One day, all students will be equipped with the enterprise skills, experiences and aspirations to succeed.
It has been a thrilling year at Enabling Enterprise: we’ve been able to work with almost 64,000 students across the country – from north of Newcastle down to the South.

We’re proud that 96% of teachers see progress in their students’ skills that they attribute to Enabling Enterprise. Alongside that, our skills assessment shows our programmes putting students back on the trajectory for success.

A growing partnership

Our partnership of schools and employers is wider and more vibrant than ever before: our employers now span the private, public and voluntary sectors – including UBS, NHS hospital trusts in London, Manchester and Birmingham, and great charities like Age UK.

It’s also exciting to be able to give our students more experiences of workplaces of all sizes – from younger firms like Metaswitch and Forward 3D to global giants like General Electric or PwC.

Alongside offering these unique experiences, we are also transforming the opportunities of our students by systematically building the enterprise and employability skills that they need to succeed – both in school and beyond, whether that means in employment, higher education or entrepreneurship.

Transforming skills

Our analysis shows that this work is as important as ever. Employers are vocal about the shortfall in new recruits’ skills, whilst teachers worry that their youngest children are already falling behind in the social and emotional skills to learn effectively in school.

This challenge is shown vividly in our skills assessment data. We see that for students outside Enabling Enterprise programmes, they only make 85% of the progress they need each year to be on track – meaning that by 11 years old they are already 1 year behind, and by 18 they are 2 years behind in their skills.

The good news is that Enabling Enterprise programmes not only make up this deficit, but go beyond that – closing the skills gaps that limit our children and young people’s potential.

This is clear not just in the data – but also in the stories and snapshots captured here.

Looking to the future

In the last year we have made huge strides, and for that I am hugely grateful to my team, our board, the 2,600 teachers who have delivered our programmes this year, and the 1,200+ employees who have volunteered, as well as our funders and other supporters.

However, we still have a long way to go: in the last year, we have worked with 233 schools, representing 1% of English schools.

Over the next three years, we will redouble our efforts to share our learning, to support more teachers, and ultimately help unleash the potential of more students.

Together, we can ensure that one day, all students leave school equipped with the enterprise skills, experiences of work, and aspirations to succeed.
The Challenge

Children and young people need more than grades to succeed

Enabling Enterprise is a team on a mission.

We are a team of teachers and education-lovers, united by a shared sense that there was something missing for our students: that grades and qualifications alone were not going to be enough for them to succeed.

We saw it in our classrooms, in the way that our students struggled to work together or organise themselves to get things done. We worried that the support we were putting in place to help achieve their target levels or grades was not sustainable beyond the classroom.

This fundamental gap wasn’t just something that we noticed in our classrooms. The CBI’s annual survey of employers is just one voice in a chorus of employers calling out for our young people to be better prepared. Of course, this includes getting the basics of literacy and numeracy right. But 89% of employers also said they rated employability skills as essential against a relatively meagre 23% who put particular grades or qualifications as the primary thing they were looking for.

Crucially though, the gap is not just about employability skills: Whether we use the language of employability, entrepreneurship or life skills, at their heart there are a set of critical skills that all children and young people need:

- Communication skills
- Inter-personal skills
- Self-management, including setting goals and being resilient
- Creativity and problem-solving skills

At Enabling Enterprise, we believe that these skills and experiences of the working world are as essential as any other academic learning.

For some students, they develop these skills through a roster of extra-curricular experiences and activities – sports teams, debating, music, dance, drama, expeditionary travel. Others can access their parents’ professional networks and learn about different careers through friends and contacts.

For students from less privileged backgrounds, these opportunities don’t necessarily exist. We think this is a big gap which we need to fix.

So, we want to ensure that every child gets the opportunities to build these skills and experiences of the working world to underpin high aspirations – and achieve them.

89% of employers prioritise the employability skills of school and college leavers
CBI Education & Skills Survey, 2016

23% of employers prioritise the qualifications of school and college leavers
CBI Education & Skills Survey, 2016

77% of employers expect to need more skilled workers in the future
CBI Education & Skills Survey, 2016

50% of employers see school and college leavers lack communication skills
CBI Education & Skills Survey, 2016

12.1% of young people are unemployed, excluding full-time education
UK Parliament Briefing, October 2016
Enterprise skills matter as much as academic learning...

After seven years, we’ve seen that to have a real impact we have to see enterprise as more than just an add-on, or a bundle of attributes or characteristics.

