

Aspiration Survey Evaluation Tool Guidance

“The school tailors the support it provides to each pupil based on individual needs and an evaluation of whole school aspirations data.”

Benchmark 3

This tool is designed to support you in gathering aspiration data and using it efficiently to evaluate the impact of your careers programme. By following this process, you will be able to identify trends in the data, reflect on any potential underlying causes and propose actions to maximise the impact of your careers programme.

Step 1: Gathering Data

There are several ways that you could gather aspiration data from your pupils depending on the capacity and resources that you have. When deciding how best to do this for your school, you should consider the following:

Use of technology

Using an online form will mean that a lot of data can be captured quickly and results will automatically be stored in a spreadsheet which will save time. However, younger pupils may find it difficult to access an online form. You may instead instruct class teachers to ask pupils about their aspirations and to record the data into a central spreadsheet.

Career areas

You may wish to provide pupils with a predefined list of sectors or career areas to make sorting the data easier at a later date. The suggested areas below give a good overview with examples of specific careers to support pupils in selecting the correct option.

 <p>Administration, business & finance e.g. office manager, civil servant, MP, events manager, accountant, CEO</p>	 <p>Arts, creative & media e.g. actor, fashion designer, film producer, writer, journalist</p>	 <p>Caring for animals & nature e.g. vet, zookeeper, farmer, gardener, climate scientist</p>	 <p>Construction & building e.g. architect, bricklayer, electrician, motor mechanic, product designer</p>	 <p>Digital & computing/ICT e.g. web designer, software developer, IT technician</p>	 <p>Hospitality, food & tourism e.g. chef, waiter, wedding planner, cabin crew, travel agent estate agent, shopkeeper</p>	 <p>Law e.g. barrister, judge, police officer, prison officer, army officer</p>
 <p>Medicine & healthcare e.g. doctor, nurse, dentist, paramedic, pharmacist</p>	 <p>Science, engineering & research e.g. engineer, biologist, physicist, chemist, laboratory technician, astronaut, forensic scientist</p>	 <p>Administration, business & finance e.g. office manager, civil servant, MP, events manager, accountant, CEO</p>	 <p>Social care & wellbeing e.g. care worker, counsellor, childminder, hairdresser, caretaker, cleaner</p>	 <p>Sports & fitness e.g. athlete, fitness instructor, football coach, physiotherapist</p>	 <p>Teaching & education e.g., librarian, teacher, nursery worker, teaching assistant</p>	

Sample size

Gathering data from every pupil in the school will give a more accurate picture but will take a lot longer to collate. You may instead wish to consider using smaller focus groups from each cohort or focusing on UKS2 year groups.

Characteristics

Consider how you will sort the data by the characteristics of key groups in your school. This tool has been designed to focus on gender, disadvantage and Special Educational Needs and Disabilities but you may wish to look at other key groups relevant to your cohort i.e. English as an Additional Language. The easiest way to do this may be to ask class teachers to identify these characteristics for pupils in their class after the data has been collected.

You should also consider any adaptations needed to ensure that all groups have equal access to the survey.

First name	Surname	PP	SEN	Gender	Year Group	Which of these careers would you be the most interested in when you grow up?	Sector
				Female	Year 5	Business	Business
				Male	Year 5	Manager	Business
				Male	Year 5	Admin	Public Services
				Female	Year 6	Fashion Designer	Creative
				Female	Year 6	Artist	Creative

An example of how data could be collected using a simple spreadsheet

Step 2: Recording the Data

Once you have collected the aspiration data for your pupils, you should summarise your findings in the table below. If you have recorded the data in a spreadsheet, then you should be able to use the 'sort' and 'filter' tools to do this quickly. When considering less popular careers, be sure to take into account careers that no pupils have selected so that these are not missed.

If you have recorded your data in a spreadsheet, it may be helpful at this stage to create a bar or pie chart to allow you to visualise the information.

