

# Ourfuture



## **Career-Related Learning in Derbyshire and Nottinghamshire Primary Schools**

Year 3 Evaluation and Impact Report  
September 2022

Dr Deirdre Hughes OBE and Robert Hughes

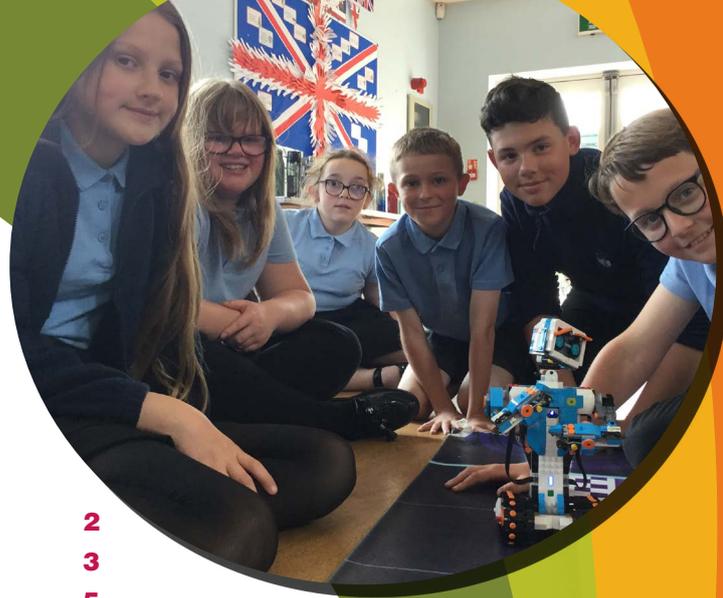
FUNDED THROUGH THE  
DEPARTMENT FOR EDUCATION  
OPPORTUNITY AREA PROGRAMME

Education  
and  
Employers

LEARN  
by design

dmh associates  
policy | research | practice





## Table of Contents

<b>Acknowledgements</b>	<b>2</b>
<b>Brief Overview</b>	<b>3</b>
<b>Main report</b>	<b>5</b>
1.0 Introduction	<b>5</b>
2.0 Aims	<b>5</b>
3.0 Scale and reach	<b>5</b>
4.0 Project components	<b>7</b>
5.0 Evaluation and impact results	<b>9</b>
<b>Results</b>	<b>10</b>
Children's aspirations	<b>11</b>
Children's attitudes to gender stereotyping	<b>13</b>
Improvements in key skills	<b>15</b>
Influence of Free School Meals (FSM) and/or Pupil Premium (PP)	<b>16</b>
<b>Teacher responses</b>	<b>16</b>
Gender stereotyping	<b>19</b>
Expectations	<b>20</b>
CRL activities	<b>20</b>
CRL resources	<b>22</b>
Embedding CRL into the curriculum	<b>23</b>
Children's Career Learning Log	<b>24</b>
Effectiveness of CRL competitions	<b>25</b>
Expected outcomes	<b>25</b>
Improvements	<b>25</b>
Twinning partnerships arrangements	<b>26</b>
Teacher training – Multi-Academy Trusts and other schools	<b>27</b>
<b>Volunteer responses</b>	<b>30</b>
<b>Parents responses</b>	<b>35</b>
<b>Recommendations</b>	<b>39</b>
<b>Appendix 1:</b> Context and participating schools	<b>40</b>
<b>Appendix 2:</b> Multi-school virtual events	<b>42</b>
<b>Appendix 3:</b> Twinning partnership arrangements	<b>44</b>
<b>Appendix 4:</b> Overview of new and updated CRL resources	<b>44</b>
<b>Appendix 5:</b> My Career Learning Log	<b>47</b>
<b>Appendix 6:</b> Children's demographics and motivating factors for choosing specific jobs	<b>48</b>
<b>Appendix 7:</b> Comparison sample of schools with differing levels of FSM and PP	<b>49</b>
<b>Appendix 8:</b> School responses to the teacher survey	<b>50</b>

# Acknowledgements

We are very grateful to the Derby Opportunity Area Partnership Board for commissioning this Year 3 evaluation and impact assessment study. In particular, we are greatly indebted to Amy Woodall (Department for Education (DfE)) and the Advisory Board members, without their support the findings would not have come to fruition.

We are also very grateful to the Government Equalities Office (GEO) for the additional funding to further strengthen the emphasis on tackling gender stereotypes.

Our thanks to Kainan Gardner (Research Assistant) for his contributions to this report.

Most importantly, we wish to thank all the headteachers, senior leadership teams (SLTs), teachers, employers/volunteers and parents/carers who contributed to the research. Finally, we are greatly indebted to children from across Derbyshire and Nottinghamshire - 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!

This Year 3 career-related learning (CRL) project builds on lessons learned from earlier findings from CRL in Derby primary schools (2019-2021). The project was managed by the Education and Employers charity who also delivered CRL resources, teacher training and the online platform 'Primary Futures' each designed for sustainable CRL matching primary schools volunteers from the world of work. They led on the promotion of CRL to volunteers working with local agencies. Learn by Design led on local delivery through direct project coordination and delivery support, including the design and delivery of CRL activities and the development of CRL resources. 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).

Before reading this Executive Summary report, you may like to watch a video of Derbyshire and Nottinghamshire (D2N2) schools with first-hand experience of Career-Related Learning (CRL) from the Our Future project.



**Short Version:**

<https://www.youtube.com/watch?v=0LXiVYIXIVo>



**Full Version:**

[https://www.youtube.com/watch?v=RV\\_Zr-aX1uQ&t=2s](https://www.youtube.com/watch?v=RV_Zr-aX1uQ&t=2s)



# Brief Overview

To increase social mobility and improve the outcomes for children and young people living in areas of social and economic disadvantage, the Department for Education established twelve 'Opportunity Areas'. Their purpose was to focus local and national resources to help break the link between a child's family background and where they get to in life.

Each area established an Opportunity Area Partnership Board to coordinate activities, bring partners together and to initiate and test ways of improving social mobility in areas facing entrenched deprivation. The Derby Opportunity Area Partnership Board were particularly keen to expand children's horizons and challenge stereotypes that limited their ambitions. They commissioned the 'Our Future Derby' project managed by the Education and Employers charity in partnership with Learn by Design and dmh associates.

Launched in 2019, the project was underpinned by research from Education and Employers on the impact of giving children the chance to meet role models from the world of work - particularly in tackling the ingrained stereotypes that often limit their horizons. Support was provided to 33 primary schools in seven of the most deprived wards in Derby city to help them develop career-related learning (CRL) programmes. Its success led to the project being extended to schools across Derby, Derbyshire, Nottingham and Nottinghamshire.

In 2022, a total, 9,000+ children from 52 primary schools benefitted from 131 supported primary CRL activities. These activities were developed by Education and Employers within its Primary Futures programme and Learn by Design. Volunteers doing a wide range of jobs, from sectors and diverse backgrounds came mostly from the national Primary Futures database. Specialist support was provided to teachers and leadership teams to help them embed CRL into the curriculum and to develop sustainable approaches. The project adopted a bespoke and highly personalised tailored approach. This was made possible thanks to the support of the Derby Opportunity Area Partnership Board with funding from the Department for Education and Government Equalities Office for work on tackling gender stereotypes.

The evaluation and impact assessment involved over 1,600+ children, 35 teachers, 104 volunteers and 239 parents. Findings show the positive impact that career-related learning makes to primary aged children, particularly those living in areas of economic and social challenge.

## Impact on aspirations and broadening horizons

- An increase from 62% to 74% of children agreeing with the statement 'I can do any job I want when I grow up.'
- An increase from 71% to 83% of children agreeing with the statement 'There are lots of different jobs for me when I grow up.'
- 76% of children said they felt inspired and excited after hearing adults talk about their jobs
- 96% of parents think it is important for their children to understand the link between what they learn at school to the world of work.
- Increased role models and sectoral representation in schools and Multi Academy Trusts. At least 28 different sectors were represented by career volunteers supporting in-school activities.

## Improvement in key skills

- Children's self- assessment of their skills post-CRL activity shows an increase across all 9 key skills. This was also confirmed through teacher and head teacher feedback.

## Tackling gender stereotyping

- 92% of pupils agree 'Girls and boys can do the same job'
- 92% of teachers agreed that the CRL activities delivered have addressed the issue of gender equality.
- 82% of parents agree that it is important to tackle gender stereotyping from an early age.

There is clear evidence of unconscious bias in how girls and boys think about the jobs people do and that children's career aspirations are narrow and misaligned with the labour market. In person and virtual CRL sessions helped to tackle this.

## Impact on the teachers

- 100% of teacher respondents to our survey indicated the programme had a positive effect on the children and 95% stated their expectations had been exceeded or met.

Most of the teachers believe it is possible to embed CRL into their school curriculum, with some caveats. Twinning arrangements backed up by CRL resources worked well.

## Impact on volunteers

- Volunteers stated that projects such as Our Future make volunteering easy.

Twelve key recommendations are set out in the Executive Summary and main report. The project has left a positive legacy. This targeted area-based approach and findings in this report can help inform ongoing work in new Education Investment Areas. The findings provide robust evidence of the impact of career-related learning (CRL) in primary schools - helping to raise aspirations, motivate and inspire, improve skills attainment, and show children what is possible beyond what they might be familiar with in their immediate surroundings – and in so doing help improve social mobility.



# Main report

## 1.0 Introduction

In 2019 - 2021 the Our Future Derby project was launched in Derby city to expand children's horizons, challenge stereotypes, and enhance social mobility. It was commissioned and funded by the Derby Opportunity Area Partnership Board with support from the Department for Education (DfE). The 2-year project was managed and delivered by national charity Education and Employers, London, working alongside Learn by Design (an education outreach company) with evaluation and research led by dmh associates. The project adopted a pioneering approach to career-related learning linking children and teachers across 33 Derby primary schools in 7 of the most deprived wards with inspiring role models from the world of work – to significant effect during its first two years<sup>1</sup>.

*“Activities in primary schools look different to the career education that may be familiar in secondary schools. The emphasis in primary is on diversity, exploration, and making learning fun. Activities excite children about the subjects they are doing and show them the relevance to their futures.”*  
(Percy & Amegah, 2021, p.2)<sup>2</sup>

From 1st September 2021 – 31st July 2022, the project was extended by the Derby Opportunity Area Partnership Board and DfE with the aim of reaching more schools across Derby, Derbyshire, Nottingham and Nottinghamshire (commonly known as the D2N2 area). This included raising children's aspirations, supporting teachers, embedding CRL into the curriculum, creating resources and sustainable approaches to CRL and increasing employer/volunteer activities. Additional funding was also provided by the Government Equalities Office (GEO) which further strengthened the emphasis on tackling gender stereotypes. This built upon key recommendations from the first two years.

## 2.0 Aims

In 2021, renamed 'Our Future' the project aimed to:

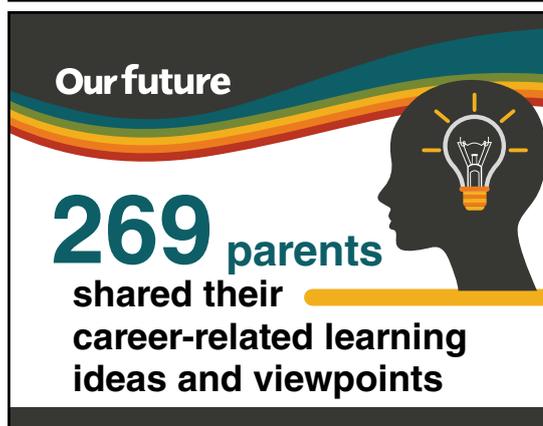
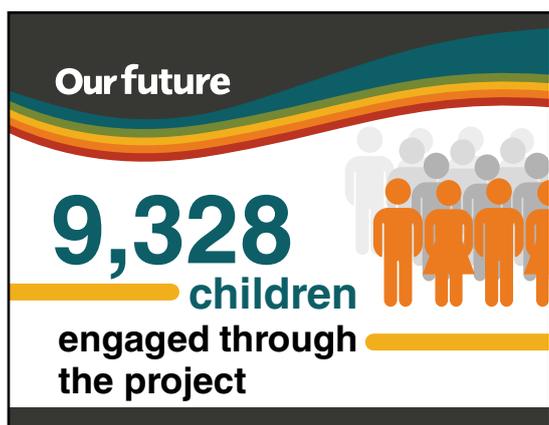
- raise aspirations of primary school pupils in the D2N2 region
- Stimulate pupils by developing their understanding of the link between school and the wider world of work, broadening their awareness of the range of jobs and breaking down stereotypes and challenging bias
- Inspire career champions and senior leadership teams (SLTs) within the nominated primary schools to take 'a whole-school approach' in embedding CRL now and in the future
- Encourage and brokerage of CRL best practice and knowledge sharing among a wide range of schools in Derby and the wider D2N2 region.

## 3.0 Scale and reach

The CRL project key performance indicators (KPIs):

- 52 'project' schools, including 2 SEND primary schools, to benefit from a minimum of 120 supported CRL activities, including a full suite of CRL support and facilitated delivery days, teacher training, usage of the Primary Futures portal, access to a suite of resources, newsletters and guides to underpin activities, opportunities to attend 'twinning partnership meetings' with other schools for peer learning, usage of the 'My Career Learning Log' for children, and bespoke communications for parental engagement.
- 12 additional MATs/other schools (comprising 9 MATs and 3 individual schools) provided with bespoke support and a focus on teacher training, access to a suite of CRL resources, and allied training to support activities through the Primary Futures portal.

- Added value components such as virtual multi-school activities themed around tackling gender stereotypes, pre-recorded lesson plans and opportunities to engage in competitions.



**131** CRL supported activities delivered across 52 project schools, including 2 SEND schools.

**12** multi-academy trusts (MATs) provided additional training, support and activities.

**Access** to tens of thousands of volunteers available through Primary Futures' portal.

**17** out of 52 schools were involved in twinning partnership to share good practice.

**7,753** children completed a unique 'My Career Learning Log' in all 52 schools

**6** half-termly newsletters with links to resources and industry specific developments.

**52** bespoke 'Spotlight on Careers' newsletters providing information for parents.

**269** parents shared their CRL ideas and viewpoints.

To ensure fidelity within the project, each school careers champion (either a head teacher, deputy head teacher, middle manager or teacher) was introduced to the project through school visits or online meetings, followed by training sessions and/or webinars supported through a package of tailored CRL practical resources.

Schools joining Our Future for the first time were supported to embed CRL into the curriculum and to learn how to build internal capacity on a sustainable basis by learning from others with first-hand 'tried and tested' experience. The specific needs of each participating school vary. Some had a high number of families who are new arrivals to the UK, or whose first language is not English, others have high proportions of intergenerational unemployment in their specific area and/or children with special educational needs and/or disabilities (SEND). Some schools are situated in rural locations where access to employers/volunteers can be more restricted compared to urban areas. The 52 schools were at different stages of design and implementation. (Appendix 1 – Schools with 2 years+, less than 2 years and early adopters).

### In addition,

- Resource bank of 58 new teaching and learning tools to support schools in CRL including bespoke activities to challenge gender stereotypes.
- Two multi-school virtual activities with a panel of volunteers helping to challenge gender stereotypes
- 80 children's design entries in 'Robotics' competition took place, in partnership with UTC Derby Pride Park.
- Project highlighted on TV broadcasts, radio interviews, printed and social media coverage involving schools and the project team.

## 4.0 Project components

Each element of the 'CRL offer' focused on informing and supporting effective ways to embed CRL in the curriculum and work with employers/volunteers and parents, including free teaching and learning resources. Also, connecting senior leadership teams (SLTs), careers champions and teachers with other MATs and primary schools to share knowledge, build confidence and capacity within and between schools, as an important part of the Our Future project legacy.

Education and Employers' Primary Futures' portal was successfully promoted to all schools to enable teachers to self-manage, plan and co-deliver CRL activities involving employers/volunteers - <https://www.primaryfutures.org/> This freely available portal has tens of thousands of volunteers available to participate in CRL activities in all schools registered on the portal. Post-Covid it has been demonstrated that teachers can access volunteers remotely wherever they are in the region, country or the world. A total of 167 employers/volunteers from 120 organisations contributed in schools to a wide range of CRL activities in the D2N2 area.

