

## Our Future Derby: Interim Report

Dr Deirdre Hughes OBE – November 2020



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### Acknowledgements

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Most importantly, we wish to thank all of the headteachers, career-related learning (CRL) champions, teachers and parents/carers who contributed to the research. Finally, we are indebted to children from across Derby - those who kindly shared what they would like to be when they grow up and their views of the world of work – a special thank you!

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## Executive Summary

The purpose of this Interim Report is to provide an update on the evaluation and impact assessment of the Our Future Derby programme, sponsored by the Derby Opportunity Area. Interim findings are presented from a mixed methods study, led by Dr Deirdre Hughes OBE, Director, dmh associates. These are drawn from career-related learning (CRL) activities originally planned in 32 schools, aimed at primary age children in 7 of the most deprived Wards<sup>1</sup> in Derby city. The report covers 1<sup>st</sup> April 2019 – 23<sup>rd</sup> March 2020 involving 22 primary schools. The rationale, methodology and some limitations of the study are outlined in the full report.

The programme of CRL work was led by Education and Employers<sup>2</sup> within a consortium including Learn by Design<sup>3</sup>, dmh associates<sup>4</sup>, Forum-Talent Potential<sup>5</sup> and the East Midlands Chamber<sup>6</sup>. In order to enhance social mobility, the Opportunity Area Board (2019) commissioned this team to design and deliver innovative career-related learning (CRL) intended to develop a primary school employer engagement initiative to inform and support children, parents, teachers and volunteers from industry across the 7 most disadvantaged Wards in Derby.

### Focus

1. Increase pupil's awareness of career/work opportunities, broadening of their horizons, building confidence and resilience and raising their aspirations.
2. Increase pupils' understanding of the link between education, qualifications, and work opportunities.
3. Reduce career/role stereotypes, changing perceptions and close the gap between disadvantaged pupils and their peers in terms of their confidence in their ability to work effectively and their choices for the future.
4. Improve employability skills, in line with ten skills, as set out in the D2N2 employability framework<sup>7</sup>.
5. Engage parents, carers and show increased awareness, knowledge and understanding of employment and pathways to get there and are aware of the variety of routes into careers, particularly new routes such as higher apprenticeships.
6. Consider sustainability and continuation, particularly in relation to teacher and volunteer engagement.

This interim report is structured into four main sections:

- Section 1: Children's aspirations
- Section 2: Parents level of awareness and understanding of CRL in primary schools
- Section 3: Teachers first-hand experience of CRL and engagement continuous professional development (CPD)
- Section 4. Volunteers from the world of work and their experiences of CRL in Derby primary schools.

Lessons learned and good/interesting practices have been identified. Recommendations for future refinement and/or improvement of the OFD programme are presented for consideration by the programme sponsor and Advisory Board. Overall, the study focuses on whether project is making difference and achieving the original aims.

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<sup>1</sup> The Index of Multiple Deprivation (IMD) 2019 is the official measure of relative deprivation for small areas (or neighbourhoods) in England. The 7 Wards in Derby include: Abbey, Arboretum, Boulton, Chaddesden, Derwent, Normanton and Sinfin - <https://info4derby.derby.gov.uk/deprivation/report/view/f86861a9e5004b23aaca1cc3452c4c47/E05001767>

<sup>2</sup> <https://www.educationandemployers.org/>

<sup>3</sup> <https://www.learnbydesign.co.uk/>

<sup>4</sup> <http://dmhassociates.org/>

<sup>5</sup> <http://www.forum-talent-potential.org/>

<sup>6</sup> <https://www.emc-dnl.co.uk/>

<sup>7</sup> At the project inception meeting, it was agreed to broaden the focus on children's skills acquisition beyond the D2N2 employability framework - <http://www.d2n2schools.co.uk/employability-framework>

## Interim Findings

The findings are based on the following data:

- 7,314 children involved in CRL with a variation of between 1-3 CRL activities depending on school requirements up to 23<sup>rd</sup> March 2020. These CRL activities were delivered by **Learn by Design** supported by resources from **Education and Employers**.
- 900 pupil responses from a CRL pre-activity in 22 primary schools
- 227 pupil responses from a CRL post-activity in 7 primary schools
- Up to 3 CRL activities planned in 32 schools with 57 out of 96 CRL activities completed up to 23<sup>rd</sup> March 2020.
- 227 questionnaires were completed by parents/carers representing 19 schools from a total of 293 parents/carers approached by LBD to participate in the evaluation
- 241 teachers engaged in CRL activities up to 23<sup>rd</sup> March 2020.
- 173 pre-activity and 164 post-activity questionnaires were completed by teaching staff, representing 28 primary schools out of the 32 schools who registered to participate in the project.
- 7 volunteer training sessions involving 40 volunteers were organised and delivered by **The East Midlands Chamber of Commerce, Learn by Design and Education and Employers**
- 308 volunteers registered via the Primary Futures portal run by **Education and Employers**
- 82 volunteers completed a pre-activity evaluation and a further 86 post-activity survey responses were returned by volunteers who worked with **Learn by Design** in their CRL delivery (as part of 10 CRL events).
- Surveys were further enhanced with feedback from 7 pre-activity and 8 post-activity questionnaires disseminated and returned following the Continuous Professional Development (CPD) delivered by **Forum-Talent Potential**. This involved volunteers' engaging in a series of 12 mini-projects designed to embed CRL in the curriculum. The same set of questions were asked of these volunteer partners to gauge if their experience differed and also to assess the retention rates of this cohort of volunteers.

## Children's aspirations

- Pupil pre-activity data has been analysed for 900 pupils from 22 schools (7.5% of the total pupil population of the 32 participating schools)
- Pupil post-activity analysis for 227 pupils represents 1.9% of the total pupil population
- 23 different job titles were identified by 724 pupils (81% of the 900 pre-activity returns)
- 58% (n= 542) of the children chose only 10 different careers which indicates narrow horizons
- 85% (n=220) of pupils indicated the main influencers of their job ideas were either directly from parents, siblings or other close family members. Where this was not the case, the children's exposure to work came from friends, what they saw in their environment or from television or social media. In effect this demonstrates that the children's understanding and view of the world of work is quite narrow – they can only be what they see and if their view of the world of work is limited this will impact upon their preferences and choices.

Further pre-activity analysis explored the children's job choices according to their ethnicity. This highlighted some differences in job choice selection especially between the Asian/Asian British children and their counterparts. It was noticeable that the children from Asian backgrounds tended to select the more professional and managerial careers e.g. doctor, vet, engineer - compared with children from other ethnic backgrounds. There was little evidence to suggest that there was any difference in job choices for children who were SEND or in receipt of Free School Meals or eligible for the Pupil Premium.

On the question of aspirations and responses from children of differing ethnic backgrounds to the statement "people like me can do any job they want when we grow up", children from Black/Black African Caribbean/Black British backgrounds recorded a lower level of agreement to this question than their White British and Asian/Asian British counterparts. This indicated that there may be lower levels of aspirations within this group. However, the data sample set is small, which must be taken into consideration before drawing any specific conclusions. This will be monitored closely in the next phase of analysis.

Children's responses to the statement: "Science and engineering is not just for rich people" also shows a pattern observed in the data. For example, more pupils in receipt of Free School Meals and those eligible for the Pupil Premium tended to disagree with this statement with 25% disagreeing compared to 16% of their counterparts. There was insufficient evidence to identify any real differences in the job choices between these children. However, the significant difference in their reply to the above statement merits further investigation.

Gender stereotyping, the children's replies to the statement: "Girls and boys can do any job" which recorded 95% agreement suggests that this is no longer an issue. However, the job choices made by boys and girls suggests an unconscious bias which contradicts their responses. There is more work to be done to reduce career/role stereotypes.

Children indicated in their responses that they enjoyed the activities and learned about new jobs and careers with 88% (n=200) agreeing that "English and Maths can be useful later in life". This shows children are beginning to make the link between their schooling and the world of work.

Analysis of the data received to date has revealed some positive impacts arising from the CRL activities. For example, 23% (n=49) of the children changed their job choices from the initial 'Drawing Your Future' activity. This might be because at such a young age they had forgotten what they drew, or that once exposed to people from the world of work they started to think more about work and the differing range of jobs. 40% (n=83) stated they had learned about 10 or more jobs, while 12% (n=25), when asked said they did not know what job they wanted to do with one making the comment "*There are so many!*"

Children's aspirations and perceptions improved with a measurable increase in levels of agreement to the statements: "People like me can do any job they want when we grow up" and "Science and engineering is not just for rich people". The data indicates there was some increase in pupils' understanding of the link between education, qualifications and work opportunities through their exposure to volunteers from the world of work. It is vital to close the gap between disadvantaged pupils and their peers in terms of their confidence in their ability to work effectively and their choices for the future.

Children had been asked pre-activity and post-activity to rank themselves on a scale of 1 to 5 against a list of 8 key skills. The responses were compared between pre- and post-activity. The overall aim was to find out how the children considered their skills which can be built upon to improve attainment and long-term employability skills. Results illustrate for almost all of the skills listed, these had increased in the children's self-assessment. Again, there is some evidence to suggest that CRL is having some positive impact on the children's education but the sample size is relatively small.

## **Recommendations**

- It will be important for primary schools to be cognisant of who and what influences the children and how this relates to their individual and family circumstances. CRL in schools involving employers needs to remain a high priority over the coming year(s).
- Ensure CRL activities involving employers continue to represent a strong diversity of role models that the children can identify with and to help address stereotyping and unconscious bias.
- Continue to close the gap between disadvantaged pupils and their peers through CRL activities to build children's confidence in their ability to work effectively and their choices for the future.
- Systematically gather further data from the remaining schools for evaluation and impact assessment to add to the early interim analysis.

## **Parents/Carers perceptions**

Overall, parents/carers were able to state that the school in which their child(ren) is being educated are conducting activities which bring the world of work into the classroom. However, it was noted:

- 33% (n=75) do not know that the school is either bringing employers or employee representatives into the school or conducting activities that link their child(ren)'s favourite subjects to the world of work.
- 11% (n=26) do not agree that the school is either bringing employers or employee representatives into the school or conducting activities that link their child(ren)'s favourite subjects to the world of work.

- 44% (n=101) either do not know or do not agree that the schools are conducting a Career Related learning activity

A significant proportion of the parents/carers who took part in the survey indicated that they either disagree or do not know about the CRL activities taking place in primary schools.

### **Recommendations**

- Increase the media and publicity campaign aimed at parents/carers in the City - in particular reach out to differing local community groups
- Reach out to parental groups in the City that reflect the cultural composition of the specific wards to explore ways of raising the profile of OFD
- Further promote and re-distribute the online parental/carer survey in the next development phase
- Identify parent/carer champions in local communities who can assist with publicity and disseminating the survey
- Discuss and agree how the interim findings from the research will be fed back to the participating primary schools.

### **Teacher perspectives**

- Pre-activity evaluation forms were received from 173 teachers representing a total of 28 primary schools.
- The main CRL activities chosen by the schools were What's my Line? STEM day; Destination Rail: Race to Construct' day and Aspirations day. Resources were developed to support these activities by Learn by Design and Education and Employers.
- This was enhanced by 12 tailored CRL school continuous professional development (CPD) mini-projects delivered by Forum-Talent Potential
- 96% (n=151) of teachers would recommend the OFD programme to others
- Pre-activity feedback indicated they are motivated by the programme, their expectations were met but some needed to learn more to build their confidence and experience
- Teachers indicated that they wanted to see the children increase their aspirations, improve their motivation and levels of confidence.
- In post-activity feedback, over 70% of teachers were able to report that children's skills in listening, teamwork and problem-solving had developed as a result of CRL activities in their school
- There is anecdotal evidence to show CRL activities are having positive impacts upon some of the more vulnerable children from a teaches perspective.
- Teachers report children are linking their schooling to the world of work as a result of the CRL activities which they have experienced.

### **Recommendations**

- Strengthen the CPD plan and continue a series of teacher webinars, as well as updating and disseminating "How to" instructions for teachers to follow
- Conduct training with school CRL champions to enable them to support teaching staff
- Work with schools and CRL champions in schools to increase communication channels with parents and to invite parents/carers into school on days when CRL activities are being conducted

### **Volunteer perspectives**

- A wide range of different sectors (30 in total) were represented by the volunteers and partners who worked on either the CRL activity or CPD strand of the programme.
- The organisations involved demonstrated a high level of commitment to the project through 81% (n=56) at management level or higher participating
- 99% (n=71) of volunteers' expectations were met
- 81% (n=69) stated that the Our Future Derby programme was extremely worthwhile
- 94% (n=78) rated the event as at least 8 out of a possible 10
- 75% (n=67) would accept further invitations to these events.

It is clear that the volunteers' expectations were met and in the main volunteers believed that they were contributing to the local community and to the children's education. For some, they viewed CRL volunteering as sowing the seeds for a future talent pipeline. In so doing, the volunteers indicated they felt the CRL events they participated in were worthwhile and that for most they would welcome a further invitation to participate. In terms of a legacy for the programme this feedback is highly positive and encouraging.

## Introduction

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The programme of CRL work was led by Education and Employers<sup>9</sup> within a consortium including Learn by Design<sup>10</sup>, dmh associates<sup>11</sup>, Forum-Talent Potential<sup>12</sup> and the East Midlands Chamber<sup>13</sup>. In order to enhance social mobility, the Opportunity Area Board (2019) commissioned this team to design and deliver innovative career-related learning (CRL) intended to develop a primary school employer engagement initiative to inform and support children, parents, teachers and volunteers from industry across the 7 most disadvantaged wards.

## Focus

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## City Context

For children, parents and teachers, the world of work is rapidly changing in light of Covid-19. The pandemic has hit the city's economy hard, with major employers like Rolls-Royce announcing big job cuts. Children can't be what they can't see - therefore, broadening horizons and tackling gender stereotypes from an early age is essential for children, families and local communities. Skills play a key role in improving fair work, inclusive growth and productivity, which are all critical for Derby's future success. For businesses, a highly motivated and well-trained workforce now and in the future helps to ensure profitability and competitive edge. For individuals, skills offer a route to increased opportunities, earnings and fulfilment both at work and beyond. A collaborative of education, business, and civic leaders are united behind a collective vision of young people and adults thriving in the future of work.

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<sup>8</sup> The Index of Multiple Deprivation (IMD) 2019 is the official measure of relative deprivation for small areas (or neighbourhoods) in England. The 7 Wards in Derby include: Abbey, Arboretum, Boulton, Chaddesden, Derwent, Normanton and Sinfin - <https://info4derby.derby.gov.uk/deprivation/report/view/f86861a9e5004b23aaca1cc3452c4c47/E05001767>

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In 2016, Derby was ranked 303<sup>rd</sup> in the Social Mobility Index and dropped to 316<sup>th</sup> in 2017. Derby's educational performance was weak, with results at primary (and secondary) school level below the national average and almost a quarter of schools were rated by the Ofsted inspectorate as less than good. In response, a local Derby Opportunity Area<sup>15</sup> delivery plan (2017 -2020)<sup>16</sup> was formulated to help ensure Derby is a great place to grow up and thrive. The Opportunity Area Board identified three main priorities to address these challenges:

*Priority 1:* Increase the number of children achieving a good level of development in the early years.

*Priority 2:* Raise attainment in our primary and secondary schools.

*Priority 3:* Ensure that all our children benefit from a broad range of experiences throughout their school lives.

The particular needs of each school in the 7 wards vary. Some may have a high number of families who are new arrivals to the UK, or whose first language is not English, others may have high proportions of intergenerational worklessness and others a high number of children with special educational needs and/or disabilities. The Our Future Derby (OFD) programme is situated within this specific context. The original programme of work was due to be completed by 31st July 2020. However due to the pandemic, work in schools was temporarily halted from 23<sup>rd</sup> March 2020 onwards. The 2019-2020 OFD activities will resume between early September - December 2020, subject to the pandemic and school opening arrangements.

### The 7 most deprived Wards

The wards below each have their own distinct characteristics which can be found here - .

<https://info4derby.derby.gov.uk/deprivation/report/view/f86861a9e5004b23aaca1cc3452c4c47/E05001767>

For example, Arboretum has the largest number of primary school pupils compared to Abbey which has the smallest number. Table 1 below provides an overview of the wards, numbers of: pupils, Education, Health and Care Plans (EHCP), Statements of Special Educational Needs (SEN)<sup>17</sup>, Free School Meals (FSM), Pupil Premium (PP), and anyone exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the local community (EAL)<sup>18</sup>.

Wards	Pupil Nos	EHCP	SEN provision	Total SEN	%SEN	FSM	%FSM	PP	%PP	EAL	%EAL
Abbey	782	3	155	158	20.20%	257	32.86%	271	34.65%	403	51.53%
Arboretum	2558	33	282	315	12.31%	561	21.93%	577	22.56%	2016	78.81%
Boulton	1718	28	275	303	17.64%	575	33.47%	630	36.67%	306	17.81%
Chaddesden	1977	26	338	364	18.41%	338	17.10%	416	21.04%	178	9.00%
Derwent	1441	134	198	332	23.04%	458	31.78%	544	37.75%	205	14.23%
Normanton	1711	36	283	319	18.64%	458	26.77%	563	32.90%	1263	73.82%
Sinfin	1710	20	243	263	15.38%	545	31.87%	594	34.74%	713	41.70%
<b>Total</b>	<b>11897</b>	<b>280</b>	<b>1774</b>	<b>2054</b>	<b>17.26%</b>	<b>3192</b>	<b>26.83%</b>	<b>3595</b>	<b>30.22%</b>	<b>5084</b>	<b>42.73%</b>

According to the 2011 Census<sup>19</sup>, within the city of Derby 75.3% of the population is white British. The Normanton ward had a population of 17,071. This was a 26.4% increase on the [2001 Census](#) figure of 13,506. The area has a high ethnic minority population, with the largest concentration of Derby's [British Asian](#) community. Around 43% of the ward population is from an Asian background, with the largest minority community being [British Pakistanis](#) at 27% of the total population. The neighbouring Arboretum ward, which includes parts of Normanton, has very similar figures, and

<sup>15</sup> [Opportunity areas](#) (OAs) are social mobility cold spots where the Department for Education (DfE) is prioritising resources, and bringing local and national partners together, to break the link between a child's family background and where they get to in life.

<sup>16</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/675035/Social\\_Mobility\\_Delivery\\_Plan-Derby.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/675035/Social_Mobility_Delivery_Plan-Derby.PDF)

<sup>17</sup> <https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/special-educational-needs-assessment/>

<sup>18</sup> <https://www.headteacher-update.com/best-practice-article/supporting-eal-learners-in-your-classroom-1/200731/>

<sup>19</sup> <https://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/reports/DerbyCityCouncil-Population-Profile-April-2013.pdf>

is also 67% non-White British, including 41% of Asian origin, of which 31% are Pakistani British. In both wards 67% of the population is non-white British.

### CRL in the 7 wards

The programme team developed a 'menu' of CRL for each school to select up to 3 activities in each school utilising employer volunteers most relevant to their specific teaching and learning needs – Refer to Appendix 3. Up to 23<sup>rd</sup> March 2020, a total of 57 out of 96 planned CRL activities were completed in the 7 wards.

### Methodology

A mixed methods approach was used to gather both quantitative and qualitative data. An overview of CRL pre-activity and post-activities on offer are outlined in Appendix 3. In each of the 22 schools, a small cohort of children were identified by their teacher for inclusion in the study. The rationale for this is outlined below and we then conclude by setting out the main limitations of the approach.

#### *CRL pre-activity: baseline*

The children's baseline drawing activity was elicited from an earlier Drawing the Future survey, conducted in 2017 by the Education and Employers charity. Learn by Design led on the design and delivery of career-related learning (CRL) activities for children in the participating primary schools. A pilot programme involving one primary school in each of the 7 wards took place from April 2019 – July 2019. From this, each primary school headteacher (x 7) was presented with a CRL dashboard summarising the evaluation findings from the CRL pilot work with children, teachers, parents and employer engagement volunteers.

A subsequent roll-out of the CRL programme took place from 10th September 2019 – 23<sup>rd</sup> March 2020 aimed at a total of 32 primary schools in each of the 7 wards. Within this period, *22 primary schools completed a pre- activity baseline* with a *total of 900 children* drawing their future. This was followed by *220 children* in 10 primary schools<sup>20</sup> who completed a *post-activity/activities* evaluation.

- Each child was given a pre-evaluation "Drawing Your Future" template. The main purpose was to establish a baseline i.e. the children's starting point. Children were asked to specify their age and invited to draw a picture representing a job they would like to have in the future. Children were also asked to identify who and/or what influenced them. Each child rated themselves on a scale of 1 to 5 against a list of eight key skills - problem solving; creativity; team working; aiming high; listening; leadership; staying positive and talking in front of class. They were asked to indicate whether or not if they agreed or disagreed with a series of statements aimed at understanding their ideas, aspirations and perceptions. (Refer to Appendix 1).
- School teacher CRL Champions provided coded data on the children's year group, ethnicity, special education needs and disability (SEND), in receipt of free school meals (FSM) and/or school in receipt of Pupil Premium. To comply with GDPR and Safeguarding requirements each child was allocated a unique pupil number to protect their identity. This information was captured on individual sheets by each of the participating schools.

#### *CRL post-activity evaluation*

The unique pupil numbers allocated during the pre-evaluation activity were used to identify pupil responses when they completed the post-evaluation activity (Refer to Appendix 2). The purpose of this was to compare children's individual responses pre-and post-CRL activity and to establish if any patterns had emerged which would provide evidence of outcomes and/ or impact assessment as a result of the CRL approach.

The range of CRL activities delivered post-evaluation included:

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<sup>20</sup> Of the 10 primary schools, 3 did not manage to submit the unique pupil ID information due to the sudden closure of schools. Therefore, the results are not included in this report. There are between 100 -120 additional children's drawings yet to be analysed as a result of this unforeseen delay.

- *Destination Rail: Race to Construct*. This involved a rail careers journey, supported by a rail or engineering volunteer, using the construction of a track with K’Nex<sup>21</sup> to explore challenges and careers along the way.
- Visit East Midlands Airport. This involved a tour of the airport, including a visit to the Airport’s Education centre to meet and speak to members of staff and talk about careers and skills at the airport.
- What’s my line? Assembly. This involved 3-4 volunteers with pupils questioning them about their jobs before the children guess their job title. Volunteers then reveal to the children what their actual job is and give further insight into their roles.
- How did I become...? This involved a children’s speed networking session with volunteers to discuss how the volunteer stepped into his/her career.
- Employability Day. This involved a series of workshops looking at motivation, mental preparation, target setting, and communication skills supported by volunteers who talk about how these skills are used in the world of work.

Each activity day (and each session) is specifically tailored to the individual school requirements. For example, a ‘what’s my line assembly can last between 20 – 60 minutes. This can be the first of a number of CRL activities that the pupils take part in throughout the day, or it could be a repeat assembly for a different cohort of pupils.

### *Limitations*

Due to the relatively high numbers of children included in this project and set evaluation and impact assessment budget constraints, a decision was made (and agreed by the project sponsor) that representative sample cohorts would be selected for each participating school. Pupil cohorts for these schools were selected by the evaluation team to reflect as much as possible, the age and year group of the children involved and the CRL activities being delivered. This also took into account the activities chosen by individual schools and their chosen year group. In some cases, a specific year group CRL activity included a single episode. In other schools, up to 3 CRL activities were made available to the children.

In Derby, a comparison of the full range of CRL activities delivered by Learn by Design, or any comparison between year groups or age ranges is limited by data made available from the schools. This was discussed in detail and understood at the inception stage of the project.

Whilst some schools had already completed post-activity feedback, the school lockdown prohibited the release of data from 14 schools for inclusion in this Interim report. It is anticipated all available data will be included in the final report to the sponsor in January 2021.



<sup>21</sup> <http://www.knex.co.uk/>



## Section 2: Pupils' responses

### Findings (Part 1): Children's pre-activity baseline

Responses were received from 900 children in 22 schools who submitted pupil pre-evaluation forms (Drawing My Future) – Figure 1 below. This is followed by the wards represented – Figure 2. On average, there are 40 pupil responses per school. 38% (n=340) of participating pupils reside within the Normanton ward.



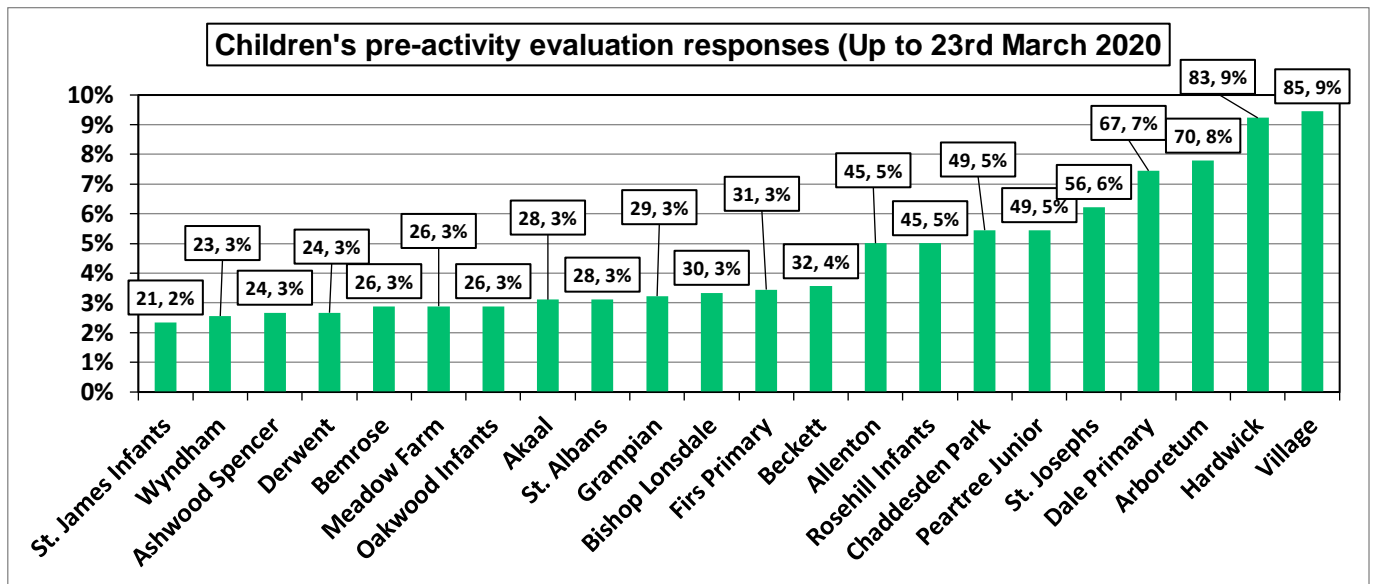


Figure 1: Children's pre-activity evaluation responses by school

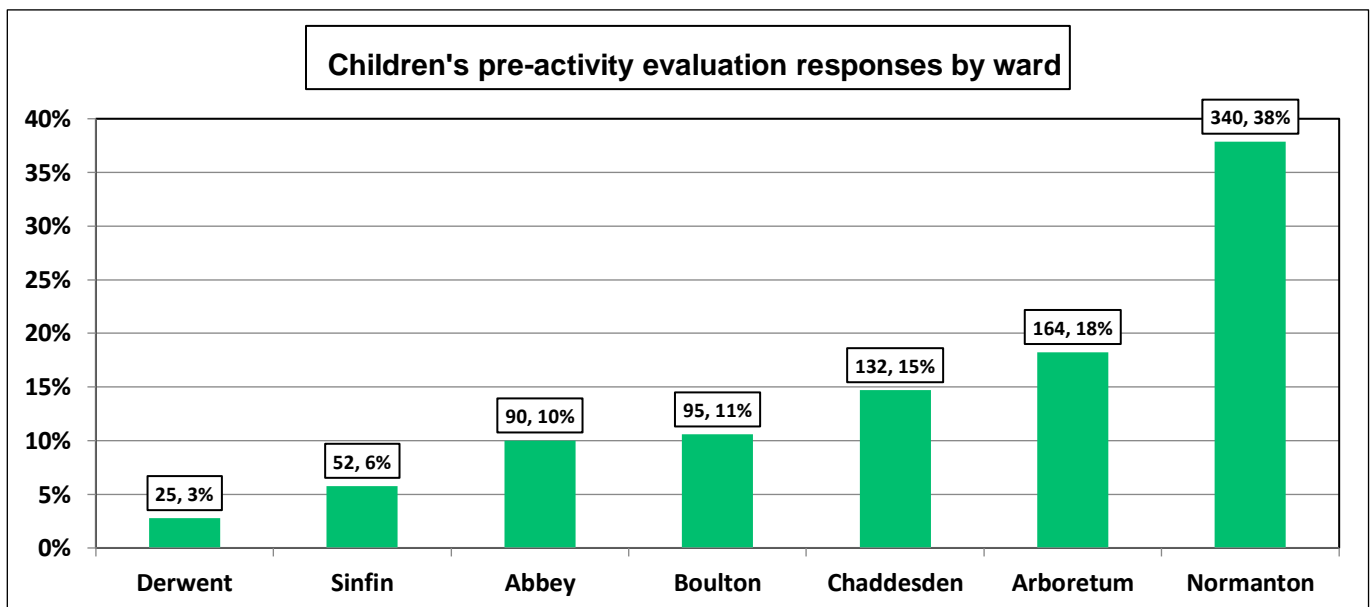


Figure 2: Children's pre-activity evaluation responses by ward

## Demographics

The six charts below illustrate the demographic spread of the pupils according to age, year group, gender, SEND, Free School Meals and Pupil Premium<sup>22</sup>. A total of 42% (n=354) of pupils were aged 10 years old. 44% (n=356) were in year 6. Note this has implications for the study going forward post September, as this cohort of pupils will have moved to secondary school in September 2020.

Gender was reported as 48% (n= 424) male, 51% female (n= 451) and 1% (n= 8) preferred not to say. Approximately 18% (n=148) of pupils were identified by their teachers as having special educational needs and/or disability (SEND). 37% (n=296) of pupils were identified as eligible for the Pupil Premium<sup>23</sup> and 31% (n=246) receive Free School Meals. (Note: data was not available for 96 of the pupils).

<sup>22</sup> Not all data was available as some of the information was missing on the evaluation forms.

<sup>23</sup> The pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers.

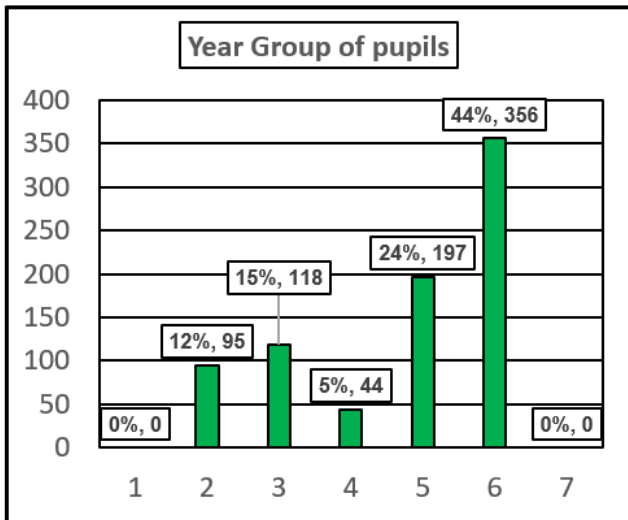


Figure 3: Year group of pupils

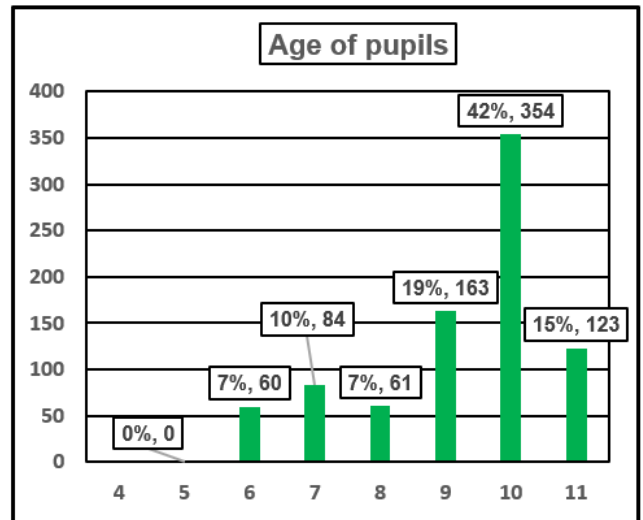


Figure 4: Age of pupils

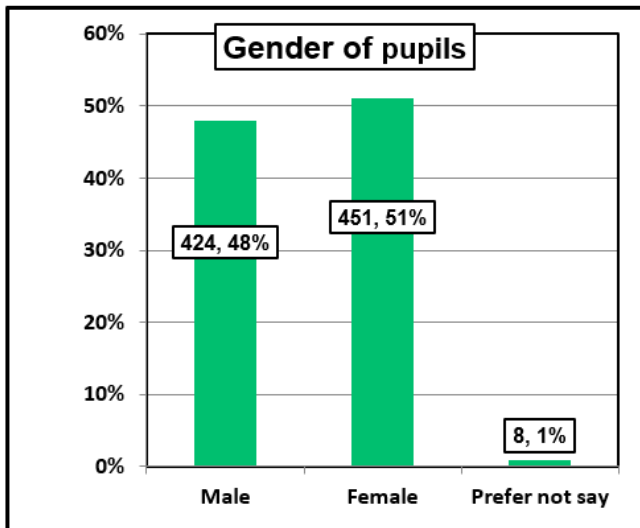


Figure 5: Gender of pupils

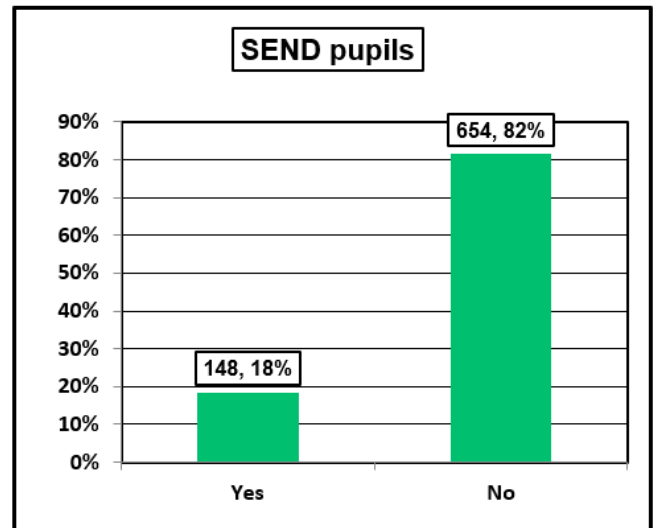


Figure 6: Number of SEND pupils

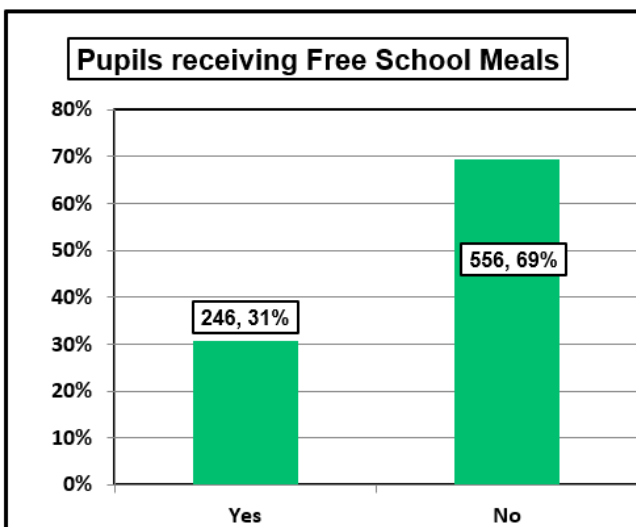


Figure 7: Pupils receiving Free School Meals

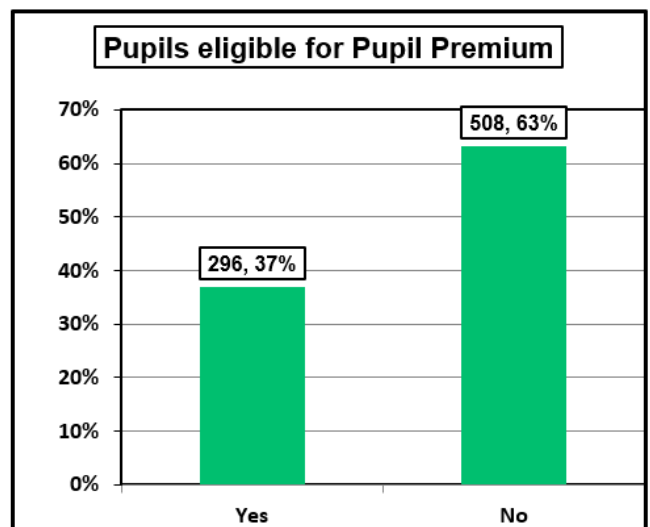


Figure 8: Pupils eligible for Pupil Premium

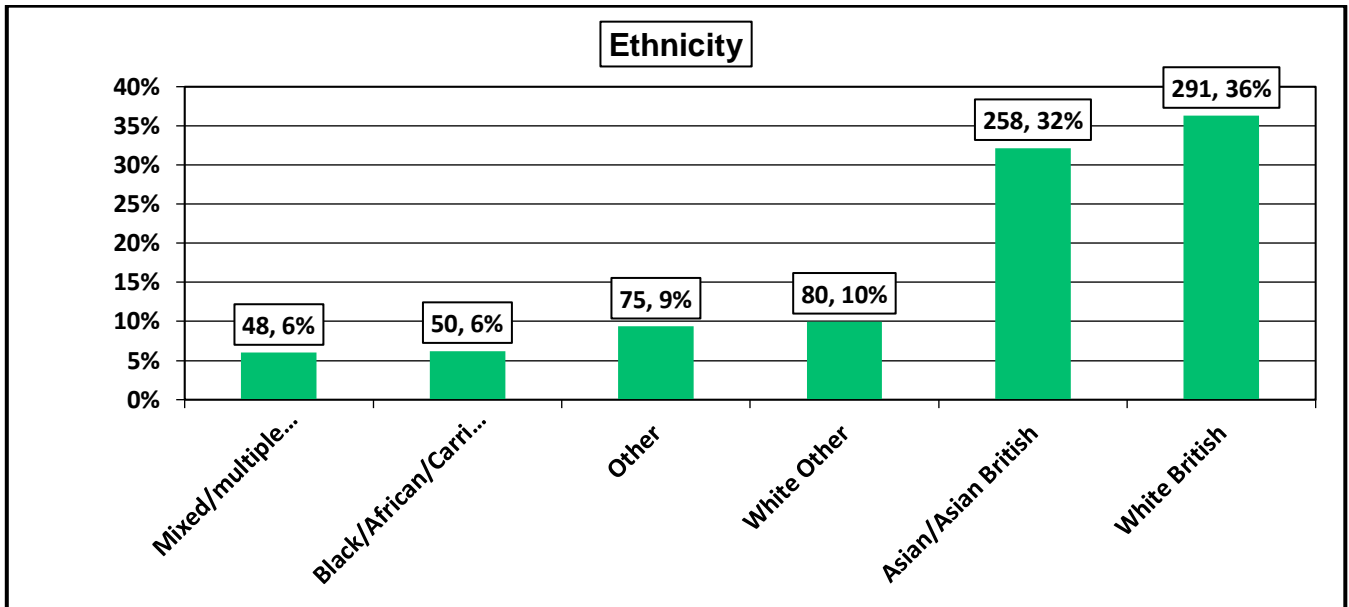


Figure 3: Ethnicity of pupils

NB – White British = White English/Welsh/Scottish/Northern Irish/British

Figure 9 above illustrates the ethnicity of the pre-evaluation research participants in the primary schools. The majority 36% (n=292) were identified by their teacher as white English/Welsh/Scottish/Northern Irish/British, followed by 32% (n=258) Asian/Asian British.

The results from the evaluation show that 46% (n=116) of pupils in Normanton identified themselves as Asian/Asian British. In Arboretum, 57% (n=93) identified themselves as Asian/Asian British. By comparison 93.7% of the population of the ward of Chaddesden<sup>24</sup> is white British and 91% of the population of Boulton<sup>25</sup> are classified as white. From the evaluation feedback results, 77% (n=101) of the Chaddesden pupils identified themselves as white British, and in Boulton 58% (n = 54) identified themselves as white British.

