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Recognising Excellence
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Revalidation Report

Shirebrook Academy

Valid from	10/05/2022
Valid until	09/05/2022
Assessed by	Tracey Taylor
Verified by	Ron James

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Applicant Details

Expiry date of current award	27 February 2022
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Abbreviations used in the report

DANCOP – Derby and Nottinghamshire Collaborative Outreach Programme

DCC – Derbyshire County Council

PD – Personal Development

DRIP - Personal Development Department Review and Improvement Plan

Assessment Schedule

Time	Meeting
8.45 to 9.10	Assessor introduction/discussion with Careers Leader
9.10 to 9.35	Year 11 Learners x 4
9.35 to 10.00	Year 10 Learners x 4
10.00 to 10.40	Year 9 Learners x 4
	BREAK
11.00	Assessor briefing with SLT link/Careers Leader
11.20 to 11.55	Year 7 and 8 Learners x 4 of each year group
11.55 to 12.15	Assessor reflection time
12.15 to 12.45	Assessor feedback to Careers Leader

Introduction to the Organisation

Shirebrook Academy opened 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 2021-22 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. Tracy Horton works with the Careers Hub as Community of Practice Lead to support other schools to develop their careers programmes.

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 (C Jacques)	Job description (1)
2. CEIAG strategy/links to school's development plan	<p>Personal Development Department Review and Improvement Plan (DRIP) feeds into the Academy Improvement Plan</p> <p>DRIP produced in consultation with link governor for Careers Mike McDermott, school staff, student voice</p>	<p>Personal Development DRIP (2)</p> <p>Curriculum Statement for Careers Education (3)</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>	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>Curriculum Statement including Compass action plan (3)</p> <p>Careers Education and Guidance policy (4)</p> <p>PD Schemes of Work (5a and 5b)</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 Lead and Careers Adviser monitor a list of students identified as high risk of becoming NEET</p>	<p>Careers Questionnaire (6)</p> <p>Risk of NEET document (7)</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>Careers What Why When Poster (8)</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 SEND 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 presentation (9)</p>
8. CEIAG trained and competent staff	<p>PD Co-ordinator is qualified in Careers Guidance and has MA in Professional Development (careers Guidance). Has</p>	

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>Careers Hub network meetings provide opportunity for updates and sharing good practice with other local schools</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 Careers Hub network meetings. 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>Chesterfield College Service level agreement (10)</p> <p>Chesterfield College Guidance service – Annual Review (11)</p>
10. Monitoring and review of CEIAG	<p>Evaluation report completed on a termly basis by Chesterfield College Careers Adviser, and includes student feedback on group and 1-1 interventions</p> <p>Employer feedback from events such as Industry Day</p> <p>Student voice feeds into development of PD programme</p> <p>Personal Development is included in the school Quality Assurance process, with internal scrutiny of intent, implementation and impact</p>	<p>Chesterfield College Guidance Service – Annual Review (11)</p> <p>Personal Development Quality Assurance process (12)</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</p>	<p>PD Schemes of Work (5a and 5b)</p>

Key areas covered by the award	What you have in place	Evidence
	visits to training providers, and SEN students have specialist work experience provision. Curriculum based on CDI Framework	
12. Planned programme of careers, employability and enterprise education	Careers Education programme taught through PD progresses through key stages from general insights into labour market and progression routes in KS3, to decision making, Post 16 options and jobsearch 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. Made in Chesterfield Employer visit to Morgan Sindall)	PD Schemes of Work (5a and 5b) Made in Chesterfield Morgan Sindall parent letter (13)
1. Coordinating curriculum inputs (subject learning)	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	
14. Coordinating curriculum inputs (employer engagement)	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 The PD programme includes opportunities for employer engagement at least once per year, cross-curricular links and assemblies provide enhancement. All students attend a 2 week work experience placement and time is provided for reflection on skills/experiences	Made in Chesterfield Morgan Sindall parent letter (13)
15. Coordinating curriculum inputs (FE and HE encounters)	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. Health and Social Care visit to Derby University All students have contact with HE and FE providers multiple times during KS3 and KS4	Health and Social Care insight day letter (14) PD Schemes of Work (5a and 5b)
16. Information – systems, processes and content	A series of spreadsheets facilitate monitoring of careers activities, guidance and destinations, and work experience.	Anonymised Guidance and Destinations spreadsheet (15)
17. Information – accessibility of and competence to use resources	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	Researching Careers leaflet (16) Careers Research (using KUDOS) presentation (17)

