Ofsted and Careers. What are Ofsted looking for? How C&K can help you with this

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Ofsted Thematic Report Getting Ready for Work November 2016 - only 4 out of 40 schools prepared pupils well for the world of work.

Schools where the senior leadership team were clearly behind careers did better. A top down approach.

Pupils who spoke to inspectors frequently said Careers was one off events with no monitoring of their impact and effectiveness.

Careers and Work related learning needs to be embedded into the curriculum.
There has been a focus on the Gatsby Benchmarks but Evaluation, a key component when delivering a good CEIAG programme is missing from these.

Not every Ofsted inspection goes into detail regarding CEIAG, it only used to be commented on when it was good. However there are an increasing number of schools where inspections are focussing on CEIAG.

**Spen Valley:** Leaders continue to place a high value on RE, PSHCE and careers education. The enrichment programme is well planned. The school provides a well planned programme of personal social health careers and ethics education that contributes effectively to pupils’ social, moral spiritual and cultural development. A well planned and comprehensive programme of careers information advice and guidance is in place from Year 7 onwards. The specialist careers adviser supports tutors well in delivering the careers programme. Pupils are encouraged well to aspire to university. The use of employers is effective in developing pupils’ understanding of the world of work and their employability skills. Pupils value the work experience in Year 10. Staff identify additional barriers facing disadvantaged pupils and take extra steps to ensure they stay in education, employment or training. The proportion of school leavers not in education, training or employment is low and the percentage that gained an apprenticeship is above average. (Jan 2017)
Holmfirth: pupils access good quality independent careers information and guidance and this prepares them well for their future destination. The proportion progressing to education, training or employment is well above that seen nationally. Pupils’ spiritual, moral, social and cultural development is strong through the school’s well-structured assembly and enrichment programme and wider curriculum experiences (Jan 2017)

Park Lane: Improved careers information advice and guidance have led to a significant increase in the numbers of Year 11 pupils following suitable pathways. Older pupils confirm that they value the advice and information provided. (May 2016)

Rastrick High: Students are well prepared in Year 11 for the sixth form. Improvements in information, advice and guidance are ensuring that students are placed on appropriate courses. The curriculum has improved over time and the range of academic and vocational courses now matches the needs of students well. (Feb 2015)

Castle Hall: Improve the quality of careers information, advice and guidance so that younger pupils are better informed and more confident about the choices available to them at Key Stage 4. Pupils told inspectors that they had little helpful information to make informed option choices based on their career ambitions. (January 2017)
Gatsby Stable programme

Linking curriculum to careers

Personal Guidance

Learning from career & LMI

Addressing needs of each pupil

Encounters with employers & employees

Encounters with FE & HE

Experience of workplaces

This is your emphasis

Ofsted want to see this

SLT hear this message

Ofsted want to see this

Ofsted want to see this

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What do Ofsted want?

To see the Senior Leadership Team Member who has line management responsibility for CEIAG/Link Governor.

To see a programme of activities with clear outcomes which need to be differentiated and meet the needs of all pupils.

To speak to pupils who are clear about what CEIAG they have access to and its effect.

To see that continuous evaluation and monitoring is informing your programme and it is responsive to students’ needs.

A whole school focus to which everyone contributes and buys into.
What pupils are learning about careers and the Labour market.

Whether pupils have access to personal guidance.

A stable programme from Year 7 to 13, not a series of ad hoc events. Careers is embedded within the curriculum, evidence of it happening in subject areas.

The framework should include ALL routes for ALL pupils.

The only way to fit this all in is to make it a whole school focus with all curriculum areas contributing.
Putting together a Framework

Use the CDI Careers and Work related Learning Framework and audit tools- progressive from Key Stage 2 to Key Stage 5 with learning outcomes.

This provides you with the basis of your framework for Ofsted.

www.cdi.net (type audit into the search box once you have accessed the website to get supporting resources and audit tools.)
How C&K Careers Can Help

Quality of CEIAG regarding key stage 4 Options choices- Directions booklets, attendance at parents events.

Service Delivery Agreement outlines all activities from Year 7 and can be used as an ongoing document to review and evaluate CEIAG.

Support for pupil premium and SEND.

End of term reports provide useful evidence of CEIAG input and work done to prevent NEETs.

LMI information.
How C&K Careers can help

Destinations Data - following up students once they leave school, proportion of pupils progressing to education, training or employment in comparison with the local and national picture, apprenticeship numbers.

Identifying those who need the most support, Stronger Families, Risk of NEET and Risk of Drop Out.

Information on post 16 options (Get Organised)
Quality in Careers Standard (C&K Careers Quality Standard)

Seen by Ofsted as a sign that your CEIAG is top quality.

Recommended by Statutory Guidance.

The only award that validates your careers education programme as well as advice and guidance.

A developmental tool, not something to “go for” once you have got your provision where you want it.
How Standards can support Good Practice and raise awareness of students, ensuring they can speak knowledgeably about your CEIAG offer

Pupils have an entitlement for CEIAG in their planners. Add entitlement to school website and publicise to parents. Careers displays throughout the school.

A careers portfolio.

A careers logo (students could design this, add it to lessons with a career focus and presentations).

Parents are in the loop with CEIAG.

Cross Curricular approach with curriculum audit of careers employability and enterprise and CEIAG embedded.

Options Choice booklets include a paragraph on possible career areas using that particular subject.

STEM activities not bolt on but included in CEIAG.
Careers Education programme being given status and priority with other subjects

Staff are observed and assessed as in other curriculum areas, both lessons and tutor time.

Homework tasks.

Careers learning is recorded by students eg pupil booklets, employability skills passport, PiXL Edge.

Tutor provides written feedback on employability skills and qualities and how they have been developed.
Profile of careers in school-college is raised - for pupils, parents, teachers, governors and employers

Establishment of a link Governor to support and raise awareness of careers at a strategic level.

CEIAG policy is higher profile - on the website, available to parents and students.

Institution’s prospectus includes a paragraph on how careers, including careers programme, is delivered.

Student planners include a section on careers. Pertinent websites and named staff to support CEIAG.

Learner Entitlement established.

Parents questionnaires.
Improved training and support for staff delivering careers education

Powerpoint on statutory guidance on staff section of the internet

Careers included in induction of staff

Resources for teaching careers updated and improved and made available centrally

Teach First Resource - Access toolkit written to raise awareness of teachers and support transition and progression

Ofsted will want to see Paperwork/Portfolio of Evidence Framework.

Evidence of careers related activities.

Evidence of employer and community engagement.

Evidence of impact assessment and what has been done as a result of evaluation.

How well you work with SENCO and Pastoral leads to address disadvantaged pupils’ needs, interventions with under performing pupils.

Strategic lead, Link Governor, reports to governors.

Use the Standards document to provide a guide as to what to include.