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Inspecting Careers Education and Guidance

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Introduction

This booklet is intended to help inspectors and staff in schools, colleges and training organisations to evaluate careers education and guidance (CEG). This publication focuses on CEG in Years 9–11, for which it is a compulsory element in the curriculum, and on educational provision for the 16–19 age range. It complements OFSTED’s inspection handbooks and is part of a suite of guidance booklets for inspecting subjects and aspects 11–16 and post-16.

The booklet is arranged with separate sections for pre-16 and post-16 provision. It gives guidance on evaluating standards and achievement, teaching and learning, guidance activities and other factors that have a bearing on what is achieved. You will find advice on: what to look for in pupils’ and students’ work and the questions to ask them about it; the subject-specific points to observe when in lessons; what to investigate when evaluating guidance; and how to bring your evaluations together to form a coherent view of CEG.

Examples of evidence and evaluations are *italicised* and presented in boxes, with a commentary to give further explanation. The examples show a range of ways in which evidence and findings can be recorded and reported. They are not meant to endorse any particular method or approach.

Inspectors and senior staff in schools and colleges are likely to evaluate a range of subjects and may need to refer to more than one booklet. To facilitate this, all the subject guidance booklets can be downloaded from the Office for Standards in Education (OFSTED) website (www.ofsted.gov.uk).

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Common requirements

Whether you are an inspector or a member of a school or college self-evaluation team, you should have a good understanding of the key characteristics of the school or college and its pupils or students. You must evaluate the achievement of different groups and judge how effectively their needs are met. The fact that all pupils or students are placed into learning or work on leaving is not necessarily an indication of effective CEG; nor is a high proportion of unplaced leavers an indication of poor quality. What matters is how well prepared they are for dealing with future decisions and transitions.

Consider how well planning and teaching of CEG take account of the following principles of inclusion:

- | setting suitable learning challenges;
- | responding to pupils' diverse learning needs;
- | overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- | promoting racial equality.

Make sure you are well informed about schools' or colleges' statutory responsibilities in respect of careers education, information and guidance (Education Act 1997, s43-45; Learning and Skills Act 2000, s117) as well as the wider requirements of the Sex Discrimination Act 1975, Race Relations Act 1976, Disability Discrimination Act 1995 and other relevant legislation. These Acts underpin national policies on inclusion, on raising achievement, and on the important role schools have in fostering better community, personal and race relations, and in addressing and preventing racism.

In many schools, you will find additional resources and initiatives aimed at promoting educational inclusion, including race equality, reducing the number of those excluded, and raising the achievement of all pupils or targeted groups of pupils. You must know about any nationally funded or local initiatives¹ in which the school is involved, so that you can assess their effectiveness. There is guidance on this in the OFSTED publication *Inspecting New Developments in the Secondary Curriculum 11-16* (published 2001).

Assess how well the curriculum and teaching in CEG enable all pupils to develop key skills, and how successfully the work contributes to their spiritual, moral, social and cultural development. Judge how effectively CEG helps to prepare pupils and students for adult life in a culturally and ethnically diverse society.

¹ Notably, Education Action Zones, Excellence in Cities, Ethnic Minority and Traveller Achievement Grant (EMTAG) and other programmes funded through the Standards Fund, the Single Regeneration Budget, the New Opportunities Fund and New Deal for Communities

1 The context of careers education and guidance

All maintained schools, including special schools and pupil referral units, have a statutory duty to provide a planned programme of careers education within the curriculum in Years 9, 10 and 11. Schools are also encouraged to build on the good practice of beginning careers education earlier. Schools, colleges and training organisations are encouraged to continue it post-16. There is no prescribed programme of study but the Qualifications and Curriculum Authority (QCA) has published guidance on recommended learning outcomes pre- and post-16: *Learning Outcomes from Careers Education and Guidance*² (February 1999). The non-statutory framework for personal, social and health education (PSHE) in Key Stages 3 and 4, set out in *The National Curriculum: Handbook for Secondary Teachers in England* (available from QCA) gives guidance on what should be taught in CEG and the breadth of opportunity pupils should be given.

Schools have been provided with further guidance in *Careers Education in the New Curriculum* (available from the Department for Education and Skills (DfES³) and sent to all secondary schools in April 2000). This booklet identifies the links between QCA's learning outcomes for CEG and related elements both of the non-statutory framework for PSHE and the programmes of study for citizenship. It also includes an example framework for CEG. The DfES is producing a non-statutory framework for CEG in schools, showing the links to PSHE, citizenship and key skills. The QCA published *Developing Skills for Career Management* in 2001.

Careers education and guidance comprises five components:

- | careers education within the curriculum;
- | planning and recording of achievement and work-related activities;
- | work experience;
- | access to individual guidance and support;
- | access to careers information.

The OFSTED publication *Inspecting Personal, Social and Health Education 11–16* illustrates how careers education can be evaluated as an element of PSHE provision. Careers education pre-16 may be taught through timetabled careers or PSHE lessons, as well as through opportunities provided in other subjects and the tutorial programme. Provision may take this form in colleges and is often a key element in enrichment studies. It may also be planned within course programmes: this approach is often adopted in vocational courses and work-based training. The evaluation must take into account the full range of provision. Those co-ordinating any such evaluation in schools and other settings and, in OFSTED inspections, the inspector assigned to co-ordinate the evaluation of CEG, must draw on the evidence of others as well as their own to get a full and accurate picture.

Linked to the provision of CEG is support for the processes of recording and reviewing achievements, setting targets and planning ahead. Many schools, colleges and training providers are introducing Progress File, in the full or a modified form, to support their processes for reviewing achievements, target setting and action planning. Annex 2 outlines this development.

There is no statutory requirement on schools or colleges to provide work experience, but the DfES promotes the view that work experience makes a major contribution to pupils' personal and social development, preparing them for adult and working life.

Guidance about options in learning and work involves helping pupils to apply the knowledge, understanding and skills developed in careers education to make realistic and considered choices. Schools and colleges work in partnership with their local careers or Connexions service to make guidance available. It is provided by teachers, lecturers and trainers and by careers advisers or personal advisers. Learning or other mentors may also be working in the school or college. The introduction of the Connexions service will cause schools and colleges to review and adapt their provision of CEG. A description of the new service, together with an examination of the key implications, can be found in Annex 1 to this guidance. This is explained further in *Connexions for All* (DfES, October 2000).

² For QCA publications, telephone 01787 884444

³ For DfES publications, telephone 0845 60 222 60

1.1 OFSTED inspection of careers education and guidance

This booklet explains how the full range of facets of CEG might be evaluated. During an OFSTED inspection, it is possible that very few careers lessons are timetabled or that they are timetabled simultaneously. At certain times of year, there may be no pupils in school who have taken part in work experience. In those circumstances, OFSTED inspectors should do the best they can in evaluating the limited evidence available to them. In any case, the time given to inspection of CEG should be kept in proportion to its importance as an issue in a particular school or college. A previous inspection report, the pre-inspection forms and parents' or students' views may indicate whether or not this area of provision warrants close evaluation. The extent of CEG work in a school will vary with the age range: it is likely to be a more significant element of the work of an upper school than a middle school. It is important to recognise that some examples in this booklet are fuller than notes that OFSTED inspectors might usually make, in order to give readers a flavour of the context. In some cases, particularly with work experience and guidance interviews, a wider range of instances and more thorough coverage is given in section 2 for pre-16 CEG than OFSTED inspectors would be likely to pursue. With respect to style and evaluation of quality, they are relevant to post-16 provision (with which there is also extensive overlap of context). There is cross-reference to these in section 3 for post-16 CEG.

2 Careers education and guidance pre-16

Pre-16 CEG is often in the hands of many different staff, as well as careers advisers and personal advisers from the Connexions service. The main issues are coherence and progression. In order to draw out these issues, the examples CEG (pre-16) 1 to CEG (pre-16) 16 relate to one hypothetical school, McGregor Enterprise High School, which has a wide variety of provision. Section 3 for post-16 CEG has cross-references to some of the examples here.

2.1 Standards and achievement pre-16

There are no national tests in CEG and only a few schools are using recently approved non-GCSE qualifications for careers education. You will therefore need to base your judgements of standards on evidence drawn from direct observation of pupils and their work. Judge the extent to which the knowledge, understanding, skills and attitudes of 14- and 16-year-olds compare with those that you would normally expect at these ages. Use the recommended outcomes for Key Stages 3 and 4 in the QCA document *Learning Outcomes from Careers Education and Guidance* (1999) to guide your judgements. Further guidance can be found in *Careers Education in the New Curriculum: its relationship to PSHE and citizenship at Key Stages 3 and 4* (DfES, 2000).

Judge pupils' achievement by considering whether standards in CEG are high enough, taking into account the pupils' starting points or capabilities, the progress they make over time and the demands made on them. Look for and pursue significant differences in achievement between groups of pupils, such as boys and girls, pupils of different ethnic heritage, those learning English as an additional language (EAL), Traveller children, those with special educational needs (SEN), and gifted and talented pupils.

Whether you are collecting evidence on standards and achievement by analysing pupils' work, talking to pupils or observing them in lessons, focus on the extent to which they:

- | relate their school studies to the wider world, in the context of their personal development and career pathways;
- | review their experiences and achievements, plan ahead and set targets;
- | have up-to-date knowledge of the range of opportunities in education and training beyond school and in the world of work;
- | research information and guidance about opportunities in learning and work, using both paper-based and information and communication technology (ICT) resources and can make effective use of them, distinguishing between objectivity and bias;
- | make well-informed and realistic decisions about their future;
- | present themselves well on paper and orally;
- | are prepared for the transition on to the next stage of learning and work.

2.1.1 Before observation

Gather all the information you can on standards and achievement before you begin observation. Read the previous inspection report carefully to gather information about standards and achievement at that time. This provides the reference against which you can gauge improvement.

Look at the school's statistics showing the education, training or work destinations of leavers; if available, consider drop-out rates. These should give you an indication of whether pupils make thoughtful decisions based on self-knowledge and knowledge of opportunities, and whether these decisions turn out well. You should be alert to any unhelpful pressures upon pupils to choose particular options, whether in the sixth form or elsewhere.

Example CEG (pre-16) 1: analysis of the previous OFSTED inspection report and of destination figures, from the pre-inspection commentary for McGregor Enterprise High School

The previous inspection report stated that pupils in Year 11 had a good knowledge of post-16 options available in the sixth form and of vocational courses at the local college, but they lacked knowledge of work-based routes (training organisations, modern apprenticeships etc).

Many pupils remain at school in the sixth form but the drop-out rates for some AS⁴/A2⁵ level subjects, particularly those not available in the Key Stage 4 curriculum, are relatively high. These points suggest that pupils' standard of knowledge about post-16 education in general may be good, but that there may be weak understanding of other routes and of the nature of 'new' subjects.

Commentary

In planning further evaluation of standards, there needs to be a strategy to pick up from analysis of pupils' work, or talking with them, whether they are broadly clear about AS/A2, AVCE⁶ and NVQ⁷/GNVQ⁸ structures, school/further education (FE) college provision and modern apprenticeships. There should be exploration of the extent to which Year 11 pupils understand what, for example, leisure and tourism comprises, or how catering qualifications can be acquired through work-based/independent trainer provision.

2.1.2 Analysis of pupils' work

The main purpose of this activity is to collect evidence to help you to judge whether pupils:

- | experience a broad and balanced CEG programme with strong coherence, progression and continuity;
- | acquire appropriate knowledge, understanding and skills from those aspects of CEG they have studied.

You should request samples of pupils' work from each year group, across the range of ability, and representative of the school's population. Examples of sources of evidence include pupils' folders, portfolios and records of achievement/Progress Files. Work experience log books or diaries are useful sources. Collect evidence from colleagues as well as your own. Some careers work may be planned in other subject lessons – for example, accounts of work experience written in English and the use of careers information databases in ICT.

