



**PRIMARY KS2**

**Recognising Excellence in  
Careers, Employability  
and Enterprise**

# Career Mark Primary Assessment Report

## **Kingswood Primary Academy**

**Valid from** 26<sup>th</sup> November 2018

**Valid until** 25<sup>th</sup> November 2020

**Assessed by** Janet Hutchinson

**Verified by** Mark Wilkinson

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# Assessment Identification Information

<b>Assessor</b>	Janet Hutchinson
<b>Assessor's Registration Centre</b>	Complete-Careers
<b>Learning Organisation</b>	Kingswood Primary Academy
<b>Contact</b>	Chrissie Barrington, Principal
<b>Date of review of Assessment Portfolio (Part 1)</b>	October 2018
<b>Date of On-Site Assessment (Part 2)</b>	26 <sup>th</sup> November 2018

# Introduction to the Organisation

Kingswood Primary Academy caters for pupils from the Corby (largely from the Kingswood estate) and for pupils between the ages of 3 and 11. There are a high proportion of disadvantaged pupils who are eligible for support from the pupil premium, and the school's deprivation factor is in the 80<sup>th</sup> percentile. The academy deprivation indicator of 0.4 compared to the national figure of 0.2. The proportion of disabled pupils and those who have special educational needs is above average.

We have over 240 pupils in the school arranged into eight classes with additional break out areas and classrooms. We are fundamentally a one form entry school throughout EYFS, KS1 and KS2. As the children get older they are also taught in small groups and through other arrangements.

At Kingswood Primary Academy, we aim to provide all pupils with a stimulating and inclusive educational environment in which everyone feels safe, respected and supported to grow and develop to their full potential. We encourage our children to develop an internal moral code based on British values and a wish to learn and understand how they can improve their own lives through education and first hand experiences. It is our mission to support and inspire children to achieve their ambitions and become well-rounded adults that are fully prepared for a purposeful and enriched life in the modern world.

We aim to ensure that all pupils in our care receive outstanding learning opportunities and achieve the best outcomes possible; therefore we have the highest expectations of all staff and the greatest aspirations for all of our pupils.

The academy aims to offer high quality education in a friendly and supportive environment by:

- teaching children to have an internal wish to learn and how they can improve their own lives through education and first hand experiences
- providing an inclusive curriculum that encourages high standards and engages all children with their learning
- leading children to have an internal moral code that is based upon British values
- giving parents the information needed to support their child to learn and behave well
- staff working hard, but enjoying their work because of their visible impact on the children and families

At Kingswood, we know that pupils who have a positive attitude towards their learning will make good progress and be successful; consequently, instilling a 'growth mindset' is important. We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their adult lives.

We know that in order for our pupils to fulfil their potential and encourage them to become confident and resilient learners we, as a team, need to be modelling the mindset of a learner who is not afraid of making mistakes but who thrives upon them, knowing that this is all part of the learning process. At Kingswood, we consistently endeavour to challenge and develop the attitudes of all pupils and staff towards learning by considering what makes a successful learner.

# Description of the Assessment Process

## General remarks

Kingswood Primary Academy's portfolio was well prepared and presented. It was helpful for the assessor to understand the school and what it is delivering in career learning

How the assessment portfolio was used the portfolio enabled the assessor and her mentor to agree on some questions for staff and learners prior to assessment and identify some possible development for the academy to consider after the assessment

## How the on-site assessment was conducted

The assessor was slightly delayed due to traffic problems but was able to join the mentee, head teacher and other staff and learners in the assembly. The assessor was given a tour of the school during the day and use of the head teacher's office for a variety of conversations with the head, staff and learners. They were also able to use the room for private discussions as required.

