
Careers

The implementation of
the careers and world
of work framework in
secondary schools

September 2017



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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Introduction

This report is written in response to a request for advice from the Welsh Government in the Minister's annual remit letter to Estyn for 2016-2017. The report examines the extent and effectiveness of secondary schools' delivery of the statutory Careers and the world of work (CWoW) framework. It considers the extent to which secondary schools' provision and leadership in this area have changed since Estyn's previous report on CWoW, *Informed Decisions*, in October 2012. The report draws on evidence from 156 secondary school inspections since October 2012 and from a survey of 35 secondary schools (see appendix for detail).

Background

In January 2008, the Welsh Assembly Government published "Careers and the world of work: a framework for 11 to 19-year-olds in Wales". This statutory framework was intended to ensure that *"young people are ready to take their place in a rapidly changing world of work within the global economy."* (Welsh Assembly Government, 2008, p. 2) It set out learning objectives for key stage 3, key stage 4 and post-16 learners. The document stated that successful delivery of CWoW:

"...can only be effectively achieved through a planned programme that includes a wide range of teaching and learning experiences and environments, and including contributions from a variety of partners. These should include the best possible direct experiences of the world of work, supported by opportunities for individual advice and guidance." (Welsh Assembly Government, 2008, p. 2)

In 2010, the Welsh Assembly Government published *Future ambitions: Developing careers services in Wales*. This report recommended that the implementation of the CWoW framework should be inspected on a thematic basis by Estyn.

In 2012, Estyn published *Informed decisions: The implementation of the Careers and the World of Work framework*. This report examined how effectively secondary schools had implemented the CWoW framework. The main findings of this report were:

- while nearly all schools provided pupils with useful information to help them choose subjects in Year 9, they made limited use of labour market information to enable pupils to make informed decisions
 - nearly all schools did not track pupils' progress toward the learning objectives in the CWoW framework in a consistent or systematic fashion
 - the amount of lesson time that schools allocated to CWoW varied too much
 - in most cases, schools did not evaluate their provision for CWoW robustly enough
 - the role of governors in supporting the strategic planning and delivery of CWoW
-

was underdeveloped

- in nearly all schools, Careers Wales made a valuable contribution to CWoW provision; however, in a few schools, recent reductions in Careers Wales services had put a strain on the capacity of schools to deliver CWoW

The recommendations of this report were:

The Welsh Government should:

- consult with schools to help them develop systems to track evidence against the CWoW framework so that pupils and teachers can monitor individuals' progress in developing skills in career planning and decision-making
- help schools to develop their use of local, regional and national data to help them to evaluate their effectiveness in delivering CWoW
- distribute data on the sustainability of learners' first destinations so that schools can monitor how successful their choices have been
- encourage more schools to work towards getting the Careers Wales Mark award

Schools should:

- improve governors' involvement in the strategic planning of CWoW
- make better use of available data to monitor and track trends in pupils' achievement and progression so as to plan improvements in CWoW

Learning Networks should:

- lead institutions in developing strategies to evaluate rigorously how well they prepare pupils for key transitions and for the world of work
- encourage the gathering and sharing of appropriate data to evaluate how pupils are prepared for key transitions

In 2014, Estyn published *Learner support services for pupils aged 14-16*. This report examined the quality, consistency and impartiality of learner support services provided by schools to pupils before, during and at the end of key stage 4, including impartial careers advice and guidance. This report identified that:

- the provision of careers advice and guidance was the weakest feature of learner support
- only a minority of schools offered all pupils the opportunity to discuss their careers plans in Year 9 or Year 11
- the majority of schools did not provide pupils with up-to-date information on courses, career opportunities and progression routes
- there was a bias towards retaining pupils in sixth forms in 11-18 schools
- schools had not considered carefully enough how they should replace the services previously carried out by Careers Wales

Learner support services for pupils aged 14-16 showed that many schools were unclear about what changes to the service offered by Careers Wales would mean for pupils' careers interviews and had not considered what changes needed to be made to their careers and advice programmes.

