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First Assessment Report

Ormiston Venture Academy

Valid from	25 th March 2021
Valid until	24 th March 2023
Assessed by	Joanna Welch
Verified by	Gary Longden

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Assessment Information

Assessor	Joanna Welch
Learning Organisation	Ormiston Venture Academy
Contact	Ian McInally
Career Mark Support Adviser (if used)	
Date of review of Assessment Portfolio (Part 1)	2 nd March 2021
Date of On-Site* Assessment (Part 2)	25 th March 2021 *Due to Covid-19 restrictions this assessment was undertaken remotely

Abbreviations used in the report

CEIAG	Career Education Information Advice and Guidance
FE	Further Education
HE	Higher Education
HEI	Higher Education Institution
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team

Introduction to the Organisation.

Ormiston Venture Academy is part of the Ormiston Academies Trust and serves a community in Gorleston, Norfolk. It is situated in the middle of 3 council estates and is classified as 'coastal'. The vast majority of students live within a mile radius of the Academy, with some busing in from local villages.

It is a non-selective Academy delivering education to students aged 11-16 years old. There are currently 889 students on roll. 45% of students are in receipt of the Pupil Premium and 36% have a diagnosed SEND. The Academy does not have it's own Further Education provision.

The Academy received an 'Outstanding' judgement in all areas in their last Ofsted report and tops the Progress 8 league tables for state schools in Norfolk (0.72). Students progress to a wide variety of FE providers including apprenticeships, scholarships and other alternatives with 95% of the 2017 cohort sustaining education for at least the first 6 months of year 12.

The careers program is led by an Assistant Principal with a designated 'Careers Co-ordinator' to oversee it. The Academy buys in a Level 6 qualified careers advisor from a company as part of the provision each student receives.

Assessment Schedule

Time	Meeting
08:45 – 09:15	Welcome and initial meeting Jo Welch/Ian McNally (Careers Leader)
09:15 – 09:45	Meeting with key staff: David Richards (Vice Principal), Carley Roper (Careers Coordinator), Ian McNally
09:45 – 10:00	Break
10:00 – 10:30	Focus group with Year 7 learners
10:30 – 11:00	Focus group with Year 8 learners
11:00 – 11:45	Focus group with Year 11 learners
11:45 – 12:30	Focus group with Year 10 learners
12:30 – 13:15	Lunch
13:15 – 13:35	Jo Welch/Ian McNally
13:35 – 14:25	Focus group with Year 9 learners
14:25 - 15:00	Final questions, assessor feedback and close

Meeting the Criteria

Gatsby	Career Mark & Quality in Careers Standard Assessment Criteria	Making Progress	Met	Dev. required
1.1	M1 – National requirements & good practice guidance M7 – CEIAG trained & competent staff	✓		
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		✓	
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		✓	
CM Plus	C1 – Curriculum overview/model for CEIAG		✓	
CM Plus	I1 – Systems, content & processes		✓	
CM Plus	G5 - Facilities		✓	
CM Plus	O – Learner Outcomes		✓	

Quality in Careers Standard Assessment Summary Grid

National criteria section headings for the Quality in Careers Standard	Insufficient progress towards meeting Standard (✓)	Making good progress towards meeting 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) **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.
- (ii) **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

Due to current Covid-19 restrictions, this assessment was conducted remotely through the Google Meet platform and included focus groups of between seven and eight learners from Year 7 to Year 11.

Learners at Ormiston Venture Academy are being provided with a wide range of inputs to help them acquire the skills, knowledge and attitudes to become effective career planners. The Careers Leader supported by the Careers Coordinator plans and manages a good range of activities including an annual careers fair open to all year groups, guest speakers, assemblies, employer workshops, peer mentoring, work experience for all year 10 students and a variety of external trips to careers events and, further education colleges and higher education institutions. Central to career learning, is the Cultural Capital initiative. A Cultural Capital booklet is issued to every student at the beginning of Year 7, 8, 9 and 10 and this represents the main platform for recording career learning. Students receive weekly Cultural Capital sessions which encourage self-development and allows opportunities for career exploration and career management. Sessions are regularly quality assured by the Careers Leader via learning walks and direct feedback.

The Careers Coordinator is a non-teaching member of staff working four days per week. Whilst she has no formal careers qualifications, she has considerable experience working previously as a Raising Achievement Mentor working exclusively with Year 11s to ensure each learner is equipped with the skills and knowledge to enable them to make a successful transition into their chosen post-16 pathway.