Instead, we see that to have a real impact we have to re-think enterprise skills as a core, transferable skill set that sits alongside literacy and numeracy as a key enabler for our children and young people.

This unlocks learning in school, and supports high aspirations for the future.

As such, we see six key principles underpinning our work:

1. Keep it simple: Focus on a small, consistent number of highly transferable skills.
2. Measure it: By really understanding students’ existing skill levels we can identify strengths, weaknesses and where to focus.
3. Start young and keep going: As with literacy and numeracy, building the skills, starting with basic empathy and resilience pays dividends throughout education as well as beyond it.
4. Pitch it right: Ensure activities and projects give the students enough challenge but not too much.
5. Keep practising: Reinforce the skills throughout school life – including other lessons and the wider school ethos.
6. Bring it to life: Real world links help students to apply the skills to new experiences and future employability.
Our approach

…and need that same level of rigour and focus

Enabling Enterprise programmes typically last for a whole academic year to avoid the trap of a quick-fix.

Our programmes offer a complete approach to building students’ enterprise skills and experiences of the working world.

Our programmes provide three elements for our students:

**Lesson-time projects**
Regular enterprise lessons that teach our eight key enterprise skills through exciting team-based projects.
These might include creating a radio show, publishing a magazine or improving some aspect of school life.

**Challenge days**
These one-off days provide a focus for applying their skills to a unique challenge.
Examples include setting up a little business, carrying out a crime scene investigation, or planning a mission to the moon.

**Trips to employers**
Then, to link our students’ skills development to the real world, we take them to visit our partner employers.
These days give them a chance to meet employees, and take part in a game or scenario to get a flavour of what the organisation does.

We also provide support to their teachers in two ways:

**Training and support**
We provide training and support for teachers delivering Enabling Enterprise programmes.
This covers our curriculum, as well as principles for teaching enterprise skills.

**Skills assessment**
To support student progress, we equip teachers with assessment tools to measure their students’ enterprise skill levels at the beginning and end of each year.
Reaching more students across the country

We have had a strong year, significantly growing the number of students we’ve worked with.

The structure of our programmes means that by training and supporting over 2,500 teachers we have been able to work with nearly 64,000 students.

Maintaining depth of impact

Crucially, as we reach more students we want to maintain the quality of their experience.

In the last year, our students received an average of 19.5 learning hours through Enabling Enterprise – in line with last year, and a substantial increase from 13 hours in 2012-13.

Targeting effectively

We want to ensure that our work is reaching those students who would benefit the most. As part of this, we track how many of our schools fall into different quintiles of the IDACI index – which combines measures of deprivation including family income.

65% of our schools serve students in the lowest IDACI quintile, and 86% serve the most deprived 40%.
A growing partnership

... across England

North of England
3,795 students
26 schools and 154 teachers

The Midlands
14,591 students
49 schools and 688 teachers

South of England
45,113 students
153 schools and 1,826 teachers
Covering all sectors

We’re delighted that in the last year we’ve worked with employers from all sectors of the economy.

The private sector remains our biggest group of employer partners, including international companies like PwC, UBS, Societe Generale, RSA and Oliver Wyman.

In the public sector, we’ve worked with a number of universities including London Business School and the University of Birmingham, as well as NHS hospital trusts and central and local government.

We’ve also work with some voluntary sector partners, including Esmee Fairbairn Foundation and Age UK.

Together, this exposes students to the fullest range of future opportunities.

Providing real insights

All of our partners host groups of students to visit their offices. Students get a chance to meet and quiz the people who work there, before working on a challenge that gives a flavour of what the organisation does: whether a construction challenge at Lendlease or a legal case at Freshfields.
Building enterprise skills...

Eight Enterprise Skills

For all of our students, aged from 5 to 18, we focus on building a high level of proficiency in eight skills:

These skills are exactly those that are called for by employers (CBI, 2016). They are also sought by universities who highlight them as underpinning vital study skills – particularly around creativity, communicating ideas, problem-solving and self management. They also underpin entrepreneurship.

Even before that though, these are the skills that are shown to unlock learning in the classroom – you can find out more at:

enablingenterprise.org/resources
Transforming skills

... and measuring progress

For every skill, we map out exactly what success looks like at each age. This means we can support students to be on the right trajectory – or, preferably, well above it.

