



# Our **future** Derby

## Report 2020

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Most importantly, we wish to thank all of the headteachers, career-related learning (CRL) champions, teachers, employer/employee volunteers 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 ideas of the world of work – a special thank you!

The Year 1 CRL programme was managed by Education and Employers who also delivered CRL resources and an online portal matching local schools to employer volunteers<sup>1</sup>. Learn by Design led on local delivery through direct programme coordination and delivery support to local primary schools, including the development of CRL resources and associated OFD portal. The East Midlands Chamber promoted OFD and recruited employer/employee volunteers. Forum-Talent Potential and Learn By Design delivered continuous professional development activities and dmh associates led on evaluation and impact assessment. All partners contribute to monthly meetings with reports produced for the sponsors on progress made against set Key Performance Indicators (KPIs).

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<sup>1</sup> Education and Employers - Primary Futures portal - <https://primaryfutures.org/>



## Executive Summary

The Our Future Derby initiative is designed to enhance social mobility, improve gender equality and expand opportunities for primary school children in 32 primary schools across 7 of the most deprived Wards<sup>2</sup> in Derby city. In March 2019, the Derby Opportunity Area Board<sup>3</sup> commissioned Education and Employers<sup>4</sup> to lead a consortium of partners to co-design and deliver a new career-related learning (CRL) initiative in Derby primary schools. The work was undertaken between April 2019 – December 2020. The programme has recently been extended into Year 2 from 6<sup>th</sup> January 2021 until 31<sup>st</sup> July 2021.

The Our Future Derby (OFD) programme aims to:

- Open children's eyes to their future possibilities
- Enable teachers to link classroom learning for children with their future opportunities through bespoke CPD sessions
- Engage local employers to widen children's horizons
- Work with parents and carers to raise their children's aspirations
- Develop children's employability skills.

The programme adopts a personalised education and business links approach. CRL Champions in each school are identified and supported by Learn by Design and Education Employers to expand their learner support knowledge and expertise. The goal is to help them develop and sustain CRL teaching and learning activities involving other teaching staff in Derby primary schools now and in the future. A 'menu offer' of CRL activities is provided to schools to choose from – see Appendix 1. The activities involve teachers bringing the curriculum to life, working closely with volunteers from business. The Education and Employers 'Primary Futures Portal' offers a matching service between schools and their business links. The community engagement programme also reaches out to parents and carers.

The OFD team continued to support schools during lockdown by creating an online portal where schools could access CRL activities and resources, case studies and videos to send to pupils and parents/carers for home learning. They also created a menu of in-school activities that can be delivered in person or live streamed virtually into the classroom, supported by live or virtual career volunteer sessions. In a few cases, some classroom activities took place in primary schools with children of key workers and their teachers. Enhancements included: an OFD Resources Hub, CRL Newsletters, and Certificates awarded to each primary school to recognise their commitment and whole school approach. The creation, testing and development of a children's 'Careers Learning Log' is highly innovative with extended work planned in 2021. Schools were invited to attend interactive CRL sessions both in-person and online (September 2019; May 2020) and a 'Celebrating, Sharing and Exploring Career-Related Learning Success' webinar.

### Evaluation and Impact Assessment

The four aims of the Our Future Derby evaluation are:

- To assess the extent to which current CRL programme design and delivery are effective in achieving set goals and key performance indicators.
- To assess the range of high-quality inputs, outputs and outcomes drawing on key findings from children, teachers, parents and employer perspectives.
- To generate intelligence to inform sustainable CRL policies and practices across the city.
- To identify areas in which the CRL programme could be further improved in Year 2 and ensure the approach remains sustainable and fit for purpose.

This Year 1 report (2019-2020) provides an overview of key findings including new approaches to virtual CRL delivery. Of the 32 primary schools involved only 1 primary school temporarily left the programme in March 2020, but

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<sup>2</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 Sinfen -

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

<sup>3</sup> <https://derbyopportunityarea.co.uk/partnership-board/>

<sup>4</sup> <https://www.educationandemployers.org/>



have now re-registered. Evaluation findings from 25 schools are included in this report. Early findings on the enhancements mentioned above are also discussed.

## Methodology

The research took place between 1<sup>st</sup> April 2019 – 31<sup>st</sup> December 2020. Desk research was undertaken to identify national and international literature relevant to CRL teaching and learning. All schools were provided with an academic overview of CRL research findings<sup>5</sup>. In June 2019, 7 trailblazer schools (1 in each Ward) formally agreed to participate in a pilot initiative - Abbey, Arboretum, Boulton, Chaddesden, Derwent, Normanton & Sinfen. Fieldwork visits took place involving meetings with headteachers and senior leadership teams. From this, templates for classroom evaluation activities, surveys and workshops were developed. These were aimed at children, teachers, parents/carers, and employers/employee volunteers. Children participated in 1-3 CRL activities depending on school choices. A children's drawing activity<sup>6</sup> was used as a baseline to capture their ideas, hopes and dreams. An evaluation cohort was identified in all schools to undertake pre- and post- CRL feedback activities. CRL evaluation forms were also distributed and completed by teachers, parents and volunteers (employers/employees), including feedback from continuous professional development CRL activities in the classroom working with local employers.

## Report structure

The Year 1 report is structured into six main sections. Recommendations are included in each section to inform Year 2 extended roll-out plans.

**Section 1:** Introduction, context, methodology and CRL activities

**Section 2:** Children's aspirations

**Section 3:** Teacher perceptions and experiences of career-related learning

**Section 4:** Volunteer perceptions and experiences of career-related learning

**Section 5:** Parental awareness and perceptions of career-related learning

**Section 6:** Key lessons learned to inform Year 2 plans.

## Key findings (April 2019 – December 2020)

A total of 84 employer driven CRL activities were delivered to 31 schools that brought the world of work into the classroom. This was achieved through a content-rich menu of dynamic and inspirational activities in the classroom and 7 out of school workplace visits involving 4 schools. 97% of the participating schools are registered on the Primary Futures portal run by Education and Employers. 15 CPD masterclasses supported senior leadership teams and classroom teachers to further embed CRL within the curriculum.

## Children's aspirations

### Dataset

- **Pupil pre-CRL activity data:** 1,092 children's drawings from 25 primary schools in 7 Wards. A breakdown by age, gender, ethnicity, free school meals (FSM) and pupil premium (PP) is provided in the main report.
- **Pupil post-CRL activity data:** A total of 275 children from 9 schools in 6<sup>7</sup> out of 7 Wards completed the children's post-CRL activity evaluation. This represents 25% of the pupils who submitted their pre-evaluation 'Drawing my Future'.

## Results

- Of a total of 350 job role drawings by the children only 23 job roles were drawn by 80% (n=875). Only 10 job titles were identified by 58% (n=633). This highlights a narrow range of occupations most commonly identified

<sup>5</sup> This was distributed to all primary schools in the 7 Wards - <https://www.learnbydesign.co.uk/our-future-derby-resources>

<sup>6</sup> This was an adaptation taken from Education and Employers 'Drawing the Future' (2017) research report - <https://www.educationandemployers.org/drawing-the-future/>

<sup>7</sup> Covid resulted in data from Normanton schools not being available for analysis due to lockdown.



by the children. Children's career aspirations in Derby have little in common with projected workforce needs, which could have serious long-term implications for the local economy.

- **Following the CRL activity:** 81% (n= 201) reported they had learned about 5 or more jobs through the CRL activities. 90% (n=241) of the children agreed that "the people they met with were very helpful". 85% (n=229) agreed "there are lots of jobs available to me when I grow up".
- 95% of children agreed '*Girls and boys can do any job*'. Despite this high level of agreement, the jobs identified by boys and girls show there is an unconscious bias in their preferences.
  - **Following the CRL activity:** This compared to 97% (n=256) following the CRL activity.
- In response to the statement '*People like me can do any job they want when they grow up*' evidence shows children from different ethnic groups had a variation in responses.
  - **Following the CRL activity:** The overall level of agreement to the statement increased from 89% to 93%.
- Children's choice of job roles according to their ethnicity highlighted differences in job preferences, particularly between the Asian/Asian British children and their counterparts. It was noticeable that the children from Asian/Asian British backgrounds tended to select the more professional and managerial careers e.g., doctor, vet, engineer - compared with children from other ethnic backgrounds.
  - **Following the CRL activity:** 87% of children (n=237) from all backgrounds "enjoyed the career learning activities".
- In response to the statement '*Science and Engineering is not just for rich people*' it was noted that there was a lower level of agreement to this statement from the children in receipt of FSM or eligible for the PP. Analysis by ethnicity highlighted that fewer White British children agreed with this statement than their counterparts. Children from these backgrounds may feel science and engineering is unattainable for them.
  - **Following the CRL activity:** The number of CRL activities varied in range, duration and frequency within each school.
- Children ranked their skills from a list of 8 key skills. The highest ranked skills were 'creativity', 'teamwork' and 'aiming high'. The lowest ranked skill was 'talking in front of the class'.
  - **Following the CRL activity:** The children's self-assessment of the 8 key skills showed an increase. This finding was confirmed by teacher responses that in their opinion as a result of the CRL programme the children's skills improved most in 'listening', 'teamwork' and 'problem-solving'. It was noted that White British children ranked themselves lowest in 6 of the 8 key skills compared to each of the other five ethnic groups. White British boys ranked themselves lower than the girls in all 8 key skills
- 93% (n=940) of the children agreed with the statement 'English and maths can be useful later in life'.
  - **Following the CRL activity:** 87% (n=235) agreed with this statement; however, the age demographic of the children was significantly different. 89% (n=239) agreed that 'Doing well in school can help me in the future'.
- 68% (n=271) of children indicated the main influencers of their job ideas were either directly from parents or other close family members. Where this was not the case, the children's exposure to work came from friends, what they saw locally or from television or social media.
  - **Following the CRL activity:** Many children reported they had been influenced by the person(s) they met.

Evidence from the post-evaluation findings shows CRL activities had increased pupil's awareness of jobs, the world of work and broadened their horizons. The data shows an increase in pupils' understanding of the link between education and the world of work through their exposure to business links and volunteers. From a gender perspective, there is unconscious bias in the children's perceptions of the world of work. There is some evidence of White British children - boys in particular - having a low perception of their skills and aspirations. The creation, development and testing of a highly innovative KS1 & 2 'Careers Learning Log' - where pupils can gather information about their personal, career related journey in primary school – provides an opportunity to grow with the pupils and document their careers journey through their schooling.



## Recommendations

- Deliver more CRL activities across Derby city to build children's confidence and broaden their horizons.
- Attract more employers from a wider range of sectors and job roles to open children's eyes to future possibilities, particularly those most disadvantaged.
- Ensure CRL activities with employers and volunteers represent gender and ethnicity role models that children can identify with to help address stereotyping and unconscious bias.
- Focus more on making stronger links between subjects and the world of work from an early age with differentiated delivery in Key Stages 1 & 2.
- Capture children's aspirations within a personalised 'Careers Learning Log' that can be shared with secondary schools within the Derby transitions portal.

## Teacher perspectives and experiences of CRL

**A total of 262 teachers were engaged in CRL activities up to mid-December 2020. 208 pre-activity and 198 post-activity questionnaires were completed by teaching staff, representing 94% (n=30) primary schools out of 32 schools who had registered to participate in the project. CPD activities were delivered in 11 primary schools by Forum-Talent Potential and evaluation forms were completed by a single teacher in each of the schools.**

- Pre-CRL activity: 93% of teachers reported they occasionally, rarely or this was their first time using CRL methods. Their main motivation to participate - 86% (n=175) stated 'for our children to gain insights into the world of work'. 76% (n=155) for 'the children to broaden their horizons and raise their aspirations'. The most popular Career-Related Learning (CRL) activity chosen by schools was 'What's My Line' as indicated by 27% (n=47) of the responses. Second and third most delivered activities were 'STEM day' i.e., 22% (n=38) and 'Destination Rail: Race to Construct' 13% (n=22).
  - **Following the CRL activity:** When asked '*Would you recommend the Our Future Derby approach to other schools?*': 96% (n=182) stated they would most likely or definitely recommend the Our Future Derby programme.
  - Teachers rated 4.29 out of 5.0 - 'The programme involved professionals willing to help our children'.
  - Teachers rated 4.06 out of 5.0 - 'children found out about 1 or more careers or sectors'.
  - Teachers rated 3.98 out of 5.0 - 'children had started to broaden their horizons and raise their aspirations';.
  - When asked '*How do you feel about embedding CRL in classroom activities?*' 78% (n=160) indicated that they were motivated at this stage but needed to learn more. 3% (n=7) had concerns about the pressures in school impacting on their ability to integrate CRL into the classroom.
  - 71% of teachers (n=132) rated the CRL activity in which they were involved as 'High'; 25% (n=46) rating this as 'Extremely high'.
  - 97% of the primary schools are registered in the Primary Futures online platform e.g., 46% (n=86) stated they could do so with some guidance; 37% (n=68) said they could not or were unsure; 17% (n=31) were confident that they use the online platform to access volunteers to come into their school.

## Recommendations

- Improve training and support for teachers to equip them to feel confident in using the Primary Futures portal and embedding CRL in the curriculum.
- Update and disseminate "How to" instructions for teachers, including Guidance Notes on managing virtual CRL activities and involving volunteers
- Ensure the Careers Learning Log is embedded in the Derby City Transitions portal.
- Encourage CRL champions to undertake some direct delivery and train them to use high-quality CRL resources with confidence.
- Promote the Our Future Derby portal to all teachers.
- Develop CRL homework projects to raise awareness and encourage parental engagement.
- Increase communication channels with parents/carers and post-Covid to invite them into school where possible on days when CRL activities are being conducted.



## Volunteer perspectives and experiences of CRL

**Pre-activity evaluation surveys were completed by 82 volunteers and a further 86 post-activity evaluation survey responses were received.**

Overall, a total of 308 volunteers engaged in the programme and many of these registered through the Primary Futures portal led by Education and Employers. These came from 193 differing organisations and 34 differing sectors. A total of 118 volunteers participated in 13 different menu activities in 25 schools. Interest in volunteering was generated through visits to employers' premises, mosques, community organisations in the 7 wards, articles in media journals and a social media campaign #OurFutureDerby. Volunteers were engaged in CRL activities and the continuous professional development (CPD) strand of the programme. The East Midlands Chamber, Learn by Design and Education and Employers delivered between them 6 volunteer training sessions involving a total of 40 volunteers.

- **Following the CRL activity:** Volunteers' expectations were fully met. Case studies of good/interesting volunteer activities were produced and disseminated to schools. The majority of organisations involved demonstrated their level of commitment to the project by the level of seniority of the staff allocated to volunteering activities:
  - 44% (n=45) either senior managers or directors
  - 37% (n=38) intermediate managers.
  - 19% (n=20) entry level employees/graduate apprentices or students.

Respondents indicated 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 the CRL events they had participated in were worthwhile. The majority reported they would welcome a further invitation to participate. In terms of a legacy and programme sustainability for this feedback is both encouraging and positive.

### Recommendations

- Increase communication and contact with business links across the city and invite them into local primary schools.
- Develop a new strategy for 2021 to attract more culturally diverse volunteers making good use of local radio, TV and social media.
- Promote the Primary Futures portal more widely and encourage more volunteers from D2N2 growth sectors to get involved.
- Invite a small group of employers/volunteers to pro-actively support the Careers Learning Log and promote its benefits for children and primary/secondary schools embedded in the Derby City Transitions portal.

## Parental awareness and perceptions of CRL

**In 2019/2020, Learn by Design engaged with 607 parents/carers. A total of 293 were approached by Learn by Design to participate in the evaluation. 227 questionnaires were completed by Derby parents/carers (66% response rate). These engagements were additional to the earlier pilot surveys conducted between September 2019 and mid-March 2020. Most of these 'engagement activities' took place in December 2019.**

The majority of 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. In some schools this was due to the fact that for many parents/carers' English was not their first language. For some parents/carers there was also a cultural barrier and they were suspicious of the survey and therefore were unwilling to take part.

70% (n=146) of parents/carers who took part in the survey were female; 29% (n=61) were male; and 1% (n=3) preferred not to say. Ethnicity: 49% (n=104) White British, 24% (n=51), Asian/Asian British, 11% (n=23) White Other, 7% (n=15) Black/African/Caribbean/Black British and 4% (n=9) identified themselves as Mixed/Multiple ethnic origin.



Those who ticked “other” 5% (n=11) stated their ethnic origins to be of Middle Eastern, or Kurdish origin, with one Asian Filipino respondent. The ages of the children of the parents were reported as follows:

- 56% (n=127) are between 6 and 8 years old
- 43% (n=96) are 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.

Parental awareness and knowledge about CRL for their children in school.

- 75% (n=169) agreed or strongly agreed ‘My child(ren) is/are learning about the world of work at school’ – 25% did not know or disagreed
- 69% (n=155) of parent/carers agree ‘My child(ren) know(s) how to link his/her favourite subject to the world of work’ – 30% did not know or disagreed
- 56% (n=124) at least agreed ‘The school brings employers /employees from the world of work into the classroom’ - 33% (n=75) did not know and 11% (n=26) disagreed.
- 73% (n=163) of parents/carers at least agree ‘The school supports my child(ren) well to develop ideas about linking subjects to future world of work opportunities’ - 27% do not know or do not agree.
- 70% (n=158) agreed ‘The school gives me valuable information on opportunities for my child(ren) to learn new things about the world of work.’ – 30% did not know or disagreed.

The overall message from all 227 parental replies highlight 44% (n=101) either do not agree or do not know that their child(ren)’s school brings employers or employees from the world of work into the classroom. There is scope to communicate more widely to all parents/carers in the City through Our Future Derby 2021 and other publicity campaigns, in particular to reach out to differing community groups.

## Recommendations

- 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
- Use communications platforms which schools already use such as Class Dojo which translates communication automatically into parent’s home languages
- Increase the media and publicity campaign aimed at parents/carers in the City, in particular reach out to differing community groups
- Identify parent/carer champions in local communities who can assist with publicity and disseminating the survey.

## Key lessons learned to inform Year 2 plans (January 2020– July 2021)

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). Learning and work impacts on educational, social and economic development throughout life. Lessons learned from the 2019/20 contract can help us shape the OFD offer in 2021. Recommendations in this report are designed to inform Year 2 city partnership plans.

Main reflections:

- Teachers often feel the unfair responsibility of CRL activities has fallen on one person. For Year 2, the team plan to support schools in one-to-one sessions using the Primary Futures Portal and then the trained teacher who received this CPD will train others. All staff to have their account, embrace the tried and tested CRL tools and take ownership. Teachers have repeatedly reported that currently CRL is an add-on, not embedded which is where it should be.



- The value of CRL is high when implemented correctly. CRL can be delivered through direct delivery, a blended approach, and/or a virtual approach. During the pandemic, virtual delivery was a great success for children, teachers and employer volunteers.
- Children make meaning of their lived experiences through the stories they tell. The use of visual and collaborative Our Future Derby techniques has helped the children feel listened to and actively engaged in the construction of their own stories, hopes and dreams.
- The Our Future Derby techniques and tools used can be transferred as didactic methods in the school in which children, teachers, parents and employers participate.
- The programme offers robust tried and tested tools that can be integrated as part of curriculum development. More teachers, employers and parents/carers need to be made aware of this local content-rich resource.

### **Five key lessons for sustainability and legacy**

1. Ongoing training offered throughout the contract and into the future via the Primary Futures portal to CRL Champions and school staff. This enables quick and free access to volunteers from a diverse pool and is designed to increase meaningful engagement with employee volunteers.
2. Access to the Resources Hub and the full content of resources to help schools sustain the project beyond the funding and to share exemplars of good and interesting practices. There are ongoing discussions about where this will 'sit' in the future alongside other school resources, so it is made accessible to a wider network.
3. Career Related Learning Champions that the project developed ensures CRL has a voice within each school that has/is working hard to include CRL into their school's curriculum.
4. Adoption and further development of the Careers Learning Log. This will include embedding the log into all CRL work the pupils undertake in primary school and adoption of this by secondary schools when they transition.
5. Ongoing free membership to the East Midlands Chamber of Commerce to all primary schools eligible for the project ensuring sustainability of the links between the primary educators and the local business community beyond the project.



## Section 1: Introduction, context, methodology and CRL activities

The Our Future Derby initiative is designed to enhance social mobility, improve gender equality and expand opportunities for primary school children in 32 primary schools across 7 of the most deprived Wards<sup>8</sup> in Derby city. In March 2019, the Derby Opportunity Area Board commissioned Education and Employers<sup>9</sup> to lead a consortium of partners to co-design and deliver a new career-related learning (CRL) initiative in Derby primary schools. The work was undertaken between April 2019 – December 2020. The programme has recently been extended into Year 2 until 31<sup>st</sup> July 2021.

The Our Future Derby (OFD) programme aims to:

- Open children's eyes to their future possibilities
- Enable teachers to link classroom learning for children with their future opportunities through bespoke CPD sessions
- Engage local employers to widen children's horizons
- Work with parents and carers to raise their children's aspirations
- Develop children's employability skills.

The programme adopts a personalised education and business links approach. CRL Champions in each school are identified and supported by Learn by Design and Education Employers to expand their learner support knowledge and expertise. The goal is to help them develop and sustain CRL teaching and learning activities involving other teaching staff in Derby primary schools now and in the future. A 'menu of CRL activities' is provided to schools to choose from – see Appendix 1. The activities involve teachers bringing the curriculum to life, working closely with volunteers from business. The community engagement programme also reaches out to parents and carers. The team is testing out the creation, development of a children's 'Careers Learning Log' where pupils can gather information about their personal, career-related journey in primary school based on 8 key skills linked to SkillsBuilder<sup>10</sup>. The intention is for this to be embedded within a new primary to post-primary Derby transitions portal.

The Year 1 CRL programme was managed by Education and Employers who also delivered CRL resources and an online portal matching local schools to employer volunteers<sup>11</sup>. Learn by Design led on local delivery through direct programme coordination and delivery support to local primary schools, including the development of CRL resources and associated OFD portal. The East Midlands Chamber promoted OFD and recruited employer/employee volunteers. Forum-Talent Potential delivered continuous professional development activities and dmh associates led on evaluation and impact assessment. All partners contribute to monthly meetings with reports produced for the sponsors on progress made against set Key Performance Indicators (KPIs).

The four aims of the evaluation

- To assess the extent to which current CRL programme design and delivery are effective in achieving set goals and key performance indicators.
- To assess the range of high-quality inputs, outputs and outcomes drawing on key findings from children, teachers, parents and employer perspectives.
- To generate intelligence to inform sustainable CRL policies and practices across the city.
- To identify areas in which the CRL programme could be further improved in Year 2 and ensure the approach remains sustainable and fit for purpose.

This Year 1 report (2019-2020) provides an overview of key findings including new approaches to virtual CRL delivery. From March 2020 onwards, only 1 primary school left the programme due to the pressures of Covid-19. Of

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

<sup>9</sup> <https://www.educationandemployers.org/>

<sup>10</sup> <https://www.skillsbuilder.org/>

<sup>11</sup> Primary Futures portal - <https://primaryfutures.org/>



the 31 primary schools remaining, 5 were unable to provide evaluation forms due to lockdown restrictions and 1 school accidentally miscoded the data.