Throughout lockdown, learners and parents have continued to receive support from the Academy through the Cultural Capital sessions which have continued remotely, together with video links, podcasts, virtual work experience where possible, and a collapsed timetable week is planned for June where students will benefit from a range of on-line career-related activities. During school closure, parents were encouraged to make phone appointments with the Careers Coordinator should they require additional support and this offer was widely taken up by parents of year 9, 10 and 11 students. Additionally, the school supports the digital careers platform, e-clips, which was used to connect with students during remote careers interviews with the Level 6 guidance practitioner.

The students who met with the assessor are positive about their futures; they have high aspirations and feel well supported in the career decision making process. They are exposed to all the options available to them post-16 and feel encouraged to pursue their plans and ambitions. It is clear that learners value the personalised learning experiences they receive during their time at Ormiston Venture Academy.

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

Year 7 learners understand themselves and can link their skills and qualities to their future career aims. One year 7 learner said ***"I'm good at problem solving so I think I'd make a good detective"***. Another learner commented ***"I really like helping people, so I'd like to be a teacher or a therapist"***. Another said, ***"I like the idea of being an entrepreneur and running my own business"***. The assessor was very impressed with the learners' high levels of self-awareness. They were able to speak articulately and confidently about their skills and attributes and link these to career ideas. There is a strong focus on self-awareness and self-

development within the Cultural Capital booklets and sessions and it is clear that this career learning is having a positive impact on these learners.

The Year 8 learners who met with the assessor were able to identify their skills and strengths and provide examples of when they have demonstrated that skill. One learner said, ***“I have good communication skills and I like taking on responsibility as I’m the captain of the football team at school and also for the team I play for outside school”***. Another learner commented ***“I really enjoy art – I love being creative and experimenting with different techniques”***.

Key Stage 3 learners are learning how to identify their skills and strengths and understand how these relate to the world of work. One Year 8 learner commented ***“I want to be a lawyer in the future because I’m really good at arguing and getting my point across”***. One Year 9 learner explained how the Cultural Capital sessions have helped him to identify and understand his personal skills and qualities and where these might fit into the world of work.

Year 10 and 11 learners know about employability skills and why they are important. They are aware of range of skills and can identify these skills within themselves. When asked by the assessor, Year 10 learners said the following skills are important: teamwork, leadership, problem solving, communication and creativity, together with qualities such as determination, resilience, being optimistic and having a positive attitude. Year 10 learners discussed the importance of taking part in extra-curricular activities such as the Duke of Edinburgh Award. One student observed, ***“it shows you’ve got experience of teamwork, leadership and determination”***. One Year 11 learner explained the importance of aiming high saying ***“in school we are constantly encouraged and challenged to do the best we can”***. Another Year 11 learner explained how customer service skills were very important for her part time job at a local gym.

When discussing their career goals, one Year 10 learner said ***“I want to be a neurosurgeon or a Royal Marine because I like to challenge myself”*** whilst a Year 11 explained how volunteering as a PE coach in school had inspired her to become a PE teacher.

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

Year 7 learners take part in activities that encourage them to think about the world of work and what opportunities might be available to them. All Year 7s take part in the ‘Venture into Careers Day’ where they are encouraged to develop career ideas through encounters with employers and other opportunities for career exploration. Learners are introduced to the Cultural Capital booklets and begin weekly Cultural Capital sessions where they record their experiences and complete activities. One Year 7 learner said ***“the Cultural Capital booklets help you find out about different jobs and how much you can earn”***.

Year 8 learners explained how the digital careers platform ‘e-clips’ helps with career exploration saying ***“I found a job that I thought would be good but then I realised that the pay is bad”***. Another said, ***“I didn’t realise how many different jobs there are until I used e-clips”***.

Career exploration is helped by embedding careers into the curriculum. Year 9 and 10 learners reported that teachers often make reference to the world of work during lessons. Of particular note is the faculties of maths, English, science (biology), performing arts and computer science. Teachers talk about their own pathways and jobs related to their subject; learners gave examples including how maths is used in plumbing and how the IT industry employs legal hackers.

Ormiston Venture Academy holds an annual careers fair for all year groups. It is supported by around 30/35 employers, all local FE colleges and a range of HEIs. One Year 10 learner commented that ***“the careers fair is very useful because if you don’t know what you want to do it gives you ideas and if you do think you know what you want to do it gives you***

lots of options". Year 11 learners spoke enthusiastically about school trips to Madrid and Rome with one student commenting **"the trip to Spain really made me realise how important languages are and how employers really value people who can speak a language"**.

