

Learning & Culture Overview & Scrutiny Committee
Report of the Assistant Director Governance & ICT

18 March 2015

Entrepreneurship in York Schools Scrutiny Review – Final Report

Summary

1. This report provides the information gathered in support of the Entrepreneurship in York Schools Scrutiny Review, together with information on the consultation undertaken and the Task Group's analysis.

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. It was recognised that this was an important topic, however there was much debate at the meeting about how to do justice to the topic.
3. In response officers suggested a review of 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 to use the findings 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 Careers Education, Information, Advice & Guidance (CEIAG) Task Group to carry out the review on their behalf, as it was felt there was a clear overlap between the previous review and the new topic.

5. 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

Chair's Introduction

6. This is the second time that I have had the pleasure of working with the members of this Task Group; the first time was in relation to career guidance in schools. Right at the start I want to place on record my thanks to the members of the Task Group (Cllr Reid, Cllr Fitzpatrick and Cllr Brooks) for the time they have spent, the research they have undertaken and their approach to this Review. They have demonstrated throughout how Scrutiny can work effectively.
7. I would also like to place on record my thanks to John Thompson (CYC's Principal Adviser 14-19 & Skills) for his expert advice and guidance. I would in particular thank Melanie Carr (Scrutiny Officer) for her tireless support and commitment to Scrutiny.
8. My final thanks go to all those who gave up their time to meet with the Task Group or members of it. Without this additional input the Task Group would not have been able to come with its recommendations.

9. The Task Group's remit was to investigate how 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
10. The work done by the Task Group, the investigations, consultations carried out and conclusions can be found at Appendix 1.
11. The first task that we had to do was to agree a definition of what entrepreneurial activity and entrepreneurial education is. We reviewed various definitions and agreed for the purpose of this review, to use the definition adopted by Lord Young in his 'Enterprise for All Report', the Third Part of the Report of Enterprise and Small Firms – The Relevance of Enterprise in Education. That was:

“Enterprise for All is about motivating young people to learn and excel in theory education and to see the relevance of theory studies. Enterprise is more than the creation of entrepreneurs, it is about a can-do and positive attitude an equipping people with confidence to develop a career and vocational interests. Enterprise therefore supports the development of a wide range of work and professional skills and capabilities, including resilience, risk taking, creativity and innovation as well as a self-belief that starting a business is a viable career choice and one of the most exciting and challenging things a person will ever do.” (see Page 4 of the Department of Business, Innovation & Skills Report shown as Annex B to Appendix 1)

12. We recognised that there will be those that will say that entrepreneurs are born and not made. No doubt we would also be pointed to a number of high profile entrepreneurs that have made it to the top with few if any formal qualifications. However there are also a number of entrepreneurs that have done so having gained the highest of qualifications and support. We would in any event point out that the promotion of entrepreneurial skills in young people increases their employability, even if they are employed or take the entrepreneurial leap even after years of employment.
13. We would also add a note of caution. Being an entrepreneur should not be seen as an option to avoid 'formal' education. Its promotion in schools should not be seen to derogate employment and the concept of working in the public, voluntary and charitable sectors. Each has a worthwhile contribution to make. Nor should the risks taken by entrepreneurs be under-estimated. The rewards can be great and the contribution to the community and the country tremendous, but it can

never be considered an easy option. It involves hard work and long hours. It can mean risking your saving and home. It can mean employing others who you will have to pay even in hard times, when you yourself take little or nothing by means of a salary.

14. We would highlight that there is a body of thought that if young people are to succeed in the global job market, there needs to be a stronger focus on entrepreneurial education. The future of Europe depends upon 94 million Europeans aged between 15 and 29 years old. But in April 2013, 5.627 million people in the European Union under the age of 25 were unemployed. As this generation will live in an era of globalisation that demands mobility and soft skills, it is a matter of great importance that these young people have been hit so severely by the economic crisis.
15. High unemployment levels co-exist with increased difficulties in filling vacancies. Young people's employability is threatened by labour market mismatches: inadequate skills, limited geographic mobility and inadequate wages.
16. Our current education system needs support if it's going to adapt to such challenges. Tools, such as entrepreneurship education, show good results because they focus on soft and core skills, including: problem-solving; team-building; transversal competences – such as learning to learn, social and civic competence, initiative-taking, entrepreneurship, and cultural awareness.
17. Therefore entrepreneurship education not only enables young people to start a successful business, but also provides them with the relevant employability skills, and it enables them to become valuable contributors to the economy.
18. We spent a great deal of time gathering information in support of this review, both in terms of documents and some empirical research, and we feel the review final report is timely and pertinent to the challenges that face our young people locally, nationally and globally.
19. We noted with pleasure that there is a great desire in schools to participate in projects that increase the learning and skills of their pupils, and that businesses and other organisation are maintaining their desire to work with young people in a learning setting. (*see paragraphs 43, 49 - 51 and 73-91 below*)