### Job choices and influencing factors

Our analysis of the 900 children responses highlight that a total of 247 jobs were drawn ranging from astronaut to zoologist. Of this, 23 different job titles were identified by 81% (n=724). 10 job titles were identified by 58% (n=521). The findings broadly concur with earlier findings from Education and Employers (2018)<sup>26</sup> showing job titles in social media and gaming as highly popular. Figure 10 below highlights the narrow range of occupations most commonly identified by the children and Figure 11 shows the top 10 jobs identified by 58% of pupils.

<sup>24</sup> <http://chaddesden.localstats.co.uk/census-demographics/england/east-midlands/derby/chaddesden>

<sup>25</sup> [https://www.citypopulation.de/en/uk/eastmidlands/wards/derby/E05001772\\_boulton/](https://www.citypopulation.de/en/uk/eastmidlands/wards/derby/E05001772_boulton/)

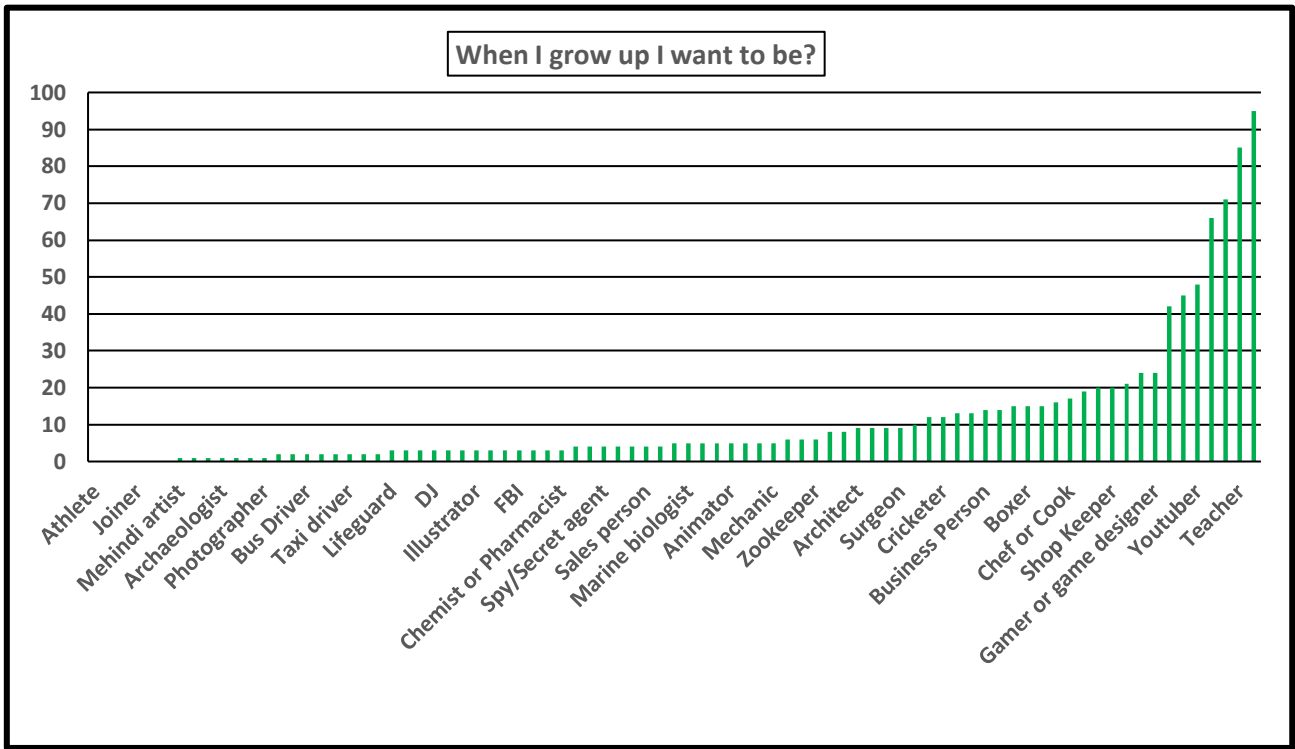


Figure 4: The jobs children identified

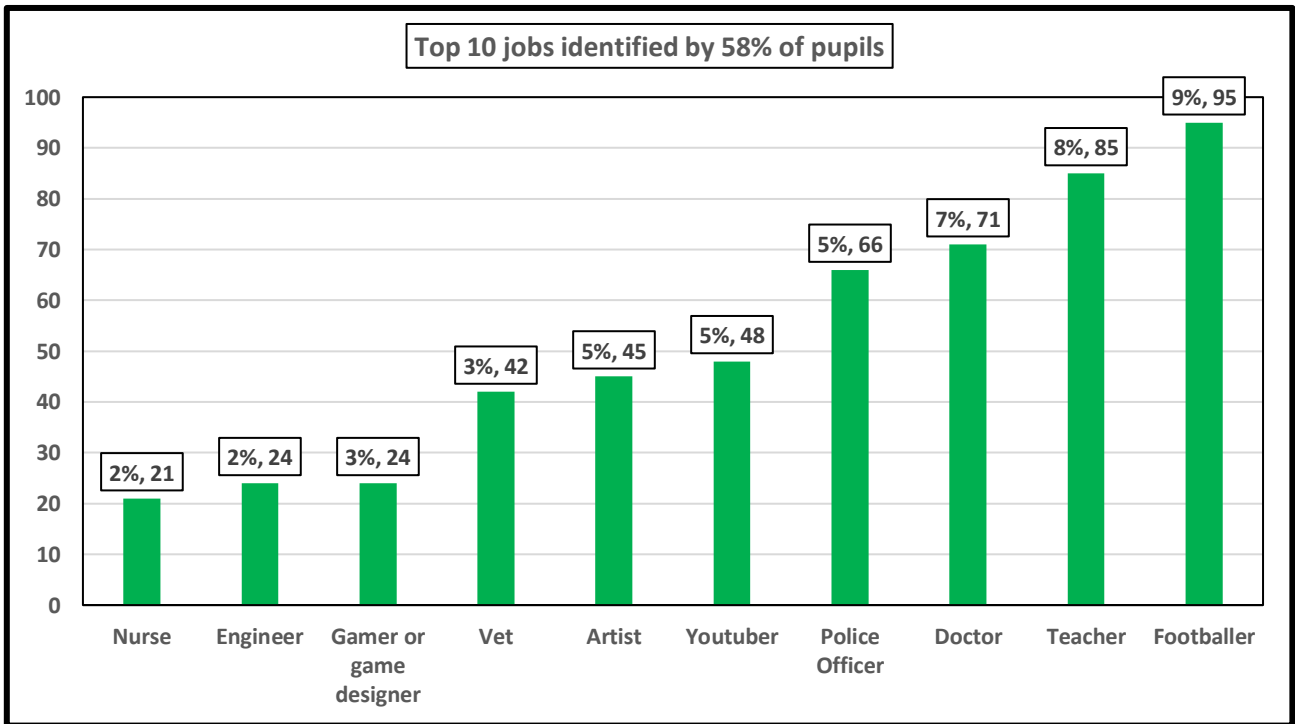


Figure 5: Top 10 jobs identified by 58% of the children

### Job choice according to ethnicity

The charts (Figures 12 to 17) below highlight the top job choices according to the ethnicity of the children. There are some similarities in that Footballer, Police Officer and Teacher are prevalent in all 6 charts and Youtuber appears on all except in the Mixed Multiple ethnic pupils' drawings. However, there are some noticeable differences to be observed. For Asian pupils (Figure 12) Doctor was most commonly identified by 16% (n=40). It is also noticeable that this same group have opted for some of the more "professional" careers such as Engineer, Lawyer and Vet, with a combination of 28% (n= 72) identifying these 4 careers.



By comparison none of these 4 careers appeared in the top 10 jobs identified by the Mixed Multiple ethnic group (Figure 13) and only 1 appeared in the top 10 of White Other pupils; 8% (n=4) of Black/African/Caribbean pupils identified Doctor as a career; 9% (n=7) of pupils of Other ethnic minority also identified Doctor, while none of the other 3 careers are listed in their top ten. 7% (n=21) of White British pupils identified with becoming a Vet, yet again none of the other “professional” careers were in their top ten.

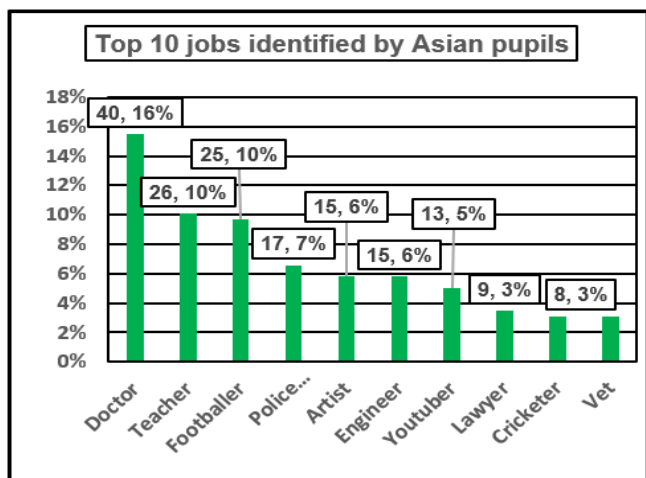


Figure 12: Top 10 jobs identified by Asian pupils

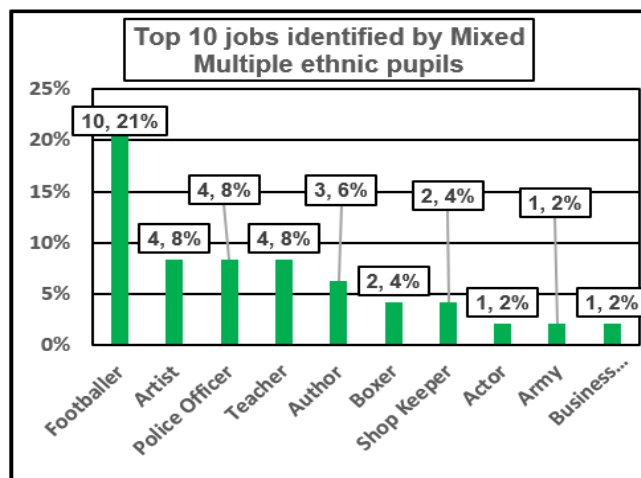


Figure 13: top 10 jobs identified by Mixed Multiple ethnic pupils

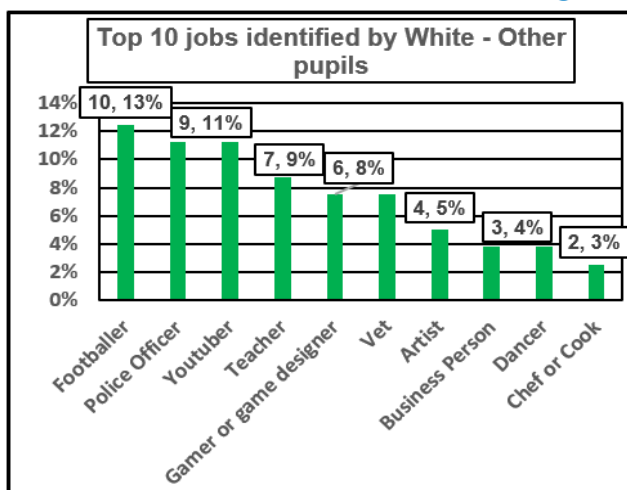


Figure 14: Top 10 jobs identified by White-Other pupils

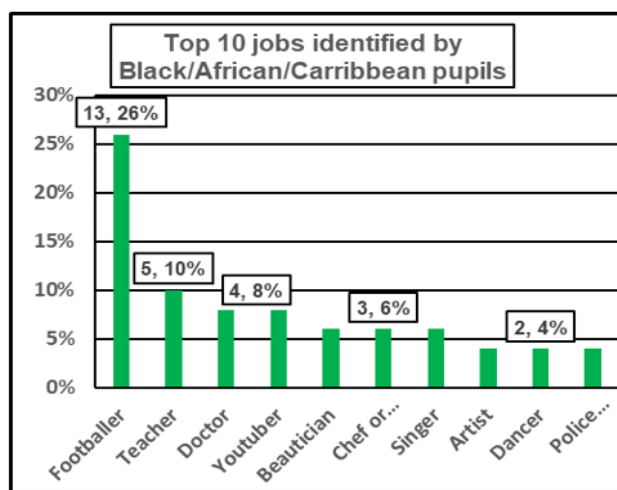


Figure 15: Top 10 jobs identified by Black/African/Caribbean pupils

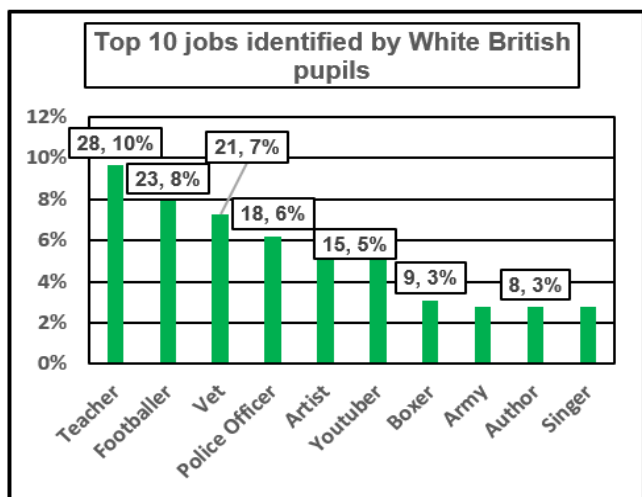


Figure 16: Jobs identified by White British pupils

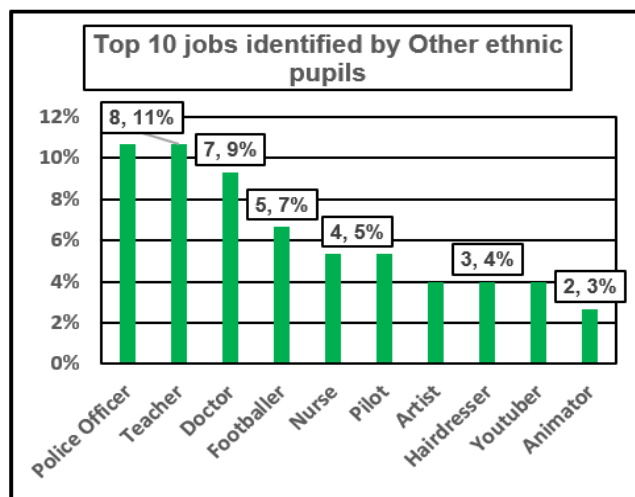


Figure 17: Top 10 jobs identified by Other ethnic pupils

## Influencing factors

When asked if they knew of anyone who did the job they had identified 33% (n=265) answered “Yes” they knew someone either in their family or friendship circle who does this job as shown in Figure 18 below.

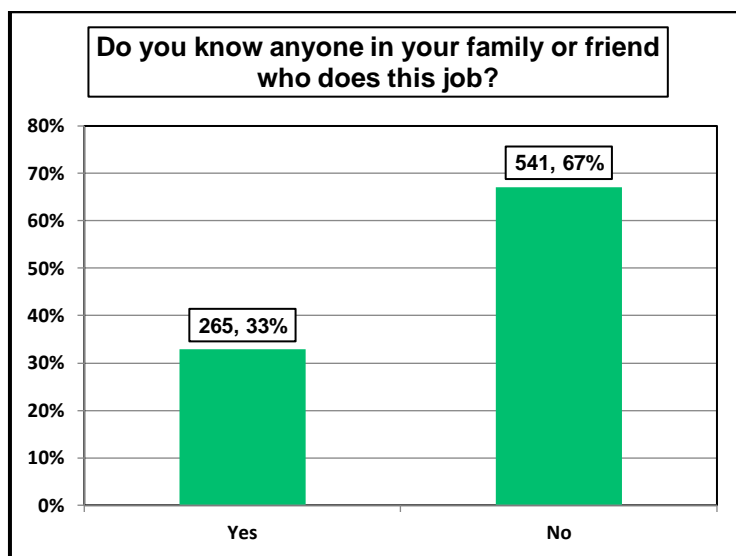


Figure 6: Children's response to question "Do you know anyone who does this job?"

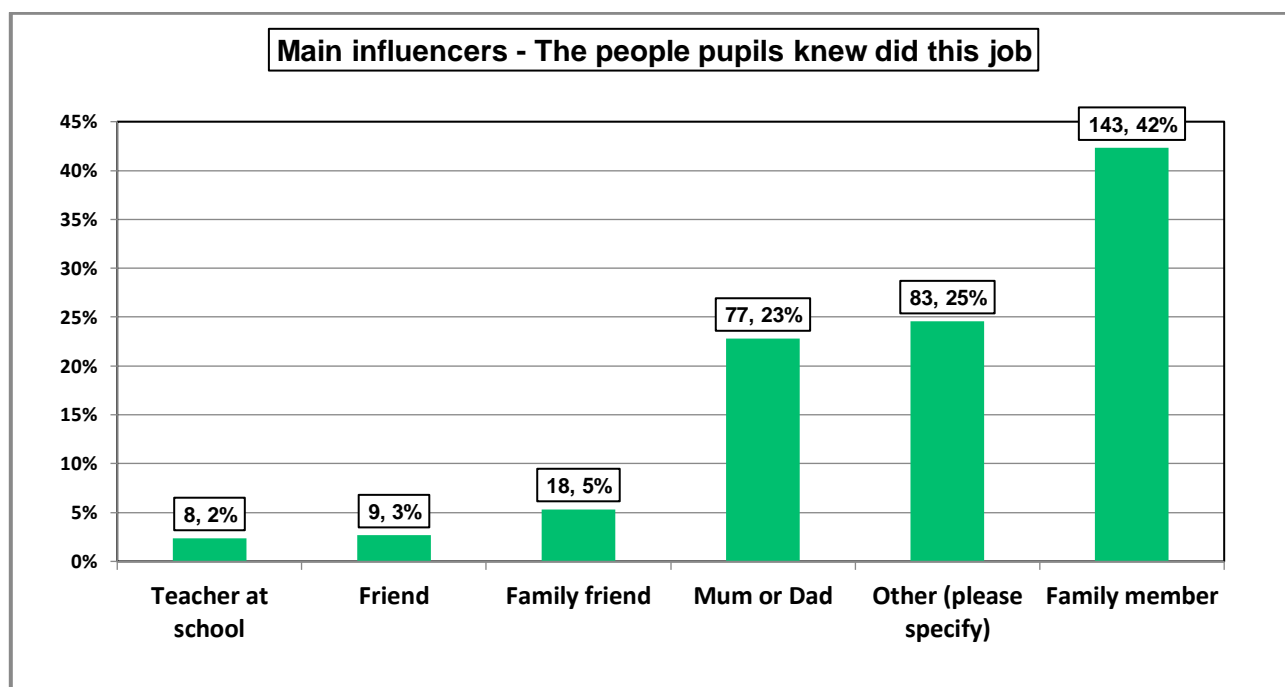


Figure 7: Main influencers on children's job identification

As Figure 19 illustrates 85% (n=220) of the pupils reported that some member of their close family circle was the influencing person behind their career choice. This was mainly because they were already in the job that the pupil had indicated in their drawing. 55% (n=143) reported that a brother/sister/aunt/uncle or other relative did the job they aspired to. 30% (n=77) claimed their mum or dad were already working in this job. In view of the pandemic and how this has affected job losses in industries and sectors across Derby, it will be important for primary schools to be cognisant of who and what influences the children and how this relates to their individual circumstances. CRL in schools involving employers needs to remain a high priority over the coming year(s).

Of the 67% (n=541) of pupils who stated they did not know anyone in the job they had drawn the main influencing factors were as follows:

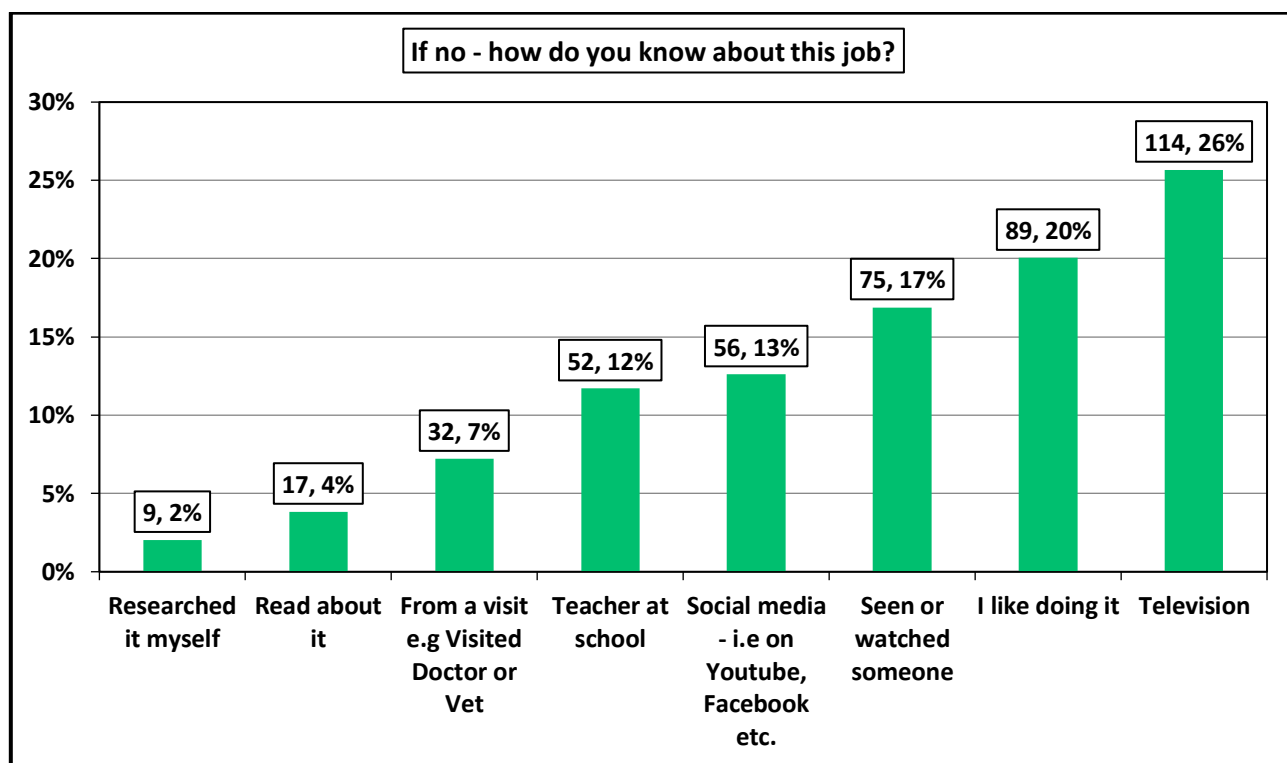


Figure 8: How the children knew about the jobs they identified

Just over a quarter (n=114) had seen the job on television. The second highest response recorded was “I like doing it” reported by 20% (n=89) of the pupils - of these 40% (n=35) had drawn a Footballer or Cricketer, while a further 21% (n=19) indicated they liked doing these as hobbies or after school activities such as artist, singer and/or dancer. Interestingly, 17% (n=75) had observed or watched someone in the role, for example: during a visit to a vet, doctor or hairdressers. 13% (n=56) had seen the job on social media such as Youtube. 12% has found out about the job from their teacher. Few pupils had researched their chosen job or read about it.

### Pupils perceptions of their skills

When asked to rank themselves against eight key skills (based on Skills Builder)<sup>27</sup> the highest ranked skill was Creativity - 55% (n=469) of the pupils gave this ‘5 stars’ and 74% (n=634) ranked this as 4 or above. The second highest skill was Teamwork ranked as 4 or above - 73% (n=622), followed by Aiming High ranked as 4 or better by 70% (n=592) of pupils.

The skill that 34% (n= 269) of the pupils ranked as 2 or lower was Talking in front of class. Figure 21 illustrates how the pupils ranked themselves for each of the eight skills.

<sup>27</sup> <https://www.skillsbuilder.org/universal-framework/listening>

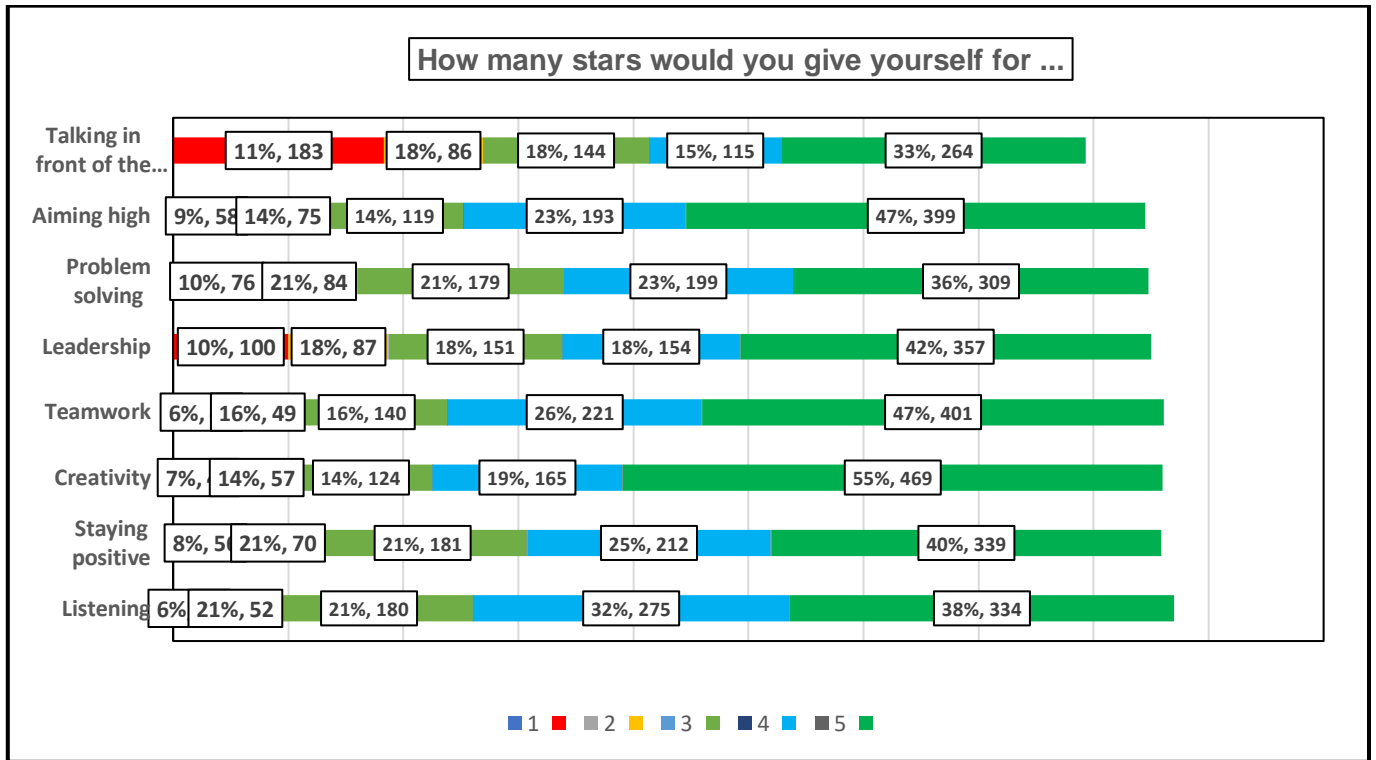


Figure 9: Children's skills ranking

### Gender stereotyping

The children were posed this question “Girls and boys can do the same job?” to which 95% (n=798) agreed and 5% (n=41) disagreed. However, when analysed more closely the top career choices of girls and boys exhibit some trends. The top choice by females was Teacher with 16% (n=71) choosing this job, compared to this being 11<sup>th</sup> on the list of male choices selected by 3% (n=11). The boys’ top job choice is Footballer chosen by 20% (n=85). This career was also chosen by 2% (n=10) of girls and was 14<sup>th</sup> on their list of career preferences. The charts below illustrate how many of the girls chose jobs such as Hairdresser, Nurse, Singer compared to boys opting for Engineer, Gamer or Game designer or Youtuber.

This indicates that although there was a reported 95% agreement in answer to the statement “Girls and boys can do the same job” the job choices by the two groups indicate that there remains an underlying and unconscious gender stereotyping.

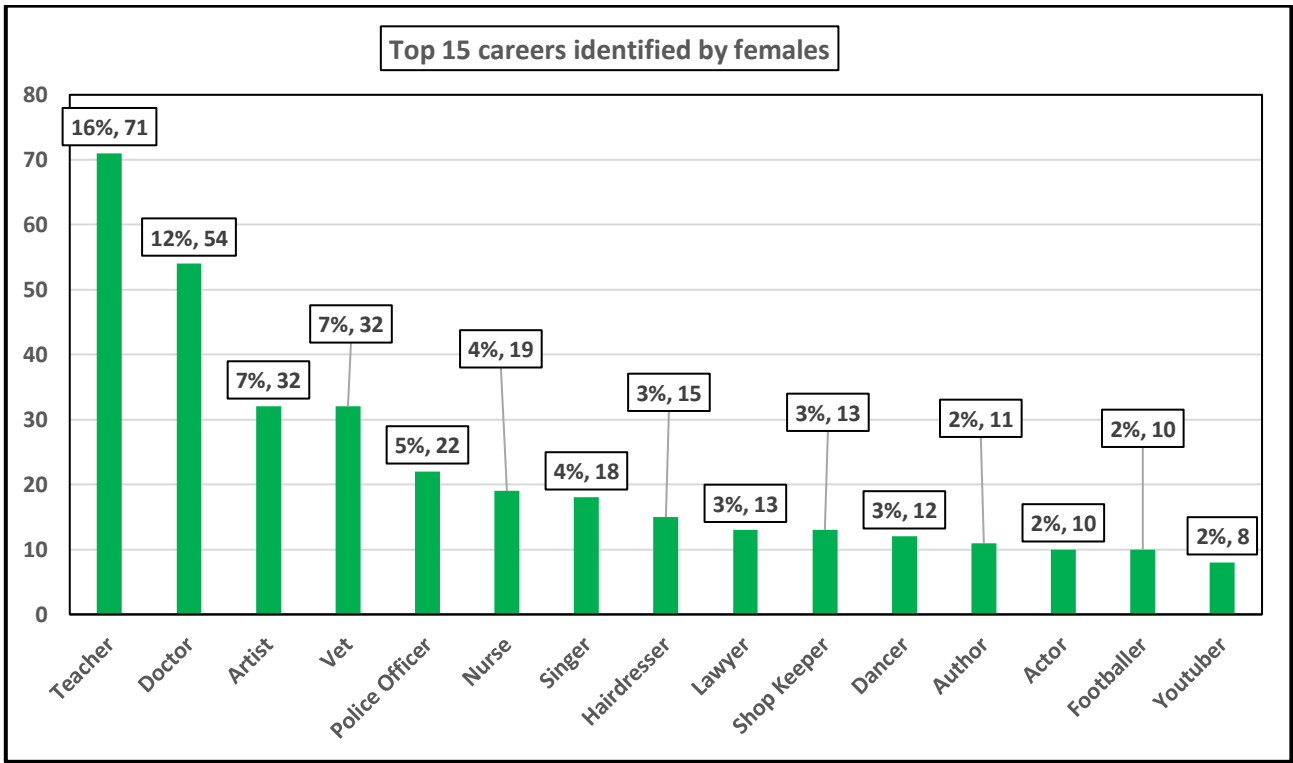


Figure 10: Top careers identified by females

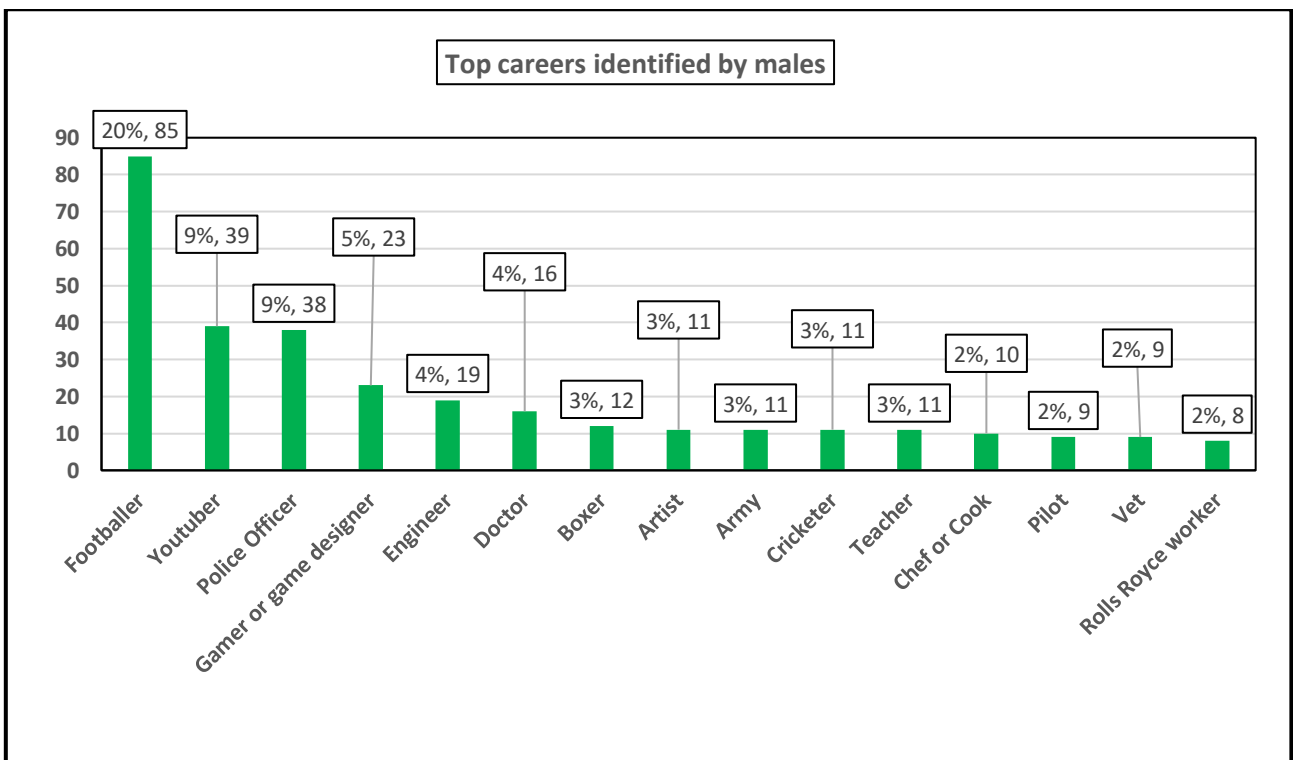


Figure 11: Top careers identified by males

### People like me can do any job when they grow up?

A total of 88% (n=737) of children agreed with the above statement, 12% (n=100) did not. (Note: 63 children did not answer the question)

When analysed further to see how this was answered by the different groups i.e. according to ethnicity and social background (FSM/PP) the chart below shows 84% of Black/African/Caribbean pupils (n=42 out of 50) agree with the above statement, compared to 92% (n=269 out of 291) of their White British counterparts. Ethnicity seems to be an

important factor in the aspirations of children at this early stage. It should be noted that the sample size of Black/African/Caribbean pupils is small (n=50) which may not be sufficient to draw any significant conclusion.

Further analysis revealed 90% (n=216) of the pupils in receipt of either Free School Meals or Pupil Premium agreed with the statement which is in broad agreement with the whole group. This suggests there is no apparent evidence to support that this has any influence on children’s aspirations.

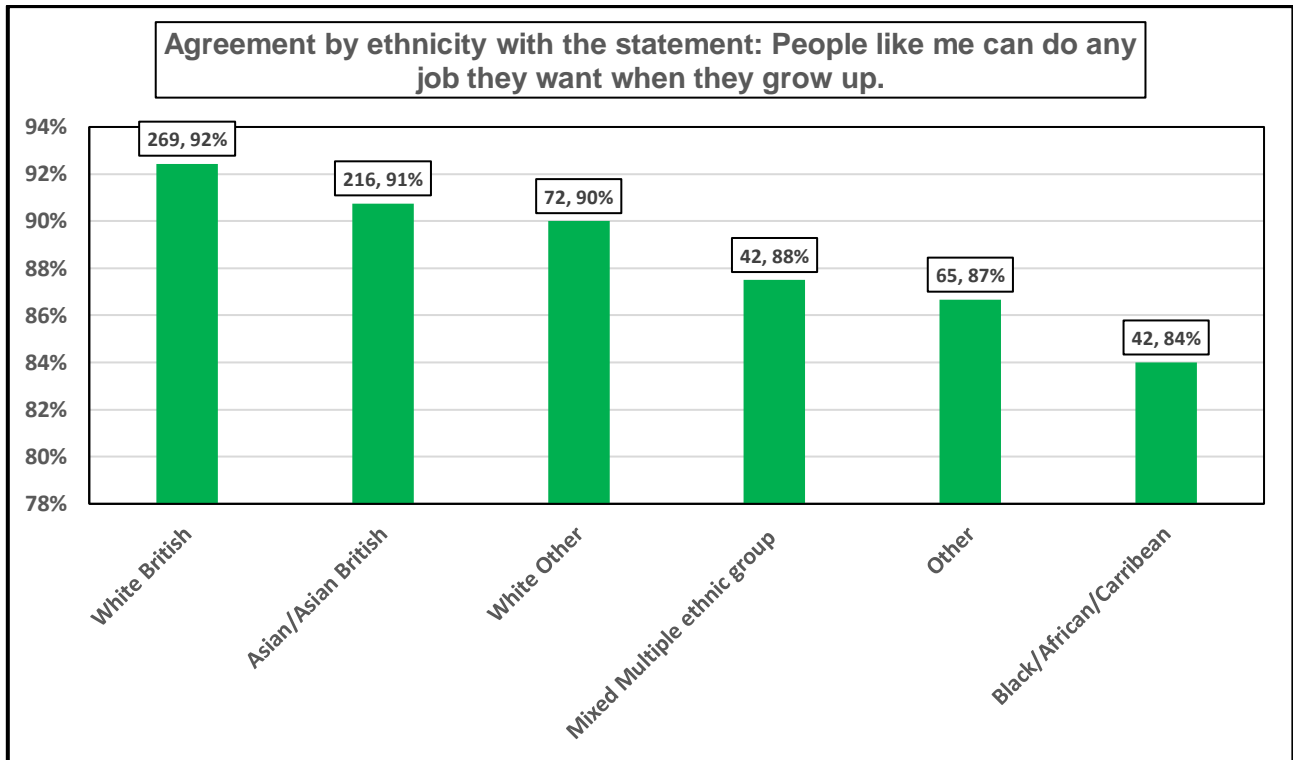


Figure 12: Agreement by ethnicity "people like me can do any job when they grow up"

### Science and engineering is not just for rich people?

The next question posed to the children stated, "Science and engineering is not just for rich people?" 829 of the 900 pupils answered this question. Over 18% (n=151) of the pupils disagreed with this statement. Further analysis showed that of the 61 pupils who were recorded as being in receipt of either FSM or eligible for PP 25% (n=15) disagreed with this statement compared with 16% (n=77) of those not in receipt of FSM or being eligible for PP. Figure 25 below illustrates the jobs pupils identified with are broadly similar to those selected by their counterparts. However, there are a few differences:

- Engineer is not in the top ten but appears as 11<sup>th</sup> on the list chosen by 2% (n=6) compared to being 8<sup>th</sup> on the list selected by 3% (n= 24) of the pupils not in receipt of FSM/PP.
- Doctor has been chosen by over 4% (n=11) of the pupils in receipt of FSM/PP compared to almost 9% (n= 51) of their counterparts.

The sample data is small, and as stated earlier there is not sufficient evidence to suggest that pupils in receipt of FSM and PP have lower aspirations than their counterparts within 7 wards.

