



# Primary Futures Inspiring Dorset 2021 Project Evaluation

The Education and Employers charity connects schools with volunteers from the world of work, through its free flagship service, Inspiring the Future, and its counterpart for primary schools, Primary Futures.

Meeting real-life role models from a wide range of jobs and backgrounds helps children see the link between learning and work, broadening their horizons, challenging gender stereotypes and raising aspirations.

## **Acknowledgements**

We are very grateful to Dorset Council for commissioning this work and evaluation. We wish to thank the thousands of children, volunteers, teachers and our staff team who made the events a reality, and to those who shared feedback and provided consent to use the imagery in this report. The report was written by Avantika Taneja, Katy Hampshire and Charlotte Thurston. See Appendix 1 for a list of schools.

*As an area, Dorset has always been at the forefront of career relating learning in primary schools. We have been long term supporters of the concept of starting early to broaden horizons and inspire children from an early age and we recognised what this would bring to children, especially in areas of disadvantage. This is why in 2018 we started our partnership with Education and Employers to run their Primary Futures programme. During the last four years, Dorset Careers Hub has been supporting all secondary education providers and colleges to meet their legal duties to provide robust careers programmes and we were pleased to have the opportunity to re-invigorate our support for primary schools across Dorset through the Inspiring Dorset project in 2021.*

*We welcome this impact report and its findings showing the importance of starting early and that these activities have helped to broaden horizons. The feedback from employers, teachers and students has been extremely positive and I have also had the pleasure to watch a selection of sessions myself. I have been impressed by the quality and breadth of employers taking the time to speak to our children, including a wind turbine engineer on a boat all the way over in Taiwan. We are looking forward to continuing to work with Primary Futures to support career-related learning in primary schools across Dorset. I am sure the 6,725 children that were involved in the project learnt a lot about the world of work and are inspired for the future. I was!*

**Robert Firth**  
**Enterprise Coordinator**  
**Dorset Council**

# Primary Futures Inspiring Dorset 2021 Project Evaluation

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## Executive Summary

Primary Futures is a programme from the charity Education and Employers, seeking to raise children's aspirations, challenge stereotypes and help them see the relevance of learning by connecting schools with inspiring role models from the world of work. Schools nationally can use Primary Futures for free to plan in-person activities with local volunteers or connect virtually with volunteers from all walks of life across the country, including through our pre-recorded activities and lesson plans. Dorset has been one of the leading areas of the country to place value on career-related learning at primary age. Outside of Department for Education Opportunity Areas with dedicated resource for this work, Dorset has been the only area of the country to proactively invest in careers-related learning at the primary age via Primary Futures, both in a 2019 campaign and again post-pandemic via the Inspiring Dorset 2021 project.

The Inspiring Dorset 2021 project was launched in partnership with Dorset Council, funded by Dorset LEP running over 2.5 school terms from April 2021 to February 2022. With the objective of reinvigorating and stimulating Primary Futures activity in areas of low social mobility in Dorset, the project offered a package of facilitated support to 25 schools with the aim of these schools being able to engage independently in the long-term with Primary Futures.

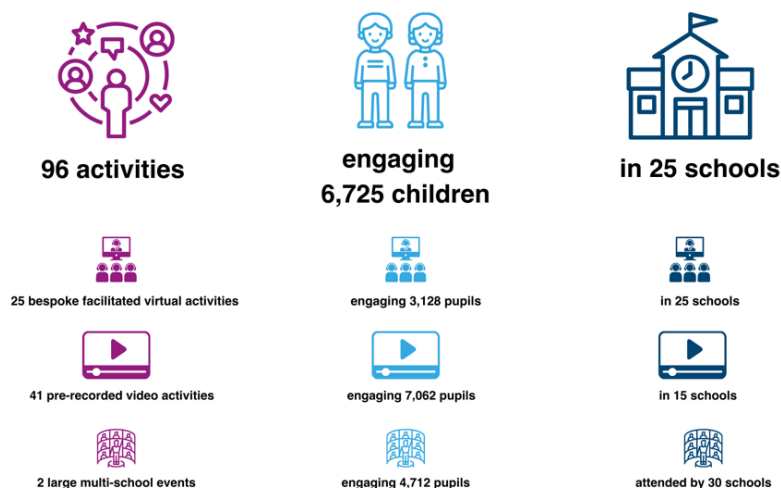
The specific intended project outcomes were:

- 1) Children's aspirations and horizons are broadened with children having an increased awareness of jobs
- 2) Children's improved perception of self: confidence, self-efficacy, self-belief and the jobs they can access, including tackling gender stereotypes
- 3) Children are more informed about how what they are learning in schools links to the wider world (with a focus on English & maths)
- 4) Teachers are supported to recognise the role of CRL and to implement an effective programme of employer engagement in their primary school
- 5) Increased community and employer engagement in primary schools

## Project reach

**Schools:** The core project successfully involved 25 schools and exceeded key targets, delivering 96 activities (128%) and engaging approximately 6,725 unique children (269%), an average of 269 children per participating school. The project set out to target schools in areas of low social mobility and 92% of the participating schools were initial targets schools.

An additional 11 Dorset primary schools beyond the project schools accessed Primary Futures, totaling 36 Dorset primary phase schools that were active from April 2021 to Feb 2022.





**Employer engagement:** 70 volunteers representing 61 employers engaged in this project to deliver 78 career talks. Volunteers represented local, national, and international organisations from SMEs to large employers, with 40% having local ties to Dorset, 55% being female and 28% from an ethnic minority background.



*Sample of volunteer jobs represented in the project*

## Key findings:

The data from 894 Dorset children at baseline, 617 at midpoint and 332 at endline is broadly comparable to national benchmarks of previous Primary Futures research.

**Broadening horizons and raising aspirations:** Based on both children and teacher qualitative and quantitative responses, the project had the greatest cumulative impact on broadening children's horizons with a strong positive shift on the number of children reporting 'there are lots of different jobs for me when I grow up' and 'I feel inspired after hearing adults talk about their job'. Most children said they 'learned about a new job they hadn't heard about before.' Teachers similarly rated these statements as having the highest impact.

*"You can do lots of different jobs around the world"*

*"There are so many jobs to choose from and I don't even know half of them"*

*"that i have loads of options for when i grow older"*

*"They [jobs] are funner than I thought and they are actually quite enjoyable"*

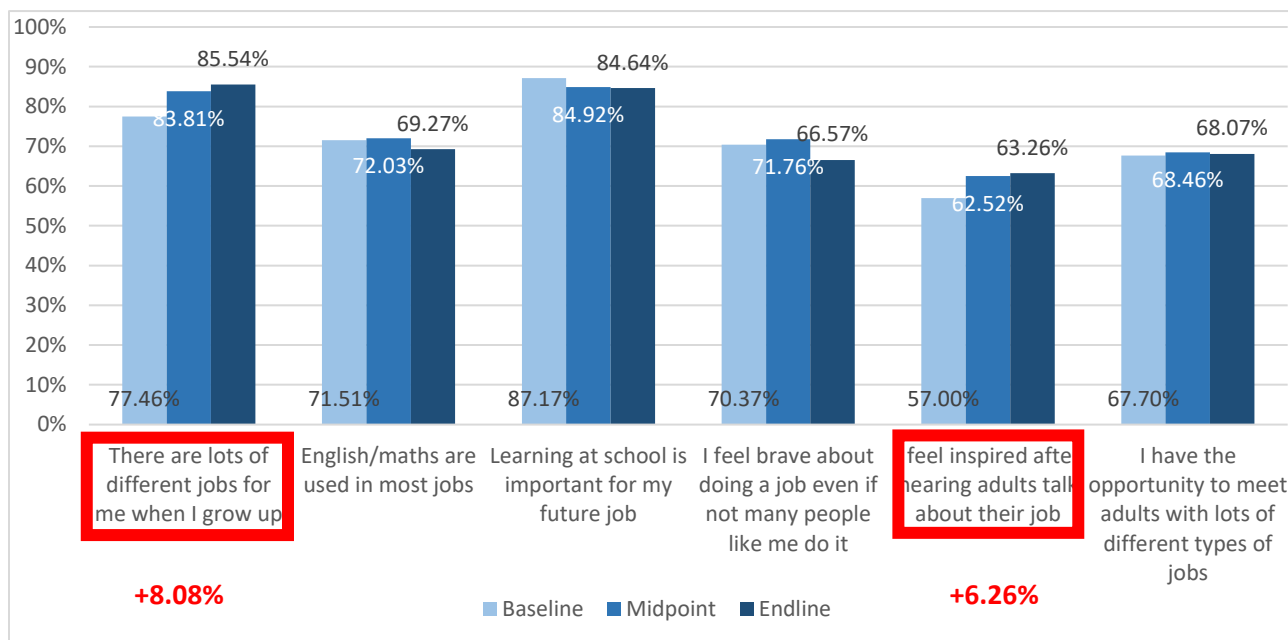
**Motivation in learning at school:** 100% of teacher respondents said that children 'learned that maths/English were used in most jobs' and 'feel that learning at school is important for their future job' because of the project. Results were harder to ascertain from children's direct responses that yielded more mixed results and very high baseline agreement on these statements. Teachers may have evidence of behaviour or attitudes shifting in the classroom that are not reflected in children surveys. A recommendation for Primary Futures is to consider how to brief teachers and volunteers to be more explicit about this theme.

For a small proportion of children, motivation in learning was their biggest take-away:

*"That you have to learn a lot in primary and secondary school to earn your future job."*

*"subjects at school help some people with their jobs"*

*"jobs have maths and English involved in it"*



**Tackling gender stereotypes:** Primary Futures activities had a strong impact on shifting gendered preconceptions around certain jobs, with the greatest shift in the following jobs being seen as accessible to all genders: sea captain, builder, engineer, florist, nurse, pilot. Stereotypes persisted for a proportion of children after the project around the jobs that children likely didn't encounter through a volunteer suggesting that meeting volunteers in specific gender stereotypical jobs is more impactful than general messaging on 'boys and girls can do all jobs.' There are numerous volunteers available on Primary Futures as well as pre-recorded materials of volunteers challenging gender norms, which schools can continue to use post-project to tackle persistent stereotypes.

