



PRIMARY

Recognising Excellence in
Careers, Employability
and Enterprise

Career Mark Primary
Report
Queensmead Primary Academy

Valid from 27th April 2022

Valid until 26th April 2024

Assessed by Esther Cooper

Verified by Ron James

Contents

	Page
Assessment Identification Information	3
Introduction to the Organisation	4-5
Assessment Schedule	6
Assessment of the Criteria	7
• Standard 1 - Impact	
• Standard 2 – Management	
• Standard 3 – Curriculum	
• Standard 4 – Staff	
Summary of Interaction with Learners	8-10
Summary Judgement and Recommendations	11-12

Assessment Identification Information

Assessor	Esther Cooper
Learning Organisation	Queensmead Primary Academy Winstanley Drive Leicester LE3 1PF 0116 285 8518
Contact	Sian Bentley sbentley@queensmeadacademy.org
Date of review of Assessment Portfolio (Part 1)	March 2022
Date of On-Site Assessment (Part 2)	27 th April 2022

Introduction to the Organisation

Queensmead Primary Academy opened its doors in November 2012 as the first primary academy in Leicester City sponsored by the Greenwood Academies Trust. It is a two-form entry, larger than average city primary academy with 433 Pupils on Roll from F2-Y6.

The academy works in challenging circumstances with regards to deprivation: the national deprivation index (0.52) places the academy well above average with the majority of children (89.6%) living in wards that are within the top 5% most deprived in England.

The proportion of pupils eligible for free school meals/pupil premium is above the national average standing at 37%: within some classes the % of Pupil Premium is 50%. The academy serves a high level of social deprivation and hardship in a long-standing community in the Braunstone area of Leicester. Ethnicity breakdown shows that a large majority of pupils are White British- close to the national figure. The proportion of pupils with special educational needs and disability is above the national average at 14%.

Queensmead operate an open culture with ambitious staff, very well supported by the Trust who are committed to accelerating our progress for the benefit of its pupils and for the future of the Academy. The school has come a long way and continues to grow year by year and day by day. They share good practice as well as develop effective collaborative working both within the region and across the Trust.

"Pupils are proud of their school." Ofsted - July 2018

The school has a spacious building and extensive grounds which offers some of the best facilities children and parents could wish for; the school strives to continually improve and update these spaces to meet the changing needs of its learners.

"Pupils are provided with opportunities and experiences which encourage them to think about such issues as online safety, wider world issues affecting the environment and future career prospects" Ofsted - July 2018

The school is committed to further improving quality and standards in a swift yet sustainable manner with July 2019 (last statutory assessments due to covid) seeing some of the best results Queensmead has had published in its long history. Queensmead is very proud of this achievement.

"Academy leaders are ambitious for the school. Their decisive actions have led to significant improvements in the quality of teaching and learning" Ofsted - July 2018

"The school's curriculum is well-designed to inspire pupils to learn and to broaden their knowledge and skills" Ofsted - July 2018

Ethos and Values

Staff at QPA are characterised by a commitment and investment in all areas of the pupils' lives: Staff are keenly aware of pupils' background and are driven to ensure all our pupils succeed and achieve. This is key to the commitment to empower pupils to seize the myriad of opportunities that school create, in response to their needs, to support all aspects of their personal, social and emotional development with a specific emphasis on their mental well-being and resilience.

Pupils feel safe. They trust and rely on staff to support them to maximise their potential and challenge their academic abilities whilst fostering their self- esteem, determination and

aspirations. Pupils understand the high expectations of staff and rise to them both in terms of learning and social behaviour. The focus on character –development is a real strength of the Academy with opportunities systematically planned to ensure pupils embrace the Queensmead qualities such as empathy, kindness, perseverance amongst others. Learning across the well-designed, responsive curriculum focusses on enriching school life to counteract the poverty of language, communication and experiences in their home life. Pupils are encouraged to take advantage of the wide- ranging and comprehensive co-curriculum with its emphasis on responding to the specific needs in the community such as Financial Education, Careers and Enterprise as well as environmental education – the Academy has gained national accreditation for these and has led the way for other Academies to adopt these approaches.

Pupils at Queensmead have an active voice in shaping the school community and are proud of the many initiatives that they are responsible for and the opportunities to channel their interests which have an impact locally, nationally and globally. They are excited about their learning and talk positively about their achievements both academically and across the co-curriculum. Staff are fully committed to raising pupils' personal aspirations and self-belief to enable them to engage in planning for their future successes. Pupils talk confidently about their goals and embrace their next steps in their journey to realise their potential.

