



The Mark of Quality  
for Careers Education  
and Guidance

# Career Mark 6

## First Assessment Report

**School Name: Bedford School**

<b>Valid from</b>	12 <sup>th</sup> December 2016
<b>Valid until</b>	12 <sup>th</sup> December 2018
<b>Assessed by</b>	Gary Longden
<b>Verified by</b>	Mark Wilkinson

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# Assessment Identification Information

<b>Assessor</b>	Gary Longden
<b>Assessor's Registration Centre</b>	Complete Careers
<b>Learning Organisation</b>	Bedford School
<b>Contact</b>	Mel Lincoln
<b>Career Mark Support Adviser (if used)</b>	N/A
<b>Date of review of Assessment Portfolio (Part 1)</b>	4 <sup>th</sup> November 2016
<b>Date of On-Site Assessment (Part 2)</b>	12 <sup>th</sup> December 2016

# Introduction to the Organisation

Bedford School is an HMC independent school for boys located close to the centre of Bedford. Founded in 1552, it is the oldest of four independent schools in Bedford run by the Harpur Trust.

The school consists of around 1059 pupils, of whom some 389 are in the Prep School (Years 3 to 8) and 670 in the Upper School (Years 9 to 13). About one third of pupils are boarders with day pupils being drawn from a twenty-mile radius of the school. Roughly 15% of pupils come from overseas.

According to The Good Schools Guide, Bedford School is "much-respected by those in the know" and is "an unpretentious school which has everything a boy could need." It has produced one Nobel Prize winner, five recipients of the Victoria Cross, twenty-four rugby internationals, and the winners of seven Olympic gold medals, educating leading personalities from fields as diverse as politics, academia and the armed forces, cinema, the legal profession and sport.

The school moved to its present forty-acre site in a residential area of Bedford in 1891. The Prep School has its own buildings and playing fields adjacent to some of the Upper School buildings, which it also shares. The trustees of The Harpur Trust have overall responsibility for the school as set out in the charity deed, while day-to-day governance is the responsibility of the school committee. Five trustees sit on the school committee, together with two other ex officio trustees and seven co-opted members. The school maintains the Christian ethos that characterised its foundation, but also reflects the diversity of Bedford, with pupils of different ethnic and religious backgrounds.

The school aims to develop pupils to think intelligently, act wisely and be fully engaged in a challenging and changing world.

Admission is based on the school's own selection procedures. The average ability of pupils is above the national average, with almost all pupils above or far above the national average. Almost all pupils from the Prep School transfer to the Upper School. The great majority of pupils transfer to the sixth form after GCSE and with few exceptions, sixth-form leavers proceed to higher education, either immediately or, in a few cases, after a Gap Year. In total, 139 pupils have English as an additional language (EAL) and of these, 110 receive support with English. The school has 57 pupils who receive support for special educational needs and/or disabilities.

In 2014, James Hodgson succeeded John Moule as Head Master. The new Head Master recognised the need to upgrade the careers education programme in the school and it was at his instigation that the new Careers Department and the new post of Head of Careers and UCAS were created. The post-holder, Mrs Mel Lincoln, has an economics and business background and is determined that these generic criticisms cannot be targeted at Bedford School. She has developed an extensive and all age programme and has taken steps to embed careers education throughout the curriculum. The attainment of the Career Mark quality award is one part of the process.

# Description of the Assessment Process

## General remarks

This is the first assessment for Bedford School. The portfolio arrived in good time. It was well presented and documented and although not in the conventional Career Mark format it did contain all the necessary narrative and supporting evidence. As a consequence of not being in the standard format the evidence did take longer to assimilate and analyse. Bedford School is an all age independent school divided into 3 separate units. This assessment covers the Upper School, comprising Years 9-13.

## How the assessment portfolio was used

The portfolio provided clear and comprehensive details of the rationale, roles and responsibilities of the staff, the activities provided and provision of support for students. The descriptions, the programme of activities by year group and the many examples of activities were especially useful in preparing for and conducting the on site assessment with students.

The assessor used the portfolio to identify a number of supplementary questions which needed to be addressed. They were sent via email to the Head of Careers and UCAS and responses provided. These contributed to the analysis and aided preparation for the on-site assessment.