In-depth evaluation findings from 25 schools are included in this report. Other impact evidence is briefly presented including findings from the customised local Our Future Derby resources portal, school engagement with the Education and Employers' Primary Futures' portal, an early launch event, 2 interactive webinar sessions. The team is testing out the creation, development of a children's 'Careers Learning Log' where pupils can gather information about their personal, career-related journey in primary school based on 8 key skills linked to SkillsBuilder<sup>12</sup>. The intention is for this to be embedded within a new primary to post-primary Derby transitions portal.

## Report structure

The Year 1 report is structured into six main sections. Recommendations are included in each section to inform Year 2 extended roll-out plans.

**Section 1:** Introduction, context, methodology and CRL activities

**Section 2:** Children's aspirations

**Section 3:** Teacher perceptions and experiences of career-related learning

**Section 4:** Volunteer perceptions and experiences of career-related learning

**Section 5:** Parental awareness and perceptions of career-related learning

**Section 6:** Key lessons learned to inform Year 2 plans.

## 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 a 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.

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>i</sup> delivery plan (2017-2020)<sup>ii</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.

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<sup>12</sup> <https://www.skillsbuilder.org/>



## The 7 most deprived Wards

The Wards below each have their own distinct characteristics which can be found here [L](https://info4derby.derby.gov.uk/deprivation/report/view/f86861a9e5004b23aaca1cc3452c4c47/E05001767)

<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>iii</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>iv</sup>.

Table 1

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%
Total	11897	280	1774	2054	17.26%	3192	26.83%	3595	30.22%	5084	42.73%

According to the 2011 Census<sup>v</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 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.

## Methodology

The research took place between 1<sup>st</sup> April 2019 – 31<sup>st</sup> December 2020. Desk research was undertaken to identify national and international literature relevant to CRL teaching and learning. All schools were provided with an academic overview of CRL research findings<sup>13</sup>. In June 2019, 7 trailblazer schools (1 in each Ward) formally agreed to participate in the initiative. Fieldwork visits took place involving meetings with headteachers and senior leadership teams. From this, the evaluation team co-produced draft and final templates for classroom evaluation activities, surveys and workshops aimed at children, teachers, parents, and employers/employee volunteers. Each primary school headteacher (x 7) was presented with a CRL evaluation dashboard with findings from the CRL pilots with children, teachers, parents and employer engagement volunteers.

From March 2020 onwards, a blended CRL virtual delivery model was put in place. In a few cases, some classroom activities took place in primary schools with children of key workers and their teachers. The Our Future Derby project continued to support schools during lockdown by creating an online portal where schools could access CRL activities and resources, case studies and videos to send to pupils and parents/carers for home learning. In response to the Covid-19 restrictions, the Our Future Derby team created a menu of in-school activities that can be delivered in person or live streamed virtually into the classroom, supported by live or virtual career volunteer sessions.

An evaluation cohort was identified in all participating schools to undertake pre-and post-CRL feedback activities. Children participated in 1-3 CRL activities depending on school choices. A children's drawing activity<sup>14</sup> was used as a

<sup>13</sup> This was distributed to all primary schools in the 7 Wards - <https://www.learnbydesign.co.uk/our-future-derby-resources>

<sup>14</sup> This was an adaptation taken from Education and Employers 'Drawing the Future' (2017) research report - <https://www.educationandemployers.org/drawing-the-future/>



baseline to capture their ideas about their future. Each child was given a **pre-evaluation activity** - "Drawing Your Future". 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 (see Appendix 2).

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. A representative sample of cohorts were selected due to the size and budget available. To comply with GDPR and Safeguarding requirements each child was allocated a **unique pupil number to protect their identity**. Information was captured on individual sheets by each of the participating schools and returned to the evaluation team. Unique anonymised pupil numbers allocated during the pre-evaluation activity were also used to identify pupil responses when they completed the post-evaluation activity (see Appendix 3). The main purpose was to compare children's individual responses pre-and post-CRL activity and to establish if any patterns emerge from the inputs, outputs and outcomes as a result of the CRL approach.

#### Teacher feedback

Both **pre-activity and post-activity questionnaires** were completed by CRL Champions and other teaching staff representing 30 out of the 32 primary schools. CPD activities were delivered in 12 primary schools by Forum-Talent Potential and evaluation forms were completed by a single teacher in each of the schools. Teachers were directly involved in support activities embedding CRL in the classroom and working with local employers. From 12 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. The goal is for teachers to be able to independently replicate embedding CRL in the curriculum working more closely with employers. The end goal is for teachers to be able to independently replicate embedding CRL in the curriculum in their everyday work.

#### Volunteer feedback

All partners played a key role in actively reaching out to local businesses and community groups. For example, the East Midlands Chamber generated volunteer interest through **visits to employers' premises, mosques, community organisations in the 7 wards**, articles in media journals and social media #OurFutureDerby and Learn By Design organised 10 CRL events. The Chamber also provided premises for volunteers to participate in the **7 volunteer workshops** prior to the pandemic. Other volunteer activities were supplemented with feedback from **pre-activity and post-activity questionnaires** disseminated by Forum-Talent Potential. Education and Employers regularly promoted the Primary Futures portal. The same set of questions were asked of all volunteers to gauge if their experience differed and also to assess the retention rates of this cohort.

#### Parental feedback

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 parents/carers and **hard copy questionnaires** were distributed at events from September 2019 – March 2020. Learn by Design staff gathered the parental views 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 across the 7 wards. In many cases, English is a second language for parents/carers in some of the Wards, therefore, the language used had to be simple and easy to understand.

#### CRL activities

A total of 7 primary schools involved in the Trailblazer pilot scheme, one from each Ward - Abbey, Arboretum, Boulton, Chaddesden, Derwent, Normanton & Sinfen. 32 of the primary schools identified participated in the Our Future Derby programme – only 1 school withdrew during the pandemic. 97% of 32 schools registered on the Primary Futures portal. 15 CPD masterclasses embedded Career Related Learning (CRL) activities within a timetabled



curriculum. A total of 84 employer driven, CRL activities delivered to 31 schools that brought the world of work into the classroom via a menu of dynamic and inspirational activities and 7 out-of-school visits implemented with 4 schools. The creation, development and testing of a highly innovative 'Careers Learning Log' where pupils can gather information about their personal, career related journey in primary school, based on 8 'SkillsBuilder' skills. The log has been designed to grow with the pupils and document their careers journey through their schooling.

An overview of CRL activities was presented in 'a menu offer' to schools – see Appendix 1. Each CRL 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. The flexibility is both a strength and a weakness. It allows schools to choose a topic most relevant to their needs but due to the variety of choices on offer and the different selection made by each of the schools this creates a difficulty in comparing and contrasting impact e.g. few activities delivered are identical in timing, content and number of people involved.

Range of CRL **post-evaluation activities** selected by 9 schools

- **Destination Rail: Race to Construct** - A rail careers journey, supported by a rail or engineering volunteer, using the construction of a track with K'Nex<sup>vi</sup> to explore challenges and careers along the way.
- **Visit East Midlands Airport** - 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?** - A school assembly activity involving 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...?** A children's speed networking session with volunteers to discuss how the volunteer stepped into his/her career.
- **Employability Day** - 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.

In addition, schools were also invited to 2 interactive CRL sessions face-to-face and online (September 2019; May 2020) and a forthcoming 'Celebrating, Sharing and Exploring Career-Related Learning Success' webinar (February 2021).

#### OFD Covid-19 response

CRL activities that were scheduled between late March 2020 - late June 2020 i.e. 52 events were either cancelled or postponed. Following the September 2020 re-opening of schools, 13 CRL activities took place between 2<sup>nd</sup> October 2020 –15<sup>th</sup> December 2020. Of these 8 were delivered virtually. Additional enhancements were included due to the restrictions of delivering in schools as a result of COVID-19.

#### OFD Resources Hub

The creation of a Resources Hub to act as a portal where Derby schools can access a whole range of user-friendly CRL support resources including pupil activity sheets, teacher session plans, teachers supporting power points, case studies, career journeys, videos, webinar information and toolkits.

#### CRL Newsletters

Bi-weekly newsletters (March 2020 -July 2020) and monthly newsletters (September – December) with a focus on particular topics and sectors with relevant resources to support the delivery of these activities via the Resources Hub, as mentioned above.

#### Primary Futures Portal

Once signed up to the Primary Future portal, there were wider benefits offered outside of the Our Future Derby project. Schools were invited to a range of training webinars to support them to utilise the portal and to understand the benefits that it could offer.



## Participation Certificates

These were awarded to each primary school involved in the project to recognise their commitment and whole school approach to work in partnership with Our Future Derby. The certificates are framed and can be displayed in their schools.

**Partnerships:** Monthly project meetings between all partners – Education and Employers, Learn by Design, dmh associates, East Midlands Chamber and Forum Talent Potential took place with reports produced for the sponsors on progress made against set key performance indicators (KPIs).

## Limitations of the study

A decision was made and agreed with the project sponsor that representative sample cohorts would be selected for evaluation in each participating school. This was due mainly to the size of the programme and budget constraints. Pupil cohorts 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 selected by 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. One difficulty gathering anonymous data is that of correctly matching participants across waves of the data collection. Some valuable data was lost due to a coding error in a school. Any comparison between year groups or age ranges is limited by data made available from the schools.

A total of 42% (n=354) of pupils were aged 10 years old. 44% (n=356) were in year 6. This had implications for the study from September 2020 onwards as this cohort of pupils moved to secondary schools. The impact of the pandemic resulted in some completed evaluation forms housed in the school or Learn By Design office. The school lockdown prohibited the release of data from 14 schools for inclusion in this report.

Survey results from parents show many are highly motivated and engaged in supporting their child(ren)'s learning. The pandemic stopped all community events with parents/carers. For individuals with English as a second language surveys can be difficult to complete. The team took steps to mitigate the risk prior to the pandemic. Teacher surveys were complemented by case studies to produce practical insights to CRL planning and delivery. Volunteers were recruited and, in some cases, the pre-and post-evaluation questions were issued upon their arrival in the school which may have resulted in limited time for some to reflect fully on their views and experiences.

## Sustainability and Legacy

Six key points are outlined in the final section of the main report demonstrating sustainability and legacy plans.





## Section 2: Children's aspirations

The programme aims to open children's eyes to their future possibilities and involve employers to help extend children's horizons and employability skills from an early age. In this context, it is vital to raise children's aspirations and to close the gap between disadvantaged pupils and their peers. Their individual stories represent a recursive and iterative interaction between experience, meaning making, learning and identity construction (McMahon & Watson, 2017)<sup>15</sup>.

### Case Study 1: Akaal Primary School

Innovation at Akaal with a blended approach of four sessions every Thursday afternoon. Akaal delivery was blended in the fact that key worker children were in school and the rest joined in from home via Zoom. The Head Teacher feels that the children face a lot of pressure to succeed due to cultural norms and expectations. LBD therefore felt the need to widen the scope of career possibilities so over four weeks they involved: Indian heritage volunteers including a mental health ambassador/author, Department for Housing Planning Manager, BT Project Manager, Family Solicitor, Actuary from India who owned a Post Office and then went back to Uni to study further in Maths. Other volunteers included an Aviation Food Coordinator and an Author who volunteered at three consecutive events. Volunteers were filtered using the languages option on the portal to source people of similar heritage/backgrounds to the pupils as representation matters. They all emphasised to the children the need to look after your own mental health and not succumb to family and outside pressures

### Children's pre-activity and post-activity results

A total of 1,092 children from 25 schools and 7 Wards completed the children pre-evaluation activity (Drawing My Future) – see Figures 1 & 2 below.

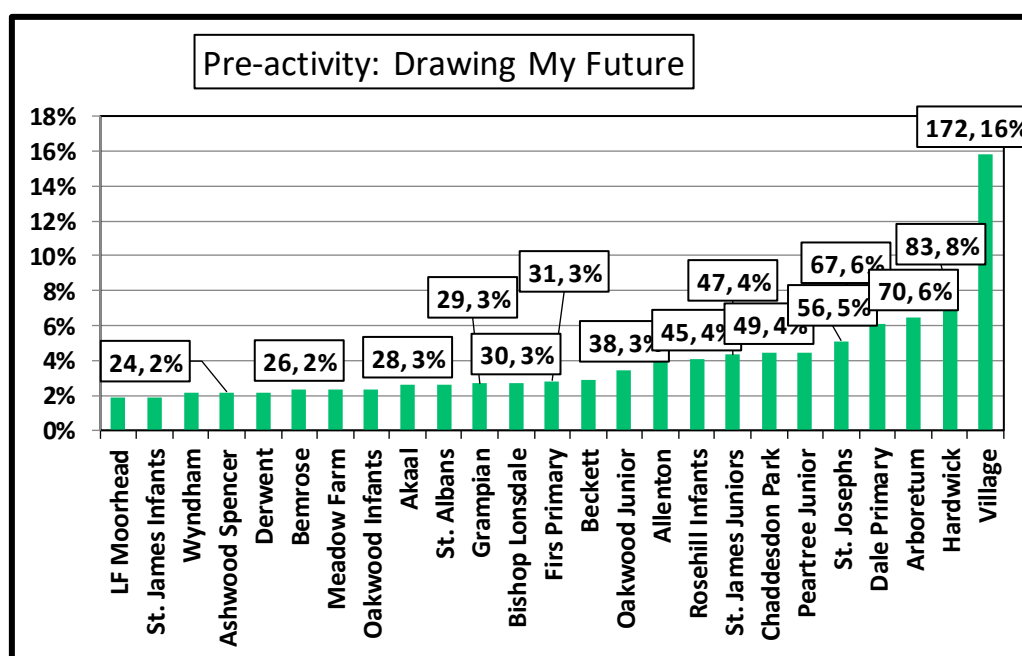


Figure 1: Children's pre-activity evaluation responses by school

<sup>15</sup> McMahon, M., & Watson, M. (2017). Children as storytellers: Constructing identity through story. In M. Watson & M. McMahon (Eds.), Career exploration and development in childhood (pp. 60–70). Routledge.



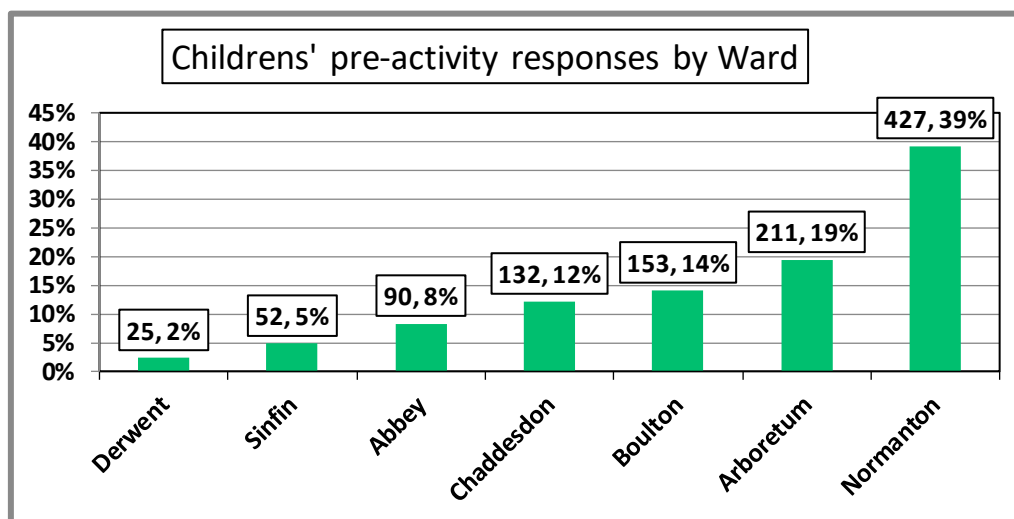


Figure 2: Children's pre-activity evaluation responses by Ward

Children's understanding and view of the world of work is quite narrow – they can only be what they see. When a child's view of the world of work is limited this adversely impacts upon their aspirations, attainment and future goals.

The twelve charts in Appendix 1 illustrate the demographics of the children respondents according to age, year group, gender, SEND, Free School Meals and Pupil Premium<sup>16</sup>. Table 2 below shows a breakdown of the demographics of the children before and after CRL activity. The percentage numbers in the demographic group post-activity are broadly similar to those pre-activity.

Table 2

Participants	Pre-activity percentage	Pre-activity number of pupils	Post-activity percentage	Post activity number of pupils
Age 11 years	17%	179	16%	42
Age 10 years	44%	451	37%	98
Age 9 years	18%	190	19%	50
Age 8 years	6%	66	7%	18
Age 7 years	8%	84	18%	47
Age 6 years	6%	60	3%	9
Year group 6	49%	490	33%	90
Year group 5	25%	252	36%	97
Year group 4	4%	44	6%	16
Year group 3	12%	118	15%	41
Year group 2	10%	95	9%	25
Female	51%	546	48%	130
Male	48%	518	51%	138
Prefer not to say	1%	9	1%	2
SEND	19%	184	11%	28
Pupil Premium	37%	357	42%	104
Free School Meals	31%	294	37%	90
White English/Welsh/Scottish/Northern Irish/British	34%	330	39%	97
Asian/Asian British	34%	329	27%	67
Other ethnic origin	10%	97	10%	25
White Other	9%	87	11%	27
Black/African/Caribbean/Black British	6%	61	4%	21
Mixed Multiple Ethnic origin	6%	57	8%	21

In terms of ethnicity, these percentages are approximately reflective of the demography in the 7 Wards. For example, 44% (n=150) of pupils in Normanton identified themselves as Asian/Asian British. In Arboretum, 61% (n=129)

<sup>16</sup> Not all data was available as some of the information was missing on the evaluation forms.



identified themselves as Asian/Asian British. In contrast, 77% (n=101) of pupils in the Chaddesden Ward pupils and 61% (n=72) of pupils in Boulton were identified as White British. 93.7% of the population of the ward of Chaddesden<sup>17</sup> and 91% of the population of Boulton<sup>18</sup> are White British.

Of a total of 350 job roles drawings by the children only 23 job roles were drawn by 80% (n=875). Only 10 job titles were identified by 58% (n=633). This highlights a narrow range of occupations mostly commonly identified by the children. Children's career aspirations in Derby have little in common with projected workforce needs, which could have serious long-term implications for the local economy.

### **A total of 275 children from 9 schools in 6 out of 7 Wards completed the children's post- CRL activity evaluation**

Due to interruptions caused by school closures following the Covid-19 pandemic, evaluation forms were received from only 9 of the participating schools. CRL post-activity evaluation forms were completed by a total of 275 pupils which represents 25% of the pupils who submitted their pre-evaluation 'Drawing my Future'. Arboretum had the highest number of pupil responses 25% (n=68), while the remaining schools had similar representation between 8% and 11%.

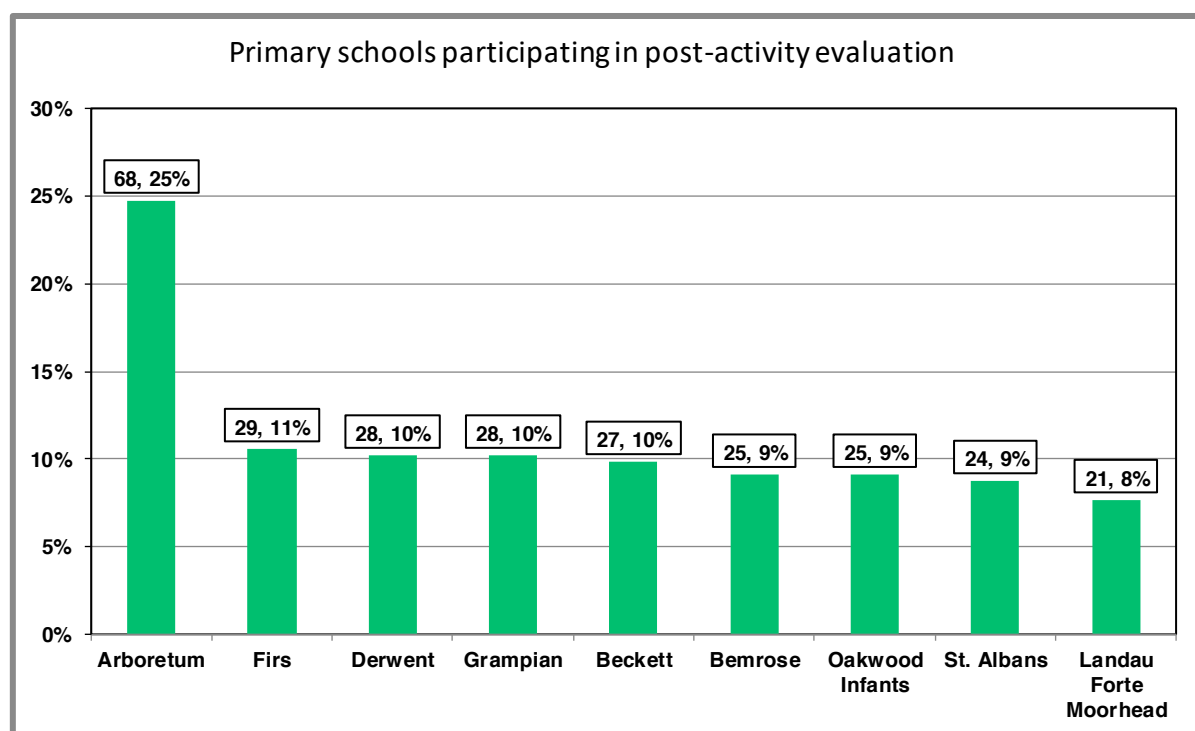


Figure 3: Schools participating in post-activity evaluation.

A total of 6 of the 7 Wards were represented with the highest participation levels being 30% (n=81) from Abbey and 25% (n=68) from Arboretum. The only Ward for whom CRL post-activity evaluation feedback has not been received is Normanton.

