45,830 children building the skills to succeed
We believe enterprise is vital to prepare children for the real world.
45,830 Students
1,790 Teachers
178 Schools
97 Employers
We focus on building enterprise skills to enable lifelong success…

Enabling Enterprise was set up by a team of teachers in 2009.

We believe there is a gap in our education system – and that developing enterprise skills is as essential as developing literacy or numeracy.

Our programmes bring skills development into the curriculum with the depth and rigour of any other academic learning.

In 2014-15, we worked in partnership with 178 primary and secondary schools and 97 employers to prepare our students for life-long success.
What we’re about

...so that one day, all students are equipped with the skills, experiences and aspirations to succeed.

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, running a fundraising campaign or creating a magazine.

Challenge days
Additionally, we run one-off days with our students to provide a focus for applying their skills to a unique challenge.

Examples include running a political campaign, 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 some of 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 the teachers delivering Enabling Enterprise programmes.

This covers our curriculum, as well as principles for teaching enterprise skills.

Skills assessment
To support and measure student progress, we use our assessment tools to measure our students’ enterprise skill levels at the beginning and end of the year.
“This year has been another step on an ambitious journey”

Tom Ravenscroft
CEO, Enabling Enterprise

Goal 1: Reach more students

We are ambitious about achieving our mission, and this means operating with a national reach and scale.

Over the last year, Enabling Enterprise has increased the annual number of students we’re working with from 35,370 to 45,830.

This has been made possible by an increase in the number of teachers we have trained and supported to 1,790 teachers across 178 schools.

This year we have widened our geographical reach. We worked with schools from Durham down to the South Coast, concentrated around our presence in London, Birmingham and Manchester.

With this in mind, we’ve sought to be as robust as possible in gauging how the skills of our students develop over the year.

This means trying to bring the same rigour as we would to tracking progress in, say, literacy or numeracy.

Our skills assessment this year shows that we are putting students on to that trajectory for success.

Goal 2: Transform enterprise skills

Of course, reaching more students is no achievement at all if our programmes are not having a transformational impact for those students.

Our work has always been about creating a partnership between teachers and employers for the ultimate benefit of the children and young people we work with.

This year, we’ve increased the number of partners to 97. We’ve moved beyond just working with the private sector, to include the public sector including hospitals, universities, local government and the charitable sector too.

This year we won ‘Education Partnership of the Year’ from the Education Investor awards.

Goal 3: Partner with the world of work

Our work has always been about creating a partnership between teachers and employers for the ultimate benefit of the children and young people we work with.

This year, we’ve increased the number of partners to 97. We’ve moved beyond just working with the private sector, to include the public sector including hospitals, universities, local government and the charitable sector too.

This year we won ‘Education Partnership of the Year’ from the Education Investor awards.
“Scale is irrelevant without impact for each individual”
National reach

In the last year we’ve continued to build our partnership of schools and employers.

It’s been particularly exciting to see rapid growth in the Midlands, where we opened our permanent office in 2014, and where we reached over 10,000 students last year.

We’re also in the early stages of building our presence in the North of England, with our office in Manchester opening in September 2015.

In the South, we're doing more in the wider South East beyond London. We are doing more work outside urban centres too, which is encouraging for the future.

Greater depth

Alongside broadening our reach, however, we are also committed to ensuring that our programmes have a transformational impact on the students we work with.

To this end, we’re also excited to see a substantial increase in the learning hours per student over the last two years from 13 hours in 2012-13 to 20 hours in the last year.

This is a reflection of our deepening work with our schools, where an increasing number take part in weekly EE lessons, challenge days every year, and business trips each term.

Reaching more students...

Goal 1

45,830

Students on EE programmes in 2014-15

1,790

Teachers delivering EE programmes in 2014-15

916,600

Learning Hours on EE programmes in 2014-15
... across a national footprint

North of England
2,774 students
12 schools and 76 teachers

The Midlands
10,108 students
39 schools and 460 teachers

South of England
32,728 students
125 schools and 982 teachers
The theory

Our theory of change takes our mission and then turns it into a goal. In this way, developing the ‘enterprise skills... to succeed’ needs to be pinned down and made tangible.

With this in mind, we worked with employers and educators to focus on the eight skills and competencies that make the difference.

We then work to ensure that all of our students develop a high level of competency in these skills. If we can achieve this, then we are on track to achieve our mission – to ensure that all students are equipped with these skills.

Tackling skills with rigour

Building these skills is not quick or simple. It depends on approaching their development with the same thought, consistency and rigour as we would any other academic learning.
...and putting them on the trajectory for success

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.