For example:

*Sue Redfern MBE, the first woman to play and umpire for the Cricket World Cup, joined Baroness Nicky Morgan and another volunteer to speak to children as young as six and seven years-old at Allenton Primary in Derby to bring to life the focused classroom topic 'Significant People.' Sue was gratified knowing her message - that everyone starts as an ordinary 7-year-old and can go on to achieve great things – landed well with the children. She reflected afterwards: "It was exciting to meet them [the children] and hear about their childhood and dreams."*

*Helen Taylor works as a metallurgist and section leader of a Materials Capability department in Rolls Royce submarine division. This was her first time as a volunteer in the Our Future project. Rolls Royce gives her time off to volunteer. Her links with primary schools are mainly through STEM activities. Delivering volunteering for Helen it is better if this is virtual only because "this saves time as it is time consuming to travel to and from schools and even then, sometimes you have to wait around for your turn to speak or participate." She emphasised that for the organisers it is best to liaise well in advance with volunteers to allow them to plan their time and prepare well. She highlighted "only 10% of engineers are female" but Helen also stresses that when visiting schools, she noticed that even many boys cannot see a route into engineering. She recommends the Our Future delivery model to teachers in primary schools across England and further afield.*

All 52 participating schools benefited from teacher training activities. For example, training sessions for teachers involved a total of 12 MATs or schools under the MAT strand - 9 MATs and 3 individual schools – led by Education and Employers, who participated in facilitated virtual CRL sessions. Of these, 7 MATs received 11 direct personalised training sessions delivered to a total of at least 67 teachers. The activities reached 4,245 children within the project. At least 13 project schools accessed Primary Futures pre-recorded resources for 19 CRL activities. A further 11 MATs were contacted but with limited engagement. (Appendix 2) Participating MATs and other schools received:

- online personalised meetings
- general support for Primary Futures' activities
- 1:1 and/ or group meetings to support customised planning and delivery of CRL activities
- whole school staff meetings to introduce CRL to a teacher audience
- 2 large virtual events involving children, school staff and employers/volunteers focused on 'Tackling gender stereotypes' and 'Creative jobs and gender' which was open to all project schools and schools across the D2N2 area

A further schools CRL menu offer below resulted in the delivery of 131 CRL activities in schools and teacher training in 17 schools, with 93 teachers from 30 project schools going on to register in the Primary Futures portal and 24 activities set up by project schools themselves. This was led by Learn by Design and included:

- **S.T.E.A.M. Futures - Destination Rail.** A careers journey using the construction of a rail track to explore a range of jobs and responsibilities in and around the rail industry along the way.
- **S.T.E.A.M. Futures – Power Your World.** Learners 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.
- **S.T.E.A.M. Futures – Robotics Challenge.** Learners are introduced to logistics and shipping with a focus on careers whilst working in teams to code robots to complete simple challenges and discover the importance of robots in the modern world.
- **World of Opportunities.** Learners rotate around a carousel of activities where they ‘travel’ to different parts of the city, region or world to use the equipment, practise their skills for success, and complete various job challenges to explore the geography of where jobs can take us.
- **The Enterprise Challenge.** Learners explore and develop the skills and attributes you need to become an entrepreneur, completing challenges and working in teams to develop and promote a unique product based on their interests and skills.
- **Yes I Can – Reducing Gender Stereotypes.** Framed in a positive and constructive way, learners are exposed to activities and role models to inspire and encourage them not to rule out career options for themselves because of their gender.
- **Farm to Fork.** Children within SEND schools explore different jobs and activities that follow the journey from how milk is produced to making a cheese sandwich for themselves.
- **Build a Business.** Children within SEND schools explore small businesses founded by people with disabilities and will engage in open discussions as to how they could create products to sell in their own business based on their interests and skills.

Activity	No. of schools activity delivered to	% of schools delivered to
Yes, I Can	49	94%
Robotics Challenge	21	40%
Destination Rail	18	35%
World of Opportunities	8	15%
Enterprise Challenge	14	27%
Power Your World	17	33%
Farm to Fork	2	4%
Build a Business	2	4%

Table 1

Each activity was linked to specific learning objectives, including question and answer sessions, assemblies and/or curriculum topics and games intended to help children explore jobs and enterprise activities. These were either delivered in school or live streamed virtually into the classroom. The activities involved bringing the curriculum to life, working closely with teachers, and bringing into school employers/volunteers. Each CRL activity ‘focused-day’ or each session (lasting between 60 – 150 minutes) specifically tailored to the individual school requirements.

A series of 'twinning meetings' were organised to give schools the opportunity to link with one another, share best practices and learn about different approaches taken to delivering CRL. Each meeting had at least one school attending with experience of 2+ years so they could share their experience of planning and delivering CRL (see Appendix 3). These schools led the initial discussions by providing insight into the ways they have embedded CRL within their school.

All CRL activities within the project were specially adapted to make the project suitable for everyone. For example, pupils at St Clare's SEND school were among the first to try out this year's project. This saw them get hands-on with various activities including a wooden cow – nicknamed Buttercup - which pupils were able to 'milk'. The 'Farm to Fork' session followed the process in the food chain from agriculture production to consumption – in this case, how the milk from a dairy cow in a field is turned into the cheese which ends up in our sandwiches. Pupils and staff from Oak Field Primary SEND school also benefitted from these activities involving props and volunteers. For example:

*"I have nothing but praise for the sessions which were delivered by Learn by Design. We have had wonderful feedback from children and teachers who were involved in the sessions. The workshop was practical, interactive, and our children who have a range of Special Educational Needs engaged with the activities, which are adapted to their needs."*  
(Assistant head teacher, St Clares School, Derby)

See Appendix 4 for overview of 58 CRL new resources and 5 updated resources from 2019-2021. A children's CRL 'Robotics' competition took place, in partnership with UTC Derby Pride Park, involving 7 schools and circa 80 design entries - <https://www.learnbydesign.co.uk/robot-competition-winners>. An Enterprise Challenge competition encouraged pupils to work in teams to design and market a product - 3 teams were awarded certificates for teamwork, creativity, and performance. A children's 'My Career Learning Log', previously developed as part of Our Future Derby, was aimed at KS1 and KS2 pupils (Appendix 5). This year, children's 'Can Do' stickers were introduced. This idea came from parents who participated in webinars and was swiftly implemented by the delivery team.

## 5.0 Evaluation and impact results

### Method

A mixed-method approach of quantitative and qualitative data was adopted to address key research questions and to inform recommendations. An evaluation cohort was identified in 46 schools of which pupil data from 28 were selected at random for analysis in the evaluation. CRL questionnaires were distributed and completed by children (pre- and post-activity) with support from teachers for those with special educational needs and/or disabilities (SEND). Teachers, employers/volunteers and parents completed an online survey, supplemented by in-depth interviews with school staff (x12), employers/volunteers (x12) and parents (x10). Case studies were also produced. Secondary research was also undertaken to identify relevant academic literature that could inform effective CRL teaching and learning.

### Participants

- 1,650 children attending 28 of the 52 primary schools in the D2N2 area, including 2 SEND schools
- 34 primary school staff
- 104 employer/volunteers from 28 differing sectors
- 269 parents also contributed their views and experiences.



Figure 1

## Key questions

- Do children's career aspirations show any significant trends, particularly concerning gender stereotyping?
- How does the Our Future project meet primary school needs?
- Does the current approach to delivery involving third parties provide an effective way of supporting schools to embed CRL within teaching and learning? and a sustainable approach for schools to embed CRL in the curriculum?
- How effective is the involvement of volunteers in the curriculum and the extent to which the Primary Futures portal facilitates schools' access to volunteers from the world of work?
- How effective or otherwise is CRL continuous professional development (CPD) for teachers?
- Does twinning between schools with experience and those starting afresh make a difference?
- What does the legacy of the project look like and will it be possible for schools to deliver CRL on their own?

Figure 2 below illustrates the numbers of pupils from each of the schools who were selected for evaluation. The selection was based on a representation of urban and rural schools in the D2N2 area and schools at different stages of CRL experience, namely some with at least 2 years+ experience from Our Future Derby and others with some or first-time experience. In addition, schools with differing levels of Pupil Premium (PP) and children in receipt of free school meals (FSM) were included in the evaluation.

## Results

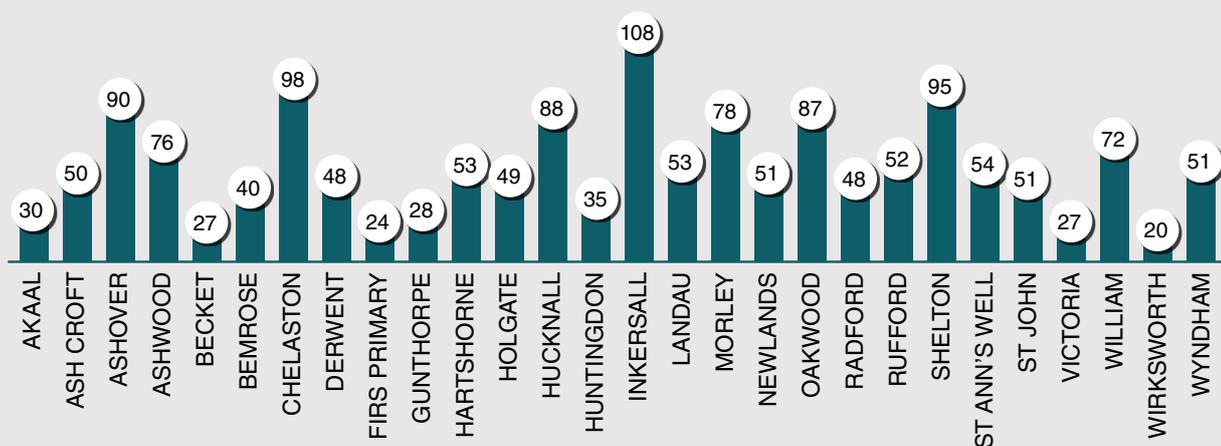


Figure 2

### Geographical locations of participating schools who contributed to the evaluation

The map in figure 3 shows clusters of schools in and around Derby and Nottingham, with other schools situated in rural locations. This is a contrast to Our Future Derby concentrated in Derby City (2019-2021).



Figure 3

# Children's aspirations

A total of 1,650 children completed a pre-activity survey, followed by 1,629 post-activity responses mostly though not exclusively Key Stage 2 pupils<sup>3</sup> (Appendix 6 – Demographics and Motivating Factors for Choosing Specific Jobs).

- 47% (n=749) were boys
- 50% (n=804) were girls
- 3% (n=40) preferred not to say.

In this study, children were asked to name three jobs they might like to do when they are older. This is different from previous years when children in Derby were asked to draw only one or two jobs. A total of 255 different jobs were identified by 1,650 children of which 43 jobs were chosen by 80% (n=2,593) of the children. This encouraged the children to think more about different jobs.

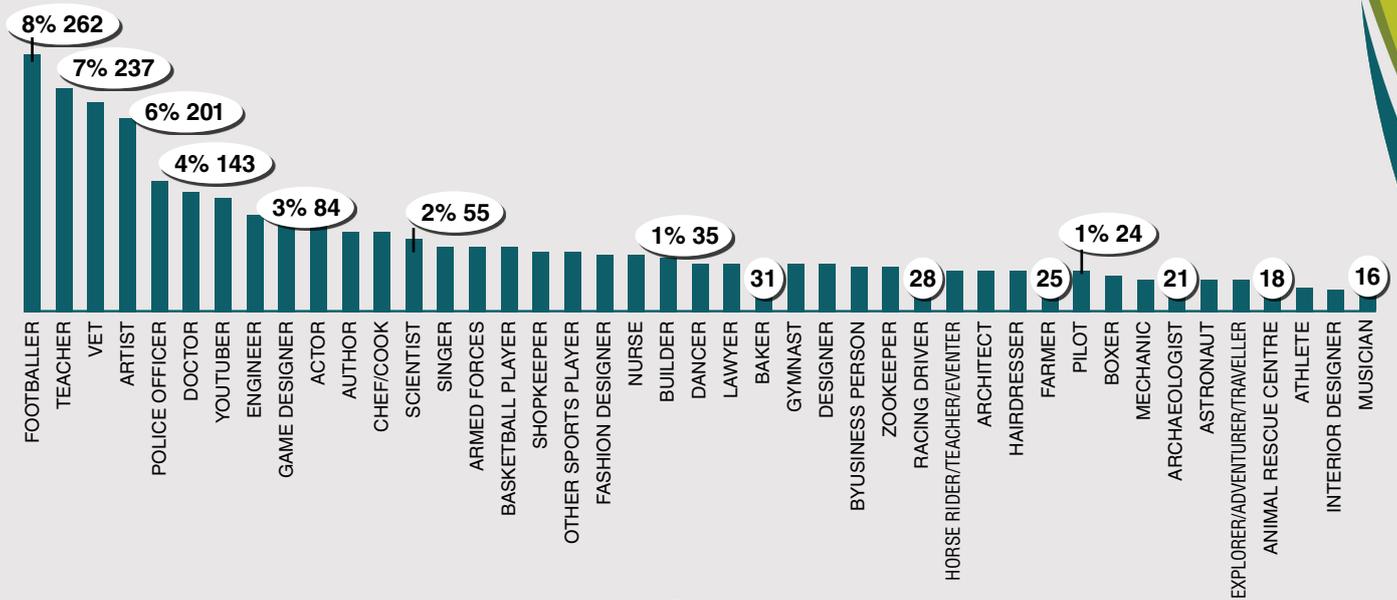


Figure 4

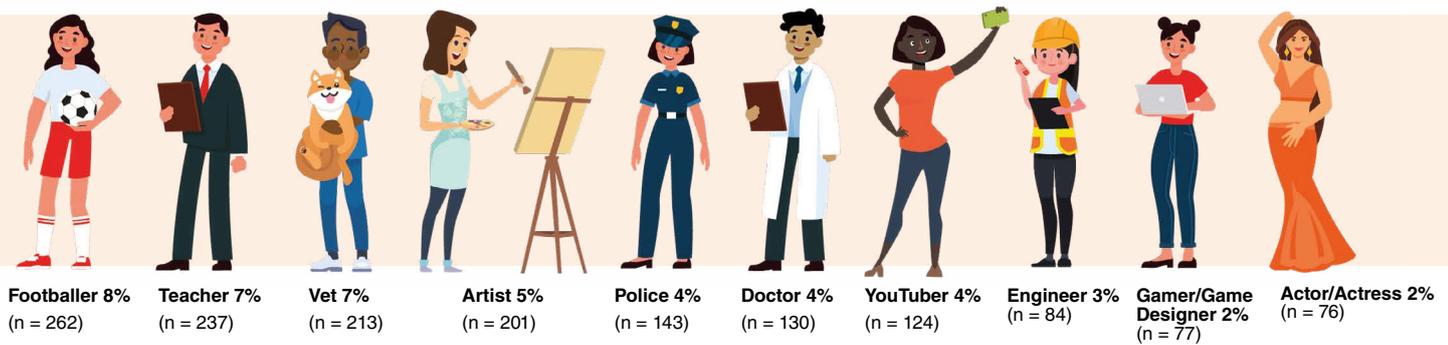


Figure 5: Top 10 Jobs identified by children pre-CRL activity

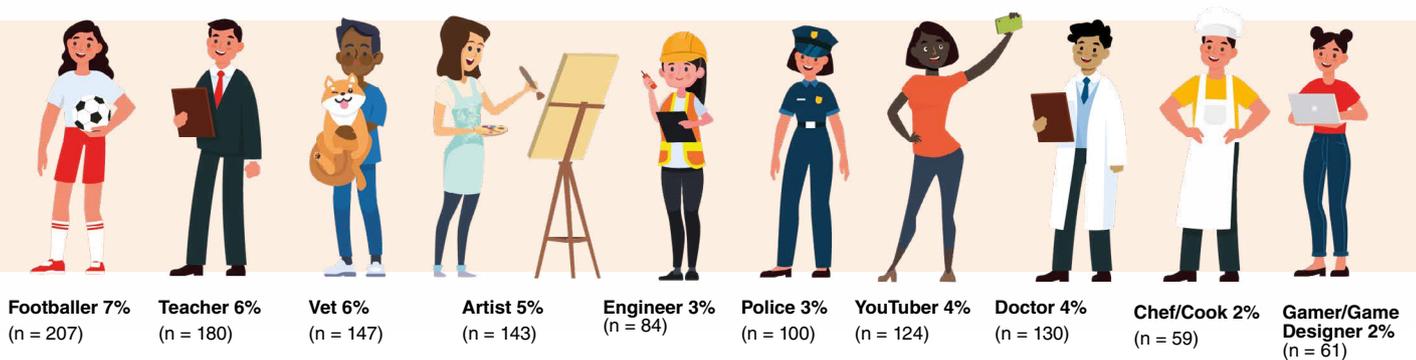


Figure 5: Top 10 Jobs identified by children post-CRL activity

The results show that some children did alter their original preferences e.g., engineer has increased slightly from 3% (n=84) pre-activity to 4% (n=110) post-activity and chef/cook moved up the list of preferences. The occupations listed above are broadly similar to those drawn earlier by children in the Our Future Derby project (2019-2021) except for “Vet” which appears higher up in the list above. This may be attributed to what children can see in rural surroundings but requires further investigation e.g., words like equestrian were mentioned. One of the CRL activities involved an exercise where chef and cook featured. This may have influenced the children’s response.

*“I didn’t know that I could do any job I wanted. I thought some jobs were just for men and some were just for women!”*  
(KS2 pupil)

## Children’s reasons for their chosen jobs

The children were asked, “Why would you like to do these jobs?”

### Key Quotes from the children

- “To protect the world, save people’s lives and have fun”*
- “I found out being an engineer is actually very interesting and fun”*
- “I changed author to scientist because you can do experiments, but the rest are the same”*
- “I changed accountant to designer because it is a good way to help our planet”*
- “Because I just learned that anything you create can be possible”*
- “My uncle works as a manager that’s why I want to be just like him”*

Some children explained they had chosen a job(s) influenced by a family member or someone within their close family network or community. Academic literature<sup>4</sup> shows this is a common trend. Children reported they chose a specific job(s) because they loved a school subject(s) or are interested in a certain topic like animals, being creative, saving the world etc., or simply wanted to have fun. Money was mentioned by a few, mostly those interested in football or being a YouTuber.

