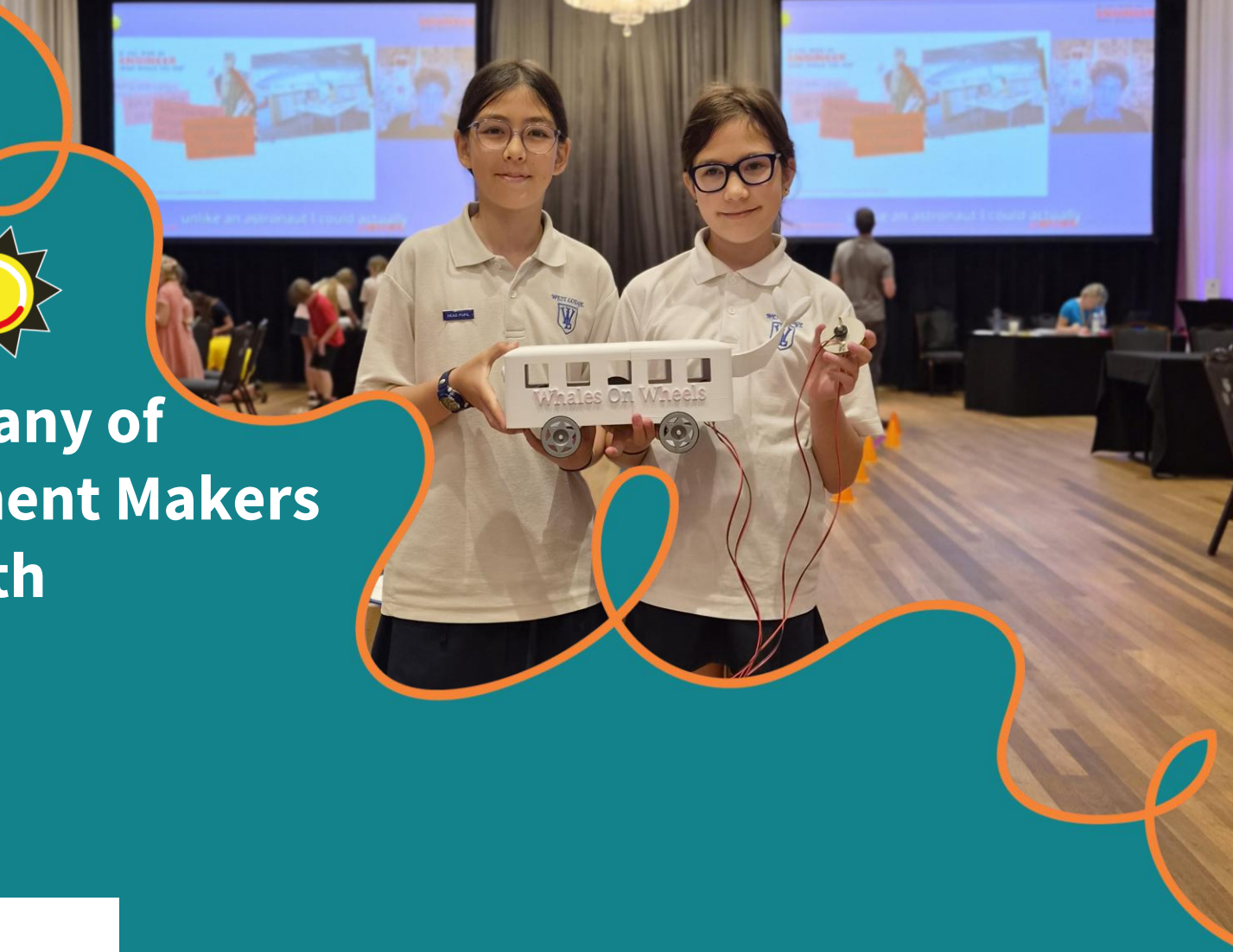
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Worshipful Company of Scientific Instrument Makers in partnership with Primary Engineer

Impact Report 2025-2026

The Worshipful Company of Scientific Instrument Makers

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Our partnership in 2025-2026

This is the eighth year of our partnership working together on the **Primary Engineer Vehicle Programme**, inspiring the next generation of engineers in London.

Our partnership provides the opportunity for 10 schools to benefit from a one-day CPD training course, supply kit and resources to build up to 30 projects across two classrooms in each school and a celebration event to bring the schools together and celebrate the power of engineering. The classroom sessions allow for 60 pupils to build 15 Lower Primary shoebox vehicles and 15 Upper Primary motorised vehicles with learners working in pairs. Our partnership has also facilitated the opportunity for 5 previously trained schools to receive a continuation kit, meaning they can deliver the programme again to a new class of pupils, deepening the impact in the school.

