

Entrepreneurship in York Schools Scrutiny Task Group 17 Sept 2014
Report of the Assistant Director, Governance & ICT

Report on Entrepreneurship in York Schools

Summary

1. This report provides further information in support of the ongoing review on Entrepreneurship in York Schools, and asks the Task Group to agree the next stages for progressing the work on this review.

Background to Review

2. At its meeting in June 2014 the Learning & Culture Overview & Scrutiny Committee considered a scrutiny topic proposed by Cllr Semlyen on “School based teaching of skills related to self employment / entrepreneurship at Secondary ages and at York College. Cllr Semlyen referenced York’s very low record of creating new business or graduate start ups - 316th out of 326 English districts, drawing attention to there being 28% fewer York business start ups in the first 3 months of 2014, compared to 2013.
3. In response officers suggested that the focus could rather be on broader employability skills, including the development of broader enterprising behaviours and an entrepreneurial “can do” spirit. Officers suggested that a review of this topic could research best practice in other Local Authority areas, in order that the findings could be used to influence providers of education and training to adapt successful models to the York context.
4. In June, the Learning and Culture Overview and Scrutiny Committee agreed the topic was suitable for review, and agreed to reform their CEIAG Task Group to carry out the review on their behalf. In July 2014 the Committee received a further report from officers proposing options for the review, and the Committee agreed the following review aim and objectives:

Aim:

To create a culture in York schools where entrepreneurial learning is embedded, through improving entrepreneurship education and opportunities for employability and enterprise-related activities for York pupils

Objectives:

- i. To identify best practice in other Local Authority areas which perform strongly on relevant performance indicators
- ii. Review current practices in York to identify:
 - a) The commitment of local schools and colleges to develop the relevant skills and enterprising behaviours
 - b) Local good practice
- iii. To identify appropriate sources of employability and enterprise-related activities for York schools

Information Gathered to Date

5. In early August 2014 the Task Group met for the first time to receive a detailed introductory report containing:
 - Background information on Entrepreneurship Education and the relevance of enterprise in education
 - Information on a number of appropriate performance indicators, as referenced in the York Skills Strategy 2013-16 and the in-house 'Create Jobs & Grow the Economy' scorecard.
 - Information on a number of National and European schemes to encourage enterprise in young people
 - An overview of how well UK schools are doing and how they fit enterprise education into an already crowded curriculum
 - Feedback from Ofsted and;
 - Specific information in support of objectives(i) & (ii)
6. The detailed report from August 2014 can be viewed at:

<http://democracy.york.gov.uk/ieListDocuments.aspx?CId=854&MId=8539&Ver=4>

Initial Analysis

7. The Task Group agreed with the definitions of entrepreneurship, the behaviours of an entrepreneur, and the meaning of entrepreneurship in education as detailed in Lord Young's report.
8. The Task Group requested further information (Ofsted reports and prospectus') for the good practice example schools i.e. King James School, Queens Park Community, St Mary's Catholic Primary and Manchester Academy. They agreed to explore good practice in York Primary Schools and how this was being carried forward and developed in Secondary Schools. They also agreed to seek comparison data from an Independent School, suggesting that information be sought on the approach being taken by Bootham School.
9. The Task Group queried whether there were any local entrepreneurs and organisations currently offering business engagement support to York schools, recognising it may be helpful to seek their views in support of the review. They also noted the findings from the European Commission report on teacher education and training which evidenced the need for a complex combination of knowledge, skills and attitudes. This led the Task Group to question whether or not teachers in York schools were receiving the right training to be able to provide their students with the right kind of support.
10. Finally, the Task Group agreed the Fiver Challenge highlighted in Lord Young's report was a good way to encourage enterprising attitudes in young students. They therefore agreed that as part of their work on the review, they would like to identify a scheme suitable for introduction in York, with the intention of recommending a possible pilot scheme and identifying local entrepreneurs willing to support it.

Further Information Gathered

11. Objective (i) - To identify best practice in other Local Authority Areas
At their last meeting, the Task Group considered a number of good practice guides produced by Ofsted, on developing students' employability and enterprise skills throughout the curriculum, and the Task Group requested further information on the schools identified by those best practice examples:

12. Queen's Park Community School

The school converted to an Academy in September 2012, and there has been no inspection since. Their previous inspection took place in March 2012 all grades 2 (good). Contextually the Academy is well away from York - 41% FSM, 12% statements of SEN, Almost four out of five students are from minority ethnic backgrounds, the largest groups being Black Caribbean, Black African and any other White background. The proportion of students who speak English as an additional language is much higher than that found nationally. The inspection identified that "The school's business and enterprise specialism permeates other subjects as well as being a focus for curriculum extension days. Students enjoy these and value their relevance to their futures and the world of work". The school's latest Ofsted report and school prospectus is shown at Annex A.

