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Ormiston Venture Academy Reaccreditation Assessment Report 3

Valid from	16th October 2025
Valid until	15 th October 2027
Assessed by	Sally Bryant
Verified by	

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“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. As you are “making good progress” towards meeting the Benchmarks and all of the accreditation criteria, as we comment upon below in the detail of your report, we will continue to review your progress with the Benchmarks, and the additional career-related learning outcomes for students which the national Standard requires, through our annual reviews with you.”

Assessment Information

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Date of review of Assessment Portfolio (Part 1)

September 2025

Date of On-Site Assessment (Part 2)

Thursday 16th October 2025

Summary of Process to Achieve the Standard using Career Mark

1. **SUBMIT COMPASS self assessment:** If possible, organisation submits their latest Compass report at the beginning of their membership to receive a certificate of commitment.
2. **PREPARE EVIDENCE PORTFOLIO:** review Careers Education, Information, Advice and Guidance provision against the four components of Career Mark components which incorporate the national criteria for the Quality in Careers Standard and Gatsby Benchmarks. Write a description and prepare evidence against the criteria detailed in each of these components (evidence can be submitted in a range of formats)
 - **Management** - measures the effectiveness of systems for planning, managing and integrating career education, information, advice and guidance (CEIAG.)
 - **Information** - measures the accessibility, relevance, importance and effectiveness of information and the acquisition of skills to research and evaluate information to be able to make well informed and realistic career decisions.

- **Advice and Guidance** - measures the effectiveness of an integrated programme of advice, guidance and support including provision by a qualified level 6 guidance practitioner.
- **Career Learning** - measures how effectively the curriculum supports the development of learners' knowledge, skills, understanding and attitudes helping them towards being 'work ready'.

The fifth component, **Learning Outcomes**, is assessed on the assessment day via learners.

3. ASSESSMENT UNDERTAKEN: The assessment process is undertaken in two stages:

- Desktop assessment.** The assessor reviews the 'description grids' and **supporting evidence** against the national criteria. Once satisfied the assessor plans with the learning provider for the **live assessment day**.
- Assessment day.** This is for discussions/interviews with learners on the organisation's site. (Normally using virtual platforms though at an additional cost onsite assessment may be arranged). A first assessment takes a full day, but subsequent reaccreditation assessments are shorter. The live assessment day focusses mainly on the fifth component of the Career Mark approach, Learner Outcomes: evaluating learners' knowledge, competence and attitudes towards career management and development.
- ASSESSMENT OUTCOME:** The desktop assessment and live discussions enable the assessor to obtain a clear picture of provision and its impact. An informed professional judgement is then made regarding meeting the national Quality in Careers Standard using the Career Mark approach. A report is written including the assessor judgement and recommendations. The report is then shared with the organisation and once agreed verified by a Complete-Careers Career Mark internal verifier

4. AWARD: Once verified, learning providers receive their standard certificate, plaque, final verified report and use of both the Quality in Careers Standard and Career Mark logos. The report includes a choice of summary paragraph noting whether the provider meets all eight Gatsby benchmarks or is still making good progress towards them. Deferred providers will receive a comprehensive report outlining the areas for improvement before resubmission.

5. REVIEW AND REVALIDATION: A review of progress against the recommendations is offered by Complete Careers Career Mark staff after a year. This enables the organisation to review progress towards recommendations from their last assessment. After two years, the learning provider is required to seek reaccreditation of the award and to demonstrate continuous improvement.

6. LONG TERM COMMITMENT: Learning providers who successfully achieve a second consecutive revalidation (third assessment) will be awarded with the Complete Careers Career Mark Gold Award. The process for this is identical to a revalidation, but the Gold Award rewards long term commitment to a quality externally validated career programme. Continued long term commitment leads to the Platinum Award after a fifth successful revalidation (sixth successful assessment).

Introducing the Report Tables

There are two tables in the report to summarise judgements from the assessment process:

1. Quality in Careers Standard Assessment Summary Grid – based on Compass self-assessment.

This table focuses on the self-assessment data from the learning provider's most recent Compass assessment against the eight Gatsby Benchmarks. The assessor does not alter the information provided by the learning provider even if their judgement is not the same. The self assessment should be no more than three months old.

2. Quality in Careers Standard Assessor Summary Table – holistic summary of CEIAG provision

The assessment process requires an assessor to review all elements of a learning provider's CEIAG provision. This table allows the assessor to summarise the areas of strength and areas for development, listed in the Career Mark criteria. This may not be the same as the Compass self-assessment.