Children were asked to register their level of agreement to 5 questions pre-and post-activity. Each question was designed to explore the children’s attitudes to learning and their aspirations. The findings below highlight that against each of these statements the levels of agreement increased.

- Q 1:** Girls and boys can do the same job.
- Q 2:** Learning at school is important for my future job.
- Q 3:** English, maths and/or science can help me when I grow up.
- Q 4:** There are lots of different jobs for me when I grow up.
- Q 5:** I can do any job when I grow up.

Against each of the statements the levels of agreement among the children increased.

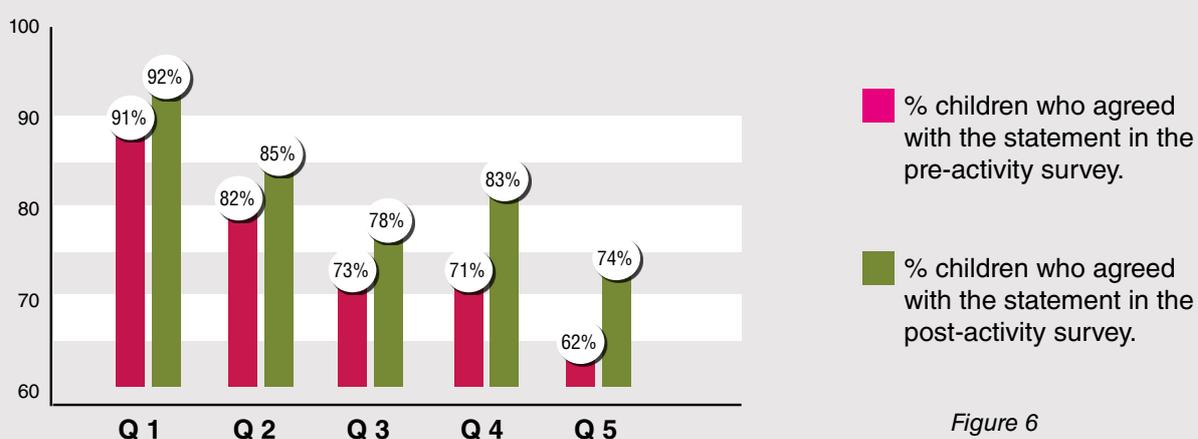
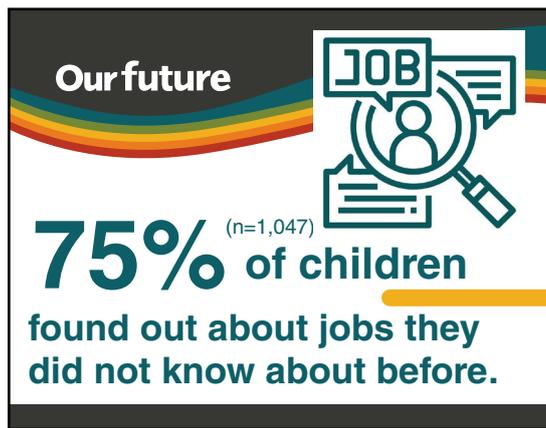


Figure 6

NB: Some children post survey skipped some questions.

The percentage figures quoted reflect the percentage of those that responded to the question.

Following the CRL activities, more of the children were able to directly link learning with the world of work. For example, post- CRL activity:

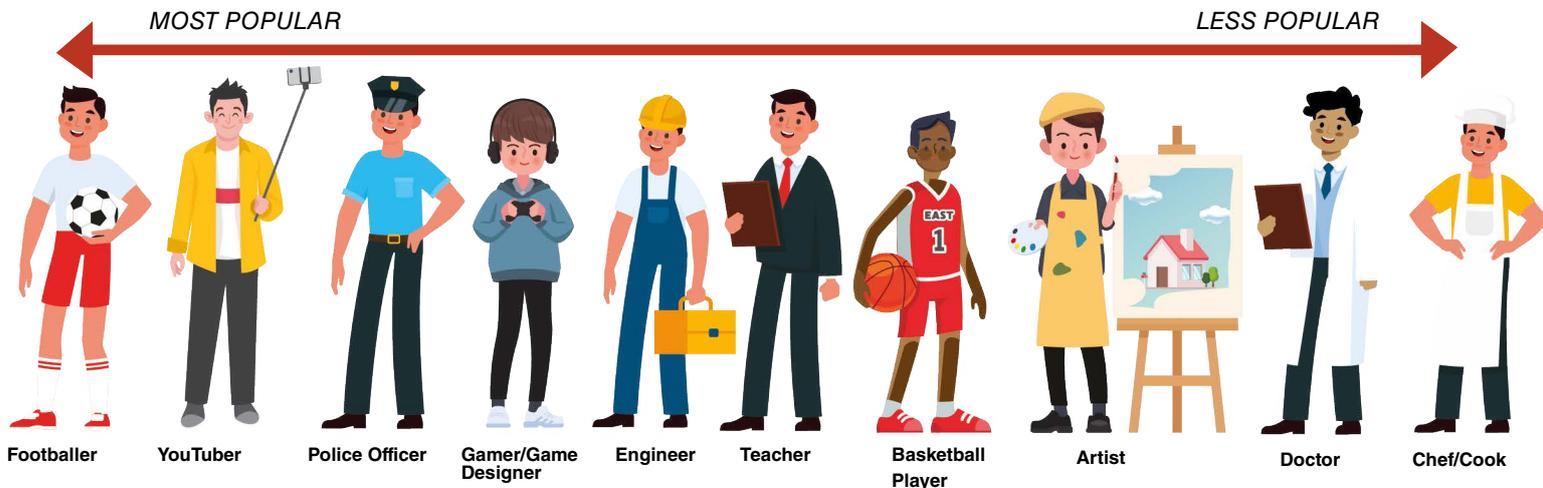


## Children’s attitudes to gender stereotyping

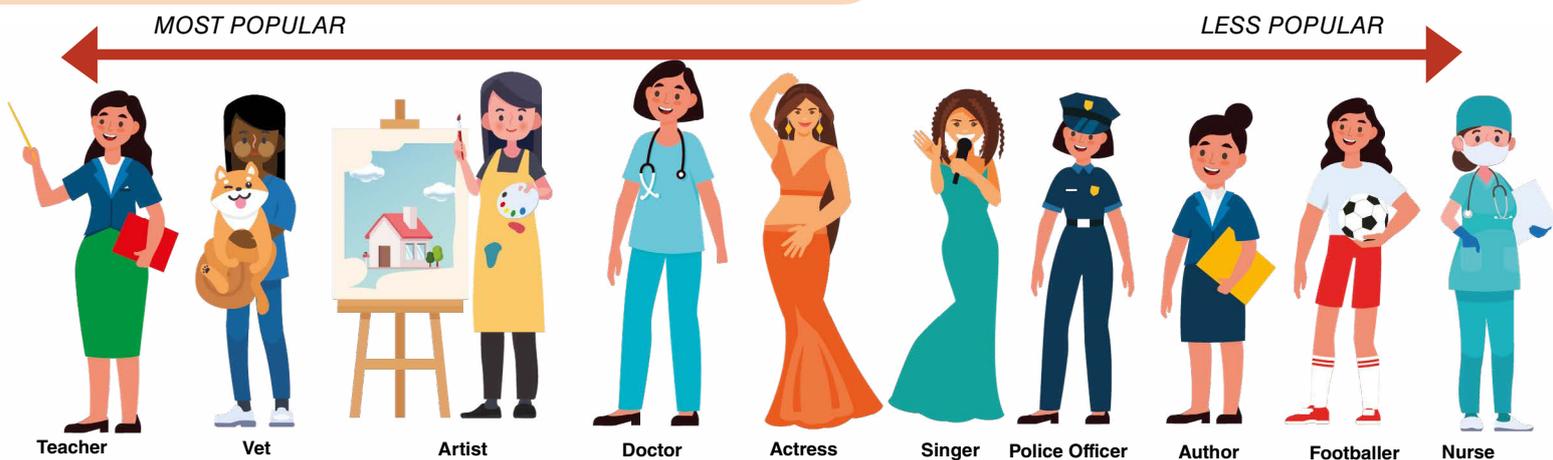
In our 2021 survey of children in Derby City, 86% agreed with the statement “Girls and boys can do the same job.” In 2022, the response is higher at 91% pre-activity, and this increased to 92% post-activity. However, despite this, it is noticeable that the jobs identified by the girls and boys reflect an unconscious bias towards traditional male and female roles. This is illustrated as shown below in which the top ten jobs identified by girls and boys are compared.

### Top 10 jobs identified by boys

Figure 7



### Top 10 jobs identified by girls



The findings show boys are opting more for sports, Youtuber, gamer and engineer occupations, while girls have opted for teacher, vet and creative roles such as artist, actor, singer and author, alongside other professional roles. What is new in 2022, is the number of girls choosing to be a footballer compared with their counterparts in the earlier Our Future Derby study.

The graphic below highlights a higher percentage of girls 94% (n=656) than boys 91% (n=584) agree post-activity that “Girls and boys can do the same job.”

Girls appear to be more aspirational than boys from their more positive responses to “I can do any job I want when I grow up” 77% (n=537) of girls versus 72%(n=464) of boys. A total of 84% (n=587) of girls agreed with the statement “There are lots of different jobs for me when I grow up” compared with 82% (n=514) of boys.

Girls in the study also appear to have a more positive attitude to learning at school with 88%(n=610) agreeing this is important for their future compared to 82% (n=517) of the boys. This may be a reflection on the job choices identified by boys e.g., footballer or sports player. However, slightly fewer girls 78%(n=544) agree that English, maths and/or science can help them when they grow up compared to 79% (n=504) of the boys.

This has implications later on for girls/women in STEM careers.

## % of boys vs. % of girls who agreed with the statement.

**Q 1:** Girls and boys can do the same job.

**Q 2:** Learning at school is important for my future job.

**Q 3:** English, maths and/or science can help me when I grow up.

**Q 4:** There are lots of different jobs for me when I grow up.

**Q 5:** I can do any job when I grow up.

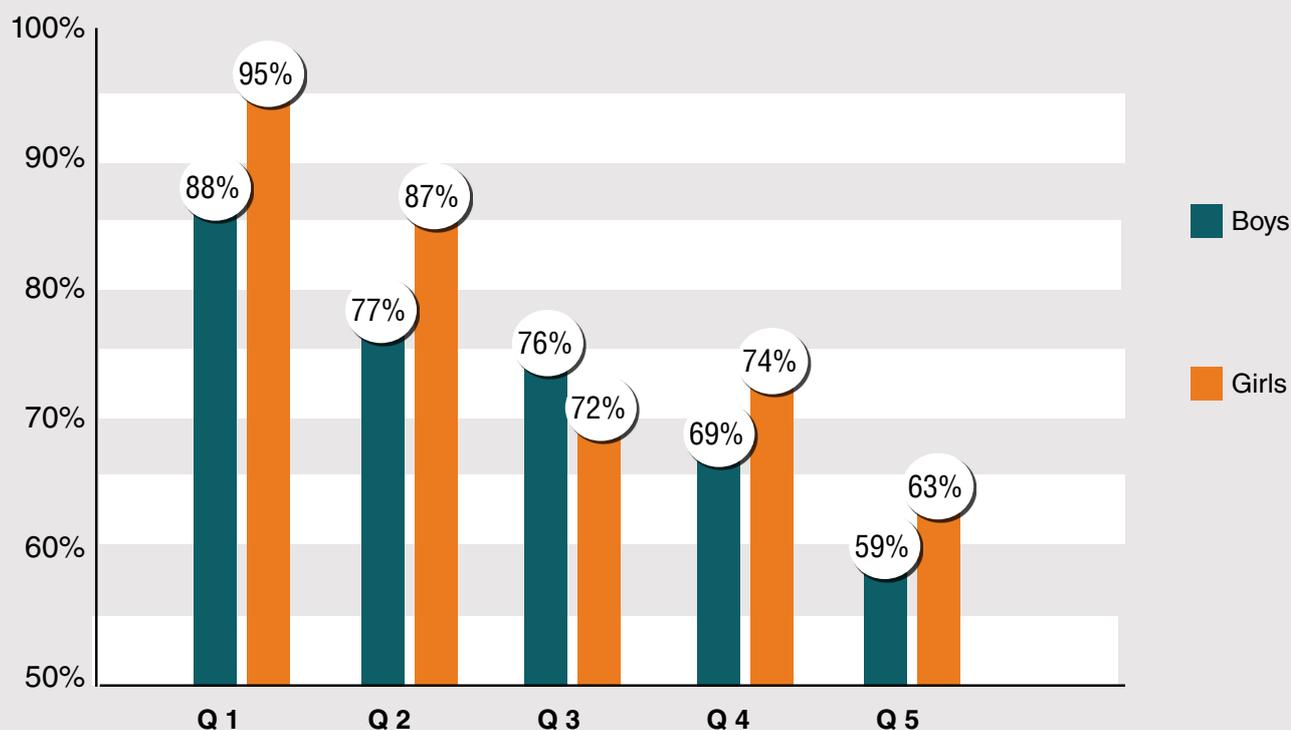
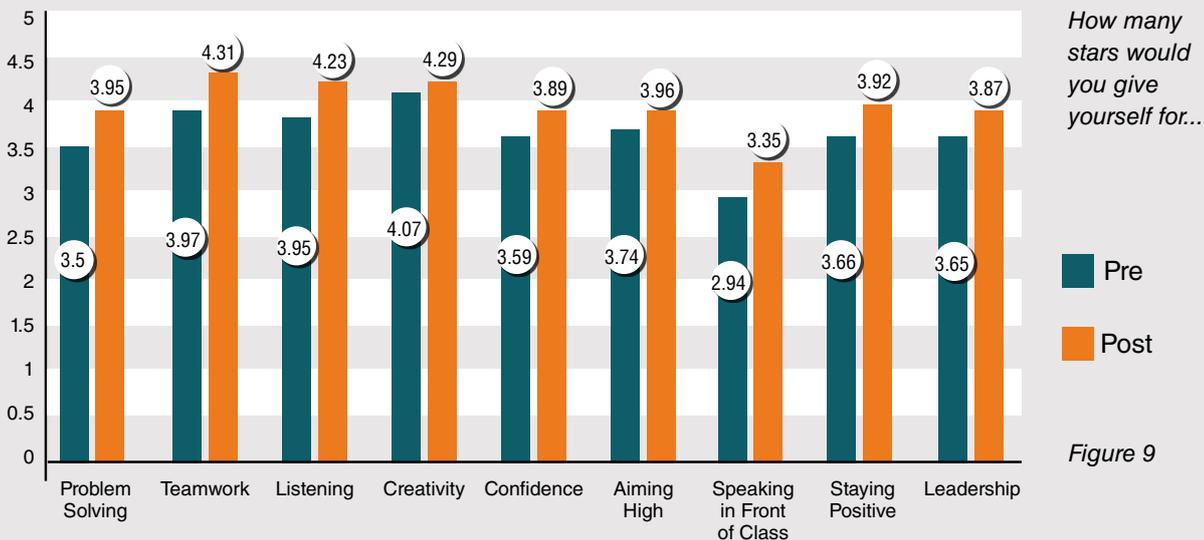


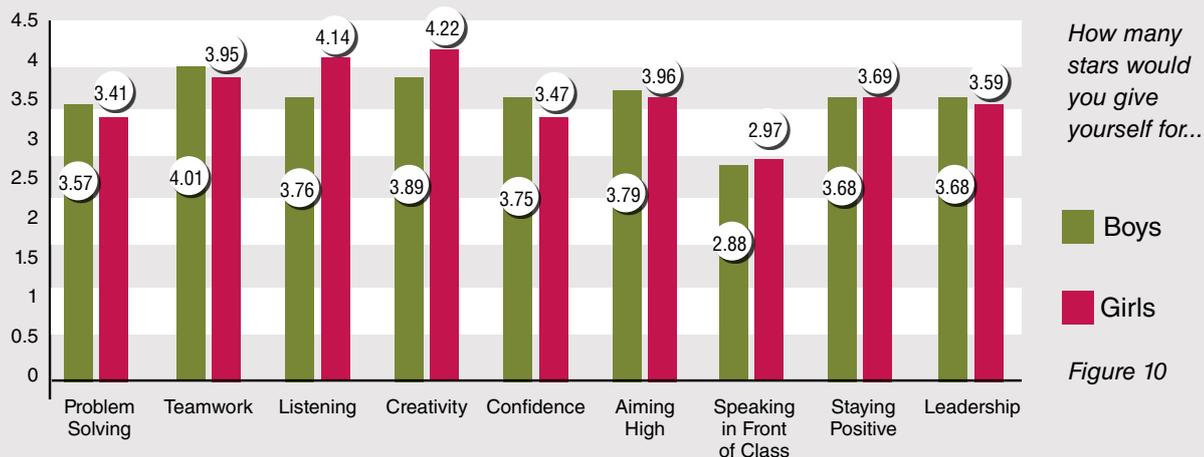
Figure 8

## 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). The chart below illustrates how the children's self-assessment against these skills and attributes changed positively across all key skills listed.