## Abbreviations used in the report

CDI	Career Development Institute
DHL	Logistics company
NCW	National Careers Week
PP	Pupil Premium
SENDSCO	Special Needs Co-ordinator
TA	Teaching assistant
TAC	Truck and Child Safety

# Assessment Schedule

<b>Time approximate</b>	<b>Meeting</b>
9.05	Assembly led by the Principal
9.30	Meeting with the Principal and Trust Representative
9.50	Meeting with Y5 learners
10.30	Further conversation with the Principal
11.	Comfort break
11.20	Meeting with Y5 teacher (new member of staff)
11.40	Meeting with Y6 learners
12.10	Y6 teacher
12.40	Feedback to key staff
13.00	Departure

# Standard 1 – Impact

## ***Areas of good practice for how the organisation has met Assessment Indicators***

### 1.1 How do you set targets and objectives for your CEIAG activities?

Kingswood Primary Academy agrees activities across the school year. Desired outcomes are agreed and disseminated at staff meeting these are linked to learning outcomes from the CDI framework for key stage two.

A formal Careers, Enterprise and Employability Education Strategy is in place indicating the importance of employability, careers and enterprise education as part of overall academy policy and there is a clear understanding of the national and regional drivers.

All staff are involved in setting of strategy targets and supporting a cohesive whole school approach.

The academy works with a range of local employers to ensure that careers activities are relevant to the local labour market.

Growth Mindset is embedded across the school and celebrated in weekly in assemblies

The Academy has an annual careers action plan that is also assessed annually with a rating system to help evaluate yearly progress and make improvements

### 1.2 How do you monitor, review and evaluate the impact of your CEIAG provision on learners' knowledge, skills, understanding and achievement?

There is regular monitoring of the academy curriculum including career learning

Staff have the opportunity to discuss their findings and share good practice at staff meetings

The Careers Lead is a member of the SLT

The Academy carries out a staff questionnaire to support understanding of what CEIAG involves, Staff training is tailored to the needs of the staff and evaluated to ensure curriculum provision meets the needs of all Learners

Character Count is an important part of the curriculum and links well to career learning.

Character Day – uses videos and resources to ensure Learners are aware of their 'Character' which can then be link appropriately to career aspirations and pathways.

Feedback is collected from parents, carers, staff and external partners who visit the academy this evidence is collated and analysed ensuring further development and improvements in the Academy policy and curriculum programme.

The Academy took part in 'The Big Class Challenge' and as a result every child was given time and support to think about career aspirations. Posters are now displayed on every classroom door indicating careers learners aspire to.

### 1.3 How do you know 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?

The school reviews Learners' aspirations and challenges gender stereotypes it provides opportunities to find out about the world of work through visits and visitors.

The School ethos and values encourage independence, confidence, responsibility and ambition. The Growth Mindset is at the heart of everything the learners do, and they are encouraged to learn and understand an appropriate vocabulary. This particularly includes the use of the following vocabulary: enthusiasm, motivation, effort, perseverance, confidence, challenge, focussed, resilience, hardworking, self-belief, personal goals, reflection, positivity, independence, determination and inspiration. These skills link to employability. Pupils apply for 'jobs' around the Academy, are interviewed and appointed to roles on a half termly contract with a salary of House Point

## 1.4 How do you use your findings to make improvements in your provision

Kingswood uses its findings to make improvements to its provision by:

- Identifying and analysing training needs for CEIAG. (the school receives support from the Trust including attending training days and an annual conference)
- Filling in and assessing a careers action plan annually with rating system to evaluate yearly progress and make improvements
- The Careers Lead attends regional and local events and training and disseminates this to the staff
- Staff are supported to deliver CEIAG activities
- Acting on feedback from pupils, employers and staff

## Standard 2 – Management

### ***Areas of good practice for how the organisation has met Assessment Indicators***

#### 2.1 How does your school lead, manage and resource your CEIAG provision?

The Principal is the Careers Lead. All staff are involved in CEIAG provision and attend careers specific planning and review meetings.

The CEIAG provision is coherent and teachers make links to careers and employability as appropriate in all areas of the curriculum. Our PSHE curriculum (Jigsaw) and our Growth Mindset are also in line with the CEIAG provision. There is an annual calendar of planned careers lessons and events.

Teachers plan and differentiate teaching according to the needs and age of pupils.