20. Linking back to the recommendations of this Task Group on careers education in schools we received evidence on new Careers, Education, Guidance & Inspiration Menu. It appears to us that Entrepreneurship opportunities and involvement of businesses/employers ought to be included in that Menu, and we note that some work has already been done in relation to that.
21. *We were pleased to note that the CYC has been successful in bidding for £7,000 from the Leeds City Region LEP. This will allow an engagement process to begin with York Secondary Schools before the summer break in relation to establishing an Enterprise Governor.*
22. There was clearly great work being done by the Children's University. Whilst not strictly speaking entrepreneurial education, some of the modules offered did promote such entrepreneurial skills. It appeared to us that the Children's University could be a suitable vehicle to offer such modules to schools. We do however note that there could be capacity issues both in terms of increasing the scope or number of modules and the number of schools that can participate with the Children's University.
23. Whilst we could easily have made a recommendation that we follow pilot schemes in some of York schools that emulate the structure and success of Queen's Park Community School in Brent and King James's School in Kirklees, that could have been seen as trite and largely unachievable. However we would refer to Paragraph 59 and Annex E and the report to the Task Group of John Thompson's visit to the School. It is possible within a relative short period of time for a school to introduce an entrepreneurial ethos into their school that can be pervasive within the school and have a real impact. Any school wishing to take this step could do worse than to spend time at King James's School. We understand (and are pleased to do so) that feedback from this visit has already been shared with 14-19 curriculum leaders in York.
24. We have chosen to make recommendations that can work in partnership with the projects that are already underway and would encourage schools to pause and think about how they might promote some form of entrepreneurial activity in their school. We would ask that where it is seen it should be fostered and promoted. That in turn may be the start of an additional avenue of learning within the school.

Introduction to Entrepreneurship Education

25. The Confederation of British Industry (one of the UK's leading independent employers' organisations) believes seven key

'competencies' should be delivered through entrepreneurship education, namely:

- Numeracy;
- Communication & Literacy;
- IT skills;
- Self-management;
- Team working;
- Problem solving;
- Business and customer awareness

26. Unfortunately, vocational education training appears not to have been given the attention it deserves. To address this, greater awareness of the benefits of entrepreneurship education needs generating, and educators need help to engage with it. The European Commission says that 90% of teachers need more training in entrepreneurial learning tools and methods – for further information on preparing teachers for the challenge of entrepreneurship education see European Commission report at **Annex A**.

27. The Department of Business, Innovation & Skills published a report in June 2014 focusing on entrepreneurial spirit in education – 'Enterprise for All: The Relevance of Enterprise in Education'. The report covers the full breadth of education and is aimed at education leaders, teachers and all those involved in policy and delivery of teaching and learning – see **Annex B**.

28. It is the latest in a series of moves from the government to make sure that young people leave education ready to work, with the skills and experience employers are after. The report looks at fostering an enterprising attitude in both formal and informal education, including the desire to become an entrepreneur, and encouraging more to enter self employment or start their own company.

29. The report's recommendations also mean that students will be able to rank university courses by their employment rates and earning potential.

30. Other proposals in the report include:

- The introduction of a new Enterprise Passport – a digital record of all extra-curricular and enterprise-related activities that students take part in throughout their education
- A new national volunteer network of Enterprise Advisers co-ordinated by LEPs, working closely with school heads

Information Gathered

31. Objective (i) Identifying Best Practice

In November 2005 Ofsted reported the danger that schools might view enterprise education as yet another initiative, especially as they were judged on GCSE results and league table positions, and enterprise education would not improve those. Ofsted had found that about one third of schools did not have a clear understanding, or indeed a definition, of what enterprise education was meant to involve.

32. In 2011, Ofsted produced a report which evaluated the effectiveness of economics, business and enterprise education in 28 primary and 100 secondary schools across England, five of which were special schools, in a range of geographical contexts— see **Annex C**.

33. Over 250 lessons in formally assessed economics and business education courses, and approximately 120 lessons relating to enterprise education, were observed in secondary schools during the period of the survey. The report also drew on evidence from 33 institutional college inspections between September 2009 and August 2010 to evaluate the quality of business, administration and law (sector subject area 15) education and training for 16–18-year-olds in colleges.

34. The Task Group also considered a number of good practice guides produced by Ofsted, on developing students' employability and enterprise skills throughout the curriculum, which helped identify the following 4 best practice schools:

i. Queen's Park Community School, Brent

The school converted to an Academy in September 2012, and has had no inspection since. Their last 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 Task Group considered Ofsted's best practice guide for the school and the school's latest Ofsted report and school prospectus.

ii. St Mary's RC Primary, Falmouth

In 2006 the school was graded as outstanding and was placed on a reduced Tariff. In 2009 it maintained that grading and in April 2014 the school converted to an Academy. The last inspection report lists a number of awards that the school had won 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 Task Group considered Ofsted's best practice guide for the school and the school's latest Ofsted report and school prospectus.

iii. 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 & 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 Task Group considered the school's last Ofsted report and its prospectus information.

iv. 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. The Task Group considered Ofsted's best practice guide for the school, their 2011 survey letter and information from their school website.

