Final Report

Evaluation of the Devon Enterprise in Schools Grant for Devon County Council

September 2015

SERIO

INSIGHT WITH PLYMOUTH UNIVERSITY

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Contents

1.   Introduction

"Enterprise is more than the creation of entrepreneurs; it is about a can-do and positive attitude and equipping people with the 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"

Lord Young Report, 2014

1.1   The Enterprise in Schools Grant

In October 2014, Devon County Council launched the Enterprise in Schools Grant (EiSG) – a competitive grant scheme to fund enterprise education and the formation of strong links with businesses. Applications were invited from state funded Secondary Schools and from Year 6 of Primary Schools across Devon for projects to deliver the following two **outcomes**: expansion of current or the creation of new educational opportunities within the areas of enterprise and innovation for both pupils and staff; and, the development and delivery of entrepreneurial teaching and learning.

Following the receipt and assessment of applications by programme staff at Devon County Council, 10 projects were awarded funding totalling £113,000. The grants awarded were generally sized between £5,000 and £10,000 and, as a condition of funding, were required to be spent by 31st March 2015.

The grant was designed to be flexible, enabling each project to design their own suite of entrepreneurship and enterprise-based activities. However **project activities**, wherever possible, were required to i) Integrate and support existing school and local community activity around enterprise, innovation, and entrepreneurship; and ii) Further promote existing relationships with local learning communities, feeder primary schools, and colleges of further education and the wider business community.

1.2   Research Overview

Devon County Council (DCC) has commissioned a 'Workforce Skills Research Programme' spanning a three-year period from February 2013 to March 2016. The aim of the programme is to provide a skills evidence base, supporting the Council's Employment and Skills Action Plan, to identify the issues and challenges facing businesses in relation to skills. The research is led by SERIO, a provider of social, economic and market research based at Plymouth University.

The work plan governing the Workforce Skills Programme was specifically designed to be flexible, enabling the research to respond to national policy, research and local labour market conditions. Further flexible research capacity was built in to allow for the provision of bespoke analyses.

Using resource from the flexible components of the programme, SERIO were asked by Devon County Council in March 2015 to conduct a light-touch evaluation of the EiSG Programme focussed on the first year of operation (October 2014 to March 2015).

The purpose of the evaluation was twofold:

- To understand the success factors from the first year of EiSG operation and to highlight any areas that could be reviewed to maximise future impact and efficiencies;

- To explore the experiences of beneficiaries engaged in the Programme to review the impact that it has had on their entrepreneurial attitudes and behaviours.

1.3   Report Content and Structure

This short report is intended to summarise the key findings from the evaluation at both an overall EiSG programme level, and through a more granular review of impact and achievement at an individual project level, illustrated through a series of summary case studies. The remainder of the report is structured as follows:

- **Section 2**: outlines the **methodology** underpinning the research;

- **Section 3**: summarises the **operational level stakeholder perspectives** on the grant scheme, including views on management and governance, perceived benefit, and key successes and learning points;

- **Section 4**: explores the grant scheme from the **perspective of the Project Leads**, including the extent to which activity met the programme's initial objectives, and any learning points in terms of its operation;

- **Section 5**: reflects on the **perceptions of strategic partners** regarding the grant scheme, including views on the achievements of the programme, key success factors in developing relationships between schools and businesses, and views on the requirement of support offered through EiSG;

- **Section 6:** reviews the experience of the programme from a **beneficiary perspective**, including project expectations and impact, and how the individual projects have influenced their future career plans;

- **Section 7**: draws together the findings from the preceding sections into a **summary and points for consideration**.

2. Methodology

2.1 Introduction

The evaluation of the Enterprise in Schools Grant was based around five key elements: consultation with operational level stakeholders and Project Leads; an online survey of strategic partners; consultation with beneficiaries; an assessment of performance against objectives; and project case studies. These are summarised below:

2.2 Consultation with Operational Level Stakeholders and Project Leads

Timing: *April to May 2015.*

Method: *Conducted through a combination of one-to-one telephone interviews, and face-to-face meetings.*

Scale: *Consultations with 14 operational stakeholders: 4 representatives from Devon County Council (DCC); and 10 Project Leads from the individual participating schools.*

In-depth interviews lasting between forty minutes and one hour were conducted with operational level stakeholders from DCC and EiSG Project Leads. These explored the key successes of the programme, and suggested areas (if any) for improvement. Perceptions of the value of the programme to beneficiaries were also investigated.

2.3 Online Survey of Strategic Partners

Timing: *May 2015.*

Method: *An online survey.*

Scale: *The survey was distributed via email to 29 strategic partners, and yielded a return of 15 (a response rate of 52%). Subsequent analysis revealed that three respondents were local Schools that had been beneficiaries of a project, as opposed to engaging as a partner, and therefore the number of valid returns was revised down to 12 from a base of 26 (46%).*

An online survey was distributed to strategic partners in order to establish their views on the impact and associated value of the EiSG programme. Strategic partners were identified through consultation with the aforementioned Operational Level Stakeholders and Project Leads. Some strategic partners were found to have had engaged with the EiSG through contribution at an individual project(s) level, for example through providing training or mentoring. Other partners, although more distanced from the individual projects, were able to share their views on the perceived impact of the initiative at a more macro level. **NB**: *This is expanded upon in Annex 2.*

2.4 Consultation with Beneficiaries

Timing: *June-July 2015.*

Method: *A combination of tele-focus groups, in-person focus groups and a paper-based survey with student/pupil beneficiaries.*

Scale: *Consultations with a total of 67 beneficiaries from six different schools involved in the EiSG.*

As part of the consultation with Project Leads the research team discussed the feasibility of contacting a sample of beneficiaries from each project to capture their thoughts on the Programme, the associated impact of the intervention, and any suggestions for future improvement. A flexible approach was offered in order to maximise engagement, with the researchers offering to capture this data through tele-focus groups, in-person focus groups, or a paper-based survey that could be distributed to beneficiaries.

Following a sustained period of engagement with Project Leads, arrangements were made to conduct either telephone or in-person focus groups with beneficiaries from six projects; whilst a paper based survey was distributed to beneficiaries from a further two schools. **NB**: *This is expanded upon in Annex 2.*

2.5   Assessment of Performance against Objectives

Timing: *July 2015.*

Method: *An assessment of overall programme and individual project performance based on Completion Report data submitted by each of the participating schools. Supplementary data from the Project Lead telephone interviews was used to clarify some achievements.*

Where data was available, the researchers compared and contrasted the anticipated output and outcome targets from the project applications to the actual achievements as stated in the Completion Reports in order to determine levels of performance. Where required, additional evidence related to project performance was gathered through interviews with the Project Leads.

Initial analysis of the Completion Reports indicated a variable quality across the projects in terms of performance data. Some projects provided quantifiable output measures, whilst others adopted a more informal narrative-based approach to outline their achievement. To this end, the researchers were unable to both consistently and fully ascertain the relative success of each project.

With this in mind, and in consultation with EiSG Programme Leads from DCC, the researchers have moved away from a solely quantitative assessment of impact and have instead opted for a colour-coded indicator of success based upon a combination of output data and wider qualitative evidence collected through the evaluation. As indicated in Table 1, the model is based on a red, amber, green colour coded system denoting levels of success from full achievement of targets, to no achievement.

Table 1. Indicators of Programme and Individual Project Success

Progress Against Target Outputs (Where stated)	Success Rating	Status
100%	Fully Achieved Targets	
60-99%	Largely Achieved	
40-59%	Partially Achieved	
1-39%	Limited Achievement	
0%	No Achievement of Targets	

2.6   Case Studies

Timing: *June - July 2015.*

Method: *Analysis of data captured from both the initial Project Application and Completion Forms, and consultation with Project Leads and beneficiaries.*

Scale: *Separate case studies based on each of the ten EiSG funded projects.*

Each case study is uniform in design and outlines project activity and performance against stated objectives, whilst also including feedback from both the beneficiaries and Project Leads. In addition to supporting the key findings from this report, the case studies could potentially also be used as a marketing tool by the EiSG team, or as an exemplar of what can be achieved through the Grant Scheme.

3. Operational Level Stakeholder Perspectives

3.1 Introduction

This section provides an overview of the views of four operational level stakeholders from DCC, and is based around four broad areas of discussion: rationale, management and governance; programme aims and outcomes; perceived benefit; and learning points.

Summary of Key Points:

- **Rationale, Management and Governance**: From a national perspective, the EiSG aimed to meet the challenge of 'Enterprise for All' articulated by Lord Young, and to address the actions for entrepreneurial education and training as laid out in the European Commission's Entrepreneurship 2020 Action Plan. Regionally speaking, the programme was influenced by the Community and Schools Entrepreneurship Pilot. Respondents felt that the EiSG had been managed and governed well from a strategic operational perspective, highlighting both the rigour of the process, but also the simplicity and effectiveness of the scheme.

- **Performance and Impact**: There was general agreement that the programme both enabled a balance between education and skills for employment amongst participating schools, and served to equip young people with the motivation and confidence to work for themselves. Overall, stakeholders also agreed that the individual projects had been successful in expanding opportunities within the areas of enterprise and innovation for both staff and pupils; however, it was recognised that some projects had a limited reach in terms of the number of beneficiaries engaged.

- **Perceived Benefit:** For beneficiaries, the projects were felt to provide an opportunity to interact with members of the business community and entrepreneurs; develop real-life problem solving skills through embedded enterprise learning; and experience and explore vocational interests. Wider impacts included: facilitating a relationship between schools and the business community, and demonstrating that schools are addressing issues such as employability.

- **Learning Points:** Reflecting on the key learning points it was felt that an extended timeframe would both support participating schools to increasingly embed activity into their curriculum, and provide DCC staff with additional time to manage the overall initiative

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3.2 Rationale, Management and Governance

3.2.1 Rationale

From a policy perspective, the rationale for setting up the Enterprise in Schools Grant was informed by the cross-cutting theme of enterprise from a number of initiatives and strategies such as the Enterprise for All Report by Lord Young[1], which contains a series of recommendations to support a lifelong experience of enterprise in education.

The European Commission Entrepreneurship 2020 Action Plan was also cited as an influence given its tripartite focus on entrepreneurial education and training; the creation of an environment where entrepreneurs can flourish and grow; and the development of role models to reach out to specific groups whose entrepreneurial potential is not being tapped to its fullest extent or who are not reached by traditional outreach for business support.

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[1] Enterprise for All Report, Lord Young, 2014:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338749/EnterpriseforAll-lowres-200614.pdf

At a more local level, respondents cited the influence of the Community and Schools Entrepreneurship Pilot. The pilot was initiated in 2014 by the Heart of the South West Local Enterprise Partnership (HotSW), and funded through the Rural Growth Network (RGN) and Devon County Council. It was delivered by Devon and Cornwall Business Council, in association with a number of partner organisations: Education Business Partnership SW, Careers SW, Optimise4 and The Fruit Tree for Business.

Echoing the overall aim of the EiSG, the Community and Schools Entrepreneurship Pilot sought to encourage innovation in the wider community, promote entrepreneurship within schools (linking primary, secondary and tertiary phases), and to encourage a whole community approach to the development of innovative and sustainable businesses[2]. For one respondent, this demonstrated that young people can benefit a great deal from dedicated, focused activity and experiential learning around what it is to run a business, or to have a business idea.

In addition to policy and strategy drivers, three respondents identified the perceived lack of employment opportunities in the South West from a student perspective, many of whom feel the need to move outside of the county (or wider region) in order to start or further their careers. It was felt by these respondents that the EiSG programme goes someway to addressing this negative perception through the provision of real, attainable, alternative solutions in the form of entrepreneurialism.

"There is a real need for the South West to have a different business sector silhouette. We can't rely on tourism and farming, which are incredibly important, but there needs to be something else"

"Young people don't feel that Devon provides lots of employment opportunities; we wanted to show these are on the doorstep and to open their eyes to these opportunities. If the jobs aren't out there, create a business for yourself"

"It doesn't matter which types of business, the basic entrepreneurship skills are relevant if you're running a business. It's about opening students up to what's possible"

Reflecting on how the EiSG scheme fits into the wider DCC strategy, it was felt that the Programme compliments the broad aims of the Economy and Enterprise Team through its focus on self-reliance and optimism and employment and skills. More specifically, the EiSG was described as promoting vocational routes for young people and increased levels of entrepreneurialism in the county.

In terms of the HotSW LEP, Devon County Council lead on the 'People' theme, one of the LEP's three sub-groups (alongside 'Business' and 'Place') with responsibility for employment, skills, and social inclusion. Given this focus, it was perceived that the EiSG had high levels of complementarity in terms of its potential for jobs and economic growth.

"The Economy Team's main purpose is all about growth and jobs for the South West. It's not necessarily for the immediate, so we're trying to embed this now so that these people will be entrepreneurs in the future and fill up our growth hub and work hubs"

"It [EiSG] fits strategically with the work that we do in the Economy Team on employment and skills and we are the people theme lead for the Heart of the South West as well so it fits well with that work. The LEP is all about jobs and growth, but there's a skills element and education element to that and this is where it fits in. It mustn't be confused that this is a DCC programme, but we want to ensure that there is strategic alignment with everything that's going on"

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[2] RGN Community & Schools Entrepreneurship Pilot: http://dcbc.co.uk/priorities/rgn-community-schools-entrepreneurship-pilot

3.2.2 Management and Governance

Respondents felt that the EiSG had been managed and governed well from a strategic operational perspective, highlighting both the rigour of the process, but also the simplicity and effectiveness of the scheme which was deemed to be fit-for-purpose.

Just one issue was identified which pertained to the degree of difficulty in managing the activity of individual schools; in particular ensuring that they adhered to the stipulated timescales. On balance, however, this was not considered to be detrimental to the overall delivery of the grant.

"I think the biggest issue we had was the time limits we imposed ourselves because of the budget rules we had. I think that was the biggest challenge of the lot and trying to make sure that the projects deliver in a certain timeframe. Having a more relaxed timeframe may have been good, but we got it off the ground when we did and we had to deliver when we did"

"The biggest issue was making sure they [the individual projects] were going to do what they said they'd do, when they said they would"

3.3 Key Programme Outcomes

The programme's target outcomes, as stated in Section 1, have been clearly articulated in the guidance produced by DCC, which is accessible through the Economy and Enterprise sub-section of the main council website. Perhaps unsurprisingly, given that all operational level stakeholders were internal to DCC, all were cognisant of these.

In addition, stakeholders also cited the importance of the initiative in raising awareness of entrepreneurialism as a realistic alternative to employment; demonstrating that academia is not the only route post-compulsory education; providing opportunities for experiential learning; and supporting teachers to learn about the range of employment opportunities available in the South West.

"It's about changing ways of thinking. There is absolutely nothing wrong with a purely academic route post 16 or post 18 for the students, but it's about raising awareness of the opportunities that are also available for other routes and changing attitudes"

"It's to bring real life practices into school, to deal with real problems, to teach entrepreneurialism, and to engage with the business sector"

"This was to instigate a lasting piece of legacy – teachers need to know about employment opportunities too if they are providing advice"

3.4 Performance and Impact

All stakeholders agreed that the programme had met its overall aim. More specifically, there was general consensus that the EiSG had enabled a better balance between education and skills for employment amongst participating schools, and served to equip young people with the motivation and confidence to work for themselves. However, it was felt that whilst the programme had made good progress, as it was still in its first year of operation it was too early to make a full assessment of impact which, at the point of interview, was still emerging.

"From observations and interacting with real business owners, I have seen first-hand that it's a good way of getting these people into the schools"

"I think the schools know this already, that the mix is wrong, that it's too academic. I think yes it [EiSG] has enabled a better balance - giving them [schools] access to money they can use just for this has enabled that to increase, they knew it needed to be done"

"It's not perfect, but we're pushing them on the way. I think it needs to carry on for a few years to get it working well. It's made a start"

The operational level stakeholders were also asked to what extent they agreed that each of the ten sponsored projects had been successful in achieving their individual output and outcome targets. There was broad agreement that the projects had expanded educational opportunities within the areas of enterprise and innovation for both pupils and staff.

However, it was noted by three respondents that several projects had a limited reach in terms of the actual number of beneficiaries engaged, when contrasted with their potential for engagement. Similarly, there was repeated recognition that the programme is still in its infancy, and therefore a 'work in progress'.

NB: *A more comprehensive assessment of individual project performance is available from the case studies in Annex 1.*

"As these were pilot projects, quite often they only dealt with certain cohorts, it couldn't be a whole school approach"

"It's made the schools we did engage with think about how they might do this as standard, but these are only pilots, and it's very much a microcosm of activity; I wouldn't want to say we've done this right across Devon"

"It's beginning to reshape thinking"

3.5   Perceived Benefit

Reflecting on the benefits of the programme for participating pupils/students, stakeholders cited the opportunity to: interact with members of the business community and entrepreneurs; develop real-life problem solving skills through embedded enterprise learning; and experience and explore vocational interests. As identified by one stakeholder, participating pupils/students will *"learn that it's [starting your own business] not easy, that you need thought and commitment, but that it's fun to work for yourself".*

In terms of the perceived benefit for participating schools, stakeholders felt that the programme facilitated a relationship with the business community and provided a practical demonstration for parents that they are addressing issues of employability. Staff from participating schools were also felt to have been enthusiastic about the programme and engaged. This positive buy-in to the programme was described as having instilled confidence in the pupils/students, which contributed to the overall success of the programme.