The recommendations of this report were:

Schools should:

- focus learner support services on improving pupils' attainment of high grades in GCSE English or Welsh first language and in mathematics
- take a more strategic approach to learner support services and co-ordinate the delivery of learning coaching, personal support, and careers advice and guidance
- improve the scope and quality of careers advice and guidance
- make sure that all pupils have regular discussions with the most appropriate support staff about their progress, aspirations and learning pathway, especially at key points in Year 9 and Year 11
- provide all staff involved in giving advice and guidance with regular and up-to-date training and information
- evaluate the impact of learner support services on outcomes
- plan for possible reductions in funding for external support so as to sustain current levels of learner support

Local authorities should:

- lead and co-ordinate partnerships to support schools with external support services

The Welsh Government should:

- update its guidance to schools on careers advice and guidance to reflect the recent changes to the role of Careers Wales

The Welsh Government made substantial changes to the Welsh Baccalaureate Qualification in 2015. One aspect of these changes was that the requirement for pupils to undertake a work experience placement was replaced by the Enterprise and Employability challenge. This activity was designed to *“develop learners’ skills, whilst providing opportunities for learners to develop enterprising skills and attributes and enhance employability”*. (WJEC, 2015, p. 16)

In March 2014, The Welsh Government asked Professor Graham Donaldson to conduct an Independent Review of Curriculum and Assessment Arrangements in Wales. In February 2015, *‘Successful Futures’* was published (Donaldson, 2015). The report identified that ‘children and young people... would like to see a greater focus on... careers guidance’ (p. 17). One of the ‘four purposes’ of the new curriculum outlined in the report is that it should support learners in becoming ‘enterprising, creative contributors who... are ready to play a full part in life and work’. In June 2015, the Welsh Government accepted all the recommendations in *Successful Futures*.

Main findings

- 1 Nearly all schools provide pupils with a range of useful information in Year 9 to help them make their key stage 4 subject choices. They use a range of strategies to support pupils and their parents in making decisions, including providing advice from careers advisers at open evenings. However, the majority of schools have not responded effectively to reductions in the support offered by Careers Wales. As a result, only a few schools ensure that all key stage 4 pupils have an interview to discuss their career options.
- 2 Most schools provide pupils with a range of general information about post-16 options. However, a minority of schools do not use sufficiently up-to-date information or resources to guide pupils' decisions. In general, 11-18 schools place too much emphasis on promoting their own sixth form rather than exploring fully the range of other options available to pupils across a range of providers.
- 3 Methods for delivering CWoW continue to vary greatly across schools. Many schools have changed their provision substantially during the last five years. While the time allocated to CWoW-related activities by schools has on average increased, in many cases this provision is now planned around the requirements of the Welsh Baccalaureate Qualification rather than the CWoW framework.
- 4 The amount of lesson time that schools allocate to CWoW continues to vary greatly. A minority of schools do not allocate any time to CWoW. In a minority of schools, staff delivering CWoW are not provided with training or up-to-date resources to carry out this role. A minority of schools feel that their CWoW provision is less effective than it was five years ago. These schools believe that reductions in the support available from Careers Wales, combined with the increasing demands of the key stage 4 curriculum, have left them unable to deliver CWoW as effectively as in the past. A very few schools have strengthened their CWoW provision over this period.
- 5 The proportion of pupils who participate in work experience placements in key stage 4 or in the sixth form has declined substantially over the last five years. In most cases, schools feel unable to meet the health and safety requirements of running a work experience programme now that Welsh Government no longer requires Careers Wales to maintain a national work experience database on behalf of schools. Nearly all schools who have reduced work experience provision feel that this has had a negative impact on pupils' progress and on their understanding of their career options. A very few schools have invested substantially in maintaining this aspect of their provision and manage the health and safety requirements themselves.
- 6 The proportion of schools that have appropriate systems in place to assess pupils' progress against the learning objectives in the CWoW framework has increased slightly since Estyn's previous report in 2012. However overall, the tracking of pupils' progress remains underdeveloped.
- 7 Although schools use a wide range of data to evaluate the effectiveness of their CWoW provision, self-evaluation and improvement planning systems for CWoW are

insufficiently rigorous. This is because the data that they use, for example the proportion of pupils who remain at school for the sixth form, is not necessarily a valid measure of how well the school has supported pupils in making successful careers-related decisions. Only a very few schools make suitable use of data to evaluate how well pupils' decisions enable them to succeed in sustaining their progression choices.