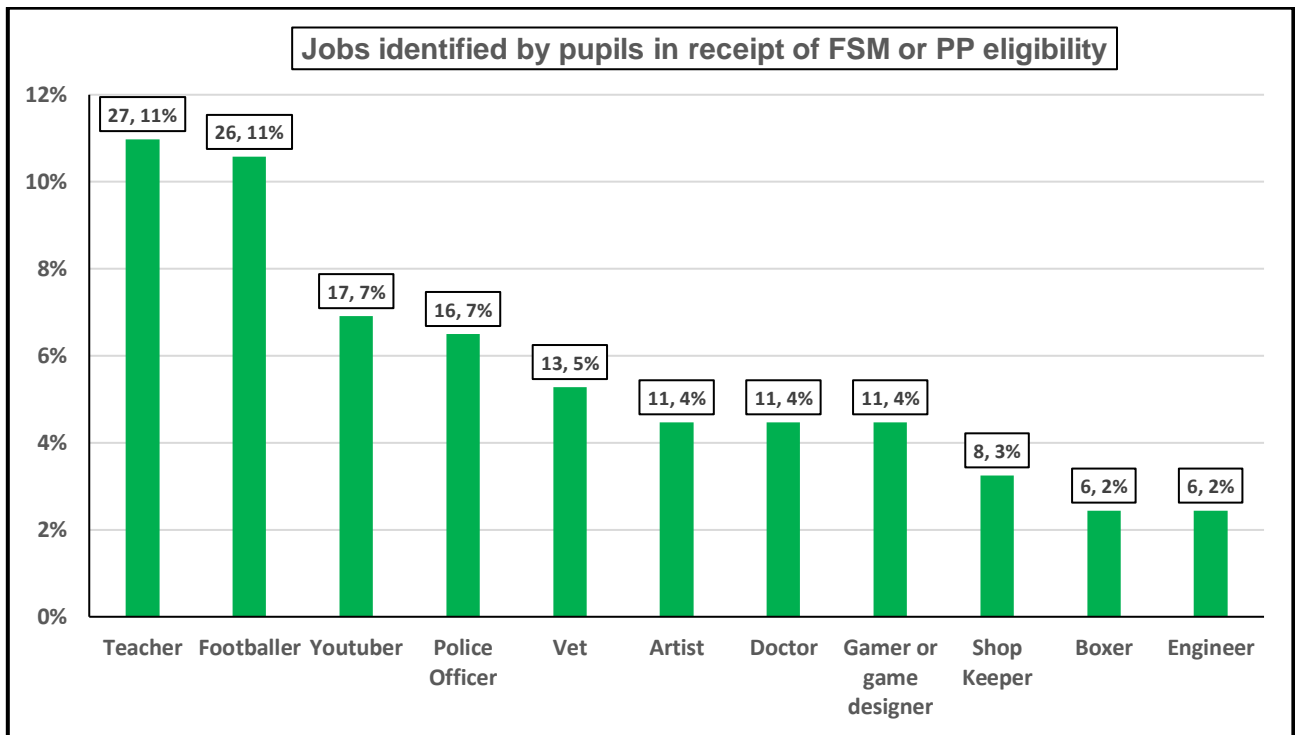


Figure 13: Jobs identified by pupils in receipt of FSM or PP eligibility

### English and maths can be useful later in life?

Of the 882 pupils who answered this question, 94% (n=774) agreed with the statement and 6% (n=54) did not agree. Further analysis of those who disagreed with the statement highlighted that those of Asian origin only 4% disagreed with the statement compared to 10% (n=5) of the Black/African/Caribbean pupils and 10% (n=8) of White Other pupils.

### Findings (Part 2): Children's post-activity evaluation

#### Schools and wards represented

Due to the interruption to the programme caused by the school closures following the Covid 19 pandemic, evaluation forms have been received from only 7 of the participating schools. CRL post-activity evaluation forms were completed by a total of 226 pupils. Arboretum had the highest number of pupil responses 30% (n=68), while the remaining 6 schools had similar representation between 11% and 13% (n=25 - n= 29).

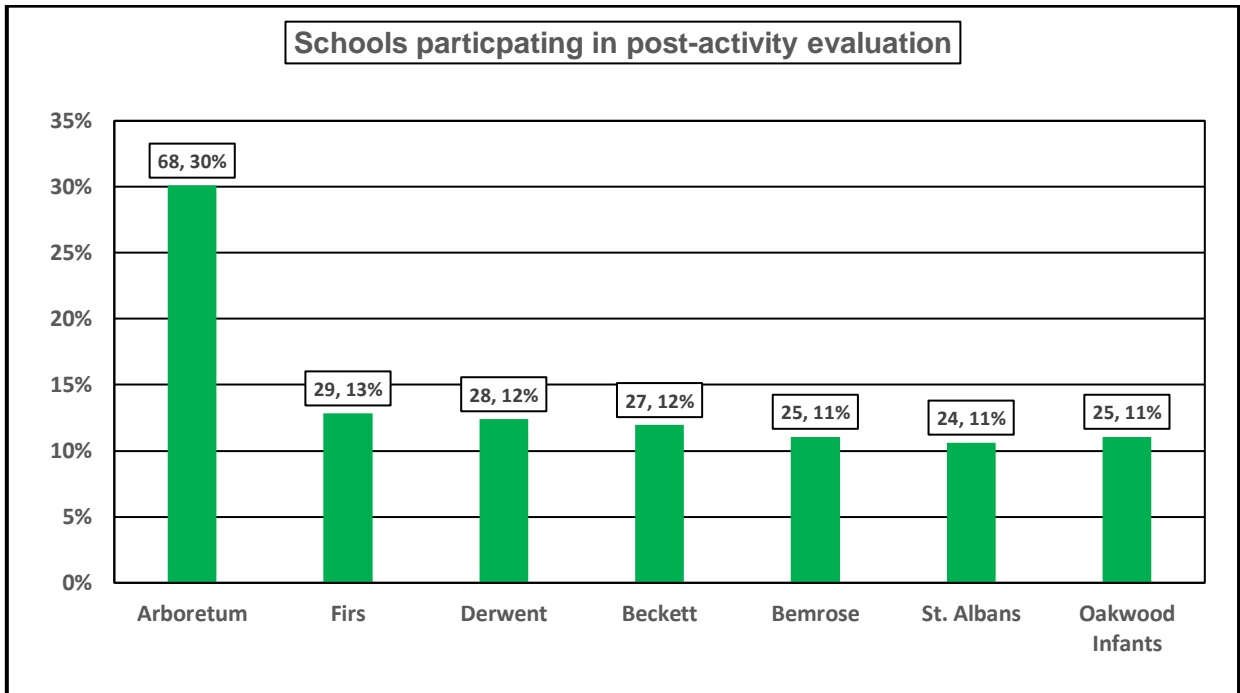


Figure 14: Schools participating in post-activity evaluation

A total of 5 of the 7 wards were represented with the highest participation levels being 36% (n=81) from Abbey and 30% (n=68) from Arboretum. The 2 wards for whom CRL post-activity evaluation feedback has not been received are Normanton and Sinfin.

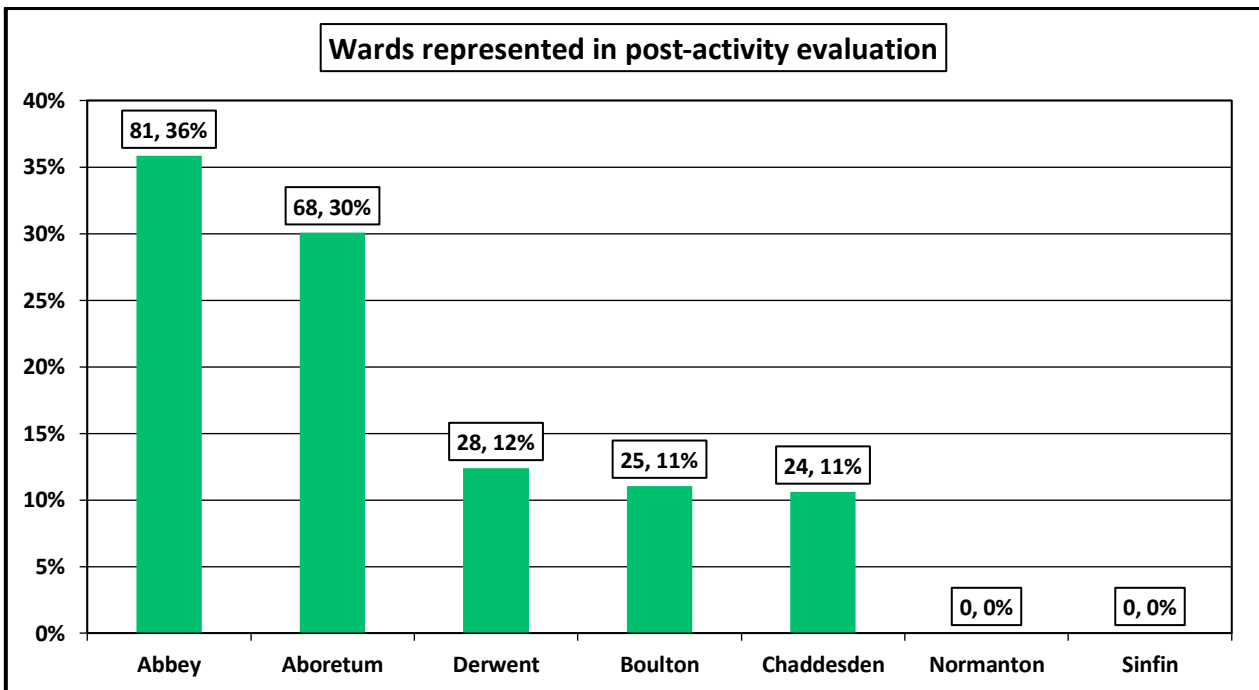


Figure 15: Wards represented in post-activity evaluation

### CRL Activities

Of the menu of CRL activities on offer, 6 of these were chosen by the participating schools (pre-Covid) from whom data was provided for the interim evaluation. Destination Rail - Race to Construct was the most popular choice with 40% (n=91) pupils from 3 schools participating in this CRL activity (namely, Arboretum, Firs and Oakwood Infants). A cohort of pupils from Arboretum also took part in the Visit to EMA (East Midlands Airport). 27 pupils from Beckett primary school participated in What's my line; 28 pupils from Derwent primary participated in How did I become; 25 pupils from The Bemrose School took part in a "Destination Rail Day"; and 24 pupils from St. Albans were involved in an Employability Day.



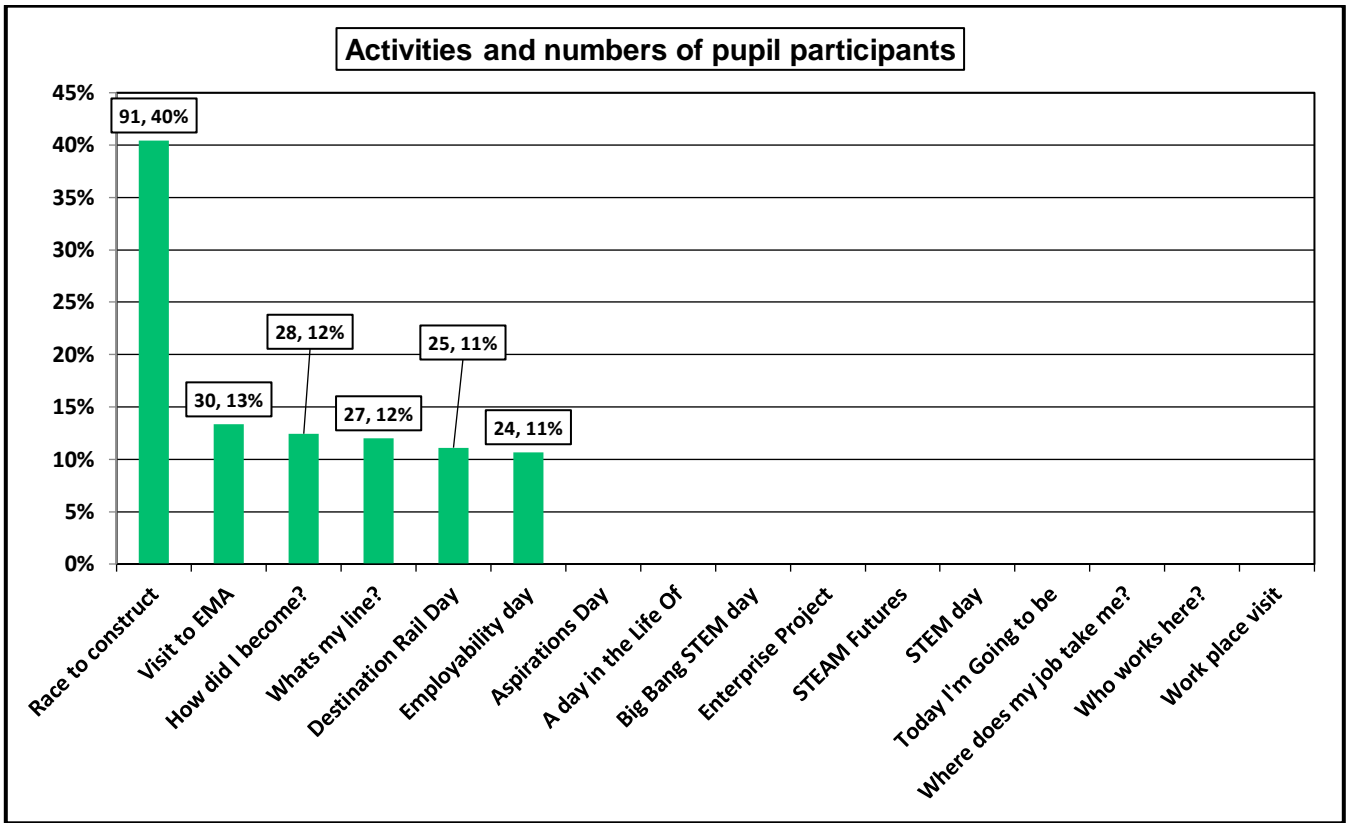


Figure 16: Activities and numbers of pupil participants

### Demographics

The six charts (Figures 29 to 34) below illustrate the demographic spread of the pupils who have so far participated in CRL activities. 32% (n=69) are aged 10 in year 6. These are similar numbers to the pupils who took part in the pre-activity evaluations. However, there are a higher proportion of 7year olds 22% (n=47) in the post-activity evaluation than the pre-activity where the proportion was 10%. The gender balance has changed slightly with 52% (n=117) boys and 47% (n=104) girls. Pupils identified as SEND, and/or in receipt of FSM and/or eligible for pupil premium (PP) are 10% (n=220), 38% (n=83) and 42% (n=93) respectively.

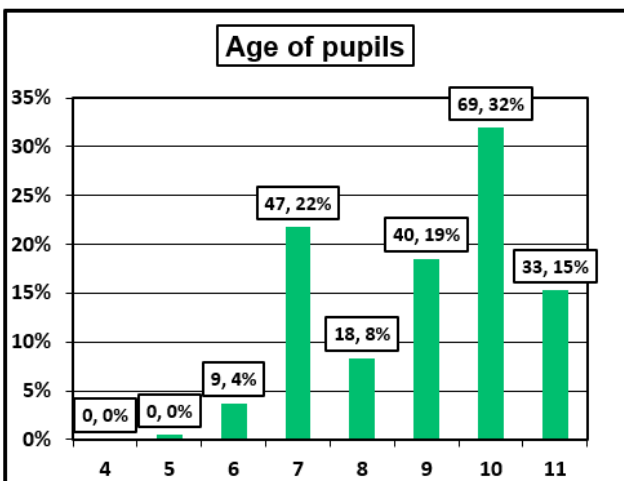


Figure 29: Age of pupils in post-activity evaluation

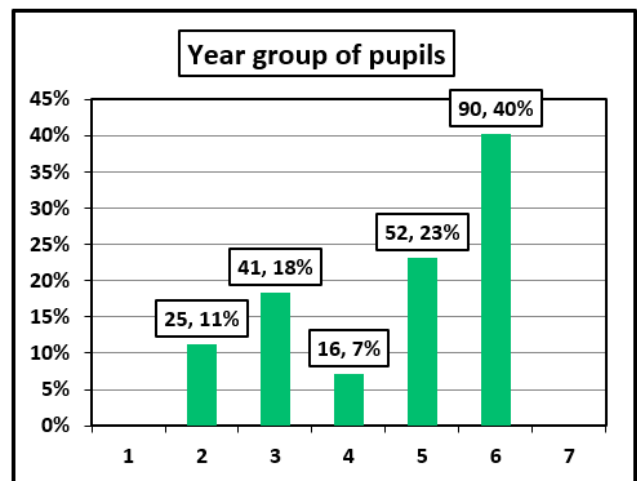


Figure 30: Year group of pupils in post activity evaluation

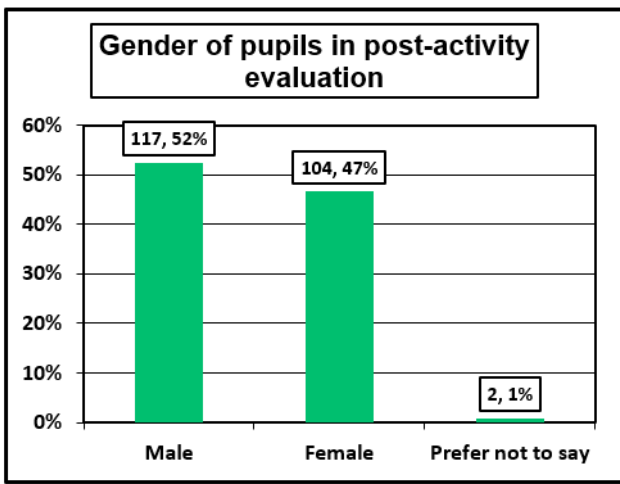


Figure 31: Gender of pupils in post-activity evaluation

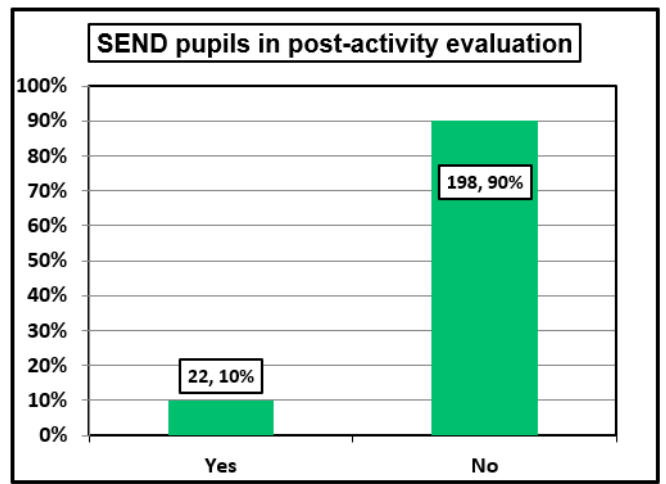


Figure 32: SEND pupils in post-activity evaluation

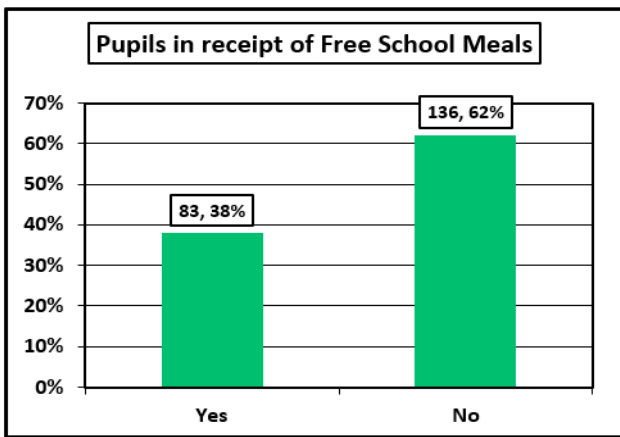


Figure 33: Pupils in receipt of Free School Meals post-activity

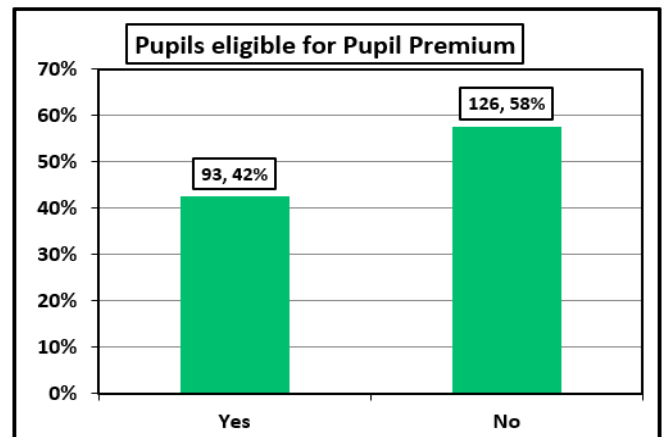


Figure 34: Pupils eligible for Pupil Premium post-activity

As the chart (Figure 35) below shows the majority of pupils are white British 36% (n=78) with the second highest being Asian/Asian British 28% (n=62). This is similar to the ethnicity of the pupils in the pre-activity evaluation.

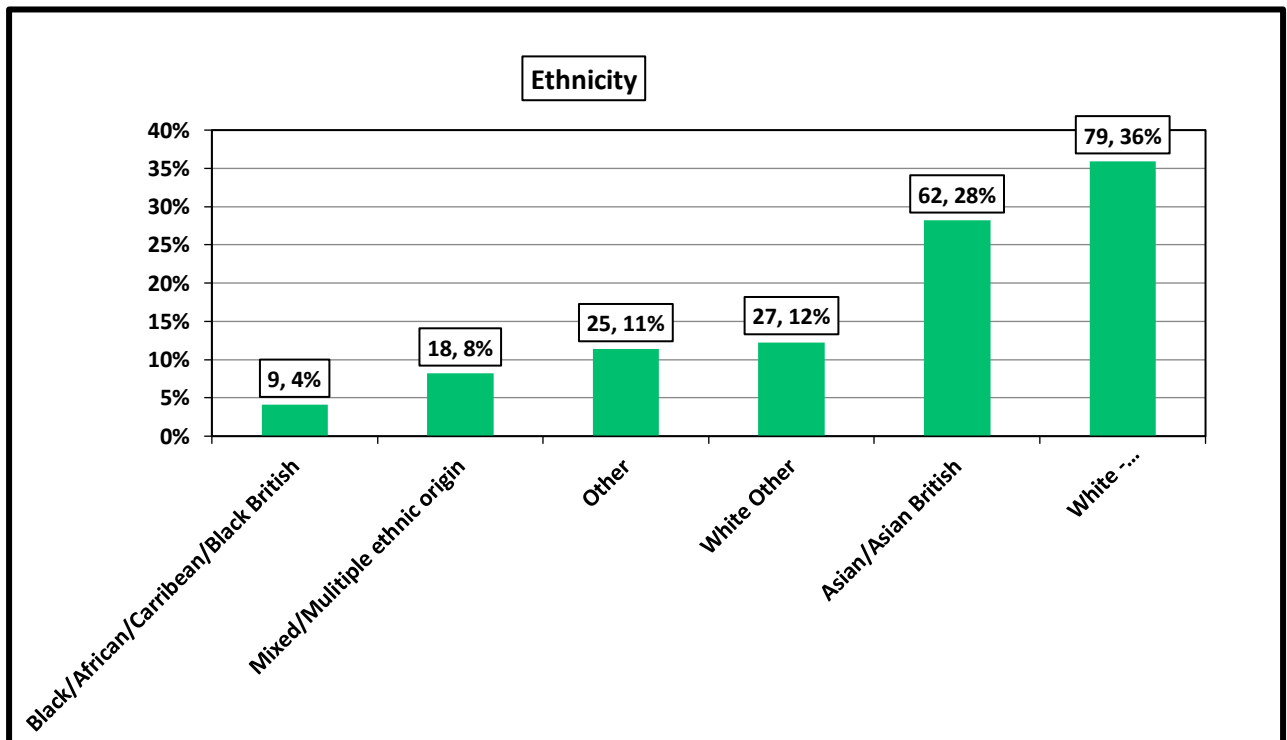


Figure 35: Ethnicity of pupils in post-activity evaluation

Impact Assessment

Number of jobs the children have learned about

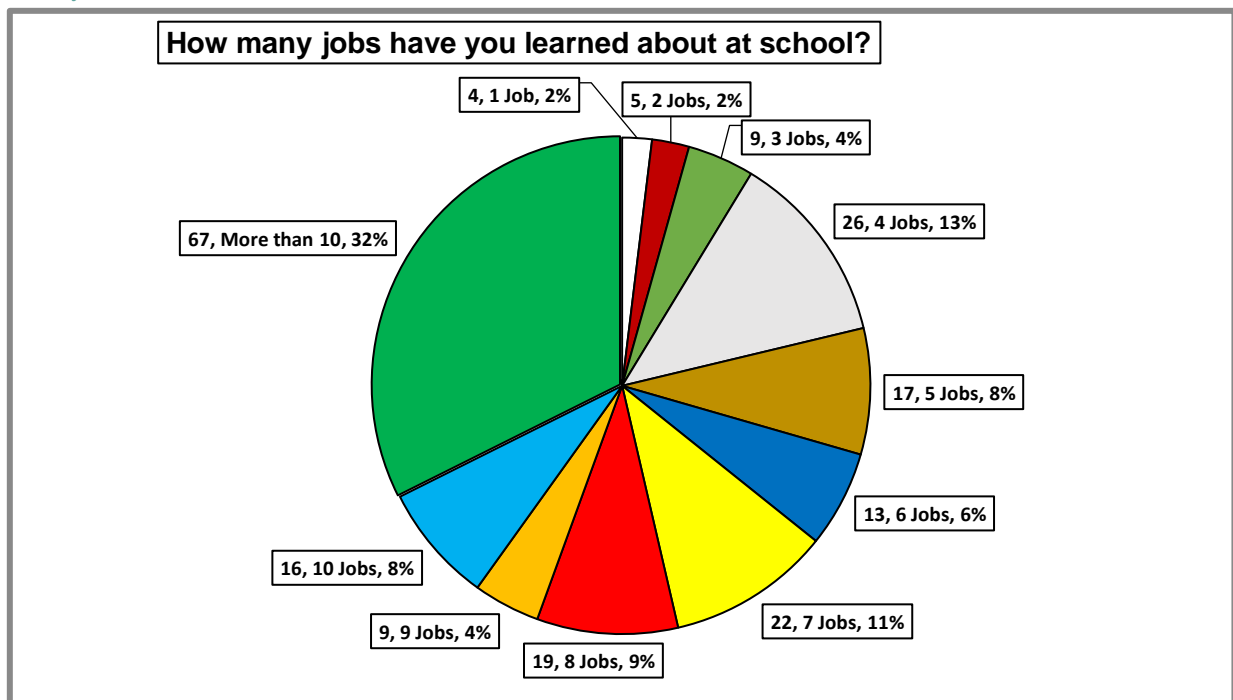


Figure 36: Numbers of jobs children learned about in school

From a children's perspective, the pie chart above illustrates as a result of the CRL activity 40% (n=83) reported to have learned about 10 or more jobs during the activity in school that day. Only 2% (n=4) said they learned about 1 job. Evidence shows CRL is increasing pupil's awareness of the world of work, broadening their horizons and raising their aspirations.

The chart below indicates the top jobs identified by the pupils' following the CRL activity/activities. Only 1 of the 7 groups of children had received 3 CRL activities at the time of completing the post-activity evaluation.

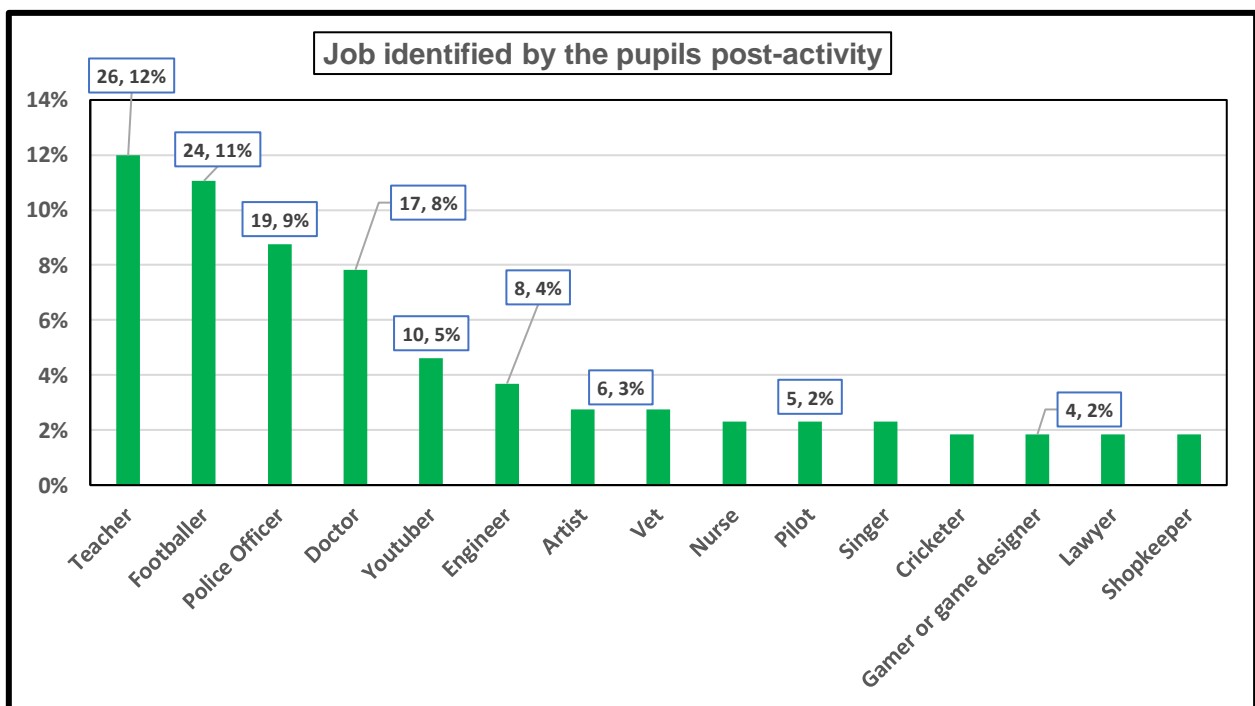


Figure36: Jobs identified by pupils' post-activity

From the small sample of 7 schools, the top job titles identified by the pupil's post-activity are similar to those pre-activity with some minor differences:

- The percentage of pupils choosing Teacher has increased from 9% to 12%
- The percentage of pupils choosing Police officer has increased from 7% to 9%
- The percentage choosing Engineer had increased slightly from 3% to 4%

Using the pupil identifiers, it was possible to establish whether individuals changed their career choices after the CRL activity. Of the 226 children for whom this analysis was carried out:

- 23% (n=49) had chosen a different occupation from the one previously identified in the 'Drawing Your Future' exercise.
- 12% (n=25) reported in the post-activity question "I don't know" with one stating "There are so many to choose from!"
- 59% (n=133) chose the same occupation post-activity as they had pre-activity
- 6%(n=13) either did not reply or it was not possible to match their responses.

### People like me can do any job they want?

In response to the statement above the responses received were as follows:

- A total of 94% (n=202) agree and 6% (n=12) disagree with the statement. This compares with the pre-activity evaluation responses of 88% and 12% respectively. This represents a 6% shift following the career related learning (CRL) activity. This was further analysed according to ethnicity (refer to chart below).
- Of the 94% who agreed with the statement 'People like me can do any jobs they want' Figure 37 below indicates that the majority are of White British origin (97%; n=74) and that 88% (n=7) of the Black/African/Caribbean pupils agreed with the statement. This compares to the pre-activity responses which highlighted that 84% (n=42) of the Black/African Caribbean pupils had recorded their agreement with the statement.

Across all ethnic groups there is an increase in the level of agreement indicating a probable positive impact as a result of the CRL activity.

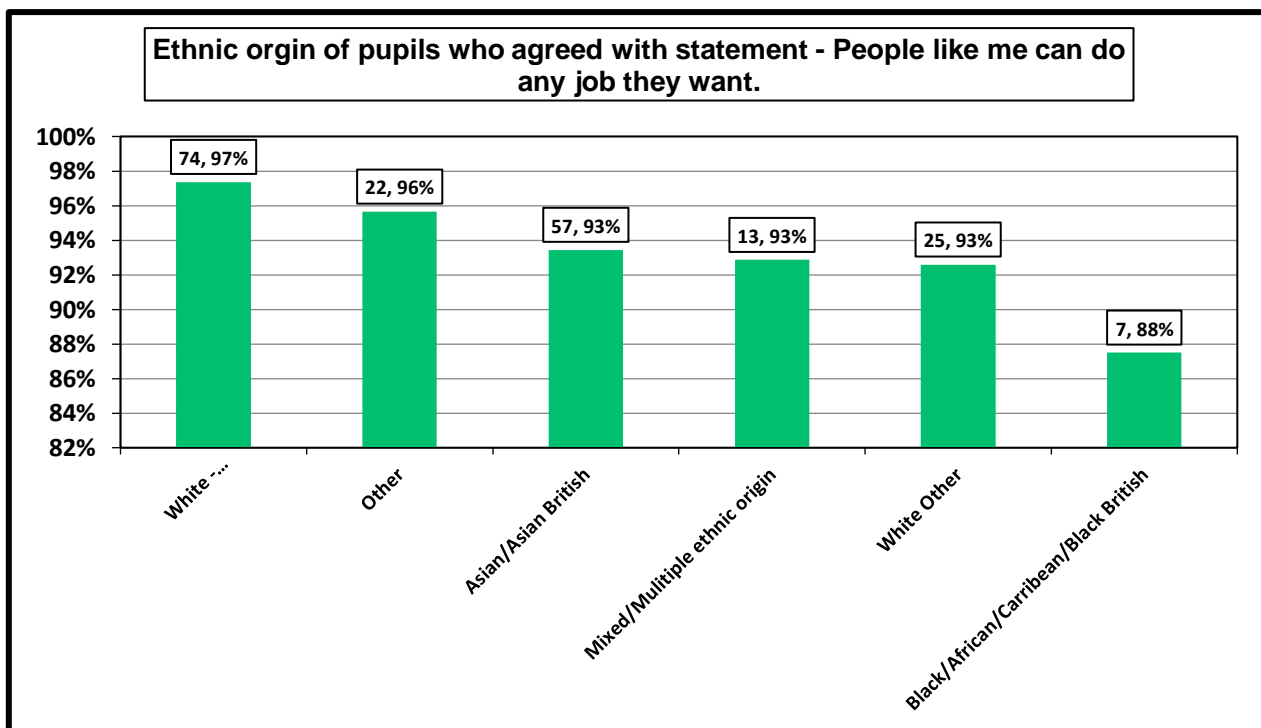


Figure 37: Ethnicity of pupils in post-activity evaluation

Further analysis has also revealed:

- All pupils who disagreed with this statement are based in the Abbey and Arboretum wards
- Pupils of the other 3 wards: Boulton, Chaddesden and Derwent all recorded 100% agreement with the statement. Previously these 3 wards had recorded levels of agreement of 82% (n=72); 95% (n=122) and 96% (n=23) respectively. In the Arboretum ward the level of agreement altered from 89% (n=139) to 92% (n=57). In the Abbey ward the level of agreement remained constant at 90% (n=69).

Overall, within these 5 wards the level of “agreement” between the before and after CRL activity has shown an increase.

Although the sample size is relatively small, there is some evidence to suggest that ethnicity is a factor in children’s perceptions and aspirations and that after the CRL intervention there is a level of improvement. However, it must be emphasised that the sample size is small by comparison and that these results have been reported from only 7 of the 22 schools representing 5 of the 7 wards. Further data has yet to be made available from two of the wards (Normanton and Sinfin). As more data becomes available, further analysis may verify the hypothesis that CRL intervention has an influence over the aspirations and perceptions of children, especially those from ethnic minorities.

### Science and engineering is not just for rich people?

Children were asked to register their agreement or disagreement with the statement “Science and engineering is not just for rich people”. The responses are as follows:

- 82% (n=175) agreed with this statement with 18% (n=39) disagreeing with this statement.
- After the CRL activity 80% (n=70) of children in receipt of Free School Meals or Pupil Premium agreed with the statement
- This compares with 75% (n=174) of pupils’ responses pre-activity.

This indicates a potential improvement in children’s perceptions as result of the CRL activity. However, as stated before due to the small sample size, further data is required from the remainder of the schools to validate or otherwise this early interim finding.

### Career-Related Learning Activities

When asked questions about the activity that had been delivered, findings show:

- 90% (n=199) of the children agreed that “the people they met with were very helpful”
- 90% (n=198) agreed that “Doing well in school can help me in the future”
- 89% (n=197) “enjoyed the career learning activities”
- 70% (n=159) said they “found out about new jobs they didn’t know about before”
- 85% (n=174) agreed “there are lots of jobs available to me when I grow up”
- 88% (n=195) agreed that “English and maths can be useful later in life”.

The overall impression gained is that children enjoyed the exposure to and experience of the CRL activity learning about different jobs other than the narrow range they have been previously exposed to. They have also understood the link between subjects learned at school and work.

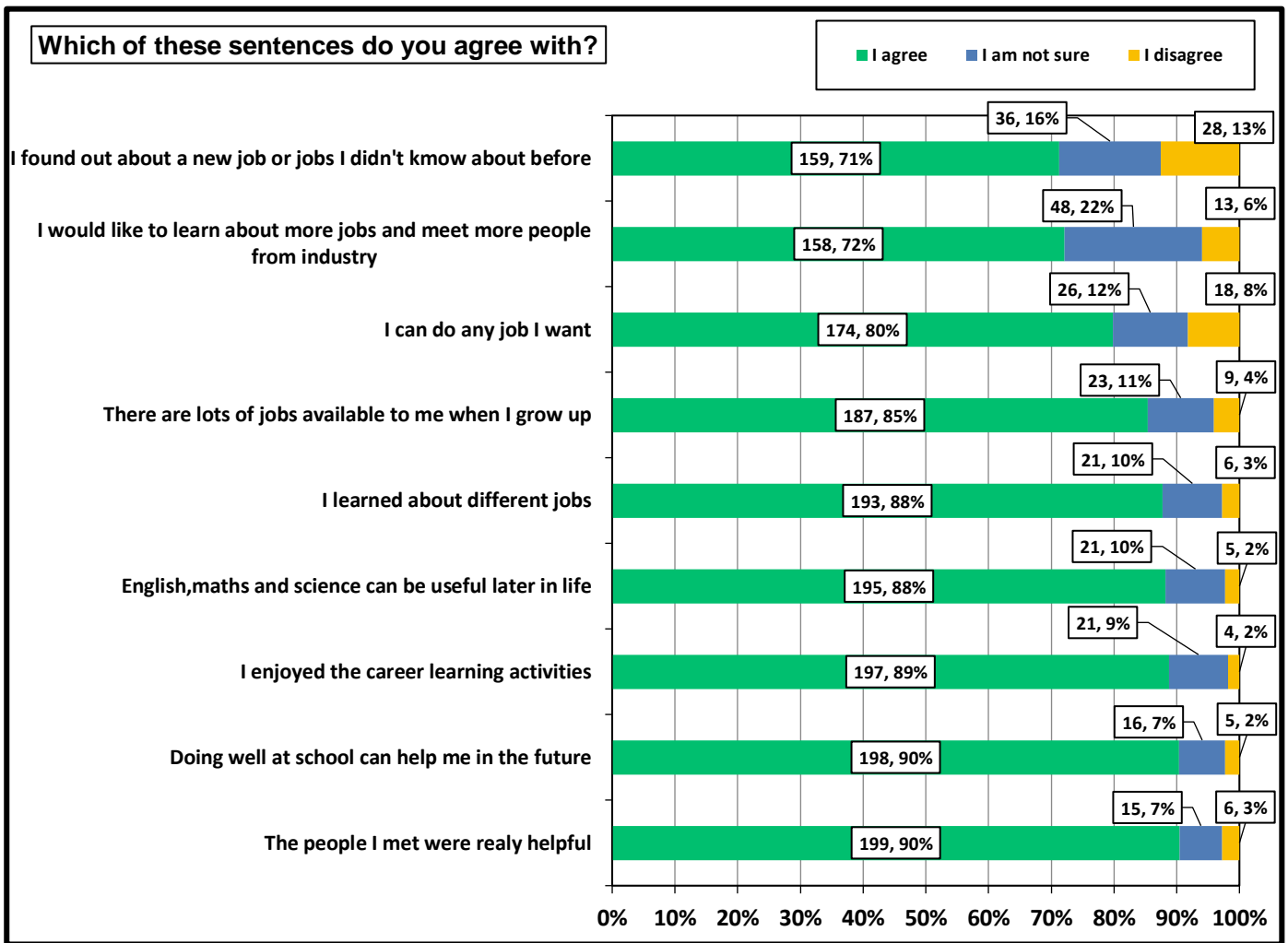


Figure 178: Children's skills assessment post-activity

### Children's Self Awareness

Children were asked to rank themselves using a simple scoring system - ranking themselves from 1 to 5 drawing on 8 different skills. They were asked "How many stars would you give yourself for...?" This question was set before and after the CRL activity to identify if there was any noticeable change in their self-assessment.

Figure 39 below compares the before and after activity ratings scored by the children when they assessed their own skills. The pre-activity score (returned by 877 pupils) listed the top 3 skills as : Creativity, Teamwork and Listening, compared with the post activity score which ranked the top 3 (returned by 225 pupils) as: Teamwork, Creativity and Listening. Although the ranking order differs, both pre-and post-activity children's responses were consistent. In both before and after they ranked as lowest the skill of "Talking in front of class".