Looking at pupils' work provides a good opportunity not only to evaluate standards and achievement but also to assess whether progress is sufficient over the course and whether the demands made on pupils are consistently high. You can also begin to make links with the quality of teaching by looking at the effectiveness with which teachers assess pupils' work and make annotations with constructive criticism. You should be realistic with this, as most work relating to careers should be active or investigative and does not necessarily lead to written outcomes. The following example sets out what was found from analysis of some of the work at McGregor Enterprise High School.

Example CEG (pre-16) 2: analysis of Year 11 pupils' folders (ability by school's designation)

More able

Some well-researched job profiles, showing evidence of using a range of resources such as the ICT program Kudos and the Occupations year book, and including writing to request information. Good analytical work comparing objective literature and promotional material. For example, a pupil has researched graduate and other routes into nursing and has a fair picture of working hours, salary, career structure and prospects. He has come to the view that the career is less attractive than promotional literature suggests. Several good and a few excellent examples of reflective accounts of first day on work experience. Some of these convincingly categorise experiences according to Maslow's hierarchy of needs, drawing productively on what they have learnt in PSHE and careers education about employees' needs in the workplace. A pupil who is identified as gifted can interpret the first day's experience in terms of the corporate objectives that were presented as part of the induction at the placement. Some well-presented CVs, showing good use of ICT.

⁴ Advanced Subsidiary (General Certificate of Education)

⁵ Advanced Part 2 (General Certificate of Education)

⁶ Advanced Vocational Certificate of Education

⁷ National Vocational Qualification

⁸ General National Vocational Qualification

Average

Some well-researched job profiles, showing evidence of using the careers library. For example, a pupil has found that there appears to be a post-18 vocational route into engine technology through the BTEC⁹ HND¹⁰ in 'motor vehicle technical management'. However, he has also found that this course is offered by far fewer higher education (HE) colleges than the parallel garage management course 'motor vehicle management', and that there is no provision locally. As he is from a Traveller background, he has investigated where the course is available nationally. Most pupils are unable to note more than a few differences between objective leaflets and recruitment pamphlets. However, most realise that recruitment pamphlets tend to be more precise about entry qualifications than about salary prospects. Accounts of work experience largely descriptive rather than reflective. Excellent use of ICT to present CVs.

Lower ability

Job profiles only partially completed, but information accurate. For example, some girls have researched requirements of pub professionals: NVQs at level 1 or 2 in 'food and drink service' with HAB¹¹ can be helpful, but FE colleges require a student to be at least 17 years of age in order for a work placement to be arranged. There is nothing about conditions of employment or progression in the job. Pupils only able to note one or two obvious differences between objective and promotional careers literature, often focusing on the presentation style. Accounts of work experience descriptive but with one or two insightful comments. Good use of ICT to present CVs.

Work is kept in wallet folders. Coverage of CEG scheme of work is comprehensive. Much use of worksheets but other approaches are apparent from time to time. All pupils cover the same programme irrespective of ability, though they do also research jobs in line with their interests and potential.

Overall, attainment is above average. In general, achievement ranges from satisfactory to good. Average and lower ability pupils have presented better CVs than is usual. Lower ability pupils have given better accounts of work experience than might be expected.

(Work in most folders marked, with constructive comments offering praise and suggestions for improvement. A few folders, all from same two tutor groups, not marked.)

Commentary

This limited evidence on attainment and achievement needs to be pursued further in interviews with pupils and observation of work in lessons. Why do average and lower ability pupils present better CVs than might be expected and how are lower ability pupils enabled to make insightful comments about work experience? Does this suggest some differentiation in the organisation of tutor group career activity? Though the analysis of work is concerned mainly with standards, these samples indicate that all pupils cover the same kind of ground, with the focus of some research tailored to their aspirations. The quality of marking can also be picked up. Two tutors seem to be defaulting on marking. Is this because they are unsure of the 'right' answers? Why is the co-ordinator not dealing with the marking issue? The evaluator needs to have a sensitive discussion about this with tutors and the careers co-ordinator.

Refer to *Inspecting Personal, Social and Health Education 11-16*, Example PSHE2, which includes careers-related material.

2.1.3 Talking with pupils

Talking with pupils, either individually or collectively, provides further evidence of the depth of pupils' knowledge and understanding and of the skills and attitudes they are developing. Seek out such opportunities both during lessons and in formally arranged meetings.

If possible, talk with a small group of pupils from each year group. It is often helpful if these groups are the same pupils who have provided the samples of work, so that you can refer to their work during the discussion.

⁹ Business and Technician Education Council (a qualification available through Edexcel)

¹⁰ Higher National Diploma (a 'level 4' course)

¹¹ Hospitality Awarding Body

With all the groups, you will want to ask the pupils about their experience of the CEG programme, including any elements specific to their age group – for example, use of *The Real Game* in Year 8 or 9 and work experience in Year 10 or 11. Use the discussions as an opportunity to find out about pupils’:

- | ability to assess their strengths, weaknesses, needs and priorities in the subjects they are studying;
- | knowledge of the options open to them and how to improve their chances;
- | level of preparedness for the decisions and transitions ahead;
- | knowledge of where to go for information, advice and guidance;
- | ability to apply the knowledge, understanding and skills to their own decision making;
- | oral skills appropriate to job seeking.

With particular year groups, the discussion will refer to transition points. For example, Year 9 pupils could talk about options in Key Stage 4 (particularly if ‘disapplication’ of the curriculum is involved), and Year 11 pupils could give their thoughts on post-16 options.

Example CEG (pre-16) 3: notes from talks with groups of pupils from Year 9 and Year 11

Year 9 pupils

Pupils used the ‘The Real Game’ in Years 8 and 9, and enjoyed the lessons. They know about the options available to them in Key Stage 4 and are soon to complete their option choice forms. They have little knowledge of the future progression routes beyond age 16. They know where the careers library is, although only half of them have used it. Career plans are still largely idealistic and only loosely formed.

Year 11 pupils

While pupils can understand the reasons for CEG, they consider the lessons to be ‘a rest from GCSE work’. Most have enjoyed their two weeks of work experience, although one or two were disgruntled because they were not given their first preference of placements. Almost all have a clear idea of their next step at 16+ but only half have thought about what to do beyond that. SEN pupils are optimistic about their future prospects in education or employment with training. EAL pupil is familiar with the term ‘performance-related pay’ but is less secure than his peers with usage of the term ‘incentive’.

Commentary

This evidence suggests that pupils are being provided with a CEG programme that raises appropriate issues at the right time. There is continuity from earlier work to starting CEG in Year 9. However, teachers and tutors may not be challenging pupils sufficiently to think through their career ideas and plans, as shown by the limited use of the library by Year 9 pupils and the sense of coasting in Year 11. This calls for further investigation. There seems to be a broadly average profile of attainment. From the evidence here and in earlier examples, the picture beginning to build up is one of reasonable achievement – equivalent for pupils from different groups within the school.

In the time given to it, **work experience** is a large part of the Key Stage 4 PSHE programme. With preparation and follow-up, it may take the equivalent of 65 hours of lesson time. It usually takes place between the start of the summer term in Year 10 and the end of the spring term of Year 11. Though you may not be able to observe work experience (and other ‘one-off’ events such as industry days), evaluate outcomes by discussion with pupils and, where possible, perusal of resulting written work. Make your own selection of pupils to talk to about it. Evaluation should include consideration of cost effectiveness: whether the educational benefit justifies the time and effort involved. Inspectors should pay heed to the school’s own evaluation of events at the time, which could also yield information on the effectiveness of self-review of CEG within the school.

Work experience is intended primarily as a contribution to PSHE objectives such as presenting oneself confidently in various situations, managing praise and criticism, using assertiveness skills to resist unhelpful pressure, following health and safety requirements, and working co-operatively with different people. However, to capitalise fully on the opportunity, it should also inform pupils’ thinking about career choice and career routes.

The cameos that follow in Example CEG (pre-16) 4 are considered with regard to the attainment and achievement resulting from work experience. Inferences could also be made about the effectiveness of work experience as a teaching and learning opportunity. Section 3.1.3 (post-16 CEG) refers back to the instances in this example.

Example CEG (pre-16) 4a: evidence from discussion about work experience with Year 11 boys and perusal of some testimonials, work experience diaries and follow-up work in school

Boy A. GCSE target grades F to C

Expansive in discussion and well received by others in interview group. Hopes to join family retail business with some continuing education. Placed in menswear section of a department store. Irritated that he was not allowed to use the till, as says he does that 'all the time' in the family business at weekends. So, although company policy was explained to him, he felt insufficiently trusted. He was employed mostly in assisting customers and in re-folding items from the fitting rooms; he was very conscious of the 'customer is always right' culture. He valued the helpful mentoring on company policy and general retail issues provided by the store's schools liaison officer and recognised that such provision is at a cost to the company. He appreciated the encouragement of staff who put themselves out to be friendly and supportive, but knew that he needed to laugh at their 'really sad jokes'. He was glad of the good free canteen facilities, although he would have preferred to have a more flexible lunchtime. School staff made one monitoring visit to the placement and the pupil thought this appropriate as there were no problems and he felt encouraged to 'stand on his own feet'.

He plans to leave school after Year 11 and hopes to join the one-year part-time fast-track Association of Accounting Technicians (AAT) Intermediate course at the local FE college. He understands that this is, in principle, an entry route for 'getting chartered'. He feels he has had really helpful advice from his Connexions personal adviser, who has also been able to explain things to his father at parents' evening. His written account of work experience is largely descriptive, with a much less insightful interpretation than is evident in discussion. He is proud of his CV and action plan, which shows good use of ICT, and he explains that he was given help with these in tutor time.

Boy B. GCSE target grades B to A*

Articulate and forceful in discussion and has a commanding style as he engages with others in the interview group. Captain of the Year 11 football team. Hopes to be a sports reporter. Evening job as a waiter at a golf club. Placed at an old people's home. After initial visit, he rejected the placement as demeaning and irrelevant to career aspirations. Parent telephoned headteacher to protest. Self-placement arranged at newspaper office in a town 20 miles away, through a golf club contact. Shadowing the editor closely, he was aware of sensitivities in enquiring into alleged town hall fraud. Given responsibility in making up chits with details of weddings into mini-articles; at end of placement, given coverage of protests about a rubbish dump, with 200 words of copy published. Identifies flair and dexterity as main ingredients in success. No monitoring visit to the placement as he was deemed to be on two weeks' 'family holiday'.

Hopes for placement at local radio next year and plans to start cultivating a contact soon. He protests that his Connexions personal adviser has little idea of his capabilities. He finds the advice patronising; he feels pressured to go for a 12-unit AVCE in 'media communication and production' with one or two AS courses at the FE college (asks if the adviser 'gets a commission selling vocational courses'). Instead, he plans to do A Levels in English, economics and sports studies with an AS in citizenship, to keep his options open. He asks the interviewer if she knows anything about the OU level 4 course in 'broadcasting journalism' starting in 2002 which he has noticed on the Internet. He has written a punchy and scurrilous piece on his work experience to the headline 'Rag Bag'.

Commentary

Boy A. This fairly worthwhile placement was compatible with career aspirations, though he gained no additional experience of accounting or handling money. Demands have been commensurate with his capabilities. It has reinforced personal skills relating to attuning to the culture of retail and getting on with work mates. He has broadened awareness that working conditions have irksome and uncongenial elements as well as more welcome features. He appreciates the need for induction procedures. A good rapport seems to have been established with his Connexions personal adviser and suitable information and advice

has been given. His form tutor has helped him with presentation skills and this has boosted his self-esteem. Interview with this boy yields for the evaluator a more illuminating picture than could be gleaned from his written account of work experience. The evaluator should note the evidence of liaison with parents.

