

# Enterprise Enhancement Fund 2010-11: seed funding enterprise activities across Yorkshire

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## Background

The Enterprise Enhancement Fund was established by YPEF Services Ltd (now known as Youth Enterprise Services) in 2009 as part of the Yorkshire Forward funded £2.5m Embedding Enterprise in Education Programme. The specifics of the Enterprise Enhancement Fund were developed in response to research into enterprise in secondary schools in the region<sup>1</sup>, which highlighted a need to encourage commitment from whole staff teams to embed enterprise across all areas of the curriculum, ring fence a budget for enterprise education and for staff to have more time off timetable to develop enterprise provision.

The 2010 – 11 Enterprise Enhancement Funding programme incorporated the lessons learnt from the 2009 – 10 programme, focusing in particular on activity which had a greater level of sustainability, the development of learning resources and staff CPD and increased employer engagement.

Over a series of regular funding rounds, secondary schools were invited to apply for up to 60% of costs to a value of a maximum of £2,000 per school to develop and deliver enterprise activities, projects or initiatives that met the Enterprise Enhancement Fund criteria.

**Table 1 Enterprise Enhancement Funding 2010 -2011 by sub-region**

Sub - region	Total number of successful bids	Number of schools supported*	Total cost of enterprise activities	Total Enterprise Enhancement Fund allocated	Total number of students participating	Total number of teachers participating
West Yorkshire	13	20	£35,549	£18,748	1688	153
South Yorkshire	6	7	£19,132	£8,860	134	22
York & North Yorkshire	9	36	£30,923	£18,623	1780	121
Humberside	6	6	£11,328	£7,144	380	27
Total	34	69	£96,932	£53,375	3,982	323

\* some bids were from consortia of schools

The case studies detailed in this report offer an insight into a cross section of the projects awarded funds through the Enterprise Enhancement Fund in the 2010 – 11 academic year. They explore the results of these projects for the students, teachers and support staff involved in terms of personal development and skills acquisition, for schools in terms of their strategic approach to enterprise education and its impact on school culture, and where applicable on the business partners involved, in terms of their role in education and the wider community.

<sup>1</sup> The State of Enterprise Education across Yorkshire and Humber, Dubit, 2009, <http://www.enterprisingyorkshire.co.uk/resources/y>

## Students combine enterprise and rock music in Boston Spa

**Key facts:** Boston Spa School is an 1800 pupil 11-19 comprehensive that falls within Leeds education authority, but lies some 13 miles north east of the City serving urban and rural populations. Boston Spa School is a Specialist Sports College and holds an Education and Business Partnership Award. In 2010 95% of GCSE candidates achieved 5 A\*-C grades, with 51% including Maths and English. At its last inspection in 2009, Ofsted graded the school 3 (satisfactory).

Boston Spa School employs a full time Business Partnership Coordinator from a business background. She has pastoral but not teaching responsibilities.

Enterprise Enhancement Fund Award: £3650 (Consortium bid)

### What happened?

As leader of a consortium of seven Leeds schools, Boston Spa coordinated the first Leeds Amp Awards. The Amp Awards is a music competition for school rock bands where heats are held in each participating school followed by a live final featuring the winning band from each school. Each participating school puts together a business team with responsibility for a discrete aspect of project management to deliver the final event and the key stages in its development.

The Amp Awards in Leeds in 2010-11 were run in collaboration with O2, who provided schools with business mentors, and hosted the final at the O2 Academy in Leeds.

The business team at Boston Spa consisted of a class of Y10 BTEC Music students, and the Amp Awards formed part of their course. The band that won the heat at Boston Spa went on to win the final.

### What enterprise capabilities did the students develop?

The experience of working with business mentors from O2 was seen as extremely beneficial by students in terms of their professional approach and their expectations of the students. One student said of his mentor *'He's made sure we take minutes in our meetings and have actions that we follow up on. It's good to have an outside person with years' experience in business. He won't let us off doing things.'*

Students found that the Amp Awards really tested their **team working** skills, particularly when they were expected to work collaboratively with the extended business team, based at seven different schools. **Communication** became crucial too as students had to rely on business team members from other schools to provide them with information that enabled them to fulfil their tasks, such as collating a merged VIP list from individual schools' lists, and they found themselves trying different tactics to fulfil their tasks, *'Communication has been hard; people don't always respond to emails.'*

Students found that they used their **leadership** skills to manage these situations, taking responsibility for particular tasks and managing their peers to meet deadlines. **Creative thinking** and **problem solving** certainly helped the business team to achieve their tasks, *'we had to be enterprising – thinking of ways to do stuff for free or cheaply'*. The Enterprise Coordinator corroborated this, saying *'they created stuff in the blink of an eye! Things happened and I still don't know how they managed it!'*

The project has **enabled successful participation** of students that don't often engage in initiatives or generally in class. The Enterprise Coordinator commented that one student on the business team who hadn't participated as much as his peers over the project's lifespan really shone on the night of the Amp Awards final, finding a talent for **public speaking**. She also noted how the opportunity to work on the project had given students license to behave in a particular way, and that had had a **positive impact** on one particularly shy student whose **confidence** had been boosted through her participation.

The impact of the final event cannot be underestimated. The Enterprise Coordinator spoke of an energy and pride in the business team that motivated them through the evening. *'Coming to school the next day as the winning team they were beaming, walking round the corridors with a look on their faces that said 'we did this.'*

Participation in the project has been transformational for at least one member of the business team, with consequences for his **attitude** in class and his **academic performance**. The Music teacher responsible for the BTEC Music course commented *'He's realised there's a job out there for him, and that's changed his attitude. The quality of his coursework has improved'*.

The impacts and benefits of the Amp Awards have not been restricted to students in the business team. The Enterprise Coordinator noted that for the winning band, The Gonzos, a Y11 band from



*The Boston Spa business team present their work to judges*

Boston Spa, the experience has been advantageous to their enterprise skills.

As part of their prize they have won mentoring from Chapel Studios in Leeds, and have had radio play from Phoenix Radio and their bookings have increased, providing them with a huge boost and an excellent example of what can be achieved by aspiring musicians in school.

