

Evaluation and Impact Assessment Findings: Executive Summary Report

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We didn't understand the impact of career learning at all until it happened. We realised from doing the questionnaires that the children had very narrow views when it came to the future... So for us it was about 'how can we change that?' and the project gave us that chance. We saw it straight away – the children were really engaged and they loved finding out about new jobs... seeing their eyes light up was just brilliant.

- (Year 6 Teacher, Village Primary Academy)

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This Executive Summary provides a brief overview of key findings and recommendations based on research undertaken by DMH Associates between January – July 2021. Our Future Derby is designed to enhance social mobility, improve gender equality and expand opportunities for primary school children in a minimum of 33 primary schools across 7 of the most deprived Wards in Derby city. The Our Future Derby (OFD) team supported schools at a time of huge disruption to children's schooling. The research involved a selection of primary school pupils (905), teachers/careers champions, headteachers, and senior leadership team members (42), business volunteers (32) and parents/carers (13). Data from the 'Primary Futures' portal was also analysed to gain insight to the range and types of business volunteers participating in the programme.

Aims and Objectives

- Raise the aspirations of all pupils including those on pupil premium, free school meals and from different ethnic backgrounds to close the gap between disadvantaged pupils and their peers.
- Inspire teachers and senior leaders within the nominated primary schools to take a 'whole school approach' in embedding CRL now and in the future.
- Stimulate pupils by developing their understanding of the link between school and the wider world of work, broadening their awareness of the range of jobs, breaking down stereotypes and challenging bias.

Outcomes

- Engaged at least 7,500 children and teachers through a range of inspirational career-related learning (CRL) activities involving volunteers from a wide variety of backgrounds and industry sectors.

Impact on the children

- **Improved aspirations**
 - An **increase** from 68% to 73% of those agreeing with the statement 'I can do any job they want when I grow up.'
 - An **increase** from 66% to 75% of pupils in receipt of Free School Meals or eligible for Pupil Premium agreeing with the statement 'I can do any job I want when I grow up'

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I enjoyed learning about different jobs and was interested in guessing different people's jobs.

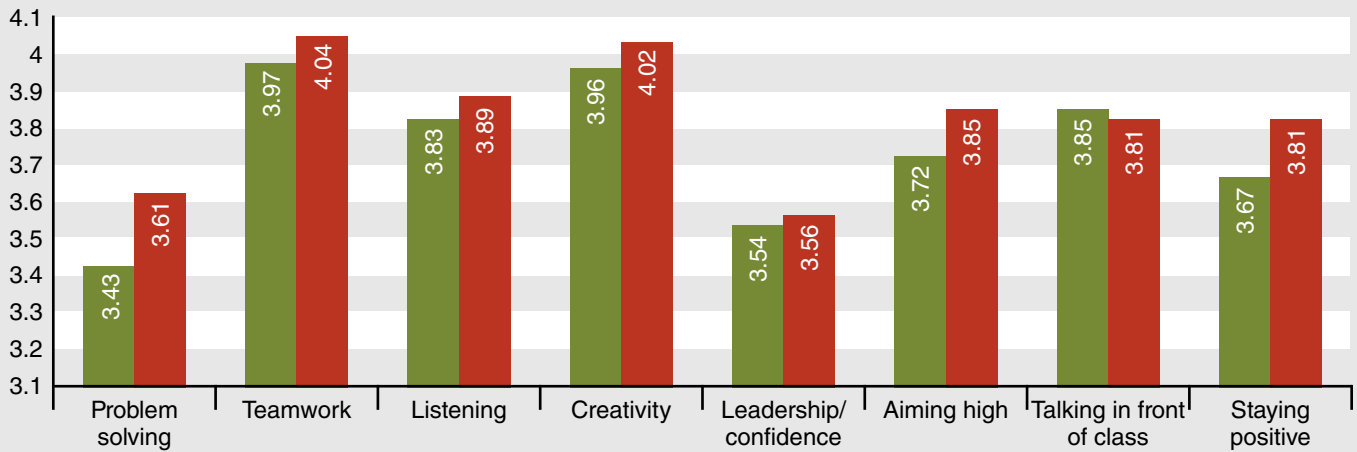
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Impact on the children

- **Increased motivation**
 - An increase from 74% to 78% from those agreeing that 'Doing well at school will help me get a better job when I grow up'.
- **Improvements in key skills**
 - Children's self- assessment of their skills showed an **increase across 7 out of 8** key skills listed. This was also confirmed through teacher and head teacher feedback.



