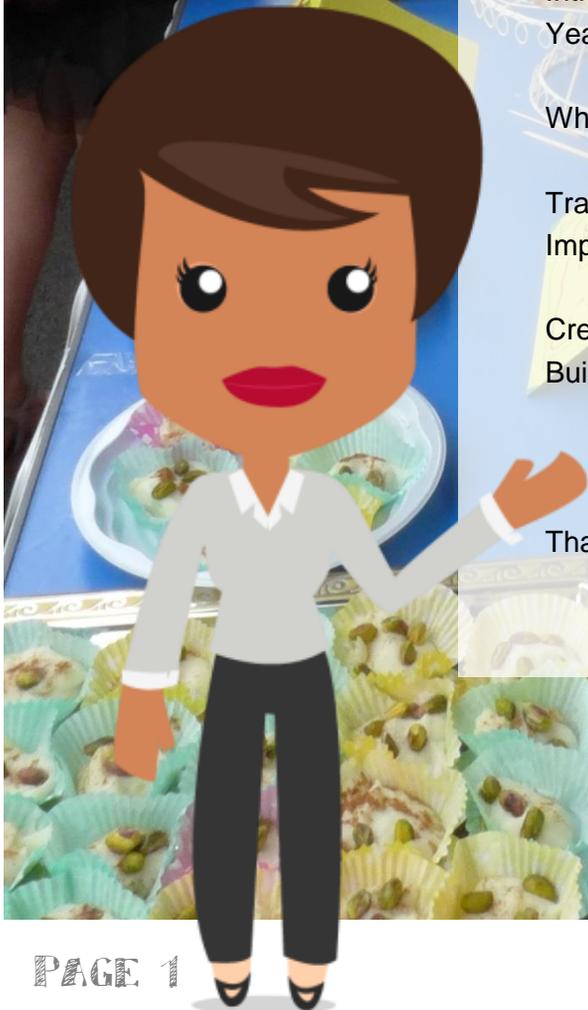


**IMPACT
REPORT
2014**



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OUR MISSION

One day, all students will leave school equipped with the skills, experiences and aspirations to succeed.

WHAT WE DO

We work with **70 top businesses** to bring the world of work into the classroom.

With Enabling Enterprise's support, schools make enterprise a core part of the curriculum for students from the age of 5 to 18. Students complete long-term projects during lesson-time, normally an hour every week, like setting up a small business or publishing a school magazine. These are complemented by challenge days and trips to our business partners.

Enabling Enterprise supports our schools with teacher training, full resources, and skills assessment to track students' progression.

THE EFFECT

Over the last five years, we have grown substantially from working with a single class to **35,390 students** in 2013-14.

This impact report highlights the growing evidence of the transformational approach that our programmes have for the children and young people we work with:

- Our students **make more than twice the progress** in developing their enterprise skills than those not on our programmes.
- This is backed up by their teachers, **100%** of whom have seen an impact on their children's skills as a result of being on Enabling Enterprise.
- We track students' progress in eight enterprise skills including leadership, working a team, creativity and presenting.

WHAT'S NEXT

We are humbled by the efforts of the schools and businesses we work with over the last five years, and proud of what has been achieved so far. But we know there is a lot more to do.

Over the next four years, we are intending to triple our impact, reaching 100,000 students a year by 2017. We hope you will be part of the story.

35,390

students in 2013-14
(page 5 for more)

1,405

teachers trained in 2013-14
(page 5 for more)

70

business partners in 2013-14
(page 9 for more)



2x

EE students make more than twice the progress in enterprise skills than their peers
(page 7 for more)

"It has been great to see the students develop independent skills, gain confidence and the awareness of the personal strengths needed to prepare them for the world of work"

- Teacher
Heartlands Academy

ENABLING ENTERPRISE: THE FIRST 5 YEARS



TOM RAVENSCROFT
CEO & Founder

SIMPLE BEGINNINGS

In the summer of 2009, Enabling Enterprise was a simple idea – that schools should be developing their students’ skills, experiences of the world and aspirations with the same focus and rigour as their academic learning.

