



**PRIMARY**

Recognising Excellence in  
Careers, Employability  
and Enterprise

# Career Mark Primary Assessment Report **Danesholme Infant Academy**

**Valid from** 9<sup>th</sup> November 2021

**Valid until** 8<sup>th</sup> November 2023

**Assessed by** Gary Longden

**Verified by** Ron James

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# Assessment Identification Information

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<b>Contact</b>	Mrs Carol May
<b>Date of review of Assessment Portfolio (Part 1)</b>	16 <sup>th</sup> October 2021
<b>Date of On-Site Assessment (Part 2)</b>	9 <sup>th</sup> November 2021

# 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 Academy 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 21<sup>st</sup> Century learning environment in a mid-20<sup>th</sup> Century building. Recent building work completed in September 2019 has seen a new nursery and reception class added. Within the building a new library and an extension to the hall has also recently been completed and classrooms have been repainted in bright colours. Supported by an enthusiastic and knowledgeable Nursery Teacher the school has also recently created an outdoor teaching area.

The school makes extensive use of visual work related displays both in communal areas and in each classroom, created by the pupils using their own work. These were shown to the assessor during a virtual tour of the school using MS Sway and demonstrate a huge range of work activities and a wide range of career interests.

A recent Ofsted inspection recognised that the school was no longer in Special Measures and is now 'Requires Improvement with elements of Good'. A new executive Principal has been appointed from September 2021 over both infant and junior academies, to further enhance the links between both Danesholme Infant and Danesholme Juniors.

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**

*The Danesholme Infant Academy has 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.

An interesting piece of analysis conducted recently by the school and with the full involvement of the pupils shows how, even in an infant school, pupils career ideas are developing as a result of school initiated stimuli as this quote from the schools work shows:

*'You can see that the most desired careers are in jobs we know lots about; police officers, fire fighters, doctors and teachers. Interestingly this changes as the children get older. They seem to select more specific career paths like particular types of doctor or teacher and also choose jobs that follow their interests like sports or computers.'*

The school has acted upon the four Recommendations from the previous assessment and, within the constraints of the budget and Covid related closures, these have been implemented.

# Assessment Schedule

<b>Time</b>	<b>Meeting</b>
08.00	Meeting with Carol May, Headteacher and Careers Lead
08.30	Meeting with Diana Morris, EYFS Stage teacher and Deputy Careers Lead
09.00	Meeting with Gemma Harris Year 1 teacher + pupils Lily and Riley
09.30	Meeting with Shaun Love Year 2 teacher
10.00	Virtual tour of the school using 'MS Sway'
11.00	Meeting with 6 x Year 2 pupils
11.30	Summary and initial feedback with Carol May and Diana Morris

All activities were undertaken remotely using MS Teams and MS Sway.

## Meeting the Criteria

<b>Standard 1 Impact</b>				
<b>Measuring the impact of career education information advice and guidance (CEIAG)</b>				
	<b>Assessment Indicator</b>	<b>Development required</b>	<b>Making good progress</b>	<b>Achieved</b>
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			✓
<b>Standard 2 Management</b>				
<b>Structure and process for leading, managing and delivering CEIAG</b>				
2.1	Leading, managing and resourcing your CEIAG provision			✓
2.2	Delivering your CEIAG provision			✓
<b>Standard 3 Curriculum - Content and range of the careers curriculum</b>				
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"> <li>• develops transition skills</li> <li>• covers knowledge, skills and understanding of the world of work,</li> <li>• explores hard and soft employability skills,</li> <li>• challenges stereotypical views of the workplace,</li> <li>• raises aspirations and promotes social mobility</li> </ul>			✓
3.3	Range of resources and activities are used to support the lessons?			✓
3.4	Contribution of external partners			✓
<b>Standard 4 Staff - CEIAG trained and competent staff</b>				
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

This assessment took place remotely using MS Teams. Given that this is an infant school with pupils age 3 to 7, pupils in the Nursery and Foundation Year were not seen (typically, in a non-Covid environment, they would be observed in action not interviewed in a group). To compensate, a detailed discussion took place with the Nursery teacher. A small sample of Year 1 pupils was seen, accompanied by their class teacher. Conversations took place with the Year 2 teacher, independent of his pupils, and a representative sample of Year 2 pupils was seen in a group.

### Developing themselves through careers, employability and enterprise education

The school's Careers Framework provides a structure which enables pupils to describe their likes and what they enjoy doing and progressively, to link these to work areas. Pupils from the Nursery upwards learn about the world of work through active play including dressing up. The Nursery teacher explained that she uses TV cartoon programmes such as Paw Patrol as the starting point for exploring work related topics such as different jobs and stereotyping. She is currently encouraging her pupils to talk about why they are interested in a particular job e.g. *'I want to be a doctor because.....'* She has also developed an outdoor horticultural area which can be accessed by pupils from all year groups.

Year 2 pupils exhibited a greater understanding of the working world and were beginning to develop some sophisticated arguments. When discussing the question of why people work, they initially focussed on the obvious reason of the need for money *'you need money to buy a house and buy food'*. But with a little encouragement they progressed to more sophisticated reasons for working for instance teachers work *'to make children happy'* and *'to help children learn'*. Doctors work *'to make people better'*.

Year 2 pupils are also beginning to develop an understanding of life-skill characteristics. One pupil talked about being *'resilient and never giving up'*. Another talked about being *'smart and responsible'*.