Further analysis of the pupil responses to this question:

- 84% ranked "Teamwork" (n=190) as either 4 or 5 stars
- 79% (n=177) rated "Creativity" and "Listening" as at least 4.
- The chart below shows there is a slight increase in the children's self-assessment of their skills after the career related learning activity.

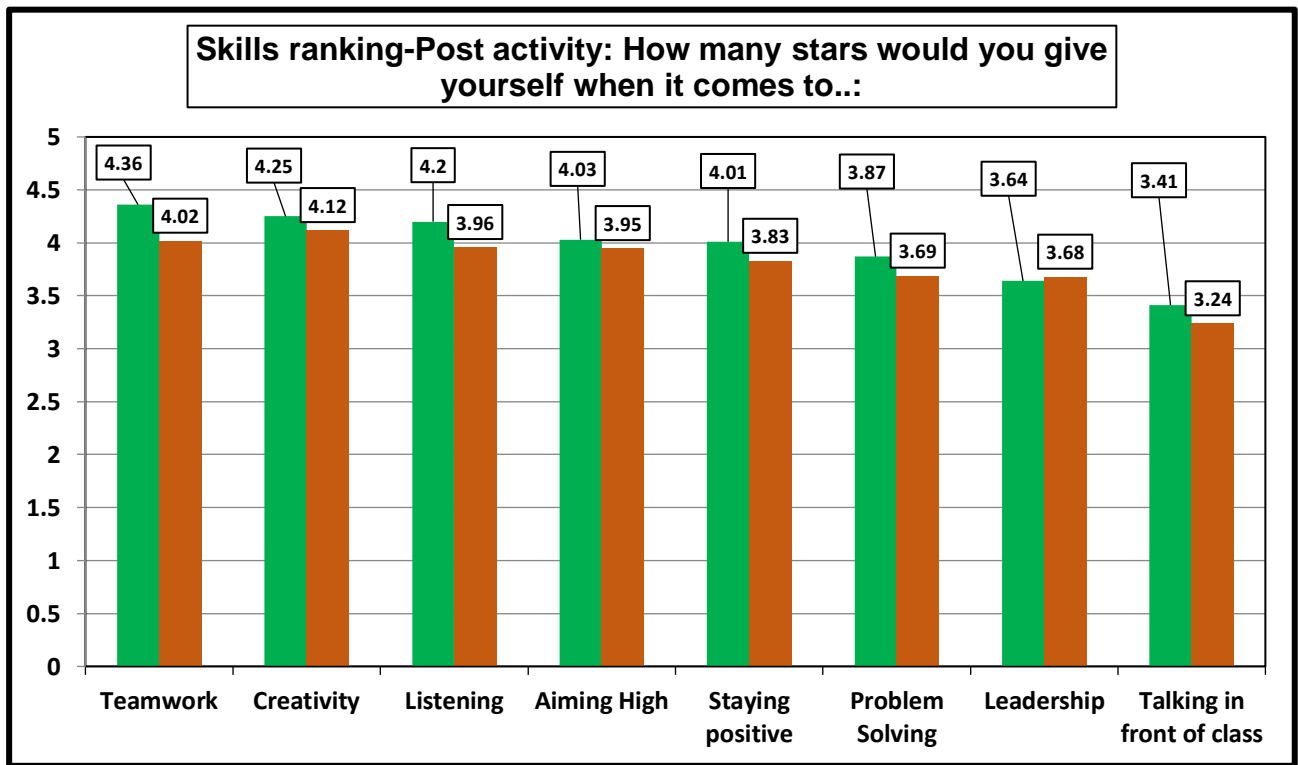


Figure39: Comparison of children's skills ranking pre and post activity

Pre-CRL Activity ■ Post-CRL Activity ■

This suggests that the CRL activities being conducted within the schools is having an influence on the children's perceptions of these 8 key skills. As previously stated, the post activity data sample is not truly representative of all 22 schools and the 7 wards in the programme.

### Conclusions and Recommendations

The main purpose of the programme evaluation was to identify what impact, if any, Career Related Learning (CRL) is having on primary school children. We attempted to understand the aspirations and perceptions of children from differing backgrounds in the 7 wards. So far, pre-activity data has been analysed for 900 pupils from 22 schools (7.5% of the total pupil population of the 32 participating schools). Post-activity analysis for 227 pupils represents 1.9% of the total pupil population. It is estimated that when feedback is received from all 32 schools this should represent 10% of the total population. The methodology applied has produced rich quantitative and qualitative data.

The Covid 19 pandemic resulted in school closures on 23<sup>rd</sup> March 2020. This had an adverse effect on the continued delivery of the programme to 32 schools and subsequent evaluation. However, it has been possible to carry out some early analysis, particularly of the feedback received from children within the 22 schools in which pre-activity CRL work was conducted, and the 7 schools' post-activity CRL evaluation available for analysis.

Firstly, the majority of pupils who participated in the evaluation and impact assessment were 10 years old in Year 6. Their job choice in the drawings correlated closely with the pilot study carried out in 2019, for example, 58% (n= 542) of the children chose only 10 different careers.

The main influencing factors behind these job choices was at home (either directly from parents, siblings or other close family members). Where this was not the case, the children's exposure to work came from friends, what they saw in their environment or from television or social media. In effect this demonstrates that the children's understanding and view of the world of work is quite narrow – they can only be what they see and if their view of the world of work is limited this will impact upon their preferences and choices.

Secondly, further pre-activity analysis explored the children's job choices according to their ethnicity. This highlighted some differences in job choice selection especially between the Asian/Asian British children and their counterparts. It was noticeable that the children from Asian backgrounds tended to select the more professional and managerial careers e.g. doctor, vet, engineer - compared with children from other ethnic backgrounds. There was little evidence to suggest that there was any difference in job choices for children who were SEND or in receipt of Free School Meals or eligible for the Pupil Premium.

On the question of aspirations and responses from children of differing ethnic backgrounds to the statement "people like me can do any job they want when we grow up", children from Black/Black African Caribbean/Black British backgrounds recorded a lower level of agreement to this question than their White British and Asian/Asian British counterparts. This indicated that there may be lower levels of aspirations within this group. However, the data sample set is small, which must be taken into consideration before drawing any specific conclusions. This will be monitored closely in the next phase of analysis.

Children's responses to the statement: "Science and engineering is not just for rich people" also shows a pattern observed in the data. For example, more pupils in receipt of Free School Meals and those eligible for the Pupil Premium tended to disagree with this statement with 25% disagreeing compared to 16% of their counterparts. There was insufficient evidence to identify any real differences the job choices between these children. However, the significant difference in their reply to the above statement merits further investigation.

On the issue of gender stereotyping, the children's replies to the statement: "Girls and boys can do any job" which recorded 95% agreement suggests that this is no longer an issue. However, the job choices made by boys and girls suggests an unconscious bias which contradicts their responses. There is more work to be done to reduce career/role stereotypes.

Thirdly, the post-activity evaluation was designed to identify what impact, if any, CRL had on the children's job choices, aspirations and perceptions. So far, data has only been made available from 7 of the 22 primary schools and 5 of the 7 wards. It is anticipated that when schools return and the programme is re-started more data will become available as Learn by Design continue with their delivery.

Children indicated in their responses that they enjoyed the activities and learned about new jobs and careers with 88% (n=200) agreeing that "English and Maths can be useful later in life". This shows children are they beginning to make the link between their schooling and the world of work.

Analysis of the data received to date has revealed some positive impacts arising from the CRL activities. For example, 23% (n=49) of the children changed their job choices from the initial 'Drawing Your Future' activity. This might be because at such a young age they had forgotten what they drew, or that once exposed to people from the world of work they started to think more about work and the differing range of jobs. 40% (n=83) stated they had learned about 10 or more jobs, while 12% (n=25), when asked said they did not know what job they wanted to do with one making the comment "*There are so many!*"

Children's aspirations and perceptions improved with a measurable increase in levels of agreement to the statements: "People like me can do any job they want when we grow up" and "Science and engineering is not just for rich people". The data indicates there was some increase in pupils' understanding of the link between education, qualifications and work opportunities through their exposure to volunteers from the world of work. It is vital to close the gap between disadvantaged pupils and their peers in terms of their confidence in their ability to work effectively and their choices for the future.

Children had been asked pre-activity and post-activity to rank themselves on a scale of 1 to 5 against a list of 8 key skills. The responses were compared between pre- and post-activity. The overall aim was to find out how the children considered their skills which can be built upon to improve attainment and long-term employability skills. Results illustrate for almost all of the skills listed, these had increased in the children's self-assessment. Again, there is some evidence to suggest that CRL is having some positive impact on the children's education but the sample size is relatively small.

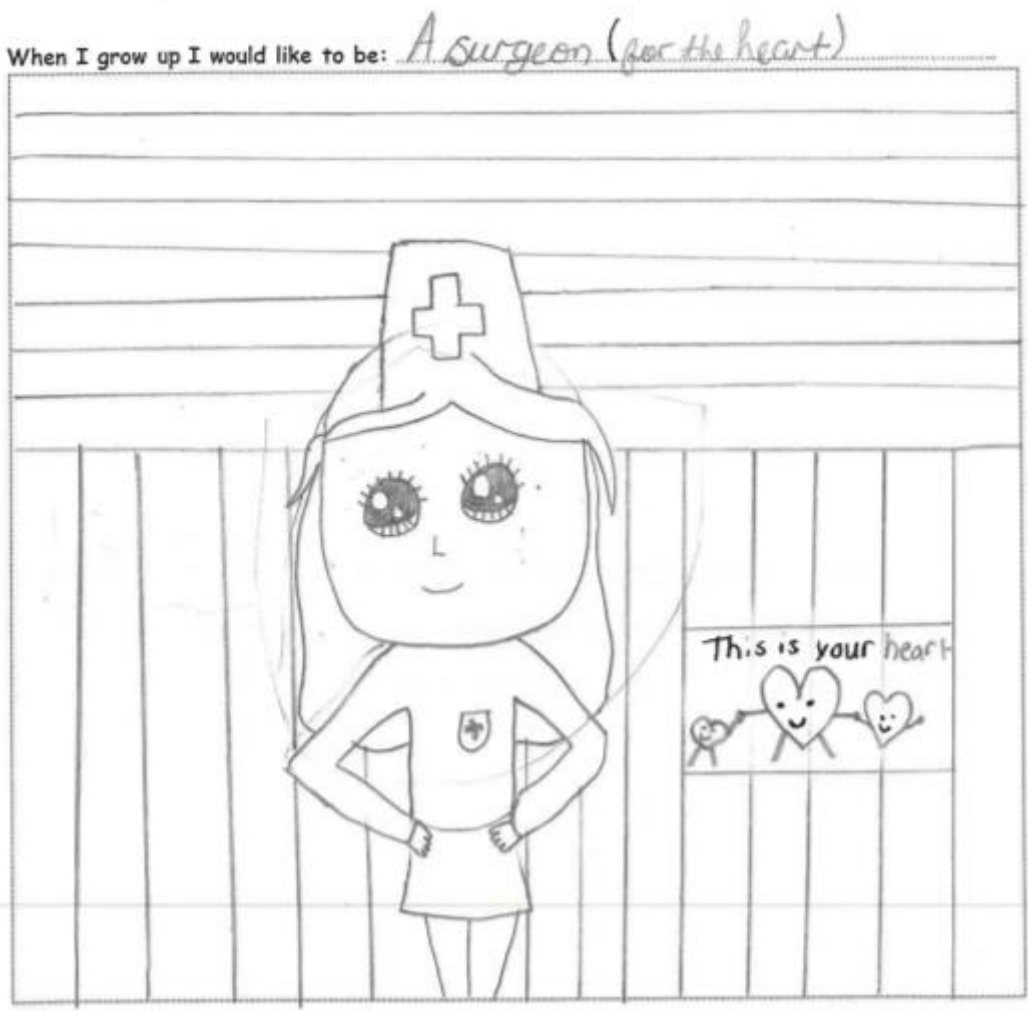


Finally, it is important that further data from the remaining schools is made readily available for evaluation and impact assessment to add to the early interim analysis.

In November 2019, the Government announced a one-year extension to the Opportunity Area programme. In Derby, Year 4 funding will focus on support for and to school aged children, both in the classroom and pastoral support for those most vulnerable. There is a strong commitment to “continue to strengthen careers links between employers and the primary sector across the city”<sup>28</sup>.

### Recommendations

- It will be important for primary schools to be cognisant of who and what influences the children and how this relates to their individual and family circumstances. CRL in schools involving employers needs to remain a high priority over the coming year(s).
- Ensure CRL activities involving employers continue to represent a strong diversity of role models that the children can identify with and to help address stereotyping and unconscious bias.
- Continue to close the gap between disadvantaged pupils and their peers through CRL activities to build children's confidence in their ability to work effectively and their choices for the future.
- Systematically gather further data from the remaining schools for evaluation and impact assessment to add to the early interim analysis.



<sup>28</sup> <https://derbyopportunityarea.co.uk/newsletter/>

### Section 3 – Parent/Carer responses

#### Our Future Derby: Parents’ level of awareness and understanding of Career-Related Learning in Primary Schools

##### Methodology

A mixed methods approach was used to gather both quantitative and qualitative data. Following a trailblazer study in August 2019, an online survey was completed by 209 parents/carers either online or from hard copy versions distributed at events in Derby from September – mid-December 2019. Responses of parents/carers were provided by the Learn by Design staff from parents/carers’ evenings, coffee mornings or from encounters at school gates. A printed version of the same questionnaire was further distributed to parents/carers at various parental engagement activities within schools across the 7 wards involved in the CRL programme.

A total of 227 questionnaires were completed by parents/carers representing 19 schools from a total of 293 parents/carers approached by LBD to participate in the evaluation. This represents a return rate of 66%. These engagements were additional to the earlier pilot surveys and were conducted between September 2019 and mid-March 2019. Most of these ‘engagement activities’ took place in December 2019. The total numbers of parents/carers with whom the Learn by Design team have engaged to date is 607. It was agreed the sponsors that further parental engagement activities would take place in Spring 2020; however, due to the pandemic this work is currently on hold.

##### Survey Responses

Question 1. What is the name of your child(ren)s school?

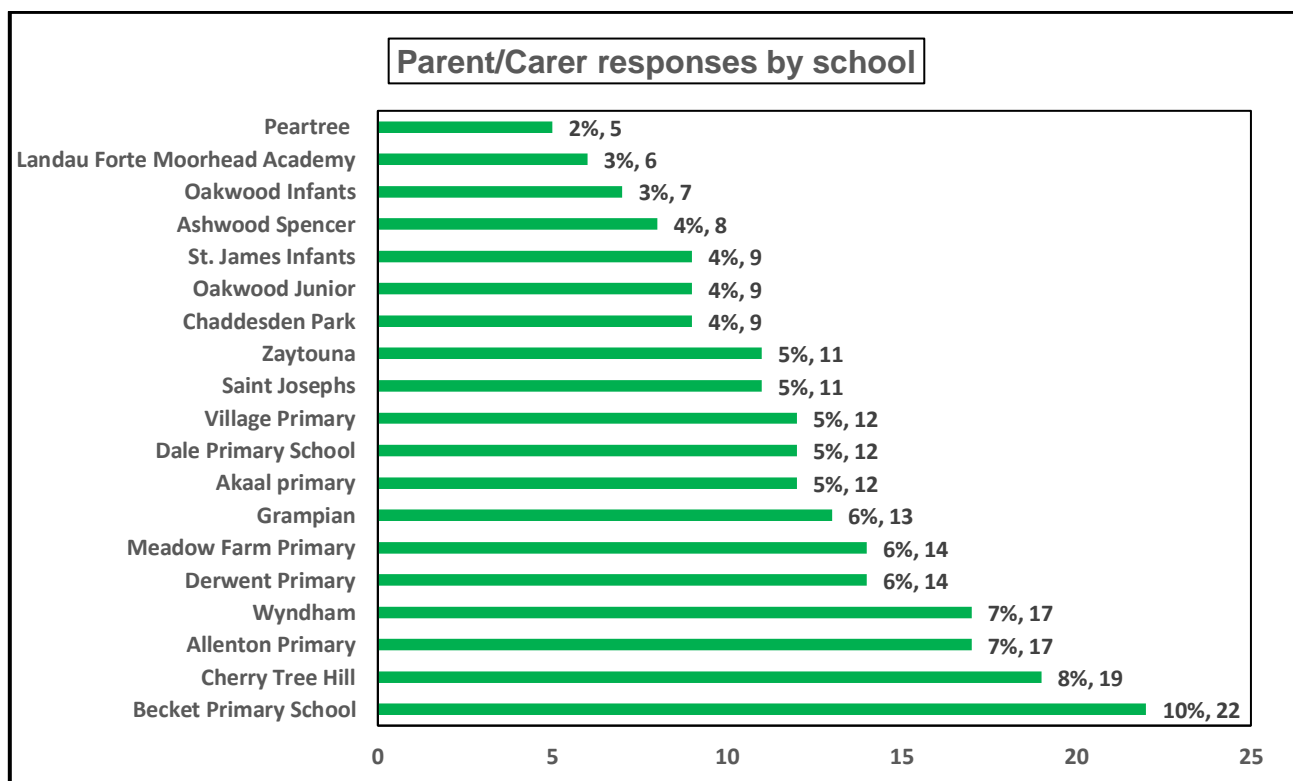


Figure40: Parent Carer Responses by school

Figure 1 above shows that most responses 10% (n=22) were received from Beckett Primary. However, in some schools the actual number of parents/carers with whom the team engaged was much higher but the return rate of evaluation forms was lower. In some schools this was due to the fact that for many parents/carers language was a

barrier. For some parents there was a cultural barrier and they were suspicious of the survey and therefore were unwilling to take part. For others who were in a hurry and therefore could not take part due to time constraints. Overall, the return rate was 67% (n=227) from the 19 schools. The breakdown of return rate by school is shown in Table 1 below.

School	Number of parents/carers engaged	Number of evaluation forms received	Return rate
Beckett Primary	NA	22	
Cherry Tree Hill Primary	21	19	90%
Allenton Primary	40	17	43%
Wyndham Primary	NA	17	
Meadow Farm Primary	30	14	47%
Derwent Primary	18	14	78%
Grampian Primary	NA	13	
Akaal Primary	NA	12	
Dale Primary	20	12	60%
Village Primary	20	12	60%
St. Josephs Primary	18	11	61%
Zaytouna Primary	25	11	44%
Chaddesden Park Primary	15	9	60%
St. James Infants	20	9	45%
Oakwood Junior	21	9	43%
Ashwood Spencer Primary	15	8	53%
Oakwood Infant	20	7	35%
LF Moorhead Primary	10	6	60%
Pear Tree Junior	NA	5	
<b>Total</b>	<b>293</b>	<b>227</b>	<b>67%</b>

Table 1: Response rate by school

Question 2. How old is/are your child(ren) attending this school?

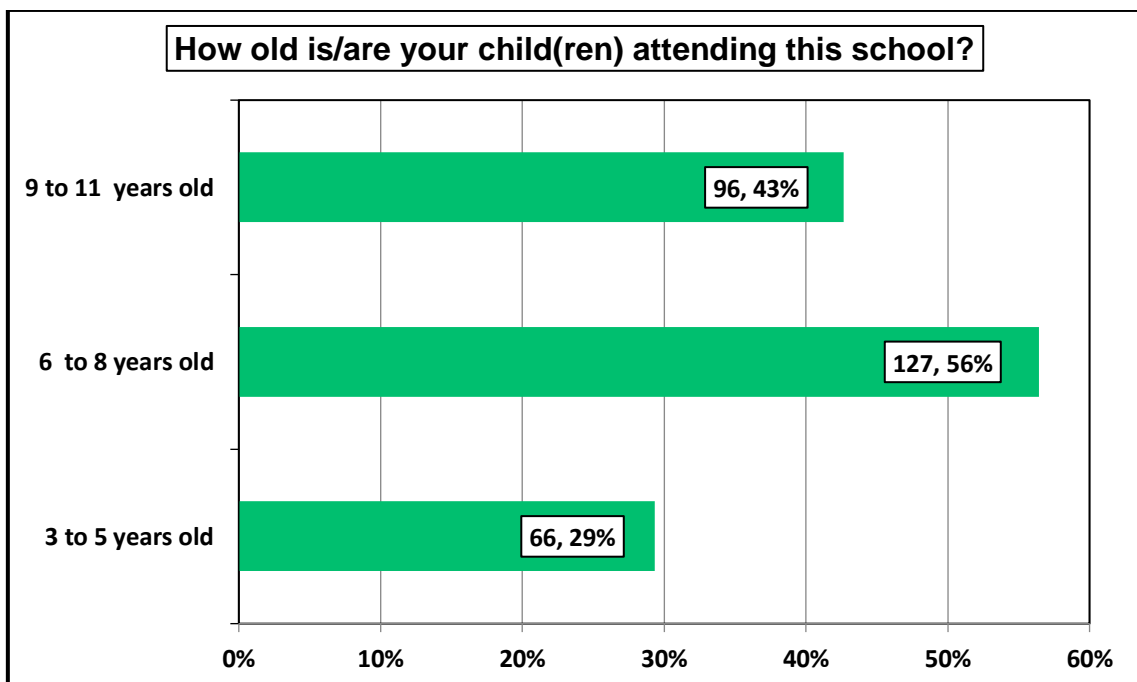


Figure 181: Age of children

Figure 2 highlights that the majority of the children 56% (n=127) are between 6 and 8 years old with 43% (n=96) being between 9 and 11 years old. 29% (n=66) are under 5. 25% (n=56) of the parents/carers had more than one child at school.

Question 3. On a scale of 1 to 5 how involved are you in your child(ren)s education?

In response to this 80% (n=175) of parents/carers rated their involvement as either a 4 or 5 (out of a maximum of 5). Only 3% (n= 6) rated their involvement as less than 2. For 2 of these parents/carers they stated that their child had recently moved to the school so they were less involved than they would like to be at that particular time.

Question 4. My child(ren) is/are learning about the world of work at school

Parents/carers were asked to rate their level of agreement with the above statement. Figure 42 below shows just over 75% (n=169) either agreed or strongly agreed with this, while 25% (n=46) either at least disagreed or did not know. Most of this survey data was recorded at the early stages of the project which may be reflected in the responses of these 25% of parents/carers as they may not yet be aware of any Career-Related Learning (CRL) activities. Alternatively, this may indicate there is a need for schools to improve communication about the programme to parents/carers.

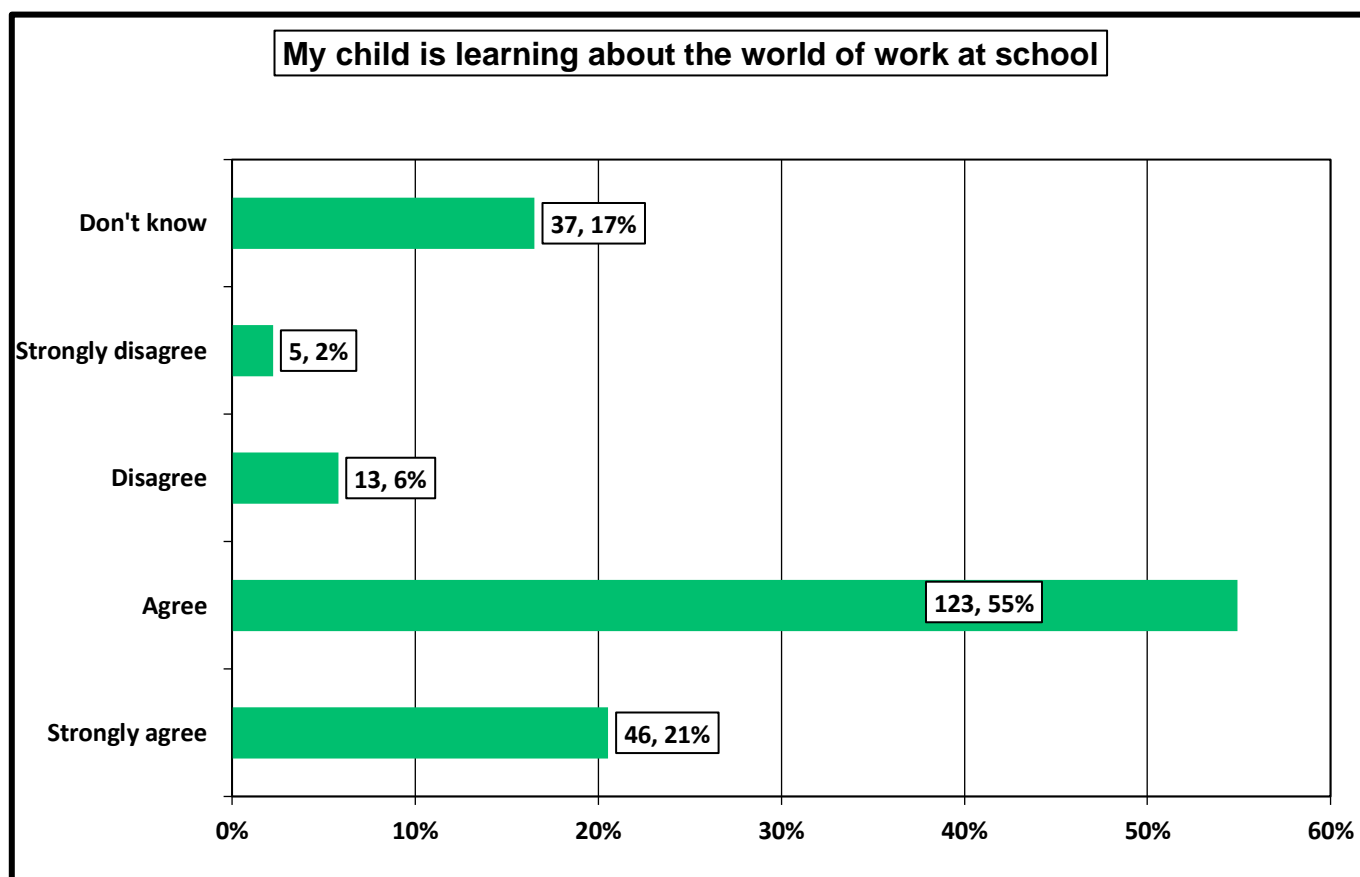


Figure 42: Parent/carer responses to “My child is learning about the world of work”.

This data was further analysed by responses from individual schools, illustrated in Figure 43 below which highlights the responses of either “disagree” or “do not know” by school. It should be understood that the numbers of responses from some schools are low and therefore the sample sizes being so low may not be fully representative.

What this shows is that for Ashwood Spencer, Oakwood Junior and Chaddesden Park all parents/carers had agreed that their children are learning about the world of work at school while at Meadow Farm 57% (n=8) of the parents/carers did not agree or did not know if their children are learning about the world of work in school. Similarly, 42% (n=5) of parents/carers from Village Primary and 36% (n=8) of parents/carers from Beckett primary expressed the same response.

**Parents who either disagree or do not know if their their child(ren) is learning about the world of work - by school**

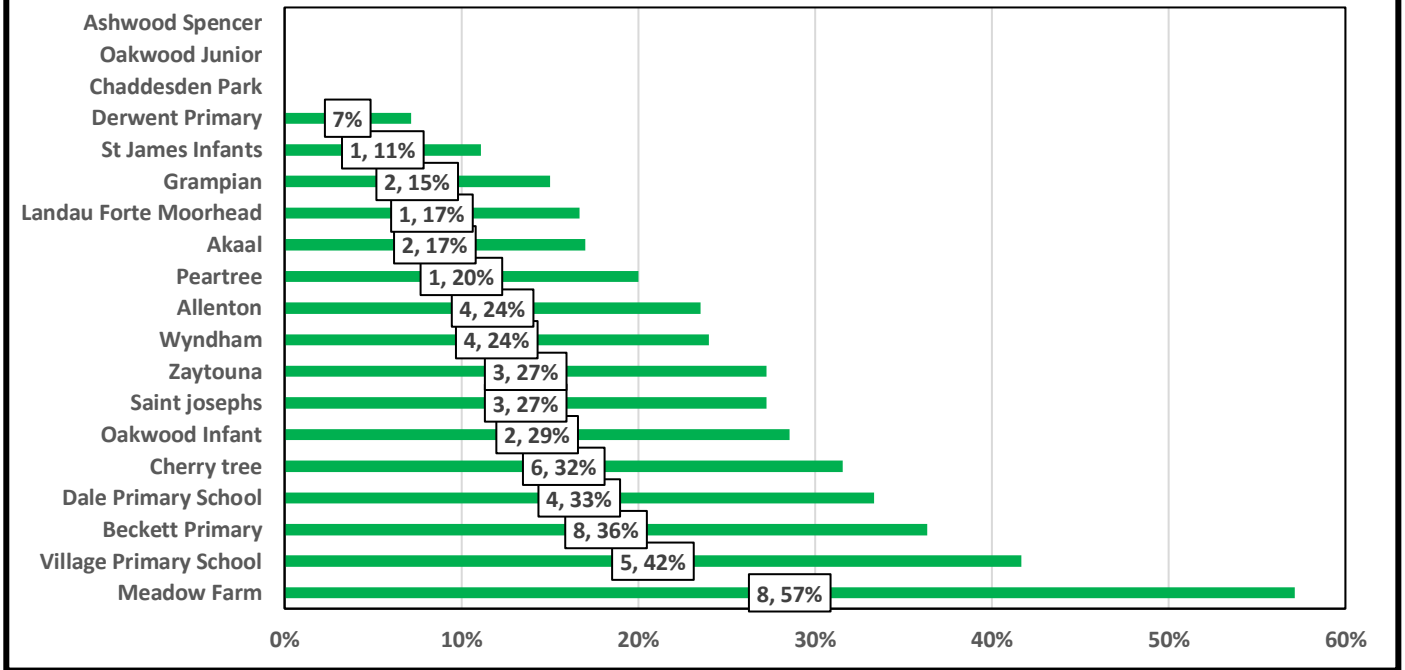


Figure 193: Level of disagreement by school "My child is learning about the world of work"

\*Pear Tree Junior

Question 5. My child(ren) has some good ideas about his/her future hopes and wishes (aspirations)

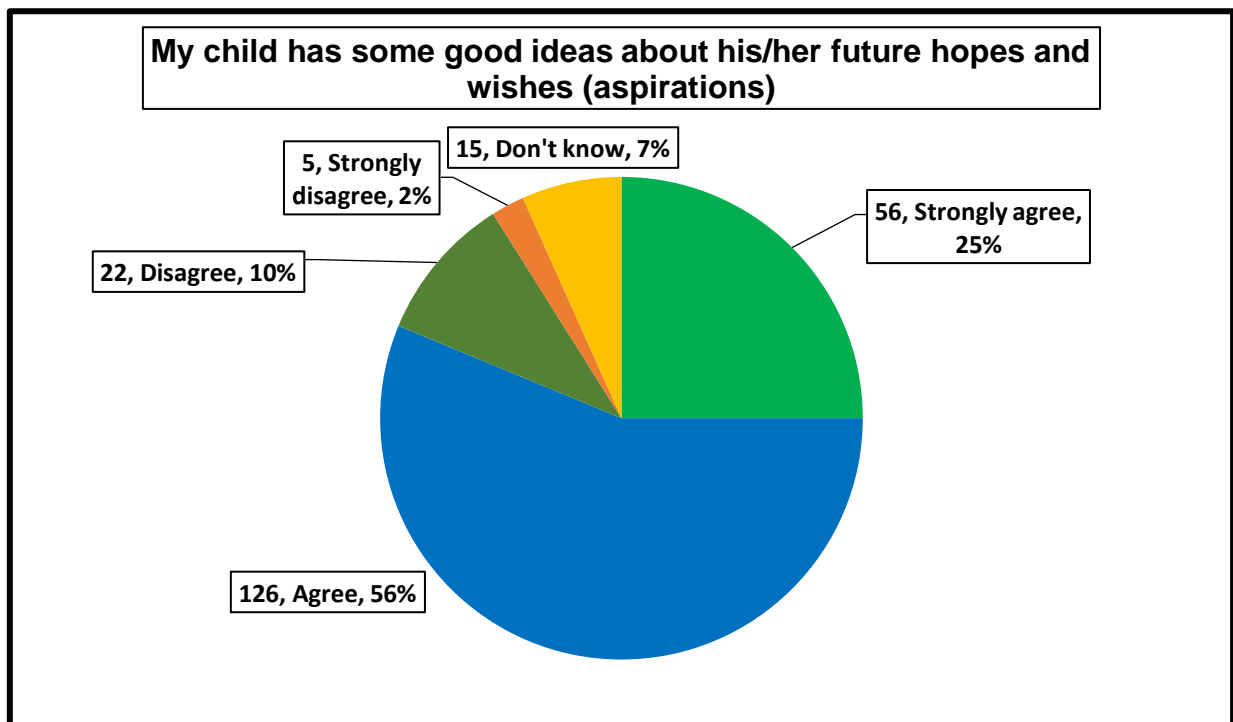


Figure 44: Parent/carer responses to "My child has good ideas about his/her future hopes and wishes"

Figure 44 above highlights that 81% (n=182) of parents/carers at least "agree" that their children have some ideas or aspirations about their future hopes and wishes, while 12% (n=27) at least disagree and 7%(n=15) do not know. Of 61

comments received most parents/carers stated that their child(ren) had some fixed ideas about careers ranging from vet, police officer, work in IT, barrister to pilot. 7 of these parents/carers stated that their child is still too young. 5 others have stated that while their child(ren) have ideas they [parents/carers] would not be surprised that these would change over time. Some selected parents/carers' views include:

*“Kaitlyn has had the idea of being a bank worker, but I don't see how the school can implement it.”*

*“It'd be great if the school arranges events for professionals to speak about their professions”*

*“My daughter is talented artist and she is thinking about a career in design. I have taken her to the University of Derby design department and she enjoyed it.”*

*“She can't think that far ahead at the moment”*

*“For now, they have ambitions in mind, but I am not surprised if they change their minds in future”.*

**Question 6. My child(ren) know(s) how to link his/her favourite subject to the world of work**

Figure 45 below shows that 69% (n=155) of parents/carers believe their children are able to link their favourite subjects at school with the world of work. 15% (n=33) disagree and 15% (n=34) do not know. This result is similar to that indicated above in that between a quarter and a third of parents/carers who have responded to this survey are unsure about or disagree that their children are learning about the world of work in school. As pointed out previously this could be due to the fact that this survey has been conducted with parents/carers at the early stage of the project or that in some schools there are parents/carers with whom the details of the project have not been communicated.

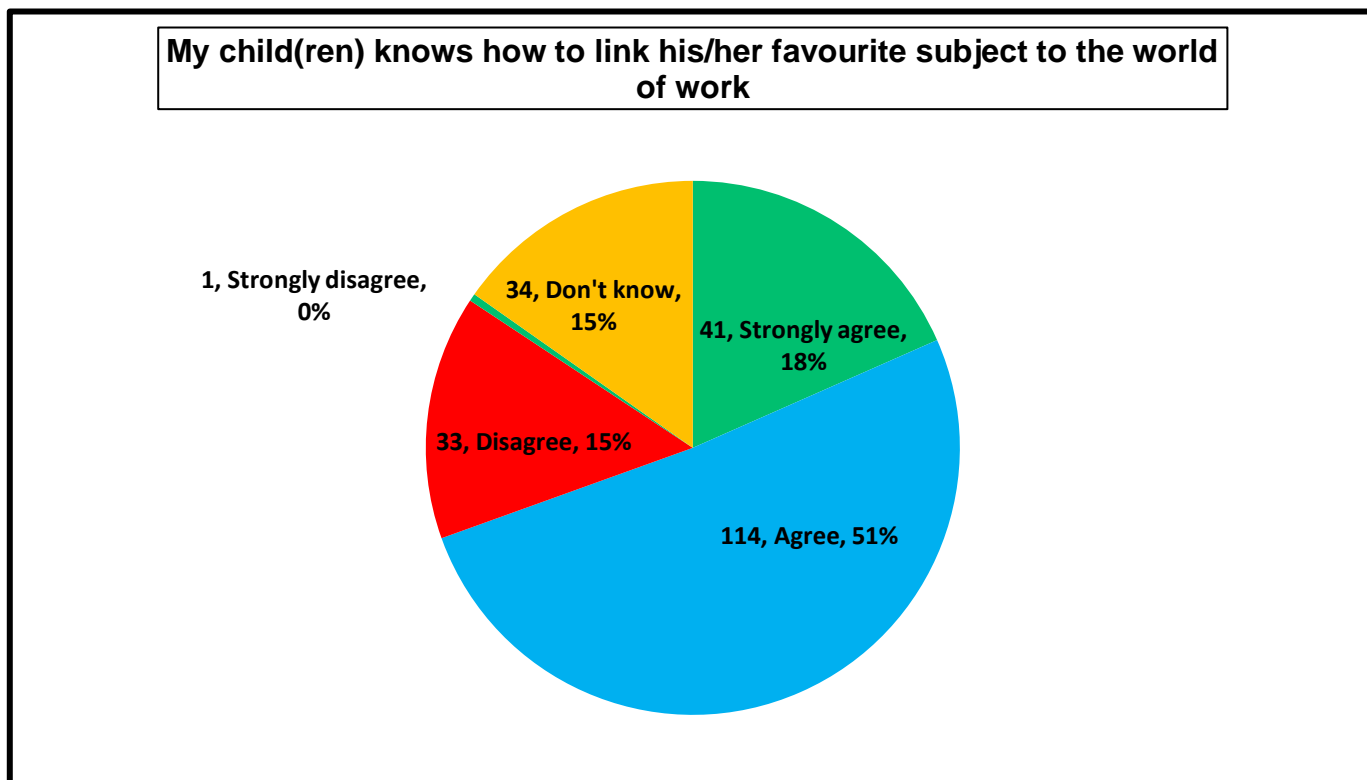


Figure45: Parent/carer response to "My child knows how to link his/her favourite subject to the world of work"

Question 7. My child(ren) is/are resilient and can cope easily with setbacks

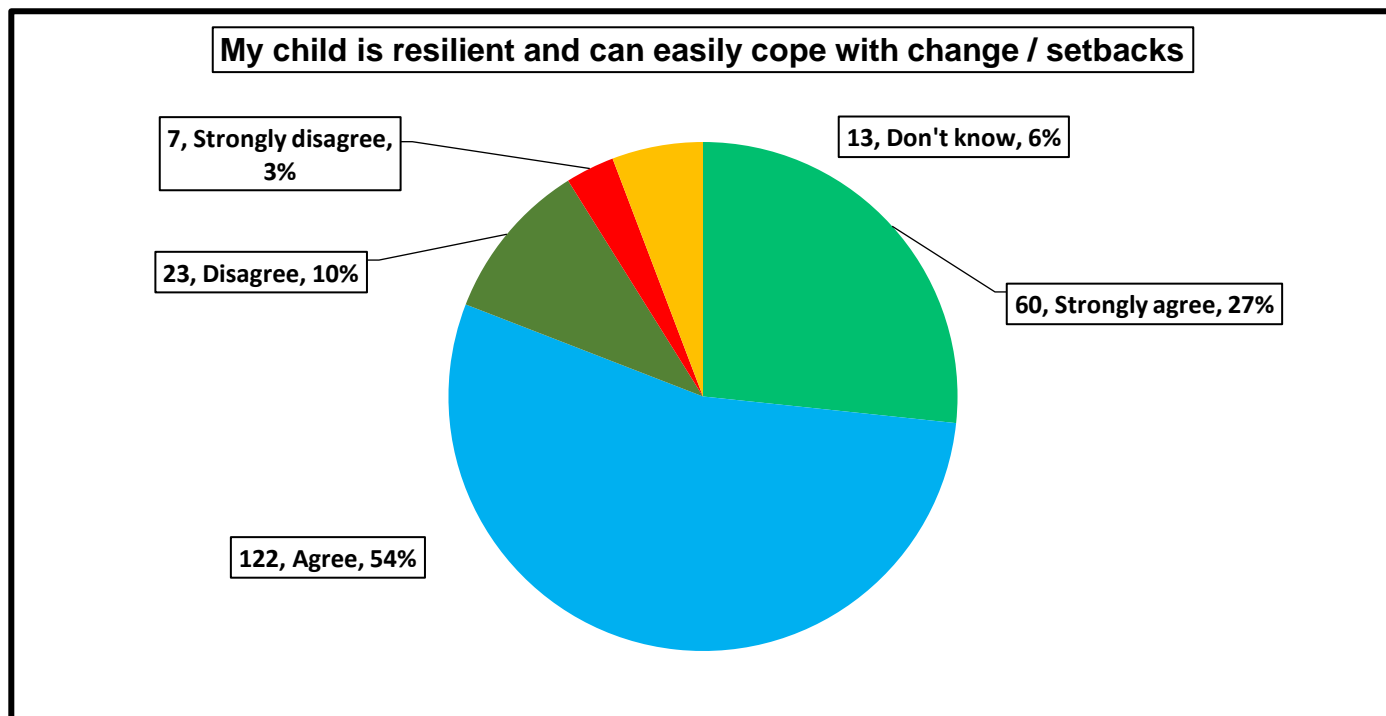


Figure 46: Parent/carer response to "My child is resilient and can easily cope with change/setbacks"

In response to this question, Figure 46 above shows 81% (n=182) of parents/carers were of the opinion that their child(ren) are resilient and able to cope with setbacks. 13% (n=30) at least disagreed with the statement and 6% (n=13) did not know.