- 8 Although the proportion of schools that have a nominated governor with responsibility for CWoW has increased slightly since 2012, the role of governors in supporting CWoW remains underdeveloped. Only a few schools make effective use of their governors' experience and expertise to enhance this aspect of their work.
- 9 The extent to which schools involve others in the delivery of CWoW continues to vary greatly. The proportion of CWoW that is delivered via external partnerships has declined over the last five years. However, in a few schools, pupils would have very little access to CWoW without external delivery.

Recommendations

Schools should:

- R1 Ensure that all pupils have regular discussions about their progress, aspirations and possible learning pathways, especially in Year 9 and Year 11
- R2 Provide pupils with accurate and up-to-date information about the full range of sixth form, further education and apprenticeship opportunities open to them
- R3 Evaluate their CWoW provision to ensure that it:
 - a. is delivered by well-trained staff, equipped with up-to-date resources
 - b. provides pupils with relevant work-focused experiences
 - c. makes better use of information to monitor and track trends in pupils' achievement and progression so as to plan improvements in provision
 - d. is integrated into whole-school self-evaluation, improvement planning and accountability processes
- R4 Involve governors more in the strategic oversight of CWoW

Local authorities and regional consortia should:

- R5 Help schools to develop their use of information to evaluate the effectiveness of their CWoW provision

The Welsh Government should:

- R6 Facilitate stronger partnerships between schools, providers, employers and others to improve the delivery of impartial advice and guidance
- R7 Review the CWoW framework and update guidance in light of the principles of curriculum reform identified in Successful Futures

