

UP for Enterprise - Phase One Roll-Out: Project Evaluation

Final report to SEEDA

September 2007

1: Introduction, objectives and methodology

- 1.1 This is the final report of the Evaluation of the Phase One Roll-Out of UP for Enterprise, the programme designed and delivered by the University of Portsmouth¹, and funded by SEEDA, to develop a model for embedding Enterprise into the school curriculum across the years.

The brief

- 1.2 SQW was commissioned by SEEDA to undertake this evaluation, the remit for which was set out in SEEDA's research specification of October 2006. It proposed the evaluation research should focus on four key areas, as follows:

- *“Changes in teachers’ attitudes and behaviours in respect of enterprise education following participation in the project, with consideration given to current regional and national research and government guidance, to include the Davies’ Report etc*
- *Effectiveness of the enterprise resources materials and their intrinsic value to teachers in delivering enterprise education across the curriculum*
- *The method of delivery; through whole school Inset days and masters level CPD*
- *The value of and use by teachers of the UP for Enterprise website*
- *Consultants will comment on the catalytic nature of the intervention in terms of influencing partners to direct their activities and resources behind programme goals, working as a catalyst, encouraging the desired economic activities*
- *The report should also include recommendations about how SEEDA, with the University of Portsmouth, should progress this project to full regional or national roll out.”*

Method of approach

- 1.3 The research started at the beginning of December 2006, and consisted of the following key constituents:
- A series of discussions with the UP for Enterprise core team members, including initial exploratory and briefing discussions and exit interviews
 - Meetings with the internal University of Portsmouth evaluator
 - Consultations with key external stakeholders
 - Observations of seven Inset sessions and discussions with Inset participants
 - Post-CPD interviews with ten CPD participants (face-to-face/telephone)

¹ Together with the Discovery Project Ltd.

- Consultations with senior leadership of five participating schools (face-to-face)
- Observation of one day of the CPD course
- Analysis of UP for Enterprise data (monitoring, evaluation and financial data, plus quarterly reports, progress review meeting notes and notes from the Advisory Group meetings)
- Meetings with the SEEDA management team
- Delivery of an interim report on progress to SEEDA in April 2007.

Report structure

1.4 The remainder of this report is organised as follows:

- Chapter 2 sets out the national and regional context which underpins the UP for Enterprise programme
- Chapter 3 provides a brief description of the UP for Enterprise programme, drawing closely on the University of Portsmouth's proposal and identifying the main changes and refinements that were incorporated in the process of the programme development. The purpose of this chapter is to provide context for the ensuing report on activity, achievements, impact and findings, and to outline the evolution of the programme so that readers have a clear understanding of the structure and process involved in delivering the programme
- Chapter 4 reports on the delivery of the UP for Enterprise programme and associated issues, focusing first on the CPD course and then on the Inset sessions
- The impact of UP for Enterprise, both on the individual participating teachers and on their schools is considered in Chapter 5, identifying in the process the strategic added value delivered (i.e. the influence the programme has exerted in supporting schools to incorporate enterprise into the curriculum), as well as the performance achieved against the Output targets
- Finally, Chapter 6 assesses the UP for Enterprise programme performance against the main evaluation objectives (paragraph 1.2) and presents conclusions and, where appropriate, recommendations for the future.

2: Context

- 2.1 This chapter summarises the national policy context that led to the conception and development of UP for Enterprise. It then examines the situation regionally, identifying concurrent activity that may act either as competition or a complement to UP for Enterprise, and notes UP for Enterprise's fit with the regional context and its ability to address national policy directives. Further detail on recent national policy is contained in Annex D.

National context

- 2.2 As part of the drive to 'make Britain a more entrepreneurial society', in 1999 the Chancellor of the Exchequer announced a range of steps designed to raise Britain's productivity faster than its competitors, by "*making Britain more entrepreneurial and opening enterprise to all*". The commitment to strengthen the UK's enterprise culture was encapsulated the Pre-Budget Report (9 November 1999) where the Chancellor stated:

"This Government wants to open up enterprise to all. We need more new and successful businesses in our least well-off communities. And we need to involve as many schools and businesses in developing a new spirit of enterprise among young people ... Strengthening the UK's enterprise culture is a long-term challenge, requiring partnership between Government, business and educators."

- 2.3 The policy was supported by a package of measures designed "*to ensure that young people acquire both the skills and attitudes necessary to have successful careers in a more enterprising economy*", and included, inter alia, a £10 million package in 2000-01 to boost enterprise skills in primary and secondary schools, including support to enhance teachers' professional development and to double the scale of enterprise programmes with a proven track record; and support for the National Campaign for Enterprise, intended to help to create a more entrepreneurial culture in the UK by transforming attitudes, developing skills and encouraging the formulation of new and successful companies.
- 2.4 The core of the UP for Enterprise Programme's objectives reflect this policy, supporting two of the outcomes defined for the Chancellor's package in particular: that "*more young people – particularly the disadvantaged – are better prepared for the changing world of work*"; and "*more teachers have better quality professional development*".
- 2.5 Shortly thereafter, in 2001, Howard Davies was commissioned by the Chancellor of the Exchequer, amongst others, to undertake a review of enterprise and the economy in schools and further education². The review was motivated by the rapid and significant changes taking place in the economy and the consequential need for young people seeking work in the future to be "*more flexible and entrepreneurial in their attitudes ... even in larger firms and in the public and voluntary sectors entrepreneurial skills are more highly valued than they were in the past*". The Davies' Review was concerned primarily with the employability of young

² A Review of Enterprise and the Economy in Education, HMSO, 2002. Commissioned by the Chancellor of the Exchequer, the Secretary of State for Education and Skills and the Secretary of State for Trade and Industry.

people, defined as “*the knowledge and understanding, skills, attitudes and qualities that young people will need to thrive in their future working lives*”, and comprising a range of components of which the review addressed three: enterprise capability; financial literacy; economic and business understanding.

2.6 The Review resulted in a range of recommendations (see Annex D for the Terms of Reference and a list of recommendations), several of which, listed below, provided early signals to the development of the UP for Enterprise model:

- *“the Government should commit to providing resources so that all young people have the opportunity to experience enterprise activity at some time during their school career, with funding sufficient to support an average of five days per pupil ... young people should be provided with these enterprising learning opportunities within or in addition to the mainstream curriculum during their school career*
- *wherever possible, enterprise activities should be developed in partnership between business, schools and Government*
- *new teaching and learning materials should be developed for enterprise learning and personal finance education ... where appropriate these should be integrated into existing curriculum initiatives*
- *the General Teaching Council working with DfES should explore ways to build optional enterprise modules into the national strategy for continuous professional development.*

2.7 As a result of the Review’s recommendations, the Government committed funding entitlement equivalent to approximately five days of enterprise education for every Key Stage 4 pupil from September 2005.

2.8 In response to the Davies’ Review and to prepare for the inclusion of the equivalent of five days enterprise learning at Key Stage 4, the DfES established 151 enterprise pathfinder projects, embracing nearly 400 schools, with a remit to pilot approaches to developing enterprise learning at Key Stage 4. This initiative also tied in closely with the move for Work-Related Learning (WRL) at Key Stage 4 to become statutory, which required schools “*to have regard for the guidance provided by the QCA which identifies enterprise learning as a key component and output of work-related learning*”.

2.9 The enterprise pathfinders were evaluated by Ofsted³, with many of the findings linking closely with the findings from the UP for Enterprise evaluation. The CEI also carried out a National Evaluation of the Enterprise Pathfinder Projects⁴. Both Ofsted’s and the CEI’s recommendations can be seen to have informed the design of the UP for Enterprise model, whose approach corresponds in part to the findings of these two pieces of research. The findings and recommendations from both studies are presented in Figures 2-1 and 2-2 below.

³ Learning to be enterprising – an evaluation of enterprise learning at Key Stage 4. Ofsted, August 2004

⁴ National Evaluation of Enterprise Pathfinder Projects: March 2004 – December 2005. Centre for Education and Industry (CEI), University of Warwick, January 2006.

Figure 2-1: Findings and recommendations from the Ofsted Evaluation

Findings:

- Schools making the most effective provision:
 - had a strong commitment from senior managers and a clear management structure to support enterprise learning
 - had an enterprise ethos permeating teaching and learning across the curriculum
 - made good use of local businesses and the wider community to engage pupils in real issues and to support enterprise learning more generally
- The least effective schools failed to recognise that enterprise education had important implications for teaching and learning styles
- There was no 'blueprint' for the development of enterprise learning. Schools adopted a variety of different curriculum models
- Only half the schools had an explicit and commonly understood definition of enterprise learning. This was impeding progress"
- In terms of monitoring and evaluation:
 - "Only a minority of schools identified desired learning outcomes in terms of pupils' enterprise knowledge, understanding, skills and attributes
 - Very few schools had effective procedures in place to assess and evaluate pupils' enterprise learning
 - Links to existing vocational qualifications were rare and few pupils were able to make direct use of their enterprise experiences in assessed coursework
 - Monitoring and evaluating progress in the implementation of plans for enterprise learning were weaknesses in a substantial proportion of schools"
- Finally, "although schools often provided a good range of enterprise experiences of high quality, these were rarely planned as part of a coherent curriculum for work-related learning".

Recommendations:

Schools should:

- develop enterprise learning as part of a coherent programme of vocational and work-related learning
- establish a clear definition of enterprise learning and ensure it is understood by staff, pupils and other stakeholders
- identify the learning outcomes pupils are expected to gain from enterprise activities in terms of their knowledge, understanding, skills and attributes
- recognise that enterprise learning has implications for teaching and learning styles in terms of setting pupils more open-ended problems, encouraging them to take more responsibility for their actions and giving them greater autonomy in taking decisions
- develop effective methods of assessing enterprise learning
- ensure that there are robust systems in place for monitoring and evaluating the development of enterprise learning.

Figure 2-2: Conclusions from the CEI National Evaluation

Conclusions:

Overall: "The most effective schools were developing an inclusive approach to enterprise education ... providing awareness-raising and training for staff who then devised different ways to enhance students' enterprise capability through changes to teaching and learning styles within 'usual' subject lessons and existing ways of working with partners to deliver work-related learning, as well as through specific enterprise activity."

Integration of enterprise education: It was taking time for schools to integrate enterprise education across Key Stage 4. Factors that supported effective integration included:

- strong, visible leadership from the head teacher
- links with specialist school status and/or school improvement agendas
- establishment of an enterprise team and/or 'champions'
- with a coordinator supported by senior managers

Conclusions:

- Staff development with a system to monitor, evaluate and disseminate examples of practice.

Professional development was seen as crucial for the effective management and teaching of enterprise education.

Students' learning: most students said they enjoyed enterprise education and reported increased confidence factors supporting effective learning included:

- a clear definition of enterprise
- identification of precise learning outcomes
- a range of teaching and learning strategies to support active learning
- a system to track progress and recognise achievements.

Collaborative work: many schools worked effectively with a range of business or other community partners, and some with other schools: usually there was a lead teacher, Enterprise Advisor or support organisation, such as an EBP, to coordinate joint activities.

Finally, for **roll-out**, the following challenges were identified:

- selling the concept to all staff to achieve a shared understanding and commitment
 - giving higher priority to staff development
 - gaining acceptance for new staffing roles
 - developing practical ways of identifying, tracking and recognising students' learning outcomes
 - sustaining collaboration with partners.
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Regional context

- 2.10 As a result of the Government's initiative and the increased profile enterprise has gained in relation both to the economy and to the self-efficacy of individuals, a number of initiatives have been set up, at national and at regional levels, to support and encourage schools to address the enterprise education agenda. These are in addition to long-standing and widely accessed programmes such as Young Enterprise, and have evolved in the course of the development and delivery of UP for Enterprise. This has resulted in considerably more activity now existing to address the imperatives of Davies' Review and Government policy than at the outset when UP for Enterprise was initially conceived. The main initiatives active in the South East Region that have had a bearing on the development and delivery of UP for Enterprise are described below.

S'EEN (Hubs & Spokes)

- 2.11 One of the key national initiatives is the DfES funded Schools' Enterprise Education Network (S'EEN); also referred to as the 'Hubs & Spokes' model, the initiative has been designed to "*deepen and widen the impact on schools and pupils of enterprise education, and to ensure long-term sustainability.*" The Specialist Schools and Academies Trust (SSAT) has been contracted to deliver S'EEN, which was launched in May 2006, and is described as "*a network of business and enterprise colleges providing support and Continuous Professional Development for all secondary schools in England.*" The focus of the network is on CPD "*to engage all school staff, to enable them to draw enterprise learning from their class work, and empower them to adapt enterprise pedagogy.*" Clearly, although the S'EEN initiative is focused primarily on Key Stage 4, UP for Enterprise shares many of its objectives.

- 2.12 In the South East Region, the S'EEN network is particularly active in Kent where ten business and enterprise colleges form the Hubs & Spokes network, with each school responsible for relating enterprise to a particular curriculum subject, developing curriculum materials and working with staff on CPD.

Enterprise activity under the Area Investment Framework

- 2.13 Under the Area Investment Framework a project has been established in Gosport (South Hampshire) designed to support enterprise education and business development⁵. The project is designed to “*strengthen coordination between the education and business sectors and strengthen links between learning providers and economic development activities*”, with the following specific aims:

- increase the number of business start ups
- increase participation of SMEs in training and business support initiatives
- increase the number of young people staying on in further education
- support the delivery of enterprise education in schools
- create a self-sustaining enterprise network
- raise aspirations of young people.

- 2.14 The project employs an education worker and a business broker, co-located in order to maximise opportunities for linking business and education, The role of the education worker is to raise awareness of business and enterprise and to raise aspirations, and the main focus of activity is on the 14-16 age group, although the age range covered extends from primary through to higher education.

- 2.15 Again, it can be seen that UP for Enterprise shares several of the aims of the project and, indeed, as is described later in this report, the two initiatives are complementary and have collaborated closely - with UP for Enterprise able to fill the gap which was identified as existing in working with teachers to develop their enterprise competence and commitment to enterprise - through delivery of the CPD programme and Inset activity.

Enterprising Exchange Academy (the “GROW” Project)

- 2.16 This project, active in Oxfordshire, is one project funded through The Grow Project, a €7.5 million Interreg IIC programme running from June 2005 to December 2007. Under the theme of ‘culture of entrepreneurship’, this project sets out to “*develop young people to enable them to contribute more successfully to economic growth and prosperity, whether as citizens, employees, self-employed or entrepreneurs.*”⁶ The project is intended to “*raise the standards of delivery of enterprise education in the classroom for 14-16 year olds and provide an appropriate academic pathway for 16-19 year olds aspiring to a career requiring*

⁵ This is a three year, £1 million project, funded 50% by SEEDA.

⁶ Grow Inter-Regional Conference: Challenges of achieving sustainability in High Growth Regions. 30 November 2006. www.grow3c.com/uploads/20061215120728_Grow_Programme.pdf

higher levels of enterprise and creativity". The overall initiative involves a network of five high growth regions⁷, and this project involves partners from the Malopolska Institute of Local Government and Administration in Poland, together with a range of Oxfordshire based partners⁸ and the University of Portsmouth Centre for Enterprise. The aim was to involve around 170 pupils in the project.

