



Final Report – August 2009

# State of Enterprise Education in Yorkshire & Humber

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## Executive Summary

### Introduction

Dubit were commissioned to provide a robust overview of the state of Enterprise Education within Yorkshire & Humber, through a piece of primary research with Enterprise Coordinators and Head Teachers. This document highlights the main findings from a survey of 204 secondary schools<sup>1</sup> and colleges, 48% of the 427 secondary schools and colleges in the region.

Through the research, conducted in April and May 2009, Dubit and the Young People's Enterprise Forum (YPEF) have explored the following main aspects: the extent of the "whole school" approach to enterprise; types of delivery; use of external delivery partners; embedding in the curriculum; Continuous Professional Development (CPD); budget allocations; impact of Enterprise Education; monitoring and evaluation; barriers and possible improvements.

### Impact of Enterprise Education in the region

Overall, Enterprise Education is seen to have had a positive impact on 'preparation for life after school' and the 'motivation of students' according to responses from schools/colleges - 40% and 32% respectively. School staff report that this helps pupils/students become more employable as well as raising their aspirations and increasing business and economic understanding. One of the key opportunities arising from this study is to promote the impact of Enterprise Education to all stakeholders, particularly local authorities and Head Teachers. In addition, schools/colleges should adapt Enterprise Education to develop the most appropriate skills for students in different subject areas/courses and with different potential and career prospects. Regional stakeholders can also map Enterprise Education skills to labour market information as well as ensure Enterprise Education that promotes self employment is included in every vocational course.

### Delivering a 'whole' school/college approach

Two thirds of the schools/colleges involved in the research have developed a policy or strategy for Enterprise Education. These policies/strategies are seen as important instruments for: embedding enterprise across all curriculum areas; securing buy-in from Senior Leadership Teams (SLTs); and helping to ensure efficient delivery of this provision.

There is a wealth of experience in the region with 55% of Enterprise Coordinators having been in the role for more than two years. However, 96% of Enterprise Coordinators have other roles within the school that can compromise their focus on more effective delivery. This includes two thirds of schools that stated the Coordinators are also teaching other subjects and only half of these have had their teaching hours reduced. The majority of these staff have around two hours per week allocated to delivering Enterprise Education. The amount of time available to concentrate on

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<sup>1</sup> This does not include special schools.

enterprise is seen as the main barrier to more effective delivery by 38% of the responding schools/colleges. Demands from the wider curriculum were highlighted as the most important issue by one quarter of respondents. The level of awareness of enterprise qualifications is also low with 61% of responding schools/colleges stating that they do not deliver these.

School staff feel that SLTs play a significant role in enhancing delivery of effective Enterprise Education. Although 35% of responding schools/colleges report a high level of involvement from senior management, there is clearly scope for this to be improved within schools/colleges as well as the opportunity to further strengthen buy-in from governors and parents. Key opportunities for improving a whole school/college approach include assessing existing Enterprise Education policies and strategies in schools and sharing best practice. Schools/colleges can also review the amount of reduced teaching hours that Enterprise Coordinators are getting and maximise the expertise of more experienced Enterprise Coordinators. There is also scope to scale up activities aimed at increasing stakeholder involvement. As senior management are the key drivers of Enterprise Education this needs to be valued and supported in schools/colleges. Schools/colleges also need to be encouraged in offering Enterprise Education qualifications.

#### Continuing Professional Development (CPD) for Enterprise Education

Three in five schools provide CPD for Enterprise Education, within these 17% provide CPD for all teachers, with 27% providing it for some teachers. Three in ten offer no CPD for Enterprise Education with 12% not even sure what is offered. When asked for their views on this, 65% of teachers view this as valuable with 32% stating it is 'very valuable'. Humber sub-region and LEGI areas emerge as providing a wider offer of this provision. Enterprise Education is found to be embedded in some subjects but not all. Business Studies appears to be the best fit by far, followed by PHSE lessons, Vocational Studies and ICT. There is less evidence of embedding in English, Languages and Maths. This highlights clear opportunities for further developing Enterprise Education across the curriculum and for those who are achieving this to share these skills with other schools/colleges in the region.

#### Delivering Enterprise Education

Findings show that 70% of Enterprise Education is delivered in-house with 30% using external delivery partners. Similar results are shown for LEGI vs. non-LEGI areas. Schools are delivering most of their Enterprise Education and developing resources – this is in line with the sustainability focus outlined in the Regional Enterprise Education Strategy for Yorkshire and Humber. external delivery partners undoubtedly play a vital role in Enterprise Education, however involvement with different partners varies considerably across the region. Two thirds of schools work with Education Business Partnerships (EBPs) with half using 'Young Enterprise' and one third working with 'Make your Mark'. 'Quality of delivery' and 'price' are the most important factors when choosing an external delivery partner.

Employers are viewed as essential to Enterprise Education with enterprise challenges and industry workplace visits being the most valuable contribution employers can offer. Just under half felt their school/college is effective at engaging with employers, however findings show that 71% of schools feel that they would benefit from further support and training in Employer Engagement.

There are many key benefits for pupils when using employers in delivery:

- Real life experience of the workplace
- An understanding of how skills gained in school/college relate to the real world of work
- Insight into potential careers
- Development of maturity and confidence of working in a business environment
- Development of inter-personal and problem-solving skills
- Raised aspirations

#### Allocation of funds and budgeting

There is considerable diversity in school/college budgets allocated to Enterprise Education. Overall, four in ten respondents are unsure as to the actual budget available at their school / college with Head Teachers and Deputy Head Teachers being better informed than Enterprise Coordinators. Less than half (48%) of all interviewed teachers were aware that their schools / colleges benefit from the KS4 Standards Fund for Enterprise Education. The vast majority (82%) of schools/colleges involved in this research that are aware of the KS4 Standards Fund believe that Enterprise funding should be ring-fenced. However, Head Teachers and Deputy Head Teachers are less in favour of this restriction with only two thirds (65%) in agreement. Allocated budgets are mainly used to fund in-school enterprise projects (75%) and to bring in external delivery partners (71%). Paying for teacher cover (37%) and CPD for Enterprise Education (36%) are viewed as less of a priority. Just over four in ten schools/colleges forecast similar levels of budget for the following year, however 34% are not sure and 15% predict cuts.

Just under half of those receiving funding from the Local Economic Growth Initiative (LEGI) are aware of this with one in five being unsure. More alarming is that one third (33%) thought, incorrectly, that they were not receiving LEGI funding.

The research has highlighted that schools in LEGI areas have bigger budgets with one in five LEGI funded schools having a budget of over £15,000. This is in contrast with just one in twenty (5%) of non-LEGI schools. Results also show that greater funding is allocated where SLTs/SMTs are supportive of Enterprise Education.

#### Monitoring and Evaluation of Enterprise Education

The findings from this research suggest that more monitoring should take place through web-based methods as only 54% of teachers record up to half of all Enterprise Education activity.

However, 3 in 10 do record 75% or more. The majority of recording is paper-based with over three quarters of teachers and pupils using this method. A small proportion of schools/colleges also use photography and video.

### Improving Enterprise Education in Yorkshire & Humber

Teachers are unanimous that involvement of employers is very important to improve Enterprise Education with employers working directly with schools topping the agenda. CPD for specific subject areas is also important - this reflects feelings highlighted within the research that Enterprise Education is not well embedded in several subjects. When asked what is the most important change needed to improve delivery of Enterprise Education, teachers replied:

- Encouraging further commitment from all staff to embed Enterprise Education across the whole curriculum
- A ring-fenced budget to be spent on Enterprise Education
- More time off curriculum to develop Enterprise Education in schools

### Conclusions

Schools/colleges are aware of the importance of Enterprise Education and the benefits this can bring when delivered across the curriculum. They understand its role in developing enterprise skills and therefore improving employability, raising aspirations and increasing business and economic understanding. Many claim they have designed a strategy or policy for Enterprise Education and developed their own resources, which along with in-house delivery, is helping to ensure sustainability of this provision.

Some schools/colleges claim SLTs/SMTs are actively involved in the delivery of their Enterprise Education. However, there is a need for them to play a greater role in driving forward this agenda across all schools/colleges, especially as they have a key role in ensuring successful embedding in the curriculum. This research has highlighted a lack of take up and awareness of enterprise qualifications and it is important that more is done to disseminate information on what can be delivered. There is also an opportunity for schools/colleges to improve their understanding of the local labour market and ensure provision of relevant Diplomas. Local employers can be involved through strategies to address this while also improving employer engagement.

A wealth of experience in delivering Enterprise Education already exists in the region and there is a need to encourage greater sharing of this expertise across schools/colleges. Schools/colleges have highlighted lack of time as the most significant barrier to effective delivery and there are clear difficulties in setting aside the appropriate time, with reports that the majority of Enterprise Coordinators/Champions also perform other roles within the school. Some work needs to be done on enterprising teaching skills as well as on the teaching of enterprise. There is also a substantial

need for greater sharing of knowledge in terms of how best to embed enterprise in the curriculum, including school visits where appropriate.

Many schools/colleges view CPD for Enterprise Education as a valuable tool for enhancing Enterprise Education. Especially considering the introduction of 'rarely cover', there is an opportunity here for targeted CPD for Enterprise Education, delivered through a coordinated approach across the region as well as sharing knowledge through Enterprise Learning Partnerships (ELPs) and the Specialist Schools and Academies Trust (SSAT). Enterprise Education is perceived to have a large impact on pupils' preparation for life and their motivation but a less significant role in motivating staff, although motivation may be improved by an increase in the availability of CPD for Enterprise Education.

Visits to real workplaces are offered by many schools/colleges in the region and these teamed with enterprise challenges are perceived to impact on pupils' understanding of how their skills can be used in the real world of work. However, the significant demand for more in-school talks suggests a need to assist schools/colleges in working more closely with local businesses as well as linking up with external delivery partners to help broker this relationship.

The limited knowledge and awareness of funds available to schools/colleges highlights a need for improved communications on the amount allocated and how this can be used. This will also enable staff to be confident in planning their links with employers and external partners as well as training for the coming year. Variations in the extent to which provision is monitored and evaluated across the region may also be impacting on overall awareness of what does and does not work. More could be done to promote existing web-based resources and encourage more monitoring and self-evaluation.

## Recommendations

A number of recommendations are outlined below that indicate opportunities for further development of quality provision in the region. These are not set in stone, but rather are aimed to promote discussion of the findings and implications of the research.

### Ensuring a whole school/college approach

- Review the time commitment required for ensuring effective development of Enterprise Education
- Ensure schools/colleges are fully aware of the tools and resources available to help them develop Enterprise Education
- Improve Enterprise Coordinators' knowledge and understanding of what funds are available to them, to allow them to take full ownership of Enterprise Education in schools/colleges
- Maximise the involvement of parents and governors in supporting the delivery of Enterprise Education in schools/colleges
- Showcase schools/colleges that have embedded enterprise in specific subject areas and encourage the sharing of resources to support this
- Share good practice in delivering Enterprise Education in-house to help ensure sustainability of provision in the region and to meet the objectives of the regional Enterprise Education Strategy.

### Enhancing delivery from external partners

- Raise awareness of the external providers in the region to help schools/colleges understand what is available and make informed choices

### Enhancing teaching

- Ensure the sharing of Enterprise Coordinators' expertise to maximise experience and good practice across the region
- Develop a good practice guide and toolkit for Enterprise Coordinators/Champions, including a framework for delivering this across the curriculum at KS4
- Include specifications for key CPD for Enterprise Education, based on a competency framework
- Ensure delivery of CPD for Employer Engagement across secondary schools
- Ensure schools/colleges are aware of the opportunity to deliver enterprise qualifications

### Evidencing impact of an integrated approach

- Encourage more consistent monitoring of provision within schools/colleges by referring to existing quality frameworks against which paper-based or web-based information can be provided
- Where these tools for monitoring exist, make sure schools/colleges are aware of how to access these both online and offline to encourage monitoring and self-evaluation



## Introducing the Research

Following a successful tender process, Dubit were commissioned to provide a robust overview of the state of Enterprise Education within the region through a piece of primary research with Enterprise Coordinators and Head Teachers from secondary schools and colleges<sup>2</sup>.

This document presents the findings from a survey of 204 secondary schools and colleges, 48% of the 427 schools and colleges in the region. This research, conducted between April and May 2009, aims to contribute to regional debate regarding investment and value for money. Data collated highlights the range of enterprise content, use of funding and delivery arrangements. It allows for interrogation of the findings by Sub-Region, where some key differences are apparent. Specific areas covered include:

- ▶ Time allocated to teaching enterprise
- ▶ Strategies for delivery and the involvement of key stakeholders
- ▶ Delivery of Diplomas and enterprise qualifications
- ▶ Content of Enterprise Education and integration with the curriculum
- ▶ Effectiveness of links with employers
- ▶ Commitments to Continuing Professional Development (CPD) for Enterprise Education
- ▶ External partnership arrangements to support delivery
- ▶ Barriers to take up and effective delivery of Enterprise Education
- ▶ Awareness of funding and allocation of annual budgets
- ▶ Perceived impact of Enterprise Education and monitoring activities
- ▶ Perceptions on how best to improve Enterprise Education in Yorkshire & Humber

### Methodology

Prior to this research, no profiling information existed that highlights the type and extent of enterprise activity in schools and colleges in Yorkshire & Humber. As a first step, Dubit developed a database of all schools/colleges in the region, including appropriate details of Enterprise Coordinators. This database has now been populated with primary data from consultations with school staff that can be interrogated by key factors such as Sub-Region and Local Authority. The research provides valuable intelligence about the penetration of enterprise education across the region, identifying enterprising hotspots and more importantly highlighting gaps of opportunity.

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<sup>2</sup> This does not include special schools.

### Stage One – Development of Database

The research team at Dubit has contacted all schools in the region to collate the details of Head Teachers and Enterprise Coordinators. Drawing on Dubit's existing school contacts on its Schools Panel, staff telephoned schools to check and update this information as well as obtain details for additional staff. This has included direct email addresses and telephone numbers to allow for immediate contact with teaching staff and to minimise time spent chasing individuals. Dubit has also liaised with YPEF and other enterprise providers to ensure the database clearly identifies the relevant Local Authority (LA) for each school/college and whether it receives Local Economic Growth Initiative (LEGI) funding.

### Stage Two – Consultations with School Staff

A sample of Head Teachers, enterprise teachers and Enterprise Coordinators have been consulted via a quantitative survey using a questionnaire drafted and agreed with YPEF. CATI (Computer-assisted telephone interviewing) have been used as well as paper-based questionnaires and an online survey, to ensure flexibility and provide an opportunity to respond in ways that are most convenient for respondents. A total of 204 staff have responded to the research, covering 43 Head Teachers / Deputy Head Teachers and 161 other staff, mainly Enterprise Coordinators.

**Table:** Breakdown of Response Rates

Sub-Region	No. of Schools within Region	No. that Participated	Conversion Rate (%)
West Yorkshire	180	96	53%
South Yorkshire	95	47	49%
North Yorkshire	80	35	44%
Humber	72	26	36%
TOTAL	427	204	48%

The resulting data has been analysed using a statistical software tool to produce key breakdowns by: overall responses; LEGI and non-LEGI schools; and by Sub-Region. These breakdowns are clearly highlighted in this report.

## Part 1 - State of Enterprise Education: Overview

This part of the report provides an overview of the state of Enterprise Education in Yorkshire & Humber, briefly introducing and zooming in on the main differences found across sub-regions (North Yorkshire, West Yorkshire, South Yorkshire and Humber) and LEGI / non-LEGI areas<sup>3</sup>.

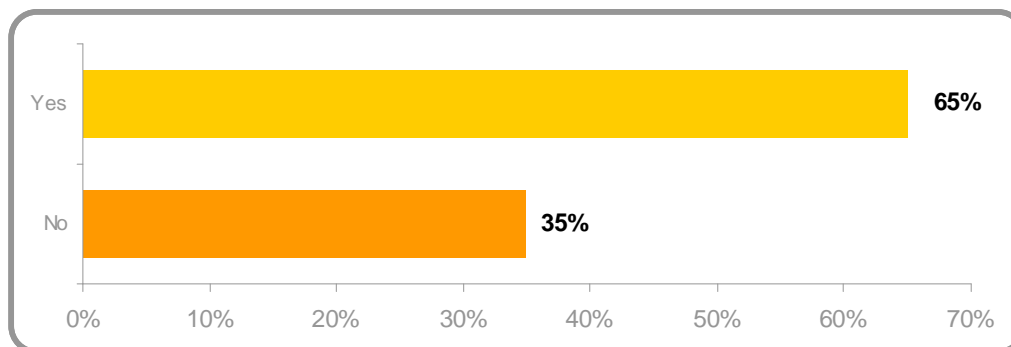
### Whole School / College Approach

#### Strategy / Policy

▶ Two thirds of schools currently have a policy or strategy for Enterprise Education

Nearly two thirds of schools/colleges (65%) involved in this research have created a policy or strategy for Enterprise Education. This also highlights that one third (35%) have not yet incorporated this within their plans in a structured way.

**Chart 1:** Has the school/college created a policy or strategy for Enterprise Education (all respondents)?



Respondents who already have a policy/strategy at their school/college were asked to explain whether they feel this helps them deliver Enterprise Education more efficiently. The majority of those who provided an explanation state that there are definite benefits of developing a strategy,

<sup>3</sup> Please note that LEGI schools/colleges have been determined using existing information on which fall into the appropriate LEGI areas within Yorkshire, rather than any self-reported classification. Reference is made within this report to where there appears to be some difference in response between sub-regions and LEGI/non-LEGI funded areas. However, it is important to bear in mind that this sample of schools is not a random sample but rather a collection of schools/colleges that agreed to participate in this research. It could be argued that these schools/colleges are those that have a particular interest in Enterprise Education are therefore keen to contribute and as a result, are 'self-selected'. Apparent differences in data are only highlighted where there is some confidence (90-95% level of confidence) that these appear to be significant. Even though standard significance testing is based on a random sample, this does provide an indication of where there may be differences across groups.

mainly development of a structure that facilitates better planning of what will be delivered and when as well as clarification of aims and responsibilities. Crucially, a few commented on how this can also enhance awareness across the school/college as to how this can be embedded across different curriculum areas as well as acting as a tool to secure buy in from senior management.

*'Yes the planning at all key stages is essential for ensuring all students have access to Enterprise Education. Also, the policy helps highlight the importance of Enterprise Education in every subject area and meets the ecm agenda'.*

*'Yes as it has helped the whole school understand the role of Enterprise Education across the curriculum'.*

*'Yes. Recently reviewed to get backing from the senior leadership team. Can show evidence of what they are doing and provide a budget'.*

The minority who were not as positive mainly stated that a strategy is just a paper exercise and is not as important as the actual delivery of effective provision with buy in from other staff members. Allocation of time is mentioned as a specific concern.

*'No – the only factor that would help deliver Enterprise Education more efficiently would be allocated time on the timetable'.*

*'Not very much as it is difficult to integrate our enterprise policy within the constraints of the current timetable. Different senior managers are responsible for different policy initiatives, and so it is challenging to deliver effective enterprise'.*

*'No it's just a piece of paper, backing of senior staff makes the difference'.*

Around half of those who do not currently have a policy/strategy feel this would help to provide a structure and standardise Enterprise Education as well as raise awareness amongst all staff as to the role this can play across the curriculum. Others are thinking about implementing this or know this may be introduced. A few feel this is something senior management need to arrange.

*'The school has never had a policy making it very difficult as enterprise needs to be a top down approach'.*

## Opportunity

Encourage every school to establish an Enterprise Education policy

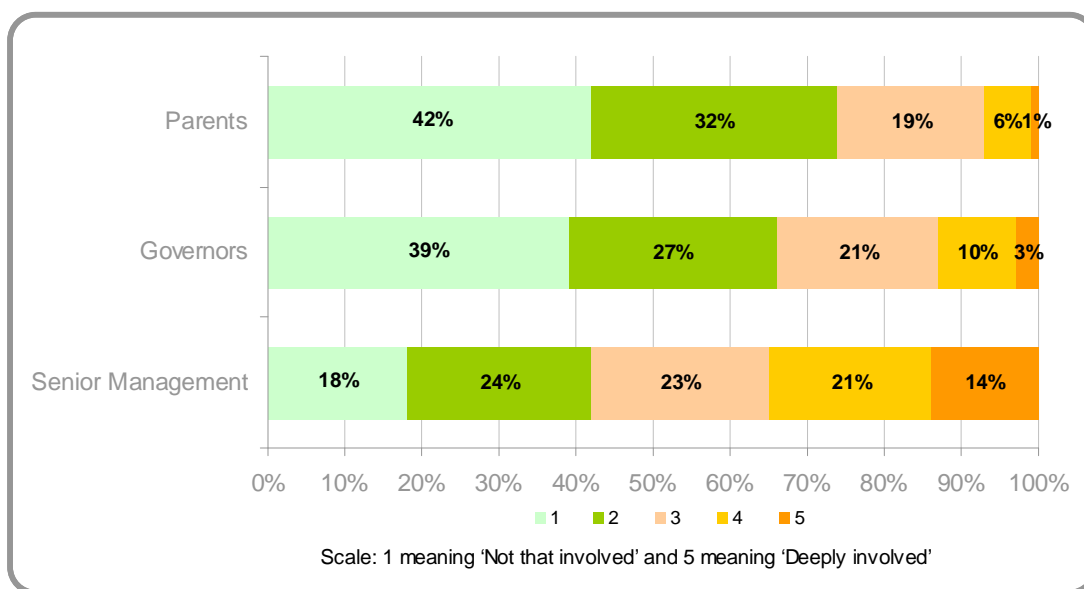
Improve the quality of Enterprise Education through the increased usage of quality frameworks

### Stakeholder Involvement in Delivery

- ▶ 35% of schools claim Senior Management are actively involved in the delivery of Enterprise Education
- ▶ There is a need for governors and parents to be more involved

Just over one third of schools/colleges consulted for the research (35%) state that Senior Management get either 'actively' (21%) or 'very actively' (14%) involved' in Enterprise Education. 42% of all schools rate the involvement of SLTs/SMTs negatively. This response is more positive from those completing the survey who are themselves in Senior Management positions.

**Chart 2:** How actively involved are the following in Enterprise Education in your school / college (all respondents)?



Responses from the Humber and West Yorkshire appear to show a greater involvement from Senior Management with 23% and 21% respectively highlighting these staff are 'very actively involved' in provision. Those responding from LEGI funded schools/colleges also report a greater involvement from these staff – with 22% claiming they are 'very actively involved' compared to 12% at non-LEGI schools/colleges.

Involvement of Governors is perceived to be very low across the region with only 13% stating they are involved in some form. The majority - 66% state they are 'not that involved' or 'definitely not that involved'. Activities they help to provide include: conducting mock interviews; judging 'dragons' den' type events and competitions; sitting on employer advisory board; inviting employers to speak; and planning enterprise provision.

