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Axis Academy

Reaccreditation Report

(2nd Assessment)

Valid from	25 June 2026
Valid until	24 June 2027
Assessed by	Carol James
Verified by	Janet Hutchinson

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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

Assessor Carol James

Learning Organisation Axis Academy, Lodgefields Drive, Crewe CW2 8TU

Career leader including email address Macauley Wright m.wright@theaxisacademy.org

Career Mark Support Adviser (if used or Trust/Project Organisation linked to) YES Trust

Date of review of Assessment Portfolio (Part 1) 12 November 2025

Date of On-Site Assessment (Part 2) 25 June 2026, virtual via Teams

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:
- A. **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**.
 - B. **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.
 - C. **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 reaccreditation (third assessment) will be awarded with the Complete Careers Career Mark Gold Award. The process for this is identical to a reaccreditation, 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 reaccreditation (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.

A level	Advanced level
C	Career Learning (Description Grid component)
CEIAG	Career education, information advice and guidance
CM	Career Mark approach
CPD	Continuing professional development
CV	Curriculum vitae
DT	Design and technology
EHCP	Education health and care plan
FE/HE	Further Education/Higher Education
G	Advice, Guidance and support (Description Grid component)
GB	Gatsby Benchmarks
GCSE	General certificate of secondary education
I	Information (Description Grid component)
M	Management (Description Grid component)
QICs	Quality in Careers Standard (Criteria for the Standard)
R	Recommendations
SEMH	Social emotional and mental health
SEND	Special educational needs and disabilities
SLT	Senior Leadership Team
T level	Technical level

Introduction to the Organisation

The Axis academy is an alternative provision setting supporting pupils in Key Stages 2, 3 and 4, all of whom have education, health and care plans (EHCPs). Pupils typically have a range of additional needs, including social, emotional and mental health (SEMH) needs and special educational needs and disabilities (SEND). A high proportion of pupils are eligible for pupil premium, and a small number are looked-after children. The academy serves learners from a range of local areas with varied socioeconomic backgrounds and provides a highly personalised and supportive environment where pupils can re-engage with education and plan for their futures. Preparing pupils for appropriate post-16 destinations, including further education, training, or employment, is a key priority.

At the Axis academy, each pupil is at the centre of their education, making the experience as personally tailored as possible and providing the right environment for all to succeed. The school is dedicated to supporting pupils to choose the right Key Stage 4 qualifications and secure post-16 destinations that are appropriate to their individual needs, interests and aspirations. Impartial guidance and advice are provided on further education, training and employment across KS3 and KS4, drawing on a range of external partners.

The careers education, information, advice and guidance (CEIAG) programme is structured around the Gatsby benchmarks and is designed to be progressive, inclusive and responsive to individual pupil needs. A well planned programme of employer encounters, college visits, training provider sessions and structured careers learning supports pupils to develop employability and life skills. This programme builds knowledge over time, enabling pupils to explore pathways, make informed decisions and successfully transition into appropriate next steps.

Careers education is delivered through a combination of discrete weekly sessions, integration within subject areas, and enrichment opportunities such as trips, visiting speakers and themed events. This flexible delivery model ensures that careers learning is accessible, meaningful and adapted to pupils' starting points and individual needs.

The careers programme is led operationally by Macauley Wright (careers lead), who oversees the curriculum and day-to-day delivery, and strategically by Laura Bridges (SLT link), ensuring alignment with whole-school priorities and continuous development. The programme is supported through strong partnerships with local colleges, training providers, employers and organisations including the careers and enterprise company. Pupils also have access to independent and impartial careers guidance from a qualified careers adviser.

Parents and carers are actively involved in supporting pupils' progression through regular communication, events such as options evenings, and the sharing of relevant careers information. Careers information is communicated to pupils, families and staff through structured lessons, events and internal communication systems, ensuring access to up-to-date and relevant guidance to support decision-making.

The careers programme is regularly reviewed and evaluated through pupil voice, feedback from stakeholders, destination tracking and ongoing Gatsby benchmark assessment. This ensures the provision remains responsive, effective and continually improving. Staff are supported by the careers lead to embed careers learning within their subject areas, ensuring a consistent and joined-up approach across the curriculum.

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			✓

Notes

- (i) 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

Time	Meeting
26.2.2026 9.0 – 10.30	Pre-assessment meeting over Teams with Macauley Wright, careers leader, and Laura Bridges, assistant headteacher
9.00	Meeting with Macauley Wright and Laura Bridges over Teams
9.10	Meeting with 2 x Year 11 learners over Teams
9.35	Meeting with 2 x Year 10 learners over Teams
10.00	Meeting with 1 x Year 9 learner over Teams
10.20	Meeting with Macauley Wright and Laura Bridges, over Teams