Assessment Schedule the assessment was carried out remotely.

Time approximate	Meeting
9.30 am	Careers Lead Sian Bentley
9.45 am	Year 6 Children
10.15 am	Year 5 Children
10.45 am	Teaching Staff
11.00	Break
11.15 am	Year 4 Children
11.45 am	Support Staff
12.00	Assessor reflection time
12.30 pm	Feedback
1 pm	Conclusion of assessment

Abbreviations used in the report

CDI – Career Development Institute

CEIAG – Careers Education, Information, Advice and Guidance

R – Recommendations

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		✓ R1	
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		✓ R1	
1.4	Using your findings to make improvements in your provision		✓ R2	
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		✓ R4	
Standard 4 Staff - CEIAG trained and competent staff				
4.1	Identifying and analysing staff training needs for CEIAG		✓ R5	
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 and Staff

The assessor spoke to a range of learners and staff during the assessment.

Sian Bentley the Careers lead provided a clear overview of the careers curriculum and how this is embedded within the school. The careers curriculum is mapped using the CDI framework in liaison with relevant teachers. Good practice and developmental ideas are shared across the academy, Sian utilises the support and knowledge of the Trusts Education Adviser for Careers and Employability. The content of the careers programme is impressive with a diverse range of activities providing a stimulating experience for the children, programmes such as the Purple Pound, Eco warriors and the Eventerprise team are enhancing learners career management skills and building resilience to help prepare children for their future. Sian's enthusiasm and commitment in relation to the finance-based learning was clear and this aspect of the curriculum is clearly benefiting the children. Sian is leading the planning and delivery of a careers fair which will be in the summer term.

The assessor met teaching staff who worked across years 2, 4 and 6, asked a range of questions and had discussions about the careers related learning that is going on in school. Teachers answers show how they are on board with the careers curriculum and the benefits it has to the children at Queensmead. It is evident to the assessor that teachers meet with Sian to plan and review how careers will be delivered to their year groups and have an awareness of the CDI framework and its benefits when planning careers related learning. It was confirmed that the year 6 children are supported and prepared in making decisions and are ready for the move to secondary school. Children are helped to identify their own strengths and self-worth, which is identified as a way of helping to address low self-esteem and confidence, raise aspirations and to address mental health needs as a direct consequence of the impact during the COVID 19 pandemic and lock down.

The assessor also met a range of support staff from different year groups who confirmed that careers is delivered across the whole school. The enthusiasm towards this shone through and the connection between education and the children's future was evident. Ensuring that all children feel valued as individuals and can identify their own skills and strengths in life is clearly important to the staff. Support staff talked through programmes, roles and activities such as Purple Pound, School Councillor's, School Prime Minister, reading mentors, visitors in school, Sports Coordinators and Eco-warriors and how these activities are supporting the achievement of Queensmead's school ethos of raising aspirations and ensuring the children's self-esteem and confidence are boosted through the career's aspect of the curriculum.

The assessor enjoyed meeting three groups of children from years 4,5 and 6. The year 6 pupils showed great self-awareness and high aspirations for the future. They were able to talk about visitors that had been in school and speak with enthusiasm about the jobs that they did. Some of the children expressed how they were inspired to follow similar career paths. The children showed enthusiasm about the Purple Pound initiative and enjoyed talking about how they had been on television to talk about it, this had clearly had a significant impact on them as has the Purple Pound initiative itself.

CDI Career Development Framework outcomes headings for 2020 version are shown in black, and for 2021 version in the corresponding colours of the chart below:



Developing themselves through careers, employability and enterprise education
Grow throughout life **Balance life and work**

Learners across the age groups were able to talk about what subjects they enjoy and why. One learner told the assessor that *'I like maths the best'* and could explain that this is as *'I am good at problem solving'* as well as making the connection of *'being an engineer'* when they are older. Year 6 children showed great self-awareness when explaining why they have taken on certain job roles including one learner who stated that they like *'learning about the environment, so being an eco-warrior is good for me'*. Both year 4 and 5 learners engaged when asked about their future career ideas and can express the ways that they are learning about themselves, the world of work and how they can plan and move forward effectively to achieve their potential and their aspirations. They are beginning to explore their strengths, skills and qualities and learn about what is required for a wide range of careers and are beginning to identify careers for themselves and the range of pathways that might take them there. They can talk about which school subjects suit them and why and make connections to future career paths. During the assessment the children could recall the different visitors that they have met whilst in year 5 and what they found out about the different jobs that they do.