13. St Mary's RC Primary, Falmouth

This school converted to an Academy in April 2014, and there has been no inspection since. It was last inspected in June 2009, and was on a reduced tariff (light touch) because the school was graded outstanding in 2006. It maintained this grade in 2009. The inspection report lists a number of awards that the school has including "Investors in Work Related Learning". In the 2009 report enterprise was referenced briefly: "The school also places a very good emphasis on promoting our national community. This is developed, for example, through School Council meetings with Members of Parliament to discuss citizenship, a visit to the 'Comic Relief' headquarters to examine national needs and pupils' investigations of Britain's business and enterprise activities. The school's latest Ofsted report and school prospectus is shown at Annex B.

14. Manchester Enterprise Academy

The Academy's last inspection in March 2013 stated "Requires Improvement", and was previously deemed inadequate in January 2012. However it did state "The sixth-form curriculum reflects the strengths of the sponsors (based on links to Manchester Airport) with travel and tourism, sport, business, and information and communication technology (ICT)". Also, "Through its links with the sponsors, the wider community and the world of business, the academy's enterprise specialism makes a positive contribution to the curriculum on offer. It is raising students' knowledge of the opportunities available to them both now and in the future, and the belief that they can achieve their goals in life". The school's latest Ofsted report and school prospectus is shown at Annex C.

15. King James's School, Kirklees
The school was last inspected in September 2009, and received a survey letter in April 2011. Their last deferral covers up to Summer Term 2014 – see report and information taken from their school website at Annex D. The Task Group may choose to make direct contact with the school if they want to explore further whether or not things are still as they were in 2011.
16. Objective (ii) – Review Current Practices in York to identify good practice
Amidst the many recent changes being proposed to the school curriculum by the Government it is clear that the study of Mathematics and Science remains a national strategic priority. In York there is a lot of activity going on around Science, Technology, Engineering and Maths (STEM), much of which is linked to product design, creative and innovative thinking and business related activity. These subjects both enrich the curriculum and help students recognise how what they study at school can lead to rich and varied career pathways.
17. In an effort to increase pupil's engagement in and motivation for the study of STEM subjects, CYC facilitates a STEM network designed to encourage exciting and innovative projects and experiences for York students. Fulford School has a particularly strong set of challenges linked to the STEM agenda. For examples of the variety of activity, see latest STEM Network newsletter (coordinated by CYC's Science Consultant) at Annex E.
18. The Network hold an annual 'Inspirations' event, involving approximately 500 students of primary and secondary school age, and over 100 teachers. The event is designed to celebrate student's achievements and raise their awareness of the careers available in the STEM sector, and give the young people the opportunity to practise their skills, and display project work. A major part of the event is the opportunity for students to enter their projects into a competition. Judges work in small teams to assess the projects, and prizes are given to individuals and groups of students demonstrating flair and skills in fields such as electronics, engineering, graphics, investigations and sustainability.
19. The latest STEM Inspirations Education Showcase took place in June 2014 at the Yorkshire Air Museum, and a number of York schools received awards. For example:

- The Intermediate Graphic Award went to a pupil from Archbishop Holgate's School



- The Senior Graphic Award went to a pupil from Archbishop Holgate's School for their innovative packaging concept



- The Senior Product Design Award went to a pupil at Fulford School for their kitchen aid designed to help a girl with cerebral palsy prepare food



20. North Yorkshire Business Education Partnership (NYBEP) is the STEMNET contract holder for the area, and they are responsible for running the annual STEM Inspirations event. For further information on this year's event and the award winners see: <http://www.steminspirations.co.uk/events/2014.html>
21. Archbishop of York's Junior School is planning to refurbish its Maths area (a late 80's play area about 10m x 10m). The school has handed it over to its school Council and Eco Committee. Both comprise pupils representing each year group. The pupils have been tasked with developing costed options for the project, to be completed by summer 2015. Other examples of good practice in York schools are currently being sought from the Children's University Co-ordinator.
22. In regard to teacher training, the PGCE Programme Director at the University of York has confirmed their history trainees regularly work with NYBEP looking at entrepreneurship and teaching. Through links to the STEM agenda they also run enterprise related events with school children for their science and maths trainees. They provide teaching sessions on citizenship education, PSHE and the role of the form tutor, all of which have small elements relating to enterprise. Trainees are required to take part in citizenship events during school placements.

