



Evaluation of Education and Employer Partnerships

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Final Report

ADVISORY



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1 Introduction

The vision of the Education and Employers Taskforce is that every school and college has an effective and sustainable partnership with employers that provides young people with the inspiration, motivation, knowledge, skills and opportunities they need to help them achieve their potential and so secure our national prosperity. KPMG was approached by the Taskforce to undertake a piece of pro-bono research looking at the current state of school-employer partnerships.

1.1 Evaluation format

The work commenced in late December 2009. The initial phase involved desk research sample analysis, survey and interview design. Our approach has been to collect qualitative and quantitative data through two main methods: questionnaires and interviews. The questionnaire and interview questions were designed using the National Framework; characteristics of an effective partnership, which the Taskforce and its partners have defined.

There has also been analysis of the survey data and supportive desk research. Account has been taken of the responses to the stakeholder interviews in formulating the report findings in order to ensure that the report findings are both well informed and practical.

The KPMG Education Advisory team is made up of staff with significant practical expertise in education and training. This team has applied its experience to the evaluation of the findings and delivery of this report.

1.2 Terms of Reference

The scope of KPMG's services and objectives were agreed with KPMG Senior Leadership team and the Education and Employers Taskforce. The aims of this piece of work were;

To provide an overview of the breadth and depth of work currently taking place through collaboration between schools and employers.

To map the nature and provision of these school-employer partnerships

To note good practice as reported, and identify the blockers and enablers which would allow the partnerships being developed to be more successful.

1.3 Limitations to the Scope of the Evaluation

This study has been and will continue to be conducted in accordance with the requirements of the specification provided to us and the further instructions provided to us by the executive team of the Education and Employers Taskforce.

The sample for the survey was taken from the DCSF online school register. We used a stratified random sampling method of school by type: Primary, secondary, special schools and academies. Although not allowing us to generalise wholly in all situations, this does give us a valuable insight into the current state of school-employer engagement.

If we assume an independent and identically distributed sample, 151 returns provides a roughly 95% confidence interval 8 percentage points above and below the sample proportion in estimates of the true proportion. This means that if we repeated this

survey 100 times, the results would be within 8 percentage points of our results 95 times (please see appendix one for more on the total school population). For instance, this paper reports that 63% of respondents think working with employers is beneficial (p8). We are 95% confident that, if repeated, the result would lie in the range 55%-71%. Moreover, primary, secondary and special schools have legitimately different aspirations and experiences in their approaches working with employers. Consequently, to optimise their utility, results need to be considered at these three sub-sample levels, for which confidence levels will be lower (11% for primaries and 14% for secondaries). For work of this nature, due to sample size, all these confidence levels are relatively low. Consequently, findings should be treated as indicative. Particular care should be taken in the use of data to categorise the levels of partnership (section 6).

Moreover, we recognise that the sample may be biased due to self-selection. In particular we can imagine that those with very positive or very negative experiences are more likely to reply. These groups may skew results towards the extremes (no partnerships, strong partnerships), and this unquantified self-selection bias would affect any extrapolations towards the whole population. To mitigate this, we performed interviews to collect qualitative data and have tempered our conclusions, only making use of broad trends in the data and the strongest statistical differences.

1.4 Notice: About this Report

This Report has been prepared on a confidential basis by KPMG LLP for use by The Education and Employers Taskforce (“the Taskforce”) for the reasons summarised in the Introduction and in the separate Executive Summary.

Recognising that the Taskforce is performing a public service by implementing its vision, in order to support the Taskforce we have not charged any fee for preparation of this Report.

This Report is not designed to provide advice to anyone interested in the topic of education and employer partnerships except for the Taskforce.

Limitations on the nature of our work are set out in the Introduction.

In preparing this Report we have not had regard to any party political considerations or any personal issues that might affect education and employer partnerships. We have taken an objective and impartial approach.

This Report is not suitable to be used or relied on by any party wishing to acquire rights against KPMG LLP other than the Taskforce for any purpose or in any context. Any party other than the Taskforce that obtains access to this Report or a copy (under the Freedom of Information Act 2000 or otherwise) and chooses to use or rely on this Report (or any part of it) does so at its own risk. To the fullest extent permitted by law, KPMG LLP does not assume any responsibility and will not accept any liability in respect of this Report to any party other than the Taskforce.

1.5 Acknowledgements

The KPMG team extends its thanks and appreciation to all the schools and employers that have participated in the survey and interviews, also to the members of the Education and Employers Taskforce.

2 Our Aims and Approach

KPMG was approached by the Education and Employer Taskforce to undertake a piece of pro-bono research looking at the current state of school-employer partnerships.

2.1 Aims of the project

The aims of this piece of work were;

To provide an overview of the breadth and depth of work currently taking place through collaboration between schools and employers.

To map the nature and provision of these school-employer partnerships

To note good practice as reported, and identify the blockers and enablers which would allow the partnerships being developed to be more successful.

2.2 Approach

Our approach has been to collect both qualitative and quantitative data through two main methods: questionnaires and interviews. The questionnaire and interview questions were designed using the National Framework; characteristics of an effective partnership, which the Taskforce and its partners have defined. Through both aspects of our work, we were looking for evidence of the following four categories which together form a means of understanding the sum of a school's educational interaction with employers:

Breadth – across the key stages and curriculum, the total number of employers engaging with a single educational institution or cluster between them offer a breadth of opportunities for young people across the National Framework themes of;

- Leadership and governance - including Governors, expert advice, and professional development for teaching staff.
- Supporting the curriculum - including literacy and numeracy initiatives, Diplomas,
- STEM provision, language teaching, and the development of learning materials.
- Enterprise education and employability skills - including work experience, mentoring individuals or groups of students, workplace visits, supporting projects, classroom talks to young people, enterprise activities, careers advice and Young Apprenticeships.

Impact - has a positive impact on the aspirations and achievement of young people. 'Achievement' includes not only qualifications but also the development of attitudes, skills and knowledge outside the qualification framework.

Mutual benefits - felt to be of mutual benefit by educational and employer partners, addressing and meeting their respective needs.

Relevance - sufficiently flexible to be relevant to the discrete needs of the schools/colleges and the competencies and interests of employers and their staff, recognising the variation that exists between schools and colleges.

Analysis of the results has allowed us to gain an understanding of the amount of partnership work taking place, and the type of activities taking place, as well as looking at the effectiveness and impact of this work.

2.2.1 Questionnaire

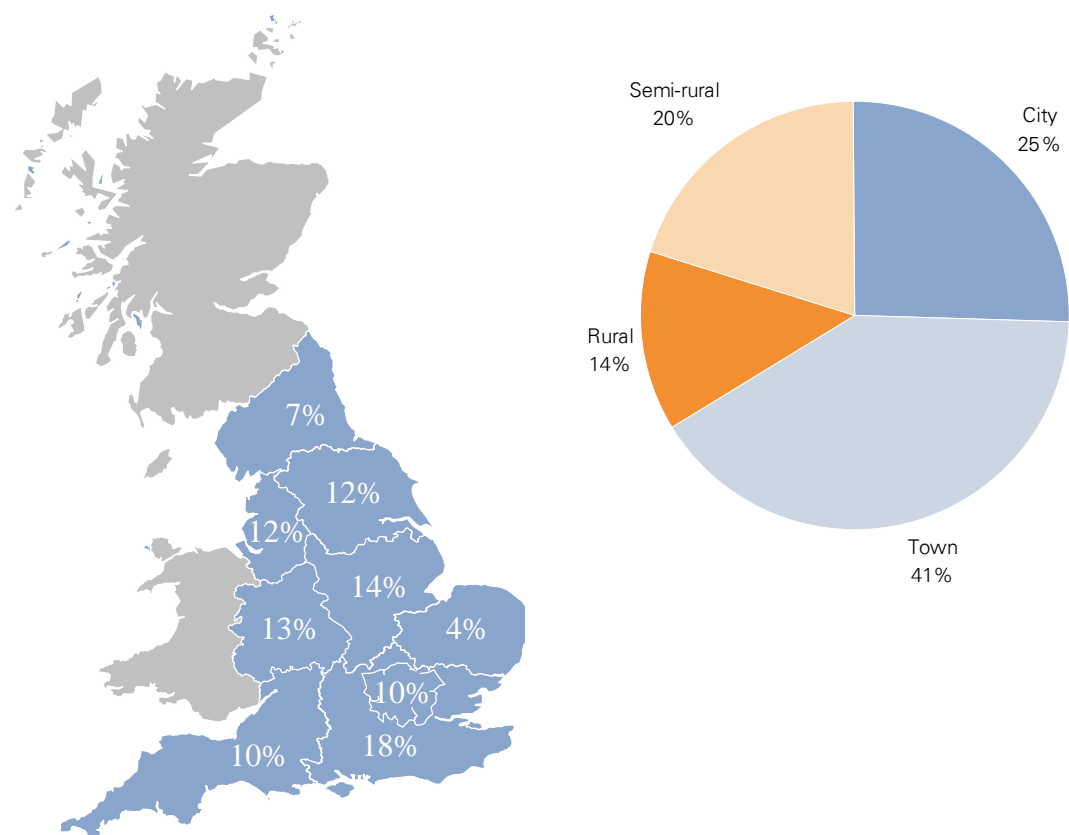
We selected a random sample of just over 2,000 schools to each of whom was sent a short questionnaire. The chosen sample represents 1 in 10 of the 20,000+ schools in

England, aiming for a balance between primary, secondary, special schools and academies, as well as a geographic spread.

We received a total of 151 survey returns; 86 primary schools (including 1 special school), 50 secondary schools (of which 2 Academies and 3 special schools), 3 middle schools, 9 special schools with mixed age ranges, and 3 schools which did not indicate their status.

The diagrams below break down the survey responses by region of England and the number from cities, towns, semi-rural and rural areas.

Figure 2.1 – Response rates to questionnaire based on school region and location



2.2.2 Interviews

Using a semi structured interview template, we interviewed school head teachers, and representatives of employers. This enabled us to gain a deeper understanding of the issues. Head teachers were selected for interview where they indicated a willingness to participate in their questionnaire returns. We interviewed 17 head teachers and 26 representatives of employers. Please see Appendix 5 for more detail.

2.3 Deliverable

This KPMG report is the main deliverable of our work. In it, we present and summarise the findings from our questionnaire and interviews, setting out our understanding of the current landscape of school-employer partnerships, including a detailed analysis of

questionnaire findings. This report will contribute to benchmarking tools and national indicators of the status of Education employer engagement.