Ticks against criteria are used to indicate if the learning provider has met the criteria fully or if further developments are required. Further developments will either be recorded as a 'requirement' or 'recommendation' later in the report or will form part of the improvement plan if the assessment outcome is a deferral.

Abbreviations used in the report.

AI	Artificial intelligence
C	Career Learning (Description Grid component)
CASH	Community, Aspiration, Spirituality and Health
CC	Careers Coordinator
CDI	Career Development Institute
CEIAG	Career education, information advice and guidance
CL	Careers Leader
EHCP	Education and health care plan
FE	Further Education
G	Advice, Guidance and support (Description Grid component)
GB	Gatsby Benchmarks
HE	Higher Education
I	Information (Description Grid component)
OAT	Ormiston Academies Trust
OVA	Ormiston Venture Academy
PAL	Provider access legislation
PSHE	Personal, social and health education
QICs	Quality in Careers Standard (Criteria for the Standard)
R	Recommendations
SEND	Special educational needs and disabilities
SLT	Senior Leadership Team
SMSC	Spiritual, moral, social, cultural
STEM	Science, technology, engineering, maths

Introduction to the Organisation

Ormiston Venture Academy is part of the Ormiston Academies Trust (OAT) located in Gorleston, Norfolk. They serve an area of high deprivation being in the bottom 10% of the multiple deprivation indices, in particular health and education. The last Ofsted report in March 2025 graded OVA as outstanding in all areas.

The academy currently has 29.7% of students with an officially diagnosed SEND compared to 16.5% nationally and 5.2% of students have an EHCP in comparison to only 2% nationally. 39.8% of students are in receipt of pupil premium funding, whereas nationally this is only 29.1%.

The OAT values listed below sit comfortably with the academy CEIAG values that underpin their intent of ambition and social justice. Ambition in terms of embarking on top careers and following dreams, with the knowledge and skill set to understand that whatever your background and context, you can achieve amazing feats.

- Anyone can excel: with an unwavering belief that everyone can achieve
- Enjoy the challenge: perseverance pays dividends
- Share what is best: we achieve more from working together
- Be inclusive: celebrating diversity and practising equity

CEIAG is led by everyone at the academy and is a focus on a daily basis. In every faculty subject careers-based learning and education is prominent. All staff are champions of students at OVA and believe in the key drivers of ambition and social justice to help students towards a better life.

The Assistant Principal has overall responsibility for the CEIAG programme and there is a careers co-ordinator (non-teaching member of staff) to manage the implementation. Specific careers related workshops, sessions and learning are delivered by an array of staff and external professionals to ensure impartiality and a breadth of experiences. These can range from booklets, talks, specific Higher or Further Educations sessions, workshops, visits, projects and tasks.

The CEIAG policy is reviewed, updated and shared on a yearly basis and reported to the SLT and governors on a regular schedule. There is a governor with responsibility for careers. PAL arrangements are fully compliant and published on the academy website. Student voice, feedback and progression data form valuable evaluation tools regarding the success of the area.

The Academy works hard with key partners including local FE and apprenticeship providers, the Local Education Authority, Higher Education providers and charities as well as a wide range of businesses. Often prestigious awards at the end of the year (Venture Stars awards) are sponsored by local companies, as well as students in year 10 self-generating their week of work experience.

Families are invited into the academy regularly for parental liaison events and meetings. Most of these include opportunities to discuss futures with FE, HE and apprenticeship

providers. There is also an annual careers fair in the autumn term. Parents can request a meeting with the careers co-ordinator with their child and are able to see the action plan created. The academy website has a host of relevant information aimed at parents. In addition, parents have been welcomed into the academy to speak about their jobs to groups of students.

Specific careers-based learning (alongside what is delivered in subjects) is taught in PSHE (known as CASH – Community, Aspiration, Spirituality and Health) sessions across the academic year. There is also a CASH (enterprise and enrichment) week – PSHE focus and collapsed timetabled sessions as well as work experience in Year 10.

OVA employ a Level 6 qualified careers advisor from an external company called Beacon East to conduct careers and futures interviews with every student in year 9 each year. This is of benefit as it focuses students (earlier than in year 10 or 11) towards what their potential pathways could be and what to really think about in terms of Key Stage 4 options and progression towards the careers of their dreams.

