COMPLETE CAREERS
CAREER MARK
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Career Mark Primary Assessment Report

Bruche Primary Academy

Valid from   16th June 2022

Valid until   15th June 2024

Assessed by   Gary Longden, supported by Shona Neil

Verified by

Contents

Assessment Identification Information

Assessor	Gary Longden supported by Shona Neil
Learning Organisation	Bruche Primary Academy School Seymour Drive, Padgate, Warrington WA1 3TT
Contact	Chris Jones – Executive Headteacher
Date of review of Assessment Portfolio (Part 1)	20th May 2022
Date of On-Site Assessment (Part 2)	16th June 2022

Introduction to the Organisation

Bruche Primary Academy is part of the Warrington Primary Academy Trust a consortium of 7 primary schools in the Warrington area whose guiding principle is 'To deliver a first-class education through partnership, innovation, school improvement and accountability.'

The school's website states that:

'We are a friendly, caring school with high expectations for all our pupils. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. The staff endeavour to provide a calm and stimulating environment where outstanding behaviour and mutual respect is modelled by everyone and where everyone is valued.'

This is reflected in the schools motto: 'Success, nothing less'.

The school has an age range from 2+ to 11; Nursery to Year 6. It opened in 1966 and is set in substantial grounds in the Paddington residential area on the eastern side of Warrington.

The school aims are stated as follows:

- We aim for excellence for every individual in academic standards and personal achievement.

- Our School is committed to working in partnership with all of its community.

- Our school community encourages every member to be respectful of others' views, beliefs and cultures and concerned enough to make a difference in the world.

Careers work is consolidated within the PSHE/SEAL curriculum, although world of work links are made with every subject and the curriculum map for each subject is explicit in linking subject learning to world of work relevance. The school has created a structure based on the Gatsby Principles which is described in detail in the careers policy document.   The curriculum structure also uses Gatsby as its basis.

The school is committed to ensuring that all pupils from years 1 to 6 have high quality experiences in career opportunities, and that they progress onto secondary education, tertiary education, higher education and work with clear career goals in mind.

The school believes that giving pupils the best careers education and guidance is vital to improving their motivation so that, by the time they complete statutory education they are ready and able to progress their aspirations in the working world.

The World of Work Programme has been designed to support the academy's mission of enhancing the future social mobility of all students, by providing good quality independent careers advice, personal guidance and curriculum activities which inspires them to develop high aspirations and consider a broad and ambitious range of future career opportunities regardless of gender, ability or social background.

Assessment Schedule

Time approximate	Meeting
08.30 -09.00	Introductory meeting with headteacher and finalisation of plans for the morning
09.00 – 09.30	Meet with 6 pupils from Year 6
09.40 – 10.10	Meet with 6 pupils from Year 4
10.20 – 10.50	Meet with 6 pupils from Year 5
11.00 – 11.30	Meet with 6 pupils from Year 3
11.40 – 12.10	Meet with representative group of subject teachers
12.10 – 12.30	Feedback preparation
12.30	Preliminary feedback

Abbreviations used in the report

PSHE   -   Personal, Social and Health Education

SEAL   -   Social and Emotional Aspects of Learning

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 'Career Development Framework' learning outcomes for primary education?		●	
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 of Interaction with Learners

A representative sample of 6 pupils were seen from each of Years 3, 4, 5 and 6. They were seated around a table in the headteahers office and had access to the assessor via MS Teams which worked well throughout. The headteacher tended to stay in the room for the first few minutes to ensure that the session was progressing smoothly but then left, returning only at the end of each session.

The pupils were universally confident in using technology, skills learned through the pandemic and doubtless through electronic social interactions with their friends outside school. This resulted in easy communication between the pupils and the assessor, reflected in a high quality dialogue focussed on the pupils understanding of the world of work. In each group pupils were keen to talk about the activities they had participated in and many had brought examples of the work they had undertaken. Fortunately many of these examples had been provided by the school in advance since MS Teams is not an ideal format for the exchange of visual imagery recorded in A4.

Growth throughout life

At the primary stage, this is very much about pupils learning to believe in themselves and to take responsibility for their own progress. It is also about beginning to understand the importance of lifelong learning and lifetime career development.

At Bruche Academy, as in most primary environments, the majority of skill development is implicit throughout the curriculum and through school life in general. Throughout the 4 year groups most pupils had already formulated some career ambitions. Without exception these required continued learning well beyond the formal school leaving age and many pupils were able to articulate with some accuracy the career development pathways for their chosen careers. They recognised that jobs such as accountancy, archaeologist, graphic designer, photographer, marine biologist, reptile biologist, vet, politician etc required long periods of formal training as a prelude to starting work and continuous training whilst in work, in order to progress in their job. Perhaps the most startling example of this was the aspiring politician who wanted to progress to be a 'world leader'.