The approach was born from my experience as a business studies teacher in Hackney in East London: I would take the students on trips to visit inspiring businesses and then, back in the classroom, they would have to apply their learning to setting up and running their own small businesses.

The two businesses who first got involved were law firm Freshfields and international bank UBS – and they remain two of our most vital partners today. My students were inspired by meeting their employees, and returned to school motivated to develop business ideas – including a video game exchange, selling smoothies, and a fashion label.

But it was the transformation in the students that convinced me that there was something in it. Students who would refuse to answer a question in class were presenting their business plans at UBS. Young people who used to be made to sit apart to avoid fighting were working effectively in their teams. And when the students got a top set of grades, the knock-on effect was clear.



2009-10

- 600 students
- 34 teachers
- 26 programmes

2010-11

- 3,630 students
- 132 teachers
- 35 programmes

2011-12

- 11,740 students
- 445 teachers
- 117 programmes

HOW FAR WE'VE COME

The last five years have hugely exceeded my initial expectations.

In 2013-14 our team of 14 reached over 35,000 children and young people by training and resourcing 1,405 teachers. Without dedicated and energising teachers, the programmes simply wouldn't have such an impact.

The other factor is the enthusiastic engagement of 70 top businesses, spanning a whole range of industries including professional services like PwC, legal firms like Wragge & Co., technology firms like Mimecast, and leisure firms like Virgin Active. This year, for the first time, we've also started working with the public sector through Guys & St Thomas' NHS Trust.

This impact report captures the effect of this work on students' preparation for real life, but we mustn't forget the children's individual stories. It might be the child who dreaded having to put their hand up in class, but by the end of the year is giving a presentation on their project at BT head office. Or the teenager who learnt how to set themselves goals and revision plans for their GCSEs.

COMING UP NEXT

Where we are today at Enabling Enterprise feels a world away from the kitchen table where the organisation was first conceived. We've been honoured with awards along the way and this year were a finalist for Social Enterprise of the Year in the PwC Private Business Awards. We continue to be one of the fastest growing social enterprises in the UK according to the SE100 rankings.

We've begun to engage with other organisations and initiatives internationally – from sharing our learning in China, the USA, France and Hong Kong to building partnerships in Uganda. We've also contributed what we've learnt to the EU's guidance on entrepreneurial education and its conference in Slovenia.

Truly though, what matters most, and what drives our team

OUR PROGRAMMES

Over the last five years, we've learned a lot by trying different approaches including small group interventions, after-school clubs, summer schools, and curriculum re-design. We're currently working with UBS to evaluate the different aspects of our programmes over 2014-15, but we have honed our approach down to three elements:

- **Lesson-time projects:** These are central to our approach, and see students complete a series of carefully designed collaborative, real-life projects over their time in school. These include designing a building with an architect, creating a fitness regime and writing and performing a comedy show.
- **Challenge days:** These one-off days are a chance to bring the whole school together to focus on a particular challenge – like holding a student election, designing a moon base or creating new social enterprise ideas.
- **Business trips:** Trips help students make the connection between the classroom and the working world from Hamleys to BT.

These elements are effective because they are backed up with expert **training and support** from the outstanding teachers who make up our Education Associate team, as well as our **skills assessment framework**.

every day is the impact we are having on the children and young people we are privileged to work with. We are just in the foothills of what this organisation and this partnership of schools and businesses can achieve. By 2017, we want to be working with 100,000 students a year.

We will continue working towards a day where every student leaves school equipped with the skills, experiences an aspirations to succeed.

Thank you for all your support.

2012-13

- 20,900 students
- 1,034 teachers
- 231 programmes

2013-14

- 35,390 students
- 1,405 teachers
- 497 programmes



CREATING NATIONAL CHANGE

Over the last year, Enabling Enterprise worked with primary and secondary schools across the country.