Involvement from parents is also perceived to be very low with over 7 in 10 (74%) of respondents stating they have little or no involvement. LEGI schools appear to report less involvement of parents than non-LEGI schools, with 57% stating they are 'definitely not that involved' compared to 37% of non-LEGI schools. Contribution from parents tends to involve: judging competitions; giving talks in the school/college; helping to create links with employers; supporting industry days and fundraising events; supporting their children in projects outside of school; and suggestions on how to improve provision;

## Opportunity

Encourage greater involvement of Senior Leadership Teams to drive forward Enterprise Education agenda

Encouraging greater involvement of parents and employers would help roll out engagement strategies in schools

## Delivery of Qualifications & Diplomas

- ▶ Take up of Enterprise qualifications is fairly limited
- ▶ Four in ten schools/colleges deliver Enterprise qualifications
- ▶ Nearly one quarter (23%) of schools are currently delivering Diplomas
- ▶ Two thirds (65%) are planning to deliver Diplomas in the future

### Enterprise Qualifications

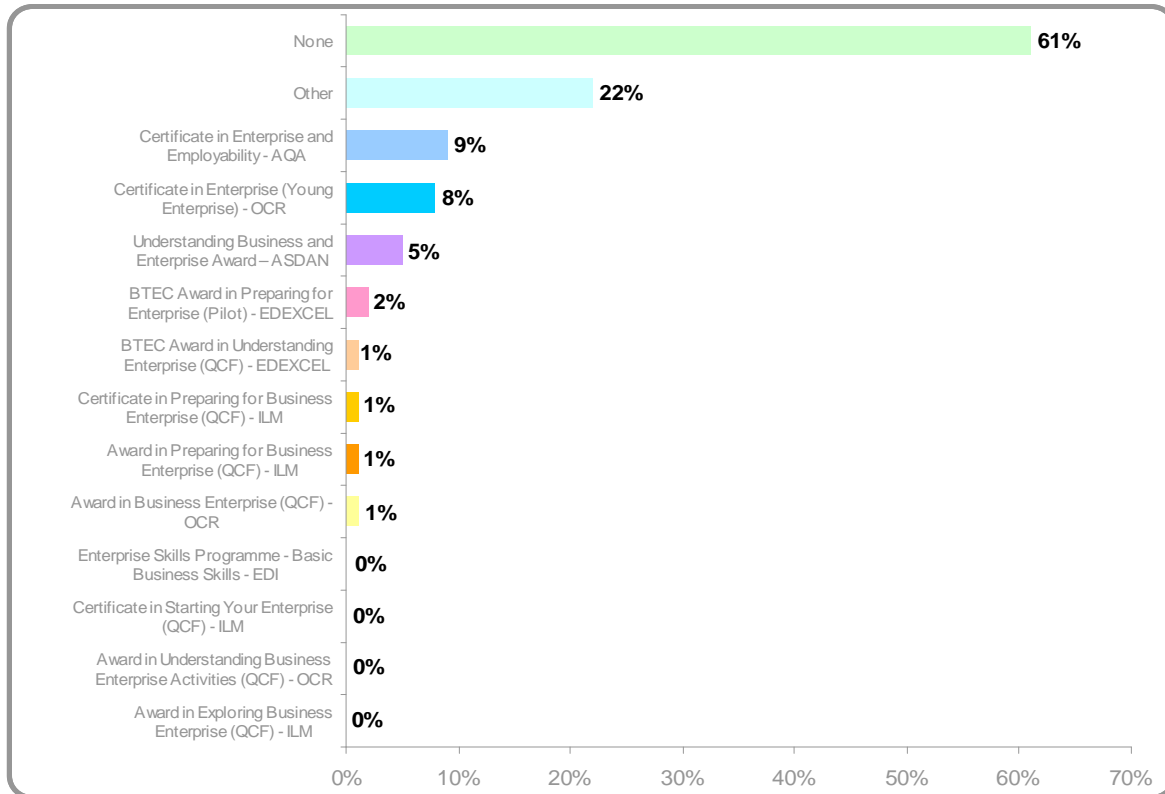
A large proportion - over six in ten (61%) of the schools/colleges involved in the research - do not deliver any Enterprise qualifications.

The most common qualifications offered by schools/colleges are the Certificate in Enterprise and Employability from the AQA (9%) and in the Certificate in Enterprise (Young Enterprise) from the OCR (8%). 'Other' qualifications mentioned include:

- NCFE Level 2 Award for Developing Enterprise
- BTEC Diploma in Business; ASDAN Enterprise Certificate
- ASDAN Foundation for Work Award

- GCSE in Business
- Preparation for Working Life from AQA.

**Chart 3:** Is your school / college involved in delivering any of these Enterprise qualifications (all respondents)?



## Opportunity

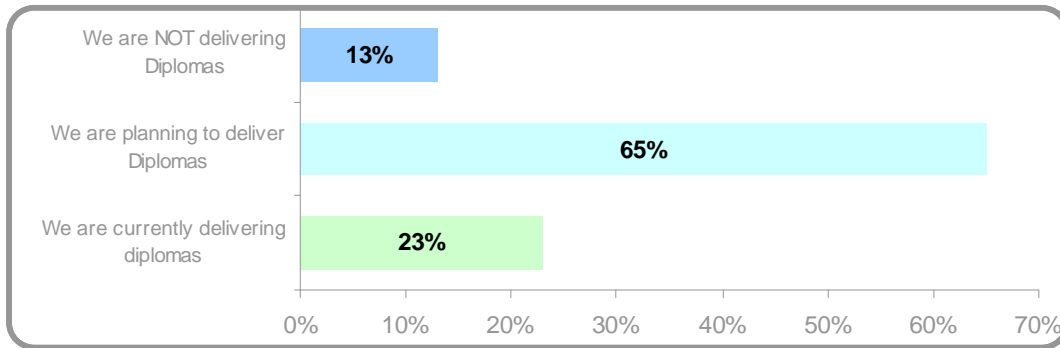
Raise awareness of Enterprise qualifications schools

Encourage more schools to offer Enterprise qualifications

## Diplomas

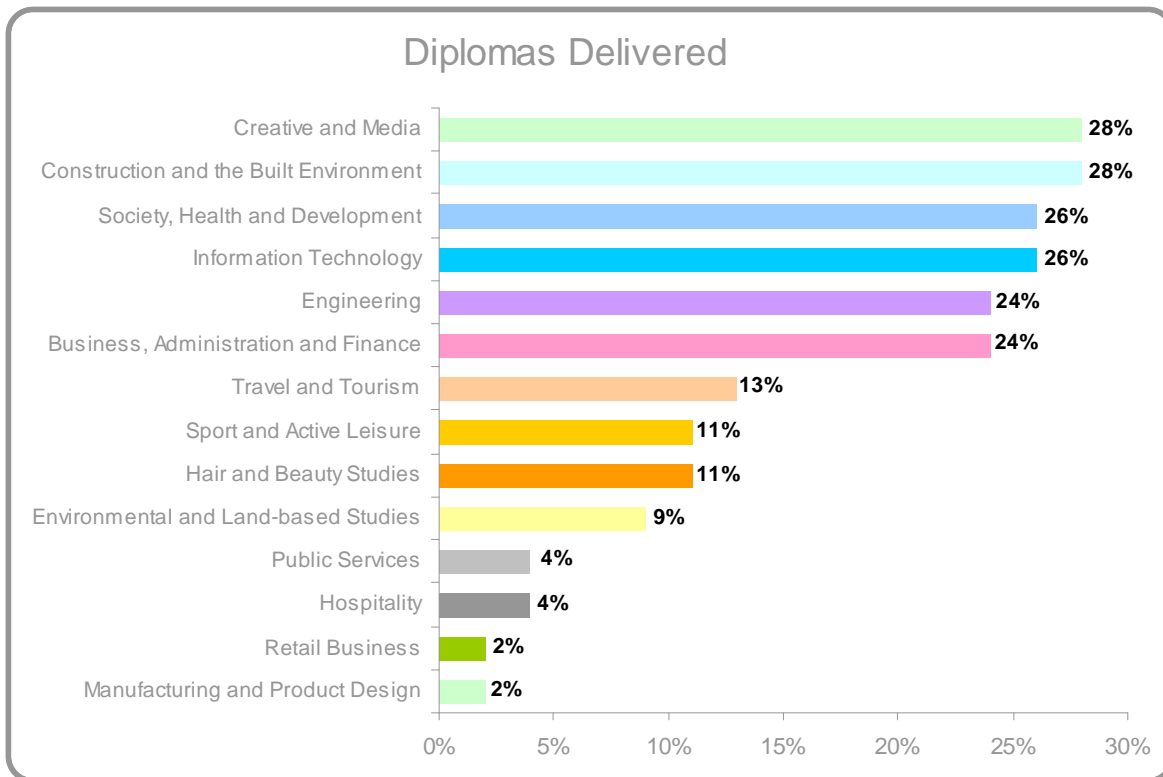
Less than one quarter (23%) of schools are currently delivering the new Diplomas but two thirds (65%) are planning to deliver them in the future. Only one in eight (13%) said they are not delivering these and have no plans to roll these out.

**Chart 4: Is your school / college involved in delivering Diplomas (all respondents)?**



The most popular Diplomas currently being delivered are: Creative and Media; Construction and the Built Environment; Society, Health and Development; and Information Technology. Just under one quarter of those delivering Diplomas (24%) are offering Business, Administration and Finance. Retail Business and Manufacturing and Product Design are only mentioned by a small number of schools.

**Chart 5: Which of these Diplomas is your school delivering? (those that currently deliver Diplomas only, base: 46)**





## Opportunity

Ensure schools have access to labour market information

Establish reasons for lower take up of specific Diplomas and develop strategies to address

Encourage greater involvement of employers by providing relevant information and guidance on Diplomas

### Enterprise Coordinator profiles

- ▶ There is a wealth of experience in the region with 55% of Enterprise Coordinators having been in the role for more than 2 years
- ▶ 96% of Enterprise Coordinators also have other roles
- ▶ Two-thirds are teaching other subjects
- ▶ Majority have up to 2 hours of reduced teaching hours
- ▶ Schools highlight lack of time as the most significant barrier to effective delivery

According to school/college staff involved in this research, Enterprise Coordinators are usually delivering this provision alongside other teaching or non-teaching commitments. Six in ten (61%) report that staff have taken on this role as an additional responsibility. Just over one third - 35% also perform other non-teaching roles such as:

- Careers Coordinator
- Curriculum Coordinator
- Vocational Director

Just under half of those who teach other subjects and have other non-teaching roles (45%) have had their teaching hours reduced to allow them to teach Enterprise Education. An average of 4.3 hours is allocated to the Enterprise Coordinator role per week for those who have reduced teaching hours. However, this mean hides an important fact: the majority have just up to 2 hours of reduced teaching; A small proportion of schools/colleges – 15% - are spending five hours or more per week on Enterprise Education.

Chart 2.1.1: What is this person's primary job role (of the person responsible for Enterprise Education in your school/college) (all respondents)?

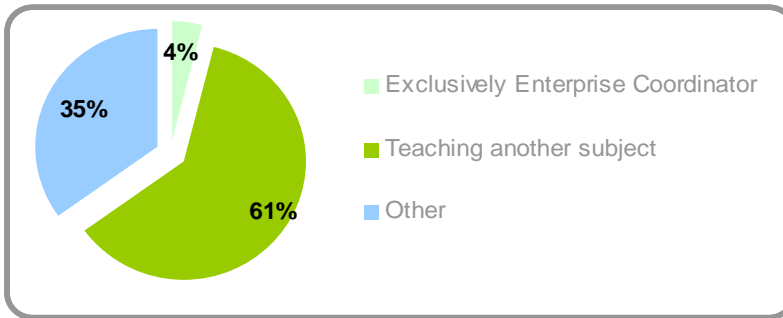


Chart 6: Does the Enterprise Coordinator have reduced teaching hours to undertake his/her role as Enterprise Coordinator (those who are teaching another subject or have additional responsibilities?) (base: 196)

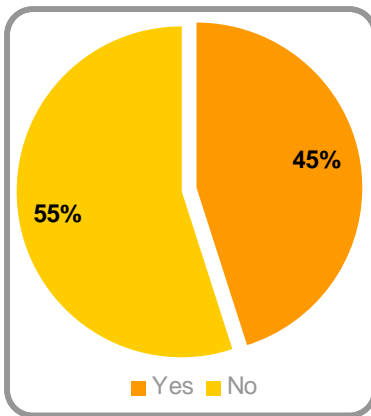
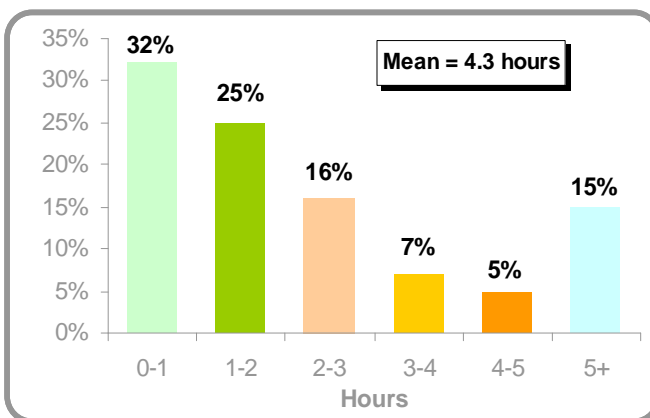


Chart 7: How many hours a week does he/she have to undertake the Enterprise Coordinator role (those who are teaching another subject or have additional responsibilities and have reduced their teaching hours)? (base: 96)

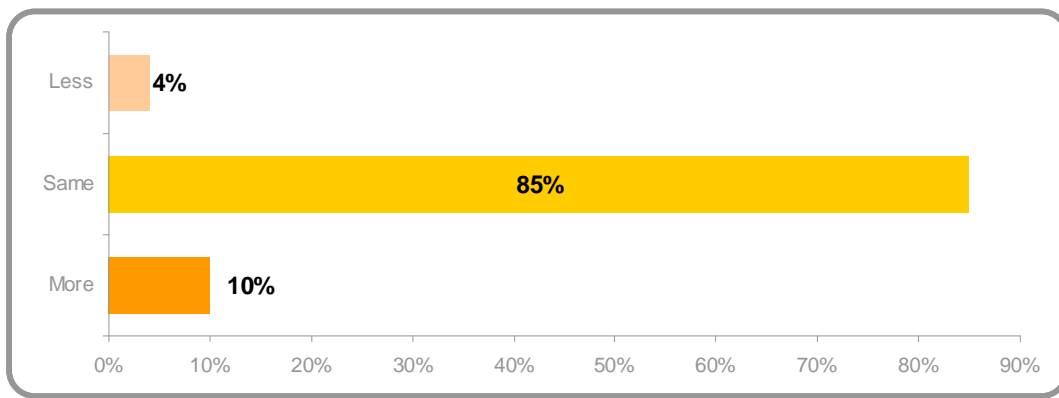


The amount of time spent teaching Enterprise Education in 2009 does not appear to have changed since 2008. The majority of respondents (eight in ten) state the amount of time spent teaching

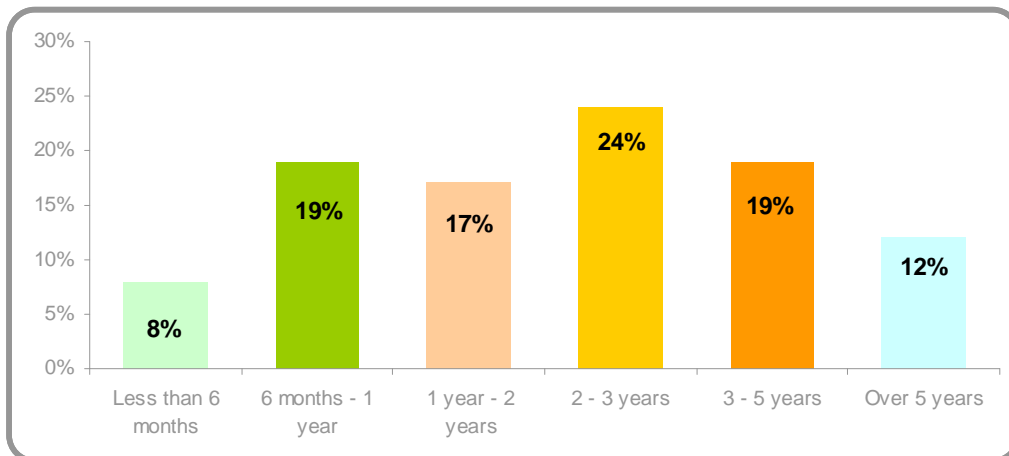
Enterprise Education per week has remained the same over the past twelve months. One in ten have actually spent more time teaching enterprise recently.

Just over one quarter of staff (27%) have been in the role less than one year. Four in ten (41%) have been involved from between one and three years and 31% report involvement for more than three years, which points towards a significant amount of expertise in the region.

**Chart 8:** Is the time the Enterprise Coordinator has for Enterprise Education more, less or the same than last year (those who are teaching another subject or have additional responsibilities and have reduced their teaching hours)? (base: 96)



**Chart 9:** How long has the Enterprise Coordinator been in his/her role at your school / college (all respondents)?



## Opportunity

Allocate Enterprise Coordinators sufficient time to embed a whole school approach to Enterprise Education

Maximise the wealth of experience in the region through existing networks

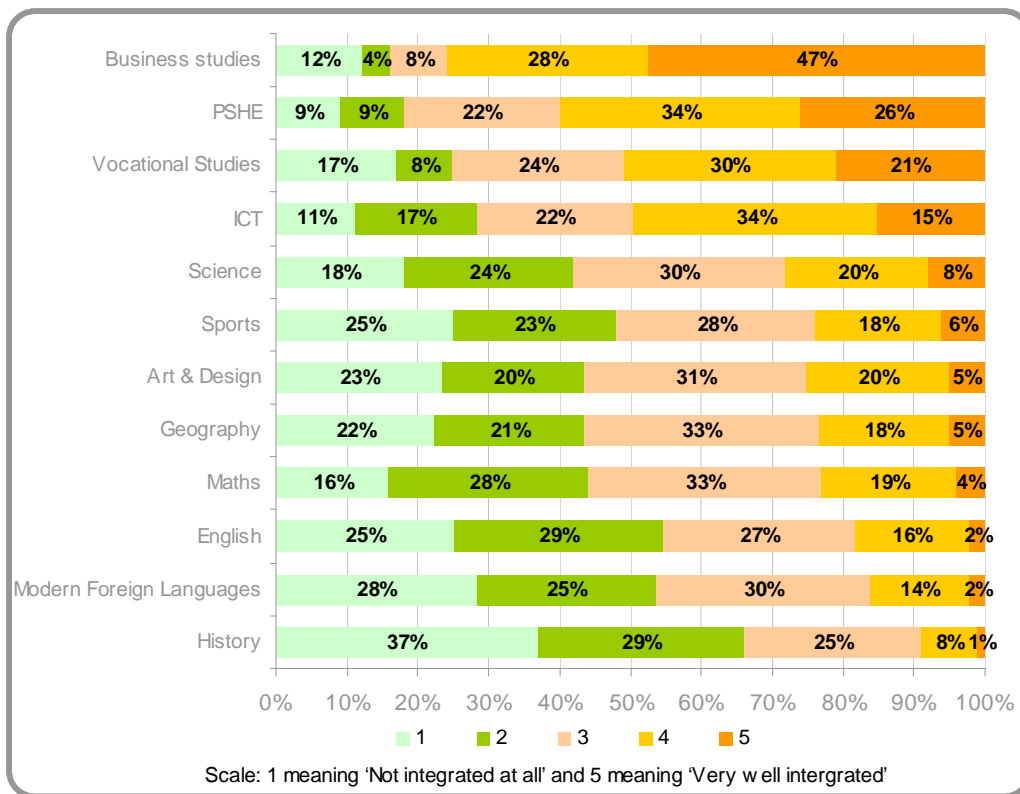
Encourage greater sharing of resources and good practice between teachers and schools

### **Embedding within the Curriculum**

Business Studies appears to be seen as the main subject area that has been well embedded with Enterprise Education. Just under half of all respondents - 47% rated this as 'very well integrated'. Schools/colleges in West Yorkshire are more positive about how well Enterprise Education is being embedded in Business Studies, with 55% stating this is 'very well integrated', especially when compared with 37% in North Yorkshire.

'Other' curriculum areas where this is seen as being well integrated mainly include: Design and Technology as well as Hair and Beauty; Music and Media. PHSE lessons, Vocational Studies and ICT are also seen as well integrated, with a 'very well integrated' score offered by 26%, 21% and 15% respectively. A lower rating is also provided by North Yorkshire for PSHE, with 14% feeling this is well integrated, compared to 38% in the Humber. Modern Foreign Languages, English and History are mainly perceived as the least well embedded.

**Chart 10:** How well is Enterprise Education integrated with / planned into each of these subject areas (all respondents)?



## Opportunity

Establish which schools have embedded Enterprise in the curriculum such as English, Modern Foreign Languages and History and encourage sharing of resources with existing networks and set up school visits where appropriate

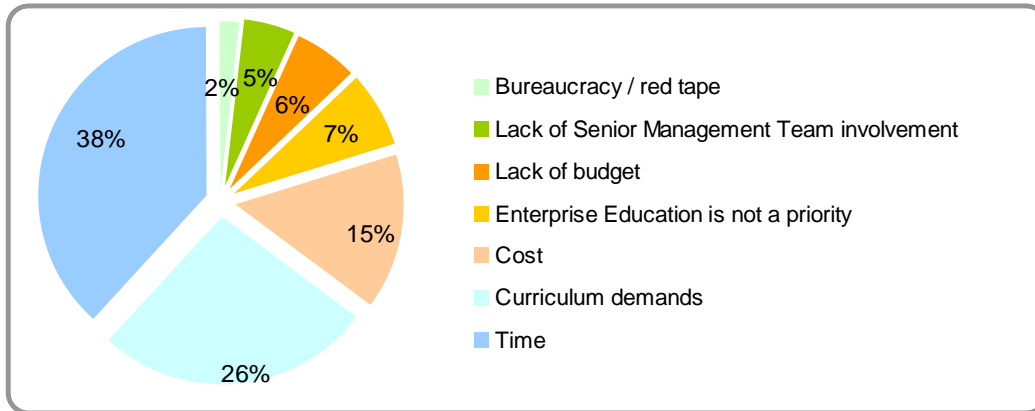
## Barriers to Enterprise Education

▶ 'Time' is perceived as the most significant barrier to effective delivery of Enterprise Education

'Time' has been highlighted as the most significant barrier to effective delivery of Enterprise Education, with 38% of all responding schools/colleges ranking this as the top issue.

This is followed by 'curriculum demands' (26%) and 'cost' (15%). Not having Enterprise Education be considered a priority does not appear to be reported as an issue topping the agenda, even though some schools/colleges have not yet developed any strategy/policy for delivering this.