Many schools have a 'mantra' of key words which are articulated and developed through every aspect of school life and which can be described as generic lifeskills. Bruche Academy does not have such a mantra but it does make some use of 'World Class Skills'. Pupils seen made no direct reference to this in discussion. The school may find it useful to develop its own mantra or similar and reference will be made to this in the recommendations later.

Explore Possibilities

At the primary stage exploring possibilities is about developing an understanding of a wide range of world of work opportunities beyond those with which they are familiar. The range of jobs described by pupils reflected examples from curriculum subjects studied, family influences, television influences *'I saw a programme on TV about ancient Egypt and that made me want to become an archaeologist'* and society in general, for example footballer and influencer. One young man who wants to be a reptile biologist explained that he is concerned that climate change is endangering the habitats of many reptiles throughout the world and that he would like to work on protecting them.

There was insufficient time to discuss all the jobs in detail but taking a small sample of jobs pupils were able to show some understanding of the range of environments where different jobs might be found.

In the Year 5 group one pupil wanted to be an accountant whilst another wanted to be a maths teacher in secondary school. The group used these examples of maths based jobs to explore the similarities and differences of different jobs which required the same core skill. At the end of the discussion both pupils were happy that they had chosen the right outlet for them for their interest in maths.

Manage Career

At primary school level career management activities involve learning the general techniques of planning and reflection in any school based activity. These lay the foundations of later career management behaviours. The Year 6 pupils talked about the process of preparing for transition to secondary school at the end of term.

To help pupils to recognise achievement and learn from mistakes the school deploys a large number of positions of responsibility, posts for which pupils can apply or be nominated. These include:

- Class and school ambassadors who are voted to the role by their class members. Their job is to meet and greet visitors to the class or school.
- School council - children are invited to complete an expression of interest document, deliver a short presentation to their classes on why they are the best candidate to represent their class and then subject themselves to a class vote. The successful candidates then sit of the School Council for the academic year.
- Head boy and Head girl – These posts are restricted to Year 6 pupils. They act as role models to everyone in school.
- Reception buddies – are appointed to read to reception children at playtimes.
- Play leaders – These posts are open to any pupil. Their job is to set up, organise and support games and activities for children at dinnertimes.
- Mental health champions - all pupils receive mental health training and all are expected to act as mental health champions, able to support any child who may be struggling with anxiety etc.
- Podcasters – pupils can apply to become a podcaster but must display both verbal and technical proficiency to be successful. The job involves reading aloud the school newsletter each week, uploading it to buzzsprout so that it can uploaded to apple podcasts, amazon podcasts, Deezer, Spotify etc.

In advertising and recruiting to these posts the school makes links to similar jobs in the working world and in applying for jobs pupils are beginning to develop essential recruitment skills and understand that both euphoria and disappointment are part of the application process.

Create Opportunities

In adult life the creation of opportunities for progress is increasingly dependent on an individual's willingness or ability to take the initiative. A key to this is the ability to form effective networks. The growing trend for portfolio working and short term contracts renders the need for effective networks and partnerships even more important.

Pupils practice the development of effective networking skills through friendships, role plays, team activities etc. They are encouraged to show initiative and enterprise by applying for school roles on offer each year and through small group activities which take place throughout the curriculum.

Pupils talked about a range of team tasks they had been involved in. Indeed, throughout the school and throughout the curriculum, a large number of activities are undertaken in small group environments where pupils not only learn about the task in hand but also develop those

key interactional characteristics which they will need to deploy throughout their lives. Pupils show initiative, ambition and determination by applying for the many school roles identified above.

Pupils displayed interpersonal skills during their conversations with the assessor. In all groups and without exception, pupils exhibited high quality interpersonal skills. They listened attentively to the assessor and to each other, responded appropriately, talked only when they had something relevant to say, didn't talk across each other or cut people off. They were passionate in making their argument but respectful of alternative points of view. They were fully engaged throughout and were genuinely interested in the topics discussed, highlighting that the working world was relevant to them.

Balance Life and Work

A career, in its widest sense, is made up of all the roles that people have in their lives that involve different kinds of effort and include family, learning, work, leisure activities, volunteering and friendships/relationships. These different roles interact with each other, involve the development of and use of the same skills and characteristics and become more or less important at varying times in people's lives. Learning an appropriate balance between these is an important aspect of 'growing up' and is important for personal well-being. That balance is different for each person and will be different for any person at different times in their lives, for instance at the start of a person's working life career building may be very important but with the start of a family priorities might change.

The question of why people go to work was discussed in all groups and pupils came up with a wide range of reasons including 'to earn money', 'to get a better life', 'to learn more', 'to help people', 'enjoyment', 'so that you aren't lying on the sofa all day', 'to help society', 'to stay healthy' etc. Pupils discussed these varied reasons and different pupils expressed different personal priorities. Most pupils thought that enjoying a job was more important than earning a lot of money. One pupil expressed a different opinion 'you can't enjoy yourself unless you have a lot of money'. There were also different views about what constituted a lot of money. Pupils expressed this in terms of 'having a nice house', 'going on holiday', 'having a big car', etc.