"EiSG opens up the relationship between schools and businesses"

"[The programme] makes parents aware that schools are looking at employability and entrepreneurialism, which changes perceptions and enthuses people"

"The programme has definitely supported information exchange around the theme of enterprise"

3.6 Learning Points

From an operational perspective, stakeholders cited the **timeframe** as the key learning points. More specifically, it was felt that an extended timeframe would both support participating schools to increasingly embed activity into their curriculum, and provide DCC staff with additional time to manage the overall initiative. **NB**: *The evaluators are aware EiSG Programme staff have already revised the timetable for application and delivery, based on feedback from Project Leads.*

"To work effectively with schools, they need more notice because they have to deliver a lot of work within a set timeframe and timescale. Ideally merging it into the curriculum so that it's seamless"

"Schools need time to prepare so that the EiSG fits well into their curriculum. We didn't have any option about when we could launch it last time, but we need to launch it well in advance this time. We should be going out before the academic year starts in September, not starting in January, so they can deliver by the end of the financial year. So it gives them six months not three months. In fact having that period allows it to be embedded more, rather than a standalone activity"

"If there was a possibility of running the grant for two or three years rather than six months, it would be much better; that would embed it properly. Even running it from September to September"

Secondly it was felt that the **guidance and associated Application Form could be clearer**. Feedback on the applications received indicated that some schools didn't fully understand the aims and associated parameters of the EiSG, and instead attempted to secure additional funding for existing initiatives that they already run. Further, a number of schools that were expected to apply for funding under EiSG didn't submit an application, which some stakeholders felt could be attributed to ambiguity regarding the precise nature of the grant. **NB**: *Similarly to learning points related to the timeframe, the evaluators are aware that DCC have made some adjustments to the application process which now includes an online platform for application forms, and additional clarity regarding the aims and expected content of each subsection.*

"We just need to be clear about the specification. You can never control who will respond: some were joint bids, whilst some schools that we would have liked to have bid, didn't. It was frustrating"

Other learning points included the requirement for **additional financial resource** to support increased marketing and promotion and the potential scaling up of the Programme in the future if deemed appropriate. Lastly, it was felt that **DCC could play an increased brokerage role** in linking businesses with schools in order to support engagement.

4.   Project Lead Perspectives

4.1   Introduction

This section summarises the views of the ten Project Leads from each of the participating schools in the EiSG, and is based around the following areas of discussion: project application, project performance, benefits, and learning points.

Summary of Key Points:

- **Project Application**: Of the ten projects that received funding, eight were single applications, whilst two were collaborative. Motivations for a collaborative approach included the potential for delivery across a wider network of schools, and the possibility of achieving a greater overall impact through broader business engagement.

- **Project Performance**: All but one Project Lead felt that their project had been 'very successful' in expanding educational opportunities for their pupils; however, views were more tempered with regard to the impact on participating staff. Project Leads were also positive regarding the impact of their project on developing and delivering entrepreneurial teaching and learning highlighting that it had supported teachers to be increasingly creative in their methods of delivery.

- **Project Benefits**: Pupils were identified as having gained a combination of hard skills (such as computer aided design, personal finance skills, and 3D printing); and softer skills such as communication, team working, problem solving, and leadership. For staff, the key benefit was perceived as the opportunity to extend their knowledge regarding an 'enterprise education', and developing networking skills.

- **Learning Points**: Looking forward, Project Leads recommended that DCC could consider: extending the timeframe for delivery, providing a clearer remit of programme requirements, supporting opportunities for wider collaboration with other businesses, and providing a database of business contacts to support the brokering of relationships with schools.

4.2   Project Application

The EiSG programme adopted a permissive approach in terms of how applicants proposed to manage their project. For example, schools could submit either a single or a collaborative application with other partners should this approach be desirable in terms of enhancing the potential achievement or reach of the proposed project. Of the ten projects that received funding through the EiSG, eight were single applications from either an Academy or a Local Authority maintained school, whilst the remaining two were collaborative.

Single Applications

Of the eight schools that were successful in their submission of a single application, six stated that they had not had contact with any other school involved in the EiSG scheme, whilst two stated that they had had either limited involvement or awareness of one other project. When asked whether they would have liked more contact with other schools that were running projects with the EiSG, five Project Leads specified that this would have been beneficial, highlighting that collaboration would facilitate additional information exchange and could also increase levels of impact.

Collaborative Applications

Project Leads from the two successful group applications indicated that they were motivated by the potential for delivery across a wider network of schools, enhancing the number of beneficiaries that could be targeted. In addition, it was felt that aspirations amongst pupils/students in the target areas were relatively low on account of rural isolation. As such, the applicants hoped that the projects would achieve greater impact if the businesses they engaged with developed links across a number of schools, as opposed to just one. Lastly, it was considered that a collaborative approach would provide both increased consistency and publicity.

4.3   Project Performance

As outlined in Section 1, applicants were asked to deliver against two target outcomes related to the expansion of educational opportunities for pupils and staff, and the development and delivery of entrepreneurial teaching and learning. In addition, application guidance also specified that, where possible, project activities should integrate and support existing activity and further promote existing relationships. Performance against these stated outcomes and project activities are discussed in turn below.

4.3.1   Target Outcomes

Project Leads were asked to rank on a scale of 1 to 5, where 1 is 'very' and 5 is 'not at all' the extent to which they perceived their project to have been successful in delivering against the following two target outcomes.

> **Target Outcome 1**: *Expand current or create new educational opportunities within the areas of enterprise and innovation for both pupils and staff.*

The analysis revealed a high level of perceived achievement against this first target outcome. All but one Project Lead felt that their project had been 'very successful' in expanding educational opportunities for their pupils, whilst the remaining Project Lead felt that their project had been 'fairly successful'. Feedback suggested that the projects had enabled a 'real world' focus to their teaching, and embedded enterprise into the curriculum.

Conversely, however, the views of Project Leads were generally much more tempered with regard to the impact of their project on participating staff. Just two Project Leads identified their project as being 'very successful' in achieving this target outcome for their staff, in contrast to four that deemed their project 'fairly successful' and four that were neutral stating that their project was 'somewhat successful'.

For some schools, this reflected the limited time available to plan for activity, whilst for others progress against this target was limited on account of the low number of staff involved. Generally speaking, the expansion of educational opportunities for staff was considered a 'work in progress'.

Opportunities for Pupils

"They [participating pupils] now know there are opportunities outside of the school environment where profit can be made"

"It's opened their eyes to the real world for students who don't have success in their lives. And at other end gifted and talented students have found that someone will listen to you and take you seriously"

Opportunities for Staff

"It's yet to filter through to all staff, but this reflects where we're at, at the moment"

"My team are very good at that – inspiring with enterprise, but even they have been surprised with the success of it all"

Target Outcome 2: *Develop and deliver entrepreneurial teaching and learning.*

Similarly to the expansion of opportunities for pupils, the analysis revealed a high level of agreement amongst Project Leads regarding the extent to which target outcome 2 had been met. Of the nine projects that provided a rating, two deemed their project to be 'very successful', six 'fairly successful', whilst the remainder were neutral stating that their project was 'somewhat successful'. The tenth Project Lead felt that as their project was still in the process of delivery at the time of the interview, it was too early to make an assessment of impact. The following quotes provide some context to these views.

"We have a team of staff working to integrate activity into the curriculum for September"

"It's made teachers think on their feet and come up with creative ideas on how to engage. You can teach enterprise and get something out of it for teachers and students. Also the project has shown how successful engaging with students who are proactive can be – they are the driving force"

"There was very little enterprise in the curriculum before we launched this"

4.3.2 Project Activities

Project Leads were asked to rank on a scale of 1 to 5, where 1 is 'strongly agree' and 5 is 'strongly disagree' the extent to which they agreed that their project had delivered the following project activities.

Project Activity 1: *Integrate and support existing school and local community activity around enterprise, innovation, and entrepreneurship.*

Feedback from Project Leads indicated a variable level of success in integrating with and supporting existing activity around enterprise, innovation, and entrepreneurship. Of the ten Project Leads consulted with, four 'strongly agreed' that their project had delivered against the above activity; four 'agreed; whilst the remaining two were neutral stating that they 'neither agreed, nor disagreed'.

Common points of feedback related to the role of the EiSG in enhancing existing links with the local business community and providing 'added purpose' to the activity. In contrast, the two respondents that were more neutral felt that it was too early to assess whether their project had delivered against this target activity. This breadth of views is exemplified through the following quotes.

"We already had business links – it was great to have real hands on experience using business partners"

"We involved all the community; there were existing links with local businesses within the school, but now there's an added purpose to it and it's allowed us to put the enterprise activity into our curriculum"

"I think there's still potential to make it even better – we can do a lot more!"

Project Activity 2: *Further promote existing relationships with local learning communities, feeder primary schools and colleges of further education and the wider business community.*

Of the ten Project Leads that participated in a consultation, four 'strongly agreed' that their project had further promoted existing relationships with local communities, feeder primary schools, colleges, and the business community. This is in contrast to four that 'agreed', and two that were more neutral stating that they 'neither agreed, not disagreed'.

Similarly to Project Activity 1, Project Leads who 'strongly agreed' cited the existence of pre-arranged partnerships, but felt that the EiSG provided additional value to these. The two respondents that were more neutral outlined that whilst they had developed new relationships through their project, these were still in their infancy and therefore it would take some time for impact to be felt.

"We've got a partnership there already but this was another opportunity to get the students involved in something they hadn't done previously"

"Businesses in the community met with other schools and discussed opportunities for collaborating and the sharing of ideas in meetings"

"It will take time for some impact to be felt in a practical way"

4.4   Project Benefits

Project Leads were asked to cite the aspect(s) of their project that beneficiaries and staff had gained the most from. These are summarised below.

Beneficiaries

- **Hard skills**: As each of the projects delivered a unique set of activities, the hard skills developed varied greatly between participating schools. Some projects offered very specific technical training, whereas others provided space in their curriculum to develop creativity and entrepreneurial thinking. The hard skills cited by Project Leads included, although were not limited to, Computer Aided Design (CAD), personal finance skills, 3D design and printing, and introduction to social media.

- **Soft skills**: Perhaps unsurprisingly, given the breadth of some projects, Project Leads also identified a number of soft skills that were developed amongst beneficiaries. These typically included communication, team working, problem solving, leadership (collective and individual), organisation, and presentation skills.

Tables 2 and 3 provide examples of both hard and soft skills developed by beneficiaries, and an overview of the associated activity.

Table 2. Examples of Hard Skills Developed by Beneficiaries

Hard skills developed	Overview
Computer Aided and 3 Dimensional Design	Beneficiaries learnt how it can be used, its impact on society, and created prototypes
Personal Finance skills	Pupils/students benefitted from someone from industry explaining the realities of the financial aspects of running a business. Knowledge developed from these sessions will be evidenced in a Business Qualification next year
Innovative engineering	Through the 'Bloodhound' project, beneficiaries learnt about the role that entrepreneurialism plays in innovative engineering, careers opportunities associated with technology subjects, as well as an insight into 3 Dimensional printing

Table 3. Examples of Soft Skills Developed by Beneficiaries

Soft skills developed	Overview
Networking skills	Through attendance at local and regional fairs and competitions, pupils/students developed networking skills, and had the opportunity for their products or services to be evaluated and critiqued by industry experts
Mentoring younger pupils	GCSE and A'Level students mentored Year 7 teams and were able to add these skills to their CVs alongside their academic qualifications

Staff Benefits

Overall Project Leads felt that the staff benefitted most from extending their knowledge about enterprise education, as well as developing networking skills, which were not considered a standard skill for teachers. In addition to these two areas, respondents also felt that staff benefitted from the training provided during the projects (such as CAD and 3D printing), developing their organisational skills, and also seeing non-academic pupils/students succeed.

"They [participating staff] were pushed for their personal knowledge on how business works and had to work with students in a different context. Their organisational skills also improved"

"Seeing non-academic students succeed. I think a lot of education is based on academics, grades, success, whereas this was an introduction to the real world"

"The project allowed staff to develop projects more easily, it gave them the ability to go out and seek advice from companies"

"Staff will begin to gain from meetings, re-establishing links with the Education Business Partnership, and finding other funding streams"

4.5   Learning Points

Echoing the learning points from operational level stakeholders in Section 3.6, the most prominent area of feedback related to the **timeframe** for delivery. Many of the schools found it particularly hard to deliver their projects within the specified time period, whilst others commented that the timeframe meant that some primary schools were unable to engage in the various projects.

In addition, it was suggested that an extended timeframe would improve the content and quality of the applications, enhance practical delivery, and enable the project to be promoted to schools at an earlier point in the academic year.

"There was a tight window that the project had to work in – it doesn't give you a big enough period to get everything done. If there was 6 months or more that would be better"

"The timings were a problem because of SATs in the primary schools, it put pressure on them because we chose year 6. We will run it in June or July with year 5 next year"

"We had problems with the coordination between schools and businesses; unfortunately schools are quite restrictive with their timetables"

"I didn't have any problems from my perspective in terms of what I needed to do but a big problem was the time factor; not all the primary schools were able to get involved. Because of the time pressure we just ran with the number of schools we had"

"Had I been aware of the EiSG's existence with more time, I wouldn't have written the bid differently, but I would have had more time to explore and research with greater scope the training I was looking at for staff"

"Timescales! The project was rushed due to the current timescales. I feel the project could be more successful with more time dedicated to the development of ideas and then putting in place the associated support"

"Knowing about grant earlier, we found out a bit late, would have helped with planning and we would have had a longer time to get things in motion – more time to deliver the project. We're still carrying on now but were restricted by the financial year – schools work September through to July"

With regards to the application stage itself, in addition to having more time to construct the bids, one Project Lead suggested that a **clearer remit of what is required** would have enabled them to fulfil the brief quicker. This echoes feedback from operational level stakeholders (Section 3.6), who felt that the guidance and associated Application Form could be clearer. Lastly, Project Leads also felt that DCC could consider circulating examples of bids for future iterations of the EiSG application process that could be used as guidance.

"If the aim is to get better quality enterprise education in schools, there needs to be a clearer remit of what they want. If the actual brief had been tighter we would have hit it quicker"

"Maybe provide example bids from other schools so we don't overwrite and can see what others have done"

Two respondents indicated that the opportunity for **wider collaboration with other schools** involved in the EiSG could enable a shift in curriculum content across the county as opposed to within individual schools, and would potentially create more of a legacy than a one-off project. Related to this, a further two Project Leads felt that a celebration event after all projects had been delivered would be a great way to share ideas.

"Forcing wider collaboration between schools would shift things more than just having individual school projects – and developing curriculum content to share between schools. Much of these will be one hit wonders – I'd be interested to see what legacy comes out of this rather than what they [project applicants] just said in the application forms"

"It would be good to have a county wide celebration and also to have an award"

Finally, two Project Leads indicated that it would be extremely useful if DCC were able to **provide a database of business contacts**, to facilitate the relationship between schools and businesses. This would serve to save the school time and minimise the difficulties experienced in identifying and brokering relationships of value. The suggestion that DCC could play an increased role in supporting the development of links between schools and businesses again reflects earlier feedback received from operational level stakeholders.

"Being able to find out what businesses would be willing to get involved in these projects. A database would be really useful – finding contacts takes a lot of time"

"It would be helpful if the DCC Enterprise Team could support the projects with their business links"

5. Strategic Partner Perspectives

5.1 Introduction

This section summarises the findings from the online survey of strategic partners (as outlined in Section 2), and is based around four areas of discussion: involvement with EiSG; programme rationale and integration with existing activity; assessment of outcomes; and learning points. Unless otherwise stated, the analysis is based on the twelve valid survey returns received.

Summary of Key Points:

- **Involvement with EiSG**: All but three of the twelve strategic partners engaged with had been involved with the programme, with roles typically including acting as a mentor, speaking at events, or sitting on a judging panel. The most common route to engagement was via a direct approach from a school.

- **Rationale and Integration**: All but one strategic partner strongly agreed or agreed that there was a need for a support programme such as the EiSG, highlighting the importance of experiential learning and the opportunity to gain practical skills. Whilst there was general agreement that the programme had integrated with or supported school and local community activity around enterprise, innovation, and entrepreneurship; strategic partners were more neutral regarding the extent to which it had promoted existing relationships.

- **Assessment of Outcomes**: Reflecting on the outcome targets as detailed in Section 1, the EiSG programme was perceived to be most successful in building relationships between businesses and schools. Of note, however, is that the achievement of educational opportunities for pupils was felt to be more successful when compared with opportunities for staff.

- **Learning Points**: Looking forward, strategic partners highlighted the importance of ensuring a suitable match between the participating schools and business partners and reviewing approaches to enhance the benefits of the programme to school staff. Additional learning points related to increasingly marketing the benefits of engagement to staff, and maintaining effective communication between schools and businesses.

5.2 Involvement with EiSG

Nine of the 12 respondents indicated that either they or their organisation had been directly involved with the EiSG programme, whilst the remaining three reported that they had not heard of EiSG prior to participating in the survey.

NB: *Subsequent analysis revealed that of the three individuals stating no prior awareness, one had completed the survey on behalf of a strategic partner who had direct involvement, whilst the remaining two had been engaged as Core Challenge Partners at the launch event for one of the projects, thus indicating a misinterpretation of the question.*

As shown in Chart 1, of the nine respondents that cited some level of prior engagement, six had been involved through collaboration with a single funded project; three had been engaged at a programme level; whilst one respondent had collaborated with multiple funded projects[3].

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[3] Note, one respondent had been involved at both an individual project level, and at a programme level. As such, the total exceeds the base of 9.

Strategic partners were found to have performed a variety of roles in relation to either the overall EiSG programme, or an individual sponsored project. These typically included acting as a mentor, speaking at events, sitting on a judging panel, or supporting the delivery of training.