Preparing for the Future – Trident's Enterprise Programme

- 2.17 This initiative does not appear to have widespread take-up amongst the schools involved in UP for Enterprise, but was mentioned and is another example of a programme sharing many of the same aspirations as UP for Enterprise. Run by Trident Edexcel, its focus is described as 'Enterprise Education and Entrepreneurship', providing young people with the "opportunity to assess and develop their skills and knowledge, look at local, national and international issues; experience a mini-enterprise activity and enterprise simulations and visit local entrepreneurs as part of a wider programme".⁹ The programme is intended to "combine personal assessment with the learning and development of the young people's enterprise skills through experiential learning" and the target audience is KS4 and post 16.
- 2.18 Finally, apart from enterprise-specific initiatives, there are other educational agendas which link closely to the work being carried out in the enterprise education agenda, and where links and collaboration are relevant and complementary. Key amongst these are:
- **Every Child Matters:** which shares with the enterprise agenda the aims of "every child ... having the support they need to ... make a positive contribution and achieve economic well-being"¹⁰
 - **National Curriculum Citizenship:** became statutory in September 2002, the aims of Citizenship are described by qca thus¹¹: "Citizenship develops successful learners who are equipped to play a full part in public life and in the democratic process. Citizenship gives learners the ability to engage critically with challenging questions facing society today and to take action on political and social issues of concern. The aim of developing successful learners who are literate, numerate, enterprising and enquiring is at the heart of citizenship"
 - **Work Related Learning:** Work-related learning is an increasingly significant aspect of the 14-19 curriculum becoming a statutory requirement in 2004 to provide all students at key stage 4 with work-related learning.¹² Clearly there are close links between the WRL activities of a school and engagement with UP for Enterprise, although arguably the focus of each is on a different component of 'Employability'. Nonetheless, WRL was prominent in many schools' considerations of introducing UP

⁷ Andalusia in Spain, Emilia Romagna in Italy, Malopolska in Poland, Noord-Brabant in the Netherlands, and South East England

⁸ Business Link Solutions, the Milton Keynes, Oxfordshire and Buckinghamshire Education Business Link Organisation, Berkshire EBP, Oxford Brookes University, Oxford Brookes University School of Enterprise

⁹ www.trident-edexcel.co.uk/enterprise/enterprise_programme.asp

¹⁰ www.everychildmatters.gov.uk/aims/

¹¹ www.curriculum.qca.org.uk/subjects/citizenship/keystage4/Citizenship_and_the_national_curriculum_aims.aspx

¹² www.qca.org.uk/14-19/11-16-schools/index_s4-0-work-related.htm

for Enterprise into the curriculum. As with the majority of the initiatives described here, the primary concentration has been on Key Stage 4.

3: The concept and model

- 3.1 The University of Portsmouth was commissioned to deliver the UP for Enterprise Roll-Out by SEEDA in January 2006, following the delivery of an initial pilot programme funded by SEEDA in 2004/05¹³.

Evolution of the UP for Enterprise Programme

Vision and aims

- 3.2 The University of Portsmouth proposed a project structure for UP for Enterprise based on ‘two distinct elements’:

- The UP for Enterprise Phase One Roll-Out¹⁴
- Enterprise Education – Training the Teachers.

- 3.3 The vision of the project, set out in the proposal¹⁵, was: “*to develop enterprise capabilities in young people as they progress through the education system.*”. The Programme responded to the Davies’ Review in many of its objectives, and was specifically designed to address the first of the three components identified by Davies as comprising Employability; that is, ‘enterprise capability’. The model has two elements, the aims of each are as follows:

- ***Phase One Roll-Out:***
 - to make the project available to a wider audience within the South East than the initial pilot programme which was centred on the Portsmouth area, to include Portsmouth and the Isle of Wight plus other target regions in discussion with SEEDA
 - to shift capacity for delivering enterprise education from the university to individual schools, LEAs and Children’s Services where appropriate
- ***Enterprise Education – Training the Teachers:***
 - To develop a CPD Programme for Primary and Secondary school teachers and teaching assistants as appropriate, that will embed the principles of enterprise education, it will link to Phase One Roll-Out.

- 3.4 A key emphasis of the programme, which differentiates it from many of the other enterprise-focused initiatives available to schools, is its concentration on developing ‘enterprise capabilities’. This attention to the development of the individual’s characteristics rather than a more business-related focus fits closely with the education sector’s Lifelong Learning and

¹³ ‘Research to support the development of a South East England Enterprise Education Initiative’ – report to SEEDA. SQW, August 2006.

¹⁴ Note that the University of Portsmouth’s proposal refers to this as the UP for Enterprise Phase 2 Roll-Out

¹⁵ UP for Enterprise Roll-Out contract.

Widening Participation agendas. A second differentiating feature is the developmental nature of the programme, whereby it is intended to apply across the years (at both primary and secondary levels) rather than being targeted on Key Stage 4. A third distinguishing aspect is its focus on developing teachers' confidence, understanding and ability to integrate enterprise into the curriculum, thereby building capacity, know-how and sustainability into the schools.

Description of the delivery model

- 3.5 The University of Portsmouth set out their plan for delivering the programme around the two elements, with a number of tasks associated with each, as described below.

Phase One Roll-Out

- 3.6 The University of Portsmouth set out its proposals for the Phase One Roll-Out as follows: *“The Phase One Roll-Out will be delivered to teachers during inset training sessions and be made available to up to 50 schools in the region. The project will focus on 15-20 secondary schools and their feeder primary schools. The UP for Enterprise Team will be located in the Centre for Enterprise at the University of Portsmouth and will be supported by the Schools and Colleges Liaison Service.”*
- 3.7 The intention was to form ‘clusters’ of schools through recruiting secondary schools and their primary feeders located in four areas of the region: Hampshire, East Sussex, Kent and Oxfordshire.
- 3.8 The original model for organising Inset sessions in schools was to undertake these following the school's participation in the CPD course. Through the CPD course, the intention was to put an ‘Enterprise Champion’ in place in the school who would coordinate enterprise development within the school, in partnership with the school's leadership and would disseminate learning more widely amongst the teaching staff. The first point of contact to arrange the Inset sessions was with the CPD participant/Champion. On the basis of this original model, it was clearly necessary to have a Champion in place in the school in order to undertake the Inset work.
- 3.9 It was originally envisaged that the Inset activity would consist of three Inset sessions:
- a first ‘whole school’ session delivered at some point during the day or as a ‘twilight’ session to raise awareness of the concept, role and importance of enterprise education and to set the context to a wide range of the school's staff
 - a second Inset, delivered over a full day, working with teachers to focus on the delivery of curriculum materials
 - finally, around a year later, a final half- or full-day Inset session to review how UP for Enterprise had worked in practice in the school and to consider how to take the agenda and process forward in the school.
- 3.10 The expectation was that the Inset element of UP for Enterprise would follow naturally on from the CPD course, via the Champion. However, difficulties were experienced gaining agreement from the schools to schedule Insets. In light of these difficulties, the UP for

Enterprise team changed the marketing approach, whereby the initial approach of using the contact with the Champion, plus telephone and email approaches, was refined to a more customised approach. This consisted of organising 'pre- Inset' meetings led by a member of the UP for Enterprise team to define:

- the school's stage of development in terms of integrating enterprise into the curriculum
- the teaching staff's level of understanding of, and experience in, enterprise
- the specific needs of the school
- the approach and content delivered in the Inset programmes (the Whole School Twilight programme and Full Day Materials programme), on the basis of the above and feedback from the CPD participants that a more flexible offer was desirable.

- 3.11 The delivery model generally took the form of an initial twilight session, followed by a more intensive, customised day to support the school in designing an approach for starting the process of integrating enterprise into the curriculum and developing an action plan for implementation. Both the twilight session and the second, intensive, session were led by a member of the University's UP for Enterprise team.

Enterprise Education – Training the Teachers

- 3.12 The University of Portsmouth's proposal set out the objectives under this strand "*to develop an accredited continuing professional development (CPD) programme for teachers and classroom assistants to embed the principles of developing an entrepreneurial culture through enterprising behaviours, knowledge, attitudes and practice. This project will be delivered by the University of Portsmouth School of Education and Continuing Studies with support from the Portsmouth Centre for Enterprise and Department of Psychology. Fifty places will be initially available.*"
- 3.13 A three-day CPD course was designed by the University of Portsmouth, and delivered twice – the first course running between March and June 2006 (CPD 1) and the second between October and December 2006 (CPD 2). Days 1 and 3 of each of the two courses were classroom-based, with the middle day designed to be completed in-situ in the school. The detailed programme structures for both CPD 1 and 2 are contained in Annex B.
- 3.14 The original three day course was modified in light of participant feedback from the first cohort:
- the first CPD course consisted of three classroom-based days, the middle one of which was a group work day based in the CPD 'classroom'
 - the second CPD course was modified to a structure of two classroom-based days (the first and the third) split by an independent study day, which replaced the group work day, and where participating teachers developed a lesson plan specific to their circumstances which could then be presented, critiqued and developed as part of the final day.

- 3.15 The CPD course formed one unit of the University of Portsmouth's Post Graduate Certificate Practice and Pedagogy in Education, and was intended to contribute to the Masters Programme developed by the University of Portsmouth's School of Education.¹⁶

Supporting materials

- 3.16 The aim of the programme was to develop a number of resources that would form the core of the programme and support the Enterprise Champions in taking forward the enterprise agenda in the school. The main resources included:

- **An UP for Enterprise website**
- **A Teacher Resources package**, consisting of three files, each targeted at different years: Key Stage 1, Key Stage 2 and Key Stages 3 and 4. These materials were originally conceived as UP for Enterprise's core resource. However, they were rapidly supplanted by the CPD course and, in particular, the Inset sessions, and became viewed as support materials. The materials were finalised and printed in early 2007, following a long design and incubation period. Once available, they were made available to schools that participated in the Inset element, following an Inset session (but not before). The use of the materials in introducing the enterprise agenda, and the schools' reaction to them, is discussed in Chapter 5.
- Additions to the UP for Enterprise package: two additional elements were added to the UP for Enterprise package in order to enhance the offer and provide more flexibility to teachers engaged in the enterprise agenda; and also as a means to delivering the contact time necessary to achieve Output units. These are briefly described below:
 - **The Online Inset tool:** this Web CT tool contains six sessions for teachers which cover a spectrum from basic background on enterprise through to assessment tools. These were designed primarily to act as robust supporting materials if it was only possible to engage for a short time with teachers through an Inset session, and to provide teachers with the flexibility to engage with UP for Enterprise on their own terms and in their own time. The packs were offered with support from the UP for Enterprise team, through their contact with the school and the additional resource that UP for Enterprise was assigned for two days a week. The tool was designed to count as three hours' output, although in reality it represents more than three hours' worth of work. The tool was launched at the end of February 2007.
 - **Enterprise Preparation Pack:** this Pack was developed for teachers who had not been through the CPD course – it was described by UP for Enterprise as a “shortened version of CPD, to set the framework and background, and includes all the important documents”. It was developed in response to the problems UP for Enterprise experienced in recruiting schools for Inset sessions, to provide an alternative route for teachers/schools to engage with

¹⁶ UP for Enterprise Project Report. University of Portsmouth, 31st July 2006.

UP for Enterprise. It was agreed with SEEDA that working through the pack would represent three hours' work and would contribute towards the Output measures. The decision to develop the pack was agreed with SEEDA in December 2006 and the pack was launched at the beginning of March 2007.

4: Delivering the programme: activity and achievements

- 4.1 This chapter sets out the achievements of UP for Enterprise in relation to each of the key activities undertaken in order to deliver the programme, and identifies issues influencing the success of delivering the programme. SEEDA has agreed to extend the formal project lifetime until September 2007 to enable the University of Portsmouth to meet its Output targets. This final report reports on activity up to and including July 2007.

Performance against milestones

- 4.2 Delivery milestones were agreed at the outset, with the first to be completed by December 2005, and the final Project Review meeting to be held in March 2007. These milestones were set out in the contract issued by SEEDA to the University of Portsmouth. Subsequently, changes in the timing and the order of some milestones were agreed with SEEDA, in particular the project completion date that was extended to 30 September 2007. The original milestones, together with a comparison of actual progress against the milestones and changes that were introduced in the course of delivery, are set out in Figure 4-1.

Figure 4-1: UP for Enterprise Project Milestones: planned and actual performance

Activity	Project Element	Planned to be completed by	Actually completed by
Assemble Project Team	Both	December 2005	UP report that one teacher was in place by December 2005, a second joined the team in February 2006 and other staff were brought in as required throughout 2006/2007
Agree shortlist of primary and secondary schools for: <ul style="list-style-type: none"> UP4E Roll-Out EntEd CPD 	Both	December 2005	Completed for CPD 1 in February 2006. Further schools added after July 2006 prior to CPD 2. Expansion of the target schools agreed with SEEDA in mid-May 2007.
Develop three phase Inset programme for UP4E Roll-Out (linking to CPD course)	UP4E R-O	December 2005	Developed by December 2005 but subsequently modified and tailored to fit schools' requirements
Develop programme content for UP4E Roll-Out and Enterprise Education CPD	Both	December 2005	February 2006
Project Review Meeting	Both	December 2005	UP have no record of this review meeting taking place
Start training UP4E R-O Team and EntEd CPD team (Some joint training as EntEd CPD team will deliver some of the UP4E R-O Inset programme)	Both	January 2006	The same team delivered R-O and CPD (except for guest speakers on CPD). The team members are reported to have required no formal training.

Activity	Project Element	Planned to be completed by	Actually completed by
Visit schools and book Insets for UP4E	UP4E R-O	February 2006	Ongoing - started June 2006
Visit additional schools who will be offered phase 1 of the EntEd CPD and take provisional bookings	Both	February 2006	Started February 2006
Finalise project content	Both	February 2006	UP report this was completed by February 2006
Develop Web resources	UP4E R-O	February 2006	August 2006 for the UP for Enterprise website Online Inset was a new intervention agreed with SEEDA at the end of December 2006 and launched at end February 2007
Develop Course material for Enterprise Education CPD	EntEd CPD	March 2006	UP report completion in March 2006
Confirm booking of first cohort for Enterprise Education CPD	EntEd CPD	March 2006	UP report completion in March 2006
Project Review Meeting	Both	March 2006	UP report March 2006
Deliver first element of UP4E Inset training to schools	UP4E R-O	June/July 2006	First Inset session delivered September 2006
Project Review Meeting	Both	September 2006	Meeting took place on 2 October 2006
Deliver Enterprise Education programme to first cohort	EntEd CPD	December 2006	First CPD programme completed June 2006, second programme completed December 2006
Project Review Meeting	Both	December 2006	December 2006
Support schools in delivering programme	UP4E R-O	January 2007	UP report that no support has been requested outside of Inset
Final phase of Inset training	UP4E R-O	March 2007	Ongoing*
Commence second phase of Insets	UP4E R-O	March 2007	Ongoing*
Project Review Meeting	Both	March 2007	March 2007
Project Evaluation	Both	September 2007	September 2007
Project Review Meeting	Both	September 2007	September 2007

Source: SEEDA Learning and Skills Contract: University of Portsmouth UP for Enterprise Roll-Out SE22174, and University of Portsmouth records.

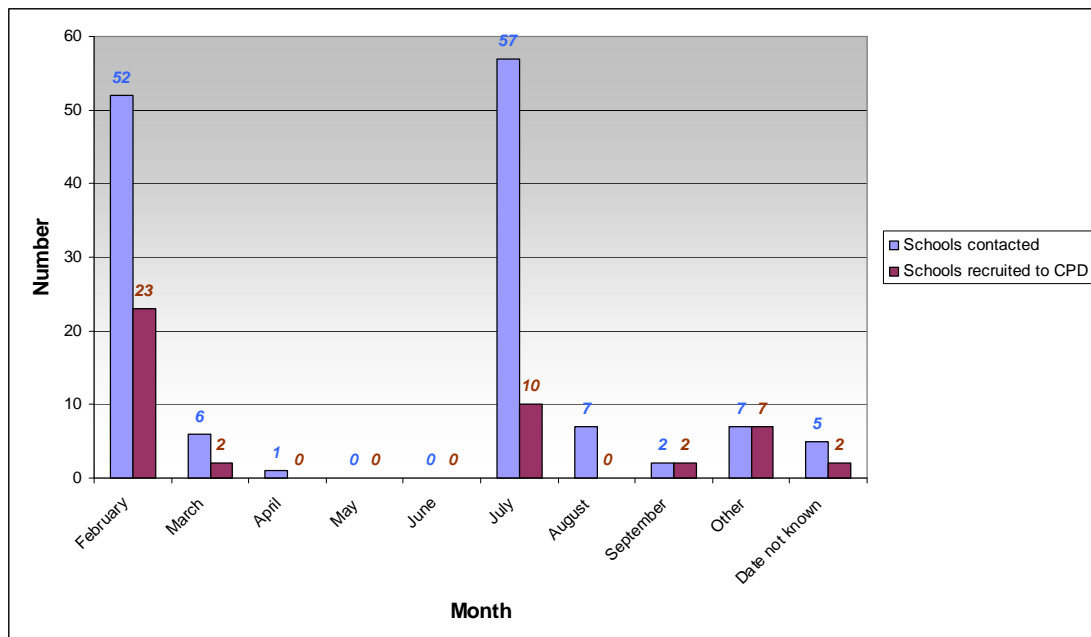
** Note that the delivery model changed over the project period, so some of the original milestones are no longer directly applicable.*

- 4.3 Both the timing of achieving the milestones, and the nature of some of the milestones differ from the original concept. The programme evolved over the Roll-Out period, with significant redesign taking place at certain points. The changes, and the variances in timing in delivering the programme, are considered in the following sections.