Quality in Careers Standard Assessor Summary Table

Quality in Careers Standard (QC) Gatsby Benchmark (GB) Career Impact System (Themes)	Career Mark and Quality in Careers Standard Criteria	Met	Development required
QC: 1.1, 1.2 & 1.4 GB 1, Theme: 1	M1: National requirements and good practice	✓	
QC: 1.4, 1.6, 3.4, 3.7, 4.3 GB: 1 & 3, Theme: 2	M2: Measuring Impact of Career Development on Progression	✓	
QC 1.1 GB: 1, Theme: 1	M3: Structure and process for leading, managing and delivering Career Development	✓	
QC: 1.4, 3.1, 3.5 GB: 3, Themes: 2 & 6	M4: Career Development provision based on analysis of learner needs	✓	
QC: 1.2 GB: 1, Themes: 2 & 6	M5: Learner Entitlement to Careers Development	✓	
QC: 1.5, 1.10, 2.2 GB: 2, Themes: 3 & 6	M6: Involving and supporting families and carers in Careers Development	✓	
QC: 1.1, 1.3, 8.1 & 8.3 GB: 1, Themes: 1, 3 & 4	M7: Career Development trained and competent staff	✓	
QC 1.6, 1.8, 3.6, 5.2 GB: 5, 6 & 7, Themes: 1, 3 & 5	M8: Partnership Arrangements	✓	
QC: 1.6, 1.7, 1.9, 3.7, 8.3 GB: 1, 3 & 8, Theme: 2	M9: Monitoring, review and evaluation for continuous Career Development		✓ R3
QC: 1.4, 4.1 GB: 1, Themes: 2 & 4	C1: Curriculum overview/model for Career Development	✓	
QC: 1.1, 1.11, 3.1, 4.1, 4.2, 4.3, 5.2, 5.3, 6.2, 7.2 GB: 3, 4, 6 & 7, Themes: 2, 3 & 4	C2: Planned Program for Careers Education		✓ R1
QC: 4.1, 4.2 GB: 4, Theme: 4	C3: Coordinating Curriculum inputs – subject links to careers	✓	
QC: 5.1, 5.2 GB: 5, Themes 3 & 5	C4: Coordinating Curriculum Inputs – Employer Encounters	✓	
QC: 6.1 & 6.2 GB: 6, Theme 5	C5: Coordinating Curriculum Inputs – Experiences of the workplace	✓	
QC: 7.1, 7.2 GB: 7, Theme: 3	C6: Coordinating curriculum inputs -encounters with Further and Higher Education	✓	
QC: 2.1 GB: 2, Theme: 3	I1: Systems, content and processes	✓	
QC: 2.1, 2.2, 2.3 GB 2, Theme 3	I2: Accessibility of and competence to use resources		✓ R2
QC: 3.1, 8.2 GB: 3 & 8, Themes: 2 & 6	G1: Identification and referral system(s)	✓	
QC: 3.5, 8.1, 8.2, 8.3, 8.4 GB: 8, Theme: 6	G2: Independent and impartial careers advice and guidance	✓	
QC: 3.2, 3.3, 8.1 GB: 3 & 8, Theme 6	G3: Coordination and tracking	✓	
QC: 3.2 & 3.3 GB: 3 & 8, Theme: 6	G4: Career action planning and target setting	✓	
CM+	G5: Facilities	✓	
CM+ GB: 4,5,6,7,8	O: Learner Outcomes (learners’ evidence they have achieved stage appropriate outcomes from the program)	✓	

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 discussions with learners took place over a Teams virtual link, and both the learners and assessor could see each other. The connection was good. Originally four learners per year group in Years 9, 10, 11 had been requested, but on the day when a severe heatwave was affecting most of the country, due to low attendance at school by the majority of learners, only two learners each in Year 10 and 11, and one Year 9 learner participated in the discussions. The Year 9 learner did not answer all the questions. This reduced the volume of evidence for each of the learner outcomes, but it was possible to demonstrate that all were met.

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:



Grow throughout life

Learners described careers lessons, work experience, college visits and help writing CVs as ways in which their school helps them to prepare for their future careers. There was particular mention of weekly careers lessons, **“Once a week at the end of the day we learn about different jobs, how to get into them, if you need A levels or T levels or apprenticeships.”** Explained a Year 10 learner. A Year 9 learner said she has older friends who have told, **“I think in Year 11 we will do a lot on CVs.”** She also commented that recently in the careers lessons, **“We learnt about different areas like agriculture and small businesses, so we can find out what these are and why they are important.”** This learner demonstrated a sound understanding of the importance of working hard at school for the future saying, **“If you get no GCSEs then you can’t get into college and you can’t get a job.”**

Balance life and work

Learners in Years 10 and 11 explained how work can affect their lifestyle and demonstrated an understanding of this in relation to their chosen careers. A Year 11 learner who intends to follow family members into a landscaping business and has been working part time, said, ***“We have had to take regular breaks and drink water in the hot weather while working.”*** A Year 10 learner who intends to work in the motor vehicle sector noted of his college day, ***“It is harder, physically demanding even at college, with the lifting, than at school.”*** Another Year 10 learner who works with animals at college said, ***“It is hard work keeping the animals’ habitat clean for them.”*** Learners understood the idea of working shifts in these sectors and how it might affect their lifestyles.