## How the on-site assessment was conducted

Following a detailed introductory session with the Head of Careers, the assessor undertook a series of small group sessions with students from different year groups. Student groups were arranged from Year 9 to Year 13 as requested. In each of the groups students of different abilities, interests and from different tutor groups were involved. In total 24 students were seen. Students were asked to reflect on their career experiences in school and to share their views on how helpful the programme had been. The discussions developed to ensure that answers to the assessor's questions demonstrated the extent to which the Career Mark requirements are being met.

During the day the assessor also met with the schools careers department administrator and with the senior leader responsible for Careers. At the end of the assessment preliminary feedback was presented to the Head of Careers. The school was informed that it would shortly receive a draft written report for consideration and that once returned to and verified by Career Mark, a final copy would be prepared which the school would receive, in addition to a plaque and an electronic Career Mark logo.

## Abbreviations used in the report

EAL	-	English as an additional language
CDI	-	Career Development Institute
CEIAG	-	Careers Education, Information Advice and Guidance
PSHE	-	Personal, Social and Health Education
NEET	-	Not Engaged in Education, Employment or Training

# Assessment Schedule

<b>Time</b>	<b>Meeting</b>
09.15 – 10.15	Introductory meeting with Mel Lincoln
10.15 – 10.55	Year 9 students x 6
10.55 – 11.15	Break
11.15 – 11.55	Year 10 students x 6
11.55 – 12.35	Year 11 students x 6
12.40 – 13.55	Year 12 & 13 students x 6
13.55 – 14.15	Meeting with Careers Administrator – Gina Elsby
14.15 – 14.45	Meeting with Alastair Tighe – Deputy Head - Academic
14.45 –	Final discussion and departure - Mel Lincoln

# Standard M – Management

Bedford School meets the requirements for each of the Performance Indicators for the Management Standard.

## *Areas of good practice for how the organisation has met Assessment Indicators*

### **M.1 Statutory requirements and good practice guidance for CEIAG**

As an independent school Bedford School is not required to comply with the requirements of the 2011 Education Act or succeeding Statutory Guidance in relation to its careers strategy and programme. However, the school does have a strong belief in Careers Education, Information, Advice and Guidance (CEIAG) and a sound conceptual understanding of its importance. Two years ago, at the instigation of the Head Master, the school established a separate Careers Department which has quickly assumed a central role within the school and is now seen as pivotal to the school's continued success. As a consequence, CEIAG is well established in the school and has an integral role.

The school is particularly strong on referencing careers provision to the working world and the needs of the UK labour market, taking as its starting point the 2006 Leitch Report. The school also links its careers arrangements to the Career Development Institute (CDI) framework.

The Head of Careers and UCAS comes from an economics and business background. She is a member of the CDI and ensures that both these contexts are integral to the careers provision.

The school ensures that its careers provision meets the current requirements of the Independent Schools Inspectorate.

The school's careers policy is contained as a section within the Academic Curriculum Policy. Through this it highlights the interconnection between all curriculum delivery areas. More detail is provided in the Personal, Social and Health Education Policy.

The school does not currently reference its provision against the recommendations of the Gatsby Report. They should do this before revalidation in 2 years' time.

### **M.2 Measuring the impact of CEIAG on progression**

Bedford is a high achieving school and high level impact measures are set accordingly. These include the number of students applying for Oxbridge and Russell Group universities, the number applying for medicine, the number with an offer by Christmas.

The school has a number of other high level indicators including the achievement of Career Mark, establishing a programme of regular careers related INSET for teaching staff, the launch of UNIFROG and maximising the opportunity for non-university students.

Destination data is analysed and used as the basis for future target setting.

However, since Careers is newly established, historical benchmarking data is not readily available. This is recognised by the school which is nonetheless ambitious for its careers provision and which sets and monitors high level targets accordingly. Examples of success include a tripling of Oxbridge applications (and a doubling of entries), and increasing the number of students entering Russell Group universities. Other high level measures such as increased careers awareness from an earlier age and the development of 'soft' employability skills remain 'work in progress' but anecdotal evidence is encouraging.

### **M.3 Structure and process for leading, managing, promoting and delivering CEIAG**

The school has a structured approach to the management of the careers curriculum. The Department was established some 2 years ago by the then newly appointed Head Master who recognised the need to supplement an outstanding educational provision with a better understanding of the working world. A Link Governor was appointed. The Head of Careers has met with the Chair of Governors and presents reports periodically to the Governing Body.