Teamwork, Creativity and Listening have scored highest at 4.31, 4.29 and 4.23 out of 5. The lowest rated skills identified were Speaking in Front of Class, Problem Solving and Leadership. Findings are similar to results obtained earlier in the 2019-2021 cohorts of children in Derby city. Further investigation into how the boys and girls identified with their skills. The figure below shows how the two groups scored themselves against the all key skills post-activity.



This chart illustrates boys rated themselves slightly higher in Problem Solving, Teamwork and Leadership, while girls rated themselves much higher in being Creative and Listening. This may be a reflection on some of the jobs the two groups identified with e.g. boys choosing sports and engineering, and girls opting for creative roles such as artist and author etc.

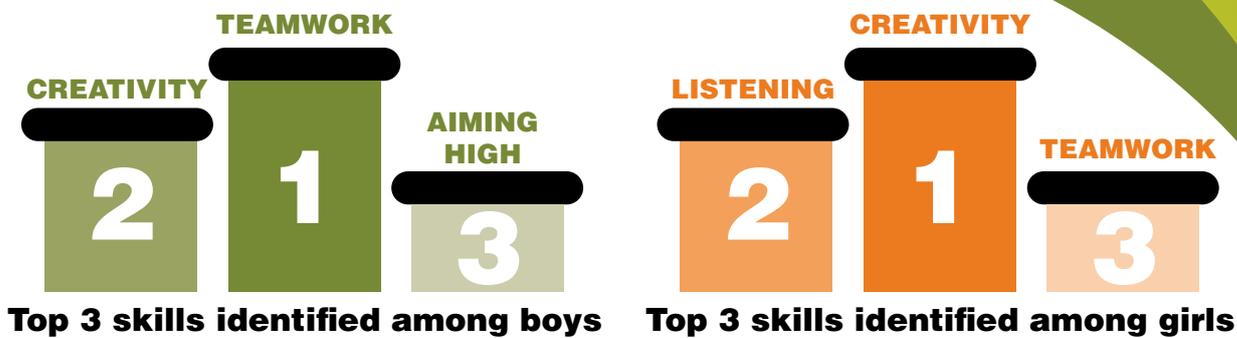


Figure 11

## Influence of Free School Meals (FSM) and/or Pupil Premium (PP)

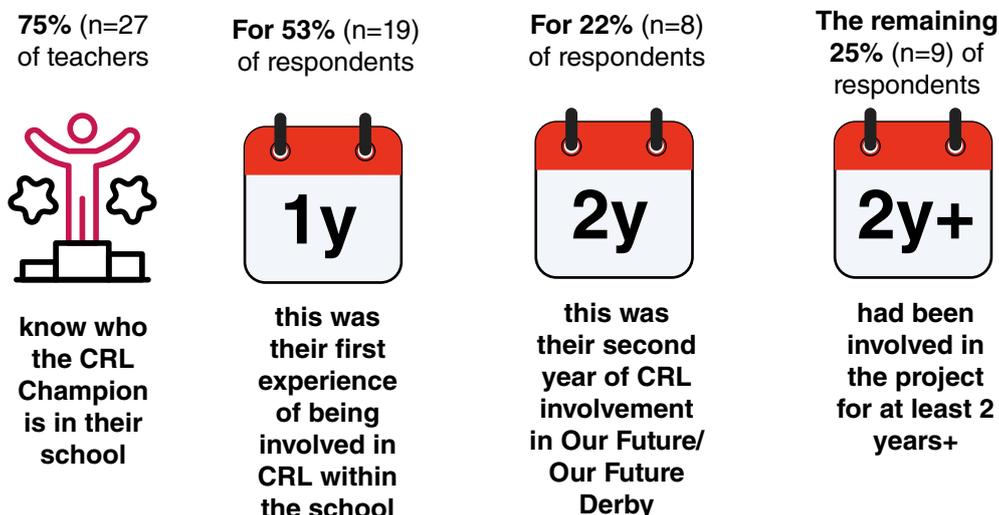
Due to evaluation constraints, it was not possible to establish individual identifiers to determine which pupils received FSM or PP. Schools provided an overview of FSM and/or PP statistics. (Appendix 7 – Comparison sample of schools with differing levels of FSM and PP findings). This shows all children regardless of age and circumstance can benefit from CRL activities.

## Teacher responses

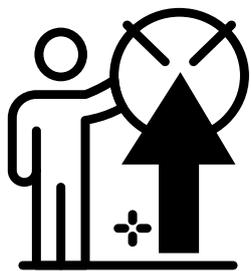
A link to an online survey was provided to all 52 schools of which 36 responded. (Appendix 8) Covid-19, time pressures and other commitments prevented some schools from participating. Responses received were from the following schools. School staff responses included:

- 36% (n=13) classroom teachers
- 22% (n=8) head teachers
- 22% (n=8) deputy head teachers
- 11% (n=4) senior leadership team (SLT) representative
- 6% (n=2) CRL careers champion/teacher
- 2% (n=1) phase and aspiration leader.

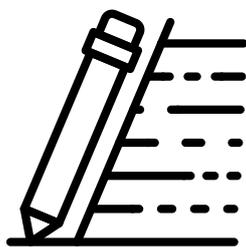
### Findings show



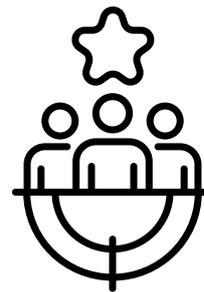
In the teacher survey, they were also asked if they believed the CRL activities delivered helped the children improve their skills. In all eight skills, the teachers identified that there has been an improvement in children's skills.



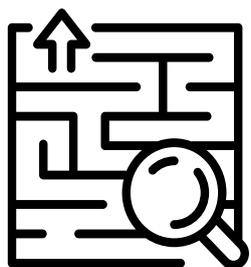
75% (n=28)  
highlighted the CRL activities  
increased the children's  
skills in **Aiming High**



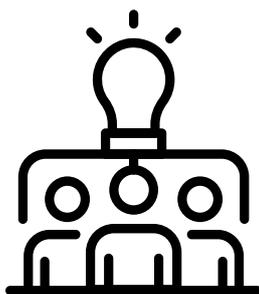
58% (n=21)  
agreed the activities  
improved the children's  
**Creativity**



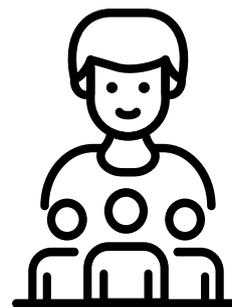
36% (n=13)  
highlighted  
improved in  
**Leadership**



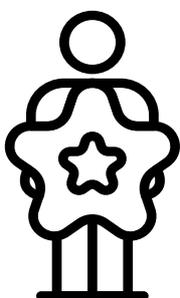
78% (n=28)  
stated the CRL activity  
improved the children's  
**Problem-Solving Skills**



86% (n=31)  
reported the CRL activity  
improved the children's  
**Teamwork**



39% (n=14)  
mentioned that children are  
**better at Speaking in Front  
of the Class**



66% (n=24)  
reported the activities  
increased the children's levels  
of **Confidence**



78% (n=28)  
agreed that the CRL activity  
improved the children's  
**Listening Skills**



47% (n=17)  
stated they believe the children  
are **now more Positive**

For example:

*“Our Future is building interpersonal skills such as problem-solving, teamwork, communication. Also, considering future careers that may have not otherwise been considered.”*

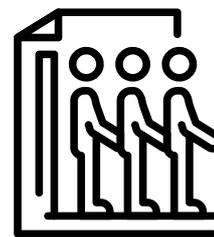
*(Deputy head, Southwold Primary School)*

*“Children engagement within the sessions has been excellent - the volunteers have been inspiring and representative of less represented groups in our school community.”*

*(Member of SLT, Wyndham Spencer Academy)*

*“Children have felt inspired to begin talking about STEM careers in future; children have seen a range of people who reflect their diversity and been able to talk to them directly, meaning they can see themselves doing a similar role themselves and knowing that different areas of study or career are open to them, regardless of background or academic achievements so far.”*

*(Classroom teacher, Bishop Lonsdale CofE Primary)*



A total of 100% (n=35) of teachers

who answered the question agreed that the project had a positive effect on their children.

## Gender stereotyping

A total of 100% (n=35) of the teachers agreed that **the programme had a positive effect on their children.**



“Children can now name a wider variety of careers and know that stereotypes should not matter when thinking of a career.”

*(Classroom teacher, Zaytouna Primary School)*



“This was the session on gender stereotypes. It made the children think about what prospects are open to them in the future”

*(Deputy head, Southglade Primary School)*

## Experience

A total of 100% (n=35) of the teachers agreed that **the programme had a positive effect on their children.**



64% (n=23) rated their experience of the CRL project as **“Very good”**



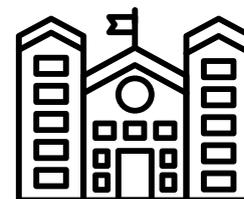
33% (n=12) rated their experience of the CRL project as **“Good”**

Teacher responses suggest CRL **triggered the children to begin thinking about careers and their futures** and, in particular jobs or roles they might not have considered before taking part in the programme.

## Expectations

Teachers were asked if their expectations had been met. **A total of 95% stated their expectations had been exceeded or met.**

Of the remaining 5% (n=2) who responded to neither of the above options, it was noted that they did not say their expectations were not met. Instead, they both offered the following commentary:



**“We need to do more with our curriculum to embed the Our Futures project rather than just use them as standalone sessions for year groups.”**

*(Deputy head, Chellaston Junior School).*

**“Still on the journey!”**  
*(Head teacher St Ann's Well L.E.A.D. Academy).*

Figure 13

*"I'm the careers champion at Windmill, having attended CRL training with Lauren last academic year. Since attending the CPD, I have been working on embedding our CRL project across the curriculum. This has involved planning a CRL visitor for each year group each term, using Primary Futures and staff contacts. I feel CRL is so important for the children at Windmill. We are in an area of high social deprivation and relatively low aspiration, and it is imperative our children have their awareness raised with regards to the career opportunities that are available to them. We, at Windmill, are committed to and passionate about improving outcomes through CRL. It would be wonderful to have the support and expertise of the Our Future project to fully develop and embed CRL"*  
(Deputy head, Windmill L.E.A.D Academy)

*A Year 5 pupil that thrived in a CRL session was L, a young boy with additional needs. As soon as L discovered Victoria [the volunteer] and her link to space and science he was hooked and was keen to ask questions and learn from her. As we went through the session, discussing what it takes to set up a business and the skills required to be an entrepreneur, it was evident that L was actively listening, anticipating his next instructions and planning his own invention of the Genetically Modified Human (GMH). Following the support and engagement L had received throughout the session from Victoria and the Our Future team, he made the decision to be brave and present his project to the class. L had previously been described as someone who lacks confidence in his communication skills, but in this 3-hour session he had produced work he was proud of and wanted to share. As the students left the classroom for lunch, a few of the other children were seen patting L on the back and congratulating him for his achievements. His teacher stated *"The resulting confidence he gained from this is immeasurable, but we know from the way he presented his entrepreneurial ideas that one day he'll find the right work environment for him and excel. And hopefully he'll know this too and take this belief with him into his future and the pursuit of the perfect job."**  
(Deputy Head, Tupton Primary and Nursery Academy)

## Gender stereotyping

Teachers (and parents) who responded to the online surveys agreed that addressing gender stereotyping at an early age is important.

*"This was the session on gender stereotypes. It made the children think about what prospects are open to them in the future."*  
(Deputy Head, Southglade Primary School)

*"Children can now name a wider variety of careers and know that stereotypes should not matter when thinking of a career."*  
(Classroom teacher, Zaytouna Primary School)

*"The children were all really engaged and were particularly impressed that the volunteer was a female pilot...I was really surprised by some of the questions that they asked which encouraged others to enquire further and the variety of questions asked was great. I think it was evident that even more discussion around gender stereotypes and inequality/discrimination need to take place frequently across school as I was surprised by how many children reverted back to 'construction worker = male, nurse = female' despite us spending a whole week exploring and challenging this not long ago as a whole school 'diversity week'."*  
(Year 3 teacher, Gunthorpe Primary School)



A total of 92% (n=33)  
of teachers  
agreed that the CRL activities  
delivered this year have  
addressed the issue of  
gender equality

## Expectations

Teachers were asked if their expectations had been met. A total of 95% stated their expectations had been exceeded or met. For example, 31% (n=11) said that their expectations were exceeded. 64% (n=23) said their expectations were met. Of the remaining 5% (n=2) who responded to neither of the above options, it was noted that they did not say their expectations were not met. Instead, they both offered the following commentary:

*“We need to do more with our curriculum to embed the Our Futures project rather than just use them as standalone sessions for year groups.”*  
(Deputy Head, Chellaston Junior School)

*“Still on the journey!”*  
(Headteacher St Ann’s Well L.E.A.D Academy)

## Experience

- 64% (n=23) rated their experience of the CRL project as ‘Very good’
- 33% (n=12) rated this as ‘Good’

Teacher responses suggest CRL triggered the children to begin thinking about careers and their futures and, in particular jobs or roles they might not have considered before taking part in the project.

## CRL activities

From the teacher survey responses, Table 2 below indicates which CRL activities teachers reported they participated in. This shows the “Yes I can” was the most frequently chosen activity delivered to 69% (n=25) of the schools, followed by S.T.E.A.M e.g., robotics challenge to 44% (n=16) schools.

CRL Activities Delivered to Schools	Responses	Nos.
S.T.E.A.M. Futures - Destination Rail	36%	13
S.T.E.A.M. Futures - Power Your World	33%	12
S.T.E.A.M. Futures - Robotics Challenge	44%	16
World of Opportunities	11%	4
Enterprise Challenge	19%	7
“Yes I can”	69%	25
Other (please specify)	22%	8

Table 2

*“The ‘Yes I Can’ session was really well run. We enjoyed listening and guessing the occupation of the guest visitors as well as learning all about people in history who have stood out and made a difference to our perceptions of what jobs people can do regardless of their gender. Thank you once again for delivering the session.”*  
(Year 6 teacher, Derwent Primary School)

Of 36 responses, those who replied (n=35) stated that CRL had a positive impact on the children. (Note: 1 teacher skipped this question). 69% (n=24) said these had made a positive impact on teachers.

*“Teachers were really keen to repeat these activities and get speakers in for other topics in the future.”*

*(Deputy head, Ashover Primary School)*

*“Other staff were interested to find out about Our Future and what it was about.”*

*(Deputy head, Morven Park Primary School)*

*“Oak Field School is an inclusive through school for students aged 3-19 years with Severe Learning Disabilities, Profound and Multiple Learning Difficulties, Complex Learning Difficulties and Disabilities and Autistic Spectrum Disorders... Our students come from a range of communities across the city and having watched the video I can see how education such as challenging gender stereotypes would be relevant within careers as well as our PSHE and RSE projects. It is also very important for our young people to have positive role models within the disabled community and for us, as a school, to establish networks and links with local employers of disabled people. Careers schemes tend to be for those youngsters in secondary education, predominantly in mainstream schools, so this session was refreshing for its inclusivity.”*

*(Deputy head, Oak Field Primary School)*

The most impactful activity identified by teachers:

- The Robotics Challenge (n=9)
- Destination Rail (n=7)
- No differentiation between CRL activities “all of the activities were impactful” (n=7)
- Power Your World (n=3)
- Yes I Can (n=2)
- Enterprise Opportunities (n=2).

Addressing gender stereotyping and broadening children’s horizons featured in all CRL activities. When asked ‘What do you think your pupils’ career aspirations are influenced by?’ teachers responded parents and family (n=19), TV, media (n=8), role models (n=5), followed by real-life experiences, the subjects the children love and are interested in, and the people they meet (n=4). From the interviews, teachers acknowledged they too have an influencing role.

*“For our girls, definitely meeting female instructors. They can see that STEM subjects are accessible for girls too!”*

*(Classroom teacher, Zaytouna Primary)*

*“Seeing people from diverse backgrounds (like theirs) showing that they too can do this if they wish to in the future.”*

*(Classroom teacher, Bishop Lonsdale CofE Primary)*

When asked 'I feel confident talking to my pupils about a diverse range of careers' 38% (n=14) strongly agree; 49% (n=18) agree; 11% (n=4) neither agree or disagree.

*"We are confident talking about careers. Less confident about certain careers due to the knowledge of the career role, skill etc. that are required. There are also many careers that are not always known due to changes within industry and thus career paths."*  
(Deputy head, Southwold Primary)

*"I am confident telling them about the careers I know but nice to have experts who actually do the job and can speak with us in school."*  
(Classroom teacher, Archbishop Cranmer C of E Primary Academy)

## CRL resources

CRL resources for teachers were promoted via half-termly Newsletters. Spotlight for Careers were designed to support parental engagement.

*"This (Spotlight on Careers Newsletter) is great, thank you. I will share with our families. Thanks for organising, resourcing and leading the sessions for our Year 4 and Year 6 children. I know that the children really enjoyed each session."*  
(Acting Head teacher, Chellaston Junior)

A wide range of practical teaching and learning resources were also made available to teachers – see Appendix 4. A total of 40% (n=14) of the teachers responding to the online survey said they have accessed online resources, and 46% (n=16) had not at the time of completing the survey. A further 14% (n=5) claimed not to be aware of the resources. Of those who had accessed the resources 71% (n=15) claimed they were easy to use. It was too early for teachers to say which of these resources is most impactful or be able to recommend any improvements. Also, video links proved highly effective for schools to learn from each other.