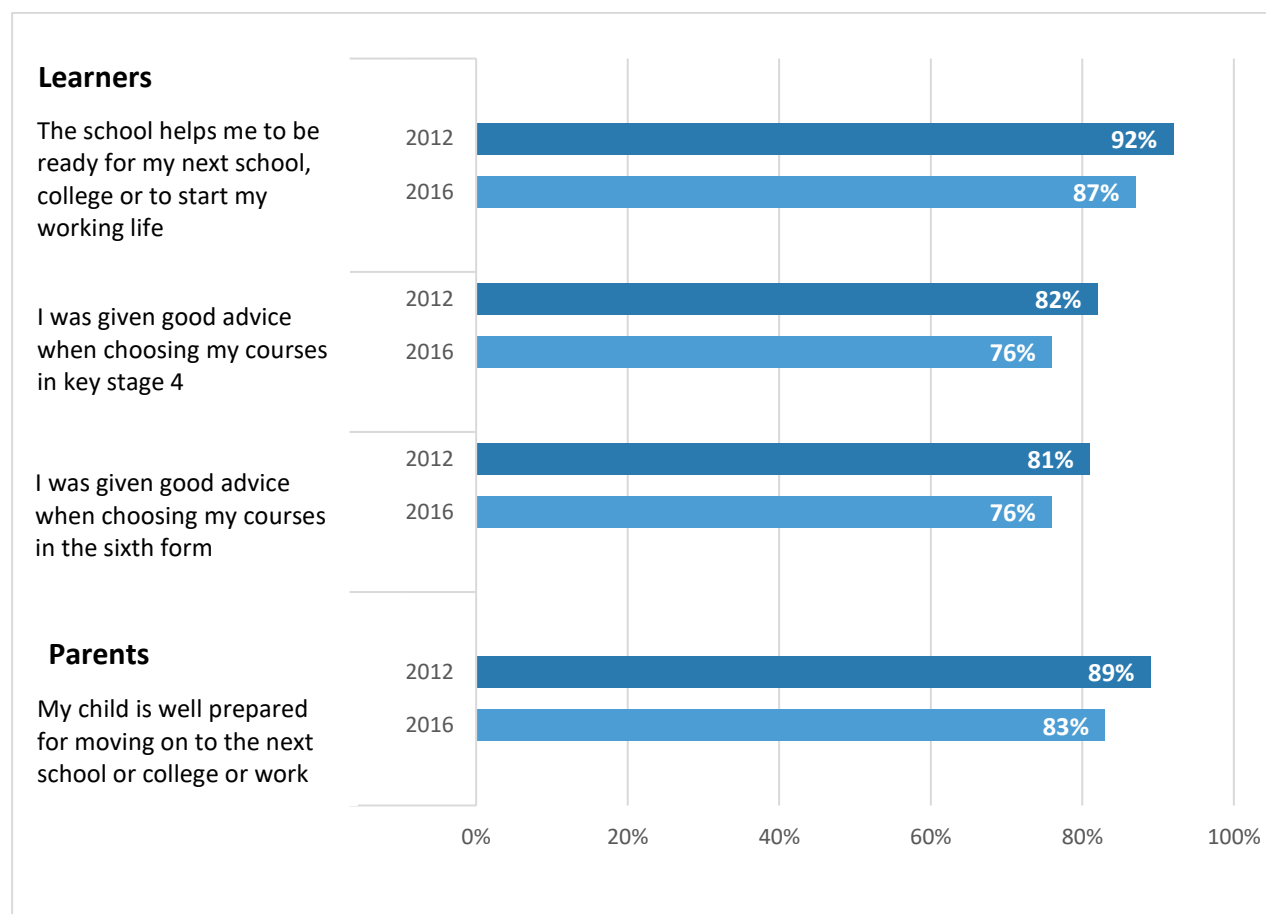
Provision

Guidance for pupils on making decisions

- 10 Nearly all schools provide pupils with a range of useful information in Year 9 to help them make their key stage 4 subject choices. In many cases, schools encourage pupils to use the Careers Wales website to explore the choices available to them. Most schools hold open evenings for parents and pupils to enable them to discuss options with school staff and careers advisers. However, only a minority of schools provide pupils with an individual interview to assist them in making their choices.
- 11 In most cases, schools provide pupils with an appropriate range of general information about post-16 options. Typically, this information is communicated through open evenings, assemblies and the personal and social education (PSE) programme. A minority of schools participate in careers fairs or invite external speakers from, for example, local businesses.
- 12 The majority of schools surveyed report that reductions in the service from Careers Wales have caused them to decrease substantially the support available to many pupils. In around half of schools, individual careers interviews are now only provided for pupils with additional learning needs or those identified as being at risk of not being engaged in education, employment or training. These schools rely on Careers Wales to undertake these interviews. Only a few schools ensure that all key stage 4 pupils have an interview to discuss their career options.
- 13 A minority of schools do not use up-to-date information or resources to advise pupils. Only a few schools continue to use the Careers Wales website in key stage 4 to help pupils understand their post-16 options. In a few schools, the guidance and information provided for key stage 4 pupils are limited or partial. In general, 11-18 schools place too much emphasis on promoting the continuation of pupils' education into their sixth form rather than exploring fully the range of available options such as academic, vocational or technical courses at further education colleges and work-based training companies or apprenticeships with local employers. This is reflected in comments such as "We are less keen on having the college in as we are an A Level provider... they are seen as the competition" and "Those who get level 2+ should stay in school".
- 14 Nearly all 11-18 schools provide sixth form pupils with suitable general advice and guidance on preparing for the next stage of their education or employment. Many schools use external speakers, for example from local universities, to provide pupils with valuable information to support their decisions. A minority of schools provide pupils with an extensive range of advice, including, for example, information regarding options such as apprenticeships. In the majority of schools with sixth forms, advice and guidance are focused strongly on supporting applications for university.

- 15 Although the views expressed by pupils and parents in pre-inspection questionnaires are not quite as positive this year as they were in 2012, many pupils feel that school prepares them well for the next stage of their education or working life and provides them with good advice when choosing their options. Many parents also believe that schools prepare their children well.

Figure 1: Percentage of pupil and parents who responded agree or strongly agree to secondary pre-inspection questionnaires

