

# 2021 Evaluation and Impact Report

# Our future Derby

FUNDED THROUGH THE DEPARTMENT FOR EDUCATION OPPORTUNITY AREA PROGRAMME  
Delivered in partnership with:



# Our Future Derby: Year 2 Programme Evaluation and Impact

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Most importantly, we wish to thank all of the headteachers, teachers, senior leadership teams, business volunteers and parents/carers who contributed to the research. Finally, we are greatly 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 2 career-related learning (CRL) programme builds on lessons learned from the previous year, managed by Education and Employers who also delivered CRL resources and an online portal 'Primary Futures' programme for sustainable CRL matching local schools to business volunteers. They led on the promotion of CRL to business volunteers working with local agencies. Learn by Design led on local delivery through direct programme coordination and delivery support to 33 primary schools in 7 Derby Wards, including the development of CRL resources and associated OFD portal. dmh associates led on evaluation and impact assessment. All partners contributed to monthly meetings with reports produced for the sponsors on progress made against set Key Performance Indicators (KPIs).

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## Executive Summary

In January 2021, Education and Employers commissioned dmh associates to undertake an evaluation of the Our Future Derby Year 2 programme (January 2021 – July 2021). In Year 2, the project has engaged at least 7,500 children and teachers through a range of inspirational career-related learning activities involving volunteers from a wide variety of sectors and backgrounds. This is a unique Derby city careers-related learning (CRL) programme aimed at children, teachers, parents, and business volunteers. This Executive Summary provides a brief overview of key findings and recommendations for future development. The evaluation is based on primary and secondary research undertaken with key stakeholders including a selection of primary school pupils (n=905), teachers/careers champions, headteachers, and senior leadership team members (n=42), business volunteers (n=32) and parents/carers (n=13). We also analysed data from 'Primary Futures' to gain insight to the range of types of business volunteers participating in the programme.

CRL is designed to raise pupils' aspirations and provide an insight into a wide range of different careers. It also helps pupils link what they learn in primary school to the world of work. While every part of the United Kingdom is affected by both Covid-19 and Britain's exit from the European Union, cities such as Derby play a particularly important role in social and economy recovery. Latest projections suggest that the impact of the pandemic will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011 (EEF, 2020). The UK Social Mobility Commission indicates Derby's inequality is persistent by class and over time. An overview of key findings is presented in the Main Report, including challenges, opportunities and achievements, after so many difficulties experienced by children, teachers, parents and employers during the pandemic.

### **Our Future Derby (OFD) programme (2019-present) aims to:**

- 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.

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<sup>1</sup> in Derby city. The Our Future Derby OFD team supported schools at a time of huge disruption to children's schooling. Of the 33 primary schools signed up to the Year 2 programme only 1 primary school<sup>2</sup> had to withdraw due to Covid and 'bubble' closures. The current approach underlines the importance of having a good understanding of the type of school involved and the context in which they operate.

### **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 in Year 2.
- 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 3 and ensure the approach remains 'fit for purpose' and sustainable.

### **Method**

A mixed-method approach was adopted to address key research questions and to inform recommendations for the further development of Our Future Derby. The research was conducted between 1<sup>st</sup> January – 31<sup>st</sup> July 2021 with

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

<sup>2</sup> Breadsall Hilltop Primary School had to withdraw as mentioned above.

analysis undertaken in August 2021. Secondary research consisted of desk research to identify new and relevant academic literature that could inform effective CRL teaching and learning. The applied approach draws on quantitative and qualitative data to provide insight to children's hopes and aspirations, teacher/Careers Champion, headteacher, senior leadership teams' feedback and the experiences of business volunteers.

Direct outcome measures include:

- *Impact on learners* – (i) enhanced children's understanding of jobs and careers; (ii) broadened horizons and increased awareness of the world of work; (iii) increased confidence and motivation; (iv) improvements in key skills (including social emotional skills and behaviours linked to a 'Skills Builder' model); (v) decreased gender stereotyping and (vi) improved aspirations.
- *Impact on teachers* – (i) increased motivation to embed CRL activities in the school; (ii) increased confidence and capability to embed CRL in the curriculum; (iii) increased usage of the Primary Futures portal and uptake in the programme; and (iv) positive behaviour change in children.
- *Impact on business volunteers* – (i) increased role models and sectoral representation; (ii) level of motivation to participate in the CRL programme (iii) level of retention in the CRL programme.
- *Impact on parents/carers* – (i) levels of awareness of CRL activities in their child(ren's) school.

## Findings

Derby primary school senior leaders in the 7 wards have embraced Our Future Derby as part of their primary strategy planning and review process. During lockdown various approaches were adopted including (i) *in school face-to-face classroom or assembly CRL activities*; (ii) *virtual CRL activities*; and (iii) *combined in school and virtual CRL activities*. Education and Employers' national 'Primary Futures Programme' offers an easy online 'match-making service' between schools and business 'careers ambassadors' – (<https://primaryfutures.org/our-future-derby/>). This is further supplemented by CRL teaching and learning activities and resources. An innovative children's 'Careers Learning Log' is being piloted to support children's transitions to post-primary schooling. A programme of continuous professional development (CPD), aimed at teachers and volunteers, was rolled out during Year 2 building on best practice principles.

An evaluation cohort was identified in all 33 schools but only 30<sup>3</sup> managed to participate in the evaluation due to Covid. The menu of CRL activities was amended in 2021 compared to 2020 due to Covid restrictions. This year a new CRL schools' competition was introduced, linked to sustainability and recycling. From the menu of activities on offer to schools, the S.T.E.A.M Futures Day remains highly popular.

Each school was asked to nominate a teacher to act as a champion for CRL within their school. These teachers were given the title '**Careers Champion**'. The importance of teachers learning from and with other teachers is underlined in a study in the USA (Spillane et al., 2001). Teachers and volunteers from the world of work were supported to understand the programme and online tools. To ensure fidelity within the programme, each school Careers Champion (a headteacher, deputy headteacher, middle manager or teacher) was introduced, through a continuous professional development (CPD) webinar session (s) with supporting resources to the fundamentals of CRL and theory into practice.

*"The Our Future Derby Sessions have enabled our children to see how they can develop transferable skills to use in the workplace. It has opened the children's eyes to the range of career choices in front of them. By working with the project and the excellent volunteers, our children have benefitted immensely. As a direct result of the work, our approach to careers education has evolved and is now interwoven into our curriculum. I cannot thank everyone involved enough."* (Headteacher, Cherry Tree Hill)

Other impact evidence includes findings from school engagement with the 'Primary Futures' portal managed by Education and Employers, the local 'Our Future Derby' CRL resources portal managed by Learn By Design and shared continuous professional development for teachers and business volunteer training activities. In Year 2, the use

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<sup>3</sup> This compares to 25 schools participating in the evaluation in Year 1.

of technology and facilitated CRL activities was a critical success factor in the programme. The Primary Futures portal provides a scalable, low-cost, sustainable CRL approach to connecting schools with relevant volunteers from the world of work. Locally, schools have access to hundreds of volunteers representing a range of sectors, job roles and demographics. This was significantly boosted by the move to engage volunteers virtually during lockdown which meant **schools could access over 10,000 volunteers from across the UK** opening up greater possibilities to make specific links with curriculum topics and tackle stereotypes. The OFD team **created at least 59 new CRL practical resources and delivered 66 CRL activities** for schools, alongside further developing an innovative children's **Career Learning Log** (Key Stage 1 & 2) designed to support pupil transitions into Key Stage 3.

We consider lessons learned to inform Year 3 of the programme and draw together key recommendations. Overall, the goal is to generate intelligence to inform sustainable CRL policies and practices across the city and region. For example, how easy or difficult is it for schools to replicate the approach for themselves beyond the funding period? Is there scope to partner schools (twinning) to support one another? How can best practice resources be disseminated for impact and form a legacy from the programme?

One of the key objectives during the Year 2 programme was sustainability and leaving lasting partnerships for schools and local organisations to build upon. The Learn By Design team set up various impactful meetings between Careers Champions in the school and external organisations including the British Army, Derbyshire Police, the University of Derby, University Technical College (UTC) Derby Pride Park, 'Engineered Learning' a community learning provision for pupils at risk of becoming NEET and 'Resilient Pilot', a pilot mentorship scheme which links pilots with schools to volunteer and share their career journey.

The Our Future Derby programme has built on **best practice models** and has further pushed the boundaries of understanding **what works in a city and local community context**. Having a city-wide careers strategy provides a dual focus on both social inclusion and economic development matters in which policies complement one another and operate side-by-side.

*"Our partnership work with Our Future Derby and Learn By Design has strengthened and deepened our children's learning through rich, hands on experiences with engaging and inspiring ambassadors and volunteers. It has opened our children's eyes wider to their future possibilities and they can more clearly how the knowledge and skills they are learning in the classroom link to their ever-changing future careers."*  
(Careers Champion, Wyndham Primary Academy)

Building a **multi-agency collaborative approach** within a city context facilitated the ability to draw upon **local community expertise, existing national programmes enabling sharing of good practice and in-depth research capacity**. Working collaboratively across organisations and with teachers, parents and volunteers from the world of work, has supported a **culture of innovation and learning** which has ensured the continued success of the project. Effective multi-agency CRL and research can be achieved where there is common understanding of the context, local priorities and circumstances in which policymakers and schools with specialist partners can together bring about change.

Business volunteer engagement relies **on a commitment from the headteacher and senior management team** to support teachers embedding CRL in the curriculum. Planning calls with the schools whereby an organisation (or person) with expertise / experience in CRL explores how CRL can be adapted for that school works well. Trialling CRL to support schools is important. **A collaborative approach across a city, whereby primary schools not directly involved in the programme can be briefed on progress made, provides new ideas for 'twinning arrangements' to build a legacy of sustainability.**

Employer engagement can be achieved successfully through **close working links with Chambers of Commerce and other sector specific and/or industry bodies**, though these vary in size and shape. However, adopting further measures, such as **publishing through various media outlets**, can help to raise the brand profile and awareness of the need to inspire children to succeed now and in the aftermath of Covid-19.

*"The Our Future Derby programme helps link city primary schools with the wider business community. It provides insights for pupils and teachers to professions, careers and local business. It also provides*

*volunteers with the opportunity to talk to pupils and share knowledge and experience - that's a two-way process. Conversations with pupils can be enlightening, informative and inspirational. Teachers also have the opportunity of developing additional support. Conversations are invaluable."* (Business Volunteer)

**Local templates, lesson plans, videos, case studies and a bank of city-wide CRL resources and activities** provide a rich source of inspiration and motivation to embed careers within the school offer. In Derby, the free of charge 'Primary Futures' portal means schools are not starting from scratch to develop a new database of volunteers and there are lots of accessible resources that can be customised. The move towards making available CRL resources via the 'Primary Learning Zone' on the Derbyshire and Nottinghamshire-wide 'Start' careers portal further strengthens the connection between primary and secondary careers initiatives.

Evidence was found of **increased confidence and motivation in teachers and children to participate in CRL activities**. However, there was notable unconscious bias in children's career aspirations. This requires more work to reduce gender stereotypes. Children's feedback suggests there was increased understanding of the link between education and the world of work. This has resulted in a more positive attitude in children to learning and skills development. The scope of the study did not seek to find evidence of improved attendance and attainment given Covid circumstances.

*"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).

**Involving parents/carers and integrating them into CRL requires significant attention**, particularly in relation to overcoming language barriers. This year parental engagement was more of a challenge due to Covid. The team had to think of other ways to engage parents so they introduced a 'Designer Bin' competition and also linked with 7 schools to create 'Career Spotlight Newsletters' that were bespoke for each school and were sent home to parents to inform and engage them. A few parents/carers contributed to the evaluation in Year 2 (n=13); however, due to the pandemic and home schooling pressures it was recommended by schools **to focus more on this in Year 3**.

The main findings reflect Year 1 results that parents do not know that their child(ren)'s school brings employers or employees from the world of work into the classroom. In Year 2, the team identified two new effective ways to communicate with parents from September 2021 onwards. They have forged close working links with the Schools Toolkit <https://schooltoolkit.org> – and will piggy back on 'ClassDojo' or other parent/teacher platforms that are commonly used by schools to connect with parents. This important step has gained senior leadership support. There is scope to communicate more widely to all parents/carers in the City through Our Future Derby 2021 - 2022 and other publicity campaigns, in particular to reach out to differing community groups.

There was significant evidence of impactful approaches linked to sustainability and legacy planning outlined in Section 5 of the main report.

The programme has been commended by some schools for its inclusive approach.

*"I just wanted to congratulate you on the great success of the CRL programme. I always appreciated the way that SEND learners were considered in the research right from the outset of this project. This forward-thinking approach is now coming to fruition in the tangible inclusive nature of the work on the ground... Thank you"* (Headteacher, St Martins School).

*"I would like to continue next year and look at how to supplement specific topics across school over the year... Thank you for the flexibility you have shown over the past year during Covid restrictions"* (Assistant Head teacher, Allenton Primary School).

The end goal is to generate intelligence to inform sustainable CRL policies and practices across the city and region.



- ***How easy or difficult is it for schools to replicate the approach for themselves beyond the funding period?***

At this stage, some schools are more ready than others to replicate the approach for themselves. A further year of supported CRL strategy and implementation, alongside increased communications and CPD sessions with senior leadership teams and teachers should greatly assist in the move towards sustainability. In Year 3, qualitative interviews should yield more in-depth findings in this regard. Digital and on-line CRL support was cited as an area for further focus by Careers Champions and other Teachers. This should be factored into the delivery plan in Year 3.

- ***Is there scope to partner schools (twinning) to support one another?***

There is significant scope to foster closer partnerships and shared learning between and across primary schools in the D2N2 area. In Year 3, the further development of an innovative approach to 'Career Logs' at Key Stage 1 & 2 linked to the Derby Transitions project and complementing similar work in Key Stage 3 secondary schools, should greatly benefit children and young people's career exploration as well as supporting teachers, Careers Leaders and parents/carers in family career conversations.

- ***How can best practice resources be disseminated for impact and form a legacy from the programme?***

Steps taken in Year 2 to increase the range of CRL resources including lesson plans, worksheet activities, PowerPoint presentations, recorded webinars, Newsletters, videos, and home schooling materials have made a positive impact in participating schools. The move to embed Our Future Derby resources into the new 'Primary Learning Zone on the Derbyshire and Nottinghamshire wide 'Start' portal ensures more schools (including secondary schools) now have increased access to CRL resources. Working closely with Penguin PR communications agency and local partners has helped to raise the profile of the programme via radio and newspaper articles.

### **Key recommendations for sustainability and legacy plans**

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 schools and the Derby 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.

## Section 1: Introduction

Education and Employers commissioned dmh associates to undertake an evaluation of Our Future Derby, the unique Derby city careers-related learning (CRL) programme aimed at children, teachers, parents, and business volunteers. In Year 2, the project has engaged at least 7,500 children and teachers through a range of inspirational career-related learning activities involving volunteers from a wide variety of sectors and backgrounds. This report provides key findings and recommendations for the future development of Our Future Derby, building on earlier recommendations in Year 1<sup>4</sup>. The evaluation is based on primary and secondary research undertaken with key stakeholders at a local and national level. This chapter sets out the context for the evaluation, the aims and objectives and the methodology.

CRL is designed to raise pupils' aspirations and provide an insight into a wide range of different careers. It also helps pupils link what they learn in primary school to the world of work. Research shows us that starting career-related learning early is important. Pupils start to adopt stereotypes based on gender, ethnicity and social background from an early age. Such stereotypes can go on to influence career and subject choices so it's important to challenge stereotypes they may hold. CRL aims to have a positive impact on children's future life choices.

### 1.1 Background

In the aftermath of Covid-19 today's children face an uncertain future. Climate change, migrating populations, conflict, pervasive inequalities and unemployment, threaten the wellbeing and long-term prosperity of millions of children around the world. Clark et al (2020) argue that "even in rich countries, many children go hungry or live in conditions of absolute poverty, especially those belonging to marginalised social groups - including indigenous populations and ethnic minorities" (p.605). In the UK, relative child poverty increased by 400,000 from the previous year (HoC, 2021a, p.11). There are growing concerns about this and the impact of the pandemic on the well-being of children and families, despite many being disadvantaged before Covid-19. Some individuals are experiencing additional disadvantages for example, parents might have lost their job or there might be additional trauma within the home.

While every part of the United Kingdom is affected by both Covid-19 and Britain's exit from the European Union, cities such as Derby (and large towns) play a particularly important role in social and economy recovery. In this context, primary schools offer enriching environments for children, introducing them to how society functions and the different roles within this, including a changing world of work (Percy and Amegah, 2021). Since March 2020, all primary schools have experienced enormous pressures including a move towards more blended teaching and learning during lockdown. Across the UK, primary school closures created substantial inequality in time spent learning between pupils from poorer and better-off families (Andrew et al, 2020). The projections suggest that this will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011 (EEF, 2020). It can be argued this is a moment in time to take stock and improve the life chances of children, now and in the future.

In 2017, the Department for Education (DfE) identified 12 Opportunity Areas – social mobility 'coldspots' – where initiatives would be employed to assist in removing obstacles and overcome barriers that stop children and young people from achieving their potential. This included a Derby Opportunity Area delivery plan, where three main priorities to address these challenges were identified:

- *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.

### 1.2 The Our Future Derby (OFD) programme (2019-present)

The programme aims to:

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<sup>4</sup> <https://dmhassociates.org/wp-content/uploads/2021/03/OFD-Report-with-covers-020321-2-1.pdf>

- 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.

In March 2019, the Derby Opportunity Area Board<sup>5</sup> commissioned Education and Employers<sup>6</sup> to lead a consortium of partners to co-design and deliver a new career-related learning (CRL) initiative in Derby primary schools. 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<sup>7</sup> in Derby city. The first-year programme took place between March 2019 – December 2020<sup>8</sup>. Up until December 2020, the project engaged more than 12,500 pupils and their teachers through a range of dynamic and inspirational career-related learning activities involving volunteers from a wide variety of sectors and backgrounds.

Activities are interactive and engaging helping children to broaden their horizons of future possibilities, tackle potential stereotypes about the jobs people can do based on their backgrounds, and see the relevance of their learning. dmh associates followed the impact of the project on children taking part. The research demonstrates clear evidence that these activities do help children to broaden their horizons and increase their confidence and belief that they can do a range of jobs.

Year 1 findings indicated that children initially had a narrow view of the world of work, with 68% indicating the main influencers of their job ideas were from parents or other close family members. After taking part in Our Future Derby activities, 81% reported they had learned about 5 or more jobs and 93% of children agreed that "People like me can do any job they want when they grow up". You can [read the full report here](#).