Recruitment and engagement of schools

- 4.4 The remit for the Phase One Roll-Out was to make UP for Enterprise available to 50 schools in four target areas of the South East Region: Hampshire, East Sussex, Kent and Oxfordshire. The balance proposed was 15-20 secondary schools and their feeder primary schools¹⁷.
- 4.5 The recruitment process began with an Information and Registration Pack being sent to schools. For the CPD element this began in February 2006. This was supplemented by a range of meetings and presentations to schools and representative organisations in some areas.
- 4.6 Figure 4-2 depicts the recruitment drive pattern over the eight months between February and September 2006, illustrating that the main recruitment effort appears to have taken place in two stages; in February 2006 with 52 schools being contacted (resulting in recruitment to CPD of 23 schools) and again in July 2006 (when 57 schools were contacted, out of which 10 were ultimately recruited). Overall, 137 schools were contacted to recruit the CPD participants, with a combined total of 48 participants (drawn from 45 schools) recruited against a target of 50 for the two CPD cohorts, representing a 33% 'hit rate' in terms of recruiting schools to the UP for Enterprise CPD course.

Figure 4-2: Recruiting schools to CPD – volumes contacted and percentage recruited



Note that in three cases a school was represented by more than one teacher on the CPD course.

- 4.7 The geographic targeting of the recruitment changed over time, with the majority of effort initially being aimed at schools located in Hampshire, with a considerable shift to Kent in the July recruitment drive (see Figure 4-3), resulting in recruitment of ten schools in Kent for the second course, compared to one school for the first CPD course (Figure 4-4).

¹⁷ UP for Enterprise Roll-Out proposal.

Figure 4-3: Geographic targeting of CPD recruitment over time

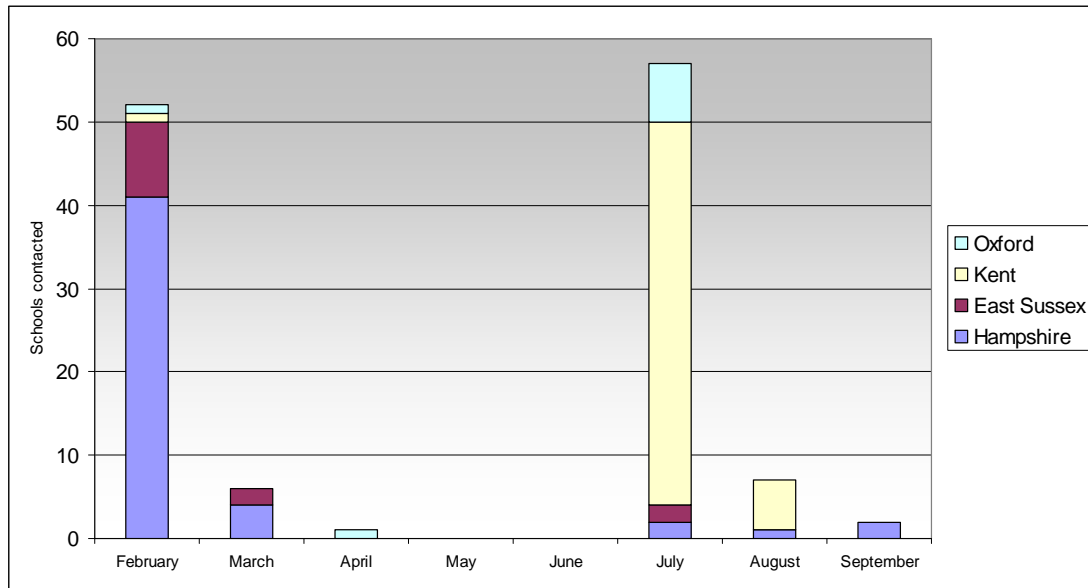


Figure 4-4: CPD recruitment by county

	CPD 1 participants	CPD 2 participants
East Sussex	4	2
Hampshire	19	10
Kent	1	10
Oxfordshire	0	0
Total:	26	22

- 4.8 Complementing the ‘mailshot’ and telephone recruitment effort, meetings were held in conjunction with a number of ‘interested parties’ in order to gain access to potential participant schools and present the UP for Enterprise proposition to them. The meetings included two in Kent¹⁸, resulting in 13 teachers being signed up to CPD.
- 4.9 The CPD participants were drawn from 45 schools in three areas¹⁹: Hampshire with 63.6% of schools, East Sussex with 13.6% and Kent with 22.7%. As can be seen in Figure 4-4, there were no CPD participants from schools in Oxford, despite some efforts to include the University of Portsmouth in local enterprise activity. This took the form of SEEDA exploring with the EBP and the Local Education Authority in Oxfordshire possibilities for involvement with UP for Enterprise. In parallel, the GROW project, focusing on Key Stage 4, was being developed by a consortium including Business Link, the EBP and Oxford Brookes University. The University of Portsmouth subsequently committed to becoming involved in the GROW project through the provision of materials (which transpired not to be suitable for the project’s needs) and through involvement in the GROW CPD workshops. The University of Portsmouth will also present at GROW’s final conference in November 2007. The UP for

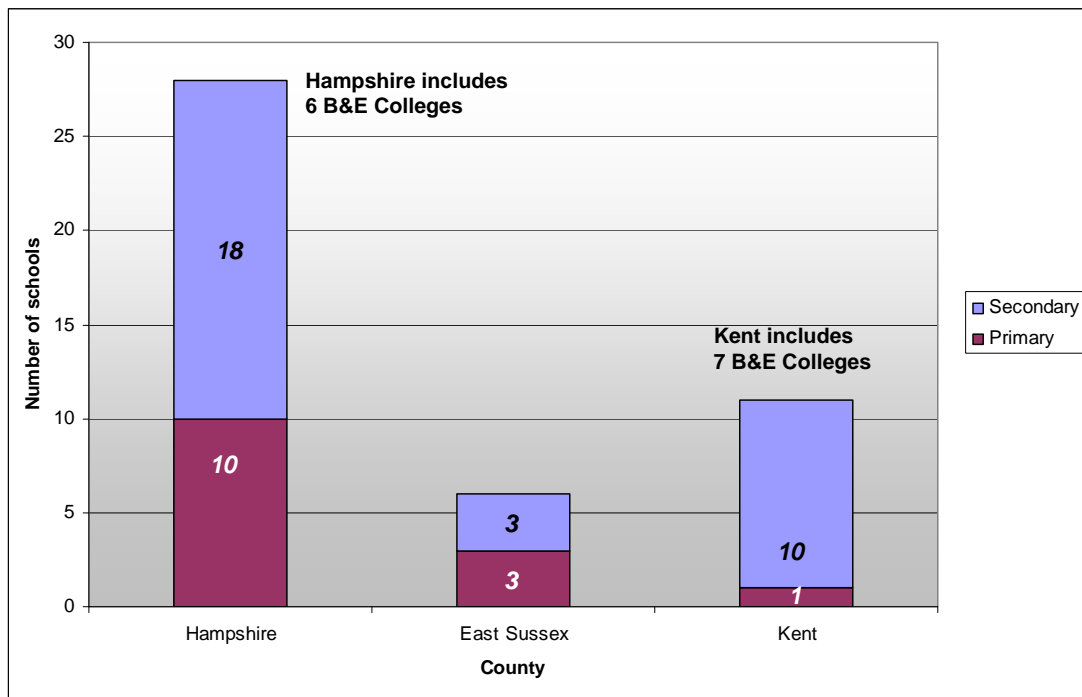
¹⁸ One conducted by members of the UP for Enterprise team and one through the Kent Hubs and Spokes network Cluster meeting. (UP for Enterprise project Review Meeting Notes 2nd October 2006).

¹⁹ Note that three schools had two teachers participating on the CPD course.

Enterprise team believe that the existing focus on the GROW Project in Oxford meant that schools were overloaded with initiatives in general and enterprise initiatives in particular, which exacerbated the challenge of recruiting schools to UP for Enterprise in the Oxfordshire area.

- 4.10 The split achieved between secondary schools and primary feeders does not mirror the original proposal of 15-20 secondary schools – with 31 secondary schools and 14 primary schools participating. We have been unable to identify how many of the primary schools were feeder schools to the participating secondary schools.

Figure 4-5: Analysis of schools participating on CPD courses 1 and 2



- 4.11 The participating schools designated as ‘Business & Enterprise Colleges’ are also included in Figure 4-5, illustrating the success UP for Enterprise had in recruiting these schools to the programme: in Hampshire six of the seven Colleges located in the county, and in Kent seven of the eight, were recruited to the CPD element of UP for Enterprise²⁰.
- 4.12 The first cohort of teachers completed the three day CPD course in June 2006, with the second cohort undertaking the refined three-day programme between 20th October and 8th December 2006.

²⁰ List of Business and Enterprise Colleges in England, Wikipedia, July 2006 – lists a total of 7 Business & Enterprise Colleges in Hampshire and 8 in Kent. According to this list, East Sussex had one Business & Enterprise College and Oxfordshire had none.

Delivery of CPD

The evaluation of the CPD Courses

- 4.13 SQW reported on the evaluation results for the first CPD three-day course in their report to SEEDA in August 2006²¹. A summary of the results from the University of Portsmouth's internal evaluation of the first course (based on 12 evaluation forms) is re-presented in Figure 4-6 to ensure this final report provides a full overview of activity and results.

Figure 4-6: Evaluation results from UP for Enterprise CPD three day course (March – June 2006)

	Evaluation question	Average score (out of a maximum of 10)
Q1	Have you been able to reflect upon the delivery of enterprise education in your own institution?	7.56
Q2	Have you been able to explore current ideas relating to enterprise education in a wider context than just your own institution?	6.92
Q3	Have you been able to develop your own enterprise capability?	7.17
Q4	Have you been able to develop your ideas about the teaching and learning of pupils in an enterprising environment in your own classroom?	5.67
Q5	Have you been able to develop enterprise capability in your colleagues?	5.00
Q6	How successful was day 2 in enabling you to work with colleagues from other schools on the enterprise activity?	7.00
Q7	Did you encounter any obstacles with regard to planning and presenting your activity on Day 3? If so please describe what these were.	Only text responses recorded
Q8	What did you most enjoy about the three days?	Only text responses recorded
Q9	What did you least enjoy?	Only text responses recorded
Q10	Please add any other comments and feedback you would like to give us.	Only text responses recorded.

Source: *UP for Enterprise Roll-Out. Project Report. University of Portsmouth 31st July 2006.*

- 4.14 More detailed feedback is available for Days 1 and 3 of the second course. This is presented in Figures 4-7 to 4-9 below. Figures 4-7 and 4-8 relate to the specific sessions delivered during Days 1 and 3. Figure 4-9 provides a comparison of the 'before' and 'after' scores for a range of questions exploring participants' understanding of, and confidence in their abilities in relation to enterprise. For these data, we have taken the University of Portsmouth's analysis a little further by aggregating the individual participants' scores and calculating average 'before' and 'after' scores together with the change in scores over the period of the CPD course.

²¹ 'Research to support the development of a South East England Enterprise Education Initiative' – report to SEEDA. SQW, August 2006.

Figure 4-7: Second CPD Course Day 1 – mean scores for individual sessions

Session	Mean score Answer scale: 0 (not valuable) – 5 (very valuable)
Enterprise, global issues and the bigger picture	3.7
Enterprise and the world of work	3.6
A framework for enterprise education	3.6
A case study from Rydens School (S. Cabrera)	4.2
Creativity Session	4.0
How would you rate the day as a whole?	4.2

Source: UP for Enterprise team reports

Figure 4-8: Second CPD Course Day 3 – mean scores for individual sessions

Session	Mean score Answer scale: 0 (not valuable) – 5 (very valuable)
Decision Making Activity	4.4
Enterprise in the 21 st Century Curriculum (Di Smith)	4.4
Radio Activity	4.3
Q&A Session	3.7
How would you rate the day as a whole?	4.4

Source: UP for Enterprise team reports

- 4.15 The session scores report a positive picture (all scores are above the ‘mean’, ranging from a low of 3.6 to a high of 4.4 out of a possible maximum score of 5.0), suggesting that participants found both the individual sessions and the overall days valuable.
- 4.16 The results from the initial and exit questionnaires (Figure 4-9) very clearly demonstrate the immediate benefits that have been delivered from the three days of activity. Participants report a positive change in relation to all comparable questions, with scores increasing by between 4% and 28% over the duration of the course – the greatest reported increases taking place in participants’ ability to define the meaning of ‘enterprise capability’, and in confidence in their ability to teach enterprise capabilities to students.
- 4.17 The success of participants, and their schools, in introducing enterprise into the curriculum and implementing the learning is explored in Chapter 5.

Figure 4-9: CPD Course – average scores and change achieved over the course in relation to participant understanding, confidence and competence

Question	Scale	Day 1 'initial' questionnaire - Average Score (from 22 participants)	Day 3 'exit' questionnaire - Average Score (from 14 participants)	Change in average score
Indicate on the following scale what best describes how you feel about enterprise education	0 (No choice. I have to do it!) – 5 (Looking forward to learning and exploring new ideas)	4.2	4.6	+0.4 (+8%)
To what level do you consider your school to be involved in enterprise education currently?	0 (low level) – 5 (high level)	3.0	Not asked	
What is your level of understanding of the enterprise education agenda within schools?	0 (low level) – 5 (high level)	3.2	3.8	+0.6 (+12%)
What is your level of understanding of the enterprise agenda in a wider context than just your own institution (e.g. in relation to the UK and Global economies)?	0 (low level) – 5 (high level)	2.7	3.7	+1.0 (+20%)
What is your level of understanding of the government's (e.g. Ofsted's) requirements of enterprise education within schools?	0 (low level) – 5 (high level)	2.9	Not asked	
How able are you to define what is meant by enterprise capability?	0 (Not able) – 5 (Very able)	3.2	4.6	+1.4 (+28%)
How enthusiastic are you about the enterprise education agenda?	0 (Not enthusiastic) – 5 (Very enthusiastic)	4.2	Not asked	
To what extent do you feel enterprise education will benefit your pupils?	0 (No benefit) – 5 (Very beneficial)	4.4	4.9	+0.5 (+10%)
How confident are you in your ability to teach enterprise capabilities to pupils within your school?	0 (Not confident) – 5 (Very confident)	3.2	4.4	+1.2 (+24%)
How confident would you feel if you were asked to create learning activities to develop enterprise capabilities in pupils in your school?	0 (Not confident) – 5 (Very confident)	3.3	4.4	+1.1 (+22%)
How confident do you feel about moving the enterprise agenda forwards within your own school?	0 (Not confident) – 5 (Very confident)	3.3	4.1	+0.8 (+16%)
What is your level of understanding of the QCA framework for enterprise education within schools?	0 (Low level) – 5 (High level)	3.0	3.2	+0.2 (+4%)

Learning from the CPD course – feedback from participants

- 4.18 The results presented in the previous section report on participants' direct experience of the CPD course itself. Here, we explore issues that emerged relating to the CPD course as a result of the reflective consultations carried out with the school leadership and Enterprise Champions some months after the CPD course.