### **What about the staff?**

The Enterprise Coordinator developed her skills in terms of getting businesses involved in school and also working in partnership with other schools. She co-wrote the bid with someone more experienced in multi school projects who was able to act as a mentor, developing her bid writing and project design skills.

Part of the aim of the Amp Awards was to broaden teachers' perception of enterprise and how enterprising skills can be used to enhance the curriculum in all subject areas. Before the project took place, the Enterprise Coordinator commented *'It's part of a process of showing traditionally-minded colleagues that these things are possible in school... dispelling their preconceptions.'* In this respect she feels that the Amp Awards have been useful: *'Teachers now ask me for business contacts relevant to particular pieces of work they're doing.'*

The Coordinator offered an indication of the profile that the Amp Awards has gained in school, commenting that in 2010, one teacher attended the final. In 2011, this grew to eight, who all went away enthused by what the students had achieved. This has also had an impact on the Head Teacher, who was impressed by his peers from the other participating schools praising the event and the project as a whole the morning after the final.

### **And the wider school?**

The interest generated in enterprise by the Amp Awards has spread beyond the Music department. In the Business Studies department there's interest in using enterprise capabilities more, and the benefits of enterprise skills have been recognised by the introduction of a new Fashion course for Y9 that will involve working with businesses, and a stand-alone enterprise module for Y8, from September 2011.

Also in recognition of the importance and utility of enterprise skills, a new budget for Work Related Learning, enterprise and careers has been established.

### **And O2?**

For the O2 mentors this was a valuable CPD opportunity, and it was well set up and supported internally at O2. There was a competitive process to become a mentor as O2 were oversubscribed with expressions of interest to work with schools. O2 is so impressed by the results of the Amp Awards that they want to roll the project out to the other areas of the UK where they have office bases.

The Enterprise Coordinator felt there was a huge benefit to having O2 involved, both in terms of the facilities that were made available to participating schools and the skills and experience of the mentors themselves, who were able to teach students key aspects of enterprise that were not covered in the business team's BTEC Music curriculum, such as project planning.

### **So what's next?**

The Enterprise Coordinator felt that the relationship with the O2 business mentors would be improved by having a role specification for mentors detailing exactly what was expected of them. She is now working with O2 to develop a mentors' pack, which will be transferable to mentors working on other projects.

In terms of the Amp Awards, the Enterprise Coordinator feels that the business teams from the different schools benefitted from an opportunity to meet each other for a day of activities that incorporated elements of business planning, which she will incorporate in the project next year, timetabling it earlier in the project to maximise its benefits.

Longer term, the Enterprise Coordinator would like to see the schools that participated in this year's Amp Awards (which are spread all over Leeds) roll out the project to other secondaries in their area. More widely, there is interest in extending the project into other education authorities.

## Enterprise fuses healthy lifestyle with income generation in Brighouse

**Key facts:** *Brighouse High School is a Business and Enterprise College, with a second specialism of applied learning. It serves around 1400 students aged 11-18, with Sixth Form on a separate site, in the town of Brighouse, around 4 miles from Halifax. In 2010 86% of students achieved 5 GCSEs grade A\*-C, with 61% including English and Maths. At its last Ofsted inspection in 2007, the school was graded 1 (outstanding).*

*The Enterprise Coordinator is the Lead Teacher for Business Studies who trained as a teacher following some years in business.*

*Enterprise Enhancement Fund Award: £2000*

### What happened?

Last year students from Brighouse High School developed a Fitness Suite to be run as a social enterprise for the use of students and staff. This year they wanted to extend the provision to include an indoor climbing wall that could be opened up for wider community use. The Enterprise Enhancement Fund has partly funded both developments.

Both the Fitness Suite and climbing wall have been run as extra-curricular enterprise projects by small teams of Y12 students. The team that developed the Fitness Suite were on hand this year to support the current Y12 business team with the climbing wall.

Enterprise Coordinator, Sue Carter, sees the Fitness Suite and climbing wall as part of a wider programme to introduce elements of enterprise throughout school. She was keen to develop a programme that would leave a blueprint for integrating enterprise into other curriculum areas and chose to begin with the PE department, acknowledging it as an unlikely bedfellow for enterprise, to demonstrate that a project with elements of enterprise would be possible in any subject area.

### What enterprise capabilities did the students develop?

A crucial element of the project is the opportunity for the Y12 business team to achieve Sports Leaders qualifications, gathering evidence for their portfolios through running the Fitness Suite and developing the climbing wall. As a leadership qualification, it gives them a clear skills framework to develop within and against which to measure their own progress.

In terms of development of their enterprise skills, students identified the following examples:

Students are set a termly fundraising target of £100, which must come from sources other than membership subscriptions, testing their **financial literacy**. They spoke enthusiastically about a dodge ball competition that they had organised, raising money by selling spectator tickets. They also developed **communication** skills in organising this event, promoting it at assemblies in school by using influencing and persuasion techniques and presenting effectively, which several said had given them a **confidence** boost.

The day to day management of the Fitness Suite is exercising the business team's **time management and organisation** skills as they work out ways to maximise usage of the facilities, allowing different year groups access to them at appropriate times.

As well as planning improvements to the Fitness Suite (such as installing a flat screen TV, music system and mirrors) and the fundraising necessary to pay for them through a business plan, the team is developing an **exit strategy** by training current Y10/11 students to take over as the business team next year. Into this business plan they have built **risk management** processes, and have put those into use already when the construction of the climbing wall was delayed and plans for the launch had to be altered.

Though the project has been extra-curricular, all members of the business team have found that it's helped them in their academic studies. For one student of A Level Business Studies, using a SWOT helped him see the **practical application of his studies** that wouldn't have happened without the project. The links with studies were also clear for PE students, helping them to link A Level study with the real world, and enhancing coaching aspects of their course. Being trained to use fitness equipment and supervising its use by others has helped one A Level Biology student to learn about the respiratory system in practice. Acting as treasurer for the project enabled one A Level Maths student to use his numeracy skills in a practical context.

All members of the business team plan to mention their involvement with the project and Sports Leaders in their **UCAS applications** for subjects as diverse as Law & Criminology, Business, Primary teaching, Sports Coaching, and an application to work in HR in the Armed Forces.

The project has made a particular impact on one student who joined Brighthouse High School for VI Form. Working with other students outside class has helped her to settle and **make friends**.

