



**PRIMARY KS2**

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

# Career Mark Primary Assessment Report

## **Nottingham Academy Primary**

<b>Valid from</b>	27 <sup>th</sup> November 2018
<b>Valid until</b>	26 <sup>th</sup> November 2020
<b>Assessed by</b>	Gary Longden
<b>Verified by</b>	Mark Wilkinson

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# Assessment Identification Information

<b>Assessor</b>	Gary Longden
<b>Assessor's Registration Centre</b>	Complete Careers
<b>Learning Organisation</b>	Nottingham Academy Primary
<b>Contact</b>	Fiona Maciel
<b>Career Mark Support Adviser (if used)</b>	
<b>Date of review of Assessment Portfolio (Part 1)</b>	31 <sup>st</sup> October2018
<b>Date of On-Site Assessment (Part 2)</b>	27 <sup>th</sup> November 2018

# Introduction to the Organisation

Nottingham Academy Primary is a large school with a 4-5 form entry for all year groups in Key Stages 1 and 2. It also has a large Nursery and Foundation Stage. It is sponsored by the Greenwood Academies Trust (GAT) which was formed in 2009 and which now educates approximately 17,000 pupils across seven local authority areas including Nottingham City, Nottinghamshire, Leicester City, Northamptonshire, Peterborough, Lincolnshire and Central Bedfordshire.

The primary school is located on 2 separate sites about 1 mile apart. Foundation and Key Stage 1 is located on Greenwood Road, adjacent to Nottingham Academy Secondary School, whilst Key Stage 2 and Key Stage 3 pupils attend a school on Sneinton Boulevard.

There are nearly 900 pupils on roll of whom some 240 are categorised as 'disadvantaged', 280 have English as an additional language and 78 are monitored by the SENDCo.

The school is located in a historic 'working class' area of Nottingham, quite close to the city centre but with significant areas of green space within the environment. The catchment area comprises predominantly 19<sup>th</sup> and early 20<sup>th</sup> Century terraced housing, with some inter-war council housing and more recently constructed privately owned housing.

The school's Vision promises to:

- Foster a caring community in which pupils learn respect, tolerance and kindness to one another.
- Provide a broad and balanced curriculum, reinforced by ICT with high quality teaching and learning.
- Achieve the highest standards, developing a positive self-image and with each child striving to do their best.
- Prepare pupils to cope confidently and responsibly with the challenges they will meet in their everyday life.
- Encourage personal pride and independence whilst recognising the value and enjoyment of being part of a team.
- Widen each child's knowledge of the world and encourage a sense of awe and wonder.
- Assist pupils to seek and cherish a system of personal belief and a moral code and teach them to respect the beliefs of others.

The school has embraced the concept of careers learning in the primary phase, based on an understanding that the working world is changing rapidly and will continue to do so; and that in order to be successful pupils need to start learning career management skills from an early age.

The school also recognised that *'primary age children's aspirations are largely based on gender, family and community stereotypes and are influenced by media and high profile personalities'*. Using the findings from the 'Drawing Your Future' research the school developed a vision and curriculum for careers designed to:

- improve each child's careers & employability skills and relate them to positive personal qualities.
- raise each child's aspirations and broaden their horizons of what career and higher education pathways they know, think and feel is available to them by exposing them to frequent and diverse representative from different careers and higher education.

- equip each child with the knowledge, understanding and skills to make successful transitions to their next stage.
- develop their understanding of health & safety and encourage a better awareness of the relationship between risk and reward, risk calculation, and risk management.
- challenge all forms of stereotyping (by background, gender or diversity group) and preconceptions.
- dovetail with the future careers learning in secondary school and ensure the school meets and exceeds the statutory requirements set out by the Department of Education.

In June 2017 The Greenwood Academies Trust launched the 'Your Character Counts' strategic approach to the development of the essential personal capabilities and positive characteristics which pupils need in order to fully realise their potential and make a positive contribution to society.

