

Report on The World of Work Pilot Project 2009

Tuckswood Community Primary School

In partnership with AS Careers

Funded by UnLtd



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Introduction

The world of work project was born out of a chance meeting between Tony O'Rourke Deputy Head of Tuckswood Primary School and Ann Starkie a qualified careers adviser who runs an independent careers company in Norwich. The meeting was one of several run at the time by the Adult Guidance Service known as the Next Step Norwich Network which has since ceased to exist.

The meeting used to allow any agencies engaged in guidance or support to meet and exchange expertise and up to date information. Tony came to the meeting to request help from any organisations for Tuckswood Primary School which he felt at the time did not benefit from any outside agency support, and was isolated in quite a deprived community. He was particularly interested in raising the aspirations of pupils of the school before they went to high school. He was also interested in forming links with employers or agencies close to the school but who were not presently engaged with it.

Ann Starkie was attending the meeting as a well known member of the guidance community operating a private careers company in the area which offered career guidance to young people and adults in the area. Ann had over 12 years experience in the career guidance field including previously working as a Connexions Personal Adviser for Norfolk for four years as well as expertise in Adult, FE, HE and project co-ordination with employer work. She was also a member of the ICG, had formally been the ICG East of England Representative. Her private company had links with local employers and agencies. She is also a published author.

Out of this meeting Tony and Ann went on to meet formally and discuss plans for a partnership which could offer:

- a) Benefit to Tuckswood pupils, particular Year 6 pupils (as they were transitional) to raise aspirations, broaden their knowledge of the working world, opportunities available and types of careers, changes in career patterns, and knowledge of employers in their direct local area and in Norfolk generally.
- b) Benefit to the community by stimulating a positive image of the school with local employers and agencies, and the wider public, raising the profile of the school, challenging negative perceptions and raising expectations.

Justification for the project

AS Careers sought objective justification for the project from research into aspirations and attainment especially those that indicated the connection between influences at an early age (primary level) and later achievement both academically and economically.

The findings were evidence from:

- **The Joseph Rowntree Foundation;** Education, Aspirations, Expectations and Attitudes – this report showed a link between the age of the child and beliefs about their abilities, and aspirations and their eventual educational attainment. It showed the protective function of positive activities.

- **Every Child Matters;** This included particular reference to the indicators for making a positive contribution and addressing economic well being. The holistic approach shows that it is important to nurture or where necessary provide positive influences and experiences that will help young children to reach their potential. This is particularly the case where young pupils may not be readily exposed to positive role models or the working world.
- **Local achievement data for Primary School attainment in Norfolk compared to the national average. Also the particular attainment of pupils from Tuckswood at Key Stage 2.**

Schools in Norfolk consistently perform below average in the SATS Key stage 2 tests compared to the national average. 56% of Norfolk Primary pupils reach the required Level 4 in the all three areas reading, writing and arithmetic compared to 61% of those nationally.

The League tables for 2009 show some of the challenges faced by the school with key stage 2 SATS achievement at level 4 for English and Maths being at 68%, for science 73%, an average point score of 26 with an improvement score of 98.3. The results however do not reflect the wider context of the school in accepting pupils that other schools might not take, or would not receive any kind of education otherwise. Therefore any intervention to raise aspirations and achievement in pupils is particularly welcomed.

The project was started as pilot to run initially for one term in the Summer term of 2009 but this was extended into the Winter term of 2009 starting with a new Year 6.

Subsequent to this project being run the secretary of state for Education Ed Balls has announced the support that LAs and schools will receive for the improvement of primary school as part of a package of measures that every school and child succeeds.

This included the announcement in December of the World Class Primary Programme following the new model outlined in The White Paper Your child, your schools , our future building a 21st century schools system. This showed an increase in differentiated funding available for schools with below floor targets, those needing to maximise progression, inconsistent results, as well as good and improving or great schools. Also the soon to be introduced new primary curriculum in 2011 encourages collaborative working between schools and the delivery of a broader based curriculum.

A pilot project was announced in October 2009 for 7 primary schools to take part in a new government scheme for career based learning for pupils aged 7 upwards. This project in particular will be looking at challenging negative stereotyping and hoping to influence achievement and subject choice at secondary level. The pilot areas are: Bristol, Coventry, Gateshead, Manchester, Plymouth, Reading and York.