Chart 1: Strategic Partner Involvement with EiSG
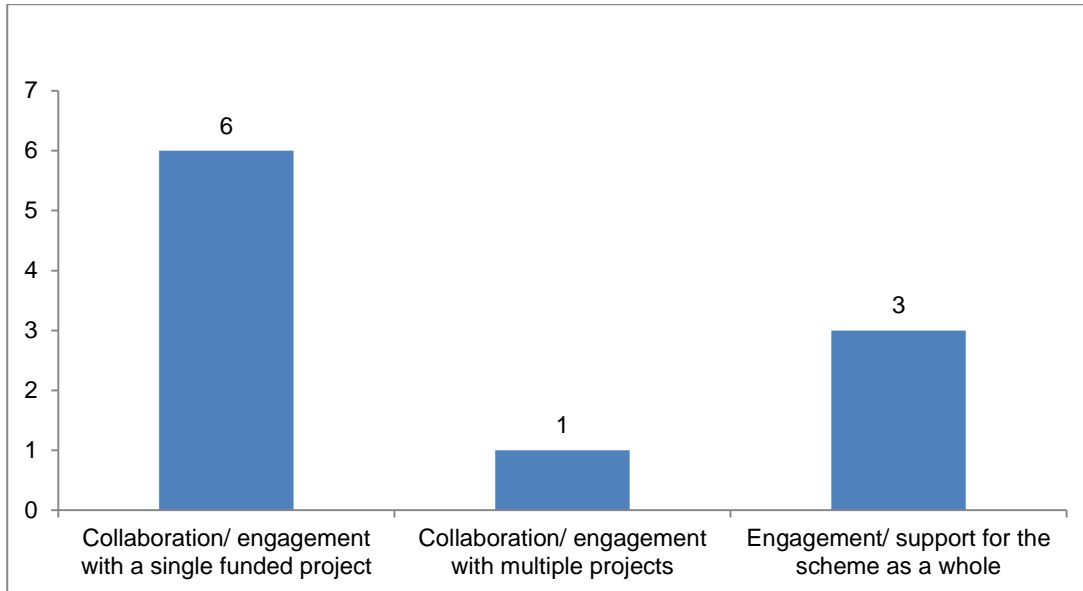
Base: All respondents that had been involved with the EiSG Scheme (n=9)
NB: Total may not equal base due to multiple responses
Source: EiSG Strategic Partner Survey, SERIO 2015

Reflecting on their routes to participation, the nine respondents that had been engaged were most commonly directly approached or invited by a participating school. This is expanded upon in Table 4:

Table 4. Route to Involvement in the EiSG Scheme

Route to Involvement	No. of respondents
Approached or invited by school	5
Through Devon County Council	2
Invitation from a local company	1
Proactively identified the opportunity	1

Base: All respondents that had been involved with the EiSG Scheme (n=9)
Source: EiSG Strategic Partner Survey, SERIO 2015

5.3   Rationale and Integration

Rationale

Respondents were asked to what extent they agreed that there is a need for a support programme such as the EiSG. Analysis revealed that all but two respondents 'strongly agreed', whilst one 'agreed', and the remaining respondent was neutral stating that they 'neither agreed nor disagreed'.

The following text box provides a snapshot of the rationale behind these scores, with the interviewee organisation type indicated in brackets. As shown, strategic partners highlighted the experiential learning experience offered by the EiSG, and the opportunity to gain practical skills as being particular positives.

"Enterprise and innovation are not yet fully embedded in the school curriculum. Programmes like EiSG help to start and hopefully in years to come it will be a natural consideration of all curriculum design and involving employers will be a regular feature" (Social Enterprise)

"Due to the socio- and geographic nature of Devon many people find themselves in multiple jobs running in parallel, or working in one trade and operating a business as a secondary source of income. I think Devon should become the cornerstone for entrepreneurship in the UK!" (Social Enterprise)

"Entrepreneurial skill sets will benefit anyone whether they seek to work for themselves or in a small or large organisations - they are particularly relevant for SMEs - our lifeblood" (Business Network/Representative Body)

"Pupils need to come in contact with many different businesses in order to help them decide what type of work will suit them and which subjects will best fit them to this" (Private Sector Business)

Respondents were also asked to articulate three key benefits that they felt the EiSG Programme could have for Devon. The most commonly reported benefits are detailed in Table 5.

Table 5: Perceived Key Benefits of the EiSG Programme for Devon

Key Benefits of the EiSG Programme	No. of respondents
Informs young people about opportunities and choices available to them	8
Creates stronger links between businesses and schools	4
Develops the employability and business-related skills of young people	3
Encourages young people to stay in the South West	3
Helps to develop the skills and knowledge needed for running own business	3
Helps to fill the skills gaps in Devon	2
Raises aspirations of young people in Devon	2

Base: all respondents (n=10, missing=2)
N.B. Total may not equal base due to multiple responses
Source: EiSG Strategic Partner Survey, SERIO 2015

Other less commonly cited responses related to EiSG: encouraging businesses to stay in Devon; enticing businesses to employ local young people; supporting innovation; improving the quality of enterprise teaching; supporting businesses in knowledge-based sectors; creating a stronger South West economy; and providing pupils with an opportunity to learn from an external source.
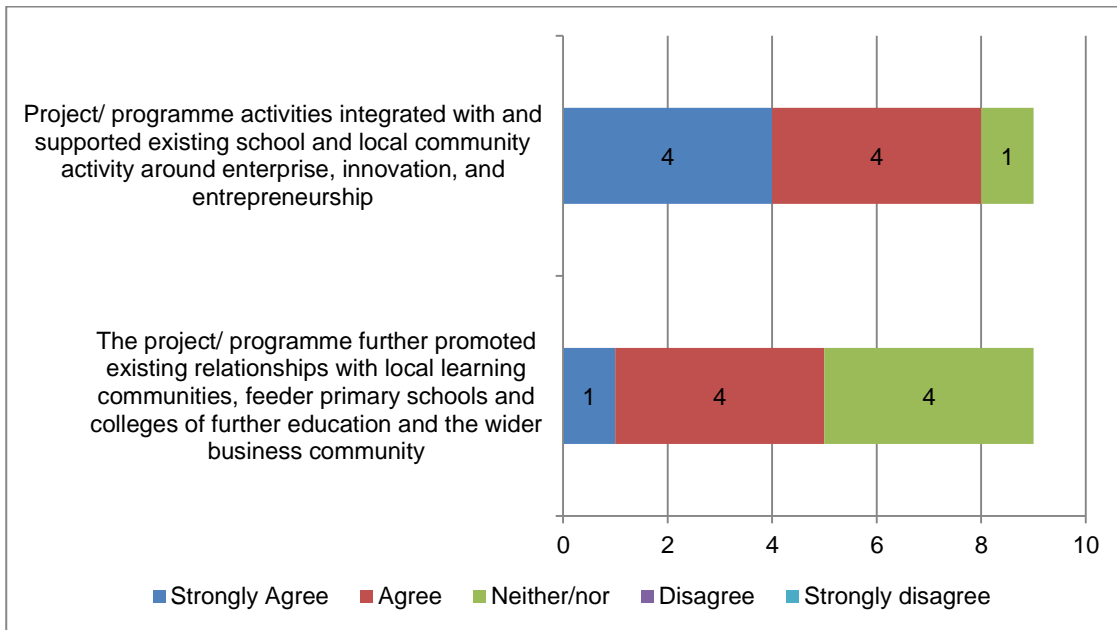
Integration

The nine respondents that had been involved with the EiSG Scheme were asked to rate the extent to which they agreed with two statements regarding its integration with existing enterprise activity at schools and colleges.

As shown in Chart 2, all but one respondent either 'strongly agreed' or 'agreed' that EiSG had integrated with and supported existing school and local community activity around enterprise, innovation, and entrepreneurship. However, respondents were more neutral regarding the extent to which EiSG had promoted existing relationships.

Chart 2: Strategic Partner Perspectives on Programme Integration

Base: all respondents who had been involved with the EiSG Scheme (n=9)
Source: EiSG Strategic Partner Survey, SERIO 2015

Reflecting on the programme's ability to integrate with and support existing activity around enterprise, innovation, and entrepreneurship, strategic partners highlighted: its complementarity with existing school activities; the opportunity for pupils/students to gain insight into the workplace from business representatives; and the ability to use the funding to expand existing activity.

"The enterprise initiative I was involved in specifically linked enterprise to their [the school's] specific curriculum learning models. There were some good examples of success" (Private Sector Business)

"The project gave pupils a real experience of finding solutions to issues in a workplace… Also, with the bigger businesses, it shows opportunities for apprenticeships - hearing about them from the business directly is much more informative than seeing something on a leaflet" (Not For Profit Business)

5.4 Assessment of Outcomes

The survey explored the extent to which the nine strategic partners with some prior direct involvement felt that either the project they had linked with, or the overall programme, had met the two outcome targets as detailed in Section 1. In addition, respondents were also asked to reflect on the extent to which the project or programme had been successful in building relationships between businesses and schools.

NB: *One respondent indicated that at the point of survey, their organisation was yet to deliver the activity of the project and so was unable to provide answers to these questions. The summary is therefore based on eight responses.*

As shown in Chart 3, the EiSG was perceived to be most successful in building relationships between businesses and schools, an outcome target that was perceived to be either 'very' or 'fairly' successful by 6 out of 8 strategic partners in terms of achievement.

Reflecting on the Programme's outcome target of expanding educational opportunities, strategic partners perceived the projects or programme as a whole to be more successful in relation to pupils (5 'very' or 'fairly' successful), than staff (3 'very' or 'fairly' successful).

Chart 3: Success in Meeting the EiSG Project/Programme Outcome Targets
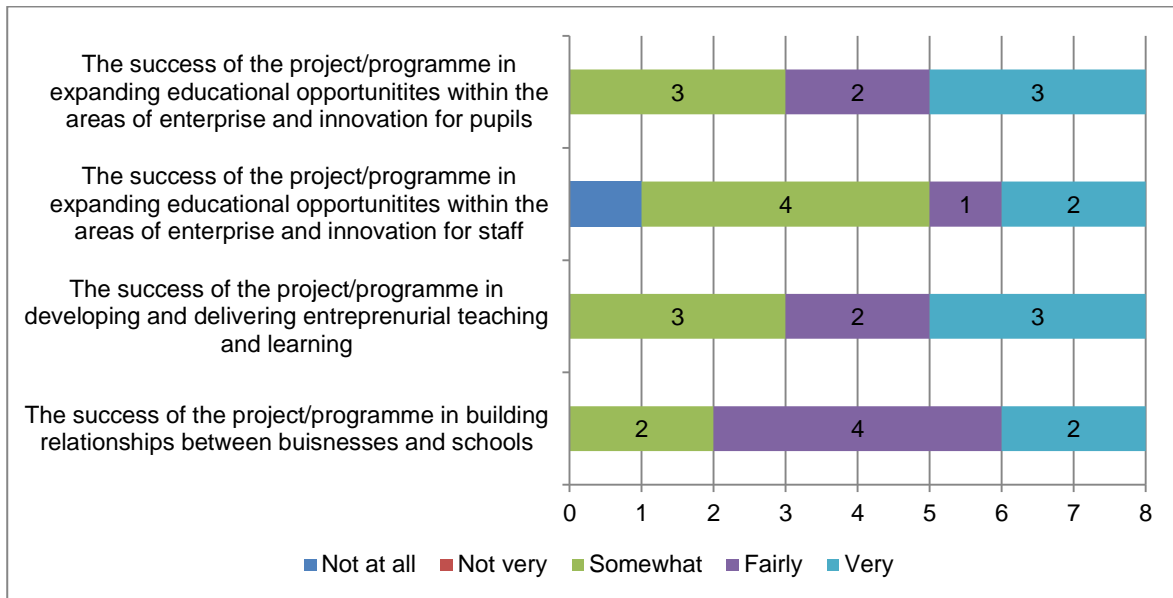
Base: all respondents who had been involved with the EiSG Scheme (n=8, missing=1)
Source: EiSG Strategic Partner Survey, SERIO 2015

The following text box provides some context to these scores through the inclusion of comments provided by strategic partners.

Expanding educational opportunities for pupils:

"Making contact with local businesses will bring younger people into the spotlight for when we are considering filling our next vacancies. Knowing that the college is equipping their students for the real workplace will make them more appealing to us as employers" (Not for Profit Business)

Expanding educational opportunities for staff:

"The first programme had some notable moments for key staff, completely revising their approach to teaching enterprise…all those participating provided very positive feedback" (Private Sector Business)

"This area is more disappointing…We had buy-in from the Deputy Heads at the outset, but communication within some of the schools was poor. This meant that we found ourselves starting from scratch with some key staff in order to get them on board" (Not for Profit Business)

Developing and delivering entrepreneurial teaching and learning:

"You could say that these projects have introduced some teachers to new approaches to teaching their subjects, we received feedback in this regard from both schools during the second project" (Private Sector Business)

Building relationships between businesses and schools:

"[There were] good examples of the Chamber of Commerce being involved which helped the profile of the programme and could be a potential building block for more engagement in the future" (Private Sector Business)

"As long as they [participating schools] follow up their original contact then this will be good. They have certainly made a good start" (Not for Profit Business)

Respondents also commented on what they felt were the key success factors in developing effective relationships between schools and businesses. The most commonly cited factor was 'effective communication between schools and businesses' (4 respondents). Other less commonly cited responses included the provision of work experience; having an understanding of the benefits of working together; ensuring the suitability of a match between schools and businesses; and ensuring that businesses understand the school curriculum.

"The business needs to provide someone with enough time to take part and with an understanding of how to relate to the young people they will be working with. Not all businesses are suitable as their type of work is not easily understood by the younger pupils" (Private Sector Business)

"The pupils were fun to work with and we all enjoyed the experience. We are surprised how deeply involved the pupils became in this work and their level of achievement was outstanding" (Private Sector Business)

5.5   Learning Points

Strategic partners were asked to identify any learning points or potential areas for improvement that would serve to enhance future iterations of the EiSG. These may be summarised as follows:

- **Suitability of school/ business partnerships**: Feedback suggests that some companies had limited professional time to work with the pupils from the school they were partnering with, or that the type of work the company did was difficult to build a project around. This could potentially be mitigated through more effectively managing business expectations in terms of the time required, or ensuring greater complementarity between business and project objectives.

- **Enhancing the benefits for staff**: Two strategic partners outlined the difficulties experienced by some schools in effectively engaging their staff in the programme, whilst another suggested that the expansion of educational opportunities within enterprise and innovation was limited for this group. Looking forward, there could be an opportunity to identify one or two staff that were successfully involved in Year 1 to support the marketing of the programme to staff engaged in subsequent years and to share good practice.

- **Effective communication**: Strategic partners outlined the importance of effective communication when developing relationships between businesses and schools. Looking forward, regular meetings or updates between the businesses and schools could encourage the continuation of successful relationships, sustainability of activity, and joint opportunity spotting.

6. Beneficiary Perspectives

6.1 Introduction

This section provides an overview of the EiSG programme from the perspective of the 67 pupil beneficiaries across 8 projects that participated in a focus group, or completed a survey (see Section 2). The section is structured around six broad areas of discussion: experience and knowledge of enterprise; benefits of participation; future plans; suggested improvements; and learning points.

Summary of Key Points:

- **Experience and Knowledge of Enterprise:** Over half the beneficiaries that engaged with the focus groups or surveys indicated that they had no knowledge of the term 'enterprise' prior to their school's EiSG project, whilst the remainder indicated limited awareness. However, all but two agreed that they had subsequently developed their knowledge and understanding as a direct result of participation.

- **Benefits of Participation**: The most commonly cited benefit was the development of new skills and knowledge, such as communication, budgeting and finance, and the mechanics of building a business. Feedback also revealed that the EiSG programme had played a key role in raising the confidence of participating pupils.

- **Future Plans:** As might be expected, some pupils had fixed ideas regarding their future career, whilst others were more open minded. Of note, however, is that the large majority of beneficiaries (51) felt that participation in their school's EiSG project had been either 'useful' or 'very useful' in preparing them for their future career.

- **Suggested Improvements**: Positively, just a small number of suggested improvements were made, which focussed on extending the timetable to allow for additional time for group work; increased levels of engagement with businesses; and additional clarity regarding the project and the associated expectations prior to enrolment.

6.2 Experience and Knowledge of Enterprise

The focus groups and surveys explored the extent to which beneficiaries were familiar with the term 'enterprise' prior to their engagement with the EiSG project at their school. Of the 67 respondents, over half (35/ 52%) had no previous knowledge of the term, whilst the remainder indicated a limited awareness. Where pupils indicated some familiarity with the term, this commonly related to a broad insight into advertising and marketing, and previous experience of enterprise projects at school.

Analysis indicated varying levels of knowledge and expectation amongst pupils of the EiSG project at their school prior to their engagement. For example, some pupils understood that their project was centred on broad learning outcomes such as 'teamwork', and 'running a business'; whilst others were informed that the project would involve 'engagement with businesses' and the use of specific equipment, such as 3D printers.

Of note is that all but two respondents (65) agreed that they had developed their knowledge and understanding of enterprise education through their participation in the project. In addition, all but five respondents (62) felt that they had developed 'enterprise skills' through their engagement with the EiSG, such as team working, increased confidence, and presentation skills.

The remaining five participants felt that they had not developed these skills on account of the nature of the project they were engaged with. For example, one beneficiary commented that they had worked alone on designing a prototype rather than with others in a team.