The case for a differentiated model

- 4.19 UP for Enterprise has been designed as a generic model which, in principle, is relevant for all schools. The CPD course in particular identified that this perhaps is not the case. Feedback from participants identified the need to differentiate the model in relation to at least three different groups.
- 4.20 **Novice vs advanced practitioner:** the CPD participants brought very varied previous experience of enterprise to the course. For some, the concept was new; for others they had been engaged in enterprise previously and had an advanced understanding of the context and principles. Where a lot of the material delivered in the first day of the CPD course was new and interesting for the former group, the 'advanced' group found it covered ground with which they were already familiar. It may be that there is a case for developing a targeted course for each of these two groups, which would ensure the materials are pitched at an appropriate level, and that the participants are at a similar stage of development and are therefore able to benefit optimally from the experience exchange on the course.
- 4.21 **Secondary vs primary:** a similar message came through from primary teachers, where the feedback suggested that the content of the CPD course was designed primarily for secondary schools and elements of it were somewhat irrelevant to primary teachers. Here, the suggestion was that either a session customised to primary needs be included in the CPD course, or a whole course is designed for primary schools.
- 4.22 **Geography:** finally, participants were looking to work within a local context, i.e. that the presenters had up to date knowledge of what was going on in Kent schools, for example. Rather than dwelling too much on the global and national initiatives, teachers felt the course would have benefited from regional, and if possible county-based, insights. There may therefore be a case for constructing CPD courses for each county/sub-region, although we recognise the difficulties the University had in recruiting schools from Oxfordshire and East Sussex in particular.

The Masters level qualification

- 4.23 The CPD course was developed with the University of Portsmouth's School of Education to form part of one of the two 30-credit modules that constitute the Post Graduate Certificate, itself contributing to the University of Portsmouth's Masters in Teaching & Learning for Higher Education. It was on this basis that the CPD was offered to schools.
- 4.24 In practice, the Masters has since been reformatted, renamed and has recently been revalidated by the University. The Masters will be run by the School of Education and the plan is now to launch the new Masters in Pedagogy in October 2007. As a consequence, the CPD course participants have not been able to take forward their studies, which started with the CPD course, towards the PG Cert or Masters.
- 4.25 Few CPD participants consulted mentioned the qualification and the fact that it has not been available does not appear to be a significant disadvantage. However, there were examples of disappointed participants, with at least one engaging in UP for Enterprise primarily to gain a formal qualification in Enterprise. There appears to be some miscommunication between the University and participants, with the participants who are interested in taking the qualification

forward claiming to have received no follow-up since the CPD course about how they should move forward. The understanding from UP for Enterprise is that the participating teachers have been sent an email with information about how to take CPD forward on the PG Cert. Whatever the reality, the University has as yet nothing to offer the teachers, and this has left some ill feeling amongst the few teachers who were expecting to progress their studies.

Delivery of Inset

Changes to the 'marketing' model

- 4.26 As described earlier, the original model for organising Inset sessions in schools was that these should follow on from the school representative's participation in the CPD course. Through the CPD course, the intention was to put an 'Enterprise Champion' in place in the school who would coordinate enterprise development within the school, in partnership with the school's leadership, and would disseminate learning more widely amongst the teaching staff (and teaching support) staff. The first point of contact to arrange the Inset sessions was therefore with the CPD participant. On the basis of this original model, it was clearly necessary to have a Champion in place in the school in order to lead and coordinate the Inset work.
- 4.27 The expectation was that the Inset element of UP for Enterprise would follow naturally on from the CPD Course, via the Champion. However, difficulties were experienced gaining agreement from the schools to schedule Insets. In light of these difficulties, the UP for Enterprise team changed the marketing approach, whereby the initial approach of using the contact with the Champion, plus telephone and email approaches to the school, was refined to a more customised approach. This consisted of organising 'pre- Inset' meetings led by a member of the UP for Enterprise team to define:
- the school's stage of development in terms of integrating enterprise into the curriculum
 - the teaching staff's level of understanding of, and experience in, enterprise
 - the specific needs of the school
 - the approach and content delivered in the Inset programmes (the Whole School Twilight programme and Full Day Materials programme) - on the basis of the above and feedback from the CPD participants that a more flexible offer was desirable.

Promoting Inset and recruiting schools

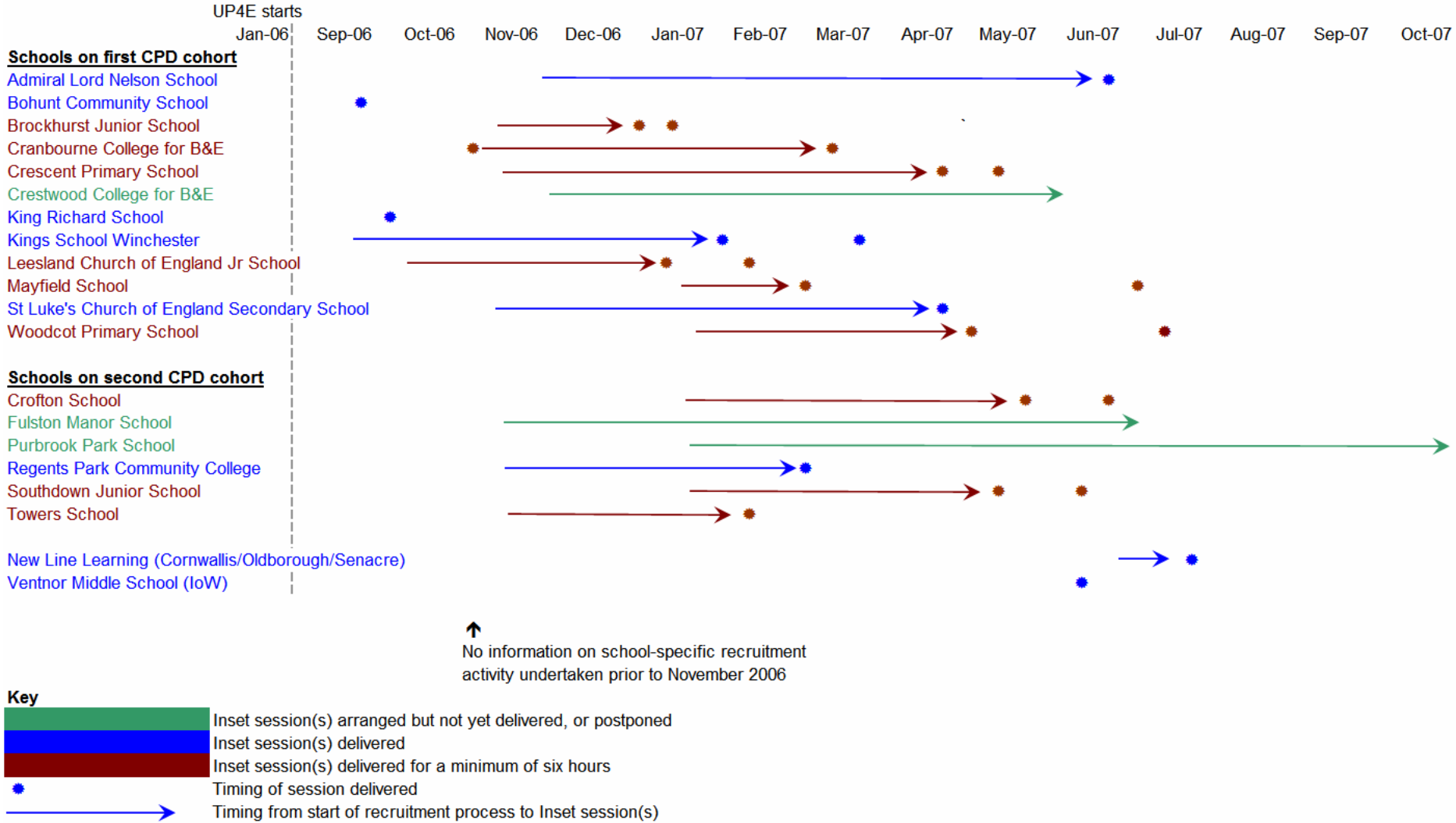
- 4.28 The 'marketing' activity to organise Inset sessions commenced in the Summer of 2006, with the first of the Inset sessions being delivered in September 2006. At the end of July 2007 the following Inset activity had been achieved: a total of 22 schools have either run at least one Inset day, or have arranged to do so later this year (four of which are not from the original cohort of schools that participated on the CPD course). This represents 40% of the schools that participated in the CPD course, plus four further schools recruited through the recent, wider promotion programme, and breaks down as follows:

- nineteen schools received at least one Inset session
- of those nineteen:
 - both Inset Session One and Session Two were run in eight schools
 - there is one school where Inset Session One has been run, with Session Two scheduled for Autumn 2007
- three further schools are signed up for Inset to start in Autumn 2007.

Promotion and recruiting timeframe

- 4.29 From the available University of Portsmouth reports, we have been able to track Inset marketing activity to provide an approximate picture of the length of time it took from the initial discussions with the school to scheduling the Twilight Session and then the All Day Session (Sessions One and Two). This is illustrated in Figure 4-10 overleaf.
- 4.30 Figure 4-10 also identifies the split between schools that committed to the Inset element where the Champion was part of the first CPD cohort, and where they participated on the second course. What these data demonstrate is the elapsed time necessary to schedule an Inset day once a school has committed to the process. The elapsed time between completing the CPD course and starting Inset activities with schools that participated on the first CPD course was between three and twelve months, with the majority of the schools (10 of the 12 that have undergone at least one Inset session or, in one case, committed but then postponed) requiring over six months' notice to plan an Inset.
- 4.31 Fewer schools from the second cohort had embarked on Inset by the time of reporting (seven had committed to an Inset date, but two had postponed so five schools had undergone at least one Inset session). However, these Inset sessions had been arranged more quickly following the completion of the CPD course, with the sessions in three of the five schools being arranged within around three months of the end of the CPD course.
- 4.32 In addition, two Inset sessions have recently been delivered to four schools that did not participate in the CPD course (one Inset was a session for three secondary schools that collaborate closely), and were recruited through a recent promotional drive which extended to schools in the region beyond those that had participated on the CPD course.
- 4.33 A final observation is that once the relationship with the school was established and an Inset session scheduled, in practically all cases it went ahead. Where it was postponed, there was a good reason and the UP for Enterprise team expect it to be rescheduled at a later date.

Figure 4-10: Time taken to recruit schools to run Inset sessions, and timing of session delivery



Difficulties experienced in recruiting schools

4.34 Exploration of the reasons for the difficulties in ‘recruiting’ schools to the Inset element of UP for Enterprise suggests that this is a complex process and that there is no single issue that categorically prevents engagement. Reasons reported for the difficulties in gaining agreement from schools to commit to Inset and scheduling Inset sessions include:

- ***the planning cycles of schools:*** in simple terms, the academic year’s timetable is set before the beginning of the academic year, for the whole year, after which there is relatively little ability to create space for additional activities. Inset days will normally already have been assigned by the beginning of the academic year. For the schools that participated in the second CPD course which concluded in December 2006, scheduling a slot in the 2007/08 academic year will be easier than fitting it into the fully-committed 2006/07 year. Equally, given that the Inset promotion to schools participating in the first CPD course only started in the summer of 2006, it may be that this was already too late for some schools to accommodate Inset in the 2006/07 academic year
- ***the reliance on the Champion:*** feedback from the UP for Enterprise team, confirmed by the consultations with schools, suggests that success in scheduling Inset is likely to be influenced by:
 - whether the Champion was proactive in the decision to take on this role, or whether they were ‘volunteered’. Enthusiasm and commitment from an individual are clearly important in ‘selling’ the proposition more widely in the school if the Champion is being used as the liaison point
 - the continuing presence of the Champion: several schools had since lost their CPD participant and, in these cases, more often than not there had been no continuity or hand-over within the school and the enterprise activity had faded with the departure of the individual.
- ***Internal Insets:*** where the Champion was very committed and enthusiastic, in a few cases they took forward the enterprise agenda themselves within the school. The experience of Enterprise Champions varied in these cases:
 - some reporting that they had gained sufficient insight, education and access to materials through the CPD course to deliver Inset independently and contribute effectively to the school’s enterprise agenda
 - in other cases, however, the Enterprise Champion had run an internal Inset session themselves and, in retrospect, assessed that it would have been more effective had they collaborated with the UP for Enterprise team.

It would appear that the ability of the Enterprise Champion to implement UP for Enterprise into their school independently (following participation on the CPD course) depends to a considerable extent on the stage the school has reached in addressing the enterprise agenda. Where the Enterprise Champion was able to move

forward without the UP for Enterprise team, there was already considerable commitment to the enterprise agenda and enterprise activity within the school and the Enterprise Champion's activity fitted strategically. Where it was less successful, the school's enterprise activities tended to be less developed, and the task of the Enterprise Champion started with having to persuade staff to engage with the agenda, prior to starting the work on integrating enterprise into the curriculum. In these cases, in retrospect, an external 'expert' presenting the context and benefits of enterprise would have been a more effective approach.

- ***The level of commitment from the school's leadership:*** the commitment of the school leadership to UP for Enterprise influences a school's willingness to accommodate the sessions within the already loaded timetable. Without that commitment it is difficult for the individual teacher to move the agenda forward. A number of factors influenced this:
 - other priorities precluded involvement: a change in leadership in the school resulted in a new agenda and other priorities being defined for the school, displacing the focus on enterprise (for example in one instance the new Head placed a very strong priority on literacy which resulted in several strengths of the school being set aside [extended schools and family learning, as well as enterprise, were examples])
 - some feeder primary schools had sent a teacher on the CPD course to support their secondary school, but there was no genuine commitment to the agenda
 - others had participated on the CPD course to learn about enterprise and as a form of personal development, but there was no firm intention to build on the CPD training at this point
 - in a small number of cases, the school had decided not to pursue the Inset element since they were already engaged with another enterprise initiative (the most common being the Hubs & Spokes South East Enterprise Network – S'EEN)
- ***Communication barriers:*** the effort required to reach the Enterprise Champion, or a member of the school's leadership, was considerable. Even where there was an intention to engage with Inset, the UP for Enterprise team experienced considerable difficulty contacting the school and starting the planning process. The experience of SQW in contacting the CPD participants and the school leadership reflected this.
- ***Lack of funding:*** around £17,000 p.a. was available from government for enterprise teaching at Key Stage 4. In some cases, the school considered this funding small scale and it was given as the reason why the school was not able to become involved with an initiative which engaged with the whole school curriculum rather than only Key Stage 4. Funding was rarely the primary barrier however and in other cases schools that had engaged reported that they were able to make a considerable difference with this level of funding, and that the success of integrating enterprise into the curriculum was more to do with attitudes and commitment than funding. In

some cases it transpired that the Key Stage 4 funding had not been ring-fenced and the school was taking forward the enterprise agenda with no additional funding.

Where a school had been designated a Business & Enterprise College, the availability of SSAT funding clearly contributed to a school's ability to buy in equipment and resources and to fund additional activities related to enterprise, including strengthening links with their primary schools. However, the evidence from the schools suggests that as much success and impact has been achieved in some non-SSAT schools as in some Business and Enterprise Colleges, and conversely some B&E Colleges were not very far advanced with the enterprise agenda, despite the availability of significant sums of funding.

