



PRIMARY

Recognising Excellence in
Careers, Employability
and Enterprise

Career Mark Primary Assessment Report **Green Oaks Primary Academy**

Valid from 5th November 2021

Valid until 4th November 2023

Assessed by Gary Longden

Verified by Ron James

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Assessment Identification Information

Assessor	Gary Longden
Learning Organisation	Green Oaks Primary Academy Wiston Road, Kingsthorpe, Northampton, NN2 7RR 01604 715249
Contact	Mrs Wendy Gordon
Date of review of Assessment Portfolio (Part 1)	12 th October 2021
Date of On-Site Assessment (Part 2)	4 th November 2021

Introduction to the Organisation

Green Oaks Primary Academy is sponsored by the Greenwood Academies Trust which was formed in 2009 and now educates approximately 17,000 pupils across seven local authority areas including Nottingham City, Nottinghamshire, Leicester City, Northamptonshire, Peterborough, Lincolnshire and Central Bedfordshire.

The academy believes every child is unique and it strives to provide every learner with the opportunity to succeed and challenge themselves to be the best they can be. In partnership with parents and community, the academy aims to develop children who are passionate about learning and who conduct themselves responsibly in the world.

The academy strives to provide a relevant, creative and challenging curriculum where the children can develop the confidence to reach their full potential in an ever changing world. It seeks to develop the aptitudes, skills and knowledge which will help pupils achieve through praise, encouragement and high expectations of work and behaviour in an environment where the staff, children and parents work together to provide a safe, nurturing, happy and friendly community which values inclusion and which is designed to foster the following values and attributes:

- To be creative and curious
- To be reflective and a critical thinker
- To be responsible
- To be independent and collaborative
- To be ambitious and aspirational
- To be enthusiastic and engaged

The curriculum, firmly based on the national curriculum, encompasses the following three underpinning characteristics:

Culture- linking to a growth mind-set culture, breaking pupils out of historical expectations and aspirational standards

Diversity- celebrating the diversity of the community, strong PSHE/SMSC curriculums

Environment-which supports the pupils to learn independently, provide high expectations for vocabulary and the development of cultural capital (knowledge of the world) through high quality displays which the pupils interact with and make the most of planned incidental learning.

With the principal acting as careers lead, the academy has been developing its careers curriculum for approximately three years within the Greenwood Academies Trust (GAT) overarching strategy for all its schools. It started simply with a Careers Week but has now developed to embrace all year groups in which careers is incorporated seamlessly throughout the curriculum on a lesson by lesson basis, whilst still maintaining some 'set piece' activities.

Assessment Schedule

Time	Meeting
08.30 - 09.00	Introductory meeting with Wendy Gordon, Principal
09.00 - 09.30	Meeting with 6 x Year 4 pupils
09.30 – 10.00	Meeting with Rachael Quadrino (Reception teacher) and Katie Edwards (Year 1 teacher)-
10.10 -10.40	Meeting with 6 x Year 5 pupils
10.40 -11.20	Meeting with 6 x Year 6 pupils
11.20 -12.00	Meeting with Ellie Day (Year 5 teacher)
12.00	Summary and initial feedback with Wendy Gordon

All the sessions were conducted remotely, using MS Teams.

