

Career Mark Primary

Assessment Report

**Studfall Junior Academy**

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| **Valid from** |  **11th November 2020** |
| **Valid until** |  **10th November 2022** |
| **Assessed by**  |  **Janet Hutchinson** |
| **Verified by** |  |

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**Assessment Identification Information**

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| **Assessor** | Janet Hutchinson |
| **Learning Organisation** | Studfall Junior Academy |
| **Contact**  | Angie Alloway  |
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| **Date of review of Assessment Portfolio (Part 1)** | Feb 2020 pre lock down then updated October 2020 |
| **Date of On-Site Assessment (Part 2)** | 11/11/2020 |

**Introduction to the Organisation**

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|  | **School** | **National** | **Comparison** |
| Number on roll  | 467  | 281  | Above average  |
| % Free school meal eligibility  | 20.6%  | 23.5%  | Average  |
| % SEN with EHC  | 4.9%  | 1.4%  | Above average  |
| % minority ethnic groups  | 21%  | 32.9%  | Below average  |
| % English as an additional language  | 15.4%  | 20.9%  | Below average  |
| % Stability  | 94.4%  | 85.7%  |  Above Average  |
| Deprivation indicator  | 0.22  | 0.21  | Average  |

* The Academy is a large Junior Academy and has 4 classes in each year.
* Since 2012 the academy has been in a hard federation with Studfall Infant Academy – it shares one school council and has joint principals.
* The Academy joined Greenwood Trust in June 2019
* The large majority of pupils are white British.
* The proportion of pupils who come from minority ethnic groups is below average and most of these pupils come from Other White heritages. The proportion of pupils who speak English as an additional language is also average.
* Within school there is a 24 place DSP resourced provision (although we have a higher number than 24 who are in on high needs funding) for children with multiple and complex needs, autistic spectrum disorders and severe/moderate learning difficulties.
* 102 children currently claim (22%) free school meals. The new Universal Infant Free Meal (UFIM) system has reduced the number of children in school claiming free school meals. (For example 63% of our nursery are living in the most deprived areas)

Studfall is in a low social, economic zone with low employment, overcrowded housing and lower rates of higher education. The Acorn profile [2018] shows that our catchment is category 43 – in financially hard pressed

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| **Time approximate** | **Meeting** |
| 08.30 | Meeting with Angie Alloway  |
| 9.15 | Meeting with Y3 Katy Prior  |
| 9.30 | IT issues |
| 9.50 | Meeting Kirsty Forbes & Rebecca Allcoat Y4 teachers  |
| 10.00 | Meeting with Y4 learners and TA Colin Sinclair  |
| 10.15 | Meeting with Y5 teachers Marks Evans & Kerry Mudd |
| 10.30  | Meeting Y5 learners & Jo Stokes |
| 11.10 | Meeting with Y6 learners & Maria Chamberlin  |
| 12.20  | Meeting with Principal Louise McGeachie |
| 12.30  | Meeting with Y3 learners |
| 1.10  | Assessor feedback to Angie Alloway  |

**Assessment Schedule**

Abbreviations used in the report

CEIAG

TA

**Meeting the Criteria**

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| **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:* 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 ofInteraction with Learners**

Developing themselves through careers, employability and enterprise education

From year 3 learners are beginning to develop an understanding of themselves one said, ‘I’m kind.’. another said, ‘I like solving problems and building things with Lego.’ Year 5 are learning about resilience one said, ’I know it’s important to keep trying’ another said, ‘I work hard to get things done.’ Year 6 learners have had inputs to help them learn about women engineers. ‘One said, ‘Anyone can do any job.’ Another said, ‘We have a day in school where we get to take over the grownups jobs. It helps us understand more about us and what different jobs involve.’ These learners are beginning to think about possible careers that might suit them. One said. ’I’d like to be a pilot like the woman who came in I’m good at Science and maths and that’s important.’ another said, ‘I’m good at English and have confidence and that would help me be a news reporter.’ Another said, ‘I’d like to be a paramedic because I want to help people.’ When questioned the learner knew this might involve dealing with blood and they didn’t mind