The Aim of the project was:

“To widen the knowledge of career opportunities, life options and understanding of the working world in Year 6 pupils.”

The objectives of the project were:

- An analysis of pre and post project aspirations, career knowledge and life options of the year 6 pupils. This will measure both breadth and types of aspirations.
- Exposure to the working world. All Year 6 pupils to undertake a visit to a local company in Norfolk
- Exposure to the further education sector. All Year 6 pupils to undertake a visit to a local FE provider in the city and to talk to students currently in FE/undergoing study.
- Year 6 pupils in a dedicated 1 hour session over several weeks to work with employers who come into the school and talk about their places of work, the types of jobs they do.
- Year 6 pupils to complete world of work exercises and to work to a brief set which will also have links to the curriculum or key skills.
- Year 6 pupils to have use of JED (Job Explorer Database - an IT based careers programme by Careersoft) in a careers session to look at details of jobs, factors to think about – who am I , what will suit me, what am I good at, what do I like, a day in the life of ...
- The Year 6 pupils will do a display of The World of Work with the help of employers and findings from their visits for the end of term.
- The project will produce a DVD of the pilot which allow further funding to be sought and also enable the project to be shown to parents (each pupil will have copy) community leaders, local employers and institutions and also for the school to utilise as a resource.

Funding

Whilst ideas are good the project was not going to happen without extensive funding. Normal funding streams for a project of this kind looking at Careers work within a primary setting were not easy to come by because the project was the very first of its type in the UK. It preceded any government pilots in this area and there was little information to really go on.

Most funding available at the time was directed at the secondary age group only. This included Connexions Services – who were approached but could not offer any type of project in primary school as they are targeted specifically at the 13-19 age range. There was no government specific allocated funding for careers work of this type in primary.

The Chamber of Commerce were running several career aspiration type projects including locally the youth chamber, Work Wise and other projects but again were not available for primary level. Some specific projects like that of the Mason Trust ran projects in schools but again these were both age and industry specific which meant a project in this age group and with a general learning theme was not something they could do. Other funding available to secondary schools such as Transitional funding, Enrichment was also not available at the primary level.

It soon became obvious that the only way to go was with Charities who may consider this type of project at least initially for a pilot period to see if it worked and therefore could be marketed.

UnLtd is the biggest funder of social entrepreneurs in the world and Ann had contact with them through a presentation pitch and through researching further their Level 1 Award Scheme. Ann could apply as a single person working to benefit a part of the community. UnLtd do not fund social enterprise or established organisations. This Scheme allowed for a one off funding application for a level 1 award of between £500 up to a maximum of £5,000 although advice was given that a successful application would be best pitch in the medium of this. UnLtd also fund a level 2 award up to £15,000 which has more robust criteria but will pay living expenses of the entrepreneur.

UnLtd do not pay the salary of Level 1 Awardees which meant that for Ann running a full-time business the business would incur a loss directly from the time put into the project. This has amounted in total to around £2,000 (for loss of business time) which was able to be sustained for the pilot but would not be sustainable in the long term.

A application was made on 22nd March 2009 for £1,840.00 to run a pilot of the project which would include filming the project so that further funding sponsorship after the initial pilot could be pitched. The filming amounted to just over £1,000 for editing and production. The remaining funding supported, cost of trips out including a small fee for employer visits, employers expenses to come to the school, the licence and installation of Careersoft Job Explorer Database to be networked in the school, Career resources for the class room such as displays, folders to store work, paper resources, The level 1 application was accepted and delivered in time for the project to start at the beginning of the summer term. The speed of the application was a considerable advantage in getting the project up and off the ground quickly and while the motivation was there to make it happen. Funding was able to be stretched to more activities as Ann managed to negotiated free trips/visits with Archant Print, City College Norwich, Virgin Money and Colin Edwards Design.