Key areas covered by the award	What you have in place	Evidence
	<p>lessons focus on how to research and recognize bias</p> <p>A fortnightly careers bulletin is emailed to all Y11 students with information about local open days, virtual work placements, and key reminders</p>	Careers Bulletin extract (18)
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>	Risk of NEET document (7)
19. Independent and impartial advice and guidance	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	Careers Action Plan (19) Chesterfield College Guidance Service – Annual Review (11)
20. Advice and guidance - coordination and tracking	A central spreadsheet is accessed by school staff and updated by the Careers Adviser with individual guidance outcomes, and completed with post-16 destinations. Staff are asked to save student references centrally to ensure consistency in passing information to post-16 providers	Anonymised Guidance and Destinations spreadsheet (15)
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 are emailed a copy 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>	Careers Action Plan (19)

Key areas covered by the award	What you have in place	Evidence
22. Advice and Guidance - facilities	1-1 guidance interviews take place in a public area but quiet and private Library available for lunchtime drop-in sessions and information/computer access PD co-ordinator is available to students at break/lunchtimes every day	

Date: 25/3/22

Completed by: Tracy Horton

Assessor Judgement:

Congratulations on achieving the Quality in Careers Standard which fully incorporates the Gatsby Benchmarks. This is an excellent achievement and recognises the quality and breadth of your careers provision. You are “fully meeting” the Benchmarks and all the accreditation criteria, as we comment upon below in the detail of your report, we will continue to review your progress in maintaining meeting the Benchmarks, and the additional career-related learning outcomes for students which the national Standard requires, through our annual reviews with you.

Action Taken On recommendations from previous assessment

Actions completed by annual review:

1. Reducing 'Unknown' destinations.

This has been a period of change in terms of collating destination data, with the reduction in Careers provision by Derbyshire County council – DCC now have a small team of staff responsible for progression data and during the Covid period have not visited schools at all. Despite these challenges we have developed a good relationship with our new DCC colleagues and improved the checking process for unknown students prior to final progression reports being published.

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.

Steps were taken to formalise the relationship with West Notts College with meetings between Mark Cottingham, Shirebrook Academy Principal, and senior leaders at West Notts College. This resulted in sharing of student achievement information to support fair and appropriate transition from Y11 during the years when GCSE examinations were disrupted. However the agreement has not yet developed to include updates on ex students destinations from College.

Actions completed after annual review:

3. The school should explore ways in which the mock interview experience can be expanded

As a result of Covid-19 school closure, the mock interview date was moved in 2020-21, and ended up linked with a Talk the Talk workshop. This was extremely effective in helping students to rehearse and prepare for their mock interviews, so we have kept the same format for 2021-22. Due to Covid constraints we have been unable to add any extra speed networking events.

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

A Y9 lesson as part of the Options process specifically focuses on changes to the Labour market and future opportunities. Also presentations to Y10 and Y11 in assemblies have made use of LMI video material to showcase the changing world of work.

Careers Week 2022 has a focus on Green Jobs to highlight a rapidly growing sector of the jobs market.

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.

During the period of school closure and remote learning a fortnightly careers email bulletin was started for Y11, and email contact with all students generally has increased as a means of providing careers support. This new communication channel has continued into 2021-22 and has provided an opportunity to signpost the careers resources on the Academy website.

Assessor Judgement: Achieved

The Assessor is satisfied that the school continues to work towards the recommendations of their last assessment. The school continues to develop good relationships with FE providers to track Year 11 destinations. Year 10 students clearly benefitted from the Mock interviews. The PD curriculum has been reviewed to reflect how the world of work is changing, with a focus on LMI and green jobs. Staff have continued to use online channels to promote careers resources and use email to communicate effectively with students regarding careers support.