In some groups the discussion moved to working environments. Some pupils thought that a major part of the enjoyment of a job would be to 'work in different places'. For other pupils a stable lifestyle was more important. In some groups the discussion turned to equal opportunities and gender stereotyping. In the Year 5 group an interesting interaction took place between 2 pupils when a boy suggested that 'engineering is a job more suited to men'. A girl, sitting next to him, turned her head to face him and with an indignant expression responded 'my sister is an engineer'.

See the big picture

Navigating information overload, misinformation, out-of-date information and conflicting viewpoints presents many challenges for primary schools in helping learners to develop the information processing skills they need to manage their careers. Seeing the big picture goes beyond conventional types of careers information about occupations, qualifications and labour market trends to raise important issues about career patterns and structures and the forces that shape them. Throughout the curriculum pupils can learn to appreciate 'big picture' factors. For instance the right to decent properly paid work can be investigated in History by studying child labour and slavery; they can explore the changing nature and future of work by looking at how work has changed over time in their own localities, the impact of artificial Intelligence and robotics; they can explore the challenges of climate change and how that has ignited the search for green energy solutions. They can learn to understand how any off these factors might impact on their own career choices.

Although the pandemic has severely restricted activities over the past couple of years, the school does have strong relationships with local companies and with Chester Zoo. As a logistics hub Warrington is already at the forefront of the changing nature of work, automation and supply chain management. And through links with Chester Zoo pupils are learning about the impact of climate change. Indeed, as cited earlier, the pupil who wants to be a reptile biologist explicitly linked his interest to climate change. When asked why he wanted to be a reptile biologist he answered 'I want to work in places like the Amazon delta to help the reptiles who are in danger because of climate change'.

Summary, Judgement and Recommendations

Summary

Bruche Primary Academy is a high achieving primary school in an affluent area of Warrington. It recognises that its responsibilities to pupils extends well beyond providing an academic foundation and includes preparation for a successful adult working life. To fulfil this, it has started the process of developing and embedding career learning throughout the curriculum and for all year groups. At the strategic level it has extensively mapped its provision against the Gatsby criteria and constructed a detailed Careers Policy. At the operational level it has implemented a rigorous monitoring, review and evaluation process; trained staff to deliver careers work, primarily within the national curriculum but with some stand alone features; mapped careers and the world of work against every national curriculum subject; and incorporated performance management of careers work within existing structures. At the delivery level there are excellent examples of pupils work on the world of work throughout the school, on the school website, and in the 'Big Book' in each class, local and regional business organisations have an active involvement in school life and the school has invested in virtual reality glasses as a means of bringing delivery to life.

Both pupils and teachers commented favourably on the impact of careers in the curriculum. Pupils no longer ask why any topic is relevant because they can now link any topic in any subject to the past, present or future working world. Pupils understand the relevance of all their learning to their future working lives.

The school has made good use of external partners in the past and these are now being re-introduced as the pandemic eases and it is making good use of new technology, especially with the introduction of virtual reality headsets which are proving very popular with pupils.

Judgement

That Bruche Primary Academy be awarded the Career Mark Primary award

Recommendations

1. **Assessment process**

   The school signed up to Career Mark and has progressed to accreditation without any active support from Complete Careers and without any partner schools with whom to share methodology. It is to the school's great credit that it progressed to successful accreditation in this way. Revalidation will take place in 2 years. At the time of preparing revalidation documentation the school should ensure that the following are incorporated into the documentation prior to submission.

   a. That the description grids are fully completed. In the current description grids a small number of sentences were left uncompleted e.g. in Section 1.2: 'Tis document really sets out our expectations for'

b. That description grids provide sufficient detail e.g. in Section 1.4 'we improve our CEIAG provision in a number of ways'. No examples or elaboration was provided.

c. The evidence base for the current assessment was comprehensive but it was not directly referenced to specific points in the description grids. A simple numbering system, referenced in the narrative is sufficient to cross reference narrative statement and supporting evidence.

In a 'nutshell' the assessor likes their assessment to be a straightforward analytical process. The more help the school can offer to the assessor in its written submission the easier the process.

2. Framework Mapping

The school has done an exceptional job in mapping its provision against the 8 Gatsby criteria. However, Gatsby is predominantly concerned with structures and makes no practical provision for careers content.

The Career Development Institute 'Career Development Framework - Handbook for Primary Schools' https://www.thecdi.net/write/Framework/CDI_124-Framework-Handbook_for_schools-v5.pdf is the benchmark for careers education content in the primary sector.