2.4 Potential to assess need for further support

Clearly employer engagement is at different levels of maturity in different schools. Our work has shown us that the landscape ranges from small primary schools with no employer contact at all to large Academies collaborating with a number of employers in different ways. We believe that schools' relationships with employers can be grouped into four main categories;

Limited or no relationships

Intermediate

Advanced

Exemplary

In section 6 of this report we have looked into this in more detail, setting out what these categories look like, and also using our questionnaire findings to gain a picture of the number of schools who can be described as fitting in each.

3 The benefits of school-employer partnerships

3.1 Schools see great benefit in working together with employers

It can be seen clearly that the schools in our survey generally see real benefit in working in partnership with employers. We asked schools how beneficial they think it is for schools and employers to work together. 63% of respondents thought that employer engagement was either extremely or very beneficial. Only 13% believed working with employers to be of little benefit, and **not one school from the entire sample believed that there was no benefit at all in working with employers.**

There was some difference here between primary and secondary schools, with secondary schools generally seeing greater benefit in working with employers. 85% of respondents from secondary schools felt it either extremely or very beneficial to work with employers. The equivalent figure for primary schools was 49%. However, that is not to say that primary schools do not see benefit, as the table below demonstrates.

Table 3.1 Response to how beneficial schools believe it is to work with employers

How beneficial?	Primary (n=82)	Secondary (n=49)	Total (n=143)
Not at all	0%	0%	0%
Of little benefit	18%	4%	13%
Of some benefit	33%	11%	24%
Very beneficial	35%	47%	41%
Extremely beneficial	14%	38%	22%

Our interviews with school Head teachers supported these findings, and also helped to clarify the type of benefits that they feel arise from working in partnership with employers. The main reasons cited were;

- The power of employer involvement to add relevance to academic work.
- The raising of aspirations for school children who can see the options that they have after school.
- The added interest in learning from a new and different person and perspective.
- Increased motivation in pupils who could see what they were working towards.

The employers that we spoke to in interviews also named a number of benefits to them from working in partnership with schools. They gave a number of reasons for engaging with schools:

- They feel a responsibility to put something back into their communities.
- Employees enjoy taking time out of their day jobs to work with school children and gain a great amount of satisfaction from their achievements.
- The employer becomes, in recruitment terms, an employer of choice.
- It is a useful marketing tool to help their company become more widely known.
- The work with schools can help develop the skills of employees by putting them in new environments where they can try different approaches.

3.2 Schools are aware of recommendations to work with employers

As well as asking about the benefits of employer engagement, we asked schools whether or not they were aware of the government's recommendation that every school have an effective relationship with employers. 80% of all schools claimed to be aware of this agenda (72% of primary schools and 91% of secondary schools). Our survey shows that;

- There is a desire from schools to work with employers, as they feel that there is benefit to them in doing so.
- Schools understand that there is a desire at government level for them to work with employers.

This was seen in our interviews also, when almost all stressed the importance that they attached to this, and the benefits involved, such as increases in confidence and motivation.

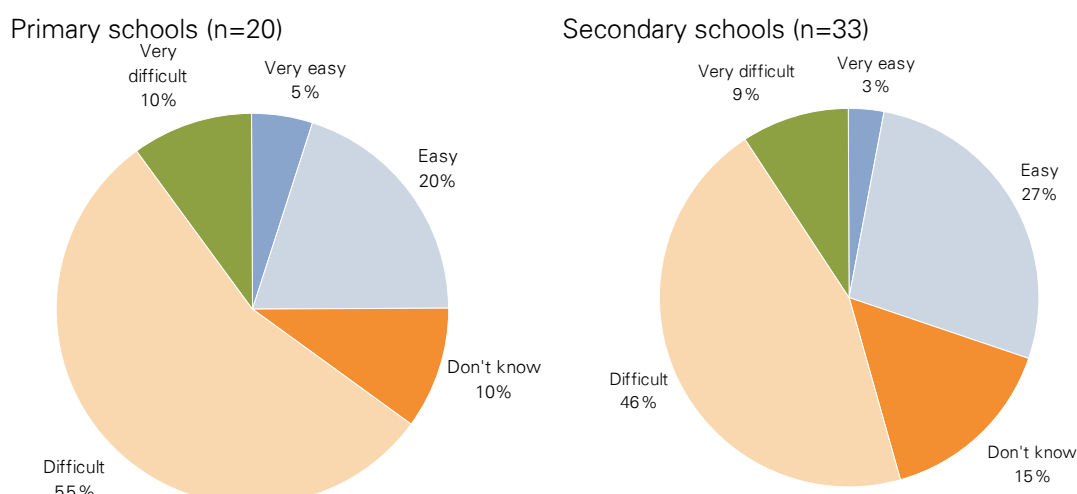
The outstanding question is, however, how much of a priority schools see this as, compared to other targets such as exam results, safeguarding etc? Qualitative evidence from survey and interview responses shows that many schools find it difficult to contact employers and do not feel that they have the time to do this.

A large national hotel chain with over 6,500 employees has developed Education Employer partnerships mainly with the post compulsory education sector. Amongst other activity with Further and Higher Education they support pre-employment training and HNDs. The main barrier to them working with under 18s is the cost of insurance to have minors working on licensed premises. They would welcome support to develop links with schools in the future, and would be willing to participate in events such as road shows which would enable them to engage with a large volume of children in a structured environment.

They do have some engagement at a local level, for example when a new hotel is opened the chain runs competitions with local primary schools to create artwork for the hotel. They also support professional development for their managers by encouraging them to be school governors.

Of the schools who work in partnership with employers on activities other than work experience, 60% of all respondents claimed it to be difficult or very difficult to set up these partnerships.

Figure 3.1 How easy schools perceive it is to set up partnerships with employers



Many feel that they do not have the time to be able to do this, and that they do not necessarily know who to contact. Statements from our surveys include;
"We would like to [work more with employers] but need some advice on who and how".

"I don't have time in my day to organise meetings that may not come to anything".

"It would be good if we had access to employers who were interested in talking to our older pupils about the relevance of education, but I don't know who to get in touch with other than on an individual basis and that would be very time consuming"

Both employers and schools stated that they needed help to broker partnerships and to do much of the work in setting them up. Some employers were very positive about the support received from local EBPs in doing this.

A small rural primary school in the South West has no current Employer Partnerships. The local employer community is mainly in agriculture. The school does have two parent governors who have their own micro businesses. The Head teacher is very keen to develop partnerships for the school but does not really know how to find any. As far as they know there are no local brokerages offering supporting in their area. Given the size of the school the Head teacher would welcome a forum to discuss with other colleagues similar issues and solutions.

Ideally the Employer engagement would be on the school site, and could include companies such as Science based employers bringing different equipment and techniques into the school to support the curriculum. Being a small primary school, the Head also feels that amongst other benefits, the children would be able to learn from positive male role models.

4 Number of schools working with employers

4.1 Percentage of schools engaged with employers

In this section we will look at the number of schools engaging with employers. It is important to note that this is only one part of the picture, and should be considered in conjunction with the quality of the partnerships, which we consider in more detail in section 5.

Table 4.1 Level of engagement with employers by school type

Percentage of schools surveyed with;	Primary (n=85)	Secondary (n=47)	All schools (n=143)
Work experience (w/e) scheme*	43%	91%	56%
Employer engagement other than w/e	28%	74%	45%
Some relationship (w/e or other)	53%	94%	70%
No relationship with employers	47%	6%	30%

*Our survey used the term "work experience" but the interpretation schools give to this may vary, from purely an experience of the world of work, to spending time at an employer performing a variety of tasks as per the current DCSF definition.

The number of schools engaged with employers varies greatly between primary and secondary schools. 94% of secondary schools who responded are engaged with employers in some way, but the same can be said for just over half of the primary schools surveyed. Almost all of the secondary schools run work experience schemes, but only three quarters are engaged in different types of activities in partnership with employers. The interpretation of the phrase "work experience" may have varied from one school to another.

A large, secondary school in a small town in the South East has excellent relationships with small and medium employers through a work experience scheme, and is involved in other ad-hoc activities with employers. Over 200 Y10 students go on one-week work experience placements in March each year. A dedicated member of staff in the school is responsible for setting up and managing these placements, working together with the local EBP. This member of staff visits all employers and remains in regular contact, ensuring that the students sent fit the needs of the employer. Other support includes placements as part of the Diplomas in Health and Beauty and Hospitality. The school has attempted but failed to set up long-term partnerships with the few large private and public sector employers in the area, finding it difficult to reach the right person within the employer organisations.

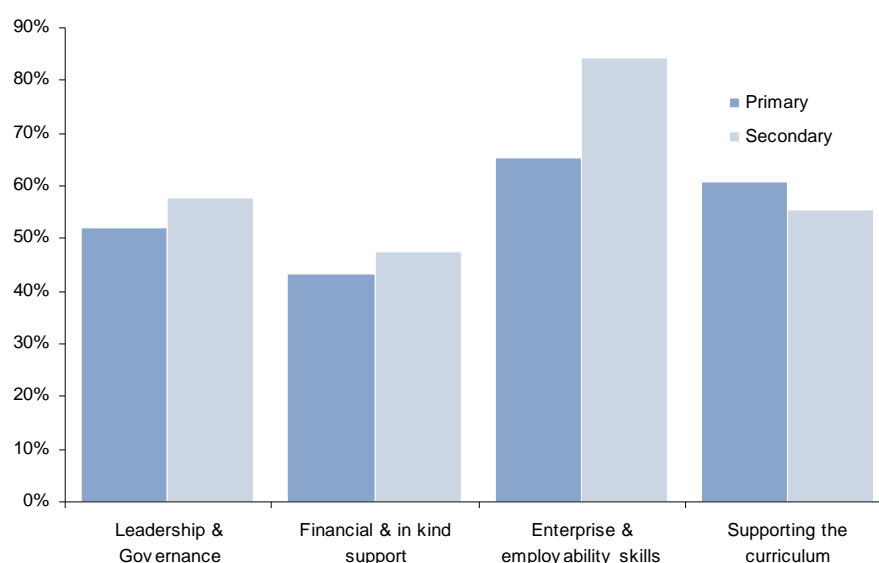
Of the eleven special schools who answered the relevant questions, ten run work experience schemes of some kind for the pupils. Only two of these schools had any other type of partnership with employers, but both of these partnerships were broad in scope, including governor representation, financial support and enterprise and employability skills. The special schools surveyed expressed a desire to engage further with employers, in areas such as enterprise activities, mentoring, workshop visits and

school talks but acknowledged the difficulties for employers in ensuring they had all the required support mechanisms in place. They stressed the importance of finding employers who understood the nature of the difficulties facing their pupils.

4.2 The type of activities delivered

We asked schools which types of activities they work on in partnership with employers, and found the following results. Please note that totals are not equal to 100% as schools could list more than one activity if relevant.