Careers learning contributes fully to the achievement of the academy's vision and to the 'Your Character Counts' strategy. It is delivered throughout all Key Stages, including Foundation; is based on the CDI Framework; and is predominantly embedded, supplemented by set piece activities such as visitors, visits and residential. The school emphasises the transferability of learning across different activities and different curriculum areas and strives that all learning supports and sustains the school's Core Values.

# Description of the Assessment Process

## General remarks

This is the first assessment for Nottingham Academy Primary. The assessment submission was received in good time in paper format using the correct documentation supported by a portfolio of supporting evidence.

The assessor was accompanied on the assessment visit by the Greenwood Academies Trust Adviser for Careers and Employability who observed the on-site assessment as part of her own professional development. She played no active part in the assessment process, nor contributed to the assessment judgement.

## How the assessment portfolio was used

The assessor used the report and portfolio evidence to establish that there was sufficient provision to be confident to proceed with the on-site assessment. This included the provision of a careers programme, appropriate staff development and adequate operational and strategic scrutiny.

The report was very easy to read and appropriately addressed all the assessment requirements. The four 'Description Grids' were clear and coherent. The descriptions answered each of the Performance Indicators and the explanations were presented in a logical and orderly manner.

The supporting evidence was well presented and specific to each of the four Standards. It was comprehensive, providing a wide range of source material to support the narrative. Overall the school's analysis was informed, intelligent and self-reflective.

The assessor also identified a large amount of relevant data on the school's website which contributed to a full understanding of the academy's careers related activities; of how the academy's careers related activities contribute to whole school developments; and which also provided evidence that the academy is publishing key source data and clear explanations to the pupil, parental and wider community.

The narrative and supporting documentation provided sufficient evidence that all Performance Indicators in each of the four Standards had been satisfactorily addressed by the school in planning, managing and delivering its careers curriculum. Based on this the assessor arranged the on-site visit and used the evidence to plan the focus for discussion with the pupil and teacher groups.

## How the on-site assessment was conducted

The assessor provided the school with an outline assessment schedule to allow for group discussions with pupils and with delivery staff. Session timings were organised to provide sufficient opportunity to gain a good understanding of the provision from the pupils' perspective whilst causing minimum disruption to the school timetable.

The assessor held an introductory meeting with the lead teacher for careers. A number of strategic and operational management issues were discussed.

During the discussion with the class teachers they explained how they had researched the programme, identified suitable activities, planned differentiation and linked activities to the Career Development Institute Framework. They explained how they had undertaken both informal and formal training. They explained that monitoring, review and evaluation were factored into year group planning sessions and in more formal discussions and analysis with

the Careers Lead and senior leaders. They also explained that they are developing ideas as to how the programme can be adjusted for the next academic year.

The teachers were very clear that the programme had had a positive effect on pupil learning. They were enthusiastic about teaching the programme and pleased with the pupil response to the programme. They explained how they map and track pupil progress in all curriculum areas and were aware that the school needs to explore further how it captures some of the softer skills developed in careers learning.

They were also quite clear that the programme did not constitute an additional workload but contributed to and enhanced existing curriculum activities in ways which made them realistic to everyday lives. Using the 17 Key Stage 2 indicators in the CDI Framework as the basis for implementation the class teachers introduced careers themes into existing lessons.

The Careers Lead confirmed that she had emphasised that the introduction of careers learning should not be additional but should be embedded and integrated into existing subject teaching. She also outlined ideas for long term tracking of pupils once they have entered secondary education and to use secondary education destination data to plot progress beyond school and into higher education and employment. Given that most pupils progress to the secondary site of the school this process should be straightforward.

Pupils arrived promptly for their discussion groups. They consisted of a mix of class groups and ability levels, providing a representative sample of the cohort. The pupils had a clear understanding of the purpose of the discussion and all engaged enthusiastically with the process. They spoke positively and knowledgeably about the programme.