**Chart 11:** What do you think are the main barriers to Enterprise Education in schools / colleges (all respondents)?



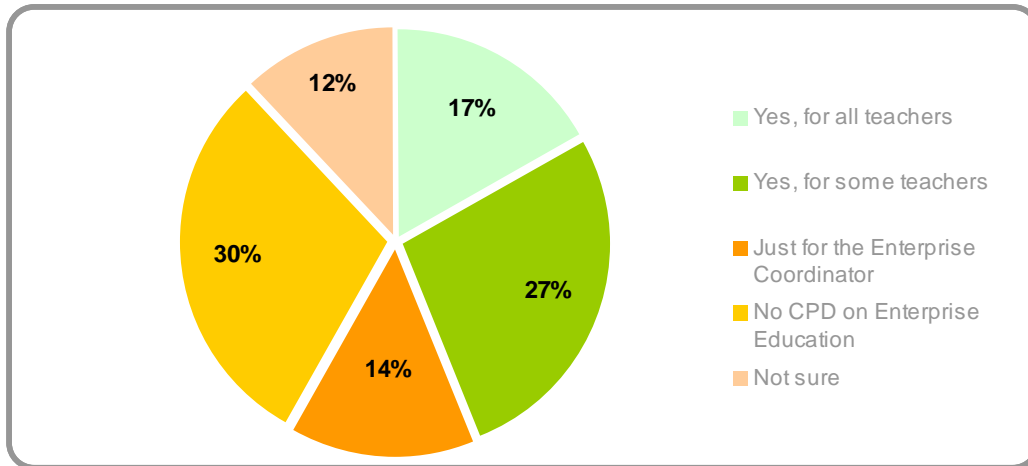
### Continuing Professional Development (CPD for Enterprise Education)

- ▶ 3 in 5 schools provide some form of CPD for Enterprise Education
- ▶ 17% provide CPD for Enterprise Education for all teachers, 27% for some teachers
- ▶ 30% offer no CPD for Enterprise Education and 12% are not even sure whether this is offered
- ▶ CPD for Enterprise Education considered a valuable asset for Enterprise Education
- ▶ Majority of schools/colleges involved in the survey feel it does not matter whether CPD for Enterprise Education is delivered in-house or whether this is at external events

### Current Commitment to CPD for Enterprise Education

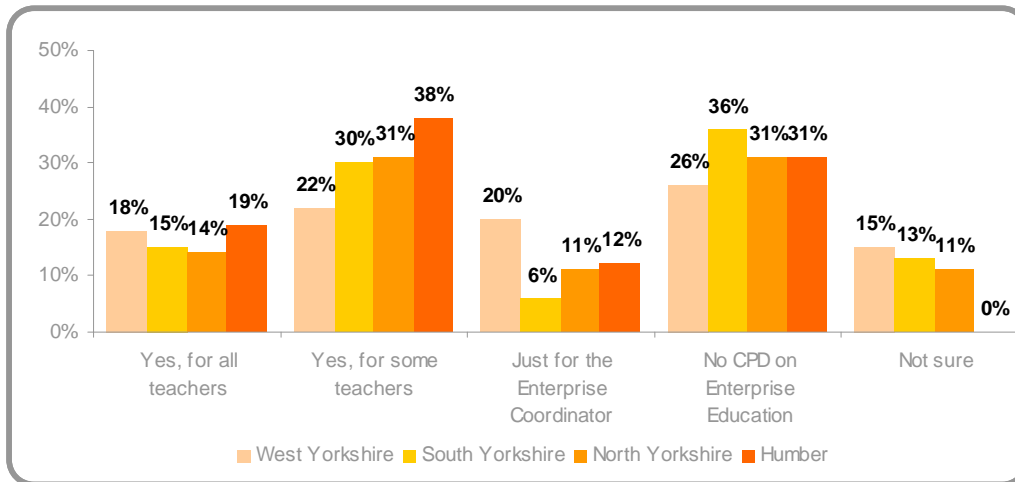
Although CPD is provided in some form in 58% of schools/colleges consulted for the survey, an additional 30% state there is no development available for Enterprise Education and this appears to be fairly consistent across the region.

**Chart 12:** Does your school / college offer CPD for Enterprise Education (all respondents)?



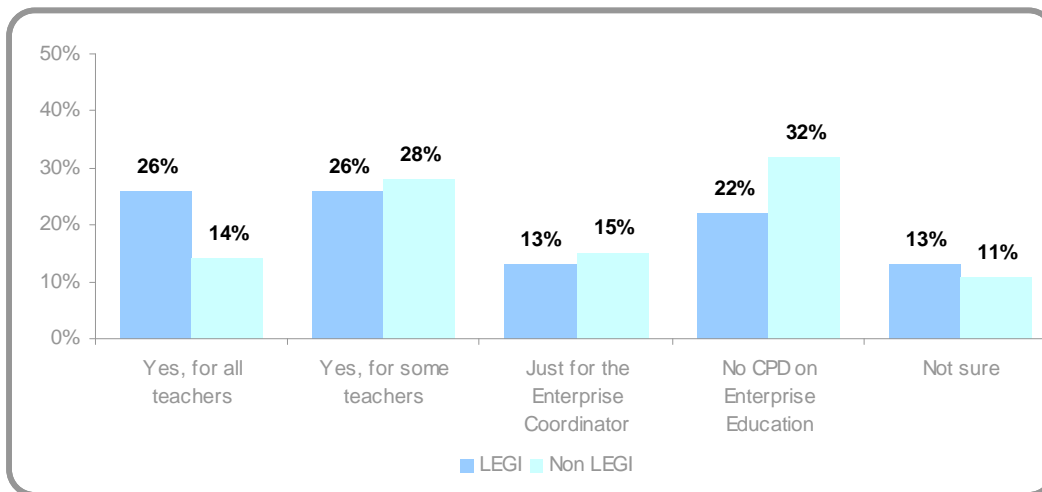
This suggests limited appreciation of the additional training needs highlighted by respondents, especially the 71% who feel there are specific benefits from further development in employer engagement. Nearly half (44%) stated this is provided for some or all teachers. 14% stated this is available for the Enterprise Coordinator only. The data also highlights some differences in support for CPD across the sub-regions. While 57% of those surveyed in the Humber stated they provide CPD for some or all of teachers, this figure is four in ten (40%) for West Yorkshire.

**Chart 13:** Does your school / college offer CPD for Enterprise Education? (by Sub-Region)



LEGI-funded schools/colleges appear to demonstrate a greater commitment to CPD for Enterprise Education with 26% providing this for all teachers compared to 14% of non-LEGI schools/colleges. Nearly one third (32%) of non-LEGI funded schools/colleges offer no CPD for Enterprise Education.

**Chart 14:** Does your school / college offer CPD for Enterprise Education? (by LEGI)

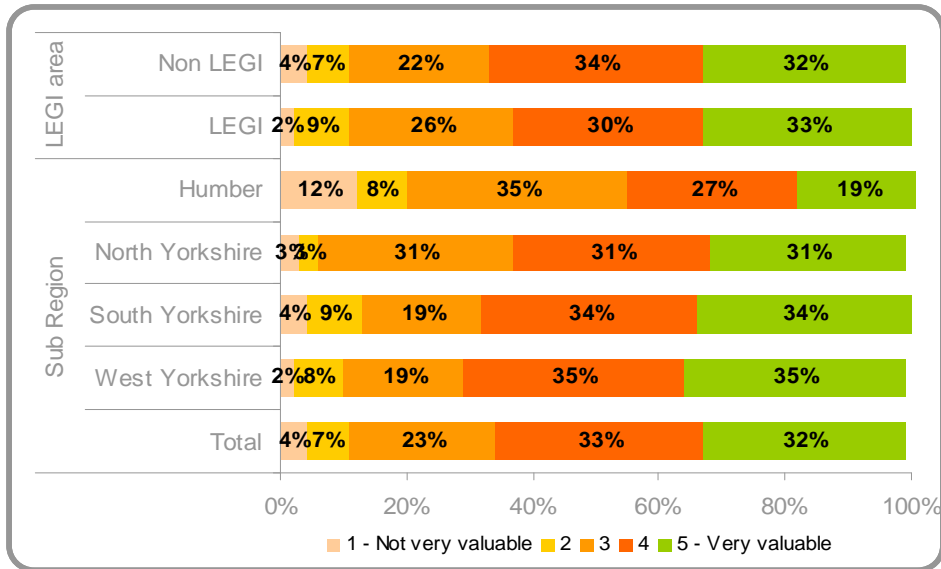


Perceived Value of CPD for Enterprise Education

Respondents consider CPD for Enterprise Education to be a valuable tool that can enhance Enterprise Education. When asked how valuable this is, nearly one third – 32% claim this is ‘very valuable’ and another third selected ‘quite valuable’. Schools/colleges responding in the Humber have provided the lowest scores for the value of CPD for Enterprise Education.

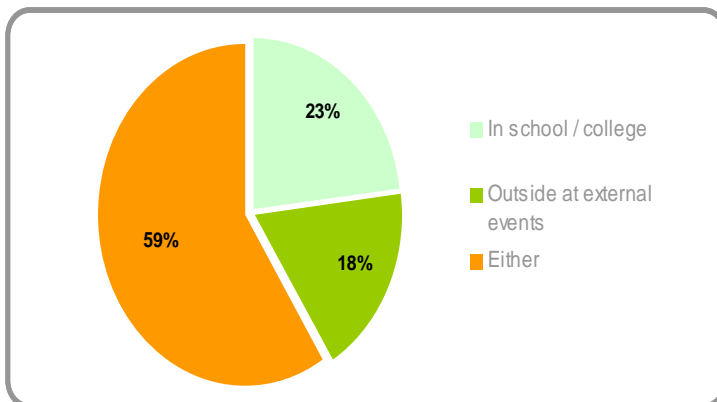


**Chart 15:** How valuable is CPD for Enterprise Education (all respondents)?



Over half of schools/colleges involved in the survey (59%) feel it does not matter whether CPD for Enterprise Education is delivered in-house or whether this is at external events. The remainder of the sample was divided. Nearly one quarter (23%) feel this best delivered in school, and one fifth (18%) feel this is more effective outside of this and planned through other events. Since this research was conducted, 'Rarely Cover' has been introduced in the region, which will have a significant impact on the extent to which teaching staff will be able to attend CPD for Enterprise Education outside of school/college.

**Chart 16:** In your opinion, where is CPD for Enterprise Education best conducted (all respondents)?



## Opportunity

CPD for Enterprise Education for teachers is essential to drive a culture of enterprise in schools.

With the introduction of 'Rarely Cover' there is a need for targeted CPD for Enterprise Education and a coordinated approach by partners

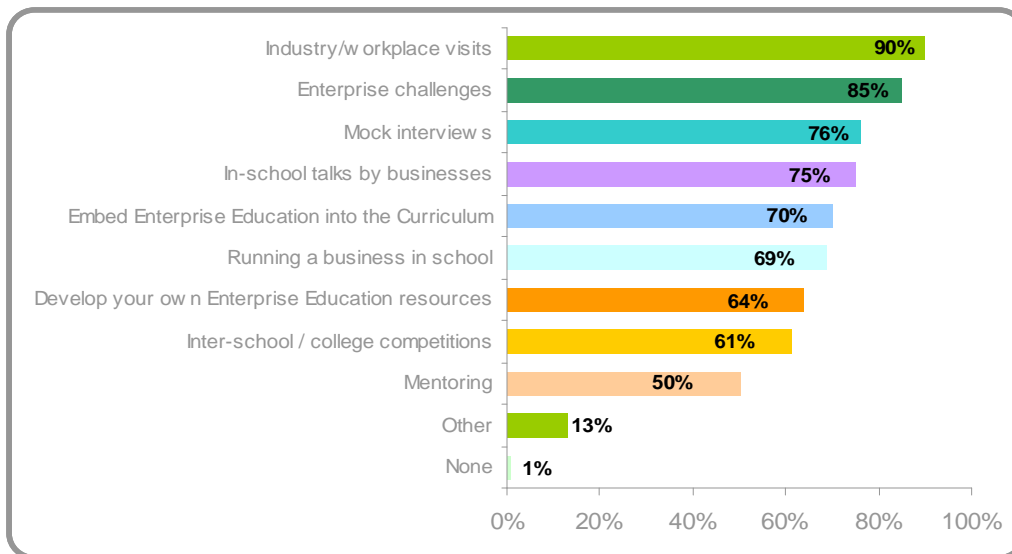
Schools value CPD for Enterprise Education created and delivered by other schools, as such there is an opportunity to maximise these resources and encourage greater sharing through Enterprise Learning Partnerships (ELPs) and the Specialist Schools and Academies Trust (SSAT).

## Delivery

### Enterprise Education Formats & Activities

The main type of activity delivered is 'industry/workplace visits', used by 90% of schools. This is followed by 'Enterprise challenges' (85%), 'mock interviews' (76%) and 'in-school talks' (75%). Although 'mentoring' appears as the least popular format, this is still delivered by half of those interviewed (50%).

**Chart 17:** Which of the following does your school / college currently do for Enterprise Education (all respondents)?



'Other' activities highlighted by schools/colleges (highlighted by 13% of respondents) tend to relate to enterprise challenges or inter-school/college competitions as well as specific mentions of enterprise days and fundraising events.

Seven in ten schools/colleges state they are embedding Enterprise Education into the curriculum and nearly three quarters are developing their own resources to assist in delivery of this teaching. Schools/colleges in North Yorkshire appear to be less likely to be delivering ‘mentoring’ with 34% of respondents from that sub-region selecting this option, compared to 58% in West Yorkshire. Non-LEGI schools also appear to be less likely to deliver ‘inter-school/college competitions’ (57% compared to 76% in LEGI schools) as well as ‘mentoring’ (47% compared to 61% in LEGI schools).

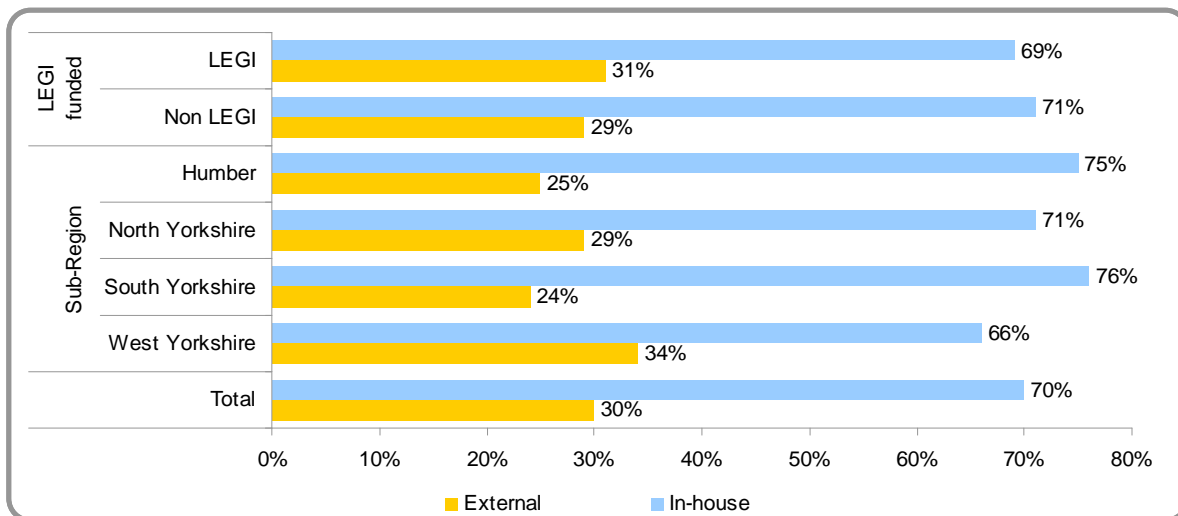
### In-house vs. External Delivery

- ▶ 70% of Enterprise Education is delivered in-house; 30% by external delivery partners
- ▶ Similar situation in LEGI vs. non-LEGI areas

#### Delivery Arrangements

When looking at total responses from across the region, schools/colleges state that 70% of Enterprise Education is delivered in-house, leaving around 30% of provision organised with support from external delivery partnerships. This indicates that schools/colleges are successful in ensuring sustainability and a legacy of Enterprise Education as highlighted in the Regional Enterprise Education Strategy, as well as highlighting that the Key Stage 4 Standards Fund is being used effectively. While external providers already provide a key role, it is important that provision and a culture of enterprise is developed within schools/colleges.

**Chart 18:** In your opinion, what percentage of your school's Enterprise Education is developed and delivered in-house and what percentage is developed and delivered using external delivery organisations / partners (all respondents)



Schools in LEGI areas appear to be very slightly more likely to use external arrangements than non-LEGI schools, highlighting a 69/31 split compared to 71/29 split of provision in terms of in-house and external delivery in non-LEGI schools.

The evidence also suggests that a smaller percentage of provision is delivered with the assistance of external partnerships in schools/colleges in South Yorkshire and the Humber. Schools/colleges in West Yorkshire represented the largest percentage of schools/colleges involved in external delivery partnerships, with a 66/34 split.

The role of external delivery partners is vital to Enterprise Education but in order to embed a culture of Enterprise it needs to be driven from within schools. The statistics would evidence that this trend is beginning to take place. By introducing quality frameworks we can help schools improve the quality of provision

## Delivery Partners

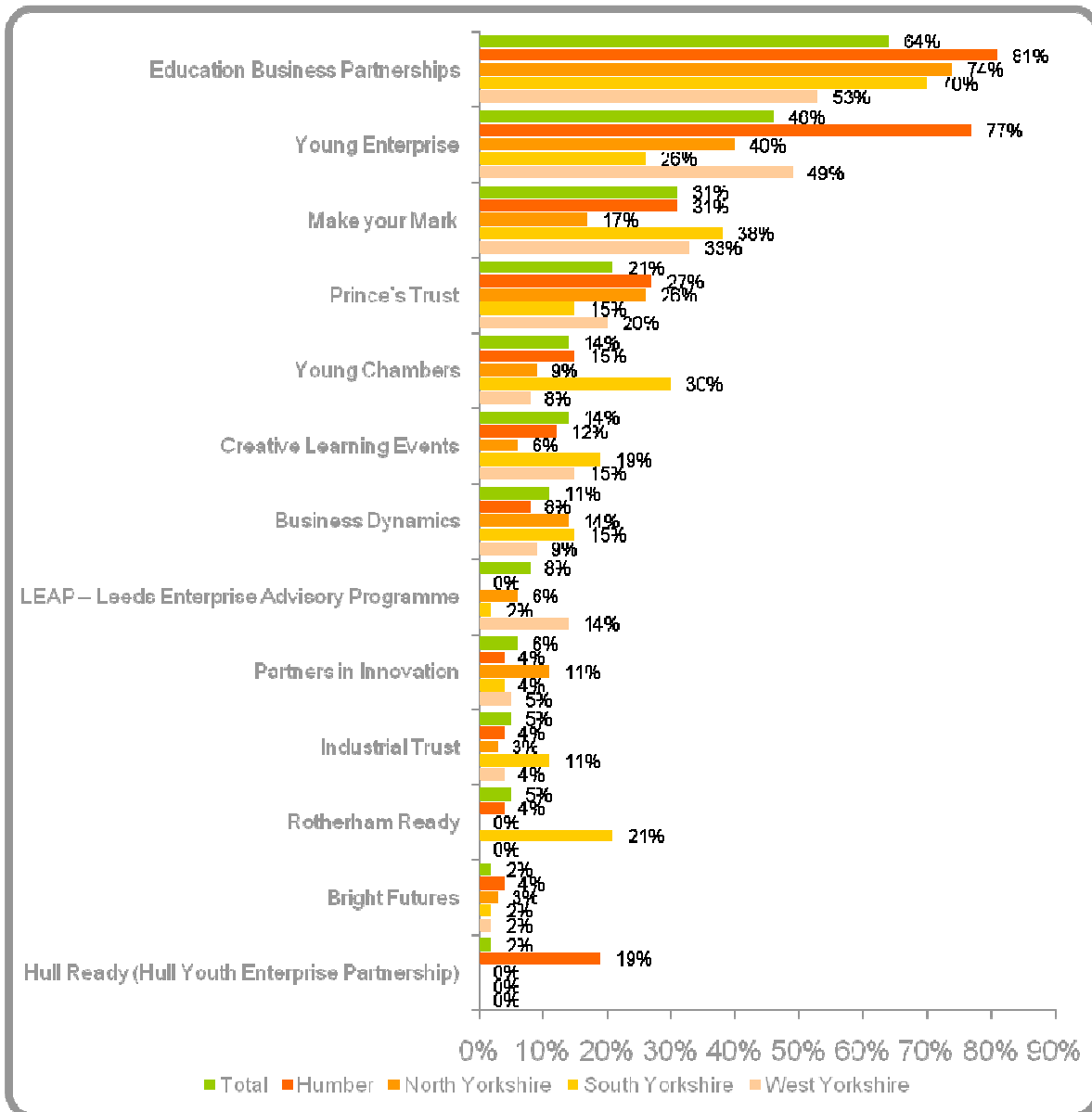
- ▶ External Delivery Partners play a vital role in Enterprise Education
- ▶ Involvement with different partners varies considerably across the region
- ▶ Two thirds of schools work with Education Business Partnerships (EBPs)
- ▶ Half use 'Young Enterprise'
- ▶ One third working with 'Make your Mark'

Respondents were also asked which delivery partners their school/college is working with. Two thirds (64%) state they are working with Education Business Partnerships (EBPs) such as BESY, Leeds EBP, Bradford EBP, NYBEP, Compact and The Humber EBP.

Just under half said they work with Young Enterprise. Involvement with Young Enterprise appears to vary considerably by sub-region with 77% of those in the Humber stating involvement, ranging to only 26% in South Yorkshire. Overall, one third (31%) are working with 'Make your Mark', but this figure falls to (17%) in North Yorkshire. Two in ten are working with the Prince's Trust.

Other providers mentioned include: Bright Futures; pfeg; speakeasy4schools; The E-Factor; Natwest MoneySense; Coca Cola; and Connexions.