Figure 4.1 Areas of employer engagement in schools



84% of secondary schools and 65% of primary schools which stated that they undertook activities other than work experience said that the support was centred on enterprise and employability skills. Within this, the most common activities were workplace visits (43% primary, 66% secondary) and classroom talks (52% and 55%). Careers advice was common in secondary schools (53%), whilst mentoring (17% primary and 32% secondary) and Young Apprenticeships (21% secondary only) were less widespread.

A city based University has a number of types of Education and Employer partnerships. These are broadly speaking: those initiated by the University as part of its recruitment; partnerships that have arisen following third party support such as Year 11 'Masterclasses' facilitated and supported by AimHigher; Local department initiatives such as support for specific Diploma lines, modern language support for primary school teachers and, other funding streams such as the Wellcome Trust which has enabled University Lecturers to develop material for delivery in schools. These project initiatives have specific evaluation and reporting criteria.

The University also participates in the AimHigher Associate scheme, where 50 undergraduates are paid to offer mentoring and coaching to year 11-13 schoolchildren. In addition another 80 volunteer student tutors offer less intensive tutoring and mentoring in local secondary and primary schools.

The University has a dedicated team that support and evaluate the work in schools and is a member of the regional University 'Excellence Hub'. The five member Universities are offering support to gifted learners to progress into Higher Education, there is a particular focus on those children that are in the poorest socio-economic groups.

61% of the partnerships in primary schools were seen as supporting the curriculum, compared to 55% in secondary schools. The most common support in the primary schools surveyed was for literacy (35% of partnerships) and numeracy (22% of partnerships). In the secondary schools surveyed, the most common area was around Diplomas (37% of partnerships) and STEM subjects (32%). In the partnerships captured in our survey, very few employers were involved in developing learning materials, which we saw in only 5% of partnerships in secondary schools and 13% in primary schools. 17% of the partnerships in primary schools and 11% of those in secondary schools involved support around languages.

58% of partnerships in secondary schools, and 52% in primary schools, were classified as offering support for leadership & governance. This is high mainly because of the high incidence of governors (35% in primary schools and 53% in secondary schools), although some support was also in evidence around professional development for teachers (39% of) and expert advice to the school (30% primary school partnerships, 21% of secondary).

The least common form of support is financial and in kind support, with only 29% of partnerships involving school sponsorship (17% primary, 29% secondary), 30% the sponsorship of students and particular activities (30% primary, 32% secondary), and 27% the provision of equipment (30% primary, 26% secondary).

A special school for the blind and partially-sighted works in partnership with a number of employers, but also seeks to maximise the employability skills taught within the school. Contact with employers is essential for these learners to help them gain experience of the world outside of the school environment. The most common form of support is through sponsorship or fundraising, but the school has nine long-term partners who come in and give talks.

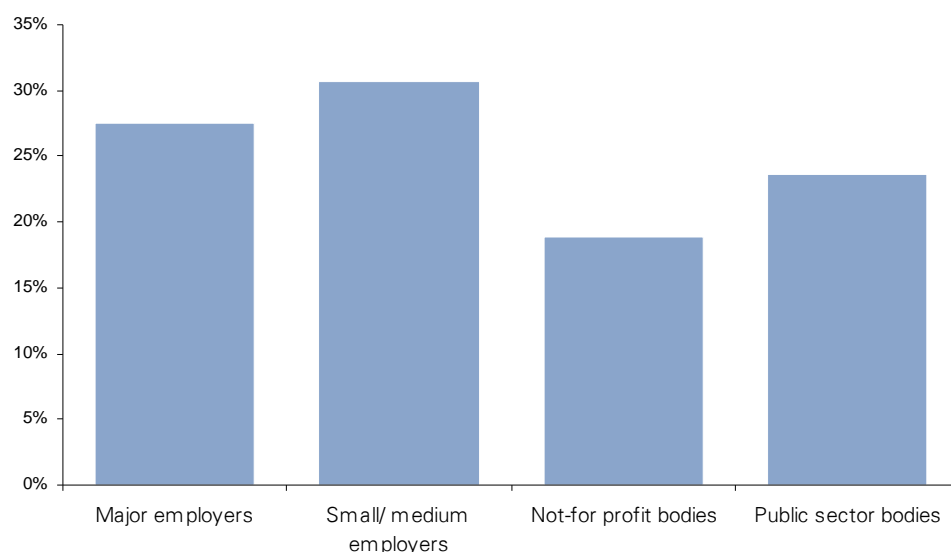
Interestingly, the school has its own social arm which runs two shops and also produces and sells various goods. The pupils are involved in this regularly, sitting on the board, working on production and even selling through an eBay centre on site. This provides the pupils with valuable enterprise skills and experience.

The school confronts a number of problems in seeking to send pupils out to the workplace as many employers do not have the assistive technology required, which is one reason behind the creation of their own employment environment.

4.3 The type of employers involved with schools

In our survey, we asked schools about the different types of employers that they engaged with. The table below shows the percentage of those schools in non-work experience activities who engage with major employers, SMEs, public sector bodies, and voluntary sector employers.

Figure 4.2 Chart depicting types of employers schools are engaging with



A Foundation Trust with a dedicated Education team leads the partnership development 'in house'. They currently work with two local secondary schools specifically in support of the Diploma in Society, Health and Development. They also offer a structured work experience week programme and places are highly sought after. The Trust interviews potential children and liaises with their schools during the placement. Other education initiatives tend to be funded and brokered by AimHigher with relation to careers into Health.

There are frequent careers and Health Enterprise events in which the Trust also participates where they engage with schoolchildren.

The public sector clearly has a key role to play. The NHS is the largest employer in Europe and local authorities are often one of the largest employers in many areas, particularly smaller towns and cities with less major private sector employers. In reading the chart above, it should be considered that 21% of the UK workforce is employed in the public sector¹. Our interviews uncovered a number of interesting partnerships between schools and Small/medium enterprises.

A small manufacturer of specialist sporting goods in Yorkshire with 2 full time employees offers a great amount of support to local schools. Several school pupils are taken on work experience placements each year. In addition, staff go to schools to offer advice on employability skills such as interview skills.

Staff also participate in "Dragons' Den" type projects across the region, as organised by local brokers. The company initially got involved in school partnerships due to links through their own children, and have remained involved as they feel a responsibility to support their local community. They have seen pupils grow in confidence and maturity during placements.

¹ Sources: Labour Force Survey and estimates from public sector organisations;
Office for National Statistics

4.4 Who benefits from support

When asked which groups within the school benefited from employer partnerships, responses showed that the focus tends to be on school pupils. Pupils were beneficiaries of employer support in all schools which have partnerships in place beyond work experience. Teachers were seen as beneficiaries in around 17% of cases and senior management in over 30% of cases. Not a single respondent claimed that school governors were the beneficiaries of employer support.

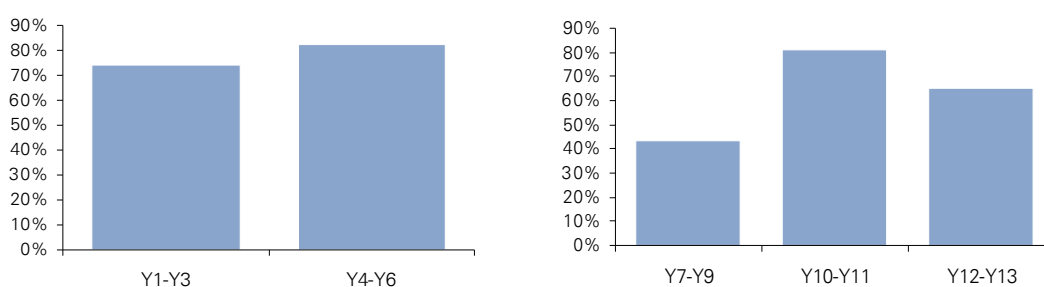
Some schools did state that they would value support at a leadership level from experts in the “world of business”. One primary school Head teacher interviewed explained that she had gone from being a teacher to suddenly running a £1 million business, for which she said she did not feel entirely prepared. She felt that employer support on this aspect would have been extremely beneficial.

The ability of the pupils involved in employer programmes shows a similar level of support provided to “gifted and talented” pupils and those who require additional support. 31% of schools indicated that the offer programmes to the “gifted and talented”, and 25% to those pupils who require additional support.

In primary schools with relationships with employers other than work experience, both younger and older pupils were involved in support. Pupils in Y1-Y3 (key stage one) were involved in 74% of these schools, and pupils in Y4-Y6 (key stage two) in 83% of schools.

In secondary schools with relationships with employers other than work experience, pupils of all ages were involved, but those in Y10 and Y11 (key stage four) were involved in 79% of partnerships, as opposed to 42% for Y7-Y9 (key stage three), and 63% for Y12-Y13.

Figure 4.3 Graph to show which year groups are involved in Employer activities



A large commercial law firm based in London works with a wide range of age groups through a number of support programmes. 90 employees give half an hour per week to help the literacy skills of local primary school pupils, with whom an in-depth partnership has been in place for 17 years.

Mentoring agreements are in place with 5 secondary schools, and a number of ad-hoc events also take place. Some programmes are in place specifically for “gifted and talented” pupils, and others are put in place to raise aspirations and to highlight available careers for those who do not aspire to work as a lawyer.

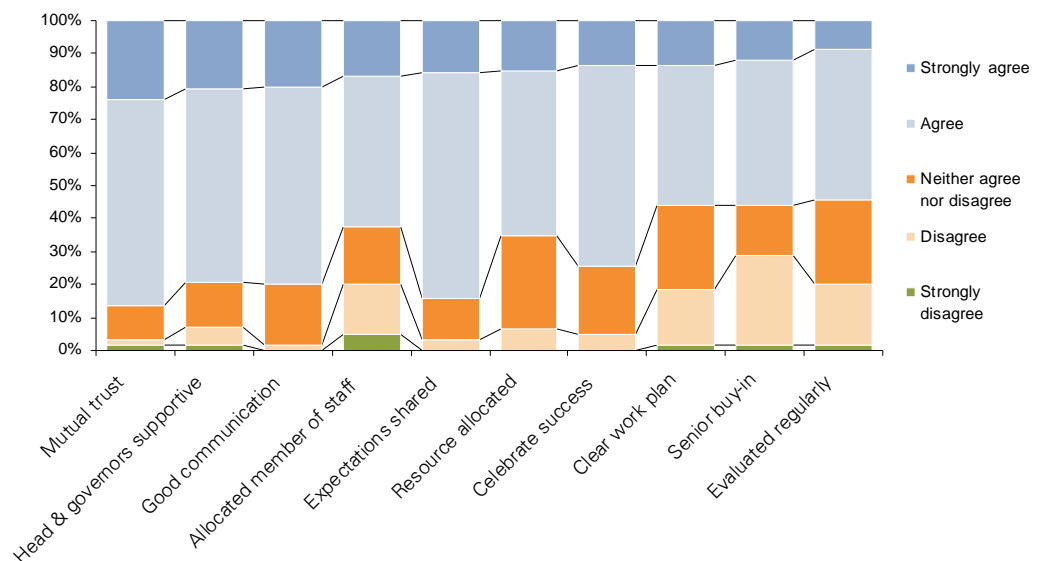
Much support is received from local EBPs and seen as of great value, although further support to track outcomes and impact would be welcomed.

