

CEIAG & Ofsted

Prepare your CEIAG offer for an inspection



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What we'll cover today...

1

Key changes

2

The three 'I's

3

Raising the profile

4

Next Steps

Changing context

Changes to the labour market

- Contractual fluidity (Gig Econ) + new tech (AI, nanotech, 3D printing, Big Data etc.)
- Shifting trade arrangements – Brexit etc.
- Covid / Lockdown / Social Distancing → Recession

Changes to the educational landscape

- Rise in credibility and depth of apprenticeships (+ upcoming T Levels?)
- Universities value for money?
- Blended teaching (online classes, methods of employer involvement etc.)

Changes to skills needed

- Adaptability to change
- Resilience / Positive mind-set

So what do we tend to do...?

Three common approaches to CEIAG

Activity-led approaches - school provides a series of activities (such as employer talks, visits and careers fairs) which may be disconnected from each other and from the curriculum. Often organised to fill gaps in the existing curriculum, or delivered outside curriculum time.

Service-led approaches - young people access a service. Typically focused on work with individuals, and include the provision of information, support with decision-making and support for transitions. Often one-off encounters.

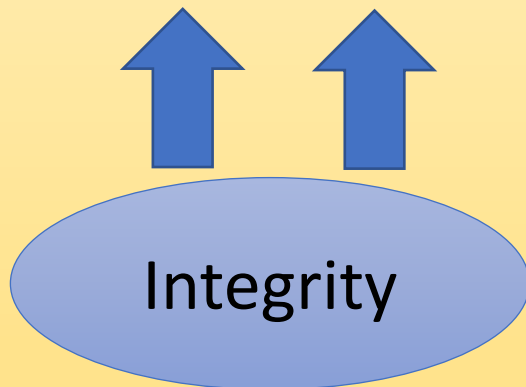
A curriculum-led approach - focus for learning. Career-related learning is integrated into the mainstream curriculum to provide a coherent, meaningful and developmental education.

BUT A COMBINATION OF APPROACHES IS REALLY NEEDED

What underpins an Ofsted inspection?

‘school leaders putting children's interests ahead of their own’.

plans being in place even if it's not all there yet (honest evaluation and plans to address gaps).

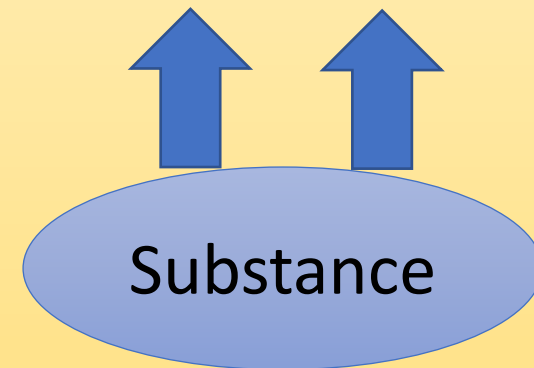


curriculum

ambitious, well-planned and sequenced

+

‘cultural capital’



Not just learning for tests

Headline changes...

- Section 8 (short monitoring inspection) to be lengthened from one day to two days
- Less focus on actual internal data, but what your use of data tells you, how it informs the 'curriculum'
- More focus on reasonable workload for staff
- Continued focus on the culture of safeguarding
- Judgement areas change:
 - *Effective leadership & management* → **Leadership & management**
 - *Quality of teaching, learning & assessment* → **Quality of education: Intent / Implementation / Impact**
 - *Personal development, behaviour & welfare* → **Behaviour & attitudes**
→ **Personal development**
 - *Outcomes for children & other learners* → **X**
 - *Overall effectiveness* → **Overall effectiveness**
 - *Sixth Form* → **Sixth Form**

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Inspection process:



Pre-inspection

Introductory conversation with school leaders
Context
Curriculum

Deep dive

Senior leaders
Curriculum intent.
Understanding of implementation and impact.