<https://ourfuture.startprofile.com/page/home-page>

*"The practical resources and support given to us has been first-class. If we need posters or lesson plans the team delivers us high quality resources every time."*  
(Deputy Head, Tupton Primary School)



## Embedding CRL into the curriculum

Teachers were asked to rank how easy or difficult they thought it was to embed the CRL in their school's curriculum. The figure below shows most of the teachers believe it is possible to embed CRL into their school curriculum, with some caveats.

On a scale of 1 to 5 how easy or difficult is it to embed CRL into the curriculum within your school? (1 = Very Easy to 5 = Very Difficult)

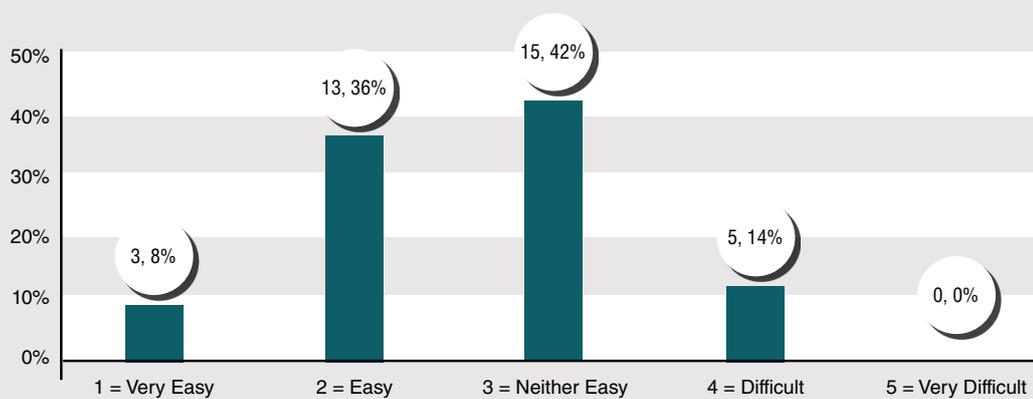


Figure 14

In the interviews, teachers reported they are very confident talking with pupils but, in most cases, have limited knowledge of a diverse range of careers.

*"I have been in teaching all my working life and have very limited knowledge of other jobs and growth sectors outside of those that involve family members and friends. It's great meeting people from different sectors and we learn a lot as well as the children!"*  
(Deputy head, Tupton Primary School)

The main caveats outlined by school staff: insufficient resources to be able to manage a CRL project; not enough technology available within the school e.g., robots as provided by Learn by Design; teachers already stretched with national curriculum and assessment priorities (this is another layer of responsibilities); insufficient specialist expertise in CRL strategic planning and delivery; and lack of time to undertake administrative aspects e.g., organising volunteers and making sure they arrive in the school as planned.



Teachers were also asked, “**What do you think have been the 3 most effective ingredients for the success of the Our Future project?**” The results show the importance of (i) a combination of volunteers from industry, (ii) a series of engaging activities and (iii) school staff involvement for a successful CRL project. The most effective part of the project/activity is summarised below:

- SLT ‘buy in’ to the concept and careers champion in school
- Easy access to employers/volunteers e.g., Primary Futures portal
- Bespoke & flexible design tailored to the specific needs of the school
- Expert support and experience of the Our Future delivery team
- Practical content-rich high quality CRL resources that can be easily accessed and applied in practice
- Twinning partnerships including meeting with other teachers, building confidence and sharing best policies and practices
- Children practising different hands-on activities
- Bringing the outside world into the school
- Marketing activities to raise profile and encourage more teachers, parents and employers/volunteers to get involved.

When asked ‘How would you rate your experience in the project/activity?’ 97% rated this as very good or good i.e., 65% (n=24) rated this as very good, 32% (n=12) rated this as good and only 1% rated this as fair. In addition, all 12 interviewees indicated the project had exceeded or met their expectations.

*“We have been really glad to be a part of the project this year and we have felt that the experiences have been really positive and beneficial for the children. We would definitely want to take part in any future projects that arise. Thank you for your support this year, we hope to work with you again soon.”*

*(Teacher, Cherry Tree Hill Primary)*

*“Fantastic event... students engaged positively, building their confidence and aspirations.”*

*(Careers Lead, The Bemrose School)*

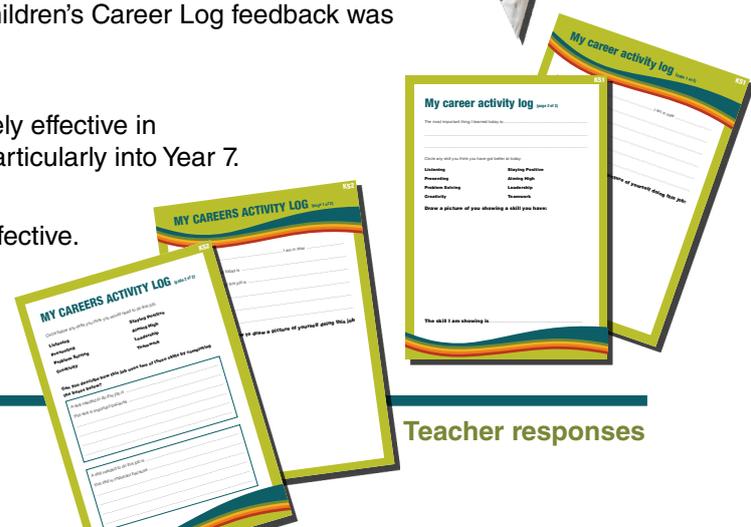
*“The Y5 and Y6 staff have been nothing but positive about the last 2 days. The Y6 staff today said that the children were motivated and inspired by the activities and the children were excited by careers they have never considered before - like bridge construction! I just wanted to say how thankful we are here at Lakeside!”*

*(Industry Lead, Lakeside Academy)*

## Children’s Career Learning Log

‘My Career Learning Log’ was provided to 10,290 pupils in all 52 schools (See Appendix 5). As children transition from primary to post-primary schooling, the KS2 log can be marked for the attention of the post-primary career leader allowing them to connect with the pupils’ aspirations. Derby City has established a ‘Transitions’ portal and the Career Log features within this. From the teacher survey, a total of 77% (n=27) of teachers said they were aware of the children developing a personalised Career Log. Of those who knew about the children’s Career Log feedback was inconclusive at this stage regarding how effective this was.

- 23% (n=6) stated this was very effective or extremely effective in recording aspirations and supporting transitions, particularly into Year 7.
- 54% (n=14) stated this was “somewhat effective”
- 23% (n=6) said it was either not so effective or ineffective.



Each school going forward needs to consider how best to feed children's aspirations into the transition phase from primary to secondary schooling. This project demonstrated some children successfully completed their Career Learning Logs online, others completed hard copy versions. Further research is needed to assess the impact and effectiveness of the Career Log being used in post-primary settings.

## Effectiveness of CRL competitions

Overall, school staff were extremely positive about this CRL method delivered by Learn by Design highlighting children's level of engagement increased when the CRL activity specifically related to a real problem or challenge that needed to be solved.

## Expected outcomes

Teachers were asked an open question "When you began your CRL journey with Our Future what outcomes were you hoping to achieve?" A summary of expected outcomes includes: (i) raising children's aspirations, (ii) embedding challenges or problems for children to solve into the curriculum linked to skills, and (iii) understanding the world of work. There were other examples given such as:

*"The main expected outcome was for us to improve in our Ofsted rating. We'd had an earlier Ofsted report 'requires improvement'. The SLT made a conscious decision to embed CRL throughout the school to drive forward performance and children's exposure to inspiring role models. Our Future has exceeded our expectations and helped us to achieve 'Good' in leadership. We now have a CRL Governor, we have more volunteers coming into the school, and we regularly communicate with and involve parents."*

*(Head teacher, Landau Forte Academy Moorhead)*

*"I wasn't sure what we could achieve this year as we started late, but the experience has been terrific. Our desired outcomes were for the children to be inspired and for them to meet people from outside of the area and to build their confidence."*

*(Deputy head, Tupton Primary School)*

## Improvements

When asked in the survey and telephone/zoom interviews, what could be done to improve the delivery of CRL in primary schools, a total of 10 of the 35 teachers replied it was terrific or great and did not need improving. Others asked for "more of it" or more sessions with other year groups in their school. In general, teachers asked for:

- More variety of CRL activities and more frequent delivery of sessions and workshops to support differing year groups and easy access to resources
- More opportunities to work with other primary schools regularly within the year
- More time spent on practical activities to keep children active and interested
- More inspirational speakers representing ethnic minorities (relatable role models) i.e., Roma, Muslim etc
- More volunteers with a greater variety of jobs, not just STEM, and school visits to employer premises
- More administrative support and work with staff to plan and follow up employers/volunteers
- More funding to purchase specialist expert inputs and teaching and learning resources
- More detail provided to the school beforehand so that teachers more preparation work / activities to get the most out of the day
- Greater use of the Primary Futures portal
- Creating links with parents and the wider community

*“It couldn’t improve, it was great.”  
(Classroom teacher, Wirksworth Junior School)*

*“Initially not knowing what to expect - perhaps I could have taken an online meeting to discuss the session.”  
(Deputy head Morven Park Primary)*

*“Another session or two would be amazing!”  
(Deputy head, Morley Primary)*

*“This project helped transform our school curriculum and the way we think about leadership and project-based learning in the classroom. Earlier our Ofsted rating was not good, we adopted this approach and involved everyone in the school, parents and employers/volunteers. We are so grateful to the team for their support. No further improvements needed.”  
(Head, Landau Forte Academy Moorhead)*

## **Twinning partnerships arrangements**

From interviews with teachers, twinning partnership arrangements were an effective method for teachers sharing good practices and schools with more experience helping others new to CRL. A total of 17 out of 52 schools were actively involved in twinning arrangements with other primary schools. In summary, the twinning arrangements were viewed by school staff within the evaluation as successful. Not all schools took up this opportunity. 25% (n=9) of the schools that responded to the online survey were active in twinning partnerships.

*In March 2022, the head teacher from Landau Forte Academy Moorhead school presented her school’s experience of CRL to those schools new to the project. These were Hartshorne CofE Primary School, Swadlincote, Derbyshire; Birklands Primary School, Warsop, Mansfield, and Morven Park Primary School, Kirkby in Ashfield, Nottingham. Also, the Careers Lead teacher at The Bemrose School, Derby met with the head teacher of Gunthorpe CofE E and presented her experiences of CRL.*

*In May 2022, the Career Related Champion from Ashwood Spencer Primary Academy met with deputy and assistant head teachers from - Rufford Primary, Nottingham; Archbishop Cranmer C. of E. Primary Academy, Nottingham and St Clare’s School, Derby. Also, the assistant principal of Village Primary, Derby met with colleagues from Victoria Primary School, Nottingham, Tupton Primary Academy, Chesterfield and Ashover Primary, Derbyshire. Feedback correspondence to Learn by Design indicates how useful these meetings were, with requests for further assistance and a continuation of twinning partnerships beyond the end of the project.*

*“Thanks - that was great! I thought the bits about Ofsted etc were really insightful. Thanks again. Look forward to working with you.”  
(Archbishop Cranmer C. of E. Primary Academy)*

*“Thank you for hosting the twinning meeting. It was so useful! Is there any chance that you could help me put together a bit of a 3-year plan for Tupton? I have some general ideas from our meeting, but a little advice would be really useful. I’m going to need to lead everything in the first instance. Thanks!”*  
(Tupton Primary and Nursery Academy)

*“Really useful. A few questions I had around how to embed it into our curriculum. Also, schools who had careers learning set up for longer gave lots of good points and where we could go next.”* (Victoria Primary School)

*“Useful but this is still something that is very much starting”* (St. Clare’s School)

*“We have worked with other primary schools and attended an events day with the Army based at Village. The initial contact with the army was through Our Future Derby.”*  
(Hardwick Primary)

## Teacher training – Multi-Academy Trusts and other schools

Teacher feedback below demonstrates this bespoke and highly personalised tailored approach worked well. New CRL templates and resources were produced, and practical support given to schools by Education and Employers.

Of this 13 were from D2N2 primary schools (Appendix 2). Employers/volunteers involved: a male nursery teacher, a female engineer from Brompton Bicycles who talked about her role and being a woman in a STEM environment; a female firefighter discussed challenging gender stereotypes in a role often associated with male firefighters, a series editor from ITV; a garden designer; and a theatre manager from Nottinghamshire playhouse.

For example:

**David Wright, a Nursery Teacher, is in the minority in a female-dominated profession, with only 2% of those in his job being male. He shared his fascinating story with 1,650 children from 17 schools across Derbyshire and Nottinghamshire, dialling in to one of the large virtual careers events with inspirational volunteer role models from the world of work. David is not just an expert in his own career story. He is co-author of a book called ‘Men in Early Years Settings: Building a Mixed Gender Workforce.’ He has advised the Department for Education on gender balance in the Early Years’ workforce.**

*“We try to have a mix of men and women working together in our nurseries. I think it’s really important [because they are] preparing you not just for school but for life. And what we want is for you to be the best version of yourself. Not to be limited by what people tell you about ‘what girls do’ and ‘what boys do’. And we start to learn those things very young.”*

The 2 large virtual multi school events, delivered on Zoom



we’re open to all D2N2 primary schools (in or out of project).

This approach reached a total of



**3,252 children**

from 27 primary schools. Of this 13 were from D2N2 primary schools.

*Neil Sutcliffe got involved in volunteering through the Royal Horticultural Society's initiative to get young people inspired into horticulture. As a landscape garden designer and owner of East Midlands family business, Creative Roots, Neil's career talk to children opened their eyes to the range of jobs in garden design, building and maintenance. Demonstrating to children how a garden goes from a blueprint to material reality, and how his team have raced against the clock to transform an empty lot into elaborate show gardens for the Chelsea Flower Show, Neil displayed how he uses primary school subjects of maths, English and art to do his job, even if back then he felt he was 'rubbish at school' and wanted to be outdoors most of the time. Neil told children there are lots of opportunities for outdoor jobs and you could even go to university for horticultural sciences or take other routes, such as the female apprentice they hired for the construction side of his company, an area that is much more male-dominated than garden design. After his talk, children said they learned 'how your hobbies and interest could become a job' and that 'you don't have to go to university for every job' but that 'every job can be done by males and females.'*

Comments from teachers and children included:

*"Thank you so much for this morning's webinar. My class have been engrossed and opened their minds to jobs available for them - Thank you!"  
(Ashwood Spencer Academy)*

*"We found it very interesting that in nurseries only 2% are male."  
(Grampian Academy)*

*"It does not matter what gender you are – you can do any job."  
(Ashover Primary)*

*"We found it interesting how our hobbies and interests can feed into our jobs."  
(Tupton Primary)*

*"We now understand that there is so much more to these job than we previously thought, and we are surprised that you don't always need to go to university to begin these careers."  
(Victoria Primary School)*

Results from survey responses from children who experienced CRL in MATs and other schools was broadly similar and reflected those responses received from their counterparts exposed to CRL activities delivered by Learn by Design. A child, when prompted 'the thing I liked best about adults talking about jobs was,' responded "knowing that boys and girls can do any job." Another child stated: "You can have whatever job you want it doesn't matter about your gender." Academic research shows children start to adopt stereotypes based on gender, ethnicity and social background from an early age<sup>5</sup>. Such stereotypes can go on to influence career and subject choices so it is important to challenge stereotypes they may hold.

The top 3 key lessons learned from the Spencer Academy MAT feedback show the importance of:

- **Embedding CRL learning in MATs and other Primary schools: a bespoke approach** - Where there has been a lack of careers education in the past shows the benefits of the bespoke approach. For example, in Spencer Academies Trust more schools and teachers were reached because of the support being tailored to individual schools and clusters. 27 teachers were reached in this MAT.
- **The top-down MAT approach, when a contact was made this proved rewarding** e.g., the schools maintained contact and followed-through with training for the duration of the project. Initial contact with trusts was challenging. Obtaining a point of contact within a MAT generally proved unsuccessful, through emails and phone calls to offices and staff. Common themes were a lack of capacity and lack of staff at MAT and school level. Most schools who were not part of the Our Future delivery days within MATs were contacted with an offer for training– none of these schools replied to the offer. When MAT and other school contacts are made, the reach and impact can be overwhelmingly positive.
- **Providing content rich high quality and accessible CRL resources that can easily be applied in practice** is a critical success factor. The delivery team have produced excellent high-quality CRL resources that can be used by schools now and in the future.

In summary, MATs and other schools report they highly value the CRL approach adopted within the Our Future project. They would like continued support and recognise they ideally need more practice in CRL activities, particularly in designing curriculum plans and winning the hearts and minds of other school staff.



# Volunteer responses

A total of 167 volunteers participated in the Our Future project from 120 organisations. A total of 104 volunteers participated in the evaluation and responded to the online survey, followed by 12 in-depth telephone interviews.

