

## Ofsted Inspection Framework – from September 2019

Careers education and guidance have a direct impact on two of the four key judgements (quality of education and personal development), and on the quality of provision of the sixth form where applicable. In two of these judgements, IAG is included in the judgement descriptor needed for good and outstanding judgements. Failure to provide this in the sixth form will lead to an inadequate judgement for the sixth form. NCS can be used as evidence of students' personal development.

The information in this summary is taken from the Ofsted School Inspection Handbook.

- A school may receive an earlier than scheduled section 8 inspection if there are 'concerns are identified about the breadth and balance of the curriculum (including if the statutory requirement to publish information to parents is not met)'<sup>1</sup>. This could include concerns about the careers curriculum.

### Evidence of impact for **quality of education**

- 'Learners are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend.'
- 'Pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations. Inspectors will also consider this.'<sup>2</sup>
- 'nationally published information about the destinations to which its pupils progress when they leave the school'<sup>3</sup>

### **Personal development**

- 'In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, for example the Duke of Edinburgh award scheme, Cadet Forces and the National Citizenship Service), but will not attempt to measure the impact of the school's work on the lives of individual pupils.'<sup>4</sup>
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
- 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 to do to reach and succeed in the careers to which they aspire

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<sup>1</sup> School inspection handbook, Ofsted, May 2019, page 9

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805369/School\\_inspection\\_handbook\\_S5\\_updated\\_300519.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805369/School_inspection_handbook_S5_updated_300519.pdf)

<sup>2</sup> Ibid, page 47

<sup>3</sup> Ibid, page 48

<sup>4</sup> Ibid, page 58

- supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.<sup>5</sup>
- ‘the quality of careers information, education, advice and guidance, and how well it benefits pupils in choosing and deciding on their next steps’ will be used as a source of evidence of the quality of personal development.<sup>6</sup>
- In the grade descriptors for personal development (good and outstanding grades): ‘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.’<sup>7</sup>

### **Sixth form provision**

- Inspectors will consider ‘the effectiveness of high-quality impartial careers guidance in enabling all students to make progress and move on to a higher level of qualification, employment or further training when they are ready to do so’
- ‘how leaders and teachers develop a curriculum that provides progression, stretch, mathematics and English for those young people without GCSE grades 9 to 4 (or legacy grades A\* to C), as well as work experience or industry placements and non-qualification activities’<sup>8</sup>
- Grade descriptor (for good and outstanding) ‘The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.’
- If ‘the school does not ensure that sixth-form students get access to unbiased information about potential next steps, high-quality careers guidance, or opportunities for encounters with the world of work’, then the sixth form will be graded as inadequate.<sup>9</sup>

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<sup>5</sup> Ibid, page 59

<sup>6</sup> Ibid, page 61

<sup>7</sup> Ibid, page 63

<sup>8</sup> Ibid, page 83

<sup>9</sup> Ibid, page 86