

Embedding Enterprise: Roll out of  
Rotherham Ready  
Evaluation

FINAL REPORT

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## SUMMARY

1. The roll out of Rotherham Ready has been part of a regional £2.5million Embedding Enterprise in Education programme in Yorkshire and the Humber. The programme has been financed by Yorkshire Forward and managed by YES - Youth Enterprise Services, (formerly YPEF Services Ltd) who have commissioned this evaluation.
2. Rotherham Ready is an established and successful enterprise education movement that has grown from being a project. It applies across the whole borough of Rotherham and to the 4-19 age range, for all abilities and is part of the Council's Children and Young people's Service. Rotherham Ready also has close working links with Rotherham Youth Enterprise and with the Council's economic development team.
3. The roll out of Rotherham Ready has entailed the primary schools element only. The allocated budget from the programme funding was £400,000 over 4 years up to 31/7/2011.
4. The focus of Rotherham Ready at the primary stage is on learning through enterprise as a way to achieve learning outcomes across the curriculum. A portfolio of resources and materials has been developed by Rotherham Ready and partners and the team has accumulated expertise in using the resources and delivering the materials over a six year period.
5. The roll out started in Hull in 2008 when Hull Ready was launched. This has been a full replica of Rotherham Ready's primary programme and has used 85% of the project resources, including the cost of a full time project manager, based in Hull but employed by Rotherham MBC. Hull Ready also operated as a salient for the roll out by accommodating participants from schools in other local authority areas.
6. The three areas which followed in the second half of 2010 were Calderdale, North Lincolnshire and Scarborough. With Hull, they each represent quite different contexts from one another and from Rotherham although Hull possessed many of the ingredients already in place in Rotherham. This variety was a good strategic decision by YES because it built upon previous work and responded to local interest. It served to demonstrate the transferability of Rotherham Ready and it also represented additionality of regional coverage in that five other local authorities in the region with money from LEGI already had their own enterprise education projects.
7. The three added areas had less time and resources (£15,000-£25,000 each) for delivery and they concentrated on two elements of the Rotherham Ready portfolio ie Inspire Training of teachers and school-based Make £5 Blossom projects involving a loan from and help by a business partner to set up a business venture, make money and repay the loan. Before joining in the roll out of Rotherham Ready, teachers from North Lincolnshire and Scarborough had joined Hull Ready's Inspire Training which helped to stimulate wider participation from these areas.
8. In the short time available, 79 teachers from 63 schools in these three areas took part in Inspire Training and 24 schools ran Make £5 Blossom projects in the last term of 2010/11. The majority of schools and teachers were from North Lincolnshire where Council officers were able and willing to provide a lot of regular support.

9. Hull Ready had a set of project targets, almost all of which have been exceeded, some significantly so. The actual achievements in Hull include 62 new schools involved (80% of the city's primary schools), 155 teachers trained, 44 businesses involved and 4,520 young people benefiting from the learning opportunities. Hull also had targets for schools achieving the Warwick Award but these were not met, largely because of changes leading to the new national standard.
10. Across all four areas, the roll out went well, helped considerably by local networks of teachers and local coordinators. The roll out happened most effectively through facilitated diffusion and word of mouth rather than through top down exhortations from YES or Councils urging schools to take part. In particular, Head Teachers and their staff were very receptive to the fresh approach to learning through enterprise.
11. In most cases, everyone involved was very complimentary, enjoyed the experience, learned a lot and want to continue. The work of the children is very impressive, as is their grasp of some abstract concepts. The teachers have done well in applying the materials and completing the projects. They value the training and the support provided by Rotherham Ready and by YES, and have appreciated the businesses' input, for whom the feeling is mutual. Hull Ready intends to continue as does North Lincolnshire; prospects in Calderdale and Scarborough are a little more uncertain although the schools are keen to carry on.
12. Overall, this has been a good project, done in a measured manner although it would have been better to have the other three areas join in earlier to get more benefit. The roll out has had a widespread impact in Hull and has made inroads quickly in North Lincolnshire. The Inspire Training has resonated with teachers, fulfilling its inspirational and motivational purposes. Make £5 Blossom has been an effective showcase for the schools with their parents, local communities and in the media, as well as making significant profits to reinvest. Children have flourished during their participation.
13. The roll out has served its demonstration purpose, aided by the original investment from Yorkshire Forward. Sustaining the activities in a new and more austere era will depend upon continued conviction locally that this is a priority for resources. It need not cost very much in terms of money and is helped a lot by energy and goodwill.

## 1. Introduction

- 1.1 This report has been commissioned by YES (Youth Enterprise Services), formerly known as YPEF Services Ltd. YES fulfils the secretariat function for the Young People's Enterprise Forum (YPEF), a partnership of public and private sector bodies in the Yorkshire and Humber region whose shared aim is to promote enterprise to young people through enterprise education.
- 1.2 Yorkshire Forward, the regional development agency, was influential in the formation of YPEF and the successive Regional Economic Strategies have, in various ways, referred to enterprise culture and to enterprise education. By investing £2.5m in a programme 'Embedding Enterprise in Education', Yorkshire Forward backed YES to deliver the programme which would develop a sustainable enterprise culture within Yorkshire and Humber and which would enable teachers, schools and colleges to respond to the challenge of preparing children and young people to contribute to the future economic success of the region. The programme comprised the following elements:
- ❖ Primary
  - ❖ Secondary-Enterprise Programmes
  - ❖ Further Education
  - ❖ Initial Teacher Training.

Separately, Yorkshire Forward also backed a regional Graduate Entrepreneurship programme run by the region's Universities.