Changes to the UP for Enterprise recruitment approach

- 4.35 ***A flexible approach:*** To accommodate the pressures schools faced on their time, the UP for Enterprise team adopted a flexible approach in order to get into schools and carry out the 'pre-Inset' session, including the offer to use staff meetings, non-directed time or time after school to carry out the initial discussions and assessment. At the time of reporting, most Inset activity had, however, been run during schools hours as a formal session.
- 4.36 ***Online and paper-based tools:*** The development of the Online Inset tool and the Enterprise Preparation Pack, released in February/March 2007, enabled the UP for Enterprise team to expand the offer to schools. These developments were motivated by the problems experienced in getting schools to sign up to Inset, and – where they had – the length of time the schools were able to devote to Inset and the lower than anticipated teacher numbers that participated. Given these hurdles, which existed even where there was a positive engagement with UP for Enterprise, the University of Portsmouth developed alternative resources to enable teachers to engage with UP for Enterprise to the level and for the number of hours required to count towards the Output targets.²²
- 4.37 These tools were offered to schools that held an Inset day, in order to engage a greater number of staff than had been able to participate in the Inset. They were also offered as an alternative to the Inset. Promotional activity started in mid-May 2007, with the offer of a demonstration session in the school, on the basis that telephone contact alone cannot adequately present the concept and package, and any paper-based or electronic information sent to the school competes with a whole range of other initiatives and merely adds to information overload. The intention was to set up the online materials for staff to explore UP for Enterprise in their own time. The initial contact with the school and setting up the demonstration sessions is being handled by a new part-time (two days a week) addition to the UP for Enterprise team. Note that previously the contact with the schools had been carried out by a qualified teacher; however, the new addition to the team does not have a teaching background. The UP for Enterprise team is confident that she is sufficiently qualified to contact the schools and undertake the initial 'selling'. The demonstration day will still be delivered by a qualified teacher on the UP for Enterprise team.

²² The Output target set for UP for Enterprise was 1,050 – representing 20 teachers each from 50 schools, plus 50 CPD participants, undertaking six hours UP for Enterprise contact time. (Outputs are discussed in Chapter 5).

- 4.38 At the time of reporting, the University of Portsmouth predicted²³ that 293 staff in 38 schools would engage in three training hours of Online Inset between July and September 2007, and 575 staff in 40 schools would spend three hours working through the Enterprise Preparation Pack.

Expansion of the potential 'customer' base

- 4.39 A decision was taken by SEEDA and the University of Portsmouth in May 2007 to expand the promotion activity to schools beyond just those that were involved in the CPD course. Around 850 secondary schools in the region have since been contacted. At the time of reporting, four additional schools had signed up for the Inset, and another one had become involved via the Online Inset route. These schools had obviously committed very quickly to Inset, compared to the previous experience with schools that had participated in CPD.
- 4.40 In the case where the three schools had combined for one Inset session, the Deputy Head was extremely committed to the enterprise agenda and considerable activity had already been undertaken. They fitted the Inset session in July 2007 before the summer holidays in order to take advantage of the free offer, using a day where most of the school was out on field visits to fit it in. The constituency for the Inset session consequently consisted primarily of teaching assistants rather than teachers. However, the relationship has been established between the University of Portsmouth and the schools as a result, and the Inset participants left the session enthused, persuaded that the enterprise agenda was important and with a request for further Inset sessions in September.

Feedback on the delivery of Inset

- 4.41 As noted earlier, Inset sessions have been delivered to nineteen schools so far. These have been a combination of Session One (either a Twilight session, or a 'whole school' session during school hours – delivered in 18 schools) and Session Two (a more in-depth interactive session delivered in eight schools, either on-site or in the University of Portsmouth²⁴).
- 4.42 The UP for Enterprise team collected feedback data through issuing two evaluation forms – one completed at the start of the Inset session by each participant, the other completed at the end. These are being analysed by the University of Portsmouth's Centre for Enterprise as the core data for their evaluation and will be reported separately by the University of Portsmouth. The key questions the University of Portsmouth's evaluation seeks to explore are set out in Figure 4-11.

²³ University of Portsmouth Fortnightly Report, 18 July 2007.

²⁴ Note that one school moved straight to Session Two without the initial Session One.

Figure 4-11: University of Portsmouth evaluation questions

Questions asked at the beginning and the end of each Inset session:

- What is your level of understanding of the agenda for enterprise education such as The Davies' Review 2002, Ofsted and Every Child Matters?
- What is your level of understanding of the enterprise agenda in a wider context other than just your own institution, e.g. in relation to the UK and Global economies?
- To what level do you consider your school to be involved in enterprise currently?
- To what extent do you feel enterprise education will benefit your pupils?
- How confident are you in your ability to teach enterprise capability?
- How confident would you feel if you were asked to create learning activities to develop enterprise capabilities in pupils?

Source: UP for Enterprise Preliminary Evaluation Results

- 4.43 SQW's evaluation has focused on identifying the impact of the Inset sessions and associated activity (including CPD participation) on the school, either during the session itself or following on from it, in order to draw out the changes that have been or are being effected in the school and the contribution the Programme is making to schools' ability to address the enterprise agenda. In undertaking the evaluation we have also identified the key learning points that could contribute to future refinements of UP for Enterprise and to the decision as to whether the programme is delivering sufficient value to merit continued public sector support. These are addressed in the next chapter.

5: Findings, impact and outputs

- 5.1 In this chapter we present an assessment of the effectiveness of the UP for Enterprise programme in supporting schools to engage with the enterprise agenda, and draw out the key findings and learning that has emerged as a result of running the Phase One Roll-Out. We also identify the impact that has been achieved by the UP for Enterprise programme on individual schools, illustrated by a variety of case studies. Finally we consider the programme's performance against its Output targets. In many cases, despite the intervention with the school not ultimately yielding the desired number of Outputs, the added value UP for Enterprise has delivered in terms of the influence it has exerted over the schools' actions in the enterprise arena, is considerable and impressive. The added value, and Strategic Added Value²⁵ delivered as a result of SEEDA's intervention, are therefore identified and considered alongside reporting on Outputs.

The model

A whole school approach to embedding enterprise in the curriculum

- 5.2 The aim of the UP for Enterprise programme is “to develop enterprise capabilities in young people as they progress through the education system”. The concept of the programme, to focus on the development of enterprising attributes and characteristics in students and to provide an approach for schools to enable them to embed enterprise in the curriculum, across the curriculum, differentiates the initiative from several others with which schools are engaged. The main differentiating features include:

- The ***whole school approach***, whereby the programme is designed to be progressive, providing the means to integrate enterprise across the curriculum and at all stages of primary and secondary education. Enterprise initiatives typically focus on a particular stage of the education process. For example, DfES' Hubs & Spokes is specifically targeted at Key Stage 4, and the Young Enterprise programmes are aimed at particular year groups
- The focus on the ***development of enterprise capabilities*** in the individual rather than on entrepreneurship and business development – several of the other initiatives and the training available were described as being at ‘the business end of the spectrum’
- The ***integration of enterprise*** into the curriculum, rather than it being taught as a discrete element of the curriculum.

²⁵ ‘Strategic Added Value’ reflects the catalytic and influencing role of an organisation not captured in the Outputs of direct project support. Three types of Strategic Added Value have been categorised: strategic/catalytic activity/regional economic leadership; increasing co-ordination, alignment and partnership; improving intelligence, influencing and awareness raising/contribution to broader policy development and/or intelligence.

- 5.3 The feedback from the participating schools is that this whole school approach is valid, fits with current priorities and complements – rather than competes with – Key Stage 4 activities, Work Related Learning and other initiatives such as the Citizenship Programme.
- 5.4 The degree to which the participating schools had already engaged with enterprise varied and they employed a range of approaches to engaging in the enterprise agenda:
- some schools were not yet very active
 - others focused their activity on a particular stage (most commonly Key Stage 4)
 - yet others had developed discrete modules that were taught at one or more stages as a specific ‘subject’
 - in some cases, the enterprise activity related very closely to business and the development of functional business skills.
- 5.5 There is considerable evidence from schools that involvement with UP for Enterprise has provided schools with the mechanism to develop their existing enterprise activity, from whatever their starting point was, into a coherent, cross-year developmental initiative. Two examples are described in Figure 5-1 and 5-2.

Figure 5-1: The impact of UP for Enterprise on a school's enterprise activity (1)

Case A

School A, located in Hampshire, was designated a Business & Enterprise College four years ago, and more recently a Hub. The school's enterprise activities have been built since then. Prior to engaging with UP for Enterprise, the school had already recognised that in order to deliver across the curriculum it could not rely on one, or a few, Enterprise Champions but needed to embed Enterprise into the curriculum. It was, however, not clear to the school how to move from a ‘siloed’ approach to Enterprise, where it was taught as a specific subject and/or the activity existed but was fragmented, to an approach where all subjects reference Enterprise and link the learning explicitly to the development of enterprising capabilities.

The impact of UP for Enterprise across the school was described by the school's leadership and the Enterprise Champion as ‘profound’. As a result of participation on the CPD course, a structure and model for embedding enterprise was developed which has resulted in every department appraising their activity in terms of enterprise to identify how active they already were in developing enterprise. In particular the exchange of experience with other schools, and with the UP for Enterprise team, enabled the school to shift from a commitment to enterprise and considerable, but disjointed, enterprise activity, to the integration of enterprise across the curriculum, and across the year groups creating a continuous, developmental process from Key Stage 1 to adulthood.

Note that, to achieve this, UP for Enterprise's Inset session involved 84 teachers, but lasted for three hours so did not count at all towards the Output targets despite the impact on the school being described as profound.

Figure 5-2: The impact of UP for Enterprise on a school's enterprise activity (2)

Case B

School B is a Business & Enterprise College 11-16 school with spoke-school status. Before engaging with UP for Enterprise, the school ran Enterprise as a discrete subject in Key Stage 3, taught for 50 minutes per week and consisting of a project designed to develop ‘Learn2Learn’ skills. As a result of participation on UP for Enterprise, the Enterprise Champion has started the process of integrating Enterprise across the curriculum. He has used the CPD material to run a staff meeting focusing on enterprise qualities and behaviours and, as a result, the school has developed an Enterprise Mission which is displayed in each classroom. Teachers in the school already have considerable awareness of Enterprise and incorporate the development of enterprising capabilities into their teaching, but UP for Enterprise has helped to make the focus on Enterprise explicit. The six objectives defined by the mission are referred to by staff to ensure students are aware when their activity reflects one of the objectives. In addition, the school has introduced an Enterprise Award this year at Key Stage 3 which encourages links between the school's Enterprise Mission and Objectives and KS3 activity and comprises a log of a student's enterprise activities and learning. The school acknowledges the impact of UP for Enterprise as having “put Enterprise into the whole school through the Mission/Objectives and award”. The school was already relatively advanced in its Enterprise activity, but UP for Enterprise validated their approach, and provided the means to refine it to embed it

Case B

across the whole school.

An additional benefit has been the linkages between schools that were established or enhanced through participation on the CPD course, leading to experience exchange, visits between schools and collaboration on enterprise events.

- 5.6 The principle of the approach to Enterprise through embedding and through a whole school approach was considered valid and appropriate by both the participating schools and by the wider stakeholders consulted. Furthermore, this cross-school approach was seen to complement, rather than compete with, other initiatives. Whilst it was too early to identify the effectiveness of the fit between UP for Enterprise and, for example, the SSAT initiative, the programme appears to be filling a gap as yet not served by other enterprise initiatives.

Enterprise, not business

- 5.7 An important benefit of the programme was the change in understanding achieved regarding the term 'enterprise' and the value to students of acquiring enterprising capabilities. Prior to engaging with the programme, there was reported to be considerable resistance amongst staff in various schools to addressing 'enterprise' in their teaching, mainly because they understood 'enterprise' to be synonymous with 'business'. The CPD course, followed by the Inset sessions, introduced and reinforced the concept of developing enterprising capabilities and provided insight into the benefits, how this could be achieved in any subject, and the starting point of a route map to achieving this practically. In several Inset sessions, the change achieved in the participating teachers' understanding was impressive, and could be described as a light being switched on as they recognised the focus of UP for Enterprise, and then as they comprehended how, in practical terms, they could integrate the enterprise theme into their own subject teaching. One example is described in Case C below.

Figure 5-3: The 'Eureka' moment – Enterprise, not Business

Case C

School C is a Business & Enterprise College facing the need to build up their enterprise activity. Some activity has already been undertaken, including the development of an 'enterprise map' where every department identified what they were doing in relation to Enterprise for each Year Group.

The second Inset session involved five Heads of Department, including the Head of Enterprise, plus the Deputy Head. The first half of the session focused on providing an enterprise context in terms of policy and theory. The session was received positively, but quietly, providing no clue to the reaction that would ensue after the break! As soon as the discussion moved from theory to practical application, the creativity and enthusiasm generated was impressive and translated into a model being outlined for embedding Enterprise across the curriculum (The Year Group formed the focus with examples generated as to how the Departments could collaborate to focus on and reinforce a particular enterprise capability), and the generation of a comprehensive range of actions to be taken forward by the school. These included:

- adopting a Key Word of the week to be displayed and referred to across the school each week
 - displaying a list of enterprising capabilities in every room and circling the words the teacher uses during a session
 - proposals to link Key Words with the behaviour agenda
 - the suggested use of Key Words for tracking progress in enterprising behaviour (for example, in one subject recognising that the student worked in a team; followed by the student identifying behaviours working in the team encouraged)
 - developing a Key Word book where students can contribute 'moments of reflection/thoughts for the day' related to the Word
 - incorporating Key Words into tutor time and tutor activity
-

Case C

- using assemblies to focus on Key Words
- linking the Enterprise Key Words with the Citizenship, Behaviour and Business agendas in the school
- selecting one theme for Key Stage 3 which can provide a mechanism for coordinating enterprise activities across subjects. This would be achieved through focusing a lesson or series of lessons in each subject to develop the theme in an enterprising manner. The example used was the theme of 'health', with English working on marketing the health product; geography considering the distribution of the product, and developing a questionnaire for testing the product in ICT
- looking at their work with feeder schools, who were reported to be struggling for enterprising activities – one suggestion was the development of a 'universal project' which could help to prepare students for joining the secondary school.

As with many of the other participating schools, the message that the Inset participants wanted to convey to their fellow staff was that engaging with UP for Enterprise was not necessarily about doing new things, but about how the school can encourage students to think explicitly about the Enterprise Key Words within the context of the lesson.

The Inset participants recognised the differences in teachers' engagement with the enterprise agenda and the anxieties that exist about Enterprise displacing subject content, and agreed that staff should be encouraged to reference the Key Word as much or as little as wished – the Enterprise Key Words should not necessarily drive the lesson, but should underpin it.

A flexible approach

- 5.8 UP for Enterprise evolved from an initial structure whereby schools were offered a relatively generic package consisting of three relatively standard Inset sessions. Early on in the marketing process, it became clear that a more flexible approach was required:
- to accommodate the very different stages of development schools had reached in terms of their understanding and implementation of enterprise education
 - to accommodate the different approaches they had adopted where they had already embarked on embedding enterprise in the curriculum
 - because engaging with UP for Enterprise was a sufficiently important commitment by the school to merit a face-to-face introductory discussion and planning session with the school's leadership prior to committing the school to the Inset package.
- 5.9 The approach was therefore modified so that the Inset support was delivered by the UP for Enterprise representative following pre-Inset scoping discussions with the school's Enterprise Champion and other appropriate staff to define the precise needs of the school and the consequent Inset methodology.
- 5.10 The delay in marketing the Insets and the fact that the materials were not available in the early stages may also have influenced the need for the UP for Enterprise team to be more proactive and hands-on in their marketing than they would otherwise have had to be, but there is no firm evidence to support this.
- 5.11 This customised approach, albeit labour-intensive, was effective once the school initially engaged, and resulted in the Insets being designed to address the individual schools' needs. Whilst an effective approach - probably meeting the needs of the schools more closely than the original model would have done - it was more demanding in terms of preparation by the UP for Enterprise representative delivering the sessions than the original concept.

5.12 It became apparent from observing the Inset sessions that four broad approaches to embedding are being used by schools. In some cases the focus was primarily on raising awareness of enterprising capabilities (through the Key Words); in others the focus was more on the content and experience of enterprise; whereas enterprise as a means of rewarding behaviour was yet another driver. None of these approaches are mutually exclusive and, indeed, most schools touched on all approaches in their enterprise planning. The approaches can be characterised as follows:

- Key Word adoption
- Enterprise themes and content built into lesson plans
- Enterprise forms the core theme with content units being fitted onto the theme
- Focus on monitoring and reward to encourage enterprising behaviour.