We've worked with children from the age of 5 through to 18. One notable achievement this year has been the opening of our Birmingham office, enabling us to reach over 4,500 students and 17 schools in the West Midlands.

Here, you can see some of the highlights from our different regions.

REACHING MORE STUDENTS

Our mission to see all students succeed means that we are ambitious about growth. This year we have been laying the groundwork to be able to reach more students across the country.

Over the next year, we'll be focusing on building a presence in Manchester, so we can start working more closely with schools in the North West.

WORKING MORE DEEPLY

At the same time, we have been working more closely with our schools this year to ensure a transformative impact for their students.

Many are now Enabling Enterprise 'Partner Schools'. The students in these schools take part in lesson-time projects that give them an hour each week of structured enterprise learning, as well as taking part in a challenge day, and termly trip opportunities to top businesses.

BIRMINGHAM AND THE MIDLANDS



The Birmingham office opened this year, allowing us to work with some **4,694 students** across **17 schools**.

Our business partners in the city and region include:



LONDON AND THE SOUTH



The London office is our largest, reaching **22,935 children** across **92 schools** this year.

Our business partners in the city and region include:



35,390

Students on EE programmes in 2013-14

1,405

Teachers delivering EE programmes in 2013-14

THE NORTH OF ENGLAND

By 2015, Enabling Enterprise will have a permanent office in Manchester. This year in the North of England we have worked with **1,580 children** across **12 schools**.



Our business partners in the region include:



ELSEWHERE IN ENGLAND

We are happy to work with schools beyond our main regional clusters.

This year we've worked with schools on the South Coast, in Leeds, in the East of England and beyond.

In total, we have worked with **6,181 students** and **22 schools**.

FURTHER AFIELD

We've also started to share our work internationally. For example this year in:

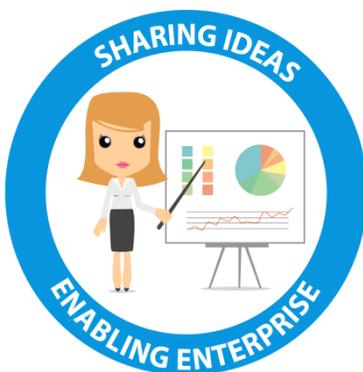
- *Uganda*: With the support of the Forward Foundation, Tom travelled to Uganda in December 2013 to share our work and to learn from other youth organisations in the country.
- *China*: Enabling Enterprise presented at the Teach For All annual conference in China in October 2013, building links with other education partners internationally.

497

Programmes running
in 2013-14



TRANSFORMING SKILLS



At Enabling Enterprise, we're passionate about our mission.

To ensure we're achieving this mission, we track students' progress in eight key skill areas.

DESIGNING THE FRAMEWORK

These eight skill areas were chosen and developed with input from our business partners, particularly PwC, Freshfields and UBS. We defined exactly what students need to be able to do at the point of leaving school to be employable.

Then, because we work with children from the age of 5 years old, we worked backwards to pin down what children need to be capable of in each skill area at each age in order to be on track.

In this framework, we aim for students to make at least one level of progress each year in each of their skill areas. This is the rate of progress that puts them on the trajectory for future success by the time they leave school.

THE FRAMEWORK IN ACTION

This skills assessment framework is available to all of our students. Students complete the assessment at the beginning and the end of the year to track their progress over the year.

The data can be reviewed and validated by their teachers, and then shared to support teachers' planning and measuring progress.