- 1.3 In February 2011, YES commissioned us to carry out the evaluation of the Roll out of Rotherham Ready, this having been the element of the programme relating to the Primary stage of education. Rotherham Ready had been an enterprise education project covering all stages of education across the whole Borough. It had been supported by Yorkshire Forward who regarded it as one of the best projects in the region over the Agency's 13 years.<sup>1</sup>
- 1.4 The areas for the evaluation to cover include, in summary:
- ❖ Success in creating a culture of enterprise
  - ❖ Impacts from training for teachers
  - ❖ Good practice and lessons that can be transferred.
  - ❖ The delivery mechanisms
  - ❖ Strategic Added Value (SAV)
  - ❖ Prospects for sustainability
  - ❖ Areas for improvement and development

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<sup>1</sup> Final Evaluation of Rotherham Ready for Rotherham Metropolitan Borough Council by mtl 2009

- 1.5 Our work has been done over April-July 2011, coinciding with the final activities being undertaken. This has enabled us to observe delivery in action in Hull, Halifax, Scarborough and Scunthorpe and to talk to teachers, pupils and to businesses about their participation in an informal way as well as to explore with local partners (Mike James in Calderdale, Mike Notarantonio and Charles Cracknell in Hull, Nicola Trussell in North Lincolnshire, Wendy Taylor and Deborah Hamilton from NYBEP) how their insights can inform the evaluation. This has been the most illuminating, rewarding and inspiring aspect of the evaluation.
- 1.6 In a more formal sense, we have also been assisted by Jane Walton and Nicola Mills from YES, and by Jackie Frost, Catherine Brentnall, Rebecca Mollart, Michelle Trench and Amanda Evans, the Rotherham Ready team. We were also kindly invited to several events in Rotherham which enabled us to see the progress made since our evaluation of Rotherham in 2009.
- 1.7 From this more formal aspect of the evaluation we have gathered information and insights on how the project was set up, got going, was funded, lessons learned and on the recorded outputs to date. It is possible that with the end of the summer school term some monitoring returns will arrive after our report is completed. We have used the latest available data although this may subsequently change upwards.
- 1.8 We would like to record our thanks to those who have helped in this evaluation and for the welcomes we received at the events. Above all, the school pupils are what made a project like this such a hopeful experience. They were sparkling and some of the credit for this must go to their teachers and schools, their business partners and to the resources of Rotherham Ready, all of which helped to provide the spark.
- 1.9 In the rest of our report we cover:
  - ❖ The essential features of Rotherham Ready and of the Roll out project, with some observations on the challenges (Section 2),
  - ❖ What has happened in each of the four locations involved in the Roll out, including the data on outputs (Section 3),
  - ❖ Our overall assessment against the areas specified in the evaluation brief (Section 4).

## 2. Rotherham Ready and its Roll Out

### Key Features of Rotherham Ready

- 2.1 It is difficult to do full justice to Rotherham Ready. The simple description is that it is a whole-Borough approach to enterprise education, covering all stages of learning, for all abilities. But there are other approaches to enterprise education, perhaps not as comprehensive as Rotherham Ready; being comprehensive is not the only feature that sets Rotherham Ready apart. From our work with the team in recent years, we would be inclined to say that it is the clarity of purpose or the rationale that gives Rotherham Ready its intrinsic strengths.
- 2.2 As a project funded by Yorkshire Forward, Rotherham Ready had a budget of some £1.4m for 2005-09. Projects have aims, objectives, targets and milestones and Rotherham Ready fulfilled all of these. More importantly, this was an example where Yorkshire Forward's support was that of a development agency, not just a funder. This gave Rotherham Ready the space to develop the approach, tactics, materials and partnerships that have chimed so well with schools, teachers, pupils, parents and businesses in Rotherham.
- 2.3 In our final evaluation of the Rotherham Ready project (2009) for the Council, we commented on how the project had grown into a movement. It is a way of life in Rotherham. A majority of projects cease when the original funding runs out. Rotherham Ready continues to flourish and, as 'Are You Ready?', has gone national (and beyond). This has been accomplished by being enterprising ie living up to the essence of the approach. Reproduced below is an extract from our evaluation report.

*The headline findings are:*

- ❖ *Rotherham Ready is a genuinely authentic and principled enterprise education initiative.*
- ❖ *It gives effective substance and definition to the concept of enterprise education which, in other settings, is ambiguously interpreted.*
- ❖ *It is pioneering by virtue of being a whole-Borough approach which spans all abilities across the 4-19 range.*
- ❖ *It has significantly exceeded its main targets for its first 4 years – those not yet met are within reach of being so shortly.*
- ❖ *It has secured and been built on the commitment of head teachers, college principals, teachers/lecturers, Enterprise Champions, teaching assistants and their pupils/students.*
- ❖ *Delivery and support by the Rotherham Ready team and by a range of external providers and partners has been highly effective and valued.*
- ❖ *The role of the University of Warwick Centre for Education and Industry (CEI) and the Excellence in Enterprise Education Awards have been hugely significant.*
- ❖ *The project has secured regional, national and international recognition.*
- ❖ *Through Rotherham Ready, the concerns expressed by Ofsted and others about learning outcomes, evidencing them and about learning progression in enterprise education have been addressed.*

- ❖ *Rotherham Ready exemplifies the approach to culture change outlined by the Strategy Unit of the Cabinet Office.*
- ❖ *Funding has been secured to continue Rotherham Ready in the Borough, to support enterprise learning in South Yorkshire and to introduce the primary school model in Hull as Hull Ready.*
- ❖ *The original vision for 2009 and the project objectives are mostly met; the balance are well on their way to being fulfilled or, in some cases, will take a generation to accomplish.*

*None of these headlines, however, adequately capture the remarkable spirit and confidence of the young people we met during the evaluation. This is the most impressive achievement of Rotherham Ready and is a credit to all concerned.*

2.4 Continuing with the testimonials, the Ofsted report 'Economics, Business and Enterprise Education' (2011) featured Rotherham Ready as a case study as follows:

*Rotherham Ready Enterprise Initiative aimed to raise aspirations by developing enterprise education for all learners aged 14<sup>2</sup> to 19 in Rotherham. Its approach was based on the belief that 'some young people will become entrepreneurs, but all young people will need to be enterprising'. It placed strong emphasis on involving all students, including those with learning difficulties and/or disabilities. It was seen as a key influence in developing a more enterprising culture within an overall economic regeneration agenda. It successfully involved the great majority of schools and colleges in the borough. At the invitation of the project director, inspectors visited five primary schools, a special school, two secondary schools and a general further education college in summer 2008.*

*Inspectors found a common understanding of enterprise education being developed by teachers and students, with enterprise education being interpreted as developing a broad range of skills for employment and adult life plus a strong emphasis on understanding the ethical, environmental and social implications of economic activity. Inspectors were particularly impressed by the quality of some of the work in primary schools which was reflected in the confidence and enthusiasm shown by pupils. There was a general realisation that developing enterprising learners also required enterprising teaching. High-quality professional development, underpinned by good resources and support in schools helped to inspire teachers, developed a common understanding of enterprise and promoted appropriate teaching and learning styles. Teachers had good opportunities for networking and sharing ideas and resources. Establishing 'enterprise champions' in 75 schools and colleges provided internal and external points of reference for developments, aided the sharing of good practice and helped keep enterprise education on the agenda when there were many other pressures on the curriculum.*

2.5 The building blocks of Rotherham Ready have been:

- ❖ The Big 13- a codification of enterprise skills,
- ❖ Enterprise Pathway and Learning Outcomes matrix,
- ❖ Ladder of Entitlement,
- ❖ Transport for Life-Big 13 mapped onto the curriculum,

<sup>2</sup> This should have said 4-19.

- ❖ Inspire Training for Teachers,
- ❖ Enterprise Champions in schools,
- ❖ Make £5 Blossom and Young Entrepreneurs Clubs,
- ❖ Warwick Award for Excellence in Enterprise,
- ❖ CPD and ITT enterprise modules for Teachers at Sheffield Hallam University.

These are under-pinned with specially produced resources, an informative web site, effective use of case studies and of young people's voices and images. At the strategic level is the joint commitment of the Council's education and economic development services, exemplified by the success of Rotherham Youth Enterprise which provides support to young adults starting their own businesses. Invariably it is these young entrepreneurs who then give something back by, for example, being the business partner with a school on their Make £5 Blossom project.

2.6 The advantages from this approach and from these ingredients have overcome the ambiguities about what enterprise education is for. Because it can be for so many things, enterprise education can risk becoming everything and, therefore, nothing. Concerns which are everybody's business become nobody's business and end up being under-represented. Rotherham Ready is clear that enterprise education is all of the following:

- ❖ Learning *through* enterprise, like learning through football, fashion etc as subliminal ways to cover the curriculum.
- ❖ Learning *about* enterprise as part of the development of life skills and employability skills ie being enterprising, as well as part of business studies courses.
- ❖ Learning *for* enterprise where the acquisition of knowledge, skills and understanding can equip people with the capabilities to decide if starting up in business is for them.

2.7 Looked at in this way, enterprise education offers benefits to:

- ❖ Schools, teachers and learners in terms of educational development
- ❖ Young people entering adulthood who know about money, businesses, what people do at work etc.
- ❖ Employers who look for evidence of educational attainment and of employability skills.
- ❖ The economy, society and communities from new businesses started by people who know what they are doing and have been motivated to do it by what they have learned.

This means that everyone can subscribe to enterprise education without feeling threatened by a normative expectation that the experience has to lead to only one type of outcome, or that enterprise education is a distraction.

2.8 Ofsted has captured this in the following definition:

*Economics, business and enterprise education is about equipping children and young people with the knowledge, skills and understanding to help them make sense of the complex and dynamic economic, business and financial environment in which they live. It should help them leave school well-informed and well-prepared to function as consumers, employees and potential employers.*

2.9 From its survey visits to schools Ofsted identified the following factors as key in promoting successful enterprise education, and each one is present within Rotherham Ready:

- ❖ A commitment by senior managers to enterprise education.
- ❖ A common understanding of what enterprise education is about, based on an agreed definition.
- ❖ Having a sufficiently senior member of staff to champion enterprise education and ensuring that there is a coherent programme that embraces all learners.
- ❖ Ensuring that learning outcomes are clearly identified and that there is progression in learners' knowledge, understanding and skills, building on their prior experiences.
- ❖ Having systems in place to assess learners' progress and monitor the effectiveness of the programme for enterprise education.
- ❖ Encouraging all areas of the curriculum to develop more 'enterprising teaching and learning' and promote learners' enterprise capabilities.
- ❖ Having dedicated lessons in place, taught by subject specialists, to develop learners' economic and business understanding and personal financial capability
- ❖ Making effective use of links with employers to base learning in relevant and real contexts.
- ❖ Having an effective programme of training and professional development to develop teachers' awareness of enterprise education and expertise in delivering it.
- ❖ Ensuring that lessons are lively, interesting and actively engage learners.

2.10 Evidently, therefore, Rotherham Ready possesses the ingredients to suggest it can be beneficially replicated elsewhere. This is not without its difficulties as transplants of pilots have been known to be rejected and will frequently have to face the 'not invented here' resistance where local contexts are felt to be not conducive to an approach from elsewhere.

### The Roll Out

2.11 There were several important and favourable pre-conditions prior to the Embedding Enterprise in Education programme, amongst which were:

- ❖ The Regional Economic Strategy placed emphasis on growing the enterprise culture and on the role of education in this.

- ❖ Yorkshire Forward had been impressed by the progress made by Rotherham Ready and became an advocate for the project.
- ❖ YPEF as a partnership and a forum provided a regional network of committed members, sharing knowledge and good practice.
- ❖ The Rotherham Ready team was enthusiastically outward looking and able to exemplify to others what could be done.