35. In order to help identify best practice, the Task Group also considered information on a number of national and European schemes which encourage enterprise in young people:

- In the Department of Business, Innovation & Skills 2014 report, Lord Young gave his support to the expansion of a Government pilot

called the **Fiver Challenge**. Supported by Virgin Money, the Fiver Challenge is a free, fun and engaging initiative that provides young people aged 5 – 11 years, across the UK with a pledge of £5 for every student taking part. The young people are challenged to set up mini businesses to create products or services they can then sell/deliver at a profit and engage with their local community. The Fiver Challenge introduces young people to the world of enterprise and helps build important employability skills, such as risk taking, team working, problem solving, communication and financial literacy, which they can continue to develop in later life. The scheme is under way at 500 primary schools across the UK, with 20,000 children running their own businesses. In 2011 the Local Authority ran the Fiver Challenge in York but only two schools and York College chose to participate. For further information on the Fiver Challenge see: <http://www.fiverchallenge.org.uk/>

- Another national scheme called '**Founders 4 Schools**' offers a free service for teachers in secondary schools across the UK which enables them to arrange for founders of successful, growing businesses to visit their schools and inspire their students. At high-impact events, business founders speak about what they studied when they were in secondary school, what motivated them to set up their businesses and why they recommend entrepreneurship as a leading career choice for any person keen to have a positive impact on the world. Students also hear about real-life applications from Science, Technology, Engineering and Maths (STEM) subjects, making a critical link to how learning those subjects directly relates to growing and scaling successful enterprises. For further information see: <https://www.founders4schools.org.uk/>
- Across Europe, **Junior Achievement Young Enterprise Europe** (JA-YE) aims to inspire and prepare young people to succeed in a global economy. JA-YE Europe is Europe's largest provider of entrepreneurship education programmes, reaching 3.2 million students in 39 countries in 2013. Funded by businesses, institutions, foundations and individuals, JA-YE brings the public and private sectors together to provide young people in primary and secondary schools and early university with experiences that promote the skills, understanding and perspective that they will need to succeed in a global economy. The JA-YE Company Programme is recognised by the European Commission Enterprise Directorate General as a 'Best Practice in Entrepreneurship Education'. For further information see: <http://ja-ye.org/>

- **Business in a Box** was trialled in Kirklees by the Kirklees Grant Makers Alliance. The idea was to approach the members of the Alliance and their procurement departments asking for items that they felt students could supply the companies with. This was then presented to the schools as a business in a box i.e. a business idea with the customer already lined-up and prepared to buy. The students then ran the business supplying the company with the product. This is very labour intensive and only works if the companies are already involved in Corporate Social Responsibility activities. In this case it was through the Grant Makers Alliance.
- **Not Just a Trading Company** is the UK's leading provider of ethical enterprise learning programme for youth and community groups, schools, academies and colleges. They deliver supportive, fun, life-changing workshops, courses and longer programmes that provide people with the skills and knowledge they need to set up and run ethical enterprises. There is a cost associated with this and they approach entrepreneurship in a different way. They also have a network of schools/community groups that the participants can plug into. Their approach has been developed over the last four years in partnership with young people and with disadvantaged communities. It utilises fair trading networks, and their supply chain expertise. They work with each group of people to help them experience every aspect of setting up and running their own small ethical enterprise. They can create, develop and market fair traded products, or start a service that can generate income for them and/or their community. They also provide groups in the UK with links to producer groups in developing countries, perhaps to co-create a new product, or maybe to build relationships at both ends of the supply chain. They also offer a wide-range of courses and programmes aimed at a huge variety of groups - see www.njatc.co.uk for further information.

36. 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.
37. 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.

38. The Network holds 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, 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.
39. 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
40. 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>
41. Fulford School has a particularly strong set of challenges linked to the STEM agenda. In October 2014, CYC's 14-19 Principal Adviser met with the STEM Coordinator from Fulford School - a Higher Level Teaching Assistant attached to the Science department, and a qualified teacher with experience of working in York and beyond. He has been running a series of half termly challenges for the last four years. The challenges involve teams of four or five pupils problem solving, using materials and teamwork, and the results are aggregated over the year (on a house system basis) to determine an annual winner.