Meeting the Criteria

Standard 1 Impact				
Measuring the impact of career education information advice and guidance (CEIAG)				
	Assessment Indicator	Development required	Making good progress	Achieved
1.1	Setting targets and objectives for your CEIAG activities			✓
1.2	Monitoring, reviewing and evaluating the impact of your CEIAG provision on learners' knowledge, skills, understanding and achievement			✓
1.3	Knowing that your students have developed skills to research the working world, understand how the work they do will influence their lifestyle and explore work areas of interest		✓	
1.4	Using your findings to make improvements in your provision			✓
Standard 2 Management				
Structure and process for leading, managing and delivering CEIAG				
2.1	Leading, managing and resourcing your CEIAG provision			✓
2.2	Delivering your CEIAG provision		✓	
Standard 3 Curriculum - Content and range of the careers curriculum				
3.1.	How does your Scheme of Work meet the Career Development institute KS2 learning outcomes?		✓	
3.2	Content of the programme ensuring that it: <ul style="list-style-type: none"> • develops transition skills • covers knowledge, skills and understanding of the world of work, • explores hard and soft employability skills, • challenges stereotypical views of the workplace, • raises aspirations and promotes social mobility 			✓
3.3	Range of resources and activities are used to support the lessons?			✓
3.4	Contribution of external partners			✓
Standard 4 Staff - CEIAG trained and competent staff				
4.1	Identifying and analysing staff training needs for CEIAG			✓
4.2	Training and support are provided at leadership, management and delivery levels			✓
4.3	Monitoring and assessing that staff are competent and up to date			✓

Summary of Interaction with Learners

Group conversations took place with pupils from Years 4, 5 and 6. Conversations took place with teachers from the Early Years Foundation Stage (EYFS) and Key Stage 1 in lieu of conversations with pupils (typically, in a non-Covid environment, they would be observed in class, not interviewed in a group). The assessor also spoke with a Year 5 teacher and the Principal. All conversations took place via MS Teams. The pupils seen were very comfortable with the remote format.

Discussions focussed on pupil learning about the world of work and their ability to apply learning to their own circumstances. Pupils spoke with confidence about activities they had been involved in. They were able to articulate and personalise several complex concepts relating to the world of work. They were enthusiastic and enthused about their learning and VERY keen to talk with the assessor about it.

The academy has a number of core principles and has recently introduced the Skillsbuilder programme. Both of these were used in the discussions to explore pupil understanding of careers and employability, especially generic careers and employability skills and attributes.

Developing themselves through careers, employability and enterprise education

There are many common themes throughout the school and pupils from all three year groups were able to describe these in detail. For instance every class has a montage of jobs which pupils are interested in. These are located on the doors to classrooms and so are seen every time a pupil walks into the room. Constructed at the beginning of the academic year they will provide the opportunity at the end of the year for pupils to reflect on any changes in aspiration.

Pupils in Years 5 and 6 spoke of visitors to the school who had talked about their jobs and of how these had created the opportunity to explore jobs in more detail. The majority of these had been virtual during the pandemic. Year 6 pupils wanted more of these.

The Year 1 teacher told of how, in a History topic on the Great Fire of London, she had introduced the concept of how the job of firefighters had changed over the years. The EYFS teacher told of how she uses play related activities to introduce careers themes. She explained that she had used the story of the Three Little Pigs to talk about jobs in the building industry and how the Three Billy Goats Gruff had generated discussions about emergency services jobs.

The Year 1 teacher also spoke about '*cognitive loading*' and '*ambitious language*' to emphasise that from an early age in the school teachers are happy to use difficult words and concepts with pupils. The success of this could be seen in the discussions with the Key Stage 2 pupils who were quite happy to use the eight Skillsbuilder characteristics and the six vision statements, all of which use complex words. An example of how pupils develop their understanding of concepts was provided by a discussion in both the Year 4 group and the Year 6 group about the meaning of the words 'ambitious' and 'aspirational'. The Year 4 pupils defined it in personal terms '*it's about doing your best*'; '*aspirational means knowing that you can do better*'. The Year 6 pupils had a wider understanding and following a short interaction within the group during which several relevant descriptors were introduced, the group agreed that '*it's like you have a dream but knowing that you have to work hard to achieve it.*'

The Year 5 teacher spoke about how pupils had become much more confident when talking with visitors. She gave an anecdote about when the school first started to invite speakers into school pupils either would not ask any questions or asked irrelevant ones such as '*have you got any pets*'. Pupils are now much more confident in talking with visitors and always ask relevant

and perceptive questions. This was echoed by the Year 6 pupils who want more visiting speakers.