The programme was then extended into Year 2 from 1<sup>st</sup> January - 31<sup>st</sup> August 2021. From early 2021 onwards, the Our Future Derby OFD team supported schools at a time of huge disruption to children's schooling. Of the 33 primary schools signed up to the Year 2 programme only 1 primary school<sup>9</sup> had to withdraw due to Covid and 'bubble' closures. The pandemic hit the city's economy hard, with major employers in Derby like Rolls-Royce Aeronautical announcing big job cuts (The Guardian, 2020). It is widely acknowledged that 'children cannot be what they cannot see', therefore, broadening horizons and tackling gender stereotypes from an early age is essential for children, families and local communities. Skills and social inclusion play a key role in improving fair work, inclusive growth and productivity, which are all critical for Derby's future success.

An overview of key findings is presented, including challenges, opportunities and achievements, after so many difficulties experienced by children, teachers, parents and employers during the pandemic.

### 1.3 Aims and objectives of the evaluation

Our Future Derby currently operates within a rapidly changing education and employability landscape. At present, there is an increased appetite from educators and employers to engage with CRL as part of a wider Derby city strategy<sup>10</sup> to improve careers support for children and young people.

The four aims of the evaluation

<sup>5</sup> <https://derbyopportunityarea.co.uk/the-oa-team/>

<sup>6</sup> <https://www.educationandemployers.org/>

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

<sup>8</sup> Our Future Derby - Year 1 Report available here: <https://www.educationandemployers.org/our-future-derby-making-an-impact/>

<sup>9</sup> Breadsall Hilltop Primary School

<sup>10</sup> Championing Careers Derby, Technical Report, February 2020 - <https://dmhassociates.org/wp-content/uploads/2021/05/Championing-Careers-Derby-Technical-report.pdf>

- To assess the extent to which current CRL programme design and delivery are effective in achieving set goals and key performance indicators in Year 2.
- 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 3 and ensure the approach remains 'fit for purpose' and sustainable.

In-depth evaluation findings from 30 primary schools<sup>11</sup> are included in this report. Each school was asked to nominate a teacher to act as a champion for CRL within their school. These teachers were given the title 'Careers Champions'. Other impact evidence is presented including findings from school engagement with the 'Primary Futures' portal managed by Education and Employers, the local 'Our Future Derby' CRL resources portal managed by Learn By Design and shared continuous professional development for teachers and business volunteer training activities. In Year 2, the OFD team created at least 59 new CRL practical resources and 66 CRL activities for schools, alongside further developing an innovative children's Career Learning Log (Key Stage 1 & 2) designed to support pupil transitions into Key Stage 3.

#### 1.4 Key research questions include:

- Does the Our Future Derby programme meet school needs?
- Have initial improvements to the Year 2 programme (including the introduction of blended delivery arrangements and new CRL resources) added value?
- Does the current approach to delivery involving third parties provide: (i) an effective way of supporting schools to embed CRL within teaching and learning? and (ii) a longer-term sustainable approach for schools to embed CRL in the curriculum?
- How effective is the use of business volunteers in the curriculum and teacher usage of the Primary Futures portal?
- How effective is the CRL training programme for teachers?

#### 1.5 Method

A mixed-method approach was adopted to address key research questions and to inform recommendations for the further development of Our Future Derby. The research was conducted between 1<sup>st</sup> January – 31<sup>st</sup> July 2021. Secondary research was initially undertaken consisting of desk research to identify new and relevant academic literature that could inform effective CRL teaching and learning. The applied approach draws on quantitative and qualitative data to provide insight to children's hopes and aspirations, teacher/Careers Champion, headteacher, senior leadership teams' feedback and the experiences of business volunteers.

An evaluation cohort was identified in all 33 schools but only 30 managed to participate in the evaluation due to Covid. Those who participated agreed to undertake pre- and post- CRL feedback activities. CRL evaluation forms were distributed and completed by children, teachers, volunteers (employers/employees) and parents. Four datasets and results were analysed including children's aspirations, teacher feedback from CRL activities, employer/employee volunteer feedback and parent feedback. It was noted only 13 responses were received from parents in Year 2. The researchers inspected for any outliers and discrepancies which were eliminated prior to analysis. A team of two experienced researchers worked closely to assess pre- and post- CRL activities to examine impact and key lessons learned. Primary research was undertaken with the following groups:

- We analysed CRL drawings from children (n=905). Children had participated in 1-2 CRL activities depending on school choices. The children's drawing activity<sup>12</sup> was used as a baseline to capture their ideas, hopes and dreams. Children's drawings have been used as an effective pre/post assessment and to see differences in

<sup>11</sup> This compares to 25 schools participating in the evaluation in Year 1.

<sup>12</sup> This was an adaptation taken from Education and Employers 'Drawing the Future' (2017) research report - <https://www.educationandemployers.org/drawing-the-future/>



children's perceptions (Brooks, 2009). They 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 (using colouring-in techniques) on a scale of 1 to 5 against a list of eight key skills - problem solving; creativity; teamwork; aiming high; listening; confidence; staying positive and speaking in front of an audience. They were asked to indicate whether or not they agreed or disagreed with a series of brief statements aimed at understanding their ideas, aspirations and perceptions. The *post-CRL activity* involved a focus on 'what I have learned' and children were asked to write down their idea(s) for future job(s) and self-assessment against eight key skills. Due to interruptions caused by school 'stop and start' closures and staff shortages during lockdown, completed questionnaires were received from 29 of the participating schools. CRL post-activity questionnaires were returned from a total of 824 pupils which represents 91% of the pupils who submitted their pre-evaluation 'Drawing my Future'. However, the impact of Covid disrupted plans in that for some schools the group to whom an activity was delivered was not the same group that conducted the pre-activity evaluation.

- We gathered qualitative data from Head teachers, Careers Champions/Teachers and Senior Leadership Team members (n=42) to gather their views and experiences of the programme using school baseline (pre-) and post-evaluation questionnaires. We focused on the extent to which the programme met their specific needs and captured their first-hand experiences of what worked and what did not work for them. We also considered the effectiveness of the CRL training and resources provided to senior leaders and teachers. We met with teachers online as part of the CRL training programme.
- We surveyed business volunteers (n=32) who volunteered their time to support the CRL activities to inspire pupils around their job or sector and gathered their views and experiences. We also analysed data from 'Primary Futures' to gain insight to the range of types of business volunteers participating in the programme.
- We focused on the extent to which parents were involved in the Year 2 programme, given pressures arising from Covid and home schooling challenges (n=13). In 2019-2020, Learn By Design staff met parents at the school gates, they participated in school fairs, parents evenings and attended local community events. This year due to Covid restrictions this did not happen.

Overall, the goal is to generate intelligence to inform sustainable CRL policies and practices across the city and region. For example, how easy or difficult is it for schools to replicate the approach for themselves beyond the funding period? Is there scope to partner schools (twinning) to support one another? How can best practice resources be disseminated for impact and form a legacy from the programme?

## **1.6 This report**

Following this introduction, the report is set out in four chapters. The next chapter, Our Future Derby, sets out in more detail what the programme is, including its role and purpose, considers why primary schools participate, and explores the extent to which the programme meets their needs. The Delivery Process and Results, explores perceptions and experiences of the process from registration and preparation for delivery to feedback and continuous quality improvement. Participant results, examines children's learning and the recruitment, initial training and ongoing development of Careers Champions, teachers and business volunteers, as well as the processes involved in supporting their work. It briefly reflects on work carried out with parents during the pandemic. Effectiveness and Impact, considers the effectiveness of the Our Future Derby Year 2 programme and the extent and nature of its impact for key stakeholders. The concluding chapter, The Future of the programme, considers lessons learned to inform Year 3 of the programme and draws together key recommendation.

## Section 2: Our Future Derby – Year 2 programme

This chapter sets out in more detail what the Our Future Derby programme is, including its context, role and purpose. It considers why primary schools choose to participate, and explores the extent to which the programme meets their needs.

### 2.1 Context

The Our Future Derby programme is an innovative CRL approach designed to enhance social mobility, improve gender equality, and expand opportunities for primary school children in 33 primary schools across seven of the most deprived Wards in the city. Since its inception in 2019, the programme has been underpinned by a robust academic evidence base (*inter alia*: McMahon and Watson, 2017<sup>13</sup>; Kashfepakdel et al., 2018; 2019<sup>14</sup>; Percy and Amegah, 2021<sup>15</sup>). It adopts a personalised education and business links approach.

*“The Our Future Derby programme helps link city primary schools with the wider business community. It provides insights for pupils and teachers to professions, careers and local business. It also provides volunteers with the opportunity to talk to pupils and share knowledge and experience - that’s a two-way process. Conversations with pupils can be enlightening, informative and inspirational. Teachers also have the opportunity of developing additional support. Conversations are invaluable.”* (Business Volunteer)

The programme focuses on seven of the most disadvantaged Wards in Derby<sup>j</sup> – a city with a population of around 258,746 located in the East Midlands region of England. The relatively low incomes and high unemployment rates in Derby translate into problems with equality and social mobility. Statistical analysis (Bradshaw and Bloor, 2016) reveals Derby as the fourth most unequal local authority in England. This analysis used the overall Index of Deprivation, of which 45% is based on income and employment distribution. The UK Social Mobility Commission indicates Derby’s inequality is persistent by class and over time. In 2017, findings concluded that Derby and other older industrial towns were becoming “entrenched social mobility cold spots” (SMC, 2017, p.1). Derby was ranked the 9<sup>th</sup> worst social mobility ‘cold spot’ across all Local Authorities (p.5). There are also serious concerns about provision for children and young people with special education needs and disabilities (SEND) and the high proportion of 16-17 year olds not in education, employment or training or whose activity is not known (NEET). (Derby City Council 2019b, p. 8).

### 2.2 Purpose

The particular needs of each school in the seven 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 unemployment and others a high number of children with special educational needs and/or disabilities. Careers Champions in each school are identified (and supported by Learn by Design and Education and Employers) to gradually expand their CRL knowledge and expertise. The main purpose 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 Senior Leadership Teams and Careers Champions in schools to choose from linked to the goals of the programme, including question and answer sessions, assembly or curriculum topics and games intended to help children explore jobs and enterprise activities. These can be either delivered in school or live-streamed virtually into the classroom, supported by volunteers. The activities involve teachers bringing the

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<sup>13</sup> McMahon, M., and Watson, M. (2017). Telling Stories of Childhood Career Development, In McMahon, M., & Watson, M. (eds) *Career Exploration and Development in Childhood: Perspectives from theory, practice and research*, 1-8, Abingdon: Routledge.

<sup>14</sup> Kashfepakdel, E., Rehill, J., & Hughes, D. (2018). *Career-related learning in primary schools: What works?* London: Careers and Enterprise Company and Kashfepakdel, E., Rehill, J., & Hughes, D. (2019). *Career-related learning in primary schools: The role of primary teachers and schools in preparing children for the future*. London: Teach First.

<sup>15</sup> Percy, C. and Amegah, A. (2021). *Starting Early: Building the Foundations for Success*, London: Education and Employers Research, March 2021.

curriculum to life, working closely with volunteers from business. Each CRL activity 'focused-day' or each session (lasting between 60 – 120 minutes) is specifically tailored to the individual school requirements.

Box 1: Example of menu of CRL activities for schools

**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.

**Where does my job take me?** - Activities to explore the geography of where jobs can take us. Career Volunteers will talk about their work destinations and the opportunities these have offered, visually representing where their work takes them with props, pictures and activities.

**Enterprise day** - A day exploring and developing the skills and attributes you need to become an entrepreneur with insights from Career Volunteers. Pupils are set challenges and work in teams on a project to plan your own business and develop a product aimed at children.

**Energy & Power** - Children take part in a series of creative thinking and problem-solving challenges to explore energy and power with a focus on electricity and renewable energy, supported by STEM Volunteers. Pupils work in teams to invent their 'School of the Future', using new technologies and power.

**Motivation & Sports Careers** - The session begins with a motivational talk from a professional or Olympian athlete. The interactive talk will provide an engaging insight into the speaker's own journey to success and their experiences in overcoming barriers. Learner will complete a series of interactive hands-on challenges using the methods and work ethics athletes use to succeed and prosper. Learners also learn about the wide range of careers within the sporting industry.

**Careers in the NHS** - A session dedicated to our fantastic NHS. Activities supported by Career Volunteers spark discussions on life before the NHS, incorporates groupwork and allows children to go through the journey of understanding what the NHS is and the huge range of careers within it.

**Let's Talk Rubbish!** - Through fun activities, learners gain an understanding of waste and rethinking our actions whilst also investigating future career possibilities and gaining insights into the jobs of Career Volunteers.

**Derby Employer Insight and Challenge** - The day begins with an interactive session with a local employer providing opportunities to learn about the different jobs that exist in their organisation and to meet the people that do them. This session can also include a live streamed or pre-recorded virtual tour of their facilities. The employer then sets the class a challenge to complete. The employer will return either later that day or at a later date to judge or feedback on the pupil's work or competition entries.

**Aspirations Day** - Carousel of activities to inspire pupils around a range of careers and build key employability skills. The day includes interactive Q&A's with employer volunteers.

**Note – all of the above activities could be delivered virtually. The CRL activities listed below could not be delivered virtually.** **S.T.E.A.M. Futures Day** - Carousel of activities to inspire pupils around a range of STEAM careers involving a range of 1-2 hour sessions. Exploring careers in Science, Technology, Engineering, Arts and Maths with STEM ambassadors to support alongside hands on activities. For example: (i) *Destination Rail* - A Rail careers journey using the construction of a track with knex to explore challenges and careers along the way; (ii) *Bridge Builder* - Explores the careers linked to the construction industry with hands on activities working in teams to design and build bridges; (iii) *Wind Turbines* – Pupils work in teams to design and refine their own wind turbine blades whilst developing knowledge of renewable energy resources and careers in the green energy sector; (iv) *Robotics* – Pupils learn about robots and their impact on the modern world whilst working in teams to code robots to complete simple challenges. Careers in the computer and technology industry are explored.

**A Day in the Life** - Pupils speed network with Career Volunteers to discuss how the volunteer stepped into their career and gain an insight into a typical day at work for them. This is followed by hands on activities with a whole range of careers for the children to explore and have a go at!

The menu of CRL activities was amended in 2021 compared to 2020 due mainly to Covid restrictions and budget restrictions. This year, schools were offered at least 2 CRL activities delivered by Learn By Design. A new CRL schools' competition was introduced, linked to sustainability and recycling. The competition was sponsored by Engineered Learning, a local Derby based Engineering Training company. From the above-mentioned menu of activities on offer, the S.T.E.A.M Futures Day remains highly popular.

The importance of teachers learning from and with other teachers is underlined in a study in the USA (Spillane et al., 2001). Out of 84 elementary school teachers involved, 70 identified their principal as influential in their practice, but an almost equal number (67) identified other teachers as having been the major influence on their classroom practice. A further key tenet in the CRL programme is informed by the process involved in the integration of the child into the social and cultural worlds of adults. The key, according to Vygotsky (1978), is the tendency of adults as part of the socialisation process to encourage increasing participation of children in joint activities.

During lockdown various approaches were adopted including (i) *in school face-to-face classroom or assembly CRL activities*; (ii) *virtual CRL activities*; and (iii) *combined in school and virtual CRL activities*. Education and Employers' national 'Primary Futures Programme' offers an easy online 'match-making service' between schools and business 'careers ambassadors' – (<https://primaryfutures.org/our-future-derby/>). This is further supplemented by CRL teaching and learning activities and resources. An innovative children's 'Careers Learning Log' is being piloted to support children's transitions to post-primary schooling. A programme of continuous professional development (CPD), aimed at teachers and volunteers, was rolled out during Year 2 building on best practice principles. By using the learning log alongside all CRL activities, every learner is encouraged and supported to set their sights high and broaden their ambitions. Learners undertake a journey of reflection and take ownership of, and responsibility for, their own learning and personal development. A log of their reflections on the CRL activities they take part in and the skills they are developing are recorded by the child to support their knowledge and understanding of the wide range of jobs they have learnt about and can aspire to.

Teachers and volunteers from the world of work were supported to understand the programme and online tools. To ensure fidelity within the programme, each school Careers Champion (a headteacher, deputy headteacher, middle manager or teacher) was introduced, through a continuous professional development (CPD) webinar session (s) with supporting resources to the fundamentals of CRL and theory into practice.

Direct outcome measures include:

- *Impact on learners* – (i) enhanced children's understanding of jobs and careers; (ii) broadened horizons and increased awareness of the world of work; (iii) increased confidence and motivation; (iv) improvements in key skills (including social emotional skills and behaviours linked to a 'Skills Builder' model); (v) decreased gender stereotyping and (vi) improved aspirations.
- *Impact on teachers* – (i) increased motivation to embed CRL activities in the school; (ii) increased confidence and capability to embed CRL in the curriculum; (iii) increased usage of the Primary Futures portal and uptake in the programme; and (iv) positive behaviour change in children.
- *Impact on business volunteers* – (i) increased role models and sectoral representation; (ii) level of motivation to participate in the CRL programme (iii) level of retention in the CRL programme.
- *Impact on parents/carers* – (i) levels of awareness of CRL activities in their child(ren's) school.

### 2.3 Motivation to participate

In the Year 1 programme schools' main motivation to participate included a stated commitment "for our children to gain insights into the world of work" and for "the children to broaden their horizons and raise their aspirations". In Year



2 programme, school leaders reported a strong desire to further improve the quality and range of the teaching and curriculum offer.

*“The Our Future Derby Sessions have enabled our children to see how they can develop transferable skills to use in the workplace. It has opened the children’s eyes to the range of career choices in front of them. By working with the project and the excellent volunteers, our children have benefitted immensely. As a direct result of the work, our approach to careers education has evolved and is now interwoven into our curriculum. I cannot thank everyone involved enough.”* (Headteacher, Cherry Tree Hill)

Our Future Derby is highly regarded by many as a valuable tool that can aid performance and organisational development. The ability to incorporate CRL best practice and learn from others is regarded as a valuable investment of the schools’ time and effort. A recent Ofsted inspection of Landau Forte Academy Moorhead (Ofsted letter, June 2021)<sup>16</sup> highlights:

*“Leaders know what they want their new curriculum to look like. It is their ambition for pupils to be well prepared for secondary school. This includes raising their aspirations and learning about different career choices and the wider world. Currently, leaders are providing wider opportunities for pupils, such as the recent science, technology, engineering, and mathematics (STEM) day”* (Ofsted, p.4).

The programme has been commended by some Derby schools for its inclusive approach. For example:

*“Thank you so much for the Let’s talk rubbish workshop with my class. The children were fascinated to learn the waste facts and the jobs in waste. I have a little boy in my class who is on the Autistic spectrum. When he was rocking on the floor, it looked like he wasn’t listening or absorbing the information. His one-to-one Teaching Assistant came back from her appointment after your session and it amazed us all when he relayed the facts back to her about waste! He told her he wants to become an Engineer like the lady he saw on the screen!”* (Teacher, Landau Forte Moorhead).