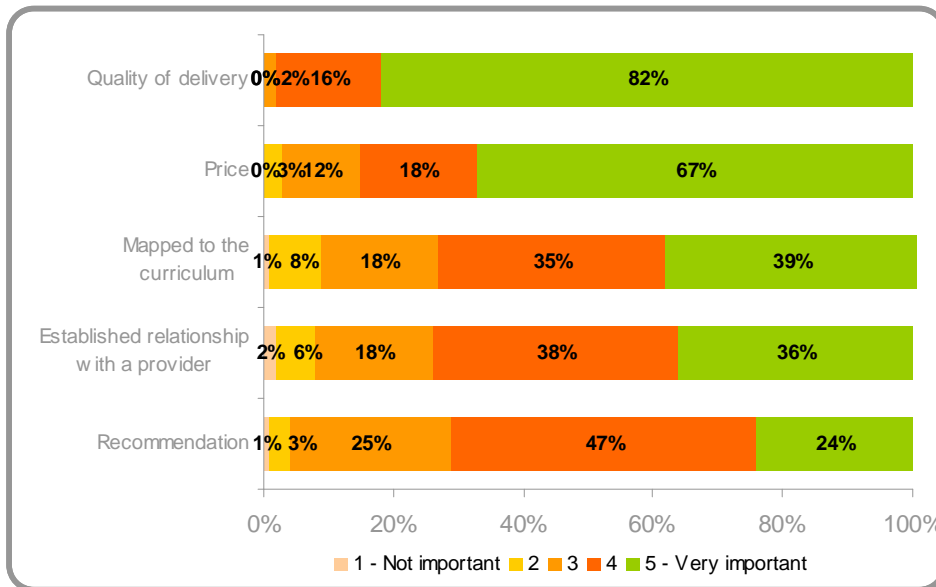
**Chart 19:** Which of these external delivery partners are you working with or will work with in this academic year? (base: 180)



'Quality of delivery' and 'price' have been identified as the most important factors when choosing an external delivery partner, with 82% stating quality is 'very important' and 67% highlighting price.

'Other' criteria mainly covered the ability to tailor provision to the needs of schools/colleges and their pupils/students as well as flexibility in responding to last-minute requests. Of the options listed, the least important factor appears to be a 'recommendation' from others through word of mouth, although this is still seen as quite important with one quarter rating this as 'very important'.

**Chart 20:** How important are the following criteria when choosing an external delivery partner? (all respondents)



### Links with employers

- ▶ Enterprise challenges and industry/workplace visits are the most valuable contribution employers can offer
- ▶ 49% of schools feel that their school/college is effective at engaging with employers (13% engage 'very well')
- ▶ 71% feel the school/college would benefit further from support or training in Employer Engagement (34% 'great benefit')

### Desired Support from Employers

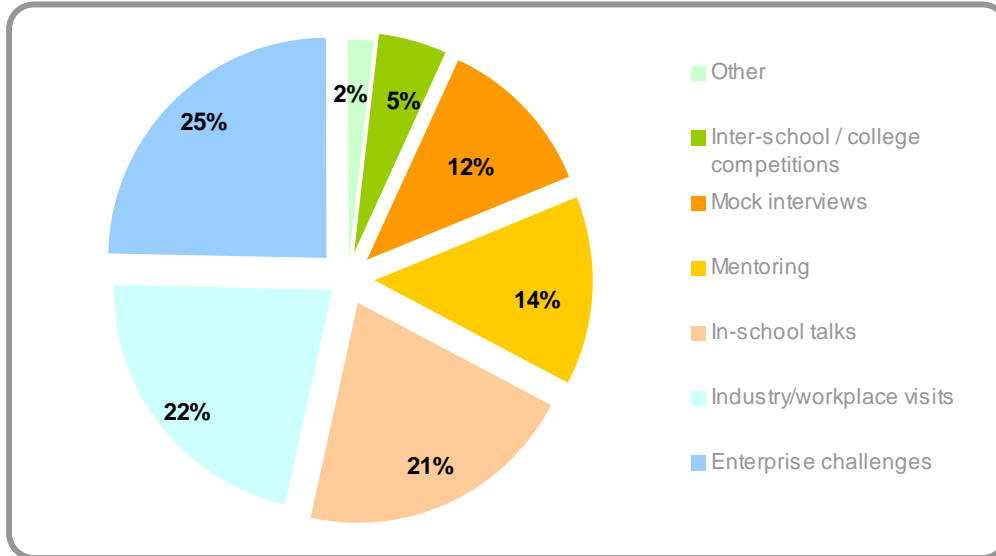
As highlighted above, many schools/colleges use 'industry/workplace visits', 'enterprise challenges' and 'in-school talks' within their Enterprise Education provision. When asked which employer activities are the most useful, one quarter of schools/colleges ranked 'enterprise challenges' as the top activity. An additional 22% think 'industry/workplace visits' are most important' followed by 21% stating that 'in-school talks' are most desired.

Although in-school talks by businesses are perceived to be of great value, one quarter of the schools/colleges surveyed do not offer this for their pupils/students, suggesting a mismatch between demand for this provision and the availability/willingness of employers to take part. There is less demand for employers to contribute to 'mentoring'; 'mock interviews'; and 'inter-school/college competitions'.

Table: Provision offered vs. most important activities employers can offer (all respondents)

Activity	% schools/colleges delivering this activity	% ranked this as MOST important from employers
Industry/workplace visits	90%	22%
Enterprise challenges	85%	25%
Mock interviews	76%	12%
In-school talks by businesses	75%	21%
Inter-school/college competitions	61%	5%
Mentoring	50%	14%

**Chart 21:** Of the following activities that an employer could offer your school / college, which do you most need? (all respondents; activities ranked as most important)



Schools/colleges have highlighted a number of key benefits to pupils of linking up with employers.

- Real life experience of the workplace
- An understanding of how skills gained in school/college relate to the real world of work
- Insight into potential careers
- Development of maturity and confidence of working in a business environment
- Raised aspirations

- Development of inter-personal and problem-solving skills

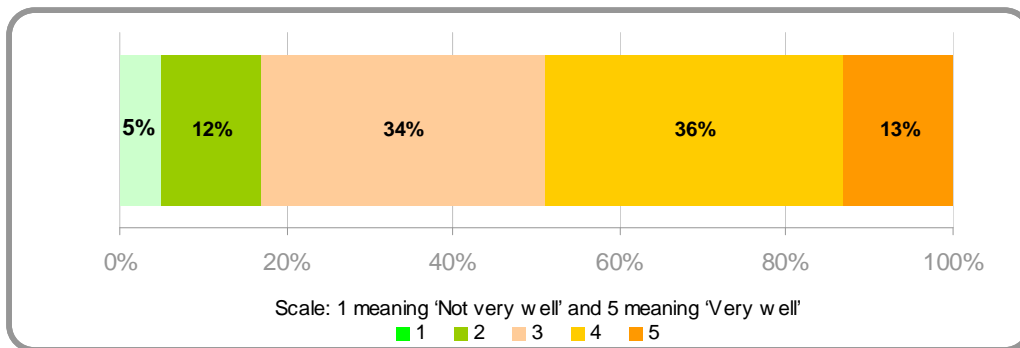
*'Students are helped to develop skills that can enable them to become more independent and motivated to achieve, whether at school, in business or whatever career route they eventually choose'.*

*'Broader understanding of the world and their place in it. Greater understanding of employment opportunities. Real and practical application to improve their studies particularly in relation to the business courses we deliver'.*

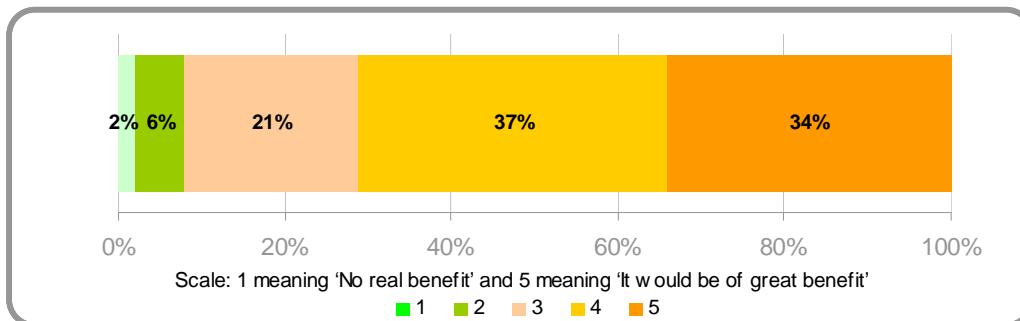
### Effectiveness of Engaging with Employers

Just under half (49%) feel that their school/college is effective at engaging with employers with 13% stating they engage 'very well'. However, over two-thirds (71%) feel the school/college would benefit further from support or training in Employer Engagement – in fact, 34% of that group feel this would be of 'great benefit' to their work.

**Chart 22:** How well do you feel your school engages with employers (all respondents)?



**Chart 23:** To what extent could support or training in Employer Engagement benefit your school (all respondents)?





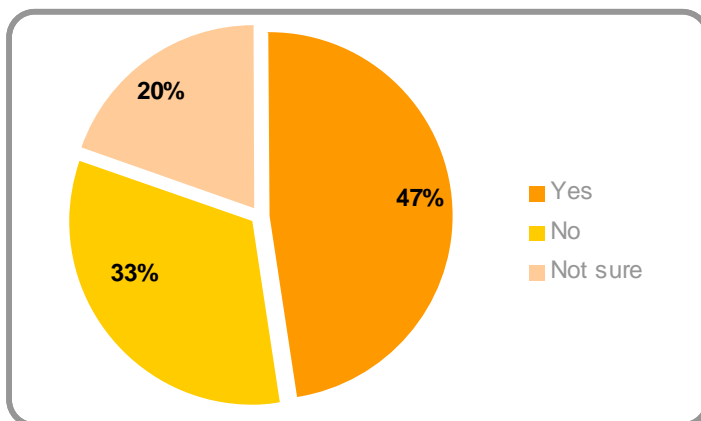
This suggests that provision could be significantly improved here through additional support measures in making links with employers, especially to increase the number of in-school talks from businesses.

## Budget

- ▶ Overall, four in ten respondents are unsure as to the actual budget available at their school / college
- ▶ Head Teachers and Deputy Head Teachers better informed than Enterprise Coordinators
- ▶ Less than half (48%) of all interviewed teachers aware that their schools / colleges benefit from the KS4 Standards Fund for Enterprise Education
- ▶ Paying for teacher cover (37%) and CPD (36%) are less of a priority
- ▶ Less than half (47%) of those receiving funding from the Local Economic Growth Initiative (LEGI) are aware of this
- ▶ One in five LEGI funded schools have budgets of over £15,000. This is in contrast with one in twenty (5%) of non-LEGI schools

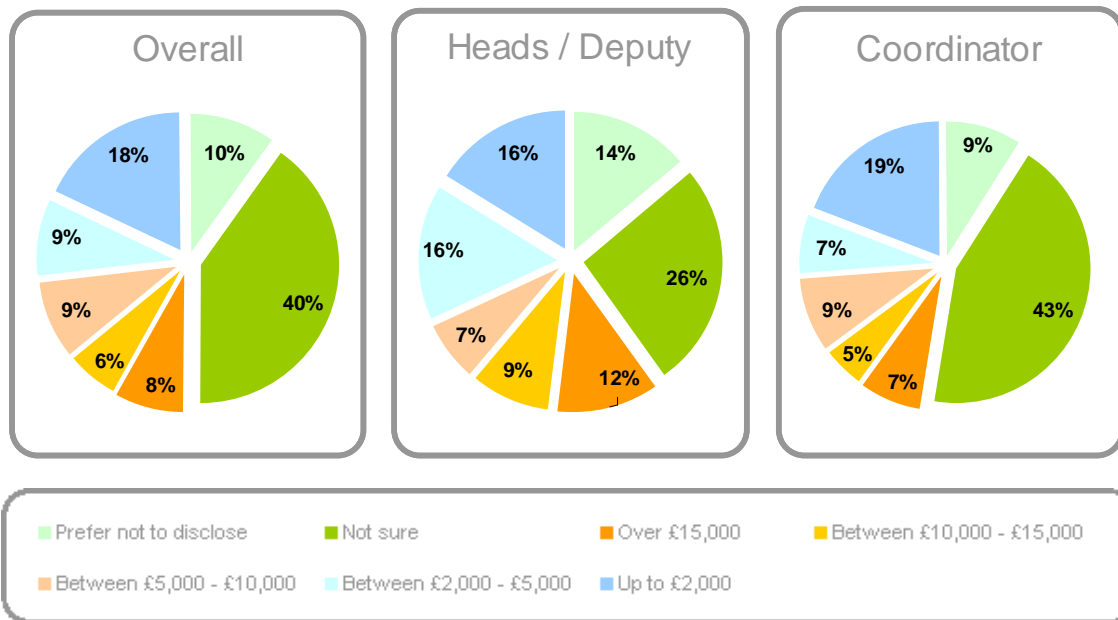
Just less than half (47%) of those receiving funding from the Local Economic Growth Initiative (LEGI) are aware of this. One in five (20%) are unsure and one third (33%) thought, incorrectly, that they were not receiving LEGI funding.

**Chart 24:** Is your school / college involved with LEGI / receiving any funding from LEGI? [LEGI schools only]



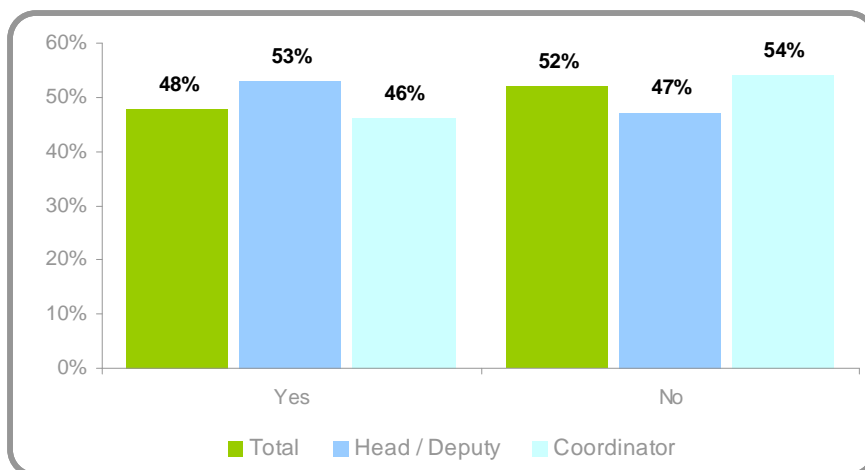
There appears to be great variation across schools/colleges in terms of the annual budget allocated for Enterprise Education. Four in ten respondents (40%) are unsure as to the actual budget available at their school/college, although there is less confusion amongst Head Teachers and Deputy Head Teachers.

**Chart 25:** How much is your school's / college's annual budget for Enterprise Education this year? (by role) (all respondents)



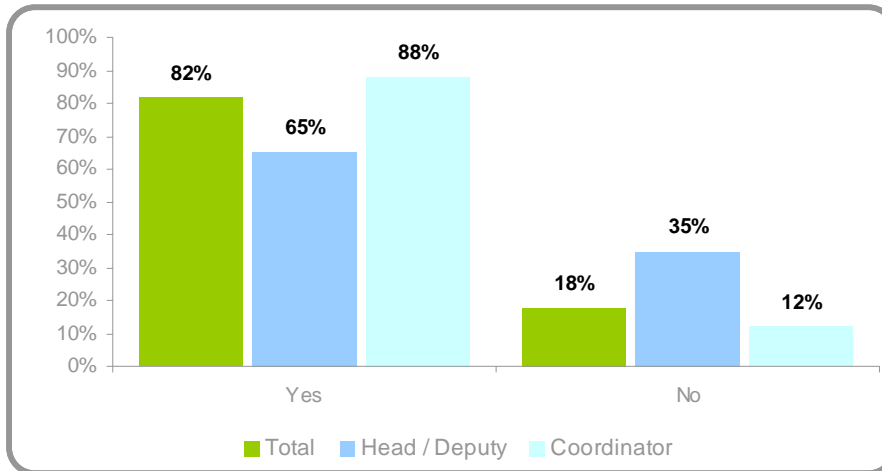
There appears to be a similar level of awareness across the whole sample of schools/colleges as to whether they benefit from the KS4 Standards Fund for Enterprise Education as 48% stated they did in fact receive this.

**Chart 26:** Are you aware of the KS4 Standards Fund for Enterprise Education? (all respondents)



The majority of schools/colleges involved in this research that are aware of the KS4 Standards Fund (82%) believe enterprise funding should be ring-fenced. However, Head Teachers and Deputy Head Teachers are less in favour of this restriction with only two-thirds (65%) in agreement.

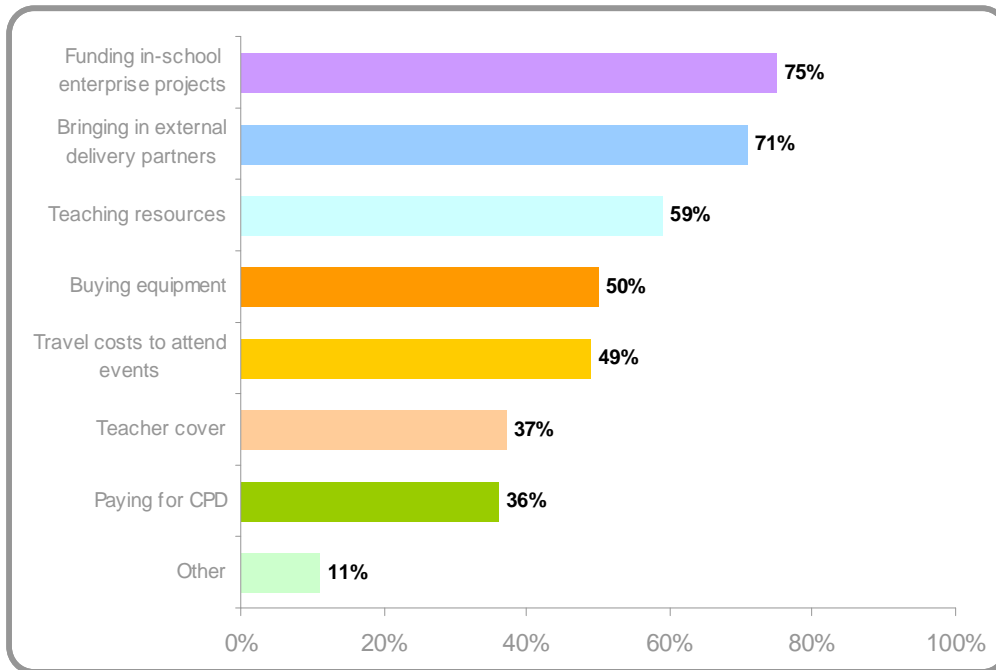
**Chart 27:** Do you think that the funds should be ring-fenced? (respondents who are aware of KS4 Standards Fund)  
(base: 97)



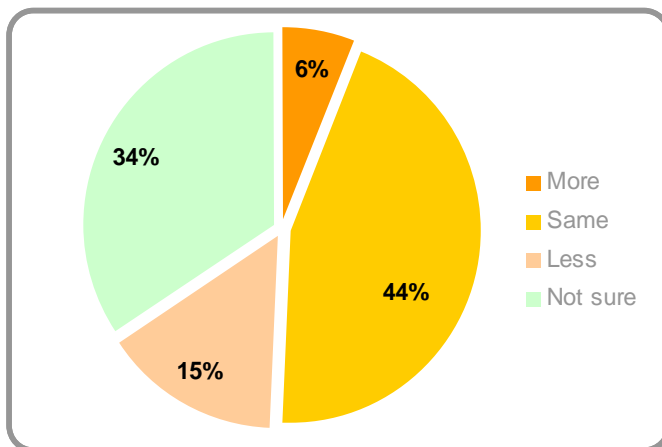
Allocated budgets are mainly spent on 'funding in-school enterprise projects' (75%) and 'bringing in external delivery partners' (71%). Paying for 'Teacher cover' (37%) and 'CPD for Enterprise Education' (36%) appear to be less of a priority within the list of possible options. 'Other' costs mainly comprise purchasing prizes for challenges and catering at events.

Only 6% expect to receive a larger budget for Enterprise Education next year with 15% expecting their budget to be cut. 44% expect it to remain the same, although there is also some uncertainty here with one third (34%) stating they are unsure.

**Chart 28:** What kinds of things do you spend your Enterprise Education budget on?

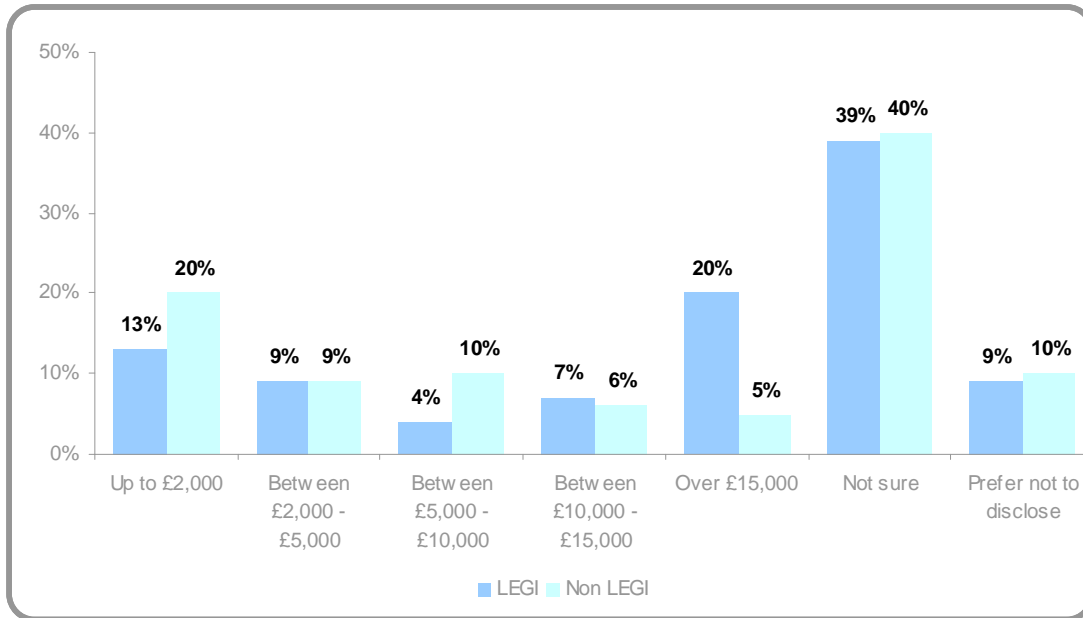


**Chart 29:** Will the budget for Enterprise Education be more, less or the same?

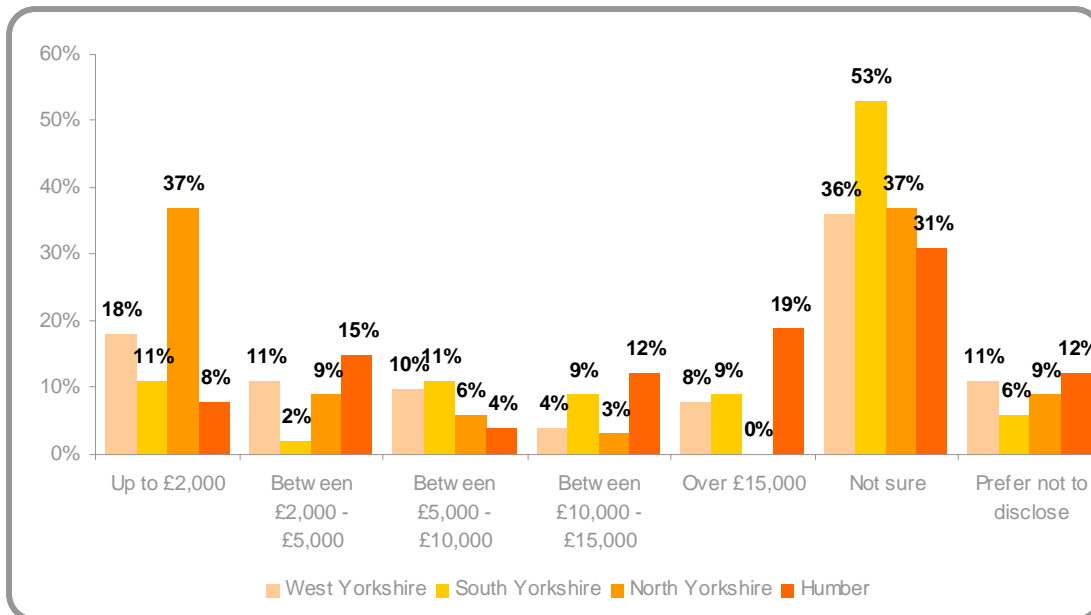


One in five (20%) LEGL funded schools have budgets of over £15,000. This is in stark contrast to one in twenty (5%) of non-LEGL schools. Over half - 53% of schools/colleges in South Yorkshire are not sure what budget has been allocated.