The Primary Engineer Vehicle Programme provides a fantastic opportunity to engage with engineering, meet and work with engineering professionals and develop engineering skills.Thanks to our partnership with The Worshipful Company of Scientific Instrument Makers, we successfully linked all 10 schools with a mentor to support the teacher(s) within the classroom.

In February 2026, we were welcomed into the River Room at Glaziers Hall by Mike Devine and Jane Fishwick, first lady Master.

We delivered in-person training which allowed both teachers and mentors to be in the same room and train together, establishing a working relationship from the beginning. We were joined by 10 teachers from across 6 schools who were excited to build their confidence in delivering STEM Projects to their pupils.

As with any hands-on STEM activity, the day also included some real-world problem-solving. Three schools adapted their builds when a small number of kits were missing cog components, supported by mentors in the room – kudos! The additional components have been sent out with clear, step-by-step guidance, ensuring all teachers can complete their vehicle builds ahead of delivering the Programme in the classroom – a learning moment for everyone involved.

The remaining 4 schools on the Programme joined us for virtual training in March 2026 and were introduced to their mentor. Overall, the training events were great fun and the teachers really enjoyed how hands-on the training was, grateful for the opportunity to have a place on the Programme through our partnership.

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Our partnership in 2025-2026

We hosted our celebration event in June 2026 at Glaziers Hall. All participating schools were invited to the event which saw 24 children in attendance; shortlisted to represent the 600 who took part in this cohort.

One the day, pupils engaged with the engineering professionals in attendance and tested their shoebox and electrical locomotives against the success criteria. The engineers were fantastic in engaging the pupils with their interviews and testing.

Pupils and teachers enjoyed the event and we received great feedback both in the final survey and on the day; teachers found it incredibly beneficial, asking how they could ensure continuity of the project in their school!

We are delighted that the schools involved felt fully supported by Primary Engineer throughout the Programme and would recommend involvement to others, and that schools would be interested in taking part in a Primary Engineer Programme again.

Within this report, we provide information on a local project-level about the specific funded schools. Local level data includes information such as the average percentage of pupils of free school meals eligibility as a measure of low parental income and an individual indicator of potential disadvantage as part of social policy research, as well as the percentage of pupils whose first language is deemed other than English and the school's locality index of social deprivation.

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London



15 Schools

Pupils Eligible For Free School Meals
25.5%

First Language Not English
33.2%

Average Deprivation Index
33%

Avg. Pupils Deemed Other Ethnic Origin
82.8%

41% Boys **59% Girls**

Our approach allows our activities to reach particular areas and communities to close inequality gaps and widen ethnicity representation.

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How did teachers find the training?



100%

Of teachers report an **increase in their understanding of engineering** following the training



100%

Of teachers report a **better understanding of the diversity challenges in engineering**



100%

Of teachers see **value** in including **engineering in the curriculum** to **benefit pupils in their education and their working lives**



100%

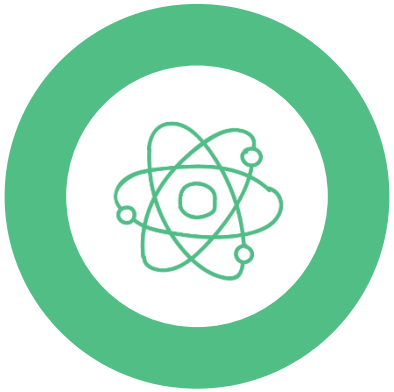
Of teachers who believe training **helped them understand how they can make an impact on engineering career aspirations**

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How did teachers find the training?

Having completed the training % of teachers who have reported increased confidence in teaching STEM subjects



