|  |  |  |
| --- | --- | --- |
| **Name of School:** | **Date audit completed:** | **Completed by:** |

**Part 1: Employer Engagement Evaluation Data**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **In School** | **Details of activity** |
| **School Year Group** | **Number of pupils in each year group?** | **Total number of ‘encounters’ that took place at the school for each year group?** | ***(e.g. visit to school by different business sectors to support curriculum delivery, or to raise awareness through assemblies/workshops about the world of work)*** |
| Year |  |  |  |
| Year |  |  |  |
| Year |  |  |  |
| Year |  |  |  |
| Year |  |  |  |
| Year |  |  |  |
| Year |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | **On Employer’s premises** | | **Details of activity** | | | |
| **School Year Group** | | **Number of pupils in each year group?** | | **Total number of workplace experiences for each year group** | | ***(e.g. work place visits to fire station, airport etc to learn about the world of work )*** | | | |
| Year | |  | |  | |  | | | |
| Year | |  | |  | |  | | | |
| Year | |  | |  | |  | | | |
| Year | |  | |  | |  | | | |
| Year | |  | |  | |  | | | |
| Year | |  | |  | |  | | | |
| Year | |  | |  | |  | | | |
| **Links with OFSTED Framework- Inspectors will consider:** | | | | **Success Criteria** | | **Not yet started**  **0** | | **Partially completed**  **1-6** | **Fully completed**  **7-10** | **Actions/follow up** | |
| **Leadership and Management** | | The vision and ambition for the school and how well this is communicated to all stakeholders | | The Life Ready framework is known and understood by all stakeholders and is embedded into the school’s vision and ambition for all pupils | |  | |  |  |  | |
| Whether leaders have created a culture of high expectation for all pupils, in which the highest achievement in academic and vocational work is recognised as vitally important | | There is a planned programme of employer engagement opportunities in place, across all key stages, providing pupils with a rich and varied exposure to the world of work | |  | |  |  |  | |
| The rigour and accuracy of self-evaluation | | The quality and impact of teaching, learning and other curriculum experiences linked to the Life Ready framework is regularly reviewed | |  | |  |  |  | |
| There is a designated lead/governor for the Life Ready curriculum, who supports the SLT in monitoring provision and evaluating the impact on pupil outcomes | |  | |  |  |  | |
| The school has been assigned an ‘Enterprise Advisor’ to support the delivery of the Life Ready strategy | |  | |  |  |  | |
| **Links with OFSTED Framework- Inspectors will consider:** | | **Success Criteria** | | **Not yet started**  **0** | | **Partially completed**  **1-6** | **Fully completed**  **7-10** | **Actions/follow up** | |
| The design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupil outcomes and on personal development, behaviour and welfare | | A whole school curriculum map, highlighting explicit opportunities for the development of Life Ready outcomes, is in place for all year groups and for all identified groups of pupils, including SEND, the most disadvantaged and most able | |  | |  |  |  | |
| How well the school supports the formal curriculum with extra-curricular opportunities to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities | | Direct links have been made between the Life Ready outcomes and opportunities provided through sport, music, drama and the arts | |  | |  |  |  | |
| The school uses other accredited awards such as School Games Kite Mark, Arts Mark, Healthy School, etc to provide pupils with an extensive wider curriculum offer | |  | |  |  |  | |
| How effectively leaders monitor the progress of groups of pupils | | An effective recording system, to track and monitor pupil progress against the Life Ready outcomes, is in place | |  | |  |  |  | |
| How well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils | | Parents, carers and wider community stakeholders contribute to the school’s Life Ready programme | |  | |  |  |  | |
| **Quality of teaching, learning and assessment** | | **Links with OFSTED Framework- Inspectors will consider:** | | **Success Criteria** | | **Not yet started**  **0** | | **Partially completed**  **1-6** | **Fully completed**  **7-10** | **Actions/follow up** | |
| Whether teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils | | Planned Life Ready opportunities and associated activities have a clear purpose and provide challenge for all groups of pupils | |  | |  |  |  | |