"It was an awesome project - it took us beyond the realm of school and brought together the outside world as we tried to sell to people outside as well as inside school. Collaborating with people and finance - I found quite difficult to get to grips with, but after the project I feel quite confident with it"

"It [an enterprise education] helps us to get along in the real world"

"I thought it would be easy and didn't realise how much confidence would be a part of it as well, as you have to go to the customer and pitch to them that your idea is better than other peoples'. It was quite difficult…"

"I thought it would be really boring, but it was really interesting"

6.3 Benefits of Participation

Beneficiaries were asked in what ways the project had benefitted them, and/or supported their future career aspirations. The most commonly cited benefit across all beneficiaries was that engagement in the project had enabled them to develop new skills and to gain knowledge that they didn't have prior to participation. These typically included: communication, budgeting and finance, the mechanics of building a business, developing ideas, market research, and marketing.

"I have developed communication skills, such as presenting to a local entrepreneurs forum"

"I have learnt to work with a budget, it's easy to go over it"

"I learnt about marketing the product and persuading someone to give you their money, which is done a lot for getting grants"

Feedback also revealed that the EiSG programme had played a key role in raising the confidence of participating pupils. Over half of those engaged through the focus groups and surveys (35/ 52%) agreed that their self-confidence had noticeably increased since starting the project at their school, whilst others specifically mentioned that events at their school had given them a sense of pride and self-belief.

"We attended a business conference, which was fun. I saw the mayor open it, and spoke to the mayor. I was nervous doing this as he was the second person we spoke to at the conference, it was scary, although I felt proud afterwards"

"I was able to talk to company managers, which boosted my confidence"

"It boosted our confidence when talking to other people. I haven't really worked with a lot of other people before"

"At the start of the year no one was friends but now everyone has bonded as a friend"

Lastly, respondents were asked to what extent they agreed (on a five point scale from 'strongly agree' to 'strongly disagree') that they had learnt about seven skills areas that cross-cut the EiSG programme: entrepreneurship; independent thinking skills; problem solving; recognising opportunities; learning from mistakes; designing innovative solutions; and creating a business from an idea.

As identified in Chart 4, the majority of pupils either 'strongly agreed' or 'agreed' that they had learnt about each of the seven cross-cutting areas. Of particular note, 57 respondents 'strongly agreed' or 'agreed' that they had developed problem solving skills through participation in their school's project, followed by independent thinking skills which was identified by 53 pupils.

Whilst no participants were found to 'strongly disagree' that they had learnt any of the skills areas, three 'disagreed' that they are now more able to learn from their mistakes, whilst one individual 'disagreed' that they had developed skills creating a business from an idea, problem solving, and entrepreneurship.

Chart 4: Development of Cross-cutting Skill Areas
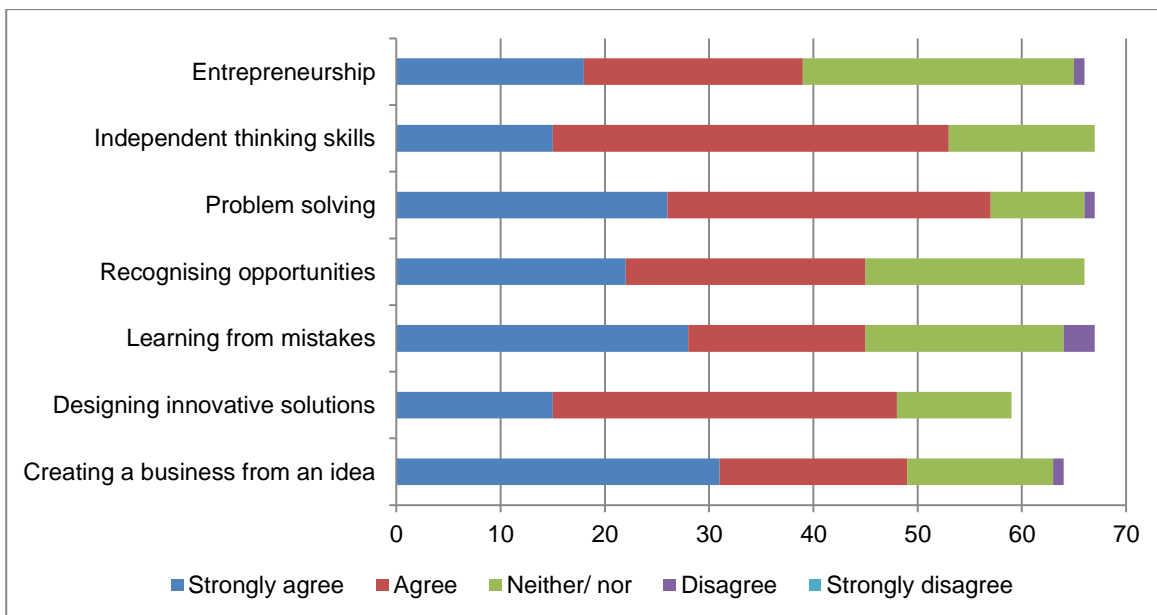
Base: total number of focus group participants (n=67, missing=1 for 'entrepreneurship'; missing=1 for 'recognising opportunities'; missing=8 for 'designing innovative solutions'; missing=3 for 'creating a business from an idea')
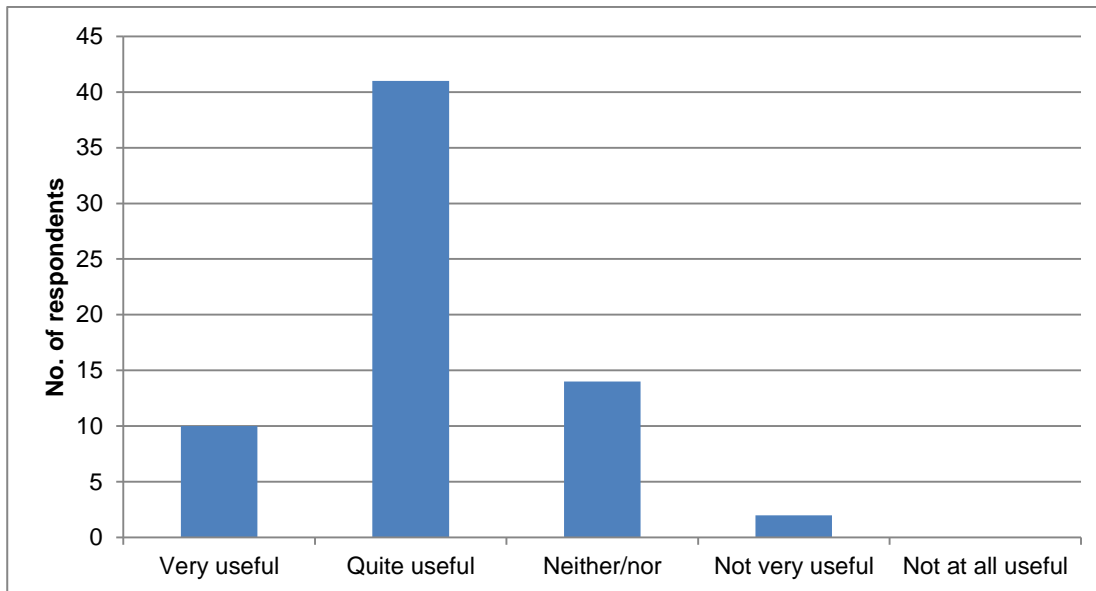Source: EiSG Beneficiary Focus Groups and Survey, SERIO 2015

6.4   Future Plans

The focus groups and surveys explored whether beneficiaries had previously thought about what they would like to do career-wise in the future. As might be expected, whilst some pupils had very fixed ideas regarding their future career, others had less developed thoughts and were open minded regarding, for example, further education or training, and being employed or self-employed.

Overall, 20 beneficiaries specifically stated that they already knew what career they wanted to pursue in the future. These varied in occupation and included an architect, doctor, vet, engineer, psychologist, lawyer, accountant, journalist, graphic designer, teacher, and mechanic.

Notwithstanding this broad range of career choices, 51 pupils felt that participation in their school's EiSG project had been either 'very useful' or 'quite useful' in preparing them for their future career (see Chart 5). Just two participants indicated their project was 'not very useful' whilst 14 participants provided a more neutral response indicating that it was 'neither useful, nor unuseful'.

Chart 5: Usefulness of the EiSG in Preparing Pupils for Future Careers

Base: total number of focus group participants (n=67)
Source: EiSG Beneficiary Focus Groups and Survey, SERIO 2015

When reflecting on the perceived usefulness of their project in preparing for future careers, respondents again commonly cited their increased confidence which could be applied to potential job-related scenarios such as attending an interview, problem solving, and leading teams. Pupils also identified that their project had supported them in preparing for future careers through broadening their knowledge of opportunities such as apprenticeships, developing their communication skills, and enhancing their organisation and planning skills.

"The project was quite useful in [developing skills for] coping with situations where you are in the work place and having to meet deadlines and job interviews"

"I am now more confident in leading a group"

"Doing this project developed other skills but not the ones I might need in the future"

"It was awesome talking to new people and being out of my comfort zone and believing in the product I am doing... Believing in our team and keeping the morale up… If I was to work my way up in a business when I am older I think I would really apply those skills"

6.5   Suggested Improvements

Project beneficiaries were provided with an opportunity to recommend any improvements to enhance the overall EiSG experience. Positively, just a small number of suggestions were made which focussed on the following broad themes:

- **Timescales**: A number of pupils identified that they would value additional time for the group work tasks and exercises, and that the project could be more effectively timetabled around their existing school work and commitments.

- **Engagement with businesses**: Generally speaking, pupils really valued the opportunity to visit local businesses and to engage with the business community through project mentors. It was hoped that the time allocated to this element of the project could be increased in the future.

- **Expectations**: Reflecting an earlier point of feedback from this section, some pupils commented that they would value enhanced clarity regarding the project and the associated expectations from them as participants prior to their enrolment.

Other less commonly cited suggestions for improvement included an opportunity for pupils to pitch their product, akin to the 'Dragon's Den' process; that some of the tasks could be more challenging; an increased level of interaction in some of the sessions; and involving more schools.

6.6   Learning Points

Drawing together all the elements of feedback from project beneficiaries, it was clear that the EiSG had a positive impact on participants' **confidence** levels. Activities such as presentations, talking to business owners, and pitching ideas were some of the most commonly cited activities that promoted this increased confidence, and therefore will be important to maintain in future iterations of the programme.

On balance, pupils identified that **'soft' skills** were of more value to them and their future careers, as opposed to some of the 'hard skills' learnt through the project process. These softer skills commonly included developing interview techniques, presentation skills, and problem solving. Whilst it is undoubtedly important to strike a balance between soft skills and hard skills, pupils could benefit from increased guidance regarding both their benefit and applicability to future career choices.

Lastly, whilst some beneficiaries identified **self-employment as a future career option**, this was not a commonly held view. As such, future projects could consider whether the extent to which the link between an enterprise education and the opportunity to start up a business are made explicit.

7. Summary and Points for Consideration

7.1 Introduction

This section provides a summary of the key findings from the research to date, and is structured around four key areas of discussion: overall programme level performance, with respect to target outcomes and project activities; an assessment of project level performance, based on achievement against stated outputs; and points for consideration going forward. The section concludes by outlining a suite of potential indicators to measure the long-term success of the EiSG.

Summary of Key Points:

- **Target Outcomes**: EiSG funding has been used successfully to meet the target outcomes for pupils. Whilst the evaluators found numerous accounts of positive benefit for staff, overall progress was less assured in terms of meeting target outcomes for this beneficiary group. There was also broad agreement that the EiSG Programme had successfully developed and delivered entrepreneurial teaching and learning, with the evaluators highlighting the strength of the Programme's flexible approach in supporting this.

- **Project Activities**: There is clear evidence of Programmne success in integrating with, and supporting existing activity around enterprise, innovation, and leadership. A number of projects also expressed plans to further embed learning into their school or college, or to integrate project activity with the local community. One of the striking aspects of the Programme has been the level of engagement with the business community, which has generated relationships of mutual value.

- **Project Level Performance**: Eight of the ten sponsored projects were deemed to have a success rating of 'largely achieved' against both project and programme level targets. Taking an overall view of performance of all ten projects, the evaluators assessed the EiSG programme to have 'largely achieved' its targets. This is considered to be particularly strong performance in the pilot year of the Programme, and provides a solid foundation for future iterations of the scheme.

- **Points for Consideration**: Four broad themes for future consideration emerged from the evaluation: i) The timescales could be adjusted to strengthen the application stage and allow projects more opportunity to embed learning into the curriculum and integrate activity more efficiently with existing timetables; ii) The Application Form could be clearer in articulating the requirements from DCC; iii) DCC could consider an increased brokerage role in linking successful projects with the local business community; and iv) opportunities for wider collaboration between projects could be encouraged.

7.2 Programme Level Performance

This subsection considers the performance of the EiSG at a programme level, with specific reference to the cross-cutting target outcomes and target project activities as stated in Section 1.

7.2.1 Target Outcomes

Target Outcome 1: *Expand current or create new educational opportunities within the areas of enterprise and innovation for both pupils and staff.*

There was overall agreement amongst Project Leads and Strategic Partners that EiSG funding had been used successfully to meet the target outcome for pupils, as evidenced in this report. Whilst it was commented that the programme could have been more successful in terms of the actual number of beneficiaries engaged when contrasted with their potential for engagement, this reflects performance at an individual project level.

In contrast, Project Leads and Strategic Partners were less assured of the progress made by the EiSG in meeting the target outcome for staff. Whilst it should be acknowledged that not all projects had a specific target to work with staff from the beneficiary school(s), those that did commonly reported feeling restricted in their delivery to staff on account of the timetable for programme delivery. However, this should not take away from the numerous accounts of positive benefit including the integration of new skills (such as Computer Aided Design) into future curriculum through adapted teaching practices.

Target Outcome 2: *Develop and deliver entrepreneurial teaching and learning.*

Project Leads and Strategic Partners were also in broad agreement that the EiSG Programme had successfully developed and delivered entrepreneurial teaching and learning. As stated in Section 1, one of the strengths of the overall programme was its flexible approach, enabling each project to design their own suite of entrepreneurship and enterprise-based activities. This supported projects to pilot a breadth of different approaches ranging from a competitive enterprise programme (NORDAB) to a coordinated vision and approach to enterprise and entrepreneurial learning, shared with a Trust of ten schools (Tavistock College).

This scope of activity provides a real opportunity to share good practice and learning points (including activity that was considered less successful), with schools, colleges and other providers in the county. As such, additional achievement against this target outcome could be realised beyond both the lifespan of the first year of activity, and initial circle of participating providers.

7.2.2 Project Activities

Project Activity 1: *Integrate and support existing school and local community activity around enterprise, innovation, and entrepreneurship.*

There is clear evidence of Programme success in integrating with, and supporting existing activity around enterprise, innovation, and leadership. This is exemplified by Isca's Business Class project, which worked alongside the Business in the Communities Programme to engage with the local business community and develop a best practice cluster of activity.

Similarly, Exmouth's Enterprising Futures Project had a remit to train 'Enterprise Ambassadors' to deliver enterprise workshops to Year 6 pupils from feeder schools, enabling the building of strong collaborative relationships.

Looking forward, a number of projects also expressed plans to further embed learning into their school or college, or to integrate project activity with the local community. For example, the ZENEN Real Business Challenge at St James School is now in a position to create and accredit similar enterprise projects in school either as part of the curriculum, or as extra-curricular activity demonstrating opportunity for real sustainability.

Project Activity 2: *Further promote existing relationships with local learning communities, feeder primary schools and colleges of further education and the wider business community.*

Similarly to the commentary under Project Activity 1, there is also clear evidence that that activity to date has promoted existing relationships with local providers and the wider business community. One of the striking aspects of the Programme has been the willingness of the local business community to engage in project activity, generating relationships of mutual value.

This is exemplified by Ilfracombe Academy's Engineering Entrepreneurialism project which delivered STEM-related projects in collaboration with local businesses. Taking a longer-term view, it was hoped that this activity would support future recruitment to the engineering sector, addressing skills gaps experienced locally.

7.3   Project Level Performance

Annex 1 contains an overview of each of the sponsored projects, and an assessment of their performance. This is based on two measures: firstly, achievement against stated output targets; and secondly, a macro assessment of overall performance which also considers outcome targets and primary evidence gathered through this evaluation. **NB**: *Additional information on the assessment of project performance may be found in Section 2 and Annex 1.*

Table 6 summarises the results from the assessment of performance against stated outputs, and the overall evaluator view of performance for each project. These are expanded upon in Annex 1. At the time of writing, output data was available for seven projects. As such, our overall assessment of performance may need to be revised once additional output data becomes clear.

Performance against Outputs

Of those seven projects that provided output data, two were deemed to have partially achieved their targets (40-59% achievement); one had largely achieved targets (60-99%); whilst the remaining four were judged to have fully achieved targets (100%).

Overall Evaluator View

As cited in Annex 1, output targets are just one measure of a project's relative success. Taking a macro view of all available primary evidence gathered through this research, and secondary data through sources such as the Completion Reports, the evaluators were able to assign an overall measure of success for each project (this approach also enabled the team to provide a rating in the absence of output data).

Table 1 illustrates that **eight of the ten sponsored <u>projects</u> were deemed to have a success rating of 'largely achieved' against both project and programme level targets**. In three instances, projects that were deemed to have fully achieved their output targets were considered to have an overall success rating of 'largely achieved' for the project as a whole. The rationale for this has been provided in the corresponding case studies in Annex 1.

Taking an overall view of the performance of all ten sponsored projects, **the evaluators assessed the EiSG <u>programme</u> to have 'largely achieved' its targets**. This is considered to be particularly strong performance in the pilot year of the programme, and provides a solid foundation from which future iterations can develop.