*"That even boys can be nurses! Only because I thought girls were nurses and boys were doctors"*

*"One thing I liked about the video is that they inspired me to be whatever job I want to be whether people think boys can do it or girls can do it".*

*"Boys and girls can do any jobs even if no girls are doing it or no boys"*



*Jobs that showed the greatest distance travelled in shifting children's gendered preconceptions*

**Impact of pre-recorded activities:** Pre-recorded video volunteer talks with accompanying learning activities appear to have comparable impact on children's outcomes as live encounters. There are early suggestions that enjoyment is slightly higher with live interactions but that thematic emphasis in pre-recorded activities can deepen outcomes (i.e. tackling gender stereotypes). Hence there is a strong case to continue the complementarity of both models as they have differing advantages.

**SEND inclusion:** The case study from Westfield Arts College shows that Primary Futures activities can be adapted to SEND learners in primary phase in special school settings and some of these adaptations could be transferred to the teacher appetite to support KS1 provision or SEND learners in mainstream more generally.

### **Teacher feedback**

Teacher respondents all rated the project as impactful on its intended outcomes and rated all the project support elements favorably, including planning calls, facilitation of live activities, teacher training and pre-recorded activities.

*“Found it opened doors to the children's horizons and immediately broadens the curriculum bringing context to it.”*

*“Children were engaged. They heard about different jobs, some of which were local. They were told about different ways you can get into different jobs. Children also realised they could change jobs and didn't need to know what they wanted to be already.”*

*“Very inspirational way to share potential careers and was a great way to launch our topic”*

*“Opened children's eyes to what particular jobs entail.”*

### **Teacher training for legacy and sustainability**

Teachers indicated that project activities met their bespoke needs, by linking volunteers to curriculum topics such as food sciences or other priorities, such as meeting relatable local role models or motivating post-pandemic academic catch-up. The project trained up 147 teachers on the benefits of career-related learning and how to use Primary Futures to achieve their ambitions.

Most teachers indicated that they intend ‘to embed a culture of aspirations and career-related learning into all aspects of school life,’ an encouraging indicator of their intentions post-project. Many of these teachers also expressed intent to ‘link Primary Futures activity with curriculum topics to bring learning to life’ suggesting that the project demonstrated the potential of Primary Futures to bring a careers lens to regular school activities, academic and otherwise.

*“Found it opened doors to the children's horizons and immediately broadens the curriculum bringing context to it.”*

Several teachers alluded to the impact of the project to influence teacher confidence and whole school embedded usage:

*“The staff meeting [Primary Futures training] enabled [us to see] how teachers/subject leaders can move this project forward for their own classes/projects and beyond the assisted part from Primary Futures. Teachers will be able to arrange themselves to broaden the children's exposure to different careers.”*

### **Note on the impact of the pandemic and limitations of the methodology**

The momentum of Primary Futures activity and of course education generally has been influenced by the various stages of the pandemic. In the main, the 2019 Dorset campaign lost momentum due to the first and second national lockdowns, and this project was an effort to regain and re-engage

starting in the summer term of 2021. During the intervening time, Primary Futures had completed its virtual pivot, incorporating live virtual volunteering and curated pre-recorded resources into the core programme. However, the duration of the project also spanned other operational challenges presented by the pandemic, namely teacher priorities impacted especially towards the end of autumn term 2021/early 2022 with the rise of the omicron variant. This likely impacted teacher compliance with endline evaluations which present limitations to understand the longitudinal impact of the project. Volume of data tailed off across the data gathering intervals with sample sizes varying greatly between baseline and endline. Schools were also unable to fill ambitions to host in-person activities, so the breadth of the project was delivered virtually.

### ***Looking ahead***

Towards the project end, we have already seen Dorset primary teachers paving the way for schools in other areas. Leif Pallister, Headteacher of Bincombe Valley Primary School in Weymouth, provided a teacher perspective on the importance of starting early in primary especially in areas of deprivation, to an audience of STEM Ambassador volunteers at a training, as part of our partnership with STEM Learning. Ali Sinclair from Jewell Academy Bournemouth was invited to become a Primary Futures Teacher Ambassador and attended a forum of ambassadors to discuss resources to support teachers nationally. Richard Douglas from Livingstone Road Academy is running an independent teacher-led activity for Year 6 children and has contributed to our development of a Careers & Enterprise Company endorsed resource for running Y6/7 transitions themed activities with Primary Futures volunteers. Gerry Curran of St. Joseph's Catholic Primary School in Christchurch has written Primary Futures into its School Improvement Plan.

In line with the vision of Chesil Education Challenge Leads, we would be keen to support more schools to follow these best practice examples and approaches and to see Primary Futures as a central tool to raising aspirations and impacting social mobility. We know there is a broader appetite beyond the 25 core project schools to engage with Primary Futures based on high numbers of teacher registrations in Dorset, engagement with the free core programme from other schools, and the waitlist of 11 schools that expressed interest after the project was fully subscribed. At the same time, we have seen through this project and others that, particularly with the disruptions of the pandemic and competing priorities, teachers often need staff support from Primary Futures to fully action their intentions to move from one-off engagement to building a sustainable programme of career-related learning activities. We aim to explore how to resource further engagement and rollout with Dorset schools.

Teachers expressed interest in maintaining a community of practice and learning and sharing tips from each other. Recommendations to build on the momentum created by the project are detailed at the end of the main report.



## **Main Report**

### **Introduction to the ‘Inspiring Dorset 2021’ project**

Outside of Department for Education Opportunity Areas with dedicated resource for this work, Dorset has been the only area of the country to proactively invest in careers-related learning at the primary age via Primary Futures, both in a 2019 campaign and again post-pandemic via the Inspiring Dorset 2021 project.

In April 2021, following disruptions from the pandemic, Inspiring Dorset 2021 project was launched in partnership with Dorset Council, funded by Dorset LEP running over 2.5 school terms from April 2021 to February 2022. With the objective of reinvigorating and stimulating Primary Futures activity in areas of low social mobility in Dorset, the project offered a package of facilitated support to 25 schools to run a programme of Primary Futures activities with a view to modeling these activities and portal usage in order for these schools to engage independently in the long-term with Primary Futures as a legacy of the project.

The specific intended project outcomes were:

- 1) Children are more informed about how what they are learning in school links to the wider world (with a focus on English & maths)
- 2) Children’s aspirations and horizons are broadened with children having an increased awareness of jobs
- 3) Children’s improved perception of self: confidence, self-efficacy, self-belief
- 4) Teachers are trained to recognise the role of CRL and to implement an effective programme of employer engagement in their primary school
- 5) Increased community and employer engagement in primary schools

The facilitated support offered to schools was:

- Planning call to tailor the project intervention to children needs by understanding the school’s motivations and priorities and shaping the offer accordingly
- Fully planned and facilitated Primary Futures virtual careers activity with workplace volunteers, in job guessing game format or standard careers Q&A format. These followed bespoke themes linked to school priorities such as:
  - Curriculum topic links such as food sciences, the great outdoors, living things, local/national/global, deserts, protected characteristics
  - Meeting relatable local volunteers with ties to Dorset
  - Raising aspirations post-pandemic to assist in ‘catch-up’ agenda
  - Kick start a programme of employer engagement/career-related learning
- 2 x multi-school showcase events to bring together multiple schools to model virtual sessions and create area wide community and buzz around career-related learning, as well as share Dorset LMI through fun fact quizzes
- Pre-recorded video resources featuring volunteer talks with interactive elements around specific themes such as the NHS, festive period, tackling gender stereotypes
- Teacher training sessions at school-based staff meetings to (i) introduce Primary Futures (ii) raise awareness of the benefits and the evidence base for career-related learning and (iii) equip staff to plan and embed their own activities independently for a whole-school approach

While schools had an element of choice from the above menu, the prescribed model which most schools adhered to was to have a planning call, timetable a training session at a staff meeting and take part in three Primary Futures activities children with at least one class/year group taking part in all three:

- 1) virtual bespoke live activity
- 2) pre-recorded interactive activity of choice and
- 3) attend one of the two multi-schools.

Some schools opted for more than three activities and some schools due to timetabling or late adoption of the project took part in two activities.

The rationale for the three-activity approach with varied methods was to showcase the range of ways a school can engage with Primary Futures to suit their needs and to deepen outcomes for children based on our research that the more encounters children have with volunteers talking about their jobs, the deeper the intended children's outcomes. The idea was to promote the best practice of embedding career-related learning activity linked to curriculum or other priorities, rather than more commonly practiced ad-hoc aspirational days/assemblies.

