



The Mark of Quality
for Careers Education
and Guidance

Career Mark Primary Assessment Report

Danesholme Infant Academy

Valid from 12th June 2019

Valid until 11th June 2021

Assessed by Gary Longden

Verified by Mark Wilkinson

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Assessment Identification Information

Assessor	Gary Longden
Learning Organisation	Danesholme Infant Academy Motala Close, Corby, NN18 9DT 01536 741732
Contact	Carol May
Date of review of Assessment Portfolio (Part 1)	20 th May 2019
Date of On-Site Assessment (Part 2)	12 th June 2019

Introduction to the Organisation

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

The school takes pupils into a Nursery, Foundation Stage and Key Stage 1. Pupils progress to the adjacent but separate Danesholme Junior School for their Key stage 2 education. This is also part of the Greenwood Academies Trust.

The school is single story and is part of the Danesholme district, a suburb of Corby, developed some 70 years ago on a green-field site as part of Corby's re-designation as a 'New Town'. The staff have worked hard and continue to work hard to create a 21st Century learning environment in a mid 20th Century building. Examples include all the classrooms and communal areas being adorned with examples of pupils work, much of it related to the world of work, a large mural covering the whole of one corridor wall, the re-painting of classrooms into bright colours and some internal structural changes. The school currently uses 2 ancient porta-cabins to supplement its accommodation but these are due to be replaced with a new build extension, commencing in summer 2019.

The school is currently in Special Measures and is part way through implementing a comprehensive regeneration programme. A new headteacher was appointed in September 2018 to initiate and implement the changes. Previously a Deputy Head at a primary school which had successfully introduced careers learning throughout its curriculum, she adopted a similar process as she overhauled the curriculum and empowered staff to use their creativity to make the curriculum both relevant and exciting.

The school has a mission statement and set of aims which underpin the vision and values of the school and of the Trust, as follows:

Mission Statement

At the Danesholme Infant Academy we have a commitment to providing a safe, secure, happy and caring environment which meets the needs of our Academy community.

By putting the needs of the children at the forefront of everything we do, we aim to provide quality learning experiences in an environment which ensures that all children have the opportunity to achieve their full potential. In doing so we are committed to meeting the needs of all our children – intellectual, spiritual, emotional, physical, social and cultural.

By working in close partnership with parents and other members of the Academy community we nurture the development of trust, respect, confidence, self-esteem and the desire to learn, which will ensure that all our children are well-equipped to meet the challenges of education, work and life in a multi-cultural society.

AIMS

- To provide a happy, caring and stimulating environment where children, staff, Advisory Council members, parents and visitors feel supported and valued.
- To enable all pupils to achieve the highest possible standards by making good progress, particularly in the basic skills of literacy and numeracy.
- To provide a broad and balanced curriculum that excites and engages all pupils.

- To provide opportunities for all pupils to develop a spiritual, moral, social and cultural awareness as a basis for future life skills.

Assessment Schedule

Time approximate	Meeting
08.00	Arrive and meet with Carol May, Headteacher
08.40	Tour of the school and introduction to all the teaching staff
09.30	Meeting with 6 x Year 2 pupils
10.30	Break
10.45	Meeting with 6 x Year 1 pupils
11.15	Meeting with Foundation Stage pupils and their teacher
11.45	Preliminary feedback to headteacher

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

Pupils from Years 2, 1 and Foundation Stage were seen in 3 separate groups. A total of 14 pupils in all were seen. These pupils are age 3-7. Their general vocabulary is only just developing, their understanding of such complicated and abstract concepts as personality characteristics are only in the very early stages of development and their concept of the world of work is entirely dictated by what they see in their own family and what they experience at school. Nonetheless they were able to talk knowledgeably and with confidence about their experiences and give their views of work as evidenced by the fact that the 1 hour session with the Year 2 pupils was entirely relevant, consistently interesting, invariably fun and properly focussed on the themes under discussion.

Developing themselves through careers, employability and enterprise education

Pupils have taken enthusiastically to careers learning activities. They were able to talk about jobs they were interested in and why they thought particular jobs would suit them. They were able to talk about themselves and about what they were like. The Year 2 pupils were able to describe the different characteristics needed to be a headteacher or a caretaker. Many of the pupils were members of the School Council or had classroom jobs. They were able to describe what they needed to do and how they had to behave.

At the beginning of the year all pupils had been asked to think about what job they would like to do when they are grown up. Most of the pupils were able to describe why they thought their chosen job suited them. Some of the pupils had subsequently changed their minds and were able to explain why.

Learning about careers and the world of work

Pupils have had extensive opportunities to explore the world of work during the past year. They talked about a wide range of visitors to the school who had talked to them about their jobs and about a range of topics they had undertaken during lessons. They also spoke about Careers Week and Enterprise Week. As mentioned above they spoke about jobs they wanted to do and about the large poster in the school hall which showed all the pupils dressed in their desired job uniform. Pupils said that they had been encouraged to find out more about their job choice by exploring websites and books.

All year groups do work on money management and pupils spoke about how they had been finding out about how money works, why you need it and how you get it.

Developing their career management, employability and enterprise skills.

Given the age of these pupils, specific learning around career management, employability and enterprise is premature. Fortunately these skills are also generic life skills which are taught extensively as embedded themes throughout the curriculum and which are monitored by teacher observation and assessment.

Pupils talked about how they work together in teams, find out about things, have to try hard to do better in things they find difficult, try different ways of doing things and talk with confidence to people who visit the school. An example of this was the 2 four year olds who were happy to tell the assessor about the work they had been doing in class. There were examples of how pupils were developing these characteristics throughout the school, for instance, there was a display of pupils who had overcome barriers in the room where the

assessor met with the pupils, one picture showed a girl who had worked hard to learn how to button up her cardigan and another of a boy who had overcome his fear of heights to jump from a high box. Several of the pupils talked about how they like to ask questions of the visiting speakers. Pupils also spoke about an activity they had undertaken about jobs involved in the processes from farm to plate.

And during the assessment discussions with pupils the assessor experienced at first hand the ability of pupils to interact with each other, to respond to difficult questions, to be creative, to interact properly in a group setting and to talk with confidence about themselves and their school.

Summary Judgement and Recommendations

The school embarked on the process of incorporating a careers curriculum into its working practices some 12 months ago as part of its strategy to make significant improvements following a poor Ofsted assessment. It has developed and introduced a strategic and operational management structure, engaged and trained delivery staff, introduced careers activities making use of a wide variety of formats across all year groups, monitored and reviewed progress and, most importantly engaged and enthused the pupils. Consequently, the judgement is:

That Danesholme Infant 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. As part of its transition responsibilities for Year 2 pupils the school should ensure that the feeder junior school is aware of the careers learning which has taken place and explore with it how to facilitate continuity and progression in this curriculum area.
2. The school should plan now for longitudinal monitoring, review and evaluation, especially the progressive development of pupils through their school life at Danesholme and the longer term tracking of ex pupils.
3. The school should expand the range of visiting speakers to broaden the pupils understanding of the working world.
4. The school may want to consider the potential of virtual reality glasses or the further use of other electronic and internet related learning resources to enhance the curriculum.