Table 6. Overall Assessment of Performance (Project and Programme)

Project	Performance Against Outputs		Overall Evaluator View	
	%	Status	Rating	Status
Exmouth Community College	55%	🟨	Largely Achieved	🟩
Great Torrington	66%	🟩	Largely Achieved	🟩
The Ilfracombe Academy	-		Largely Achieved	🟩
Isca	-		Largely Achieved	🟩
King Edward IV Community College	45%	🟨	Partially Achieved	🟨
The King's School	100%	🟩	Fully Achieved	🟩
South Molton Community College	151%	🟩	Largely Achieved	🟩
St James School	100%	🟩	Largely Achieved	🟩
Tavistock College	-		Largely Achieved	🟩
West Exe	100%	🟩	Largely Achieved	🟩
Overall Programme Assessment			**Largely Achieved**	🟩

Key:

No classification ☐ Partially Achieved 🟨 Largely Achieved 🟩 Fully Achieved 🟩

7.4 Overall Points for Consideration

This section brings together the most salient points for consideration, based upon the learning points shared by Operational Level Stakeholders, Project Leads, and Strategic Partners (see Sections 3 to 5). Four broad themes for future consideration emerged that could serve to shape future activity:

NB: *As articulated in Section 1, the evaluators are aware that revisions have already been made to both the timescales of the Programme, and the Application Form.*

i) Timescales:

A common area of feedback amongst consultees was the timescale for the Programme. In summary:

- **Application**: It was considered that additional time at the application stage would serve to improve the content and quality of the applications received;

- **Duration**: An extended period of delivery would support projects to complete all planned activity and embed learning into the curriculum. This would also enable DCC to spend more time managing the overall Programme.

- **Integration**: Some projects reported difficulty in delivering against their proposed output targets due to clashes with existing timetabling and exam schedules. It was felt that a more flexible approach would allow schools to continue with their usual practices without compromising on delivery of the EiSG project.

ii) Application Form

On balance it was felt that the Programme would benefit from increased clarity regarding the requirements of the Application Forms. This would not only improve the application process for DCC in terms of receiving more appropriate bids, but it would also support Project Leads in fulfilling the brief set out by the EiSG. Further, provision of example bids for future applicants would denote the expectation of the funders, and would prevent replication of ideas for future cohorts.

iii) Increased Brokerage Role

Feedback indicated that DCC could consider an increased role in brokering links between Project Leads and the business community. Practically speaking, this could be supported through sharing a database of key contacts, which would serve to improve the quality of delivery, and shorten the required timescale for delivery.

iv) Opportunity for Wider Collaboration

Consultation with Project Leads revealed that single applicants (as opposed to collaborative group applicants) typically had little to no contact with other schools or colleges supported through the EiSG. It was perceived that wider collaboration could increasingly support the development of the curriculum across the county, rather than within individual schools, creating more of a legacy than singular projects. In addition, it was suggested that a celebration event held at the end of project delivery would enable Project Leads to share ideas and experiences, which could enrich future applications.

7.5   Long-Term Measures of Success

Should additional monitoring or evaluation work to establish further measures of success be considered in the medium to long-term, we recommend that the following indicators would be worthy of consideration:

i) Retention

Some projects, such as Great Torrington's NORDAB Enterprise Passport, St James School's ZENEN Real Business Challenge, and South Molton Community College's Business Driven Enterprise project, indicated an underlying aim to support retention in the county and wider South West through job creation and raising the aspirations of young people in the area.

- **Recommended indicator**: Destinations of KS4 and KS5 learners.
- **Suggested source**: Participating schools/ colleges.

ii) Uptake

A number of projects such as Ilfracombe Academy's Engineering Entrepreneurialism project anticipated that beneficiary engagement would support increased uptake of enterprise-related subject areas such as STEM, and business studies. Whilst these are not measurable in the short-term, we recommend that they could be followed-up in future years.

- **Recommended indicator**: KS4 Options.
- **Suggested source**: Participating schools/ colleges.

iii) Labour Market

Analysis of the Application Forms revealed that a number of projects were driven by a specific local need in the labour market. For example, Ilfracombe's Engineering Entrepreneurism project was partially established to address a lack of take-up of opportunities in engineering and technical professions. Whilst this represents a long-term indicator, DCC could consider using funded research such as the current Workforce Skills research programme to review local labour market change in previously underrepresented sectors.

- **Recommended indicator**: Employment of career starters/ take-up of apprenticeships/ hard-to-fill vacancies.
- **Suggested source**: Primary research with local businesses/ businesses that engaged with EiSG.

Annex 1. Case Studies

A1.1 Introduction

This section presents 10 case studies, one for each of the projects that received sponsorship under the first year of the EiSG Programme. These are based upon findings from the online survey of strategic partners, consultation with operational level stakeholders, partners and beneficiaries, and a desk-based assessment of performance against stated objectives from the Completion Reports submitted by each project.

A1.2 Output Targets

As identified in Section 1 of the main report, the evaluators reviewed performance against stated output targets for each individual project (where data was available) in order to make an assessment of performance. This is presented in each of the ten project case studies based on a colour coded system, denoting levels of success from full achievement of targets, to no achievement. Each case study also includes an 'overall score' for achievement against output targets – this denotes the mean achievement level from across all stated outputs.

Table 7. Indicators of Programme and Individual Project Success

Progress Against Target Outputs (Where stated)	Success Rating	Status
100%	Fully Achieved Targets	
60-99%	Largely Achieved	
40-59%	Partially Achieved	
1-39%	Limited Achievement	
0%	No Achievement of Targets	

It should be noted that an assessment of achievement against output targets is just one measure of a project's relative success. In some cases, the assigned status may understate the actual achievement made by the project due to unexpected outcomes or an agreed change in focus. Where information was made available, the evaluators have included a 'context to performance' which provides further insight into the project journey.

Notwithstanding these considerations, measuring projects against stated outputs provides a systematic and transparent assessment of delivery against target and therefore represents an important indicator for this evaluation. The summary subsection at the end of each case study serves to bring together all available evidence, providing a more general 'feel' for project success.

A1.3   Content

Table 8 provides an overview of the case studies included in this Annex.

Table 8. Directory of Case Studies

Case Study	School	Project Title
1.	Exmouth Community College	The Enterprising Futures Project
2.	Great Torrington School	The NORDAB Enterprise Passport
3.	Ilfracombe Academy	Engineering Entrepreneurialism
4.	Isca	Business Class
5.	King Edward IV Community College	Digital Manufacturing and Enterprise Scheme
6.	The King's School	Year 10 Mini-Enterprise
7.	South Molton Community College	Business Driven Enterprise
8.	St James School	ZENEN Real Business Challenge
9.	Tavistock College	Real World Challenge
10.	West Exe	Developing Pathways in Enterprise

Exmouth Community College – The Enterprising Futures Project

> - **At a glance**: The project was designed to kick-start an enterprise initiative that will become a self-sustaining part of the future school curriculum
> - **Project Length**: 5 months
> - **Funding received**: £14,810
> - **Contact**: Dave Hackett, Business Studies Coordinator: david.hackett@exmouthcollege.devon.sch.uk

1. Overview

Post 16 students at Exmouth Community College were selected to become Enterprise Ambassadors, a role which saw them deliver enterprise workshops to Year 6 pupils from feeder primary schools. The focus of the workshops was to develop a business idea which encouraged young people to adopt a healthier lifestyle.

Pupils pitched their concept to a panel of teachers and members from the Chamber of Commerce in a 'Dragon's Den' style scenario. The winning team from each primary school received £75 which was intended to be put toward towards setting up a mini enterprise. Each winning team was also invited to a celebration event, in the form of a trade fair, in which they were provided with a stand to tell their story and judged by members of the local business community.

Exmouth Community College hoped that the funding would start an enterprise initiative that would become an important and self-sustaining part of the school's future curriculum. The project aimed to support the building of strong collaborative practices between primary feeder schools, Exmouth Community College, and local businesses via the Chamber of Commerce. In addition, the project aimed to develop student's understanding of enterprise education and raise the profile of enterprise within the Exmouth Learning Community as a whole.

2. Project Performance

Performance Against Stated Outputs

Table 9 compares and contrasts the target outputs, as listed in Exmouth Community College's initial project application, against the achieved outputs established through the project's Completion Report and follow-up consultation with the Project Lead.

As shown, and based solely on these output measures, The Enterprising Futures Project has an overall completion score of 55%, and therefore has been designated a 'partial achievement' success rating.

Table 9. Performance against Stated Output Targets

Output Overview	Target	Achieved	%	Status	Context to Performance
Post 16 students engaged	50	20	40%	🟨	Due to mock exams and clashed with established academic timetables, not all Post-16 students were able to take part in the project.
Year 9 pupils engaged	376	376	100%	🟩	

Output Overview	Target	Achieved	%	Status	Context to Performance
Year 6 Primary School pupils engaged	419	200	48%		On account of the timescales involved it was not possible to speak to Primary Schools involved in the project before the project was launched. It was initially assumed that all would take part, however, this proved challenging.
Primary School Teachers engaged	14	6	43%		All Head Teachers at the Academic Council, were approached, although levels of buy-in varied greatly. Four of the fourteen schools failed to reply to early outreach, two schools withdrew after initially expressing an interest, whilst a further two failed to attend on the day after indicating that they would. One further school withdrew after attending the training day. Feedback suggests that issues surrounding workload and staffing issues had been the two main issues for non-participation.
Exmouth Community College staff engaged	10	Not stated	-	-	
Members of Exmouth Chamber of Commerce engaged	14	6	43%		
Overall: Partially Achievement of Targets			**55%**		

Performance against Project Outcomes

In addition to the aforementioned stated output targets, Exmouth Community College also identified a number of outcome measures in their project application that they expected to achieve. Progress against each of these is identified below, based upon the information received via consultation with the Project Lead.

Table 10. Stated Progress against Anticipated Outcomes

Stated Outcome	Progress
Development of a long-term enterprise culture within various educational settings	▪ Staff were trained to deliver enterprise activities in a bid to develop a long-term enterprise culture within various educational settings, and every participating primary school was assigned an Enterprise Champion from the College
Provide a strong transition project for Year 6	▪ The Year 6 pupils involved in the project attended a number of days at the college
Develop the understanding of enterprise education for all involved.	▪ Beneficiaries completed a before and after the intervention questionnaire which demonstrated that they had developed an understanding of enterprise education
Allow the building of strong collaborative practices between primary schools, Exmouth Community College and local businesses via the Chamber of Commerce	▪ An Enterprise Board is planned to be set up at Exmouth Community College in the near future. This will include representation from local primary schools and the Chamber

Stated Outcome	Progress
Provide opportunities for the development of a wide range of skills	▪ Overall, the project improved beneficiaries' understanding of the process required when setting up a business. The project was also perceived to have been successful in developing a number of skills including problem solving, independent thinking, learning from mistakes, and designing innovative solutions. Lastly, the project provided an opportunity for teachers to develop their knowledge of enterprise and 'to see the bigger picture'
Raise the profile of enterprise within the Exmouth Learning Community as a whole	▪ The project provided an opportunity for teachers to develop their knowledge of enterprise, and extended the opportunity for primary schools to engage
Positive enhancement of educational provision	▪ As noted above, links with the primary schools have been developed, however some difficulties were met due to individual schools' workload and staffing. On the whole, however, the project was perceived to have raised the profile of enterprise within the Exmouth Learning Community.
Aim to be fully inclusive	▪ The project was designed to be fully inclusive

3.   Project Impact

Pupils

Feedback from both the beneficiaries themselves and the Project Lead indicates that students participating in The Enterprising Futures Project particularly valued the opportunity to develop enterprise skills such as team working, and presentation skills. Another frequently cited area of feedback was the increased confidence that pupils/students gained via their participation. Looking forward, one student suggested that impact could be enhanced through students being given the opportunity to deliver the enterprise workshops to groups of older pupils, who may be able to understand the concepts further.

> "*We worked with primary schools [and it gave us] more experience of working with other people*"
>
> "*It was a good challenge at first because we were all nervous about interacting with the kids. We got used to it and how to interact with others*"
>
> "*It was brilliant to have access to money and run your own project that meets your own needs. When something is forced on you you're less likely to be enthusiastic about it*"
>
> "*[A benefit for the students involved in the project would be] the range of team building and problem solving skills they used as they would have done a lot of that without realising it*"

Staff

One of the main benefits of The Enterprising Futures Project for staff, as indicated by the Project Lead, was that it encouraged and allowed them to think about how to enrich the curriculum with enterprise activities. It was also strongly felt that the staff developed skills and knowledge in a number of different areas including: product design and manufacturing; global markets; business planning and modelling; funding and finance; marketing; and, a general understanding of business and commerce.

4.   Summary

As previously cited, and based solely on performance against output measures, The Enterprising Futures project was classed as having 'partially achieved' its targets. However, a review of the context to underperforming outputs points to a number of explanatory factors such as issues around communication, and a lack of buy-in from some target beneficiary schools. Further, whilst there was no output data related to the number of staff involved, consultation with the Project Lead indicated that staff did receive training to deliver enterprise activities.

In consideration of the contextual factors to performance, and taking account both the evaluators knowledge of the project gained from consultation with the Project Lead and beneficiaries, and project performance against the anticipated project outcomes, we recommend an overall success rating of 'largely achieved' targets.

- **Performance against stated outputs** ⟶ Partially achieved targets
- **Overall evaluator view** ⟶ Largely achieved targets

In terms of the future sustainability of the project, post-16 students will be used to train the next generation of Enterprise Champions, who will then be able to support primary feeders beyond the pilot year of the project.

The initial project application also indicates that with pupils moving to Year 7 at Exmouth Community College, there should be a successful launch to the KS3 Enterprise Club, which would feed into a KS4 club. As a result of this activity, the college anticipate an increase in the number of pupils/students selecting Business and Enterprise courses at both KS4 and Post-16.

More generally, allocation from the EiSG has been put aside to support all schools that took part to set up and run enterprise activities in the next academic year. It is intended that the profits from these can then be ploughed back into future activity. The College also felt that the links made with the Chamber of Commerce will represent a useful resource that can be used in the future. Related to this, the College also intend to set up an Exmouth Enterprise Board, with representation from feeder schools, the local business community, and local government to share good practices and develop joint funding bids.

Great Torrington School – The NORDAB Enterprise Passport

- **At a glance**: The NORDAB Enterprise Passport Challenge brings together the state secondary schools across North Devon to better prepare young people for the world of work by developing their employability and entrepreneurial skill-set through a competitive enterprise programme.
- **Project Length**: 6 months
- **Funding received**: £29,660
- **Contact**: Jacqui Whiteman, Deputy Head Teacher: jwhiteman@gts.devon.sch.uk

1. Overview

The Northern Devon Academic Board (NORDAB) Enterprise Passport brings together the state secondary schools across North Devon to better prepare their young people for the working environment. It helps to develop their employability and entrepreneurial skills through a competitive enterprise programme.

More specifically, the Passport enables pupils to record and demonstrate their enterprise experiences and development, in addition to their existing academic records of attainment. By using this format to record their participation in extra-curricular activities, it provides an accessible source of information of what they have to offer to employers in a single tool. The passport comprises six areas, including; three enterprise days, work experience, social enterprise activities, liaison with primary schools, and volunteering. In addition, the project aimed to update staff knowledge on the business world, both locally and in a wider context, through group meetings for lead staff across all subject areas including English, Maths Technology, Science, and PSHE.

This programme directly addresses the skills shortages which have been identified by the findings of the North Devon and Torridge skills survey. It also links directly into the Local Enterprise Partnership and Local Authority skills priorities, where new business start-ups will play an essential part in the productivity and growth for the future success of the economy.

2. Project Performance

Performance against Stated Outputs

Table 11 compares and contrasts the target outputs, as listed in Great Torrington's initial project application, against the achieved outputs established through the project's Completion Report and follow-up consultation with the Project Lead.

As shown, and based solely on these output measures, The NORDAB Enterprise Passport has an overall completion score of 66%, and therefore has been designated a 'largely achieved' success rating.

Table 11. Performance against Stated Output Targets

Output Overview	Target	Achieved	%	Status	Context to Performance
Pupils engaged	405	398	98%		
CEIAG Staff appointed	9	9	100%		

Output Overview	Target	Achieved	%	Status	Context to Performance
Teaching staff engaged	180	0	0%	■	Due to the timescales involved, and challenging communication with other schools, the project was unable to roll out the Subject Lead meetings this year. However, 126 teachers are anticipated for the Autumn term (14 subject groups each with 9 members).
Overall: Largely Achieved Targets			**66%**		

Performance against Project Outcomes

In addition to the aforementioned stated output targets, Great Torrington School also identified a number of outcome measures in their project application that they expected to achieve. Progress against each of these is identified below, based upon the information received via consultation with the Project Lead.