- 45% (n=45) were male
- 54% (n=54) were female.

Of this, 75% (n=78) were white English/ Welsh/Scottish/Northern Irish/British; 11%(n=11) were Asian/Asian British; 5% (n=5) were White other and 3% (n=3) were Black/African/Caribbean/Black British.

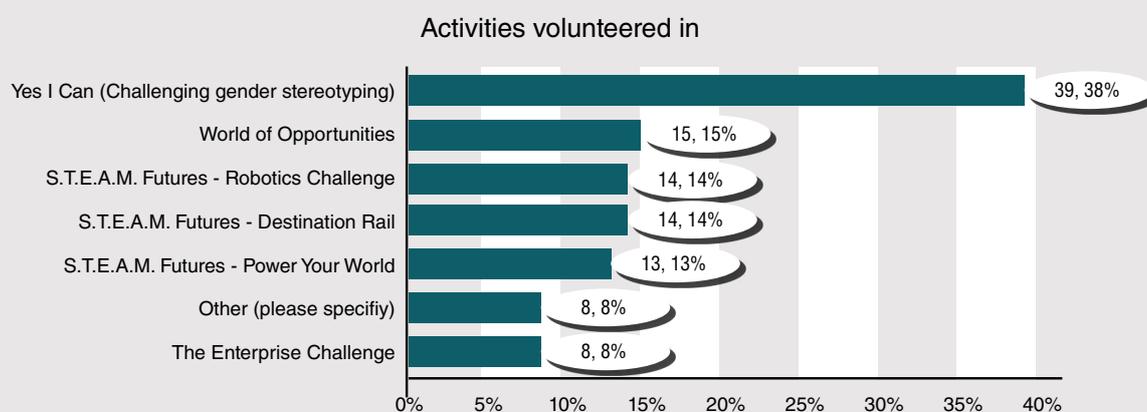


Figure 15

Job roles of the 104 volunteers who completed the online survey and/ or participated in in-depth interviews.

Volunteer job roles	% Percentages
Manager	28% (n=28)
Independent Contributor (e.g., retiree, business owner and sole trader)	26% (n=25)
Director	14% (n=14)
Engineer	13% (n=13)
Student	6% (n=6)
Graduate	5% (n=5)
Apprentice	2% (n=2)
Diagnostic Radiographer	2% (n=2)
Consultant Surgeon	1% (n=1)
Trainee Solicitor	1% (n=1)
Social Value Lead	1% (n=1)
Senior Data Scientist	1% (n=1)
Trainee Captain within flight operations	1% (n=1)
Risk Analyst for HMRC	1% (n=1)

Table 3

Table 3 highlights the diversity of volunteer contributions. Of these 58% (n=56) represented international companies, 32% (n=31) worked for a national organisation and 10% (n=10) were employed in local companies. In total, 28 different sectors were represented by the volunteers who participated in the evaluation survey.

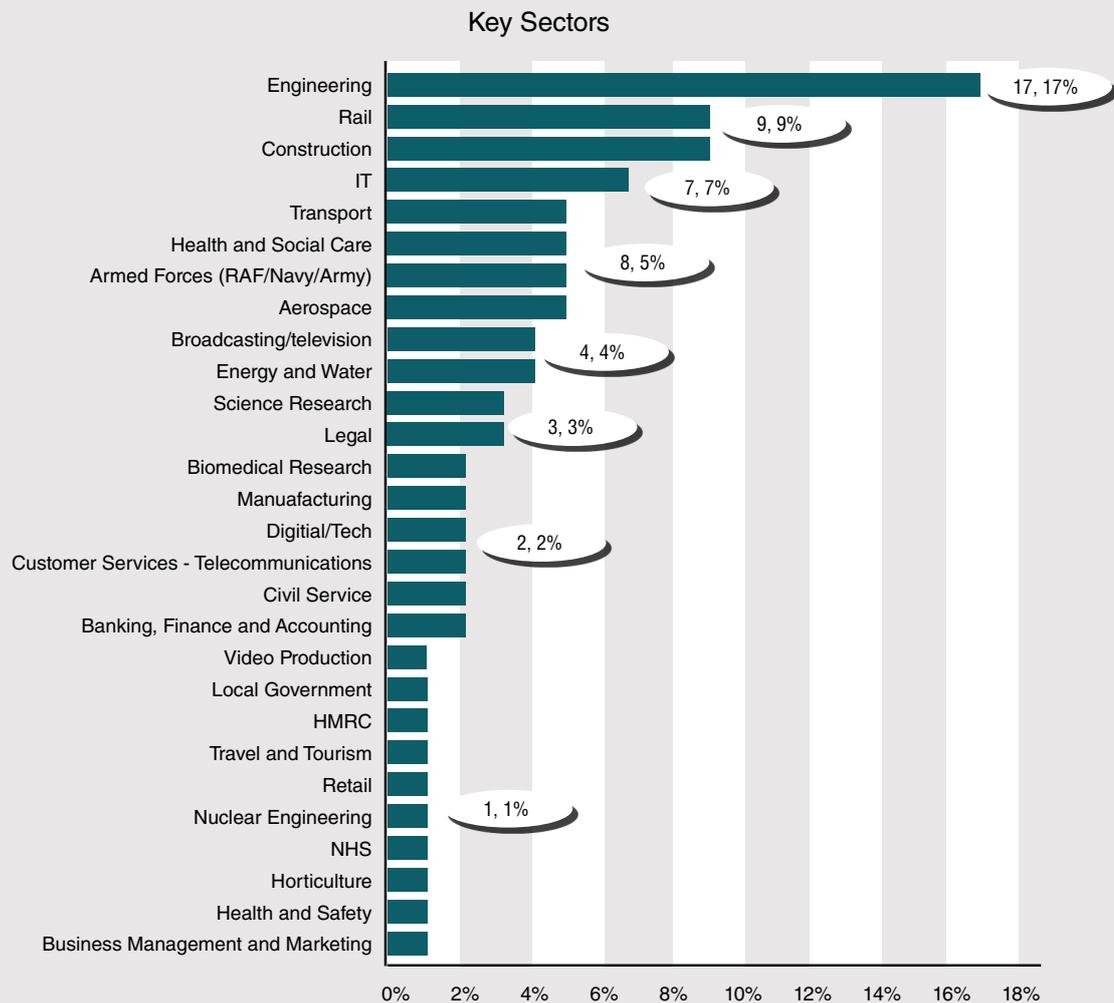


Figure 16

- 79% (n=7) of the volunteers represented large organisations having more than 250 employees and 5% (n=5) were sole traders. The remaining 15% (n=15) were either from SMEs or medium-sized businesses.

Volunteers were asked an open-ended question “Why did you choose to take part in the Our Future project?” Inspiring children was the top response 25% (n=25) emphasis placed on STEM careers and encouraging more girls into engineering. All 25 are STEM ambassadors.

*“I want to inspire young girls to get into STEM subjects and demonstrate that the door is always open, even if you do not have a ‘tech’ background.”  
(STEM Ambassador)*

Other volunteers also wanted to inspire children to think about their profession or sector e.g., the legal profession, automotive, construction, maritime, radiography sectors etc.

***“To inspire children to join the government legal profession.”***  
***(Legal Adviser)***

***“Giving back to the next generation, inspiring youth, broadening horizons and encouraging children to consider maritime careers.”***  
***(Sole Trader in the maritime sector)***

***“To raise the profile of the Radiography profession.”***  
***(Diagnostic Radiographer)***

And not only to inspire girls but also to attract children from minority ethnic backgrounds:

***“To inspire girls and ethnic minorities to consider a career in the RAF”***  
***(RAF volunteer)***

***“To inspire children to achieve their potential, especially those from disadvantaged backgrounds or communities.”***  
***(Director/CEO of SME Digital/Tech company)***

***Suzanne is an Airline Pilot for British Airways and has volunteered over 15 times for career-related learning (CRL) activities in primary schools. Not all of these have been in the Derby or Nottingham area. In many cases, Suzanne has been contacted directly by schools across England through the ‘Inspiring the Futures Portal’. In June 2022, Suzanne participated as a volunteer in the “Yes, I can” activity at Windmill L.E.A.D. Academy. All of her volunteering activities have been online. This is mainly because Suzanne’s work schedule is very demanding. She lives near Reading but has delivered her volunteering talks and support activities in Derby, Nottingham and Barnsley (Yorkshire) and on some occasions her inputs have been from a hotel room in an overseas location where she has flown to and is on a stopover. She covers her BA pilot’s uniform when answering “What’s my line” type questions where the children try to guess her job and then does the big reveal at the end. Sometimes she is asked simply to ‘turn up’ and give a presentation about her job. Suzanne sends photographs to the school who then display the photos as she delivers her talk about her role.***

***The interesting aspect of her talks is that you do not only talk about being a pilot but you cover a variety of topics from geography to engineering and physics because the children’s questions can take you there. So, there are opportunities within the activity to link her work with what the children learn at school.***

***Suzanne reported that only 6% of airline pilots are female and she would like to do something positive to address this statistic.***

A total of 8% (n=8) of the volunteers simply wanted to give something back to the community which for some is partially corporate responsibility for their employer or they are given dedicated time to volunteer. For others, it is a case of after many years of service to their sector or industry they want to help raise children's aspirations.

***“An opportunity to give something back to local children through my experiences and to share the RR name to potential future employees.”***  
***(Rolls Royce volunteer)***

Some had other reasons such as addressing gender stereotypes:

*“The subject of gender stereotypes is one very close to my heart so I really wanted to get involved.”*

*(Female Engineering Manager for a national company)*

*“Being one of a few girls on my graduate scheme I see how important it is to encourage children to challenge gender stereotypes at a young age. More girls are getting involved in STEM now but asking children to question these stereotypes encourages them to consider such careers”*

*(Graduate Mechanical Engineer working in the Nuclear Industry)*

*“To give students an insight into the world of opportunities available in terms of careers, and to allow them to understand how their schooling is related to the real work of work.”*

*(Broadcast Engineer in digital/tech sector)*

Volunteers were asked ‘How did you ensure your role in the project/activity engaged the pupils?’ The following list are examples of responses provided by the 104 volunteers and 12 volunteer interviews.

- Being approachable
- Bringing in clues (e.g. What’s my line?)
- By making the activities interesting and answering all the children’s questions
- By helping teachers and answering questions
- Ensure interactivity and select topics and language that are age appropriate so that they are enthused. But at the same time don’t talk down to them
- I tried as much as possible to carry the pupils along: sat on the floor with them, listened to their questions and gave honest answers
- Being well prepared to deliver
- Tried to make my answers as interesting as possible and always honest
- Creating space for children to attempt the activity themselves and support them to achieve a positive outcome and succeed
- Coach them on the skills required for the activity
- Using appropriate vocabulary for the age group and to sound enthusiastic about the subject
- Practised my presentation to younger cousins
- Got involved, talked to them, and modified my content based on their reactions.



They were also asked ‘What do you think was the most effective part of the project/activity? The ‘What’s My Line?’ session was most popular among the volunteers as this promoted follow up questions and answers on how employers/volunteers ended up in their current job. In telephone interviews, all volunteers were impressed by the level of enthusiasm of the children and the types of questions they asked. In a few cases, at the end of the school day children had to be told that school was over and parents are waiting outside but they wanted to stay and talk some more to the volunteers. Typical responses received were:

- The initial ‘guess the role’ activity
- Interactive workshop activities - e.g. bridge building to give the children some basic problem-solving skills the rail building was good as embraced all aspects of what the day was trying to achieve; the wind turbine work made the groups work together and making changes to original blades made the groups think
- I thought the yes/no questions to guess the job was very good, as well as the questionnaire on skills
- The mini activities session or the asking questions about our roles as it opened the floor to many questions that they may not normally ask teachers
- Always the opportunity for children to ask questions and be actively involved in discussions. A recap of what they had already learnt from yes/ no questions after 3-4 mins before asking more
- Learning through discovery rather than being taught
- Getting the students to design their own product and think about how they will promote it to the right audience, at the right price. Also, children recognising that they can apply their schools work of maths, English, science to the real world
- Being a visible role model and explaining my job in more detail and answering further questions relating to what I do
- Letting children ask their questions - they so rarely get to question an adult
- It was robots and children. Kids playing with robots is all the engagement you need. They loved it!
- A lot of the challenges ensured that they worked together as a team.

*“Young people are the future of all businesses. Without industry explaining how interesting and exciting a job in their business sector can be this will leave that industry short of qualified people in 20 -30 years’ time. It is an investment today for our future tomorrow.”*

*(CEO, International Manufacturing company)*

Volunteers were asked ‘What do you think would encourage other employers/volunteers to take part in careers-related learning in schools?’ The main response was to increase publicity and, in particular raise awareness by explaining how employers can benefit. Promoting individual sectors was particularly important to develop a future talent pipeline e.g. This was a main reason for a UK maritime sector ambassador who in his interview explained the variety of jobs and careers there are within this sector that many people did not realise existed.

‘Thinking about your role in the project, what would you do differently next time to improve?’ the findings highlight:

#### **Better preparation with the organisers at school**

- Insist on longer preliminary briefing prior to starting. I was unaware of the room set-up, students’ expectations or experience of the presentation format. All would have helped me.
- Be more involved in the planning and see the presentation to be delivered in advance.
- I found the question time for KS2 was hugely successful so maybe warning the school ahead of time to think of questions they could ask the volunteers.

### Being better prepared for the delivery

- Could bring additional props.
- Be more confident when presenting as I wasn't sure what I was going to do when I got there but was given a great briefing from the staff.
- Possibly preparing some images for the screen of interesting parts of the job to help answer some of the questions.
- Think harder about how my works can be explained in more simpler terms to the age group.
- Think of a few more examples beforehand that would resonate with the children.
- I would bring some pictures to illustrate my career.

### More Time Allocated

- I'd like to have time to show the students some prop's, stuff we work with in the lab, but the workshop has so much going on that there never seems to be enough time.
- More time rushed at the end so less time for questions.
- Always good if there was more time but I appreciate the school lesson time dictates this aspect.

Volunteers stated that projects such as the Our Future makes volunteering easy. Many of the volunteers highlighted they enjoyed the experience and gained satisfaction from inspiring the children. Case studies should be publicised to attract more volunteers.

## Parent responses

There were 239 survey responses from parents. 79% (n=165) were female and 21% (n=41) were male. For all 52 schools, at least 1 parent responded to the survey.

96% (n=228)  
of parents who responded to  
the survey



think it is important for their children to understand the link between what they learn at school to the world of work.

82% (n=196)  
of parents



agree that it is important to tackle gender stereotyping from an early age.

13% (n=31) neither agree or disagree with this and 5% (n=12) disagree.

- 70% (n=167) are aware that their children took part in CRL in their school
- 66% (n=157) are aware that their children's primary school brings volunteers from the world of work into the classroom
- 50% (n=119) regularly discuss the world of work and how this links with learning, while a further 46% (n=110) discuss this with their children sometimes
- Only 14% (n=33) have been involved in CRL at their children's school as either an observer or a participant. (N.B: this is unsurprising considering Covid has restricted visitors into schools and many parents/carers have full-time jobs)

*"I think this is so important. Careers weren't really spoken about when I was at school and I certainly never would have even thought about what I do now when I was at school (I work in social housing). It certainly wasn't discussed as a career path when I was at school - it took me until I was in my 30s to find my path." (Becket Primary Parent)*

*"I think it's really good what you all are doing!" (Village Primary Parent/carer)*

*"I work as a workforce development project lead for allied health professions and am keen to raise the knowledge of these roles from an early age and increase the diversity of workforce represented. I'd be keen to hear of any initiatives and how I can get involved from a professional and parent perspective." (Chellaston Junior School Parent)*

*"You are doing very well since you are teaching children at a young age about the world of work since its very important for them to understand what it is." (Redwood Primary Parent)*

One parent disagreed:

*"Primary-aged children do not need to worry about their adult careers. This is ridiculous. I am 41 and have still not decided on a career." (Howitt Primary Community School, Parent)*

Three focus groups with parents were carried out virtually via webinars during the academic year. Over the three webinar sessions a total of 95 parents registered to attend; however, on the actual days when these were held only 30 in total attended, mainly due to the parents/carers being busy at work. From these sessions, all parents agreed that CRL is good and positive for their children's education. They were highly motivated and reported they understood the benefits of CRL for their child(ren).

At the start of each webinar, approximately one-third (n=10) indicated they knew something about CRL activities and were keen for schools to do more. A similar number of parents attending the webinars were aware of schools bringing in volunteers from the world of work. In-depth interviews held with 10 parents confirmed the majority indicated they would like their child(ren's) primary school to do more on CRL and to involve them as parents in the process.

At the end of the webinars, parents were asked "Do you now feel you understand more about CRL" and unanimously agreed they understood more. Some indicated they were disappointed that "things had not changed since I was at school, gender stereotyping was and still is a big issue that needs to be addressed early on."