## **Project reach – Outputs**

### *Schools*

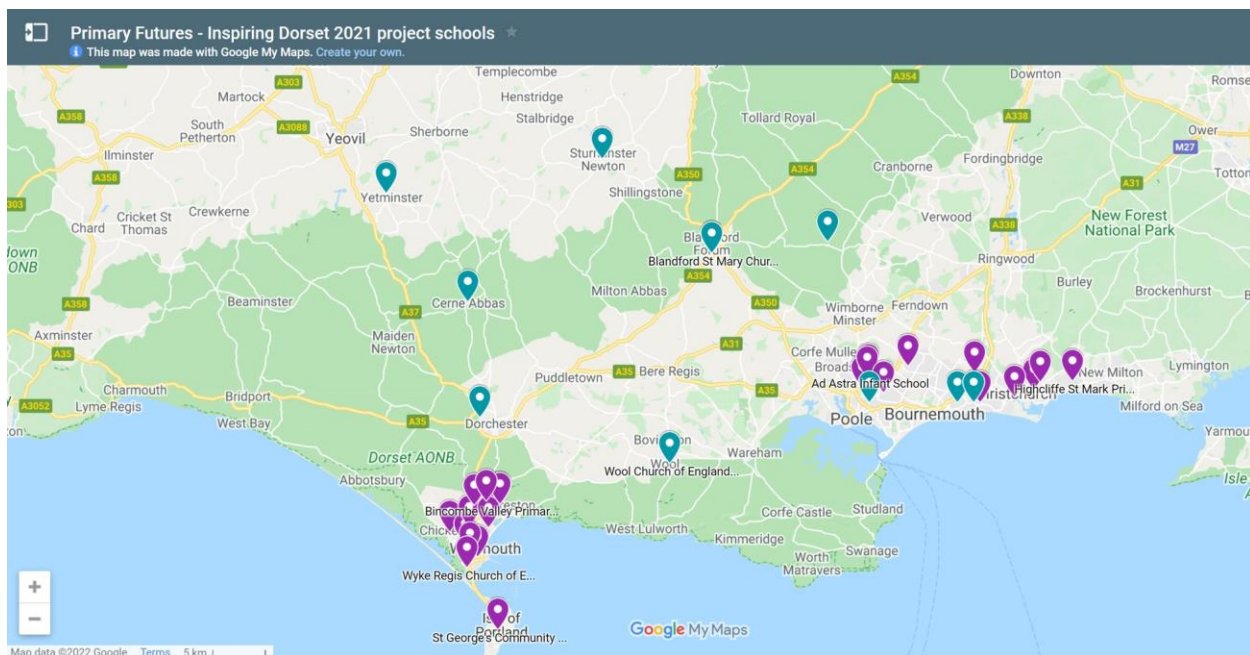
The project was targeted to reach 25 schools to deliver 3 x Primary Futures activities per school (total 75 activities) and reaching 100 children per school, a total of 2,500 children. The core project involved 25 schools as planned and exceeded target on these main outputs delivering 96 activities (128%) and engaging approximately 6,725 unique children (269%), an average of 269 children per participating school.

### *Target schools*

The project set out to target schools in areas of low social mobility, as identified by Dorset and BCP Councils. In wider Dorset this was exclusively all Chesil (Weymouth and Portland) primary/primary phase schools.

92% of the participating schools were initial targets schools and halfway through the project the remaining spaces were offered to schools registered to Primary Futures, initially targeting schools in Chesil then any in BCP and those that had attended the project multi-school events or that were otherwise active with Primary Futures. Of the 25 participating schools 13 are in Chesil and 11 are in BCP. In BCP, 8 out of the 13 BCP Council's initial target schools came on board the project and in Chesil 13 of the 14 target primary schools came on board. Just 1 school fell outside the target areas in Wimborne, a school that is above average FSM at 20.8%, therefore in the main the project was targeted at schools in areas of disadvantage.

An additional 11 schools accessed the pre-records and multi-school over the course of the project (their reach is not included in the figures above), totaling 36 Dorset schools that were active with Primary Futures from April 2021 to Feb 2022.

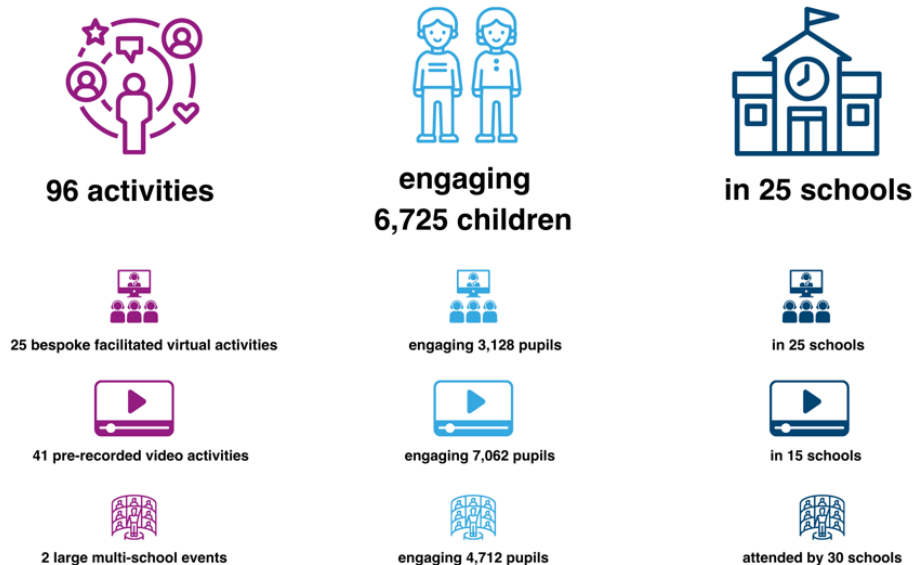


A full list of project and non-project schools can be found in Appendix 1.

### *Activities and children engaged*

The intention for each school to take part in an average of three activities in varied formats was broadly achieved. Each of the 25 schools received a bespoke virtual live activity facilitated by Primary Futures staff and most schools engaged in a pre-recorded resource (15 schools) and attended at least one multi-school event. 14 schools did 3 x activities; 5 schools did 4 x activities; 6 schools did 2 x activities. In the case of 4 schools that were part of the Teach Poole Trust, the schools opted to take a whole MAT approach with a combined bespoke event targeting their two junior schools and a combined bespoke event targeting their two infant schools.

This figure shows breakdown of children reach across the different activities, with the estimated 6,725 unique children reached accounting for both children that took part in a one-off activity and the cohorts that took part in average of three activities, the latter who are the main participants in the evaluation. See below for details of the profile of evaluation respondents.



### *Legacy and sustainability*

13 teacher training sessions were delivered during school staff meetings, and an additional 2 schools attended Primary Futures national teacher training sessions. A total of 147 staff were trained in the benefits of career-related learning and the basics of using Primary Futures independently. These trainings have generated momentum for sign-ups to Primary Futures, as has likely the project as a whole with an additional 206 teacher registrants in 104 primary phase school in Dorset including special schools, all-throughs and PRUs. This includes new teacher sign-ups in 21 out of the 25 project schools. This brings the total sign-ups in Dorset to date as of Feb 2022 to 209 teachers at primary phase, suggesting an area wide appetite by teachers to increase Primary Futures activity.

Since the project, 4 schools have gone on to plan teacher-led independent activities via the Primary Futures with 30 volunteers accepting invitations to engage and we hope for this to increase. One example is Livingstone Road Junior School that in February invited an airline pilot, JP Morgan employee and BCP Council social worker to talk to Year 6 children “to inspire them in their last year of primary.”

## **Methodology of evaluation**

### *Methodology*

The evaluation included children, teacher and volunteer surveys with closed and open-ended questions. For children, baseline, midpoint and endline surveys were requested from at least one class/year group in each participating school. The children survey design for this project built on previous iterations of age-appropriate questions with some amendments learned from previous research, for example as a corrective to children’s unconscious bias towards jobs that girls and boys can do that didn’t reflect in earlier versions of baseline surveys.

The evaluation set out to understand a shift in outcomes therefore gathering pre/post data rather than just post-intervention data. Midpoint interval data gathering was newly trialled in this project with the rationale of capturing children’s responses immediately after their first activity and then for

an endline at the end of all interventions to, in theory, capture longitudinal impact of the project as a whole. Within the scope of this project, total data from baseline, midpoint and endline intervals were compared rather than tracking individual children. Finally, to add to the general Primary Future evidence base, the evaluation attempts to increase the volume of data assessing the impact of pre-recorded activity to build on previously limited data.

### *Contextualising the data in the Primary Futures career-related learning research*

Primary Futures holds an extensive evidence base on the benefits of career-related learning at primary age. There are two datasets that can serve as benchmarks for these findings from Dorset children, both published in Primary Futures [Scaling Up](#) report in Spring 2021, an impact report for the Careers and Enterprise Company 'Primary Fund' project. The first dataset is a national survey of 10,000 children that took part in just one Primary Futures activity (in-person, virtual live or pre-recorded) with post-participation surveys finding that:

- 82% children understand that core subjects of maths and English are used in most jobs
- 84% agreed that boys and girls can do the same job
- 78% said they now know there many different jobs available to them
- 76% of children in schools with high FSM (n=1,207) and 73% in other schools (n=8,109) said they learned about a new job they didn't know about before

The second relevant dataset is from a smaller sample size of 129 children in a few targeted geographic areas, completing baseline/endline surveys that took part in at least three Primary Futures activities, a model that most directly mirrors the Dorset project. The strongest shifts from baseline to endline were seen in the following statements:

- I want to know about a greater range of jobs (+10.8%)
- I can do anything when I grow up (+9.1%)
- Science and engineering are for people like me (+7.4%)

There was some but lesser impact on the following outcomes statements:

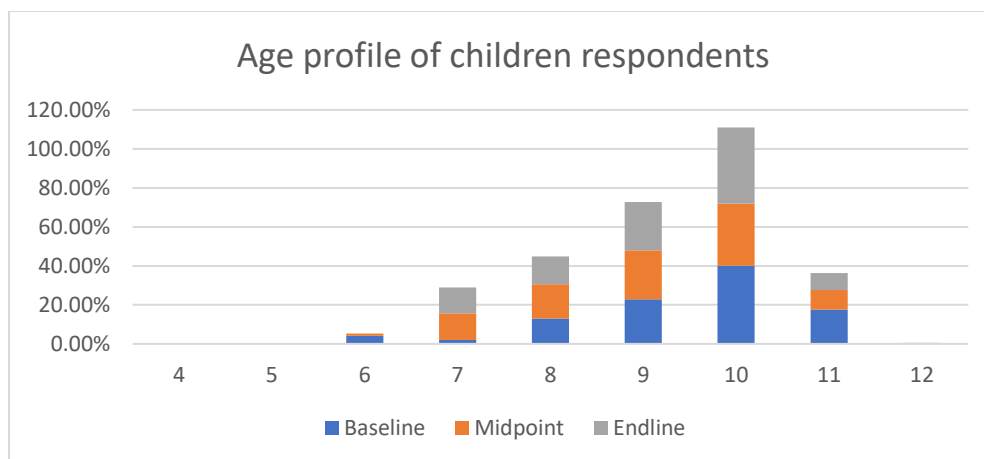
- I can explain now why it is important to try my best if I'm going to get better (+5.4%)
- After today, I know girls and boys can do the same job (+2.1%)
- I know that doing well at school can help me in the future (+0.1%)

### *Profile of respondents*

	No of children respondents	No of schools represented	Boy/Girl split
Baseline	894	20	48%/48%
Midpoint	617	17	49%/47%
Endline	332	9	46%/48%

As discussed throughout the report, one of the limitations to the data directly from children is the tail off in the volume of data from baseline to midpoint to endline, and the smaller number of schools represented in the endline data. This is expected as compliance from schools becomes more challenging once the interventions are delivered and because the end of the project coincided with the rise of the covid omicron variant and the resulting operational and staffing challenges in schools.