![Graph showing the progression of skills across different levels and ages.](image)

For example, this table shows how students are expected to progress in three of our eight Enterprise Skills:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Level 1 5 or 6 years-old</th>
<th>Level 6 10 or 11 years-old</th>
<th>Level 13 17 or 18 years-old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working in a team</td>
<td>Students can work with other children to complete a simple task.</td>
<td>Students can help their teams to reach decisions, even when their ideas are not chosen.</td>
<td>Students can evaluate their team’s approach to tasks and carefully influence to get better results.</td>
</tr>
<tr>
<td>Leading</td>
<td>Students can describe how they are feeling to others.</td>
<td>Students can make decisions to resolve disputes between other team members.</td>
<td>Students can identify the sort of leader they are and how to make the most of their strengths.</td>
</tr>
<tr>
<td>Aiming high</td>
<td>Students understand “doing their best” in the context of school.</td>
<td>Students can set their own targets that involve trying something that they might find difficult.</td>
<td>Students have created a realistic plan for their next steps that reflects their skills and strengths.</td>
</tr>
</tbody>
</table>
Transforming skills

Without EE...

In the last year, we moved to a model of teacher assessment. This tracked whether students were achieving the 1 level per year progress to be on track for success.

Teachers observed their classes for a number of weeks before completing the skills assessments of the students at the beginning and again at the end of the year. This way, 4,425 students were tracked across the year.

We also looked at a group of 558 students before taking part in EE, as a counterfactual of what happens otherwise.

The skills gap is real

Before Enabling Enterprise, the gap between what the students should do at any age and their actual skill levels opens up over time.

By the age of 11, they are about 1 year behind - and over 2 years behind by the time they leave school.

The chart shows levels of 558 students who had not followed an Enabling Enterprise programme versus target for age.

Students make insufficient gains

Students who have not completed Enabling Enterprise make, on average, just 0.85 levels of progress each year – when they need to be making at least 1.0 level to stay on track.

The chart shows calculated annual progress of 558 students who had not followed an Enabling Enterprise programme in each skill.

Students falling behind

As a result, students are well below where they should be for their age.

This undermines their ability to learn effectively in school, to engage with their peers, and takes them off the trajectory for future success.

The chart shows the start of the year against year group target.
Over a year working with Enabling Enterprise, 96% of teachers see a change in their students’ skills that they attribute to the programme.

The results of the students’ skills assessment are further evidence that this gap can be closed:

**The skills gap can shrink**

After a year of Enabling Enterprise, the youngest students close their skills gap and move ahead of expectations – making it easier to stay on track in the future. The older students meaningfully narrow the gap.

This year, our Year 6 students saw their skills gap close by 50% after one year on the programme.

**Our students accelerate**

Students on Enabling Enterprise programmes consistently make more than their target 1.0 level of progress per year. The average student made 1.13 levels of progress last year, and established school programmes made 1.20 levels of progress each year.

**Students catching up**

While there is still work to do, by the end of a year of Enabling Enterprise, the picture is much more positive – with 66% of students now on target or above their target skill level on average.

This enables them to access learning in school, and sets them up for future success.
Enabling Enterprise means something different for everyone

Brookland Junior School
London
Building skills

This year, Brookland Junior School have been working towards embedding enterprise skills across the curriculum.

At the end of their Crime Scene Challenge Day, Mr Greenhouse explained that the behaviour of Year 2 last academic year was so challenging that all the classes had been mixed and their teamwork had severely suffered as a result.

In the final reflection, Mr Greenhouse asked the groups to consider the skills they had improved throughout the Challenge Day. “At the beginning of the day we couldn’t make a decision and were bickering all the time but then we made sure we took turns so we could work together”.

It was evident from the discussions around the room that these students were familiar with articulating their skill development and valued the importance of teamwork for their classwork and beyond.

Employers’ Views
Leeds & Nottingham
Building experiences

"Because engineering is such a varied and diverse field, young people we speak to often struggle to connect with it. The Enterprise Skills are a fantastic way to break this down into behaviours like ‘Problem Solving’, ‘Staying Positive’ and ‘Working in Team’ and then adding examples from your own role.”

Kayley Lockhead, Mechanical Design Engineer, NG Bailey, Leeds

"The value of the programme for us has been helping the children see how by working hard together they can achieve real-life results they can be proud of. We wanted to show them the links between the world of work and what they do in school and EE certainly helped us to achieve this.”

Helen Richardson, DH, Nottingham

Abbotsfield Secondary
Uxbridge
Linking learning to life

At the start of their Challenge Day, teachers raised concerns about one boy in the group. He was known to disengage and disrupt, particularly when he felt there was a chance he would look ‘stupid’ or have to confront his difficulties with literacy and numeracy.