<sup>17</sup> <http://chaddesden.localstats.co.uk/census-demographics/england/east-midlands/derby/chaddesden>

<sup>18</sup> [https://www.citypopulation.de/en/uk/eastmidlands/wards/derby/E05001772\\_boulton/](https://www.citypopulation.de/en/uk/eastmidlands/wards/derby/E05001772_boulton/)



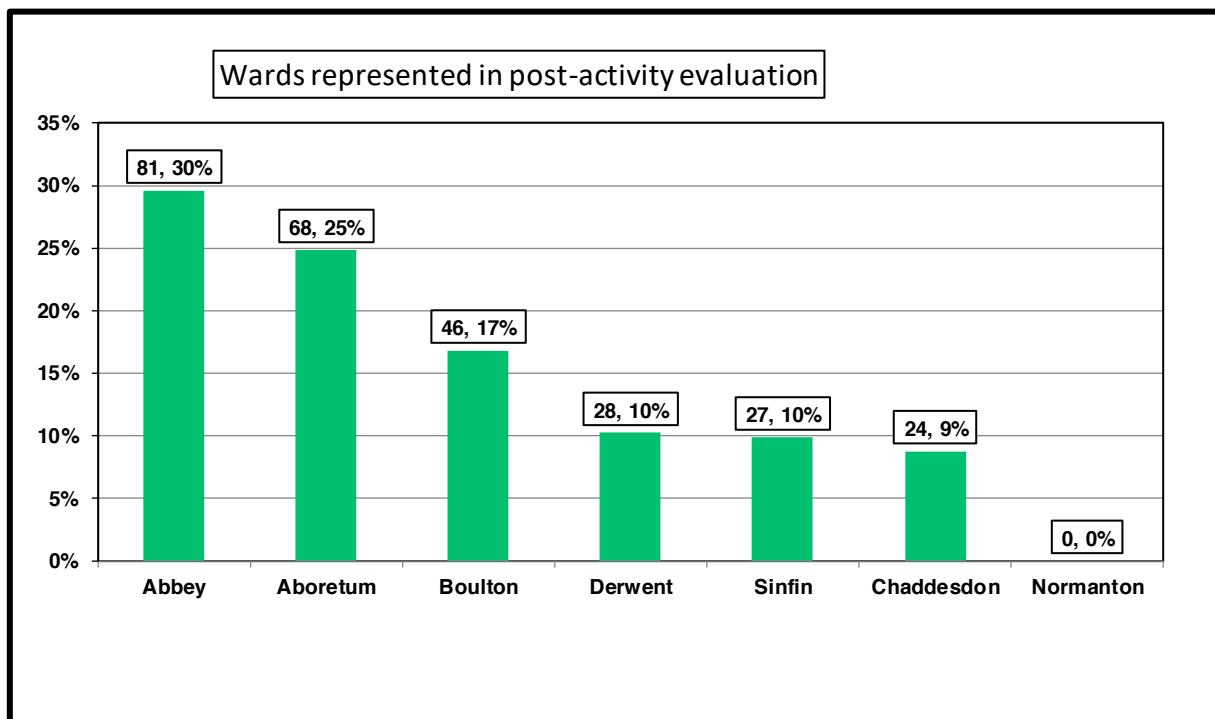


Figure 4: Wards represented in post-activity evaluation.

CRL activities 'menu offer', from the listing 8 of these were chosen by the participating schools:

- **Destination Rail (Race to Construct)** - the most popular choice: 33% (n=91) of pupils from 3 schools namely Arboretum, The Bemrose School, Firs and Oakwood Infants.
- **Visit to EMA (East Midlands Airport)** – 28 pupils from Arboretum took part in the visit.
- **What's My Line?** - 27 pupils from Beckett
- **How did I become?** - 28 pupils from Derwent
- **Day in the Life of...** - 28 pupils from Grampian
- **Employability Day** - 24 pupils from St. Albans
- **Workplace visit** - 19 pupils from Landau Forte Moorhead.

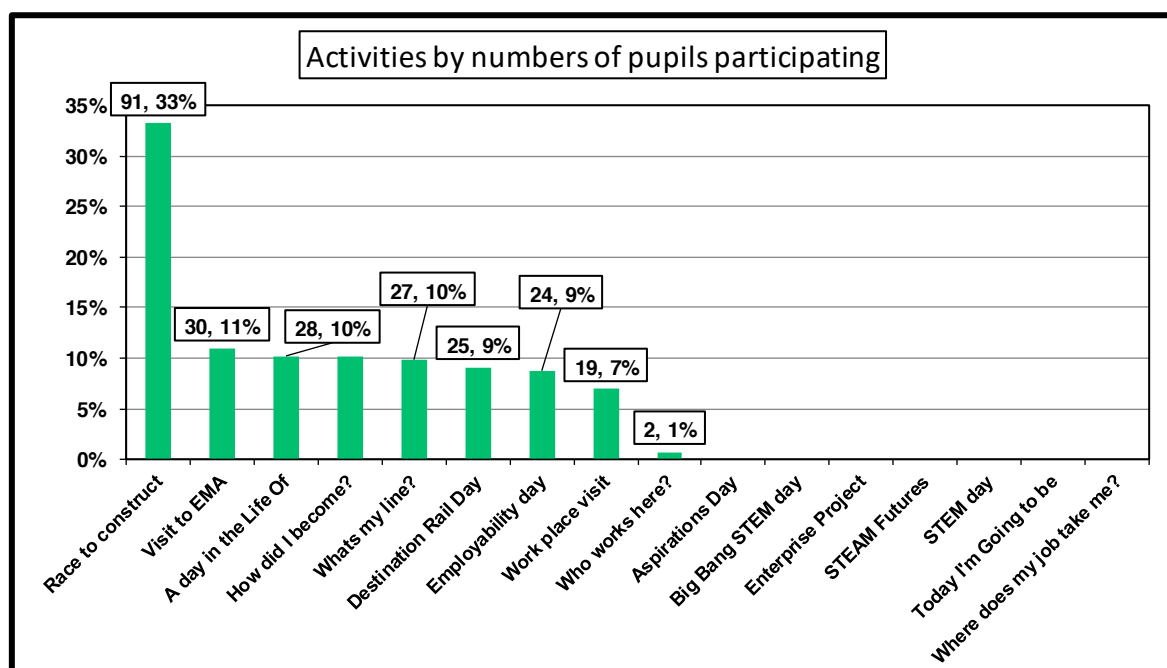


Figure 5: Activities and numbers of pupil participants



Following the CRL activity: 70% of children (n=191) found out about new jobs they did not know about. 81% (n= 201) reported they had learned about 5 or more jobs through the CRL activities.

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

- 90% (n=241) of the children agreed that “the people they met with were very helpful”
- 89% (n=239) agreed that “Doing well in school can help me in the future”
- 87% (n=237) “enjoyed the career learning activities”
- 85% (n=229) agreed “there are lots of jobs available to me when I grow up”
- 87% (n=235) agreed that “English and maths can be useful later in life”
- 70% (n=191) said they “found out about new jobs they didn’t know about before”.

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. Evidence from the post-evaluation findings shows CRL activities had increased pupil’s awareness of jobs, the world of work and broadened their horizons. The pie chart Figure 6 below illustrates as a result of the CRL activity, 44% (n=112) of the pupils’ reported they had learned about 10 or more jobs during the activity in school that day. Only 2% (n=6) said they learned about one job.

A total of 85% (n=235) agreed with the statement ‘*There are lots of jobs available to me when I grow up*’ showing an optimistic outlook. Children in the schools met with volunteers from at least 30+ diverse sectors ranging from the Aerospace industry, the National Health Service, Engineering, the Legal profession, Language Services and Travel and Tourism. It was noted in their feedback that some children after a Destination Rail Day indicated they would be interested in a job in a railway. It was also reported by Learn By Design staff “*After What’s my Line assemblies, we often get comments from pupils about them wanting to do the same jobs as the career ambassadors.*” Others who had visited East Midlands airport identified with jobs such as air traffic controller, airport police, check-in personnel, flight attendant and pilot. The Our Future Derby team plans to link sectoral growth areas and volunteers from these industries and increase the number of CRL activities in schools to inspire children from an early age. So far, 308 volunteers have engaged with the 31 schools from 193 organisations.

Number of jobs the children reported they had learned about

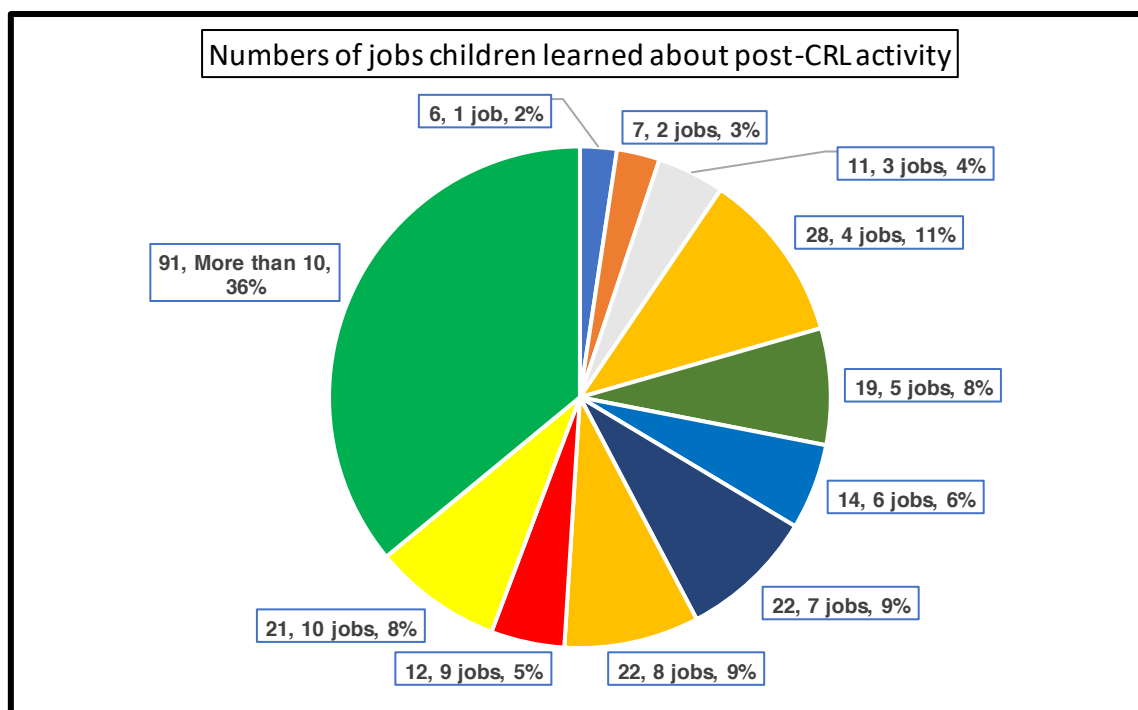


Figure 6: Numbers of jobs children learned about in school



Children’s job ideas

From the 1,092 children’s pre-activity responses, a total of 350 different occupations were drawn by the children ranging from astronaut to zoologist. Of this, 23 different job titles were identified by 80% (n=875). 10 job titles were identified by 58% (n=633). Figure 7 below highlights the **narrow range of occupations** most commonly identified by the children. This is followed by Figure 8 showing the **top 10 jobs** identified by 58% of pupils. There is a need for children in the 7 Wards to have greater access to career role models from a young age to help broaden their horizons. Children’s career aspirations in Derby have little in common with projected workforce needs, which could have serious implications for the local economy.

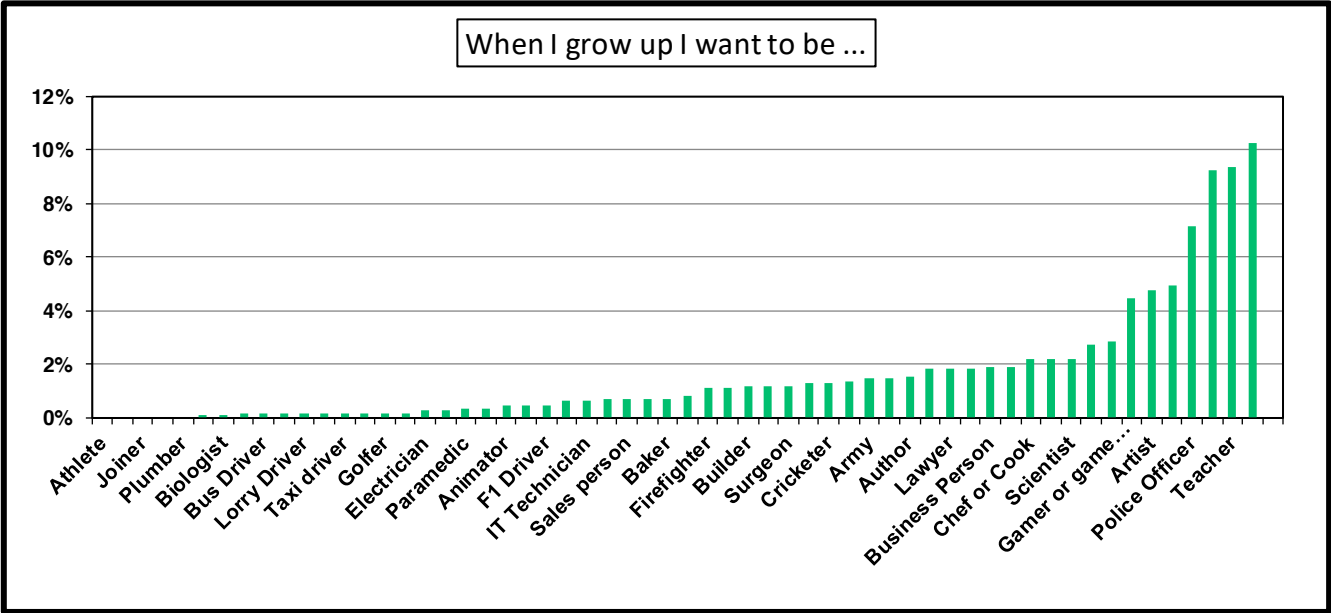


Figure 7: The jobs children identified

The analysis showed the top 10 jobs identified by pupils – Figure 8 below.

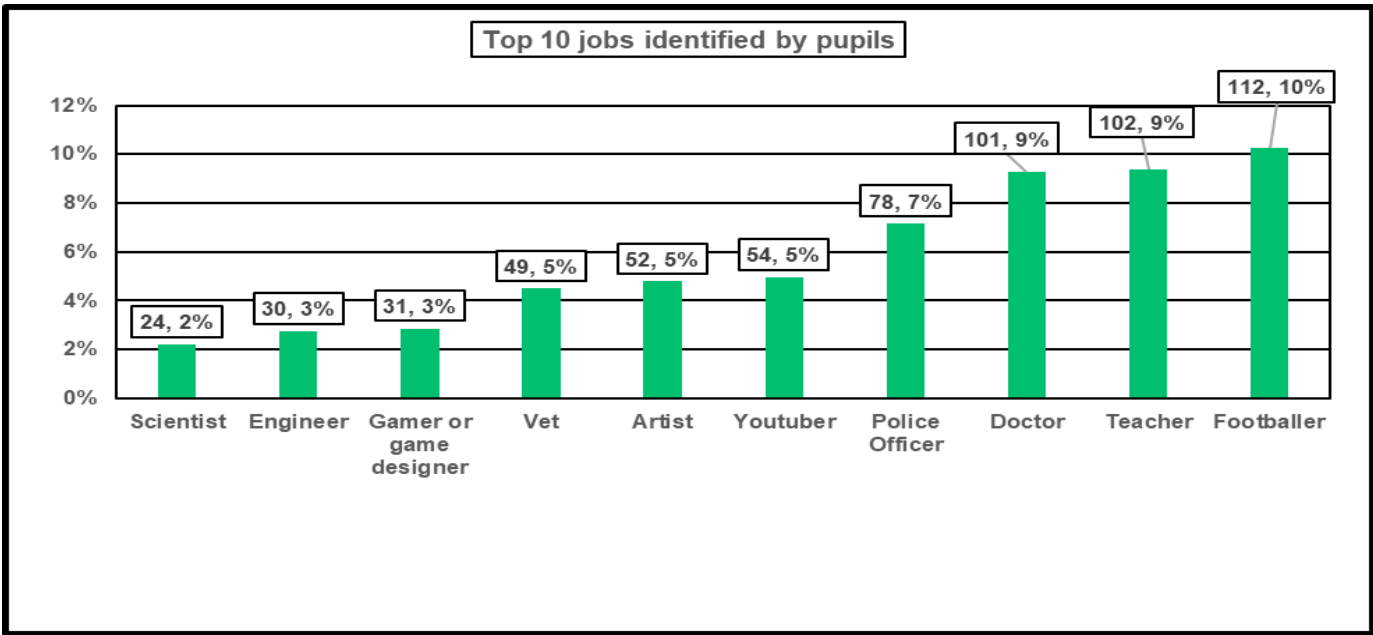


Figure 8: Top 10 jobs identified by 58% of the children



## Gender stereotyping

Gender stereotyping starts at a young age and there is more to do to promote gender equality and opportunity awareness to help breakdown traditional gender roles. Pre-activity 95% (n= 978) of children agreed '*Girls and boys can do any job*' compared to 97% (n=256) following the CRL activity. Despite this high level of agreement, the figures 9 and 10 below illustrate the jobs identified by the boys and girls show there is an unconscious bias in their preferences. Following the CRL activity: This compared to 97% (n=256) following the CRL activity.

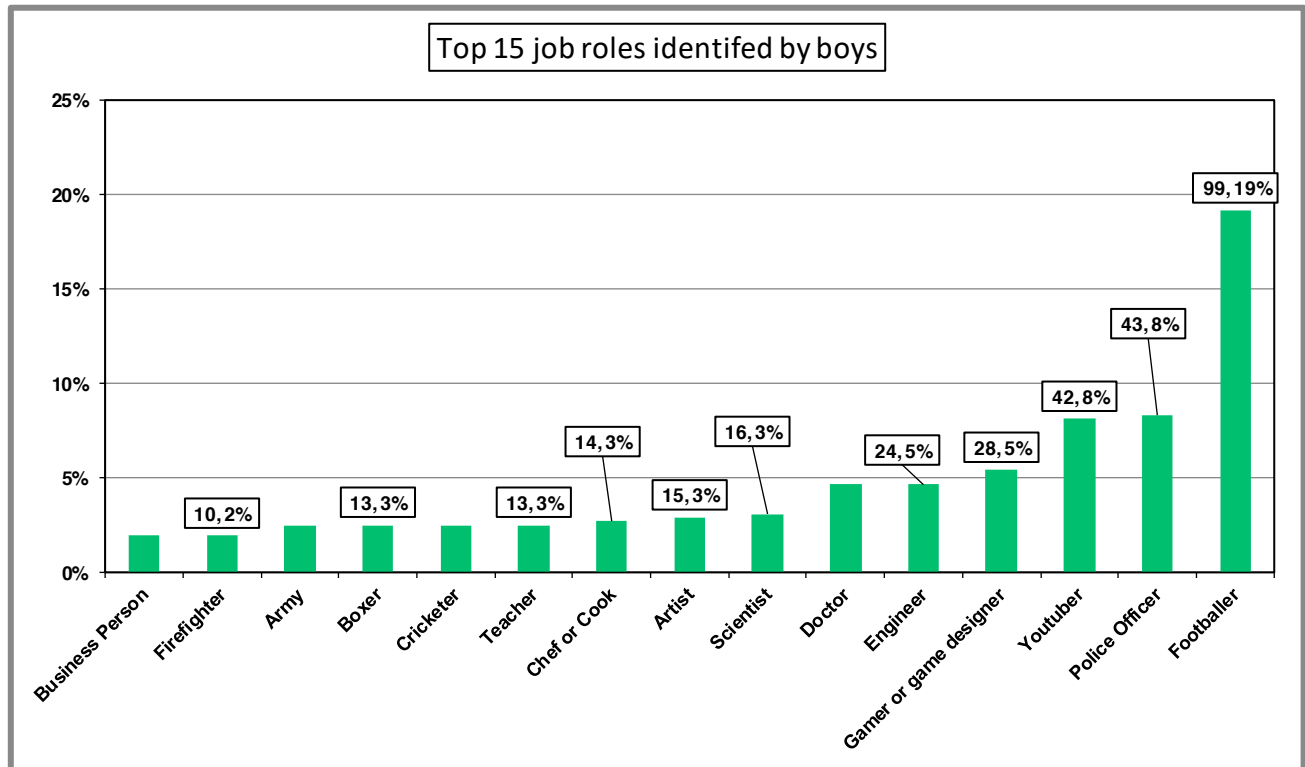


Figure 9: Top 15 jobs identified by boys

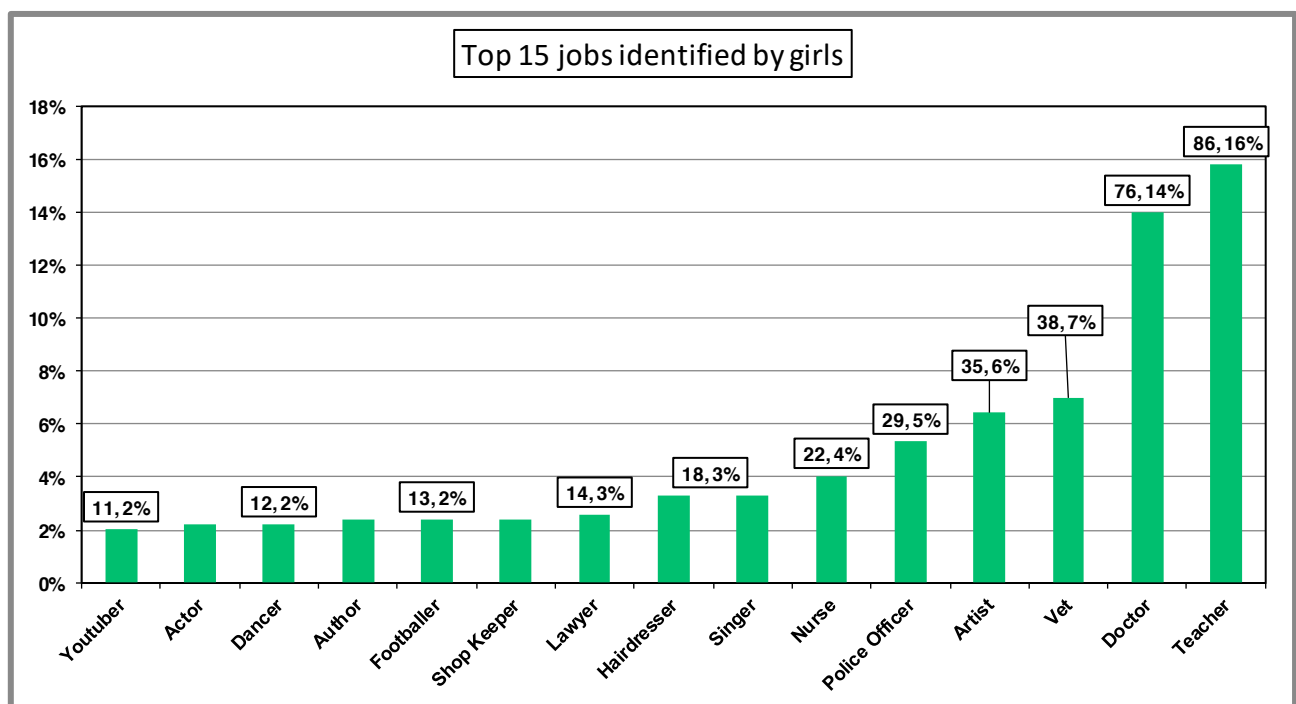


Figure 10: Top 15 jobs identified by girls



## Influencers

Children from as young as seven years old often base their career aspirations on people they know (Peila-Shuster, 2018)<sup>19</sup>. When asked if the children knew of anyone who worked in the job they had identified, 33% (n=324) answered “Yes” they knew someone either in their family or friendship circle who does this job. Figure 11 below illustrates 68% (n=271) reported that a member of their close family circle had influenced them. 43% (n=172) reported that a brother/sister/aunt/uncle or other relative worked in the job they aspired to. 25% (n=77) claimed their mum or dad were already working in this job. A further 30% (n=26) said they had discussed jobs with their mum or dad. Following the CRL activity: Many children reported they had been influenced by the person(s) they met.