The Fitness Suite and climbing wall projects have had strong **social aspects** that were reflected upon both by students and the Enterprise Coordinator. All mentioned how school culture can be positively influenced through the opportunity to spend time with staff and younger and older students, particularly as Brighthouse is a split site school. In addition, the school has been able to promote a **healthy lifestyle** among staff and students in a very practical way.

#### **What about the staff?**

The introduction of the Fitness Suite and climbing wall has allowed aspects of business and enterprise to be incorporated in the PE department. PE staff have undertaken significant specialist training in using and supervising the climbing wall and fitness suite, committing weekends to add to their own portfolio of skills.

#### **And the wider school?**

The Enterprise Coordinator has seen these projects as a good opportunity to pilot ideas about how enterprise can be used across school, and feels that setting up businesses in the PE department has raised awareness among staff from all departments about the enterprise potential of their own area.

The climbing wall is helping the school to strengthen its community links, with agreements over shared use of the wall made with feeder primaries and a local residential school for boys with emotional and behavioural difficulties. The school is hoping to implement the National Indoor Climbing Achievement Scheme to frame use of the climbing wall by these schools, as the scheme is open to children from 7 years upwards. The school is also exploring the possibility of opening the climbing wall facility to the public in school holidays.

There is now a working party chaired by the Enterprise Coordinator for the leaders of subjects included in the English Baccalaureate, each of whom will be allocated resources to explore the integration of enterprise into their subject areas with the Coordinator's guidance and support to further embed it.

Brighthouse is also exploring the option of becoming a teaching school, and their existing cross departmental work on enterprise has provided a model of how these departments might work together should this idea be taken forward.

### **What do they say about the Enterprise Enhancement Fund and enterprise education?**

The Enterprise Coordinator commented that *'Seed funding is unbelievably useful. It made us realise the extent of the opportunity of what started out as a small idea. We've leveraged additional funding from Sport England and from school funds'*. She also described ring fenced funding for enterprise as essential.

For the Enterprise Coordinator and Brighthouse High School, there is a firm belief that enterprise offers a *'massive opportunity for students to develop life skills.... in preparation for the world of work, where they can be competitive in the labour market, offering employers the full package'*.

The Enterprise Coordinator interpreted current curriculum reforms as a potential threat to enterprise education. She noted the academic value of enterprise, but underlined that *'it can't be to the detriment of opportunities to work on real life projects. The two aspects must complement each other.'*

[www.sportsleaders.org](http://www.sportsleaders.org)

[www.nicas.co.uk](http://www.nicas.co.uk)

## Combining creativity and enterprise to generate income in Skipton

**Key facts:** Brooklands Community Special School caters for 50 students aged 2-19 with severe, profound and complex needs, including over a quarter with autism spectrum conditions. The school is in the market town of Skipton, North Yorkshire.

### How did it come about?

The Post 16 Department wanted to build on past successes of combining creativity and enterprise to run a pilot enterprise project producing printed cards for sale initially among school staff and students' families. On this occasion, the school was keen to integrate ITT and to develop teachers' skills in ITT and enterprise. The suggestion of printing cards for sale came from students.

To achieve this, the school needed to:

- Up skill staff and students in desktop publishing,
- Undertake market research to inform choice and design of products,
- Produce a quality result, as this is very motivating for the students,
- Successfully market and sell products.

The school was also keen to include creative work facilitated by Beaumont College (an FE college for learners with physical and learning disabilities in Lancaster), and build a sustainable link with a local printing social enterprise that employs people with learning disabilities.

### What happened?

Students discussed in class what they would like to produce and sell, deciding on greetings cards. Then Beaumont College delivered environmental photography workshops, the results of which provided students with designs to put on their cards. The school employed a social enterprise printing business to provide 1.5 days' training for staff and students on how to run a small business, product design and production, after which the students put their own plans into action.

### What enterprise capabilities did the students develop?

The teacher commented that she had set the project up as a series of well differentiated activities for all abilities. To engage the least able students she employed a range of visual learning techniques, and made sure practical activities were inclusive, setting up a production line, where students **took responsibility** for a particular stage in a process, understanding their role in a **team** contributing to a collective goal. She explained *'It's very important to chunk the work into manageable pieces to help students understand steps in a process. The production line lent itself to that.'*

The students chose a name for their business (Made for You by Post 16) and the designs for the card, exercising **decision making** and **negotiation** skills. This extended to a range of prototypes to help them to decide what kind of paper they would like, what would be written inside and on the back of the cards, and what their logo should look like.

Students also took responsibility for carrying out market research, practicing their **communications** skills and linking into their literacy work. Some students took responsibility for designing an order form and book where they could keep track of orders and payments, and others designed promotional flyers. The flyers formed part of the students' sales strategy for the cards, which they discussed and decided that initially their primary market would be their own families. This was extended to the families of other students in school.

The teacher commented that for some students the project had benefited their **financial literacy**, and that particular elements had enhanced the maths element of their curriculum. Some were able to understand and use a cashflow sheet, and others were tasked with counting the money, which was kept separately and monitored by the students. The teacher said *'They understand that their outgoings must come from their profits. They can deal with invoices for supplies, and see how this changes the cashflow sheet.'* She commented that she had used the project as an opportunity to talk about business finance more generally, generating a class discussion around where money for start-ups can come from. The lead teacher feels that having seed funding from an external source has helped to motivate students, *'They understand it's not from school funds and that they need to use it to generate more money.'*

The teacher commented that the project has opened up other opportunities to the students *'It's excellent for these students to experience an adult work place; it supports their transition to greater independence and adulthood.'* As well as links to Work Related Learning, the teacher highlighted the benefits of the project for students' creativity and citizenship learning.

#### **What staff development opportunities were there?**

Staff development was a key aim of the project and the lead teacher confirms that it has been successful. The 1.5 days' training provided staff with lots of reusable resources and was particularly useful in helping her to understand how a business is run and how to teach that to students with learning disabilities. She feels this has equipped her with the materials and the confidence to teach things that are new to her, saying *'I feel more confident to teach enterprise now.'*

#### **What's next?**

The lead teacher confirmed that the relationship with the social enterprise will continue as a business arrangement and that the project has added a new depth to the school's link with Beaumont College.