Quality in Careers Standard Assessment Summary Table

Learning Organisation Compass Self-Assessment

National criteria section headings for the Quality in Careers Standard	Insufficient progress towards fully meeting the Standard	Achieving the Standard, making good progress towards fully meeting the national criteria	Achieving the Standard, fully meeting the national criteria
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			✓

Achieving the Standard, making good progress towards fully meeting the national criteria = Evidence of good progress in this section of the Standard's national criteria and robust plans in place to fully meet this section of the national criteria within two-three years. Has met or partially met the expectations of the relevant Gatsby Benchmark indicators.

Assessment Schedule

Meetings conducted via Microsoft Teams.

Time	Meeting
8.45 am	Meet with Careers Lead
9.15 am	Year 7
9.45 am	Year 8
10.15 am	Year 9
10.45 am	Break
11.00 am	Year 10
11.30 am	Year 11
12.00 pm	Assessor reflection time
12.30pm	Assessor feedback to Careers Lead

Quality in Careers Standard Assessor Summary Table

Gatsby QiCs	Career Mark & Quality in Careers Standard Assessment Criteria	Met	Development identified
1.1 1.1i-iv	M1 – National requirements & good practice guidance M7 – CEIAG trained & competent staff	✓	
1.2 1.2i	M5 – Learner entitlement to CEIAG	✓	
1.3 1.1ii	M9 – Monitoring, review and evaluation for continuous development	✓	R1
2.1 2.1i,3.1i	C2 – Planned programme of careers education I2 – Accessibility of & competence to use resources	✓	
2.2 2.2i	M6 – Involving and supporting families and carers in CEIAG provision	✓	
3.1 3.2ii	C2 – Planned programme of careers education M4 – CEIAG provision based on learner needs G1 – Identification and referral systems	✓	
3.2 3.3ii	G3 – Coordinating and tracking	✓	
3.3 3.2i,3.3i	G4 – Career action planning and target setting	✓	
3.4 3.4iv	M2 – Measuring impact of CEIAG on progression	✓	R1
4.1 4.1i	C3 – Coordinating curriculum inputs – subject links to careers	✓	R3
5.1 1.2iv,3.2iii, iv 5.1i-iii,6.1i-ii	C4 – Coordinating curriculum inputs – employer engagement M8 Partnership arrangements	✓	
5.2 5.1i-iii,6.1i-ii	C4 – Coordinating curriculum inputs – employer engagement (encounters with employers)	✓	
6.1 5.1i-iii, 6.1i-ii	C4 – Coordinating curriculum inputs – employer engagement (experiences of workplace pre 16)	✓	R4
6.2 5.1i-iii, 6.1i-ii	C4 – Coordinating curriculum inputs – employer engagement (experiences of workplace pre 18)	✓	
7.1 1.2iv,3.2iii, iv 7.1i-ii, 7.2i-ii	C5 – Coordinating curriculum inputs encounters FE/HE M8 – Partnership arrangements	✓	
7.2 7.1i-ii,7.2i-ii	C5 – Coordinating curriculum inputs – encounters with FE/HE	✓	
8.1 8	G2 – Independent and impartial careers advice and guidance	✓	
CM + 1.1, 1.2	M3 – Structure and process for leading, managing and delivering CEIAG	✓	
CM + 2,3	C1 – Curriculum overview/model for CEIAG	✓	
CM + 1,3	I1 – Systems, content & processes	✓	
CM +	G5 - Facilities	✓	
CM + 4,5,6,7,8	O – Learner Outcomes	✓	R2

Recommendations later in this report are linked to the 'Dev. Identified' column of this table using R1, R2 etc. they will not necessarily be statutory requirements.

Standard O – Learning Outcomes

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

The assessor was able to use Microsoft Teams to interact effectively with all learners using both camera and audio. Learners are articulate and communicate confidently with the assessor to describe their career learning and experiences at OVA. From Year 7 to Year 11 learners speak enthusiastically about the careers programme and are able to describe a wide range of career related activities that they are involved in.

The CL and CC have worked hard to develop an extensive careers programme which reflects the learning outcomes of the CDI framework and is well informed by statutory guidance and the Gatsby benchmarks. The CL Ian McNally is a member of SLT and this has enabled a strong position from which to develop careers provision across the academy. Careers is given a clear focus on the academy development plan which not only helps to maintain the high profile of CEIAG but is also developing a strong culture of careers across the school.