Table 12. Stated Progress against Anticipated Outcomes

Stated Outcome	Progress
Enterprise Project Manager recruited.	▪ An Enterprise Project Manager was recruited in January 2015
School Councils meet and develop pupil questionnaire	▪ The Schools Council developed a pupil questionnaire
Invitations to businesses for Enterprise Ambassadors (some already linked with schools)	▪ Enterprise Ambassadors from a variety of businesses were invited to take part in the project
CPD needs around an enterprise/business theme are identified, reviewed and finalised	▪ Continuous Professional Development needs around business or enterprise themes were identified, reviewed, and finalised by the School Councils and Deputy Head, with training being delivered throughout the project
Enterprise Co-ordinators and Project Manager meet to define and schedule Enterprise Days	▪ Three Enterprise Days were designed through collaboration between Enterprise Co-ordinators and the Project Lead and delivered in the summer of 2015
Schools Councils select enterprise activities	▪ School Councils selected enterprise activities
Pupil interview panel (with guest staff and employers) for agencies who are delivering enterprise days	▪ Pupils formed an interview panel with guest staff and employers for agencies who were potentially delivering the Enterprise Days
Capture of evaluation material	▪ Evaluation material was captured throughout the delivery of the Enterprise Days
Pupil Enterprise Passport Exhibition - online format	▪ An online format of the Pupil Enterprise Passport was exhibited
NORDAB Enterprise Passport Challenge Awards – top team from each school and participation certificates produced for staff, pupils and employers	▪ The top team from each school that took part in the set of Enterprise Days received an award on 16th July; participation certificates were also produced for staff and employers that attended

3. Project Impact

Pupils

Feedback from beneficiaries indicates that they particularly valued the opportunity to develop enterprise skills through the project. In particular, they felt the project had: increased their understanding of entrepreneurship; developed their independent thinking and problem-solving skills; and had provided an opportunity to design innovative solutions at the Enterprise Day. In addition, participants reported the positive influence of the project on their approach to teamwork, social skills, and confidence.

"It will help us get along in the real world"

"We have been taught about [enterprise] so now we understand it a little bit more"

"We've benefitted from working in a team – it will help in the future because I don't know what to do yet, but you need teamwork wherever you go"

"I've now got sociable skills and you need those for a job"

"I'm confident talking to others now"

Staff

Reflecting on the benefits for staff, the Project Lead at identified that the Enterprise Passport was not designed for staff as a primary beneficiary group. However, it was felt that staff had benefitted through developing a greater understanding of business and commerce. Next year will see the implementation of the NORDAB Network – this will incorporate group meetings for subject lead staff, and the provision of formal knowledge updates on business in both a local and national context, including the importance of enterprise.

"We haven't yet started rolling out the meetings which is when they will get involved. Staff will begin to gain from meetings, re-establishing links with the Education Business Partnership and finding other funding streams. An understanding of enterprise is absolutely something they will experience in the future"

4. Summary

As previously cited, based on performance against output measures the NORDAB Enterprise Passport was classed as having 'largely achieved' its targets. Although Great Torrington were unable to engage 180 teaching staff in the project as initially planned, they have already been successful in recruiting 126 staff for the project's second year of delivery. As stated in the main report, communication with other schools was at times challenging for many of the projects, and as such should be considered a mitigating factor.

Taking a macro view of the evidence collated for the NORDAB Enterprise Pilot, including the feedback from the Project Lead and beneficiary consultations, as well as the project performance against the anticipated project outcomes, we maintain our view regarding an overall success rating of 'largely achieved' targets.

- **Performance against stated outputs** ———→ Largely achieved targets
- **Overall evaluator view** ———→ Largely achieved targets

In terms of future sustainability this project provides a platform for schools to work together to share and learn from the experience so that they can take ownership of the process in the future. Great Torrington felt that many aspects of this project were sustainable and that the learning that takes place, particularly for the staff, will ensure a cost effective approach to enterprise teaching for schools involved in the future.

Ilfracombe Academy – Engineering Entrepreneurialism

- **At a glance**: The project aimed to develop an enduring enthusiasm and practical aptitude for innovative engineering within the pupils/students; supporting entrepreneurialism that can meet the needs of local manufacturing and support the longer economic vitality of the area
- **Project Length**: 5 days (Bloodhound)
- **Funding received**: £9,500
- **Contact**: Tony Tucker, Deputy Head Teacher: ttucker@ilfracombeacademy.org.uk

1. Overview

The Engineering Entrepreneurialism project introduced pupils and students in the 11-18 curriculum to engineering, including computer aided manufacturing courses, and provided them with the opportunity to gain relevant technical qualifications. In addition to this, two teachers were upskilled to enable them to teach computing, including programming, to GCSE and A Level standard.

This practical learning was supported by periodic STEM projects which were delivered in collaboration with local businesses and manufacturing partners to develop creativity, innovation, and entrepreneurial skills within the pupils/students. As a result of the bid, the school held the nationally recognised 'Bloodhound' supersonic car STEM event for one week in Spring 2015, to which all beneficiaries and staff, along with schools in the local learning community, were invited.

The importance of the project has been reinforced through feedback from the local business community who identified the problems in recruiting to engineering and associated technical professions in the area. The Engineering Entrepreneurialism project aims to reduce skills gap and support future recruitment into this sector.

2. Project Performance

Performance against Stated Outputs

Table 13 compares and contrasts the target outputs, as listed in Ilfracombe Academy's initial project application, against the achieved outputs. Ilfracombe's Completion Report stated that there was a 'close correlation' between the output targets and the number of beneficiaries actually engaged; however, it was not clear how this level of achievement related to the two output targets as below. Reflecting the lack of available output information at the time of reporting, we are unable to provide an overall classification.

Table 13. Performance against Stated Output Targets

Output Overview	Target	Achieved	%	Status	Context to Performance
Learners engaged	960	Not stated	-	-	
Staff engaged	6	Not stated	-	-	
Overall: No classification					

Performance against Project Outcomes

In addition to the stated output targets recorded above, Ilfracombe Academy also specified a number of anticipated outcomes in their project application. Progress against each of these is identified below, based upon the information received via the consultation with the Project Lead.

Table 14. Stated Progress against Anticipated Outcomes

Stated Outcome	Progress
Teachers will acquire skills and insights relevant to both national and local STEM objectives	▪ A group of teachers now have a good awareness of national and local STEM objectives
Learners will acquire experiences, skills, and in many cases qualifications relevant to engineering, innovation and entrepreneurialism	▪ Learners have acquired experiences and skills relevant to engineering, innovation and entrepreneurialism; beneficiaries directly engaged with local and regional manufacturers and businesses
Enhanced numbers of activities and students directly engaged with local and regional manufacturing and business as well as public exam results and increased numbers on manufacturing and business entrepreneurial based apprenticeships at ages 16,17 and 18	▪ The Academy has seen a greater number of Year 9 pupils opting to study technology subjects as separate choices. Numbers of apprenticeships in manufacturing and business were also anticipated to increase at ages 16, 17, and 18, however qualifications in these areas will be experienced over the longer term, so are not yet quantifiable

3. Project Impact

Pupils

The Project Lead indicated that teamwork and cooperation were central to the Bloodhound project, through competitions to build a model scale version of a rocket propelled car. The project was also felt to have instigated improved interpersonal relationships - each team comprised pupils from different primary schools, so they had not met each other previously. The beneficiaries also developed collective leadership skills, as well as mutual respect for others' ideas.

"For the Year 6 learners the biggest gain was the wider promotion of STEM. Also through the Bloodhound project, there was the inspirational impact of innovative engineering, and the role that entrepreneurialism plays in innovative engineering"

"For Year 7 to 9 we placed additional emphasis on two features including career opportunities associated with technology, including engineering, and specifically we have given them insight into 3D printing as an industry/field of engineering they hopefully will be interested"

"For Year 10 to 13 it provided inspiration to continue taking up sciences post-16 and those in Year 12-13 for them to want to pursue HE based training in that field"

Staff

The Project Lead specified a range of skills and knowledge that the staff had developed as a result of the Engineering Entrepreneurialism project. For example, the areas of product design, manufacturing and marketing were broadly explored, as well as business in a global market. In addition, staff had training in computing and IT. It was acknowledged, however, that some of the benefits to staff were yet to be realised - the project initiated a stream of activity, the value of which will be achieved in the coming year.

"The legacy is yet to be fully felt, but specifically there are staff who participated in the Bloodhound project and as a result of that, we've been able to appoint a STEM ambassador who is forging links with manufacturing engineering companies. This ambassador has also taken 6th Form students to work with engineers and analytical scientists. The same member of staff is now trickling it back to rest of the Science department. The Head of Technology is going on a course, having had 3D-printing experience, to develop a higher standard with creative and aspirational ideas. Also, three members of staff have had training in computing and IT"

4. Summary

As previously cited, the evaluators were unable to assign an overall classification regarding the performance of the Engineering Entrepreneurialism project against stated output targets. Taking a more macro view of performance, however, it was clear that the project has been successful in working toward its three stated outcomes. For example, through consultations held with the Project Lead, combined with feedback from an operational level stakeholder, it was evident that the project had been successful in raising the profile of engineering amongst beneficiary groups, and that it had built strong links with the local business community.

In consideration of all available evidence at the time of reporting, and the 'close correlation' between output targets and the number of beneficiaries engaged, we recommend an overall success rating of 'largely achieved' targets. However, this may need to be revised once performance data against all output targets is made clear.

- **Performance against stated outputs** ⟶ No classification
- **Overall evaluator view** ⟶ Largely achieved targets

Looking forward, the initial application form clearly articulated the intention for the project to be sustainable in the mid to long-term. Investment in capital items, training, curriculum development, and collaborative partnership will ensure that the school continues to increase enthusiasm and practical aptitude for innovative engineering. In addition, it is hoped that the project will continue to support the needs of local manufacturing and economic vitality of the area. **NB**: *At the time of reporting, the school had been offered additional financial resource from a local manufacturing company to support additional STEM and enterprise related activities.*

Isca – Business Class

> - **At a glance**: The project worked with a third party Business in the Communities programme called Business Class and used their network with both businesses and schools to create a best-practice cluster of activity. It was hoped that collaboration with businesses and using their resources will widen enterprise knowledge within the school.
> - **Project Length**: 12 months
> - **Funding received**: £5,000
> - **Contact:** John Potter, Deputy Head Teacher: jpotter@iscacollege.devon.sch.uk

1. Overview

The Business Class project involved the development of a new business department offering an NCFE Level 2 Business qualification, including modules on enterprise and innovation. Through the project, course materials were developed in the following areas: understanding business and commerce; product design and manufacturing; global markets; modelling funding; and finance and marketing. In support of the Business Class project, the school collaborated with a third party 'Business in the Communities' programme (BiTC), which enabled them to establish links with the local business community.

The project aimed to broaden the aspirations of all pupils, but especially those who were disadvantaged, to narrow the achievement gap. Working with the BiTC enabled Isca to use their network of businesses and schools to create a best practice cluster of activity. It also made pupils more aware of the range of skills sought by employers, as well as the career opportunities available to them.

2. Project Performance

Performance against Stated Outputs

Table 15 compares and contrasts the target outputs, as listed in Isca's initial project application, against the achieved outputs established through the project's Completion Report and follow-up consultation with the Project Lead.

As shown, the evaluators were only able to obtain data to measure one of the three output targets – pupil achievement on the business course. Reflecting the lack of available information at the time of reporting, we are unable to provide an overall classification.

Table 15. Performance against Stated Output Targets

Output Overview	Target	Achieved	%	Status	Context to Performance
Pupils engaged	700	Not stated	-	-	
Staff engaged	6	Not stated	-	-	
New business course will be successful with Year 10 pupils achieving a Level 2 pass or above.	80%	93%	116%		
Overall: No classification			-	-	

Performance against Project Outcomes

In addition to the stated output targets recorded above, Isca also specified a number of anticipated outcomes in their project application. Progress against each of these is identified below, based upon the information received via consultation with the Project Lead.

Table 16. Stated Progress against Anticipated Outcomes

Stated Outcome	Progress
School is able to recruit a STEM governor by March 2015	▪ Isca had aimed to recruit a STEM Governor by March 2015, however, to date there have been no suitable candidates, and so this is still a work-in-progress
The achievement gap between disadvantaged pupils and other pupils narrows	▪ The achievement gap between disadvantaged pupils and other pupils has narrowed to 3% in Business. It was identified that typical levels would be 30-40%
Pupils are more aware of the different career opportunities available to them	▪ Pupils are becoming more aware of the different career opportunities available to them; a survey later in the year will assess if this has been successful across the board.
A sustainable long-term relationship with a local business and cluster of local schools	▪ The school has developed a myriad of connections with a number of local businesses including Natwest
Improve the marketing of the school to increase pupil numbers in future years	▪ The school has increased marketing activity and anticipates a rise in the number of pupils. Figures will be evaluated next academic year to assess if this has been successful
More pupils aware of the range of skills sought by employers	▪ Project activity has enabled pupils to recognise the types of skills required by employers that had not necessarily been explored previously

3. Project Impact

Pupils

The Project Lead outlined a number of benefits of the project to the pupils involved. Not only did they establish skills in finance, business modelling, and understanding business and commerce, they also developed listening and problem-solving skills through attending talks by local businesses. The pupils will also achieve business qualifications; however the success of this will need to be assessed in the next academic year.

> *"So far, all Year 10s have looked at personal finance. Ability levels are varied as some knew quite a bit, but others not so much. They've had someone from industry talking to them which was really insightful"*
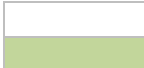
Staff

The Project Lead considered the initiative to have been pivotal in enabling the school's staff to develop their enterprise knowledge, which would be reflected in their teaching. Similarly to the benefits for pupils, staff also developed knowledge in business and commerce, finance, and planning.

4.   Summary

As previously cited, the evaluators were unable to obtain a full set of data to measure all output targets, and the project was therefore unclassified in terms of performance. However, from the limited output data available, Isca expect to surpass its target of Year 10 pupil achievement. In addition, and as detailed in the outcome table, Isca state that they have reduced the achievement gap between disadvantaged and non-disadvantaged pupils.

Taking a macro-level view of all the available evidence at the time of reporting, we suggest an overall success rating of 'largely achieved' targets. However, this may need to be revised once performance data against all output targets is made clear.

- **Performance against stated outputs** ⟶ No classification
- **Overall evaluator view** ⟶ Largely achieved targets

BiTC maintains a focus on long term sustainable relationships and outcomes with businesses. The programme was initially set to run for a total of three years. Based on the success of the first year, Isca will maintain their commitment for a further two years. As an additional benefit, working in a cluster of other schools will help to create a project legacy.

King Edward IV Community College – Digital Manufacturing and Enterprise Scheme

- **At a glance**: The central aim of the initiative was to enable a wide variety of learners in Totnes and South Hams educational establishments and community to access modern three dimensional design modelling and manufacturing systems to stimulate new ways of thinking about enterprise possibilities and commercial practice
- **Project Length**: 9 months
- **Funding received**: £15,000
- **Contact:** David Irish, Head of Design and Technology and STEM: dirish@kingedwardvi.devon.sch.uk

1.   Overview

Through access to three-dimensional modelling and manufacturing systems, the Digital Manufacturing and Enterprise Scheme hoped to stimulate new ways of thinking about enterprise possibilities and commercial practice. Central to this initiative was the involvement of local enterprise ambassadors to share their expertise and insight into current practice and development.

This project enabled the purchase of three-dimensional Computer Aided Design and Manufacturing Systems. This supported pupils to develop mini enterprises and promote good cooperative business ethics. Lead learners from Key Stage 3 worked alongside primary school pupils and those with learning difficulties, whilst Key Stage 4 and Post-16 students were offered 'hackathon' type events to work collaboratively with Post Graduate students.

All participating groups were invited to an enterprise celebration day and competition held at King Edward VI Community College (KEVICC). The best of the groups were then entered into the STEM Big Bang Competition at Exeter University in July 2015, where they won awards for 'Best Presented Club Stand' and 'Best Communicator in Engineering and Technology'.

2.   Project Performance

Performance against Stated Outputs

Table 17 compares and contrasts the target outputs, as listed in KEVICC's initial project application, against the achieved outputs established through the project's Completion Report and follow-up consultation with the Project Lead.

As shown, and based solely on these output measures, the Digital Manufacturing and Enterprise Scheme has an overall completion score of 45%, and has therefore been designated a 'partial achievement' success rating.

Table 17. Performance against Stated Output Targets

Output Overview	Target	Achieved	%	Status	Context to Performance
Year 6 Primary School pupils participating	100	30	30%		In total 30 primary pupils have now experienced and used 3D CAD technologies
Key Stage 3 pupils participating	230	85	37%		

Output Overview	Target	Achieved	%	Status	Context to Performance
GCSE Level participants	60	24	40%		At key stage 4 approximately 24 pupils have had an induction into fundamental 3D CAD skills and this will be extended further beyond this review point
A' Level Students integrating the project into the Product Design course	25	16	64%		In 'A' level Product Design where there are 16 students many have integrated the use of 3D print technologies into their projects. Some have also explored Solidworks 3D CAD software
Art Btec National Certificate - students exploring work in both the artistic and design specialisms	14	14	100%		
Fab Lab participants	30	Not stated	-	-	
Teachers from the South West Teaching Alliance collective Design & Technology training day	15	Not stated	-	-	
Students enrolled and utilising the Schumacher College's Sustainable Design thinking programme	15	0	0%		The emerging link with the Schumacher new MA course has not occurred as expected and the programme did not require the facilities or partnership offered at the point of reporting. However, King Edward IV hope that they will become involved in the future.
Overall: Partially Achieved Targets			45%		

Performance against Project Outcomes

In addition to the stated output targets recorded above, KEVICC also specified two anticipated outcomes in their project application. Progress against each of these is identified below, based upon the information received via consultation with the Project Lead.

Table 18. Stated Progress against Anticipated Outcomes

Stated Outcome	Progress
Developing learners as creative designers not passive consumers in developing engaging projects that combine economic, mathematical, scientific, engineering and creative principles collaboratively	▪ Although beneficiaries were involved in a multitude of 3D projects, it was found that encouraging them to be creative was, at times, challenging
Beneficiaries would be able to deploy computer software that reflects that used in commercial practice.	▪ The Project Lead felt that the project had had a wide and ongoing impact on beneficiaries. Further funding has also been sought and achieved.

