

Review of Careers Education, Information, Advice and Guidance (CEIAG) provision at Halewood Academy

Janet Palmer 14th January 2018

To inform the review I met with the Executive Principal, an Assistant Principal with responsibility for the careers education, and the Careers and Work Experience Coordinator. I held a meeting with eight pupils from Years 9, 10 and 11, and had a tour of the school conducted by three Year 9 pupils. I also scrutinised school documentation such as the PSHE programme, the school development plan and information posted on the school website.

CEAIG provision

The taught programme for careers education is delivered through PSHE lessons which are supplemented by wider activities, guidance and special events. Pupils are timetabled for one hour of careers education during the spring term in Years 7 to 10 and three hours for Year 11, delivered by their form tutor. The lesson materials are developed by the Careers and Work Experience Coordinator. The lessons are entitled: Year 7 *To learn about different careers*, Year 8 *To learn about careers and my GCSE options*, Year 9 *To identify a range of post-16 options*, Year 10 *Shaping futures* (for pupils in L24 postcode only), and a theatre production about apprenticeships, and Year 11 sessions on *Careers and future aspirations*, *Writing letters of application and creating a CV*, and *Learning to prepare for interviews*. I was unable to observe teaching and learning in careers education during this visit so cannot comment on the quality of the taught provision.

The Careers and Work Experience Coordinator is highly experienced with a wealth of local, further and higher education and employment contacts. She is supported in updating her professional knowledge and skills and attends local network meetings. However, none of the form tutors have received any training in the teaching of careers education.

Provision is enhanced by one-to-one guidance interviews; careers conferences; visiting speakers; visits to institutions of further and higher education, training and employment, assemblies and work experience.

Guidance interviews are offered to pupils in Year 11 and to a small number of targeted pupils in Year 10. These are facilitated by a member of Career Connect (part of the National Careers Service) and the Careers and Work Experience Coordinator. Records are kept of the discussions that take place and the actions pupils have agreed to take or have taken regarding college applications. The sessions include support in writing college applications, including those that need to be submitted on-line. I was unable to observe a guidance interview during this visit so cannot comment on the quality of provision.

The pupils I met with valued highly the opportunity to meet with college representatives and employers at the careers conferences and other events. They were also very positive about the opportunity for all to undertake two weeks of work experience in Year 10. The Careers and Work Experience Coordinator uses her vast range of employer contacts to match the work experience as closely as possible to the pupils' interests and aspirations. Work experience is quality assured by personal visits by the Careers and Work Experience Coordinator and Progress Leaders to every placement, ensuring suitability to meet the pupils' needs and to monitoring safeguarding.

The careers office is well resourced and in a prominent area of the school enabling good access. Pupils regularly drop-in for advice and support. The school website includes links to local colleges and the National Careers Service, and the school library carries a limited supply of careers-related

texts. Subject departments have been encouraged to exhibit careers-related materials and posters, but to date these can only be found in the science and Spanish areas of the school.

The school has a particularly thriving vocational offer in the curriculum including photography, health and social care, child development, performing arts, and sports science.

Leadership and management of CEIAG provision

CEIAG is overseen by an Assistant Principal who meets regularly with the Careers and Work Experience Coordinator. She quality assures the careers education teaching materials and undertakes informal observations of teaching and learning in PSHE (including careers education). The Careers and Work Experience Coordinator meets regularly with the Career Connect worker to discuss individual pupils and undertakes informal observations of guidance interviews.

Impact of the CEIAG provision

The proportion of pupils who do not go on to further education, training or employment when they leave school stands at 2% which is well below both local and national figures. The majority of the pupils I met with had high aspirations for their future career path and were well-informed about what they needed to do to achieve their goals. Most had taken the initiative to find out about the required skills and qualifications for their chosen career.

Points for consideration

- Consider monitoring pupils' take up of the range of career-focussed activities and opportunities offered by the school. This data can be used to analyse which individuals and/or groups are accessing their full entitlement and which, if any, are not. This information can then be used to inform future planning and support the targeting of pupils with greater need.
- To ensure high quality provision, the school needs to consider introducing more formal monitoring and evaluation of the work of the form tutors and the service provided by Career Connect.
- To date, only a small proportion of Year 11 leavers access next steps programmes during the summer holidays prior to them moving on to further education and/or training. This would be of great benefit to pupils if it were considered an entitlement for all.
- The school should consider providing subject-specific training in careers education for the form tutors delivering the sessions.
- Engaging pupils in a structured evaluation of provision by survey followed by focus group discussion would inform effective future planning.
- The school could take better advantage of the MAT by arranging meetings between the Careers and Work Experience Coordinators in each school.
- Consider improving the range of careers-focussed books in the library.
- Build on the good practice in the science and Spanish departments regarding the display careers-related materials and posters and consider having as part of the school's curriculum review, an expectation that all departments will include an element of subject-related careers education in their programmes of study.