

Case Study, Queen's Park High School

Parental Engagement Activity

As part of National Apprenticeship Week 2023, all parents and carers of the Year 9 cohort, were invited to attend a Futures Fair to help all parents understand more about the whole school CEIAG Programme, pathway options, including apprenticeships, T Levels and traineeships and to provide and signpost to further information.

Year 9 were targeted for this activity, as the previous year's student voice indicated that students wanted to know more about potential pathways in advance of them making decisions for their options for KS4 study. The option evening followed this event in early March.

To maximise engagement, the event was:

- Run alongside the Year 9 parents' evening.
- Held in a central location where families would have to pass through.
- Promoted on social media including Twitter, Facebook and Instagram.
- Promoted several times in the run up, via electronic letter to parents.
- Targeting specific families (disadvantaged or distant from school) through personalised phone calls from KS3 pastoral staff to encourage attendance.

70% of the Year 9 cohort attended, higher than usual, especially as 42% of those attending were from the targeted group. This was attributed to the increased efforts made to encourage attendance e.g., through letters, phone calls, and social media.



Event Feedback

Responses to the follow up survey were low and it is acknowledged that more work needs to be done to improve engagement with feedback. However, the results were positive:

- 100% of respondents said 'Yes' they understood the importance of being involved in careers education more generally.
- 83% of respondents said 'Yes' the Futures event changed their perceptions of apprenticeships.
- 83% said 'Yes' the Futures event helped them to gain information, advice and guidance to support their child.

Parent comments

“Apprenticeships are not what I thought they were. There are many different levels and I understand why students would choose this option especially with the cost of going to University and following a more traditional route.”

“I wish I had this information when I was at school. [Parents] don’t seem to know much about apprenticeships and these other new qualifications, so it is great to see the school helping adults to find out what we do not know.”

“The event gave me the opportunity to ask questions and find out from a wide range of businesses and organisations about what my son can do in the future after taking his GCSEs.”

“The leaflet about options like T levels and Apprenticeships was useful because it was laid out in a simple format and contained relevant and straight forward information.”

Application of principles 2.1 and 2.2 - engagement of staff

Queen’s Park High School has developed a culture where careers education is ‘everyone’s responsibility’ and as such, this culture and shared vision makes the planning and delivery of careers related activity, a team approach, including senior leaders.

This event saw some additional work to involve all staff:

1. Staff briefing, supported by senior leaders, to ensure all staff were aware of the event, its purpose and content and their role within it.
2. Year 9 tutors were given the key responsibility of ensuring their tutees were aware of the importance of the event and to attend with their parents.
3. Administrative and pastoral staff supported to ensure clear, timely and targeted communication with parents.

The Futures Fair and accompanying CPD, along with other career-related activities, have led to staff having an improved understanding of pathways. Each faculty reported increased confidence to engage with parents about careers as a result of the CPD provided and the extensive information available for staff and parents on their website.

Use of Talking Futures Resources

The [Talking Futures resource](#) provided by The Careers & Enterprise Company were helpful throughout. The Toolkit and editable planner were useful to start the planning process and the [signposting resource](#) for staff helped the Careers Leader consider what information could be provided to support both staff and parent knowledge and understanding. The resources produced in partnership with Amazing Apprenticeships were also valuable to inform staff and parents.

Case Study, Madani Federation School

Parental Engagement Activity

As part of National Apprenticeship Week 2023, The Madani Federation held an Apprenticeship talk for parents from all year groups. They were invited to start conversations about pathways not only in transitional year groups but also in younger years, to start to embed the seed of apprenticeships.

Apprenticeship providers, along with the school's Enterprise Adviser, gave a talk from the employer's perspective on why apprenticeships are important and the benefit of these as a chosen pathway option. The talk was followed by a Careers Fair for the family, where conversations could be had between parents, apprenticeship providers, employers and colleges.

There were 30 parents and carers that attended, including many of the targeted families from both SEND and Pupil Premium households present. The majority of attendees were from families with students in Year 9, as they are preparing to choose their options and wanted more insight about future careers.

Event Feedback

The Careers Leader had many conversations with parents throughout the event and reported that parents and carers found the event very useful, particularly helping them to feel confident about how to apply for apprenticeships. They said this event has opened up a whole new route after college for their child.