The school should use this framework to initiate a mapping process of its provision against the 6 'learning areas' in the framework and then address any delivery gaps.

3. Careers Policy

The school has a careers policy but no evidence was provided to show that it is used as a working document at either operational or strategic level. The document does state that it will be reviewed bi-annually but it does not state how and since the document is not dated, it does not say when.

In its opening statement the policy states a number of aims for the schools careers provision but neither in the policy nor in any other documentation provided does the school state how the aims are used or monitored, reviewed and evaluated.

Also the policy has been copied from another school (Whitehouse Primary School) – nothing wrong with that – but it has not amended and adapted to suit the specific environment at Bruche.

The existing policy is good but it is not of the highest quality. For instance:

- There is no reference to the CDI Framework – see Recommendation 2 above

- There is no indication of how the aims of the school will be broadcast, implemented or reviewed – see Recommendation 5 below;

- Statement 2.2 in the roles and responsibilities section states that the headteacher is responsible for 'liaising with the headteacher and careers adviser to implement and maintain effective careers guidance'. Taken literally the headteacher will be

responsible for liaising with himself and a non-existent careers adviser – see Recommendation 4 below

The Policy Document does need reviewing to ensure its specific applicability to Bruche School and incorporating responses to other recommendations in this report as appropriate.

Careers Lead

The Careers Lead is currently the headteacher. Consequently the roles of strategic overview and operational management are merged. Furthermore the headteacher has a much wider remit and at times other responsibilities may overwhelm the careers remit. Having firmly established careers within the curriculum and as a whole school activity now would seem a good opportunity to devolve operational management to another member of staff.

4. **MRE Structure**

You do provide evidence of monitoring, review, evaluation and improvement (MREI) but there is no evidence of a formal MREI structure. It is recommended that the school construct a simple MREI framework for careers work, defining what will be reviewed, when and how often each item will be reviewed and what will happen to the review data.

5. **High Level Learning Outcomes**

Many primary schools have a list of key words or phrases which encapsulate the characteristics the school is working to instil in its pupil cohort. These are often depicted as a school motto or mantra, sometimes in the form of a mnemonic, which is used throughout every aspect of school life. In most cases these would be considered 'lifeskills' rather than specifically related to the world of work but they would also constitute generic work skills, characteristics which any employer would be looking for in a new employee, irrespective of the job. For reference a small sample is included in the appendix to this report.

Along similar lines the school may wish to explore Skillsbuilder 'the universal framework for essential skills'. https://www.skillsbuilder.org/ However this is a commercial product and use of its delivery resources requires buying into a contract.

The use of such tools enables the school to articulate in simple terms exactly what it is trying to instil in its pupil cohort and having done this the process of measuring success becomes more straightforward and can be incorporated as a high level measure in the school's MREI processes.

The school should consider whether adopting a similar format would help to fully embed learning within the school.

6. The Big Picture –the future of work

The youngest of your pupils will enter the working world in some 15 to 20 years' time. The working world will probably look very different then. The school already looks at the changing nature of work over time when comparing jobs of today with jobs of yesterday. It can reverse the process by comparing jobs of today with jobs of tomorrow. For instance, how might the job of a teacher have changed in 20 years' time? Older pupils might be given individual research projects to find out about future trends in careers they have chosen.   The school should consider how to introduce the topic of the changing nature of work and the characteristics pupils will need to be successful in an unknown future.

Appendix – Recommendation 6 School Mantras - Examples

Fellside Primary School, Gateshead

The school has 7 Learning Values, the '7 C's'

- Curiosity
- Commitment
- Confidence
- Creativity
- Collaboration
- Challenge
- Change

Bothall Primary School, Ashington

The school has a set of core values:

- Responsible: We are accountable for our words and actions
- Excellence: We try our best in everything we do
- Safe: We protect ourselves from harm
- Prepared: We are ready to learn
- Equality: We treat everybody fairly
- Courage: We face our challenges and do our best to overcome them
- Teamwork: We participate together to be successful

And a set of skills for life:

- Resilience
- Self-motivation
- Teamwork
- Communication
- Problem solving
- Being safe

Skegby Junior, School, Sutton in Ashfield

The school has a SMART mnemonic which incorporates the **'5R Skills'** 'mantra' as follows:

- **S**uccessful
- **M**otivated
- **A**ctive and healthy
- **R**eady to Learn
    - o **R**elationships
    - o **R**esourcefulness
    - o **R**esilience
    - o **R**isk Taking
    - o **R**eflective
- **T**eam work

Many schools use Skills Builder whose 8 key words are:

- Listening
- Speaking

- Problem solving
- Creativity
- Staying positive
- Aiming high
- Leadership
- Teamwork

In all cases these are central to school life and underpin the ethos and curriculum of the school. There are visual representations throughout the school. Children are helped to know, understand and progress towards proficiency by the time they leave Year 6.