3. Project Impact

Pupils

The main element of the project centred on the use of 3D printing and CAD technologies. In addition to this, feedback from both the Project Lead and beneficiaries indicated that pupils/students developed a range of skills throughout the project, most notably independent thinking and problem solving skills, and the ability to design innovative solutions. Looking forward, the Project Lead felt that the project would need an increased focus on entrepreneurship.

> *"They got a taster of what CAD and 3D design can do and they developed an insight into how it's emerging in the world and how they can use it; the impact of design on society"*
>
> *The Post-16 students used modern technology to produce very sophisticated products and were able to test them physically"*
>
> *"They developed problem-solving skills, were innovative, they discussed ideas and developed tenacity and determination in applying logic and creativity. They also developed a moral responsibility"*
>
> *"It helped me to think about developing other objects independently in the future"*

Staff

The most significant benefit for staff participating in the project was perceived to be experience of Computer-Aided-Design training. It is envisaged that this skill will be integrated into future curriculum through adapted teaching practices.

> *"We should be able to phase the CAD training they've had into teaching. Staff have come from all over including Dawlish, Ivybridge, Plympton, Kingsbridge and Teignmouth"*

4. Summary

As previously cited, based on performance against output measures the Digital Manufacturing and Enterprise Scheme was assigned a 'partial achievement' success rating. It is evident that the project it still in its infancy and its full potential is therefore yet to be fulfilled. However, it is encouraging to see from the Completion Report that the school has allocated funding for the delivery of activity next year. Reflecting on all of the evidence available at the time of reporting, we maintain our view regarding an overall success rating of 'partially achieved' targets.

- **Performance against stated outputs** ⟶ Partially achieved targets
- **Overall evaluator view** ⟶ Partially achieved targets

In terms of future sustainability, the provision of shared facilities in a rural context offers new opportunities, increasing cost effectiveness and viability. As technologies develop the scheme will evolve to ensure that learning remains relevant. It is envisaged that Centres or individuals participating in the project would pay for the material and make voluntary contributions. Commercial bookings would also be used to develop the next iteration of the scheme and to act as a contingency fund.

The King's School – Year 10 Mini-Enterprise

> - **At a glance**: The project was designed to encourage pupils to set up small businesses and engage with the local community to gain insight into how real businesses function.
> - **Project Length**: 10 months
> - **Funding received**: £3,000
> - **Contact**: Jo Elliott, Head of PSHE and Citizenship: jelliott@thekings.devon.sch.uk

1.   Overview

The year 10 Mini-Enterprise project focused on encouraging students to set up small businesses and engage with the local community to gain insight into how businesses function.

Eight classes consisting of approximately 25 pupils were allocated a start-up fund to help finance their innovative ideas. In groups, the pupils further developed their ideas and consulted with business leaders on the viability of each proposal and their unique selling points. Pupils then developed and produced the resources for their business to succeed, including the publicity material to help sell their products. Each group were given one week to sell their products which occurred during school hours.

2.   Project Performance

Performance against Stated Outputs

Table 19 compares and contrasts the target outputs, as listed in The King's School's initial project application, against the achieved outputs established through the project's Completion Report and follow-up consultation with the Project Lead.

As shown, and based solely on these output measures, the Year 10 Mini-Enterprise project has an overall completion score of 100%, and therefore has been designated a 'full achievement' success rating.

Table 19. Performance against Stated Output Targets

Output Overview	Target	Achieved	%	Status	Context to Performance
Pupils engaged	180	180	100%		
Staff engaged	5	5	100%		
Overall: Full Achievement of Targets			**100%**		

Performance against Project Outcomes

In addition to the output targets outlined above, a number of anticipated outcomes were also described. Progress against each of these is identified below, based upon the information received via the consultation with the Project Lead.

Table 20. Stated Progress against Anticipated Outcomes

Stated Outcome	Progress
Pupils will utilise the personal, learning and thinking skills developed in the previous year and develop their key skills practically	▪ The Project Lead reflected on this outcome during the consultation, and felt that this had definitely been achieved
Pupils will understand how Social Enterprise can benefit the community	▪ Although pupils did learn about how social enterprises can benefit the community, it was felt that more could be done to promote social enterprise. Social enterprise will be promoted in a different way next year
Pupils will create products and services, market and pitch their ideas to Business Partners and understand finances	▪ This was considered to be fully achieved
Pupils will set up their businesses, understand profits and present their ideas to a panel of judges in a final competition	▪ This was deemed to be an excellent part of the project, enthusing pupils and staff alike
The enterprise scheme will be linked to the Year 9 key skills curriculum and form part of the collapsed day students to work on financial planning and management	▪ At the time of interview, this had not yet happened, however provisions had been put in place for this to be achieved before the end of the project

3.   Project Impact

Pupils

Beneficiaries particularly valued the development of their understanding of enterprise education as well as their enterprise skills, which they felt they could take and develop for use later in life. The Project Lead also emphasised that the project had enabled them the freedom to be creative and experience a new opportunity which is not always available within the national curriculum.

"It was awesome talking to new people and being out of my comfort zone and believing in the product I am doing. I know when I am older that I am probably going to have to believe that my profession is something that I really want to do to enable me to carry on and for a long part of my life. Doing a degree is really specific and I think that's really important and you have to solely believe that it's what you want to do, like believing in our team and keeping the morale up. If I was to work my way up in a business when I am older I think I would really apply those skills"

"Independent learning – they got to set their own agenda which they found incredibly difficult to do, but it was a massive learning curve for them"

"I thought it would be really good to be inside of a business and see how it runs and apply that to your own business when you are self-employed. So it's probably something I would do in the later years, rather than something I would set up earlier"

"The Year 9 students were so excited and inspired by the entrepreneurialism of it all – The Year 10s sold their products to them"

Staff

Staff were perceived to have developed a greater understanding of business and commerce. More specifically, this incorporated skills in product design and manufacturing, as well as enhanced knowledge of funding, finance and marketing. In addition to this, the Project Lead felt that staff benefitted from gaining a different perspective of success, as opposed to a prior emphasis on academic grades as a sole indicator of achievement.

> *"Seeing non-academic students succeed, I think a lot of education is based on academic success, whereas this is an introduction to the real world"*

4. Summary

As previously cited, based on performance against output measures the Year 10 Mini-Enterprise project was classed as having 'fully achieved' its targets. With regards to the achievement of outcomes, although The King's School felt they could do more to promote social enterprise next year, this was not the main objective of the project - the initial goal was for pupils to simply gain an understanding, which was achieved.

Taking all of the available evidence into consideration, including the performance against target outputs, and feedback from the Project Lead and beneficiary consultations, we maintain our view regarding an overall success rating of 'full achievement' of targets.

- **Performance against stated outputs** ⟶ Fully achieved targets
- **Overall evaluator view** ⟶ Fully achieved targets

In terms of the future sustainability of the project, Year 9 pupils will engage in a 'collapsed' day on the topic of financial awareness. This will include input from successful pupils from this year's project, and participating businesses.

Successful pupils will also be selected to launch the Mini-enterprise Scheme to the next cohort of students and cascade their knowledge down to younger year groups. It is also anticipated that Year 10 pupils will raise enough finances to allocate funds to the next year of activity and this will maintain sustainability each year.

South Molton Community College – Business Driven Enterprise

> - **At a glance**: The project forms part of the school's raising aspirations agenda, broadening the entrepreneurial ambitions and goals of the pupils.
> - **Project Length**: 4 months
> - **Funding received**: £10,000
> - **Contact**: David Lewis, Vice Principal: dlewis@smcc.devon.sch.uk

1.   Overview

The Business Driven Enterprise project invited four local businesses and organisations to meet with a 'link' teacher to develop an 8-9 week project. Each of the four projects were then delivered in rotation through one dedicated lesson per fortnight, across four different KS3 teaching groups.

For pupils, the project enabled applied experiences with real businesses and supported the school to raise pupils' aspirations and broaden their ambitions and goals. More broadly, the Business Driven Enterprise project provided a link between the College and the wider community, supporting its co-operative values. Projects were real experiences that linked with the profile of the companies involved and ensured that the entrepreneurship and enterprise skills of the pupils were developed.

2.   Project Performance

Performance against Stated Outputs

Table 21 compares and contrasts the target outputs, as listed in South Molton Community College's initial project application, against the achieved outputs established through the project's Completion Report and follow-up consultation with the Project Lead.

As shown, and based solely on these output measures, the Business Driven Enterprise project has an overall completion score of 151%, and therefore has been designated a 'fully achieved' success rating. However, it should be noted that this score is solely derived from the overachievement against the second output target – staff benefitting from professional development.

Table 21. Performance against Stated Output Targets

Output Overview	Target	Achieved	%	Status	Context to Performance
Year 7 and 8 cohorts engaged	220	115	52%		Although, this year's target number of Year 7's was not achieved, all Year 7 and Year 8 pupils will have timetabled lessons next year, which amounts to approximately 240 pupils.
Staff supporting the project benefitting from professional development	8	20	250%		
Overall: Fully Achieved Targets			151%		

Performance against Project Outcomes

South Molton Community College also detailed a number of anticipated outcomes in their project application, in addition to the aforementioned output targets. Progress against each of these is identified below, based upon the information received via consultation with the Project Lead.

Table 22. Stated Progress against Anticipated Outcomes

Stated Outcome	Progress
There will be timetable lessons from May 2015 to run for one academic year	▪ This has been fully achieved
Pupil groups will produce four projects each.	▪ Pupils are in the process of developing four projects during the timetabled sessions, however these had not been completed at the point of interview
The skills of teamwork, critical thinking, communication, independent thinking skills, problem solving, recognising opportunities, learning from mistakes, designing innovative solutions, supporting a business from an idea and ensuring sustainable outcomes, will be at the heart of the activities	▪ It was acknowledged by the Project Lead that it is difficult to quantify these skills. However, feedback from the beneficiaries indicated they had increased their awareness of enterprise and had already started to develop enterprise skills such as team working, increased confidence, and presentation skills since being involved in the project
Pupil voice and partner voice activities will be used to evaluate success	▪ An online survey has been implemented and the Head has had meetings with groups of learners

3.   Project Impact

Pupils

Design, manufacturing and marketing were all skills that the Project Lead believed the pupils had developed throughout the course of the project. The pupils themselves felt that the project had helped them to develop their understanding of enterprise and had built upon their enterprise skills.

> *"I have more confidence when talking to others, like the managers of businesses"*
>
> *"I understand how much a presentation can have an impact on people"*
>
> *"It's allowed us to develop what we were going to do in a more rapid fashion"*
>
> *"It gave the children a broader perspective on local business, teamwork and cooperation and it backs up the school's cooperative values"*

Staff

The project was perceived to have enabled staff to gain experiences in areas which were not necessarily common to usual practice; networking and communicating with local businesses was thought to take staff outside of their comfort zone. More specifically, the Project Lead felt that the project developed staff understanding in the areas of product design, marketing, manufacturing, funding and finance.

4.   Summary

As previously cited, based on performance against output measures the Business Driven Enterprise project was classed as having 'fully achieved' its targets. Again, however, it should be noted that this rating was derived from overachievement against the second output target – staff benefitting from professional development. Whilst the actual number of Year 7 and 8 pupils engaged in the project fell below expectation, it is anticipated by South Molton that approximately 240 pupils will be engaged in the project's second year, exceeding the initial target of 220.

Progress against anticipated outcomes at the point of interview revealed variable levels of achievement; however, it is recognised that in the case of outcome two, progress is ongoing. Lastly, whilst the development of soft skills is difficult to quantify, beneficiary data revealed general agreement that the identified learning areas had been developed through their engagement in the project.

Reflecting on all of the evidence available at the time of reporting, we recommend an overall success rating of 'largely achieved' targets, reflecting the caveats regarding performance against outputs.

- **Performance against stated outputs** ⟶ Fully achieved targets
- **Overall evaluator view** ⟶ Largely achieved targets

In terms of future sustainability, South Molton Community College will continue to deliver key project activities following cessation of grant funding, supported by the links made with business partners and staff training achieved through this first stage.

St James School – ZENEN Real Business Challenge

> - **At a glance**: The project aimed to develop sustainable meaningful learning through setting up a viable company in the Exeter business community, giving young people the opportunity to not only experience, but also lead the development of a real business, and to operate in an adult world where the barriers of school do not exist.
> - **Project Length**: 4 months
> - **Funding received**: £9,988
> - **Contact**: Steve Farmer, Assistant Head Teacher: SLF@stjamesexeter.co.uk

1. Overview

With support from ZENEN Education, who help pupils/students understand the requirements for setting-up and running a business, and the Real Ideas Organisation (RIO) who are focused on supporting schools to be more creative, pupils at St James school were required to generate a business idea. This idea was to be based upon the specific enterprise opportunities within the school and the pupil's individual entrepreneurial aptitudes and interests.

Following the development of an idea, pupils participating in the Real Business Challenge project were challenged to create a launch event in which they would showcase their business plan to key members of the local business community. This would enable the pupils to receive feedback on their concept and to initiate discussions about future funding.

The project aimed not only to provide pupils with a learning opportunity, but to maximise their future development through demonstrating how to build relationships, identify opportunities, and to use initiative.

2. Project Performance

Performance Against Stated Outputs

Table 23 compares and contrasts the target outputs, as listed in St James School's initial project application, against the achieved outputs established through the project's Completion Report and follow-up consultation with the Project Lead.

As shown, and based solely on these output measures, the ZENEN Real Business Challenge has an overall completion score of 100%, and therefore has been designated a 'full achievement' success rating.

Table 23. Performance against Stated Output Targets

Output Overview	Target	Achieved	%	Status	Context to Performance
Pupils engaged	40	40	100%	🟩	40 pupils were identified during Phase 1 of project (challenge based social enterprise design sessions), in which their ability and strengths were focused upon and how they could best complement each other to form a strong business team structure.

					8 continued as part of the group selected to work intensively to develop their business concept. Challenges were faced when coordinating time for the pupils to be released from class time. Also internal communications meant that fewer pupils than hoped found out about additional after-school sessions. Staff worked effectively with a small cohort of 5 pupils to finalise the idea and deliver the launch event.
Staff engaged	2	2	100%		SEQ Mentor training for 2 members of staff has taken place
Overall: Full Achievement of Targets			**100%**		

Performance against Project Outcomes

In addition to the aforementioned output targets, St James also set out a number of project outcomes. Progress against each of these is identified below, based upon the information received via consultation with the Project Lead.

Table 24. Stated Progress against Anticipated Outcomes

Stated Outcome	Progress
A viable enterprise business that benefits both the school and the business community to be identified and developed	▪ As part of the ongoing nature of the project, a number of ideas have been identified and these continue to be developed
40 young people each developed personal connections in the regional business community	▪ Attrition meant that this outcome had not been met for all 40 pupils. However, this is forecast to be an area of activity in future iterations of the project
Business idea launched to business community for feedback	▪ The pupils' business concepts were launched through engaging with 12 other businesses, holding a total of five meetings and an event (Exeter – Did you know)
Future funding and investment identified	▪ The school has invested further money towards the programme for future iterations
School set up to operate sustainable enterprise programme	▪ Pupils have a weekly meeting to discuss the project and a small number of are going to continue the programme for the next generation of pupils
Profile of enterprise raised across schools in the region	▪ It was considered by the Project Lead that the school was on the cusp of raising the profile of enterprise across schools in the region, however it was commented that this will really develop once the pupils have launched their businesses

3. Project Impact

Pupils

The beneficiaries particularly valued the opportunity to further their enterprise skills through developing a business idea using their initiative and teamwork skills. The opportunity to present increased the beneficiaries' self-confidence considerably.

All wanted to continue the project in the next academic year and felt that it had been useful in preparing them for their future career. This was reiterated by the Project Lead who felt that pupils gained a lot from working with real business people, with the associated benefits unmeasurable.

"I really enjoyed the conference we went to. We attended a business conference, which was fun and saw the Mayor open it. Then we spoke to the Mayor. I was nervous doing this as he was only the second person we spoke to at the conference and it was scary, but I felt proud afterwards"

"The project enabled us to understand the business world earlier"

"Students live in a bubble in schools and are displaced from the real world. This project enabled them to meet real business owners and get excited about their ideas"

"They learnt that you have to take a step back, and that planning is vital – it's not as easy as Dragon's Den and requires a lot of time and commitment!"

Staff

The Project Lead felt that the two staff involved in the project benefitted from stepping away from their usual practice, and changing the dynamic of their teaching. Through the SEQ Mentor training and the overall project itself, a better understanding of business and commerce was achieved, as well as the development of product design, manufacturing, and marketing skills. Staff also further established their skills in business planning and modelling, and funding and finance.

"They were pushed for their personal knowledge of how business works and had to work with students in a different context"

4.   Summary

As previously cited, based on performance against output measures, the ZENEN Real Business Challenge was classed as having 'fully achieved' its targets. However, it is important to note that whilst 40 pupils initially engaged with the project, just 5 continued with the process, developing their business ideas. In terms of progress against stated outcomes, attrition amongst project participants has meant that the target for connections in the business community has not been met. However, it is noted that this activity is ongoing.

In consideration of all available evidence, we recommend an overall success rating of 'largely achieved' targets.

- ▪ **Performance against stated outputs** ⎯⎯⎯⎯→ Fully achieved targets
- ▪ **Overall evaluator view** ⎯⎯⎯⎯→ Largely achieved targets

Reflecting the sustainability of the project, the 'Exeter – Did you know' launch event is a model that will continue to run after school with a core group of committed pupils facilitated by ZENEN. It has also been created by the pupils in a way that will allow subject areas to schedule the enterprise activity within their subject area yearly plans.

Subject areas will be able to build market research sessions, content creation and active promotion of key business and organisations connected to their subject areas into their yearly programmes. This is anticipated to have a profound impact on the numbers of pupils participating within the programme and the numbers of businesses and other organisations that they connect with.