Planning of events is discussed in staff meetings to ensure coverage and teachers plan according to the Framework for Careers and Employability (CDI). All teachers are responsible for evaluating events and provision and sharing this with the Careers Lead.

There is planned development of shared resources and events across other local GAT primary schools. Further links will be developed with the local GAT secondary school. The school also makes use of the central GAT team and the Trust's Education Advisor for Careers and Employability, resources are also collected from external partners and Career and Employability events.

#### 2.2 How does your school deliver your CEIAG provision?

The Academy takes a whole school approach to CEIAG provision. We use the CDI Framework for Careers and Employability at KS2. For Foundation and KS1 we adapt the CDI Framework and tailor it to our students' needs

The academy shares information with parents in the academy newsletter including that related to CEIAG

The academy works closely with the wider community to ensure good coverage of the provision with regular talks and visits from external speakers and businesses. Some examples of these are:

- National Careers Week
- Primary Futures
- Assembly programme
- Redraw the Balance
- Competitions



- DHL Partnership
- Partnership with local GAT and other secondary school
- Planned visits to Universities

## Standard 3 – Curriculum

### *Areas of good practice for how the organisation has met Assessment Indicators*

#### 3.1 How does your Scheme of Work meet the Career Development institute KS2 learning outcomes?

Kingswood maps the CDI learning outcomes to activities to ensure coverage in KS2. They also use enrichment activities to further support the career learning. Including educational visits (Y6 residential), external providers (Primary Futures, DHL) and themed weeks (NCW, The Big Class Challenge) to provide all pupils with a range of different experiences

Career provision is extended to down to Foundation Stage and Key Stage 1 ensuring experiences of careers development is appropriate to learners age and development Learners are encouraged to discuss and investigate the world of work across many different careers (What's My Line, DHL, Redraw the Balance). Learners also discuss and are rewarded for showing key life skills as part of our PSHE curriculum and our Academy Values.

The Academy encourages learners to be confident, responsible, ambitious and determined to achieve. They aim to ensure learners understand the necessity of being prepared for the future when considering their own career plans. The academy takes into consideration different learning styles, so all can access the work they are also aware consider learners engagement with carer learning using the Leuven Scale.

Academy learners are encouraged to be independent. This starts in the Foundation Stage and continues throughout the academy

The academy ethos, Growth Mindset and PSHE teaching are all aligned with the 8 Gatsby Benchmarks for Good Career Guidance in Schools

During the first weeks of the academic year elections are held for the Academy Pupil Council who help to drive both Character Counts and the CEIAG curriculum. Learners also apply for 'jobs' around the school each half term and when successful receive a salary of House Points

#### 3.2 What is the content of the programme ensuring that it:

- 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?

The CEIAG programme is based on around the CDI Framework for Careers and Employability. This is aimed at providing the Learners with valuable life skills which fit in to three core aims of the framework: self-awareness, self-determination and self-improvement as a learner. The objectives of any career lesson or event are aligned with the 17 objectives of the Framework. The careers programme is underpinned by the school ethos and Growth Mindset: These are:

**Respect our environment and our community** – Learners look after their school, each other and the wider community. They are responsible for various activities around the school such as helping in the hall at lunchtimes, keeping areas of the school tidy, picking up litter etc. In PHSE and during twice weekly reflection time demonstrate reflection on key areas

**Respect yourself** – Learners respect themselves and develop vital skills for their futures.. The Academy plans activities to encourage students to achieve better than they thought that they could. Encourages learner involvement through the Academy Pupil Council and other events in school. Learners are also encouraged to give their best in every lesson and be an ambassador for the school

**Self Assured and Self Motivated**– Learners develop skills to succeed. Demonstrating the ability to complete and finish activities, taking part in activities. Learning to be independent and resourceful. Learners represent the Academy at key events

**Enterprise** – Learners find out the importance of being financial aware and how to be enterprising individuals by planning and participating in activities for fund raising (Rota Kids/Tycoon in Schools, My Money Week) they are encouraged to think of new ideas and ways to improve a situation

