

Entrepreneurship in York Schools Scrutiny Task Group 3 November 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 Careers Education, Information, Advice & Guidance (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 Independent Schools.
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.
11. The Task Group also 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 four schools identified as best practice examples.

Further Information Gathered

12. In September 2014 the Task group met again to receive detailed information on:

- The four best practice schools, including their school prospectus' and latest OFSTED reports, in support of objective (i).
- CYC's STEM network, designed to encourage exciting and innovative projects and experience for York Students.
- Local good practice examples.
- Teacher training provided by York University
- The Leeds City Region (LCR) Skills Plan, which includes a section on building skills in education, a priority to have 'more enterprise and innovation culture in education, and a specific intention to establish an LCR Enterprise Education task Group
- Actions within the York & North Yorkshire Local Enterprise Partnership's Strategic Economic Plan
- The work of NYBEP in providing a range of enterprise and business related events and challenges to York schools.
- York's Children's University

13. The detailed report from September 2014 can be viewed at:

<http://democracy.york.gov.uk/ieListDocuments.aspx?CId=854&MId=8545&Ver=4>

Analysis

14. (i) - To identify best practice in other Local Authority areas which perform strongly on relevant performance indicators

Of the four schools considered as examples of national best practice, the Task Group were particularly impressed with the work of Queen's Park Community School in Brent and King James's School in Kirklees. In regard to Queen's Park the Task Group noted OFSTED's view that the school had managed to permeate its business and enterprise specialism into its other subjects. 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. It was agreed that Cllr Fitzpatrick would visit the school on the Task Group's behalf and provide feedback at a future meeting.

15. In regard to King James's School, the Task Group were impressed with the OFSTED letter the school received in April 2011, noting 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. Following a request from the Task

Group, further information is currently being sought from the school on how this was being achieved.

16. 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), much of which is linked to product design, creative and innovative thinking and business related activity. They noted the variety of activity that was being undertaken through the STEM Network, in particular the recent STEM Inspirations Education Showcase. However, whilst the Task Group agreed the winning projects were impressive, they also agreed 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.
17. In October 2015, CYC's 14-19 Principal Adviser met with the STEM Coordinator from Fulford School, who is responsible for Science, Technology, Engineering and Mathematics (STEM) activity at Fulford School. The Co-ordinator is a Higher Level Teaching Assistant attached to the Science department, and a qualified teacher with experience of working in York and beyond. He organises a series of half termly challenges, which teams of four or five pupils enter. The challenges involve problem solving, use of materials and teamwork, and the results are aggregated over the year (on a house system basis) to determine an annual winner.
18. The initiative is now in its fourth year, and whilst the activities are helping to develop broader employability skills (communication, team work, resilience, flexibility etc); entrepreneurship is not a key element.
19. However, this activity has much to commend it, as in addition to providing inspiration around the STEM agenda, it is also contributing to the 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 these schools send videos of their efforts and these are posted on a related YouTube Channel (STEM: International Challenge Cup) – see copy of PowerPoint presentation at Annex A, setting out key points and including links to videos.
20. In regard to the planned refurbishment of Archbishop of York's Junior School's Maths area, 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. A meeting with the Head Teacher and those pupils will take place in the next few days and feedback from the meeting will be included in a future report.

21. In regard to teacher training, the Task Group noted the role of NYBEP in working with Trainees. There also learnt of a one year teaching qualification available for graduates, provided by the University of York and queried whether any enterprise related training was offered through the Schools Direct Programme.
22. The Task Group 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. Those teachers have subsequently been identified and a brief questionnaire has been issued to them via email – the responses received to date are shown at Annex B. Any further responses received will be tabled at this meeting.
23. 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. 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.
24. The Task Group agreed to invite a NYBEP representative to this meeting to discuss their work with teacher trainees through their PGCE Programme, their role as STEM contract holder for the York area, and the deliverers of commissioned work related activities which seek to develop enterprise and employability skills in York schools.
25. In addition, the Task Group were pleased to note the involvement of twenty of York's big businesses in the work of the Children's University, recognising their participation was part of their community benefit activity. They agreed that with some adjustment and expansion, the Children's University could be further developed and more York schools could be encouraged to participate. With this in mind, they agreed to invite the Manager of the Community and Volunteering Unit at the University of York to this meeting to learn more about their employer-led

enterprise modules. The invitation was also extended to some of the business partners, and to some of the York schools who had previously subscribed.

26. Finally, an invitation to attend this meeting was sent to representatives of York's Chamber of Commerce, and Federation of Small Businesses, as the Task Group agreed it would be useful to find out whether any of their members had previously worked with any York schools, and how they might do so in the future.

Progressing the Work on this Review

27. Consultation

The following have accepted an invitation to attend this meeting:

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

28. A meeting with the pupils from Archbishop of Yorks Junior School who are leading on the refurbishment of the schools Math area has been arranged for Tuesday 4th November 2014. Feedback from that meeting will be presented in the report provided at the next formal Task Group meeting (date to be agreed).

Council Plan 2011-15

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

Implications

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

Risk Management

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

Recommendations

32. The Task Group are asked to:
- i. Note the additional information provided in paragraphs 14-28 above, and the associated annexes.
 - ii. Consider the feedback provided at this meeting by the attending Consultees
 - iii. Agree any additional information and/or further consultation required to progress the work on this review
 - iv. 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

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Wards Affected:

All

For further information please contact the author of the report

Background Papers: None

Annexes:

Annex A – Copy of Powerpoint Presentation on STEM International Challenge Cup

Annex B – Newly Qualified Teachers Survey Responses

Report Abbreviations:

CEIAG - Careers, Education, Information, Advice & Guidance

ESF - European Social Funding

FSM – Free School Meals

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

SEN – Special Educational Needs

STEM - Science, Technology, Engineering and Maths