*“I just wanted to congratulate you on the great success of the CRL programme. I always appreciated the way that SEND learners were considered in the research right from the outset of this project. This forward-thinking approach is now coming to fruition in the tangible inclusive nature of the work on the ground...Thank you”* (Headteacher, St Martins School).

We found examples of headteachers, careers champions and other teachers who had encouraged their peers and those in outlier schools to participate in the Our Future Derby programme.

*“This is a vehicle to raise the aspirations of children, parents and the local community”* (Headteacher Landau Forte Moorhead)

*“This was an excellent programme and we are very pleased we took part in it!”* (Headteacher, Firs Primary School)

*“Thank you for such an excellent day – please pass on our thanks to Abdul Moiz and Macauley too. 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.”* (Headteacher, Bishop Lonsdale Church of England Primary School)

*“I just wanted to thank you for yesterday. The feedback has all been extremely positive and the children had a fantastic time - so thank you for all of your efforts yesterday! Macauley was very inclusive of all of our children.”* (Headteacher, St James Infant Church of England School)

*“Our partnership work with Our Future Derby and Learn By Design has strengthened and deepened our children’s learning through rich, hands on experiences with engaging and inspiring ambassadors and volunteers. It has opened our children’s eyes wider to their future possibilities and they can more clearly how*

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<sup>16</sup> <https://files.ofsted.gov.uk/v1/file/50165697>

*the knowledge and skills they are learning in the classroom link to their ever-changing future careers.”* (Careers Champion, Wyndham Primary Academy)

*“The STEAM workshop our children took part in was amazing! The children were able to apply skills like effective communication and resilience to real life problems that they could encounter in real life jobs in the future. The team kept our children engaged and motivated throughout the sessions and answered our children's curious questions fantastically! Our children were inspired by the robots and lots of them came away from the session even more interested in engineering and technology than they were before.”* (Year 4 Teachers, Wyndham Primary Academy)

Individuals as well as school leaders can, therefore, act as ambassadors for the programme, particularly within schools that are relatively new to developing and embedding CRL in the curriculum.

## 2.4 Addressing school<sup>17</sup> needs

Ensuring the Our Future Derby programme is accurately interpreted and appropriately adapted to fit a specific organisational context is a key responsibility of the third-party delivery team. On the whole, Learn By Design and Education and Employers are fulfilling this aspect of their role effectively. The current approach underlines the importance of having a good understanding of the type of school involved and the context in which they operate. Some schools reported giving children the opportunity to explore their aspirations is a vital part of their education:

*“Starting your Careers Journey within Primary School allows students to start building their skills set from an early age, whilst promoting the development of life and employability skills at the heart of the careers provision. With this in mind we have worked in conjunction with Learn By Design for some of our Primary Careers Events, which have involved meeting local employers virtually and face to face, iRail (STEAM Project) and Aspiration Workshops. Giving our students the opportunity to explore their aspirations is a vital part of their education.”* (Careers Lead in Careers Delivery, The Bemrose School and Sixth Form).

When targeted expansion takes place in Year 3, the background, prior experience and training of the Careers Champions recruited will be an important consideration.

A key strength is the flexibility within the programme to tailor CRL activities to specific requirements within the national curriculum. The current [National Curriculum](#) for England has been in place since September 2014. This is a set of subjects and standards for all maintained schools in England to follow, ensuring that children throughout the country learn the same things. The National Curriculum is designed to be 'balanced and broadly based.' The aim is to promote the spiritual, moral, cultural, mental and physical development of pupils, and prepare them for the opportunities, responsibilities and experiences of later life. CRL is a non-statutory requirement and encompasses Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3-6). Key Stage 2 is often split into lower Key Stage 2 (Years 3 and 4) and upper Key Stage 2 (Years 5 and 6). The main focus of the National Curriculum is the three core subjects:

- English
- Maths
- Science

There are also eight foundation subjects:

- Art and design
- Computing
- Design and technology
- Languages (KS2 and above)
- Geography
- History
- Music
- PE

Our Future Derby CRL activities are closely aligned with the above-mentioned subjects. Schools participating have access to a bank of high-quality OFD resources, developed by the Our Future Derby partners, to enable them to

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<sup>17</sup> School is the term used to encompass Derby primary schools in the 7 Wards including Academies.

embed CRL into the curriculum. A significant development in Year 2 involved embedding the OFD portal into a new careers 'Our Future' portal<sup>18</sup> aimed at pupils, parents and schools across Derbyshire and Nottinghamshire. - <https://ourfuture.startprofile.com/page/home-page> The team recognised the benefits of working closely with the Local Enterprise Partnership (D2N2) and its partners and agreed to share a wide range of quality-assured CRL resources for teachers and parents aimed at Key Stage 1 and Key Stage 2 learners. This includes: lesson plans, PowerPoint slides, activity worksheets and videos covering a range of sectors and thematic areas. As a result, schools can select relevant resources according to their particular needs.

### Career Related Learning Resources

We have created a range of career related learning resources aimed at Key Stage One learners. The resources include lesson PowerPoints, teacher's guides, activity worksheets and videos covering a range of sectors and thematic areas. The downloadable resources focus on aspirational careers to broaden pupil's horizons and can be used for both remote home learning and teacher lead learning in schools.



STEM	English	Health & Social Care	ICT
Transport	Environment	Careers	PSHE
Hospitality & Catering			

The team worked closely with schools under difficult circumstances throughout the pandemic. School leaders, careers champions and teachers are to be commended for their resilience and willingness to embed CRL in core and foundation subject areas. Some selected examples below illustrate approaches used to bring the curriculum to life. Example 1: In Cavendish Close primary school children and staff participated in enterprise workshops with a focus on STEM linked to waste disposal and energy consumption.



<sup>18</sup> The portal is called 'Start'. The 'Our Future' section also known on the portal as the 'Primary Learning Zone' is solely for the Career Related Learning Resources for Primary Schools. Link to the D2N2 Start portal - <https://d2n2.startprofile.com/page/home-page>

Example 2: Over the course of two days pupils at Cherry Tree Hill pupils got a hands-on experience of careers in Wind Turbines, Engineering and Bridge Building. Day one consisted of pupils having a go at creating wind turbines and learning all about the renewable energy sector. Pupils had a careers chat with a virtual careers ambassador who shared his journey into becoming an Engineer. Day two involved a Bridge Building Session linked to the new A52 footbridge connecting Chaddesden to the Pride Park and the Wyvern. The local BBC Radio Derby and 5 volunteers, including three virtual Career Ambassadors put the spotlight on careers in the RAF, Rolls Royce and Network Rail.



*“The pupils have been looking at different types of engineering today which has been brilliant as a lot of them didn’t realise how varied engineering is, the jobs they can do and all that engineering encompasses. They learnt about bridge building and employability skills which has been really good. They used problem solving skills, working together and listening to each other. The team were great at getting the pupils engaged and they really enjoyed testing out their bridges. Derby has lots of potential and children had changed their views of engineering from the beginning of the session to the end. It was brilliant to see the 50/50 split between boys and girls who would like to become Engineers now as they grow up.” (Year 3 Class Teacher)*

There are numerous examples in Derby of how schools are embedding CRL within their curriculum. These have been captured as case studies and quotes which feature in the new ‘Our Future’ resources portal. For example:

*“Wyndham Primary Academy have amazing facilities which tied in brilliantly with our aims and values at Our Future Derby. We were super impressed by how much Careers-Related Learning is already being done in the school. Pupils are very lucky to have 3D printers, a school bus library parked up on the field and links to local employers such as Rolls Royce. We had two brilliant days with engaged pupils and staff alike. The children asked our career ambassadors great questions and maximised the opportunities of speaking to volunteers from the world of work. Well done to Wyndham!” (Our Future Derby Team)*

*“Our Future Derby is raising our children’s aspirations and enabling them to see the dots on the horizon in the world of work. We do not know what jobs will look like in ten years’ time due to our ever changing world, but through their inspiring work with our children, they are helping to prepare them for this so that they can be successful.” (Principal, Wyndham Primary Academy)*

## 2.5 Does the Our Future Derby programme meet school needs?

A review of the evidence gathered from SLTs, Careers Champions and Teachers highlights that in the majority of cases the programme brings added-value benefits to schools. This is supported by:



- The inbuilt flexibility within the programme which allows schools to target and tailor CRL activities specific to their needs.
- The menu of CRL activities has proven to inform and support curriculum design and delivery, as well as inspiring children to broaden their horizons.
- Teachers and business volunteers' growing in confidence as they learn ways of linking subject areas to the changing world of work.
- The CRL process that creates an evidence-base for sharing with others e.g., parents, teachers, Ofsted inspectors etc.

## Section 3: The Delivery and Results

This section explores perceptions and experiences of the Our Future Derby process from expressions of interest and preparation for delivery. Participant results examines children's learning and the recruitment, training and ongoing development of Careers Champions, teachers and business volunteers, as well as the processes involved in supporting their work. It also briefly reflects on work carried out with parents during the pandemic. Feedback and continuous quality improvement will inform next stage delivery plans from September 2021 onwards.

### 3.1 Year 2 Expressions of Interest

Despite the impact of the pandemic the number of schools who expressed an interest to participate in Our Future Derby remained steadfast compared to Year 1. A total of 33 schools participated with 1 school having to withdraw due to Covid and staff shortages. The initial contact from the OFD team and introductory resources is greatly valued by schools seeking to participate. From the outset, Learn By Design with Education and Employers developed a RAG rating system to help identify schools that might struggle to deliver during the difficult circumstances of Covid risk and uncertainty. This was used to inform and support regular fortnightly communication with each school and the wider OFD team.

### 3.2 Preparation for delivery

In Year 2, the OFD team aimed to provide more accessible resources and capacity building. Among the most important challenges created by COVID-19 is how to adapt a system of education built around physical schools. The OECD indicates:

*“School closures have a very real impact on all students, but especially on the most vulnerable ones who are more likely to face additional barriers. Children and youth from low-income and single-parent families; immigrant, refugee, ethnic minority and Indigenous backgrounds; with diverse gender identities and sexual orientations; and those with special education needs suffer by being deprived of physical learning opportunities, social and emotional support available in schools and extra services such as school meals.”*  
(OECD, November 2020)

A survey administered to teachers in the European Union<sup>19</sup> showed that increases in workload and stress were perceived as one of the main challenges by teachers during school lockdown. The same survey also found that the teachers interviewed considered support in the following areas as particularly needed: (1) more free resources from education technology companies (45% of respondents); (2) clear guidance from the Ministry of Education (41%); and (3) professional development initiatives such as quick courses on online teaching (37.4%).

An almost universal response to school lockdown measures has been the creation of online learning platforms to support teachers, children and their parents. In the UK, the government has been collecting resources that can be useful for students with special education needs and their families<sup>20</sup>. Moreover, both Dyslexia Assist<sup>21</sup> and the

<sup>19</sup> <https://www.schooleducationgateway.eu/en/pub/viewpoints/surveys/survey-on-online-teaching.htm>.

<sup>20</sup> <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education#special-educational-needs-and-disabilities-send>

<sup>21</sup> <https://dyslexia-assist.org.uk/for-parents/>

National Autistic Society<sup>22</sup> have developed and shared material for both children and adults that are affected by the two types of special education needs (SEN).

In Year 2 of the Our Future Derby programme, the use of technology and facilitated CRL activities was a critical success factor in the programme. The Primary Futures portal provides a scalable, low-cost, sustainable CRL approach to connecting schools with relevant volunteers from the world of work. Locally, schools have access to hundreds of volunteers representing a range of sectors, job roles and demographics. This was significantly boosted by the move to engage volunteers virtually during lockdown which meant schools could access over 10,000 volunteers from across the UK opening up greater possibilities to make specific links with curriculum topics and tackle stereotypes. As indicated earlier, each CRL activity is co-produced, framed, timed and presented in response to school requirements. The rationale for the selection of the programme activities resides firmly with the school leadership team, including a Careers Champion. The following short video illustrates how a school has prepared for delivery and developed CRL in the curriculum and whole school approach:

[LF Moorhead Schools Video](#)

As well as the CRL menu of activities noted in section 2.2, a new feature in Our Future Derby 2021 includes the introduction of a Designer Bin Competition, designed to inform and support children, parents and teachers' career learning. The introduction of this highly successful sponsored competition was supported by Engineering Learning and ran from May 3rd – June 14<sup>th</sup> 2021. With regards to this competition teachers and parents were very enthusiastic, for example:

*“Wow thank you so much – that’s amazing! Thank you so much for the opportunity and yes we will be posting our the fantastic news. And very happy to include the links whatever you need thank you. Sharon please can you put onto studybugs, Thank you!”* (Principal, Landau Forte Moorhead)

*“Dear Lauren, This is Alina Ahmed's dad, who has won joint 1st place. Thank you very much indeed for sharing that news...much appreciated. I feel like going to the school and telling her now. Also, thanks again for initiating the competition, it's a great way to educate and incentivise the children. Wishing you all the best. Kindest Regards, Ifty.”* (Parent of Competition winner)

### **3.3 CRL senior leadership in Derby primary schools**

Derby primary school senior leaders in the 7 wards have embraced Our Future Derby as part of their primary strategy planning and review process. Monthly meetings have taken place with other programme leads covering topics such as: Wellbeing for Teachers, Inclusion, Primary School Improvement Programmes, Transition Group, NQT Pool, Digital Hubs, Our Future Derby, and Legacy and Sustainability. The evidence-base highlighted in section 4 of this report shows head teachers greatly value the programme, supported by evidence of positive impact.

*“I would like to continue next year and look at how to supplement specific topics across school over the year... Thank you for the flexibility you have shown over the past year during Covid restrictions”* (Assistant Head teacher, Allenton Primary School)

*“This was an excellent programme and we are very pleased we took part in it.”* (Head teacher, Firs Primary School).

### **3.4 Recruitment, training and development of Careers Champions, teachers and business volunteers**

Careers Champions in Derby primary schools come in many differing forms such as: a Head teacher; a Deputy Head teacher or another representative from the senior leadership team, a curriculum lead, a classroom teacher; a teacher with responsibility for personal development. The recruitment of Careers Champions in Year 2 has simply built on the tried and tested arrangements in Year 1. As the programme moves into Year 3 it will be important to revisit the

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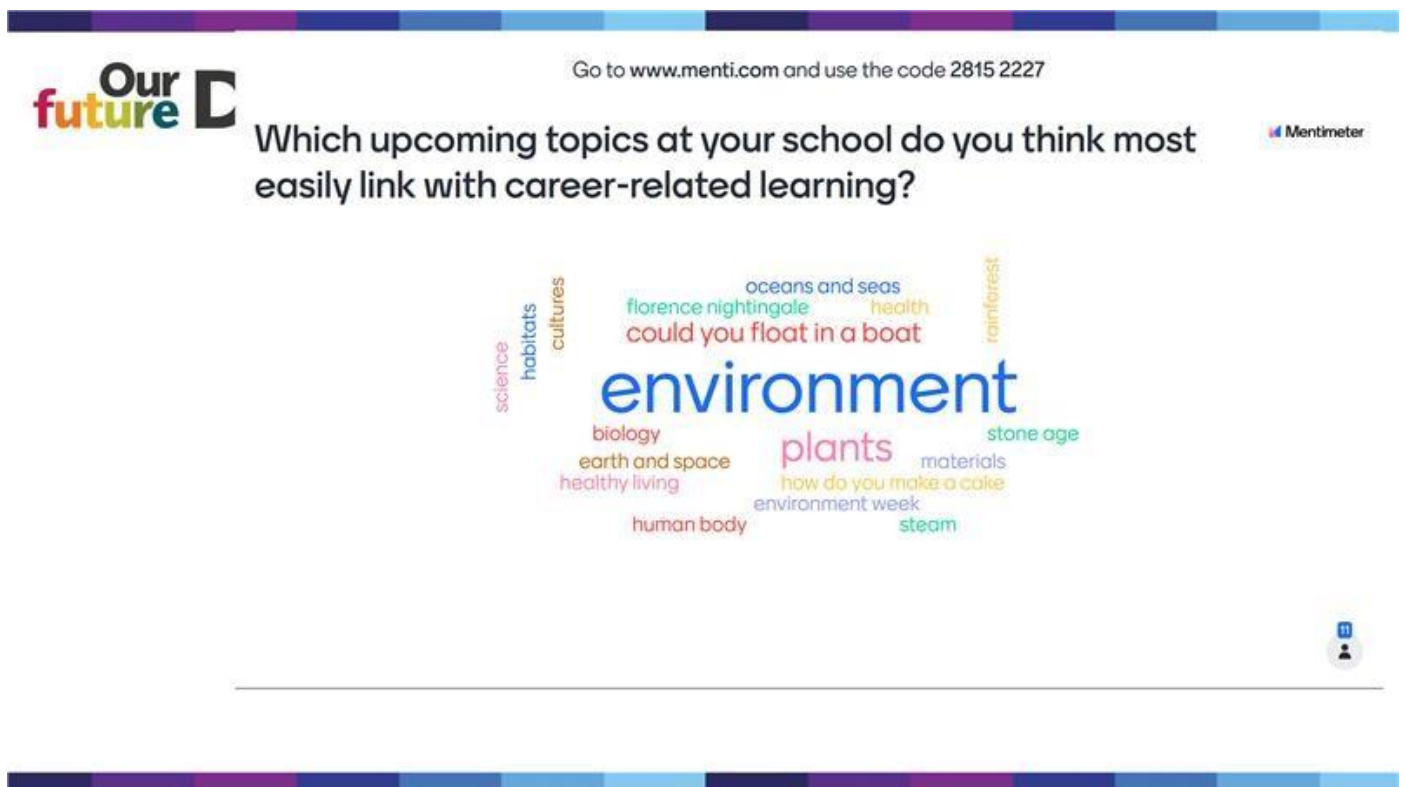
<sup>22</sup> <https://www.autism.org.uk/services/helplines/coronavirus/resources/tips.aspx>

recruitment, training and development strategy to ensure teachers feel well-equipped to embed CRL in the curriculum and wider community.

*"We would like to expand embedding Careers into the curriculum"* (CRL Champion, The Bemrose School)

A highly successful OFD Celebration Event was held in February 2021. This was attended by more than 90 delegates from education, business and local community representatives.

Two dedicated OFD volunteer training webinars were held in March and June 2021. A total of 9 webinars and online training sessions were delivered by both Education and Employers and Learn By Design. The impact of these activities is discussed more fully in section 4. The image below shows how teachers responded to ways to link topics in school to career-related learning.