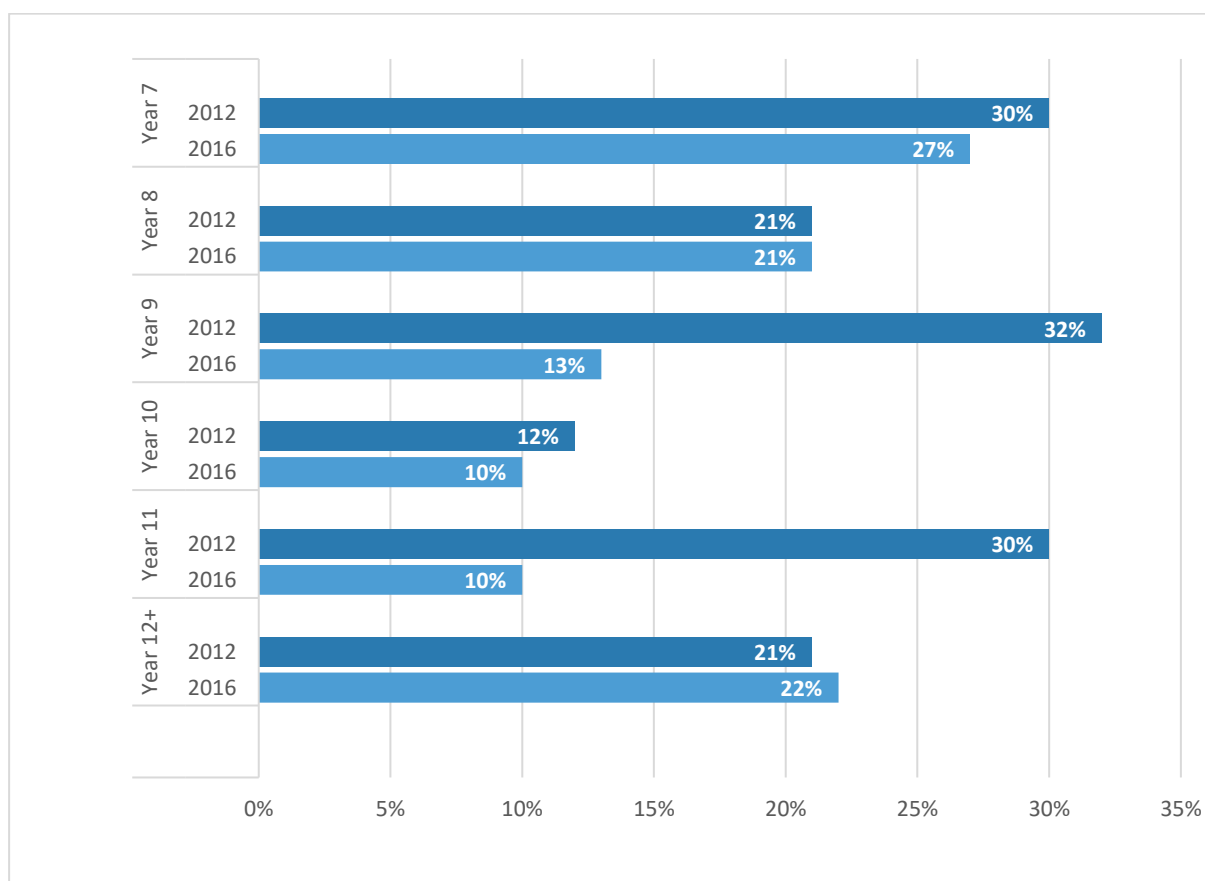


Delivery of careers and the world of work

- 16 At key stage 3, the most common approach to CWoW provision is delivery through the PSE programme. In the majority of schools, Careers Wales provide useful support to supplement advice and guidance by teachers and other staff.
- 17 At key stage 4, the predominate form of CWoW delivery is through the Welsh Baccalaureate Qualification, particularly through the enterprise and employability challenge. In a minority of schools, this challenge activity is the sole means of delivering CWoW.
- 18 In the sixth form, methods of CWoW are especially varied. In addition to the Welsh Baccalaureate Qualification, the most common approach is the use of assemblies and presentations by external speakers, such as universities or local employers.

- 19 Estyn's previous report on Careers education and guidance, *Informed Decisions* (2012), identified that, while there is no prescribed time allocation for CWoW, too many schools allocated too little time for this work. The schools surveyed for this report now generally allocate more time to CWoW-related activities in key stage 3 and key stage 4. A minority of schools do not allocate any time to CWoW in Year 7 or Year 8 or in the sixth form, and a few do not do so in Year 9 and key stage 4.

Figure 2: Percentage of schools who responded that they do not allocate time for CWoW



- 20 Methods for delivering CWoW continue to vary greatly across schools. However, of the schools surveyed, 86% report that they have made substantial changes to their provision over the last five years. In many schools, the most significant change is that key stage 4 curriculum time that was previously allocated to discrete CWoW provision is now allocated to the Welsh Baccalaureate Qualification. Therefore, while the total amount of CWoW-related activities has increased overall, much of this provision is planned around the requirements of the Welsh Baccalaureate Qualification rather than the CWoW framework.
- 21 Where schools have made substantial changes to their CWoW provision, the primary reason given was the upcoming changes to Welsh Government key stage 4 performance measures for secondary schools. As one of these measures will include performance in the Welsh Baccalaureate Qualification from 2018, schools' perception is that this qualification is now a higher national priority than CWoW.