5 The quality of existing partnerships

5.1 The organisation and management of partnerships

We asked schools to what extent aspects of the characteristics of effective partnership developed by the Education and Employers Taskforce were in place.

Figure 5.1 Graph to show current levels of characteristics of an effective partnership



Over 50% of schools surveyed either agreed or strongly agreed that all of these aspects of good practice were in place. The three areas where it would seem that there is most work to do is to ensure that the partnership is governed by a clear work plan, that there is senior buy-in from both the school and employer, and that there is regular evaluation of the partnerships. Some schools admitted that they did not always offer feedback to the employer about the benefits arising from their work.

Of all of these issues, the employers who we interviewed felt the most important factor affecting success and ease of working from their point of view was for the school to have one key point of contact: a member of staff allocated to the management of the partnerships. As we can see from the chart above, around 20% of our sample disagreed that this was in place, and a further 20% did not think this was fully in place. Head teachers interviewed also supported this, expressing a desire for long-term commitment from employers to ensure sustainable partnerships.

The differences between primary and secondary schools can be seen in the tables below. It is clear from these charts that the secondary schools surveyed generally believe to a greater extent that these elements of good practice are in place across the board. The greatest different between the partnerships in our sample is the percentages who strongly agreed that there was mutual trust and good communication, 39% and 33% in secondary schools as opposed to 9% and 4% in primary schools.

Figure 5.2 Graph to show current levels of characteristics of an effective partnership

Primary schools (n=23)

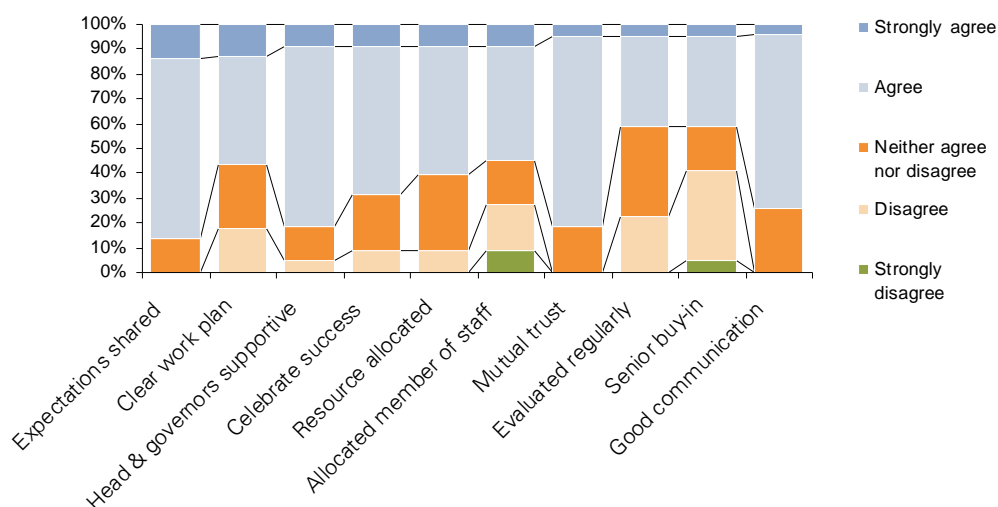
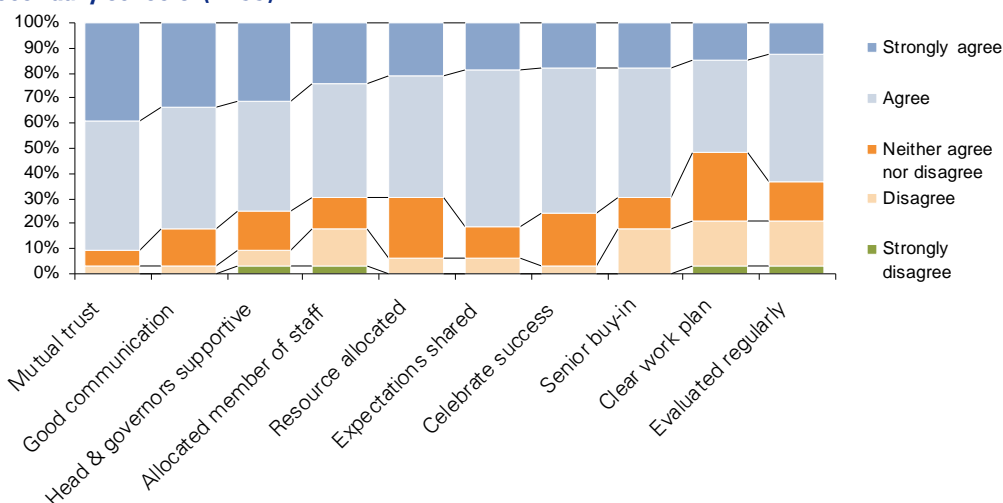


Figure 5.3 Graph to show current levels of characteristics of an effective partnership

Secondary schools (n=33)



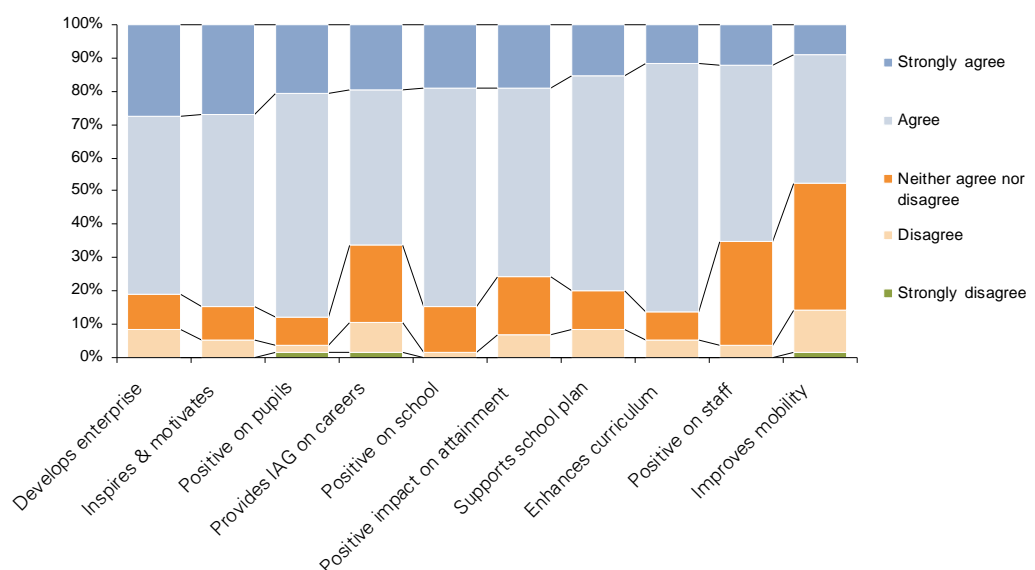
5.2 The impact of current partnerships

We asked schools about the impact that they felt the partnerships they worked on with employers had on various aspects of school business. The results below echo the messages we have picked up from our interviews with school leaders. They believe that as well as adding to the skills of the young people involved, partnerships with employers inspire and motivate young people, who not only see the possibilities that they have after school, but understand to a greater extent the importance of their school work. Our interviews with head teachers supported this, with almost all mentioning in particular the importance of employer engagement in raising aspirations amongst pupils at an early age, especially in areas with high levels of deprivation. Whilst many schools use satisfaction surveys with children, evidence from our interviews suggested that very few are able to measure the impact that partnership working has on pupil performance.

School leaders see less of a positive impact on staff, and are not sure that their partnerships increase social mobility. Qualitative data from our surveys and interviews tells us that many partnerships come from personal contacts, through friends, colleagues or parents of children. This informal approach is a vital part of the process at current, but acts against the goal of using partnerships to promote social mobility. Informal use of networks will inevitably lead to children with parents in highly paid jobs gaining more opportunities in similar jobs than other children. If social mobility is to be improved through employer-school partnerships, a formal process for linking employers and schools must be in place that allows equal opportunities regardless of the location or socio-economic background of a school.

A clear majority, however, believe that their employer engagement helps to improve attainment levels, as can be seen in the chart below, with 75% of respondents agreeing or strongly agreeing that their partnerships had a positive effect on attainment. Further work is needed to explore the causal link between engagement with employers and attainment and to disseminate existing research findings which do suggest a meaningful causal relationship². If school leaders share the view that the link is strong it would support the prioritisation of further partnership development.

Figure 5.4 Graph to show perception of the effect of employer partnerships in schools



This is an important issue to take into consideration. One comment made by schools was that employer engagement, although important, would have to take a back seat to exam results, as that is what they are judged on. A school, for example, under the National Challenge may feel unable to spend time on employer engagement rather than focussing directly on GCSE results. However, evidence from our survey, as well as other pieces of research, would suggest that time spent on employer engagement is actually beneficial to attainment levels, due to an increase in skills, motivation or both. The 2008 DCSF-funded literature review "*The involvement of business in education: a rapid*

² See for example, AIR UK (2008), *The involvement of Business in Education: A rapid evidence assessment of measurable impacts*. Department for Children Schools and Families.
<http://www.dcsf.gov.uk/rsgateway/DB/RRP/u015330/index.shtml>

evidence assessment of the measurable impacts”, for example, highlighted a number of projects that engaged employers in educational experiences that were of demonstrable benefit to young participants. More work needs both to be carried out on this link, and to communicate findings in an accessible way to schools and colleges.

The differences between primary and secondary schools can be seen in the tables below. As with the good practice above, the general picture amongst schools surveyed is clear: Secondary schools believe the work they do with employers to have a greater impact/effect on the school across all of the areas asked about. There is no great difference between primary and secondary schools in the ranking of areas they believe to be effected by their employer partnerships.