Senior management responsibility is devolved to the Deputy Head (Academic) who is Line Manager to the Head of Careers. Weekly meetings take place.

The Head of Careers has recently been made head of PSHE and has responsibility for the development, content and delivery of the careers provision. She is supported in this by teaching staff who deliver much of the curriculum and through her membership of the school's PSHE Development Group.

### **M.4 CEIAG Provision based on analysis of learner needs**

A significant proportion of the CEIAG provision is generic and open to all, including 1:1 interviews, work experience and careers information, but the school does make extensive use of a range of data to analyse learner needs including academic assessment tools such as MidYIS scores and ALIS tests. The school also uses careers specific profiling tools such as Futurewise, Centigrade and Career Investigator to help profile student need and prioritise support. Teaching and pastoral staff are also able to make referrals based on their detailed knowledge of students' behaviour and aspirations.

### **M.5 Learner Entitlement to CEIAG**

Learner entitlement is embedded into the school's Careers and UCAS programme which outlines in some detail the range of activities for each year group. This document is available for all students and parents. It is further supplemented by individual notifications to students and parents for specific activities.

### **M.6 Age-appropriate parental involvement in CEIAG**

The school makes use of a variety of methods for communicating with parents, for instance correspondence by letter and electronic media, through the use of social media, via the school website and through parents' events.

### **M.7 CEIAG trained and competent staff**

Bedford School has a Head of Careers and UCAS who has extensive business experience. She has been in post at the school for 2 years and is in the final stages of completing the OCR Level 6 qualification in Advice and Guidance.

She is supported by a team of 12 staff, each of whom has responsibilities for specific educational, occupational or administrative sub-sets of the careers programme, for example UCAS adviser, Oxbridge adviser, Old Boys Club involvement, Medicine and Veterinary Science UCAS Adviser and school librarian.

The school is a Futurewise accredited school and has 7 trained Futurewise advisers. In addition, the school uses external advisers to undertake Futurewise de-brief interviews.

All housemasters have been trained in the use of UNIFROG.

A large number of staff have participated in careers related development activities including UCAS Conference; High Fliers Conference; Centigrade Training, COA Apprenticeship Workshop etc.



The school is a member of Inspiring Futures and accesses their professional expertise as needed.

### **M.8 Partnership Agreements**

The school makes extensive use of external partners to support the careers programme. Some of these are embedded in formal contracts or agreements but many are administered by annual confirmation of activities to be delivered. Partners include: Inspiring Futures, Cambridge Occupational Analysts and the Old Bedfordians Association.

### **M.9 Monitoring, reviewing, evaluating and developing CEIAG**

As a new department and new post holder the evaluation cycle is both new and developing. There is insufficient data to provide a detailed historical analysis. The Head of Careers understands the needs for monitoring review and evaluation and has initiated a systematic review process encompassing feedback from students, delivery staff, parents and external partners. She makes use of both formal processes such as Survey Monkey and informal processes such as anecdotal feedback. She is developing a more rigorous process for analysing destination data.

Her recent membership of the Library Development Group and the PSHE Working Group have also enabled her to both seek feedback and influence decision making. Recent examples have included a new approach to work experience and the re-launch of the Bedford Development Profile which is used to track each student's extra-curricular and supra-curricular programmes.

#### ***Areas for further development for each Assessment Indicator***

The school does not currently reference its provision against the recommendations of the Gatsby Report. They should do this before revalidation in 2 years' time.

The work of developing meaningful high level benchmarks and monitoring processes remains work in progress. The school has made a good start but these need to be strategic as well as operational levels in order to ensure that appropriate targets and measuring processes are in place.

## Standard C – Curriculum

Bedford School meets the requirements for each of the Performance Indicators for the Curriculum Standard.

### ***Areas of good practice for how the organisation has met Assessment Indicators***

#### **C.1 Curriculum Model for CEIAG**

It uses as the basis for its scheme of work the 2014 National Curriculum Framework for PSHE. It also uses the Inspiring Futures Best Practice Manual 2016 for CEIAG and has cross-referenced this against the CDI Framework. The school's PSHE Policy provides both a contextual basis for the programme plus a detailed scheme of work.

