



QUALITY IN CAREERS WEBSITE ©

CEIAG Case Study:

Malmesbury School, Wiltshire

The School

Malmesbury School is a larger than average-sized, mixed 11-18 Comprehensive School (1324) serving a rural community in the town of Malmesbury and its surrounding villages. In September 2016, the school had a year 7 intake of 231 students.

Most students are of White British heritage. The % of pupils with a statement of special educational needs (SEN) or education, health and care (EHC) plan is lower than the national average at 1.2%. The proportion of students known to be eligible for free school meals is well below average (FSM6- 9.2%). Attainment on entry is above national average (30.1 in 2015). Malmesbury School is proud to be the community comprehensive school that takes almost all of the students in its catchment area, and many from beyond.

The school became a new-style academy converter in August 2011. In May 2012, the school was inspected and graded as 'Outstanding' in all categories. The school established the Athelstan Trust, a Multi Academy Trust, on March 1st, 2015 and became the official sponsor of The Dean Academy (an 11-16 school) and Bradon Forest School. Malmesbury School has been awarded several quality marks including Governormark, The Quality in Careers Standard (provided by Career Mark as the Licensed Awarding Body), Investor in People, The BiG Award, International School status and the Geographical Association Geography Quality Mark.

The school vision statement is: *"To be a happy, caring and excellent community"*

The mission statement is: *"To promote an inspirational culture in which everyone feels valued and challenged to reach their potential"*.

Career Education, Information, Advice and Guidance (CEIAG)

Malmesbury School is proud to be the first school in Wiltshire to be awarded the Quality in Careers Standard (provided by Career Mark as the Licensed Awarding Body). This national award provides recognition of the high quality of CEIAG available to all students, providing them with the knowledge and skills needed to embark on a life after school in employment, training or further education.

Malmesbury School is committed to ensuring it provides students with high quality, impartial and up to date information and guidance in order for them to plan and manage their own careers and aspirations. Every student at Malmesbury School has access to CEIAG from year 7-13. Broadly speaking the different elements of CEIAG on offer can be divided in following way:

- *Careers Education*: During ilearn lessons (one lesson a fortnight in Yrs. 7-11) and tutorial session (fortnightly for Yrs. 12 and 13).
- *Careers Information*: Providing access for all students to a range of careers information resources. This includes the school library, access to school careers website and opportunities to take part in careers activities such as: guest speakers, careers fairs, and open days and careers related trips.
- *Careers Advice*: The tutor system and academic mentoring allow for students to be guided and assisted in making appropriate and informed careers choices, with support for students in establishing and achieving their goals.
- *Careers Guidance*: All students have access to impartial careers advice from a qualified in-house careers adviser and outside agencies where necessary according to need.

Involving Young People/Student Voice

Monitoring, reviewing and evaluating the ilearn programme (with specific emphasis on CEIAG) is conducted frequently. Ilearn responds to school need, student need and developments at national level. Student voice provides feedback on careers events and the ilead days which directly impact on the next years planning. The CEIAG policy outlines what is to be delivered and is reviewed and updated yearly. The careers guidance provided is monitored and reviewed by the Careers Lead and Careers adviser via action plans and interview statistics.

Every 2 years the school participates in an online survey which evaluates every aspect of the school from curriculum, pastoral, facilities, issues, morale. Students, staff and parents are all asked to contribute.

The data showing how well careers is perceived is “outstanding”/ “good” in the surveys. Since 2011 careers has continually been rated good to outstanding by all stakeholders, is valued as a key priority and not dropped out of the top 10. Parents are happy with the level of careers advice on offer. The student survey shows that they value the careers education and rate it highly. The data impacts on the school priorities for the following year and what the departments will focus on.

Fortnightly meetings with the Careers Lead for ilearn and line management take place. Termly evaluations inform priority setting for the term ahead. Each event/ visit or talk is evaluated and consideration given to next steps and the following year. Work scrutiny also takes place on a fortnightly basis- student work is reviewed for progress and learning, lessons are observed to quality assure they are good-outstanding and student voice is

carried out. All of these interventions are discussed and form part of the faculty review and the faculty improvement plan for the following year.

As a result of the recent Quality in Careers assessment by Career Mark, Malmesbury School is now conducting an audit with the student voice to review the content of the careers curriculum and will identify development areas based on the learner feedback.

CEIAG Quality

Malmesbury School has gained the national **Quality in Careers Standard**, provided by “Career Mark” as the Licensed Awarding Body, in recognition for its CEIAG programme. After its third successive validation, Malmesbury School now also holds the gold Career Mark accreditation.

The award recognises the School’s whole school approach to leadership and management of CEIAG. This includes effective self-evaluation leading to an annual CEIAG development plan, clear staff roles and identified training needs and improved delivery and outcomes. The Quality in Careers on-site assessment by Career Mark is heavily focussed on reviewing the outcomes of the Careers programme. The assessor therefore spent the majority of the on-site assessment day speaking with groups of learners throughout the year groups to gain an accurate reflection of the quality of the careers provision in place.

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