The careers team at OVA benefits from a leader, a coordinator and a careers advisor. This capacity allows them to facilitate work experience in Key Stage 4, provide a 1 to 1 careers meeting in Year 9 and Year 11 and a wide variety of career related learning opportunities across both key stages. In addition, learners have regular careers conversations with wider members of staff. The team work hard to network with local employers to create new and valuable employer partnerships and have recently forged a link with a local Haven Holiday Village which is providing some excellent careers related experiences for their learners.

Careers provision at OVA is delivered via a hybrid model including careers focused lessons within the CASH programme, assemblies, cross curricular input and additional careers related activities such as employer spotlights, a careers fair and workplace trips and visits. Furthermore, the school uses the online careers platform Unifrog to support learners in exploring their career ideas and has an accessible website incorporating important careers information targeting learners, parents and employers. They are starting to see the impact of their careers programme on destinations with small numbers of learners moving onto T Levels and apprenticeships annually. The CL and CC could continue to promote all of the pathways and qualifications available Post 16 and to monitor closely the impact of the programme on destinations over time to inform curriculum planning (R1).

The strong culture of ambition at OVA is clear with learners setting aspirational career goals from an early age. It is evident that learners at OVA have some opportunity to reflect on their needs and abilities and to grow throughout life. They are encouraged to explore possibilities and alongside this are gaining the skills and knowledge required to manage their career. Learners benefit from one-to-one guidance with a Level 6 qualified advisor and are well prepared to take their next steps Post 16. Assessor meetings conducted with learners demonstrate that they are developing the skills, knowledge and attitudes to plan their career effectively.

CDI Career Development Framework outcomes headings for 2020 version are shown in black, and for 2021 version in the corresponding colours of the chart below:

The six learning areas



Grow throughout life

Learners at OVA are self-aware and able to confidently describe their strengths, skills and personal qualities, ***"I can draw and I'm good at art", "I'm very generous", "I'm polite", "I can do karate"*** (Year 7 learners). In Year 8 learners are increasingly aware of the types of skills and qualities that employers might look for and can list, ***"good communication skills", "teamwork skills", "ambition", "respectful", "resilience", "kindness"*** (Year 8 learners). Teachers at OVA enable learners to grow further by making clear links to careers through their subject areas, ***"in Science we have a careers spotlight once a week", "in languages there are posters on the walls about related jobs", "in English teachers talk to us about jobs and famous people, recently we talked about the role of a columnist a job that has been done by Jeremy Clarkson"*** (Year 9 learners). There are a wide range of enrichment opportunities including twice yearly Guilds that learners take part in throughout their journey at OVA, this enables them to develop important wider skills, ***"I do badminton, play piano and go to homework club", "I play badminton and am going to be part of the stage crew for the academy musical", "I ran a seventies music guild"*** (Year 10 learners). OVA provides learners with some opportunity to reflect on their career learning and could now consider formalising this to allow learners to record and reflect more routinely on their career related experiences (R2).

Balance life and work

Learners are able to explain the importance of having a good work life balance and understand the benefits of this to their physical and mental health, ***"a good work life balance will mean you are less stressed", "overworking can cause physical and mental health issues", "It's important to balance your work with your family life"*** (Year 9 learners). At OVA learners understand the importance of having a life beyond work and can describe a variety of positive hobbies and interests that they maintain outside school, ***"I do swimming and play football", "I play football for a local club", "I do ballet"*** (Year 7 learners). In addition, they take advantage of an extensive extra-curricular offer within the

academy, ***“I’m taking part in the school musical”, “I go to trampolining”, “I play rugby for the school”*** (Year 8 learners). Learners in Year 10 are able to confidently explain the importance of equal opportunities in relation to the work place, ***“It’s important that everyone gets the same chance to do what they want and progress in work”, “If you aren’t given a job role because of your gender, sexuality, ethnicity or religion then this is not equal opportunities”*** (Year 10 learners).