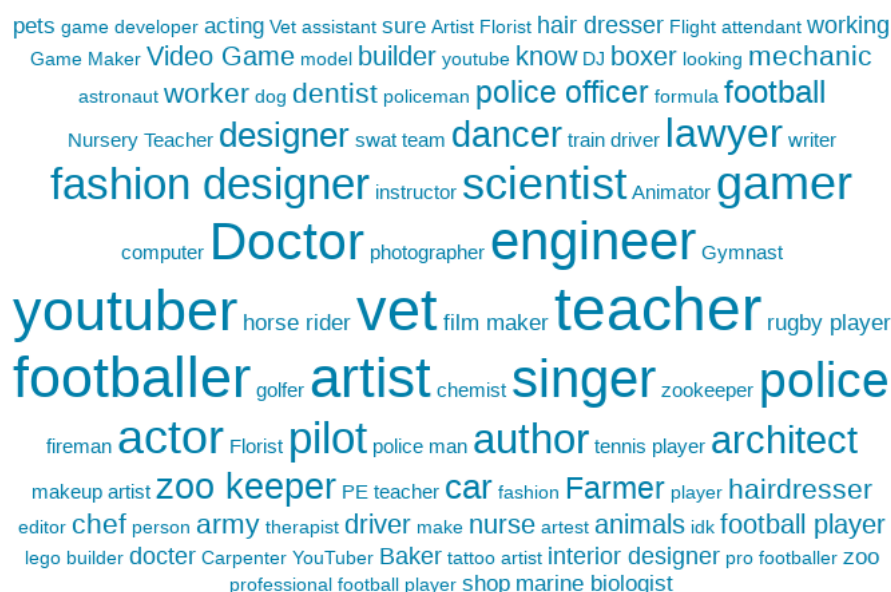
As expected, and by design, children respondents are largely in upper KS2 (Years 5 and 6) but represent all of KS2. There are some minimal responses from KS1 (Year 2) for whom the survey was not intended.

#### *Children' aspirations at baseline*

When asked what they would like to be when they grow up, the vast majority of children stated a small range of jobs reflected in the diagram below, with each of the large words getting 70 mentions or more: doctor, engineer, youtuber, vet, teacher, footballer, artist, signer, police officer, followed closely by designer, dancer, lawyer, fashion designer, scientist, gamer, actor, pilot, author, architect, zoo keeper and farmer.

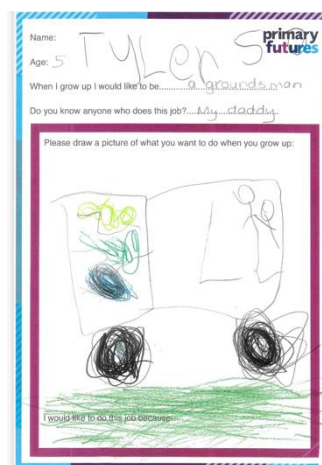
Children also indicated who influenced their choices and this chimes with our general evidence base that children are most influenced by what they see – family members, personal experience, TV and media.

Children' starting point therefore presented an ideal opportunity to broaden horizons and introduce them to a range of jobs beyond those listed above.



## Breaking the glass floor on careers education at Westfield Arts College

Westfield Arts College is an all-through special school in Weymouth, Dorset serving the needs of 210 children and young people 14 to 19 with moderate and complex learning difficulties. The school has a very strong ethos of 'broadening horizons' and preparing students with independence skills for later life. They joined the project with the intention to link careers provision with their overall ethos and to start exposure to the world of work at the earliest age possible. Primary phase lead Lisa Welton expressed her specific intended learning outcomes for pupils: an understanding of what jobs are, why people have jobs and aspiring to jobs themselves.



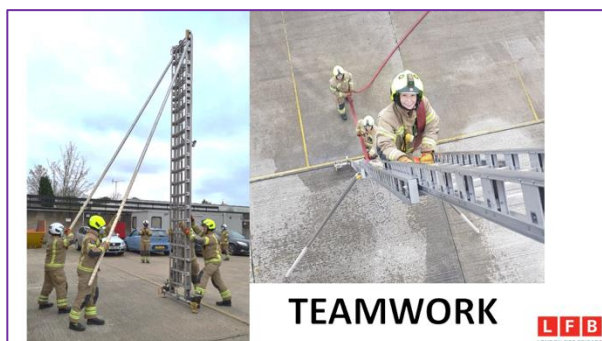
67 Westfield KS1/KS2 children attended the Dorset multi-school event and teachers were encouraged that children were able to benefit from a virtual session. For their bespoke virtual session, we decided on dedicating it to a single volunteer rather than a panel to simplify the structure and keep the session to 30 minutes.

Primary Futures secured a volunteer with a job familiar to children, Barbara a firefighter, who is also one of a minority of female firefighters. To ensure audience appropriateness, Primary Futures organised a three-way briefing conversation between us, the volunteer and teacher to understand learner needs and collaboratively come up with a structure for the session.

Children warmed up with the Primary Futures' 'Drawing the Future' activity prior to the session. An ice breaker asking children to identify the jobs in a community scene followed by a short discussion on 'why people have jobs?' kicked off the virtual session with children participating verbally and teachers contributing through the chat box.

Children then played the signature 'What's My Line?' guessing game to guess Barbara's job and were successful when Barbara revealed her uniform and PPE, with some children guessing 'fire man' and prompting Barbara to discuss why her job title is more gender neutral as 'firefighter.' Barbara then talked through with slides and photographs the skills needed to be a firefighter: geography, communication, teamwork and taking 'safe' risks. She then took children on a video tour of her fire station and the inside of a fire truck showcasing all the equipment. Finally, Barbara closed the session with an inspiring reading from a story book titled "My Mummy is a Firefighter."

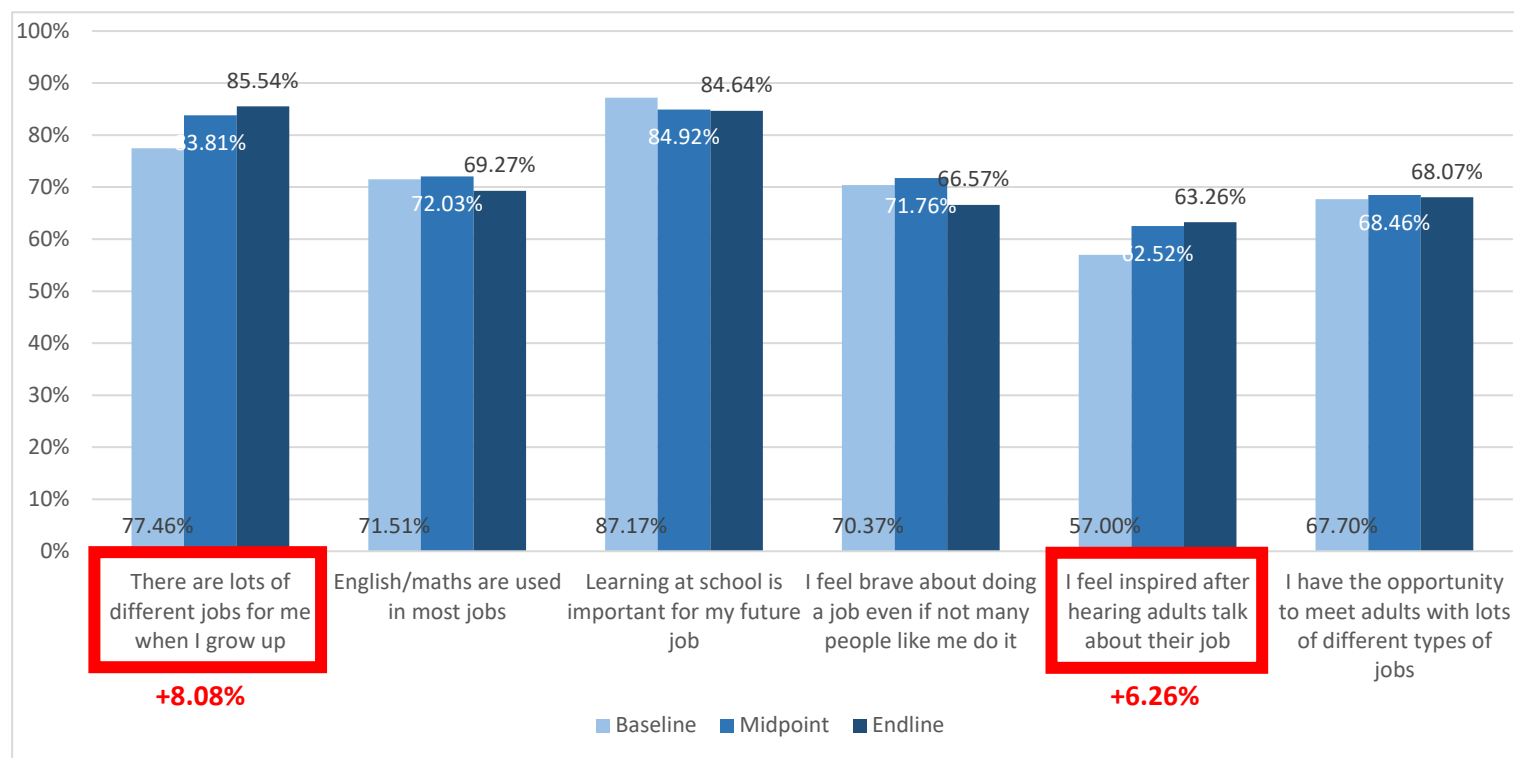
Children were inquisitive asking questions throughout the session such as "how many people have you managed to rescue?" "how long does it take to put out a fire?" "how many firefighters are on duty each time?". While they came away with a strong understanding that both boys and girls can be firefighters, they also asked sophisticated questions pertaining to genders such as "can men have a beard if they need to wear a mask?"



