.45-9.00	Careers Co-ordinator	1	Initial discussion
9.05-9.20	Careers Co-ordinator and SLT	2	Discussion
9.25-9.55	8	8	Discussion
Break			
10.00-10.45	12/13	7	Discussion and questionnaire
11.00 – 11.30	9	6	Discussion and diversity activity
11.50 – 12.20	11	8	Discussion and questionnaire
12.30-1.20	Lunch/meeting with PDE Co-ordinator		
1.25-1.55	10	7	Discussion and LMI activity
2.15-2.45	7	5	Discussion and world of work activity
2.45	Careers Co-ordinator		Discussion
3.05	Head teacher		Discussion

STANDARD M – MANAGEMENT

Areas of good practice for how the organisation has met the Assessment Indicators

- **M.1** – A clear and effective management system allows for the growth and development of the CEIAG programme. These developments are reflected in the excellent CEIAG self-assessment document that links into the school's development plan.
- **M.2** – The impact of CEIAG is thoroughly measured and inclusive for all students. Destination data is appropriately reviewed as a key performance indicator and informs the CEIAG programme.
- **M.3** – The school ensures that CEIAG is managed effectively and is integral to its mission statement.
- **M.4** – The school prioritises interviews based on need and also enables all students to self-refer.
- **M.5** – There is a clear entitlement statement for all key stages and this accessible to students and parents.
- **M.6** – There is ample opportunity for parental involvement at appropriate stages.
- **M.7** – The Careers Co-ordinator is being funded to undertake the Qualification in Careers Guidance. All members of staff are given updates and staff meetings are used to address this area.
- **M.8** – The school commissions Futures Advice, Skills and Employment Limited for the delivery of its independent and impartial guidance.
- **M.9** – Monitoring, review and evaluation are part of a well organised system aimed at further developing CEIAG. A very efficient evaluation of careers interviews takes place.
- **M.10** – Not applicable.

Areas for further development for each Assessment Indicator

- **M.1** – The schools careers policy needs to be updated – see recommendations
- **M.3** – Continue work to ensure coherence between pre and post-16 careers provision
- **All other standards** – No additional developments required.

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STANDARD C – CURRICULUM

Areas of good practice for how the organisation has met the Assessment Indicators

- **C.1** – Careers Education is delivered predominantly through PDE in KS3. The Step Up workbooks are used across the year groups in tutor time from pre to post-16. Pupil enrichment immersion day, work experience and outside speakers (including good links with the North Ashfield Partnership) also contribute to the programme in KS4 and post-16
- **C.2** – CEIAG is used to contribute towards the motivation and achievement of students throughout the school.
- **C.3** – There is a wide range CEIAG activities taking place in the school. Careers information and professional guidance are all incorporated to give a thorough learning experience.

Areas for further development for each Assessment Indicator

- **C1** – No reference is made to the ACEG Framework for Career and Work Related Learning – see recommendations.
- **All other standards** – No additional developments required.

STANDARD I - INFORMATION

Areas of good practice for how the organisation has met the Assessment Indicators
<ul style="list-style-type: none">• I.1 – Learners are well supported to ensure that they can make use of the wide range of information which is provided via the careers library.• I.2 – There is both a physical careers library and a virtual one. Together this ensures a good range of content and quality.• I.3 – Management of the information service is handled by the Careers Co-ordinator who ensures a coherent service.• I.4 – The Careers Library has a high profile with students. It is easily accessible.
Areas for further development for each Assessment Indicator
<ul style="list-style-type: none">• None required

STANDARD G - GUIDANCE

Areas of good practice for how the organisation has met the Assessment Indicators

- **G.1** – The school provides access to Careers Guidance interviews for all students in Year 11 and post-16. Students can self-refer from KS3 and additional and follow up interviews are available.
- **G.2** – As well as the Careers Co-ordinator taking careers interviews (currently training to level 7) and trainee careers advisers from Nottingham Trent University interviewing students, a limited amount of Careers Guidance is purchased from Futures.
- **G.3** – There is a clear system in place for this area and this ensures a coherent programme of Advice and Guidance.
- **G.4** – Students are provided with Careers Action Plans following their interviews. In addition the school carries out regular action planning as part of the CEIAG programme.
- **G.5** – An appropriate area is provided for careers interviews. This takes place in the careers library meaning there is good access to information.

Areas for further development for each Assessment Indicator

By funding the Careers Coordinator to undertake the Level 7 Guidance qualification the school is displaying its commitment to providing the best possible guidance for its students. However, to underpin this she should have conditions built into her terms of reference and working arrangements which guarantee and sustain her independence and impartiality. Examples of this might include, reference to impartiality in job description, requirement to comply with the Career Development Institute Code of Professional Practice, Link Governor who oversees impartiality etc.

STANDARD 0 – LEARNER OUTCOMES

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

All students are positive about the careers programme they are going through and its impact on their ability to manage their career.

'The school focuses on you as an individual and builds your confidence' said one student. 'They really do focus on what you want in life' remarked another.

All students praised the work of their careers co-ordinator. 'Miss Fryer is really helpful' and 'her door is always open' were two of many positive comments.

All students believed that they were given access to all opportunities, both inside and away from the school. They had benefited from careers fairs and speakers from local colleges as well as the 6th form to help them understand the range of options available for post-16 studies.

