

## Ofsted, self-evaluation and CEIAG Careers Education and IAG Support Programme Briefing

***Careers education, information, advice and guidance (CEIAG) have a significant influence on the range of issues on which inspectors are required to form judgements as shown in the revised Ofsted evaluation schedule (September 2009). These are also reflected in the school self-evaluation form or 'SEF'.***

This briefing is primarily for senior and middle leaders in schools who are responsible for leading and managing CEIAG. It also provides useful information on the process of section 5 school inspections. It tells you about:

- aspects of the new inspection arrangements from September 2009
- the place of CEIAG in the new inspection arrangements
- how CEIAG curriculum leaders can prepare for and manage an inspection visit
- how to use inspection and self-evaluation as strategies for improving quality and standards in CEIAG.

### About the new inspection arrangements

Full details about the inspection arrangements which were introduced in September 2009 can be found at <http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools>.

The following information sets out some important aspects of the new arrangements.

The new inspections are:

- based on the evaluation schedule (see Box 1). The five well-being outcomes are prominent in the section on pupils' outcomes
- at short notice – no more than two days – and carried out by a team of four or five inspectors
- rooted in the school's self-evaluation. Inspectors prepare for the inspection by looking at the school's self-evaluation form, its previous report and RAISEonline data and by having an extended telephone conversation with the headteacher
- focused on key issues so that a number of sharply-focused inspection trails can be set up
- designed to engage the school and its partners in the process of inspection to aid their understanding of the school. Inspections include inputs from senior leaders (e.g. by participating in joint lesson observations and attending inspection team meetings), pupils (e.g. by discussion and the pupil questionnaire), parents and carers (e.g. by confidential questionnaire, phone call or meeting) and other significant partners such as Connexions (e.g. by the school's own evaluation)
- scheduled with intervals of three to five years between inspections for schools judged good or outstanding. Schools graded satisfactory are inspected after three years and up to 40% of these schools may receive a monitoring visit between inspections.

**Box 1 – The evaluation schedule for school inspections****Outcomes: How well are pupils doing taking account of any variations?****1. Pupils' achievement and the extent to which they enjoy their learning**

taking into account:

- pupils' attainment
- the quality of pupils' learning and their progress
- the quality of learning for pupils with special educational needs and/or disabilities and their progress

**2. The extent to which pupils feel safe****3. Pupils' behaviour****4. The extent to which pupils adopt healthy lifestyles****5. The extent to which pupils contribute to the school and wider community****6. The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being**

taking into account:

- pupils' attendance

**7. The extent of pupils' spiritual, moral, social and cultural development****How effective is the provision?****1. The quality of teaching**

taking into account:

- the use of assessment to support learning

**2. The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships****3. The effectiveness of care, guidance and support****How effective are leadership and management?****1. The effectiveness of leadership and management in embedding ambition and driving improvement**

taking into account:

- the effectiveness of the leadership and management of teaching and learning

**2. The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met****3. The effectiveness of the school's engagement with parents****4. The effectiveness of partnerships in promoting learning and well-being**

**Box 1 – The evaluation schedule for school inspections continued**

- 5. The effectiveness with which the school promotes equal opportunity and tackles discrimination**
- 6. The effectiveness of safeguarding procedures**
- 7. The effectiveness with which the school promotes community cohesion**
- 8. The effectiveness with which the school deploys resources to achieve value for money**

**How effective is the sixth form?**

The sixth form judgements contribute to the other judgements about the school and are as follows:

Overall effectiveness

taking into account:

- outcomes for students in the sixth form
- the quality of provision in the sixth form
- the effectiveness of leadership and management of the sixth form

**Judgements that bring together all the judgements above**

**Outcomes for individuals and groups of pupils**

**The school's capacity for sustained improvement**

**Overall effectiveness: how good is the school?**

The way the inspection grading and reporting system works is that:

- four grades are used: 1 – outstanding, 2 – good, 3 – satisfactory, 4 – inadequate. (In 2008-2009 inspections of secondary schools, 22% were rated as outstanding, 41% good, 31% satisfactory and 6% inadequate.)
- the grades awarded for the two critical 'limiting judgements' – 'promotion of equal opportunity and tackling discrimination' and 'the effectiveness of safeguarding procedures' – contribute to, and affect, other judgements including overall effectiveness
- inadequate schools causing concern are either made subject to 'special measures' or issued with a 'notice to improve'
- a written report is produced (with parents as the main audience) plus a brief letter to pupils as an annex (giving the main findings of the inspection and telling pupils what they can do to help the school improve)
- the governing body must send a copy of the report to all parents and carers of pupils at the school within five working days of receiving it. It must also make a copy of the report available upon request to members of the public. The report is also published on the Ofsted website.

Box 2 shows the main headings of the inspection report for secondary schools.

### Box 2 - Main headings of the report

- Overall effectiveness: How good is the school?
- The school's capacity for sustained improvement
- Main findings
- What does the school need to do to improve further?
- Outcomes for individuals and groups of pupils
- How effective is the provision?
- How effective are leadership and management?
- Sixth form (*if applicable*)
- Views of parents and carers
- Glossary
- Letter for the school, parents and carers to share with their children

## The place of CEIAG in the new inspection arrangements

The emphasis in the evaluation schedule is on the school's overall approach to pupils' economic well-being and care, guidance and support of which CEIAG is a part.

The four main areas of the schedule where Ofsted inspectors are required to make judgements informed by the quality of CEIAG are:

### 1. The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being (Pupil outcome, 6).

In evaluating 'the extent to which pupils develop their knowledge and understanding of the world of work and develop skills and personal qualities which will serve them well in education, training, employment and their future lives' and 'the extent to which pupils understand their future options and develop aspirations' inspectors should take

account of:

- how well pupils are able to apply oracy, literacy, numeracy and ICT skills in real world contexts
- how well pupils develop wider skills and personal qualities such as working in teams, solving problems, organising activities and taking leadership roles
- levels of punctuality
- the extent to which pupils take an interest in, and pose increasingly sophisticated questions about, the 'real world' and understand the importance of sustainable development
- the extent to which pupils understand the opportunities available to them, develop aspirations and understand how to achieve them
- how well pupils are developing enterprise capabilities, including their approach to innovation, creativity, risk-management and risk-taking, together with a positive attitude

and the drive to make ideas happen

- the extent to which pupils are developing an understanding of managing money, economics and business appropriate to their age (for example, why there are different jobs, how they might decide what the 'best buy' is and notions of fair trade)
- pupils' views and those of parents and carers about how well the school prepares pupils for their future education, training and employment
- where relevant, views of employers, trainers and staff from other institutions in partnership as expressed in surveys, discussions and reports
- for secondary schools, past pupils' participation in education and training after leaving the school, including the percentage of school leavers who are not in education, training or employment (NEET) and the representation of specific groups.

## 2. The effectiveness of care, guidance and support (The provision, 3)

In evaluating 'the care and support provided to promote learning, personal development and well-being' and 'the quality and accessibility of IAG for pupils' inspectors should take account of:

- the judgement for *the effectiveness of safeguarding procedures*
- pupils' and parents' views of the information, advice and guidance provided to pupils
- the measures taken by the school to provide a welcoming learning environment for individuals and groups of pupils
- the effectiveness of transition arrangements for pupils leaving or joining the school, for example from nursery to primary school, primary to secondary, secondary to further/

higher education training or employment, and those leaving or joining at a time other than the start of the school year

- the effectiveness of transition arrangements for pupils moving through the school, for example from Reception to Year 1, from Key Stage 3 to Key Stage 4 and post-16
- at least one case study of a potentially vulnerable child to assess the effectiveness of the care, guidance and support for individual pupils
- the quality of the information and individual guidance provided to help pupils make the best choices, for example regarding future courses or careers or on matters relating to their personal health and safety
- the effectiveness of specific care, support and guidance and strategies, resources and staff deployment for particular groups and individuals, especially more vulnerable groups and individuals, including those exhibiting challenging behaviour, those that are persistently absent and those with medical needs
- the effectiveness of the steps taken by the school to encourage regular attendance for all groups of pupils, including the school's progress towards any attendance targets set by the DCSF or local authority
- the effectiveness of provision to enable any pupils to catch up with work missed, for example through absence, through attendance at additional programmes, or through exclusion
- first-hand observation of the quality of any out of school care provided and managed by the governing body.