42. In addition to providing inspiration around the STEM agenda, the initiative has also contributed to the school's development of a range of varied international links. Last year following a visit to the school by a group of Head Teachers from Canada, USA and Australia, an international dimension was added to the STEM work when ten schools from around the world became involved (including a girl's school run by the Palestinian Authority in the West Bank). Some of those schools sent videos of their efforts and those were posted on a related YouTube Channel - 'STEM: International Challenge Cup'.
43. The Task Group also received information on Archbishop of York's Junior School who were planning to refurbish their Maths area (a late 80's play area about 10m x 10m). The school had handed over the project to its school Council and Eco Committee (both comprising of pupils representing each year group). The pupils were tasked with developing costed options for the project, to be completed by summer 2015.
44. Objective (iii) - To identify appropriate sources of employability and enterprise-related activities for York schools
In September 2014, the Task Group received an update on the Local Enterprise Partnership Strategy regarding entrepreneurial skills. The Leeds City Region (LCR) Skills Plan includes a section on building skills in education. 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
45. Made up of employers, this group 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.
46. 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).

47. North Yorkshire Business Enterprise Partnership (NYBEP)

Along with being the STEMNET contract holder for the York area, NYBEP also works with its employer partners and sponsors to 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 & Skills Team seeks to ensure that linked events take place in York schools. Others align with other business and enterprise events such as Venturefest¹.

48. NYBEP also works with teachers trainees, and has previously been commissioned by some York schools to provide and deliver work related activities in order to develop enterprise and employability skills.

49. Children's University

The Children's University (CU) runs employer-led modules with primary schools who are full members of York Children's University. The enterprise-related modules include: Money (Natwest), Advertising (Aviva), Retail (Designer Outlet), Meet the Merchants (Merchant Adventurers). The CU has also run a specific enterprise module with schools in the past. A whole range of York businesses have participated in the CU modules, as part of their corporate social responsibility activity.

50. The following York primary schools have undertaken one or more of the above modules in the last academic year:

- | | |
|--------------------------|-----------------|
| • Carr Junior | • Westfield |
| • Yearsley Grove | • Burton Green |
| • Stockton on the Forest | • Clifton Green |
| • Headlands | • Osbaldwick |
| • Woodthorpe | • Park Grove |
| • St Barnabas | |

51. The Task Group were made aware that two of the York primary schools listed above had participated in a number of the modules over a number of years. At Osbaldwick, CU recently helped pupils set up their tuck-

¹ A one-day, free entry event showcasing Yorkshire's most inspiring science, technology and innovative entrepreneurs

shop, and are currently working with Westfield who are hoping to set up a Year 5 bank.

Analysis

52. In regard to teacher training, the Task Group noted the lack of teacher training in entrepreneurial learning tools and methods identified within the European Commission report (see paragraph 7 & Annex A) which evidenced the need for a complex combination of knowledge, skills and attitudes. Whilst the Task Group endorsed the Commission's views, they recognised their ability to influence such matters was extremely limited.
53. They were therefore pleased to note how the University of York was working with partners to provide opportunities for their teacher trainees. The PGCE Programme Director at the University of York confirmed:
 - History trainees regularly work with NYBEP looking at entrepreneurship and teaching.
 - Science and maths trainees participate in enterprise related events with school children, linking to the STEM agenda
 - 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 also offer a one year teaching qualification available for graduates
54. This led the Task Group to question whether or not any teachers in York schools had received this type of specific training, and whether any enterprise related training was offered through the Schools Direct Programme. To explore this further they agreed they would like feedback from any newly qualified teachers in York Schools in order to identify what (if any) training they had received that had equipped them with the necessary skills to teach/encourage pupils to develop their entrepreneurial skills.
55. Those teachers were subsequently identified and a brief questionnaire was issued via email. However only one response was received which provided no useful information.
56. Having considered the 2014 Department of Business Innovation & Skills report (see paragraph 8 & Annex B), the Task Group agreed with the

definitions therein of entrepreneurship, the behaviours of an entrepreneur and the meaning of entrepreneurship in education.

57. Objective (i) – National Best Practice

The Task Group was particularly impressed with the work of Queen's Park Community School (QPCS) in Brent and King James's School in Kirklees.

58. In regard to QPCS, the Task Group noted Ofsted's view that the school had managed to permeate its business and enterprise specialism into its other subjects (see paragraph 15i). In considering the make-up of the school population i.e. the number of FSM, statements of SEN and the number of pupils from minority ethnic backgrounds, the Task Group were impressed with the school's strong stable and sustainable position, and expressed an interest in learning more about the school's journey to success, so in late November 2014 a member of the Task Group (Cllr Fitzpatrick) visited the school. Information gathered on the visit is detailed in **Annex D**.

59. In regard to King James's School, the Task Group was impressed with the OFSTED letter the school received in April 2011- see paragraph 15iv. They noted that at the time, pupils were developing exceptionally strong work-related and enterprise skills together with very good personal financial awareness and basic business understanding. The Task Group requested further information on how this was being achieved, and CYC's Principal Adviser 14-19 & Skills agreed to visit the school to learn more – see feedback from that visit at **Annex E**.