Teacher and business volunteer CPD webinars were themed around the LEP priority sectors (below). Attendance was low but focused on quality rather than quantity and further into the programme the titles were made more generic to have wider appeal but the content remained thematic. The team changed the title to attract more schools: *'Bringing a careers lens to your topic work'*. This attracted 14 attendees and a content-rich discussion, using the theme of 'waste and recycling' as an example to illustrate how volunteers via the Primary Futures portal could support topic learning. Some selected quotes from those attending:

*"It was nice to hear ideas from other schools and suggestions for ways of using the portal."* (Teacher)

*"Interactive so able to share ideas with others in the session."* (Teacher)

#### Agreed Sector Themes 2021

- Construction & Manufacturing– including engineering & nuclear
- Health & Care – including key workers
- Information Technology – including digital skills
- Art & Design – including media, creative & digital industries

- Energy & the Environment – including water, waste & transport - with a focus on sustainability
- Retail & Hospitality – including sports.

**Dale Primary** involved a range of staff in the CPD webinars who shared their newly acquired knowledge at follow-on staff meetings and went on to plan thematic Primary Futures activities with related volunteers - i.e., 'minibeasts and protecting creatures', 'stargazers', 'time travelers'.

The monthly after-school model will be revisited for next year with a mix of in-school staff meeting, planning calls and 1:1 bespoke support for using Primary Futures with the coming together to share best practice.

### 3.5 Delivery and evaluation

*"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).

See Appendix 1 for an overview of participating primary schools. CRL enhancements communicated and delivered to 33 participating primary schools in the 7 Wards from January – July 2021 included:

- Face-to-face in classroom/assembly CRL activities; virtual CRL activities zoomed into the school; and/or combined both approaches to CRL activities in school. **A total of 66 CRL activities were delivered during this period.**
- Access to the Primary Futures portal, which enables teachers to directly connect to a diverse pool of engaged volunteers. **A total of 37 teacher sign-ups from 20 schools took place with teachers reaching out to business volunteers from over 100 organisations representing a wide variety of sectors such as health care, manufacturing, creative, media, utilities, transport, hospitality and more. This included large corporates and employers such as NHS, Google, LEGO, RAF, BAE Systems, Rolls Royce to SMEs such as the Zoological Society, local solicitors and freelancers within creative and arts sectors. Also, 9 schools attended 19 pre-recorded video resource activities from Primary Futures, reaching 1,571 pupils.** Some schools have gone on to plan their own teacher-led CRL activity using Primary Futures. Selected **best practice examples** include:

#### **Wyndham Primary: Raising Aspirations and Understanding of Social and Emotional Skills in Careers**

Using the Primary Futures portal, the Personal Development Lead set up an innovative project linking aspirations and social-emotional learning, with volunteers talking about the SEL skills they use at work. Primary Futures staff member assisted the CRL lead to communicate with and find adequate number of volunteers.

**Katie Mc Cabe talks about the project in this clip where she presented to other staff at first teacher CPD webinar:** <https://www.youtube.com/watch?v=WamLc53Qt6o&feature=youtu.be>

#### **Village Primary School: World Book Day activity through the Primary Futures portal**

*"We are looking for a range of volunteers from a range of backgrounds and careers who would create a short video to promote reading for our children. These videos would be used during our World Book Day celebrations. We are looking for volunteers to talk briefly about their job and how they got there. We would like them to share a favorite book with the children. We would also like the volunteer to read a book to the children this can be a short children's book or a few chapters from a longer text. It would be great if this could be filmed in the place of work. We're would like to use these videos to show children the power of reading and the importance behind it. Videos would need to be recorded and sent to myself before the 26th February. I*



would provide an email and videos would need to be sent as MP4. If volunteers would be willing to read a story to the children virtually on the 3rd March that would also be an option and provide a brilliant opportunity for the children to ask questions about you careers and favourite books. If you would like more information, please contact me and we can arrange a teams meeting.”

**As a result, London Fire Brigade staff developed a video of a team of staff taking turns to read from the book ‘My Mummy is a Firefighter’ in various locations around the station and onsite. This video was repurposed for a Primary Futures session with a female firefighter at a SEND school in Dorset a few months later to meet the needs of KS1 and KS2 learners.**

#### **Landau Forte Moorhead, Budding Futures – Tackling Gender Stereotypes pre-recorded activity**

In reaction to a literacy discussion about a text that featured female mountaineers and prompted a discussion from children about whether women could be mountaineers. Emma, Y3/4 teacher decided to access the pre-recorded resource ‘Budding Futures’ from Primary Futures that features a male florist and female construction worker. Her class completed a drawing activity prior to the activity to draw their conception of a florist and builder, which were stereotypically gendered. Emma then built in two lessons over two afternoons to watch the video that prompted rich discussion and then follow up with the extension learning activities, such as storyboarding and discussing the skills and subjects that volunteers used in their jobs, turning gendered aspirations on their head.

*“The perfect thing about pre-recorded sessions and having that resource ready is that I was able to look at that and I was then able to scaffold that for the children in my class... Having the pre-recorded information and the lessons ready I was able to target that at the children in my class. It was very much a reading lesson that led into the careers part that led into gender stereotypes.”* (Teacher/Careers Champion, LF Moorhead)

#### **Akaal Primary**

Used the language filter on Primary Futures to find relatable role models that spoke Hindi and Urdu. Akaal Primary School were unique in the fact that Indian heritage pupil’s had high aspirations that put pressure on children to excel and push themselves. The school also had a mix of Eastern European children whose aspirations were very different to the children from the Sikh faith. The Headteacher informed us of the pupil’s needs to meet career ambassadors who could tell the children it’s okay not to be a doctor or a lawyer. You can be you and do non-traditional jobs. Some of the children were new to English so we used the language filter option on the Primary Futures portal to invite ambassadors of Indian and Eastern European heritage for relatability purposes. These volunteers understood the cultural nuances and pressures first-hand and were able to inspire the children. The school reported they were amazed at the calibre and scope of the volunteers recruited off the Primary Futures portal.

- An expanded OFD Resource Hub migrated into a new children and young people’s ‘OurFuture’ Derby portal (including a range of lesson plans, worksheet activities, other teaching tools, pre-recorded videos e.g., Andrea Armstrong, Deputy Headteacher, Derwent Primary School – Teacher Testimony: <https://www.youtube.com/watch?v=trCzMW72qcs> See also video recording of Katie McCabe, Wyndham Academy, Personal Development Lead - <https://www.youtube.com/watch?v=WamLc53Qt6o> and 2 mins CRL video - <https://www.youtube.com/watch?v=unCtv96gmSQ> **A total of 59 CRL resources were created and disseminated to participating schools and other interested parties across Derby, Derbyshire, Nottingham and Nottinghamshire as part of the Year 2 programme.** This included 3 career insights videos, 2 school case study videos, 3 standard case studies, 44 downloadable resources (all of which can be used for both teacher-led learning and remote home learning), 7 CRL parent/carer Newsletters ‘Spotlight on Careers’ for both teachers and parents customised for each school. The latter was particularly well received by schools.

*“We will drop this [Spotlight on Careers] onto the careers section of the website and I will tweet this. Fantastic article and a credit to the careers work we are doing. Really well done!”* (Neil Wilkinson, Headteacher, The Bemrose School)

- The creation and piloting of a children's 'Career Learning Log' (Key Stage 1 and Key Stage 2) linked to a new electronic transitions' portal shared between primary and secondary schools in the city. **An updated CRL paper version(s) and online template for Key Stage 1 and Key Stage 2 was created by Learn By Design and introduced to participating schools.** Outside of the programme, LBD has produced a short video on how the Careers Learning Log works, aimed at Key Stage 3 teachers, developed as part of a D2N2 twinning project. There are plans for two short videos to be produced in Year 3 focused on Key Stage 1 & 2 e.g. <https://youtu.be/kxO4hyO0W-4>

### 3.6 Limitations of the study

There are limitations to the research design that must be acknowledged. With a reduced number of responses to the post-survey questionnaire, due mainly to the impact of Covid-19, it was not possible to get statistically significant sample of pre- and post-findings from schools involved in the programme. However, content-rich data provides early insight to patterns for further research and analysis. A major limitation was the involvement of parents from a wide range of ethnic groupings that represent the city's population. Discussions are underway with schools to overcome this challenge. Despite this, the overall findings provide an interesting insight into a detailed and diverse range of activities and methods used in CRL in a primary school context.

## Section 4: Effectiveness and Impact

This section considers the effectiveness of the Our Future Derby Year 2 programme and the extent and nature of its impact for key stakeholders. Four datasets and results were analysed including children’s aspirations, teacher feedback from CRL activities, employer/employee volunteer feedback and parent feedback. Across stakeholders and participating schools, there is broad agreement that Our Future Derby is a good programme, effective in achieving its aims and a worthwhile investment.

### 4.1 Impact on the children

An evaluation cohort was identified in 30 schools to undertake pre- and post- CRL feedback activities. The main purpose was to compare children’s individual responses pre-and post-CRL activity and to establish if any patterns emerge as a result of the CRL approach. It was reported by Learn by Design that for some schools a different cohort of children received the CRL activity for that which had completed the pre-activity survey. This was an unfortunate disruption caused by Covid where activities could either not be carried with the planned cohort and/or another group of children were substituted on the delivery day. 3 schools could not participate in the evaluation at all and 2 further schools could only provide partial evaluation data.

- *Impact on learners* – (i) enhanced children’s understanding of jobs and careers; (ii) broadened horizons and increased awareness of the world of work; (iii) increased confidence and motivation; (iii) improvements in key skills (including social emotional skills and behaviours linked to a ‘Skills Builder’ model); (iv) decreased gender stereotyping and (v) improved aspirations.

#### **Enhance children’s understanding of jobs and careers**

*Pupil pre-CRL activity data:* 905 children’s drawings were gathered from 30 of 33 primary schools in seven Wards. Some schools had collected data but due to Covid-19, this was not accessible. Table 1 below shows a breakdown of the demographics of the children pre- and post-CRL activity. For example, the children participating were between the age of 6 – 11 years old, with the majority 67% aged 10/11 years old (n=596)<sup>23</sup>.

Description of Group	Pre-activity	Post -activity
Year 1 + 2	n=162 (18%)	193 (24%)
Year 3 + 4	n=140 (16%)	69 (9%)
Year 5 + 6	n=596 (67%)	548 (68%)
Male	n=423 (48%)	370 (46%)
Female	n=459 (52%)	430 (53%)
White - English/Welsh/Scottish/Northern Irish/British - ( <i>White British</i> )	n=310 (52%)	309 (47%)
Asian/Asian British	n=134 (22%)	160 (24%)
White Other	n=55 (9%)	65 (10%)
Black/African/Caribbean/Black British	n=39 (6%)	46 (7%)
Other	n=37 (6%)	42 (6%)
Mixed/Multiple ethnic group	n=27 (4%)	38 (6%)
Pupils who are SEND	n=82 (14%)	81 (13%)
Pupils in receipt of Free School Meals	n=222 (37%)	249 (38%)
Pupils eligible for Pupil Premium	n=249 (42%)	283 (43%)

Table 1: Demographics of pupils

<sup>23</sup> Note: Not all data was made available by some schools, therefore ethnicity, Free School Meals (FSM), Pupil Premium and SEND numbers will be lower than actual participant rates.

The percentage numbers in the demographic group *post-activity* are broadly similar to those pre-activity. In terms of ethnicity, these percentages are broadly reflective of the demography in the 7 Wards.

Career theorists suggest that children should be encouraged to sense and sift a wide range of occupational information with a view of understanding it, which can provide a valuable foundation for a more extensive careers education (Howard & Marsh 2010; Peila-Shuster, 2018). Children are doing their best to understand and organize the world of work that they see, and at times that means they are forming ideas about who can and cannot do certain jobs based on identity characteristics such as gender, race and/or ethnicity. Howard and Walsh (2011)<sup>24</sup> highlight six levels of development of vocational reasoning in childhood learning ranging from magical, association-based thinking to reasoning that involves the dynamic interaction of influences at the individual, relational, and systemic levels. As a result, CRL activities must be tailored appropriately to the children’s age and stage of development.

**Broadened horizons and increased awareness of the world of work**

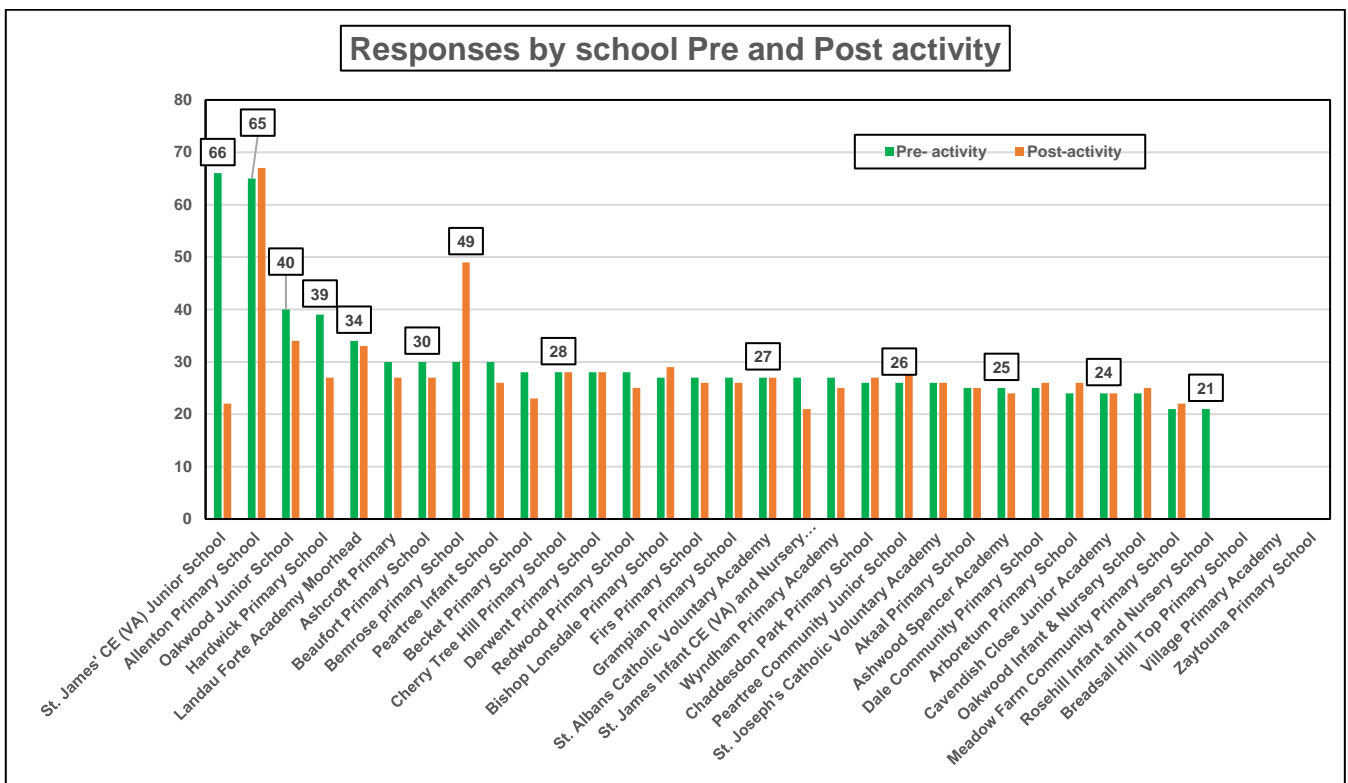


Figure 1: Participating schools

<sup>24</sup> Howard, K., & Walsh, M. VE. (2011). Children’s conceptions of career choice and attainment: Model development. *Journal of Career Development*. 38(3), 256-271.

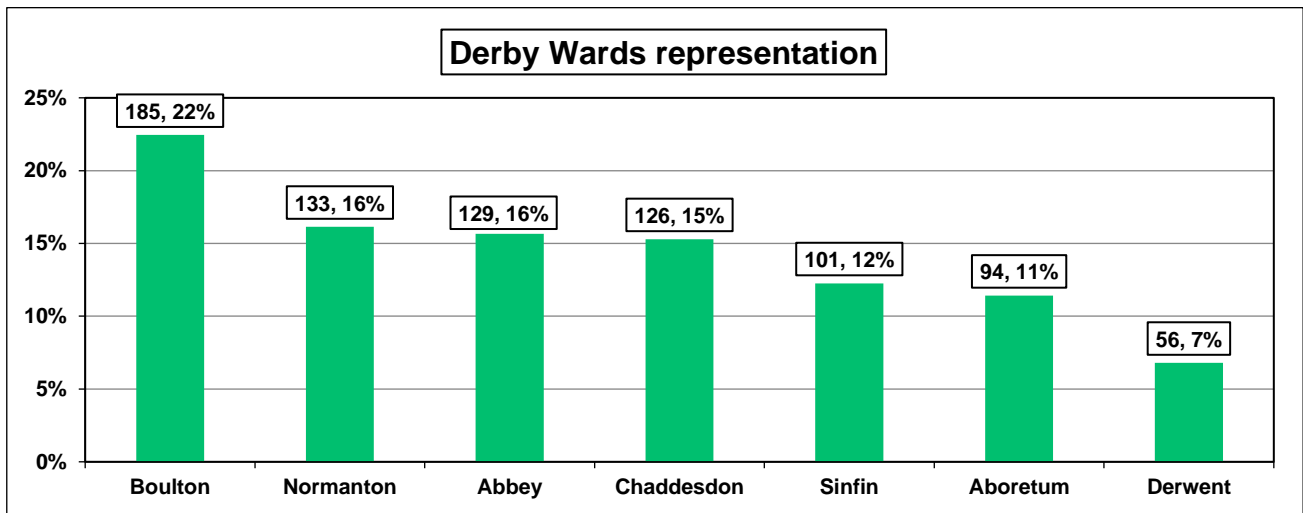


Figure 2: Derby Wards

### Numbers and types of job choices identified by the children

Figure 3 below re-affirms earlier findings from the 2019-20 survey of children participating in Our Future Derby. Note: This year's cohort of children differs from last year.

- Pre-activity 80% (n=715) identified only 18 different jobs compared to 23 jobs in 2019. Overall, a total of 79 job types were identified ranging from actor to zookeeper. Some selected examples are illustrated below.