**Chart 30:** How much is your school's / college's annual budget for Enterprise Education this year? (by LEGI)



**Chart 31:** How much is your school's / college's annual budget for Enterprise Education this year? (by Sub-Region)



## Opportunity

Encourage improved communications and understanding of budgets.

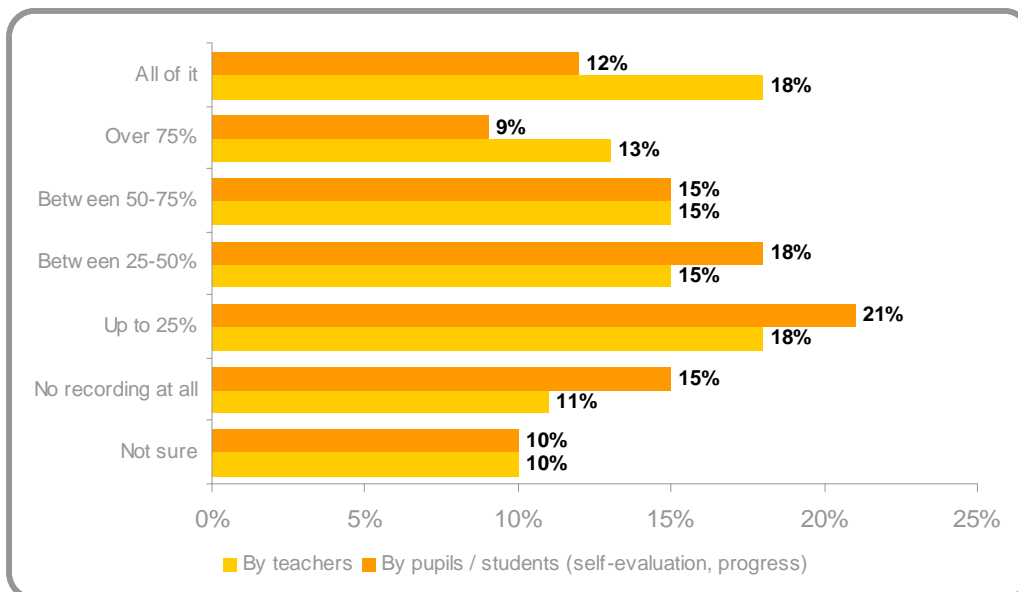
85% of schools monitor some of their Enterprise Education but there is an opportunity to introduce monitoring more of it to have value for the teacher and in particular the learner

### Monitoring & Evaluation

Overall, there appears to be limited monitoring of Enterprise Education by pupils/students (self-evaluation/progress sheets) as 21% selected that pupils monitor around up to 25% of activity. Only 12% stated that pupils monitor everything that takes place.

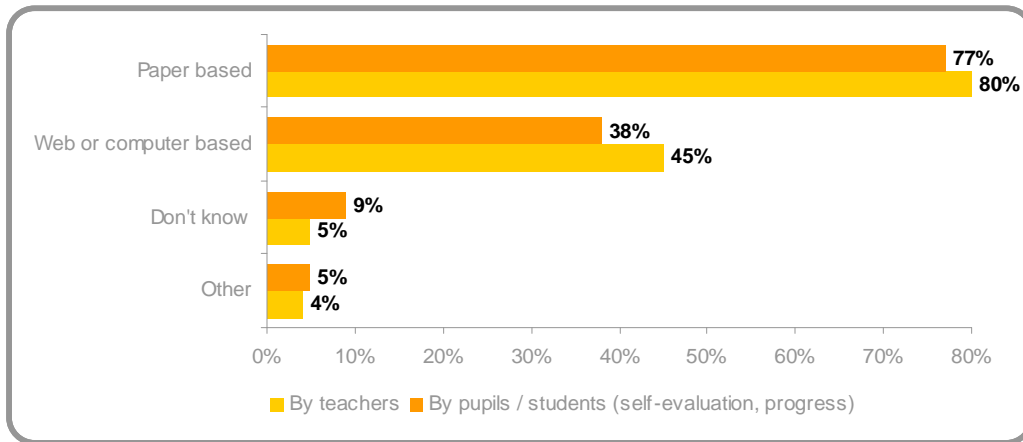
One in ten (11%) report there is no recording at all by teachers and 15% state there is no recording by pupils.

**Chart 32:** To the best of your knowledge, what percentage of Enterprise Education done in your school is recorded / monitored? (all respondents)



The majority of monitoring is conducted via paper-based methods. Over three quarters of teachers and pupils use this method. Around four in ten use web or computer based recording. A small proportion of schools/colleges also use photographs and video to help summarise the impact of activities, including events.

**Chart 33:** What methods are used by teachers to record Enterprise Education in your school/college? (only those where this is recorded (base for teachers: 161, base for pupils: 153))

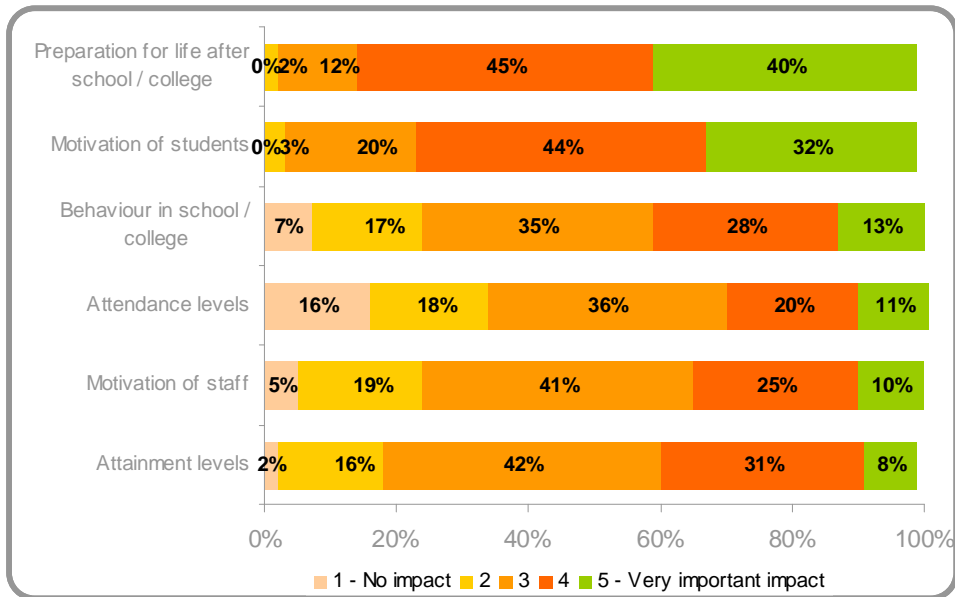


### Impact of Enterprise Education

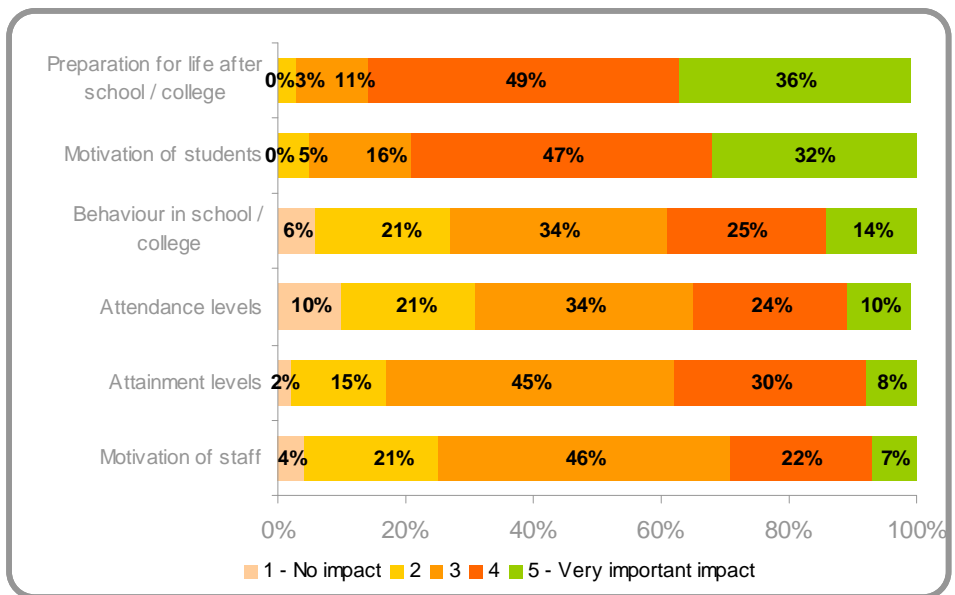
- ▶ Schools/colleges feel their Enterprise Education provision has a high impact on pupils' preparation for life and their motivation but not on motivation of staff which suggests need for CPD for Enterprise Education

Schools/colleges report that Enterprise Education has a very high impact on young people's 'preparation for life' as well as the 'motivation of students'. There are important sub-regional differences, in particular the impact of attainment, attendance and behaviour is significant in the Humber. The impact of Enterprise Education needs to be more widely communicated to stakeholders and head teachers to secure commitment to drive the Enterprise Education agenda forward.

**Chart 34:** How does Enterprise Education impact on the following? (all respondents)

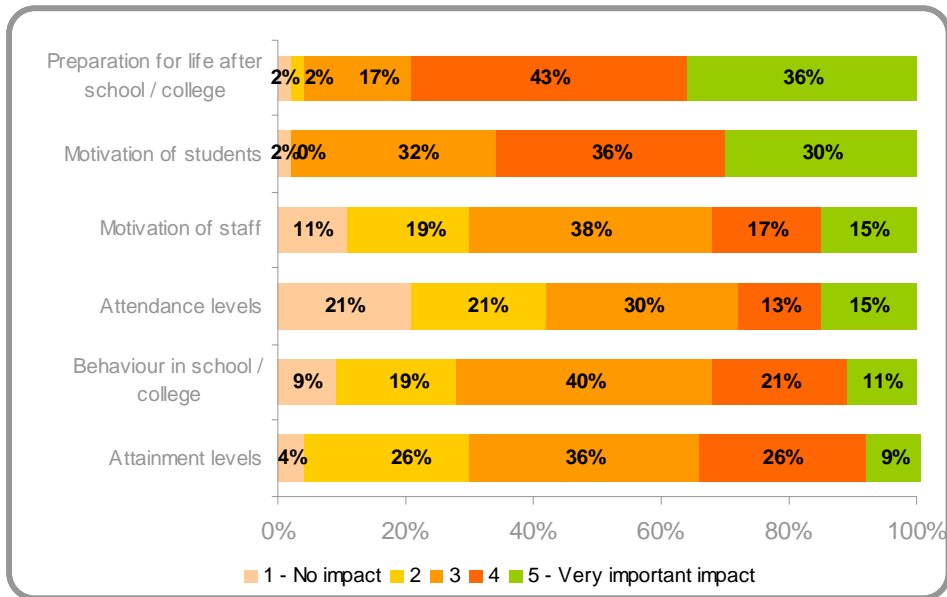


**Chart 35:** How does Enterprise Education impact on the following? (West Yorkshire)

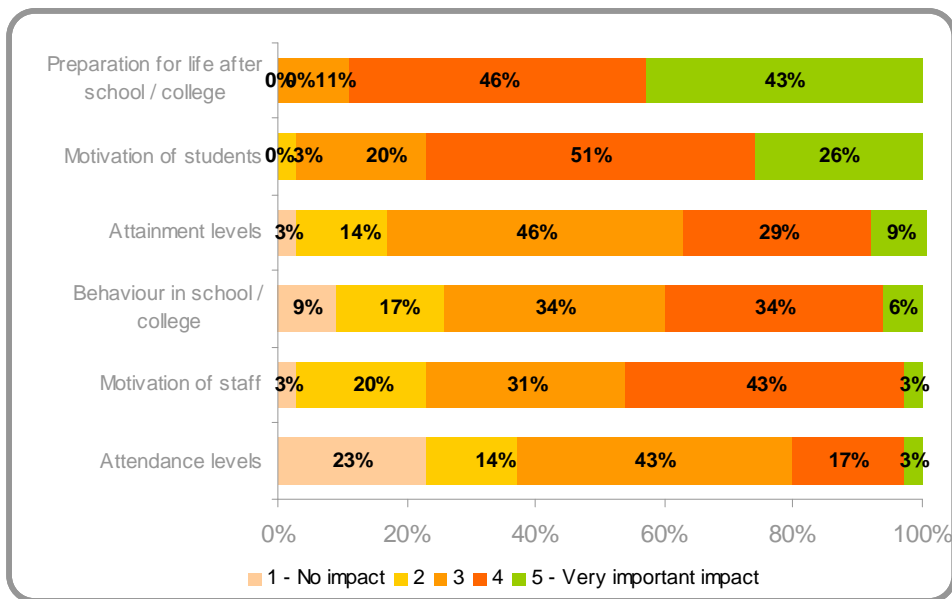




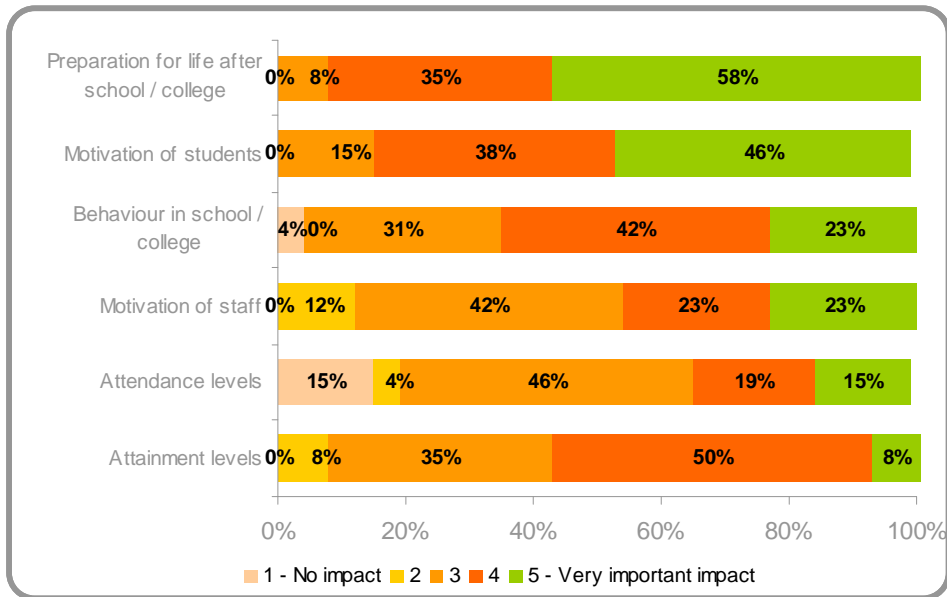
**Chart 36:** How does Enterprise Education impact on the following? (South Yorkshire)



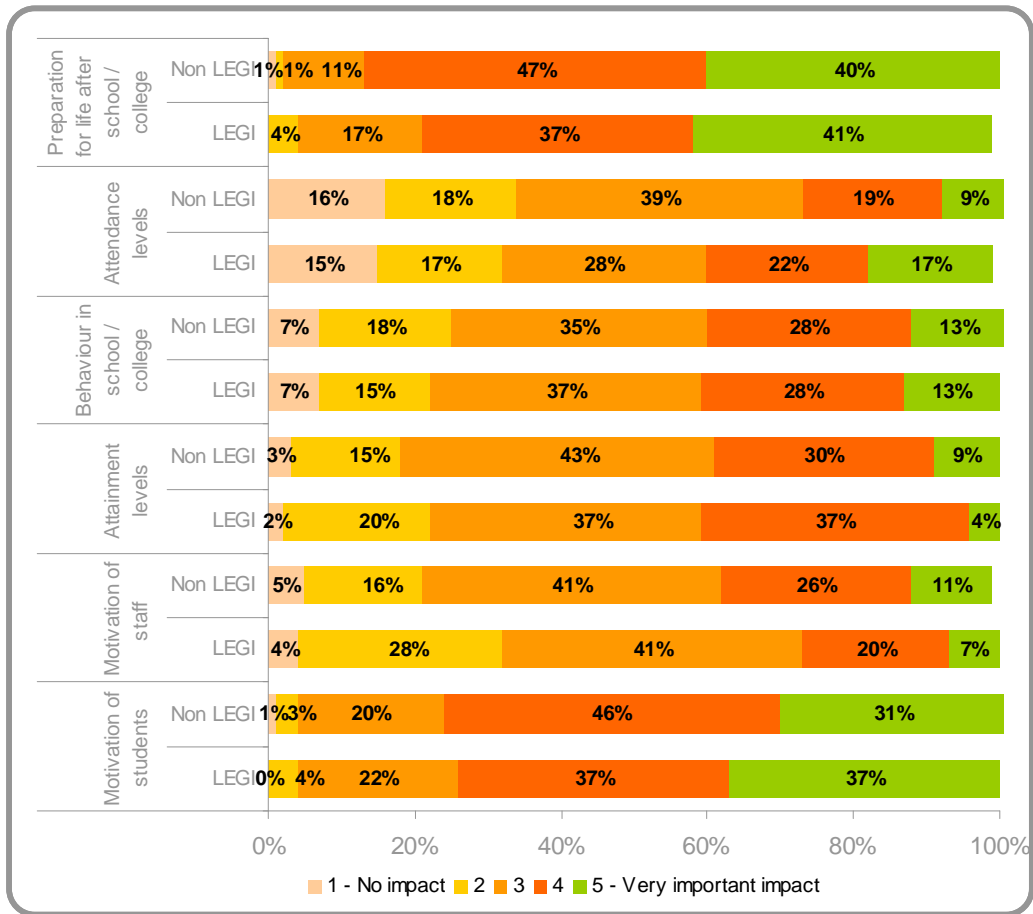
**Chart 37:** How does Enterprise Education impact on the following? (North Yorkshire)



**Chart 38:** How does Enterprise Education impact on the following? (Humber)



**Chart 39:** How does Enterprise Education impact on the following? (by LEGI)

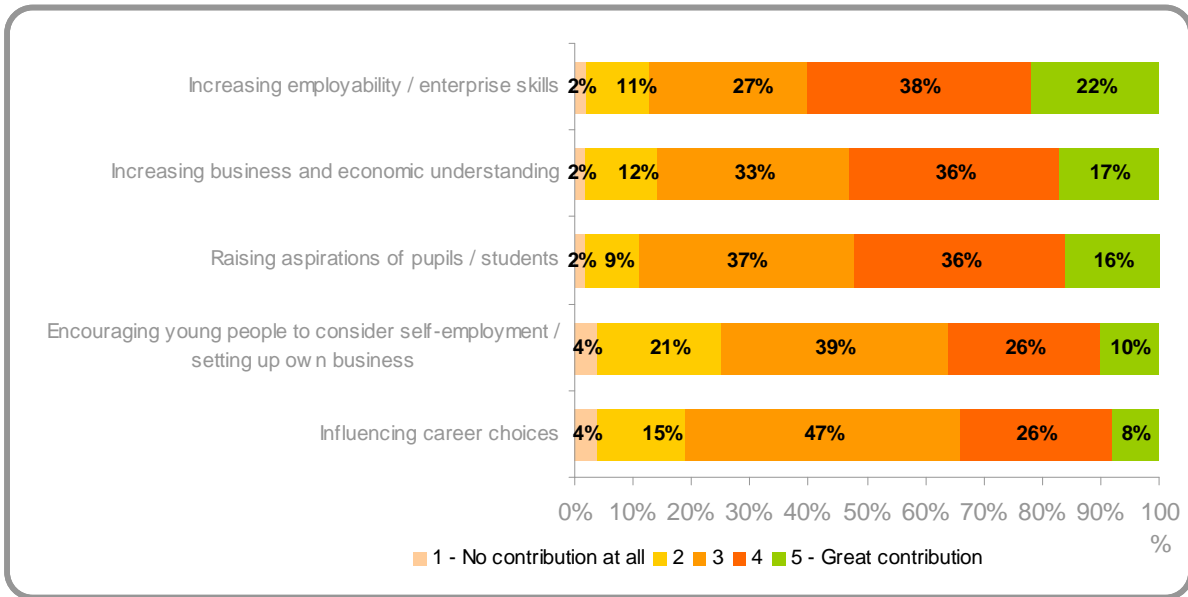


## Opportunity

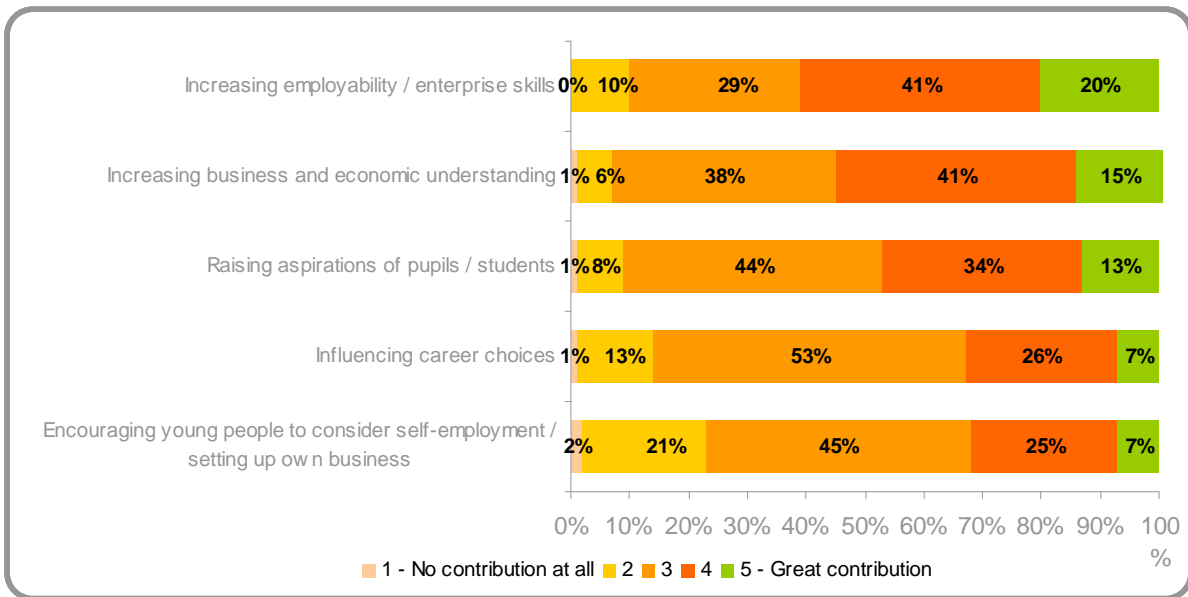
The impact of Enterprise Education is no different in LEGI vs Non LEGI areas. This needs to be explored in greater depth.