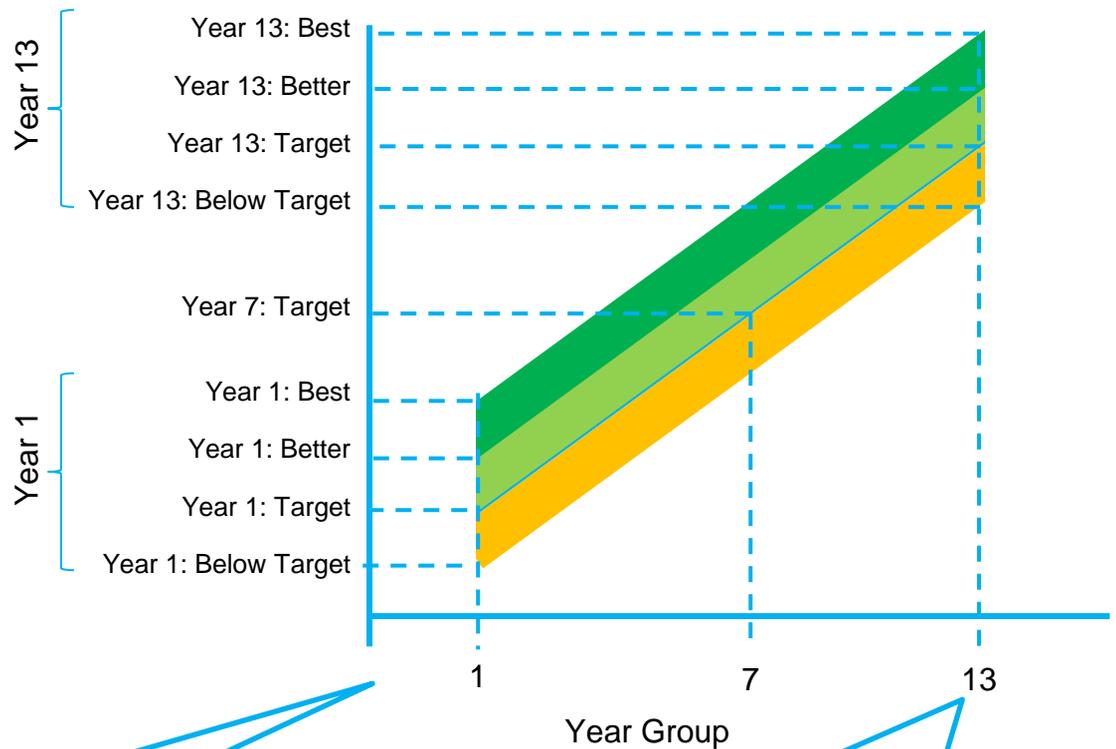


EXAMPLE: WORKING IN A TEAM

How does our skills assessment framework work? To take an example, one key skill that we look at is teamwork.

This skill focuses on the students' confidence and effectiveness in working as part of a team. Initially, it is about the students being able to work with others in a constructive manner. As they progress, the focus is not just on making their own constructive contribution but encouraging and supporting others to make their fullest contribution too. The highest performing team members will understand their colleagues' strengths and weaknesses and support the team to divide roles accordingly.

Ultimately, by the time they leave school students should be able to work effectively in a team and evaluate the team's performance to drive future improvements.



By the end of Year 1

Below Target: I can take turns with other children.

Target: I can work with other children to do something together.

Better: I know why teams are sometimes better than working by myself.

Best: I am happy to help with different jobs in my team.

By the end of Year 13

Below Target: I can reflect on the team's progress and make suggestions for improvements.

Target: I can reflect and evaluate on the team's approaches to tasks and carefully influence to get better results.

Better: I'm aware of the team leader's strengths and weaknesses and actively support them when they need me.

