

Entrepreneurship in York Schools Scrutiny Review

Feedback from Visit to King James's School, Almondbury, Huddersfield on 22 January 2015 - Meeting with Sean Kelly (Asst. Headteacher).

1. King James's is an 11-16 school admitting 180 pupils a year. The school had been identified by the Task Group as an example of best practice through a 2011 Ofsted survey of Economics and Business Education.
2. The school has a work related learning (wrl) strand which covers:
 - Careers Education & Inspiration
 - Enterprise
 - Economic understanding
3. The programme is delivered through 5/6 whole day enrichment activities for all year groups, the weekly Personal, Social, Citizenship and Health Education (PSHCE) lesson and the daily 25 minutes of "form time".
4. The senior leadership has been committed to the approach for 7 years and it is now embedded. This is not linked to the school's former specialist status, which was for Science.
5. A bi-annual audit of opportunities for enterprise education across the curriculum takes place so that it can be seen that all subjects contribute and all pupils are covered. Examples quoted included History (Richard Arkwright as an entrepreneur) and Design Technology (Food) (Product development). Sean Kelly reports on an annual basis to Governors and lesson observation proformas include space to record information about the wrl theme. The school does not offer Business Studies at GCSE.
6. The PSHCE programme is delivered by a team of teachers, not form tutors. A half termly strategic planning session involving this group updates, develops and sustains the programme.
7. The school has no post 16 provision and concentrates on preparing all young people for their next steps. Its in-house "Passport to Success" (pupils have to achieve it to attend the leavers' "Prom" event) includes completion of 1 week's Work Experience, participation in the enrichment days, civil strands (including economic understanding and health education) and achievement of a BTEC Workskills qualification (usually at Level 2).

8. The Workskills qualification (which we have promoted in York) does not “count” for the school in performance tables but is valued by the post 16 Colleges in Kirklees and Apprenticeship training providers and employers. Pupils have to complete 9 units. Four are delivered through PSHCE, 3 through form time and one each in maths and English lessons. To support delivery of the programme, there is a team of tutors who work in Years 10 and 11 only and provide continuity across the two year programme.
9. Enrichment days include business challenges and the school emphasises that Entrepreneurship and Enterprise are not just about making money for yourself. Creative, entrepreneurial activity can contribute to social enterprise and charity work. The days aim to cover risk taking, problem solving, project management and business planning.
10. There is an annual “£10 Challenge”. Pupils run events and mini-businesses. They develop proposals which have to be approved by their Head of Year whom they report back to on their progress. This activity all takes place outside of lesson times and staff support ensures that all groups get a “fair crack of the whip” in opportunities to transact with the pupil body at breaks and lunchtime. The winning group keeps their profit as a prize and all other profits are returned to the school which makes the activity self sustaining in terms of an ongoing source of £10 notes.
11. The school involves employers in the enrichment days, in inspirational assemblies and other events, most recently a “Business Breakfast”. Pupils could come and meet employers to discuss apprenticeship opportunities and other aspects of their businesses over bacon butties and Tea / Coffee before school and during form time.

Conclusion

12. As set out in the Ofsted survey report, the King James’s programme provides a wide range of opportunities for pupils to be exposed to, and engage in enterprising and entrepreneurial activities. This takes place as part of a holistic programme also including Careers Education and Inspiration and Economic Understanding. This means that the school does not merely pay “lip service” to Enterprise and Entrepreneurial activity through occasional inputs, but systematically prepares young people for life in the years after they leave the school.