As reported previously the Nursery teacher talked about developing children's ability to explain their decisions *'I want to be a doctor because.....'* The Year 2 teacher described how this is being further refined in Year 2 as pupils are now being asked what they want to be, why they want to be it and how they are going to achieve it. The Year 2 teacher explained that he is not trying to limit pupils' career ideas but to develop in them an understanding that ideas need actions to make them happen.

In a school where the oldest pupils are only age 7 it is no surprise to find that most job interests are ones which will be familiar to them in real life or on television. The school has noted an increasing level of sophistication as pupils get older, to incorporate a wider range of work areas. The school has also noted that younger pupils have not yet learned to specialise within a work area, for instance they just want to be builders or doctors, not plumbers or surgeons but that pupils in Year 2 are beginning to differentiate. As the Year 2 teacher observed *'Our job in an infant school is to plant the seeds which will develop and grow. We should be opening minds to more opportunities, not closing them'*.

### Learning about careers and the world of work

The school has organised a Careers Week for several years and this year's event takes place in mid-November, linking to National Curriculum themes related to understanding the local community. The school has deliberately moved away from a key note, set piece format for Careers Week, towards it being seen as part of a multi-disciplinary continuum. The school also



invites visitors to talk with pupils. But again rather than specific work related visits, visitors might come into school to support any curriculum area but as part of the visit talk about their job and their profession.

Year 1 pupils talked about a project they are currently involved in called 'What makes Britain Great'. They talked about having been to a farm to see the different jobs there. They also talked about doing some planting in the school's own outdoor area and about how a nurse and an African drummer had been into school.

The Year 2 teacher talked about using the Paddington films to support a project on London and through the various jobs which Paddington undertakes in the films, to explore the world of work and different jobs. The Year 2 pupils talked about being a window cleaner and a cook, both jobs which Paddington had undertaken.

Although not yet familiar with Skillsbuilder phraseology Year 2 pupils are beginning to recognise different work related skills and to identify which are more important for different jobs. In discussion they mentioned the importance of '*working together*', '*not giving up*', '*listening and speaking*'; all concepts within Skillsbuilder but not necessarily Skillsbuilder words.

The school has noted that whilst pupils agree that anybody should be able to do any job most boys do still choose typically male jobs and most girls chose typically female jobs. One Year 2 boy initially argued that boys should be builders '*because they are stronger*' but following a discussion within the group they concluded that all jobs should be open to all people.

### **Developing their career management, employability and enterprise skills.**

In primary education this criteria relates to the transition from one Key Stage to the next. For most children in all-age primary schools this is very low key and might not even be recognised as a transition point until pupils are age 11. In an infant school, however, pupils at age 7 have to make a significant transition when leaving their current school and moving to the feeder junior school. At Danesholme Infant Academy this process is straightforward as pupils transfer to the adjacent Danesholme Junior Academy which is also part of the Greenwood Academies Trust. But it is a different school with different characteristics and unfamiliar teaching staff so pupils do have to be prepared for the transition.

At the time of this assessment in early November 2021 the process of preparing pupils for transition has not yet taken place but the school does have processes and activities in place, ready to be implemented as transition approaches.

## Summary Judgement and Recommendations

This assessment is a revalidation, the school being the first nursery and infant school to achieve the Career Mark accreditation in 2019. The school head had previously been careers lead at a Career Mark primary school and she brought her knowledge, understanding and dynamism to Danesholme Infant Academy. In 2019 the school had already established a solid structural basis for career learning, had developed a curriculum and had trained staff. This has continued and developed such that career learning is now fully integrated into the national curriculum with few stand-alone career specific activities, so that all learning, throughout the curriculum is now embedded and inter-connected.

In 2020 the school introduced the Skillsbuilder programme which will be used to provide a structure and common vocabulary supporting pupils' career learning. Its full incorporation into curriculum activities has been hampered by the various Covid related disruptions and it is only in the 2021-2022 academic year that it is beginning to be fully implemented.

The vibrant visual displays throughout the school have a strong world of work focus and clearly demonstrate the schools commitment to learning about the world of work and the pupils' enthusiasm for it.

The school has initiated a longitudinal tracking process which, with the support of the feeder junior school and feeder secondary schools, could produce very useful long term data, cataloguing pupil development over time.

The school has also experimented with an outdoor teaching area. This is still in its infancy but with a knowledgeable lead teacher and an enthusiastic staff it should prove a valuable complementary resource supporting the curriculum.

The evidence supplied by the school and that presented during the pupil group discussions shows that Danesholme Infant 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 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. 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. Follow this reference for the Primary Handbook:

[https://www.thecdi.net/write/Framework/CDI\\_124-Framework-Handbook\\_for\\_schools-v5.pdf](https://www.thecdi.net/write/Framework/CDI_124-Framework-Handbook_for_schools-v5.pdf)

2. The school has done some work on how employment has changed over time. This work should continue and expand. By the time the youngest pupils 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 2021' for starters).*
3. Given that climate change (and combatting/managing it) will probably be a key driver for employment growth the school should consider expanding its outdoor teaching environment activities and perhaps even registering as a Forest School.
4. At its last assessment the school was advised to explore the potential of virtual reality and other developmental modern media resources. It has made a start but Covid and other constraints have limited the development and expansion. This work should continue.
5. The headteacher should consult with colleagues in the Trust to explore the potential for an all through tracking process within Trust schools, commencing on entry at age 3 and concluding at age 18+. This would require a Trust-wide commitment and is beyond the individual capacities of Danesholme Infant Academy.