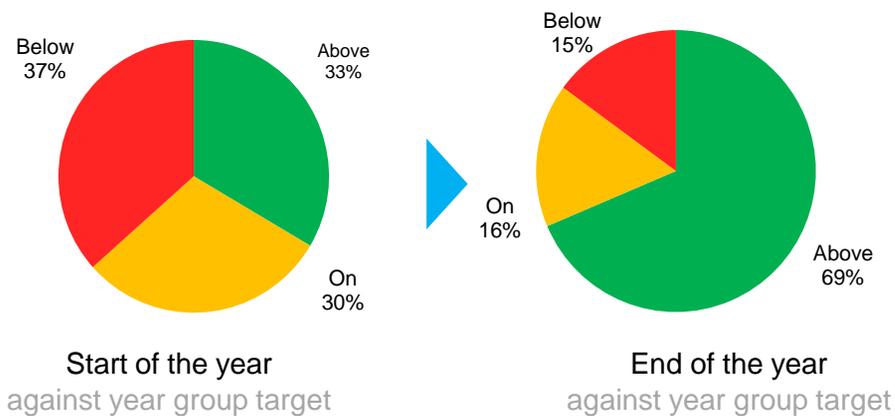
Best: I understand the skills of other team members and adapt my approach to them

TRANSFORMING SKILLS: OUR IMPACT THIS YEAR



This year, we tracked a sample of **3,078** students across the year

Over the year, our students showed that they could hit or exceed their target skills level with an EE programme – **85% were on track** by the end of the year, and **69% were working above target**:



“Within twelve weeks the teachers noticed a difference in their students: they were able to work together with different people as well as building in confidence”

- Katy Miles
Head of Enterprise
Curwen Primary

“I found this trip to be an invaluable experience for all the children in terms of the knowledge they gained, building up their self confidence and appreciating the business world out there”

- Maryam M.
Parent
Kingsbury Primary

“It has been great to see the students develop independent skills, gain confidence and the awareness of the personal strengths needed to prepare them for the world of work”

- Teacher
Heartlands Academy

This is reinforced by their teachers’ view of their progress:

88%

of teachers saw progress in all eight skill areas

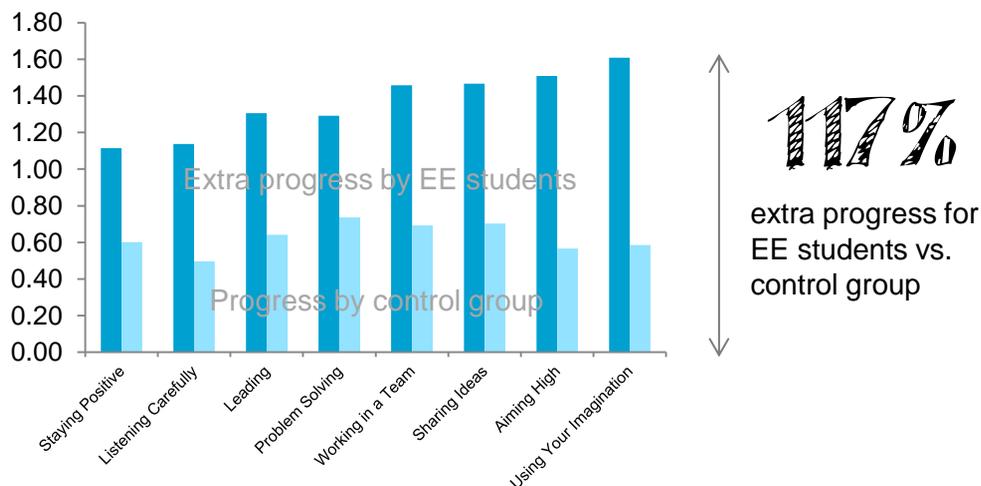
97%

of teachers saw progress in at least six skill areas

100%

of teachers saw progress in their students’ skills

And EE students significantly out-performed skills development of students not following EE programmes across all skill areas:



STUDENTS' PROGRESS BY SKILL

We track students' progress across each skill area. For each skill, we aim for student to make 1 level of progress per year to be on track for success when they finish school. Here, we indicate the average progress of students who have completed a full year's EE programme, and compare this with the skills levels of students (at the beginning of the year above) who did not complete an EE programme ('Non-EE Progress'). From next year, we will have a dedicated control group to increase the precision of our 'Non-EE Progress' measure.