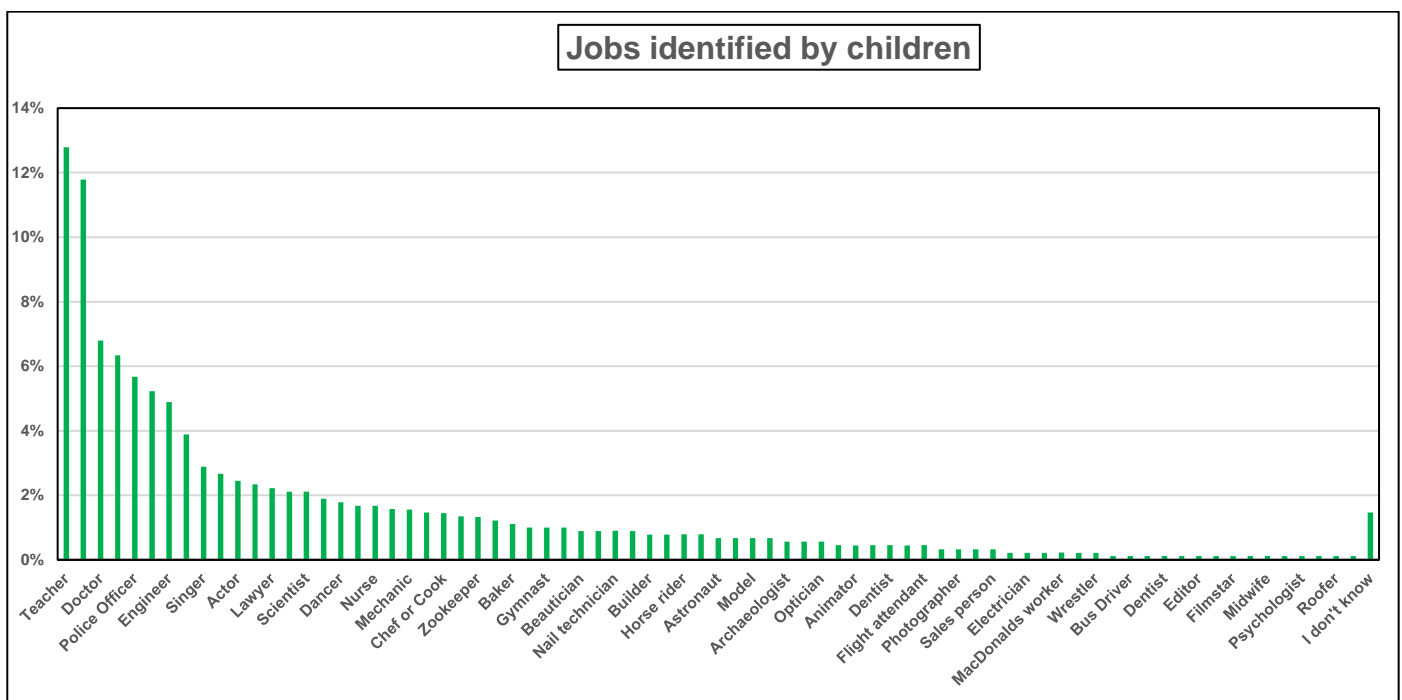


Figure 3: Jobs identified by the children

### Improved aspirations

Post-activity in response to the question **'Do you agree with the following statement - There are lots of different jobs?'** 90% (n=728) of the pupils agreed with this statement. This is reflected in the jobs identified post-activity with 80% (n=625) who identified at least 24 different jobs compared to 18 jobs in the pre-activity responses.



The most popular jobs identified by pupils were Teacher (13%, n=115) and Footballer (12%, n=106) and as reported in the survey of 2019 – 2020 there were differences by gender, as illustrated in Tables 2a and 2b below. It can be seen that footballer is highly popular with the boys whereas teacher is the most popular job identified by girls.

### Gender stereotyping

As highlighted in the previous survey despite 86% of pupils agreeing ‘**Girls and boys can do the same job**’ the information in tables 2a and b below show that the jobs identified by both groups demonstrate unconscious gender bias with boys opting for engineer, youtuber, army compared to more girls opting for jobs as an artist, singer, actor and dancer.

Table 2 a + b: Jobs identified by boys and girls

Footballer	23%	97
Engineer	9%	37
Youtuber	8%	34
Police Officer	7%	30
Gamer or game designer	5%	23
Army	4%	18
Doctor	4%	15
Boxer	3%	13
<u>Business Person</u>	3%	13
Teacher	3%	12

a): Top 10 jobs identified by boys

Teacher	22%	102
Artist	10%	45
Doctor	9%	42
Singer	5%	22
Vet	5%	21
Police Officer	4%	20
Actor	4%	17
Dancer	4%	16
Lawyer	4%	16
Author	3%	15

b): Top 10 jobs identified by girls

### Job choices according to ethnicity

Tables 3a to 3f below highlight the top 10 jobs identified by pupils according to their ethnicity

Table 3 a to f: Jobs identified according to ethnicity

Footballer	13%	39	Teacher	16%	22
Teacher	10%	32	Doctor	13%	17
Youtuber	7%	22	Footballer	10%	14
Police Officer	6%	19	Artist	9%	12
Gamer or game designer	5%	15	Engineer	8%	11
Artist	5%	14	Lawyer	4%	6
Amy	4%	12	Police Officer	4%	6
Vet	4%	12	Cricketer	4%	5
Doctor	3%	10	Business Person	3%	4
Singer	3%	9	Scientist	3%	4
a) Top 10 jobs identified by White British pupils			b) Top 10 jobs identified by Asian/Asian British pupils		
Footballer	18%	7	Footballer	15%	4
Artist	13%	5	Gamer or game designer	8%	2
Doctor	10%	4	Teacher	8%	2
Singer	8%	3	Vet	8%	2
Engineer	5%	2	Scientist	8%	2
Gamer or game designer	5%	2	Actor	4%	1
Lawyer	5%	2	Artist	4%	1
Teacher	5%	2	Beautician	4%	1
Youtuber	5%	2	Business Person	4%	1
Animator	3%	1	Hairdresser	4%	1
c) Top jobs identified by Black African/Caribbean/Black British pupils			d) Top 10 jobs identified by pupils of Mixed Multiple ethnic origin		
Teacher	13%	7	Doctor	11%	4
Police Officer	11%	6	Engineer	11%	4
Artist	5%	3	Hairdresser	8%	3
Amy	5%	3	Teacher	8%	3
Boxer	5%	3	Artist	5%	2
Engineer	5%	3	Gamer or game designer	5%	2
Footballer	5%	3	Mechanic	5%	2
Youtuber	5%	3	Zookeeper	5%	2
Actor	4%	2	Actor	3%	1
Gamer or game designer	4%	2	Business Person	3%	1
e) Top 10 jobs identified by pupils of White Other ethnic origin			f) Top 10 jobs identified by other ethnic pupils		

Jobs that are prevalent in some of the above Tables include: footballer, gamer, youtuber which are seen in jobs identified by pupils of White British, Black African/Caribbean and mixed multiple ethnic groups. This compares with the number of 'professional' jobs identified by pupils e.g. teacher, doctor, engineer, lawyer, police officer, scientist, business person, vet as identified by 52% of pupils of Asian/Asian British origin compared to 24% of White British; 29% of White Other; 27% of pupils of Mixed Multiple ethnic origin; 32% of pupils 'Other' and 26% of pupils of Black African /Caribbean/Black British origin choosing these jobs. This indicates there is some influence upon children's job indications according to ethnicity which was highlighted in the results shown in the previous 2019-20 report.

Table 4 below shows responses according to ethnicity to the statement '**I can do any job I want when I grow up**'. This shows that White British pupils 89% (n=267) agree they can do any job they want when they grow up compared with lower rates recorded by their counterparts.

Table 4: Pupil agreement to the statement 'I can do any job I want when I grow up'

Ethnicity	Responses
White British	89% (n=267)
Asian/Asian British	70% (n=83)
Mixed multiple ethnic origin	68% (n=17)
Other	83% (n=30)
Black African/Caribbean / Black British	74% (n=26)
White other	76% (n=39)

### Job choices according to Year Group

Tables 5 a, b + c indicates that the main job choices such as footballer, teacher, doctor and police officer are prevalent across all age groups, but as children get older their knowledge of jobs changes slightly. For example, in Years 1 and 2 they are influenced mainly by their teacher and many identify with that particular role. As they get older in Years 4 and 5 their awareness of the internet increases hence the selection of jobs such as gamer or youtuber. As they enter Years 5 and 6 the role of youtuber and gamer remain prevalent.

Table 5: Top 10 jobs identified by year groups

Teacher	22%	36	Teacher	17%	24	Footballer	12%	72
Police Officer	13%	21	Footballer	12%	17	Teacher	9%	54
Footballer	10%	17	Vet	8%	11	Artist	7%	40
Artist	6%	10	Youtuber	8%	11	Doctor	7%	40
Doctor	6%	10	Doctor	7%	10	Engineer	7%	39
Vet	5%	8	Police Officer	5%	7	Youtuber	6%	33
Firefighter	4%	6	Artist	4%	6	Gamer or game designer	5%	28
Nurse	3%	5	Singer	4%	6	Police Officer	4%	23
Scientist	3%	5	Chef or Cook	3%	4	Actor	4%	22
Boxer	2%	4	Gamer or game designer	3%	4	Army	4%	21
a): Top 10 jobs indicated by Years 1 +2			b): Top 10 jobs indicated by Years 3 +4			c): Top 10 jobs indicated by Years 5 + 6		

### Influencing factors

Factors that influence the children's choices are mainly parents, family members and/or friends of the family, In the responses, 30% (n=237) of children noted a family member actually did the job they identified with. A further 3% (n=21) reported they had discussed a job with a parent or sibling.

The selection of "teacher" as a job was heavily influenced by the fact that the children observed their teacher at school as indicated by 7% (n=54). A secondary influencing factor is television 13% (n=104) but an increasing influencing factor among children is the internet and social media as indicated by 10% (n=76), which not only influences decisions to become youtubers and gamers but children are also exposed to other job roles via this medium.

Other influencing factors are when the children have observed a job role through a visit to a doctor, vet or optician as or simply that they have seen a police officer or firefighter in the street as reported by 13% (n=98). 9% (n=67) had an out of school hobby or activity which influenced their decisions such as footballer, gymnast or artist.

### **Increased confidence and motivation**

Overall, children on average rated the CRL activities as 4.3 out of a possible maximum score of 5. There was evidence of increased confidence and motivation e.g., some feedback comments received:

*“Learning about the skills do what you want because it makes you more confident.”*

*“Learning about positivity and motivation.”*

*“I can do any job I want if I work hard.”*

*“I enjoyed learning about different jobs and was interested in guessing different people’s jobs.”*

*“That you can have different jobs and it won’t matter.”*

*“How David’s (volunteer) job changed over time because technology evolved.”*

*“That gender doesn’t matter in a job.”*

*“That boys and girls can have the same job.”*

*“I enjoyed learning from the astronaut and that girls and boys can do the same job.”*

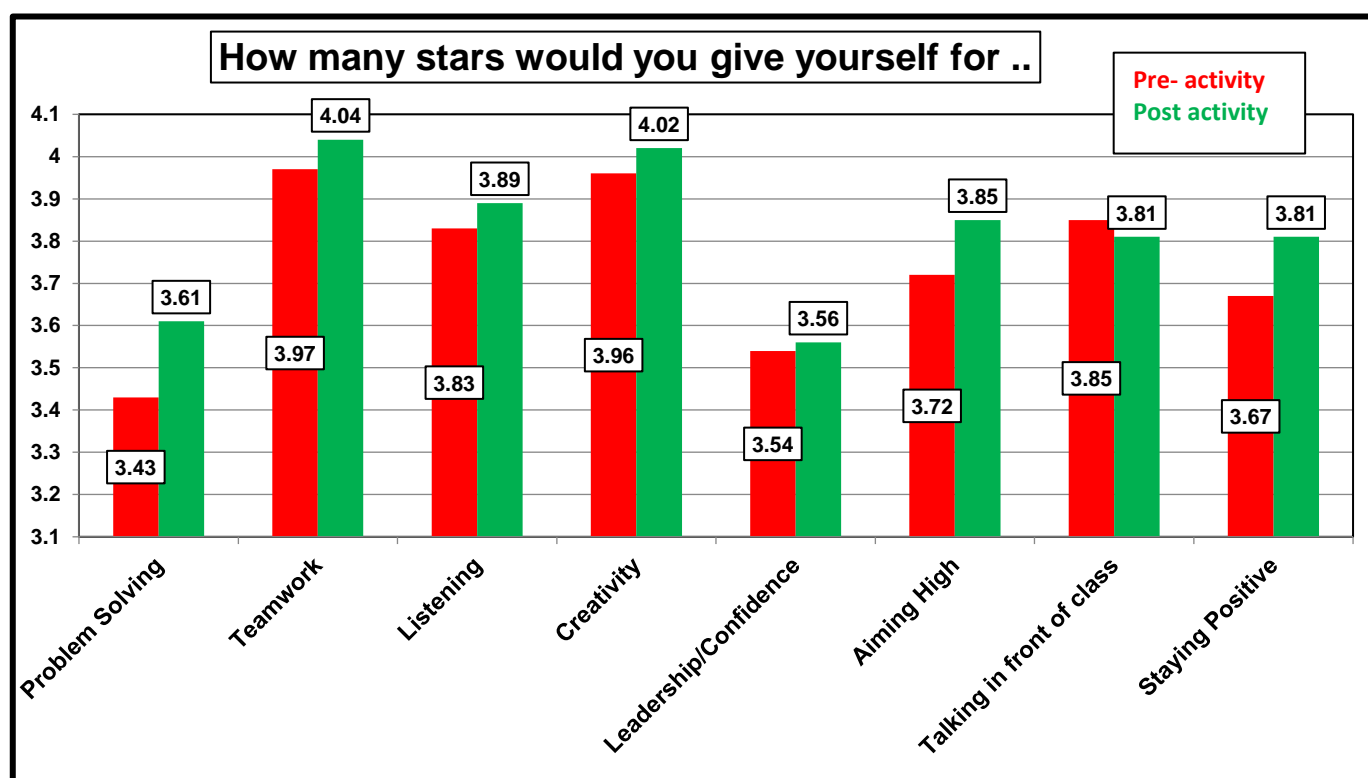
### **Improvements in key skills (including social emotional skills and behaviours linked to a ‘Skills Builder’ model)**

Children were asked pre- and post-activity to rate themselves against eight skills by colouring in stars. (1 star = lowest rating and 5 stars = highest rating)

From Figure 4 below, it is clear after the CRL activities, the children’s self-assessment for all of the skills listed have increased, with the exception of ‘talking in front of the class’.

Teamwork, Creativity and Aiming High have scored highly at 4.04, 4.02 and 3.85 out of 5. The lowest rated skills identified being Problem Solving and Leadership or Confidence. This is similar to the results obtained from the 2019-20 cohort of children who participated in the OFD Primary Futures CRL.

Figure 4: Children's self-assessment of 8 key skills pre- and post-activity



There is evidence that the programme has been successful, as indicated by the pre- and post-activity comparisons of jobs identified by children with:

- 80% identifying 18 jobs pre-activity versus 24 jobs post activity.
- 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*'
- 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*'.
- children's self- assessment of their skills showed an increase across all of the eight skills listed.

#### 4.2 Impact on teachers

Baseline evaluation forms were completed by 24 teachers from 17 schools and post-activity responses were received from 23 teachers from 12 schools. The impact of Covid and pressures upon teaching staff have been contributory factors to the lower number of responses received this year. Head teachers and senior managers from schools were surveyed separately of which 18 head teachers and/or senior managers responded from 18 schools. The complete list of respondents and schools is shown in Table 6 below.



Table 6: Teacher responses by school

School	School Baseline Pre-activity responses	Classroom teacher Post- activity responses	Senior management school responses Post-activity responses
Akaal Primary School	1		
Allenton Primary school	1	2	1
Arboretum Primary School	1		
Ashcroft Primary School			1
Ashwood Spencer Academy	3	2	
Beaufort Primary School			1
Becket Primary School	2	1	1
Bemrose Primary School			1
Chaddesden Park Primary School			1
Cherry Tree Hill Primary School	2	3	1
Cavendish Close Junior Academy	1		
Dale Community Primary School			1
Firs Primary School		4	1
Grampian Primary School	1	1	
Hardwick Primary School	2	3	
Landau Forte Academy Moorhead	1		
Meadow Farm Community Primary School	2		1
Oakwood Junior School	1		
Peartree Infant School			1
Pear Tree Community Junior School		1	1
Redwood Primary School			1
Rosehill Infant and Nursery School	1		
St Albans Catholic Voluntary Academy	1	2	1
St. James Infant CE (VA) and Nursery School			1
Village Primary Academy	1		
Wyndham Primary Academy	1	2	
Pear Tree Infant School	1		
Bishop Lonsdale Primary School	2		
Zaytouna Primary School			1

Of the 24 baseline pre-activity respondents:

- 42% (n=10) represented the school senior leadership team (SLT)

of which

- 6 are head teachers;
- 3 are deputy or assistant head teachers,
- 1 is a senior leader in the school.

Of the remainder:

- 11 are classroom teachers,
- 1 is a CRL champion

- 1 is a classroom assistant, and
- 1 is a student teacher.

Post-activity respondent classroom teachers (n=23), senior leadership teams and head teachers (n=18) were surveyed separately. Of the respondents, 14 also fulfil the Careers Champion role in their school. Of the 10 respondents who were not the Careers Champion, 5 classroom teachers stated that they did not know who the Careers Champion was in their school.

Teacher feedback was analysed in the following dimensions: how they felt about embedding CRL in classroom activities; what behaviour changes in the children they would like to see; and the impact of the programme on their work. Pre-and post-questionnaires were issued.

Both pre-activity and post-activity questionnaires were completed by CRL Champions and other teaching staff. Teachers were directly involved in CRL support activities working with volunteers from business, supported by Learn By Design and Education and Employers, including use of the Primary Futures portal. The long-term goal is for teachers to be able to independently replicate embedding CRL in the curriculum as part of their everyday work.

- *Impact on teachers* – (i) increased motivation to embed CRL activities in the school; (ii) increased confidence and capability to embed CRL in the curriculum; (iii) increased usage of the Primary Futures portal and uptake in the programme; and (iv) positive behaviour change in children.

### **Increased motivation to embed CRL activities in the school**

In the CRL pre- and post-survey teachers were asked what they perceived to be the most and least useful aspects of the programme. Overall organisations had no specific views on the least useful aspects, rather indicating where Our Future Derby had been useful. Several schools highlighted that the dual support from Learn By Design and Primary Futures portal was the most useful aspects informing their work.

Figure 5: Teacher's motivation to participate in the Our Future derby project.