As a result of these initiatives learners become equipped with a range of skills that will allow them to take ownership of their learning as well as making informed choices about their own career path. The content of the academies CEIAG programme include exposing learners to a variety of enrichment activities including:

- Award Visits to stately homes and talking to their staff
- Visits to the theatre (Corby Cube)
- History off the page visit in school
- Musicians and musical theatre visiting the academy (whole school)
- School nurse visit
- Author and illustrators visits to school
- Local community policing team visits
- DHL (TACs)
- Corby Borough Council community team
- Y6 Residential
- Y2 and Y6 Outdoor Learning transition events
- A small number of learners have been awarded the NOLA (National Outdoor Learning Award)

### 3.3 What range of resources and activities are used to support the lessons?

As identified above learners have access to many curriculum enhancements and internal and external resources to support their learning. These include:

- Visitors to the academy – authors, dance leaders, artists, etc
- Employers and businesses giving informative talks to the Learners
- Links to Secondary schools
- Links to variety of web sites using ICT skills
- Enrichment days and weeks
- Academy Pupil Council forums
- Assembly themes

- PHSE scheme Jig-Saw
- The Big Class Challenge

### 3.4 What is the contribution of external partners?

External partners play an active role in the whole academy provision:

- Visitors in school, professional bodies: police, fire service. Community/professional volunteers and support at Trust level to talk to the learners enhancing the careers programme by exposing them to the careers within the local area
- Transition opportunities – using staff from other schools and Trust staff
- Primary Futures
- 'What's my line?' assembly and workshop
- Careers Fair

## Standard 4 - Staff

### ***Areas of good practice for how the organisation has met Assessment Indicators***

#### 4.1 How do you identify and analyse staff training needs for CEIAG?

The Academy liaises with the Corby cluster of Primary schools and Trust to seek advice and support for CEIAG. The Trust advisors have supported the Careers Lead and teachers to organise and run CEIAG events and provided training in staff meetings  
The Academy carried out an initial assessment to identify the academies existing skills and qualifications, as well as capacity for learning. Individual teacher questionnaires were completed to identify who needs training and what kind of training is needed most. The strengths of staff were identified as well as areas for improvement.

#### 4.2 What training and support is provided at leadership, management and delivery levels?

A variety of support at different levels. The career lead attends the Annual GAT Careers Conference. The careers lead holds regular meetings are with and receives support provided by the GAT Education Advisor for Careers and employability  
All staff receive regular CEIAG updates in staff meetings  
The Academy receives support from Corby Cluster  
All staff can access support for from the academy Careers Lead and identified resources.

#### 4.2 How do you monitor and assess that staff are competent and up-to-date?

A variety of methods are employed by the academy monitor and assess staff competency and ensure they have current information these include:

- Questionnaires
- Feedback from annual GAT Careers and Employability Conference
- Evaluation and feedback from events/visitors
- Regular Staff Meetings on Careers and Employability
- Lesson drop ins
- Career Leader Analysis

## Summary of Interaction with Learners

The assessor talked to a group of learners from Year 5 and Year 6. The learners were seen without members of the school staff present.

### Year 5 Learners

Year 5 learners were articulate and confident, able to talk confidently about their career learning. They were able to illustrate self-awareness by talking to the assessor about themselves and what they might want to be in the future. One learner described themselves as 'adventurous and creative.' Another said she would like to be 'a nurse to help others.' The assessor was impressed that one learner talked about perseverance and was able to explain, 'It means you keep on trying even when it's a challenge.' One learner said they 'used logic and enjoyed investigations.'

Year 5 learners talked about visitors who had come into school to talk about their jobs. The visitors had talked about what they did as a sort of, 'What's my line'. Learners could remember visits from a police officer, an ambulance controller, a train operator a Tesco manager and a pilot. This has helped to broaden the occupational knowledge of the learners, potentially helping to raise their aspirations.

When asked about the relevance of gender to roles including jobs the group were very quick to point out that it was not relevant. They used the example of football and were clear that as one said, 'girls can be good footballers.' They did not think jobs needed to be identified with a specific gender.