STAYING POSITIVE

The ability of students to overcome setbacks and demonstrate resilience.

Average EE Progress: 1.08 levels
 Non-EE Progress: 0.60 levels
Extra Progress: 79%



AIMING HIGH

The students' aspirations for the future, and ability to take steps towards them.

Average EE Progress: 1.41 levels
 Non-EE Progress: 0.57 levels
Extra Progress: 150%



PROBLEM SOLVING

The students' competence and confidence in logically thinking through issues.

Average EE Progress: 1.25 levels
 Non-EE Progress: 0.70 levels
Extra Progress: 78%



USING IMAGINATION (CREATIVITY)

The students' ability to generate ideas and use creative strategies in new situations.

Average EE Progress: 1.56 levels
 Non-EE Progress: 0.59 levels
Extra Progress: 166%



LISTENING & UNDERSTANDING

The students' ability to listen and gather and organise information effectively.

Average EE Progress: 1.10 levels
 Non-EE Progress: 0.50 levels
Extra Progress: 121%



SHARING IDEAS (PRESENTING)

The ability of students to articulate and present their ideas to peers and externally.

Average EE Progress: 1.40 levels
 Non-EE Progress: 0.74 levels
Extra Progress: 90%



LEADING

The students' ability to empathise, take responsibility and motivate others.

Average EE Progress: 1.24 levels
 Non-EE Progress: 0.69 levels
Extra Progress: 79%



WORKING IN A TEAM

The students' willingness and ability to contribute in a collaborative task.

Average EE Progress: 1.39 levels
 Non-EE Progress: 0.64 levels
Extra Progress: 116%

CREATING EXPERIENCES & BUILDING ASPIRATIONS



PARTNERSHIP

We are hugely grateful to our business partners and funders for the opportunities they give our students. Over the last year, we have run over 200 trips to 70 business partners. As our range of business partners has expanded this year, we've been able to raise students' awareness of industries including professional services, manufacturing, technology, the law, as well as smaller enterprises.

OUR GOAL

We aim to have a positive impact on the long-term goals and ambitions of our students. More than that though, we give them the experiences and tools to turn their dreams into realistic plans and achievable steps.

We include this in two areas of our enterprise skills framework:

- *Aiming High* – setting stretching goals and planning to achieve them.
- *Staying Positive* – maintaining a resilient attitude to see ideas and goals realised.

WHAT WE DO

EE students are supported to develop these skills in lesson-time by managing a long-term project from inception to reality. These skills are consistent whether applied to creating a radio show, running the school café or setting up a small business.

The programmes in school are hugely enhanced by our business partners and the regular opportunities for our students to visit their offices, and meet volunteers who work there. These trips help to make the link between classroom learning, and the real world.



CASE STUDY: PERSUASION AT WORK

For students studying GCSE English Language, it is sometimes difficult to understand when analysing language is going to come in useful in life. “When am I ever going to need this?” is a question frequently floated by revision-fatigued Year 11 students as they annotate texts and write paragraphs explaining the writer’s use of language.

Year 11 students from Tabor Academy were lucky enough to find out by working alongside volunteers from law firm DLA Piper. To warm up, each team questioned the professionals about their jobs and how they use English in their legal career. The responses surprised some of the students, as they found that lawyers often use their language inference and writing skills to interpret the meaning of laws and put together compelling arguments on cases.

The students were then assigned legal cases. With their cases in hand, teams were designated either as prosecution or defence. Supported by the legal professionals, the students set about building their legal case; first by thinking of the most compelling arguments to support their position, then by anticipating the counterarguments.

They needed to effectively structure their speech, using persuasive devices and formal language. As in a court of law, the prosecution presented their arguments first, using their persuasive skills to convince the jury that the accused was guilty. The defence then had the opportunity to respond, trying their utmost to ensure that the defendant was acquitted.

There may have been intense debate but the one thing all the students agreed on – that they realised the power of language.