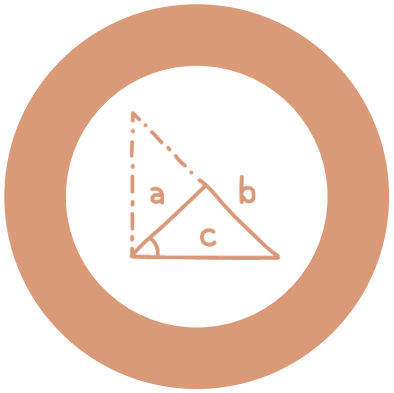
100%
SCIENCE



100%
DESIGN AND TECHNOLOGY



100%
ENGINEERING



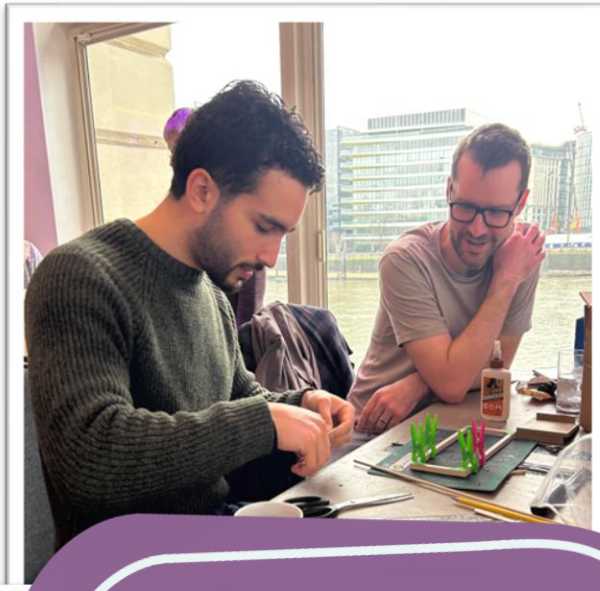
100%
MATHS

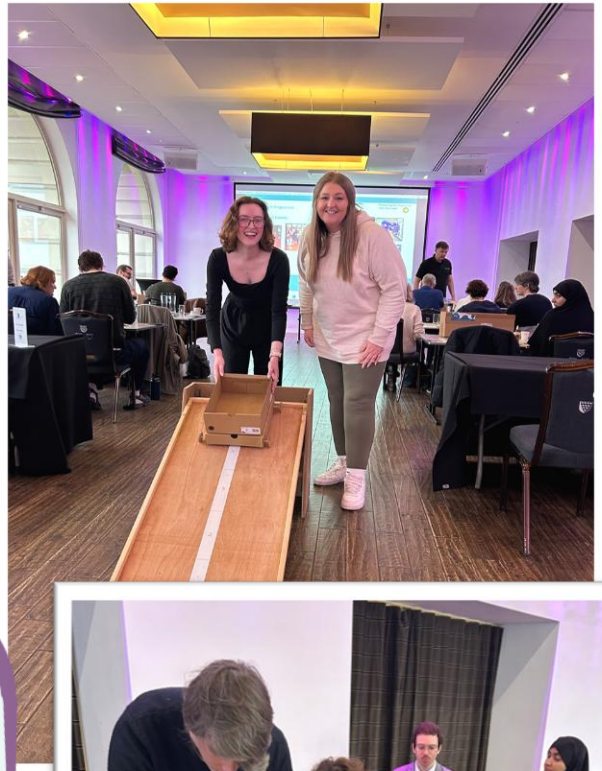
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How did teachers find the training?











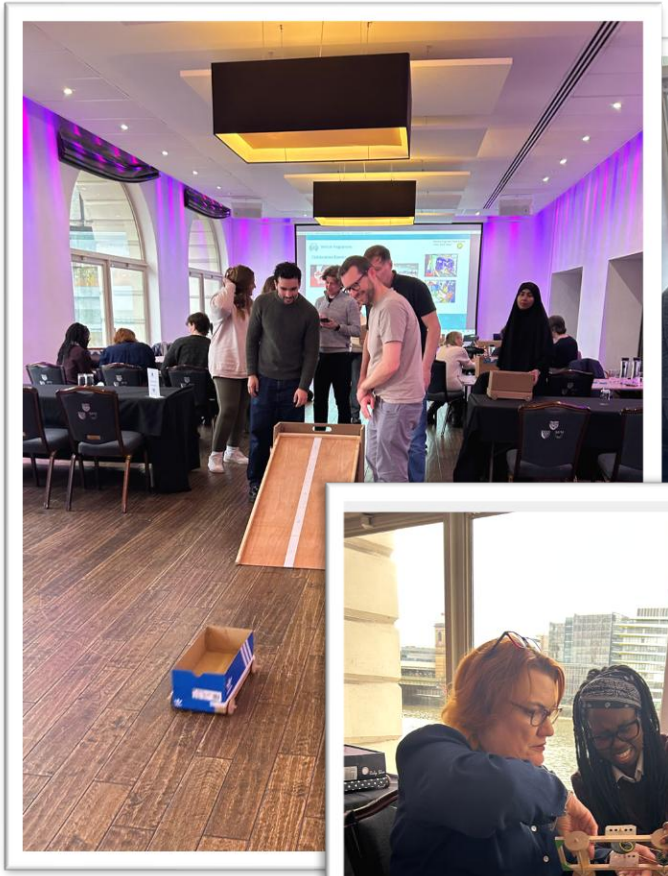
"Essential to have hands on experience before delivering it to the classroom."