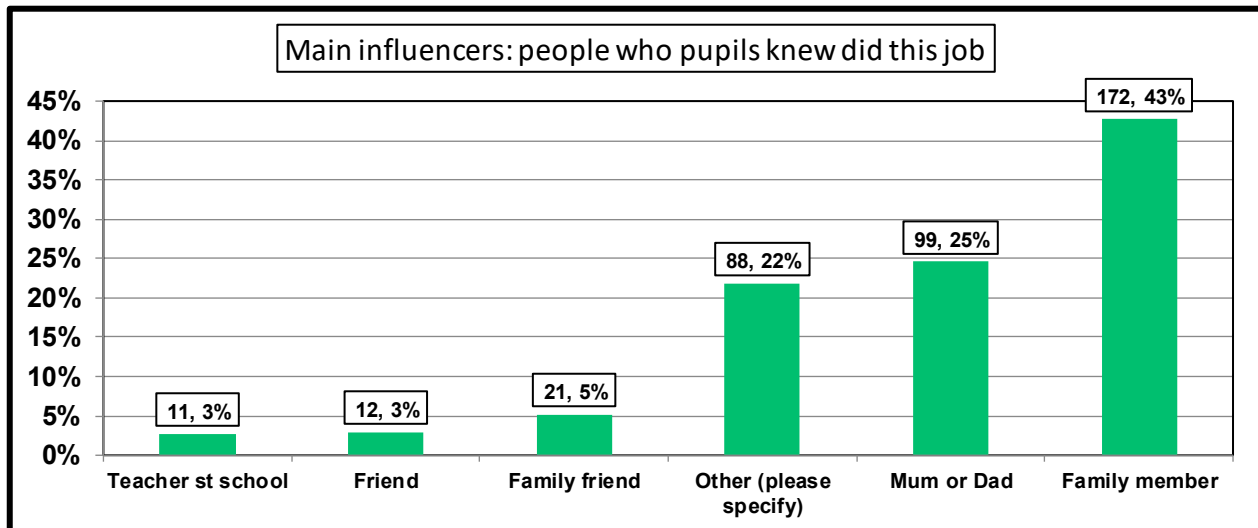


Figure 11: Main influencers on the pupils

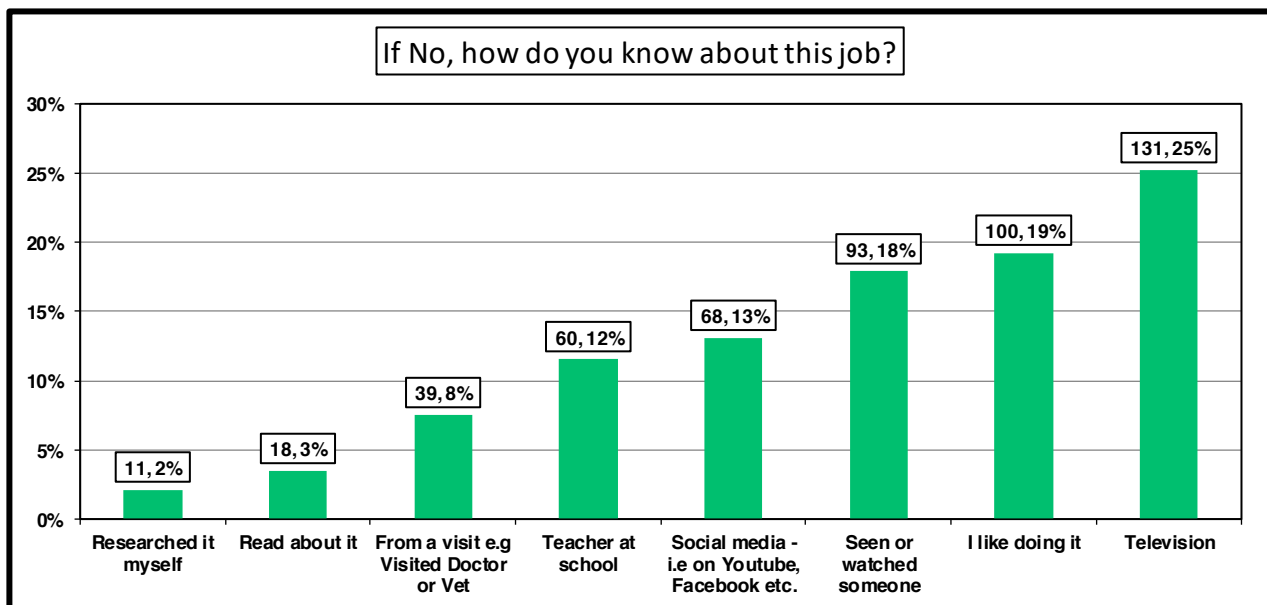


Figure 12: How the children knew about the jobs they identified

Of the 67% (n=541) of pupils who stated they did not know anyone in the job they had drawn, 25% (n=131) found out about the job watching **‘television’**. The second highest response was **‘I like doing it’** reported by 19% (n=100) of the pupils. Of these 38% (n=38) had drawn a Footballer or Cricketer, while a further 21% (n=21) indicated they liked doing these as hobbies or after school activities such as artist, singer and/or dancer. 18% (n=93) had observed or **‘watched someone’** in the role. A total of 13% (n=68) had seen the job on **‘social media’** such as Youtube. Only 12% (n=60) found out about the job **‘from their teacher’**.

<sup>19</sup> Peila-Shuster, J.J. (2018) Fostering hope and career adaptability in children's career development. Early Child Development and Care, 188 (4), 452-462.



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).

### Job choices according to ethnicity

The 6 Figures 13 – 18 below highlight **top job choices** according to the children's ethnicity. There are some similarities e.g., Footballer, Police Officer and Teacher prevalent in all six charts. As illustrated below, 36% of Asian/Asian British pupils have identified with the professional and managerial occupations e.g., Engineer, Teacher, Lawyer, Doctor and Scientist. This compares with 21% of the Black/African/Caribbean/Black British pupils identified with Doctor and Teacher. 18% of the White/Other identified with Teacher, Vet and Business Person. 12% of the Mixed/Multiple ethnic grouping identified with Teacher and Doctor. Other examples of the range of jobs identified include: artist, army, beautician, chef/cook, dancer, footballer, gamer, singer and Youtuber.

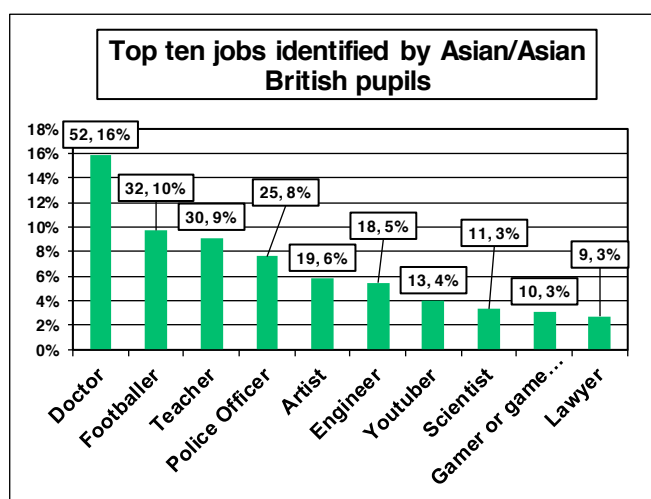


Figure 13: Top ten jobs identified by Asian/Asian British

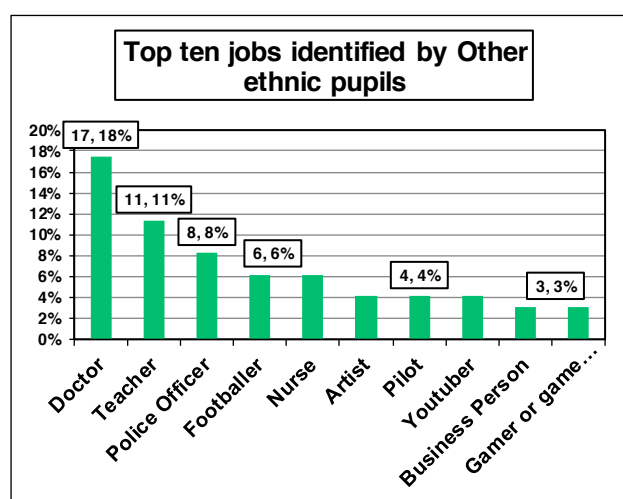


Figure 14: Top ten jobs identified by Other ethnic pupils

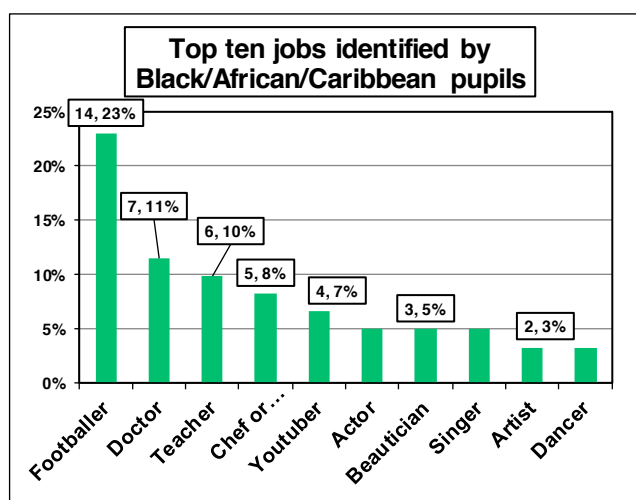


Figure 15: Top ten jobs identified by Black/African /Caribbean/Black British pupils

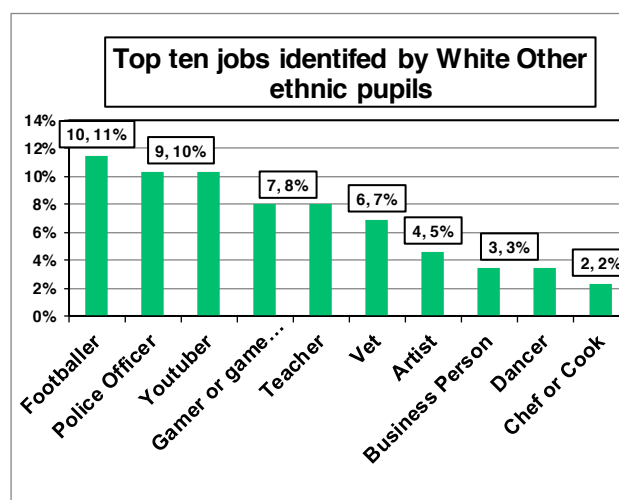


Figure 16: Top ten jobs identified by White Other ethnic pupils



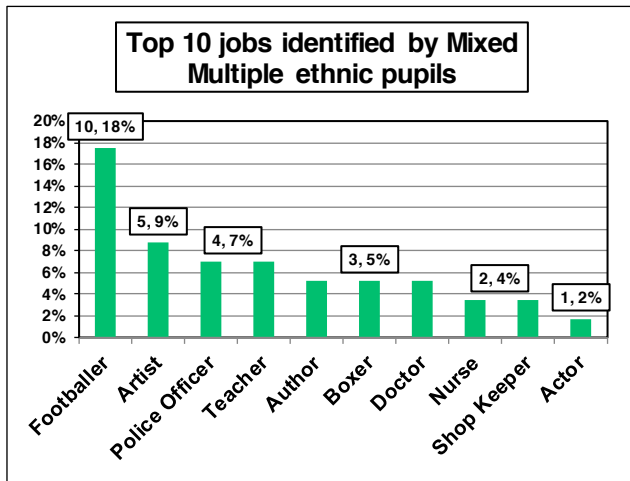


Figure 17: Top ten jobs identified by Mixed Multiple ethnic pupils

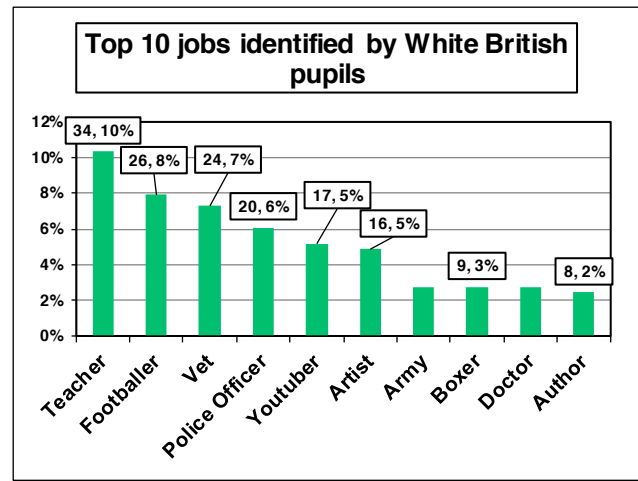


Figure 18: top ten jobs identified by White British pupils

The children need to be inspired by role models that reflect their ethnicity so that can see the possibility of success and link this to their subject areas. One noticeable feature since the earlier Interim Report is the increase in 11% of pupils drawing a Doctor compared to 7% in pre-March 2020. This may be coincidence or possibly a result of the greater publicity for the NHS and the medical profession since the outbreak of Covid-19. Scientist as a profession also increased from 1.9% to 3.3%, with one pupil drawing a Vaccine Laboratory. Following the CRL activity: 87% of children (n=237) from all backgrounds “enjoyed the career learning activities”.

#### Self-belief and aspiration

‘People like me can do any job they want to when they grow up’ - 89% (n=910) of children agreed with this statement pre-activity. The responses are different according to ethnicity – see Figure 19 below. This shows that 97% (n=307) White British pupils agreed with this statement compared with 86% of the Mixed/Multiple ethnic grouping and Black/African/Caribbean/British. This trend reflects the aspirations of the children in their job choice in the previous section.

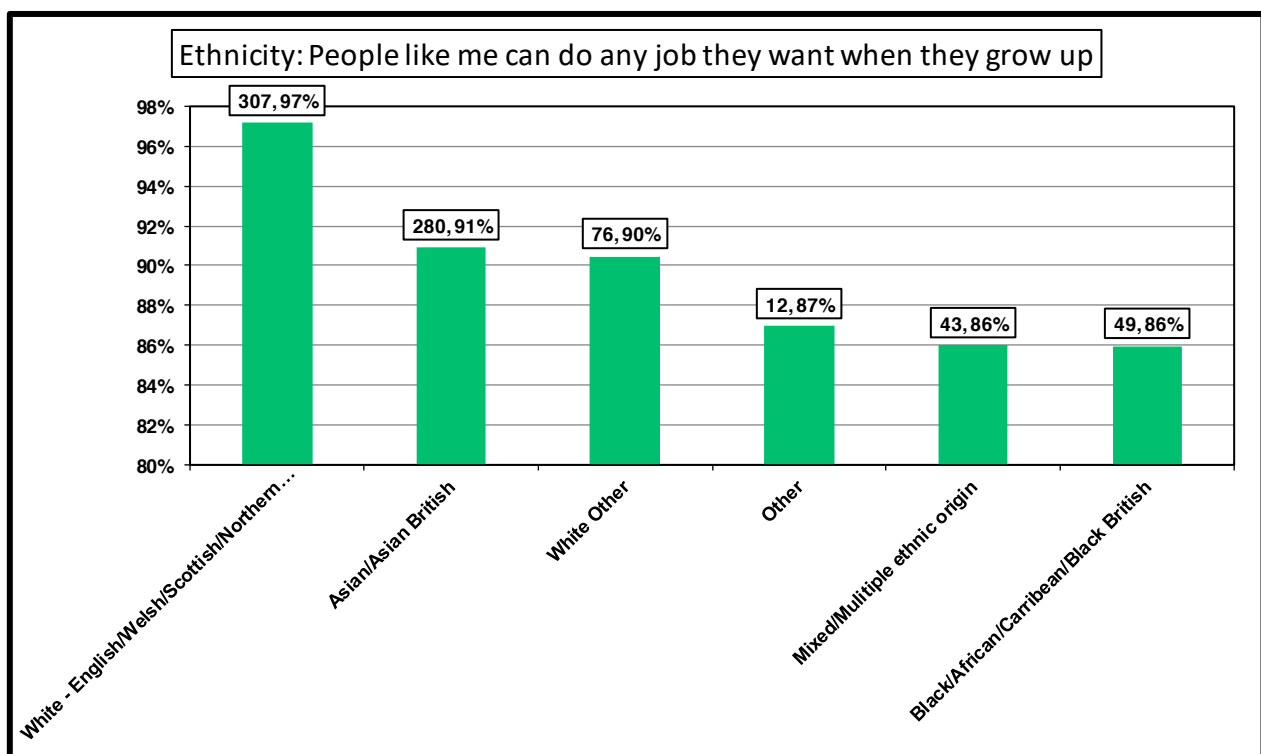


Figure 19: Responses by ethnicity to 'People like me can do any job they want when they grow up'



Post-CRL activity there is an increase noted in the children's level of agreement to this question as shown in Figure 20 below. The overall increase is from 89% to 93%. For all ethnic minority groups this shows a positive increase.

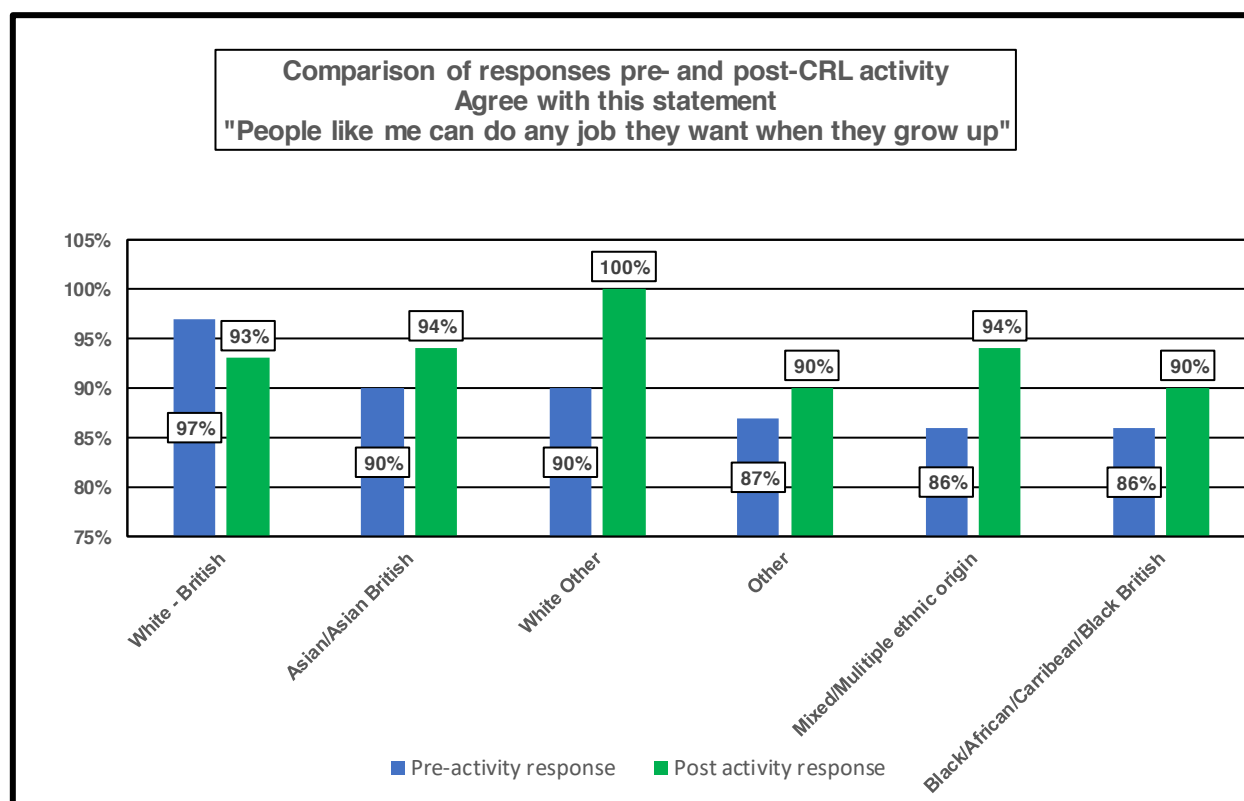


Figure 20: Pre- and post-CRL activity responses to 'People like me can do any job they want when they grow up'

## Science jobs and aspirations

*Science and engineering is not just for rich people?* – A total of 93% of pupils (n= 1,015) answered this question. 83% of pupils (n=840) agreed with this statement and 7% (n=175) disagreed. Further analysis indicates of the 227 pupils recorded as being in receipt of Free School Meals (FSM), 22% (n=61) disagreed with this statement. Of the 332 pupils eligible for *Pupil Premium (PP)*, 20% (n=65) disagreed with the statement. This compares with 16% (n=89) of their counterparts. Analysis by ethnicity highlighted that fewer White British children agreed with this statement than their counterparts. Children from these backgrounds may feel science and engineering is unattainable for them.

Following the CRL activity: The number of CRL activities varied in range, duration and frequency within each school. To raise aspirations, employers/volunteers need to be found to showcase to the children and their parents/carers inspirational stories. In this context, stories are 'construction tools' supporting children's identity and aspirations.

## Children's perceptions of their skills

Children were asked to rank themselves using a simple scoring system - ranking themselves from 1 to 5 drawing on 8 key skills<sup>20</sup>. 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. The highest ranked skills were creativity, teamwork and aiming high. The lowest ranked skill was talking in front of the class.

Figure 21 below, the weighted average scores illustrate how the pupils ranked themselves for each of the eight skills. The highest ranked skill was **Creativity** with 54% (n=562) of pupils giving this '5 stars' and 73% (n=766) ranked this as 4 or above. The second highest skill was **Teamwork** 71% (n=750) ranked as 4 or above, followed by **Aiming High**

<sup>20</sup> <https://www.skillsbuilder.org/universal-framework/listening>



ranked as 4 or above by 70% (n=725). A total of 45% (n= 452) of pupils ranked **Talking in front of class** as 4 or 5. Children appear less confident with the skill of talking in front of the class.

Figure 21 also shows there is an increase in the children's self-assessment of their skills after the career related learning (CRL) activity.