| Whether teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils | | Planned Life Ready opportunities are age appropriate | |  | |  |  |  | |
| Clear links are made between pupil’s subject knowledge and skills and how these are transferable and relevant in the work place | |  | |  |  |  | |
| If assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years | | Pupils are actively involved in recording and gathering evidence about the Life Ready knowledge, skills, behaviours and competencies they are acquiring | |  | |  |  |  | |
| How the school’s engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve | | There are regular planned opportunities for teachers to feedback to parents about the ongoing development of their child’s Life Ready journey to success | |  | |  |  |  | |
| Employers are invited to meet with pupils, at key transition points, to review progress | |  | |  |  |  | |
| **Links with OFSTED Framework- Inspectors will consider:** | | **Success Criteria** | | **Not yet started**  **0** | | **Partially completed**  **1-6** | **Fully completed**  **7-10** | **Actions/follow up** | |
| Whether equality of opportunity and recognition of diversity are promoted through teaching and learning | | The range of Life Ready opportunities, activities and employer encounters promotes diversity in the workplace | |  | |  |  |  | |
| How English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning. | | English and STEM subjects are explicitly taught and linked to the outcomes of the Life Ready programme | |  | |  |  |  | |
|  | | **Links with OFSTED Framework- Inspectors will consider:** | | **Success Criteria** | | **Not yet started**  **0** | | **Partially completed**  **1-6** | **Fully completed**  **7-10** | **Actions/follow up** | |
| **Personal development, behaviour and welfare** | | How confident and self-assured learners are and whether their excellent attitudes to learning have a strong, positive impact on their progress. | | There are planned opportunities in place for all groups of pupils to share their Life Ready skills for success with others | |  | |  |  |  | |
| How pupils show that they are proud of their achievements and of their school. | | Pupil achievements within the Life Ready programme are celebrated by the school and form part of the whole school praise and reward systems | |  | |  |  |  | |
| Whether pupils can discuss and debate issues in a considered way, showing respect for others’ ideas and points of view. | | Regular, planned opportunities are in place to teach pupils how to effectively communicate with others in a variety of contexts and for a variety of purposes | |  | |  |  |  | |
| **Links with OFSTED Framework- Inspectors will consider:** | | **Success Criteria** | | **Not yet started**  **0** | | **Partially completed**  **1-6** | **Fully completed**  **7-10** | **Actions/follow up** | |
| Whether pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.  Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society | | All pupils understand and can explain what the Life Ready outcomes are and know why they are important to their wellbeing, development and future aspirations. | |  | |  |  |  | |
| **Outcomes for pupils** | | **Links with OFSTED Framework- Inspectors will consider:** | | **Success Criteria** | | **Not yet started**  **0** | | **Partially completed**  **1-6** | **Fully completed**  **7-10** | **Actions/follow up** | |
| Throughout each year group and across the curriculum, including in English and mathematics, current pupils (including those who are disadvantaged, most able or pupils with additional needs) make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points | | The school’s internal tracking systems are used effectively to monitor the progress of pupils in relation to the Life Ready outcomes | |  | |  |  |  | |
| **Links with OFSTED Framework- Inspectors will consider:** | | **Success Criteria** | | **Not yet started**  **0** | | **Partially completed**  **1-6** | **Fully completed**  **7-10** | **Actions/follow up** | |
| Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults. | | At key transition points, pupils are given age appropriate opportunities to share what they have learned and to showcase the knowledge, skills and understanding gained from the Life Ready experiences | |  | |  |  |  | |
| Pupils are exceptionally well prepared for the next stage of their education. | | All pupils are encouraged to create a Life Ready passport, reflective journal or age appropriate CV to take with them onto the next stage of their educational journey | |  | |  |  |  | |