There are ongoing discussions about potential developments and extensions to the current project, including improving the quality of the school's other printed material, and introducing new products, such as a school newsletter. The school has started to think more about income generation through diversifying the paper product range, and students have suggested Christmas cards and calendars and are considering a satisfaction survey of existing customers to inform future development. There is also potential to use the income generation model to extend to other businesses the school could provide such as cooking meals. This may be reflected by curriculum changes to include the ASDAN enterprise short course.

## Using enterprise to help two schools merge in Sheffield

**Key facts:** Myers Grove is a 630 pupil 11-16 school in North West Sheffield. After being issued with a notice to improve by Ofsted in 2008, it was re-inspected as satisfactory in 2009. The school holds the Excellence in Enterprise Education Award from Warwick University. In September 2011 Myers Grove will merge with Wisewood School and Community Sports College, a nearby school of similar size, rated outstanding by Ofsted in 2009, to form an 11-19 school, Forge Valley Community School, built through the Building Schools for the Future programme.

Enterprise Enhancement Fund Award: £4000

### How did it come about?

The new school established from the Myers Grove/Wisewood merger will have a keen interest in business and enterprise, with a 4-unit enterprise centre at the school's entrance. Three of these units will be offered to local businesses or entrepreneurs as incubator units, and the fourth will be a school shop, which the School's Enterprise Champion and senior staff were keen should be collaboratively developed and operated with students.

The Enterprise Champion took advantage of the shop development as an enterprise activity for groups of students from both schools to work on together, getting to know each other before the merger, and also as an opportunity to raise teachers' awareness of the potential of enterprise skills in the classroom and of the real-life business scenario that the school shop could provide.

Another aim of the Enterprise Enhancement Fund project was to foster links through enterprise activity with Sheffield Hallam University and Sheffield University to raise students' awareness of and aspiration to access HE.

### What happened?



A group of mixed ability Y9 students from each school was chosen to form the business development team for the school shop. Throughout the project, students completed various tasks to learn how similar shops are run, with visits to the Sheffield University Students' Union shop, and the Cadbury factory shop in Sheffield, exploring topics such as customer care, stock selection and merchandising.

They also developed marketing strategies and conducted consultations with other students about aspects of the shop and its offer, including its name. They researched branding and marketing of other organisations, and had

workshops on running an online shop and presenting to stakeholders from local entrepreneurs and Venture Matrix students from Sheffield Hallam University.

Some elements of the shop development were also integrated into the maths and English curricula.

### **What enterprise capabilities did the students develop?**

Both students themselves and staff felt the activities had really benefitted students' **financial literacy**. By completing tasks based on shop stock, students were able to calculate profit, and put together budgets and forecasts.

Students' **communication** skills developed during the shop development were complemented by their English lessons, where they worked on presentations for the Head Teacher and governors, and explored language techniques in advertising, marketing and slogans in different media. They also felt that the time spent with students from the other school would make joining them in Y10 in September a little easier, *'It'll be less awkward when the schools merge. It's been good preparation – we've got to know each other.'*

Students found that **team working** was essential to effectively developing the shop, and that they each had the opportunity to take on a **leadership** role in some aspect of the work. They also found that the project helped them to develop their **organisation and time management** skills, working on a real life project with a real deadline.

Many found that the opportunity to learn from people other than their teachers and in settings outside school enhanced their experience, *'You can learn more from people outside; teachers have sometimes always been teachers, they might not have other experience.'* They also recognised that working with young people in this way can be a development opportunity for business people or students like those involved in skills workshops for the shop development, *'Sometimes people don't get a lot of chance to talk to kids, so this is like a new experience for them.'*

Students saw how their enterprise skills may be **useful in later life**, *'to pitch to businesses, or if you want to start a business, getting your point across,'* and *'knowing more about the IT stuff is good for job hunting.'* Another added *'It's improving our skills. It gets you to think more – learning life skills. It can lead to other things – it can open doors. It's a fun way to learn.'*

The Enterprise Champion also feels that students' **business knowledge and understanding** has grown, *'they now understand that there's a wealth of different skills needed in a business and have begun to see where their own skills fit in to that.'*

### **What staff development opportunities were there?**

One participating member of staff was a Graduate Fast Track trainee teacher of English, and believes participating in the project has been a good learning opportunity for him as a trainee, appreciating the opportunity to use more of his life skills and experience in addition to purely academic knowledge. Following the project, he secured a job in a Sheffield Business and Enterprise College from September 2011. The Enterprise Champion has already contacted his counterpart at the school to highlight the trainee's enthusiasm and aptitude for enterprise through the English curriculum and beyond.

The participating maths teacher has developed new resources based on shop-orientated maths tasks that are now integrated into the curriculum for the new school. The Enterprise Champion feels she got a lot out of the shop project in terms of professional development, seeing how enthusiastic students were about applying maths to a real life task.

#### **And more widely for the school?**

The Head Teacher of the new school has expressed an interest in employing school students to staff the shop, as an introduction to the world of work and a safe environment for enterprising students to explore their business ideas. This opportunity will be open to the students that have participated in the shop development project, and also more widely.

The links forged with the enterprise arms of both Sheffield universities will continue after the new school opens. The Enterprise Champion commented that *'the end of the Aim Higher programme leaves a gap for secondary school students to have access to undergraduates and university facilities to raise aspirations and awareness of HE.'* He hopes that university students will take on arm's length management of the school shop as an enterprise project, managing school students to run it on a day to day basis.

#### **What do they say about enterprise in schools?**

The Enterprise Champion sees a challenging and uncertain future for enterprise in schools, but takes the positive view that lessons can be learned from past successes in this area, and that this is a chance to *'drop things that don't work or can't be measured'*. He added that this is a time to grasp new opportunities, and feels hopeful that Ofsted's endorsement of business and enterprise will be taken into account in the curriculum review.

Speaking about ring fenced funding for enterprise in schools, he commented that *'the EEF has been really good. Seed funding is useful to help schools focus on enterprise activities, taking opportunities to use external venues and expertise'*.