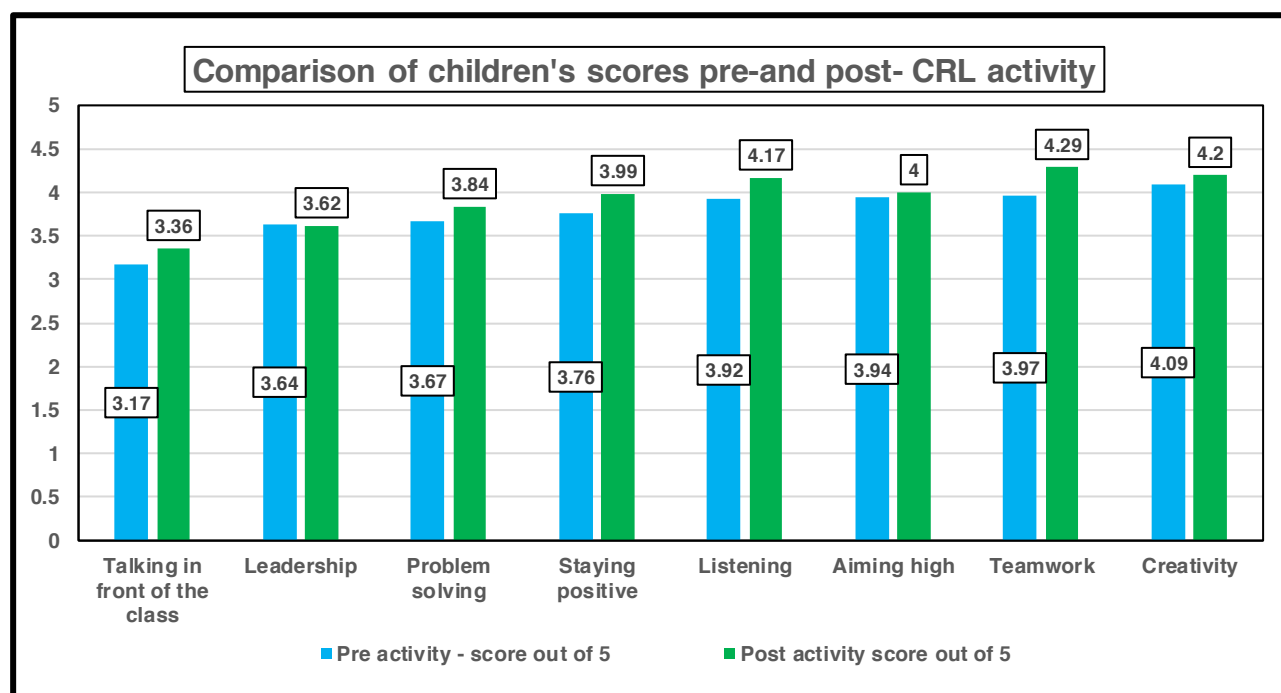


Figure 21: Comparison of children's skills ranking pre-and post- CRL activity

Following the CRL activity: The children's self-assessment of the 8 key skills showed an increase. This finding was confirmed by teacher responses that as a result of the CRL programme the children's skills improved most in listening, teamwork and problem-solving. We compared the above responses from children to teacher responses, as illustrated in the Figure 22 below.

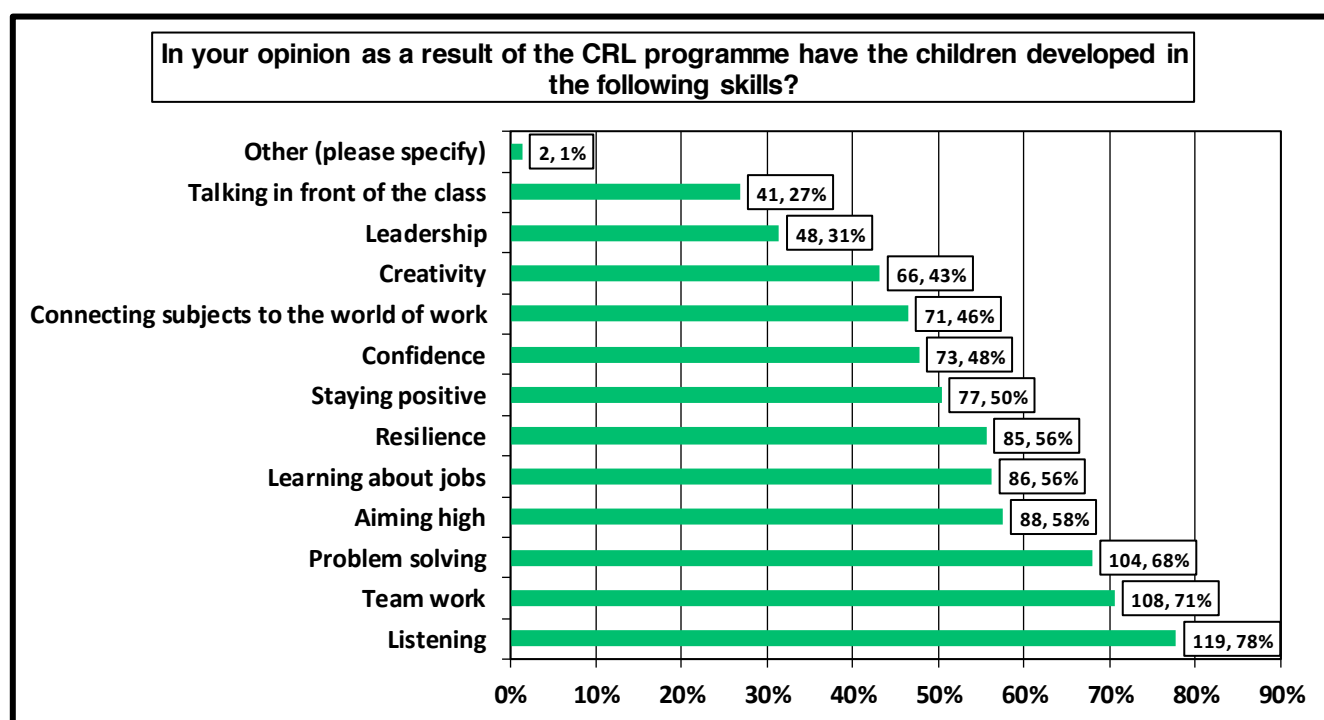


Figure 22: Teachers rating of impact of CRL on children's individual skills



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 '**Teamwork**' 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. The results indicate that both teachers and pupils agree that there is an improvement in these skills as a result of CRL intervention(s).

It was noted that White British children ranked themselves lowest in 6 of the 8 key skills compared to each of the other five ethnic groups as shown in table 3 below. White British boys ranked themselves lower than the girls. \*Figure 23)

**How many stars would you give yourself for ..**

	White - British	Asian/ Asian British	Mixed/ multiple Ethnic group	Other	Black/ African/ Caribbean	White Other
<b>Listening*</b>	3.83	4.02	3.85	4.06	4.05	4.14
<b>Staying positive*</b>	3.59	3.89	3.94	4.11	3.83	3.84
<b>Creativity</b>	4.14	4	4.49	4.21	3.84	4.24
<b>Teamwork*</b>	3.83	4.07	3.92	4.33	3.93	3.98
<b>Leadership*</b>	3.57	3.76	3.79	3.84	3.8	3.73
<b>Problem solving*</b>	3.62	3.79	3.78	3.84	3.57	3.74
<b>Aiming high*</b>	3.82	4.02	3.91	4.16	4.08	3.96
<b>Talking in front of the class</b>	3.07	3.28	3.53	3.43	3.39	3.06

Table 3 Note: \*= Skills where the children of White British ethnicity have scored as lowest of the 6 ethnic groups

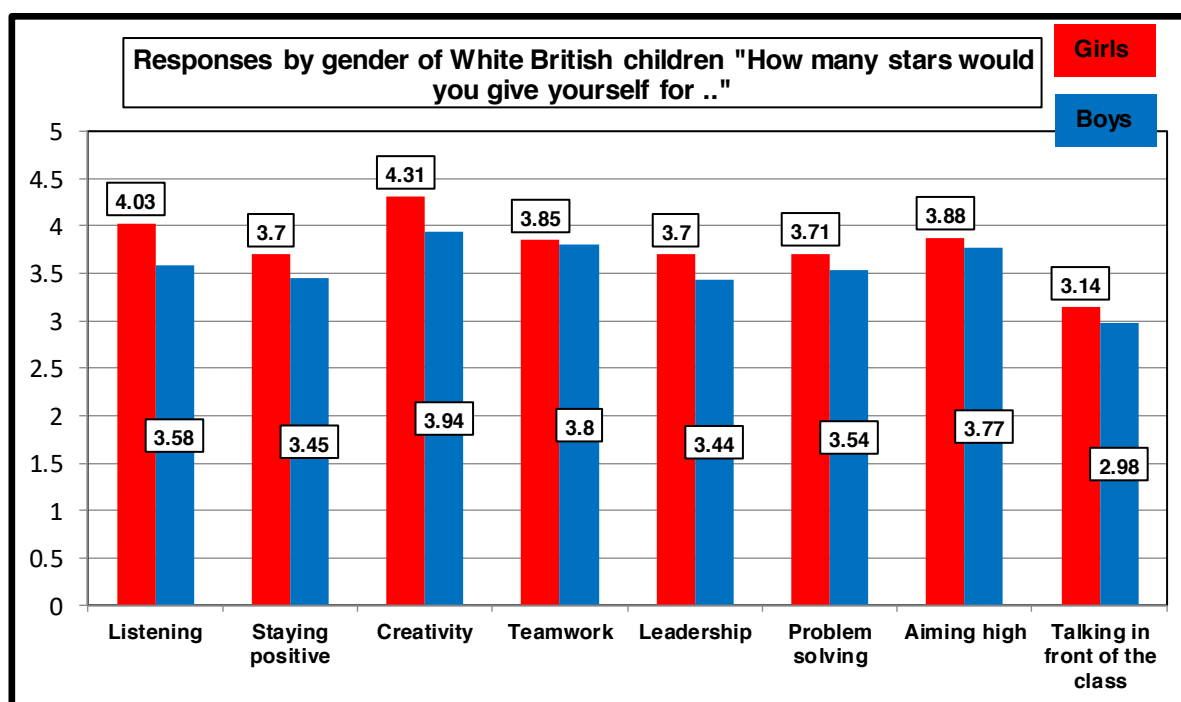


Figure 23: Responses by gender to "How many stars would you give yourself for..?"



*‘English and maths can be useful later in life?’* – Overall, 93% (n=940) agreed with this statement. There was some evidence of children making the link between their job ideas, subjects and the world of work. Following the CRL activity: 87% (n=235) agreed with this statement; however, the age demographic of the children was significantly different. 89% (n=239) agreed that “Doing well in school can help me in the future”.

### Case Study 2: Becket Primary School

The Our Future Derby School Engagement Coordinator worked with Becket Primary’s Career Related Learning Champion to plan two KS2 careers themed workshops to be delivered virtually. These were a geography themed ‘Where does my job take me?’ event and a career progression event called ‘How did I become?’ The day was developed to include interactive virtual encounters with volunteers from the world of work. The events were posted on the Primary Futures Portal (<https://primaryfutures.org/>) to secure Career Volunteers to support the two concurrent days. This is an easy, safe and effective way to connect with inspiring volunteers all across the UK. Volunteers included a long-haul Captain Pilot who works for British Airways and a second Pilot and flight instructor for Eastern airways who was born in Hong Kong and moved to the UK as a child, an Aviation Aeroplane Accident Investigator, an Architect who was born in Nigeria and now lives in London and a Corporate Lawyer for Formula 1. The volunteers were diverse, with a range of backgrounds ranging from Nigeria, Hong Kong, China and Dubai as well as the UK. There was a strong English, Maths and skills focus. The activities were designed to help children connect their subjects to the world of work and to develop children’s key future skills.

Evidence from the post-evaluation findings shows CRL activities had increased pupil’s awareness of jobs, the world of work and broadened their horizons. The data shows an increase in pupils’ understanding of the link between education and the world of work through their exposure to business links and volunteers. From a gender perspective, there is unconscious bias in the children’s perceptions of the world of work. There is some evidence of White British children - boys in particular - having a low perception of their skills and aspirations. The creation, development and testing of a highly innovative KS1 & 2 ‘Careers Learning Log’ - where pupils can gather information about their personal, career related journey in primary school – provides an opportunity to grow with the pupils and document their careers journey through their schooling.

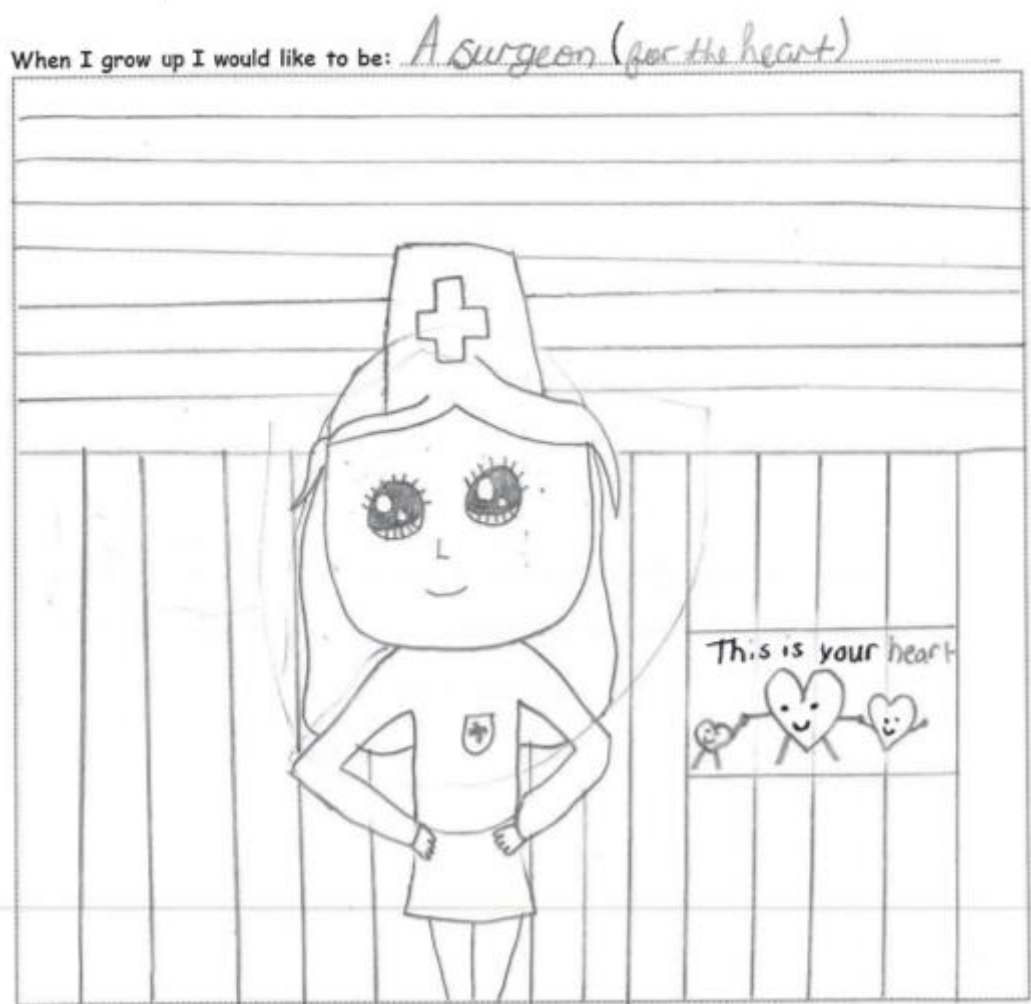
In November 2019, the Government announced a one-year extension to the Opportunity Area programme. In Derby, Year 4 funding will focus on support for and to school aged children, both in the classroom and pastoral support for those most vulnerable. There is a strong commitment to “continue to strengthen careers links between employers and the primary sector across the city”<sup>21</sup>.

### Recommendations

- Deliver more CRL activities across Derby city to build children's confidence and broaden their horizons.
- Attract more employers from a wider range of sectors and job roles to open children’s eyes to future possibilities, particularly those most disadvantaged.
- Ensure CRL activities with employers and volunteers represent gender and ethnicity role models that children can identify with to help address stereotyping and unconscious bias.
- Focus more on making stronger links between subjects and the world of work from an early age with differentiated delivery in Key Stages 1 & 2.
- Capture children’s aspirations within a personalised ‘Careers Learning Log’ that can be shared with secondary schools within the Derby transitions portal.

<sup>21</sup> <https://derbyopportunityarea.co.uk/newsletter/>





### Section 3: Teacher perceptions and experiences of Career-Related Learning (CRL)

*"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."* (Teacher)

*"I would like to see the children grow in confidence and be aware of choices."* (CRL Champion)

At the start of the Our Future Derby initiative, 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 password protected 'Our Future Derby' portal

- <https://www.learnbydesign.co.uk/our-future-derby-resources>.

A total of 262 teachers were engaged in CRL activities up to mid-December 2020. They 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.

- 208 pre-activity and 198 post-activity questionnaires were completed by teaching staff, representing 94% (n=30) primary schools out of 32 schools who had registered to participate in the project.

CPD activities were delivered in 12 primary schools by Forum-Talent Potential and 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 12 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. Some headteachers, senior leadership teams and teachers attended 2 interactive CRL webinars and plans are underway for a forthcoming celebration event (February 2021).

### Case study 3: Village Primary School

The CRL Champion from Village School saw the value of CRL in the curriculum when sessions were co-delivered. She is now going full steam ahead and is happy to be named and share best practice. She is partnering up with Wyndham Academy on an Army focussed monthly visits project which will be a longitudinal study by the Army to measure progress. A lot of females wish to join the Army, so we have made links with the Army to come in and deliver sessions and showcase females in the Army. The teacher noticed negative attitudes towards officials from the White British pupils so is partnering up with the Police Engagement Team to deliver workshops focussed on changing negative perceptions. She is also the pilot for the Universal Technical College (UTC) partnership where they are working in depth with 5 schools this year at delivering a project where children create a desk tidy, visit the UTC and widening horizons. Many people in Derby do not know the UTC offers courses from Year 9 in Engineering and Life Sciences. Life Science kits are also being created to help pupils learn anatomy and focus on life science and health careers.

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

#### Schools represented

Pre-activity evaluation forms were received from 208 teachers representing a total of 30 schools. Figure 24 below shows the breakdown by school of teacher evaluation feedback with the largest number 10% (n=21) from St James Junior. 8% (n=16) were from Ashwood Spencer and 6% (n=13) from Chaddesden Park and Derwent Primary. The lowest was 1% (n=1) representing Bishop Lonsdale and Village primary schools.

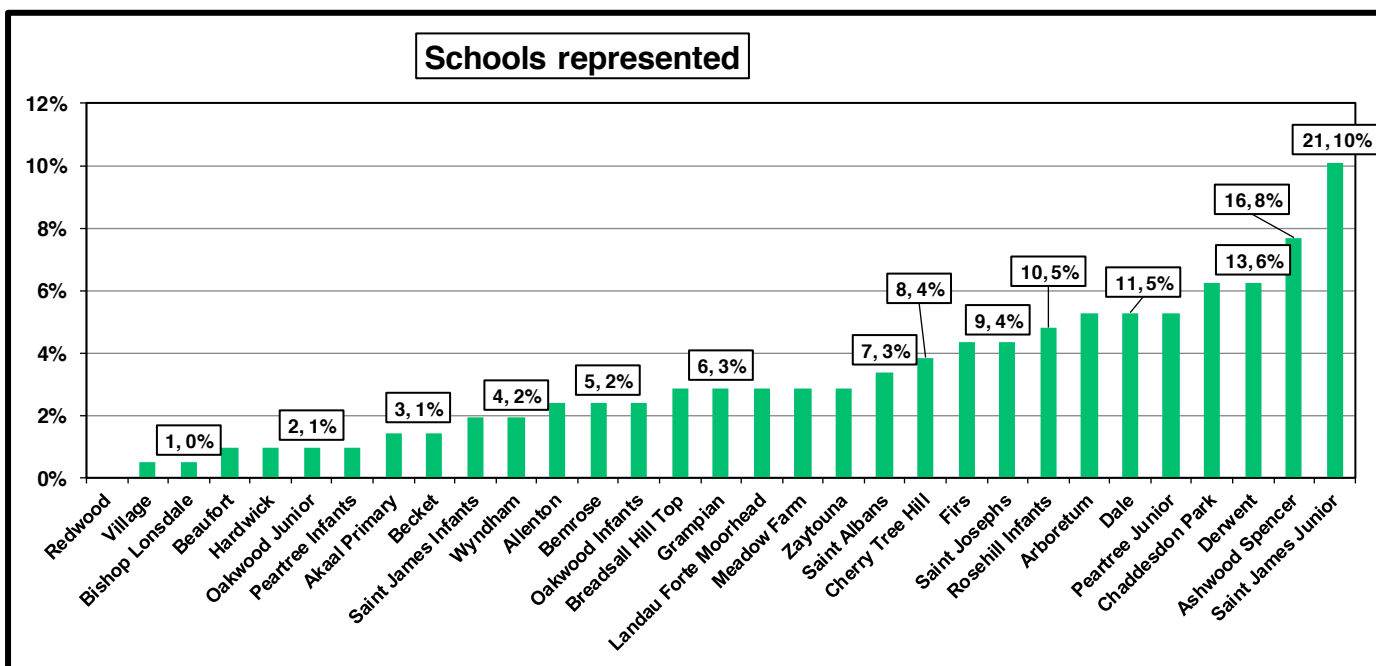


Figure 24: The participating schools in the evaluation



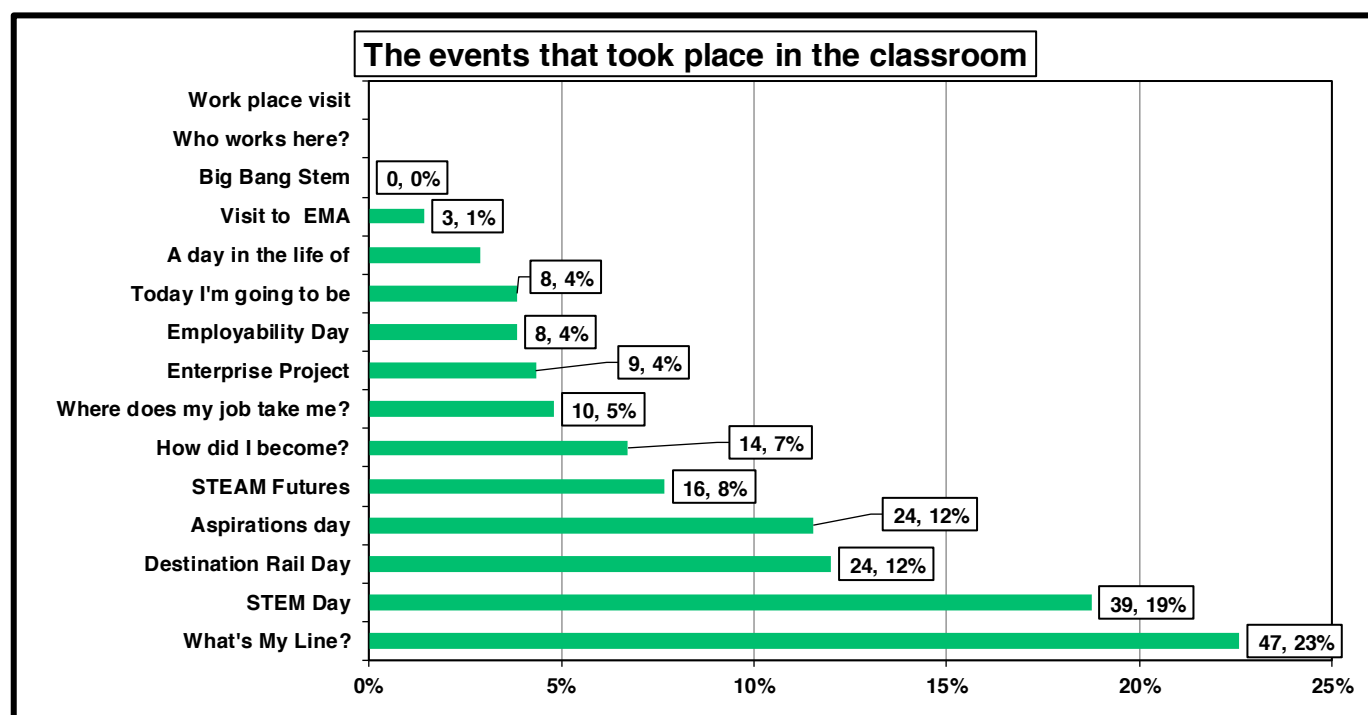


Figure 25: CRL activities that took place in Derby primary schools

The most popular Career-Related Learning (CRL) activity chosen by schools and delivered by the LBD team was 'What's My Line'<sup>22</sup> as indicated by 27% (n=47) 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. Many schools selected 'Big Bang' as a tier 3 workshop/event but this could not take place due to Covid.