2.12 The programme was envisaged as covering the full enterprise learning agenda from primary to higher education, built on good practice which could be extended or on gaps in coverage to be filled. Rotherham Ready represented good (and innovative) practice at, in particular, the primary stage and was, therefore, the natural contender for rolling out to other places. £400,000 in the programme budget was allocated to the roll out of Rotherham Ready ie 15% of the total budget.

2.13 Hull was fertile ground on which to start, Hull Ready being launched in 2008. Within the city there already existed a Hull Youth Enterprise Partnership, the John Cracknell Youth Enterprise Bank, some schools (including primary) involved in enterprise education and a strategy and action plan. This commitment had, however, limited resources which was regarded as one of its strengths in that decisions involving expenditure were very disciplined, operations had to be enterprising by necessity and learning from elsewhere is cheap. Hull and Rotherham had liaised on approaches to young people and enterprise, becoming comfortable in working together.

2.14 Hull Ready, therefore, is much like Rotherham Ready, sharing the brand imagery, approaches and resources. The Hull Ready project manager is employed by Rotherham Ready and the full portfolio of Rotherham Ready services for primary schools is made available in Hull. There are some local variations to the model in Hull to reflect the partnership structures in the city. As the first project in the roll out and the longest running one, Hull Ready has absorbed 85% of the budget. Like Rotherham, however, Hull has been outward looking and has extended participation to other areas and authorities including North Lincolnshire and the East Riding of Yorkshire in the Humber sub-region. North Lincolnshire joined the later phases of the roll out of Rotherham Ready.

2.15 Using the YPEF networks and resources, YES scanned the rest of the region looking for statistical evidence, signs of local authority commitment and aimed to have a variety of places involved in order to help demonstrate the universal applicability of Rotherham Ready. At roughly the same time, the Government's challenge-based Local Enterprise Growth Initiative (LEGI) had completed its two rounds of applications. Five authorities in the region secured funding (Bradford, Leeds, North East Lincolnshire, Doncaster and Sheffield) and each one included activities for enterprise education. YES, therefore, approached other parts of the region where being involved in the Rotherham Ready Roll out would represent additional regional coverage of enterprise education development.

2.16 Calderdale was the first area, after Hull, to get involved during 2010, having previously been involved in a StepUP event with schools from Kirklees. The initial involvement was through the Children and Young People's Services Department and, although expenditure cuts resulted in the key contact being made redundant, this individual has been able to continue helping the project on a consultancy and voluntary basis.

- 2.17 Scarborough, unlike the other participants in the Roll out, is a shire district and not, therefore, the education authority. The Borough had been successful nationally and in Europe winning awards as an enterprising place and had sought, unsuccessfully, to attract Yorkshire Forward funding for enterprise education under the investment planning process. YES worked with local partners to include Scarborough primary schools in the roll out of Rotherham Ready and commissioned the North Yorkshire Business Education Partnership (NYBEP) to provide local support for Scarborough Ready which started in autumn 2010.
- 2.18 North Lincolnshire had, through its SRB6 Resurgo programme (2000-06), previously invested in enterprise education in primary schools. Hull Ready had extended the offer to other Humber authorities and schools to take part in sub-regional events coinciding with Global Entrepreneurship Week and the annual Business Week in the Humber also featured enterprise in schools. One school took part in Inspire Training with Hull Ready in 2009 and another in 2010. The Council's economic development team was particularly keen for the authority to be part of the Rotherham Ready Roll out.
- 2.19 These three later partners in the Roll out have embarked on the Inspire Training for teachers and then, in the last term of 2010/11, have run their Make £5 Blossom projects. Their involvement to date has therefore been shorter than that of Hull, their budgets were more modest and each one had a different starting point.
- 2.20 The programme formally ends on 31/7/2011.

### Challenges Faced

- 2.21 Schools and teachers have been accustomed to being subjected to initiatives and it can become difficult to discern the significance and motives behind new initiatives, especially when these could be seen as distracting attention from learning and attainment. There is the risk that enterprise education joins a growing list of worthy activities competing for attention and for resources (including the cost of staff cover when teachers are involved in projects or training that take them out of the classroom).
- 2.22 For example, in Hull and before Hull Ready started, much of the impetus came from within the economic development team while education colleagues faced critically important issues over education attainment, especially at GCSE level. For them, the key issue was how, if at all, enterprise education could help with improved learning outcomes. Rotherham Ready resources provide an authoritative and persuasive demonstration of learning outcomes that teachers can recognise. From an initial reluctance in Hull by education colleagues, enterprise for young people in the city is now part of the Children and Young People's Service, with backing from the Cabinet Portfolio holders.
- 2.23 Businesses are asked to get involved in a wide range of community and education initiatives; like schools, they face difficulties in differentiating between them all. Representative bodies and intermediary organisations can try to reduce the transaction costs of matching a business with a particular issue or project although this can lead to the same few businesses being approached each time, especially those larger firms with a formal corporate social responsibility policy.

- 2.24 Each area has approached this differently, although the common principle has been the use and value of personal networks. Rotherham has successfully involved local young entrepreneurs and, in so doing, has also given them an added profile. In Scarborough, a business tenant in the Woodend Creative Industries business centre helped NYBEP tap into local networks. Hull's Youth Enterprise Partnership opened doors to some major organisations eg the new St Stephen's Shopping Centre management company provided £3,000 as the loan finance for the first Make £5 Blossom and got the centre retailers involved. North Lincolnshire's use of the local business newsletter from the economic development team resulted in more businesses expressing interest than could be handled. Calderdale used a blend of individual contacts, a joint (with YES) presentation to businesses and left it to schools and local businesses to connect with each other.
- 2.25 It is notable how many small enterprises have been involved and, in each area, it is recognised that such firms are inevitably part of their local communities. Contacts have occurred as a result of friends or acquaintances, a proprietor having children at the school or being a governor, an employee whose partner is a teacher and so on. Here the relationship is less to do with formal policies and much more to do with what comes naturally.
- 2.26 One important learning point from talking to teachers and businesses concerns their motives and the realism about enterprise education as a movement that will increase business formation in years to come. This is important for champions of enterprise education who approach it from an economic development viewpoint.
- 2.27 For teachers, the appeal of the Rotherham Ready resources is the freshness of the approach to learning, combined with the cross-curriculum application of learning through the lens of enterprise. This means it can be embedded in the school, rather than being a bolt on/one off event and that it suits all abilities.
- 2.28 For businesses, the appeal of being involved in enterprise education and the Make £5 Blossom projects comes from a combination of a wish to take part anyway, the benefits of a raised profile for their business and an enlightened self-interest in the employability of local young people. The enterprise knowledge and skills/understanding acquired from an early stage are valued by employers.
- 2.29 Engagement of schools and businesses is, therefore, for more immediate returns (and, we should add, for an enjoyable experience too) than an expectation that, in 20 or more years' time, we may see a higher rate of business formation associated with previous investment in enterprise education. This suggests that the economic development policy rationale for enterprise education leading to more new businesses will have less traction with schools, teachers and businesses than rationales based on learning attainment and on employability.