Curriculum leaders
Long- and medium-term thinking and planning.
Rationale for content choices and sequencing.

Lesson visits
Evaluate where a lesson sits in a sequence, and leaders'/teachers' understanding of this.

Work scrutinies
of pupils in observed classes.
Where possible, jointly with teachers/leaders.

Teachers
Understand how the curriculum informs their choices about content and sequencing.

Pupils
From observed lessons.
How well do they build schema and recall learning.

Connecting evidence to reach a judgement
Forming a view of quality of education

If there is insufficient evidence, or if leaders wish to present more, we will collect additional evidence. We may also collect additional evidence to identify whether or not the strengths and weaknesses that inspectors have seen during the deep dives are systemic.

EIF

Now let's look at the judgement areas:

- Quality of education
- Behaviour & attitudes
- Personal development
- Leadership & management

+ Overall effectiveness

+ Sixth Form judgement

**Quality of
education**

INTENT

IMPLEMENTATION

IMPACT

**Behaviour &
attitudes**

Positive &
committed

Resilient to setbacks

High expectations

**Personal
development**

**Broader development
of interests and
talents. 'Cultural
capital'**

**Resilience
Confidence
Independence**

**Prepares for
future success in
next steps (CG)***

**Leadership &
management**

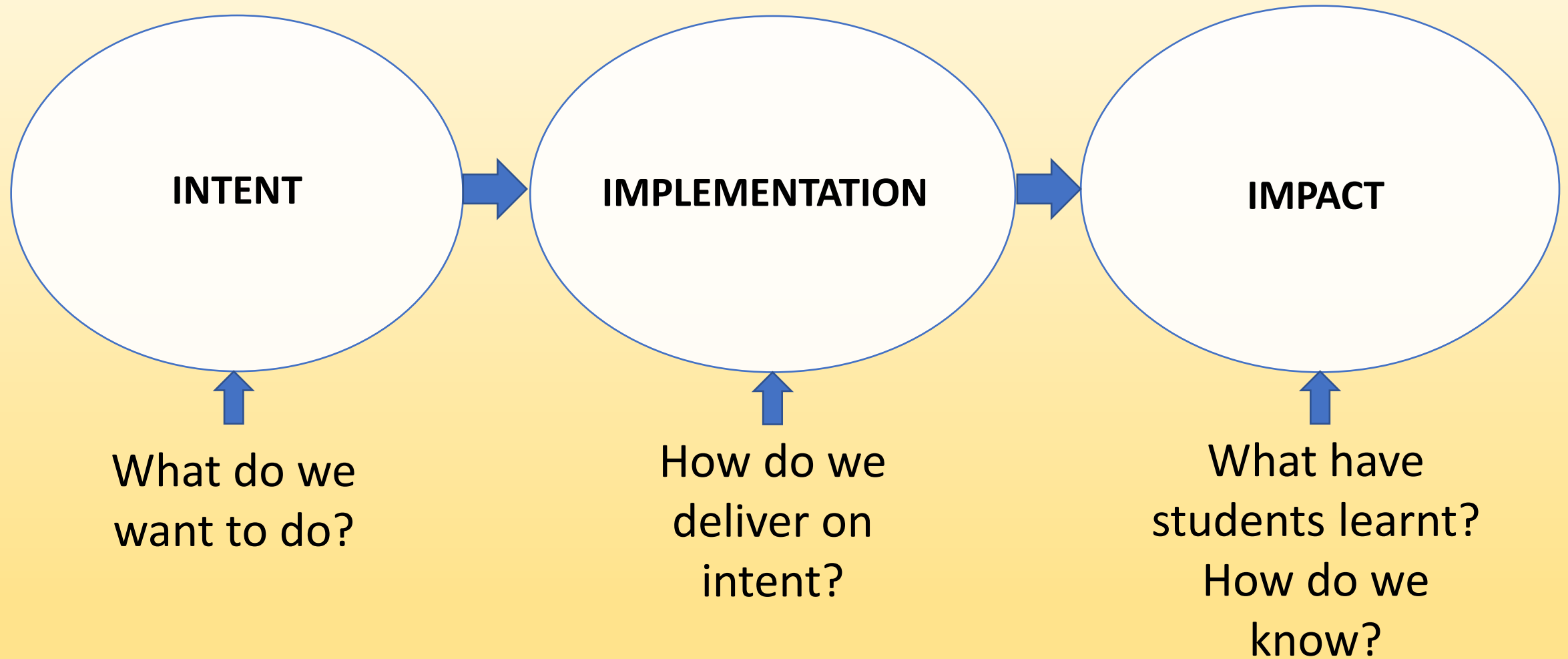
Clear and
ambitious vision.
Governors clear
too.