Key Word adoption

5.13 The use of Key Words as the framework around which to hang enterprise activity and reinforcement was the most widespread approach adopted, where the school collectively focused on one or more of the Key Words in lessons and associated activities, with the intention of raising awareness of the enterprising behaviour associated with the Key Word and enabling students to identify when they had exhibited such behaviour.

5.14 This approach appears to be an effective initial step in introducing the enterprise agenda, enabling teaching staff to engage to the degree they desire, to explore gradually how to build on the Key Words, without creating anxiety through perceived danger of displacing core subject activity. Using the Key Words as the enterprise tool is also flexible as a method of introducing enterprise into the curriculum, and provides individual teachers with considerable choice of how they embark on engaging with the enterprise agenda.

5.15 The evidence suggests the Key Word approach as an awareness raising and reinforcing tool has been successfully used by schools to start the process of embedding enterprise, and that this, together with going through the process of developing a definition of enterprise for the school, has been considered by participating schools as relevant and effective.

Enterprise themes and content built into lesson plans

5.16 As a means of embedding Enterprise across the curriculum, some schools selected a theme – healthy eating was a popular one – which formed the basis for developing activities designed to develop enterprising attributes. The theme formed the common basis across the curriculum for a particular year group, with each department developing lessons around the theme which met the content requirements of the teaching, and provided a vehicle for developing enterprise-focused activities and consequently capabilities. Case Study C (above) illustrates this approach.

Enterprise as the core theme with content units being fitted onto the theme

- 5.17 One primary school made the decision to use the UP for Enterprise Teacher Resources as the basis for the whole school curriculum for one term, adding areas of the existing curriculum into the UP for Enterprise materials for each Year Group. This decision was stimulated by intensive work amongst three teachers (two Year teachers and one who had leadership responsibilities) with the UP for Enterprise representative in the second Inset session.

Focus on monitoring and reward to encourage enterprising behaviour

- 5.18 Paragraph 5.33 below elaborates on the role of UP for Enterprise as a reward and reinforcement mechanism. It is worth noting here that in some cases the school was highly motivated by the benefits they believed UP for Enterprise could provide in terms of monitoring and rewarding (mainly) academically low-achieving students, and through this positively reinforcing enterprising behaviour.

The importance of an Enterprise Champion and senior management endorsement

- 5.19 Schools' introduction to UP for Enterprise was designed to be through the CPD course and, indeed, the 48 CPD participants from 45 participating schools have formed the core around which much of the subsequent Inset activity has been based.

The role of the Enterprise Champion

- 5.20 The expectation was that the CPD participant would assume the role of the Enterprise Champion in the school, if they had not already been assigned that role beforehand – as was the case in some schools, in particular the Business & Enterprise Colleges.
- 5.21 This was the case in the majority of schools where UP for Enterprise was being taken forward, and the Champion was instrumental in leading and coordinating the enterprise activity, in interacting with the school's leadership on this subject, and in liaising with the UP for Enterprise team to organise the Inset activity.
- 5.22 In a small number of cases the Enterprise Champion role was taken on by the Deputy Head Teacher which had both advantages and disadvantages. The clear advantage of this model was that in the leadership taking on the role, the school automatically endorsed their commitment to the enterprise agenda and to UP for Enterprise and communicated the importance of this agenda to the school. In terms of disadvantages, reportedly this model caused a level of resentment amongst teaching staff in a small number of cases, due to the perceived inequalities in pressure on time and other demands facing the teaching staff and the leadership. It has not been possible to explore this sensitive subject in detail but it may be that the friction associated with a member of the leadership team taking on the role of Enterprise Champion was as much to do with individual circumstances in the school as a structural issue. We therefore suggest that this model has not yet been shown to have an inherent structural weakness and hence may be an appropriate way forward for some schools.

The need for formal recognition of the role

- 5.23 Where the Champion was not a member of the leadership team, some held other formal responsibilities, such as Head of Department or responsibility for a specific initiative such as 'Every Child Matters' or 'Work Related Learning'. Others, however, did not. Whether or not the Champion has formal responsibility in the school which denotes a level of status, practical recognition of the Enterprise Champion role is important. To deliver the role effectively requires time. This therefore requires support from leadership to clear space in the Champion's timetable to deliver the role. This was achieved through, for example, the Champion being relieved of tutor group duties or some of their teaching load or being assigned an 'Enterprise Coordinator' role which had time designated to it.

The importance of senior level endorsement

- 5.24 In all the cases where UP for Enterprise was being taken forward successfully through the Inset sessions, the Enterprise Champion had the explicit endorsement of the school's leadership. Sometimes this was demonstrated very practically with the Head or Deputy Head participating in the Inset sessions and the forward planning; in other cases, their presence was not so overt but the school's commitment to the enterprise agenda was an explicit priority.
- 5.25 Consultations were carried out with some schools where their engagement with UP for Enterprise had not progressed on to the Inset sessions. In most cases this was due to timing issues, and the school intended to go forward with the Inset sessions when they could schedule them in. However, in some cases a decision had been taken not to continue with UP for Enterprise. This decision was usually due to one of three circumstances:
- The development of the enterprise agenda did not fit with the school's priorities – either the Head teacher had changed since the decision was made to participate on CPD, and the new Head had other priorities; or the school had allowed the teacher to participate in CPD to explore enterprise on behalf of the school, without any further commitment, or for personal development purposes. Neither of these situations was common, but acted as a barrier to engaging with UP for Enterprise
 - The teachers felt they had been required to participate in CPD under duress and were not themselves committed to developing enterprise in the school (one example of this was where a participating secondary school asked their primary feeders to participate on CPD, which they did. However, the school, and the individual teachers, were not committed to engaging with UP for Enterprise – in this instance, nothing further happened after the CPD course)
 - A third, and more common, situation was where the CPD participant subsequently left the school. The school consequently lost the enterprise know-how gained through CPD and was left with a void. This situation really highlights the importance of the Enterprise Champion role since there is no obvious mechanism for taking forward UP for Enterprise if the school does not have a designated and enthusiastic contact.

Primary school and primary feeder involvement

Involving 'clusters': secondary schools and their primary feeders

- 5.26 The original proposal was to develop 15 to 20 'clusters' of secondary schools together with their primary feeders to make up the group of 50 schools participating on UP for Enterprise. In practice, recruiting the secondary school together with its primary feeders was rare, and in the cases it happened did not necessarily result in the entire cluster being committed to participating in UP for Enterprise.
- 5.27 However, even if the primary feeders did not participate directly, many of the participating secondary schools subsequently worked with their primary feeders to support them in introducing extra- or in-curriculum enterprise activity. This was facilitated for Business & Enterprise Colleges where they received funding which they could allocate to their feeder primaries to bring them 'on board'. The mechanism for managing this was to appoint individuals in the feeder schools as Enterprise Coordinators (one school was providing funding to create a TLR promoted post of Primary Enterprise Coordinator in each of their feeder schools; another had allocated one-third of their Business & Enterprise capital to their primary feeders to seed the curriculum and put enterprise coordinators in place). Other schools intended to set up structures with their primary feeders, but wanted first to consolidate the implementation of UP for Enterprise, alongside their other enterprise activity, before they engaged with their primary schools in this area.

Relevance for primary schools

- 5.28 Just under one-third of participating schools (14) were primary schools, all but four of which were located in Hampshire with recruitment likely to have been facilitated through existing contact with the University of Portsmouth rather than through their associated secondary schools. Five primary schools went forward with the Inset sessions. Feedback on the relevance of UP for Enterprise to primary level has been mixed.
- 5.29 The UP for Enterprise materials have been designed for use from Year 1 to Year 11, so in principle they are appropriate for use throughout primary school. Experience from Inset sessions demonstrates that teachers do indeed find them appropriate as support for, or an integral part of, the Key Stages 1 and 2 curriculum. In at least two of the primary schools that had Inset training, the results were decisive in terms of the central role that was envisaged for UP for Enterprise in their future teaching (see Cases D and E).

Figure 5-4: UP for Enterprise in a primary school (1)

Case D

The introduction of Enterprise into School D, a primary school in Hampshire, was led by the Enterprise Champion, who was naturally enthusiastic about the benefits of Enterprise for primary school children and then participated on the UP for Enterprise CPD course. By the conclusion of the second Inset session, which took the form of an intensive applied session attended by the school Head, the Enterprise Champion and the University of Portsmouth's UP for Enterprise representative, an Action Plan for introducing Enterprise into the school had been developed, involving the following steps:

- As a first step the Enterprise Champion and Head would agree definitions for each of the Key Words, develop annotated QCA Guidance to identify which aspects of a subject/curriculum element lend themselves to which Key Words, and outline the launch week and subsequent expectations with staff
- The starting point for the school as a whole would be an Enterprise launch week (in the Autumn term) where UP for Enterprise, the underlying concepts, the soft skills relevant for Key Stages 1 and 2, and the model for progression from Year 1 to Year 4 would be introduced to the teaching staff. As part of the Enterprise week, the posters displaying the Key Words would be launched across the school
- The results of the annotation exercise would be presented to staff in the launch week
- Each teacher would then be asked to go through the curriculum to identify which Enterprise skills they would expect to develop in each aspect of the curriculum/session
- In the Spring term the expectation for each teacher would be that one learning unit (the teacher to choose the subject) would provide the opportunity for students to demonstrate and learn the 'soft' enterprise skills
- At the end of the term, there would be a feedback session for teachers to evaluate the experience, identify good practice and learning.

At some point early in the process, the intention was to run an Inset day for all stakeholders (teachers, cleaning staff, kitchen staff, Governors, parent representatives and students).

Figure 5-5: UP for Enterprise in a primary school (2)

Case E

This school, located in East Sussex, is for Key Stage 2 students, with a large proportion of the children drawn from disadvantaged circumstances, and very often joining the school with lower than average attainment levels in numeracy and literacy. The school has a total of fifteen teaching staff, with the Enterprise Champion strongly supported by the school's leadership.

The school had two Inset sessions, the second of which involved three teachers (one of whom had leadership responsibilities). The starting point was to develop the PSHE curriculum, much of which was to focus on the development of enterprise capability. Following an intensive day-long session, the decision was taken to use the UP for Enterprise curriculum materials and the focus on enterprise capabilities as the basis for the whole school curriculum over one term. The elements of the existing curriculum were then integrated with the UP for Enterprise materials for each Year Group.

The design of an assessment process was also started, to include a range of forms including digital imagery, video and audio, collages and workbooks.

- 5.30 The concept of UP for Enterprise, and the materials provided in the CPD course, had enabled another primary school to develop and deliver some enterprise activity in the school. However, the school had not moved forward with Inset because of a change in Head teacher, with the result that the CPD participant felt constrained in what he could do in the school because he had little time available and he also did not have access to the full set of teacher resource materials²⁶. Without the materials, the teacher had adapted broad principles presented through CPD to fit the needs of his primary school, but felt that the CPD course itself was too oriented to secondary education to be relevant to primary schools without considerable refinements, so had developed his own materials and exercises.

²⁶ The UP for Enterprise procedures involved providing schools with the full Teacher Resources package during the INSET session.

- 5.31 This view was reiterated by another primary school that did not continue on to Inset, on the grounds that primary education may be too early to introduce enterprise explicitly, particularly since their recent Ofsted inspection had not referenced Enterprise so the Enterprise Champion questioned its relevance at junior level.
- 5.32 Despite the concerns expressed above, the evidence from the programme is that the principles of UP for Enterprise are appropriate at primary level, and considerable advances can be achieved providing there is a committed Enterprise Champion in place to drive the agenda forward, supported strongly by the school's leadership.

The role of UP for Enterprise as a reward and reinforcement mechanism

- 5.33 The ability to use UP for Enterprise to reward behaviour that might not necessarily be explicitly recognised through conventional academic reward processes was attractive to many of the teaching staff involved in the Inset sessions. Approaches suggested include:
- the development of a formally recognised Enterprise Award which logs enterprise activities and evidence of student learning.
 - handing out 'merit' cards in a lesson to students that display enterprising attributes in a lesson, again leading to being rewarded with a certificate
 - awarding gold stars for exhibiting enterprise, and linking these to qualifying for being considered for positions of responsibility in the school
 - making available funds to pay for rewards such as a trip
 - the development of a certificate endorsed by an exam board or university which would elevate enterprise to GCSE level currency, to overcome the current lack of formal recognition of students' progression in Enterprise.
- 5.34 Case F describes one school's initial thoughts on the use of UP for Enterprise as a means of rewarding and enhancing behaviour.

Figure 5-6: Using UP for Enterprise to develop a reward system

Case F

A secondary school with a high level of under-achieving students and two groups which were being monitored for their behaviour was particularly interested in the potential to link a reward system to enterprising behaviours as a means of providing positive reinforcement to students struggling to achieve academically. The school was also confident that engaging with UP for Enterprise and developing an associated reward system would have a positive impact on behavioural problems the school was experiencing.

As a result of the second Inset session, the decision was taken to:

- develop a system using a self-evaluation 'tick sheet' identifying enterprising behaviours which, when completed, would lead to the award of a certificate
- reward the behaviour in lessons associated with enterprising Key Words through 'merits' being entered onto the school's SIMS²⁷, creating an enterprise profile for each student which can then be reviewed and rewarded with gold, silver or bronze certificates and associated prizes
- link enterprising behaviour to positions of responsibility in the school. At present student representatives to the school's Council were selected through democratic voting. The proposal was that students achieving highly in enterprise be invited for interview for a seat on the School Council. The Council could then also take some ownership of checking that the enterprising behaviours were put into practice.

²⁷ Schools Information Management System

Benefits delivered to high aspiration and under-achieving students

5.35 It is not simple to segment the schools participating in UP for Enterprise according to achievement levels, nor perhaps appropriate. However, several schools categorised themselves as academically high achieving, or with an intake characterised by low aspiration drawing on catchment areas facing considerable economic and social disadvantage. What became clear is that in both cases, the school considered UP for Enterprise to be relevant for their student population, and as a means to incorporate enterprise into their curriculum. Some observations are set out below:

- Whilst some anxiety was expressed in Inset sessions about the potential to displace subject content, particularly in academically strong schools, these anxieties were dispelled once the methods of using UP for Enterprise became clear
- In many cases, teachers working with students at both ends of the achievement spectrum recognised that they were already referencing enterprise in their teaching, and that UP for Enterprise provided an explicit means of supporting and enhancing what they were already doing
- With Business & Enterprise Colleges in particular UP for Enterprise provided the means of extending the reach of their existing activity (concentrated at Key Stage 4 and/or in discrete modules or as a discrete subject) right across the curriculum
- Schools facing behavioural problems and low achievement levels saw UP for Enterprise as a means of encouraging and reinforcing desired behaviours and qualities in students who receive little approbation through normal achievement routes.

The materials

5.36 A range of materials have been developed in the course of developing UP for Enterprise:

- The Enterprise Key Words
- The CPD course materials
- The Teacher Resource pack
- The website
- The Online Inset tool and Enterprise Preparation Pack.

5.37 Some materials, such as the CPD course materials, were developed at the outset of the programme, whilst other packages were conceived and written during the course of the programme in response to an identified need (the Online Inset tool and the Enterprise Preparation Pack). There were considerable delays in producing and finalising some of the core materials – the Teacher Resource pack and the website in particular – which resulted in them only becoming available in the latter half of the programme. The merits and benefits of each of the materials is considered below.

The Enterprise Key Words

- 5.38 The Key Words (presented in Figure 5-7) have formed the core of the Inset sessions and the schools' subsequent planning for introducing and embedding enterprise into the curriculum. Almost without exception, the Key Words have been adopted by schools and have played a significant role in conveying the message that enterprise is not necessarily about 'business' but about developing appropriate attitudes, qualities and characteristics in students. The Key Words, together with the exercise to develop a definition of Enterprise for the school, have proved an extremely effective tool for schools to use as a first, very flexible, step for introducing the concept of Enterprise and the value of enterprising capabilities into the curriculum, and have proved to have real potential in contributing to engaging with the enterprise agenda.