Schools/colleges also state that Enterprise Education can help pupils/students to become more employable, developing their enterprise skills, can raise their aspirations and increase business and economic understanding. However, respondents do not feel this is as strong in encouraging young people to consider self-employment/starting their own business.

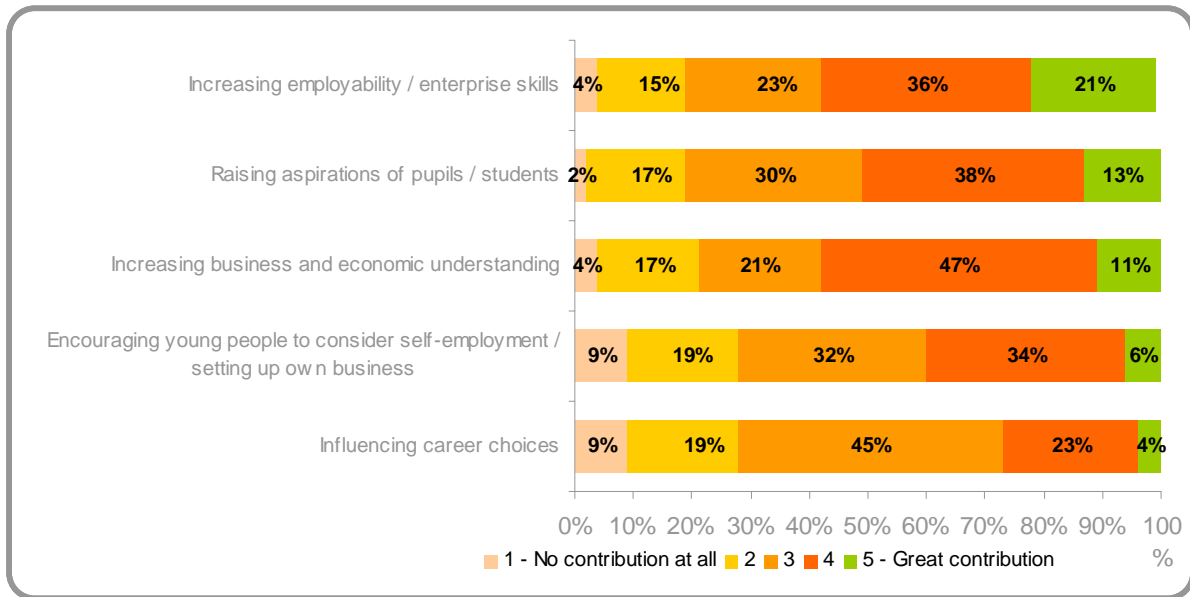
**Chart 40:** How much does Enterprise Education contribute to the following in your school / college? (all respondents)



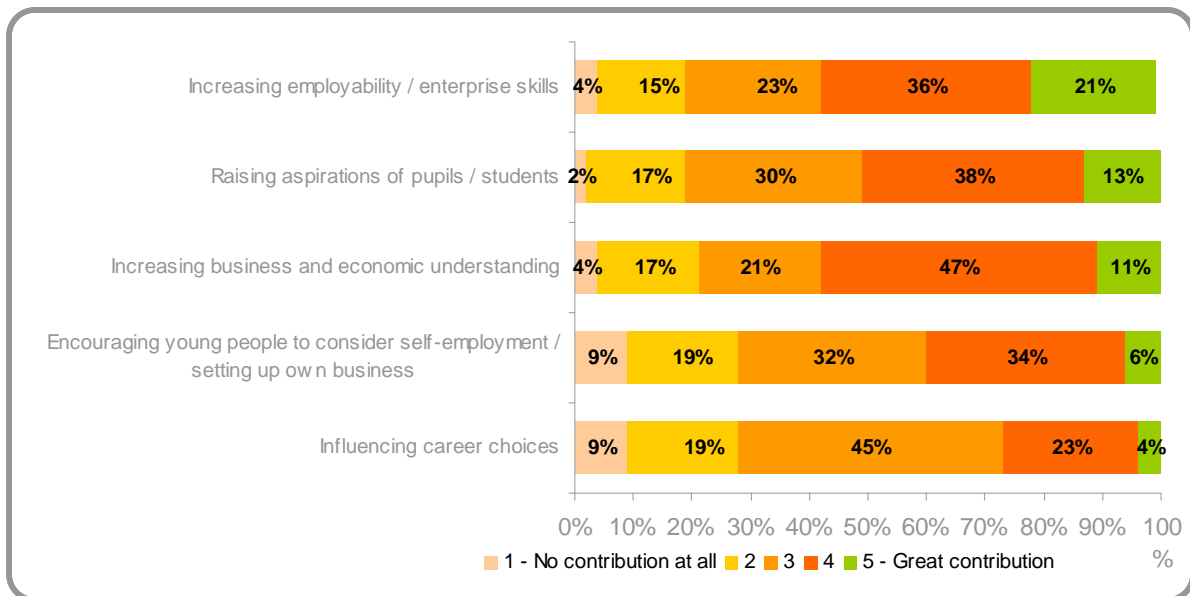
**Chart 41:** How much does Enterprise Education contribute to the following in your school / college? (West Yorkshire)



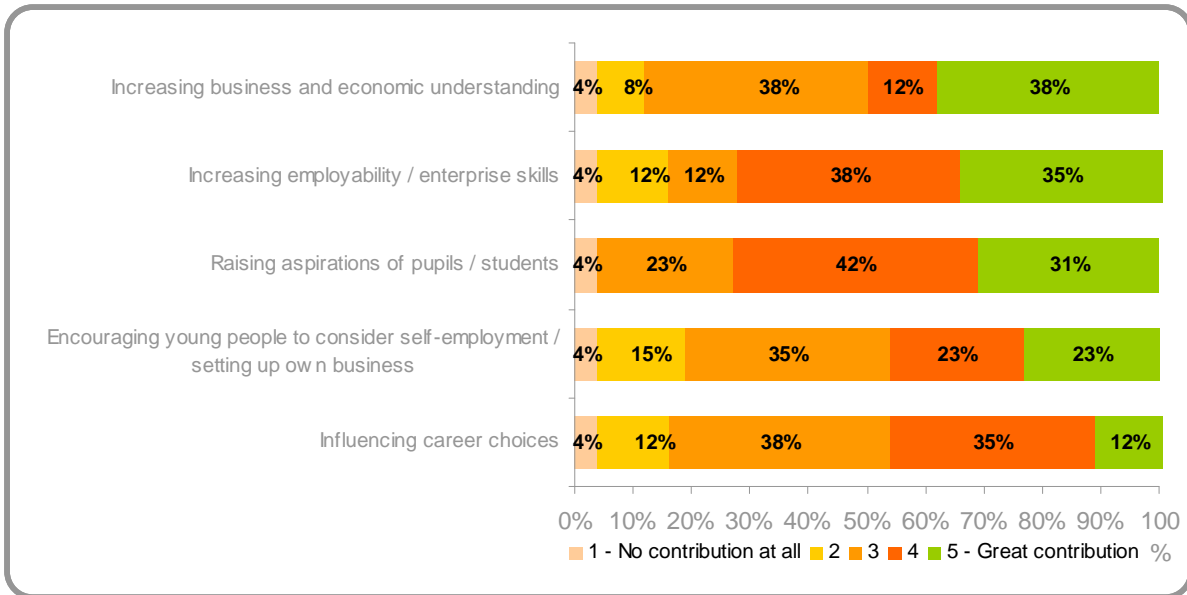
**Chart 42:** How much does Enterprise Education contribute to the following in your school / college? (South Yorkshire)



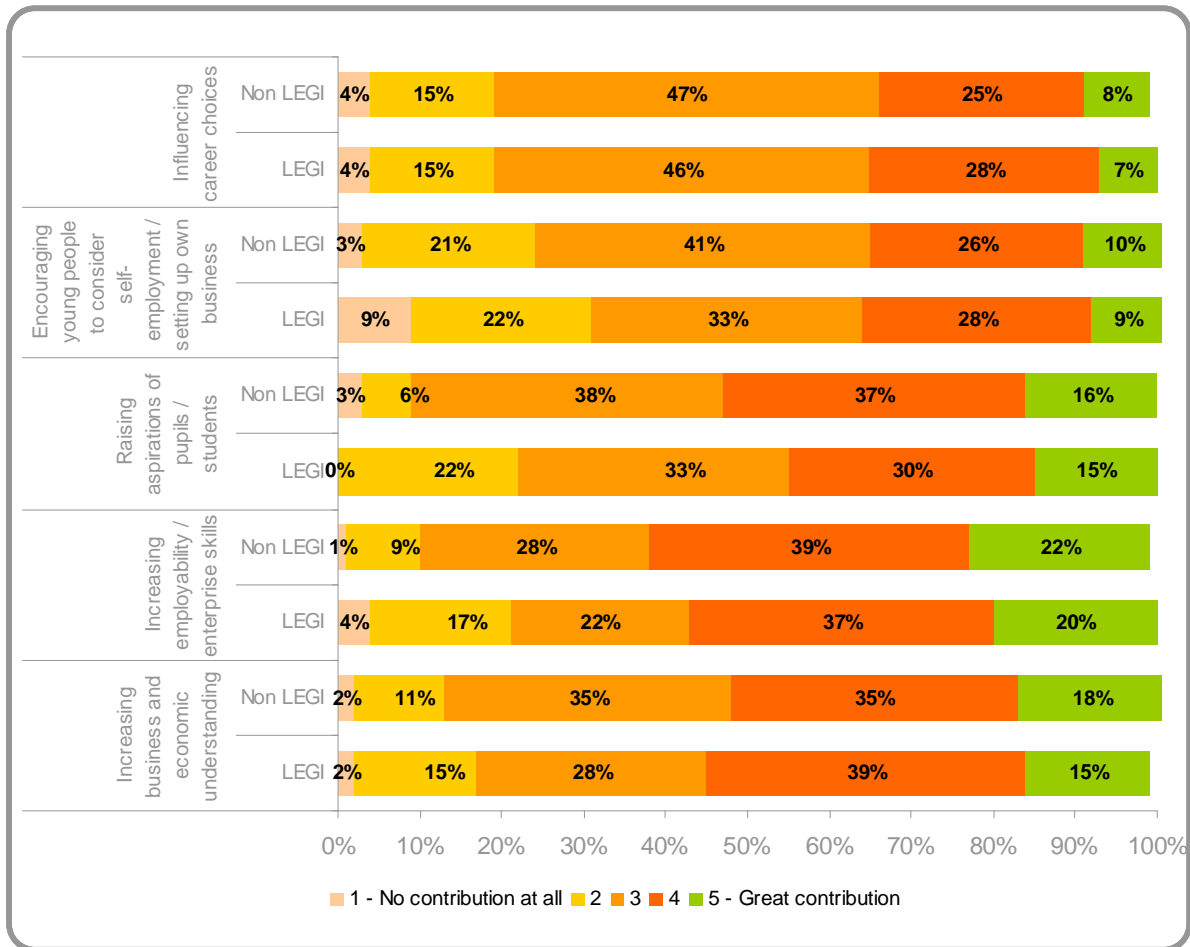
**Chart 43:** How much does Enterprise Education contribute to the following in your school / college? (North Yorkshire)



**Chart 44:** How much does Enterprise Education contribute to the following in your school / college? (Humber)

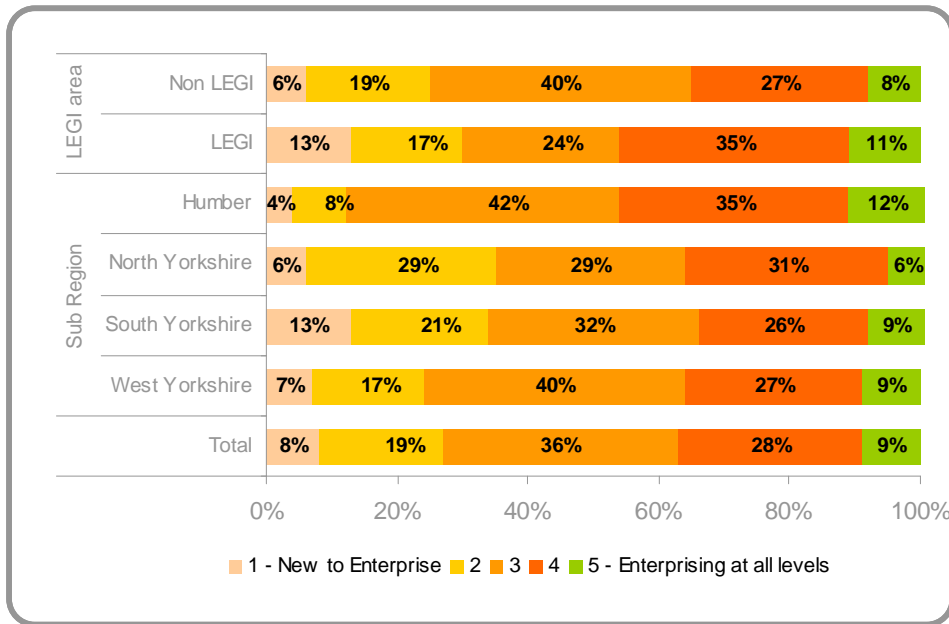


**Chart 45:** How much does Enterprise Education contribute to the following in your school / college? (by LEGI)



When asked how 'Enterprising' their school is, 36% adopted a fairly average response, selecting 3 out of 5, with 1 as not enterprising and 5 as enterprising at all levels. However, 37% were more positive, with 28% selecting 4 out of 5 as 'quite enterprising' and a further 9% selecting 5 out of 5 as 'Enterprising at all levels'. There are no significant differences to report by sub-region or if LEGI-schools versus non-LEGI schools.

**Chart 46:** In your opinion how enterprising do you think your school / college is? (all respondents)



### Improving Enterprise Education in Yorkshire & Humber

Schools/colleges were asked to highlight the importance of a number of measures that can be implemented to improve delivery of Enterprise Education. A scoring was provided for each between 1 and 5, where 1 is not at all important and 5 is really important.

The importance attributed to working directly with businesses reflects the demand for enterprise challenges and industry/workplace visits as well as in-school talks by businesses. Sharing best practice is also viewed as important.

Table: Importance of measures to improve Enterprise Education (all respondents)

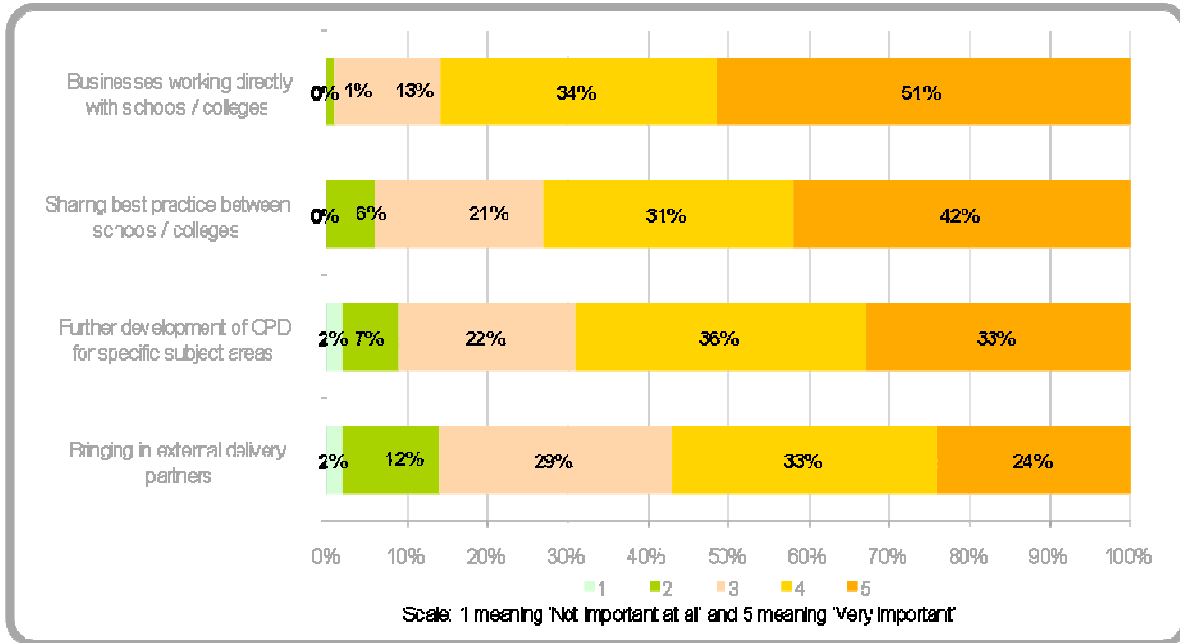
	Measure	% rated 'very important'
1	Businesses working directly with schools/colleges	51%
2	Sharing best practice between schools/colleges	42%
3	Further development of CPD for specific subject areas	33%
4	Bringing in external delivery partners	24%

Further development of CPD for specific subject areas is seen as quite important for improving Enterprise Education, with 33% stating this is 'very important'. This reflects findings highlighted earlier in this report that not many subjects are seen as well integrated with Enterprise Education at their school/college. From the list of potential answers, external delivery partners appears to be less important but may well still be of significance to schools/colleges.



A smaller proportion of schools/colleges in North Yorkshire rated the sharing of best practice as 'very important' – 31% compared with 41% in West Yorkshire, 42% in the Humber and 53% in South Yorkshire.

**Chart 47:** How important would these measures be to improve Enterprise Education? (all respondents)



Respondents from schools/colleges in the region provided comments on what they feel the one most important change that is needed to improve delivery of their Enterprise Education. Feedback has mainly been focused on:

- Ensuring one member of staff with time and commitment to lead on Enterprise Education within the school/college
- Encouraging further commitment from all staff to embed Enterprise Education across the whole curriculum
- A specific allocated, ring-fenced budget to be spent on these activities only
- Time to develop a specific strategy to offer more structure and standardisation as well as share good practice

*'Having someone in charge of coordinating and monitoring Enterprise Education to promote its profile. We do a lot but teachers don't often realise or link to Enterprise Education'.*

*'Being given a budget (I don't appear to have one at present) – more say in fitting Enterprise into the curriculum – more time to plan and execute activities. The management need to give this area more importance within the curriculum'.*

*'As Enterprise Coordinator it is difficult to achieve much because it is not a higher priority and I am neither paid for the job nor am I given the time to do it properly'.*

*'Ring fencing the money takes all other issues away'.*

*'Having to learn to focus specifically on an enterprise [education] that has more structure, quality and standardisation across the college. Targets. Varies greatly across college, need a proper framework'.*

*'More frequent opportunities to share ideas with other business teachers in the city and collaborate on events. There is no head of business department meetings in the city as far as I know whereas there is for all other subject areas!'*

Only a minority of respondents highlighted the importance of employer engagement here. The main priority appears to rest with ensuring greater time and commitment to a clear structure of delivery across the curriculum as a catalyst to boost provision. Links with businesses may well be seen as something that will become more developed once a clearer plan is in place with improved understanding and awareness amongst other staff.

A number of other considerations have been highlighted in terms of how best to improve current delivery, covering:

- Additional barriers for schools/colleges in rural areas, in terms of finding external delivery providers and local businesses
- Better integration of Enterprise with Creativity skills and the Personal, Learning and Thinking Skills (PLS) Framework
- Consistency of funding across all schools/colleges
- A framework for delivery of Enterprise Education, including good practice

A few respondents also highlighted an interest in more information on enterprise qualifications and external delivery organisations outlined in the survey. A few respondents are also positive about the new Enterprise Learning Partnerships for the region.

*'Don't forget about the rural schools...our work experience providers and partners are so few its hard to keep its profile high. Time is important. The commitment from teachers/senior leadership is not lacking!'*

*'Enterprise and creativity all fall within the scope of PLTs, in my opinion the three strands need pulling together to provide clarity and focus'.*

*'Funding pots should be available to ALL schools, all students deserve the same opportunities whatever school they attend'.*

*'I hope that the information collected from these will go towards formulating a standard uniform national enterprise policy'.*

*'I need more information in general. As I'm new to the role, maybe a welcome pack could be sent out?'.*

*'Many colleagues thought Enterprise Education was a 'passing fad'. They are only beginning now to realise that it is here to stay!'.*

## Summary of Main Conclusions & Recommendations

### Conclusions

Schools/colleges are aware of the importance of Enterprise Education and the benefits this can bring when delivered across the curriculum. They understand its role in developing enterprise skills and therefore improving employability, raising aspirations and increasing business and economic understanding. Many claim they have designed a strategy or policy for Enterprise Education and developed their own resources, which along with in-house delivery, is helping to ensure sustainability of this provision.

Some schools/colleges claim SLTs/SMTs are actively involved in the delivery of their Enterprise Education. However, there is a need for these staff to play a greater role in driving forward this agenda across all schools/colleges, especially as they have a key role in ensuring successful embedding in the curriculum. This research has highlighted a lack of take up and awareness of enterprise qualifications and it is important that more is done to disseminate information on what can be delivered. There is also an opportunity for schools/colleges to improve their understanding of the local labour market and ensure provision of relevant Diplomas. Local employers can be involved through strategies to address this while also improving employer engagement.

A wealth of experience in delivering Enterprise Education already exists in the region and there is a need to encourage greater sharing of this expertise across schools/colleges. Schools have highlighted lack of time as the most significant barrier to effective delivery and there are clear difficulties in setting aside the appropriate time, with reports that the majority of Enterprise Coordinators/Champions also perform other roles within the school. Some work needs to be done on enterprising teaching skills as well as on the teaching of enterprise. There is also a substantial need for greater sharing of knowledge in terms of how best to embed enterprise in the curriculum, including school visits where appropriate.