#### **C.2 Teaching and Learning for CEIAG**

The school adopts a varied approach to delivering its careers provision including PSHE lessons, Citizenship, though elements of the academic curriculum, designed to emphasise the link between academic learning and career planning and to highlight the relationship between subjects and work areas.

Every student seen preferred the half day, half termly careers sessions to the one lesson per week sessions. Their reasons for this included varied delivery from different people, the opportunity to work with different students and the opportunity to explore a theme in more detail. They actively looked forward to the half day sessions.

All teachers delivering the programme receive a pack of teaching resources to support their classroom delivery.

The taught classroom curriculum is supplemented by a large range of extra-curricular activities, clubs and societies, all of which are used to promote learning curiosity, self-reliance and self-confidence.

To ensure consistency of delivery in an extensive and diverse careers curriculum offer the school uses the IAG pyramid, in-house and external bodies and regular staff training and briefings and training sessions with Housemasters, whole school tutor groups and INSET.

#### **C.3 Content and Range of CEIAG**

The school delivers an extensive range of careers related activities within the PSHE programme and deploys a wide variety of delivery mechanisms. The programme is heavily weighted towards university progression, as would be typical for such a high performing school but the school is aware of the need to provide all students with an understanding of the alternatives to university and has taken steps to promote apprenticeships as realistic post 16 and post 18 alternatives. (But see observations in 'O' later and some student comments in the appendix).

The Head of Careers and UCAS is a member of the PSHE working group and though this is able to influence developments or changes in the Scheme of Work.

### ***Areas for further development for each Assessment Indicator***

Although there are a wide range of activities across all year groups the school does not currently have a fully formulated Scheme of Work. The school now needs to take stock of the actions of the past two years and create a consolidated and integrated scheme of work, based on the CDI framework and the Gatsby principles which is designed to meet the needs of the students.

# Standard I – Information

Bedford School meets the requirements for each of the Performance Indicators for the Information Standard.

## ***Areas of good practice for how the organisation has met Assessment Indicators***

### **I.1 Student Competence**

Learners are well supported to ensure that they can access and use careers information. Emphasis on independent learning is contained within the Academic Curriculum Policy where the school clearly states the importance it attaches to developing independent learning skills through challenging classroom activities and through an extensive range of extra-curricular opportunities.

In conversation with students there was a widespread lack of knowledge of the careers related information which the school has provided. Consequently, although the students had well developed research skills, they were not applying them in a career development environment.

### **I.2 Content, quality and currency**

The school provides an extensive range of careers related resources, available in the library and on-line. It provides and promotes a number of nationally recognised websites, including the National Careers Service and has purchased a number of career related programs including Futurewise and Careerscape.

The school makes extensive use of outside speakers to provide information on a wide range of careers related topics.

The school supports attendance at a number of regional and national careers and education related exhibitions. It provides detailed options information in the form of printed booklets and special options events for students and parents.

### **I.3 Delivery and Maintenance**

The Head of Careers and the Librarian collaborate extensively to ensure that all resources are relevant and current and the Head of Careers is a member of the Library Development Committee. Form tutors have received training on the use of careers resources.

### **I.4 Access**

Careers resources are available on line, through the school's website; via the weekly assemblies; through parents' correspondence and options evenings; through tutor briefings and the weekly staff bulletin; and in the new, state of the art library.

## ***Areas for further development for each Assessment Indicator***

The school needs to urgently review how it promotes its extensive range of careers related resources and should find the opportunity within the curriculum to enable students to explore the resources provided.

## **Standard G – Guidance**

Bedford School meets the requirements for each of the Performance Indicators for the Guidance Standard.

### ***Areas of good practice for how the organisation has met Assessment Indicators***

#### **G.1 Identification and Referral Systems**

The school ensures that all students have access to a planned programme of guidance support activities which is managed by the Head of Careers and UCAS and based on detailed student monitoring data. The majority of students are seen by the Head of Careers and UCAS, supported by subject and sector specialist colleagues, tutors and outside specialists as appropriate. Referral requests can be made at any time by students, parents or teaching staff. The school makes use of ALis and MiDYis data to identify students in need of priority support.