The application had to fit certain set criteria and required research into:

- who would benefit from the project
- what would the benefits be and how would they be measured
- whether there was a need in the community for the project
- whether they wanted the project ~(demand)
- the community benefits on a wider scale
- personal benefits that the social entrepreneur would gain and what these would mean for that entrepreneur in terms of future positive activity
- previous involvement of the social entrepreneur in community activities
- a track record that suggested the social entrepreneur had the expertise to run the project.

The application had to have support from key members of the school including the Year 6 form teacher, management level in the school, support from staff (which was gained by questionnaires), support from the pupils (wish letter).

It also had to include outside community liaison proven by supporting letters from business mentors in the direct local area (in this case Biz Fizz) community learning mentors. Objective support for the project showing need came from deprivation studies and stats supporting the need for the project particularly in terms of

attainment and social indicators (SEN data, attendance, expected achievement in SATS, EAL, IEPS and free school meals etc)

The benefits for the School and pupils

For a project to work effectively all parties involved must gain. The benefits for Tuckswold Community Primary School were that they would get a project run free in their school (except for the odd transport cost) which would aim to assist their pupils facing transition to high school. Potentially it was also hoped this would raise attainment (including SATS) and for the individual in a holistic way by gaining greater esteem and have goals on which to aim and seeing the connection between school and work. They would gain expertise in careers, links with employers that could then be built upon, raise the schools positive profile and also it would fit certain key criteria that the school would be looking to meet. This included: Curriculum links and learning, working with outside agencies and participation in the community.

The benefit for AS Careers

For AS Careers there was a direct cost to the business at around £2,000 so other factors had to be worth the company engaging in the project. Looking at the wider context AS Careers would if the project was seen as innovative and successful gain considerable prestige, widen the profile of the company and develop a potential income stream. If the project could be developed and made commercially viable then this would result in considerable financial benefit. A key interest in the project was that it was considered by the company something worthwhile doing and that could make a real difference and this was the greatest motivator. It was also a chance to test out project management skills, what would work and what would not in the education/private sector partnership. Although Ann had expertise in secondary delivery of careers education, she had not done so in Primary so this was adding to an area of expertise and knowledge. It would also develop the expertise in terms of how to put in funding in the future and open up access to the considerable resources and expertise offered by UnLtd as an organisation.

Finding out what was needed and the level of intervention

We initially wanted just to see what the year 6 students aspirations were actually like and what areas of need their might be. We couldn't make the assumption that just because there were certain deprivation indicators the pupils had no aspirations or didn't know about career goals. We decided to do a Wish Letter exercise. The wish letter (Appendix A) was where the pupils were asked if what they wanted to be when they left school and also about jobs they knew about now. This meant that they could think without restriction and this way we would see what sort of factors may be influencing them. We could also see how broad their knowledge of jobs was.

What we actually found was that Year 6 pupils did have aspirations. These particularly revolved around material wealth, - owning a Lotus, Ferrari or large house. They also did have ideas of what they wanted to do. These were quite extreme ranging from one pupil putting all the places they went to with family or friends i.e. doctors, supermarket (not the jobs), another putting mainly fast food outlets, to celebrity or status jobs such as footballer, singer (X factor), and typically rock star.

What did seem to be much more an issue was the pupils had no idea how they would fulfil their dream. For example they would aspire to be a footballer but didn't play for the football team at school, or wanted to be celebrity or rock star but with little or no

knowledge on what they had to offer in terms of talent. Others had more realistic ideas such as Mechanic but didn't know that you could be an engineer and there were also different types of mechanic other than car mechanic. Knowledge of pathways were not clear, hardly any knew about GCSEs or going to college to get a qualification and how this might happen. Some had views on education linked to debt which was not accurate for further education. This came out in the Norwich City College visit.

As the project was to run in a primary school emphasis was given more to careers education and information (albeit in a practical form) rather than career guidance or trying to pigeon hole pupils into set career paths. It was however the aim of the project to create aims and aspirations which were concrete for example I would like to go onto college, I would like to one day build a car, I would like to be work as a Designer as this was seen as motivating pupils through aims to achieve their very best. Goal setting is an important aspect of motivation and achievement.

What worked and what didn't

What became clear was that pupils were heavily influenced about what they directly saw or came into contact with on a daily basis. They talked about direct family members, and sometimes about role model in terms of famous people they liked. This included the media, TV, certain newspapers and hearsay.