He was initially reluctant to participate but was “hooked” by the chance to be an investment banker: “I can see it’s Maths but it doesn’t feel like it.”

However, as the time came to write down his contribution to the presentation, he became visibly anxious. The other boys in his team, however, were incredibly supportive of him.

At the end of the day, his head of year, said “It has been brilliant to see him so engaged with the day. In school, he usually has incredibly low self-esteem so to see him stand up and present with such confidence was great” – and he was rewarded with a trip to PwC.
### Oasis Academy Woodview
**Birmingham**
**Changing attitudes**

At a trip to the Bullring shopping centre, Birmingham, Year 3 and 4 students from Oasis Academy Woodview presented their ideas for a new shopping centre floor to the rest of the students, their teachers and the volunteers.

At the end of one presentation, students were asked to share with everyone the skills they had used during the day and what skills they had got better at.

One boy boldly stood up, and said “Before I did Enabling Enterprise I used to fight and argue with my group. Since I have been doing Enabling Enterprise I don’t argue with my team anymore.”

### UBS Bank
**London**
**Building experiences**

One memorable trip was when a mixed ability Year 4 class from St. Peters’ London Docks Primary School in Tower Hamlets visited UBS bank.

The volunteers were all senior members of staff, including Daniel Southgate, who summed up the day saying: “I was surprised at how much those delightful children seemed to really enjoy the day, and how genuinely interested they were in being here.

“We take all this stuff for granted, but can you imagine seeing it through the eyes of an 8 or 9 year old? Even something as simple as a conference telephone in one of our meeting rooms had them fascinated...and why not!? Personally I found this session incredibly rewarding, and giving up a few hours shouldn’t be too much for anybody. I am strongly encouraging my team to participate.”

### Dairy Meadow Primary
**Southall**
**Building enthusiasm to learn**

Arjinder Sunner, headteacher at Dairy Meadow Primary in Southall, has such a strong belief in the merits of the eight Enterprise Skills and their impact on his students that he could see no better way with which to begin the new school-year than a Challenge Day on only the second day of term!

The day was focused on a CSI-style investigation and throughout the day, Arjinder visited the classrooms, feeding the children's enthusiasm and helping out with detective skills of his own, all the while referring the children to the importance of developing their skills.

At the end of a fantastic day, the children left the school on a real high, eager to feed back stories of their journey throughout the day to their headteacher.

Arjinder told us, "It's been a fantastic day, one where every child has been involved throughout. They can all tell me what skills they have used and everybody feels that they have played a role.”
Engaging students

On a recent business trip to Societe Generale with Year 8 students from Coopers School one pupil stood out by demonstrating plenty of enthusiasm. He showed this through continuously raising his hand to answer questions and by having a go at leading his team. Over the day, he could hardly contain his excitement around the different tasks being set. By the end of the day, he had shared examples of how, together with his team, they were able to show resilience and keep a positive outlook despite some setbacks.

As the students were packing up to leave, the new Head of Year 8 commented on how amazed she was that this particular student had engaged so positively in the day and how this was the first time she had seen him do so.

We were blown away.

Morecambe Bay Primary

Building experiences

Morecambe Bay Community Primary School took on the Enabling Enterprise Moonbase Challenge Day.

The day was a great success with the Year 1 teacher commenting on how fantastic it was to see curriculum time dedicated to creativity and team work and how it gave all the pupils the opportunity to learn in new ways.

The pupils themselves were able to reflect on how the day gave them a different experience with a Year 4 student explaining “I had so much fun today, it was better doing this in a team than doing it on my own because we listened to each other and that made our ideas even better.”

Oliver Wyman

London

Attendance and resilience

Since joining Key Stage 2, one student had struggled to integrate with the rest of the class. He had been through a number of behaviour and integration programmes in the school and was close to exclusion at the start of the academic year.

However, since starting the Enabling Enterprise projects in class, the teacher had noticed a huge improvement in the student’s attainment and resilience. He had flourished as a leader, showing great commitment and awareness of his team’s needs; had set very high expectations for himself and the rest of the team and had started to take a new student under his wing.

On a trip to Oliver Wyman, he accumulated the most points of any student for skills, reminding the session leader where they had missed some of them too! He was spot on. The teacher was full of praise for the way the programme had given this student an opportunity to succeed in the school and her classroom.
Enabling Enterprise works to ensure that one day, all students are equipped with the enterprise skills, experiences of work, and aspirations to succeed.

www.enablingenterprise.org

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