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.**
- **Support provided to learners including Y11 and 13 during lockdown.**
- **Changes made to your career programme for 2020-2021 because of**
- **Covid-19**

Developments at annual review:

Continued high levels of achievement in relation to Gatsby Benchmarks, 100% in all areas except BM3 due to ongoing challenges tracking all students 3 years after leaving the Academy.

Current Compass assessment along with Action plan can be found in the Curriculum Statement for Careers Education.

Developments after annual review:

Change of Personnel – new Assistant Principal with responsibility for Personal Development.

No changes to curriculum or delivery model overall, although adaptations to methods have been implemented due to Covid-19

Support provided to learners during lockdown:

- Careers guidance provided by telephone with email contact alongside. All Y11 still accessed 1-1 guidance and support, leading to 0% NEET in 2021.
- Email bulletin for students to inform of virtual events, key information and reminders of application support
- Careers Education continued to be provided via Google Classroom teaching, as part of the normal PD timetabled curriculum. For example - Virtual visiting speakers provided information on apprenticeships, FE, HE and employability skills. Y9 students used KUDOS as part of their remote learning PD day.
- Mock interviews delayed until summer term but went ahead and all Y10 students experienced a mock interview
- Work experience still encouraged for 1 week, with approximately 60% of the cohort placed. World of Work days organised for the remaining students, so all students still had some contact with employers and gained employability skills
- Students not accessing remote learning were sent paper resources – DANCOP funding was used to purchase copies of the 'Its Your Choice' guide which included parent information.

Changes to Careers Programme due to Lockdown –

Same content was delivered using remote learning, facilitated by form tutors:

- Y7 Careers Day – virtual tour of Shirebrook industries, and tutors took students on virtual tours of their universities as part of an introduction to HE
- Y8 Careers Day – Real Game activities delivered for students to access and work through at home
- Y9 Options process – virtual presentations to students to support subject choices, careers research lessons delivered and students accessed KUDOS.
- Y10 work experience – timing altered for mock interviews and work placements but all students accessed some form of work related activity in July
- Y11 Careers – virtual presentations by all main local providers, and guidance provision continued throughout the year.
- SEND support provided via targeted groups when possible in school, regular phone contact with parents to support post-16 applications and transition. The first external visit after lockdown was to take a group of SEND students to see a local college.

Assessor Judgement: Achieved

The school continues to develop ways in which to track destinations of their Year 11 leavers for 3 years. This includes good links with their alumni and sending out a questionnaire to parents/carers of previous cohorts to track sustained destinations. Any gaps in the current compass assessment are highlighted as areas for development in the Careers Development Plan which feeds into the school development plan. The SLT link for Careers/Personal Development is very supportive of careers education and guidance.

Summary of Evaluations and Action Taken

Whole School MER 'Monitoring, Evaluation and Review' process includes Personal Development. A review of the subject in October 2021 included SLT scrutiny of curriculum planning, implementation and outcomes (see evidence 12). One action to come out of this process was to review the SoW for PD to ensure learning goals were clear to form tutors who would be delivering the programme. The SoW is currently being updated to reflect this.

Mock interviews in 2021 were later in the year due to Covid-19 and by accident were scheduled close to a Talk the Talk day which promoted confident communication skills. This proved to be an excellent preparation for mock interviews, as evidenced by strong employer feedback on student performance. For 2021-22 we have deliberately scheduled the two events to be linked again.

Assessor Judgement: Achieved

The Careers Leader coordinates the Personal Development Programme and plans the scheme of work with input from SLT and Heads of Year. The careers element of the PD programme is comprehensive, and the learning outcomes progress effectively through the year groups from 7 to 11.

Policy updates and responses to legislative change

Ofsted framework now has a greater focus on Personal Development, and the introduction of statutory RSHE have led to greater whole school focus on these subjects. However the Personal Development programme has been audited against new statutory requirements (including the latest Statutory Guidance for Careers Education) and meets all the standards, so no major changes to policy or curriculum have been needed.