Question 10 of the pupil questionnaire provides inspectors with evidence for how well the school

helps pupils to prepare for future transitions. Question 8 of the parents' questionnaire similarly asks parents to rate how well the school prepares their children for the future.

### 3. The effectiveness of partnerships in promoting learning and well-being (Leadership and management, 4)

In evaluating 'the extent and effectiveness of the school's partnership activity with other providers, organisations and services to promote learning and well-being for its own pupils and those of its partners' and 'how well partnership activities provide value for money' inspectors should take account of:

- the extent to which partnership activity underpins the school's work and the school's role within those partnerships, for example partnering another school facing difficulties; federation and/or shared leadership; shared provision such as a joint sixth form
- the extent to which the school is able to demonstrate that partnership activity provides value for money
- the impact of any significant partnerships and community engagement related to the school's specialist status and how key stakeholders from partner schools and the wider community contribute to the review and development of partnership activities
- any contribution trust status makes in driving up school improvement
- the effectiveness of the school's work with services provided, commissioned or brokered by the local authority to promote the safety and health of all learners, including potentially vulnerable groups and looked after children, for example: education welfare; Connexions

services; behaviour improvement; child and adolescent mental health service; educational psychology service; integrated youth support

- the effectiveness of the school's work with agencies to support specific groups and individuals, for example the Traveller education service
- the impact of partnerships with other organisations through extended services provision
- the effectiveness of partnership activity which does not involve the regular exchange of pupils between the school and other organisations, for example: links between schools and other providers in different phases; partnership with external agencies to provide independent advice and guidance at 16; shared professional development activities and shared leadership development activities.

Where there is regular movement of pupils from the school or to the school as part of partnership activity, for example as part of a 14-19 diploma consortium, inspectors will need to consider:

- how well the school makes arrangements on a day-to-day basis to enable partnership activities to run safely and efficiently
- how well the school assures the quality of learning through partnership working
- the impact of partnership working on improving outcomes, particularly achievement, for the school's pupils who work off-site and for pupils from other schools or organisations who attend the school for some provision.

### 4. The effectiveness with which the school promotes equal opportunity and tackles discrimination (Leadership and management, 5)

In evaluating 'how effectively the school actively

promotes equal opportunity and tackles discrimination' inspectors should take account of:

- the performance and experience of different groups of pupils, for example minority ethnic groups, looked after children, gifted and talented pupils, pupils with special educational needs and/or disabilities, and of other groups even though the number of pupils may be small in number
- the extent to which the school has regard for the Human Rights Act by promoting respect for human rights through developing understanding about differences and valuing diverse experiences
- the emphasis the school gives to processes and provision to promote equality and eliminate discrimination and ensure that stereotypical views (for example of learning and work opportunities) are challenged
- the degree to which the school makes best use of the differing skills and talents of individual pupils
- the effectiveness of staff training (assessed through staff awareness, and evidence in work) in meeting the needs of learners
- how the school manages incidents and complaints
- arrangements for consulting with users and stakeholders
- how outcomes of work - for example, achievement of equality targets or positive actions on equality - are published.

Schools that use the self-evaluation form are requested to evaluate themselves against the four areas above and, in addition, whether ***'the school complies with its duties under s43, 44 and 45***

***of the Education Act 1997 (as amended most recently by the Education and Skills Act 2008) in the provision of careers education, information and advice'*** (SEF - C19). The rating scale is: fully in place, partly in place, not in place.

Furthermore, the school is also asked to evaluate on a scale of 1-4 ***'the effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met'*** (SEF - A4.3).