Engagement with
parents, **employers**,
local services

Strong shared values,
policies and practice

Quality of education

-- curriculum --



INTENT and IMPLEMENTATION

Could you answer yes to these questions?

- Could you explain the basic learning aims to a Governor or parent?
- Could you say how these are sequenced and developed through the key stages?
- Could you say what aspects make it an ambitious programme for all students?
- Could you say how your CEIAG offer enhances 'cultural capital'?
- Could you say what you want to develop and why?
- Could you say how it's 'taught' / delivered?
- Could you characterise your CEIAG offer? (remember those 3 approaches)
- Could you explain how students learn about different pathways?
- Could you explain how students learn about the world of work?
- Could you give some examples of how learning about careers is embedded and reinforced?

Career Development Framework

Learning areas by Key Stage



Manage career

Manage career

Create opportunities

Explore possibilities

See the big picture

Balance life and work

Explore possibilities

Grow throughout life

Grow throughout life

Source: CDI
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CDI

Key Stage 3	Key Stage 4	Post-16
<p>Grow throughout life</p> <ul style="list-style-type: none"> being aware of the sources of help and support available and responding positively to feedback being aware that learning, skills and qualifications are important for career being willing to challenge themselves and try new things monitoring achievements being aware of heritage, identity and values 	<ul style="list-style-type: none"> responding positively to help, support and feedback positively engaging in learning and taking action to achieve good outcomes recognising the value of challenging themselves and trying new things reflecting on and recording achievements, experiences and learning considering what learning pathway they should pursue next reflecting on their heritage, identity and values 	<ul style="list-style-type: none"> actively seeking out help, support and feedback taking responsibility for their learning and aiming high seeking out challenges and opportunities for development reflecting on and recording achievements, experiences and learning and communicating them to others planning their next steps in learning and work discussing and reflecting on the impact of heritage, identity and values
<p>Explore possibilities</p> <ul style="list-style-type: none"> being aware of the range of possible jobs identifying common sources of information about the labour market and the education system being aware of the main learning pathways in secondary, college and apprenticeships being aware that many jobs require learning, skills and specialist qualifications being aware of the range of different sectors and organisations where they can work being aware of the range of ways that organisations undertake recruitment and selection 	<ul style="list-style-type: none"> considering what jobs and roles are interesting researching the labour market and the education system recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it researching the learning and qualification requirements for jobs and careers that they are interested in researching the range of workplaces and what it is like to work there researching how recruitment and selection processes work and what they need to do to succeed in them 	<ul style="list-style-type: none"> developing a clear direction of travel in their career and actively pursuing this actively seeking out information on the labour market and education system to support their career having a clear understanding of the learning pathways and qualifications that they will need to pursue their career actively researching and reflecting on workplaces, workplace culture and expectations analysing and preparing for recruitment and selection processes
<p>Manage career</p> <ul style="list-style-type: none"> being aware that career describes their journey through life, learning and work looking forward to the future imagining a range of possibilities for themselves in their career being aware that different jobs and careers bring different challenges and rewards managing the transition into secondary school and preparing for choosing their GCSEs learning from setbacks and challenges 	<ul style="list-style-type: none"> recognising the different ways in which people talk about career and reflecting on its meaning to them building their confidence and optimism about their future making plans and developing a pathway into their future considering the risks and rewards associated with different pathways and careers taking steps to achieve in their GCSEs and make a decision about their post-16 pathway thinking about how they deal with and learn from challenges and setbacks 	<ul style="list-style-type: none"> being able to describe the concept of career and say what it means to them building their confidence and optimism about their future and acting on it actively planning, prioritising and setting targets for their future considering the risks and rewards of different pathways and career and deciding between them managing the transition into the post-16 learning context and preparing for post-16 transitions being proactive about being resilient and learning from setbacks