Following the session, Lisa said: "Thank you and Barbara for a great session. It was pitched perfectly for our children. I know our class really enjoyed it." Westfield has ambitions to build on this and host a drop-down careers day this academic year using Primary Futures volunteers.

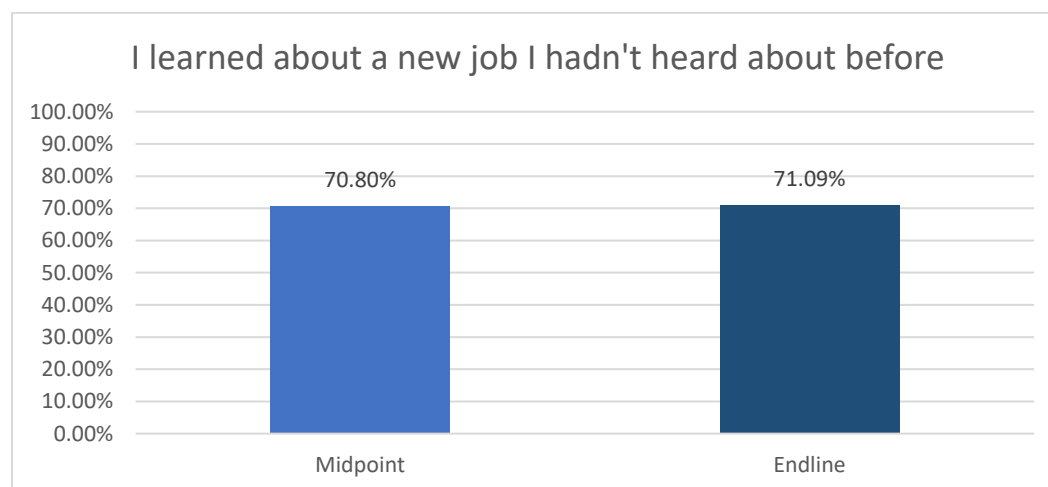
## Children's Outcomes

### Children's outcomes – Broadening horizons and motivation in learning



This figure shows the percentage of children that 'strongly agree' and 'agree' with statements at each interval: baseline, midpoint and endline.

The greatest distance travelled from baseline to endline was in children's agreement that 'there are lots of different jobs for me when I grow up (8.08%) and 'I feel inspired after hearing adults talk about their job' (6.26%), suggesting that Primary Futures activities had a cumulative influence on children's broadened horizons. This also supports the evidence of dosage effect in earlier research that the more jobs that children encountered/career-related learning activities they took part in, the greater the impact.



An encouraging proportion of children said they learned about a new job they hadn't heard before at midpoint after their first activity (70.80%) with the proportion remaining consistent at endline (71.09%), again supporting the overall trend that the project had the greatest impact on broadening horizons. These proportions are broadly in line with the national benchmark described above where 76% of children in schools with high FSM (n=1,207) and 73% in other schools (n=8,109) said they learned about a new job they didn't know about before.

There is less shift in the other outcomes statements related to linking learning to their future careers, feeling brave and having opportunities to encounter workplace volunteers, although very slight positive shift in agreeing with opportunities to meet workplace adults (+0.37%).

In terms of 'feeling brave about doing a job even if not many people like me do it', a question intended to measure outcomes on self-confidence, self-efficacy and self-belief regardless of background and gender, there was a slight positive shift from baseline to midpoint interval but then a dip in the endline responses. There are many possible interpretations for this, including the limitations of the data discussed below. However, the data suggests we should rethink the phrasing of the question for future surveys to measure confidence rather than 'bravery.'

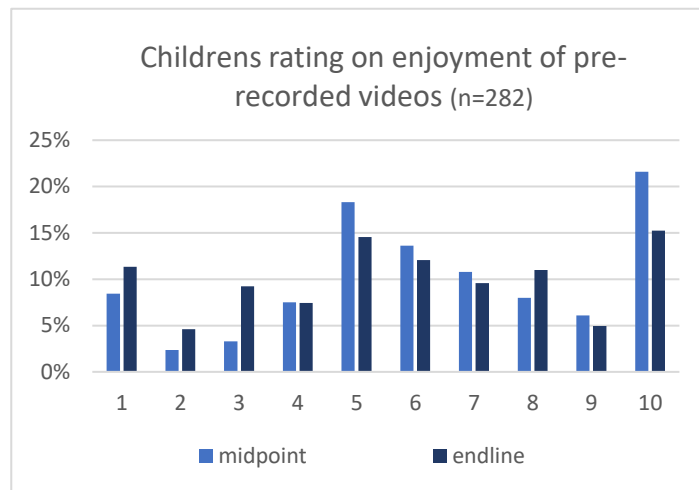
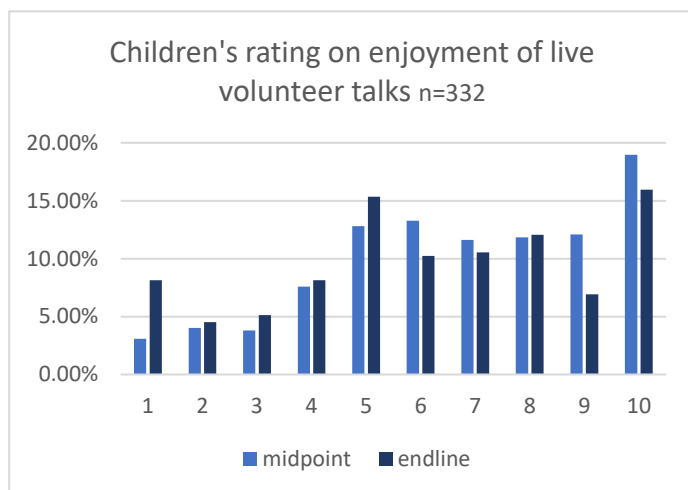
There are also mixed results with regards to outcomes relating to motivation in core subjects and school learning. There is slight but possibly negligible increase in understanding that English/maths are used in most jobs at the midpoint interval and then a slight decrease. More notably, there is significantly high agreement at baseline (over 87%) and then consistent decrease in agreement from baseline to endline that 'learning at school is important for my future job.' The equivalent statement in the national study used for benchmarking also showed a very small shift suggesting this is not a Dorset specific trend. One interpretation is that children are aware of the "correct" answer in principle and answer with this in mind rather than their true attitude; another is that the content of volunteer talks are not standardised and therefore volunteers may not explicitly speak about school subjects unless prompted in Q&A; another is that volunteers tell their authentically complex journeys, which often entail arriving at their jobs despite academic 'failures' or not doing well at school. This type of decrease in outcomes has been cited in other evaluations of children, for example where children's knowledge appears to decrease after an intervention because children have a more complex understanding of the subject matter.

Apart from the complications of measuring direct responses from young children, there are limitations to the quantitative data as discussed throughout this report, which may skew the data. In the main there is a discrepancy between the sample size at baseline and endline and that the endline data represents only 9 schools out of the 25, as well as the likely time delay between completing project activities and completing endline surveys.

In sum, quantitative responses demonstrate the greatest positive shift in the following intended project outcome: children's aspirations and horizons are broadened with children having an increased awareness of jobs. Data is more mixed with regards to the following intended project outcomes: Children are more informed about how what they are learning in school links to the wider world; children have improvement self-confidence, self-efficacy and self-belief. However, teacher responses and children's open-ended qualitative responses show positive gains in these areas as explored below. Children also demonstrated high feelings of inspiration following activities, which could also positively influence and motivate learning as suggested in teacher responses.

### Children's enjoyment and qualitative responses

Children rated their enjoyment of both live volunteer talks (including multi-school events) and pre-recorded videos on average highly on a scale of 1-10 both at midpoint and endpoint intervals. Ratings suggest there is slightly higher enjoyment with the live element of meeting a volunteer compared to pre-recorded video resources. 55% of children at midpoint and 46% at endpoint rated live talks 7 or higher. 46% of children at midpoint and 41% at endpoint rated pre-recorded videos 7 or higher. In open ended responses children tended to favour the interactive elements of activities the most. Previous Primary Futures research and general scholarship shows a link between children enjoyment and the impact and learning they gain.