### Working in a team

<table>
<thead>
<tr>
<th>Age</th>
<th>Competency</th>
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<tbody>
<tr>
<td>Year 1 5 or 6 years-old</td>
<td>Students can work with other children to complete a simple task.</td>
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<tr>
<td>Year 6 10 or 11 years-old</td>
<td>Students can help their teams to reach decisions, even when their ideas are not chosen.</td>
</tr>
<tr>
<td>Year 13 17 or 18 years-old</td>
<td>Students can evaluate their team's approach to tasks and carefully influence to get better results.</td>
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</table>

### Leading

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<td>Year 1 5 or 6 years-old</td>
<td>Students can describe how they are feeling to others.</td>
</tr>
<tr>
<td>Year 6 10 or 11 years-old</td>
<td>Students can make decisions to resolve disputes between other team members.</td>
</tr>
<tr>
<td>Year 13 17 or 18 years-old</td>
<td>Students can identify the sort of leader they are and how to make the most of their strengths.</td>
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### Aiming high

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<td>Year 1 5 or 6 years-old</td>
<td>Students understand “doing their best” in the context of school.</td>
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<tr>
<td>Year 6 10 or 11 years-old</td>
<td>Students can set their own targets that involve trying something that they might find difficult.</td>
</tr>
<tr>
<td>Year 13 17 or 18 years-old</td>
<td>Students have created a realistic plan for their next steps that reflects their skills and strengths.</td>
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</table>
Seeing the real impact…

To add more rigour to our skills assessment, this year we are sharing insights from a data set corroborated by the students’ teachers’ assessments. In this group we tracked 565 students across the year.

**Goal 2**

**Indicator 1**
86% on or above target
Compared to 57% at the start of the year

**Indicator 2**
1.1 levels average skills progress
1 level needed to achieve the trajectory students need for future success

**Indicator 3**
96% of teachers see progress in their students’ skill levels they attribute to their Enabling Enterprise programme

All of our teachers were asked to reflect on the progress they had seen against the eight skills and of 179 respondents in Summer 2015:

- 84% of teachers saw progress in all eight skill areas
- 93% of teachers saw progress in at least six skill areas
- 96% of teachers saw progress in at least four skill areas
...and where it does the most

Teachers are asked whether they have seen strong, meaningful, small or no progress in each of the skills:

**Aiming high**
The students’ aspirations for the future, and ability to take steps towards them.
- Good progress: 70%
- Some progress: 93%

**Staying positive**
The ability of students to overcome setbacks and demonstrate resilience.
- Good progress: 75%
- Some progress: 93%

**Problem solving**
The students’ competence and confidence in logically thinking through issues.
- Good progress: 70%
- Some progress: 95%

**Creativity**
The students’ ability to generate ideas and use creative strategies in new situations.
- Good progress: 75%
- Some progress: 94%

**Listening & understanding**
The students’ ability to listen and gather and organise information effectively.
- Strong progress: 71%
- Some progress: 94%

**Presenting**
The ability of students to articulate and present their ideas to peers and externally.
- Strong progress: 83%
- Some progress: 95%

**Leading**
The students’ ability to empathise, take responsibility and motivate others.
- Strong progress: 73%
- Some progress: 94%

**Working in a team**
The students’ willingness and ability to contribute in a collaborative task.
- Strong progress: 85%
- Some progress: 97%
Partnering with the world of work…

Our strategic and funding partners for 2014-15 were:

Our trip-hosting employer partners for 2014-15 were:

An essential part of our work is to build students’ awareness of how the enterprise skills they develop in the classroom will be vital in the rest of their lives.

Our employer partners commit to regularly hosting groups of our students. The students gain an insight into the working world by interviewing employees of the organisation. They then get a taste of what the organisation does through a relevant challenge.

For example: at a law firm students take part in a mock trial; at a hospital they develop a public health campaign; at a bank they think about financing an entrepreneurial venture.

This year, we’re delighted to work with a wider range of industries than ever before, as well as working with more partners in the public and charitable sectors.
...to build experiences and aspirations

“It was hugely rewarding seeing the students all engaged and happy”
– Volunteer, Prologis
**Case Study**