#### Case Study 4: Hardwick Primary School

Learn by Design worked with Hardwick Primary School's CRL Champion to plan a KS2 'What's my Line' Assembly followed by an Aspirations Day for Year Five. The event was posted on the Primary Futures Portal to secure four Career Volunteers to support the day. The Volunteers included: a Female Languages Translator who translates children's books from German to English, a female Analytical Polymers Chemist who works on making the plastics industry green and more sustainable, a female Charity Funding Coordinator who works from home and deals with multi-million pound contracts and a male Book Publisher who had set up his own company. Following on from the success of the Assembly, the event moved upstairs to the Year Five classrooms. Beginning with Q&A sessions with the career volunteers, it gave the Y5 children an opportunity to ask any questions that they didn't ask in the assembly and then moved onto Aspirations. The next activity focused on getting the children think about what they are proud of and why. The activity then focused on working with three of their peers to write about what they are proud of each other for. The final activity involved the children rotating around a range of games focusing on communication, teamwork, leadership and creativity skills. Volunteer job roles all linked into the subjects and areas that the school focussed on, so this was a huge plus.

Post-activity feedback evaluations were received from 198 teachers representing the same 30 schools, as identified in the pre-activity. The highest number of responses came from St James Junior 10% (n=19) and the lowest 1% (n=1) by Bishop Lonsdale. Comments included:

*"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

<sup>22</sup> A tried and tested approach originally owned and shared by Education and Employers, London



*"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.

#### Respondents primary role in the school

A total of 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.

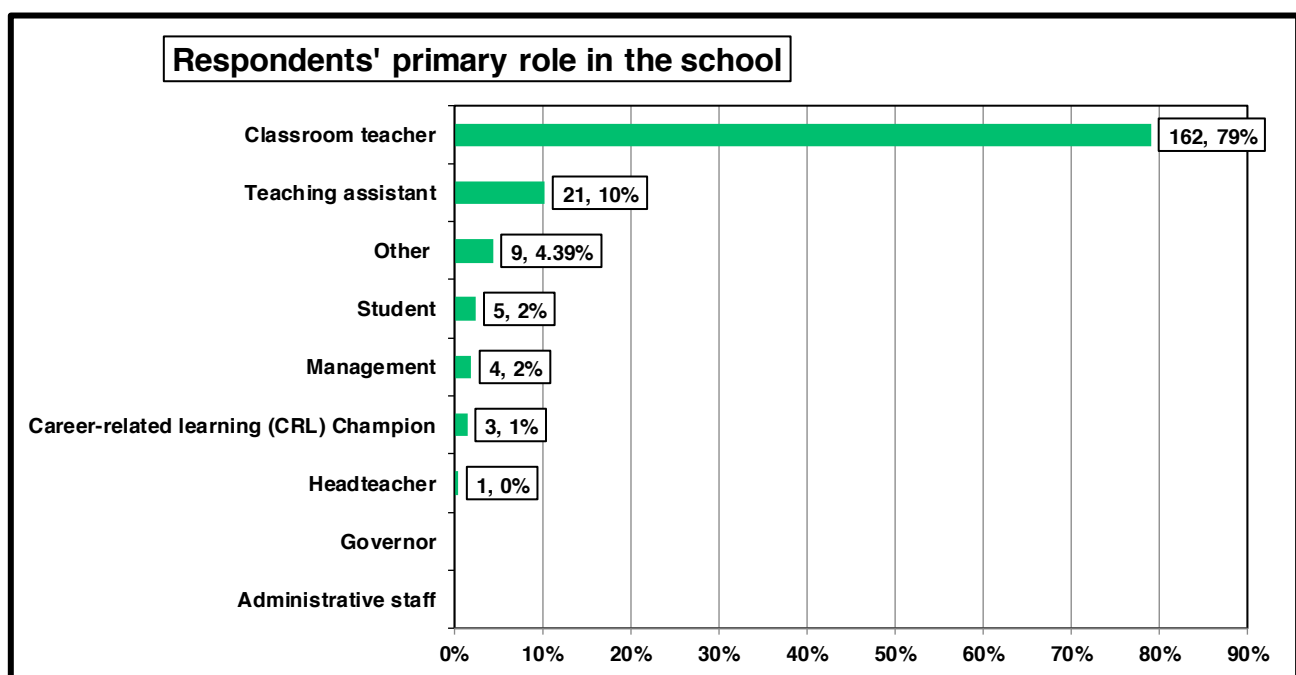


Figure 26: Respondents' primary role in their school

#### Frequency of participation in CRL Activities prior to the Our Future Derby initiative

A total of 53% (n=110) reported the school participates "Occasionally" in CRL activities, with only 8% (n=16) stating that their school participates "Frequently" in these activities. (See figure 26 below) For 12% (n=24) of the teachers this was their first time participating in a CRL activity. 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>23</sup> and Derby University.

*"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."*

<sup>23</sup> <https://www.deda.uk.com/>



*“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.”*

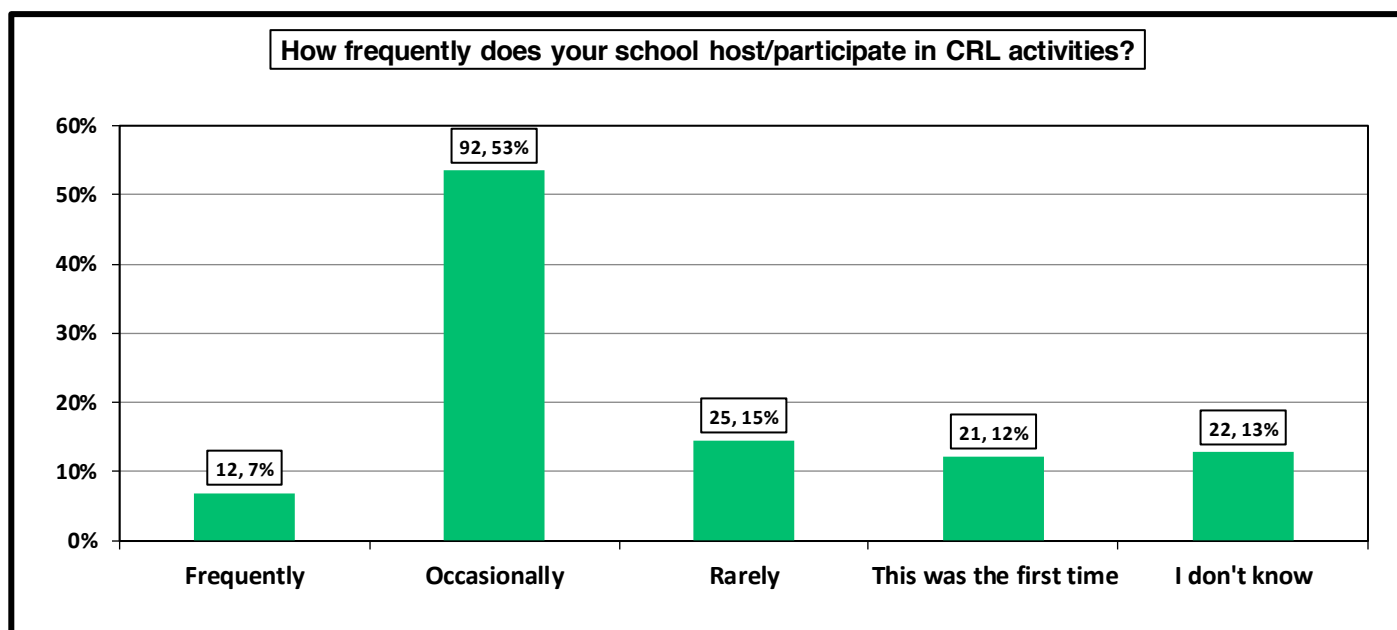


Figure 27: How frequently does your school host CRL activities?

#### Motivation to participate in CRL activities

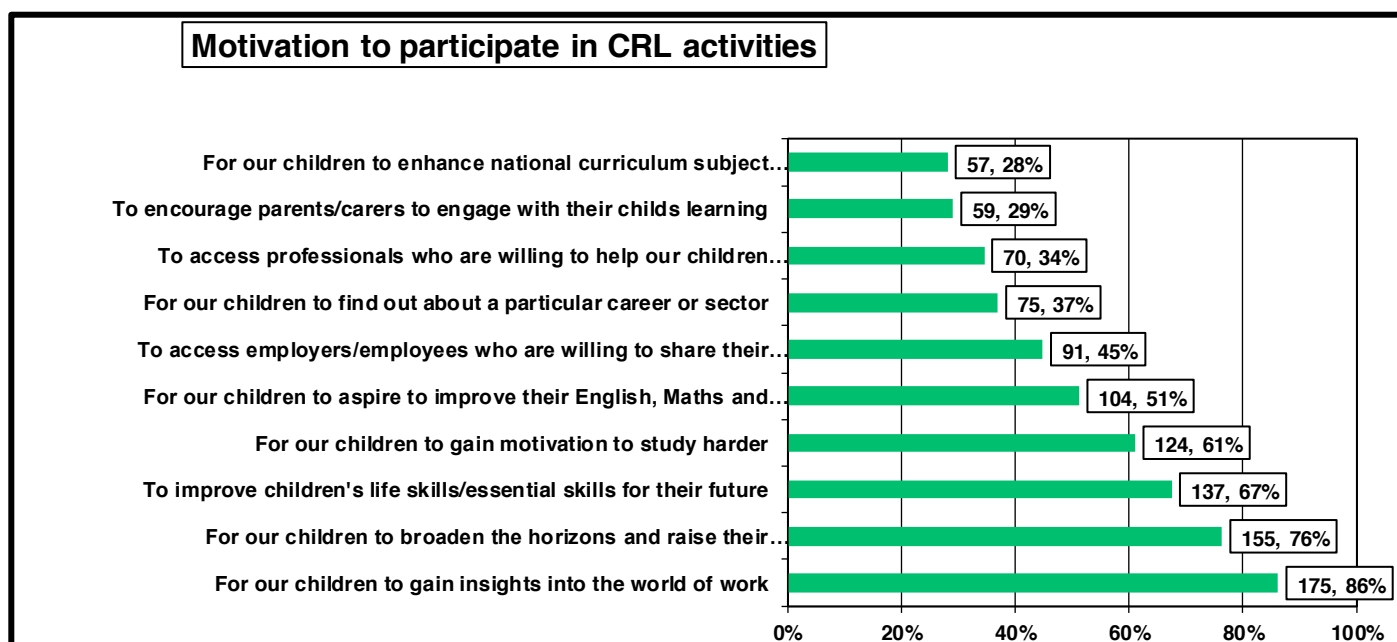


Figure 27: What motivated teachers to participate in CRL?

The majority 86% (n=175) identified 'For our children to gain insights into the world of work', followed by 76% (n=155) stating 'For our children to broaden their horizons and raise their aspirations'. From the CPD support, 90% (n=9) of 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.

#### How do you feel about embedding CRL in classroom activities?



- 78% (n=160) indicated that they were motivated at this stage but needed to learn more.
- 12% (n=24) reported they were sufficiently equipped and experienced to apply CRL into classroom activities.
- 6%(n=13) were undecided
- 3% (n=7) had concerns about the pressures in school impacting on their ability to integrate CRL into the classroom.

In the post-activity feedback responses, 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. From the CPD training experiences:

- 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.

Findings indicate that more CPD training is needed to give teachers confidence to embed CRL activities by themselves.

What behaviour change in the children would you like to see?

This was an open-end question which the word cloud below illustrates the common themes arising from the teacher responses. The word '**aspirations**' was mentioned 47 times by 25% of respondents. Other common words or phrases mentioned were '**confidence**' recorded 35 times by 18% of respondents; '**motivation**' and '**motivated**' occurred 27 times (14% of responses).



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

From the CPD feedback:

- 4 out of 10 teachers stated that they wish to see increased levels of confidence in the children
- 3 out of 10 identified raised aspirations as a priority:
- 2 out of 10 highlighted improvement in problem solving skills and more motivated.

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 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."*



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

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:

<i>"Children knowing why they need STEM subjects and how they can apply them to the world of work."</i>	<i>"They will look forward to studying a wider range of subjects to develop towards their future."</i>
<i>"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 subject(s) they would need to excel in to reach their goal."</i>	<i>"Engaging with children in a range of careers."</i>
<i>For our Y5's and Y6's to develop teamwork skills using taught skills and to enhance these further into greater depth e.g., Alternatives &amp; variety of solution (Thinking skill development)."</i>	<i>"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."</i>
<i>"Y6 children will have improved team working skills and will be better prepared for secondary school."</i>	<i>"Children have high aspirations A shift from "youtuber"/"footballer" to more realistic academic choices."</i>

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:

- 53% (n=101) stated **'Yes definitely'**



- 43% (n=81) stated **'Yes, most likely'**
- 4% (n=7) stated that **'Maybe'**.

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

*"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."*

CRL activities that were scheduled between late March 2020 - late June 2020 i.e., 52 events were either cancelled or postponed. Following the September 2020 re-opening of schools, 13 CRL activities took place between 2<sup>nd</sup> October 2020 – 15<sup>th</sup> December 2020. Of these 8 were delivered virtually. The feedback received was highly positive.

How teachers rated the CRL activity in which they were involved

In response to the question "How would you rate the impact of the CRL activities in which you have been involved?"

- 71% (n=132) rated the CRL activity in which they were involved as **'High'**
- 25% (n=46) rating this as **'Extremely high'**
- Only 5% (n=9) rated the experience as **'Neutral'**.

Teachers commented on the OFD 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!”*

## 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 29 below illustrates the rated average score for each of these - with the highest rated score of 4.29 being awarded to ‘**The programme involved professionals willing to help our children**’.

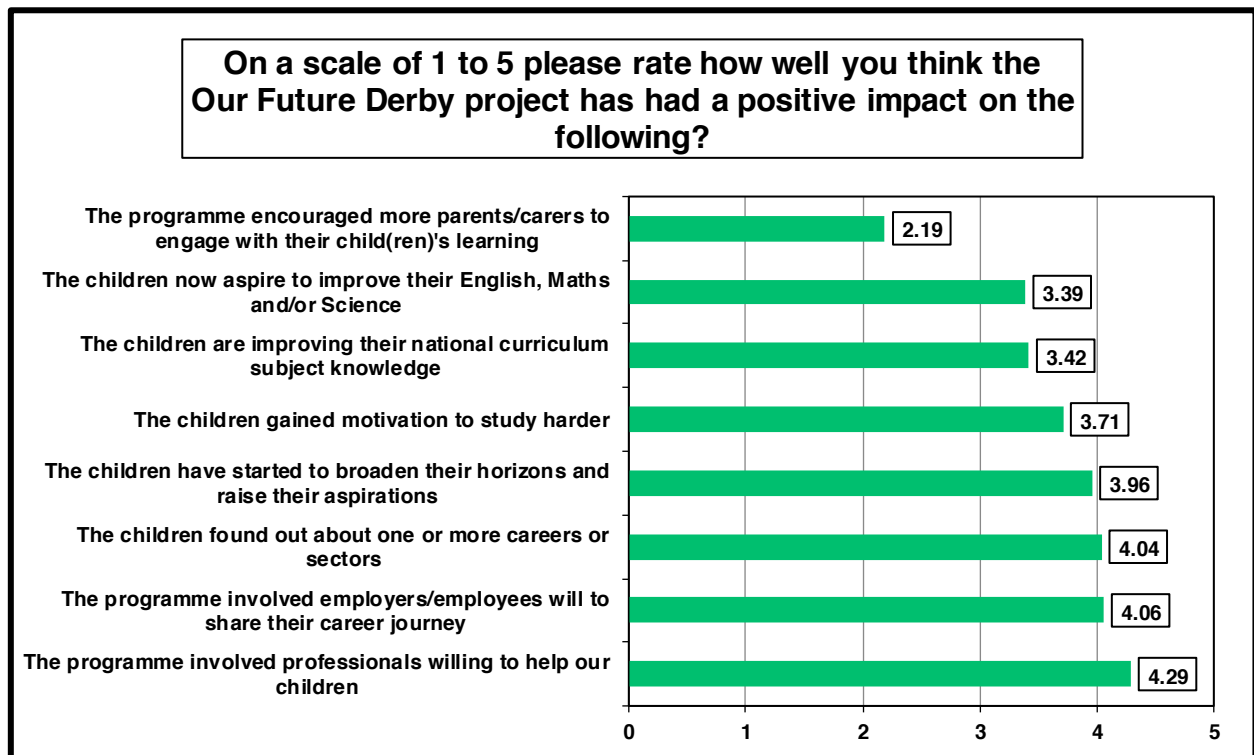


Figure 29: How teachers ranked the impact of the Our Future Derby Project

The lowest rated score of 2.19 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. Some comments include:

*“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?”*

## Case study 5: Wyndham Primary Academy

The CRL Champion reached out and wanted guidance on setting up a 6-month project where one career ambassador works with one year group on a workshop every month. Katie was supported in recruiting volunteers and using the portal. We put her in touch with: The Army Engagement Team, A Long-haul Boeing 747 Pilot for British Airways, and An Aviation Coordinator. The CRL Champion is supporting Village with their project with the Army and is happy to widen her project to help facilitate other schools in doing similar projects.

## 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.

<i>“Parents. carers to come into school to talk to the children about their job roles and how they got there.”</i>	<i>“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.”</i>
<i>“Assembly - Parents coming in to talk about their jobs”</i>	<i>“This is a good question!!!! Maybe some professionals(parents) come in to talk about their jobs/careers.”</i>

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. There is scope for schools and teachers to share good/interesting policies and practices that involve parents/carers in CRL activity.

#### Our Future Derby project making a positive impact

Teachers rated 4.06 out of a 5.0 rating that children found out about 1 or more careers or sectors. 3.98 out of 5.0 indicated that the children have started to broaden their horizons and raise their aspirations. 3.71 out of 5.0 explained the children gained motivation to study harder.

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

- 97% of the 32 primary schools are registered in the Primary Futures online platform
- 46% (n=86) stated they could do so with some guidance
- 37% (n=68) said they could not or were unsure.
- 17% (n=31) were confident that they use the online platform to access volunteers to come into their school.

Teachers were asked to indicate their level of confidence to use the Primary Futures online portal as part of the CPD activities. The sample of responses is small. 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.

Going forward, it will be important to ensure teachers’ level of confidence increases using the Primary Futures portal. Also, lessons learned from the early development of a children’s Careers Learning Log (Key Stage 1 & Key Stage 2) needs to be showcased more widely across all primary schools.

#### Continuous Professional Development (CPD) facilitated by Talent-Forum Potential and Learn By Design

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.



### Case Study 6: Ashwood Spencer Primary School

LBD worked with the school's Career Related Learning Champion to plan a three-class geography-themed event. The 'Where has my job taken me' activities involved careers ambassadors sharing fun stories of travel and their experience of different cultures. The volunteers emphasised the importance of learning another language whilst at school to aid and widen career choices in later life. The events were posted on the Primary Futures Portal (<https://educationandemployersprogrammes.force.com/>) to secure Career Volunteers to support the session. We managed to gain some rather fabulous volunteers, including: A female Language Translator and Author from an English background who learnt three languages – German, Spanish and French as an adult! Three Army Officers including a Warrant Officer Medic, Soldier, and a Corporal Driver. Feedback from the CRL Champion: *'What an incredible day – thank you to you all! Emphasising school subjects was great as it will hopefully get students to understand there is a purpose to each lesson. Our children will take a lot away from meeting the volunteers and professionals and it really does raise aspirations.'*

In schools where CRL activity and CPD was delivered, teachers highlighted they valued:

- Representatives from Rolls Royce visiting the school to talk about engineering
- There was a visit to a theatre where children looked at roles within the theatre industry 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, East Midlands Airport 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.

The Forum-Talent Potential projects involved employers working with 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 – (i) Fire of London, (ii) The Romans, and (iii) World War 2: long-term history project (Landau Forte Academy Moorhead)
12. DHU Health Care - 'People Who Help Us' project - Zaytouna Primary School
13. Derby Museum and Art Gallery – local 18<sup>th</sup> century painter helps bring the book 'Escape from Pompeii' to life for year 5 children. Overall total = 15.

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>

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>



Teachers who provided their feedback were directly involved with the project design and delivery brokered by Forum - Talent Potential with local employers. Schools involved: Allenton; Ashwood Spencer; Beaufort; Cherry Tree Hill; Derwent; Landau Forte Academy Moorhead; Village; Wyndham; Zaytouna and Pear Tree Junior. A teacher from 6 out of 10 schools completed a pre-activity evaluation form - Dale Primary, Cherry Tree Hill, Derwent, Redwood school and Zaytouna. A total of 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.

#### Results:

- 1 indicated they rated the CPD impact as 'Extremely High'
- 3 indicated they rated the CPD impact as 'High'
- 3 indicated they rated the CPD impact as 'Neutral'. Overall, 57% rated the impact as at least high

A Masterclass was planned in June 2020 but this had to be postponed due to the Covid-19 pandemic. Due to the unexpected interruption, a series of CPD webinars were planned by Learn By Design and Education Employers with "how to" instructions and guidelines designed to support all primary school teachers and senior management teams. Some reflections shared by teachers:

*"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)

#### Case Study 7: Pear Tree Juniors

LBD worked with Pear Tree Juniors' Career Related Learning Champion to plan a three-class virtual event due to the Covid restrictions and changing guidelines. This was a geography themed 'Where has my job taken me' event where well-travelled career ambassadors share fun stories of travel, anecdotes and their background, qualifications and experience in their field. The events were posted on the Primary Futures Portal (<https://educationandemployersprogrammes.force.com/>) to secure Career Volunteers to support the session. We managed to gain some rather impressive volunteers, including: Captain John Owen - Oil Ship Captain turned Marine Consultant; Kamran Asghar – Chauffeur from Pakistan who moved to the UK and ended up becoming a CID Officer in the Metropolitan Police Force; Simon Brailsford – Logistics Manager at BP and Her Majesty The Queen's former Equerry; Simon Rolfe – Second Captain for Eastern Airlines who was born near an Airport in Hong Kong whose first word was 'plane!' They were all wonderful to listen to and so diverse, with a range of backgrounds ranging from Britain, Pakistan and Hong Kong. The children were fascinated by all they heard and asked. Going virtual isn't quite the same as delivering workshops in-person; however, the benefits far outweigh the challenges as the volunteers were absolutely amazing!