Learning about careers and the world of work
Explore possibilities, **Create opportunities**

The children across all year groups are able to recall the wide variety of visitors that they have met and the job roles they do including a poet, zookeeper and a graffiti artist. This is helping to build their awareness of the wide variety of jobs roles that they can do. One year 6 learner was able to recall how they had *'used the internet to search about different careers.'*

Having jobs roles and responsibilities in school is developing their career management, employability and enterprise skills to help them create opportunities for themselves in the future. We had an interesting discussion about the jobs and roles they have in school, what they are doing and why these jobs suit them as well as how they earn money. The Enterprise scheme is also enhancing the children's career management skills and developing their own self-awareness as they take on different roles, make decisions and plan events such as pizza parties, popcorn playtimes and raising money for Ukrainian refugees. Year 4 children can discuss how they will be taking jobs in year 6 and showed enthusiasm about doing these roles in the future.

The children in year 6 have an awareness of what they can go on to do in the future such as university, apprenticeships and going to college, understandably this is limited, but starting to build knowledge of this terminology is valuable. The year 4 children had a lively discussion about equal opportunities where both the boys and girls made strong points that all genders are able to do the same types of work and nothing should stop them, with one year 4 boy stating, *'Girls and boys can do the same jobs, there's no reason why they can't'*.

Manage career, [See the big picture](#)

Having schemes in place such as 'Enterprise' and 'Purple Pound' is helping the learners to build career management tools early. The learners can talk about job adverts, application forms, interviews, time sheets, profits and budgeting with enthusiasm and a real insight. The children recognise that the internet can be used to search for jobs and how computers could be used to apply for school jobs in the future. Year 6 children expressed how school is supporting them in making the transition from primary to secondary school and how they are being helped to make good decisions. One pupil talked about how, *'With schools support I am feeling more confident about moving on to my next school'*.

Summary Judgement and Recommendations

Staff at Queensmead Primary Academy school continue to be fully committed to and involved in career learning. The school use this as a tool to inspire learners, raise aspirations and begin to help them to prepare for the world of work. The programme is fully integrated into learning activities across all year groups. It is managed and delivered with enthusiasm and passion by staff. The careers lead monitors and evaluates the programme with support and guidance from the Trust. The range of careers-based curriculum initiatives and opportunities are varied and engaging. The Purple Pound scheme is having a big impact not only on the year 6 students, but its status and impact is reflected by the other year groups awareness of the initiative.

Overall, the assessor was impressed by the knowledge, skills, attitudes and understanding of the learners. The children will benefit even more if staff are able to raise their awareness of the local labour market including hidden jobs, along with information about their future options. The job application process is raising the learner's awareness and building career management skills which they will build on in life, bringing in more IT based application processes will further enhance this learning ensuring it mirrors true life experiences.

Queensmead Primary 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. Develop and embed the system to set and assess targets in replacement of the purple mash programme by December 2022
2. By July 2023 Review the effectiveness of the Purple Pound scheme. Develop a system of reviewing and impact by talking to secondary schools and past learners from Queensmead who have experienced the Purple Pound scheme. Review the impact that the programme has had on attitudes, development and attainment. Specific areas to look at include aspirations, self-awareness and the skills that have been developed and the positive impact this has had on their education.
3. From September 2022 incorporate the use of IT into the children's application for jobs in school, this will highlight and mirror the importance of IT within the job market. Introduce CV's, students in year 6 to start to put a CV together highlighting their careers related work and relevant achievements they have gained in school and elsewhere . Highlight that CV's are a working document to remain with them and to develop throughout their career journey. This will help to emphasise how skills, qualities and experiences should be recorded and built upon as they progress through education on to work.
4. By September 2023 consider how the careers curriculum can include a greater focus on the local economy. Ensure staff and other key stakeholders including parents and learners are familiar with the local labour market information. Discussions and reflections are encouraged during school trips about who the local employers are and what hidden jobs there are. Consider inviting parents and governors in to talk about their careers and where they work in the local area. Data and statistics regarding the local labour market can be found on following websites <http://www.nomisweb.co.uk/>, <https://lep.org.uk/about-us/> and <https://www.ons.gov.uk/>

5. Develop and deliver training to raise staff awareness of post 16 and post 18 options to ensure awareness and knowledge of all different pathways. This will help all staff to develop an understanding of the full range of options (ensuring apprenticeships are considered equally with other routes). The impact of this will help to enhance the children's knowledge and help to raise aspirations.