



# WRL Contributions to the OFSTED Framework and School Self-Evaluation Form

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# WRL in OFSTED reports in 2005

(From research carried out by John Allen)

- John surveyed 95 reports written in 2004-05 using the old framework;
- The most frequently reported WRL aspects at KS4:-
  - Work experience
  - Vocational education (*rated “Poor” in 20 cases*)
  - WRL in curriculum subjects (*variable*)
  - Leadership, management & co-ordination of WRL



# More reflections on WRL in 2005's OFSTED reports (with thanks to John Allen)

- Careers education & guidance
- School WRL audits
- Student learning and attitudes to WRL
- Monitoring & assessment of WRL (24 were “poor” or worse)
- Alternative provision for under-achievers
- Links with Businesses, EBP, Connexions and FE colleges
- WRL development plans



# WRL at KS4 - One Year On - Practical issues in schools -1

- Ensuring sufficient WExp debriefing time
- Ensuring adequate key skills recording by students
- Involving all subject areas in WRL
- Encouraging visitors from world of work and visits out to industry
- Developing enough enterprise activities, in subjects and for the whole cohort



# WRL at KS4 - One Year On - Practical issues in schools - 2

- Raising student awareness of their WRL opportunities and learning outcomes
- Offering sufficient vocational courses in the curriculum
- Updating the WRL policy to refer to Every Child Matters
- Updating the WRL plans in the school development plan



# OFSTED Self-Evaluation Form - “SEF”

- 2005 OFSTED framework is based on the government’s “Every Child Matters” policy;
- A new 4-point scale;
- WRL will contribute most to these strands:-
  - “Make a Positive Contribution” and
  - “Achieve Economic Well-being”
  - + small part in “Stay Safe”
- Your school’s SEF needs to be in place on-line now; updated whenever needed;
- OFSTED visit uses your latest on-line version



# Potential WRL Contributions

- Work-related learning provision can contribute to several SEF sections, namely:-

In Part A “Characteristics of the school”

- 4. “Personal development & well-being”
- 5. “The quality of provision”

**(Part A needs examples + evaluative comments about learning outcomes)**

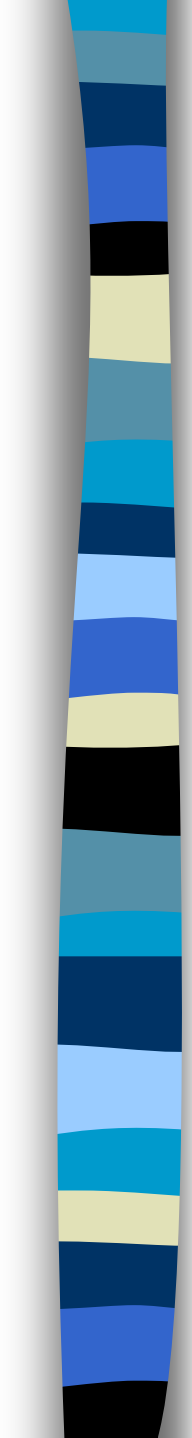
In Part B “Factual Information”

- A. “Information about the school”
- E. “Information about provision”



## 4e “How well do learners prepare for their future economic well-being?”

- How well learners develop skills and personal qualities that will enable them to achieve future economic well-being
- Learners’ understanding of career options and the acquisition of workplace skills



5b “How well do the curriculum and other activities meet the range of needs and interests of learners?”

- The extent to which learners have opportunities to develop enterprise, financial skills and work in teams
- The extent to which employers’ needs are met through developing work-related skills



## 5c “How well are learners guided and supported?”

- The quality and accessibility of information, advice and guidance to learners in relation to courses and programmes and career progression.



## A23 – “Work-place learning”

- A23 Number of learners involved in work-place learning and the nature of the provision

## A25 – “The nature of the school’s site”

- A25 Give an indication of the location of any work-based learning



## E2. Curriculum Description

- “Provide information about how the curriculum is organised, for example about .....  
.....work-related learning”



# Other possible WRL contributions to the SEF

(In 6a)

- Management & co-ordination of WRL  
including use of Enterprise funding
- Monitoring of progress in WRL  
including assessment
- WRL as a support vehicle for Inclusion
- School partnerships list includes EBP's,  
Colleges, Connexions & key Business links  
(& also 1b)

(In D5)

- Routes taken by learners aged 15+