Boy B. The initial placement may well have been inappropriate for this boy with considerable academic and social skills and very contrasting career ambitions. However, the focus of work experience as an opportunity to reflect on general personal skills does not seem to have been established: briefing to the boy and his parents about the purpose of work experience has not been effective. It is not clear whether there was an unreasonable breakdown in support for this pupil once he and his parents had rejected the first placement. This is a point for exploration with the work experience co-ordinator (for example, it is not clear whether health and safety issues were looked into by the school). In the event, the placement, as he had expected, was a good opportunity for career sampling. He certainly has good intuition about the personal skills needed in the newspaper office, but there may not be much development from existing skills. He has lost confidence in the school's advice and guidance, such that he needs to seek advice from others.

Example CEG (pre-16) 4b: evidence from discussion about work experience with Year 11 girls and perusal of some testimonials, work experience diaries and follow-up work in school

Girl A. GCSE target grades C to A

Confident in discussion and expresses strongly-held views. Has aspirations of becoming a solicitor. Weekend job in local supermarket. Placed in a solicitors' office. After being introduced to everyone and their roles on the first day, spent most of the first week on routine tasks, including filing, photocopying and dealing with the post. Felt that she was simply being kept occupied ('I didn't ask for a secretarial placement'). Considered withdrawing from second week, but having spoken to one of the partners she spent the second week shadowing him and the conveyancing clerk. Also given opportunity to take telephone messages. Understood that she could not have direct experience of many aspects of the work, and that even some observations were limited by concerns about client confidentiality, but work experience diary entries reflect a degree of resentment at the time. Realised that the work of a solicitor is not all courtroom-based and that it involves a lot of research and preparing papers. She knew that the job involved dealing with people but had not fully realised the range of individuals a solicitor meets. Tutor made one monitoring visit.

She plans to remain at school to take AS/A Levels and then to go on to university to study law. Testimonial from solicitors' office indicates that she has the potential to achieve her aspirations: they commented that it was a pleasant change to have a student who was interested in a career in law. She is irritated that her careers adviser suggested that she should consider alternatives in case she did not get a place on a law degree course. She has no knowledge of the job of legal secretary. Her written account of the placement is mainly descriptive and focuses on what she sees as its shortcomings, with little insight into what she learnt.

Girl B. GCSE target grades E to C

Quiet and needs to be encouraged to contribute to discussion. Hopes to work in an office. Spent a day at her mother's place of work in Year 9, as part of a 'Take Your Daughters To Work' programme, in a small university department office. Enjoyed that work-shadowing experience. Placed in larger office, of a market research company. Given a range of tasks including word-processing and updating databases. Entries in work experience diary, and discussion, indicate that she was able to compare and contrast the two different environments. She felt comfortable in the small office with her mother and one other woman, but was ill at ease among the larger group of younger men and women in the market research company. She tried to join in with the conversations and thought she might become more confident by the time she leaves school. Monitoring limited to a single telephone call from the school. Diary entry reveals that one day she worked at a computer screen for four hours without a break, which contravenes health and safety guidelines to employers.

Plans to go to college after school but has yet to research courses. She has made no effort to see a careers adviser. Written account of placement full of emotion about what it felt like to be a worker, contrasting the office staff's behaviour and language with that of pupils at school.

Commentary

Girl A. This placement was well matched to the pupil's career aspirations. However, the demands of the tasks were not commensurate with her abilities. Neither the pupil nor the placement provider had been adequately briefed. The pupil had not been briefed about the purpose of work experience or about the limitations of this placement in relation to finding out about the specific occupation; the provider had not been briefed about the pupil. As a result, the pupil gained only a small amount of extra knowledge about her career ambition and has not used the opportunity to gain greater understanding of the world of work in general. The evaluator should enquire into the school's aims for work experience and how pupils are matched to placements.

Girl B. This placement was compatible with the pupil's career ambitions, with appropriate tasks. The experience built successfully on learning from earlier work-shadowing activities, enabling the pupil to learn the significance of different environments even where the tasks are similar. The apparent lack of briefing on relevant health and safety matters should be investigated. Monitoring in this case seems to have been perfunctory. There is a need to explore the quality control of monitoring as a means of checking the welfare of the pupil, the appropriateness of tasks set and promoting the development of productive relations between the pupil and the work provider. The evaluator should also enquire about aspects of the careers programme, beyond just the careers interview – in particular, the encouragement for pupils to research post-16 options.

In the main, it seems likely that the objectives of work experience have been attained to an average standard. The pupils have mostly come to terms with: presenting themselves confidently, managing praise and criticism, using assertiveness skills, following safety procedures, working co-operatively and gathering insights into career routes. Attainment across this range of objectives has varied from one individual to another. Likewise, achievement, whilst generally satisfactory, varies between placements. Achievement is unsatisfactory for Girl A; for each of the others, there is either satisfactory or good achievement.

You may wish to refer also to *Inspecting Personal, Social and Health Education 11-16*, Example PSHE5, which gives instances of four work experience placements.

2.1.4 Evidence from lessons

In many CEG lessons, pupils will be involved in discussion, debate or role-play, and you will be able to collect evidence of their skills and attitudes. This will complement the evidence of knowledge and understanding collected from analysing their work and talking with them. Look particularly for evidence indicating whether pupils are developing the skills and attitudes to plan and manage their progression through learning and work.

Judge attainment in lessons by considering how well pupils' knowledge, understanding, skills and attitudes compare with what you would usually observe, taking into account the age of the class. Grade 4 signifies an average or typical standard of work for the age concerned; grades 1-3 reflect high standards that are increasingly above average; grades 5-7 signify low standards that are progressively below average.

In several schools, CEG lessons are organised outside the subject timetable, in extended tutorial sessions. These should be judged on the same basis as other lessons.

The lesson cameos which follow are intended to indicate how attainment can be judged.

Example CEG (pre-16) 5: evidence on attainment from the observation of a Year 9 mixed ability tutor group

Lesson immediately after the whole year group has spent a day work-shadowing a parent or family friend at work. Teacher has organised pupils into groups of four to share their experiences and later to select one person to talk to the whole class about the group's experiences. Pupils are asked to write a reflective account of their day for homework.

Above average pupils

They have logged effectively the time taken on different tasks, which they have classified as 'high', 'medium' or 'low' demand in terms of physical or mental skills. For example, in shadowing a nursing assistant in a care home, making beds has been classed as 'medium physical' and 'low mental' demand; and changing incontinent patients classed as 'high physical' and 'medium mental' demand. These pupils have gained a good appreciation of work ethics and personal qualities, such as patience and stamina in nursing support. They are aware of the levels of qualification of different staff.

Average pupils

They have noted the variety of tasks and rough proportion of time taken on them – for example, in chipping surplus metal from light alloy castings and finishing on an abrasive wheel. They are well aware that bonus rates depend on speed and dexterity and that health and safety considerations are important. However, they have little idea of the qualification levels of different people in the workplace.

Below average pupils

Their notes list the tasks to be done and record that some were more interesting than others and that some needed relatively more knowledge. For example, in a fishing tackle shop, weighing out maggots is compared with advising on flies. They know little about qualifications relating to the job.

In discussion, all pupils show very good listening skills in relation to their general ability; all make sensible and sensitive contributions. They all draw comparisons with the experience of others. Many are very good in linking their experience to what they have learnt in lessons about motivation and remuneration. The above average pupils can relate this to qualifications.

Overall

The pupils are of slightly above average general ability: attainment revealed in this lesson is well above average and good achievement has been stimulated by the activity.

[Attainment well above average (2)]

Commentary

This shows good achievement for all sections of the ability range. Inferences can be drawn here about the quality of teaching and learning: work shadowing has been a well-conceived opportunity, and the outcomes show that this tutor's expectations have been high, with appropriate challenge across the ability range.

Example CEG (pre-16) 6: evidence on attainment from the observation of a Year 10 mixed ability careers group

First lesson of a new section of the scheme of work, to introduce a computer program to identify jobs which may be of interest. Takes place in ICT network room. Teacher (one of two careers teachers) presents introduction to class, then circulates while pupils work on the program in pairs. Pupils asked to print out details of one of the jobs identified as matching the profile they have entered.

Above average pupils

They are quick to understand how to use the program and are interested in the jobs which result from the profiles they entered. They are able to relate the outcomes to their career aspirations and understand how a change to the data entered leads to different outcomes. For example, a girl who wants to be a vet is surprised that this job does not appear when she enters an interest in working with animals and a plan to study biology, geography, mathematics and sociology at AS Level. By changing the profile to include chemistry at AS Level, 'veterinary surgeon' appears. The lesson reinforces previous learning about occupational groups: pupils note that modest amendments to their profiles produce different jobs in the same categories, while major changes produce jobs from different sections of the classification.

Average pupils

They use the program with confidence. They can identify their own personal interests and preferences, and are realistic in assessing the level of qualification they are likely to achieve. They lack knowledge of the NVQ framework and need to have this explained by the teacher. By making modifications to the profiles entered, they realise that there are jobs similar to their career aspirations which they had not considered previously. For example, a boy who hopes to become an architectural technician learns about other opportunities including 'quantity surveyor'.

Below average pupils

They use the program, with support from the teacher. Some can relate the job ideas generated to the information they have entered. Where pupils cannot understand why a particular job has emerged, this is usually because they are unable to assess their own interests and likely levels of qualification accurately. The SEN pupils who work with a support assistant are often able to overcome these difficulties.

Overall

The ICT skills of all pupils are well developed. Pupils are confident with the keyboard and basic commands. Discussion indicates that many plan to use the program again, independently, in the careers library.

Attainment in this lesson is above average and the activity stimulated good achievement overall.

[Attainment above average (3)]**Commentary**

This shows good achievement in the middle and upper sections of the ability range, and satisfactory achievement in the lower section. There are implications here about the impact of resources and accommodation: investment in an ICT suite has motivated pupils to use the equipment independently in their own time.

Example CEG (pre-16) 7: evidence on attainment from the observation of a Year 10 mixed ability tutor group

Tutorial session to prepare for termly progress review and target-setting interviews with tutors. Tutor has asked pupils to look back through their completed Progress File work and to write a statement outlining their achievements since the previous review.

Above average pupils

Files include examples of completed activities from early sections of the 'Moving On' material and records of targets set by subject teachers at the beginning of the year. There are no records of previous progress reviews with the tutor. They are able to write the self-assessment statement, but by drawing on their own resources and not the Progress File material.

Average pupils

Files include examples of complete activities from 'Moving On' but no records of targets set in subject lessons or any record of tutorial review interviews. They are only able to write brief statements which are generalisations – for example, 'I have worked hard in mathematics and history.'

Below average pupils

Files include a few examples of completed activities from 'Moving On', mainly only the word searches. No other records in files. They are unable to make any realistic statements about their progress since the previous tutor review.

Overall

In discussion with the pupils, it becomes evident that they have been allowed to get on with the Progress File in tutor periods, selecting any activity that has interested them. There has been little guidance from the tutor and discussions have not been arranged to help pupils reflect on their achievements and progress. Some of the pupils

have had an interview with the school's Connexions personal adviser, but none of them took Progress File with them. The pupils have little awareness of the ways in which Progress File relates to work in subject courses or to their career plans.

Attainment in this lesson is well below average: the activity has stimulated little achievement.

[Attainment well below average (6)]

Commentary

This shows poor achievement in all sections of the ability range, well below the pupils' levels of capability. There are significant implications for teaching and for guidance. The tutor has not helped the pupils to make effective use of Progress File. The evaluator will need to enquire more widely about the school's use of Progress File and the support and monitoring of tutors' work. The evaluator will also need to investigate the liaison between tutors and the Connexions personal adviser. This lesson by a tutor contrasts with the one taken by a careers teacher. The evaluator will need to enquire about the support and professional development opportunities given to tutors involved in CEG.