Figure 5.5 Graph to show perception of the effect of employer partnerships in schools

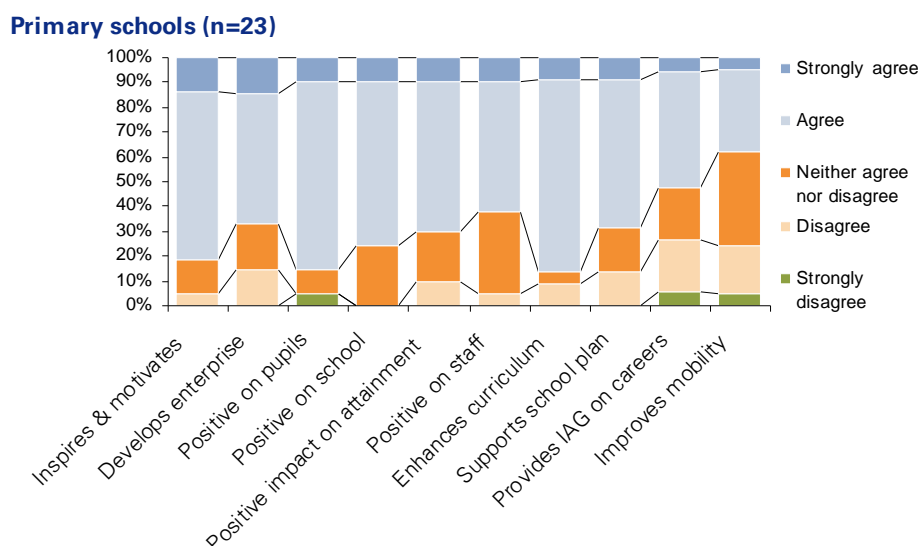
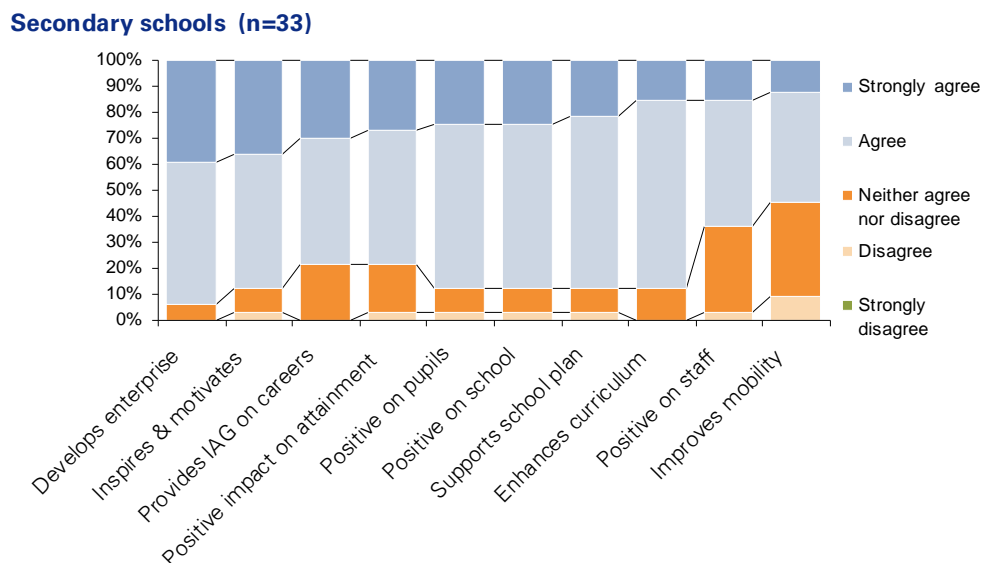


Figure 5.6 Graph to show perception of the effect of employer partnerships in schools



There are some longitudinal projects in progress such as those by AimHigher which are looking at whether the interventions such as 'Masterclasses', albeit within an higher education context, do effect the destination and employment of participants. Over recent years, there have been many high quality surveys of employer and school attitudes towards partnership and work to synthesise results with reference to the findings in this report would be of high value in deepening understanding of the extent of engagement and the perceived and other measurable benefits which stem from it.

5.3 Other characteristics of effective partnerships

We also asked schools whether they felt that the activities taking place as part of employer partnerships represented value for money and got the most out of the employer's expertise. Around 70% agreed that the support represented value for money, and just over 60% believed that the support was getting the most from the employers' expertise. These two points are key issues which have been mentioned by schools, large international employers and SMEs alike as essential to their collaboration.

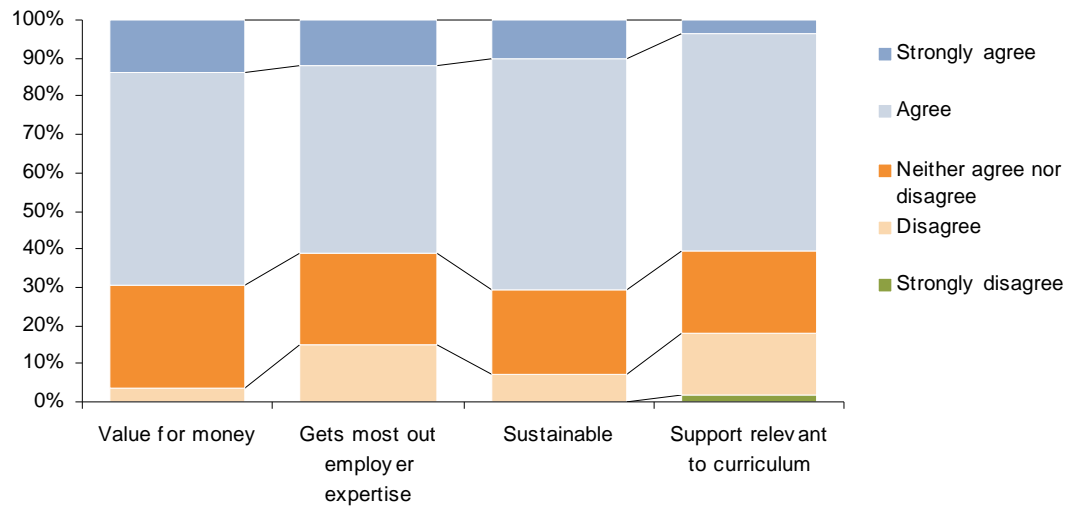
The employers we contacted stressed their desire to work with schools, but also that time is clearly an issue. Although some partnerships involve generic, low-level skills (team days with volunteers going into schools to renovate an area such as a playground, paint etc), most employers wanted to add real value based on their areas of expertise, to provide schools with something that they could not easily provide themselves or find elsewhere. They did not want to spend a lot of time on practical issues in setting up partnerships, especially the smaller employers who do not have the resource of a CSR department to draw upon. The key for them was to be able to add as much value with as little distraction possible to their core business. All interviewed agree that an effective broker system was very useful, and EBPs in some parts of the country were highly praised.

The issue of cost/value for money is clearly crucial. In our interviews we came across some concerns around the costs associated with brokers, even mentioned by some major international employers as potential barriers. Finding the correct balance between the cost and the ability to use expertise seems key to ensuring effective partnerships across all schools. One employer interviewed stated that they found it rather galling that, having decided to donate staff time to support schools, they were being asked to pay for the privilege of doing so.

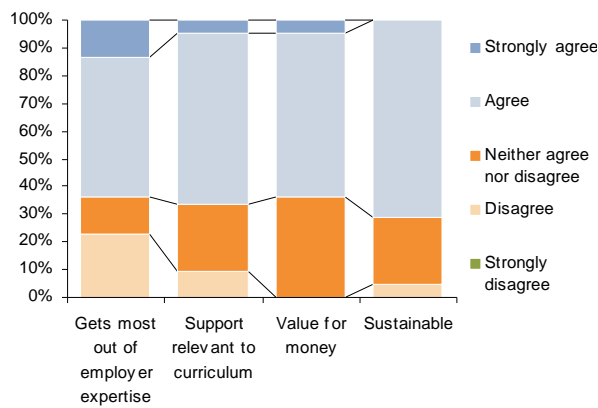
Many employers have told us that part of the hard work in setting up a partnership is in the bureaucracy around Health and Safety and other issues. Several employers interviewed stated that they would appreciate more support and guidance around these issues.

The figure below also shows that improvements can be made to ensure that partnerships are sustainable and relevant to the curriculum, although a majority agree that their current partnerships fulfil these criteria.

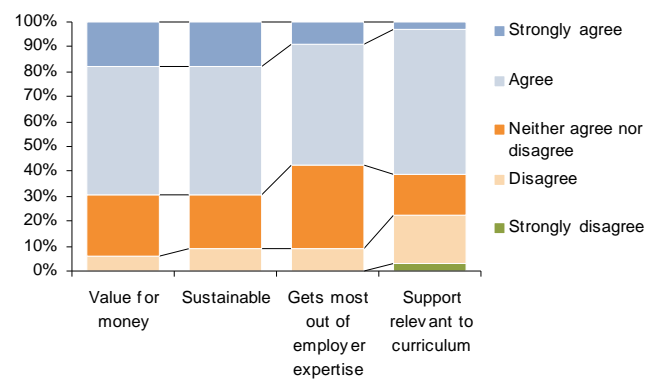
Figure 5.7 Views of current employer partnerships



Primary schools (n=23)



Secondary schools (n=33)



6 Summary - the depth and breadth of school-employer partnerships

We have found that there is a high level of employer engagement currently in English schools. The quality and amount of that engagement varies considerably between schools, and between the two main sectors of primary and secondary education. KPMG found that true partnerships using the characteristics as defined by the Education and Employer Taskforce are in existence. These are well defined and contribute to the schools' success. However, there are many schools where the employer engagement is not so well defined, occurs on an ad-hoc basis and the benefits are not measured.

With the exception of work experience schemes, few schools reported highly developed partnerships where the level of engagement was systematic across the school and many would like partnerships to be more sustainable both for the school and the employer and would welcome support.

In order to highlight the findings from our survey, we have grouped the school respondents into categories based on the maturity of their relationships with employers. It should be noted that this is an initial proposition only, analysing the partnerships at the schools included in our survey, and this does not represent a definitive judgement on the quality of partnerships across the entire sector (see comments in section 1.3).

While this is an important contribution to a deeper understanding of the landscape, it will be necessary to take this work forwards to test criteria with stakeholders and decide on the most appropriate weightings, and what exemplary looks like under each indicator. It should also be taken into consideration that although some of the indicators used are objective measures (amount of support provided), most of the judgements on quality are subjective, based on a school's own perception of their standards.

The following pages set out the scoring mechanism used to arrive at a rating of limited, intermediate, advanced and exemplary for the employer relationships in each school.

6.1 Exemplary and limited partnerships

There is an opportunity to use the analysis of this work to make qualitative observations regarding education employer partnerships. Whilst recognising that there may be sensitivities regarding this, that the nature of partnerships are multi variable i.e. effectiveness criteria, privileges and institutional flexibility to engage in the most relevant activities and provision, it could contribute to benchmarking and inform progress of the Education and Employers Taskforce.