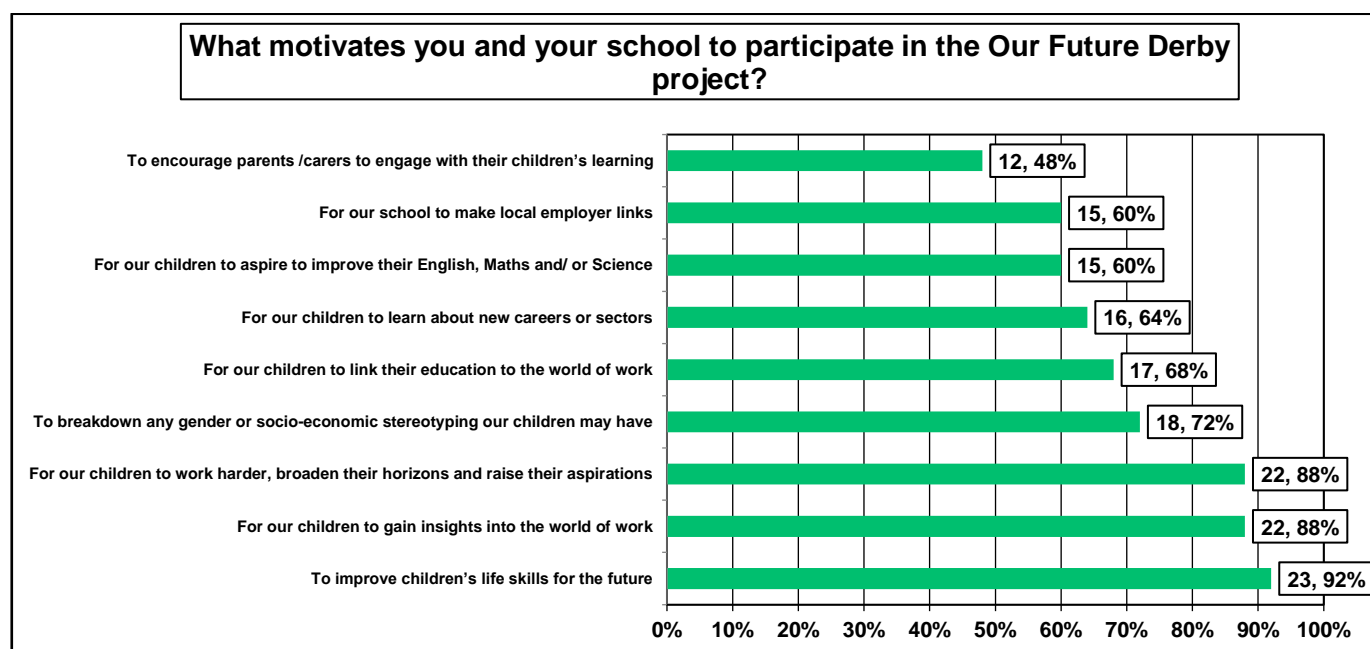
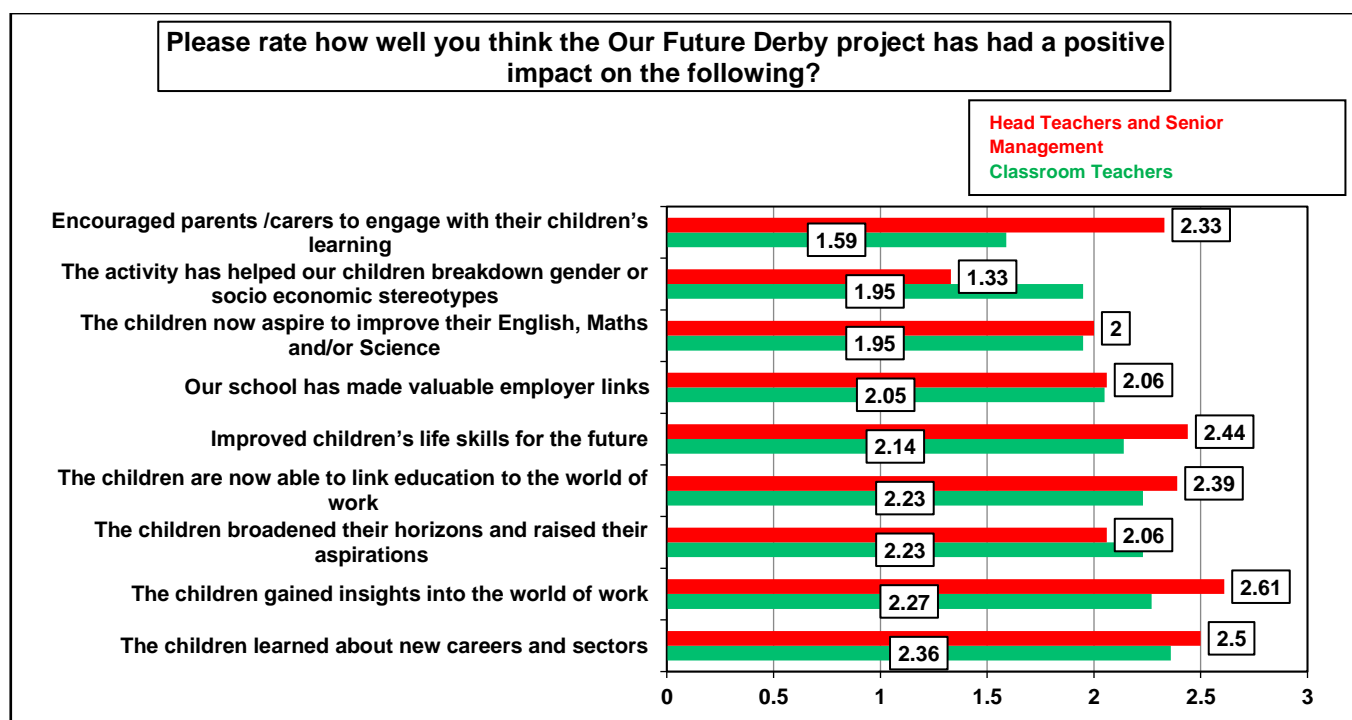


Figure 5 above illustrates that the main motivation for teachers to participate in CRL is **'To improve children's life skills'**, **'For children to gain insights into the world of work'** and **'For children to work harder, broaden their horizons and raise their aspirations.'**

- 88% (n=22) of respondents stated that they are motivated but need to learn more about embedding CRL into the classroom.
- 8% (n=2) stated they feel equipped and sufficiently experienced already.
- 4% (n=1), a student teacher, said they have low motivation as a result of existing pressures in the classroom.

The chart (Figure 6) below illustrates post-activity that expectations were largely met as both classroom teachers and school heads and managers identified out of a maximum rating of 3 that **'Children learned about new careers and sectors'** (scoring 2.36 and 2.5) from teachers and school heads respectively. The **'Children gained insights into the world of work'** (scoring 2.27 and 2.61 respectively) and **'Children broadened their horizons and raised their aspirations'** (scoring 2.23 and 2.06 respectively).

Figure 6: How well expectations were met



### How teachers and head teachers rated the CRL Activities

Overall, the Our Future Derby programme was rated highly by both classroom teachers and head teachers/ senior leadership team members.

- The impact of CRL activities on pupils was rated at 3.4 out of 5 by classroom teachers and 3.8 by head teachers.
- The impact of CRL activities for the teachers involved were rated at 3.3 out of 5 by classroom teachers and 3.7 by head teachers.
- 81% (n=18) of classroom teachers and 94%(n=17) of headteachers would most likely or definitely recommend the Our Future Derby model to other schools.
- 100% (n=18) 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."*

*"The children now have a much broader knowledge of the types of employment that may be available to them in the future and the types of skills needed for these jobs." - (Head teacher, Firs Primary School)*

*“Beaufort staff would like to thank you for the NHS careers session - it has sparked a great deal of discussion amongst the staff and pupils. We are all looking forward to the next session on the afternoon of Friday 25th June. Many thanks for your time and the effort you invested into the session.”* (Assistant Headteacher, Beaufort Primary School)

*“Ifza, I’m sorry I couldn’t get to see you before you left but I was in a meeting that went on longer than expected. Thank you for such an excellent day – please pass on our thanks to Abdulmoiz and Macauley too. 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).

### **Increased confidence and capability to embed CRL in the curriculum**

Classroom teachers were asked *pre-CRL activities* to express their current level of confidence to embed CRL into the curriculum.

- 32% (n=8) said they were well equipped or very well equipped to embed CRL into the curriculum
- 52% (n=13) said they were at least “somewhat equipped” or equipped.
- 16% (n=4) claimed they were not equipped at all.

Post-activity classroom teachers were asked the same question:

- 50% (n=11) stated they are well equipped or very well equipped to embed CRL into the curriculum (an increase of 18%)
- 36% (n=8) said they are at least somewhat equipped or equipped
- 14%(n=3) claimed they are not equipped at all.

When asked a similar question post-CRL activity **‘How well equipped do you now feel your school is to embed CRL activities in the curriculum?’** senior leadership and head teachers replied:

- 76% (n=13) claimed their school is well equipped or at least very well equipped
- 24%(n=4) claimed their school is equipped to embed CRL into the classroom.

The overall indication is that post-activity both classroom teachers and senior leaders in participating schools had an increased level of confidence in their ability to embed CRL into the classroom.

*“I have spoken to the Year 3 teachers today and it sounds like it was a great success. The children really loved it. We can’t wait to get future sessions booked. I will be checking diary dates for future sessions. Many thanks!”* (Year 1 Teacher and Careers Champion, Hardwick Primary School)

### **Increased usage of the Primary Futures portal and uptake in the programme**

There was evidence of increased usage of the Primary Futures portal as teachers/Careers Champions became more confident with the technology and better understood the matching process. A total of 37 teacher sign-ups from 20 schools took place with teachers reaching out to business volunteers from differing sectors. Also, 9 schools requested, downloaded and used 19 pre-recorded video resource activities from Primary Futures, reaching 1,571 pupils. Some schools have gone on to plan their own teacher-led CRL activity using Primary Futures.

Digital and on-line CRL support was cited as an area for further focus by Careers Champions and other Teachers. This should be factored into the delivery plan in Year 3.

## Positive behaviour change in children

Teachers were asked their opinions of the impact of CRL on their pupils. One teacher commented:

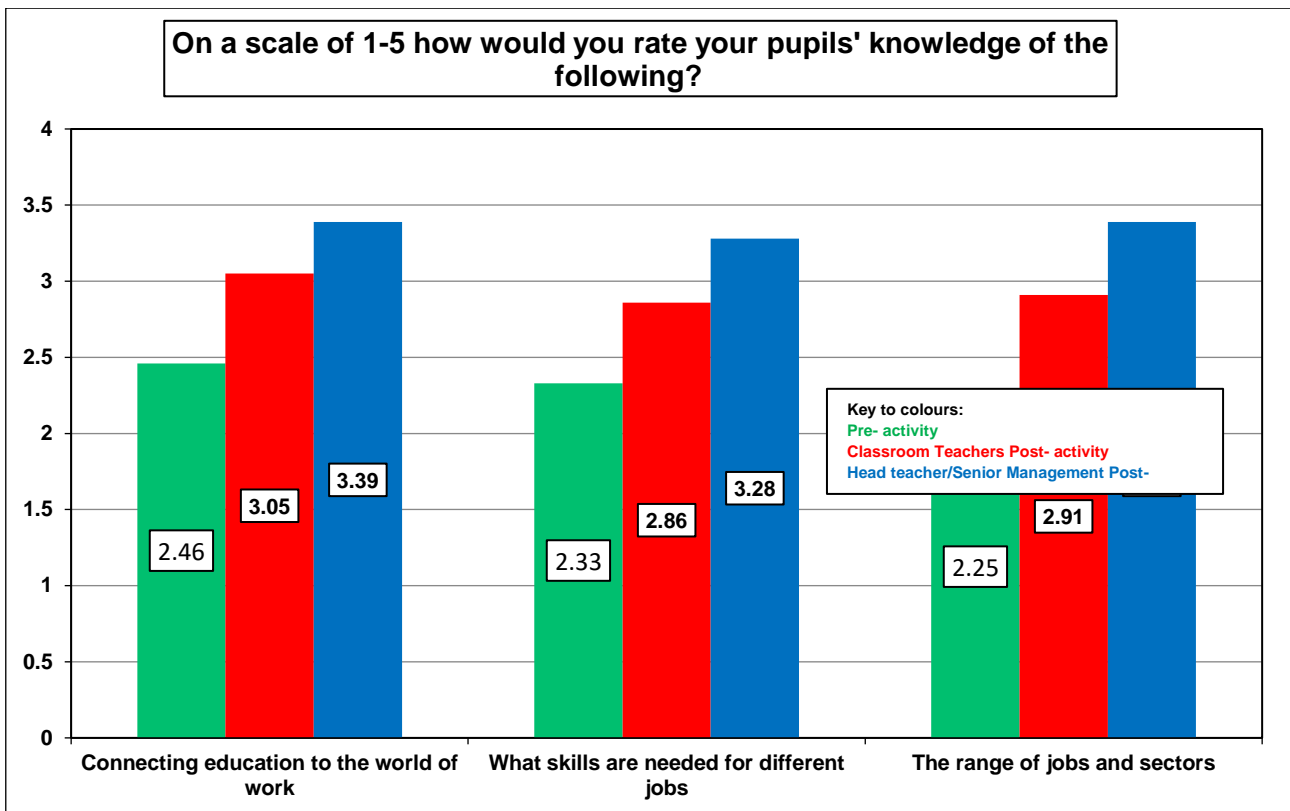
*“Thanks so much - it has turned into one of the busiest weeks with things added that aren't changeable at the last moment in school but we are doing everything to make sure the children get these lovely sessions and they can't wait to enjoy them next week!!!”* (Year 6 Teacher/History Leader/Careers Champion, St Josephs).

## Pupils Knowledge of the World of Work

The chart below indicates that pre-CRL activity, teachers rated out of a maximum scoring of 5 that children scored on average 2.46 in their knowledge of **‘Connecting education to the world of work’**. In knowing **‘What skills are needed for different jobs’** the average score was 2.33 and in knowing the **‘Range of jobs and sectors’** the scoring was 2.25.

It can be seen that post-activity teacher, head teacher and senior manager ratings for the children’s knowledge of these three key areas increased significantly.

Figure 7: Teachers pre- and post- CRL activity ratings of children's knowledge

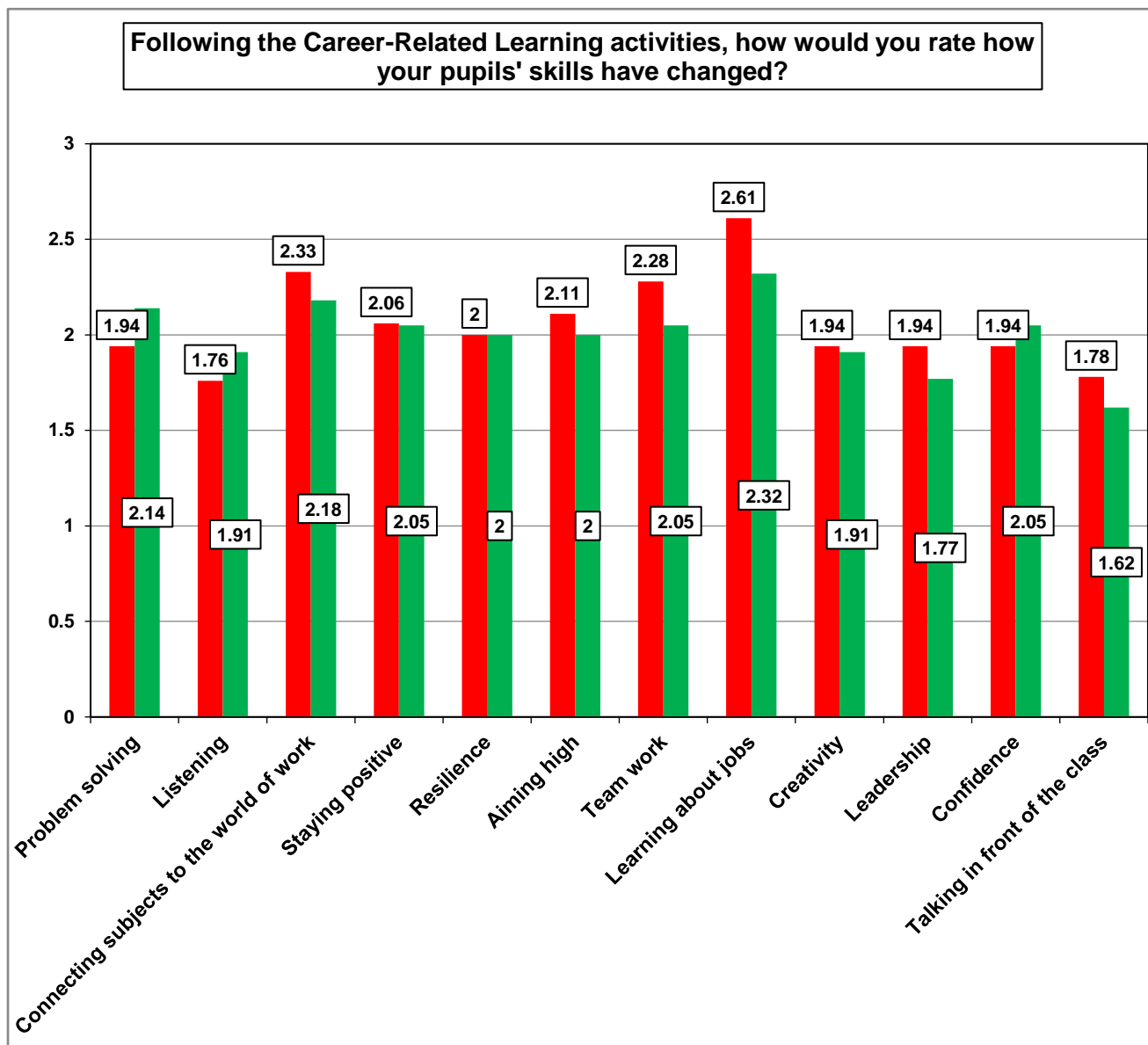


## Teachers’ assessment of how pupils’ skills have changed

In reply to the question, how do you rate (out of a maximum score of 3) how pupils’ skills have changed as a result of exposure and experience of CRL, the chart below shows head teachers (red) and classroom teachers (green) responses. This correlates with the responses of the children where an increase was clearly demonstrated in the children’s self- assessment of these skills pre- and post-CRL activities.



Figure 8: Teacher's assessment of pupil skill changes



Teachers, head teachers and managers also indicated significant improvements in:

- resilience;
- learning about jobs; and
- connecting subjects to the world of work.

### Barriers to Embedding CRL in Primary

The teaching staff were invited to comment about what are the barriers to embedding CRL in primary, how could these be overcome and what recommendations they had for improvement. The main barriers identified were time, staff confidence and expertise, age-appropriate tailored activities for the children, parental engagement, and sustainability.