More generally, bring together all your evidence on standards and achievement to come to overall judgements. Note any important changes since the last inspection. From your detailed evidence, identify the relative strengths and weaknesses which characterise what the pupils are achieving, so that you can give the school a clear picture of standards and how they can be improved.

2.2 Teaching and learning pre-16

Read the previous inspection report carefully to gain a picture of the strengths and weaknesses of CEG teaching and learning and guidance activities, as they were then. This provides a reference against which you can gauge improvement.

2.2.1 What to look for in lessons

Evaluate how effectively pupils acquire knowledge, skills and understanding. Focus on evaluating whether pupils are learning to the depth and breadth and with the speed and motivation you would expect, given what you know about them.

Judge the quality of teaching by how well it promotes effective learning in CEG. Identify the main strengths and weaknesses in the teaching which best explain how well pupils are learning, and make the links between the two clear.

When applying the general criteria in the *Handbook* to CEG lessons, give particular attention to whether:

- | teachers have good knowledge and understanding of CEG, including qualification pathways;
- | teachers plan effectively, using a scheme of work and setting clear learning objectives, so that there is timely preparation of pupils for decision points such as Year 10 options and for opportunities such as work experience;
- | teachers engage pupils and set high expectations of their work – for example, in their careers action plans and Progress Files;
- | teachers assess pupils' work (for example, in setting out CVs), record progress and offer feedback;
- | teachers plan activities to match different needs, abilities and career aspirations within the class;
- | teachers make effective use of a range of resources, including ICT;
- | lessons are of sufficient duration for effective learning to take place;
- | pupils are productive and understand the relevance of what they are doing in school for their career intentions.

Teaching is judged by the impact it has on pupils' learning and, as a consequence, teaching and learning will usually be of the same quality. Where this is not the case, you should carefully note and explain why the judgements are different.

Use the same evaluation criteria from the *Handbook* where the school has chosen to have a session presented by someone who is not one of its teachers – for example, a local employer, a tutor from an FE college, or a careers adviser. Similarly, you should always evaluate the effectiveness of any additional support provided in lessons – for example, from a careers adviser or personal adviser.

2.2.2 Observing lessons

The choice of lessons to observe should be determined partly by what you need to follow-up from your analysis of pupils' work and from your discussions with them, and partly by the need to sample the work of different teachers and classes. You should try to include a sample of lessons from each year group. With some models of the curriculum, where the whole-year group has a careers education lesson at the same time in the week, this will involve seeking the assistance of your colleagues.

The first of these examples for McGregor Enterprise High School, CEG (pre-16) 8, is for a tutor group session on a world of work topic relating to the citizenship programme of study. The second, CEG (pre-16) 9, which is for careers input to GNVQ (Vocational GCSE) work, also has a link to citizenship. (You may wish to refer to the OFSTED publication *Inspecting Citizenship 11-16*.)

Examples CEG (pre-16) 8, CEG (pre-16) 9 and CEG (pre-16)10 illustrate different styles for recording evidence in lessons.

Example CEG (pre-16) 8: evidence on teaching and learning from a mixed ability Year 10 tutor group session: role play on management, union and arbitrators in pay disputes; 50-minute lesson

Teaching	Learning
<ul style="list-style-type: none"> Tutor reads from notes in recapitulating on Hertzberg's hygiene factors and works council and worker consultation policies in the European Union (EU). The tutor appears uncomfortable with this material and, for example, incorrectly describes 'learning new skills' as a hygiene factor. 	<ul style="list-style-type: none"> Pupils recall earlier role-play of works council as a forum for drawing ideas for improvements from a work force. All are confused about the interaction between hygiene factors and motivators. They are very unclear about EU policy and its relevance to the UK and themselves. Learning is not secure and has not been consolidated by this recapitulation.
<ul style="list-style-type: none"> Tutor quickly goes on to explain that bargaining over wages, terms and productivity is beyond the locus of a works council: this is a matter for unions. 	<ul style="list-style-type: none"> Pupil asks what productivity is, but seems none the wiser for the terse response 'working harder'. One asks if works councils can go on strike; another asks if all employees have to be members of a works council. An able pupil asks if the EU can bargain over wages: the teacher says she will not discuss that just now. Pupils are overloaded with information and cannot cope with it.
<ul style="list-style-type: none"> Time is now running short, but the tutor organises three mixed ability groups and hands out printed briefs for union, management and arbitrators. (Union to use data on inflation and the firm's accounts to push for a five per cent rise; other parties simply to resist or listen.) The tutor makes some obscure points about pendulum arbitration. Poor time keeping. Some teaching points lack clarity and impact. 	<ul style="list-style-type: none"> Union appoints a negotiator: a more able and articulate pupil. Few participate actively in the brief initial role-play, which is essentially 'we want more'/'well, you can't have it'. Management has no strategy except abuse of the work force; some arbitrators seem to be day dreaming. No-one has learnt much so far. At this stage, the learning seems poorly managed.

| Tutor breaks role-play to hand out a brief to management, suggesting they put a case about a forecast profit shortfall.

| Tutor tells arbitrators to decide for either management or unions (pendulum approach).

As the bell goes, tutor makes the observation 'So that is how your salary is decided.'

Subsequently, when asked about the objectives of the session, tutor says 'To do a role-play.' Learning objectives were not clear. The tutor has evidently been presenting from papers headed 'Tutor's notes', that were actually for the tutor's own information rather than the agenda for the pupils. She complains that there is too much to get through, so has to miss bits sometimes; she says she has had to cut out pre-work experience briefing and plans to miss a section on vocational course structures.

Learning is poor; it is a wasted opportunity; moreover, achievement over time is unsatisfactory. The teacher's knowledge of the topic is weak and she has not planned this or the series of sessions effectively. The lesson is unrealistic in the time available.

[Teaching and learning poor (6)]

Commentary

The poor teaching and learning here stem from inadequate briefing for the tutor and weakness in co-ordination. The teacher is muddled about what she should be teaching. At the rate it is presented, much of the material goes over the heads of pupils. Because the teacher set out to tell pupils facts and carry through an activity without clear focus on what pupils were intended to learn, pupils are confused about the facts and learn little from the activity. It becomes apparent how some pupils have missed the pre-work experience briefing (including health and safety – see CEG (pre-16) 4b for experience of Girl B).

Example CEG (pre-16) 9: evidence on teaching and learning from a Year 11 Part One GNVQ manufacturing Intermediate (Vocational GCSE) lesson; 50 minutes

Topic: 'Impact on individuals and communities of economic changes'

Careers lessons for these pupils, taken by one of the careers teachers, are integrated into the Part One GNVQ programme. Pupils have been studying changes in manufacturing industries, and this lesson focuses on the personal and social implications of economic changes. Note to citizenship evaluator: content has direct link to part of the Key Stage 4 programme of study for citizenship.

Lesson starts promptly with teacher providing succinct summary of discussion in previous weeks looking at the changing nature of the manufacturing sector of the economy. Pupils are asked to think of local examples: several mention the closure of a manufacturer for the defence industry. Teacher explains very clearly the aim of lesson: to consider the implications of these changes on the local community and people's lives. Very good, pacy, question and answer session. The pupils are immediately engaged and contribute examples from their own families and friends.

Teacher introduces a visitor who has come to talk about his experiences. Visitor is a young man who was halfway through a modern apprenticeship in the local defence manufacturer when it closed. He had to re-think completely how his career might develop. He sought advice from the careers service and found a job working on Le Shuttle.

He explains that he had to go back to college, with a new, younger group of students, and that in addition to his engineering studies he had to learn to speak French. Many helpful points are made in a context to which the pupils can relate. Pupils listen attentively and ask several questions.

Teacher skilfully extends discussion to other 'stories' from the community, and concludes by explaining that sudden changes in the economy can cause individuals to have to go through the careers action planning process, for themselves, at any point in the future.

Pupils look at the career action plan they prepared a few weeks previously and are asked to identify a contingency plan if the first option were suddenly no longer available. Not all pupils are able to think of an alternative, but they can all identify sources of help and advice they would turn to.

[Teaching and learning very good (2)]

Commentary

The learning is very good, since the pupils have understood the need to have action planning skills for use at any time throughout life. This is the result of very good teaching, not least through the careful selection of a visiting speaker and using his experience to support the knowledge and understanding the teacher wanted to convey. The teacher has reinforced pupils' learning through careful planning and using an approach which motivates pupils to pay attention.

Example CEG (pre-16) 10: evidence on teaching and learning from a mixed ability Year 11 tutor group session; 50-minute lesson; topic: 'writing CVs'

Teacher asks pupils to correct an example of a poorly presented CV. Following discussion of the mistakes found, pupils are asked to write their own CV.

- S Lesson starts promptly, with a review of the previous week's work on application forms and a clear exposition of the aims of the present lesson – to teach pupils how to present themselves well on a CV. Teacher explains clearly what a CV is.*
- S Teacher gives out the poorly presented CV and asks pupils first to identify the mistakes and then to correct them. Talks through one example; satisfactory illustration of important points. Pupils respond with interest to the illustrations which have relevance to them.*
- S Good review discussion with class once most pupils have completed the task. Teacher able to point out the errors and, drawing on thoughtful contributions from pupils, identifies improvements.*
- S Clear explanation of next task, to write their own CVs, with helpful guidance – for example, suggested heading, length, and common mistakes.*
- W Teacher does not explain to whole group that an individual might present his/her CV differently for different situations. Consequently, some pupils write CVs in an inappropriate style.*
- W Teacher does not collect in pupils' work for marking. In discussion with the evaluator, he can see the value of offering pupils feedback through written comments on their work but claims that it is not school policy to mark work in careers/PSHE.*

(S = strengths; W = weaknesses)

[Teaching and learning satisfactory (4)]

Commentary

On balance, there are more strengths than weaknesses, leading to the judgement that teaching and learning are satisfactory. It would have been better had the teacher explained more clearly about the context of the CV making a difference. The teacher's planning and classroom management are good, and appropriate methods are used, leading to learning that is sound. The inspector will need to investigate the school's policy on assessing work in CEG.

2.2.3 Evidence on guidance activities

Pupils' learning in CEG is influenced not only by the planned programme of careers education within the curriculum but also by the range of individual and small group guidance interviews. Judge the effectiveness of the provision of guidance with regard to its impact on pupils' ability to apply their knowledge and skills to making choices about their future progression through learning and work.

There are practical issues to consider when evaluating the arrangements in the school. The presence of a third party may alter the dynamics of a one-to-one meeting between a careers adviser and pupil. The adviser and pupil must agree to being observed. Alternatively, or additionally, you could consult careers advisers' records and/or interview the pupils concerned. Talk also to teachers and tutors involved in providing guidance and, if possible, the careers advisers or personal advisers working in the school.

When evaluating the effectiveness of guidance, pay particular attention to:

- | teachers' and tutors' understanding of the principles and practice of guidance;
- | teachers' and tutors' knowledge of progression routes at key points of transition;
- | the school's procedures for recording the outcomes of guidance;
- | the subsequent use made of the records of guidance interviews, including use of the Progress File;
- | the coherence between guidance and related activities such as tutoring (including recording achievement, reviewing progress and setting targets) and mentoring;
- | the school's referral processes for additional guidance and support from the careers or Connexions service.

Example CEG (pre-16) 11 which follows sets out instances of three experiences of a guidance interview. Section 3.2.3 (post-16 CEG) refers back to this example.