When asked to describe one thing they learned from volunteers talking about their jobs, children shared rich responses at midpoint which were coded, and 96% could be categorised into the following areas:

- Self-efficacy/aspirations: I have opportunities (20%)
- Broadened horizons: There are a range of jobs out there (16%)
- Insight: General awareness or top tips about the world of work/careers (10%)
- Reduced gender stereotypes: Boys and girls can do all jobs (9%)
- Inspiration: I feel inspired after hearing adults talk about their jobs (8%)
- Access: These jobs are for people like me (7%)
- Subject motivation: English/maths are useful in most jobs (3%)
- Skills Awareness: I know what skills are useful for most jobs (2%)

These are example quotes that are representative of the responses in these categories:

- Self-efficacy/aspirations: I have opportunities (20%)  
*"I can be anything i want if i put my mind to and heart to it"*  
*"It's that you can do things to get the job you want when you are older"*  
*There are lots of different jobs in the world the we all can all try very hard to have that specific job in the future"*  
*"that everyone can do a job not what others have to say . you just need believe in your self"*
- Broadened horizons: There are a range of jobs out there (16%)  
*"You can do lots of different jobs around the world"*  
*"There are so many jobs to choose from and I don't even know half of them"*



*"that i have loads of options for when i grow older"*

- Insight: General awareness or top tips about the world of work/careers (10%)  
*"how much money you can earn"*  
*that you there is a bank called jk mourgan*
- Reduced gender stereotypes: Boys and girls can do all jobs (9%)  
*"That even boys can be nurses! Only because I thought girls were nurses and boys were doctors"*  
*"One thing I liked about the video is that they inspired me to be whatever job I want to be wether people think boys can do it or girls can do it".*  
*"it is not just for girls and boys.it cn be for both even if it is a builder or a pilot"*  
*"Boys and girls can do any jobs even if no girls are doing it or no boys"*
- Inspiration: I feel inspired after hearing adults talk about their jobs (8%)  
*"They [jobs] are funner than I thought and they are actually quite enjoyable"*  
*"I learned that a lot of jobs are exiting even if you don't think so."*  
*they are all passionate*
- Access: These jobs are for people like me (7%)  
*"That it doesn't matter if people think your not allowed to do that job or doubt you. Also to be confident and sometimes if it doesn't work out try again!"*  
*"Go for your job even if you do not fit in"*
- Subject motivation: English/maths are useful in most jobs (3%)  
*"That you have to learn a lot in primary and secondary school to earn your future job."*  
*"subjects at school help some people with their jobs"*  
*"jobs have maths and English involved in it"*
- Skills Awareness: I know what skills are useful for most jobs (2%)  
*"you have to be good at communicating to get certain jobs"*

Open-ended responses give a reasonable indicator as to children's main take-away from the session and what they place the greatest importance on, therefore largely corroborate the quantitative results, with the largest categories pertaining to broadened horizons, raised aspirations and self-belief/self-efficacy. We can see much greater expressions of self-confidence and self-efficacy than indicated with the 'feeling brave' question in the quantitative part of the survey, with the greatest proportion of qualitative responses around the idea that 'I have opportunities' (20%). An additional 7% also discussed how they feel jobs are accessible to them.

Within the scope of this evaluation, children's endline responses were not coded as above, however the individual children's responses broadly reflect the trends described above with midpoint data.

### *Children's outcomes - Tackling gender stereotypes*

Children were asked to identify whether list of jobs could be done by boys or girls or both. The jobs listed were either stereotypically gendered or ones that children were known to be likely to encounter through the first multi-school showcase or the pre-recorded activities.

At the baseline, the jobs, that children were most likely to have gender stereotypical conceptions about were the following in ranking order:

1. Builder/construction worker (34% children said 'boys' only)
2. Sea captain (33% said 'boys' only)
3. Engineer (25% said 'boys' only)
4. Nurse (32 % said 'girls' only)
5. Fashion Designer (31% said 'girls' only)

The jobs that saw the greatest net positive shift of children from baseline to midpoint saying 'both' boys and girls can do the job in ranking order were as follows:

1. Sea captain (+6.95%)
2. Builder/construction worker (+5.59%)
3. Engineer (+3.78%)
4. Florist (+3.15%)
5. Pilot (+2.70%)
6. Nurse (+2.53%)



Sea Captain



Builder



Engineer



Florist



Nurse



Pilot

*Jobs that showed the greatest distance travelled in shifting children's gendered preconceptions*

There is also positive shift seen for fashion designer (+1.77%) and nursery/early years educator (1.41%) but not for the other jobs: filmmaker, doctor, dentist. Dentist and filmmaker, though not typically gender stereotyped, are jobs that children encountered the first multi-school event and most children did not have gendered pre-conceptions about these.

The jobs with the greatest shift correspond in large part with those jobs that had the most children with stereotypical conceptions at baseline, and therefore had the most potential to shift. For example, sea captain, builder/construction worker, engineer and nurse. Several of the jobs on the above list are featured in our pre-recorded activities so children will have had an encounter with a role model that breaks the mould: a female construction worker, male florist, female engineer, male nurse and female pilot.

These trends largely persist with the endline data with the jobs showing greatest net positive shift from baseline to endpoint being:

1. Sea captain (+6.95%)
2. Builder/construction worker (+5.59%)
3. Engineer (+3.78%)
4. Pilot (+2.70%)

Lesser but still positive change was seen with fashion designer, nurse, florist and nursery/early years educator, the latter three featuring in a pre-recorded activity. A greater shift would be expected for the 'nurse' job given that at baseline stereotypical conceptions were high and because a male adult mental health nurse features in a pre-recorded activity, however stereotypical understanding seems to persist and possibly more work needs to be done here given the high number of healthcare jobs available to showcase in Dorset.

Considering our own national benchmark where 82% of 10,000 children agreed that boys and girls can do the same job 125 children asked pre/post demonstrated a +2.1% positive shift, the Dorset data broadly lines up well. There is a sizeable proportion of children that still gender some jobs at endline: builder/construction worker (30% said boys), sea captain (29% said boys), fashion designer (32% said girls) and nurse (32% said girls). Several volunteers with these jobs are on the Primary Futures portal and in pre-recorded activities available to schools, including those that reverse gender stereotypes, that schools can be encouraged to continue to engage with to tackle persistent stereotypes.

Although the scope of this evaluation doesn't allow us to consider the school's data against the specific jobs their children encounter, the overall data does suggest that impact is greatest when children actually encounter a person within a job that challenges their existing gender stereotype, whether through a live session, multi-school event or pre-recorded activity.

It remains to be ascertained whether meeting a volunteer within a specific job that doesn't themselves break a stereotype can still positively influence children's understanding by discussing who can access their job. It is also inconclusive whether children can extrapolate from their understanding that one particular job is open to both/all genders to the wider concept that all jobs are not gendered.

### Impact of pre-recorded activities

Approximately 170 respondents at midpoint and 140 at endline said they watched a pre-recorded video with KS2 Tackling Gender Stereotypes resource being the most widely watched, followed by 'NHS Everyday Heroes', then all other resources. About a quarter of pre-recorded users indicated that they did some accompanying learning activities with the video.

When data is filtered for children that engaged with the pre-recorded activities, the trends are remarkably consistent with the overall outcomes quantitative data. The greatest net positive shift from baseline to endline is seen again the following statements:

- There are lots of different jobs for me when I grow up (+8.96%)
- I feel inspired after hearing adults talk about their job (+6.57%)

76% of children at endline also claim that they learned about a new job they hadn't before compared to the 72% in the overall data. Similar to the overall data, there are more mixed results for other outcomes.

However, when comparing pre-recorded users to the overall data on the gender stereotypes outcomes, across almost all jobs there is a higher desired response of children saying that both genders can do the job. This is likely due to most pre-recorded users engaging with the tackling gender stereotypes themed resources which provide opportunity to reiterate and consolidate this concept.

<b>Children that responded both genders can do these jobs at endline (comparison of pre-recorded users)</b>			
	All data	Filtered for pre-recorded users	% difference
Dentist	93.35%	94.96%	+1.61%
Doctor	80.66%	84.89%	+4.23%
Nurse	67.98%	72.66%	+4.68%
Florist	76.22%	81.75%	+5.53%

Builder/construction worker	70.39%	76.26%	+5.87%
Nursery/early years educator	84.59%	84.89%	+0.30%
Sea captain	71.00%	71.22%	+0.22%
Filmmaker	89.39%	87.77%	-1.62%
Fashion Designer	68.28%	70.50%	+2.22%
Pilot	81.76%	87.68%	+5.92%
Engineer	77.58%	80.58%	+3.00%

We may be able to extrapolate from this that if the theme is made explicit with opportunities to consolidate the learning then there is greater impact. So, for example, activities where volunteers explicitly discuss the core subjects used in their jobs and the applicability of school-based learning to their jobs, and opportunities to reiterate and reflect on this with class-based discussion, could potentially have greater impact on those outcomes.

In sum, pre-recorded activities appear to have comparable impact on outcomes as live encounters, with the caveat that the data from pre-recorded users will likely also include experience of live encounters. There are early suggestions that enjoyment is slightly higher with live interactions but that thematic emphasis in pre-recorded activities can deepen outcomes (i.e. tackling gender stereotypes). Hence there is a strong case to continue the complementarity of both models as they have differing advantages.

## Teacher Feedback

### *Project rating*

Although a modest sample size of 9 respondents, all teachers indicated that the project had an impact, with one-third claiming it was 'highly impactful', another third claiming it 'very impactful' and another third 'somewhat impactful', with again the greatest impression appearing to be the broadening of children's horizons:

*"Found it opened doors to the children's horizons and immediately broadens the curriculum bringing context to it."*

*"Children were engaged. They heard about different jobs, some of which were local. They were told about different ways you can get into different jobs. Children also realised they could change jobs and didn't need to know what they wanted to be already."*

*"Very inspirational way to share potential careers and was a great way to launch our topic"*

*"Opened children's eyes to what particular jobs entail."*

*"A few children were really interested in the fact that some jobs have a crossover of skills with other jobs. Such as astronaut and physio therapist."*

Teachers were asked to rate the various support elements and interventions on the project, all of which were rated either 'excellent' or 'good' excepting one 'satisfactory' response for each of the elements of the multi-school showcases and staff meeting input. The highest rated elements of the project were the bespoke virtual live sessions, followed by staff meeting input and the planning calls, suggesting that teachers placed high value on individual support from the Primary Futures team and the ability of the programme to flex to their bespoke needs.

In open-ended responses about what they think worked well, multiple teachers referenced the format of virtual activities with volunteers as a positive.

*The volunteers were really engaging with the children and pitched it at their level.  
The children were engaged with the virtual activities.*

Similarly, other teachers referenced the limitations of the virtual formats.