60. In considering the various national and European schemes (detailed in paragraph 16) the Task Group agreed the Fiver Challenge was a good way to encourage enterprising attitudes in young students. They also questioned whether the 'Founders4Schools' scheme could be adapted to work with primary school children, as they recognised the importance of encouraging entrepreneurial skills at an earlier age. They 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.

61. Objective (ii) – Review Current Practices in York to identify good practice

The Task Group were interested in the activity going on across York Schools around Science, Technology, Engineering and Maths (STEM), as detailed in the latest STEM Network newsletter. However, having considered information on a recent STEM Inspirations Education

Showcase, the Task Group agreed that whilst the winning projects were impressive, an opportunity had been missed to support those pupils to further develop their entrepreneurial skills by investigating the opportunities for marketing and selling their winning products.

62. In addition, whilst the Task Group agreed the Fulford School initiative (detailed in paragraphs 22-23) was helping to develop broader employability skills (communication, team work, resilience, flexibility etc), they agreed entrepreneurship was not a key element.
63. In regard to the planned refurbishment of Archbishop of York's Junior School's Maths area (see paragraph 24), the Task Group agreed it was an interesting idea to hand over the project to the school's Council and Eco Committee, and agreed they would like to meet with the pupils tasked with developing costed options for the project. Some members of the Task Group visited the school in November 2014 and met with two teachers and four members of the school council - one from each year group.
64. They learnt that the outdoor maths and science area which had been built in memory of a former teacher had fallen into disrepair and the school wanted to restore it. However, they found that the project was not actually about entrepreneurship but did involve students in fundraising and getting prices for the required work. Members were also given examples of other fundraising by the school - Last year Years 5 & 6 subscribed to a CU Business and Enterprise module. They grew plants with materials supplied by Stockbridge and sold them on, with the earnings put towards resources. The school council is currently in the process of producing a cook book with proceeds going towards a new music room. People have been approached to supply recipes and quotes have been sought for printing. Overall, Members agreed that the children were getting a feel for entrepreneurship through their participation in the various projects.
65. Finally, in support of Objective (ii), the Task Group noted the ongoing work to establish a partnership between the Local Authority, Secondary Schools, employers, Colleges and training providers, HEIs and the voluntary and community sector, to ensure all young people in York have access to high quality careers education and independent information, advice and careers guidance. The offer being drawn up will set out CYC's ambition for a broad framework for careers education, guidance, activities and employer engagement from year 5/6 onwards that will equip young people with the right skills and knowledge to succeed in future employment. The Task Group agreed this should

include entrepreneurship opportunities and were pleased to note the involvement of businesses/employers.

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

The Task Group were pleased to note the priority within the Leeds City Region (LCR) Skills Plan to have more enterprise and innovation culture in education (see paragraph 25). They agreed a forum for sharing experiences, good practice and collaboration opportunities was a good idea and agreed it would be beneficial if the York and North Yorkshire Skills Plan included a similar priority.

67. They were also pleased to note that Leeds City Region has taken up the Lord Young initiative on Enterprise Advisers and that prior to a release of national funding (which will come through the LEP), CYC has been successful in bidding for £7k to engage its secondary schools before the summer break, to identify a relevant person linked to each governing body and audit provision at five schools.

68. The Task Group agreed it would be useful to meet with NYBEP to discuss its role as STEM contract holder for the York area, their work with teacher trainees through their PGCE Programme, and as the deliverers of commissioned work related activities which seek to develop enterprise and employability skills in York schools (see paragraphs 28-29 & 34 respectively).

69. In regard to the Children's University, the Task Group agreed that with some adjustment and expansion, it may be possible to further develop the Children's University, and encourage more York primary schools to participate. They were pleased to note the involvement of twenty of York's big businesses in the work of the Children's University, and agreed they would like to meet with some of those businesses and with representatives from CU, to explore their work to date and options for the future.

70. They were particular keen to hear from Osbaldwick and Westfield primary schools recognising their long time involvement with the Children's University, to hear how their schools had benefitted from subscribing to the CU modules.

71. The Task Group also queried whether there were any local entrepreneurs and organisations individually offering business engagement support to York schools, recognising it may be helpful to seek their views in support of the review. They therefore agreed it would

be helpful to meet with representatives of York’s Chamber of Commerce, and the Federation of Small Businesses, to find out whether any of their members had previously worked with any York schools, and how they might do so in the future.

Consultation Event

72. In light of to the queries raised by the Task Group (detailed in paragraphs 47-50 above) the Task Group held a consultation meeting in early November 2014, with the following attendees:

- Sue Gradwell – Representative of NYBEP
- Jacqui Gunter - Manager (Community and Volunteering Unit, University of York)
- Representatives from Natwest & Aviva (2 x Children’s University Business Partners)
- Tracy Ralph - Westfield Primary School (Children’s University Subscriber)
- Lesley Barringer - Osbaldwick Primary School (Children’s University Subscriber)
- Emma Smailes - Development Manager (York’s Federation of Small Businesses)

Consultation Findings

73. The Community and Volunteering Unit Manager from the **Children’s University** (CU) confirmed the Unit was set up in 2010 with 3 primary schools, with the aim of broadening horizons and raising aspirations, and providing access to positive role models. To remain sustainable they have kept their overheads and staff costs low, with only 2.8 members of staff, concentrating mainly on primary schools. Funding comes from the participating businesses and from school subscription.