Question 8. My child(ren) enjoy(s) learning

A total of 96% (n=215) of the parents/carers reported their child(ren) enjoys learning. Only 3% (n=7) disagreed and 1% (n=2) did not know.

Question 9. My child(ren) is/are collecting useful information

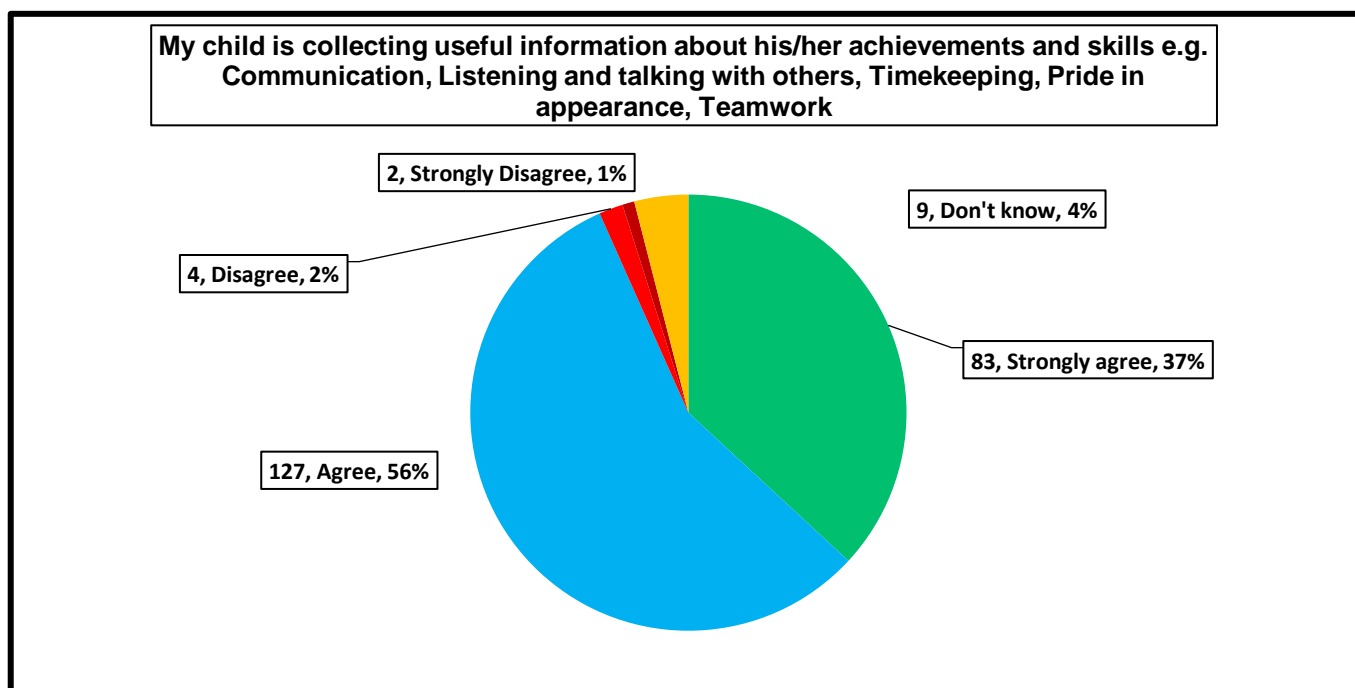


Figure 47: Parent/carer response to "My child is collecting useful information about his/her

Figure 47 above shows 93% (n=210) of parents/carers either agreed or strongly agreed with the above statement. Only 3% (n=6) disagreed or strongly disagreed and 4% (n=9) did not know.

Question 10. The school brings employers /employees from the world of work into the classroom

Figure 48 below shows that most parents/carers 56% (n=124) at least agreed that the school brings employers/employees from the world of work into the classroom. However, 33% (n=75) did not know and 11% (n=26) disagreed. The overall message from all 225 parental replies does highlight that 44% (n=101) either do not agree or do not know that their child(ren)'s school brings into the classroom employers or employees from the world of work. As stated previously these parents/carers may not have been aware of any CRL activities due to the timing of the survey.

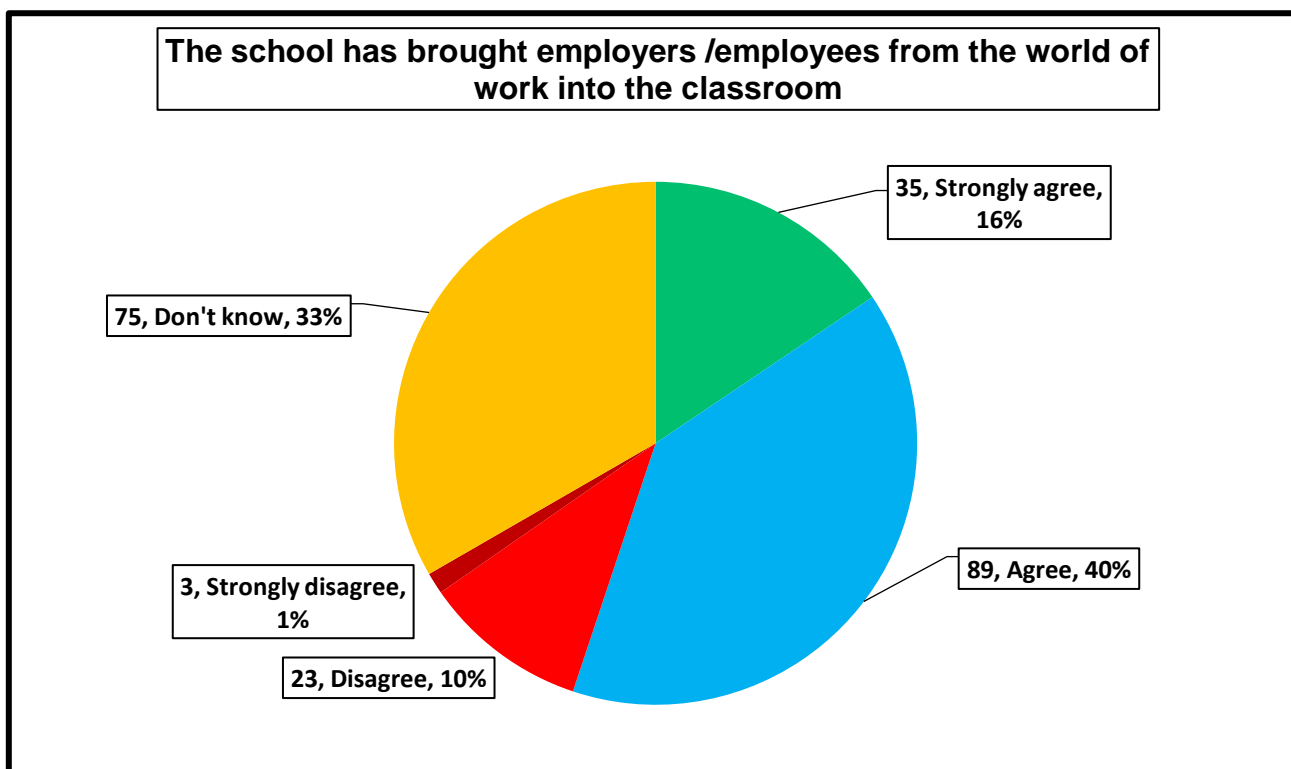


Figure 48: Parent/carer response to "The school has brought employers/employees from the world of work into the classroom"

This was further analysed and broken down by school to identify the percentage of parents/carers by school who either at least disagreed with the statement or did not know if their school was involved with bringing employers or employees from the world of work into their child(ren)'s school.

Figure 49 below illustrates Oakwood Junior, Chaddesden Park and Pear Tree Juniors results indicate that no parents/carers disagreed or did not know i.e. all parents/carers (n=9) in each school agreed that the school brought into the classroom representatives from the world of work. This analysis is shown in the chart below.

In contrast 78% (n=7) parents/carers from St James Infants, 71% (n=5) from Oakwood Infants; 67% (n=4) from Landau Forte Moorhead and 64% (n=9) from Meadow Farm. The sample sizes from individual schools are low and therefore these percentages may not be truly representative of the overall parental opinions for each school.



**Analysis by school of parents who either disagree or do not know if school brings employers into the classroom**

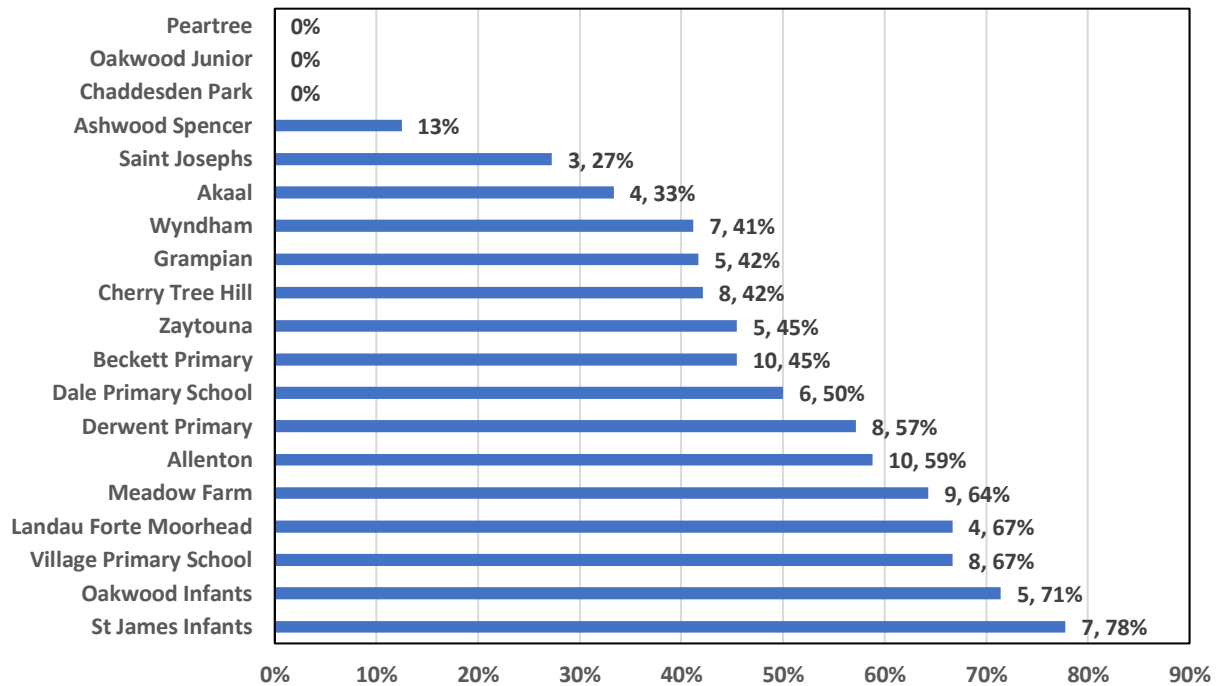


Figure 209: Analysis by school of parents who disagree or do not know if the school brings employers into the classroom.

Question 11. The school supports my child(ren) well to develop ideas about linking subjects to future world of work opportunities.

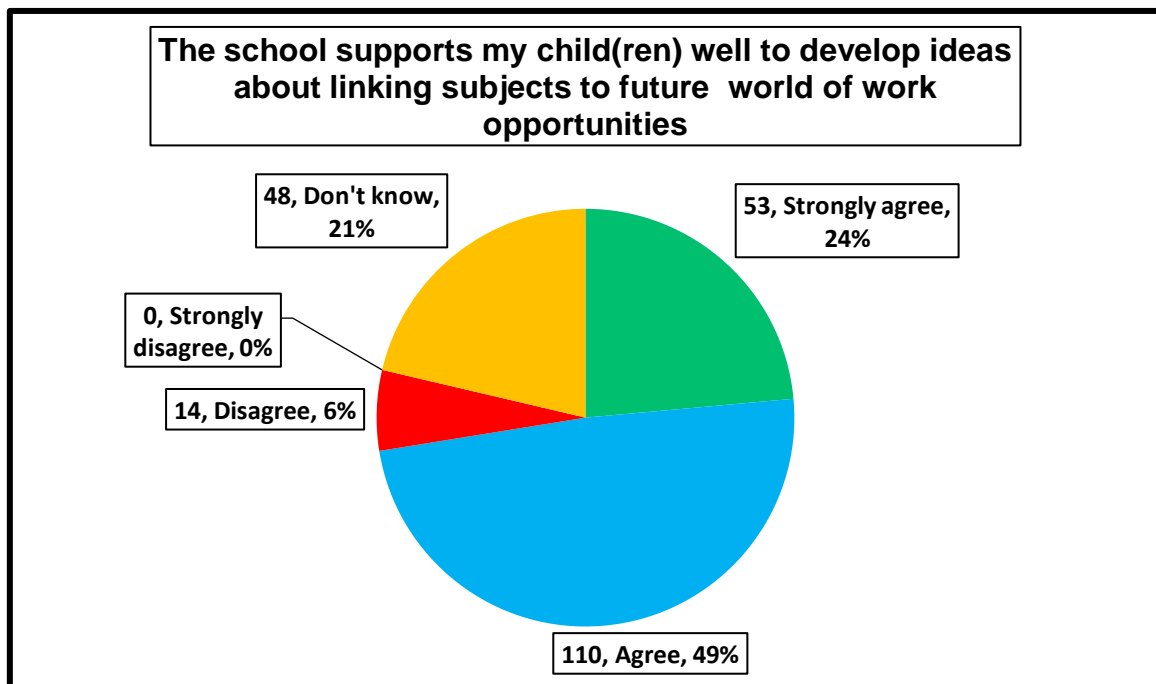


Figure 50: Parent/carer responses to "The school supports my child(ren) well to develop ideas about linking subjects to future world of work opportunities"

The response to the above statement has been similar to the previous question where once again most parents/carers 73% (n=163) at least agree that their child(ren)s school is supporting their pupils to develop ideas about the linking subjects to the future world of work. 21% (n=48) do not know and 6% (n=14) do not agree.

Question 12. The school gives me valuable information on opportunities for my child(ren) to learn new things about the world of work.

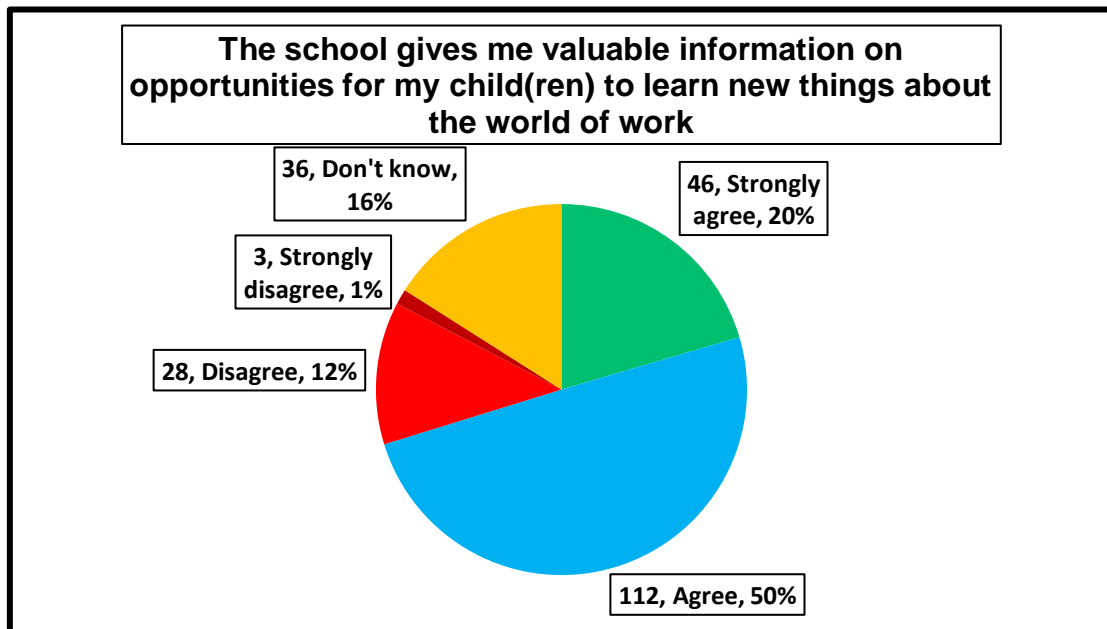


Figure 51: Parent/Carer response to "The school gives me valuable information on opportunities for my child(ren) to learn new things about the world of work"

In response to the statement "The school gives me valuable information on opportunities for my child(ren) to learn new things about the world of work" 70% (n=158) either agreed or strongly agreed. 16% (n=36) did not know and 13% (n=31) at least disagreed.

Question 13. The school encourages me to broaden my child(ren)'s horizons

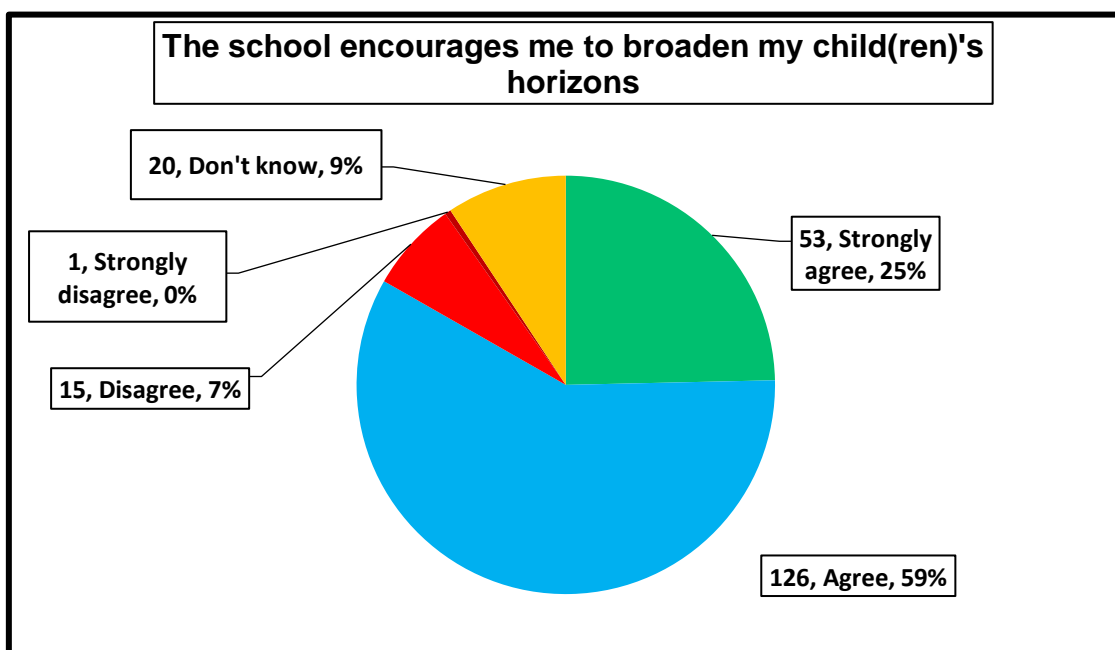


Figure 52: Parent/carer response to "The school encourages me to broaden my child(ren)'s horizons"

Figure 52 above highlights that 84% (n=179) of parents/carers at least agree that the school encourages them to broaden their child(ren)'s horizons while 7% (n=15) disagree and 9% (n=20) do not know.

### Gender and ethnicity of respondents

70% (n=146) of parents/carers who took part in the survey are female, 29% (n=61) are male and 1% (n=3) preferred not say. The chart below summarises the ethnic origins of those who participated. The majority 49% (n=104) are white British, 24% (n=51), Asian/Asian British, 11% (n=23) white other, 7% (n=15) are Black/African/Caribbean/Black British and 4% (n=9) are of mixed/multiple ethnic origin. Those who ticked "other" 5% (n=11) stated their ethnic origins to be of Middle Eastern, Arab or Kurdish origin, with one participant being Asian Filipino.

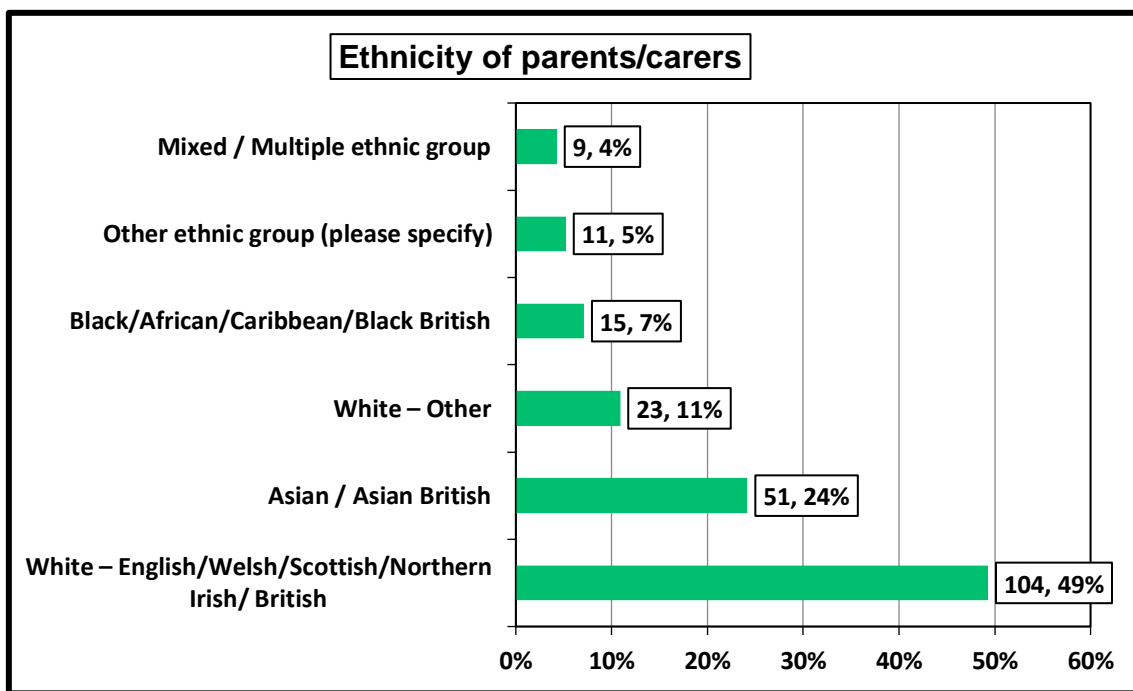


Figure 53: Ethnicity of parents/carers

### Conclusion

- 70% (n=146) of the parents/carers who took part in the survey were female
- 49% (n=104) were of white British origin
- 24% (n=51) were Asian/Asian British
- 11% (n=23) were White - Other.

Learn by Design reported in some primary schools where there are significant concentrations of certain ethnic minorities there were issues with regard to gaining parents/carers consent to complete the questionnaire. This was either because the parents/carers had little or no understanding of the English language, or for some they were suspicious of the motives and refused to take part in the survey. There is scope to communicate more widely to all parents/carers in the City through the Our Future Derby and other publicity campaigns, in particular to reach out to differing community groups. Findings from the research will also be reported back to the participating schools.

Overall, many parents/carers were able to state that the school in which their child(ren) is being educated are conducting activities which bring the world of work into the classroom. However,

- 33% (n=75) either do not know that the school is either bringing employers or employee representatives into the school or conducting activities that link their child(ren)'s favourite subjects to the world of work.

- 11% (n=26) do not agree that the school is either bringing employers or employee representatives into the school or conducting activities that link their child(ren)'s favourite subjects to the world of work.
- 44% (n=101) either do not know or do not agree that the schools are conducting a Career Related learning activity

There is some variation of this across the 19 schools. For example,

- In 3 schools, 100% of parents/carers agree that career-related learning (CRL) activities are taking place, namely from Oakwood Infants, Pear Tree Junior and Chaddesden Park.
- By contrast, in schools such as St James Junior 78% have an opposing view or do not know.

What is important to note is that a significant proportion of the parents/carers who took part in this survey have expressed that they either disagree or do not know about the CRL activities that are taking place.

It must be emphasised that for these primary schools the numbers of parents/carers engaged in the survey are low and may not be representative of the whole school. This may be due to the fact that most of the surveys were conducted in September and October 2019 and at that time many of the planned activities had not begun. This may also be an indicator that more work is required to fully engage all parents/carers in the schools with regard to these activities

## Recommendations

- Increase the media and publicity campaign aimed at parents/carers in the City, in particular reach out to differing community groups
- Discuss and agree how the interim findings from the research will be fed back to the participating primary schools
- Reach out to parental groups in the City that reflect the cultural composition of the specific wards to explore ways of raising the profile of the programme.
- Further promote and re-distribute the online parental/carer survey in the next development phase
- Identify parent/carer champions in local communities who can assist with publicity and disseminating the survey.

When I grow up I would like to be: I would like to be a nurse

I like doing this because it helps people



Hello! I'm Ebony and I want to be a nurse when I grow up!

When I grow up I would like to be: a teacher

I love sharing new things with people. Being a teacher will encourage students to do fun things.



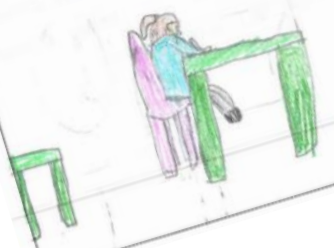
SMART

When I grow up I would like to be: Artist and Teacher



Does anyone know what 17+13=?

545=0  
15x2=30  
17+13=?



## Section 4: Teacher responses

From the outset, desk research was undertaken to identify national and international literature findings relevant to CRL teaching and learning. All schools were provided with an academic overview of CRL. This can be accessed via the Our Future Derby portal - <https://www.learnbydesign.co.uk/our-future-derby-resources>.

- Up to 3 CRL activities were planned in 32 schools with 57 out of 96 CRL activities completed up to 23<sup>rd</sup> March 2020.
- 7,314 children involved in CRL with a variation of between 1-3 CRL activities depending on school requirements up to 23<sup>rd</sup> March 2020.
- 241 teachers engaged in CRL activities up to 23<sup>rd</sup> March 2020.
- Teachers were each requested to complete a pre-activity and post-activity evaluation form. These were designed to gauge the impact upon teachers of the CRL activity and their overall impressions of the CRL activity on the children's learning.
- A total of 173 pre-activity and 164 post-activity questionnaires were completed by teaching staff representing 28 primary schools out of the 32 schools who registered to participate in the project. The findings in this report represent feedback from 88% of the schools.
- CPD activities were delivered in 12 primary schools by Forum-Talent Potential from which evaluation forms were completed by a single teacher in each of the schools. Teachers who provided their feedback were directly involved with embedding CRL in the classroom and working with local employers. From the 10 mini-projects, a CRL case study was produced detailing the nature of each of the projects, their aims and objectives, the outcomes and how these were perceived as impacting on the children. In doing so, each of the teachers involved were provided with a standard framework to follow. In theory and practice, it was anticipated they should be able to independently replicate embedding CRL in the curriculum working more closely with employers.
- A webinar session aimed at primary school teachers in Derby took place in February 2020<sup>29</sup>.

### Teacher Pre-activity Survey Responses: CRL activities facilitated by Learn by Design and Education Employers

#### Schools

Pre-activity evaluation forms were received from 173 teachers representing a total of 28 schools. Figure 1 below shows the breakdown by school of teacher evaluation feedback with the largest number 12% (n=21) teaching in St James Junior, 8% (n=13) were from Chaddesden Park and Derwent Primary while the lowest was 1% (n=1) representing Bishop Lonsdale.

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<sup>29</sup> A CRL Masterclass CPD session was due to be delivered to teachers in June 2020 which was postponed due to the Covid-19

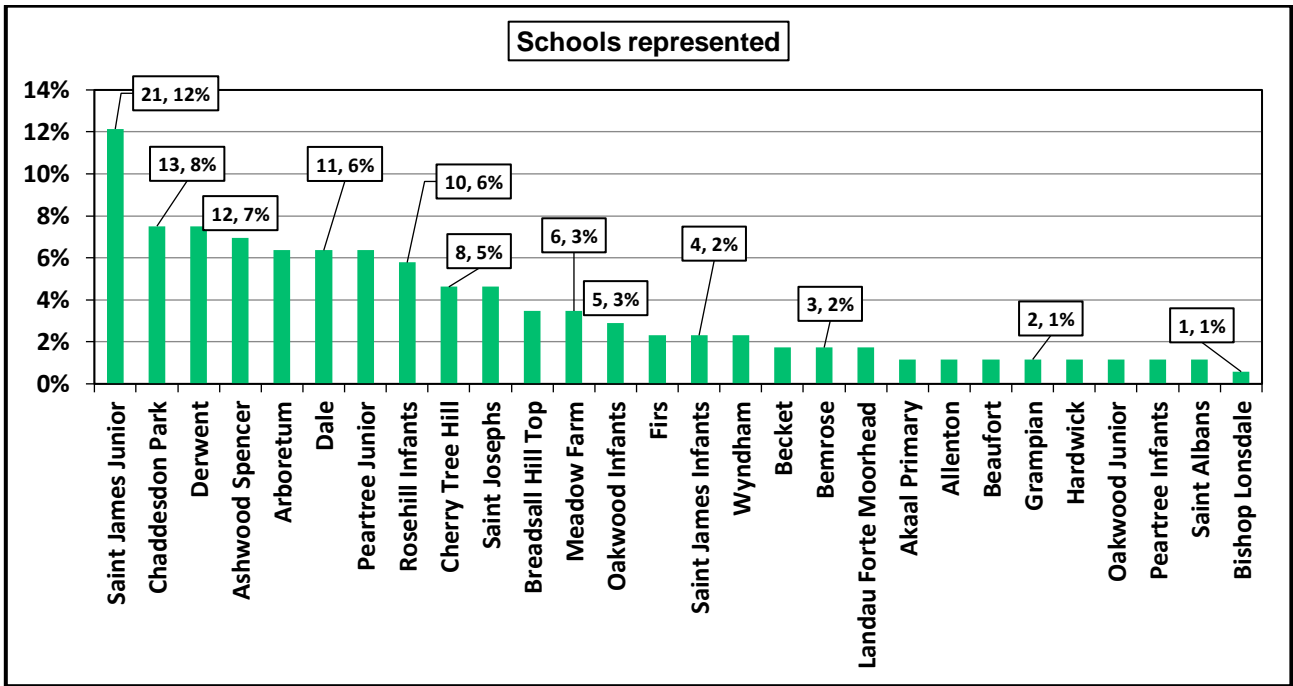


Figure 214: Schools represented

CRL activities teachers were involved in

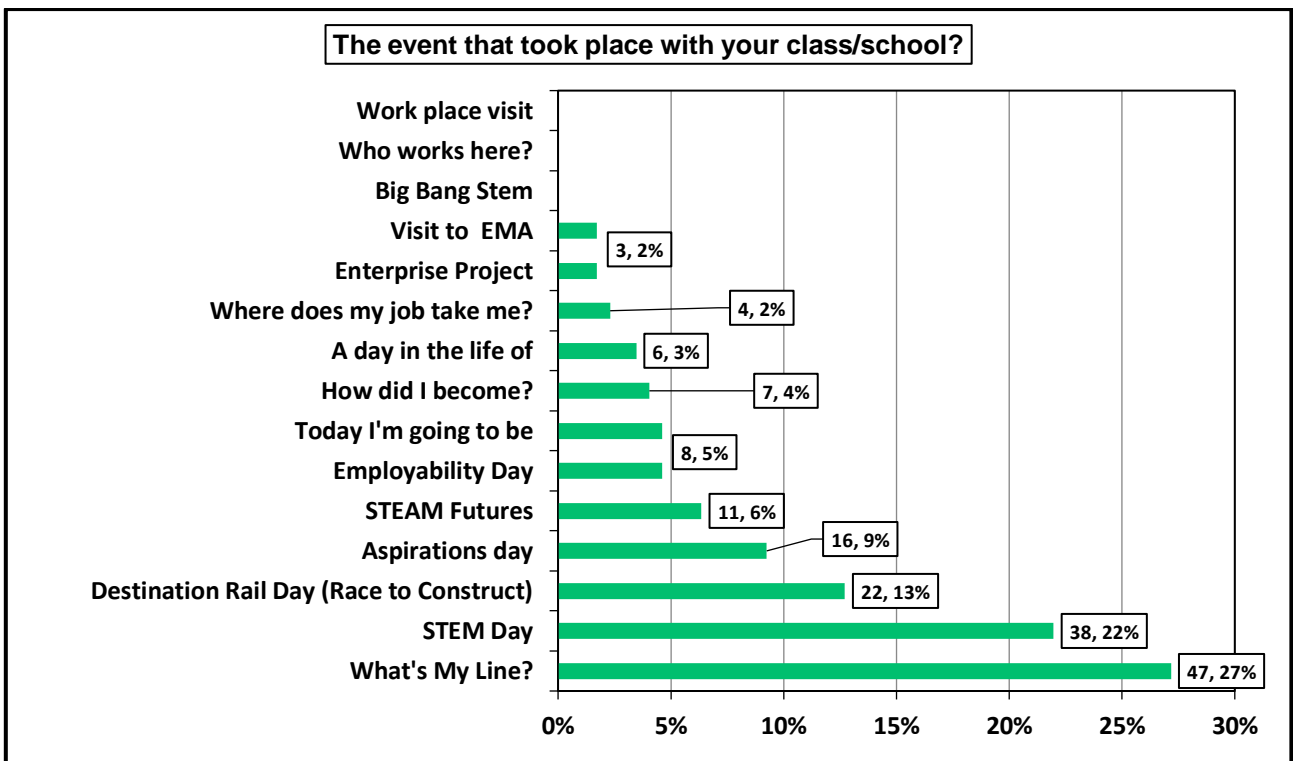


Figure 55: The activities that took place in schools

Figure 55 shows that by far the most popular Career Related Learning (CRL) activity chosen by schools and delivered by the LBD team was 'What's My Line' as indicated by 27% (n=27) of the responses. Second and third most delivered activities were 'STEM day' as indicated by 22% (n=38) and 'Destination Rail: Race to Construct' in which 13% (n=22) of the teachers were involved. See section 5 for more details of the volunteers engaged in CRL support activities and the sectors they represented.

### Respondents main role in the school

79% (n=135) of respondents were classroom teachers with the second highest number of responses 9% (n=18) from teaching assistants. 3% (n=7) were student teachers. Only 1% (n=1) represented a Career Related Learning (CRL) Champion because mainly classroom teachers were involved in the actual direct delivery.

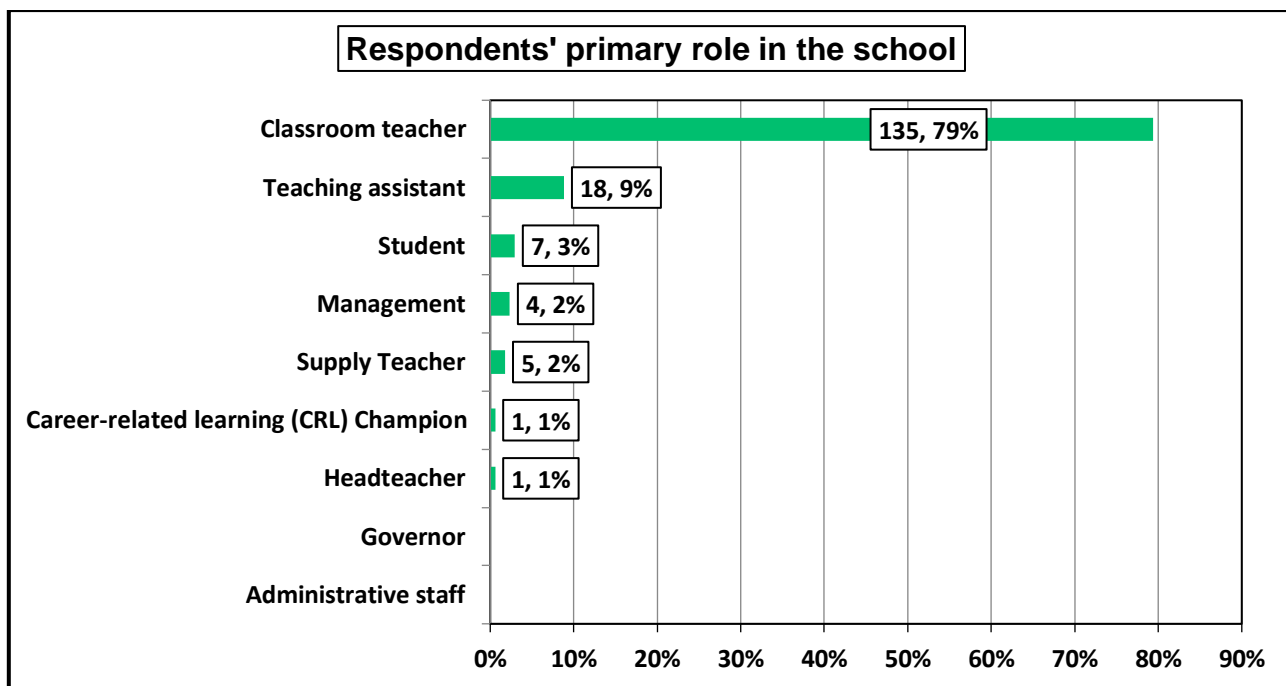


Figure 56: Respondents' primary role in their school

### Frequency of participation in CRL Activities

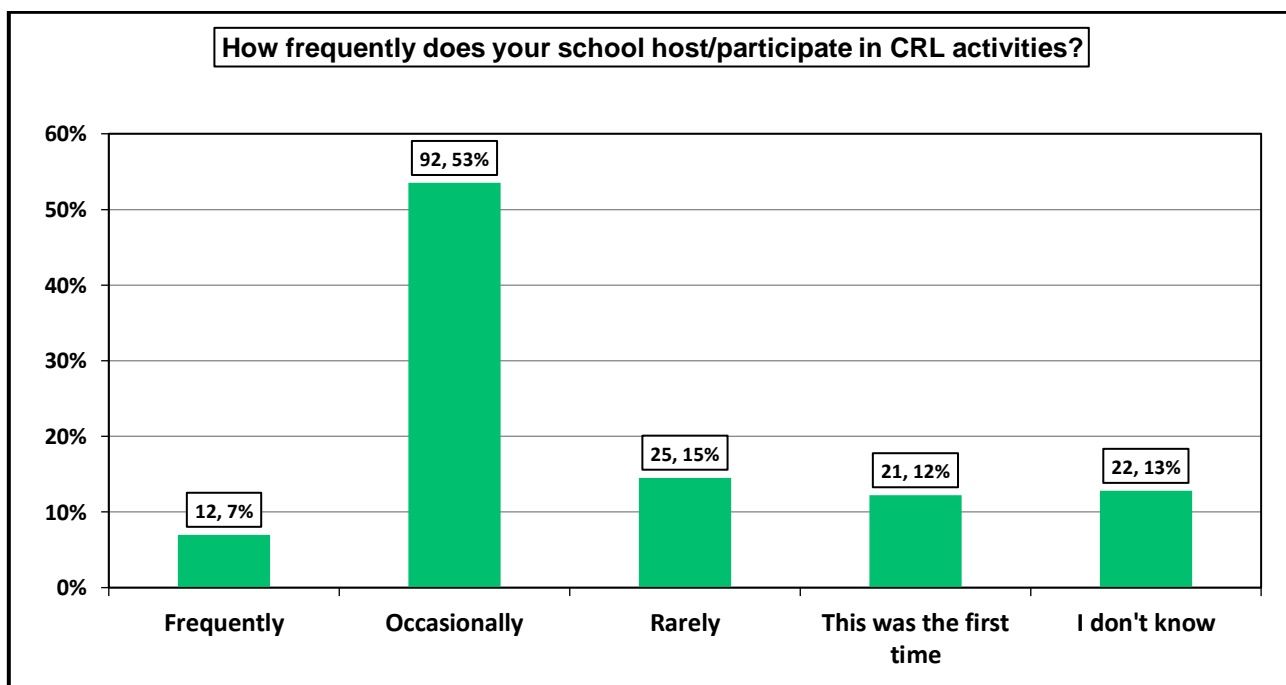


Figure 57: How frequently does your school host CRL activities?