*“Try to make the virtual presentations more pacy so that children aren't having to sit and listen for too long.”*

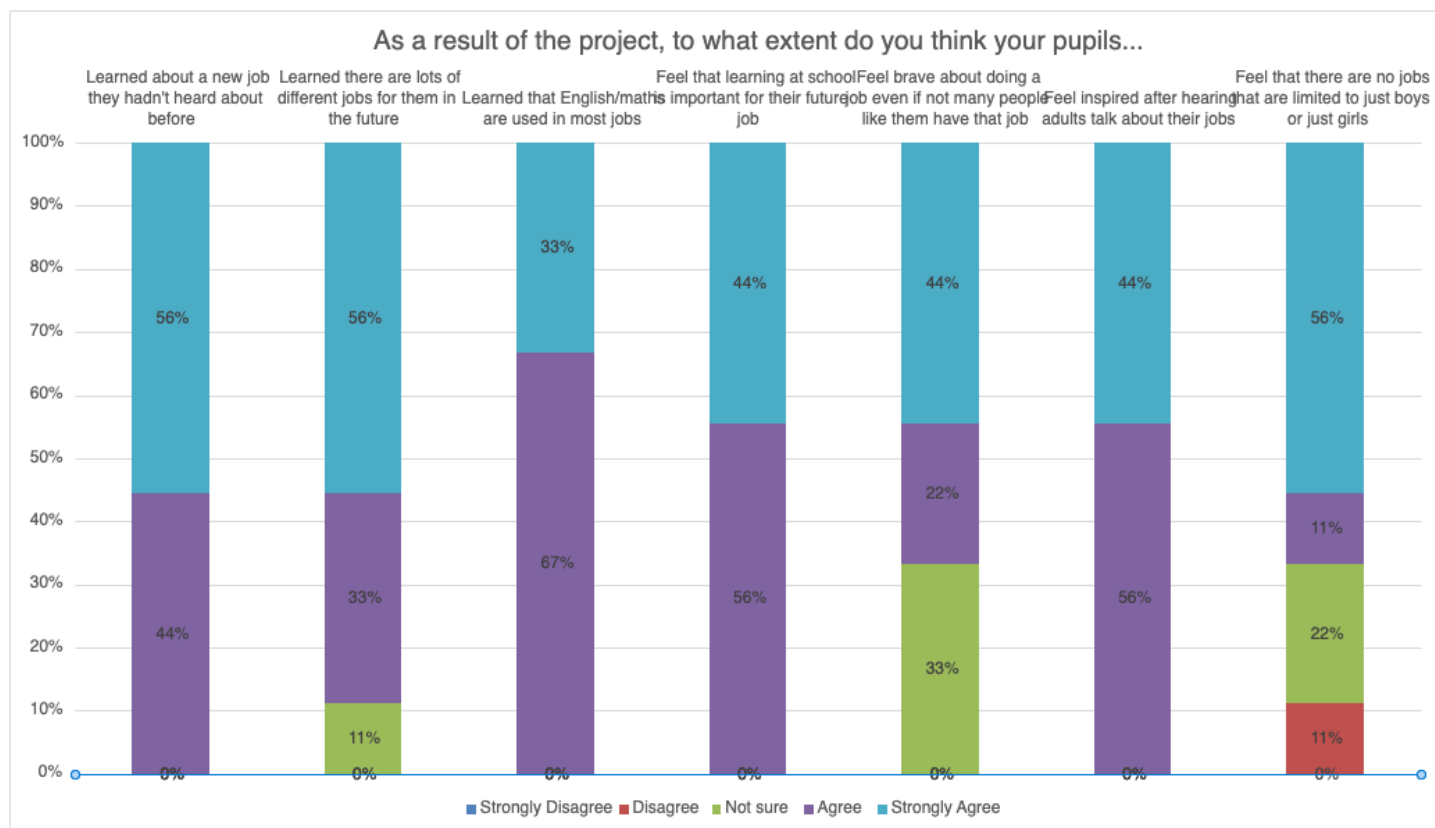
*“I don't know whether the children need more visuals when volunteers speak but that may just be my opinion and not the children's!”*

*“Clarify, which you did do, the length of time for some of the sessions especially for KS1. They struggled to concentrate when it went beyond 15mins.”*

*“Although we had no choice than to run the session virtually, this didn't necessarily engage our Y6 children as much as an 'in-person' visit would have done. However, the children were very excited to know that you can make a living out of being a sculptor.”*

Two teachers had constructive feedback regarding appropriateness of multi-school events and evaluation methods for younger year groups, particularly KS1, which are understandable given these are designed for KS2. Both these comments suggest that there is a general appetite for KS1 provision for the range of Primary Futures offers that may need to be further explored. The general constructive feedback also indicates an appetite to (re)introduce in-person interactions with volunteers.

#### Teacher feedback – Children's outcomes





Teacher surveys indicate that 100% of respondents agreed or strongly agreed that their children:

- Learned about a new job they hadn't heard about before
- Learned that English/maths are used in most jobs
- Feel that learning at school is important for their future job
- Feel inspired after hearing about adults talk about their jobs

This largely corroborates children survey responses that show the largest positive shift in outcome statements related to broadening horizons. However, teachers show a greater confidence in their children making the link between their core subjects and learning in school with their jobs in the future, than the children surveys themselves suggest. It is possible, then, that teachers are seeing indicators of this shift in motivation in the classroom that are not reflected in children's own responses. As discussed above, an explicit emphasis on the links between subject learning and volunteer jobs may help to enhance this outcome and can be built into future resource/support/training for teachers.

Similar to children's data, there was more mixed responses with regards to 'feeling brave about doing a job even if not many people like them have that job'. As discussed above, this question intended to measure if we are having an impact on underrepresentation in certain jobs being a perceived barrier for children to access those jobs/industries is difficult to capture and possibly confusing for children. Future questions could be geared more broadly to children's self-confidence to access the job they want.

There was also more mixed response on the gender outcome with 3 out of the 9 teachers not sure or disagreeing that after the project 'children felt that no jobs were limited to just boys and just girls.' When taking these teacher responses holistically, there is nothing to indicate why they didn't see impact in this area; it is possibly because of the absolute nature of the statement or possibly because the gender stereotypes theme was not explicit or pertinent to the sessions they attended/pre-recorded activities they chose. Children's data in this area is encouraging but does also show room for further impact with some gender stereotypes persisting, possibly when children haven't encountered anyone from that particular job.

### *Legacy and sustainability*

Teachers were asked to express their intention for continued independent use of Primary Futures and the vast majority of 90% indicated that they intend 'to embed a culture of aspirations and career-related learning into all aspects of school life,' an encouraging response to the objective of the project to kick off sustainable independent usage. Many of these teachers also expressed intent to 'link Primary Futures activity with curriculum topics to bring learning to life' and to 'host a series of aspirational activities. On the other end of the continuum, 3 teachers said they intended to host an 'occasional one-off aspirational assembly.' 100% of respondents to the question also said they felt 'confident' or 'very confident' to use the Primary Futures portal.

Several teachers alluded to the influence of the project on teacher confidence and whole school embedded usage:

*"The staff meeting enabled how teachers/subject leaders can move this project forward for their own classes/projects and beyond the assisted part from Primary Futures. Teachers will be able to arrange themselves to broaden the children's exposure to different careers."*

*“Working with Willow was great and as a result Year 5 have been able to share their project success with other year groups in a staff meeting with the aim that all year groups use Primary Futures in their topics.”*

*“Teacher confidence with ways to engage with the community and thereby raise aspirations of children.”*

While extremely encouraging, we expect there to be barriers and challenges to teachers actioning their intent and therefore will be keen to keep in touch, provide support and maintain momentum to project schools where resources allow. It is also probable that these 8 teachers being among those that responded to the survey are intrinsically the most engaged. However, it was expected that only a proportion of schools would be highly engaged to the point of embedding career-related learning in school life, and we also intend to cater to those that find value in one-off ad-hoc aspirational activities. The midpoint data from children suggests that even one activity has notable children impact and therefore one-off usage of Primary Futures is still encouraged.

### **Breaking Barriers at Bincombe Valley Primary School**

Leif Pallister, Headteacher at Bincombe Valley speaks about his children's experience of Primary Futures and his motivations for getting involved.

*“We serve a catchment like many involved in this project of what is deemed a relatively high social deprivation area. And in reality, what that means is that a lot of families have very limited further education themselves. We have a lot of families who are either second or third generation unemployed or living in a seaside town very much based in low-income coastal tourist-based job. Which means that the scope and aspirations of children is quite limited and that is the main reason we got involved.*

*The opportunities for our children to be able to see the world of work and the aspiration that goes alongside that go well beyond our curriculum and our four walls. [Through this project] we had the opportunity to have somebody from the Royal Mail whose job was to decide the pictures that go on stamps which utterly blew the children away that this was somebody's job. And to meet somebody from behind the scenes of the frontline of NHS and what that involves. And we had someone whose job it was to sort out the programming for daytime on ITV and he name a lot of stars he had been with and again that was something that children would have otherwise not had the opportunity to be involved with.*

*Being able to not just meet with people from the world of work in Weymouth, Portland, Dorset but to be able to do that on a national level using technology is wonderful and that has had a really big impact on what the children learn. The comments that came out from children weren't just 'I want to be a TV programmer' or 'I want to decide what goes on stamps'. There was a lot of finesse involved. They were spoken to by volunteers in a way that showed the journey it took to get to those careers, the resilience needed, the fact that it was okay to change careers. So there was a lot of practical life advice about being passionate about what you do, learning and taking that onto the next stage and that really really made a big difference to the children. It had a big impact in a short space of time.”*

-Leif Pallister, Bincombe Valley Primary School



## Volunteer and employer engagement

Although there was no quantified target for the project on the number of volunteers or employers engaged, our core objective to enable children to encounter a wide range of workplace role models as well as the commonly adopted panel format of activities was the driver behind engaging 70 volunteers representing 61 employers in this project to deliver 78 career talks. Volunteers represented local, national and international organisations from SMEs to large employers and everything in between. An illustrative sampling of the jobs and organisations is pictured below.