Pupils were able to describe in detail the activities they had been involved in and the discussion was often self-generating between them as they recalled different aspects of learning and recounted different interpretations of their learning, personalising it to their own experiences and aspirations.

They were able to make judgements about the value of different sessions and were able to use the learning from the whole programme to participate in high level discussions on a range of themes including skills employers were looking for and how work might change in future.

All the pupils spoken to had expanded their understanding of the world of work and their place in it and they were all aspiring high. They had a good knowledge of words associated with work and were able to provide a realistic definition of their meaning.

As part of the on-site visit the assessor had the opportunity to observe and examine the wide range of visual displays relevant to careers throughout the school and to examine a selection of pupils work.

The visit concluded with feedback to the Deputy Head and the Careers Lead. Feedback concentrated on the assessor's preliminary findings and recommendations and reflected on the content of the pupil group session. The school was informed that it would shortly receive a draft written report for consideration. The assessor confirmed a provisional judgement that the school should be awarded the Career Mark Primary award but that full confirmation would be dependent on Career Mark verification, at which point the school will receive an award certificate and a plaque.

### **Abbreviations used in the report**

CDI - Career Development Institute

CEIAG - Careers Education, Information, Advice and Guidance

- D2N2 - Derbyshire and Nottinghamshire Local Enterprise Partnership
- GAT - Greenwood Academies Trust
- INSET - In-service training
- KS - Key Stage
- SLT - Senior Leadership Team



# Assessment Schedule

Time	Meeting
08.15 – 08.30	Meeting with Fiona Maciel and tour of the school
08.30 – 09.15	Meeting with Year Group leaders: Andrew Staczewicz (Y4); Vicki Lawson (Y6)
09.25 – 10.00	Meeting with Careers Lead, Fiona Maciel
10.05 – 10.50	10 x Year 6 pupils
11.00 – 11.45	10 x Year 5 pupils
11.55 – 12.20	Meeting with Deputy Head responsible for wellbeing, Emma Beardah
12.20 – 12.40	Assessment reflection
12.40 – 13.00	Verbal Feedback with Fiona Maciel, Emma Beardah, Rachel MacKenzie (Trust Advisor)

# 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?

- The Greenwood Academies Trust has an overarching careers strategy applied and adapted by each school individually according to its own environment.
- Both the Trust and the school have acknowledged and accommodated the expectations contained in the Gatsby Benchmarks, the CDI Framework and the Drawing Your Future report.
- The school has used its own pupil data and the D2N2 Employability Framework to 'fine tune' national and Trust expectations into school specific targets and impact measures.
- At the delivery level the careers programme covers the 17 CDI Framework categories and teachers set session and individual pupil targets as part of their lesson planning processes.
- An example of good practice, rarely seen, is that external contributors to the programme are provided with information on what is expected from their session and on how it contributes to the overall programme

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

- The school makes use of the full range of monitoring processes including staff reflection, delivery observation, pupil surveys, feedback from visitors, pupil progress reports etc.
- Review and evaluation takes place both formally and informally. The 4-5 teachers in each year group meet weekly to review and plan; and termly and annually for more formal review and evaluation. The Careers Lead meets regularly with Year Group leads and has overall responsibility for monitoring review and evaluation including periodic feedback to the school leadership team.
- The Careers Lead meets periodically with the Trust's Adviser for Careers and Employability.

### 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?

- Teacher observation of how pupils prepare questions for and engage with visiting speakers,
- Teacher assessment of pupils work
- Classroom discussions

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

- Staff review individual sessions and make adjustments accordingly.
- Detailed analysis by staff and Careers Lead makes use of data from classroom delivery, pupil feedback and external provider feedback.

- Delivery staff have the opportunity to review and plan during INSET sessions.
- The Careers Lead feeds back periodically to the school's senior leadership team.
- The Careers Lead meets periodically with the Trust's Careers and Employability Adviser.