53% (n=92) reported the school participates "Occasionally" in CRL activities, with only 7% (n=12) stating that their school participates "Frequently" in these activities. For 12% (n=21) of the teachers this was their first time participating in a CRL activity.



## CRL activities previously carried out in the primary schools

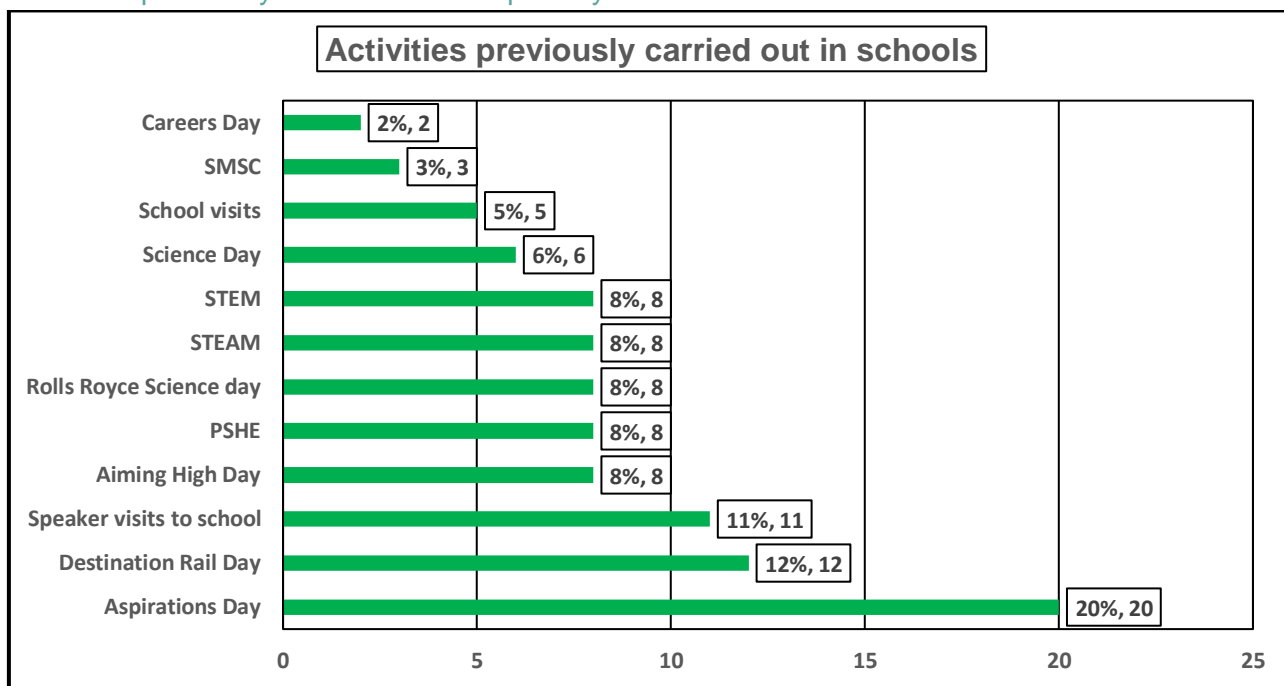


Figure 58: CRL activities previously conducted in schools

The most popular CRL activities previously carried out in Derby primary schools were 'Aspirations Day' reported by 20% (n=20) of those who responded to the question, followed by 12% (n=12) stating that Destination Rail: Race to Construct' and 'Speaker Visits' to the school 11% (n=11). In 6 of the schools, namely Becket, Chaddesden Park, Bemrose, Dale, St. James Junior and Wyndham, a major local company Rolls Royce was involved in the activities either within an Aspirations Day, a visit by representatives from Rolls Royce or a visit to Rolls Royce. Other employers are also mentioned such as Toyota, DEDA<sup>30</sup> and Derby University.

## Teachers motivation to participate in CRL activities

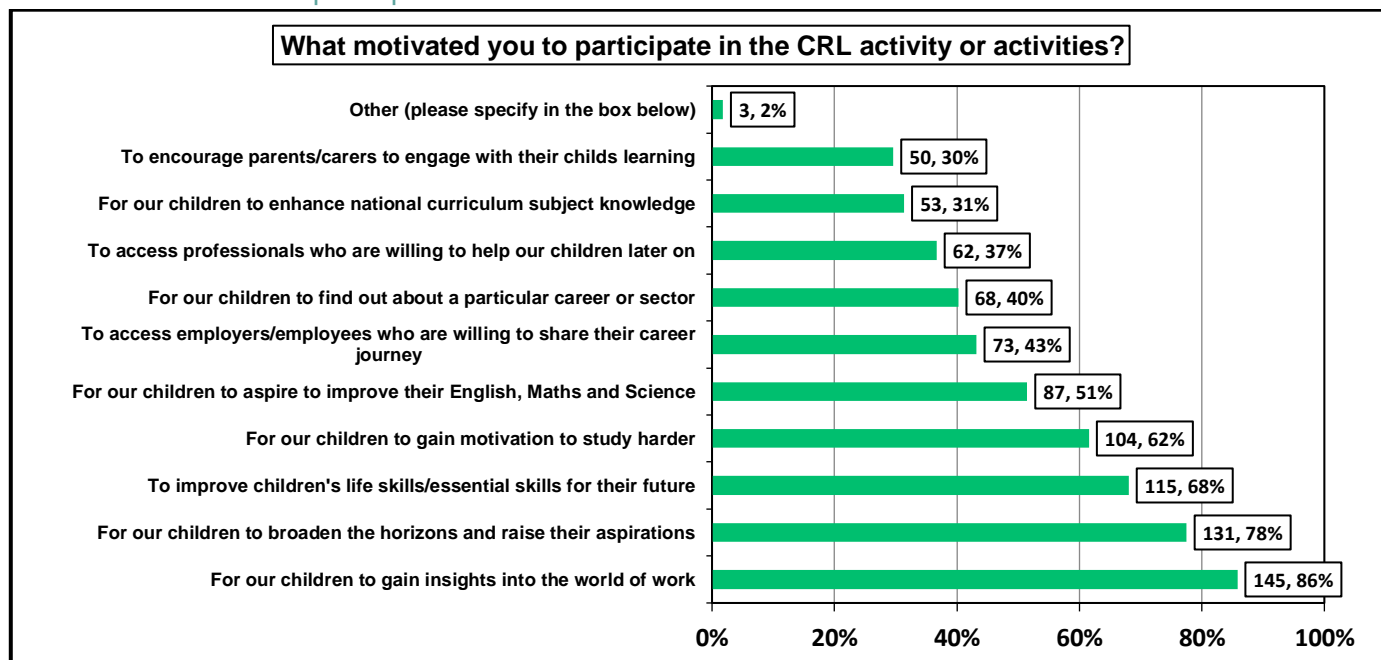


Figure 59: What motivated teachers to participate in CRL

Teachers were also asked to indicate what motivated them to participate in the career related learning activities to which the responses are summarised in Figure 6 above. The majority 86% (n=145) identified 'For our children to gain

<sup>30</sup> <https://www.deda.uk.com/>

insights into the world of work', followed by 78% (n=131) stating 'For our children to broaden their horizons and raise their aspirations'.

### Teachers opinions: Embedding CRL in the classroom

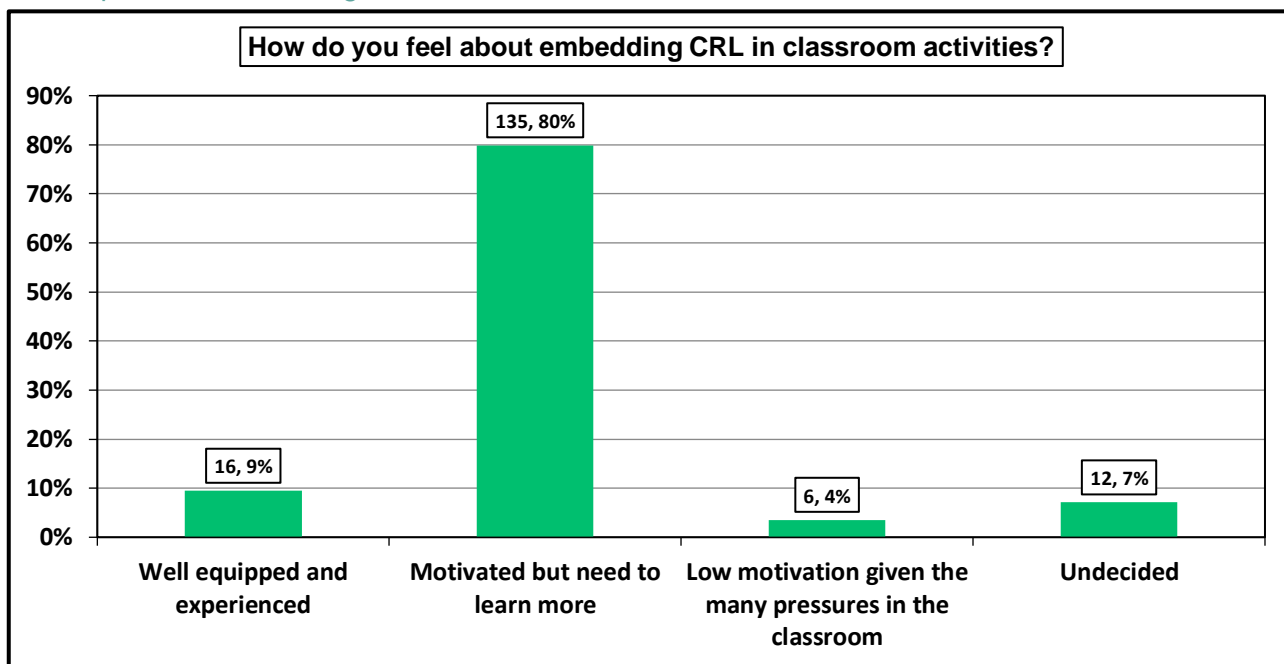


Figure 60: How do you feel about embedding CRL in the classroom?

Teachers were asked their opinion about embedding CRL into classroom activities. 80% (n=135) indicated that they were motivated at this stage but needed to learn more. 9%(n=16) reported they were sufficiently equipped and experienced to apply CRL into classroom activities. 7%(n=12) were undecided and 4% (n=6) had concerns about the pressures in school impacting on their ability to integrate CRL into the classroom.

### Perceptions of knowledge, attributes and skills children should learn as part of CRL activities

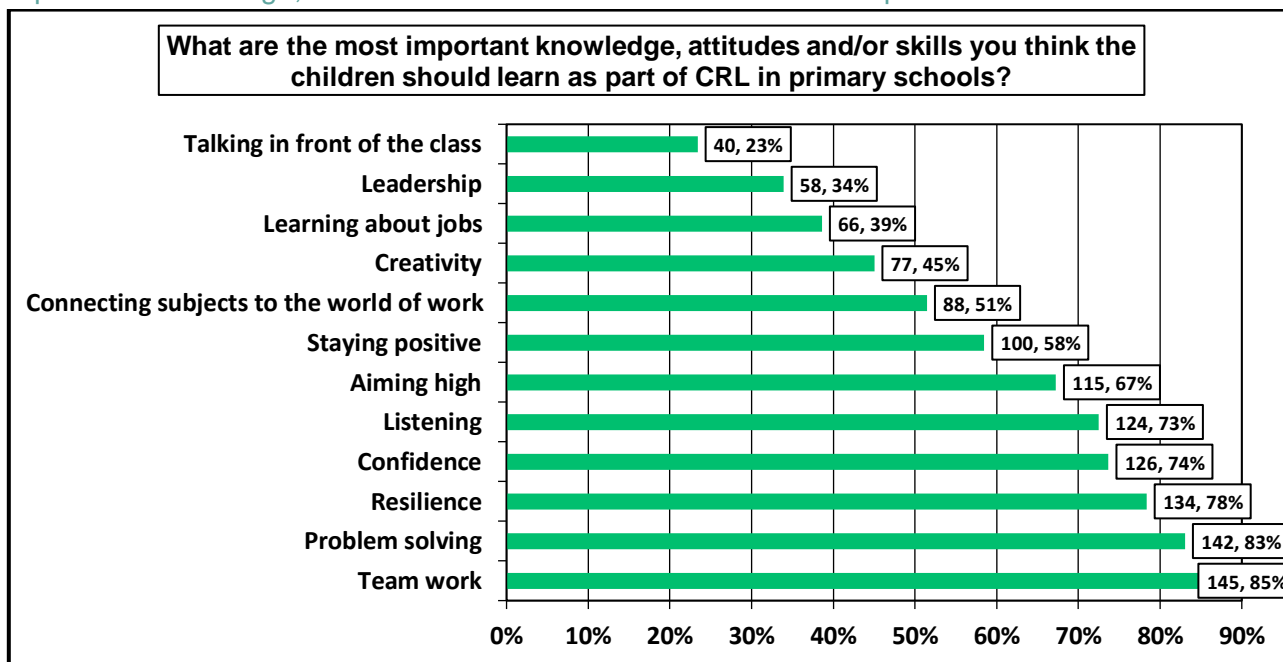


Figure 221: Most important attributes/skills teachers believe the children should learn from CRL activities

The most important attributes and skills the children should learn as reported by the majority of teachers was 'Teamwork' identified by 85% (n=145). This was closely followed by 'Problem solving' with 83% (n=143) identifying this skill/attribute

and 78% (n=134) opted for 'Resilience'. Figure 8 above highlights the skills and attributes considered as important by the teachers.

What behaviour change in the children would you like to see as a result of the Our Future Derby project?



Figure 62: Word cloud illustrating teacher comments "What behaviour change would you like to see as a result of CRL?"

This was an open-end question which the word cloud (Figure 9) above illustrates the common themes arising from the teacher responses. The word ‘**aspirations**’ was mentioned 41 times by 25% of respondents. Other common words or phrases mentioned were ‘**confidence**’ recorded 20 times by 12% of respondents; ‘**motivation**’ and ‘**motivated**’ occurred 14 times (9% of responses), with comments such as:

*“I would like to see raised aspirations in the children in our school. they need to become more resilient and learn that it is ok to make mistakes.”*

*“Motivated to succeed and have passion to succeed and achieve in later life.”*

*“I would like to see the children grow in confidence and be aware of choices.”*

### What would success look like for teachers and their school by the end of the Our Future Derby programme?

When asked to express what success would look like for both the themselves and the school, teachers’ responses were similar to the previous question. The remarks included expressing wishes for the children to have higher aspirations, be motivated to do well in school and be more confident as illustrated in the word cloud (Figure 10) below. Another phrase which appeared was ‘inspired children’ mentioned by 7% (n=11) of the respondents. The word that appears most in the text and is clearly the main focus is ‘children’ mentioned by 69% (n=107) of the respondents with phrases such as:

*“For the children to be able to gain the skills they have learned and put them into practice.”*

*“Children to understand their learning leading to their ambitions and success.”*

*“Children being more aware of how their learning links to real life.”*

*“That the children have new dreams and ideas of what they want to do when they are older and that this impacts their attitude to learning.”*

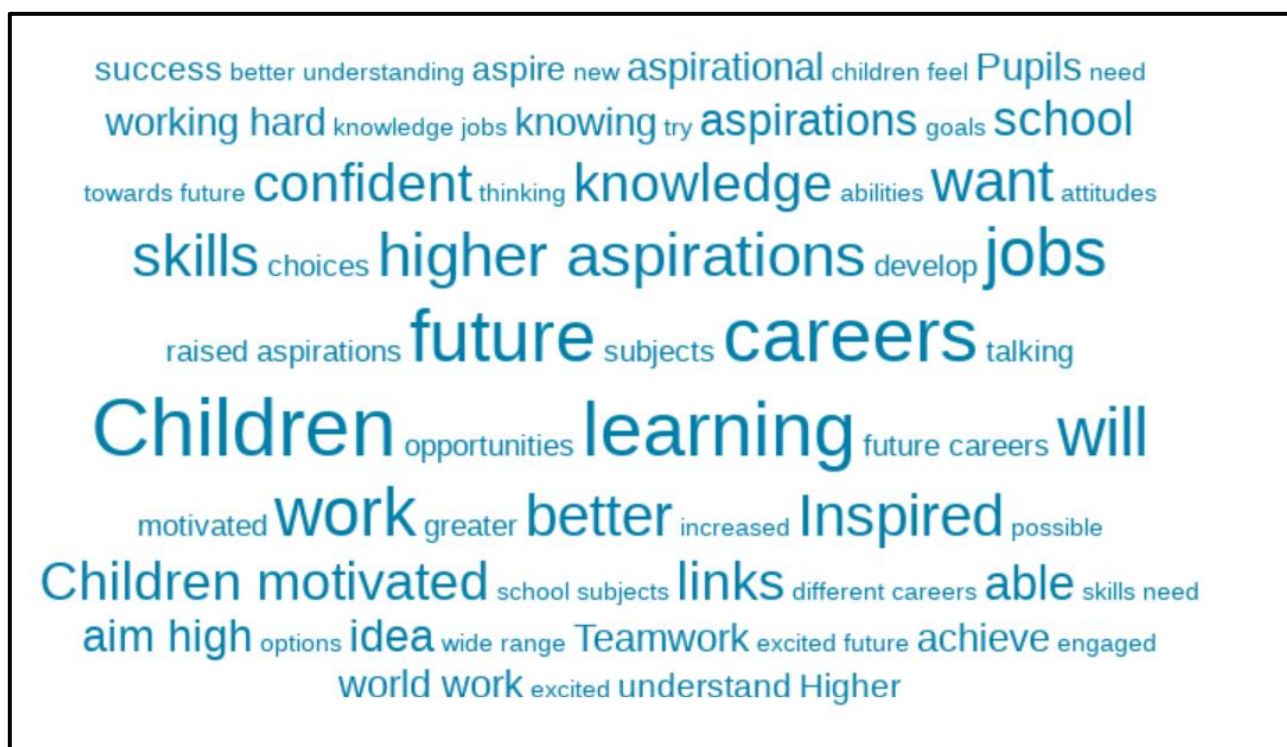


Figure 233: Word cloud illustrating teacher response to "What would success look like for you and your school...?"

The teachers also expressed comments that reflected some more specific measures of success related to STEM and the future and in some cases for specific year groups:

*“Children knowing why they need STEM subjects and how they can apply them to the world of work.”*

*“To see KS2 children more focussed and have an insight into what they would like to do when they leave school and to know which subjects they would need to excel in to reach their goal”*

*“For our Y 5's and Y 6's to develop teamwork skills using taught skills and to enhance these further into greater depth e.g. Alternatives & variety of solution (Thinking skill development).”*

*“Y6 children will have improved team working skills and will be better prepared for secondary school.”*

Other comments were more general:

*“They will look forward to studying a wider range of subjects to develop towards their future”*

*“Engaging with children in a range of careers”*

*“For the children to have a better understanding of where primary school subjects fit in with the big picture of their life. To have developed a "want to learn" attitude and have a good focus on future career.”*

*“Children have high aspirations A shift from "youtuber"/"footballer" to more realistic academic choices”*

### Parental engagement

Teachers were asked the question ‘How could parents/carers become more involved in CRL with their child(ren)? The subject of parental engagement was a concern expressed by teachers. However, some were unable to offer any real solution as 21% (n=37) chose not to answer this question and a further 3% (n=5) of those who did replied with the

comment “Not sure” or simply “This is a struggle for us” or “It is quite hard to engage some parents within the community.”

Many of those who did reply 8% (n=14) provided suggestions such as inviting parents into the school to participate in the activities or 16% (n=27) suggested that parents come in to talk either in assembly or in class about their own jobs.

*“Parents. carers to come into school to talk to the children about their job roles and how they got there”*

*“Assembly - Parents coming in to talk about their jobs”*

*“More parents coming into school to visit these projects and having parents who have jobs in the STEM sector come in and do a talk”*

*“This is a good question!!!! Maybe some professionals(parents) come in to talk about their jobs/careers”*

There was one example of where parental engagement was achieved at Chaddesden Park school:

*“Parents/carers coming into school to share their job - we did this during aspirations week.”*

### Summary of pre-activity evaluation

Evaluation forms were received from teachers in 28 of the 32 schools who have agreed to participate in the Our Future Derby project. In general, these teachers have had some limited prior exposure to CRL in their schools with most stating that there have been occasional activities. The majority had an open mind to the programme stating they are motivated but wish to learn more about it. The following summarises the main points:

- For 86% (n=145) the main motivation was for the children to learn about the world of work
- For 80% (n=135) are motivated but want to learn more
- 85% (n=145); 83% (n=142) and 78% (n=134) respectively would like to see the children improve in Team work and in Problem solving and in Resilience as the main objectives after the CRL activities.

### Teacher Post-activity Survey Responses: CRL activities facilitated by Learn by Design and Education Employers

Teachers were then asked to complete post-activity evaluations to identify and assess the impact of CRL activities.

#### Schools represented

Post-activity feedback evaluations were received from 164 teachers representing the same 28 schools, as identified in the pre-activity. The highest number of responses came from St James Junior 12% (n=19) and the lowest 1% (n=1) by Bishop Lonsdale.

*“Thank you for a brilliant day on Friday. The children absolutely loved it and the staff were effusively positive about the benefits of the day to our children. Breadsall is moving forward and days like Friday reinforce the potential of our children.”* Matt Lawrence, Head Teacher and Lead Learner, Breadsall Hill Top Primary

*“I just wanted to thank you for coming today. I've heard nothing but good things from the children and staff. The assembly and workshops were a huge success! Looking forward to the other events we have planned in. Please pass on our thanks to the volunteers you brought with you and I will be in touch with those I found through primary futures. Without them it wouldn't have been anywhere near as effective. Thank you again.”* Emma Barker, Teacher, Grampian Primary Academy

*“All the children involved had a fantastic day at the event, and the parents were very complimentary about the experience. Some parents have looked into getting similar activities for their children to use at home which is really great! Thank you again for organising the event!”* Teacher, St James' Church of England (VA) Junior School.

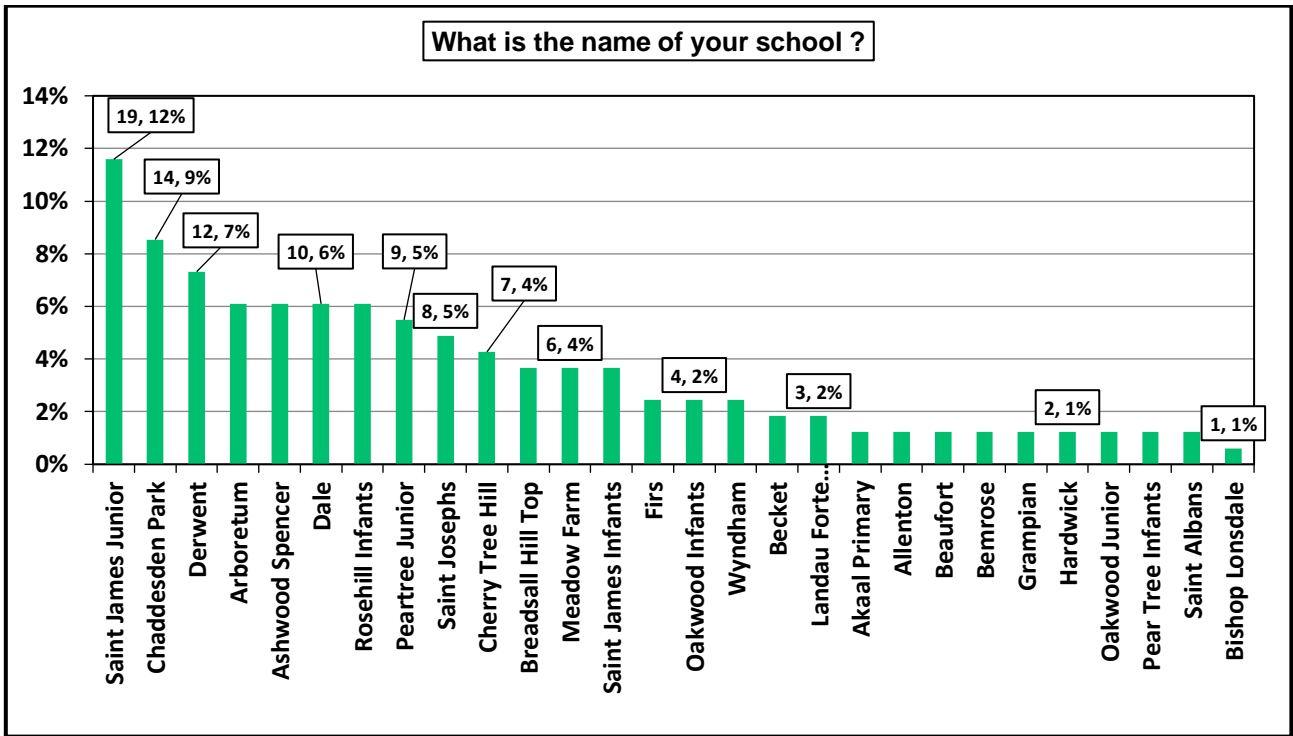


Figure 243: Schools participating post-activity

CRL activities teachers were involved in

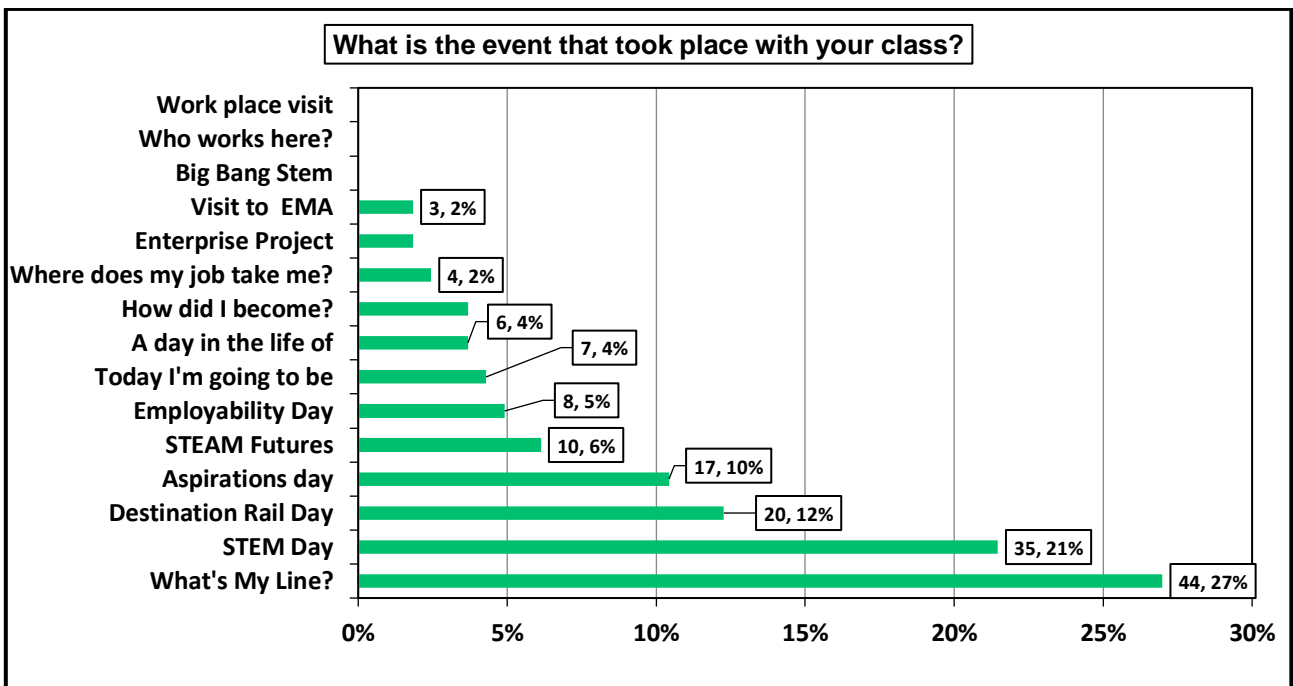


Figure 25: Post-activity evaluation: events that took place in schools

Figure 64 above illustrates the activities that the teachers took part in and upon which their post-activity evaluations were based.

How teachers rated the CRL activity in which they were involved

Figure 65 below illustrates 95% (n=147) rated the CRL activity in which they were involved as 'High' with 23% (n=35) rating this as 'Extremely high'. Only 5% (n=8) rated the experience as 'Neutral'.

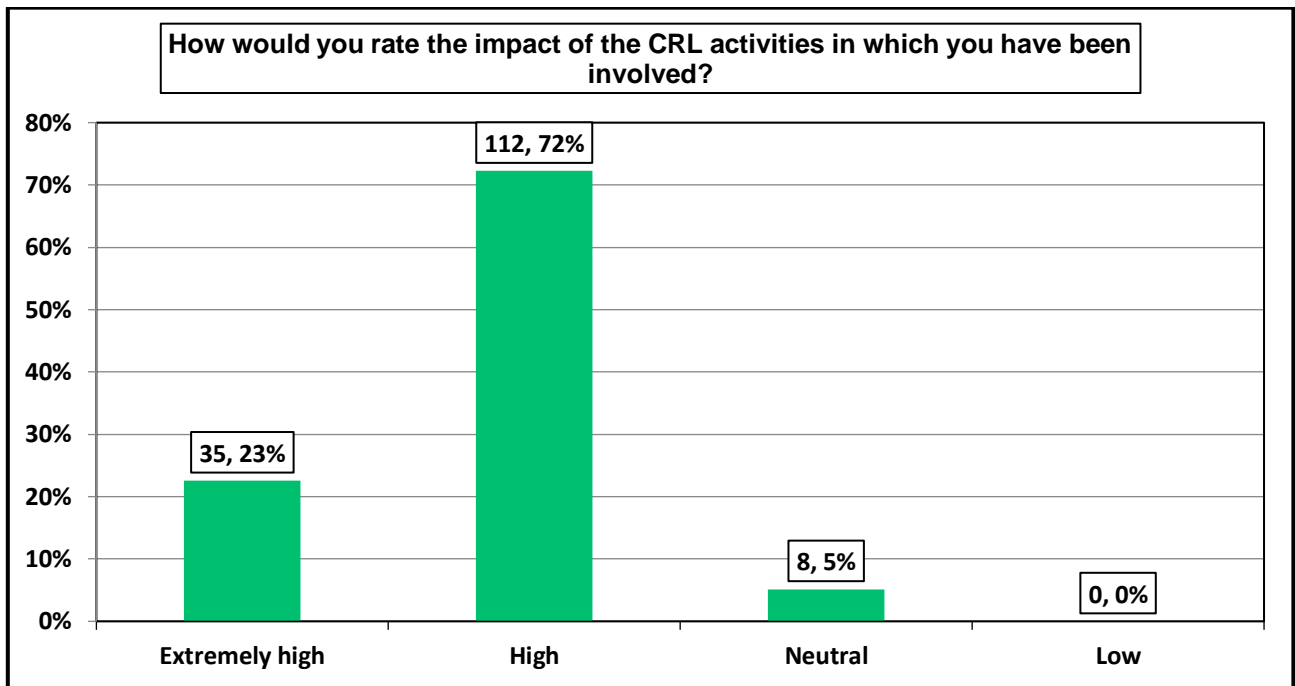


Figure 26: How teachers rated the impact of CRL activities

### Impact of the Our Future Derby project

Teachers were asked to rank on a scale of 1 to 5 (1= lowest and 5 = highest) the impact of the project against a set of criteria. Figure 66 below illustrates the rated average score for each of these - with the highest rated score of 4.2 being awarded to 'The programme involved professionals willing to help our children'.

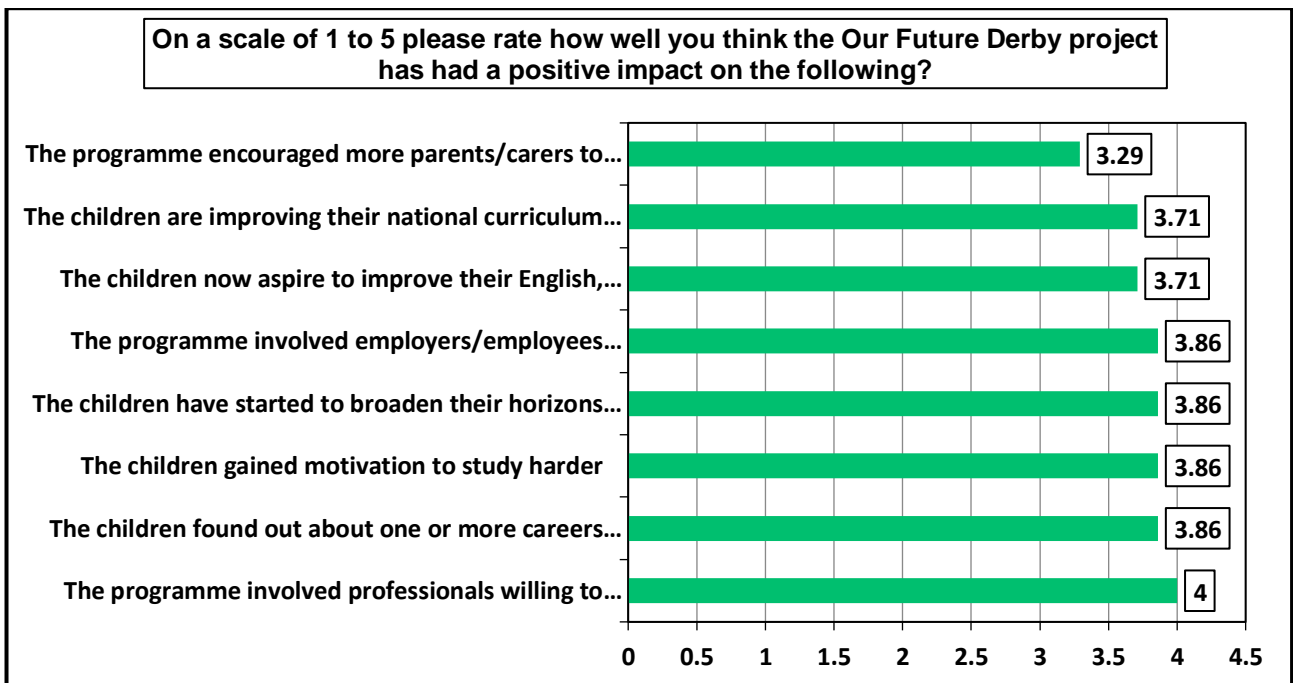


Figure 27: Teachers rating of the impact of CRL activities

The lowest rated score of 2.17 was given to 'The programme encouraged more parents/carers to engage with their child(ren)'s learning'. This reflects the responses to an earlier question in the pre-activity evaluation regarding parental engagement. The findings reaffirm the need for more discussion on how best to address the issue of gaining more parental involvement with their child(ren)'s education. There were some helpful comments:

*"More parental engagement please"*

“Would have been scored higher had parents been invited as this would have enabled them to be involved.”

“PTA asked to attend?”

### How has the CRL programme developed the children’s skills?

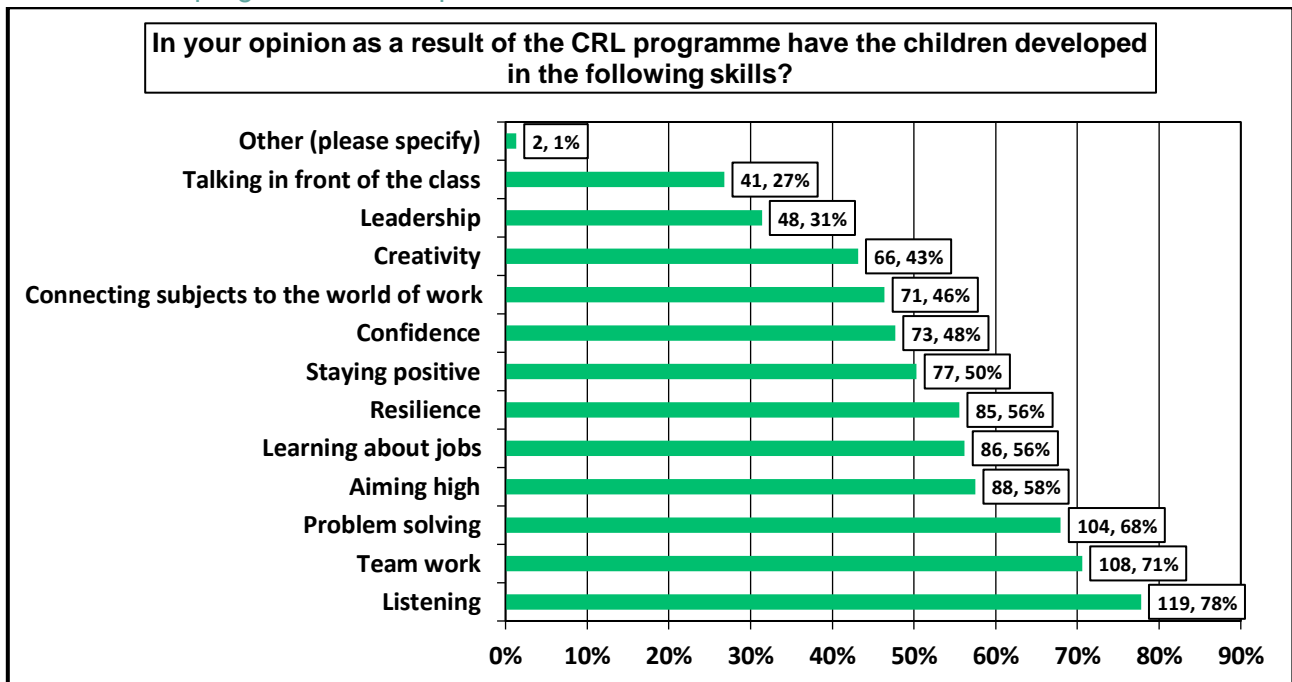


Figure 28: Teachers rating of impact of CRL on children's individual skills

Teachers were asked to indicate if the children’s skills had been developed. ‘**Listening**’ was highlighted most by 78% (n=119) of the teachers, followed by ‘**Team work**’ as indicated by 71% (n=108). ‘**Talking in front of class**’ was rated lowest by only 27% (n=41) of the respondents which correlates with the children’s own self-assessment of this skill. They rated this as their weakest skill both in their pre-and post-activity CRL responses.

### Teachers level of confidence to use Primary Futures match-making online system

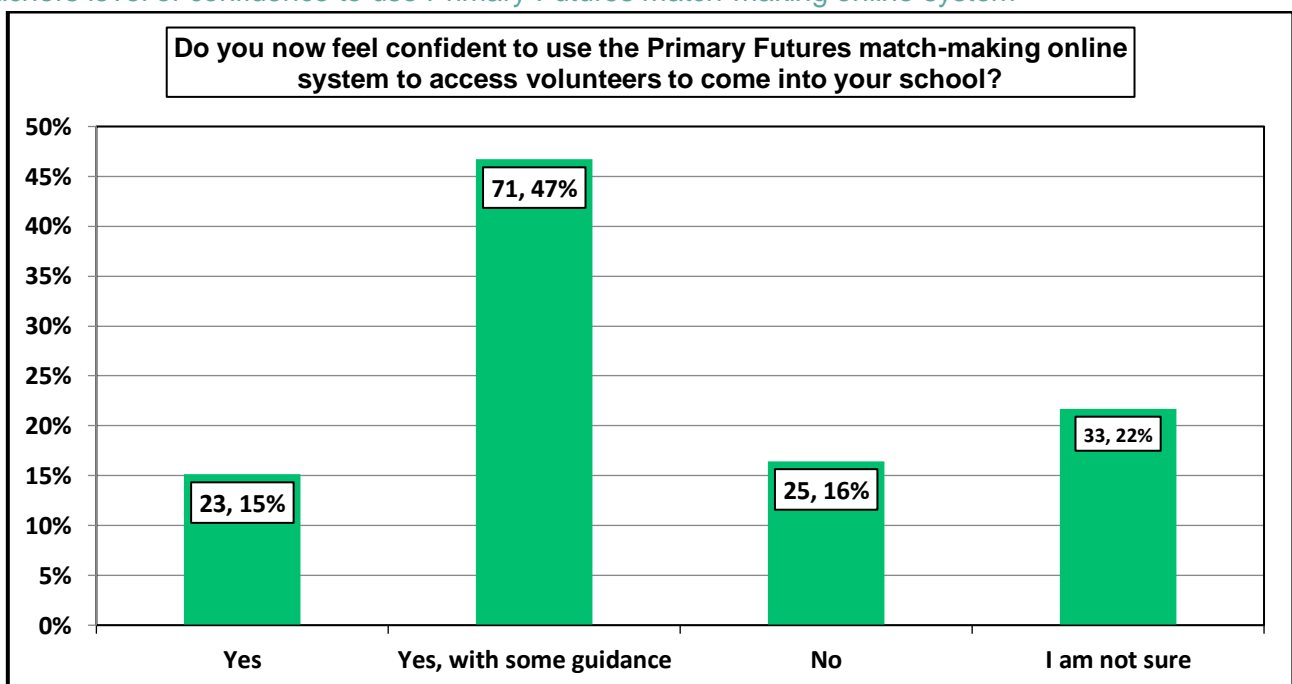


Figure 29: Teacher's level of confidence to use the Primary Futures system



In response to the question “Do you now feel confident to use the Primary Futures match-making online system to access volunteers to come into your school?” 41% (n=71) stated they could do so with some guidance, while a further 38% (n=58) could not or were unsure. Only 15% (n=23) were confident that they use the online platform to access volunteers to come into their school. Planning ahead, this clearly indicates that more training is needed in this regard. To date, 97% of the 32 primary schools are registered in the Primary Futures online platform.