Explore possibilities

Year 9 and 10 learners listed a wide range of opportunities they could choose from post 16, including, ***“Apprenticeships, college, sixth form, A levels, T levels.”*** A Year 10 student said, ***“In school the teachers tell us about the different pathways, and we can look online to find apprenticeships.”*** Year 11 learners were less confident in outlining all the pathways, but both had firm plans in place to progress to the new post 16 provision in the school. These learners recalled visits to college to find out more, and the Year 10 learners explained they would be going on visits in Year 11.

Create opportunities

The Year 11 learners have done work experience during the year. A learner said, ***“I worked in a nursery, helping out with the children.”*** Another learner said, ***“I worked with the site manager at school, helping doing checks on cars and reading the temperature gauge of the water.”*** A Year 10 learner observed how the Duke of Edinburgh programme is, ***“Good for teamwork and problem solving, all related to jobs, you have to have good teamwork in college.”*** A Year 9 learner who was keen to have a career, ***“Working in law for women’s safety or women’s health on the political side.”*** Already is aware of pathways after Year 11 she could follow. She had enjoyed a visit to the Houses of Parliament.

Manage career

All learners had a clear idea of what they would like to pursue for a career. The Year 11 learners progressing into the school’s new post 16 provision, identified apprenticeships as their step after school, explaining what they would be doing in the sixth form, ***“Maths, English, life skills, and once a week we will do a course related to our careers.”*** They were less clear about the application process and did not recall having an interview or completing an application form. The Year 10 learners recalled the choices they had made about their options in Year 9, and were happy they had chosen well, and a Year 9 learner thinks she had made the right choice with her options.

See the big picture

A Year 10 learner explained how his school subjects were helping him prepare for a motor vehicle career, ***“In DT we do problem solving and all subjects have this, but also, we do lots of hands-on practical work. In science the physics and chemistry help with the motor vehicle work.”*** Another Year 10 learner who is doing a college link in animal care commented, ***“Science is useful for learning about parts of animals.”***

Summary and Judgement

Axis Academy is a school for learners with social, emotional and mental health needs, and the careers programme is closely integrated with transition planning through KS2, KS3, and KS4. Analysis of learner needs including destination data, has informed refinements such as starting earlier with introducing the full range of post 16 opportunities to learners and parents from the start of Year 9, increasing encounters with colleges through KS3 and 4 to raise awareness and build confidence, and strengthening the development of employability skills through Skills Builder. Further analysis of learner needs and destinations has contributed to a decision to introduce a post 16 programme at the academy from September 2026, to meet the needs of learners who find the college environment too challenging. This programme includes maths, English, lifeskills and employability skills, and there is scope to explore adding specific vocational skills to meet individual learner needs.

The school is working closely with partners to move towards meeting statutory requirements for work related learning in KS3 and KS4. The careers programme is well planned, delivered, quality assured, and updated regularly with CPD informed by staff feedback. There are good relationships with post 16 and post 18 providers including visits and college link courses, supported by detailed risk assessments focusing on individual learner needs. There are good communications with parents and other stakeholders using the “Dojo” virtual platform which shows all forthcoming careers activities and through which the external careers adviser can communicate individually with parents. There is excellent transition planning which centres around the learner and there are good relationships with the external careers adviser from Career Connect, and the transition team at the local authority.

Management, organisation and delivery of the careers programme is handled very competently by a team of two, who have come into their roles during the last year, and have a clear strategy for taking the development of the careers programme forward into next year.

There is scope to review how learners and parents understand what the in-school post 16 programme consists of versus the range of options at colleges and other training providers, to ensure impartiality. It may be a good idea to ensure that the exit route from the in-school post 16 programme is clearly understood by learners who are moving into the in-school programme.

It would be worth ensuring that the application process for the in-school post 16 programme includes an application form and interview, to mirror as much as possible the challenges which Year 11 learners are facing when applying to college. These are useful, lifelong skills which will give learners the opportunity to present themselves for specific opportunities.

Communication channels with parents are good, but it would be worth ensuring what parents understand both about the careers programme, and about the full range of opportunities on offer, how they access this information and whether it can be presented more clearly.

AXIS ACADEMY retains the Quality in Careers Standard fully incorporating the Gatsby Benchmarks 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

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

R1 Review the planned programme of learning to ensure that all learners including those progressing to the in-school post 16 provision have the opportunity to learn about application processes including interviews, and acquire the skills related to these processes by February 2027.

R2 Review the presentation of information on all post 16 opportunities, including the in-school post 16 provision to ensure that there is balanced and equal presentation of information, and that learners have the skills to interrogate this information so that they understand how the opportunities differ, in particular, being sure about exactly what the provision will include, and what the exit routes are for each of the opportunities by February 2027.

R3 Continue to monitor the access to and use made of information to parents on the careers programme, and the opportunities post 16 and 18, to ensure this is reaching all parents and is fully understood by July 2027.