## Recommendations

- Improve training and support for teachers to equip them to feel confident in using the Primary Futures portal and embedding CRL in the curriculum.
- Update and disseminate “How to” instructions for teachers, including Guidance Notes on managing virtual CRL activities and involving volunteers
- Ensure the Careers Learning Log is embedded in the Derby City Transitions portal.
- Encourage CRL champions to undertake some direct delivery and train them to use high-quality CRL resources with confidence.
- Promote the Our Future Derby portal to all teachers.
- Develop CRL homework projects to raise awareness and encourage parental engagement.
- Increase communication channels with parents/carers and post-Covid to invite them into school where possible on days when CRL activities are being conducted.

## Section 4: Volunteer perceptions and experiences of career-related learning

A total of 308 volunteers registered through the Primary Futures portal run by Education and Employers. These came from 193 organisations during Year 1. A total of 118 volunteers participated in 13 different activities in 25 schools. Prior to participating in the activities, the East Midlands Chamber, Learn by Design and Education and Employers each offered volunteer training sessions. They each played a key role in actively reaching out to local businesses and community groups. They generated interest in volunteering through: visits to employers’ premises, mosques, community organisations in the 7 wards, articles in media journals and a social media campaign #OurFutureDerby. The Chamber also provided premises for volunteers to participate in the workshops prior to the pandemic.

The East Midlands Chamber, Learn by Design and Education and Employers organised and delivered a total of 7 volunteer training sessions involving 40 volunteers. These were held on: 24<sup>th</sup> September 2019 (6 attendees); 16<sup>th</sup> October (2 attendees); 11<sup>th</sup> December (4 attendees); 22<sup>nd</sup> January (7 attendees); 12<sup>th</sup> February (5 attendees); 13<sup>th</sup> May (Webinar) (5 attendees); 17<sup>th</sup> July 2020 (Webinar) (11 attendees).

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.

### Volunteer pre- and post-CRL activity

A total of 118 volunteers gave up their time to work with 25 Derby primary schools (Figure 30), facilitated by Learn by Design, to deliver 13 different CRL activities. For example, 11% (n=12) volunteered at Ashwood Spencer, 9%(n=10) volunteered in Breadsall Hill Top school, and 8% (n=9) in St James Junior school.

- 46% (n=54) of the volunteers were male and 54% (n=63) female.

The 13 events in which the volunteers were involved are illustrated below in Figure 31 which highlights that 22% (n=26) participated in “What’s My Line?”; 20% (n=23) in “Aspirations Day”; and 12% (n=14) in a STEM Day.



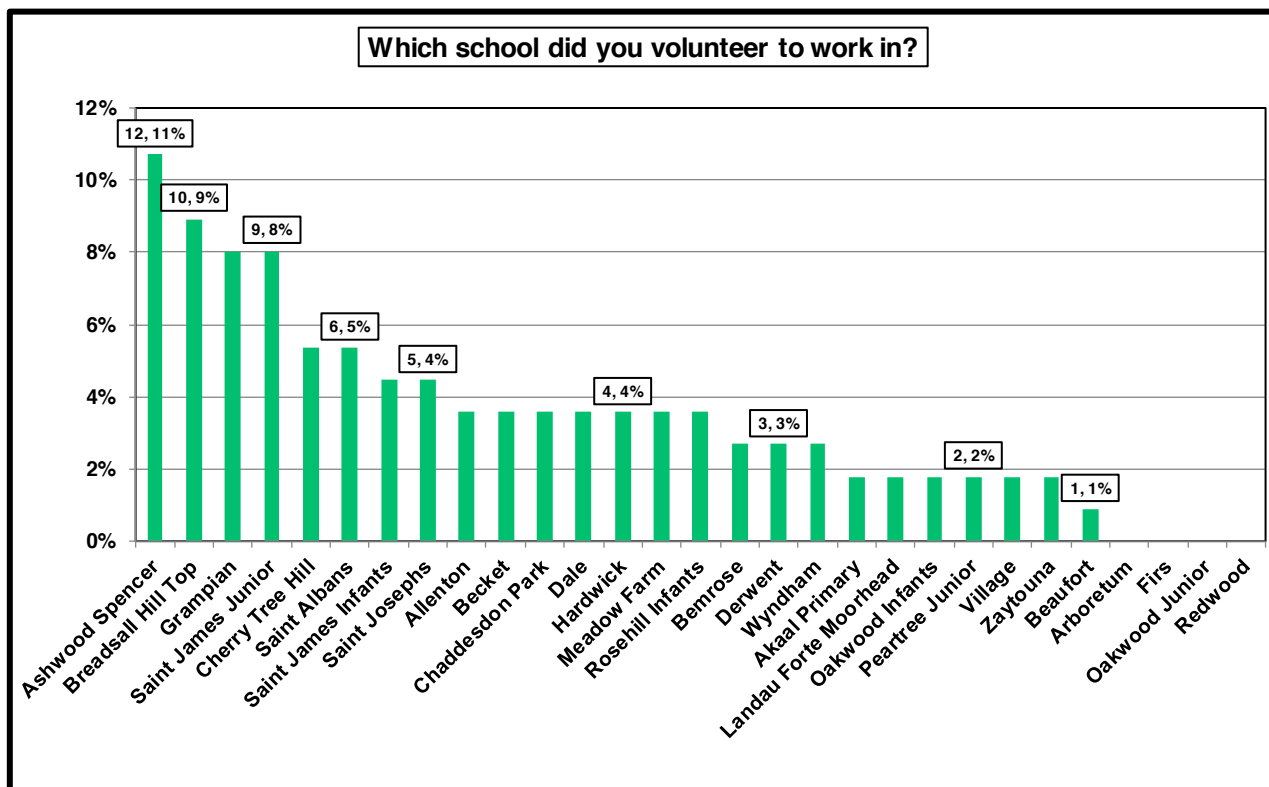


Figure 30: Schools in which volunteers participated

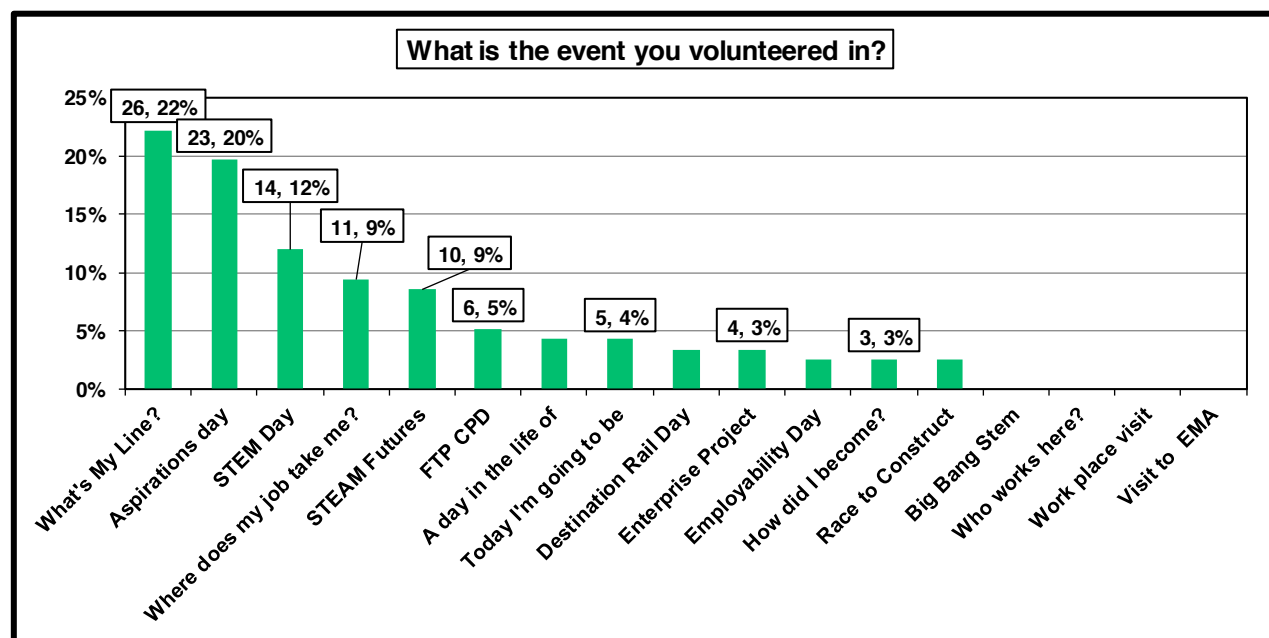


Figure 31: Activities in which volunteers participated

### Volunteers and Sectors Represented

The majority of organisations involved have demonstrated their level of commitment to the project by the level of seniority of the staff allocated to volunteering activities :

- 44% (n=45) either senior managers or directors
- 26% (n=27) intermediate managers
- 37% (n=38) intermediate managers
- 19% (n=20) entry level employees/graduate apprentices or students.



A total of 34 sectors were represented by the volunteers ranging from 13% (n=14) representing the Rail sector to 1% (n=1) representing sectors such as Legal, Charity, Social Housing, etc. – see Figure 32 below.

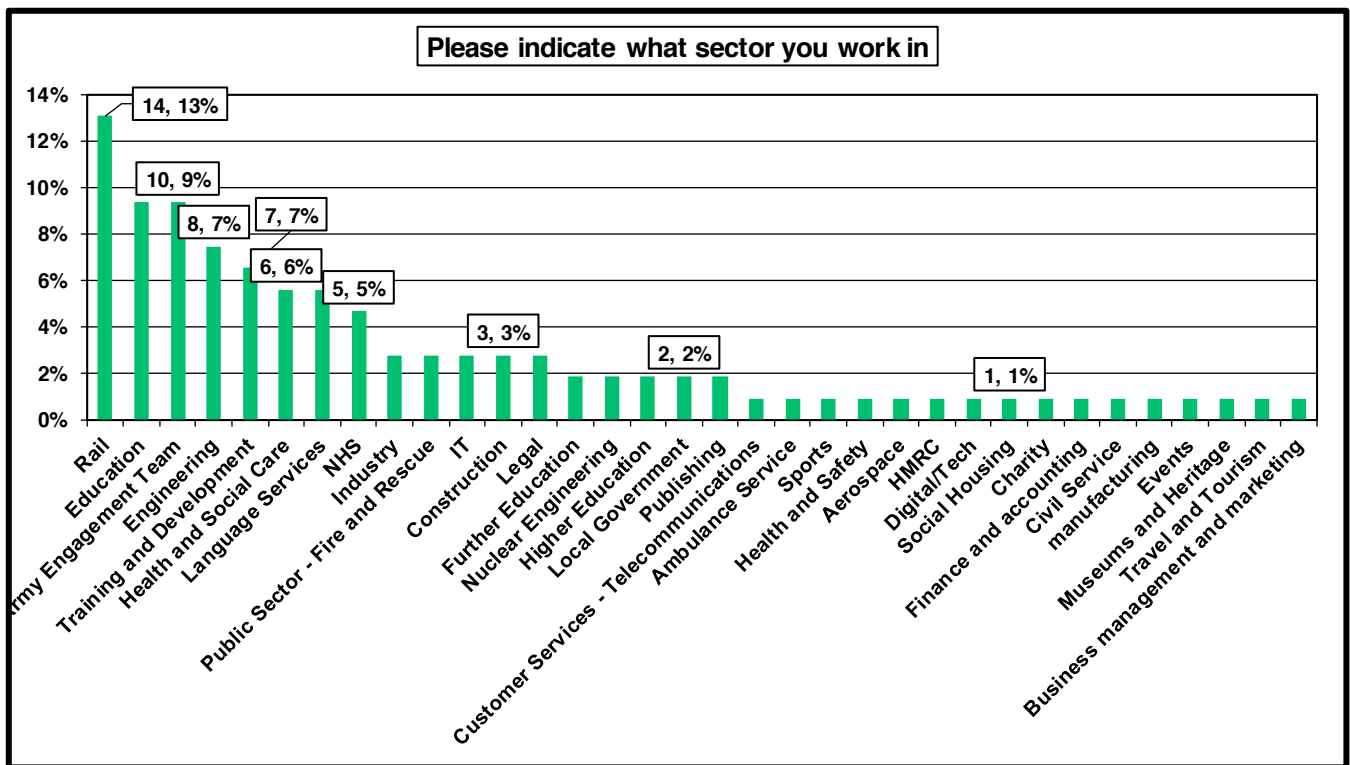


Figure 32: Sectors represented

#### Motivation to participate

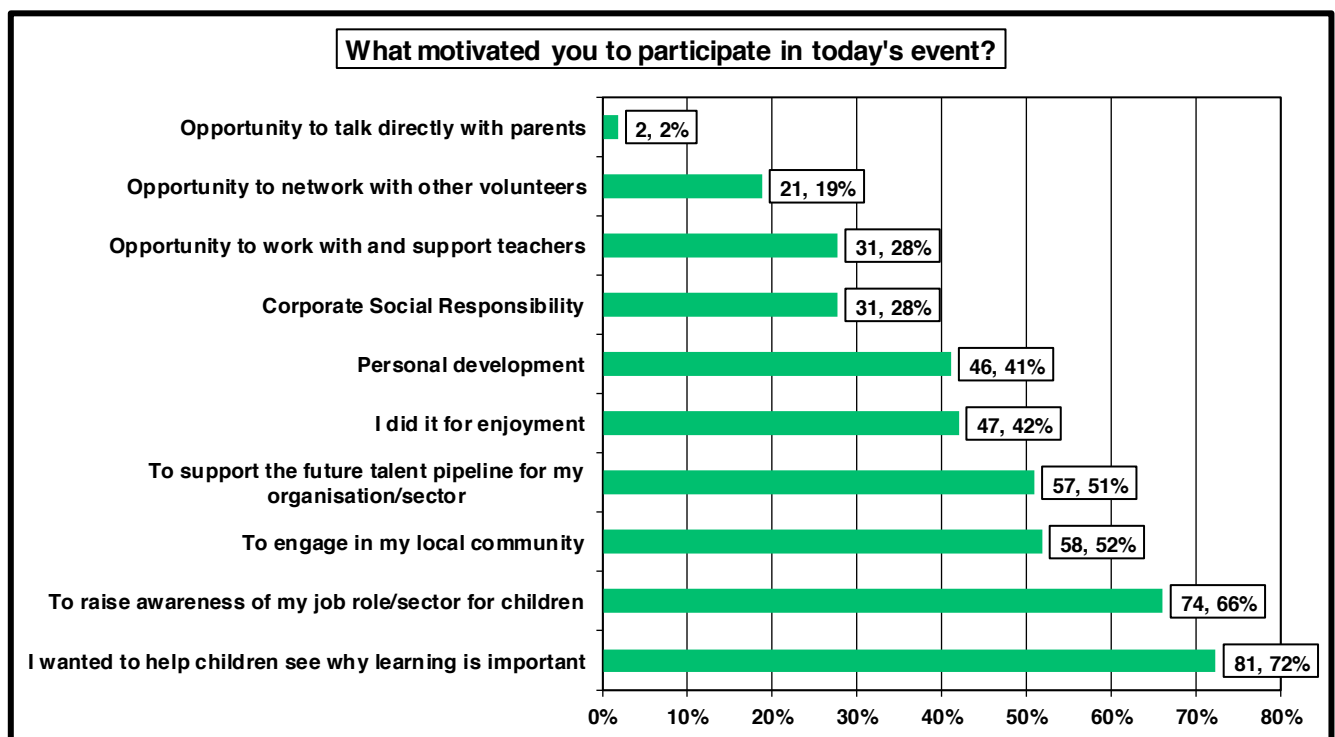


Figure 33: Volunteer motivation to participate

In reply to the question 'What motivated you to participate in today's event?' it can be seen from figure 32 above that 72% (n=81) stated that they wanted to 'help children see why learning is important', with 66% (n=74) indicating 'to raise awareness of my job role/sector' and 52% (n=58) indicating 'to engage in my local community'.



## Were expectations met?

Volunteers were asked 'Did this event meet your initial expectations?' The responses indicate 99% (n=97) stated overall their expectations were met. They were then asked 'How did this event meet your initial expectations?' The replies to this question are summarised in below to which 70% (n=81) indicated 'I wanted to help children see why learning is important' and 68% (n=79) indicated 'I wanted to raise awareness of my job role/sector for children'.

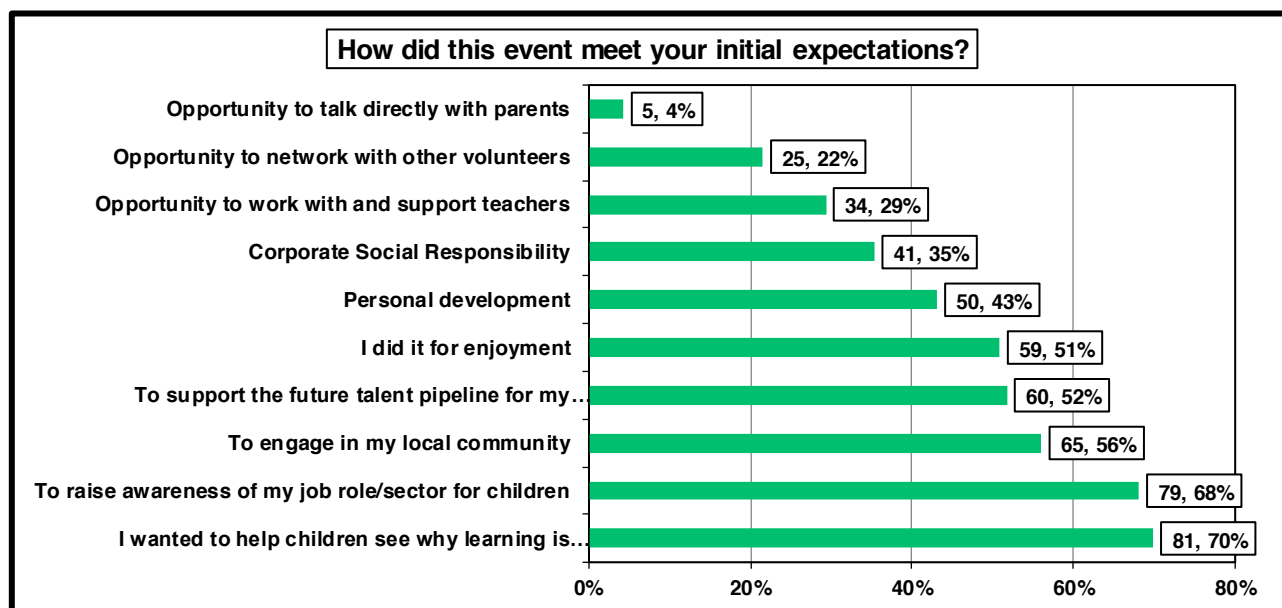


Figure 34: How the activity met the expectations of volunteers

In reply to the question 'What do you think were the benefits of this CRL event?'

- 84%(n=96) stated 'The children learned more about my sector'
- 74%(n=85) stated 'It made me feel like I can make a difference to children and families in my local area'
- 45% (n=52) stated 'The teachers learned more about my industry'
- 39% (n=45) stated 'I gained more confidence by trying something new'
- 36% (n=41) stated 'I learned new skills and gained experience'
- 86%(n=101) found the event they attended 'Extremely worthwhile'

Volunteers rated the events they attended as 9 out of a possible 10

## Future involvement Our Future Derby programme

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.
- 53% (n=61) were already signed up to the Primary Futures/Inspiring the Future online match-making system
- 47% (n=54) were either not signed up or unsure if their respective organisations were.

Of those who had already signed up to the Primary Futures/Inspiring online match-making system:

- 97% (n=59) were either "Very likely" or "Likely" to accept an invitation to another event.



Of those who had not yet signed up:

- 80% (n=43) were either “Very likely” or “Likely” to sign up to the online match-making system .

Some comments received:

*“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!”*

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

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

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

*“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”*

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

*“How the focus of the skills related to everyone’s’ workplace and everyday life - making the children realise they are already using these skills”.*

#### Volunteers involved in 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. 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.

Sectors represented: Museums and Heritage; Legal. Transport, Media, Food and Drink Industry, Horticulture and Retail. 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’.

In their post-activity feedback, all 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 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.

### Recommendations

- Increase communication and contact with business links across the city and invite them into local primary schools.
- Develop a new strategy for 2021 to attract more culturally diverse volunteers making good use of local radio, Television and social media.
- Promote the Primary Futures portal more widely and encourage more volunteers from D2N2 growth sectors to get involved.
- Invite a small group of employers/volunteers to pro-actively support the Careers Learning Log and promote its benefits for children and primary/secondary schools embedded in the Derby City Transitions portal.

## Section 5: Parental awareness and perceptions of CRL

In 2019/2020, the number of parents Learn by Design engaged was 607. A total of 293 parents/carers were approached by Learn by Design to participate in the evaluation. 227 questionnaires were completed by Derby parents/carers (66% response rate). These engagements were additional to the earlier pilot surveys conducted between September 2019 and mid-March 2020. Most of these 'engagement activities' took place in December 2019. 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

Name of your child(ren)s school?

Figure 35 below shows the majority of 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. In some schools this was due to the fact that for many parents/carers' English was not their first language. For some parents/carers there was also a cultural barrier and they were suspicious of the survey and therefore were unwilling to take part.



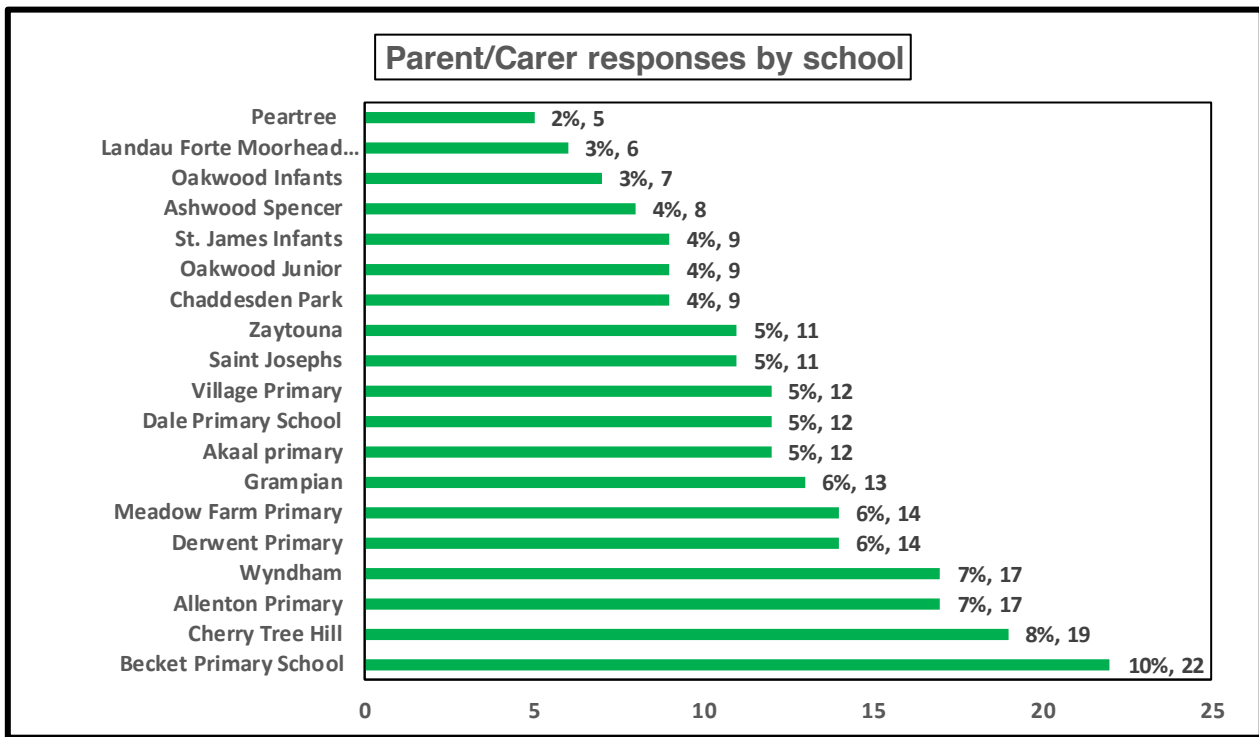


Figure 35: Parent/Carer Responses by school

#### Gender and ethnicity of respondents

- 70% (n=146) of parents/carers who took part in the survey were female
- 29% (n=61) were male
- 1% (n=3) preferred not to say

The chart below (figure 36) 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.