### 3. Progress and Achievements

#### Calderdale, North Lincolnshire and Scarborough Ready

- 3.1 As noted above, these three examples of rolling out Rotherham Ready are comparatively recent, involved relatively modest expenditure (£15,000-£25,000 each) from the programme and each one had a different starting point. In each case and once engaged, the project activities included delivering Inspire Training and supporting the Make £5 Blossom initiative.
- 3.2 The results in terms of Inspire Training are shown below.

Area	Schools	Teachers
Calderdale	23	28
North Lincolnshire	35	44
Scarborough	5	7
Total	63	79

- 3.3 Some Scarborough schools and teachers had their training with Hull Ready as had two schools from North Lincolnshire in previous years. Evidently, some schools had two or more teachers trained and, for those we met who had, this was felt to be an advantage, especially where one of them held a senior role. For others, being the only person trained in their school need not be a disadvantage if there was support and backing from the head teacher. Furthermore, they had found that colleagues were receptive and that the resources could be shared with them and quickly absorbed. Several commented favourably on the Rotherham Ready web site.
- 3.4 However, we heard about how being a lone voice in a school could be disheartening after having been literally inspired by the training and infected with the enthusiasm conveyed by Rotherham Ready. In these circumstances, colleagues in other schools were a source of support and getting immersed in Make £5 Blossom usually causes others in the school to sit up and pay attention.
- 3.5 Across the three areas, 24 schools took part in Make £5 Blossom, each with a business partner, over the last term of the 2010/11 academic year. Preparatory work in the classroom occurred before embarking on the project and it was evident at the launch events that staff, their pupils and the business partners understood what was going to be involved. The launch events are facilitated by Rotherham Ready and work very well, being participative and culminating in a photo call for the local media.
- 3.6 The celebration events at the end involve the participating schools coming together again to present their project to their peers. Usually this involves one or more teachers, around half a dozen pupils and the business partner, together with an invited audience, with another photo call at the end. In North Lincolnshire, the Mayor was present throughout which added some further recognition to the event.

- 3.7 Invariably, the schools let their children do the talking to explain how they got going, their business idea(s), how they applied the Big 13 enterprise skills, lessons learned, profits made and future plans. There is no better testimonial to the project than to sit through these presentations; it is impossible not to be impressed. Teachers and business partners usually add a few words and, frequently, the businesses that provided the initial loan of £150 to the school decline the repayment. One, at Scarborough, confessed to be impressed by the grasp of the Big 13 and by the appetite for making money!
- 3.8 Approaches to the business idea varied widely, some being whole school projects, some for particular year groups and, in several cases, the loan was divided into micro-finance for smaller teams who pursued different business ideas. The business ideas involved running the school open day/summer fair, operating a snack/tuck shop or a cafe, usually with a healthy eating theme, washing cars, making and selling jewellery, growing and selling plants, putting on a school show and, in several instances, serial enterprises in which profits from the first were re-invested in a second, then a third and so on. Some of the profits made were astonishing and the most enterprising brought products to sell at the celebration events too.
- 3.9 The pupils decided on what to do with the money they had made. Examples were donations to charity, school equipment/garden, trips and re-investment in another business venture for the next term.
- 3.10 Evaluation sheets from schools and businesses, together with brief conversations at the launch and celebration events, record high levels of satisfaction with the experience and the intention to continue to be involved. In only a few isolated cases was there evident dissatisfaction and/or activity which stalled. A North Lincolnshire school was particularly pleased that the children made a cost analysis presentation to Ofsted Inspectors during their visit.
- 3.11 Bearing in mind that this was the first experience of the project, there is some helpful feedback to reflect upon when rolling out to new areas:
- ❖ When the whole school is involved or there are multiple business ventures being developed, the business partner may well find this to be more difficult to make an effective contribution.
  - ❖ Micro-firms are often enthusiastic and may well have connections to the school already, but have more limited scope and resources to be able to commit to the project. Where this is likely, rather than deter the business, asking them to involve one or two other small firms may be an alternative solution, especially where the school has several business ventures.
  - ❖ Several teachers of younger age groups felt that the materials were pitched at older children and needed to be adapted; also, some comments about the materials being not so well suited to children of lower ability were made, but, for these, the practical tasks were good learning opportunities.
  - ❖ There appears to be scope for some further advice and guidance to schools and businesses about how to develop, sustain and get the most out of the relationship. This takes time and there was some uncertainty about what was or could be expected.

- ❖ The most frequent observation from schools and businesses relating to areas for improvement related to timing ie avoid the last term in the year and to timescales ie the 6-8 weeks period was felt to be too short.
- ❖ One teacher suggested that regular staff meetings should have enterprise as a standing agenda item to ensure that it permeated the whole school.
- ❖ In a few instances, the project was seen as time-consuming and at the expense of class work; most teachers, however, saw it as integral to class work and comment favourably on the visible rapid development and learning by the children.