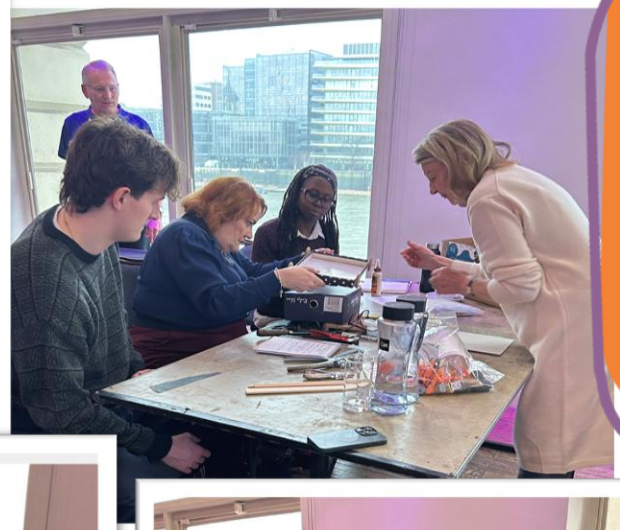
Clare, West Lodge Primary School

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How did teachers find the training?









"Incredibly valuable to have hands on experience of engineering and applying technology in a way that is accessible to primary children (and myself!). Absolutely fantastic, thank you."

Jo, West Lodge School

"Loved the practical activities. Loved the venue."

Julia, Albion Primary School

How did mentors find the training?



"That was a lot of fun, and the highlight was Ms Jane's (teacher) exclamation when the electric vehicle she had made moved forward and backwards"

Josephine Tumwesige

"A great day! :)"

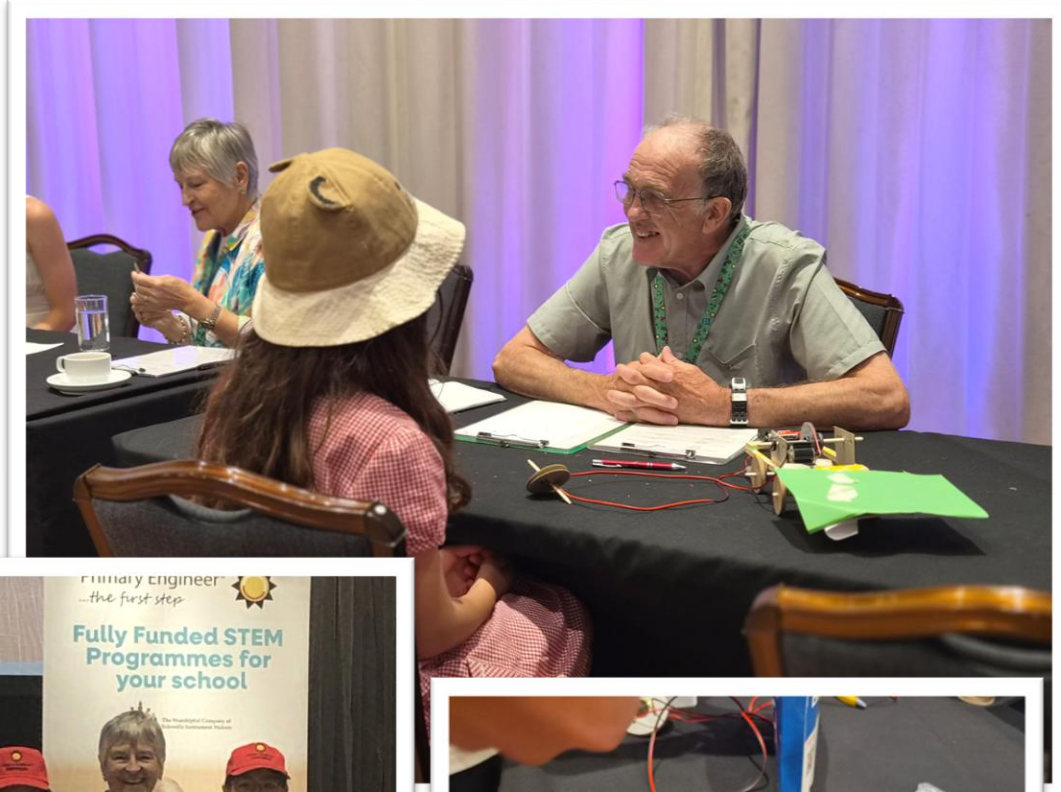
Jo Warren

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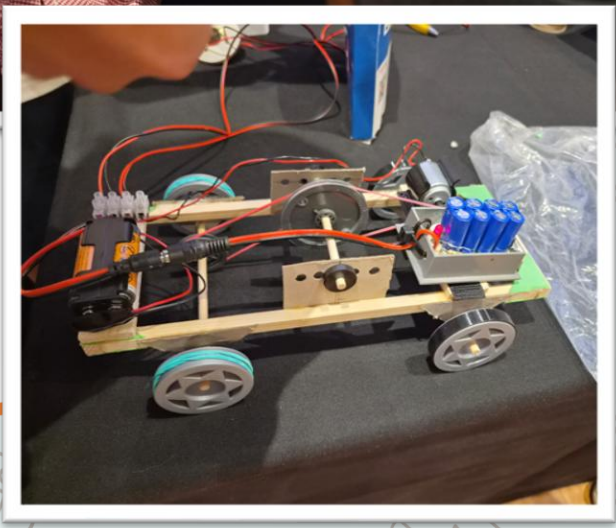
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Celebration event