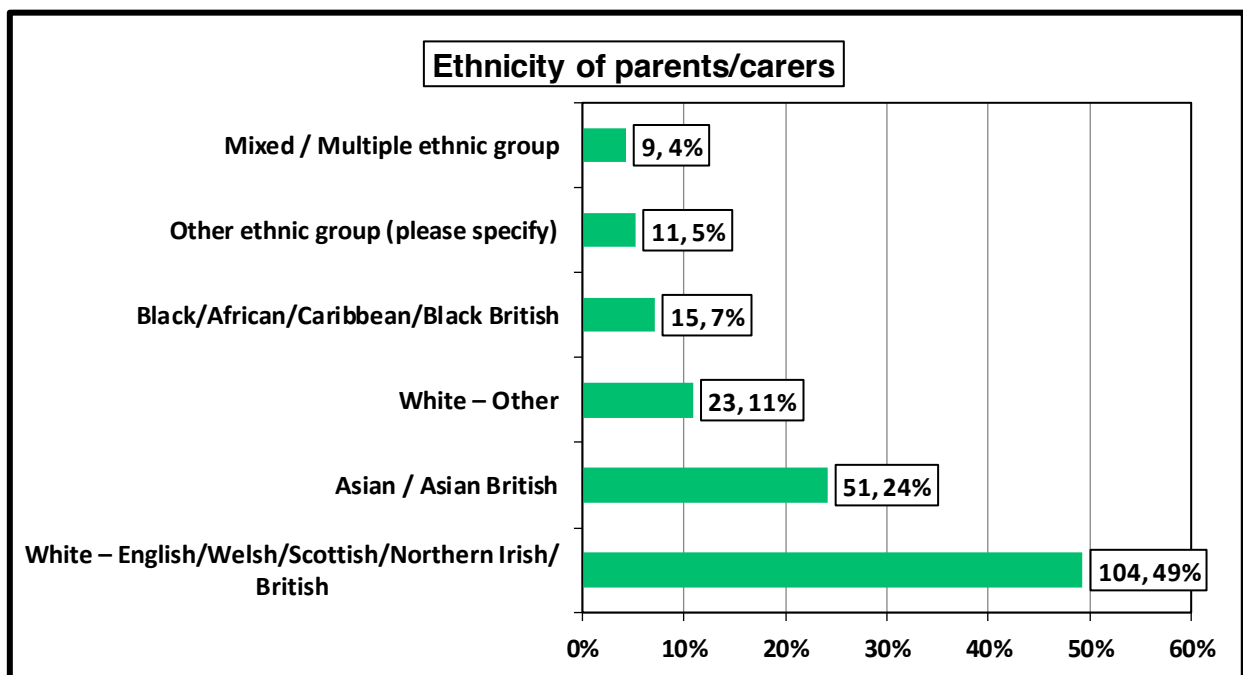


Figure 36: Ethnicity of parents/carers



The ages of the children of the parents were reported as follows:

- 56% (n=127) are between 6 and 8 years old
- 43% (n=96) are 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.

Parents' understanding of their child(ren)s aspirations and achievements

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

- 81% (n=182) of parents/carers at least 'agree' that their children have some ideas or aspirations about their future hopes and wishes
- 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.

*My child(ren) is/are resilient and can cope easily with setbacks*

- 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 or strongly disagreed with the statement and 6% (n=13) did not know.

*My child(ren) enjoy(s) learning*

- 96% (n=215) of the parents/carers reported their child(ren) enjoys learning.
- 3% (n=7) disagreed and 1% (n=2) did not know.
- 93% (n=210) of parents/carers either agreed or strongly agreed 'My child is collecting useful information about his/her achievements and skills e.g. Communication, Listening and talking with others, Timekeeping, Pride in appearance, Teamwork.

Parents knowledge of Career Related learning Activities in their child(ren)s school

Parents were asked a series of questions to understand their awareness and knowledge about CRL for their children in school.

- 75% (n=169) agreed or strongly agreed "My child(ren) is/are learning about the world of work at school – 25% did not know or disagreed
- 69% (n=155) of parent/carers agree "My child(ren) know(s) how to link his/her favourite subject to the world of work – 30% did not know or disagreed
- 56% (n=124) at least agreed "The school brings employers /employees from the world of work into the classroom" - 33% (n=75) did not know and 11% (n=26) disagreed.
- 73% (n=163) of parents/carers at least agree "The school supports my child(ren) well to develop ideas about linking subjects to future world of work opportunities" - 27% do not know or do not agree.
- 70% (n=158) agreed "The school gives me valuable information on opportunities for my child(ren) to learn new things about the world of work." – 30% did not know or disagreed

The overall message from all 227 parental replies highlights 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 above between a quarter and a third of parents/carers who have responded to this survey were unsure about or disagree that their children are learning about the world of work in school. Since 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



have been 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.

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 a 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".*

There is scope to communicate more widely to all parents/carers in the City through Our Future Derby 2021 and other publicity campaigns, in particular to reach out to differing community groups. Findings from the research should 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

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. 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

- 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
- Increase the media and publicity campaign aimed at parents/carers in the City, in particular reach out to differing community groups
- Identify parent/carer champions in local communities who can assist with publicity and disseminating the survey.

## Section 6: Key lessons learned to inform Year 2 plans (January 2020 – July 2020)

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). Learning and work impacts on educational, social and economic development throughout life. Lessons learned from the 2019/20 contract can help us shape the OFD offer in 2021. Recommendations in this report are designed to inform Year 2 city partnership plans.



## Main reflections

- Teachers often feel the unfair responsibility of CRL activities has fallen on one person. For Year 2, the team plan to support schools in one-to-one sessions using the Primary Futures Portal and then the trained teacher who received this CPD will train others. All staff to have their account, embrace the tried and tested CRL tools and take ownership. Teachers have repeatedly reported that currently CRL is an add-on, not embedded which is where it should be.
- The value of CRL is high when implemented correctly. CRL can be delivered through direct delivery, a blended approach, and/or a virtual approach. During the pandemic, virtual delivery was a great success for children, teachers and employer volunteers.
- Children make meaning of their lived experiences through the stories they tell. The use of visual and collaborative Our Future Derby techniques has helped the children feel listened to and actively engaged in the construction of their own stories, hopes and dreams.
- The Our Future Derby techniques and tools can be transferred as didactic methods in the school in which children, teachers, parents and employers participate.
- The programme offers robust tried and tested tools that can be integrated as part of curriculum development. More teachers, employers and parents/carers need to be made aware of this local content-rich resource.

## Five key points for sustainability and legacy plans

1. Ongoing training offered throughout the contract and into the future via the Primary Futures portal to CRL Champions and school staff. This enables quick, easy and free access to volunteers from a diverse pool and is designed to increase meaningful engagement with employee volunteers.
2. Access to the OFD Resources Hub and the full content of resources will help schools sustain the project beyond the funding and to share exemplars of good and interesting practices. There are ongoing discussions about where this will 'sit' in the future in Derby city, alongside other school resources so it is made accessible to a wider network.
3. Career-Related Learning Champions have a voice within each school working hard to include and influence CRL embedded into their school's curriculum.
4. Adoption and further development of the Careers Learning Log is essential. This requires teachers to embed the log into all CRL activities the pupils undertake in primary school and adoption of this by secondary schools when children reach this key transition point.
5. Ongoing free membership to the East Midlands Chamber of Commerce is guaranteed to all primary schools eligible for the project ensuring sustainability of the links between the primary educators and the local business community beyond the project.



## Appendix 1

### Menu of CRL activities - Tier 2<sup>24</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 to explore challenges and careers along the way.  
*A 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 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.*

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<sup>24</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 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 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>25</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 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>25</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.



## Appendix 2 – 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 not to 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 3 – CRL Post-activity 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 ☐ 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!

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To be completed by your teacher – thank you!

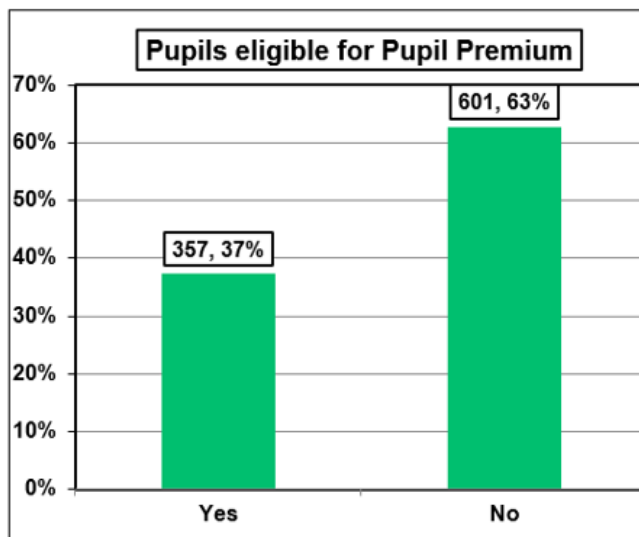
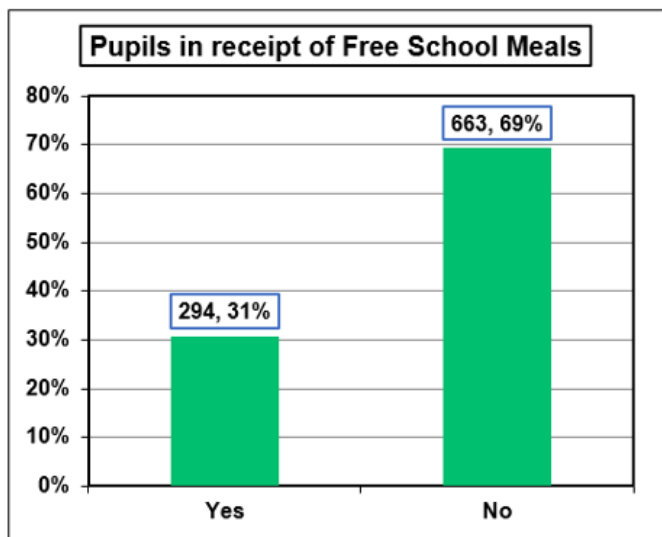
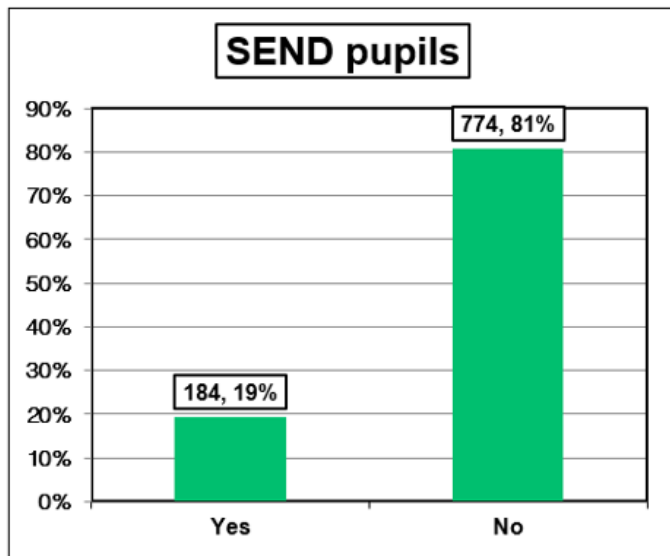
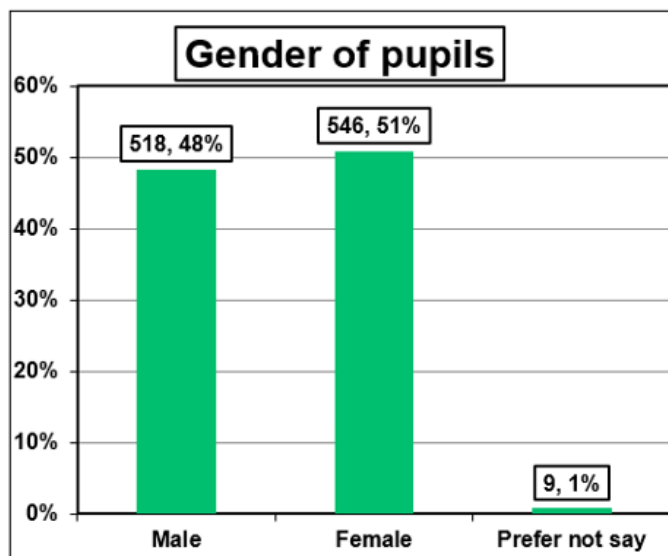
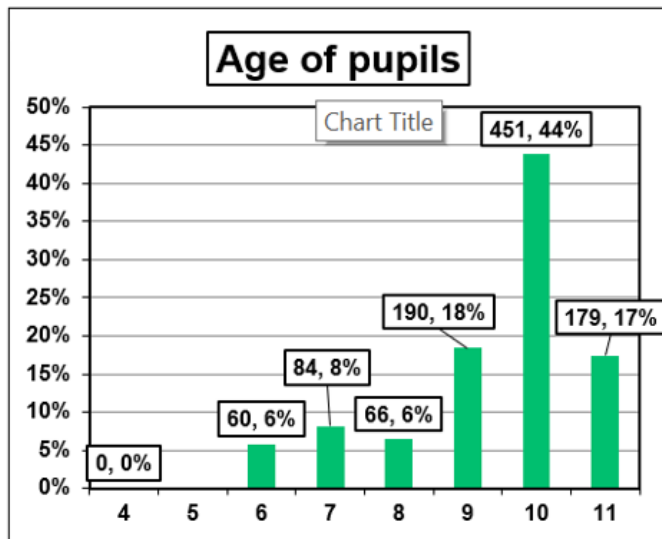
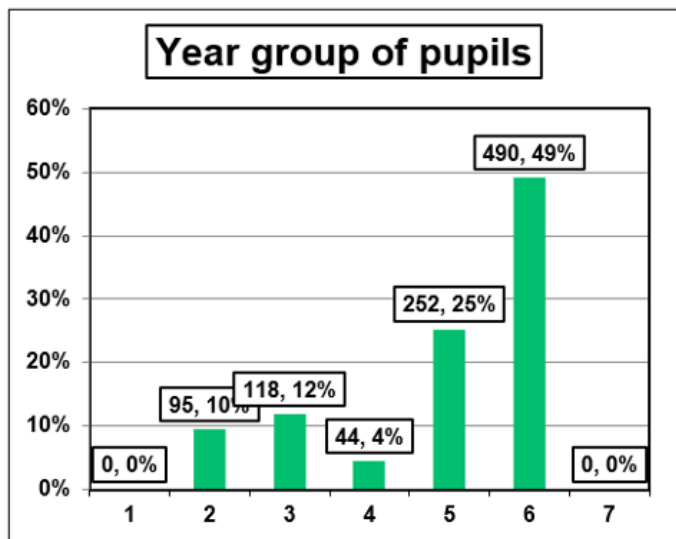
**Ethnicity (please tick one):**

☐ 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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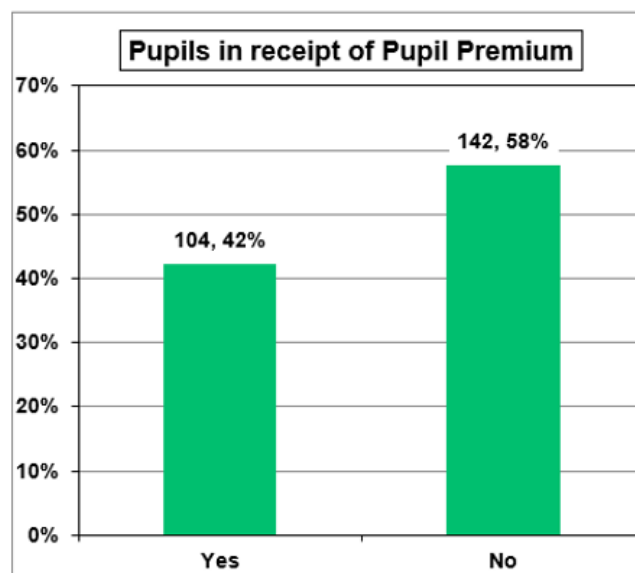
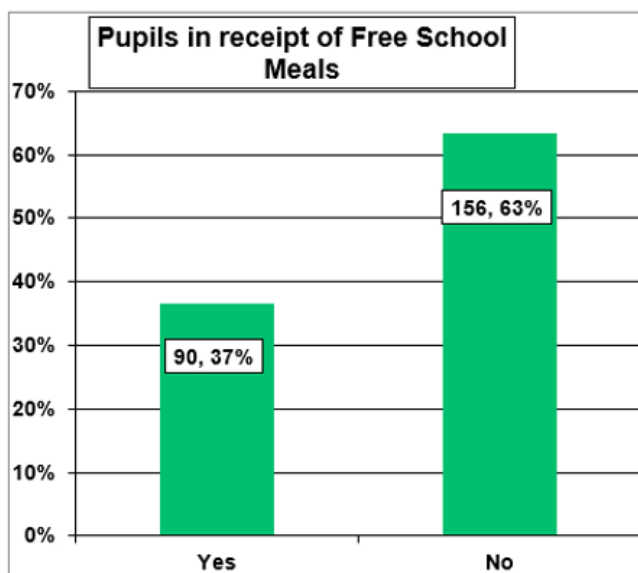
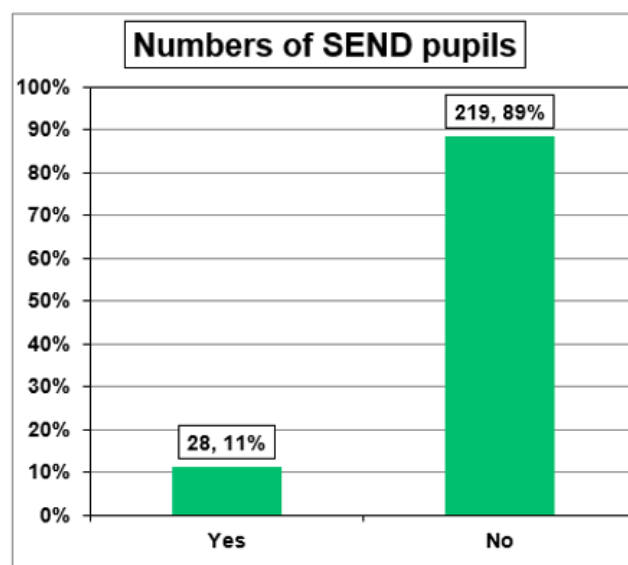
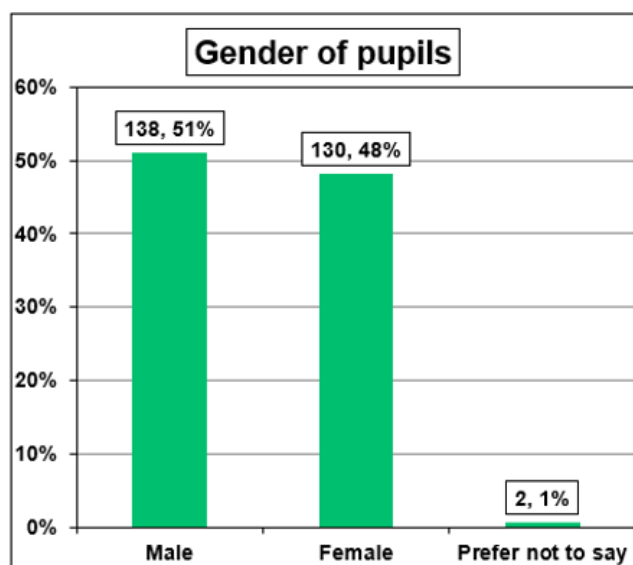
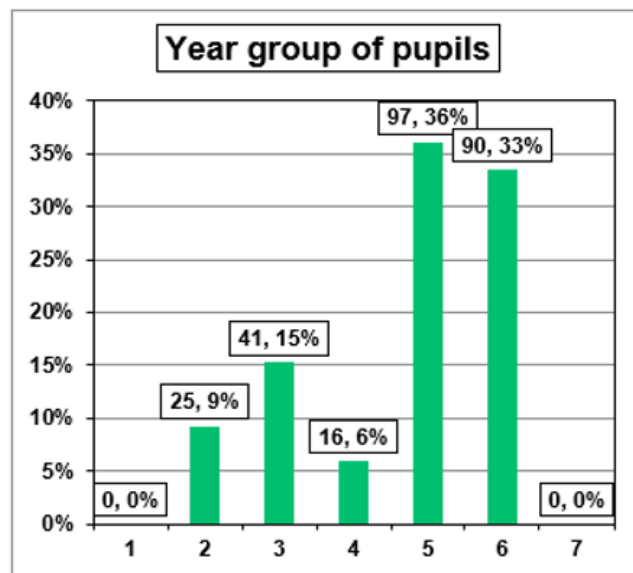
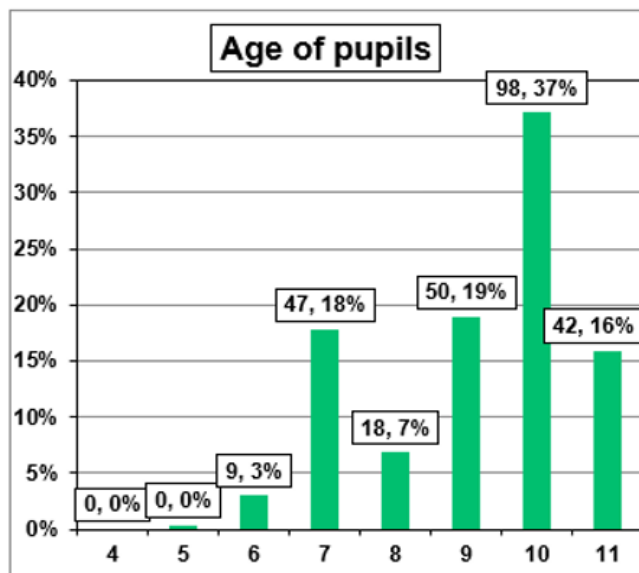


## Appendix 4 – Pre-CRL activity demography of the children





## Appendix 5 – Post CRL activity demography of children





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<sup>i</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>ii</sup>

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

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

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

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