<p>Create opportunities</p> <ul style="list-style-type: none"> developing friendships and relationships with others being aware that it is important to take initiative in their learning and life being aware that building a career will require them to be imaginative and flexible developing the ability to communicate their needs and wants being able to identify a role model and being aware of the value of leadership being aware of the concept of entrepreneurship and self-employment 	<ul style="list-style-type: none"> developing friendships and relationships and reflecting on their relationship to their career starting to take responsibility for making things happen in their career being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them being willing to speak up for themselves and others being able to discuss roles models and reflect on leadership researching entrepreneurship and self-employment 	<ul style="list-style-type: none"> building and maintaining relationships and networks within and beyond the school being proactive about their life, learning and career pathway being creative and agile as they develop their career pathway representing themselves and others acting as a leader, role model or example to others considering entrepreneurship and self-employment as a career pathway
<p>Balance life and work</p> <ul style="list-style-type: none"> being aware of the concept of work life balance being aware that physical and mental wellbeing are important being aware of money and that individuals and families have to actively manage their finances being aware of the ways that they can be involved in their family and community being aware of different life stages and life roles being aware of rights and responsibilities in the workplace and in society recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces 	<ul style="list-style-type: none"> reflecting on the different ways in which people balance their work and life reflecting on their physical and mental wellbeing and considering how they can improve these recognising the role that money and finances will play in the decisions that they make and, in their life and career recognising the role that they play in their family and community and considering how that might shape their career considering how they want to move through different life stages and manage different life roles developing knowledge of rights and responsibilities in the workplace and in society identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces 	<ul style="list-style-type: none"> planning for the kind of balance of work and life that they want taking action to improve their physical and mental wellbeing beginning to manage their own money and plan their finances (e.g. thinking about student loans) actively shaping their involvement in their family and community as part of their career planning planning for different life stages and considering the different life roles that they want to play being aware of their role in ensuring rights and responsibilities in the workplace and in society taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them
<p>See the big picture</p> <ul style="list-style-type: none"> being aware of a range of different media, information sources and viewpoints being aware that there are trends in local and national labour markets being aware that trends in technology and science have implications for careers being aware of the relationship between career and the natural environment being aware of the relationship between career, community and society being aware of the relationship between career, politics and the economy 	<ul style="list-style-type: none"> evaluating different media, information sources and viewpoints exploring local and national labour market trends exploring trends in technology and science exploring the relationship between career and the environment exploring the relationship between career, community and society 	<ul style="list-style-type: none"> evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career exploring and responding to local and national labour market trends exploring and responding to trends in technology and science exploring and responding to the relationship between career and the environment exploring and responding to the relationship between career, community and society exploring and responding to the relationship between career, politics and the economy

REPORTS & RESOURCES

T LEVELS

2018 CAREERS STRATEGY AND RELATED RESOURCES

CAREERS FRAMEWORK (2018)

INTERNATIONAL REPORTS

CPD RESOURCES LIBRARY

CAREER MATTERS MAGAZINE

NEWS BY CATEGORY

PRESS OFFICE

USEFUL LINKS

CAREERS FRAMEWORK (2018)

The publication of the careers strategy for England (December 2017) and the new statutory guidance for schools and colleges on careers guidance and access for education and training providers (January 2018) is the right time to update the CDI framework for careers, employability and enterprise education. The below resources are provided to help support and strengthen the CDI framework across the sector.