Alternatively and/or additionally, this work could lead to the development by the Education and Employers Taskforce and its partners of a self-assessment framework to be used by schools periodically to judge the level of their relationships with employers.

In analysing our results, we have given a descriptor to each school according to the maturity of their partnerships with employers. These descriptors may infer the level of support that is needed in order to develop effective employer education relationships in the future. The ratings that we have used are:

Limited or no relationship

The school has no current relationships with employers, or is only in the stage of putting these in place.

Intermediate

Relationships with employers are in place and bring some benefits to the school. However, these relationships are narrow, often limited to only one aspect and have only limited positive impact. Ways of working are informal and short-term.

Advanced

The school has effective partnerships with employers that have a positive impact on the school, staff or pupils, bringing a range of overall benefits to the school. However, the ways of working in partnership are not fully developed, preventing the maximisation of benefits.

Exemplary

The school has a range of partnerships with employers, offering support to the school, staff and pupils across a number of areas. These partnerships have a strong impact on all groups and benefit both the school and employer. The partnerships are managed and delivered to a high quality, ensuring flexibility and relevance.

To arrive at the descriptor above, we have given each school a score in three areas; breadth, impact and ways of working. We scored and weighted key questions in our survey to allow us to give a mark in each of these areas, and an overall score.

A Primary School in a town in the South East has limited and ad-hoc relationships with employers such as a large national food retail chain and a bank. They offer a week of employer engagement to their year 6 pupils that are not able to attend an adventure week. This week is designed to give them an appreciation of the world of work. The school believes that this helps the children to understand the expectations of employers in relation to work and improves self confidence. They do not formally evaluate the week. However, the children that do attend present at a year assembly to those that went on the adventure week and vice versa so learning is shared. The teachers ask the children what they think of it. The school has a couple of school governors who are local business people and they have been into school assemblies to talk about being a governor but not, however, about being an employer or work.

The school is a member of a local consortium where local issues are discussed; employer partnerships are not typically an agenda item. The Head teacher is very keen to improve the depth and breadth of their current partnerships and feels that it would help make the curriculum more relevant. However, in day to day running of the school the Head teacher admits to difficulties in finding the time to further develop partnerships, and does not know how and where they could do so.

6.2 Scoring Mechanism

We allocated schools a score in four categories; Breadth, Impact, Mutual Benefits and Relevance, giving each a weight of 25%. More details on how this scoring was awarded can be found in appendix 6. Schools not working with employers currently will be classed as having "Limited or no" relationships. Those scoring 0-33% will be classed as having "Intermediate" relationships, 33%-66% as "Advanced" and over 66% as

exemplary. As can be seen in appendix 6, criteria for primary and secondary schools are slightly different due to the nature of their engagement with employers.

Table 6.1 Levels of current employer engagement amongst survey respondents

	Primary (n=81)	Secondary (n=46)	All schools* (n=139)
Exemplary	1%	16%	6%
Advanced	19%	46%	28%
Intermediate	34%	34%	36%
Limited or no	45%	4%	30%

*This includes middle schools and special schools as well as primary and secondary schools. The figure is also influenced by the fact that more responses came from primary than secondary schools.

Our findings show a significant difference between the primary schools and secondary schools. The majority of secondary schools in our sample (62%) are either exemplary (16%) or advanced (46%), with only 4% with limited or no partnerships. In primary schools, however, 45% have limited or no partnerships and another third have an intermediate level of engagement. Only 4% of primary schools were judged as having exemplary partnerships.

It should be noted that 36% of secondary schools have what we have classed as Intermediate partnerships. These are largely the schools with one main work experience scheme and little other employer engagement. The main improvement needed in advanced schools to move up to an exemplary level is in the ways of working.

A primary school in Yorkshire & the Humber has a developing employer education partnership strategy. With a dedicated member of teaching staff leading, and strong direction from the Head teacher, children engage positively with employers. They use a third party through a local University to good effect with large insurance companies, high street banks and rail companies, hotel chains inputting into their curriculum.

The Personal Finance Education Group (PFEG) curriculum is a strong driver within the school and the children respond very positively to the presence of employers in the classroom. The school offers support for the employers with whom they conduct joint planning for the sessions. The pupils demonstrate increased self esteem and interest in the subjects when supported by employers.

The Headteacher proactively seeks to engage and develop partnerships- they have a Stock Market challenge planned soon with a school from the other side of the city- but admits it is difficult. They would like to have access to a directory of Employers that would be willing to work with schools. This would enable them to plan and implement a sustainable Employer Partnership strategy.

The school would also like to develop ways of reporting the impact that the employer has had back to them. Currently they coordinate visits of children to say 'thank you' and present some of their work.

7 Next steps

There are a number of areas which our findings have suggested may be worthy of further study. Below we set out some of these for consideration by the Education and Employers taskforce:

- 1) Both employers and schools have clearly stated the desire for a single information point to which they can turn for support with partnerships. The most popular option is a free online directory, regularly updated, which would show schools and employers interested in working in partnership in the local area, alongside details of the type of support required/offered, the amount available, the key point of contact and other details as required. This central point could also offer support materials and could be developed to sit alongside the Education and Employers Taskforce Guides for Teachers and Employers.
- 2) As Primary schools have a lower level of partnerships, further work needs to be undertaken to showcase 'good practice' and support employers in engaging with children at a younger age. All primary head teachers that we spoke to, regardless of whether they engaged with employers currently or not, enthused that the intervention and engagement with employers could have great benefit and stressed the importance of raising aspirations.
- 3) Given the relatively low level of monitoring of the impact of partnerships, it would be beneficial for further work to be undertaken, under the auspices of the Education and Employer Taskforce, to make more readily available tools which could be used by both schools and employers.
- 4) Further work is required to understand the effect of partnerships on pupil attainment. The head teachers that responded to our survey overwhelmingly agreed (75%) that employer partnerships had a positive impact on attainment. Once a strong body of evidence is in place, it will be necessary to promote this and ensure teachers know that this is the case. In several of our interviews with head teachers, we were told that one key barrier which prevents schools from engaging in more depth with employers is that they are forced to focus on exam results and attainment because of government targets. Therefore they do not have the time to foster links with employers. The evidence on attainment needs to be clearly understood by all, as seeing the link to increased attainment would remove one of the key barriers to successful partnerships. Time spent developing these partnerships would be more easily justified by schools.
- 5) It would be useful to develop guidance for employers which contains exemplar examples of documents such as Health and Safety paperwork, insurance, CRB checks etc. This could also sit alongside the Education and Employers Taskforce Guides for Teachers and Employers, and will need to be widely publicised.
- 6) Head teachers and employers would also welcome further advice on the various organisations who are available to support them in building partnerships, and the

programmes or funding that are available. This was evident in our interviews with both head teachers and employers. There are currently many initiatives taking place, and several of our interviewees felt that these were not 'joined up'. A summary of all of this support, signposting interested parties to employer-school initiatives, would be of great help. In some sectors, emails are sent out on a monthly basis to summarise activity, and this may be something that the Taskforce could consider. The required action may be a case of further promoting existing resources.

8 Appendices

8.1 Appendix 1 – Survey

Please complete all relevant sections to the best of your knowledge and return in the enclosed pre-paid envelope. All responses will be non-attributable. Thank you for your co-operation.

Information on your school

1) Please tick any boxes which are relevant to describe your school:

Primary	<input type="checkbox"/>	Academy	<input type="checkbox"/>	Foundation	<input type="checkbox"/>	Urban – City	<input type="checkbox"/>
Secondary	<input type="checkbox"/>	Special school	<input type="checkbox"/>	Community	<input type="checkbox"/>	Urban – Town	<input type="checkbox"/>
Middle	<input type="checkbox"/>	City Technology College	<input type="checkbox"/>	Voluntary aided	<input type="checkbox"/>	Rural	<input type="checkbox"/>
Sixth form	<input type="checkbox"/>	Grammar school	<input type="checkbox"/>	Voluntary controlled	<input type="checkbox"/>	Semi-rural	<input type="checkbox"/>
Other (please specify): _____							

2) Which region of England is your school based in?

North	<input type="checkbox"/>	North	<input type="checkbox"/>	Yorks &	<input type="checkbox"/>	West	<input type="checkbox"/>	East	<input type="checkbox"/>	East of	<input type="checkbox"/>	London	<input type="checkbox"/>	South	<input type="checkbox"/>	South	<input type="checkbox"/>
East	<input type="checkbox"/>	West	<input type="checkbox"/>	Humber	<input type="checkbox"/>	Mids	<input type="checkbox"/>	Mids	<input type="checkbox"/>	England	<input type="checkbox"/>		<input type="checkbox"/>	West	<input type="checkbox"/>	East	<input type="checkbox"/>

3) How many pupils do you have on roll? _____

Awareness of Education and Employer agenda

4) Are you aware of the Government's recommendation that every school and college should have an effective partnership with employers? Yes ☐ No ☐

5) How beneficial do you think it is for schools and employers to work together?

Not at all	<input type="checkbox"/>	Of little	<input type="checkbox"/>	Of some	<input type="checkbox"/>	Very	<input type="checkbox"/>	Extremely	<input type="checkbox"/>
		benefit		benefit		beneficial		beneficial	

6) How many employers do you engage with on your current work experience scheme? ☐ N/A _____

7) Do you currently have a relationship with employers other than a work experience scheme? Yes ☐ No ☐

If **no**, please go directly to question 22 on "Future planning/strategic development"

Current level of employer engagement

8) How many employers (approx) has your school had formal contact with over the last 12 months? _____

9) How many of these have developed into active support for your school? _____

10) How many of each type of employer (approx) are you currently working with? (please indicate number in box)

Major	<input type="text"/>	Small/medium	<input type="text"/>	Not-for-profit bodies	<input type="text"/>	Public sector bodies	<input type="text"/>
employers		employers					

11) How would you describe the organisation of the support? Systematic ☐ Ad hoc ☐

12) How regular is your contact with employers? **Weekly** ☐ **Monthly** ☐ **Termly** ☐ **Annually** ☐

13) Approximately how many hours per week do employers give to support the school and its young people? _____

14) What type of support do you receive from the employer(s) that you work with? (tick all applicable)

Leadership & Governance

Professional development for staff
Expert advice
Governors

Financial & in-kind support

School sponsorship
Sponsoring students & activities
Providing equipment
Other (please comment) _____

Enterprise & Employability skills

☐ Work experience
☐ Mentoring
☐ Workplace visits
Classroom talks
☐ Enterprise & Employability activities
☐ Careers advice
☐ Young Apprenticeships

Supporting the curriculum

☐ Literacy
☐ Numeracy
☐ Diploma support
☐ Supporting STEM subjects
☐ Supporting languages
☐ Developing learning materials
☐ Information Advice & Guidance

15) To what extent do you agree with the following statements on the nature of your current partnerships?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The expectations of all parties are clear and shared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a clear work plan describing the support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource is allocated based on need & opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The partnership is evaluated on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication is good between parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is mutual trust and respect between partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior management on both sides are bought in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Successes/benefits are celebrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The schools partnership activities are sustainable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The support is relevant to a wide range of curriculum areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The head and governors are supportive & involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A member of staff has allocated time for employer support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16) To what extent do you agree with the following statements on the benefits of your current partnerships?