Learning about careers and the world of work

As reflected above, the school has a regular programme of visitors. Some of these come into school specifically to talk about their work and to answer questions whilst others come to school to compliment national curriculum subjects. With increasing regularity teachers take the opportunity to allow pupils time to talk with the visitor about their job, even when their primary purpose is to talk about something else. Pupils in both Years 5 and 6 confirmed that they enjoy meeting with visitors. The school also hosts an annual Careers Week and participates in the National Careers Week. All of these activities have obviously been impacted by the pandemic but remain an integral part of the schools careers offer. Other activities include a partnership with DHL, 'Women into STEM' sessions and links with the University of Northampton.

The school has recently signed up to Skillsbuilder and pupils from Years 4, 5 and 6 were keen to talk about how they are using it. One pupil explained *'you've got a card and every time you achieve something it gets marked on the card. So you can build up house points'*. Pupils shared their experiences of how they were able to use the Skillsbuilder characteristics. The Year 5 pupils have recently concluded a process of applying for school jobs and the group described how they had used the Skillsbuilder characteristics to describe their skills on the application form.

The Year 5 teacher explained that initially pupils had a narrow interpretation of the characteristics but were progressively developing a more subtle interpretation. For instance, when it was first introduced, pupils described the 'Creativity' characteristic purely in terms of artistic creativity and saw each of the characteristics as separate and self-contained, but that progressively, pupils were developing an understanding of different interpretations of each characteristic and how they were inter-connected.

An example of this took place in the Year 6 group where pupils were discussing the characteristics needed to be an architect, the career choice of one of the participants. The group came to the obvious conclusion that creativity was a necessary Skillsbuilder characteristic for an architect but the girl whose career choice architect was, explained that *'architects have to solve problems too, not just draw things and sometimes you need to be creative in solving problems'*. Similarly the same group was discussing the Skillsbuilder characteristics necessary to be a pilot. The group was focussed on how pilots need to be creative when the plane is about to crash land, (which is a mature interpretation of the 'Creative' characteristic). The boy who wants to be a pilot talked about other characteristics being more important *'I think a pilot needs to be good at problem solving, leadership, speaking and listening and teamwork'*.

Several of the participants had career aspirations in more than one career area and the group, having agreed that all of the Skillsbuilder characteristics were important for all jobs, started to consider how to list the characteristics in order of importance for each job. Time constraints prohibited further exploration of this theme but it is something which can be further explored in class time.

The school deploys a number of school jobs and has adopted a real life recruitment process including advertising for jobs, application forms, job interviews, selection and post interview feedback. The Year 5 group discussed this process which had recently been concluded with a number of different outcomes for group members. Two group members had applied for jobs and been successful. They were delighted with the outcome and were able to explain the attributes which they thought had impressed the interviewers. One boy had been unsuccessful in the job he had applied for but had been offered an arguably higher status job (bank manager

rather than librarian). He explained that his disappointment had quickly turned to pleasure that the interviewers thought him capable of being successful in the more important job. One girl had been unsuccessful and had not been offered any alternatives. She described how sad she was but that she was pleased for her friends who had got the job.

Developing their career management, employability and enterprise skills.

In the Year 6 group one pupil questioned the value of a recent project on budgeting. Initially the other pupils agreed that it wasn't of any value. The assessor asked whether jobs such as engineer, architect and electrician, the career choices of some of the pupils in the group, might involve budgeting. The pupils agreed that these jobs might involve budgeting and that therefore the topic was relevant. The school should reflect on how and when the theme of budgeting is introduced so that pupils do understand its relevance to everyday life and to different jobs.

In primary education career management relates primarily to the transition from one year group and one key stage to the next (which for most children is very low key and might not even be recognised as a transition point) and transition from Year 6 to Year 7 which most children do recognise as a major transition point. At the time of this assessment in early November 2021, Year 6 to Year 7 transition arrangements have not yet been implemented. Most pupils progress to secondary education at schools which do not form part of the Greenwood Academies Trust. The school is aware of the need for a concentrated transition programme and has a well-established process in place for maximising a smooth transition for all pupils.