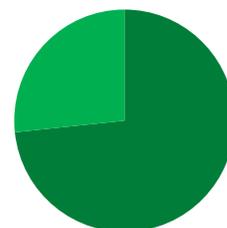
70

business partners in 2013-14

“It was a real pleasure for me and my colleagues to meet these students. Their open-mindedness and eagerness to learn showed just how important enterprise education is, giving such an early opportunity to explore the world of business.”

- Neil Lightbown, Director of Global Speciality Lines, RSA

100%

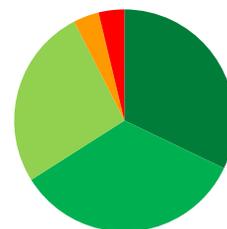


of EE business volunteers felt the day was worthwhile

“I was so impressed by their ideas and understanding of the task. They demonstrated amazing teamwork and I was so proud of them when they did their presentation. They are an amazing group of children and I feel very lucky to have worked with them.”

- Volunteer Feedback by Toni, UBS

92%



of EE teachers saw the value of the business trips

THE PROGRAMMES IN ACTION

CASE STUDY: WEST HILL PRIMARY



ENTERPRISE AT WEST HILL PRIMARY

“We made a display outside the classroom to showcase all their hard work”, said one Year 3 teacher as she spoke enthusiastically about her class’ latest enterprise project. With every student at West Hill getting an hour of enterprise a week they’ve a lot to get excited about.

DEVELOPING SKILLS IN THE CLASSROOM

This year, West Hill students have completed a range of creative lesson-time projects. Year 3 worked collaboratively to design and make their own recycled toy while Year 6 combined enterprise and literacy to become reporters for their school newspaper.

A highlight of the year was bringing all year groups together for a challenge day. The students took on a creative mission – to establish a new society on the moon. Headteacher Julie Dobson introduced the day in a special assembly wearing a full space suit, a precursor of the excitement to follow. “I’m so, so excited,” declared Tia from Year 4.

After recruiting space team members, students designed new animal species and became architects to build their utopian society. Chair of Governors, Brian

Varney saw the students in action, commenting, “it was a real privilege to witness such an amazing day and a joy to observe the pupils throwing themselves into the project.”

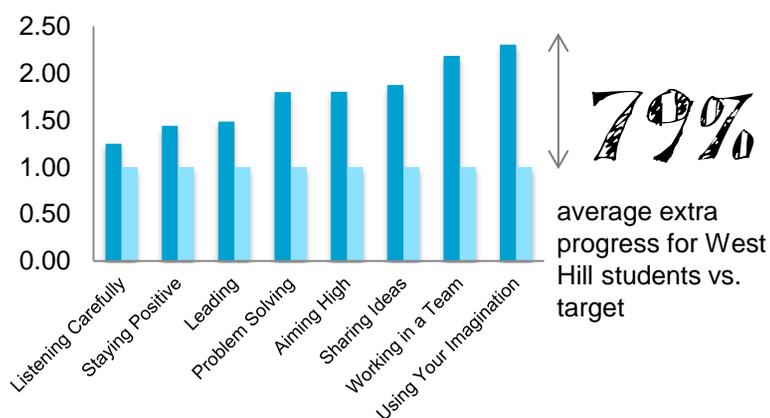
REAL-WORLD EXPERIENCES

To apply the skills to real life, West Hill also went on business trips to law firm Freshfields, BT and French bank, Société Générale. The trips gave students the chance to interview employees and give them insight into working life. Julie Dobson, Head Teacher of West Hill Primary School, accompanied the pupils to Freshfields: “It’s the context of work that makes all the difference - one of the students said to me ‘...do you think I could work here?’ – yes you could!”

MAKING EXCELLENT PROGRESS

With all the hard work that West Hill Primary put into their EE programme this year, they eagerly awaited the results of the skills assessment. While one level progress per year will set students on the trajectory for success, West Hill Primary students have exceeded this target in all eight skills areas.