## **Enterprise facilitates transition to secondary education in Keighley**

**Key facts:** Oakbank is an 1800 student 11-19 Sports Specialist College in Keighley, West Yorkshire. It is a Foundation school serving urban and rural populations. In 2008 Oakbank became the first West Yorkshire school to be awarded the Warwick University Excellence in Enterprise Education Award at the highest level. In January 2010 Ofsted issued Oakbank with an order to improve. At its latest inspection in February 2011, Ofsted graded the school 3 (satisfactory). In 2010 62% of Year 11s achieved 5 GCSEs grades A\*-C, with 41% including Maths and English.

*Enterprise Enhancement Fund Award: £1300*

### **How did it come about?**

One of Oakbank's enterprise improvement priorities is to embed enterprise in school and to share this with the wider school community. Enterprise Coordinator, Jeanette House, interpreted this as part of the school's ambition to work more closely on enterprise activities with its broad mix of feeder primaries. There is already a good working relationship between Oakbank and the primaries, mostly focused on sports activities to reflect Oakbank's specialism, and Jeanette was able to build on that by focusing on clear outcomes for all students and staff involved.

For the students, the project aimed to *increase the confidence, self-esteem and awareness of their transferable enterprise skills base of both primary and secondary students through stimulating, innovative and exciting workshops and shared experiences* without these needing to be in a Work Related Learning context or delivered on school trips.

For present Oakbank Y7 students, the project presented an opportunity to *consolidate their enterprise skills*, and for primary students and potential future Oakbank students an opportunity to *develop a richer and broader understanding of enterprise and be more confident in facing the challenges of secondary school*.

Oakbank was concerned that teachers generally can have a narrow view of the potential of enterprise education, and felt that setting up activities targeting Oakbank teachers from different subject areas not immediately associated with enterprise in a *supportive environment would highlight opportunities for cross curricular work involving enterprise*, as well as drawing out their hidden talents to allow teaching to become more adventurous, innovative and exciting.

### **What happened?**

Year 7 students from Oakbank worked with Year 5 pupils from six local primaries on a range of full and half day workshops, some externally facilitated and some delivered by Oakbank staff, on a range of enterprise skills. These included communication, problem solving, personal finance, self-confidence and esteem, the UK economy and business supply chains.

The Enterprise Coordinator invited applications from primary schools and the activities were quickly oversubscribed. She acknowledges that it required a significant commitment on the part of the primaries in terms of time and funds as each primary had to pay for its own supply cover to release class teachers and for transport to Oakbank.

### **What enterprise capabilities did the students develop?**

The Enterprise Coordinator feels strongly that the activities gave the students an opportunity to *'find out what they are good at, not in a subject silo, but in a skills-based context'* that could be translated to any subject area.

The students were deliberately mixed in **teams** so that they didn't work with their friends. In these unfamiliar groups they worked out ways to complete the various tasks set, negotiating ideas and strategies with unfamiliar peers.

The Enterprise Coordinator commented that quieter students were able to argue their points on a level footing with more confident peers, taking a **leadership** role, and that some of the students who are usually more outspoken took a back seat in some of the activities, *'The leaders weren't always the obvious ones'*, she said.

**Communication** was a major skill that children worked on during the activities. In a situation where they had to work with peers and adults who they didn't know, they completed activities that helped them to understand communication as a multifaceted skill, working on body language, effective listening strategies, and boosting confidence to enable them to be all round communicators. As a result the students were able to successfully incorporate their learning into quality **presentations** that impressed the staff.

The Enterprise Coordinator commented that through the enterprise activities the Oakbank students were able to have an extended focus on enterprise, which is usually delivered through a weekly tutor period. Staff and students felt the benefit of this deeper engagement with the subject matter, as a result of the extended contact.

### **What about the staff?**

The Oakbank staff who attended and facilitated were Y7 tutors who come from various subject areas including maths, French, English, Design Technology and drama. The Coordinator commented that the tutors enjoyed seeing students in a different context; getting to know them as people rather than students of a particular subject, and being surprised at how able and resourceful they were. She felt that this enabled the tutors to see the potential of students, particularly those who don't perform well academically in that tutor's own subject area, and recognised that such an insight can alter relationships between particular staff and students.

The Coordinator felt that the opportunity for primary and secondary staff to work together was positive, and commented on how well this had worked and the good feedback it had generated from both groups, which she hopes will contribute to Oakbank's continually strengthening relationships with its feeder primaries and the dynamics in the Family of Schools.

The Coordinator felt that the decision to have a mixture of externally and internally facilitated activities had given participating teachers an opportunity to showcase their talents and interests without the pressure of having to organise everything. Teachers also benefitted from participating in externally funded activities that have contributed to their professional development.

### **What do they say about enterprise?**

The Coordinator says she is very keen to repeat the activities next year, though it is resource dependent and she recognises that though this was a cost effective learning opportunity, it does have cost implications and resources are shrinking.

She sees this as part of a wider crisis of enterprise in schools, stating that though enterprise can have a major impact, funding is being withdrawn. She cited the reduction in capacity or demise of local school enterprise resources and the fact that private providers' fees are rising as compounding the situation. Coupled with the removal of ring fencing of enterprise funds through the School Development Grant this presents an unclear future, *'Schools where enterprise is valued and established will still invest, but other schools won't'*, she concluded.

## Enterprising Y9 students innovate hospital fundraising in North Yorkshire

**Key facts:** Tadcaster Grammar School is a 1600 pupil Business and Enterprise College in Tadcaster, a market town located 15 miles east of Leeds and 10 miles west of York. In 2008 Ofsted graded the school 2 (good). In 2010 79% of Y11 students gained 5 or more GCSEs at grades A\*-C, 57% including English and Maths.

Enterprise Enhancement Fund Award: £450

### How did it come about?

Tadcaster Grammar School regularly works in partnership with the York Hospital NHS Foundation Trust, usually on transition projects with Y6 students and on enterprise events for Sixth Formers. As a major local employer, the Trust is keen to build a relationship with local schools and the school recognises the value of this relationship in the special access it gives their students to the Trust, highlighting varied career opportunities and showcasing the range of skills necessary to operate a large business, as well as offering students a chance to become involved in their local community. The school was interested in broadening this partnership with the Trust to include new year groups.

### What happened?

Term time work on charities through the Y8 Life Skills curriculum challenged students to generate innovative fundraising ideas. The students that showed most aptitude in the activity and most interest in working on activities that benefit the school's wider community were invited to participate in an extra-curricular extension activity in the Easter holiday, funded by the Enterprise Enhancement Fund.