Ideas from parents for improving CRL in primary schools:

- Parents providing insights for a display about what our parents do. “I work full time so not able to go in during the day but would love to help.” and “I am keen to share my story with children”
- Send the children home with a big sticker that signals to the parents that CRL has taken place. “The idea of awarding the children stickers at the end of the CRL activities. This has 2 impacts - children like having stickers and then they go home and tell their parents “I got a sticker today” so it prompts the conversation at home.” (This suggestion was immediately implemented by the Learn by Design team and has proven to be successful with evidence of this being replicated in other CRL projects)
- Reverse gender stereotyping i.e., boys too can be nurses and hairdressers etc. “The introductory video showed female volunteers in traditionally male jobs but there was nothing of male volunteers in traditionally female jobs”
- Change the timing of the focus group to 10.00am – coffee morning or after 8.00pm to attract more parents. This suggestion was implemented, and three different times used for each of the focus group meetings
- Do more to campaign and promote CRL using social media, TV and radio
- Support teachers with good quality resources that can be shared with parents via text messages on what to do next re: children’s awareness of the world of work

## Legacy and sustainability

The legacy and sustainability of Our Future is multi-faceted. This includes having a range of activities and templates for schools to follow, free access to the Primary Futures portal including diverse volunteers and live streaming employers/volunteers into the assembly or classroom, teacher training videos, 58 new and 5 updated CRL high quality resources accessible by all 52 schools, twinning partnership arrangements, the Newsletters and Spotlight in Careers aimed at parents are all replicable in every school. The renewed ‘buy in’ and enthusiasm of schools previously in the project, combined with the new ‘buy in’ and enthusiasm of schools who joined the project in this year. CRL activities using equipment such as robots and k’ nex Lego proved most popular, though it not clear if these sessions provided more effective outcomes. There are barriers impacting on teachers’ ability to deliver CRL activities without extra resource and/or funding.

A main barrier identified was the requirement by schools to plan and administer activities as staff resources are fully stretched. There were only a few exceptions, therefore, for CRL to continue consideration needs to given as to how this can realistically be achieved going forward. One teacher commented that the school will try to find the funding needed to support future CRL activities because they have identified this as a priority. Another school has concerns they may not be able to continue in the absence of “expert facilitated support that brings in new equipment to schools” Another school that has a 4 day a week dedicated careers leader asked during their interview if it will be possible to purchase these services. A key enabler in this year’s project was the involvement of a PR, marketing and social media expert. By working directly with SLTs, careers champions, teachers and children in schools and the Our Future team, the profile, added-value benefits and impact of the project was significantly improved through TV, radio and social media activities.



**Results from Our Future show examples of how MATs and other schools plan to continue on the CRL journey. For example,**

- Akaal Primary is using the Primary Future portal to advertise a teacher-led career related learning activity for careers in the NHS.
- Southwold Primary School are looking for volunteers to support 'The Vikings' topic in early September 2022, with a call arranged with Primary Futures to assist with the activity.
- SHINE Multi Academy Trust, after receiving training this year and running a pilot careers week session at Langold Dyscarr Primary, are looking at using Primary Futures to embed careers-related learning in the future.
- Mease Spencer Academy will continue working with Education and Employers to create an activity for children next year and beyond. They are a new school with only one Early Years Foundation Stage (EYFS) class this 2022-2023 academic year.
- Wyndham Spencer Academy have set up all staff with Primary Future accounts.

**Some other selected examples:**

- A school involved in the project more than 2 years – Zaytouna in 2021-2022 benefited from 3 CRL activity days and took part in the Robotics Competition – a girl in the reception class was placed 3rd. They have recently developed a 'Our Future CRL' display in the school and have plans to use the Primary Future portal to have a NHS Birthday Tea party with career volunteers from the NHS. School have also put up a display at school based on the Our Future project including photos of workshops and resources and posters etc. <https://www.learnbydesign.co.uk/robot-competition-winners> .
- A school involved in the project less than 2 years - Windmill L.E.A.D. Academy, linked with the British Army Engagement Team, are planning activities for the next academic year. They are using the Primary Future portal to advertise several topic-based activities with career volunteer support.
- A school involved in the project for the first time (new adopter) – Tupton Primary and Nursery Academy have set-up an activity for September 2022 focusing on ancient history. However, there are some concerns about being left to embed CRL across the school without the expertise of the Our Future Team and a lack of administrative support.



# Recommendations

## Recommendations for central and local Government

1. Adopt a targeted CRL area-based approach focusing on areas of disadvantage.
2. Enable SEND schools and other providers of SEND support to harness volunteers from diverse backgrounds to engage in CRL activities and work with and inspire children and/or parents.
3. Commission research at a local, regional, and/or national level on the aspirations of children according to their ethnicity and where they live i.e., a rural location compared those living in urban conurbations, to assess the impact of online and offline delivery modes on attainment and achievement. This was outside the scope of this research.

## Recommendations for senior leadership teams (SLTs), career champions and teachers

4. Provide support to senior leadership teams (SLTs) to better understand the benefits of CRL to their primary school pupils and parents.
5. Help embed CRL delivery activities in all primary schools to ensure that employers/volunteers can become more involved. For example, supporting real-life project-based learning and getting a good balance that allows for more practical 'hands-on' CRL activities.
6. Draw on the range of activities and free resources successfully delivered in primary schools and Multi Academy Trusts (MATs) through this project. For example, the 'Yes I Can' activity and many others, multi-school virtual events, pre-recorded sessions, templates to follow, and the 58+ CRL bank of new and updated resources.
7. Recruit a wider selection of volunteers to address gender stereotyping, taking care not to overlook the need for male role models in under-represented occupational roles and sectors.
8. Help equip parents to discuss with children what they have learned in school and the changing world of work. Make use of the 'Spotlight in Careers' Newsletter template aimed at parents, the children's 'Dare to Dream' and 'Yes I Can' stickers, and supplement this approach with parent engagement webinars e.g., virtual coffee mornings and/or after school sessions.
9. Examine ways to capture children's skills online and brokerage arrangements between primary and post-primary feeder schools - to make effective use of aspirations and 'can do' skills provided by children in their 'My Career Log'. Further research is needed to assess the impact and effectiveness of the primary school's 'My Career Log' applied in post-primary settings.

## Recommendations for professional associations and allied teaching profession bodies

10. Explore options available to further assist leadership teams, teachers and careers champions to embed CRL successfully within 'a whole school approach'. Exchange ideas and experiences through twinning partnerships to showcase good and interesting CRL policies and practices.
11. Find ways for schools to make greater use of the Primary Futures portal designed to connect schools to volunteers to help broaden horizons, challenge gender stereotypes and bring learning to life from an early age.
12. Help showcase the benefits of CRL activities and enable teachers to better understand how they can improve their pupils' motivation and aspirations. In particular, the importance of skills being captured in the curriculum from an early age.

This targeted area-based approach and findings in this report can help inform ongoing work in new Education Investment Areas. The findings provide robust evidence of the impact of career-related learning (CRL) in primary schools - helping to raise aspirations, motivate and inspire, improve skills attainment, and show children what is possible beyond what they might be familiar with in their immediate surroundings – and in so doing help improve social mobility.

## Appendix 1: Context and participating schools

The Our Future project is an innovative CRL approach designed to enhance social mobility, improve gender equality, and expand opportunities for primary school children in 52 primary schools across the cities of Derby and Nottingham and further afield into Derbyshire and Nottinghamshire. Since its original inception in Derby city (2019 -2021) the project has been underpinned by a robust academic evidence base (inter alia: McMahon and Watson, 2017<sup>6</sup>; Kashefpakdel et al., 2018; 2019<sup>7</sup>; Percy and Amegah, 2021<sup>8</sup>). This unique approach adopts a personalised education and business links approach supporting children, careers champions, teachers and senior leadership teams (SLTs).

Earlier in 2019 -2021, the Our Future Derby project focused on seven of the most disadvantaged Wards in Derby – 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. 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 2019).

After two years the project was further expanded into the wider D2N2 Local Enterprise Partnership region encompassing 10 existing schools with experience of CRL in Derby and additional schools in the city of Nottingham, Derbyshire and Nottinghamshire areas. As part of the Our Future project, large multi-school virtual events were delivered and a new twinning arrangement was introduced to exploit the experiences gained by schools that had been signed up in years 1 and 2 of the project to pass on their experiences and lessons learned to the new cohort of schools. Schools were involved in a wide range of CRL activities and events, including in-house events, multi-school virtual events and twinning sessions.

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 project is informed by the process involved in the integration of the child into the social and cultural worlds of adults.

## Participating schools

**Derby City:** (1) Akaal Primary, (2) Allenton Community Primary, (3) Alvaston Junior Academy (4) Becket Primary School (5) Chellaston Junior School (6) Cherry Tree Primary School (7) Derwent Primary School (8) Firs Primary School (9) Hardwick Primary School (10) Lakeside Primary Academy (11) Landau Forte Academy Moorhead (12) Meadow Farm Community Primary School (13) Oakwood Junior School (14) Redwood Primary School (15) Roe Farm Primary School (16) Shelton Junior School (17) St Albans Catholic Voluntary Academy (18) St Clare's School (SEND) (19) St John Fisher Catholic Voluntary Academy (20) The Bemrose Primary and Secondary School (21) Village Primary School (22) Windmill L.E.A.D Academy (23) Wyndham Spencer Academy (24) Zaytouna Primary.

**Derbyshire:** (25) Ashcroft Primary Academy (26) Ashover Primary School (27) Ashwood Spencer Primary Academy (28) Bishop Lonsdale CofE Primary School and Nursery (29) Hartshorne CofE Primary School (30) Holgate Primary (31) Howitt Primary Community School (including SEND provision); (32) Hucknall Flying High Academy (33) Inkersall Spencer Primary Academy (34) Morley Primary School (35) Granby Junior School (36) St George's CE Primary (37) William Rhodes Primary and Nursery School (38) Wirksworth Junior School.

**Nottingham City:** (39) Huntingdon Primary and Nursery School (40) Oak Field (SEND) (41) Radford Academy (42) Southglade Primary School (43) Southwold Primary School and Early Years Centre (44) St Ann's Well Academy (45) Victoria Primary School.

**Nottinghamshire:** (46) Archbishop Cranmer CofE Primary Academy (47) Birklands Primary School (48) Morven Park Primary (49) Tupton Primary School (50) Gunthorpe CofE Primary (51) Newlands Junior School (52) Rufford Primary & Nursery School.

## Appendix 2: Multi-school virtual events

Multi-school virtual events – participating schools from the main Our Future project highlighted in pink below:

School name	LA	Pupil no.	Multi- school
Abbey Hill Primary and Nursery School	Nottingham	28	Tackling gender stereotypes: Tuesday 25th January
Alvaston Junior Academy	Derbyshire	86	Creative jobs and gender: Wednesday 8th June
Ashover Primary School	Derbyshire	135	Tackling gender stereotypes: Tuesday 25th January
Ashwood Spencer Academy	Derby	102	Tackling gender stereotypes: Tuesday 25th January
Asquith Primary School	Nottinghamshire	117	Tackling gender stereotypes: Tuesday 25th January
Birklands Primary School	Nottinghamshire	150	Tackling gender stereotypes: Tuesday 25th January
Buxton Junior School	Derbyshire	220	Tackling gender stereotypes: Tuesday 25th January
Buxton Junior School	Derbyshire	232	Creative jobs and gender: Wednesday 8th June
Carsington and Hopton CofE Primary School	Derbyshire	17	Tackling gender stereotypes: Tuesday 25th January
Chellaston Junior School	Derby	128	Creative jobs and gender: Wednesday 8th June
Firbeck Academy	Nottingham	40	Tackling gender stereotypes: Tuesday 25th January
Gorseybrigg Primary School and Nursery	Derbyshire	92	Tackling gender stereotypes: Tuesday 25th January
Gorseybrigg Primary School and Nursery	Derbyshire	62	Creative jobs and gender: Wednesday 8th June
Grampian Primary Academy	Derbyshire	83	Tackling gender stereotypes: Tuesday 25th January
Granby Junior School	Derbyshire	86	Creative jobs and gender: Wednesday 8th June
Griffe Field Primary School	Derby	63	Tackling gender stereotypes: Tuesday 25th January
Hartshorne CE Primary	Derbyshire	29	Creative jobs and gender: Wednesday 8th June
Holbrook CofE Primary	Derbyshire	40	Creative jobs and gender: Wednesday 8th June
Inkersall Spencer	Derbyshire	43	Creative jobs and gender: Wednesday 8th June
Norbury CofE Primary School	Derbyshire	29	Tackling gender stereotypes: Tuesday 25th January
Oakwood Junior School	Derby	42	Tackling gender stereotypes: Tuesday 25th January
Oakwood Junior School	Derby	189	Creative jobs and gender: Wednesday 8th June
Pear Tree Community Junior School	Derby	411	Tackling gender stereotypes: Tuesday 25th January
St George's CE Primary	Derbyshire	28	Creative jobs and gender: Wednesday 8th June
St Swithun's C of E Primary	Nottinghamshire	122	Creative jobs and gender: Wednesday 8th June
The Florence Nightingale Academy	Nottingham	60	Tackling gender stereotypes: Tuesday 25th January
Tupton Primary and Nursery Academy	Derbyshire	120	Creative jobs and gender: Wednesday 8th June
Victoria Primary School	Nottingham	127	Creative jobs and gender: Wednesday 8th June
Westdale Junior School	Nottingham	60	Tackling gender stereotypes: Tuesday 25th January
Wyndham Spencer Academy	Derbyshire	310	Creative jobs and gender: Wednesday 8th June

Table 4

A total 13 project schools have also accessed Primary Futures pre-record resources for 19 activities, engaging 1,451 children. See Table below.

School	Pre recorded video selection	Number of Pupils	Date of Event
Allenton Primary School	Budding Futures - Tackling Gender Stereotypes (KS1 & Y3)	60	06/09/2021
Newlands Junior School	NHS Everyday Heroes? (KS2)	200	29/10/2021
Chellaston Junior School	What's My Line? Festive Special (KS2)	128	13/12/2021
Wyndham Primary Academy	What's My Line? Festive Special (KS2)	90	17/12/2021
Wyndham Primary Academy	What's My Line? Festive Special (KS1)	60	17/12/2021
Shelton Junior School	What's My Line? Festive Special (KS2)	25	20/12/2021
Chellaston Junior School	Uplifting Futures - Tackling Gender Stereotypes (KS2)	128	26/01/2022
Derwent Primary School	All Aboard -Travel & Transport (KS2)	127	14/02/2022
Derwent Primary School	NHS Everyday Heroes? (KS2)	127	14/02/2022
Derwent Primary School	Budding Futures - Tackling Gender Stereotypes (KS1 & Y3)	91	15/02/2022
Rufford Primary and Nursery School	Budding Futures - Tackling Gender Stereotypes (KS1 & Y3)	60	08/03/2022
Rufford Primary and Nursery School	Uplifting Futures - Tackling Gender Stereotypes (KS2)	60	08/03/2022
William Rhodes Primary School	NHS Everyday Heroes? (KS2)	30	18/03/2022
Ashover Primary School	Budding Futures - Tackling Gender Stereotypes (KS1 & Y3)	30	24/03/2022
Southwold Primary School and Early Years' Centre	Budding Futures - Tackling Gender Stereotypes (KS1 & Y3)	30	13/05/2022
Southwold Primary School and Early Years' Centre	NHS Everyday Heroes (KS2)	28	19/05/2022
Gunthorpe CE Primary School	Budding Futures - Tackling Gender Stereotypes (KS1 & Y3)	25	15/06/2022
Firs Primary School	STEM Jobs in Everyday Life (Upper KS2)	32	22/06/2022
Victoria Primary School	All Aboard -Travel & Transport (KS2)	120	01/07/2022

Table 5

In addition Primary Futures partnered with Nottingham Playhouse alongside UK Theatre to organise a special careers event at Nottingham Playhouse in July 2022. This activity was attended by three schools in the project.

## Appendix 3: Twinning partnership arrangements

A total of 17 out of 52 schools were actively involved in twinning arrangements with other primary schools:

1. Landau Forte Academy Moorhead, Derby
2. Hartshorne CofE Primary School, Swadlincote, Derbyshire
3. Birklands Primary School, Warsop, Mansfield
4. Morven Park Primary School, Kirkby in Ashfield, Nottingham
5. The Bemrose Academy, Derby
6. Gunthorpe C of E Primary School, Nottingham
7. Ashwood Spencer Primary Academy, Derby
8. Rufford Primary, Nottingham
9. Archbishop Cranmer C. of E. Primary Academy, Nottingham
10. St Clare's School (SEND), Derby
11. Oak Field School (SEND), Nottingham
12. Village Primary, Derby
13. Victoria Primary School, Nottingham
14. Tupton Primary Academy, Chesterfield
15. Ashover Primary, Derbyshire
16. Howitt Primary Community School, Derbyshire
17. Southwold Primary School, Nottingham.