3.12 One interesting reflection on the distance travelled in the short time between the launch and the celebration events concerns the use of language and terminology. Several felt initially that terms like logistics and communication could be replaced with plain English and that the Big 13 are a touch too abstract for the age group. At the end, however, it was apparent that teachers had been able to get these across as the children were quite comfortable with using them.

3.13 Apart from the support provided by YES and Rotherham Ready, the role of local animators has been important. This proved more difficult to sustain in Calderdale and took some time to get off the ground in Scarborough. North Lincolnshire Council put a lot of staff effort into the project, having learned from Hull's approach. They plan to repeat the project next year and have secured some financial support from UK Steel Enterprise.

3.14 An operational feature to bear in mind for celebration events related to Make £5 Blossom (and the events are appreciated) is the format, given the number of schools participating. Presentations by each school, involving children, staff and businesses, will consume 10 minutes and, with 10 or more schools, this starts to stretch out to a long session, especially for the children who were first or last. This suggests that an ideal number to take part would be less than 10 schools, perhaps with separate celebration events if many more than 10 take part, or a different format. The Rotherham Ready annual conference at Magna this year had a bazaar-like exhibition where each school had a stand and this worked well, as did a Rotherham Youth Enterprise event based on a form of speed dating.

## Hull Ready

3.15 The Hull Ready project has had longer to run, more resources and more favourable initial conditions upon which to build than have the other three projects. It has the look and feel of Rotherham Ready but with its own Hull flavour, and has been broader in project scope, although still focused on primary schools.

3.16 Hull Ready had targets across a range of activities and the outputs as at March 2011 are shown below.

Activity	Target	Achieved
No. new schools involved	55	62
No. teachers trained	55	155
Make £5 Blossom projects	55	51
Businesses involved	30	44
No. student learning experiences	3100	4520

- 3.17 Eight schools (two from the East Riding) took part in the July 2011 Make £5 Blossom celebration event, so this particular target is, like the others shown in the table, exceeded.
- 3.18 Particularly important in Hull has been the spread of the Inspire Training, in part because Hull Ready has positively encouraged schools to have more than one teacher trained. Head Teachers and staff have been keen to take part as well. At the start of the project, teachers and children from Rotherham came to Hull to join in on activities and the impacts from this in terms of winning over Hull schools and staff were influential. Having this number of teachers trained also ensures that schools are not reliant on one member of staff who may move elsewhere as their career develops. This helps with sustaining capacity. The number of new schools involved represents 80% of the city's primary schools.
- 3.19 More businesses have been involved than envisaged including, as in Rotherham, some of the locally supported young entrepreneurs. This has been deliberate policy to ensure that the same businesses are not asked each year, although many stay involved with schools or the work of the Youth Enterprise Partnership.
- 3.20 As with the other three areas, the Make £5 Blossom celebration event showcased schools' projects which were similar in nature and variety to those elsewhere. The venue (Guildhall) has prestige, although the acoustics in the room were not very good. Observers included city Councillors and Hull College who are embarking on the FE Network enterprise education project. The event was very well facilitated by the Hull Ready project manager, adding some extra vivacity to proceedings.
- 3.21 Compared to the equivalent event in the first year of Hull Ready, the progress made has been remarkable, catching up with that in Rotherham. Teachers have been very keen on Hull Ready such that the learning accumulates through each successive year group in their schools. It is also felt that primary school children are not so inhibited as their counterparts reaching 14/15. At a visit from the Y&H FE Network, children ran one of the training sessions which hugely impressed the visitors.
- 3.22 Originally, Hull Ready also included support to schools for the Warwick award. The target was for 50 schools to take part in achieving the award and 26 have done so, but further progress has been somewhat overtaken by the new National Standard, coming into effect in July this year.
- 3.23 Having developed a strong brand in the city and a lot of support in schools and from businesses, Hull Ready has not operated in isolation. As noted in this sub-section, links to the Y&H FE Network have been forged. Wider activities on enterprise education eg Enterprise Academy and youth enterprise include Hull Ready as part of the total package. The links with Rotherham Ready and YES remain strong and discussions are underway to extend the life of the project for a further year in Hull.
- 3.24 We should also record that Hull Ready has also helped with the Roll out of Rotherham Ready, not least by including schools from other areas in Inspire Training. These were from North Lincolnshire (3), Scarborough (5), East Riding of Yorkshire (4) and one from South Wales. This is consistent with the unselfish ethos of Rotherham Ready.

3.25 Hull Ready has faced few operational issues thanks to having an energetic and committed project manager, support from the Council, colleagues and from Rotherham Ready, plus the financial support provided through the regional programme. Looking back, the wish is that more could have been achieved with the Warwick Award. Some initial minor teething problems over how to evidence the outputs and to reconcile the records with the provisions of the Data Protection Act were encountered with some schools. The achievements of the project are frequently profiled prominently in the local media. A great deal has been accomplished which is likely to have a lasting legacy and for not very much public money. The financial discipline borne out of running the Hull Youth Enterprise on a shoestring have helped to make the Hull Ready budget go further than intended.