The Careers Leader spoke with families where the child was keen to pursue an apprenticeship, but the parents were reluctant to encourage this pathway. One parent articulated that she felt apprenticeships were for people who couldn't get to university. The conversations during the event challenged this misconception and parents discovered the potential positives of this route and how it is extremely competitive.

When this parent was leaving, she explained that prior to the event, she really didn't know much about apprenticeships and now she is aware she is more than happy for her daughter to explore it as an option in the future.

Application of principles 2.1 and 2.2 - engagement of staff

The senior leaders led a training session for all staff, to introduce the Talking Futures event. Using the [staff CPD resource](#), the Careers Leader and senior leaders were able to help staff understand the plans for the event, its purpose and their role within it. It was considered important to upskill staff so that they felt confident to answer any questions at the event and dispel any misconceptions.

The resources were delivered to 100 staff members. As a result, it was reported that staff were much more engaged during apprenticeship week this year, as they understood more about the purpose of the event and the role they played in it. The signposting resources that were shared with them increased confidence levels.

Senior leaders were involved in both the CPD session and the event, actively engaging with parents, organisations and students, raising its profile still further.



Use of Talking Futures Resources

The [Talking Futures resource](#) provided by the Careers & Enterprise Company were helpful throughout, particularly the [Toolkit](#). The most impactful resource was the [signposting resource](#) for staff, giving them the confidence to use Amazing Apprenticeship resources during lessons as well as the confidence to engage with parents during the event on the topic of pathways.

Case Study, Oakwood Specialist College

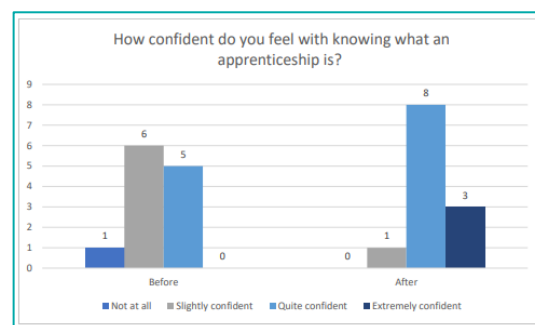
Parental Engagement Activity

As part of National Apprenticeship Week 2023, parents and carers across three campuses were invited to a virtual session on apprenticeships, delivered by Disability Rights UK. This was a brand-new experience for this college, which offer a specialist provision for young people with EHCPs, aged 16-25 years. The event aimed to try and highlight one of the potential future routes that students could consider whilst also highlighting the support available for apprentices with a disability.

22 people attended the session and parents and carers of 12 learners completed an impact survey. This equates to 15% of all learners across the three campuses. Disability Rights UK led a session exploring what apprenticeships are, how they are appropriate for learners with SEND and how Access to Work can support an apprentice.

Event Feedback

The event increased parent/carer confidence in understanding what an apprenticeship is and for all the parents who responded to the survey, this was the first time they became aware of the existence and benefits of Access to Work. The event increased awareness of how an apprenticeship can impact welfare benefits and increased confidence about how and when to disclose a disability to a prospective apprenticeship employer.



Application of principles 2.1 and 2.2 - engagement of staff

A staff briefing was held for all teaching and education staff. It was important to include education staff, as they have weekly contact with the parents and carers of learners and so it was felt it was important to deliver a consistent message and upskill all. The briefing covered why parental engagement was important and the different ways to engage with parents.

Many staff felt that apprenticeships were out of reach for many learners at Oakwood and were initially resistant. This was tackled by exploring the entry requirements for apprenticeships, reasonable adjustment, EHCP and other kinds of support such as Access to Work, as a means of raising aspirations.

Verbal feedback from staff indicated that the information was enlightening and positive and further requests for information on supported apprenticeships have since come in to help staff feel equipped to support learners and their parents.

Use of Talking Futures Resources

The [Talking Futures resource](#) provided by the Careers & Enterprise Company were helpful, particularly the editable planner and the staff briefing developed in partnership with Amazing Apprenticeships. Identifying resources suitable for learners with SEND in Post 16 education continues to be a challenge.