The Trust's Fundraising Manager set an open brief to students to develop and realise an idea to generate income for the Charitable Trust in the hospital foyer. For two days students worked in teams in school to decide on and, where necessary, develop products, and on the third day the teams took turns to set up their stalls in the hospital foyer.

Some of the aims of the project were:

- To inspire young people to make a difference,
- To encourage students to consider the enterprise skills required to produce a successful end product,
- To promote team working, problem solving, independent thinking, communication.

### What enterprise capabilities did the students develop?

The participating students were divided into teams of eight by the Extended Services Coordinator who organised the activity. This separated students from their friends and usual working groups to create a challenging dynamic, taking students out of their comfort zones. Teams were then responsible for **negotiating** and allocating roles between themselves, which they responded to by playing to the strengths of individual team members. Each student was then expected to contribute effectively to the overall team effort as well as **leading** their own particular area of work.

The Extended Services Coordinator felt that the students responded well to the task, recognising that the challenge was different from a typical school exercise, *'They knew they'd have to sell whatever product or concept they came up with in a public place in the hospital after only two days to prepare. The challenge of a short time frame and the competitive element motivated them.'*

Though restricted by time and practicalities, the Extended Services Coordinator felt that students' **creativity** was unlocked by the open nature of the brief, *'They had to interpret the brief quickly, which made them focus and made good **time management** and **communication** vital.'* Some **teams** made use of resources available to them in school, such as making soap to sell; others used hospital products such as stationery and thought about their marketing and presentation to boost sales, and others decided to run a tombola. The Extended Services Coordinator feels that this type of pressured challenge can encourage students to be resourceful *'It's always surprising how well they do. It's easy to underestimate what students can produce in a short space of time.'*

The Extended Services Coordinator also commented on the added value of **working outside school** and their relationship with the hospital. On the day of the challenge, the students got a tour of the hospital and were treated to lunch in the canteen. *'It really opens their eyes to what's going on in their community'*, he said.

The students' **communication** skills became particularly important when the teams took their turn to sell their products to members of the public. With the objective of generating as much income as possible, an efficient, friendly manner with actual and potential customers was essential.

### **What has happened as a result?**

The Y8 Life Skills curriculum now has the charities module embedded, and it is hoped that such an extension activity may be offered again in the future. In addition, the success of charity fundraising to develop enterprise skills has encouraged the school to sign up for Giving Nation, where schools are sponsored £50 per class to seed fund fundraising ideas.

The school's partnership with the hospital continues to strengthen. The Extended Services Coordinator is keen that students have the opportunity to explore the vast range of careers, particularly the non-medical, available through the NHS. By meeting the Fundraising Manager on this task, students have learned more about how the hospital works, and later in their school they will meet some of the Trust's recruitment and marketing staff, among others. The next activity in partnership with the Trust will be a transition summer school for Y6 students coming into Y7.

[www.g-nation.org.uk](http://www.g-nation.org.uk)

## Enterprise brings maths and science to life for Y10 in Dewsbury

**Key facts:** *The Community Science College @ Thornhill is a specialist Science and Maths college south of the West Yorkshire town of Dewsbury. It has 660 students aged 11-16. At its last Ofsted inspection in 2010, The Community Science College was graded 2 (good). In 2010 84% of GCSE candidates achieved 5 A\*-C grades, with 44% including English and Maths.*

*Enterprise Enhancement Fund Award: £1740*

### How did it come about?

Evidence from a 2009 Work Related Learning audit, and reports from the maths department that more able students were failing to aim high enough, led Thornhill to devise a three year plan to embed enterprise learning in maths and science at KS3 and KS4. The aim of the plan is to motivate students in these subject areas by teaching them in a format more readily applicable to real life, so students can see how their skills can be used in the world of work.

In 2010 the plan focused on KS3, with enterprise activities for Y8 that have now been integrated into an annual programme, and teachers of history and music having changed aspects of how they deliver particular schemes of work due to what they learned in the enterprise activities.

In 2011 Thornhill ran two collapsed timetable days for Y10, branded as Maths and Science Roadshows. These days had explicit aims to:

- Raise attainment in maths by improving functional maths and financial understanding, and in science by increasing understanding of how enterprise is applied in industry and manufacture,
- Develop enterprise skills including teamwork, problem solving and decision making with a view to using these to inform Record of Achievement Personal Statements,
- Build links between the students and school as a whole with local businesses, and
- Support staff to increase their own understanding of enterprise and work related learning and how this can be embedded in and enhance schemes of work.

### What happened?

The first day was facilitated by Bradford University School of Engineering, where students worked on an activity designing and making hovercraft. On the second day students visited local businesses, initially contacted on the school's behalf by COMPACT, to take part in activities that illustrated the use of maths and science in the workplace.

### How did the Maths and Science Roadshows help the students to be more enterprising, and what enterprise capabilities did the students develop?

Students found that the various activities and visits enabled them to practice a range of different enterprise skills. They highlighted one particular session that had enabled them to see how **financial literacy** could be useful in the workplace, *'We did an activity on finance with the Army – we had to cost materials, work out profit and loss....We saw how they use maths in their jobs.'*

Several of the visits to businesses and organisations required students to respond to practical challenges, working in **teams**, *'At Sandal Castle we used **problem solving** and **imagination** to build a catapult from a few basic materials.'* They added that the activities were deliberately planned to test their enterprising nature, *'They didn't really give us many instructions on how to do it – we had to work it out.'* Some students felt that the challenges had taken them out of their comfort zones, requiring them to be **resilient** enough to respond, *'We also had to keep a **positive attitude**, sticking at an activity that was difficult and we hadn't done it before.'* They also identified that *'When we built the hovercrafts **teamwork** and **communication** were crucial.'*

Students also commented that being **taught by professionals** who use maths and science skills on a daily basis in the workplace, made a difference to their experience and enjoyment, *'It was good to meet a pharmacist, whose job is to invent stuff, coming up with solutions. Professionals know their job and can explain about it. It's a relaxed way to learn.'* Students also appreciated that there were learning opportunities for the businesses involved, commenting that *'It's good development for them too, and they can persuade people to join their profession.'*