It would be very unusual for the school to have a student who was at risk of being unemployed but each year there are students who do not intend entering the school's 6<sup>th</sup> form or who do not intend going to university. The school has systems in place to identify and support these, including support towards GAP opportunities and apprenticeships, retakes and reapplications. The school provides pastoral support up to the age of 25 for any ex-student.

#### **G.2 Independent and Impartial Career Guidance**

The Head of Careers and UCAS is working towards OCR Level 6 qualification in Advice and Guidance. She has 2 days per week allocated to careers guidance and conducted over 200 interviews with students in the last academic year.

All students in Year 11 undertake a Futurewise assessment and 7 school staff have been trained as Futurewise advisers. Students also have access to external advisers to support exploration of Futurewise analyses.

The school is a member of Inspiring Futures and is able to access its professional personnel as necessary. It also makes use as appropriate of Cambridge Occupational Analysts and High Fliers.

The school has nominated a number of staff who act as sector specialists to support students applying for specific occupational or educational sectors and all teaching staff have received some training in 1:1 support.

#### **G.3 Delivery, coherence and competence.**

The whole support programme is overseen strategically by the Head of Careers and UCAS and much of the delivery is undertaken by her. She is supported by an extensive range of internal and external staff. She ensures an integrated approach to guidance and support through her membership of a number of committees including the Faculty Committee, the Heads of Department Group and the Library Development Committee. She is required to report on these matters to the Governing Body.

#### **G.4 Career Action Planning**

An action plan summary is provided for all students following their careers interview. These are logged and updated as necessary and made available to housemasters and tutors. Futurewise and Centigrade assessments each provide an action plan which can be reviewed by tutors or in careers interviews.

A number of students have English as a second language and the ESOL department undertakes an action planning process to support student development.

At the moment, although action planning is a regular feature of student progression planning, it is not systematic, coherent or centrally logged. The Head of Careers and UCAS recognises this and has plans for a more formalised and structured process.

### **G.5 Facilities**

The school makes excellent provision for careers guidance and support. There is a large and well-resourced Careers Office plus a further range of interview and meeting rooms. The newly created library building is very well resourced and the school has a wide range of computer hardware and careers programmes to support career planning and applications.

#### ***Areas for further development for each Assessment Indicator***

At the moment, although action planning is a regular feature of student progression planning, it is not systematic, coherent or centrally logged. The Head of Careers and UCAS recognises this and has plans for a more formalised and structured process.

# Standard O – Learning Outcomes

## Assessor Judgement

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

Students at Bedford School proved themselves to be effective career planners.

All students were seen in year groups. Given that this assessment took place in December the students were asked about their career learning experiences in the previous academic year in addition to the current year. They were asked about both their short term and long term career planning. They were also asked how they had reached those decisions. Although representing a broad cross section of career aspirations they could describe their ideas and pathway choices, explain their thinking and justify their choices. They were able to recognise the influence of parents, community and those around them on their career choices.

They displayed high levels of career maturity and were able to articulate clearly what they had learned and justify their decision making. They also had ideas about where they felt the school could improve. Their views are reflected throughout this report, in the appendix and in the Recommendations section below.

The students were aware of the different teaching methodologies used and had opinions on these. In particular, they preferred the half day Citizenship sessions to the weekly scheduled lessons and they had strong views about work experience.

Throughout the year groups the student discussions evidenced the wide range of learning which has taken place. They valued the range of visiting speakers and recognised that in some subjects, efforts were being made to reference subject content to career options.

Students were aware of the career and learning pathways open to them and could recall numerous examples of opportunities which the school had provided for learning about post 16 and post 18 options. However, some students felt that too much emphasis was placed on academic progression to the exclusion of occupational development and in particular a few students felt that their vocational progression aspirations were being under recognised when compared to the majority of students who were intending to progress to university.

Students were aware of the need to know themselves and how this would impact on their career choices. They could see the links between what they were studying now and their future career choices. They displayed a positive attitude to career planning and management.

Students were very positive about their own futures and grateful to the school for providing career learning opportunities to support their decision making. This is reflected in the many written observations about the support on offer which are recorded in the appendix.