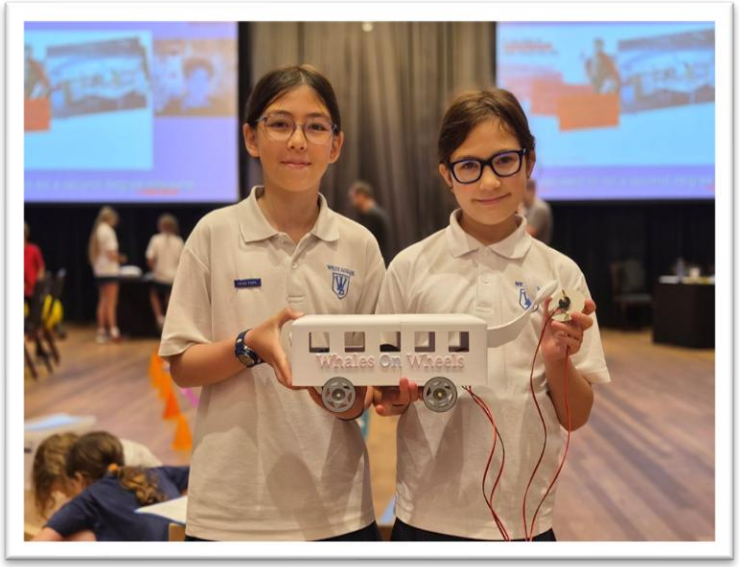


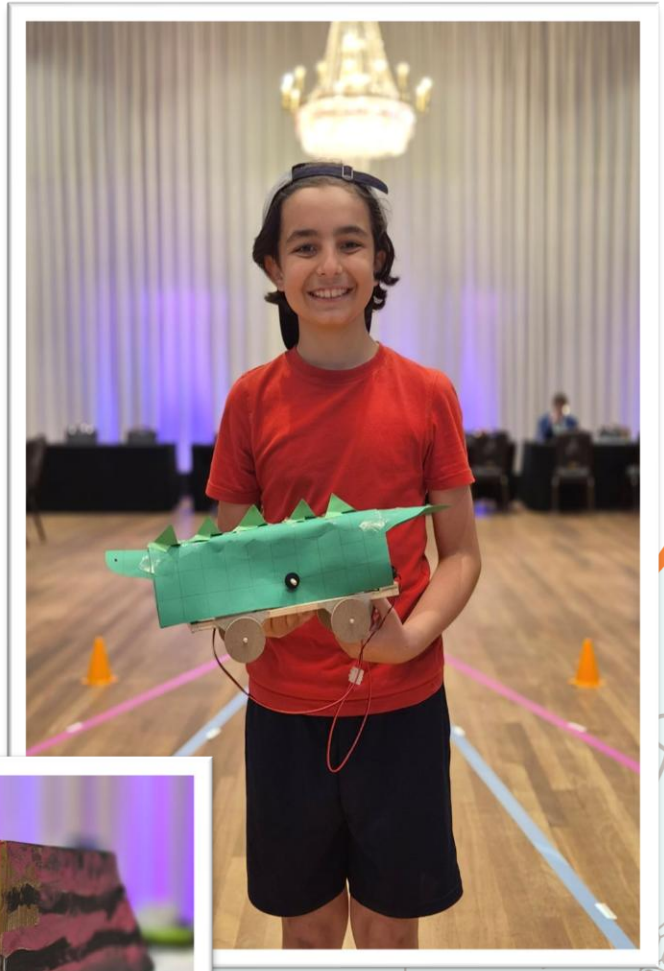
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Celebration event