- Time - For example: *“This is about time to review each topic and how CRL can be incorporated. Dedicated time needs to be given in staff meetings to plan this in and a different person needs to be driving this as I personally do not have the capacity.”* (Head teacher Beckett Primary) and *“Time pressures on the timetable.”* (Deputy Head teacher, Cherry Tree Hill)

- Staff confidence and expertise – For example *“Getting all staff on board. Finding small sections of time to begin to bring it in, building the curriculum as a staff team and reaching out to staff...”* (Classroom teacher, Grampian)
  - “Expertise and confidence of staff...”* (Senior Leader, Wyndham)
  - “We have removed all barriers - staff understand this is not an 'extra' we just need the experts in please”* (Headteacher, Landau Forte Moorhead)
- Age of children – CRL delivery needs to be tailored. Some comments included:
  - “Age of the children - we are an infant school and CRL need to be quite basic”* (Classroom teacher, Rosehill Infants)
  - “Children are too young at this age.”* (Student Teacher, Ashwood Spencer)
  - “The talk that was given to Year 1 was not age appropriate.”* (Classroom assistant, Allenton)
- Parental engagement was a concern in most schools. For example,
  - “Parent support - they [many] have low aspirations themselves. Engaging more with parents - social media to promote what we are doing in school.”* (Assistant Head teacher, Allenton)
  - “Lack of aspiration in the school community. Parents need more access to potential and opportunity.”* (Headteacher, Cavendish Close Junior)
- Sustainability and how best to continue with CRL during Covid was a particular concern.
  - “Sustaining it. We have participated in lots of great activities, but it is difficult to keep the links going, especially during Covid”* (Head teacher, Meadow Farm).

In some cases, teachers and headteachers provided constructive feedback for improvement as follows:

- “The session with the class was great, the children really enjoyed it and were engaged so that part of it was great. They struggled to then appreciate the job assembly part of the day. As the lesson prior was about wind turbines and not focused on career they didn't get as much out of the assembly as hoped.”* (Classroom teacher, Cherry Tree Hill)
- “We did really enjoy learning about the turbines! We just didn't get the careers aspect within the training.”* (Classroom assistant, Allenton)
- “I would like to be “more positive as the presenter had a good presence, however the actual assembly activities didn't make any links clear - the starter activity was just children linking jobs and then questions were asked relating to the environment which was nice but as we didn't know who the presenters were or what they did as jobs there were no connections made to the world of work.”* (Classroom teacher, Allenton).
- “I have a cultural capital themed curriculum coming up and have requested out help with this and an exciting STEM project in the pipelines.”* (Teacher, Zaytouna Primary School)

The respondents provided the following solutions for sustainability and legacy planning:

- Build CRL into the schools' curriculum throughout the year

- Expand embedding CRL into the curriculum
- Further develop age appropriate CRL activities for Key Stage 1 & 2 helping children to link knowledge and skills to the world of work.
- More CPD workshops and support with finding volunteers linked to curriculum subjects and future jobs
- Increase usage of social media to promote CRL more to parents
- Resume visits in school when restrictions are lifted.

### ***Increased awareness of unconscious bias and effective ways to tackle gender stereotyping***

Teachers highlighted their strong desire to address unconscious bias and find effective ways to tackle gender stereotyping from an early age. The CRL programme has examined this topic as part of the teacher training and lessons learned from Year 1 have been widely disseminated across schools.

*“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).*

*“The session began with me asking the children to draw an image of what a florist would look like and an image of what a construction worker would look like. It did not surprise me, when almost 90% of my class drew the florist as a woman and the construction worker as a man. I then shared the video links from ‘Our Futures’ where we virtually met a male florist and a female construction worker. Yet again, this sparked off a lot of debate in my class about gender stereotypes in various careers. My class are truly engrossed in career-related learning, and we are really enjoying getting an insight into different careers. Over the next half term, I will continue to tackle gender stereotypes with my class as it is something they are really engaged in.” (Year 4 Teacher, Landau Forte Moorhead).*

### ***An improved and enriched curriculum through a process of self-reflection and continuous improvement***

The Our Future Derby programme is also an appropriate tool to drive improvements in embedding CRL in the curriculum and wider local community. Schools highlighted that the programme is an engaging process that gets them to focus on how they are planning and delivering their curriculum and the schools’ communication with employers, volunteers and parents. It encourages them to reflect on their own processes and to further improve on these. Schools welcome the high-quality CRL resources and activities and view participation as an opportunity to gain external validation of their processes and use it to challenge their own delivery approaches and systems.

In what has been a turbulent year for schools due to Covid it has been difficult for Learn By Design and schools to co-ordinate and plan the CRL programme. Despite this CRL activities have been delivered and in the main have been well received by teaching staff in those schools who provided evaluation feedback. Where some teachers recorded lower ratings, they gave good reasons for their decisions mainly that the delivery was not appropriate for the age of the children under their charge. This could have been due to the fact the planned delivery was for an older group and that due to covid restrictions last minute changes resulted in a lower age group receiving the activity. However, a clear message has been given that all CRL activities need to be tailored to suit the age group.

Sustainability and parental engagement are two key issues that need to be considered in any future CRL programme. The positive feedback, mainly from the senior leadership teams in schools indicates that there is an appetite to continuing with this work. Head teachers and classroom teachers alike have identified with the benefits of adopting CRL and embedding this into the curriculum. However, to achieve this resources, capacity and time are required. In

the short term continued support may be necessary to arm the CRL Champions and classroom teachers with the skills and confidence they require in order for schools to progress with CRL in a sustainable manner.

*“As ever, thank you for everything. The spirit of collaboration remains an inspiration to our children and I know they will have all benefitted from yesterday in many different ways. Days such as yesterday go to prove just how successful partnership working can be and they continue to motivate us to build a sustainable career lead learning approach into our curriculum. An excellent day was had by all (including staff)! The Our Future Derby Sessions have enabled our children to see how they can develop transferable skills to use in the workplace. It has opened the children’s eyes to the range of career choices in front of them. By working with the project and the excellent volunteers, our children have benefitted immensely. As a direct result of the work, our approach to careers education has evolved and is now interwoven into our curriculum. I cannot thank everyone involved enough.”* (HeadTeacher, Cherry Tree Hill Primary School)

### 4.3 Impact on business volunteers

Volunteer feedback was analysed in the following dimensions: commitment to support schools; motivation to participate and to assess impact.

- *Impact on business volunteers* – (i) increased role models and sectoral representation; (ii) level of motivation to participate in the CRL programme (ii) level of retention in the CRL programme.

From January – July 2021, the OFD project engaged with 362 organisations. This is a mix of organisations signed up to the Primary Futures portal with a specific interest in the Derby region, local and national individuals that may be retired or self-employed and national organisations that due to COVID have been happy to engage with Derby schools in virtual activities. Of the 362, 128 companies/individuals worked with schools to deliver CRL activities. An example of the business volunteer recruitment campaign is illustrated below.

## Our Future Derby


We are looking for people who are passionate about helping children in Derby to broaden their horizons and raise their aspirations. Could you inspire children in your community to believe in their future potential through Our Future Derby?

The children across Derby are an inquisitive bunch. During an assembly where they had to guess volunteers' jobs they had lots of questions and as one teacher put it, "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!". These children represent the future talent of Derby: the future engineers, key workers, digital designers and citizens of the city. Nurturing their natural ambitions, whilst broadening their horizons and tackling potentially held stereotypes about the jobs they could do in the area is crucial for Derby's future success.

The **Our Future Derby** programme helps primary schools make links with the world of work via a range of engaging activities. These can be virtual or face to face and can involve one hour or one day – the choice is yours depending on how much time you wish to commit. Our team takes the lead and will be on hand before and during the activity. Whatever your seniority level, job role or experience, you'll be surprised what an impact sharing your story will make.

[Sign up to volunteer now >](#)


Watch our video below and get a flavour for what the project is all about.




Watch on YouTube

When asked about their future job ideas, 68% of children in the schools taking part in the project were influenced by their parents or other close relatives. After taking part in an activity, many children reported they had been influenced by the volunteers they met and 81% said they had learnt about five or more jobs as a result of the activities.

Having the opportunity at school to meet a wide range of people doing different jobs is really important, so volunteers can be from any background and work or have worked, in any sector. You may be a parent (or family member) willing to work with the school your children go to, a past student that would love to help pupils in their old school or just want to give something back to your community. Whatever your motivation we would love you to get involved. Read the case studies on the right of the page to hear from three of our volunteers.






**Elaine Annable, Volunteer**

"There's a huge sense of satisfaction when young people truly engage with you and learn from you plus it takes you outside..."


[Read more >](#)



**Andrew Deighton, Volunteer**

"Supporting children and young people in Derby means I'm helping to protect the future talent in the city and building links between..."

[Read more >](#)



**Anthony Longbone, Volunteer**

"My favourite thing about volunteering is the ease of the volunteering for different events and the support that is provided by each..."

[Read more >](#)

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### **Increased role models and sectoral representation**

The programme engaged a diverse range of volunteers from the world of work. Volunteers who responded to the evaluation survey came from a wide range of backgrounds and sectors. Feedback was received from 30 volunteers who participated in activities in 15 schools.

*Table 7: Schools attended by volunteers*

<b>School</b>	<b>Number of Volunteers</b>
Akaal Primary School	5
Allenton Primary School	3
Becket Primary School	3
Peartree Community Junior School	3
Wyndham Primary Academy	3
Derwent Primary School	2
Hardwick Primary School	2
Village Primary Academy	2
Ashwood Spencer Academy	1
Beaufort Primary School	1
Cherry Tree Hill Primary School	1
Dale Community Primary School	1
Firs Primary School	1
Grampian Primary School	1
Saint Albans Catholic Voluntary Academy	1

These volunteers participated in at least 10 different activities as shown below.

*Table 8: Activities in which volunteers participated*

<b>Activity</b>	<b>Number of Volunteers</b>
What's My Line?	10
Enterprise Project	4
STEAM Futures	6
Aspirations Day	3
A Day in the Life Of...	2
Where does my job take me?	2
Enterprise Project	2
Employability Day	1
Careers in the NHS	1

### **Demographic of volunteers**

- 66% (n=21) of volunteers were female; 31% (n=10) were male; and 3% (n=1) preferred not to say.
- 72% (n=23) were White British; 16% (n=5) were Asian/Asian British; 6%(n=2) were Black African/Caribbean/Black British; 3% (n=1) were White Other and 3%(n=1) were of Mixed/Multiple ethnic origin.
- 25% (n=8) were either a director or company CEO; 31% (n=10) were senior managers, 34% (n=11) were intermediate managers; and 9% (n=3) were entry level employees.
- 17 different sectors were represented as illustrated in table 9 below.



Table 9: Sectors represented by volunteers

Sector
Engineering
Aerospace
Training and Development
NHS
Rail
Sports
IT
Armed Forces
Education
Health and Social Care
Local Government
Finance and accounting
Civil Service
Health and Wellbeing
Legal
Languages/Information/Culture
Waste Management

#### How the volunteers rated their experience

- The volunteers who responded to the survey rated their experience highly as 4.7 out of a possible 5
- 72% (n=23) are signed up to the Primary Futures portal
- 97% (n=30) will be prepared to sign up to a future event.

Respondents were invited to add some additional comments, for example:

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

*“Thank you as always! It’s been a pleasure.”*

*“The event was really well organised and managed through the session, it was a real pleasure to take part in it. I would happily take part in another session as I feel there may not have been enough time for all the children’s questions.”*

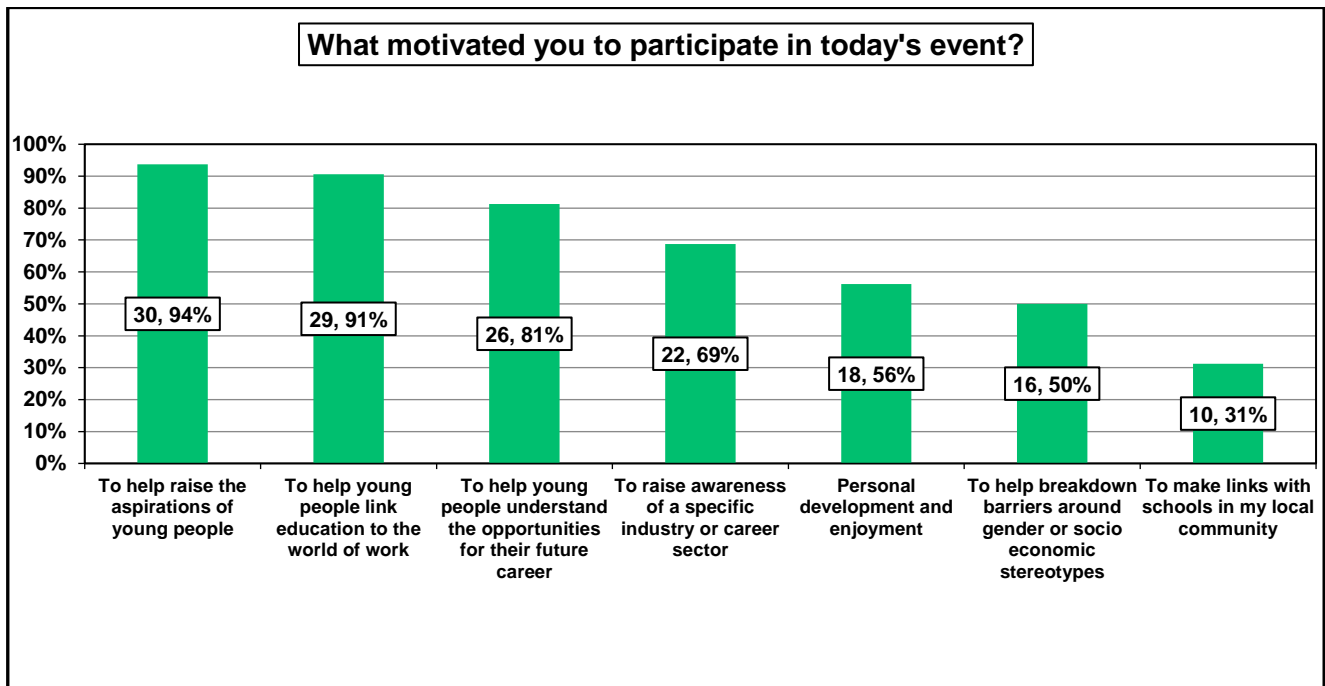
Volunteer recruitment activities included:

- Joined up and partnership work with E4E (Enterprise for Education) to promote the benefits of volunteering
- Engaging the services of Penguin PR to promote the work of OFD but to also focus on increased volunteer engagement
- A full range of marketing activities took place during national Volunteer Week
- Regular communications and messaging were sent to client groups, contacts and databases held by the consortium organisations and partners e.g., D2N2, East Midlands Chamber of Commerce, Federation of Small Businesses, Rolls Royce, etc.

### Level of motivation to participate in the CRL programme

The volunteers were asked to indicate what had motivated them to take part in the activities. As shown in figure 9 below the 3 main reasons indicated were: (i) To help raise the aspirations of young people; (ii) To help young people link education to the world of work; and (iii) To help young people understand the opportunities for their future career.

Figure 9: Volunteer's motivation to take part in CRL activities



### What was achieved?

Respondents were then asked following the CRL activity what had been achieved on the day:

- 97% (n=31) said that awareness had been raised of their particular industry or sector
- 84% (n=27) felt that this broke down barriers around socio-economic stereotypes and gender stereotyping
- 94% (n=30) believed that the activity they took part in helped young people to link education with the world of work
- 91% (n=21) believed that the activity they took part in helped the young people understand the opportunities for their future career.
- 94% (n=30) believed that the activity they took part in helped raise the aspirations of the children
- 84% (n=27) increased their own personal development and enjoyment.

A summary of the main comments received reflects the overarching aims of the programme:

*"It is great to be able to help with these remote/virtual events as I do not live locally to the school but grew up nearby. I like to be able to show children that someone like them, from a similar background and who has a similar accent to them, can become a scientist."*

*"It was my first support role which I really enjoyed. Interacting with 7-8 years gave a big insight on where their knowledge base is. Sharp interesting questions."*

*"The ability to deliver to a different age-group and react to their questions. It was also great to highlight to fact that being different is incredibly important"*

*"Raise awareness of careers in engineering- we need more engineers, not just boys."*

*“Having the children engaged in the subject, knowing the variety of roles within the rail sector with 2 female ambassadors shows the diversity that anyone can be interested in a role if that is what they want to do”*

*“Highlighting that ‘soft skills’ are just as important as education. also highlighting that it's not essential for them to pick the right career from the age of 10!”*

*“Seeing about all the different jobs and how working hard at school gives the opportunities to make choices as they grow up.”*

*“A view that you can do whatever you want.”*

Selected examples of volunteer backgrounds and additional feedback received:

**Detective Constable** - *“It was a brilliant event and the pupils asked so many fantastic questions. They loved hearing about when I was chased by a pack of dogs in an alleyway in London. It was interesting to share my journey from Pakistan to the UK and how I learnt English as second language. If I can become successful in a country I was not born in, my message is that anyone can.”*

**Family Law Solicitor** - *“The Akaal Careers workshop was incredibly insightful to me as a Volunteer and really highlighted the future of our society! The pupils were engaging and interacted well. The session ran efficiently and was well put together with some pupils logging in from home and some pupils from the classroom. I enjoyed partaking in this and I look forward to hopefully carrying out further sessions with this school in the future”.*

**Mental Health Ambassador** - *“It was genuinely great to be part of Akaal School’s Career Workshop! It was brilliantly organised with an inspiring message of reminding children that they have the confidence within them to be anything they want to be. The workshop was creative, so children were happy to get involved by asking some thought provoking questions. I was also thankful to be given the opportunity to speak about the importance of mental and emotional health. Thank you so much for allowing me to be part of this successful workshop!”*

**RAF Pilot/Commercial Pilot** - *“This was my first workshop and it seemed to go very well. The children were well engaged and asked appropriate questions. The social media platform (zoom) was well facilitated. A good all-round event for the children and guests.”*

**Language Translator/Author** - *“Thank you for all that you are doing! It’s lovely to see how the pupils really were fascinated by languages.”* (Ashwood Spencer)

**Army Captain** - *“I thoroughly enjoyed this event and would be more than willing to join a similar program or give further feedback to Pear Tree on the outcomes of this particular session. I was particularly intrigued by the quality and maturity of some of the questions from all the classes, so it is evident that some have a desire to ask and a willingness to learn! Thanks to you and all involved. Bravo!!!”*

**Retiree from the shipping industry** - *“I volunteer to give something back to the community after a very enjoyable +45 years in shipping. It’s a career with many opportunities. Thanks especially to the school and individual staff and students who contributed to and engaged and engaging sessions with some quite novel questions.”*

### **Level of retention in the CRL programme**

Volunteer Engagement and Retention Strategy - once signed up to Primary Futures portal included:

- Access to a volunteer handbook and a wealth of online guides providing tips to engaging in virtual activities and generic formats such as ‘What’s My Line?’
- Invites to attend webinars or if unable to attend, access to the recordings. This year the team included topics such as:
  - Engaging children: How to adapt your sessions for primary and secondary aged pupils
  - Starting early: the importance of broadening horizons for primary aged children
- Schools can approach volunteers for OFD and other CRL activities e.g., World Book Day

- Using the Primary Futures' portal schools can sort and search using various fields to identify volunteers with specific experience or skills, helping schools match with the right people
- Volunteer Guidelines were sent out prior to an activity by the LBD team
- If they supported an activity that is logged on the Primary Futures system, they were invited to the Education and Employers end of term online celebration party (July 2021).