### ***O.1 – Learners understand themselves and the influences on them (self-development)***

The students at Bedford School understand themselves and the influences on them. Across all key stages students described the wide range of support provided as helping them to understand the link between their own personality characteristics and job types. They were able to explain the choices they were making, how they had reached those choices and how the choices would impact on their future lives.

The school makes available a wide range of opportunities to all year groups for exploring the world of work through school activities and directly with employers and learning providers.

Students spoke with enthusiasm about the opportunity to use Career Investigator and Futurewise, although there were comments about how the impact of these programs could be improved by better preparation so that students better understood how best to use them. Students made particular comment about the benefits of the external interview using the Futurewise analysis.

Those students who had undertaken periods of work experience were very positive about its impact on their understanding of the world of work and their place in it. All students do have access to support for work experience.

The school offers an extensive range of after school clubs and activities, open to both boarders and day students. Students were appreciative both of the range of activities on offer and of the commitment and enthusiasm of staff who manage them. Students understood the value of their participation both in relation to the specific content of the activity and to the contribution the activities make to the broadening of their understanding of the wider world outside school

Students in Year 11 and the sixth form repeatedly referred to the support provided by the school's Head of Careers, who, they said, was always available and always helpful.

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

Students at Bedford School are able to explore opportunities for training, work and personal development through a wide range of careers related activities and through facilities provided for independent research.

Students spoke of the help given to them by school staff, both in terms of direct information given and in the signposting to different recommended resources.

The school make available a large range of opportunities for students to directly ask questions of employers and educational institutions, including visitors to the school and visits to providers and exhibitions. Students spoke positively about all these opportunities and gave individual examples of how they had taken the opportunity to ask questions relevant to their own interests.

There was ample evidence that the school provides extensive opportunities for students to learn and use independent research skills throughout the curriculum. The school also has an extensive range of careers resources, both paper based and on-line. Unfortunately, the students are not aware of these and do not use them. This is something which the school needs to address.

The school has a developing strategy to embed careers into curriculum subjects. Some students were able to give examples of where this had taken place. However, this was not consistent, nor extensive and the school should continue to review progress in this development area.

There was comprehensive evidence that the school is evenly balanced in promoting all career development opportunities. All students knew about the full range of post 16 and post 18 opportunities and the ways in which the school had made these known to them. Students were able to describe a wide range of individual destination aspirations and outline the support the school had provided in helping them to make and realise career plans. However, it should be noted that there is some concern amongst students that the 'IBAC' is too heavily promoted and that apprenticeships, particularly at post 18 are not sufficiently promoted.

### ***O.3 – Learners can make and adjust plans to manage change and transition (career management)***

Students at Bedford School are developing the skills to make and adjust plans to manage change and transition. They are encouraged to develop key attributes and skills, they are encouraged to think and plan long term.

Action planning forms part of student life at Bedford School and is embedded in the BDP process from an early age. All students spoke positively about this process, even though younger students would not be making active use of it until later in their school lives. Year 13 students spoke of how they had used their BDP as the basis of their UCAS applications.

As mentioned previously, students valued the opportunity to participate in on-line occupational interest surveys and were particularly appreciative of the opportunity to discuss the analysis. The school has been proactive in training a number of school staff to offer one to one support in analysing the test results.

All students spoke positively about the support provided by staff. Mention has already been made of the support offered by the Head of Careers but students also mentioned Form Tutors and subject teachers. Particular mention was made of the Head Master's 'open door' each morning.



# Judgement

**That Bedford School is awarded the Career Mark 6 Quality Award.**

## Summary and Recommendations

Sir Michael Wilshaw, OFSTED Chief Inspector, stated that “most successful heads want everything to be good in their school and really understand that good careers education is not a bolt-on, it’s an integral part of raising achievement.” This is certainly true at Bedford School where the Governing Body and Senior Leadership Team recognise its contribution to student development and achievement. This is demonstrated by the introductory section of the ‘Beyond Bedford’ programme which states:

*“Outstanding careers and UCAS provision at Bedford School is infused throughout the curricular and extra-curricular life of the school, enabling all boys, throughout their school years, their university years and indeed, their professional careers, to access exceptional, tailored professional expertise and advice.”*

*“‘Beyond Bedford’ is embedded into every strand of school life and encompasses the use of in-house expertise, networking through the Old Bedfordians Club, with support of current and past parents and over 50 clubs and societies in school to promote learning agility.”*

*“Our ‘Beyond Bedford’ programme maximises the school’s ethos of integrity; responsibility; curiosity and endeavour by providing our boys with the self-awareness, confidence, breadth of experience, opportunities and networking skills to make informed and confident decisions about the options available to them and, ultimately, their future beyond school.”*

Bedford School demonstrates a high level of commitment in terms of resources, activities and staff. It recognises the importance of career learning to the fulfilment of its core values and it has demonstrated this by the appointment and training of a dedicated member of staff and the provision of an extensive range of activities and resources.