Example CEG (pre-16) 11: careers adviser interviews in small group setting with 3 Year 11 pupils interested in professions loosely allied to medicine

Pupil A hopes to become a vet. The adviser knows that the school's GCSE target for her at the end of Year 10 is nine passes at grades B to A. However, it comes as a surprise to the adviser that she is now at Stage 3 on the SEN code of practice; apparently dyslexia, but it is unclear how this might affect work on different styles of examination. He advises that it is possible to seek exemption from the spelling, punctuation and grammar (SPAG) criterion that has about five per cent weighting on some papers. However, the pupil says that the school has already counselled against this as the consequent endorsement on certificates is frowned upon by universities. Sensibly, the adviser suggests that she discusses this with the school's SEN staff and examinations officer. The adviser offers some sensible advice about course requirements and appropriate universities. He asks her about progress with the Duke of Edinburgh's silver award and about the experience she is getting at a local vet's and on a sheep farm. She is able to expand on the detail that he has seen in her Progress File. Some good advice is given and there is evidence of a relaxed rapport. However, time is not always used effectively, because the school has not kept the adviser sufficiently briefed, so learning has been only satisfactory. Meanwhile, two other pupils have been waiting their turns for interview.*

Pupil B is interested in radiography. The adviser knows that the school's GCSE target for him is six GCSE passes at grade C or better, including two at grade B or better. Pupil B has seen some now outdated promotional literature from the Society and College of Radiographers describing a diploma route into the profession. The adviser explains that there is now only a graduate route, offered by about two dozen universities, with degree courses in diagnostic radiography and radiotherapy. Accurate advice is given about alternatives, but it all comes as a disappointment to

the pupil, because there has been only partial information from the school about his performance in subjects. At least, pupil B has learnt that there may be a problem. There seems to be insecure knowledge about sequential qualifications. All this has taken a long time.

Pupil C wants to be a nursery nurse. She is targeted for one grade C GCSE and at least five subjects at grade G or better. The adviser hands her a pamphlet about FE certificate and diploma programmes with the Council for Awards in Children's Care and Education (CACHE). The adviser says that time is running out, so he will talk with her again next week. He later explains to the evaluator that the nursery nurse qualification is the diploma and that FE colleges generally require at least two grade C GCSEs, one being in English. He says that after experiences with the other two pupils, he does not want to disappoint her before finding out more about her academic progress from the school. This is a reasonable line to take in the circumstances. For pupil C, learning is put on hold for a week.

Overall, accurate advice is given, the rapport is reasonable and the adviser does the best he can on the basis of only partial information from the school. The rationale for grouping three pupils with a very roughly similar area of interest is reasonable. It is an attempt to make dialogue more relaxed in a one-to-one situation with the adviser and to give pupils a chance to pick up points from parallel cases.

[Teaching and learning satisfactory (4)]

Commentary

Earlier discussion with pupils at McGregor Enterprise High School suggested that only about half of Year 11 pupils had thought about what to do beyond the next stage at 16. However, it seems that this is tackled well in interviews with the careers adviser. The adviser is not always sufficiently briefed about pupils' test results, successes and difficulties in school, or omissions from the career tutorial programme. These pupils have been given valuable advice in the interviews even though it may not be what they had been hoping to hear. There has been a breakdown in the flow of information from the school.

Example CEG (pre-16) 12: evidence on guidance from discussions with pupils selected by the evaluator from Year 11 and with three Year 11 tutors

Year 11 pupils

All pupils have had a 10-15 minute individual review and target-setting interview with their tutor once a term. Approximately a third have had regular, three-weekly mentoring sessions with a member of the senior management team. Half of them have had a careers interview with a careers adviser: some were referred from the school and others asked for an interview. Pupils see the three types of guidance as separate and different. The termly review is to help with their studies; the mentoring sessions are to help those who are not working hard enough; the careers interviews are about what to do at 16+. Pupils generally value the interviews with careers advisers and can give instances of helpful practical advice. However, one says she found it difficult talking to someone she did not know about personal issues. Another says an interview was of limited effectiveness as the adviser worked from out-of-date information on his achievements in school tests.

Year 11 tutors

The tutors speak enthusiastically about the termly target-setting sessions that are linked to Progress File work and report an improvement in pupils' attitudes to learning. They say that they have kept in touch with the mentors on an informal basis. They all consider the careers interview as something separate: they do not see any record of the outcomes but talk informally to their tutees about the interview.

Commentary

This evidence indicates that the school provides effective guidance but that it would be more effective if the range of activities could be better integrated. As emerged from discussion about work experience with other pupils at McGregor Enterprise High School, some pupils have found it difficult to establish a rapport with their careers adviser.

2.2.4 Other evidence on teaching and learning

Overall judgements on teaching and learning must be more than a simple averaging of the grades from individual lessons observed, though these are important findings. Valuable evidence also comes from the analysis of pupils' work, talking with pupils and the quality of course planning. In CEG, evidence will come also from work experience, other work-related activities undertaken in curriculum subjects and pupils' experience of guidance interviews.

Weigh carefully all the evidence available to reach a balanced overall judgement. Make the links between teaching and pupils' standards and achievements crystal clear. Above all, consider whether the judgements on teaching offer a credible explanation to show why standards and achievement are as they are. Ask also whether there are other aspects of provision which help to explain this picture. If your judgements about teaching and what is achieved appear inconsistent, you must identify which other factors have a significant impact.

2.3 Other factors affecting quality pre-16

The quality and impact of the curriculum, staffing, resources, accommodation, and leadership and management in CEG should be evaluated, and reported if the impact has a significant bearing on what is achieved.

Always assess the extent to which **curriculum planning and co-ordination** affect coherence and progression in pupils' learning. There are several different approaches to organising CEG in the school curriculum. Consider whether there is:

- | a planned programme of work, to develop pupils' knowledge, understanding and skills in relation to choices and transitions in learning and work;
- | adequate time allocated to CEG (a suggested minimum is 15 hours per year in Year 9 and 24 hours per year in each of Years 10 and 11);
- | any contribution to CEG that is planned within other subjects and well co-ordinated with the discrete provision of CEG and with the strategy for school-business links and/or work-related learning programmes;
- | a planned link with PSHE and citizenship;
- | an opportunity to develop pupils' key skills planned into the programme of CEG;
- | planning of extended activities such as work experience and industry days, as part of the overall curriculum provision, with clear learning objectives and relevant preparation and debriefing activities.

In exploring these matters, you should talk with the careers co-ordinator, and look at the school's CEG policy, the partnership agreement with the local careers or Connexions service, and the schemes of work.

Careers education lessons are often taught by non-specialist **staff**. Support for teaching, including school-based in-service education and training (INSET) and monitoring of its quality, is likely to be a particularly crucial issue to pursue. Investigate also how decisions about staffing CEG are made.

Evaluate the impact that **continuing professional development (CPD)** has had on standards in CEG. A recent OFSTED survey indicated that only 1 in 3 careers co-ordinators in schools held a professional qualification in CEG. The same survey found that only half the teachers involved in teaching CEG had had any training for the work. Careers and Connexions services have responsibilities for training teachers of CEG. Investigate how CPD needs are identified and how the school plans to meet them.

When considering the adequacy of **resources** for learning in CEG, you should pay particular attention to the provision of careers information. Over recent years, schools have had access to funds, through the Careers Library Initiative, to enhance the quality of their careers libraries. Look to see whether pupils have ready access to careers information resources, both paper-based and ICT-based, which give accurate and up-to-date coverage of the full range of opportunities open to them in learning and work.

Evaluate the **accommodation** for CEG to assess its impact on pupils' learning. Pay particular attention to the quality of classroom accommodation for discussion and role-play activities and to the provision of private accommodation for guidance interviews.

Evaluating **leadership and management** in CEG will involve looking both at leadership and management within the school and at the partnership with the local careers or Connexions service. Judge the effectiveness of leadership and management within the school by evaluating their impact on pupils' learning. Pay particular attention to whether:

- | there is a member of staff with designated responsibility for leading and managing CEG;
- | the careers co-ordinator has received appropriate training for the role;
- | the careers co-ordinator is located appropriately in the school's management and organisational structures to fulfil his/her designated responsibilities;
- | there are appropriate links with internal partners in the school, such as heads of year and the SEN co-ordinator;
- | a senior manager has overall responsibility for CEG and provides effective support to the careers co-ordinator;
- | CEG is monitored, reviewed and evaluated;
- | there is a review and development plan for CEG which links to the school development plan;
- | appropriate use is made of any link governor for CEG.

When looking at the partnership with the local careers or Connexions service, look for evidence that:

- | the partnership agreement sets out the planned contributions of each partner;
- | the partnership agreement takes account of an analysis of pupils' needs and a review of the previous year's provision;
- | senior managers have been involved in negotiating the agreement;
- | the partnership is sufficiently flexible to accommodate changing needs;
- | there is effective liaison between the school and the careers or Connexions service.

You should cover these points in your interview with the careers co-ordinator. You could also ask to speak with the careers advisers or personal advisers linked to the school.

Example CEG (pre-16) 13: factors contributing significantly to what is achieved

- | *The school has made good use of its Standards Fund money, by putting this with money from the local careers service for careers teacher training and arranging for the co-ordinators of CEG, PSHE and citizenship to spend time developing a coherent approach to planning these three interrelated areas of the curriculum.*
- | *The careers co-ordinator has attended several courses organised by the local careers service but no INSET has been arranged for the tutors teaching the careers education programme.*
- | *The school has recently moved the careers library into the main school learning resource centre and this, together with some investment in ICT, has increased access to careers information.*
- | *The growth in the school sixth form has meant that some of the small study rooms are no longer available for guidance interviews, and this is limiting the frequency of mentoring and guidance sessions.*
- | *The partnership agreement with the local careers service is strongly influenced by the priorities of the careers service and pays little attention to the priorities identified in the school's development plan for CEG. Senior managers are not involved in the negotiations about the partnership agreement.*

Commentary

It is not necessary (for OFSTED inspections) to report in detail on all aspects of curriculum planning and co-ordination, staffing, CPD, resources, accommodation and leadership and management. Only those judged to be having a significant impact on standards need to be reported. The more coherent approach to planning the curriculum and the increased access to careers information may appear to be positive factors. Similarly, the lack of training for tutors, the reduced accommodation for mentoring and the absence of senior management involvement in negotiating the partnership agreement may all appear to be negative factors. However, evaluators must judge the extent to which these factors make an impact on pupils' achievements.

2.3.1 Care for pupils

The provision of CEG makes a significant contribution to the quality of the school's care for its pupils. It supports pupils through the option choices available to them within the school and enables them to move on to the most appropriate opportunities for them post-16.

Evaluate the effectiveness of the schools' provision of CEG in supporting its pupils to make appropriate and successful transitions. It is particularly important that you should judge whether the guidance pupils receive is impartial.

Pupils should also know what help they can expect from the careers or Connexions service and how they can obtain such help.

Example CEG (pre-16) 14: factors contributing significantly to what is achieved: care for pupils

- | *The programme of careers education in Year 9 includes work on option choice and all pupils receive individual guidance interviews concerning their choice of courses in Key Stage 4.*
- | *All pupils in Year 11 are provided with a booklet setting out the full range of opportunities at 16+ in the area, and they are all interviewed by the head of sixth form.*
- | *One of the deputy headteachers sits in on a sample of Year 11 careers interviews conducted by the careers adviser from the local careers service, to monitor the quality of careers advice.*

Commentary

This evidence suggests that the school supports its pupils well through the choices available to them in school. It also indicates that pupils are provided with comprehensive information on options at 16+, but evaluators need to judge whether the contribution of the deputy headteacher to the Year 11 guidance interviews adds to the range of information or limits the impartiality of advice.

2.3.2 Partnership with parents

Parents should be kept informed of the guidance provided to support pupils through the options available to them. They should also feel at ease to contact the school to seek information, advice and guidance.

Evaluate how effectively the school involves parents in the CEG programme. Collect evidence from documentation provided by the school, from the parents' completed questionnaires, from the meeting with parents and from the interview with the careers co-ordinator. Pay particular attention to:

- | the information which parents receive about option choices at 14 and 16;
- | opportunities for parents to consult with teachers and careers advisers or personal advisers;
- | the information sent to parents about pupils' progress with their careers planning.