**“Starting young makes all the difference”**

**Cori-Ann**  
**Year 3 Student**  
**Northwold Primary**

<table>
<thead>
<tr>
<th>What's been going on?</th>
<th>Why start so young?</th>
<th>What is the impact?</th>
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<tbody>
<tr>
<td>Cori-Ann, a Year 3 student from Northwold Primary School has been developing her enterprise skills since the start of Year 1 through Enabling Enterprise programmes.</td>
<td>Her teacher Natalie Andrew believes that having a sustained approach to skill development has had a big impact on Cori-Ann's skill development: “The benefit of running more than one project is that you are able to see and track the progress the children are making with each enterprise skill over time as different projects require and encourage different skills at different levels.”</td>
<td>Starting early is clearly not just having an impact on the development of enterprise skills but also on learning across the curriculum.</td>
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<tr>
<td>• In Year 1 Cori-Ann took part in an enterprise project in lesson time called ‘Going Green’ where she became an environmental campaigner. She recalls making their own class recycling bin to promote recycling to the rest of the school.</td>
<td>Cori-Ann herself is very aware that the links between these projects are the skills that she constantly uses and develops. She explains that the projects help her “get better at the skills because we always practice them, talk about them and get points for using them.” She specifically reflects that the benefits are that “we get to all share our ideas and work with new people for every project.”</td>
<td>Cori-Ann draws links between the explicit use of these skills in enterprise projects and other lessons such as literacy. Her increasing ability to use her imagination is transferred to “story writing” and the skills of sharing ideas to her increased confidence in and understanding of structuring her “writing and talking”.</td>
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<td>• In Year 2, Cori-Ann’s Lesson-time projects included opening a class Art Gallery, a Café selling traditional foods and becoming architects by creating designs, blueprints and sculptures of school.</td>
<td>In starting early with skills the message is clear; they are neither something you achieve and can tick off nor something to talk about purely for a job or college or university interview. Instead they are seen as an integral part of learning and development.</td>
<td>In the skills of sharing ideas and leading Ms Andrew has identified that Cori-Ann is already working above her year group target. In sharing ideas she can confidently and logically order her presentations. Beyond that, she can also engage an audience through use of tone, expression and language.</td>
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<td>• In Year 3 Cori-Ann has explored the world of product-design in the creation of Aztec-inspired Chocolate Bars where she linked numeracy skills directly to the world of work to number crunch her way to a sweet profit.</td>
<td></td>
<td>In the same way Cori-Ann’s ability to take responsibility for her team to complete their jobs on time shows that in leading she is already showing signs of enhanced progress.</td>
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For Cori-Ann and her teacher the lesson is clear: Skills start early.
“With Enabling Enterprise you can see the progress students make over time”
– Ms Andrew, Teacher
The starting point

When it comes to getting better at presenting, Year 8 student Sidal believes that “practice” is key. Whilst often confident and outspoken in class he reflects that there have been many times where he has felt too shy to stand up and present in front of an audience.

When asked, Sidal is clear in his understanding of the importance of presenting, from the ability to “answer questions and give ideas in lesson” to “going for a college or university interview.” Its transferability to the world of work is also not lost on Sidal; “You need to be able to present well if you want to persuade your boss to give you a promotion or to negotiate a higher salary.”

At the beginning of the academic year Sidal was asked to complete a baseline skills assessment where he thought about his enterprise skills. On the skill of presenting in particular Sidal identified that he was able to clearly structure his language and use examples and detail to make his points. However, he did not yet feel confident in changing the mood, tone and pace of his communication or always correctly judge the level of detail needed.

Over the course of the year Sidal and his peers have been engaged in activities pitched to develop his enterprise skills with the appropriate level of challenge.

• At the beginning of the year Sidal took part in a Day in Politics. Teams were challenged to prepare and participate in a debate that encouraged response to the opposition and questions.

• In Science Sidal worked on ‘Racing Machines’, a project exploring the world of design engineering. Sidal and his team were challenged to deliver an informative presentation on their prototypes that outlined design features, strengths and weaknesses and suggested future modifications.

• Presenting as a consultant has also been a feature of Maths project ‘Recipes for Success’. Sidal had to present a rationale for new and improved recipe choices for the school canteen. The project explored the value of peer critique as students get multiple opportunities to refine their presentation content and style.

• On a trip to London Business School Sidal picked up tips from working alongside MBA students.

In referencing occasions where he has had to use the skill of presenting this year, it is clear Sidal has had numerous opportunities to focus and practice on what he calls his “showmanship.” At Enabling Enterprise, this showmanship translates into working at the targeted level for Year 8 students in presenting: being able to vary the mood, tone and pace when presenting in different contexts.

Pitching it right ensures that Sidal’s enterprise education is part of a strategic plan for progression and is appropriately challenging. Nearly a whole academic year later, and with so many opportunities to practice presenting, he reflects; “I definitely feel more confident in my ability to present in front of people I don’t know, my friends and my teachers.”

Working in his stretch zone every year and having a range of opportunities to present, puts Sidal’s learning within the broader aim of enterprise education: that all students will achieve a high level of competency in the enterprise skills by the time they leave school.
“I definitely feel more confident in my ability”
– Sidal, Student
Enabling Enterprise works to ensure that one day, all students are equipped with the enterprise skills, experiences of work, and aspirations to succeed.

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