## 4. Conclusions and Assessment

### Main Findings

- 4.1 This has been a measured, steady roll out of Rotherham Ready in the region. The chosen approach has engaged with a variety of areas, additional to the five other principal authorities that used their LEGI awards to support enterprise education, to demonstrate the transferability of the primary school element of Rotherham Ready. This now means that ten (including Rotherham) authorities out of 15 have been involved in significant enterprise education programmes.
- 4.2 With hindsight, an earlier start in the three areas that got involved last year would have been beneficial as more would have been accomplished and embedded by now. In North Lincolnshire, in particular, there is a lot achieved in a short period and a determination to continue.
- 4.3 In championing the roll out of Rotherham Ready, we can see some of the dilemmas for public policy implementation being played out. The usual methods of policy implementation involve a combination of sticks, carrots and some exhortation or 'sermons'. Typically, these involve a 'top down' approach. When these do not work, as occasionally happens, the fall-back position has been to try to engineer a process of culture change and our evaluation of Rotherham Ready used Cabinet Office material on culture change to assess the progress made in Rotherham. This is more of a 'bottom up' approach, now in fashion as 'nudge' theory which draws on behavioural economics for insights into how choices are made. Bottom up approaches have been commonplace in regeneration and in aid to developing countries enabling self-organisation to take place without there having to be hierarchies.
- 4.4 Charles Handy offered the following observations on implementation in his 1978 book 'Understanding Organisations';

*"Organisations react psychologically rather than logically, persuasion or rational argument is only one possible method of influence. Another way is*

- a. *Create an awareness of the need for change.*
- b. *Select an appropriate initiating person.*
- c. *Be prepared to allow the recipient to adapt the final strategy.*
- d. *Accept, like the good psycho-analyst, that the doctor gets no credit but must let the patient extol his or her sound condition.*
- e. *Be prepared to accept a less than optimum strategy in the interests of achieving something rather than nothing.*

*The organisation that can adapt to changing situations and requirements is the organisation that survives"*

- 4.5 In effect this is what has worked in the Rotherham Ready roll out. The top down approach can easily be blocked by an unreceptive organisation. Entry via the side door using networks can be more effective. Most effective of all has been entry via schools, especially when the Head Teacher is keen, as this has proved to be the way into an extended network of, mostly, receptive teachers. The Inspire Training proves to be infectious and by not being precious about who could take part in Hull Ready, the infectiousness spread to Scarborough, North Lincolnshire and elsewhere. It may be expedient today to describe this as 'nudge' in action. Or, if academic credentials are preferable, there are schools of methodologies based on game theory, synergetics and complex adaptive systems which may be relevant for Rotherham Ready and for YES in the future.
- 4.6 The importance of having local animators on the patch is revealed in each example of the roll out, but preferably not in isolation and ideally with economic development and education colleagues in tow. But the pitch has to start out from the learning benefits. One of the original Rotherham head teachers described Rotherham Ready as 'liberation teaching', signifying how teaching staff wanted to break free from being micro-managed on what was taught and how. There are many teachers with the same view.
- 4.7 There will also be mileage in a pitch which uses some evidence on employability of young people in order to counter the sound bites from employers' organisations, most of whose members do not regularly recruit straight from school. UKCES survey data (NESS 2009) showed that 32% of Y&H employers recruited 16 year olds from school and 65% of these said the young people were well or very well prepared for work. Results from NESS 2011 will be available later this year and, subject to sample sizes at local authority level, results can be accessed for principal local authorities.

## Evaluation Conclusions

- 4.8 From the evaluation brief, we are asked to consider:

- ❖ **Has the project created a culture of enterprise in primary schools in Hull?**
  - This is an unverifiable proposition unless there is an acceptable definition of what such a culture of enterprise would recognizably look like; there is no single accepted definition but, instead, lots of ambiguous descriptions from different perspectives.
  - Using the Cabinet Office Strategy Unit framework on culture change, the four Es model applied to enterprise in Hull primary schools provides persuasive arguments for very good progress made.
  - Engage is the first E; this has been achieved overtly through publicity, branding, Inspire Training and the incentive of the Warwick Award. More subtly, engagement has used word of mouth networks of Head Teachers and their staff and the networks of the Hull Youth Enterprise Partnership to engage with businesses.
  - Enable relates to practical help with the 'how to do it' question. Here the resources of Rotherham Ready are tried, tested and accepted by teaching staff as relevant to their mission. The project officer support to schools in Hull, backed by the Rotherham Ready team and by a can do/solutions-minded attitude in Hull, have been instrumental in overcoming practical barriers.

- Encouragement occurs through engaged and enabled teachers, peer and role model effects (local young people in business, guest speakers eg from The Apprentice), business participation, the Warwick Award and group activities eg Make £5 Blossom. Hull Ready, like Rotherham Ready, also uses on-line social networking eg Facebook.
  - Exemplify is the last E, covered in many ways; individually with the Enterprise Wheel, in schools through the skills outcomes matrix, ladder of entitlement, Make £5 Blossom, Warwick Award and, more widely, through the celebration events, case studies and by opening participation to other areas to demonstrate how the approach can be replicated. Ofsted inspections can also help to exemplify, if the inspectors give enterprise education sufficient attention.
  - Given the outputs achieved in three years ie 80% of Hull's primary schools involved, three teachers, on average, trained per school and almost 5000 pupils benefiting, enterprise learning is clearly widespread and the tactics used suggest significant advances in terms of the framework for achieving culture change.
- ❖ **Impact of Inspire Training in the four areas**
- In quantitative terms, over 230 teachers trained is an accomplishment, but 85% is concentrated in Hull and North Lincolnshire.
  - An earlier start in the other three areas would have been better.
  - It takes time to build up awareness and participation, Hull Ready trained 26 teachers in the first year and 73 in the third year. As the word spreads, more teachers and schools come on board. That is the best testimonial for impact.
  - Using Hull Ready as a salient for the roll out and agreeing to include teachers from Scarborough and North Lincolnshire in Inspire Training was wise and enlightened. The impact was that these teachers then spread the word with their colleagues, helping to create favourable conditions for the next roll out areas.
- ❖ **Good practice and transferable lessons**
- As per the Charles Handy advice, Rotherham Ready is amenable to roll out areas adapting the tactics to their own circumstances; this is preferable to a precisely specified franchise model which can appear to be a top down imposition.
  - Having local animators on the ground, with a clear brief and understanding, supported locally and by the regional infrastructure, is vital for each one of the four Es of culture change to be tackled effectively.
  - It appears to be advantageous for roll out areas to have made good connections between education and economic development colleagues, especially where there is an active youth enterprise scene that can be linked into project delivery.
  - Especially with primary schools, the opening proposition on the value of enterprise education should be the emphasis on inclusive learning outcomes; long range benefits in terms of future entrepreneurial activity by learners can appear somewhat fanciful, irrelevant and lacking in immediacy.