Many schools/colleges view CPD for Enterprise Education as a valuable tool for enhancing Enterprise Education. Especially considering the introduction of 'rarely cover', there is an opportunity here for targeted CPD for Enterprise Education, delivered through a coordinated approach across the region as well as sharing knowledge through Enterprise Learning Partnerships (ELPs) and the Specialist Schools and Academies Trust (SSAT). Enterprise Education is perceived to have a large impact on pupils' preparation for life and their motivation but a less significant role in motivating staff, although motivation may be improved by an increase in the availability of CPD for Enterprise Education.

Visits to real workplaces are offered by many schools/colleges in the region and these teamed with enterprise challenges are perceived to impact on pupils' understanding of how their skills can be used in the real world of work. However, the significant demand for more in-school talks suggests a need to assist schools/colleges in working more closely with local businesses as well as linking up with external delivery partners to help broker this relationship.

The limited knowledge and awareness of funds available to schools/colleges highlights a need for improved communications on the amount allocated and how this can be used. This will also enable staff to be confident in planning their links with employers and external partners as well as training for the coming year. Variations in the extent to which provision is monitored and evaluated across the region may also be impacting on overall awareness of what does and does not work. More could be done to promote existing web-based resources and encourage more monitoring and self-evaluation.

### Recommendations

A number of recommendations are outlined below that indicate opportunities for further development of quality provision in the region. These are not set in stone, but rather are aimed to promote discussion of the findings and implications of the research.

#### Ensuring a whole school/college approach

- Review the time commitment required for ensuring effective development of Enterprise Education across the curriculum
- Ensure schools/colleges are fully aware of the tools and resources available to help them develop their Enterprise Education
- Improve Enterprise Coordinators' knowledge and understanding of what funds are available to them, to allow them to take full ownership of Enterprise Education in schools/colleges
- Maximise the involvement of parents and governors in supporting the delivery of Enterprise Education in schools/colleges
- Showcase schools/colleges that have embedded enterprise in specific subject areas and encourage the sharing of resources to support this
- Share good practice in delivering Enterprise Education in-house to help ensure sustainability of provision in the region and to meet the objectives of the Regional Enterprise Education Strategy

#### Enhancing delivery from external partners

- Raise awareness of the external providers in the region to help schools/colleges understand what is available and make informed choices

## Enhancing teaching

- Ensure the sharing of Enterprise Coordinators' expertise to maximise experience and good practice across the region
- Develop a good practice guide and toolkit for Enterprise Coordinators/Champions, including a framework for delivering this across the curriculum at KS4
- Include specifications for key CPD for Enterprise Education, based on a competency framework
- Ensure delivery of CPD for Employer Engagement across secondary schools
- Ensure schools/colleges are aware of the opportunity to deliver enterprise qualifications

## Evidencing impact of an integrated approach

- Encourage more consistent monitoring of provision within schools/colleges by referring to existing quality frameworks against which paper-based or web-based information can be provided
- Where these tools for monitoring exist, make sure schools/colleges are aware of how to access these both online and offline to encourage monitoring and self-evaluation

## Part 2 - State of Enterprise Education: Sub-Regions and LEGI areas

This part of the report presents the main characteristics and opportunities for Enterprise Education in the different sub-regions and LEGI areas.

### Summary of Differences by Sub-Region

#### West Yorkshire

Responses indicate a greater involvement of Senior Management/Leadership Teams in delivery of Enterprise Education and they are most likely to be positive about the degree to which Enterprise Education is well embedded within Business Studies, especially when compared with a less positive rating from schools/colleges in North Yorkshire. These schools/colleges are most likely to work with external partners but do not use EBPs as much as other areas.

#### South Yorkshire

As well as highlighting a lack of involvement from senior management, schools/colleges in South Yorkshire also state governors are not as involved when compared to responses from the other sub-regions. However, they are especially keen on obtaining further training/development in employer engagement. Delivery using external partners is quite limited compared to most other sub-regions. This sub-region also demonstrates the greatest confusion over the amount of annual budget allocated for planning and delivery.

#### North Yorkshire

A lower proportion of schools/colleges in the North Yorkshire region claim they have created a policy or strategy and they are most likely to say they do not deliver any enterprise qualifications. In addition, they are not as positive about how well Enterprise Education has been embedded with PSHE when looking at the average for the region. A smaller proportion of these schools/colleges are delivering mentoring and do not place as much of a priority on 'in-school talks' from employers. A greater proportion in North Yorkshire appear to have a smaller budget to work from and they place less importance on the sharing of best practice.

#### The Humber

A greater proportion of schools/colleges in the Humber state they have created a policy or strategy for implementing Enterprise Education. They also feel senior management have a good level of involvement, especially when compared to responses from South Yorkshire and North Yorkshire. A

greater proportion of these institutions provide CPD for some or all of their teaching staff and place a higher priority on spending their annual budget on this. Delivery of Enterprise Education through external partners is lower in this sub-region when compared to most of the other areas. However, they are most likely to use Young Enterprise than other schools/colleges. Overall, these schools/colleges are more positive about the impact of enterprise education on their pupils/students as well as staff and feel they have made a greater contribution to young people's preparation for life after education, enterprise skills and general employability.



## Schools Receiving LEGI Funding

This section of the report presents the main findings from staff of schools in receipt of LEGI funding. Analysis outlined here is based on data isolated for these schools only. Please note that LEGI programmes and their focus differ across the local areas within Yorkshire & Humber. In addition, results for North East Lincolnshire need to be considered with some caution because of the low number of schools/colleges that responded, although these still account for nearly one quarter of all secondary schools in the area.

### Main Findings

#### Delivering Enterprise Education

Nearly seven in ten (69%) of LEGI-funded schools' Enterprise Education is developed and delivered in house. 31% is from external sources. Schools/colleges in Bradford and Leeds appear to involve a greater proportion of external providers – comprising 38% and 36% of provision respectively. North East Lincolnshire appears to represent a lower breakdown, with 16% of provision delivered this way.

#### Continuing Professional Development (CPD for Enterprise Education)

22% of schools/colleges do not offer CPD for Enterprise Education. Just over one in ten (13%) provide this just for the Enterprise Coordinator. Half (52%) of all LEGI-funded schools provide this for some or all teachers in the school. Over six in ten (63%) rate CPD for Enterprise Education as being 'valuable' as 4 or 5 out of 5, including one third (33%) stating it is 'very valuable' (5 out of 5). Only 2% claim CPD for Enterprise Education is 'not very valuable'.

#### Funding and Budgets

The annual budgets allocated for LEGI funded schools for Enterprise Education vary considerably. 13% state theirs is less than £2,000 and 9% between £2000 and £5000. Two in ten (20%) have large budgets of over £15,000. Nearly four in ten (39%) are not sure about their school's budget for Enterprise Education.

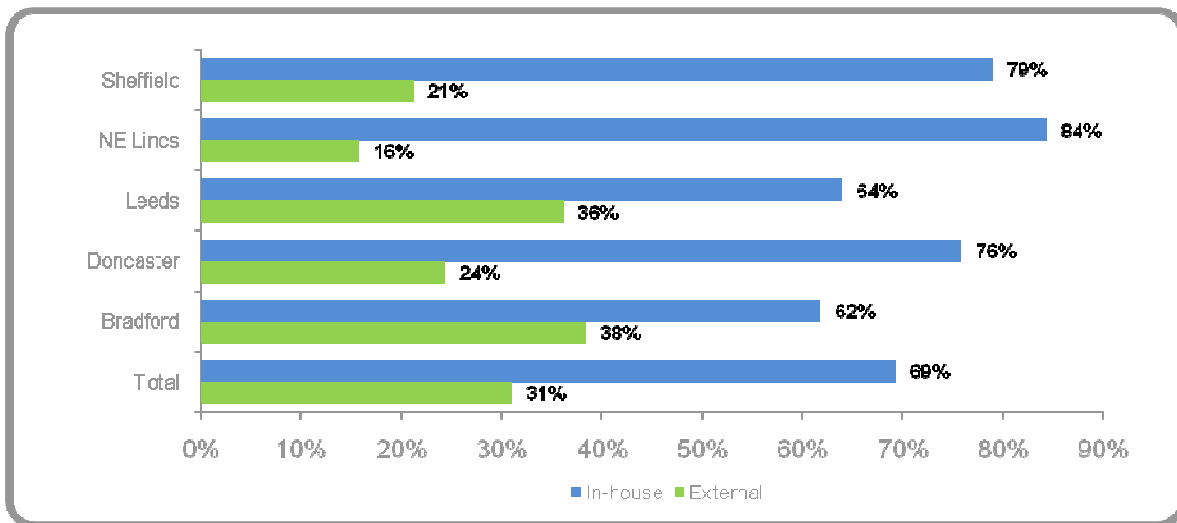
#### Perceived Impact of Enterprise Education

The biggest contribution Enterprise Education is giving students is by 'increasing business and economic understanding' and increasing their 'employability & enterprise skills' – highlighted as a 'great contribution' by 15% and 20% of respondents respectively. The lowest area for contribution is perceived to be 'encouraging young people to consider self-employment / setting up own business', with only one in ten stating that Enterprise Education has made a great contribution here.

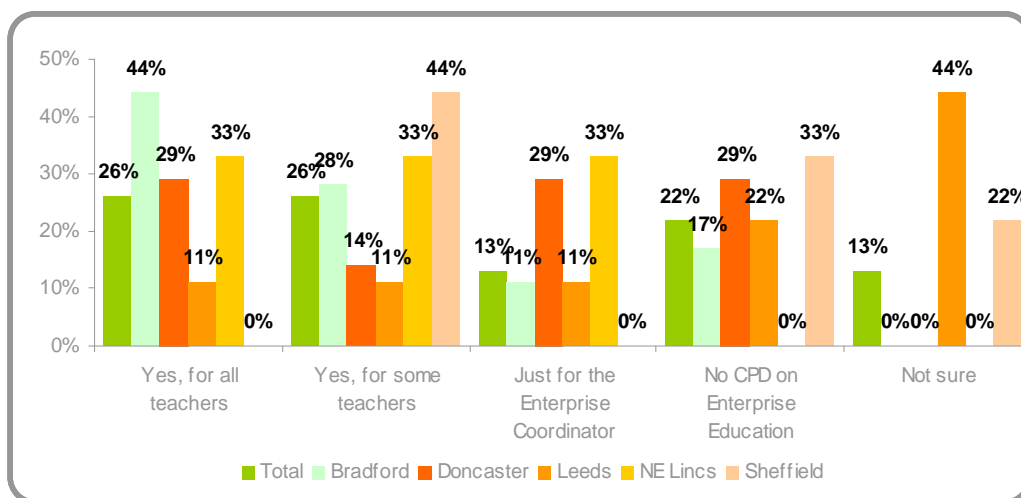
The biggest impact Enterprise Education has on students is to help their 'preparation for life after school/college', with 41% highlighting this as a 'very important impact'. It has also helped with the 'motivation of students', according to nearly four in ten from LEGI-funded schools. The area where this is seen to have the least impact is in 'motivation of staff', with only 7% stating there has been a 'very important impact' in this area.

There is a fairly even spread when it comes to the views of schools/colleges on how 'enterprising' their school is. A total of 46% state this is quite enterprising or 'enterprising at all levels'. Two in ten (20%) rated their school as fairly new to enterprise (1+2 out of 5 combined).

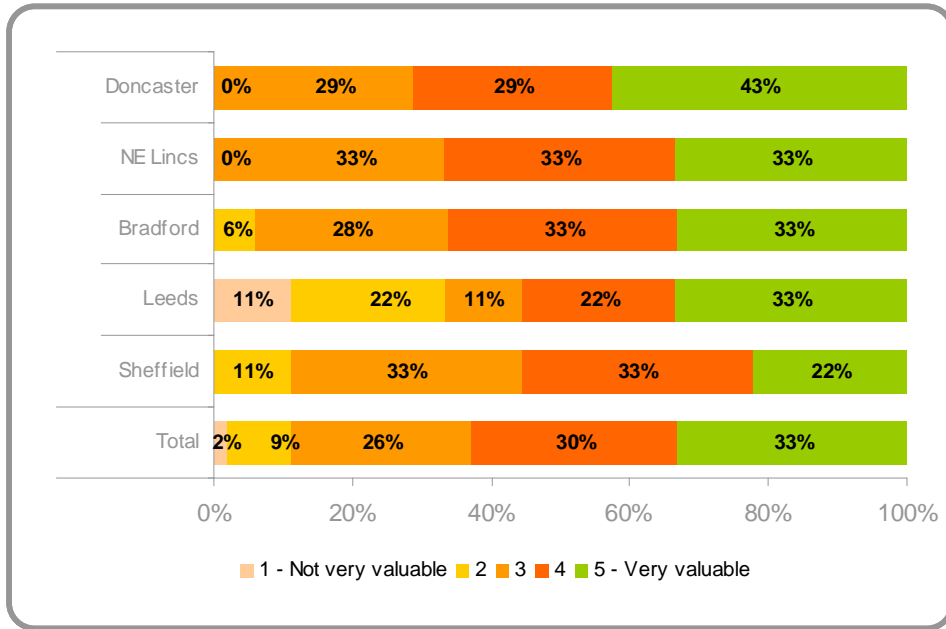
**Chart 48:** In your opinion, what percentage of your school's Enterprise Education is developed and delivered in-house and what percentage is developed and delivered using external delivery organisations / partners?



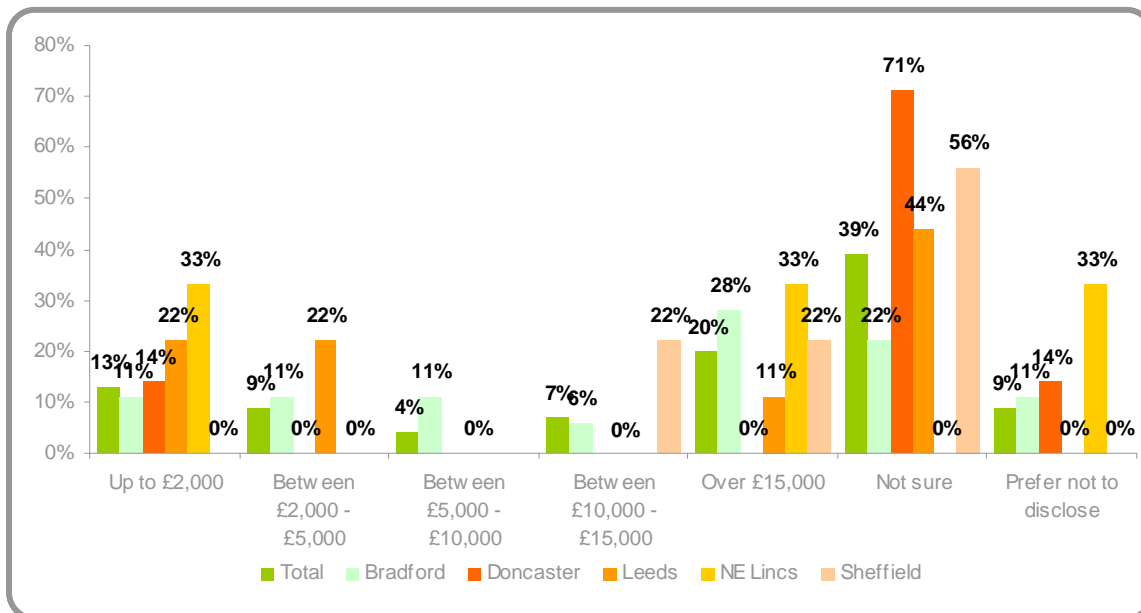
**Chart 49:** Does your school / college offer CPD for Enterprise Education?



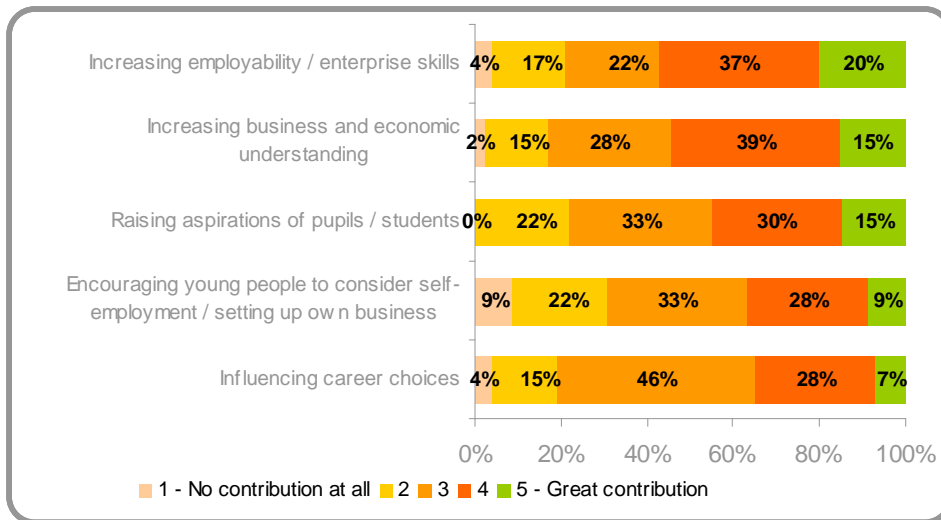
**Chart 50:** How valuable is CPD for Enterprise Education?



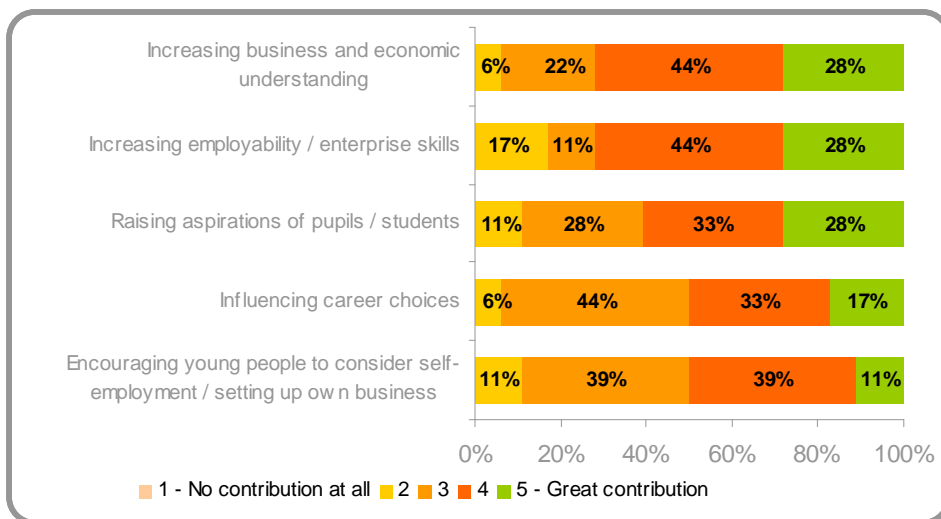
**Chart 51:** How much is your school's / college's annual budget for Enterprise Education this year?



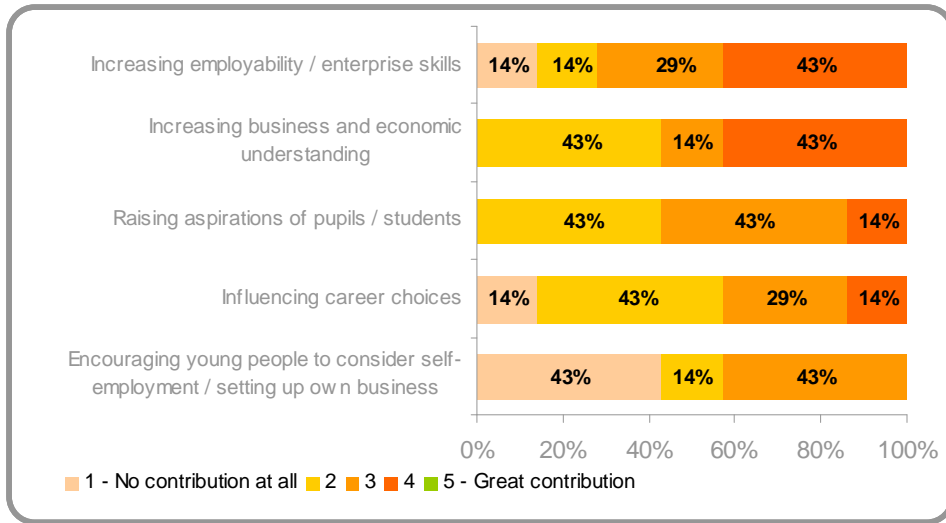
**Chart 52:** How much does Enterprise Education contribute to the following in your school / college? (ALL)



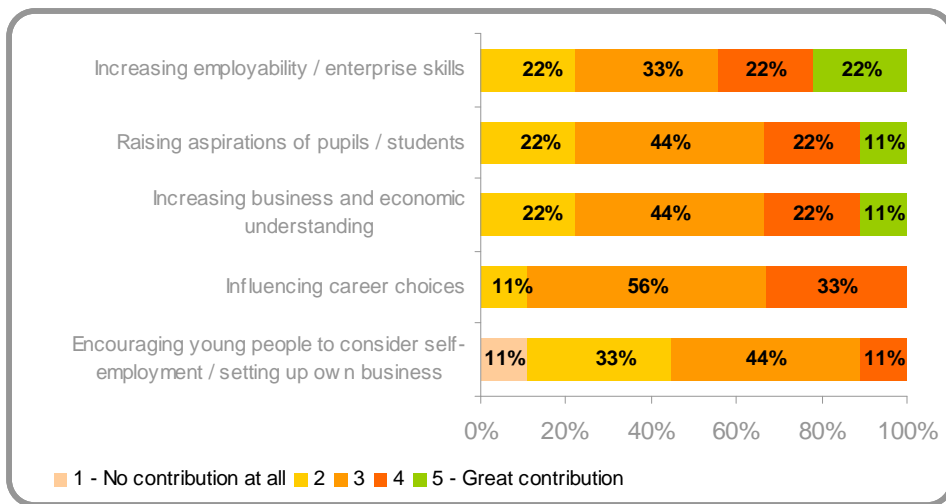
**Chart 53:** How much does Enterprise Education contribute to the following in your school / college? (Bradford)