### Would you recommend the Our Future Derby model to other schools?

When asked if they would recommend the Our Future Derby approach to other schools, the majority 96% (n=151) agreed they would and 49% (n=77) stated ‘Yes definitely’. The remaining 4% (n=6) stated that ‘Maybe’ they would recommend the programme.

### How well equipped do you now feel to embed CRL activities in the curriculum?

Teachers were asked to rate how well equipped they now felt to embed CRL activities into the curriculum (1= Not very well equipped - 5 = Very well equipped). The overall average response was 3.2 out of 5. This indicates that more CPD training is needed to give teachers confidence to embed CRL activities by themselves. It should be pointed out that since these evaluations were completed, an online training webinar was delivered by the Our Future Derby project team to help boost confidence and showcase examples of good/interesting CRL activities in the classroom.

### Teacher comments

Teachers were invited to volunteer comments to feedback their individual impressions of the CRL activity/activities and the Our Future Derby programme. Comments include:

*“Fantastic experience for classes to learn about STEM subjects and careers. Something new for them!”*

*“A really high-quality programme.”*

*“Very interesting session with fantastic volunteers. Great to hear personal experiences of employment. Children making great links between learning and work.”*

*“It has been great to see the children show many key strengths in this context. They have loved it!”*

*“Superbly managed and organised. Facilitators were excellent and engaged and communicated as needed with everyone.”*

There is some evidence to suggest that the Our Future Derby programme is reaching vulnerable groups of children:

*“The children really engaged and interested. We even had 2 children who normally cannot cope in a class, who stayed and joined in.”*

*“The programme was very useful and gave a practical forum to have further work and discussion of future potential career paths and the journey has already begun. It also gave the children who are more reserved in class the chance to shine in a different context. Thank you!”*

Teachers commented on how inspirational the CRL activities had been:

*“The children loved every second and were sad to have to stop. Great future career links/aspiration building too.”*

*“Today has inspired a group of our children to approach the Head teacher to introduce a version of their (Enterprise) project.”*

*“The children were very interested and asked lots of good questions. As they are quite young perhaps needed just a little movement but overall fantastic. The activities will be useful when they are exploring their options.”*

In the pre-activity evaluation teachers said they hoped that there would be a positive impact on the children’s resilience and motivation:

*“The children engaged throughout and were really resilient. Thank you so much. I’ve learned so much myself too.”*

*“The children really enjoyed the assembly and the follow up activity. It really got them thinking about people/peers and what they find good about them. It gave them a sense of worth and motivation to be what they want to be!”*

## Teachers’ Continuous Professional Development (CPD) facilitated by Talent-Forum Potential

### Overview of 12 mini-projects

As part of the teachers’ CPD, Forum-Talent Potential conducted a series of employer engagement activities that introduced teachers to the concept of CRL and how this could be used to not only supplement subject teaching, but also link the subjects to real life and the world of work. The projects involved employers working closely with 10 primary schools with the objective that once these introductions had been made the schools would continue with these and similar projects in the future.

The mini-projects conducted in the schools were as follows:

1. Zenerjii Juice Bars – Science project to work out which is the juiciest fruit (Dale Primary)
2. East Midlands Airport – CRL activities at EMA and guest visits to school (Hardwick Primary)
3. Swarkestone Garden Centre – Science project learning about plants (Ashwood Spencer)
4. RDS Global - ‘Codebreakers’ – IT project including science, geography, PE and history (Cherry Tree Hill)
5. Knights plc (Law firm) – History project ‘The trial of Anne Boleyn’ (Allenton)
6. Derby Telegraph – Journalism project ‘Dreams and Goals’ (Derwent)
7. Canal & River Trust – Science project ‘How fast does water flow?’ (Dale Primary)
8. CR Civil Engineering - Science topic of Forces (Redwood Primary)
9. Pathology Department, the Royal Derby Hospital – Science project: biology and genetics (Village Primary)
10. Hotel Chocolat – Design and produce an eco-friendly chocolate bar (Cherry Tree Hill)
11. Historic England – Fire of London, The Romans, and World War 2: long-term history project (Landau Forte Academy Moorhead)
12. DHU Health Care - ‘People Who Help Us’ project - Zaytouna Primary School

Individual case-studies for the above mini-projects were produced. These can be accessed via the Our Future Derby portal - <https://www.learnbydesign.co.uk/our-future-derby-resources>

### Schools’ evaluations

A teacher from each of 10 schools completed a pre-activity evaluation form. Teachers who provided their feedback were directly involved with the project design and delivery brokered by Forum-Talent Potential with local employers.

Schools involved:

1. Allenton
2. Ashwood Spencer
3. Beaufort
4. Cherry Tree Hill
5. Derwent
6. Landau Forte Academy Moorhead
7. Village
8. Wyndham
9. Zaytouna
10. Pear Tree Junior

70% (n=7) of the evaluation forms were returned by classroom teachers, 20% (n=2) were management and 10% (n=1) was a CRL champion. For 20% (n= 2) of the respondents, this was their first experience of CRL activities while 50% (n=5) stated their school has ‘Occasionally’ carried out CRL activities and 10% (n=1) stated their school ‘Rarely’ conducted any CRL activity. This echoes feedback received above from the earlier reported evaluation feedback.

Of those schools in which some type of CRL activity was delivered the teachers stated that:

- One CRL activity was a science project delivered by Our Future Derby
- Representatives from Rolls Royce visited the school to talk about engineering
- There was a visit by theatre where children looked at roles in theatre which encouraged the children to make links with their strengths and possible future career
- There were ‘Destination Rail: Race to Construct’ workshops with Year 4 pupils and career workshops including team-work and problem-solving activities
- School Trips to various employers were mentioned e.g. visits to Cadbury World, Twycross Zoo etc.
- Short talks from visitors from various careers, encouraging children to think of different careers specifically focused on breaking stereotypes e.g. male nurses
- Prior to Our Future Derby some motivational talks/workshops were delivered by a variety of individuals based on teacher contacts and trips to Derby University and a solicitors’ firm.

### Teachers motivation to participate in CRL activities

For 90% (n=9) of the teachers, the motivation to take part in the CRL CPD activity was ‘for the children to gain insights into the world of work’ and also ‘for the children to broaden their horizons and raise their aspirations’. 80% (n=8) also indicated their motivation was ‘to improve the children’s life skills for their future’, while 70% (n=7) indicated ‘for our children to gain motivation to study harder’.

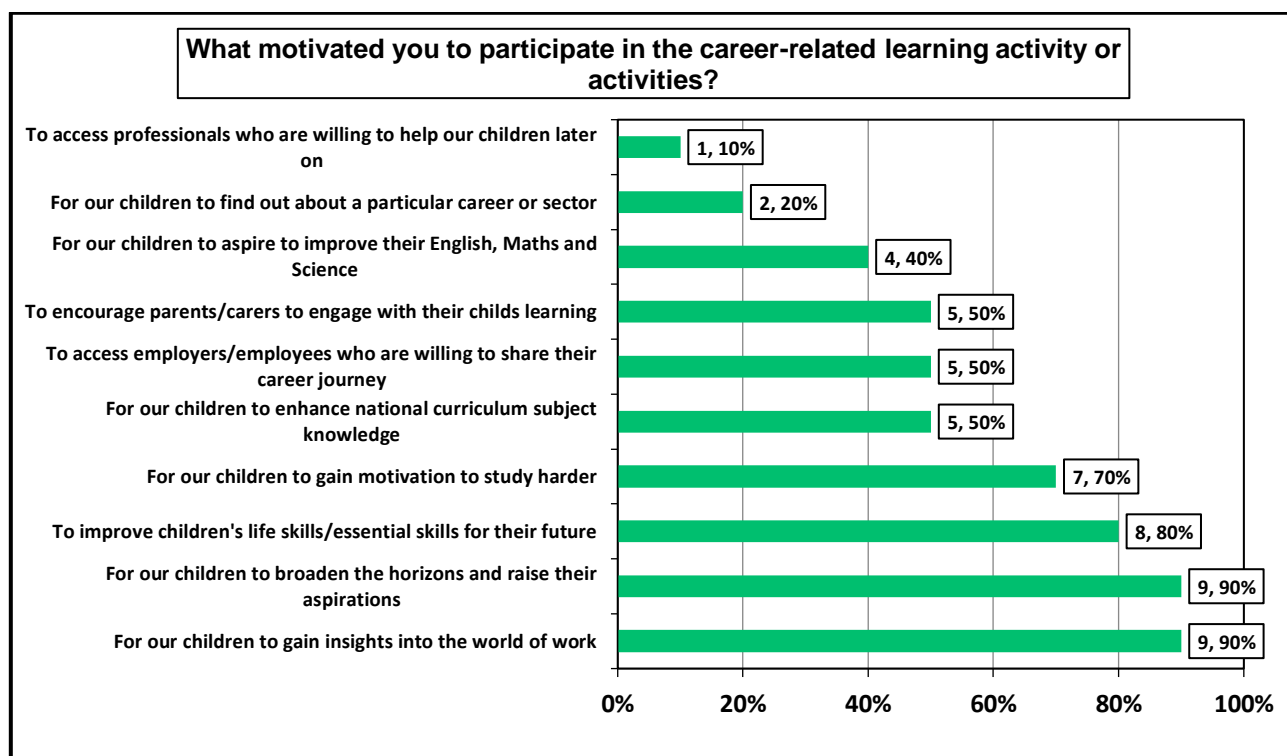


Figure 30: Teachers’ motivation to participate in CPD activities

### Embedding career-related learning in classroom activities?

In reply to the question “How do you feel about embedding career-related learning in classroom activities?”

- 80% (n=8) stated they are motivated but need to learn more.
- 20%(n=2) stated they believe they are well equipped and experienced to achieve this.

These responses echo the answers given by the larger group of 173 teachers included in the CRL activities delivered by the Learn by Design team in reply to the same question.

What are the most important knowledge, attitudes and/or skills you think the children should learn as part of CRL activities in primary schools?

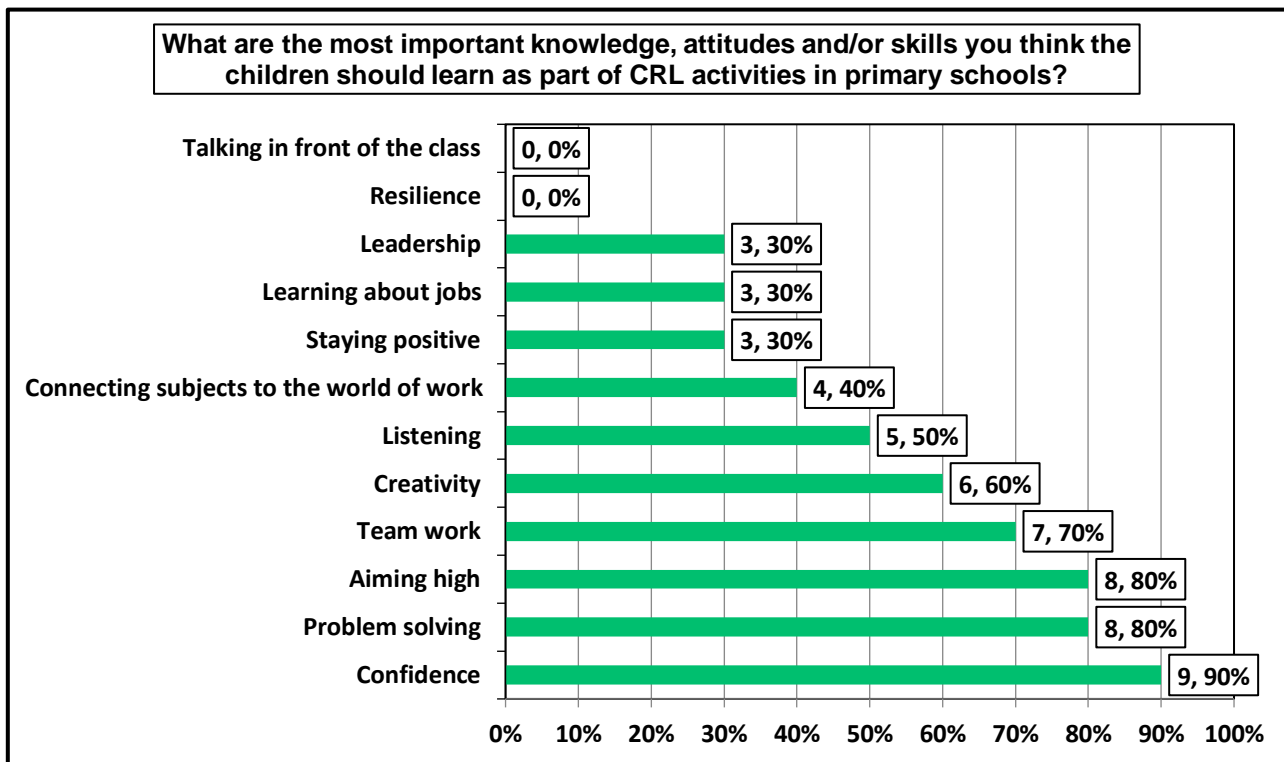


Figure 31: The most important knowledge, attributes/skills teachers' think children should learn as part of CRL activities.

90% (n=9) of the teachers indicated that for them the most important attribute they believed the children should gain from the CRL activities is 'Confidence'. This was followed by 'Problem Solving' and 'Aiming High' as highlighted by 80% (n=8) of the respondents. Again, this is broadly similar to the replies given in the larger survey conducted with all teachers involved in the CRL activities delivered by Learn by Design.

What behaviour change in the children would you like to see as a result of the Our Future Derby project?

In reply to the above question:

- 4 out of 10 teachers stated that they wish to see increased levels of confidence in the children:

*"Children's confidence levels raised"*

- 3 out of 10 identified raised aspirations as a priority:

*"Children with high aspirations for themselves and to think of a range of careers that they could aim for."*

- 2 out of 10 highlighted improvement in problem solving skills and more motivated:

*"Their problem -solving skills will also develop due to the nature of this project."*

*"More motivation and self-confidence to improve."*

Other comments included:

*"Children with high aspirations for themselves and to think of a range of careers that they could aim for. Children should be confident and excited for the world of work and should be passionate individuals who can work with and alongside others in teams."*

*"Children more motivated to learn and study. Children's confidence levels raised, attitudes to learning become more positive as children realise the purpose of subjects studied."*

## In your own words, what would success look like for you and your school by the end of the Our Future Derby project?

There were 10 replies to this open-ended question. The following selected comments broadly echo the overall feelings of the teachers:

*“By the end of the Our Future Derby project, success would be for our children to have a positive shift in attitude by having higher hopes and aspirations about what they want to achieve in the future.”*

*“Children will develop their problem-solving skills, communication skills, confidence and subject knowledge. The school will also build connections with different employers and be able to work together on future projects.”*

*“For children to understand the different job roles...To understand that they must work hard and have high aspirations to achieve dreams jobs and goals.”*

## How could parents/carers become more involved in career-related learning with their child(ren)?

This question was also asked of the larger cohort of teachers supported by Learn by Design. The replies below are similar to those reported earlier:

*“Invite them into lessons and showcase the project.”*

*“Through equipping parents with the knowledge of what career-related learning is, how it could impact their child’s life and inviting them in to see first-hand what it looks like in our school setting”.*

*“We want to see more parent involvement and possibly having parents to accompany children with career learning activities that take place in school, e.g. what is my line assembly.”*

Clearly there is a strong desire to have more parental engagement to which the recommended solution is to invite parents to come into schools to either participate themselves or to witness the CRL activities. Good communication with parents in Derby is paramount to achieving this objective.

## CPD Masterclass

A Masterclass was planned in June 2020 but this had to be postponed due to the Covid-19 pandemic. In preparation, all 10 respondents were asked by Forum-Talent Potential to indicate what they would hope to gain from a Masterclass:

*“Feel confident in becoming the career-related champion for my school. Feel fully equipped to fulfil my role. Able to do CPD to support my role.”*

*“I would like to keep the links and develop them further and even add to them.”*

*“Skills to help us become confident to follow through with projects like this in the coming years and embed career-related learning into our curriculum more to make it a priority rather than an 'add-on'.”*

*“More confidence in delivering careers-related learning in class alongside businesses. To also share this practice with the other teaching staff.”*

Due to the unexpected interruption, a series of webinars are now planned with “how to” instructions and guidelines designed to support all primary school teachers and senior management teams.

## Post- activity evaluation: CPD facilitated by Forum-Talent Potential

Evaluation forms were received from 6 of the 10 schools:

- 2 from Dale Primary
- 1 from Cherry Tree Hill
- 1 from Derwent
- 1 from Redwood school
- 1 from Zaytouna

Of these 7 replies, 2 were CRL champions, 1 was from school management and the remaining 4 were classroom teachers.

### Impact of CPD and CRL activities

The teachers were asked ‘How would you rate the impact of the CRL activities in which you have been involved?’

In response:

- 1 indicated they rated the impact as ‘Extremely High’
- 3 indicated they rated the impact as ‘High’
- 3 indicated they rated the impact as ‘Neutral’

Overall, 57% rated the impact as at least high

On a scale of 1 to 5 please rate how well you think the Our Future Derby project has had a positive impact on the following?

In reply to the above question the teachers’ responses were ranked according to their weighted averages which are illustrated in Figure 71 below.

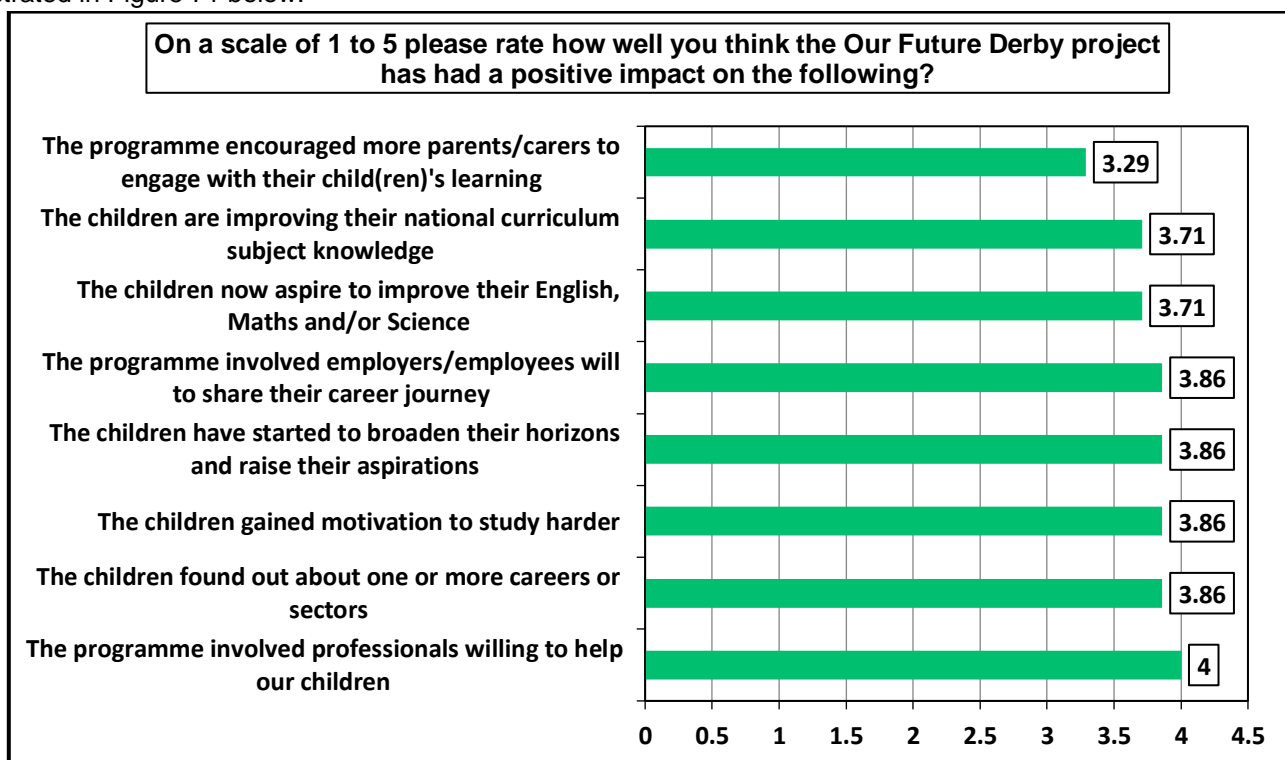


Figure 32: How well teachers think the Our Future derby has had a positive impact

This shows that the most positive impact involved ‘professionals willing to help the children’ which overall scored 4 out of a possible 5. Other high scoring features were ‘The children found out about one or more careers or sectors’; ‘The children gained motivation to study harder’; ‘The children have started to broaden their horizons’ each scoring 3.86 out of a possible 5. This largely reflects the similar findings reported from the larger group (164) teachers whose

feedback was returned from the CRL activities delivered by Learn by Design. This is encouraging as it indicates that the teachers' expectations in each case have been well met by the CRL delivery.

### How has the CRL programme developed the following skills of the children?

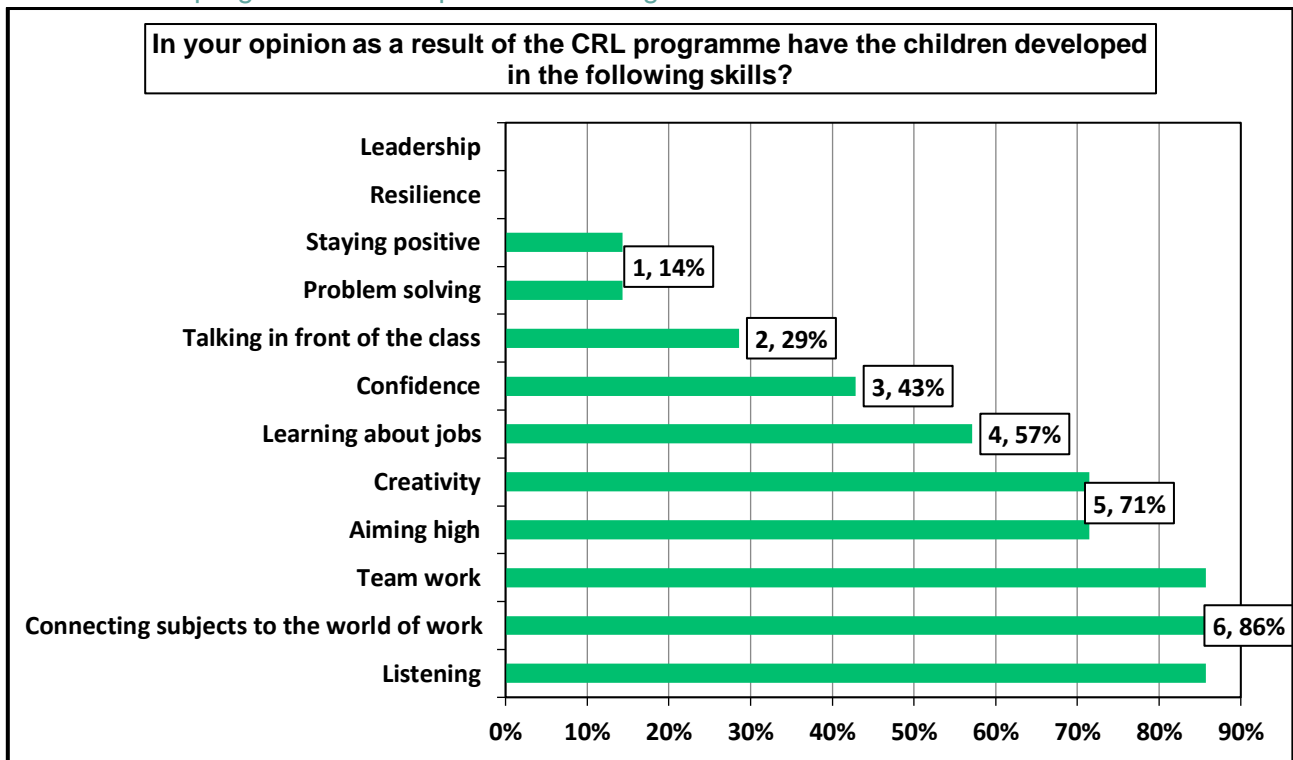


Figure 33: How the CRL programme has developed the children's skills

In reply to the question 'In your opinion as a result of the CRL programme have the children developed in the following skills?' 86% (n=6) of this group of teachers indicated that children developed their skills in: **Listening, Connecting subjects to the world of work and Teamwork**. Again, this largely reflects the answers from the larger group of teachers and again highlights that teacher's pre-activity expectations have been met.

### Levels of confidence in using the Primary Futures platform

Teachers were asked to indicate their level of confidence to use the Primary Futures online portal. Of the 7 teachers who replied:

- 1 was confident - they were able to use the Primary Futures platform
- 2 would require some guidance
- 2 had no confidence
- 1 was unsure.

When asked if they would recommend the project to others:

- All 7 respondents would recommend the Our Future Derby programme to others.

When asked how well equipped they feel to embed CRL in the curriculum as a result of the CPD approach applied in practice, 4 of the 7 felt 'Confident' and 2 would 'Require more assistance'.

The following comments provide an overview of the positive responses received:

*"It made me think more about the CPD of the staff and the legacy that has left behind for our curriculum and for our children."* (Headteacher, Cherry Tree Hill)

*"We will continue to reach out to professionals to promote high aspirations and motivation in line with our current curriculum. We aim to ensure the curriculum is relevant and representative of future careers in all year groups."* (Classroom teacher from Village Primary)

*“This was our third Aiming Higher week and the online system definitely opened up more opportunities for professionals who were keen and confident to talk to our children. The link made with a journalist really excited the older pupils. We linked the week to our six behaviours for learning and that had a positive impact with all our pupils.” (Member of the school management from Derwent Primary)*

*“Would definitely try this again with other projects!” (Classroom teacher from Dale Primary)*

Finally, the voices of children were captured in short video-clips to demonstrate the immediate impact of the CRL activities they were engaged in. These can be accessed via the Our Futures Derby portal - <https://www.learnbydesign.co.uk/our-future-derby-resources>

### Conclusion and recommendations

Teachers from 28 of the 32 schools completed pre-and post-activity evaluations of the CRL programme as delivered by Learn by Design. In addition, as part of CPD activities undertaken by Forum-Talent Potential, a further 10 teachers completed the same pre- and post-activity questionnaires. The overall impression gained from this feedback indicates that teachers have received the programme positively and are willing not only to embed the Our Future Derby approach into the curriculum, but 96% (n=151) would recommend the programme to others.

Most schools have only conducted CRL activities either occasionally or rarely and for some this was their first time and therefore the concept of increasing CRL activities and to integrate them into the curriculum is new and innovative.

#### Key findings:

- The main activities delivered were “What’s my Line?”; STEM day; Destination Rail: Race to Construct’ day and Aspirations day
- This was enhanced by 11 tailored CRL school continuous professional development (CPD) mini-projects delivered by Forum-Talent Potential
- In their pre-activity feedback teachers indicated that they are motivated by the programme but needed to learn more to build their confidence and experience.
- In their pre-activity feedback, teachers indicated that they wanted to see the children increase their aspirations, improve their motivation and levels of confidence.
- In their post-activity feedback, over 70% of teachers were able to report that in their opinion children’s skills in listening, teamwork and problem solving had developed as a result of CRL activities in their schools.
- Evidence from the post-activity evaluations received show teacher’s pre-activity expectations were largely met.
- 96% (n=151) of teachers would recommend the programme
- There is evidence to show that the CRL activities are having positive impacts upon some of the more vulnerable children
- There is evidence to show that children are linking their schooling to the world of work, as a result of the CRL activities to which they have been exposed.

This indicates that the Our Future Derby programme was well received and that teachers are willing to embed CRL activities into the curriculum as they see the benefits to children.

#### However:

- Only 15% (n=23) felt confident that they could use the Primary Futures portal to access volunteers to come into the school
- Teachers only rated 3.2 out of 5 (n=64%) for their level of confidence to embed CRL into the curriculum.

This indicates that more work needs to be carried out to encourage and train teachers to better understand how to use the Primary Futures portal and how to organise CRL events. Furthermore, a degree of coaching and mentoring



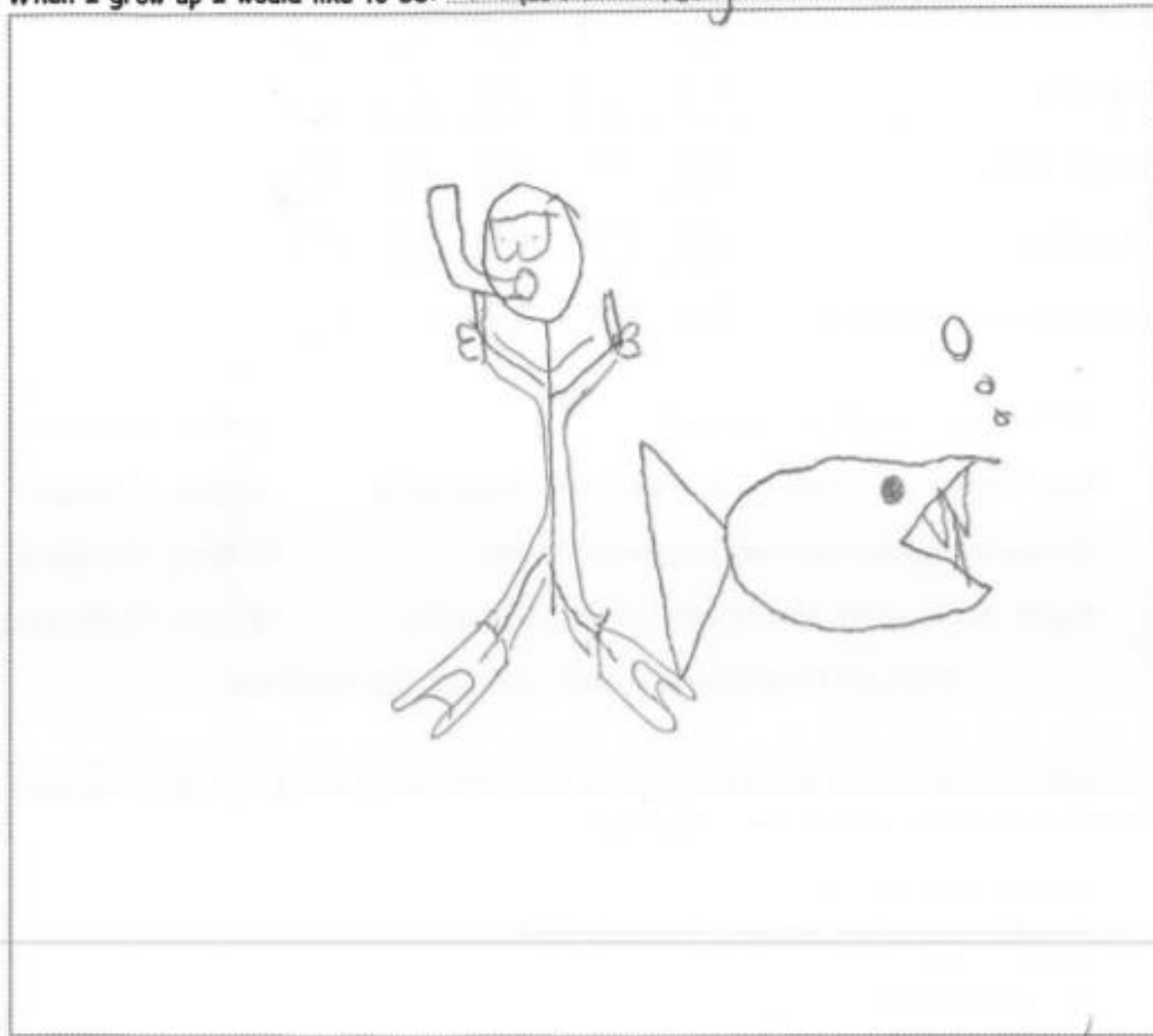
may be necessary in order to grow teachers' confidence in conducting CRL activities. Going forward, this will be addressed through CPD webinars and one-to-one teacher support activities. Parental engagement has also been raised as an area where the Our Future Derby can be harnessed to reach out more to parents. There is scope for more parents to be included in CRL activities and/or invited into schools. Many teachers indicated that working parents/carers could be a useful resource to add to the volunteers who come into the schools. This was raised in the previous evaluation of parents/carers (Report No 2) where significant numbers of parents were unaware of CRL activities in schools.

**Recommendations:**

The following key actions are recommended:

- Strengthen the CPD plan and establish a series of teacher webinars and “How to” instructions for teachers to follow
- Conduct training with school CRL champions to enable them to support teaching staff
- Work with schools and CRL champions in schools to increase communication channels with parents and to invite parents/carers into school on days when CRL activities are being conducted.

When I grow up I would like to be: *a Marine Biologist*



Section 5: Volunteer responses

- **The East Midlands Chamber of Commerce, Learn by Design and Education and Employers** played a key role in actively reaching out to local businesses and community groups to generate interest in volunteering through visits to employers’ premises, mosques, community organisations in the 7 wards, articles in media journals and social media #OurFutureDerby. The Chamber also provided premises for volunteers to participate in the workshops prior to the pandemic.
- The East Midlands Chamber of Commerce and Learn by Design organised and delivered 7 volunteer training sessions involving a total of 40 volunteers.
- 308 volunteers registered via the Primary Futures portal run by **Education and Employers**
- Pre-activity evaluation surveys were completed by 82 volunteers and a further 86 post-activity evaluation survey responses were returned by volunteers who worked with **Learn by Design** in their CRL delivery as part of 10 CRL events. The objective was to compare volunteer pre-activity expectations with their actual experience and to gauge the retention rates of volunteers.
- The surveys were further enhanced with feedback from 7 pre-activity and 8 post-activity questionnaires disseminated and returned following the Continuous Professional Development (CPD) delivered by **Forum-Talent Potential**. This involved volunteers’ engaging in a series of 12 mini-projects designed to embed CRL in the curriculum. The same set of questions were asked of these volunteer partners to gauge if their experience differed and also to assess the retention rates of this cohort of volunteers.

CRL Pre-activity feedback: facilitated by Learn by Design

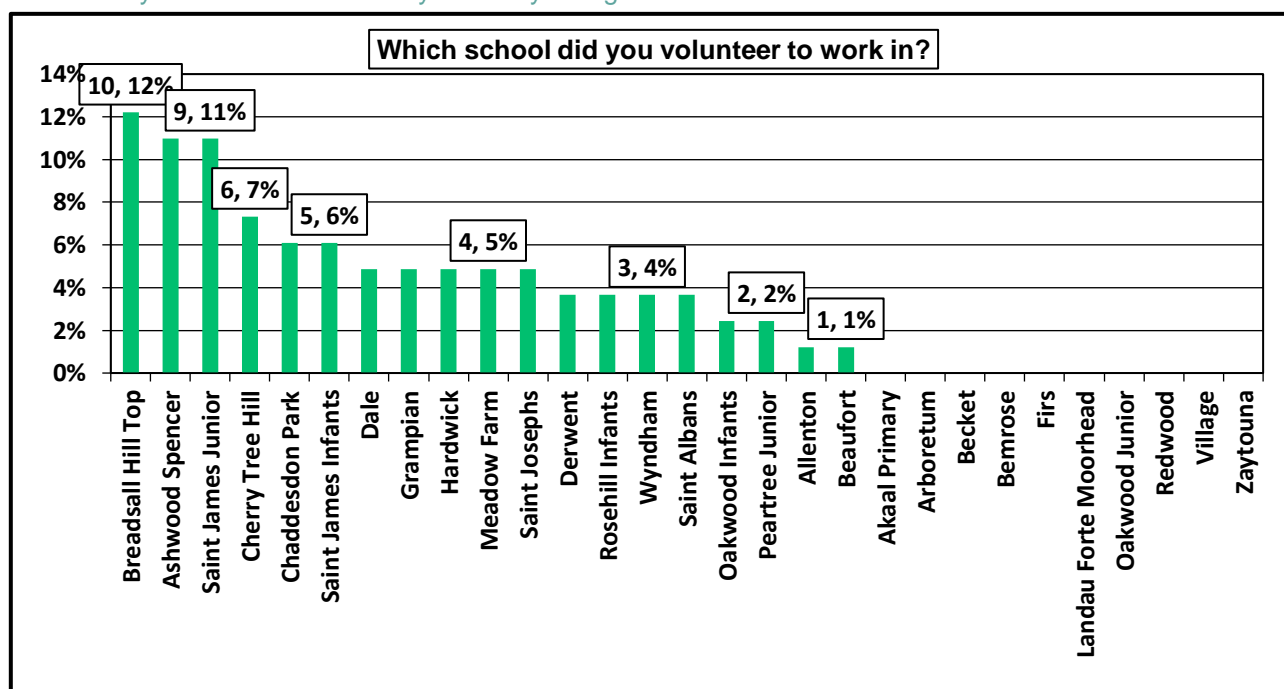


Figure 34: Schools in which volunteers participated

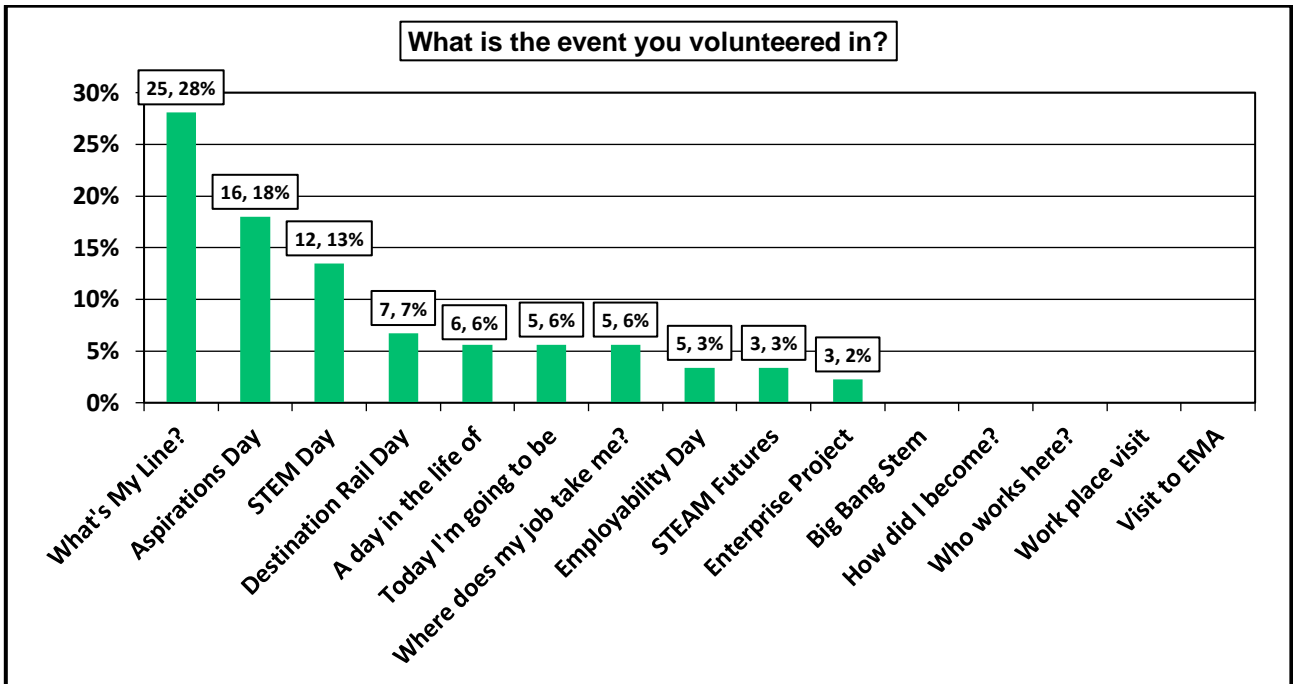


Figure 35: Activities in which volunteers participated

- As shown above in Figure 73, 82 volunteers gave up their time to work with 19 schools, facilitated by Learn by Design, to deliver CRL activities. 12% (n=10) volunteered in Breadsall Hill Top school, 11% (n=9) in Ashwood Spencer and St James Junior schools.
- 37% (n=30) of the volunteers were male and 63% (n=52) female.
- The 10 events in which the volunteers were involved are illustrated in Figure 74 which highlights that 28% (n=25) participated in "What's My Line?" 18% (n=16) in "Aspirations Day" and 13% (n=12) in a STEM Day.