- 22 The majority of schools also cite the reduced levels of support that Careers Wales are currently able to provide for their CWoW provision as a reason for these changes. In a few schools, time has been reallocated from CWoW provision to enable schools to devote more time to delivering the new GCSEs in English, Welsh and mathematics.

Assessing pupil progress

- 23 A minority of schools evaluate individual pupils' progress against the learning objectives of the CWoW framework. In a very few schools, they use a variety of methods, including using ICT systems, to assess and monitor pupils' progress against these learning objectives. These schools use this information to set pupils relevant individual targets. This support is effective in guiding pupils in making their subject and career choices.
- 24 In the majority of cases, schools do not have systems in place to track pupils' progress against the learning outcomes of the CWoW. In a few schools, the member of staff responsible for co-ordinating CWoW provision does not have a clear understanding of the requirements of the framework. As a result, the majority of schools cannot judge the standards that pupils achieve in CWoW accurately and so cannot evaluate the impact of their provision or compare their performance against that of other schools.

Work-focused experience

- 25 The use of work-focused experience placements has decreased substantially in the majority of schools surveyed. In 2012, in nearly all schools at least 90% of pupils undertook a work-focused experience placement during key stage 4. Of the schools surveyed for this report, now only 38% reported that at least 90% of their key stage 4 pupils undertake a work-focused experience placement. In 29% of schools, no pupils participate in work-focused experience. The use of work experience in sixth forms has declined by a similar degree.
- 26 A minority of those schools who have reduced their work-focused experience provision continue to use work placements to meet the needs of a very few vulnerable pupils. Overall, only a very few schools have identified work-focused experience as an improvement priority, or have invested substantially in maintaining or increasing this aspect of their provision. These schools collaborate effectively with a range of partners, including local employers and their local authority, to provide most pupils with the opportunity to undertake a work-focused experience placement.
- 27 In most cases, one reason for the reduction in work-focused experience is that Careers Wales no longer maintains a database of possible placements. These schools feel that it is now not possible to dedicate the necessary resources to meet the health and safety requirements of running a work-focused experience programme. In a minority of schools, time that was previously allocated to work experience is now used to complete Welsh Baccalaureate Qualification activities. In a few cases, schools also cite the demands of new qualifications, such as the new GSCEs in English, Welsh and mathematics, as a reason for curtailing work-focused experience. Nearly all of the schools who have ceased or reduced work-focused experience programmes feel that this has had a detrimental impact on pupils' progress towards the CWoW framework objectives and their understanding of their career options.

- 28 Estyn's 2014 report, *Learner support services for pupils aged 14-16*, identified that secondary schools were not adequately prepared for the changes being made to the role of Careers Wales. Despite this, overall, schools have not responded effectively enough to these changes, and this has had an adverse effect on the use of work-focused experience placements. In addition, schools have not received revised guidance on careers advice and guidance from the Welsh Government.

Leadership and management

- 29 The schools that are most effective in preparing pupils for their post-16 options share certain common characteristics. They:
- have leaders who value CWoW, understand its importance in the curriculum and ensure that it has a high profile across the school
 - dedicate enough time to lessons and activities that are clearly focused on CWoW
 - use a wide range of careers-related activities, such as external speakers, visits or whole year group events where the timetable is suspended
 - benefit from a wide range of partnerships to enhance the delivery of CWoW
 - encourage pupils to consider the full range of post-16 options available to them through their local area curriculum
 - arrange regular training for staff leading and delivering CWoW, provide up-to-date learning resources for CWoW activities and ensure that pupils are provided with current labour market information
 - use the learning objectives in the CWoW framework to assess and monitor pupils' achievement