The support we currently receive from employers...	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
...supports the aims of our School Development Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...enhances the breadth of curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...develops the enterprise and employability of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...provides information, advice & guidance on careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has a positive impact on pupil attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...inspires and motivates the pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...gets the most out of the employer's expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...represents value for money and time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...helps to improve social mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has a positive impact on pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has a positive impact on staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has a positive impact on the school as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17) What additional support would you like from the employers that you currently work with?

18) Which members of the school benefit from the support from employers? (tick all applicable)

Y1 – Y3	<input type="checkbox"/>	Y12 – Y13	<input type="checkbox"/>	Senior Management	<input type="checkbox"/>
Y4 – Y6	<input type="checkbox"/>	Pupils of all abilities	<input type="checkbox"/>	Teaching staff	<input type="checkbox"/>
Y7 – Y9	<input type="checkbox"/>	Gifted and talented pupils	<input type="checkbox"/>	Governors	<input type="checkbox"/>
Y10 – Y11	<input type="checkbox"/>	Pupils in need of additional support	<input type="checkbox"/>		
Other (please comment) _____					

19) How easy is it for you to find employers to work with?

Very easy ☐ Easy ☐ Don't know ☐ Difficult ☐ Very difficult ☐

20) Which of the following has been the most helpful in setting up partnerships with employers? (please rank from 1 - most helpful, to 5 - least helpful)

School initiative ☐ Broker/Intermediary ☐ Contacted by employer ☐ Local authority ☐ Governor ☐

Other (please specify) _____

21) How would you rate your experience with brokers/intermediaries in this area?

Very negative ☐ Negative ☐ Neither positive nor negative ☐ Positive ☐ Very Positive ☐ Don't know ☐

Future planning/strategic development

22) Do you have any plans to develop further relationships with employers in the future?

--

23) What external support do you feel would help you work with employers more effectively in the future?

--

24) Please use the space below if there are any other comments or observations that you would like to contribute.

--

Please tick this box if you would be willing to take part in a 20 minute telephone interview in relation to Employer Education partnerships in more detail. ☐

If so, please provide contact details here:

Name:		Email:	
School:		Phone:	
Address:			

8.2 Appendix 2 – Respondent details

There were, in 2008, a total of 24,882 schools in England; 17,205 primary schools, 3,295 secondary schools, 1,065 special schools, 447 nursery schools, 455 pupil referral units, 2,327 independent schools, 5 city technology colleges and 83 academies (*source: DCSF school census 2008*). The main change since this census will have been an increase in the number of academies.

The tables below show a breakdown of the schools which responded to our survey by region and size.

Table 8.1 Survey respondents by region

Region	Primary	Secondary	Other*	Total
North East	8	1	1	10
North West	10	7	1	18
Yorks & Humber	13	4	0	17
West Mids	11	4	5	19
East Mids	12	8	1	21
East of England	5	1	0	6
London	7	7	1	15
South West	8	6	1	15
South East	13	13	3	29
Total	87	51	13	151

*Includes special schools, middle schools, and other schools of all age groups

Table 8.2 Survey respondents by size

Number on roll	Primary	Secondary	Other	Total
<50	5	0	1	6
51-100	6	3	7	16
101-150	12	2	0	14
151-250	28	2	0	30
251-500	27	1	0	28
501-750	0	5	3	8
751-1000	0	7	0	7
1001-1250	0	12	0	12
1251-1500	0	7	0	7
>1500	0	7	0	7
Total	78	46	11	135*

*This number is lower than the total of 151 respondents as not all respondents indicated the number of pupils on roll in their responses

8.3 Interview template – Head teacher

This guide is not intended to set out a prescriptive format for conducting interviews with each of the Head Teachers. However, during the course of the interview, it is essential that information is gathered to address each of the questions listed. Some of the Head Teachers may have been part of the previous consultation or research with regards to Employer and Education Taskforce (EET) and as such they will be familiar with the objectives and issues.

However others are likely to be less familiar and it may be necessary to give them an overview of the principles behind the EET (attached at Annex A). You can also refer them to the two on-line guides - the Teachers' and Employers' Guides (www.the-guides.org) which explain in detail the benefits of employer engagement with education.

Suggested structure of the interview

Introduction

Include:

- A brief introduction to the study as set out in the brief attached at Annex B;
 - Complete basic details of school as at Annex C if they were not surveyed.
- That Taskforce includes senior representatives of education – eg Dunford ASCL, Brookes NAHT, Keates NASUWT
- A brief overview of the interview, highlighting that it we want to capture their views about their:
 - School and Employer partnerships, their characteristics and key drivers;
 - Currently;
 - Planned for the future.

If asked:

- Confirm that the individuals or their schools will not be identified in the report.

Any requests for further information about the EET should be directed to Nick Chambers at the Education and Employers Taskforce.

Interview Questions

What is their current level of engagement with Employers?

Q1. In their school, to what extent do they engage with Employers?

Probes:

- How many Employers do they work with outside of their work experience programmes?
- Are these all recent relationships; have they developed from work experience programmes
- Do they have a few relationships of depth or are they more superficial?
- How do they evaluate the impact of their engagement with employers?
- What areas do their current relationships support in their school i.e. Leadership and governance, enterprise and employability, supporting and enhancing the curriculum and financial and in-kind support. See Annex A - Appendix A.1.

Developing effective partnerships with Employers in their school

Q2. With reference to existing relationships how were these initiated?

Probes:

If the school does not have well developed relationships discuss how the Head teacher will/would approach developing future partnerships

- Did any of your partnerships develop as a result of referral such as a School Governor?
- Do you have a member of staff with responsibility for employer engagement? If so are they part of the SMT?
- Have you/would you ever use intermediaries/ brokers to assist your school with the development of a relationship with Employers?
- Have you had any financial support in terms of the Employer Partnership?
 - From the Employer?
 - From any brokerage services e.g. local EBP, BITC, Stemnet and SSAT?
 - From government?
 - From RDA, Local authority?
 - If so, how has this worked and has it helped to develop the partnership?

Q3. How effective are your current partnerships and how is this measured?

Probes:

- How do they monitor and evaluate partnership initiatives?
- Do they have any examples of their school's effective practice?

Q4. Can you self assess your current partnerships in terms of?

- **Breadth** – the total number of employers engaging with a single educational institution or cluster between them offer a breadth of opportunities for young people across the areas of leadership and governance, enterprise and employability and supporting the whole curriculum.
- **Impact** - has a positive impact on the aspirations and achievement of young people. 'Achievement' includes not only qualifications but also the development of attitudes, skills and knowledge outside the qualification framework.
- **Mutual benefits** - felt to be of mutual benefit by educational and employer partners, addressing and meeting their respective needs.
- **Relevance** - sufficiently flexible to be relevant to the discrete needs of the schools/colleges and the competencies and interests of employers and their staff, recognising the variation that exists between schools and colleges

Q4A Overall how would you assess your partnership with employers –

- i) At an early stage
- ii) Intermediary
- iii) Well advanced
- iv) exemplar

Q5. Locally who supports them in sharing and promoting effective practice relating to Effective Education and Employer Partnerships?

Probes:

- LEA/ Local Head teachers' networks?
- How do they know the practice is effective?
- How effective are their processes for sharing and promoting effective practice?

How can we ensure that every school has an effective partnership with employers?

Q6. The vision of the Government is that every school and college has an effective and sustainable partnership with employers that provide young people with the inspiration, motivation, knowledge, skills and opportunities they need.

- What ways would you like to see this supported, and what do you think would help your school and others develop such partnerships?

Interview close

- Ensure they have the opportunity to provide any additional feedback in respect of Education and Employer partnerships during the interview and after.
- Ask them if it is okay for us to contact them by phone or email for further information if necessary.
- Summarise next steps for the study, regarding reporting as set out in Annex B.

Annex C- Information about the School

1) Please complete any boxes which are relevant to the school:

Primary	<input type="checkbox"/> Academy	<input type="checkbox"/> Foundation	<input type="checkbox"/> Urban – City	<input type="checkbox"/>
Secondary	<input type="checkbox"/> Special school	<input type="checkbox"/> Community	<input type="checkbox"/> Urban – Town	<input type="checkbox"/>
Middle	<input type="checkbox"/> City Technology College	<input type="checkbox"/> Voluntary aided	<input type="checkbox"/> Rural	<input type="checkbox"/>
Sixth form	<input type="checkbox"/> Grammar school	<input type="checkbox"/> Voluntary controlled	<input type="checkbox"/> Semi-rural	<input type="checkbox"/>

Other (please specify): _____

2) Which region of England is the school based in?

North	<input type="checkbox"/>	North	<input type="checkbox"/>	Yorks &	<input type="checkbox"/>	West	<input type="checkbox"/>	East	<input type="checkbox"/>	East of	<input type="checkbox"/>	London	<input type="checkbox"/>	South	<input type="checkbox"/>	South	<input type="checkbox"/>		<input type="checkbox"/>
East		West		Humber		Mids		Mids		England				West		East			

3) How many pupils are on roll?

8.4 Appendix 4 - Interview guide 2 – Employers

This guide is not intended to set out a prescriptive format for conducting interviews with each of the Employers. However, during the course of the interview, it is essential that information is gathered to address each of the questions listed. Some of the Employers may have been part of the previous consultation or research with regards to Employer and Education Taskforce (EET) and as such they will be familiar with the objectives and issues.

However, others are likely to be less familiar and it may be necessary to give them an overview of the principles behind the EET (attached at Annex A). You may also refer them to the two on-line guides - the Teachers' and Employers' Guides (www.the-guides.org) which explain in detail the benefits of employer engagement with education.

Suggested structure of the interview

Introduction

Include:

- A brief introduction to the study as set out in the brief attached at Annex B;
 - Complete basic details of Employer as at Annex C.
- That Taskforce includes senior employer representatives – eg Lambert, Barber, Templeman
- A brief overview of the interview, highlighting that it we want to capture their views about their:
 - School and Employer partnerships, their characteristics and key drivers
 - Currently;
 - Planned for the future.