Students could see the links between what they were studying now and their future careers. They displayed a positive attitude to the need for career planning and management.

The continued provision of Work Experience – the briefing, the experience and the de-briefing – was highlighted by many students as having had a positive impact on their career ideas.

0.1 – Learners understand themselves and the influences on them (self-development)

Students in year 9 undertook an activity on gender work roles. They identified from a variety of occupations (e.g. mechanic, gardener, builder, childcare) the appropriate skills and qualities (e.g. reliable, like outdoors, able to do good measurements, caring) required to undertake them.

When reflecting on the occupations they also identified that 'anybody can do any job and everybody is equal' sighting an assembly they had participated in 'for example Notts Universities are aiming engineering at women to get more women on the course'.

Year 11 and post-16 students completed a questionnaire. Both groups identified that their school had helped them to understand:

- Their strengths and weaknesses
- What they want from their learning, job and career in the future
- How and where to get help when they need it
- Recognise stereotypes

Students from Year 8 onwards could identify their own strengths and areas for improvement. They were able to identify strengths such as 'work well in a team' and 'good at communicating'. All the students interviewed could identify a range of qualities they possessed. These included 'being able to solve problems' and 'being able to plan my future career steps'.

Students talked about the work they had done in Step Up on self-awareness and many had used KUDOS, discussing whether they believed the occupations suggested were a good match

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or not.

Work experience had helped the student's self-development. They could talk about the impact it had on their view of themselves. Some students also reflected that the experience had put them off certain careers as they had discovered the work did not match their interests/roles they wanted to perform. Crucially they then used this positively to frame themselves within other occupations.

Students were well aware of the various decisions they had made. They could describe how they had made their choices and the support they had been given. Most students were happy with the choices which they had made. They had been given lots of information and been able to discuss their choices with staff.

The KS3 students spoke complimentarily of the PSD lessons they receive. They enjoyed the opportunity to reflect on what they are like as individuals and their strengths and weaknesses

All students were aware of the careers guidance interviews available to them in school and how to access it – 'we just drop in, ask tutor or see Miss Fryer'.

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

Year 7 students completed an occupational awareness activity, identifying different jobs involved in the production and sale of biscuits. They listed a variety of jobs including: baker, packaging, delivery, supermarket jobs, purchasing manager, buyer, lorry driver and warehouse. They were able to visualise how the workplace was interlinked and how each role was dependent on another. They stated that to find out more information on any of these jobs they would access the careers library.

Year 11 and post-16 students completed a questionnaire. Both groups identified that they knew how to:

- Research opportunities in learning and work
- Identify facts, opinions and sales pitches in careers information and advice
- Spot things that could stop them from doing well and think about how to tackle them
- Access courses at school, college and apprenticeships

Students talked about trips to college, taster sessions, assemblies and apprenticeships. Students were aware of where they could find information about careers including on the internet. They could describe the strengths and weaknesses of different sources.

Students in various year groups spoke positively of the support they were given to make the right choices. Year 9/10 talked about options talks, assemblies and option booklets. Post-16 students knew how to access apprenticeship adverts.

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

Year 10 completed a timeline activity on how jobs have changed over the years. They identified how women had joined the workforce after the first world war, how technology had impacted on where people work and that over the past century there had been different recessions.

The discussion from the activity allowed the students to talk about what may change in the future and how this might affect them. They identified attitudes that would be important – 'not getting down but keeping going when there are not many jobs' and that 'the more qualifications you have the better chanced to have of being able to change jobs'.

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Year 11 and post-16 students completed a questionnaire. Both groups identified that they could:

- Make plans for the future
- Review and update their plans when they change
- Make applications
- Prepare for interviews

Year 9 and 10 students talked about what they learnt from the CV and mock interviews they had done. They talked about the key part of a CV listing 'achievements', 'skills' and 'experience'.

Students talked about work experience. They described the preparation they had done liaising with employers. In tutor time they learnt 'what to wear', 'to get there on time' and 'how you present yourself'. They recognised that the knowledge and skills they had developed through the experience would help them when they came to look for employment.

Year 12 and 13 learners could recall the broad range of opportunities open to them, felt able to discuss their individual career plans with staff and were aware of the need for back up plans.

Students had a good understanding of where they should go for support with their next steps in order to achieve their long term goals. They know how to ask for advice, where they can carry out research and have the tools to enable them to succeed.

JUDGEMENT

It is without reservation that this Assessor recommends that Ashfield School is awarded the Career Mark 6 quality award.

RECOMMENDATIONS

1. CEIAG is delivered through a plethora of platforms. To ensure that it operates coherently and is hitting all desired outcomes it should be mapped against the national good practice ACEG Framework for Careers and Work Related Learning.
2. The CEIAG policy needs to be updated to include the new statutory guidance, Careers Guidance and Inspiration for Young People in School. This can be informed by repeating the process the school undertook when it assessed its delivery against the previous statutory guidance.
3. Over the past few years the CEIAG programme has developed in its sophistication and range. Staff time needed to deliver it has therefore also increased. The SLT may want to review if the Careers Co-ordinator requires additional support in order to continue to grow this area of work for the school.
4. As referenced in the G Standard, the school should take steps to guarantee the impartiality and independence of action of its Careers Coordinator.

You should ensure that recommendations contained in the M report is addressed as well