74. They currently offer 12 modules to primary schools – see **Annex F**, and the following 16 primary schools have participated (those with an astrix participated in 2014/15):

Burton Green Primary *	Rufforth Primary
Clifton Green Primary *	Scarcroft Primary *
Carr Junior *	St Barnabas C of E Primary *
Dringhouses Primary *	St Lawrence’s C of E Primary
Haxby Road Primary	St Paul’s C of E Primary *

Headlands Primary *	Stockton on the Forest Primary *
Heworth C of E Primary	Tang Hall Primary
Lakeside Primary *	Westfield Primary Community *
New Earswick Primary *	Wheldrake with Thorganby Primary
Osbalwick Primary *	Woodthorpe Primary *
Park Grove Primary *	Yearsley Grove Primary *

75. In addition to their work with primary schools, the CU has a long history of working with secondary schools on community action and youth volunteering through projects such as V² and a York Youth Community Action Programme³. They are now looking at how they might develop their primary school activities for secondary schools (working with further and higher education institutions and local employers). Initially the proposal is to focus activity for KS3 (Yrs 7-9) as a way of complementing the University of York's 'Green Apples' scheme⁴, which has a gap in the programme at this point. However it is likely to continue to run some activities with GCSE students too.

76. They are also keen to further the opportunities for secondary pupils to work on creative projects delivered by University students and business volunteers. Much like their CU modules, the aim of those projects would be to inspire secondary pupils in a topic linked to the world of work. Activities are likely to be themed around significant areas of local industry such as finance, engineering, hospitality and science but they have also started to pilot activities designed to build skills and confidence such as mentoring. Examples of projects so far include:

- Huntington Girl's Mentoring Scheme – Students from University of York provided support and mentoring to an identified cohort of Year 10 girls who lacked confidence and aspirations. The students helped the girls consider options for the future including a visit to University of York and Aviva to meet the Women in Business network. The

² V was a national youth volunteering programme aimed at accrediting sixth form volunteering activities. It is still running today but has much reduced in scale.

³ The York Youth Community Action Programme was co run by City of York Council, York Centre of Voluntary Service and York Cares. Together they ran volunteering days with community partners in a range of areas (sports, conservation, heritage, literature) for all Yr 9 pupils in the city. The programme folded early in Sep 2010 due to funding cuts.

⁴ Green Apples is a an aspiration raising project for pupils at local primary and secondary schools in York run by University of York with other Further Education and Higher Education institutions – for further information see: <http://www.york.ac.uk/study/undergraduate/outreach/green-apples/>

girls were also encouraged to employ the skills they have to plan and host a large fundraising event in their school.

- Science of Food – The Food and Environment Research Agency piloted an adapted version of the primary school module for Yr 7 pupils at York High. This was entitled 'Is there horsemeat in my burger' and got the children to study a real life application of science.

77. There are currently 40 business partners involved in the work of CU and more businesses are being encouraged to participate. They are particularly keen to explore ways of tapping into more small businesses.
78. The Task Group heard from two business partners - **Aviva & Natwest**. The Business Manager from Natwest provided details on their recent work with Westfield Primary Community School. Initially they ran a 2 hour session in school, talking about money, fraudulent notes, working in a bank, mortgages, loans and loan sharks. Working in groups the children worked on ideas for new businesses, looking at the financing and marketing, creating a business card etc. The children then spent a day in the Natwest. In the morning, touring the bank and meeting with staff to find out what they do, and in the afternoon taking part in a Dragons Dens competition, to present their business ideas - the winners receiving a Golden Moment Award. The Task Group heard how well the children had risen to the challenge coming up with some really good ideas and impressing the staff with their knowledge and interest in the working of the bank.
79. At Aviva, the children who participated were tasked with creating advertising ideas for different Aviva insurance products (Home/Car/Pet/Health). Aviva visited the school to give a lesson on creative advertising, looking at examples of different advertising media, discussing their experiences and use of social media etc. The children were splits into groups and each was given a different brief. This was followed by a day at Aviva. In the morning the groups worked on their advertising ideas which culminated in them filming their advert, and in the afternoon each group gave a presentation to a panel of Aviva executives (like Dragons Den). Aviva were very impressed with the innovative ideas the children came up with, and their commitment to the project. Both companies confirmed they would be keen to participate again having thoroughly enjoyed the process and been impressed by the children's fantastic ideas and standards.

