

## Case Study - Woodfield School



### Project Title:

**To develop a whole school approach for preparing pupils for adulthood and the world of work and to teach our students the concept of and the relationship between work, money, saving and spending.**

### Healthy Schools Theme:

Careers guidance was an area of focus for pupils in order for them to be prepared for adulthood and the world of work and to teach our students the concept of and the relationship between work, money, saving and spending. We wanted to embed the Gatsby 8 Benchmarks into our schools PSD, Life skills and Enterprise curriculum.

### School Context:

Woodfield School is a Special needs School in Merstham for pupils in Key Stage 3 and 4 with an attached Post 16 provision  
Number of pupils 117  
100% SEND  
39%FSM

### Identified Priority:

The focus was for pupils to be prepared for adulthood and the world of work and to teach our students the concept of and the relationship between work, money, saving and spending. We wanted to embed the Gatsby 8 Benchmarks into our schools PSD, Life skills and Enterprise curriculum which is a legal requirement by 2020.

We engaged in a data collection audit on 12th August 2018 using Compass Careers Benchmark tool to see what areas we needed to prioritise and to provide a benchmark by which to measure impact

Providing a stable careers programme - 52%

Learning from career & labour market information - 50%.

Linking curriculum learning to careers - 0%.

Encounters with employers & employees - 0%

Pupils to have filled in an application form and have an interview for the position - 0%.

The Gatsby 8 Benchmarks need to be fulfilled to schools by September 2020 and it was clear from our audit that the above areas needed to be our priority for our project. Without a stable careers programme and changes to our PSD curriculum there would be no progress within the other audit areas. It was also felt that pupils would be better motivated learning from career and labour market information as it would be the most relevant information at the time, plus it would enable the pupils to have encounters with employers and employees so that they knew exactly what skills/qualifications they needed or the world of work as well as being able to gain experience such as application form filling and interviewing so that pupils could start to be more confident in applying these skills to various jobs they may be interested in, in the future.

## Outcomes:

A further audit was completed 6 months later and the results are as below.

We aimed to increase the percentage of Woodfield school providing a stable careers programme from 52% to 70% and we actually achieved a higher percentage of 76%

- The Woodfield Bank was up and running ready for start of term so pupils started earning and banking acorns (our school currency) either via a specific job they applied for or for work above and beyond expectations. The earning of acorns is an on-going process and all pupils are motivated and engaged in earning acorns.
- In September we introduced ASDAN our new accreditation that KS4 pupils participate in. It has meant that KS4 pupils have been able to see the world of work as a learning environment as well as a potential earning environment.
- Whole school careers and enterprise policy has been completed with a 1 year review and monitoring system, it as yet has to be approved by the school governors.
- Information of new Enterprise project and Woodfield Bank is now on the school website and there have been information evenings that parents have attended as well as an official opening with press coverage. All was well attended and helped to raise the profile of the Enterprise as well as engage the pupils demonstrating the importance of any particular jobs they have.

We aimed to increase the percentage of our KS4 pupils learning from careers and labour market information from 50% to 75% and we have actually achieved a higher percentage of 80%

- ASDAN was introduced as new accreditation in September and the pupils have been completing sections throughout this academic year. Feedback from teachers is that pupils have said that they like that they can see what they have achieved already.
- SOW have been written to teach ASDAN/Enterprise. Various staff teach different modules.
- Ensures the majority of students have used up-to-date career & labour market information to help inform study/career decisions which is still in progress.
- Parents and carers have been encouraged to use career path and labour market information to aid the support given to their children via information evenings and events.

We aimed to increase the percentage of linking curriculum learning from 0% to 25% focussing on life skills and PSD curriculum to cover elements of employability and careers. We made a staggering 81% increase in this benchmark. This means;

- The careers and enterprise education subject overviews link PSD and Life skills.
- All KS4 students by the time they leave school, now have meaningfully experienced careers learning as part of PSD and Life skills, as well as in English. Other areas including Maths and Science are in progress to meet this learning need.

We aimed to increase the percentage of pupils' encounters with employers and employees from 0% to 75% but surpassed ourselves achieving a staggering 100%. This means;

- KS4 now have at least one meaningful encounter with an employer every term they are at school. It would be great to see this replicated in KS3.
- We have had several outside talkers from different businesses which were brought into school for the pupils to engage with. We are continuing to make links with other outside talkers and businesses.

We aimed to increase the percentage of Year 11 pupils filling in an application form and be interviewed for a job from 0% to 75% and achieved a fantastic 100%. This meant;

- All Year 11 pupils applied for various jobs around the school where they filled in an application form
- All Year 11 pupils were interviewed for the job they had applied for
- All Year 11 pupils gained a job although not necessarily the position they applied for. They

have been paid in acorns for the jobs they have carried out which they have either banked at the school bank or spent them on items in the school shop. They could save or spend them on items from the school shop introducing the concept of saving for larger items for the future.