***Areas for further development for the Impact Standard***

- Reference 1.3 above: The school recognises that it does not yet have an effective mechanism for plotting pupil progress in many of the 'soft skills' associated with career learning. The school is confident that teachers are able to make sound judgement calls on pupil progress but the systematic and consistent recording of this is something which the school needs consider further.

## 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?

- There is a clear and defined management and delivery structure with staff having received training to deliver their roles.
- The Careers lead is a member of SLT.
- Close symbiotic relationship between the Trust's goals/ethos and the outcomes of a CEIAG curriculum.
- Class teachers are expected to make links between curriculum subjects and career learning wherever possible and taking into consideration the 17 CDI characteristics.

2.2 How does your school deliver your CEIAG provision?

- There is an 'all school' expectation of individual and collective responsibility to support the delivery of the work related learning curriculum.
- Delivery of career learning to meet the 17 CDI criteria includes embedded learning within other subjects, bespoke classroom and off-site activities, visiting speakers and 'collapsed curriculum' activities.
- The careers programme is applied throughout the curriculum and for every year group.
- The school includes many careers related resources on its website.

### *Areas for further development for the Management Standard*

- The school has put significant effort in creating a careers related curriculum and has made much of this available on its website. However, to date, it has not given any serious attention to informing the parental community of this new programme and developing the parental community's understanding of the changing nature of the working world. Possible action might include:
  - Monitoring website 'hits' and using the website to draw attention to the Careers zone.
  - Article in a school newsletter or local community newspapers.
  - Pupil 'homework' on careers.
  - Pupil presentation at parents evenings or school performances.

# 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?

- The school's Vision and the GAT Values both inherently correlate to many of the CDI criteria, resulting in a natural fit between the school's curriculum and the CDI outcomes.
- The school has ensured that each of its careers related activities cross references with one or more of the CDI outcomes.
- The school has introduced career learning from Foundation Stage and has created Foundation and Key Stage 1 outcomes to supplement the nationally approved Key stage 2 outcomes. *(nb: the school was unaware that Complete Careers was creating its own Foundation and Key Stage 1 outcomes as part of the CDI Framework. A piece of background work for Complete Careers is to reconcile the school's own descriptors with those created by Complete Careers.)*

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

- a. develops transition skills
  - b. covers knowledge, skills and understanding of the world of work,
  - c. explores hard and soft employability skills,
  - d. challenges stereotypical views of the workplace,
  - e. raises aspirations and promotes social mobility?
- The school takes positive steps to challenge stereotypes by specifically sourcing atypical visitors e.g. female lorry drivers
  - The school has a number of pupil 'jobs' and these are advertised and applied for
  - 'a', 'd' and 'e' above are all explicit within the GAT Values and as such are embedded throughout the school curriculum.

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

- The school adopts a range of delivery mechanisms and delivery themes including careers lessons, embedded learning, visiting speakers, visits.
- Sessions are differentiated by delivery teachers.
- There is a wide range of differentiated delivery activities covering a spectrum of work and learning options.
- The school has activities on mental health and well-being at work and links with a school in China which provides a global insight into life and work.
- There is a wide range of visual material throughout the school. Much of it is created by or showcases the work of the pupils. It is impressive in the range of issues covered, in the depth of understanding it illustrates and in the maturity of the language used.

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

- The school places high value on the contribution of external partners throughout the curriculum and has been active in developing and extending their network with both employers and educational institutions.
- As evidenced earlier external presenters are a regular feature in the school curriculum. The school has taken steps to ensure range and diversity.
- Similarly pupils have the opportunity for off site visits.