80. The CU has confirmed that **Westfield Primary Community School** worked with the CU in 2011 on its Big Community Challenge to transform their spare playing fields into Community Gardens. They subsequently joined CU in 2012 and have worked on a number of other modules including:

- Chocolate – with York’s Sweet Story
- Law and Justice – with North Yorkshire Police
- Money – with Natwest

81. Quote from a parent of pupil at Westfield School:

“My daughter Charlotte really enjoyed the law & justice week. She gained lots from the week and would enthusiastically fill me in on the day’s events at the end of each day! She especially liked being given the part of magistrate at moot court & I know she thought carefully about the ‘sentence’ she passed down! I was very proud to see her looking so thrilled in the photograph in the newspaper article. Thank you for organising this special week.”

82. In addition, the school has engaged in the wider programme of events to promote extra-curricular learning such as family workshops and after-school clubs. Through children attending those events, the head teacher met the founder of York Cocoa House who has since become a Governor at the school. They have also received about 4 Right to Read volunteers per year (employees from local businesses) to support children with 1 to 1 reading for an hour a week.

83. **Osbalwick Primary School** has been involved in York CU (then called York Cares Kid’s College) since 2010. They have run 8 modules including:

- Science of Food – with Food and Environment Research Agency
- Food and Hospitality – with York Marriott Hotel
- Law and Justice – with North Yorkshire Police
- Tracks and Trains – with Network Rail
- Post-it! – with Royal Mail and University of York Post Room

84. Quote from teacher at Osbalwick School about the Post-it! module:

“Just a note to say how fantastic the post module was and how well the children responded to the content of the module. They were buzzing after the trip and produced books on the iPads about their day. Nigel and Graham came to our celebration assembly on Friday to present copies of

the stamps that the children had designed which was a super end to the module. They were brilliant and delivered the module in an interesting way, engaging all the children. They had clearly put a lot of time and effort into planning the work and organising the trip.”

85. In March 2014 they joined York CU as members and have since engaged in the wider programme of events such as family workshops and after-school clubs. They have also received 4 Right to Read volunteers per year (employees from local businesses) to support children with 1 to 1 reading for an hour a week.
86. Task Group heard from the head teachers from both schools about their experiences of participating in the CU modules and the legacy/long term benefits they had brought to their schools.
87. The Head Teacher at Westfield confirmed that all of their CU modules have had a positive impact at the school and the adults the children have met have directly fed into children's raised career aspirations. For example, in 2013 the School health Nurse/Specialist Enuresis Nurse provided the following feedback:

“I just wanted to say how impressed I have been with the year 5 and year 6 pupils we have taught this year, they have been a delight to teach. They have behaved impeccably in the lessons and have asked very good questions which have shown maturity. It was wonderful to hear that they had aspirations for further education when we asked what they wanted to do when they reach 18. Many of the children said I want to be a doctor/midwife/teacher/lawyer/vet/electrician/chef etc, I don't think we have had that as much in previous years. Many thanks for letting us be involved in their education.”
88. As a result of their participation in the modules, the school has also developed on-going links with some of the business partners which has resulted in other benefits to the school. For example, Best Western was so impressed with the children; they started passing refurbished lap tops on to the school that the Best Western hotel chain was going to dispose of (company policy). They trialled this with Westfield initially and they have since provided laptops to other York schools e.g. Tang Hall Primary, and St Lawrences where they have used them to download test SAT exams for the children to practice at home.
89. The Best Western hotel chain has also initiated a bike lights scheme - Lights4Bikes! They learnt that two of the main reasons children often do

not have lights on their bikes is the costs involved with buying the lights and the batteries, and that they don't look cool. Again they chose to trial the scheme with Westfield. They provided the school with 25 sets of the massively bright but tiny silicone LED lights. These are simple to fit and are very trendy due to their small size but amazing brightness. They run on watch batteries which are also very cheap to replace, and they only take seconds to fit as they simply hook around the handlebar and seat post.

90. As before, there was no cost to the school, as Best Western sought some funding to help with the cost through the 95Alive scheme run by the North Yorkshire Police.
91. The Task Group agreed it would be beneficial to other schools who are considering subscribing to the CU, to share feedback from those schools who have benefitted in a range of ways from their participation in the modules.
92. **North Yorkshire Business Enterprise Partnership (NYBEP)** offers a range of support for York schools, students and employers. This year, over 1000 students from York schools will have undertaken a work experience placement (mostly from 4 secondary schools). And a wider range of schools including Applefields and Danesgate have undertaken extended and post-16 placements.
93. Over 2,250 employers in York offer placements. This represents approximately 40% of all York employers (10% higher than in North Yorkshire). Some offer multiple opportunities and will fill those placements on numerous occasions throughout the year, although the peak of activity is May to July.
94. Most schools have participated in a range of challenges and curriculum events involving employers including:
 - Green Energy Challenge
 - Enterprise Days
 - Employability programmes
 - Exploring Pathways, other **careers fairs** and 'speed networking'
95. NYBEP has worked with Nestle to support their employee volunteering programme and have drawn on their resources for many of the above events and programmes (including their UK Chief Exec, Fiona Kendrick, to inspire a female only audience at Millthorpe School). They also created a challenge with York Museums Trust linked to their WW1

displays which was successfully linked to school business studies programmes.