### **Activities / Interventions:**

KS4 were our main focus to prepare them for adulthood and the world of work and to teach our students the concept of and the relationship between work, money, saving and spending. Pupil's awareness of the world of work and what jobs they might do in the future and what they may earn was limited.

- The introduction of the Enterprise scheme with a bank where pupils could earn and bank acorns started in September and is an on-going initiative. The whole launch of the Enterprise with a press evening engaged and motivated pupils from the start and is an on-going project.
- Pupils participated in different jobs that they applied for through an application and interviewing process which gave valuable experience of the workplace process. It enabled them to take ownership of any responsibilities that came with the employee role. It also enabled pupils to experience what an interview was like and help with the resilience of being nervous about being interviewed but still go through the process. Those who did not get the position they wanted but a slightly different one could see that even if not successful there were other opportunities.
- The different roles within the Enterprise such as bank manager, recruitment officer, bank clerk etc has been invaluable for the pupils to see that different roles have different earning potentials and that acorns could be saved or spent immediately.
- The running of the school shop alongside the bank helped pupils to understand the relationship between work, money, saving and spending.
- Pupils were involved in a range of activities such as running a school café, providing a service such as car washing, cleaning shoes, litter picking etc. It meant KS4 pupils addressed concepts such as different ways of earning money, cost of initial outlay for materials, costing of products, advertising, selling of an item or service, and profit and loss. These activities and jobs heightened and increased greater awareness of what the world of work is like and allowed them to gain personal, relevant experience. The Enterprise project particularly started pupils to think more about how money could be made and how earnings could be saved for the future.
- Discussion with staff regarding the development of pupils' knowledge and experience of preparing our pupils for adulthood and the world of work was initiated in staff meetings. Teachers discussed where feasibly they could incorporate careers education in a cross-curricular approach linking to jobs, earnings, savings etc. Liaison with the PSD and Life skills lead meant the review of the PSD policy, ensuring careers education is an integral part of pupils learning which has also been embedded across all other areas of the curriculum.
- Due to the introduction of earning acorns and the school shop pupil's awareness of economic wellbeing regarding greater awareness of budgeting for the future has been a discussion point.

### **Impact:**

We have been very pleased with the positive impact of the development of a whole school approach for preparing pupils for adulthood and the world of work and to teach our students the concept of and the relationship between work, money, saving and spending. It is clear from the data from our audit the improvements that have been achieved. The scope of experience has been varied due to the job role but it has made pupils, particularly KS4 aware of the process of applying for a job from seeing an advert, filling in an application, receiving a letter to say they have an interview, participating in an interview, to receiving letters to say if they have been successful or not in being appointed to the role they applied for. Other valuable experience has been pupils

fulfilling job roles and knowing what to do if they are off sick, managers having to manage staffing when someone is off sick or does not arrive at appointed time and the understanding of different roles achieving different financial amounts. Feedback from parents felt that this process alone had given pupils a huge insight into the world of work.

It has been invaluable for different employers and employees coming into school to discuss the types of jobs and skills they look for in an employee. It has also meant that pupils have been discussing what they want or don't want to do when they are older and in the working world.

We believe as a school that due to the changes the school has made to its curriculum as well as the different experiences of the Enterprise and Woodfield Bank and shop that we have helped equip our pupils with invaluable experiences and skills to prepare them for adulthood and the world of work. We believe it has helped them to understand the concept of and the relationship between work, money, saving and spending.

### **Next Steps:**

- We want to continue embedding the Gatsby 8 Benchmarks into our schools PSD, Life skills and Enterprise curriculum which is a legal requirement by 2020.
- Ensure the whole school careers and enterprise policy has been approved by the school governors.
- To continue developing our ASDAN PSD and Enterprise modules for accreditation.
- For the school to continue to run an Enterprise scheme for KS4 pupils and to filter through the school to KS3.
- To ensure that the whole school have access to meaningful encounters with employers and further education opportunities every year they are at school or possibly more.
- Although all students by the time they leave school now have meaningfully experienced careers learning as part of PSD and Life skills, Woodfield School would like an independent careers advisor.

### **Senior Leader Quote:**

The impact of this project on the self-esteem, confidence and future prospects of all pupils involved has already been very positive and is evidenced through the audit and additional sources such as pupil and parent feedback. As a result of the work completed, within this area, over recent months one KS4 pupil has been accepted for regular work experience with a promise of an apprenticeship Post 16, this being just one example of the project having a direct impact on life chances and future prospects. There is great potential here for the project to be of ongoing, sustainable benefit to pupils not only in KS4 but also KS3. Key to our school's vision is to enable pupils to fulfil their potential and through this healthy schools project we are able to increase the focus on Life Skills, PSD and Employability further, ensuring pupils build on personal strengths, to increase their chances of achievement and success regardless of their special educational need.