Volunteers expressed positive enjoyment and impact of virtual volunteering:

- "The reach [worked well]. In one hour we reached a huge number of children. It would take a year of volunteer to even get close to such a large number"
- "Even though it was done remotely I still felt like the children really engaged with the activity"

### Relatable role models

While this was the among the first of projects by Primary Futures run exclusively virtually, enabling schools to access our network of tens of thousands of volunteers who have elected to volunteer virtually, we held an internal target to ensure approximately half of volunteers were local or had local ties to ensure some relatability. We intended for schools to benefit from the enormous range of national volunteers but for children to gain an understanding of opportunities in Dorset and for children to see themselves reflected in local volunteers. We achieved 40% representation of volunteers with ties to Dorset including those who live or work or in Dorset, or work elsewhere but originate from Dorset, again a range of circumstances to show children the possibilities available to them in Dorset and beyond. Representative of the Primary Futures network, the volunteers were also demographically diverse with 58% female and 28% BAME and reflecting a range of ages and career stages.

### Sandra Davies: the journey from hairdresser to Senior Associate at JP Morgan

JP Morgan Bournemouth volunteer Sandra Davies, a Senior Associate, did her first Primary Futures talk at Dorset multi-school virtual session with 19 primary school and 2,700+ children. Sandra talked to the children about her inspiring journey, leaving school at 16 and getting a qualification to be a hairdresser. Lacking in confidence as a teen she said something changed at some point and she wanted more out of life. She saw the JP Morgan campus “the giant green house” in Bournemouth while in her car and had no idea what it was – and said to herself “I’m going to work there” even though she didn’t know what an investment bank was at the time. She went back to college mid-career as a hairdresser to study business and finance and shocked herself when she passed with a good grade. She persevered in applying for a job at JPM and secured a job as an analyst and has since been promoted to a team leader and then Senior Associate. “I couldn’t believe this really quiet girl with no confidence was now leading her own team and making decisions and working in the building I always wanted to.”

After her talk, children commented via the chat box:

- *We learnt that there are jobs that we didn't know existed! 4B HJS*
- *Any job is possible! From Emily*
- *5H have learnt that:*
  - *jobs are more fun than they sound!*
  - *Boys and girls can have any job*
  - *You can have more than one job*
- *Thank you to everyone for taking the time to talk to us this morning, we really appreciate it. We are learning about resilience in our class and we think all of you have shown how we will need this in the future x*
- *Thank you so much, it has been really interesting, three jobs we knew nothing about beforehand.*
- *Thank you so much for this webinar - the kids have loved it!*



Sandra said after the event: “I just wanted to say thank you so much for the opportunity today , I absolutely loved it. Another tick for taking me outside of my comfort zone and doing something new ☺ You have a great team of people running this program and do a fantastic job.”

## Recommendations

The end-of-project celebration was a concerted effort to sustain momentum with Dorset volunteers with the expectation that teacher-led activity will increase and therefore volunteers will be invited to more activities by schools. Teachers expressed interest in maintaining a community of practice and learning and sharing tips from each other.

To sustain the momentum built by the project and refine the Primary Futures activities and evaluation design based on the learnings of this evaluation, our recommendations are:

- Resource permitting, provide light touch support to Dorset project schools to assist them in their goals to embed Primary Futures activities
- Refine survey questions that caused confusion to ascertain whether children have the confidence to access any job they want
- Focus on briefing teachers and volunteers or providing resource and training that ensures the explicit link between learning at school and future jobs in made during activities
- Foreground or expand the offers available to KS1
- Promote Westfield case study to encourage further primary phase SEND usage
- With additional resource, extend the facilitated provision to other schools in Dorset who have a keen interest in embedding career-related learning and employer engagement
- Maintain a community of best practice started at the celebration event for Dorset schools to learn and motivate each other
- Continue to promote the best practice seen in Dorset schools to external audiences so that Dorset can pave the way for other areas of the country



## Appendix 1 – List of participating schools

### Project Schools

School	Area
Ad Astra Infant School	BCP
Atlantic Academy Portland	Chesil
Bincombe Valley Primary School	Chesil
Canford Heath Infant School	BCP
Canford Heath Junior School	BCP
Chickerell Primary Academy	Chesil
Conifers Primary School	Chesil
Haymoor Junior School	BCP
Heathlands Primary Academy and Pre-School	BCP
Highcliffe St Mark Primary	Chesil
Holy Trinity Primary and Community Nursery	Chesil
Jewell Academy Bournemouth	BCP
Livingstone Road Primary Federation	BCP
Pokesdown Community Primary School	BCP
Somerford Primary School	BCP
Southill Primary School	Chesil
St Andrew's CE Primary School, Weymouth	Chesil
St George's Primary School, Portland	Chesil
St Joseph's Catholic Primary School	BCP
St Nicholas & St Laurence CE VA Primary School	Chesil
St. Augustine's Catholic Primary School	Chesil
St. John's CE Primary School Wimborne	Wimborne
The Priory Church of England Primary School	BCP
Westfield Arts College	Chesil
Wyke Regis Church of England Junior School	Chesil

### Non-project schools:

School	Area
Bethany Church of England Junior School	BCP
Cerne Abbas Church of England VC First School	Dorchester
Corpus Christi Catholic Primary School	BCP
Ocean Academy Poole	BCP
Blandford St Mary Church of England Primary School	Blandford Forum
Damers First School	Dorchester
Motcombe CofE VA Primary School	Shaftesbury
St Andrew's Church of England Primary School, Yetminster	Sherborne
William Barnes Primary School	Sturminster Newton
Witchampton Church of England First School	Wimborne
Wool Church of England Voluntary Aided Primary School	Wareham



## Appendix 2 – Copy of pupil surveys baseline and midpoint/endline surveys

### inspiring Dorset

#### BASELINE PUPIL SURVEY 2021: Primary Futures - Inspiring Dorset

There are no right or wrong answers so answer as honestly as you can. We want to know what you think about school, your skills and your future. Ask your teacher if you need help understanding the question. Your teachers won't see your responses.

\* 1. SCHOOL NAME:

\* 2. Are you a

☐ Boy

☐ Girl

☐ Prefer not to say

\* 3. How old are you?

\* 4. How much do you disagree/agree with the following sentences

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
There are lots of different jobs for me when I grow up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English/maths are used in most jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning at school is important for my future job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel brave about doing a job even if not many people like me to do it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel inspired after hearing adults talk about their job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the opportunity to meet adults with lots of different types of jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 5. How good do you think are at listening?

Not at all	Average	Excellent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1

\* 6. How good do you think are at asking questions to find out information?

Not at all	Average	Excellent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 7. Please say whether you think boys or girls or both could do these jobs:

Who can do this job?
Dentist
Doctor
Nurse
Florist
Builder/construction worker
Nursery/early years educator
Sea captain
Filmmaker
Fashion Designer
Pilot
Engineer

\* 8. What job(s) do you think you might like to have when you grow up?

\* 9. Where did you get the inspiration for this job(s)?

\* 10. Do you think it is important to meet people with lots of different jobs?

☐ Yes ☐ No ☐ Not sure/maybe

Please say why or why not:

2

## ENDLINE PUPIL SURVEY 2021: Primary Futures - Inspiring Dorset

There are no right or wrong answers so answer as honestly as you can. We want to know your thoughts about the sessions where you heard adults talk about their jobs and any activities you did before or after. Ask your teacher or parents/ carers if you need help. Your teachers won't see your responses.

\* 1. SCHOOL NAME:

\* 2. Are you a

☐ Boy

☐ Girl

☐ Prefer not to say

\* 3. How old are you?

\* 4. Which type of sessions did you take part in? (tick all that apply)

☐ Adults came to my school live in person to talk about their jobs

☐ Adults came to my school live virtually to talk about their jobs

☐ We watched a video(s) with adults talking about their jobs

☐ We attended a virtual session with lots of other schools with adults talking live about their job

\* 5. From 1 to 10 how much did you like listening to adults talk to you live about their job?

1 Not at all

10 A lot

I didn't hear from any adults in live sessions

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\* 6. Which video did you watch? (Tick all that apply)

☐ 1 Budding Futures - with Kimberley the builder and Jonathan the florist

☐ 2 Uplifting Futures - with Jaki the tree surgeon, Sam the early years educator, Shruthi the subsea engineer, Mike the mental health nurse

☐ 3 NHS Everyday Heroes - with people working all sorts of job in the NHS

☐ 4 TV & Tech - with Fran the TV producer and Sanjeev working with SIM technology at Vodafone

☐ 5 Festive Special - with people working jobs that get busy during Christmas

☐ 6 Travel & Transport - with Suzy the pilot, Kyle the deck officer, Steph the aircraft engineer and Lee the ship's captain

☐ I can't remember

☐ I haven't watched any of these videos

\* 7. From 1 to 10 how much did you like the video?

1 Not at all

10 A lot

I didn't watch any

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\* 8. Did you do any worksheets, drawings, quizzes or other activity before or after the video?

☐ Yes

☐ No

☐ I can't remember

\* 9. From 1 to 10 how much did you like the activities (worksheets, quiz, drawings, etc)

1 Not at all

10 A lot

I didn't do any

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\* 10. Which sentences do you agree with after your video or live sessions?

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
I learned about a new job I hadn't heard about before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are lots of different jobs for me when I grow up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English/maths are used in most jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning at school is important for my future job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel brave about doing a job even if not many people like me to do it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel inspired after hearing adults talk about their jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the opportunity to meet adults with lots of different types of jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

11. How good do you think you are at listening?

Not at all	Average							Excellent
★	★	★	★	★	★	★	★	★

12. How good do you think you are at asking questions to find out information?

Not at all	Average							Excellent
★	★	★	★	★	★	★	★	★

13. Please say whether you think boys or girls or both could do these jobs:

Who can do this job?
Dentist
Doctor
Nurse
Florist
Builder/construction worker
Nursery/early years educator
Sea captain
Filmmaker
Fashion Designer
Pilot
Engineer

14. One thing I learned from volunteers talking about their job is....

15. The thing I liked best about adults talking about jobs was....

16. The thing I liked least about adults talking about jobs was...

Primary Futures connects schools with workplace volunteers who can be invited to take part in virtual or in-person activities to help broaden children's horizons. The free service also gives schools access to a range of planning resources and support, as well as pre-recorded video sessions.

Sign-up as a school or volunteer at  
[educationandemployers.org](https://www.educationandemployers.org)



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