Some changes to external sources of funding have had an impact on the programme. For example DANCOP funding has been reduced, in particular funding for 3rd party providers, which has meant some activities have not been able to run in 2021-22 (for example motivational speakers). In response we have sourced activities from elsewhere e.g. Speakers for Schools.

See Careers Education and Guidance Policy (evidence 4)

Assessor Judgement: Achieved

The school benefits from having a qualified Careers Leader with the knowledge and skills to ensure the careers programme is mapped to statutory requirements, Gatsby Benchmarks, and the CDI Framework. The PD programme continues to provide a wide range of activities, despite the reduction in DANCOP funding.

Other Developments Relevant to Career Mark

Careers Hub – Shirebrook Academy is a lead school in the Hub, sits on the local Steering Group, and T Horton is a Community of Practice lead, supporting other careers leaders in the area.

T Horton has also undertaken some teaching and assessment work to support the Nottingham Trent University Careers Leader course, as personal CPD and to expand networks beyond the local hub schools.

Assessor Judgement: Achieved

Tracy is very proactive in ensuring her continued professional development. She is an effective leader, using her knowledge and skills to support others in the profession. It is evident that Tracy is very effective in networking with providers to complement not only her own personal development but to add value to the careers programme in the school.

Meeting the Criteria:

Gatsby	Career Mark & Quality in Careers Standard Assessment Criteria	Met	Dev. required
1.1	M1 – National requirements & good practice guidance M7 – CEIAG trained & competent staff	✓	R1
1.2	M5 – Learner entitlement to CEIAG	✓	
1.3	M9 – Monitoring, review and 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 and carers in CEIAG provision	✓	
3.1	C2 – Planned programme of careers education M4 – CEIAG provision based on learner needs	✓	R2
3.2	G3 – Coordinating and tracking	✓	
3.3	G4 – Career action planning and target setting	✓	
3.4	M2 – Measuring impact of 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 encounters FE/HE M8 – Partnership arrangements	✓	
7.2	C5 – Coordinating curriculum inputs – encounters with FE/HE	✓	
8.1	G2 – Independent and impartial careers advice and guidance	✓	
CM Plus	M3 – Structure and process for leading, managing and delivering CEIAG	✓	R3
CM Plus	C1 – Curriculum overview/model for CEIAG	✓	
CM Plus	I1 – Systems, content & 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 meeting Standard (✓)	fully the	Making progress towards meeting Standard (✓)	good fully the	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) **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

This assessment took place via Microsoft Teams and learners adapted positively to this approach. All learners confidently talked about their favourite subjects, skills, and aspirations *"I am creative and enjoy art and drawing"* (Year 9 learner). *"I am thoughtful and intrigued by things"* (Year 9 learner). *"I am kind and honest as I always ask teachers if they need any help"* (Year 11 learner). It is evident that students benefit from a broad range of subjects. *"I really enjoy design and technology"* (Year 7 learner). *"I like music and play guitar. I am now learning to play the piano"* Year 7 learner. *"Sport is my favourite subject"* (Year 8 learner).

The assessor was impressed by the career aspirations of the learners she met *"I want to be a professional cricketer like my dad, and I want to raise money to help others"* (Year 7 learner). *"I would like to be a vehicle mechanic and I'm going to a garage for work experience"* (Year 10 learner). *"I am interested in becoming a lawyer."* (Year 10 learner). *"I plan to be a paramedic"* (Year 11 learner).

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

Grow throughout life Balance life and work

It was apparent that the main influence on learners in Year 7 and 8 is their parents. This is not surprising, following Covid. However, as the assessor met with learners in Year 9, 10 and 11 the influences changed as they had greater access and understanding of careers education and guidance. This clearly demonstrates the progressive nature of the careers education programme in the school. The Careers Leader has developed good cross curricular links to careers and all learners were able to identify career links to their subjects. *"I really enjoy photography and I plan to study Film and Television at college"* (Year 11 Learner). *"I plan to study Health & Social Care at Level 3 as I would like to be a nurse"*. Learners in Year 11 have also chosen to study A Levels in subjects they enjoy. All Year 11 learners have had a 1:1 guidance meeting with a qualified guidance professional and are aware of the pathways available Post-16 and Post-18.