## How CEIAG curriculum leaders can prepare for and manage an inspection visit

The risk of just focusing on 'preparing for an Ofsted inspection' is to overlook the use of self-evaluation and inspection as basic strategies for improving quality and standards in CEIAG within the overall context of contributing to school improvement. Self-evaluation can also contribute to the gathering of evidence for CEIAG local quality awards.

The preparation by CEIAG curriculum leaders could include:

### **Contribute to the school's self-evaluation evidence**

Ofsted has a responsibility to report on school self-evaluation. In 2008-09, Ofsted reported that self-evaluation was good or outstanding in 76% of all maintained schools. Although its use is not statutory, Ofsted has devised a self-evaluation form (SEF) which schools are encouraged to keep up-to-date and use in the process of drawing up the school improvement plan. The SEF has a key role in the planning of an inspection and during the inspection itself. Inspectors evaluate the school's

self-evaluation and by doing so contribute to its further improvement.

Evidence-based self-evaluation should focus on outcomes and how activities have brought about those outcomes and ways of evidencing them. It should enable everyone in the school community to give their views. Seeing the school through ‘multiple lenses’ rather than using a top-down approach improves the quality of the self-evaluation. Partners and stakeholders can be involved in a variety of ways, e.g.:

- young people – as peer mentors, survey respondents, members of focus groups, representatives on the School Council, etc.
- staff – as evaluators of the careers provision
- parents and carers – as a resource to the careers programme and as evaluators

- governors – as contributors (e.g. having a link governor for CEIAG) and as a resource (e.g. providing local contacts)
- Connexions personal adviser – as a ‘critical friend’
- 14-19 consortium partners – as collaborative policy-makers and planners
- business and community partners – as providers of opportunities to pupils in the school and employers of leavers.

Senior staff need smart management information on the outcomes of CEIAG which can be fed into the school’s self-evaluation. Some of the key areas of focus on CEIAG in the SEF are shown in Box 3. Curriculum leaders for CEIAG should think about the evidence they can provide under each of these headings.

**Box 3 – Areas of focus on CEIAG in the SEF**

**Part A - self-evaluation**

A2.10 The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being

A3.4 The effectiveness of care, guidance and support

A4.3 The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met

A4.4 The effectiveness of the school’s engagement with parents and carers

A4.5 The effectiveness of partnerships in promoting learning and well-being

A4.6 The effectiveness with which the school promotes equal opportunity and tackles discrimination

**Part B - factual information about your school**

B1.29 Work-related learning (The numbers of learners involved in work-related learning and the nature of the provision).

B4.5 Retention post-16

B4.6 Routes taken by learners aged 15+ (usually applies only to schools with learners in Years 11, 12 and 13)

**Box 3 – Areas of focus on CEIAG in the SEF continued**

**Part C - information about compliance with statutory requirements**

C1. Every learner receives the full statutory curriculum that the school must provide

C8. The governing body has implemented policies and practices to ensure that it does not discriminate unlawfully against learners, job applicants or staff on the grounds of, gender (including gender reassignment), race, disability, sexual orientation, religion and belief, marital/civil partnership status or age (where applicable).

C9. The governing body complies with its general duties under the Sex Discrimination Act 1975 (as amended), specific duties in subordinate legislation made under the Act, and the requirements of the statutory codes of practice made under the Act including a gender equality scheme (or a single equality scheme that clearly incorporates a gender equality scheme) which includes arrangements to:

- monitor the implementation of the scheme and
- assess its impact on staff, learners and parents/carers.

C10. The governing body complies with its general duties under the Race Relations Act 1976 (as amended), specific duties in subordinate legislation made under the Act, and the requirements of the statutory codes of practice made under the Act including a race equality policy (or a single equality scheme that clearly incorporates a race equality policy) which includes arrangements to:

- monitor the implementation of the scheme and
- assess its impact on staff, learners and parents/carers.

C11. The governing body complies with its general duties under the Disability Discrimination Act 1995 (as amended), specific duties in subordinate legislation made under the Act, and the requirements of the statutory codes of practice made under the Act including a disability equality scheme (or a single equality scheme that clearly incorporates a disability equality scheme) which includes arrangements to:

- monitor the implementation of the scheme and
- assess its impact on staff, learners and parents/carers.