#### Volunteers and Sectors Represented

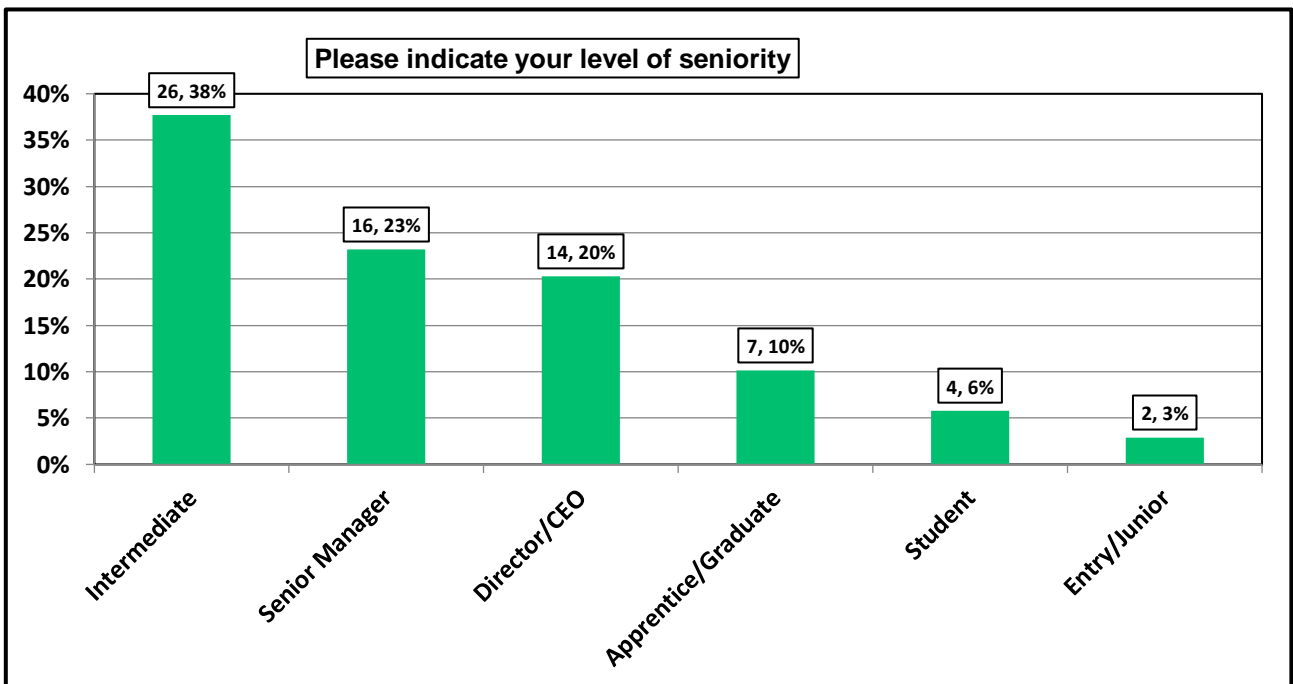


Figure 36: Level of seniority of volunteers

Figure 75 above shows the breakdown of the volunteers by the level of seniority they hold within their organisations. Most of the organisations involved have demonstrated their level of commitment to the project by the level of seniority of the staff allocated to volunteering activities. 43% (n=30) are either senior managers or directors, while a further 38% (n=26) are intermediate managers. A total of 25 sectors were represented by the volunteers ranging from 18% (n=12) representing the Rail sector to 1% (n=1) representing sectors such as Legal, Charity, Social Housing, etc. Refer to Figure 4 below. It is noticeable that some sectors are not included in the listing which may be because not all volunteers completed evaluation forms.

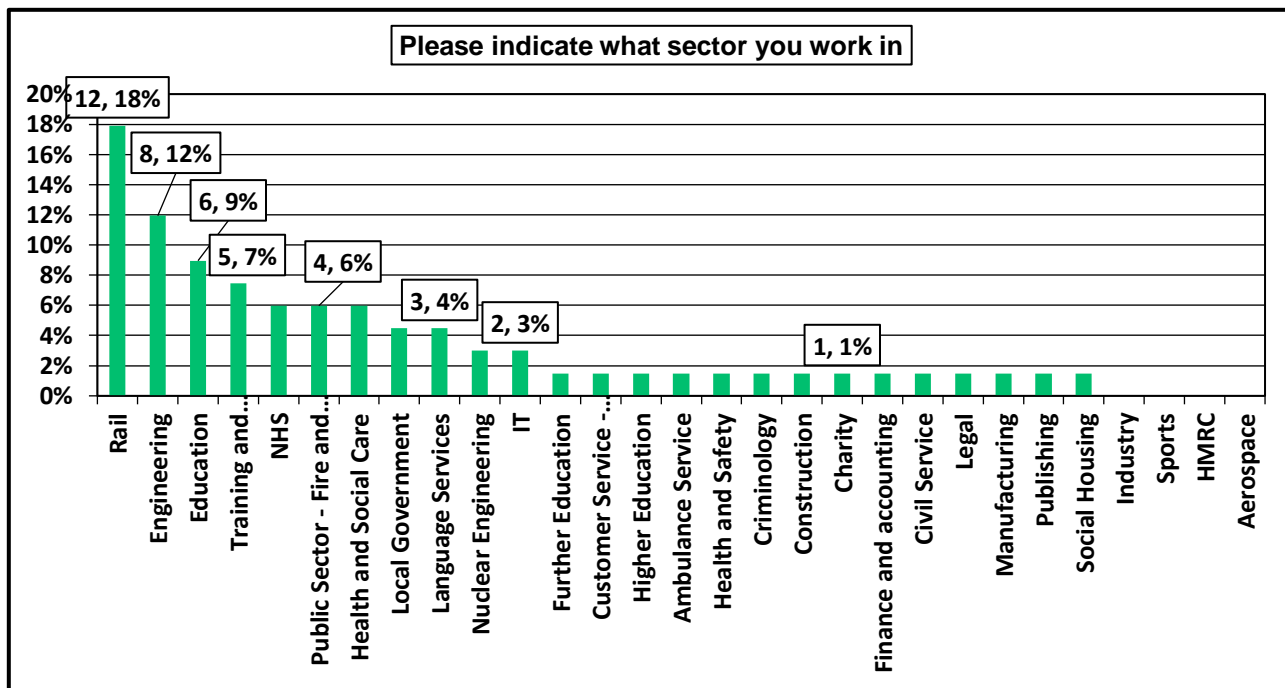


Figure 37: Sectors represented

### Motivation to participate

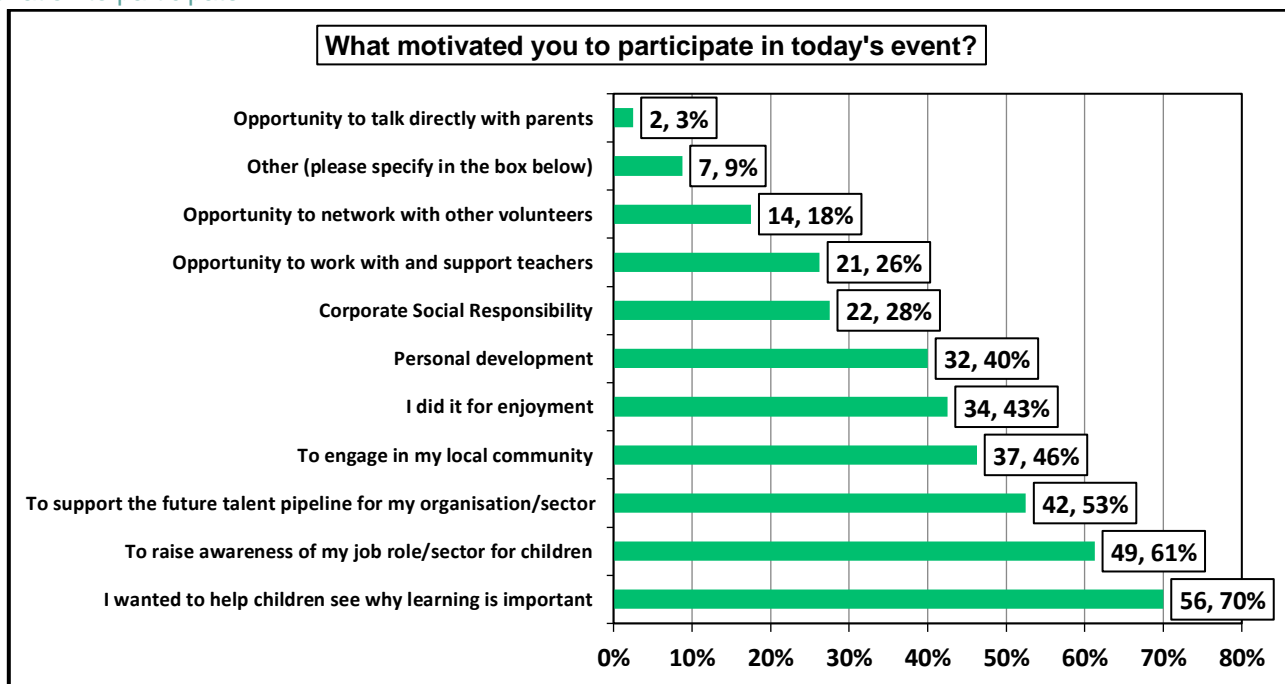


Figure 38: Volunteer motivation to participate

In reply to the question “What motivated you to participate in today’s event?” it can be seen from Figure 77 above that 70% (n=56) stated that they wanted to ‘help children see why learning is important’, with 62% (n=49) indicating ‘to

raise awareness of my job role/sector' and 53% (n=42) indicating 'to support the future talent pipeline for my organisation/sector'.

#### Future retention in the Our Future Derby programme

The volunteers were asked "Are you signed up to the Primary Futures/Inspiring the Future online match-making system?" to which the following were their responses:

- 58% (n=47) replied Yes
- 35% (n=26) replied No
- 7% (n=6) replied Not sure.

The volunteers were then asked "**If you answered 'Yes', how likely are you to accept an invitation to another event?**" to which the responses were:

- 52% (n=33) replied Very likely
- 41% (n=26) replied Likely
- 6% (n=4) replied Neutral.

Those who replied "No" to the question were asked "**If you answered 'No', how likely are you to sign up to the online match-making system?**" to which the replies were:

- 35% (n=11) replied Very likely
- 48% (n=15) replied Likely
- 16% (n=5) replied Neutral.

Typical comments received from volunteers' pre-activity were:

*"This is my first time attending such an event. I feel it's a really good event for the children to showcase different jobs".*

*"I am interested to know if the children have heard of a Radiographer and/or are aware of this role!"*

*"I am looking forward to it!"*

#### Post-CRL activity evaluation

The post-activity forms were completed at the end of the one-day events by the same volunteers who completed the pre-activity evaluation forms at the beginning of the day. Therefore, the evaluation questions were aimed at understanding their impressions and experiences following their participation.

#### Were expectations met?

The volunteers were asked "**Did this event meet your initial expectations?**" In reply: 99% (n=71) said 'Yes' and 1 said 'No', indicating that overall expectations were met. They were then asked "**How did this event meet your initial expectations?**" The replies to this question are summarised in Figure 6 below to which 74% (n=62) indicated "**I wanted to help children see why learning is important**" and 61% (n=51) indicated "**I wanted to raise awareness of my job role/sector for children**".

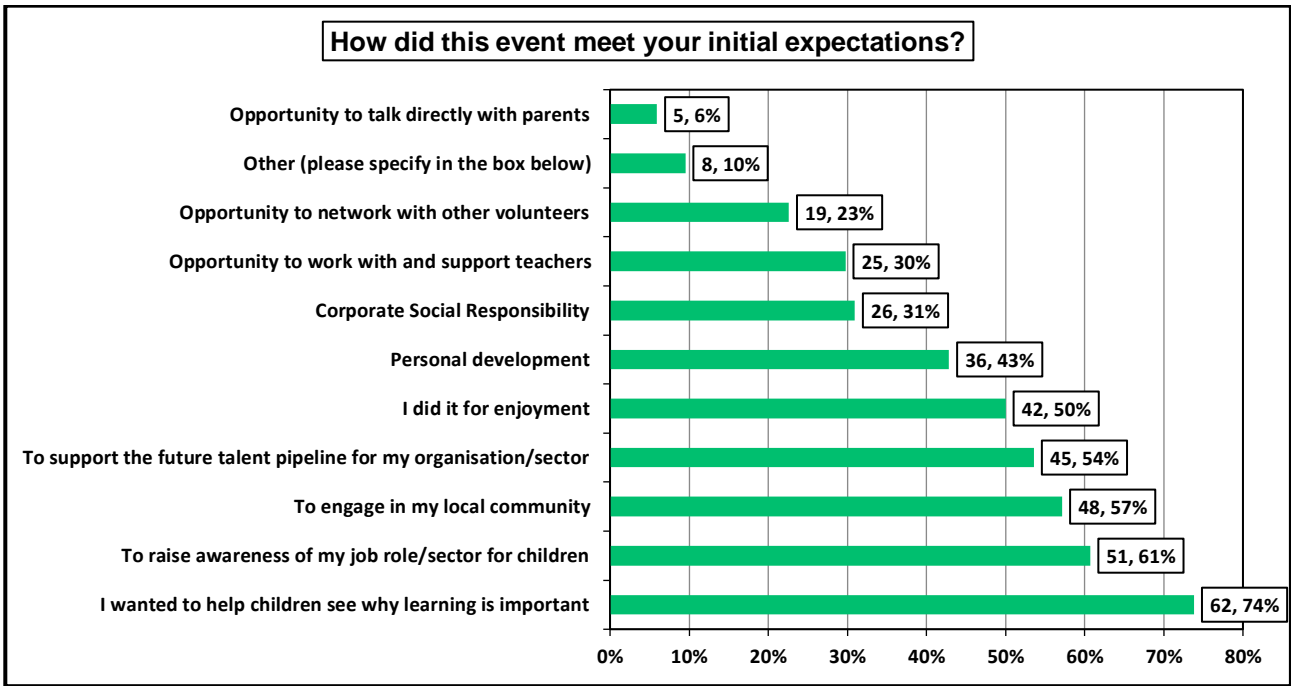


Figure 39: How the event met volunteer expectations

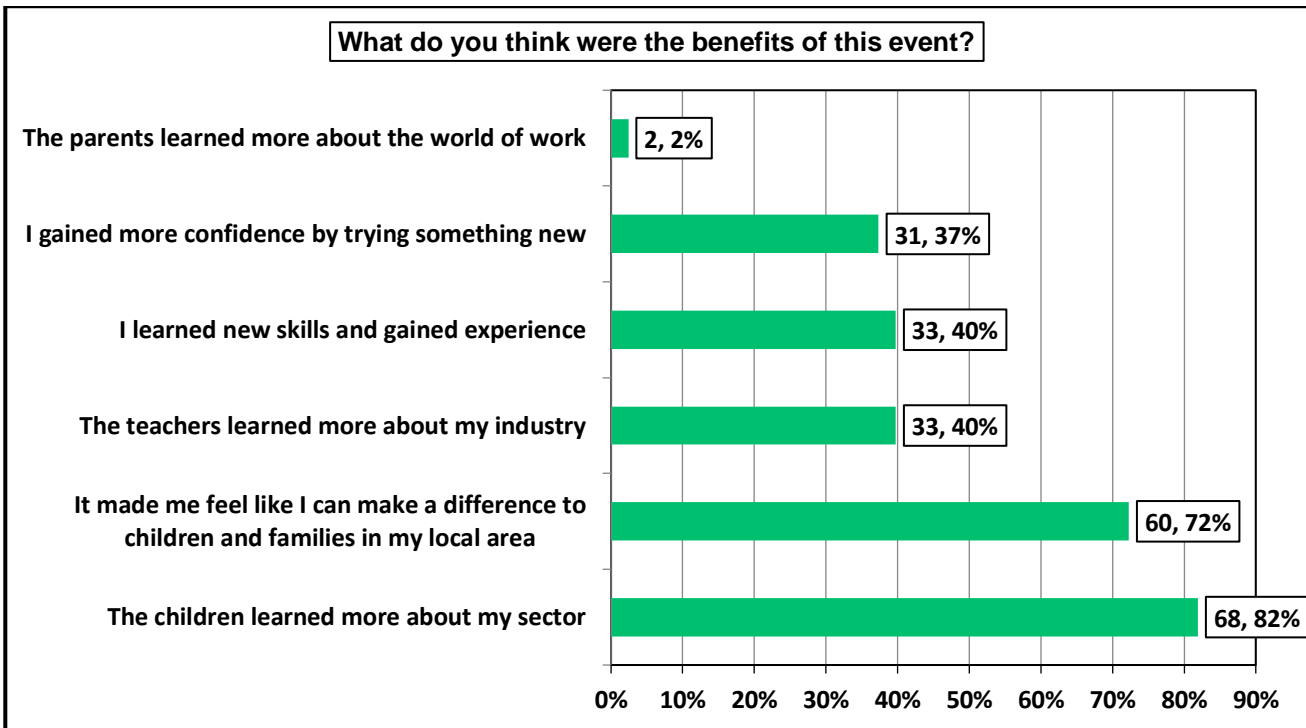


Figure 40: The benefits of the event to volunteers

In reply to the question “What do you think were the benefits of this event?”, 82%(n=68) indicated that “The children learned more about my sector” and 72%(n=60) claimed that “It made me feel like I can make a difference to children and families in my local area”. The full breakdown can be seen in Figure 7 above.

#### Volunteer Retention

Volunteers were asked “How worthwhile was it to participate in this event?” to which responses were as follows:

- Extremely worthwhile 81% (n=69)
- Somewhat worthwhile 19% (n=16).

Volunteers were then asked “On a scale of 1 to 10, please rate the quality of the event you took part in”

- 94% (n=78) rated the overall quality at least 8.

The next question was “What do you think worked well with this event?”

This was an open-ended question which invited comments from the volunteers. The word cloud below highlights the main themes in their replies. Comments included how well organised the events were, how engaged the children were, what good questions the children asked, there was a wide variety of volunteers from different sectors.

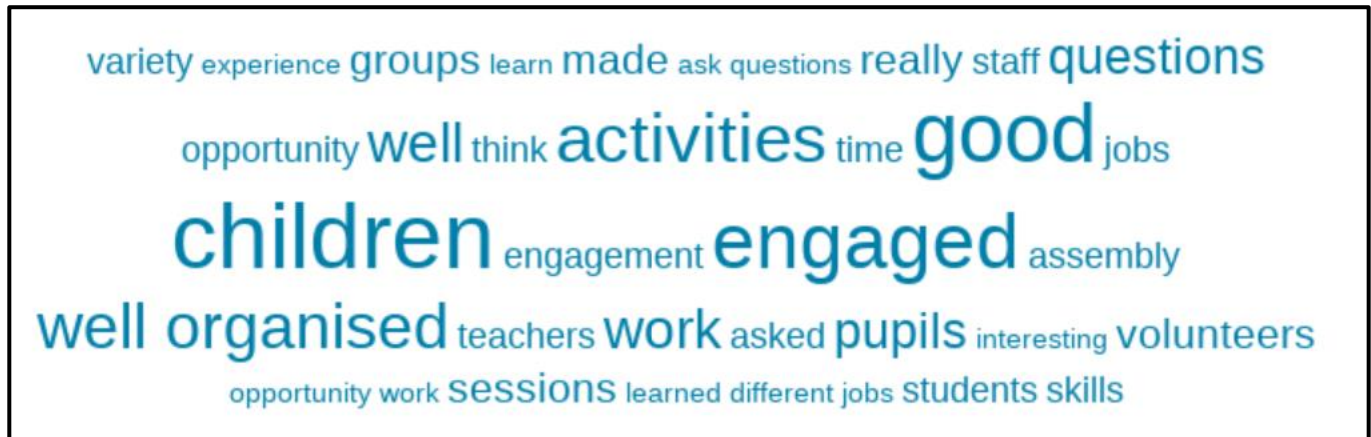


Figure 41: word cloud summarising what worked well for volunteers

*“Well organised in terms of running order Students had ample opportunity to ask questions and engage”*

*“The What's My Line Assembly and the Classroom Session”*

*“The variety of activities on offer and the range of year groups catered for”*

*“I liked the interesting questions that the children asked”*

*“I think it worked better for the older children and would say it is most effective for Y4 upwards”*

*“Engagement in sessions - children enjoyed learning about my job and women in engineering”*

*“Having a variety of jobs/people showcased at once. Having good facilities, I liked the fact that there were a number of activities for us and the children Improvements were made during the day which worked really well”*

*“Pupils appeared to be engaged Teachers present OFD staff well organised”*

*“It got the children thinking about their future as well as ideas for their products*

*“The children really engaged and did well on the skills”*

*“The pupils were very engaged and eager to learn about new careers to broaden their horizons”*

*“The different types of volunteers and their job roles. the children were very interested in the different jobs we all had.”*

*“Seeing the different people of different jobs give the children the different areas they can go into and the chance to talk to them 121 on the exercises*

*How the focus of the skills related to everyone's' workplace and everyday life - making the children realise they are already using these skills"*

*"Building teamwork skills with the children working as a group."*

*"This event allowed children to really experience different job roles and get engaged with the activities."*

When asked "How likely are you to accept an invitation to another event? 75% (n=67) replied that they would accept further invitations. This indicates that from a volunteers' perspective their expectations were met and they believed the project to be extremely worthwhile - to the extent that most would be willing to participate further.

#### Volunteers involved in the CPD activities

As part of teacher Continuous Professional Development (CPD) Forum Talent Potential developed partnerships between a number of schools and employers in the area to conduct a series of bespoke projects tailored to meet the school requirements. The objective was to raise the project profile within schools and to engage with teachers to demonstrate the impact that CRL can have in the classroom and how this supplements education and motivates the children. In organising these projects Forum talent potential have brokered relationships between schools and employers which it is hoped will continue.

Schools involved were:

- Allenton
- Ashwood Spencer
- Beaufort
- Cherry Tree Hill
- Derwent
- Landau Forte Academy Moorhead
- Village
- Wyndham
- Zaytouna
- Pear Tree Junior

The 12 mini-projects conducted in the schools were as follows:

1. Zenerjii Juice Bars – Science project to work out which is the juiciest fruit (Dale Primary)
2. East Midlands Airport – CRL activities at EMA and guest visits to school (Hardwick Primary)
3. Swarkestone Garden Centre – Science project learning about plants (Ashwood Spencer)
4. RDS Global - 'Codebreakers' – IT project including science, geography, PE and history (Cherry Tree Hill)
5. Knights plc (Law firm) – History project 'The trial of Anne Boleyn' (Allenton)
6. Derby Telegraph – Journalism project 'Dreams and Goals' (Derwent)
7. Canal & River Trust – Science project 'How fast does water flow?' (Dale Primary)
8. CR Civil Engineering - Science topic of Forces (Redwood Primary)
9. Pathology Department, the Royal Derby Hospital – Science project: biology and genetics (Village Primary)
10. Hotel Chocolat – Design and produce an eco-friendly chocolate bar (Cherry Tree Hill)
11. Historic England – Fire of London, The Romans, and World War 2: long-term history project (Landau Forte Academy Moorhead).
12. DHU Health Care - 'People Who Help Us' project (Zaytouna Primary School)

In each of the above, volunteers from organisations and business participated in delivering the project with the schools. In total 7 pre-activity and 8 post-activity evaluation forms were returned from the partner volunteers. Of these 57% (n=4) were male and 43% (n=3) were female. 86% (n= 6 of the 7) held at least senior management or director roles within their respective organisations.

The sectors represented by the group were: Museums and Heritage; Legal. Transport, Media, Food and Drink Industry, Horticulture and Retail. This resulted in the delivery of a variety of topics and projects as highlighted by the list of 12 mini-projects identified above.



## Motivation to participate

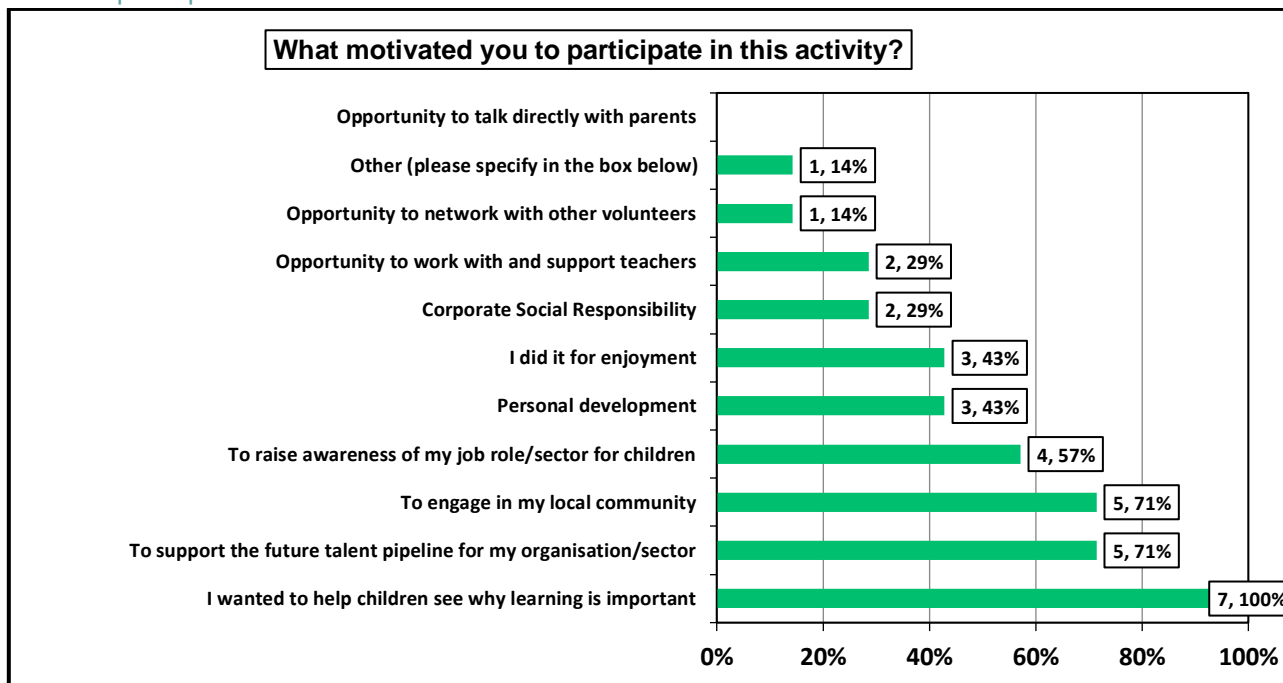


Figure 42: partner/volunteers' motivation to participate

In reply to the question “What motivated you to participate in this activity?”, the responses were similar to those indicated by the larger group who participated in CRL activities with Learn by Design. The group were unanimous identifying ‘I wanted to help the children see why learning is important’, and 71% indicated they wanted to ‘Support the future talent pipeline for their role/sector’.

## Volunteer/partnership retention

The partner volunteers were asked “Are you signed up to the Primary Futures/Inspiring the Future online match-making system?” to which the responses were:

- 54% (n=4) said No
- 29% (n=2) said Yes
- 14% (n=1) said Not sure.

Of those who replied ‘Yes’ to the above question, all would accept an invitation to a further event or activity. Of the 3 who said ‘No’ to the above question 1 would sign up to the online match-making system, 1 remained neutral to this and the remaining respondent said ‘No’. However, post -project the responses altered when 2 of the 3 agreed to sign up to the matchmaking system and 1 was neutral.

In their post- activity feedback, all partner/volunteers indicated that the project was ‘Extremely Worthwhile’ and rated the programme as a 9 out of a possible score of 10. Comments received were:

*“I like to support initiatives such as this because I know how important they are in enthusing children about their daily learning. Anything I can do to help, I will!”*

*“I am happy to be able to contribute to this interesting and worthwhile project.”*

*“Speaking to the classes involved helped them to see that their work was important and the exhibition in the afternoon made them proud of their work. It also gave me the opportunity to advocate for Historic England and show them the different careers which may be available to them.”*

*“I really enjoyed sharing my job with the children and showing them shorthand - they really seemed to love that bit!”*

*“Children were enthusiastic and engaged. good understanding of what they were doing and eager to show off their results.”*

*“Thank you for inviting me to the school, it has been of great interest and I hope I can get involved again in the future.”*

The East Midlands Chamber of Commerce, Learn by Design and Education and Employers organised and delivered 7 volunteer training sessions involving a total of 40 volunteers.

- 24<sup>th</sup> Sept 2019 (6 attendees)
- 16<sup>th</sup> Oct (2 attendees)
- 11<sup>th</sup> Dec (4 attendees)
- 22<sup>nd</sup> Jan (7 attendees)
- 12<sup>th</sup> Feb (5 attendees)
- 13<sup>th</sup> May (webinar) (5 attendees)
- 17<sup>th</sup> July 2020 (webinar) (11 attendees).

Re: volunteer letter Claire



Claire Storey <claire@cslanguages.co.uk>  
To Ifza Shakoor

Reply Reply All Forward ...

Fri 28/02/2020 09:21

Hi Ifza,

Thanks for the letter. That's great.

Yes, of course you can use a quote from me for marketing. The Chamber are also running a series of volunteer profiles and I'm included in those, too. If it encourages more people to get involved, I'm all for it. If you have any flyers you could send me, I'll happily hand them out to my friends to spread the word.

I thought the event on Wednesday was really inspiring. I've been to a few of these events and this was probably one of the best I've attended. The school were very supportive, the staff in attendance during the sessions really got into it and the group session leader from Learn by Design was excellent. Ifza really lead the session and very quickly built a rapport with the children. Her presenting and leadership skills were clear to see! These sessions are so important to opening children's eyes to the world around them, not telling them what they should do or be in the future, but to show them: "these jobs exist and you could do them". The games and the self-esteem activity were also great and well run.

If you need anything else, please let me know.

Have a great weekend with your little ones!

Best wishes,

Claire

Claire Storey MA MCIL  
German and Spanish > English Translator  
Specially Commended in the ITI Award Category for Best Newcomer 2019  
Shortlisted for the Goethe-Institut New Translation Award 2020  
[www.clairstoreylanguages.co.uk](http://www.clairstoreylanguages.co.uk)

## Conclusion

- A wide range of different sectors (30 in total) were represented by the volunteers and partners who worked on either the CRL activity or CPD strand of the programme.
- The organisations involved demonstrated a high level of commitment to the project through 81% (n=56) at management level or higher participating
- 99% (n=71) of volunteers' expectations were met
- 81% (n=69) stated that the Our Future Derby programme was extremely worthwhile
- 94% (n=78) rated the event as at least 8 out of a possible 10
- 75% (n=67) would accept further invitations to these events.

It is clear that the volunteers' expectations were met and in the main volunteers believed that they were contributing to the local community and to the children's education. For some, they viewed CRL volunteering as sowing the seeds for a future talent pipeline. In so doing, the volunteers indicated they felt the CRL events they participated in were worthwhile and that for most they would welcome a further invitation to participate. In terms of a legacy for the programme this feedback is highly positive and encouraging.

# Appendix 1 – Drawing your Future





SCHOOL.....Age: 4 5 6 7 8 9 10 11

When I grow up I would like to be: .....

Please draw a picture of what you want to do when you grow up. If you draw more than one picture, please say which one is your top choice. You can use text as part of your picture if you wish. Don't worry if you don't know yet what you might like to be – it's okay! Simply draw or write down thoughts or ideas about your future @ THANKS!

PLEASE DRAW IN THIS BOX ONLY

Do you personally know anyone who does this job?     YES     NO

If yes, who are they? .....

If no, how do you know about this job? .....

What's your favourite subject at school? .....

Female    Male    Prefer to not say

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**TO BE COMPLETED BY SCHOOL**


Please make sure the name of the school and date of activity is specified to assist the research team – **Thank you!**

**Ethnicity (please tick one):**

- White - English/Welsh/Scottish/Northern Irish/British
- White – Other
- Mixed/Multiple ethnic group
- Asian/Asian British
- Black/African/Caribbean/Black British
- Other ethnic group

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## Appendix 2 – CRL Post evaluation

  
 Children's Feedback Form

Please tell us how you found today's event. Did you enjoy it? What did you learn? Don't worry, there are no right or wrong answers. Ask your teacher if you have any questions.




My School \_\_\_\_\_ My age \_\_\_\_\_

Today's Activity is called: \_\_\_\_\_

1. Are you an  Girl  Boy  Prefer not to say


2. How many jobs did you hear about in this activity? (please circle) 1 2 3 4 5 6 7 8 9 10 more than 10

3. Which sentences do you agree with? Please tick one of the boxes next to the sentence.

Think about what you did today at school with the speakers...	 I agree	 I'm not sure	 I disagree
I enjoyed the activity			
I learnt a lot about different jobs today			
I found out about a new job today			
There are lots of jobs available to me when I grow up			
Girls and boys can do the same job			
Maths and Science can be useful later in life			
English can be useful later in life			
Doing well at school can help me in the future			
I felt the speakers were similar to me			
Today made me feel that I can do any job I want			
After today, I would like to learn about more jobs and meet more speakers			

4. What was the best part of today's activity? Write in a sentence or two. For example, which type of jobs people talked about interested you most?

5. Which new job(s) did you learn about today? If you do not know, simply write do not know

  
 Children's Feedback Form

6. What are the top 3 things you are good at?

Listening	<input type="checkbox"/>	Staying Positive	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	Teamwork	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	Problem Solving	<input type="checkbox"/>
Aiming High	<input type="checkbox"/>	Talking in front of the class	<input type="checkbox"/>

A few questions about science, technology, engineering and maths - this is called STEM

7. Do you think the event helped you understand about the many careers in STEM?  YES  NO

8. In the future, might you consider a career in STEM?  YES  NO

9. Which of these statements do you agree with?

Engineering is equally for boys and girls

People of any background can work in STEM jobs

Science and Engineering is not just for rich people

Thank you for sharing your ideas - we really appreciate this!

---

To be completed by your teacher – thank you!

**Ethnicity (please tick one):**

White - English/Welsh/Scottish/Northern Irish/British

White – Other

Mixed/Multiple ethnic group

Asian/Asian British

Black/African/Caribbean/Black British

Other ethnic group

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## Appendix 3

### Menu of CRL activities offered:

#### Tier 2<sup>31</sup>

1. A 'what's my line' assembly session. 30 – 45min can be repeated a number of times in a day for different year groups or can be added to the start of a day.  
*3-4 volunteers will attend on the day. Pupils will question them about their jobs before they guess what their roles could be. The volunteers will then reveal to the children what their actual job is.*
2. 'A day in the life' of Theatre in Education session/workshop. Group of 30 - 60 learners 1.5 – 2hours  
*Learn by Design staff will take on the role of a number of people working within a business and will open the pupils' eyes to who works in the business, what their working day looks like and how they interact with each other during the day. Employer volunteers will then speak about their workdays and the children will be encouraged to ask questions about how they manage their time and relationships with others in the workplace.*
3. Destination Rail and Race to Construct – A Rail careers journey using the construction of a track with knex to explore challenges and careers along the way.  
*A 2 hour workshop for 30 pupils that can be repeated twice within the day. 1 rail ambassador will support on the day.*
4. The skills map interactive CV builder session 30 – 60 learners 1.5 – 2 hours  
*Large scale building blocks, jigsaws and teamwork challenges will be used to explore the skills that can be put within a CV and a fun colourful CV will start to be produced during the session to celebrate the skills the pupils have been developing.*
5. 'How did I become?' Assembly session to explore progression routes into work. 30 – 45min can be repeated a number of times in a day for different year groups or can be added to the start of a day.  
*Similar to the 'What's my line' assembly 3-4 volunteers will attend on the day. Pupils will speed network with the volunteers to discuss how the volunteer stepped into their career.*
6. 'Where does my job take me'. In class sessions to explore the geography of where jobs can take us. 1-hour session for a group of 30. Can be repeated to a number of class groups.  
*Geography is fascinating and 2 volunteers will be asked to visually represent where their work takes them with props and pictures. The Learn by Design team member will also talk about their work destinations and the opportunities these have offered them.*
7. Derby careers quiz - A session for a group of 30 pupils (1 – 1.5 hours). Can be repeated in a number of class groups. Need access to white board and projector.  
*An interactive ask the audience style Qwizdom session about the different jobs that exist in Derby and the types of people that do them.*
8. Visit Me at Work introduction assembly followed by a visit to the workplace.  
*These days will be bespoke developed for schools based on the needs of their individual projects.*

---

<sup>31</sup> A definition of Tier 2 activities was given to the programme team in the Grant Information as follows:

(1) Volunteer visits: career insight talks in year group or school assemblies. Volunteers talk to children about the job they do, and answering questions from children sometimes using 'Guess My Job' quizzes to stimulate discussion. Visits may also have a specific focus or subject talks and activities where volunteers talk about how they use specific skills or subject knowledge in their jobs to enthuse children and help them to situate their learning in the real world (particularly literacy/numeracy). It is essential that volunteers comes from a diverse range of backgrounds in order that pupils can relate to them and that they know how to engage with pupils without any unconscious bias or stereotypes. (2) Visits to employers: This can also include colleges and universities.

(3) Careers days/job fairs: featuring people in a wide range of occupations talking about their jobs, practical activities such as using a stethoscope or designing an advertising flyer and even opportunities for children to try on some of the uniforms people wear at work (e.g. Little Genius Project). Note: this could also reach tier 3 depending on the level of interactivity.

9. Aspirations day (The day can start with a 'What's my line' assembly)  
*Carousel of activities within a school hall to build employability skills and classroom visit from employer volunteers. Each year group to access throughout a day. Uses 3-4 volunteers.*
10. Careers days/speed networking – to be accessed for 45 minutes a class at a time.  
*Ask all those awkward questions about work within a small group and find out about 4-5 different careers all in one 45 minute session. Will use 4-5 volunteers.*
11. STEAM futures day – Carousel of activities within classrooms for each group to access – bespoke to schools' needs  
*Exploring Careers in Science, technology, arts, Engineering and maths with STEM ambassadors to support alongside lots of hands on activities.*
12. 'Today I'm going to be' work simulation day. (Year group activity)  
*How do we do silver service? Can you type a letter? Can you learn a short script ..... there will be a whole range of careers to explore and have a go at! Volunteers will support and demonstrate. A great fun interactive session.*

### Tier 3<sup>32</sup>

1. Enterprise day followed by teacher supported project. Year group activity-To design the project delivery day  
*A day exploring the skills and attributes you need to be creative and enterprising to set up your own small business or social action project followed by a project to bring enterprise ideas to life supported by small business owners.*
2. STEAM futures day and project. Year group activity  
*A day exploring Careers in Science, Technology, Arts, Engineering and Maths with STEM ambassadors to support alongside lots of hands on activities followed by a project leading up to a workplace visit to a STEM employer.*
3. Employability day and workplace visit. Year group activity  
*A series of workshops looking at motivation, mental preparation, target setting, and communication skills followed by a visit to a workplace where the children learn how these skills are used in the world of work.*
4. 'Who works here' workplace visits. Exploring the huge range of jobs that exist in some of our larger businesses in the city.  
*A walking tour of Derby City stopping off at several key locations in the city centre to explore who works in the locations.*
5. Big Bang STEM fair visit with pre-preparations day  
*A workshop to prepare pupils to make the most out of a visit to the Big Bang fair including what to expect when visiting the fair and how to engage with employers and the activities they have on offer followed by a visit to the event.*

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<sup>32</sup> A definition of Tier 3 activities was given to the programme team in the Grant Information as follows:

(1) Enterprise activities: children work in teams to plan and run 'money making' projects, with volunteers from local businesses acting as advisors or judges; (2) Careers days/job fairs; (3) Work simulations based around role play and hands-on activities; (4) Professions Weeks which combine some or all of these activities.\* (5) Professions Weeks which combine some or all of these activities.\*

\*activities of this type could cover a range of tiers depending on the level of interactivity.

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