	All Pupils	SEND	PP	Male	Female
Most Popular Careers	Creative Medical Sport	Creative Public Services Legal	Medical Education Creative	Sport Engineering Medical	Creative Medical Public Services
Least Popular Careers	Finance Health & Wellbeing Armed Forces	Business Medical Armed Forces	Engineering Agricultural Business	Finance Education Armed Forces	Construction Health & Wellbeing Agricultural
Number of Different Careers	18	8	9	16	16

Step 3: Evaluating the Data

Once you have collected and recorded your data, it is important to identify any trends and begin to consider the reasons behind them for all pupils and key groups. Work your way through each question below, making sure that your responses are as factual as possible and linked to your current careers provision.

It is helpful to then identify any themes that have arisen as these will begin to guide your actions in the final section.

All Pupils

Question	Response	Why might that be the case?
Which (if any) sectors are consistently identified as top 3 across student groups?	Creative appears in all groups except male. Medical also popular for all groups except SEN.	Medical preference linked to parent-base and careers event held annually. NHS most seen sector in daily life
Are there any significant changes to top 3 compared to last survey?	Medical is now higher than sport.	See above.
Which (if any) sectors are consistently identified as bottom 3 across student groups?	Finance/Business appears in all groups except female.	This sector is not currently represented in whole school careers programme.
Are there any significant changes to bottom 3 compared to last survey?	None identified.	N/A
Is there a change in the number of different sectors selected across pupil groups compared to last survey?	The number of different careers has increased in all groups except PP.	A wider range of employer encounters have taken place this year.
Are any themes arising at this point?	<ul style="list-style-type: none"> PP have a narrower breadth of aspirations and these appear to be linked to the jobs they encounter on a daily basis or linked to specific visits. Data reinforces the high level of parents involved in medical alongside annual careers event. Professional services/finance sectors could be a focus. 	



Key Groups

Question	Response	Why might that be the case?
Are there any significant differences between genders?	Creative/Service sectors are more popular among female group. Sport/Engineering higher for the male group.	Expected gender stereotypes are still present in this cohort. However consistent popularity of medical shows impact of planned encounters.
Are there any significant differences between PP/All Pupils?	A narrower range of careers for PP. Engineering came lower than in all other groups.	Attendance for careers activities has been lower for this group.
Are there any significant differences between SEND/All Pupils?	A narrower range of careers for SEND.	Smaller sample size.
Are there any significant changes to key groups compared to last survey?	Sport is no longer top for SEND group (footballer).	Wider range of careers experienced through the curriculum.
Are any themes arising at this point?	<ul style="list-style-type: none"> ▪ Narrow breadth of aspiration for PP pupils possibly linked to attendance. ▪ Wider range of careers experienced (particularly medical) has had a small impact on gender stereotypes and SEND pupils. 	

Step 4: Summary and Actions

Finally, you should copy any themes arising from the previous section into the first column below. For each theme, you should then consider what it is about your current careers provision which has caused this. You should then be able to identify a relatively small number of actions that will have a significant impact on your pupils.

Summary and Actions

Themes arising	Possible Systemic Cause	Proposed Actions
PP pupils have a narrower breadth of aspirations and these appear to be linked to the jobs they encounter on a daily basis or linked to specific visits.	Limited exposure to a variety of careers both in and out of school. Attendance at CRL events lower on average.	Track individual experience more closely for pupils within this group to ensure they get at least the same offer as all pupils. Utilise PP funding to arrange targeted encounters including engineering.
Gender stereotypes still exist although increased medical encounters have had a small impact.	Representation of certain careers when presented through the curriculum. Stereotypes not fully tackled on a whole school level/through PSHE curriculum.	Introduce assembly and lessons for each year group as part of careers week to actively challenge stereotypes. Continue to track gender representation across careers programme.
Admin, Business and Finance were low across most groups.	Not currently represented through careers programme.	Utilise school/MAT staff in related roles to provide encounters. Ask local business owner to attend careers week for Year 4.