Year 10 and 11 learners reflected on taking part in assemblies, career talks and workshops with employers including E-on, the NHS, the Police Force, the Royal Navy, Anglian Water and a Member of Parliament. One learner commented **"the talk with the NHS really opened my eyes to the variety of surgeons and doctors"** another talked enthusiastically about an employee from E-on who spoke about creating offshore energy and jobs involving wind turbines.

Through a programme of one-to-one guidance, which begins with a 30-minute guidance interview with a Level 6 practitioner in Year 9 and followed up with meetings in Years 10 and 11 (if required) with tutors, the Careers Coordinator and other members of staff, students explore a range of post-16 and post-18 study routes and career pathways. Students value the personalised nature of these opportunities. One Year 9 learner commented that her interview had helped to **"guide me in the right direction in terms of what subjects I should choose for my options based on the job I want to do"**, another said, **"I want to be a social worker, so in my interview we talked about the qualifications I will need."**

By Year 11, learners have a clear idea of post-16 learning routes and have considered some post-18 routes. One learner explained that her choices of A Level Geography and Environmental Science were motivated by her interest in becoming a meteorologist. Another learner reflected on his choice of a Level 3 BTEC Diploma in Sport because he's interested in working in sport science or coaching and development.

0.3 – Learners can make and adjust plans to manage change and transition (career management)

Year 7 have made a successful transition into Key Stage 3. They have settled well and are enthusiastic and confident. They are thinking about their future and beginning to develop career aims based on their skills and attributes.

Currently, learners at Ormiston Venture Academy choose their subject options at the end of Year 8, however, from 2021/22, this will move to Year 9. Generally, learners feel very positive about this process and are encouraged to make choices based on subjects they enjoy and ones that will be useful for their future career. They refer to feeling well-supported by their teachers, the Level 6 guidance practitioner and the careers team. Of particular value is the options booklet they receive which outlines each subject, the topics taught and where this subject can lead in terms of careers. When reflecting on their subject choices they said:

"I chose childcare because since I was young I wanted to be a social worker"

"I chose computer science because technology is used in nearly every job in the 21st century"

I chose performing arts and travel and tourism because I want to work in musical theatre and sometimes that involves travelling"

Year 10 learners are familiar with the post-16 education and training routes and have begun to form ideas for their next steps. One learner said **"for the jobs I'm interested in, I know I will need to do some of the sciences at A Level, which is fine because I enjoy a challenge"**. Another learner said **"I want to go into 3D design or programming so I will go to college to do a computer science course"**.

Learners are introduced to the role of the CV in Year 8. This is followed up in Year 10 when students focus on creating a good CV as part of their preparation for work experience at the

end of Year 10. The learners who spoke to the assessor had developed a CV and could explain the purpose of the document stating:

“a CV is something you give to an employer which contains all your qualifications”

“the CV is important because it shows your skills and helps an employer know whether you are the right person for the job”

Year 11 learners feel prepared for and confident about their next steps. They are aware of all post-16 education and training routes and could explain why they had selected a particular route. One learner commented ***“I’ve chosen to take A Level Maths, Spanish and PE at 6th Form because I’m not sure what I want to do for a job and this will allow me to keep my options open”***. Another learner said ***“I love dance and I’ve wanted to be a dancer. Going to dance college will allow me to access a range of jobs in dance like, teaching and choreography in case I don’t get into a dance company”***. Of the eight Year 11 students who met with the assessor, six are planning to go to university. When asked about alternative routes to university, learners were aware of Higher and Degree Apprenticeships but could not explain what they are.

Summary and Judgement

CEIAG provision at Ormiston Venture Academy is effectively managed and delivered as a combined effort by the Careers Leader and the Careers Coordinator with the support of the Senior Leadership Team. CEIAG is prioritised within the Academy Development Plan. The CEIAG policy is accessible, appropriately worded, regularly reviewed and supported by the Board of Governors. CEIAG provision at Ormiston Venture Academy is mapped against the Gatsby Framework and the Compass self-assessment tool is used on a regular basis to identify strengths and areas for improvement. Most recently, the school reports to be fully meeting every benchmark except Benchmark 1 and Benchmark 7.

The Academy is supported externally by their Enterprise Coordinator who attends regular meetings with the Careers Leader, provides support with completing the Compass report, organises network meetings which the Careers Leader attends, and assists, to some extent, with making employer links.