Learning about careers and the world of work

From year 3 learners are beginning to find out about a range of jobs and what they involve. One year 3 learner said, ‘I want to be a footballer so I need to be fit.’ Another said, ‘I want to be a Vet so I need to go to university’ a third said, ‘I know hairdressers need to be good at maths and science’ Year 4 learners have had the opportunity to find out about a range of jobs. They have had visits from a male hairdresser and a female scientist to help them understand about challenging stereotyping. To help them think about jobs they might want to do they have also learnt from an interior and fashion designer and an artist. Year 5 have had a variety of opportunities to learn about a range of careers. They know about being an author through a writing workshop. A visiting Dentist has talked about their work. .’One learner said, ‘You have to study a lot to be a dentist.’ By visiting places like Harry Potter World learners have learnt about a range of jobs in films and the media. One learner said, ‘We learnt about making the news and jobs in a news studio.’ Year six learners have undertaken a number of trips and one said,‘ We went to the Space Centre I learnt about carrying out experiments and I was good at it ‘ Another said ‘We learnt about what you need to be an engineer or scientist and it’s important to be good at maths.’ Year six had some knowledge of local jobs mentioning RC Components a local factory and DHL the logistics company.

Developing their career management, employability and enterprise skills.

As Studfall is a Junior school year three have been supported to make a transition from their infant school and are being supported to settle into the Junior school. Year 4 have had the opportunity through Science Week to begin to develop their employability and enterprise skills. Year 5 learners have also learnt about employability skills. One said, ‘I’m a good listener which is important at work.’ Another said, ’I’m good at problem solving and that is useful for lots of jobs.’ Learners in year 6 can talk about the next stage in their learning journey. They know they will leave and go to a different school at the end of the year. They know the different schools they could go to and know where they want to go and why. They have done work on a range of skills one said we ‘had to plan a birthday party and meet a budget that helped us learn about money and budgeting

**Summary Judgement and Recommendation**

Due to the pandemic this assessment was postponed from March 2020 to November 2020. The assessor would like to express her admiration of the staff and learners at Studfall Junior Academy, particularly Angie Alloway, for their commitment to Career Learning and to achieving the award despite all the difficulties thrown up first by the pandemic and then on assessment day by ICT. Angie Alloway who leads on careers told the assessor the school motto is ‘Expect the unexpected.’ and that was certainly the case.

It was clear whilst first examining the evidence and description grids and then from talking to staff at the school that they are fully committed to the ethos of Career Mark. They firmly believe that it is of central importance to begin early to encourage learners to challenge their socioeconomic constraints, to raise aspirations and to learn about themselves, the world of work and how to fulfil their potential. Staff have regular training and updates so that they understand the nature of career learning

The Principal told the assessor she believes career learning is embedded across the school culture. She cited the example of a mum helper who went on to become a Teaching Assistant, then her Personal Assistant before doing a Foundation Degree and Graduate Teacher Training to become the school ICT lead. The assessor spoke to staff from all year groups both teaching and support staff and it is clear that they have an understanding of career learning and are fully engaged in helping learners to find out about the world of work and build their skills for work.

The school has a range of initiatives including Careers Week, Takeover Day, Challenging Stereotypes and What’s My Line. They have worked with Primary Futures, Siemens, Krispy Crème Donuts, NatWest and others to create a dynamic and engaging programme of Career Learning. Learners have attended out of school activities/visits to support career learning including Silverstone Bang Bang workshop, Christmas Cookery as well as the Food bank at St. Columba’s.

The school is linking it’s learners to their local community helping them to identify local employment opportunities and be aware of wider possibilities. All learners from year 3 complete ‘My Career Aspirations. Careers learners are interested in are then displayed. Despite the disruption to their education, due to the Lockdown and the pandemic learners at Studfall are learning an understanding of themselves and how to grow. The assessor saw evidence of a range of development including academically, socially and with a skills focus making them potentially more employable. Learning comes via a range of people and experiences teaching about their community, different jobs and possible pathways to access them as well as the skills attitudes and knowledge required to fulfil their potential.

 **Studfall Junior Academy is awarded the Career Mark Primary award**

The award lasts for 2 years during which time the school should continue to build on its current good practice and address the following recommendations:

1. Continue to use Skills Builder with learners and roll this out to all out to all learners involving parents carers and the wider community as appropriate
2. Review how you focus on equality and diversity in your programme of learning ensuring you give due consideration to language and ensuring that you focus on building on the work you do around gender to include disability and ethnicity.
3. Continue to grow your Alumni group using appropriate Social Media platforms. Use them to inspire and educate your current learners about the full range of learning pathways and careers available to them.