In the first term it became clear that career sessions which were not practically did not work so well. The pupils responded best when they were given a task to complete which were "hands on". The also appeared to retain information better and it seemed to stimulate more interest and motivation.

Therefore in the second term, the emphasis was changed to engaging career learning with direct employer visits, taking pupils out of school and directly tying in achievement with concrete objectives that pupils could literally see. So for example a rather than getting a graphic artist in to talk about his career we instead got a graphic designer to come up with a brief for a logo, this was then put to the class in a 1 hour session just as it would be industry, and they had to deliver a logo within the hour to that specification. The winner would have their logo produced by the designer for the project, and it would be done to a professional standard and used on the DVD and any products produced for the project. This made it a real live scenario. What we found was where this was the case pupils stepped up to the mark, concentrated and produced good standards of work and ideas. The very fact of making it a real task increased their motivation.

Summary of Activities Undertaken

We therefore undertook the following activities:

- **Introductory session run by Ann including the wish letter**
This looked at the needs of the Year 6 groups and to help this initially a wish letter was given out. It introduced the idea of the world of work project and what would be happening in the coming term. The session also focused pupils on thinking about the connection between school and what they would do after they left school. Who would consider FE, HE and gaining knowledge from pupils on their daily influences to their future plans.

Virgin Money

- The workshop by Virgin Money (which is located right next to the school) introduced the theme of the Financial industries and in particular to looking at how to barter and negotiate for a better deal. This was done in the context of team bartering for plastic animals with the team with all the correct animals first winning. This developed skills in Maths, problem solving (who has the animal I want) negotiating and social skills (how do I get it), team working. It also looked at where money comes from and where it goes, the role of the Bank of England, different exchange rates, saving and spending, debt, the economy as well as jobs in banking itself.

Job Explorer Database (JED)

- The use of the Job Explorer Database (First Jed) meant that students could be more in charge of investigating their own career options, using IT to undertake research into their career ideas, learning how use web links, save data, print reports on their career choice matches, watch and use interactive media which included video material on career i.e. a day in the life of a sports coach. It also supported the career work by breaking down the careers into relevant pieces of information and finding out how much for example a GP gets paid – guesses were way off at £10,000-20,000 per year! This then could be used to challenge pupils ideas on what is a “good” career or widen out ideas say of careers in sport beyond that of footballer. JED is interactive but requires good training and some expert advice so that information can be made sense of by pupils.

- **City College Norwich**

This visit was set up to really help with dispelling certain myths or feelings about college and what could be done there. What came out from this visit particularly in the question and answer session was that many pupils thought they would be paying for courses themselves (mixing it up with HE), they thought also that all courses needed lots of qualifications or it wasn't really for them and didn't realise about apprenticeships or courses which were more practically based. The tour of the college helped students to consider that the college was not so big and that often students only knew parts of the college so they would be able to fit in quite quickly.

- **Career Session on Careers through the Ages**

This session was devised and led by Ann Starkie to give a context to the changing world of careers and to focus on career in 2019 when Year 6 may be graduating from secondary education. This looked at past careers in five ages Dark Ages, Middle Ages, Victorian Era, Now, and 2020. This included information on changing types of jobs, legal aspects i.e. working regulations, minimum wage, children working hours, influencing aspects of jobs for example 2012 Olympics, present financial crisis and recession, and expected growth areas in higher skilled jobs, jobs that don't exist now but may do in the future (virtual technology) and also working patterns i.e. European directives and work patterns, flexible working and more self-employment or free lance working.

- The workshop run by Hethel Engineering H-Stem the project engineer incorporated aspects of mathematics at this key stage, measuring accurately, physics – looking at the resistance and use of certain materials, stresses. It included measuring voltages, actual hands on practice sawing (manual skills) and team working. Site selection (geography) and use of language in marketing and presentation. It focused also on what was renewable energy and the education of energy conservation and jobs in this growing area. At the end teams of five produced wind turbines that were operated in the class room and the winning team was the one which generated the most electricity from their turbine.
- **Colin Edwards Design**
Colin Edwards Design is a small company in Norwich specialises in graphic design. It is typical of many employers in Norfolk and Colin is himself self-employed but with considerably industry experience and a long career in the area. The company was chosen because the idea of self-employment and of working in a small sized business was not so well known by pupils. It also showed pupils of the need for flexibility in the commercial world and the increase in self-employed and free lance working. Colin brought in some of his designs including previous work with Anglia Television, The Broads Authority including designing the logo and setting the brief and judged the logo task. He then offered his services to make up the logo from the winning entry.