Framework and supporting resources

Framework for careers employability and enterprise education (March 2018)

SEND - PRU ([Word](#) | [PDF](#))

Audit Against Learning Outcomes ([Word](#) | [PDF](#))

Audit Against Key Stage ([Word](#) | [PDF](#))

Key Stage 2 - Learning Outcomes from CDI Framework - Children (suggested evidence) ([Word](#) | [PDF](#))

Key Stage 3 - Learning Outcomes from CDI Framework - Pupil (suggested evidence) ([Word](#) | [PDF](#))

Key Stage 4 - Learning Outcomes from CDI Framework - Pupil (blank) ([Word](#) | [PDF](#))

Post-16 Learning Outcome Statements ([Word](#) | [PDF](#))

Curriculum Audit - Key Stage 2 ([Word](#) | [PDF](#))

Curriculum Audit Sheet ([Word](#) | [PDF](#))

[Gatsby Benchmark Toolkit](#)

[The SEND Gatsby Benchmark Toolkit](#)

Other useful documents

[Careers Guidance in Schools and Colleges: A Guide to Best Practice in Commissioning Independent Career Guidance Services](#) - published by the CDI (June 2018) [Commissioning Guide - Annexes](#)

[Equipping the young people of today for the career choices of the future personal career guidance](#) - an explanation of personal career guidance published by the CDI (May 2018)



IMPACT



What have your students learnt?

- How will you evaluate the content of the CEIAG programme?
- Are your students well prepared for the next stage of their journey?
- Are Sixth Formers ready and able to go on to appropriate, high quality destinations?
- Have disadvantaged students gained the knowledge and cultural capital they need to succeed?
- **Can students recall what they have done, connect the steps or activities and say what they have gained from the CEIAG programme?**
- Are all staff aware of the CEIAG offer and how they fit in?

Some questions arising.... for CL

- Have all students been seen by an adviser?
- Do they all get work experience?
- How do you link careers to subjects?
- Can you show me how CG interviews have benefited pupils?
- How do you know that all staff have received any training in careers?
- Can you show me which employers come into the school?
- What is your development strategy for careers?
- Can you show me this student's record of career activity and encounters with employers and HE? Can you show me the impact of this?

Personal Development

Provide opportunities (intent) and manage these well (implementation).

Impact may not be assessable

Providing an effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:

- unbiased careers advice
- experience of work, and
- contact with employers to encourage pupils to aspire, make good choices and understand what they need

Pupils are equipped to make successful transition

'Good' descriptor for PD:

Secondary schools prepare pupils for future success in education, employment or training. They use the *Gatsby Benchmarks* to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive *unbiased information about potential next steps* and *high-quality careers guidance*. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Leadership & Management

'Good' descriptor for L&M:

Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.

Sixth Form

- High-quality, up-to-date and locally relevant careers guidance
 - Enrichment activities
 - High quality & meaningful work experience
 - Unbiased information about potential next steps.
-
- Where are the main gaps in your Sixth Form CEIAG?
 - Are all your students gaining full access to unbiased information on all their options?

IT'S A JOINT EFFORT!



Connection is crucial

Raising the profile of CEIAG.....

Why?

- Your CEIAG offer needs to support overall aims (and vice-versa)
- It is more likely to have an impact if widely known about and used
- You might get contributors (Alumni, local employers etc.)
- Ofsted **connect** evidence gathered, to see a coherent approach

Who?

- Students
- Staff
- Parents
- Governors & SLT
- 'externals' – employers, partner agencies, alumni etc.

HOW
?

Engagement ideas....