Leadership and co-ordination

- 30 Most schools have a designated member of staff who has overall responsibility for the delivery of CWoW. In the majority of cases, this is a member of the senior leadership team. In a minority of schools, the CWoW co-ordinator is a middle leader. This represents a changing profile in CWoW leadership since Estyn's previous report in 2012, when a senior leader held responsibility for CWoW in most schools. In a very few schools surveyed for this report, the leadership structure is not clear regarding who has overall responsibility for this aspect of the school's work.
- 31 The majority of CWoW co-ordinators are held to account suitably for their role. For example, they have regular line management meetings where they are expected to provide evidence of progress toward identified targets. Around half of co-ordinators have specific performance management objectives relating to the effectiveness of CWoW provision.
- 32 In a minority of cases, processes to monitor and evaluate the work of the CWoW co-ordinator are not rigorous enough. In around half of schools, there is no specific job description for the role of CWoW co-ordinator or it has not been reviewed for a substantial length of time. This lack of an up-to-date job description limits senior leaders' capacity to evaluate the effectiveness of the CWoW co-ordinator or to hold them to account.
- 33 Schools generally do not use governors well enough to support the strategic planning and delivery of CWoW. The proportion of schools who have a governor with nominated responsibility for CWoW has increased slightly since 2012. However, around half of schools still do not have a governor with this specific role. In a few instances, schools utilise their governors' experience and expertise well, for example

through using governors' links to local businesses. However, in many cases, nominated governors are not given enough opportunities to support the delivery of CWoW. A few schools provide governors with regular reports on CWoW, but in most cases these reports do not give governors sufficient relevant information to enable them to understand how well the school delivers CWoW.

Self-evaluation processes

- 34 In most schools, CWoW provision does not feature prominently enough in self-evaluation and improvement planning processes. In a minority of schools, the school development plan contains clear and measurable targets to improve delivery of CWoW, but a majority of schools do not identify any specific actions relating to CWoW in their school development plan.
- 35 In around half of the schools surveyed, careers co-ordinators undertake suitable activities to evaluate the quality of their provision. In around half of schools, self-evaluation activities are too informal and are not based on sufficiently robust evidence. For example, there are no formal processes in place to evaluate the quality of CWoW teaching.
- 36 Schools use a wide range of data to evaluate the effectiveness of their CWoW provision. This includes:
 - the proportion of Year 9 pupils who are able to select their first-choice subjects in the options process
 - the number of interviews conducted by Careers Wales advisers
 - the proportion of Year 11 pupils who continue into the sixth form
 - feedback from pupil and parent questionnaires
 - the number of pupils who are successful in securing a place at their first-choice college or university
 - the destination data provided by Careers Wales
- 37 However, most of this data is of limited use in evaluating CWoW provision as it does not identify clearly how well the school has supported pupils in making successful careers-related decisions. For example, many schools identify high levels of pupil retention for the sixth form or successful university applications as evidence that their CWoW is successful, without considering how successfully these pupils complete these courses.
- 38 The majority of schools note the number of pupils identified as being not in education, employment or training in the annual destination data provided by Careers Wales. However, overall, schools' use of the available data continues to be underdeveloped, and a minority of schools use no external data to evaluate CWoW. In a very few instances, leaders make effective use of data to monitor pupils' progression and sustained destination after leaving school.
- 39 A majority of schools do not have systems in place to track pupils' progress against the learning outcomes in the CWoW, and they are unable to assess accurately the impact of their CWoW provision.

- 40 Nearly three-quarters of the schools surveyed hold or are working towards the Careers Wales Mark for continuous quality improvement. The audits they have completed against Welsh Government's published CWoW guidance help them to identify more clearly how to improve the quality of CWoW. However, of those schools currently working towards achieving the Careers Wales Mark, many do not identify CWoW as a priority in the school development plan or track pupils' progress against the CWoW framework learning outcomes, and in the majority of these schools the careers co-ordinator does not have a clear job description for this role.

Partnership working

- 41 Estyn's previous report on CWoW in 2012 identified that there were large variations in the extent to which schools involve other partners in delivering the CWoW programme. This continues to be the case, and overall external partners deliver a smaller proportion of CWoW than five years ago. For example, the proportion of schools who deliver more than three-quarters of their CWoW themselves has risen from 49% to 60%.
- 42 Only 17% of schools surveyed for this report rely on external providers, such as Careers Wales, for more than half of their CWoW delivery, compared to 27% in 2012. In all of these schools, the total time allocated to CWoW is below the average of schools surveyed, and often well below. This indicates that there are a few schools where pupils would have very little access to CWoW without external delivery. This reduces the level of personalised advice and impartial guidance that pupils receive.
- 43 Nearly all schools feel that they have a strong working partnership with Careers Wales, and many feel that this partnership has a positive impact on pupil outcomes. In particular, they feel that Careers Wales provides valuable support for pupils with additional learning needs and those identified at being at risk of not being engaged in education, employment or training. However, around half of schools surveyed indicate that reductions in the level of support that Careers Wales is able to offer have had a negative impact on the guidance that many pupils receive. Overall, schools have not responded effectively enough to changes in the role of Careers Wales.
- 44 In most cases, schools do not have sufficiently rigorous processes in place to evaluate the effectiveness of partnership contributions to their CWoW provision. Many schools, for example, monitor the proportion of pupils who take part in an interview with a careers adviser, but they do not have clear criteria by which they can measure the impact or value for money offered by external providers.
- 45 Only a third of the schools surveyed play any part in the strategic planning of CWoW within their local 14-19 network. The use of school-to-school partnership working to support the planning and delivery of CWoW and the organisation of work experience placements is also undeveloped.