Example CEG (pre-16) 15: factors contributing significantly to what is achieved: partnership with parents

The school has recently replaced the subject-based parents' consultation evenings with tutor-based consultation evenings and after-school subject-based 'surgeries'.

The school has monitored the attendance at the consultation meetings with tutors and the subject 'surgeries'; attendance overall has increased above the levels for the former subject consultation evenings. Parents say that the quality of information has improved and the interview process is shorter.

Commentary

This evidence suggests that the change of practice has improved the partnership with parents.

2.4 Summary pre-16

Bring together your various judgements to form a coherent view of CEG pre-16. You should take into account the full range of evidence, from all aspects of CEG, and provide a convincing summary which explains why standards and achievement are as they are. The summary should refer centrally to the quality and impact of teaching and guidance activities, and include any other important factors which are necessary to account for what is achieved. Show how much CEG has improved since the last inspection and give a clear indication of the action needed to improve it further.

Example CEG (pre-16) 16: outline summary evaluation of CEG pre-16 at McGregor Enterprise High School

- | *The quality of provision and outcome is similar to the last inspection. Overall, provision is satisfactory with some good features. Specialist teaching is stronger than that provided in tutor groups.*
- | *There is a comprehensive programme for statutory CEG in Years 9, 10 and 11, with coherent progression from work in Years 7 and 8. Sufficient time is made available in Year 9 for well-considered option choices and in Year 11 for exploration of post-16 education and training routes. Attention to progression beyond age 18 is adequate. There is effective liaison with parents about choices.*
- | *Across the attainment range, pupils generally achieve well in building up an above average understanding of careers issues, though pupils' experience is uneven where the form tutor's input to the programme is weak.*
- | *Different groups in the school – boys, girls, Travellers, SEN and EAL pupils – achieve equally well.*
- | *The great majority of pupils value the support of their personal careers guidance adviser, though a few find it difficult to strike a relaxed rapport with an adult when they meet infrequently.*
- | *Arrangements for work shadowing and work experience in Key Stage 4 are mostly efficient and, in the main, pupils give reflective consideration to what they have learnt. However, the purposes of work experiences are not entirely clear to all.*
- | *Teaching is generally good. Lessons taught by the two specialist careers teachers are of good and often very good quality. Teaching in tutor group sessions ranges from very good to poor.*
- | *It is difficult for the co-ordinator to monitor the careers work of class tutors and pupils' consequent achievement. The personal and careers advisers are not always sufficiently briefed about pupils' test results, success and difficulties in school, or changes in the career tutorial programme caused by factors such as staff absence.*

Points for improvement

- | *The work of some average and higher-attaining Key Stage 4 pupils in evaluating work experience, word processing CVs and developing their Progress Files calls for higher expectations and closer supervision.*
- | *The function of work experience – as an opportunity for development of work-related personal skills rather than career sampling – needs to be better explained to pupils.*
- | *Better support and access to professional development are needed for class tutors, when they are uncomfortable with their brief in careers education because of weak subject knowledge.*
- | *Arrangements for interviews with personal careers advisers should be more flexible to ensure that all pupils feel at ease in interviews.*
- | *Arrangements for monitoring the careers work of class tutors and liaison with the personal careers adviser should be improved.*

Draw on your detailed evidence base to amplify and illustrate the points made in such a summary when providing feedback for the careers co-ordinator. The summary can then be converted into the paragraphs needed for the written report; these too can include references to the evidence which illustrates some of the points.

3 Careers education and guidance post-16

This section gives advice on CEG post-16 and considers instances of CEG provision in school sixth forms, sixth-form colleges, FE colleges, and training organisations. The section ends with illustrations of the range of evaluative statements that might typically feature in reports on CEG in these different contexts (but these do not draw on the earlier illustrative examples). To minimise repetition, and illustrate points about progression, this section makes some cross-reference back to section 2 for pre-16 CEG.

3.1 Achievement and standards post-16

You need to base your judgements of achievement and standards on evidence gathered from lesson observation, from scrutiny of students' work and from discussions with them. Judge the extent to which the knowledge, understanding, skills and attitudes of 16- to 19-year-olds compare with those that you would normally expect at these ages.

(Refer to the guidance in section 2.1 for further detail.)

3.1.1 Before observation

Look at the previous inspection report carefully to gather information about achievement and standards at that time, at the outcomes of any self-evaluation, and at destination statistics and drop-out rates.

Example CEG (post-16) 1: examination of report of previous inspection and of destination figures (a school sixth form)

- | *The previous inspection report stated that A-level students had support from the head of sixth form and their tutors in making applications to higher education; this was through a series of information talks followed by individual support. There was no planned programme of careers education for A-level students. Students on GNVQ programmes experienced careers education as an integral part of their course. All students had access, on request, to individual interviews with careers advisers.*
- | *All GNVQ students had work experience as part of their vocational programmes, but only a small minority of A-level students went out, usually on work-shadowing placements organised by themselves.*
- | *Most A-level students and approximately half the GNVQ students go on to higher education: the remainder find work in the local area. The school does not monitor subsequent changes.*

Commentary

Issues to pursue in this inspection would include the provision the school makes to ensure that students are informed about the full range of opportunities available post-18, and whether there have been any developments to establish careers education for the A-level students.

Analyse relevant responses to the students' questionnaire and comments that they may have added.

Example CEG (post-16) 2: students' questionnaires (from a school sixth form)

[SA = strongly agree; TA = tend to agree; TD = tend to disagree; SD = strongly disagree]

- | *About half the students in the sixth form are from this school; the remainder have come from about seven different schools.*
- | *Response to questions 1, 2, 3 and 10 were as follows:*
 1. *The choice of courses allows me to follow a programme suited to my talents and career aspirations - SA 75%, TA 10%, TD 10% SD 5%.*
 2. *The printed information about subjects and courses in the sixth form was clear, accurate, and helpful – SA 80%, TA 15%, TD 3%, SD 2%.*
 3. *I was given helpful and constructive advice on what I should do in the sixth form – SA 60%, TA 10%, TD 10%, SD 20%.*

10. I am well advised by the school and/or careers advisers on what I should do after I leave school – SA 60%, TA 20%, TD 10%, SD 10%.

- | A few students have written notes showing appreciation of courses such as AS design and technology (in systems and control – not available elsewhere locally). Others complain that there is no provision in music or religious studies. A good number say that, at their previous school, they were given no advice on what sixth-form courses they should follow to become, for example a civil engineer or an accountant. One or two say that, on arrival, they were given clear information on what courses involve, but not on which to take in relation to the quality of their GCSEs and their career aspirations. A number say they have been well advised on university courses or how to spend a gap year. A few say that they have had no clear advice about, for example, how to get into the merchant navy or agriculture; they are wondering if they should have gone to specialist FE colleges.

Commentary

The questionnaires raise several questions. If some students are unable to follow their preferred courses (music etc), why did they stay at or come to this school? Were they given, either here, or at their pre-16 school, clear information of where such courses are available? There seems to be satisfaction with information about courses in the sixth form. However, a substantial minority feel that they were not well briefed about what courses to follow post-16. It is unclear whether this is a problem with pre-16 guidance at this school as well as at some feeder schools (a point to pursue). In any case, if students on arrival obviously needed guidance, it is surprising that they were not given it. This suggests a need to explore induction arrangements. The possibility that some may not be on the most direct pathway for their career aspirations reinforces this point. Is the school, or are subject departments, recruiting students without sufficient regard to whether individuals' overall programmes are appropriate to their needs?

3.1.2 Analysis of students' work

The main purpose of this activity is to collect evidence to help you judge whether students:

- | experience a broad and balanced CEG programme;
- | acquire appropriate knowledge, understanding and skills from those aspects of CEG they have studied.

(Refer to the guidance in section 2.1.2 for further detail.)

Example CEG (post-16) 3: scrutiny of Year 12 folders belonging to AVCE health and social care students in an FE college

College's more able level 3 students

Some well-researched job profiles, showing evidence of using a range of resources such as the ICT program CID and the Occupations year book, and including writing to request information. Good analytical work comparing objective literature and promotional material. For example, one student has researched graduate and other routes into nursing and has a fair picture of working hours, salary, career structure and prospects. He has come to the view that the career is less attractive than the promotional literature suggests. Some well presented CVs, showing good use of ICT.

College's average ability level 3 students

Some well-researched job profiles, showing evidence of using the careers library. For example, one student has found out about the different college course and work-based routes into social work, including the availability of provision locally. Most students are unable to note more than a few differences between objective leaflets and recruitment pamphlets, although they realise that the latter tend to be more precise about entry qualifications than about salary prospects. Excellent use of ICT to present CVs.

College's lower ability level 3 students

Job profiles only partially completed, but information accurate. For example, one student has researched requirements for the police service and noted correctly the qualifications and age requirement. There is nothing about conditions of employment or progression opportunities. Students are able to note only one or two obvious

differences between objective and promotional careers literature, often focusing on the presentational style. Good use of ICT to present CVs.

Overall

Standards broadly satisfactory.

Work is kept in ring binders. Coverage of CEG scheme of work is comprehensive. Much use of structured assignments.

Work in most folders is marked, with constructive comments and indications of which pieces of work students could contribute to their key skills portfolios. A few folders, all from same tutor group, not marked.

Commentary

Topics seem well researched and material well presented. However, compare this with Example CEG (pre-16) 2, which sets out a picture of overall above average attainment in Year 11. What we see in Example CEG (post-16) 3 has hardly moved on. When similar outcomes were seen in Year 11, attainment was considered above average, with achievement ranging from satisfactory to good. Judgements in the Year 12 context depend on when in the year this work is seen. Soon after induction to the FE college, the attainment may be broadly average and achievement satisfactory. However, towards the end of Year 12, this attainment would be below average and achievement unsatisfactory. Inspectors need to consider this evidence alongside other sources such as interviews with students. There is a need to investigate the college's procedures for providing guidance on marking work in CEG, and for monitoring tutors' marking practice.

3.1.3 Talking with students

Seek opportunities both during lessons and in formally arranged meetings to talk with students about CEG. Start by asking them to review their transition into post-16 learning and then go on to ask them about their experience of their present CEG programme, including any work experience or other practical work-related activities. (Refer to the guidance in section 2.1.3 for further detail.)

Example CEG(post-16) 4: notes from talks with groups of trainees (Foundation modern apprenticeship catering students)

- | *All students are clear about their achievements and progress. This is as a result of information from tests and the predictions and targets communicated to them at regular intervals by their tutors.*
- | *Most students are also clear about their career interests and what they want to move on to. One student has reservations about wanting to continue in catering and is unsure how to seek advice and guidance.*
- | *All students are realistic in predicting what would be expected of them in the workplace, particularly with regard to health and safety, and most are confident in their ability to cope with the transition into work.*

[Attainment above average (3)]

Commentary

This limited evidence indicates that the achievement and standards of these students in CEG are above the average generally found on programmes at this level. It suggests that students who are committed to the programme are being provided with good guidance and support. Inspectors should investigate what support is available to students who might be thinking about a change of direction.

Where time is used for work experience post-16, it is essential that the learning opportunity has moved on from that at Key Stage 4, preferably building upon it. Example CEG (pre-16) 4 sets out illustrations of strengths and weaknesses in work experience for four pupils in Year 11. Example CEG (post-16) 5 follows through on that for two of those four. (Example PSHE 5 in *Inspecting Personal, Social and Health Education 11-16* (OFSTED 2001) also features four instances of work experience).

Example CEG (post-16) 5: evidence from discussion about work experience with Year 12 pupils in a school sixth form

[This example carries forward from Girl A and Boy B in example CEG (pre-16) 4.]

Girl A. GCSE 5 grades C/B and four subjects at lower grades; did a little less well than expected. Now on AVCE leisure and tourism (L&T). Placed by the school at the head office of a firm that runs bus tours on the continent. Taking telephone bookings, booking ferries and hotels as buses fill. Feels she was given ample responsibility. Closely supervised by a woman in mid-20s who did L&T advanced at the school. Considers she became skilled at negotiating discounts, advising clients on holiday packages that would suit children, older couples, twenty-somethings; building confidence and consolidating skills from the course (marketing, client awareness etc). Says that now she can see the scope of the work she is much happier with her course and less disappointed about giving up ambitions for the law. She has built on earlier work experience that involved answering the telephone, meeting a range of people and general office skills, and on her weekend job at a supermarket, where she deals with the general public. Her confident manner helped her to make friends quickly at the placement and she has been offered a job as relief courier for six weeks in the summer.

*Boy B. GCSE 5 A*s, 3 As, 1B; did even better than expected; now playing soccer for the county and doing A levels in English, economics, sports studies and AS in sociology. Self-confident and keen to become a sports reporter. Determined to get a rare placement at a local radio station. After difficulties with the previous placement, the school encouraged him to try to get himself in – quite a challenge. He listened to the presenters' style on the radio and copied it in a poem 'On the Ball' that he sent to the manager. He included a video of himself interviewing the captain of the local golf club and a set of testimonials from the newspaper editor of his first placement. Then he telephoned, talked his way through to the manager and so edged his way in. Everybody rushed off their feet and hyperactive. Immediately given alarming deadlines - updating news bulletin for breaks every 20 minutes. Went to observe disk jockey in the studio, then put on live for half-an-hour with no notice. Given recording kit to do interviews at the market and broadcast that afternoon. Says the folk he worked with seemed to get a kick out of putting him on the spot, but he relished rising to the challenge. Feels he got on really well with the presenters but realised he needed to mind his Ps and Qs and that relations can be tricky.*

Commentary

Girl A. This placement was well chosen by the school. It followed through on the previous work experience and there was a good link person as supervisor who gave the girl plenty of scope. The placement has given her a sense of achievement and made her much more positive about her career path.

Boy B. This has added substantially to the previous self-placement. The school gave this confident and competent student plenty of free rein. He got himself good opportunities to develop wider skills (and impressive CV) and to refine social and diplomatic skills in the workplace. Issues with interpersonal relations are sometimes an aspect of work placement: abrasive relations with other workers or the supervisor, and various forms of "being taken advantage of", generally in a fairly light-hearted way. In this case, the tutor made an appropriate check, picked up the situation and was satisfied that the student was coping.

In relation to the objectives of work experience set out in section 2.1.3, the girl is showing attainment that is above average and the boy's attainment is very high. When their academic standard and previous work experience are taken into account, both are now achieving very well, through the very good opportunities provided.

3.1.4 Evidence from lessons

This will complement the evidence of knowledge and understanding collected from analysing their work and talking with them. Attainment in lessons should be judged by how well students' knowledge, understanding, skills and attitudes compare with what you would normally observe, taking into account the expectations of the programme they are following.

CEG lessons may be organised as part of the main course programme, in tutorial programmes or within other enrichment activities. All should be judged on the same basis.

Example CEG (post-16) 6: evidence on standards and achievement; from a Year 13 A-level tutor group in a school sixth form

- | *Second session of the section of the scheme of work concerned with student finance. In the previous week's session, the group was given information about student loans and how to apply for them. After an introduction from the tutor, students work individually on some exercises concerned with budgeting their living expenses over a term. Session finishes with a former student talking about his experiences in the first year of university.*
- | *Most students are interested and complete the tasks. A small group who have decided not to apply to higher education ignore the task and are not provided with alternative work. Everyone concentrates when the former student speaks and they all contribute to the subsequent discussion.*
- | *Most students show a good understanding of the issues. They appreciate the realities of student finances and begin to take into account factors they have not previously considered. Most students make good progress in the lesson, building on their previous understanding. Those who are not intending to go on to university show interest but are unable to relate the work to their likely future pathways.*

[Attainment average (4)]

Commentary

This shows above average attainment for the majority of students – who are motivated because of their interest in continuing on to higher education (HE) – and below average attainment for the minority, who were not fully engaged; hence the overall judgement that attainment is 'average'. Bearing in mind the issue of relevance, achievement is satisfactory overall for this lesson. However, there is a need for investigation of the provision the school makes for students who have decided on routes other than HE.

3.2 Teaching and learning post-16

Read the previous inspection report. Consider current teaching, assessment and the monitoring of learning and look for an indication of the practical aspects of CEG gained through work experience and enterprise activities. In this way, you should be able to gauge improvement.

3.2.1 What to look for in lessons

When evaluating teaching, give particular attention to the points set out in section 2.2.1, interpreting them in relation to the context of post-16 work – for example, giving opportunity for students' independent study supported by access to ICT and other resources.

Teaching is judged by the impact it has on students' and trainees' learning and, as a consequence, teaching and learning will usually be of the same quality. Where this is not the case, you should carefully note and explain why the judgements are different.

Use the same evaluation criteria where the provider has chosen to have a session presented by someone who is not one of its teachers or trainers – for example, a local employer, an HE tutor or a careers adviser. Similarly, always evaluate the effectiveness of any additional support provided in lessons – for example, from a careers adviser or personal adviser.

3.2.2 Observing lessons

The choice of lessons to observe should be determined partly by what you need to follow-up from your analysis of students' work and from your discussions with them, and partly by the need to sample the work of different teachers, trainers and classes.

Example CEG (post-16) 7: with programme leader in FE college, discussing personal statements for the Universities and Colleges Admission Service (UCAS) form; 30-minute session

Teacher passes round rather thin CV of accomplishments, interests and activities, together with two attempts at converting these into a UCAS personal statement. How to make the most of not very much? Students work in pairs identifying strengths and weaknesses of each attempt. Plenary discussion picks up significant points such as the importance of avoiding too many short sentences starting with 'I' and the need to resist making vacuous and unconvincing claims – for example, 'I have lots of interests' (without giving any convincing details). Also, overarching points are emphasised about coherence and how the piece relates to the courses being applied for.

Second set of examples with a new problem: too much to say, too little space. Students soon identify what has been left out of sample statements and clever ways of making several points in a well-phrased sentence. Teacher tells them to highlight in different colours sentences which are 'cost effective' and those which are not. Issues surface about elegant writing and efficient writing.

Teacher sets task of drafting ideal statements from these CVs for next session. He gives out examples of 'interview flags' – points in statements that open the way for interview questions (such as 'Knowledge of aerodynamics helped me develop wind-surfing technique and win the local tennis championships'). Suggests that they make similar points in their draft.

The lesson makes very effective use of time. The students are keenly motivated by the imminence and crucial importance of the task ahead, and are avid for advice. Well structured, well resourced and well focused. All these positives make it very good.

[Teaching and learning very good (2)]

Commentary

This short lesson hits the spot. It is well crafted and meets students' needs very well. It leads them into self-criticism of their own writing. In the circumstances, actual learning gains have to be inferred; definite evidence of sharp and selective writing skills developing might confirm learning as excellent.

Example CEG (post-16) 8: interview procedures; plenary debriefing from early university interviews; school sixth form; 30-minute session with form tutor

Student A. Two-day interview with leading accountancy firm for a four-year 'sandwich' course. Chronological description of: tour of department; outline of course; hotel; dinner with tutors, accountants and other candidates; mathematics test; formal interviews with senior accountant; observed group discussion; feedback on own performance. Questions from others are social, superficial and unlikely to pick out points to prepare them for their own interviews: 'Did you use the mini-bar?' 'How much did the meal cost?' 'Were there many from public schools?' Tutor ventures a question about what the group discussion may have been for. Another student asks, 'Were they watching you at dinner?'

Student B. Interview at Oxbridge College. Overnight at the college and two 20-minute interviews, one with college staff and one with department staff. Very probing department interview – shown student artefacts and asked for comment on them; invited observations on subject-related current affairs. College asked predictable questions that, at face value, were direct enough, but it was unclear what lay behind them or what the right answer might be: 'Are you top of your class?' 'Why did you choose this college?' Other students ask what the bedrooms and other candidates were like – 'Were they right posh?'

A worthwhile opportunity was taken to share experiences. If the tutor had talked with the two students first, it should have been possible to structure the presentations to get more out of the opportunity.

[Teaching and learning satisfactory (4)]

Commentary

This tutor group semi-social occasion was used reasonably well for sharing of experiences. Student B made some perceptive points; there was certainly more to be teased out from Student A. The session could have been improved by better preparation and intervention on the part of the tutor.

Example CEG (post-16) 9: head of languages in sixth-form college with first year students who are studying an A-level language with AVCE business studies; 30-minute session; part of a CEG carousel

Teacher passes round material from the Socrates website. Quick overview of the Leonardo and Europass schemes and examples of the kinds of work experience, work camp and training courses on which students from the college have been funded by Leonardo. In particular, she explains that half a term in France can be a feature of the BTEC HND in 'business and human resource management' at the local HE college. Quick brainstorming on strengths, weaknesses, opportunities and threats of such ventures. Students quite responsive, but have not really got to grips with what such an undertaking might mean for them. Questions such as: 'Could I do a summer job and get paid twice over?' 'Could I study one of my AVCE units at a college in France?'

Teacher presses on to degree courses in business/accountancy which have the option of a year in France/Germany, studying at a University there. She explains differences in the financial support arrangements for overseas courses and this starts a general debate about student financing in England, Scotland and elsewhere. Students ask whether it is easier to get a degree in France, but are told that the 'year out' does not count to the English degree, which then takes a year longer. Student retorts that it is therefore a waste of time and money. Session ends without having discussed the pros and cons of the scheme.

The teacher has tried to cover too much that is too novel in the time, leaving many loose ends and without really getting the point across for decision making.

[Teaching and learning unsatisfactory (5)]

Commentary

This is an over-ambitious session with insufficient time and crispness of organisation to accomplish its objective. Outlines of the schemes might have been provided before the session and the possibility of one-to-one tutorials for interested students offered as a follow-up.

Readers may also wish to refer to example CEG (pre-16) 8, which features role-play, and CEG (pre-16) 9, which involves an adult visitor who trained through a modern apprenticeship scheme but had a subsequent change of career direction.

3.2.3 Evidence on guidance activities

When evaluating the effectiveness of guidance, pay particular attention to the points set out in section 2.2.3, interpreting them in relation to the context of post-16 work. Consider, for example, the procedures for diagnosing students' needs and their means of access to good quality careers information, advice and guidance from staff, other agencies and the use of resources.

Examine the provision of careers information. Over recent years, schools and colleges have been given significant sums of money, through the Careers Library Initiative, to enhance the quality of their careers libraries. Look to see whether students have ready access to careers information resources, both paper-based and ICT-based, which cover the full range of opportunities open to them in learning and work and which are accurate and up to date.

Look at the partnership agreement with the local careers or Connexions service. Students should know what help they can expect from the service and how they can obtain such help.

It is particularly important that you should judge whether the guidance students receive is impartial.

Example CEG (pre-16) 11 sets out illustration of guidance interviews with three individuals in Year 11. They hope to follow pathways leading to the respective careers of vet, radiographer and nursery nurse. One of these anticipates strategies in applying for university places. As with examples CEG (pre-16) 4 and CEG (post-16) 5, readers should consider how guidance should have moved on for these individuals since Year 11. What information should the adviser have to hand about the students, and about courses, and how should the adviser respond to the students who may be doing better, or less well, than they had hoped?

Example CEG (post-16) 10: evidence on guidance and support (from discussions with students and with tutors in a sixth-form college)

Students

The students report that they all had a 20-minute individual progress review with their tutor every three to four weeks. Approximately one-third of them had a careers interview with a member of the college's careers team: some had been referred by their tutors; others had requested an interview. One student then made an appointment to see a careers adviser at the local careers centre. Students were given copies of the records of all these types of interview and further copies were held in a central location in the college.