Based on this assessment and in order to ensure that it embraces recent developments and continues to provide the highest quality programme the school should address the following recommendations:

### **1. Strategic Review and Target Setting**

The school has made some progress on understanding the impact it wishes its careers programme to have and there are already signs that applications to ‘Oxbridge’ and Russell Group universities have increased since the programme was introduced. The achievement of Career Mark would be a good time to reflect on progress made and to plan for the next phase of development.

### **2. Management and delivery time**

The school has reached a ‘watershed’. It has met and possibly exceeded the expectations set on appointing a Head of Careers some 2 years ago. It now has in place a purpose and structure for CEIAG and is delivering a substantial and much appreciated programme. However, to sustain its current offer and to make further progress the school should review its resource allocation, particularly in relation to staffing. It is unsustainable to expect one person to create, develop, manage and deliver a programme and at the same time undertake a large number of one to one consultations.

### **3. Work experience**

The school does provide many opportunities for students to meet with people from the working world. However, it does not offer universal work experience. Those students spoken with who had participated valued the process as part of their career learning. The school should actively explore the potential for developing a universal work experience offer. In so doing the school should be aware of point 2 above.

**4. Resources**

The school needs to review how it promotes its careers resources and how it offers the opportunity for students to become familiar with them.

**5. Scheme of work**

The School's Scheme of Work is robust but not yet fully comprehensive nor fully embedded. Development work needs to be undertaken during the next 2 years to complete the process which was initiated with the appointment of the Head of Careers. Particular emphasis needs to be placed on cross curricular themes, embedding careers throughout the curriculum and on linking career decisions with personal, social, health and other lifestyle decisions.

**6. Guidance and support**

At the moment, although action planning is a regular feature of student progression planning, it is not systematic, coherent or centrally logged. The Head of Careers and UCAS recognises this and has plans for a more formalised and structured process.

# Appendix

## Student Quotes

The following quotes were made during discussions with representative samples of pupils from different year groups.

### Year 9

- The BDP really helps boys to keep track of their progress and what they are doing that is worth keeping track of. I think in years to come it will be of more use to me as I don't really need to think about writing my CV yet.
- The talks about careers were useful as they widened my perspective of what I want to do. The talks were interesting and should definitely continue.
- The online Career Investigator was useful as it was personal to what you enjoy and what you are good at. It was enjoyable and useful. It also widened my understanding of what I want to do.
- I found that the PD lessons that we had in Prep School were not as useful as the half day sessions we have in Upper School. The whole morning sessions help me to understand more about the topic.
- The BDP is a very useful document that I know will help me when I am writing my CV or personal statement. The BDP helps keep track of the things I have done over the years.
- At the end of Year 8 we had a lot of talks and they opened my eyes to a lot of new career ideas.
- BDP has helped a lot so that I can see what I have done and I can see if there are any common themes with the clubs I do.
- I think there should be a lot more 1:1 sessions so that we are more aware of what we need to do to think about the jobs we want to do.
- I enjoy the Citizenship mornings but they have been more for general awareness than careers so far.
- I feel that the visiting speakers who came last year helped open my eyes about what jobs are available. The talk I found most interesting was the one about being a pilot and it helped me to realise that it is a job I would like to do. It would be a great way to see the world and getting good pay.
- The BDP helps me to record what I have done so that when I write my CV I have a record.
- I think that speakers who visit the school have worked really well because it is interesting and you get to know a lot about people's jobs which helps you to choose. Also the 1:1 ESOL sessions have worked very well for me. They have helped me to understand how things work in England.
- I think that the school should do more with Careers Investigator because I found it very useful.
- The BDP is useful. It makes it easy to track your activities and achievements which helps when you are writing your CV.