Figure 5-7: UP for Enterprise Key Words for each Key Stage

<p>Active ✓✓</p> <p>Means not just sitting back and letting others do the work, doing your bit too</p>	<p>Developing ✓</p> <p>Means changing as a result of doing these activities, developing and improving your skills</p>
<p>Initiative Taking ✓✓</p> <p>Means not waiting for someone to tell you to do something. You think about what needs to be done and get on with it.</p>	<p>Empathy ✓✓✓</p> <p>Means putting yourself in someone else's place, understanding how they are feeling about something</p>
<p>Communication ✓✓✓</p> <p>Involves putting your ideas across to different groups of people, maybe as a written piece of work or a presentation or discussion. It also means listening to other people's ideas</p>	<p>Dealing with uncertainty ✓</p> <p>Means adapting if a situation changes, responding to uncertainty is positive, "can do" way</p>
<p>Creativity ✓✓✓</p> <p>Means using your imagination and intelligence to generate new ideas, to solve problems</p>	<p>Stress management ✓✓</p> <p>Means coping with the feelings we all get when we are put under pressure, for example standing up and talking in front of other people</p>
<p>Positivity ✓✓✓</p> <p>Means seeing things in a positive way, how can things be done rather than lots of reasons why they can't be done</p>	<p>Independence ✓✓</p> <p>Means thinking for yourself, making your own decisions and learning from them if they don't work out</p>
<p>Teamwork ✓✓✓</p> <p>Means not working in isolation, but pulling together as a team, helping each other to get a task done</p>	<p>Planning ✓✓</p> <p>Think before you start a task. Decide how you should do it, what you need to do, who will do what</p>

Key:

✓: Included in Key Stages 1, 2, 3+4

✓: Included in Key Stages 2, 3+4

✓: Included in Key Stages 3+4

Source: UP for Enterprise materials

Teacher Resources pack

- 5.39 This consists of a three volume set of materials, each volume targeted at one or more Key Stages (from Year 1 to Year 10), which provides teachers with lesson plans, together with supplementary teacher notes and resources for use in the lesson. The purpose of the materials

is to provide a framework and a practical tool for teachers to introduce and embed enterprise capabilities in the curriculum.

- 5.40 The original intention, as described earlier, was that the Teacher Resources pack would form the core of the programme, enabling Enterprise Champions who had been through the CPD course to organise and run Inset sessions in their school with the University of Portsmouth's UP for Enterprise team, thus disseminating the learning amongst the teaching and ancillary staff, using the materials as the basis for developing the enterprise agenda in the school.
- 5.41 In practice, the structure of the Inset sessions changed to a more flexible, needs-driven and customised format than originally envisaged. In parallel with this, there was a delay in finalising the materials.
- 5.42 Whether it was as a direct result of the delay which meant that it was too late to use them in preparing the school's scheme of work for the year, or due to the Inset sessions requiring a greater emphasis on contextual material and the 'strategic planning' of introducing enterprise, but the materials have not been used widely as a core element of Inset and, in the majority of cases where consulted, were considered by the schools very much as supporting materials rather than a core tool. Nonetheless, the package has been used in a small number of cases to support curriculum development and, in these instances, it was assessed positively as a rich and practical source of information and guidance. A selection of comments regarding the materials is presented below:

"late in being developed, late in arriving. I haven't used them, but will do so next academic year"

"the materials will probably be used as back up and for cover work"

"I wonder how many schools will use the set lessons – the school's schemes of work are so specific to the way the school intends to develop enterprise, so we will use the materials by picking out little bits and incorporating them into our own materials"

"our use will be based on need, and we will have a need when we roll enterprise out across the school"

"we will incorporate the materials into PSHE".

- 5.43 Due to the low level of engagement with the materials identified through this evaluation there is little evidence as to their suitability and value to schools and how widely and to what level of depth they might be used now that the schools have access to them.

The website

- 5.44 The website was scheduled to be completed by February 2006, prior to running the CPD courses. In fact, it was only completed and activated in the first quarter of 2007. As a result, very little use has been made of it. Whilst it has been populated with some materials, news and links, the interactive forum which was set up to create a community for experience exchange and support has as yet not been used at all.
- 5.45 Of the CPD participants and Enterprise Champions consulted, only one person had even looked at the website, and then only to browse. The feedback here was that the website was

good and easy to use and although she had not yet used the forum, she intended to do so in the future. In terms of supporting and enhancing UP for Enterprise, the evidence suggests that the website has made little contribution as a programme tool and to the quality of the UP for Enterprise experience.

The Enterprise Preparation Pack and the Online Inset tool

- 5.46 Due to the problems experienced recruiting schools for Inset sessions and therefore contributing to UP for Enterprise's Output targets, the decision was taken in December 2006 to provide alternative routes in to UP for Enterprise, both for schools that had participated on the CPD course, and also for schools new to UP for Enterprise, who wanted to engage but had missed the grounding provide through the CPD course.
- 5.47 Two tools were developed by the UP for Enterprise team to provide another route into enterprise, designed to replicate as closely as possible the CPD and Inset experience through paper-based and internet-based access. The intention was that each tool represented a minimum of three hours' study, and if a teacher completed six hours it would count as one unit towards the Output targets.
- 5.48 The Enterprise Preparation Pack provides an introduction to enterprise education which includes:
- easy access to enterprise education policy
 - a self-assessment form for teachers to assess their own level of understanding of the enterprise agenda
 - a summary of the contextual material delivered both in the CPD course and the first Inset session.
- 5.49 The Preparation Pack is intended to complement the Online Inset tool, which contains a set of Inset modules, accompanied by lesson plans and activities, and is designed to reflect the experience of the in-school Inset sessions.
- 5.50 These materials certainly appear comprehensive, and may well act as an effective means of enabling time-constrained teachers and schools to engage with the enterprise agenda in a flexible way to their own timetable, rather than through the Inset sessions which have proved notably difficult to fit into already full school timetables. However, again these materials were only released in late February/early March 2007. The UP for Enterprise team reported that by mid-July 2007 173 teachers had signed up for the Online Inset tool, with one school (Bridgemary) formally running a trial of the tool in the school.
- 5.51 There was no information on the progress of those who had signed up in working through the packs - the launch of these tools was too recent for any feedback to have been collected for this evaluation, although both members of the UP for Enterprise team and consultees agree that the experience of engaging with UP for Enterprise through paper- and electronic-based routes will not replicate the live and interactive experience of either the CPD course or Inset. Indeed, the true value of the Inset sessions appears to be the ability of a team of teachers to engage in debate, dialogue and a planning process, facilitated and informed by the University

of Portsmouth's UP for Enterprise team representative. This process, which this evaluation concludes is one of the most valuable of the UP for Enterprise package, will be missing using these two new tools.

5.52 Nonetheless, the University of Portsmouth reports²⁸ that:

“uptake of both the Online Inset tool and the Teachers Preparation Packs has been increasing. Feedback so far, particularly from teachers represented at the advisory group, has been very positive. Teachers have found the preparation pack generally easy to read and informative. In particular it seems that the teachers enjoy the self assessment questionnaire included within the pack. The three hour time commitment set for teachers to read the entire pack appears to be appropriate. Teachers have found the Online Inset tool to be “very functional, user friendly and interactive”. The flexibility to use the Online tool outside of school, as and when teachers have spare time, has been highlighted as a major benefit of the system.”

Moving from concept to adoption to implementation

5.53 Due to the timing of the Inset sessions starting later than originally anticipated, this evaluation's consultations with schools took place during or shortly after the Inset session, at a time when the schools were only starting the planning and implementation process. Where some time had elapsed since the Inset, or the Enterprise Champion had taken forward UP for Enterprise in the school in advance of an Inset session, progress was more visible.

5.54 In these cases, a commonly identified need was for further support, beyond the Inset sessions, to help the school with the practical issues associated with integrating enterprise into the curriculum. In other words, some sort of ongoing mentoring and advisory support. Particular aspects of implementation where support would be valued include:

- examples and case studies describing models which had resulted in the successful introduction of a whole school approach
- evolutionary models, illustrating various routes or options for developing enterprise
- development of a forum of active schools for exchange and observation of experience and good practice
- qualifications and accreditation for teachers (suggestions included the University of Portsmouth developing an enterprise accreditation (perhaps linked to The Teacher Learning Academy²⁹) and Enterprise included in the teacher observations for the performance management system).

5.55 These recommendations were based on the positive experience of UP for Enterprise and a desire to continue the school's relationship with the University of Portsmouth, in particular

²⁸ University of Portsmouth UP for Enterprise project update report, 18 July 2007.

²⁹ The Teacher Learning Academy is a national recognition system for teacher learning and development with a focus on activity embedded in daily practice. It promotes effective CPD practices and processes that are flexible and portable. It is described as 'a standards raising tool: student learning supported through teacher development'.

recognising the value delivered by the University's UP for Enterprise representative running the Inset sessions.

UP for Enterprise – the wider picture

Integration with other Enterprise initiatives

- 5.56 UP for Enterprise has been particularly active in Gosport (five of the schools that participated in the CPD course are located there³⁰). Consultation with the Enterprise Business Partnership (EBP) for Portsmouth & South East Hampshire suggested there was considerable complementarity between the EBP's activity delivered under the Area Investment Framework (AIF) and UP for Enterprise. Specifically, the development of teachers' enterprise competence and commitment to enterprise enhances the work of the education adviser and the business broker being delivered through the AIF. Without UP for Enterprise, the EBP would rely entirely on a single Enterprise Coordinator in a school to reach into schools at primary, secondary and at college levels. With UP for Enterprise developing Enterprise Champions through CPD, and subsequently a cohort of teachers within a school committed to the enterprise agenda, this was seen as filling a gap which the EBP would have had to look at addressing themselves without UP for Enterprise – the development of the teachers so that they understand the enterprise agenda and have the knowledge and tools to incorporate it into the curriculum. In addition, the view was that delivery of UP for Enterprise by the University both adds richness and additional resources which enables delivery to be undertaken in an optimal way (i.e. the ability to work in small groups).
- 5.57 In summary, the view of the EBP was that the interaction of UP for Enterprise with their AIF initiative in Gosport delivered significant added value. Moreover, they would be happy to work with UP for Enterprise in any of the EBP schools, but that was constrained by AIF funding for most of the primary schools with which EBP work, and because UP for Enterprise only worked, until recently, with 50 schools in the region. However, the EBP consultee stressed that it was very important for UP for Enterprise to continue and believed there would be considerable opportunity for collaboration in the future if this is the case.

Activity in the Isle of Wight

- 5.58 The Isle of Wight was included in the original contract as one of the target areas. There was interest expressed by the Head of Children's Services for UP for Enterprise to be delivered to schools there.
- 5.59 SEEDA and the Director of UP for Enterprise had a meeting with the Council's Education Coordinator early in 2007, arranged by SEEDA, which resulted in a joint letter being sent to Heads of schools in the Isle of Wight offering them the opportunity to get involved with UP for Enterprise. This was the preferred approach, rather than the Island's authorities issuing a directive to schools to participate. As a follow up, SEEDA gave a briefing at a 14-19 meeting on the Isle of Wight in July 2007. To date, one school has run Inset sessions, and two others intend to do so in the Autumn term. Another meeting will be set up between the Island's

³⁰ Bridgemy Community Sports College; Bay House School; Brockhurst Junior School; Leesland Junior School, and Woodcot Primary School.

Council and UP for Enterprise to decide how to take forward UP for Enterprise in the Isle of Wight, and how it will fit with the University of Portsmouth's wider activity on the island, where it will form part of a broader 'enterprising island' proposal which the University is discussing with the Council.

A consideration of Output targets and added value

Attainment of Outputs

- 5.60 This section considers the achievements of UP for Enterprise in relation to the Output targets set for the programme.
- 5.61 The targets agreed for the UP for Enterprise Phase One Roll-Out were set at 1,050 Outputs, based on 1,050 teachers each receiving six hours of contact time with the UP for Enterprise team. This could be through the CPD Course (a target of 50) or the Inset sessions (a target of 50 schools each with 20 teachers participating).
- 5.62 The forty-eight teachers who completed CPD, and in the process received 16 hours each of contact time, are each counted as one Output (although the contact time was considerably more than the six hours that constitute one Output unit).
- 5.63 Figure 5-8 contains a list of schools in which some form of Inset was delivered, together with the number of teachers engaged in each of the sessions. It shows that over 400 teachers have (so far) participated in Inset sessions. Where the requisite six hours' contact time has been delivered in a school, 117 Outputs have been achieved out of a possible 155. The reason for the shortfall is that in three schools the numbers participating in the second Inset session reduced considerably compared to the initial session.
- 5.64 Where second sessions have been scheduled for the Autumn term, it may be that a similar shortfall will occur, with fewer members of staff participating in the in-depth planning session than the initial 'awareness raising' one.
- 5.65 Combining the Outputs achieved through the CPD course and the Inset sessions results in 165 Outputs achieved by July 2007, representing 16% of the original target of 1,050.
- 5.66 However, whilst recognising the necessity of attaching Output targets to public funding, these targets essentially measure attendance, but omit to capture the true scale of the intervention with the school or the subsequent action, i.e. the strategic added value achieved through the catalytic and influencing role of UP for Enterprise (and therefore SEEDA and the University of Portsmouth) in schools' adoption and integration of the enterprise agenda. This is what will ultimately lead to impacts on the teachers and, most critically, on the students' enterprising attitudes, behaviour and capabilities.
- 5.67 Furthermore, the benefits of the way that UP for Enterprise has evolved - offering flexible delivery to meet the needs of individual schools and working with a core team in a school who then take ownership of and responsibility for implementation and dissemination within the school – militate against achieving the Output targets set for the programme since, in many cases, direct contact with a small core team has resulted in far greater numbers of teachers becoming involved in integrating enterprise into the curriculum as the next stage of

the process. The Output measure therefore only reports on part of the story, and we believe that the true impact of UP for Enterprise will be far greater than the picture the Outputs convey.