Explore possibilities

Learners at OVA are clear about where they can go to explore their career ideas further and can describe various sources within the academy. This often extends beyond the central careers team, ***“I could go to my science teacher to find out about forensics”, “you can ask subject teachers who specialise in an area that interests you”, “you can ask college leaders”, “you can talk to careers ambassadors”*** (Year 7 learners) ***“I could go to the careers office”, “in science we have related jobs listed in the back of our exercise books”, “there’s information on the walls and displays”*** (Year 8 learners). The CL could now consider sharing the good practice evidenced in science to include linked careers in exercise books across wider subject areas (R3). OVA provide good opportunity for learners to understand about apprenticeships, T Levels and the range of pathways and qualifications available Post 16, ***“an apprenticeship is where you get paid to learn on the job but also go to college”, “you have to find an apprenticeship”, “an apprenticeship gives you work experience and prepares you for a real job, it can look good on your CV”, “we have had talks about T-levels”*** (Year 9 learners). The CL and CC coordinate a variety of employer activities and visits that further allow learners to explore future possibilities, ***“every Friday there is a careers talk in the library where someone comes into the academy to talk about their job”, “we went on a trip to Kings College Cambridge”, “we have a university workshop every year”*** (Year 10 learners). Learners in Year 11 talk enthusiastically about their Post 16 ideas and how they are planning for taking their next steps, ***“I’m planning to go to a sixth form to study biology, chemistry and maths because I want to go into medicine”, “I’m going to do a T level in production, broadcast and media because I really like the idea of a work placement”, “I want to go to Access Sports College with a view to getting a scholarship to study and play football in the USA”*** (Year 11 learners).

Create opportunities

Learners are aware of who they can talk to within the academy about how they are feeling and describe various avenues that they might utilise, ***“I can speak to the college leader”, “I can talk to my personalised learning tutor”, “I can go to the safeguarding team”, “on the academy online platform there is a big red button that allows you to speak to someone anonymously”*** (Year 7 learners). They can identify and describe role models that they aspire to in terms of career, ***“I look up to my older sister because she did really well in her GCSEs”, “my dance teachers inspire me”, “Mr Parker is my role model because he’s really smart and good at maths”*** (Year 8 learners). Learners are encouraged to be flexible in their career thinking and understand that not everything in a career journey will be straightforward, ***“sometimes things may not work out so it’s good to have a back-up plan”, “things change in the workplace and you might need to adapt”*** (Year 9 learners). A range of leadership opportunities are provided at OVA allowing learners to take on a variety of roles and to have their own positive influence within the academy community, ***“you can be a sports captain”, “you can take on different roles through the Union of Venture Students such as prefect or ambassador”, “we take part in barazas where we can make suggestions and vote”*** (Year 10 learners). Learners have opportunity to explore

what it means to be self-employed, to volunteer or to be an entrepreneur. They can explain some of the advantages and disadvantages of self-employment, **“you can be your own boss”, “you may have to deal with lack of profit or earnings”, “you get to pick who works for you”** (Year 11 learners). In addition, they can describe some of the important aspects of voluntary work, **“you don’t get paid”, “it might be working for a charity”, “it’s a good way to gain experience”, “you engage positively with the community”, “it can help you to develop skills”** (Year 11 learners).

Manage career

From Year 7 learners are starting to develop the skills to manage their career journey effectively and talk positively about how they are supported to manage the transition from primary to secondary school, **“we had assemblies about venture vitals which helped us to prepare for work in Year 7”, “teachers were really helpful in settling us in”, “I thought I’d be nervous but I settled quickly and enjoy the lessons and have made friends”** (Year 7 learners). Learners in Key Stage 3 are able to articulate their job ideas and explain why they think they are well suited to different careers, **“I’d like to be an actuary in the future because I’m good at maths and science”, “I’d like to do something related to psychology because I’m interested in how the human mind works”, “I want to be an actress because I love dancing and performing”** (Year 7 learners). Learners are able to make connections between subjects that they study and the world of work, they describe their favourite subjects and how these might be useful in the future, **“I like history and this would be helpful in a job where I need to put forward my opinions”, “I enjoy maths and most jobs need maths it’s a crucial skill”, “I like computer science and this will help me because there is going to be more technology and AI in future jobs”** (Year 9 learners). By the time they reach Year 10 learners have started to set increasingly clear career goals, **“I’d like to do a job where I help or impact people positively”, “I want to be an engineer and to have the opportunity to travel and be proud and confident”, “I want to dance and work on cruise ships”** (Year 10 learners). Sensibly they are also aware that they may encounter challenges or barriers along their career journey. Learners can suggest potential challenges that might present in their future, **“I’m not sure what A levels I want to do and will need to work out how to make decisions”, “the course that I’m thinking of applying for at college might narrow my career options”, “I need to get 2 A* and an A in A levels to go to the university that I want”** (Year 11 learners).