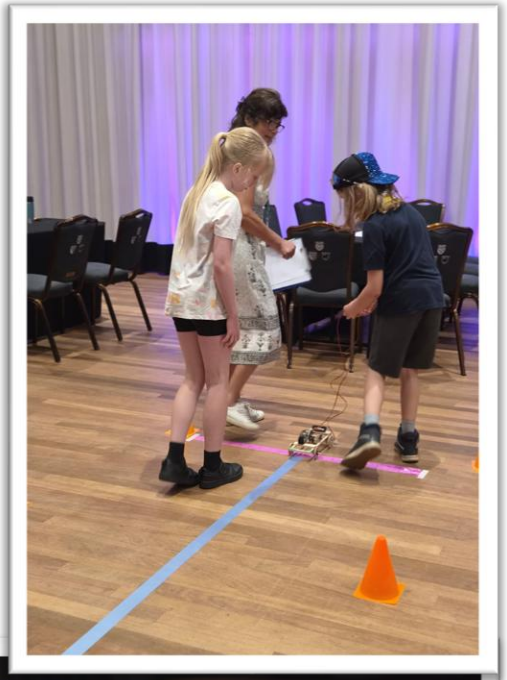




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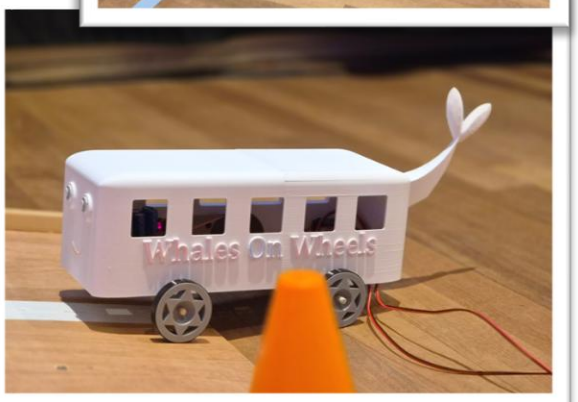
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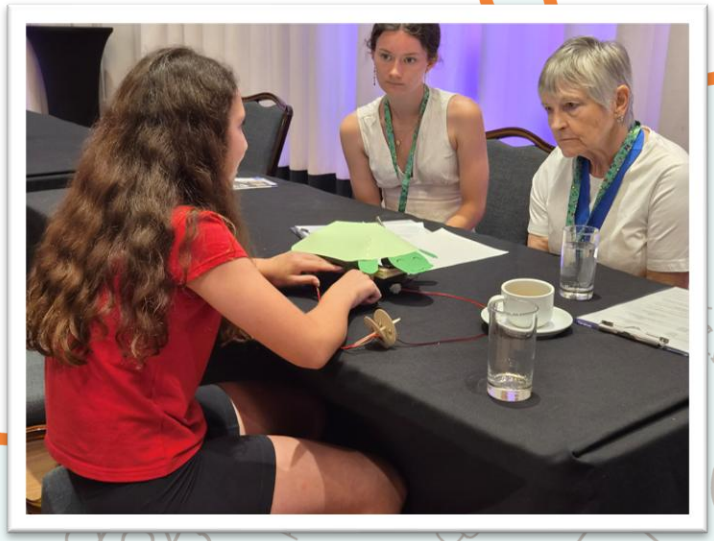
Celebration event