Our Future Derby specific additional support included:

- Volunteers receive a Derby welcome email when signed up, in addition to the generic welcome email from the portal
- Invite to attend the OFD celebration webinar on 9 February 2021 – see video compilation from the event: <https://www.youtube.com/watch?v=FkdF2Am9cW8>
- March 2021 Volunteer webinar: Introduction to Volunteering with Our Future Derby
- June 2021

The retention strategy and additional support provided worked well for the majority of volunteers. The training of volunteers (and teachers) was delivered mostly through webinar sessions.

Obviously Covid had an impact and much of the delivery was virtual which did present a few problems with connections as reported by a few of the volunteers. However, as the above feedback has demonstrated the volunteers enjoyed the experience and believed they have made a useful contribution to the children's educational development. Nearly all (97%) would attend further CRL events and activities. There were some suggestions for improvement:

*“Communication is critical - short updates help keep the programme in mind... Collaboration opportunities need to be further explored to see where volunteer and organisation resources can be made most use of.” (Volunteer, David Roster Phillips).*

*“I haven't received any requests for volunteering sessions for some time, I've checked my account and everything looks ago, so I assume this is just due to Covid. I made two improvement suggestions today that would be really helpful, 1) Full awareness of time expectations of each volunteering session e.g., 2 hours, half a day or full day etc and being able to pause your account so that you don't get volunteering requests that you have to decline due to being unavailable. Both of these would really help volunteers who are business owners to plan and not waste time. Many thanks.” (Volunteer, Personal Safety Trainer)*

*“Give a decent amount of notice for volunteering opportunities, and a clear brief of what the session will involve, and particular skills / experience / profile you're looking for. When volunteering in a different region, I've had requests for the next week, when my diary is already full.” (Volunteer, Methodist Homes Association).*

#### 4.4 Impact on parents/carers

This year parental engagement was more of a challenge due to Covid. The team had to think of other ways to engage parents so they introduced a 'Designer Bin' competition and also linked with 7 schools to create 'Career Spotlight Newsletters' that were bespoke for each school and were sent home to parents to inform and engage them. A few parents/carers contributed to the evaluation in Year 2 (n=13); however, due to the pandemic and home schooling pressures it was recommended by schools to focus more on this in Year 3.

- *Impact on parents/carers* – (i) levels of awareness of CRL activities in their child(ren's) school.

The main findings reflect Year 1 results that parents 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 -2022 and other publicity campaigns, in particular to reach out to differing community groups. In Year 2, the team identified two new effective ways to communicate with parents from September 2021 onwards. They have forged close working links with the Schools Toolkit <https://schooltoolkit.org>

– and will piggy back on ‘ClassDojo’ or other parent/teacher platforms that are commonly used by schools to connect with parents. This important step has gained senior leadership support.

From a parent of a pupil who entered the Designer Bin Competition:

*“Hi Lauren, That's brilliant and what fantastic entries! I'm so proud of my daughter Georgia for taking part and being a runner up. It's always great to get young minds ticking! Thank you so much for emailing everyone that sent entries in. Kind regards, Lisa.”*

From on a school headteacher:

*“This is fabulous! Thank you. We'll definitely share it! It's excellent. Debs, could this be added to our newsletter today please? Also, could you print out a copy for our ‘pat ourselves on the back’ folder?”*  
(HeadTeacher, Cherry Tree Hill Primary School)



## Section 5: The Future of the Programme

*“In May 2021, the Minister of State for Universities announced...Derby will receive an additional £1.25m for academic year 2021/22, of which £200,000 will be used for careers and skills twinning work across the D2N2 Local Enterprise Partnership. This additional year will “enable the continuation of this important work, help sustain long-term improvements and outcomes, support recovery from the pandemic and level up standards across England” (DfE, 2021).*

In this concluding chapter, we consider lessons learned to inform Year 3 of the programme and draw together key recommendations. Overall, the goal is to generate intelligence to inform sustainable CRL policies and practices across the city and region. For example, how easy or difficult is it for schools to replicate the approach for themselves beyond the funding period? Is there scope to partner schools (twinning) to support one another? How can best practice resources be disseminated for impact and form a legacy from the programme?

### 5.1 Sustainability and partnerships

One of the key objectives during the Year 2 programme was sustainability and leaving lasting partnerships for schools and local organisations to build upon. The Our Future Derby team set up various meetings between Careers Champions in the school and external organisations including the British Army, Derbyshire Police, the University of Derby, University Technical College (UTC), Derby Pride Park, ‘Engineered Learning’ a community learning provision for pupils at risk of becoming NEET and ‘Resilient Pilot’, a pilot mentorship scheme which links pilots to schools to volunteer and share their career journey.

UTC Derby selected 5 schools to work in depth with and made use of further links with schools for future work. The Army found creating initial links a challenge when working with primary schools, so together OFD formed a partnership where facilitators would make school introductions via email and support initial meetings. The schools had tailored sessions according to their needs. Derbyshire police were overhauling their curriculum so links were made for a new programme to commence from September 2021 onwards which focused on sustainability and a key school contact. The University of Derby offered schools free workshops, virtual tours and more. Resilient Pilot offered schools free careers mentorship via their pilots who plan to come into schools and host workshops sharing their careers journey. All of the links were made with careers at the heart of it. They were well received from all parties who may have found it difficult to create initial contact.

### 5.2 Additional impactful approaches

There was significant evidence of impactful approaches linked to sustainability and legacy planning. For example:

- Innovative blended delivery Zoom sessions with pupils at home and in school – adopted by Akaal Primary School with additional interest from Allenton Primary School.
- 18 schools developed relationships with the Army and/or Police and are working on long term contacts as some children have negative views of the police and the school wish to change this by showing the police are human and building a relationship with them.
- 10 schools paired with UTC and/or Derby University.
- Increasing careers interventions focussed on the theme of ‘Enterprise’ – Derwent Primary School.
- Firs and Village Primary schools are working together to share best practice.
- Pear Tree Junior plan to partner with Zaytouna Primary School.
- Wyndham and Village Primary Schools are planning to work in partnership
- Village primary School had five separate projects with the Derbyshire Police, British Army, UTC x 2 projects on Life Sciences and Engineering and also a project for World Book Day.
- Wyndham Primary School had 6 regular Career Ambassadors coming into the school monthly for regular Careers sessions with designated year groups.
- Engineered Learning – Learn By Design interviewed the founder Dan Read and students and produced some careers videos which are uploaded on Youtube. It became clear that the student's needed some guidance on

what to do once they leave Engineered Learning. OFD facilitated links with the UTC Derby Park to organise a collaborative approach between the two organisations

### **Interest from Schools outside of the OFD remit**

- Lakeside Primary (Part of Harmony Trust) – interested in partnering with Village Primary School and sent OFD resources and newsletters.
- Ravensdale Infants School – This school falls outside the 7 wards in Mickleover. OFD paired them with a proactive school. All teachers are to sign up for Primary Futures Portal and have received the Tutorial for portal.
- St Johns' Fisher School got in touch to enquire about them joining OFD. They are currently outside the remit of the Year 2 programme. They have been sent the portal link, sign up for a CPD session and offered the newsletter and CPD sessions. The school can also pair up with an OFD school if they wish to pursue this.
- Alvaston Infants School got in touch to enquire about them joining OFD. They also fall outside of the remit. They have been sent the portal link, and signed up for this, offered the newsletter and CPD sessions. The school can also pair up with an OFD school if they wish to pursue this.
- Similar enquiries received from Ravendale Junior School, Mickleover Primary School, and Alvaston Infants School.

### **5.3 Best practice and multi-agency collaboration**

The Our Future Derby programme has built on **best practice models** and has further pushed the boundaries of understanding **what works in a city and local community context**. Having a city-wide careers strategy provides a dual focus on both social inclusion and economic development matters in which policies complement one another and operate side-by-side.

*“Our partnership work with Our Future Derby and Learn By Design has strengthened and deepened our children's learning through rich, hands on experiences with engaging and inspiring ambassadors and volunteers. It has opened our children's eyes wider to their future possibilities and they can more clearly how the knowledge and skills they are learning in the classroom link to their ever-changing future careers.”*  
(Careers Champion, Wyndham Primary Academy)

Building a **multi-agency collaborative approach** within a city context facilitated the ability to draw upon **local community expertise, existing national programmes enabling sharing of good practice and in-depth research capacity**. Working collaboratively across organisations and with teachers, volunteers from the world of work and parents has supported a **culture of innovation and learning** which has ensured the continued success of the project. Effective multi-agency CRL and research can be achieved where there is common understanding of the context, local priorities and circumstances in which policymakers and schools with specialist partners can together bring about change.

In Year 2, the use of technology and facilitated CRL activities was a critical success factor in the programme. The Primary Futures portal provides a scalable, low-cost, sustainable CRL approach to connecting schools with relevant volunteers from the world of work. Locally, schools have access to hundreds of volunteers representing a range of sectors, job roles and demographics. This was significantly boosted by the move to engage volunteers virtually during lockdown which meant **schools could access over 10,000 volunteers from across the UK** opening up greater possibilities to make specific links with curriculum topics and tackle stereotypes. The OFD team **created at least 59 new CRL practical resources and 66 CRL activities** for schools, alongside further developing an innovative children's **Career Learning Log** (Key Stage 1 & 2) designed to support pupil transitions into Key Stage 3.

Business volunteer engagement relies **on a commitment from the headteacher and senior management team** to support teachers embedding CRL in the curriculum. Planning calls with the schools whereby an organisation (or person) with expertise / experience in CRL explores how CRL can be adapted for that school works well. Trialling CRL to support schools is important. **A collaborative approach across a city, whereby primary schools not directly involved in the programme can be briefed on progress made, provides new ideas for ‘twinning arrangements’ to build a legacy of sustainability.**

Employer engagement can be achieved successfully through **close working links with Chambers of Commerce and other sector specific and/or industry bodies**, though these vary in size and shape. However, adopting further measures such as **publishing through various media outlets** can help to raise the brand profile and awareness of the need to inspire children to succeed now and in the aftermath of Covid-19.

*“The Our Future Derby programme helps link city primary schools with the wider business community. It provides insights for pupils and teachers to professions, careers and local business. It also provides volunteers with the opportunity to talk to pupils and share knowledge and experience - that’s a two-way process. Conversations with pupils can be enlightening, informative and inspirational. Teachers also have the opportunity of developing additional support. Conversations are invaluable.”* (Business Volunteer)

**Local templates, lesson plans, videos, case studies and a bank of city-wide CRL resources and activities** provide a rich source of inspiration and motivation to embed careers within the school offer. In Derby, the free of charge ‘Primary Futures’ portal means schools are not starting from scratch to develop a new database of volunteers and there are lots of accessible resources that can be customised. The move towards making available CRL resources into the city-wide ‘Future Derby’ careers portal further strengthens the connection between primary and secondary careers initiatives.

#### 5.4 Addressing unconscious bias and inclusive approaches

Evidence was found of **increased confidence and motivation in teachers and children to participate in CRL activities**. However, there was notable unconscious bias in children’s career aspirations. This requires more work to reduce gender stereotypes. Children’s feedback suggests there was increased understanding of the link between education and the world of work. This has resulted in a more positive attitude in children to learning and skills development. The scope of the study did not seek to find evidence of improved attendance and attainment given Covid circumstances.

*“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).

The programme was commended by some schools for its highly inclusive approach.

*“I just wanted to congratulate you on the great success of the CRL programme. I always appreciated the way that SEND learners were considered in the research right from the outset of this project. This forward-thinking approach is now coming to fruition in the tangible inclusive nature of the work on the ground...Thank you”* (Headteacher, St Martins School).

*“I would like to continue next year and look at how to supplement specific topics across school over the year... Thank you for the flexibility you have shown over the past year during Covid restrictions”* (Assistant Head teacher, Allenton Primary School).

#### 5.5 Involving parents/carers

**Involving parents/carers and integrating them into CRL requires significant attention**, particularly in relation to overcoming language barriers. This year parental engagement was more of a challenge due to Covid. The team had to think of other ways to engage parents so they introduced a ‘Designer Bin’ competition and also linked with 7 schools to create ‘Career Spotlight Newsletters’ that were bespoke for each school and were sent home to parents to inform and engage them. A few parents/carers contributed to the evaluation in Year 2 (n=13); however, due to the pandemic and home schooling pressures it was recommended by schools to focus more on this in Year 3.

The main findings reflect Year 1 results that parents 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 -2022 and other publicity campaigns, in particular to reach out to differing community groups. Harnessing technology, where appropriate, and engaging role models in the programme can be beneficial. In Year 2, the team identified two new effective ways to communicate with parents from September 2021 onwards. They have forged close working links with the Schools Toolkit <https://schooltoolkit.org> – and will piggy back on ‘ClassDojo’ or other parent/teacher platforms that are commonly used by schools to connect with parents. This important step has gained senior leadership support.

## 5.6 Key lessons and recommendations

The end goal is to generate intelligence to inform sustainable CRL policies and practices across the city and region.

- ***How easy or difficult is it for schools to replicate the approach for themselves beyond the funding period?***

At this stage, some schools are more ready than others to replicate the approach for themselves. A further year of supported CRL strategy and implementation, alongside increased communications and CPD sessions with senior leadership teams and teachers should greatly assist in the move towards sustainability. In Year 3, qualitative interviews should yield more in-depth findings in this regard.

- ***Is there scope to partner schools (twinning) to support one another?***

There is significant scope to foster closer partnerships and shared learning between and across primary schools in the D2N2 area. In Year 3, the further development of an innovative approach to ‘Career Logs’ at Key Stage 1 & 2 linked to the Derby Transitions project and complementing similar work in Key Stage 3 secondary schools, should greatly benefit children and young people’s career exploration as well as supporting teachers, Careers Leaders and parents in family career conversations.

- ***How can best practice resources be disseminated for impact and form a legacy from the programme?***

Steps taken in Year 2 to increase the range of CRL resources including lesson plans, worksheet activities, PowerPoint presentations, recorded webinars, Newsletters, videos, and home schooling materials have made a positive impact in participating schools. The move to embed Our Future Derby resources into the new ‘Our Future’ (Derby-wide) portal ensures more schools (including secondary schools) now have increased access to CRL resources. Working closely with Penguin PR communications agency and local partners has helped to raise the profile of the programme via radio and newspaper articles.

### ***Key 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.

## Appendix 1 – List of Participating Primary Schools

### School Name

Akaal Primary School  
Allenton Primary School  
Arboretum Primary School  
Ashcroft Primary  
Ashwood Spencer Academy  
Beaufort Primary School  
Becket Primary School  
Bemrose Primary School  
Bishop Lonsdale Primary School  
Breadsall Hill Top Primary School  
Cavendish Close Junior Academy  
Chaddesdon Park Primary School  
Cherry Tree Hill Primary School  
Dale Community Primary School  
Derwent Primary School  
Firs Primary School  
Grampian Primary School  
Hardwick Primary School  
Landau Forte Academy Moorhead  
Meadow Farm Community Primary School  
Oakwood Infant & Nursery School  
Oakwood Junior School  
Peartree Community Junior School  
Peartree Infant School  
Redwood Primary School  
Rosehill Infant and Nursery School  
St. Albans Catholic Voluntary Academy  
St. James' CE (VA) Junior School  
St. James Infant CE (VA) and Nursery School  
St. Joseph's Catholic Voluntary Academy  
Village Primary Academy  
Wyndham Primary Academy  
Zaytouna Primary School



# Appendix 2 – CRL Children’s Pre-activity evaluation and Post-activity evaluation templates

Enter pupil unique identifier number here

## Our future Derby

Pre-activity

Date: \_\_\_\_\_


Age: 4  5  6  7  8  9  10  11

School: \_\_\_\_\_

Gender: Girl  Boy  Prefer to not say

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. THREAT!



Do you know anyone in your family or a friend of the family who does this job? YES  NO

If yes, who are they? \_\_\_\_\_

If no, how do you know about this job? \_\_\_\_\_

## Our future Derby

How many stars would you give yourself for the following skills?


Please colour in the stars below. ( 1 star = Not very good and 5 stars = Very good)

Problem Solving	☆☆☆☆☆
Teamwork	☆☆☆☆☆
Listening	☆☆☆☆☆
Creativity	☆☆☆☆☆
Confidence	☆☆☆☆☆
Aiming high	☆☆☆☆☆
Talking	☆☆☆☆☆
Staying positive	☆☆☆☆☆

**Do you agree or disagree?**

	Agree	Not sure	Disagree
Girls and boys can do the same job	😊😊😊	😐😐😐	😞😞😞
I can do any job I want when I grow up	😊😊😊	😐😐😐	😞😞😞
English, Maths and/or Science can help me later in life	😊😊😊	😐😐😐	😞😞😞
Doing well at school can help me get a better job when I grow up	😊😊😊	😐😐😐	😞😞😞

Thank you for sharing your ideas with us.



Appendix 2a: Pupil Pre- Evaluation

Enter pupil unique identifier number here

## Our future Derby

Post-activity

Date: \_\_\_\_\_

Age: 4  5  6  7  8  9  10  11

School: \_\_\_\_\_


Gender: Girl  Boy  Prefer to not say

**What did you learn from the activities today?**  
(Please tick one of the boxes next to the sentence)

	Yes	I'm not sure	No
I have learned...	😊	😐	😞
there are lots of different jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English, Maths and/or Science are useful subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
girls and boys can do the same jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can do any job I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
that doing well at school can help me get a better job when I grow up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Now that you have done some career learning activity at school...**  
**What do you think you want to be when you grow up?**  
(If you don't know don't worry just write 'I don't know')

I want to be... \_\_\_\_\_



## Our future Derby

How many stars would you give yourself for the following skills?

Please colour in the stars below. ( 1 star = Not very good and 5 stars = Very good)

Problem Solving	☆☆☆☆☆
Teamwork	☆☆☆☆☆
Listening	☆☆☆☆☆
Creativity	☆☆☆☆☆
Confidence	☆☆☆☆☆
Aiming high	☆☆☆☆☆
Talking	☆☆☆☆☆
Staying positive	☆☆☆☆☆


**How many stars would you give out of 5 for how much you enjoyed the activities today?**  
Please colour in the stars below. ( 1 star = Not very good and 5 stars = Very good)

☆☆☆☆☆

**The thing I enjoyed learning most about today was...**

\_\_\_\_\_

Thank you for sharing your ideas with us.



Appendix 2b: Pupil Post Evaluation

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