Archant Print

- The lessons could be inter-related to key areas of the curriculum. For example in English letters were written to Ann to persuade her to go on a trip to Archant Print. This forms part of the curriculum at key stage 2. The letters were put into practice and only the 10 pupils with the best letters went on the trip. This created competition and raised the stakes. Letters were judged not just on spelling, layout, language but also on passion, and for convincing reasons. This opened up the trip to less able academic students. The trip to Archant Print was based on the different jobs Archant print offer (130 employees) and the different level of qualifications required for each. This connected directly to school attainment to future job potential. Also going to see such a large commercial enterprise that is at the forefront of printing and digital media (100 magazines, 125 websites, 99 newspapers) but less than a 10 minutes bus ride from the school was eye opening for the pupils.
- **EcoTech Centre Swaffham**
This trip involved going to the EcoTech centre and worked well after the Hethel Engineering visit which had already laid the foundations for learning about jobs in renewable energy. This involved going up the only wind turbine in the world open to the public – yes all 305 step up but more also about how they are made, where the parts come from, what the jobs are associated with this and learning in terms of physics – factors effecting speed, rotation, and the use of certain materials i.e. carbon fibre and why these were suitable. This was a whole day event and offered a chance for students to learn outside their class room environment and discover one of Norfolk’s most cutting edge industries. The idea of Norfolk being a place of excellence in industry was something we strived to get across to pupils and ties in with wider strategies such as the Shaping Norfolk’s Future World Class Normal for Norfolk campaign.

Norwich City Football Club

- This was further reinforced on our trip to Carrow road which looked a jobs within sport as an industry and looking at Norwich City Football Club as a commercial company and 120 different jobs at the Carrow Road site. This particularly helped with commonly held aspirations amongst some of the year 6 pupils to be a footballer or sports coach without considering really what other jobs are available and the realistic factors behind careers in sport. By speaking to footballers currently in the academy and questioning other employees i.e. marketing, education they could see that wide opportunities exist. This helps key skills such as problem solving, analysing facts and investigating options, developing social skills and the ability to act appropriately in a setting outside the school. Just going to an employer with this prestige has an effect – one pupil commented to me “I was so excited I couldn’t sleep all night.”

Evaluation

All the objectives set for the project were met and exceeded and overall the school and pupils have found the project rewarding and beneficial. Some of the benefits of the project can be seen in the display in the class room including pupils work, comments from the pupils of their personal gain and photographs of visits undertaken.

One single factor however that made the difference to this project being the success it has been. That is simply that on all sides there was the will to make it work. Tuckswood Primary School and in particular Tony O’Rourke have to be congratulated for their open minded approach which started with the premise of how can I get this to work rather than what are the problems. I am aware that not all schools will be this flexible and not all members of staff can see their way to take pupils away from the “curriculum” for a various reasons.

In a project which relies on the good will of employers especially those at the cutting edge of industry it is almost impossible to run a careers education project which is practically based (and that is what works) if the school is not flexible. Companies cannot just stop production or only do a Thursday very often for business reasons.

Likewise a school cannot just give teaching time if they do not see the benefits for pupils or cannot see an upturn in results, aspirations or something real. The intense measurement of school performance and indicators means that increasingly schools are confined in their approach and are less keen to go beyond the norm. A more holistic approach is now being considered but performance is still biased largely on attendance and SATS which makes projects such as the World of Work highly vulnerable because of curriculum time. This is particularly the case if there is no funding or if funding in the future in the primary sector is not “ring fenced” for this type of project.