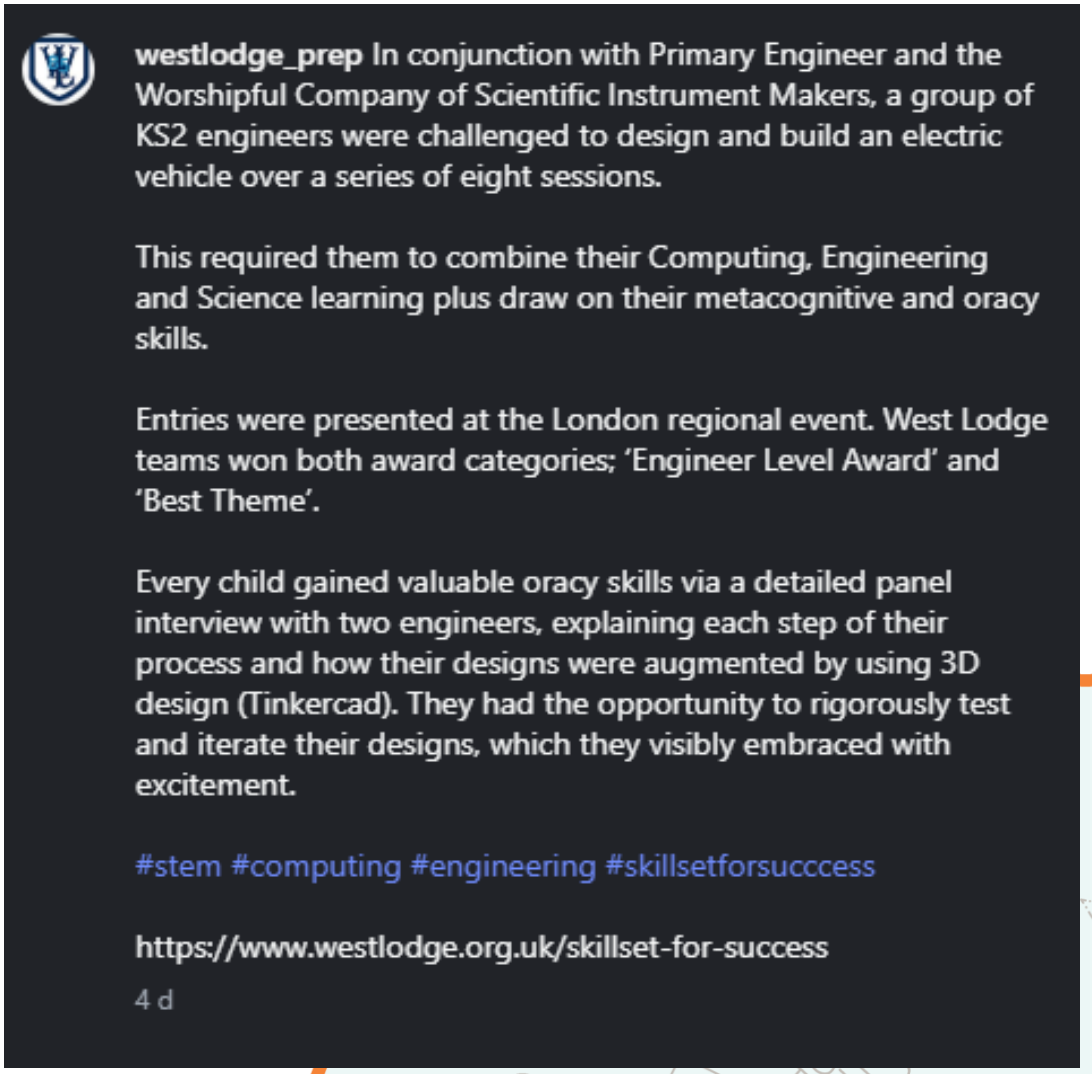




"All our pupils across the school enjoyed the projects"

Natalie, Ark Priory Primary Academy

Additional teacher feedback



westlodge_prep In conjunction with Primary Engineer and the Worshipful Company of Scientific Instrument Makers, a group of KS2 engineers were challenged to design and build an electric vehicle over a series of eight sessions.

This required them to combine their Computing, Engineering and Science learning plus draw on their metacognitive and oracy skills.

Entries were presented at the London regional event. West Lodge teams won both award categories; 'Engineer Level Award' and 'Best Theme'.

Every child gained valuable oracy skills via a detailed panel interview with two engineers, explaining each step of their process and how their designs were augmented by using 3D design (Tinkercad). They had the opportunity to rigorously test and iterate their designs, which they visibly embraced with excitement.

#stem #computing #engineering #skillsetforsucccess

https://www.westlodge.org.uk/skillset-for-success

4 d

Engineer feedback

> *As an experienced medical engineer, I am very impressed with how West Lodge are keen to inspire future engineers, especially with the ICT facility, meaning children could learn how to make their own wheels and body shell. I too learned so much about 3D printing (including from the children). The best bit was seeing the children's' faces when their cars worked for the first time.*
>
> Primary Engineer volunteer Ian Chell MSc FSRP

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What was the impact of the project on both teachers and pupils?

Percentage of teachers who Agree/Strongly Agree with the following statements



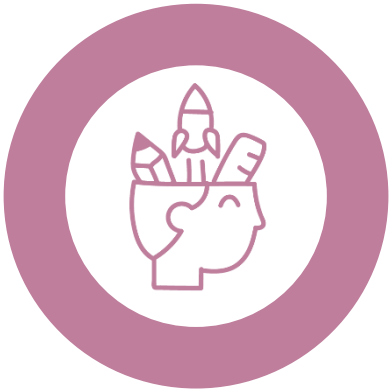
100%

I am more **comfortable talking to pupils about engineering careers**



100%

My pupils have **enjoyed learning about engineering and want to learn more**



100%

I am more **confident in contacting and engaging engineers to support classroom learning**



100%

The programme helped my pupils **learn from mistakes and try new approaches**

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What was the impact of the project on both teachers and pupils?