Drop-ins advertised

CPD / Inset

Surveys

Reporting & **Briefing** – all staff / SLT & Governors

Posters – subject related + drop-in times

Career Champions – students and departmental staff

Website (career pages)

loop screens at parent eves

Events / speakers who are friends of staff

Assemblies showcasing events (and learning)

Newsletters (& social media)

focus groups (could deploy tutor sessions)

‘career-ify’ what’s there (piggy back)

Press

QiCS award

Creating a CEIAG Folder

Key sections:

- Policies and plans
- Programme
- Recording / Tracking
- CPD
- Evaluation, Review & Reporting

Policies & Plans	<div>CEIAG Policy</div> <div>Provider Access Policy</div> <div>CEIAG Development Plan</div>	Departmental 'CinC' plans Entitlement statement School Improvement Plan
Programme	<div>CEIAG Programme description</div> <div>CEIAG 'spidergram'</div> <div>CEIAG timetable (PSHE / PD)</div>	Events & Speakers timetable Employer list; Alumni programme Resource inventory, licence subs
Recording / Tracking	<div>WEX database; Compass+ etc.</div> <div>CG interview spreadsheet</div> <div>Destinations info</div>	Data that helps you monitor and develop the programme
CPD	<div>Training Needs Analysis</div> <div>Inset / briefing timetable for CEIAG</div> <div>Training materials (ppts., webinars, briefings etc.)</div>	
Evaluation, Review & Reporting	<div>Examples of evaluation material e.g. focus group questionnaires, surveys etc. 'CinC' audit sheets</div> <div>Evaluation reports & summary (Review doc); Gatsby Compass</div> <div>Highlights, photos etc.</div>	

Policies & Plans

CEIAG Policy
Provider Access Policy
CEIAG Development Plan

Departmental 'CinC' plans
Entitlement statement
School Improvement Plan

INTENT

Programme

CEIAG Programme description
CEIAG 'spidergram'
CEIAG timetable (PSHE / PD)

Events & Speakers timetable
Employer list; Alumni programme
Resource inventory, licence subs

IMPLEMENTATION

Recording / Tracking

WEX database: Compass+ etc.
CG interview spreadsheet
Destinations info

Data that helps you monitor and develop the programme

IMPACT

CPD

Training Needs Analysis
Inset / briefing timetable for CEIAG
Training materials (ppts., webinars, briefings etc.)

INTENT

Evaluation, Review & Reporting

Examples of evaluation material e.g. focus group questionnaires, surveys etc. 'CinC' audit sheets.
Evaluation reports & summary (Review doc); Gatsby **Compass**
Highlights, photos etc.

IMPACT

What could Ofsted inspectors want to see re. CEIAG, before the inspection goes ahead?

(where could they see these?)

- Provider Access Policy (on website)
- Information about the CEIAG programme (on website)
- Information on how the school assesses its impact on pupils (in the policy)
- Name, email, address & phone number of Careers Leader (on the website)
- Date of next review of this published material (in the policy)

- Have you gained some insight into a changing context, including Ofsted's new inspection framework?
- Do you understand some of the practical implications for CEIAG, looking at Intent, Implementation & Impact?
- Can you see advantages of raising the profile of CEIAG and ways to do it?
- Have you gained some ideas for your ongoing preparation for a high quality CEIAG programme (and Ofsted)?

CEIAG & Ofsted

Thank you



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Questions....

- **When will Ofsted start inspecting again?**
 - Inspections (on-site) return from 21st June unless of significant concern, but starting with those graded inadequate and some RI and 'good' schools that haven't been inspected within the statutory 5 year window. So for most it will be from September 2021.
- **Will Ofsted expect to see me using the new CDI framework?**
 - It's up to you what framework for career learning you use, but you do need to show clear intent and robust implementation; and need to be following statutory guidance for CEIAG
- **How will Ofsted take account of the disruption caused by the pandemic?**
 - For PD they will focus on understanding the steps that leaders have taken to offer a wide range of personal development opportunities since the school opened to all pupils in March 2021
 - So, for GB 5 & 6, this might involve virtual provision, but needs to be accessible to all and meaningful (see CEC guidance on meaningful encounters)