In fact, students made on average 79% more progress than our target improvement rate. A particular area of strength was in sharing ideas and working in a team. As one Year 3 teacher said “by giving them numerous opportunities to sort out their problems together they began to realise they needed to listen and support each other”.





A WORLD TRADE CHALLENGE DAY

One challenge brought all Year 8 students together to develop teamwork and leadership; World Trade Day. Assuming the role of governments for China, France, Bolivia or Canada teams began trading on the world stage. Then they embarked on a national campaign to win a UN grant of \$100 million for their country. Bids ranged from hosting the Olympics to AIDS outreach programmes.

LEARNING COMES TO LIFE AT PWC AND GE

After taking on enterprise projects in the classroom, London Academy applied their skills to the real world, going on trips to professional services firms PwC and GE to work with employees. Commenting on the day, Shabanna, a lawyer at GE said, “the students had pioneering ideas” while Julie, Head of IT gave “special commendation for their innovation”.

EXCELLENT PROGRESS MADE

After another year of enterprise students had made more than racing machines and adverts – they’d developed essential life skills. On average, students made 89% more progress than the targeted improvement rate with problem solving and aiming high areas of particularly high achievement. With 95% of students showing progress, this calls for celebration; and with their entrepreneurial talent London Academy could even organise the celebration event themselves!

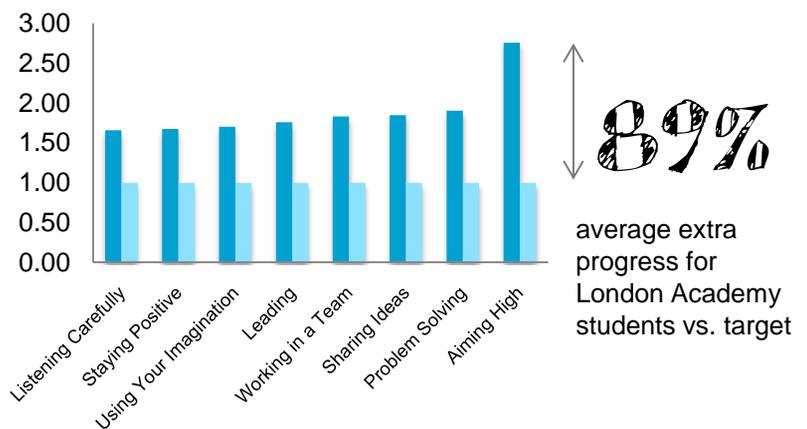
ENTERPRISING LONDON ACADEMY

“They have such entrepreneurial spirit”, commented Prad, a lawyer from GE who joined London Academy students on a trip this year. Across different year groups London Academy have been embedding enterprise in lesson time and applying their learning on trips to top firms.

With this approach students made excellent progress in developing essential life skills, with one Year 8 teacher commenting, “I’ve never seen them so engaged!”

ENTERPRISE IN ACTION

Numeracy and literacy are essential foundations for success. London Academy students have been combining enterprise as well, through a series of EE lesson-time projects. For example, Year 7 designed and constructed their own racing machines, giving them an insight into a career in engineering. Year 8 have been using their English skills to rebrand a failing travel company, developing excellent problem-solving skills and persuasive pitches.



THANKS

Thanks go to all the schools, businesses and other supporters in our partnership in 2013-14.

There have been huge contributions from individual teachers, business volunteers and EE team and Board members which are too numerous to mention.

Here, we also thank our funders for the year without whose generosity our programmes would be unable to run. Thank you all.





**EXPLORE OUR IMPACT FURTHER AT:
WWW.ENABLENGENTERPRISE.ORG/IMPACT**



Enabling Enterprise works to ensure that one day, all students leave school equipped with the enterprise skills, experiences of work, and aspirations to succeed.

Contact us:
info@enablingenterprise.org

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