#### ***Areas for further development for the Curriculum Standard***

- Use the Complete Careers activity mapping tool to cross reference delivery activities against the CDI Framework.
- There is a strong correlation between the school's core values and generic employability characteristics. The school has started to highlight this correlation and there is good evidence from the Year 6 pupils that they have and understanding. This was less noticeable in the Year 5 pupils. This may be a reflection of the natural differences in maturity between Year 5 and Year 6 pupils but it is perhaps a reflection that the school has only recently started this process.
- The careers curriculum does not focus on the local economy, past, present and future; the global economy or changing nature of work? The D2N2 Local Enterprise Partnership and the Economic Development Units of Nottingham City Council and Nottinghamshire County Council are good starting points. Also there is a plethora of theoretical and observational research on the internet which will provide a useful contextual background – try:
  - <https://www.gov.uk/government/publications/jobs-and-skills-in-2030>
  - <https://www.mckinsey.com/featured-insights/future-of-work/what-is-the-future-of-work>
  - <https://www2.deloitte.com/insights/us/en/focus/technology-and-the-future-of-work.html>

## **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 school adopted a systematic analysis at the commencement of the programme and has supplemented this with formal and informal discussions, including during INSET
- The school has sought advice from the GAT Careers and Employability Adviser.
- Delivery staff confirmed that they had been consulted on training needs, had been provided with development opportunities and had benefited from them.

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

- The school has taken every advantage of the development opportunities offered by GAT, including attendance at the annual GAT Conference which provides an opportunity for leaders at all levels and throughout the Trust to convene and discuss medium and long term developments.

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

- Delivery staff self and peer review periodically throughout the programme.
- As part of the academy's existing performance management arrangements.
- Senior staff use monitoring, review and evaluation data to analyse impact.
- Critical reflection and analysis takes place during INSET.

### ***Areas for further development for Staff Standard***

***N/A***

## Summary of Interaction with Learners

The assessor met with a representative cross section of pupils from Year 5 and Year 6. There were 9 Year 5 pupils in one group and 11 Year 6 pupils in the other group. Each group lasted for about 45 minutes.

Without exception the pupils were engaged, knowledgeable, informed and enthusiastic about sharing their understanding and opinions with the assessor and with the rest of the group. They were always polite, listening to the assessor and to their fellow pupils. They bounced and shared ideas within the group, showed initiative and imagination, supported and challenged each other and for the most part both sessions were entirely relevant and helpful to the assessor. The Year 5 group did divert into the realms of fantasy for a short period but re-focused in response to the assessor. The Year 6 group however, were 'on message' for the whole session, which could have continued well beyond the 45 minutes allocated.

The skills, qualities and characteristics displayed by the pupils in the 2 groups was testament to the work undertaken in school and to the learning which the pupils had embraced. The Year 6 group in particular was a 'masterclass' in effective group dynamic of which any company focus group would be proud. The assimilation and use of those characteristics by the pupils was evidence that the programme is working. *(See pupil quotes below for examples of the range of characteristics utilised by the pupils in the 2 groups).*

Given that most of the careers curriculum is embedded, rather than asking about particular 'careers lessons' the assessor asked pupils about what they know of the world of work, what characteristics they would need to be successful, how the world of work might change and what they had done in school which might help them to understand the working world.

Based on the pupil responses the assessor is confident that the pupils have a detailed and wide ranging understanding of the world of work, of the skills and qualities needed to be successful in it and of the impact of artificial intelligence and robotics on working life. They did not express any knowledge of a global working environment or of how work/life patterns might change in future but they were interested and engaged in this discussion area and consequently it is a theme which the academy should explore. It would also re-enforce why the 'soft skills' characteristics, which have been so successfully embedded in the pupils, will be even more important in the robotics age than they ever were in the industrial age.

### Student Quotes

The Year 5 pupils were invited to write down some words which they thought were important for their career learning.

Pupil 1: communication, cooperation, resilience, independence, interpretation, motivation, teamwork, social person;

Pupil 2: leadership;

Pupil 3: Resilience, leadership, communication, teamwork, empathy;

Pupil 4: Communication, articulation, independence, resilience, cooperation, motivation;

Pupil 5: I think you need patience, cooperation, communication, and interpretation for a good job;



Pupil 6: Articulation, cooperation, persivation? (*Assessor - I think they mean perseverance*), communication, leadership;

Pupil 7: I have been enjoying doing Maths in my school.