See the big picture

Year 7 learners at OVA understand that the term career is not simply about a job and that there are many aspects involved, **“in your career you could go to college then to university and then move into a job”, “you might have to do different types of qualifications like GCSEs and A levels”** (Year 7 learners). The academy supports learners in their understanding of STEM and its wider career impact. Learners understand what STEM means and describe STEM activities that they have been involved in, **“STEM means science, technology, engineering and maths”, “we dissected chickens in science to look at muscles and bones”, “we went on a trip in computer science to a museum in Cambridge”** (Year 8 learners). Learners appreciate the bigger picture of careers and understand that technology is having an impact on the workplace, they can talk about some of the changes and trends that are happening in the labour market, **“in the future there will be more jobs related to AI”, “AI could take over some jobs”, “there will always be a need for humans in the background, like people to fix the computers or robots and to do maintenance”, “I think the changes in technology mean that you need to be flexible”** (Year 9 learners). In addition, learners are aware of how their own digital

footprint could influence employers and they understand the importance of acceptable online behaviour, ***“you need to make sure that your digital footprint is acceptable because employers can see it”, “you should not post anything disrespectful or harmful”*** (Year 10 learners).

Summary and Judgement

OVA demonstrates excellent practice with regard to their provision for careers. The CL works hard alongside the CC and wider academy staff members to ensure continuous improvement. The central careers team has remained stable for several years allowing for continuity, rigorous monitoring and ongoing development of the programme. The careers programme is firmly centred around ambition and social justice, a drive to remove social barriers and to support learners to become experts in their field. The position of the CL as a member of SLT is helping careers to maintain a high profile across the school and this is further supported by specific actions on the school improvement plan ensuring that careers is central to the curriculum and viewed as a priority by all. Furthermore, the CL is coordinator for educational visits which is advantageous in enabling a good overview of careers related trips and workplace visits.

The extensive careers programme developed at OVA ensures that learners are fully aware of the range of pathways and qualification types available to them Post 16 and allows them to explore their career thinking in a supportive yet strongly ambitious environment. The careers team work hard to network with local employers and to increase opportunities for employer engagement and work experience. Learners in Year 10 carry out highly successful work experience placements using the Unifrog placement tool and moving forward the CL could begin to look at creative ways to increase workplace visits in Key Stage 3 in line with the most recently revised Gatsby documentation (R4).

A culture of careers is being strongly embraced across the academy with evidence of some excellent cross curricular work being carried out in a variety of subjects. Examples of successful and impactful practice could now be shared and potentially replicated across subject areas (R3).

Strong relationships with local employers and providers of further and higher education allow a range of assemblies, workshops, visits, talks and an annual careers fair to enrich the careers programme. In particular, the weekly talks that take place in the library to spotlight a particular job role are very well received by learners.

Learners are well supported to take their next steps at the end of Year 11 and benefit from one-to-one guidance from a Level 6 and CDI registered careers advisor. Careers meetings take place in all year groups using a variety of staff including members of the raising achievement team. At important transition points in Year 9 and 11 the careers advisor and CC are employed. The vast majority of learners move onto positive destinations Post 16 and these reflect a variety of pathways. Learners know where to go to find out about careers and speak highly of the careers team and the input from wider subject areas. Overall, the provision for careers at OVA is very strong and is testimony to the hard work of the CL and CC. Learners are very well equipped to move forward in the different stages of their life and career journey by the time that they leave the academy.

Ormiston Venture Academy is achieving the Quality in Careers Standard fully incorporating the Gatsby Benchmarks. The assessor awards Ormiston Venture Academy the Quality in Careers Standard provided by the Licensed Awarding Body, Complete-Careers Career Mark, using the Career Mark approach.

This is an excellent achievement and recognises the quality and breadth of your careers provision. You are “making good progress” towards meeting the Benchmarks and the accreditation criteria, as detailed in this report. We will review your progress towards the Benchmarks and the career-related learning outcomes for learners which the national Quality in Careers Standard requires, through annual reviews.

Recommendations and requirements

To maintain the good practice already in place and to support continuous improvement the assessor recommends the following:

1. The careers team could continue to promote the variety of pathways and qualifications available Post 16 and Post 18 and use destinations data to closely monitor ongoing impact to inform future planning. This could include the use of successful alumni to showcase particular pathways. (by next assessment)
2. The CL could consider allowing more time routinely for learners to reflect on any careers engagements and look to formalise how this aspect of their learning is recorded. (by next assessment)
3. The CL could consider sharing examples of successful and impactful cross-curricular practice (for example links to related careers in backs of exercise books) that could potentially be replicated across subject areas. (by next assessment)
4. The CL and CC could audit experiences of the workplace in Key Stage 3 and start to plan creative and sustainable ways to increase these experiences. Potentially exploring how this might be woven into cross curricular careers and trips. (by next assessment)