Students saw the various forms of guidance and support as related. The regular reviews were to help with their current studies and with making decisions about options within their course; the careers interviews were to help them with their moves after college.

Tutors

The tutors speak enthusiastically about the regular review sessions and report an improvement in students' approaches to learning. They feel less confident about moving into 'careers' issues but consider that the referral procedures to the college's careers tutors have been working effectively. Some tutors mention how they followed up the students' interviews with the careers tutors in the next 3 or 4 weekly review sessions.

Commentary

This evidence indicates that the college provides effective guidance and support. Students know what provision is available and how to access support. The guidance provided is having a positive impact on learning. The provision could be improved further by enhancing the links between the tutors' contributions and the work of the careers tutors.

3.2.4 Other evidence on teaching and learning

Evaluate the quality of course planning by examining relevant documentation and talking with teachers and trainees. Consider the use made of external assistance, from the local careers or Connexions service – for example, with planning schemes of work. Explore the use made of external resources, such as representatives of HE and employers (including former students and trainees), in contributing to the programme of CEG.

3.3 Other factors affecting quality post-16

Always evaluate the extent to which **curriculum planning and co-ordination** affect coherence and progression in learning. Provision of staff, resources and accommodation, and evaluation of leadership and management in CEG should be considered in relation to the guidance in section 2.3.

Section 2.3 also sets out points to consider when looking at the partnership with the local careers or Connexions service. Cover these points in your interview with the member of staff responsible for CEG. You could also ask to speak to the careers adviser or personal adviser linked to the institution.

Example CEG (post-16) 11: evidence on leadership and management (from discussion with post-16 careers co-ordinator in an 11-18 school)

- | *The member of staff responsible for CEG in the sixth form is also deputy head of sixth form. He keeps in regular touch with the head of sixth form, particularly over links with the tutorial system, but has little contact with the careers co-ordinator for pre-16 CEG.*
- | *The post-16 careers co-ordinator has had little training for the role – only attendance on a one-day ‘Admissions to HE’ conference.*
- | *The CEG programme in the sixth form is reviewed annually, through informal discussions between the head of sixth form, the post-16 careers co-ordinator and the careers adviser from the local careers service. Post-16 CEG items are not included in the school’s development plan, although requests for resources are usually approved by the headteacher.*
- | *The partnership agreement with the local careers service simply sets out the number of days the school sixth form is allocated and what the careers adviser will provide in those days.*

Commentary

This evidence suggests that while the 16-19 CEG programme is adequately co-ordinated, the provision for students could be improved by introducing more rigour to the leadership and management arrangements. The post-16 careers co-ordinator could work together with the co-ordinator for pre-16 CEG, and produce a development plan for CEG across the school. The school should also be more active in negotiating its agreement with the local careers service.

3.4 Writing the report post-16

Bring together your various judgements to form a coherent view of CEG post-16. You should take into account the full range of evidence, from all aspects of CEG, and provide a convincing summary which explains why achievement and standards are as they are. Earlier parts of this post-16 section have dealt with teaching and learning, guidance and support, and leadership and management, all of which have a significant bearing on what is achieved. In coming to overall judgements, consider also the quality and impact of curriculum, staffing, resources and accommodation, and report on them if their impact on achievement and standards is significant.

The following examples, CEG (post-16) 12-13, set out summaries of the kinds of evaluation that might be reported for different types of post-16 institutions. (They do not draw on the earlier examples in this section).

Example CEG (post-16) 12: outline summary evaluation of CEG (in a school sixth form)

- | *Provision and outcomes are better than at the last inspection. It is now good.*
- | *Students’ achievement is satisfactory overall, and often good; they make sound progress in CEG, because teaching is well planned and generally good. Students who continue in the school from Key Stage 4 often make better progress in CEG than those who join the sixth form from elsewhere.*
- | *Students are generally well prepared for the choices ahead. Except for those on GNVQ courses, students’ knowledge of routes in full-time education is greater than knowledge of employment and training routes.*
- | *Good use is made of former students in contributing to the CEG programme.*
- | *The involvement of employers has a positive impact on provision for students following GNVQ programmes but, apart from a few work-shadowing opportunities arranged largely by students themselves, there are no equivalent activities for A-level students.*
- | *Students are confident in facing decisions and transitions because the guidance and support provided by tutors and careers advisers are generally good. Liaison between tutors and careers advisers is effective, but some tutors need reassurance about how to deal with careers matters.*
- | *The relationship between the school and the careers service works well on a day-to-day basis, but the school is unclear what it wants from the partnership and what it can have. Consequently, students are not always sure how they can gain access to guidance interviews.*
- | *The CEG programme is efficiently co-ordinated and reasonably well resourced, but leadership and management are complacent. There is no development plan, and decisions about staff development are not approached systematically.*

Points for improvement

- | *Plan teaching so that it enables all students to gain knowledge and understanding of all routes available, and so that they are encouraged to undertake more independent research on opportunities.*
- | *Provide more support and professional development where tutors lack confidence in dealing with careers issues.*
- | *Establish a formal review and development planning process and use the outcomes both to improve the school's provision for students and to support the school's negotiations with the local careers service.*

Example CEG (post-16) 13: outline summary of evaluation of CEG (in an FE college)

- | *Provision is good: students' make effective progress in CEG because teaching is well planned and guidance is good.*
- | *Students are generally well prepared for the choices ahead. Those on vocational courses have good knowledge of the routes in full-time education, employment and training; those on A-level courses know more about HE than other options. Students with learning difficulties benefit well from good induction into employment.*
- | *Links with employers are a strength and this has a positive impact on students' understanding of the demands of the workplace.*
- | *Students are confident in facing decisions and transitions because the guidance and support provided by tutors is good, and referral procedures within the college and on to the Connexions service are effective.*
- | *The CEG programme is well led. Resources are good, but accommodation for interviews is inadequate.*
- | *The programme of INSET for the personal tutors has resulted in improved standards in CEG since the previous inspection.*

Points for improvement

- | *Review the schemes of work for the A-level students to ensure that the CEG programme covers the full range of routes available.*
- | *Increase the private accommodation for guidance interviews.*
- | *Continue to develop the role of the personal tutors, in line with the proposals outlined in the college development plan.*

Draw on your detailed evidence base to amplify and illustrate the points made in such a summary when providing feedback. The summary can then be converted to the paragraphs needed for the written report. These too can include references to the evidence which illustrates some of the points.

Annex 1: The Connexions service

From April 2001, the Government has been replacing the careers service with new support for 13- to 19-year-olds by the Connexions service. This will subsume all the responsibilities of the careers service for 13-19-year-olds and integrate them with the support available through other agencies. These include social services, education welfare services, youth services, health services, drug education teams, youth offending teams and the voluntary sector.

Provision for the new services was included in the Learning and Skills Act 2000. However, it is important to remember that earlier legislation related to CEG has not been repealed. Schools are still required to provide a programme of careers education and the Secretary of State still has a statutory duty to provide careers guidance to young people.

The Connexions service is for all 13- to 19-year-olds in England, but the provision of guidance is differentiated according to individuals' needs, with particular priority being given to young people who are at greatest risk of not making a successful transition into learning and work in adult life. **Personal advisers** from the Connexions service work with pupils in schools, providing information, advice and guidance on careers matters and a broad range of issues. Some personal advisers have an advisory role for most of the relevant age group in a school or college. Others work extensively with individuals experiencing multiple problems. Most are employed by a **Connexions partnership** or by an organisation operating on behalf of a partnership (for example, a careers company or local education authority). The day-to-day management of personal advisers' work in a school or college is delegated to the headteacher or principal. Connexions co-ordinates the wider work of personal advisers across a local area. Employers' personal advisers retain legal, appraisal and other core responsibilities for their staff working in schools and colleges.

For the work of the personal adviser to be effective, it needs to be integrated with the school or college provision of CEG, PSHE and other guidance activities, including pastoral care. Connexions services have been given a role in developing coherent approaches.

There will be 47 Connexions partnerships in England, organised on the same geographical boundaries as the local Learning and Skills Councils. The Connexions partnership is the strategic body responsible for providing the service in its area. It comprises the key partners and works to a contract with the Connexions service National Unit within the DfES. In each area, the Connexions service is managed by **local management committees**, generally organised on local authority boundaries within the Connexions partnership area.

The first 15 areas became operational in the financial year 2001-02, with 12 from April 2001 and three others from September. Connexions will start in the remaining 32 areas during financial year 2002-03. Where the school is in an area where the Connexions service is operating, evaluators should look at:

- | how the work of the personal adviser(s) contributes to the provision of guidance and support to pupils and students;
- | whether the Connexions service is achieving in practice the intention to meet the individual needs of all pupils and students from age 13;
- | how the Connexions service supports the school or college in developing a coherent approach to CEG and related aspects of the curriculum and support for pupils;
- | how the work of the personal adviser(s) and the Connexions service impacts on standards and achievement in CEG.

Annex 2: Progress File

The Dearing Review of Qualifications for 16- to 19-year-olds recognised the potential value for young people of a personal record of achievement which would help them to plan their future learning and development. It recommended a review and relaunch of the National Record of Achievement (NRA). The NRA was introduced in 1991 and much good practice developed in support of its use. However, the Dearing Review considered that the focus was still largely on the presentation of achievements: there was a need for a document that supported individuals in reviewing their achievements and planning ahead. Progress File has emerged from this review.

Following a small number of pilots, Progress File has been tested in ten demonstration projects, which began in 1999 and ended in 2002. These were spread across all nine Government Office regions in England and were managed by local organisations¹².

Each project consisted of a cluster of local secondary schools (including special schools and pupil referral units), colleges, training providers and employers, and had links with the local careers service or Connexions partnership, LSC¹³, LEA¹⁴ and EBLO¹⁵. About 200 institutions were involved altogether, including about 70 schools. The projects each had an independent local evaluator, with national evaluation being undertaken by the Scottish Council for Research in Education. OFSTED and ALI¹⁶ also carried out evaluations at the request of DfES.

During the demonstration project the materials were available to all schools and approximately half of all secondary schools ordered copies.

Progress File materials comprise sets of activities in booklet format, with guidance booklets for teachers, co-ordinators, careers advisers and others. There are five working booklets, which have been produced for use by young people from age 13 to adults: 'Getting Started' (Year 9); 'Moving On' (Key Stage 4); 'Widening Horizons' (post-16); 'Broadening Horizons' (adults); and 'New Horizons' (for young people on work-based training programmes). The topics covered include: Checking Progress; Setting Goals; Planning How to Move On; Presenting Yourself to Others; Career Planning; and Making Applications.

A folder is typically used to keep materials together: those in demonstration project schools, colleges and training centres have a special Progress File ring binder. A special resource pack provides a range of differentiated materials for use by pupils with SEN in both mainstream and special schools and by post-16 SEN students.

Progress File aims to help individuals to:

- | record, reflect upon and review their learning and achievements, and to present these to others;
- | set appropriate targets for learning and to plan for key transition points;
- | recognise their progress, including the development of key skills, and to take steps to improve their capabilities;
- | develop self-esteem and confidence, and to take increasing responsibility for their own learning and career development.

Inspectors should comment on the use of Progress File where it is making a contribution to achievements and progress in CEG.

DfES has issued guidance to schools on ways in which Progress File can provide evidence to support the outcomes of an OFSTED inspection (*Progress File Supplement 4: links with the OFSTED Framework*, date of issue 11/00, ref: PFSUPP4).

¹² Birmingham Careers and Education Business Partnership, Doncaster Curriculum Partnership, Hertfordshire County Council, Kent Careers Services, Learning Partnership West, Leicestershire Demonstration Project, Northumberland LEA, Oldham Careers Service Partnership, Southwark Education and Leisure Services, The Partnership Team (Lancashire)

¹³ Learning and Skills Council

¹⁴ Local Education Authority

¹⁵ Education Business Link Organisation

¹⁶ Adult Learning Inspectorate