Staff training and resources

- 46 The number of staff involved in the delivery of CWoW varies greatly, ranging from nearly all staff in some schools to less than five in others. In the majority of schools,

staff receive regular training to support their delivery of CWoW. However, a minority of schools do not ensure that staff receive sufficient or regular training on CWoW. In a very few schools, staff are allocated to deliver CWoW each year purely on the basis of their timetable availability. This lack of continuity has a negative impact on the quality of delivery and the profile of CWoW in the school.

- 47 A majority of schools use labour market information to inform the planning of their CWoW provision. This helps them to provide well-informed support to pupils considering their subject and career choices. However, a minority of schools either do not provide those staff delivering CWoW with enough up-to-date training and information regarding the current labour market, or they do not use labour market information at all.
- 48 In a very few schools, leaders have strengthened their CWoW provision over the last five years through investment in staff training and up-to-date teaching resources. One example is given below:

CWoW is delivered by a dedicated team of six teachers, supported by form tutors. This team remains the same each year to ensure consistency and better enable the school to build up expertise and share good practice. The school meets regularly with the local authority and local employers to discuss current labour market trends. Colleges and local employers contribute to careers events throughout the year. Pupils in key stage 3 and key stage 4 follow an accredited careers-related course. This helps the school to monitor individual pupils' progress in CWoW. The school uses data to monitor the sustainability of pupils' post-16 options, which helps them to evaluate their provision effectively.

Appendix: Evidence base

The evidence for this report is taken from 156 secondary school inspection reports from 2012-2017, including learner and parent pre-inspection questionnaire responses from these inspections, and from 35 surveyed secondary schools, including:

- 21 responses to questionnaires sent to a representative sample of secondary schools:
 - Alun School
 - Bishopston Comprehensive School
 - Bryn Celynnog
 - Bryn Hafren Comprehensive
 - Builth Wells High School
 - Fitzalan High School
 - Lewis School Pengam
 - Llantwit Major School
 - Newtown High School
 - Pen Y Dre High School
 - Stanwell School
 - Whitchurch High School
 - Ysgol Aberconwy
 - Ysgol David Hughes
 - Ysgol Glan Y Môr
 - Ysgol Gyfun Gwyr
 - Ysgol Gyfun Gymraeg Bryn Tawe
 - Ysgol Gyfun Gymraeg Glantaf
 - Ysgol Gyfun Gymraeg Llangynwyd
 - Ysgol Syr Thomas Jones
 - Ysgol y Moelwyn
- telephone interviews conducted with nine secondary schools:
 - Archbishop Mcgrath Catholic School
 - Brecon High School
 - Corpus Christi Catholic High School
 - Morriston Comprehensive School
 - Olchfa School
 - Tonypandy Community College
 - Ysgol Dyffryn Aman
 - Ysgol Gyfun Ystalyfera
 - Ysgol Maes Y Gwendraeth
- five inspections in 2016-2017 that piloted new inspection arrangements including a specific focus on CWoW:
 - Brynteg Comprehensive School
 - Denbigh High School
 - Gowerton School
 - Y Pant Comprehensive School
 - Ysgol David Hughes

Glossary

CWoW	Careers and the world of work
PSE	Personal and social education
Level 2+	The level 2 threshold, including English or Welsh and mathematics: a volume of qualifications at level 2 equivalent to the volume of five GCSEs at grades A*-C including English, or Welsh first language and mathematics
Careers Wales	An organisation that provides independent and impartial careers information, advice and guidance service for Wales

Numbers – quantities and proportions

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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