When the learners talked about what subjects they liked one learner spontaneously linked this to the future. They said, 'I'm good at maths I'll need that when I'm older', a clear indication that the career curriculum is helping them to think about their future. The learners talked about the posters around the school linking subjects to jobs showing they realise that their learning is helping them to prepare for a job/career in the future. The learners talked about jobs they had found out their teachers had done before they became teachers. This is helping them understand that they may have more than one job in their working life.

### Year 6 Learners

Year 6 learners talked about the job roles they have in school; how they apply, are interviewed and appointed. . A learner said, 'The best person for the job is chosen.' They also talked about being paid in House Points for carrying out their duties. A learner said, 'It's my job to help set up assemblies.' Another learner talked about the role of Deputy House Captain. They said, 'Part of my job is to help think of ways to raise money for charity.'

These activities are helping the career learning to have real links to what the learners are doing. A learner said, 'My job is to be a litter picker which helps the environment.' This shows how they link their activities and learning to the wider world. They also talked about recording these job roles and what they did to start to build a 'record of achievement/CV'. Learners can identify things they were good at a lot of them enjoyed sport and knew being healthy is important for their futures. They can identify employability skills, with both perseverance and confidence being mentioned by learners.

The Year 6 learners talked about people who had come in to talk to them about jobs. They remembered visits from a builder and an engineer. The learners had a positive attitude. One said, 'Anyone can do anything'. Another said 'Jobs matter because they help you pay the bills'. They also had an awareness of diversity. A learner said, 'It's good to be different.' and another said 'We keep targets in our jotters.' This is action planning and can as appropriate be linked to career planning.

# Summary Judgement and Recommendations

## **That Kingswood Academy be awarded the Career Mark Primary award**

The assessor commends the enthusiasm and commitment of the Principal and other staff at Kingswood for their commitment to CEIAG. Kingswood Academy has many learners who come from challenging backgrounds and the school is using career learning effectively in a variety of ways along with other initiatives like the Growth Mind set and Jigsaw to help to raise self-esteem and self-awareness, helping learners to think about whom they are and what they can be.

The academy is attempting to broaden horizons and raise aspirations by introducing learners to a broad range of job roles, careers and experiences. It is helping learners to understand and exhibit employability skills by applying for academy job roles and carrying out entrepreneurial activities.

The CEIAG programme also supports the recording of learning and the setting of appropriate targets to raise achievement. The staff are enthusiastic in their commitment to career learning and embedding it into the curriculum across all areas. The SENDCO is passionate about ensuring all abilities of learners are encouraged to have high aspirations and appropriate support as they develop and learn so that they can have the best futures possible. The learners are enthusiastic and developing the necessary knowledge and skills to fulfil their potential.

In order to retain the award at revalidation in two years the academy should address the following recommendations.

1. The staff need to develop systems to identify the starting point of learners in relation to career learning e.g. aspirations, self-awareness, planning skills and knowledge of jobs and different future learning pathways. Once this 'baseline' assessment is in place the school needs to develop ways to measure year on year change in relation to this baseline; i.e. evidence of how aspirations, career knowledge and skills are developed because of the career programme. This should also provide ways to measure how the CEIAG programme raises self-esteem and self-awareness, career aspiration and knowledge and increases employability skills including planning skills. This will provide evidence of the impact and effectiveness of what is a very comprehensive programme. Some form of 'baseline' assessment to be put in place by September 2019.
2. Kingswood Primary Academy needs to work with all local secondary schools to ensure they are aware of the career learning programme it provides for its learners and to ensure learners and their carers make the best decision for the individual learner in relation to education provision at secondary level. This should be evidenced for the academic year 2019-20.
3. Ensure that new staff have enough information to ensure they are aware of the CEIAG programme including its learning outcomes and what these are based on.
4. Build on the good practice of learner jobs roles and responsibility positions by using learner voice to help evaluate and develop the programme and address the recommendations above.