The Year 6 pupils were invited to write any comments they wished about their career learning.

Pupil 1: The Premier Education really helps me.

Pupil 2: Drama helps a lot because it helps us to be confident in front of an audience.

Pupil 3: Confidence is important because it helps you express yourself and don't be shy when you are in front of a huge 2000 people crowd, say at Albert Hall.

Pupil 4: I would like to be a photographer and school has helped me with this by doing art.

Pupil 5: I like PE it's fun and forthright and its so cool.

Pupil 6: I like NCIS and Science. School has a science day and we do Chemistry, Biology and Physics.

Pupil 7: I like fortnite? And football.

Pupil 8: Good skills are good because then you can teach others.

Pupil 9: School helps us learn Maths which helps with most jobs. English helps us learn and it just helps us understand.

Pupil 10: I think that school helps us because we learn all of the core values of a well-rounded person. It helps us be ready for the constantly changing job market and then we can be capable of any job we want. Trips help us because we can see different jobs that the world wants to offer. I want to be a prosecution lawyer because when I went on a trip I enjoyed being the prosecution and putting people to justice for their terrible crimes.

*(This same pupil in the discussion group said something like this: 'soft skills help you to become a rounded person and that's what employers are looking for').*

Pupil 11: Art and music really help me.

## **Judgement**

**That Nottingham Academy Primary be awarded the  
Career Mark Primary Award**

## Summary and Recommendations

1. The school recognises that it does not yet have an effective mechanism for plotting pupil progress in many of the 'soft skills' associated with career learning. The school is confident that teachers are able to make sound judgement calls on pupil progress but the systematic, analytical and consistent recording of this is something which the school needs consider further in order to answer the question 'how do we know it's working?'
2. Linked to 1 above, find ways of ensuring that secondary phase schools know of the qualities that your pupils have developed. Secondary schools will already receive an analysis from you of the academic attainment of your pupils. You should explore ways of incorporating a similar analysis of their understanding of the world of work. Long term, and in collaboration with Secondary and Tertiary Phase providers, you may be able to make use of post 16 and post 18 destination data as one measure of success of your programme.
3. The school has put significant effort in creating careers related activities embedded within the existing curriculum and has made much of this available on its website. However, to date, it has not given any serious attention to informing the parental community of this new programme and developing the parental community's understanding of the changing nature of the working world. Possible action might include:
  - Monitoring website 'hits' and using the website to draw attention to the Careers zone.
  - Article in a school newsletter or local community newspapers
  - Pupil 'homework' on careers
  - Pupil presentation at parents evenings or school performances
4. There is a strong correlation between the school's core values and generic employability characteristics. The school has started to highlight this correlation and there is good evidence from the Year 6 pupils that they have an understanding. This was less noticeable in the Year 5 pupils. This may be a reflection of the natural differences in maturity between Year 5 and Year 6 pupils but it is perhaps a reflection that the school has only recently started this process. The school should continue to take steps to further embed this process within the school life.
5. The careers curriculum does not focus on the local economy, past, present and future; the global economy or the changing nature of work? The D2N2 Local Enterprise Partnership and the Economic Development Units of Nottingham City Council and Nottinghamshire County Council are good starting points for gathering useful baseline data on the local and national economy. There is a plethora of theoretical and observational research on the internet about the changing nature of work, which will provide a useful contextual background if you are planning to introduce this theme into the curriculum – try:
  - <https://www.gov.uk/government/publications/jobs-and-skills-in-2030>
  - <https://www2.deloitte.com/insights/us/en/focus/technology-and-the-future-of-work.html>
  - <https://www.mckinsey.com/featured-insights/future-of-work/what-is-the-future-of-work>