96. As part of a Royal Bank of Scotland Inspiring Youth Enterprise programme, NYBEP have developed an online Young Entrepreneur Platform which points students in the direction of where to find the best resources that will give them the information they might need when setting up their own business. The request for this support originally came from York teachers.
97. Earlier this year NYBEP ran a Careers and Employability Conference to support teachers and other professionals working in the field, and next year NYBEP will be rolling out some new challenges sponsored by Persimmon Homes, FERA, YORnight and RAF Linton and Ouse. They also have ESF funding to work with 14-16 year olds at risk of NEET (an accredited employability programme of 80 guided learning hours).
98. Finally, NYBEP provides Ambassadors to support STEM events and other curriculum work (as part of the STEMNET programme). However this programme is due to end in March 2015. They continue to sustain the annual STEM celebration event at the Yorkshire Air Museum in which York schools have had notable success in winning project entries. The event has increasingly attracted employers who provide hands on activities for visiting students - over 1000 last year. However, this event is dependent upon employer sponsorship.
99. Overall, in confirming that York has a large number of entrepreneurial activities available from various sources, NYBEP expressed the view that some improved co-ordination of these would allow more schools to access the opportunities on offer.
100. The Development Manager from York's **Federation of Small Businesses** confirmed that York businesses have worked with over 6000 young people in York schools, providing careers advice and supporting STEM. They also help run events aimed at improving entrepreneurial and employability skills (less emphasis on running your own business) using funding provided by NYBEP. She also highlighted the work of a young enterprise national charity which offers funding for year long programmes in schools.
101. The importance of entrepreneurial skills was stressed, which are not only great for starting up a business but also for working for a small company, confirming there are over 900 small businesses in York looking for staff who can offer a range of skills.

102. In regard to the low number of small businesses being set up in York, she confirmed that this should not necessarily be seen as a bad thing as it is a positive indication of the low unemployment levels in the city.

Review Recommendations

103. In light of the Task Group's work on this review, the Learning & Culture Overview & Scrutiny Committee agreed to

- i. Support the Introduction of an Enterprise Governor at each school (See paragraphs 18 & 67 above).

104. The also agreed to recommend that:

- i. An annual 'Tenner' challenge be introduced, funded by £1500 donation, linked to charitable aim (Lord Mayor's Charity) and facilitated by CYC or through partnership working with a "sponsor". Participation in the challenge to be encouraged through the Enterprise Governors.
- ii. A Young Entrepreneurs Award be introduced as part of the annual Press Awards - for winners of the 'Tenner' challenge, as part of Business Week.
- iii. Entrepreneurship opportunities and involvement of businesses/employers be included in new Careers, Education, Guidance & Inspiration Menu. (See paragraph 65 above)
- iv. The Children's University and the advantages of participating in their modules and the long term benefits they can bring, to York schools be promoted. (See paragraphs 19, 69-71 and 73-91 above)
- v. The review final report to be sent to York's primary schools to help encourage and promote entrepreneurship.

Associated Implications & Risk Management

105. **Financial** – In regard to Recommendation (i), the 'Tenner' challenge will be dependent on a collaborative/partnership model, as under the model proposed for the School Improvement service transformation it will not be possible for CYC to deliver this type of activity. It is hoped that the £1,500 required to start this project can, in the spirit of entrepreneurial activity, be raised from York companies as part of their Corporate Social

Responsibility programs, and therefore be at no cost to the Council. For the other recommendations it is expected that any costs would be minimal and could be contained within existing budgets.

106. There are no **Legal**, other **HR** or other implications associated with the draft recommendations listed above.

107. There are no known **Risks** associated with the recommendations arising from this review.

Council Plan 2011-15

108. The review of this topic supports the Council's priority to 'Create jobs and grow the economy'.

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Report Approved

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Wards Affected:

All

For further information please contact the author of the report

Background Papers: None

Annexes: Online Only

Annex A – European Commission Report

Annex B – Department of Business, Innovation & Skills Report

Annex C – 2011, Ofsted 2011 Report on Effectiveness of Economics, Business & Enterprise Education

Annex D – Feedback from visit to Queen's Park Community School, Brent

Annex E – Information on St James's School, Kirklees

Annex F – List of CU Modules

Report Abbreviations:

CEIAG - Careers, Education, Information, Advice & Guidance

CU – Children's University

ESF - European Social Funding

JA-YE – Junior Achievement Young Enterprise Europe
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 – Post Graduate Certificate in Education
PSHE – Personal, Social & Health Education
SEN – Special Educational Needs
STEM - Science, Technology, Engineering and Maths
STEMNET – Stem Network