Students also appreciated the opportunities that were available to them when learning outside the classroom. One commented *'I liked working with professional welding equipment that's better, more professional, than what we use at school'*. Another student highlighted how opportunities to learn from different people in a different environment can **broaden horizons** about what options there are on leaving school and the importance of risk taking or trying new things: *'It's an opportunity to see real world jobs. It opens up more careers options and ideas to pursue new things. Takes you out of your comfort zone - I didn't think I'd enjoy welding, but I did.'*

Students were also able to consider the longer term impacts of the skills they had developed through their enterprise activities, saying they felt that the skills they'd developed would be useful to them **after leaving school**: *'These skills [**communication, team work**] are useful outside of school; for **job hunting** and **working**'* another student demonstrated her understanding of the transferability of enterprise skills, adding *'These skills aren't just useful in the careers we've seen people in, but in loads of other jobs too.'*

A visit to a textile recycling company with charitable aims to help underprivileged communities in Africa has made quite a difference to some students. Seeing and understanding this work first hand has transformed some attitudes towards fundraising and aid work, and the school is now actively pursuing a relationship with them. Coordinator, Linda Garside, is also hopeful that new contacts with businesses such as this will be useful for students studying the alternative curriculum.

### **What about the staff?**

The funding bid to the Enterprise Enhancement Fund was the first the Coordinator had ever written, and she has subsequently had two further funding application successes, boosting her confidence in developing projects and explaining them to funders, as well as nurturing a new interest in fundraising.

The Coordinator is pleased with the professional development that she and her colleagues have had through the Science and Maths Roadshows. She spent time consulting with teachers in the maths and science departments, buddying the less confident or experienced with more assured colleagues

to build their confidence in the approach and support them to see how synergy with schemes of work could be identified, and was pleased by their enthusiastic response.

Teaching staff from both departments attended the Roadshow days to learn how they might be able to adapt its principles to enable them to deliver something similar in the future. One teacher is preparing to pilot a new engineering activity at the end of the 2011 summer term. The Coordinator is confident that without the initial facilitated activity these spin off developments wouldn't have been possible; they have stimulated the imagination and creativity of teaching staff to think again about how particular elements of the curriculum can be delivered. As a result the science activities are embedded now in the GCSE science curriculum.

The Coordinator commented that there were also extra-curricular development opportunities through the enterprise activities for teaching staff, explaining that '*Some teachers found that leading trips out of school took them outside of their comfort zone,*' which she managed by encouraging and expecting those involved to develop a relationship with their contact in industry, reporting increased confidence in taking students out of school and in working with external agencies or individuals.

### **So what's next?**

Key to the sustainability of these activities and their impacts has been the emphasis on individual teachers building and nurturing relationships with contacts in business. The Coordinator is confident that some of the contacts with business that have been made, which she describes as excellent, will be continued into the future by individual teachers who now have first-hand experience of how external facilitators can enrich teaching and learning.

The Maths and Science Roadshows have been so successful in highlighting how enterprise threads through schemes of work in those subjects that the Coordinator plans to support the Design Technology department to integrate their schemes of work in the same way. Though she is still supporting maths and science teachers in this work, she plans to have handed over all responsibility ahead of next year's enterprise activities.

One area that the Coordinator is keen to strengthen is that of monitoring and evaluation of student progress in enterprise and Work Related Learning. This year simple baseline and summative evaluations were taken, and the Coordinator hopes to develop a more rigorous version next year that will incorporate more robust measurement of the development of enterprise skills.

### **What do they say about enterprise?**

Of the Enterprise Enhancement Fund, the Coordinator reported that '*We wouldn't have been able to deliver the activities without it,*' explaining that budget cuts in school mean external sources of funding are increasingly important, and that they '*open up opportunities for schools*'. She also felt that the fact that the resources that had financed the previous year's activities were ring fenced had secured their delivery. She worried that for schools where enterprise isn't a priority the change in funding arrangements would be detrimental, saying of Thornhill '*Whatever happens [to funding] we'll carry on here; it's embedded.*'

## E Factor kick-starts embedded enterprise learning for Y9 in the East Riding

**Key facts:** *Wolfreton School is one of the largest 11-18 community secondary schools in the East Riding of Yorkshire with over 1800 students on roll. It is a Specialist Language College and is located in a village 5 miles west of Hull. In 2010 70% of Year 11 students achieved 5 or more A\* - C grade GCSEs including English and Mathematics, and 85% achieved 5 A\*-Cs in any subject. In 2009, Ofsted inspected the school and graded it 3 (satisfactory) though rapidly improving.*

*Enterprise Enhancement Fund Award: £1600*

### How did it come about?

Following an audit of enterprise provision, Wolfreton identified a gap in provision in Y9. The Enterprise Coordinator was keen to buy in ready-made resources that could be delivered in school, commenting that development time is limited by her 100% teaching commitment.

The E Factor resource appealed to her because it seemed to offer something a little different from other market options, and she hoped to maximise the teacher development and community relationship building and evaluation methods that come as part of the E Factor package.

The aims of the day were to:

- Improve the quality and enjoyment of students' enterprise learning experiences,
- Develop links with businesses and community groups to promote learning,
- Encourage, promote, support enterprise activities to enhance students' life experiences,
- Active participation by all Y9 by open ended, initiative based, challenging work,
- Develop employability skills of communication, teamwork, practical numeracy, problem solving,
- Run an activity where students can contribute to team goals and develop a positive, can do attitude,
- Acquire a sustainable staff CPD resource.

### What happened?

The E Factor Challenge day activity consists of:

*students (working in small teams) plan and recruit a new band which they then have to market and secure investment for from a panel of Judges. They compete with the other teams to see who can give the best sales presentation using all their skills and talents.*

It involves students working on:

*Planning, recruitment, marketing, sales, production and financial literacy*

### What enterprise capabilities did the students develop?

The Enterprise Coordinator commented that she and colleagues had intervened in the delivery of the activity to maximise outcomes for students: *'We allocated teams to split students up from their friends, taking them out of their comfort zone,'* she added that working with unfamiliar peers had forced students to behave differently from a normal classroom situation *'they negotiated roles within those teams, playing to the strengths of individuals'.*

The Enterprise Coordinator and her colleagues were *'amazed by what was produced,'* citing in particular the **presentation** skills that students demonstrated, indicating the changes in **confidence** necessary for some students to fulfil their potential, and the success of **problem solving** tasks, which she said had been handled particularly **creatively**.