Through their use of the Skillsbuilder profile and many other factors including systematic development of core skills embodied in the schools values, Year 6 pupils should have the necessary competences to make a successful transition.

Summary Judgement and Recommendations

Green Oaks Primary Academy has been delivering careers themed activities for several years. It is delivering a world of work curriculum in order to give its pupils a fully rounded primary education, to raise both aspiration and attainment, to give a real life focus to national curriculum subjects, to support transition to secondary education and to give pupils a sound basis for career decision making later in life.

The school has used its involvement with Career Mark to develop a formal structure to its careers curriculum and has used the CDI Framework as the basis for its curriculum development, thus ensuring comprehensive coverage to nationally recognised criteria. It has gone beyond the Framework to deliver careers learning not just in Key Stage 2 but in Key Stage 1 and in the Early Years Foundation Stage.

The teaching staff have enthusiastically embraced careers and have introduced it throughout the curriculum, identifying opportunities to discuss the world of work in all curriculum subjects and across all year groups, such that most careers learning is now fully embedded.

The school has taken initial steps to explore the 'Forest School' concept in the Foundation Stage and should explore this further to assess whether it can be successfully applied throughout the school.

In relation to this assessment the school is to be commended on the following:

1. Alignment with CDI Framework and Gatsby Principles (the CDI Framework has recently been revised – See Recommendation 1);
2. Career learning has been adopted as a whole school commitment involving all staff and all year groups;
3. An impressive corporate structure is in place which clearly demonstrates the school's commitment to careers learning and an understanding of the role it can play in supporting pupil development and embellishing other curriculum areas;
4. Excellent range of delivery methodologies including good use of external sources to provide a range of learning opportunities;
5. High levels of pupil engagement in and enthusiasm for the programme;
6. A highly effective monitoring, review and evaluation process.

The evidence supplied by the school and that presented during the pupil group discussions shows that Green Oaks Primary Academy does:

- Measure the impact of CEIAG on pupil development
- Lead, manage and deliver CEIAG in a structured way
- Deliver a careers curriculum which has extensive content and range
- Have trained and competent staff to deliver the careers curriculum

The school also ensures that pupils:

- are provided with opportunities to understand themselves and the influences on them.
- are provided with research opportunities for training, work and personal development.
- are provided with opportunities to make and adjust plans to manage change and transition.

Consequently, the judgement is:

That Green Oaks Primary Academy be awarded the Career Mark Primary Award

The award lasts for 2 years during which time the school should address the following recommendations:

1. The CDI has recently updated its Employability Framework. The school should undertake a review of its activities against the new framework to ensure continued compliance.
2. The school does measure the impact of its curriculum on pupil learning. Whilst reviewing the CDI Framework it should take the opportunity to develop a small number of high level impact targets (e.g. *'by the end of Key Stage 1 pupils should be able to ?????'*; *'all Year 6 pupils will make a successful transition to secondary education'* etc).
3. The school has done some work on how work has changed over time. This work should continue and expand. By the time the youngest pupils at Green Oaks start work it will be 2031 at the earliest. The working world may be very different then. Even for jobs whose job titles will not change, teacher, nurse, accountant, motor mechanic etc, the nature of the work will change significantly. *(There are plenty of resources on this topic on YouTube, probably more suitable for teachers than pupils but try 'Shift Happens' for starters)*. Using search engine exploration Year Six pupils should be capable of exploring how any job they are interested in might change in future.
4. The Year 5 pupils asked for an expansion of after school clubs. The assessor recognises the complications involved in developing these but there is the potential for creating after school clubs with a specific focus on given types of work. These can be particularly effective if the school is able to generate support from a major local employer. For instance the assessor is aware of a primary school in the north east of England where Nissan is actively involved in supporting a number of after school clubs related to engineering, robotics and design.