C12. The school meets its requirements in Part IV of the Education Act 1996 and has regard to the Special Educational Needs Code of Practice when meeting learners' special educational needs, publishes its policy and makes it known to parents/carers and reports annually on the success of its policy.

C13. The school meets the requirements of Part 4 of the Disability Discrimination Act 1995 (DDA) and any subsequent requirements and has regard to the (DRC) code of practice for schools (2002). The school publishes and informs parents/carers of its accessibility plan and disability equality scheme and reports annually on progress made on these.

C19. The school complies with its duties under s43, 44 and 45 of the Education Act 1997 (as amended most recently by the Education and Skills Act 2008) in the provision of careers education, information and advice.

The most important evidence that curriculum leaders for CEIAG can provide is that which shows a positive impact on pupils' career learning and development. Some or all of the following are relevant:

- evidence of pupils' attainment and enjoyment of career learning, e.g. from records of pupils' assessed work, forum discussions and surveys.

Box 4 suggests ways of using an Ofsted-style evidence form to carry out internal observations of pupils' learning

- records relating to pupils' learning plans and reviews, e.g. for pupils with special educational needs this will include individual education plans, statements, annual reviews and transitional reviews

#### Box 4 - Observations of pupils' learning

Check that your proposal to observe pupils' learning is consistent with school policy and protocols. Ofsted themselves have a code of practice covering data protection, freedom of information and confidentiality issues. They make it clear that inspection evidence should not be used for performance management. For more information on this, you can download evidence forms and guidance on the use of evidence forms from the Ofsted website (<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools/Main-inspection-documents-for-inspectors>).

The guidance to inspectors on effective session observation emphasises:

- having a clear focus for the observation
- setting the context for the observation
- writing a parsimonious report with an emphasis on evaluative rather than descriptive comments
- observing the impact on learning for individuals and groups within the class
- summarising the main strengths and weaknesses of the session for feeding back to the teachers and the school
- recording evidence of particular significance relating to the well-being outcomes and spiritual, moral, social and cultural development.

Ofsted grade observations, where there is sufficient evidence, using these headings:

- Attainment (the standard of pupils' work)
- Learning and progress
- Behaviour
- Teaching

#### Box 4 - Observations of pupils' learning continued

- Assessment to support learning
- Curriculum
- Care, guidance and support
- Aspects of leadership and management and capacity to improve

The outline guidance and descriptors in the *Evaluation schedule for schools* can be used as prompts for assessing standards.

#### Contribute to the quality of leadership and capacity to improve

Inspectors make judgements on the quality of leadership at all levels in the school. They are interested in the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school and the impact this has on the school's capacity to continue improving. Evidence of the quality of leadership is based on the outcomes for the pupils but also takes account of information from a range of sources including:

- the policy on CEIAG (ideally updated every two years)
- evaluative reports such as an annual CEIAG report to governors (see Box 5)
- the CEIAG development/improvement plan for the coming year (linked to the school improvement plan)
- the partnership agreement with the Connexions service
- the action taken relating to the CEIAG provision, if applicable, following the previous inspection.

#### Box 5 - The CEIAG annual report

The idea of an annual CEIAG report for governors and the senior leadership team is modelled on the practice in schools of producing subject department reports and the practice of producing annual reports in higher education careers advisory services and Connexions services.

Before a school commits itself to producing an annual CEIAG report, it is important to be clear of the benefits they are seeking. They could include:

- Feeding into the SEF
- Feeding into the school's negotiation of an annual partnership agreement with the Connexions service
- Providing evidence for a CEIAG quality award
- Providing staff with a record of what has been achieved in CEIAG.

**Box 5 - The CEIAG annual report continued**

What could be included in a CEIAG annual report?