## Appendix 4: Overview of new and updated CRL resources

### New resources

**Section title: 'Reducing Gender Stereotypes'**

<https://ourfuture.startprofile.com/page/ourfuture-ks1#stereotypes>

<https://ourfuture.startprofile.com/page/ourfuture-ks2#stereotypes>

1. Budding Futures Overview KS1 (E&E)
2. Uplifting Futures Overview KS2 (E&E)
3. Building Futures – KS2 teacher Guide & pupil worksheet (E&E)
4. Caring Futures – KS2 teacher Guide & pupil worksheet (E&E)
5. Yes, I Can! – KS2 Session PowerPoint (LBD)
6. Yes, I Can! – KS2 Teacher Guide (LBD)
7. Yes, I Can! – KS2 Discovering Me – Pupil Worksheet (LBD)
8. Yes, I Can! – KS2 Career Charades Cards (LBD)
9. Yes, I Can! – KS1&2 Draw the Job – Pupil Worksheet (LBD)
10. Yes, I Can! – KS1 Session PowerPoint (LBD)
11. Yes, I Can! – KS1 Teacher Guide (LBD)
12. Yes, I Can! – KS1 Our Pledge – Pupil Worksheet (LBD)
13. What Makes Us Great? - Session PowerPoint (LBD)
14. What Makes Us Great? - Teacher Guide (LBD)
15. What Makes Us Great? - Pupil Worksheet (LBD)

### **Section title: 'Enterprise' (KS2 only)**

<https://ourfuture.startprofile.com/page/ourfuture-ks2#enterprise>

16. The Enterprise Challenge – PowerPoint (LBD)
17. The Enterprise Challenge – Teacher Guide (LBD)
18. The Enterprise Challenge - Product Design Pupil Worksheet (LBD)
19. The Enterprise Challenge – Certificates (LBD)

### **Section title: 'SEND'**

<https://ourfuture.startprofile.com/page/ourfuture-ks1#send>

<https://ourfuture.startprofile.com/page/ourfuture-ks2#send>

20. Farm to Fork – KS1&2 PowerPoint (LBD)
21. Farm to Fork – KS1&2 Teacher Guide (LBD)
22. Farm to Fork – KS1&2 Logistics Pupil Worksheet (LBD)
23. Farm to Fork – KS1&2 The Cheese Timeline – Teacher Resource (LBD)
24. Build a Business – KS2 PowerPoint (LBD)
25. Build a Business – KS2 Teacher Guide (LBD)
26. Build a Business – KS2 Pupil Worksheet 1 (LBD)
27. Build a Business – KS2 Pupil worksheet 2: This is ME! (LBD)

### **Section title: 'Transport'**

<https://ourfuture.startprofile.com/page/ourfuture-ks1#transport>

<https://ourfuture.startprofile.com/page/ourfuture-ks2#transport>

28. Jobs in Rail and Engineering – KS1 Teacher PPT (LBD)
29. Jobs in Rail and Engineering – KS1 Teacher Session Guide (LBD)
30. Jobs in Rail and Engineering – KS1&2 Pupil Worksheet (LBD)
31. Jobs in Rail and Engineering - KS2 Teacher PPT (LBD)
32. Jobs in Rail and Engineering - KS2 Teacher Session Guide (LBD)
33. Jobs in Rail and Engineering - KS2 Extension Task - Creative Writing Challenge (LBD)

### **Section title: 'Geography'**

<https://ourfuture.startprofile.com/page/ourfuture-ks1#geography>

<https://ourfuture.startprofile.com/page/ourfuture-ks2#geography>

34. Work Around the World - KS2 Teacher PowerPoint (LBD)
35. Work Around the World - KS2 Teacher Guide (LBD)
36. Work Around the World - KS2 Worksheet (LBD)
37. Work Around the World – KS1 Teacher PowerPoint (LBD)
38. Work Around the World – KS1 Teacher Guide (LBD)
39. Work Around the World – KS1 Worksheet (LBD)

### Section title: 'STEM'

<https://ourfuture.startprofile.com/page/ourfuture-ks1#stem>

<https://ourfuture.startprofile.com/page/ourfuture-ks2#stem>

40. Robotics Challenge – KS1&2 PowerPoint (LBD)
41. Robotics Challenge – KS1&2 Teacher Guide (LBD)
42. Robotics Challenge – KS1&2 Worksheet 1 – Coding a Robot (LBD)
43. Robotics Challenge – KS1 Worksheet 2 – Careers in Robotics (LBD)
44. Robotics Challenge – KS2 Worksheet 2 – Careers in Robotics (LBD)
45. Power Your Future – KS1 PowerPoint
46. Power Your Future – KS1 Teacher Guide
47. Power Your Future – KS1&2 Worksheet Fantasy Island Challenge
48. Power Your Future – KS2 Worksheet Fantasy Island Extension
49. Power Your Future – KS1 Worksheet Wind Experiment
50. Power Your Future – KS2 Worksheet Wind Experiment
51. Power Your Future – KS1&2 Worksheet Design a Sustainable School
52. Power Your Future – KS2 Higher or Lower Cards

### Section title: Case Studies

<https://ourfuture.startprofile.com/page/case-studies>

53. Howitt Primary Community School – World of Opportunities
54. Southwold Primary School – Women in STEM
55. Tupton Primary School – Inclusivity
56. Volunteer Claire Antcliffe
57. Volunteer Dr Anne Bishop
58. Volunteer – Asking Questions Stereotypes

### Updated Resources:

1. Life Sciences - The Study of Life – PowerPoint
2. Life Sciences - The Study of Life – Teacher Session Plan
3. Exploring Careers in the NHS – PowerPoint
4. Exploring Careers in the NHS – Teacher Session Plan
5. Author Spotlight Presentation – in the 'Careers Linked to Reading, Writing and Reporting' resources.

## Appendix 5: My Career Learning Log



The logs were developed and piloted in partnership with teachers from Our Future Derby in years 1 & 2 of the project. By using the learning log alongside all careers activities, every learner is encouraged and supported to set their sights high and broaden their ambitions. By providing and recognising careers related learning experiences, children can independently self-assess and self-reflect on the key skills they are developing. The log is aligned to the 8 Skills Builder Skills. Each time the children learn about a new job or demonstrate or practice a skill they achieve a stamp. The aim is that the log sits alongside all career-related learning from Y1 to Y6. In total 10,290 were provided to pupils in the schools as listed below:

School Name	No. of Learning Logs Provided	School Name	No. of Learning Logs Provided
Akaal Primary	150	Morley Primary	210
Allenton Community Primary	90	Morven Park Primary	180
Alvaston Junior Academy	180	Newlands Junior	120
Archbishop Crammer CofE Primary Academy	270	Oak Field Nottingham (SEND School)	60
Ash Croft Primary Academy	150	Oakwood Junior	240
Ashover Primary	255	Radford Academy	240
Ashwood Spencer Primary Academy	180	Redwood Primary	210
Becket Primary	180	Roe Farm Primary	240
Birklands Primary	240	Rufford Primary & Nursery	240
Bishop Lonsdale Church of England Primary	180	Shelton Junior	240
Chellaston Junior	270	Southglade Primary	180
Cherry Tree Hill Primary	265	Southwold Primary	240
Derwent Primary	150	St Albans Catholic Primary	180
Firs Academy	150	St Ann's Well	240
Granby Juniors	180	St Clare's School (SEND)	80
Gunthorpe C of E Primary	180	St George's CE Primary Derbyshire	210
Hardwick Primary	180	St John Fisher CVA	240
Hartshorne CE Primary	210	The Benrose Primary	120
Holgate Primary	240	Tupton Primary	240
Howitt Primary Community	180	Victoria Primary	170
Hucknall Flying High Academy	210	Village Primary	160
Huntingdon	240	William Rhodes Primary	210
Inkersall Primary Academy	240	Windmill L.E.A.D. Academy	240
Lakeside Primary Academy	270	Wirksworth Junior	270
Landau Forte Academy Moorhead	180	Wyndham Spencer Academy	180
Meadow Farm	160	Zaytouna Primary	170
		<b>Total</b>	<b>10290</b>

Table 6

## Transitioning Tools

These simple tools have been developed to support schools with capturing key pieces of career understanding and aspiration information in Y6 that can form part of the child's transitioning pack. This information can then be marked for the attention of the secondary school career leader to provide an overview of each pupil, allowing them to connect with student's ambitions straight away in Year 7 and help them target their support and activities as soon as the child starts their journey at secondary school.

## Appendix 6 – Children's demographics and motivating factors for choosing specific jobs

The Table below illustrates most responses came from the older year groups Years 4, 5 and 6. Ethnicity was not included in the study.

Pre			Post <sup>9</sup>		
Year 1	3.28%	N=54	Year 1	3.21%	N=52
Year 2	5.17%	N=85	Year 2	4.87%	N=79
Year 3	4.62%	N=76	Year 3	4.75%	N=77
Year 4	27.62%	N=454	Year 4	27.88%	N=452
Year 5	27.31%	N=449	Year 5	27.64%	N=448
Year 6	32.00%	N=526	Year 6	31.65%	N=513

Table 7

The Table below identifies some key motivating factors for choosing specific jobs

Job roles	Quotes
Footballer	<ul style="list-style-type: none"> <li>“Because it's fitness and sporty”</li> <li>“Because it's my favourite sport and it's my favourite thing to do”</li> <li>“To help poor people get a house”</li> </ul>
Teacher	<ul style="list-style-type: none"> <li>“I love helping people with work”</li> <li>“Because looking at the teachers teaching is so amazing”</li> <li>“Because I want to help kids learn”</li> </ul>
Youtuber	<ul style="list-style-type: none"> <li>“So my family can get a bigger house”</li> <li>“Because I like YouTube”</li> <li>“I want to be a youtuber to make content for kids”</li> </ul>
Artist	<ul style="list-style-type: none"> <li>“I like to do art”</li> <li>“Because I could get famous and inspire people”</li> <li>“I want these jobs because I am very creative, love to do art and I want to open my own gallery with my paintings”</li> </ul>
Vet	<ul style="list-style-type: none"> <li>“Because I like animals and want to save them”</li> <li>“To help the animals in need”</li> <li>“Because I love dogs”</li> </ul>
Doctor	<ul style="list-style-type: none"> <li>“Because it makes you feel good that you solved someone's life”</li> <li>“Because I love the hospital and it's a really useful job”</li> <li>“I want to help people”</li> </ul>
Police Officer	<ul style="list-style-type: none"> <li>“I want to be a police lady ... because it's my dream”</li> <li>“Because they seem exciting and it could really help people in different kinds of ways”</li> <li>“Because I don't want anyone to be hurt”</li> </ul>
Designer	<ul style="list-style-type: none"> <li>“Because I want a job that I will like when I do it”</li> <li>“I'm very good at drawing”</li> <li>“I enjoy designing things and doing hair and makeup”</li> </ul>
Archaeologist	<ul style="list-style-type: none"> <li>“I want to be an archaeologist because I could come famous finding a bone or a rare thing”</li> <li>“Because one time I found a fossil and it changed my life”</li> <li>“Because I think it's good for education”</li> </ul>
Actor/Actress	<ul style="list-style-type: none"> <li>“Because I enjoy it”</li> <li>“I love Harry Potter and other films”</li> <li>“I like doing plays”</li> </ul>

Table 8

## Appendix 7: Comparison sample of schools with differing levels of FSM and PP

A total of 38% (n=523) of all the children surveyed either disagreed with or were not sure that they could do any job they wanted when they grew up. 28% (n=384) of children either disagreed with or were unsure that there are lots of different jobs for them when they grow up. 8 schools that reported higher numbers of FSM and PP students were identified and compared with 8 schools that reported low numbers of students in these categories. These are shown in Tables 11 and 12 below.

Schools with High FSM/PP	% FSM & PP	% disagreed or were unsure - "I can do any job I want when I grow up"	% disagreed or were unsure - "There are lots of different jobs for me when I grow up"
Ashwood Spencer	61% PP	47% (n=34)	17% (n=12)
Derwent Academy	61% PP; 67% FSM	21% (n=9) Note: 6 did not answer	27% (n=8) Note: 6 did not answer
Firs Primary	60% PP; 62% FSM	17% (n=4)	17% (n=4)
Huntington	57.5% FSM	58% (n=20)	37% (n=13)
Radford Academy	52% PP; 48% FSM	32% (n=12)	27% (n=13)
Rufford	51% PP; 48% FSM	46% (n=20)	41% (n=19)
St Ann's Well	50% FSM	10% (n=5)	35% (n=18)
The Bemrose Primary	55% PP; 40% FSM	40% (n=14)	19% (n=7)
Average across the 8 schools		37% (n=132)	27% (n=99)

Table 9

The Table above illustrates some inconsistency as indicated by the responses by the children in Firs and Derwent schools who have over 60% of their children in receipt of FSM but recording much lower numbers disagreeing with or unsure of the two highlighted statements above at 17% (n=4) and 21% (n=9) respectively. For comparison the Table below highlights the response rates to the same two statements by children in schools reporting much lower numbers of children in receipt of FSM and/ or PP.

Schools with Low FSM/PP	% PP & FSM	% disagreed or were unsure - "I can do any job I want when I grow up"	% disagreed or were unsure - "There are lots of different jobs for me when I grow up"
Ashover Primary	18% PP & FSM	38% (n=34)	36% (n=33)
Chellaston Junior	27% PP; 24% FSM	30% (n=29)	27% (n=27)
Gunthorpe C of E Primary	10% FSM	54% (n=15)	32% (n=9)
Hartshorne CE Primary	24% FSM	54% (n=27)	33% (n=16)
St John Fisher	24% FSM	41% (n=19)	23% (n=10)
Morley Primary	6% FSM	41% (n=31)	25% (n=19)
Hucknall Flying High Academy	20% FSM	43% (n=14)	38% (n=14)
Wirksworth Junior	23% PP; 18.5% FSM	42% (n=8)	21% (n=4)
Average across the 8 schools		41% (n=177)	30% (n=129)

Table 10

Anomalies are also evident within the above Table, where higher levels of disagreement with the two statements appear against the two schools with the lowest levels of FSM and PP i.e., Gunthorpe and Morley schools. The average figure in Table 12 above - 41% (n=177) of children either disagreeing with or unsure that “I can do any job I want when I grow up”, is greater than the 37% (n=132) for the corresponding average figure in table 11 above. Similarly, in response to the second statement “There are lots of different jobs for me when I grow up”, there are higher average levels of disagreement or uncertainty by children from those schools reporting lower FSM and PP than from their counterparts with much higher levels of FSM or PP. 30% (n=129) compared with 27% (n=99).<sup>9</sup>

## Appendix 8: School responses to the teacher survey

Name of School	No. of teacher responses	Name of School	No. of teacher responses
Hardwick Primary	2	Radford Academy	1
Allenton Community Primary	1	Redwood Primary	1
Alvaston Junior Academy	1	Rufford Primary & Nursery School	1
Archbishop Cranmer CofE Primary Academy	1	Shelton Junior School	1
Ashover Primary School	1	Southglade Primary School	1
Becket Primary	1	Southwold Primary	1
Birklands Primary School	1	St Albans Catholic Primary	1
Bishop Lonsdale Church of England Primary	1	St Ann's Well L.E.A.D	1
Chellaston Junior School	1	Zaytouna Primary School	2
Cherry Tree Hill Primary	1	Wyndham Spencer Academy	1
Hartshorne CE Primary School	1	St John Fisher CVA	1
Hucknall Flying High Academy	1	Victoria Primary School	1
Inkersall Primary Academy	1	St Clare's School	1
Lakeside Primary Academy	1	The Bemrose School	1
Meadow Farm	1	Windmill L.E.A.D Academy	1
Morley Primary School	1	Wirksworth Junior School	1
Morven Park Primary School	1	William Rhodes Primary and Nursery School	1

Table 11

# References

<sup>1</sup> Our Future Derby: Making and Impact Report – Year 1 (2020) - <https://www.educationandemployers.org/wp-content/uploads/2021/03/OFD-Report-2020.pdf> and Our Future Derby: Evaluation and Impact Report – Year 2 (2021) - <https://www.educationandemployers.org/wp-content/uploads/2021/10/Our-Future-Derby-2021-Evaluation-Impact-Report-.pdf>

<sup>2</sup> <https://www.educationandemployers.org/wp-content/uploads/2021/03/Starting-early-Building-the-foundations-for-success.pdf>

<sup>3</sup> In a few cases, 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-19 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 and 2 further schools could only provide partial evaluation data.

<sup>4</sup> Although parents seem to have the most prominent influence on children's career development, other family members – such as siblings and extended family – also have been shown to be an important influence (e.g., Schultheiss, Palma, Predragovich, & Glasscock, 2002).

<sup>5</sup> Childhood experiences are foundational in the construction of identity; observations of attitudes towards work within families, cultural stereotypes, and influence of the media may influence children's meaning of work and in turn their occupational identities (Skorikov & Vondracek, 2011). Although it may be tempting to think that children of this age are too young for career-related learning, Australian researchers, Patton & McMahon (1997) found that career development is a concept understood by children from pre-school.

<sup>6</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>7</sup> Kashefpakdel, E., Rehill, J., & Hughes, D. (2018). Career-related learning in primary schools: What works? London: Careers and Enterprise Company and Kashefpakdel, 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>8</sup> Percy, C. and Amegah, A. (2021). Starting Early: Building the Foundations for Success, London: Education and Employers Research, March 2021.

<sup>9</sup> Some of the children (1%. n=22) did not complete the post-activity survey.

**For further information contact Dr. Deirdre Hughes email: [deirdre.hughes3@btinternet.com](mailto:deirdre.hughes3@btinternet.com)**

FUNDED THROUGH THE DEPARTMENT FOR  
EDUCATION OPPORTUNITY AREA PROGRAMME

Delivered in partnership with:

