
**Manchester City Council
Report for Resolution**

Report to: Economy Scrutiny Committee – 25 November 2015
Subject: Careers Education, Information, Advice and Guidance
Report of: Director of Education and Skills

Summary

This report provides an update on careers education, information, advice and guidance (CEIAG) in Manchester including the links between businesses and schools to promote career options and meaningful work experience. It sets out the responsibilities of the Local Authority and individual schools in the City, overviews the key initiatives and gives examples of good practise.

Recommendations

To note the report and progress made to date.

Wards Affected:

All

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Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

- *Careers Education Information Advice and Guidance* – Report to Economy Scrutiny 11 December 2013

- *Links between Business and Schools in Manchester* – Report to Economy Scrutiny 15 June 2014
- *Corporate Social Responsibility* – Report to Economy Scrutiny 22 October 2014

1.0 Introduction

- 1.1 The purpose of this paper is to provide an overview of careers education, information, advice and guidance (CEIAG) activity across the city, describing the national and Greater Manchester context and local authority universal and targeted CEIAG offer. It also provides detail on business engagement with schools, the school offer and the quality assurance measures in place. It updates previous papers presented to this Scrutiny Committee in 2013 and 2014, which explained the changes in statutory duties and the introduction of the National Careers Service and Raising Participation Age (RPA).
- 1.2 The provision of quality CEIAG is critical for the City's young people to aspire, achieve and progress through the most appropriate learning or training pathway into a sustainable career. To be meaningful careers education and advice needs to build on Labour Market Intelligence and equip young people with the attributes and skills needed to succeed in the labour market. Meaningful experience of the world of work is particularly important for young people who may for whatever reason struggle to achieve academically. CEIAG is therefore a critical element of the City's draft Work & Skills Strategy and the Greater Manchester skills devolution and apprenticeship hub.

2.0 National context

- 2.1 Since September 2013, the local authority no longer has a statutory duty to provide universal CEIAG. Schools and colleges are now under a statutory duty to secure independent careers guidance for all registered pupils at the school/college in years 8-13 (aged 12-18) on the full range of education and training options, including apprenticeships. This duty is intended to expand advice and guidance for young people so that they are inspired and motivated to fulfil their potential. Schools should help every pupil, including the most vulnerable and those with special educational needs and disabilities to develop high aspirations and consider a broad and ambitious range of careers.
- 2.2 The duties on local authorities relate to participation itself rather than CEIAG, outlined in Appendix 1 and should include¹;
- ensuring there is sufficient education and training provision post 16,
 - support for young people with special educational needs or disabilities to enable them to participate in education or training,
 - tracking young peoples' participation,
 - promotion of participation,
 - identifying those young people covered by the raising the participation age duty and those who are not in education, employment or training (NEET).
- 2.3 Ofsted is increasingly giving CEIAG a higher priority in school inspections. A new common inspection framework was introduced from September 2015². It

¹ *Participation of young people in education, employment or training* (September 2014) <https://www.gov.uk/government/publications/participation-of-young-people-education-employment-and-training>

sets out the principles that apply to inspection and the main judgements that inspectors make for maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings. Ofsted will continue to offer a separate grade for sixth form provision.

- 2.4 Inspectors make a judgement on the:
- **effectiveness of leadership and management**, evaluating how leaders, managers and governors plan and manage learning programmes, curriculum and careers advice so all learners are well prepared for the next stage in their education, training or employment.
 - **personal development, behaviour and welfare** of learners by evaluating how provision is promoting and supporting learners' choices about the next stage of their education and employment from impartial careers advice and guidance, and employability skills so they are prepared for the next stage of their education and employment.
- 2.5 One high school in Manchester has been inspected under the new framework; direct (and positive) reference is made to CEIAG and the curriculum within the report, reflecting the new framework's focus on this area. Examples of statements regarding CEIAG made in more recent secondary Ofsted inspection reports are in Appendix 2. Since November 2014, six schools have been inspected with the leadership and management in two schools rated as outstanding and two rated as good. Inspectors have recognised the impact of effective CEIAG on students moving into suitable further education, training or employment.
- 2.6 Governing bodies are responsible for ensuring their school provides independent³ careers guidance that:
- is presented in an impartial⁴ manner,
 - includes information on the range of education or training options, including apprenticeships and other vocational pathways, and
 - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
- 2.7 There are key elements CEIAG should cover, as recommended by the DfE⁵. These include:
- Building strong connections with employers,
 - Helping pupils to access information on the full range of education and training options and engage with other local learning providers,

² <https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

³ Independent is defined as external to the school.

⁴ Impartial is defined as showing no bias or favouritism towards a particular education or work option.

⁵ <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

- Securing support for choices and progression, including face-to-face careers guidance, duty to participate in education or training after 16 and targeted support for vulnerable and disadvantaged young people, and
- Evaluation and monitoring of advice and guidance, including quality assurance and Destination Measures.

2.8 There are a number of national initiatives to support schools and colleges in their duty to provide CEIAG. The National Careers Service (NCS), whilst mainly focussed on adults, has an established website and NCS Helpline, which transfers young people through to the National Contact Centre in Newcastle. They also have local Careers Inspiration Teams, delivered in Manchester by The Work Company. The inspiration agenda is designed to encourage businesses and schools to work together as there is currently no consistent approach to linking businesses with schools, even though this is a Government priority.

2.9 In 2014, the Secretary of State for Education announced the creation of a new careers and enterprise company for schools, to transform careers and enterprise provision for young people and inspire them about the opportunities offered by the world of work. The core purpose of the company will be to broker relationships between employers on the one hand, and schools and colleges on the other, in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life. It is designed to become a distinctive voice and have a position as the leading, umbrella body with an overview of activity on careers, inspiration, enterprise and employability work, driving better quality and coverage. New Economy is coordinating a Greater Manchester bid for funding from the Careers and Enterprise Company.

3.0 Manchester City Council's CEIAG Provision

3.1 The Manchester City Council CEIAG offer currently comprises of the Targeted Youth Support Service, the Client Caseload Information System, school provision, the CEIAG Network, CEIAG events and a range of employer engagement activity. Although, the local authority is not directly responsible for the provision of universal CEIAG, it is recognised that effective CEIAG impacts upon the participation and destinations of our young people.

3.2 Targeted Youth Support Service

3.2.1 The Connexions contract was refocused from 1st April 2014 to specifically provide targeted support to 16 and 17 year olds who are NEET or at risk of non-Raising Participation Age compliance, complementing the offer provided by schools and colleges. This contract came to an end 31 October 2015, being replaced by the newly tendered Targeted Youth Support Service (TYSS).

3.2.2 The TYSS is being delivered by a new provider, Career Connect with a focus on reinforcing the expectation that schools and colleges will meet their duty to provide CEIAG and ensure that MCC discharges its statutory duty to track

young people's participation through working with partners. The value of the contract has been significantly reduced as part of the City Council's budget savings. It has been re-focused to link directly with the Early Help Hubs and support Young Carers and other priority groups, which aligns it with the wider reform programme. To improve the consistency of messages young people receive there will be work to raise the awareness and support key workers to understand CEIAG.

- 3.2.3 Career Connect already deliver provision in Salford and as such, there is ongoing work to align the two services and explore ways that the local authorities can work together to deliver improved outcomes at a time of rapidly reducing budgets, moving away from the traditional Connexions Service.

3.3 Client Caseload Information System

- 3.3.1 The Client Caseload Information System (CCIS) is the database used by the local authority to collect information about all young people so those who are NEET, or are at risk of NEET, can be identified and given support to re-engage.

- 3.3.2 From 1 August 2015, the management of the CCIS was brought in-house to:
- enable MCC to use the intelligence to drive up performance of the Targeted Youth Support Service,
 - enable MCC to fully understand the potential of the data, supporting the delivery of our statutory duties and improving access to more in-depth data analysis,
 - improve reporting of post 16 data,
 - align the CCIS with existing MCC data systems to support a whole family approach , and
 - specifically enable MCC to improve support for vulnerable young people.

- 3.3.3 Following a period of settling the CCIS into its new home, the integration and alignment of data between systems has begun with particular focus on looked after children. A pilot is also in the early stages of being established to trial providing direct access for schools to the CCIS, enabling them to input destination measures data directly and run a selection of reports to support their own performance management.

3.4 School provision

- 3.4.1 There are many different ways for secondary schools to meet the CEIAG requirements. These include:
- Using a Careers Education Information, Advice and Guidance (IAG) provider⁶.
 - Employing their own staff in-house with advice and guidance from independent and external sources.
 - A combination of the above.

⁶ e.g. Career Connect, One Education, Our Futures, Northstar Guidance, Positive Steps and Trafford Connexions

3.4.2 The range of CEIAG providers available in Manchester has changed over the past year. Education Business Solutions (EBS) has ceased trading resulting in many schools reviewing how they offer CEIAG. Some schools have chosen to try a different CEIAG provider, such as One Education or the expanding Our Futures, while others have decided to opt for a combination of their own internal staff alongside free resources offered by businesses and post 16/higher education providers. The diversity of the CEIAG offer across Manchester means that MCC has identified the need to support consistency of approach, intelligence and quality assurance, however schools engage on a voluntary basis.

3.5 CEIAG network

3.5.1 To enable peer support, drive up standards and provide quality assurance, MCC has established a career leads network. The CEIAG Network brings together the career leads from both schools and colleges to support each other, share good practice such as the Inspiring IAG Award, influence MCC CEIAG delivery and identify opportunities for collaborative working. The CEIAG Network consists of meetings, newsletters, events and resources.

3.5.2 The CEIAG Network meets quarterly. The meetings are well attended, have guest speakers, provide an opportunity for MCC to quality assure school CEIAG provision, help to shape the Manchester CEIAG offer, share resources and provide a rare opportunity for career leads to meet and discuss important issues.

3.5.3 Following the success of the CEIAG Network meetings, it has been agreed to hold a specifically post 16 CEIAG meeting to focus on topics relevant to this range of providers such as managing mass UCAS registration/completion, employer engagement, work experience good practice, Ofsted requirements and gathering destinations data.

3.6 CEIAG Events

3.6.1 There are an increasing number of CEIAG events available to young people, parents/carers and career leads, all with a slightly different focus and being delivered by a range of organisations including schools themselves, businesses, youth employment providers and the voluntary and community sector.

3.6.2 MCC has delivered a Career Aspiration Event for the past three years, providing opportunities for young people to “have a go” at activities that are linked to specific careers and/or develop their employability skills. A wide range of employers have provided taster sessions and opportunities for young people and their teachers to speak directly to them and often some of their young recruits. Following the March 2015 event, an evaluation was carried out to ensure the MCC events complement the wider offer and deliver an experience of value to MCC schools. We will continue to work with CEIAG staff in schools to ensure that the events being developed for later in the

school year meet the needs of learners and their parents/carers. There will be a particular focus this year on Science, Engineering, Technology and Maths (STEM) to tie in with Manchester City of Science activities.

3.7 Pathways booklet and Labour Market Information

- 3.7.1 To increase awareness of the Raising Participation Age agenda and how it may affect families, a pathways booklet was sent to the parents of all year 11 pupils in September 2015, via their school. It contained information around the options for young people at 16, including apprenticeships, Further Education, sixth form, traineeships and jobs with training. The design and branding of the leaflet was informed by two work experience students from the Manchester Communications and Media Academy. Included within the booklet is basic labour market information (LMI) as well as real life case studies about Manchester young people who have followed a variety of pathways to get them into their careers. The leaflet was specifically designed to showcase apprenticeships alongside the other post 16 pathways to ensure that young people are being made aware of all of the possible options available to them.
- 3.7.2 As part of the development of the pathways booklet, the City Council web pages relating to RPA⁷ have been reviewed and updated to reflect the contents of the leaflet itself. The branding from the booklet will be used in future regular communications to schools and colleges. Copies will be available at the Scrutiny meeting for Members. .
- 3.7.3 Current Labour Market Intelligence is important to underpin the understanding of employment opportunities that are and will be available for the residents of Manchester. MCC has developed a slide pack and lesson plan for schools to use to inform their curriculum and to educate young people. The pack outlines growth sectors, skills gaps and the skills employers are asking for.

4.0 Employer engagement

- 4.1 Manchester City Council continues to develop employer engagement to link businesses with schools and colleges, having recognised the importance of increasing young people's exposure to the world of work and the positive impact this can have on their aspirations and attainment and future career choices. This section provides a snap-shot of recent activity.

4.2 Work experience

- 4.2.1 MCC has a work experience toolkit in place to support managers to offer work experience opportunities to young people. MCC also promotes work experience through its Social Value work with commissioners and our top suppliers e.g. Greenwich Leisure Limited. We will continue to build on this approach with other strategic partners including Health and Wellbeing Board members, the Children's Board and Work and Skills Board.

⁷ <http://www.manchester.gov.uk/rpa>

4.3 Enabling Enterprise

- 4.3.1 Enabling Enterprise is a not-for-profit organisation run by teachers in partnership with 180 schools and 100 top businesses. Enabling Enterprise brings the world of work into the classroom to equip students with enterprise skills, experiences of the workplace and aspirations for future success. They work to ensure students make progress in eight core enterprise and employability skills, including problem solving, teamwork and resilience. Programmes embed enterprise into the curriculum through lesson time projects, challenge days and trips to business partners.
- 4.3.2 In 2015, MCC supported Enabling Enterprise to develop the enterprise offer in schools across the city. Five schools⁸ were offered a small amount of funding to trial Enabling Enterprise's provision. The schools were chosen to ensure a spread across the city and across primary and secondary provision. Each school worked with Enabling Enterprise to ensure that the focus reflected their priorities and was a good fit with their wider offer e.g. Newall Green High School used the Challenge Day to build communication, resilience and team work of its Year 8 students at the start of the current academic year, while in St Bernard's primary school, Burnage the focus was working with Year 6 students to develop enterprises as part of their focus on creating confident, resilient and well rounded children by the end of their primary school education.
- 4.3.3 Enabling Enterprise delivered a Sharing Best Practice event, in November, open to all primary and secondary schools to attend. At the event schools were supported to:
- Explore the enterprise skills that set students up to learn better and be ready for employment.
 - Experience some of the ways that these skills can be developed in school, and in partnership with businesses.
 - Share case studies of what has worked in other Manchester schools.
 - Develop ideas for what could work in their school and how Enabling Enterprise, and other organisations, might be able to support.

4.4 CSR networks

- 4.4.1 There are a number of excellent neighbourhood level Corporate Social Responsibility (CSR) networks across the city. Each area has well established groups of schools and employers that work together to ensure employer input into the curriculum.
- 4.4.2 For example, the North Manchester CSR Network Steering Group was launched in May 2015 and is comprised of local partners from the private, public and third sectors. This includes national chains and larger employers such as Asda, Tesco, Boots, RBS and Salford Van Hire, as well as small

⁸ St Malachy's RC Primary School, Claremont Primary School, St Bernard's RC Primary School Manchester, Wright Robinson College and Newall Green High School.

businesses such as McGarry Memorials, FC United, Northwards Housing, the Manchester Communication Academy and the Manchester Secondary Collaborative also bring their vast knowledge of the area to the group. The North Manchester CSR Network drives CSR related activity across North Manchester through events, activities and initiatives bringing together community, business and third sector partners.

- 4.4.3 The Central Manchester Employment & Engagement Group was formed to coordinate a number of activities including contractor engagement with schools. There are several large contractors building in the area such as Laing, Balfour, MacAlpine, Wates, Prospect and BAM and this is an attempt to make engagement easier and more effective with less duplication. Also in Central Manchester, UKFast have worked with MMU and Code Club North West to establish a coding network in primary schools across the area.

4.5 NCS Careers Inspiration Team

- 4.5.1 The renewed focus for the National Careers Service (NCS) Careers Inspiration Team on encouraging businesses and schools to work together is increasing the opportunities for Manchester schools and colleges to link with local and national employers. This has been facilitated through the CEIAG Network as well as the Digital Skills Network.
- 4.5.2 Career Ready, a London based charity, are working in partnership with the NCS to deliver a series of events nationally. The “Let’s Do Business” event aims to link educators and employers to give young people more information about careers, local jobs and industries. The Manchester event took place 2 October 2015 at the Etihad Stadium with support from MCC. Attendance at the event was excellent from across Greater Manchester, with the Manchester attendees including: 15 Manchester secondary schools, including 2 special schools; a representative from the Manchester Secondary Collaborative; 3 sixth form / further education colleges; MMU; 2 IAG providers, and over 60 representatives from local employers.
- 4.5.3 The Manchester Communications Academy was highlighted as an example of good practice and the school did a presentation about how they work effectively with local employers to enhance their curriculum and experience for their pupils. The event also included a valuable networking session where schools and employers discussed and agreed how they could work together in the future. ‘Get engaged’ cards were then completed as a commitment by participants to deliver what they had agreed at the event.

4.6 Examples of good practice

- 4.6.1 There are several examples of good practice where schools in Manchester are exploring different methods of engaging employers in their curriculum. Newall Green High School has refreshed and redeveloped its sixth form provision into a Profession Pathways programme. Acknowledging that as a small provision that generally retains young people unlikely to travel to larger FE colleges, Newall Green has worked to develop a unique partnership with local

businesses and apprenticeship providers. The focus is to enhance skills, develop knowledge and provide students with a clear route into employment or further training. The Profession Pathways programme will provide students with an immersive experience of the world of work and give the employer a rare opportunity to support and develop the curriculum and nurture young talent about to enter the workplace. The programme currently offers students pathways in:

- Hair & Beauty
- Business admin & ICT
- Construction
- Health, Social Care & Early Years
- Hospitality and Catering
- Sports and Leisure

4.6.2 In its first year, the programme currently has 60 students, all of whom will be offered three work placements with the first ones taking place in November. There are six businesses fully signed up for this programme and the school has a further four in the pipeline. The school has also employed someone for one day a week to manage the relationships with businesses.

4.6.3 Since December 2014, MCC has developed and is now facilitating a Digital Skills Network of education and digital professionals who come together every two months to explore how to achieve the system change needed, to ensure that the children and young people of Manchester are equipped with the skills to participate in and to drive growth in the digital sector. Recognising examples of good practice in digital education and skills across the city and exemplars in industry with many fast paced and forward looking businesses developing and delivering apprenticeships and workforce development, the network is trying to address the ongoing skills shortage within the digital sector itself. In education, the introduction of the computing and computer science curriculum in primary and secondary schools will contribute to meeting the skills gap longer term if teachers can be supported to deliver the curriculum effectively.

4.6.4 However, the City's children and young people need access to a broader offer to ensure that they are all digitally savvy, those with the interest and talent develop specialist digital skills and that all are equipped with the enterprising skills needed to succeed in the sector. Opportunities outside formal education also play a vital role and the City has a large number of thriving code clubs, many supported by industry in its primary schools, a very active Coder Dojo and a developing Hive project focused on the older age group. The Digital Skills network brings together leaders from education and the digital industry to discuss how by working together, we can address these challenges now and into the future.

5.0 Greater Manchester CEIAG offer

5.1 The City Deal agreed between Central Government and Greater Manchester provided funding for the Apprenticeship Hub. There is a strong strand of this activity focused on CEIAG which MCC is supporting. Additional funding has

been provided to support the Inspiring IAG award to quality assure the CEIAG provision offered by education providers, the GM Apprenticeships IAG project, Continuing Professional Development (CPD) and Labour Market Intelligence project. MCC is working to target this additional resource to those education providers who need it most, as well as encouraging engagement from all schools and colleges. There has been a very strong take up of this offer in Manchester with the majority of secondary schools and colleges participating in at least one activity, whilst on average each school in the City is accessing 3-4 of the initiatives.

- 5.2 Work across Greater Manchester on developing further the partnership model for school improvement and school-to-school support has considered CEIAG and the development of employability skills as a key strand of activity, alongside the continued focus on achievement in English and maths.

6.0 Quality assurance

- 6.1 In order to quality assure the CEIAG provision across Manchester, a spreadsheet combining contextual data alongside the individual school offer and take-up is being developed. The contextual data includes the proportion of year 11 leavers who are NEET, Destination Measures and Ofsted ratings. This can be compared to the take-up of the GM CEIAG offer, engagement with the CEIAG Network, the school's own CEIAG provision, attendance at the Career Aspiration events and involvement with Higher Education engagement programmes. Although, currently in draft, this dataset already enables the identification of individual schools who have lower engagement with both the GM offer and Manchester's CEIAG Network and who have higher proportions of young people who are NEET when they leave year 11. This intelligence will help MCC to focus activity to build stronger relationships with these schools to support them to improve their CEIAG provision.

7.0 Conclusion

- 7.1 Although it is a diverse offer delivered through a range of initiatives and providers, there is a great deal of CEIAG provision across Manchester with ongoing work to ensure that as many young people, parents/carers and education providers make use of it as possible. The MCC and GM focus is now progressively moving towards the quality assurance of this offer and to challenging schools and colleges who are not engaging or valuing the impact that effective CEIAG can have on the future of their young people. This is critical if young people are to be equipped with the information, advice and skills needed to successfully enter and progress their careers and make the most of the employment and economic opportunities that the City has to offer.

Appendix 1 – Duties on local authorities relating to participation

1. Prior to RPA, local authorities had existing duties to encourage, enable and assist young people to participate in education or training which still apply. These duties are to:

- Secure sufficient suitable education and training provision for all young people aged 16 to 19 and for those up to age 25 with a learning difficulty assessment (LDA) or Education, Health and Care (EHC) plan in their area¹. To fulfil this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision. Guidance on this duty is included at paragraphs 17-19.
- Make available to all young people aged 13-19 and to those up to age 25 with an LDA or EHC plan, support that will encourage, enable or assist them to participate in education or training². Guidance on this duty is included at paragraphs 21 to 34.

Tracking young people's participation is a key element of these duties. Local authorities are required to collect information about all young people so that those who are not participating, or are NEET, can be identified and given support to re-engage. Robust tracking also provides the local authority with information that will help to ensure that suitable education and training provision is available and that resources can be targeted effectively.

2. In addition, ESA 2008 placed two RPA-related duties on local authorities with regard to 16 and 17 year olds:

- Local authorities must promote the effective participation in education and training of 16 and 17 year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training³. A key element of this is identifying the young people in their area who are covered by the duty to participate and encouraging them to find a suitable education or training place. Guidance on this duty is included at paragraphs 40 to 43.
- Local authorities must make arrangements – i.e maintain a tracking system - to identify 16 and 17 year olds who are not participating in education or training⁴. Putting in place robust arrangements to identify young people who are not engaged in education or training or who have left provision enables local authorities to offer support as soon as possible. Guidance on this duty is included in paragraph 44.

1 Sections 15ZA and 18A of the Education Act 1996 (as inserted by the Apprenticeships, Skills and Children and Learning Act 2009) and from 1st September 2014, Part 3 of the Children and Families Act 2014

2 Section 68 Education and Skills Act 2008 as updated by Section 20 in Part 3 of the Children and Families Act 2014

3 Section 10 Education and Skills Act 2008

4 Section 12 Education and Skills Act 2008

Appendix 2 – Examples of Ofsted statements regarding CEIAG

The Co-operative Academy of Manchester	November 2014	Leadership and management: Outstanding
The quality of information, advice and guidance given to students about their choice of courses and career options is outstanding. As a result almost all students go into suitable further education, training or employment.		
Manchester Enterprise Academy	March 2015	Leadership and management: Good
The impact of advice and careers guidance is excellent in helping students make informed choices about the next steps in their education or entry to training or employment.		
Manchester Health Academy	April 2015	Leadership and management: Good
Careers education, information, advice and guidance are very strong, enabling students to make appropriate choices regarding their next steps. Students are encouraged to be aspirational and many benefit from the placement opportunities afforded by the partnership with academy sponsors. As a result, the proportion who move on to employment, education or training is very high.		
		Sixth Form Provision: Good
Students are very well prepared for the next steps in their education, training or employment. Careers education, information, advice and guidance are impartial and comprehensive. As a result, students select appropriate courses in the sixth form and are well-informed of their post-16 choices and how to access them. Enrichment activities such as vocational placements, overseas trips, the Three Peak Challenge, and a wide range of visits and visitors help to broaden the students' experiences and enhance their future opportunities.		
Manchester Creative and Media Academy	May 2015	Leadership and management: Requires improvement
Students receive appropriate advice and careers guidance in helping them make informed choices about their next steps beyond Year 11. They explore career paths, experience mock interviews and prepare application forms through their tutor time. The proportion of students not going on into employment, education or training is lower than the national average.		
		Sixth Form Provision: Requires improvement
Students are prepared appropriately for work and future learning. Staff support those students who apply for university or an apprenticeship. Students say they receive appropriate careers guidance to help them make the right choices regarding their next steps.		
The King David High School	May 2015	Leadership and management: Outstanding
Students receive excellent care, guidance and support to ensure that they are well prepared for their next stage of learning. This is apparent throughout Key Stages 3 and 4, when supporting students to understand the pathways available and through the broad range of subjects on offer. For the minority of students who do not continue into the school's sixth form, the school supports students very well to ensure that they attend the right setting for their needs. In addition, the information, advice and guidance that sixth form students receive mean that many of them carry on to higher education and some of the most prestigious universities.		
		Sixth Form Provision: Outstanding
Outstanding advice, information and guidance is tailored to each individual student to make sure they are on the appropriate course and that they understand their choices for when they leave sixth form. As a result, nearly all students go on to higher education with the majority attending prestigious universities, including Cambridge.		