- The evidence from the variety of areas involved in the roll out can be used as testimony to the transferability of Rotherham Ready.
- Accepting the importance of local networks as the vital conduit for engagement of schools, teachers and businesses ie the bottom up approach should be seen as a necessary balance to top down approaches or frontal assaults. In successful strategies, frontal assaults rarely work unless accompanied by overwhelming force.

#### ❖ **Effectiveness of the delivery model**

- The roll out was considered, measured, steady and proportionate. This was the right approach, but progress after Hull Ready could have been hastened somewhat.
- The art in strategy is to know the lie of the land, know what you are up against and to know your own resources. YES and Rotherham Ready have been astute in these regards by not striving for blanket coverage, looking for receptive places and people and utilising the money and know how to good effect.
- Calderdale, North Lincolnshire and Scarborough each reveal, in their different ways, that once through the door the key deliverables of Inspire Training and Make £5 Blossom provide a very good grounding and they spread virally.
- Although the delivery model was conceived in an era when regions had policy significance and when public sector resources were more readily available, the approach is compatible with the Government's commitment to localism and to the principle of opting in, for good reasons, rather than being instructed.
- As noted above in relation to having locally based animators and advocates, the delivery model benefits from having disciples in the field to grow the movement. YES and Rotherham Ready do not have the personnel to be able to do this themselves.

#### ❖ **Strategic Added Value (SAV)**

- SAV has been elaborated upon to such an extent that it has become a tired idea, indistinguishable from normal evaluation criteria and at risk of losing its original utility which was based on three criteria, catalyst/leadership, policy/intelligence development and working with other regions.
- The Embedding Enterprise in Education programme and the Rotherham Ready Roll out element within the programme demonstrate leadership by Yorkshire Forward. Leadership does not always result in 'followership' and the performance of YES and the Rotherham Ready team, more astutely, portrays the catalytic aspect of this particular SAV criterion rather than displaying leadership from the front which would have been less effective. Hull Ready also fulfilled a catalytic role in the roll out.
- Practice in the roll out generates policy development SAV in the sense of action learning, enabling YES and Rotherham Ready to refine their services, product offers and approaches. The contribution to intelligence is largely qualitative and of no less value because of that.

- Working with other regions as an aspect of SAV was envisaged as applying to examples like the Northern Way, Thames Gateway and on policy and intelligence through the RDA network. The Rotherham Ready roll out, being focused on Y&H has little relevance to this form of SAV, but will have more in future for the services of YES and for Rotherham Ready's "are you ready?" marketing and promotion to other areas.

#### ❖ **Sustainability of activities and impacts**

- Hull and North Lincolnshire are committed to continuing to support activities in their areas.
- A former HMI at Rotherham's Magna conference said, in relation to primary enterprise education, "If you believe in it, get on and do it. Don't wait for Government to tell you to do it and pay you to do it. It is Big Society and localism now". The message here is one of achieving more converts who believe in enterprise education.
- Rotherham schools have been involved for six years and Hull schools for four years; they believe in it, demonstrably.
- Pressure on budgets for training and for staff cover will be a fact of life for some while yet, but budgets have always been subject to priorities and, as more responsibility is devolved to schools or as schools opt out of local authority control, sustainability of activities will be contingent on belief in schools.
- Sustainability of impacts will depend on the activities continuing and on the extent to which enterprise education is delivered in secondary schools, colleges and universities.

#### ❖ **Areas for improvement and development**

- There are few areas where improvement is required although some suggestions are made relating to Make £5 Blossom and continuous improvement should be the norm.
- It will be worthwhile trying to build on progress in Calderdale and Scarborough in particular because these two areas look to need more support.
- Raising awareness in other parts of the region is worthwhile doing as it may enlist more schools.
- While difficult in terms of eligibility, match-funding and transaction costs, there is uncommitted money in the ERDF Operational Programme and exploration with the Technical Assistance Partnerships and with the ERDF Executive team may identify opportunities to integrate activities with other enterprise projects as has been done in Rotherham.
- The work of UKCES on employability skills is important and serves to emphasise the significance of employer attitudes and responsibility. It may be worth exploring with UKCES and with the region's Local Enterprise Partnerships and Education Business Partnerships how businesses can be counted, given that they appear to be dissatisfied with the employability of young people. The implications behind 'rebalancing the economy' include a greater role for the private sector.

## Comments from Businesses and Teachers

4.9 We have drawn upon feedback from businesses and teachers in the preceding sections. The two words that feature most frequently are 'enthusiasm' and 'excitement', usually relating to the children. From businesses, the typical comments refer to being amazed and impressed; teachers express considerable satisfaction with the learning progress made through enterprise education.

4.10 A selection of comments from businesses, most of whom will get involved again, illustrates the general tone of business feedback:

*"The highlight was seeing the great money-making ideas, children's thought processes at work and their enthusiasm"*

*"This has been perfect proof that you are never too old, or too young, to learn"*

*"I was impressed by the speed with which the children grasped business concepts"*

*"If my competitors had the same appetite for making money I would be out of business by now"*

*"Best of all was seeing smiling faces and happy children, not like my school days"*

4.11 A similar selection from teachers:

*"The learning resources made staff feel a lot more confident; the materials work very well"*

*"The Make £5 Blossom project provides some real reasons for developing skills, not just because teacher says so"*

*"It has offered children a different focus to their learning through practical and worthwhile projects. You know it's clicked with them when they start using the Big 13 terms in other lessons"*

*"It ran itself, the whole thing, with minimal adult effort"*

*"As a school we have decided to have enterprise as a driver for learning, run throughout the year and not just in the last term"*

*"Enterprise Education has become a natural part of teaching in our school, across the curriculum. So it doesn't take up more time, or prevent 'normal' class work"*