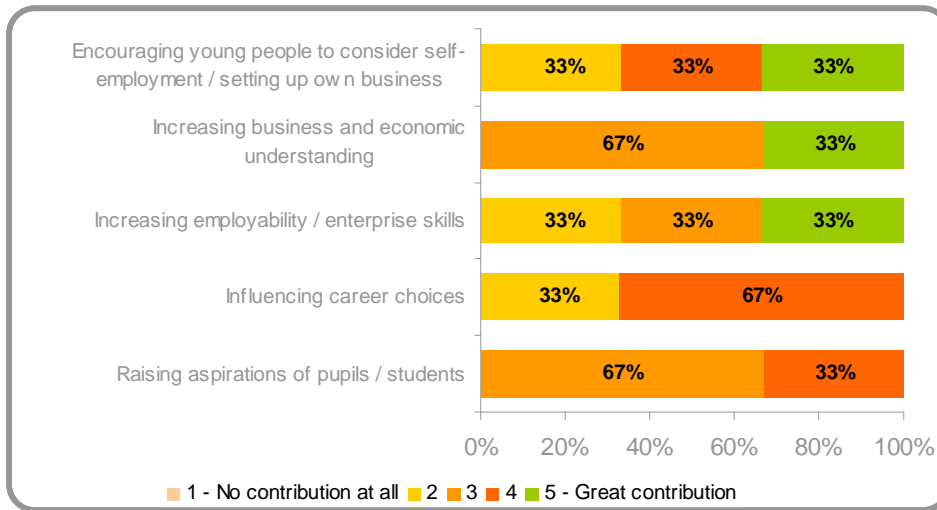
**Chart 54:** How much does Enterprise Education contribute to the following in your school / college? (Doncaster)



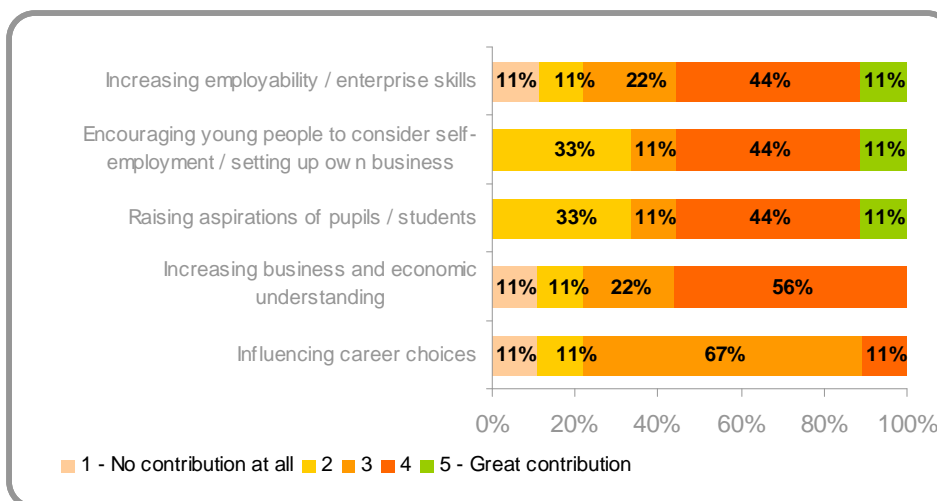
**Chart 55:** How much does Enterprise Education contribute to the following in your school / college? (Leeds)



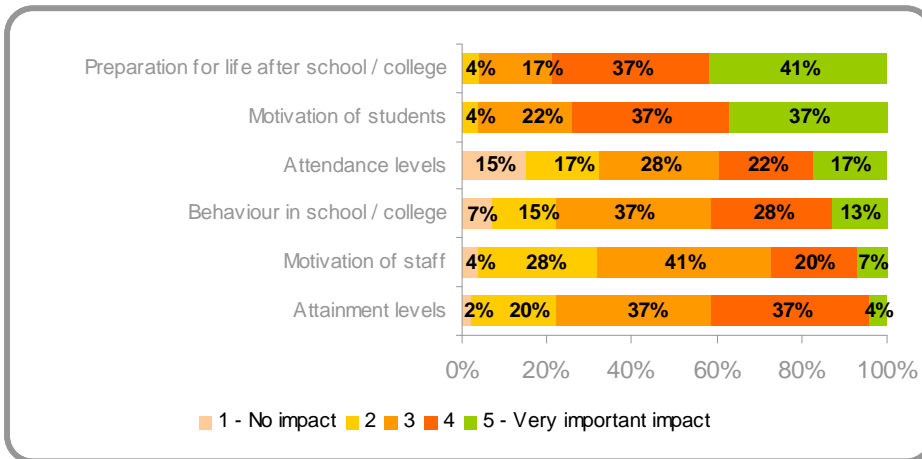
**Chart 56:** How much does Enterprise Education contribute to the following in your school / college? (NE Lincs)



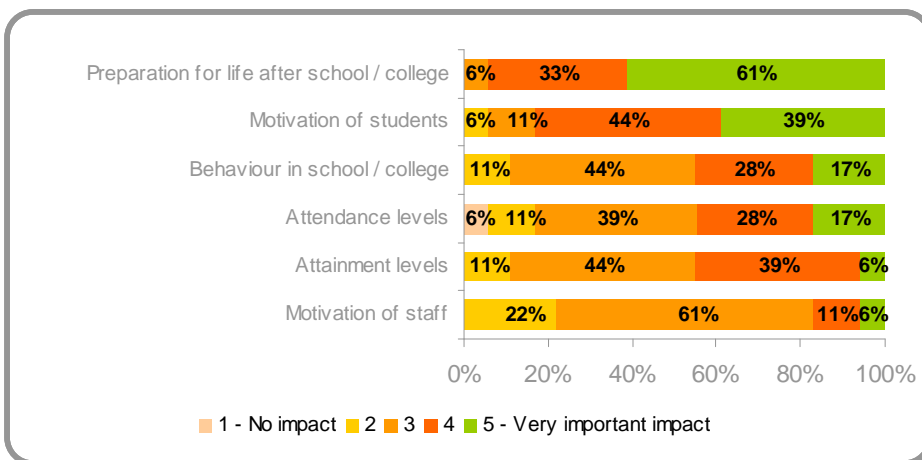
**Chart 57:** How much does Enterprise Education contribute to the following in your school / college? (Sheffield)



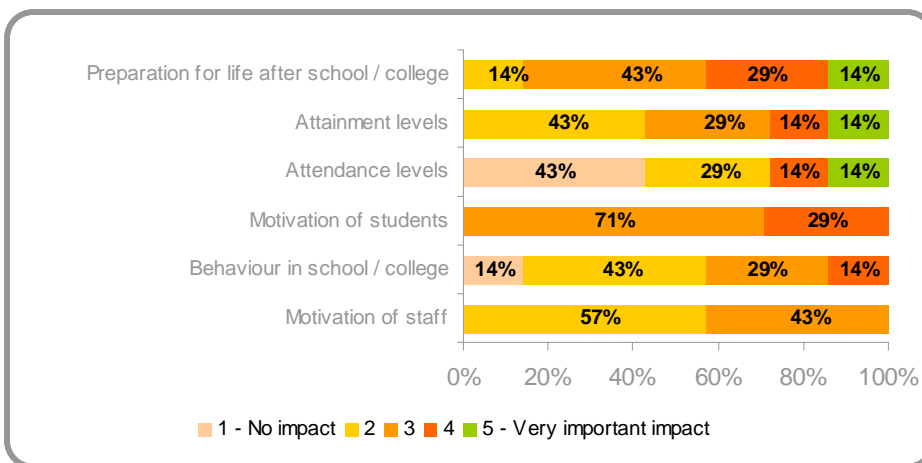
**Chart 58:** How does Enterprise Education impact on the following? (ALL)



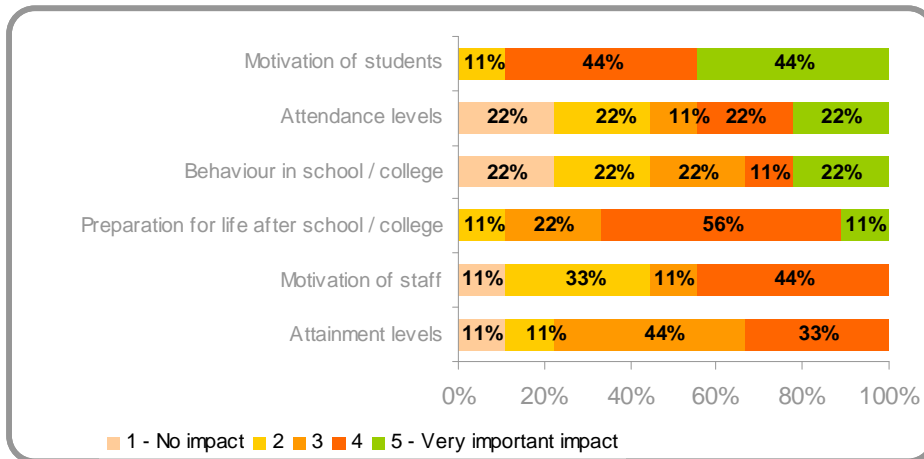
**Chart 59:** How does Enterprise Education impact on the following? (Bradford)



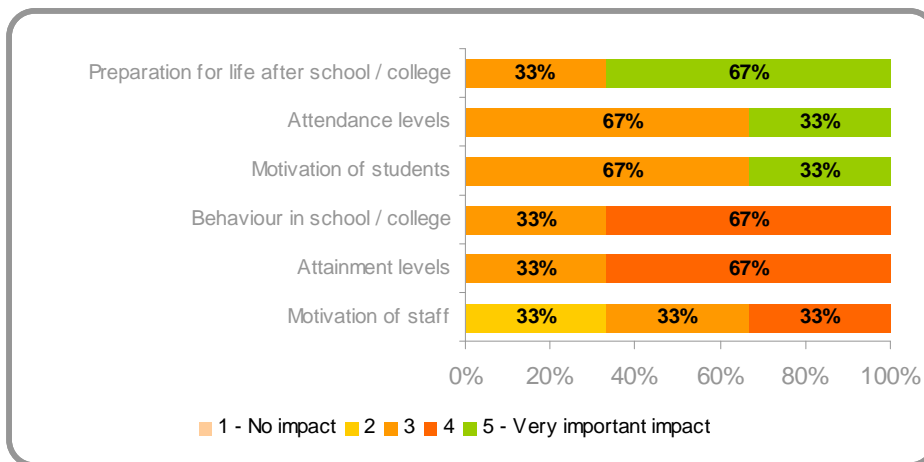
**Chart 60:** How does Enterprise Education impact on the following? (Doncaster)



**Chart 61:** How does Enterprise Education impact on the following? (Leeds)

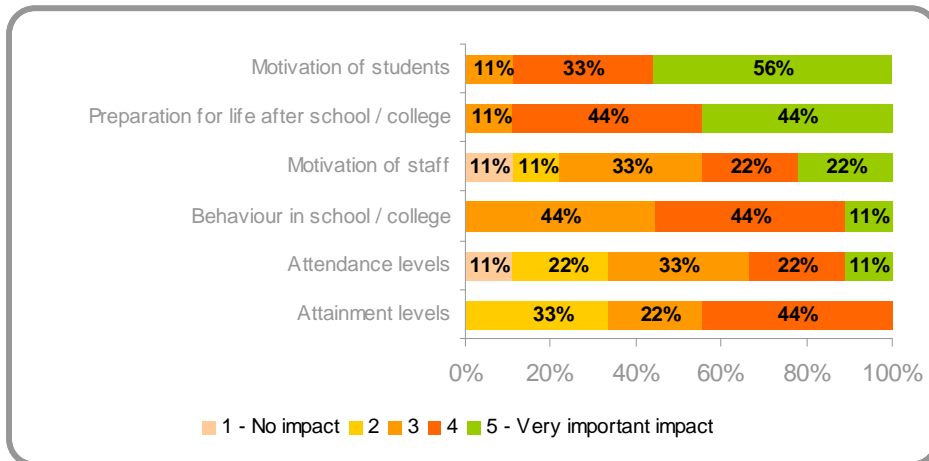


**Chart 62:** How does Enterprise Education impact on the following? (NE Lincs)

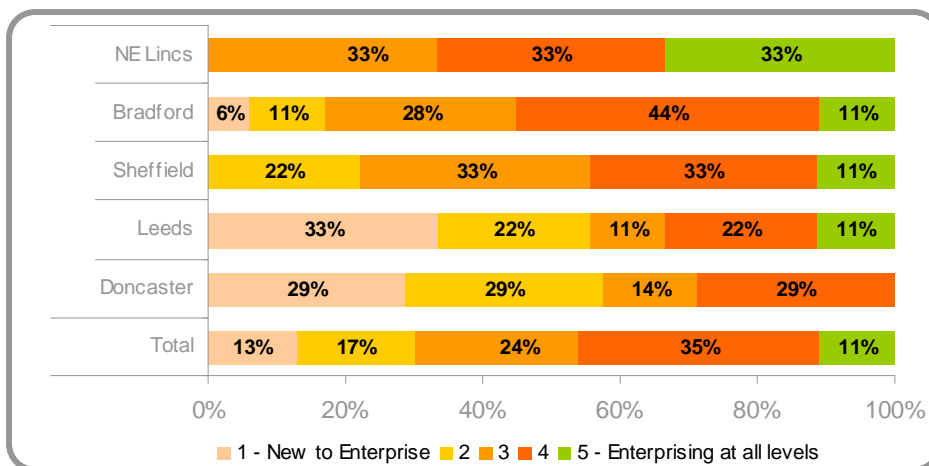




**Chart 63:** How does Enterprise Education impact on the following? (Sheffield)



**Chart 64:** In your opinion how enterprising do you think your school / college is?



## Schools Not in Receipt of LEGI Funding

Significant findings are outlined here for schools that are not in receipt of LEGI funding. Data has been analysed with a specific focus on responses from staff working at schools that fit this description. The main points are highlighted below.

### Main Findings

#### Delivering Enterprise Education

Over seven in ten (71%) of non LEGI funded schools' Enterprise Education is developed and delivered in house. Less than three in ten (29%) is delivered via external partnerships.

#### Continuing Professional Development (CPD for Enterprise Education)

Three in ten of schools and colleges (32%) do not offer CPD for Enterprise Education. 15% have this available just for the Enterprise Coordinator and four in ten (42%) offer this to some or all teachers in the school. Over six in ten (66%) rate CPD for Enterprise Education as being 'valuable' with three in ten (32%) saying it is 'very valuable'. Only 4% think CPD for Enterprise Education is 'not very valuable'.

#### Funding and Budgets

The budgets for schools that don't receive LEGI funding are quite varied. 20% state theirs is less than £2,000. 9% have between £2000 and £5000. 5% have large budgets of over £15,000. Four in ten are not sure of their school's budget for Enterprise Education.

#### Perceived Impact of Enterprise Education

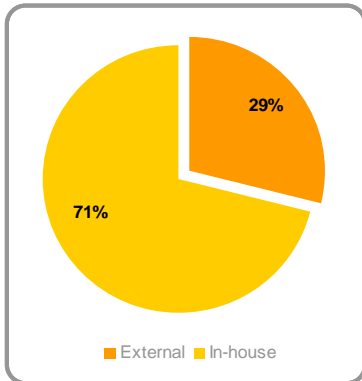
The biggest contribution Enterprise Education is making to students is by increasing their 'employability & enterprise skills' – 22% stated this was a 'great contribution'. Provision also helps to 'increase business and economic standing' and 'raise aspirations of pupils'. The lowest contribution appears to be 'encouraging young people to consider self-employment / setting up own business', with only 10% stating they had made a 'great contribution' here.

The biggest impact Enterprise Education has on students is to help their 'preparation for life after school / college', with 40% stating this has made a 'very important impact'. This also helps with the 'motivation of students' according to 31% of respondents. The area where it is seen to have the least impact is in 'attendance levels'.

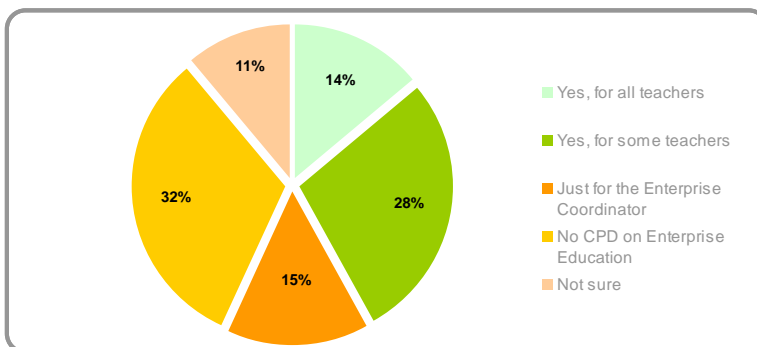
There was a fairly even spread when it came to the Coordinators' perception of how 'Enterprising' their school is. 67% adopt a fairly average response with only one in twelve (8%) stating they are

'Enterprising at all levels'. One quarter rate their school as fairly new to enterprise (1+2 out of 5 combined).

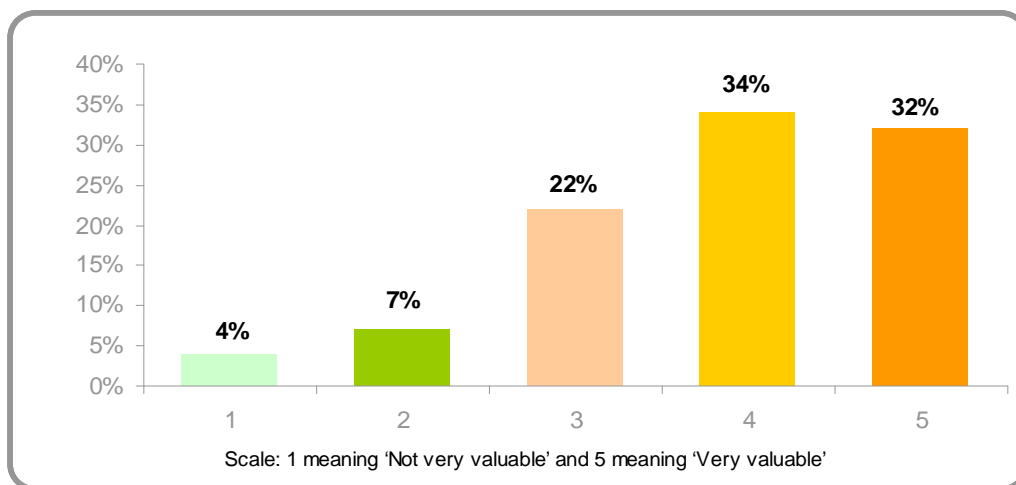
**Chart 65:** In your opinion, what percentage of your school's Enterprise Education is developed and delivered in-house and what percentage is developed and delivered using external delivery organisations / partners?



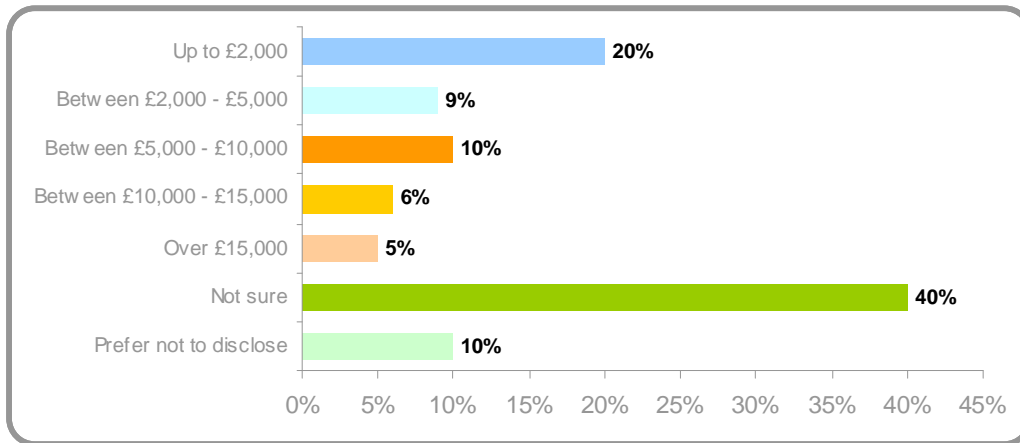
**Chart 66:** Does your school / college offer CPD for Enterprise Education?



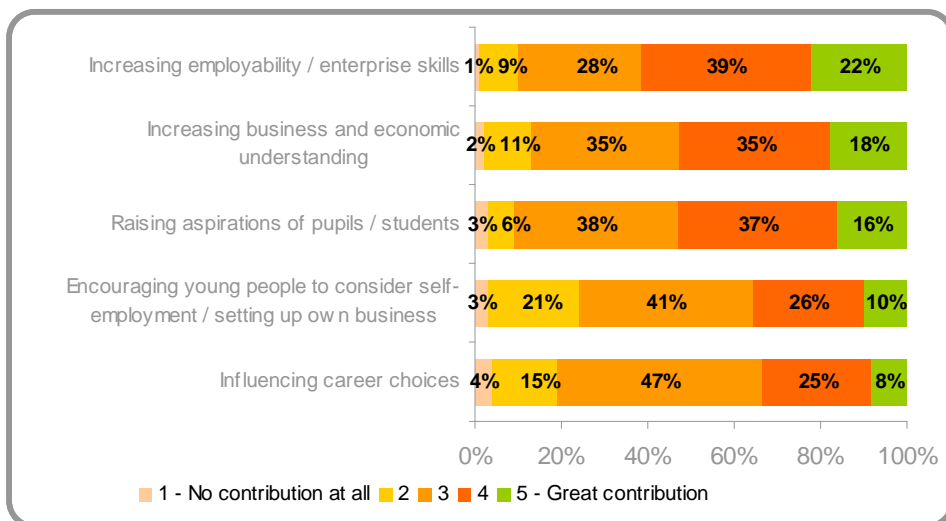
**Chart 67:** How valuable is CPD for Enterprise Education?



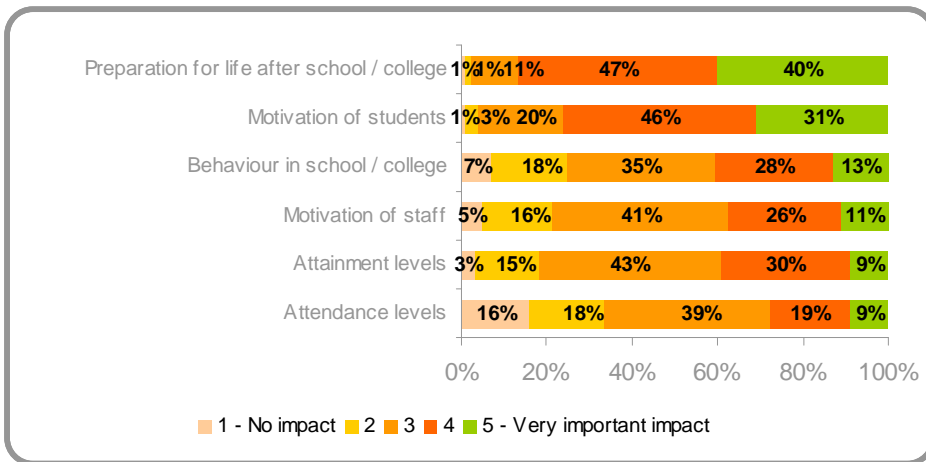
**Chart 68:** How much is your school's/college's annual budget for Enterprise Education this year?



**Chart 69:** How much does Enterprise Education contribute to the following in your school / college?



**Chart 70:** How does Enterprise Education impact on the following?



**Chart 71:** In your opinion how enterprising do you think your school / college is?