- The Citizenship mornings are very useful but could be directed more towards career choices.
- The Careers Investigator was partially useful but it wasn't decisive enough in telling you what job you want.
- The talks last year were extremely useful as they gave us information on a wide range of jobs, many of which we didn't know about.

### **Year 10**

- Maybe the school could reach out to an Old Boy who is doing an apprenticeship and how this has affected his life and career choices rather than going to university.
- I would like more information on career choices related to GCSE options.
- I think that the talks we have received over the past couple of years have been excellent in giving us a great insight into what the working world is like.
- The Chocolate Challenge gave us good experiences and ideas on life post school.
- The awareness of UCAS and Careers is great. It can be accessed by Firefly, Mrs Lincoln or email.
- I enjoy the Citizenship mornings.
- I think that having speakers and parents coming in to talk about what they do for a job is good because it showed us that there are lots of different jobs out there and that we may not know that they even exist. I also think that having speakers coming in to talk means that we can ask questions and see things about their jobs from an adult's point of view.
- I believe that everything we have done throughout my time at Bedford School has been very useful. In Year 9 the Chocolate Challenge was fun and enjoyable but also quite hard. This made us use our brains because we had to pick the right materials to work with. We had to pitch our product to the audience which improved our speaking skills.
- Chocolate Challenge – by far my favourite Citizenship activity because it made us work together in a working environment and it gave us a good grasp of managing finance.
- The pilot was brilliant. It really gave us an idea of what is needed to speak in front of people – a skill that is useful in many situations now and later in life.
- I really liked the visiting speakers at the end of Prep School. I found them very interesting and thought provoking.
- I also liked the various challenges we get to do. For example, the Chocolate Challenge and the Dragons Den were both really useful as they provide skills that are vital for later life, such as pitching and presenting.
- The BDP is also very useful as it helps you to keep track of what you have done which is useful for UCAS and Personal Statements.

### **Year 11**

- The lectures have been good. Ones such as STEM have been particularly interesting. Also the school is very good at letting us know when these are happening.
- Futurewise helped my understanding of my characteristics, how I learn and also what I am good at. It was very useful.
- A Level and IB talks could have been more equally presented but I know that school is trying to encourage both.
- I like how school gets speakers in to talk about their jobs.

- I thought that the Futurewise interview after the profiling was very useful. I found that it was useful to have someone to help me to interpret the data. I also thought that it was good that it was an external person that I talked to since it made it more objective and I felt no pressure to take any particular subject. I was unsure about some subjects and also about what I wanted to do after school but the interview narrowed it down which was useful.
- The A Level and IB talks, the lectures and the visiting speakers were all good.
- There should be less push on IB and more information about different A Levels.
- Futurewise was great but the school should spend more time explaining it properly because some pupils didn't take it seriously.
- There should be information on opportunities different to university.
- There should be more publicity and awareness raising about the careers resources we have.
- I particularly enjoyed the external Futurewise interview. It was very helpful at making me aware of job opportunities/pathways.
- There have been a good number of subject specific lectures which help to put things into perspective.
- There have been too many IB talks and not enough information on A Levels.
- There has been no information about the Careers Page on E-Learning.
- There has been plenty of opportunities for interviews with different staff to help us such as Mrs Lincoln and the Head.
- Futurewise needs to be taken a bit more seriously by some boys, possibly being enforced by teachers.

## Post 16

- **Positive:**
- 1:1 appointments with Mrs Lincoln have helped me to explore different courses and career options.
- Subject focussed careers events are often organised and have helped me explore different options.
- At the beginning of last year as a new student to the school I had no idea what UCAS was, I had no clue what course to do or which universities to apply to. Now in Year 13 I am holding 4 offers from great universities that are at the top of the ranks for the courses that I am really passionate about. This is thanks to my teachers and especially to Mrs Lincoln.
- **Negative:**
- Inaccurate advice from one teacher regarding whether or not a specific subject was needed by UCAS. This weakened my UCAS application.
- There have been times when I have felt that Mrs Lincoln has been overloaded. There are times when she needs support. This could be easily solved by providing her with more staff on careers.
- Work experience should be promoted more.
- The expectation that everybody will go to university is not always suited to individual boy's needs.