Between them, the Careers Leader and the Careers Coordinator, have a significant level of skill and experience in managing and delivering CEIAG provision, however, neither has engaged with the Level 6 Career Leader training funded by the Careers and Enterprise Company and the assessor hopes that this is something the Senior Leadership Team will consider in the near future.

Some teachers effectively weave career education into their classroom teaching. Of particular note is the Maths, English, Science (Biology), Computer Science, Performing Arts and Languages faculties. The Academy is clearly working hard to embed career learning into every subject with clear learning outcomes identified within Schemes of Learning. Heads of Faculty play an active role in career education and are tasked to organise at least one employer visit each year. What is resoundingly clear is the Academy's commitment to ensuring CEIAG is central to their curriculum and not a "bolt on".

Students are encouraged to develop skills, knowledge and self-awareness through taking on roles of responsibility such as Head Girl/Boy, Peer Mentor, Sports Leader, Music Guru and Prefect; additionally, they are given the opportunity to work in the school shop and take on other volunteering roles. CEIAG provision is based on learner needs and learners feel they can ask for support when they need it. One learner commented ***"my teacher was really helpful in giving me advice on the GCSEs I should take if I wanted to be a forensic scientist"***.

Ormiston Venture Academy faces a number of challenges because of the organisation's semi-rural, coastal location. It lacks proximity to large towns and cities and faces logistical barriers due to poor infrastructure. However, the Academy has maximised many opportunities such as forming a strong working relationship with the University of East Anglia and other community partners. The Careers Leader is proactive in seeking out funding opportunities to extend the reach and depth of the careers programme and is clearly seeking to continuously improve the provision at Venture.

Ormiston Venture Academy has completed the Compass self-assessment tool and is already 'making good progress' in meeting the Quality in Careers Standard national criteria incorporating the eight Gatsby Benchmarks. The Licensed Awarding Body Complete-Careers, using the Career Mark approach, awards the Making Good Progress Standard.

Recommendations

To enhance and further develop the career education, information, advice and guidance programme at Ormiston Venture Academy the assessor recommends the following.

- 1) Continue to develop the strategy for linking curriculum learning to careers by:
 - Auditing staff training needs to ensure the school has clearly identified career education expertise and that all subject staff feel secure in complying with Gatsby Benchmark 4 (Linking curriculum learning to careers).
 - Putting in place an action plan to achieve this by July 2021 with measurable outcomes identifiable by January 2022. Consider asking all departments to complete the CDI Careers Framework Curriculum Audit focussing on the three core elements of careers, employability and Enterprise. Find the audit here:
https://www.thecdi.net/write/Framework/2018/4_CDI_Career_Framework_-_Curriculum_audit_sheet.pdf
- 2) Deliver all staff training to ensure that they know what is in the New CDI Learning Framework (Release April 2021) before your next assessment. Further information about the new CDI framework can be found here: <https://www.thecdi.net/New-Career-Development-Framework>
- 3) To fully meet Gatsby Benchmark 1 at least one staff member to access the Level 6 Career Leader training funded by the Careers and Enterprise Company. This would be appropriate for either the current Career Leader and/or the Careers Coordinator. To find out more visit www.careersandenterprise.co.uk and speak to your Enterprise Coordinator.
- 4) Review the strategy for the provision of one-to-one career guidance with the external Level 6 practitioner. Currently, the practitioner meets with ten students per day, holding a 30-minute interview with each student. Consider whether this makes appropriate use of their skill set. A career guidance interview should be a unique career intervention that underpins and unites all other career activity and the career education curriculum. The assessor is aware that the Level 6 practitioner is provided with some contextual information about each student prior to the interview but feels that 30 minutes is insufficient time for a thorough and meaningful discussion, particularly if a learner is facing multiple barriers to progression. Additionally, each interview should culminate in a personalised action plan containing a set of SMART targets that will aid career planning, career decision-making and career management which have been discussed and agreed with the learner. Better diagnosis of learner needs could ensure more appropriate interventions for all learners, for example advice and information interviews* for some, that can be relatively short and guidance interviews (of a minimum of 40 minutes) for those that need them when they need them.

*Advice and information interviews can be delivered by a person who holds an appropriate Level 3 or Level 4 qualification such as the Level 3 Award in Information, Advice or Guidance from Gateway Qualifications. For more information visit: <https://www.gatewayqualifications.org.uk/qualification/gateway-qualifications-level-3-award-information-advice-guidance/>