They did more when 14-19 Diplomas were higher up the agenda under the last government's 14-19 reforms.

23. Objective (iii) - To identify appropriate sources of employability and enterprise-related activities for York schools

At its last meeting, the Task Group requested an update on the Local Enterprise Partnership Strategy regarding entrepreneurial skills.

24. The Leeds City Region (LCR) Skills Plan includes a section on building skills in education - see copy of plan at Annex F. The plan includes a priority entitled 'More enterprise and innovation culture in education' and a specific intention to establish an LCR Enterprise Education Task Group to:

- Review and better understand the impacts of the different approaches to enterprise education across LCR;
- Ensure that providers can benefit from good practice and lessons elsewhere;
- Exploit opportunities for joint working, shared initiatives and/ or additional funding including from businesses themselves

25. Made up of employers, this group has recently been established and is currently focussing on drawing up tender specifications for the next round of European Social Funding (ESF) with the resulting provision to start from August 2015. ESF funding focuses on disengaged young people, i.e. those who are NEET or at risk of NEET.

26. The York and North Yorkshire Local Enterprise Partnership (LEP) has not yet finalised a Skills Delivery Plan. However it's Strategic Economic Plan includes actions on:

- 'Enterprise, Education and Culture' (Priority 1: Profitable and ambitious small and micro businesses)
- 'Mainstream employability into education and roll out employability charter activity' (Priority 3: Inspired People).

27. The Task Group have already been informed that NYBEP has previously been commissioned by some York schools to provide and deliver work related activities which seek to develop enterprise and employability skills.

28. Working with its employer partners and sponsors, NYBEP can provide a range of enterprise and business related events and challenges. Some of these align with York Business Week (November each year) when CYC's 14-19 Team seek to ensure that linked events take place in York schools. Others are part of other business and enterprise events such as Venturefest.

Progressing the Review

29. The Task Group has already agreed they would like to meet with a representative from NYBEP and other appropriate organisations e.g. Chamber of Commerce, Science City York, Children's University, York Economic Partnership, be invited to a future meeting of the Task Group.
30. Feedback from Bootham School is also being sought and will be provided at a future Task Group meeting.

Council Plan 2011-15

31. The review of this topic will support the Council's priority to '**Create jobs and grow the economy**'.

Implications

32. There are no known implications associated with the recommendations made in this report.

Risk Management

33. In compliance with the Council's risk management strategy, there are no known risks associated with this report.

Recommendations

34. The Task Group are asked to:
- i. Note the additional information provided in paragraphs 11-30 of this report and the associated annexes.
 - i. Agree the next stages for progressing the work on this review
 - ii. Agree a future meeting date(s).

Reason: To progress the review in line with agreed scrutiny procedures and protocols.

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Report Approved



Date

8 Sept 2014

Wards Affected:

All



For further information please contact the author of the report

Background Papers: None

Annexes:

Annex A – Ofsted Report & Prospectus for Queen’s Park Community School
– **Pages 15-32**

Annex B – Ofsted Report & Prospectus for St Marys RC Primary School
Falmouth – **Pages 33-74**

Annex C – Ofsted Report & Prospectus for Manchester Enterprise Academy
- **Pages 75-84**

Annex D – Ofsted Report & Prospectus for St James School, Kirklees –
Pages 85-92

Annex E – STEM Network Newsletter – **Pages 93-104**

Annex F – Leeds City Region Skills Plan – **Pages 105-168**

Report Abbreviations:

CEIAG - Careers, Education, Information, Advice & Guidance

ESF - European Social Funding

ICT - Information & Communication Technology

LEP – Local Enterprise Partnership

LCR - Leeds City Region

NEET – Not in Education, Employment or Training

NYBEP – North Yorkshire Business Education Partnership

OFSTED - Office for Standards in Education

PGCE - Postgraduate Certificate in Education

SEN – Special Educational Needs

STEM - Science, Technology, Engineering and Maths