Learners in Year 10 and Year 11 understand the importance of balancing life and work. This has been influenced by work experience and part-time jobs. *"I have two part-time jobs and plan to study A Levels at college"* (Year 11 learner). *"I help my dad at the social club, he is a steward and runs discos"* (Year 11 learner).

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

Explore possibilities, Create opportunities

The school offers work experience to all Year 10 students. For those unable to secure a placement the Careers Leader organizes work related events and opportunities for work experience within the school. All Year 11 learners have benefitted from work experience and, in many cases, had been able to access work experience placements to support their career aspirations. *"I would like to be a nurse and I went to Kingsmill Hospital for work experience"* (Year 11 learner).

Learners can access careers information in the main Academy library and via a range of web-based resources to research their ideas. The Careers Leader emails a careers bulletin to Year 11 students fortnightly with key information about local open days, virtual work experience and key reminders.

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

Manage career, [See the big picture](#)

Year 7 learners commented on the transition from primary to secondary school “it is much bigger and there are more people”. They are all excited about the wider range of subjects they now study “I really enjoy Design and Technology” (Year 7 learner). Year 9 students talked about the options process and are happy with the GCSE option subjects they chose. Year 10 students are looking forward to work experience in July and are well prepared for this experience. As the school does not have Sixth Form provision, Year 11 students go on to a range of Post-16 providers. The Year 11 students met by the assessor are going to West Notts College to study a mix of vocational and/or A Level courses. Year 10 and 11 learners are well-informed about Post-16 pathways, including apprenticeships.



Summary and Judgement

The Academy clearly benefits from the professional knowledge and skills of the Careers Leader who holds an MA in Professional Development (Careers Guidance). The careers provision is comprehensive and well-planned to meet the needs of its learners. The school engages in a range of programmes to raise the aspirations of learners, these include Discover US, Achievement Awards with the University of Sheffield, Access Project and DANCOP funded events. The SLT link is very appreciative and supportive of the work carried out by the Careers Leader and recognises the importance of CEIAG and the positive impact the programme has on learners' aspirations. The school has an above average proportion of pupil premium students, with a catchment area characterised by high levels of social and economic deprivation; however, progression data shows consistently low NEET figures.

The Careers education element of the programme is delivered via the Personal Development (PD) programme. It is well planned with input from SLT, Heads of Year and form tutors. The Personal Development Department Review and Improvement Plan (DRIP) is produced in consultation with the link governor for careers, school staff and student voice and aligned to the school improvement plan. The school have a contract with Chesterfield College to provide a careers advice service two days a week. There are good systems in place for Heads of Year to refer students for 1:1 guidance and from Year 9 onwards students can also self-refer for 1:1 guidance. All Year 11 students have a 1:1 guidance interview. Additional support is in place for disadvantaged students and DANCOP target students.

The Assessor was impressed by the work experience programme for Year 10 students and the opportunities available in school for those unable to access an external placement. The Careers Leader organises a week of work-related events and arranges for students to gain experience working in departments within the school. Year 11 learners benefitted from work experience, and they can identify the skills employers are looking for. The Mock interview process is also extremely valuable and complements work experience and employer encounters.

Year 11 learners are well prepared for transition to Post-16 providers and are aware of all Post-16 and Post-18 pathways.

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

Recommendations

To enhance and further develop the career education, information advice and guidance programme at Shirebrook Academy the assessor recommends the following:

- R1 By the end of this academic year map the careers programme to six learning areas of the CDI Framework (April 2021)
- R2 By the next assessment, re-establish links with Stubbin Wood Special School and explore new links with SEND providers.
- R3 By the next assessment, ensure that CEIAG continues to have a prominent position within the whole school curriculum.