If asked:

- Confirm that the individuals or their employers will not be identified in the report.

Any requests for further information about the EET should be directed to Nick Chambers at the Education and Employers Taskforce.

Interview Questions

What is their current level of engagement with Schools?

Q1. In their organisation, to what extent do they engage with Schools?

Probes:

- How many schools do they work with?
- How often/how much? Why?
- Do they have a few relationships of depth or are they more superficial?
- How do they evaluate the impact of their engagement?
- What areas do their current relationships support in their school i.e. Leadership and governance, enterprise and employability, supporting and enhancing the curriculum and financial and in-kind support. See Annex A - Appendix A.1.

Developing effective partnerships with schools in their organisation

Q2. With reference to existing relationships how were these initiated?

Probes:

If the employer does not have well developed relationships discuss how they will/would approach developing future partnerships

- Did any of your partnerships develop as a result of referral such as a School Governor?
- Do you have a member of staff with responsibility for school engagement? If so are they part of the SMT?
- Have you/would you ever use intermediaries/brokers to assist your organisation with the development of a relationship with schools?
- Have you had any financial support in terms of the School Partnership?
 - From government?
 - From any brokerage services e.g. local EBP BITC, Stemnet and SSAT?
 - From RDA, Local authority?
 - If so how has this worked and has it helped to develop the partnership?

Q3. How effective are your current partnerships and how is this measured?

Probes:

- How do they monitor and evaluate partnership initiatives?
- Do they have any examples of effective practice?

Q4. Can you self assess your current partnerships in terms of?

- **Breadth** – the breadth of opportunities for young people across the areas of leadership and governance, enterprise and employability and supporting the whole curriculum.
- **Impact** - has a positive impact on the aspirations and achievement of young people. 'Achievement' includes not only qualifications but also the development of attitudes, skills and knowledge outside the qualification framework.
- **Mutual benefits** - felt to be of mutual benefit by educational and employer partners, addressing and meeting their respective needs.
- **Relevance** - sufficiently flexible to be relevant to the discrete needs of the schools/colleges and the competencies and interests of employers and their staff, recognising the variation that exists between schools and colleges

Q4A Overall how would you assess your partnership with employers –

- v) At early an early stage
- vi) Intermediary
- vii) Well advanced
- viii) exemplar

Q5. Locally who supports them in sharing and promoting effective practice relating to Effective Education and Employer Partnerships?

Probes:

- How do they know the practice is effective?
- How effective are their processes for sharing and promoting effective practice?

How can we ensure that every school has an effective partnership with employers?

Q6. The vision of the Government is that every school and college has an effective and sustainable partnership with employers that provide young people with the inspiration, motivation, knowledge, skills and opportunities they need.

- What ways would you like to see this supported, and what do you think would help your organisation and others develop such partnerships?

Interview close

- Ensure they have the opportunity to provide any additional feedback in respect of Education and Employer partnerships during the interview and after.
- Ask them if it is okay for us to contact them by phone or email for further information if necessary.
- Summarise next steps for the study, regarding reporting as set out in Annex B.

Annex C- Information about the Employer

1) Please complete any boxes which are relevant to the employer:

Major employer	<input type="checkbox"/>	Private sector	<input type="checkbox"/>
SME	<input type="checkbox"/>	Local	<input type="checkbox"/>
Public sector	<input type="checkbox"/>	Regional	<input type="checkbox"/>
Voluntary sector	<input type="checkbox"/>	National	<input type="checkbox"/>

2) Which industry is the employer part of?

Agriculture, hunting and forestry	<input type="checkbox"/>	Wholesale and Retail Trade including Repairs	<input type="checkbox"/>
Fishing	<input type="checkbox"/>	Real estate, renting and business activities	<input type="checkbox"/>
Mining and Quarrying	<input type="checkbox"/>	Public administration and defence, social security	<input type="checkbox"/>
Manufacturing	<input type="checkbox"/>	Education	<input type="checkbox"/>
Electricity, gas and water supply	<input type="checkbox"/>	Health and social work	<input type="checkbox"/>
Construction	<input type="checkbox"/>	Other community, social and personal service activities	<input type="checkbox"/>
Financial intermediation	<input type="checkbox"/>	Private households with employed persons	<input type="checkbox"/>
Hotels and restaurants	<input type="checkbox"/>	Extra-territorial organisations and bodies	<input type="checkbox"/>
Transport, storage and distribution	<input type="checkbox"/>		

3) Which regions of England is the employer represented in?

North ☐ North ☐ Yorks & ☐ West ☐ East ☐ East of ☐ London ☐ South ☐ South ☐
East West Humber Mids Mids England West East

4) How many employees? _____

8.5 Appendix 5 – Interviews completed

8.5.1 Schools

Interviews were held with the following schools;

Type of school	Location	Size
Community secondary school	City	950 pupils
Secondary grammar school (with 6 th form)		1000 pupils
Community secondary school (with 6 th form)	Town	1500 pupils
Primary school	North East	240 pupils
Primary school	North West	100 pupils
Primary school	City, South West	350 pupils
Voluntary controlled primary school	South West	105 pupils
Voluntary aided primary school	Rural, West Midlands	141 pupils
Secondary school	South West	110 pupils
Community primary school	North West	150 pupils
Primary special school	South East	370 pupils
Primary school	South West	210 pupils
Community primary school	Town, Yorkshire & Humber	210 pupils
Community primary school	Town, Yorkshire & Humber	260 pupils
Voluntary aided primary school	Rural, North East	220 pupils
Primary school	South East	220 pupils
Primary school	Yorkshire & Humber	210 pupils

8.5.2 Employers

Interviews were held with the following small, medium and large employers;

Large	Medium	Small
Professional services firm	Primary Care Trust	IT consultancy
Commercial law firm	Housing Association	Shop and café
Social care charity	Telecommunications firm	Dance studio
College of Further Education	Communication & design consultancy	Manufacturer of specialist sports equipment
Hotel chain	Chamber of commerce	Hotel
Petro-chemical company	Property developer	Film production company
University		Kitchen installation firm
Foundation Trust		Farm and campsite
		Training provider
		Training equipment manufacturer
		Management consultancy
		Coach rental company

8.6 Appendix 6 – Scoring system

The following pages set out the scoring mechanism used to arrive at a rating of limited, intermediate, advanced and exemplary for the employer relationships in each school as set out in section 6 of this report. It should be noted that this is an initial proposition only, which does not represent a definitive judgement on the quality of partnerships. Further work should be done to further develop this system, including testing with stakeholders.

We allocated schools a score in three categories; Breadth (out of 30), Impact (30), and Ways of working (30). These tables show how the points total was calculated for each area, and how each indicator links back to the survey.

8.6.1 Impact

The support we currently receive from employers develops the enterprise and employability skills of pupils. (Question 16)	Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points
The support we currently receive from employers has a positive impact on pupil attainment. (Question 16)	Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points
The support we currently receive from employers inspires and motivates the pupils. (Question 16)	Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points
The support we currently receive from employers has a positive impact on pupils. (Question 16)	Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points
The support we currently receive from employers has a positive impact on staff. (Question 16)	Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points
The support we currently receive from employers has a positive impact on the school as a whole. (Question 16)	Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points

8.6.2 Breadth

Leadership & Governance – how many of the three activities are undertaken? (Question 14 from survey)	0 – 0 points 1 – 3 points 2+ - 5 points	
Enterprise & Employability – how many of the seven activities are undertaken? (Question 14) (Six activities only for primaries as no Young Apprenticeships)	Primary 0 – 0 points 1 – 1 point 2 – 2 points 3 – 4 points 4+ – 5 points	Secondary 0 – 0 points 1 – 1 point 2 – 2 points 3 – 3 points 4 – 4 points 5+ - 5 points
Supporting the curriculum – how many of the six activities are undertaken? (Question 14) (Five activities only for primaries as no Diplomas)	Primary 0 – 0 points 1 – 1 point 2 – 3 points 3+ - 5 points	Secondary 0 – 0 points 1 – 1 point 2 – 2 points 3 – 3 points 4+ - 5 points
The support is relevant to a wide range of curriculum areas (Question 15)	Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points	
The support we currently receive from employers enhances the breadth of curriculum (Question 16)	Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points	
Which pupil groups benefit from the support? (Question 18)	One key stage (eg Y1-Y3, Y7-Y9) – 1 point Two or more key stages – 3 points	
Which ability groups benefit from the support? (Question 18)	Gifted and talented – 1 point Pupils in need of additional support – 1 point All ability levels – 3 points	
Which staff groups benefit from the support? (Question 18)	Teaching staff – 2 points Senior management – 2 points Governors – 2 points	

8.6.3 Mutual benefits

<p>The support we currently receive from employers gets the most out of the employer's expertise. (Question 15)</p>	<p>Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points</p>
<p>Senior management on both sides are bought in. (Question 15)</p>	<p>Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points</p>
<p>There is mutual trust and respect between partners. (Question 15)</p>	<p>Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 point</p>
<p>The school partnership activities are sustainable. (Question 15)</p>	<p>Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points</p>
<p>The support we currently receive from employers represents value for time and money. (Question 16)</p>	<p>Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points</p>
<p>How easy is it for you to find employers to work with? (Question 16)</p>	<p>Very difficult or difficult – 0 points Don't know – 2 point Easy – 6 points Very easy – 10 points</p>

8.6.4 Relevance

<p>The support we currently receive from employers supports the School Development Plan. (Question 16)</p>	<p>Strongly disagree or disagree – 0 points Neither agree nor disagree – 2 points Agree – 6 points Strongly agree – 10 points</p>
<p>The head and governors are supportive & involved. (Question 15)</p>	<p>Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points</p>
<p>A member of staff has allocated time for employer support (Question 15)</p>	<p>Strongly disagree or disagree – 0 points Neither agree nor disagree – 1 point Agree – 3 points Strongly agree – 5 points</p>
<p>The schools is aware of the Government's recommendation that every school and college should have an effective partnership with employers (Question 4)</p>	<p>No – 0 points Yes – 5 points</p>
<p>How would you describe the organisation of the support? (Question 15)</p>	<p>Ad hoc – 2 points Systematic – 5 points</p>



Business in the Community 2008

Education, Health communities,
Employability, Environmental Leadership,
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Business in the Community 2008

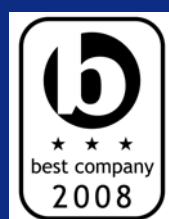
Power in Partnership



Best company to work for – 2008



Financial Times best workplaces UK
2007



Best companies accreditation 2008



Accountancy Age awards – 2007

Corporate Finance deal of the year

Employer of the year



Best company to work for – 2009



Top Employer for working families 2009



Accountancy Age awards – 2009