Percentage of teachers who Agree/Strongly Agree with the following statements



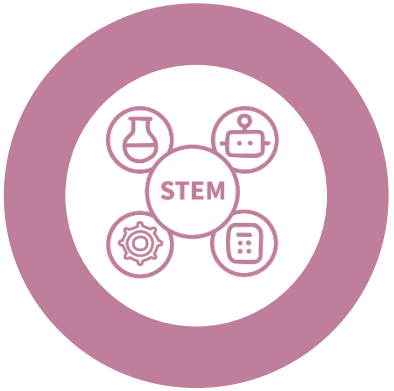
100%

The programme has had a **positive impact on pupil's career aspirations in engineering and STEM**



100%

The programme **helped my pupils think like an engineer by having them work through a design process**



100%

Pupils now have a **greater understanding of engineering and its importance**



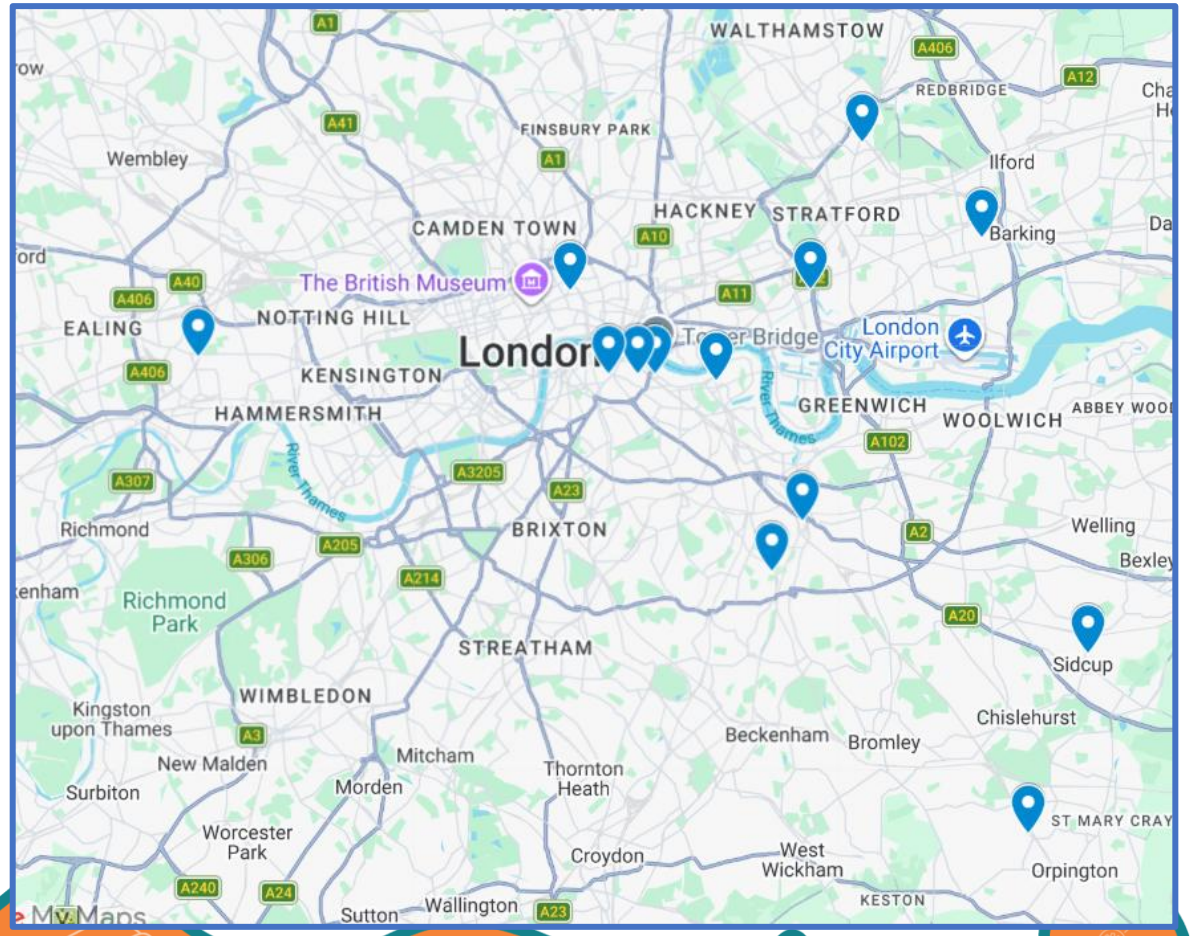
100%

My understanding of how **engineering projects can be used to deliver impactful cross-curricular learning has improved**

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Our geographical reach



Schools

1. Prendergast Ladywell School
2. Marner Primary School
3. Charles Dickens Primary School
4. Albion Primary School
5. Azhar Aademy Primary School
6. Christopher Hatton Primary School
7. Crofton Junior School
8. Ark Priory Primary Academy
9. Prendergast Vale School
10. West Lodge School

Continuation kits

1. Tower Bridge Primary School
2. Snowsfields Primary School
3. Azhar Academy Primary School
4. Altmore Infant School
5. Charles Dickens Primary School

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