Following the SEQ Mentor Training for the staff engaged in the programme (and with support from a ZENEN consultant), the school is now able to create and accredit similar enterprise projects in school either as part of the curriculum or as extra-curricular activity. In addition, the school has invested further money towards future iterations, and is seeking funding from other sources to operate a sustainable enterprise programme.

Tavistock College – Real World Challenge

- **At a glance**: The project represents a collaboration between Tavistock College and the Co-operative Learning Trust to explore enterprise and entrepreneurship learning. This builds on their 'Real World' pilot project by specifically providing the necessary resources and outcomes to support the development of repeatable entrepreneurial teaching
- **Project Length**: 5 months
- **Funding received**: £9,748
- **Contact**: Gary King, Assistant Principal: ga.king@tavistockcollege.devon.sch.uk

1.   Overview

The Real World Challenge project builds upon a pilot project 'Real World' that was also run by Tavistock College. The pilot aimed to increase pupil/student awareness of the demands, opportunities, and challenges presented by the business world. Activity included creating links with local and international businesses that set pupils a variety of challenges requiring teamwork and a range of cross curriculum skills.

The EiSG supported the Real World Challenge project in the development of repeatable entrepreneurial learning. The overall aim was to roll out a single co-ordinated vision and approach to enterprise and entrepreneurial learning across both the College, and the Co-operative Learning Trust community of 10 primary schools who are partners in the project.

More specifically, the real World Challenge project aimed to engage with Tavistock and District Chamber of Commerce to identify a business partner to work with each school; hold local challenges in each school with findings/ products showcased during 'Enterprise Week' at the College; and develop new resources such as CPD programmes to support teaching and learning amongst staff in all trust schools.

2.   Project Performance

Performance against Stated Outputs

Table 25 compares and contrasts the target outputs, as listed in Tavistock College's initial project application, against the achieved outputs. Tavistock College's Completion Report stated that the 'project performed above expectation'; however, it was not clear how this level of achievement related to the three output targets as below. Reflecting the lack of available output information at the time of reporting, we are unable to provide an overall classification.

Table 25. Performance against Stated Output Targets

Output Overview	Target	Achieved	%	Status	Context to Performance
Year 6 Primary pupils engaged	212	Not stated	-	-	
Year 7 pupils engaged	186	Not stated	-	-	

Year 10 and 12 Business Studies pupils/students, engaged through event management, observations and briefings	20	Not stated	-	-	
Overall: No classification			-	-	

Performance against Project Outcomes

In addition to the outputs stated above, a variety of outcomes were also anticipated in the application form. Progress against each of these is identified below, based upon the information received via the consultation with the Project Lead.

Table 26. Stated Progress against Anticipated Outcomes

Stated Outcome	Progress
Improved teaching and learning, with closer relevance to real life skills, knowledge and behaviours	▪ A legacy plan has been developed for a sustainable CPD day for the Key Stage 2 curriculum which will enhance teaching and learning. This will address how to deliver and teach business enterprise so it can be used annually. ▪ More lessons will include applications to 'real life' learning, particularly in Humanities, Science, Maths, English, and Design and Technology. ▪ Pupils have demonstrated improved enquiry based learning skills and improved attitudes in lessons. This has been monitored by the schools' Self Evaluation Form processes. ▪ Pupils/Students have used the activities to help inform GCSE, A Level and career choices when choosing Year 9 Options. ▪ A drop in the number of those Not in Education, Employment, or Training (NEETs) has been achieved and evidenced.
Better integration of education with local enterprise and the wider local economy	▪ There has been ongoing and regular interaction with the local Chamber of Commerce (a partner in the Tavistock Learning Trust) and all participating schools. ▪ An increased number of businesses have offered work experience placements to the pupils, in comparison to last year's figures. ▪ Businesses and local entrepreneurs will be providing mentoring to individuals or groups in a pilot project with the Chamber of Commerce. This was initially planned for this year, but at the time of reporting, the initiative was about to commence.
Raising awareness for all students and staff, of the challenges and opportunities within the workplace	▪ The project has raised awareness of the challenges and opportunities within the workplace for all pupils/students and staff, and will continue to in future years. ▪ A 'Real World' CPD programme has been rolled out to all schools within the Trust and will be continued in September. ▪ Additional challenges have been developed for Year 8, for example the Whole School Enterprise Days. This will also be continued in the new academic year.

3.   Project Impact

Pupils

Generally speaking, beneficiaries who were consulted with as part of the evaluation felt that the project had been useful for their future careers as they now had a better understanding of enterprise. In addition, pupils felt that they had developed enterprise skills such as team working, increased confidence and presentation skills. In support of this identified impact, the Project Lead felt that the students benefitted from working with external businesses on real problems within teams which did not include friendship groups.

For the Year 10-12 group, students were given the opportunity to develop leadership skills, which was considered particularly rewarding and provided an alternative to typical academic qualifications.

> *"I gained more confidence to teach others"*
>
> *"I have developed some skills through presentation as I had to help the younger children present their business"*
>
> *"It has shown me that I would be interested in starting up my own business"*
>
> *"The Year 7 students developed confidence and resilience as they had to present in front of 100 people. They have also been working with people from different primary schools and building relationships"*
>
> *"For the Year 10 and 12 students it's been great for their CV and also something that they can say they've done in school other than having academic qualifications"*

Staff

The Project Lead felt that staff developed an understanding of business and commerce, as well as product design and manufacturing. Although the project did not specifically target staff as a beneficiary group, they were perceived to have benefitted from the development of relationships with businesses, and the associated impact of this on the curriculum.

> *"There weren't lots of staff, only primary staff, and Heads for the students presenting. There wasn't a big impact but the project wasn't about that anyway. The links with businesses will benefit our curriculum in long term"*

4. Summary

As previously cited, the evaluators were unable to assign an overall classification regarding the performance of the Real World Challenge project against stated output targets. Taking a more macro view of performance, however, it was clear that the project has been successful in working toward its three stated outcomes. For example, ongoing interaction with the local Chamber of Commerce has supported increased levels of work placements being offered; whilst a 'Real World' CPD programme has already been rolled out to schools within the Trust.

Taking this evidence into consideration, in addition to consultation with the Project Lead and beneficiaries, we recommend an initial success rating of 'largely achieved' targets. However, this may need to be revised once performance data against all output targets is made clear.

- **Performance against stated outputs** ⟶ No classification
- **Overall evaluator view** ⟶ Largely achieved targets

In terms of future sustainability, the school will be delivering an intensive one day CPD course for all Year 6 teachers and the college's own staff led by Optimise4 on embedding enterprise within the Key Stage 2 curriculum. This will equip teachers with the tools to run this project year on year, as well as on their own in school curriculum.

West Exe – Developing Pathways in Enterprise

> - **At a glance**: The project supports two separate groups of pupils, engaging and raising the aspirations of each group through enterprise based activities
> - **Project Length**: 7 months
> - **Funding received**: £10,000
> - **Contact**: Julie Poynsenby, Head of Business, Computing and Enterprise: JPoynsenby@westexe.devon.sch.uk

1. Overview

The Developing Pathways in Enterprise project aimed to raise the aspirations of pupil beneficiaries through enterprise based activities. The project targeted two distinct groups: Year 10 learners identified as being of lower ability; and Year 9 pupils identified as being gifted and talented. The project was based around two key strands of activity: Raising aspirations and achievement through enterprise; and the Think Tank – Idea Development Hub.

With specific regard to raising aspirations and achievement through enterprise, the project supported the development of skills in design, manufacturing, and marketing – activity that was predominantly focussed on the Year 10 learners. It was envisaged that this activity would support levels of achievement, and better prepare pupils for the world of work through interactions with businesses and business methods. Pupils worked in small groups to design, develop and sell a product range within the local community.

The Think Tank Idea Development Hub was targeted toward beneficiaries in Year 9, and supported them to rapidly model, develop and expand their creative product ideas. This activity was assisted by representatives from local businesses and aimed to raise pupils' awareness of social enterprise and social conscience in product design. Alongside this, pupils received 100 minutes of curriculum time to develop their idea as a personal assignment and to manufacture a prototype. All projects were submitted for a Silver Crest Award and entered into the Big Bang South West competition, where one project won the 'Creativity in a project, process or outcome' award, and two projects won the 'Enterprising Young Devon' award.

2. Project Performance

Performance against Stated Outputs

Table 27 compares and contrasts the target outputs, as listed in West Exe's initial project application, against the achieved outputs established through the project's Completion Report and follow-up consultation with the Project Lead. As shown, and based solely on these output measures, the Developing Pathways in Enterprise project has an overall completion score of 100%, and therefore has been designated a 'full achievement' success rating.

Table 27. Performance against Stated Output Targets

Output Overview	Target	Achieved	%	Status	Context to Performance
Year 9 pupils engaged (mixed gender) of high prior attainment including low socio-economic background, Special Educational Needs (SEN) and Pupil Premium (PP)	10	10	100%	🟩	
Year 7 & 8 pupils who will attend the Think Tank in a supporting role	20	20	100%	🟩	
Year 10 pupils engaged including low prior attainment (Low PA), low socio-economic background, Special Educational Needs (SEN) and Pupil Premium (PP)	15	15	100%	🟩	
Teaching staff	6	6	100%	🟩	
Support Staff	5	5	100%	🟩	
Teaching Assistants	3	3	100%	🟩	
Overall: Full Achievement of Targets			**100%**	🟩	

Performance against Project Outcomes

A variety of additional anticipated outcomes were also described in the application form alongside the target outputs. Progress against each of these is identified below, based upon the information received via consultation with the Project Lead.

Table 28. Stated Progress against Anticipated Outcomes

Stated Outcome	Progress
Development of employability/work skills in the Year 10 lower ability group	▪ Skills 4life has been implemented within the school, which aims to develop investigative, creative, reflective, cooperative, proactive, competitive, restorative, and communicative skills amongst the pupils
Sustainable business project developed for implementation with future lower ability cohorts through strengthened partnerships with employers and local businesses	▪ The project held an auction for the 'shabby chic' products and made £200 which will be invested in next year's iteration of the project. Links with local entrepreneurs were also established
Enhanced development of literacy, numeracy and communication skills in the lower ability group	▪ The Year 10 lower ability group produced spreadsheets for their businesses to calculate budgets, and their communication skills have also been developed, which has significantly improved their ability to express ideas
Pupils from the Think Tank Idea Development Hub to achieve a Level 2 Social Enterprise Qualification (SEQ)	▪ It has not been possible to deliver this stated outcome in the first year of the project due to time constraints, but the qualification will be put in place next year
Apply for the Silver Crest Award	▪ Pupils have submitted applications for the British Science Association Silver Crest Award, but are yet to receive a response

Stated Outcome	Progress
Competition entries to the Big Bang South West	▪ The Year 9 group won three awards at the Big Bang South West. With the funding provided by the EiSG, pupils were able to produce quality prototypes, two of which have been further developed.
Greater confidence and higher self-esteem in pupils	▪ This has been most visible in the Year 10 lower ability group. The project has improved the group dynamic and the ability to do practical work has led to higher levels of motivation. The group has also been enthused by the positive response to their 'shabby chic' furniture, which has gained much interest from the rest of the school community
Self-employment after further education becomes a realistic option as pupils develop the skills to set up their own businesses	▪ Attending the Devon County Show enabled the pupils to realise the opportunities available to them. More specifically, Year 9 pupils realised that they could potentially run a business alongside studying. For year 10 pupils, the project promoted self-employment as a possible career option. Additionally, agricultural engineering became a realistic option for some of the Year 10's which they had never considered previously

3. Project Impact

Pupils

All beneficiaries agreed that the project had increased their understanding of enterprise and had developed their enterprising skills such as teamwork and presentation skills. Confidence was also thought to have noticeably increased since the project began, particularly for the Year 10's.

Pupils also learnt about business processes, from the initial product idea and design, to manufacturing and marketing that product. Generally speaking, beneficiaries felt that the project had enabled then to develop useful skills for their future careers, such as learning about deadlines, teamwork, and finding solutions to problems.

"I started selling things on eBay and I have made £200 approximately so far. I have been selling things that I had as hobbies for example skateboards and phones. I'm saving the money for when I am older and towards a job as I want to be a business man"

"We developed team working skills from the climbing day and learnt to trust one another"

"I've watched 'The Apprentice' and have seen people flapping around and thought it was so easy to have an idea. Having to record each stage of the process is really difficult and then having to make the product is very difficult"

"I learnt that no matter how many mistakes you make you keep improving. Not about getting things right the first time and not to be afraid of making lots of drafts and improving each time"

Staff

Staff were considered to have developed a number of business skills and knowledge areas throughout the project, such as the life cycle of products, manufacturing, finance, and marketing. Through their role as mentors, staff also engaged different approaches to their teaching which will be beneficial going forward.

4. Summary

As previously cited, based on performance against output measures the Developing Pathways in Enterprise project was classed as having 'fully achieved' its targets. The school also achieved a number of additional outcomes which sought to raise aspirations and achievement through enterprise activity. At the time of writing, the outcome target related to Level 2 Social Enterprise qualifications was yet to be fully realised. However, consultation with the Project Lead indicated that this will be introduced next year.

Taking all of the available evidence into consideration, including the performance against target outputs, and feedback from the Project Lead and beneficiary consultations, we recommend an overall success rating of 'largely achieved' targets.

- **Performance against stated outputs**   ⟶ Fully achieved targets
- **Overall evaluator view**   ⟶ Largely achieved targets

In terms of the future sustainability of the project, the Year course will continue to be offered to similar groups of pupils each year as it has proved to be a successful way to engage disaffected/difficult pupils while teaching them valuable life skills. The group will sell their products and learn about the financial side of business, while retaining profit to help fund future courses.

With regards to Year 9 learners, the after-school group has grown in numbers and strength and continues to be the only place where pupils from different year groups can interact and share ideas. Competing at the Big Bang South West will be encouraged every year, and it is envisaged that a significant proportion of the funds will be reinvested each year.

More generally, it is hoped that links with businesses will allow growth of a mutually beneficial relationship that will lead to a reduction in charges and expenses in any future projects. Pupils will also be upskilled and empowered, with visits back to the school in the future to encourage and inspire new generations through the school's alumni programme.

Annex 2. Technical Annex

A2.1   Introduction

The following section provides additional detail on the respondents to the Strategic Partner Survey and further profiling information related to consultation with beneficiaries.

A2.2.   Online Survey of Strategic Partners

Organisation Types

Respondents were asked to classify their organisation type. As shown in Table 29, of the 12 respondents, the highest number were from private sector businesses (6), followed by not for profit businesses (2), and social enterprises (2).

Table 29: Survey Respondents by Organisation Type

Organisation Type	No. of Respondents
Private Sector Business	6
Not for Profit Business	2
Social Enterprise	2
Business Network/Representative Body	1
Skills Network/Representative Body	1

Project Involvement

Nine respondents specified that they had had involvement in the EiSG with either single or multiple projects, or with the programme as a whole: two respondents indicated they had been involved at a programme level; one had been involved with a single project as well the programme as a whole; one was involved with multiple projects; whilst the remaining five were involved with a single project each. Table 30 provides details of the range of individual projects that respondents had involvement with.

Table 30. Project Involvement

Projects	No. of Respondents
Exmouth Community College	2
Great Torrington School (NORDAB)	2
Tavistock College	2
South Molton Community College	2
King Edward VI Community College	1

Base: all respondents who had been involved with the EiSG Scheme on a project-level basis (n=7)
N.B. Total may not equal base due to multiple responses
Source: EiSG partner survey, SERIO 2015

In addition, one respondent who had had involvement with the Programme as a whole, also specified that they had had further connections with the scheme through DCC School Enterprise Research prior to the Grant being set up.

A.3. Focus Groups

Tele-focus Groups

Tele-focus groups were conducted with four schools: Exmouth Community College, The Kings School, South Molton Community College, and St James School. Project Leads or staff involved in each of the aforementioned projects identified a sample of students who would be willing and able to take part in a teleconference-style call with SERIO. Each tele-focus group lasted approximately 20-30 minutes.

In-person Focus Groups

In-person focus groups were held with two projects: West Exe and NORDAB, run by Great Torrington. The West Exe focus group was split into two sessions: one with the lower ability Year 10s, and the other with the Gifted and Talented Year 9 after-school group. These focus groups lasted between 45 minutes and 1 hour each. With regards to Great Torrington, SERIO attended the Enterprise Day at Cedars Inn, Barnstaple and conducted a focus group with a range of students from the participating schools.

Paper-based Surveys

Two paper-based surveys were also distributed to students at King Edward VI Community College and Tavistock College. The surveys were designed to mirror the focus groups in terms of content, but in an accessible format which could easily be completed by the students.

Sample Sizes

A total of 53 beneficiaries took part in the focus groups and 14 beneficiaries completed a questionnaire, meaning that a total of 67 beneficiaries provided their views. Table 31 details the number of students that took part in the research at each school or college.

Table 31: Focus Group Participants and Questionnaire Respondents

School or College	Method of Data Collection	No. of participants
Exmouth Community College	Tele-focus Group	7
Kings School	Tele-focus Group	3
Great Torrington	Focus Group	6
South Molton Community College	Tele-focus Group	7
St James School	Tele-focus Group	3
West Exe: Gifted & Talented group (G&T)	Focus Group	19
West Exe: Lower Ability group (LA)	Focus Group	8
KEVICCS	Paper-based Survey	8
Tavistock College	Paper-based Survey	6

Base: Total number of focus group participants and questionnaire respondents (n=67)
Source: EiSG Beneficiary Focus Groups and Questionnaire, SERIO 2015

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