Decreased gender stereotyping

- 86% of pupils agree 'Girls and boys can do the same job'

Enhanced children's understanding of jobs and careers and broadened horizons and increased awareness of the world of work.

- 90% of pupils agreed there are lots of different jobs. This is reflected in the jobs identified post-activity with 80% who identified at least 24 different jobs compared to 18 jobs in the pre-activity responses.



During a reading lesson in my year 3/4 class, we came across a text which discussed female climbers and mountaineers. This sparked a level of curiosity in my classroom, as many of the children were of the opinion that 'women are not strong enough to be mountaineers.' Following the children's interest, this led to a conversation about careers for men and women. My class were truly engaged in this topic and so I decided to share the 'tackling gender stereotypes' with my class. This was an instant success!

- (Year 4 Teacher, Landau Forte Moorhead).



Impact on the teachers

- 81% of classroom teachers and 94% of headteachers would most likely or definitely **recommend** the Our Future Derby model to other schools.
- 100% of head teachers and Careers Champions agreed that the Our Future Derby CRL programme **met their expectations**.



I think it more than met the expectations of the school.
- (Head teacher, Firs Primary School)



I've just been to ask the Y6 teacher what it was like and she said it was brilliant! All of the staff have commented on how good it has been and how much the children enjoyed it. The children were excited when I spoke to them and from the times I dropped in, I could see the high levels of engagement. Thanks again to all of you.

- (Head of School, Bishop Lonsdale Church of England Primary School and Nursery).



Impact on business volunteers

- **Increased role models and sectoral representation**
 - 17 different sectors were represented
 - 72% were White British; 16% were Asian/Asian British; 6% were Black African/Caribbean/Black British; 3% were White Other and 3% were of Mixed/Multiple ethnic origin.
- **Level of motivation to participate in the CRL programme**
 - 94% believed that the activity they took part in helped young people to link education with the world of work.
 - 97% said that awareness had been raised of their particular industry or sector.
 - 84% stated this helped to break down barriers in relation to socio-economic and gender stereotypes
 - 91% believed that the activity they took part in helped the children to understand opportunities in the future
 - 94% believed that the activity they took part in helped raise the aspirations of the children.
- **Level of retention in the CRL programme**
 - 97% of volunteers will be prepared to sign up to a future event.

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Excellent organisation and would love to sign up to a mailing list (if you have one) for future events!
(Business Volunteer)

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I would happily take part in another session as I feel there may not have been enough time for all the children's questions.
(Business Volunteer)

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Recommendations for sustainability and legacy

1. Profile the role and work of Careers Champions to a wider network of schools, including role models to share best practice.
2. Take steps to ensure CRL activities and resources are age-appropriate and tailored to specific needs.
3. Work to support more SEND schools, particularly within CRL twinning arrangements.
4. Increase teacher training and identify the most relevant CRL activities which work best with certain Year Groups.
5. Focus on the children's Career Learning Log being embedded within the Transitions portal so that Derby can be recognised as a national and international trailblazer.
6. Pro-actively share the parental engagement strategy with local stakeholders and tailor the response to specific school and local needs.
7. When targeted expansion takes place in Year 3, the background, prior experience and training of the Careers Champions recruited will be an important consideration.
8. Further equip CRL champions and wider school staff with the skills and confidence to independently use and maximise:
 - a. Primary Futures portal of volunteers and menu of pre-recorded resources to meet their CRL objectives.
 - b. CRL resources on the 'Start' portal's Primary Learning Zone
9. Celebrate the achievements and impact of CRL in Year 2.



We are very grateful the Derby Opportunity Area Partnership Board and Broadening Horizons and Primary Strategy Group for commissioning this Year 2 evaluation and impact assessment study. To access the Full report:

<https://www.educationandemployers.org/derby2021/>

<https://dmhassociates.org/our-future-derby-career-related-learning-in-derby-primary-schools>