The Coordinator expressed delight in the achievement and behaviour of one student in particular who is usually poorly behaved in class. She commented that the enterprise activity gave him scope to explore his skills, where he emerged as a natural **leader** and won a prize for his performance during the day. She was also surprised by the beneficial effect of the learning style on one shy student who *'came out of her shell to negotiate a deal'*.

Colleagues were surprised at the enthusiasm generated by the competitive nature of the exercise and its impact on the students: *'They're often late back to class after lunch. On enterprise day they were queuing to get back in the room! Some even asked if they could work on their presentations over the lunch break.'*

**Financial literacy** had been identified as a particular area of need for the cohort, and the Coordinator was satisfied that the enterprise activities had provided an engaging way for it to be explored by students: *'The number work was engaging because they understood why **budgeting** was necessary. They were motivated by calculating their **profits**'.*

The Coordinator felt that overall the activity would prepare students well for the Employability Skills element of the Preparation for Working Life course taught in Y10 and Y11, and commented that the learning styles employed facilitated a more level playing field for less academically able students.

#### **What staff development opportunities were there and what's been the impact of these?**

The Enterprise Coordinator was pleased that all the staff involved in the enterprise day, from various subject areas, reported that they had enjoyed it. She commented that about 80% of participating staff had said on their evaluation forms that they had found the day excellent. A few thanked the Coordinator personally for her work in organising the day, and one has volunteered to run it next year with the Coordinator.

The Coordinator confirmed that *'Packages of work around enterprise are already sorted out for next year and a timeline for delivery is in place.'* She commented that delivering the activity herself will be a new venture and explained her motivation: *'I want to deliver as well as the external provider did,'* adding *'I've given a lot of thought to how I'll do it, and I feel quite nervous about it, but once I've done it once it'll be fine. I'll play a role – I won't be a teacher on that day.'*

The Enterprise Coordinator felt that the enterprise activities had already had some professional development benefits for herself and her colleagues, who had learned more about managing budgets and more general project management of the enterprise days and their follow up. She commented that as a staff group they are *'already mapping the appearance of enterprise skills across the curriculum'* to maximise opportunities for learning through the various enterprise skills.

The Coordinator has also identified professional development opportunities for the coming academic year, when the resources bought will be used to up-skill staff. She commented that new staff are particularly keen to explore opportunities for learning using enterprise skills.

## Conclusion

The students interviewed for this research readily identified the development and acquisition of a range of enterprise skills through the projects, and this was supported by evidence from teachers. Students were also eloquent and emphatic about the longevity and transferability of these skills, immediately seeing them as useful outside of school and on leaving school. Involvement with business partners and external agencies was also seen as an enriching experience, with many students and their teachers recognising that such engagement can broaden horizons and motivate learning.

Professional development has not been restricted to the Enterprise Coordinators, but has extended to other members of staff. Many of the Enterprise Coordinators interviewed identified staff awareness of and capability around enterprise education as a development need to be addressed through the Enterprise Enhancement Fund projects. The projects have been instrumental in introducing and beginning to embed enterprise education across a range of subjects and therefore with a range of teaching and support staff. There is considerable evidence of changed behaviour as a result, and positive prognosis for further development and embedding of enterprise in school culture.

Some lasting relationships have been forged with specific business partners, as well as a more general recognition of the value of engaging external agencies in school that will lead to seeking out and developing new relationships with different partners in the future.

These case studies must be understood and considered in the wider political context that enterprise education occupies. Dubit's 2011 research<sup>2</sup> revisiting their 2009 work<sup>3</sup> reveals evidence that despite progress in some areas, the status, embeddedness and sustainability of enterprise education in secondary schools in the region is still often fragile.

In the 2011 report enterprise education was found to be integrated within Business Studies, PHSE and vocational studies, but there is still a long way to go to achieve this in other subject areas. Though greater strategic planning of enterprise education was reported through the establishment of policies and greater governor involvement, Enterprise Coordinators reported having less time to develop enterprise than two years earlier, and many respondents said that the budget for enterprise had shrunk since 2009, and was expected to shrink still more in 2011-12. Coupled with evidence from the same report that the greatest barriers to embedding enterprise education were time and money, this reality is worrying.

The Enterprise Coordinators interviewed for the current research were asked their opinion on the outlook for enterprise education in the light of the development of the English Baccalaureate and the curriculum review, and the increase in the types and numbers of schools not obliged to follow the National Curriculum.

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<sup>2</sup> The State of the Nation: Enterprise Education in Yorkshire & Humber, Dubit, 2011  
<http://www.enterprisingyorkshire.co.uk/resources/y>

<sup>3</sup> The State of Enterprise Education across Yorkshire and Humber, Dubit, 2009  
<http://www.enterprisingyorkshire.co.uk/resources/y>

The current curriculum review and its likely result of a slimmed down National Curriculum was felt to offer some opportunities for schools to pursue and develop special interests such as enterprise education, and there was hope that heed would be paid by the Government to Ofsted's recent recommendations that the curriculum review should 'consider the place of well-planned provision for enterprise education...at all Key Stages.'<sup>4</sup> However, there was concern that an increased focus on academic subjects suggested by the curriculum review and the introduction of the English Baccalaureate would negatively impact the status of enterprise education.

The consensus was that schools that have a standing commitment to enterprise education, with robust, established provision, leadership buy in, appropriately trained teachers and usually a designated budget, would continue their work in this area. Though there is an expectation from Ofsted that schools and colleges will improve their enterprise education provision, with weaknesses highlighted in assessment, business engagement and teacher professional development, the Coordinators expressed concern over the ability of schools that have little or no experience of enterprise education to respond to this. This seems particularly important if targeted support and investment of the kind provided by the Enterprise Enhancement Fund were no longer available to enable schools to explore the impacts of enterprise education for their students, teachers and communities and reap the widespread benefits of doing so, as the schools in this report and many others have had the opportunity to do.

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<sup>4</sup> Economics Business and Enterprise Education, Ofsted, 2011 <http://goo.gl/lrmBD>