- Key achievements/highlights
- Activity report (e.g. no. of Connexions interviews, no. of careers education sessions, hits on careers homepage, no. of email questions answered, no. of links with businesses)
- Outcomes for young people
  - *Learning outcomes (e.g. awards and certificates, self-reported learning questionnaires)*
  - *Destination outcomes (e.g. survey of leavers)*
  - *Impact assessment (e.g. commentary on the attainment and achievement relative to their starting points of individuals and groups of pupils)*
- Links with parents and carers
- Partnerships (e.g. Connexions, 14-19 consortium)
- Organisational issues (e.g. staffing, staff development, accommodation, resources)
- Strategic issues (e.g. achievements and progress against last year's plan, priorities for next year)

**Maintain good practice**

Contrived last-minute preparations for an Ofsted inspection are a thing of the past. The advantage of focusing on the benefit to pupils is that it will strengthen the effectiveness and improvement of CEIAG. To maintain good practice:

- have good systems and procedures, e.g. for guidance interviews, work experience, provision of careers information online, higher education applications
- keep relevant documentation up-to-date, e.g. policy statement, development plan, schemes of work, job description, record of staff participation in inset, etc.
- communicate well with pupils and their parents and carers about the careers provision and what it can do for them. Make sure they know about and can access

the IAG Guarantee (see Box 6). Give them an active voice in the design, delivery and evaluation of the CEIAG provision. They will be your best advocates when Ofsted calls!

- keep abreast of mainstream developments in education and apply them to your careers work, e.g. consider the implications of assessment for learning, personalising learning, e-learning and e-guidance, etc.
- check that you meet statutory requirements especially in relation to careers education for Y7-Y11, careers information, special educational needs and equality of opportunity
- encourage all departments to record contributions to pupils' economic well-being in their lesson plans. (Inspectors themselves record this information on the evidence forms they use for observations during inspections).

**Box 6 - The IAG Guarantee\*** (*Quality, choice and aspiration, October 2009*)

Young people in schools are entitled to:

- Support from a Personal Tutor who knows them well and who can help them to access specialist advice and ensure any learning needs or issues are quickly addressed
- High quality programmes of careers education which help young people to plan and manage their own careers
- Impartial information, advice and guidance about learning and work options including about Apprenticeships, Diplomas, Foundation Learning and GCSEs/A levels)
- Information, advice and guidance about the benefits of higher education and how to access the opportunities that it affords
- A programme of work related learning (in Years 10 and 11), giving young people direct insights into the world of work

All young people are entitled to access, through wider commissioned services:

- One to one advice and support from a local specialist Connexions adviser when needed
- Information and advice by telephone and on-line every day (including evenings and weekend) through Connexions Direct
- Further specialist support from local services as needed
- Information on all local learning programmes for 14-19 year olds via their local 14-19 prospectus
- Support for young people to move to adult information, advice and guidance services when they reach the appropriate age
- The ability to apply for post-16 learning opportunities on-line through a Common Application Process by 2011

\* It will be embedded within the new Pupil and Parent Guarantees, which will be introduced (subject to legislation) from September 2010.

## Self-evaluation and inspection as strategies for improving quality and standards in CEIAG

Disciplined curriculum innovation, action research, using local quality standards and undertaking self-evaluation are ongoing strategies for strengthening effectiveness and improvement in CEIAG. Periodic whole-school or thematic inspections can complement these strategies.

The Ofsted inspection model is based on the idea that an effective 'whole-school' approach to CEIAG in which careers education is embedded across the curriculum will not only contribute to pupil's economic well-being but also impact on pupils' wider achievement and enjoyment of learning.

## Resources

From the Ofsted website, you can download:

- the Framework for school inspection  
<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Framework-for-the-inspection-of-maintained-schools-in-England-from-September-2009>
- the Evaluation schedule for schools  
<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Evaluation-schedule-of-judgements-for-schools-inspected-under-section-five-of-the-Education-Act-2005-from-September-2009>
- the Self-evaluation form:  
<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools/Self-evaluation-and-the-SEF>
- Examples of section 5 school inspection reports to give yourself an idea of how Ofsted judges and grades the impact of CEIAG on outcomes for pupils [http://www.ofsted.gov.uk/oxcare\\_providers/list](http://www.ofsted.gov.uk/oxcare_providers/list)

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