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

**Part 1: Employer Engagement Evaluation Data**

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| --- | --- | --- |
|  | **In School** | **Details of activity** |
| **School Year Group** | **Number of pupils in each year group?** | **Total number of ‘employer encounters’ that took place in 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 *(out of school activity)***  | ***(e.g. work place visits to fire station, airport etc. to learn about the world of work )*** |
| Year  |  |  |  |
| Year  |  |  |  |
| Year  |  |  |  |
| Year  |  |  |  |
| Year  |  |  |  |
| Year  |  |  |  |
| Year  |  |  |  |

**Intent and Purpose *(taken directly from Personal Development section of Ofsted Handbook)*:**

1. Providing an effective careers programme in line with the government’s statutory guidance on careers advice that offers pupils:
* unbiased careers advice
* experience of work, and
* contact with employers
* to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire
1. Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.

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|  **Links with OFSTED Framework- Inspectors will consider:** | **Success Criteria** | **Not yet started****0** | **Partially completed****1-6** | **Fully completed****7-10** | **Actions/follow up** |
| **Quality of Education**  | The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.  | 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  |  |  |  |  |

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| **Quality of Education** | How well the school offer provides curriculum opportunities to acquire essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement | Direct links have been made between the Life Ready outcomes and opportunities provided through the whole curriculum offer. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills  |  |  |  |  |
| 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  |  |  |  |  |
| All learning builds towards an end point. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend.  | An effective recording system, to track and monitor pupil progress against the Life Ready outcomes, is in place  |  |  |  |  |
| 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 ensuring that the curriculum builds their knowledge and skills towards the agreed end points  | 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 |  |  |  |  |
| **Quality of Education**  | 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 English and STEM (Science, Technology, Engineering & Maths) subjects develop 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** |
| **Behaviour & Attitudes**  | Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.  | Pupil achievements within the Life Ready programme are celebrated by the school and form part of the whole school praise and reward systems |  |  |  |  |
| The setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom. Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. | The Life Ready skill of *‘Self-Management’* (punctuality, responsibility, assertiveness, time management, reflective learning and flexibility) is given high priority within the whole school curriculum offer  |  |  |  |  |
|  | **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**  | Schools support pupils to develop in many diverse aspects of life. Whether equality of opportunity and recognition of diversity are promoted through teaching and learning developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults  | The range of Life Ready opportunities, activities and employer encounters promotes diversity in the workplace |  |  |  |  |
| Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.  | There are planned opportunities in place for all groups of pupils to share their Life Ready skills for success with others |  |  |  |  |
| Developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society  | Pupils have access to a wide, rich set of Life Ready experiences. Planned Life Ready activities provide opportunities for pupils to develop their talents and interests.  |  |  |  |  |
|  | The quality of careers information, education, advice and guidance, and how well it benefits pupils in choosing and deciding on their next steps  | 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 journey  |  |  |  |  |
| **Leadership & Management** | **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 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’ (business volunteer) to support the delivery of Life Ready  |  |  |  |  |
| How well leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils’ education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school  | Parents, carers and wider community stakeholders contribute to the school’s Life Ready programme |  |  |  |  |