Figure 5-8: Inset sessions delivered and calculation of Outputs achieved (at 18 July 2007) (Source: UP for Enterprise Fortnightly Report, 18 July 2007 (with slight adjustments))

		Inset Session One			Inset Session Two			Enterprise Preparation Pack			Online Inset			Total training hours delivered	Outputs achieved
School	No. of people	Date	Training hours	No. of people	Date	Training hours	No. of people	Date	Training hours	No. of people	Date	Training hours			
Inset delivered qualifying as Outputs															
1	Brockhurst Junior School	25	03.01.07	3	25	17.01.07	3						6	25	
2	Cranbourne College for B&E	29	06.11.06	1.5	6	08.03.07	6						7.5	6	
3	Crescent Primary School	15	23.04.07	3	2	10.05.07	3						6	2	
4	Crofton School	8	24.05.07	3	8	22.06.07	3						6	8	
5	Kendric School, Reading							1	18.05.07	3	1	18.05.07	3	6	1
6	Leesland C of E Junior School	25	15.01.07	3	25	05.02.07	3						6	25	
7	Mayfield School	9	07.03.07	2	11	06.07.07	4.5						6.5	9	
8/9 /10	New Line Learning (Cornwallis, Oldborough, Senacre)	20	23.07.07	6									6	20	
11	Southdown Junior School	9	14.05.07	3	9	13.06.07	3						6	9	
12	Towers School				10	19.02.07	6						6	10	
13	Woodcot Primary School	15	02.05.07	3	2	16.07.07	6						9	2	
Inset delivered but not yet qualifying as Outputs															
14	Admiral Lord Nelson School	14	28.06.07	3									3		
15	Bohunt Community School	63	29.09.06	3.5									3.5		
16	King Richard School	63	04.10.06	2.5									2.5		
17	Kings School Winchester	84	30.03.07	3									3		
18	Regents Park Community College	3	01.03.07	3									3		
16	St Luke's C of E Secondary School	5	26.04.07	3											
19	Ventnor Middle School, IoW	18	10.06.07	1											
INSET TOTALS:		405			98			1			1			117	
CPD TOTALS (PARTICIPANTS AND OUTPUTS ACHIEVED):														48	
OUTPUTS ACHIEVED - GRAND TOTAL:														165	

- 5.68 The recent innovations introduced by UP for Enterprise – the Online Inset tools and the Enterprise Preparation Pack – are intended to enhance the ability of the participating teachers to achieve six hours' contact time and therefore count towards an Output. There has been considerable activity to promote these materials to schools, both to the original cohort and to previously uninvolved schools in the South East. However, so far, just one Output has been recorded against this activity.
- 5.69 Finally, in defence of the performance shortfall, we note that the targets were agreed at an early stage in UP for Enterprise's evolution. Since then, there has been considerable learning about (i) the complexities of introducing enterprise into a school, (ii) the different models the schools are adopting depending on their stage of enterprise development and the know-how of their teachers, and (iii) the hurdles which need to be overcome, which now suggest that the early targets were probably over-optimistic.
- 5.70 That said, the approach taken by UP for Enterprise may also have influenced the ability to meet Output targets:
- A different marketing approach may have been more effective. In particular, a strategic approach to the initial contact with the school, whereby a senior member of the University of Portsmouth initiated the contact with a senior member of the school's leadership team may have been a more effective means of reaching the decision-maker and persuading the school to prioritise Enterprise
 - Marketing the Inset sessions started later than set out in the original project milestones, where the intention was to visit schools and book the initial Insets in February 2006. This activity did not start until after the first CPD course completed in June 2006, thus missing the opportunity to book space in the 2006/07 school timetable
 - The delay in the publication of the programme materials (made available in September 2006, rather than on completion of the CPD course) and in setting up the website (originally scheduled for February 2006 but launched in August 2006 and significantly updated in January 2007 and again in August 2007) and developing web resources appears to have in some cases reduced the attractiveness of the package to schools, and their confidence in the programme given that key elements were missing for the majority of the life of UP for Enterprise.
- 5.71 In summary, given the arguments presented about Output targets earlier in this section, we suggest that the merits of the programme be judged by the added value delivered, rather than by targets which, whilst set in good faith at the outset of the programme, are probably not an appropriate measure of the performance of UP for Enterprise.

6: Conclusions and recommendations

- 6.1 This chapter assesses the concept and performance of UP for Enterprise against the four key objectives set out for the evaluation. It then identifies and discusses key issues that arose which require consideration and refinement if the UP for Enterprise programme is delivered again in the future.

Achievement of objectives

Changes in teachers' attitudes and behaviours in respect of enterprise education

- 6.2 The overarching conclusion of the evaluation of UP for Enterprise is that it has the potential to influence attitudes and behaviours significantly and the Phase One Roll-Out has demonstrated that capability. Where schools have engaged, the impact has been greater than the formal Output measures would indicate, with decisive steps being taken towards building enterprise activity in the school as a result of engaging with UP for Enterprise in the majority of the schools consulted.
- 6.3 The initiative is catalytic in two ways: either it has formed the trigger for schools to start the process of introducing enterprise into the school or making what already exists more explicit; or it has been the means for schools (where enterprise is taught at one Stage (e.g. Key Stage 4) or as a discrete subject) to integrate enterprise throughout the curriculum and across the years. Furthermore, the initiative responds to the former DfES/DCFS' concerns about the plethora of competing activities in the enterprise arena at Key Stage 4 and does not compete directly or duplicate the activity of other enterprise initiatives. Rather, the early results would suggest that it is complementary, either through extending the enterprise education activity beyond Key Stage 4 and across the whole school at all Key Stages, and/or through complementing the more business-focused enterprise initiatives. We note, however, that these conclusions are drawn from schools that have engaged with UP for Enterprise, and there may be a case for further exploration with schools that chose not to become involved. However, we believe it is an unrealistic aspiration to recruit all, or even the majority of schools to UP for Enterprise, and it may be that engaging with around one-third of the schools in the region is a pragmatic expectation.

Effectiveness of enterprise resources materials and their intrinsic value to teachers in delivering enterprise education across the curriculum and the value and use by teachers of the UP for Enterprise website

- 6.4 The experience of using the materials was varied. The Key Words and associated activity provide a very strong foundation for taking forward the enterprise agenda in schools and have been used widely. The Key Words were in the large majority of cases the common foundation on which the activity was built, and this element of UP for Enterprise clearly has been very effective in launching the process of embedding enterprise into the curriculum.

- 6.5 Delays in the development and availability of both the website and the Teacher Resource package means little use has been made of them so far, and it has not been possible to provide an evidence-based assessment of their value. Nonetheless, where the Teacher Resource package has been used it has been received positively by schools and on examination appears to be a rich and practical source of information and guidance.
- 6.6 The website, the development and functioning of which was one of the key objectives of the initiative, only became available to participants after a considerable delay, and was for much of the programme's lifecycle thin in the material with which it was populated. Recent additions have enriched the website, but these were probably carried out far too late, and as a result the interest the CPD participants/Enterprise Champions may have had in using it had been lost. At the time of reporting, the interactive forum has not been used.
- 6.7 The two new innovations introduced in the latter stages of the programme – the Enterprise Preparation Pack and the Online Inset tool – are only now being tested. The UP for Enterprise team has been flexible in developing additional/alternative tools to address problems schools faced in moving the enterprise agenda forward, and to provide a flexible and wider range of routes to engaging. The innovations are, in principle, positive additions to the UP for Enterprise programme and enhance the richness of its tools. However, as yet there is little evidence to show the tools are being used and, if and when they are, the indications are they will not form a direct substitute for the Inset sessions, where much of the value comes from:
- providing a forum for a school to think through their enterprise strategy actively and collaboratively
 - exchanging ideas and information and, indeed, receiving targeted input from the UP for Enterprise facilitator's rich base of knowledge
 - the collaborative planning process which must involve more than one teacher and probably senior members of staff, and which could not even be started with teachers working in isolation via the Online Inset tool.

The method of delivery: through the whole school Inset days and master level CPD

The CPD course

- 6.8 UP for Enterprise successfully achieved their objective 'to develop an accredited CPD programme for teachers and classroom assistants'. The three day CPD course has been developed, tested and accredited, and forms part of the Post Graduate Certificate and contributes to the Masters programme, although the opportunity to continue their studies to complete the Post Graduate Certificate has not yet been offered to CPD participants. This delay has caused some disappointment where there was interest in engaging in the PG Cert.
- 6.9 Feedback on the CPD course gathered at the end of each of the CPD days evaluated very positively, with above average value being attached to all aspects of the days' programme, suggesting the participants found both the individual sessions and the overall days valuable. More detailed exploration suggests there may be a case for a differentiated CPD, with several

defining group characteristics being identified: enterprise 'novices', advanced practitioners, secondary school application, primary school application, and differentiation by geography and local enterprise education context are all possibilities for future consideration.

- 6.10 The value of the link between the CPD course and the Masters was reported to be minimal although the academic link may have been a sub-conscious attraction - participants were clearly intrinsically motivated to develop their enterprise activity. However, the University of Portsmouth's brand appeared to be equally, if not more, important to teachers and schools.
- 6.11 Following the CPD course, various structures need to be in place for UP for Enterprise to be taken forward in a school in a coherent manner, rather than on a fragmented basis driven just by enthusiastic individuals. The assignment of a recognised Enterprise Champion role to an appropriate teacher, accompanied by sufficient time and authority to take the agenda forward, appears to be vital. As does the commitment of the school's leadership so that Enterprise is defined as a priority for the school and both the Enterprise Champion and the wider teaching staff are confident in the school's support for their activities, the coordination of the agenda is facilitated and sufficient time is allocated to do this.

The Inset element

- 6.12 The Inset element evolved from the generic model anticipated at the outset to a more customised approach. Schools are very busy and time constrained and the resource required from the UP for Enterprise team to arrange and deliver the Inset sessions was always anticipated to be considerable. However, the early planning and customisation of the Insets resulted in the process being labour intensive where not initially expected. This clearly delivered benefits in terms of ensuring the sessions met the needs of the individual schools. An extremely important additional component contributing to the success of Inset sessions was the mix of skills and competences of the University of Portsmouth's UP for Enterprise representative responsible for delivering the majority of the Inset sessions. This mix of teaching experience, communication skills and enthusiasm, understanding of the enterprise education agenda and commitment delivered considerable value and was well received. We would note particularly the importance of bringing practical know-how, case studies and other schools' experience of UP for Enterprise to the sessions.
- 6.13 Forty percent of schools that participated on the CPD course subsequently took up the offer of Inset, or intend to do so. Uptake was subsequently increased slightly through another promotional programme. The learning here can be summarised as follows:
- It takes longer than anticipated to put Inset in place – CPD requires the commitment of a single individual; Inset needs a wider range of key teaching staff to engage, including the school's leadership, and is more difficult to clear space for logistically
 - The UP for Enterprise team started the process late
 - Several factors influence take up of Inset, many of which are probably unavoidable, such as the loss of the Head teacher or the Enterprise Champion.

Wider integration

- 6.14 UP for Enterprise's whole school, cross-curricular approach has been shown to be valid and appropriate in the schools taking the initiative forward, and complementing rather than competing with other initiatives. This is most clearly illustrated by the number of Business & Enterprise Colleges that have engaged with Up for Enterprise as a complement to their other activities.

Enterprise, not business

- 6.15 The programme has played a valuable awareness raising role, helping to clarify that enterprise in schools does not necessarily mean developing 'business-like' skills and focusing on developing fledgling entrepreneurs, but concerns the development of a much wider skill set relevant to effective functioning in all walks of life.

A flexible approach

- 6.16 UP for Enterprise enables schools to take a flexible approach to introducing and developing enterprise in the school. This Phase One Roll-Out has evolved throughout the delivery process to meet the needs of schools. Now, rather than imposing a rigid model, it provides a range of tools which can be interpreted by the school and applied to the specific circumstances, approaches and curriculum of the school so that it can work towards embedding enterprise in the curriculum in a way that fits with the school's strategy, aspirations and timetable.

Application at primary level

- 6.17 The programme appears to be relevant for primary schools in principle, and some evidence has been generated so far of this in practice. However, the CPD content was considered more relevant for secondary schools and requires considerable refinement for application into primary schools. The Teacher Resource pack is much more targeted at different stages, including Key Stages 1 and 2, but without participating in Inset schools did not, until recently, have access to these targeted materials. Collaboration between secondaries and their primaries is taking place, but did not really happen as a result of UP for Enterprise where the attempt to recruit secondary/primary clusters was not successful.

Reward

- 6.18 The role UP for Enterprise has the potential to play in positive reinforcement of behaviour and rewarding both academically under-achieving students and high performers was highlighted. A welcome future development would be an accredited qualification, perhaps equivalent to a GCSE, endorsed by a university or respected exam board. The programme is being adopted by both strongly academic schools and those with acknowledged behavioural and low achievement problems, and – on the basis of this Roll-Out – appears to be appropriate across the spectrum of schools.

The recruitment process

- 6.19 Recruitment of schools proved to be the greatest challenge to the delivery of UP for Enterprise. One-third of the schools approached signed up for and participated in the CPD course, which may be a very acceptable ‘hit rate’, particularly given the other enterprise initiatives on offer to at least some of the schools. If an approximately 33% success rate is accurate, this provides some indication of the level of uptake that could be achieved across the region’s school population in the future. Even if this was revised down to a more cautious 25% penetration rate, this represents approximately 750 schools in the South East region³¹.
- 6.20 The programme was meant to be made available to up to 50 schools. Up for Enterprise recruited 45, represented by 48 participants, which should be deemed a success. They were less successful, however, in recruiting clusters of secondaries and their feeder primaries. This does not appear to be a problem and it would probably be advisable in the future to concentrate on engaging schools – either secondary or primary – that are motivated to participate, and enable the linkages between the secondaries and their primaries to evolve gradually as a result of the secondary school’s subsequent activities. It may be worth considering whether to build in a session to the CPD course and Inset sessions which addresses methods of building enterprise links between the secondary/primary clusters.
- 6.21 UP for Enterprise did not achieve the intended geographic reach across four areas of the South East region. This was due to a combination of external and internal factors:
- The enterprise agenda developed rapidly over the gestation period of UP for Enterprise and other initiatives established themselves in certain areas, for example the GROW Project in Oxfordshire and the ‘Hubs and Spokes’ initiative in Kent
 - the UP for Enterprise team lacked familiarity with the school sector in the region other than the Portsmouth catchment area, and thus were unable to recruit schools through existing relationships as they did in the Portsmouth area
 - there was a lack of engagement with, and perhaps some resistance from, other agencies operating in some counties. Whilst UP for Enterprise was seen as theoretically interesting and complementary by these agencies, in practice engagement did not take place.
- 6.22 Where schools engaged, the process of developing capacity for delivering enterprise education in schools has certainly started. Little engagement took place, however with LEAs or Children’s services as originally envisaged. This was likely due to the rapid evolution of the enterprise landscape in that DfES funding went to SSAT for the Hubs & Spokes initiative. As a consequence UP for Enterprise shifted its focus to trying to work with the Hubs & Spokes and EBPs. In some cases, this was successful, evidenced for example by the high percentage of Business & Enterprise Colleges that engaged with UP for Enterprise in Kent; and the interaction with EBP in Gosport through the AIF. Nonetheless, these successes were partial and future collaborative activity will need to be carefully planned and developed sensitively to identify mutual benefits and avoid confusing schools.

³¹ Based on a total of approximately 3,000 schools in the south east region.

- 6.23 Finally, schools' timetables are such that the elapsed time necessary to enable schools to build the enterprise agenda into their Inset activity means that the planning needs to start more than one year ahead of delivery. The expectations UP for Enterprise had at the outset were too great given the timing of the pilot, but the UP for Enterprise team also contributed to the difficulties experienced in recruitment by the delay in starting the promotion/recruitment process, exacerbated by the postponement of the first CPD course, and the gap between the end of the CPD course and recruiting for Inset sessions.

The results - performance against targets and added value

- 6.24 As has been noted in the report, if measured by the formal Output targets set for UP for Enterprise, the Programme failed to deliver the numbers – indeed the Outputs achieved represent only 16% of the target number. However, as this report clearly identifies, the impact of the UP for Enterprise Phase One Roll-Out has clearly been greater than the Outputs would suggest, and we believe it has the potential to deliver significant support to schools' efforts to engage with the enterprise agenda. Indeed, the dissemination of awareness and learning and the work to embed in the curriculum within the school has involved far more teachers than participated in the Inset sessions, and we propose that a more accurate measure of success would be through the number of schools that have engaged with UP for Enterprise and/or the number of teachers involved in embedding enterprise into the curriculum as a direct or indirect result of the CPD and Inset activity.
- 6.25 In addition, since the Output measure does not acknowledge contact time at all if it falls short of six hours per individual, the same should perhaps be true the other way in that there may be a case for acknowledging the quantity of contact time implicit in the CPD course by adjusting the CPD Output measure to reflect the greater intensity of the face-to-face contact delivered through the course. If this were the case, each CPD participant would represent 2.7 Outputs rather than only one.

Relevance and options for future dissemination and roll-out

- 6.26 On that basis, this evaluation concludes that the UP for Enterprise programme does have considerable relevance and should be considered a candidate for future roll-out across the region. However, if this is the case, it would benefit from refinements to both the content and the management of the programme. In particular we suggest the following need addressing:
- Refinements to the programme to meet the needs of a range of 'customer groups'
 - Improvements to the recruitment process – both in terms of timing and in terms of the initial approach to schools, where contact at a more senior level both in schools and from the University of Portsmouth's UP for Enterprise team at the early stages may facilitate the decision to engage with the programme
 - The intellectual know how of the team resided in two individuals, with one being particularly qualified to deliver the Inset sessions. This made UP for Enterprise potentially vulnerable to the loss of a single team member and we recommend that

the robustness of the delivery team is increased if the programme continues in the future.