The evidence from this project suggests that this may be the wrong way round. What was noticeable was that pupils appeared to be more motivated as a whole after the trips and during visits. This had a knock on effect on their behaviour both inside and outside of the class room. Several employer commented particularly Ros Watson from Norwich City Football Club and Dave Arkwright from Archant Press that the pupils at Tuckswood were far more engaged, and better behaved than pupils from other schools. This had surprised them and they said to pass this on to the pupils. The pupils were keen to put their hand up in sessions and they could see the point of the exercises i.e. designing a logo and following a brief, and writing a letter to visit an

employer. This has a dual effect. Employers now consider pupils from the area positively, and the school positively, so will do it again. Pupils now consider that employers really do want them, and can offer them a real future.

The pupils went also to huge lengths to welcome me as an outside individual and to make me feel I was special to their class. They understood my role well and knew that I was not a teacher but that my expertise was in careers and linking them with the outside world. This kind of role is the best way of organising a future world of work project because it does not expect teachers to learn about the world of work and give up precious time organising trips. It also does not expect them to have the links with industry that they may not have. The entrepreneur or business link would be expected to have this from previous expertise but would need to liaise with teachers to make sure intervention and visits are at the appropriate level. Having a person designated outside the school but who becomes familiar with the school and pupils, seems to work well. It also does not over burden the teachers and school with yet more responsibility.

Increasingly, despite the recession, employers seem happy to engage with pupils and schools to increase their learning of what is required as they are desperate to fill the skills gap. Many firms in Norfolk report not being able to get the right skilled staff and this looks set to continue in the future as the number of roles for unskilled workers falls. Norfolk is at the cutting edge of many first class industries in the UK and many of these are within 15 minutes of the school. It is making pupils aware just what is out there and how they can be part of this that will help protect and stimulate the economy in the future.

The film has yet to be produced and a final evaluation of pupil comments is presently being collected. Some of their work, evidence from the visits undertaken and increases in motivation and attainment have yet to be fully evaluated. All pupils will receive a certificate for their own participation and a prize for the greatest personal achievement this term will be given out at the end of term. For pupils this reinforcement of value and taking pride in what they have done is crucial to the overall message of the project.

If I were to sum up on one comment what the world of work really achieved it is the words of one of the pupils who wrote on his letter to Archant Print "it is about being the very best I can be".

Where Next – Forward progression

- The obvious next step is to seek more avenues for further funding to continue the project longer term in Tuckswold and to project this out to other primary schools in the cluster or in other areas. UnLtd have offered their help to examine possibilities for funding from Charities, and other possible funders. Further research into locally based funding and any funding from the school will need to be examined. The project has cost AS Careers £2,000 to date to run so therefore additional funding is vital to enable to project to continue.
- To aid this process the DVD will be shown to as many potential funders as possible and outlines given for further costings including potential costs for the management of the project in a school by a project link/co-ordinator. Costs will obviously depend on what types of activity are undertaken, the frequency of visits for example and also should be tailored to needs of each particular school. The total cost of the trips came to £800.00 for two terms so this is good value for what the pupils experienced. The main cost of course is staff

pay and this would need to be realistic in order to get individuals with the right credibility and experience to make the projects of a high standard.

- I am aware that there are a number of Government pilot projects running in other areas of the country which focus on career related learning at primary level. These are new projects but it would be helpful to be able to see what these projects involve and what differences with The World of Work Project at Tuckswood are. It would be helpful if this could be done in a meeting with government advisers from the Department for Children, Schools and Families so each can learn from each other for future implementation. This would also show if the World of Work project could be developed further.
- The project will be entered for the National Career Awards which is next open in March 2010 for applications. This is run by the ICG but would not only be a great achievement for the school if it was nominated or even won but would also aid the pupils who took part in being part of something they can be proud of. It would also help towards future funding applications as well as being a reward for the hard work that all the pupils and staff have put in.
- There has been considerable interest in the project from radio and press. An article was published in the September volume of Career Guidance Today a national publication by the Institute of Career Guidance (double page spread) (see Appendix B) on the project. Also Ann has been interviewed on Radio 4 for the PM programme discussing the topic of careers education at primary level. Ann has also been interviewed on Community radio – Future Radio. It is hoped that this kind of publicity will help raise the positive profile of the school amongst its own community and also in Norfolk as a whole.

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The World of Work Project at Tuckswood Community Primary School 2009

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